NJ SCHOOL PERFORMANCE REPORT

HORACE MANN ELEMENTARY SCHOOL
(17-3610-070)
Grades Offered: 01-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† 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	HUDSON
District	NORTH BERGEN TWP
Principal Name	MR. TENNARO
Address	1215 83RD STREET NORTH BERGEN, NJ 07047-4215
Phone Number	(201)295-2880
Email Address	ptennaro@northbergen.k12.nj.us
Website	https://horacemann.northbergen.k12.nj.us/

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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
1	147	147	135
2	123	146	156
3	135	125	143
4	149	143	120
5	139	147	145
6	139	135	156
7	133	138	134
8	139	132	144
Total	1,104	1,113	1,133

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	50.2%	49.3%	49.0%
Male	49.8%	50.7%	51.0%
Economically Disadvantaged Students	61.6%	63.5%	58.1%
Students with Disabilities	11.4%	12.7%	11.2%
English Learners	1.7%	2.0%	3.8%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.4%	0.2%
Military-Connected Students		0.1%	0.1%
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	12.2%	11.2%	11.0%
Hispanic	84.5%	85.8%	86.2%
Black or African American	1.4%	1.2%	0.9%
Asian	1.6%	1.3%	1.6%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.1%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	0.1%	0.3%	0.1%

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	61.0%
Spanish	34.7%
Arabic	3.4%
Other Languages	1.0%

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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	48	45	50	Met Standard	57.5	53	50	Met Standard
White	41.5	42	50	Met Standard	52	47	51	Met Standard
Hispanic	48	45	49	Met Standard	58	53	48	Met Standard
Black or African American	*	48	44	**	*	45	44	**
Asian, Native Hawaiian, or Pacific Islander	62	47	61	**	58.5	63	61	**
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	N	*	49	**	N	*	51	**
Economically Disadvantaged	47	43	48	Met Standard	54	52	47	Met Standard
Students with Disabilities	34	35	41	Not Met	54	47	43	Met Standard
English Learners	60.5	49	54	Exceeds Standard	49.5	53	51	Met Standard

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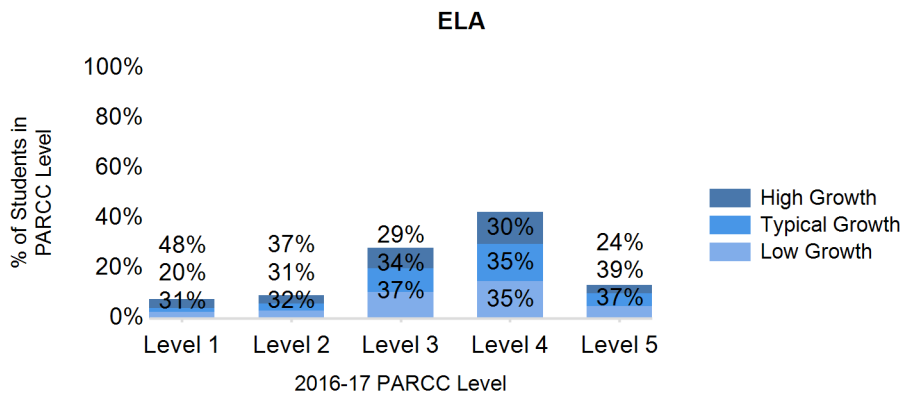
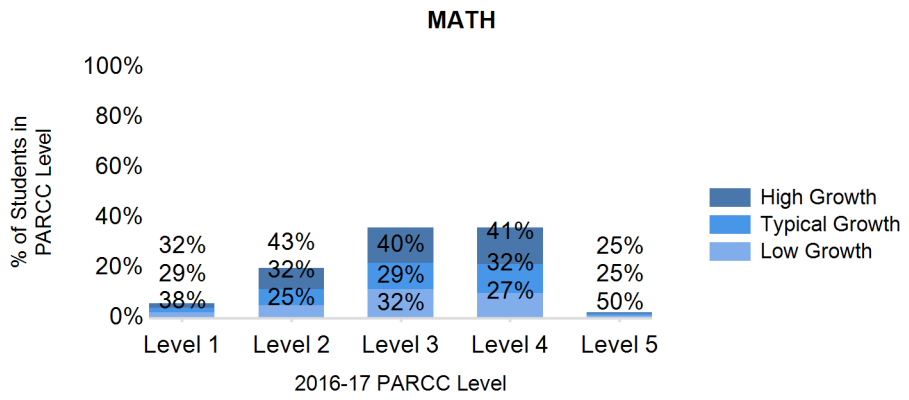
Student Growth by Performance Level

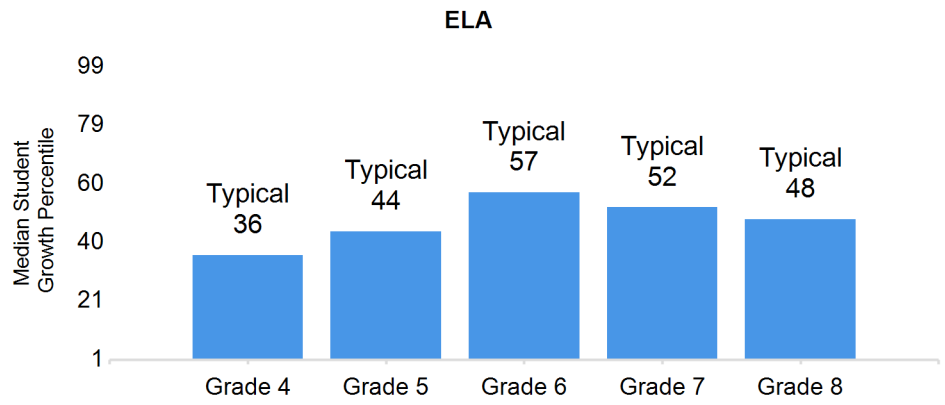
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

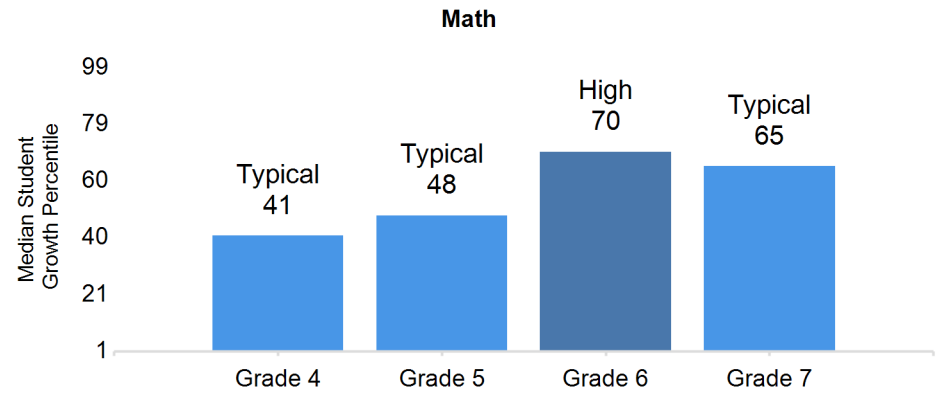




Student Growth by Grade

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	907	99.7	57.8	46.6	56.7	57.8	60.3	Met Target†
White	102	99.0	58.8	47.6	65.6	58.8	61.6	Met Target†
Hispanic	781	99.8	57.5	45.9	42.5	57.5	59.9	Met Target†
Black or African American	*	*	*	44.0	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	14	100.0	64.3	62.2	82.3	64.3	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	453	99.8	64.0	54.1	64.5	64.0		
Male	454	99.6	51.5	39.6	49.4	51.5		
Economically Disadvantaged Students	530	99.6	53.4	42.7	38.5	53.4	58.6	Not Met
Non-Economically Disadvantaged Students	377	99.7	64.0	54.0	67.5	64.0		
Students with Disabilities	110	98.4	16.4	14.7	21.6	16.4	16.7	Met Target†
Students without Disabilities	797	99.9	63.5	52.4	63.9	63.5		
English Learners	121	100.0	32.3	21.5	27.3	32.3	45.9	Not Met
Non-English Learners	786	99.6	61.7	51.2	59.4	61.7		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

† 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 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	154	755	746	750	10%	12%	19%	53%	7%	60%	52%
White	10	755	743	759	*	*	*	*	*	60%	61%
Hispanic	141	755	746	736	9%	11%	20%	52%	7%	60%	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	78	759	749	756	*	*	17%	*	*	63%	57%
Male	76	751	743	744	*	*	21%	*	*	57%	46%
Economically Disadvantaged Students	110	754	*	733	*	*	17%	*	*	59%	34%
Non-Economically Disadvantaged Students	44	759	*	762	*	*	23%	*	*	61%	64%
Students with Disabilities	11	708	717	719	*	*	*	*	*	18%	24%
Students without Disabilities	143	759	751	756	*	*	*	*	*	63%	57%
English Learners	11	713	711	712	*	*	*	*	*	27%	15%
Non-English Learners	143	759	749	753	*	*	*	*	*	62%	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	137	746	748	756	7%	14%	36%	34%	9%	43%	58%
White	15	736	749	764	*	*	*	*	*	40%	68%
Hispanic	117	747	747	744	*	14%	37%	*	*	43%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	763	N	N	N	N	N	N	63%
Female	65	750	751	762	*	*	34%	*	*	48%	63%
Male	72	743	745	751	*	*	38%	*	*	39%	53%
Economically Disadvantaged Students	97	744	*	740	*	*	34%	*	*	42%	40%
Non-Economically Disadvantaged Students	40	751	*	767	*	*	40%	*	*	45%	70%
Students with Disabilities	22	712	716	726	*	*	*	*	*	*	25%
Students without Disabilities	115	753	753	762	*	*	*	*	*	*	64%
English Learners	16	731	719	720	*	*	*	*	*	31%	17%
Non-English Learners	121	748	750	759	*	*	*	*	*	45%	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	154	754	747	755	*	12%	24%	*	*	58%	58%
White	*	*	749	763	*	*	*	*	*	*	68%
Hispanic	136	753	*	743	*	12%	24%	*	*	58%	43%
Black or African American	N	N	*	738	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	762	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	*	763	N	N	N	N	N	N	65%
Female	78	755	752	762	*	*	31%	*	*	58%	66%
Male	76	752	743	749	*	*	17%	*	*	59%	51%
Economically Disadvantaged Students	86	752	*	739	*	*	30%	*	*	55%	39%
Non-Economically Disadvantaged Students	68	755	*	766	*	*	16%	*	*	63%	71%
Students with Disabilities	12	714	*	724	*	*	*	*	*	*	22%
Students without Disabilities	142	757	*	762	*	*	*	*	*	*	65%
English Learners	*	*	708	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	749	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance 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	177	751	747	754	8%	13%	25%	41%	12%	54%	56%
White	23	751	739	761	*	*	*	*	*	52%	66%
Hispanic	146	751	748	742	8%	14%	23%	41%	13%	54%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	49%
Two or More Races	N	N	*	761	N	N	N	N	N	N	64%
Female	84	762	754	761	*	*	23%	*	*	68%	64%
Male	93	741	741	748	*	*	28%	*	*	41%	48%
Economically Disadvantaged Students	92	744	742	739	*	*	27%	*	*	47%	37%
Non-Economically Disadvantaged Students	85	758	756	764	*	*	24%	*	*	61%	68%
Students with Disabilities	25	723	715	723	*	*	*	*	*	28%	18%
Students without Disabilities	152	756	753	760	*	*	*	*	*	58%	63%
English Learners	14	711	708	712	*	*	*	*	*	*	*
Non-English Learners	163	754	751	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	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	151	757	752	760	9%	7%	20%	41%	23%	64%	63%
White	12	752	757	768	0%	*	*	*	*	75%	72%
Hispanic	135	757	751	746	*	*	21%	39%	23%	62%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	762	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	N	N	*	767	N	N	N	N	N	N	68%
Female	74	767	760	769	*	*	19%	39%	32%	72%	72%
Male	77	748	744	752	*	*	21%	43%	13%	56%	54%
Economically Disadvantaged Students	81	751	746	742	*	*	19%	47%	15%	62%	44%
Non-Economically Disadvantaged Students	70	765	762	771	*	*	21%	34%	31%	66%	73%
Students with Disabilities	23	713	714	721	*	*	*	*	*	17%	22%
Students without Disabilities	128	765	758	768	*	*	*	*	*	72%	71%
English Learners	14	709	697	705	*	*	*	*	*	14%	11%
Non-English Learners	137	762	757	762	*	*	*	*	*	69%	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	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%

NJ SCHOOL PERFORMANCE REPORT

HORACE MANN ELEMENTARY SCHOOL
(17-3610-070)
Grades Offered: 01-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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 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	165	756	746	759	9%	8%	22%	44%	17%	61%	60%
White	25	763	744	767	*	*	*	*	*	68%	70%
Hispanic	135	755	746	744	10%	10%	20%	42%	18%	60%	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	N	N	*	766	N	N	N	N	N	N	66%
Female	86	767	756	768	*	*	20%	*	*	70%	69%
Male	79	744	736	751	*	*	24%	*	*	51%	52%
Economically Disadvantaged Students	84	746	740	740	*	*	25%	*	*	50%	42%
Non-Economically Disadvantaged Students	81	767	755	769	*	*	19%	*	*	72%	71%
Students with Disabilities	25	721	*	719	*	*	*	*	*	16%	19%
Students without Disabilities	140	763	*	766	*	*	*	*	*	69%	68%
English Learners	14	708	701	703	*	*	*	*	*	14%	*
Non-English Learners	151	761	749	761	*	*	*	*	*	65%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

HORACE MANN ELEMENTARY SCHOOL
(17-3610-070)
Grades Offered: 01-08
2017-2018

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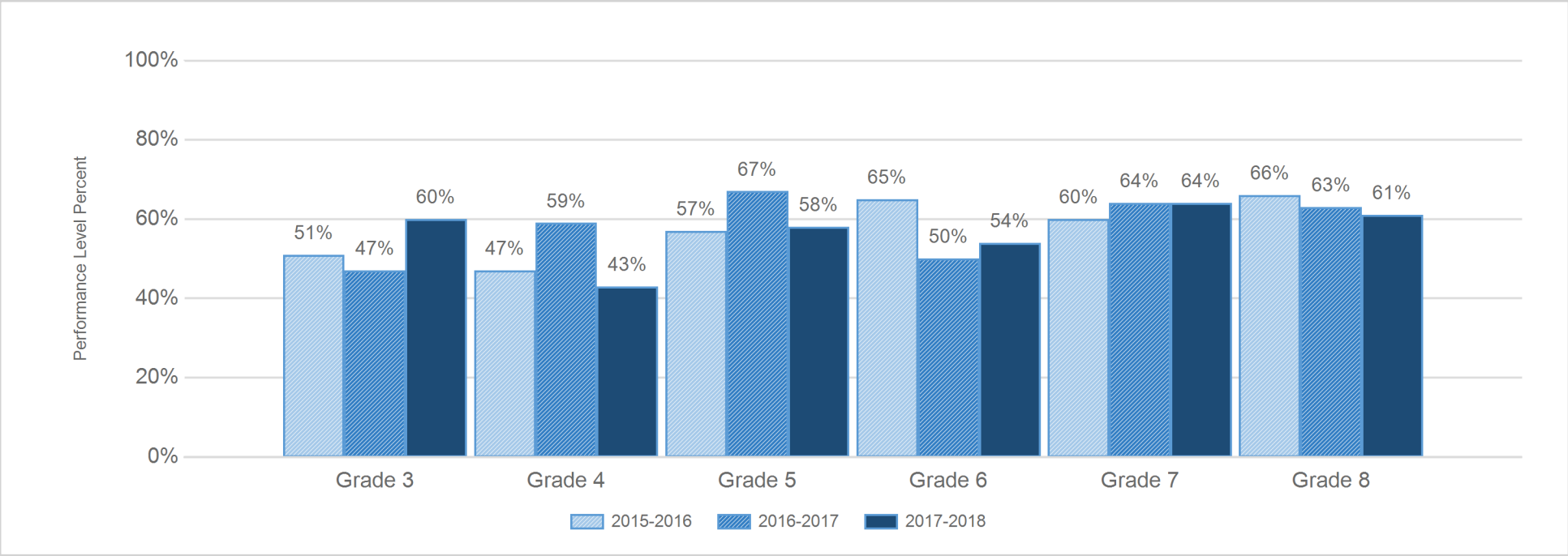
English Language Arts/Literacy Assessment - Performance Trends

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.



NJ SCHOOL PERFORMANCE REPORT

HORACE MANN ELEMENTARY SCHOOL
(17-3610-070)
Grades Offered: 01-08
2017-2018

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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	918	99.6	43.3	*	45.0	43.3	42.5	Met Target
White	103	99.0	37.8	*	54.1	37.8	36.2	Met Target
Hispanic	789	99.6	43.9	*	29.2	43.9	43	Met Target
Black or African American	*	*	*	24.0	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	16	100.0	43.8	52.9	77.0	43.8	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	457	99.8	42.0	*	46.0	42.0		
Male	461	99.4	44.7	*	43.9	44.7		
Economically Disadvantaged Students	541	99.5	38.6	*	26.6	38.6	38.2	Met Target
Non-Economically Disadvantaged Students	377	99.7	50.1	*	55.9	50.1		
Students with Disabilities	112	98.4	15.2	10.3	17.1	15.2	15.7	Met Target†
Students without Disabilities	806	99.8	47.3	34.3	50.5	47.3		
English Learners	132	99.3	25.8	*	24.6	25.8	34	Not Met
Non-English Learners	786	99.6	46.4	*	46.9	46.4		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

HORACE MANN ELEMENTARY SCHOOL
(17-3610-070)
Grades Offered: 01-08
2017-2018

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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 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	158	744	743	752	*	21%	30%	*	*	44%	53%
White	10	740	743	760	0%	*	*	*	*	40%	64%
Hispanic	145	744	743	739	*	21%	30%	*	*	45%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	81	741	741	752	*	21%	36%	*	*	38%	53%
Male	77	747	745	751	*	21%	23%	*	*	51%	53%
Economically Disadvantaged Students	114	743	*	736	*	19%	*	*	*	41%	35%
Non-Economically Disadvantaged Students	44	746	*	762	*	25%	*	*	*	52%	66%
Students with Disabilities	11	711	722	730	*	*	*	*	*	*	29%
Students without Disabilities	147	746	746	756	*	*	*	*	*	*	57%
English Learners	15	737	729	726	*	*	*	*	*	20%	23%
Non-English Learners	143	745	744	754	*	*	*	*	*	47%	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

HORACE MANN ELEMENTARY SCHOOL
(17-3610-070)
Grades Offered: 01-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	141	739	741	748	9%	24%	27%	*	*	40%	49%
White	15	739	742	755	*	*	*	*	*	40%	60%
Hispanic	121	739	740	737	8%	23%	29%	*	*	40%	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	*	752	N	N	N	N	N	N	55%
Female	66	739	740	748	*	*	30%	*	*	41%	50%
Male	75	739	741	748	*	*	24%	*	*	40%	49%
Economically Disadvantaged Students	101	738	*	733	*	*	22%	*	*	41%	30%
Non-Economically Disadvantaged Students	40	743	*	758	*	*	40%	*	*	40%	62%
Students with Disabilities	24	715	715	725	*	*	*	*	*	17%	22%
Students without Disabilities	117	744	745	753	*	*	*	*	*	45%	55%
English Learners	20	730	731	722	*	*	*	*	*	30%	16%
Non-English Learners	121	741	742	750	*	*	*	*	*	42%	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	723	*	*	*	*	*	*	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

HORACE MANN ELEMENTARY SCHOOL
(17-3610-070)
Grades Offered: 01-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	156	743	741	748	*	20%	42%	*	*	35%	49%
White	*	*	743	756	*	*	*	*	*	*	60%
Hispanic	137	742	*	736	*	20%	41%	*	*	36%	32%
Black or African American	N	N	*	730	N	N	N	N	N	N	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	*	754	N	N	N	N	N	N	55%
Female	78	740	739	749	*	*	46%	*	*	31%	50%
Male	78	746	743	747	*	*	38%	*	*	40%	48%
Economically Disadvantaged Students	88	742	*	733	*	19%	48%	*	*	31%	29%
Non-Economically Disadvantaged Students	68	744	*	758	*	21%	35%	*	*	41%	62%
Students with Disabilities	12	725	*	726	*	*	*	*	*	*	20%
Students without Disabilities	144	744	*	752	*	*	*	*	*	*	55%
English Learners	*	*	726	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	742	750	*	*	*	*	*	*	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

HORACE MANN ELEMENTARY SCHOOL
(17-3610-070)
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2017-2018

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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	179	738	736	744	11%	22%	28%	*	*	39%	44%
White	23	732	726	751	*	*	*	*	*	30%	54%
Hispanic	148	738	736	731	10%	20%	30%	*	*	40%	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	48%
Two or More Races	N	N	*	749	N	N	N	N	N	N	52%
Female	84	740	737	745	*	18%	31%	*	*	40%	45%
Male	95	735	734	742	*	25%	25%	*	*	38%	42%
Economically Disadvantaged Students	94	733	731	729	*	21%	33%	*	*	32%	24%
Non-Economically Disadvantaged Students	85	742	742	753	*	22%	22%	*	*	47%	56%
Students with Disabilities	25	715	708	717	*	*	*	*	*	*	13%
Students without Disabilities	154	741	740	748	*	*	*	*	*	*	49%
English Learners	16	704	709	713	*	*	*	*	*	*	11%
Non-English Learners	163	741	739	745	*	*	*	*	*	*	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	745	*	*	*	*	*	*	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

HORACE MANN ELEMENTARY SCHOOL
(17-3610-070)
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2017-2018

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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	154	743	738	743	7%	19%	30%	*	*	44%	43%
White	13	734	741	750	*	*	*	*	*	31%	54%
Hispanic	136	743	738	732	7%	19%	28%	*	*	46%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	750	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	N	N	*	748	N	N	N	N	N	N	51%
Female	75	745	739	745	*	17%	28%	*	*	48%	45%
Male	79	740	738	741	*	20%	32%	*	*	41%	42%
Economically Disadvantaged Students	84	737	735	730	*	20%	37%	*	*	33%	24%
Non-Economically Disadvantaged Students	70	749	744	751	*	17%	21%	*	*	57%	55%
Students with Disabilities	23	713	714	717	*	48%	*	*	*	17%	12%
Students without Disabilities	131	748	742	748	*	14%	*	*	*	49%	50%
English Learners	17	716	714	716	*	*	*	*	*	*	10%
Non-English Learners	137	746	741	744	*	*	*	*	*	*	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
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

HORACE MANN ELEMENTARY SCHOOL
(17-3610-070)
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2017-2018

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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 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	144	740	732	728	16%	14%	28%	42%	0%	42%	28%
White	21	740	728	736	*	*	*	*	*	43%	36%
Hispanic	118	739	732	722	15%	15%	28%	42%	0%	42%	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	737	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	*	729	N	N	N	N	N	N	28%
Female	70	738	732	731	*	*	31%	40%	0%	40%	31%
Male	74	741	732	725	*	*	26%	43%	0%	43%	26%
Economically Disadvantaged Students	77	738	730	719	*	*	29%	39%	0%	39%	20%
Non-Economically Disadvantaged Students	67	742	735	735	*	*	28%	45%	0%	45%	35%
Students with Disabilities	25	709	*	705	52%	*	*	*	*	20%	*
Students without Disabilities	119	746	*	735	8%	*	*	*	*	46%	*
English Learners	16	740	723	705	*	*	*	*	*	44%	10%
Non-English Learners	128	740	733	729	*	*	*	*	*	41%	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

HORACE MANN ELEMENTARY SCHOOL
(17-3610-070)
Grades Offered: 01-08
2017-2018

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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	23	779	724	746	0%	0%	*	*	*	91%	46%
White	*	*	723	755	*	*	*	*	*	*	57%
Hispanic	*	*	724	730	*	*	*	*	*	*	27%
Black or African American	N	N	*	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	763	779	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	*	*	728	748	*	*	*	*	*	*	48%
Male	*	*	721	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	*	*	722	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	729	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	*	716	N	N	N	N	N	N	13%
Students without Disabilities	23	779	728	752	0%	0%	*	*	*	91%	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	23	779	728	749	0%	0%	*	*	*	91%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	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%

NJ SCHOOL PERFORMANCE REPORT

HORACE MANN ELEMENTARY SCHOOL
(17-3610-070)
Grades Offered: 01-08
2017-2018

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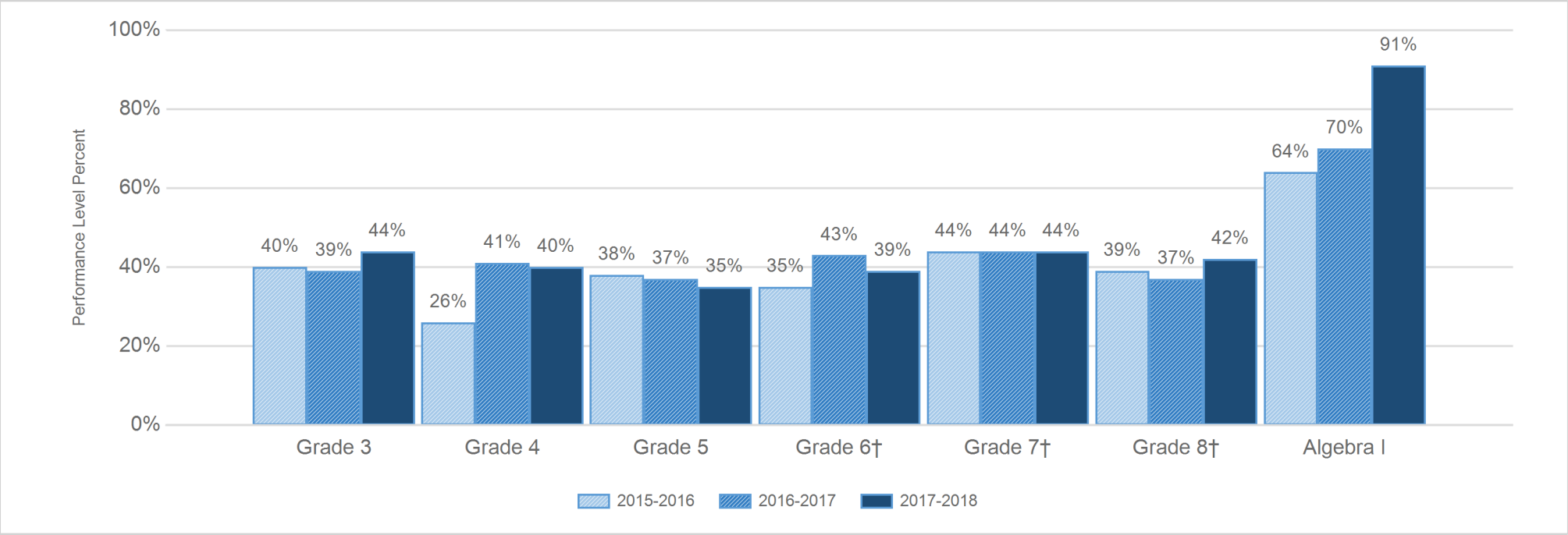
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	N	N
6	N	N
7	*	*
8	*	*

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	62.1%	46.8%	Met Target

† 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	17	64.7%	35.3%
3-4	16	68.8%	31.3%
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	158
7	0	0	133
8	21	0	143
Total	21	0	434

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	0	0	0	0	0	0	158
7	0	0	0	0	0	0	133
8	0	0	0	0	0	0	145
Total	0	0	0	0	0	0	436

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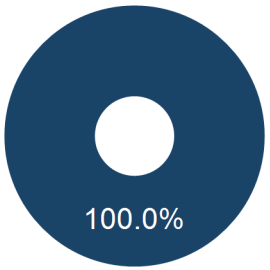
Visual and Performing Arts – Course Participation

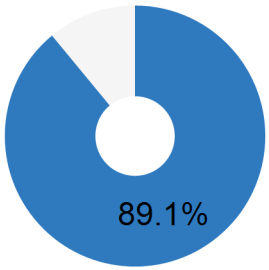
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

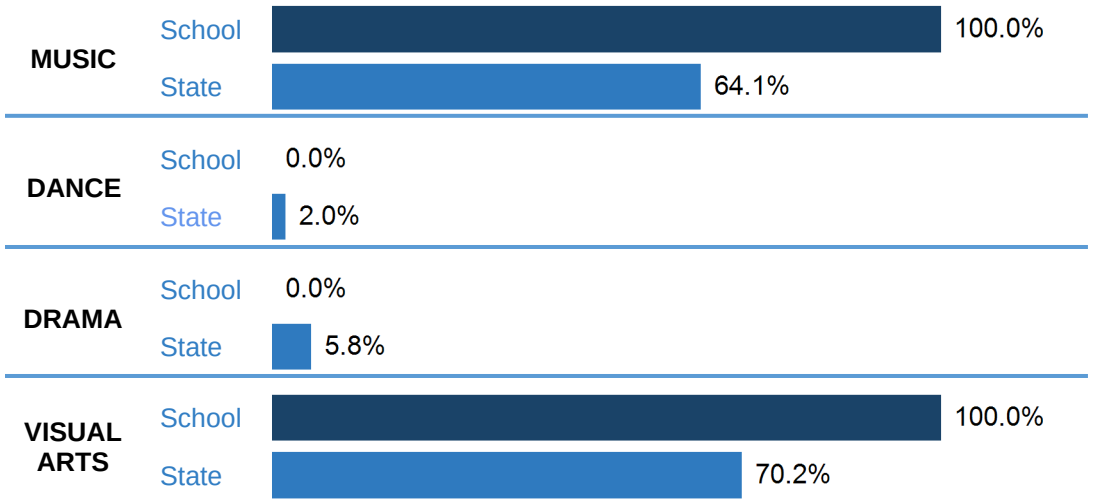


School



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.

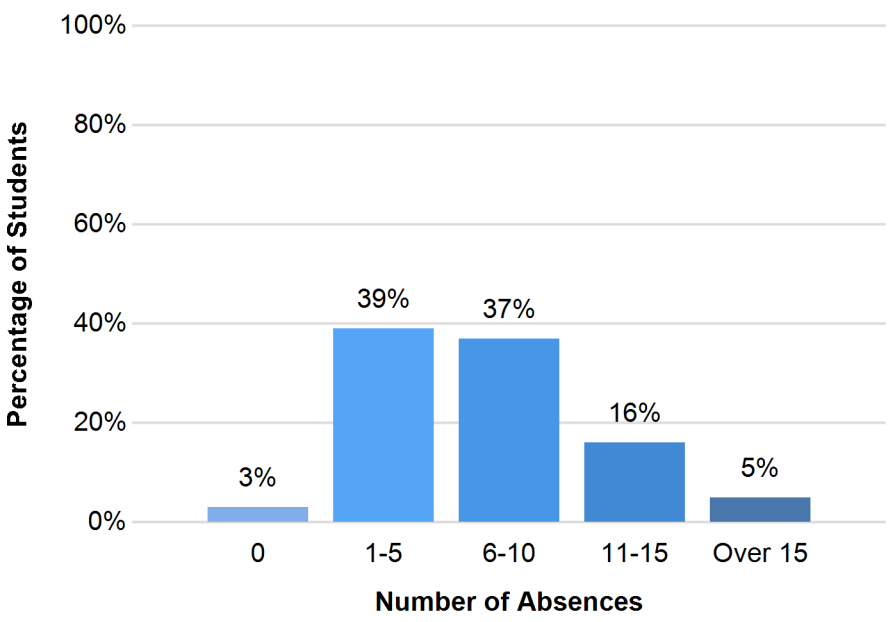
Chronic Absenteeism

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	38	3.4	8.6	Met
White	2	1.6	8.6	Met
Hispanic	35	3.6	8.6	Met
Black or African American	1	10.0	**	**
Asian, Native Hawaiian, or Pacific Islander	0	0	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	22	3.4	8.6	Met
Students with Disabilities	12	9.4	8.6	Not Met
English Learners	1	2.4	8.6	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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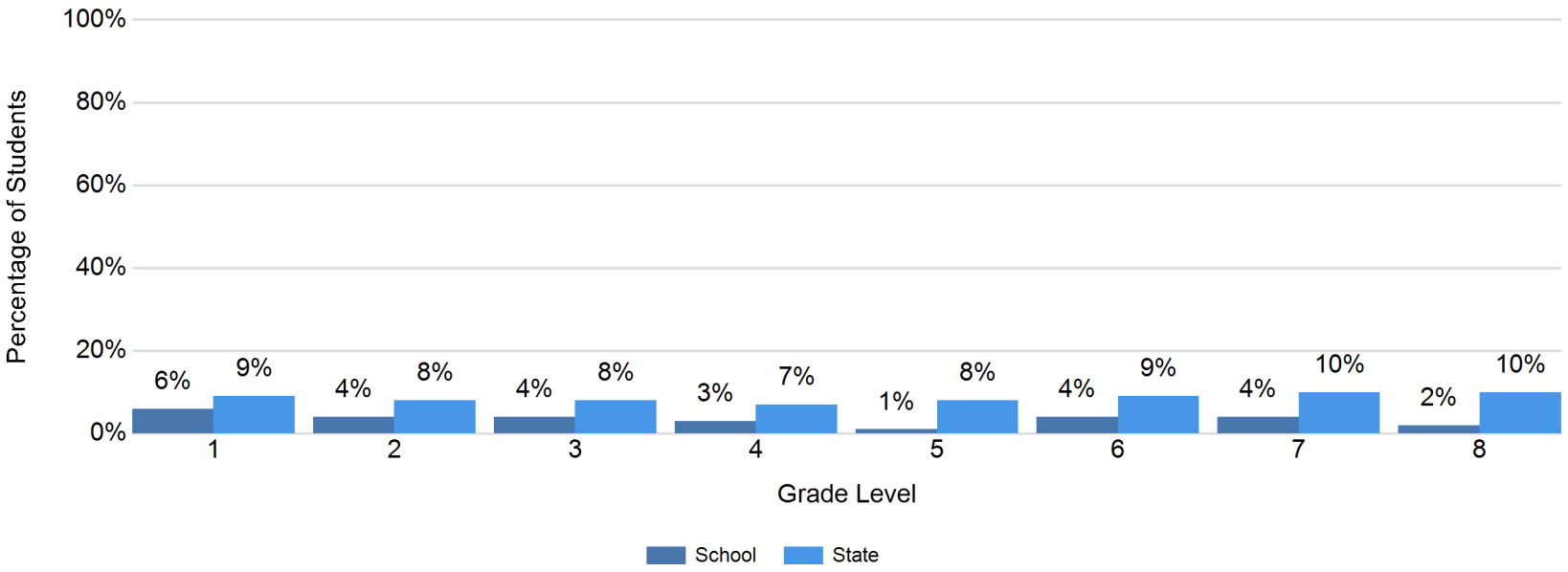
Chronic Absenteeism by Grade

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	0
Substances	3
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	0.62

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	3
Weapons	1
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	2

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	3	1	4
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	41	3.6%
Any Suspension	41	3.6%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
140

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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	8:30 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 20 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	1.2:1

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)	$817	$13,416	$14,233

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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	83	117,464
Average years experience in public schools	10.3	12.0
Average years experience in district	10.0	10.7
Teachers in district for 4 or more years	84.3%	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	42	9,374
Average years experience in public schools	21.8	16.0
Average years experience in district	21.7	12.0
Administrators in district for 4 or more years	100.0%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	13:1
Students to Administrators	378:1	183:1
Teachers to Administrators	28:1	14:1
Students to Librarians/Media Specialists		7666:1
Students to Nurses		639:1
Students to Counselors		479:1
Students to Child Study Team		284:1

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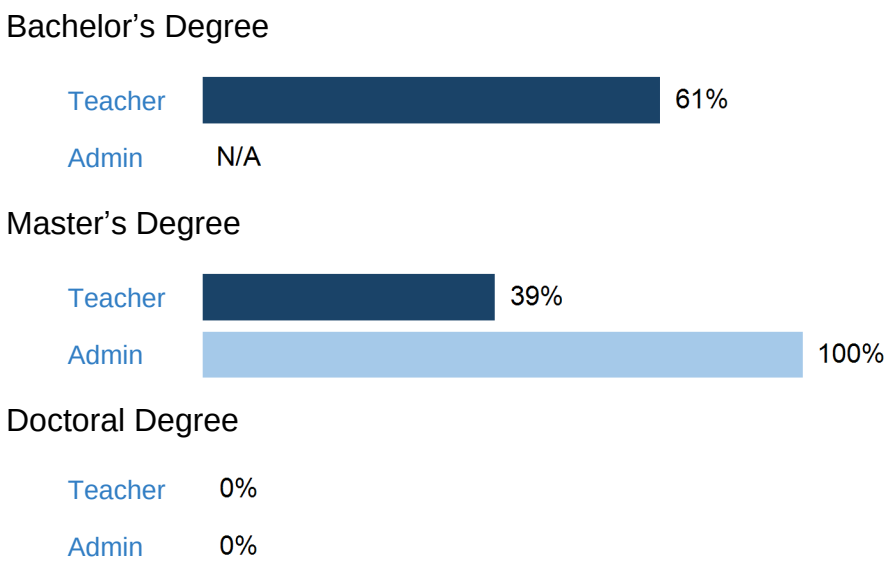
Teachers and Administrators - Level of Education

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	95.6%	90.2%
2016-17 Administrators: Same district 2017-18	93.2%	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	95.7%

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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	79.5%	33.3%
Male	20.5%	66.7%
White	60.2%	66.7%
Hispanic	39.8%	33.3%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	48.99	15.0%
Mathematics Proficiency	39.16	15.0%
English Language Arts Growth	39.04	20.0%
Mathematics Growth	70.56	20.0%
Progress Towards English Language Proficiency	68.51	20.0%
Chronic Absenteeism	90.53	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	57.90	n/a
Summative Rating: Percentile Rank of Summative Score	62.14	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†	Met Target	Met Standard	Met Standard	Met Target	Met	No
White	39.78	14.08	No	Met Target†	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	72.27	14.08	No	Met Target†	Met Target	Met Standard	Met Standard	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	73.55	14.08	No	Not Met	Met Target	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	50.73	14.08	No	Met Target†	Met Target†	Not Met	Met Standard	n/a	Not Met	No
English Learners	64.38	14.08	No	Not Met	Not Met	Exceeds Standard	Met Standard	Met Standard	Met	No

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

NJ SCHOOL PERFORMANCE REPORT

HORACE MANN ELEMENTARY SCHOOL
(17-3610-070)
Grades Offered: 01-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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:	• 5 winners of Reaching Our Dreams essay contest • Girls Basketball Team won 1st place in district wide tournament. • Mrs. Conlon-Riser had a Skype session with a NASA astronaut.
Mission, Vision, Theme:	Mission Statement :The staff at Horace Mann will provide a safe environment that meets the needs of students with different learning styles, promotes academic success and challenges them to become self-motivated learners. Our school promotes a supportive, caring and orderly environment. Vision Statement :The Horace Mann staff will help guide students in the development of their character and academic potential to prepare them for success at the high school level and beyond.
Awards, Recognition, Accomplishments:	Many of our students have received awards or acknowledgement in the following areas: Rogate Scholar Awards, Horace Mann Academic Excellence Awards, Horace Mann Honor Roll, Perfect Attendance Awards, School Science Fair, North Bergen Against Alcohol and Drug Municipal Poster Contest, Environmental Art Poster Contest, Civic Essay Contest Awards, Book It! National Reading Incentive Program Awards, Student Marking Period Awards, P.E.A.K. Art Awards and Horace Mann School Community Service Awards.

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Courses, Curriculum, Instruction:	Horace Mann Elementary School is a neighborhood school serving students from grades 1 through 8. In addition to all academic subject areas, classes are offered in art, instrumental and vocal music, computers, physical education, and world language. Students needs are addressed through a variety of programs such as: Special Education, English as a Second Language/ Bilingual Education, Basic Skills, Speech Therapy and Gifted and Talented.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Girls), Track and Field - Spring (Boys & Girls) Sports Offered: Basketball (Boys & Girls), Track and Field - Spring (Boys & Girls) Boys and Girls Basketball, Cheerleading, Track and Field, Flag Football.
Clubs and Activities:	Horace Mann students are involved in many co-curricular activities such as: Student Council, Band, Chorus, Basketball, Cheerleading, School Yearbook, Technology Club, Environmental Club, Safety Patrol, Modeling Club, Art Club, School Newspaper and a comprehensive after school tutorial program.

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Before and After School Programs:	Club Ed. after-school program, homework program, Title I after-school math program, ipad program and book club.
Staff and Professional Learning:	The professional staff at Horace Mann school will address the Student Learning Standards in all subjects via committee meetings, PLCs, and in-service workshops. In-service workshops are conducted by various experts from either outside the school district or within the school district. A School Improvement Panel (Sc.I.P.)oversees the Horace Mann School Educational Plan. This panel consists of administrators, teachers, and community members.

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Student Supports and Services:	The following supportive services are available for students: Basic Skills Improvement Program, ESL/Bilingual Program, Remedial Reading Program, Gifted and Talented Program, Special Services, Elementary Absentee Guidance Program, Student Assistance Resource Prevention Program and Medical Service Program.
Student Health and Wellness:	Our Student Health and Wellness committee provides a school wellness program that includes healthy eating and physical activities for all school staff and students. School wellness programs can improve productivity, decrease absenteeism, and decrease health care costs.
Parent and Community Involvement:	Parents and community members volunteer to read to our younger students and describe their careers to our older students. Parents Night is held a few times through the course of the year, and parents are invited to attend our Title I information breakfast. The Superintendent holds multiple parent information nights.

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Climate Surveys:	Is a Climate Survey Used: No

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Other Information:	Horace Mann 5th grade students participate L.E.A.D (Law Enforcement Against Drugs). Our students in the 7th grade participate in S.E.E.D.S. Every year we raise money for charitable foundations like Pennies for Patients and Camp Fatima. Our student council and chorus visit the local Nursing Home each December for caroling and gift giving.