NJ SCHOOL PERFORMANCE REPORT

HONISS ELEMENTARY\MIDDLE SCHOOL
(03-1130-060)
Grades Offered: KG-08
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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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	BERGEN
District	DUMONT BORO
Principal Name	DR. BENNETT
Address	31 DEPEW ST DUMONT, NJ 07628-3601
Phone Number	(201)387-3020
Email Address	HBENNETT@DUMONTNJ.ORG
Website	http://www.dumontnj.org

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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
KG	37	42	40
1	45	37	44
2	53	41	44
3	40	61	43
4	36	43	64
5	58	40	43
6	115	112	106
7	117	125	116
8	121	121	121
Total	622	622	621

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	53.2%	51.9%	50.9%
Male	46.8%	48.1%	49.1%
Economically Disadvantaged Students	15.1%	14.1%	13.5%
Students with Disabilities	11.9%	11.9%	14.5%
English Learners	3.7%	4.5%	4.0%
Homeless Students		0.2%	0.0%
Students in Foster Care		0.3%	0.0%
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	53.2%	51.4%	48.8%
Hispanic	24.3%	26.5%	29.0%
Black or African American	3.4%	3.9%	4.2%
Asian	16.6%	15.9%	16.4%
Native Hawaiian or Pacific Islander	2.1%	1.8%	1.1%
American Indian or Alaska Native	0.5%	0.5%	0.5%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2015-16	2016-17	2017-18
KG - Half Day	0	0	0
KG - Full Day	37	42	40

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	72.3%
Spanish	12.2%
Korean	1.6%
Filipino	1.6%
Chinese	1.4%
Other Languages	10.8%

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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	57	50	Met Standard	52.5	54	50	Met Standard
White	54	56.5	50	Met Standard	52	55	51	Met Standard
Hispanic	54.5	57	49	Met Standard	48	49	48	Met Standard
Black or African American	61.5	55.5	44	**	44	43.5	44	**
Asian, Native Hawaiian, or Pacific Islander	60	65	61	Exceeds Standard	59	59	61	Met Standard
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	N	*	49	**	N	*	51	**
Economically Disadvantaged	49	53	48	Met Standard	52.5	43	47	Met Standard
Students with Disabilities	48.5	50.5	41	Met Standard	58	51.5	43	Met Standard
English Learners	58.5	60.5	54	Met Standard	55.5	48	51	Met Standard

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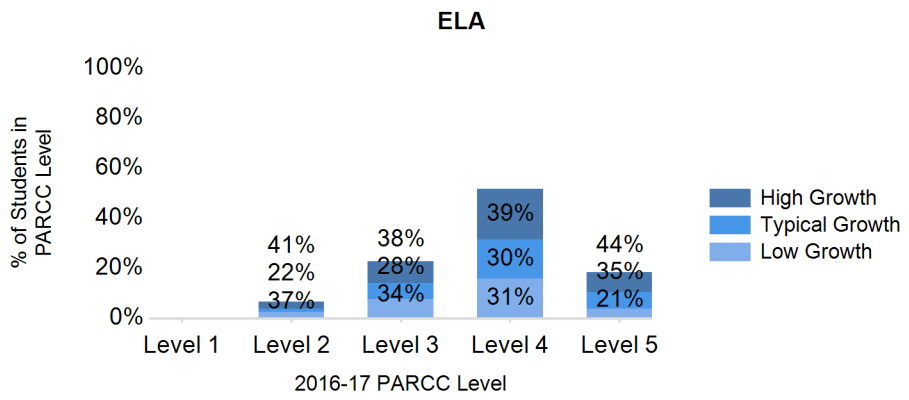
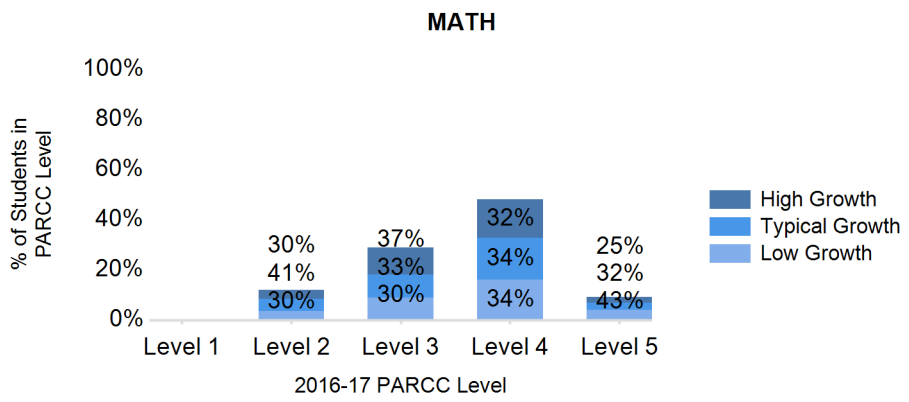
Student Growth by Performance Level

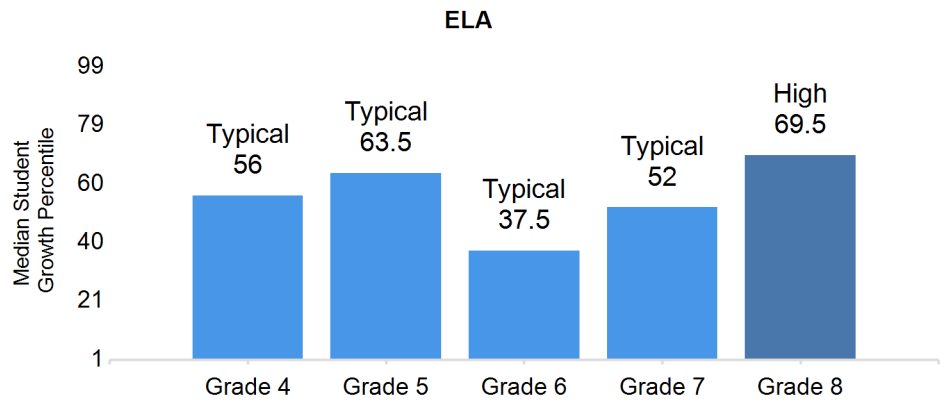
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

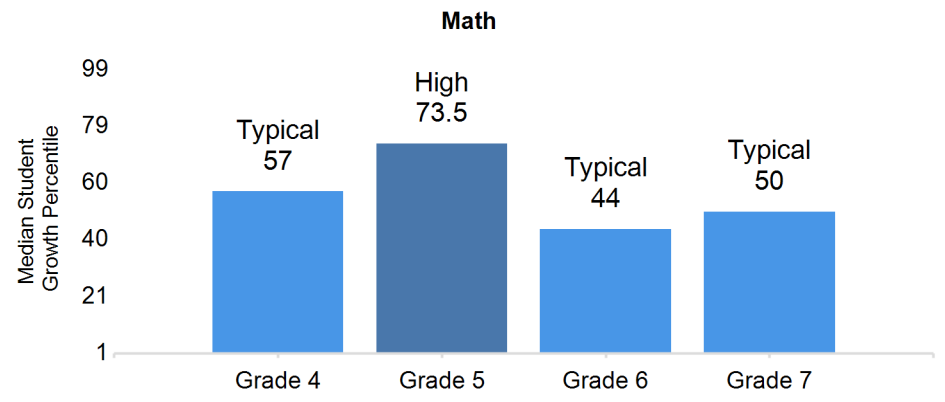




Student Growth by Grade

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	491	99.6	74.3	75.6	56.7	74.3	74.6	Met Target†
White	244	99.2	72.1	73.6	65.6	72.1	69.8	Met Target
Hispanic	138	100.0	65.9	69.8	42.5	65.9	75.7	Not Met
Black or African American	*	*	*	70.2	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	88	100.0	94.3	*	82.3	94.3	80	Met Goal
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	257	99.6	81.7	83.1	64.5	81.7		
Male	234	99.6	66.2	67.6	49.4	66.2		
Economically Disadvantaged Students	57	100.0	61.4	61.5	38.5	61.4	57.3	Met Target
Non-Economically Disadvantaged Students	434	99.5	76.0	77.3	67.5	76.0		
Students with Disabilities	73	98.6	41.1	36.3	21.6	41.1	43.6	Met Target†
Students without Disabilities	418	99.8	80.1	82.0	63.9	80.1		
English Learners	36	100.0	50.0	61.2	27.3	50.0	66.9	Not Met
Non-English Learners	455	99.6	76.3	76.5	59.4	76.3		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	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	43	766	778	750	*	*	*	*	*	74%	52%
White	17	769	780	759	0%	0%	*	*	*	82%	61%
Hispanic	15	748	772	736	*	*	*	*	*	53%	38%
Black or African American	*	*	755	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	794	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	N	758	N	N	N	N	N	N	58%
Female	24	768	788	756	*	*	*	*	*	79%	57%
Male	19	764	770	744	*	*	*	*	*	68%	46%
Economically Disadvantaged Students	*	*	757	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	781	762	*	*	*	*	*	*	64%
Students with Disabilities	*	*	754	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	783	756	*	*	*	*	*	*	57%
English Learners	N	N	*	712	N	N	N	N	N	N	15%
Non-English Learners	43	766	*	753	*	*	*	*	*	74%	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	*	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	64	762	773	756	*	*	25%	41%	22%	63%	58%
White	30	756	773	764	*	*	33%	*	*	50%	68%
Hispanic	20	760	765	744	*	*	*	*	*	65%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	786	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	N	N	N	763	N	N	N	N	N	N	63%
Female	34	772	781	762	*	*	*	*	*	76%	63%
Male	30	751	766	751	*	*	*	*	*	47%	53%
Economically Disadvantaged Students	*	*	757	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	776	767	*	*	*	*	*	*	70%
Students with Disabilities	15	738	746	726	*	*	*	*	*	33%	25%
Students without Disabilities	49	769	779	762	*	*	*	*	*	71%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	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	43	764	774	755	*	*	*	*	*	79%	58%
White	24	760	771	763	0%	*	*	79%	0%	79%	68%
Hispanic	*	*	765	743	*	*	*	*	*	*	43%
Black or African American	N	N	*	738	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	794	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	20	767	776	762	*	*	*	*	*	85%	66%
Male	23	761	771	749	*	*	*	*	*	74%	51%
Economically Disadvantaged Students	*	*	762	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	776	766	*	*	*	*	*	*	71%
Students with Disabilities	*	*	757	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	777	762	*	*	*	*	*	*	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	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	103	763	763	754	*	*	23%	55%	15%	70%	56%
White	42	757	760	761	*	*	26%	*	*	64%	66%
Hispanic	33	758	*	742	0%	*	30%	*	*	61%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	N	N	N	761	N	N	N	N	N	N	64%
Female	54	768	769	761	*	*	*	*	*	76%	64%
Male	49	759	758	748	*	*	*	*	*	63%	48%
Economically Disadvantaged Students	10	753	757	739	*	*	*	*	*	60%	37%
Non-Economically Disadvantaged Students	93	765	764	764	*	*	*	*	*	71%	68%
Students with Disabilities	14	746	739	723	*	*	*	*	*	43%	18%
Students without Disabilities	89	766	767	760	*	*	*	*	*	74%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	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	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	116	775	775	760	*	*	14%	37%	40%	77%	63%
White	62	771	772	768	*	*	*	39%	37%	76%	72%
Hispanic	30	768	768	746	0%	*	*	*	*	73%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	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	58	784	785	769	*	*	*	29%	53%	83%	72%
Male	58	765	764	752	*	*	*	45%	26%	71%	54%
Economically Disadvantaged Students	11	773	*	742	*	*	*	*	*	73%	44%
Non-Economically Disadvantaged Students	105	775	*	771	*	*	*	*	*	77%	73%
Students with Disabilities	16	747	742	721	*	*	*	*	*	50%	22%
Students without Disabilities	100	779	781	768	*	*	*	*	*	81%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	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

HONISS ELEMENTARY\MIDDLE SCHOOL
(03-1130-060)
Grades Offered: KG-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	121	786	780	759	0%	*	*	35%	48%	83%	60%
White	67	785	780	767	0%	*	*	31%	49%	81%	70%
Hispanic	31	776	772	744	0%	*	*	42%	35%	77%	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	19	800	*	789	0%	0%	*	*	*	95%	86%
American Indian or Alaska Native	*	*	*	759	*	*	*	*	*	*	59%
Two or More Races	N	N	N	766	N	N	N	N	N	N	66%
Female	68	789	783	768	0%	*	*	37%	53%	90%	69%
Male	53	781	775	751	0%	*	*	32%	42%	74%	52%
Economically Disadvantaged Students	15	776	*	740	0%	*	*	*	*	80%	42%
Non-Economically Disadvantaged Students	106	787	*	769	0%	*	*	*	*	83%	71%
Students with Disabilities	11	747	720	719	0%	*	*	*	*	45%	19%
Students without Disabilities	110	790	787	766	0%	*	*	*	*	86%	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
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

HONISS ELEMENTARY\MIDDLE SCHOOL
(03-1130-060)
Grades Offered: KG-08
2017-2018

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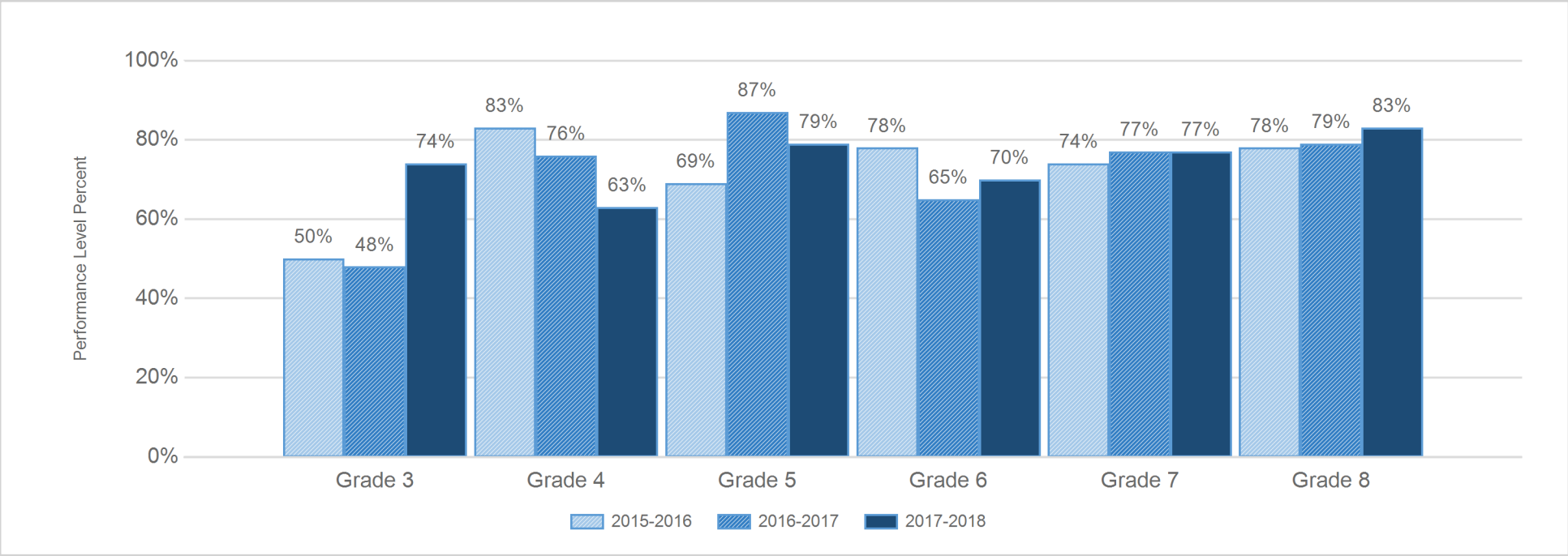
English Language Arts/Literacy Assessment - Performance Trends

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

HONISS ELEMENTARY\MIDDLE SCHOOL
(03-1130-060)
Grades Offered: KG-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	492	99.6	57.5	58.7	45.0	57.5	64.2	Not Met
White	244	99.2	56.5	57.6	54.1	56.5	60.3	Met Target†
Hispanic	139	100.0	43.2	47.9	29.2	43.2	55.4	Not Met
Black or African American	*	*	*	40.3	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	88	100.0	83.0	*	77.0	83.0	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	257	99.6	57.6	61.1	46.0	57.6		
Male	235	99.6	57.5	56.1	43.9	57.5		
Economically Disadvantaged Students	57	100.0	43.8	41.7	26.6	43.8	55.9	Not Met
Non-Economically Disadvantaged Students	435	99.5	59.3	60.7	55.9	59.3		
Students with Disabilities	73	98.6	21.9	*	17.1	21.9	33.5	Not Met
Students without Disabilities	419	99.8	63.8	*	50.5	63.8		
English Learners	37	100.0	48.6	41.4	24.6	48.6	64.7	Not Met
Non-English Learners	455	99.6	58.2	59.9	46.9	58.2		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	*	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

HONISS ELEMENTARY\MIDDLE SCHOOL
(03-1130-060)
Grades Offered: KG-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	43	758	760	752	*	*	23%	*	*	63%	53%
White	17	761	763	760	0%	*	*	*	*	71%	64%
Hispanic	15	743	*	739	*	*	*	*	*	47%	38%
Black or African American	*	*	728	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	24	755	761	752	*	*	*	*	*	58%	53%
Male	19	763	758	751	*	*	*	*	*	68%	53%
Economically Disadvantaged Students	*	*	736	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	763	762	*	*	*	*	*	*	66%
Students with Disabilities	*	*	736	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	764	756	*	*	*	*	*	*	57%
English Learners	N	N	*	726	N	N	N	N	N	N	23%
Non-English Learners	43	758	*	754	*	*	23%	*	*	63%	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	*	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

HONISS ELEMENTARY\MIDDLE SCHOOL
(03-1130-060)
Grades Offered: KG-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	64	752	759	748	*	17%	28%	*	*	53%	49%
White	30	750	759	755	*	*	37%	*	*	47%	60%
Hispanic	20	746	749	737	0%	*	*	*	*	55%	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	748	*	*	*	*	*	*	46%
Two or More Races	N	N	N	752	N	N	N	N	N	N	55%
Female	34	753	760	748	*	*	*	*	*	53%	50%
Male	30	750	757	748	*	*	*	*	*	53%	49%
Economically Disadvantaged Students	*	*	743	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	*	761	758	*	*	*	*	*	*	62%
Students with Disabilities	15	737	735	725	*	*	0%	*	*	40%	22%
Students without Disabilities	49	756	764	753	*	*	37%	*	*	57%	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	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

HONISS ELEMENTARY\MIDDLE SCHOOL
(03-1130-060)
Grades Offered: KG-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	43	761	757	748	0%	*	30%	*	*	65%	49%
White	24	755	752	756	0%	*	*	58%	0%	58%	60%
Hispanic	*	*	748	736	*	*	*	*	*	*	32%
Black or African American	N	N	*	730	N	N	N	N	N	N	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	783	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	20	759	755	749	0%	*	*	*	*	75%	50%
Male	23	762	760	747	0%	*	*	*	*	57%	48%
Economically Disadvantaged Students	*	*	739	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	760	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	738	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	760	752	*	*	*	*	*	*	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	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

HONISS ELEMENTARY\MIDDLE SCHOOL
(03-1130-060)
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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	105	751	750	744	*	13%	34%	*	*	50%	44%
White	42	750	748	751	*	*	31%	*	*	52%	54%
Hispanic	35	738	*	731	*	*	46%	29%	0%	29%	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	N	N	N	749	N	N	N	N	N	N	52%
Female	55	751	751	745	*	*	40%	*	*	45%	45%
Male	50	751	749	742	*	*	28%	*	*	54%	42%
Economically Disadvantaged Students	11	743	743	729	*	*	*	*	*	36%	24%
Non-Economically Disadvantaged Students	94	752	751	753	*	*	*	*	*	51%	56%
Students with Disabilities	14	731	728	717	*	*	*	*	*	14%	13%
Students without Disabilities	91	754	753	748	*	*	*	*	*	55%	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	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	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

HONISS ELEMENTARY\MIDDLE SCHOOL
(03-1130-060)
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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	116	755	754	743	*	16%	24%	*	*	58%	43%
White	62	754	753	750	*	*	24%	40%	18%	58%	54%
Hispanic	30	747	746	732	*	*	33%	*	*	43%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	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	58	756	755	745	*	*	26%	*	*	60%	45%
Male	58	753	752	741	*	*	22%	*	*	55%	42%
Economically Disadvantaged Students	11	755	*	730	*	*	*	*	*	73%	24%
Non-Economically Disadvantaged Students	105	755	*	751	*	*	*	*	*	56%	55%
Students with Disabilities	16	734	732	717	*	*	*	*	*	31%	12%
Students without Disabilities	100	758	758	748	*	*	*	*	*	62%	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	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

HONISS ELEMENTARY\MIDDLE SCHOOL
(03-1130-060)
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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	80	743	743	728	*	14%	30%	*	*	45%	28%
White	49	742	742	736	*	*	29%	*	*	45%	36%
Hispanic	24	740	743	722	*	*	*	*	*	38%	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	N	729	N	N	N	N	N	N	28%
Female	47	745	748	731	*	*	*	*	*	47%	31%
Male	33	740	736	725	*	*	*	*	*	42%	26%
Economically Disadvantaged Students	13	732	*	719	*	*	*	*	*	38%	20%
Non-Economically Disadvantaged Students	67	745	*	735	*	*	*	*	*	46%	35%
Students with Disabilities	11	704	698	705	*	*	*	*	*	*	*
Students without Disabilities	69	749	752	735	*	*	*	*	*	*	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	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

HONISS ELEMENTARY\MIDDLE SCHOOL
(03-1130-060)
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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	41	797	764	746	0%	0%	0%	71%	29%	100%	46%
White	18	792	764	755	0%	0%	0%	*	*	100%	57%
Hispanic	*	*	753	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	14	802	*	779	0%	0%	0%	*	*	100%	79%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	N	N	N	755	N	N	N	N	N	N	54%
Female	21	787	*	748	0%	0%	0%	*	*	100%	48%
Male	20	809	*	745	0%	0%	0%	*	*	100%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	709	716	N	N	N	N	N	N	13%
Students without Disabilities	41	797	769	752	0%	0%	0%	71%	29%	100%	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
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	*	720	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

HONISS ELEMENTARY\MIDDLE SCHOOL
(03-1130-060)
Grades Offered: KG-08
2017-2018

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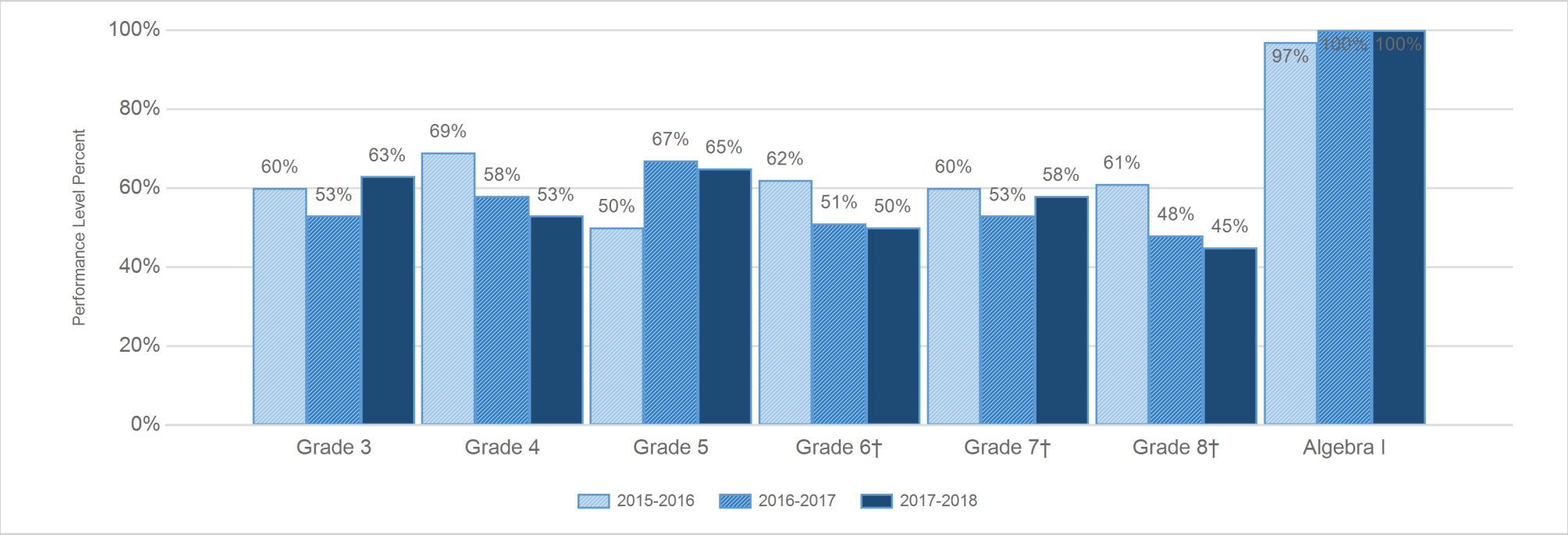
Mathematics Assessment – Performance Trends

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	*	*
5	N	N
6	*	*
7	N	N
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	72.2%	**	**

† 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	20	90.0%	10.0%
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	106
7	0	0	117
8	41	0	82
Total	41	0	305

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	106	0	0	0	0	0	0
7	117	0	0	0	0	0	0
8	123	0	0	0	0	0	0
Total	346	0	0	0	0	0	0

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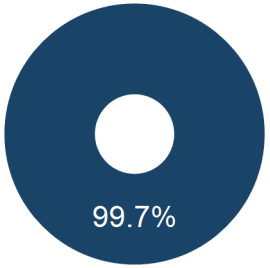
Visual and Performing Arts – Course Participation

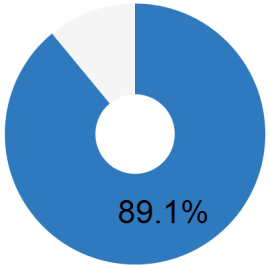
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

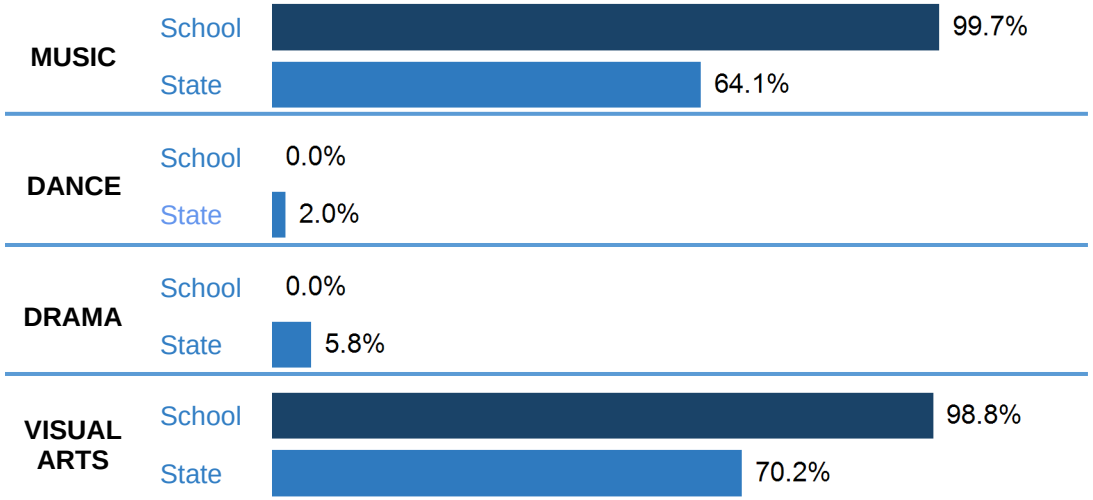


School



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.

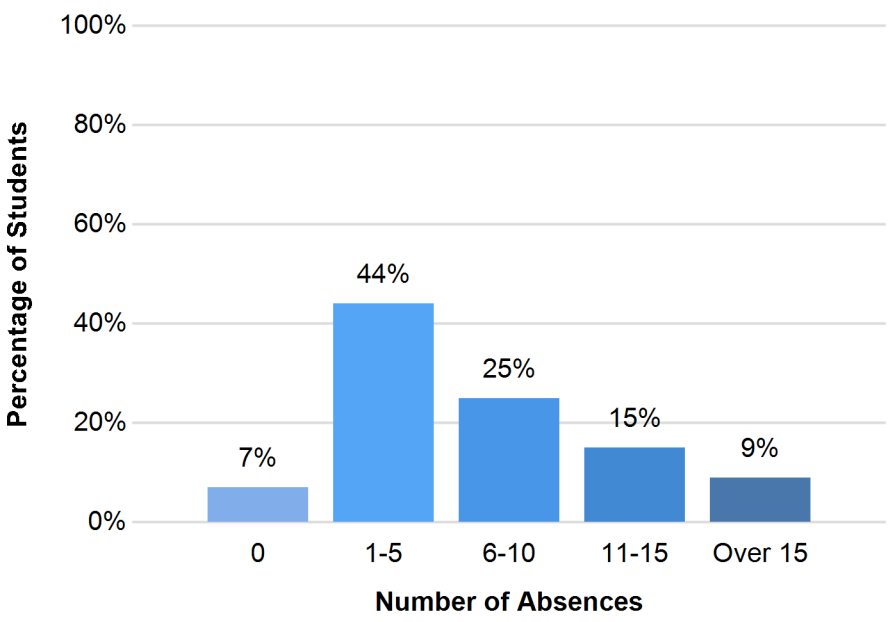
Chronic Absenteeism

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	34	5.4	9.1	Met
White	19	6.2	9.1	Met
Hispanic	12	6.6	9.1	Met
Black or African American	*	*	9.1	Met
Asian, Native Hawaiian, or Pacific Islander	3	2.7	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Economically Disadvantaged Students	6	7.0	9.1	Met
Students with Disabilities	7	7.4	9.1	Met
English Learners	2	8.0	9.1	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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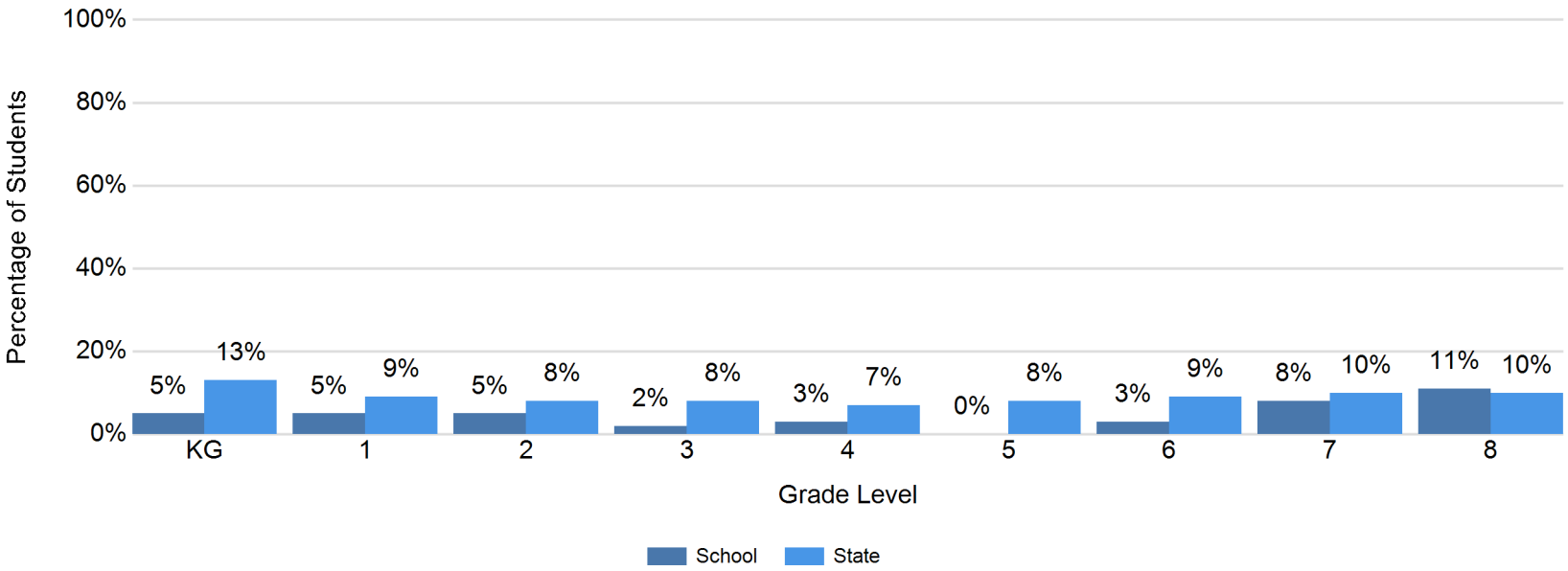
Chronic Absenteeism by Grade

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	2
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	1.61

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	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	3	3
Religion	0	1	1
Ancestry	0	0	0
Gender	1	4	5
Sexual Orientation	0	1	1
Disability	1	0	1
Other	2	1	3
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	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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

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School Day

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

Category	School
Typical Start Time	8:25 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 30 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	1:1

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)	$343	$14,570	$14,913

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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	56	117,464
Average years experience in public schools	10.9	12.0
Average years experience in district	10.8	10.7
Teachers in district for 4 or more years	80.4%	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	18	9,374
Average years experience in public schools	15.7	16.0
Average years experience in district	15.7	12.0
Administrators in district for 4 or more years	88.9%	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	11:1	12:1
Students to Administrators	311:1	138:1
Teachers to Administrators	28:1	12:1
Students to Librarians/Media Specialists		1245:1
Students to Nurses		498:1
Students to Counselors		415:1
Students to Child Study Team		277:1

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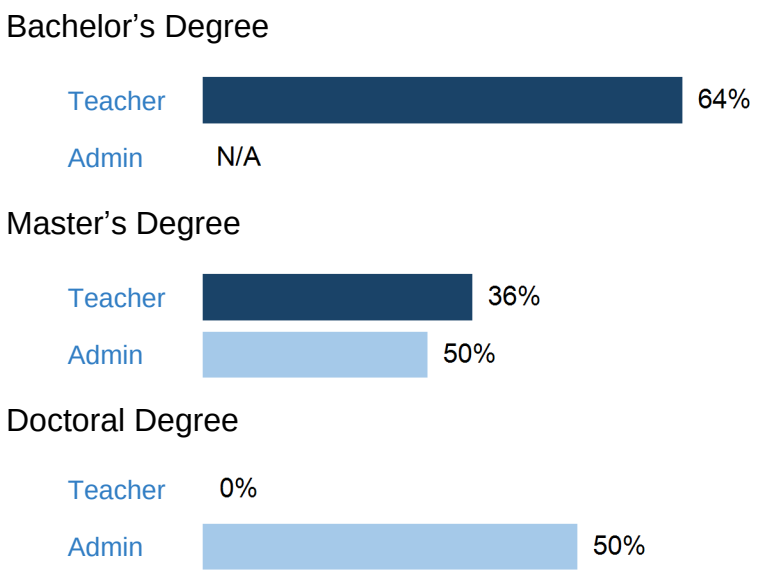
Teachers and Administrators - Level of Education

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	95.4%	90.2%
2016-17 Administrators: Same district 2017-18	94.4%	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	91.9%

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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	85.7%	100.0%
Male	14.3%	0.0%
White	89.3%	0.0%
Hispanic	7.1%	50.0%
Black or African American	1.8%	50.0%
Asian	1.8%	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	81.04	17.5%
Mathematics Proficiency	64.16	17.5%
English Language Arts Growth	64.45	25.0%
Mathematics Growth	58.22	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	71.28	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	66.77	n/a
Summative Rating: Percentile Rank of Summative Score	76.01	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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(03-1130-060)
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2017-2018

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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	56.35	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	68.40	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	55.48	14.08	No	Met Goal	Met Goal	Exceeds Standard	Met 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	75.95	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	78.36	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Met	No
English Learners	69.35	14.08	No	Not Met	Not Met	Met 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).

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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:	• 1-1 Chromebooks initiative for grades 5 to 7. • STEM Explorations Courses grades 6, 7, 8, Makerspace K - 5. • National History Day Regional Winners, Bergen County Science Fair and Choir Participants.
Mission, Vision, Theme:	Honiss School (K-8) provides a safe and secure environment, in which self-respect and integrity can flourish. All students will share responsibility for their education, while maintaining dignity in their actions. Further, Honiss School provides a nurturing school climate that fosters academic success, personal responsibility, and discipline with dignity. Hands on experiences, as well as interdisciplinary planning, allow students to make the necessary connections among all subjects.
Awards, Recognition, Accomplishments:	Our PTA is an Award winning parent and teacher association. Our students have won awards such as the Bergen County Science Fair, National History Day, and the High-Note Festival Award for Middle School Choir. Each year, a teacher of the year is selected by the faculty and parents for recognition. Our students are recognized for academic achievement through the Honor Roll and the National Elementary Honor Society. Girl's Basketball League Champions 2018.

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Courses, Curriculum, Instruction:	We follow the New Jersey Learning Standards and the locally developed curriculum. Students explore learning in core classes (ELA, Math, Algebra I, Science, Social Studies, Spanish, Health), special area subjects (Art, Music, STEM - Robotics, Coding, Circuitry, 3D Printing, Physical Education, Technology), Academic Enrichment and College and Career Readiness (Naviance). Students are provided with current textbooks as well as online access to the majority of textbooks. Technology is incorporated into each subject area with student access to lap tops and Chromebooks.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Girls)

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Before and After School Programs:	The Bergen County YWCA provides a before and afterschool program for grades K-8. After school homework help is offered.
Staff and Professional Learning:	All staff members are highly qualified professionals who pariticpate in opportunities for profesional improvement and individual growth. Locally, teachers participate in PLCÕs (School Data Team, School Improvement/Climate Team, Parent Engagement Committee, and Socio/Emotional Wellness Committee, Special Education Advisory Committee, District Sponsored Professional Development include trainings for Google Classroom, DBQ online, Co-Teaching, Sheltered English Instruction, Interventions for At-Risk students, digital learning and addressing the achievement gap). Teachers participate in on-line Professional Development opportunities through the Safe Schools Program. Teachers are also provided with opportunities to attend out of district workshops.

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Student Supports and Services:	Honiss School provides student support services which include; ELL, Special Education Services, Intervention and Referral Services, Basic Skills Instruction, University Partnerships, Project Child Find, and Teacher provided before and after school extra help.
Student Health and Wellness:	In order to promote the health and wellness of students, we provide PTA sponsored Healthy Snack Days, Peanut Free Zones, Physical Education, Recess, DARE/GREAT Programs, Presidential Fitness Programs, Character Education Programs and PEER Mediation. Our full time school nurse meets the needs of all students, conducts all necessary health screenings, and schedules a variety of safety programs (eg. wellness, bicycle safety, fire prevention, playground safety and dental care.) Students also participate in 30 minutes of daily recess and annual Field Day program. An elementary guidance counselor is available for social and emotional support.
Parent and Community Involvement:	Our PTA, Key Communicators, District Advisory Council and Special Education Parent Advisory Groups meet to provide input to overall school functioning. Through parent engagement activities families are encouraged to participate in school events (eg. Take Your Parent to School Day, Classroom volunteers, Parent Career Day). The Power School parent portal, Google Classroom, and parent orientations (kindergarten, 6th Grade orientation, Back to School Night) involve parents in school life. The Power School Parent Portal, district website, and the school messenger system are additional avenues for parent and community involvement.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers A locally developed internal school climate survey was used to survey students, parents, and teachers. The results were shared with all school stakeholders and the feedback was used to improve school outcomes. Results have indicated that studenst and parents feel welcomed and connected to their school, and teachers appreciate the support and tools to improve student achievement and overall well-being.
Facilities:	Honiss School was built in 1955 with additions in 1961, 2000 and 2004. The facilities include a media center, science labs, computer labs, art rooms and two gymnasiums. Air conditioning is available in the labs and media center. The school campus is situated on lush green grounds with a soccer field, baseball field, and basketball courts. We have brand new windows and doors throughout the school.
School Safety:	The safety and security of all students is paramount. Our school provides secure facilities which include, an internal and external intercom system, a intercomand camera for the main entrance door, faculty swipe keypads, ID's for all faculty and staff, Visitor Management Sign In, security cameras strategically placed around the school, internal monitoring cameras, interior and exterior strobe lighting, parent drop off box, monthly fire and safety drills, a school security and crisis team, daily local police walk throughs and after hours custodial building checks. Crisis Clipboard provided for all faculty and staff members.

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Technology and STEM:	Technology is infused through all areas of the curriculum. Internet access is provided for all faculty and staff. Students engage in daily digital learning experiences using lap tops, desk tops, Chromebooks, Ipads, clicker systems and smartboards. Google application for education is used in all grade levels. Google Classroom is used in grades 3 - 8. STEM is offered in grades 6, 7, 8 and Makerspace is offered for grades K-5.

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Other Information:	Lovell J. Honiss School is a progressive educational environment which values the contributions of each child as they move through the developmental continuum of grades K-8. Our school day begins at 8:25 am to 3 pm. Students are enrolled in kindergarten based on district policy, with middle school consisting of enrollment by 5th grade. Students work within a digital environment which includes access to laptops, chrome books, and Smartboard technology. Security is maintained through security cameras and intercom systems and identification for all district employees. All staff members possess a school crisis quick reference clipboard and are trained in security measures. School information is displayed on the district website and monthly calendars are provided to parents each month. The district also uses the School Messenger System to communicate emergencies. Students participate in end of the year field trips (K-5), a yearly outdoor education environmental program, a trip to Broadway, and the annual eighth grade trip to Washington, DC. Our faculty and staff is comprised of veteran and novice teachers who seek out the best methodologies to prepare students for their futures.