



Euclid Elementary School
2016-2017


Grade Span PK-05

03-2080-060
BERGEN
HASBROUCK HEIGHTS BORO
1 BURTON AVENUE
HASBROUCK HEIGHTS, NJ 07604

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

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

Navigating through the reports:

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

Other Resources:

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



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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

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

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

Grade	2014-15	2015-16	2016-17
PK	0	0	0
KG	60	56	53
1	62	59	55
2	73	59	61
3	81	66	62
4	72	80	63
5	79	70	91
Ungraded	12	9	7
Total	439	399	392

Student Group	2014-15	2015-16	2016-17
Female	47%	48%	48%
Male	53%	52%	52%
Economically Disadvantaged Students	15%	14%	13%
Students with Disabilities	15%	15%	18%
English Learners	2%	4%	3%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	57.7%
Hispanic	27.8%
Asian	11.7%
Black or African American	1.5%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.3%

PreK and K - Full Day and Half Day

Enrollment by Home Language

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

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	59	56	53

Home Language	% of Students
English	74.2%
Spanish	14.0%
Arabic	1.8%
Tagalog	1.3%
Urdu	1.0%
Other	7.9%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	197	95.9	69.50	63.90	54.90	69.5	64.8	Met Target
White	119	98.4	66.30	62.60	63.90	66.3	66.6	Met Target†
Hispanic	51	90.3	70.60	60.80	39.80	70.6	65.2	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	22	100.0	86.40	79.70	80.70	86.4	58.2	Met Goal
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	97	97.2	75.20	72.20	62.20	75.2		
Male	100	94.6	64.00	56.30	48.10	64		
Economically Disadvantaged Students	23	80.6	60.90	54.80	36.20	60.9	47.5	Met Target
Non-Economically Disadvantaged Students	174	98.4	70.70	65.50	65.80	70.7		
Students with Disabilities	35	97.4	31.40	*	20.50	31.4	23	Met Target
Students without Disabilities	162	95.6	77.70	*	61.90	77.7		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	25.00	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	763	773	749	*	*	*	55%	*	67%	50%
White	29	755	768	759	*	*	*	52%	*	59%	61%
Hispanic	14	762	769	734	0%	*	*	71%	0%	71%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	11	795	794	775	0%	0%	*	*	*	91%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	29	769	780	754	*	*	*	59%	*	76%	55%
Male	29	757	765	745	*	*	*	52%	*	59%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	13	721	*	720	*	*	*	*	*	31%	24%
Students without Disabilities	45	775	*	755	*	*	*	*	*	78%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	58	763	773	752	*	*	*	55%	*	67%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	763	767	753	*	*	30%	43%	21%	64%	56%
White	39	763	769	762	*	*	31%	44%	*	64%	67%
Hispanic	16	756	760	740	0%	*	*	*	*	63%	40%
Black or African American	N	N	N	737	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	28	769	773	758	*	*	*	46%	*	75%	61%
Male	33	757	760	749	*	*	*	39%	*	55%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	61	763	767	755	*	*	30%	43%	21%	64%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	88	771	774	756	*	*	18%	53%	23%	76%	59%
White	53	769	769	763	*	*	21%	53%	21%	74%	69%
Hispanic	25	766	771	743	0%	*	*	52%	*	72%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	44	773	777	761	0%	*	*	52%	*	80%	66%
Male	44	768	770	750	0%	*	*	55%	*	73%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	15	748	749	725	0%	*	*	*	*	33%	22%
Students without Disabilities	73	775	779	762	0%	*	*	*	*	85%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	88	771	774	757	*	*	18%	53%	23%	76%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

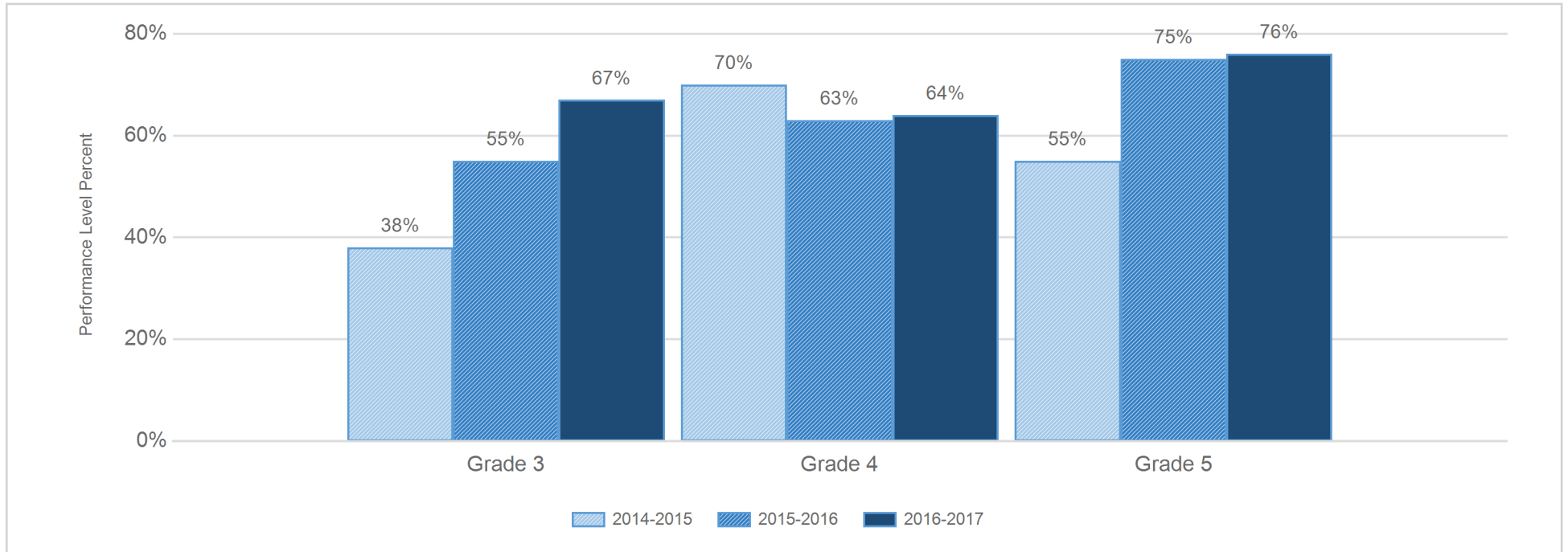


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	198	98.6	52.00	56.10	43.50	52	55.7	Met Target†
White	120	100.0	46.70	55.10	52.40	46.7	56.3	Not Met
Hispanic	51	96.8	53.00	48.30	27.60	53	53.6	Met Target†
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	22	100.0	77.30	77.80	75.60	77.3	62.8	Met Target
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	97	98.1	52.60	57.00	44.10	52.6		
Male	101	99.1	51.50	55.40	42.90	51.5		
Economically Disadvantaged Students	23	96.8	34.80	41.60	25.10	34.8	34.4	Met Target
Non-Economically Disadvantaged Students	175	98.9	54.30	58.80	54.30	54.3		
Students with Disabilities	36	100.0	19.50	21.60	16.50	19.5	22	Met Target†
Students without Disabilities	162	98.3	59.30	63.10	48.80	59.3		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	50.00	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	*	18.20	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	748	761	751	*	*	30%	44%	*	51%	53%
White	31	743	760	759	*	*	42%	32%	*	39%	63%
Hispanic	15	745	754	738	*	*	*	*	0%	60%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	11	772	777	779	0%	0%	*	*	*	73%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	30	751	763	751	*	*	*	43%	*	53%	52%
Male	31	745	759	751	*	*	*	45%	*	48%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	14	717	*	729	*	*	*	*	*	14%	29%
Students without Disabilities	47	757	*	755	*	*	*	*	*	62%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	748	751	747	*	18%	26%	46%	*	51%	47%
White	39	749	753	755	*	*	33%	49%	*	51%	59%
Hispanic	16	738	741	734	*	*	*	*	0%	44%	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	28	748	751	747	*	*	*	46%	*	50%	47%
Male	33	749	750	747	*	*	*	46%	*	52%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	61	748	*	749	*	18%	26%	46%	*	51%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	754	755	747	*	*	34%	40%	12%	52%	46%
White	53	753	753	754	*	*	42%	36%	*	47%	57%
Hispanic	28	749	750	735	*	*	*	36%	*	46%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	44	754	757	747	*	*	32%	48%	*	55%	47%
Male	47	754	753	746	*	*	36%	32%	*	49%	46%
Economically Disadvantaged Students	12	733	743	732	*	*	*	*	0%	33%	27%
Non-Economically Disadvantaged Students	79	757	758	756	*	*	*	*	14%	54%	59%
Students with Disabilities	15	736	732	725	*	*	*	*	*	27%	19%
Students without Disabilities	76	758	761	751	*	*	*	*	*	57%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

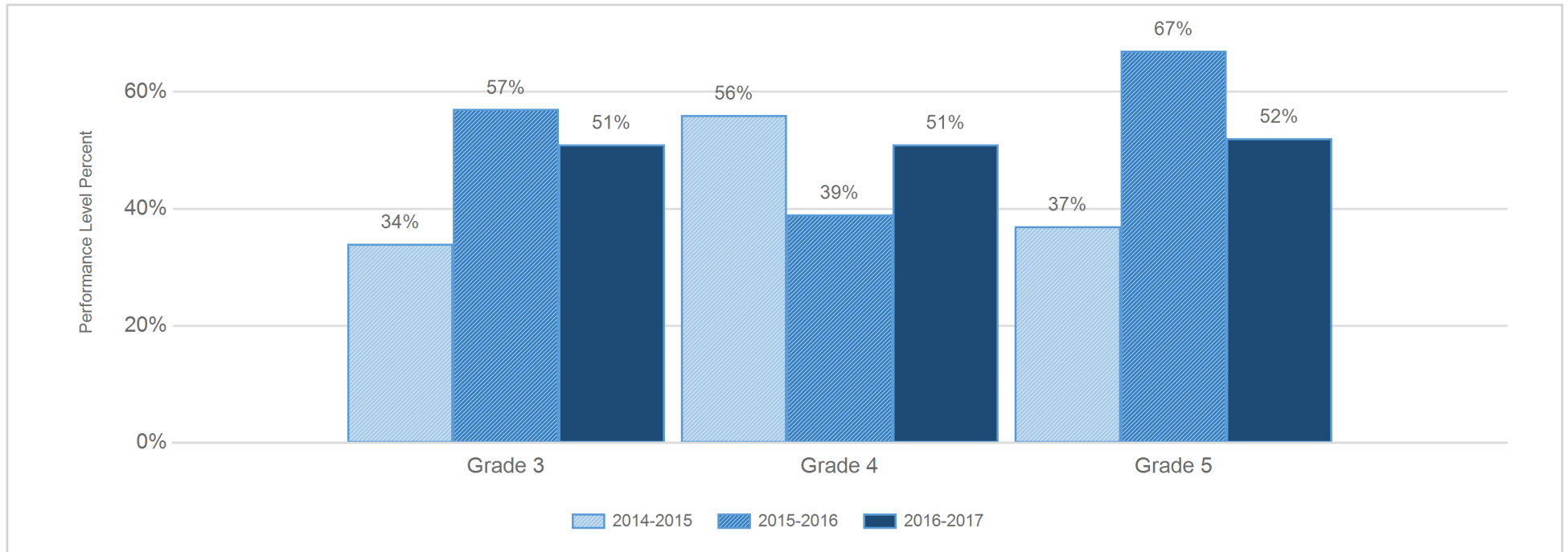


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	N	N	N
4	N	N	N
5+	N	N	N



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

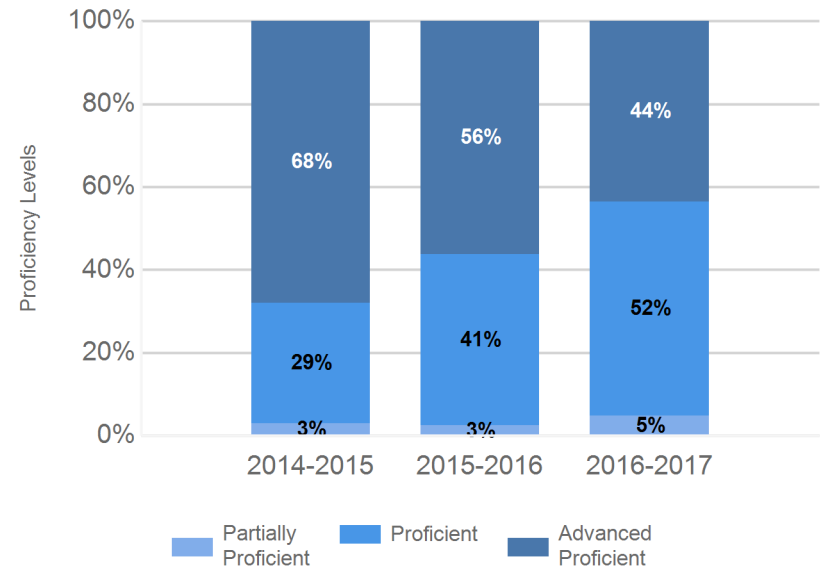
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	44%	52%	5%
White	51%	46%	3%
Hispanic	*	*	*
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	9%	82%	9%
Students with Disabilities	*	*	*
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	69.5	53	50	Exceeds Target	57	50	50	Met Target
White	70	51	50	Exceeds Target	58.5	50	52	Met Target
Hispanic	64.5	52	49	Exceeds Target	41	45	47	Met Target
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	64	48	47	**	51	50	46	**
Students with Disabilities	73	49	41	**	45	40.5	43	Met Target
English Learners	*	67	53	**	*	58.5	51	**

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



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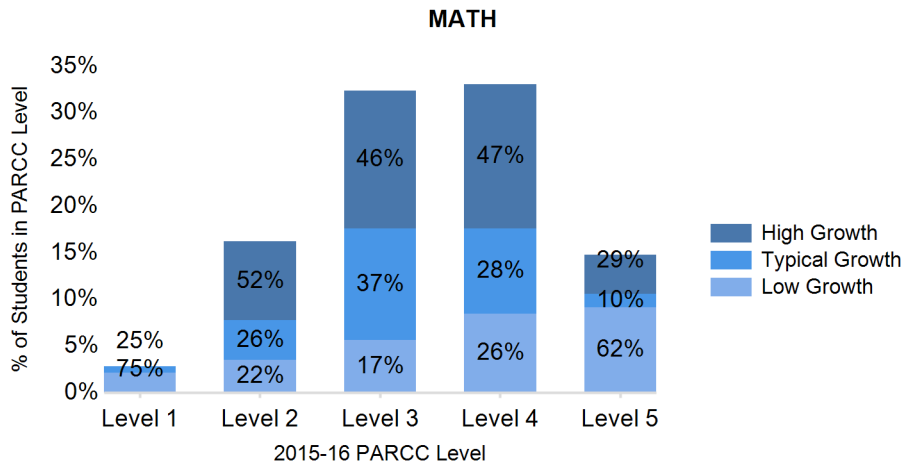
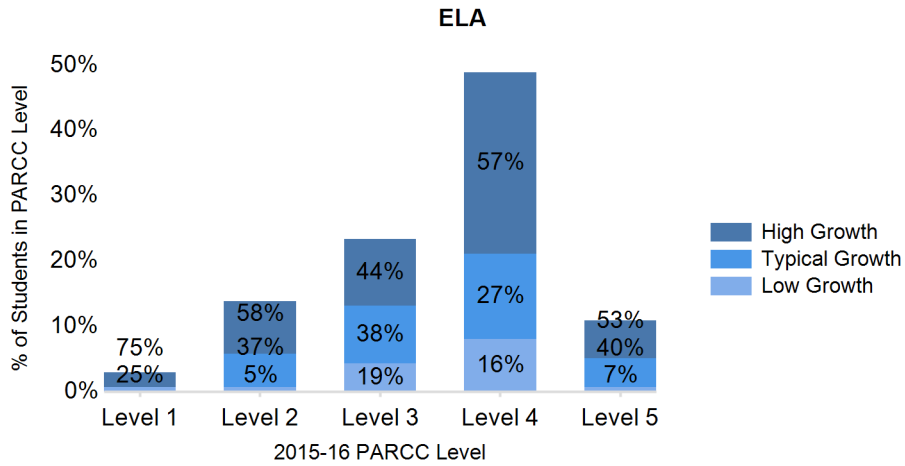
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

Low Growth: Less than 35 **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

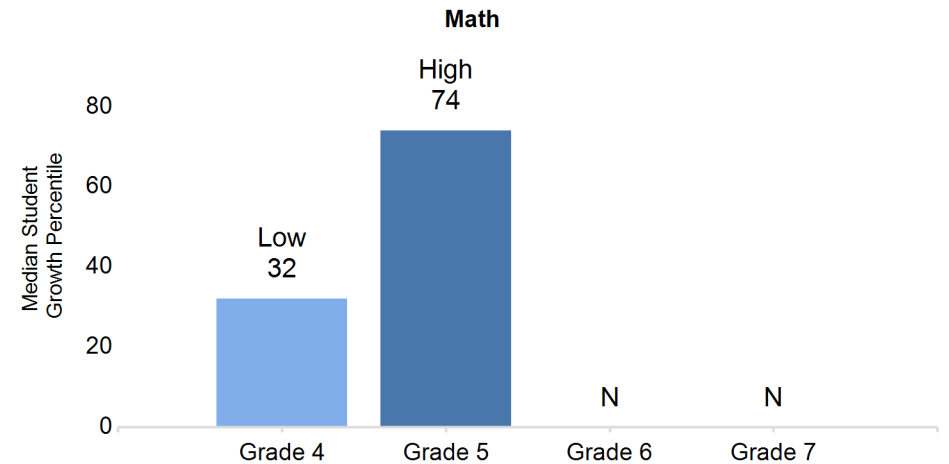
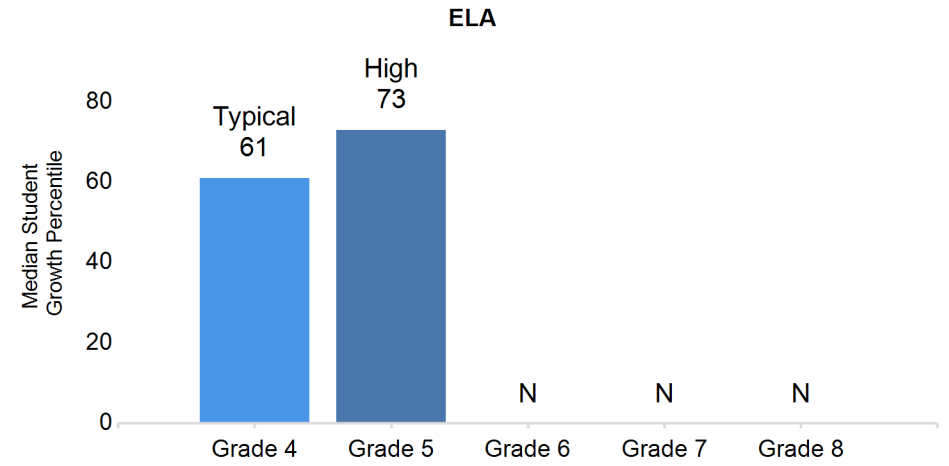
Student Growth by Performance Level

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



Student Growth by Grade

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





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

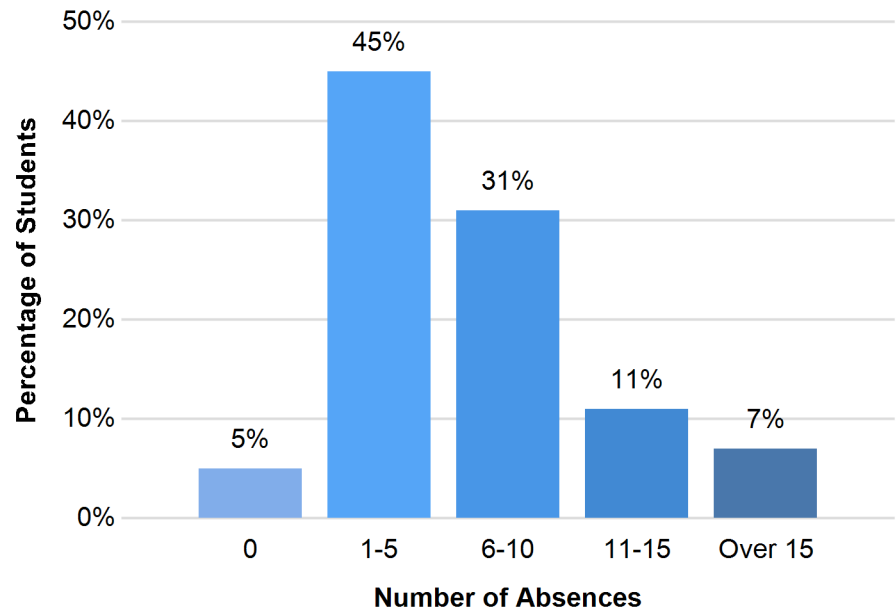
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.40	8.40	Met Target
White	6.20	8.40	Met Target
Hispanic	5.50	8.40	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	2.30	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	11.80	8.40	Not Met
Students with Disabilities	9.50	8.40	Not Met
English Learners	N	**	**

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

Days Absent

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



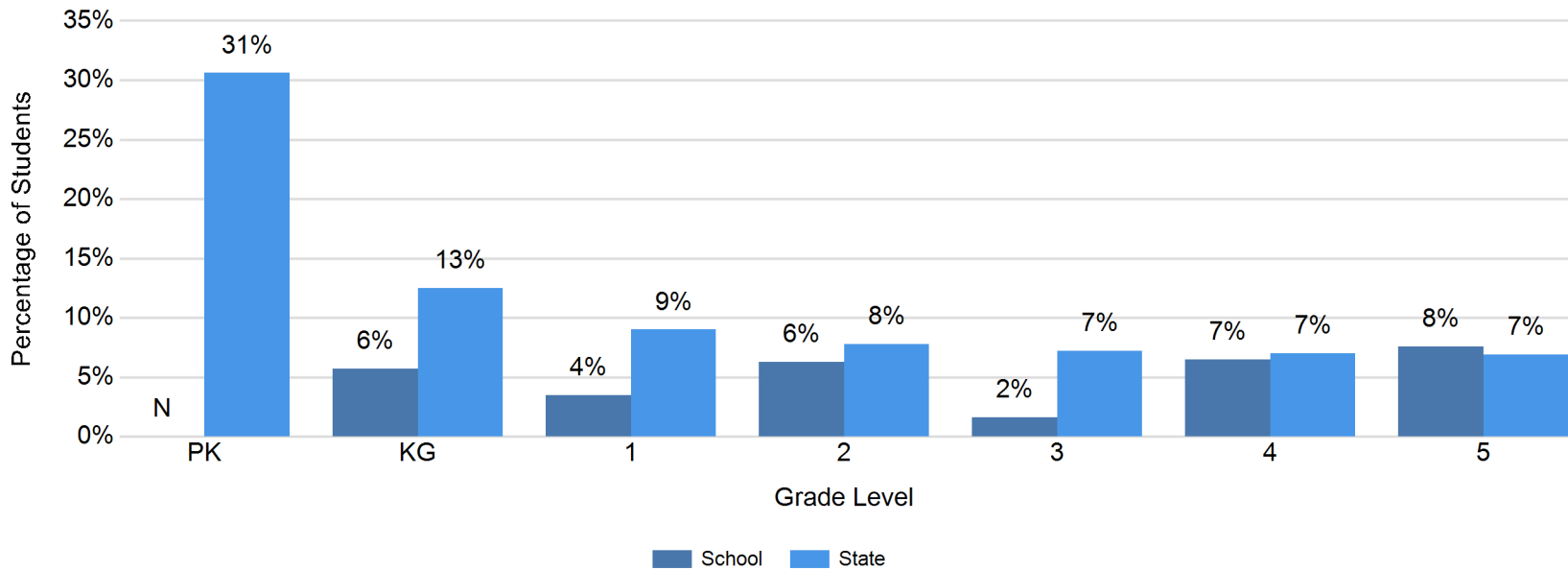


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

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

Category	School
Typical Start Time	8:25AM
Typical End Time	3:10PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs. 25 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

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

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.1:1	540.0 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/Local	Total
District Total	\$362	\$13,626	\$13,988



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

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	32	120,724
Average years experience in public schools	16.2	11.8
Average years experience in district	14.2	10.5
Teachers in district for 4 or more years	84%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	12	9,506
Average years experience in public schools	14.8	15.9
Average years experience in district	9.0	11.6
Administrators in district for 4 or more years	75%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	13:1
Administrators	392:1	154:1
Librarian/Media Specialists		617:1
Nurses		463:1
Counselors		463:1
Child Study Team		309:1



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	92%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	75.5	17.5%
Mathematics Proficiency	55.2	17.5%
English Language Arts Growth	95.7	25.0%
Mathematics Growth	61.6	25.0%
Chronic Absenteeism	61.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		71.4
Summative Rating: Percentile rank of Summative Score		81.8
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	71.4	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Met Target	No
White	62.0	11.9	No	Met Target†	Not Met	Met Target	Exceeds Target	Met Target	No
Hispanic	73.5	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Met Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Goal	Met Target	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	Met Target	Met Target	Not Met	**	**	No
Students with Disabilities	62.4	11.9	No	Met Target	Met Target†	Not Met	**	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Sickels	Email Address:	sickelsm@hhschools.org
Address:	1 BURTON AVENUE HASBROUCK HEIGHTS, NJ 07604	Website:	www.hhschools.org
Phone:	(201)288-6150		

School Narrative

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

	<p>Highlights:</p> <ul style="list-style-type: none"> • Our Curriculum includes Readers and Writers Workshop, Go Math, TCI History Alive in Social Studies and the NGSS. • The 1:1 Tech initiative, 4th and 5th students utilize chromebooks within class with instruction on the Google Platform. • Faculty Professional Development in Orton-Gillingham, Readers/Writers Workshop and currently reading The Growth Mindset.
	<p>Mission, Vision, Theme:</p> <p>Our district’s mission is to provide each student with a quality education, aligned to the New Jersey Student Learning Standards, and to foster a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning. We view our elementary schools as the foundation of our district and understand that our responsibility is to prepare our students for middle school. We will utilize all resources as we relentlessly pursue our goals.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>The academic curriculum at Euclid School includes Reading, Writing, Mathematics, Science, and Social Studies. We have aligned ourselves with Teachers College at Columbia University, to implement the “Workshop” approach of teaching Reading and Writing. In Mathematics we are utilizing the “GO MATH!” series to challenge our students on higher order mathematical operations. The special area courses include Art, Media, Music, Physical Education and World Languages.</p>
 <p>Clubs and Activities:</p>	<p>Euclid School offers a variety of Clubs before, during, and after the school day. The Going Green Club teaches how to live a “Greener” life while implementing those strategies throughout the building. Our Safety Patrols shoulder responsibilities that strengthen character and provide an opportunity to lead. Student Council involves 3rd to 5th grade students serving as the pupil's voice in pupil affairs. Finally, TREPS guides students on how to start their own businesses in an 8 week session.</p>
 <p>Before and After School Programs:</p>	<p>The Hasbrouck Heights School District sponsors a before and after school child care program, called the “Keys” Program, for Kindergarten through Fifth Grade Students at Euclid School. The morning program starts at 7:15 a.m. while the after-school program runs from 3:08 p.m. to 6:00 p.m. Certified teachers along with support staff supervise the program’s activities, which includes playtime, snack time, homework time and project time.</p>







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School Narrative

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

 <p>Staff and Professional Learning:</p>	<p>Teachers at Euclid are Life Long Learners and attend a multitude of Professional Development (PD). We are most invested in Staff Development in the area of Readers and Writers Workshop provided by Teachers College, Columbia University. We are continuously sending teachers to the IMSE Comprehensive Orton-Gillingham 1 week Training. The district itself provides PD Days for Google Apps For Education. We are all currently reading The Growth Mindset by Brock and Hundley.</p>
 <p>Student Supports and Services:</p>	<p>Euclid School provides a plethora of services and supports for our students to ensure that they succeed. Teachers themselves are available ½ hour once per week to provide “Extra Help” to students. The Intervention and Referral Service (I and RS) Team monitors student progress and places students, when needed, in a K-3 Reading Intervention Program, 3-5 Basic Skills, or ELL Instruction. Finally, Special Services provides Pull-Out-Replacement Courses as well as Inclusive Classes.</p>
 <p>Student Health and Wellness:</p>	<p>The Euclid School Lunch Program is provided by an outside company called Maschios. The school does not offer a breakfast program, however does provide Free and Reduced Lunch for those who qualify. Students obtain Physical Activity daily through half-hour recess and twice weekly through 43 minute Physical Education Class. We are also planning for High School Students, who are known as “Ambassadors”, to come to Euclid School and provide instruction in meditation.</p>
 <p>Parent and Community Involvement:</p>	<p>The Euclid School PTA is an extremely involved Parent Organization that has done and continues to do tremendous things for our students. Their previous fund raising efforts have gone into outfitting every HR Classroom with a SmartBoard. They provide programs during the school day to enhance character education as well as the curriculum. They run school dances, organize window painting, manage Book Fairs, and conduct after school programs like Art Clubs, Book Clubs, and Fit Clubs.</p>





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School Narrative

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

 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>The Supervisor of Special Projects conducted a School Climate Survey during the 2016-2017 School Year that included students, parents and teachers. Although the percent returned was lower than hoped, all parties stated positive marks for Euclid School. We will be conducting another survey during the 2017-2018 School Year to hopefully obtain more information on how to guide our vision.</p>
 <p>Facilities:</p>	<p>The physical plant of Euclid School is over 105 years old. The building has 27 classroom spaces for instruction, a Media Center, Art/Music Room, and a Gymnasium that also serves as a Cafeteria. The district constantly provides improvements to the building, with this year's being a multi-million dollar referendum. This improvement within the referendum replaced outdated heating units as well as placed ventilation ducts within each classroom for fresh air ventilation.</p>



Euclid Elementary School
2016-2017

Grade Span PK-05

03-2080-060
BERGEN
HASBROUCK HEIGHTS BORO
1 BURTON AVENUE
HASBROUCK HEIGHTS, NJ 07604

School Narrative

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

The gates to the Euclid School Playground open at 8:00 am for students to be dropped off and supervised by Certificated Faculty Members. Our Pre-K as well as our Kindergarten students enter the building at 8:20 am, while the rest of our student body enters at 8:25 am. The late bell rings at 8:35 and the day begins with a salute to our Great Nation's Flag, the Word of the Week, and our Core Value Announcement. Instruction immediately follows until 11:45 am, at which time the entire school breaks for a one hour lunch/recess period. Faculty, staff and students return to their instruction at 12:45 pm lasting until the end of the day, 3:05 pm Pre-K and Kindergarten and 3:08 pm Grades One through Five. At this time our students are dismissed back onto the playground to their parents or guardians. Safety is our number one priority at Euclid School. No one is permitted within the building without permission from the office staff and visitors are met at the front desk. We have a strong relationship with the Hasbrouck Heights Police Dept. and officers visit daily as well as our own District Security Officers.



Other Information:



Hasbrouck Heights High School
2016-2017

Grade Span 09-12

03-2080-050

BERGEN

HASBROUCK HEIGHTS BORO


365 BOULEVARD

HASBROUCK HEIGHTS, NJ 07604-1402

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

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

Navigating through the reports:

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

Other Resources:

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



**Hasbrouck Heights High School
2016-2017**

Grade Span 09-12

03-2080-050
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HASBROUCK HEIGHTS BORO
365 BOULEVARD
HASBROUCK HEIGHTS, NJ 07604-1402

Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	135	135	133
10	164	136	134
11	130	162	139
12	125	132	168
Ungraded	2	3	4
Total	556	568	578

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	51%	49%	47%
Male	49%	51%	53%
Economically Disadvantaged Students	18%	16%	15%
Students with Disabilities	13%	12%	14%
English Learners	2%	3%	2%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	58.9%
Hispanic	22.2%
Asian	15.1%
Black or African American	3.3%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.3%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	575
Shared Time Students	4
Full Time Equivalent	577

Enrollment by Home Language

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

Home Language	% of Students
English	64.2%
Spanish	14.0%
Arabic	5.3%
Tagalog	2.8%
Albanian	1.7%
Other	11.9%



**Hasbrouck Heights High School
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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	255	99.6	47.10	63.90	54.90	47.1	49.8	Met Target†
White	150	100.0	44.70	62.60	63.90	44.7	50.6	Met Target†
Hispanic	51	98.3	45.10	60.80	39.80	45.1	40.1	Met Target
Black or African American	12	100.0	*	45.70	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	40	100.0	70.00	79.70	80.70	70	66.5	Met Target
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	105	99.1	59.00	72.20	62.20	59		
Male	150	100.0	38.60	56.30	48.10	38.6		
Economically Disadvantaged Students	38	100.0	39.50	54.80	36.20	39.5	36.4	Met Target
Non-Economically Disadvantaged Students	217	99.6	48.30	65.50	65.80	48.3		
Students with Disabilities	44	100.0	*	*	20.50	*	8.2	Met Target†
Students without Disabilities	211	99.6	*	*	61.90	*		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



**Hasbrouck Heights High School
2016-2017**

Grade Span 09-12

03-2080-050
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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	134	747	747	749	*	16%	35%	35%	*	43%	52%
White	75	743	743	757	*	13%	41%	35%	*	39%	62%
Hispanic	30	743	743	733	*	*	40%	*	*	33%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	21	775	775	777	0%	*	*	52%	*	81%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	N	N	N	746	N	N	N	N	N	N	48%
Female	58	752	752	756	*	*	33%	43%	*	52%	60%
Male	76	742	742	741	*	*	37%	29%	*	36%	43%
Economically Disadvantaged Students	23	742	742	731	*	*	*	*	*	35%	32%
Non-Economically Disadvantaged Students	111	748	748	758	*	*	*	*	*	44%	62%
Students with Disabilities	26	713	713	714	*	*	*	*	*	*	13%
Students without Disabilities	108	755	755	754	*	*	*	*	*	*	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	132	753	753	743	9%	10%	30%	36%	14%	51%	46%
White	76	753	753	749	*	*	30%	38%	13%	51%	52%
Hispanic	27	749	749	728	*	*	*	44%	*	48%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	23	765	765	774	*	*	*	*	*	61%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	53	766	766	752	*	*	32%	43%	*	64%	54%
Male	79	744	744	734	*	*	29%	32%	*	42%	39%
Economically Disadvantaged Students	18	737	737	726	*	*	*	*	*	39%	32%
Non-Economically Disadvantaged Students	114	755	755	751	*	*	*	*	*	53%	54%
Students with Disabilities	18	716	716	704	*	*	*	*	*	*	12%
Students without Disabilities	114	758	758	749	*	*	*	*	*	*	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	135	754	754	736	7%	13%	19%	47%	13%	60%	38%
White	75	754	754	738	*	16%	21%	43%	*	57%	40%
Hispanic	35	742	742	731	*	*	*	40%	*	46%	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	20	776	776	756	0%	*	*	70%	*	90%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	56	767	767	744	*	*	18%	55%	*	75%	46%
Male	79	745	745	729	*	*	20%	41%	*	49%	31%
Economically Disadvantaged Students	16	749	749	729	*	*	*	*	*	63%	32%
Non-Economically Disadvantaged Students	119	755	755	740	*	*	*	*	*	60%	42%
Students with Disabilities	17	713	713	709	*	*	*	*	0%	18%	12%
Students without Disabilities	118	760	760	741	*	*	*	*	15%	66%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

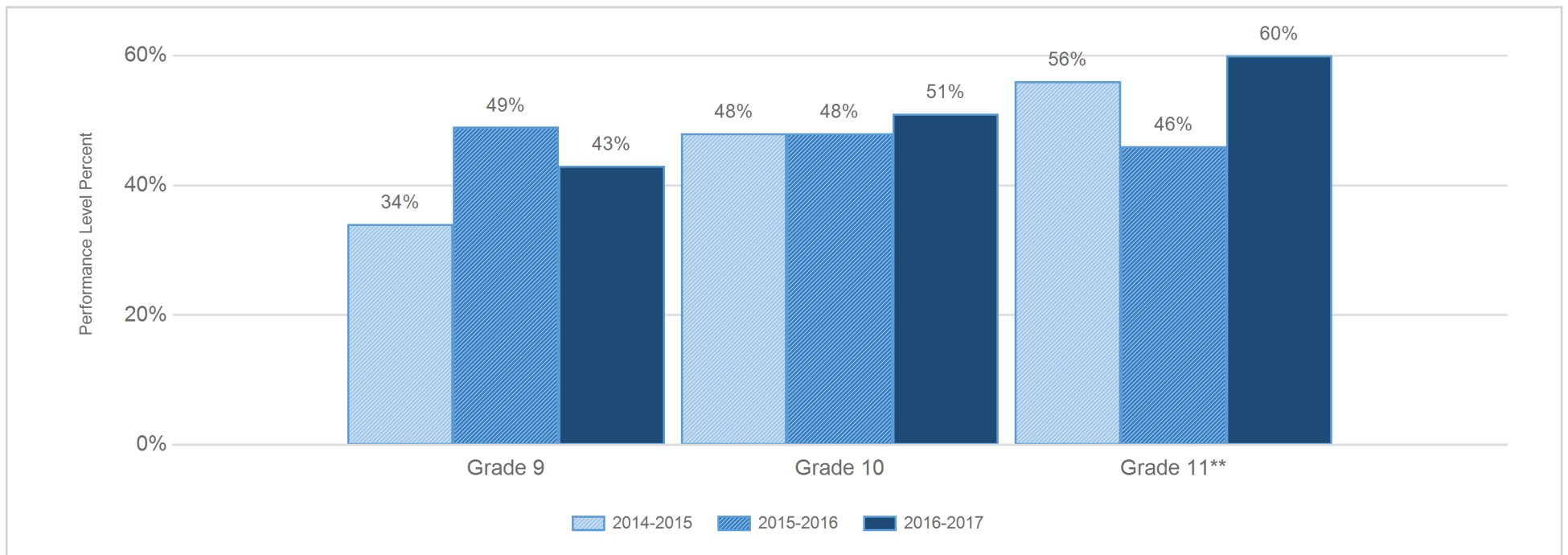


Hasbrouck Heights High School
2016-2017
Grade Span 09-12

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English Language Arts/Literacy Assessment - Performance Trends

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



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



**Hasbrouck Heights High School
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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	222	90.9	49.50	56.10	43.50	47.6	42.4	Met Target
White	128	90.2	48.50	55.10	52.40	45.9	44.2	Met Target
Hispanic	48	89.7	45.90	48.30	27.60	44.5	27.8	Met Target
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	36	97.6	66.60	77.80	75.60	66.6	66.2	Met Target
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	96	92.7	52.10	57.00	44.10	51.1		
Male	126	89.7	47.60	55.40	42.90	45.1		
Economically Disadvantaged Students	33	89.7	36.40	41.60	25.10	*	40.1	Met Target†
Non-Economically Disadvantaged Students	189	91.2	51.90	58.80	54.30	*		
Students with Disabilities	27	65.9	14.80	21.60	16.50	10.3	8.2	Met Target
Students without Disabilities	195	95.8	54.40	63.10	48.80	54.4		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	*	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	742	769	743	*	21%	48%	30%	*	30%	42%
White	31	742	772	751	*	*	45%	32%	*	32%	52%
Hispanic	20	736	*	728	*	*	55%	*	0%	20%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	26	738	770	744	*	*	54%	*	*	23%	43%
Male	37	744	768	741	*	*	43%	*	*	35%	40%
Economically Disadvantaged Students	13	739	*	727	*	*	*	*	*	15%	23%
Non-Economically Disadvantaged Students	50	743	*	751	*	*	*	*	*	34%	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	151	749	749	734	*	10%	31%	51%	*	56%	30%
White	85	747	747	740	*	*	35%	53%	*	54%	38%
Hispanic	33	748	748	722	*	*	*	49%	*	55%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	27	758	*	758	*	*	*	56%	*	70%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	67	752	752	735	*	*	30%	57%	*	63%	31%
Male	84	746	*	733	*	*	32%	46%	*	50%	30%
Economically Disadvantaged Students	22	743	743	721	*	*	*	46%	*	46%	13%
Non-Economically Disadvantaged Students	129	750	*	740	*	*	*	52%	*	57%	39%
Students with Disabilities	17	717	717	711	*	*	*	*	*	*	*
Students without Disabilities	134	753	*	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	721	721	725	36%	*	28%	22%	*	22%	28%
White	37	729	729	731	30%	*	38%	*	0%	24%	33%
Hispanic	14	687	687	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	21	726	726	725	*	*	*	*	0%	24%	27%
Male	43	718	718	725	*	*	*	*	0%	21%	29%
Economically Disadvantaged Students	*	*	*	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	35%
Students with Disabilities	12	684	684	692	*	*	*	*	*	*	*
Students without Disabilities	52	729	729	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	692	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%



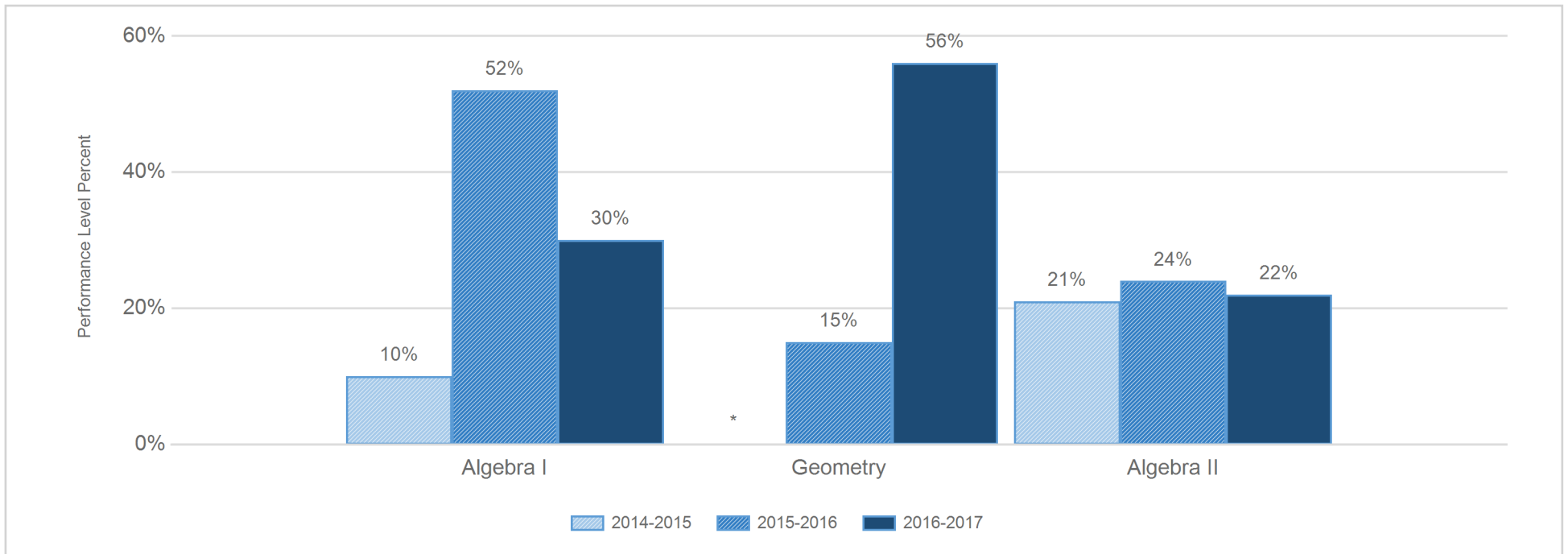
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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	N	N

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N



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

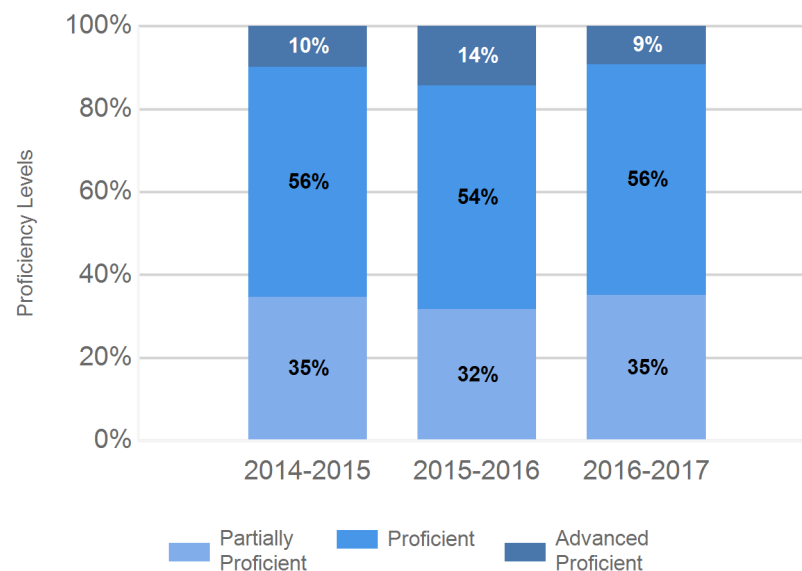
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	9%	56%	35%
White	8%	55%	37%
Hispanic	3%	57%	41%
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	29%	*	10%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	*
Economically Disadvantaged Students	7%	46%	46%
Students with Disabilities	N	67%	33%
English Learners	N	N	*

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	20.2%	28.3%

PSAT/SAT/ACT - Performance

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	492	481	Varies By Grade	77%	67%
PSAT - Math	492	483	Varies By Grade	54%	49%
SAT - Reading and Writing	558	551	480	84%	77%
SAT - Math	548	552	530	56%	58%
ACT - Reading	23	24	22	59%	65%
ACT - English	23	24	18	91%	79%
ACT - Math	23	24	22	59%	65%
ACT - Science	22	23	23	32%	54%



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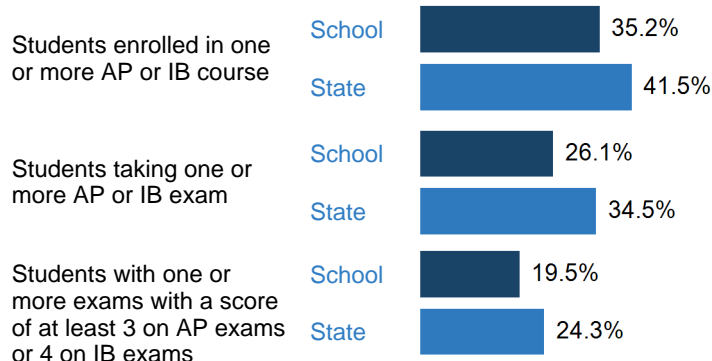
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

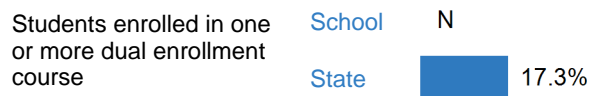
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	28	11
AP Calculus AB	22	20
AP Chemistry	11	9
AP English Language and Composition	32	29
AP English Literature and Composition	15	5
AP Italian Language and Culture	3	2
AP Physics B	12	0
AP Physics C: Mechanics	0	3
AP Psychology	5	5
AP Spanish Language	1	1
AP Statistics	23	17
AP Studio Art—Drawing Portfolio	9	0
AP Studio Art—Two-Dimensional	0	3
AP U.S. History	10	1
Total Exams Taken		106
Exams with scores of at least 3 on AP exams or 4 on IB exams		78



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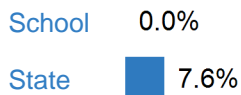
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

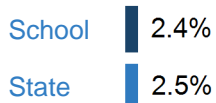
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

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

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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	77	53	0	0	0	0	4
10	5	126	19	8	0	0	3
11	1	2	56	55	9	2	27
12	0	2	23	14	29	91	29
Schoolwide	83	183	98	77	38	93	63
Enrolled in AP/IB Course					22	23	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	110	0	27	0	0	0
10	26	100	19	0	0	0
11	17	22	67	0	49	10
12	12	3	15	0	33	24
Schoolwide	165	125	128	0	82	34
Enrolled in AP/IB Course	28	11		0	12	0



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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	62	0	0	0	0
10	0	133	0	15	10	0
11	0	139	0	20	4	0
12	2	17	0	42	13	0
Schoolwide	2	351	0	77	27	0
Enrolled in AP/IB Course	0	10	0	5	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	89	0	22	0	0	0	0
10	111	0	22	0	0	0	0
11	44	0	12	0	0	0	0
12	15	0	4	0	0	0	0
Schoolwide	259	0	60	0	0	0	0
Enrolled in AP/IB Course	1	0	3	0	0	0	0
Enrolled in Level 3 or Higher	36	0	11	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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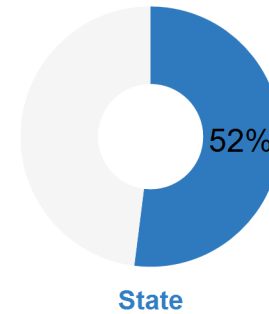
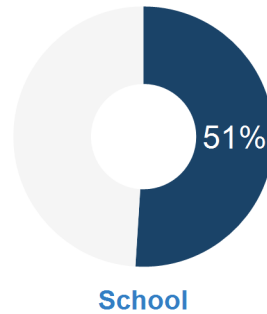
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Visual and Performing Arts – Course Participation

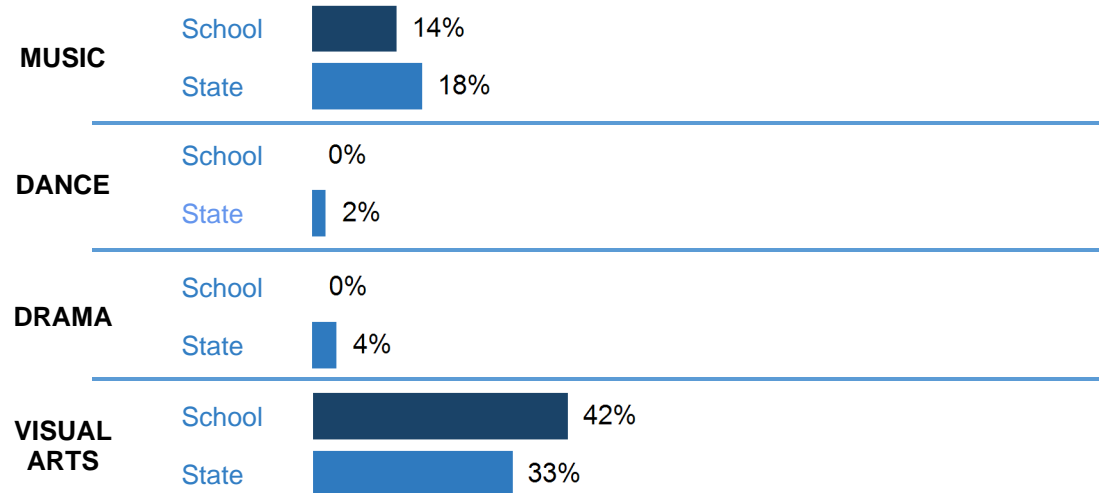
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	94.9%	90.5%	96.3%	91.8%	95.6%	N	Met Goal	94.9%	96.0%	Not Met
White	94.1%	94.5%	97.4%	95.1%	96.1%	N	Met Goal	95.5%	N	Met Goal
Hispanic	93.9%	84.3%	96.6%	86.3%	96.4%	N	Met Goal	*	N	Met Goal
Black or African American	*	83.4%	*	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	96.6%	*	97.5%	*	91.1%	Met Target	95.7%	N	Met Goal
American Indian or Alaska Native	*	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	N	91.9%	N	93.7%	N	N	N	N	N	N
Economically Disadvantaged Students	97.1%	83.9%	89.5%	85.6%	89.5%	**	**	90.5%	92.2%	Not Met
Students with Disabilities	76.2%	78.8%	82.4%	82.1%	87.5%	**	**	76.5%	**	**
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	*	73.2%	*	74.4%	*	*	N	*		

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	94.9%	-
2016	95.6%	96.3%
2015	92.7%	94.9%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.2%	1.1%
2015-2016	0.2%	1.1%
2014-2015	0%	1.1%

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



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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	82.6%	15.9%	84.1%
White	80.9%	12.4%	87.6%
Hispanic	80.7%	24%	76%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	95.7%	18.2%	81.8%
American Indian or Alaska Native	*	*	*
Two or More Races	N	N	N
Economically Disadvantaged Students	79.2%	10.5%	89.5%
Students with Disabilities	64.7%	36.4%	63.6%
English Learners	*	*	0%

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	85.2%	23.9%	76.2%	80.7%	19.3%	77.1%	22.9%
White	86.1%	19.4%	80.7%	74.2%	25.8%	79%	21%
Hispanic	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	68.8%	54.6%	45.5%	81.8%	18.2%	72.7%	27.3%
Students with Disabilities	61.5%	62.5%	37.5%	87.5%	12.5%	87.5%	12.5%
English Learners	*	*	*	*	*	*	*



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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

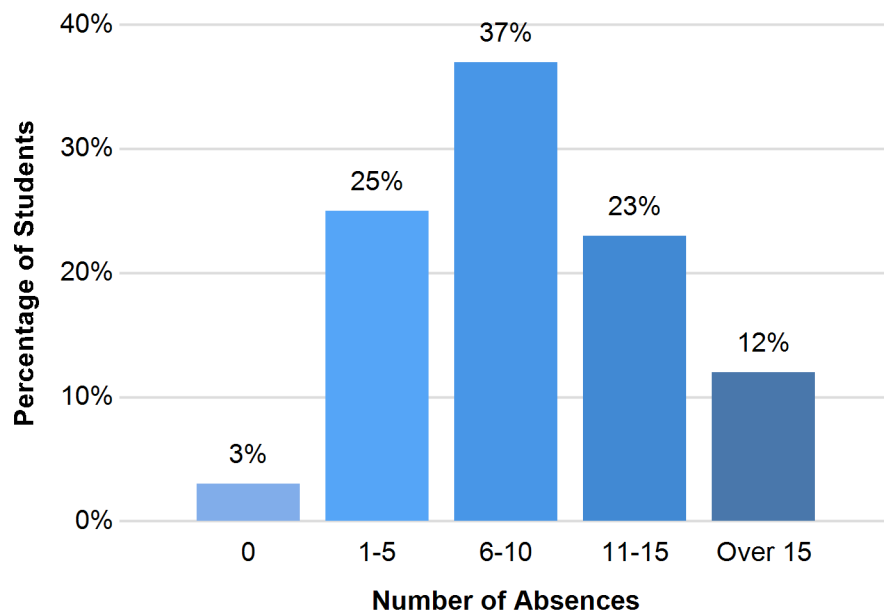
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.00	14.30	Met Target
White	7.10	14.30	Met Target
Hispanic	9.80	14.30	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	3.40	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	15.90	14.30	Not Met
Students with Disabilities	7.10	14.30	Met Target
English Learners	N	**	**

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

Days Absent

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



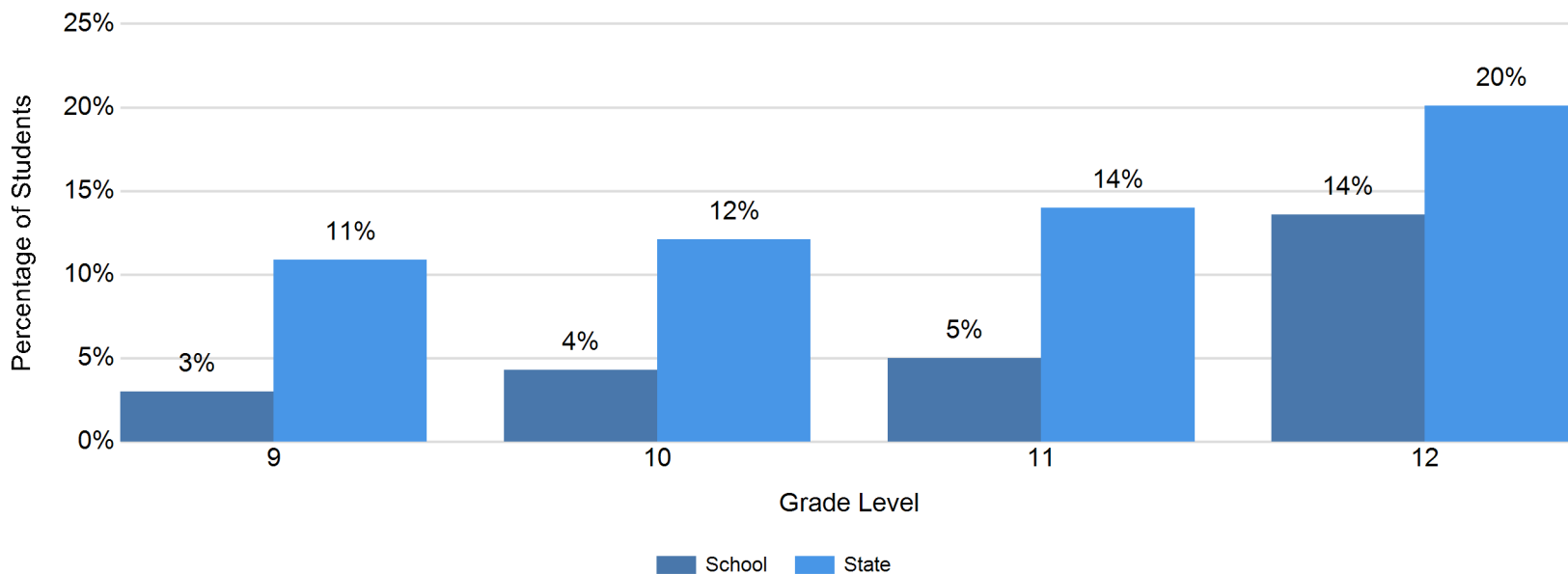


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

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

Category	School
Typical Start Time	7:55AM
Typical End Time	2:40PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs. 57 Mins.
Shared Time - Instructional Time	3 Hrs. 0 Mins.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	6
Vandalism	5
Weapons	0
Substances	4
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	18
Incidents Per 100 Students Enrolled	3.12

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	7.6%
Out-of-School Suspensions	4.3%
Any Suspension	9.4%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	540.0 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$362	\$13,626	\$13,988



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

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	52	120,724
Average years experience in public schools	12.5	11.8
Average years experience in district	10.0	10.5
Teachers in district for 4 or more years	75%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	12	9,506
Average years experience in public schools	14.8	15.9
Average years experience in district	9.0	11.6
Administrators in district for 4 or more years	75%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	13:1
Administrators	192:1	154:1
Librarian/Media Specialists		617:1
Nurses		463:1
Counselors		463:1
Child Study Team		309:1



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	92%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	47.6	17.5%
Mathematics Proficiency	82.3	17.5%
Graduation - 4-Year	50.7	25.0%
Graduation - 5-Year	48.3	25.0%
Chronic Absenteeism	74.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		58.6
Summative Rating: Percentile rank of Summative Score		60.8
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	58.6	6.2	No	Met Target†	Met Target	Met Target	Met Goal	Not Met	No
White	55.2	6.2	No	Met Target†	Met Target	Met Target	Met Goal	Met Goal	No
Hispanic	79.6	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	33.6	6.2	No	Met Target	Met Target	Met Target	Met Target	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	N	N	No
Economically Disadvantaged Students	71.9	6.2	No	Met Target	Met Target†	Not Met	**	Not Met	No
Students with Disabilities	**	**	No	Met Target†	Met Target	Met Target	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Simmons	Email Address:	simmons1@hhschools.org
Address:	365 BOULEVARD HASBROUCK HEIGHTS, NJ 07604-1402	Website:	www.hhschools.org
Phone:	(201)288-6150		

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:	<ul style="list-style-type: none"> • Award winning school newspaper. • Multiple sectional titles across boys and girls sports. • Technology is a part of each school day, with all students utilizing Chromebooks.
 Mission, Vision, Theme:	The mission of the HH School District is to focus on student development within a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning. The district provides students and staff with the courses, technology, and professional development to accomplish the mission of the district. The district is actively involved in efforts to promote and create partnerships that celebrate the qualities and individuals that make our school community unique.
 Awards, Recognition, Accomplishments:	Hasbrouck Heights High School is recognized as having one of the top 50 National High School Publications. The Pilot's Log was honored as a Pacemaker Finalist. Individual students were recognized for Photo of the year and Design of the Year. Regarding athletics, awards won were the title of NJSIAA State Sectional Champions for football, bowling, and girls track. Princeton honored one of our students with a humanitarian award for assisting refugees.







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 <p>Courses, Curriculum, Instruction:</p>	<p>Hasbrouck Heights HS offers a wide array of courses inclusive of eleven AP courses, six dual enrollment courses, and proficiency development courses. There is a four year mathematics requirement for graduation. Many courses reflect career interests such as biomedical engineering, anatomy and physiology, small business management, and psychology. Electronic textbooks are utilized along with a multitude of ancillary web based programs.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Co-ed), Cross-Country (Boys & Girls), Football (Boys), Golf (Co-ed), Soccer (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Co-ed)</p> <p>Most students at HHHS are two and three sport athletes(80%). We had the honor of achieving the following titles: 2016 Football State Sectional Champions, 2016-17 Bowling State Sectional Champions, 2016-17 Girls Track State Sectional Champions. In addition, multiple Individual State Medalists were obtained and we had 8 League Championship athletic teams.</p>
 <p>Clubs and Activities:</p>	<p>There are over 25 clubs offered at HHHS: Marching Band, Color Guard, Drama Club, Outreach Club, Pierott Winter Guard, Student Council, Young Democrats and Republican Club, Art Club, Computer Programming Club, Gay Straight Alliance, Heroes and Cool Kids, Italian Club, Aviators Podcast Club, Multi-Cultural Club, National Honor Society, Spanish Club, Spirit Club, Model UN, Robotics, Chess, Choir, Academic Challenge, Poetry Club, Future Scientist Club, Medical Science Club.</p>
 <p>Before and After School Programs:</p>	<p>Before school labs are conducted by certified teachers to support mathematics work in AP courses. In addition, teachers regularly meet with students to remediate skills. SAT courses are offered before and after school and on weekends. Tutoring is offered through the National Honor Society to grades 9-12 across all subject areas. Five mornings a week, the jazz band can be heard preparing for their upcoming concerts.</p>








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School Narrative

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 <p>Staff and Professional Learning:</p>	<p>Teaching Staff were engaged in the training and use of Google Classroom and Link It for benchmarking skills. Other areas focused upon were PLC's devoted to the development of common assessments, the use of rubrics, and curriculum adjustment. Mind Cross Modules were completed by staff to ensure mastery of state mandated topics such as suicide, bullying, and drug abuse.</p>
 <p>Postsecondary Information:</p>	<p>93% of the students at HHHS attend college. The other 7% join the military, enter trade schools or join the work force. The HS Counselors host multiple nights for parents and their children to learn about the college process and financial aid opportunities. Students were accepted to Columbia, Princeton, Boston University, Cornell, NYU, Rutgers and Penn State.</p>
 <p>Student Supports and Services:</p>	<p>Our Hello Program, a Meet and Greet Program for non-English speaking parents, our multicultural club, and the available translated materials sent home are all supports for our ELL population. New students are assigned a peer to help with their transition and to encourage involvement within the school culture. Our Special education program includes ICRS, OCR, OT/PT, and speech services. We have a CST that includes a behaviorist, social worker, LDTC, and school psychologist.</p>
 <p>Student Health and Wellness:</p>	<p>Students at HHHS are involved in the Heroes and Cool Kids program and the Peer Leader Program. They host talks about Nutrition, Social Media, Goal Setting, Cyber Issues, and Dating Violence. Assemblies are held yearly on alcohol, suicide prevention and addiction. Physical Education is offered 5 days per week for 51 minutes. Health Classes include guest speakers covering topics like Heroin and Opiate Use and the acceptance of individuals with disabilities.</p>
 <p>Parent and Community Involvement:</p>	<p>HHHS has a PTA, SEPAG, Parents for Athletes, and Music Parents Assoc. Annually the school hosts a Parents for Education Night, Grade Level Parent Meetings, and Back to School Night. Parents participate in our annual college fair and career day. Communication is done through a web based system called Genesis. School Staff sit on community committees such as Friends of the Library. A resource officer works closely with the high school students.</p>





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School Narrative

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>A school climate survey is done yearly to obtain information about the overall feeling parents, teachers, and students have related to school culture. The results are discussed at administration meetings and faculty meetings and programs/activities/practices are implemented to address those areas in need. The majority of individuals felt valued as an important member of the school community. From other results, it was decided that additional clubs with diverse interests were needed.</p>
 <p>Facilities:</p>	<p>When one enters HHHS they are immediately met by the illuminating colors of black and orange. School pride exudes from our banners, wall of athletes, and wall of academic achievers. The HS was built in 1952 and over the years went through various renovations. These included: a new gym, an additional wing, new windows, and a new heating system. The school currently houses 6 computer labs, an art room, a music room, and science labs. An updated soccer field sits behind the school.</p>



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School Narrative

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

Hasbrouck Heights is a residential, middle-class community located in southwest Bergen County, eight miles from New York. The community of stakeholders encourages thoughtful inquiry, stimulates excitement about growth and learning, and fosters innovation. The High School is a 4 year school with about 560 students. The environment can be best described as one of caring interaction and collaboration among students, educators, parents, and members of the community. There is a principal, vice principal, and athletic director working with approximately 60 members on the professional staff with three full time counselors. The day is comprised of seven 51 minute periods beginning at 7:55 and ending at 2:39. A visitor monitor and two part time security officers assist with the management of the building and in keeping everyone safe. Students are ranked in deciles and Naviance is utilized for the college application process. The High School prides itself in student involvement and strives for our students to become independent, and self-sufficient learners of the 21st century.



Other Information:



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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.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. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
6	150	157	156
7	135	149	154
8	141	140	152
Ungraded	6	2	1
Total	432	448	463

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	43%	44%	48%
Male	57%	56%	52%
Economically Disadvantaged Students	17%	17%	15%
Students with Disabilities	17%	19%	16%
English Learners	1%	2%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	60.7%
Hispanic	24.2%
Asian	11.9%
Black or African American	3.0%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	0.2%

Enrollment by Home Language

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

Home Language	% of Students
English	73.7%
Spanish	10.4%
Arabic	3.9%
Hindi	1.7%
Albanian	1.7%
<i>Other</i>	8.3%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	440	98.9	64.10	63.90	54.90	64.1	51.5	Met Target
White	271	98.6	63.40	62.60	63.90	63.4	50	Met Target
Hispanic	102	99.1	56.80	60.80	39.80	56.8	43.3	Met Target
Black or African American	13	100.0	76.90	45.70	35.20	76.9	**	**
Asian, Native Hawaiian, or Pacific Islander	53	100.0	79.30	79.70	80.70	79.3	73.1	Met Target
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	214	99.5	71.00	72.20	62.20	71		
Male	226	98.3	57.50	56.30	48.10	57.5		
Economically Disadvantaged Students	68	100.0	48.50	54.80	36.20	48.5	44.9	Met Target
Non-Economically Disadvantaged Students	372	98.7	66.90	65.50	65.80	66.9		
Students with Disabilities	74	96.2	23.00	*	20.50	23	16.8	Met Target
Students without Disabilities	366	99.5	72.40	*	61.90	72.4		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	150	759	759	752	*	*	27%	54%	12%	66%	54%
White	98	760	760	758	*	*	27%	56%	12%	68%	63%
Hispanic	30	746	746	740	*	*	33%	50%	0%	50%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	17	775	775	776	0%	*	*	*	*	82%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	79	761	761	758	*	*	22%	53%	*	70%	61%
Male	71	756	756	746	*	*	32%	55%	*	62%	46%
Economically Disadvantaged Students	20	751	751	737	*	*	*	*	*	55%	34%
Non-Economically Disadvantaged Students	130	760	760	761	*	*	*	*	*	68%	65%
Students with Disabilities	19	733	733	722	*	*	53%	*	0%	21%	17%
Students without Disabilities	131	762	762	758	*	*	23%	*	14%	73%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	150	759	759	756	*	*	27%	39%	21%	61%	59%
White	89	756	756	764	*	*	27%	39%	18%	57%	69%
Hispanic	42	758	758	742	*	*	29%	41%	*	60%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	14	783	783	784	0%	0%	*	*	*	86%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	68	764	764	764	*	*	25%	46%	24%	69%	68%
Male	82	755	755	749	*	*	28%	34%	20%	54%	51%
Economically Disadvantaged Students	26	751	751	739	*	*	*	*	*	46%	40%
Non-Economically Disadvantaged Students	124	761	761	766	*	*	*	*	*	64%	70%
Students with Disabilities	27	725	725	719	*	*	41%	*	0%	19%	19%
Students without Disabilities	123	767	767	763	*	*	24%	*	26%	70%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met / Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	152	758	758	757	*	*	20%	52%	12%	64%	59%
White	90	757	757	764	*	12%	19%	52%	*	63%	68%
Hispanic	35	750	750	742	*	*	*	51%	*	57%	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	22	772	772	786	*	0%	*	50%	*	73%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	N	N	N	758	N	N	N	N	N	N	60%
Female	71	768	768	766	*	*	16%	55%	*	73%	68%
Male	81	749	749	749	*	*	25%	49%	*	56%	50%
Economically Disadvantaged Students	20	739	739	739	*	*	*	*	*	45%	40%
Non-Economically Disadvantaged Students	132	761	761	766	*	*	*	*	*	67%	69%
Students with Disabilities	26	725	725	718	*	*	*	*	0%	27%	18%
Students without Disabilities	126	765	765	764	*	*	*	*	14%	71%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

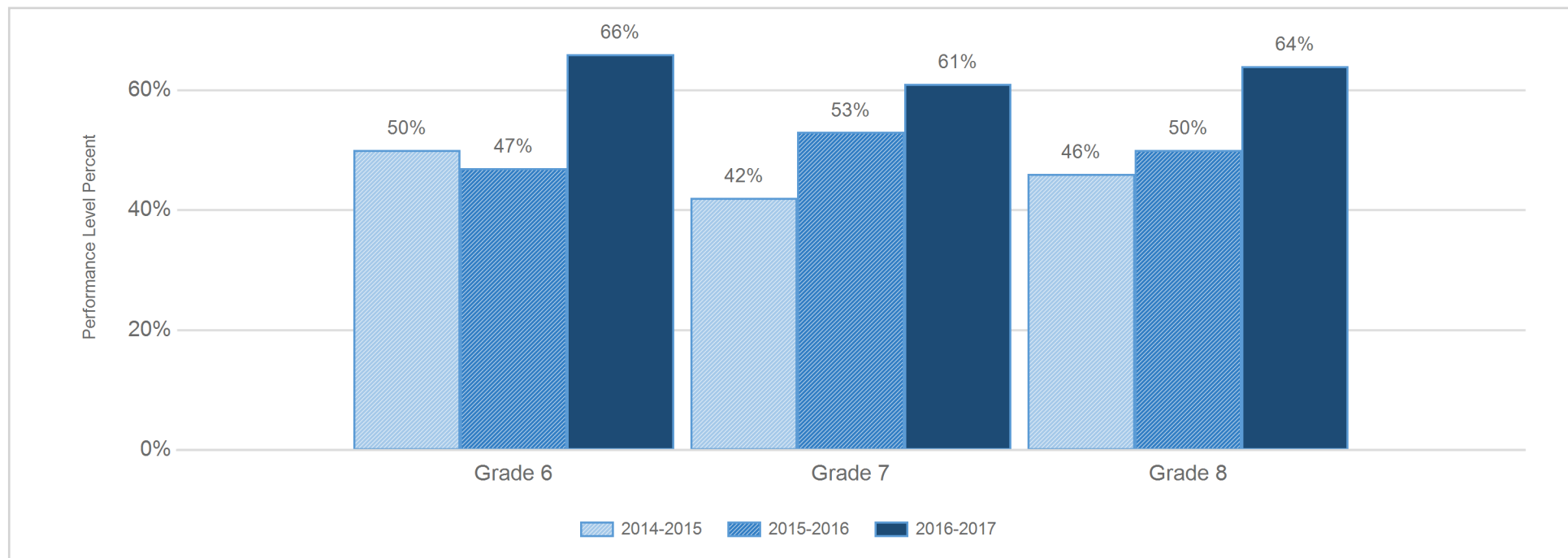


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	441	98.9	58.30	56.10	43.50	58.3	55.8	Met Target
White	271	98.6	56.80	55.10	52.40	56.8	53.4	Met Target
Hispanic	103	99.1	48.50	48.30	27.60	48.5	46.6	Met Target
Black or African American	13	100.0	69.20	41.90	21.70	69.2	**	**
Asian, Native Hawaiian, or Pacific Islander	53	100.0	83.00	77.80	75.60	83	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	214	99.5	57.00	57.00	44.10	57		
Male	227	98.3	59.50	55.40	42.90	59.5		
Economically Disadvantaged Students	68	100.0	42.70	41.60	25.10	42.7	41.9	Met Target
Non-Economically Disadvantaged Students	373	98.7	61.10	58.80	54.30	61.1		
Students with Disabilities	74	96.2	21.70	21.60	16.50	21.7	15.6	Met Target
Students without Disabilities	367	99.5	65.60	63.10	48.80	65.6		
English Learners	10	100.0	20.00	37.60	23.30	20	**	**
Non-English Learners	431	98.9	59.20	56.70	45.20	59.2		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	*	*	*	*	18.20	*		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	151	745	745	743	*	18%	32%	44%	*	47%	44%
White	98	746	746	751	*	15%	36%	44%	*	47%	54%
Hispanic	31	732	732	731	*	32%	32%	*	0%	29%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	17	766	766	771	0%	*	*	71%	*	82%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	79	744	744	745	*	22%	29%	43%	*	46%	45%
Male	72	747	747	742	*	14%	35%	44%	*	49%	43%
Economically Disadvantaged Students	20	740	740	728	*	*	*	*	*	35%	24%
Non-Economically Disadvantaged Students	131	746	746	752	*	*	*	*	*	49%	56%
Students with Disabilities	19	721	721	717	*	*	*	*	*	*	13%
Students without Disabilities	132	749	749	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	*	*	*	708	*	*	*	*	*	*	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	150	756	756	741	*	*	31%	47%	13%	59%	40%
White	89	753	753	748	*	*	29%	46%	*	57%	49%
Hispanic	42	755	755	730	*	*	36%	48%	*	57%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	14	777	777	764	0%	0%	*	*	*	86%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	N	N	N	740	N	N	N	N	N	N	39%
Female	68	755	755	743	*	*	34%	52%	*	59%	41%
Male	82	756	756	740	*	*	28%	43%	*	60%	38%
Economically Disadvantaged Students	26	748	748	729	*	*	*	46%	*	50%	22%
Non-Economically Disadvantaged Students	124	757	757	749	*	*	*	47%	*	61%	50%
Students with Disabilities	27	731	731	716	*	*	41%	*	*	26%	11%
Students without Disabilities	123	761	761	746	*	*	29%	*	*	67%	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	743	743	728	14%	11%	28%	47%	0%	47%	28%
White	55	743	743	736	*	*	26%	47%	0%	47%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	43	746	746	730	*	*	28%	49%	0%	49%	30%
Male	48	741	741	725	*	*	27%	46%	0%	46%	26%
Economically Disadvantaged Students	16	737	737	719	*	*	*	*	*	38%	19%
Non-Economically Disadvantaged Students	75	745	745	734	*	*	*	*	*	49%	34%
Students with Disabilities	24	718	718	705	*	*	*	*	0%	21%	*
Students without Disabilities	67	752	752	734	*	*	*	*	0%	57%	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	798	769	743	0%	0%	0%	70%	30%	100%	42%
White	35	798	772	751	0%	0%	0%	71%	29%	100%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	15	800	*	774	0%	0%	0%	*	*	100%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	28	800	770	744	*	*	*	61%	*	100%	43%
Male	32	796	768	741	*	*	*	78%	*	100%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	*	734	*	*	*	*	*	*	30%
White	N	N	N	740	N	N	N	N	N	N	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	14%
Black or African American	N	N	N	719	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	N	N	N	735	N	N	N	N	N	N	31%
Male	*	*	*	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	N	N	N	721	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

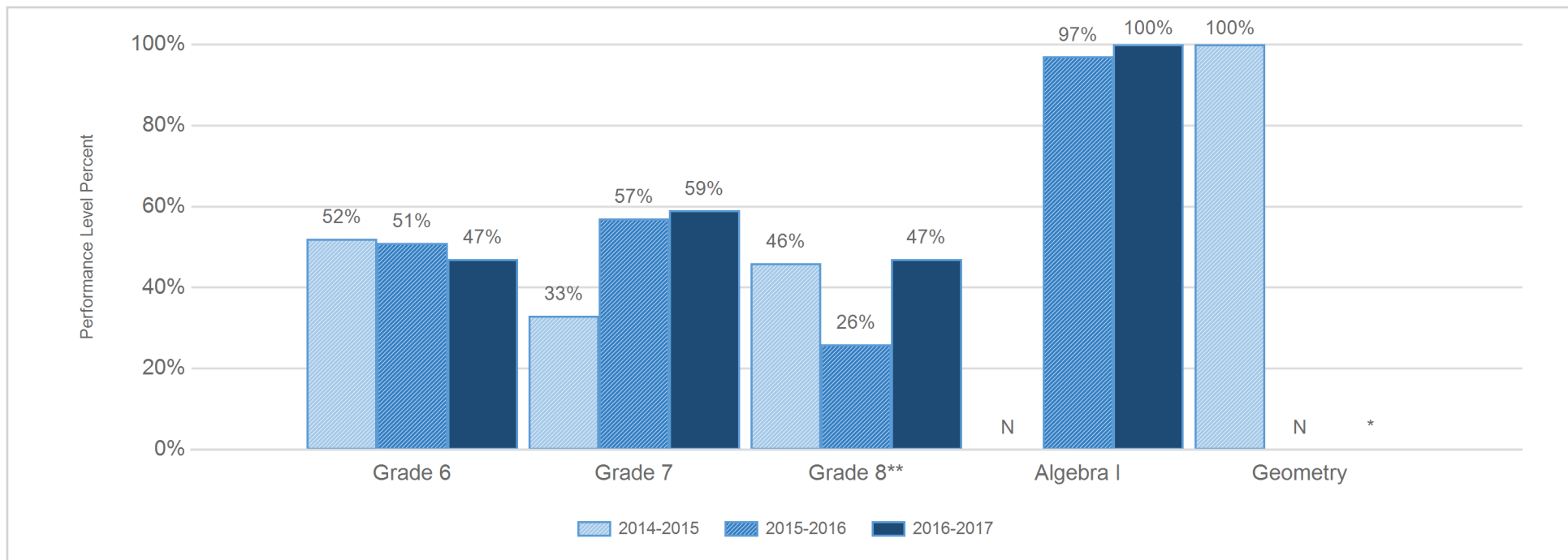


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	*	*
8	*	*

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N



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

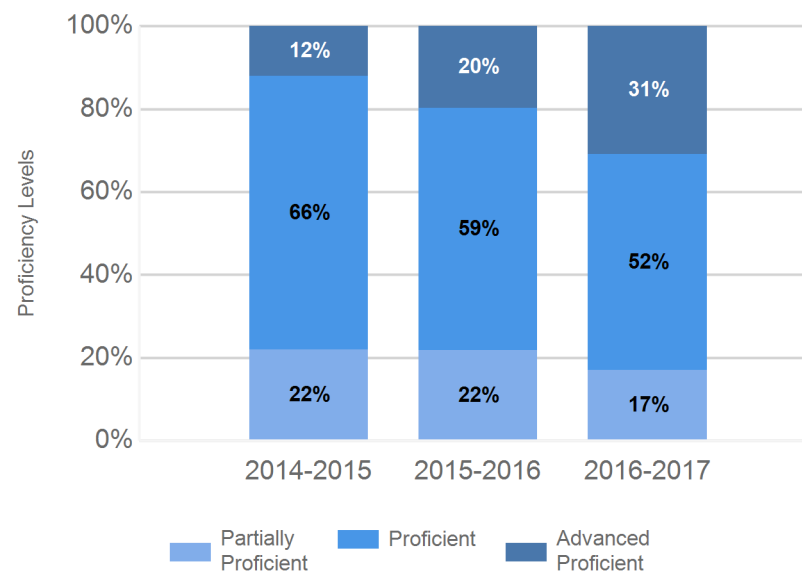
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	31%	52%	17%
White	37%	48%	16%
Hispanic	19%	56%	25%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	5%	62%	33%
Students with Disabilities	8%	46%	46%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 8

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





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	45	53	50	Met Target	49	50	50	Met Target
White	43	51	50	Met Target	48	50	52	Met Target
Hispanic	48.5	52	49	Met Target	48	45	47	Met Target
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	57.5	*	60	Met Target	64	*	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	45	48	47	Met Target	49	50	46	Met Target
Students with Disabilities	43	49	41	Met Target	43	40.5	43	Met Target
English Learners	*	67	53	**	*	58.5	51	**

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



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

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

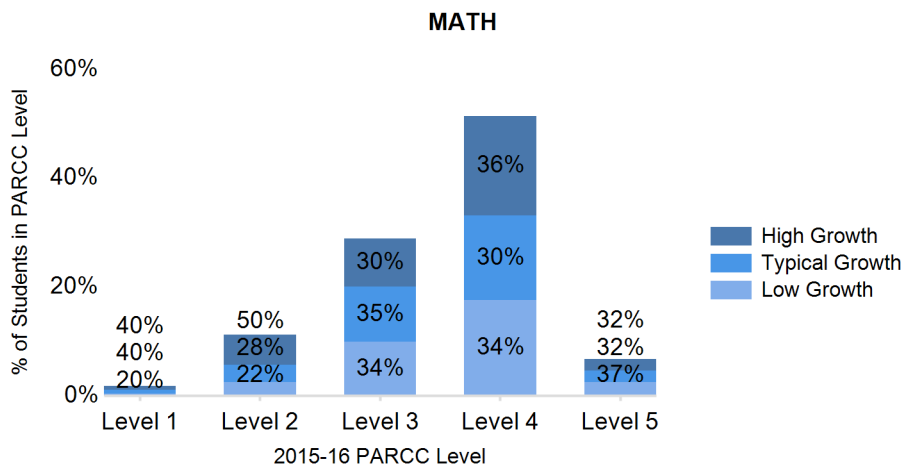
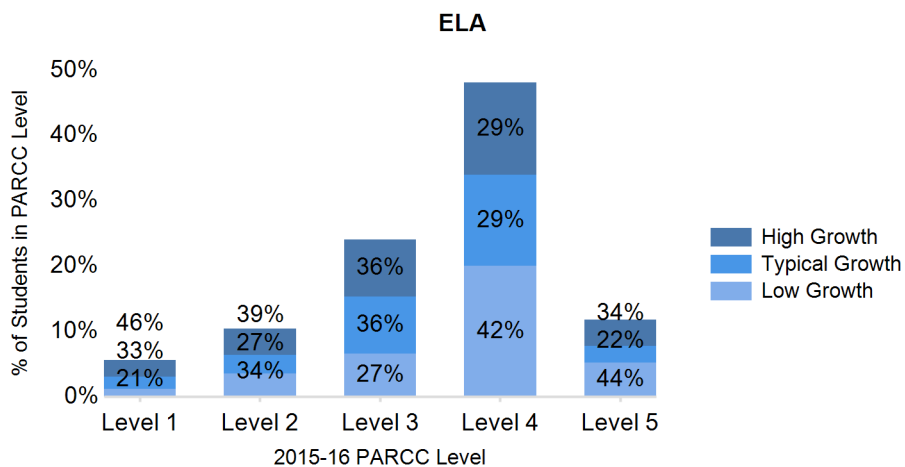
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

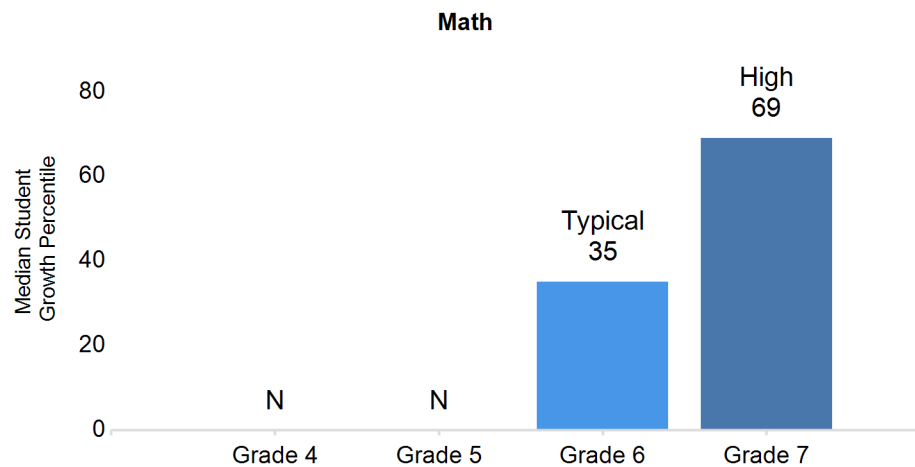
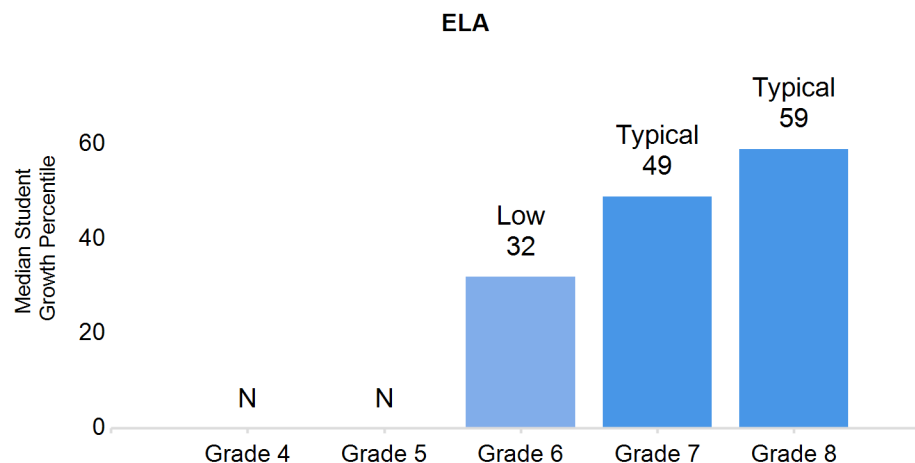
Student Growth by Performance Level

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



Student Growth by Grade

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



An "***" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	158
7	0	0	157
8	63	1	154
Schoolwide	63	1	469

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	109	0	0	0	0	0	0
Schoolwide	109	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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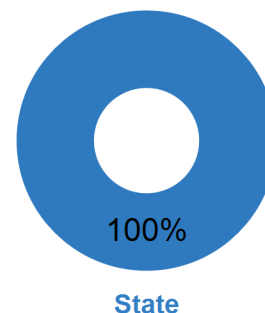
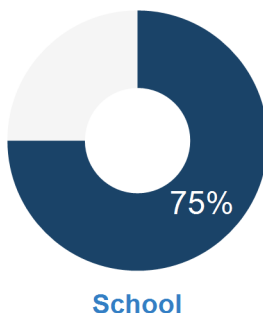
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Visual and Performing Arts – Course Participation

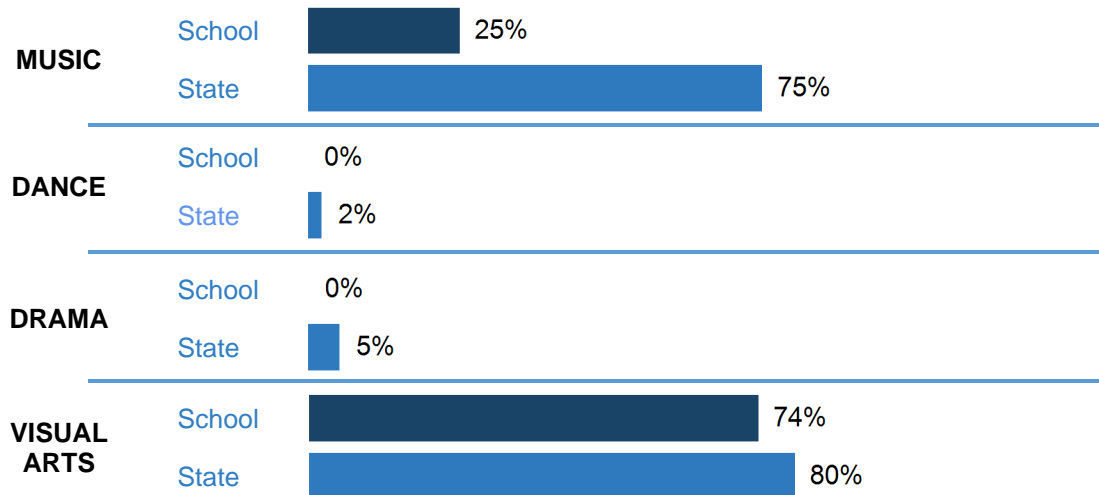
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

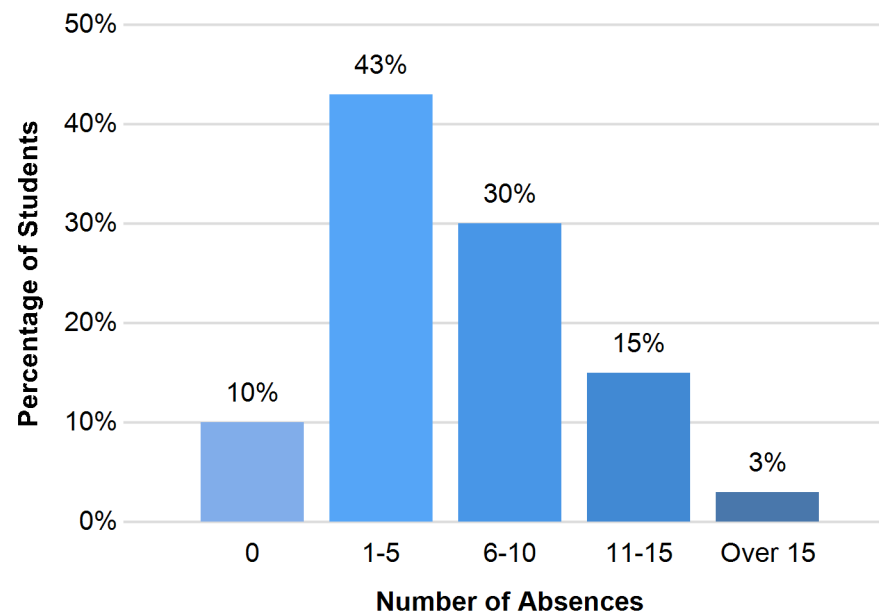
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	1.70	8.70	Met Target
White	1.80	8.70	Met Target
Hispanic	0.90	8.70	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	3.50	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	4.40	8.70	Met Target
Students with Disabilities	1.20	8.70	Met Target
English Learners	N	**	**

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

Days Absent

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



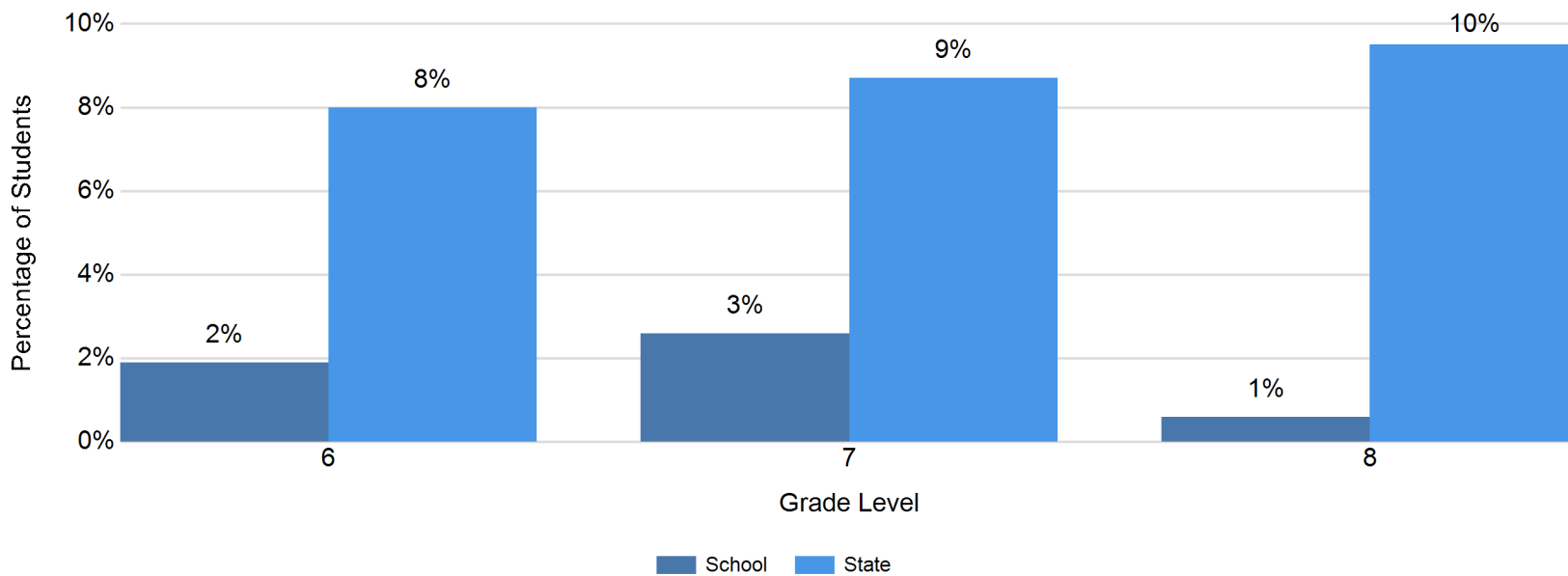


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

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

Category	School
Typical Start Time	7:55AM
Typical End Time	2:40PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs. 57 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	4
Vandalism	2
Weapons	2
Substances	2
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	2.38

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	4.3%
Out-of-School Suspensions	2.4%
Any Suspension	5.8%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	540.0 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/Local	Total
District Total	\$362	\$13,626	\$13,988



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

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	48	120,724
Average years experience in public schools	14.4	11.8
Average years experience in district	12.7	10.5
Teachers in district for 4 or more years	79%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	12	9,506
Average years experience in public schools	14.8	15.9
Average years experience in district	9.0	11.6
Administrators in district for 4 or more years	75%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	13:1
Administrators	232:1	154:1
Librarian/Media Specialists		617:1
Nurses		463:1
Counselors		463:1
Child Study Team		309:1



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

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	92%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	58.6	17.5%
Mathematics Proficiency	66.6	17.5%
English Language Arts Growth	33.3	25.0%
Mathematics Growth	47.7	25.0%
Chronic Absenteeism	96.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		56.6
Summative Rating: Percentile rank of Summative Score		60.3
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	56.6	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	44.8	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	68.9	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	49.9	11.9	No	Met Target	Met Goal	Met Target	Met Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	67.8	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Students with Disabilities	61.6	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Mastropietro	Email Address:	mastropietroj@hhschools.org
Address:	365 BOULEVARD HASBROUCK HEIGHTS, NJ 07604-1402	Website:	www.hhschools.org
Phone:	(201)393-8170		

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:	<ul style="list-style-type: none"> • All MS Language Arts PARCC Scores have improved by an average of 11.7% • Every one of our 8th grade students passed the Algebra PARCC in 2017. • NJ ASK 8 Science improved by 16.5% with our proficiency over 80%
Mission, Vision, Theme:	Our mission is to provide each student with a diverse education, aligned to the state standards, as well as a safe, supportive environment to promote self-discipline, motivation, and excellence in learning. Middle School is a critical time in the overall development of our students and we understand that our responsibility is to prepare them both academically and emotionally for adolescence and high school.
Awards, Recognition, Accomplishments:	Hasbrouck Heights Middle School students traveled to Washington DC in 2015 to compete in the annual Scripps National Spelling Bee. Also, students participated in the Geography Bee, MS Academic Challenge, and the Elks Leadership Conference.







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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.

 <p>Courses, Curriculum, Instruction:</p>	<p>The curriculum is aligned to the NJ Student Learning Standards. Our Middle School is 1:1 through the use of Chromebooks. Instruction is student centered and focuses on the whole child. It incorporates critical thinking, questioning, and literacy in all areas of learning while addressing all learning styles and abilities. Students have the opportunity to take courses that are traditionally started in HS, including honors in all four core areas.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Volleyball (Girls)</p> <p>While many students are involved in sports and extracurricular activities, they are run through the Hasbrouck Heights Recreation and Traveling Program. However, Girls Volleyball is offered at the Middle School level.</p>
 <p>Clubs and Activities:</p>	<p>The Middle School offers many clubs and activities including: Junior Police Academy, the School Play, Student Council, Art, Math, Beta (Honor Society which runs a Spelling Bee), Geography (with a Geo Bee), Peer to Peer, Sidekicks, Treps, Science, Mock Trial, Robotics (with competitions), Academic Challenge (with competitions), Chess (competes against other schools), Choir, and MS Volleyball.</p>
 <p>Before and After School Programs:</p>	<p>Extra help is offered before and after each school day. We also offer a morning intramurals sports club, as well as a morning study hall for students to attend each day. This gives the students an opportunity to be active, socialize, and/or work on their academic studies before the start of the school day.</p>



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School Narrative

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

 <p>Staff and Professional Learning:</p>	<p>All teachers are responsible for creating and implementing Professional Development Plans (PDP). Since one of our district goals is to infuse Google Apps for Education into the classroom, one PDP is focused on GAFE. Staff members also participate in online professional learning, as well as district learning communities.</p>
 <p>Postsecondary Information:</p>	<p>Our current 8th grade students are taking the PSAT assessment of which scores are one component for High School placement. We also offer Algebra 1 to our 8th grade students who show excellence in math.</p>
 <p>Student Supports and Services:</p>	<p>Our Middle School provides services for students with special needs and holds true to the ideal that all students are entitled to a thorough and complete education. Special education staff are extremely dedicated to ensuring that all students succeed on a daily basis by working closely with the general education staff, the guidance counselors, the student assistance counselor and the principal. We also have Sidekicks and Peer to Peer programs to help students acclimate to middle school life.</p>
 <p>Student Health and Wellness:</p>	<p>The staff at the middle school encourages diversity, equality and respect for all cultures. The school environment is one in which our students feel safe and supported, while at the same time maintaining an educational environment of high expectations and standards for learning. HHMS is supported by the BOE, the Superintendent, the community and parents alike. We also have a District Wellness Committee which sends newsletters, promotes positivity, and educates the school community.</p>
 <p>Parent and Community Involvement:</p>	<p>Hasbrouck Heights Middle School recognizes the importance of having a positive and open relationship between home and school. The middle school is supported by an active and positive PTSA. The parents who make up the membership of this organization are hard-working, dedicated individuals who are extremely proud of the school and community in which they live. This organization sponsors, organizes, and supports many social and school related programs throughout the school year.</p>





Hasbrouck Heights Middle School
2016-2017
Grade Span 06-08

03-2080-055
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 365 BOULEVARD
 HASBROUCK HEIGHTS, NJ 07604-1402

School Narrative

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

 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>Our School Climate Survey is sent out once per year by our Anti-Bullying Coordinator. Students, parents, and staff members all receive their own survey. The results of this survey are shared with members of the School Safety Team. Questions on the survey include information about how the students, teachers, and staff feel about the overall school environment, with regards to climate and safety. This data is also used to implement future programs and initiatives.</p>
 <p>Facilities:</p>	<p>Hasbrouck Heights Middle School shares the campus with Hasbrouck Heights High School. The middle school has a portion of the building and limits student contact with high school students. However, the sharing of the building does benefit our students and staff, as our students and staff are able to interface with each other, sharing ideas and generally providing for a smoother transition from one school to the next.</p>



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School Narrative

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

Hasbrouck Heights Middle School offers harassment, intimidation, and bullying training for staff, students and parents. We strive to be proactive in our approach to teaching social skills and citizenship to our students by engaging them in various character education activities, such as the "Week of Respect". This week consists of themes and lessons dedicated to respect, tolerance, and acceptance of others. We have implemented "Character MVP Cards" to recognize students who display a random act of kindness, set a good example for their peers, or simply do the right thing. While we value a tangible recognition of character, our hope is that by setting positive examples of good character, our students will learn to do the right thing when no one is watching. In conclusion, Hasbrouck Heights Middle School is a learning community where teachers, parents and students truly work together to prepare our students for higher learning. We are very proud of the program that we have in place at Hasbrouck Heights Middle School and we will continue to guide, nurture, and support our students as they gain knowledge and sharpen their skills for life in the 21st Century.



Other Information:



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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.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. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	0	2	0
KG	62	62	52
1	63	64	61
2	77	65	64
3	79	79	70
4	76	81	85
5	76	76	77
Ungraded	12	8	11
Total	445	437	420

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	54%	55%	53%
Male	46%	46%	47%
Economically Disadvantaged Students	17%	17%	16%
Students with Disabilities	18%	20%	19%
English Learners	3%	3%	2%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	54.3%
Hispanic	26.4%
Asian	14.0%
Black or African American	2.4%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	2.6%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	2	2	0
KG - Half Day	0	0	0
KG - Full Day	61	62	52

Enrollment by Home Language

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

Home Language	% of Students
English	66.9%
Spanish	13.1%
Arabic	2.6%
Albanian	2.4%
Chinese	1.9%
Other	12.7%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	221	100.0	78.30	63.90	54.90	78.3	69.6	Met Target
White	113	100.0	80.60	62.60	63.90	80.6	78.6	Met Goal
Hispanic	59	100.0	72.80	60.80	39.80	72.8	53.1	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	38	100.0	86.80	79.70	80.70	86.8	78.1	Met Goal
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	126	100.0	82.60	72.20	62.20	82.6		
Male	95	100.0	72.60	56.30	48.10	72.6		
Economically Disadvantaged Students	37	100.0	78.40	54.80	36.20	78.4	59.6	Met Target
Non-Economically Disadvantaged Students	184	100.0	78.20	65.50	65.80	78.2		
Students with Disabilities	43	100.0	55.90	*	20.50	55.9	40.1	Met Target
Students without Disabilities	178	100.0	83.80	*	61.90	83.8		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	25.00	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	781	773	749	*	*	17%	60%	20%	80%	50%
White	42	778	768	759	0%	*	*	62%	*	79%	61%
Hispanic	13	777	769	734	0%	0%	*	*	*	77%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	11	792	794	775	0%	0%	*	*	*	82%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	39	788	780	754	0%	*	*	59%	*	87%	55%
Male	31	773	765	745	0%	*	*	61%	*	71%	46%
Economically Disadvantaged Students	10	784	*	731	*	*	*	*	*	90%	31%
Non-Economically Disadvantaged Students	60	781	*	762	*	*	*	*	*	78%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	70	781	773	752	*	*	17%	60%	20%	80%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	770	767	753	*	*	19%	48%	27%	74%	56%
White	48	774	769	762	0%	*	*	50%	31%	81%	67%
Hispanic	21	763	760	740	0%	*	*	48%	*	67%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	11	780	*	777	0%	*	*	*	*	82%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	51	774	773	758	0%	*	*	49%	*	78%	61%
Male	35	763	760	749	0%	*	*	46%	*	69%	51%
Economically Disadvantaged Students	20	766	*	737	*	*	*	55%	*	75%	36%
Non-Economically Disadvantaged Students	66	771	*	764	*	*	*	46%	*	74%	69%
Students with Disabilities	19	747	*	725	*	*	*	53%	*	58%	25%
Students without Disabilities	67	776	*	759	*	*	*	46%	*	79%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	86	770	767	755	*	*	19%	48%	27%	74%	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	777	774	756	*	*	13%	59%	24%	83%	59%
White	29	770	769	763	0%	*	*	72%	*	79%	69%
Hispanic	30	774	771	743	0%	*	*	57%	*	80%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	16	798	*	779	0%	0%	*	*	*	94%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	42	782	777	761	0%	*	*	57%	*	86%	66%
Male	34	772	770	750	0%	*	*	62%	*	79%	53%
Economically Disadvantaged Students	12	779	*	740	0%	*	*	*	*	92%	40%
Non-Economically Disadvantaged Students	64	777	*	765	0%	*	*	*	*	81%	71%
Students with Disabilities	16	751	749	725	*	*	*	*	0%	56%	22%
Students without Disabilities	60	784	779	762	*	*	*	*	30%	90%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	76	777	774	757	*	*	13%	59%	24%	83%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

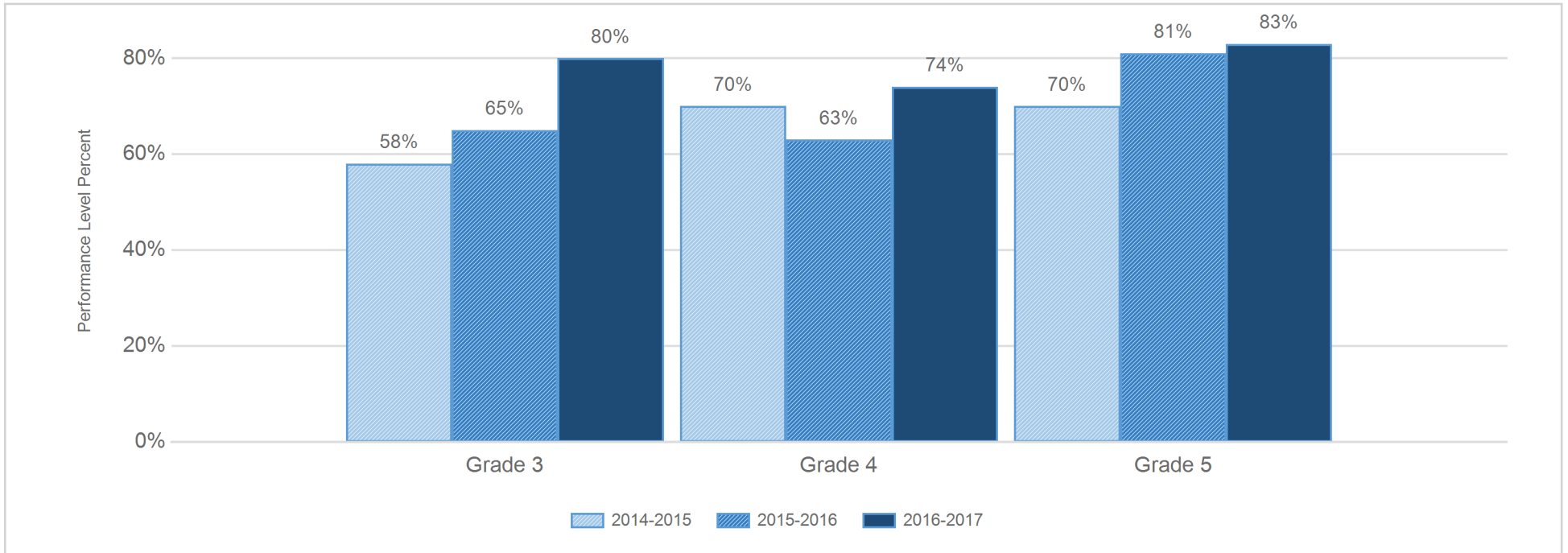


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	221	100.0	62.40	56.10	43.50	62.4	64.4	Met Target†
White	113	100.0	67.30	55.10	52.40	67.3	65.8	Met Target
Hispanic	59	100.0	45.80	48.30	27.60	45.8	48.4	Met Target†
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	38	100.0	81.60	77.80	75.60	81.6	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	126	100.0	64.30	57.00	44.10	64.3		
Male	95	100.0	60.00	55.40	42.90	60		
Economically Disadvantaged Students	37	100.0	48.60	41.60	25.10	48.6	43.4	Met Target
Non-Economically Disadvantaged Students	184	100.0	65.20	58.80	54.30	65.2		
Students with Disabilities	43	100.0	27.90	21.60	16.50	27.9	36.8	Met Target†
Students without Disabilities	178	100.0	70.80	63.10	48.80	70.8		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	50.00	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	*	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	773	761	751	*	*	14%	50%	29%	79%	53%
White	42	772	760	759	0%	*	*	52%	26%	79%	63%
Hispanic	13	763	754	738	0%	*	*	*	*	69%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	11	783	777	779	0%	0%	*	*	*	82%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	39	772	763	751	0%	*	*	62%	*	82%	52%
Male	31	774	759	751	0%	*	*	36%	*	74%	53%
Economically Disadvantaged Students	10	765	*	736	0%	*	*	*	*	80%	34%
Non-Economically Disadvantaged Students	60	774	*	761	0%	*	*	*	*	78%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	70	773	*	753	*	*	14%	50%	29%	79%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	753	751	747	*	*	32%	52%	*	55%	47%
White	49	756	753	755	*	*	27%	57%	*	63%	59%
Hispanic	21	743	741	734	*	*	48%	*	0%	33%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	11	765	*	774	0%	0%	*	*	0%	82%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	51	754	751	747	*	*	*	47%	*	51%	47%
Male	36	751	750	747	*	*	*	58%	*	61%	48%
Economically Disadvantaged Students	20	748	*	732	*	*	50%	*	*	40%	27%
Non-Economically Disadvantaged Students	67	754	*	757	*	*	27%	*	*	60%	61%
Students with Disabilities	19	736	*	724	*	*	53%	*	*	26%	22%
Students without Disabilities	68	757	*	751	*	*	27%	*	*	63%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	757	755	747	*	*	30%	43%	13%	57%	46%
White	29	753	753	754	*	*	*	48%	*	55%	57%
Hispanic	30	751	750	735	*	*	37%	37%	*	47%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	16	778	*	774	0%	0%	*	*	*	81%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	42	761	757	747	*	*	*	52%	*	69%	47%
Male	34	752	753	746	*	*	*	32%	*	41%	46%
Economically Disadvantaged Students	12	752	743	732	*	*	*	*	0%	50%	27%
Non-Economically Disadvantaged Students	64	758	758	756	*	*	*	*	16%	58%	59%
Students with Disabilities	16	728	732	725	*	*	*	*	0%	19%	19%
Students without Disabilities	60	765	761	751	*	*	*	*	17%	67%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	76	757	*	748	*	*	30%	43%	13%	57%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



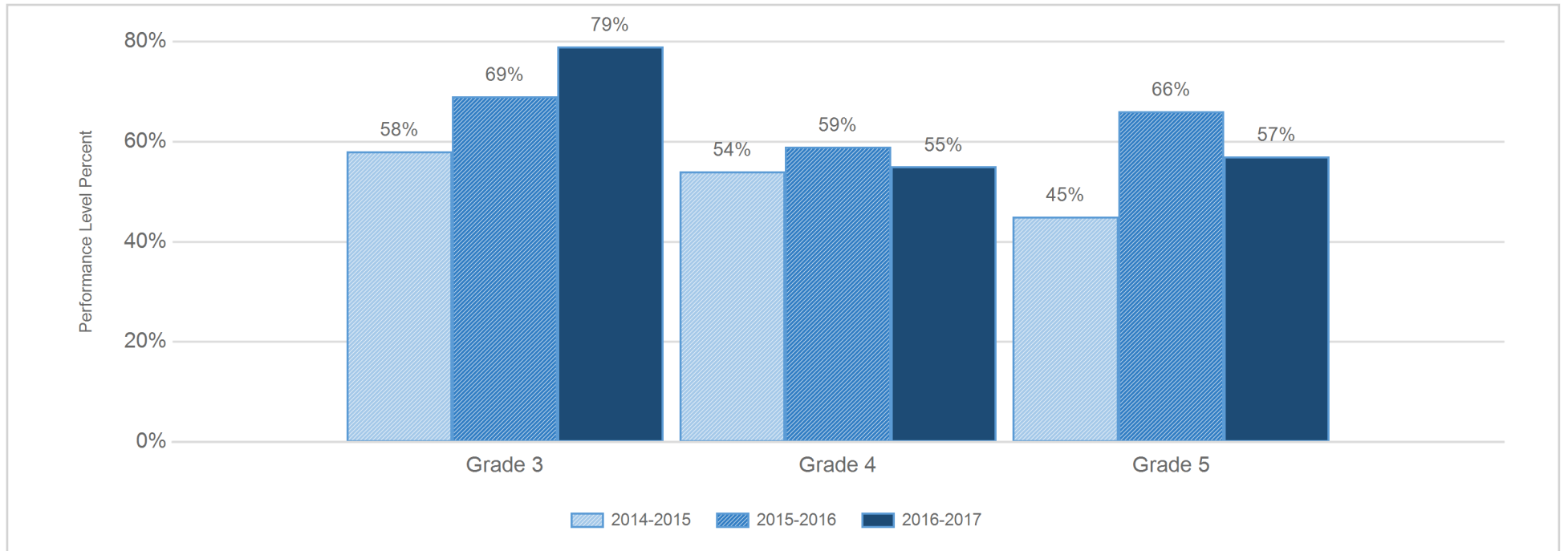
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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N



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

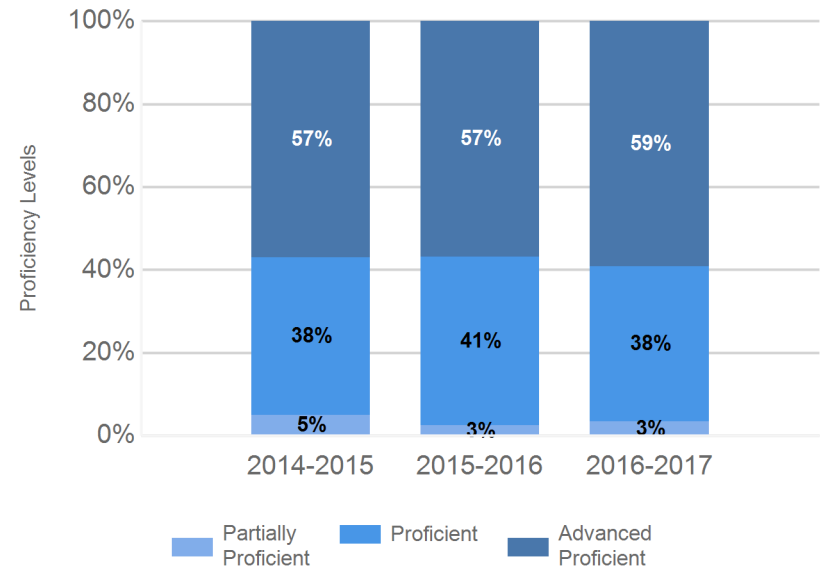
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	59%	38%	3%
White	67%	31%	2%
Hispanic	50%	46%	*
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	73%	27%	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	33%	62%	5%
Students with Disabilities	35%	59%	6%
English Learners	*	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here: <http://www.state.nj.us/education/njsmart/performance/>

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	63	53	50	Exceeds Target	47	50	50	Met Target
White	59	51	50	Met Target	47	50	52	Met Target
Hispanic	53	52	49	Met Target	43	45	47	Met Target
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	83	*	60	Exceeds Target	63	*	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	48	48	47	Met Target	53	50	46	Met Target
Students with Disabilities	47	49	41	Met Target	35	40.5	43	Not Met
English Learners	*	67	53	**	*	58.5	51	**

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



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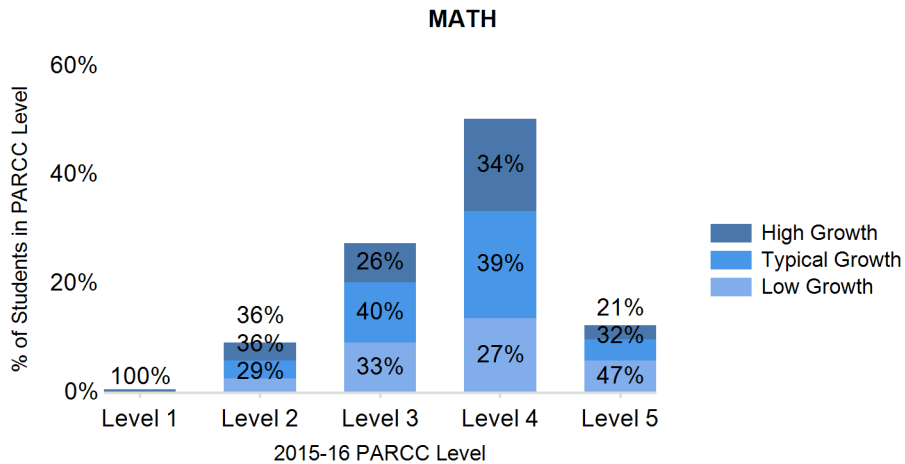
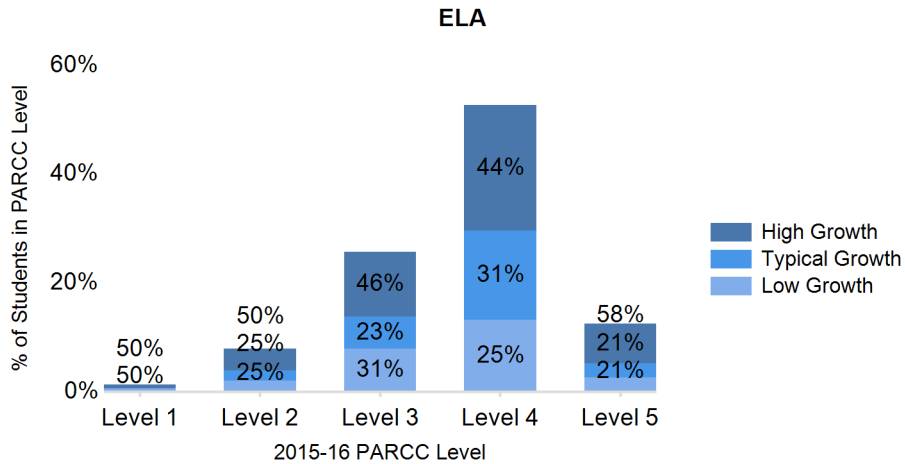
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

Low Growth: Less than 35 **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

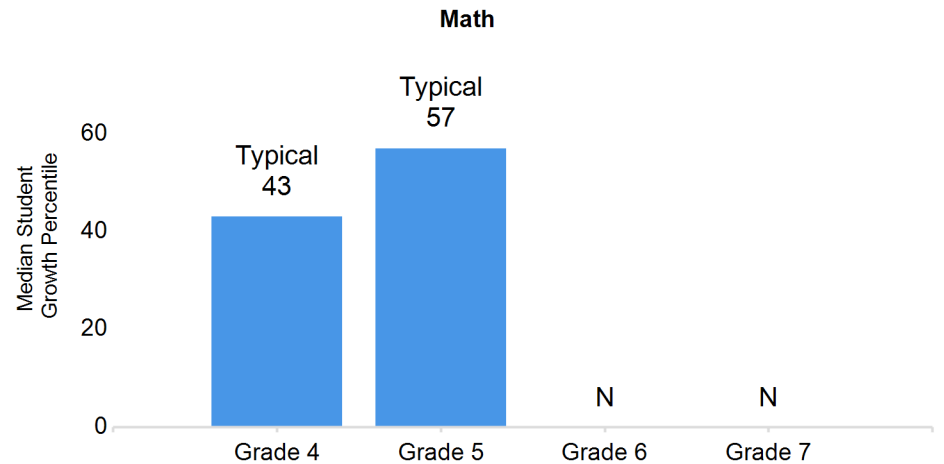
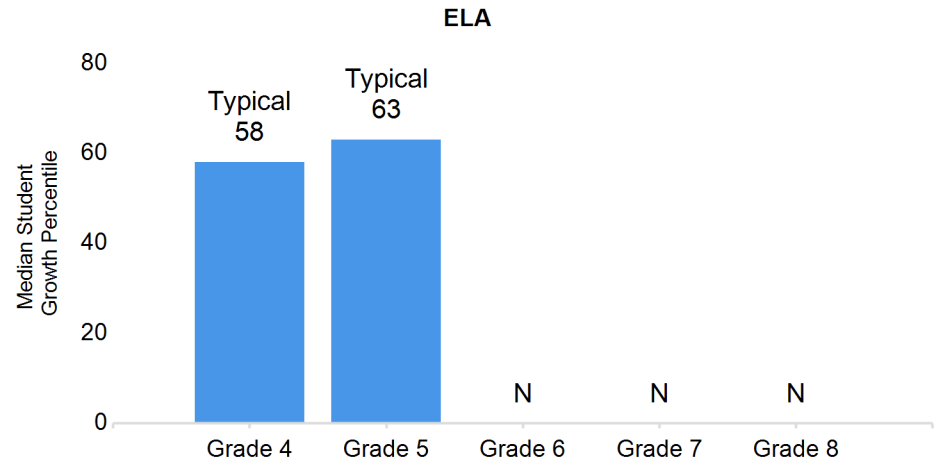
Student Growth by Performance Level

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



Student Growth by Grade

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





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

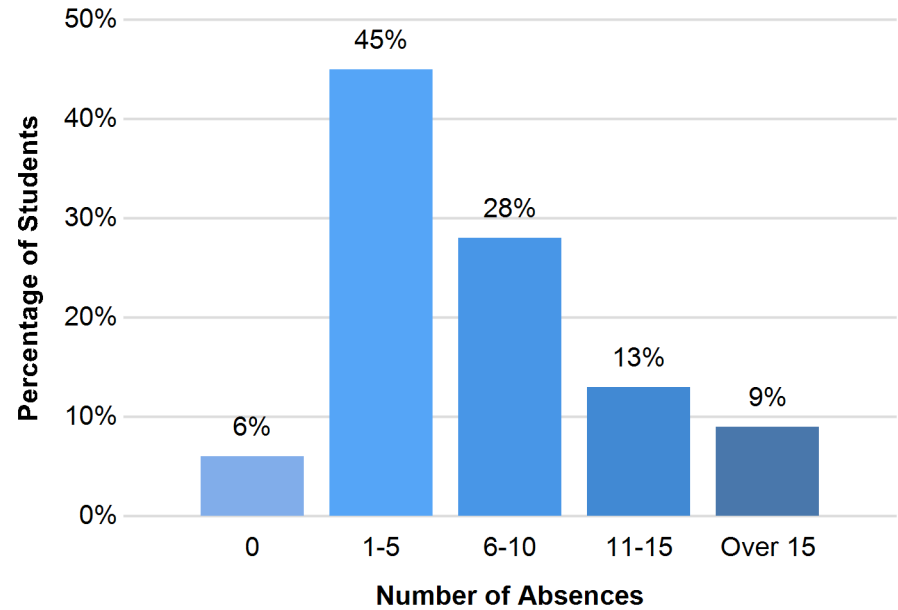
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.30	8.40	Met Target
White	3.60	8.40	Met Target
Hispanic	9.60	8.40	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	3.30	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	13.60	8.40	Not Met
Students with Disabilities	9.00	8.40	Not Met
English Learners	N	**	**

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

Days Absent

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





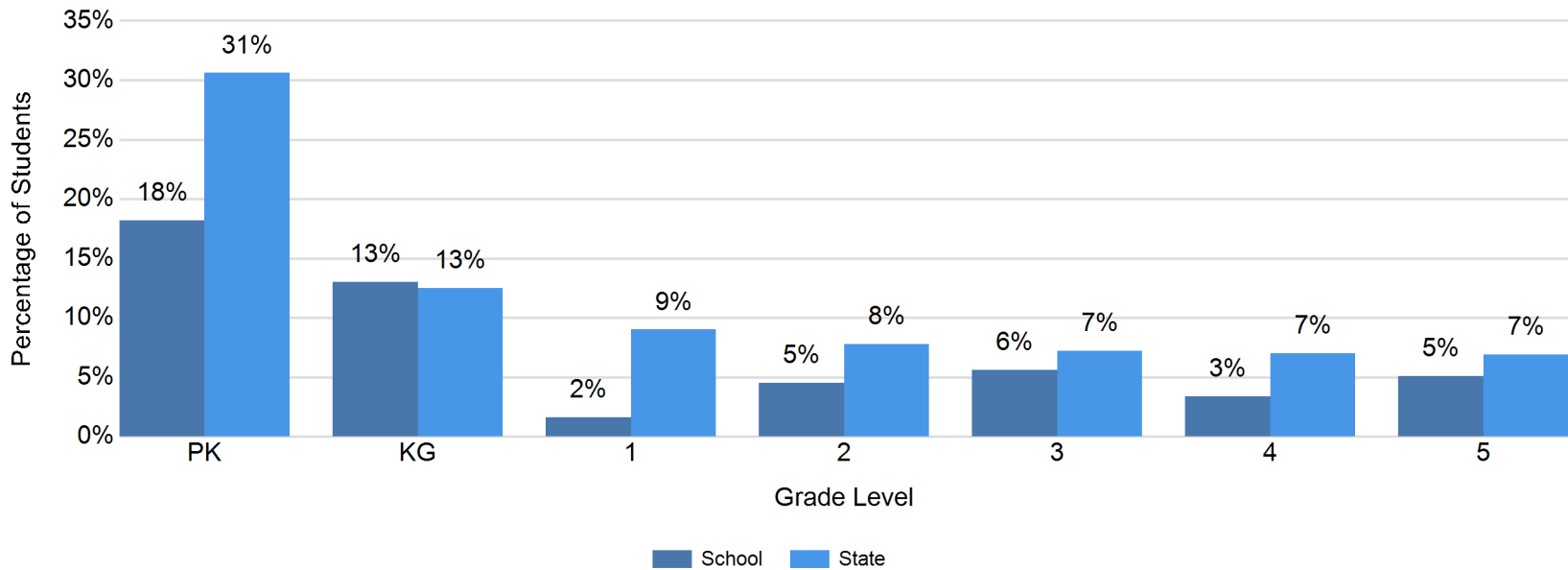
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

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

Category	School
Typical Start Time	8:25AM
Typical End Time	3:10PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs. 25 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

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

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.1:1	540.0 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$362	\$13,626	\$13,988



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

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	35	120,724
Average years experience in public schools	12.2	11.8
Average years experience in district	11.5	10.5
Teachers in district for 4 or more years	80%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	12	9,506
Average years experience in public schools	14.8	15.9
Average years experience in district	9.0	11.6
Administrators in district for 4 or more years	75%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	13:1
Administrators	420:1	154:1
Librarian/Media Specialists		617:1
Nurses		463:1
Counselors		463:1
Child Study Team		309:1



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Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	92%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	93.6	17.5%
Mathematics Proficiency	74.7	17.5%
English Language Arts Growth	84.8	25.0%
Mathematics Growth	41.2	25.0%
Chronic Absenteeism	58.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		69.7
Summative Rating: Percentile rank of Summative Score		79.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	69.7	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Met Target	No
White	67.8	11.9	No	Met Goal	Met Target	Met Target	Met Target	Met Target	No
Hispanic	62.3	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	66.3	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	70.0	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	63.3	11.9	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Colangelo	Email Address:	colangeloj@hhschools.org
Address:	BURTON & PATERSON AVES HASBROUCK HEIGHTS, NJ 07604	Website:	www.hhschools.org
Phone:	(201)288-6150		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Curriculum includes Balanced Literacy and Next Generation Science Standards • Technology is a part of each school day, with 4th and 5th grade students utilizing 1:1 personal Chromebooks • American Heart Association Sponsored Jump Rope Demo Team
 <p>Mission, Vision, Theme:</p>	<p>Lincoln School in Hasbrouck Heights currently (SY1718) serves 403 Pre-K through Grade 5 students. Our district's mission is to focus on student development within a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning. We will utilize all resources as we relentlessly pursue our school goals.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>The Lincoln School PTA and Sandra Unglert were presented with the Outstanding Teacher Award (Honorable Mention) for Bergen County.</p>






**Lincoln Elementary School
2016-2017**

Grade Span PK-05

**03-2080-080
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BURTON & PATERSON AVES
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 <p>Courses, Curriculum, Instruction:</p>	<p>Lincoln School provides academic courses in Reading, Writing, Mathematics, Social Studies and Science. In reading and writing, we work closely with Teachers College Reading and Writing Project. In mathematics, we utilize Go MATH! which provides an online textbook for teachers. In Social Studies, we utilize TCI with electronic textbooks in grades 4 & 5. And in Science, our curriculum included next generation science standards.</p>
 <p>Clubs and Activities:</p>	<p>School Clubs and Activities: Student Council (3-5), Going Green Club (4), School Safety Patrol (5) and Jump Rope Demo Team (3-5)</p>
 <p>Before and After School Programs:</p>	<p>PTA Sponsored After School Programs: Art Enrichment Program (K-5) and Leopard Fitness Club (4 & 5)</p>







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 <p>Staff and Professional Learning:</p>	<p>Our dedicated faculty will continue to develop their professional skills by attending various workshops and graduate level courses. Our in-service/professional development opportunities include the following training: TCI Social Studies Alive, Google Apps for Education, Readers/Writers Workshop (K-5) in accordance with Teachers College at Columbia University and Charlotte Danielson’s Enhancing Professional Practice, A Framework for Teaching.</p>
 <p>Student Supports and Services:</p>	<p>Lincoln School focuses on meeting the needs of all students. We have a Reading Specialist and Basic Skill teacher. Our support service professionals support our comprehensive instructional programs. They include: two Speech/Language Therapists, an ESL Teacher, an Occupational and Physical Therapist, a Behaviorist and a School Social Worker. We also have an I&RS Team and offer before and after school extra help.</p>
 <p>Student Health and Wellness:</p>	<p>Lincoln School's food service provider offers a healthy choice menu for students/parents. Students receive Physical Education twice a week; 43 minutes per period. They also have a 30 minute recess period each day.</p>
 <p>Parent and Community Involvement:</p>	<p>Aside from their immeasurable contributions to the educational process, our PTA sponsors student activities and special family events that include: New Parent Tea, two Book Fairs, the Monster Mash Halloween Dance, a Holiday Workshop, Family Nights and Family Fun Day, the Science Exchange and Mad Science program, the Art Festival, the Read-A-Thon, two Movie Nights, a Drug Prevention Week, an Anti-Bullying Week, a Talent Show, and the Fifth Grade Picnic and Dance.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>A School Climate Survey was conducted in June of 2017 (completed by 5th grade students and participating parents/guardians) and the information was disseminated through our district website: https://www.hhschools.org</p>
 <p>Facilities:</p>	<p>The original structure of Lincoln School was erected in 1914. Numerous updates and additions have been made over the years but most recently was a three level extension in 2000. We have computer labs in our Library and Art/Music/World Language room.</p>



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Other Information:

Lincoln School will utilize all resources as we relentlessly pursue our school goals: 1. During the 2017-2018 school year, to further increase the home/school connection, Lincoln School grade level teacher teams will contribute to (9) newsletters that will be sent to educational stakeholders (parents and students) within the district. In addition, the Lincoln School Principal and/or faculty members will be present at 80% of building specific PTA meetings. 2. Students in grade 4 will participate in the 1:1 technology initiative during the 2017-2018 school year. Each student and teacher will be provided with a Chromebook and receive instruction in Google Apps for Education. A Google Apps for Education Skills Survey will be administered three times during the academic year; once in the beginning, middle, and end (April).

Additionally, Lincoln School observes a “Week of Respect” which includes themes and lessons dedicated to Harassment, Intimidation and Bullying awareness. We use a “Character MVP Card” to recognize students who display a random act of kindness, set a good example for their peers, or simply do the right thing. While we value a tangible recognition of character, we hope that our students will do the right thing when no one is looking. With the support of our PTA, Lincoln School will also utilize a character education curriculum called “Core Essentials.” This program provides lesson plans, daily announcements, book lists, and parent/guardian resources.