NJ SCHOOL PERFORMANCE REPORT

HUBBARD MIDDLE SCHOOL
(39-4160-060)
Grades Offered: 06-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	UNION
District	PLAINFIELD CITY
Principal Name	MR. ASANTE
Address	661 W EIGHTH ST PLAINFIELD, NJ 07060-2233
Phone Number	(908)731-4320
Email Address	KASANTE@PLAINFIELD.K12.NJ.US
Website	http://www.plainfieldnjk12.org
Facebook	https://www.facebook.com/Plainfield-Public-Schools-99774832658/
Twitter	https://twitter.com/PlainfieldBOE

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
6	220	250	300
7	191	226	224
8	184	194	237
Total	595	670	761

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	50.8%	50.9%	46.3%
Male	49.2%	49.1%	53.7%
Economically Disadvantaged Students	89.2%	81.6%	84.8%
Students with Disabilities	19.7%	20.4%	20.9%
English Learners	23.4%	18.5%	21.3%
Homeless Students		2.1%	1.6%
Students in Foster Care		0.0%	0.3%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	0.2%	0.4%	0.7%
Hispanic	76.3%	74.2%	77.8%
Black or African American	22.5%	24.2%	20.8%
Asian	0.2%	0.0%	0.3%
Native Hawaiian or Pacific Islander	0.2%	0.3%	0.1%
American Indian or Alaska Native	0.3%	0.4%	0.1%
Two or More Races	0.3%	0.4%	0.3%

Enrollment by Home Language

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

Home Language	% of Students
Spanish	74.2%
English	25.8%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	40	42	50	Met Standard	31	40	50	Not Met
White	*	46	50	**	*	57	51	**
Hispanic	40	42	49	Met Standard	33	40	48	Not Met
Black or African American	38	42	44	Not Met	29	37	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	44.5	61	**	*	*	61	**
American Indian or Alaska Native	*	*	52	**	N	N	53	**
Two or More Races	*	*	49	**	*	*	51	**
Economically Disadvantaged	38.5	41	48	Not Met	33	40	47	Not Met
Students with Disabilities	45	40.5	41	Met Standard	35.5	41	43	Not Met
English Learners	37	41	54	Not Met	33	40	51	Not Met

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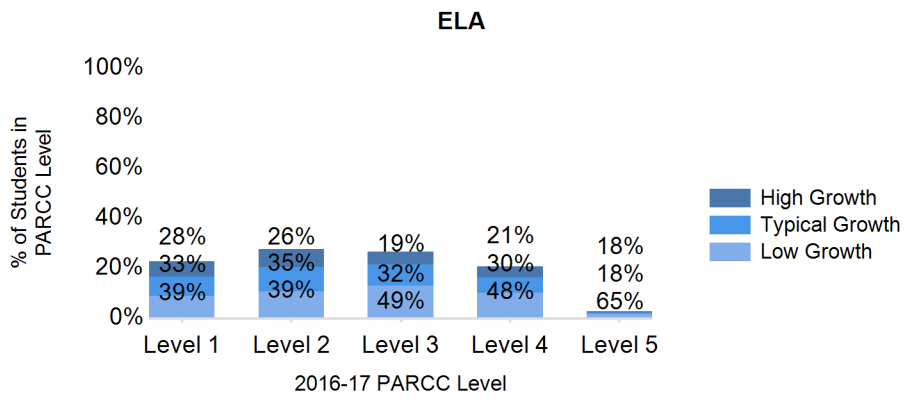
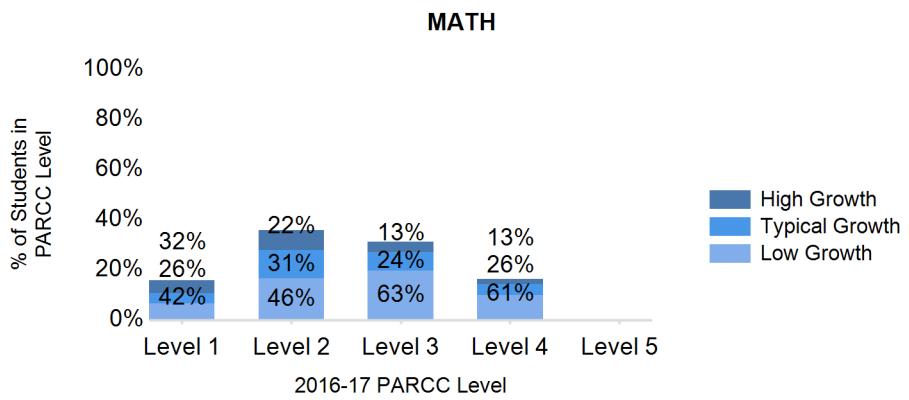
Student Growth by Performance Level

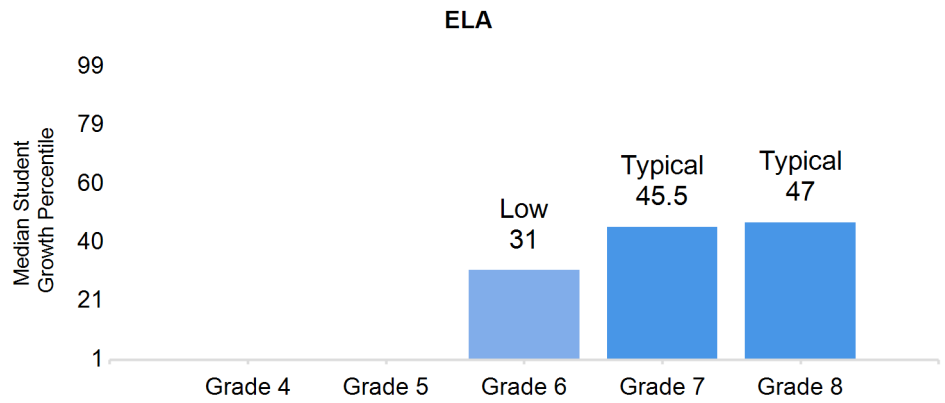
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

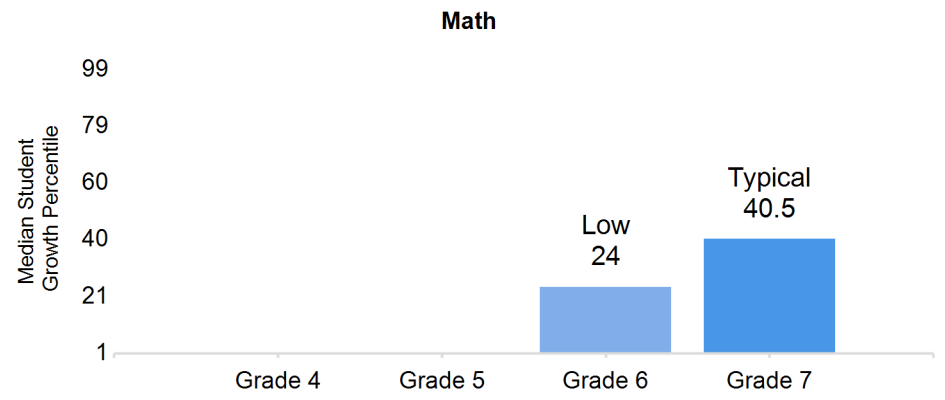




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	696	96.4	19.7	*	56.7	19.7	31	Not Met
White	*	*	*	43.8	65.6	*	**	**
Hispanic	538	97.2	20.7	22.5	42.5	20.7	29.7	Not Met
Black or African American	150	93.9	16.7	28.5	37.3	16.7	34.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	63.1	82.3	*	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	323	97.1	23.8	30.5	64.5	23.8		
Male	373	95.7	16.1	19.5	49.4	16.1		
Economically Disadvantaged Students	627	96.3	19.6	23.7	38.5	19.6	30.3	Not Met
Non-Economically Disadvantaged Students	69	97.3	20.2	30.0	67.5	20.2		
Students with Disabilities	166	98.3	*	*	21.6	*	14.9	Not Met
Students without Disabilities	530	95.8	*	*	63.9	*		
English Learners	362	96.1	12.5	16.5	27.3	12.5	15.7	Not Met
Non-English Learners	334	96.7	27.6	32.3	59.4	27.6		
Homeless Students	*	*	*	16.3	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	*	*	*	*	30.1	*		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	284	719	724	754	24%	36%	27%	*	*	13%	56%
White	*	*	*	761	*	*	*	*	*	*	66%
Hispanic	231	719	*	742	24%	35%	27%	*	*	14%	42%
Black or African American	51	718	727	737	22%	41%	27%	*	*	10%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	131	721	729	761	15%	44%	30%	*	*	12%	64%
Male	153	717	720	748	31%	30%	25%	*	*	14%	48%
Economically Disadvantaged Students	262	718	722	739	*	*	*	*	*	13%	37%
Non-Economically Disadvantaged Students	22	729	735	764	*	*	*	*	*	18%	68%
Students with Disabilities	58	705	*	723	*	*	*	*	*	*	18%
Students without Disabilities	226	722	*	760	*	*	*	*	*	*	63%
English Learners	48	698	*	712	*	*	*	*	*	*	*
Non-English Learners	236	723	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	*	*	*	732	*	*	*	*	*	*	36%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	203	724	729	760	31%	22%	25%	17%	6%	23%	63%
White	*	*	*	768	*	*	*	*	*	*	72%
Hispanic	150	724	728	746	30%	22%	24%	*	*	24%	49%
Black or African American	51	723	731	740	33%	22%	24%	*	*	22%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	N	N	*	767	N	N	N	N	N	N	68%
Female	99	729	737	769	27%	15%	30%	*	*	27%	72%
Male	104	718	721	752	34%	28%	19%	*	*	19%	54%
Economically Disadvantaged Students	182	722	*	742	*	*	*	*	*	23%	44%
Non-Economically Disadvantaged Students	21	736	*	771	*	*	*	*	*	24%	73%
Students with Disabilities	50	707	707	721	*	*	*	*	*	*	22%
Students without Disabilities	153	729	734	768	*	*	*	*	*	*	71%
English Learners	34	685	685	705	*	*	*	*	*	*	11%
Non-English Learners	169	731	734	762	*	*	*	*	*	*	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	*	*	*	716	*	*	*	*	*	*	21%

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	205	725	732	759	27%	17%	31%	*	*	24%	60%
White	N	N	*	767	N	N	N	N	N	N	70%
Hispanic	158	724	*	744	30%	16%	29%	*	*	25%	45%
Black or African American	45	727	735	739	*	22%	38%	*	*	20%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	*	*	*	759	*	*	*	*	*	*	59%
Two or More Races	N	N	*	766	N	N	N	N	N	N	66%
Female	94	735	740	768	17%	15%	34%	*	*	34%	69%
Male	111	716	724	751	36%	19%	29%	*	*	16%	52%
Economically Disadvantaged Students	187	724	730	740	*	*	*	*	*	25%	42%
Non-Economically Disadvantaged Students	18	732	737	769	*	*	*	*	*	22%	71%
Students with Disabilities	39	719	715	719	26%	26%	33%	*	*	15%	19%
Students without Disabilities	166	726	736	766	28%	15%	31%	*	*	27%	68%
English Learners	41	676	681	703	*	*	*	*	*	*	*
Non-English Learners	164	737	741	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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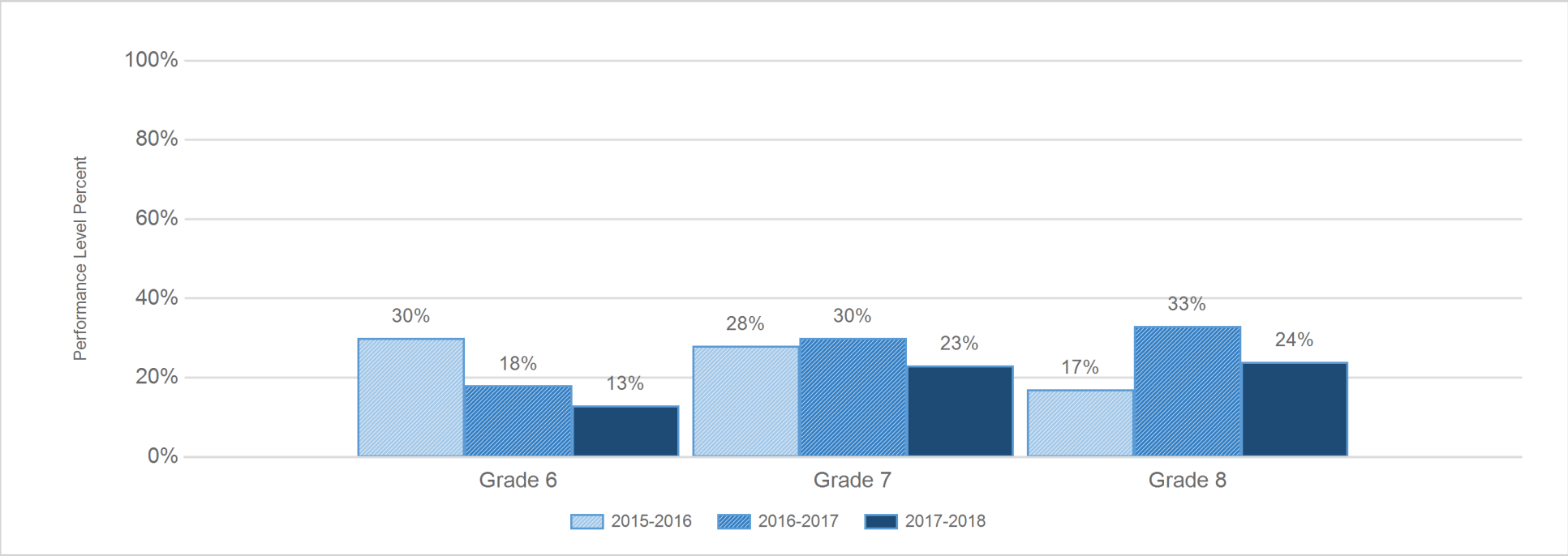
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	716	97.0	13.3	17.8	45.0	13.3	22	Not Met
White	*	*	*	33.3	54.1	*	**	**
Hispanic	556	98.0	14.4	18.4	29.2	14.4	22.3	Not Met
Black or African American	152	94.0	*	15.5	23.4	*	20.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	52.7	77.0	*	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	334	97.8	13.2	18.8	46.0	13.2		
Male	382	96.4	13.3	17.1	43.9	13.3		
Economically Disadvantaged Students	643	97.0	13.4	18.2	26.6	13.4	21.3	Not Met
Non-Economically Disadvantaged Students	73	97.4	12.3	16.5	55.9	12.3		
Students with Disabilities	166	97.7	*	*	17.1	*	10.3	Not Met
Students without Disabilities	550	96.9	*	*	50.5	*		
English Learners	382	97.4	10.2	15.1	24.6	10.2	15.7	Not Met
Non-English Learners	334	96.7	16.8	20.6	46.9	16.8		
Homeless Students	*	*	*	14.0	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	*	*	*	*	23.7	*		

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	296	716	718	744	29%	35%	26%	*	*	10%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	243	716	*	731	30%	34%	26%	*	*	10%	27%
Black or African American	51	714	718	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	771	N	N	N	N	N	N	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	137	715	719	745	*	*	*	*	*	*	45%
Male	159	717	718	742	*	*	*	*	*	*	42%
Economically Disadvantaged Students	272	715	718	729	*	35%	*	*	*	10%	24%
Non-Economically Disadvantaged Students	24	720	723	753	*	46%	*	*	*	13%	56%
Students with Disabilities	58	700	*	717	*	*	*	*	*	*	13%
Students without Disabilities	238	720	*	748	*	*	*	*	*	*	49%
English Learners	60	702	*	713	*	*	*	*	*	*	11%
Non-English Learners	236	719	*	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	*	*	*	717	*	*	*	*	*	*	18%

NJ SCHOOL PERFORMANCE REPORT

HUBBARD MIDDLE SCHOOL
(39-4160-060)
Grades Offered: 06-08
2017-2018

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	213	721	724	743	16%	43%	30%	*	*	11%	43%
White	*	*	*	750	*	*	*	*	*	*	54%
Hispanic	160	722	725	732	14%	43%	33%	*	*	11%	27%
Black or African American	51	717	721	727	24%	45%	20%	*	*	12%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	N	N	*	748	N	N	N	N	N	N	51%
Female	104	720	725	745	14%	54%	21%	*	*	11%	45%
Male	109	722	723	741	17%	33%	38%	*	*	12%	42%
Economically Disadvantaged Students	192	722	*	730	*	43%	*	*	*	11%	24%
Non-Economically Disadvantaged Students	21	717	*	751	*	48%	*	*	*	10%	55%
Students with Disabilities	50	713	709	717	*	*	*	*	*	*	12%
Students without Disabilities	163	724	728	748	*	*	*	*	*	*	50%
English Learners	44	711	710	716	*	*	*	*	*	*	10%
Non-English Learners	169	724	726	744	*	*	*	*	*	*	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	*	*	*	718	*	*	*	*	*	*	11%

NJ SCHOOL PERFORMANCE REPORT

HUBBARD MIDDLE SCHOOL
(39-4160-060)
Grades Offered: 06-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	204	711	717	728	38%	27%	22%	13%	0%	13%	28%
White	N	N	*	736	N	N	N	N	N	N	36%
Hispanic	158	712	*	722	38%	26%	22%	15%	0%	15%	22%
Black or African American	44	709	714	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	*	*	*	721	*	*	*	*	*	*	21%
Two or More Races	N	N	*	729	N	N	N	N	N	N	28%
Female	92	715	718	731	28%	35%	21%	16%	0%	16%	31%
Male	112	709	716	725	46%	21%	23%	10%	0%	10%	26%
Economically Disadvantaged Students	186	711	717	719	*	*	*	*	*	13%	20%
Non-Economically Disadvantaged Students	18	715	715	735	*	*	*	*	*	11%	35%
Students with Disabilities	37	705	703	705	*	*	*	*	*	*	*
Students without Disabilities	167	713	720	735	*	*	*	*	*	*	*
English Learners	59	693	697	705	*	*	*	*	*	*	10%
Non-English Learners	145	719	722	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	10	698	698	703	*	*	*	*	*	10%	10%

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2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	19	791	718	746	0%	0%	*	*	*	95%	46%
White	N	N	*	755	N	N	N	N	N	N	57%
Hispanic	*	*	717	730	*	*	*	*	*	*	27%
Black or African American	*	*	718	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	*	*	720	748	*	*	*	*	*	*	48%
Male	*	*	716	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	*	*	718	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	716	756	*	*	*	*	*	*	57%
Students with Disabilities	*	*	708	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	719	752	*	*	*	*	*	*	52%
English Learners	N	N	702	710	N	N	N	N	N	N	*
Non-English Learners	19	791	726	749	0%	0%	*	*	*	95%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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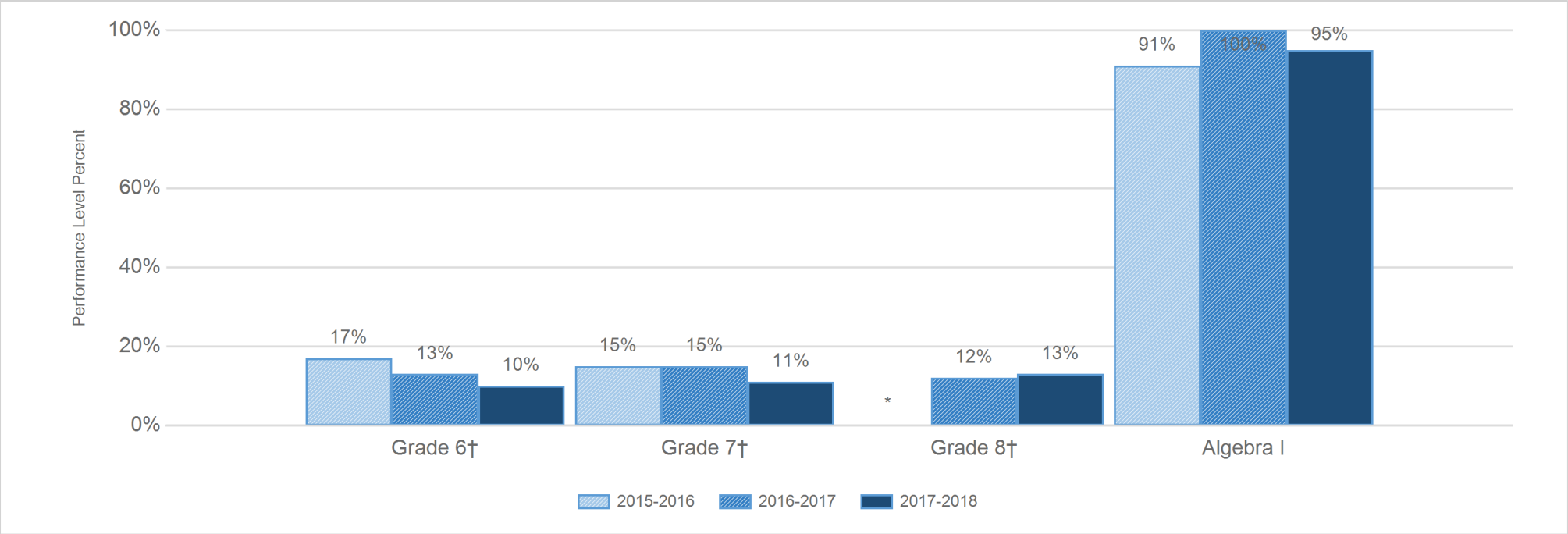
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	6.0%	46.8%	Not Met

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	74	*	*
3-4	44	*	*
5 or more	32	*	*

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

NJASK Science Assessment Information

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

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	299
7	0	0	224
8	19	0	217
Total	19	0	740

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	220	0	0	0	0	0	0
7	76	0	0	0	0	0	0
8	72	0	0	0	0	0	0
Total	368	0	0	0	0	0	0

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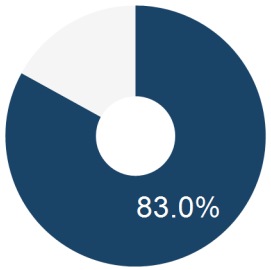
Visual and Performing Arts – Course Participation

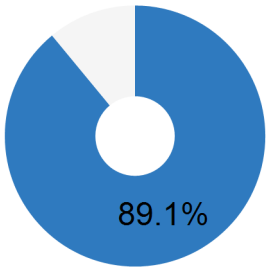
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

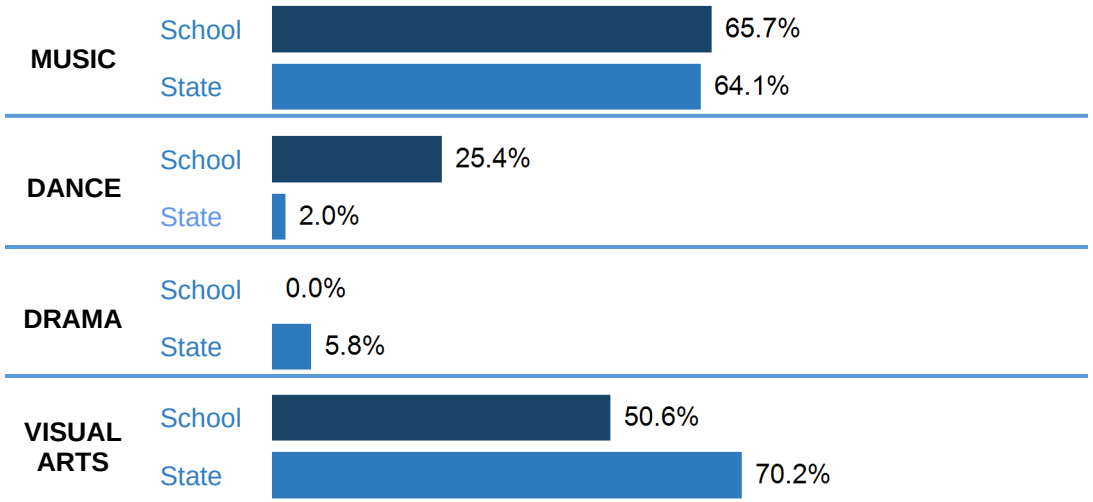


School



State

Students enrolled in one or more classes by discipline:



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

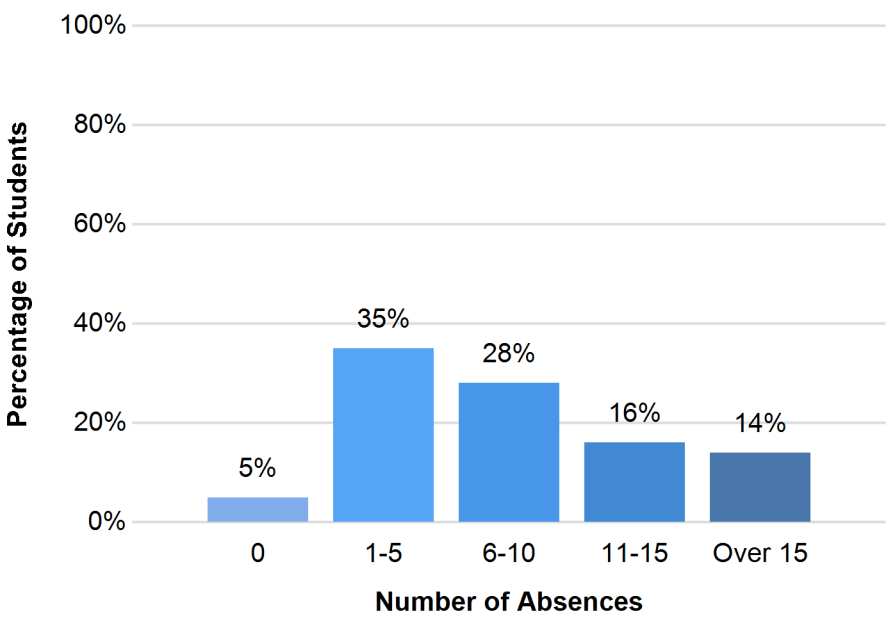
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	83	10.9	9.5	Not Met
White	*	*	**	**
Hispanic	59	10.0	9.5	Not Met
Black or African American	20	12.3	9.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	73	11.3	9.5	Not Met
Students with Disabilities	19	11.1	9.5	Not Met
English Learners	19	11.7	9.5	Not Met

Days Absent

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



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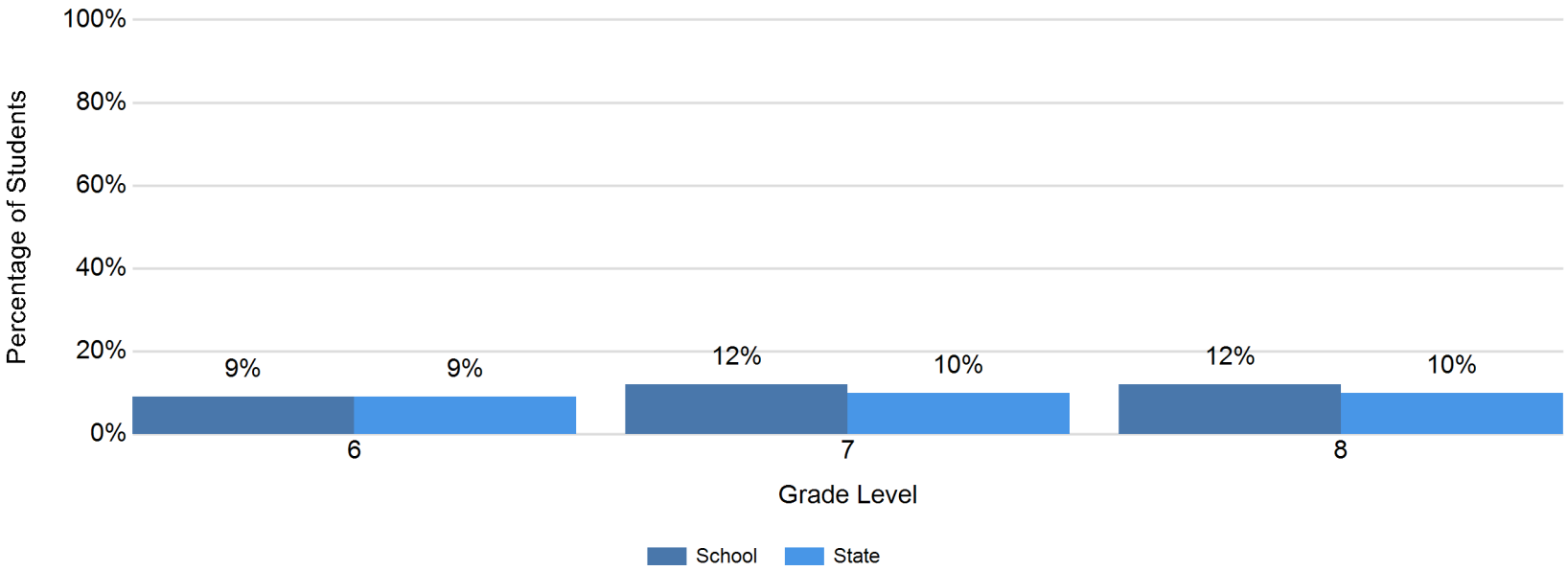
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	11
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	1.45

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	8:10 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 20 Mins
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	1.0:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$863	$14,777	$15,640

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	45	117,464
Average years experience in public schools	7.2	12.0
Average years experience in district	4.7	10.7
Teachers in district for 4 or more years	42.2%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	41	9,374
Average years experience in public schools	23.0	16.0
Average years experience in district	14.6	12.0
Administrators in district for 4 or more years	87.8%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	17:1	15:1
Students to Administrators	254:1	225:1
Teachers to Administrators	15:1	15:1
Students to Librarians/Media Specialists		1843:1
Students to Nurses		512:1
Students to Counselors		576:1
Students to Child Study Team		242:1

NJ SCHOOL PERFORMANCE REPORT

HUBBARD MIDDLE SCHOOL
(39-4160-060)
Grades Offered: 06-08
2017-2018

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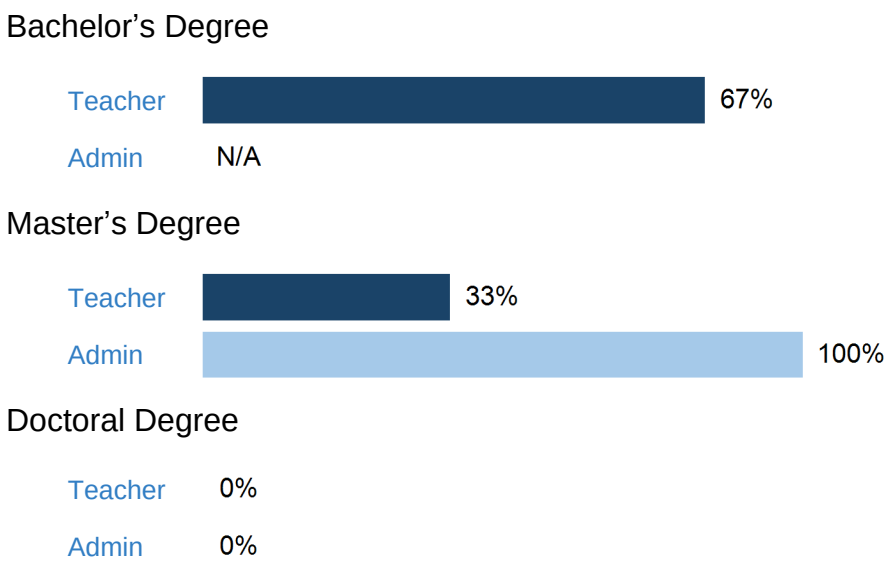
Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other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

Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	88.3%	90.2%
2016-17 Administrators: Same district 2017-18	87.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.1%

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Teachers: All classroom teachers
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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	71.1%	33.3%
Male	28.9%	66.7%
White	37.8%	33.3%
Hispanic	20.0%	33.3%
Black or African American	40.0%	33.3%
Asian	2.2%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	4.09	15.0%
Mathematics Proficiency	4.68	15.0%
English Language Arts Growth	17.48	20.0%
Mathematics Growth	6.65	20.0%
Progress Towards English Language Proficiency	0.64	20.0%
Chronic Absenteeism	31.18	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	9.38	n/a
Summative Rating: Percentile Rank of Summative Score	2.31	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	Yes	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	Yes	Not Met	Not Met	Met Standard	Not Met	Not Met	Not Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	17.04	14.08	No	Not Met	Not Met	Met Standard	Not Met	n/a	Not Met	No
Black or African American	20.47	14.08	No	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	19.02	14.08	No	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	35.01	14.08	No	Not Met	Not Met	Met Standard	Not Met	n/a	Not Met	No
English Learners	10.25	14.08	Yes	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	No

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

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School Narrative

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

Highlights:	• NJDOE: Recognizes Hubbard Middle School's significant progress and removes from 'Priority' status. School Turned Around. • PBSIS Implementation, PBSIS Incentive Days, PBSIS Kickoff & Engineering Day (8th Grade) • R.A.R.E Academy, 21st Century, Drama Club, Hubbard Middle School Step Team, Student Council, Executive Sessions
Mission, Vision, Theme:	Hubbard Middle School empowers scholars to become culturally responsible, critical thinkers and change agents within the global community by being self-motivated, self-sufficient, and productive citizens. Be Prepared, Productive & Proud.
Awards, Recognition, Accomplishments:	Awarded Bronze Level Recognition for NJ Safe Routes to School *NJDOE: RAC - Recognizes Hubbard Middle School for School Improvement Accomplishment

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Courses, Curriculum, Instruction:	8th Grade Algebra offering; 7th Grade Math Honors Offering; Discovery web platform for Science & Social Studies; Single Gender instructional setting for 6th grade scholars: Use of TenMarks, Vocabulary.com, & LinkIt to support math instruction.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys)
Clubs and Activities:	Hubbard Middle School has the following clubs and extra curricular activities: Step Team; Drama Club; Student Council; R.A.R.E. Academy; Executive Session; Project Lit

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Before and After School Programs:	Hubbard Middle School collaborates with 21st Century Afterschool Program and offers Peer-to-Peer Tutoring
Staff and Professional Learning:	Building Teacher Leadership Capacity; PLCs; ScIP Team; Priority School Initiative Team (NJEA); Data Team; In-house continuous PD focused on Student Engagement, Instructional Delivery and Pedagogy, Questioning and Discussion Techniques & Instructional Planning. All practitioners are Highly Qualified in their given content.

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Student Supports and Services:	I&RS Team; PBSIS Team; Identified scholars with IEPs are provided varied services such as Occupational Therapy, Physical Therapy, Speech Therapy; Some scholars without IEPs but warrant support are provided with 504 accommodations.
Student Health and Wellness:	Hubbard Middle School staff and faculty throughout the academic year participate in health and wellness initiatives led by our school nurse in some of the following areas: Dental, nutrition, health and hygiene.
Parent and Community Involvement:	Hispanic Heritage and Black History Month celebrations; Honor Roll Assemblies; Winter & Spring Concert.

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Facilities:	Hubbard Middle School is housed in a 90 year old building that supports two computer labs, a media center, an auditorium with a stage, sound and lighting, and a capacity for 490 people, a large gymnasium, a cafeteria with a capacity for 350 people, a full kitchen, a conference room for meetings and presentations, 95% of instructional settings are fully equipped with Promethean board.
School Safety:	Hubbard Middle School conducts School safety drills monthly; fire drill and lock down/secure in place. Hubbard Middle School has three (3) security officers on site who monitor the building throughout the entire day. Teachers and staff are required to complete Safe Schools training modules recommended by the Human Resource department on an annual basis.

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Technology and STEM:	Hubbard Middle School is equipped with interactive boards in all classrooms. The district provides Chromebooks for each student at the secondary level, which are available for usage both at school/home. Several STEM infused clubs including robotic and coding.

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Other Information:	Hubbard Middle School is a uniformed school. Scholars' instructional day consist of 4 core classes (Math, ELA, Science/Social Studies, PE) and 2 Elective offerings. We are a 1-to-1 device school.