




Fairmount
2016-2017
Grade Span PK-04

03-1860-100
BERGEN
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105 GRAND AVENUE
HACKENSACK, NJ 07601

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	37	30	38
KG	109	103	75
1	117	110	105
2	110	116	110
3	91	110	108
4	98	89	105
Ungraded	72	93	85
Total	634	651	626

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	33	30	23
PK - Full Day	0	0	15
KG - Half Day	0	0	0
KG - Full Day	102	103	75

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	48%	48%	47%
Male	52%	52%	53%
Economically Disadvantaged Students	66%	65%	63%
Students with Disabilities	17%	22%	22%
English Learners	6%	5%	6%
Homeless Students			1%
Students in Foster Care			1%
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
Hispanic	55.1%
Black or African American	28.1%
White	10.7%
Asian	3.8%
American Indian or Alaska Native	0.6%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.6%

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	62.6%
Spanish	33.4%
Arabic	1.3%
Other	3.3%



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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	211	98.3	43.60	49.40	54.90	43.6	44	Met Target†
White	19	100.0	63.20	*	63.90	63.2	N	N
Hispanic	121	98.4	40.50	44.90	39.80	40.5	38.8	Met Target
Black or African American	60	98.6	40.00	48.00	35.20	40	42	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	50.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	95	99.0	52.70	57.40	62.20	52.7		
Male	116	97.7	36.20	41.90	48.10	36.2		
Economically Disadvantaged Students	143	98.1	37.10	42.20	36.20	37.1	38.3	Met Target†
Non-Economically Disadvantaged Students	68	98.7	57.30	61.40	65.80	57.3		
Students with Disabilities	41	97.7	19.50	14.20	20.50	19.5	16.3	Met Target
Students without Disabilities	170	98.4	49.40	58.50	61.90	49.4		
English Learners	30	93.9	16.70	18.00	25.20	16.4	26.6	Met Target†
Non-English Learners	181	99.0	48.10	54.00	57.40	48.1		
Homeless Students	N	N	N	39.10	26.40	N		
Students In Foster Care	N	N	N	42.90	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	114	741	742	749	*	23%	25%	39%	*	40%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	60	736	739	734	*	25%	22%	38%	*	38%	35%
Black or African American	40	740	*	731	*	25%	33%	30%	*	33%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	52	746	747	754	*	*	25%	40%	*	42%	55%
Male	62	737	738	745	*	*	26%	37%	*	37%	46%
Economically Disadvantaged Students	76	732	736	731	*	*	*	30%	*	32%	31%
Non-Economically Disadvantaged Students	38	758	753	762	*	*	*	55%	*	55%	63%
Students with Disabilities	17	724	717	720	*	*	*	*	*	18%	24%
Students without Disabilities	97	744	747	755	*	*	*	*	*	43%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	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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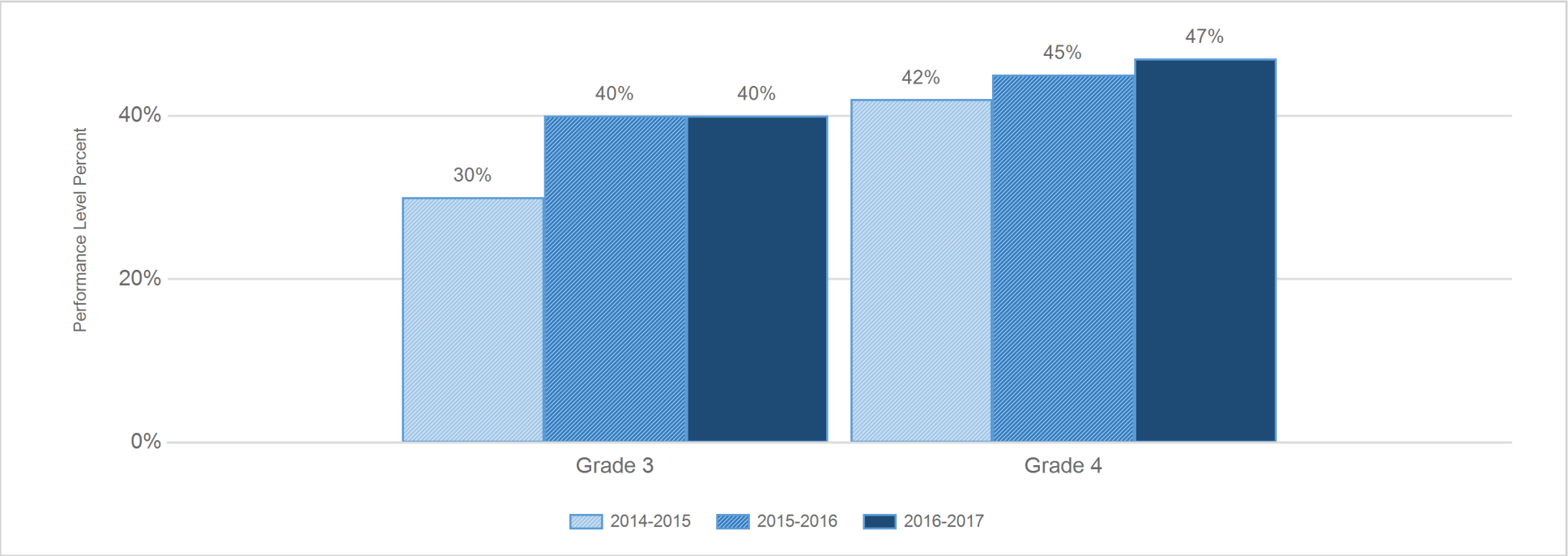
English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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	113	747	743	753	*	12%	33%	41%	*	47%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	66	743	739	740	*	*	35%	39%	*	44%	40%
Black or African American	28	748	*	737	*	*	*	39%	*	46%	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	*	*	*	755	*	*	*	*	*	*	56%
Female	49	756	750	758	*	*	31%	49%	*	57%	61%
Male	64	740	738	749	*	*	34%	34%	*	39%	51%
Economically Disadvantaged Students	77	743	739	737	*	*	*	38%	*	42%	36%
Non-Economically Disadvantaged Students	36	756	751	764	*	*	*	47%	*	58%	69%
Students with Disabilities	23	717	715	725	*	*	*	*	*	17%	25%
Students without Disabilities	90	755	751	759	*	*	*	*	*	54%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	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%

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	210	97.9	42.30	30.60	43.50	42.3	36	Met Target
White	18	95.0	66.70	*	52.40	66.7	N	N
Hispanic	121	98.5	39.70	28.20	27.60	39.7	34.9	Met Target
Black or African American	60	98.6	35.00	25.90	21.70	35	24.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	16.70	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	95	99.1	45.30	30.90	44.10	45.3		
Male	115	97.0	40.00	30.20	42.90	40		
Economically Disadvantaged Students	143	98.1	37.10	27.20	25.10	37.1	31.8	Met Target
Non-Economically Disadvantaged Students	67	97.4	53.80	36.00	54.30	53.8		
Students with Disabilities	40	95.6	25.00	10.60	16.50	25	18.4	Met Target
Students without Disabilities	170	98.4	46.50	35.20	48.80	46.5		
English Learners	30	94.6	33.30	*	23.30	32.9	31.2	Met Target
Non-English Learners	180	98.5	43.90	*	45.20	43.9		
Homeless Students	N	N	N	24.00	16.40	N		
Students In Foster Care	N	N	N	40.00	15.10	N		
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	117	745	745	751	*	20%	33%	39%	*	44%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	63	743	743	738	*	19%	37%	38%	*	41%	37%
Black or African American	40	741	*	733	*	28%	33%	30%	*	35%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	55	747	745	751	*	18%	31%	38%	*	46%	52%
Male	62	742	745	751	*	21%	34%	39%	*	42%	53%
Economically Disadvantaged Students	78	739	740	736	*	*	36%	35%	*	37%	34%
Non-Economically Disadvantaged Students	39	756	752	761	*	*	26%	46%	*	56%	65%
Students with Disabilities	18	740	726	729	*	*	*	*	*	33%	29%
Students without Disabilities	99	745	748	755	*	*	*	*	*	46%	57%
English Learners	11	727	733	724	*	*	*	*	*	27%	21%
Non-English Learners	106	746	746	753	*	*	*	*	*	45%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	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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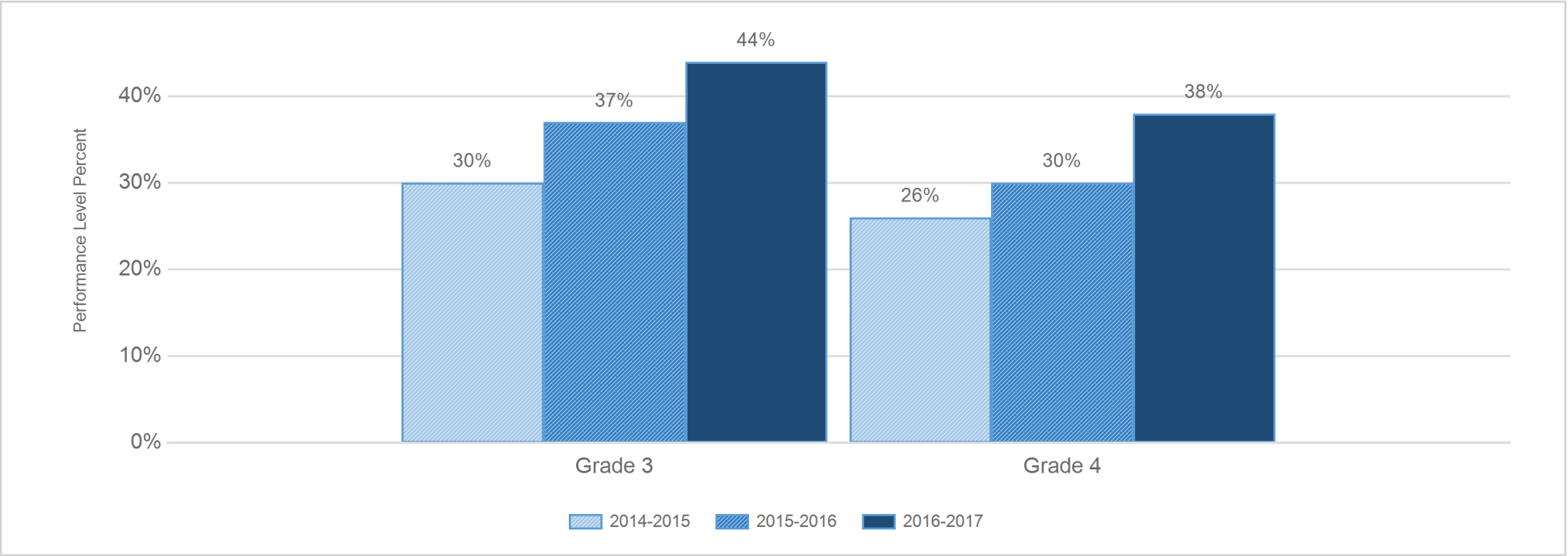
Mathematics Assessment - Performance by Grade: Grade 4

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	113	743	736	747	*	21%	37%	35%	*	38%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	67	740	733	734	*	22%	40%	33%	*	34%	30%
Black or African American	28	736	*	729	*	*	39%	*	0%	29%	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	*	*	*	747	*	*	*	*	*	*	48%
Female	49	742	737	747	*	29%	33%	37%	*	39%	47%
Male	64	743	736	747	*	16%	41%	33%	*	38%	48%
Economically Disadvantaged Students	78	740	733	732	*	*	39%	32%	*	35%	27%
Non-Economically Disadvantaged Students	35	751	742	757	*	*	34%	40%	*	46%	61%
Students with Disabilities	22	723	716	724	*	59%	*	*	*	18%	22%
Students without Disabilities	91	748	742	751	*	12%	*	*	*	43%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	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%

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	*	*

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	13	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



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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.

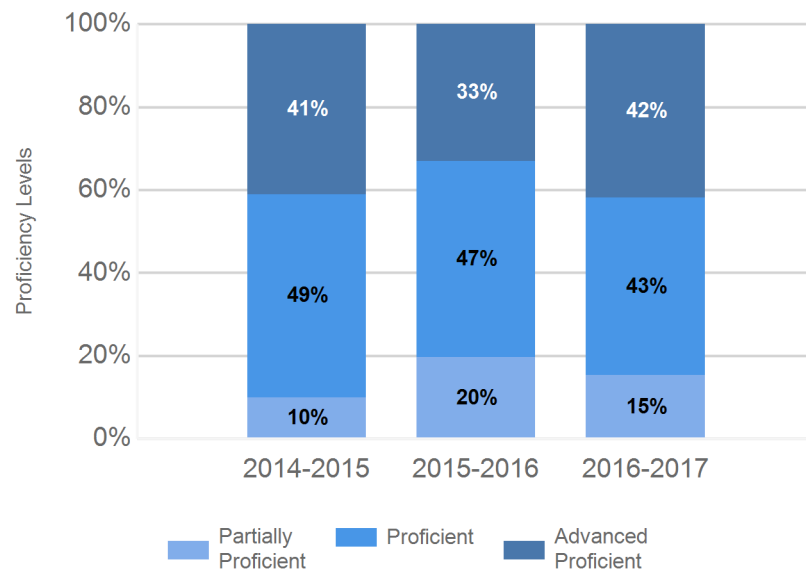
NJASK Science Assessment Performance: Grade 4

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	42%	43%	15%
White	*	27%	N
Hispanic	38%	45%	17%
Black or African American	41%	41%	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	44%	37%	20%
Students with Disabilities	16%	48%	36%
English Learners	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	42.5	54	50	Met Target	55	45	50	Met Target
White	47	49.5	50	**	81	60	52	**
Hispanic	42.5	54	49	Met Target	51	42	47	Met Target
Black or African American	38	*	45	Not Met	47	*	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	73	60	**	*	67	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	46	52.5	47	Met Target	50	43	46	Met Target
Students with Disabilities	39.5	46	41	Not Met	44	35	43	Met Target
English Learners	45	*	53	**	47	*	51	**

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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:

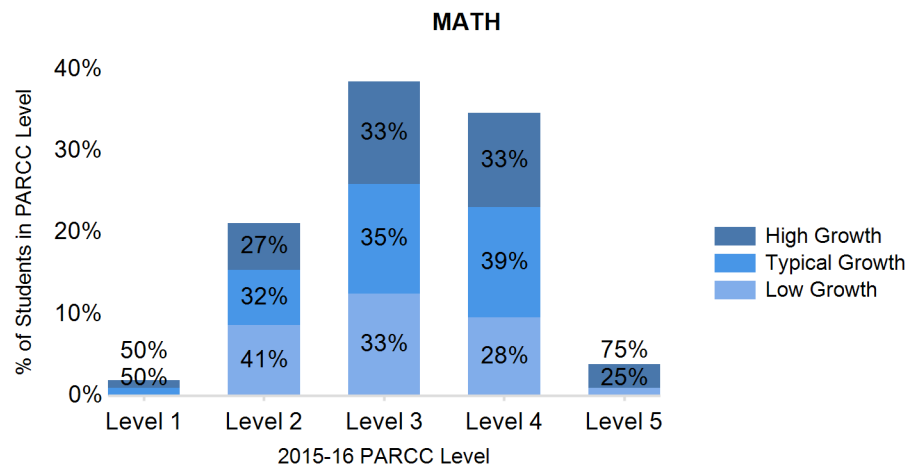
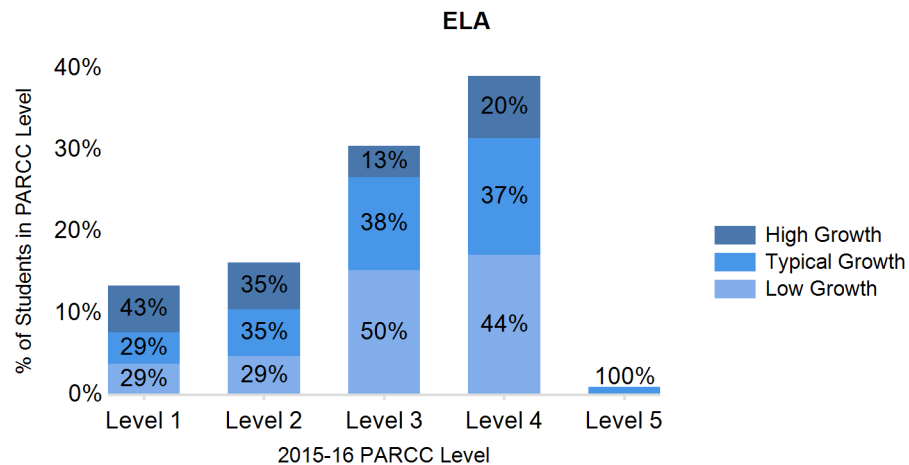
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

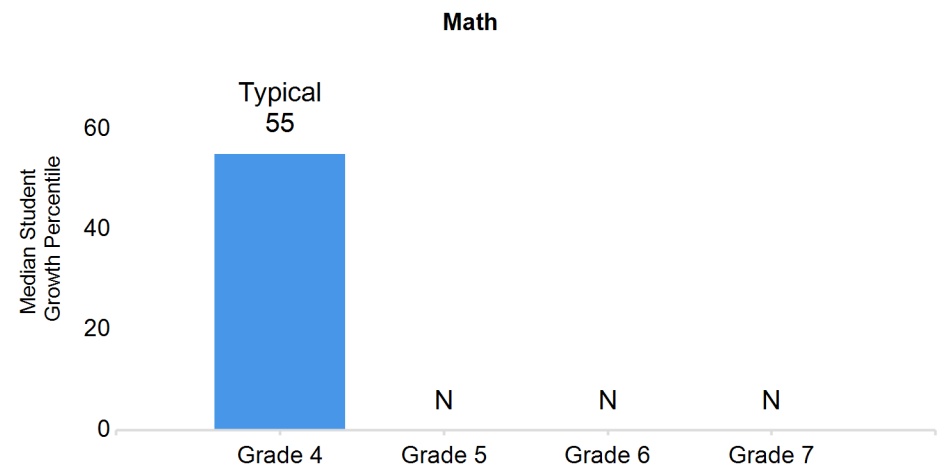
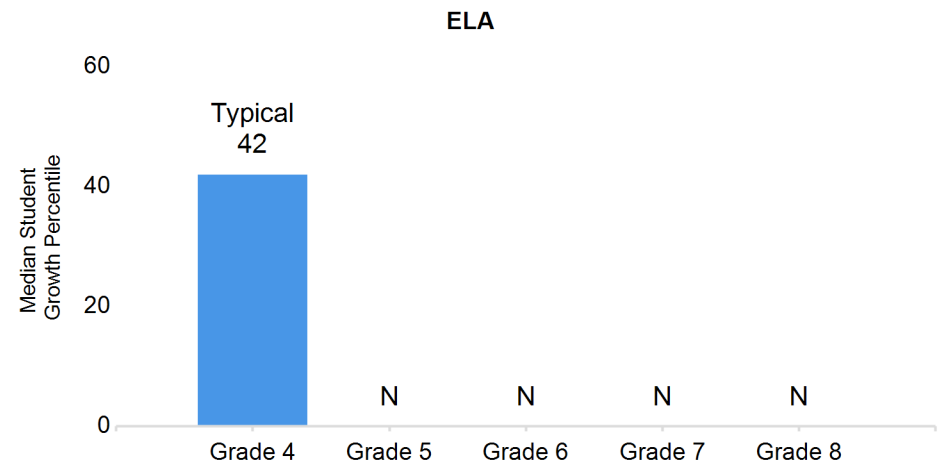
Student Growth by Performance Level

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

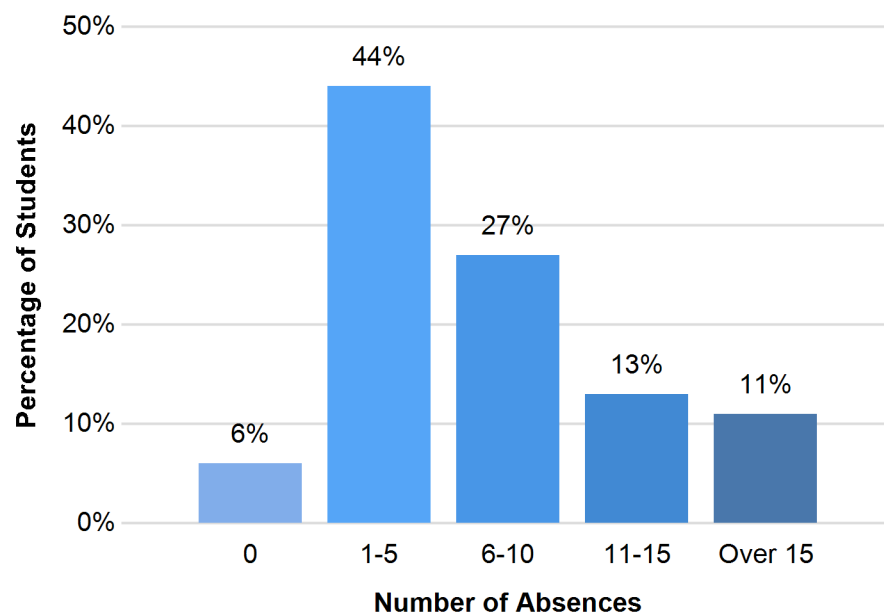
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.10	8.70	Not Met
White	11.80	8.70	Not Met
Hispanic	8.20	8.70	Met Target
Black or African American	9.90	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	9.50	8.70	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	9.70	8.70	Not Met
Students with Disabilities	10.50	8.70	Not Met
English Learners	7.10	8.70	Met Target

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

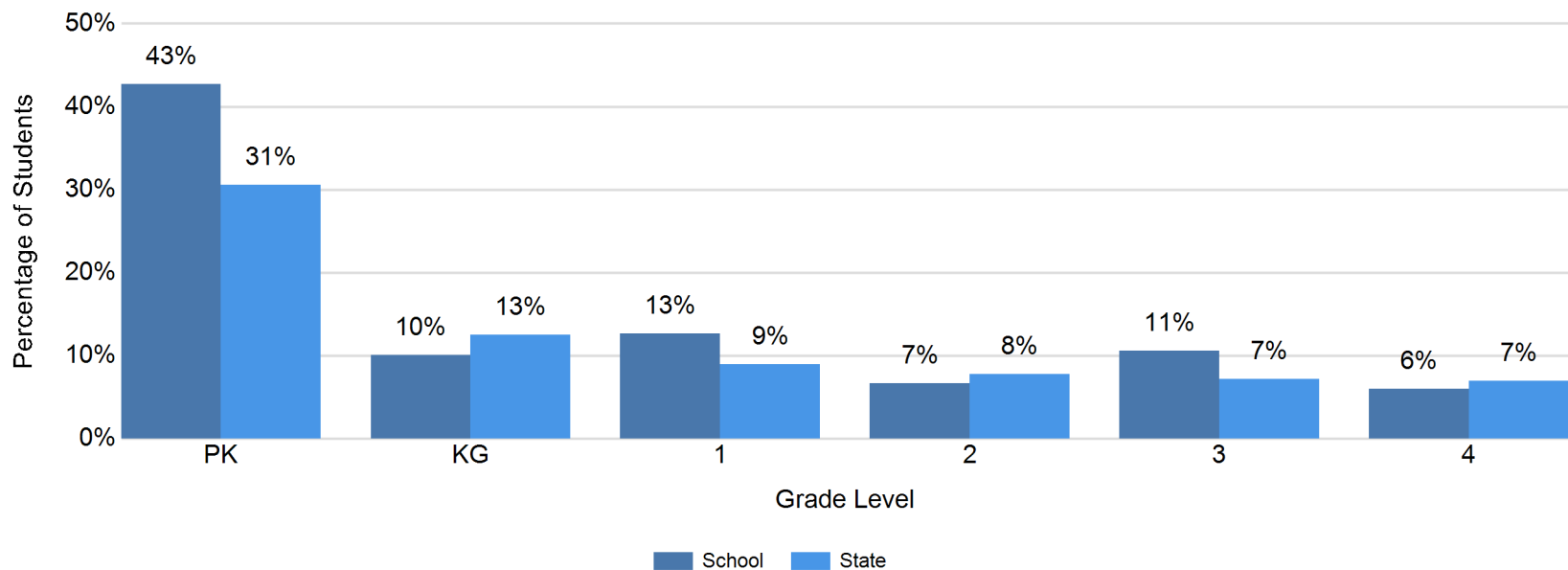
Days Absent

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.



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	8:30AM
Typical End Time	2:50PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	2 Hrs. 50 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	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.16

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	0.2%
Any Suspension	0.2%

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	174.8 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	\$682	\$15,006	\$15,688



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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	39	120,724
Average years experience in public schools	14.7	11.8
Average years experience in district	14.7	10.5
Teachers in district for 4 or more years	90%	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	34	9,506
Average years experience in public schools	15.8	15.9
Average years experience in district	15.8	11.6
Administrators in district for 4 or more years	74%	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	16:1	14:1
Administrators	313:1	168:1
Librarian/Media Specialists		953:1
Nurses		636:1
Counselors		636:1
Child Study Team		212:1



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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	92%	89%
2015-16 Administrators: Same district 2016-17	86%	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	99%



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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	30.4	17.5%
Mathematics Proficiency	52.2	17.5%
English Language Arts Growth	24.9	25.0%
Mathematics Growth	62.4	25.0%
Chronic Absenteeism	30.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		40.8
Summative Rating: Percentile rank of Summative Score		35.0
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	40.8	11.9	No	Met Target†	Met Target	Not Met	Met Target	Met Target	No
White	**	**	No	N	N	Not Met	**	**	No
Hispanic	50.6	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Black or African American	57.1	11.9	No	Met Target†	Met Target	Not Met	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Not Met	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	57.8	11.9	No	Met Target†	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	53.1	11.9	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
English Learners	**	**	No	Met Target†	Met Target	Met Target	**	**	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:	Ms. Ashton Loeb	Email Address:	r.ashton-loeb@hackensackschools.org
Address:	105 GRAND AVENUE HACKENSACK, NJ 07601	Website:	http://www.hackensackschools.org/Fairmount.cfm
Phone:	(201)646-7890	Facebook:	https://m.facebook.com/FairmountSchoolHackensackPTA/

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"> • Teachers at Fairmount School use whole group, small group and individualized groupings during class instruction. • Instruction is differentiated to meet the needs and strengths of all students based on the review of data in all grades. • Digital learning takes place through the use of a Smartboard, a Document Reader and a 1 to 1 Chromebook Initiative.
 Mission, Vision, Theme:	<p>Fairmount School is dedicated to educational excellence for all members of the community. In cooperation with all stakeholders, we will strive to maximize academic and social achievement to develop confident students who are accountable for their ongoing learning, who value initiative and diversity and who are able to meaningfully contribute to our ever-changing global society. We will create an environment of cooperation that fosters the development of responsibilities in all of its members.</p>
 Awards, Recognition, Accomplishments:	<p>Fairmount School has received a Schoolwide Title I Grant for the 2017-2018 School Year. Through use of the grant money, we will provide a Boost After-School Program to provide targeted instruction for struggling learners in kindergarten through grade 2. We will provide an After-School Program for our 3rd and 4th graders to strengthen literacy and math skills needed for the PARCC Assessment. Additionally, we will provide workshops in 3rd and 4th grade to assist with ELA and Math homework.</p>






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 Courses, Curriculum, Instruction:	<p>Teachers use the NJSLS as a resource and guide to plan daily instruction for their students. Our core programs are Journeys for ELA, GoMath! for Mathematics and Pearson My World for Social Studies. Our Science Curriculum supports the Next Generation Science Standards implemented this year. Teachers use a variety of strategies to differentiate their instruction and teach in whole group, small group and individual instructional groupings.</p>
 Clubs and Activities:	<p>Book Fairs, Art Exhibits & Read Across America Events are just some of the activities our children enjoy annually. Activities such as Glee Club, Instrumental Music, Mini-Marathon, Field Day and an Annual Talent Show, as well as a variety of class presentations provide opportunities to enhance self-esteem and academic performance. Our FEAT Club (Fairmount's Environmental Action Team) meets regularly after school to teach environmental themes to our 3rd and 4th grade students.</p>
 Before and After School Programs:	<p>Fairmount School offers After School Boost and Tutorial Programs for kindergarten through fourth grade students. Small group instruction provides explicit literacy and math intervention lessons to strengthen skills at the kindergarten through fourth grade levels. The YMCA offers after-school child care from 2:50 - 6:00 PM daily.</p>







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 Staff and Professional Learning:	<p>Professional Development is offered to all faculty and staff members throughout the school year in a variety of ways. Half-day and full-day PD take place on a regular basis to introduce or review district and school initiatives and curriculum. Teachers meet as grade level teams, in Professional Learning Communities and at Faculty Meetings as well during the school year.</p>
 Student Supports and Services:	<p>Fairmount School students are supported in general and special education classes by highly qualified teachers. Students with IEPs may receive Speech Therapy, Occupational Therapy and/or Physical Therapy. Both general and special education students may receive Emotional Support from our School Social Worker. Our faculty includes a Social Worker, Psychologist, L-DTC, Reading Specialist and Math Interventionist. An ESL program supports our English Language Learners on a daily basis.</p>
 Student Health and Wellness:	<p>Fairmount School's full-time School Nurse monitors the well-being and any illnesses of our students on a daily basis. She is the chairperson of our Wellness Committee which is dedicated to help reduce the childhood obesity epidemic and the serious health risks associated with childhood obesity. Fairmount School is a nut-free school. Breakfast is served to all students daily and without charge. Lunch is offered at a cost of \$2.50. Students have recess on a daily basis.</p>
 Parent and Community Involvement:	<p>A very supportive PTA helps to enrich the lives and experiences of our children sponsoring "Muffins with Mom" and "Doughnuts with Dad" before-school functions. Outdoor Movie Nights and school dances are also sponsored by the PTA and involve a large percentage of the school families and faculty. The PTA's Cultural Arts Committee provides funding for special assemblies that deal with curricular and cultural themes. Other events include the Annual Book Fair and Holiday Gift Shop.</p>

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.



Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Administrators, Teachers

Our Culture and Climate Committee meets regularly to share ideas to help improve the culture and climate of Fairmount School. For the 2017-2018 School Year, survey results showed a need to teach our students appropriate ways to be respectful, responsible and safe at school, home and in the community. We will continue to involve students in activities throughout the school year to help each student develop excellent character.



Facilities:

Fairmount School was built in 1899 and currently serves grades kindergarten through fourth. In addition to the K - 4 classrooms, we have a Gymnasium, Art Room, Music Room and Media Center. Our Media Specialist teaches library and technology skills, and has begun a Maker Space Initiative. We have recently had a full electrical upgrade in the building and some of our classrooms have unit air conditioners. The cafeteria has a central air conditioning unit donated by the Fairmount School PTA.



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Other Information:

Fairmount School’s student population reflects the diversity that makes the Hackensack School Community special. The school’s administration, faculty and personnel, working collaboratively with the Hackensack Board of Education, Central Office Administration, parents and community organizations, provide for the needs of every student attending Fairmount School. The instructional methodology and curricular offerings at Fairmount School allow for students’ individual needs and provides opportunities for academic growth and development in a differentiated environment. One of our primary concentrations in the classroom is teaching literacy across all curricular areas. Technology is integrated into all areas of the curriculum at Fairmount School to teach academic and technological skills through the use of programs on Chromebooks and desktop computers. This year, we began a one-to-one Chromebook initiative and our students use such programs as iRead, RazKids and Reading A-Z, as well as others. Students complete assessments using paper and pencil, but also use Think Central and the Reading Inventory to take assessments online. Children in need of extra academic assistance receive support from individual and small group instruction from the classroom teacher. In addition, we have a full-time Reading Specialist and a part-time Math Interventionist. Both support curricular initiatives using best practices and small group instruction to strengthen literacy and math skills. While academics are emphasized and supported at Fairmount School, we strongly believe that it is important to develop well-rounded, thoughtful students who are exposed to many rich and varied experiences. Through our diversified programs and ongoing collaborations, we hope that all of our students will reach their full potential and become productive, self-confident members of our society.




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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



Fanny Meyer Hillers
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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	42	45	46
KG	116	118	93
1	97	114	127
2	96	112	115
3	99	99	109
4	81	99	105
Ungraded	80	81	86
Total	611	668	681

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	40	45	32
PK - Full Day	0	0	14
KG - Half Day	0	0	0
KG - Full Day	116	118	93

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	46%	48%	45%
Male	54%	53%	55%
Economically Disadvantaged Students	65%	65%	65%
Students with Disabilities	19%	20%	22%
English Learners	11%	14%	15%
Homeless Students			2%
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
Hispanic	60.1%
Black or African American	21.1%
Asian	9.5%
White	7.8%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	1.0%

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	48.8%
Spanish	43.0%
Arabic	1.8%
Telugu	1.0%
Other	5.0%



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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	232	98.4	31.50	49.40	54.90	31.5	41.3	Not Met
White	12	100.0	50.00	*	63.90	50	**	**
Hispanic	156	99.4	28.80	44.90	39.80	28.8	35.3	Not Met
Black or African American	55	96.8	27.20	48.00	35.20	27.2	43.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	50.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	107	99.1	34.60	57.40	62.20	34.6		
Male	125	97.8	28.80	41.90	48.10	28.8		
Economically Disadvantaged Students	166	99.4	27.10	42.20	36.20	27.1	31.1	Met Target†
Non-Economically Disadvantaged Students	66	95.9	42.50	61.40	65.80	42.5		
Students with Disabilities	55	96.7	16.40	14.20	20.50	16.4	26.2	Not Met
Students without Disabilities	177	98.9	36.20	58.50	61.90	36.2		
English Learners	48	98.0	10.40	18.00	25.20	10.4	28.4	Not Met
Non-English Learners	184	98.5	36.90	54.00	57.40	36.9		
Homeless Students	*	*	*	*	26.40	*		
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	113	741	742	749	*	19%	33%	29%	*	35%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	77	738	739	734	*	18%	35%	26%	*	31%	35%
Black or African American	25	739	*	731	*	*	*	*	*	32%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	57	741	747	754	*	*	32%	32%	*	35%	55%
Male	56	740	738	745	*	*	34%	27%	*	34%	46%
Economically Disadvantaged Students	87	739	736	731	*	*	31%	*	*	33%	31%
Non-Economically Disadvantaged Students	26	745	753	762	*	*	39%	*	*	39%	63%
Students with Disabilities	23	722	717	720	*	*	*	*	*	17%	24%
Students without Disabilities	90	745	747	755	*	*	*	*	*	39%	55%
English Learners	18	708	714	709	*	*	*	*	*	*	11%
Non-English Learners	95	747	746	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	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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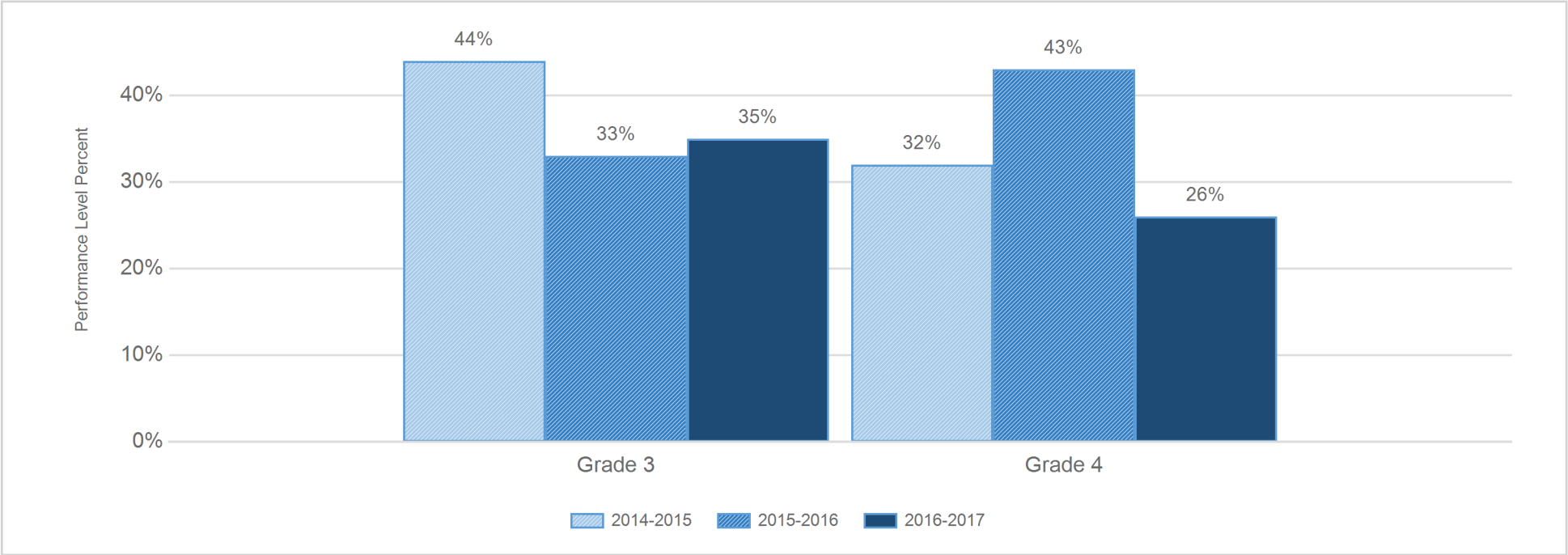
English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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	120	731	743	753	*	21%	35%	23%	*	26%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	76	731	739	740	*	20%	38%	22%	*	25%	40%
Black or African American	34	724	*	737	*	*	29%	*	*	21%	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	*	*	*	755	*	*	*	*	*	*	56%
Female	52	735	750	758	*	*	39%	*	*	31%	61%
Male	68	728	738	749	*	*	32%	*	*	22%	51%
Economically Disadvantaged Students	75	725	739	737	*	*	37%	*	*	16%	36%
Non-Economically Disadvantaged Students	45	740	751	764	*	*	31%	*	*	42%	69%
Students with Disabilities	25	707	715	725	*	*	*	*	*	*	25%
Students without Disabilities	95	737	751	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	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%

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	232	98.4	30.60	30.60	43.50	30.6	36.4	Not Met
White	12	100.0	41.70	*	52.40	41.7	**	**
Hispanic	156	99.4	30.20	28.20	27.60	30.2	33.9	Met Target†
Black or African American	55	96.8	23.60	25.90	21.70	23.6	28.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	16.70	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	107	99.1	28.90	30.90	44.10	28.9		
Male	125	97.8	32.00	30.20	42.90	32		
Economically Disadvantaged Students	166	99.4	30.70	27.20	25.10	30.7	29.6	Met Target
Non-Economically Disadvantaged Students	66	96.1	30.30	36.00	54.30	30.3		
Students with Disabilities	55	96.7	16.30	10.60	16.50	16.3	18.8	Met Target†
Students without Disabilities	177	99.0	35.00	35.20	48.80	35		
English Learners	48	98.1	27.10	*	23.30	27.1	25.8	Met Target
Non-English Learners	184	98.5	31.50	*	45.20	31.5		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
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	115	744	745	751	*	17%	37%	35%	*	40%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	77	743	743	738	*	20%	38%	34%	*	39%	37%
Black or African American	25	740	*	733	*	*	44%	*	*	36%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	59	741	745	751	*	*	39%	36%	*	37%	52%
Male	56	746	745	751	*	*	36%	34%	*	43%	53%
Economically Disadvantaged Students	88	744	740	736	*	*	38%	34%	*	40%	34%
Non-Economically Disadvantaged Students	27	743	752	761	*	*	37%	37%	*	41%	65%
Students with Disabilities	23	731	726	729	*	*	52%	*	*	17%	29%
Students without Disabilities	92	747	748	755	*	*	34%	*	*	46%	57%
English Learners	20	736	733	724	*	*	*	*	*	35%	21%
Non-English Learners	95	745	746	753	*	*	*	*	*	41%	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	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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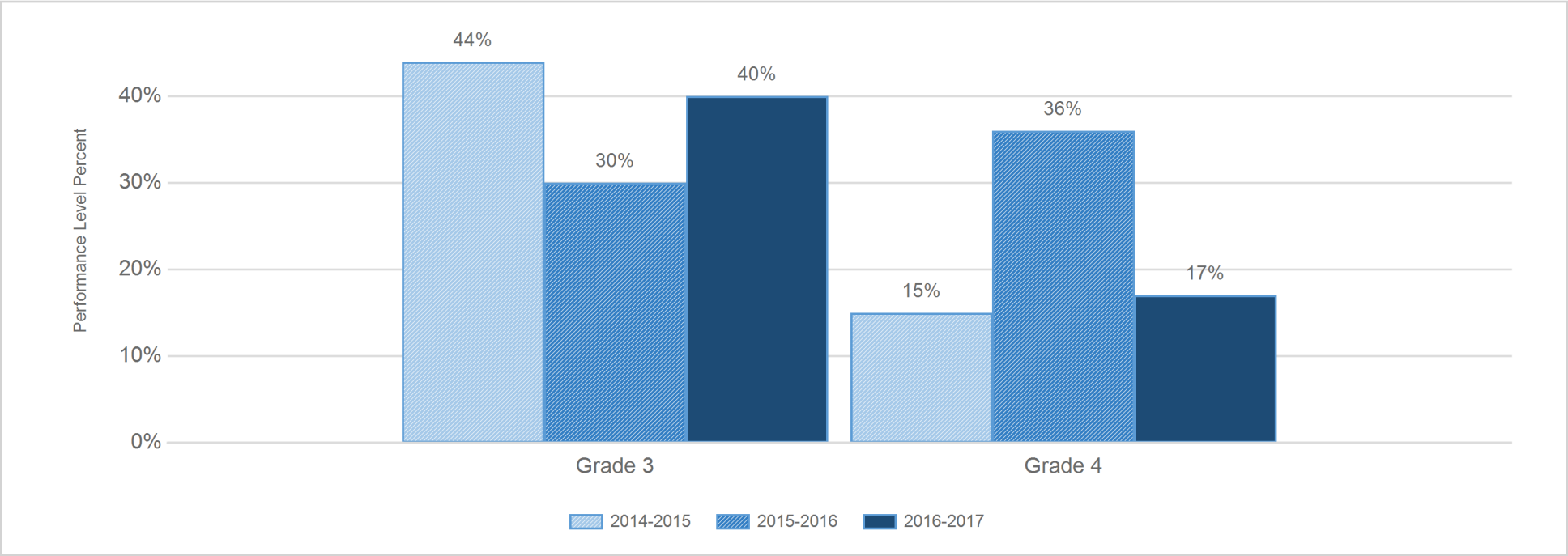
Mathematics Assessment - Performance by Grade: Grade 4

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	122	727	736	747	12%	35%	35%	17%	0%	17%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	78	728	733	734	13%	31%	37%	19%	0%	19%	30%
Black or African American	34	722	*	729	*	*	*	*	*	*	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	*	*	*	747	*	*	*	*	*	*	48%
Female	53	727	737	747	*	36%	40%	*	*	13%	47%
Male	69	727	736	747	*	35%	32%	*	*	20%	48%
Economically Disadvantaged Students	76	725	733	732	*	43%	30%	*	*	16%	27%
Non-Economically Disadvantaged Students	46	731	742	757	*	22%	44%	*	*	20%	61%
Students with Disabilities	25	707	716	724	*	*	*	*	*	*	22%
Students without Disabilities	97	732	742	751	*	*	*	*	*	*	52%
English Learners	11	725	722	716	*	*	*	*	*	*	12%
Non-English Learners	111	727	738	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%

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	*	*

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	27	88.9%	11.1%
2	36	*	*
3	23	*	*
4	*	*	*
5+	*	*	*



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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.

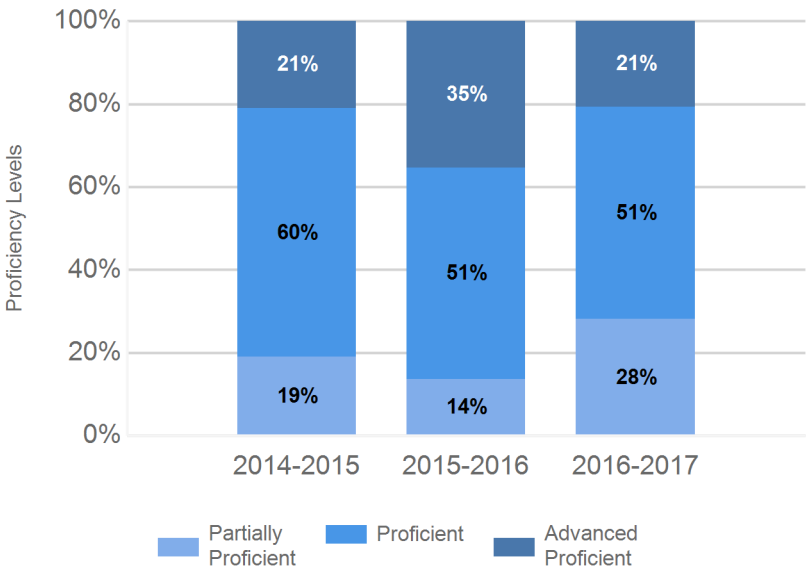
NJASK Science Assessment Performance: Grade 4

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	21%	51%	28%
White	*	*	*
Hispanic	20%	54%	26%
Black or African American	20%	46%	*
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	16%	53%	31%
Students with Disabilities	17%	38%	46%
English Learners	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	26	54	50	Not Met	34.5	45	50	Not Met
White	*	49.5	50	**	*	60	52	**
Hispanic	30	54	49	Not Met	32	42	47	Not Met
Black or African American	17.5	*	45	Not Met	32.5	*	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	73	60	**	*	67	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	23	52.5	47	Not Met	31	43	46	Not Met
Students with Disabilities	27	46	41	Not Met	24	35	43	Not Met
English Learners	28	*	53	**	44	*	51	Met Target

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



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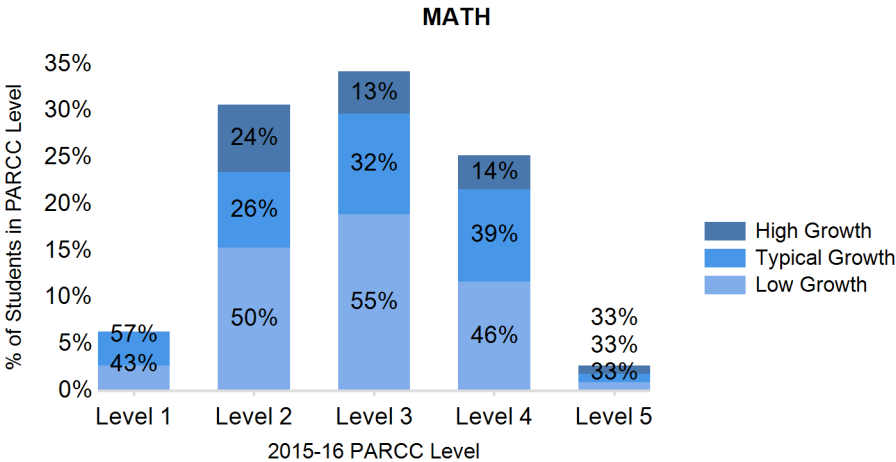
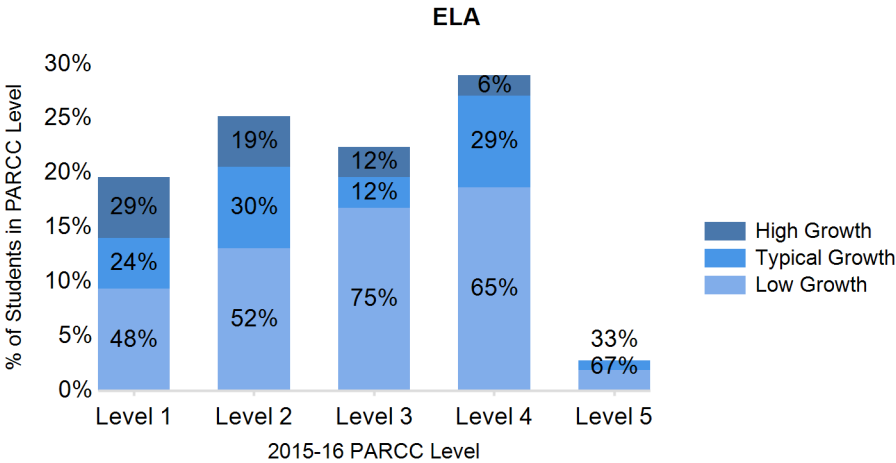
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

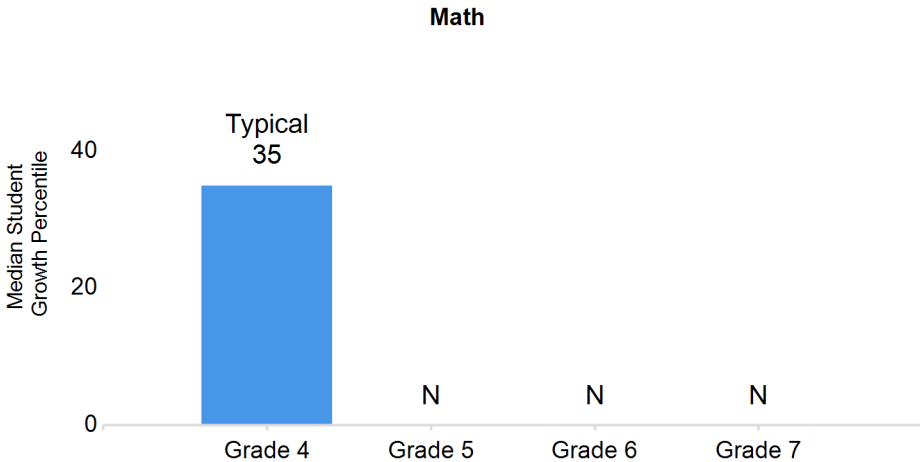
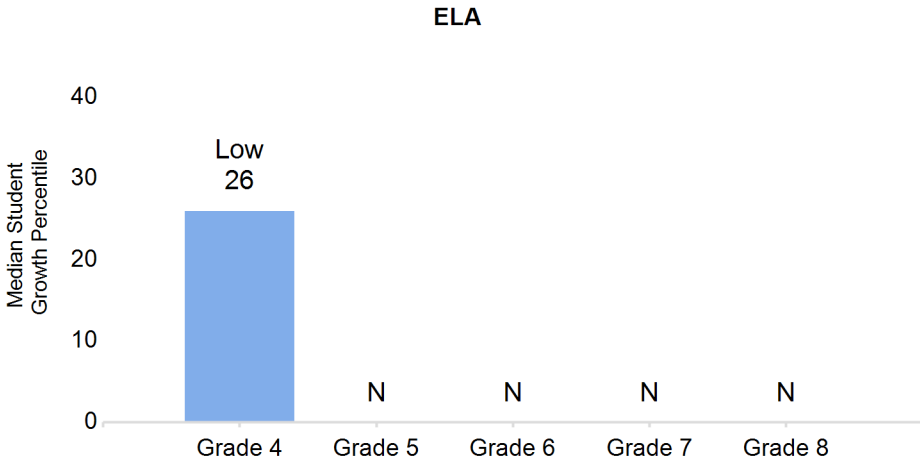
Student Growth by Performance Level

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

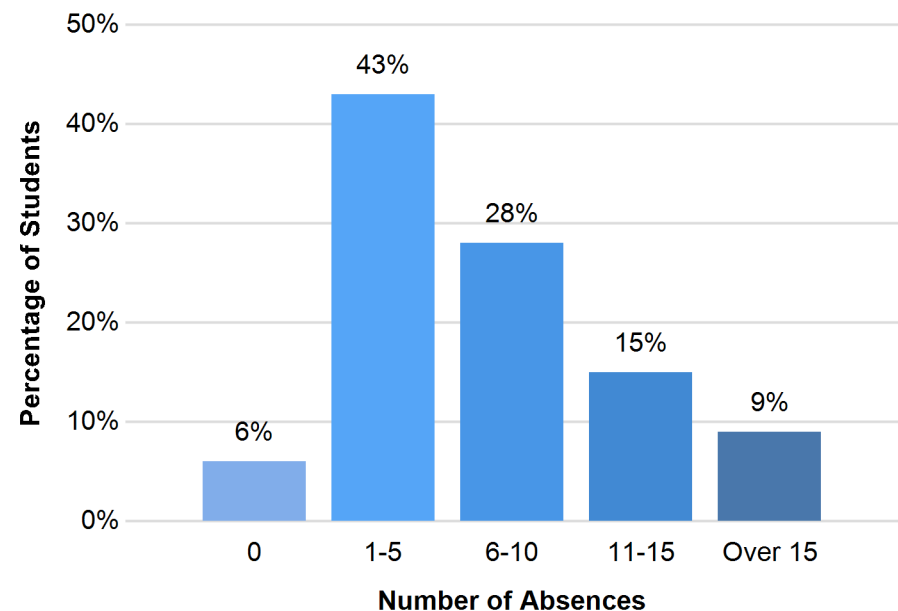
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.90	8.70	Met Target
White	4.80	8.70	Met Target
Hispanic	6.40	8.70	Met Target
Black or African American	9.80	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	6.00	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	6.40	8.70	Met Target
Students with Disabilities	13.00	8.70	Not Met
English Learners	1.90	8.70	Met Target

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

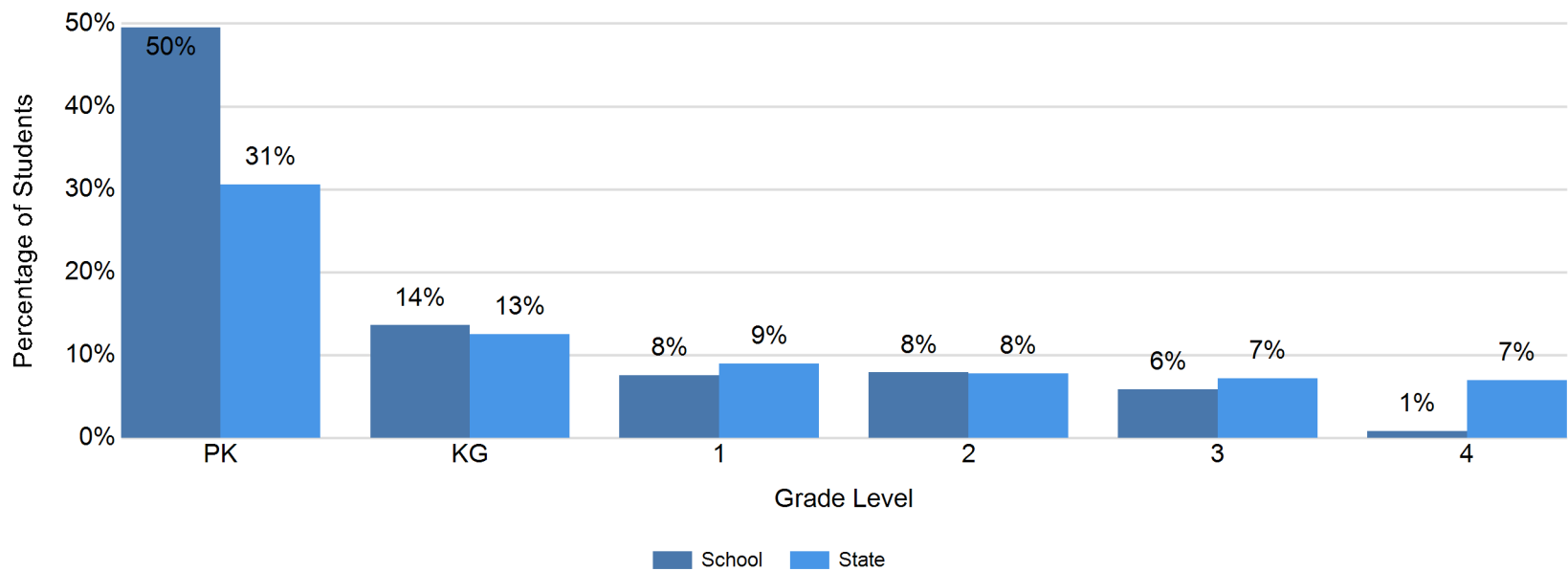
Days Absent

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.



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	8:30AM
Typical End Time	2:50PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	2 Hrs. 50 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	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	0.1%
Out-of-School Suspensions	0.7%
Any Suspension	0.9%

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	174.8 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	\$682	\$15,006	\$15,688



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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	42	120,724
Average years experience in public schools	7.4	11.8
Average years experience in district	7.4	10.5
Teachers in district for 4 or more years	74%	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	34	9,506
Average years experience in public schools	15.8	15.9
Average years experience in district	15.8	11.6
Administrators in district for 4 or more years	74%	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	16:1	14:1
Administrators	341:1	168:1
Librarian/Media Specialists		953:1
Nurses		636:1
Counselors		636:1
Child Study Team		212:1



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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	92%	89%
2015-16 Administrators: Same district 2016-17	86%	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	99%



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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	13.4	17.5%
Mathematics Proficiency	30.2	17.5%
English Language Arts Growth	1.1	25.0%
Mathematics Growth	8.2	25.0%
Chronic Absenteeism	54.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		18.1
Summative Rating: Percentile rank of Summative Score		7.8
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	18.1	11.9	No	Not Met	Not Met	Met Target	Not Met	Not Met	No
White	**	**	No	**	**	Met Target	**	**	No
Hispanic	25.2	11.9	No	Not Met	Met Target†	Met Target	Not Met	Not Met	No
Black or African American	27.7	11.9	No	Not Met	Met Target†	Not Met	Not Met	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	28.5	11.9	No	Met Target†	Met Target	Met Target	Not Met	Not Met	No
Students with Disabilities	25.6	11.9	No	Not Met	Met Target†	Not Met	Not Met	Not Met	No
English Learners	43.8	11.9	No	Not Met	Met Target	Met Target	**	Met Target	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:	Ms. Dorsey-Whiting	Email Address:	j.dorsey-whiting@hackensackschools.org
Address:	56 LONGVIEW AVENUE HACKENSACK, NJ 07601	Website:	www.hpsnet.org
Phone:	(201)646-7870		

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"> • A Smartboard and digital projector have been installed in every classroom. The chromebook-to-student ratio is 1:1. • The Hillers TV Morning News Show is projected live on Smartboards. It is anchored and produced by 4th grade students. • Fall Literacy Night, Math Carnival and Walk-in-My-Shoes Career Day are learning events hosted for the entire family.
 Mission, Vision, Theme:	<p>We believe every child is unique and capable of reaching their highest potential of academic and social success. We believe this will be realized through the effective collaboration of all Stakeholders. Relevant professional development, implementation of current technology, coupled with standards-based instruction, is our anchor. We believe in celebrating the diversity of our families. These beliefs serve as the guiding principles for educating our students towards lifelong success.</p>
 Awards, Recognition, Accomplishments:	<p>The staff at Hillers is highly qualified and committed to implementing curriculum that addresses the NJSLS and Hackensack Schools' vision, mission and goals. Last year, the Fanny Meyer Hillers School Glee Club was chosen to sing at the annual African American History Month Celebration hosted by the County Freeholders at the Bergen County Courthouse. The school's bell ringer choir is a stellar performing group and remains the only one of it's kind in the district.</p>






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 <div>Courses, Curriculum, Instruction:</div>	<p>Differentiation, technology and student engagement are the tenets of the curriculum. “Journeys” provides solid instruction that is clear and focused with rigorous pacing and interactive resources. The “Go Math” program offers an engaging and interactive approach to understanding and explaining mathematical concepts. NexGen Science Standards are addressed through hands-on experiences. The “My World” Social Studies program offers students engaging lessons about their world and their place in it.</p>
 <div>Clubs and Activities:</div>	<p>Hillers hosts Student Council and Student Ambassador Programs. These programs afford students the opportunity to take an active role in the democratic process and promote a positive climate and culture in our school. We also offer clubs that are designed to develop and nurture students’ gifts and talents. They include Instrumental Music, Glee Club, Bell Ringers, Cool Courses, MakerSpace Club and Mural Making Club. Student successes are celebrated at the Stellar Awards assemblies.</p>
 <div>Before and After School Programs:</div>	<p>Hillers School offers support and enrichment opportunities for students via Jr. Lego League, Homework Help and BOOST Academy.</p>







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 Staff and Professional Learning:	<p>Hillers School promotes the use of best practices by providing staff with targeted, data-informed, teacher-driven, directed professional development. Our faculty is committed to enhancing their instructional skills by engaging in collaborative work and study. Hillers U, our in-house PD academy for staff, allows faculty to choose from offerings they are interested in and are willing to facilitate. Grade level and data meetings allow staff members to learn from each other and share strategies.</p>
 Student Supports and Services:	<p>Hillers School students are supported with 504 Plans, by the I&RS Team, with Bilingual/ESL services as well as with Special Education and other related services such as Occupation, Physical and Speech Therapy. The Hillers School Child Study Team works diligently to address the needs of students in our care. We receive Title 1 funding, enabling us to service our students, their families and our community members with meaningful programming and events</p>
 Student Health and Wellness:	<p>Students' health and wellness is monitored by our School Nurse. The School Nurse conducts vision, height and weight screenings for all students. The nurse also plans programs for a healthy lifestyle for staff. Our students learn about health and nutrition through the SNAP-Ed Program and by visiting Hackensack University Medical Center for tours. The Asthma Bus, Mobile Dentist and the School Wellness Committee offer educational programs and services to our students and their families.</p>
 Parent and Community Involvement:	<p>Our PTA is actively involved in all aspects of our school. The meetings include parenting workshops and light refreshments. In an effort to service all families the meetings are held on alternate months and held in both the morning and the evening. "Coffee and Conversation with Mrs. Whiting" provides an opportunity for parents to chat with the principal over coffee and pastry in an informal setting while sharing ideas, suggestions and asking questions. It is a wonderful and priceless exchange.</p>

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.

<div>  <div>Climate Surveys:</div> </div>	<div>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</div> <div>Our School Improvement Team crafted a survey to gather information about the attitudes and perceptions of students, parents, teachers and community members . All Stakeholders received a digital survey via a Google form and hardcopy . The committee gathered the results and shared them during staff meetings and with parents and community members at “Breakfast with the Principal”. Our committee meets regularly to keep a pulse on the climate and culture of our school.</div>
<div>  <div>Facilities:</div> </div>	<div>Hillers is a school with beautiful architecture built in 1927. It rests atop a hill overlooking the New York City skyline. The entrance walkway and school foyer are adorned with seasonal decorations creating a welcoming atmosphere. Student work is showcased throughout the building. The school has four floors and is handicap accessible. The diversity and culture of our school is celebrated in the auditorium with a display of flags from around the world which represent the students of our school.</div>




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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.

<div>Other Information:</div>	<p>Fanny Meyer Hillers School, fondly referred to as the Academy on the Hill, proudly educates students in kindergarten through fourth grade. We are a neighborhood school with busing limited to our special needs population. Our school day is from 8:30 am to 2:50 pm. Our theme at Hillers School is “A School of STARS”. STARS serving as the acronym for “Striving To Always Reach and Serve” our students, families and community. Our vision is for every student to reach their greatest potential every day in every way. At Hillers School, students enthusiastically anticipate new experiences daily. Our students are secure in the realization that academic errors are not viewed as problems but rather as teaching and learning opportunities. We consider one of our strengths to be our rich cultural, linguistic and cognitive diversity. Our students speak many languages and arrive from countries from all over the world. Our faculty proudly serves our community of learners and works tirelessly to make this school an academy of rigorous learning where students feel both safe and academically challenged. At Fanny Meyer Hillers School, we take pride in our vision to become an exemplary school and continuously strive to offer an outstanding educational experience to our students-our Hillers School STARS!</p>
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Hackensack High School
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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
9	492	503	524
10	439	423	450
11	400	397	407
12	447	436	415
Ungraded	36	27	30
Total	1813	1786	1826

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	49%	48%	48%
Male	51%	52%	52%
Economically Disadvantaged Students	52%	49%	52%
Students with Disabilities	13%	13%	13%
English Learners	6%	7%	8%
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
Hispanic	52.5%
Black or African American	23.5%
White	17.6%
Asian	6.0%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	0.0%

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	1815
Shared Time Students	22
Full Time Equivalent	1826

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	59.1%
Spanish	35.4%
Arabic	1.3%
Other	4.8%



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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	828	98.6	60.80	49.40	54.90	60.8	51.6	Met Target
White	135	98.0	77.10	*	63.90	77.1	65.1	Met Target
Hispanic	445	98.6	55.50	44.90	39.80	55.5	45.1	Met Target
Black or African American	183	98.6	55.20	48.00	35.20	55.2	46.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	61	100.0	81.90	80.30	80.70	81.9	78.3	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	409	98.7	70.70	57.40	62.20	70.7		
Male	419	98.5	51.10	41.90	48.10	51.1		
Economically Disadvantaged Students	427	99.6	53.90	42.20	36.20	53.9	43.8	Met Target
Non-Economically Disadvantaged Students	401	97.6	68.10	61.40	65.80	68.1		
Students with Disabilities	144	95.0	17.40	14.20	20.50	17.4	8.2	Met Target
Students without Disabilities	684	99.4	69.90	58.50	61.90	69.9		
English Learners	66	100.0	13.60	18.00	25.20	13.6	9.4	Met Target
Non-English Learners	762	98.5	64.90	54.00	57.40	64.9		
Homeless Students	*	*	*	*	26.40	*		
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 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	496	751	751	749	12%	9%	23%	42%	14%	56%	52%
White	75	766	766	757	*	*	*	49%	27%	76%	62%
Hispanic	295	745	745	733	16%	9%	26%	37%	12%	50%	35%
Black or African American	95	748	748	730	*	12%	26%	46%	*	54%	30%
Asian, Native Hawaiian, or Pacific Islander	29	777	777	777	*	*	*	52%	*	79%	80%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	49%
Two or More Races	N	N	N	746	N	N	N	N	N	N	48%
Female	243	758	758	756	9%	6%	20%	47%	19%	65%	60%
Male	253	743	743	741	15%	12%	26%	36%	10%	47%	43%
Economically Disadvantaged Students	258	743	743	731	16%	11%	25%	38%	9%	48%	32%
Non-Economically Disadvantaged Students	238	759	759	758	8%	7%	21%	45%	20%	65%	62%
Students with Disabilities	82	718	718	714	26%	26%	31%	*	*	18%	13%
Students without Disabilities	414	757	757	754	9%	6%	22%	*	*	63%	58%
English Learners	45	692	692	690	*	*	*	*	*	*	*
Non-English Learners	451	756	756	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	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	420	756	756	743	12%	8%	19%	43%	18%	61%	46%
White	68	774	774	749	*	*	16%	43%	34%	77%	52%
Hispanic	209	748	748	728	17%	10%	19%	39%	15%	55%	34%
Black or African American	108	753	753	725	*	*	24%	49%	*	57%	31%
Asian, Native Hawaiian, or Pacific Islander	33	783	783	774	*	*	*	46%	39%	85%	74%
American Indian or Alaska Native	*	*	*	740	*	*	*	*	*	*	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	205	765	765	752	7%	5%	15%	52%	21%	72%	54%
Male	215	747	747	734	16%	11%	22%	34%	16%	51%	39%
Economically Disadvantaged Students	204	750	750	726	13%	11%	21%	41%	14%	55%	32%
Non-Economically Disadvantaged Students	216	762	762	751	10%	6%	17%	44%	22%	67%	54%
Students with Disabilities	63	714	714	704	38%	21%	24%	*	*	18%	12%
Students without Disabilities	357	763	763	749	7%	6%	18%	*	*	69%	52%
English Learners	27	685	685	681	*	*	*	*	*	*	*
Non-English Learners	393	761	761	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	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**

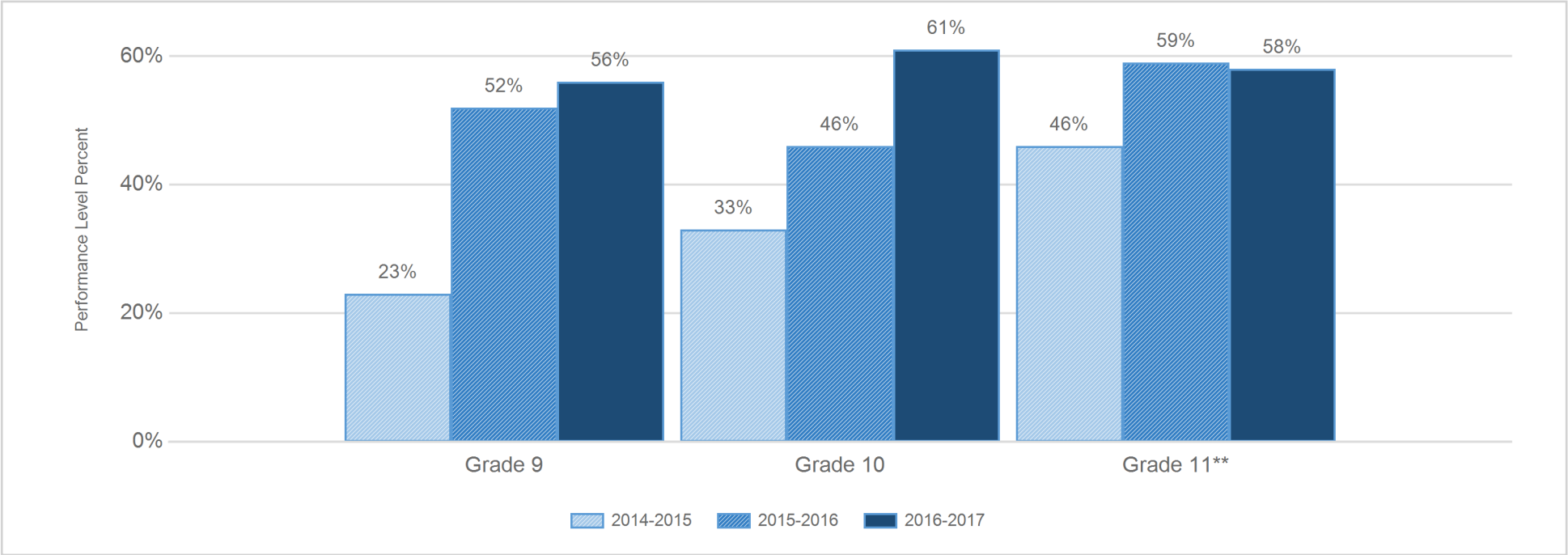
This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean 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	416	754	754	736	8%	14%	20%	42%	16%	58%	38%
White	81	765	765	738	*	*	21%	53%	17%	70%	40%
Hispanic	224	749	749	731	12%	16%	19%	39%	14%	53%	34%
Black or African American	87	752	752	728	*	17%	22%	38%	*	54%	30%
Asian, Native Hawaiian, or Pacific Islander	22	773	773	756	*	*	*	50%	*	82%	58%
American Indian or Alaska Native	*	*	*	731	*	*	*	*	*	*	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	205	761	761	744	5%	13%	17%	43%	22%	65%	46%
Male	211	748	748	729	11%	15%	22%	41%	10%	51%	31%
Economically Disadvantaged Students	193	749	749	729	12%	15%	24%	34%	15%	49%	32%
Non-Economically Disadvantaged Students	223	759	759	740	5%	13%	16%	49%	17%	66%	42%
Students with Disabilities	50	724	724	709	22%	24%	32%	22%	0%	22%	12%
Students without Disabilities	366	758	758	741	6%	13%	18%	45%	18%	63%	43%
English Learners	32	703	703	699	*	*	*	*	*	*	*
Non-English Learners	384	759	759	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.

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 PARCCELS exam and their performance may not be reflected in the results.



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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	845	98.4	24.90	30.60	43.50	24.9	24.1	Met Target
White	132	97.9	37.20	*	52.40	37.2	32.6	Met Target
Hispanic	457	98.8	24.10	28.20	27.60	24.1	20.6	Met Target
Black or African American	192	98.2	12.50	25.90	21.70	12.5	17.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	60	98.4	45.00	60.30	75.60	45	47.9	Met Target†
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	414	98.9	24.90	30.90	44.10	24.9		
Male	431	97.9	24.80	30.20	42.90	24.8		
Economically Disadvantaged Students	433	99.6	22.60	27.20	25.10	22.6	24	Met Target†
Non-Economically Disadvantaged Students	412	97.3	27.20	36.00	54.30	27.2		
Students with Disabilities	120	95.6	*	10.60	16.50	*	9.2	Met Target†
Students without Disabilities	725	98.9	*	35.20	48.80	*		
English Learners	67	100.0	*	*	23.30	*	5.9	Not Met
Non-English Learners	778	98.2	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	40.00	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	517	731	733	743	*	29%	31%	26%	*	26%	42%
White	69	742	*	751	*	19%	30%	42%	*	44%	52%
Hispanic	310	729	732	728	15%	30%	30%	25%	0%	25%	24%
Black or African American	114	726	*	724	16%	32%	35%	18%	0%	18%	19%
Asian, Native Hawaiian, or Pacific Islander	21	738	*	774	*	*	*	*	0%	38%	76%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	243	735	737	744	*	26%	35%	30%	*	30%	43%
Male	274	727	730	741	*	33%	27%	23%	*	23%	40%
Economically Disadvantaged Students	269	729	732	727	*	31%	31%	24%	*	24%	23%
Non-Economically Disadvantaged Students	248	733	735	751	*	28%	32%	28%	*	29%	52%
Students with Disabilities	87	709	709	714	*	*	*	*	*	*	10%
Students without Disabilities	430	735	738	747	*	*	*	*	*	*	47%
English Learners	58	711	711	708	*	*	*	*	*	*	*
Non-English Learners	459	733	736	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
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	396	725	727	734	9%	42%	37%	12%	0%	12%	30%
White	67	733	*	740	*	25%	52%	19%	*	19%	38%
Hispanic	201	722	725	722	12%	43%	34%	10%	0%	10%	14%
Black or African American	103	720	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	24	737	*	758	*	*	*	*	0%	33%	65%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	205	726	728	735	6%	41%	42%	11%	0%	11%	31%
Male	191	723	725	733	13%	42%	31%	14%	0%	14%	30%
Economically Disadvantaged Students	195	722	724	721	11%	47%	32%	10%	0%	10%	13%
Non-Economically Disadvantaged Students	201	727	729	740	8%	37%	41%	14%	0%	14%	39%
Students with Disabilities	50	702	702	711	*	*	*	*	*	*	*
Students without Disabilities	346	728	730	738	*	*	*	*	*	*	*
English Learners	16	713	713	710	*	*	*	*	*	*	*
Non-English Learners	380	725	727	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
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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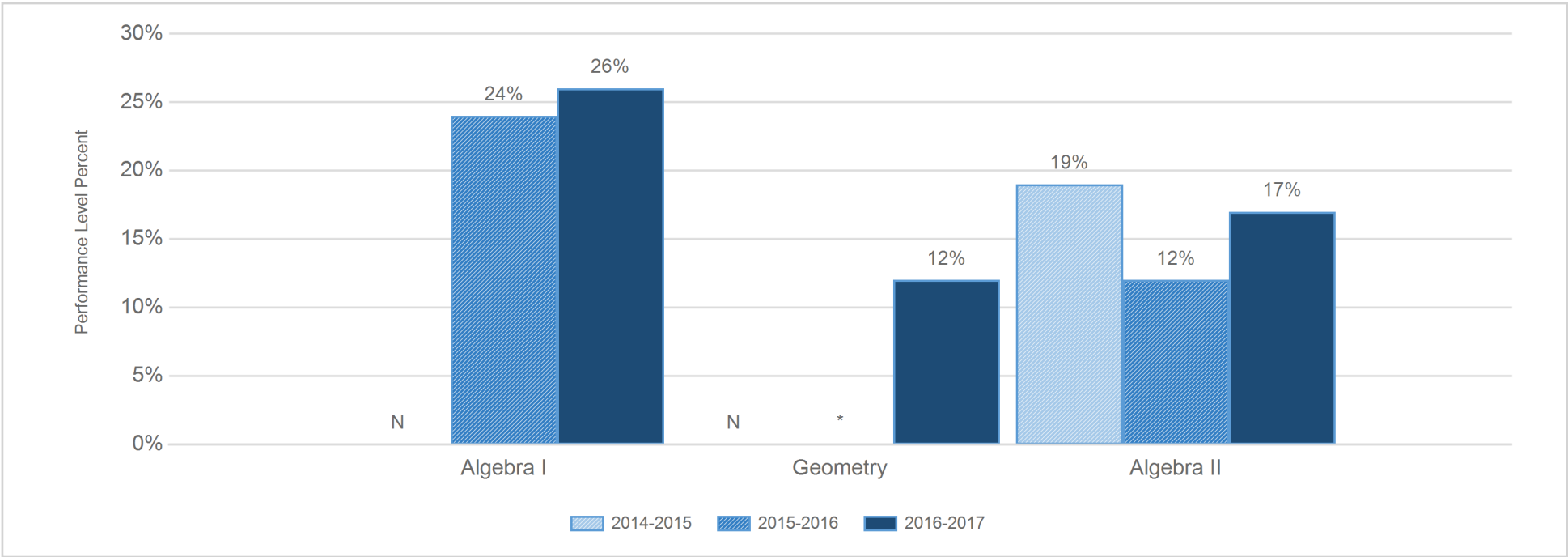
Mathematics Assessment - Performance by Test: Algebra II

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	318	719	719	725	31%	27%	25%	*	*	17%	28%
White	59	723	723	731	27%	24%	29%	20%	0%	20%	33%
Hispanic	166	719	719	710	27%	31%	25%	16%	0%	16%	14%
Black or African American	64	705	705	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	27	747	747	761	*	*	*	41%	*	48%	62%
American Indian or Alaska Native	*	*	*	715	*	*	*	*	*	*	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	154	714	714	725	35%	29%	23%	*	*	13%	27%
Male	164	723	723	725	27%	26%	26%	*	*	21%	29%
Economically Disadvantaged Students	143	719	719	708	28%	28%	25%	*	*	19%	13%
Non-Economically Disadvantaged Students	175	718	718	733	33%	27%	25%	*	*	15%	35%
Students with Disabilities	30	687	687	692	*	*	*	*	*	*	*
Students without Disabilities	288	722	722	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
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%

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	*	*

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	47	*	*
2	37	*	*
3	23	87%	13%
4	18	88.9%	11.1%
5+	*	*	*



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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.

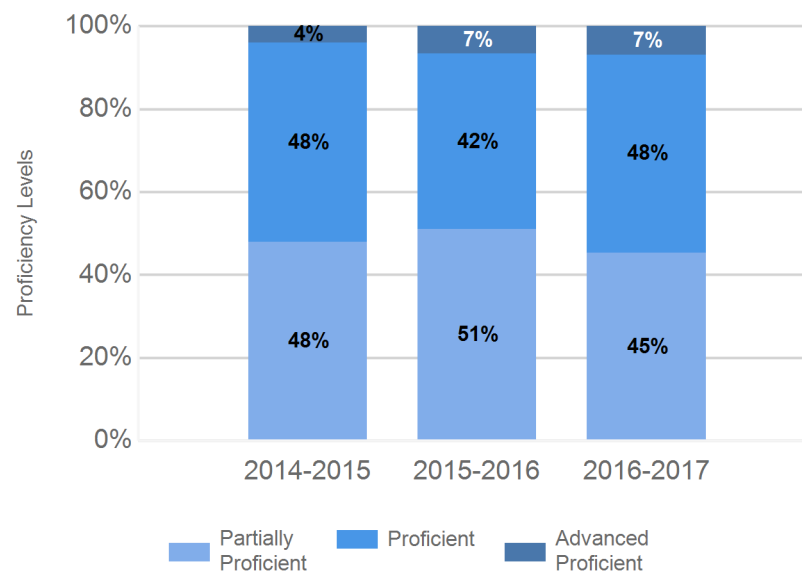
Biology Assessment - Performance

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	7%	48%	45%
White	12%	66%	22%
Hispanic	6%	44%	50%
Black or African American	1%	38%	61%
Asian, Native Hawaiian, or Pacific Islander	25%	63%	13%
American Indian or Alaska Native	N	*	N
Two or More Races	N	*	N
Economically Disadvantaged Students	5%	42%	53%
Students with Disabilities	N	*	*
English Learners	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	89.3%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	16.4%	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	444	481	Varies By Grade	49%	67%
PSAT - Math	449	483	Varies By Grade	30%	49%
SAT - Reading and Writing	510	551	480	65%	77%
SAT - Math	509	552	530	40%	58%
ACT - Reading	20	24	22	44%	65%
ACT - English	19	24	18	56%	79%
ACT - Math	21	24	22	46%	65%
ACT - Science	20	23	23	26%	54%



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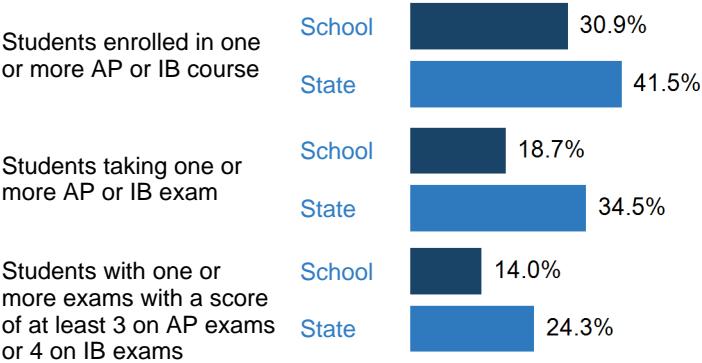
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (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	19	16
AP Calculus AB	37	26
AP Calculus BC	12	12
AP Chemistry	24	23
AP Computer Science A	12	6
AP English Language and Composition	42	17
AP English Literature and Composition	93	63
AP Environmental Science	13	8
AP Italian Language and Culture	3	2
AP Macroeconomics	0	1
AP Music Theory	8	4
AP Physics 1	0	23
AP Physics B	28	0
AP Physics C	25	0
AP Physics C: Mechanics	0	24
AP Psychology	60	10
AP Spanish Language	24	22
AP Spanish Literature	9	6
AP Statistics	17	8
AP Studio Art—Two-Demensional	6	0



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AP/IB Course	Students Enrolled	Students Tested
AP U.S. Government and Politics	0	1
AP U.S. History	8	7
AP World History	67	36
Total Exams Taken		315
Exams with scores of at least 3 on AP exams or 4 on IB exams		196



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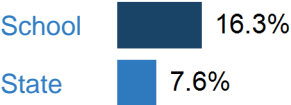
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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

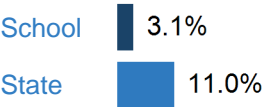
Career and Technical Education Participation

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)



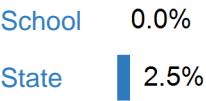
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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	417	53	17	0	0	0	52
10	61	330	60	18	0	0	17
11	26	49	246	52	0	2	46
12	4	15	65	74	49	15	125
Schoolwide	508	447	388	144	49	17	240
Enrolled in AP/IB Course					49	17	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	206	47	0	8	267	0
10	42	399	0	8	17	1
11	178	46	0	49	153	21
12	29	7	0	35	33	66
Schoolwide	455	499	0	100	470	88
Enrolled in AP/IB Course	19	24		13	53	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	18	501	0	0	0	2
10	37	418	9	5	2	39
11	298	78	4	17	13	38
12	36	31	11	127	30	82
Schoolwide	389	1028	24	149	45	161
Enrolled in AP/IB Course	67	8	0	60	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	297	25	45	0	0	0	0
10	282	37	60	0	0	0	0
11	184	24	25	0	0	0	0
12	92	9	10	0	0	0	0
Schoolwide	855	95	140	0	0	0	0
Enrolled in AP/IB Course	33	0	3	0	0	0	0
Enrolled in Level 3 or Higher	123	12	19	0	0	0	0
Earned Seal of Biliteracy	22	0	0	0	0	0	0



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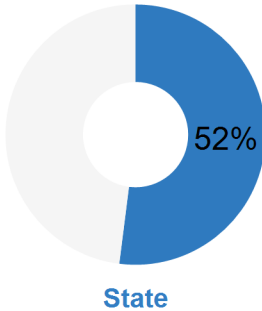
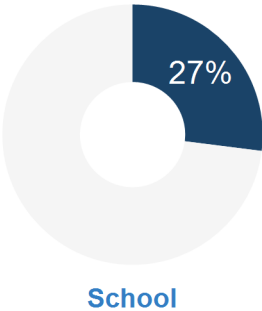
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Visual and Performing Arts – Course Participation

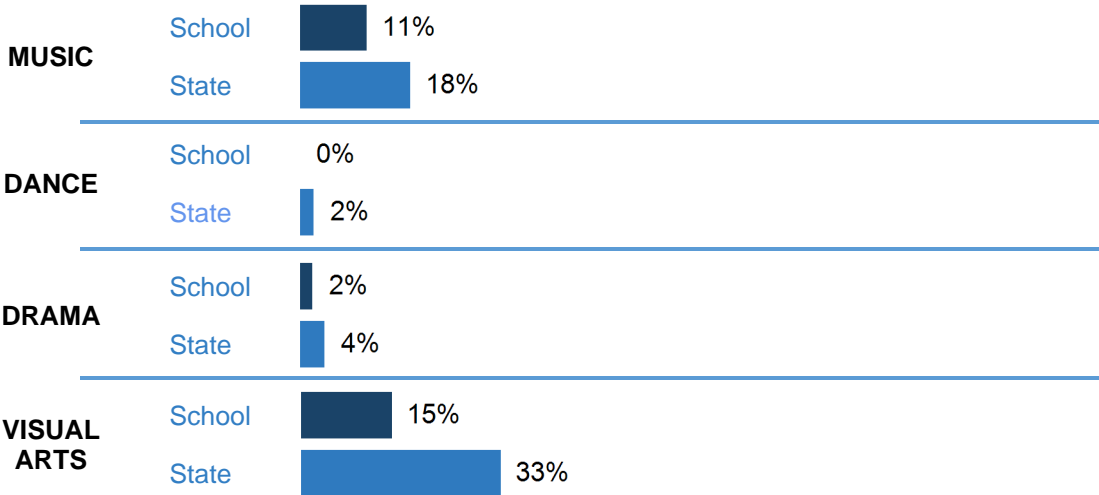
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines 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	92.1%	90.5%	91.8%	91.8%	90.4%	90.6%	Not Met	92.2%	87.2%	Met Target
White	93.6%	94.5%	94.2%	95.1%	92.4%	95.0%	Not Met	96.3%	N	Met Goal
Hispanic	94.5%	84.3%	90.0%	86.3%	87.7%	93.3%	Not Met	94.0%	91.2%	Met Target
Black or African American	*	83.4%	92.4%	85.3%	92.4%	78.4%	Met Target	82.7%	78.0%	Met Target
Asian, Native Hawaiian or Pacific Islander	93.6%	96.6%	93.6%	97.5%	93.6%	95.0%	Not Met	100.0%	N	Met Goal
American Indian or Alaska Native	*	92.3%	N	86.6%	N	N	N	*	**	**
Two or More Races	N	91.9%	N	93.7%	N	N	N	*	**	**
Economically Disadvantaged Students	89.8%	83.9%	89.5%	85.6%	87.1%	88.8%	Not Met	90.3%	85.9%	Met Target
Students with Disabilities	73.9%	78.8%	78.7%	82.1%	71.8%	81.5%	Not Met	85.7%	82.0%	Met Target
English Learners	92.3%	76.1%	94.0%	79.7%	90.2%	86.2%	Met Target	91.4%	92.7%	Not Met
Homeless Students	100.0%	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	92.1%	-
2016	90.4%	91.8%
2015	90.4%	92.2%

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	0.5%	1.1%
2015-2016	0.3%	1.1%
2014-2015	0.5%	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	71.1%	40.3%	59.7%
White	78.8%	26.9%	73.1%
Hispanic	62%	51.7%	48.3%
Black or African American	76.6%	37.8%	62.2%
Asian, Native Hawaiian, or Pacific Islander	89.3%	32%	68%
American Indian or Alaska Native	0%	0%	0%
Two or More Races	N	N	N
Economically Disadvantaged Students	68.3%	41.1%	58.9%
Students with Disabilities	51.3%	55%	45%
English Learners	33.3%	50%	50%

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	74.8%	42.4%	57.6%	81.2%	18.8%	81.2%	18.8%
White	87.8%	32.9%	67.1%	79.8%	20.3%	77.2%	22.8%
Hispanic	68.7%	49.6%	50.4%	84.3%	15.8%	89.8%	10.2%
Black or African American	76.1%	38.2%	61.8%	76.4%	23.6%	69.7%	30.3%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	74.7%	44.4%	55.6%	80.3%	19.7%	82.4%	17.6%
Students with Disabilities	64.6%	67.7%	32.3%	87.1%	12.9%	80.7%	19.4%
English Learners	34.6%	88.9%	11.1%	88.9%	11.1%	88.9%	11.1%



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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

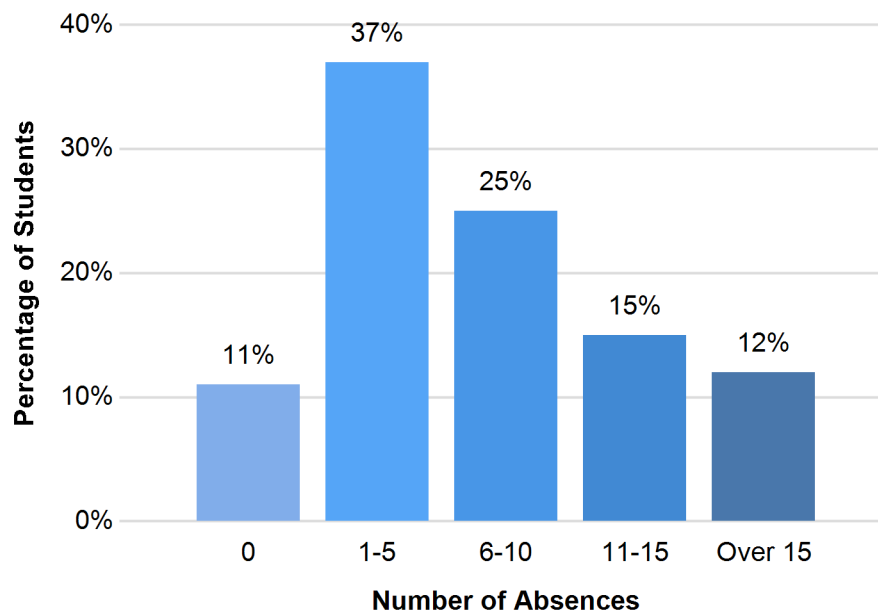
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.20	14.30	Met Target
White	8.20	14.30	Met Target
Hispanic	8.40	14.30	Met Target
Black or African American	8.80	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	2.50	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	8.30	14.30	Met Target
Students with Disabilities	11.00	14.30	Met Target
English Learners	6.60	14.30	Met Target

** 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.



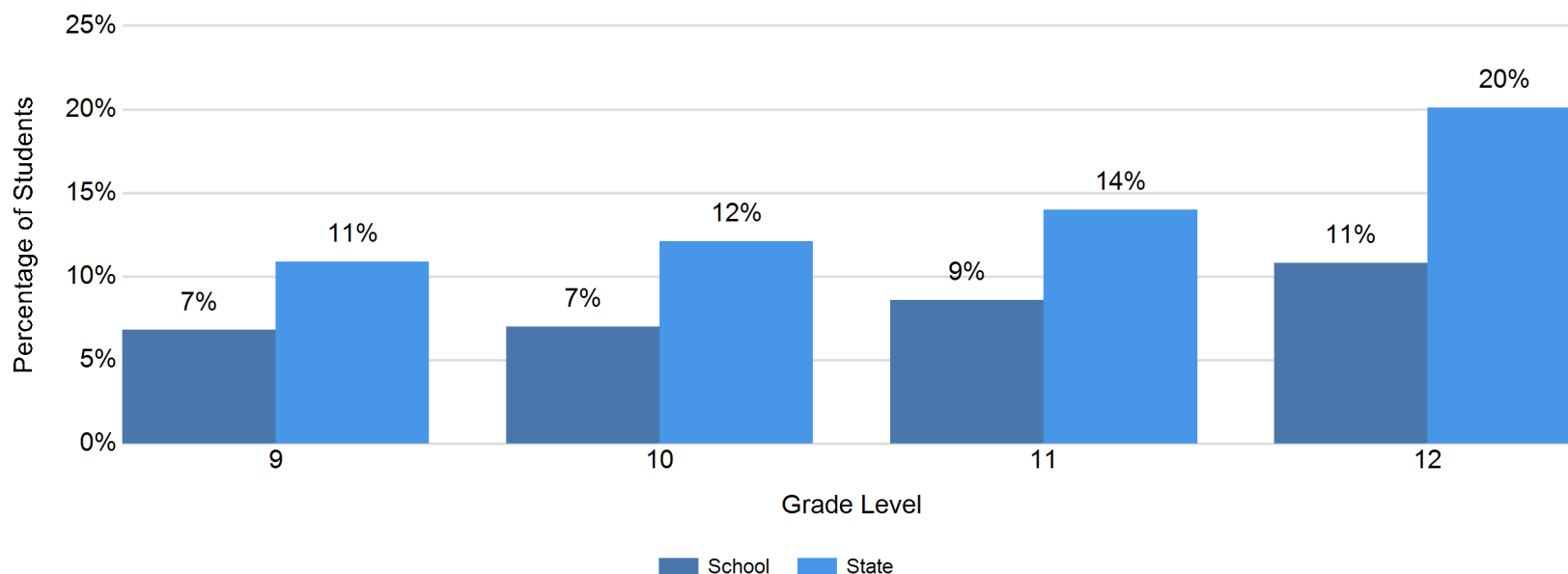


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Chronic Absenteeism by Grade

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	8:15AM
Typical End Time	2:25PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	2 Hrs. 50 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	27
Vandalism	3
Weapons	0
Substances	7
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	46
Incidents Per 100 Students Enrolled	2.52

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	11.7%
Out-of-School Suspensions	6.5%
Any Suspension	18.1%

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	174.8 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	\$682	\$15,006	\$15,688



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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	140	120,724
Average years experience in public schools	11.0	11.8
Average years experience in district	11.0	10.5
Teachers in district for 4 or more years	83%	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	34	9,506
Average years experience in public schools	15.8	15.9
Average years experience in district	15.8	11.6
Administrators in district for 4 or more years	74%	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	13:1	14:1
Administrators	203:1	168:1
Librarian/Media Specialists		953:1
Nurses		636:1
Counselors		636:1
Child Study Team		212:1



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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.

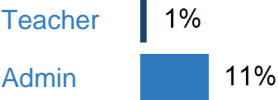
Bachelor's Degree



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	92%	89%
2015-16 Administrators: Same district 2016-17	86%	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	99%



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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	77.6	17.5%
Mathematics Proficiency	45.9	17.5%
Graduation - 4-Year	35.2	25.0%
Graduation - 5-Year	43.5	25.0%
Chronic Absenteeism	75.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		52.6
Summative Rating: Percentile rank of Summative Score		54.1
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	52.6	6.2	No	Met Target	Met Target	Met Target	Not Met	Met Target	No
White	56.0	6.2	No	Met Target	Met Target	Met Target	Not Met	Met Goal	No
Hispanic	69.9	6.2	No	Met Target	Met Target	Met Target	Not Met	Met Target	No
Black or African American	61.9	6.2	No	Met Target	Not Met	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	50.5	6.2	No	Met Goal	Met Target†	Met Target	Not Met	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	N	**	No
Two or More Races	**	**	No	**	**	**	N	**	No
Economically Disadvantaged Students	69.9	6.2	No	Met Target	Met Target†	Met Target	Not Met	Met Target	No
Students with Disabilities	51.7	6.2	No	Met Target	Met Target†	Met Target	Not Met	Met Target	No
English Learners	72.5	6.2	No	Met Target	Not Met	Met Target	Met Target	Not Met	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.



Hackensack High School
2016-2017
Grade Span 09-12



03-1860-050
 BERGEN
 HACKENSACK CITY
 FIRST & BEECH STREETS
 HACKENSACK, NJ 07601

School General Info

Principal:	Mr. Montesano	Email Address:	jim.montesano@hackensackschools.org
Address:	FIRST & BEECH STREETS HACKENSACK, NJ 07601	Website:	http://www.hackensackschools.org/High.cfm?subpage=239375
Phone:	(201)646-7900		

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"> • Hackensack High School was recognized as one of the top high schools in America via U.S. News and World Reports • Hackensack High School's Academic Decathlon Team won the NJ Regional Tournament in 2017 • HHS was recently named to the Advanced Placement Honor Roll by College Board for equity and diversity.
 Mission, Vision, Theme:	<p>"Reaching All Learners" HHS is a learning community that fosters an appreciation for cultural diversity, intellectual growth, and individual diligence. We strive to prepare students to accept life's challenges by encouraging them to be open-minded, reflective, life-long learners who have integrity and respect for others. HHS in partnership with our community, will develop citizens who make a difference in their community.</p>
 Awards, Recognition, Accomplishments:	<p>HHS was noted in "School Matters," a publication of Standards and Poor, as one of three New Jersey high schools that significantly narrowed the achievement gap for disadvantaged students. In addition, HHS was also recognized as a top high school in America by Newsweek Magazine several times. HHS was recognized as a Top High School U.S. News and World Reports in 2017.</p>



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Courses, Curriculum, Instruction:

HHS provides a wide range of educational opportunities to our students. We have challenged our students to take college level course work, including Advanced Placement and dual-enrollment Middle College courses. Students can choose from over 200 course offerings, including performing and fine arts, technology, career-based, business, and computer courses. New course additions include Graphic Arts, M in Stem, and Multicultural Literature.



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Ice Hockey (Co-ed), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Co-ed)

HHS has a rich athletic history that is clearly embedded in the fabric of our school culture. To balance a strong academic program and to further educate the whole student, a child must seek challenges beyond the classroom. To enrich our student's co-curricular experiences, we offer 26 sports teams and over 50 clubs and activities. Impressively, over 80% of the student body participates in our music program, clubs and/or sports.



Clubs and Activities:

Hackensack High School is proud to offer over 30 clubs and activities for students. These clubs have been developed so that students can challenge themselves, open their humanitarian spirit and increase their sense of self-worth outside of the traditional classroom setting. This is a great opportunity for students to meet new people and make new friends and join a group that will share their ideas and interests.



Before and After School Programs:

Hackensack High School employs a full-time parent outreach coordinator. The coordinator runs a Parent Outreach program to identify the academic, social and emotional needs of families in our community. The program also offers ESL and technology classes for parents at no cost. Additionally, at-risk students are offered homework help sessions and mathematics tutoring.








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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.

 Staff and Professional Learning:	<p>Hackensack High School's motto is "Reaching all Learners." We use that vision to drive our professional development. This year, our professional development focused on blended learning, student modifications for ESL and SE students, cultural competency, building communities and literacy across all departments. As a result of our literacy initiative, our PARCC scores have increased dramatically.</p>
 Postsecondary Information:	<p>Last year, over 86% of our students attended either 2 or 4 year colleges. Some of our recent graduates attended Cornell, West Point, University of North Carolina, Vanderbilt University, Cooper Union and Stanford. The High School offers a SAT course during the school day and also after school for free.</p>
 Student Supports and Services:	<p>Hackensack High School provides a wide array of student support services to ensure that each child has the tools needed for success. Services include transition services for students with disabilities, homework and academic assistance for ELL and SE students, and targeted tutoring for at-risk students. HHS also offers a Drop-in Center that provides counseling, tutoring, and career and health programs for all students.</p>
 Student Health and Wellness:	<p>HHS promotes health and skill related fitness through the participation in physical activities. The program and associated experiences are planned with special consideration for the needs of individuals as well as members of a social group. We believe the health of each individual is dependent on the establishment of understandings and habits, which promotes lifelong wellness. Additionally, the Health Office offers blood pressure and vision screenings in coordination with Hackensack Hospital.</p>
 Parent and Community Involvement:	<p>Hackensack High School provides parents and community members with a multitude of opportunities to be involved in the educational process. Parents can join our PTSA, Parent Advisory Committee for Special Education or many of our athletic booster clubs and organizations. The community provides continuous support as evidenced by the \$250,000 in scholarships awarded yearly.</p>



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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers

Hackensack High School utilizes a culture and climate survey for parents, students, administrators and teachers. The survey is administered during the first and fourth marking periods. Survey results indicated that students felt safe at school, enjoyed coming to school and enjoyed the extra-curricular activities. One of the school's favorite activities are the pep-rallies.



Facilities:

Hackensack High School was founded in 1894. The cornerstone for its present location at First and Beech Streets in Hackensack was laid on December 2, 1916. The 1966 expansion of Hackensack High School added the neighboring Beech Street School and extended a two-story bridge over First Street. Recent facility upgrades include a renovated library, MAC computer lab and fitness center.



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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.



Other Information:

Hackensack High School’s administrators, teachers, guidance counselors, nurses, and staff members are committed to making sure that every student graduating from Hackensack High School has a career plan that includes an educational component either on-the-job or in an educational setting (military, technical, two-or four-year college or apprenticeship). The key to a rewarding and successful educational experience is for our students to balance school with the values of family and community. Together, we are striving to produce an educated young adult committed to lifelong learning and ready to contribute to society. Hackensack High School receives great support from the community, which is evidenced by the wide range of educational opportunities provided to our students. Students can choose from over 200 course offerings, including dual-enrollment Middle College and Project Acceleration electives, Advanced Placement, performing and fine arts, technology, career-based, business, and computer courses. Since 2015-6, Hackensack High School has embarked on a 1:1 Chromebook Initiative for all students. We believe that a successful 1:1 initiative will redefine the traditional roles of student and teacher moving from a teacher centered classroom to one where student learning is individualized. This initiative will change the way information is shared, and how we interact and communicate with others so that our students become enlightened digital natives prepared for any opportunity in the ever changing arena of digital globalization.




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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
5	336	318	343
6	335	340	324
7	336	341	361
8	340	356	337
Ungraded	71	45	71
Total	1418	1400	1436

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	49%	51%	49%
Male	51%	49%	51%
Economically Disadvantaged Students	72%	73%	72%
Students with Disabilities	20%	19%	21%
English Learners	5%	6%	7%
Homeless Students			2%
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
Hispanic	63.9%
Black or African American	25.9%
White	5.2%
Asian	4.2%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.1%
Two or More Races	0.4%

Enrollment by Home Language

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

Home Language	% of Students
Spanish	49.3%
English	46.6%
Other	4.3%



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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	1324	98.9	46.80	49.40	54.90	46.8	43.8	Met Target
White	72	97.6	52.80	*	63.90	52.8	58.7	Met Target†
Hispanic	850	99.7	43.40	44.90	39.80	43.4	42.1	Met Target
Black or African American	333	97.6	48.00	48.00	35.20	48	39.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	60	98.5	81.60	80.30	80.70	81.6	71.3	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	658	98.6	53.80	57.40	62.20	53.8		
Male	666	99.3	39.90	41.90	48.10	39.9		
Economically Disadvantaged Students	893	99.4	40.90	42.20	36.20	40.9	39.8	Met Target
Non-Economically Disadvantaged Students	431	98.1	59.20	61.40	65.80	59.2		
Students with Disabilities	291	97.8	11.30	14.20	20.50	11.3	13.9	Met Target†
Students without Disabilities	1033	99.3	56.80	58.50	61.90	56.8		
English Learners	176	100.0	17.00	18.00	25.20	17	11.9	Met Target
Non-English Learners	1148	98.8	51.40	54.00	57.40	51.4		
Homeless Students	16	100.0	37.60	39.10	26.40	37.6		
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 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	357	745	745	756	9%	19%	30%	36%	6%	42%	59%
White	22	757	757	763	*	*	*	*	*	46%	69%
Hispanic	240	743	743	743	*	18%	32%	37%	*	40%	44%
Black or African American	81	740	740	740	*	25%	28%	31%	*	37%	39%
Asian, Native Hawaiian, or Pacific Islander	13	775	775	779	0%	*	*	*	*	85%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	168	753	753	761	*	11%	32%	42%	*	51%	66%
Male	189	737	737	750	*	26%	29%	30%	*	33%	53%
Economically Disadvantaged Students	242	740	740	740	*	21%	34%	32%	*	35%	40%
Non-Economically Disadvantaged Students	115	754	754	765	*	16%	24%	44%	*	55%	71%
Students with Disabilities	83	712	712	725	*	*	*	*	*	*	22%
Students without Disabilities	274	754	754	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	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 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	327	744	744	752	7%	24%	29%	32%	8%	40%	54%
White	19	754	754	758	0%	*	*	*	*	47%	63%
Hispanic	207	740	740	740	6%	28%	33%	27%	6%	33%	38%
Black or African American	83	746	746	736	*	22%	22%	37%	*	48%	32%
Asian, Native Hawaiian, or Pacific Islander	13	766	766	776	*	0%	*	*	*	85%	81%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	171	749	749	758	*	25%	26%	35%	*	46%	61%
Male	156	739	739	746	*	24%	33%	28%	*	34%	46%
Economically Disadvantaged Students	211	738	738	737	*	27%	30%	28%	*	34%	34%
Non-Economically Disadvantaged Students	116	753	753	761	*	19%	27%	39%	*	52%	65%
Students with Disabilities	56	717	717	722	*	*	*	*	*	*	17%
Students without Disabilities	271	749	749	758	*	*	*	*	*	*	61%
English Learners	14	699	699	710	*	*	*	*	*	*	*
Non-English Learners	313	746	746	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	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	355	747	747	756	10%	14%	26%	35%	15%	50%	59%
White	23	748	748	764	*	*	*	*	*	52%	69%
Hispanic	199	748	748	742	10%	12%	27%	34%	17%	51%	44%
Black or African American	113	742	742	737	*	19%	32%	35%	*	42%	38%
Asian, Native Hawaiian, or Pacific Islander	17	773	773	784	0%	*	0%	*	*	88%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	178	754	754	764	6%	11%	26%	38%	20%	57%	68%
Male	177	741	741	749	14%	18%	27%	32%	10%	42%	51%
Economically Disadvantaged Students	233	746	746	739	7%	16%	34%	31%	13%	44%	40%
Non-Economically Disadvantaged Students	122	750	750	766	15%	12%	12%	43%	18%	61%	70%
Students with Disabilities	82	717	717	719	24%	42%	18%	16%	0%	16%	19%
Students without Disabilities	273	756	756	763	6%	6%	29%	40%	19%	60%	67%
English Learners	14	697	697	701	*	*	*	*	*	*	*
Non-English Learners	341	749	749	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	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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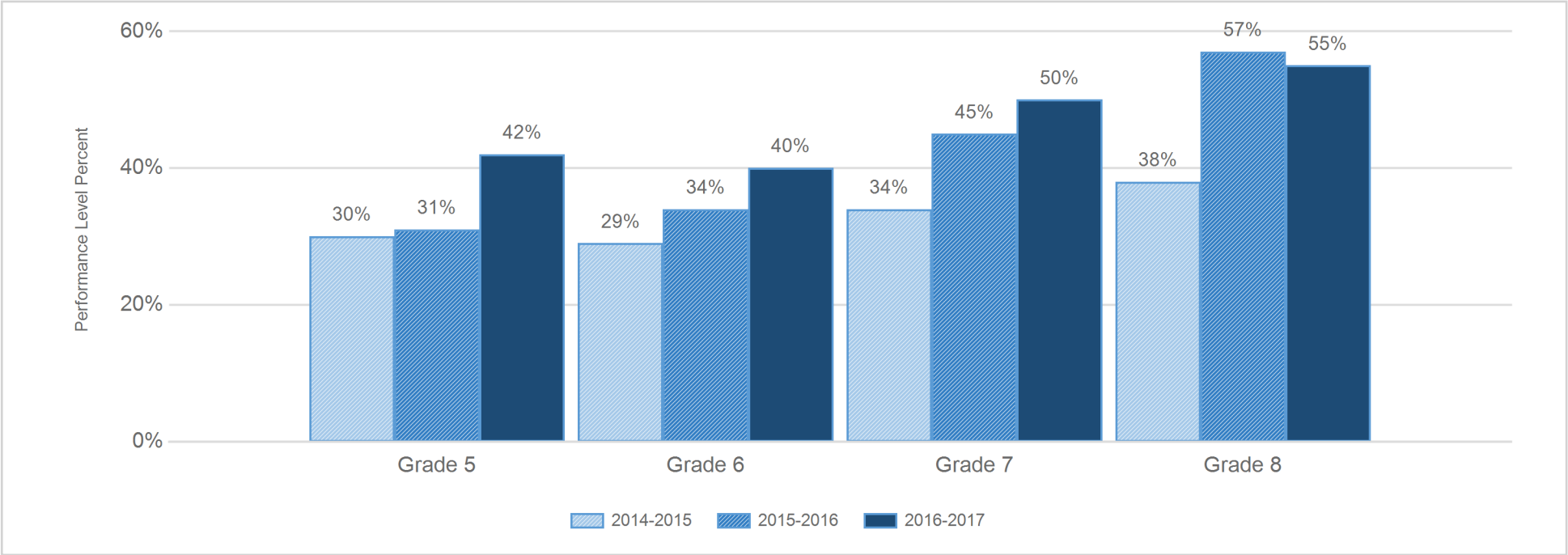
English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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	343	752	752	757	11%	10%	25%	41%	14%	55%	59%
White	13	756	756	764	*	*	*	*	*	69%	68%
Hispanic	221	747	747	742	13%	12%	27%	37%	12%	49%	44%
Black or African American	88	757	757	738	*	*	23%	51%	13%	64%	39%
Asian, Native Hawaiian, or Pacific Islander	19	779	779	786	*	*	*	*	*	74%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	160	760	760	766	6%	8%	23%	43%	20%	63%	68%
Male	183	745	745	749	15%	12%	26%	39%	9%	48%	50%
Economically Disadvantaged Students	228	747	747	739	*	*	27%	39%	11%	50%	40%
Non-Economically Disadvantaged Students	115	761	761	766	*	*	19%	44%	21%	65%	69%
Students with Disabilities	64	716	716	718	*	*	*	*	*	*	18%
Students without Disabilities	279	760	760	764	*	*	*	*	*	*	67%
English Learners	19	690	690	701	*	*	*	*	*	*	*
Non-English Learners	324	756	756	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	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%

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	1338	98.8	29.70	30.60	43.50	29.7	27.2	Met Target
White	72	96.4	45.90	*	52.40	45.9	39.4	Met Target
Hispanic	859	99.7	26.80	28.20	27.60	26.8	26.7	Met Target
Black or African American	332	97.4	27.70	25.90	21.70	27.7	20.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	60	98.5	66.70	60.30	75.60	66.7	55.5	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	23.80	44.90	23.1	**	**
Female	662	98.6	30.30	30.90	44.10	30.3		
Male	676	99.1	29.30	30.20	42.90	29.3		
Economically Disadvantaged Students	905	99.2	26.10	27.20	25.10	26.1	23.8	Met Target
Non-Economically Disadvantaged Students	433	98.1	37.40	36.00	54.30	37.4		
Students with Disabilities	289	97.1	*	10.60	16.50	*	11.2	Not Met
Students without Disabilities	1049	99.3	*	35.20	48.80	*		
English Learners	192	100.0	10.90	*	23.30	10.9	8	Met Target
Non-English Learners	1146	98.6	32.90	*	45.20	32.9		
Homeless Students	18	100.0	16.70	24.00	16.40	16.7		
Students In Foster Care	*	*	*	*	15.10	*		
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 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	368	730	730	747	*	33%	33%	21%	*	23%	46%
White	23	738	738	754	*	*	*	*	*	35%	57%
Hispanic	248	730	730	735	*	34%	36%	20%	*	21%	30%
Black or African American	82	725	725	729	*	38%	27%	20%	*	21%	22%
Asian, Native Hawaiian, or Pacific Islander	13	763	763	774	0%	0%	*	*	*	62%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	171	734	734	747	*	30%	38%	24%	*	26%	47%
Male	197	727	727	746	*	35%	28%	18%	*	21%	46%
Economically Disadvantaged Students	250	729	729	732	*	35%	32%	20%	*	22%	27%
Non-Economically Disadvantaged Students	118	734	734	756	*	28%	34%	23%	*	27%	59%
Students with Disabilities	83	714	714	725	*	*	*	*	*	*	19%
Students without Disabilities	285	735	735	751	*	*	*	*	*	*	52%
English Learners	20	706	706	717	*	*	*	*	*	10%	12%
Non-English Learners	348	732	732	748	*	*	*	*	*	24%	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	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 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	334	728	728	743	*	28%	25%	26%	*	27%	44%
White	19	743	743	751	*	*	*	*	0%	42%	54%
Hispanic	214	725	725	731	*	29%	25%	23%	*	24%	27%
Black or African American	82	727	727	724	*	31%	27%	23%	*	24%	20%
Asian, Native Hawaiian, or Pacific Islander	13	755	755	771	0%	*	0%	*	*	77%	77%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	174	727	727	745	*	31%	26%	25%	*	25%	45%
Male	160	729	729	742	*	26%	24%	27%	*	29%	43%
Economically Disadvantaged Students	218	724	724	728	*	28%	26%	*	*	23%	24%
Non-Economically Disadvantaged Students	116	735	735	752	*	28%	23%	*	*	36%	56%
Students with Disabilities	55	705	705	717	*	*	*	*	*	*	13%
Students without Disabilities	279	732	732	748	*	*	*	*	*	*	50%
English Learners	22	691	691	710	*	*	*	*	*	*	*
Non-English Learners	312	730	730	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	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	349	727	727	741	*	31%	34%	20%	*	20%	40%
White	21	734	734	748	*	*	*	*	0%	43%	49%
Hispanic	199	727	727	730	*	30%	37%	17%	*	18%	23%
Black or African American	111	723	723	726	*	33%	32%	*	*	18%	19%
Asian, Native Hawaiian, or Pacific Islander	14	745	745	764	0%	*	*	*	0%	50%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	172	727	727	743	*	30%	36%	20%	*	20%	41%
Male	177	727	727	740	*	32%	31%	20%	*	20%	38%
Economically Disadvantaged Students	235	726	726	729	*	33%	34%	17%	*	18%	22%
Non-Economically Disadvantaged Students	114	729	729	749	*	25%	33%	25%	*	25%	50%
Students with Disabilities	82	706	706	716	*	*	*	*	*	*	11%
Students without Disabilities	267	733	733	746	*	*	*	*	*	*	45%
English Learners	24	706	706	712	*	*	*	*	*	*	*
Non-English Learners	325	729	729	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	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	299	729	729	728	24%	18%	23%	34%	0%	34%	28%
White	*	*	*	736	*	*	*	*	*	*	35%
Hispanic	198	728	728	721	25%	18%	24%	33%	0%	33%	21%
Black or African American	76	732	732	715	18%	20%	28%	34%	0%	34%	15%
Asian, Native Hawaiian, or Pacific Islander	11	737	737	747	*	*	*	*	0%	55%	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	137	731	731	730	23%	18%	24%	34%	0%	34%	30%
Male	162	728	728	725	25%	18%	22%	35%	0%	35%	26%
Economically Disadvantaged Students	205	726	726	719	29%	18%	22%	32%	0%	32%	19%
Non-Economically Disadvantaged Students	94	735	735	734	15%	18%	27%	40%	0%	40%	34%
Students with Disabilities	63	707	707	705	48%	30%	*	16%	*	16%	*
Students without Disabilities	236	735	735	734	18%	15%	*	39%	*	39%	*
English Learners	27	689	689	703	*	*	*	*	*	*	*
Non-English Learners	272	733	733	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	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	43	767	733	743	*	*	*	91%	*	91%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	21	764	732	728	*	*	*	81%	*	81%	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	25	763	737	744	*	*	*	84%	*	84%	43%
Male	18	773	730	741	*	*	*	100%	*	100%	40%
Economically Disadvantaged Students	26	764	732	727	*	*	*	85%	*	85%	23%
Non-Economically Disadvantaged Students	17	771	735	751	*	*	*	100%	*	100%	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	43	767	738	747	*	*	*	91%	*	91%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	43	767	736	745	*	*	*	91%	*	91%	*
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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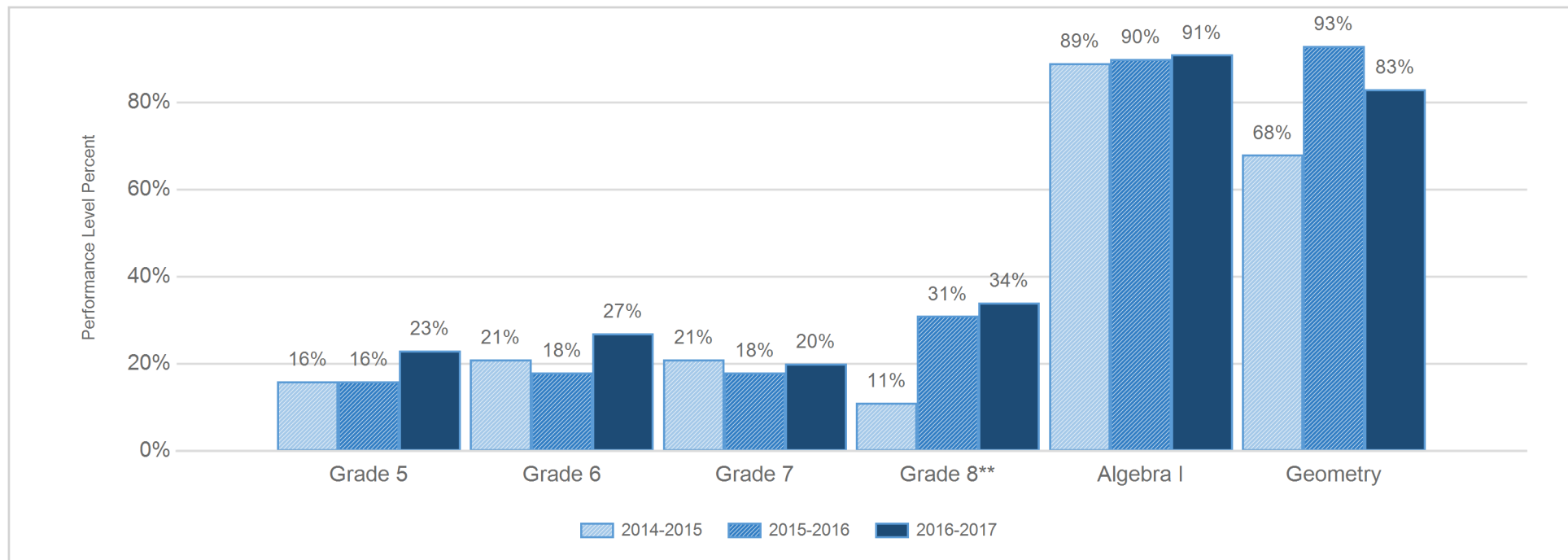
Mathematics Assessment - Performance by Test: Geometry

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	24	763	727	734	0%	0%	*	79%	*	83%	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	15	760	725	722	0%	0%	*	73%	*	80%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
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	13	760	728	735	*	*	*	*	*	77%	31%
Male	11	767	725	733	*	*	*	*	*	91%	30%
Economically Disadvantaged Students	11	758	724	721	0%	0%	*	*	*	73%	13%
Non-Economically Disadvantaged Students	13	767	729	740	0%	0%	*	*	*	92%	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	24	763	730	738	0%	0%	*	79%	*	83%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	24	763	727	735	0%	0%	*	79%	*	83%	*
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	*

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
5	*	*
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	39	*	*
2	17	*	*
3	17	*	*
4	*	*	*
5+	*	*	*



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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.

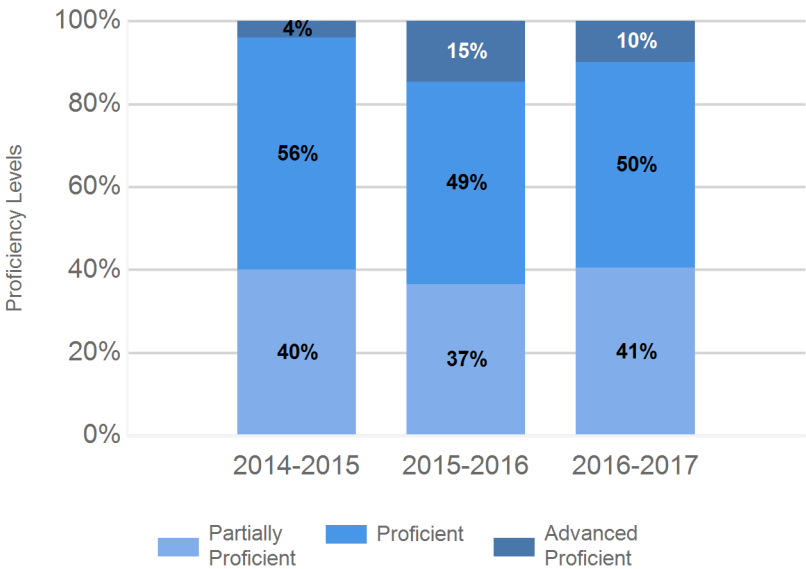
NJASK Science Assessment Performance: Grade 8

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	10%	50%	41%
White	23%	46%	31%
Hispanic	6%	52%	42%
Black or African American	12%	44%	43%
Asian, Native Hawaiian, or Pacific Islander	35%	45%	20%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	N	*	*
Students with Disabilities	N	25%	75%
English Learners	N	14%	86%

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	60	54	50	Exceeds Target	46	45	50	Met Target
White	51	49.5	50	Met Target	59.5	60	52	Met Target
Hispanic	58	54	49	Met Target	44	42	47	Met Target
Black or African American	60	*	45	Exceeds Target	46	*	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	81	73	60	Exceeds Target	68	67	59	Exceeds Target
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	57	52.5	47	Met Target	45	43	46	Met Target
Students with Disabilities	51	46	41	Met Target	35	35	43	Not Met
English Learners	53	*	53	Met Target	38.5	*	51	Not Met

** 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:

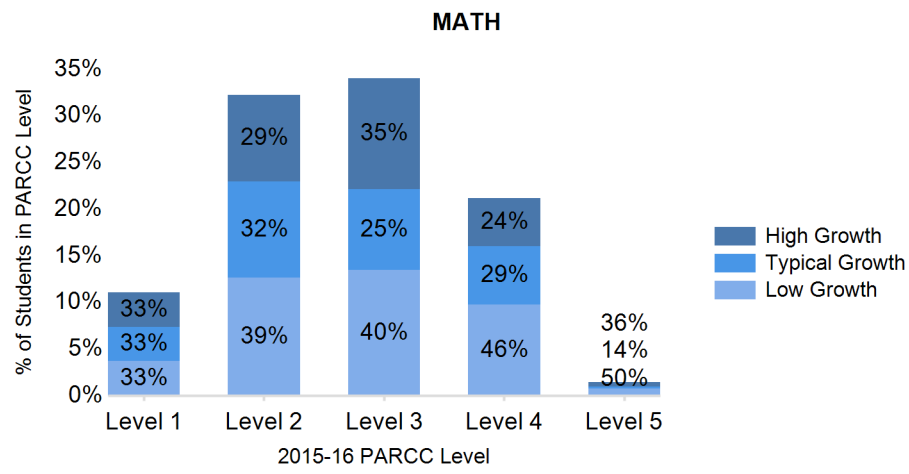
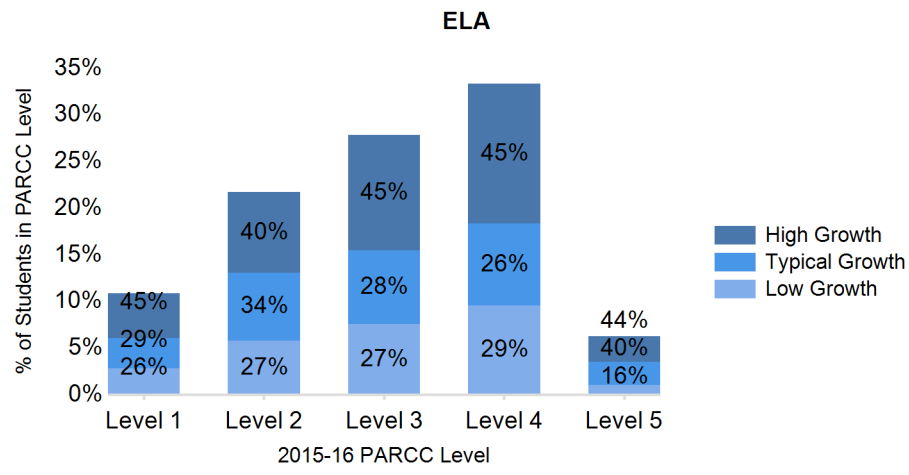
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

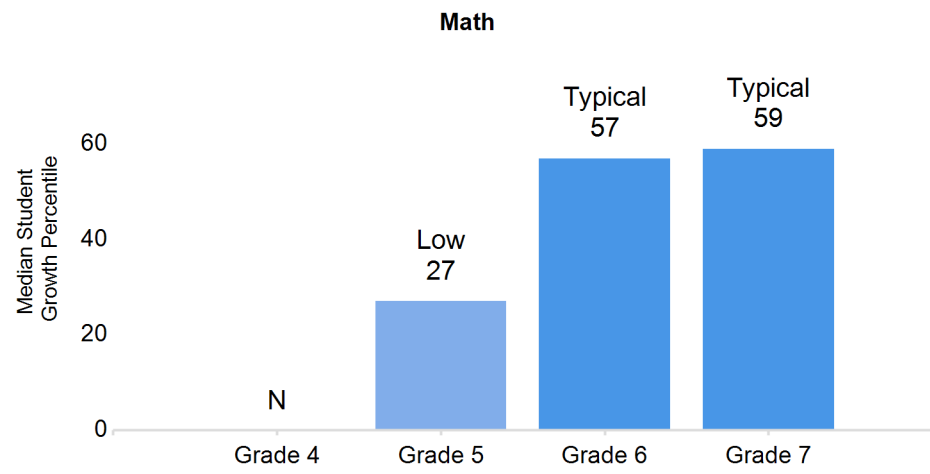
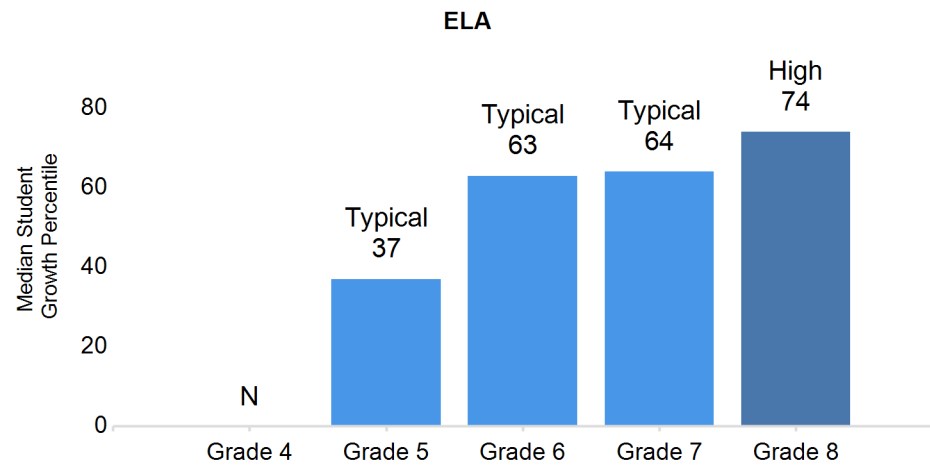
Student Growth by Performance Level

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.





Hackensack Middle School

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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	341
7	16	0	355
8	27	24	301
Schoolwide	43	24	997

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	303	0	0	0	0	0	0
7	315	0	0	0	0	0	0
8	260	0	56	0	0	0	0
Schoolwide	878	0	56	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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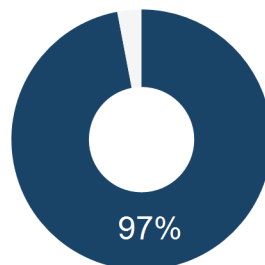
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Visual and Performing Arts – Course Participation

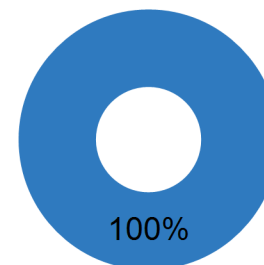
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

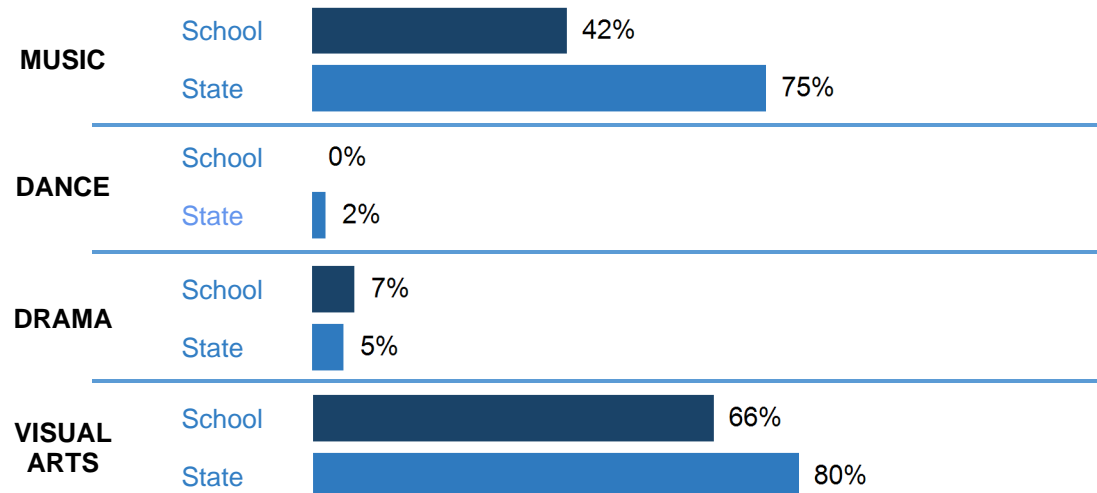


School



State

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

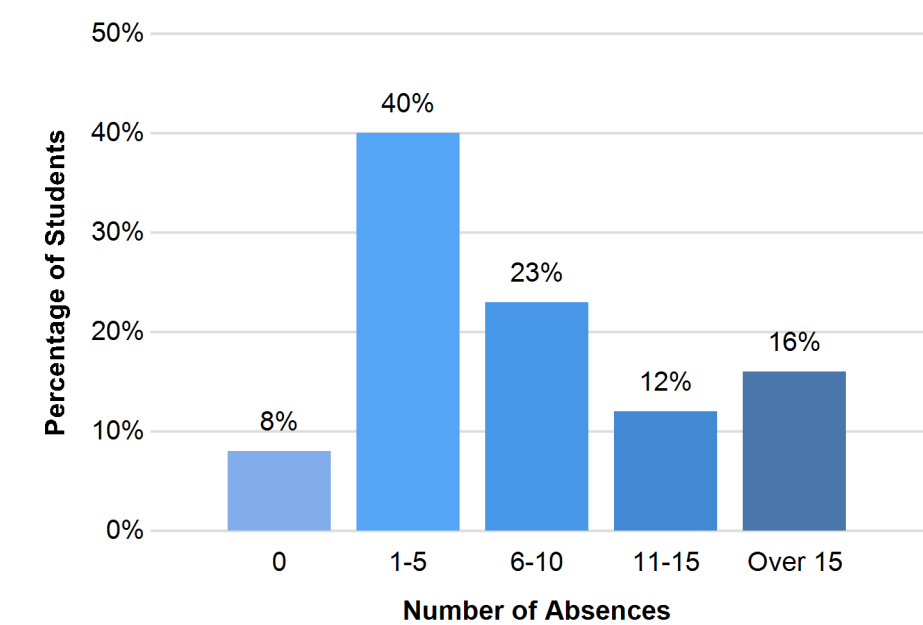
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	13.10	8.30	Not Met
White	20.80	8.30	Not Met
Hispanic	10.10	8.30	Not Met
Black or African American	19.10	8.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	9.20	8.30	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	11.80	8.30	Not Met
Students with Disabilities	15.50	8.30	Not Met
English Learners	5.60	8.30	Met Target

** 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.



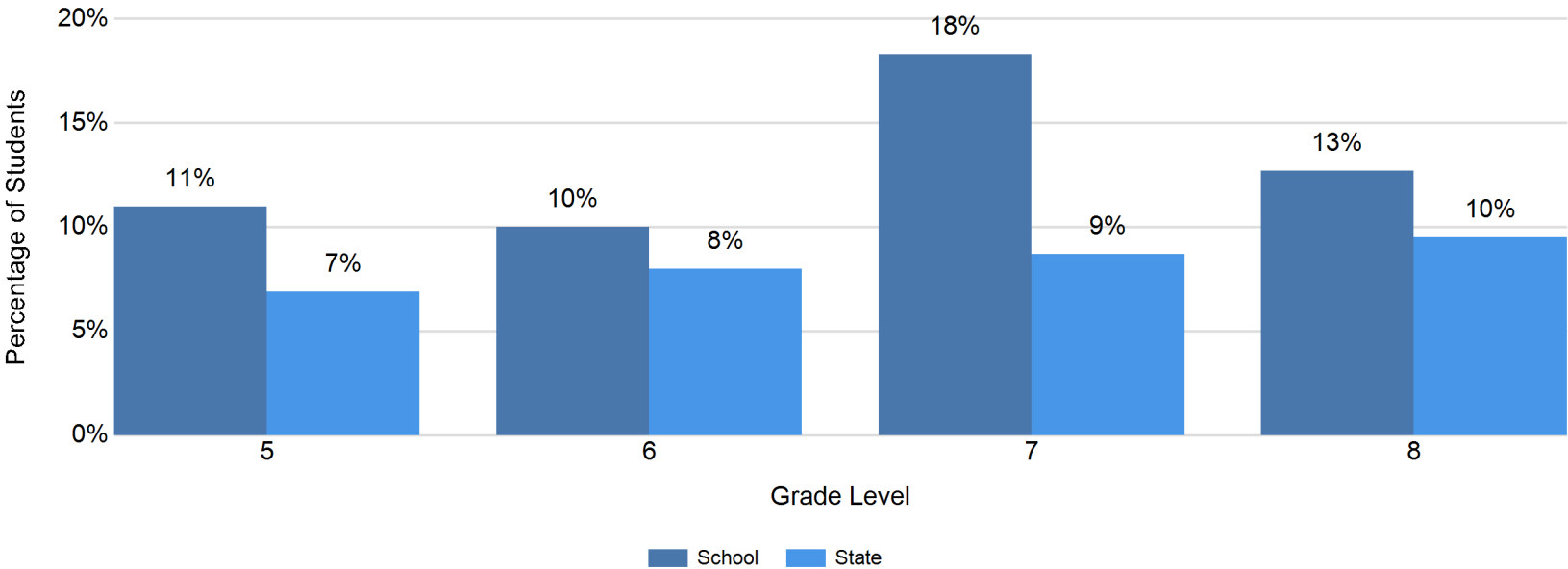


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Chronic Absenteeism by Grade

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	8:20AM
Typical End Time	2:55PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 0 Mins.
Shared Time - Instructional Time	2 Hrs. 30 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	15
Vandalism	1
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	19
Total Unique Incidents	36
Incidents Per 100 Students Enrolled	2.51

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	7.9%
Out-of-School Suspensions	6.1%
Any Suspension	14.0%

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	174.8 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	\$682	\$15,006	\$15,688



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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	110	120,724
Average years experience in public schools	11.4	11.8
Average years experience in district	11.4	10.5
Teachers in district for 4 or more years	86%	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	34	9,506
Average years experience in public schools	15.8	15.9
Average years experience in district	15.8	11.6
Administrators in district for 4 or more years	74%	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	13:1	14:1
Administrators	359:1	168:1
Librarian/Media Specialists		953:1
Nurses		636:1
Counselors		636:1
Child Study Team		212:1



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators 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.

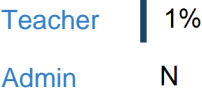
Bachelor's Degree



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	92%	89%
2015-16 Administrators: Same district 2016-17	86%	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	98%



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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	33.7	17.5%
Mathematics Proficiency	22.5	17.5%
English Language Arts Growth	82.2	25.0%
Mathematics Growth	40.8	25.0%
Chronic Absenteeism	14.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		42.7
Summative Rating: Percentile rank of Summative Score		38.4
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	42.7	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Met Target	No
White	38.9	11.9	No	Met Target†	Met Target	Not Met	Met Target	Met Target	No
Hispanic	50.3	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Black or African American	66.9	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	55.2	11.9	No	Met Goal	Met Target	Not Met	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	56.6	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	39.7	11.9	No	Met Target†	Not Met	Not Met	Met Target	Not Met	No
English Learners	36.4	11.9	No	Met Target	Met Target	Met Target	Met Target	Not Met	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. King	Email Address:	c.king@hackensackschools.org
Address:	360 UNION STREET HACKENSACK, NJ 07601	Website:	http://www.hackensackschools.org/Middle.cfm?subpage=239373
Phone:	(201)646-7842		

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"> • Technology is integrated daily in the classroom, with all students having access to Chromebooks. • Curriculum includes new STEM based courses: STEM Lab and STEM Design • Creation of Parent Academy
 Mission, Vision, Theme:	<p>Hackensack Middle School strives to be an inviting learning environment where a shared passion for learning and nurturing is developed and sustained. In collaboration with students, teachers, families, the community, and the entire school district, we will prepare all of our students with a comprehensive education. Through academics, the arts, athletics, and extracurricular experiences, our students will become productive and responsible lifelong learners.</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>Courses, Curriculum, Instruction:</p>	<p>Hackensack Middle School (HMS) is a fifth through eighth grade middle school with a population of approximately 1480 students. Students at HMS enjoy a wide range of educational programs and activities including inquiry-based science, STEM lab, advanced level math, G&T programs, STEM design, Computer Apps, Geometry, Spanish and Italian. Our English Language Arts program at HMS aims to instill a love of reading and develop strong writing skill in our students.</p>
 <p>Clubs and Activities:</p>	<p>In addition to the core academic subject areas, students at HMS are exposed to the visual and performing arts. Students have the opportunity to take classes in Creative Studio, Art, Music, T.V. Studio and Band during their 4 years at Hackensack Middle School. There are also after-school extra-curricular activities for students, including Drama club, Yearbook club, T.V. Studio club, Chorus club, Robotic club and Student Council.</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.

 Staff and Professional Learning:	One of the main goals of the HMS faculty is to collaborate with one another to increase academic achievement. The HMS faculty continues to improve their instructional skills by attending many in and out-of-district professional development for best practices and new instructional strategies. We recently concluded a school-wide initiative of providing chromebook carts in all instructional classrooms at Hackensack Middle School.
 Student Supports and Services:	In order to meet the needs of our students, both academic and social/emotional, HMS provides child study team services, school counselors, Bilingual education, English as a Second Language, occupational therapy and special education programming with related services.
 Parent and Community Involvement:	The PTA at HMS has been tremendously helpful in meeting the needs of the students. They support the school by sponsoring many academic programs, cultural events, book fairs and other activities.




Jackson Avenue
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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



Jackson Avenue
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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	44	52	35
KG	103	77	79
1	96	107	79
2	79	84	97
3	67	84	77
4	75	67	80
Ungraded	24	43	41
Total	488	514	488

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	47%	46%	49%
Male	53%	55%	51%
Economically Disadvantaged Students	84%	91%	65%
Students with Disabilities	12%	17%	18%
English Learners	13%	12%	15%
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
Hispanic	82.6%
Black or African American	8.2%
White	5.3%
Asian	3.3%
Native Hawaiian or Pacific Islander	0.6%
American Indian or Alaska Native	0.0%
Two or More Races	0.0%

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	42	52	18
PK - Full Day	0	0	17
KG - Half Day	0	0	0
KG - Full Day	107	77	79

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
Spanish	62.9%
English	33.4%
Tagalog	1.0%
Other	2.6%



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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	154	99.4	42.80	49.40	54.90	42.8	45.2	Met Target†
White	*	*	*	*	63.90	*	**	**
Hispanic	123	99.2	42.30	44.90	39.80	42.3	44.3	Met Target†
Black or African American	20	100.0	20.00	48.00	35.20	20	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	50.00	53.70	N	**	**
Two or More Races	N	N	N	53.30	54.90	N	**	**
Female	76	100.0	51.30	57.40	62.20	51.3		
Male	78	98.9	34.60	41.90	48.10	34.6		
Economically Disadvantaged Students	84	100.0	32.10	42.20	36.20	32.1	45.2	Not Met
Non-Economically Disadvantaged Students	70	98.7	55.70	61.40	65.80	55.7		
Students with Disabilities	29	100.0	17.20	14.20	20.50	17.2	N	N
Students without Disabilities	125	99.3	48.80	58.50	61.90	48.8		
English Learners	30	100.0	40.00	18.00	25.20	40	21	Met Target
Non-English Learners	124	99.2	43.50	54.00	57.40	43.5		
Homeless Students	N	N	N	39.10	26.40	N		
Students In Foster Care	N	N	N	42.90	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	82	745	742	749	*	20%	21%	45%	*	48%	50%
White	N	N	N	759	N	N	N	N	N	N	61%
Hispanic	63	746	739	734	*	18%	24%	46%	*	48%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	45	755	747	754	*	*	*	56%	*	60%	55%
Male	37	732	738	745	*	*	*	32%	*	32%	46%
Economically Disadvantaged Students	44	738	736	731	*	*	*	41%	*	41%	31%
Non-Economically Disadvantaged Students	38	752	753	762	*	*	*	50%	*	55%	63%
Students with Disabilities	13	707	717	720	*	*	*	*	*	*	24%
Students without Disabilities	69	752	747	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	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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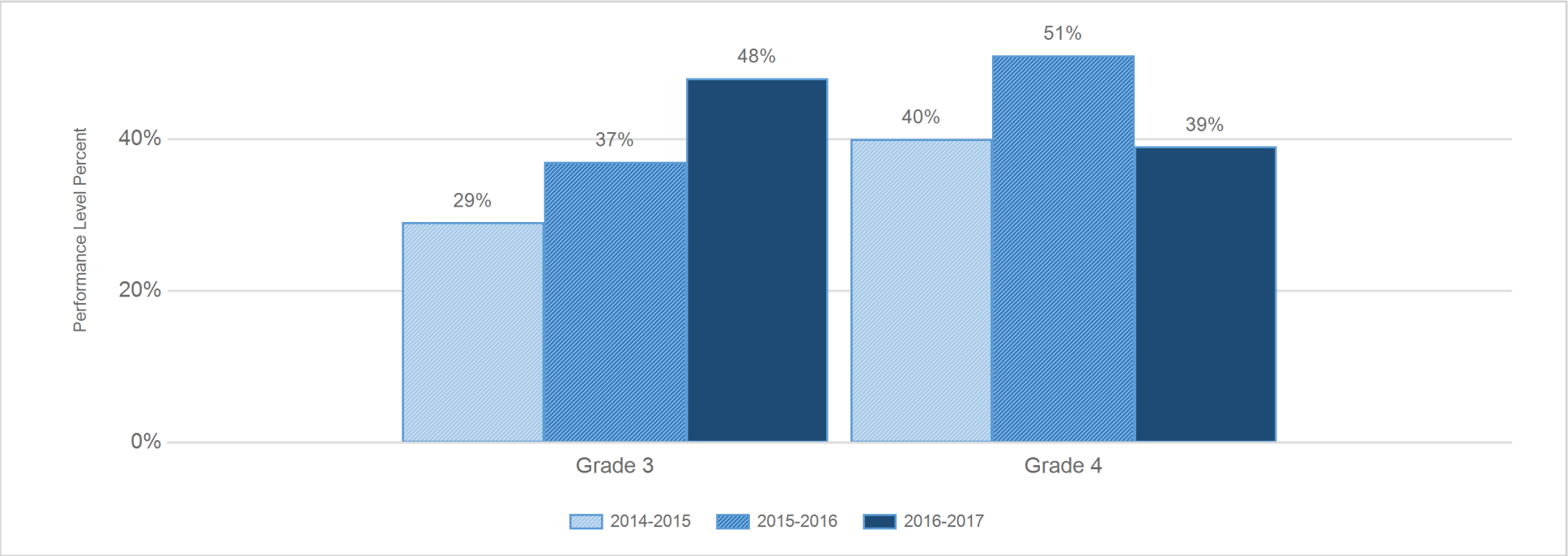
English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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	84	744	743	753	*	17%	39%	38%	*	39%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	68	742	739	740	*	19%	38%	37%	*	37%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	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	35	748	750	758	*	*	43%	40%	*	43%	61%
Male	49	741	738	749	*	*	37%	37%	*	37%	51%
Economically Disadvantaged Students	45	737	739	737	*	*	47%	27%	*	27%	36%
Non-Economically Disadvantaged Students	39	752	751	764	*	*	31%	51%	*	54%	69%
Students with Disabilities	17	733	715	725	*	*	*	*	*	29%	25%
Students without Disabilities	67	746	751	759	*	*	*	*	*	42%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	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%

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	156	99.4	36.50	30.60	43.50	36.5	39.4	Met Target†
White	*	*	*	*	52.40	*	**	**
Hispanic	125	99.3	36.00	28.20	27.60	36	41.8	Met Target†
Black or African American	20	100.0	20.00	25.90	21.70	20	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	16.70	42.50	N	**	**
Two or More Races	N	N	N	23.80	44.90	N	**	**
Female	77	100.0	35.10	30.90	44.10	35.1		
Male	79	98.9	38.00	30.20	42.90	38		
Economically Disadvantaged Students	85	100.0	30.60	27.20	25.10	30.6	39.4	Not Met
Non-Economically Disadvantaged Students	71	98.8	43.60	36.00	54.30	43.6		
Students with Disabilities	29	100.0	20.70	10.60	16.50	20.7	N	N
Students without Disabilities	127	99.3	40.20	35.20	48.80	40.2		
English Learners	32	100.0	37.50	*	23.30	37.5	32.1	Met Target
Non-English Learners	124	99.2	36.30	*	45.20	36.3		
Homeless Students	N	N	N	24.00	16.40	N		
Students In Foster Care	N	N	N	40.00	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	84	746	745	751	*	12%	38%	41%	*	45%	53%
White	N	N	N	759	N	N	N	N	N	N	63%
Hispanic	65	747	743	738	*	*	37%	40%	*	45%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	45	748	745	751	*	*	40%	42%	*	49%	52%
Male	39	744	745	751	*	*	36%	39%	*	41%	53%
Economically Disadvantaged Students	45	742	740	736	*	*	38%	42%	*	44%	34%
Non-Economically Disadvantaged Students	39	751	752	761	*	*	39%	39%	*	46%	65%
Students with Disabilities	13	713	726	729	*	*	*	*	*	15%	29%
Students without Disabilities	71	752	748	755	*	*	*	*	*	51%	57%
English Learners	10	746	733	724	*	*	*	*	*	30%	21%
Non-English Learners	74	746	746	753	*	*	*	*	*	47%	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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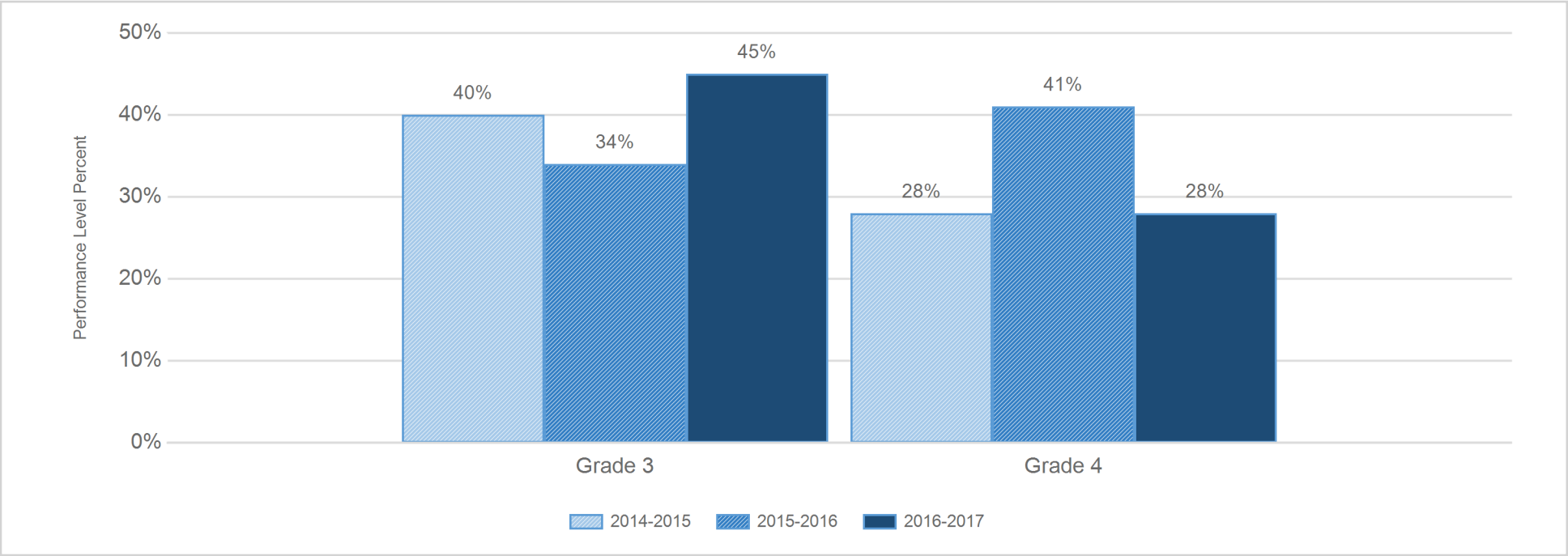
Mathematics Assessment - Performance by Grade: Grade 4

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	86	735	736	747	*	26%	40%	28%	*	28%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	70	735	733	734	*	24%	41%	27%	*	27%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	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	37	731	737	747	*	27%	43%	*	*	19%	47%
Male	49	738	736	747	*	25%	37%	*	*	35%	48%
Economically Disadvantaged Students	45	731	733	732	*	27%	47%	*	*	18%	27%
Non-Economically Disadvantaged Students	41	740	742	757	*	24%	32%	*	*	39%	61%
Students with Disabilities	17	730	716	724	*	*	*	*	*	24%	22%
Students without Disabilities	69	737	742	751	*	*	*	*	*	29%	52%
English Learners	10	732	722	716	*	*	*	*	*	30%	12%
Non-English Learners	76	736	738	749	*	*	*	*	*	28%	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%

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	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	13	*	*
2	26	80.8%	19.2%
3	13	*	*
4	*	*	*
5+	*	*	*



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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.

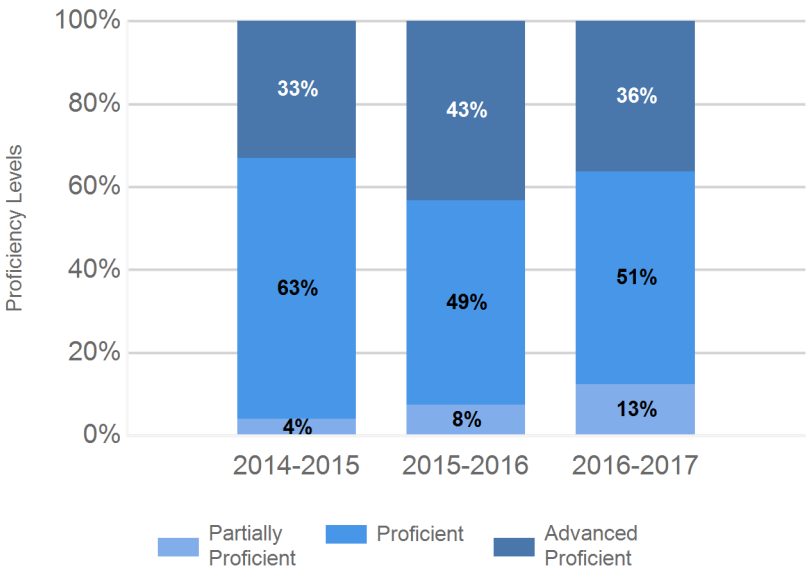
NJASK Science Assessment Performance: Grade 4

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	36%	51%	13%
White	*	*	*
Hispanic	35%	54%	11%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	37%	51%	13%
Students with Disabilities	*	*	N
English Learners	*	*	*

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	37	54	50	Not Met	41	45	50	Met Target
White	*	49.5	50	**	*	60	52	**
Hispanic	37.5	54	49	Not Met	39	42	47	Not Met
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	*	73	60	**	*	67	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	33	52.5	47	Not Met	37	43	46	Not Met
Students with Disabilities	38	46	41	**	61	35	43	**
English Learners	69	*	53	**	35.5	*	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:

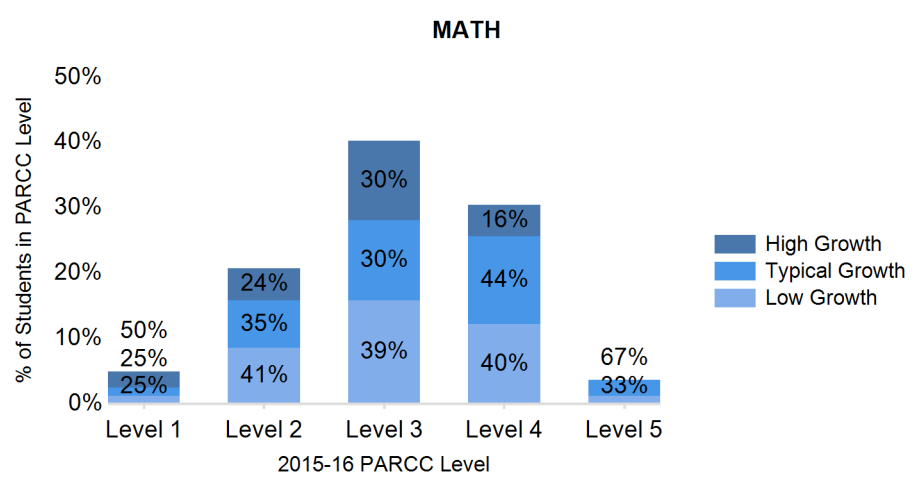
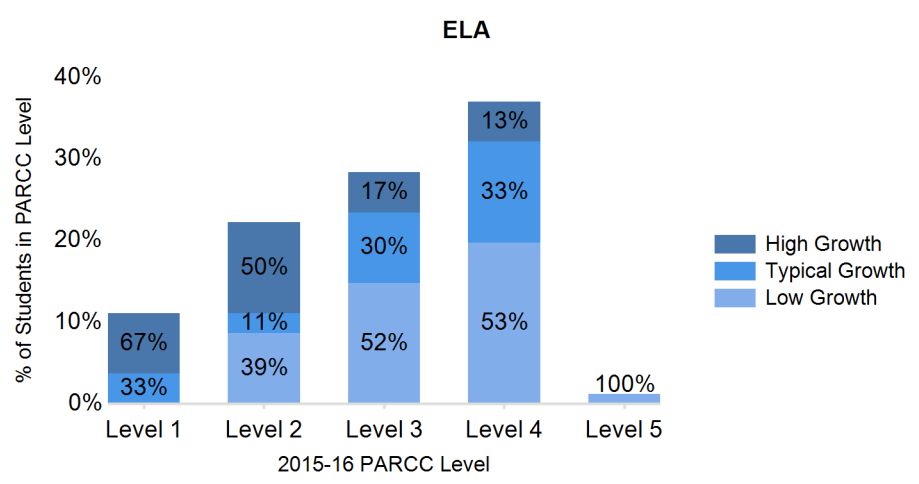
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

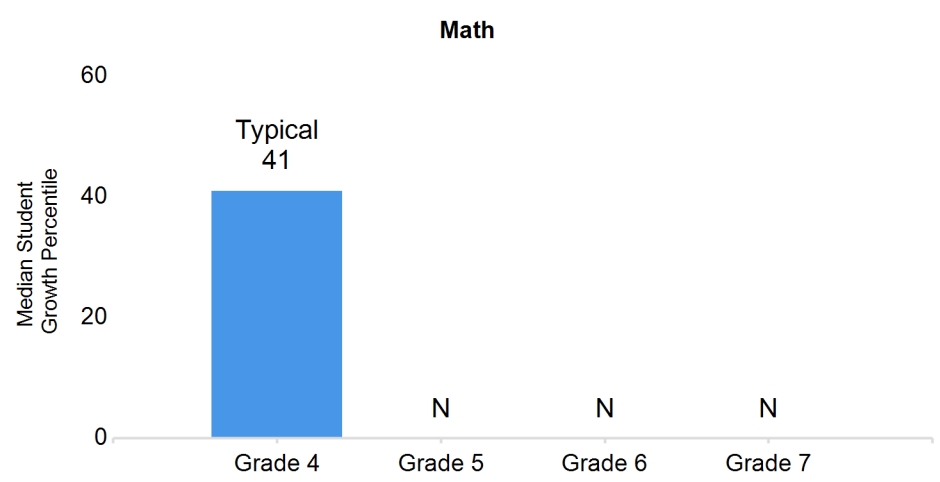
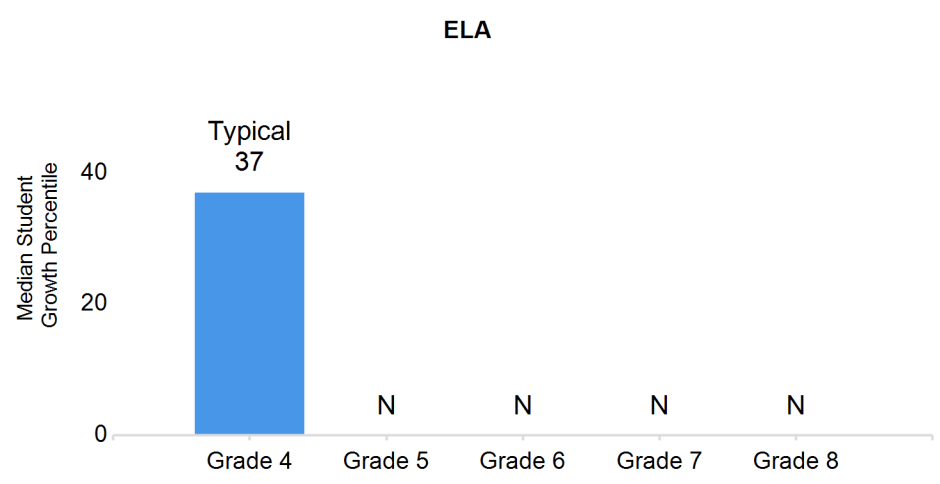
Student Growth by Performance Level

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

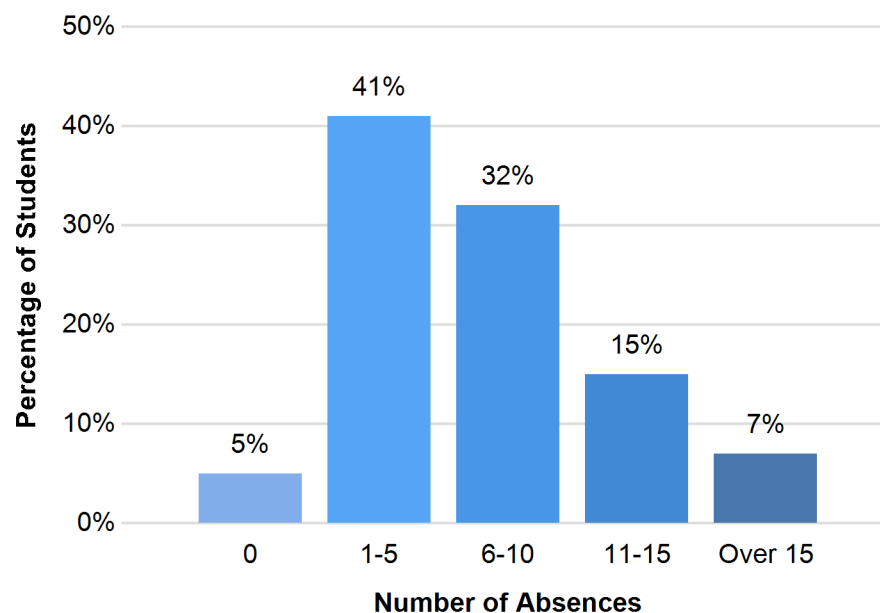
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.00	8.70	Met Target
White	N	**	**
Hispanic	3.70	8.70	Met Target
Black or African American	8.10	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	5.90	8.70	Met Target
Students with Disabilities	6.80	8.70	Met Target
English Learners	4.30	8.70	Met Target

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

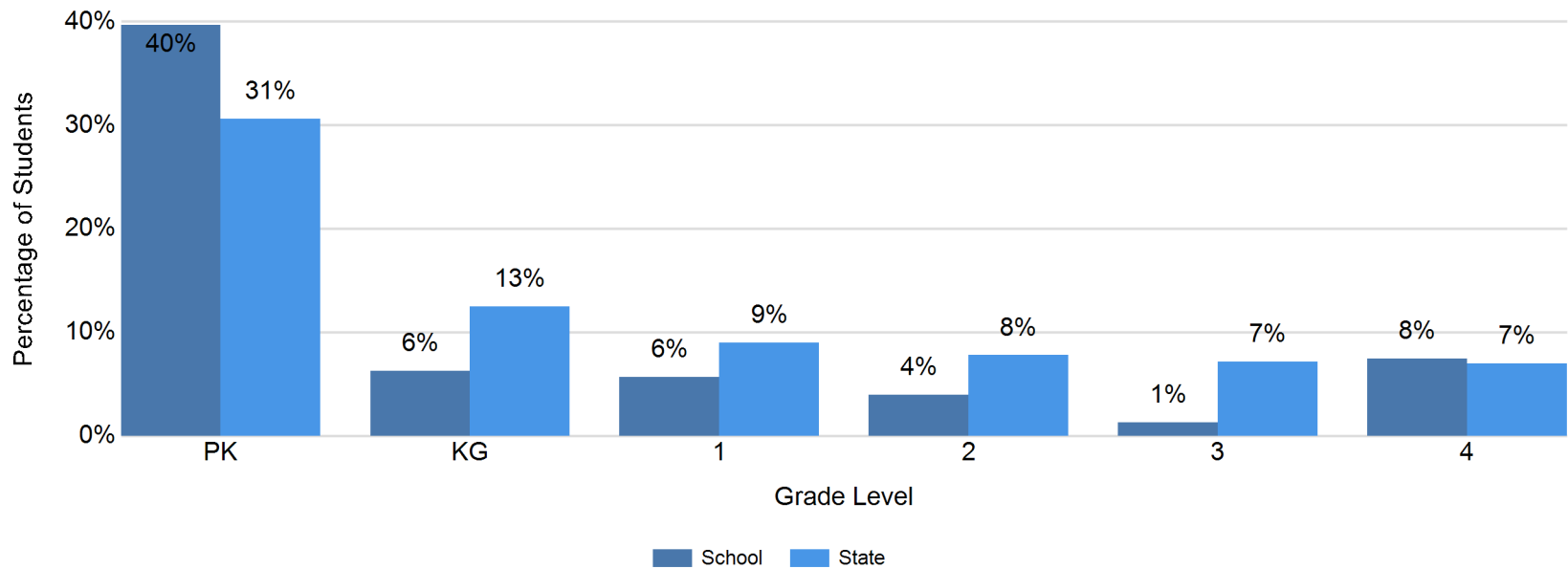
Days Absent

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.



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	8:30AM
Typical End Time	2:50PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	2 Hrs. 50 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	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	1.23

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	1.2%
Any Suspension	1.2%

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	174.8 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	\$682	\$15,006	\$15,688



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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	33	120,724
Average years experience in public schools	12.7	11.8
Average years experience in district	12.7	10.5
Teachers in district for 4 or more years	76%	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	34	9,506
Average years experience in public schools	15.8	15.9
Average years experience in district	15.8	11.6
Administrators in district for 4 or more years	74%	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	15:1	14:1
Administrators	244:1	168:1
Librarian/Media Specialists		953:1
Nurses		636:1
Counselors		636:1
Child Study Team		212:1



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators 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	92%	89%
2015-16 Administrators: Same district 2016-17	86%	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	99%



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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	27.4	17.5%
Mathematics Proficiency	39.5	17.5%
English Language Arts Growth	8.1	25.0%
Mathematics Growth	18.8	25.0%
Chronic Absenteeism	75.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		29.7
Summative Rating: Percentile rank of Summative Score		19.5
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	29.7	11.9	No	Met Target†	Met Target†	Met Target	Not Met	Met Target	No
White	**	**	No	**	**	**	**	**	No
Hispanic	42.1	11.9	No	Met Target†	Met Target†	Met Target	Not Met	Not Met	No
Black or African American	**	**	No	N	N	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	35.7	11.9	No	Not Met	Not Met	Met Target	Not Met	Not Met	No
Students with Disabilities	**	**	No	N	N	Met Target	**	**	No
English Learners	**	**	No	Met Target	Met Target	Met Target	**	**	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. Moran	Email Address:	c.moran@hackensackschools.org
Address:	421 JACKSON AVE HACKENSACK, NJ 07601	Website:	http://www.hackensackschools.org/Jackson.cfm?subpage=239365
Phone:	(201)646-7990		

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"> • We deliver data-based instruction that attends to the individual needs of our students. • We are a Future Ready school. We have a Chromebook cart in every classroom used to enhance learning in all subjects. • We use a Mindfulness Approach to teach the Whole Child and provide training and community building to our families.
 Mission, Vision, Theme:	<p>Jackson Avenue Elementary School is a safe, respectful, collegial, and nurturing learning community that works to ensure that all students meet their individual potential. We are committed to the idea that all children can meet or exceed grade-level expectations. We also understand that we must exhibit enthusiasm and motivation for teaching so that students demonstrate the same energy in their learning.</p>
 Awards, Recognition, Accomplishments:	<p>With one hundred percent of its staff being highly qualified, Jackson Avenue School is a Professional Learning Community. The school has made substantial progress in meeting the State's performance targets as a result of teachers, administrators, the special services team, para-professional educators, parents, and the support staff working collaboratively to create and sustain an optimal learning environment for the whole child.</p>






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School Narrative

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 <div>Courses, Curriculum, Instruction:</div>	<p>All subjects are aligned to the NJSLS. The core programs are Journeys and GoMath. Both Math and Literacy instruction focus on small group instruction. The science curriculum focuses on hands-on instruction and STEM. Our Social Studies program is Pearson My World. Our Performing and Visual Arts program is culturally-responsive. Our Physical Education Curriculum focuses on students' physical and mental well-being. Digital Learning and technology serve to prepare students for College and Careers.</p>
 <div>Clubs and Activities:</div>	<p>We offer a Homework Help Club, a Lego League, Chorus, and Dance Crew. Our students participate in several art competitions. They perform in evening Winter and Spring Concerts. Students also volunteer for Safety Patrol. Confidence Club is offered for selected students. Mindfulness and Yoga are school-wide initiatives.</p>
 <div>Before and After School Programs:</div>	<p>Our Family Friendly Center includes courses in MakerSpace, literacy and math intervention, tutorials, health, fitness, and nutrition, Movie Making, art enrichment, and Performing Arts. We also offer a Homework Help program. The YMCA offers aftercare services at a fee for interested parents.</p>







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School Narrative

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 Staff and Professional Learning:	<p>Our instructional staff participates in job-embedded professional development that responds to student performance data and teachers' individual professional development plans. We embed professional learning in all our grade level meetings, staff meetings, data meetings, and formal and informal class observations. Teachers also attend professional learning sessions outside the district.</p>
 Student Supports and Services:	<p>We offer Student Support services through our I&RS, Bilingual and Special Education, with related services provided by a Speech Therapist, Physical Therapist, Occupational Therapist, a Social Worker, a School Behaviorist, and a School Psychologist. Our Title I grant funds are used to provide services and materials for all students who are struggling academically and for parents to support them at home.</p>
 Student Health and Wellness:	<p>Social-Emotional Learning is an essential part of the curriculum at Jackson Avenue. We use a Mindfulness Approach to instill in students that when their mind is calm we do our best work; when our thoughts are positive we are kinder to others and to ourselves; and when lessons are challenging, social, and interactive, we put our best efforts forward. Our after school program incorporates Health and Nutrition into their curriculum. We have a full-time school nurse on staff.</p>
 Parent and Community Involvement:	<p>We have an active PTA that meets regularly and sponsors a wide variety of activities for parents and children. Our Parent Academy meets monthly to build community and train parents on various topics related to their child's success. We offer childcare and homework help services for both parents and students. All communication to parents is sent home in both English and Spanish to accommodate a large Spanish-speaking population. Administration and Office Staff are multi-lingual.</p>

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.

 <div>Climate Surveys:</div>	<div>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</div> <div>The mission of the School Climate and Culture Committee is building a positive school environment for all. The committee has created a survey to gather data about the attitudes and perceptions of students, parents, and teachers about the climate and culture of our school. Data is continually used to assist in reducing incidences of HIB and increasing a sense of community in our school.</div>
 <div>Facilities:</div>	<div>Our school sits on four acres of land with an expansive Great Lawn at the disposal of the whole school community. We offer visitor parking amenities for parents that are dropping off, picking up, meeting with staff, or volunteering. Our building is fully air conditioned. We recently installed a new gymnasium floor with the Jackson Logo.</div>



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School Narrative

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Other Information:

Jackson Avenue School is renowned for the love of children and service to our community that our caring staff provides. "Learners today. Leaders tomorrow." is our theme at the Jackson Avenue School, where we steadfastly work toward becoming one of New Jersey's Future Ready learning institutions and a place where our students receive an education that will prepare them for a prosperous life. Our beautiful school stands inside of four acres of stunning school grounds, a suburban setting that our students use for recreation, experiential learning, community-wide events, and exercise! At Jackson Avenue School, we educate the whole child, attending to academics, social-emotional learning, and career goals for our students. Our school community is enriched by the cultural, socio-economic, and linguistic diversity of our families, which our teachers use to create deeper connections to learning. At Jackson Avenue School, our administrative team and teachers are technologically-savvy and academic risk-takers, willing to do whatever it takes for the success of our students. We think out of the box, innovate, and use a wide array of instructional approaches to make content accessible to our students. Our teachers attend conferences and trainings during their own time and bring back new practices into the classroom the next day. Because of our whole-child approach to education, Jackson Avenue School is increasing in academic performance and decreasing in discipline incidents. At Jackson Avenue School, our leadership is shared and inclusive. We understand that a school is transformed when professionals are empowered to do their best work in service of high expectations for all students and when each child and staff member is valued as an individual. Jackson Avenue School is a happy school where we work hard, achieve the goals we set for ourselves, and celebrate together!



Nellie K. Parker
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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



Nellie K. Parker
2016-2017

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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	41	37	34
KG	126	100	90
1	124	111	101
2	102	116	108
3	106	98	119
4	68	92	90
Ungraded	96	102	94
Total	663	656	636

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%	44%
Male	57%	56%	56%
Economically Disadvantaged Students	56%	58%	62%
Students with Disabilities	19%	23%	24%
English Learners	11%	11%	14%
Homeless Students			1%
Students in Foster Care			1%
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
Hispanic	54.6%
Black or African American	25.0%
Asian	9.6%
White	8.5%
American Indian or Alaska Native	0.6%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	1.4%

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	38	37	19
PK - Full Day	0	0	15
KG - Half Day	0	0	0
KG - Full Day	123	100	90

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	57.9%
Spanish	34.4%
Tamil	1.3%
Other	6.9%



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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	193	98.1	52.40	49.40	54.90	52.4	53.1	Met Target†
White	16	100.0	56.30	*	63.90	56.3	**	**
Hispanic	90	97.9	42.30	44.90	39.80	42.3	40.6	Met Target
Black or African American	70	97.4	60.00	48.00	35.20	60	64.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	14	100.0	64.30	80.30	80.70	64.3	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	94	98.1	60.60	57.40	62.20	60.6		
Male	99	98.1	44.50	41.90	48.10	44.5		
Economically Disadvantaged Students	115	99.2	44.30	42.20	36.20	44.3	40.8	Met Target
Non-Economically Disadvantaged Students	78	96.4	64.10	61.40	65.80	64.1		
Students with Disabilities	40	100.0	12.50	14.20	20.50	12.5	22.6	Not Met
Students without Disabilities	153	97.6	62.70	58.50	61.90	62.7		
English Learners	23	96.3	26.10	18.00	25.20	26.1	21.9	Met Target
Non-English Learners	170	98.4	55.90	54.00	57.40	55.9		
Homeless Students	*	*	*	*	26.40	*		
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.



Nellie K. Parker
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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	110	745	742	749	*	24%	25%	37%	*	43%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	49	739	739	734	*	29%	*	37%	*	41%	35%
Black or African American	41	744	*	731	*	*	34%	27%	*	34%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	61	748	747	754	*	21%	23%	39%	*	48%	55%
Male	49	740	738	745	*	27%	27%	35%	*	37%	46%
Economically Disadvantaged Students	62	737	736	731	*	*	*	26%	*	31%	31%
Non-Economically Disadvantaged Students	48	755	753	762	*	*	*	52%	*	58%	63%
Students with Disabilities	15	710	717	720	*	*	*	*	*	*	24%
Students without Disabilities	95	750	747	755	*	*	*	*	*	*	55%
English Learners	10	719	714	709	*	*	*	*	*	10%	11%
Non-English Learners	100	747	746	752	*	*	*	*	*	46%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	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	89	756	743	753	*	*	16%	47%	16%	63%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	42	741	739	740	*	24%	*	33%	*	43%	40%
Black or African American	34	770	*	737	0%	*	*	65%	*	85%	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	*	*	*	755	*	*	*	*	*	*	56%
Female	41	764	750	758	*	*	*	56%	*	76%	61%
Male	48	748	738	749	*	*	*	40%	*	52%	51%
Economically Disadvantaged Students	58	752	739	737	*	*	*	50%	*	62%	36%
Non-Economically Disadvantaged Students	31	761	751	764	*	*	*	42%	*	65%	69%
Students with Disabilities	20	709	715	725	*	*	*	*	0%	10%	25%
Students without Disabilities	69	769	751	759	*	*	*	*	20%	78%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	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%

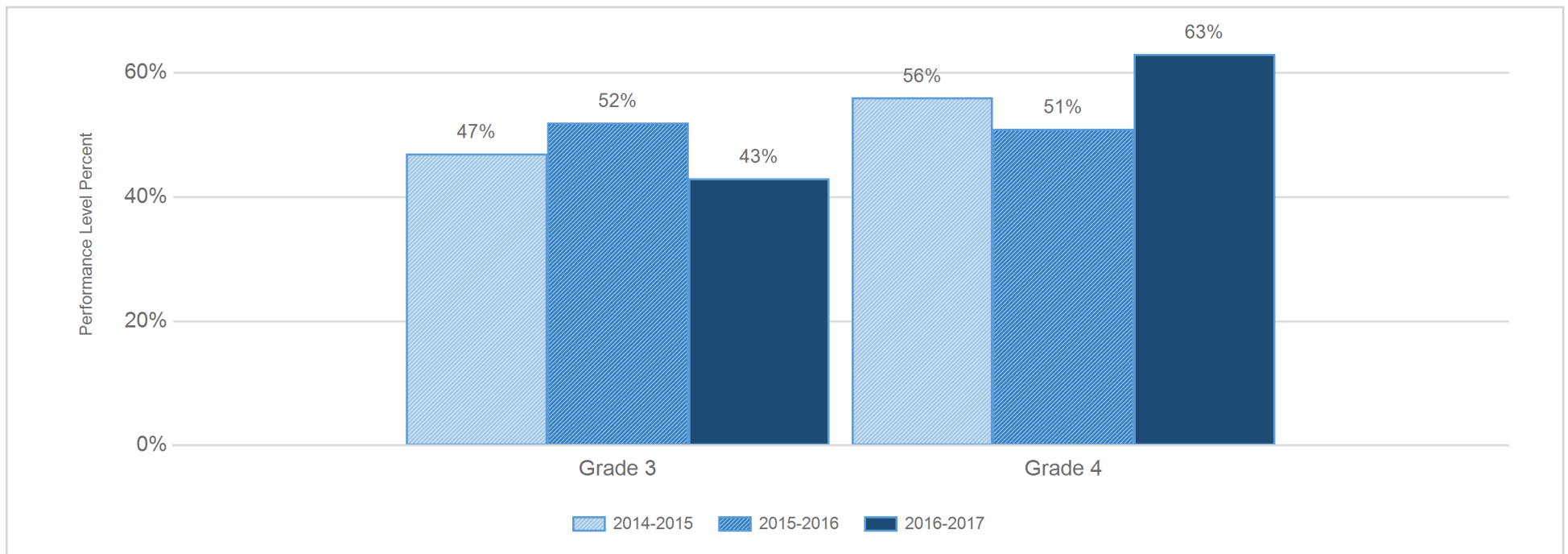


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English Language Arts/Literacy Assessment - Performance Trends

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	193	98.6	43.00	30.60	43.50	43	47.8	Met Target†
White	16	100.0	56.30	*	52.40	56.3	**	**
Hispanic	90	98.0	32.20	28.20	27.60	32.2	38.9	Met Target†
Black or African American	70	98.7	50.00	25.90	21.70	50	49.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	14	100.0	64.30	60.30	75.60	64.3	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	94	99.1	45.70	30.90	44.10	45.7		
Male	99	98.1	40.40	30.20	42.90	40.4		
Economically Disadvantaged Students	115	100.0	33.00	27.20	25.10	33	35.2	Met Target†
Non-Economically Disadvantaged Students	78	96.4	57.70	36.00	54.30	57.7		
Students with Disabilities	40	100.0	15.00	10.60	16.50	15	17	Met Target†
Students without Disabilities	153	98.2	50.40	35.20	48.80	50.4		
English Learners	23	100.0	21.70	*	23.30	21.7	30.7	Met Target†
Non-English Learners	170	98.4	45.90	*	45.20	45.9		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
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	113	745	745	751	9%	16%	34%	31%	11%	42%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	51	739	743	738	*	*	37%	33%	*	37%	37%
Black or African American	42	742	*	733	*	*	36%	26%	*	36%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	63	743	745	751	*	*	37%	32%	*	38%	52%
Male	50	746	745	751	*	*	30%	30%	*	46%	53%
Economically Disadvantaged Students	65	737	740	736	*	*	35%	28%	*	32%	34%
Non-Economically Disadvantaged Students	48	755	752	761	*	*	31%	35%	*	54%	65%
Students with Disabilities	15	712	726	729	*	*	*	*	*	20%	29%
Students without Disabilities	98	749	748	755	*	*	*	*	*	45%	57%
English Learners	13	726	733	724	*	*	*	*	*	23%	21%
Non-English Learners	100	747	746	753	*	*	*	*	*	44%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	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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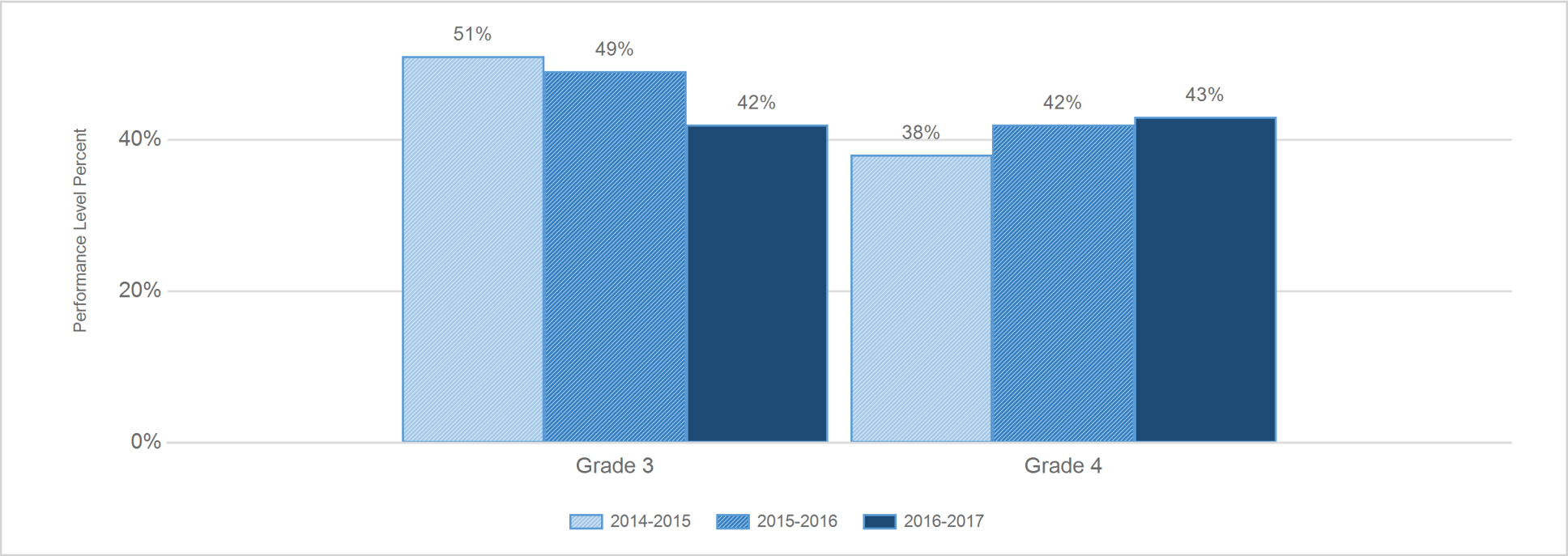
Mathematics Assessment - Performance by Grade: Grade 4

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	89	742	736	747	*	19%	25%	36%	*	43%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	42	728	733	734	*	31%	26%	*	*	21%	30%
Black or African American	34	754	*	729	*	*	*	56%	*	62%	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	*	*	*	747	*	*	*	*	*	*	48%
Female	41	750	737	747	*	*	*	44%	*	51%	47%
Male	48	736	736	747	*	*	*	29%	*	35%	48%
Economically Disadvantaged Students	58	737	733	732	*	*	*	31%	*	35%	27%
Non-Economically Disadvantaged Students	31	752	742	757	*	*	*	45%	*	58%	61%
Students with Disabilities	20	707	716	724	*	*	*	*	*	*	22%
Students without Disabilities	69	753	742	751	*	*	*	*	*	*	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%

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	*	*

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	33	*	*
2	16	75%	25%
3	18	*	*
4	14	*	*
5+	*	*	*



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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.

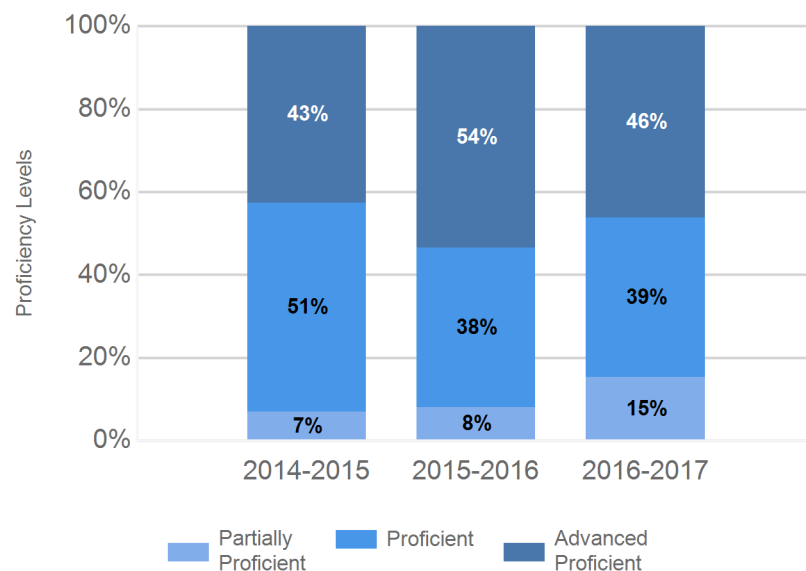
NJASK Science Assessment Performance: Grade 4

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	46%	39%	15%
White	*	*	*
Hispanic	30%	40%	*
Black or African American	57%	*	N
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	38%	45%	17%
Students with Disabilities	N	37%	63%
English Learners	*	*	*

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	56	54	50	Met Target	42	45	50	Met Target
White	*	49.5	50	**	*	60	52	**
Hispanic	54.5	54	49	Met Target	36	42	47	Not Met
Black or African American	55.5	*	45	Met Target	62	*	43	Exceeds Target
Asian, Native Hawaiian, or Pacific Islander	*	73	60	**	*	67	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	56	52.5	47	Met Target	38	43	46	Not Met
Students with Disabilities	32	46	41	**	23	35	43	**
English Learners	*	*	53	**	*	*	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:

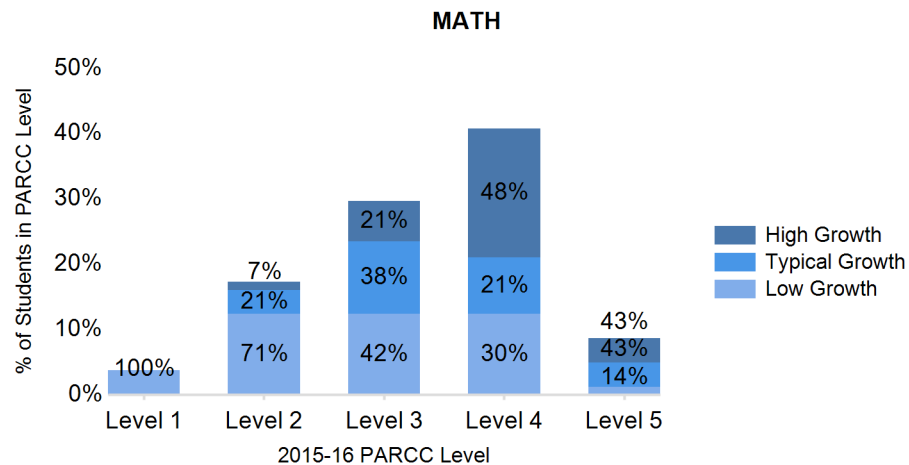
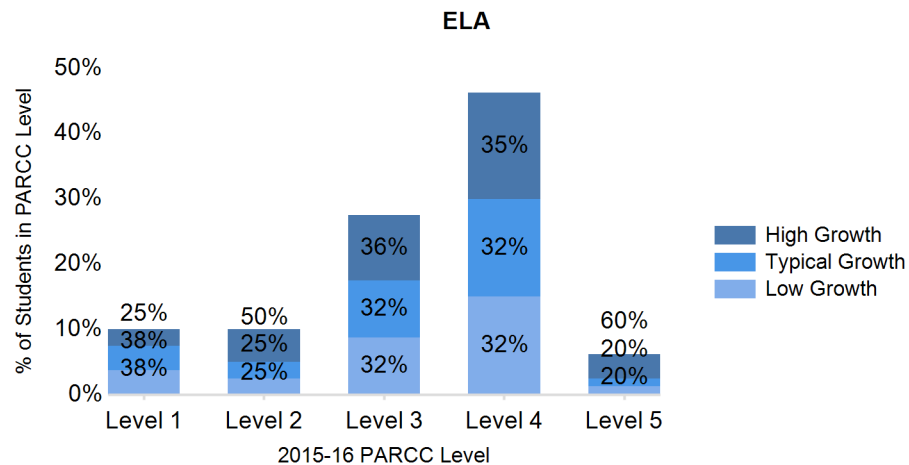
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

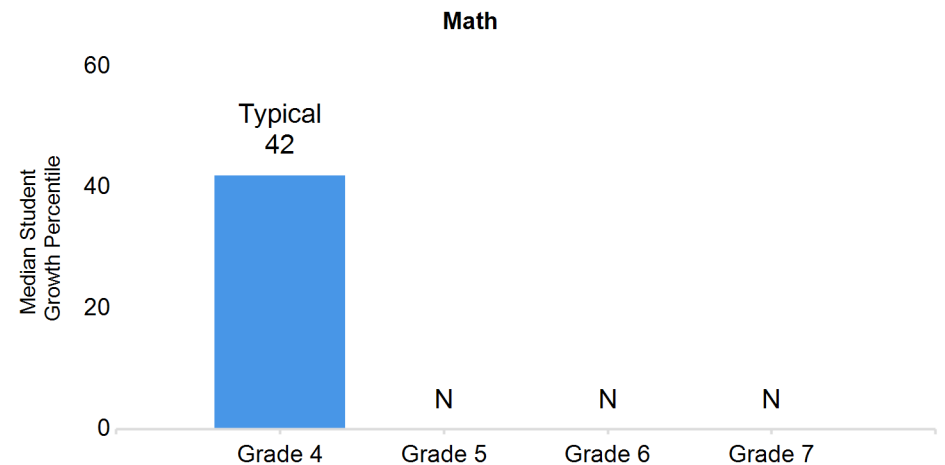
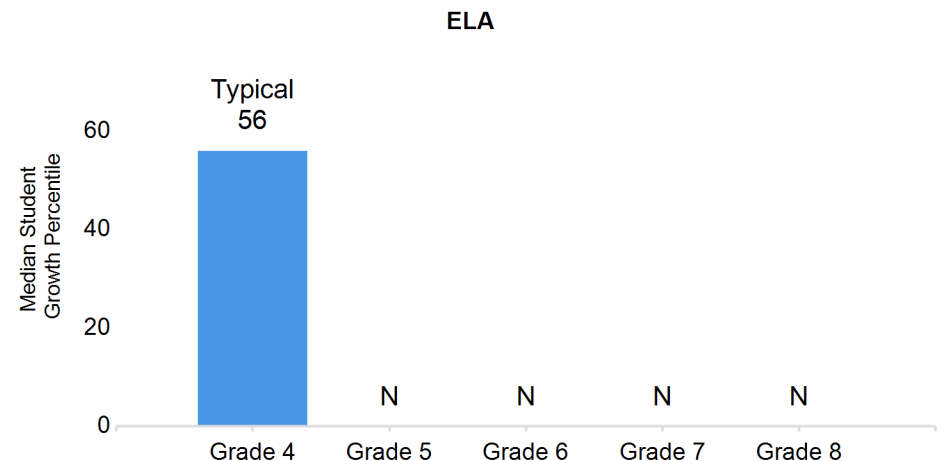
Student Growth by Performance Level

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

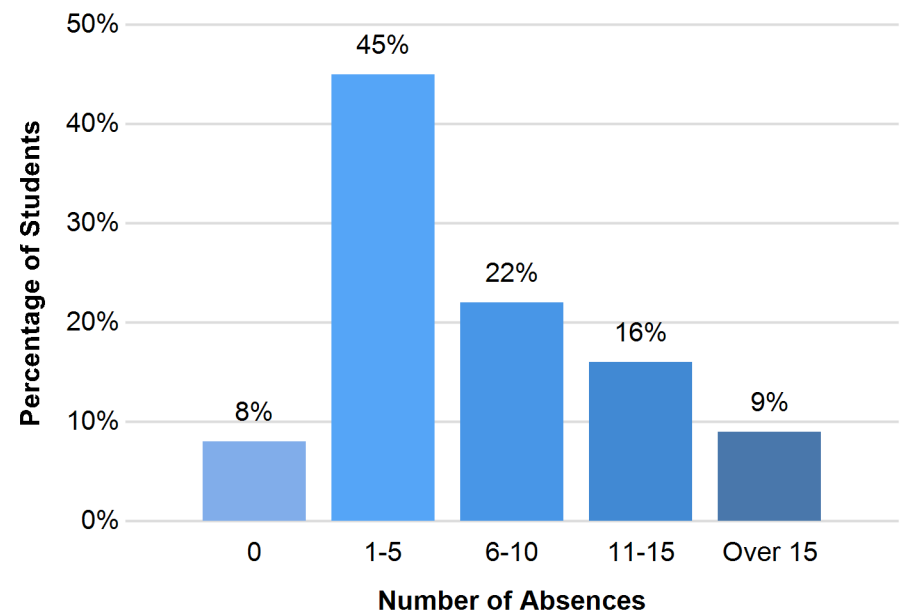
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.20	8.70	Met Target
White	8.70	8.70	Met Target
Hispanic	6.20	8.70	Met Target
Black or African American	10.30	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	3.90	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	8.30	8.70	Met Target
Students with Disabilities	13.60	8.70	Not Met
English Learners	4.50	8.70	Met Target

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

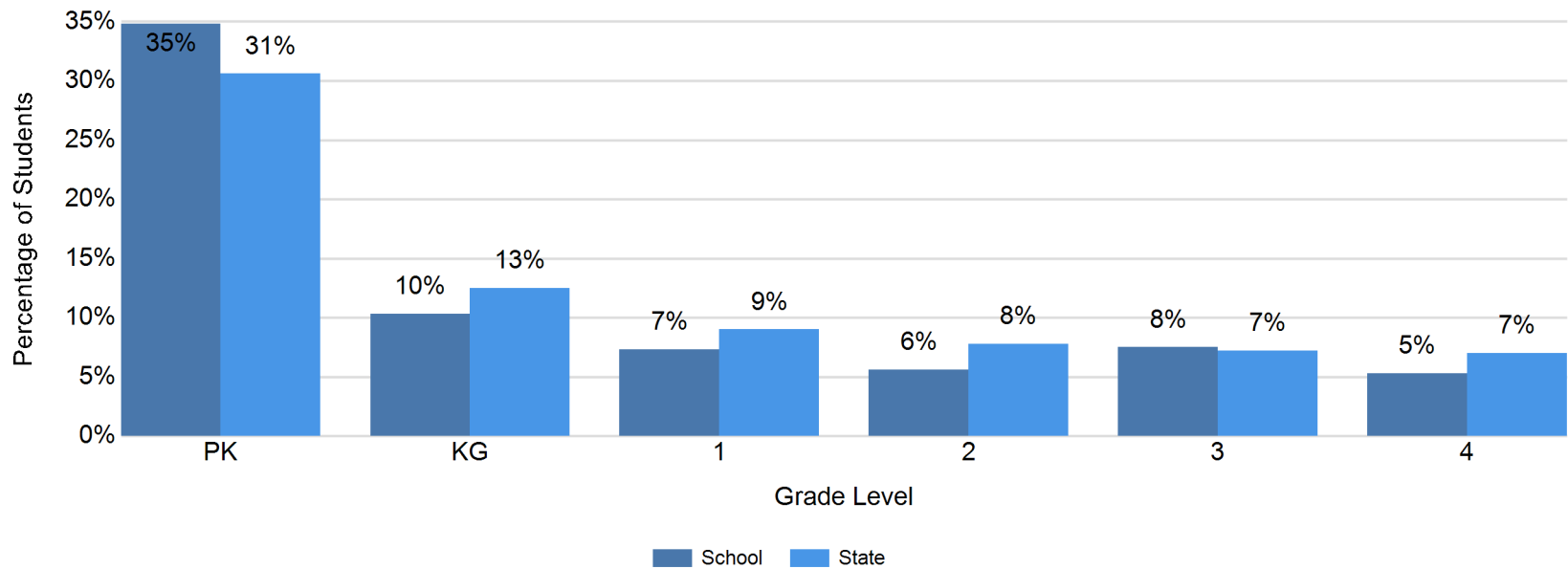
Days Absent

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.



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	8:30AM
Typical End Time	2:50PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	2 Hrs. 50 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	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	0.5%
Out-of-School Suspensions	1.6%
Any Suspension	2.0%

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

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	174.8 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	\$682	\$15,006	\$15,688



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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	44	120,724
Average years experience in public schools	12.1	11.8
Average years experience in district	12.1	10.5
Teachers in district for 4 or more years	82%	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	34	9,506
Average years experience in public schools	15.8	15.9
Average years experience in district	15.8	11.6
Administrators in district for 4 or more years	74%	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	14:1	14:1
Administrators	318:1	168:1
Librarian/Media Specialists		953:1
Nurses		636:1
Counselors		636:1
Child Study Team		212:1



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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	92%	89%
2015-16 Administrators: Same district 2016-17	86%	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	98%



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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	45.4	17.5%
Mathematics Proficiency	48.1	17.5%
English Language Arts Growth	75.3	25.0%
Mathematics Growth	33.4	25.0%
Chronic Absenteeism	47.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		50.7
Summative Rating: Percentile rank of Summative Score		50.9
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	50.7	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
White	**	**	No	**	**	Met Target	**	**	No
Hispanic	49.3	11.9	No	Met Target	Met Target†	Met Target	Met Target	Not Met	No
Black or African American	85.2	11.9	No	Met Target†	Met Target	Not Met	Met Target	Exceeds Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	59.6	11.9	No	Met Target	Met Target†	Met Target	Met Target	Not Met	No
Students with Disabilities	**	**	No	Not Met	Met Target†	Not Met	**	**	No
English Learners	**	**	No	Met Target	Met Target†	Met Target	**	**	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:	Ms. Whitaker	Email Address:	l.whitaker@hackensackschools.org
Address:	261 MAPLE HILL DR HACKENSACK, NJ 07601	Website:	http://www.hackensackschools.org/Parker.cfm
Phone:	(201)646-8020		




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"> • Each student has a Chromebook and each classroom has a SmartBoard. Digital learning is used in all subject areas. • Students receive instruction based upon data. Students' individual needs are supported by small group instruction. • Literacy Nights that teach parents fluency and comprehension strategies to support their children are hosted annually.
 Mission, Vision, Theme:	<p>Our mission is to offer ALL students a positive and challenging learning environment which empowers them to be responsible and productive citizens of the world. Our vision: students, staff, parents and community members commit themselves to developing the social, emotional, academic and physical welfare of all children. By fostering critical thinking skills, translated via literacy, fine arts, mathematics, STEM, and digital learning, our 21st century school is reactive to global changes.</p>
 Awards, Recognition, Accomplishments:	<p>Our entire staff is highly qualified. Nellie K. Parker supports all its staff by meeting the needs of teachers through individualized professional development. We have made progress in meeting the State's performance targets. Parker school acknowledges student performance both academically and as a growth model by highlighting specific students during Good Deed Doer/Student of the Month Assemblies. Academic achievements are further recognized at the end of year awards program.</p>

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 <div> <div>Courses, Curriculum, Instruction:</div> </div>	<p>Digital learning and effective use of technology is used in all subject areas. ELA and Math instruction are aligned to the NJSLS. The core programs are Journeys and Go Math. Both math and literacy focus on whole and small group instruction. The Science Curriculum supports the Next Generation Science Standards and focuses on hands-on instruction and STEM. Pearson's My World is the Social Studies core program.</p>
 <div> <div>Clubs and Activities:</div> </div>	<p>Parker offers Lego League, Instrumental Music, Chorus and Dance Crew. Students partake in Field Day, Talent Show and several art competitions. All students perform in assemblies for the entire school. Students participate in Winter and Spring Concerts. Student volunteers make up our school-wide Safety Patrol. Students can join Character and lunch clubs. A Hackensack Detective instructs LEAD for all second graders. Parker offers a series of Literacy Nights to support parents and students.</p>
 <div> <div>Before and After School Programs:</div> </div>	<p>We offer art enrichment and STEM programs. Selected students attend after school tutoring based upon specific criteria. Small group instruction is implemented in order to garner the best results from the tutoring sessions. Tutoring teachers receive specific training in order to guarantee that all students receive developmentally appropriate instruction.</p>







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 Staff and Professional Learning:	<p>Professional development is rooted in all grade level and faculty meetings. Many faculty meetings take on the structure of an EdCamp Model. In addition, specific PD days have been added into the school calendar to support teachers' individual needs. Teachers and paraprofessionals meet with other staff members to support new initiatives. Parker hosted its first after school District EdCamp to support teachers' professional development of learning.</p>
 Student Supports and Services:	<p>Students receive various supports and services. Such services can include: Speech Therapy, Physical Therapy and/or Occupational Therapy. Our Teachers and Child Study Team members collaborate to provide the best program for each student. We also offer Bilingual and ESL programs for our English Language Learners. Our School-wide Title 1 Grant supports all students. It also affords us the opportunity to fund a Literacy Coach to enhance teachers' instruction and student learning.</p>
 Student Health and Wellness:	<p>Students' health and wellness are monitored by our School Nurse. The School Nurse contacts parents and works with teachers in order to support students' needs on a daily basis. The School Nurse does health screenings for all students. Students learn about health and nutrition. The School Nurse brings many educational programs to Parker such as The Asthma Bus, HARP (Health Awareness Regional Program) and the Dental Awareness Month Assembly.</p>
 Parent and Community Involvement:	<p>Parker School has a positive relationship with parents and the community. Our PTA sends out a weekly newsletter, sponsors Book Fairs, assembly programs, a Class Parent Tea and organizes a Family Fun Day. We have also formed relationships with local churches and the greater Hackensack community. Our He Reads to Me program is heavily supported by our local churches. The Bergen Reads Program provides over 40 tutors. The Fire and Police Department provides safety instructions for all students.</p>

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<div>  <div>Climate Surveys:</div> </div>	<div>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</div> <div>Our Climate and Culture Committee created a survey to gather data about the attitudes and perceptions of students, parents and staff members. During Grade Level Meetings and Faculty Meetings, the data is disseminated and discussed. Data is continually used to monitor ways to improve the Climate and Culture at Parker. The Culture and Climate Committee meets regularly in order to meet the needs of students, parents and teachers.</div>
<div>  <div>Facilities:</div> </div>	<div>Upon entering Parker School, visitors are treated to our warm and friendly front lobby complete with a comfortable seating area. Student work is displayed throughout the building. Our theme for the year, "Be Your Own Superhero!" is evidenced by teacher-created superheroes and student writing. In addition, there are various inspirational sayings and mottos displayed on the walls of Parker School. We have a state of the art sound system. A fence surrounds two outdoor playground areas.</div>



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Other Information:

Our school’s motto is, “The School with Tomorrow in Sight.” Nellie K. Parker School is a place where everyone is truly someone special. Our school strongly enables “Teachers to teach and students to learn.” The collaborative effort of the entire staff creates a climate for learning that is reflected in the accomplishments and triumphs of our students. The school operates in compliance with the goals and objectives that have been jointly developed by the School Level Planning Committee and the School Based Professional Team. This team is comprised of administrators, staff members and parents. Students at Nellie K. Parker Elementary School receive in-depth instructional programs that focus on meeting the needs of all students and making them successful. One of the many highlights of our school is the technology integration. Each classroom has a SmartBoard for students to view and discuss information. New Chromebooks were purchased in order to guarantee each student access to technology. Students utilize the Code.org website and participate in the Annual Hour of Code. Newsela is another phenomenal website that students have access to on a daily basis. Our staff is encouraged to take risks in utilizing various strategies, activities, materials and programs in order to meet both group and individual needs of students. Assiduous planning and differentiated instruction is provided in a heterogeneous classroom setting to ensure that each child reaches their full potential. We have an open-door policy and take pride in knowing that our staff, parents and community members really care about the success and well-being of all children. Nellie K. Parker School is a place where the African Proverb, “It takes a village to raise a child” is evident.