NJ SCHOOL PERFORMANCE REPORT

HENRY E. HARRIS COMMUNITY SCHOOL
(17-0220-050)
Grades Offered: PK-08
2017-2018

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	HUDSON
District	BAYONNE CITY
Principal Name	MRS. KAZIMIR
Address	135 AVENUE C BAYONNE, NJ 07002
Phone Number	(201)858-5945
Email Address	MKAZIMIR@BBOED.ORG
Website	https://www.bboed.org/domain/18
Facebook	https://www.facebook.com/bboed/
Twitter	https://twitter.com/HEHHawks1

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
PK	38	36	38
KG	50	62	58
1	76	67	67
2	91	76	73
3	79	87	78
4	82	77	86
5	70	80	68
6	72	72	86
7	52	73	66
8	67	52	73
Total	677	682	693

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	49.0%	49.7%	50.6%
Male	51.0%	50.3%	49.4%
Economically Disadvantaged Students	56.3%	51.0%	50.2%
Students with Disabilities	21.4%	20.8%	22.2%
English Learners	0.1%	0.0%	0.6%
Homeless Students		0.3%	0.4%
Students in Foster Care		0.1%	0.4%
Military-Connected Students		0.0%	0.6%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	50.5%	49.3%	46.8%
Hispanic	34.3%	37.5%	39.2%
Black or African American	9.6%	8.1%	9.4%
Asian	3.1%	2.5%	2.5%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.4%	2.5%	2.2%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	38	36	38
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	50	62	58

Enrollment by Home Language

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

Home Language	% of Students
English	83.5%
Spanish	7.6%
Arabic	6.8%
Other Languages	2.0%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	61	54	50	Exceeds Standard	44	46	50	Met Standard
White	61	56	50	Exceeds Standard	50	48	51	Met Standard
Hispanic	63	53	49	Exceeds Standard	44	42	48	Met Standard
Black or African American	60.5	47.5	44	Exceeds Standard	41	40.5	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	60.5	61	**	*	55	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	49.5	49	**	*	50	51	**
Economically Disadvantaged	56	54	48	Met Standard	45	44	47	Met Standard
Students with Disabilities	41	43	41	Met Standard	37	40	43	Not Met
English Learners	*	52	54	**	*	53	51	**

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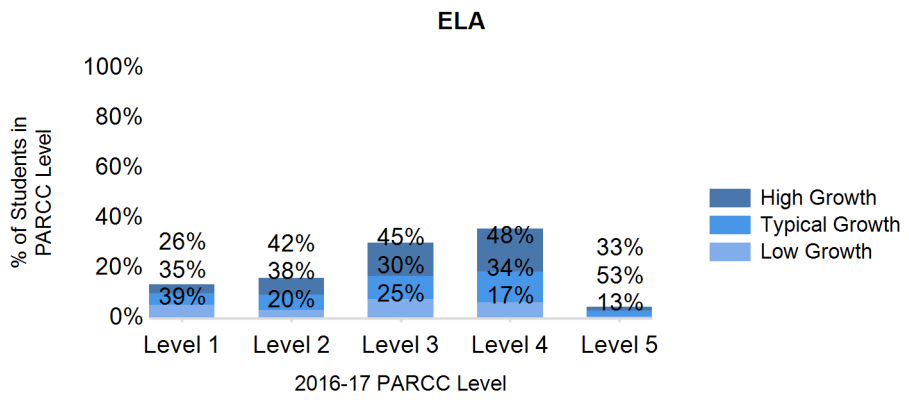
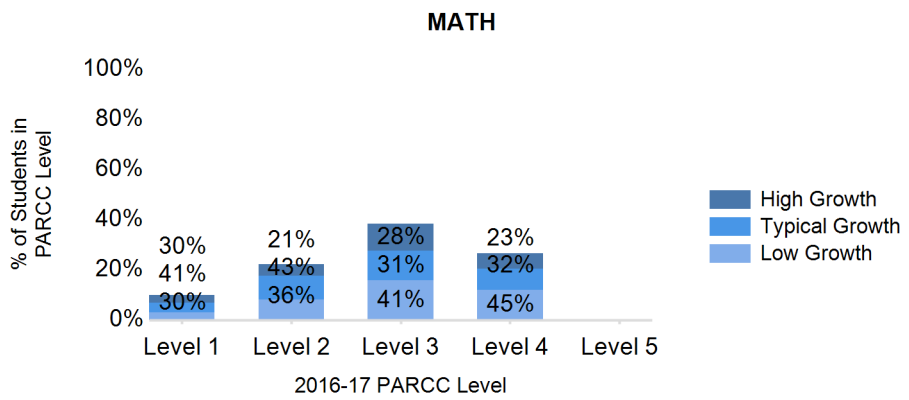
Student Growth by Performance Level

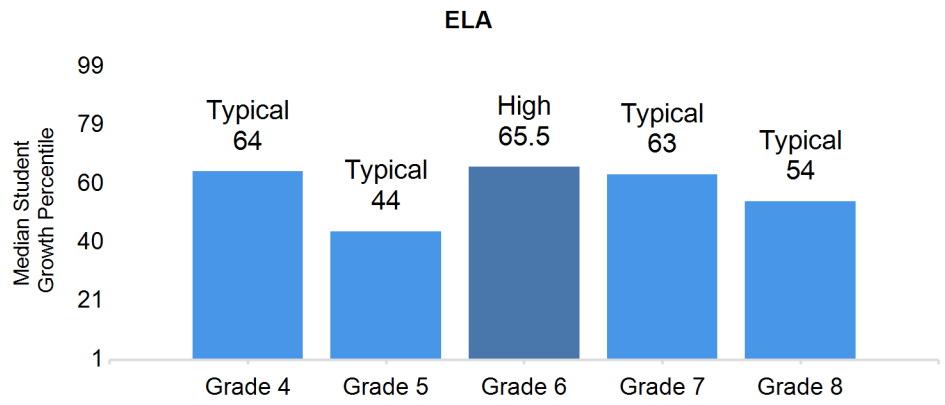
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

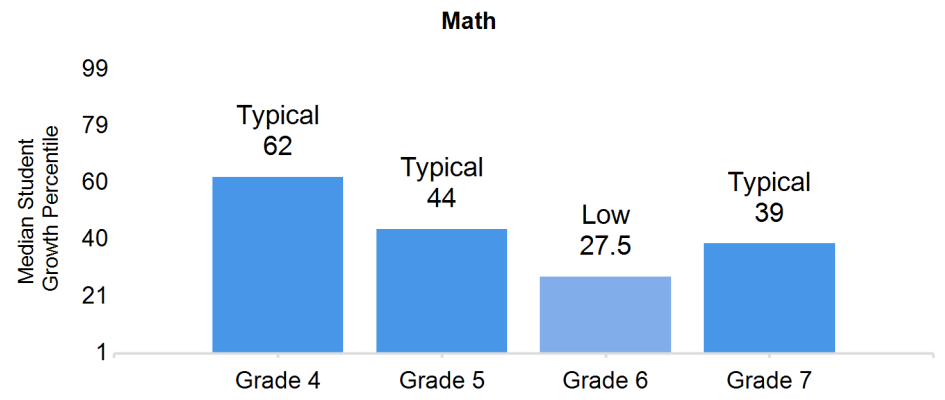




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	438	97.0	46.6	56.2	56.7	46.6	40.2	Met Target
White	215	96.0	48.4	60.5	65.6	48.4	45.3	Met Target
Hispanic	171	97.8	45.6	48.9	42.5	45.6	31	Met Target
Black or African American	38	97.7	34.2	*	37.3	34.2	31.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	81.0	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	217	97.0	59.0	65.2	64.5	59.0		
Male	221	97.0	34.4	47.3	49.4	34.4		
Economically Disadvantaged Students	206	98.2	40.8	50.1	38.5	40.8	32.8	Met Target
Non-Economically Disadvantaged Students	232	95.9	51.8	63.2	67.5	51.8		
Students with Disabilities	105	91.6	*	11.1	21.6	*	12.3	Met Target†
Students without Disabilities	333	98.8	*	64.4	63.9	*		
English Learners	*	*	*	26.7	27.3	*	**	**
Non-English Learners	*	*	*	58.7	59.4	*		
Homeless Students	*	*	*	12.5	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	37.9	57.4	N		
Migrant Students	N	N	N	*	30.1	N		

† Target was met within a confidence interval.

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	732	743	750	23%	17%	29%	*	*	31%	52%
White	39	733	*	759	*	*	33%	*	*	26%	61%
Hispanic	32	728	737	736	*	*	*	*	*	38%	38%
Black or African American	*	*	739	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	*	743	N	N	N	N	N	N	46%
Two or More Races	N	N	*	758	N	N	N	N	N	N	58%
Female	31	735	749	756	*	*	*	*	*	39%	57%
Male	47	730	738	744	*	*	*	*	*	26%	46%
Economically Disadvantaged Students	40	734	*	733	*	*	25%	*	*	38%	34%
Non-Economically Disadvantaged Students	38	729	*	762	*	*	34%	*	*	24%	64%
Students with Disabilities	24	695	694	719	*	*	*	*	*	*	24%
Students without Disabilities	54	748	752	756	*	*	*	*	*	*	57%
English Learners	*	*	700	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	746	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	751	N	N	N	N	N	N	52%
Migrant Students	N	N	*	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	753	750	756	*	*	30%	37%	13%	51%	58%
White	46	752	751	764	*	*	35%	*	*	50%	68%
Hispanic	27	756	*	744	*	*	*	*	*	52%	44%
Black or African American	*	*	741	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	771	782	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	38	766	*	762	*	*	*	*	*	71%	63%
Male	45	742	*	751	*	*	*	*	*	33%	53%
Economically Disadvantaged Students	37	743	*	740	*	*	41%	*	*	38%	40%
Non-Economically Disadvantaged Students	46	761	*	767	*	*	22%	*	*	61%	70%
Students with Disabilities	21	712	708	726	*	*	*	*	*	*	25%
Students without Disabilities	62	767	758	762	*	*	*	*	*	*	64%
English Learners	N	N	716	720	N	N	N	N	N	N	17%
Non-English Learners	83	753	752	759	*	*	30%	37%	13%	51%	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	738	747	755	20%	*	25%	*	*	41%	58%
White	27	749	755	763	*	*	*	52%	0%	52%	68%
Hispanic	25	734	737	743	*	*	*	*	*	44%	43%
Black or African American	10	721	738	738	*	*	*	*	*	10%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	754	763	*	*	*	*	*	*	65%
Female	26	741	752	762	*	*	*	*	*	46%	66%
Male	38	736	743	749	*	*	*	*	*	37%	51%
Economically Disadvantaged Students	38	727	740	739	*	*	*	*	*	32%	39%
Non-Economically Disadvantaged Students	26	754	756	766	*	*	*	*	*	54%	71%
Students with Disabilities	19	700	709	724	*	*	*	*	*	16%	22%
Students without Disabilities	45	753	754	762	*	*	*	*	*	51%	65%
English Learners	N	N	713	712	N	N	N	N	N	N	11%
Non-English Learners	64	738	748	757	20%	*	25%	*	*	41%	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	27%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	753	756	754	*	14%	17%	*	*	63%	56%
White	35	755	761	761	*	*	*	*	*	66%	66%
Hispanic	36	753	*	742	*	*	*	*	*	58%	42%
Black or African American	*	*	737	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	788	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	752	761	*	*	*	*	*	*	64%
Female	47	762	764	761	*	*	*	47%	21%	68%	64%
Male	37	742	747	748	*	*	*	57%	0%	57%	48%
Economically Disadvantaged Students	39	747	749	739	*	*	*	*	*	56%	37%
Non-Economically Disadvantaged Students	45	759	763	764	*	*	*	*	*	69%	68%
Students with Disabilities	12	703	709	723	*	*	*	*	*	*	18%
Students without Disabilities	72	762	765	760	*	*	*	*	*	*	63%
English Learners	N	N	714	712	N	N	N	N	N	N	*
Non-English Learners	84	753	757	755	*	14%	17%	*	*	63%	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	752	759	760	*	*	23%	33%	20%	53%	63%
White	28	760	*	768	*	*	*	*	*	61%	72%
Hispanic	26	740	750	746	*	*	*	*	*	42%	49%
Black or African American	*	*	753	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	765	767	*	*	*	*	*	*	68%
Female	37	764	768	769	*	*	*	*	*	73%	72%
Male	27	736	750	752	*	*	*	*	*	26%	54%
Economically Disadvantaged Students	33	746	752	742	*	30%	*	*	*	45%	44%
Non-Economically Disadvantaged Students	31	759	768	771	*	0%	*	*	*	61%	73%
Students with Disabilities	13	706	709	721	*	*	*	*	*	*	22%
Students without Disabilities	51	764	767	768	*	*	*	*	*	*	71%
English Learners	N	N	706	705	N	N	N	N	N	N	11%
Non-English Learners	64	752	762	762	*	*	23%	33%	20%	53%	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	N	N	*	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

HENRY E. HARRIS COMMUNITY SCHOOL
(17-0220-050)
Grades Offered: PK-08
2017-2018

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	742	757	759	14%	15%	32%	*	*	40%	60%
White	37	745	765	767	*	*	30%	*	*	46%	70%
Hispanic	30	739	746	744	*	*	33%	*	*	33%	45%
Black or African American	*	*	737	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	784	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	N	N	750	766	N	N	N	N	N	N	66%
Female	44	751	767	768	*	*	*	*	*	48%	69%
Male	29	728	746	751	*	*	*	*	*	28%	52%
Economically Disadvantaged Students	27	734	751	740	*	*	*	*	*	33%	42%
Non-Economically Disadvantaged Students	46	747	762	769	*	*	*	*	*	43%	71%
Students with Disabilities	14	719	713	719	*	*	*	*	*	21%	19%
Students without Disabilities	59	748	765	766	*	*	*	*	*	44%	68%
English Learners	N	N	688	703	N	N	N	N	N	N	*
Non-English Learners	73	742	759	761	14%	15%	32%	*	*	40%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

HENRY E. HARRIS COMMUNITY SCHOOL
(17-0220-050)
Grades Offered: PK-08
2017-2018

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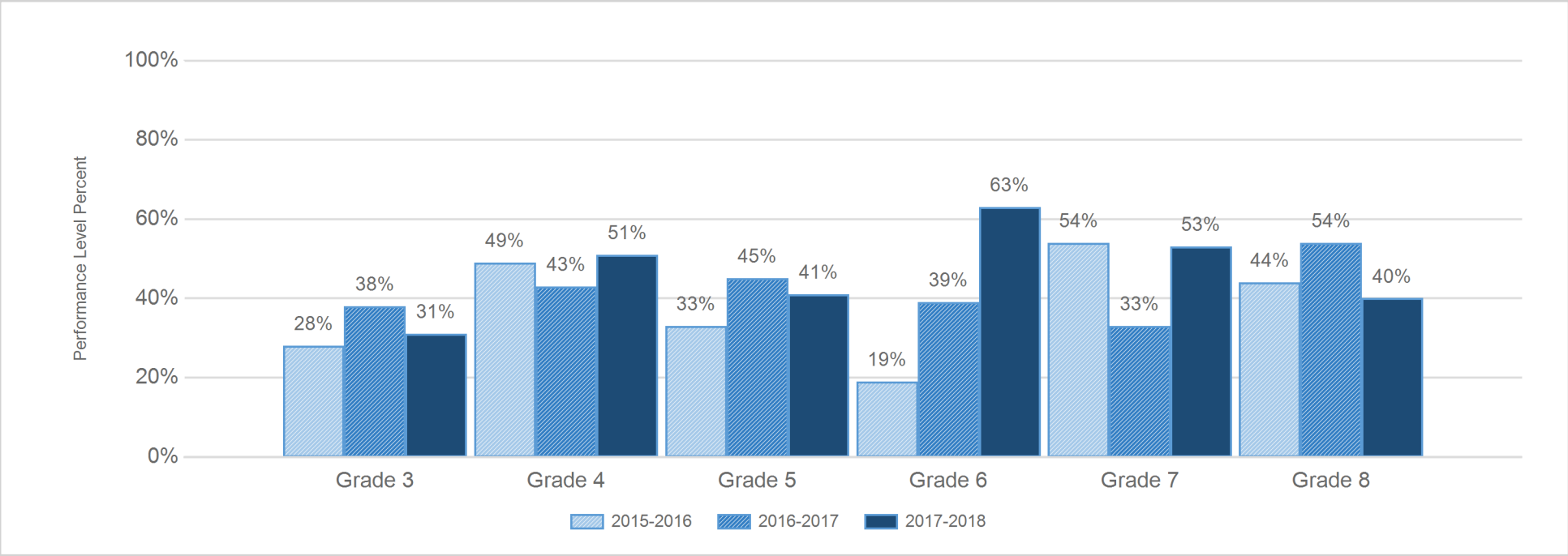
English Language Arts/Literacy Assessment - Performance Trends

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



NJ SCHOOL PERFORMANCE REPORT

HENRY E. HARRIS COMMUNITY SCHOOL
(17-0220-050)
Grades Offered: PK-08
2017-2018

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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	440	97.4	31.3	38.8	45.0	31.3	34.5	Met Target†
White	216	96.4	38.5	46.4	54.1	38.5	38.1	Met Target
Hispanic	172	98.4	25.6	27.9	29.2	25.6	28	Met Target†
Black or African American	38	97.7	18.4	23.4	23.4	18.4	31.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	68.6	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	219	97.8	37.4	41.1	46.0	37.4		
Male	221	97.0	25.3	36.6	43.9	25.3		
Economically Disadvantaged Students	206	98.2	23.8	33.7	26.6	23.8	28.6	Met Target†
Non-Economically Disadvantaged Students	234	96.7	38.1	44.9	55.9	38.1		
Students with Disabilities	107	93.3	*	*	17.1	*	11.2	Not Met
Students without Disabilities	333	98.8	*	*	50.5	*		
English Learners	*	*	*	29.3	24.6	*	**	**
Non-English Learners	*	*	*	39.8	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	16.2	45.8	N		
Migrant Students	N	N	N	*	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	734	748	752	*	31%	33%	*	*	27%	53%
White	39	735	*	760	*	28%	26%	*	*	36%	64%
Hispanic	32	731	740	739	*	34%	38%	*	*	19%	38%
Black or African American	*	*	739	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	49%
Two or More Races	N	N	*	757	N	N	N	N	N	N	59%
Female	31	737	748	752	*	39%	32%	*	*	26%	53%
Male	47	732	747	751	*	26%	34%	*	*	28%	53%
Economically Disadvantaged Students	40	735	*	736	*	*	*	*	*	28%	35%
Non-Economically Disadvantaged Students	38	733	*	762	*	*	*	*	*	26%	66%
Students with Disabilities	24	717	715	730	*	54%	*	*	*	13%	29%
Students without Disabilities	54	741	754	756	*	20%	*	*	*	33%	57%
English Learners	*	*	726	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	749	754	*	*	*	*	*	*	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	55%
Migrant Students	N	N	*	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

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(17-0220-050)
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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	739	743	748	*	19%	36%	*	*	36%	49%
White	46	740	747	755	*	22%	35%	*	*	37%	60%
Hispanic	27	740	*	737	*	*	37%	*	*	37%	34%
Black or African American	*	*	735	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	764	774	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	38	746	*	748	*	*	39%	*	*	42%	50%
Male	45	734	*	748	*	*	33%	*	*	31%	49%
Economically Disadvantaged Students	37	734	*	733	*	*	51%	*	*	22%	30%
Non-Economically Disadvantaged Students	46	744	*	758	*	*	24%	*	*	48%	62%
Students with Disabilities	21	712	710	725	*	*	*	*	*	*	22%
Students without Disabilities	62	749	749	753	*	*	*	*	*	*	55%
English Learners	N	N	726	722	N	N	N	N	N	N	16%
Non-English Learners	83	739	744	750	*	19%	36%	*	*	36%	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

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(17-0220-050)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	735	742	748	*	30%	34%	*	*	27%	49%
White	27	741	749	756	*	*	*	37%	0%	37%	60%
Hispanic	25	734	732	736	*	*	*	*	*	24%	32%
Black or African American	10	720	730	730	*	*	*	*	*	10%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	749	754	*	*	*	*	*	*	55%
Female	26	733	742	749	*	*	*	*	*	31%	50%
Male	38	736	741	747	*	*	*	*	*	24%	48%
Economically Disadvantaged Students	38	728	738	733	*	*	*	*	*	13%	29%
Non-Economically Disadvantaged Students	26	744	747	758	*	*	*	*	*	46%	62%
Students with Disabilities	19	716	715	726	*	*	*	*	*	*	20%
Students without Disabilities	45	743	746	752	*	*	*	*	*	*	55%
English Learners	N	N	731	718	N	N	N	N	N	N	13%
Non-English Learners	64	735	742	750	*	30%	34%	*	*	27%	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	20%
Military-Connected Students	N	N	*	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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(17-0220-050)
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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	729	740	744	12%	27%	40%	*	*	22%	44%
White	36	733	746	751	*	28%	36%	*	*	31%	54%
Hispanic	37	727	*	731	*	30%	38%	*	*	19%	27%
Black or African American	*	*	723	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	741	749	*	*	*	*	*	*	52%
Female	49	733	744	745	*	20%	37%	*	*	31%	45%
Male	37	724	736	742	*	35%	43%	*	*	11%	42%
Economically Disadvantaged Students	39	727	735	729	*	*	33%	*	*	21%	24%
Non-Economically Disadvantaged Students	47	731	746	753	*	*	45%	*	*	23%	56%
Students with Disabilities	14	697	709	717	*	*	*	*	*	*	13%
Students without Disabilities	72	735	746	748	*	*	*	*	*	*	49%
English Learners	N	N	714	713	N	N	N	N	N	N	11%
Non-English Learners	86	729	741	745	12%	27%	40%	*	*	22%	45%
Homeless Students	N	N	*	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	*	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

HENRY E. HARRIS COMMUNITY SCHOOL
(17-0220-050)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	732	740	743	*	31%	*	34%	0%	34%	43%
White	28	740	*	750	*	*	*	46%	0%	46%	54%
Hispanic	26	721	731	732	*	*	*	*	*	23%	27%
Black or African American	*	*	730	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	745	748	*	*	*	*	*	*	51%
Female	37	734	743	745	*	*	*	*	*	43%	45%
Male	27	728	737	741	*	*	*	*	*	22%	42%
Economically Disadvantaged Students	33	726	735	730	*	*	*	*	*	24%	24%
Non-Economically Disadvantaged Students	31	738	746	751	*	*	*	*	*	45%	55%
Students with Disabilities	13	698	707	717	*	*	*	*	*	*	12%
Students without Disabilities	51	740	745	748	*	*	*	*	*	*	50%
English Learners	N	N	714	716	N	N	N	N	N	N	10%
Non-English Learners	64	732	742	744	*	31%	*	34%	0%	34%	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	N	N	*	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

HENRY E. HARRIS COMMUNITY SCHOOL
(17-0220-050)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	735	731	728	21%	15%	26%	*	*	38%	28%
White	34	738	736	736	*	*	*	44%	0%	44%	36%
Hispanic	28	731	725	722	*	*	*	*	*	29%	22%
Black or African American	*	*	719	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	755	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	735	729	N	N	N	N	N	N	28%
Female	40	738	736	731	*	*	*	*	*	40%	31%
Male	28	731	727	725	*	*	*	*	*	36%	26%
Economically Disadvantaged Students	24	724	727	719	*	*	*	*	*	33%	20%
Non-Economically Disadvantaged Students	44	741	736	735	*	*	*	*	*	41%	35%
Students with Disabilities	14	710	696	705	*	*	*	*	*	14%	*
Students without Disabilities	54	742	739	735	*	*	*	*	*	44%	*
English Learners	N	N	708	705	N	N	N	N	N	N	10%
Non-English Learners	68	735	733	729	21%	15%	26%	*	*	38%	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	*	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	738	746	*	*	*	*	*	*	46%
White	*	*	747	755	*	*	*	*	*	*	57%
Hispanic	*	*	728	730	*	*	*	*	*	*	27%
Black or African American	N	N	726	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	769	779	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	*	*	741	748	*	*	*	*	*	*	48%
Male	*	*	736	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	*	*	733	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	745	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	708	716	N	N	N	N	N	N	13%
Students without Disabilities	*	*	743	752	*	*	*	*	*	*	52%
English Learners	N	N	721	710	N	N	N	N	N	N	*
Non-English Learners	*	*	740	749	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

HENRY E. HARRIS COMMUNITY SCHOOL
(17-0220-050)
Grades Offered: PK-08
2017-2018

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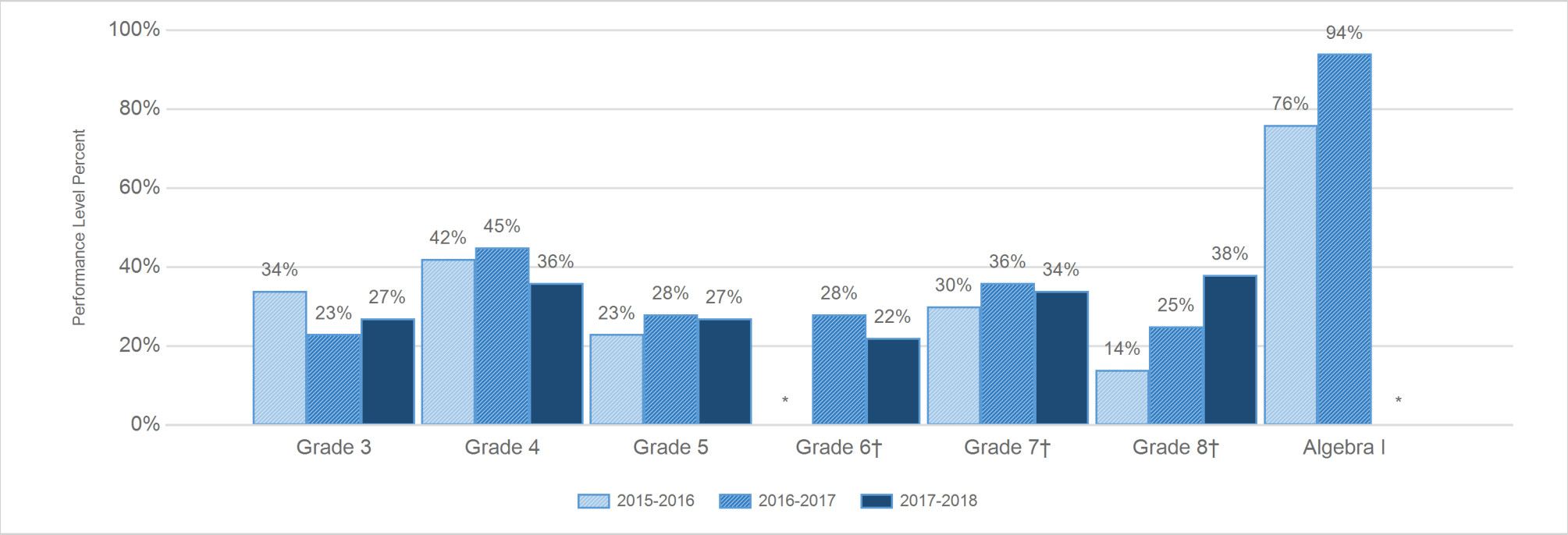
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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

NJASK Science Assessment Information

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

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	86
7	0	0	66
8	5	0	69
Total	5	0	221

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	86	0	0	0	0	0	0
7	66	0	0	0	0	0	0
8	74	0	0	0	0	0	0
Total	226	0	0	0	0	0	0

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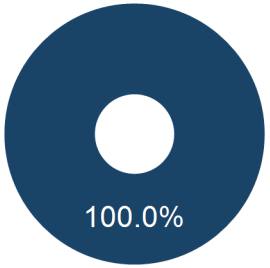
Visual and Performing Arts – Course Participation

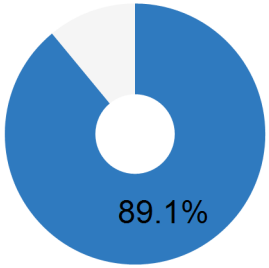
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

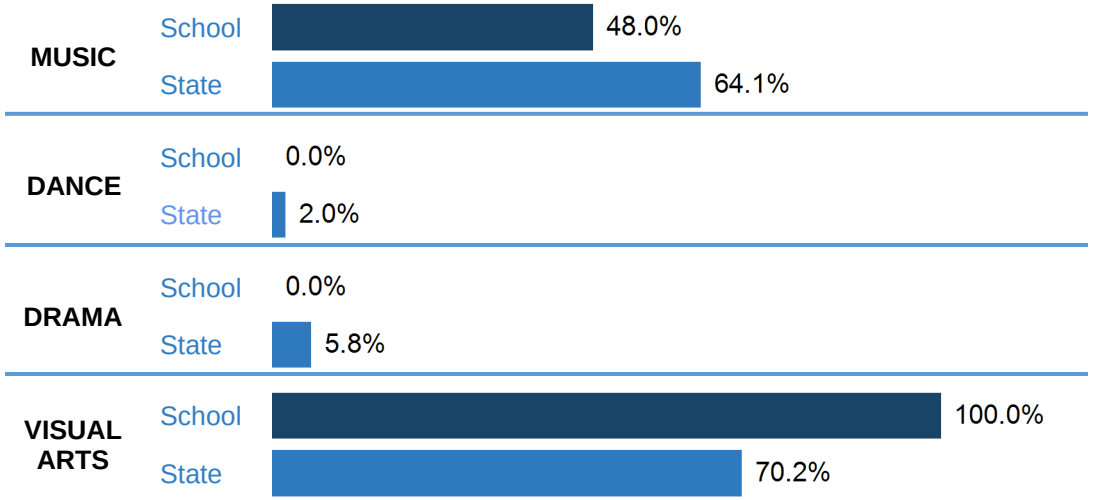


School



State

Students enrolled in one or more classes by discipline:



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

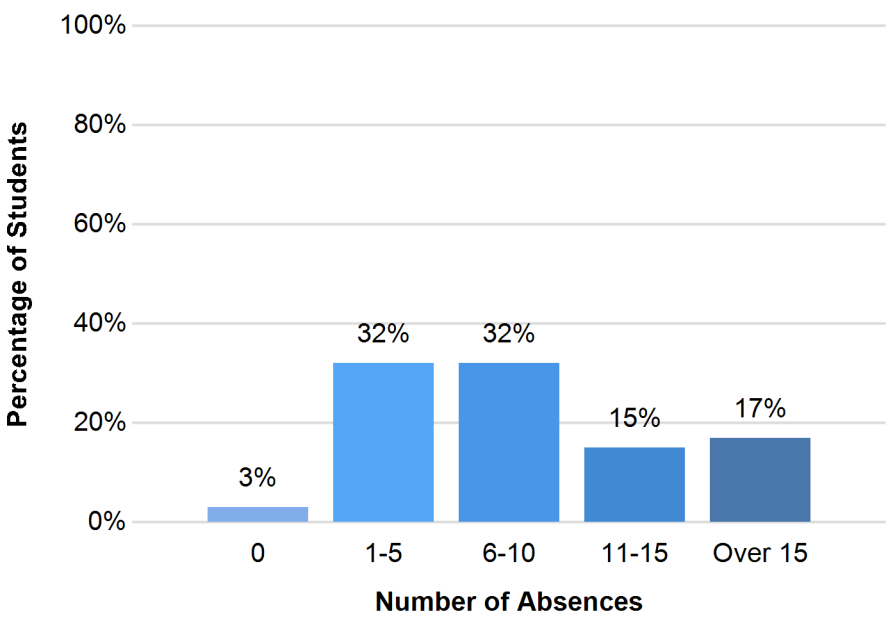
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	90	13.7	9.1	Not Met
White	31	10.3	9.1	Not Met
Hispanic	47	18.0	9.1	Not Met
Black or African American	10	15.4	9.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	2	14.3	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Economically Disadvantaged Students	53	15.9	9.1	Not Met
Students with Disabilities	31	21.8	9.1	Not Met
English Learners	*	*	**	**

Days Absent

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



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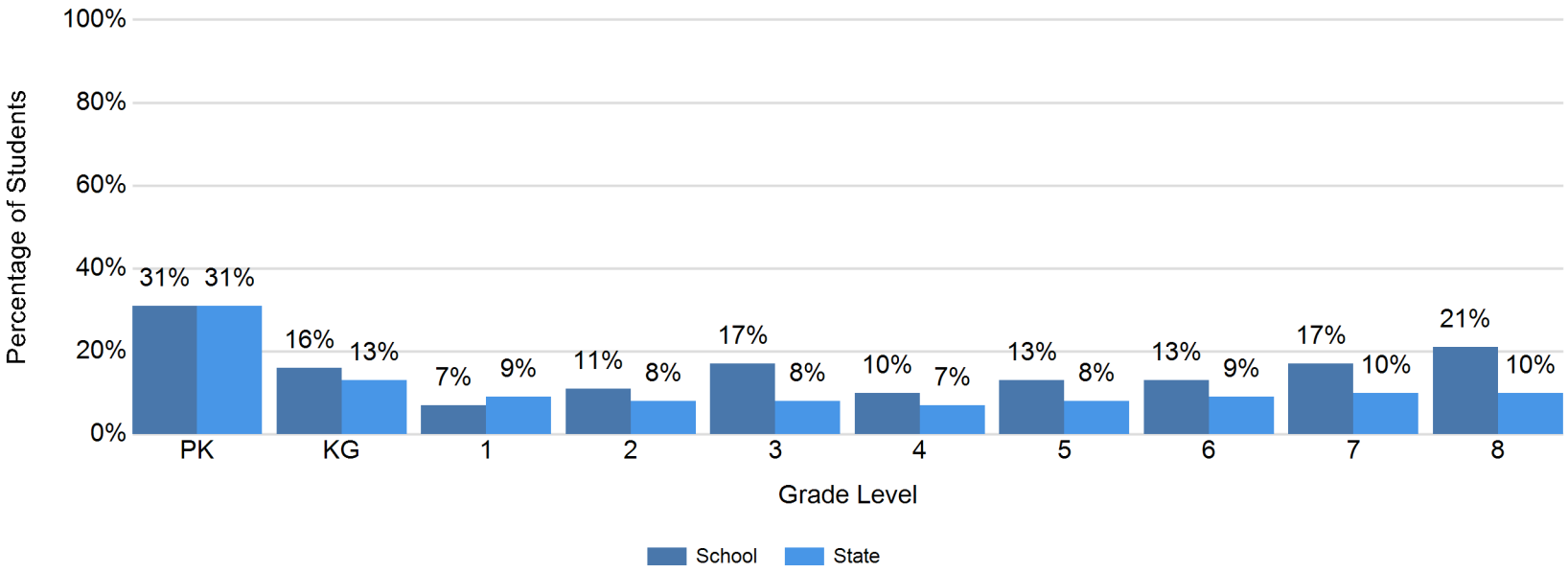
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.29

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
21

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School Day

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

Category	School
Typical Start Time	8:40 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	15.2:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$705	$12,470	$13,175

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	54	117,464
Average years experience in public schools	11.5	12.0
Average years experience in district	10.1	10.7
Teachers in district for 4 or more years	68.5%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	42	9,374
Average years experience in public schools	24.1	16.0
Average years experience in district	20.1	12.0
Administrators in district for 4 or more years	95.2%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	14:1
Students to Administrators	347:1	227:1
Teachers to Administrators	27:1	16:1
Students to Librarians/Media Specialists		3182:1
Students to Nurses		530:1
Students to Counselors		382:1
Students to Child Study Team		502:1

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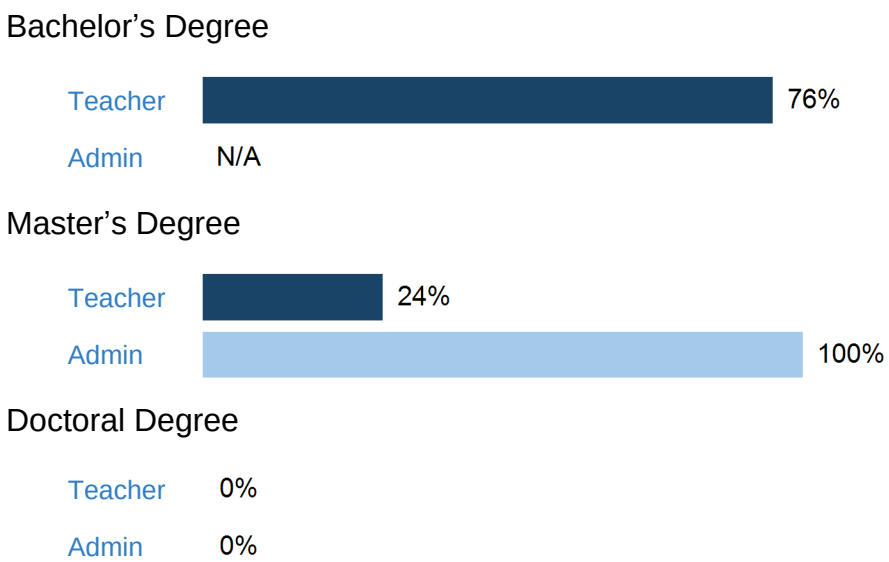
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	88.9%	90.2%
2016-17 Administrators: Same district 2017-18	78.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.2%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	83.3%	100.0%
Male	16.7%	0.0%
White	88.9%	100.0%
Hispanic	7.4%	0.0%
Black or African American	1.9%	0.0%
Asian	1.9%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	26.07	17.5%
Mathematics Proficiency	17.54	17.5%
English Language Arts Growth	83.18	25.0%
Mathematics Growth	30.21	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	14.87	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	38.21	n/a
Summative Rating: Percentile Rank of Summative Score	30.69	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target†	Exceeds Standard	Met Standard	**	Not Met	No
White	38.95	14.08	No	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Not Met	No
Hispanic	46.33	14.08	No	Met Target	Met Target†	Exceeds Standard	Met Standard	n/a	Not Met	No
Black or African American	52.32	14.08	No	Met Target	Not Met	Exceeds Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	49.50	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	27.75	14.08	No	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

NJ SCHOOL PERFORMANCE REPORT

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(17-0220-050)
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School Narrative

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

Highlights:	• Henry E. Harris is a proud recipient of the Bronze Award from National Alliance for a Healthier Generation. • Students in Grades 3 - 8 are equipped with Chromebooks on a 1:1 basis. Students in Grades Pre-K - 2 have access to classroom technology centers in the form of tablets and chromebooks. • Henry E. Harris Community School has thirty extra curricular activities and community education programs offered throughout the year.
Mission, Vision, Theme:	The mission of the Henry E. Harris Community School is to provide a flexible, educational environment that fosters personal and interpersonal growth, lifelong learning and a strong sense of community.
Awards, Recognition, Accomplishments:	Henry E. Harris Community School has it's own chapter of the National Junior Honor Society, and we are the Bronze Award recipient of National Alliance for a Healthier Generation. Our girls' basketball team won the City Championship, our Forensics Team had winners in 1st 2nd and 3rd place, and one of our students captured 2nd Place in the District-wide Spelling Bee. Our grade five and six students placed second in the city-wide Flag Football League. We have a Student Council for students in grades six through eight.

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Courses, Curriculum, Instruction:	Henry E. Harris Community School offers a wide variety of courses and resources for our students. These include Algebra I, REACH, electronic textbooks, Realtime, Oncourse, Classroom Dojo, Google Classroom, Khan Academy, Newsela, IXL; Differentiated Instruction through online resources located at the following site: https://sites.google.com/a/bboed.org/heh-parcc-resources/ . Our instruction is driven based on the NJSLS and NGSS standards and assessment. Our teachers use this information to help close the achievement gaps by meeting the needs of all students. Henry E. Harris Community School has a variety of learners in our diverse school population. We have inclusion classes in every grade, as well as self-contained classes servicing grades 3-8.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Coed) Flag Football offered as a co-ed activity, and co-ed Track and Field Meet for grades seven and eight. We also offer co-ed volleyball clinics throughout the year.
Clubs and Activities:	Henry E. Harris offers a variety of classes throughout the year which include Academic Challenge Team, Math Olympiad, Art Club, Forensics Club, Student Council, National Junior Honors Society, Instrumental Music ensembles such as Band, Jazz Band, and Orchestra, Choir, PEER, Chess, Robotics, Project Innovate, Girls Who Code, Space Club, Ecology Club, ARMS Tutoring, 100 Book Challenge, and other course offerings through Community Education.

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Before and After School Programs:	Before Care and After Care child programs are offered, HUD Housing Urban Development program after school, ARMS Tutoring, 100 Book Challenge, and Community Education Classes after school.
Staff and Professional Learning:	Mandatory staff training and development days provided by district, Achieve NJ and Danielson Training, Intervention tools and assessments training, suicide training, safe schools, NJ Webinars and online training which includes training topics such as bullying child abuse, youth suicide, blood-borne pathogens exposure, and sexual harassment. Workshops and professional development were also provided in the areas of data analysis for PARCC, PLC's, Monthly Faculty and Departmental Education, as well as Honeywell Educators at Space Academy with NASA, and National Training and Aerospace Research Center training aviation professional development, Readers Writer's Workshop, Honeywell Institute for Ecosystems Education, STEM online Webinars with the Center for Teaching and Learning, CS Discoveries Training with Code.org at The Center for STEM Excellence at the College of New Jersey.

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Student Supports and Services:	Henry E. Harris Community School offers inclusion at every grade level, self-contained classes from grades 3-8, LAL and Math Resource Room services for grades K-3, speech therapy, occupational therapy, physical therapy, counseling through guidance, Title 1 Support Teachers, ARMS Tutoring, 100 Book Challenge, I and RS, Child Study Team, and Differentiated Instruction. Enrichment programs such as REACH are offered to students at every grade level.
Student Health and Wellness:	Students participate annually in Hoops for Heart, Jump Rope for Heart, and Field Day. Daily participation which includes breakfast in classroom program, and daily lunch, outdoor recess, and physical education classes twice weekly. In addition, Henry Harris has been the recipient of the Bronze Award for Healthier Generation, The Golden Sneaker Competition for Hudson County TMA, and Go Noodle. We also include lessons Mindfulness and Yoga classes to help teach students peaceful strategies to deal with their feelings and stress.
Parent and Community Involvement:	Our school has an active parental and community presence which includes our PTA, Back to School Night, Open House, Mid-Year Conference, Community Tree lighting Ceremony, Winter and Spring Concerts, Trunk or Treat Event, Title 1 Parent Workshops, TMA Walk to School Event, Hawk Talk Newsletter, and Dine-out Fundraising Nights hosted at different local business throughout the community.

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Climate Surveys:	Is a Climate Survey Used: No
Facilities:	Our building hosts amenities designed to optimize student learning achievement which includes our Media Center, Computer Lab, Grade 7 and 8 Science Lab, Art Studio, Gymnasium, Multi-purpose Room, OT/PT Room, Speech Therapy Room, and Reading Garden.
School Safety:	Henry E. Harris prioritizes the safety of our staff and students by having armed security guards and police officers, a reception aide at the front door, metal detectors/wands, magnetized doors, monthly emergency/crisis drills to include lock-downs/shelter in place/fire drills/evacuations, Crew App for communication installed on faculty and staff personal devices, Faculty/Staff/Student IDs, and utilizing our School Safety Team comprised of teachers, administration and parents.

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Technology and STEM:	Infusing skills that will make our students successful in the 21st century is a central focus in our initiatives here at Henry E. Harris Community School. We offer Technology/STEM Classes that meet weekly in all grades, and twice weekly in grades seven and eight which focus on computer programming and STEM learning, Project Innovate STEM Competition, Space Club, STEM PLCs,, Robotics Club, and Girls Who Code Club. We also implement a 1:1 ratio using Chromebooks for students in grades 3-8, Chromebook Flips for grades K-3, Samsung Tablets and iPads for students in Pre-K-2. We also have SMART Boards in all classrooms in grades 4-8.
Early Childhood Education:	Our early childhood students are supported through Full-day Pre-K, Half-day Pre-K, iPads in Classrooms, Chromebook Flips in Grades K-2, Week of the Young Child Celebration Grades K-2, Fire Safety visits from the Fire Department, AAA's visit with Otto the Auto, Hudson Bergen Light Rail Safety Visit, Big Hawk Little Hawk, Community Leaders Participating in Read Aloud Days, Early Childhood Thanksgiving Feast, Autism Week Activities, and Dr. Seuss' Birthday Celebration.

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Other Information:	Block Scheduling, School Safety Team meets on a monthly basis, several committees are in place to address the needs of our building which include a strategic planning committee, Data Analysis Team, I and RS, Attendance Committee. Our school implements a technology ratio 1:1 in grades 3-8 and SMART Boards from grades 4-8. Our building also provides communications through Global/District Connect, and Early Intervention services offered for Pre-K Students.