NJ SCHOOL PERFORMANCE REPORT

HORACE MANN COMMUNITY SCHOOL
(17-0220-060)
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
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	HUDSON
District	BAYONNE CITY
Principal Name	DR. QUINN
Address	25 WEST 38TH STREET BAYONNE, NJ 07002
Phone Number	(201)858-5979
Email Address	CQUINN@BBOED.ORG
Website	https://www.bboed.org/domain/24
Facebook	https://www.facebook.com/bboed/
Twitter	https://twitter.com/HMSTigers6

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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	39	36	33
KG	60	58	54
1	61	68	54
2	57	64	67
3	66	52	65
4	61	73	54
5	61	53	63
6	67	63	53
7	63	69	68
8	88	67	54
Total	623	603	565

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	52.0%	54.1%	51.3%
Male	48.0%	45.9%	48.7%
Economically Disadvantaged Students	46.4%	45.9%	46.5%
Students with Disabilities	14.6%	12.4%	14.3%
English Learners	0.6%	0.7%	0.7%
Homeless Students		0.5%	0.2%
Students in Foster Care		0.2%	0.2%
Military-Connected Students		0.0%	1.1%
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	45.9%	44.8%	45.0%
Hispanic	32.9%	33.2%	32.9%
Black or African American	6.7%	7.1%	7.3%
Asian	11.4%	11.8%	11.7%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.2%	0.2%
Two or More Races	2.9%	3.0%	3.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	39	36	33
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	60	58	54

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	80.4%
Arabic	7.4%
Spanish	7.1%
Other Languages	5.1%

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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	49	54	50	Met Standard	55	46	50	Met Standard
White	56	56	50	Met Standard	56	48	51	Met Standard
Hispanic	45	53	49	Met Standard	48	42	48	Met Standard
Black or African American	33	47.5	44	Not Met	48	40.5	44	**
Asian, Native Hawaiian, or Pacific Islander	56.5	60.5	61	Met Standard	70	55	61	Exceeds Standard
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	49.5	49	**	*	50	51	**
Economically Disadvantaged	49	54	48	Met Standard	47.5	44	47	Met Standard
Students with Disabilities	44	43	41	Met Standard	41	40	43	Met Standard
English Learners	51	52	54	**	59.5	53	51	**

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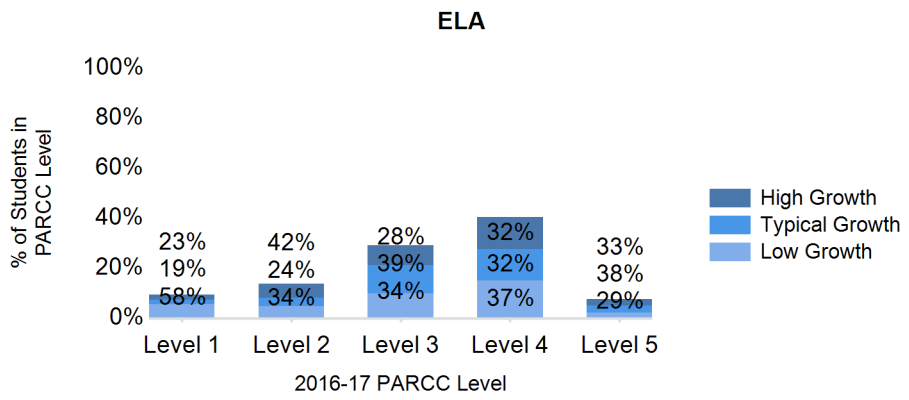
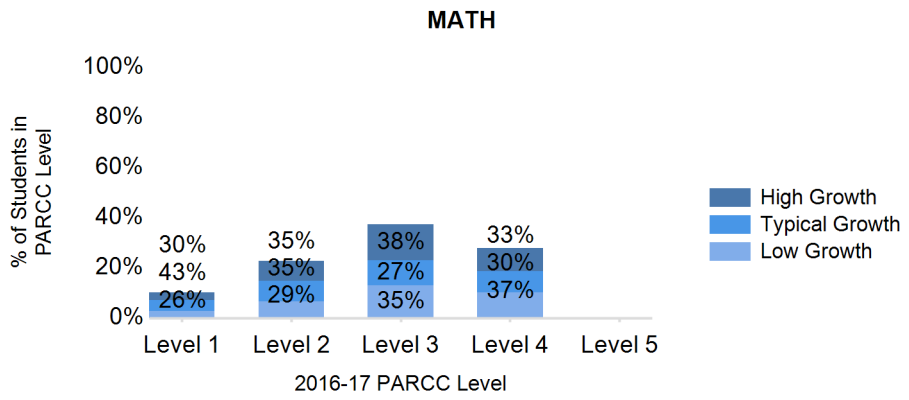
Student Growth by Performance Level

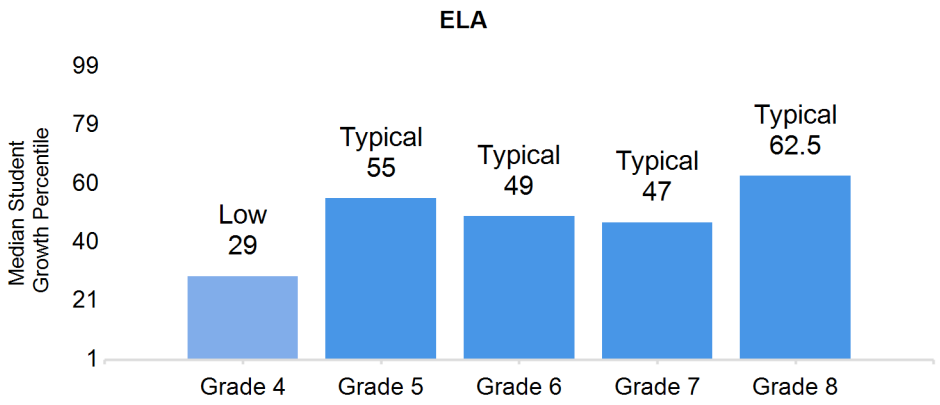
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

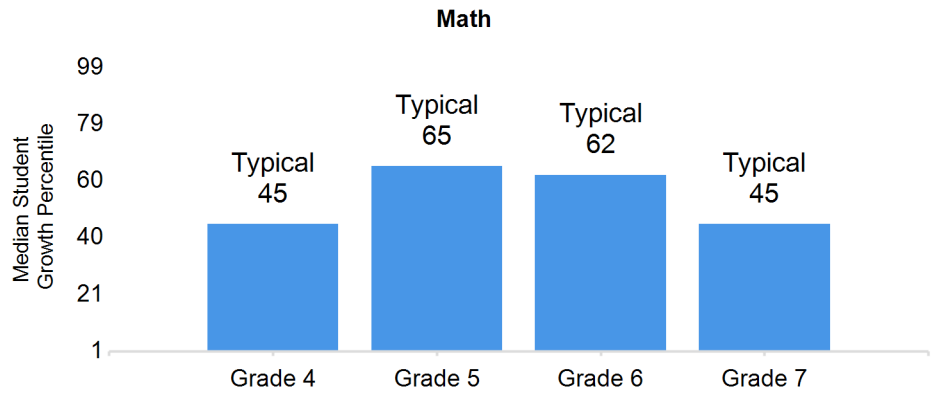




Student Growth by Grade

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	345	99.2	51.0	56.2	56.7	51.0	46.6	Met Target
White	161	98.8	54.7	60.5	65.6	54.7	47.6	Met Target
Hispanic	116	99.2	41.4	48.9	42.5	41.4	41.5	Met Target†
Black or African American	*	*	*	*	37.3	*	34.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	33	100.0	69.7	81.0	82.3	69.7	60.9	Met Target
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	178	100.0	56.2	65.2	64.5	56.2		
Male	167	98.3	45.5	47.3	49.4	45.5		
Economically Disadvantaged Students	152	98.8	33.6	50.1	38.5	33.6	30.8	Met Target
Non-Economically Disadvantaged Students	193	99.5	64.8	63.2	67.5	64.8		
Students with Disabilities	52	100.0	*	11.1	21.6	*	12.6	Not Met
Students without Disabilities	293	99.0	*	64.4	63.9	*		
English Learners	23	100.0	21.7	26.7	27.3	21.7	31.2	Met Target†
Non-English Learners	322	99.1	53.1	58.7	59.4	53.1		
Homeless Students	N	N	N	12.5	27.7	N		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	*	*	*	37.9	57.4	*		
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	65	736	743	750	18%	*	32%	*	*	35%	52%
White	31	741	*	759	*	*	42%	35%	0%	35%	61%
Hispanic	23	713	737	736	*	*	*	*	*	17%	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	38	737	749	756	*	*	*	*	*	34%	57%
Male	27	733	738	744	*	*	*	*	*	37%	46%
Economically Disadvantaged Students	38	720	*	733	*	*	29%	*	*	21%	34%
Non-Economically Disadvantaged Students	27	758	*	762	*	*	37%	*	*	56%	64%
Students with Disabilities	*	*	694	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	752	756	*	*	*	*	*	*	57%
English Learners	N	N	700	712	N	N	N	N	N	N	15%
Non-English Learners	65	736	746	753	18%	*	32%	*	*	35%	55%
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	751	*	*	*	*	*	*	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	54	738	750	756	*	*	28%	*	*	44%	58%
White	27	741	751	764	*	*	*	48%	0%	48%	68%
Hispanic	14	728	*	744	*	*	*	*	*	36%	44%
Black or African American	*	*	741	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	27	739	*	762	*	*	*	*	*	41%	63%
Male	27	738	*	751	*	*	*	*	*	48%	53%
Economically Disadvantaged Students	20	723	*	740	*	*	*	*	*	35%	40%
Non-Economically Disadvantaged Students	34	747	*	767	*	*	*	*	*	50%	70%
Students with Disabilities	*	*	708	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	758	762	*	*	*	*	*	*	64%
English Learners	N	N	716	720	N	N	N	N	N	N	17%
Non-English Learners	54	738	752	759	*	*	28%	*	*	44%	61%
Homeless Students	N	N	*	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	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	62	745	747	755	*	*	31%	50%	0%	50%	58%
White	31	753	755	763	0%	*	*	58%	0%	58%	68%
Hispanic	22	733	737	743	*	*	*	*	*	32%	43%
Black or African American	*	*	738	738	*	*	*	*	*	*	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	28	745	752	762	*	*	*	50%	0%	50%	66%
Male	34	745	743	749	*	*	*	50%	0%	50%	51%
Economically Disadvantaged Students	23	733	740	739	*	*	*	*	*	17%	39%
Non-Economically Disadvantaged Students	39	753	756	766	*	*	*	*	*	69%	71%
Students with Disabilities	*	*	709	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	754	762	*	*	*	*	*	*	65%
English Learners	N	N	713	712	N	N	N	N	N	N	11%
Non-English Learners	62	745	748	757	*	*	31%	50%	0%	50%	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	N	N	*	728	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	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	55	745	756	754	*	20%	18%	*	*	53%	56%
White	20	753	761	761	*	*	*	*	*	60%	66%
Hispanic	19	738	*	742	*	*	*	53%	0%	53%	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	27	756	764	761	*	*	*	*	*	70%	64%
Male	28	734	747	748	*	*	*	*	*	36%	48%
Economically Disadvantaged Students	28	736	749	739	*	*	*	*	*	39%	37%
Non-Economically Disadvantaged Students	27	754	763	764	*	*	*	*	*	67%	68%
Students with Disabilities	15	706	709	723	*	*	*	*	*	*	18%
Students without Disabilities	40	759	765	760	*	*	*	*	*	*	63%
English Learners	N	N	714	712	N	N	N	N	N	N	*
Non-English Learners	55	745	757	755	*	20%	18%	*	*	53%	*
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	69	746	759	760	*	*	29%	*	*	48%	63%
White	26	743	*	768	*	*	*	*	*	50%	72%
Hispanic	29	745	750	746	*	*	34%	*	*	45%	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	33	760	768	769	*	*	*	*	*	70%	72%
Male	36	733	750	752	*	*	*	*	*	28%	54%
Economically Disadvantaged Students	32	735	752	742	*	*	*	*	*	31%	44%
Non-Economically Disadvantaged Students	37	756	768	771	*	*	*	*	*	62%	73%
Students with Disabilities	18	716	709	721	*	*	*	*	*	*	22%
Students without Disabilities	51	757	767	768	*	*	*	*	*	*	71%
English Learners	*	*	706	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	762	762	*	*	*	*	*	*	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	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

HORACE MANN COMMUNITY SCHOOL
(17-0220-060)
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	53	773	757	759	0%	*	*	43%	30%	74%	60%
White	27	783	765	767	0%	*	*	*	*	78%	70%
Hispanic	17	757	746	744	0%	*	*	*	*	59%	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	*	*	750	766	*	*	*	*	*	*	66%
Female	30	774	767	768	0%	*	*	*	*	70%	69%
Male	23	772	746	751	0%	*	*	*	*	78%	52%
Economically Disadvantaged Students	20	766	751	740	0%	*	*	*	*	65%	42%
Non-Economically Disadvantaged Students	33	778	762	769	0%	*	*	*	*	79%	71%
Students with Disabilities	*	*	713	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	765	766	*	*	*	*	*	*	68%
English Learners	N	N	688	703	N	N	N	N	N	N	*
Non-English Learners	53	773	759	761	0%	*	*	43%	30%	74%	*
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

HORACE MANN COMMUNITY SCHOOL
(17-0220-060)
Grades Offered: PK-08
2017-2018

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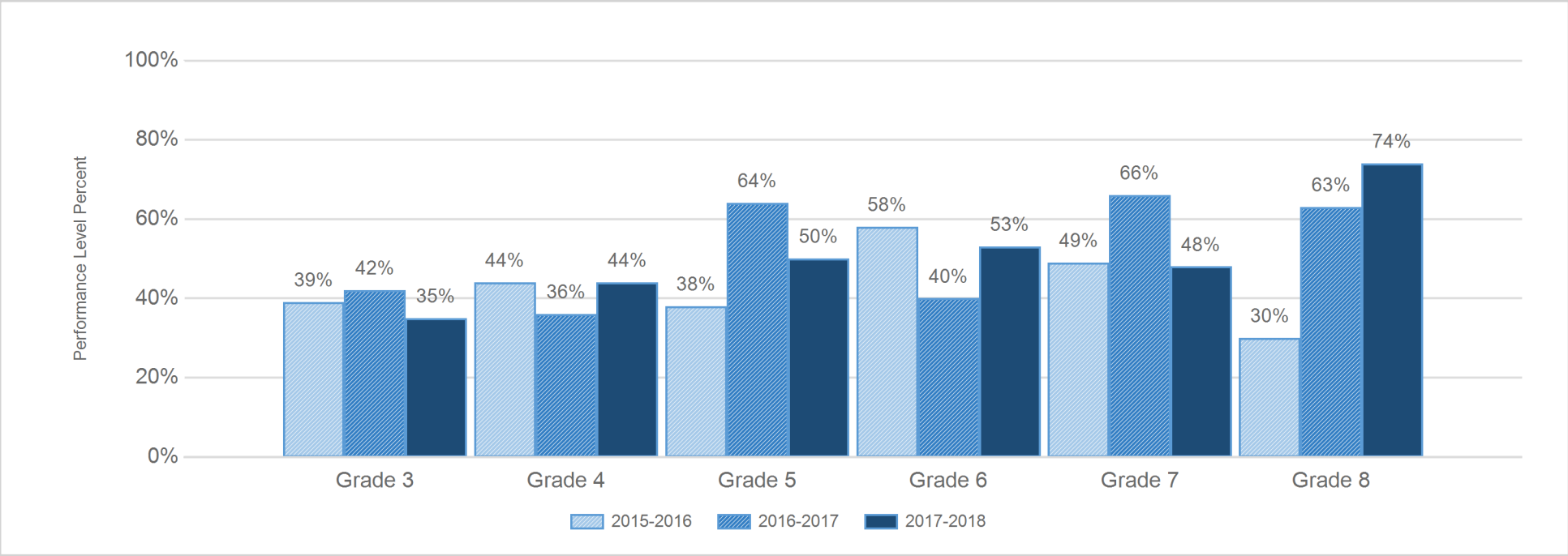
English Language Arts/Literacy Assessment - Performance Trends

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

HORACE MANN COMMUNITY SCHOOL
(17-0220-060)
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	345	99.4	39.1	38.8	45.0	39.1	40	Met Target†
White	161	98.8	46.0	46.4	54.1	46.0	44.2	Met Target
Hispanic	116	100.0	30.2	27.9	29.2	30.2	29.6	Met Target
Black or African American	*	*	*	23.4	23.4	*	21.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	33	100.0	51.6	68.6	77.0	51.6	68.8	Not Met
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	178	100.0	37.7	41.1	46.0	37.7		
Male	167	98.9	40.7	36.6	43.9	40.7		
Economically Disadvantaged Students	152	99.4	29.0	33.7	26.6	29.0	28.2	Met Target
Non-Economically Disadvantaged Students	193	99.5	47.1	44.9	55.9	47.1		
Students with Disabilities	52	100.0	*	*	17.1	*	10.3	Met Target†
Students without Disabilities	293	99.3	*	*	50.5	*		
English Learners	23	100.0	30.4	29.3	24.6	30.4	25.6	Met Target
Non-English Learners	322	99.4	39.8	39.8	46.9	39.8		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	*	*	*	16.2	45.8	*		
Migrant Students	N	N	N	*	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

HORACE MANN COMMUNITY SCHOOL
(17-0220-060)
Grades Offered: PK-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	741	748	752	*	23%	28%	*	*	37%	53%
White	31	749	*	760	*	*	*	*	*	45%	64%
Hispanic	23	721	740	739	*	*	*	*	*	22%	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	38	737	748	752	*	*	*	*	*	26%	53%
Male	27	747	747	751	*	*	*	*	*	52%	53%
Economically Disadvantaged Students	38	729	*	736	*	*	*	*	*	26%	35%
Non-Economically Disadvantaged Students	27	758	*	762	*	*	*	*	*	52%	66%
Students with Disabilities	*	*	715	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	754	756	*	*	*	*	*	*	57%
English Learners	N	N	726	726	N	N	N	N	N	N	23%
Non-English Learners	65	741	749	754	*	23%	28%	*	*	37%	56%
Homeless Students	N	N	*	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	55%
Migrant Students	N	N	*	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

HORACE MANN COMMUNITY SCHOOL
(17-0220-060)
Grades Offered: PK-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	744	743	748	*	*	31%	*	*	44%	49%
White	27	747	747	755	*	*	37%	*	*	44%	60%
Hispanic	14	734	*	737	*	*	*	*	*	36%	34%
Black or African American	*	*	735	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	27	740	*	748	*	*	*	*	*	37%	50%
Male	27	748	*	748	*	*	*	*	*	52%	49%
Economically Disadvantaged Students	20	731	*	733	*	*	*	*	*	30%	30%
Non-Economically Disadvantaged Students	34	752	*	758	*	*	*	*	*	53%	62%
Students with Disabilities	*	*	710	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	749	753	*	*	*	*	*	*	55%
English Learners	N	N	726	722	N	N	N	N	N	N	16%
Non-English Learners	54	744	744	750	*	*	31%	*	*	44%	52%
Homeless Students	N	N	*	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

HORACE MANN COMMUNITY SCHOOL
(17-0220-060)
Grades Offered: PK-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	62	740	742	748	*	*	35%	*	*	39%	49%
White	31	748	749	756	*	*	32%	*	*	52%	60%
Hispanic	22	728	732	736	*	*	*	*	*	23%	32%
Black or African American	*	*	730	730	*	*	*	*	*	*	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	28	738	742	749	*	*	39%	*	*	36%	50%
Male	34	742	741	747	*	*	32%	*	*	41%	48%
Economically Disadvantaged Students	23	739	738	733	*	*	*	*	*	39%	29%
Non-Economically Disadvantaged Students	39	741	747	758	*	*	*	*	*	38%	62%
Students with Disabilities	*	*	715	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	746	752	*	*	*	*	*	*	55%
English Learners	N	N	731	718	N	N	N	N	N	N	13%
Non-English Learners	62	740	742	750	*	*	35%	*	*	39%	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	20%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

HORACE MANN COMMUNITY SCHOOL
(17-0220-060)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	738	740	744	*	22%	31%	*	*	38%	44%
White	20	748	746	751	*	*	*	*	*	55%	54%
Hispanic	19	732	*	731	*	*	*	*	*	26%	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	27	741	744	745	*	*	*	*	*	41%	45%
Male	28	735	736	742	*	*	*	*	*	36%	42%
Economically Disadvantaged Students	28	729	735	729	*	*	*	*	*	21%	24%
Non-Economically Disadvantaged Students	27	747	746	753	*	*	*	*	*	56%	56%
Students with Disabilities	15	712	709	717	*	*	*	*	*	*	13%
Students without Disabilities	40	747	746	748	*	*	*	*	*	*	49%
English Learners	N	N	714	713	N	N	N	N	N	N	11%
Non-English Learners	55	738	741	745	*	22%	31%	*	*	38%	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

HORACE MANN COMMUNITY SCHOOL
(17-0220-060)
Grades Offered: PK-08
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	69	733	740	743	*	32%	39%	*	*	25%	43%
White	26	732	*	750	*	*	46%	*	*	19%	54%
Hispanic	29	730	731	732	*	41%	*	*	*	28%	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	33	738	743	745	*	*	36%	*	*	36%	45%
Male	36	727	737	741	*	*	42%	*	*	14%	42%
Economically Disadvantaged Students	32	729	735	730	*	*	38%	*	*	19%	24%
Non-Economically Disadvantaged Students	37	736	746	751	*	*	41%	*	*	30%	55%
Students with Disabilities	18	715	707	717	*	*	*	*	*	*	12%
Students without Disabilities	51	739	745	748	*	*	*	*	*	*	50%
English Learners	*	*	714	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	742	744	*	*	*	*	*	*	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	*
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

HORACE MANN COMMUNITY SCHOOL
(17-0220-060)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	747	731	728	*	*	25%	*	*	46%	28%
White	22	751	736	736	*	*	*	*	*	50%	36%
Hispanic	17	737	725	722	*	*	*	*	*	47%	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	*	*	735	729	*	*	*	*	*	*	28%
Female	26	742	736	731	*	*	*	*	*	42%	31%
Male	22	752	727	725	*	*	*	*	*	50%	26%
Economically Disadvantaged Students	19	742	727	719	*	*	*	*	*	42%	20%
Non-Economically Disadvantaged Students	29	749	736	735	*	*	*	*	*	48%	35%
Students with Disabilities	*	*	696	705	*	*	*	*	*	*	*
Students without Disabilities	*	*	739	735	*	*	*	*	*	*	*
English Learners	N	N	708	705	N	N	N	N	N	N	10%
Non-English Learners	48	747	733	729	*	*	25%	*	*	46%	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

HORACE MANN COMMUNITY SCHOOL
(17-0220-060)
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2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	738	746	*	*	*	*	*	*	46%
White	*	*	747	755	*	*	*	*	*	*	57%
Hispanic	N	N	728	730	N	N	N	N	N	N	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

HORACE MANN COMMUNITY SCHOOL
(17-0220-060)
Grades Offered: PK-08
2017-2018

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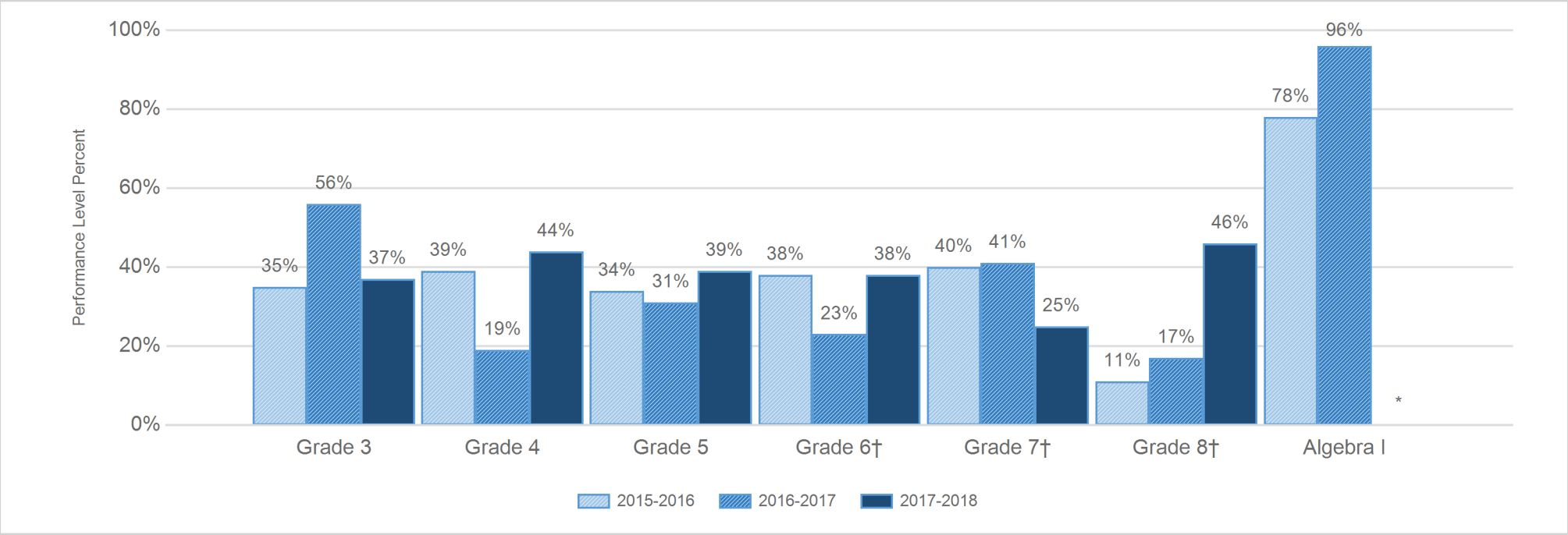
Mathematics Assessment – Performance Trends

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	N	N
8	N	N

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	*	*	*
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	55
7	0	0	72
8	5	0	49
Total	5	0	176

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	55	0	0	0	0	0	0
7	72	0	0	0	0	0	0
8	54	0	0	0	0	0	0
Total	181	0	0	0	0	0	0

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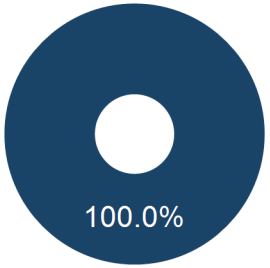
Visual and Performing Arts – Course Participation

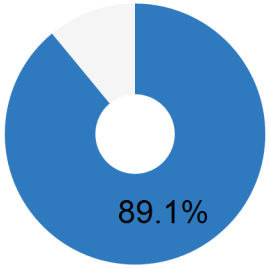
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

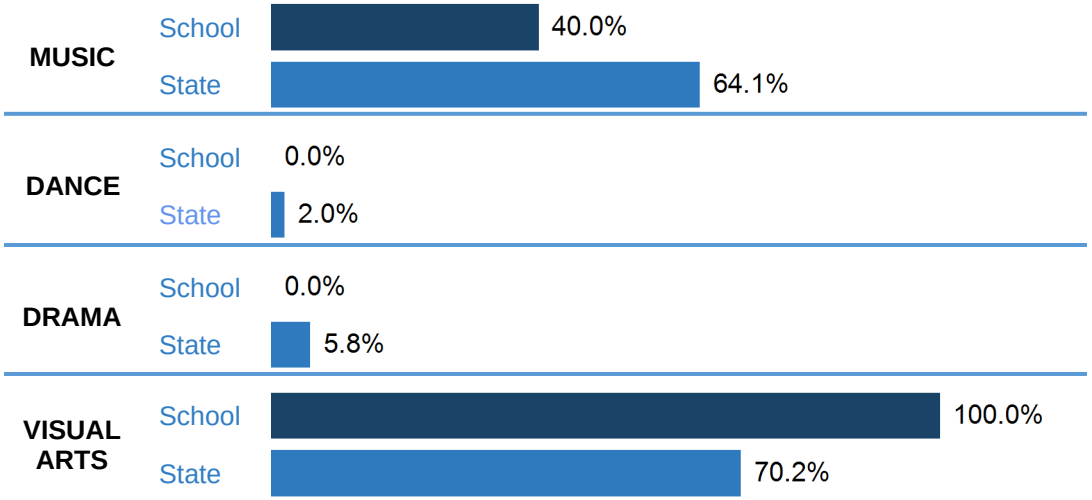


School



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.

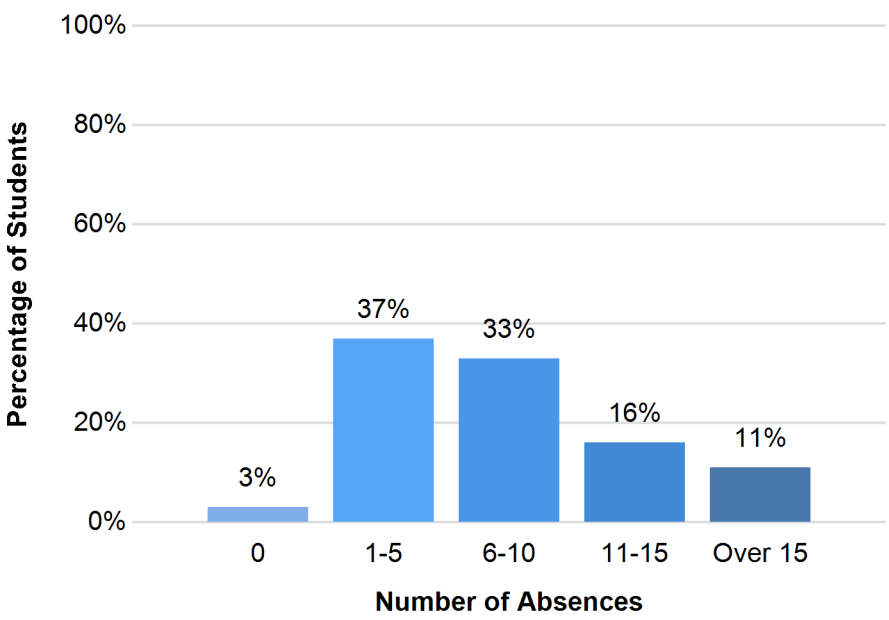
Chronic Absenteeism

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	50	9.5	9.1	Not Met
White	20	8.5	9.1	Met
Hispanic	23	12.7	9.1	Not Met
Black or African American	3	7.9	9.1	Met
Asian, Native Hawaiian, or Pacific Islander	3	5.3	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	34	13.6	9.1	Not Met
Students with Disabilities	24	29.3	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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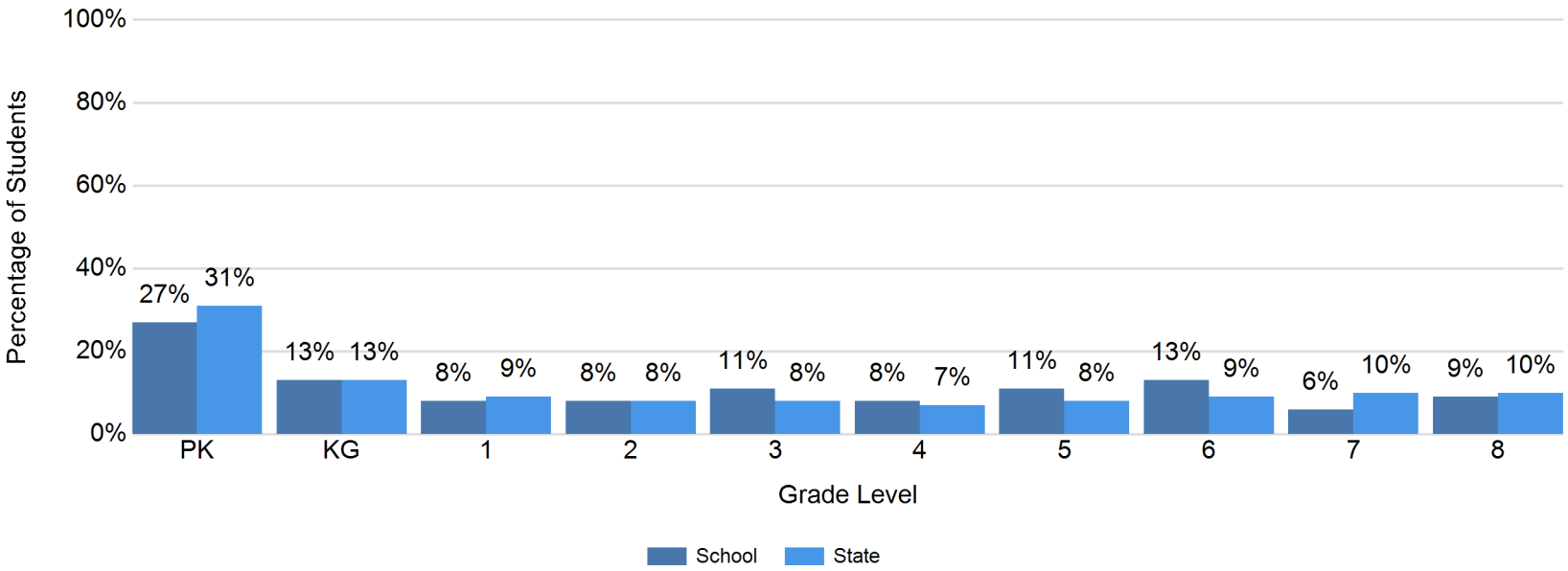
Chronic Absenteeism by Grade

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	5
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	1.06

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	1
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	1	0	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	1	2
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	10	1.8%
Any Suspension	10	1.8%
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
27

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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	4.0:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$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	39	117,464
Average years experience in public schools	15.7	12.0
Average years experience in district	13.2	10.7
Teachers in district for 4 or more years	82.1%	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	14:1	14:1
Students to Administrators	565:1	227:1
Teachers to Administrators	39:1	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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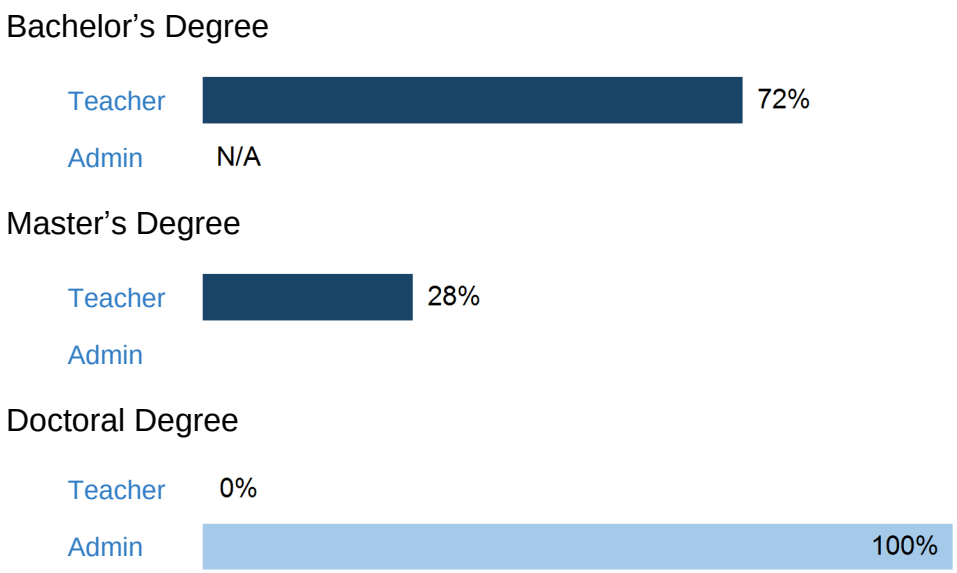
Teachers and Administrators - Level of Education

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	97.0%

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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	92.3%	100.0%
Male	7.7%	0.0%
White	97.4%	100.0%
Hispanic	2.6%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	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	29.62	17.5%
Mathematics Proficiency	26.13	17.5%
English Language Arts Growth	42.24	25.0%
Mathematics Growth	60.65	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	27.64	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	39.62	n/a
Summative Rating: Percentile Rank of Summative Score	32.29	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†	Met Standard	Met Standard	**	Not Met	No
White	46.34	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	39.87	14.08	No	Met Target†	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	47.22	14.08	No	Met Target	Met Target	Not Met	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	35.57	14.08	No	Met Target	Not Met	Met Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	47.53	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	30.01	14.08	No	Not Met	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
English Learners	**	**	No	Met Target†	Met Target	**	**	**	**	No

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

NJ SCHOOL PERFORMANCE REPORT

HORACE MANN COMMUNITY SCHOOL
(17-0220-060)
Grades Offered: PK-08
2017-2018

Report Key:
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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:	• The motto of Horace Mann Community School is Be Kind and Respectful. We feel that by following this motto, all of our stakeholders benefit from this caring community of learners. • Horace Mann Community School has a staff that is Second to None. They are a diligent, hard-working, conscientious group that keeps the well-being of every student at the forefront of their teaching. • To insure that students at Horace Mann Community School receive a well-rounded education, a host of co-curricular activities are offered.
Mission, Vision, Theme:	The mission of the Horace Mann Community School is to provide a respectful, quality, educational environment for all our students in order to foster academic, social and emotional growth that will lead to a strong love of learning and a strong sense of personal responsibility to self, to family, and to the community.
Awards, Recognition, Accomplishments:	After each marking period, students are able to receive awards: First Honor Roll, Second Honor Roll, Citizenship, Principal's Award and Perfect Attendance. Our students participate in the many district public school and private school competitions and most often come in first or second place. Two years ago we tied for first place in the Academic Challenge and last year came in second place. Two years ago we came in first place in the Math Olympiad, and last year, one of our students placed first in the individual competition of the Math Olympiad and three of our students tied for second place also in this competition. Another student placed first in the Art Contest sponsored by Marist High School. One of our seventh grade students won second place in the Knights of Columbus Veterans' Day Essay Contest. Last year our Cheerleading Squad placed first in the city in the Cup of Cheers Competition. Our Junior Robotics Team came in third place in the city competition.

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Courses, Curriculum, Instruction:	Horace Mann Community School follows the district curriculum in all major subject areas - Mathematics, Language Arts, Science and Social Studies. All curriculum is reviewed annually and revamped as needed. Pacing guides help keep teachers in line with where they need to be at any given time. The one curriculum area that is developed in-house is the content, process, product and affective activities included in our Raising Expectations Above Children's Horizons (REACH) Program. Teachers are asked to create a course 1. Where the content is a new body of knowledge or is an extension of the regular curriculum; 2. Where the process is inquiry and discovery using research; 3. Where the product is original and inventive; 4. Where the affect encourages positive, healthy behavior; and 5. Where the assessment may use a rubric or be outlined in a contract. At the beginning of the marking period, students are given a brochure of the various courses offered. Students get to select their course.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Girls), Football (Boys & Girls), Track and Field - Spring (Boys & Girls) Horace Mann offers Girls and Boys Basketball Teams, Cheerleading Team, Grade 8 Track, Coed Flag Football.
Clubs and Activities:	Academic Challenge, Art Club, Chess Club, Yearbook, Student Council, Cleaner & Greener Club, Band & Choir, Math Olympiad, Color Guard, 8th Grade Peer Leadership, Forensics, Fire Quiz Bowl, Project Innovate, Lego Robotics Club, National Junior Honor Society, Spelling Bee and Geography Bees, Community Education Afterschool Enrichment Courses

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Before and After School Programs:	Horace Mann Community School offers child care both Before and After school. Several Community Education Courses are offered as well. As part of the Multi-Tiered Systems of Support, (MTSS) the After School Reading and Math (ARMS) Program for students in grades 3 through 8 in both Math and ELA, AM Tutorial in Math for students in grades 3-8, and 100 Book Challenge for students in grades K, 1,2, are also in place.
Staff and Professional Learning:	Teachers and Teacher Assistants have fulfilled the district requirements regarding the completion of webinars on various topics using SafeSchools. They have also attended Staff Training and Development Days where guest speakers or in-house sessions on pertinent topics are presented. Also, many teachers request Professional Days - out of district - on topics that are relevant to their content area.
Postsecondary Information:	There are some teachers in the process of acquiring either their Masters Degree, their Administrative Certification, and their Doctorate Degree.

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Student Supports and Services:	Support services are provided through Title 1, Occupational Therapy, Speech Therapy, Physical Therapy, and Guidance Counseling. Our Intervention and Referral Services (I&RS) Committee reviews student referrals and composes action plans or 504 plans as needed. We also have the opportunity to refer students to the Child Study Team for a full evaluation if we detect learning disabilities may be present.
Student Health and Wellness:	In order to promote health and wellness for all students, Horace Mann Community School participates in the Breakfast in the Classroom (BIC) and lunch programs on a daily basis. Our school nurse regularly checks students and contacts parents if there is a health concern. Students are also given physicals and eye exams by doctors hired by the district. Students participate in physical education classes for eighty minutes per week and have a daily 20 minute recess period during lunch.
Parent and Community Involvement:	The PTA at Horace Mann is an integral part of school life. Planning for school events begins in June for the following year. On the first day of school, black and orange balloons and flags welcome our students, celebrating the beginning of a new school year. Some of the activities they host are the Weekly Supply Cart, Book Fair, The Brain Show, Trunk or Treat, Better Than Broadway, Family Ice Skate Night, Movie Night, Garlic and Gaelic Night, Rutgers Science Bus, Holiday Bazaar, and Tiger Pride Assembly. They also provide refreshments for the Ring Ceremony, Junior Honor Society Induction Ceremony, and the Pre-K and Kindergarten Celebrations.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Two years ago, Horace Mann Community School surveyed parents students and staff. Our results indicated that our school is a healthy school where quality learning takes place.
Facilities:	The corner stone of Horace Mann School reads 1923. While no new additions to this old building have been done, the mid-point exterior was retro-fitted to include a ramp leading to an elevator to insure handicap access. We have thirty-five classrooms, one renovated auditorium that is now a multipurpose room, one gymnasium, a main office suite, an office for the Assistant Principal, an Occupational and Physical Therapy room, one faculty room, one nurse's office, a guidance office, a library, an office for the District Home Instruction Coordinator, two computer rooms, one band room, one Science Lab, one STEM lab, one Title 1 office, and three lunch rooms.
School Safety:	The safety and security of our staff and students are of prime importance. All exterior doors are locked at all times and access to the school is limited to the front door where a reception aide screens visitors with the help of a metal detector and a wand. The Horace Mann Safety Committee meets once a month and reviews all safety measures. One lockdown drill and two fire drills are held each month. An armed, retired police officer is on duty daily, Walkie Talkies are used to communicate with administration and city-wide personnel. A weekly radio check is done throughout the district to make sure all equipment is in good working order.

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Technology and STEM:	Technology is incorporated into the learning activities of all students at Horace Mann. The Pre-Kindergarten students use iPads, students in Kindergarten use Asus Chromebook Flips, and all students in grades 3-8 have their own personal Chromebooks. Last year, a major focus on STEM activities was done. Through our affiliation with Stevens Institute of Technology, the NJRAISE Program, our school committee presented STEM activities at three faculty meetings and created a STEM Lab. This year classes are held in the STEM Lab and a morning class will be offered entitled Maker Space. The Technology teacher is offering this class to students in grades 7 and 8 on Friday mornings. We will be assessing the success of the class through a review of the individual journals and notes that students have to keep during their time in this lab. We will also be offering a course - Girls Who Code - for students in Grades 3-5. This is a six week course and will be launched the last week in January.
Early Childhood Education:	Horace Mann currently offers two half-day Pre-Kindergarten classes and three each of Grades K, 1, 2, and 3. The High Scope Curriculum which is play-based and uses active learning has been adopted for use in our Pre-Kindergarten classes. The district curriculum is followed in Grades K - 3 for all major subject areas - ELA, Math, Social Studies and Science.This year, the Fundations Program was adopted for use in Grades K, 1, and 2. This is a phonics based program that uses active learning techniques, Also, this year, the i-Ready Diagnostics will be given to students in Grades K, 1, 2 three times and an analysis of the results will help teachers pinpoint the instructional level of all students and help teachers formulate small groups for focused instruction. The Early Childhood classes celebrate the Week of the Young Child doing fun activities each day for that week. They also recognize Dr. Seuss' Birthday in March.

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Other Information:	We try to instill in our students that it is important to contribute to our community and we carry out activities that show how we can do this. Under the direction of our Physical Education Teachers, our students raised over 7,000 dollars each year for the past two years for the American Heart Association by participating in the Hoops for Heart Program. Our school collects Halloween Costumes and Winter Coats and sends them to the shelters in our area. This year our Cleaner and Greener Club is collecting plastic bags and giving them to the TREX Company where they are recycled into composite decks and railings. Last year and this year our Show Choir was asked to perform in the Uptown Tree Lighting Ceremony during the holidays and they were the hit of the show. Our school sponsored Horace Mann Fights Hunger where 22 boxes of food items were collected to stock the food pantries in town. We also sponsored Horace Mann Honors Veterans and collected Find-A-Word Books, Crossword Puzzle Books, and various Games that were given to the Veterans Hospitals. This is the eighth year that will sponsor a Senior Citizens Social where students interact with the Seniors in games and entertainment on a morning in January or February. The Seniors receive gifts and are always thrilled to participate.