NJ SCHOOL PERFORMANCE REPORT

HASBROUCK HEIGHTS MIDDLE SCHOOL
(03-2080-055)
Grades Offered: 06-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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† 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	BERGEN
District	HASBROUCK HEIGHTS BORO
Principal Name	MR. MASTROPIETRO
Address	365 BOULEVARD HASBROUCK HEIGHTS, NJ 07604-1402
Phone Number	(201)393-8170
Email Address	MASTROPIETROJ@HHSCHOOLS.ORG
Website	https://www.hhschools.org
Twitter	http://twitter.com/HHHSPrin@HHHSAviators

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
6	158	156	166
7	149	155	162
8	141	152	159
Total	448	463	487

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	44.0%	48.2%	49.9%
Male	56.0%	51.8%	50.1%
Economically Disadvantaged Students	16.5%	14.5%	15.4%
Students with Disabilities	19.4%	16.0%	17.0%
English Learners	2.2%	1.9%	1.8%
Homeless Students		0.0%	0.6%
Students in Foster Care		0.0%	0.2%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	58.9%	60.7%	57.1%
Hispanic	24.1%	24.2%	27.9%
Black or African American	3.8%	3.0%	2.7%
Asian	13.2%	11.9%	12.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.2%	0.2%

Enrollment by Home Language

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

Home Language	% of Students
English	70.0%
Spanish	13.3%
Arabic	2.9%
Polish	1.4%
Tagalog	1.4%
Other Languages	10.9%

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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	39	46	50	Not Met	57	54	50	Met Standard
White	37	42	50	Not Met	56	54	51	Met Standard
Hispanic	43	49.5	49	Met Standard	55	53	48	Met Standard
Black or African American	40	46	44	**	*	61	44	**
Asian, Native Hawaiian, or Pacific Islander	54	59	61	Met Standard	71.5	64.5	61	Exceeds Standard
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	*	49	**	*	*	51	**
Economically Disadvantaged	42	45	48	Met Standard	57	52.5	47	Met Standard
Students with Disabilities	37	40	41	Not Met	34	46	43	Not Met
English Learners	*	*	54	**	*	80	51	**

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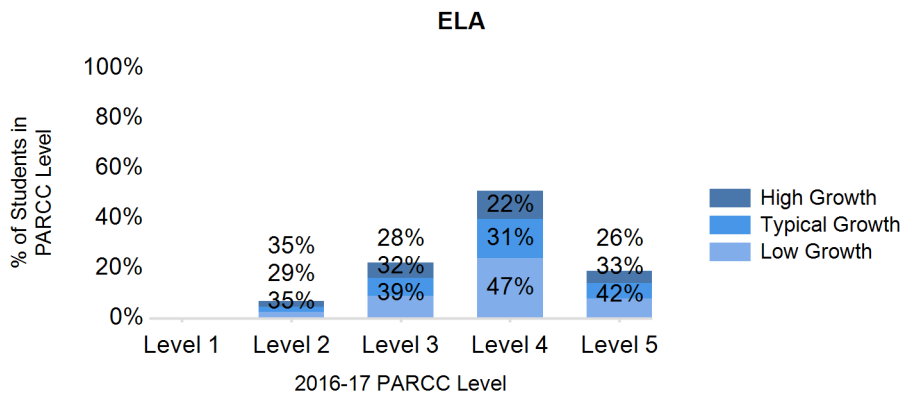
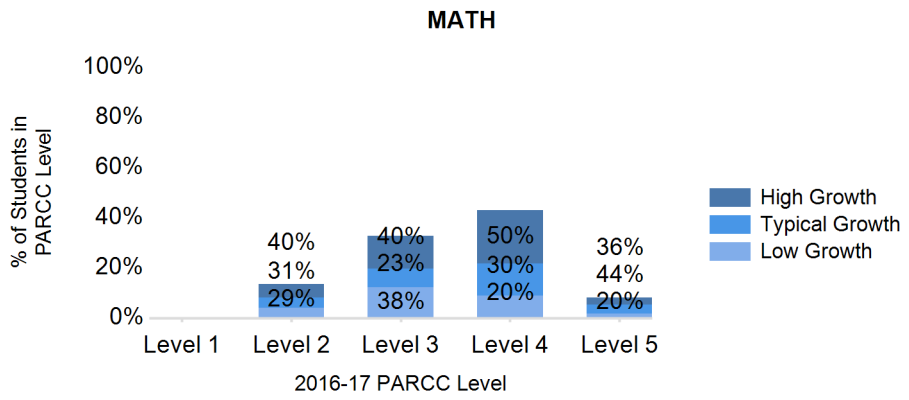
Student Growth by Performance Level

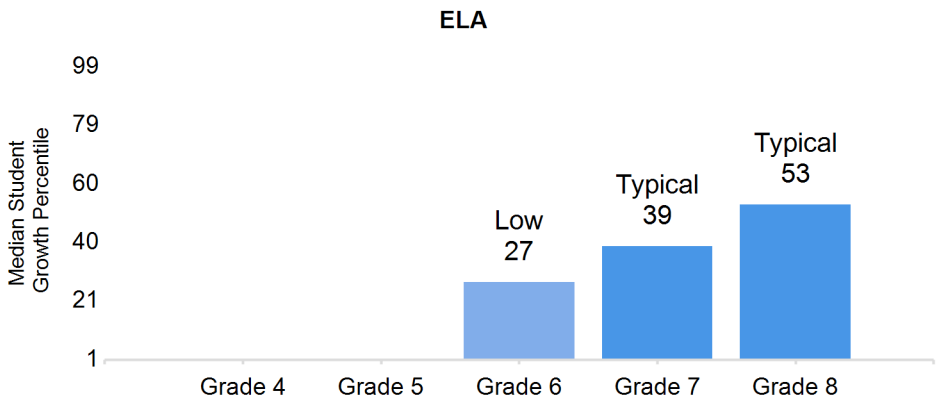
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

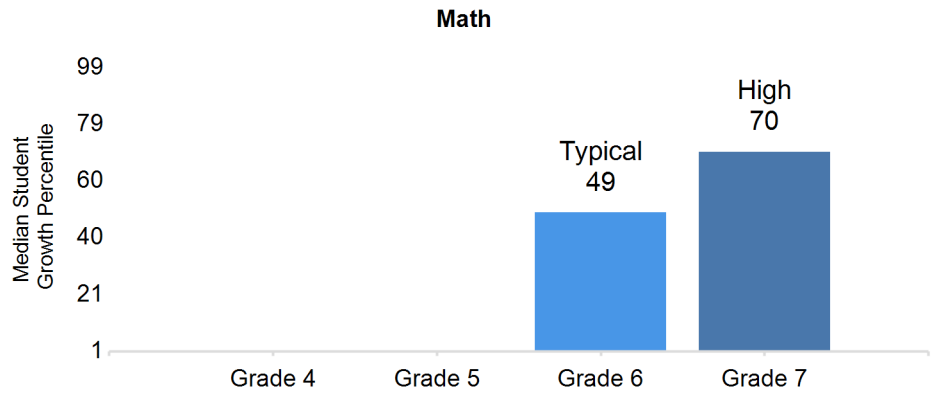




Student Growth by Grade

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	480	98.4	65.2	66.3	56.7	65.2	53	Met Target
White	275	98.2	63.7	65.2	65.6	63.7	51.6	Met Target
Hispanic	133	98.5	59.4	62.6	42.5	59.4	45.3	Met Target
Black or African American	*	*	*	41.7	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	59	98.3	88.2	84.6	82.3	88.2	73.4	Met Goal
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	60.0	63.4	*	**	**
Female	238	98.8	71.0	74.0	64.5	71.0		
Male	242	98.0	59.5	58.8	49.4	59.5		
Economically Disadvantaged Students	81	100.0	50.6	54.3	38.5	50.6	46.8	Met Target
Non-Economically Disadvantaged Students	399	98.0	68.2	68.9	67.5	68.2		
Students with Disabilities	85	93.5	20.0	*	21.6	19.6	20.2	Met Target†
Students without Disabilities	395	99.5	74.9	*	63.9	74.9		
English Learners	11	100.0	*	13.8	27.3	*	**	**
Non-English Learners	469	98.3	*	67.6	59.4	*		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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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	166	757	757	754	*	*	30%	45%	14%	60%	56%
White	85	753	753	761	*	*	33%	*	*	56%	66%
Hispanic	54	754	754	742	*	*	30%	*	*	57%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	N	N	N	761	N	N	N	N	N	N	64%
Female	88	763	763	761	*	*	26%	*	*	68%	64%
Male	78	751	751	748	*	*	35%	*	*	50%	48%
Economically Disadvantaged Students	29	745	745	739	*	*	*	*	*	48%	37%
Non-Economically Disadvantaged Students	137	760	760	764	*	*	*	*	*	62%	68%
Students with Disabilities	31	740	740	723	*	*	55%	*	*	23%	18%
Students without Disabilities	135	761	761	760	*	*	24%	*	*	68%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	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	158	767	767	760	*	*	14%	42%	33%	75%	63%
White	99	767	767	768	*	*	14%	44%	30%	75%	72%
Hispanic	34	758	758	746	*	*	*	*	*	65%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	19	786	786	790	*	0%	0%	*	*	95%	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	85	772	772	769	*	*	*	36%	39%	75%	72%
Male	73	761	761	752	*	*	*	48%	26%	74%	54%
Economically Disadvantaged Students	19	762	762	742	*	*	*	*	*	63%	44%
Non-Economically Disadvantaged Students	139	768	768	771	*	*	*	*	*	76%	73%
Students with Disabilities	21	727	727	721	*	*	*	*	*	29%	22%
Students without Disabilities	137	773	773	768	*	*	*	*	*	82%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	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	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	155	761	761	759	*	*	22%	41%	22%	63%	60%
White	91	758	758	767	*	*	24%	40%	19%	58%	70%
Hispanic	44	756	756	744	*	*	*	*	*	61%	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	N	N	N	766	N	N	N	N	N	N	66%
Female	67	769	769	768	*	*	25%	*	*	69%	69%
Male	88	755	755	751	*	*	19%	*	*	58%	52%
Economically Disadvantaged Students	34	747	747	740	*	*	32%	*	*	44%	42%
Non-Economically Disadvantaged Students	121	765	765	769	*	*	19%	*	*	68%	71%
Students with Disabilities	30	725	725	719	*	*	40%	*	*	13%	19%
Students without Disabilities	125	770	770	766	*	*	18%	*	*	74%	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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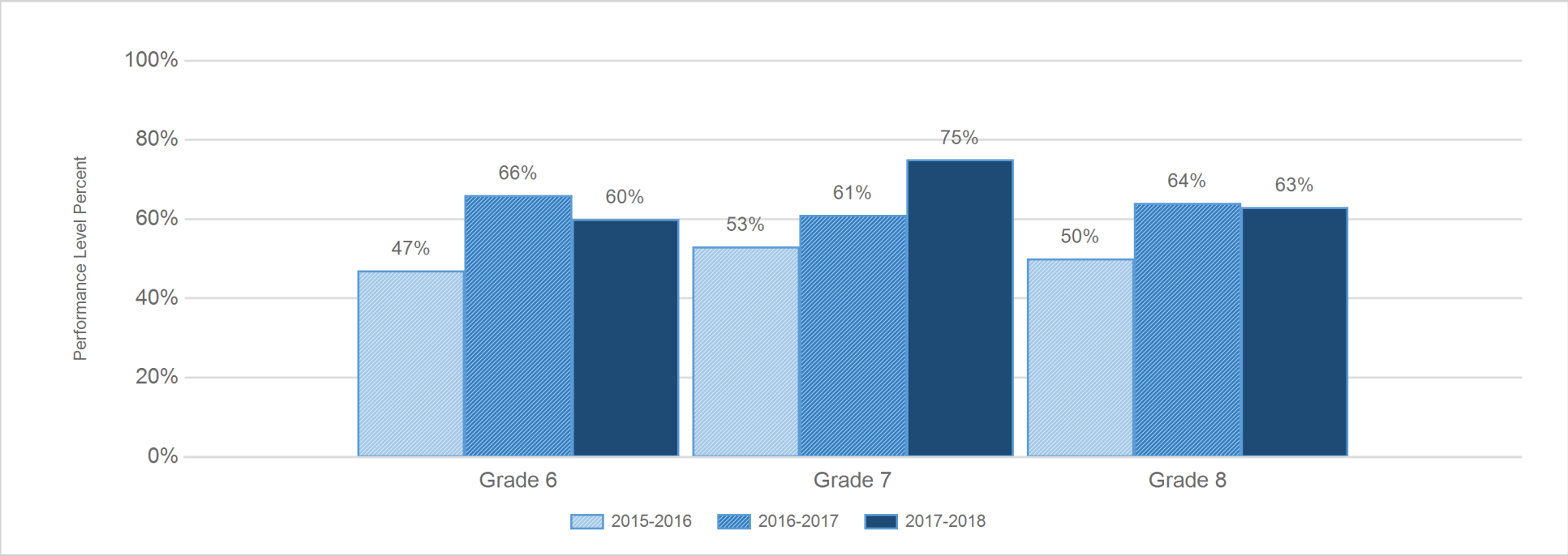
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	479	98.0	58.9	59.4	45.0	58.9	57.1	Met Target
White	273	97.5	57.5	59.8	54.1	57.5	54.8	Met Target
Hispanic	134	98.6	50.0	50.6	29.2	50.0	48.3	Met Target
Black or African American	*	*	*	34.3	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	59	98.3	88.1	80.6	77.0	88.1	80	Met Goal
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	60.0	53.0	*	**	**
Female	238	98.4	62.2	62.5	46.0	62.2		
Male	241	97.6	55.6	56.3	43.9	55.6		
Economically Disadvantaged Students	81	100.0	44.4	40.7	26.6	44.4	43.9	Met Target
Non-Economically Disadvantaged Students	398	97.6	61.8	63.3	55.9	61.8		
Students with Disabilities	83	91.3	16.8	21.9	17.1	16.2	19	Met Target†
Students without Disabilities	396	99.5	67.7	67.0	50.5	67.7		
English Learners	12	100.0	41.7	30.8	24.6	41.7	**	**
Non-English Learners	467	97.9	59.3	60.0	46.9	59.3		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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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	165	750	750	744	*	18%	33%	*	*	48%	44%
White	84	745	745	751	*	20%	37%	*	*	40%	54%
Hispanic	54	748	748	731	*	20%	31%	*	*	46%	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	N	N	N	749	N	N	N	N	N	N	52%
Female	87	754	754	745	*	13%	28%	*	*	57%	45%
Male	78	747	747	742	*	23%	38%	*	*	37%	42%
Economically Disadvantaged Students	29	738	738	729	*	*	45%	*	*	28%	24%
Non-Economically Disadvantaged Students	136	753	753	753	*	*	30%	*	*	52%	56%
Students with Disabilities	30	730	730	717	*	43%	*	*	*	17%	13%
Students without Disabilities	135	755	755	748	*	12%	*	*	*	55%	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

HASBROUCK HEIGHTS MIDDLE SCHOOL
(03-2080-055)
Grades Offered: 06-08
2017-2018

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	158	755	755	743	*	*	20%	*	*	63%	43%
White	98	755	755	750	*	13%	15%	*	*	67%	54%
Hispanic	35	743	743	732	*	*	43%	*	*	37%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	19	776	776	767	0%	*	0%	*	*	95%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	86	755	755	745	*	*	26%	*	*	60%	45%
Male	72	755	755	741	*	*	14%	*	*	67%	42%
Economically Disadvantaged Students	19	751	751	730	*	*	*	*	*	53%	24%
Non-Economically Disadvantaged Students	139	755	755	751	*	*	*	*	*	65%	55%
Students with Disabilities	20	715	715	717	*	*	*	*	*	*	12%
Students without Disabilities	138	760	760	748	*	*	*	*	*	*	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	N	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

HASBROUCK HEIGHTS MIDDLE SCHOOL
(03-2080-055)
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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	115	748	748	728	9%	11%	25%	*	*	55%	28%
White	70	746	746	736	*	*	29%	*	*	51%	36%
Hispanic	37	751	751	722	*	*	*	*	*	59%	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	N	729	N	N	N	N	N	N	28%
Female	52	753	753	731	*	*	29%	*	*	60%	31%
Male	63	744	744	725	*	*	22%	*	*	51%	26%
Economically Disadvantaged Students	29	740	740	719	*	*	*	*	*	45%	20%
Non-Economically Disadvantaged Students	86	751	751	735	*	*	*	*	*	58%	35%
Students with Disabilities	29	722	722	705	*	*	*	*	*	24%	*
Students without Disabilities	86	757	757	735	*	*	*	*	*	65%	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

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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	40	806	758	746	0%	0%	0%	48%	53%	100%	46%
White	21	802	756	755	0%	0%	0%	48%	52%	100%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	*	*	729	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	11	807	*	779	0%	0%	0%	*	*	100%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	N	755	N	N	N	N	N	N	54%
Female	15	803	759	748	0%	0%	0%	*	*	100%	48%
Male	25	809	757	745	0%	0%	0%	*	*	100%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	40	806	*	749	0%	0%	0%	48%	53%	100%	*
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	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows 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	N	N	746	735	N	N	N	N	N	N	30%
White	N	N	751	740	N	N	N	N	N	N	37%
Hispanic	N	N	733	723	N	N	N	N	N	N	14%
Black or African American	N	N	*	719	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	760	N	N	N	N	N	N	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	N	741	N	N	N	N	N	N	39%
Female	N	N	745	736	N	N	N	N	N	N	30%
Male	N	N	746	734	N	N	N	N	N	N	29%
Economically Disadvantaged Students	N	N	736	722	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	N	N	748	741	N	N	N	N	N	N	38%
Students with Disabilities	N	N	727	713	N	N	N	N	N	N	*
Students without Disabilities	N	N	748	738	N	N	N	N	N	N	*
English Learners	N	N	*	711	N	N	N	N	N	N	*
Non-English Learners	N	N	*	736	N	N	N	N	N	N	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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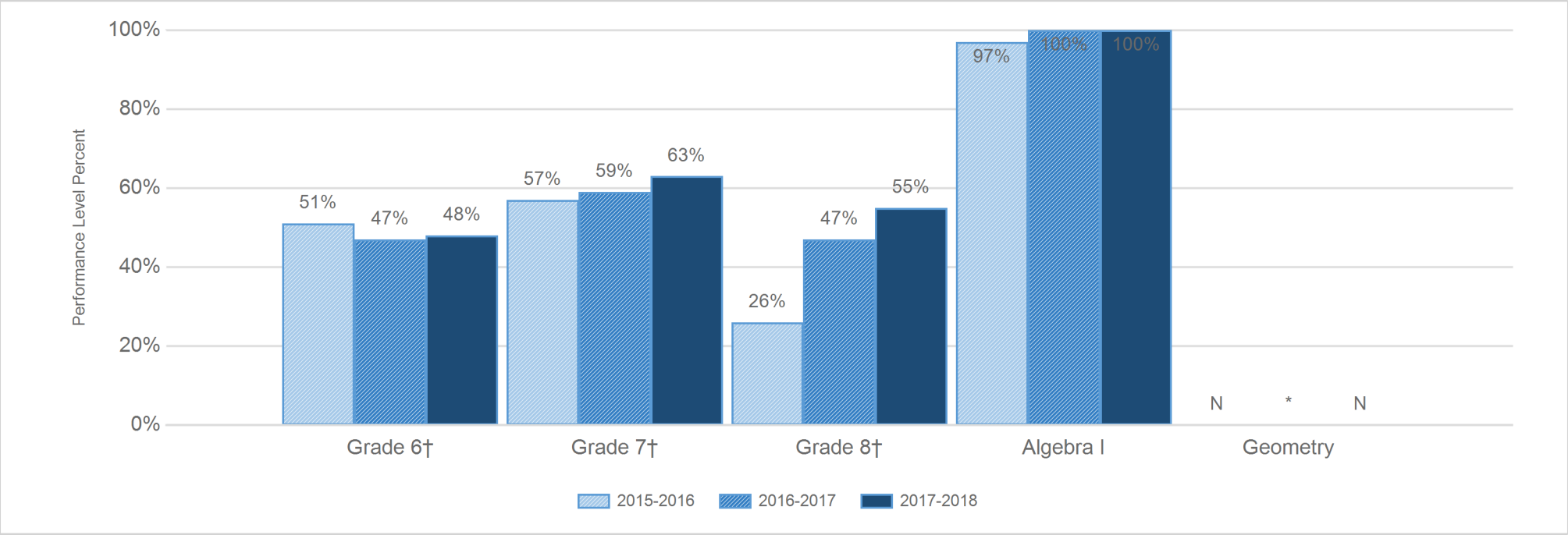
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	*	*
8	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	166
7	0	0	164
8	42	0	159
Total	42	0	489

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	151	0	0	0	0	0	0
7	147	0	0	0	0	0	0
8	147	0	0	0	0	0	0
Total	445	0	0	0	0	0	0

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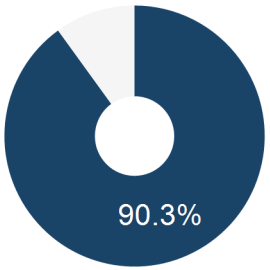
Visual and Performing Arts – Course Participation

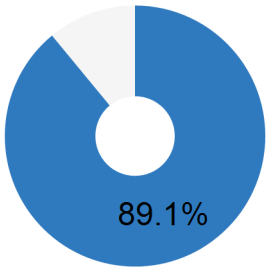
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

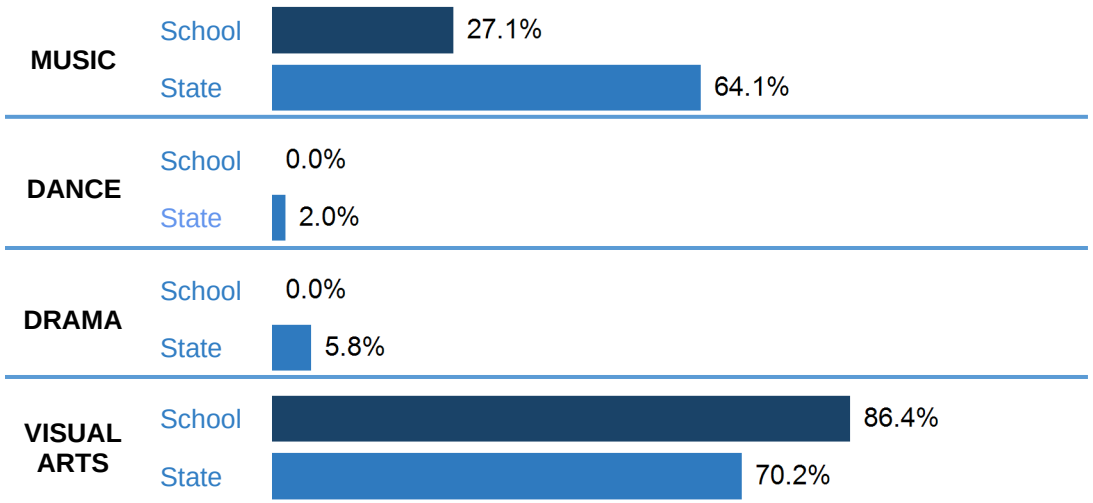


School



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.

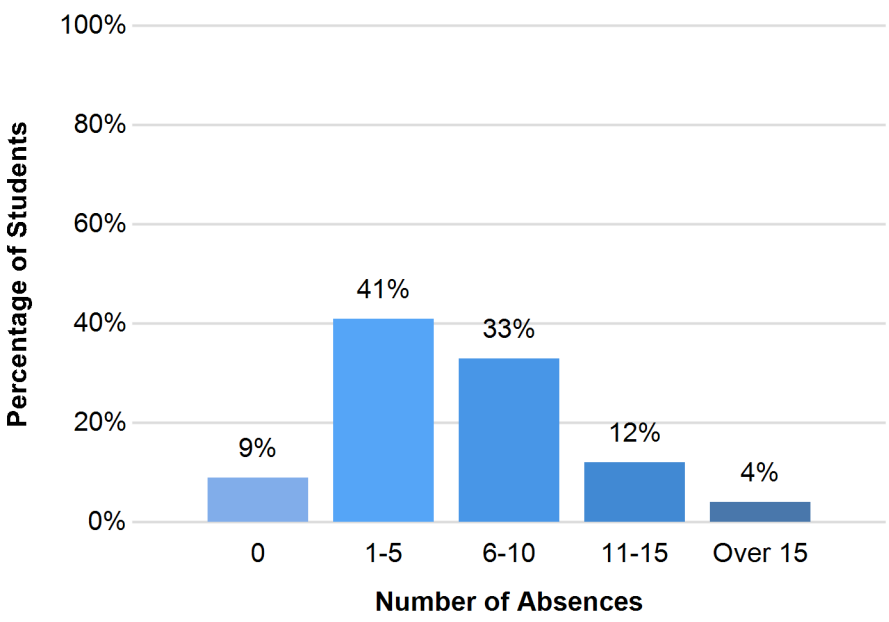
Chronic Absenteeism

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	19	3.9	9.5	Met
White	11	3.9	9.5	Met
Hispanic	7	5.1	9.5	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	1	1.7	9.5	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	4	5.3	9.5	Met
Students with Disabilities	7	8.0	9.5	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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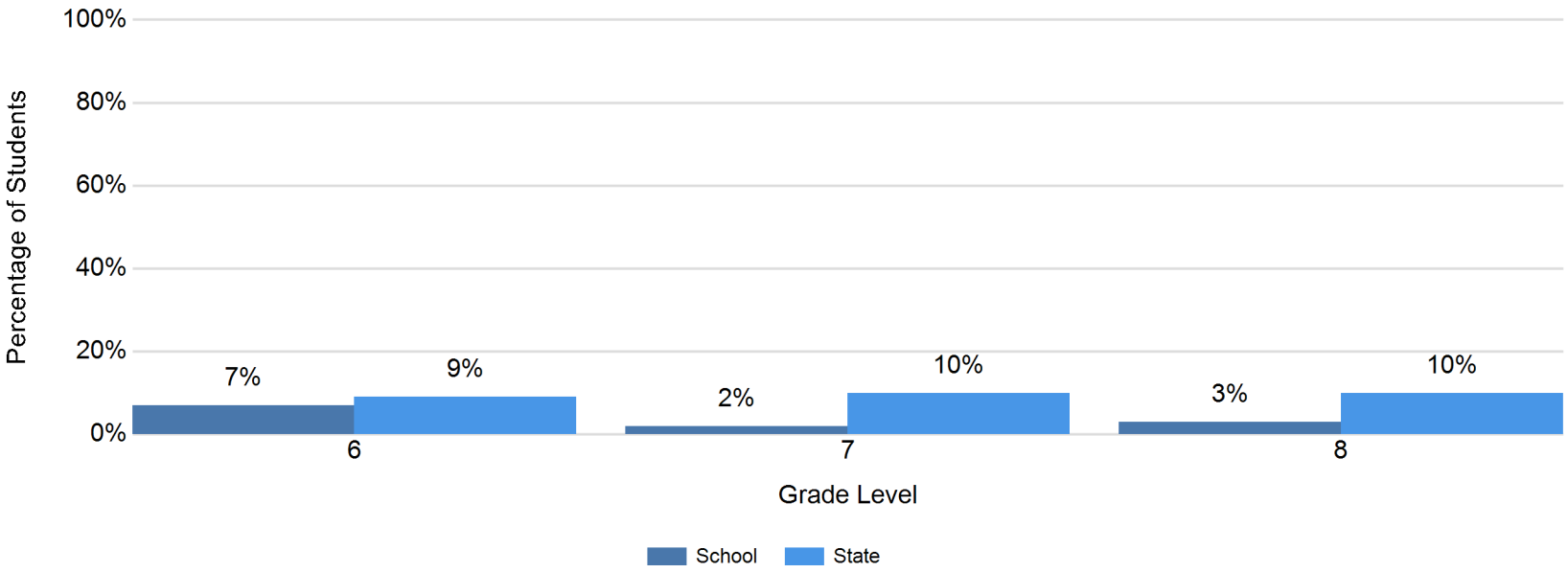
Chronic Absenteeism by Grade

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	0
Weapons	0
Vandalism	4
Substances	2
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	1.64

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	3
Substances	2
Harassment, Intimidation, Bullying (HIB)	1
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	1	2	3
No Identified Nature	1		1

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	22	4.5%
Out-of-School Suspensions	*	*
Any Suspension	24	4.9%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
34

NJ SCHOOL PERFORMANCE REPORT

HASBROUCK HEIGHTS MIDDLE SCHOOL
(03-2080-055)
Grades Offered: 06-08
2017-2018

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

Device Ratios

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

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

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)	$352	$14,025	$14,377

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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	47	117,464
Average years experience in public schools	15.7	12.0
Average years experience in district	13.9	10.7
Teachers in district for 4 or more years	85.1%	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	10	9,374
Average years experience in public schools	17.1	16.0
Average years experience in district	10.7	12.0
Administrators in district for 4 or more years	80.0%	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	10:1	13:1
Students to Administrators	244:1	180:1
Teachers to Administrators	24:1	14:1
Students to Librarians/Media Specialists		900:1
Students to Nurses		450:1
Students to Counselors		360:1
Students to Child Study Team		300:1

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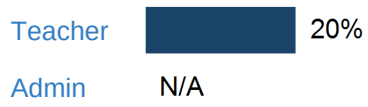
Teachers and Administrators - Level of Education

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.

Bachelor's Degree



Master's Degree

Doctoral Degree

Teacher	0%
Admin	0%

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	83.3%	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	96.4%

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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	70.2%	0.0%
Male	29.8%	100.0%
White	100.0%	100.0%
Hispanic	0.0%	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	60.90	17.5%
Mathematics Proficiency	65.82	17.5%
English Language Arts Growth	16.41	25.0%
Mathematics Growth	69.14	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	83.69	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	56.12	n/a
Summative Rating: Percentile Rank of Summative Score	59.12	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	Not Met	Met Standard	**	Met	No
White	46.29	14.08	No	Met Target	Met Target	Not Met	Met Standard	n/a	Met	No
Hispanic	66.83	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	61.76	14.08	No	Met Goal	Met Goal	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	70.50	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	41.96	14.08	No	Met Target†	Met Target†	Not Met	Not Met	n/a	Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• Every one of our 8th grade students enrolled in Algebra 1 passed the PARCC Assessment in 2018 with an average score of an 806. • Our PARCC overall Language Arts Middle School Average grew 5 points from a 756.7 to a 761.7. The biggest improvement was a point point growth in grade 7 ELA. • Hasbrouck Heights Middle School beat the State and Cross State average in all grade Levels in Math and ELA. This includes beating the state average by 20 points in grade 8th Math.
Mission, Vision, Theme:	Our mission is to provide each student with a diverse education, aligned to the state standards, as well as a safe, supportive environment to promote self-discipline, motivation, and excellence in learning. Middle School is a critical time in the overall development of our students and we understand that our responsibility is to prepare them both academically and emotionally.
Awards, Recognition, Accomplishments:	Hasbrouck Heights Middle School students participate in the annual Scripps National Spelling Bee. In fact, we sent a student to Washington D.C. to compete after winning the Bergen County competion a few years ago. Also, students participated in the Geography Bee, MS Academic Challenge, Chess Competitions, the Elks Leadership Conference and three Robotics Competitions. We also took first place in the SBJC Robotics Competition in May for Innovation. Two Junior Aviator Students came in the top ten in the state at the CRCC (Coding Championships) at NJIT during the this past fall 2018.

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Courses, Curriculum, Instruction:	HHMS?s Hasbrouck Heights Middle School curricular offerings to the students include many subject areas, all of which support the district?s motto: ?HEIGHTS: Where Tradition and Innovation Take Flight.? Our staff brings this motto to life for our students on a daily basis, with the goal of being to prepare our students for life in the 21st Century, while maintaining our core values of tradition and excellence. Students have the opportunity to take courses that are traditionally started in HS including honors in all four core areas. We also offer many electives to the students including, Music Appreciation, Band, American Sign Language, Theater, Language Arts Enhancement, and Art.
Clubs and Activities:	The Middle School offers many clubs and activities including; Junior Police Academy, School Play, Student Council, Art, Math, Writing Club (published their own book), Beta (Honor Society which runs Spelling Bee), Geography (with a Geo Bee), Peer to Peer, Sidekicks, Treps, Science, Mock Trial, Robotics (with competitions), Academic Challenge (with competitions), Chess (verse other schools), Choir, Cross Country Club (verse other schools) and MS Volleyball (intersquad match).

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Before and After School Programs:	We have extra help before and after school each day. We also have a morning Intramurals sports club, as well as a morning study hall for students to attend each morning. This gives the students a chance to be active and get some exercise or work on their academic studies before the start of the school day.
Staff and Professional Learning:	All teachers are responsible for three Professional Development Plans (PDP). Since one our our district goals is to infuse Google Apps for Education, one PDP will be dedicated to GAFE. Staff also participates in both online professional learning, as well as in-house learning communities.
Postsecondary Information:	Our current 8th grade students are taking the PSAT assessment in which scores are one component for High School placement. We also offer Algebra 1 to our 8th grade students.

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Student Supports and Services:	Our Student Assistance Counselor works with individual students and runs mutliple programs within the school like Peer to Peer and Heroes and Cool Kids.
Student Health and Wellness:	The staff at Hasbrouck Heights Middle School encourages diversity, equality and respect for all cultures. The school environment is one in which our students feel safe and supported, while at the same time maintaining an educational environment of high expectations and standards for learning. HHMS is supported by the Board of Education, the Superintendent, the community and parents alike. We also have a District Wellness Committee which sends newsletters, promotes positivity, and educates the school and community.
Parent and Community Involvement:	Hasbrouck Heights Middle School recognizes the importance of having a positive and open relationship between home and school. The middle school is supported by an active and positive PTSA. The parents who make up the membership of this organization are hard-working, dedicated individuals who are extremely proud of the school and community in which they live. This organization sponsors, organizes, and supports many social and school related programs throughout the year.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Our School Climate Survey is sent out once per year by our Anti-Bullying Coordinator. Students, parents, and staff members all receive their own survey. The results of this survey are shared with members of the School Safety Team. Questions on the survey include information about how the students, teachers, and staff feel about the overall school environment, in regards to climate and safety. This data is also used in implementation of future programs and initiatives.
Facilities:	Hasbrouck Heights Middle School shares the campus with Hasbrouck Heights High School. The middle school has a portion of the building and limits student contact with high school students. However, the sharing of the building does benefit our students and staff, as our students and staff are able to interface with each other, sharing ideas and generally providing for a smoother transition from one school to the next.
School Safety:	The Hasbrouck Heights Middle School sends out a School Climate Survey once per year by our Anti-Bullying Coordinator. The results of the survey are shared with the School Safety Team. This data is used to implement future programs and initiatives. The Hasbrouck Heights Middle School offers harassment, intimidation, and bullying training for staff, students and parents. We strive to be proactive to teaching social skills and citizenship to our students by engaging them in various character education activities, such as the ?Week of Respect.? We have implemented ?Character MVP? cards to recognize students who display a random act of kindness, set a good example for their peers, or simply do the right thing. Our hope is that by setting positive examples of good character, our students will learn to do the right thing when no one is watching.

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Technology and STEM:	Hasbrouck Heights Middle School currently has STEAM trips in all three grade levels. We also have a STEAM course that all students take in 8th grade. The curriculum and many of the materials for this course are from the SBJC STEAM Lab. All classroom utilize chromebook with most staff creating a google classroom. Teachers are currently using the TCI series for Science and Social Studies, Edulastic for Math, and OverDrive as an online library. All staff is currently using "Go Guardian" to monitor student work and give immediate feedback to students.

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School Narrative

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