NJ SCHOOL PERFORMANCE REPORT

JOSEPH F BRANDT SCHOOL
(17-2210-050)
Grades Offered: PK-02
2017-2018

Report Key:
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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	HOBOKEN CITY
Principal Name	MR. BARTLETT
Address	215 NINTH STREET HOBOKEN, NJ 07030
Phone Number	(201)356-3720
Email Address	CHARLES.BARTLETT@HOBOKEN.K12.NJ.US
Website	https://www.hoboken.k12.nj.us
Facebook	https://www.facebook.com/hobokenpublicschools
Twitter	https://twitter.com/hobokenschools

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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	160	0	0
KG	123	110	99
1	0	52	86
2	0	0	45
Total	283	162	230

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	46.3%	51.2%	55.2%
Male	53.7%	48.8%	44.8%
Economically Disadvantaged Students	7.8%	12.3%	13.5%
Students with Disabilities	2.8%	1.9%	3.9%
English Learners	0.0%	0.0%	0.0%
Homeless Students		0.0%	0.4%
Students in Foster Care		0.0%	0.0%
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	76.0%	77.2%	77.4%
Hispanic	13.4%	14.8%	12.2%
Black or African American	1.1%	1.2%	2.6%
Asian	5.7%	5.6%	4.8%
Native Hawaiian or Pacific Islander	1.1%	0.0%	0.9%
American Indian or Alaska Native	0.4%	0.6%	0.4%
Two or More Races	2.5%	0.6%	1.7%

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	0	0	0
PK - Full Day	160	0	0
KG - Half Day	0	0	0
KG - Full Day	123	110	99

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	85.7%
Hebrew	7.0%
Spanish	3.0%
Other Languages	4.3%

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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	N	N	N

English Language Proficiency Test - Participation and Performance

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

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

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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.

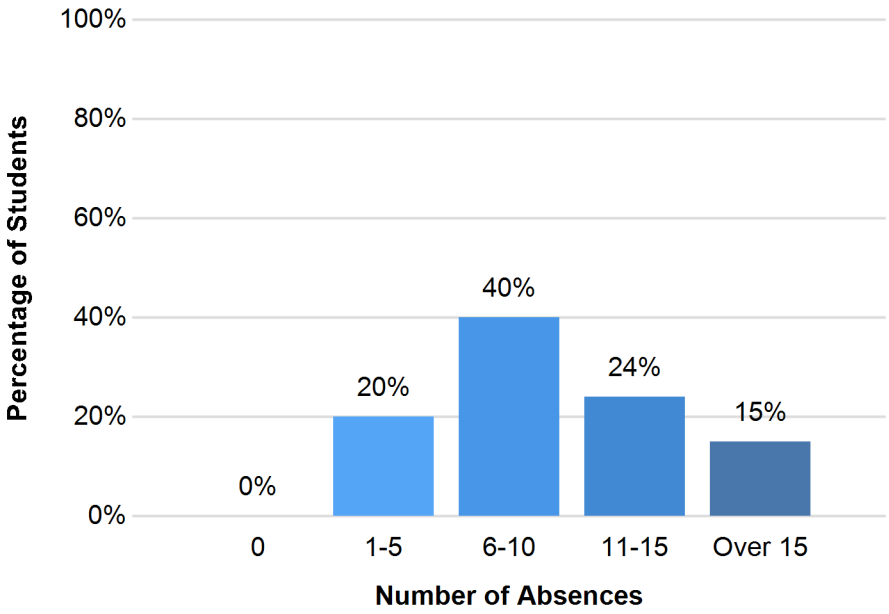
Chronic Absenteeism

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	16	7.0	10.2	Met
White	10	5.6	10.2	Met
Hispanic	5	17.9	10.2	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	0	0	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	5	16.1	10.2	Not Met
Students with Disabilities	*	*	**	**
English Learners	N	N	N	N

Days Absent

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



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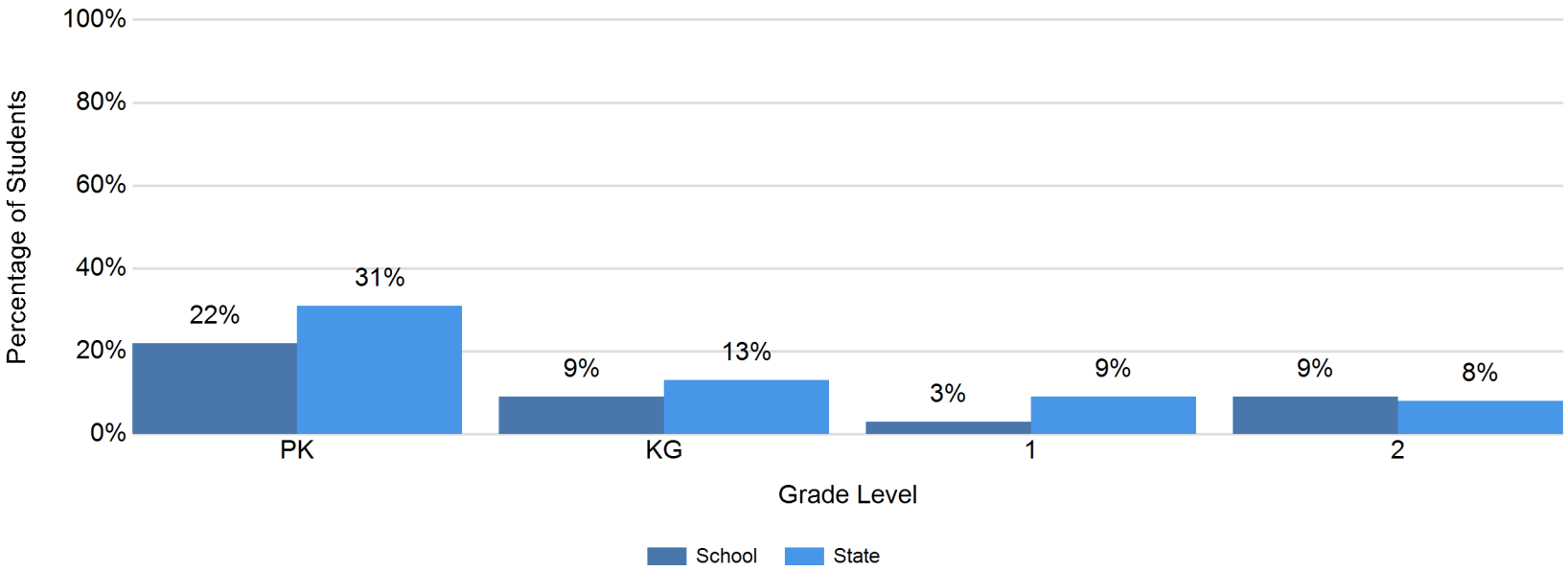
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	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	0	0.0%
Any Suspension	0	0.0%
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
0

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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	8:15 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs 20 Mins
Shared Time - Instructional Time	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). 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)	$1,149	$24,032	$25,181

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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	29	117,464
Average years experience in public schools	8.9	12.0
Average years experience in district	6.1	10.7
Teachers in district for 4 or more years	58.6%	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	20	9,374
Average years experience in public schools	13.4	16.0
Average years experience in district	10.7	12.0
Administrators in district for 4 or more years	75.0%	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	8:1	13:1
Students to Administrators	230:1	134:1
Teachers to Administrators	29:1	10:1
Students to Librarians/Media Specialists		2679:1
Students to Nurses		447:1
Students to Counselors		383:1
Students to Child Study Team		179:1

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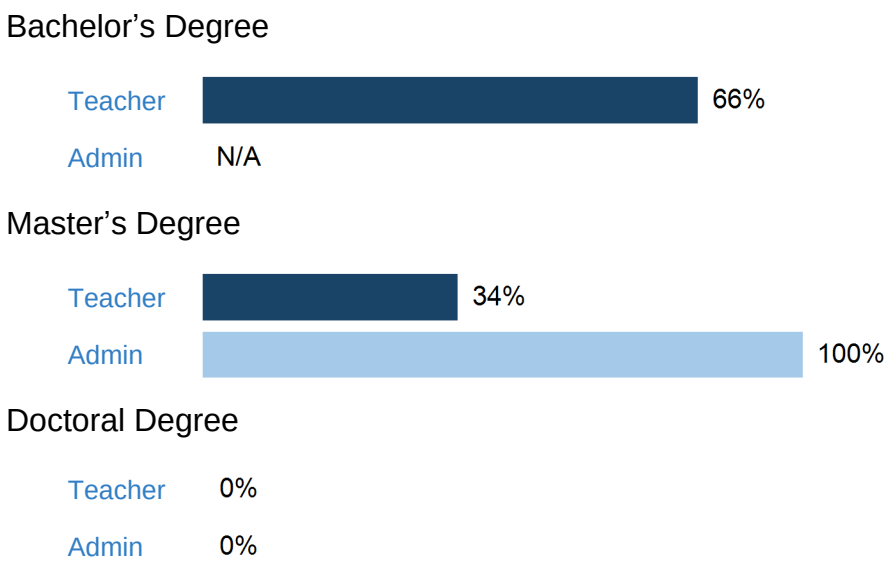
Teachers and Administrators - Level of Education

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	85.1%	90.2%
2016-17 Administrators: Same district 2017-18	88.2%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.2%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	93.1%	100.0%
Male	6.9%	0.0%
White	82.8%	0.0%
Hispanic	17.2%	100.0%
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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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:	• Brandt Elementary School offers a Musical Theater Artist in Residence Program. Students may participate in Chorus. Brandt also delivers Project Lead the Way's STEM Curriculum. • Brandt Elementary School offers Spanish and Mandarin Chinese. Brandt runs a comprehensive Gifted & Talented Program which now includes the Johns Hopkins CTY Program. • Brandt Elementary School runs a Before Care Program and the Passport to Learning After School Program with a full range of Enrichment Course Offerings, academic support, free play and dinner.
Mission, Vision, Theme:	The Brandt School welcomes all learners from our vibrant and diverse community. We believe that every student will grow as a result of rigorous instruction, relevant learning experiences, & positive relationships. Our priority is to empower all children with skills and to build competencies needed for the 21st Century. We will ensure that our learning community celebrates the differences each child and adult possesses in order to build the foundation for global citizenship.
Awards, Recognition, Accomplishments:	Brandt Elementary School earned the Sustainable Jersey Bronze Certification School. Brandt Elementary School is a Project Lead the Way National STEM School of Distinction.

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Courses, Curriculum, Instruction:	The Brandt School offers a comprehensive curricula including mathematics, language arts literacy, science and social studies on a daily basis. Infused each day is the nationally recognized Project Lead the Way STEM curriculum, as well as a data-driven skills-oriented Challenge & Support period. In addition, our scholars take Spanish or Chinese, music, art, technology and physical education. Brandt has high quality special education, ESL and RTI services, as well as a vibrant G & T Program.
Sports and Athletics:	An array of sports and games are offered to students in grades K-6 during the Passport to Learning After School Program at Brandt Elementary School.
Clubs and Activities:	The Brandt School offers a number of after school activities through the Passport to Learning After School Program. In addition to chorus, students at Brandt School participate in a number of semester based courses during the day which are directly linked to programs and contests including spelling bees, Mini Mock Trial and STEAM Tank Challenge to name just a few. After school, the Passport to Learning Program offers many enrichment and club opportunities. All students are eligible to participate in the district's musical show each year.

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Before and After School Programs:	The Brandt School offers a fully staffed before school breakfast program, as well as the district's popular Passport to Learning After School Program. Children attending Passport to Learning may stay from dismissal until 6:00 p.m. The program consists of homework help & academic support, structured and free play, and an innovative self-selected enrichment program. Enrichment includes courses such as robotics, coding, engineering, fashion design, yoga, guitar, dance, zoology, MathCircles, & literary magazine to name just a few.
Staff and Professional Learning:	Teachers participate in PLC's to study research-based instructional strategies and best practices during common planning periods, after school, and on designated professional development days. On and off site training is also made available to support our social and emotional learning initiatives, S.T.E.M. education, our focus on diversity and inclusion, and our efforts to ensure continuous student engagement in the learning process.

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Student Supports and Services:	There are a number of student support services that Brandt School is extremely proud to share. Students at Brandt are afforded services provided by a Principal, school nurse, Dean and guidance counselor. There is also a comprehensive child study team, special education teachers, dedicated STEM teachers, a G&T teacher, response to intervention math and literacy specialists, and an ESL teacher when needed. Academic support is also afforded during the challenge and support period and after school.
Student Health and Wellness:	Students at the Brandt School take physical education classes each week and participate in recess on a daily basis. Since health and wellness are paramount at Brandt, teachers are encouraged to infuse movement into learning. Musical theatre classes are also offered through an artist in residence model. Staff members are trained annually in an array of topics to support healthy living and wellness. The Brandt School also offers a supervised breakfast program each day.
Parent and Community Involvement:	The Brandt School appreciates its dynamic Parent and Teacher Organization (PTO). This school-wide team of parents and guardians assist with classroom projects, participate in school functions, fund trips and assemblies, and serve as key communicators. Family participation at school events, meetings, and workshops is extremely high. Parents at Brandt also get a glimpse into the learning environment through our Class Dojo application and school newsletters.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The school climate survey offered at Brandt Elementary School is administered annually and focuses on topics that best support social and emotional learning, the climate and culture of the school environment, and interactions between and among all stakeholders. The survey targets various stakeholder groups each year.
Facilities:	The Brandt School boasts a multi-purpose room gym and stage, cafeteria, and a rooftop playground and garden area. All classrooms are air conditioned.
School Safety:	The Hoboken Public School District has a School Safety Specialist, Head of Security, a Department of Security Officers, and works closely with four Hoboken Police Department School Resource Officers that work with each of our schools. The district fulfills all required safety drills, but additionally practices scenarios with the help of local agencies. A comprehensive emergency management and crisis plan helps guide all protocols and processes associated with school safety, and clearly outlines roles and responsibilities. Lastly, the Hoboken Public School District has trained HIB School Specialists and a District HIB Coordinator.

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Technology and STEM:	Brandt Elementary School is dedicated to STEM education and learning. Brandt Elementary School fully implements Project Lead the Way's National STEM curriculum which exposes students to units of study in the areas of computer science, biomedical science, and engineering, along with a comprehensive mathematics curriculum, and science program that is driven by the Next Generation Science Standards. In addition to after school STEM opportunities, Brandt boasts two periods of enrichment per week during the challenge and support period which includes semester based courses that promote creativity and innovative learning. Chromebooks and tablets, as well as a number of digital and online tools and apps are used to enhance learning, particularly in the areas of coding and engineering.
Early Childhood Education:	The Hoboken Public School District operates 59 PK 3 and PK 4 classes at multiple locations. Our full day PK Program is continuously growing in order to meet the demand of the city's growing population. All PK classes are operated by two external providers, but overseen by the Hoboken Public School District's Early Childhood Learning Department. Brandt Elementary School houses twenty-five provider operated PK classes.

NJ SCHOOL PERFORMANCE REPORT

JOSEPH F BRANDT SCHOOL
(17-2210-050)
Grades Offered: PK-02
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

School Narrative

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Other Information:	The Brandt school day is from 8:15 a.m. to 3:00 p.m. Brandt operates a school safety team, a professional development committee, and a school climate & culture team. Anti-bullying activities are woven into the fabric of learning and students. Children are recognized for cooperation and kindness by the school's administration and P.T.O. Each classroom has a SmartBoard and the school boasts numerous Google ChromeBook mobile labs, tablets, desktop computers, and other digital tools. Students at Brandt participate in the Trout in the Classroom Program, and the PLTW STEM Program. The Gifted and Talented Program at Brandt is growing exponentially, as the school grade configuration expands. Identified children engage in a focused curriculum and online coursework via Johns Hopkins. In addition, the school is focused on providing a number of interest-based programs for all students. The Brandt staff and administrators are extremely proud of the high level of family engagement and overall school spirit.