NJ SCHOOL PERFORMANCE REPORT

HOBOKEN MIDDLE SCHOOL
(17-2210-300)
Grades Offered: 07-08
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	HUDSON
District	HOBOKEN CITY
Principal Name	MR. ABRAHAM
Address	158 FOURTH STREET HOBOKEN, NJ 07030
Phone Number	(201)356-3701
Email Address	HAROLD.ABRAHAM@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
7	0	95	92
8	0	102	90
Total	0	197	182

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	0.0%	43.1%	45.1%
Male	0.0%	56.9%	54.9%
Economically Disadvantaged Students	0.0%	69.5%	60.4%
Students with Disabilities	0.0%	15.2%	18.1%
English Learners	0.0%	0.5%	1.6%
Homeless Students		1.0%	1.1%
Students in Foster Care		1.0%	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	0.0%	19.3%	15.4%
Hispanic	0.0%	59.9%	58.8%
Black or African American	0.0%	19.3%	22.0%
Asian	0.0%	1.0%	3.3%
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%	0.5%	0.5%

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	96.2%
Spanish	3.8%

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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	34.5	49	50	Not Met	17	37	50	Not Met
White	56	58.5	50	Met Standard	20	49	51	**
Hispanic	21	40.5	49	Not Met	16	33.5	48	Not Met
Black or African American	36	37	44	Not Met	14	26	44	**
Asian, Native Hawaiian, or Pacific Islander	*	87.5	61	**	*	49	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	*	49	**	N	*	51	**
Economically Disadvantaged	25.5	41	48	Not Met	15	32	47	Not Met
Students with Disabilities	37	33	41	Not Met	14	27.5	43	Not Met
English Learners	*	*	54	**	*	*	51	**

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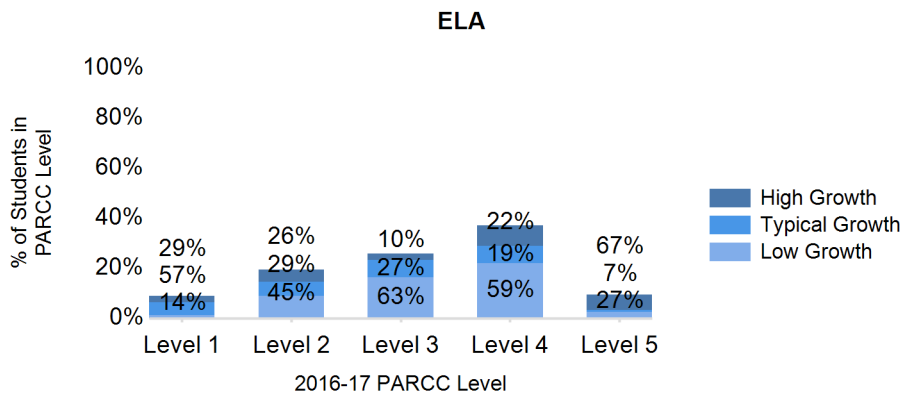
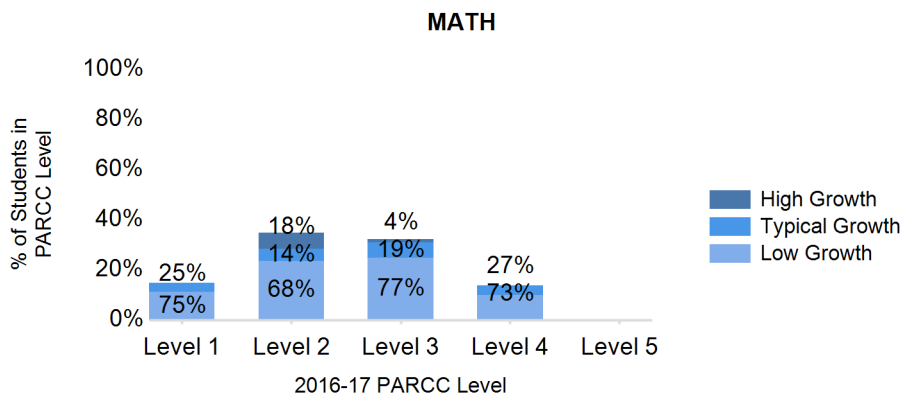
Student Growth by Performance Level

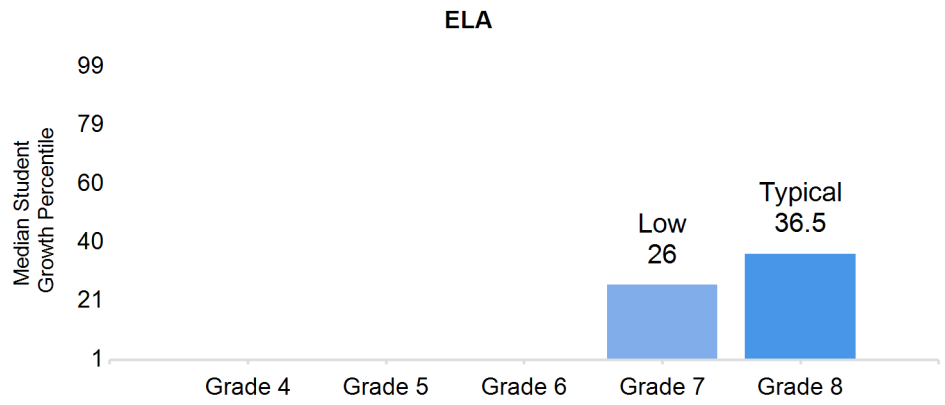
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

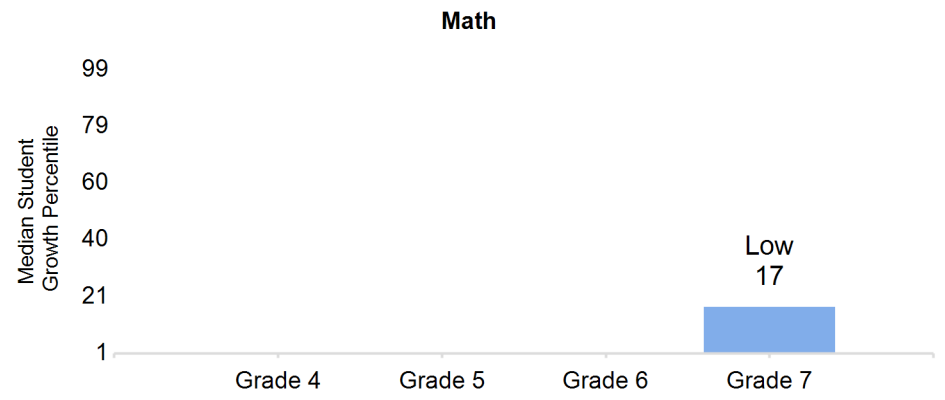




Student Growth by Grade

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	170	91.5	37.6	55.2	56.7	36.3	41.8	Met Target†
White	30	93.7	66.7	*	65.6	65.8	65.6	Met Target
Hispanic	96	90.7	30.2	50.2	42.5	28.8	36.8	Not Met
Black or African American	37	90.2	24.3	31.7	37.3	23.1	29.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	81.8	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	69	83.3	55.0	66.2	64.5	48.1		
Male	101	98.1	25.8	45.9	49.4	25.8		
Economically Disadvantaged Students	102	92.0	32.4	45.6	38.5	*	33.4	Met Target†
Non-Economically Disadvantaged Students	68	90.7	45.6	66.8	67.5	*		
Students with Disabilities	41	97.6	*	13.1	21.6	*	9.6	Met Target
Students without Disabilities	129	89.7	*	63.5	63.9	*		
English Learners	*	*	*	18.2	27.3	*	**	**
Non-English Learners	*	*	*	55.6	59.4	*		
Homeless Students	*	*	*	54.5	27.7	*		
Students In Foster Care	N	N	N	*	26.3	N		
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 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	85	742	742	760	14%	24%	24%	*	*	39%	63%
White	*	*	*	768	*	*	*	*	*	*	72%
Hispanic	52	736	736	746	*	23%	27%	*	*	33%	49%
Black or African American	17	734	734	740	*	*	*	*	*	29%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	N	N	N	767	N	N	N	N	N	N	68%
Female	39	756	756	769	*	*	26%	*	*	54%	72%
Male	46	729	729	752	*	*	22%	*	*	26%	54%
Economically Disadvantaged Students	51	735	735	742	*	*	*	*	*	37%	44%
Non-Economically Disadvantaged Students	34	751	751	771	*	*	*	*	*	41%	73%
Students with Disabilities	22	715	715	721	*	*	*	*	*	*	22%
Students without Disabilities	63	751	751	768	*	*	*	*	*	*	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	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	83	738	738	759	19%	24%	20%	22%	14%	36%	60%
White	16	776	776	767	0%	*	*	*	*	75%	70%
Hispanic	46	729	729	744	22%	28%	24%	*	*	26%	45%
Black or African American	19	721	721	739	*	*	*	*	*	21%	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	*	*	*	766	*	*	*	*	*	*	66%
Female	30	765	765	768	*	*	*	*	*	57%	69%
Male	53	723	723	751	*	*	*	*	*	25%	52%
Economically Disadvantaged Students	50	727	727	740	*	*	*	*	*	26%	42%
Non-Economically Disadvantaged Students	33	754	754	769	*	*	*	*	*	52%	71%
Students with Disabilities	15	705	705	719	*	*	0%	*	*	13%	19%
Students without Disabilities	68	745	745	766	*	*	25%	*	*	41%	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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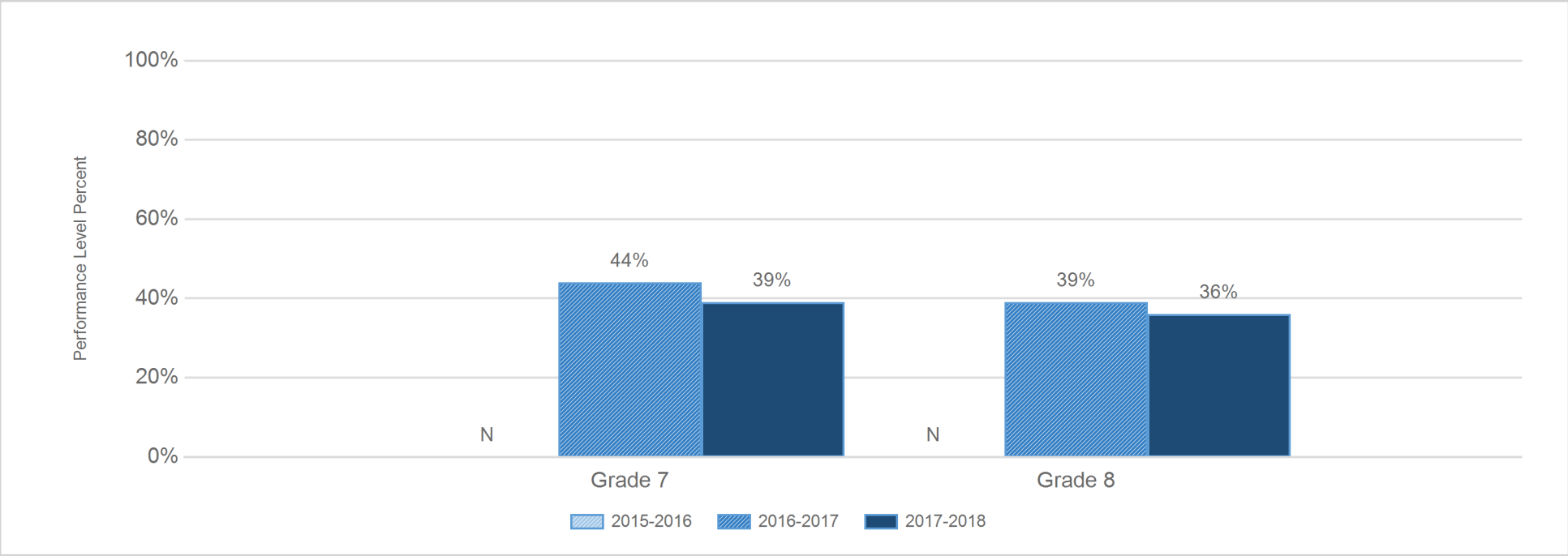
English Language Arts/Literacy Assessment - Performance Trends

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	170	91.5	15.9	31.6	45.0	15.3	21.9	Not Met
White	30	93.7	30.0	*	54.1	29.6	45	Not Met
Hispanic	96	90.7	*	*	29.2	*	14.8	Not Met
Black or African American	37	90.2	10.8	13.5	23.4	10.3	14	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	76.6	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	69	83.3	20.2	*	46.0	17.7		
Male	101	98.1	12.9	*	43.9	12.9		
Economically Disadvantaged Students	102	92.0	*	*	26.6	*	12.9	Not Met
Non-Economically Disadvantaged Students	68	90.7	*	*	55.9	*		
Students with Disabilities	41	97.6	*	*	17.1	*	9.6	Not Met
Students without Disabilities	129	89.7	*	*	50.5	*		
English Learners	*	*	*	18.8	24.6	*	**	**
Non-English Learners	*	*	*	31.8	46.9	*		
Homeless Students	*	*	*	13.3	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
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 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	84	721	721	743	24%	40%	23%	*	*	13%	43%
White	*	*	*	750	*	*	*	*	*	*	54%
Hispanic	52	718	718	732	25%	38%	27%	*	*	10%	27%
Black or African American	17	712	712	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	N	N	N	748	N	N	N	N	N	N	51%
Female	38	725	725	745	*	34%	*	*	*	16%	45%
Male	46	717	717	741	*	46%	*	*	*	11%	42%
Economically Disadvantaged Students	51	715	715	730	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	33	729	729	751	*	*	*	*	*	*	55%
Students with Disabilities	22	702	702	717	*	*	*	*	*	*	12%
Students without Disabilities	62	727	727	748	*	*	*	*	*	*	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
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%

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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	64	701	701	728	*	*	*	*	*	*	28%
White	*	*	*	736	*	*	*	*	*	*	36%
Hispanic	40	700	700	722	*	*	*	*	*	*	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	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	20	708	708	731	*	*	*	*	*	*	31%
Male	44	697	697	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	46	699	699	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	18	705	705	735	*	*	*	*	*	*	35%
Students with Disabilities	14	679	679	705	*	*	*	*	*	*	*
Students without Disabilities	50	707	707	735	*	*	*	*	*	*	*
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%

NJ SCHOOL PERFORMANCE REPORT

HOBOKEN MIDDLE SCHOOL
(17-2210-300)
Grades Offered: 07-08
2017-2018

Report Key:
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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	20	759	722	746	0%	*	*	65%	0%	65%	46%
White	10	764	740	755	0%	*	*	*	*	70%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	*	*	*	748	*	*	*	*	*	*	48%
Male	*	*	*	745	*	*	*	*	*	*	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	20	759	*	749	0%	*	*	65%	0%	65%	*
Homeless Students	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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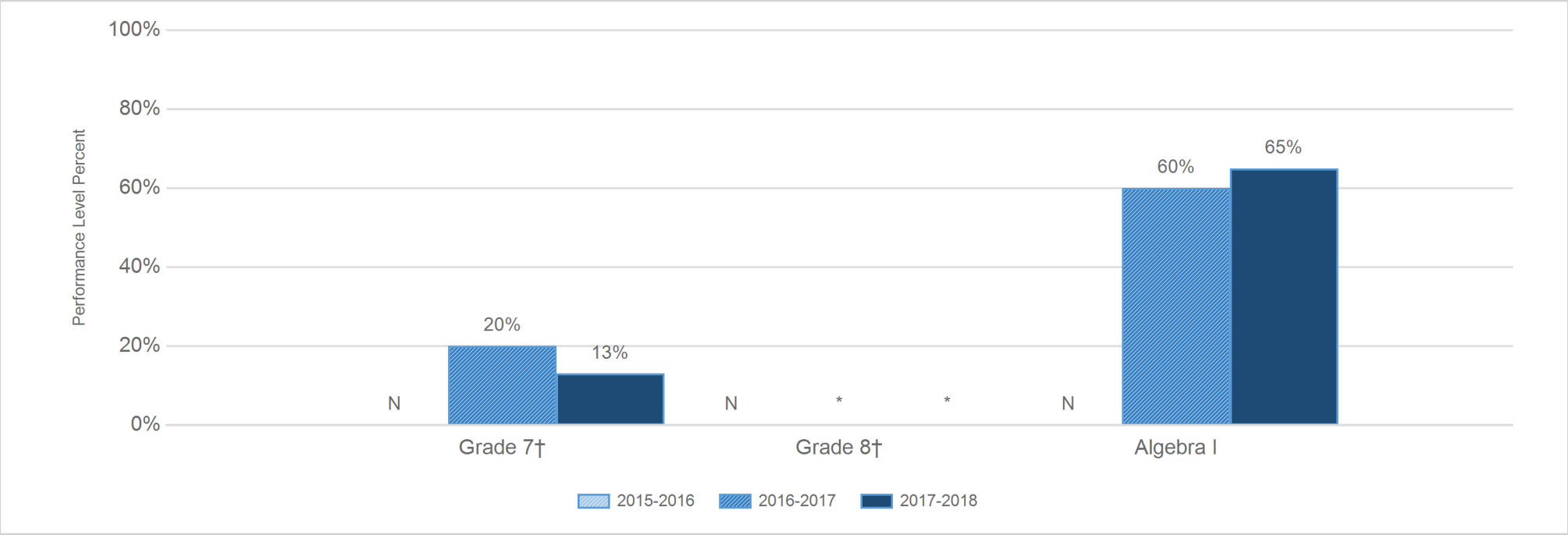
Mathematics Assessment – Performance Trends

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
7	*	*
8	*	*

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
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
7	0	0	96
8	0	0	95
Total	0	0	191

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
7	55	29	0	0	0	18	0
8	48	25	0	0	0	20	0
Total	103	54	0	0	0	38	0

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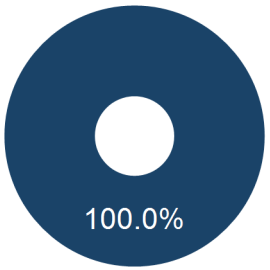
Visual and Performing Arts – Course Participation

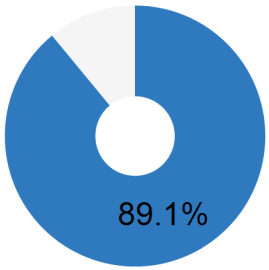
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

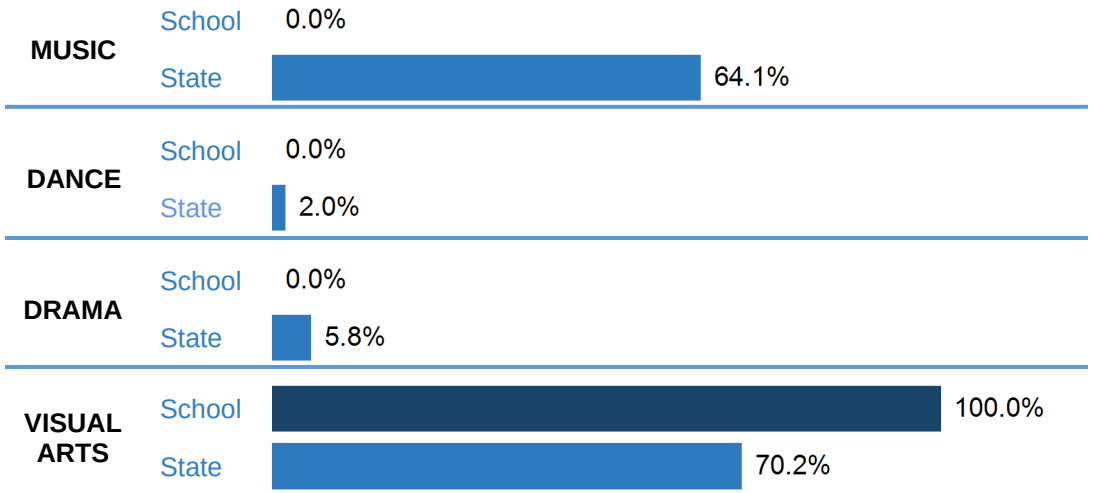


School



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.

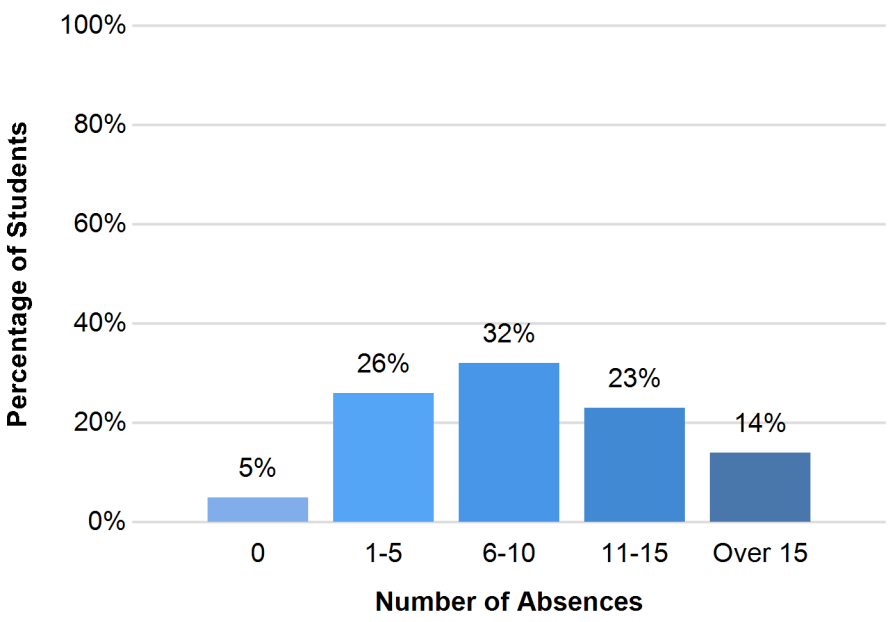
Chronic Absenteeism

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	13	6.9	10.0	Met
White	0	0	10.0	Met
Hispanic	10	9.3	10.0	Met
Black or African American	3	7.3	10.0	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	11	10.0	10.0	Met
Students with Disabilities	0	0	10.0	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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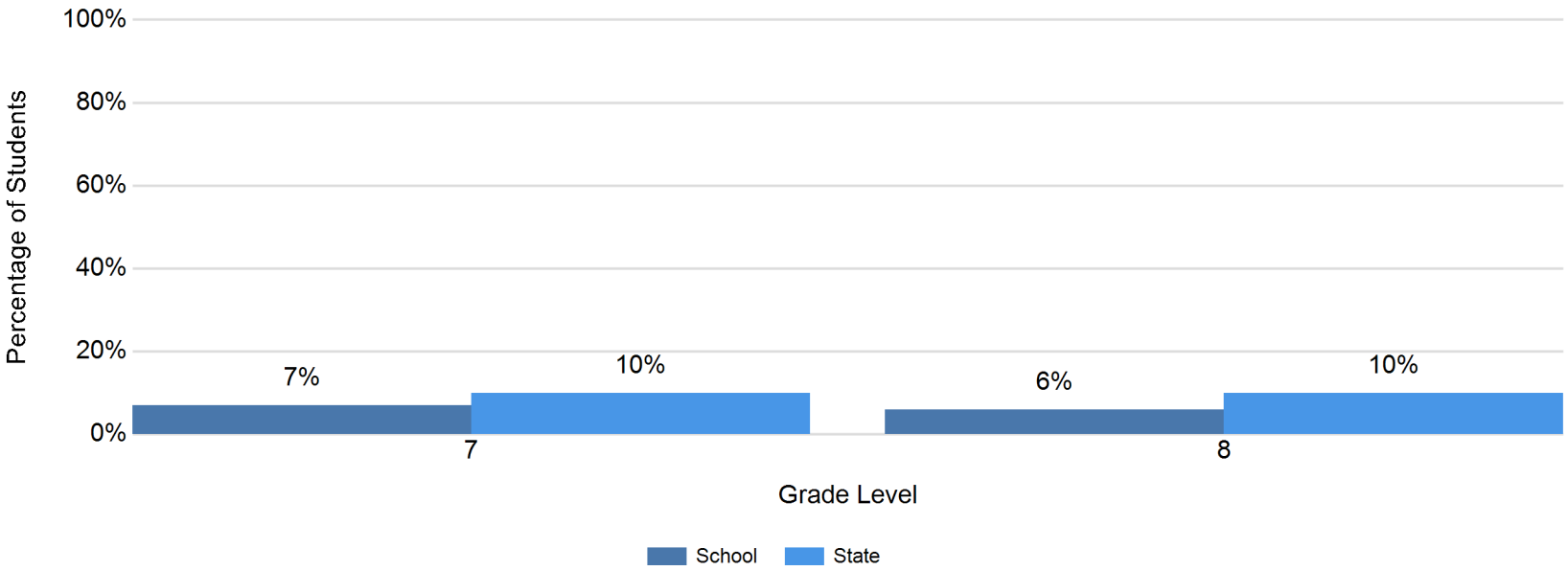
Chronic Absenteeism by Grade

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	1
Weapons	0
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	2.20

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	1	1
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	7	1	8
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	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

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

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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 6 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)	$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	23	117,464
Average years experience in public schools	7.7	12.0
Average years experience in district	4.9	10.7
Teachers in district for 4 or more years	30.4%	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	91:1	134:1
Teachers to Administrators	12:1	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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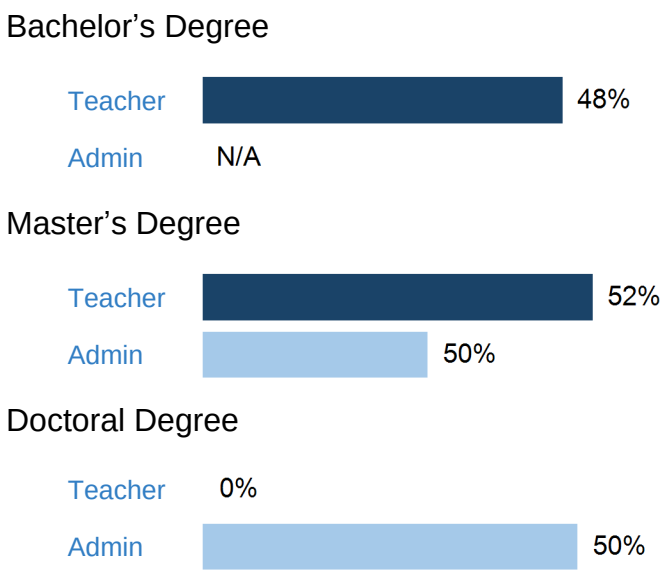
Teachers and Administrators - Level of Education

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	97.9%

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Teachers: All classroom teachers
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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	82.6%	50.0%
Male	17.4%	50.0%
White	73.9%	50.0%
Hispanic	21.7%	0.0%
Black or African American	0.0%	50.0%
Asian	4.3%	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	Yes	No	Yes
White	No		
Hispanic	Yes		
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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2017-2018

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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	15.46	17.5%
Mathematics Proficiency	3.08	17.5%
English Language Arts Growth	7.82	25.0%
Mathematics Growth	0.06	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	71.16	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	15.89	n/a
Summative Rating: Percentile Rank of Summative Score	5.27	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	Yes	Met Target†	Not Met	Not Met	Not Met	**	Met	No
White	52.73	14.08	No	Met Target	Not Met	Met Standard	**	n/a	Met	No
Hispanic	11.16	14.08	Yes	Not Met	Not Met	Not Met	Not Met	n/a	Met	No
Black or African American	27.10	14.08	No	Met Target†	Met Target†	Not Met	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	15.04	14.08	No	Met Target†	Not Met	Not Met	Not Met	n/a	Met	No
Students with Disabilities	28.18	14.08	No	Met Target	Not Met	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:	• Hoboken Middle School offers Band, Orchestra, Chorus, and Junior Thespians. • Hoboken Middle School runs the Johns Hopkins CTY Program and Odyssey of the Mind. Students at Hoboken Middle School may select Mandarin Chinese, Spanish, and French. • Hoboken Middle School is organized by Houses, led by Homeroom teachers. Each House participates in a comprehensive Advisory Program and an interdisciplinary block schedule.
Mission, Vision, Theme:	Hoboken Middle 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 students with skills and to build competencies needed for the 21st Century. We will ensure that our learning community celebrates the differences each student and adult possesses in order to build the foundation for global citizenship.
Awards, Recognition, Accomplishments:	Hoboken Middle School has an award winning Junior Thespians Program and is a Persist Kids Lighthouse School. Hoboken Middle School has also just applied for the Project Lead the Way National S.T.E.M. School of Distinction Honor.

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Courses, Curriculum, Instruction:	Hoboken Middle School offers a comprehensive curricula including a S.T.E.M. and Humanities block. The Humanities block of learning includes ELA and Social Studies, as well as Art. The S.T.E.M. block includes Math, Science, Project Lead the Way, as well as Health & Physical Education. Our scholars can choose Spanish, Chinese, or French as their world language of study. Hoboken Middle School employs high quality special education services and a vibrant G & T Program. During the school day, students may also select the performing arts course of their choice, as well as three different enrichment courses.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Bowling (Coed), Cross Country (Coed), Fencing (Coed), Golf (Coed), Swimming (Coed), Tennis (Coed), Volleyball (Coed) Hoboken Middle School operates a Passport to Wellness Program that exposes students to a variety of skills-based sports clinics and co-educational life sports after school. New to the Middle School Passport to Wellness Program are Aquatics Sampler Sports, Golf, Fencing, Archery, Table Tennis, Rock Climbing and Dance.
Clubs and Activities:	The Middle School offers a number of after school activities through the Passport to Learning After School Program. In addition to chorus, orchestra, band, and theater, students may receive extra academic help and participate in the numerous wellness activities. Clubs such as Junior Model UN, Jr. Harvard Model Congress, Peer Leaders, Student Council, Yearbook, Photography, Writing Warriors, STEAM Tank Challenge, and Ballroom Dance just to name a few, are offered during the Junior PGP period each day.

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Before and After School Programs:	Hoboken Middle School offers a fully staffed before school breakfast program, as well as the Passport to Learning & Wellness After School Program. This After School Program consists of homework help & academic support, music and theater programs, and intramural sports. Dinner is also made available for students.
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 Hoboken Middle School offers. Students are afforded services provided by a Principal, Dean, guidance counselor, licensed clinical social worker, and a comprehensive child study team. There is a team of special education teachers, trained STEM teachers, and a full time nurse.
Student Health and Wellness:	Students at the Middle School take physical education classes each week and participate in recess on a daily basis. Since health and wellness are paramount at the Middle School, teachers are encouraged to infuse movement into learning. Staff members are trained annually in an array of topics to support healthy living and wellness. The Middle School also offers a supervised breakfast program each day and a wildly popular Early Morning Cardio Club. All of this is in addition to a comprehensive After School Wellness Program.
Parent and Community Involvement:	Hoboken Middle School is now in its own location and operating independently from Hoboken High School. A P.T.O. was formed to help plan activities, provide input and assist with school events. A growing, interested parent base contributes to Hoboken Middle School's success.

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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 Hoboken Middle 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:	Hoboken Middle School is located in the Demarest School Building. Students use the gym, cafeteria, and large auditorium. There is a dedicated art room & music room, as well as world language classrooms. In addition, there are two brand new science labs. All classrooms are air conditioned and equipped with Ricoh LED Interactive Boards. A fitness and activity park is currently being build behind the school. In addition, a state-of-the-art living classroom with a fully operational wet lab is being constructed in order for students to study the Hudson River in a hands-on, innovative manner.
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 all schools, including Hoboken Middle School. 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:	Hoboken Middle School is dedicated to S.T.E.M. education and learning. Hoboken Middle School operates a three period S.T.E.M. block within its daily schedule. It fully implements Project Lead the Way's National S.T.E.M. 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 opportunities, Hoboken Middle School boasts Personal Growth Period elective courses during the school day which include Environmental Crusaders, Coding, Maker Space Creations, Future City Planners, Genius Hour, Science Olympiads, and Mathletes to name just a few.

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Other Information:	All classrooms in Hoboken Middle School have been renovated and are equipped with LED Interactive Boards. The school also boasts a 1:1 ChromeBook initiative. Each classroom is large and colorful. Furniture is conducive to problem-based learning and staff are trained in methodologies to support lessons that are rigorous and relevant. Hoboken Middle School has a tradition of preparing students for high school and beyond. The range of clubs and activities, and leadership opportunities are abundant.