NJ SCHOOL PERFORMANCE REPORT

HUDSON ELEMENTARY SCHOOL
(17-5240-090)
Grades Offered: PK-03
2017-2018

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

NJ SCHOOL PERFORMANCE REPORT

HUDSON ELEMENTARY SCHOOL
(17-5240-090)
Grades Offered: PK-03
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 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	UNION CITY
Principal Name	MRS. MCNERNEY
Address	167 19TH ST UNION CITY, NJ 07087-5459
Phone Number	(201)624-9800
Email Address	BMCNERNEY@UNION-CITY.K12.NJ.US
Website	https://hudson.ucboe.us/

NJ SCHOOL PERFORMANCE REPORT

HUDSON ELEMENTARY SCHOOL
(17-5240-090)
Grades Offered: PK-03
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

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	52	58	60
KG	57	67	84
1	84	83	79
2	69	78	77
3	0	70	75
Total	262	356	375

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	45.8%	47.2%	47.2%
Male	54.2%	52.8%	52.8%
Economically Disadvantaged Students	80.2%	75.0%	80.5%
Students with Disabilities	6.5%	5.1%	5.3%
English Learners	37.0%	29.8%	28.3%
Homeless Students		0.3%	0.3%
Students in Foster Care		0.3%	0.5%
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	4.6%	3.1%	4.8%
Hispanic	92.4%	93.0%	91.5%
Black or African American	1.5%	1.1%	2.1%
Asian	1.5%	2.8%	1.6%
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%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	0	0	0
PK - Full Day	52	58	60
KG - Half Day	0	0	0
KG - Full Day	57	67	84

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
Spanish	54.9%
English	42.9%
Other Languages	2.1%

NJ SCHOOL PERFORMANCE REPORT

HUDSON ELEMENTARY SCHOOL
(17-5240-090)
Grades Offered: PK-03
2017-2018

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

English Language Arts/Literacy Assessment - 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	67	93.1	56.7	53.8	56.7	55.5	31.6	Met Target
White	*	*	*	64.8	65.6	*	**	**
Hispanic	60	92.3	53.3	*	42.5	51.8	32.1	Met Target
Black or African American	*	*	*	65.4	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	81.1	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	36	92.3	61.2	61.3	64.5	59.3		
Male	31	93.9	51.7	46.8	49.4	51.0		
Economically Disadvantaged Students	49	94.2	55.1	51.7	38.5	*	25.1	Met Target
Non-Economically Disadvantaged Students	18	90.0	61.1	71.8	67.5	*		
Students with Disabilities	N	N	N	16.9	21.6	N	**	**
Students without Disabilities	67	94.4	56.7	57.9	63.9	56.3		
English Learners	29	90.6	58.6	40.5	27.3	56.0	24.8	Met Target
Non-English Learners	38	95.0	55.2	63.4	59.4	55.2		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	N	N	N	20.0	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

HUDSON ELEMENTARY SCHOOL
(17-5240-090)
Grades Offered: PK-03
2017-2018

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	67	754	747	750	*	*	24%	*	*	57%	52%
White	*	*	769	759	*	*	*	*	*	*	61%
Hispanic	60	752	745	736	*	*	25%	*	*	53%	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	N	758	N	N	N	N	N	N	58%
Female	36	757	751	756	*	*	*	*	*	61%	57%
Male	31	752	742	744	*	*	*	*	*	52%	46%
Economically Disadvantaged Students	49	752	744	733	*	*	*	*	*	55%	34%
Non-Economically Disadvantaged Students	18	762	768	762	*	*	*	*	*	61%	64%
Students with Disabilities	N	N	702	719	N	N	N	N	N	N	24%
Students without Disabilities	67	754	749	756	*	*	24%	*	*	57%	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

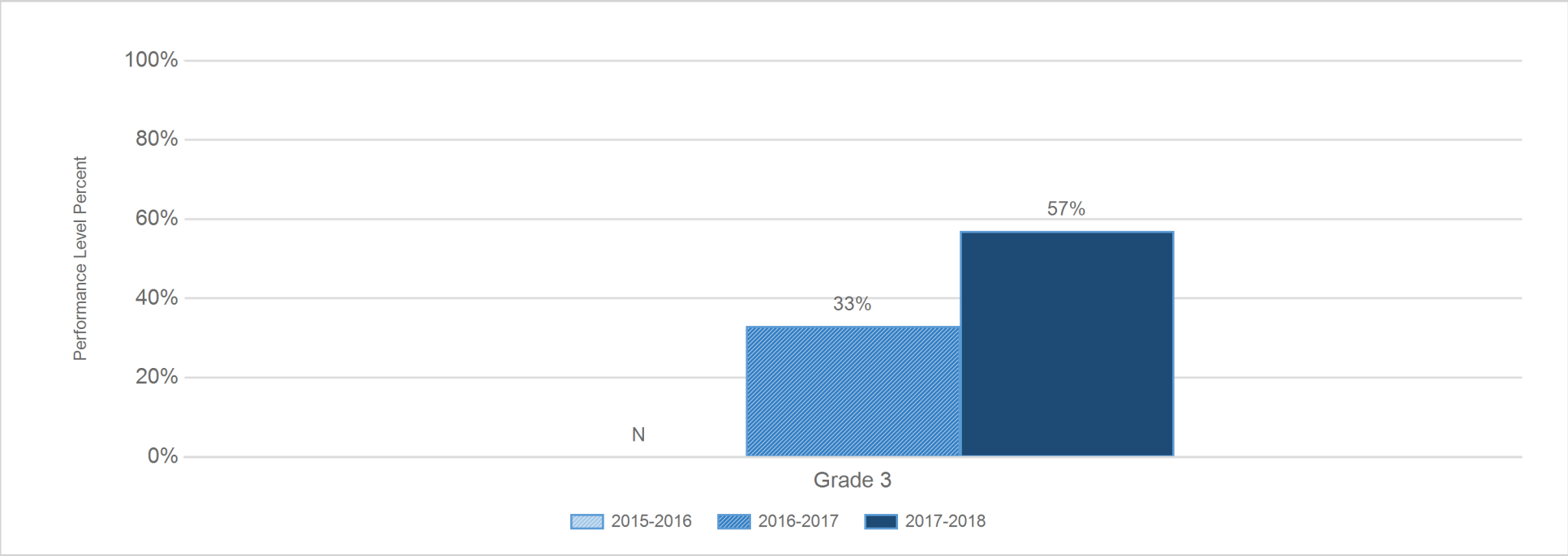
NJ SCHOOL PERFORMANCE REPORT

HUDSON ELEMENTARY SCHOOL
(17-5240-090)
Grades Offered: PK-03
2017-2018

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

English Language Arts/Literacy Assessment - Performance Trends

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



NJ SCHOOL PERFORMANCE REPORT

HUDSON ELEMENTARY SCHOOL
(17-5240-090)
Grades Offered: PK-03
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

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	70	93.3	42.9	33.7	45.0	42.1	32.3	Met Target
White	*	*	*	43.2	54.1	*	**	**
Hispanic	61	92.4	39.3	*	29.2	38.3	32.9	Met Target
Black or African American	*	*	*	42.4	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	67.8	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	38	92.7	36.9	34.7	46.0	35.9		
Male	32	94.1	50.0	32.9	43.9	49.6		
Economically Disadvantaged Students	51	94.4	41.2	32.0	26.6	*	26.2	Met Target
Non-Economically Disadvantaged Students	19	90.5	47.4	49.2	55.9	*		
Students with Disabilities	N	N	N	*	17.1	N	**	**
Students without Disabilities	70	94.6	42.9	*	50.5	42.7		
English Learners	32	91.4	40.6	27.3	24.6	39.0	37.5	Met Target
Non-English Learners	38	95.0	44.7	38.3	46.9	44.7		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

HUDSON ELEMENTARY SCHOOL
(17-5240-090)
Grades Offered: PK-03
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

Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	745	745	752	*	21%	27%	*	*	43%	53%
White	*	*	762	760	*	*	*	*	*	*	64%
Hispanic	61	742	744	739	*	23%	28%	*	*	39%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	38	744	745	752	*	*	*	*	*	37%	53%
Male	32	746	745	751	*	*	*	*	*	50%	53%
Economically Disadvantaged Students	51	742	743	736	*	*	*	*	*	41%	35%
Non-Economically Disadvantaged Students	19	753	758	762	*	*	*	*	*	47%	66%
Students with Disabilities	N	N	738	730	N	N	N	N	N	N	29%
Students without Disabilities	70	745	745	756	*	21%	27%	*	*	43%	57%
English Learners	12	756	732	726	*	*	*	*	*	67%	23%
Non-English Learners	58	742	752	754	*	*	*	*	*	38%	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

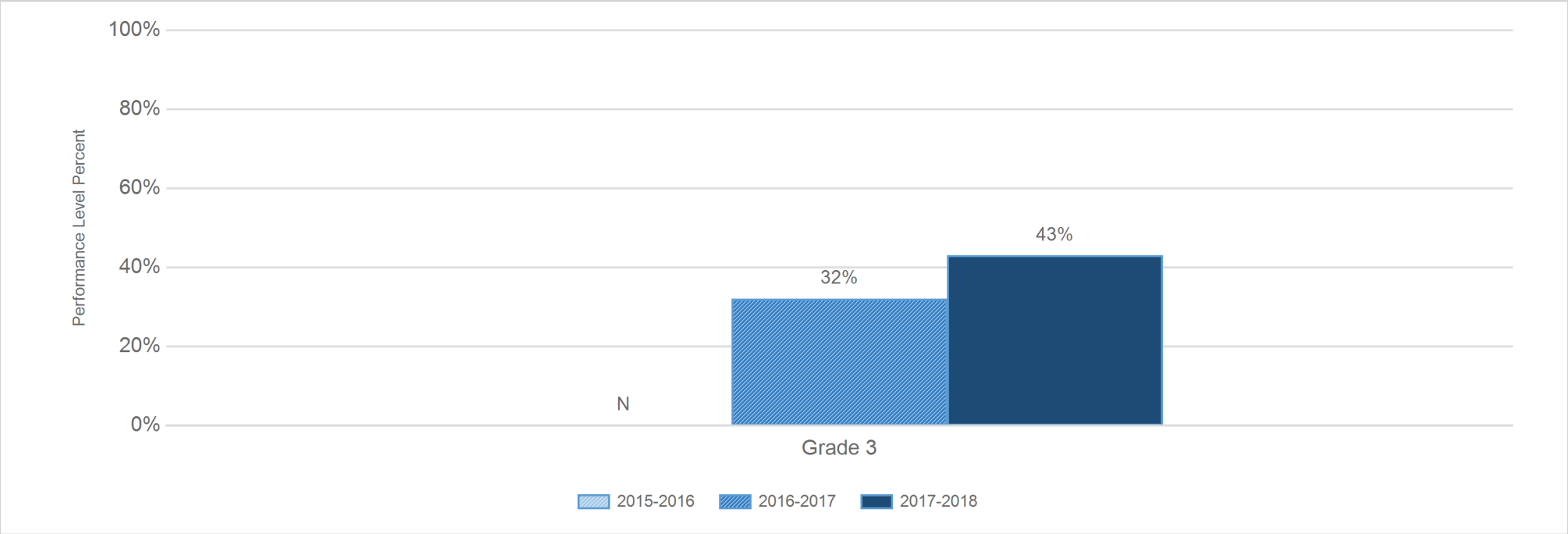
NJ SCHOOL PERFORMANCE REPORT

HUDSON ELEMENTARY SCHOOL
(17-5240-090)
Grades Offered: PK-03
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

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.

NJ SCHOOL PERFORMANCE REPORT

HUDSON ELEMENTARY SCHOOL
(17-5240-090)
Grades Offered: PK-03
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

DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	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	68.6%	60.7%	Met Target

† 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	29	*	*
3-4	37	73.0%	27.0%
5 or more	13	69.2%	30.8%

NJ SCHOOL PERFORMANCE REPORT

HUDSON ELEMENTARY SCHOOL
(17-5240-090)
Grades Offered: PK-03
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

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.

NJ SCHOOL PERFORMANCE REPORT

HUDSON ELEMENTARY SCHOOL
(17-5240-090)
Grades Offered: PK-03
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

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.

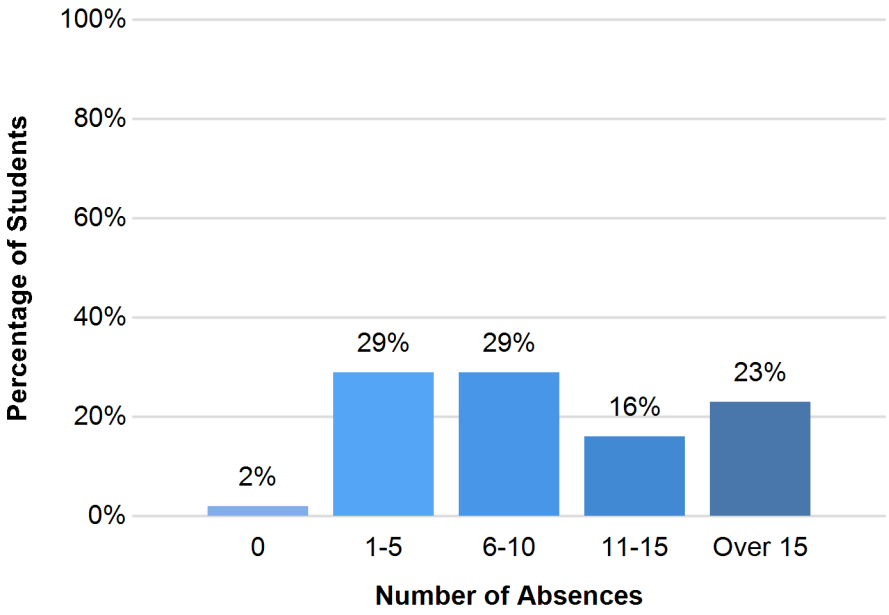
Chronic Absenteeism

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	62	19.6	9.6	Not Met
White	1	7.7	**	**
Hispanic	60	20.5	9.6	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	57	22.1	9.6	Not Met
Students with Disabilities	5	31.3	**	**
English Learners	15	18.5	9.6	Not Met

Days Absent

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



NJ SCHOOL PERFORMANCE REPORT

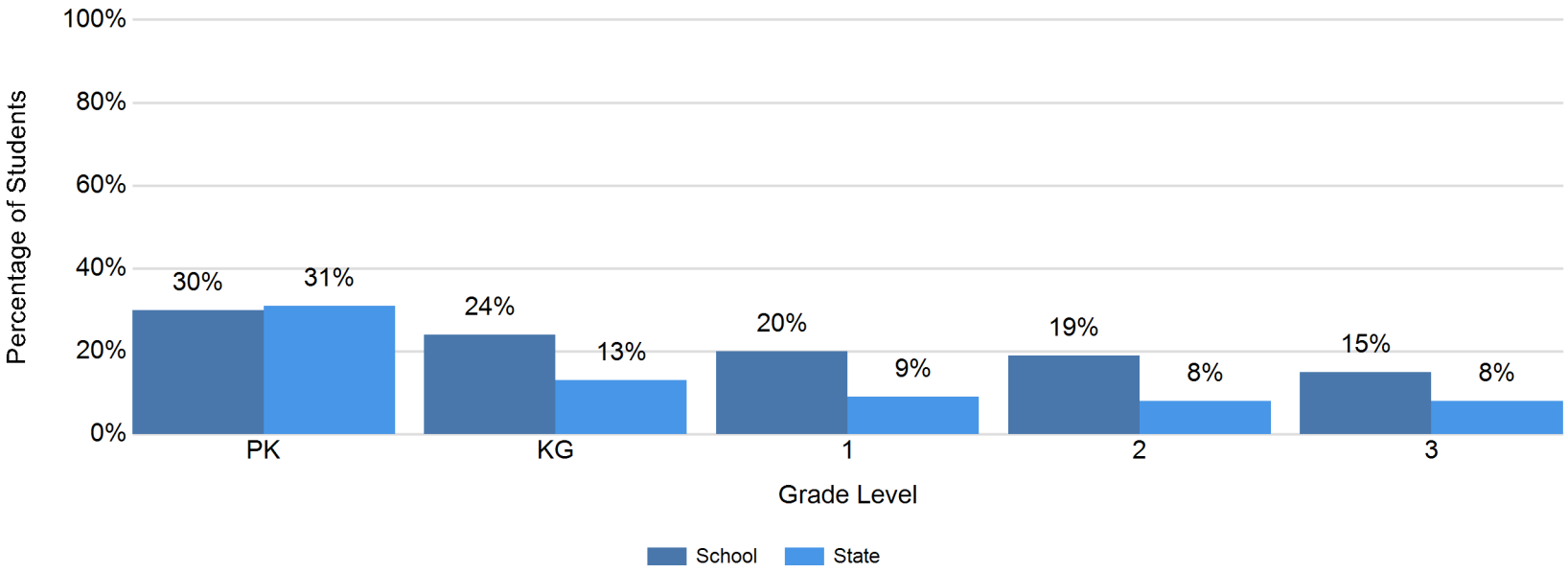
HUDSON ELEMENTARY SCHOOL
(17-5240-090)
Grades Offered: PK-03
2017-2018

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

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 by Grade

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



NJ SCHOOL PERFORMANCE REPORT

HUDSON ELEMENTARY SCHOOL
(17-5240-090)
Grades Offered: PK-03
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

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

NJ SCHOOL PERFORMANCE REPORT

HUDSON ELEMENTARY SCHOOL
(17-5240-090)
Grades Offered: PK-03
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

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.

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

NJ SCHOOL PERFORMANCE REPORT

HUDSON ELEMENTARY SCHOOL
(17-5240-090)
Grades Offered: PK-03
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 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	6:00 AM
Typical End Time	6:00 PM
Length of School Day	12 Hrs 0 Mins
Full Time - Instructional Time	7 Hrs 0 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)	$1,015	$14,981	$15,996

NJ SCHOOL PERFORMANCE REPORT

HUDSON ELEMENTARY SCHOOL
(17-5240-090)
Grades Offered: PK-03
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

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	26	117,464
Average years experience in public schools	5.0	12.0
Average years experience in district	4.8	10.7
Teachers in district for 4 or more years	30.8%	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	75	9,374
Average years experience in public schools	23.0	16.0
Average years experience in district	22.7	12.0
Administrators in district for 4 or more years	98.7%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	16:1
Students to Administrators	125:1	183:1
Teachers to Administrators	9:1	12:1
Students to Librarians/Media Specialists		13733:1
Students to Nurses		763:1
Students to Counselors		981:1
Students to Child Study Team		254:1

NJ SCHOOL PERFORMANCE REPORT

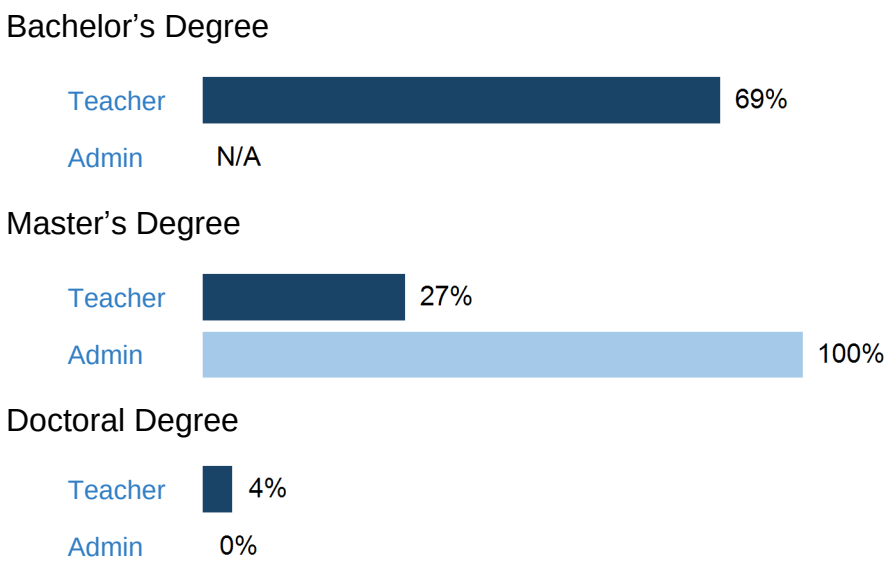
HUDSON ELEMENTARY SCHOOL
(17-5240-090)
Grades Offered: PK-03
2017-2018

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

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 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	96.1%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	93.9%

NJ SCHOOL PERFORMANCE REPORT

HUDSON ELEMENTARY SCHOOL
(17-5240-090)
Grades Offered: PK-03
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

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 and Administrators – Demographics

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

Category	Teachers	Administrators
Female	84.6%	100.0%
Male	15.4%	0.0%
White	42.3%	33.3%
Hispanic	57.7%	66.7%
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%

NJ SCHOOL PERFORMANCE REPORT

HUDSON ELEMENTARY SCHOOL
(17-5240-090)
Grades Offered: PK-03
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

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
N	N	N

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	N	N	N
White	N		
Hispanic	N		
Black or African American	N		
Asian, Native Hawaiian, or Pacific Islander	N		
American Indian or Alaska Native	N		
Two or More Races	N		
Economically Disadvantaged Students	N		
Students with Disabilities	N		
English Learners	N		

NJ SCHOOL PERFORMANCE REPORT

HUDSON ELEMENTARY SCHOOL
(17-5240-090)
Grades Offered: PK-03
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

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	N	N
Mathematics Proficiency	N	N
Progress Towards English Language Proficiency	N	N
Chronic Absenteeism	N	N
Summative Score: Sum of all indicator scores multiplied by indicator weights	N	n/a
Summative Rating: Percentile Rank of Summative Score	N	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	N	n/a

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

NJ SCHOOL PERFORMANCE REPORT

HUDSON ELEMENTARY SCHOOL
(17-5240-090)
Grades Offered: PK-03
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

Accountability Summary by Student Group - 2017-18 School Year

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

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

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

NJ SCHOOL PERFORMANCE REPORT

HUDSON ELEMENTARY SCHOOL
(17-5240-090)
Grades Offered: PK-03
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

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:	• STEM-Hudson hosted STEM Camp for over 60 of our students and our first through third graders participated in a robot competition. • Hudson continued the MIAD Program and showcased the living “wax museum” for our 3rd grade students. • NJPAC Partnership/Kdg. Wolf Trap Residency was showcased.
Mission, Vision, Theme:	The vision of Hudson School is to create a school that is highly regarded for its academic excellence, which includes the implementation of STEM integration in our curriculum. It is our goal to allow every student to reach his/her maximum potential by addressing the “whole child” in an engaging, creative and challenging environment. We envision that Hudson School will be a thriving, dynamic and supportive educational environment that produces innovative thinkers, self-directed learners, and productive members of our community in the 21st Century.
Awards, Recognition, Accomplishments:	PARCC readiness/technology integration cross curricular in 2nd and 3rd grade. First Living Wax Museum -3rd grade Establish “Parents as Partners”- home school parent connection Bio Bus visited 2nd grade – “Hands on lab Biology” Stem Camp K-3-Urban farming Hydroponics School-wide Robot Challenge

NJ SCHOOL PERFORMANCE REPORT

HUDSON ELEMENTARY SCHOOL
(17-5240-090)
Grades Offered: PK-03
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

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.

Courses, Curriculum, Instruction:	The district values its commitment to provide the highest quality learning experiences for students. We remain vigilant In our mission to ready each child for a successful future in post-secondary environments of college and career, to become productive members of society, and to become effective contributors within the 21st Century. To accomplish the goal, we enact a rigorous, comprehensive standard-driven curriculum for grades PK-3rd grade at Hudson School where all of the NJSLS standards within those grades are addressed and integrated.
Clubs and Activities:	Music/Guitar Club, Science Club, Tech Club, Art Club.

NJ SCHOOL PERFORMANCE REPORT

HUDSON ELEMENTARY SCHOOL
(17-5240-090)
Grades Offered: PK-03
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

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.

Before and After School Programs:	Hudson School offers an after school tutorial program for 3rd grade students to address student's academic deficiencies.
Staff and Professional Learning:	Professional development is provided through high quality professional learning activities that are aligned with teaching and learning standards, are rich in content, and broaden the knowledge and skills of teaching staff members, administrators, and educational support personnel. These opportunities are sustained and supported through job embedded coaching during PLCs (professional learning communities), external expert assistance, on and off-campus workshops, conferences and digital on-line resources.

NJ SCHOOL PERFORMANCE REPORT

HUDSON ELEMENTARY SCHOOL
(17-5240-090)
Grades Offered: PK-03
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

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.

Student Supports and Services:	Student supports and services at Hudson School provides intervention and referral services for students who are experiencing academic, medical and emotional difficulties. At Hudson School our goal is to meet the needs of the “whole child”. Students are given the necessary support and assistance so that they can be successful in an inclusive educational environment. The ELL Program enables students to move from their native language to English. Certified staff meets all students’ needs to achieve the district goal to move students to the regular education program.
Student Health and Wellness:	All students are eligible for free breakfast and lunch provided by Chartwells under the Community Eligibility Act. A full student lunch includes a choice of entrée supplying protein and grain, two (2) vegetable side dishes, one (1) fruit side dish and a choice of milk. We cater to individualized dietary needs when necessary. Parents are asked to notify the school if their child has a food related allergy or medical condition.
Parent and Community Involvement:	Student success happens when families, students, educators, and community members work together and focus on the academic, social, and emotional needs of students. Through a relationship-rich environment that is open and flexible, the school’s parent liaison and the community relation’s director facilitate collaborative family/community activities. Parent breakfasts, community nights, and PTO meetings connect families to the school and community that support student learning and success.

NJ SCHOOL PERFORMANCE REPORT

HUDSON ELEMENTARY SCHOOL
(17-5240-090)
Grades Offered: PK-03
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

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.

Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Parents Hudson School promotes a positive and consistent school climate that allows for clear school and community collaboration. Parental surveys are conducted at the school level. Parents are cooperative and active members of our school community. Informal teacher & parent feedback is also an essential form of assessing and attaining information to assist and improve school climate.
Facilities:	We are proud of the building we educate your child in. Hudson School meets state code with well-equipped rooms for all subjects. It is a relatively small building with 20 classrooms serving grades Pre-k to 3. It has a large, state of the art media center and a cafeteria/multi-purpose room, a science and computer lab, and an art room. Hudson School is kept clean and organized by our school custodians and cleaning staff, who work together with maintenance personnel from our facilities department to maintain the building and grounds in excellent condition.
School Safety:	Hudson School is a safe school. Supported by the district's initiative to maintain all schools in our district safe, it is fully equipped with a state of the art security system, that includes cameras and radios to constantly monitor all school activities and grounds. Hudson School has a fully trained security staff as well as a part-time school police officer during school hours. We work in collaboration with district security personnel, ground supervisors and the Union City Police Department to ensure the safety and security of our school. District/state monthly mandated security drills are conducted at the school level and monitored by our district facilities department.

NJ SCHOOL PERFORMANCE REPORT

HUDSON ELEMENTARY SCHOOL
(17-5240-090)
Grades Offered: PK-03
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

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.

Technology and STEM:	Hudson Elementary School has been designated as a STEM school. Technology plays an integral role in daily instruction. All classrooms are equipped with SMART interactive boards. In addition, grades K-2 have ipad carts and grade 3 has laptop carts in every classroom, providing every child with technology to use within the classroom educational environment. Hudson School also has a technology lab equipped with desktop computers. Robotics, sustainability activities, hydroponics, makers space and STEM Camps are some of the initiatives at Hudson School.
Early Childhood Education:	Hudson School has 4 Pre-K classes that follow the Union City Early Childhood Curriculum, which is aligned with state standards, developmentally appropriate practices, and best practices. Our curriculum follows the High Scope Framework. We conduct early childhood assessments, such as COR, ESI, and our district's EWS (Early Warning Summary) to drive effective teacher instruction and maximize student achievement.