



Haledon Public School
(31-1920-015)
Grades Offered: PK-08
2018-2019

Report Key:

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How to use this report:

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

Navigating through the reports:

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

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Passaic
District	Haledon Public School District
Principal Name	Mr. Christopher Wacha
Address	91 HENRY STREET HALEDON, NJ 07508-1236
Phone Number	973-790-9000
Email Address	cwacha@haledon.org
Website	http://www.haledon.org
Facebook	http://www.facebook.com/haledonpublic



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	58	66	72
KG	102	92	95
1	118	108	89
2	114	114	106
3	107	114	118
4	83	117	118
5	106	91	118
6	130	107	99
7	111	121	113
8	120	112	121
Total	1,049	1,042	1,049

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	48.8%	47.2%	49.3%
Male	51.2%	52.8%	50.7%
Economically Disadvantaged Students	54.3%	59.3%	57.0%
Students with Disabilities	14.5%	16.1%	15.5%
English Learners	6.9%	7.5%	8.0%
Homeless Students	0.9%	2.3%	1.5%
Students in Foster Care	0.1%	0.1%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	21.1%	20.2%	18.5%
Hispanic	58.4%	59.2%	61.1%
Black or African American	13.3%	12.6%	12.1%
Asian	7.0%	7.3%	7.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.2%
Two or More Races	0.3%	0.7%	0.8%

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	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	58	66	72
KG - Half Day	0	0	0
KG - Full Day	102	92	95

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	68.2%
Spanish	21.6%
Arabic	4.7%
Bengali	2.4%
Albanian	1.1%
Other Languages	2.0%

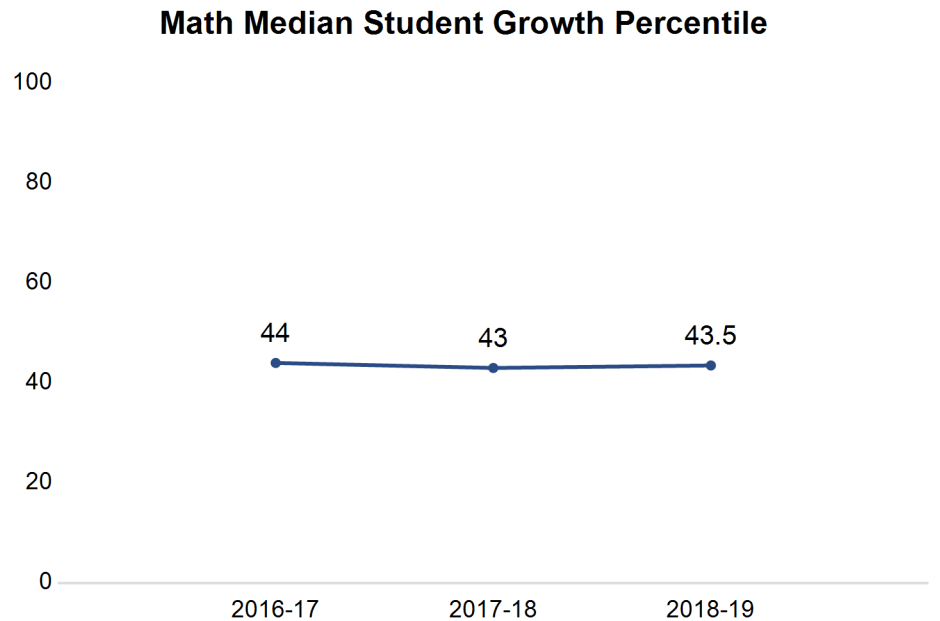
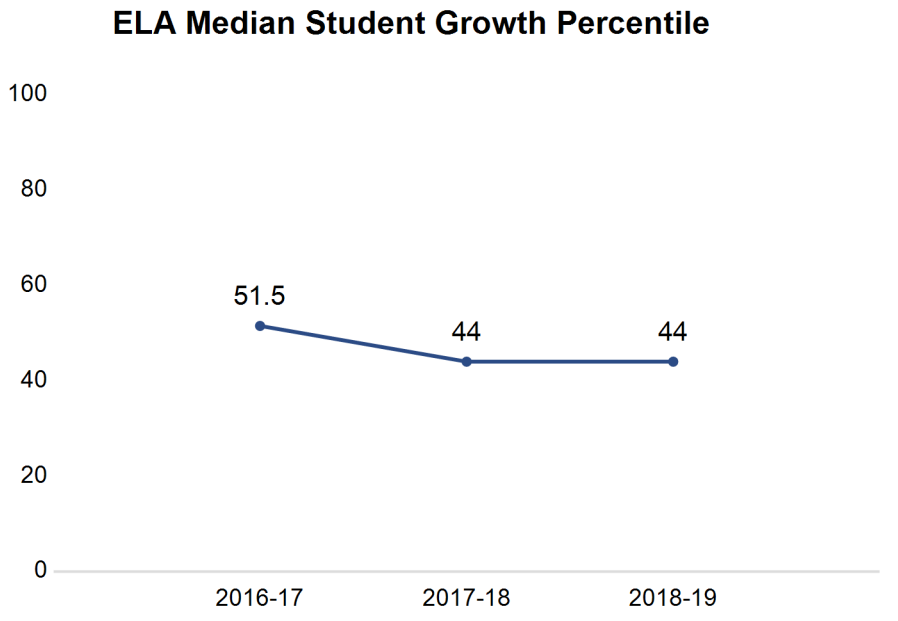


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Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	51.5	44	44	44	43	43.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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 (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 (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	44	44	50	Met Standard	43.5	43.5	50	Met Standard
White	43	43	50	Met Standard	45	45	52	Met Standard
Hispanic	46	46	49	Met Standard	45	45	47	Met Standard
Black or African American	32.5	32.5	45	Not Met	27	27	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	47.5	47.5	59	Met Standard	58	58	60	Met Standard
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	44	44	53	N	45	45	50	N
Male	45	45	47	N	42	42	51	N
Economically Disadvantaged Students	45	45	48	Met Standard	45	45	46	Met Standard
Students with Disabilities	54.5	54.5	43	Met Standard	64	64	45	Exceeds Standard
English Learners	43.5	43.5	52	Met Standard	41.5	41.5	50	Met Standard
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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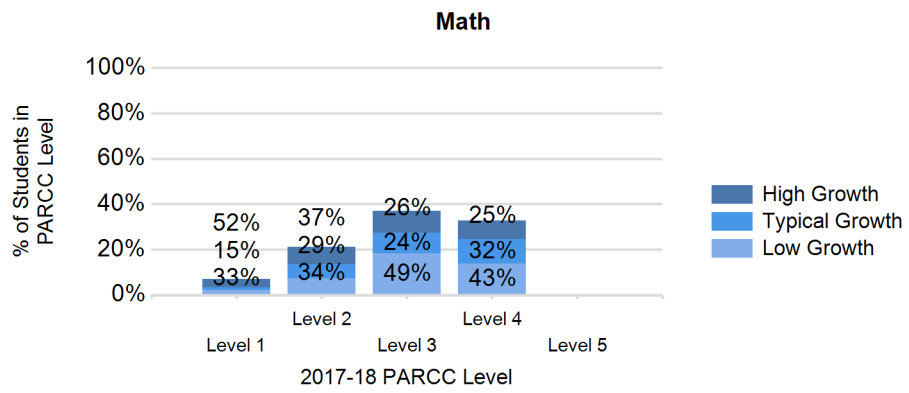
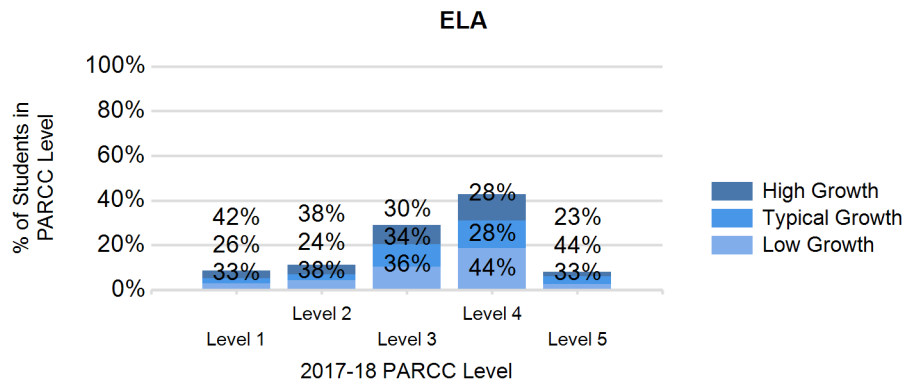
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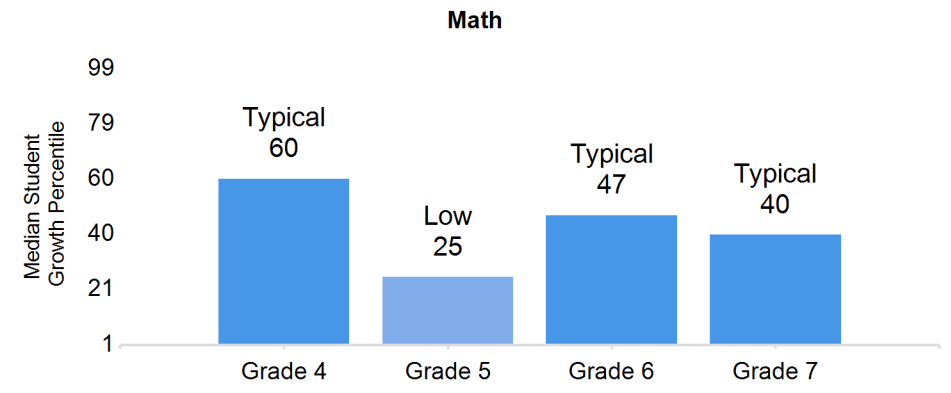
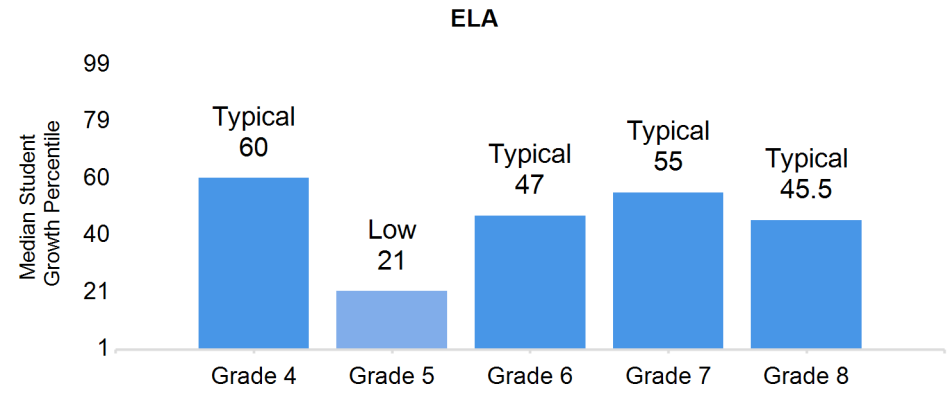
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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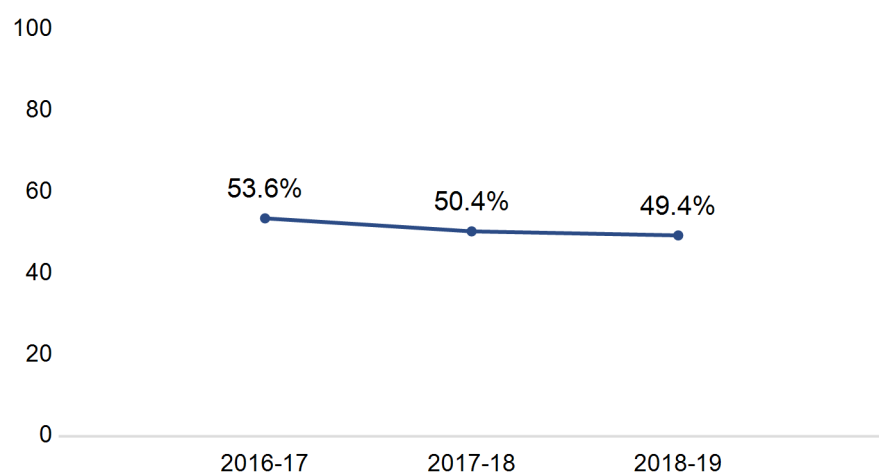
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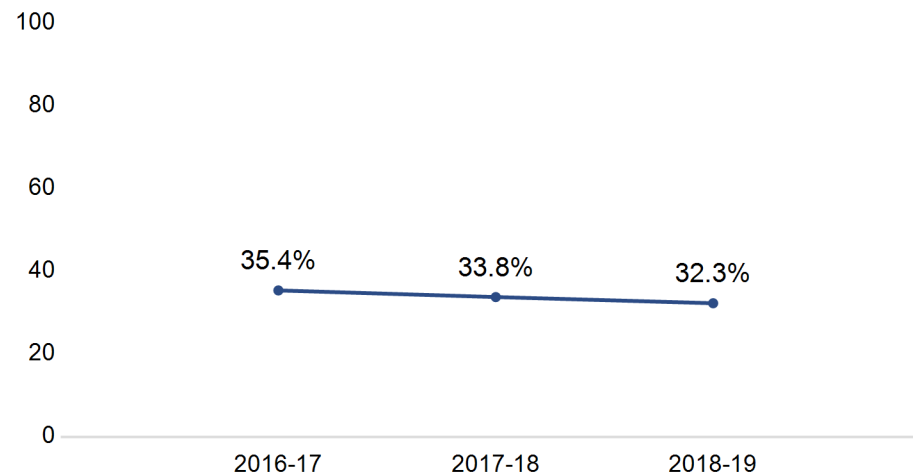
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.4%	97.0%	94.0%	97.1%	97.0%	94.0%
Proficiency Rate for Federal Accountability	53.6%	50.4%	49.4%	35.4%	33.8%	32.3%
Annual Target	49.1%	50.7%	52.4%	37.3%	39.6%	41.8%
Met Annual Target?	Met Target	Met Target†	Met Target†	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	634	94.0	49.8	49.8	57.9	49.4	52.4	Met Target†
White	114	94.4	50.9	50.9	66.9	50.4	54.5	Met Target†
Hispanic	391	93.8	49.4	49.4	43.9	48.9	52.4	Met Target†
Black or African American	77	90.8	40.3	40.3	38.5	38.4	39.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	45	100.0	66.7	66.7	82.9	66.7	64.6	Met Target
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	302	92.0	58.6	58.6	64.8	57.0		
Male	332	96.0	41.9	41.9	51.3	41.9		
Economically Disadvantaged Students	362	94.8	43.6	43.6	40.0	*	49.1	Not Met
Non-Economically Disadvantaged Students	272	93.0	58.1	58.1	67.9	*		
Students with Disabilities	102	85.8	19.6	19.6	22.7	17.7	24.8	Not Met
Students without Disabilities	532	95.8	55.6	55.6	65.1	55.6		
English Learners	101	99.1	37.6	37.6	29.3	37.6	31.3	Met Target
Non-English Learners	533	93.1	52.2	52.2	60.6	51.2		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



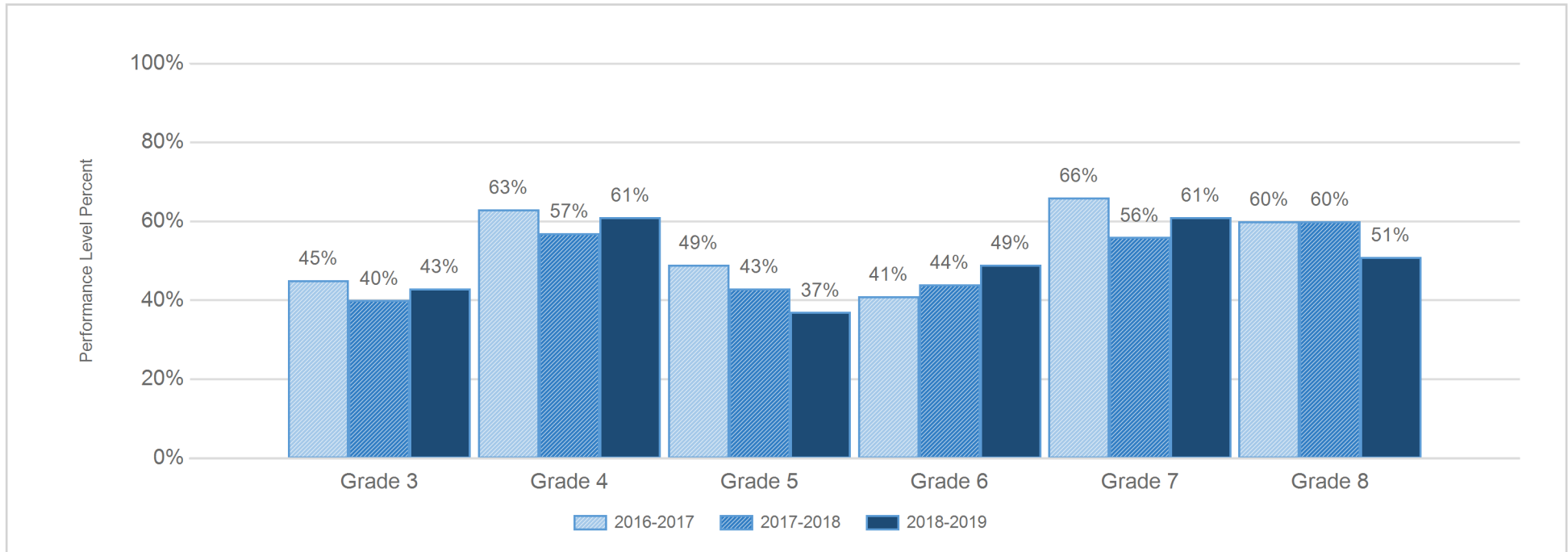
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	115	740	740	748	14%	16%	28%	*	*	43%	50%
White	16	746	746	757	*	*	*	*	*	50%	60%
Hispanic	70	736	736	734	17%	16%	27%	*	*	40%	36%
Black or African American	14	740	740	731	*	*	*	*	*	43%	33%
Asian, Native Hawaiian, or Pacific Islander	13	756	756	773	*	*	*	*	*	46%	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	57	745	745	753	*	*	32%	*	*	47%	55%
Male	58	736	736	743	*	*	24%	*	*	38%	46%
Economically Disadvantaged Students	70	732	732	731	*	*	29%	*	*	31%	33%
Non-Economically Disadvantaged Students	45	754	754	759	*	*	27%	*	*	60%	61%
Students with Disabilities	16	700	700	719	*	*	*	*	*	*	24%
Students without Disabilities	99	747	747	754	*	*	*	*	*	*	56%
English Learners	16	706	706	713	*	*	*	*	*	*	17%
Non-English Learners	99	746	746	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	109	752	752	755	*	*	24%	*	*	61%	57%
White	17	748	748	763	*	*	*	*	*	65%	67%
Hispanic	70	754	754	743	*	*	29%	*	*	60%	44%
Black or African American	12	746	746	739	*	*	*	*	*	50%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	52	758	758	760	*	*	*	*	*	73%	62%
Male	57	747	747	750	*	*	*	*	*	51%	53%
Economically Disadvantaged Students	65	749	749	740	*	*	25%	*	*	57%	40%
Non-Economically Disadvantaged Students	44	756	756	765	*	*	23%	*	*	68%	69%
Students with Disabilities	14	737	737	725	*	*	*	*	*	57%	25%
Students without Disabilities	95	755	755	761	*	*	*	*	*	62%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	111	735	735	756	14%	20%	29%	*	*	37%	58%
White	25	730	730	764	*	*	*	*	*	24%	68%
Hispanic	63	738	738	743	*	17%	30%	*	*	40%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	762	N	N	N	N	N	N	65%
Female	58	735	735	761	*	*	29%	*	*	34%	64%
Male	53	736	736	750	*	*	28%	*	*	40%	52%
Economically Disadvantaged Students	57	733	733	740	*	18%	30%	*	*	33%	39%
Non-Economically Disadvantaged Students	54	738	738	766	*	22%	28%	*	*	41%	69%
Students with Disabilities	20	709	709	724	*	*	*	*	*	10%	23%
Students without Disabilities	91	741	741	762	*	*	*	*	*	43%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	91	746	746	754	*	13%	33%	*	*	49%	56%
White	18	752	752	762	0%	*	*	*	*	56%	65%
Hispanic	51	743	743	743	*	*	35%	*	*	45%	43%
Black or African American	13	738	738	738	0%	*	*	*	*	38%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	42	752	752	762	*	*	*	*	*	64%	64%
Male	49	742	742	748	*	*	*	*	*	37%	48%
Economically Disadvantaged Students	46	740	740	740	*	*	28%	*	*	43%	39%
Non-Economically Disadvantaged Students	45	753	753	763	*	*	38%	*	*	56%	67%
Students with Disabilities	12	735	735	722	*	*	*	*	*	33%	19%
Students without Disabilities	79	748	748	761	*	*	*	*	*	52%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Haledon Public School
(31-1920-015)
Grades Offered: PK-08
2018-2019

Report Key:

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- † This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	102	756	756	761	*	*	23%	40%	21%	61%	63%
White	10	779	779	769	0%	0%	*	*	*	80%	72%
Hispanic	73	753	753	747	*	*	23%	44%	15%	59%	50%
Black or African American	12	748	748	741	*	*	*	*	*	58%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	50	761	761	769	*	*	22%	*	*	68%	71%
Male	52	751	751	753	*	*	23%	*	*	54%	55%
Economically Disadvantaged Students	53	754	754	743	*	*	23%	*	*	57%	45%
Non-Economically Disadvantaged Students	49	758	758	771	*	*	22%	*	*	65%	73%
Students with Disabilities	16	726	726	720	*	*	*	*	*	31%	22%
Students without Disabilities	86	761	761	769	*	*	*	*	*	66%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	N	N	N	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	109	749	749	762	13%	15%	21%	34%	17%	51%	63%
White	27	757	757	770	*	*	*	*	*	59%	72%
Hispanic	66	750	750	747	*	*	21%	*	*	52%	49%
Black or African American	11	710	710	741	*	*	*	*	*	18%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	50	762	762	771	*	*	*	*	*	66%	71%
Male	59	737	737	753	*	*	*	*	*	39%	55%
Economically Disadvantaged Students	67	742	742	743	*	*	*	*	*	46%	45%
Non-Economically Disadvantaged Students	42	759	759	772	*	*	*	*	*	60%	72%
Students with Disabilities	17	705	705	721	*	*	*	*	*	*	22%
Students without Disabilities	92	757	757	770	*	*	*	*	*	*	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	637	94.0	32.7	32.7	44.5	32.3	41.8	Not Met
White	114	94.4	37.7	37.7	54.1	37.4	46.2	Not Met
Hispanic	395	94.0	31.6	31.6	28.8	31.4	42.8	Not Met
Black or African American	77	90.8	22.1	22.1	23.0	21.0	22.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	45	100.0	48.9	48.9	76.5	48.9	51.5	Met Target†
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	305	92.1	29.5	29.5	44.9	28.8		
Male	332	95.8	35.5	35.5	44.2	35.5		
Economically Disadvantaged Students	361	94.6	28.5	28.5	26.3	*	39.1	Not Met
Non-Economically Disadvantaged Students	276	93.2	38.0	38.0	54.9	*		
Students with Disabilities	101	85.0	16.8	16.8	17.4	15.0	27.1	Not Met
Students without Disabilities	536	95.8	35.6	35.6	50.0	35.6		
English Learners	105	99.2	28.6	28.6	25.0	28.6	35.2	Met Target†
Non-English Learners	532	92.9	33.5	33.5	46.5	32.8		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



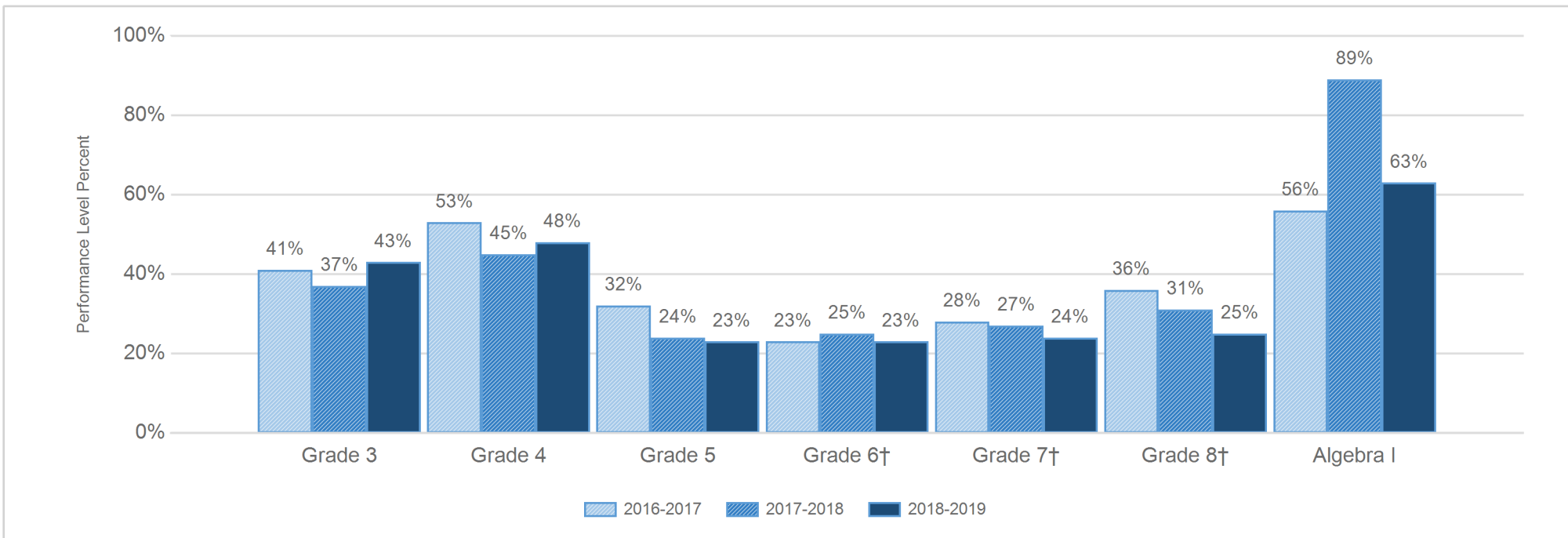
Haledon Public School
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	116	743	743	752	9%	12%	35%	*	*	43%	55%
White	16	748	748	760	0%	*	*	*	*	50%	66%
Hispanic	71	741	741	739	*	17%	32%	*	*	41%	40%
Black or African American	14	736	736	735	*	*	*	*	*	43%	35%
Asian, Native Hawaiian, or Pacific Islander	13	751	751	778	*	0%	*	*	*	54%	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	58	742	742	751	*	*	48%	*	*	33%	54%
Male	58	744	744	752	*	*	22%	*	*	53%	56%
Economically Disadvantaged Students	70	735	735	737	*	*	34%	*	*	36%	37%
Non-Economically Disadvantaged Students	46	754	754	761	*	*	37%	*	*	54%	67%
Students with Disabilities	16	710	710	731	*	*	*	*	*	19%	31%
Students without Disabilities	100	748	748	756	*	*	*	*	*	47%	60%
English Learners	17	730	730	728	*	*	*	*	*	24%	26%
Non-English Learners	99	745	745	754	*	*	*	*	*	46%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	112	746	746	749	*	11%	34%	*	*	48%	51%
White	19	742	742	757	*	*	*	*	*	42%	62%
Hispanic	71	747	747	737	*	*	30%	*	*	52%	36%
Black or African American	12	740	740	731	*	0%	*	*	*	50%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	54	747	747	749	*	*	35%	*	*	48%	50%
Male	58	744	744	749	*	*	33%	*	*	48%	52%
Economically Disadvantaged Students	65	745	745	734	*	*	37%	*	*	46%	32%
Non-Economically Disadvantaged Students	47	746	746	759	*	*	30%	*	*	51%	63%
Students with Disabilities	14	741	741	726	*	0%	*	*	*	64%	25%
Students without Disabilities	98	746	746	754	*	12%	*	*	*	46%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	112	731	731	747	*	40%	29%	*	*	23%	47%
White	25	735	735	755	*	*	40%	*	*	20%	58%
Hispanic	64	730	730	735	*	42%	27%	*	*	25%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	58	729	729	747	*	41%	36%	*	*	16%	47%
Male	54	734	734	747	*	39%	20%	*	*	31%	47%
Economically Disadvantaged Students	58	728	728	732	*	43%	22%	*	*	24%	27%
Non-Economically Disadvantaged Students	54	734	734	757	*	37%	35%	*	*	22%	59%
Students with Disabilities	20	720	720	725	*	60%	*	*	*	10%	19%
Students without Disabilities	92	734	734	752	*	36%	*	*	*	26%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	93	731	731	741	*	37%	34%	*	*	23%	41%
White	18	738	738	749	0%	*	*	*	*	28%	51%
Hispanic	53	729	729	729	*	32%	40%	*	*	19%	24%
Black or African American	13	722	722	722	*	*	*	*	*	15%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	43	730	730	742	*	42%	28%	*	*	23%	42%
Male	50	732	732	740	*	32%	40%	*	*	22%	40%
Economically Disadvantaged Students	47	728	728	726	*	38%	36%	*	*	17%	21%
Non-Economically Disadvantaged Students	46	734	734	750	*	35%	33%	*	*	28%	53%
Students with Disabilities	12	728	728	716	*	*	*	*	*	25%	12%
Students without Disabilities	81	732	732	746	*	*	*	*	*	22%	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	105	733	733	744	*	36%	33%	*	*	24%	42%
White	*	*	*	751	*	*	*	*	*	*	53%
Hispanic	77	730	730	733	*	36%	36%	*	*	19%	26%
Black or African American	12	725	725	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	52	732	732	744	*	38%	40%	*	*	15%	42%
Male	53	734	734	743	*	34%	26%	*	*	32%	42%
Economically Disadvantaged Students	52	729	729	731	*	46%	35%	*	*	15%	24%
Non-Economically Disadvantaged Students	53	736	736	751	*	26%	32%	*	*	32%	53%
Students with Disabilities	15	717	717	718	*	*	*	*	*	*	13%
Students without Disabilities	90	735	735	749	*	*	*	*	*	*	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	N	N	N	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	91	726	726	728	24%	22%	29%	25%	0%	25%	29%
White	20	734	734	737	*	*	*	*	*	25%	38%
Hispanic	58	727	727	722	24%	22%	26%	28%	0%	28%	22%
Black or African American	10	697	697	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	42	732	732	731	*	*	31%	*	*	33%	31%
Male	49	721	721	726	*	*	27%	*	*	18%	27%
Economically Disadvantaged Students	61	726	726	719	*	*	*	*	*	25%	20%
Non-Economically Disadvantaged Students	30	726	726	735	*	*	*	*	*	27%	36%
Students with Disabilities	17	698	698	707	*	*	*	*	*	*	10%
Students without Disabilities	74	732	732	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



Haledon Public School
(31-1920-015)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	19	752	752	744	*	*	*	63%	0%	63%	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	*	*	*	745	*	*	*	*	*	*	44%
Male	*	*	*	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	717	N	N	N	N	N	N	12%
Students without Disabilities	19	752	752	748	*	*	*	63%	0%	63%	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	19	752	752	745	*	*	*	63%	0%	63%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	N	N
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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	62.1%	40.9%	<u>Exceeds</u>

† 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	45	86.7%	13.3%
3-4	21	*	*
5 or more	*	*	*



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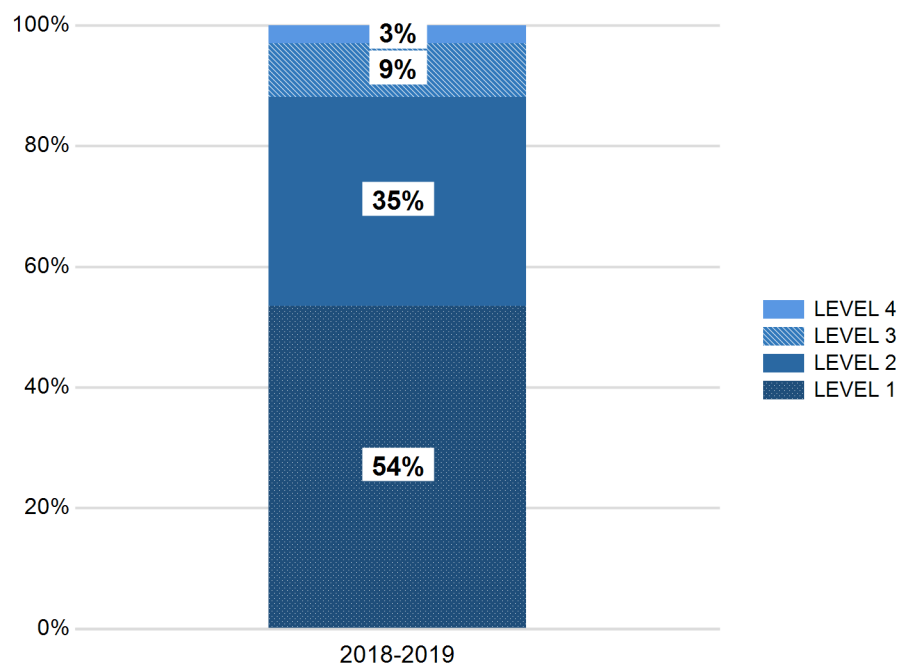
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	54	35	9	3
White	50	35	12	4
Hispanic	53	38	7	1
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
Female	55	39	5	2
Male	53	31	13	4
Economically Disadvantaged Students	59	30	7	5
Non-Economically Disadvantaged Students	48	41	11	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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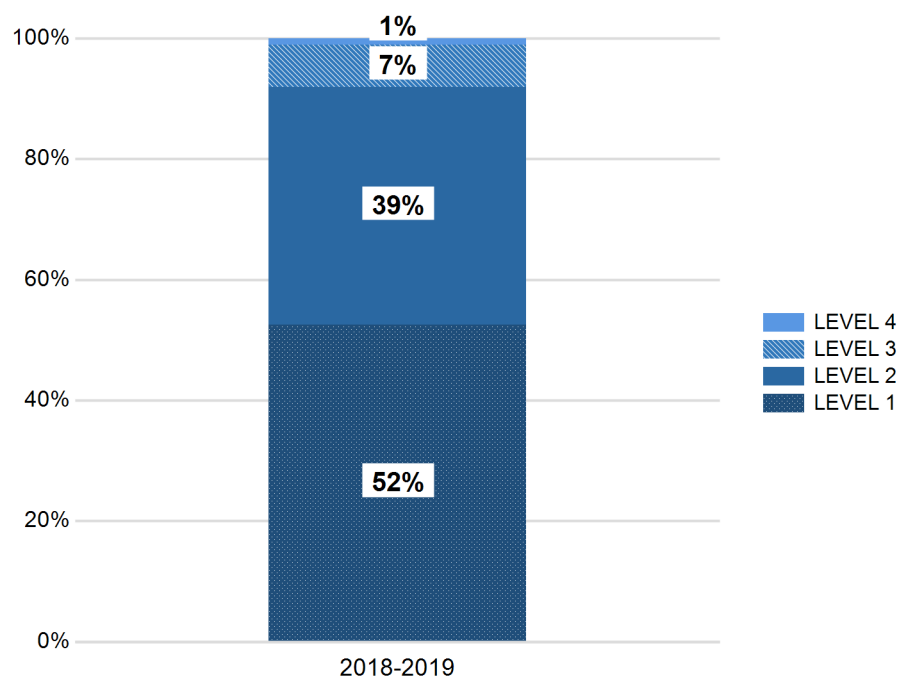
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NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	52	39	7	1
White	41	41	19	0
Hispanic	54	41	4	1
Black or African American	81	19	0	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	48	45	7	0
Male	56	35	8	2
Economically Disadvantaged Students	58	40	3	0
Non-Economically Disadvantaged Students	45	39	14	2
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	99
7	0	0	113
8	0	0	102
Total	0	0	314

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	99	0	0	0	0	0	0
7	113	0	0	0	0	0	0
8	121	0	0	0	0	0	0
Total	333	0	0	0	0	0	0



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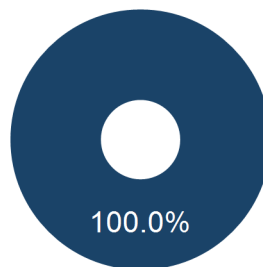
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Visual and Performing Arts – Course Participation

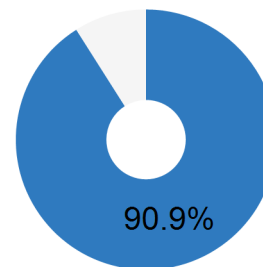
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

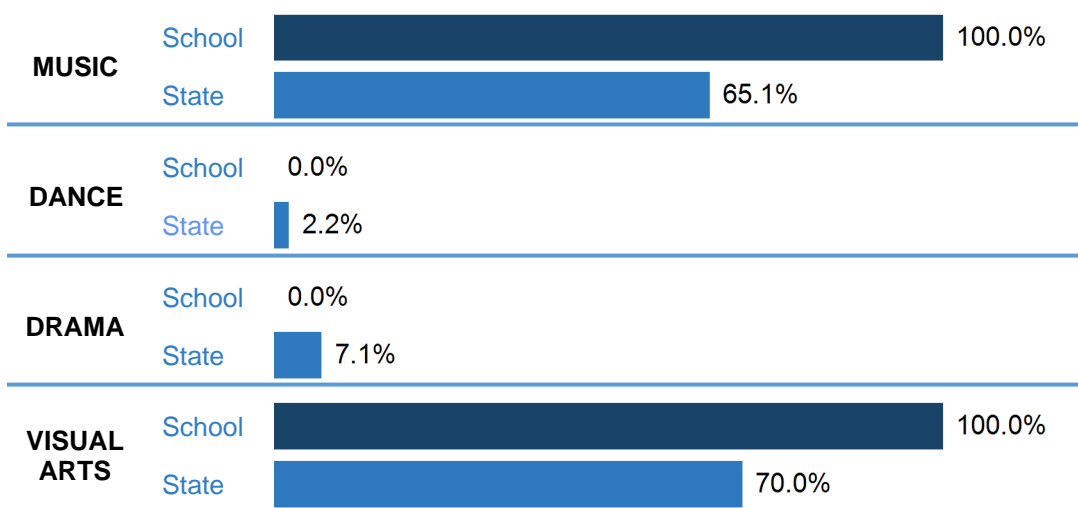


School



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. Students with fewer than 45 days in membership are excluded from attendance calculations.

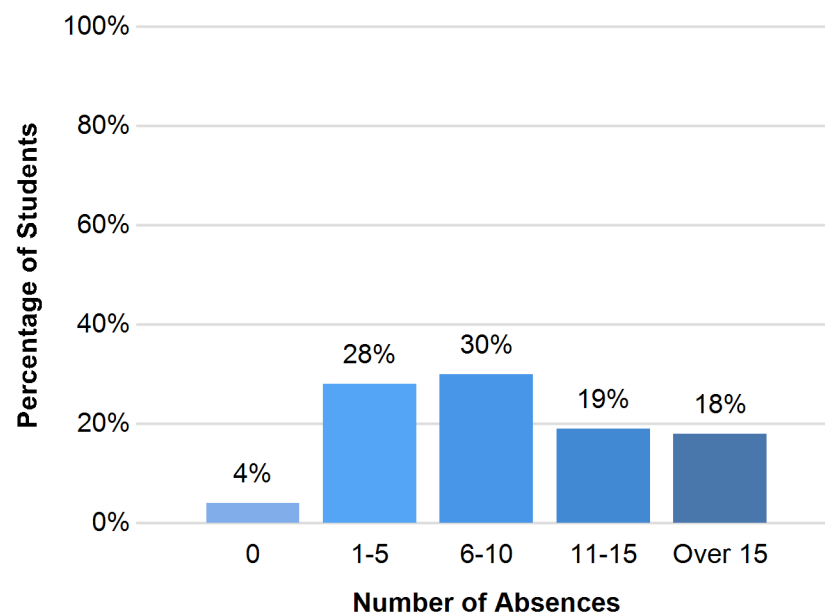
Chronic Absenteeism

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	110	11.2	9.0	Not Met
White	23	12.6	9.0	Not Met
Hispanic	68	11.4	9.0	Not Met
Black or African American	12	9.7	9.0	Not Met
Asian, Native Hawaiian, or Pacific	6	8.3	9.0	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	63	12.9		
Male	47	9.5		
Economically Disadvantaged Students	79	14.0	9.0	Not Met
Students with Disabilities	22	15.1	9.0	Not Met
English Learners	10	13.5	9.0	Not Met
Homeless Students	1	6.3		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Haledon Public School
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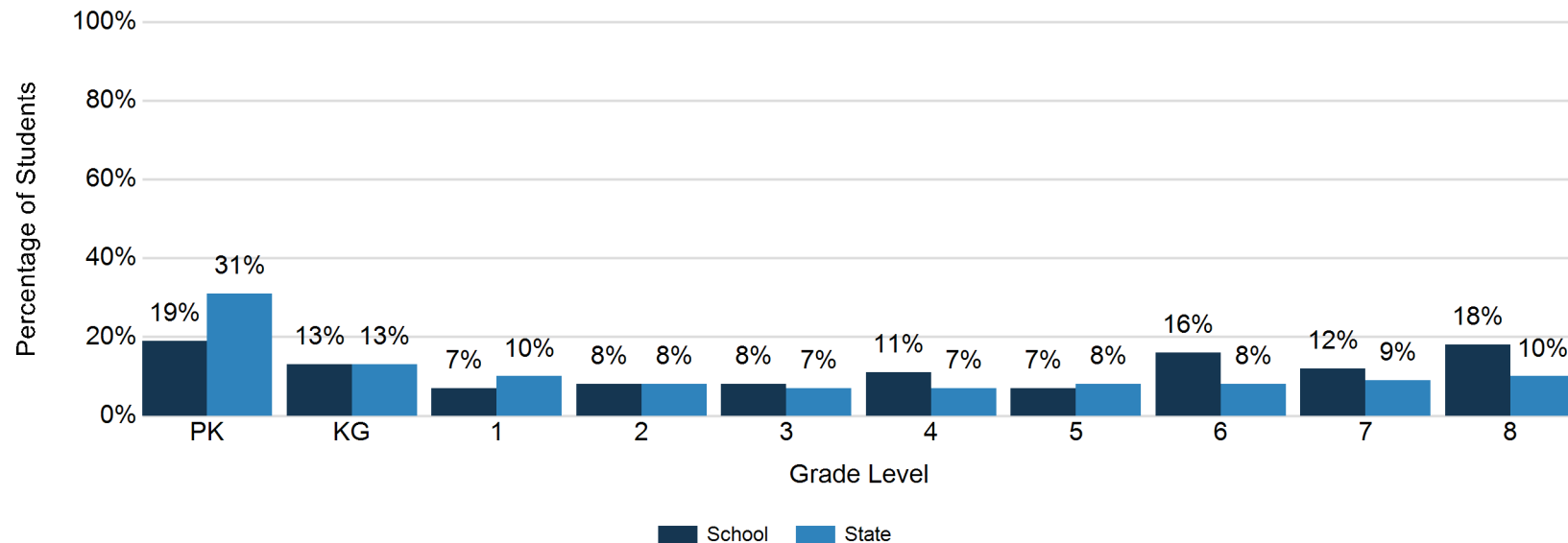
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	30
Weapons	0
Vandalism	3
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	33
Incidents Per 100 Students Enrolled	3.15

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

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	*	*
Out-of-School Suspensions	14	1.3%
Any Suspension	15	1.4%
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
60



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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	8:05 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 37 Mins
Shared Time - Instructional Time	6 Hrs. 37 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	2.1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	102	118,214
Average years experience in public schools	11.1	12.1
Average years experience in district	9.9	10.8
Percentage of Teachers with 4 or more years experience in the district	72.5%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	8	9,530
Average years experience in public schools	12.4	16.0
Average years experience in district	6.3	12.0
Percentage of Administrators with 4 or more years experience in the district	62.5%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	10:1
Students to Administrators	131:1	131:1
Teachers to Administrators	13:1	13:1
Students to Librarians/Media Specialists		1049:1
Students to Nurses		525:1
Students to Counselors		350:1
Students to Child Study Team Members		350:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.3%	86.3%	37.5%	48.4%	77.1%	54.9%
Male	50.7%	13.7%	62.5%	51.6%	22.9%	45.1%
White	18.5%	86.3%	62.5%	42.4%	83.6%	77.4%
Hispanic	61.1%	8.8%	37.5%	29.9%	7.3%	7.2%
Black or African American	12.1%	2.9%	0.0%	15.0%	6.6%	13.9%
Asian	7.2%	2.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.8%	0.0%	0.0%	2.1%	0.2%	0.2%



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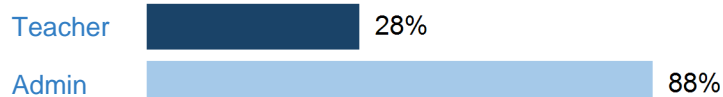
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

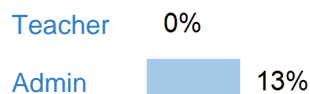
Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.0%	90.5%
2017-18 Administrators: Same district 2018-19	87.5%	87.9%

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
2018-19	94.4%



Haledon Public School
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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2022
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	Low Performing Student Group (ATSI)
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	53.6%	50.4%	49.4%
Math Proficiency	35.4%	33.8%	32.3%
ELA Growth	52	44	44
Math Growth	44	43	44
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		70.6%	62.1%
Chronic Absenteeism	10.9%	11.4%	11.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target†	Not Met	Met Standard	Met Standard	Exceeds Target	Not Met	No
White	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Met Target†	Met Target†	Not Met	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Met Standard	Exceeds Standard	n/a	Not Met	No
English Learners	Met Target	Met Target†	Met Standard	Met Standard	Met Standard	Not Met	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 the school or district directly.



Highlights:

- HPS is a Pre-K through 8th grade school serving the fine students of Haledon
- We encourage you to visit our website and Facebook pages to view the amazing programs and stellar accomplishments of our Wildcat students.



Mission, Vision, Theme:

The Mission of the Haledon Public School District is to provide students with the ability to take their place in society as healthy, active and productive participants, by providing the best possible education for the total development of the child, both academically and socially.



Awards, Recognition, Accomplishments:

Please visit our website and our Facebook page to see all the great things our students have accomplished






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 <p>Courses, Curriculum, Instruction:</p>	<p>A full list of our curriculum offered can be seen on our school website</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Soccer (Boys & Girls), Softball (Girls), Wrestling (Boys & Girls)</p> <p>Baseball, Softball, Basketball, Soccer & Wrestling</p>
 <p>Clubs and Activities:</p>	<p>Coding Club, Concert Band, Drama Club, Environmental/Gardening Club, Helping Hands, HPS Elementary Computer Science Fun Club, HPS Street Drummers, Jazz Band, Literacy and Craft Club, Math Olympiad, Safety Patrol, Science Olympiad, Sources of Strength, Student Council, Talent Show, TREP\$, Video Production, Year Book</p>






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 <p>Before and After School Programs:</p>	<p>Before the Bell Breakfast program, Free Lunch to all students, Weekend Food Boost program, Aftercare, Summer Camp, Extended School Year, Afterschool Homework Help, Morning ELL Assistance</p>
 <p>Staff and Professional Learning:</p>	<p>HPS ensures that all teachers have common planning time built into their schedule and meet in their formal PLC groups at least twice per month. The district supports three full-time Reading Coaches and one full-time Math Coach who are charged with providing daily, job-embedded coaching to ELA and Math teachers throughout the year. An Educational Technologist provides additional support to staff to enhance their use of technology in the classroom, and funding is set aside for staff members desiring to attend professional workshops and conferences outside the district. Finally, the Superintendent's Institute program presents a monthly workshop on various programs requested by staff members, and district administrators receive job-specific professional development annually during the administrative retreat.</p>
 <p>Postsecondary Information:</p>	<p>Haledon has forged a relationship with William Paterson University and is an official Professional Development School with a permanent Professor-in-Residence at the school. Several HPS teachers have achieved post-graduate degrees or certificates at WPU. HPS has also joined with Manchester Regional High School to offer a pipeline M.Ed. program in both administration and Reading with courses presented by Montclair University.</p>



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Student Supports and Services:

HPS uses the Intervention and Referral Services model to support students who face challenges in or outside of the classroom. Students may be referred for assistance in academics, behavioral, or social issues. Services for students include: Basic Skills support in the classroom twice a day, an ELL program with three full-time teachers, an intensive Literacy remediation program, a Gifted and Talented program, Algebra I and French I offered to HPS students at MRHS, and a full complement of special education services including academic support, Speech, Occupational Therapy and Physical Therapy.



Student Health and Wellness:

The school maintains two full-time nurses to serve the population of over 1,000 students. In addition, three full-time counselors and one part-time Substance Abuse Coordinator (SAC) are on staff.



Parent and Community Involvement:

HPS has an active PTA program, which is the primary point of parent involvement. Families are also invited to various evening parent participation programs, school events, and conferences designed to strengthen the school-home partnership.






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Administrators, Teachers</p>
 <p>Facilities:</p>	<p>Our building is well maintained and we are always on the lookout for ways to improve our overall facility structures. All rooms are air conditioned, and we are looking at ways to explore improvements to our library area in the future.</p>
 <p>School Safety:</p>	<p>Student safety is a top priority focus at HPS. We have a full time security officer as well as a full time front door security officer. We have camera coverage of over 90% of our school grounds. We work with law enforcement on projects throughout the year to continuously look to improve our safety practices.</p>





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 <p>Technology and STEM:</p>	<p>HPS is proud of its one-to-one Chromebook program, and every classroom is equipped with state of the art Promethean boards. The school also has a dedicated STEM lab with a full time STEM teacher, and a computer lab and full time computer science teacher are also built into the annual budget. A family Maker Night supports access to STEM programs and materials throughout the year and extra-curricular programs such as Robotics Club and Coding Club run throughout the year.</p>
 <p>Early Childhood Education:</p>	<p>Haledon Public School houses four preschool classrooms with a maximum enrollment of 60 students. There is a full day program for 4-year-olds and half day program for 3-year-olds. HPS employs a master teacher, four classroom teachers, an inclusion teacher, and five paraprofessionals. Currently, teachers follow the Creative Curriculum and assess development using Gold Teaching Strategies. The preschool program is evaluated annually using the ECERS-3 Rating Scale.</p>