

**Durban Avenue Elementary School**

(37-2240-035)

Grades Offered: 04-05

2018-2019

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 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:



Durban Avenue Elementary School

(37-2240-035)

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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	Sussex
District	Hopatcong Borough School District
Principal Name	Mrs. Katherine McFadden
Address	616 Durban Avenue Hopatcong, NJ 07843
Phone Number	973-398-8807
Email Address	kmcfadden@hopatcongschools.org
Website	http://www.hopatcongschools.org/da
Facebook	https://www.facebook.com/HopatcongSchoolDistrict/
Twitter	https://twitter.com/HopatcongSchool



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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
4	131	122	123
5	118	132	125
Total	249	257	251

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	47.4%	49.4%	50.2%
Male	52.6%	50.6%	49.8%
Economically Disadvantaged Students	26.5%	23.7%	26.3%
Students with Disabilities	27.3%	18.7%	19.9%
English Learners	1.6%	0.4%	0.4%
Homeless Students	0.0%	0.4%	0.8%
Students in Foster Care	0.4%	0.0%	0.8%
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	77.5%	75.5%	68.9%
Hispanic	18.1%	17.5%	23.1%
Black or African American	3.2%	5.1%	4.4%
Asian	1.2%	1.9%	3.2%
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%	0.4%

Enrollment by Home Language

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

Home Language	% of Students
English	96.8%
Spanish	1.6%
Other Languages	1.6%



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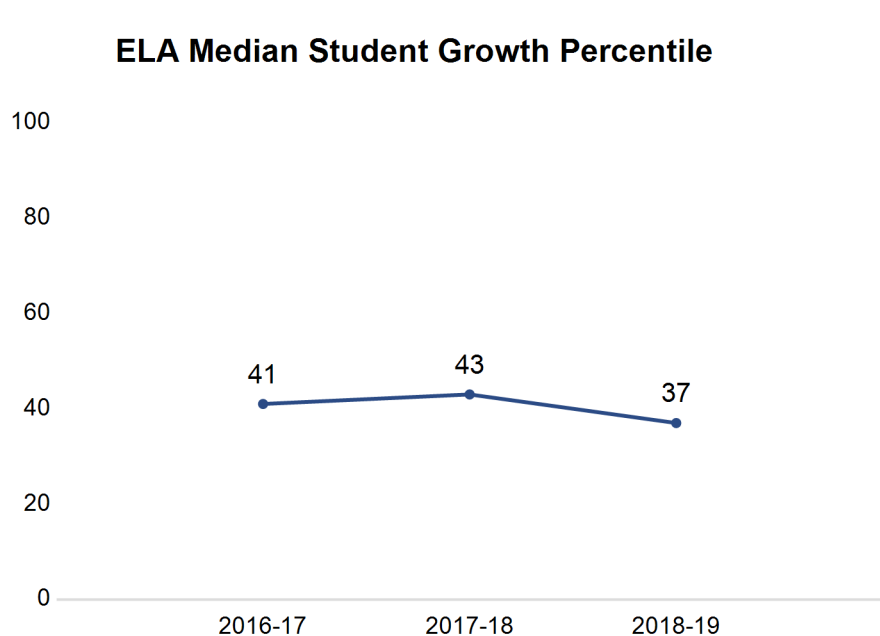
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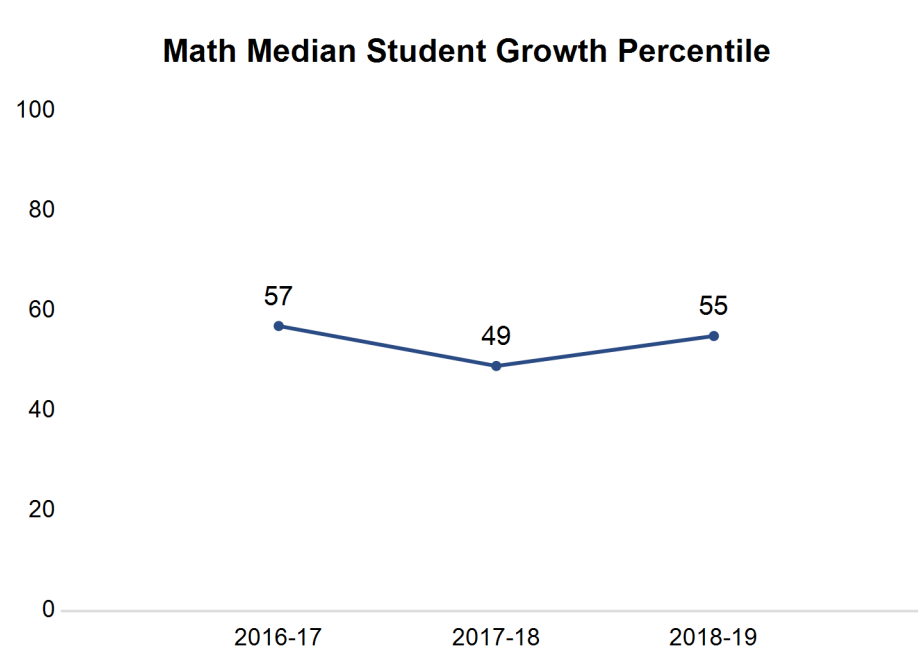
Student Growth Trends and Progress

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.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	41	43	37	57	49	55
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	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	37	40	50	Not Met	55	48	50	Met Standard
White	36.5	39	50	Not Met	55.5	48	52	Met Standard
Hispanic	32	40	49	Not Met	51	48.5	47	Met Standard
Black or African American	43.5	44	45	**	60	38.5	43	**
Asian, Native Hawaiian, or Pacific Islander	*	43	59	**	*	*	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	39	43	53	N	58	48	50	N
Male	34	38	47	N	51	48.5	51	N
Economically Disadvantaged Students	32	34	48	Not Met	52.5	51	46	Met Standard
Students with Disabilities	42	45	43	Met Standard	50.5	45	45	Met Standard
English Learners	*	*	52	**	*	*	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	*	*	42	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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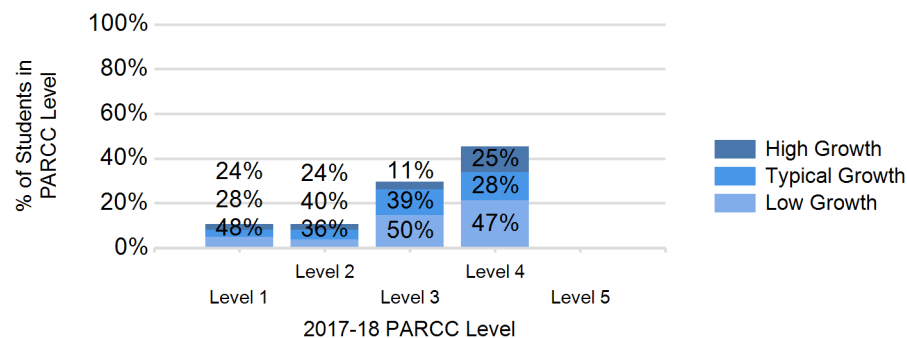
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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.

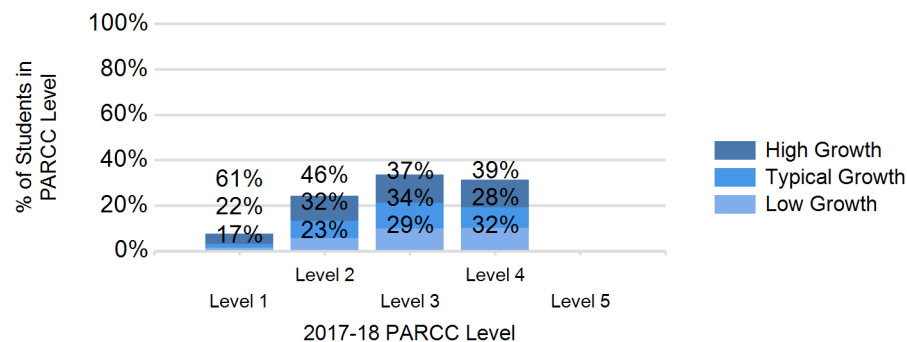
Student Growth by Performance Level

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.

ELA



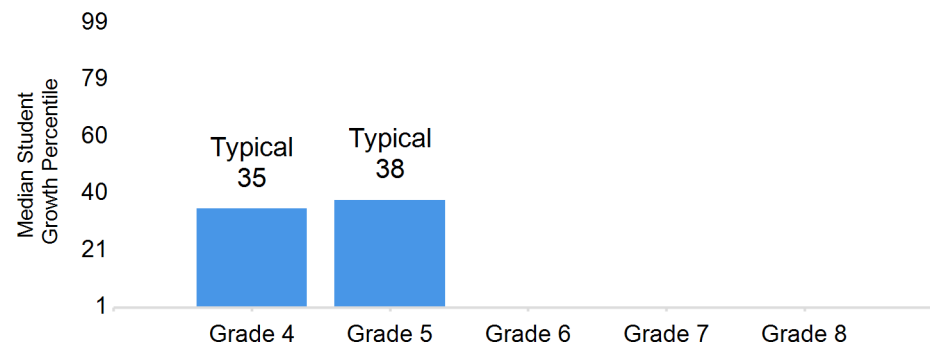
Math



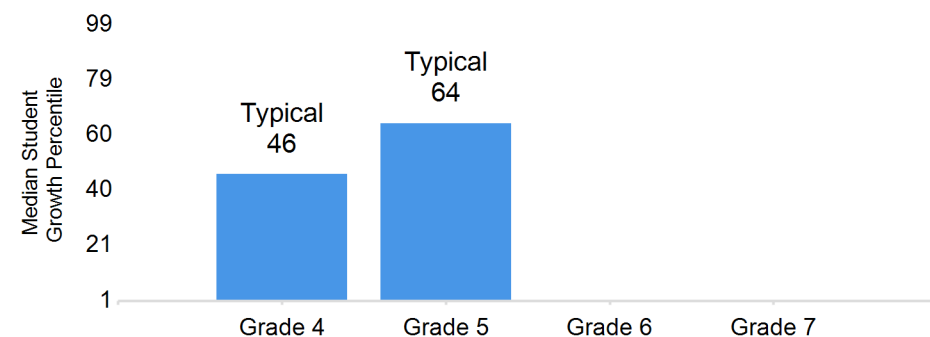
Student Growth by Grade

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

ELA



Math





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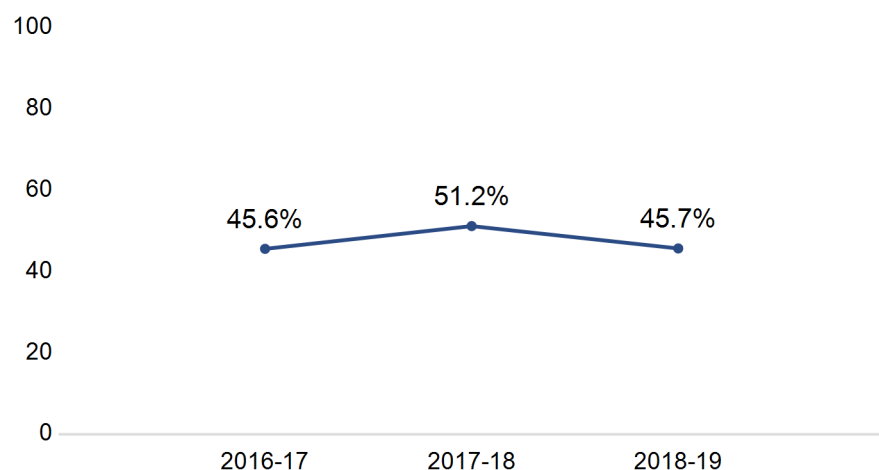
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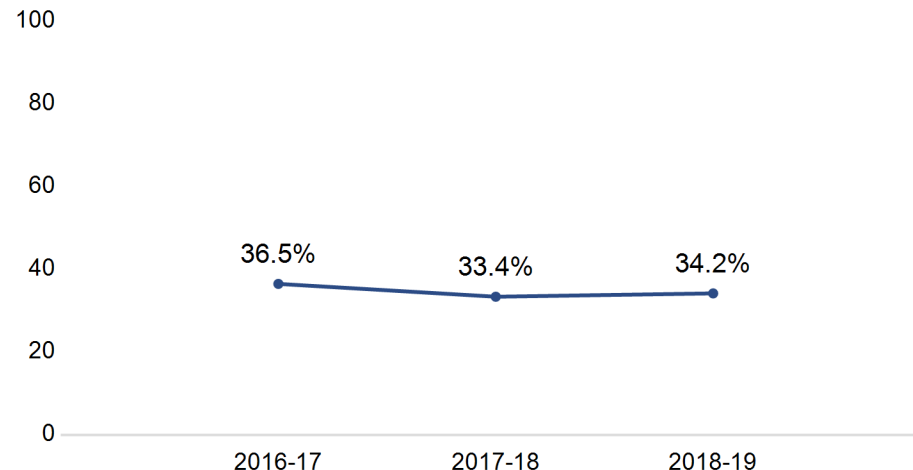
English Language Arts and Mathematics Performance Trends

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	94.5%	91.8%	96.1%	94.5%	91.8%	96.1%
Proficiency Rate for Federal Accountability	45.6%	51.2%	45.7%	36.5%	33.4%	34.2%
Annual Target	52.5%	53.9%	55.3%	47.2%	49.0%	50.7%
Met Annual Target?	Not Met	Met Target†	Not Met	Not Met	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	243	96.1	45.7	41.7	57.9	45.7	55.3	Not Met
White	169	94.9	47.3	43.9	66.9	47.3	57.5	Not Met
Hispanic	57	100.0	40.4	35.1	43.9	40.4	49.3	Met Target†
Black or African American	10	100.0	30.0	31.4	38.5	30.0	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	50.0	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	124	94.7	48.4	50.1	64.8	48.2		
Male	119	97.6	42.9	33.6	51.3	42.9		
Economically Disadvantaged Students	52	96.3	34.6	32.9	40.0	34.6	39.3	Met Target†
Non-Economically Disadvantaged Students	191	96.0	48.7	43.7	67.9	48.7		
Students with Disabilities	43	87.8	16.3	*	22.7	15.0	27.6	Not Met
Students without Disabilities	200	98.0	52.0	*	65.1	52.0		
English Learners	*	*	*	22.7	29.3	*	**	**
Non-English Learners	*	*	*	42.2	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

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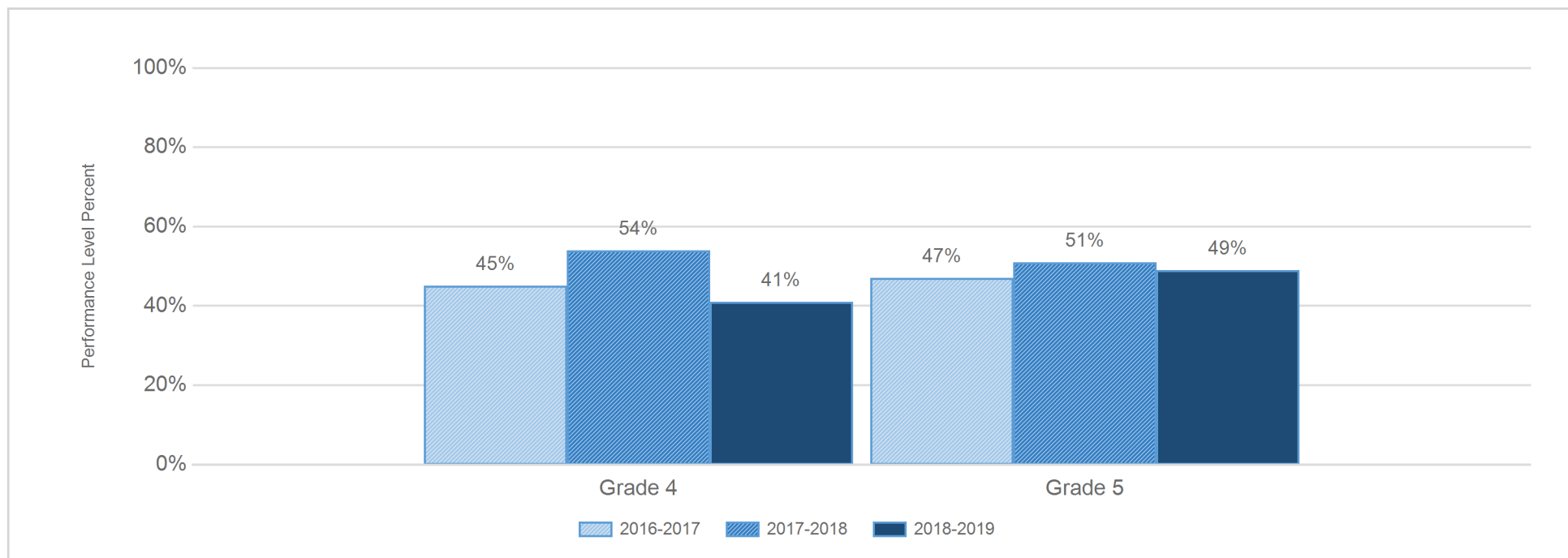
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English Language Arts Assessment - Performance Trends

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 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	123	741	741	755	11%	20%	28%	*	*	41%	57%
White	87	740	740	763	13%	20%	26%	*	*	41%	67%
Hispanic	28	737	737	743	*	*	36%	*	*	32%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	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	63	746	746	760	*	*	29%	*	*	43%	62%
Male	60	736	736	750	*	*	27%	*	*	40%	53%
Economically Disadvantaged Students	21	735	735	740	*	*	*	*	*	24%	40%
Non-Economically Disadvantaged Students	102	743	743	765	*	*	*	*	*	45%	69%
Students with Disabilities	28	712	712	725	*	*	*	*	*	11%	25%
Students without Disabilities	95	750	750	761	*	*	*	*	*	51%	64%
English Learners	N	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	123	741	741	758	11%	20%	28%	*	*	41%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	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	120	749	749	756	*	13%	33%	*	*	49%	58%
White	81	752	752	764	*	*	33%	*	*	53%	68%
Hispanic	30	743	743	743	*	*	*	*	*	47%	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	61	755	755	761	*	*	36%	*	*	54%	64%
Male	59	742	742	750	*	*	29%	*	*	44%	52%
Economically Disadvantaged Students	31	750	750	740	*	*	39%	*	*	42%	39%
Non-Economically Disadvantaged Students	89	748	748	766	*	*	30%	*	*	52%	69%
Students with Disabilities	14	718	718	724	*	*	*	*	*	21%	23%
Students without Disabilities	106	753	753	762	*	*	*	*	*	53%	65%
English Learners	N	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	120	749	749	758	*	13%	33%	*	*	49%	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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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	243	96.1	34.2	30.6	44.5	34.2	50.7	Not Met
White	169	94.9	36.1	32.5	54.1	36.0	52.5	Not Met
Hispanic	57	100.0	28.1	*	28.8	28.1	44.3	Not Met
Black or African American	10	100.0	10.0	20.6	23.0	10.0	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	43.5	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	124	94.7	37.9	34.3	44.9	37.7		
Male	119	97.6	30.3	26.9	44.2	30.3		
Economically Disadvantaged Students	52	96.3	25.0	22.0	26.3	25.0	34.4	Met Target†
Non-Economically Disadvantaged Students	191	96.0	36.6	32.5	54.9	36.6		
Students with Disabilities	43	87.8	*	*	17.4	*	30.2	Not Met
Students without Disabilities	200	98.0	*	*	50.0	*		
English Learners	*	*	*	17.4	25.0	*	**	**
Non-English Learners	*	*	*	30.9	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

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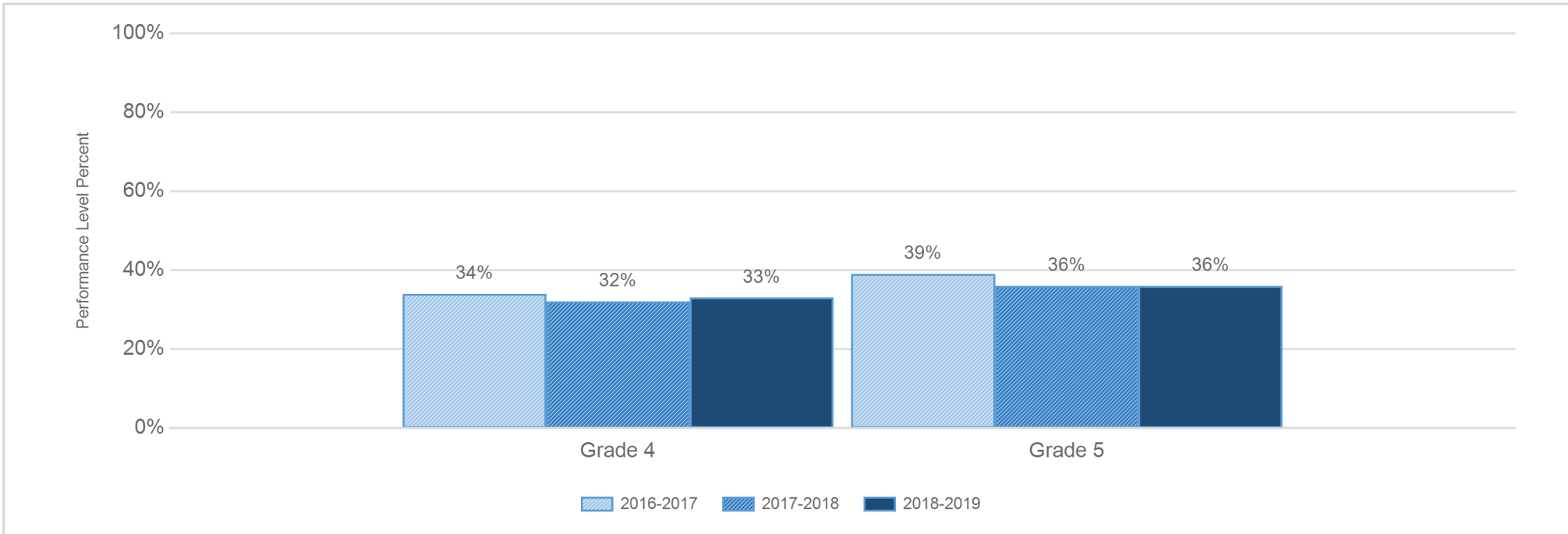
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Mathematics Assessment – Performance Trends

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 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	123	739	739	749	*	25%	35%	*	*	33%	51%
White	87	738	738	757	*	26%	36%	*	*	31%	62%
Hispanic	28	735	735	737	*	*	39%	*	*	25%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	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	63	738	738	749	*	17%	35%	*	*	35%	50%
Male	60	740	740	749	*	33%	35%	*	*	30%	52%
Economically Disadvantaged Students	21	729	729	734	*	*	*	*	*	14%	32%
Non-Economically Disadvantaged Students	102	741	741	759	*	*	*	*	*	36%	63%
Students with Disabilities	28	715	715	726	*	*	*	*	*	*	25%
Students without Disabilities	95	746	746	754	*	*	*	*	*	*	56%
English Learners	N	N	N	722	N	N	N	N	N	N	18%
Non-English Learners	123	739	739	751	*	25%	35%	*	*	33%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	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%



Durban Avenue Elementary School
(37-2240-035)
Grades Offered: 04-05
2018-2019

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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	120	743	743	747	*	26%	37%	*	*	36%	47%
White	81	748	748	755	0%	19%	41%	*	*	41%	58%
Hispanic	30	737	737	735	*	40%	*	*	*	33%	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	61	747	747	747	*	23%	36%	*	*	41%	47%
Male	59	740	740	747	*	29%	37%	*	*	31%	47%
Economically Disadvantaged Students	31	743	743	732	*	*	45%	*	*	32%	27%
Non-Economically Disadvantaged Students	89	743	743	757	*	*	34%	*	*	37%	59%
Students with Disabilities	14	715	715	725	*	*	*	*	*	*	19%
Students without Disabilities	106	747	747	752	*	*	*	*	*	*	52%
English Learners	N	N	N	718	N	N	N	N	N	N	12%
Non-English Learners	120	743	743	749	*	26%	37%	*	*	36%	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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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
4	N	N
5	*	*

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	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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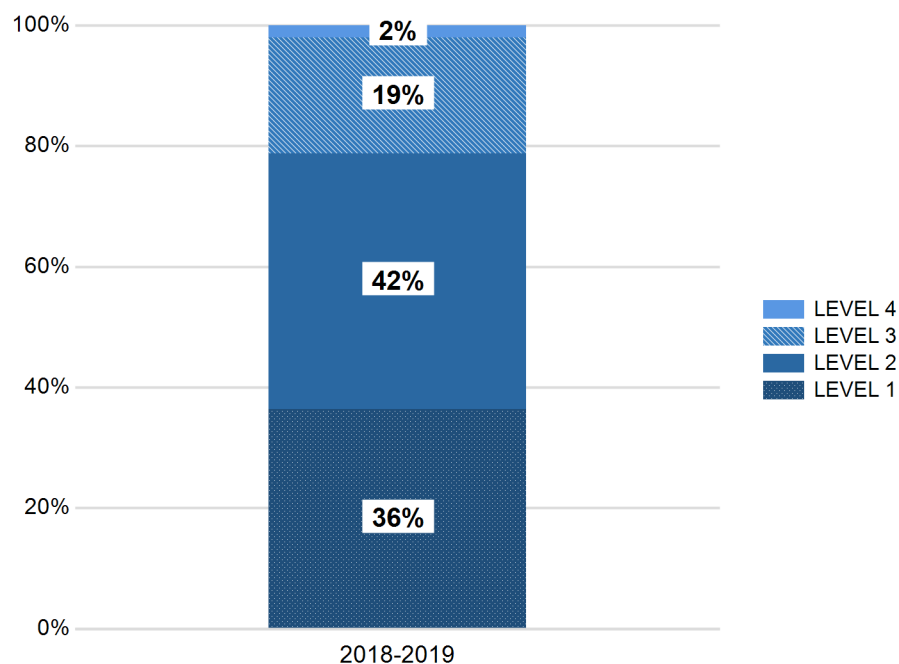
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	36	42	19	2
White	29	49	18	4
Hispanic	43	33	23	0
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	37	47	15	2
Male	36	37	24	3
Economically Disadvantaged Students	31	50	19	0
Non-Economically Disadvantaged Students	38	39	19	3
Students with Disabilities	80	20	0	0
Students without Disabilities	30	45	22	3
English Learners	N	N	N	N
Non-English Learners	36	42	19	2
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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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.

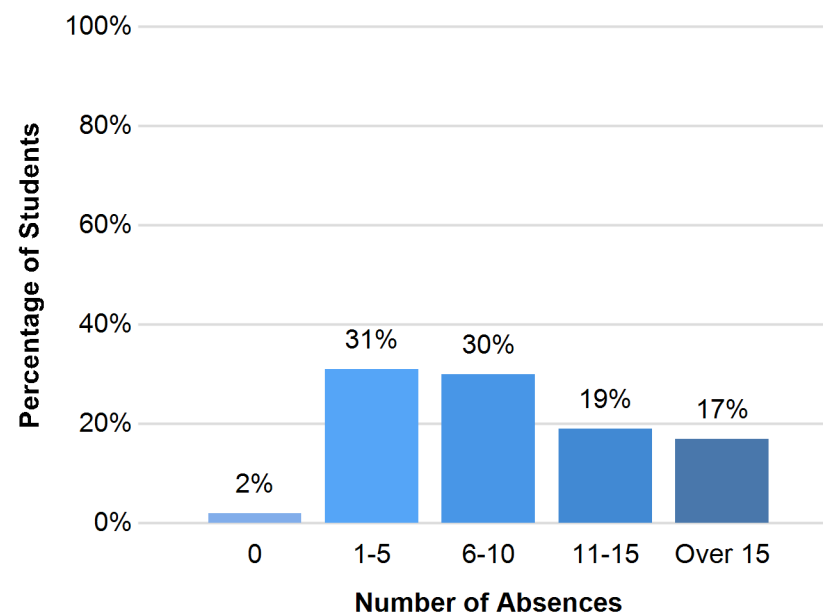
Chronic Absenteeism

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	35	13.8	7.5	Not Met
White	23	13.2	7.5	Not Met
Hispanic	10	16.9	7.5	Not Met
Black or African American	1	9.1	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	15	11.8		
Male	20	15.9		
Economically Disadvantaged Students	17	25.8	7.5	Not Met
Students with Disabilities	14	26.9	7.5	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
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.





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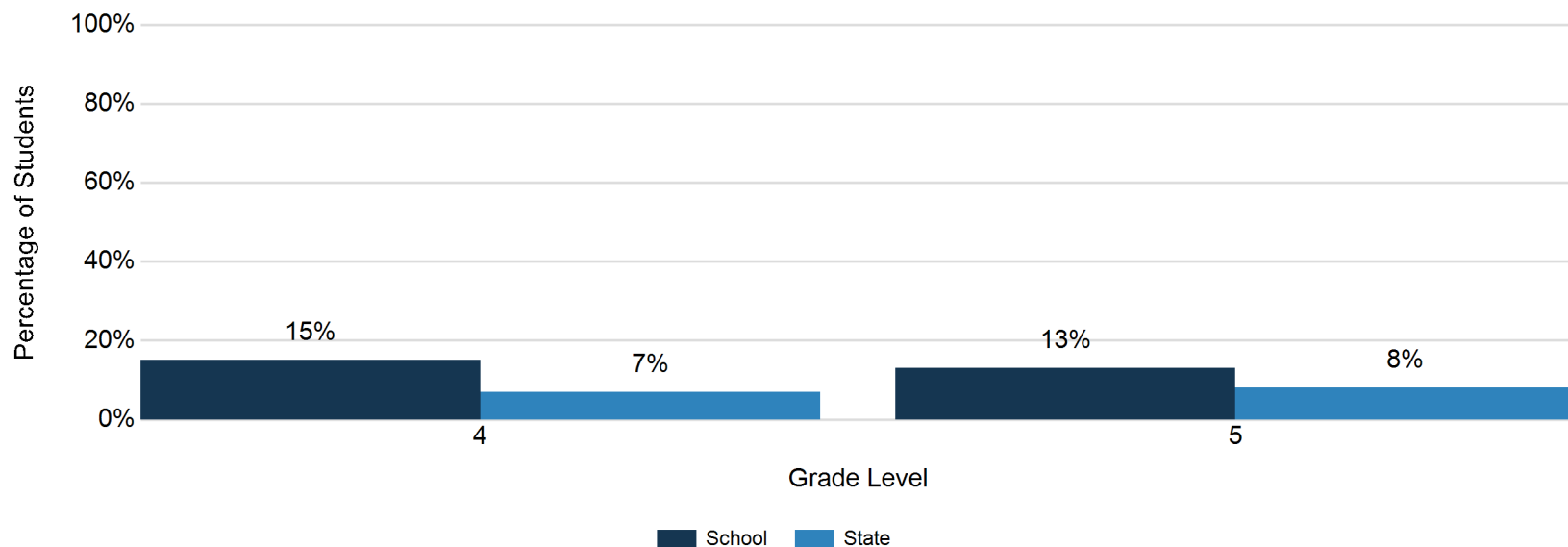
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Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	1.20

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	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	0	0
No Identified Nature	1		1

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	1

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	*	*
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

*



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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	8:00 AM
Typical End Time	2:25 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	6 Hrs 25 Mins
Shared Time - Instructional Time	6 Hrs. 25 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	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 in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	26	118,214
Average years experience in public schools	16.5	12.1
Average years experience in district	16.2	10.8
Percentage of Teachers with 4 or more years experience in the district	100.0%	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	15	9,530
Average years experience in public schools	11.8	16.0
Average years experience in district	10.9	12.0
Percentage of Administrators with 4 or more years experience in the district	80.0%	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	11:1
Students to Administrators	251:1	103:1
Teachers to Administrators	26:1	10:1
Students to Librarians/Media Specialists		1544:1
Students to Nurses		386:1
Students to Counselors		193:1
Students to Child Study Team Members		154:1



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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	50.2%	84.6%	0.0%	48.4%	77.1%	54.9%
Male	49.8%	15.4%	100.0%	51.6%	22.9%	45.1%
White	68.9%	96.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	23.1%	3.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.4%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	3.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.4%	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	92.9%	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	90.8%



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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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
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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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 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	45.6%	51.2%	45.7%
Math Proficiency	36.5%	33.4%	34.2%
ELA Growth	41	43	37
Math Growth	57	49	55
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	6.4%	8.9%	13.8%

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



Durban Avenue Elementary School

(37-2240-035)

Grades Offered: 04-05

2018-2019

Report Key:

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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](#).

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.



Durban Avenue Elementary School
(37-2240-035)
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2018-2019

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

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



Durban Avenue Elementary School

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2018-2019

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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:

- The MakerSpace at Durban Avenue expanded in its activities and outcomes. All students were involved by being scheduled for a class utilizing various forms of equipment related to STEAM.
- Recording/Editing Studio was used on a daily basis with hands-on student activity.
- 1:1 Personal Chromebooks for Entire School Population



Mission, Vision, Theme:

Durban Avenue Elementary School was home to our 4th and 5th grade Hopatcong students. They aimed to provide a well-rounded education where we promote independent thinking, the ability to problem solve, and the ability to effectively collaborate with others. Our goal was to prepare students to think for themselves and provide students with the tools necessary to succeed in the future. They provided a positive learning environment in which each child is encouraged to believe in him or herself.



Awards, Recognition, Accomplishments:

Accomplishments in 18-19 included a significant expansion of the aforementioned MakerSpace and recording/editing studio. Whereas grades 4 and 5 were configured to attend another school next year, a significant preparation for a summer move was accomplished by a hard-working teaching staff as well as all support staff. The summer move went flawlessly.



Durban Avenue Elementary School

(37-2240-035)

Grades Offered: 04-05



2018-2019

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 <p>Courses, Curriculum, Instruction:</p>	<p>The continued use of 1:1 Chromebooks allowed staff members to enrich and extend curriculum, and students also became acquainted with Google Classroom. In addition, computer programs such as Renaissance Learning and Achieve 3000 were used to monitor student progress. Students were also introduced to Defined Stem, another computerized program which focused on STEAM. The students completed their fourth year of Writing Workshop and continued the use of Envision Math. A significant and important parental interaction resulted in reassessment of the Gifted and Talented program, and the results, based on parental input, demonstrated a strong accomplishment in meeting the students needs. Additionally, the school attempted a Standards Based Report Card and at the end of the year it was decided that the experiment would not be continued.</p>
 <p>Clubs and Activities:</p>	<p>Durban Avenue School offered a wide variety of clubs during the 2018-2019 school year. Students were offered the opportunity to join, Band, Chorus, and/or Safety Patrol.</p>



Durban Avenue Elementary School

(37-2240-035)

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2018-2019

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 <p>Before and After School Programs:</p>	<p>All staff as assigned Safe School training courses specific to their job description. The training courses are in compliance with applicable federal and state laws. We had a director of security located in the middle school who coordinated safety plan for each of the district and had them approved by the county. Plans for a Class III Officer for the 19-20 school year were finalized.</p>
 <p>Staff and Professional Learning:</p>	<p>District Professional Development focused on Arts Integration, Defined Stem, and Student Engagement. The continuation of Writing Workshop professional development took place with consistent support from our Literacy Coach. Our ELA and STEAM facilitators also worked closely with teachers to support their needs throughout the school year. Professional Development was also provided to teachers focusing on the Makerspace and Studio, as well as Standard Based Report Cards. The District had a Literacy Coach who enhanced professional development related to ELA.</p>



Durban Avenue Elementary School

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 <p>Student Supports and Services:</p>	<p>Our Academic Skills Program provided additional support to students during the school day. The Response to Intervention Team met on a regular basis to identify students for these programs and also referred any students to our Child Study Team if warranted. Special Education needs are met on a daily basis by providing Resource Room, In Class Resource Room, or Self-Contained classrooms.</p>
 <p>Student Health and Wellness:</p>	<p>The health and wellness of each student is very important to us. Weekly health lessons were provided by our physical education teacher as well as additional lessons by the classroom teachers. The entire student body participated in an Autism Walk which promoted healthy exercise habits as well as raised money for Autism research. Daily breakfast is offered to students as well as a good balanced lunch program.</p>
 <p>Parent and Community Involvement:</p>	<p>Parents are able to review students' grades through our Parent Power School Portal. Parents are also invited to several school-wide events, including Back to School Nights, Parents Teacher Conferences, Open Houses, Beautification Days, and a Volunteer Luncheon. HEPTO, Hopatcong Elementary Parent Teacher Organization, provides continuous support for our school by providing funding for field trips, field day, assemblies and financially supports our positive incentive I Can Program. Parental input on G&T program resulted in improvements on the program.</p>



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Facilities:

The facility consists of 28 instructional rooms, including an all-purpose room, instructional media center, music room, art room, several small group instructional areas, as well as two computer labs, the Makerspace and the Recording Studio. During the 2018-2019, the entire building except the all-purpose room was equipped with air conditioning. Students also enjoy the use of our blacktop playground as well as playground equipment on a daily basis.



School Safety:

All staff as assigned Safe School training courses specific to their job description. The training courses are in compliance with applicable federal and state laws. We had a director of security located in the middle school who coordinated safety plan for each of the district and had them approved by the county. Plans for a Class III Officer for the 19-20 school year were finalized.



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Other Information

Durban Avenue School Grades 4 and 5 will transfer to the Middle School next year and join grades 6 and 7 in that building. Durban Avenue School continues to strive for excellence. The Makerspace and Studio will move with the grades as it has become an integral part of instruction. Teachers are currently using Google Classroom and moving towards 21st Century Learning. Problem Based Learning was another focus during the school year. Students used Defined Stem to complete projects throughout the school year. This technology tool enabled students to collaborate using problem solving techniques which included the areas of Science, Technology, Engineering, and Mathematics (STEM). In addition to technology, the implementation of departmentalization has enabled our teachers to focus on their area of expertise and provide students with a well-rounded educational experience. In terms of student recognition, students were rewarded for good behaviors and showing good character by receiving I Can Tickets. This school-wide positive reinforcement program allows students to submit their tickets each month to win a prize at our school-wide monthly I Can Drawings. In addition, students were recognized each marking period by attaining either High Honor Roll or Honor Roll status. At the end of 5th grade, students also participated in the Presidential Education Awards. The Hopatcong School District is one that is extremely proud of all students, educational staff, support staff and parents for making education their number one priority. We continue to take pride in all that we do each and every day, and we thank all stakeholders for making Durban Avenue School shine.



Hopatcong High School

(37-2240-030)

Grades Offered: 09-12

2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Hopatcong High School**

(37-2240-030)

Grades Offered: 09-12

2018-2019

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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	Sussex
District	Hopatcong Borough School District
Principal Name	Mr. Emil Binotto
Address	2A Windsor Ave Hopatcong, NJ 07843
Phone Number	973-398-8803
Email Address	ebinotto@hopatcongschools.org
Website	http://www.hopatcongschools.org/hs
Facebook	https://www.facebook.com/HopatcongSchoolDistrict/
Twitter	https://twitter.com/HopatcongSchool



Hopatcong High School
(37-2240-030)
Grades Offered: 09-12
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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
9	98	104	99
10	117	97	97
11	114	118	98
12	130	122	122
Total	459	441	416

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	49.2%	47.6%	47.1%
Male	50.8%	52.4%	52.9%
Economically Disadvantaged Students	27.0%	27.2%	28.8%
Students with Disabilities	19.8%	25.6%	26.4%
English Learners	0.9%	1.1%	1.0%
Homeless Students	0.4%	0.9%	1.4%
Students in Foster Care	0.0%	0.0%	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	73.9%	73.7%	70.4%
Hispanic	18.3%	18.8%	21.4%
Black or African American	3.9%	3.9%	4.3%
Asian	2.6%	2.3%	2.6%
Native Hawaiian or Pacific Islander	0.7%	0.7%	0.5%
American Indian or Alaska Native	0.0%	0.0%	0.2%
Two or More Races	0.7%	0.7%	0.5%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	459	441	416
Shared Time Students	0	0	0
Full Time Equivalent	459	441	416

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	94.2%
Spanish	2.9%
Urdu	1.0%
Other Languages	1.9%



Hopatcong High School
(37-2240-030)
Grades Offered: 09-12
2018-2019

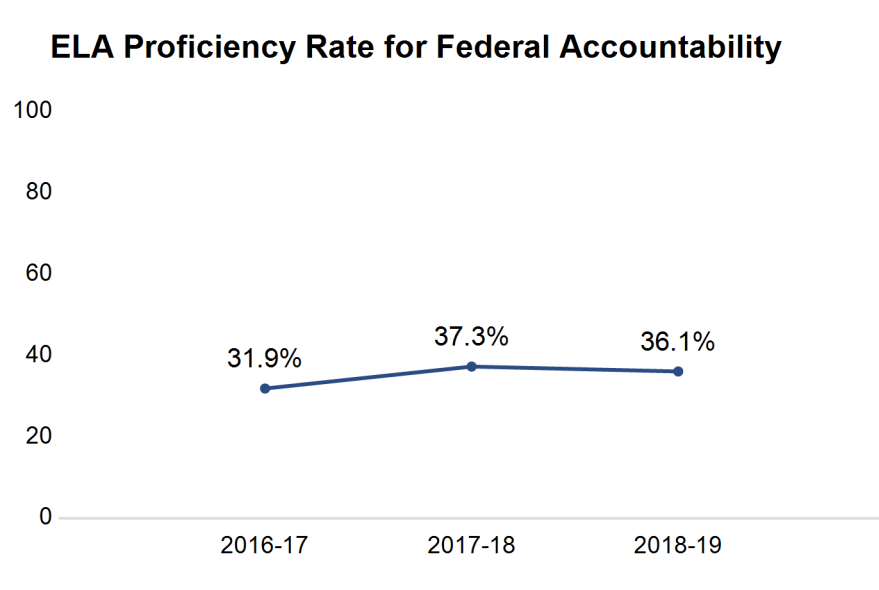
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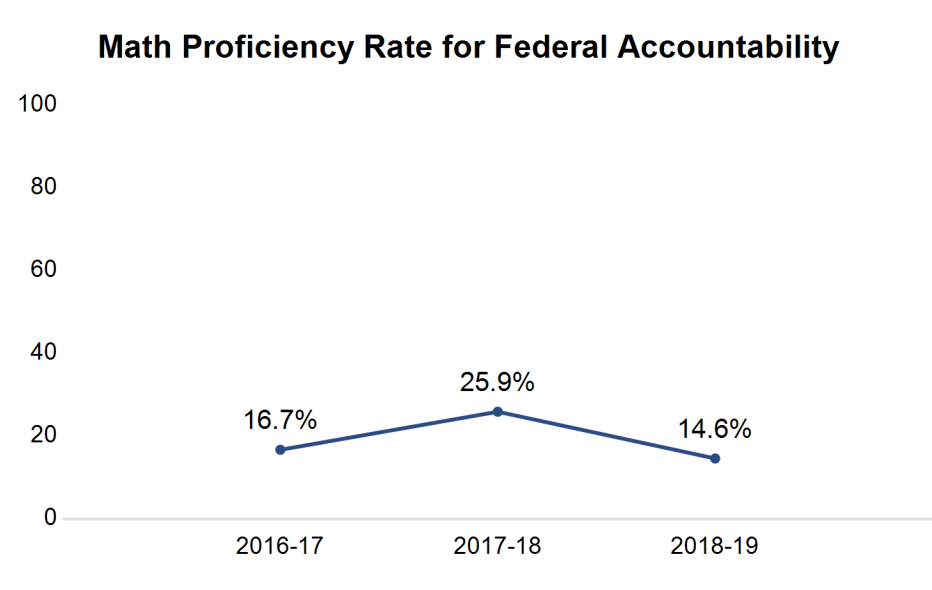
English Language Arts and Mathematics Performance Trends

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	88.1%	96.5%	98.5%	85.1%	93.0%	95.4%
Proficiency Rate for Federal Accountability	31.9%	37.3%	36.1%	16.7%	25.9%	14.6%
Annual Target	25.3%	28.2%	31.0%	28.0%	30.8%	33.5%
Met Annual Target?	Met Target	Met Target	Met Target	Not Met	Met Target†	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.



Hopatcong High School
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2018-2019

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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	191	98.5	36.1	41.7	57.9	36.1	31	Met Target
White	136	98.6	41.2	43.9	66.9	41.2	30.5	Met Target
Hispanic	43	100.0	20.9	35.1	43.9	20.9	36.6	Not Met
Black or African American	*	*	*	31.4	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	50.0	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	91	98.9	41.8	50.1	64.8	41.8		
Male	100	98.1	31.0	33.6	51.3	31.0		
Economically Disadvantaged Students	37	97.4	37.8	32.9	40.0	37.8	31	Met Target
Non-Economically Disadvantaged Students	154	98.7	35.7	43.7	67.9	35.7		
Students with Disabilities	54	96.5	*	*	22.7	*	16.2	Not Met
Students without Disabilities	137	99.3	*	*	65.1	*		
English Learners	*	*	*	22.7	29.3	*	**	**
Non-English Learners	*	*	*	42.2	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	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.



Hopatcong High School

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2018-2019

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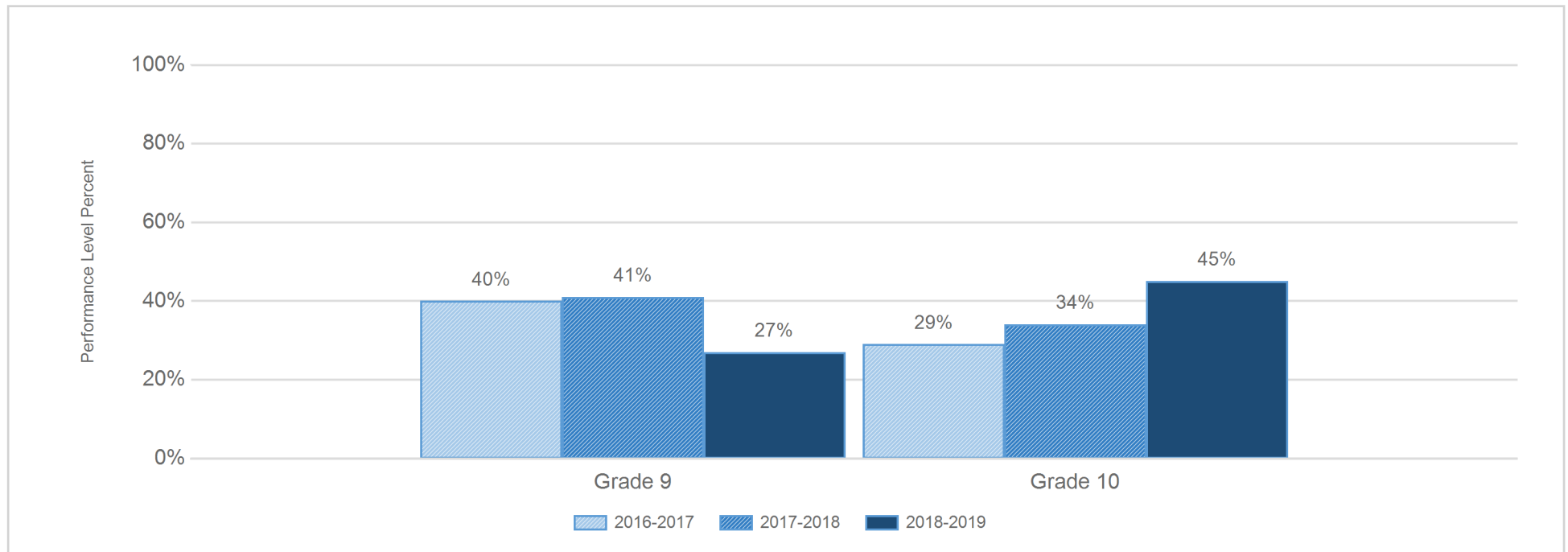
** Accountability calculations require 20 or more students

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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 9

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	97	733	733	753	14%	22%	37%	*	*	27%	56%
White	64	736	736	762	*	17%	38%	*	*	33%	65%
Hispanic	24	727	727	737	*	*	42%	*	*	13%	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	N	N	N	761	N	N	N	N	N	N	63%
Female	45	739	739	760	*	*	44%	*	*	29%	63%
Male	52	728	728	746	*	*	31%	*	*	25%	49%
Economically Disadvantaged Students	21	730	730	734	*	*	*	*	*	24%	36%
Non-Economically Disadvantaged Students	76	734	734	762	*	*	*	*	*	28%	65%
Students with Disabilities	25	713	713	717	*	*	*	*	*	*	17%
Students without Disabilities	72	740	740	760	*	*	*	*	*	*	63%
English Learners	N	N	N	693	N	N	N	N	N	N	*
Non-English Learners	97	733	733	755	14%	22%	37%	*	*	27%	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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

English Language Arts Assessment - Performance by Grade: Grade 10

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	96	745	745	757	13%	17%	26%	*	*	45%	58%
White	72	750	750	767	*	18%	25%	*	*	49%	67%
Hispanic	20	727	727	738	*	*	*	*	*	30%	43%
Black or African American	*	*	*	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	56%
Two or More Races	N	N	N	766	N	N	N	N	N	N	65%
Female	47	755	755	766	*	*	28%	*	*	53%	66%
Male	49	735	735	749	*	*	24%	*	*	37%	51%
Economically Disadvantaged Students	17	750	750	735	0%	*	*	*	*	53%	40%
Non-Economically Disadvantaged Students	79	744	744	767	15%	*	*	*	*	43%	67%
Students with Disabilities	29	715	715	711	*	*	*	*	*	*	19%
Students without Disabilities	67	758	758	765	*	*	*	*	*	*	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



Hopatcong High School
(37-2240-030)
Grades Offered: 09-12
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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	185	95.4	14.6	30.6	44.5	14.6	33.5	Not Met
White	131	94.9	16.8	32.5	54.1	16.8	36.3	Not Met
Hispanic	44	97.8	*	*	28.8	*	25.6	Not Met
Black or African American	*	*	*	20.6	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	43.5	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	88	98.9	18.2	34.3	44.9	18.2		
Male	97	92.4	11.3	26.9	44.2	11.1		
Economically Disadvantaged Students	37	95.0	10.8	22.0	26.3	10.8	28.2	Not Met
Non-Economically Disadvantaged Students	148	95.5	15.5	32.5	54.9	15.5		
Students with Disabilities	49	90.7	*	*	17.4	*	15.1	Not Met
Students without Disabilities	136	97.2	*	*	50.0	*		
English Learners	*	*	*	17.4	25.0	*	**	**
Non-English Learners	*	*	*	30.9	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	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.



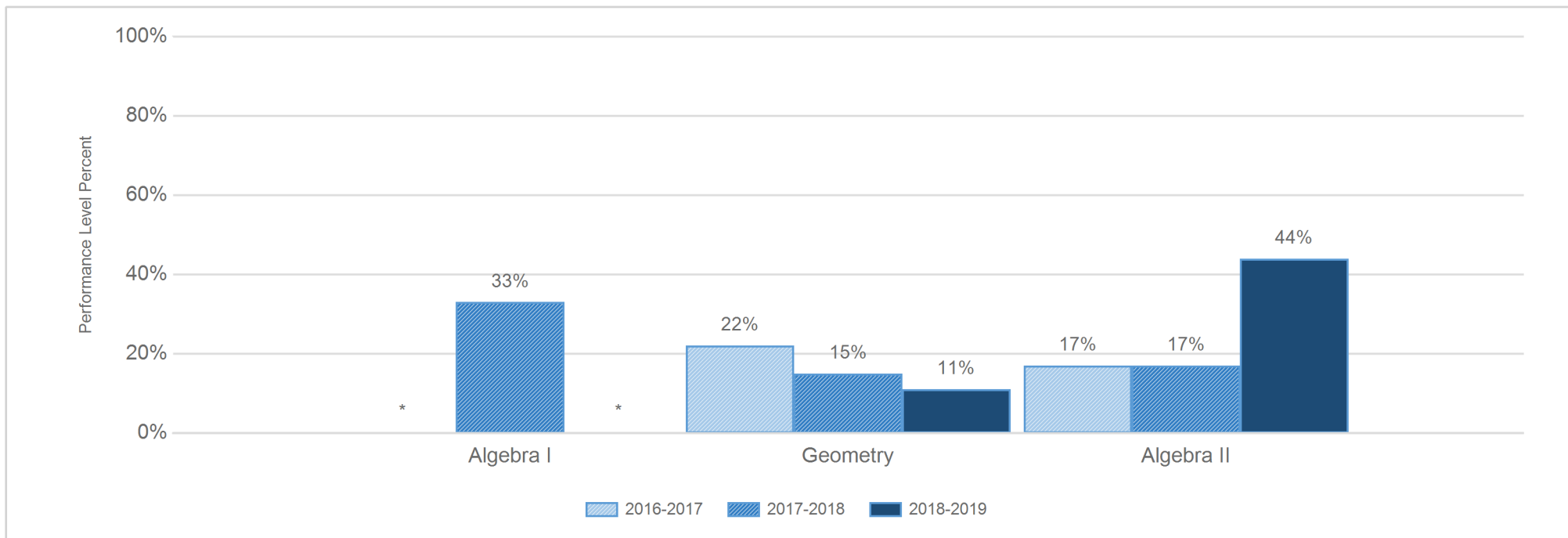
Hopatcong High School
(37-2240-030)
Grades Offered: 09-12
2018-2019

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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 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	71	719	739	744	*	*	*	*	*	*	42%
White	45	722	743	752	*	64%	*	*	*	13%	53%
Hispanic	22	714	*	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	29	717	743	745	*	*	*	*	*	*	44%
Male	42	720	736	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	15	713	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	56	720	*	752	*	*	*	*	*	*	52%
Students with Disabilities	25	717	*	717	*	*	*	*	*	*	12%
Students without Disabilities	46	720	*	748	*	*	*	*	*	*	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	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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Mathematics Assessment - Performance by Test: Geometry

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	87	725	725	737	*	36%	43%	*	*	11%	35%
White	60	727	727	743	*	37%	48%	*	*	10%	43%
Hispanic	21	720	720	724	*	*	*	*	*	14%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	45	726	726	738	*	*	*	*	*	*	36%
Male	42	724	724	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	19	734	734	722	*	*	58%	*	*	16%	16%
Non-Economically Disadvantaged Students	68	722	722	743	*	*	38%	*	*	10%	43%
Students with Disabilities	23	710	710	712	*	*	*	*	*	*	*
Students without Disabilities	64	730	730	741	*	*	*	*	*	*	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	87	725	725	738	*	36%	43%	*	*	11%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

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	27	750	750	755	0%	*	*	44%	0%	44%	58%
White	*	*	*	758	*	*	*	*	*	*	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	N	N	N	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	15	746	746	752	0%	*	*	*	*	47%	55%
Male	12	756	756	758	0%	*	*	*	*	42%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	N	715	N	N	N	N	N	N	25%
Students without Disabilities	27	750	750	756	0%	*	*	44%	0%	44%	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	27	750	750	755	0%	*	*	44%	0%	44%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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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
9	N	N
10	N	N
11	*	*

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	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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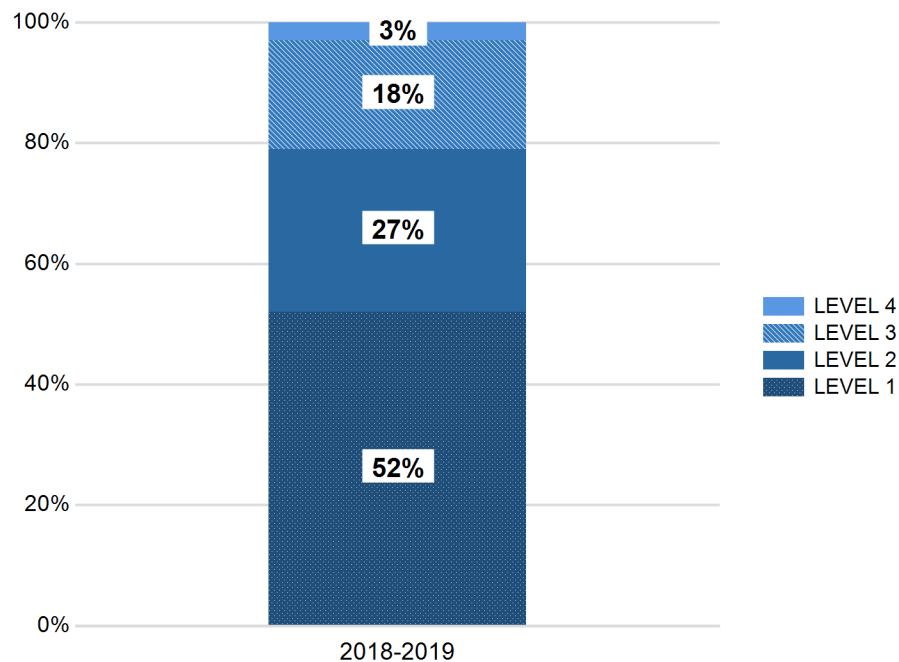
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 11 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 11

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	27	18	3
White	54	24	19	3
Hispanic	48	33	19	0
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	41	33	22	4
Male	63	21	15	2
Economically Disadvantaged Students	64	24	12	0
Non-Economically Disadvantaged Students	47	28	20	4
Students with Disabilities	83	17	0	0
Students without Disabilities	44	30	22	4
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 participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	92.3%	84.5%
12th graders taking SAT in 2018-19 or prior years	45.1%	72.1%
12th graders taking ACT in 2018-19 or prior years	*	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	461	476	Grade 10: 430 Grade 11: 460	56%	61%
PSAT 10/NMSQT - Math	463	477	Grade 10: 480 Grade 11: 510	35%	43%
SAT - Reading and Writing	521	539	480	73%	70%
SAT - Math	502	541	530	40%	53%
ACT - Reading	*	25	22	*	66%
ACT - English	*	24	18	*	81%
ACT - Math	*	24	22	*	65%
ACT - Science	*	24	23	*	57%



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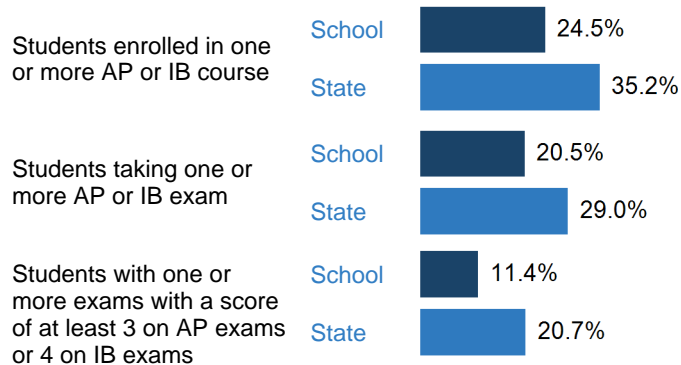
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

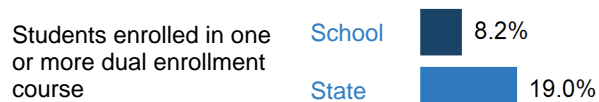
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	17	12
AP Calculus AB	5	4
AP Calculus BC	5	5
AP Chemistry	15	9
AP English Language and Composition	24	20
AP English Literature and Composition	8	8
AP Environmental Science	7	6
AP Physics 1	0	2
AP Psychology	10	8
AP Spanish Language	0	7
AP Studio Art—Drawing Portfolio	0	1
AP U.S. History	15	7
Total Exams taken		89
Exams with scores of at least 3 on AP exams or 4 on IB exams		39



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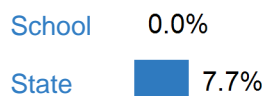
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

Career and Technical Education Participation

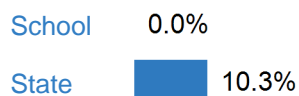
The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants

(completed only one course in an approved CTE program)

**CTE Concentrators**

(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	0.0%	7.7%	10.3%
White	0.0%	0.0%	6.1%	9.6%
Hispanic	0.0%	0.0%	10.3%	11.3%
Black or African American	0.0%	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	0.0%	0.0%	7.3%	10.6%
Male	0.0%	0.0%	8.0%	10.1%
Economically Disadvantaged Students	0.0%	0.0%	10.4%	11.8%
Students with Disabilities	0.0%	0.0%	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



Hopatcong High School
 (37-2240-030)
 Grades Offered: 09-12
 2018-2019

Report Key:
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Total (All Clusters)	0	0	0



Hopatcong High School
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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

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. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	63	30	0	0	0	0	6
10	10	56	29	1	0	0	0
11	1	6	61	21	0	8	10
12	0	5	42	9	10	29	31
Total	74	97	132	31	10	37	47
Enrolled in AP/IB Course					10	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	91	6	0	0	1	0
10	5	93	0	0	0	0
11	14	24	0	5	57	4
12	7	5	0	13	16	20
Total	117	128	0	18	74	24
Enrolled in AP/IB Course	17	15		7	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



Hopatcong High School
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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	93	0	0	0	0	6
10	7	88	0	1	0	3
11	1	95	0	7	0	7
12	1	16	0	36	9	15
Total	102	199	0	44	9	31
Enrolled in AP/IB Course	0	15	0	10		0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	69	17	0	0	0	0	0
10	69	15	0	0	0	0	0
11	37	8	0	0	0	0	0
12	14	0	0	0	0	0	0
Total	189	40	0	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	38	10	0	0	0	0	0



Hopatcong High School

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2018-2019

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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	1	0	0	0	0	0
10	2	0	0	0	0	0
11	1	0	0	0	0	0
12	6	0	0	0	0	0
Total	10	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

**Hopatcong High School**

(37-2240-030)

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2018-2019

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Language	Students Earning a Seal of Biliteracy
Total	0



Hopatcong High School
 (37-2240-030)
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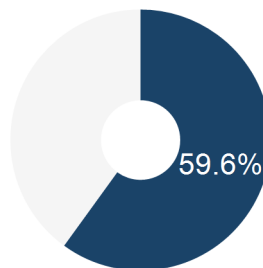
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Visual and Performing Arts – Course Participation

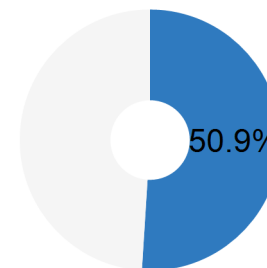
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

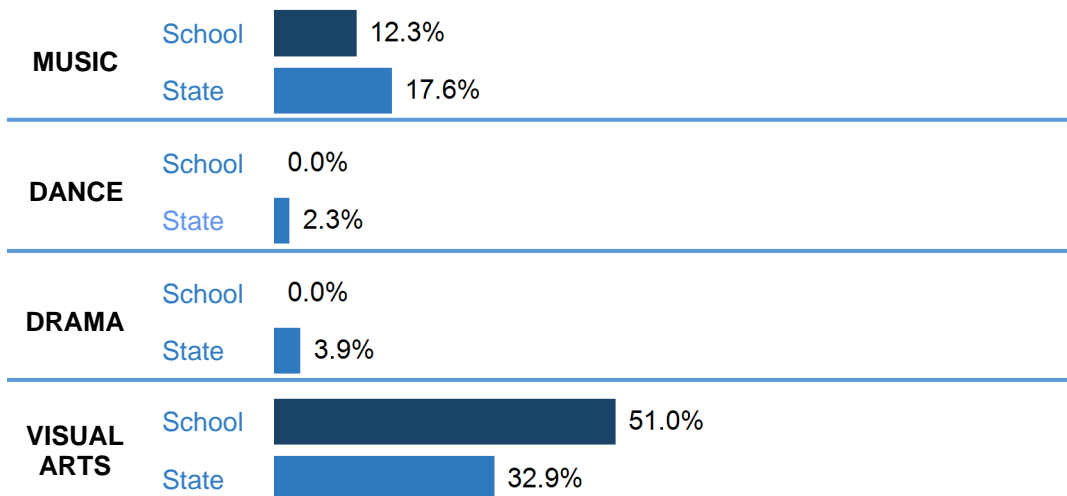


School



State

Students enrolled in one or more classes by discipline:





Hopatcong High School
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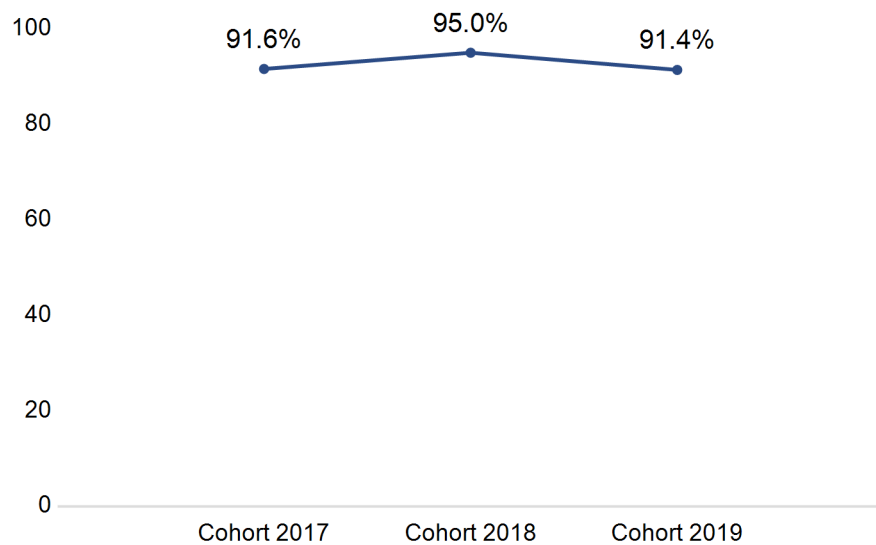
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

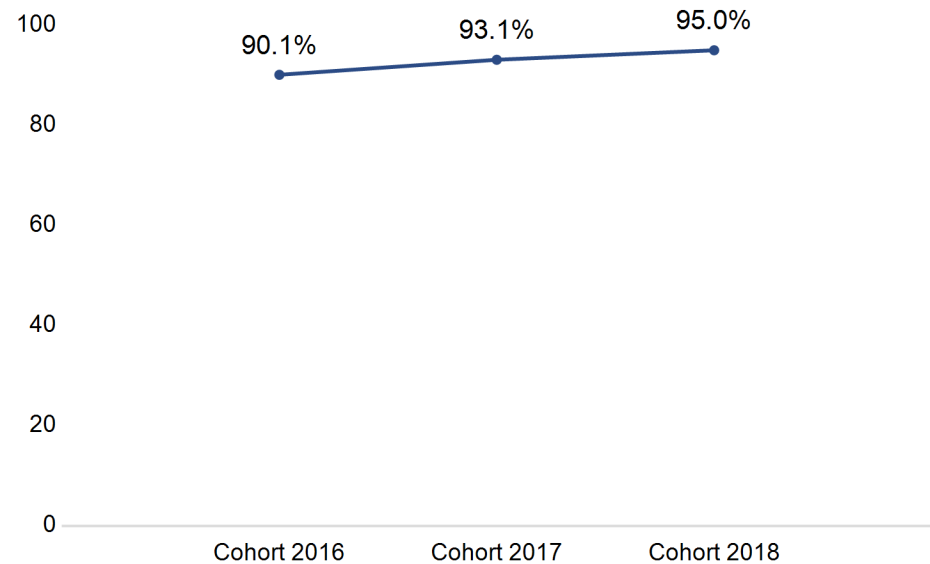
Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	91.6%	95.0%	91.4%	90.1%	93.1%	95.0%
Annual Target	89.0%	N		92.8%	92.9%	
Met Annual Target?	Met Target	Met Goal		Not Met	Met Target	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. 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	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	91.4%	90.6%	95.0%	92.5%	95.0%	N	Met Goal	93.1%	92.9%	Met Target
White	91.7%	94.9%	94.5%	95.9%	94.5%	88.2%	Met Target	91.7%	93.8%	Not Met
Hispanic	88.9%	84.5%	95.5%	87.3%	95.5%	N	Met Goal	96.2%	N	Met Goal
Black or African American	*	83.3%	*	87.1%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	N	94.2%	N	N	N	N	N	N
Female	90.9%	92.8%	100.0%	94.4%	100.0%			92.8%		
Male	91.8%	88.5%	91.0%	90.8%	91.0%			93.4%		
Economically Disadvantaged Students	91.4%	84.0%	90.6%	87.3%	90.6%	78.7%	Met Target	92.3%	83.8%	Met Target
Students with Disabilities	83.3%	79.2%	90.0%	83.8%	90.0%	68.1%	Met Target	88.9%	82.9%	Met Target
English Learners	*	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	*	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

**Hopatcong High School**

(37-2240-030)

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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	40.2%	29.9%
Substitute Competency Test	57.3%	67.5%
Portfolio Appeals Process	1.7%	0.0%
Alternate Requirements specified in IEP	0.9%	2.6%
Unknown	0.0%	0.0%

Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	0.2%	1.2%
2017-2018	0.5%	1.2%
2016-2017	0.0%	1.1%



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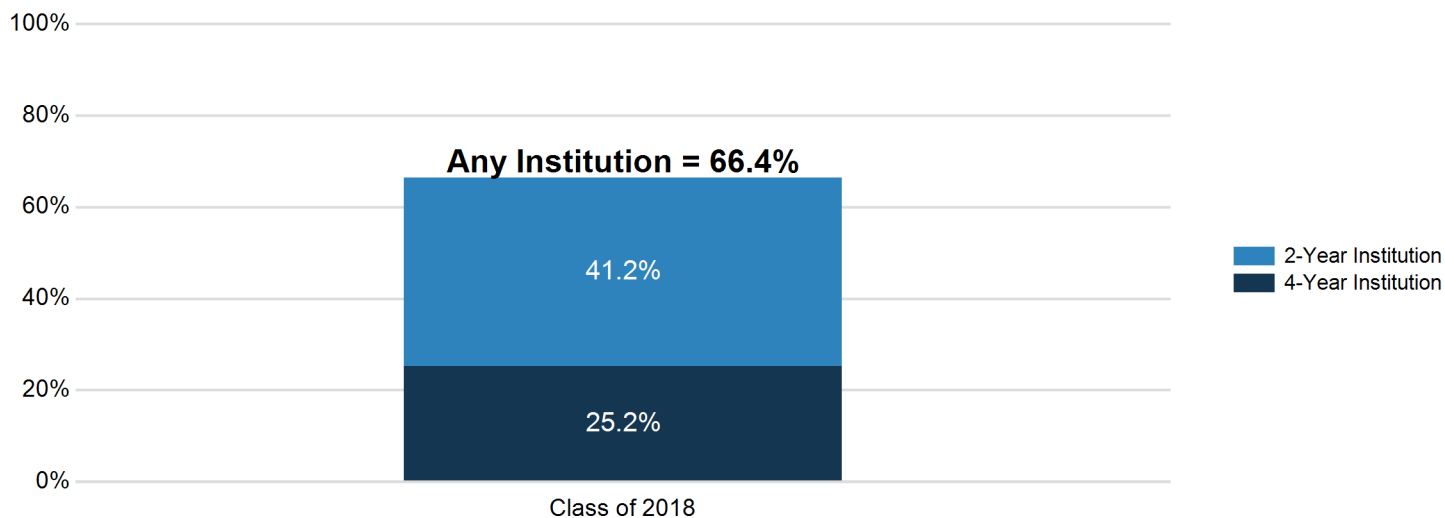
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	41.2%
% Enrolled in 4-Year Institution	25.2%
% Enrolled in Any Postsecondary Institution	66.4%



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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	65.8%	59.7%	40.3%
White	70.6%	61.7%	38.3%
Hispanic	50%	50%	50%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	61.8%	57.1%	42.9%
Students with Disabilities	51.4%	78.9%	21.1%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	66.4%	62%	38%	79.7%	20.3%	86.1%	13.9%
White	65.1%	51.8%	48.2%	73.2%	26.8%	80.4%	19.6%
Hispanic	70.8%	100%	0%	100%	0%	100%	0%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	68.2%	60%	40%	86.7%	13.3%	80%	20%
Students with Disabilities	27.6%	87.5%	12.5%	87.5%	12.5%	100%	0%
English Learners	N	N	N	N	N	N	N



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

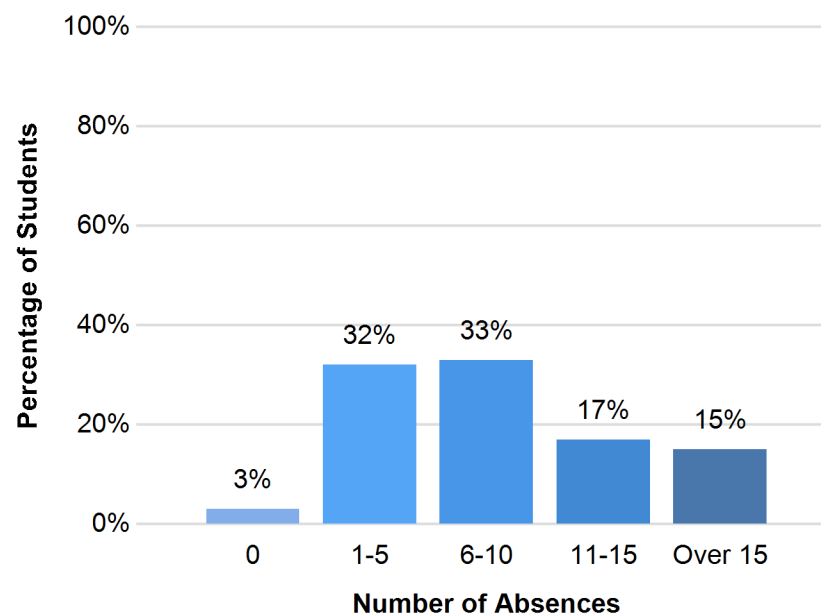
Chronic Absenteeism

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	45	10.5	14.2	Met
White	34	11.2	14.2	Met
Hispanic	9	9.7	14.2	Met
Black or African American	1	5.6	**	**
Asian, Native Hawaiian, or Pacific	1	7.7	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	19	9.6		
Male	26	11.2		
Economically Disadvantaged Students	15	12.5	14.2	Met
Students with Disabilities	24	19.4	14.2	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
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.





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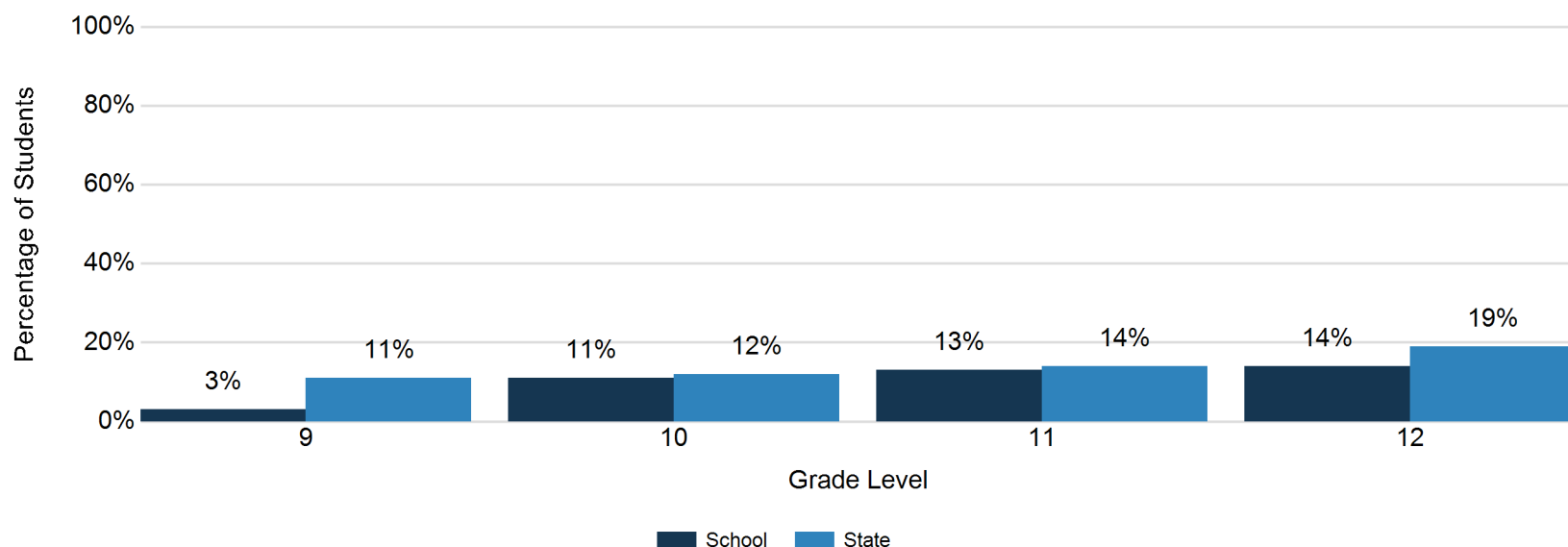
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Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	17
Weapons	0
Vandalism	0
Substances	5
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	25
Incidents Per 100 Students Enrolled	6.01

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	2
Weapons	0
Vandalism	0
Substances	3
Harassment, Intimidation, Bullying (HIB)	1
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	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	1	1	2
Disability	1	0	1
Other	2	3	5
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	43	10.3%
Out-of-School Suspensions	34	8.2%
Any Suspension	65	15.6%
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
92

**Hopatcong High School**

(37-2240-030)

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2018-2019

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	7:25 AM
Typical End Time	1:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 30 Mins
Shared Time - Instructional Time	6 Hrs. 30 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	1:1



Hopatcong High School
(37-2240-030)
Grades Offered: 09-12
2018-2019

Report Key:

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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 in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	44	118,214
Average years experience in public schools	15.9	12.1
Average years experience in district	15.8	10.8
Percentage of Teachers with 4 or more years experience in the district	95.5%	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	15	9,530
Average years experience in public schools	11.8	16.0
Average years experience in district	10.9	12.0
Percentage of Administrators with 4 or more years experience in the district	80.0%	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	9:1	11:1
Students to Administrators	104:1	103:1
Teachers to Administrators	11:1	10:1
Students to Librarians/Media Specialists		1544:1
Students to Nurses		386:1
Students to Counselors		193:1
Students to Child Study Team Members		154:1



Hopatcong High School
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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	47.1%	50.0%	0.0%	48.4%	77.1%	54.9%
Male	52.9%	50.0%	100.0%	51.6%	22.9%	45.1%
White	70.4%	93.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	21.4%	6.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.3%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	2.6%	0.0%	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	0.5%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.5%	0.0%	0.0%	2.1%	0.2%	0.2%



Hopatcong High School
(37-2240-030)
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2018-2019

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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 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	92.9%	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	90.8%



Hopatcong High School

(37-2240-030)

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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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
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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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 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	31.9%	37.3%	36.1%
Math Proficiency	16.7%	25.9%	14.6%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	91.6%	95.0%	91.4%
5-Year Graduation Rate†	90.1%	93.1%	95.0%
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	11.7%	9.2%	10.5%

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



Hopatcong High School

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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](#).

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	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	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 Goal	Met Target	**	Met	No
White	Met Target	Not Met	Met Target	Not Met	n/a	Met	No
Hispanic	Not Met	Not Met	Met Goal	Met Goal	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Met Target	Met Target	n/a	Met	No
Students with Disabilities	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
English Learners	**	**	**	**	**	**	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:

- Hopatcong High School is a comprehensive high school committed to creating a culture of excellence.
- Offers AP courses and concurrent/dual-enrollment college courses.
- A technology-rich environment characterizes our delivery of content utilizing one-on-one Chromebooks.



Mission, Vision, Theme:

The Hopatcong HS delivers a 21st Century education to all students through the use of innovative instructional practices, technological infusion and rigorous academic experiences. The goal of developing well-rounded and successful students who are college and career ready to meet the ever-changing needs of a global society.



Awards, Recognition, Accomplishments:

The award-winning Hopatcong Marching Chiefs Band is recognized regionally and statewide for their excellence in performance. Students routinely accrue individual honors in musical performance.



Hopatcong High School

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Courses, Curriculum, Instruction:

Hopatcong High School standards are rigorous across all curricula areas. Existing courses include concurrent credit courses offered through a collaborative partnership with Sussex County Community College. The Future Teacher Academy program identifies students interested in careers in education and offers an avenue for them to pursue their curiosity and interest. The STEAM program develops talent and leadership in science, technology, engineering, arts and mathematics. Students participated in Little Chiefs experimental pre-k class achieving a CDA certification.



Sports and Athletics:

Sports Offered: Baseball (Boys), Bowling (Coed), Cheerleading (Girls), Cross Country (Coed), Football (Boys), Golf (Coed), Ice Hockey (Coed), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Coed), Wrestling (Boys)

Hopatcong High School provides students with a well-planned, balanced program of inter-scholastic athletics and extra-curricular activities. Students develop self-confidence, self-respect, time management, self-discipline, commitment, and setting goals. Students develop attitudes and skills which foster team work, cooperation, loyalty and spirit. Students develop sportsmanship, fair play and respect for coaches/supervisors, officials and especially fellow student-athletes. Hockey team is shared with Mount Olive and Hackettstown.



Clubs and Activities:

Academic Team Future Teachers (FTA) Science League Chorus Literary Magazine Senior Class Class Banner Day Homecoming Weekend Ski Club Class Officers Senior Class Junior Class Sophomore Class Freshman Class Chess Club Newspaper Student Council Color Guard Marching Band Teen Arts Community Service Club Math League Varsity Club Drama Club Mock Trial Weight Room National Honor Society Yearbook Freshmen In Transition Project Quest



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 <p>Before and After School Programs:</p>	<p>The Alphabest after school program, grades K-5, utilizes the High School for as variety of enrichment programs including but not limited to cake decorating, baking, art and gardening (use of high school green house).</p>
 <p>Staff and Professional Learning:</p>	<p>HHS students are exposed to a variety of teaching/learning strategies that facilitate a more active and self-directed role in their education. Supervisors and staff set relevant and current curricular objectives. Our curriculum is comprehensive, and we offer courses from challenging advanced placement classes to basic skills for students needing remediation. Student data is utilized by counselors and teachers in course placement, long-term advising plans and career planning.</p>
 <p>Postsecondary Information:</p>	<p>121 graduates, 32% 4yr, 38%- 2yr, 30%-Emp. and Mil., 4%-V/Tech, 2%-Other. Instant Decision Days (SCCC, CCM) Concurrent Courses , AP Courses , Sr.College Night, Jr.College Night, , College Visits, College Visit Trip (Caldwell Univ. Montclair Univ.) - Free SAT Prep Course (Fall, Winter, Spring), PSAT Test Prep Info & Book, PSAT & SAT testing at school, ASVAB Testing</p>






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 <p>Student Supports and Services:</p>	<p>Through our I&RS program, certified staff provide an environment of service to students who have various behavioral, emotional, or social challenges. As we develop 504 Plans, students are provided environments capable of providing necessary means of learning pertaining to student needs. Our ESL Class gives students the opportunity to work collaboratively with certified staff in allowing for education to transgress any language barriers. Licensed LCSW on staff and focuses on counseling.</p>
 <p>Student Health and Wellness:</p>	<p>HHS offers free and reduced breakfast and lunch to all socioeconomic students. From a Health and Wellness perspective our students are educated on a weekly basis on the importance of character education (responsibility, accountability, caring, trust, citizenship, etc.). Students take part in fitness training: yoga, spin cycles, weight room activities, cardiovascular endurance and strength techniques, also a wide array of multi-level fitness level assessments analyzing fitness categories.</p>
 <p>Parent and Community Involvement:</p>	<p>United Way, Center for Prevention and Counseling, Sussex County Community College Courses, Special Education Parent Advisory Group, Parent Advisory Committee, Hopatcong High School Parent Teacher Student Organization, Project Self-Sufficiency. The parents of the Hopatcong High School students are able to access power school the student information system, via the parent portal relating specifically to their child academics/grades.</p>



Hopatcong High School

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Facilities:

Our building was built in 1969. Renovations include our new gym addition in 1995, air conditioning throughout the building. Athletic field renovations include: creation of softball field, upgrades within baseball field (fencing, dugouts), soccer field enhancements (FIFA goals, netting) and football field upgrades (watering system). HHS has Project Adventure ropes course adjacent to the school as well as created a fitness room that allows for spin cycling, yoga, and various fitness activities.



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Other Information

School day structure: Students take 7 academic classes in an 8 period day. Students have the opportunity to take a variety of elective courses as well as the graduation required courses designated by the New Jersey Department of Education. In addition, students can participate in an internship program in which a career can be examined through a curriculum that is implemented through local business. Students can participate in a variety of athletics and clubs after the academic day is completed. School safety information: The Hopatcong High School campus has 64 cameras both inside and out through the facility. We are a closed campus with an electronic card swipe upon entering into the High School. All visitors are contained in a secured vestibule. We have assigned visitor parking spots that are under surveillance, and a local memorandum of agreement with the Hopatcong Police. Additionally, we have a full time safety officer who assists with monitoring the cameras and oversees the school security and facilities. We have a school, district, and county crisis plan. Technology Communications: The high school communicates with all stakeholders in a variety of ways. The school utilizes blackboard connect in order to disseminate information related to all school functions and daily procedures. The schools information system provides parents with access to grades, and attendance. In addition, the school uses social media to communicate real time activities and updates. The students participate in a video streaming course that distributes daily announcements as well as developing highlight videos for the schools Youtube channel.



Hopatcong Middle School
(37-2240-040)
Grades Offered: 06-08
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Hopatcong Middle School**

(37-2240-040)

Grades Offered: 06-08

2018-2019

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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	Sussex
District	Hopatcong Borough School District
Principal Name	Mr. Lewis Benfatti
Address	1 David Road Hopatcong, NJ 07843
Phone Number	973-398-8804
Email Address	lbenfatti@hopatcongschools.org
Website	http://www.hopatcongschools.org/ms/
Facebook	https://www.facebook.com/HopatcongSchoolDistrict/ms
Twitter	https://twitter.com/HopatcongSchool



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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
6	116	107	131
7	115	114	117
8	106	117	113
Total	337	338	361

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	46.9%	47.6%	48.2%
Male	53.1%	52.4%	51.8%
Economically Disadvantaged Students	23.7%	23.4%	22.2%
Students with Disabilities	24.3%	24.6%	22.4%
English Learners	0.9%	1.8%	0.8%
Homeless Students	0.0%	1.2%	0.0%
Students in Foster Care	0.0%	0.0%	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	74.2%	70.4%	72.3%
Hispanic	18.4%	23.1%	22.4%
Black or African American	4.7%	4.7%	3.9%
Asian	2.4%	1.8%	1.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.3%	0.0%	0.3%

Enrollment by Home Language

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

Home Language	% of Students
English	96.7%
Spanish	1.7%
Other Languages	1.7%



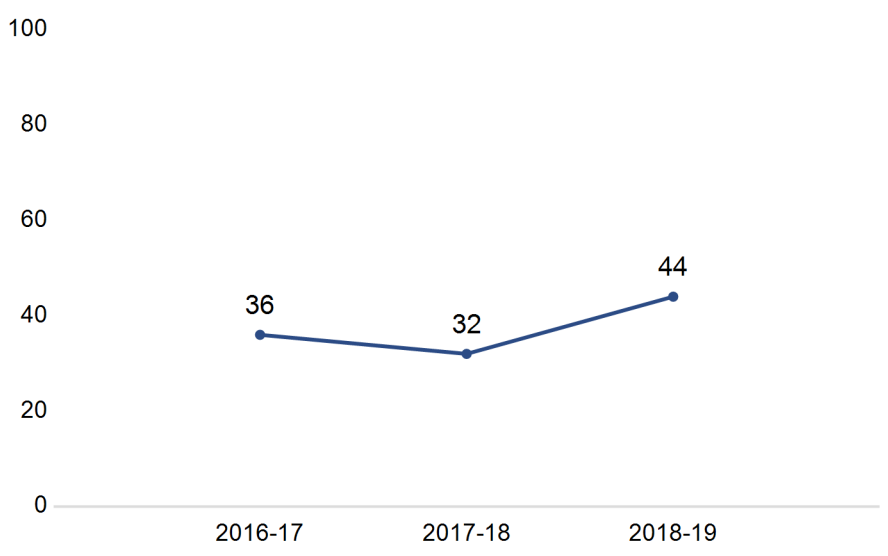
Hopatcong Middle School
 (37-2240-040)
 Grades Offered: 06-08
 2018-2019

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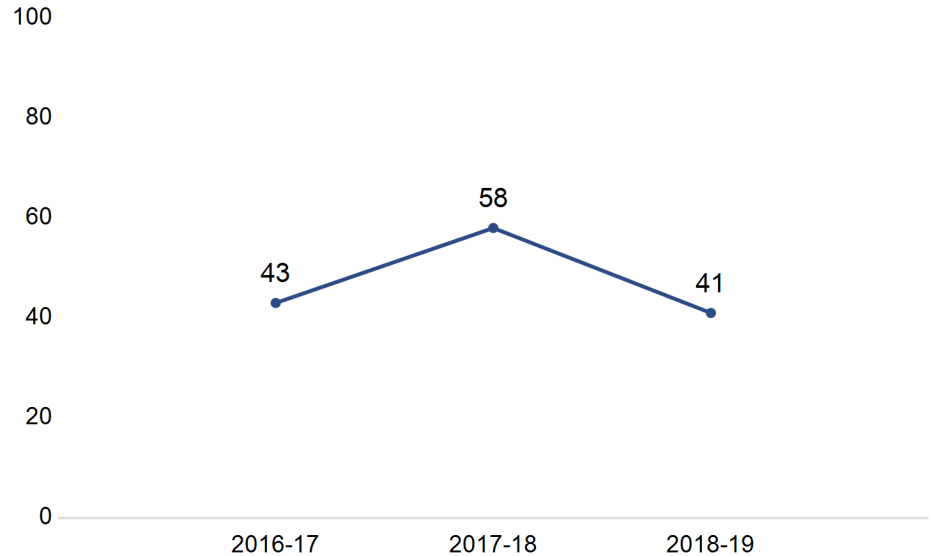
Student Growth Trends and Progress

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.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	36	32	44	43	58	41
Met Standard (40-59.5)?	Not Met	Not Met	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	40	50	Met Standard	41	48	50	Met Standard
White	42.5	39	50	Met Standard	43	48	52	Met Standard
Hispanic	47	40	49	Met Standard	39	48.5	47	Not Met
Black or African American	54	44	45	**	*	38.5	43	**
Asian, Native Hawaiian, or Pacific Islander	*	43	59	**	*	*	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	45	43	53	N	37	48	50	N
Male	41	38	47	N	46	48.5	51	N
Economically Disadvantaged Students	38	34	48	Not Met	37	51	46	Not Met
Students with Disabilities	45	45	43	Met Standard	39	45	45	Not Met
English Learners	*	*	52	**	*	*	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	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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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.

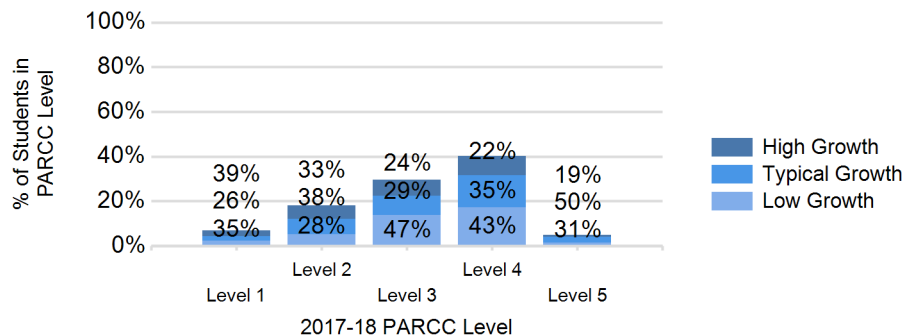
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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.

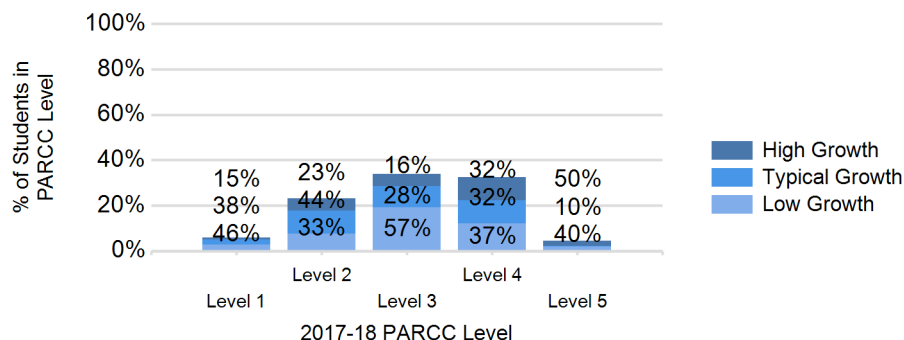
Student Growth by Performance Level

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.

ELA



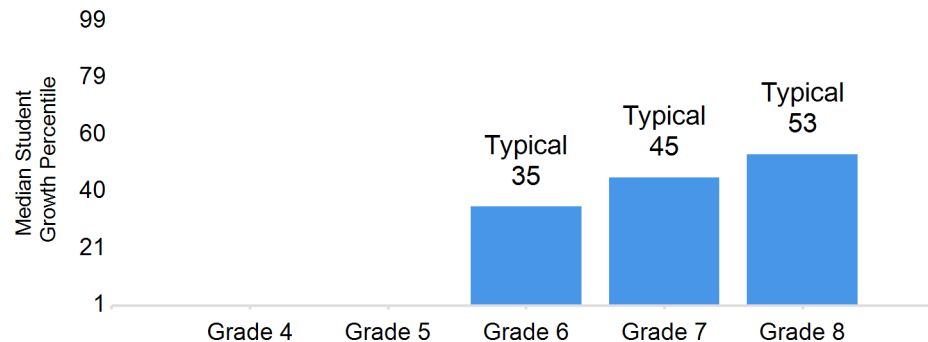
Math



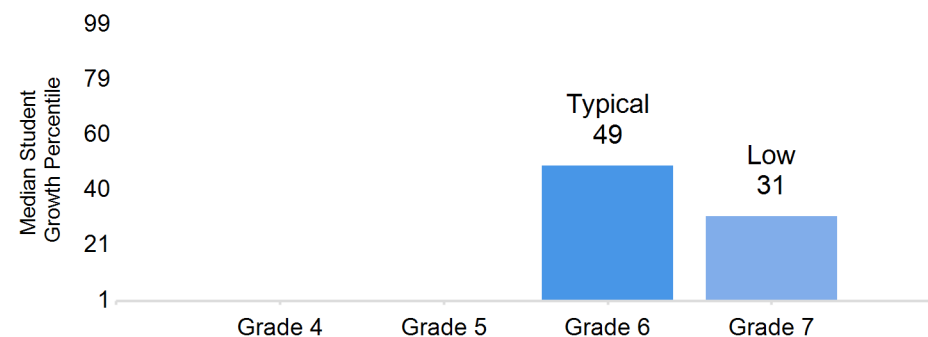
Student Growth by Grade

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

ELA



Math





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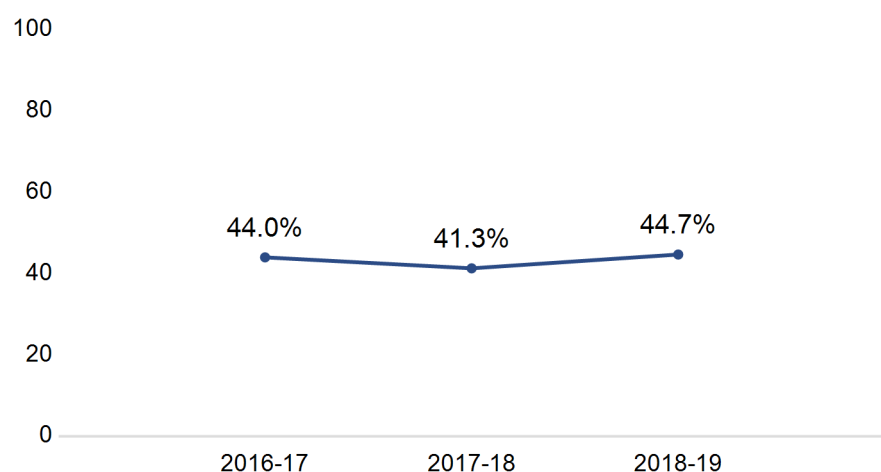
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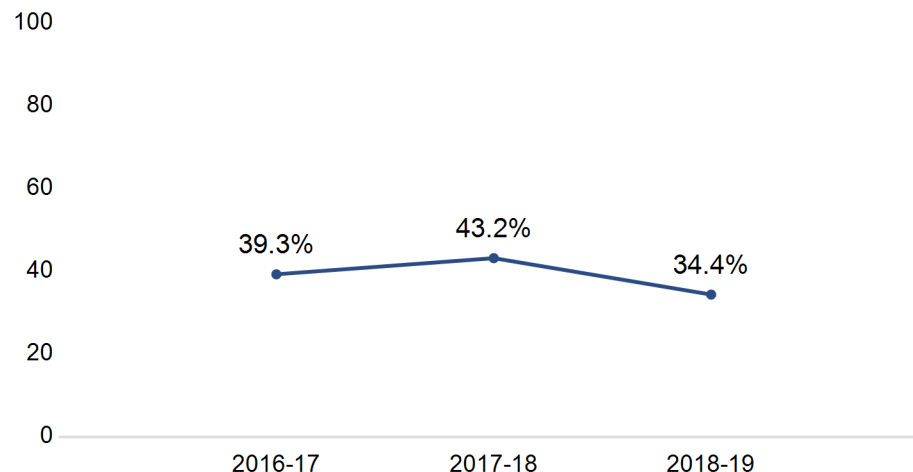
English Language Arts and Mathematics Performance Trends

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	94.4%	97.1%	97.3%	94.5%	97.1%	96.7%
Proficiency Rate for Federal Accountability	44.0%	41.3%	44.7%	39.3%	43.2%	34.4%
Annual Target	48.6%	50.3%	52.0%	41.8%	43.8%	45.8%
Met Annual Target?	Not Met	Not Met	Not Met	Met Target†	Met Target†	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	347	97.3	44.7	41.7	57.9	44.7	52	Not Met
White	257	97.4	46.7	43.9	66.9	46.7	53.6	Not Met
Hispanic	73	96.2	38.4	35.1	43.9	38.4	46.8	Met Target†
Black or African American	*	*	*	31.4	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	50.0	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	167	96.6	58.1	50.1	64.8	58.1		
Male	180	97.9	32.2	33.6	51.3	32.2		
Economically Disadvantaged Students	49	100.0	28.6	32.9	40.0	28.6	42.2	Not Met
Non-Economically Disadvantaged Students	298	96.8	47.3	43.7	67.9	47.3		
Students with Disabilities	84	94.6	14.3	*	22.7	14.2	20.3	Met Target†
Students without Disabilities	263	98.2	54.4	*	65.1	54.4		
English Learners	*	*	*	22.7	29.3	*	**	**
Non-English Learners	*	*	*	42.2	60.6	*		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	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.

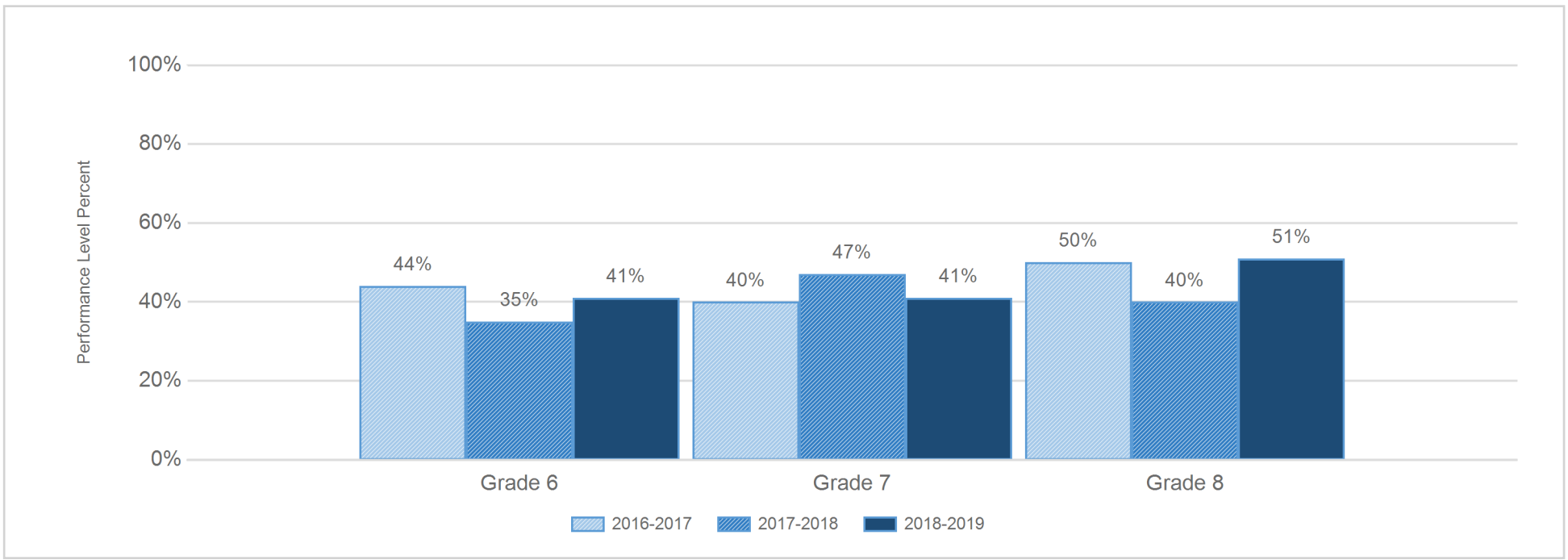


Hopatcong Middle School
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English Language Arts Assessment - Performance Trends

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 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	128	742	742	754	8%	19%	33%	*	*	41%	56%
White	102	741	741	762	*	21%	29%	*	*	41%	65%
Hispanic	21	747	747	743	*	*	48%	*	*	38%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	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	N	N	N	760	N	N	N	N	N	N	64%
Female	61	747	747	762	*	*	30%	*	*	49%	64%
Male	67	737	737	748	*	*	36%	*	*	33%	48%
Economically Disadvantaged Students	14	743	743	740	0%	*	71%	*	*	21%	39%
Non-Economically Disadvantaged Students	114	742	742	763	9%	*	28%	*	*	43%	67%
Students with Disabilities	25	713	713	722	*	40%	*	*	*	12%	19%
Students without Disabilities	103	749	749	761	*	14%	*	*	*	48%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	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%



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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	112	742	742	761	*	24%	27%	*	*	41%	63%
White	76	744	744	769	*	18%	30%	*	*	43%	72%
Hispanic	30	738	738	747	*	33%	*	*	*	37%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	56	749	749	769	*	18%	23%	*	*	54%	71%
Male	56	735	735	753	*	30%	30%	*	*	29%	55%
Economically Disadvantaged Students	17	734	734	743	*	*	*	*	*	29%	45%
Non-Economically Disadvantaged Students	95	743	743	771	*	*	*	*	*	43%	73%
Students with Disabilities	28	711	711	720	*	*	*	*	*	*	22%
Students without Disabilities	84	752	752	769	*	*	*	*	*	*	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	113	748	748	762	*	15%	26%	*	*	51%	63%
White	81	750	750	770	*	14%	22%	*	*	57%	72%
Hispanic	24	746	746	747	*	*	*	*	*	38%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	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	N	N	N	769	N	N	N	N	N	N	69%
Female	53	763	763	771	*	*	21%	*	*	70%	71%
Male	60	736	736	753	*	*	30%	*	*	35%	55%
Economically Disadvantaged Students	17	738	738	743	*	*	*	*	*	35%	45%
Non-Economically Disadvantaged Students	96	750	750	772	*	*	*	*	*	54%	72%
Students with Disabilities	31	724	724	721	*	*	*	*	*	26%	22%
Students without Disabilities	82	758	758	770	*	*	*	*	*	61%	71%
English Learners	N	N	N	708	N	N	N	N	N	N	12%
Non-English Learners	113	748	748	764	*	15%	26%	*	*	51%	65%
Homeless Students	N	N	N	727	N	N	N	N	N	N	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	346	96.7	34.4	30.6	44.5	34.4	45.8	Not Met
White	255	96.7	35.7	32.5	54.1	35.7	49.5	Not Met
Hispanic	74	96.3	31.1	*	28.8	31.1	34.8	Met Target†
Black or African American	*	*	*	20.6	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	43.5	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	168	97.2	38.1	34.3	44.9	38.1		
Male	178	96.3	30.9	26.9	44.2	30.9		
Economically Disadvantaged Students	49	100.0	22.4	22.0	26.3	22.4	39	Not Met
Non-Economically Disadvantaged Students	297	96.2	36.4	32.5	54.9	36.4		
Students with Disabilities	83	92.5	*	*	17.4	*	22.7	Not Met
Students without Disabilities	263	98.2	*	*	50.0	*		
English Learners	*	*	*	17.4	25.0	*	**	**
Non-English Learners	*	*	*	30.9	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	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.



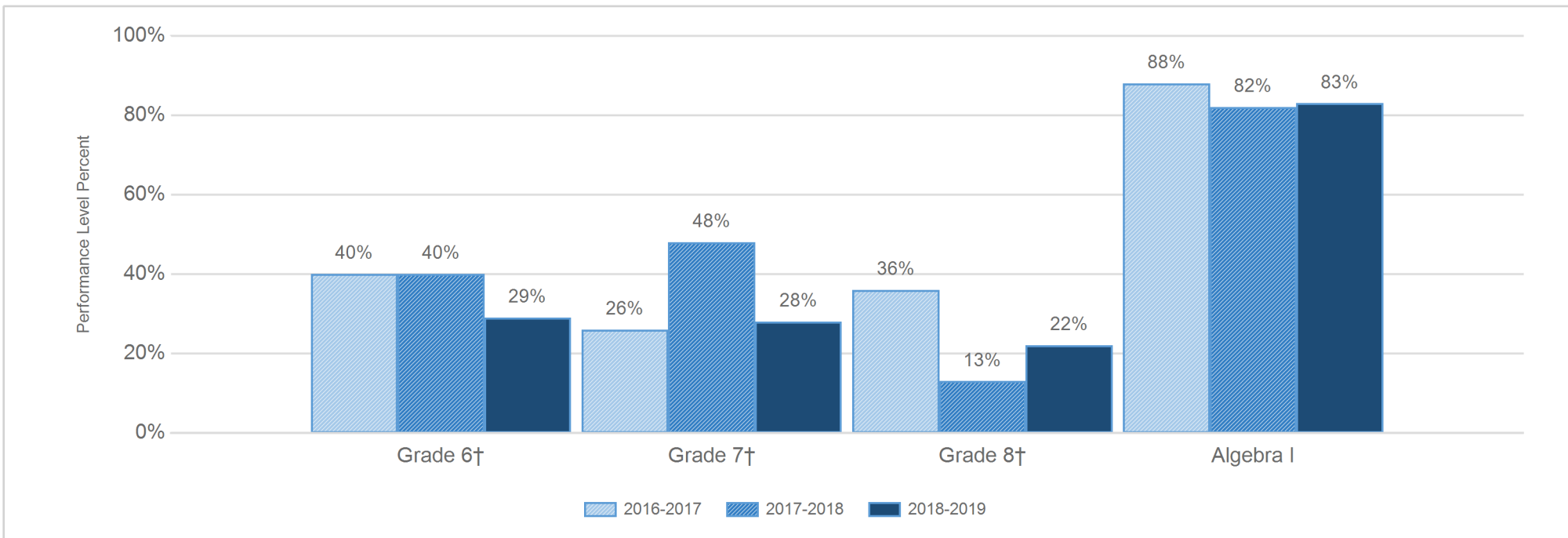
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Mathematics Assessment – Performance Trends

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 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	129	733	733	741	9%	37%	25%	*	*	29%	41%
White	102	733	733	749	11%	32%	28%	*	*	28%	51%
Hispanic	22	740	740	729	0%	55%	*	*	*	36%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	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	N	N	N	747	N	N	N	N	N	N	48%
Female	62	734	734	742	*	32%	21%	*	*	34%	42%
Male	67	733	733	740	*	42%	28%	*	*	24%	40%
Economically Disadvantaged Students	15	731	731	726	*	*	*	*	*	27%	21%
Non-Economically Disadvantaged Students	114	734	734	750	*	*	*	*	*	29%	53%
Students with Disabilities	25	713	713	716	*	*	*	*	*	*	12%
Students without Disabilities	104	738	738	746	*	*	*	*	*	*	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	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%



Hopatcong Middle School
(37-2240-040)
Grades Offered: 06-08
2018-2019

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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	114	737	737	744	*	32%	34%	*	*	28%	42%
White	76	740	740	751	*	28%	38%	*	*	32%	53%
Hispanic	32	731	731	733	*	44%	*	*	*	22%	26%
Black or African American	*	*	*	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	57	736	736	744	*	32%	32%	*	*	30%	42%
Male	57	737	737	743	*	33%	37%	*	*	26%	42%
Economically Disadvantaged Students	18	736	736	731	*	*	*	*	*	17%	24%
Non-Economically Disadvantaged Students	96	737	737	751	*	*	*	*	*	30%	53%
Students with Disabilities	28	713	713	718	*	*	*	*	*	*	13%
Students without Disabilities	86	744	744	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	64	727	727	728	16%	31%	31%	22%	0%	22%	29%
White	42	732	732	737	*	*	36%	*	*	26%	38%
Hispanic	17	717	717	722	*	*	*	*	*	12%	22%
Black or African American	*	*	*	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	N	N	N	730	N	N	N	N	N	N	31%
Female	26	729	729	731	*	*	*	*	*	15%	31%
Male	38	726	726	726	*	*	*	*	*	26%	27%
Economically Disadvantaged Students	11	716	716	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	53	730	730	735	*	*	*	*	*	*	36%
Students with Disabilities	29	721	721	707	*	*	*	*	*	14%	10%
Students without Disabilities	35	732	732	734	*	*	*	*	*	29%	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	64	727	727	730	16%	31%	31%	22%	0%	22%	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	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%



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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	47	771	739	744	0%	0%	*	*	*	83%	42%
White	37	770	743	752	0%	0%	*	*	*	81%	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	27	771	743	745	0%	0%	*	*	*	85%	44%
Male	20	771	736	743	0%	0%	*	*	*	80%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	47	771	*	745	0%	0%	*	*	*	83%	*
Homeless Students	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
6	*	*
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	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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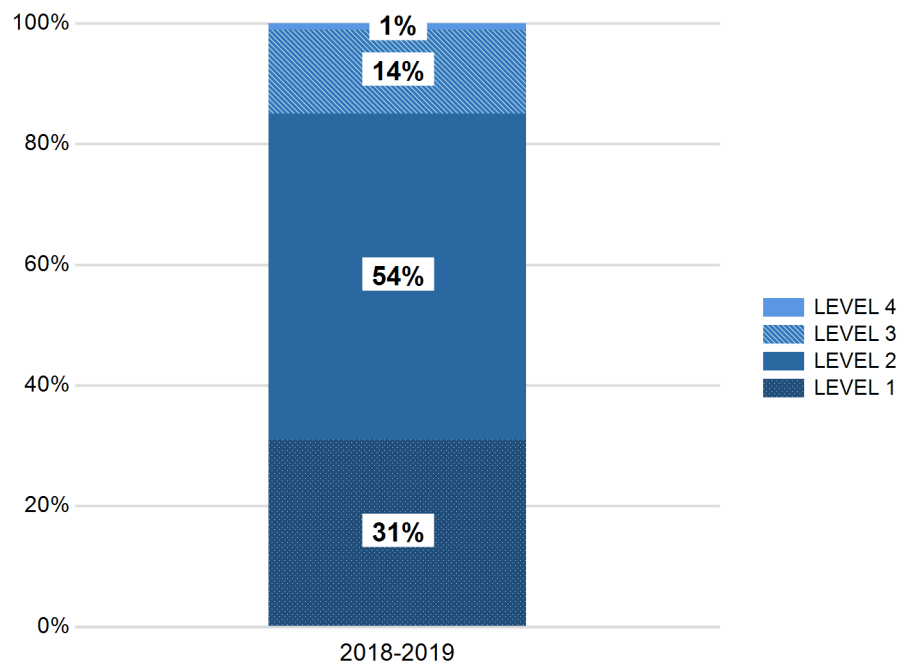
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 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	31	54	14	1
White	24	59	16	1
Hispanic	42	50	8	0
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	21	62	15	2
Male	39	48	13	0
Economically Disadvantaged Students	59	41	0	0
Non-Economically Disadvantaged Students	24	58	17	1
Students with Disabilities	52	48	0	0
Students without Disabilities	23	57	19	1
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
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	131
7	0	0	116
8	47	0	65
Total	47	0	312

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	131	0	0	0	0	0	0
7	114	0	0	0	0	0	0
8	104	0	0	0	0	0	0
Total	349	0	0	0	0	0	0



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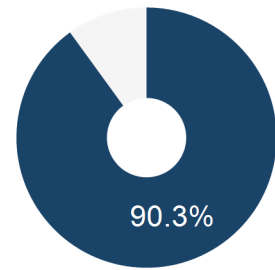
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Visual and Performing Arts – Course Participation

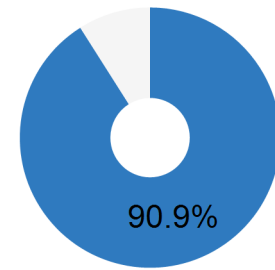
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

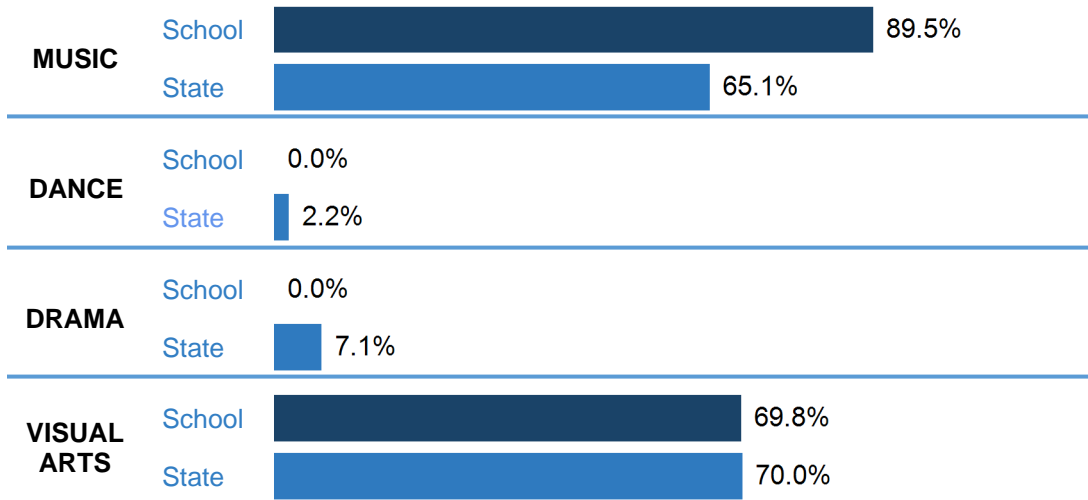


School



State

Students enrolled in one or more classes by discipline:





Hopatcong Middle School

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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.

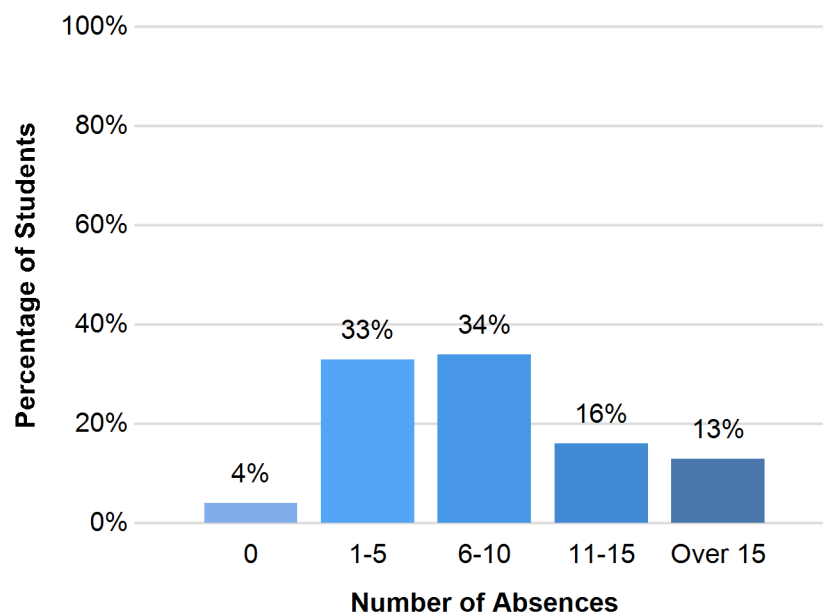
Chronic Absenteeism

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	36	9.9	9.1	Not Met
White	27	10.2	9.1	Not Met
Hispanic	8	10.0	9.1	Not Met
Black or African American	1	7.1	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	16	9.1		
Male	20	10.5		
Economically Disadvantaged Students	11	13.8	9.1	Not Met
Students with Disabilities	18	20.5	9.1	Not Met
English Learners	*	*	**	**
Homeless Students	N	N		
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.





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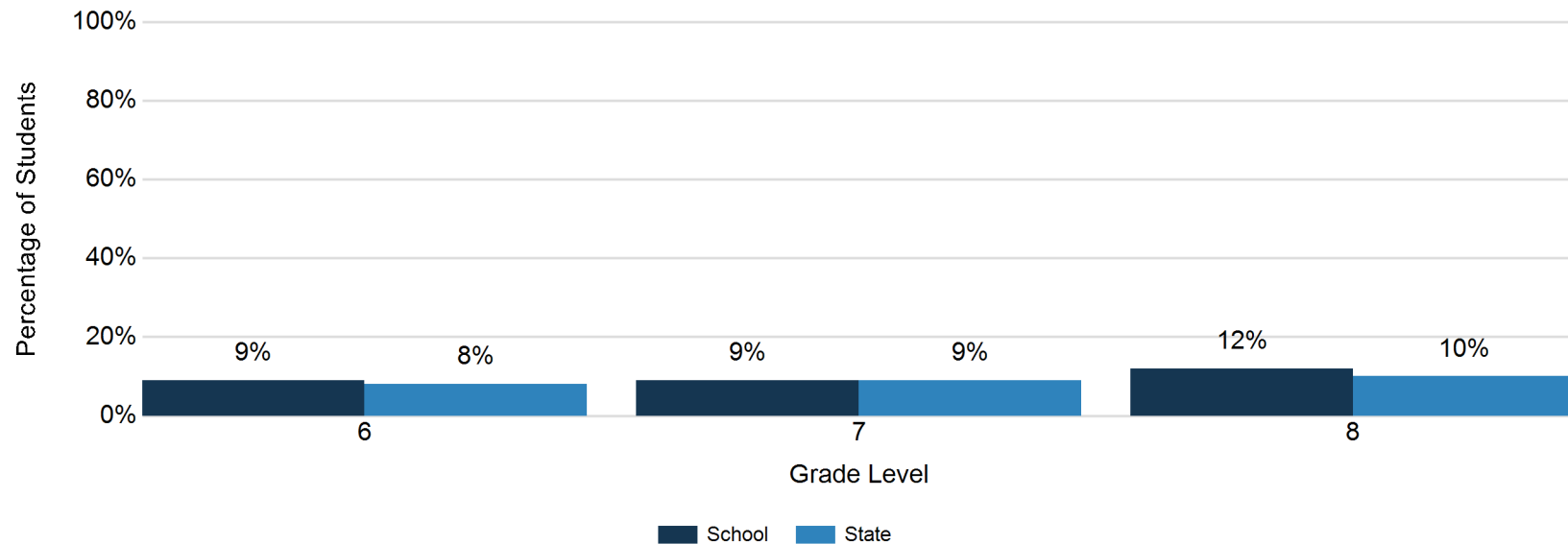
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Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	2
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.83

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	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	1		1

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	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	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	15	4.2%
Out-of-School Suspensions	*	*
Any Suspension	22	6.1%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
42



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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	7:25 AM
Typical End Time	1:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 30 Mins
Shared Time - Instructional Time	6 Hrs. 30 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	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 in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	35	118,214
Average years experience in public schools	12.3	12.1
Average years experience in district	12.3	10.8
Percentage of Teachers with 4 or more years experience in the district	94.3%	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	15	9,530
Average years experience in public schools	11.8	16.0
Average years experience in district	10.9	12.0
Percentage of Administrators with 4 or more years experience in the district	80.0%	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	11:1
Students to Administrators	361:1	103:1
Teachers to Administrators	35:1	10:1
Students to Librarians/Media Specialists		1544:1
Students to Nurses		386:1
Students to Counselors		193:1
Students to Child Study Team Members		154:1



Hopatcong Middle School

(37-2240-040)

Grades Offered: 06-08

2018-2019

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 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	48.2%	57.1%	0.0%	48.4%	77.1%	54.9%
Male	51.8%	42.9%	100.0%	51.6%	22.9%	45.1%
White	72.3%	88.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	22.4%	2.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	3.9%	8.6%	0.0%	15.0%	6.6%	13.9%
Asian	1.1%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.3%	0.0%	0.0%	2.1%	0.2%	0.2%



Hopatcong Middle School
(37-2240-040)
Grades Offered: 06-08
2018-2019

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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	92.9%	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	90.8%



Hopatcong Middle School

(37-2240-040)

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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.



Hopatcong Middle School

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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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
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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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 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	44.0%	41.3%	44.7%
Math Proficiency	39.3%	43.2%	34.4%
ELA Growth	36	32	44
Math Growth	43	58	41
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	15.4%	12.2%	9.9%

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

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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](#).

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

- Extended instruction in math / language arts is afforded to every student.
- Science curricula is aligned to the Next Generation Science Standards.
- A technology-rich environment enhances content in all areas including an Innovation Lab and MakerSpace.



Mission, Vision, Theme:

Hopatcong Middle School is committed to ensuring that students achieve their academic and personal potential. They are encouraged to demonstrate a passion for learning in a nurturing environment where the unique talents and backgrounds of individuals are valued and respected. The goal is to develop a community of critical-thinking students, empathetic toward one another, who will become part of the caring majority by taking a stand against inappropriate behavior.



Awards, Recognition, Accomplishments:

Students at Hopatcong Middle School have garnered recognition both regionally and across the state in the arts, and our teachers and programs are recognized statewide for our efforts in Art Integration and STEAM (science, technology, engineering, the arts, mathematics). We have partnered with NASA to enhance our delivery of the Next Generation Science Standards. A Major accomplishment this year centered on the mid-year emergency closing of the Hudson Maxim School and relocation of grades K and 1 to the Middle School missing only 2 school days to complete the transition. Additionally, Danielle Manisa, a school counselor from Hopatcong Middle School, was selected as the 2018-2019 Counselor of the County for Sussex County.



Hopatcong Middle School

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Courses, Curriculum, Instruction:

A rigorous curriculum in language arts, stressing reading comprehension and writing, is presented to each student each day within an 87 minute time block. The mathematics curriculum is presented in depth within a separate 87 minute block. Advanced level courses are offered in every academic core subject at each grade level. Delivering content with an emphasis on S.T.E.A.M. (science, technology, engineering, art, music) and Arts Integration is apparent in every classroom.



Clubs and Activities:

Afterschool clubs activities are curriculum-based, use problem-based learning and the Next Generation Science Standards as their foundation: Intramural Volleyball, Basketball, Soccer Lego Robotics / Robotics Competition Team STEAM Young Innovators Club Games Club Chorus Drama Club Art Club Future Teachers Club Homework Club Academic Bowl Student Council Bookclub Science Club Science Olympiad Student Council Class Book ` Bring It Transition Club




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 <p>Staff and Professional Learning:</p>	<p>Professional development opportunities/programs include: Art Integration, Virtual Reality/Augmented Reality Workshops, Writers Workshop, Team Time, Handle With Care Training, Safe Schools Professional Development, Special Education Pairings And Consultation, Professional Learning Communities.</p>
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 <p>Student Supports and Services:</p>	<p>Response to Intervention, Support for Students with Disabilities, Student Academic Support, Homework Club, Behavioral Intervention, mindfulness classroom.</p>
 <p>Student Health and Wellness:</p>	<p>Breakfast Program, Health and Physical Education Curriculum, Character Education, United Way Bridges Program, Backpack Food Program, Handle With Care, Center For Prevention</p>
 <p>Parent and Community Involvement:</p>	<p>PTO, Power School Parent Portal, United Way, Center For Prevention, Blackboard Connect, Digital Backpack, District/School Webpage, Special Education Parent Support Group, District Equity Goal Program</p>



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School Narrative

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Facilities:

Newly renovated music classrooms, Innovation Lab, 7 computer labs, updated wireless infrastructure, Chromebooks issued to all students, building security cameras, classroom air conditioning in progress



School Safety:

All staff as assigned Safe School training courses specific to their job description. The training courses are in compliance with applicable federal and state laws. We had a director of security located in the middle school who coordinated safety plan for each of the district and had them approved by the county. Plans for a Class III Officer for the 19-20 school year were finalized.



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Other Information

High expectations are held for all students to meet rigorous academic standards and to become lifelong learners. A rigorous curriculum in language arts, stressing reading comprehension and writing, is presented to each student each day within an 87 minute time block. Similarly, the mathematics curriculum is presented in depth within a separate 87 minute block. All curricula have been revised, and each stresses the interpretation and application of information. Advanced level courses are offered in every academic core subject at each grade level. An acute awareness of the benefits of delivering content with an emphasis on S.T.E.A.M. (science, technology, engineering, art, music) and Arts Integration is apparent in every classroom. Elective course offerings during the day and after school activities are provided to meet the varied interests, boundless energy, and curiosity of our students. Afterschool clubs, activities and intramurals round out the school day for the majority of our students. These afterschool programs reinforce content area and contribute to the development of critical thinking and problem solving skills. Hopatcong Middle School is a great place for students to learn. Students are understood, challenged and nurtured. Hopatcong Middle School is committed to ensuring that students achieve their academic and personal potential. Students are encouraged to demonstrate a passion for learning in a nurturing environment where the unique talents and backgrounds of individuals are valued and respected. The goal of our school is to develop a caring community of critical-thinking students who are empathetic toward one another and who will become part of the caring majority by taking a stand against inappropriate behavior.



Hudson Maxim Elementary School

(37-2240-050)

Grades Offered: PK-01

2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Hudson Maxim Elementary School**

(37-2240-050)

Grades Offered: PK-01

2018-2019

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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	Sussex
District	Hopatcong Borough School District
Principal Name	Mrs. Mcfadden
Address	452 LAKESIDE BLVD HOPATCONG, NJ 07843
Phone Number	973-398-8807
Email Address	kmcfadden@hopatcongschools.org
Website	https://www.hopatcongschools.org
Facebook	https://www.facebook.com/hopatcongschooldistrict
Twitter	https://twitter.com/hopatcongschool



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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	36	40	44
KG	113	116	129
1	123	112	110
Total	272	268	283

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	44.1%	41.4%	43.1%
Male	55.9%	58.6%	56.9%
Economically Disadvantaged Students	25.7%	25.7%	21.9%
Students with Disabilities	23.2%	28.4%	29.7%
English Learners	2.2%	1.9%	3.9%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.4%	0.7%	0.4%
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	68.4%	70.1%	69.3%
Hispanic	23.5%	24.6%	24.0%
Black or African American	3.7%	3.0%	3.5%
Asian	2.9%	2.2%	2.8%
Native Hawaiian or Pacific Islander	1.1%	0.0%	0.0%
American Indian or Alaska Native	0.4%	0.0%	0.4%
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	2016-17	2017-18	2018-19
PK - Half Day	28	26	33
PK - Full Day	8	14	11
KG - Half Day	0	0	0
KG - Full Day	113	116	129

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	90.5%
Spanish	7.4%
Other Languages	2.1%



Hudson Maxim Elementary School

(37-2240-050)

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2018-2019

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English Language Progress to Proficiency

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

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

English Language Proficiency Test - Participation and Performance

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

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



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

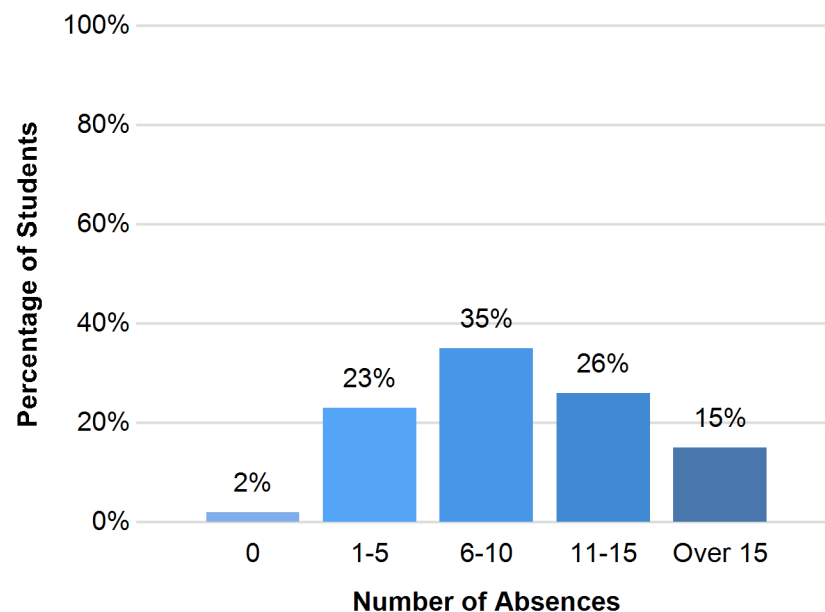
Chronic Absenteeism

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	27	11.2	11.4	Met
White	15	9.0	11.4	Met
Hispanic	8	14.3	11.4	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Female	13	11.8		
Male	14	10.7		
Economically Disadvantaged Students	11	20.8	11.4	Not Met
Students with Disabilities	7	15.9	11.4	Not Met
English Learners	2	18.2	**	**
Homeless Students	N	N		
Students in Foster Care	*	*		
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.





Hudson Maxim Elementary School

(37-2240-050)

Grades Offered: PK-01

2018-2019

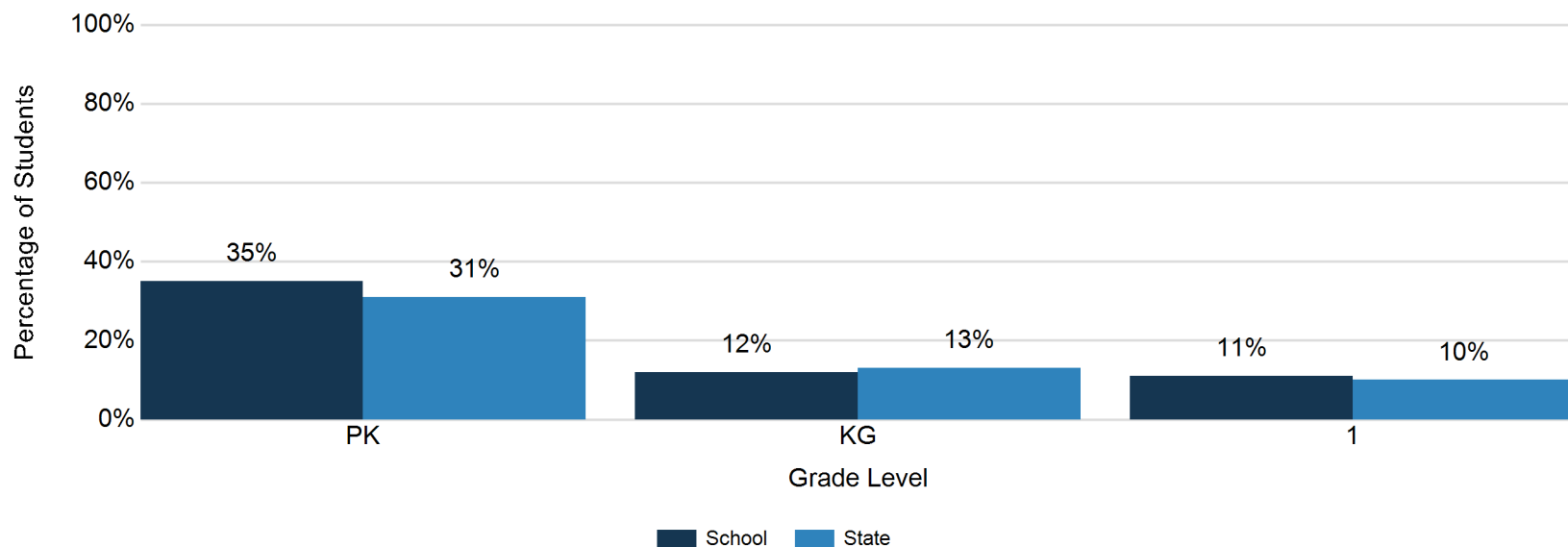
Report Key:

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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 by Grade

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





Hudson Maxim Elementary School

(37-2240-050)

Grades Offered: PK-01

2018-2019

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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. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N

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	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

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



Hudson Maxim Elementary School

(37-2240-050)

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2018-2019

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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	8:25 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	6 Hrs 25 Mins
Shared Time - Instructional Time	6 Hrs. 25 Mins.



Hudson Maxim Elementary School

(37-2240-050)

Grades Offered: PK-01

2018-2019

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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 in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	23	118,214
Average years experience in public schools	12.3	12.1
Average years experience in district	12.3	10.8
Percentage of Teachers with 4 or more years experience in the district	78.3%	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	15	9,530
Average years experience in public schools	11.8	16.0
Average years experience in district	10.9	12.0
Percentage of Administrators with 4 or more years experience in the district	80.0%	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	12:1	11:1
Students to Administrators	142:1	103:1
Teachers to Administrators	12:1	10:1
Students to Librarians/Media Specialists		1544:1
Students to Nurses		386:1
Students to Counselors		193:1
Students to Child Study Team Members		154:1



Hudson Maxim Elementary School

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2018-2019

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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 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	43.1%	95.7%	100.0%	48.4%	77.1%	54.9%
Male	56.9%	4.3%	0.0%	51.6%	22.9%	45.1%
White	69.3%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	24.0%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	3.5%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	2.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%



Hudson Maxim Elementary School
 (37-2240-050)
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 2018-2019

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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	92.9%	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	90.8%



Hudson Maxim Elementary School

(37-2240-050)

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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.



Hudson Maxim Elementary School

(37-2240-050)

Grades Offered: PK-01

2018-2019

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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:

- Balanced Literacy Program, including Reader's and Writer's Workshop. Implemented curriculum plus training from Conquer Math. Researched appropriate phonics program to be implemented in 19-20.
- School was closed due to failed heating system on a Thursday afternoon; all students and classrooms relocated by Tuesday of next week.
- Positive school climate was evidenced by a survey to parents put forth by the school guidance counselor. Results demonstrated a strong level of support for school endeavors.



Mission, Vision, Theme:

The Hopatcong Borough School District Mission is "Joining together to build honorable, academically successful, and creative leaders of tomorrow."



Hudson Maxim Elementary School

(37-2240-050)

Grades Offered: PK-01



2018-2019

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 <p>Courses, Curriculum, Instruction:</p>	<p>Literacy continues to be a top priority. Our Language Arts programs consists of Reader's and Writer's Workshops. Students also used on-line programs, such as Smarty Ants, IXL, and myOn, to personalize their learning. Conquer Math training and implementation.</p>
 <p>Clubs and Activities:</p>	<p>In the Spring, we offered Family Math Nights, where parents and students came together to solve math problems and rotate through stations. During these evenings, students grew numbers, rolled dice to reinforce basic facts, greater than/less than, and odd/even numbers and played with pattern blocks.</p>





Hudson Maxim Elementary School
 (37-2240-050)
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 2018-2019

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 <p>Before and After School Programs:</p>	<p>Alphabest is a contracted agency that was utilized for the first year. There were minimal complaints and heavy enrollment. This indicates a successful program.</p>
 <p>Staff and Professional Learning:</p>	<p>Professional Development is readily available through staff meetings & common planning times. Staff members went to classes/workshops sponsored by Rutgers University, featuring mindfulness, STEAM, Arts Integration, & Literacy. The implementation of Reader's Workshop also had PD through an outside consultant. NJTSS-ER is a grant program through the NJDOE which prepared the district for building an RTI program of a formal nature as it pertains to literacy.</p>



Hudson Maxim Elementary School

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2018-2019

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 <p>Student Supports and Services:</p>	<p>All students are supported in the manner they need. We provide ELL services to students who qualify. At Hudson Maxim School, they had a full range of services available for our special education students, including Speech, OT, and PT. We offer a Preschool disabled program for students who qualify at the age of 3. There was also an MD class at Hudson Maxim. In addition to these services, we have a tiered Rtl system and was awarded a grant to be part of the New Jersey Tiered System of Support.</p>
 <p>Student Health and Wellness:</p>	<p>Student health and wellness is very important at Hudson Maxim School. They had a full-time nurse that sees to the needs of our students and staff. In addition, we supplement our current programs with assemblies, such as the Zufall Health Center, teaching our students about dental health. We offer breakfast before school for those students who need it and a hot meal at lunch. The district has partnered with the Sussex County Social Services to provide food to needy students on the weekends.</p>
 <p>Parent and Community Involvement:</p>	<p>HEPTO, the Hopatcong Elementary Parent Teacher Organization, is actively involved in all aspects of the school. They sponsor the annual Book Fair, Holiday Boutique, Field Days/Fun Days, Dances, Movie Nights and fund all assembly programs. Our assemblies ranged from Sadecky's Puppets to a Mad Scientist. Each year we have an author visit the school to speak of the writing process and his/her books.</p>





Hudson Maxim Elementary School
 (37-2240-050)
 Grades Offered: PK-01
 2018-2019

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 <p>Facilities:</p>	<p>Hudson Maxim School was built in 1903, with additions in the 1950s and 1990s. It was the first school in Hopatcong. Our building had a beautiful library with built-in bookshelves. They had a cafeteria as well as a gym. The gym served a dual usage and also has a stage. Outside, there was a playground and blacktop area with basketball hoops for children to use during the day. The grounds were well-kept with students helping to plant flowers, vegetables and herbs. As stated above, there was a failure in the steam/heat delivery system mid-year causing the emergency closing of the school. Students were relocated to the high school and middle school over a four-day period.</p>
 <p>School Safety:</p>	<p>All staff as assigned Safe School training courses specific to their job description. The training courses are in compliance with applicable federal and state laws. We had a director of security located in the middle school who coordinated safety plan for each of the district and had them approved by the county. Plans for a Class III Officer for the 19-20 school year were finalized. They also hosted a Safety Fair and Bike Rodeo in the Spring.</p>



Hudson Maxim Elementary School
(37-2240-050)
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2018-2019

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Early Childhood Education:

In cooperation with Early Intervention, allowed for a smooth transition to the District's pre-school disabled program. Kindergarten and first-grade students were able to take advantage of an enriched curriculum based on an array of training opportunities put forth by Dr. Mullane.



Hudson Maxim Elementary School

(37-2240-050)

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2018-2019

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School Narrative

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Other Information

Hudson Maxim School students were exposed to an outstanding academic program during the 2018 - 2019 school year. The dedicated staff members delivered a literacy rich program to all students. During this school year, six full-day sessions of kindergarten, seven sections of first grade, two full-day self-contained special education classes, and three half-day and one full-day session of preschool were in place. To encourage family involvement with reading, students participated in Books & Beyond, a nationally recognized recreational reading program that provided the students with incentives to read. Students read nightly with their parents and weekly minutes were logged. Our parents witnessed our successful students receive a gold medal at the annual Books & Beyond Gold Medal Ceremony in the spring. Technology continued to grow and students had access to a variety of technological tools. STEAM Projects were encouraged, promoting problem solving, engineering design and creativity. The building, which consisted of 22 classrooms, was wireless allowing all computers to be connected to the district network and the Internet via airports that are strategically located throughout the building. All students and teachers had access to a mobile lab containing laptops. First grade students had access to iPads. Every classroom had a Promethean Activ Board and individual computer stations. Each summer, the school hosts Safety Town, a nationally recognized Safety Education Program, for incoming kindergartners. Summer 2018 marked the 37th year of this program. The program is jointly sponsored by the Hopatcong Board of Education and the Hopatcong Police Department. We hosted visits from the Police Department, Fire Department, and Ambulance Squad.

**Tulsa Trail Elementary School**

(37-2240-070)

Grades Offered: 02-03

2018-2019

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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:



Tulsa Trail Elementary School

(37-2240-070)

Grades Offered: 02-03

2018-2019

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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	Sussex
District	Hopatcong Borough School District
Principal Name	Mr. Brian Byrne
Address	2 Tulsa Trail Hopatcong, NJ 07843
Phone Number	973-398-8806
Email Address	bbyrne@hopatcongschools.org
Website	https://www.hopatcongschools.org/tt/
Facebook	https://www.facebook.com/hopatcongschooldistrict
Twitter	https://twitter.com/hopatcongschool



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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
1	0	0	1
2	139	124	109
3	119	135	123
4	1	0	0
Total	261	259	233

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	48.7%	49.8%	45.9%
Male	51.3%	50.2%	54.1%
Economically Disadvantaged Students	30.3%	27.0%	25.8%
Students with Disabilities	18.4%	23.6%	21.5%
English Learners	4.2%	4.6%	3.9%
Homeless Students	0.4%	0.8%	0.0%
Students in Foster Care	0.4%	1.2%	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	75.5%	70.3%	65.7%
Hispanic	17.6%	21.2%	26.6%
Black or African American	4.2%	3.5%	4.3%
Asian	2.3%	3.1%	2.1%
Native Hawaiian or Pacific Islander	0.0%	1.2%	0.9%
American Indian or Alaska Native	0.0%	0.4%	0.4%
Two or More Races	0.4%	0.4%	0.0%

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	92.3%
Spanish	4.7%
Other Languages	3.0%



Tulsa Trail Elementary School

(37-2240-070)

Grades Offered: 02-03

2018-2019

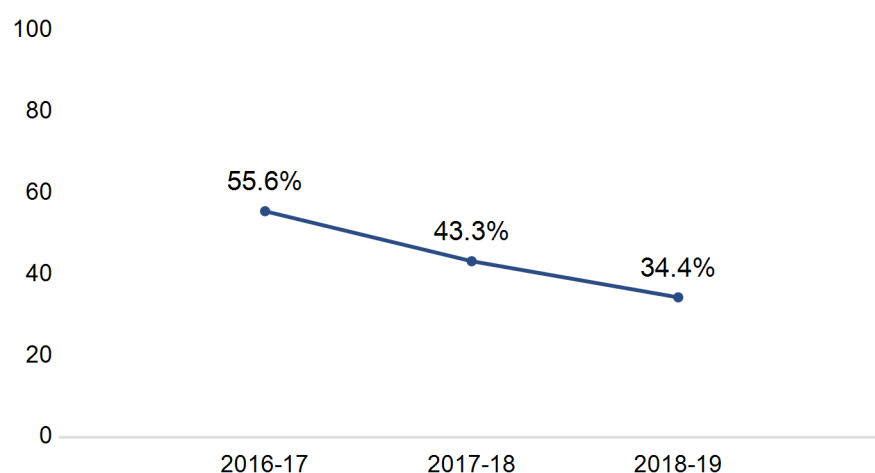
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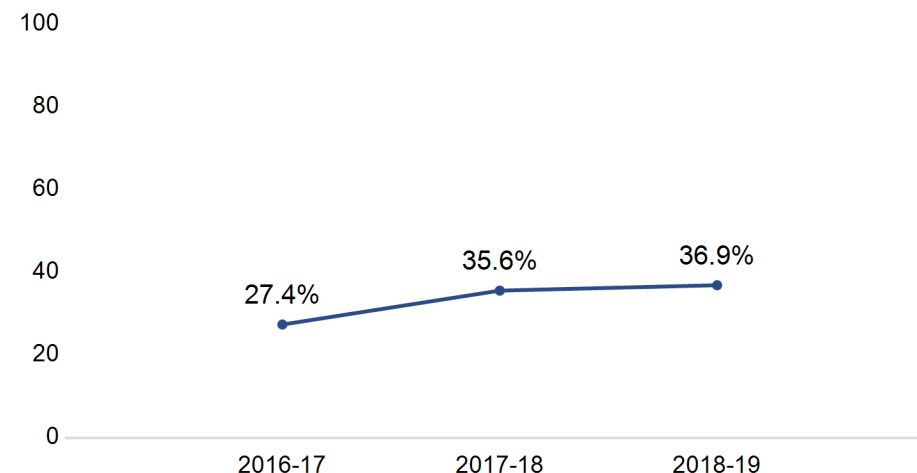
English Language Arts and Mathematics Performance Trends

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	96.7%	98.6%	98.4%	96.7%	99.3%	98.4%
Proficiency Rate for Federal Accountability	55.6%	43.3%	34.4%	27.4%	35.6%	36.9%
Annual Target	41.3%	43.4%	45.4%	35.7%	38.1%	40.4%
Met Annual Target?	Met Target	Met Target†	Not Met	Not Met	Met Target†	Met Target†
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.



Tulsa Trail Elementary School
(37-2240-070)
Grades Offered: 02-03
2018-2019

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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	122	98.4	34.4	41.7	57.9	34.4	45.4	Not Met
White	78	97.6	32.1	43.9	66.9	32.1	43.6	Not Met
Hispanic	29	100.0	37.9	35.1	43.9	37.9	32.1	Met Target
Black or African American	*	*	*	31.4	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	50.0	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	63	98.5	44.4	50.1	64.8	44.4		
Male	59	98.4	23.7	33.6	51.3	23.7		
Economically Disadvantaged Students	26	96.4	30.8	32.9	40.0	30.8	43.1	Met Target†
Non-Economically Disadvantaged Students	96	99.0	35.4	43.7	67.9	35.4		
Students with Disabilities	27	96.4	11.1	*	22.7	11.1	25.4	Not Met
Students without Disabilities	95	99.0	41.1	*	65.1	41.1		
English Learners	*	*	*	22.7	29.3	*	**	**
Non-English Learners	*	*	*	42.2	60.6	*		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	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.



Tulsa Trail Elementary School

(37-2240-070)

Grades Offered: 02-03

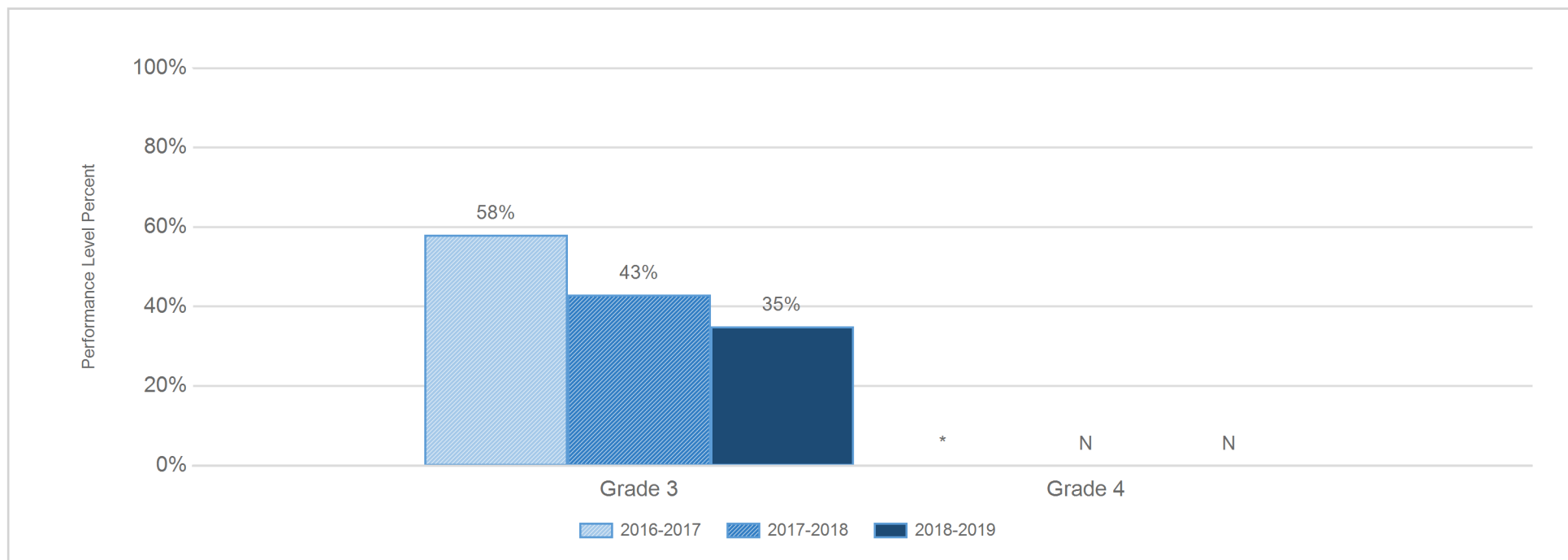
2018-2019

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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.





Tulsa Trail Elementary School

(37-2240-070)

Grades Offered: 02-03

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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	124	733	733	748	18%	23%	23%	*	*	35%	50%
White	80	732	732	757	19%	24%	24%	*	*	34%	60%
Hispanic	30	733	733	734	*	*	*	37%	0%	37%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	N	N	N	756	N	N	N	N	N	N	58%
Female	63	746	746	753	*	19%	30%	*	*	44%	55%
Male	61	721	721	743	*	28%	16%	*	*	26%	46%
Economically Disadvantaged Students	27	732	732	731	*	44%	*	*	*	30%	33%
Non-Economically Disadvantaged Students	97	734	734	759	*	18%	*	*	*	37%	61%
Students with Disabilities	26	701	701	719	*	*	0%	*	*	12%	24%
Students without Disabilities	98	742	742	754	*	*	30%	*	*	42%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	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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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	122	98.4	36.9	30.6	44.5	36.9	40.4	Met Target†
White	78	97.6	41.0	32.5	54.1	41.0	41	Met Target
Hispanic	29	100.0	20.7	*	28.8	20.7	24.3	Met Target†
Black or African American	*	*	*	20.6	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	43.5	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	63	98.5	39.7	34.3	44.9	39.7		
Male	59	98.4	33.9	26.9	44.2	33.9		
Economically Disadvantaged Students	26	96.4	30.8	22.0	26.3	30.8	27.6	Met Target
Non-Economically Disadvantaged Students	96	99.0	38.5	32.5	54.9	38.5		
Students with Disabilities	27	96.4	14.8	*	17.4	14.8	32.1	Not Met
Students without Disabilities	95	99.0	43.2	*	50.0	43.2		
English Learners	*	*	*	17.4	25.0	*	**	**
Non-English Learners	*	*	*	30.9	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	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.



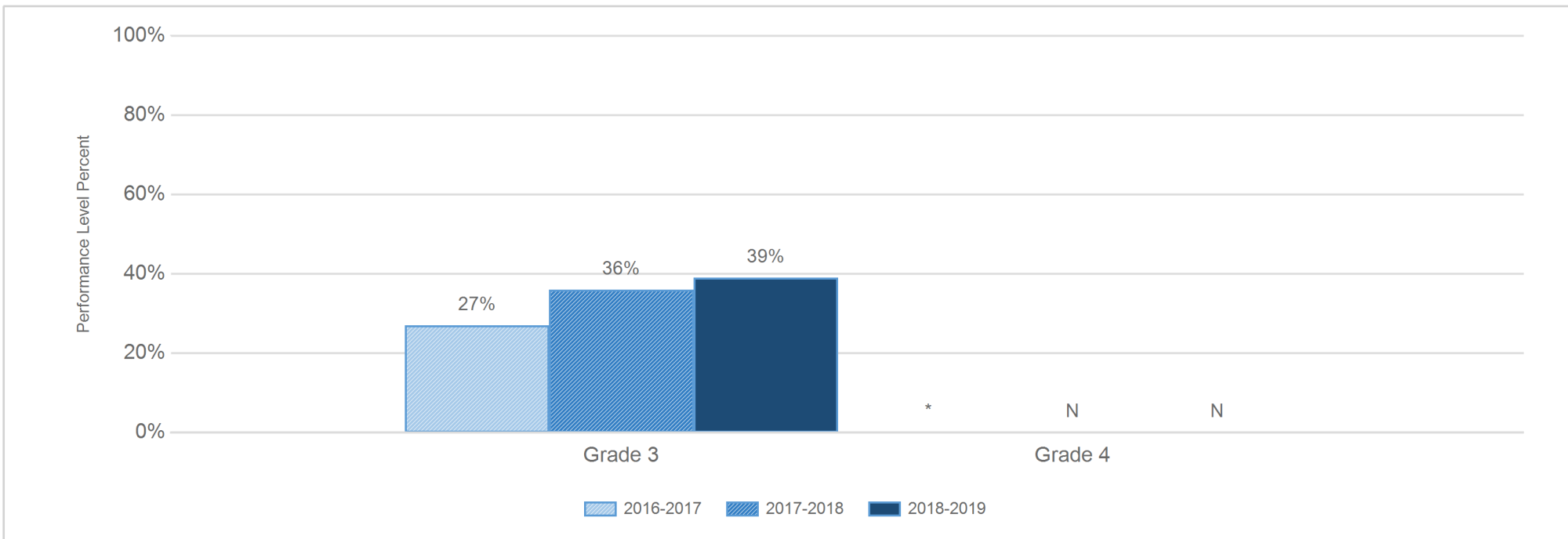
Tulsa Trail Elementary School
 (37-2240-070)
 Grades Offered: 02-03
 2018-2019

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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	124	741	741	752	12%	19%	31%	30%	9%	39%	55%
White	80	743	743	760	*	18%	30%	*	*	43%	66%
Hispanic	30	731	731	739	*	*	40%	*	*	23%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	N	N	N	758	N	N	N	N	N	N	62%
Female	63	745	745	751	*	16%	33%	*	*	41%	54%
Male	61	736	736	752	*	21%	28%	*	*	36%	56%
Economically Disadvantaged Students	27	740	740	737	*	*	41%	*	*	33%	37%
Non-Economically Disadvantaged Students	97	741	741	761	*	*	28%	*	*	40%	67%
Students with Disabilities	26	714	714	731	*	*	*	*	*	15%	31%
Students without Disabilities	98	747	747	756	*	*	*	*	*	45%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	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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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	*	*

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	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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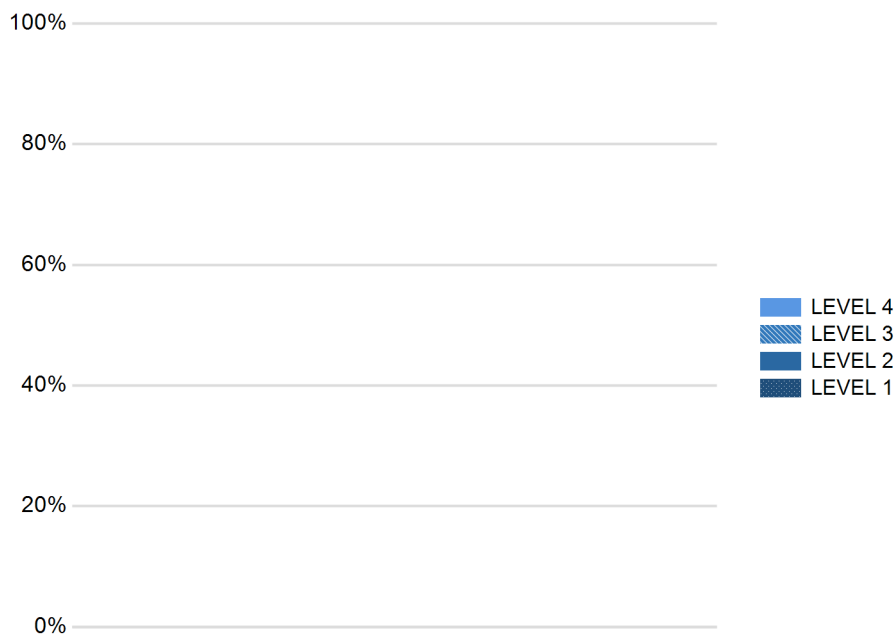
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 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

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



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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.

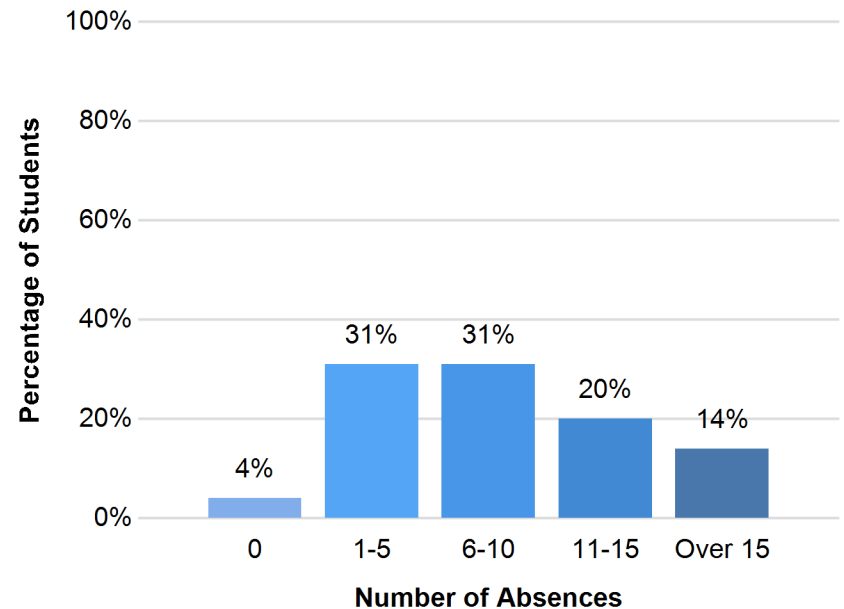
Chronic Absenteeism

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	20	8.5	7.9	Not Met
White	16	10.5	7.9	Not Met
Hispanic	3	4.8	7.9	Met
Black or African American	1	10.0	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Female	8	7.4		
Male	12	9.5		
Economically Disadvantaged Students	8	13.3	7.9	Not Met
Students with Disabilities	7	13.7	7.9	Not Met
English Learners	*	*	**	**
Homeless Students	N	N		
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.





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2018-2019

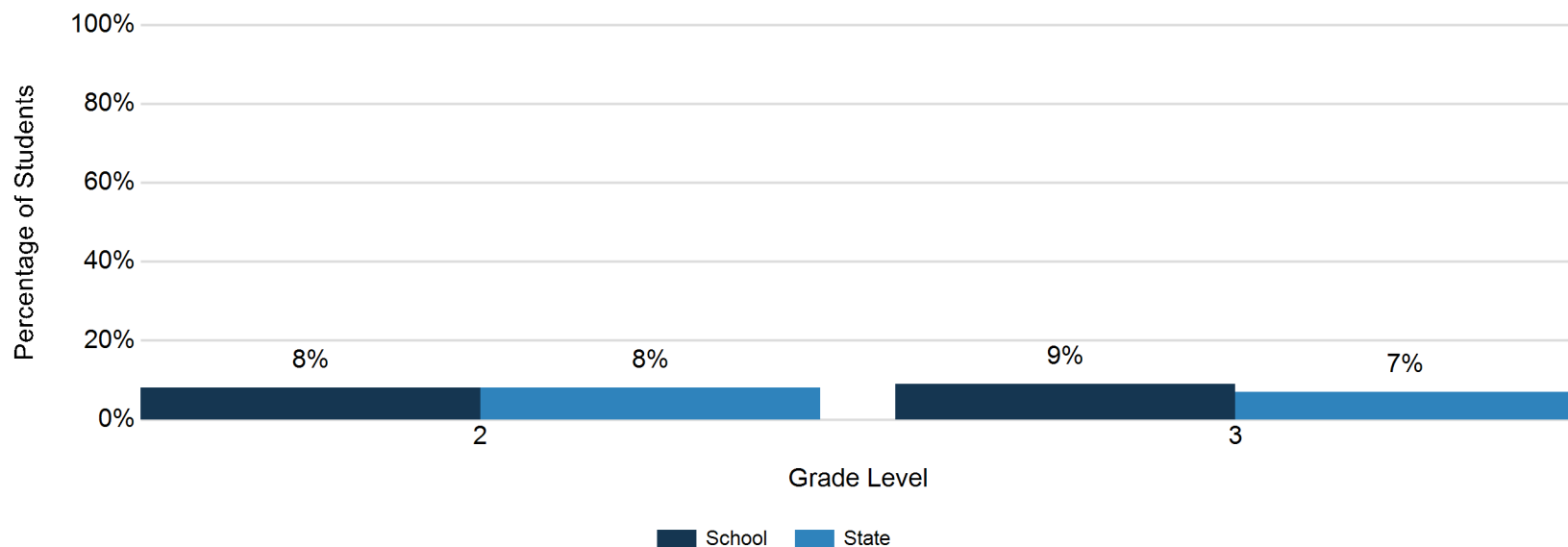
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Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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

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	*	*
Any Suspension	*	*
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

*



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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	7:50 AM
Typical End Time	2:15 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	6 Hrs 25 Mins
Shared Time - Instructional Time	6 Hrs. 25 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 in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	27	118,214
Average years experience in public schools	13.2	12.1
Average years experience in district	13.2	10.8
Percentage of Teachers with 4 or more years experience in the district	81.5%	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	15	9,530
Average years experience in public schools	11.8	16.0
Average years experience in district	10.9	12.0
Percentage of Administrators with 4 or more years experience in the district	80.0%	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	9:1	11:1
Students to Administrators	233:1	103:1
Teachers to Administrators	27:1	10:1
Students to Librarians/Media Specialists		1544:1
Students to Nurses		386:1
Students to Counselors		193:1
Students to Child Study Team Members		154:1



Tulsa Trail Elementary School

(37-2240-070)

Grades Offered: 02-03

2018-2019

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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 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	45.9%	85.2%	0.0%	48.4%	77.1%	54.9%
Male	54.1%	14.8%	100.0%	51.6%	22.9%	45.1%
White	65.7%	92.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	26.6%	7.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.3%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	2.1%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.9%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	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

Teacher 52%

Admin N/A

Master's Degree

Teacher 48%

Admin 100%

Doctoral Degree

Teacher 0%

Admin 0%

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

This table shows the percentage of teachers and administrators assigned to this district in 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	92.9%	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	90.8%



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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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

Status for 2020-21 School Year	N
Category of Identification	N
Year Eligible to Exit Status	N
Student Group Status: White	N
Student Group Status: Hispanic	N
Student Group Status: Black or African American	N
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	N
Student Group Status: American Indian or Alaska Native	N
Student Group Status: Two or More Races	N
Student Group Status: Economically Disadvantaged Students	N
Student Group Status: Students with Disabilities	N
Student Group Status: English Learners	N

† 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	55.6%	43.3%	34.4%
Math Proficiency	27.4%	35.6%	36.9%
ELA Growth	*	N	N
Math Growth	*	N	N
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	10.8%	8.0%	8.5%

† 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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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](#).

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

- In 18-19, the MakerSpace Lab was implemented with STEAM activities in which all students in the school were involved.
- We received high marks on our stakeholder survey of our culture and climate
- We have a 1-to-1 chromebook initiative for our third graders was completed. Students utilized the Chromebooks for a variety of activities and staff training.



Mission, Vision, Theme:

The Hopatcong Borough School District strives to deliver a 21st Century world-class education and engage all students through the use of innovative instructional practices, technological infusion and rigorous academic experiences with the goal of developing well-rounded and successful students who are college and career ready to meet the ever-changing needs of a global society.



Awards, Recognition, Accomplishments:

We currently have a former NJ Teacher of the Year award winner on staff. We have master teachers and many teachers that have completed or are working toward master's degrees. We have been awarded various grants for programs such as Veteran's Day recognition, Family Science Nights, instructional technology, character education, Science Fair, etc. Dr. Danielle Kovach, in addition to earning her Doctorate from Columbia University, was selected to serve on the Counsel of Exceptional Children Board of Directors.



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Courses, Curriculum, Instruction:

We utilize approved grade level curriculum that is based on NJ standards. Teachers use a multi-sensory approach addressing various learning styles in instruction. We use a balanced literacy approach to reading and our classrooms follow the Reader's and Writer's Workshop model. Significant training in regard to Readers Workshop took place. Conquer Math training was also incorporated in professional development activities. Additionally, the school attempted a Standards Based Report Card and at the end of the year it was decided that the experiment would not be continued.



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 <p>Before and After School Programs:</p>	<p>Alphabest is a contracted agency that was utilized for the first year. There were minimal complaints and heavy enrollment. This indicates a successful program.</p>
 <p>Staff and Professional Learning:</p>	<p>Our professional development initiatives are not one time supports. We continue the support with follow up meetings and continued development across a period of time when the skills have been mastered. Staff planning and professional development time is built into our schedule and faculty meetings are used as a professional development platform. Teachers are encouraged to work in partnerships and groups on activities and projects such as Project Based Learning. Common Planning time was incorporated as part of the school year schedule.</p>



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Student Supports and Services:

We provide support for English Language Learners. We have a highly respected special education department that provides programs to a variety of students based on their needs. Our Response to Intervention team uses a tiered approach to interventions. We have some high school National Honor Society students tutor struggling elementary students. NJTSS-ER is a grant program through the NJDOE which prepared the district for building an RTI program of a formal nature as it pertains to literacy.



Student Health and Wellness:

Our students receive physical and health education. Our school nurse brings programs into the school that promote a healthy lifestyle such as a dental program. Students are offered breakfast and lunch daily.



Parent and Community Involvement:

Our HEPTO (parent-teacher organization) runs fundraisers and activities to supplement the school budget for activities, programs, and celebrations. There are Parent Advisory Committee meetings as well as a Special Education Parent Advocacy Group. We work in close partnership with the Hopatcong Police and Fire to help students get to know their neighborhood safety people and learn about safety. A parent night for Gifted and Talented students took place and there were 3 Family Science sessions at night.



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Facilities:

Tulsa Trail School was built in 1969. We have a full library, computer lab, all-purpose room, CST offices, music room, and art room.



School Safety:

All staff as assigned Safe School training courses specific to their job description. The training courses are in compliance with applicable federal and state laws. We had a director of security located in the middle school who coordinated safety plan for each of the district and had them approved by the county. Plans for a Class III Officer for the 19-20 school year were finalized.



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Other Information

Tulsa Trail teachers are highly qualified with many holding advanced degrees. The teachers and support staff members are dedicated to the children of Tulsa Trail providing them with a nurturing environment. There are numerous academic and service programs at Tulsa Trail School that support individual student needs. These include the arts, special education, speech, ESL, basic skills, a reading specialist, resource centers, tutoring and guidance programs. These programs help support students' academic, social and emotional needs. The math, language arts, science and social studies curricula have been updated to meet the New Jersey Common Core Content Standards. Technology is an integral component of these academic programs used to strengthen the student learning experience with its seamless use of SmartBoards, Chromebooks, and iPads. Students are scheduled to attend weekly computer literacy classes with a dedicated technology teacher. Reading continues to be a focal point of Tulsa Trail's academic program and we run a homogeneous grouping model for instruction. Leadership, anti-bullying and character education lessons are woven throughout the curriculum, including the arts, and are emphasized by school-wide activities such as the Hopatcong Educational Parent Teacher Organization's (HEPTO) assemblies. In addition to the active participation of HEPTO, Tulsa Trail's students benefit from parent volunteers, community organizations and Hopatcong Borough community resources. Our Board of Education focuses on providing the best education within its financial means.