NJ SCHOOL PERFORMANCE REPORT

HAMILTON INTERMEDIATE SCHOOL
(17-2060-061)
Grades Offered: 04-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	HUDSON
District	HARRISON TOWN
Principal Name	MR. STAHL
Address	223 HAMILTON STREET HARRISON, NJ 07029
Phone Number	(973)735-5550
Email Address	KEVIN.STAHL@STAFF.HARRISONSCHOOLS.ORG
Website	http://his.harrisonschools.org

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
4	137	148	149
5	149	135	141
Total	286	283	290

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	50.0%	49.5%	49.0%
Male	50.0%	50.5%	51.0%
Economically Disadvantaged Students	77.6%	82.0%	80.7%
Students with Disabilities	19.2%	16.6%	16.6%
English Learners	8.7%	9.2%	4.8%
Homeless Students		0.0%	1.0%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	19.6%	19.4%	17.9%
Hispanic	66.1%	68.9%	73.8%
Black or African American	2.4%	2.5%	0.7%
Asian	11.2%	9.2%	7.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.7%	0.0%	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
Spanish	49.7%
English	34.8%
Portuguese	6.2%
Chinese	2.4%
Urdu	2.1%
Other Languages	4.8%

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	63	58	50	Exceeds Standard	55	56	50	Met Standard
White	61.5	55.5	50	Exceeds Standard	46.5	52	51	Met Standard
Hispanic	62	58	49	Exceeds Standard	55	55	48	Met Standard
Black or African American	N	19	44	**	N	*	44	**
Asian, Native Hawaiian, or Pacific Islander	73	72	61	Exceeds Standard	74	75	61	Exceeds Standard
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	N	*	49	**	N	*	51	**
Economically Disadvantaged	64	56	48	Exceeds Standard	53	57	47	Met Standard
Students with Disabilities	66	52	41	Exceeds Standard	81	62	43	Exceeds Standard
English Learners	72	55	54	**	57	59	51	Met Standard

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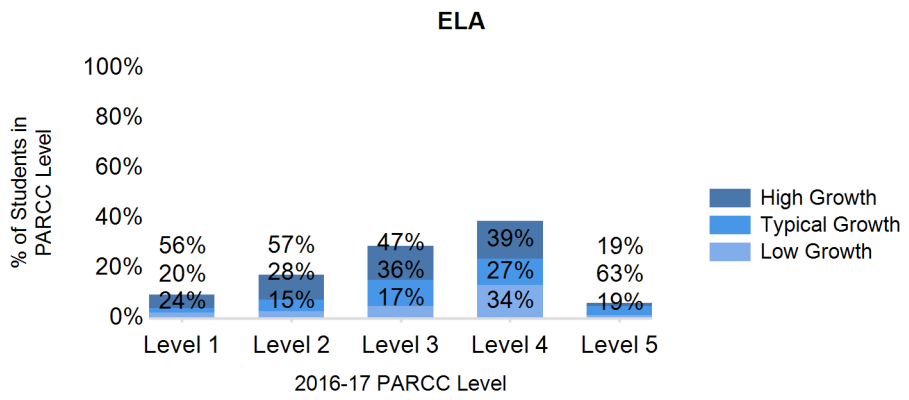
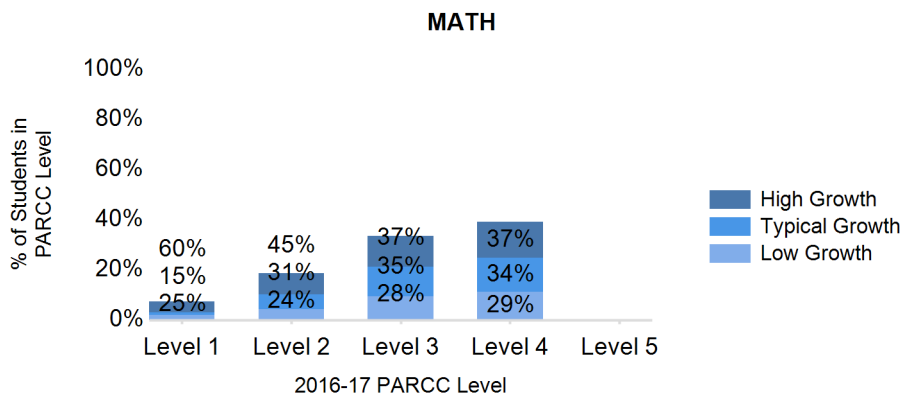
Student Growth by Performance Level

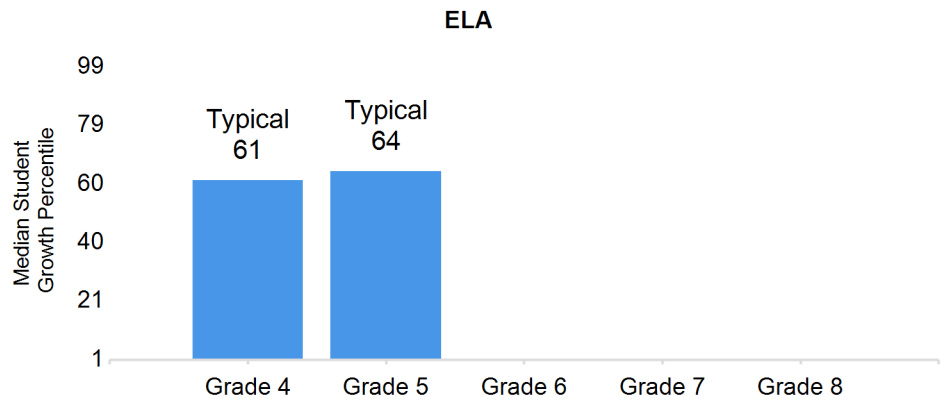
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

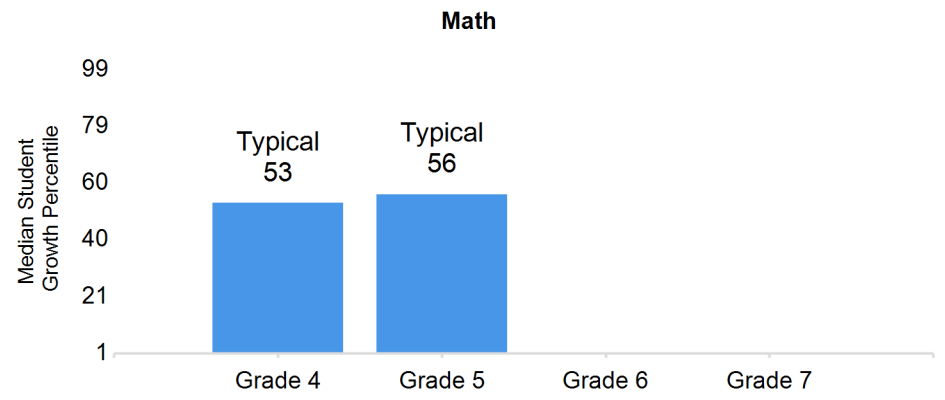




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	278	98.6	58.3	50.5	56.7	58.3	48.5	Met Target
White	51	100.0	68.6	58.7	65.6	68.6	62.6	Met Target
Hispanic	203	99.1	51.7	46.0	42.5	51.7	42	Met Target
Black or African American	*	*	*	*	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	75.5	Met Goal
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	135	97.2	59.2	56.9	64.5	59.2		
Male	143	100.0	57.3	44.3	49.4	57.3		
Economically Disadvantaged Students	219	99.1	52.0	46.9	38.5	52.0	43	Met Target
Non-Economically Disadvantaged Students	59	96.8	81.4	65.9	67.5	81.4		
Students with Disabilities	50	100.0	30.0	16.4	21.6	30.0	23.5	Met Target
Students without Disabilities	228	98.3	64.5	58.9	63.9	64.5		
English Learners	25	100.0	16.0	*	27.3	16.0	37.9	Not Met
Non-English Learners	253	98.5	62.5	*	59.4	62.5		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	142	751	751	756	*	10%	29%	*	*	55%	58%
White	26	758	758	764	*	*	*	*	*	65%	68%
Hispanic	106	748	748	744	*	11%	34%	*	*	49%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	763	N	N	N	N	N	N	63%
Female	72	752	752	762	*	*	31%	*	*	54%	63%
Male	70	750	750	751	*	*	27%	*	*	56%	53%
Economically Disadvantaged Students	105	747	747	740	*	*	*	*	*	47%	40%
Non-Economically Disadvantaged Students	37	764	764	767	*	*	*	*	*	78%	70%
Students with Disabilities	24	733	733	726	*	*	*	*	*	33%	25%
Students without Disabilities	118	755	755	762	*	*	*	*	*	59%	64%
English Learners	10	711	711	720	*	*	*	*	*	10%	17%
Non-English Learners	132	754	754	759	*	*	*	*	*	58%	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	140	755	755	755	*	11%	24%	*	*	61%	58%
White	24	769	769	763	0%	0%	*	*	*	71%	68%
Hispanic	103	750	750	743	*	14%	26%	*	*	54%	43%
Black or African American	N	N	N	738	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	13	773	773	780	0%	*	0%	*	*	92%	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	N	763	N	N	N	N	N	N	65%
Female	65	764	764	762	*	*	25%	*	*	66%	66%
Male	75	748	748	749	*	*	24%	*	*	56%	51%
Economically Disadvantaged Students	120	751	751	739	*	*	*	*	*	56%	39%
Non-Economically Disadvantaged Students	20	779	779	766	*	*	*	*	*	90%	71%
Students with Disabilities	22	736	736	724	*	*	50%	*	*	23%	22%
Students without Disabilities	118	759	759	762	*	*	19%	*	*	68%	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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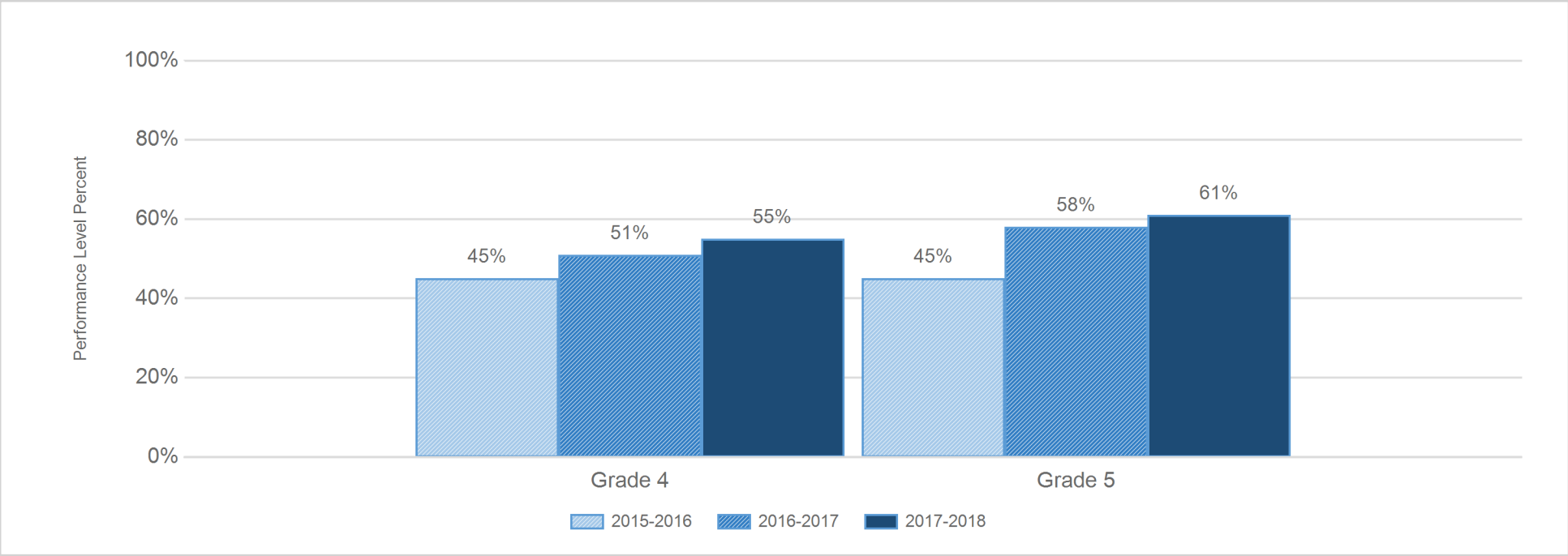
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	282	98.7	42.2	29.6	45.0	42.2	42.5	Met Target†
White	53	100.0	41.5	*	54.1	41.5	48.1	Met Target†
Hispanic	205	99.1	39.1	26.2	29.2	39.1	35.8	Met Target
Black or African American	*	*	*	*	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	79.4	Met Target†
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	137	97.3	40.2	29.8	46.0	40.2		
Male	145	100.0	44.1	29.4	43.9	44.1		
Economically Disadvantaged Students	223	99.2	39.9	27.1	26.6	39.9	37.9	Met Target
Non-Economically Disadvantaged Students	59	96.8	50.9	40.6	55.9	50.9		
Students with Disabilities	50	100.0	46.0	*	17.1	46.0	29.7	Met Target
Students without Disabilities	232	98.4	41.4	*	50.5	41.4		
English Learners	29	100.0	20.7	*	24.6	20.7	26	Met Target†
Non-English Learners	253	98.5	44.6	*	46.9	44.6		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	147	741	741	748	8%	14%	40%	*	*	37%	49%
White	28	738	738	755	*	*	43%	*	*	32%	60%
Hispanic	108	740	740	737	*	16%	39%	*	*	37%	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	N	752	N	N	N	N	N	N	55%
Female	75	738	738	748	*	*	41%	*	*	32%	50%
Male	72	743	743	748	*	*	39%	*	*	43%	49%
Economically Disadvantaged Students	110	738	738	733	*	*	36%	*	*	37%	30%
Non-Economically Disadvantaged Students	37	748	748	758	*	*	51%	*	*	38%	62%
Students with Disabilities	24	736	736	725	*	*	*	*	*	33%	22%
Students without Disabilities	123	742	742	753	*	*	*	*	*	38%	55%
English Learners	15	729	729	722	*	*	*	*	*	27%	16%
Non-English Learners	132	742	742	750	*	*	*	*	*	39%	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	142	745	745	748	*	20%	31%	*	*	45%	49%
White	24	747	747	756	*	*	*	50%	0%	50%	60%
Hispanic	105	740	740	736	*	23%	34%	*	*	39%	32%
Black or African American	N	N	N	730	N	N	N	N	N	N	26%
Asian, Native Hawaiian, or Pacific Islander	13	776	776	777	0%	0%	*	*	*	85%	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	N	754	N	N	N	N	N	N	55%
Female	66	749	749	749	*	20%	29%	*	*	48%	50%
Male	76	741	741	747	*	21%	33%	*	*	42%	48%
Economically Disadvantaged Students	122	740	740	733	*	24%	*	*	*	41%	29%
Non-Economically Disadvantaged Students	20	771	771	758	*	0%	*	*	*	70%	62%
Students with Disabilities	22	748	748	726	*	*	*	*	*	59%	20%
Students without Disabilities	120	744	744	752	*	*	*	*	*	43%	55%
English Learners	11	713	713	718	*	*	*	*	*	*	13%
Non-English Learners	131	747	747	750	*	*	*	*	*	*	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

HAMILTON INTERMEDIATE SCHOOL
(17-2060-061)
Grades Offered: 04-05
2017-2018

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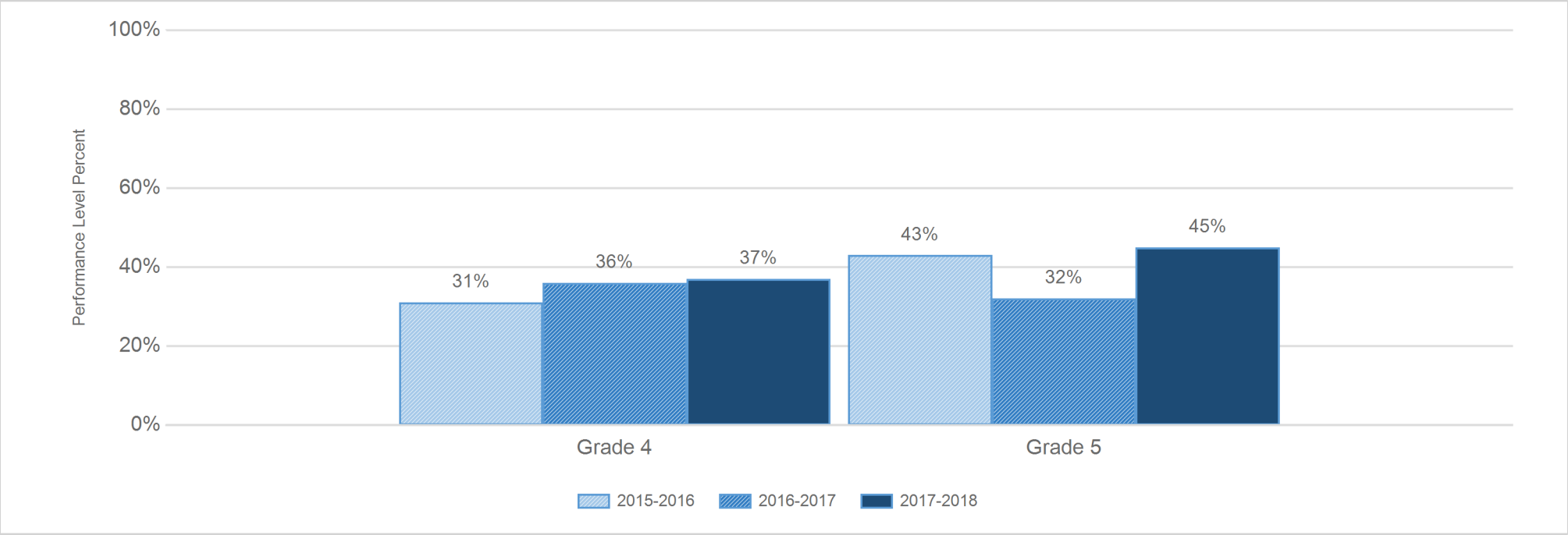
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
4	*	*
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. 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	85.7%	**	**

† 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	15	86.7%	13.3%
3-4	10	60.0%	40.0%
5 or more	*	*	*

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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

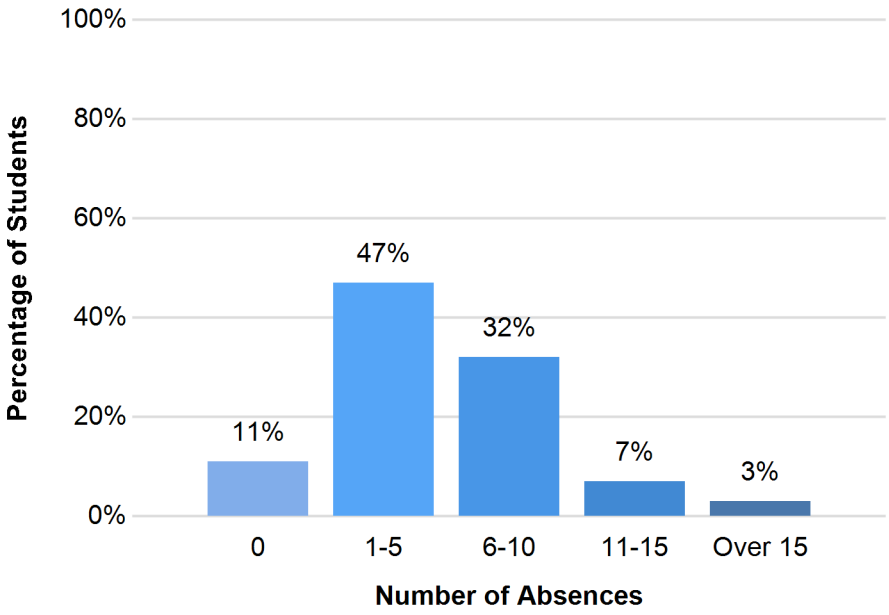
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	3	1.0	7.6	Met
White	0	0	7.6	Met
Hispanic	3	1.4	7.6	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	7.6	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	3	1.3	7.6	Met
Students with Disabilities	1	2.0	7.6	Met
English Learners	0	0	**	**

Days Absent

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



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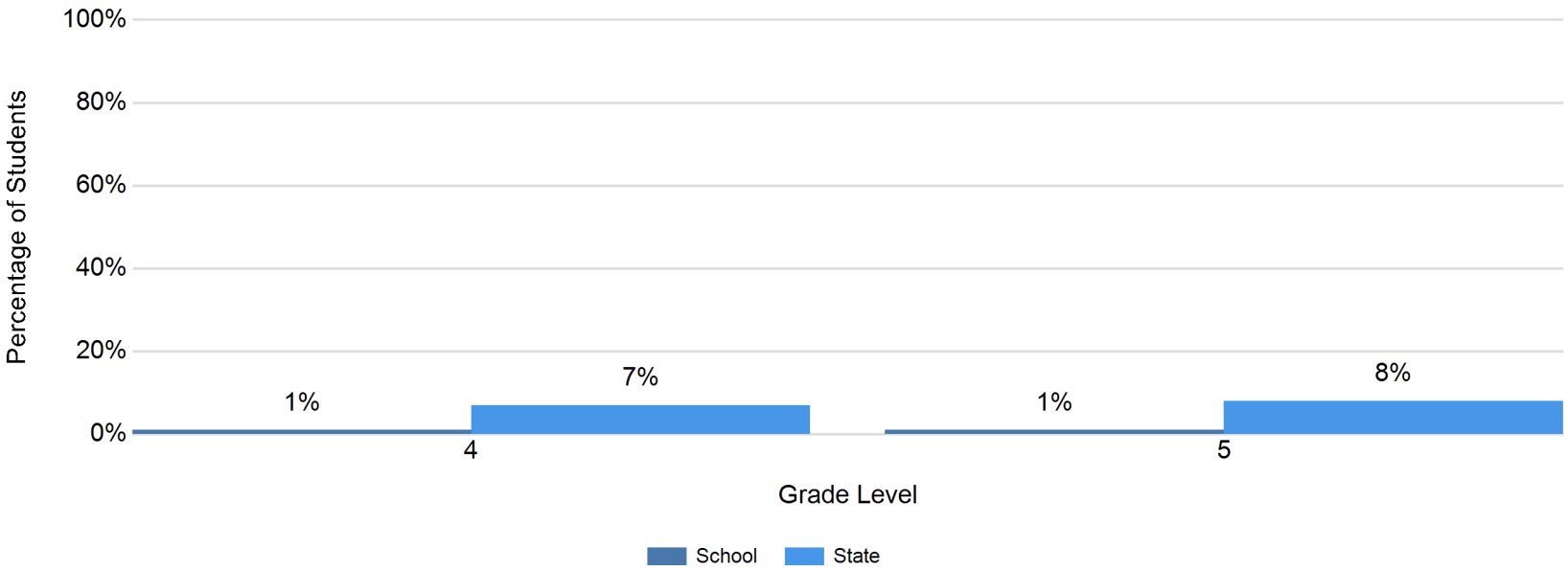
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.34

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	1	1
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	0	1
No Identified Nature	6		6

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0

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School Day

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

Category	School
Typical Start Time	8:20 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	2.8:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$955	$15,606	$16,561

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	29	117,464
Average years experience in public schools	14.3	12.0
Average years experience in district	13.1	10.7
Teachers in district for 4 or more years	72.4%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	18	9,374
Average years experience in public schools	22.1	16.0
Average years experience in district	11.1	12.0
Administrators in district for 4 or more years	77.8%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	14:1
Students to Administrators	290:1	135:1
Teachers to Administrators	29:1	10:1
Students to Librarians/Media Specialists		N
Students to Nurses		486:1
Students to Counselors		810:1
Students to Child Study Team		187:1

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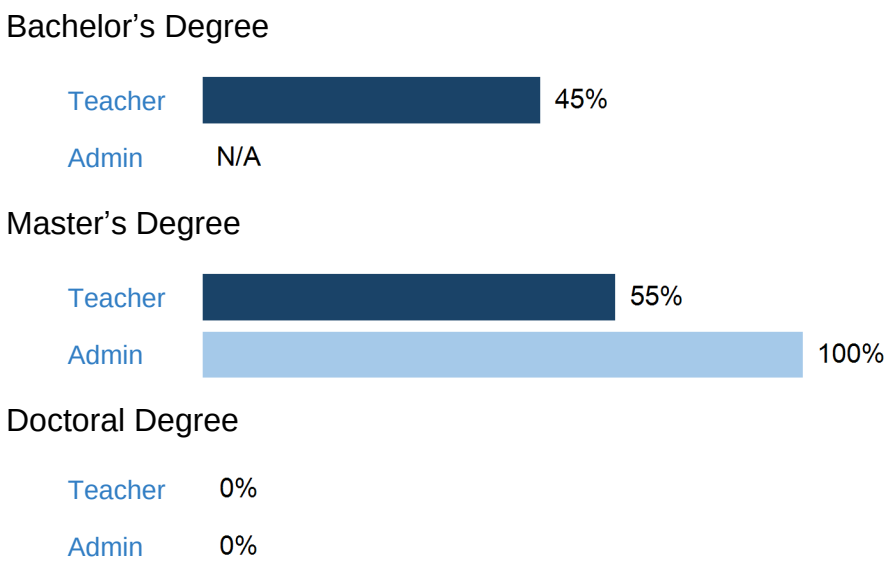
Teachers and Administrators - Level of Education

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



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	92.5%	90.2%
2016-17 Administrators: Same district 2017-18	85.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	95.2%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	86.2%	0.0%
Male	13.8%	100.0%
White	93.1%	100.0%
Hispanic	0.0%	0.0%
Black or African American	3.4%	0.0%
Asian	3.4%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	51.84	17.5%
Mathematics Proficiency	42.83	17.5%
English Language Arts Growth	90.88	25.0%
Mathematics Growth	74.66	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	98.68	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	72.75	n/a
Summative Rating: Percentile Rank of Summative Score	83.12	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target†	Exceeds Standard	Met Standard	**	Met	No
White	56.37	14.08	No	Met Target	Met Target†	Exceeds Standard	Met Standard	n/a	Met	No
Hispanic	77.17	14.08	No	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	73.90	14.08	No	Met Goal	Met Target†	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	84.14	14.08	No	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
Students with Disabilities	92.78	14.08	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Met	No
English Learners	46.72	14.08	No	Not Met	Met Target†	**	Met Standard	Met Standard	**	No

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

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Highlights:	• Curriculum aligned to NJSLS and includes Balanced Literacy, GoMath, and Next Generation Science Standards. • Technology is a part of each school day, with all students having G Suite for Education and Chromebook access. • Hamilton School's Student Council continues to raise funds for Saint Jude's Hospital and Camp Fatima of NJ in 2017-18.
Mission, Vision, Theme:	Our Vision is to create a community of lifelong learners who are prepared to meet the challenges of the 21st century. We seek to provide students with a comprehensive education encompassing academic, social, emotional, and cultural needs in a technological age. It is our objective that every child will reach their academic potential, while exhibiting strong morals and values. We strive to maintain collaboration amongst teachers, parents, and community members.
Awards, Recognition, Accomplishments:	Hamilton Intermediate School's Student Council continues to support Saint Jude's Children's Research Hospital and Camp Fatima of New Jersey by hosting yearly fundraising activities.

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School Narrative

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Courses, Curriculum, Instruction:	Balanced Literacy Program, including leveled readers, and Readers/Writers Workshop; GoMath!; Next Generation Science Standards, Project Based Learning approach for Social Studies. Various online subscriptions: G Suite for Education, Newsela, IXL, and Scholastic News Textbooks: Good Habits Great Readers/Writers, GoMath, Science Fusion.
Clubs and Activities:	Art Club, Book Club, Band, Chorus, School Newspaper, Gifted and Talented, Student Council, and Character Education Program.

NJ SCHOOL PERFORMANCE REPORT

HAMILTON INTERMEDIATE SCHOOL
(17-2060-061)
Grades Offered: 04-05
2017-2018

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Before and After School Programs:	Hamilton School's CHIP (Counseling, Homework, and Intervention Program) Program provides services to our special education population after school. Our After School Band and Chorus programs perform at our Winter and Spring concert along with other community events throughout the year. Our After School programs increase academic effort, improve leadership skills, and help benefit our students' social and emotional well being.
Staff and Professional Learning:	Teachers participate in 20 hours of Professional Development offered by the district throughout the school year. Topic's have included Writer's Workshop, Special Education Law, Student Management, and team building. Additionally, the district participates in the Hudson County Professional Development Consortium, which offers many opportunities for teachers to be trained in new approaches and important topics. Professional development is ongoing and based upon student need.

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Student Supports and Services:	Our Intervention and Referral Services (I&RS) Team is designed to assist students who are experiencing learning, behavior or health difficulties. Our Bilingual and ESL program offer support and services for our ELL students. Hamilton School has a School Social Worker/Anti-Bullying Specialist on staff. Our new Intervention program includes two teachers who work with students based on data to provide intervention strategies to close the achievement gap. Our part-time Literacy Coach provides job embedded professional development.
Student Health and Wellness:	Hamilton School has a partnership with Newark Beth Israel Medical Center. They provide our students with KidsFit, a health and wellness program. In addition, Hamilton School provides a universal breakfast to all of our students, daily. The benefits of breakfast at the start of our school day include: improved concentration, increased energy, and less students sent home during the morning hours for sickness. Outdoor/Indoor recess is provided everyday. Our School Nurse provides preventative and screening services to our students during the school year.
Parent and Community Involvement:	The Hamilton Parent Teacher Organization raises money for special events and activities for students throughout the year. Our PowerSchool Parent Portal allows parents to access student grades and receive messages. Hamilton School's website offers an additional link to keep parents informed of daily school happenings. We have a partnership with Walmart for incentives towards our reading program. Parents are invited to attend the Parent Prom, and 4th and 5th Grade Level projects during the year.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Hamilton School participates in frequent student, parent, and staff climate surveys. All surveys are carefully reviewed and needs are addressed based on feedback. Teachers and staff are informed of the survey results by our school social worker at a monthly staff meeting. New initiatives, protocol, and policies are driven by these important surveys.
Facilities:	Hamilton Intermediate School is a multicultural, multilingual intermediate school. Our building includes two grade level courtyards, a gymnasium with stage, art room, music room, two computer labs, 150 chromebooks and a cafeteria. Our classrooms contain student leveled libraries, 60 in. flat screen television screens, whiteboards, document cameras, and specific areas designated to compliment small group instruction and differentiation.

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Technology and STEM:	Our STEAM/Technology units create a learning environment that addresses the challenges associated with student engagement and written communication in mathematics and science. In addition,these units help students overcome difficulties and persevere when a first attempt does not work. Students will stay motivated to continue to try and learn rather than give up. Student learn how to: Build models around themes that push brainstorming, analyze cause and effect.make observations during testing, display and communicate data, and create working models.

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Other Information:	Two hundred and ninety five students from numerous continents and countries call Hamilton School home. At Hamilton School we believe that our greatest resource for the future is the student population in our charge. Through constant teacher and staff involvement we nurture our students to assure their success in school and beyond. Hamilton School is committed to a number of initiatives aiming to address our school-wide goals in Mathematics, Science, and Language Arts Literacy. Initiatives in all areas include quarterly benchmark testing to assist staff in isolating specific areas of weakness. Data from our formal and information assessments are strong components in determining the needs of our students and developing lessons using differentiated instruction. Technology is a tremendous part of our educational process. Computer labs, wireless laptop carts, and a number of Smart Boards continue to provide students with opportunities to enhance their technological abilities. Online subscriptions to Google, Achieve3000, IXL, virtual science experiments, and Scholastic News serve as resources that enhance our district's curriculum. Beyond formal studies during the school day, students at Hamilton School have numerous opportunities to continue their educational pursuits. Extracurricular activities, such as our art club, book club, band, chorus, character education club, and the school newspaper, keep many of our students involved well beyond the final school bell. Our Parent Teacher Organization (PTO) is a very active group composed of highly motivated and dedicated parents. Hamilton School's success is directly correlated to our highly effective and committed staff. Hamilton School teachers pursue district, school, and personal professional development opportunities on an ongoing basis in order to ensure that they are bringing to their classrooms the best instructional strategies and methods currently available.