




ANNA L. KLEIN
2016-2017
Grade Span PK-08

17-1850-050
HUDSON
GUTTENBERG TOWN
301 69TH ST
GUTTENBERG, NJ 07093-2411

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	32	37	32
KG	102	102	110
1	114	100	98
2	111	113	98
3	98	113	110
4	97	110	108
5	91	106	107
6	108	94	104
7	88	111	101
8	95	96	115
Ungraded	39	33	39
Total	975	1015	1022

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	2014-15	2015-16	2016-17
Female	49%	50%	49%
Male	52%	50%	51%
Economically Disadvantaged Students	78%	79%	80%
Students with Disabilities	8%	9%	9%
English Learners	13%	19%	16%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			4%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Hispanic	91.9%
White	5.5%
Asian	1.5%
Black or African American	1.1%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.1%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	28	37	32
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	106	102	110

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. All other students are included in Other Languages.

Home Language	% of Students
Spanish	59.3%
English	37.6%
Arabic	1.9%
Other	1.3%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	604	99.5	48.00	48.00	54.90	48	45.2	Met Target
White	36	100.0	38.90	38.90	63.90	38.9	37.5	Met Target
Hispanic	552	99.5	48.20	48.20	39.80	48.2	44.9	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	N	N	N	N	54.90	N	**	**
Female	308	100.0	55.80	55.80	62.20	55.8		
Male	296	99.0	39.90	39.90	48.10	39.9		
Economically Disadvantaged Students	514	99.4	46.20	46.20	36.20	46.2	42.5	Met Target
Non-Economically Disadvantaged Students	90	100.0	58.90	58.90	65.80	58.9		
Students with Disabilities	71	97.4	15.50	15.50	20.50	15.5	9.8	Met Target
Students without Disabilities	533	99.8	52.30	52.30	61.90	52.3		
English Learners	91	100.0	20.90	20.90	25.20	20.9	21.9	Met Target†
Non-English Learners	513	99.5	52.80	52.80	57.40	52.8		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	109	739	739	749	16%	*	35%	37%	*	38%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	98	740	740	734	15%	*	37%	37%	*	38%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	53	740	740	754	*	*	40%	36%	*	36%	55%
Male	56	739	739	745	*	*	30%	38%	*	39%	46%
Economically Disadvantaged Students	88	737	737	731	*	*	*	34%	*	35%	31%
Non-Economically Disadvantaged Students	21	751	751	762	*	*	*	48%	*	48%	63%
Students with Disabilities	11	708	708	720	*	*	*	*	*	18%	24%
Students without Disabilities	98	743	743	755	*	*	*	*	*	40%	55%
English Learners	16	704	704	709	*	*	*	*	*	*	11%
Non-English Learners	93	745	745	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	109	744	744	753	*	16%	35%	43%	*	45%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	96	743	743	740	*	17%	32%	45%	*	46%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	52	746	746	758	*	*	39%	44%	*	46%	61%
Male	57	742	742	749	*	*	32%	42%	*	44%	51%
Economically Disadvantaged Students	90	742	742	737	*	*	*	41%	*	41%	36%
Non-Economically Disadvantaged Students	19	754	754	764	*	*	*	53%	*	63%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	11	712	712	711	*	*	*	*	*	*	10%
Non-English Learners	98	748	748	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	107	748	748	756	*	15%	29%	46%	*	50%	59%
White	*	*	*	763	*	*	*	*	*	*	69%
Hispanic	102	748	748	743	*	15%	28%	46%	*	50%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	52	754	754	761	*	*	*	62%	*	65%	66%
Male	55	743	743	750	*	*	*	31%	*	35%	53%
Economically Disadvantaged Students	89	747	747	740	*	*	*	43%	*	45%	40%
Non-Economically Disadvantaged Students	18	757	757	765	*	*	*	61%	*	72%	71%
Students with Disabilities	13	717	717	725	*	*	*	*	*	*	22%
Students without Disabilities	94	753	753	762	*	*	*	*	*	*	66%
English Learners	11	705	705	710	*	*	*	*	*	*	12%
Non-English Learners	96	753	753	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	99	756	756	752	*	13%	25%	55%	*	62%	54%
White	*	*	*	758	*	*	*	*	*	*	63%
Hispanic	89	757	757	740	*	14%	21%	58%	*	65%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	55	759	759	758	0%	*	20%	60%	*	69%	61%
Male	44	752	752	746	0%	*	32%	48%	*	52%	46%
Economically Disadvantaged Students	86	756	756	737	*	15%	*	*	*	63%	34%
Non-Economically Disadvantaged Students	13	759	759	761	*	0%	*	*	*	54%	65%
Students with Disabilities	*	*	*	722	*	*	*	*	*	*	17%
Students without Disabilities	*	*	*	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	751	751	756	*	*	24%	49%	10%	59%	59%
White	*	*	*	764	*	*	*	*	*	*	69%
Hispanic	92	751	751	742	*	*	25%	48%	*	58%	44%
Black or African American	N	N	N	737	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	784	N	N	N	N	N	N	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	56	762	762	764	*	*	23%	55%	18%	73%	68%
Male	40	736	736	749	*	*	25%	40%	0%	40%	51%
Economically Disadvantaged Students	82	749	749	739	*	*	*	45%	*	55%	40%
Non-Economically Disadvantaged Students	14	767	767	766	*	*	*	71%	*	86%	70%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	763	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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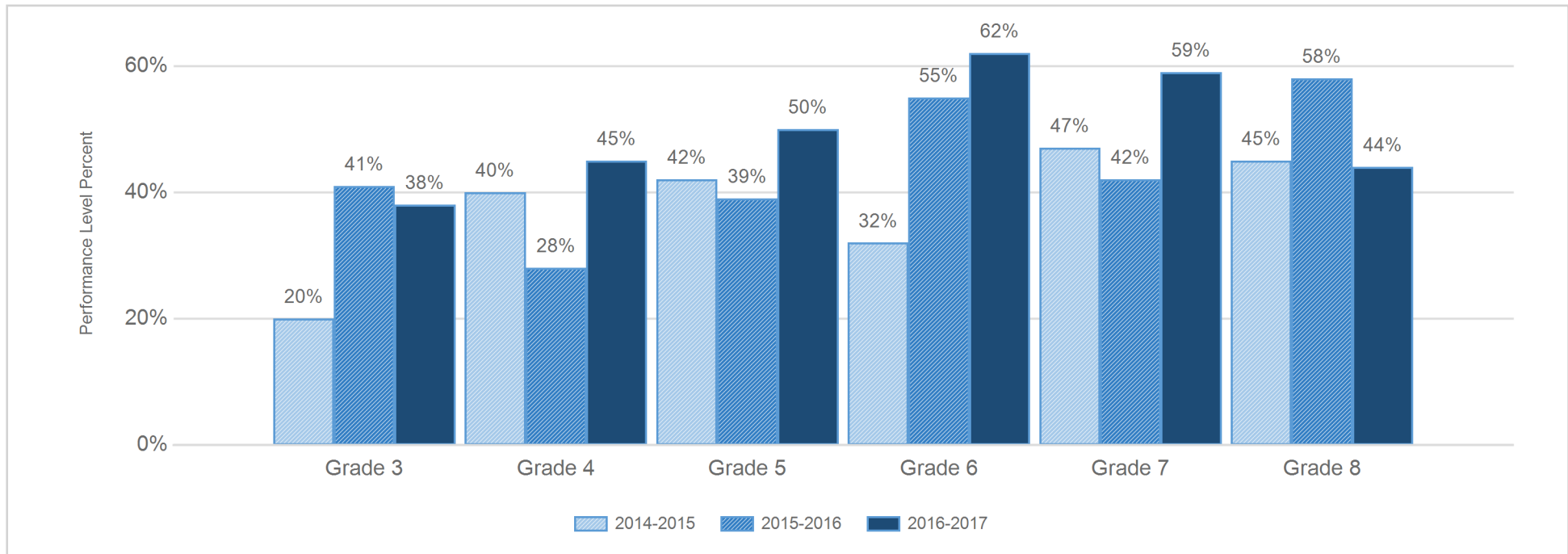
English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	108	744	744	757	14%	12%	30%	34%	10%	44%	59%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	100	742	742	742	15%	*	31%	33%	*	42%	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	N	N	N	758	N	N	N	N	N	N	60%
Female	55	750	750	766	*	*	29%	33%	*	49%	68%
Male	53	737	737	749	*	*	30%	36%	*	40%	50%
Economically Disadvantaged Students	94	745	745	739	*	*	*	*	*	46%	40%
Non-Economically Disadvantaged Students	14	739	739	766	*	*	*	*	*	36%	69%
Students with Disabilities	17	727	727	718	*	*	*	*	*	24%	18%
Students without Disabilities	91	747	747	764	*	*	*	*	*	48%	67%
English Learners	12	691	691	701	*	*	*	*	*	*	*
Non-English Learners	96	751	751	759	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	618	99.6	33.20	33.20	43.50	33.2	34.6	Met Target†
White	36	100.0	36.10	36.10	52.40	36.1	36.6	Met Target†
Hispanic	566	99.5	32.20	32.20	27.60	32.2	33.8	Met Target†
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	N	N	N	N	44.90	N	**	**
Female	314	100.0	35.70	35.70	44.10	35.7		
Male	304	99.1	30.60	30.60	42.90	30.6		
Economically Disadvantaged Students	514	99.5	34.30	34.30	25.10	34.3	33.4	Met Target
Non-Economically Disadvantaged Students	104	100.0	27.90	27.90	54.30	27.9		
Students with Disabilities	71	97.4	*	*	16.50	*	9.8	Met Target†
Students without Disabilities	547	99.8	*	*	48.80	*		
English Learners	105	100.0	21.00	21.00	23.30	21	24.8	Met Target†
Non-English Learners	513	99.5	35.70	35.70	45.20	35.7		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	*	*	*	*	18.20	*		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	111	741	741	751	*	13%	41%	35%	*	38%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	100	740	740	738	*	12%	40%	36%	*	39%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	55	739	739	751	*	*	36%	42%	*	44%	52%
Male	56	742	742	751	*	*	46%	29%	*	32%	53%
Economically Disadvantaged Students	89	742	742	736	*	*	38%	*	*	40%	34%
Non-Economically Disadvantaged Students	22	735	735	761	*	*	55%	*	*	27%	65%
Students with Disabilities	11	712	712	729	*	*	*	*	*	18%	29%
Students without Disabilities	100	744	744	755	*	*	*	*	*	40%	57%
English Learners	18	727	727	724	*	*	*	*	*	33%	21%
Non-English Learners	93	743	743	753	*	*	*	*	*	39%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



ANNA L. KLEIN

2016-2017

Grade Span PK-08

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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	742	742	747	*	26%	35%	35%	*	37%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	100	741	741	734	*	27%	34%	35%	*	36%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	54	741	741	747	*	22%	39%	37%	*	37%	47%
Male	59	743	743	747	*	29%	31%	34%	*	37%	48%
Economically Disadvantaged Students	93	741	741	732	*	*	*	*	*	37%	27%
Non-Economically Disadvantaged Students	20	745	745	757	*	*	*	*	*	40%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	15	719	719	716	*	*	*	*	*	*	12%
Non-English Learners	98	746	746	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	111	743	743	747	*	12%	35%	40%	*	43%	46%
White	*	*	*	754	*	*	*	*	*	*	57%
Hispanic	106	743	743	735	*	11%	36%	39%	*	43%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	55	746	746	747	*	*	35%	44%	*	49%	47%
Male	56	740	740	746	*	*	36%	36%	*	38%	46%
Economically Disadvantaged Students	91	745	745	732	*	*	*	*	*	45%	27%
Non-Economically Disadvantaged Students	20	735	735	756	*	*	*	*	*	35%	59%
Students with Disabilities	13	711	711	725	*	*	*	*	*	*	19%
Students without Disabilities	98	747	747	751	*	*	*	*	*	*	52%
English Learners	15	722	722	717	*	*	*	*	*	27%	12%
Non-English Learners	96	746	746	748	*	*	*	*	*	46%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance by Grade: Grade 6**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	106	740	740	743	*	19%	35%	38%	*	39%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	60	741	741	745	*	*	45%	35%	*	35%	45%
Male	46	740	740	742	*	*	22%	41%	*	44%	43%
Economically Disadvantaged Students	89	741	741	728	*	*	*	*	*	38%	24%
Non-Economically Disadvantaged Students	17	736	736	752	*	*	*	*	*	41%	56%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	50%
English Learners	14	714	714	710	*	*	*	*	*	*	*
Non-English Learners	92	744	744	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Mathematics Assessment - Performance by Grade: Grade 7**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	104	733	733	741	*	30%	43%	22%	*	22%	40%
White	*	*	*	748	*	*	*	*	*	*	49%
Hispanic	99	733	733	730	*	30%	43%	22%	*	22%	23%
Black or African American	N	N	N	726	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	764	N	N	N	N	N	N	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	N	N	N	740	N	N	N	N	N	N	39%
Female	59	736	736	743	*	22%	53%	*	*	24%	41%
Male	45	728	728	740	*	40%	31%	*	*	20%	38%
Economically Disadvantaged Students	87	733	733	729	*	*	*	*	*	22%	22%
Non-Economically Disadvantaged Students	17	731	731	749	*	*	*	*	*	24%	50%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	11%
Students without Disabilities	*	*	*	746	*	*	*	*	*	*	45%
English Learners	14	709	709	712	*	*	*	*	*	*	*
Non-English Learners	90	736	736	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	*	*	*	708	*	*	*	*	*	*	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Grade Span PK-08

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Mathematics Assessment - Performance by Grade: Grade 8**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	715	715	728	36%	23%	26%	15%	0%	15%	28%
White	*	*	*	736	*	*	*	*	*	*	35%
Hispanic	108	714	714	721	37%	23%	26%	14%	0%	14%	21%
Black or African American	N	N	N	715	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	56	715	715	730	34%	27%	25%	*	*	14%	30%
Male	57	714	714	725	39%	19%	26%	*	*	16%	26%
Economically Disadvantaged Students	94	717	717	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	19	702	702	734	*	*	*	*	*	*	34%
Students with Disabilities	17	693	693	705	65%	*	*	*	0%	12%	*
Students without Disabilities	96	718	718	734	31%	*	*	*	0%	16%	*
English Learners	25	691	691	703	*	*	*	*	*	*	*
Non-English Learners	88	721	721	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



ANNA L. KLEIN
2016-2017
Grade Span PK-08

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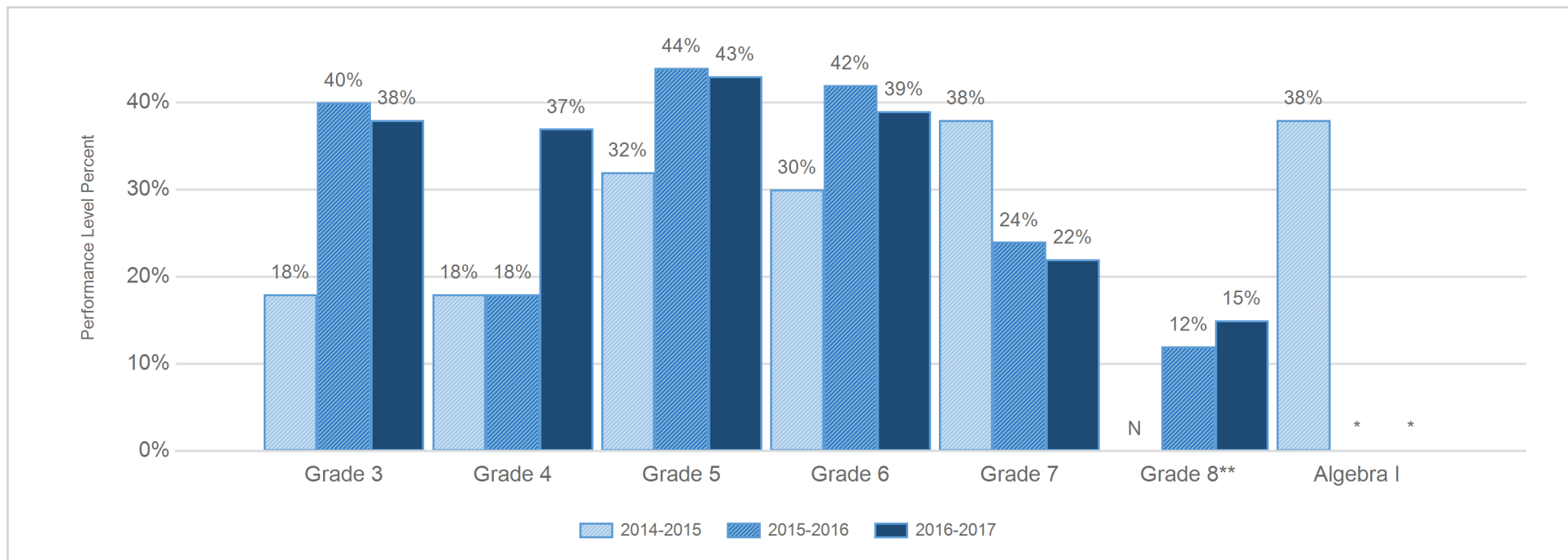
Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	*	*	*	743	*	*	*	*	*	*	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	*	*	*	744	*	*	*	*	*	*	43%
Male	*	*	*	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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2016-2017

Grade Span PK-08

17-1850-050
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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	N	N
7	*	*
8	*	*

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. The table also shows 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
1	60	*	*
2	50	*	*
3	32	*	*
4	13	*	*
5+	10	70%	30%



ANNA L. KLEIN
2016-2017
Grade Span PK-08

17-1850-050
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301 69TH ST
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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

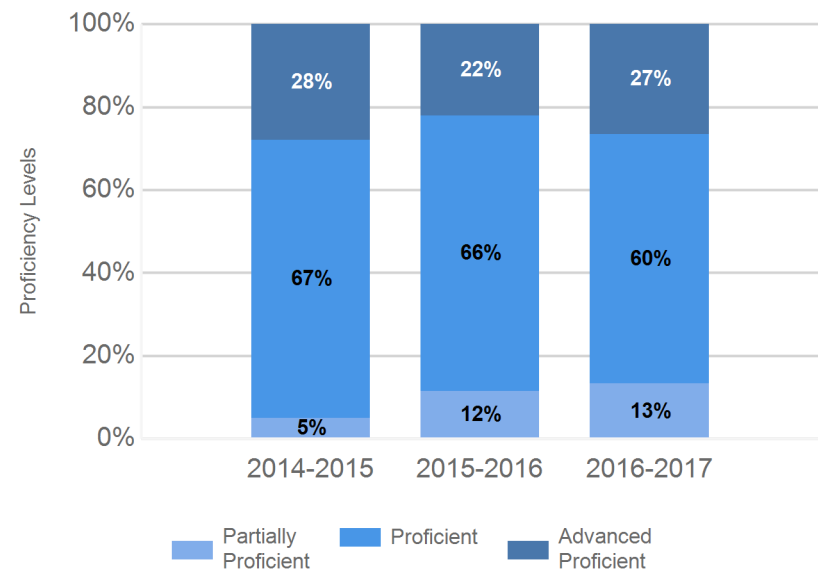
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	27%	60%	13%
White	*	*	*
Hispanic	26%	61%	13%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	23%	63%	14%
Students with Disabilities	*	*	*
English Learners	7%	73%	20%

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





ANNA L. KLEIN
2016-2017
Grade Span PK-08

17-1850-050
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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

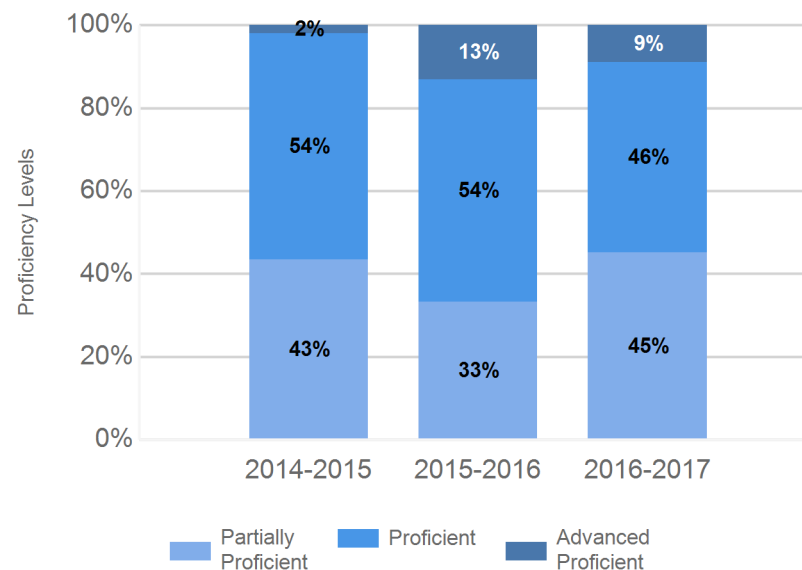
NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	9%	46%	45%
White	N	*	*
Hispanic	*	47%	*
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	8%	48%	45%
Students with Disabilities	6%	22%	72%
English Learners	N	32%	68%

NJASK Science Assessment Performance Trends: Grade 8

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	56	56	50	Met Target	54	54	50	Met Target
White	58	58	50	Met Target	61.5	61.5	52	Exceeds Target
Hispanic	56	56	49	Met Target	54	54	47	Met Target
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	56	56	47	Met Target	54	54	46	Met Target
Students with Disabilities	71.5	71.5	41	Exceeds Target	70.5	70.5	43	Exceeds Target
English Learners	50.5	50.5	53	Met Target	49	49	51	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.



ANNA L. KLEIN
2016-2017

Grade Span PK-08

17-1850-050
HUDSON
GUTTENBERG TOWN
301 69TH ST
GUTTENBERG, NJ 07093-2411

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 the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

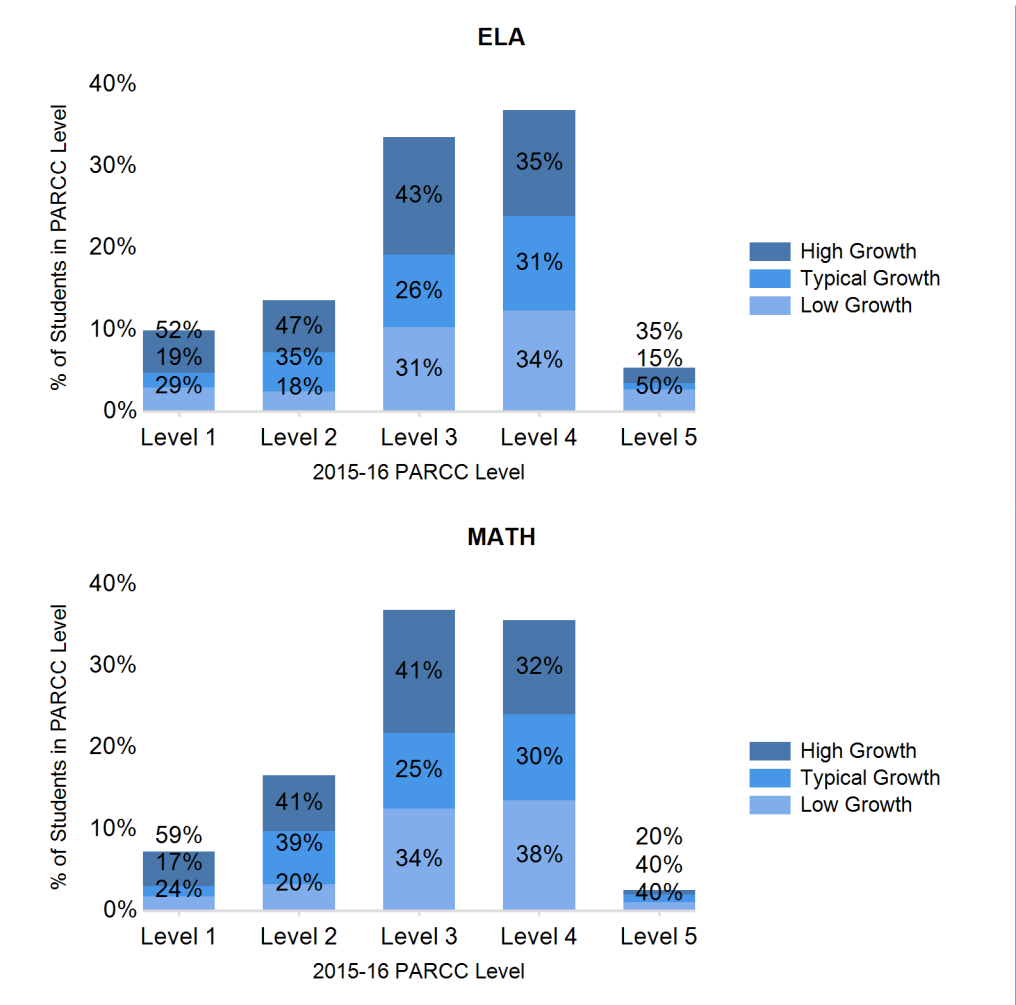
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

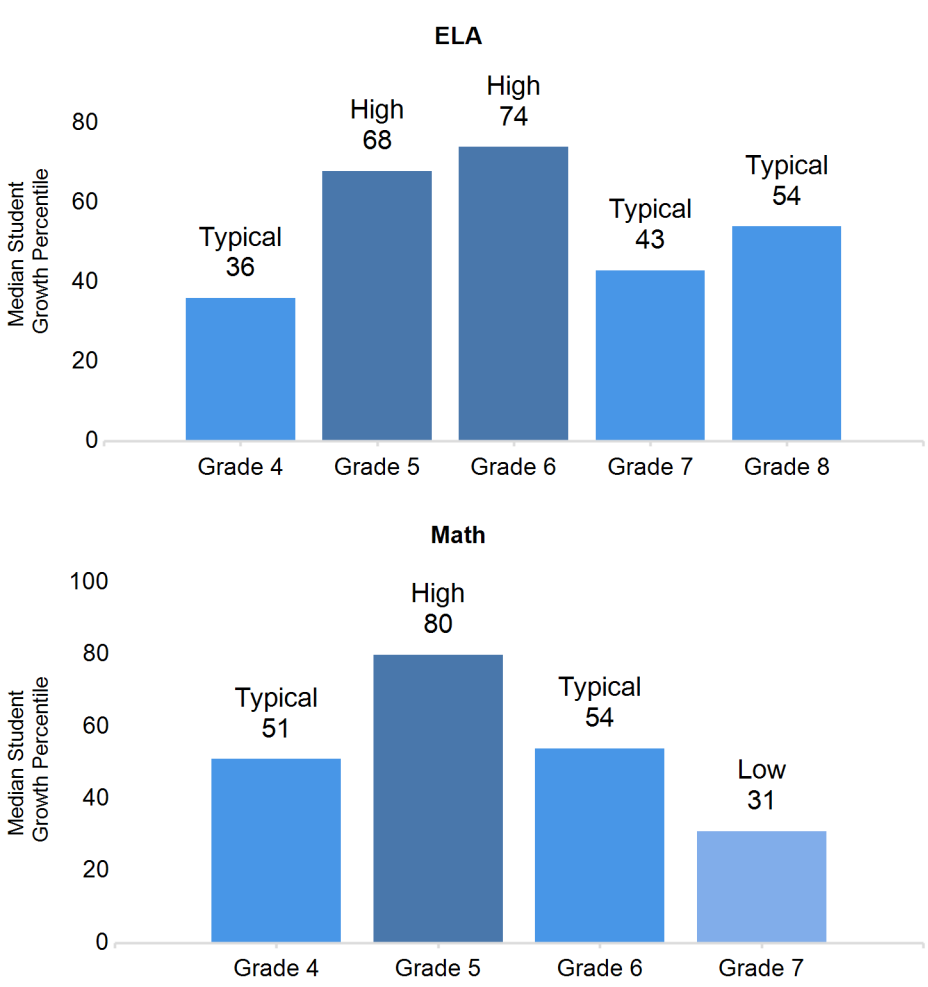
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





ANNA L. KLEIN
2016-2017
Grade Span PK-08

17-1850-050
HUDSON
GUTTENBERG TOWN
301 69TH ST
GUTTENBERG, NJ 07093-2411

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	111
7	0	0	109
8	0	0	118
Schoolwide	0	0	338

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	107	0	0	0	0	0	0
7	103	0	0	0	0	0	0
8	116	0	0	0	0	0	0
Schoolwide	326	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



ANNA L. KLEIN
2016-2017

Grade Span PK-08

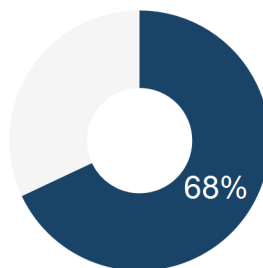
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HUDSON
GUTTENBERG TOWN
301 69TH ST
GUTTENBERG, NJ 07093-2411

Visual and Performing Arts – Course Participation

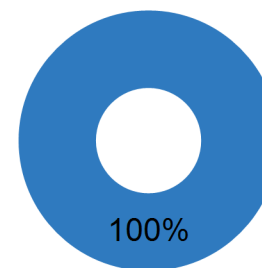
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

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

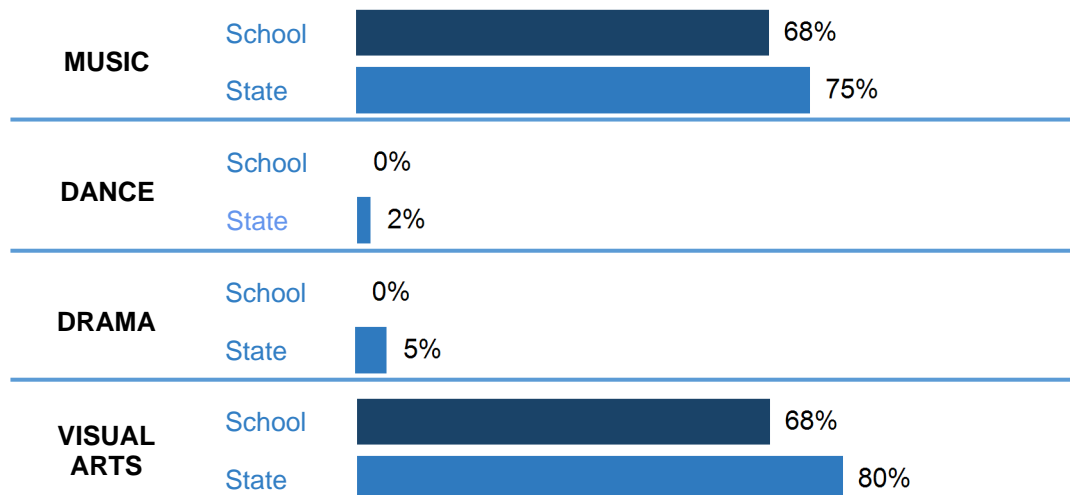


School



State

Students enrolled in one or more classes by discipline:





ANNA L. KLEIN
2016-2017
Grade Span PK-08

17-1850-050
HUDSON
GUTTENBERG TOWN
301 69TH ST
GUTTENBERG, NJ 07093-2411

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

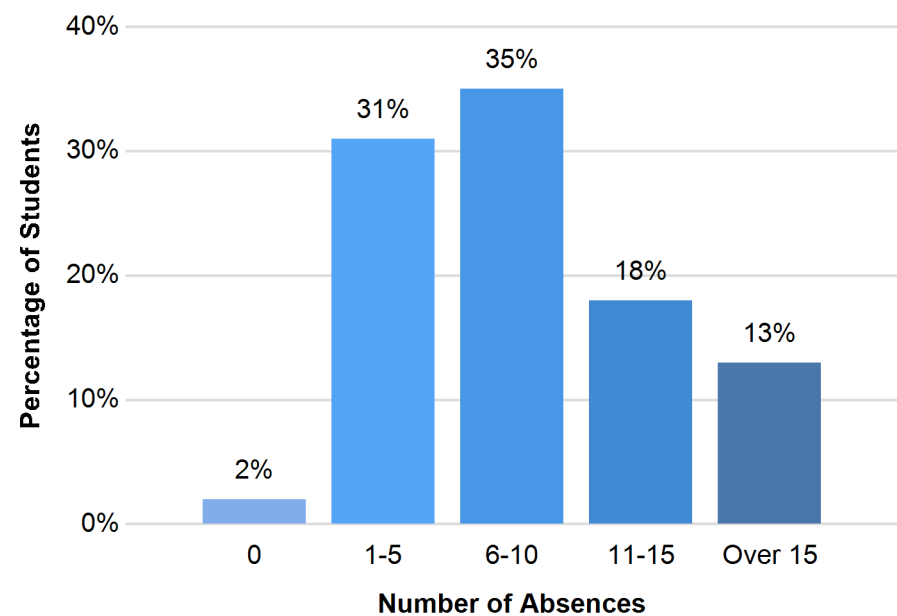
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.80	8.50	Not Met
White	13.70	8.50	Not Met
Hispanic	8.50	8.50	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	8.90	8.50	Not Met
Students with Disabilities	10.40	8.50	Not Met
English Learners	3.20	8.50	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





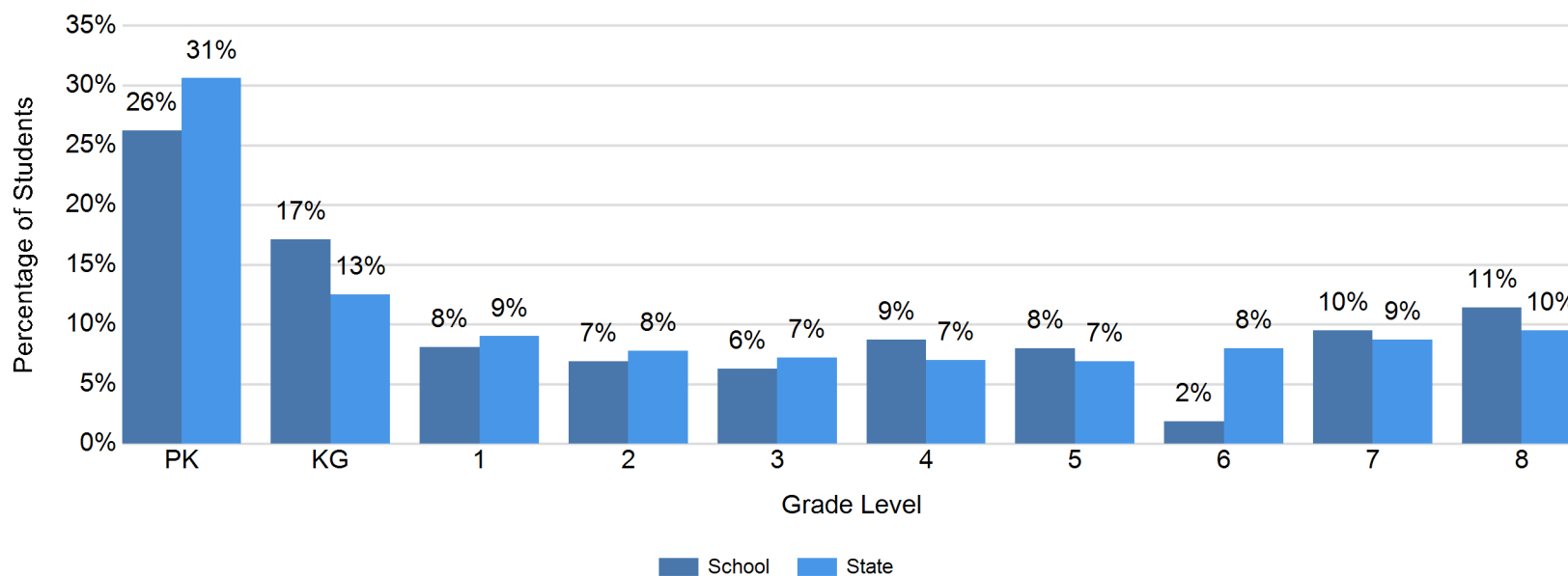
ANNA L. KLEIN
2016-2017

Grade Span PK-08

17-1850-050
HUDSON
GUTTENBERG TOWN
301 69TH ST
GUTTENBERG, NJ 07093-2411

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





ANNA L. KLEIN
2016-2017
Grade Span PK-08

17-1850-050
HUDSON
GUTTENBERG TOWN
301 69TH ST
GUTTENBERG, NJ 07093-2411

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.

Category	School
Typical Start Time	8:20AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	6 Hrs. 49 Mins.
Shared Time - Instructional Time	*

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	1.4%
Any Suspension	1.4%

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	15
Vandalism	1
Weapons	5
Substances	2
Harassment, Intimidation, Bullying (HIB)	16
Total Unique Incidents	34
Incidents Per 100 Students Enrolled	3.33

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



ANNA L. KLEIN
2016-2017
Grade Span PK-08

17-1850-050
HUDSON
GUTTENBERG TOWN
301 69TH ST
GUTTENBERG, NJ 07093-2411

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	978.5 kbps	100 kbps	Yes	N	Fiber	N

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$1,059	\$10,434	\$11,493



ANNA L. KLEIN
2016-2017
Grade Span PK-08

17-1850-050
HUDSON
GUTTENBERG TOWN
301 69TH ST
GUTTENBERG, NJ 07093-2411

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	75	120,724
Average years experience in public schools	11.7	11.8
Average years experience in district	10.4	10.5
Teachers in district for 4 or more years	71%	74%

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	8	9,506
Average years experience in public schools	22.3	15.9
Average years experience in district	15.4	11.6
Administrators in district for 4 or more years	75%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	14:1	14:1
Administrators	128:1	128:1
Librarian/Media Specialists		N
Nurses		511:1
Counselors		511:1
Child Study Team		341:1



ANNA L. KLEIN
2016-2017
Grade Span PK-08

17-1850-050
HUDSON
GUTTENBERG TOWN
301 69TH ST
GUTTENBERG, NJ 07093-2411

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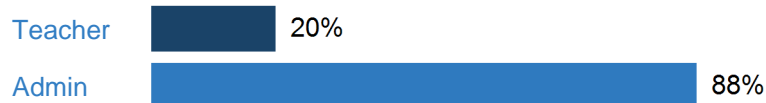
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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 the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	80%	89%
2015-16 Administrators: Same district 2016-17	75%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	100%



ANNA L. KLEIN
2016-2017
Grade Span PK-08

17-1850-050
HUDSON
GUTTENBERG TOWN
301 69TH ST
GUTTENBERG, NJ 07093-2411

Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	31.2	17.5%
Mathematics Proficiency	26.7	17.5%
English Language Arts Growth	78.0	25.0%
Mathematics Growth	71.5	25.0%
Chronic Absenteeism	35.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		52.9
Summative Rating: Percentile rank of Summative Score		54.2
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



ANNA L. KLEIN
2016-2017
Grade Span PK-08

17-1850-050
 HUDSON
 GUTTENBERG TOWN
 301 69TH ST
 GUTTENBERG, NJ 07093-2411

Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	52.9	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
White	41.6	11.9	No	Met Target	Met Target†	Not Met	Met Target	Exceeds Target	No
Hispanic	63.9	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	73.4	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	69.1	11.9	No	Met Target	Met Target†	Not Met	Exceeds Target	Exceeds Target	No
English Learners	49.9	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



ANNA L. KLEIN
2016-2017
Grade Span PK-08




17-1850-050
 HUDSON
 GUTTENBERG TOWN
 301 69TH ST
 GUTTENBERG, NJ 07093-2411

School General Info

Principal:	Mr. Petry	Email Address:	kpetry@alkschool.org
Address:	301 69TH ST GUTTENBERG, NJ 07093-2411	Website:	http://www.edlinesites.net/pages/Anna_L_Klein
Phone:	(201)861-3100	Facebook:	https://www.facebook.com/alkschool
		Twitter:	https://twitter.com/AnnaLKlein

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:	<ul style="list-style-type: none"> • Anna L. Klein School was recognized by the NJ Department of Education as significantly improving student achievement. • Students in grades 2 through 8 are utilizing 1:1 personal Chromebooks everyday. • The boys basketball team concluded an undefeated season in 2016-2017.
 Mission, Vision, Theme:	<p>The mission at the Anna L Klein School is to educate academically, physically, socially and emotionally all students to their fullest potential and to guide them in a complex, multicultural, and technological world.</p>
 Awards, Recognition, Accomplishments:	<p>The New Jersey State Department of Education has recognized the Anna L. Klein School for significantly improving student achievement. The district received a banner which hangs prominently in the school's vestibule area as well as a certificate of recognition.</p>







ANNA L. KLEIN
2016-2017
Grade Span PK-08

17-1850-050
 HUDSON
 GUTTENBERG TOWN
 301 69TH ST
 GUTTENBERG, NJ 07093-2411

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 Courses, Curriculum, Instruction:	<p>The Anna L. Klein School contains a rigorous curriculum that offers honors classes for the middle school students, a Gifted and Talented Program for grades one through six and art, music, computers, physical education and health to assist in educating a well rounded student. The district also began a STEM program that will be included in the curriculum for grades five through eight beginning in the 2017-2018 school year.</p>
 Sports and Athletics:	<p>Anna L. Klein School offers both boys and girls basketball, cheerleading, and track for it's middle school students. The school has a very long history of basketball success and that success continued as the boys basketball team completed an undefeated season in 2016-2017 and advanced to the middle school championship game.</p>
 Clubs and Activities:	<p>The Anna L. Klein School offers a myriad of clubs and activities for the students. The school also offers a Homework Club for students to come and work with teachers on any homework assignments that they were given. Anna L. Klein School also has a Junior National Honor Society that interested students can apply and if selected are required to complete hours of assistance to others as a way of giving back to their school and/or community.</p>
 Before and After School Programs:	<p>Before and after school programs are run at the Anna L. Klein School such as TESOL classes for those students that may require English Language assistance. The school runs a program entitled AIM High for Language Arts that targets those students that may need added supports. There is a Saturday program that is Project Based Learning entitled Its A Wrap that reinforces skills that were taught during the regular school week. These are Title I programs that the school offers for its students.</p>







ANNA L. KLEIN
2016-2017
Grade Span PK-08

17-1850-050
 HUDSON
 GUTTENBERG TOWN
 301 69TH ST
 GUTTENBERG, NJ 07093-2411

School Narrative

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 Staff and Professional Learning:	<p>The Anna L. Klein School is a member of the Hudson County Professional Development Consortium and they provide our teachers with workshops that they can attend on a wide range of educational topics. The school conducts weekly PLC meetings as the teachers are provided with school wide topics to discuss and then report back with any pertinent information. In addition, there is common planning time built into the schedule for consistent collaboration between the teachers.</p>
 Student Supports and Services:	<p>The district currently utilizes RTI to help assist with those students that require added supports. In addition, the district is equipped with a Child Study Team that includes an LDTC, school psychologist, and social worker. The district also has an ESL coordinator that works closely with those students that have limited english proficiency.</p>
 Student Health and Wellness:	<p>The Anna L. Klein School has two nurses that administer medical care to both students and staff. There is also both a breakfast and lunch program set forth by the nutritional guidelines of the state of New Jersey as well as physical education and health classes for all students.</p>
 Parent and Community Involvement:	<p>There is an active PTO that provides support to both students and teachers. Events are planned throughout the school year and this helps to strengthen the school's climate and culture. The school currently uses PowerSchool in which the parents have access to the parent portal and can consistently view their child's academic progress.</p>



ANNA L. KLEIN
2016-2017
Grade Span PK-08

17-1850-050
HUDSON
GUTTENBERG TOWN
301 69TH ST
GUTTENBERG, NJ 07093-2411

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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers

The survey is administered once a school year in the fall and contains everything from climate and culture to curriculum to facilities. The results are used to provide the school with a broader perspective on it's progress.



Facilities:

There have been many renovations to the existing school building over the last three years and this includes adding a reading room for our students to access, a new art room, and two new classrooms. In addition, an extension is currently being built to house the middle school students and the extension will include a state of the art STEM Lab, Science Labs, and a college size gymnasium.



ANNA L. KLEIN
2016-2017
Grade Span PK-08

17-1850-050
HUDSON
GUTTENBERG TOWN
301 69TH ST
GUTTENBERG, NJ 07093-2411

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The Anna L Klein School has half day pre-kindergarten for both the A.M. and P.M. session as well as a Pre-Kindergarten multiple disable class that is also broken up into two half day sessions. The school currently has a Security Resource Officer on site that assists with the overall safety and security of the school building. The Anna L. Klein School does have a uniform policy in which all students must wear the required Anna L. Klein polo shirt and pants/skirts. The community can contact the school and stay updated on various events or information via phone call, email, website, Facebook, or twitter.



Other Information: