



State of New Jersey
2014-15

17-2210-005

OVERVIEW

HUDSON
HOBOKEN CITY

GRADE SPAN 07-12

HOBOKEN JUNIOR SENIOR HIGH SCHOOL
NINTH & CLINTON STS
HOBOKEN, NJ 07030

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

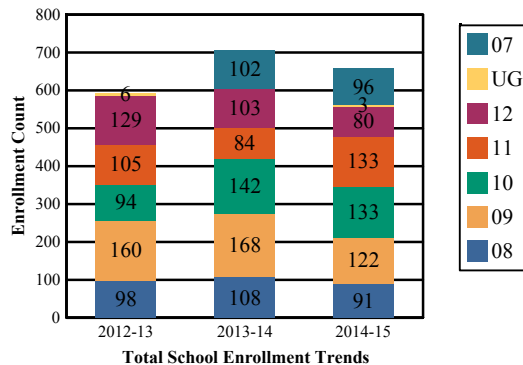
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

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Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



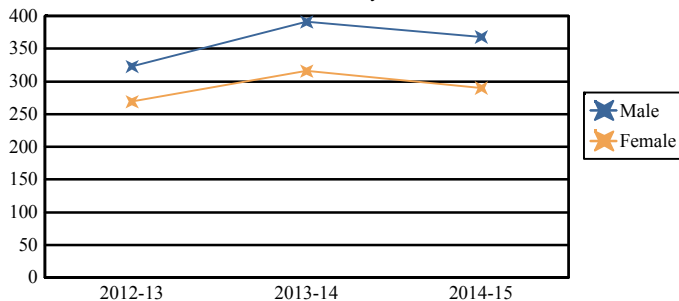
Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade

Total School Enrollment	
2012-13	592
2013-14	707
2014-15	658

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.

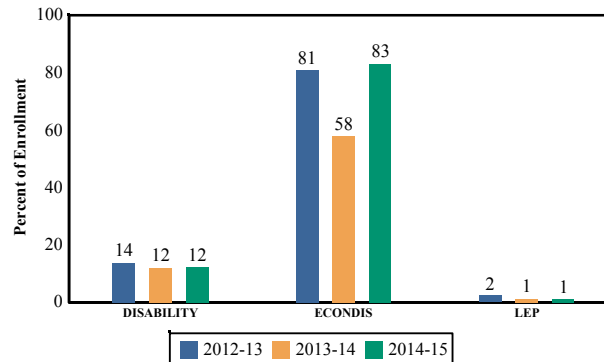


	Male	Female
2012-13	323	269
2013-14	391	316
2014-15	368	290

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Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



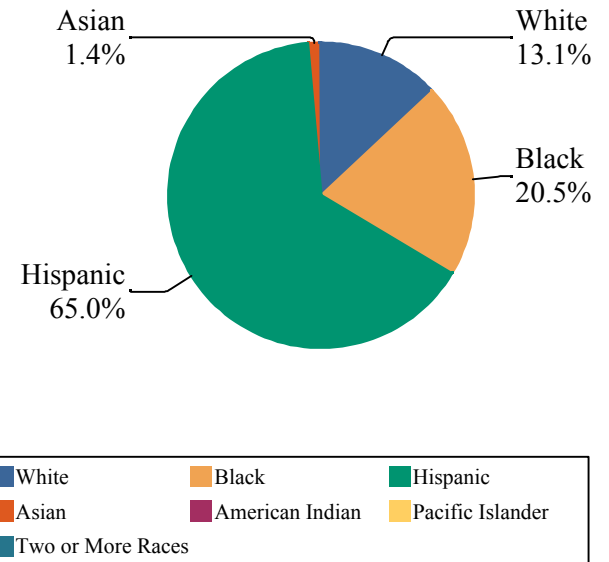
Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	80	12%
Economically Disadvantaged Students	547	83.1%
English Language Learners	6	0.9%

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Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	94.1%
Spanish	5.5%
Italian	0.2%
Portuguese	0.2%
Persian	0.2%

ACADEMIC ACHIEVEMENT

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L), Mathematics and Biology as demonstrated in 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments and the End-of-Course Biology assessment. The below chart consist of three columns with measures. The first column - Schoolwide Performance - below includes the percentage of students who met or exceeded expectations in ELA/L or Math. The middle column - Peer School Percentile - indicates how the school's outcomes compare to its group of peer schools. The last column - Statewide Percentile - indicates how the school's outcomes compare to schools across the state in ELA/L.

Academic Achievement	Schoolwide Performance	Peer Percentile	State Percentile
HS English Language Arts/Literacy Met or Exceeded Expectation	16%	39	13
HS Math Met or Exceeded Expectation	7%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	302	22.5%	95%	89.9%	YES*
White	41	43.9%	95%	95.8%	YES
African American	-	-	--	--	--
Hispanic	207	21.7%	95%	90.1%	YES*
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	236	18.6%	95%	88.4%	NO

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	312	10.9%	95%	90.4%	YES*
White	41	21.9%	95%	95.8%	YES
African American	-	-	--	--	--
Hispanic	214	10.3%	95%	90.4%	YES*
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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Proficiency Outcomes - Biology

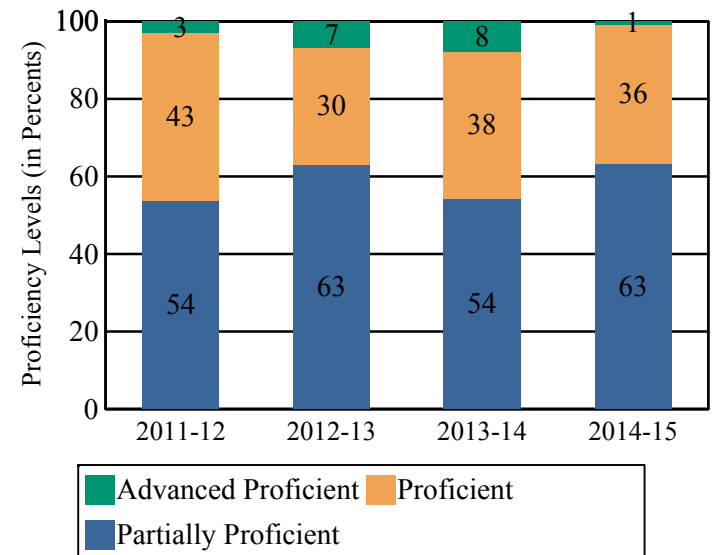
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	1%	36%	63%
White	-	-	-
African American	0%	15%	85%
Hispanic	0%	41%	59%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	1%	33%	66%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

Proficiency Trends - Biology

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the Biology Competency Test over the last four years.



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PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

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PARCC ELA Performance Distribution - Grade - 07

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	84	728	750	20%	31%	23%	19%	7%	26%	53%
White	-	-	757	-	-	-	-	-	-	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	59	728	736	14%	39%	22%	22%	3%	25%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	-	-	777	-	-	-	-	-	-	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	-	-	713	-	-	-	-	-	-	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	65	721	733	23%	38%	17%	20%	2%	22%	33%

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PARCC ELA Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	79	726	750	32%	20%	18%	24%	6%	30%	53%
White	11	757	757	18%	0%	18%	36%	27%	64%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	53	727	735	28%	21%	21%	28%	2%	30%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	-	-	778	-	-	-	-	-	-	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	-	-	713	-	-	-	-	-	-	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	63	721	732	33%	24%	17%	24%	2%	25%	34%

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PARCC ELA Performance Distribution - Grade - 09

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	62	717	739	35%	23%	27%	10%	5%	15%	41%
White	13	724	746	38%	8%	31%	15%	8%	23%	47%
African American	-	-	723	-	-	-	-	-	-	23%
Hispanic	36	718	725	31%	28%	28%	11%	3%	14%	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	-	-	765	-	-	-	-	-	-	68%
Two or More Races	-	-	731	-	-	-	-	-	-	36%
Students with Disability	-	-	706	-	-	-	-	-	-	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	49	712	724	41%	27%	20%	8%	4%	12%	24%

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PARCC ELA Performance Distribution - Grade - 10

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	77	712	735	40%	27%	16%	16%	1%	17%	38%
White	-	-	741	-	-	-	-	-	-	43%
African American	-	-	717	-	-	-	-	-	-	22%
Hispanic	59	710	720	39%	32%	14%	15%	0%	15%	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	-	-	763	-	-	-	-	-	-	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	-	-	698	-	-	-	-	-	-	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	59	707	718	44%	32%	10%	12%	2%	14%	23%

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PARCC ELA Performance Distribution - Grade - 11

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	81	721	741	26%	30%	23%	21%	0%	21%	42%
White	15	730	745	13%	27%	40%	20%	0%	20%	46%
African American	-	-	727	-	-	-	-	-	-	27%
Hispanic	52	719	731	31%	29%	19%	21%	0%	21%	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	-	-	765	-	-	-	-	-	-	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	-	-	712	-	-	-	-	-	-	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	54	721	730	28%	30%	19%	24%	0%	24%	30%

Advanced Placement/International Baccalaureate English Performance Distribution

This graph presents the percentage of students in this school scoring in each performance level of the AP/IB English assessment. Students who score AP \geq 3 or IB \geq 4 may earn college credit. Shown below the graph is a table that presents the percentage of students who achieved a score that could potentially earn college credit and the average score earned in the school.



Subject	Valid Scores	% Eligible for College Credit	Average Score Earned in the School	Average Score Earned in the State
AP ENG LANG	18	5.6%	1.50	3.36

- Data is suppressed to protect the confidentiality of the students.

PARCC MATH - Performance Distribution - Grade - 07

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	84	725	740	13%	45%	24%	14%	4%	18%	38%
White	-	-	745	-	-	-	-	-	-	46%
African American	-	-	725	-	-	-	-	-	-	17%
Hispanic	59	722	730	12%	51%	24%	12%	2%	14%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	-	-	760	-	-	-	-	-	-	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	-	-	715	-	-	-	-	-	-	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	65	718	728	15%	52%	22%	9%	2%	11%	21%

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PARCC MATH - Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	726	-	-	-	-	-	-	24%
White	-	-	732	-	-	-	-	-	-	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	-	-	721	-	-	-	-	-	-	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	-	-	719	-	-	-	-	-	-	17%

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PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	82	719	740	26%	43%	16%	16%	0%	16%	40%
White	16	732	746	19%	25%	31%	25%	0%	25%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	50	716	725	32%	40%	12%	16%	0%	16%	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	64	714	725	30%	47%	13%	11%	0%	11%	21%

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PARCC GEOMETRY - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	728	-	-	-	-	-	-	21%
White	-	-	731	-	-	-	-	-	-	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	-	-	751	-	-	-	-	-	-	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	8%

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PARCC ALGEBRA II - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	721	-	-	-	-	-	-	24%
White	-	-	725	-	-	-	-	-	-	27%
African American	-	-	701	-	-	-	-	-	-	8%
Hispanic	-	-	706	-	-	-	-	-	-	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	-	-	751	-	-	-	-	-	-	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	-	-	691	-	-	-	-	-	-	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	705	-	-	-	-	-	-	9%

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NJASK Results - Science Grade Level - 08

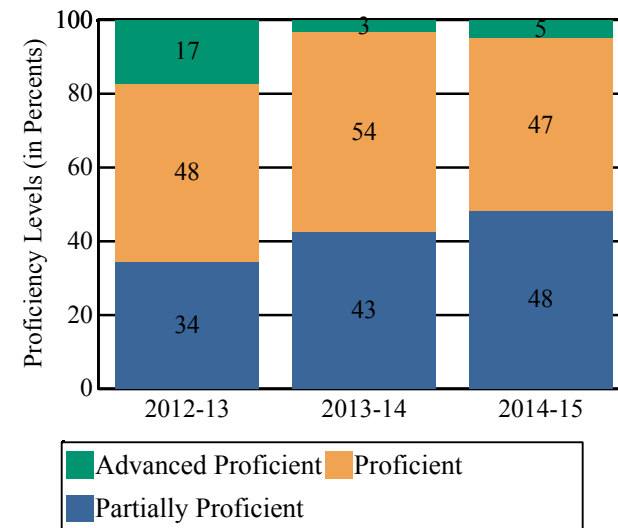
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	5%	47%	48%
White	25%	58%	17%
African American	0%	14%	86%
Hispanic	2%	52%	46%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	14%	86%
English Language Learners	-	-	-
Economically Disadvantaged Students	2%	46%	52%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



ACADEMIC ACHIEVEMENT

HUDSON

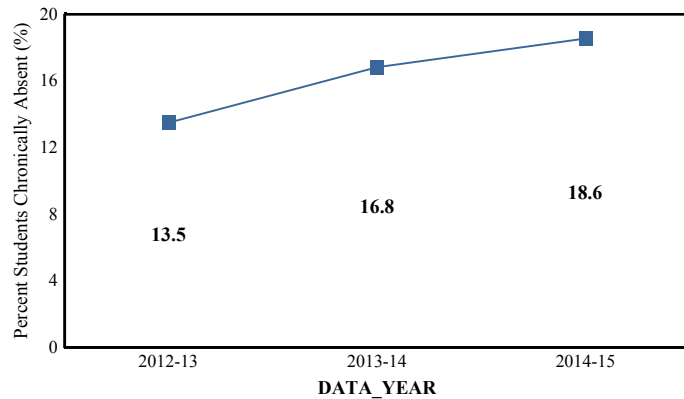
HOBOKEN CITY

GRADE SPAN 07-12

17-2210-005
HOBOKEN JUNIOR SENIOR HIGH SCHOOL
NINTH & CLINTON STS
HOBOKEN, NJ 07030

Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

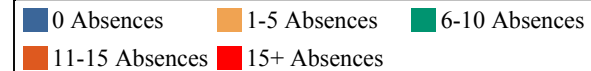
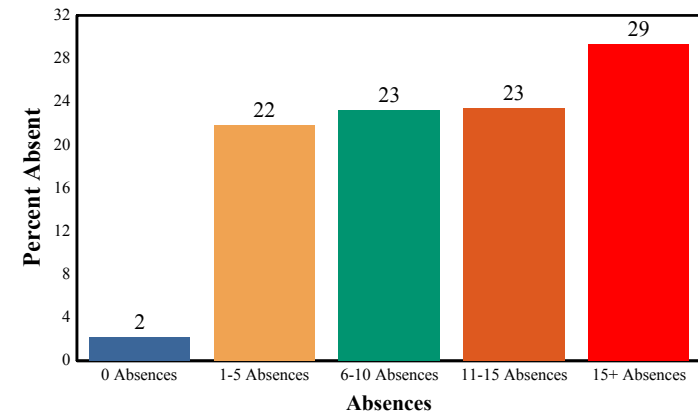


Chronic Absenteeism for 2014-15

18.56%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



COLLEGE AND CAREER READINESS

**HUDSON
HOBOKEN CITY**

GRADE SPAN 07-12

**HOBOKEN JUNIOR SENIOR HIGH SCHOOL
NINTH & CLINTON STS
HOBOKEN, NJ 07030**

Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550, the percentage of 11th and 12th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Percent of Students Participating in SAT or ACT	89%	42	59	80%	YES
Percent of Students Participating in PSAT or PLAN	92%	48	60	60%	YES
Percent of Students Scoring Above 1550 on SAT	7%	52	15	40%	NO
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	28%	81	68	35%	NO
Percent of AP Tests ≥ 3 or IB Test ≥ 4 in English, Math, Social Studies or Science	20%	77	21	75%	NO
Summary		60	45		40%

College Readiness Test Participation

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

2014-15 Percent of Students	School	Peer Avg.	State Avg
Participating in SAT	87.5%	83.7%	79.1%
Participating in ACT	10.0%		25.2%
Participating in PSAT or PLAN	92.5%	71.9%	79.6%
Participating in Dual Enrollment	0.0%		14.9%

AP/IB Participation - 'Unique' Students

The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e., each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

2014-15 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	36.6%	24.7%	36.3%
One or More Test	34.3%	22.8%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	28.2%	19.9%	25.3%

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

COLLEGE AND CAREER READINESS

HUDSON
HOBOKEN CITY

17-2210-005

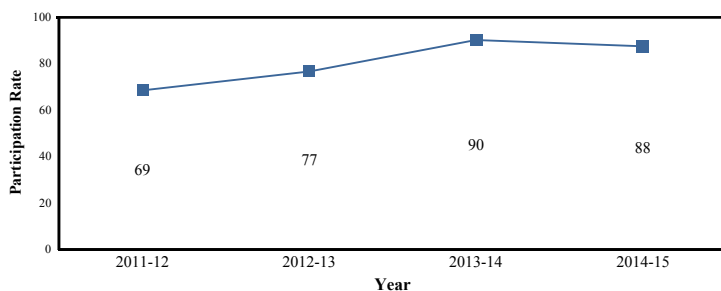
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NINTH & CLINTON STS
HOBOKEN, NJ 07030

GRADE SPAN 07-12

Participation Trends - SAT Testing

Participation Trends - SAT Testing

This graph presents the participation rate in the SAT over the last four years.



Scholastic Assessment Test (SAT) Results

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

2014-15	School	Peer Avg.	State Avg.
Percent of Students Scoring Above 1550 on SAT	7.1%	8.2%	43.8%

Composite SAT Score

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

2014-15	School	Peer Avg.	State Avg.
Composite SAT Score	1,219	1,190	1,508
Critical Reading	397	389	496
Mathematics	429	410	518
Writing	393	391	494

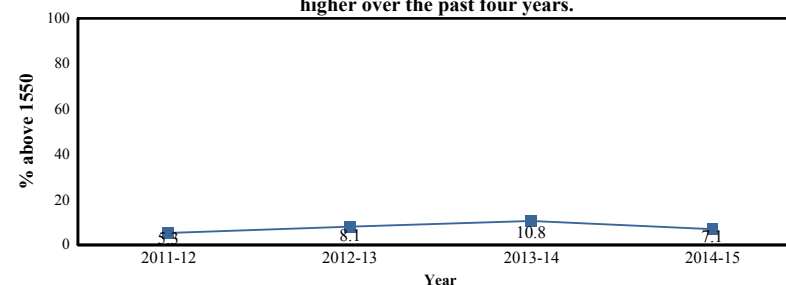
AP /IB Test Results

This table presents the percentage of all AP/IB tests taken by students enrolled in the school that were scored AP ≥ 3 and scored IB ≥ 4 .

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests ≥ 3 or IB Test ≥ 4	21.9%	17.2%	72.4%
Percent of Scores in AP ≥ 3 or IB ≥ 4 in English, Math, Social Studies or Science	20.0%	11.7%	69.7%

SAT Benchmark Trends

This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.



Composite SAT Score

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

2014-15	Critical Reading	Mathematics	Writing
75th Percentile	450	485	430
50th Percentile	395	420	380
25th Percentile	340	380	350

COLLEGE AND CAREER READINESS

HUDSON
HOBOKEN CITY

GRADE SPAN 07-12

HOBOKEN JUNIOR SENIOR HIGH SCHOOL
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AP/IB Courses Offered

This table presents the count of students enrolled in each AP/IB course offered in this school in the first column. The second column presents the count of tests taken in each AP/IB course. The numbers may not match as some students do not take the test in the same year as they take the course and some students may take the course without taking the test or vice versa.

AP/IB Course Name	Students Enrolled	Students Tested
AP World History	41	
AP English Language and Composition	22	20
AP Human Geography	19	17
AP Environmental Science	16	15
AP English Literature and Composition	12	11
AP Biology	11	9
AP U.S. Government and Politics	10	10
AP Calculus AB	7	7
AP U.S. History		39
AP Studio Art/Two-Demensional		3
AP Spanish Language		2
AP Physics C: Electricity and Magnetism		1
AP Physics C: Mechanics		1
AP Statistics		1

COLLEGE AND CAREER READINESS

HUDSON
HOBOKEN CITY

GRADE SPAN 07-12

HOBOKEN JUNIOR SENIOR HIGH SCHOOL
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Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	1.3%	2.1%
Drama/Theater	11.8%	3.8%
Music	22.7%	17.8%
Visual Arts	38.3%	31.7%
Total: All Visual and Performing Arts	63.7%	49.9%

N/R - Data Not Reported

Participation in Career Readiness

The chart below contains percentage of students who were participants in an approved Career and Technical Education Program in this school as well as across the State of New Jersey.

Percent of Students Enrolled	School	State
Participating in CTE	N/R	18.3%
Structured Learning Experience	0.0%	7.0%

N/R - Data Not Reported

STUDENT GROWTH

HUDSON

GRADE SPAN 07-12

HOBOKEN JUNIOR SENIOR HIGH SCHOOL
NINTH & CLINTON STS
HOBOKEN, NJ 07030

HOBOKEN CITY

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here:

<http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of three columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

Student Growth Indicators	Schoolwide Performance
Student Growth on Language Arts	40
Student Growth on Math	39

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	25%	5%	0%
Partially Met	10%	9%	5%
Approached	5%	7%	9%
Met	1%	7%	11%
Exceeded	0%	1%	4%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	16%	5%	0%
Partially Met	19%	16%	10%
Approached	5%	8%	8%
Met	0%	1%	9%
Exceeded	0%	0%	2%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

GRADUATION AND POSTSECONDARY

HUDSON

GRADE SPAN 07-12

**HOBOKEN JUNIOR SENIOR HIGH SCHOOL
NINTH & CLINTON STS
HOBOKEN, NJ 07030**

This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the ESEA Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state.. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's ESEA Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Targets	Met Target
Overall Graduation Rate	83%	36	16	78%	YES
Dropout Rate	1.4%	45	21	2%	YES
SUMMARY - Graduation & Post-Secondary		41	19		100%

Graduation Rate by Subgroup

This table presents for all NCLB-identified subgroups the "4-year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

	School	State Target
Schoolwide	83%	78%
White	-	
African American	-	
Hispanic	89%	
American Indian	-	
Asian	-	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	-	
English Language Learners	-	
Economically Disadvantaged Students	84%	

Dropout Rate by Subgroup

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

	School	State Target
Schoolwide	1.4%	2%
White	0%	
African American	3.7%	
Hispanic	.9%	
American Indian	-	
Asian	-	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	3.8%	
English Language Learners	-	
Economically Disadvantaged Students	1.3%	

GRADUATION AND POSTSECONDARY

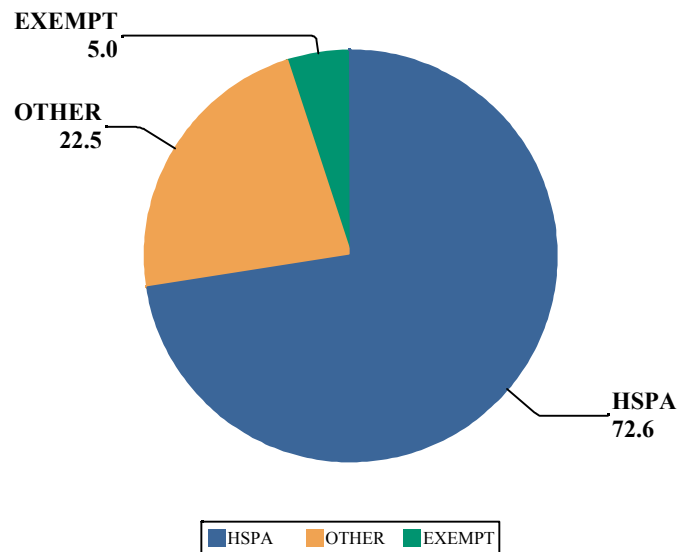
HUDSON
HOBOKEN CITY

GRADE SPAN 07-12

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HOBOKEN JUNIOR SENIOR HIGH SCHOOL
NINTH & CLINTON STS
HOBOKEN, NJ 07030

Graduation Pathway Rates

This chart presents the percentage of high school graduates who graduated by passing both sections of the HSPA, who were exempt from passing the HSPA, or who demonstrated proficiency through an alternative pathway such as through the Alternative High School Assessment, achievement of the 'Just Proficient Mean' or an appeal process.



Extended Year Graduation Rate

The chart below presents the 4-year and 5-year graduation rate for the prior school year's cohort in addition to the 4-year graduation rate for last year's cohort.

Class of	4-year Rate	5-year Rate
2012	75%	83%
2013	85%	88%
2014	87%	90%
2015	83%	

GRADUATION AND POSTSECONDARY

HUDSON
HOBOKEN CITY

GRADE SPAN 07-12

HOBOKEN JUNIOR SENIOR HIGH SCHOOL
NINTH & CLINTON STS
HOBOKEN, NJ 07030

Postsecondary Enrollment Rates

This chart presents the enrollment rates of this school's high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

	Percent Enrolled	Percent in 2 Year	Percent in 4 Year
Statewide	78.5%	34.3%	64.7%
Schoolwide	86%	33.3%	66.7%
White	-	-	-
African American	-	-	-
Hispanic	83.1%	34.7%	65.3%
Asian	-	-	-
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	89.7%	37.7%	62.3%

WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON
HOBOKEN CITY

GRADE SPAN 07-12

HOBOKEN JUNIOR SENIOR HIGH SCHOOL
NINTH & CLINTON STS
HOBOKEN, NJ 07030

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap broader than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 07

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	816	850
75th	752	776
50th	721	751
25th	703	724
0th	654	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	49	52

Grade Level - 07

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	811	850
75th	739	759
50th	720	740
25th	709	720
0th	672	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	39

WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON
HOBOKEN CITY

Grade Level - 08

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	808	850
75th	752	777
50th	722	751
25th	694	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	58	54

Grade Level - 09

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	804	850
75th	743	766
50th	716	739
25th	689	710
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	54	56

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Grade Level - 08

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	N/A	850
75th	N/A	748
50th	N/A	726
25th	N/A	704
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	44

PARCC ALG-1 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	795	821
75th	733	762
50th	714	735
25th	700	711
0th	655	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	51

WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON
HOBOKEN CITY

Grade Level - 10

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	801	850
75th	733	766
50th	712	733
25th	683	699
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	50	67

Grade Level - 11

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	796	850
75th	747	768
50th	721	740
25th	699	711
0th	651	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	57

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HOBOKEN, NJ 07030

GRADE SPAN 07-12

PARCC GEO 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	N/A	793
75th	N/A	747
50th	N/A	726
25th	N/A	710
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	37

PARCC ALG-2 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	N/A	813
75th	N/A	748
50th	N/A	718
25th	N/A	692
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	56

SCHOOL CLIMATE

HUDSON
HOBOKEN CITY

GRADE SPAN 07-12

HOBOKEN JUNIOR SENIOR HIGH SCHOOL
NINTH & CLINTON STS
HOBOKEN, NJ 07030

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 35 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	12.2%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	6 Hrs. 8 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	10
Administrators	329

SCHOOL PEER GROUP

HUDSON
HOBOKEN CITY

GRADE SPAN 07-12

HOBOKEN JUNIOR SENIOR HIGH SCHOOL
NINTH & CLINTON STS
HOBOKEN, NJ 07030

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNER</u>	<u>SPECIAL EDUCATION</u>
CAMDEN	CAMDEN CITY	CREATIVE ARTS VILLAGE ACADEMY	07-0680-245	06-12	86.2%	0.8%	12.2%
CAMDEN	CAMDEN CITY	DR. CHARLES E. BRIMM MEDICAL ARTS HIGH SCHOOL	07-0680-029	09-12	89.2%	0.5%	3.3%
CAMDEN	CAMDEN CITY	MET EAST HIGH SCHOOL	07-0680-305	09-12	83.6%	0%	14.5%
CAPE MAY	WILDWOOD CITY	WILDWOOD HIGH SCHOOL	09-5790-050	09-12	76.2%	5.9%	31%
CHARTERS	CAMDEN ACADEMY CHARTER HS	CAMDEN ACADEMY CHARTER HIGH SCHOOL	80-6212-903	09-12	89.1%	5.8%	10.9%
CHARTERS	FOUNDATION ACADEMY CS	FOUNDATION ACADEMY CHARTER SCHOOL	80-6017-932	KG-12	81.6%	2.8%	9.8%
CHARTERS	LEAP ACADEMY UNIVERSITY CS	LEAP ACADEMY UNIVERSITY CHARTER SCHOOL	80-7109-931	KG-12	88.3%	4.2%	7%
CHARTERS	MARION P. THOMAS CS	MARION P. THOMAS CHARTER SCHOOL	80-7210-940	PK-12	78.9%	0%	13.8%
CHARTERS	NORTH STAR ACAD. CS OF NEWARK	NORTH STAR ACADEMY CHARTER SCHOOLS OF NEWARK	80-7320-960	KG-12	83.9%	0%	8.8%
CHARTERS	PATERSON CS FOR SCI/TECH	PATERSON CHARTER SCHOOL FOR SCIENCE/TECHNOLOGY	80-7503-970	KG-12	79.5%	1.9%	9.5%
CUMBERLAND	BRIDGETON CITY	BRIDGETON HIGH SCHOOL	11-0540-020	09-12	86%	8%	12.4%
ESSEX	NEWARK CITY	AMERICAN HISTORY HIGH SCHOOL	13-3570-087	06-12	84.9%	0.5%	11.7%
ESSEX	NEWARK CITY	CENTRAL HIGH SCHOOL	13-3570-030	09-12	83.2%	8.6%	27.3%
ESSEX	NEWARK CITY	MALCOLM X SHABAZZ HIGH SCHOOL	13-3570-050	09-12	78.4%	0.2%	25.2%
ESSEX	NEWARK CITY	TECHNOLOGY HIGH SCHOOL	13-3570-056	09-12	85%	0.3%	10.1%
HUDSON	HARRISON TOWN	HARRISON HIGH SCHOOL	17-2060-050	09-12	86%	6.6%	13.2%
HUDSON	HOBOKEN CITY	HOBOKEN JUNIOR SENIOR HIGH SCHOOL	17-2210-005	07-12	83.1%	0.9%	11.8%
HUDSON	JERSEY CITY	HENRY SNYDER HIGH SCHOOL	17-2390-050	09-12	77.8%	0.4%	30.3%
HUDSON	JERSEY CITY	LINCOLN HIGH SCHOOL	17-2390-070	09-12	77.4%	0.5%	23.6%
HUDSON	UNION CITY	UNION CITY HIGH SCHOOL	17-5240-055	09-12	94%	13.6%	11.7%
MIDDLESEX	NEW BRUNSWICK CITY	NEW BRUNSWICK HIGH SCHOOL	23-3530-050	PK-12	86.3%	12%	14.5%

SCHOOL PEER GROUP

HUDSON

HOBOKEN CITY

GRADE SPAN 07-12

HOBOKEN JUNIOR SENIOR HIGH SCHOOL
NINTH & CLINTON STS
HOBOKEN, NJ 07030

OCEAN	LAKEWOOD TWP	LAKEWOOD HIGH SCHOOL	29-2520-050	09-12	85.8%	7.3%	13.2%
PASSAIC	PASSAIC CO MANCHESTER REG	PASSAIC COUNTY-MANCHESTER REGIONAL HIGH SCHOOL	31-3980-010	09-12	78.5%	3%	15.4%
PASSAIC	PATERSON CITY	INTERNATIONAL HIGH SCHOOL	31-4010-035	09-12	83.3%	2.9%	14.7%
PASSAIC	PATERSON CITY	ROSA L. PARKS SCHOOL OF FINE AND PERFORMING ARTS	31-4010-020	09-12	84.5%	2.5%	12.6%
PASSAIC	PATERSON CITY	SCHOOL OF EARTH AND SPACE SCIENCE	31-4010-005	09-12	84.8%	6.3%	17.8%
PASSAIC	PATERSON CITY	SCHOOL OF HEALTH SCIENCE	31-4010-004	09-12	90.9%	6.9%	14.1%
PASSAIC	PATERSON CITY	SCHOOL OF SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS	31-4010-304	09-12	84.5%	8.7%	13.2%
UNION	ELIZABETH CITY	ALEXANDER HAMILTON PREPARATORY ACADEMY	39-1320-405	09-12	82.9%	2.6%	4.4%
UNION	ELIZABETH CITY	THOMAS A. EDISON CAREER AND TECHNICAL ACADEMY	39-1320-404	09-12	84.4%	6%	20.7%
UNION	ELIZABETH CITY	THOMAS JEFFERSON ARTS ACADEMY	39-1320-403	09-12	82.9%	8.4%	12.8%

DEMOGRAPHIC INFORMATION

HUDSON
HOBOKEN CITY

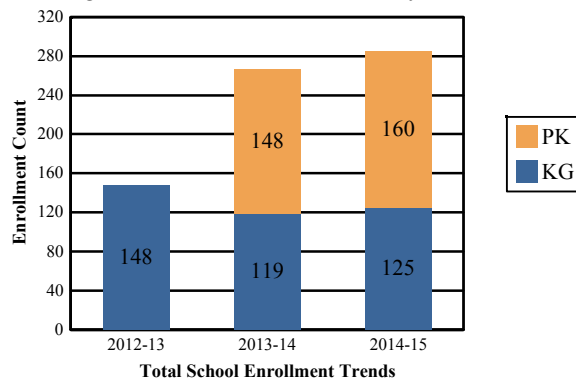
GRADE SPAN PK-KG

17-2210-050

JOSEPH F BRANDT SCHOOL
215 NINTH STREET
HOBOKEN, NJ 07030

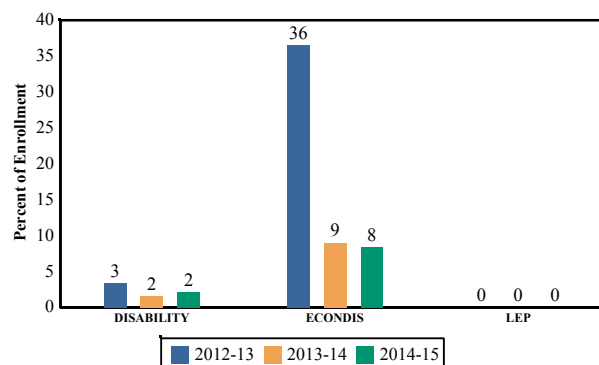
Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



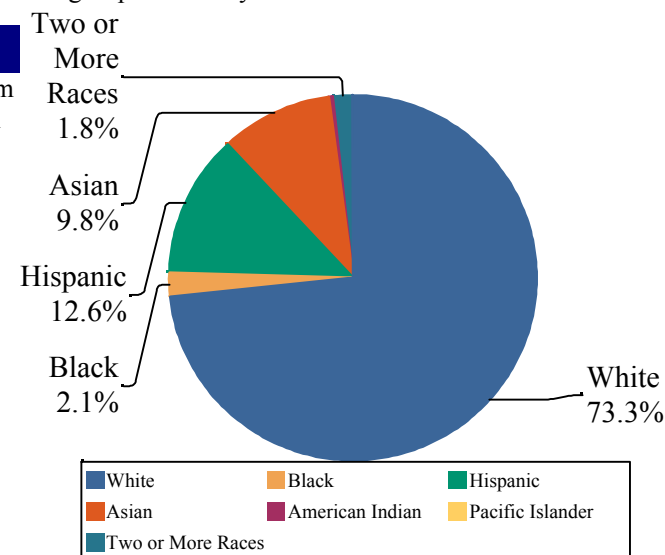
Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



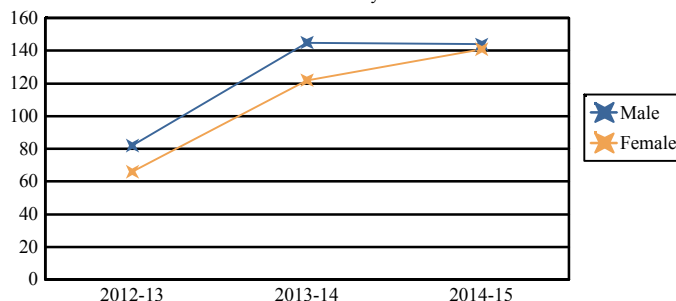
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade

Total School Enrollment

2012-13	148
2013-14	267
2014-15	285

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	6	2%
Economically Disadvantaged Students	24	8.4%
English Language Learners	0	0.0%

Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	84.8%
Spanish	5.2%
Russian	2.6%
Hebrew	2.6%
Chinese	0.7%
French	0.7%
Other	3.4%

	Male	Female
2012-13	82	66
2013-14	145	122
2014-15	144	141

SCHOOL CLIMATE

HUDSON
HOBOKEN CITY

State of New Jersey 2014-15

GRADE SPAN PK-KG

17-2210-050
JOSEPH F BRANDT SCHOOL
215 NINTH STREET
HOBOKEN, NJ 07030

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 27 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	0.0%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 42 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	13
Administrators	285



State of New Jersey

2014-15

OVERVIEW

HUDSON
HOBOKEN CITY

GRADE SPAN KG-06

17-2210-063

SALVATORE R. CALABRO
524 PARK AVENUE
HOBOKEN, NJ 07030-3906

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

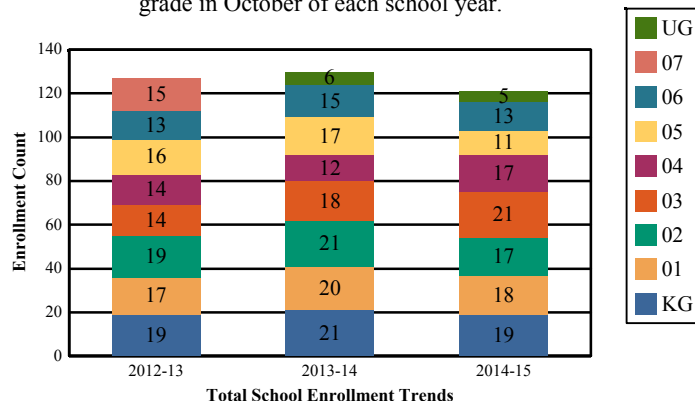
HUDSON
HOBOKEN CITY

GRADE SPAN KG-06

17-2210-063
SALVATORE R. CALABRO
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HOBOKEN, NJ 07030-3906

Enrollment by Grade

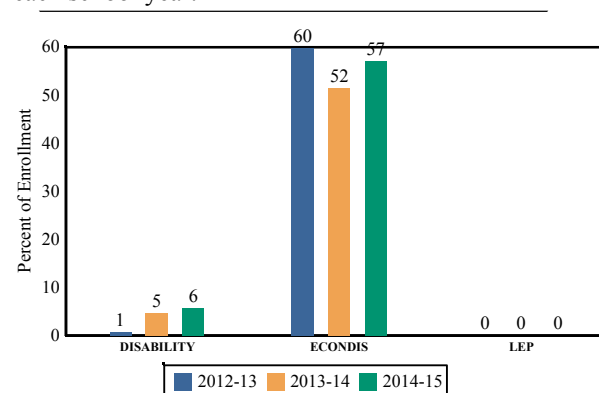
This graph presents the count of students who were 'on roll' by grade in October of each school year.



Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

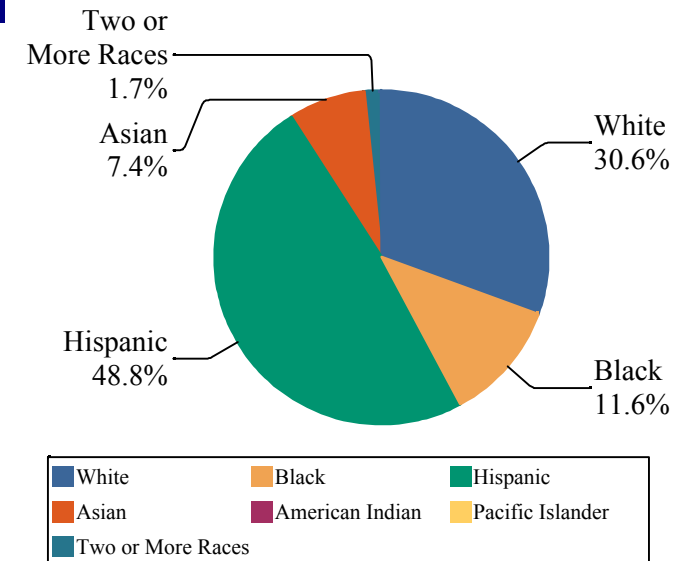
Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Enrollment by Ethnic/Racial Subgroup

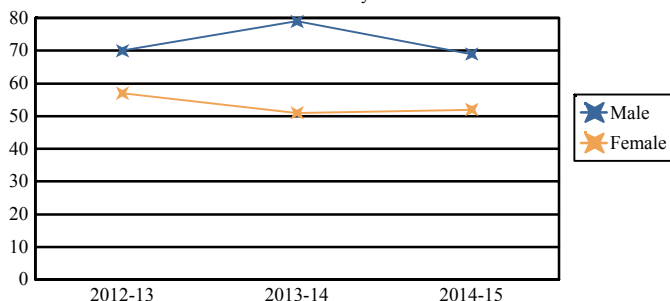
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	127
2013-14	130
2014-15	121

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	70	57
2013-14	79	51
2014-15	69	52

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	7	6%
Economically Disadvantaged Students	69	57.0%
English Language Learners	0	0.0%

Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	95.0%
Spanish	2.5%
Hebrew	2.5%

ACADEMIC ACHIEVEMENT

HUDSON

HOBOKEN CITY

GRADE SPAN KG-06

17-2210-063

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HOBOKEN, NJ 07030-3906

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	52%	91	46
Math Met or Exceeded Expectation	41%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	58	51.8%	95%	90.6%	YES*
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	32	37.5%	95%	88.9%	-

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ACADEMIC ACHIEVEMENT

HUDSON
HOBOKEN CITY

GRADE SPAN KG-06

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	58	41.4%	95%	90.6%	YES*
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	32	28.1%	95%	88.9%	-

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

ACADEMIC ACHIEVEMENT

HUDSON
HOBOKEN CITY

GRADE SPAN KG-06

17-2210-063
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HOBOKEN, NJ 07030-3906

PARCC ELA Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	18	765	744	0%	17%	11%	61%	11%	72%	44%
White	-	-	753	-	-	-	-	-	-	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

ACADEMIC ACHIEVEMENT

HUDSON
HOBOKEN CITY

GRADE SPAN KG-06

17-2210-063
SALVATORE R. CALABRO
524 PARK AVENUE
HOBOKEN, NJ 07030-3906

PARCC ELA Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	15	741	751	13%	13%	53%	7%	13%	20%	52%
White	-	-	758	-	-	-	-	-	-	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

ACADEMIC ACHIEVEMENT

HUDSON
HOBOKEN CITY

GRADE SPAN KG-06

17-2210-063
SALVATORE R. CALABRO
524 PARK AVENUE
HOBOKEN, NJ 07030-3906

PARCC ELA Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	14	735	751	29%	7%	21%	43%	0%	43%	53%
White	-	-	757	-	-	-	-	-	-	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

ACADEMIC ACHIEVEMENT

HUDSON
HOBOKEN CITY

GRADE SPAN KG-06

17-2210-063
SALVATORE R. CALABRO
524 PARK AVENUE
HOBOKEN, NJ 07030-3906

PARCC ELA Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	11	757	749	0%	18%	9%	45%	27%	73%	50%
White	-	-	755	-	-	-	-	-	-	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	-	-	736	-	-	-	-	-	-	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	-	-	770	-	-	-	-	-	-	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	-	-	718	-	-	-	-	-	-	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	733	-	-	-	-	-	-	30%

ACADEMIC ACHIEVEMENT

HUDSON
HOBOKEN CITY

GRADE SPAN KG-06

17-2210-063
SALVATORE R. CALABRO
524 PARK AVENUE
HOBOKEN, NJ 07030-3906

PARCC MATH - Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	18	750	746	6%	11%	22%	56%	6%	61%	46%
White	-	-	752	-	-	-	-	-	-	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

ACADEMIC ACHIEVEMENT

HUDSON
HOBOKEN CITY

GRADE SPAN KG-06

17-2210-063
SALVATORE R. CALABRO
524 PARK AVENUE
HOBOKEN, NJ 07030-3906

PARCC MATH - Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	15	730	744	0%	60%	13%	27%	0%	27%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

ACADEMIC ACHIEVEMENT

HUDSON
HOBOKEN CITY

GRADE SPAN KG-06

17-2210-063
SALVATORE R. CALABRO
524 PARK AVENUE
HOBOKEN, NJ 07030-3906

PARCC MATH - Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	14	730	744	14%	29%	29%	29%	0%	29%	42%
White	-	-	749	-	-	-	-	-	-	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	731	-	-	-	-	-	-	23%

ACADEMIC ACHIEVEMENT

HUDSON
HOBOKEN CITY

GRADE SPAN KG-06

17-2210-063
SALVATORE R. CALABRO
524 PARK AVENUE
HOBOKEN, NJ 07030-3906

PARCC MATH - Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	11	738	743	9%	27%	18%	45%	0%	45%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	-	-	731	-	-	-	-	-	-	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	-	-	718	-	-	-	-	-	-	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	-	-	729	-	-	-	-	-	-	23%

ACADEMIC ACHIEVEMENT

HUDSON
HOBOKEN CITY

GRADE SPAN KG-06

17-2210-063
SALVATORE R. CALABRO
524 PARK AVENUE
HOBOKEN, NJ 07030-3906

2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
 Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
 Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
 Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

ACADEMIC ACHIEVEMENT

HUDSON
HOBOKEN CITY

GRADE SPAN KG-06

17-2210-063
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524 PARK AVENUE
HOBOKEN, NJ 07030-3906

NJASK Results - Science Grade Level - 04

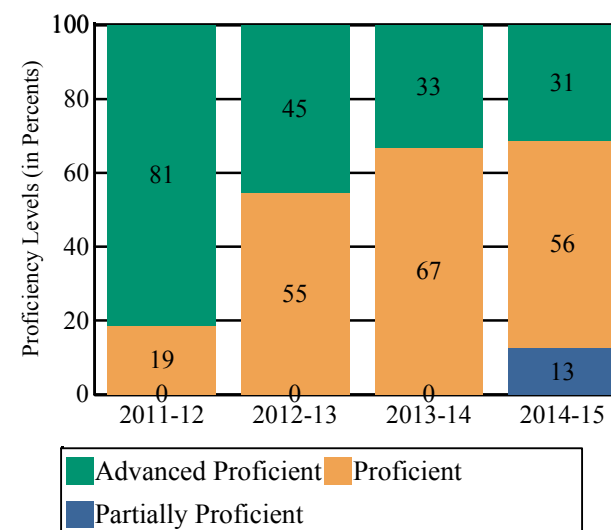
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	31%	56%	13%
White	-	-	-
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



COLLEGE AND CAREER READINESS

HUDSON
HOBOKEN CITY

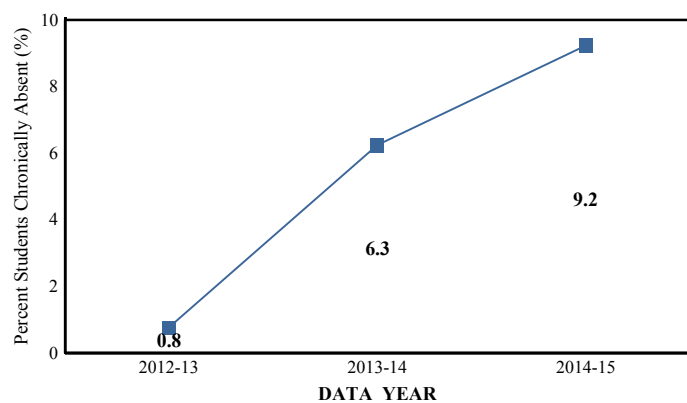
GRADE SPAN KG-06

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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

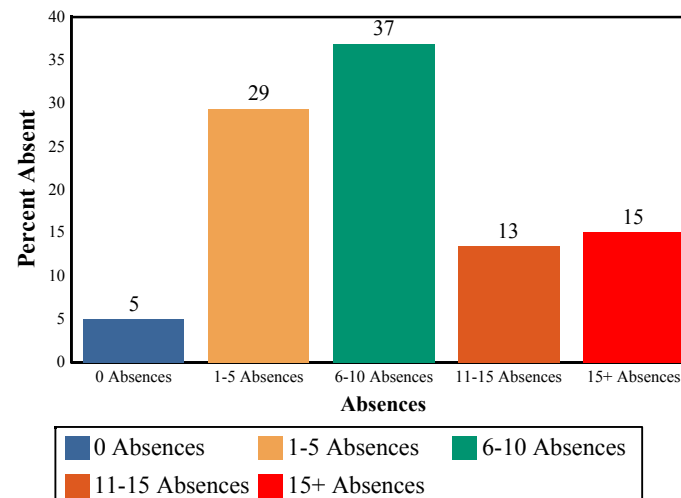


Chronic Absenteeism for 2014-15

9.24%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



STUDENT GROWTH

HUDSON

HOBOKEN CITY

GRADE SPAN KG-06

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	67	90	90	35	YES
Student Growth on Math	59	76	72	35	YES
		83	81		100%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	10%	5%	0%
Partially Met	3%	8%	3%
Approached	13%	3%	15%
Met	3%	5%	23%
Exceeded	0%	3%	10%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	3%	5%	0%
Partially Met	13%	10%	18%
Approached	3%	13%	5%
Met	3%	13%	18%
Exceeded	0%	0%	0%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON

GRADE SPAN KG-06

HOBOKEN CITY

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 03

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	817	850
75th	790	770
50th	767	743
25th	739	715
0th	711	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	51	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	793	850
75th	765	767
50th	753	745
25th	733	722
0th	697	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	45

WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON

HOBOKEN CITY

Grade Level - 04

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	811	850
75th	745	773
50th	735	750
25th	725	728
0th	693	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	20	45

Grade Level - 05

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	798	850
75th	762	773
50th	746	751
25th	694	728
0th	667	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	68	45

17-2210-063

SALVATORE R. CALABRO

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HOBOKEN, NJ 07030-3906

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	787	850
75th	742	764
50th	721	742
25th	711	721
0th	701	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	43

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	770	850
75th	748	763
50th	725	743
25th	714	723
0th	693	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	40

WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON

HOBOKEN CITY

Grade Level - 06

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	805	850
75th	778	770
50th	754	749
25th	746	726
0th	703	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	44

17-2210-063

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Grade Level - 06

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	774	850
75th	753	763
50th	744	742
25th	719	721
0th	696	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	42

SCHOOL CLIMATE

HUDSON
HOBOKEN CITY

State of New Jersey

2014-15

GRADE SPAN KG-06

17-2210-063

SALVATORE R. CALABRO

524 PARK AVENUE

HOBOKEN, NJ 07030-3906

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 32 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	5.0%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 49 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	9
Administrators	121

SCHOOL PEER GROUP

HUDSON
HOBOKEN CITY

GRADE SPAN KG-06

17-2210-063
SALVATORE R. CALABRO
524 PARK AVENUE
HOBOKEN, NJ 07030-3906

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	BUENA REGIONAL	COLLINGS LAKES ELEMENTARY SCHOOL	01-0590-045	KG-03	66.3%	4.6%	13.7%
ATLANTIC	SOMERS POINT CITY	DAWES AVENUE ELEMENTARY SCHOOL	01-4800-050	PK-06	69%	0.2%	17.8%
ATLANTIC	VENTNOR CITY	VENTNOR ELEMENTARY SCHOOL	01-5350-045	PK-04	67.8%	7.7%	11.7%
BERGEN	HACKENSACK CITY	FAIRMOUNT	03-1860-100	PK-04	66.1%	5.8%	10.5%
BERGEN	LODI BOROUGH	COLUMBUS SCHOOL	03-2740-060	KG-05	59.8%	5.8%	6.5%
BERGEN	LODI BOROUGH	WILSON SCHOOL	03-2740-100	PK-05	63.7%	5.5%	8.4%
BURLINGTON	WILLINGBORO TWP	HAWTHORNE PARK ELEMMENTARY SCHOOL	05-5805-065	PK-05	58%	0%	11.7%
BURLINGTON	WILLINGBORO TWP	J. C. STUART ELEMENTARY SCHOOL	05-5805-090	PK-05	58.7%	0.2%	13%
BURLINGTON	WILLINGBORO TWP	W. R. JAMES SR. ELEMENTARY SCHOOL	05-5805-080	PK-05	60.3%	3.9%	6.6%
CAMDEN	BELLMAR BORO	BELLMAR PARK ELEMENTARY SCHOOL	07-0260-020	PK-04	60.6%	5.5%	5.1%
CAMDEN	PENNSAUKEN TWP	BENJAMIN FRANKLIN ELEMENTARY SCHOOL	07-4060-100	KG-04	65.7%	1.8%	17.6%
CAMDEN	PENNSAUKEN TWP	ROOSEVELT ELEMENTARY SCHOOL	07-4060-180	KG-04	56.8%	2.4%	3%
CAMDEN	PINE HILL BORO	DR. ALBERT M. BEAN SCHOOL	07-4110-060	PK-05	65.5%	1.5%	17.1%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP ELEMENTARY SCHOOL THREE	07-5820-050	PK-03	56.1%	0%	10.8%
CHARTERS	ENGLEWOOD ON THE PALISADES CS	ENGLEWOOD ON THE PALISADES CHARTER SCHOOL	80-6430-930	KG-05	69.1%	0%	6.9%
CHARTERS	MILLVILLE PUBLIC CHARTER SCHOOL	MILLVILLE PUBLIC CHARTER SCHOOL	80-6069-952	KG-05	60.6%	0%	9.3%
CHARTERS	PACE CS OF HAMILTON	PACE CHARTER SCHOOL OF HAMILTON	80-7500-900	KG-05	67%	0%	2.3%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS10	13-0250-100	KG-05	52.2%	2.2%	3.8%
HUDSON	HOBOKEN CITY	SALVATORE R. CALABRO	17-2210-063	KG-06	57%	0%	5%
HUDSON	KEARNY TOWN	GARFIELD ELEMENTARY SCHOOL	17-2410-080	PK-06	63.2%	1.6%	14.3%
MERCER	HAMILTON TWP	KUSER ELEMENTARY SCHOOL	21-1950-170	PK-05	67.6%	8%	6.3%

SCHOOL PEER GROUP

**HUDSON
HOBOKEN CITY**

GRADE SPAN KG-06

**17-2210-063
SALVATORE R. CALABRO
524 PARK AVENUE
HOBOKEN, NJ 07030-3906**

MIDDLESEX	CARTERET BORO	COLUMBUS ELEMENTARY SCHOOL	23-0750-050	PK-05	68.9%	9.3%	10.3%
MONMOUTH	NEPTUNE TWP	GABLES ELEMENTARY SCHOOL	25-3510-061	PK-05	64.8%	0%	13.2%
MONMOUTH	NEPTUNE TWP	GREEN GROVE ELEMENTARY SCHOOL	25-3510-063	PK-05	65.9%	0%	12.6%
OCEAN	OCEAN GATE BORO	OCEAN GATE ELEMENTARY SCHOOL	29-3800-050	PK-06	62.9%	0%	16.6%
OCEAN	TOMS RIVER REGIONAL	SOUTH TOMS RIVER ELEMENTARY SCHOOL	29-5190-100	KG-05	65.7%	0.3%	14.6%
PASSAIC	CLIFTON CITY	SCHOOL #1	31-0900-080	KG-05	60.7%	2.4%	7.7%
PASSAIC	CLIFTON CITY	SCHOOL #15	31-0900-200	KG-05	67.3%	2.5%	7.4%
PASSAIC	CLIFTON CITY	SCHOOL #3	31-0900-100	KG-05	58.2%	1.7%	8.6%
SOMERSET	NORTH PLAINFIELD BORO	EAST END SCHOOL	35-3670-060	PK-04	67.4%	8.5%	9.5%
UNION	LINDEN CITY	NUMBER 5	39-2660-120	PK-05	65.6%	2.7%	9.6%



State of New Jersey

2014-15

OVERVIEW

HUDSON
HOBOKEN CITY

GRADE SPAN PK-06

17-2210-065

THOMAS G. CONNORS
201 MONROE STREET
HOBOKEN, NJ 07030

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

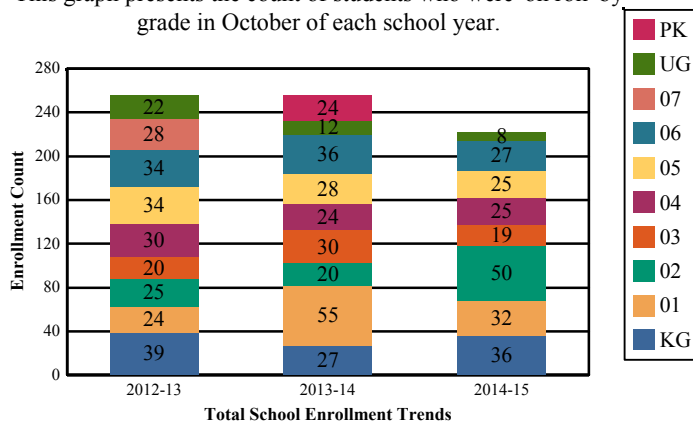
HUDSON
HOBOKEN CITY

GRADE SPAN PK-06

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Enrollment by Grade

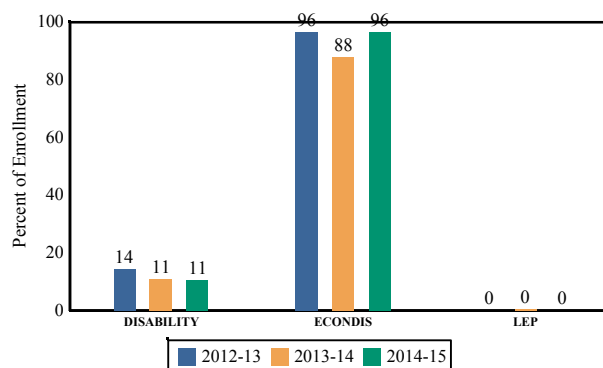
This graph presents the count of students who were 'on roll' by grade in October of each school year.



Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.

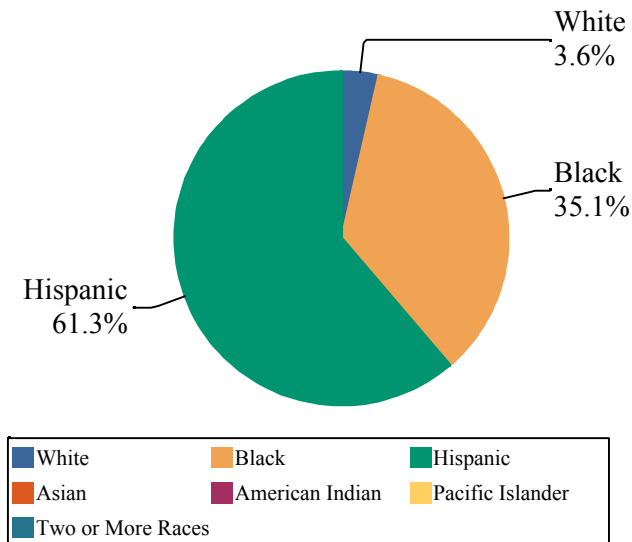


Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	24	11%
Economically Disadvantaged Students	214	96.4%
English Language Learners	0	0.0%

Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.

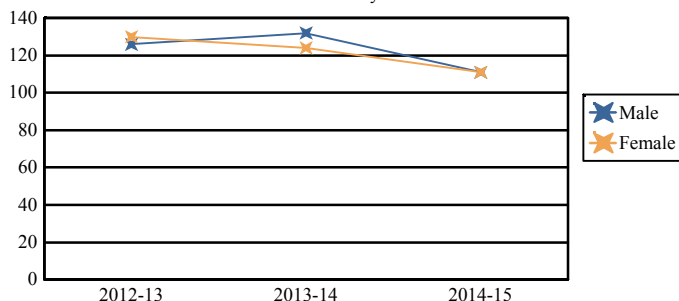


Total School Enrollment

2012-13	256
2013-14	256
2014-15	222

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	126	130
2013-14	132	124
2014-15	111	111

Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	93.5%
Spanish	6.6%

ACADEMIC ACHIEVEMENT

HUDSON

HOBOKEN CITY

GRADE SPAN PK-06

17-2210-065

THOMAS G. CONNORS

201 MONROE STREET

HOBOKEN, NJ 07030

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	19%	42	6
Math Met or Exceeded Expectation	29%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	98	19.4%	95%	96.2%	YES
White	-	-	--	--	--
African American	37	10.8%	95%	95%	YES
Hispanic	56	23.2%	95%	96.7%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	86	16.3%	95%	95.7%	YES

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ACADEMIC ACHIEVEMENT

HUDSON

HOBOKEN CITY

GRADE SPAN PK-06

17-2210-065

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	98	28.5%	95%	96.2%	YES
White	-	-	--	--	--
African American	37	21.6%	95%	95%	YES
Hispanic	56	32.2%	95%	96.7%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	86	27.9%	95%	95.7%	YES

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ACADEMIC ACHIEVEMENT

HUDSON
HOBOKEN CITY

GRADE SPAN PK-06

17-2210-065
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PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

ACADEMIC ACHIEVEMENT

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GRADE SPAN PK-06

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PARCC ELA Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	20	726	744	25%	20%	40%	15%	0%	15%	44%
White	-	-	753	-	-	-	-	-	-	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	11	736	727	18%	9%	45%	27%	0%	27%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	20	726	724	25%	20%	40%	15%	0%	15%	24%

ACADEMIC ACHIEVEMENT

HUDSON
HOBOKEN CITY

GRADE SPAN PK-06

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PARCC ELA Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	21	740	751	0%	33%	38%	24%	5%	29%	52%
White	-	-	758	-	-	-	-	-	-	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	12	746	737	0%	33%	25%	33%	8%	42%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	18	734	734	0%	39%	44%	11%	6%	17%	31%

ACADEMIC ACHIEVEMENT

HUDSON
HOBOKEN CITY

GRADE SPAN PK-06

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PARCC ELA Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	23	732	751	4%	35%	48%	13%	0%	13%	53%
White	-	-	757	-	-	-	-	-	-	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	20	731	734	5%	35%	45%	15%	0%	15%	31%

ACADEMIC ACHIEVEMENT

HUDSON
HOBOKEN CITY

GRADE SPAN PK-06

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PARCC ELA Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	34	730	749	18%	24%	38%	15%	6%	21%	50%
White	-	-	755	-	-	-	-	-	-	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	21	731	736	19%	19%	38%	19%	5%	24%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	-	-	770	-	-	-	-	-	-	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	-	-	718	-	-	-	-	-	-	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	28	732	733	11%	29%	43%	11%	7%	18%	30%

ACADEMIC ACHIEVEMENT

HUDSON
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GRADE SPAN PK-06

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PARCC MATH - Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	20	742	746	5%	15%	50%	20%	10%	30%	46%
White	-	-	752	-	-	-	-	-	-	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	11	751	733	0%	9%	55%	18%	18%	36%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	20	742	730	5%	15%	50%	20%	10%	30%	26%

ACADEMIC ACHIEVEMENT

HUDSON
HOBOKEN CITY

GRADE SPAN PK-06

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PARCC MATH - Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	21	746	744	0%	10%	43%	48%	0%	48%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	12	750	732	0%	8%	33%	58%	0%	58%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	18	741	730	0%	11%	50%	39%	0%	39%	23%

ACADEMIC ACHIEVEMENT

HUDSON
HOBOKEN CITY

GRADE SPAN PK-06

17-2210-065
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PARCC MATH - Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	23	732	744	0%	39%	48%	13%	0%	13%	42%
White	-	-	749	-	-	-	-	-	-	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	20	731	731	0%	40%	45%	15%	0%	15%	23%

ACADEMIC ACHIEVEMENT

HUDSON
HOBOKEN CITY

GRADE SPAN PK-06

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PARCC MATH - Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	34	728	743	9%	47%	18%	26%	0%	26%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	21	728	731	10%	43%	19%	29%	0%	29%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	-	-	718	-	-	-	-	-	-	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	28	729	729	7%	46%	18%	29%	0%	29%	23%

2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
 Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
 Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
 Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

ACADEMIC ACHIEVEMENT

HUDSON
HOBOKEN CITY

GRADE SPAN PK-06

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NJASK Results - Science Grade Level - 04

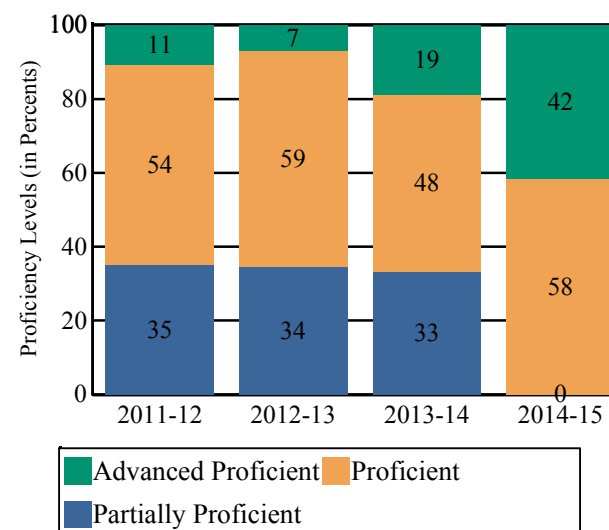
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	42%	58%	0%
White	-	-	-
African American	-	-	-
Hispanic	43%	57%	0%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	35%	65%	0%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



COLLEGE AND CAREER READINESS

HUDSON
HOBOKEN CITY

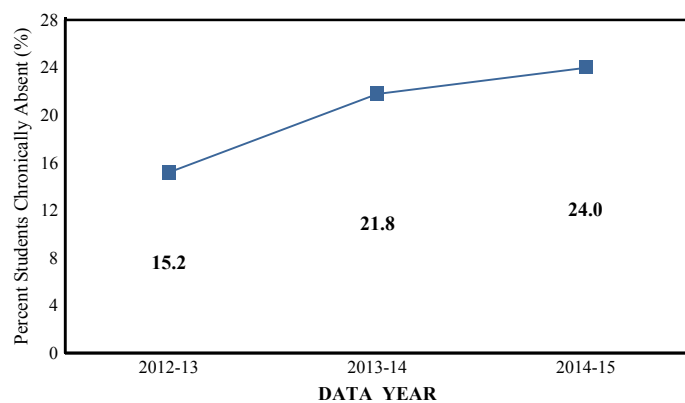
GRADE SPAN PK-06

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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

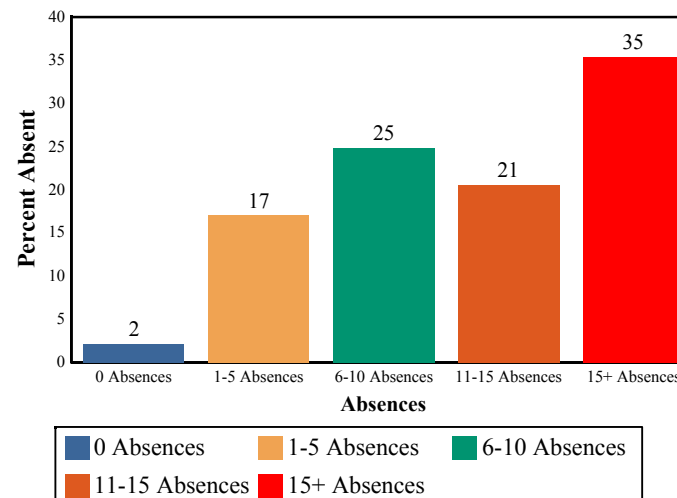


Chronic Absenteeism for 2014-15

24.02%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



STUDENT GROWTH

HUDSON

HOBOKEN CITY

GRADE SPAN PK-06

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	51	65	49	35	YES
Student Growth on Math	58	81	68	35	YES
		73	59		100%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	5%	1%	0%
Partially Met	14%	8%	5%
Approached	12%	14%	16%
Met	4%	5%	8%
Exceeded	0%	0%	4%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	3%	0%
Partially Met	11%	13%	11%
Approached	13%	8%	12%
Met	5%	8%	16%
Exceeded	0%	0%	0%

Low Growth is defined as an Student Growth Percentile score less than 35.

Typical Growth is defined as an Student Growth Percentile score between 35 and 65.

High Growth is defined as a Student Growth Percentile score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON

GRADE SPAN PK-06

HOBOKEN CITY

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 03

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	770	850
75th	744	770
50th	734	743
25th	711	715
0th	680	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	803	850
75th	755	767
50th	738	745
25th	731	722
0th	695	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	24	45

WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON

HOBOKEN CITY

Grade Level - 04

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	800	850
75th	762	773
50th	735	750
25th	723	728
0th	701	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	45

Grade Level - 05

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	769	850
75th	743	773
50th	730	751
25th	721	728
0th	692	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	22	45

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Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	790	850
75th	761	764
50th	743	742
25th	730	721
0th	718	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	43

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	767	850
75th	742	763
50th	733	743
25th	721	723
0th	703	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	21	40

WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON

HOBOKEN CITY

Grade Level - 06

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	802	850
75th	742	770
50th	728	749
25th	710	726
0th	684	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	44

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Grade Level - 06

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	768	850
75th	749	763
50th	723	742
25th	712	721
0th	688	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	42

SCHOOL CLIMATE

HUDSON
HOBOKEN CITY

State of New Jersey

2014-15

GRADE SPAN PK-06

17-2210-065

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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 27 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	12.2%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 42 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	8
Administrators	111

SCHOOL PEER GROUP

HUDSON
HOBOKEN CITY

GRADE SPAN PK-06

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201 MONROE STREET
HOBOKEN, NJ 07030

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	PLEASANTVILLE CITY	LEEDS AVENUE ELEMENTARY SCHOOL	01-4180-080	PK-05	91.5%	10%	11.7%
ATLANTIC	PLEASANTVILLE CITY	NORTH MAIN ST ELEMENTARY SCHOOL	01-4180-085	PK-05	89.6%	15.9%	11.2%
CHARTERS	JCAMDEN COMMUNITY CHARTER SCHOOL	CAMDEN COMMUNITY CHARTER SCHOOL	80-6063-945	KG-06	95.2%	8.3%	9.6%
CHARTERS	KNOWLEDGE A TO Z CHARTER SCHOOL	KNOWLEDGE A TO Z CHARTER SCHOOL	80-6083-968	KG-04	90%	0%	5.3%
CHARTERS	NEW HORIZONS COMM. CS	NEW HORIZONS COMMUNITY CHARTER SCHOOL	80-7290-957	KG-05	92.9%	0%	6%
CHARTERS	NEWARK LEGACY CS	NEWARK LEGACY CHARTER SCHOOL	80-6037-922	PK-05	92.5%	0%	10.3%
ESSEX	CITY OF ORANGE TWP	ROSA PARKS/CENTRAL COMMUNITY SCHOOL	13-3880-105	PK-07	91.6%	18.3%	9.3%
ESSEX	EAST ORANGE	CICELY L. TYSON COMMUNITY ELEMENTARY SCHOOL	13-1210-140	PK-05	89.4%	1.5%	7%
ESSEX	EAST ORANGE	EDWARD T. BOWSER SR. SCHOOL OF EXCELLENCE	13-1210-050	PK-05	86.2%	16%	7.5%
ESSEX	NEWARK CITY	ELLIOTT STREET ELEMENTARY SCHOOL	13-3570-390	PK-04	84.7%	21%	7.2%
ESSEX	NEWARK CITY	ROBERTO CLEMENTE ELEMENTARY SCHOOL	13-3570-615	PK-04	90.3%	29%	12.1%
ESSEX	NEWARK CITY	SOUTH STREET ELEMENTARY SCHOOL	13-3570-640	PK-05	84.1%	20.6%	8.1%
HUDSON	HOBOKEN CITY	THOMAS G. CONNORS	17-2210-065	PK-06	96.4%	0%	10.4%
HUDSON	JERSEY CITY	CHARLES E. TREFURT SCHOOL	17-2390-120	PK-05	87.1%	36.7%	14%
HUDSON	WEST NEW YORK TOWN	PUBLIC SCHOOL NUMBER FIVE	17-5670-090	PK-06	87.8%	22.8%	8%
MERCER	TRENTON CITY	COLUMBUS ELEMENTARY SCHOOL	21-5210-170	KG-05	94.6%	11.4%	17.1%
MERCER	TRENTON CITY	FRANKLIN ELEMENTARY SCHOOL	21-5210-190	KG-05	90.3%	10.5%	11.6%
MERCER	TRENTON CITY	JEFFERSON ELEMENTARY SCHOOL	21-5210-230	KG-05	90.5%	0%	6.9%
MERCER	TRENTON CITY	MOTT ELEMENTARY SCHOOL	21-5210-260	KG-05	89.9%	17.5%	12.5%
MIDDLESEX	NEW BRUNSWICK CITY	LINCOLN ELEMENTARY SCHOOL	23-3530-080	PK-05	90.3%	19.8%	10.8%

SCHOOL PEER GROUP

**HUDSON
HOBOKEN CITY**

GRADE SPAN PK-06

**17-2210-065
THOMAS G. CONNORS
201 MONROE STREET
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MIDDLESEX	NEW BRUNSWICK CITY	LIVINGSTON ELEMENTARY SCHOOL	23-3530-090	KG-05	88.5%	22%	7.9%
MIDDLESEX	NEW BRUNSWICK CITY	LORD STLRING ELEMENTARY SCHOOL	23-3530-100	PK-05	92.8%	17.9%	9.6%
MIDDLESEX	NEW BRUNSWICK CITY	PAUL ROBESON COMMUNITY SCHOOL	23-3530-123	PK-05	89.2%	10.6%	8.4%
MIDDLESEX	PERTH AMBOY CITY	ANTHONY V. CERES ELEMENTARY SCHOOL	23-4090-070	KG-04	84.5%	25.6%	4.3%
MIDDLESEX	PERTH AMBOY CITY	HERBERT N. RICHARDSON 21ST CENTURY SCHOOL	23-4090-130	KG-04	80.6%	37%	6.6%
MONMOUTH	LONG BRANCH CITY	GEORGE L CATRAMBONE SCHOOL 19	25-2770-300	PK-05	89.3%	20.8%	8.6%
PASSAIC	PATERSON CITY	PINE GROVE MANOR SCHOOL	31-4010-230	PK-04	92.7%	6.9%	5%
SOMERSET	FRANKLIN TWP	CLINTON ELEMENTARY SCHOOL	35-1610-140	PK-04	80.6%	36%	4.6%
UNION	PLAINFIELD CITY	WOODLAND ELEMENTARY SCHOOL	39-4160-110	PK-05	82.4%	39.1%	7.9%
UNION	PLAINFIELD CITY	HARRISON ELEMENTARY SCHOOL	39-4160-190	KG-05	85.1%	29.8%	4.7%
UNION	ROSELLE BORO		39-4540-020	01-04	81.5%	43.3%	8.9%



State of New Jersey

2014-15

17-2210-070

OVERVIEW

HUDSON
HOBOKEN CITY

GRADE SPAN PK-06

WALLACE ELEMENTARY SCHOOL
1100 WILLOW AVENUE
HOBOKEN, NJ 07030

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

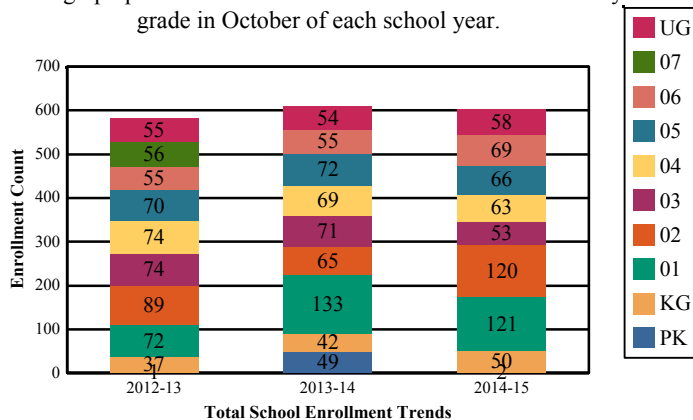
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

HUDSON
HOBOKEN CITY

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

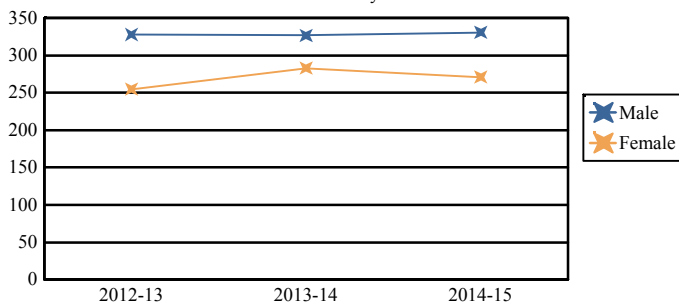


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	583
2013-14	610
2014-15	602

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.

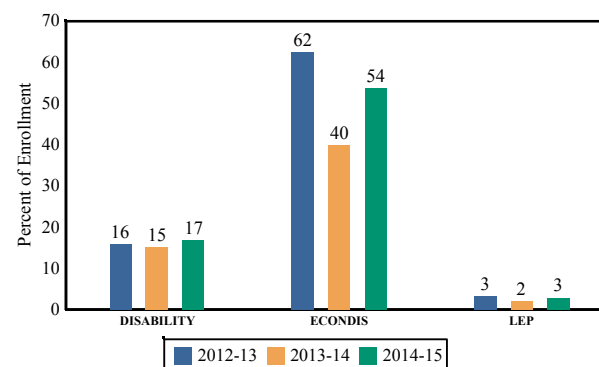


	Male	Female
2012-13	328	255
2013-14	327	283
2014-15	331	271

GRADE SPAN PK-06

Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.

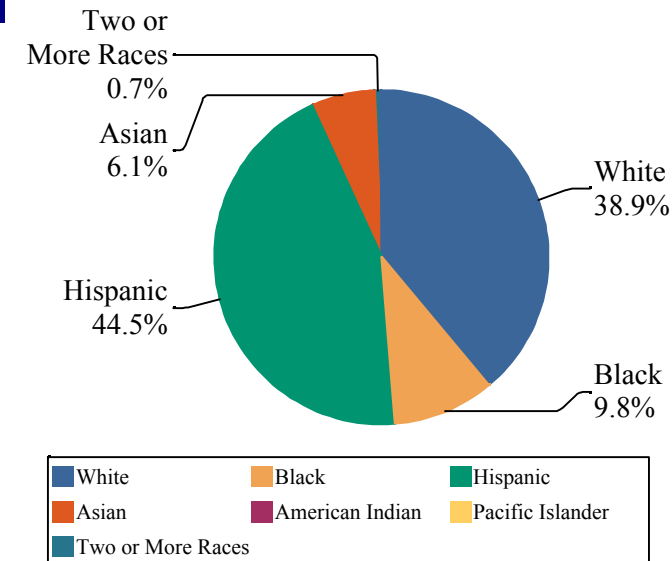


Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	101	17%
Economically Disadvantaged Students	324	53.8%
English Language Learners	18	3.0%

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WALLACE ELEMENTARY SCHOOL
1100 WILLOW AVENUE
HOBOKEN, NJ 07030

Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	89.3%
Spanish	4.8%
Portuguese	1.0%
Russian	0.8%
French	0.8%
Chinese	0.7%
Other	2.5%

ACADEMIC ACHIEVEMENT

HUDSON

HOBOKEN CITY

GRADE SPAN PK-06

WALLACE ELEMENTARY SCHOOL

1100 WILLOW AVENUE

HOBOKEN, NJ 07030

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	40%	71	27
Math Met or Exceeded Expectation	34%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	230	39.6%	95%	95.2%	YES
White	68	61.7%	95%	97.2%	YES
African American	-	-	--	--	--
Hispanic	134	27.6%	95%	94.6%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	143	25.9%	95%	94.3%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ACADEMIC ACHIEVEMENT

HUDSON
HOBOKEN CITY

GRADE SPAN PK-06

WALLACE ELEMENTARY SCHOOL
1100 WILLOW AVENUE
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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	230	33.9%	95%	95.2%	YES
White	68	55.9%	95%	97.2%	YES
African American	-	-	--	--	--
Hispanic	134	20.1%	95%	94.6%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	40	12.5%	95%	93.2%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	143	19.6%	95%	94.3%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

ACADEMIC ACHIEVEMENT

HUDSON
HOBOKEN CITY

GRADE SPAN PK-06

17-2210-070
WALLACE ELEMENTARY SCHOOL
1100 WILLOW AVENUE
HOBOKEN, NJ 07030

PARCC ELA Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	51	740	744	25%	20%	14%	31%	10%	41%	44%
White	23	751	753	13%	22%	17%	39%	9%	48%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	22	725	727	36%	23%	14%	18%	9%	27%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	23	715	724	48%	22%	13%	4%	13%	17%	24%

ACADEMIC ACHIEVEMENT

HUDSON
HOBOKEN CITY

GRADE SPAN PK-06

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WALLACE ELEMENTARY SCHOOL
1100 WILLOW AVENUE
HOBOKEN, NJ 07030

PARCC ELA Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	67	740	751	6%	31%	28%	25%	9%	34%	52%
White	15	756	758	13%	0%	20%	47%	20%	67%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	41	731	737	5%	44%	29%	22%	0%	22%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	45	729	734	9%	42%	29%	18%	2%	20%	31%

ACADEMIC ACHIEVEMENT

HUDSON
HOBOKEN CITY

GRADE SPAN PK-06

17-2210-070
WALLACE ELEMENTARY SCHOOL
1100 WILLOW AVENUE
HOBOKEN, NJ 07030

PARCC ELA Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	57	744	751	4%	23%	35%	33%	5%	39%	53%
White	16	766	757	0%	19%	13%	50%	19%	69%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	35	733	737	6%	26%	43%	26%	0%	26%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	36	737	734	3%	25%	44%	28%	0%	28%	31%

ACADEMIC ACHIEVEMENT

HUDSON
HOBOKEN CITY

GRADE SPAN PK-06

17-2210-070
WALLACE ELEMENTARY SCHOOL
1100 WILLOW AVENUE
HOBOKEN, NJ 07030

PARCC ELA Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	55	747	749	0%	20%	35%	40%	5%	45%	50%
White	14	759	755	0%	0%	29%	64%	7%	71%	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	36	744	736	0%	22%	42%	31%	6%	36%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	-	-	770	-	-	-	-	-	-	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	-	-	718	-	-	-	-	-	-	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	39	742	733	0%	26%	38%	33%	3%	36%	30%

ACADEMIC ACHIEVEMENT

HUDSON
HOBOKEN CITY

GRADE SPAN PK-06

17-2210-070
WALLACE ELEMENTARY SCHOOL
1100 WILLOW AVENUE
HOBOKEN, NJ 07030

PARCC MATH - Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	51	748	746	8%	22%	20%	43%	8%	51%	46%
White	23	758	752	4%	17%	22%	43%	13%	57%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	22	737	733	9%	27%	23%	36%	5%	41%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	23	733	730	13%	30%	22%	30%	4%	35%	26%

ACADEMIC ACHIEVEMENT

HUDSON
HOBOKEN CITY

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17-2210-070
WALLACE ELEMENTARY SCHOOL
1100 WILLOW AVENUE
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PARCC MATH - Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	67	734	744	9%	31%	34%	22%	3%	25%	42%
White	15	744	749	13%	20%	20%	33%	13%	47%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	41	725	732	10%	39%	39%	12%	0%	12%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	18	710	724	28%	50%	6%	17%	0%	17%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	45	725	730	13%	38%	36%	13%	0%	13%	23%

ACADEMIC ACHIEVEMENT

HUDSON
HOBOKEN CITY

GRADE SPAN PK-06

17-2210-070
WALLACE ELEMENTARY SCHOOL
1100 WILLOW AVENUE
HOBOKEN, NJ 07030

PARCC MATH - Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	57	736	744	5%	32%	32%	32%	0%	32%	42%
White	16	756	749	0%	13%	25%	63%	0%	63%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	35	726	733	9%	40%	34%	17%	0%	17%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	36	728	731	6%	47%	28%	19%	0%	19%	23%

ACADEMIC ACHIEVEMENT

HUDSON
HOBOKEN CITY

GRADE SPAN PK-06

17-2210-070
WALLACE ELEMENTARY SCHOOL
1100 WILLOW AVENUE
HOBOKEN, NJ 07030

PARCC MATH - Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	55	737	743	5%	27%	36%	27%	4%	31%	42%
White	14	754	749	0%	21%	21%	50%	7%	57%	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	36	731	731	3%	33%	44%	19%	0%	19%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	-	-	718	-	-	-	-	-	-	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	39	730	729	8%	28%	46%	18%	0%	18%	23%

2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
 Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
 Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
 Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

ACADEMIC ACHIEVEMENT

HUDSON
HOBOKEN CITY

GRADE SPAN PK-06

17-2210-070
WALLACE ELEMENTARY SCHOOL
1100 WILLOW AVENUE
HOBOKEN, NJ 07030

NJASK Results - Science Grade Level - 04

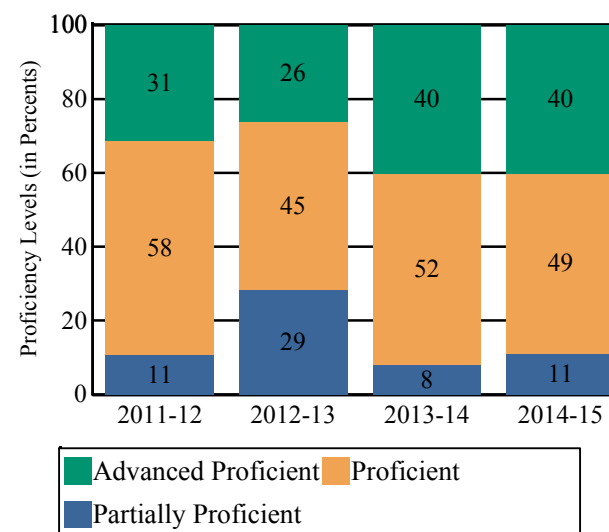
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	40%	49%	11%
White	50%	39%	11%
African American	-	-	-
Hispanic	30%	58%	12%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	10%	60%	30%
English Language Learners	-	-	-
Economically Disadvantaged Students	33%	50%	17%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



COLLEGE AND CAREER READINESS

HUDSON
HOBOKEN CITY

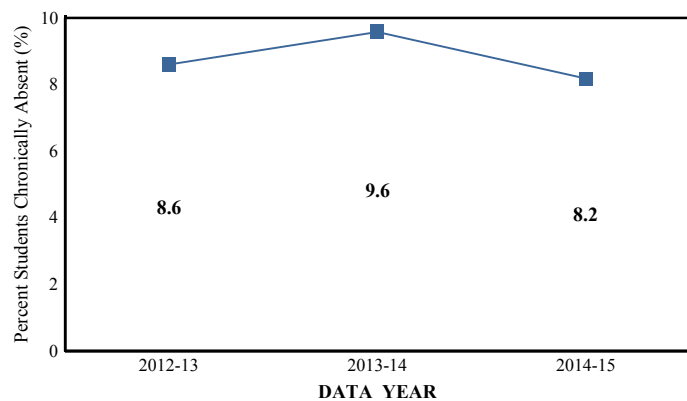
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

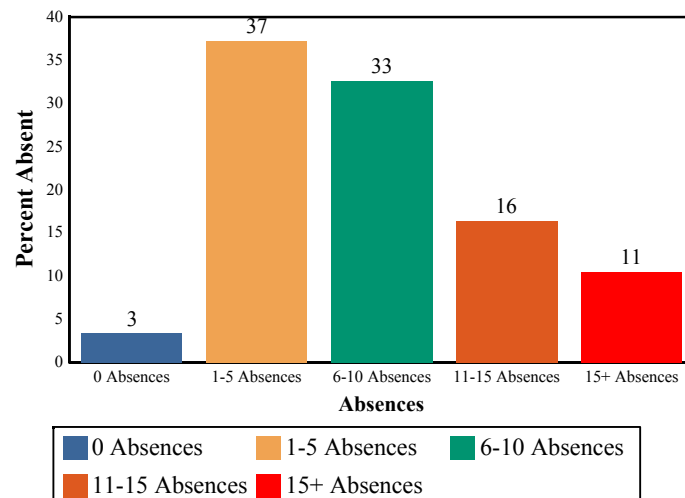


Chronic Absenteeism for 2014-15

8.18%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



STUDENT GROWTH

HUDSON

HOBOKEN CITY

GRADE SPAN PK-06

WALLACE ELEMENTARY SCHOOL

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HOBOKEN, NJ 07030

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	52	86	53	35	YES
Student Growth on Math	60	86	75	35	YES
		86	64		100%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	3%	1%	0%
Partially Met	11%	11%	3%
Approached	15%	8%	10%
Met	5%	11%	17%
Exceeded	1%	1%	5%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	6%	1%	0%
Partially Met	11%	8%	11%
Approached	7%	11%	16%
Met	4%	8%	13%
Exceeded	0%	0%	3%

Low Growth is defined as an Student Growth Percentile score less than 35.

Typical Growth is defined as an Student Growth Percentile score between 35 and 65.

High Growth is defined as a Student Growth Percentile score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON

GRADE SPAN PK-06

HOBOKEN CITY

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 03

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	840	850
75th	785	770
50th	737	743
25th	697	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	88	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	808	850
75th	776	767
50th	752	745
25th	724	722
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	52	45

WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON

HOBOKEN CITY

Grade Level - 04

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	806	850
75th	766	773
50th	740	750
25th	715	728
0th	658	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	51	45

Grade Level - 05

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	816	850
75th	760	773
50th	742	751
25th	725	728
0th	665	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	45

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Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	802	850
75th	747	764
50th	731	742
25th	716	721
0th	670	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	43

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	788	850
75th	755	763
50th	732	743
25th	718	723
0th	688	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	40

WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON

HOBOKEN CITY

Grade Level - 06

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	803	850
75th	768	770
50th	745	749
25th	730	726
0th	702	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	44

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Grade Level - 06

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	809	850
75th	754	763
50th	735	742
25th	717	721
0th	688	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	42

SCHOOL CLIMATE

HUDSON
HOBOKEN CITY

State of New Jersey

2014-15

GRADE SPAN PK-06

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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 27 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	2.3%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 44 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	10
Administrators	201

SCHOOL PEER GROUP

HUDSON

HOBOKEN CITY

GRADE SPAN PK-06

WALLACE ELEMENTARY SCHOOL

1100 WILLOW AVENUE

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This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>SPAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
ATLANTIC	EGG HARBOR TWP	CLAYTON J. DAVENPORT ELEMENTARY SCHOOL	01-1310-033	PK-03	64.6%	8%	11.8%
BERGEN	ENGLEWOOD CITY	DR. LEROY MCCLOUD ELEMENTARY SCHOOL	03-1370-060	04-06	64.8%	10.5%	11.6%
BERGEN	HACKENSACK CITY	FANNY MEYER HILLERS	03-1860-110	PK-04	65.1%	11.1%	12.6%
BERGEN	LODI BOROUGH	HILLTOP SCHOOL	03-2740-065	PK-05	53%	5.7%	8.3%
BERGEN	LODI BOROUGH	WASHINGTON SCHOOL	03-2740-090	PK-05	55.2%	6.4%	7%
BURLINGTON	BURLINGTON CITY	WILBUR WATTS INTERMEDIATE SCHOOL	05-0600-085	03-06	60.3%	1.5%	18.9%
BURLINGTON	PEMBERTON TWP	JOSEPH S. STACKHOUSE SCHOOL	05-4050-140	03-05	54.4%	0.7%	16.5%
BURLINGTON	RIVERSIDE TWP	RIVERSIDE ELEMENTARY SCHOOL	05-4450-060	PK-05	61.6%	6.9%	13.7%
BURLINGTON	WILLINGBORO TWP	GARFIELD EAST ELEMENTARY SCHOOL	05-5805-064	PK-05	57.3%	0%	16%
BURLINGTON	WILLINGBORO TWP	TWIN HILLS ELEMENTARY SCHOOL	05-5805-120	PK-05	50.8%	0%	12.3%
CAMDEN	GLOUCESTER TWP	BLACKWOOD ELEMENTARY SCHOOL	07-1780-020	PK-05	56.2%	0%	15.4%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP ELEMENTARY SCHOOL SIX	07-5820-080	04-06	57.6%	0.6%	21.2%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP ELEMENTARY SCHOOL TWO	07-5820-040	PK-03	53.8%	5%	9.2%
CAPE MAY	LOWER TWP	MAUD ABRAMS SCHOOL	09-2840-060	03-04	60.1%	1.1%	22%
CHARTERS	JERSEY CITY GLOBAL CS	JERSEY CITY GLOBAL CS	80-6093-981	KG-03	41.2%	0%	0.4%
CUMBERLANI	MILLVILLE CITY	HOLLY HEIGHTS ELEMENTARY SCHOOL	11-3230-075	KG-05	65.4%	0.4%	24.6%
CUMBERLANI	VINELAND CITY	JOHN H. WINSLOW ELEMENTARY SCHOOL	11-5390-115	KG-05	56.4%	4.3%	14.1%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS3	13-0250-050	KG-05	63.8%	9.2%	13.9%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS5	13-0250-060	KG-05	53.4%	2.7%	8.8%
ESSEX	BLOOMFIELD TWP	BERKELEY ELEMENTARY	13-0410-050	PK-06	60.8%	5.7%	11.3%
ESSEX	BLOOMFIELD TWP	WATSESSING ELEMENTARY	13-0410-150	PK-06	61.4%	6.6%	14.8%

SCHOOL PEER GROUP

**HUDSON
HOBOKEN CITY**

GRADE SPAN PK-06

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GLOUCESTER	DEPTFORD TWP	SHADY LANE ELEMENTARY SCHOOL	15-1100-140	02-06	52.8%	0%	17.4%
GLOUCESTER	NATIONAL PARK BORO	NATIONAL PARK SCHOOL	15-3490-050	PK-06	50.6%	0.4%	14.4%
GLOUCESTER	WOODBURY CITY	WEST END MEMORIAL ELEMENTARY SCHOOL	15-5860-110	PK-05	57.6%	3.8%	15.3%
HUDSON	HOBOKEN CITY	WALLACE ELEMENTARY SCHOOL	17-2210-070	PK-06	53.8%	3%	12.2%
HUDSON	JERSEY CITY	FRANK R CONWELL SCHOOL	17-2390-100	PK-05	67.4%	12.4%	10.8%
HUDSON	KEARNY TOWN	SCHUYLER ELEMENTARY SCHOOL	17-2410-110	PK-06	54.6%	3.2%	13.2%
MERCER	EWING TWP	PARKWAY ELEMENTARY SCHOOL	21-1430-130	KG-05	61.6%	6.1%	14.9%
MIDDLESEX	WOODBRIIDGE TWP	MENLO PARK TERRACE ELEMENTARY SCHOOL	23-5850-230	KG-05	40.1%	0.3%	4.2%
OCEAN	BARNEGAT TWP	LILLIAN M. DUNFEE ELEMENTARY	29-0185-010	KG-05	51.6%	1.9%	12.6%
SOMERSET	NORTH PLAINFIELD BORO	WEST END SCHOOL	35-3670-110	PK-04	66.6%	11.5%	8%