



**Early Childhood Learning Center at Calabro School**  
(17-2210-063)  
Grades Offered: KG-06  
2018-2019

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

**Notes from the New Jersey Department of Education:**



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## School Contact Information

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

Type	Contact Information
County	Hudson
District	Hoboken Public School District
Principal Name	Ms. Sandra Gomez
Address	524 Park Avenue HOBOKEN, NJ 07030-3906
Phone Number	201-356-3671
Email Address	<a href="mailto:srodriguez@hoboken.k12.nj.us">srodriguez@hoboken.k12.nj.us</a>
Website	<a href="http://www.hoboken.k12.nj.us/">http://www.hoboken.k12.nj.us/</a>
Facebook	<a href="https://www.facebook.com/hobokenpublicschoolsdistrict">https://www.facebook.com/hobokenpublicschoolsdistrict</a>
Twitter	<a href="https://twitter.com/HobokenSchools">https://twitter.com/HobokenSchools</a>



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	18	18	29
1	20	20	18
2	18	19	18
3	17	17	16
4	12	16	17
5	18	12	14
6	14	19	12
Total	117	121	124

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	53.0%	55.4%	49.2%
Male	47.0%	44.6%	50.8%
Economically Disadvantaged Students	42.7%	46.3%	34.7%
Students with Disabilities	3.4%	4.1%	5.6%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.0%	0.8%	0.8%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	43.6%	46.3%	54.0%
Hispanic	41.0%	40.5%	35.5%
Black or African American	6.0%	5.0%	4.8%
Asian	6.0%	4.1%	2.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.4%	4.1%	3.2%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	18	18	29

Enrollment by Home Language

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

Home Language	% of Students
English	89.5%
Hebrew	4.0%
Spanish	3.2%
Russian	1.6%
Other Languages	1.6%



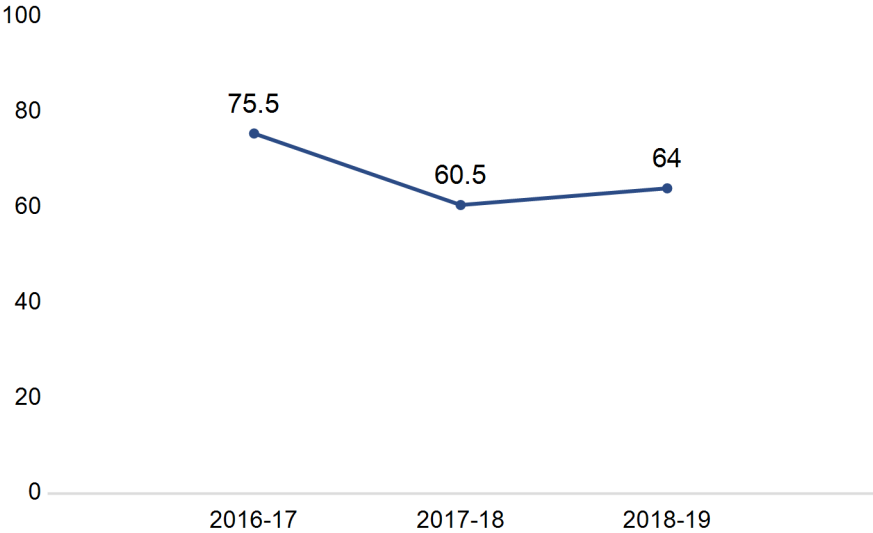
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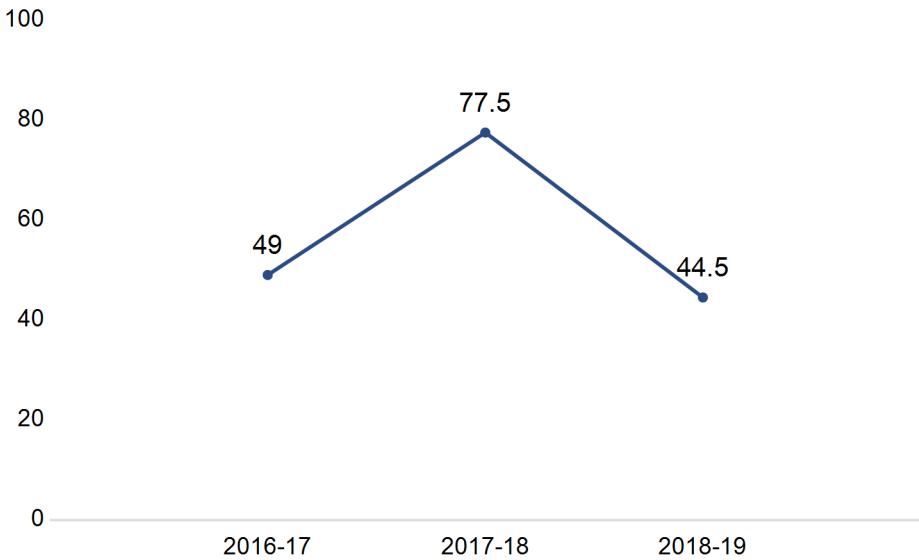
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	75.5	60.5	64	49	77.5	44.5
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Exceeds Standard	Met Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	64	44	50	Exceeds Standard	44.5	42	50	Met Standard
White	65	53	50	**	56	47	52	**
Hispanic	67	38	49	Exceeds Standard	43	37	47	Met Standard
Black or African American	*	40	45	**	*	42	43	**
Asian, Native Hawaiian, or Pacific Islander	*	65	59	**	*	47.5	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	63	46	53	N	42	42	50	N
Male	69	40	47	N	56	41	51	N
Economically Disadvantaged Students	70	40	48	Exceeds Standard	42	39	46	Met Standard
Students with Disabilities	N	39	43	**	N	28.5	45	**
English Learners	N	*	52	**	N	60.5	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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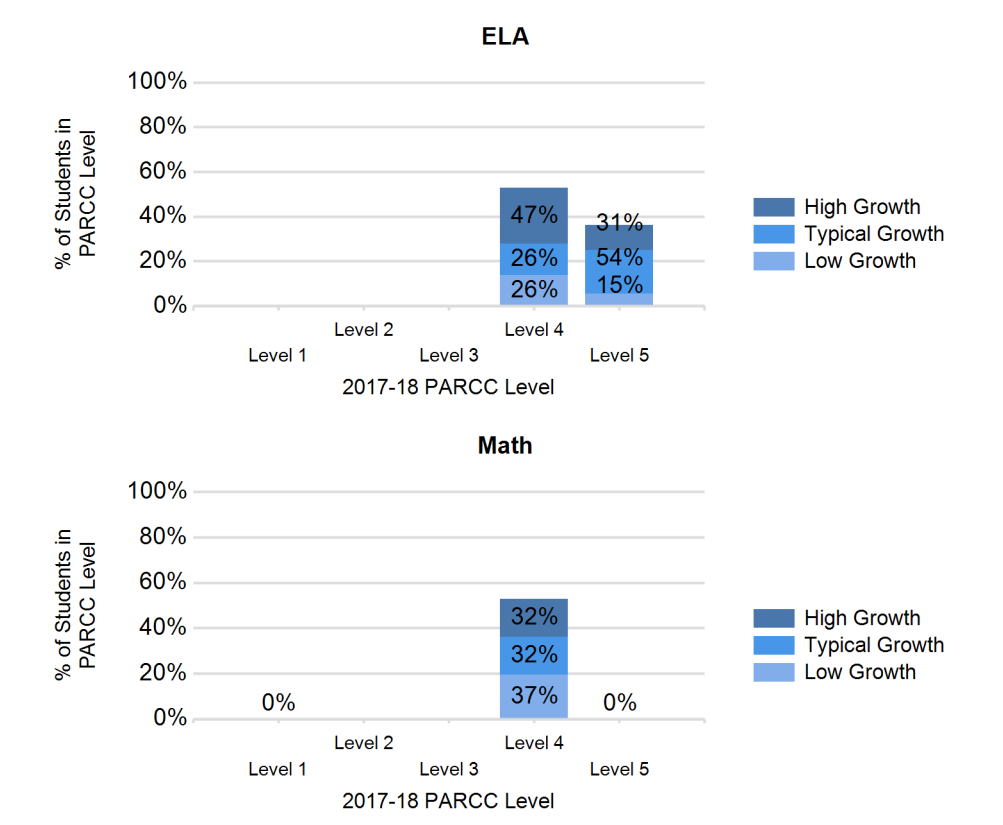
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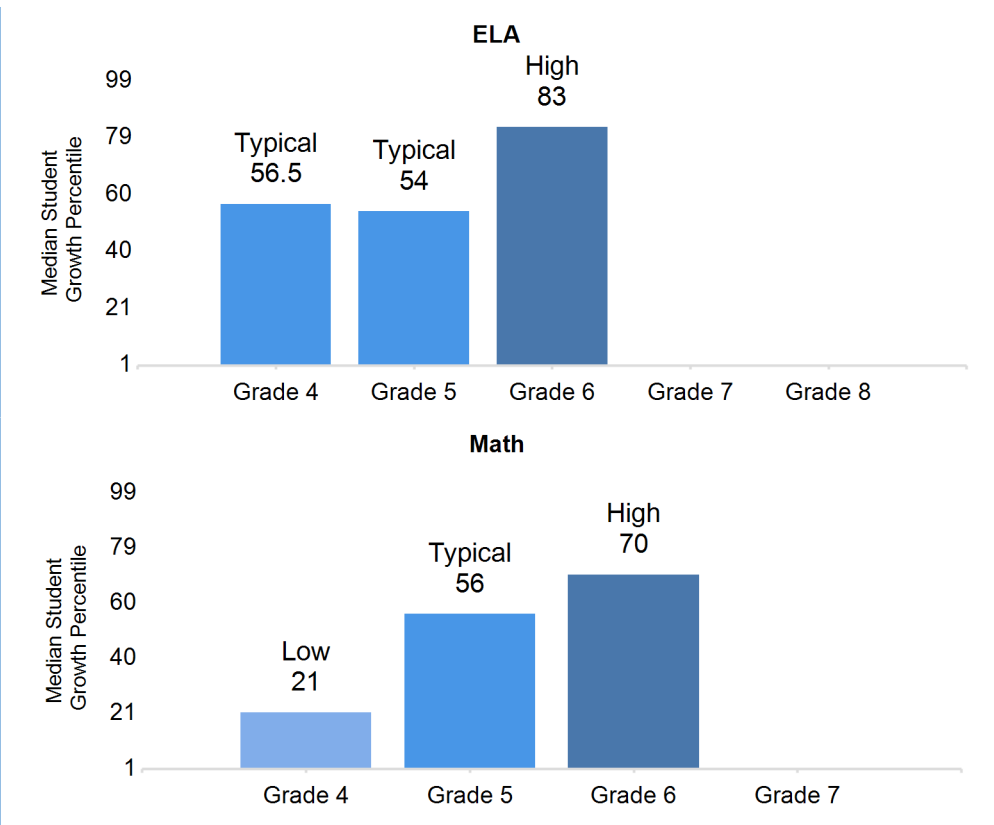
Student Growth by Performance Level

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



Student Growth by Grade

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



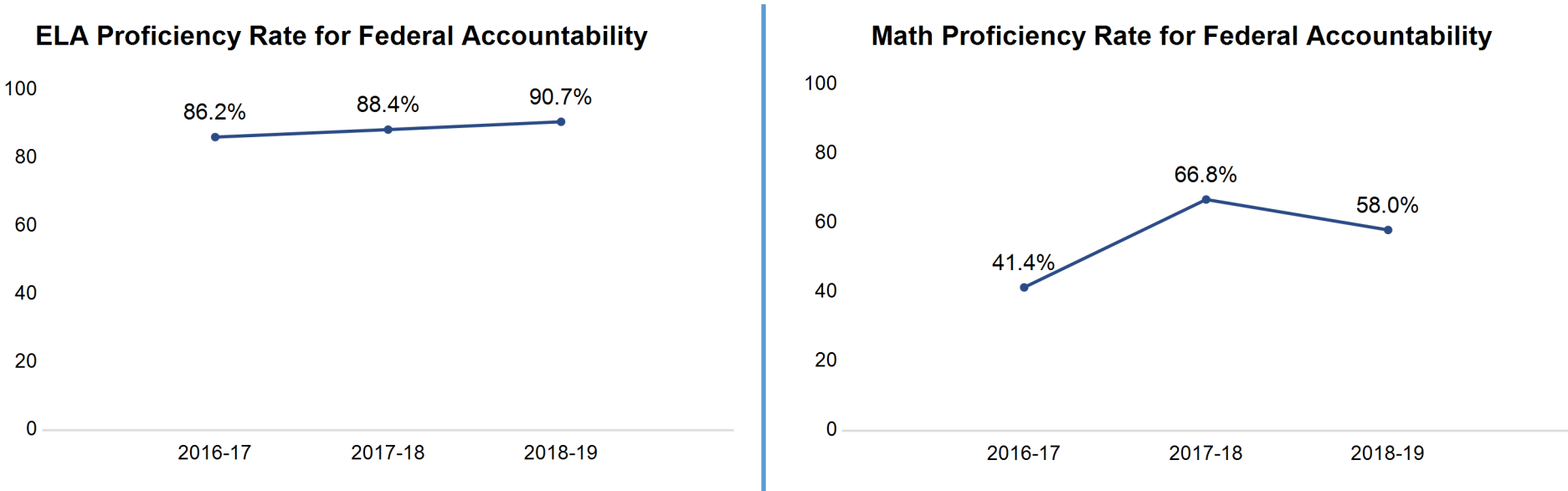


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	90.2%	90.5%	89.8%	90.2%	90.5%	89.8%
Proficiency Rate for Federal Accountability	86.2%	88.4%	90.7%	41.4%	66.8%	58.0%
Annual Target	50.6%	52.2%	53.7%	25.7%	28.5%	31.4%
Met Annual Target?	Met Goal	Met Goal	Met Goal	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	53	89.8	94.3	54.0	57.9	90.7	53.7	Met Goal
White	21	87.5	100.0	*	66.9	95.9	N	N
Hispanic	27	93.1	92.6	45.5	43.9	90.6	51.2	Met Goal
Black or African American	*	*	*	33.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	85.7	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	26	89.7	100.0	62.6	64.8	94.2		
Male	27	90.0	88.9	47.0	51.3	87.0		
Economically Disadvantaged Students	24	88.9	91.7	43.4	40.0	*	44.6	Met Goal
Non-Economically Disadvantaged Students	29	90.6	96.6	64.1	67.9	*		
Students with Disabilities	*	*	*	15.1	22.7	*	**	**
Students without Disabilities	*	*	*	62.3	65.1	*		
English Learners	N	N	N	33.3	29.3	N	**	**
Non-English Learners	53	89.8	94.3	54.5	60.6	90.7		
Homeless Students	N	N	N	43.8	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.





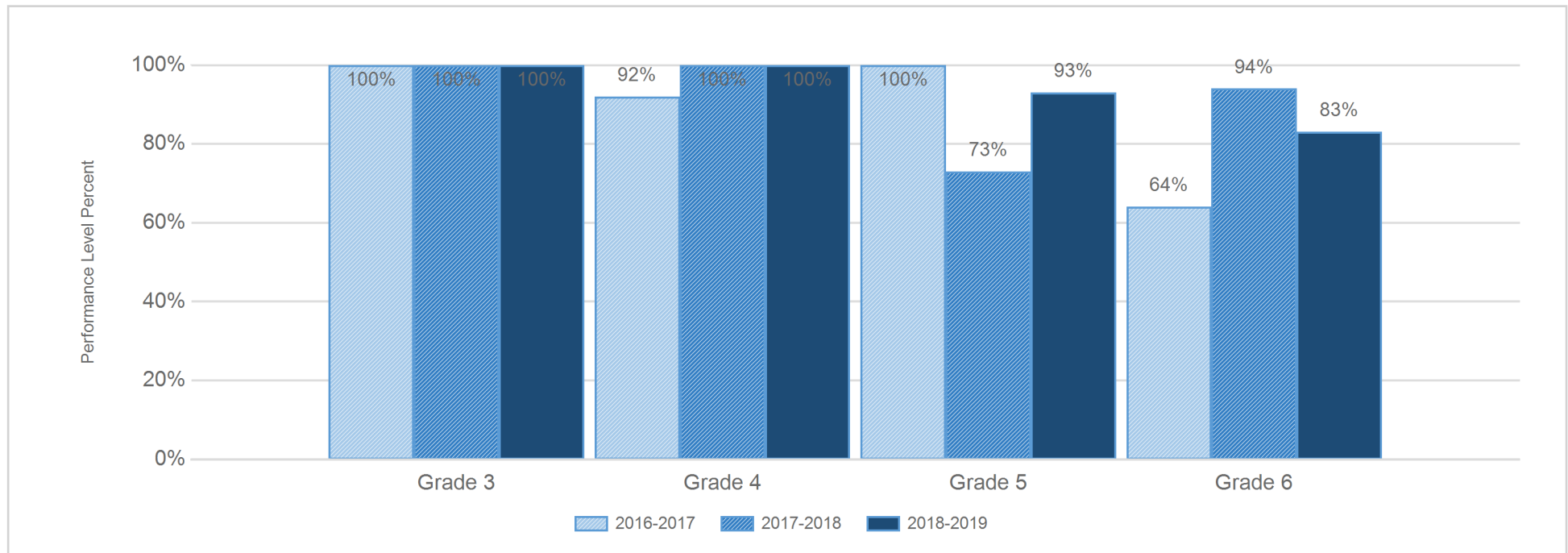
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### English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	13	835	758	748	0%	0%	0%	*	*	100%	50%
White	*	*	775	757	*	*	*	*	*	*	60%
Hispanic	*	*	*	734	*	*	*	*	*	*	36%
Black or African American	N	N	729	731	N	N	N	N	N	N	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	*	*	*	753	*	*	*	*	*	*	55%
Male	*	*	*	743	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	732	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	774	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	726	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	766	754	*	*	*	*	*	*	56%
English Learners	N	N	N	713	N	N	N	N	N	N	17%
Non-English Learners	13	835	758	751	0%	0%	0%	*	*	100%	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	14	790	761	755	0%	0%	0%	*	*	100%	57%
White	*	*	785	763	*	*	*	*	*	*	67%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	*	*	765	760	*	*	*	*	*	*	62%
Male	*	*	758	750	*	*	*	*	*	*	53%
Economically Disadvantaged Students	*	*	745	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	772	765	*	*	*	*	*	*	69%
Students with Disabilities	N	N	*	725	N	N	N	N	N	N	25%
Students without Disabilities	14	790	*	761	0%	0%	0%	*	*	100%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	14	790	*	758	0%	0%	0%	*	*	100%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	14	800	760	756	0%	0%	*	*	*	93%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	*	*	747	743	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	762	N	N	N	N	N	N	65%
Female	*	*	781	761	*	*	*	*	*	*	64%
Male	*	*	748	750	*	*	*	*	*	*	52%
Economically Disadvantaged Students	*	*	745	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	771	766	*	*	*	*	*	*	69%
Students with Disabilities	N	N	*	724	N	N	N	N	N	N	23%
Students without Disabilities	14	800	*	762	0%	0%	*	*	*	93%	65%
English Learners	N	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	14	800	760	758	0%	0%	*	*	*	93%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	12	782	754	754	0%	0%	*	*	*	83%	56%
White	*	*	776	762	*	*	*	*	*	*	65%
Hispanic	*	*	*	743	*	*	*	*	*	*	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	*	*	*	762	*	*	*	*	*	*	64%
Male	*	*	*	748	*	*	*	*	*	*	48%
Economically Disadvantaged Students	*	*	741	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	766	763	*	*	*	*	*	*	67%
Students with Disabilities	N	N	*	722	N	N	N	N	N	N	19%
Students without Disabilities	12	782	*	761	0%	0%	*	*	*	83%	64%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	12	782	754	756	0%	0%	*	*	*	83%	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



**Early Childhood Learning Center at Calabro School**  
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Grades Offered: KG-06  
2018-2019

**Report Key:**

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### Mathematics Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	53	89.8	60.4	*	44.5	58.0	31.4	Met Target
White	21	87.5	90.5	*	54.1	86.8	N	N
Hispanic	27	93.1	37.0	*	28.8	36.2	31.5	Met Target
Black or African American	*	*	*	10.2	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	82.4	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	26	89.7	61.5	*	44.9	58.0		
Male	27	90.0	59.3	*	44.2	57.9		
Economically Disadvantaged Students	24	88.9	33.3	13.5	26.3	*	25.5	Met Target
Non-Economically Disadvantaged Students	29	90.6	82.8	52.6	54.9	*		
Students with Disabilities	*	*	*	12.6	17.4	*	**	**
Students without Disabilities	*	*	*	37.9	50.0	*		
English Learners	N	N	N	19.0	25.0	N	**	**
Non-English Learners	53	89.8	60.4	33.8	46.5	58.2		
Homeless Students	N	N	N	18.8	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

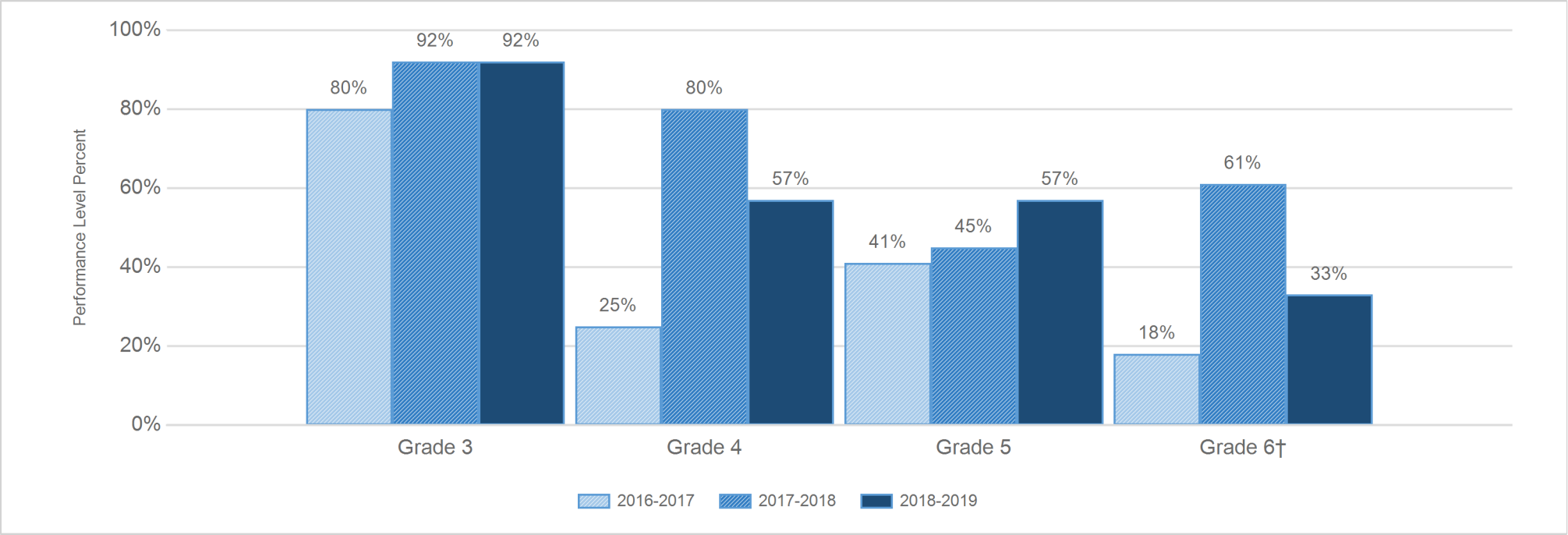


Early Childhood Learning Center at Calabro School  
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2018-2019

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Mathematics Assessment – Performance Trends

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



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





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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	13	792	761	752	0%	0%	*	*	*	92%	55%
White	*	*	777	760	*	*	*	*	*	*	66%
Hispanic	*	*	*	739	*	*	*	*	*	*	40%
Black or African American	N	N	731	735	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	*	*	*	751	*	*	*	*	*	*	54%
Male	*	*	*	752	*	*	*	*	*	*	56%
Economically Disadvantaged Students	*	*	735	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	776	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	733	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	768	756	*	*	*	*	*	*	60%
English Learners	N	N	N	728	N	N	N	N	N	N	26%
Non-English Learners	13	792	761	754	0%	0%	*	*	*	92%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%





Early Childhood Learning Center at Calabro School

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	14	751	743	749	0%	*	*	*	*	57%	51%
White	*	*	761	757	*	*	*	*	*	*	62%
Hispanic	*	*	*	737	*	*	*	*	*	*	36%
Black or African American	N	N	*	731	N	N	N	N	N	N	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	*	*	741	749	*	*	*	*	*	*	50%
Male	*	*	744	749	*	*	*	*	*	*	52%
Economically Disadvantaged Students	*	*	725	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	754	759	*	*	*	*	*	*	63%
Students with Disabilities	N	N	*	726	N	N	N	N	N	N	25%
Students without Disabilities	14	751	*	754	0%	*	*	*	*	57%	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	14	751	*	751	0%	*	*	*	*	57%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	14	763	748	747	0%	0%	*	*	*	57%	47%
White	*	*	*	755	*	*	*	*	*	*	58%
Hispanic	*	*	732	735	*	*	*	*	*	*	30%
Black or African American	N	N	*	729	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	*	*	761	747	*	*	*	*	*	*	47%
Male	*	*	741	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	*	*	730	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	761	757	*	*	*	*	*	*	59%
Students with Disabilities	N	N	*	725	N	N	N	N	N	N	19%
Students without Disabilities	14	763	*	752	0%	0%	*	*	*	57%	52%
English Learners	N	N	N	718	N	N	N	N	N	N	12%
Non-English Learners	14	763	748	749	0%	0%	*	*	*	57%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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### Mathematics Assessment - Performance by Grade: Grade 6

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	12	735	732	741	0%	*	*	*	*	33%	41%
White	*	*	755	749	*	*	*	*	*	*	51%
Hispanic	*	*	*	729	*	*	*	*	*	*	24%
Black or African American	*	*	712	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	*	*	*	742	*	*	*	*	*	*	42%
Male	*	*	*	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	721	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	742	750	*	*	*	*	*	*	53%
Students with Disabilities	N	N	*	716	N	N	N	N	N	N	12%
Students without Disabilities	12	735	*	746	0%	*	*	*	*	33%	46%
English Learners	N	N	N	709	N	N	N	N	N	N	*
Non-English Learners	12	735	732	743	0%	*	*	*	*	33%	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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### DLM Alternate Assessment - Participation

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

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

### English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† Target was met within one standard deviation

### English Language Proficiency Test - Participation and Performance

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

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



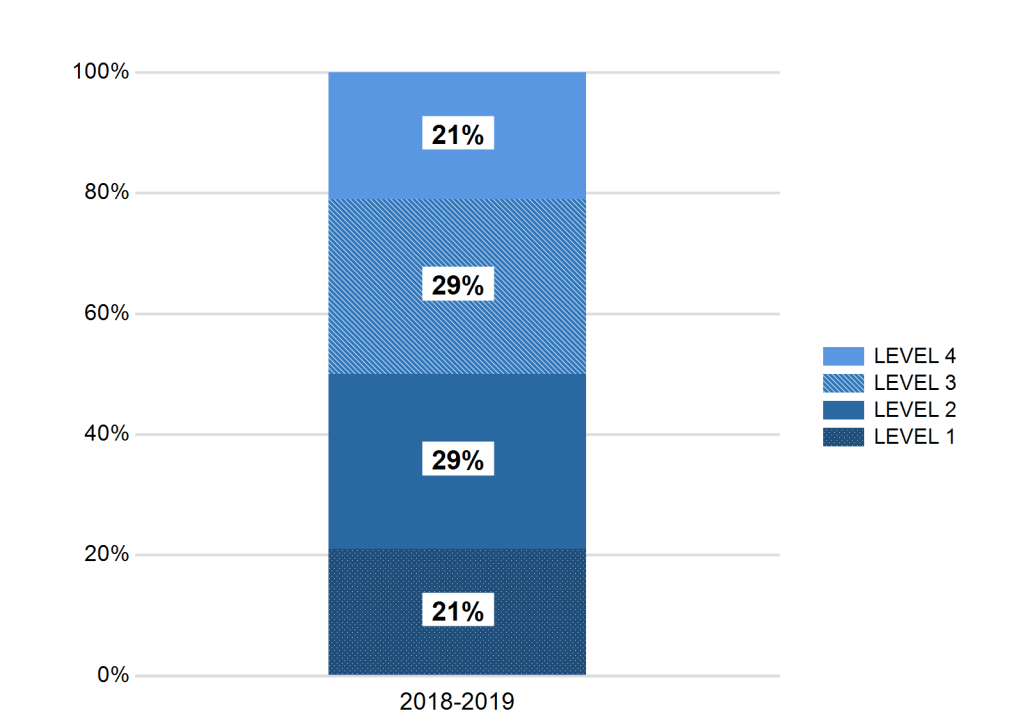
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	21	29	29	21
White	*	*	*	*
Hispanic	*	*	*	*
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	*	*	*	*
Male	*	*	*	*
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	N	N	N	N
Students without Disabilities	21	29	29	21
English Learners	N	N	N	N
Non-English Learners	21	29	29	21
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

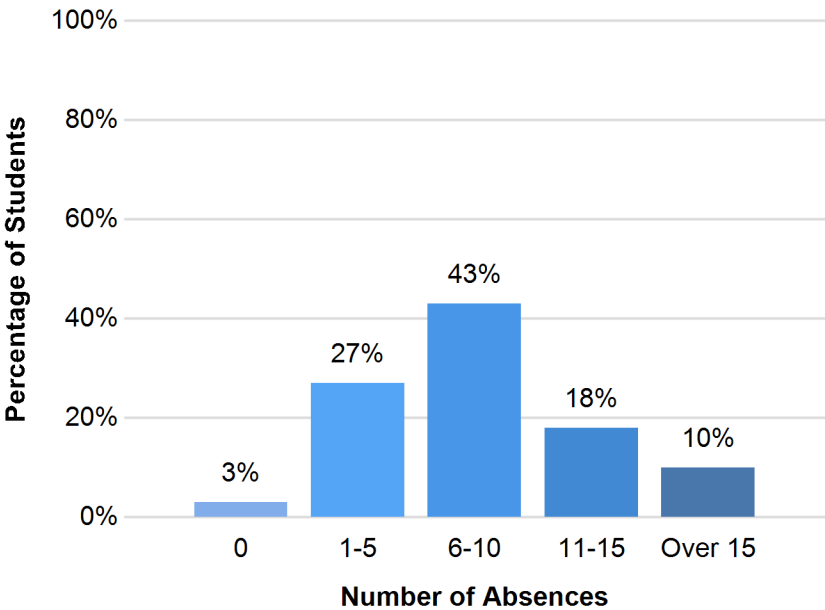
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	7	5.6	8.8	Met
White	4	6.0	8.8	Met
Hispanic	3	6.8	8.8	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	2	3.3		
Male	5	7.9		
Economically Disadvantaged Students	5	11.6	8.8	Not Met
Students with Disabilities	*	*	**	**
English Learners	N	N	N	N
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





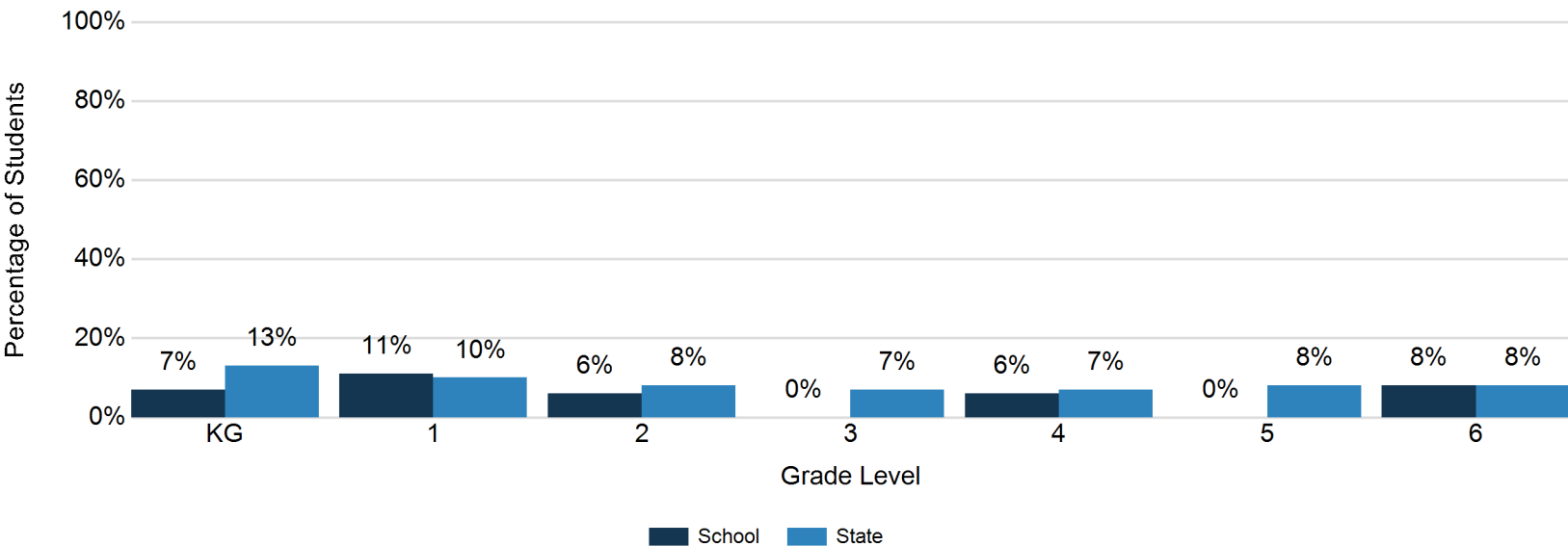
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

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





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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



Early Childhood Learning Center at Calabro School  
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2018-2019

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Key terms for staff data:

**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	17	118,214
Average years experience in public schools	7.6	12.1
Average years experience in district	6.4	10.8
Percentage of Teachers with 4 or more years experience in the district	64.7%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	19	9,530
Average years experience in public schools	10.4	16.0
Average years experience in district	6.9	12.0
Percentage of Administrators with 4 or more years experience in the district	68.4%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	7:1	13:1
Students to Administrators	124:1	147:1
Teachers to Administrators	17:1	12:1
Students to Librarians/Media Specialists		2801:1
Students to Nurses		560:1
Students to Counselors		467:1
Students to Child Study Team Members		175:1



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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.2%	88.2%	0.0%	48.4%	77.1%	54.9%
Male	50.8%	11.8%	100.0%	51.6%	22.9%	45.1%
White	54.0%	70.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	35.5%	11.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.8%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	2.4%	17.6%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.2%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.9%	90.5%
2017-18 Administrators: Same district 2018-19	75.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.3%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).  
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

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

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

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



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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	86.2%	88.4%	90.7%
Math Proficiency	41.4%	66.8%	58.0%
ELA Growth	76	60	64
Math Growth	49	78	44
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	5.1%	5.8%	5.6%

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



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Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

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

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

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





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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Goal	Met Target	Exceeds Standard	Met Standard	N	Met	No
White	N	N	**	**	n/a	Met	No
Hispanic	Met Goal	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Goal	Met Target	Exceeds Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	**	**	**	**	n/a	**	No
English Learners	**	**	**	**	**	**	No

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






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School Narrative

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

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> <li>Calabro Elementary School offers a Musical Theater Artist in Residence Program. Students may participate in Chorus, Orchestra and Band. Connors also delivers Project Lead the Way's STEM Curriculum.</li> <li>Calabro Elementary School offers Spanish and Mandarin Chinese. Connors runs a comprehensive Gifted &amp; Talented Program which now includes the Johns Hopkins CTY Program.</li> <li>Calabro Elementary School runs a Before Care Program and the Passport to Learning After School Program with a full range of Enrichment Course Offerings, academic support, free play and dinner.</li> </ul>
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>The Calabro School welcomes all learners from our vibrant and diverse community. We believe that every student will grow as a result of rigorous instruction, relevant learning experiences, &amp; positive relationships. Our priority is to empower all children with skills and to build competencies needed for the 21st Century. We will ensure that our learning community celebrates the differences each child and adult possesses in order to build the foundation for global citizenship.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>Sustainable Jersey Bronze Certification School, Student Artists Featured in Celebrating Art, Junior Model UN Participants Calabro Elementary School earned the Sustainable Jersey Bronze Certification School. Calabro is home to numerous student artists featured in "Celebrating Art", the NJ PATH Train Student Artist Winner, and scholarship fencing student athletes. Calabro Elementary School was named a Project Lead the Way National S.T.E.M. School of Distinction.</p>



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 <div>Courses, Curriculum, Instruction:</div>	Calabro Elementary School offers a comprehensive curricula including mathematics, language arts literacy, science and social studies on a daily basis. Infused each day is the nationally recognized Project Lead the Way STEM curriculum, as well as a data-driven skills-oriented Challenge & Support period. In addition, our scholars take Spanish or Chinese, music, art, technology and physical education. Calabro has high quality special education, ESL and RTI services, as well as a vibrant G & T Program.
 <div>Clubs and Activities:</div>	The Calabro School offers a number of after school activities through the Passport to Learning After School Program. In addition to chorus, band, students at Connors School participate in a number of semester based courses during the day which are directly linked to programs and contests including spelling bees, Junior Model UN, Mini Mock Trial, STEAM Tank Challenge, Future City Planners, and Destination Imagination to name just a few. After school, the Passport to Learning Program offers many enrichment and club opportunities. All students are eligible to participate in the district's musical show each year.





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 <div>Before and After School Programs:</div>	<p>The Calabro School offers a fully staffed before school breakfast program, as well as the district's popular Passport to Learning After School Program. Children attending Passport to Learning may stay from dismissal until 6:00 p.m. The program consists of homework help &amp; academic support, structured and free play, and an innovative self-selected enrichment program. Enrichment includes courses such as robotics, coding, engineering, fashion design, yoga, guitar, dance, zoology, MathCircles, &amp; literary magazine to name just a few.</p>
 <div>Staff and Professional Learning:</div>	<p>Teachers participate in PLC's to study research-based instructional strategies and best practices during common planning periods, after school, and on designated professional development days. On and off site training is also made available to support our social and emotional learning initiatives, S.T.E.M. education, our focus on diversity and inclusion, and our efforts to ensure continuous student engagement in the learning process.</p>



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<div>  <div>Student Supports and Services:</div> </div>	<p>There are a number of student support services that Connors School is extremely proud to share. Students at Calabro are afforded services provided by a Principal, school nurse, social worker and school psychologist. There are also special education teachers, dedicated STEM teachers, a G&amp;T teacher, response to intervention math and literacy specialists, and an ESL teacher who delivers services when needed. Academic support is also afforded during the challenge and support period and after school.</p>
<div>  <div>Student Health and Wellness:</div> </div>	<p>Students at the Calabro School take physical education classes each week and participate in recess on a daily basis. Since health and wellness are paramount at Calabro, teachers are encouraged to infuse movement into learning. Musical theatre classes are also offered through an artist in residence model. Staff members are trained annually in an array of topics to support healthy living and wellness. The Connors School also offers a supervised breakfast program each day.</p>
<div>  <div>Parent and Community Involvement:</div> </div>	<p>The Calabro School appreciates its growing Parent and Teacher Organization (PTO). This school-wide team of parents and guardians assist with classroom projects, participate in school functions, fund trips and assemblies, and serve as key communicators. Family participation at school events, meetings, and workshops is meaningful and consistent. Parents at Connors also get a glimpse into the learning environment through our Class Dojo application and school newsletters.</p>






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 <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The school climate survey offered at Calabro Elementary School is administered annually and focuses on topics that best support social and emotional learning, the climate and culture of the school environment, and interactions between and among all stakeholders. The survey targets various stakeholder groups each year.</p>
 <div>Facilities:</div>	<p>The Calabro School boasts a gym and stage, cafeteria, multi-media library &amp; research center, mobile computer labs, and dedicated classrooms for art, music, STEM, and world languages. All classrooms are air conditioned. Connors Elementary School also has an interactive playground.</p>
 <div>School Safety:</div>	<p>The Hoboken Public School District has a School Safety Specialist, Head of Security, a Department of Security Officers, and works closely with four Hoboken Police Department School Resource Officers that work with each of our schools. The district fulfills all required safety drills, but additionally practices scenarios with the help of local agencies. A comprehensive emergency management and crisis plan helps guide all protocols and processes associated with school safety, and clearly outlines roles and responsibilities. Lastly, the Hoboken Public School District has trained HIB School Specialists and a District HIB Coordinator.</p>





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 <div>Technology and STEM:</div>	<p>Calabro Elementary School is dedicated to STEM education and learning. Calabro Elementary School fully implements Project Lead the Way's National STEM curriculum which exposes students to units of study in the areas of computer science, biomedical science, and engineering, along with a comprehensive mathematics curriculum, and science program that is driven by the Next Generation Science Standards. In addition to after school STEM opportunities, Calabro boasts two periods of enrichment per week during the challenge and support period which includes semester based courses that promote creativity and innovative learning. Chromebooks and tablets, as well as a number of digital and online tools and apps are used to enhance learning, particularly in the areas of coding and engineering.</p>
 <div>Early Childhood Education:</div>	<p>The Hoboken Public School District operates 59 PK 3 and PK 4 classes at multiple locations. Our full day PK Program is continuously growing in order to meet the demand of the city's growing population. All PK classes are operated by two external providers, but overseen by the Hoboken Public School District's Early Childhood Learning Department.</p>



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<div></div> <div>Other Information</div>	<p>The Calabro school day is from 8:15 a.m. to 3:00 p.m. Calabro operates a school safety team, a professional development committee, and a school climate &amp; culture team. Anti-bullying activities are woven into the fabric of learning and students. Children are recognized for cooperation and kindness by the school’s administration and P.T.O. Each classroom has a SmartBoard and the school boasts numerous Google ChromeBook mobile labs, tablets, desktop computers, and other digital tools. Students at Calabro participate in the Trout in the Classroom Program, the Inspired Classroom Global Conflict and Resolution Program, the PLTW STEM Program, and the Junior Model U.N. Competition Program. The Gifted and Talented Program at Calabro is growing exponentially. Identified children engage in a focused curriculum and online coursework via Johns Hopkins. In addition, the school is focused on providing a number of interest-based programs for all students. The Calabro staff and administrators are extremely proud of the high level of family engagement and overall school spirit.</p>
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**Hoboken High School**  
 (17-2210-005)  
 Grades Offered: 09-12  
 2018-2019

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**How to use this report:**

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- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

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**Other Resources:**

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

Notes from the New Jersey Department of Education:



**Hoboken High School**  
 (17-2210-005)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**  
 \* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
 † This indicates a table specific note,see note below table

School Contact Information

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

Type	Contact Information
County	Hudson
District	Hoboken Public School District
Principal Name	Ms. Robin Piccapietra
Address	NINTH & CLINTON STS HOBOKEN, NJ 07030
Phone Number	201-356-3701
Email Address	<a href="mailto:robin.piccapietra@hoboken.k12.nj.us">robin.piccapietra@hoboken.k12.nj.us</a>
Website	<a href="https://www.hoboken.k12.nj.us">https://www.hoboken.k12.nj.us</a>
Facebook	<a href="https://www.facebook.com/hobokenpublicschools">https://www.facebook.com/hobokenpublicschools</a>
Twitter	<a href="https://twitter.com/hobokenschools">https://twitter.com/hobokenschools</a>



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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
7	0	0	0
8	0	0	0
9	109	136	125
10	100	87	114
11	85	93	82
12	117	85	87
Total	411	401	408

### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	46.0%	43.9%	44.6%
Male	54.0%	56.1%	55.4%
Economically Disadvantaged Students	69.6%	68.1%	65.4%
Students with Disabilities	10.9%	11.2%	11.0%
English Learners	0.5%	0.7%	0.5%
Homeless Students	1.0%	1.0%	1.2%
Students in Foster Care	0.0%	0.2%	0.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.2%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	13.1%	14.5%	13.7%
Hispanic	62.5%	64.1%	63.7%
Black or African American	23.6%	20.7%	21.1%
Asian	0.5%	0.5%	0.7%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.2%
American Indian or Alaska Native	0.2%	0.2%	0.2%
Two or More Races	0.0%	0.0%	0.2%

### Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	411	401	408
Shared Time Students	0	0	0
Full Time Equivalent	411	401	408

### Enrollment by Home Language

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

Home Language	% of Students
English	93.6%
Spanish	5.9%
Other Languages	0.5%



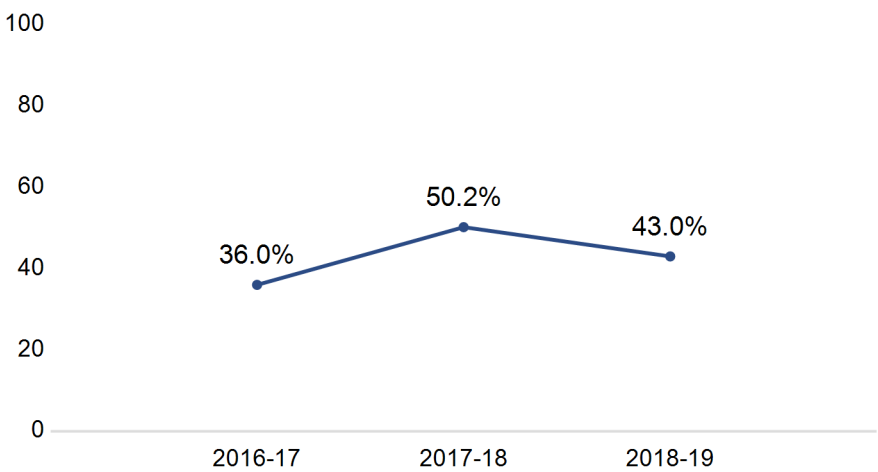
Hoboken High School  
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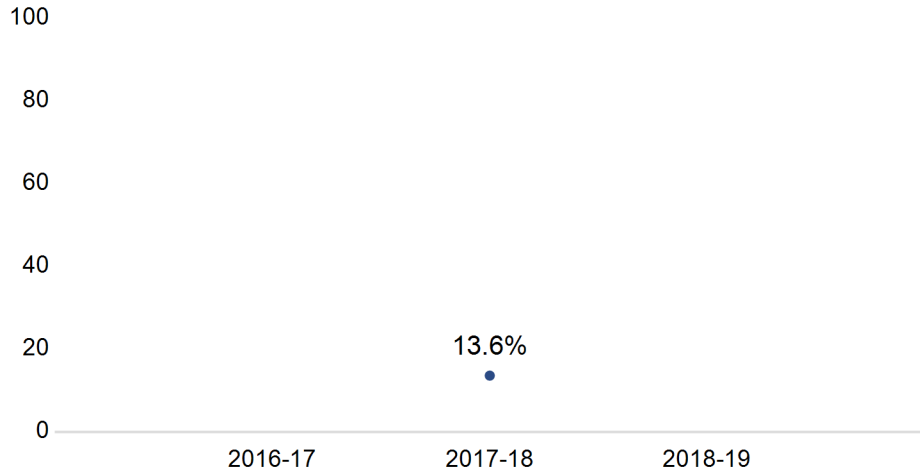
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	95.9%	97.5%	99.1%	96.3%	95.1%	97.8%
Proficiency Rate for Federal Accountability	36.0%	50.2%	43.0%	*	13.6%	*
Annual Target	30.4%	33.0%	35.6%	17.3%	20.6%	23.9%
Met Annual Target?	Met Target	Met Target	Met Target	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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 2018-2019

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English Language Arts Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	214	99.1	43.0	54.0	57.9	43.0	35.6	Met Target
White	32	100.0	50.0	*	66.9	50.0	61	Met Target†
Hispanic	135	98.6	43.7	45.5	43.9	43.7	34.9	Met Target
Black or African American	43	100.0	32.6	33.3	38.5	32.6	15.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	85.7	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	88	100.0	55.7	62.6	64.8	55.7		
Male	126	98.4	34.1	47.0	51.3	34.1		
Economically Disadvantaged Students	131	98.5	41.2	43.4	40.0	41.2	30.4	Met Target
Non-Economically Disadvantaged Students	83	100.0	45.8	64.1	67.9	45.8		
Students with Disabilities	29	100.0	*	15.1	22.7	*	15.1	Not Met
Students without Disabilities	185	98.9	*	62.3	65.1	*		
English Learners	*	*	*	33.3	29.3	*	**	**
Non-English Learners	*	*	*	54.5	60.6	*		
Homeless Students	*	*	*	43.8	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

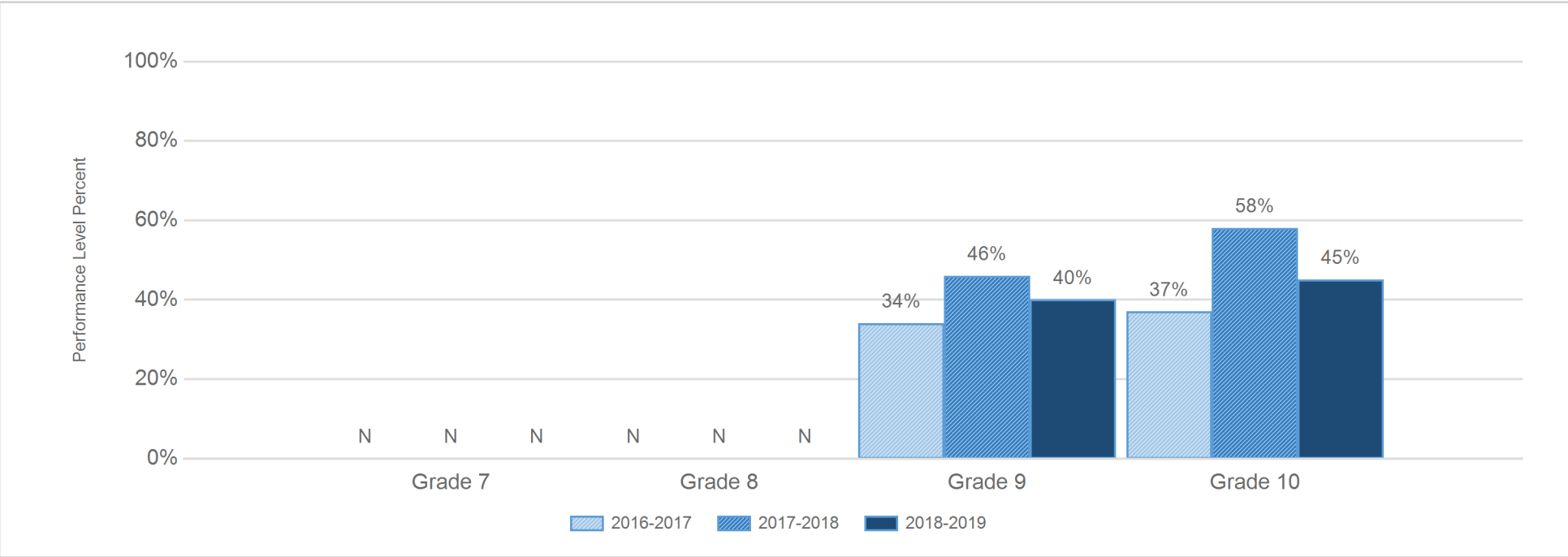


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English Language Arts Assessment - Performance Trends

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





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## English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	109	740	740	753	15%	17%	28%	*	*	40%	56%
White	17	763	763	762	0%	*	*	*	*	59%	65%
Hispanic	65	738	738	737	17%	*	31%	*	*	40%	40%
Black or African American	24	727	727	732	*	*	*	*	*	25%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	38	747	747	760	*	*	29%	*	*	53%	63%
Male	71	737	737	746	*	*	28%	*	*	34%	49%
Economically Disadvantaged Students	67	734	734	734	*	*	25%	*	*	37%	36%
Non-Economically Disadvantaged Students	42	751	751	762	*	*	33%	*	*	45%	65%
Students with Disabilities	13	700	700	717	*	*	*	*	*	*	17%
Students without Disabilities	96	746	746	760	*	*	*	*	*	*	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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## English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	106	747	747	757	19%	17%	19%	23%	23%	45%	58%
White	*	*	*	767	*	*	*	*	*	*	67%
Hispanic	71	749	749	738	17%	17%	20%	24%	23%	46%	43%
Black or African American	19	739	739	733	*	*	*	*	*	42%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	N	N	N	766	N	N	N	N	N	N	65%
Female	51	759	759	766	*	*	*	*	*	57%	66%
Male	55	737	737	749	*	*	*	*	*	35%	51%
Economically Disadvantaged Students	64	748	748	735	*	*	*	*	*	45%	40%
Non-Economically Disadvantaged Students	42	747	747	767	*	*	*	*	*	45%	67%
Students with Disabilities	17	703	703	711	*	*	*	*	*	*	19%
Students without Disabilities	89	756	756	765	*	*	*	*	*	*	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%





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Mathematics Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	221	97.8	*	*	44.5	*	23.9	Not Met
White	32	97.1	28.1	*	54.1	28.1	38.9	Met Target†
Hispanic	140	97.9	*	*	28.8	*	22.7	Not Met
Black or African American	46	97.9	*	10.2	23.0	*	14.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	82.4	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	90	100.0	*	*	44.9	*		
Male	131	96.3	*	*	44.2	*		
Economically Disadvantaged Students	139	97.2	*	13.5	26.3	*	21	Not Met
Non-Economically Disadvantaged Students	82	98.8	*	52.6	54.9	*		
Students with Disabilities	29	93.9	*	12.6	17.4	*	8	Met Target†
Students without Disabilities	192	98.5	*	37.9	50.0	*		
English Learners	*	*	*	19.0	25.0	*	**	**
Non-English Learners	*	*	*	33.8	46.5	*		
Homeless Students	*	*	*	18.8	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

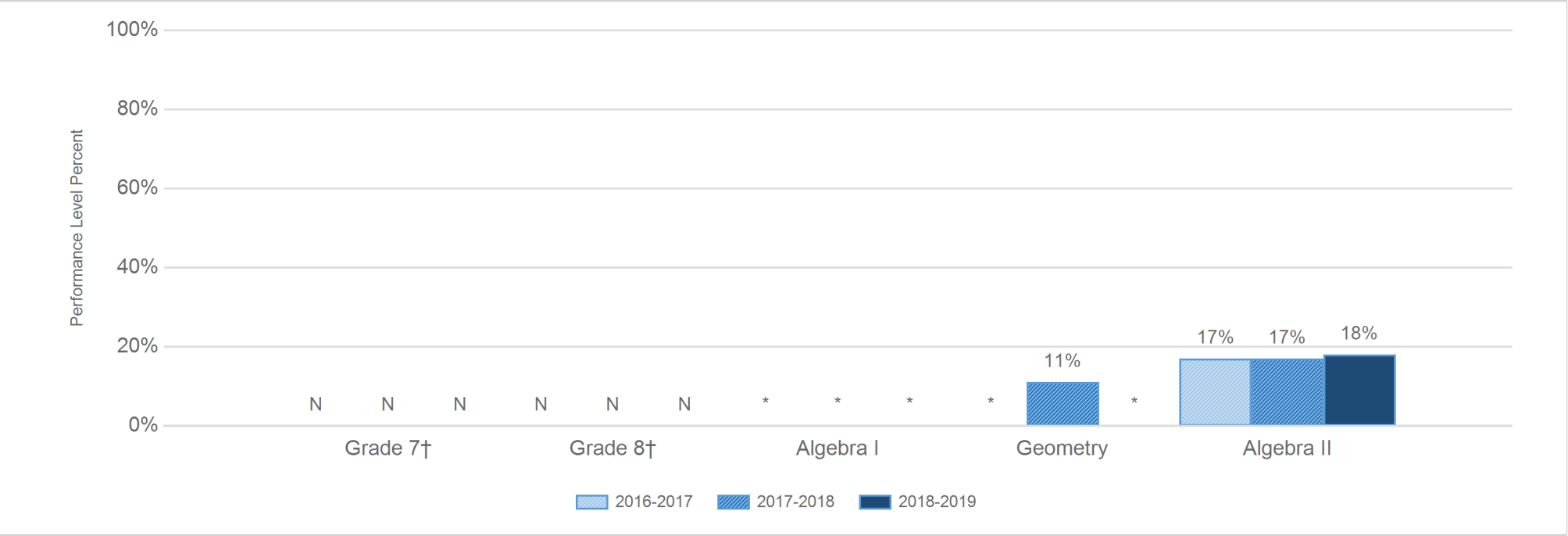


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Mathematics Assessment – Performance Trends

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



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



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## Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	90	715	721	744	*	*	*	*	*	*	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	56	714	717	728	*	*	*	*	*	*	24%
Black or African American	24	715	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	34	717	*	745	*	*	*	*	*	*	44%
Male	56	714	*	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	58	714	717	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	32	717	727	752	*	*	*	*	*	*	52%
Students with Disabilities	14	708	708	717	*	*	*	*	*	*	12%
Students without Disabilities	76	716	723	748	*	*	*	*	*	*	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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## Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	116	721	721	737	*	*	*	*	*	*	35%
White	19	731	*	743	*	*	*	*	*	32%	43%
Hispanic	76	720	720	724	*	*	*	*	*	*	17%
Black or African American	19	711	711	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	48	719	*	738	*	*	*	*	*	*	36%
Male	68	722	722	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	75	720	720	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	41	724	*	743	*	*	*	*	*	*	43%
Students with Disabilities	17	706	706	712	*	*	*	*	*	*	*
Students without Disabilities	99	724	*	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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## Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	17	736	736	755	0%	*	59%	*	*	18%	58%
White	*	*	*	758	*	*	*	*	*	*	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	*	*	*	752	*	*	*	*	*	*	55%
Male	*	*	*	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	N	715	N	N	N	N	N	N	25%
Students without Disabilities	17	736	736	756	0%	*	59%	*	*	18%	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	17	736	736	755	0%	*	59%	*	*	18%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



**Hoboken High School**  
(17-2210-005)  
Grades Offered: 09-12  
2018-2019

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**DLM Alternate Assessment - Participation**

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	N	N

**English Language Progress to Proficiency**

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

**English Language Proficiency Test - Participation and Performance**

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

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



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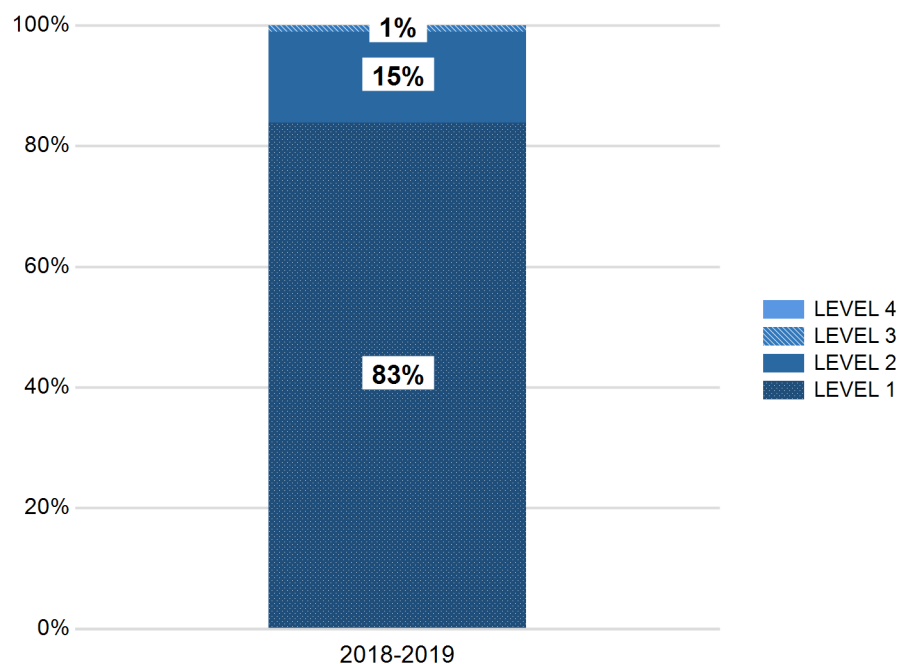
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

### NJSLA Science Assessment: Grade 11 Summary

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



### NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	83	15	1	0
White	85	8	8	0
Hispanic	81	19	0	0
Black or African American	86	14	0	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	N	N	N	N
Female	79	18	3	0
Male	86	14	0	0
Economically Disadvantaged Students	88	12	0	0
Non-Economically Disadvantaged Students	77	20	3	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

### PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	96.9%	84.5%
12th graders taking SAT in 2018-19 or prior years	92.0%	72.1%
12th graders taking ACT in 2018-19 or prior years	29.9%	19.6%

### PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	404	476	Grade 10: 430 Grade 11: 460	29%	61%
PSAT 10/NMSQT - Math	402	477	Grade 10: 480 Grade 11: 510	10%	43%
SAT - Reading and Writing	483	539	480	49%	70%
SAT - Math	480	541	530	34%	53%
ACT - Reading	19	25	22	23%	66%
ACT - English	18	24	18	42%	81%
ACT - Math	19	24	22	27%	65%
ACT - Science	18	24	23	19%	57%





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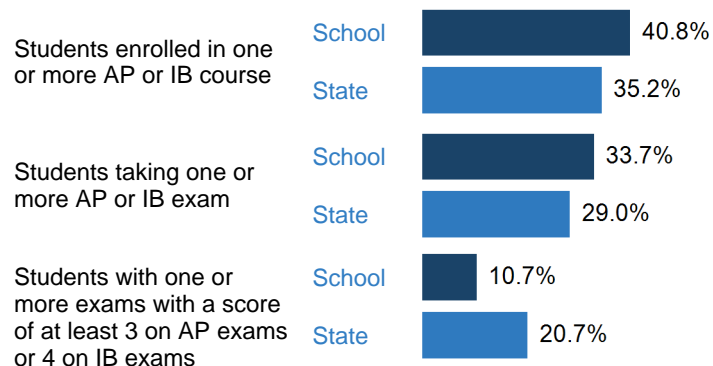
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

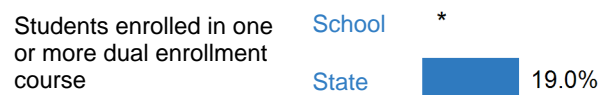
### AP/IB Coursework – Participation and Performance

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



### Dual Enrollment Coursework - Participation

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



### AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	17	9
AP Calculus AB	6	6
AP Computer Science A	0	3
AP Computer Science Principles	3	0
AP English Language and Composition	15	13
AP English Literature and Composition	8	6
AP Environmental Science	16	11
AP European History	0	1
AP French Language and Culture	0	1
AP Human Geography	22	17
AP Psychology	0	1
AP Seminar	13	11
AP Spanish Language	18	13
AP Statistics	8	4
AP U.S. Government and Politics	7	7
AP U.S. History	40	12



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AP/IB Course	Students Enrolled	Students Tested
AP World History	24	19
Total Exams taken		134
Exams with scores of at least 3 on AP exams or 4 on IB exams		43



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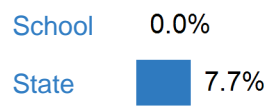
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

Career and Technical Education Participation

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

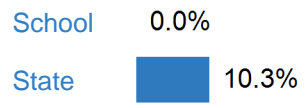
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

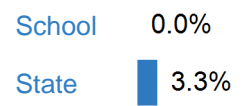
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences





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### Career and Technical Education Participation by Student Group

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

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



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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	93	33	1	0	0	0	2
10	3	93	24	1	0	0	2
11	0	1	73	17	0	0	0
12	0	0	1	66	6	9	0
Total	96	127	99	84	6	9	4
Enrolled in AP/IB Course					6	8	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	111	1	0	0	15	3
10	108	10	0	2	0	3
11	12	76	0	5	3	7
12	10	0	0	8	14	6
Total	241	87	0	15	32	19
Enrolled in AP/IB Course	17	0		15	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	112	18	0	0	0	0
10	6	116	1	0	0	10
11	1	82	11	0	0	13
12	0	1	84	0	0	42
Total	119	217	96	0	0	65
Enrolled in AP/IB Course	24	40	0	0		28
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	41	11	0	0	0	6	0
10	37	18	0	0	0	7	0
11	42	17	0	0	0	2	0
12	45	8	0	0	0	3	0
Total	165	54	0	0	0	18	0
Enrolled in AP/IB Course	18	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	24	0	0	0	0	0	0



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### Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	N	N	N	N	N	N
11	N	N	N	N	N	N
12	0	0	3	0	0	0
Total	0	0	3	0	0	0
Enrolled in AP/IB Course	0		3			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0





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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Spanish	14
Total	14



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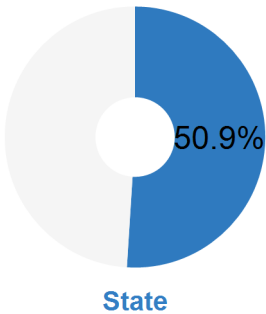
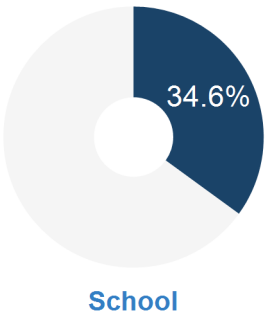
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Visual and Performing Arts – Course Participation

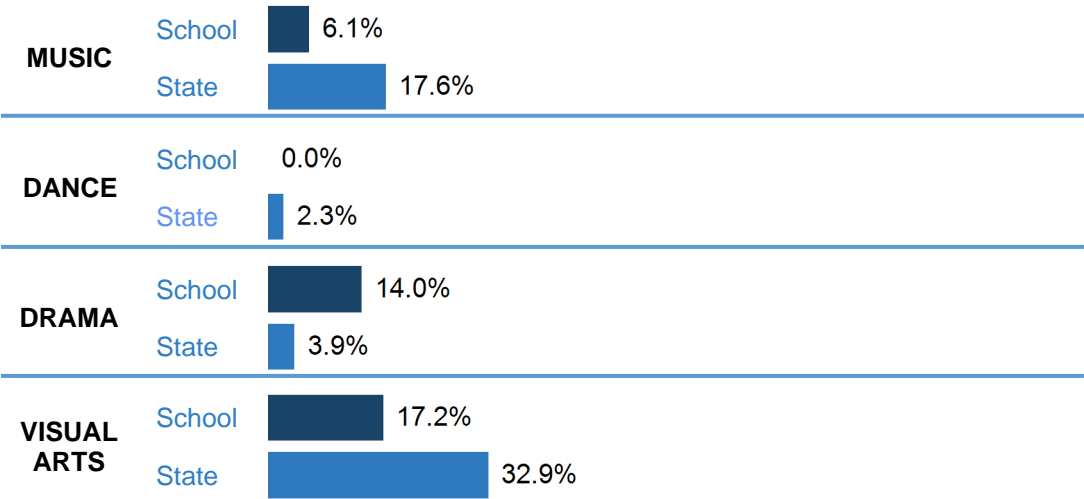
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

**Grades 9-12:**

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



Students enrolled in one or more classes by discipline:





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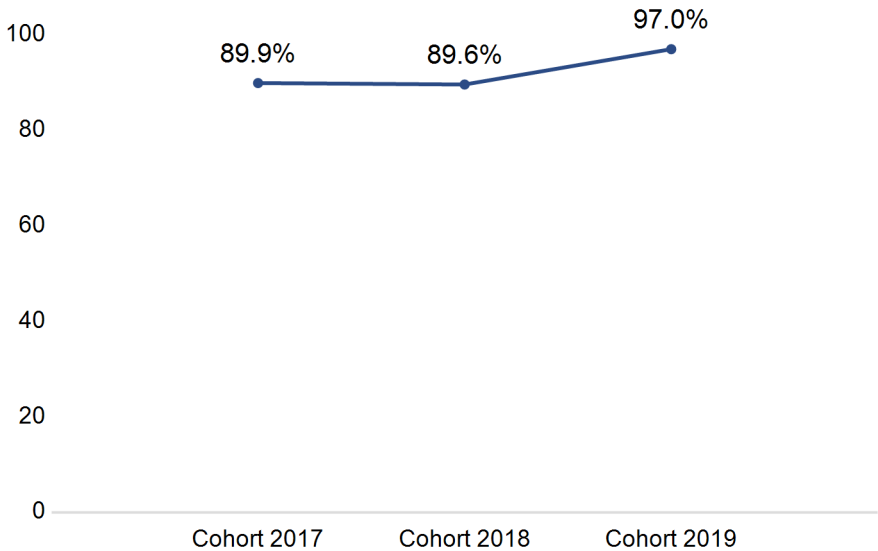
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

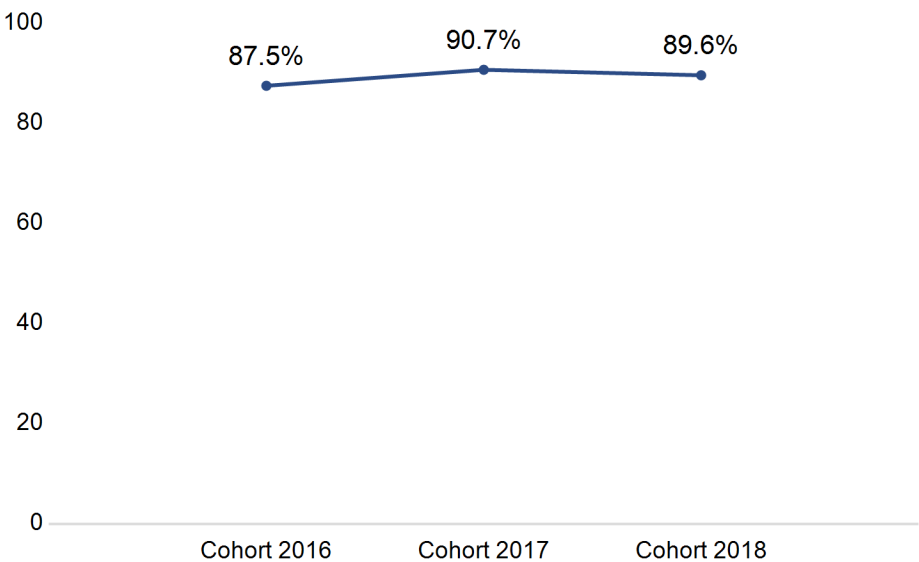
Graduation Rate Trends and Progress

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

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	89.9%	89.6%	97.0%	87.5%	90.7%	89.6%
Annual Target	84.5%	85.1%		90.6%	90.9%	
Met Annual Target?	Met Target	Met Target		Not Met	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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

## Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	97.0%	90.6%	89.6%	92.5%	89.6%	85.1%	Met Target	90.7%	90.9%	Not Met
White	84.6%	94.9%	94.7%	95.9%	94.7%	**	**	*	**	**
Hispanic	98.5%	84.5%	87.3%	87.3%	87.3%	90.2%	Not Met	92.5%	89.8%	Met Target
Black or African American	100.0%	83.3%	91.7%	87.1%	91.7%	85.6%	Met Target	86.1%	89.6%	Not Met
Asian, Native Hawaiian or Pacific Islander	N	96.9%	N	97.8%	N	N	N	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	N	91.4%	N	94.2%	N	N	N	N	N	N
Female	98.1%	92.8%	95.1%	94.4%	95.1%			95.1%		
Male	95.7%	88.5%	86.2%	90.8%	86.2%			86.8%		
Economically Disadvantaged Students	98.4%	84.0%	90.7%	87.3%	89.5%	85.7%	Met Target	93.0%	91.8%	Met Target
Students with Disabilities	92.9%	79.2%	75.0%	83.8%	69.2%	**	**	85.0%	81.0%	Met Target
English Learners	*	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	*	57.6%	*	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



Hoboken High School  
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2018-2019

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	66.7%	33.3%
Substitute Competency Test	15.6%	37.5%
Portfolio Appeals Process	7.3%	18.8%
Alternate Requirements specified in IEP	10.4%	10.4%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.0%	1.2%
2017-2018	1.0%	1.2%
2016-2017	0.2%	1.1%



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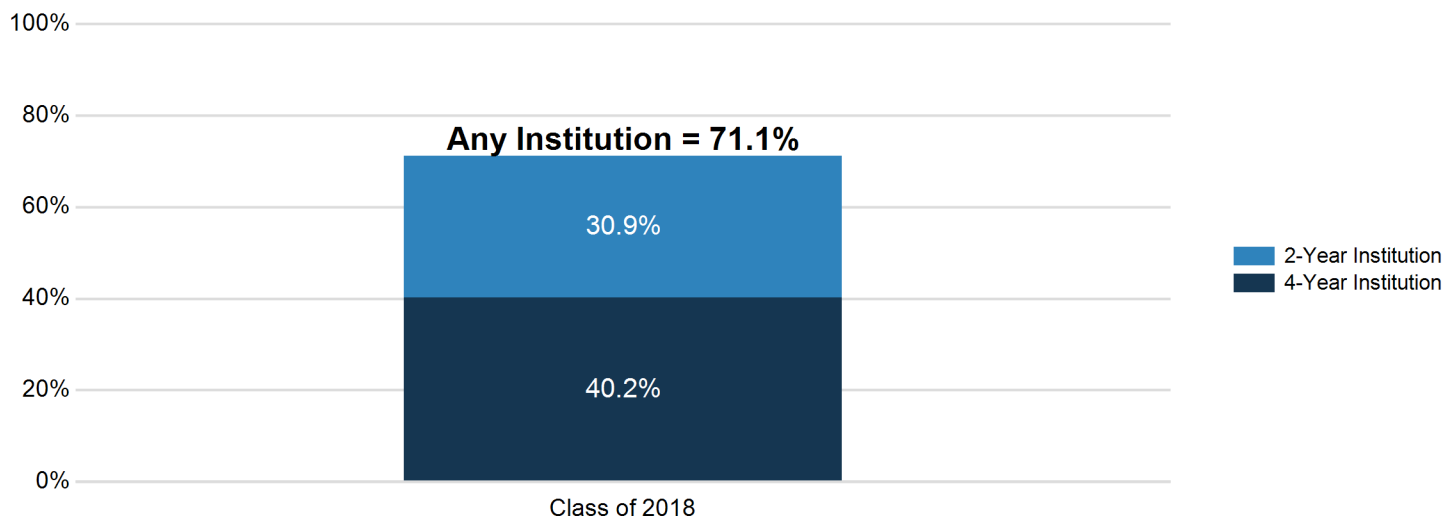
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

## Postsecondary Enrollment Rate Summary

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

### Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	30.9%
% Enrolled in 4-Year Institution	40.2%
% Enrolled in Any Postsecondary Institution	71.1%



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

### Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	59.6%	30.4%	69.6%
White	54.5%	33.3%	66.7%
Hispanic	63.5%	27.5%	72.5%
Black or African American	50%	40%	60%
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	56.5%	37.1%	62.9%
Students with Disabilities	58.3%	57.1%	42.9%
English Learners	N	N	N

### Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	71.1%	43.5%	56.5%	76.8%	23.2%	81.2%	18.8%
White	81%	29.4%	70.6%	88.2%	11.8%	88.2%	11.8%
Hispanic	75.5%	47.5%	52.5%	70%	30%	80%	20%
Black or African American	52.2%	50%	50%	83.3%	16.7%	75%	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	65.5%	50%	50%	71.1%	28.9%	86.8%	13.2%
Students with Disabilities	53.8%	85.7%	14.3%	100%	0%	85.7%	14.3%
English Learners	N	N	N	N	N	N	N



Hoboken High School

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

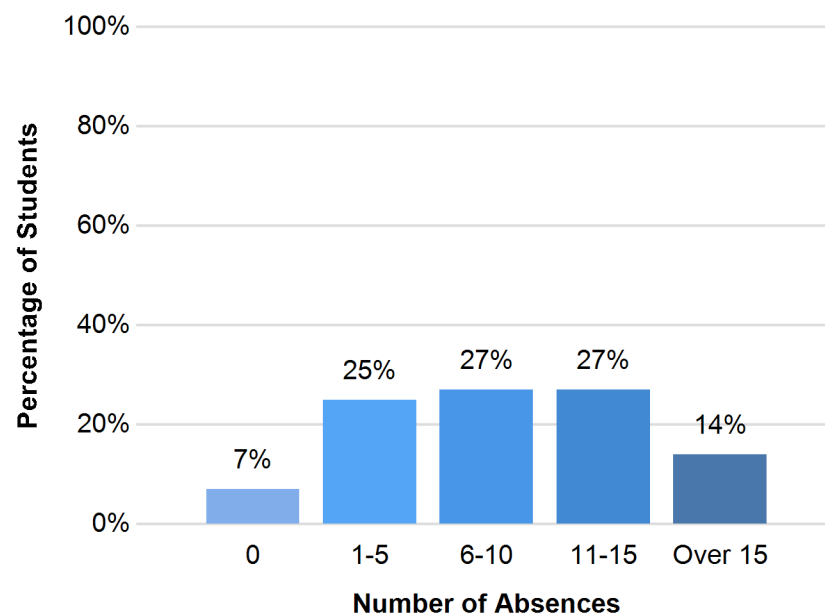
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	19	4.5	14.2	Met
White	2	3.2	14.2	Met
Hispanic	12	4.5	14.2	Met
Black or African American	5	5.7	14.2	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	11	6.0		
Male	8	3.4		
Economically Disadvantaged Students	14	5.2	14.2	Met
Students with Disabilities	2	3.5	14.2	Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	*	*		

### Days Absent

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







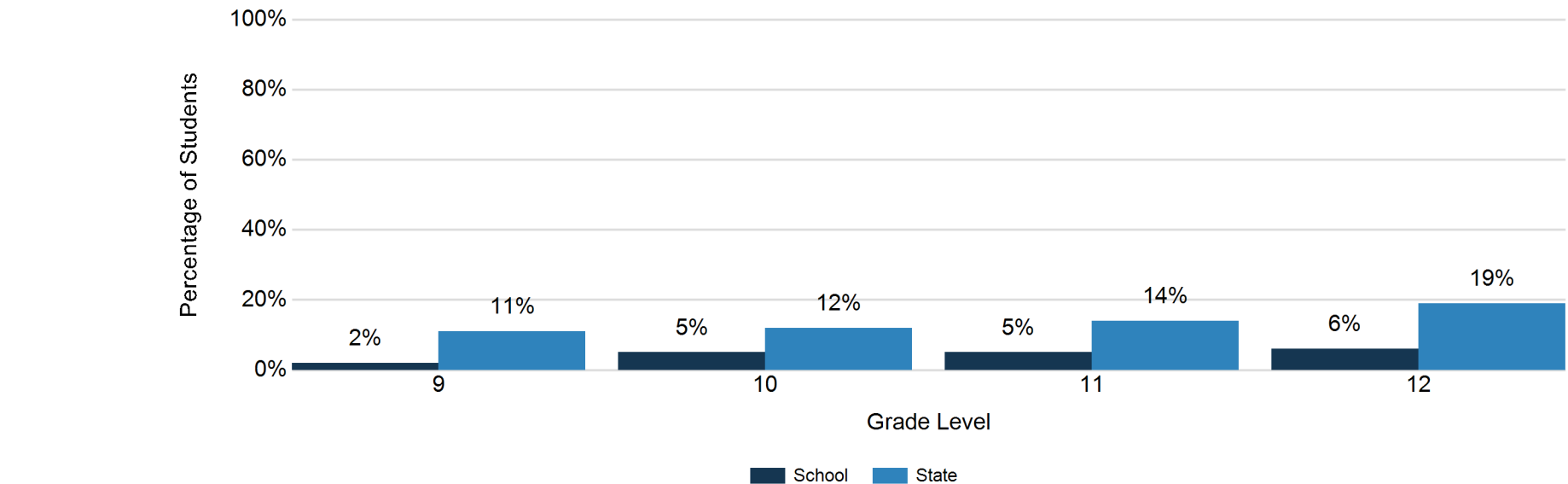
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### Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	4
Weapons	1
Vandalism	0
Substances	6
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	13
Incidents Per 100 Students Enrolled	3.19

### Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	2
Weapons	1
Vandalism	0
Substances	3
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

### Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	1	0	1
Disability	0	0	0
Other	0	2	2
No Identified Nature	0		0

### Student Disciplinary Removals

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

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

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

30



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### School Day

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

Category	School
Typical Start Time	8:15 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs 20 Mins
Shared Time - Instructional Time	6 Hrs. 20 Mins.

### Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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**Key terms for staff data:**

**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

**Teachers – Experience**

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

Category	Teachers in School	Teachers in State
Total Number of teachers	47	118,214
Average years experience in public schools	11.9	12.1
Average years experience in district	10.5	10.8
Percentage of Teachers with 4 or more years experience in the district	72.3%	75.3%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	19	9,530
Average years experience in public schools	10.4	16.0
Average years experience in district	6.9	12.0
Percentage of Administrators with 4 or more years experience in the district	68.4%	76.9%

**Student and Staff Ratios**

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

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	13:1
Students to Administrators	136:1	147:1
Teachers to Administrators	16:1	12:1
Students to Librarians/Media Specialists		2801:1
Students to Nurses		560:1
Students to Counselors		467:1
Students to Child Study Team Members		175:1



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**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	44.6%	51.1%	66.7%	48.4%	77.1%	54.9%
Male	55.4%	48.9%	33.3%	51.6%	22.9%	45.1%
White	13.7%	68.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	63.7%	19.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	21.1%	2.1%	0.0%	15.0%	6.6%	13.9%
Asian	0.7%	10.6%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.2%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

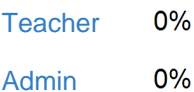
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.9%	90.5%
2017-18 Administrators: Same district 2018-19	75.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.6%



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### Per-Pupil Expenditures by Source

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

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

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

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

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



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).  
 Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
 Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

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

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

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





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## ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	36.0%	50.2%	43.0%
Math Proficiency	*	13.6%	*
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	89.9%	89.6%	97.0%
5-Year Graduation Rate†	87.5%	90.7%	89.6%
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	17.2%	7.7%	4.5%

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



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).  
 Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
 Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

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

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

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



**Hoboken High School**  
(17-2210-005)  
Grades Offered: 09-12  
2018-2019

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### Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Met Target	Not Met	**	Met	No
White	Met Target†	Met Target†	**	**	n/a	Met	No
Hispanic	Met Target	Not Met	Not Met	Met Target	n/a	Met	No
Black or African American	Met Target	Not Met	Met Target	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Met Target	Met Target	n/a	Met	No
Students with Disabilities	Not Met	Met Target†	**	Met Target	n/a	Met	No
English Learners	**	**	**	**	**	**	No

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






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School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>Hoboken High School is an AP Capstone School with AP Scholars Award Recipients and Waksman Institute Scholars. The Class of 2019 earned close to 14 million in academic &amp; merit scholarships.</li> <li>Hoboken High School is home to local, state, &amp; nationally recognized Theater &amp; Marching Band programs. Competition teams such as Harvard Model Congress competes both nationally &amp; internationally.</li> <li>Hoboken H.S. boasts a vibrant Classroom Without Walls International Travel Program, the Seal of Biliteracy, the PLTW STEM Program, &amp; sends students annually to the Rutgers Pre-medical Honors Program.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>Hoboken High School welcomes all learners from our vibrant and diverse community. We believe that every student will grow as a result of rigorous instruction, relevant learning experiences, &amp; positive relationships. Our priority is to empower all students with skills and to build competencies needed for the 21st Century. We will ensure that our learning community celebrates the differences each student and adult possesses in order to build the foundation for global citizenship.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Hoboken High School has earned the Sustainable Jersey Bronze Certification. More than 50% of the staff are Google Certified. It is has an Award Winning Literary Magazine, Marching Band and Theater Department. Hoboken High's Rockin' Redwings performed at the National Memorial Day Parade in Washington, D.C. and the Theater Department competed in the National Thespian competition as a result of numerous awards won at the Hudson County Teen Arts Festival and the Speech &amp; Theater Association of N.J. State Competition.</p>






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<div>  <div>           Courses, Curriculum, Instruction:         </div> </div>	<p>Hoboken High’s program of studies provides a rigorous, technology-infused curriculum, supplemented by our expanding online learning options. We offer over 25 AP courses within the school day and virtually, and students have full access to Johns Hopkins CTY courses upon qualifying. PLTW pathways in Biomedical Science, Computer Science, and Engineering enable students to graduate with distinction. In addition to the core curriculum, there are a number of innovative elective courses.</p>
<div>  <div>           Sports and Athletics:         </div> </div>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Boys &amp; Girls), Cheerleading (Coed), Football (Boys), Lacrosse (Girls), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Volleyball (Boys &amp; Girls)</p> <p>Hoboken High School offers a vast number of Varsity, JV, &amp; Freshmen sports teams, as well as cheer leading &amp; color guard. Our teams boast conference, county and state championships. Hoboken High School students are often seen on our courts, in our pool, on our state of the art turf field, on the track or in our fitness and weight room.</p>
<div>  <div>           Clubs and Activities:         </div> </div>	<p>Hoboken High School offers close to 50 different clubs and activities. These include but are not limited to CyberPatriot Team, African American Club, Art Club, Marching Band, Chorus, Gay Straight Alliance, Harvard Model Congress, Heroes &amp; Cool Kids, Hispanic Cultural Club, Literary Magazine, Math Team, Mock Trial, Model UN, National Honor Society, Newspaper, STEM Team,Student Council, Thespians, Yearbook.</p>






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 <p>Before and After School Programs:</p>	<p>Hoboken High School offers a morning breakfast and an evening dinner program. There are close to fifty clubs, activities and athletic programs offered at Hoboken High School. Students also participate in internships and various academic enrichment programs.</p>
 <p>Staff and Professional Learning:</p>	<p>Teachers participate in PLC's to study research-based instructional strategies and best practices during common planning periods, after school, and on designated professional development days. On and off site training is also made available to support our social and emotional learning initiatives, S.T.E.M. education, our focus on diversity and inclusion, and our efforts to ensure continuous student engagement in the learning process.</p>
 <p>Postsecondary Information:</p>	<p>97% of the Class of 2018 applied to college and 96% were accepted. 4% of the Class of 2018 was accepted to technical schools &amp; the military. 94% of Hoboken High School students take the PSAT's &amp; 90% take the SAT's.Princeton Review Courses are offered during school day. As a result of our dynamic guidance staff and carefully planned instant decision days, our students are accepted to most colleges and universities of their choice. Our students have recently been accepted to Purdue, Vanderbilt, Rutgers, Bucknell, Stevens, NYU, Penn State, and Notre Dame to name just a few.</p>






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 <div>Student Supports and Services:</div>	<p>There are a number of student support services that Hoboken High School is proud of. Students are afforded services provided by a Principal &amp; VP, school nurse, Deans, an Athletic Director and trainer. There is also a comprehensive child study team, SBYS &amp; SAC counselors, guidance &amp; future planning counselors, and an ESL teacher. Academic support is offered during the Personal Growth Period and after school.</p>
 <div>Student Health and Wellness:</div>	<p>Hoboken High School students not only meet all health and physical education requirements, but they also participate in a number of wellness activities such as yoga, mindfulness, and fitness competitions during the Personal Growth Period. In addition, assemblies and wellness lectures are also offered to students during and after the school day. Student take full advantage of the pool and weight room as well.</p>
 <div>Parent and Community Involvement:</div>	<p>Hoboken High has a PTO and also a Special Education Parent advisory group. Parent workshops and evening events are offered monthly through many departments. Throughout the year, parents may attend FAFSA &amp; College Admission Nights, College Fairs, and sessions related to contemporary topics of interest. Parents are able to access student grades &amp; attendance via the parent portal in Genesis.</p>






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 <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The school climate survey offered at Hoboken High School is administered annually and focuses on topics that best support social and emotional learning, the climate and culture of the school environment, and interactions between and among all stakeholders. The survey targets various stakeholder groups each year.</p>
 <div>Facilities:</div>	<p>Hoboken High School boasts a beautiful auditorium. It also houses a gymnasium, pool, cafeteria, media center &amp; computer labs, culinary arts room, a music suite, a theater arts studio, a film production studio, and arts rooms.</p>
 <div>School Safety:</div>	<p>The Hoboken Public School District has a School Safety Specialist, Head of Security, a Department of Security Officers, and works closely with four Hoboken Police Department School Resource Officers that work with each of our schools. The district fulfills all required safety drills, but additionally practices scenarios with the help of local agencies. A comprehensive emergency management and crisis plan helps guide all protocols and processes associated with school safety, and clearly outlines roles and responsibilities. Lastly, the Hoboken Public School District has trained HIB School Specialists and a District HIB Coordinator.</p>






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 <div>Technology and STEM:</div>	<p>Hoboken High School is committed to STEM education and learning. Not only does Hoboken High School offer all of the courses required in Project Lead the Way's Biomedical Science, Engineering and Computer Science Programs, it also offers a number of STEM electives. Students engage in daily learning experiences in our hydroponics and aquaponics lab, as well as in our new engineering and biomedical science labs. Hoboken High School has LED Interactive Boards in every classroom as well as a 1:1 Chromebook to student ratio. Hoboken High School students take full advantage of our STEM partnership with Stevens Institute of Technology by participating in the ACES Summer Program and with Rutgers by sending a cohort each year to their Pre-medical Honors Program.</p>
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 <div>Other Information</div>	<p>Hoboken High School, home of the Redwings, is dedicated to innovative learning opportunities. In addition to a brand new engineering and biomedical sciences lab, Hoboken High School operates a hydroponics/aquaponics laboratory. A number of unique learning experiences take place each day during the Personal Growth Period. Students can receive extra assistance from teachers, participate in online learning, attend workshops, or take part in Princeton Review Classes or the Inspired Classroom Global Challenges. Students can also visit with college admissions counselors and participate in instant decision days. Through our all new Classroom without Walls Program, our students are seeing the world. In two years, they have traveled to Paris, London, Rome, Madrid, and Barcelona, and are excited for the Japan and Greece learning excursions.</p>
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**Hoboken Middle School**  
(17-2210-300)  
Grades Offered: 07-08  
2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

**Notes from the New Jersey Department of Education:**

**Hoboken Middle School**

(17-2210-300)

Grades Offered: 07-08

2018-2019

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## School Contact Information

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

Type	Contact Information
County	Hudson
District	Hoboken Public School District
Principal Name	Ms. Anna Marra
Address	158 Fourth Street HOBOKEN, NJ 07030
Phone Number	201-356-3701
Email Address	<a href="mailto:amarra@hoboken.k12.nj.us">amarra@hoboken.k12.nj.us</a>
Website	<a href="https://www.hoboken.k12.nj.us">https://www.hoboken.k12.nj.us</a>
Facebook	<a href="https://www.facebook.com/hobokenpublicschools">https://www.facebook.com/hobokenpublicschools</a>
Twitter	<a href="https://twitter.com/hobokenschools">https://twitter.com/hobokenschools</a>



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
7	95	92	71
8	102	90	90
Total	197	182	161

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	43.1%	45.1%	51.6%
Male	56.9%	54.9%	48.4%
Economically Disadvantaged Students	69.5%	60.4%	60.9%
Students with Disabilities	15.2%	18.1%	16.1%
English Learners	0.5%	1.6%	1.9%
Homeless Students	1.0%	1.1%	1.9%
Students in Foster Care	1.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	19.3%	15.4%	18.0%
Hispanic	59.9%	58.8%	59.0%
Black or African American	19.3%	22.0%	16.1%
Asian	1.0%	3.3%	5.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.5%	0.5%	1.2%

Enrollment by Home Language

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

Home Language	% of Students
English	93.8%
Spanish	5.6%
Other Languages	0.6%



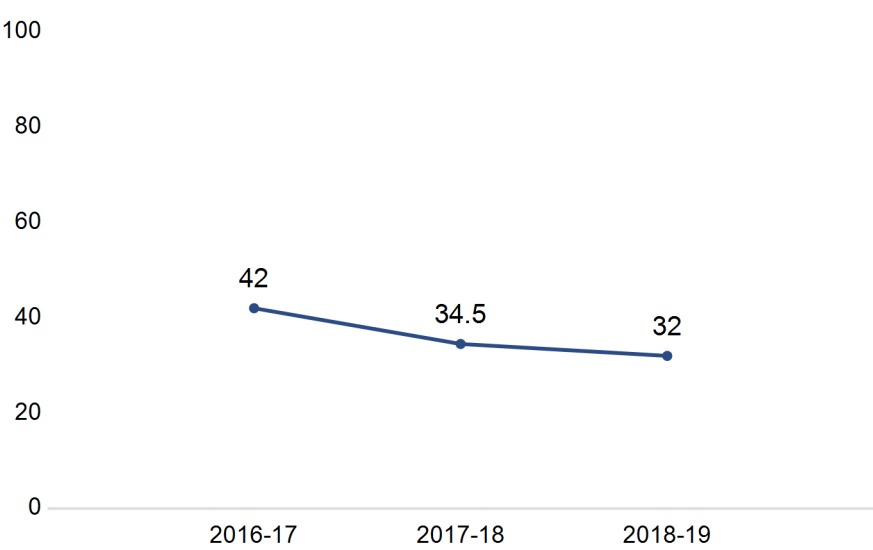
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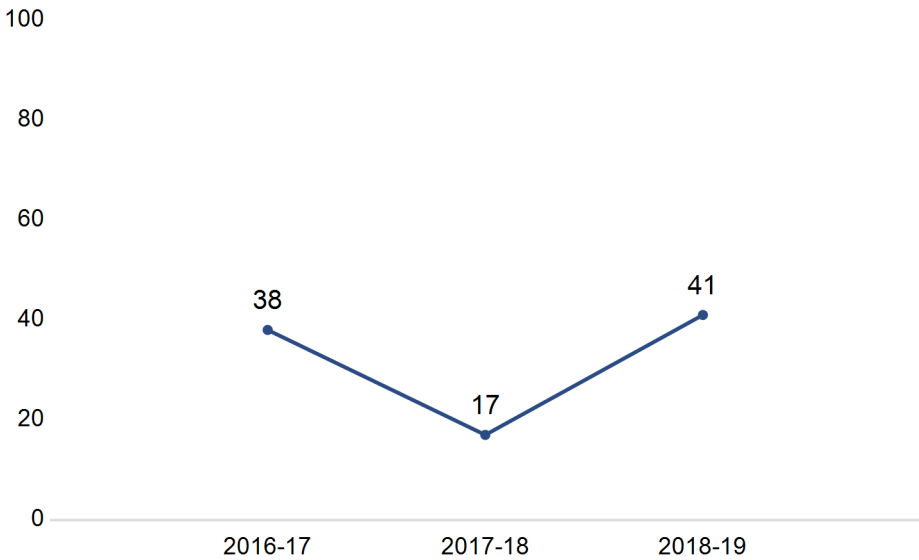
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	42	34.5	32	38	17	41
Met Standard (40-59.5)?	Met Standard	Not Met	Not Met	Not Met	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	32	44	50	Not Met	41	42	50	Met Standard
White	43.5	53	50	Met Standard	46	47	52	**
Hispanic	29	38	49	Not Met	41	37	47	Met Standard
Black or African American	36	40	45	Not Met	*	42	43	**
Asian, Native Hawaiian, or Pacific Islander	*	65	59	**	*	47.5	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	35	46	53	N	42	42	50	N
Male	28	40	47	N	30	41	51	N
Economically Disadvantaged Students	35	40	48	Not Met	24	39	46	Not Met
Students with Disabilities	44	39	43	Met Standard	*	28.5	45	**
English Learners	*	*	52	**	*	60.5	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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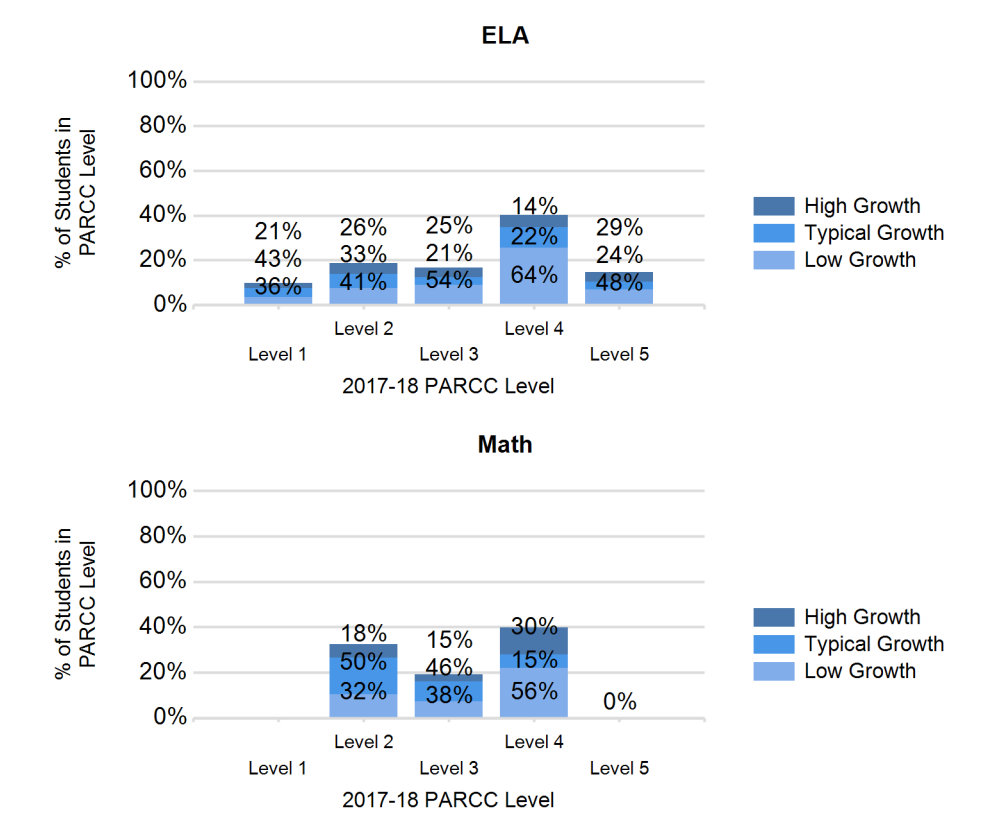
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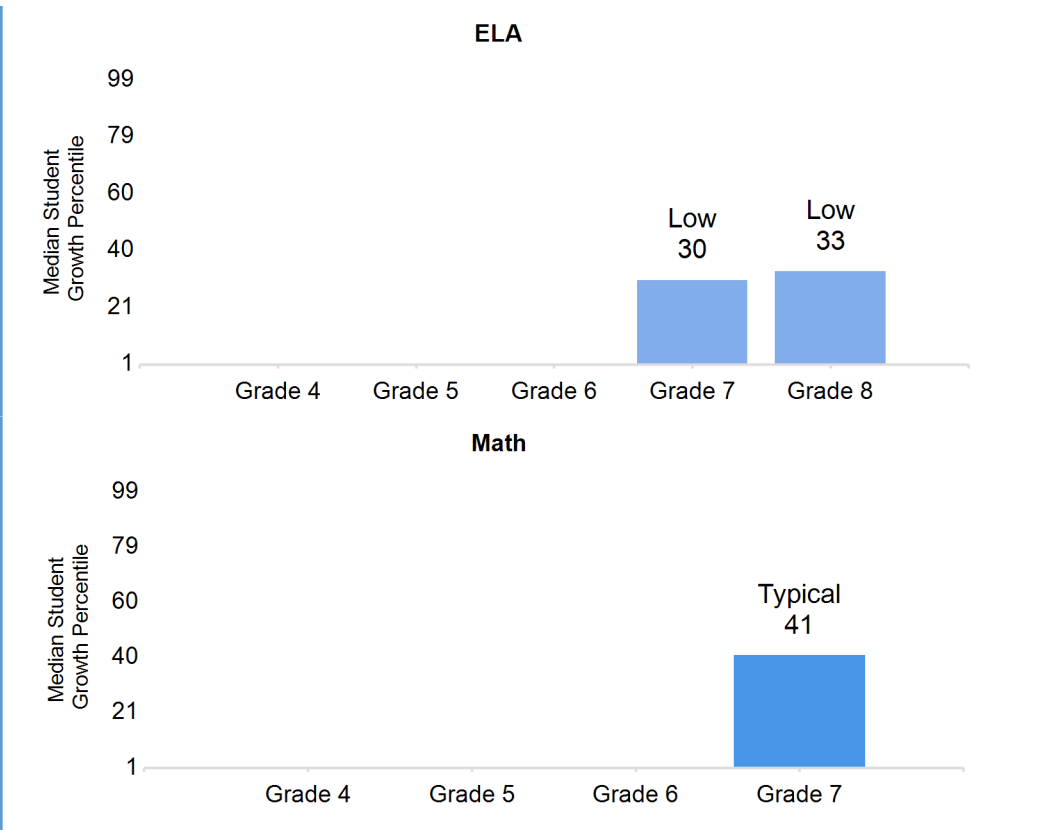
Student Growth by Performance Level

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



Student Growth by Grade

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





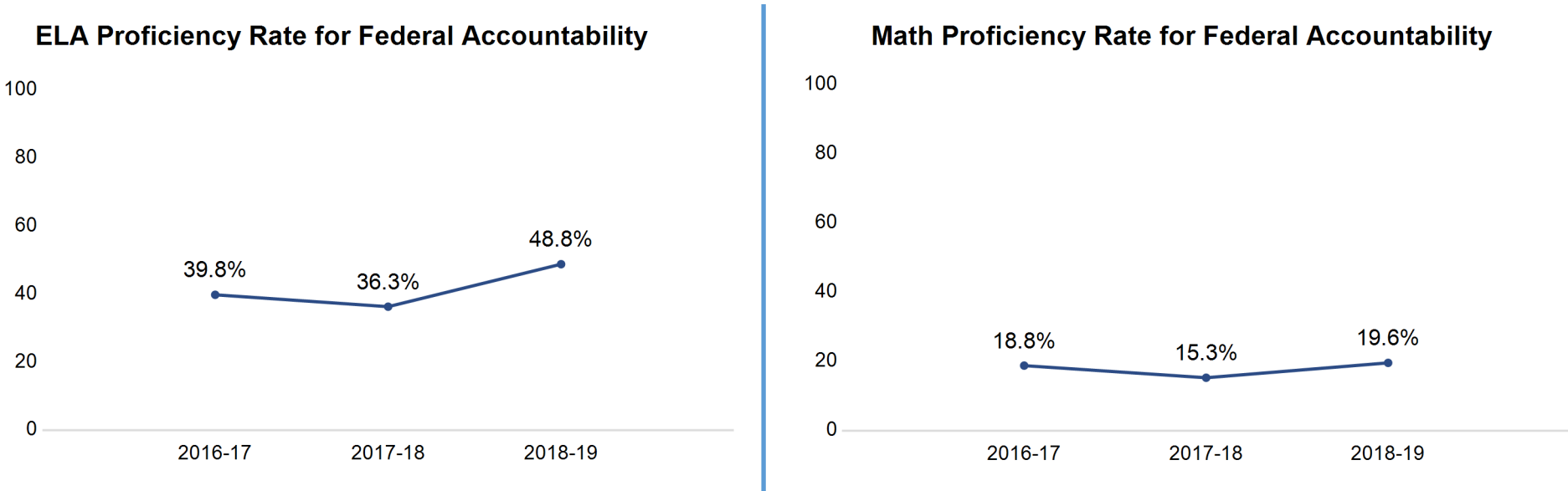


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.0%	91.5%	92.2%	99.5%	91.5%	92.3%
Proficiency Rate for Federal Accountability	39.8%	36.3%	48.8%	18.8%	15.3%	19.6%
Annual Target	N	41.8%	43.8%	N	21.9%	24.9%
Met Annual Target?	N	Met Target†	Met Target	N	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	153	92.2	50.3	54.0	57.9	48.8	43.8	Met Target
White	30	88.2	66.7	*	66.9	61.9	66.3	Met Target†
Hispanic	91	95.8	42.9	45.5	43.9	42.9	39	Met Target
Black or African American	21	80.8	38.1	33.3	38.5	32.4	31.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	85.7	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	75	89.3	64.0	62.6	64.8	60.2		
Male	78	95.2	37.2	47.0	51.3	37.2		
Economically Disadvantaged Students	86	92.6	44.2	43.4	40.0	*	35.8	Met Target
Non-Economically Disadvantaged Students	67	91.8	58.2	64.1	67.9	*		
Students with Disabilities	30	91.2	23.3	15.1	22.7	22.3	13.3	Met Target
Students without Disabilities	123	92.5	56.9	62.3	65.1	55.4		
English Learners	*	*	*	33.3	29.3	*	**	**
Non-English Learners	*	*	*	54.5	60.6	*		
Homeless Students	*	*	*	43.8	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

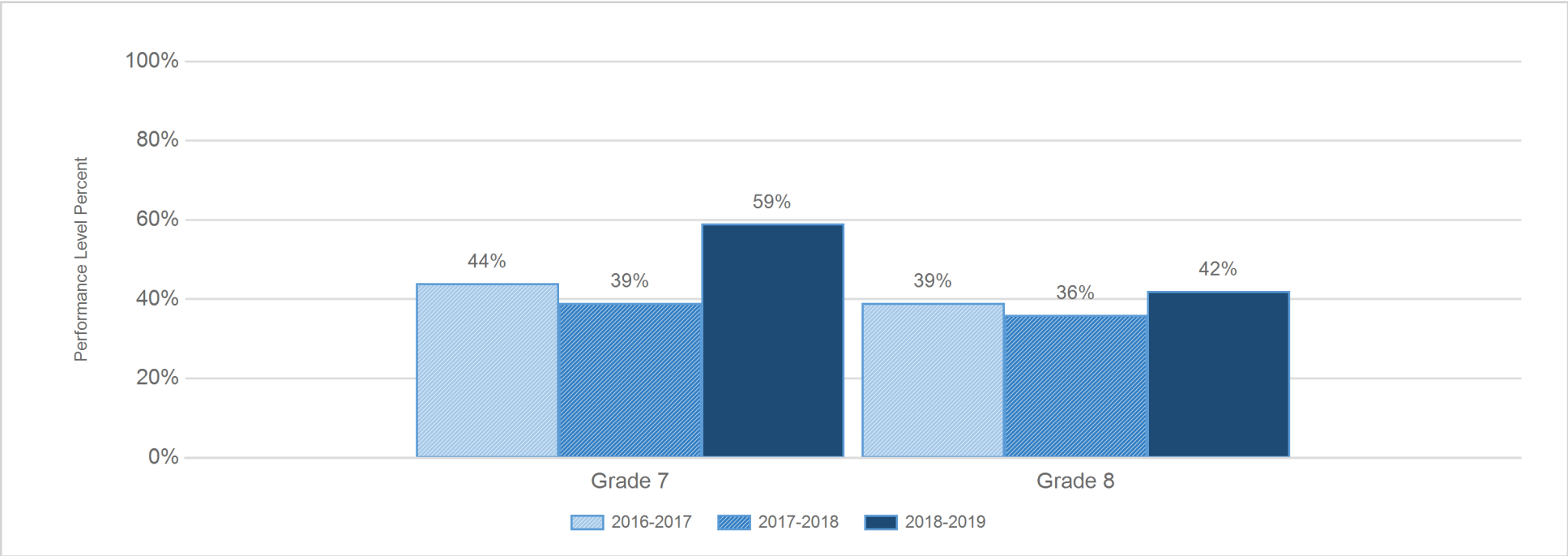


Hoboken Middle School  
(17-2210-300)  
Grades Offered: 07-08  
2018-2019

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English Language Arts Assessment - Performance Trends

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





**Hoboken Middle School**  
 (17-2210-300)  
 Grades Offered: 07-08  
 2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	756	756	761	*	*	19%	31%	27%	59%	63%
White	14	774	774	769	*	*	0%	*	*	86%	72%
Hispanic	43	747	747	747	*	*	26%	*	*	47%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	41	766	766	769	*	*	*	*	*	68%	71%
Male	29	741	741	753	*	*	*	*	*	45%	55%
Economically Disadvantaged Students	40	750	750	743	*	*	*	*	*	53%	45%
Non-Economically Disadvantaged Students	30	763	763	771	*	*	*	*	*	67%	73%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	769	*	*	*	*	*	*	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



Hoboken Middle School  
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	741	741	762	15%	26%	17%	*	*	42%	63%
White	*	*	*	770	*	*	*	*	*	*	72%
Hispanic	49	735	735	747	*	33%	*	*	*	39%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	34	759	759	771	*	*	*	*	*	59%	71%
Male	47	729	729	753	*	*	*	*	*	30%	55%
Economically Disadvantaged Students	47	736	736	743	*	*	*	*	*	36%	45%
Non-Economically Disadvantaged Students	34	749	749	772	*	*	*	*	*	50%	72%
Students with Disabilities	21	716	716	721	*	*	*	*	*	14%	22%
Students without Disabilities	60	750	750	770	*	*	*	*	*	52%	71%
English Learners	N	N	N	708	N	N	N	N	N	N	12%
Non-English Learners	81	741	741	764	15%	26%	17%	*	*	42%	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



Hoboken Middle School  
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2018-2019

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Mathematics Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	153	92.3	20.3	*	44.5	19.6	24.9	Not Met
White	30	88.2	36.7	*	54.1	34.1	46.9	Met Target†
Hispanic	91	95.9	11.0	*	28.8	11.0	18.3	Not Met
Black or African American	21	80.8	*	10.2	23.0	*	17.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	82.4	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	75	89.3	25.3	*	44.9	23.8		
Male	78	95.2	15.4	*	44.2	15.4		
Economically Disadvantaged Students	86	92.6	*	13.5	26.3	*	16.5	Not Met
Non-Economically Disadvantaged Students	67	91.8	*	52.6	54.9	*		
Students with Disabilities	30	91.2	*	12.6	17.4	*	13.3	Not Met
Students without Disabilities	123	92.5	*	37.9	50.0	*		
English Learners	*	*	*	19.0	25.0	*	**	**
Non-English Learners	*	*	*	33.8	46.5	*		
Homeless Students	*	*	*	18.8	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

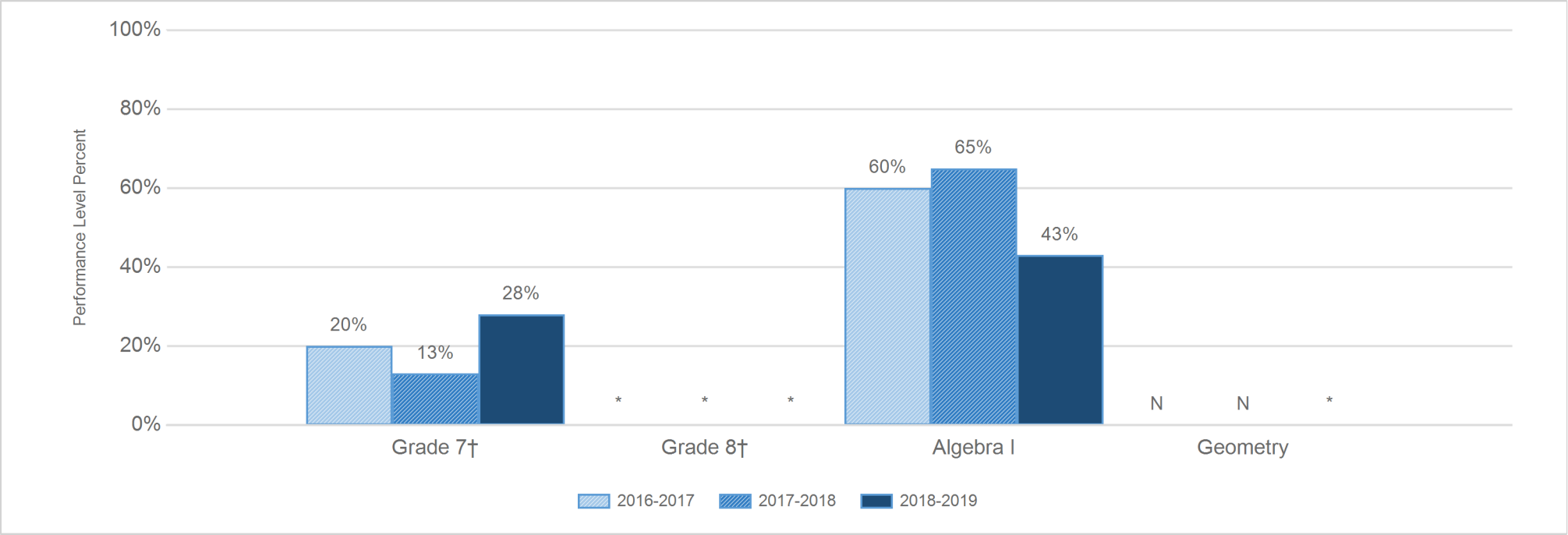


Hoboken Middle School  
(17-2210-300)  
Grades Offered: 07-08  
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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### Mathematics Assessment - Performance by Grade: Grade 7

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	736	736	744	*	30%	35%	*	*	28%	42%
White	14	754	754	751	*	*	*	*	*	57%	53%
Hispanic	44	730	730	733	*	32%	45%	*	*	16%	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	41	740	740	744	*	*	37%	*	*	32%	42%
Male	30	730	730	743	*	*	33%	*	*	23%	42%
Economically Disadvantaged Students	41	727	727	731	*	*	*	*	*	12%	24%
Non-Economically Disadvantaged Students	30	748	748	751	*	*	*	*	*	50%	53%
Students with Disabilities	*	*	*	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	749	*	*	*	*	*	*	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%





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### Mathematics Assessment - Performance by Grade: Grade 8

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	59	696	696	728	*	*	*	*	*	*	29%
White	*	*	*	737	*	*	*	*	*	*	38%
Hispanic	37	692	692	722	*	*	*	*	*	*	22%
Black or African American	11	690	690	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	21	697	697	731	*	*	*	*	*	*	31%
Male	38	696	696	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	36	692	692	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	23	702	702	735	*	*	*	*	*	*	36%
Students with Disabilities	21	685	685	707	*	*	*	*	*	*	10%
Students without Disabilities	38	702	702	734	*	*	*	*	*	*	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	59	696	696	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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### Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	21	746	721	744	*	*	*	*	*	43%	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	12	733	717	728	0%	*	*	*	*	25%	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	*	*	*	745	*	*	*	*	*	*	44%
Male	*	*	*	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	11	732	717	727	*	*	*	*	*	27%	23%
Non-Economically Disadvantaged Students	10	761	727	752	*	*	*	*	*	60%	52%
Students with Disabilities	N	N	708	717	N	N	N	N	N	N	12%
Students without Disabilities	21	746	723	748	*	*	*	*	*	43%	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	21	746	*	745	*	*	*	*	*	43%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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### Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	*	*	721	737	*	*	*	*	*	*	35%
White	*	*	*	743	*	*	*	*	*	*	43%
Hispanic	N	N	720	724	N	N	N	N	N	N	17%
Black or African American	N	N	711	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	762	N	N	N	N	N	N	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	*	745	N	N	N	N	N	N	46%
Female	*	*	*	738	*	*	*	*	*	*	36%
Male	N	N	722	736	N	N	N	N	N	N	34%
Economically Disadvantaged Students	N	N	720	722	N	N	N	N	N	N	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	N	N	706	712	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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## DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
7	*	*
8	*	*

## English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

## English Language Proficiency Test - Participation and Performance

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

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



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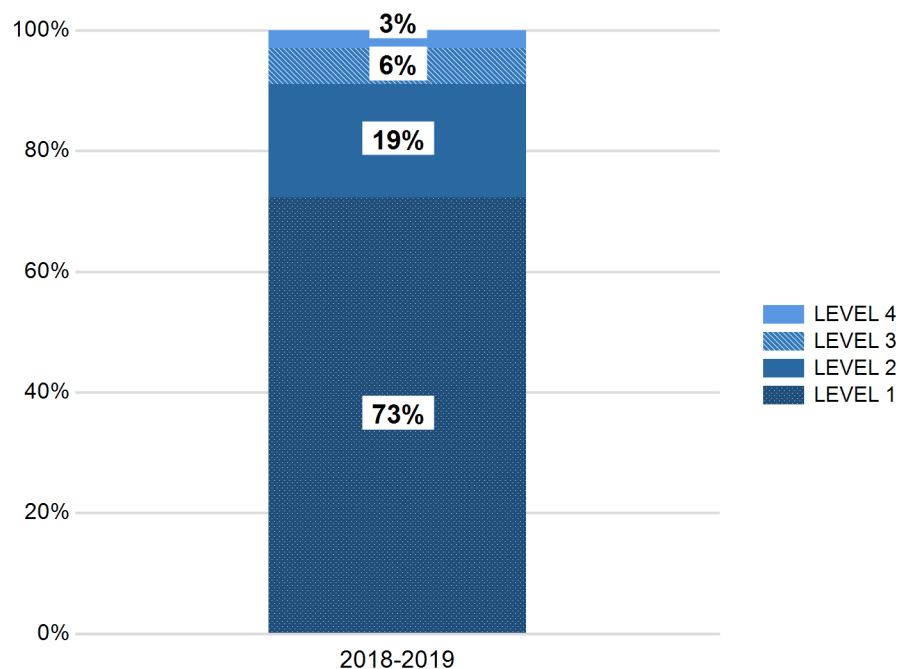
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

### NJSLA Science Assessment: Grade 8 Summary

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



### NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	73	19	6	3
White	46	31	23	0
Hispanic	81	19	0	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	65	26	6	3
Male	78	13	7	2
Economically Disadvantaged Students	83	15	2	0
Non-Economically Disadvantaged Students	59	24	12	6
Students with Disabilities	86	5	9	0
Students without Disabilities	67	24	5	3
English Learners	N	N	N	N
Non-English Learners	73	19	6	3
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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(17-2210-300)  
Grades Offered: 07-08  
2018-2019

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

### Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
7	0	0	75
8	21	0	67
Total	21	0	142

### World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	36	17	0	0	0	26	0
8	44	26	0	0	0	23	0
Total	80	43	0	0	0	49	0



Hoboken Middle School  
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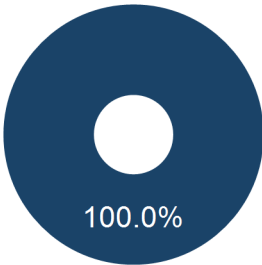
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Visual and Performing Arts – Course Participation

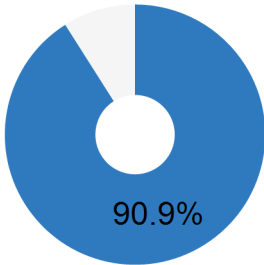
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

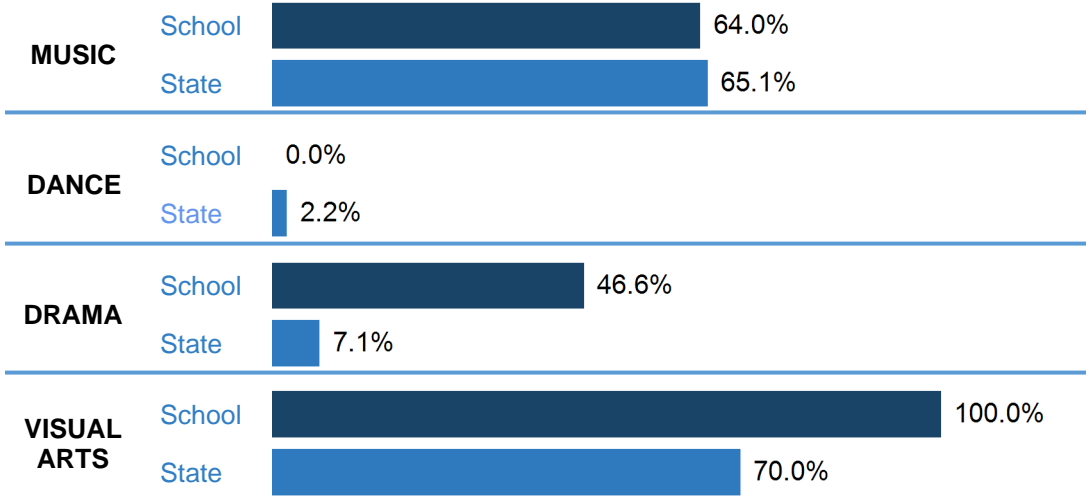


School



State

Students enrolled in one or more classes by discipline:





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

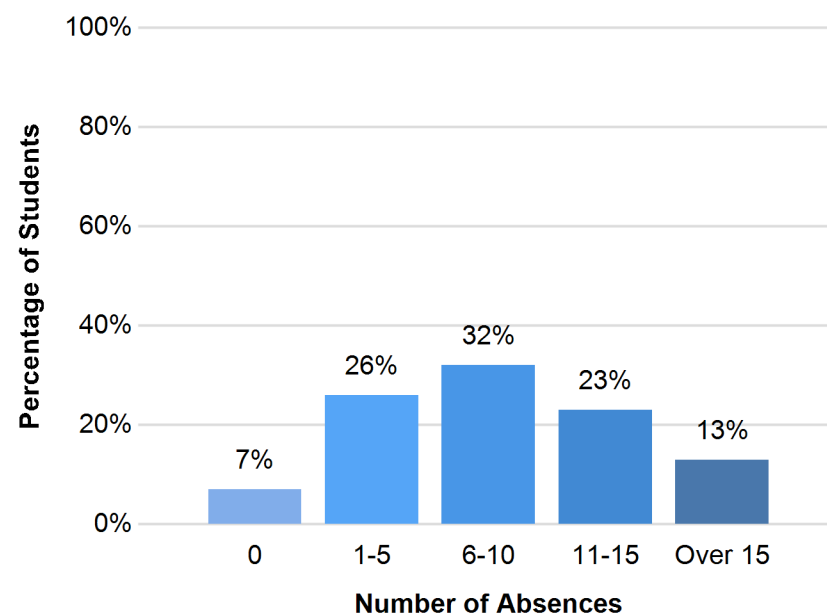
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	15	9.0	9.5	Met
White	2	6.1	9.5	Met
Hispanic	10	10.3	9.5	Not Met
Black or African American	3	11.5	9.5	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	8	9.5		
Male	7	8.4		
Economically Disadvantaged Students	13	13.1	9.5	Not Met
Students with Disabilities	4	12.5	9.5	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

### Days Absent

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







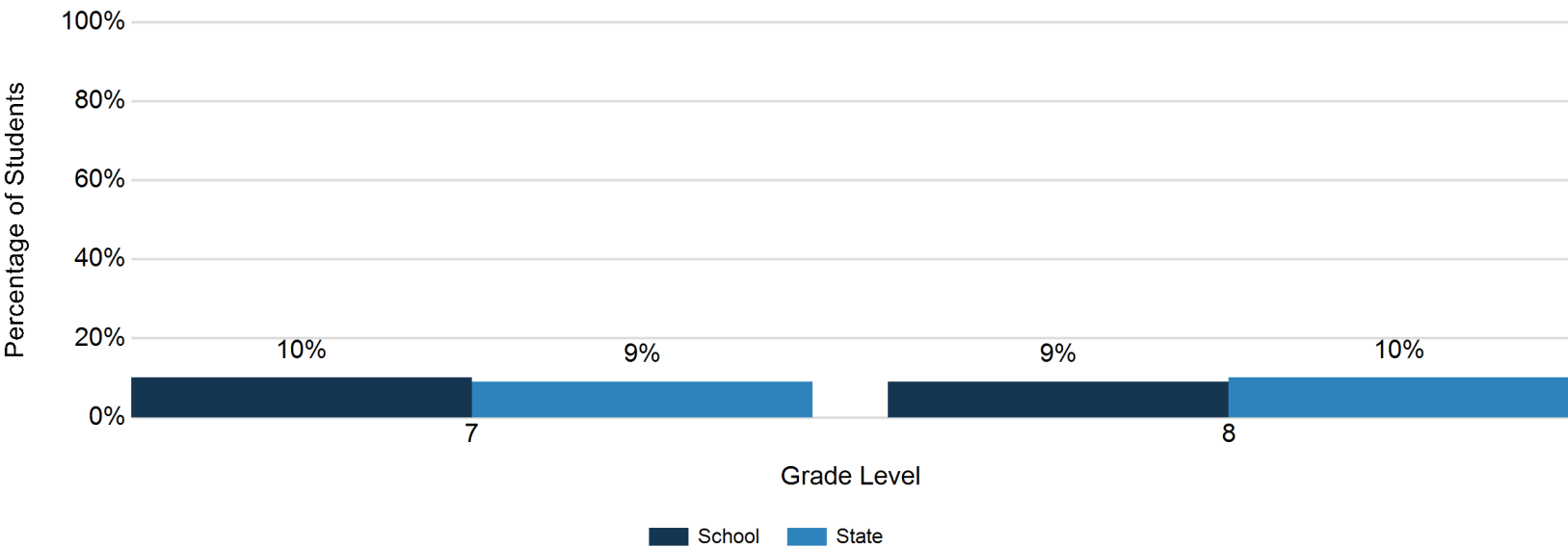
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

### Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	4	0	4
No Identified Nature	0		0

### Police Notifications

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

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

### Student Disciplinary Removals

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

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

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

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**School Day**

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

Category	School
Typical Start Time	8:15 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs 20 Mins
Shared Time - Instructional Time	6 Hrs. 20 Mins.

**Device Ratios**

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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Key terms for staff data:

**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	28	118,214
Average years experience in public schools	7.7	12.1
Average years experience in district	4.3	10.8
Percentage of Teachers with 4 or more years experience in the district	42.9%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	19	9,530
Average years experience in public schools	10.4	16.0
Average years experience in district	6.9	12.0
Percentage of Administrators with 4 or more years experience in the district	68.4%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	6:1	13:1
Students to Administrators	81:1	147:1
Teachers to Administrators	14:1	12:1
Students to Librarians/Media Specialists		2801:1
Students to Nurses		560:1
Students to Counselors		467:1
Students to Child Study Team Members		175:1



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### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.6%	82.1%	0.0%	48.4%	77.1%	54.9%
Male	48.4%	17.9%	100.0%	51.6%	22.9%	45.1%
White	18.0%	75.0%	50.0%	42.4%	83.6%	77.4%
Hispanic	59.0%	17.9%	50.0%	29.9%	7.3%	7.2%
Black or African American	16.1%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	5.6%	7.1%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.2%	0.0%	0.0%	2.1%	0.2%	0.2%



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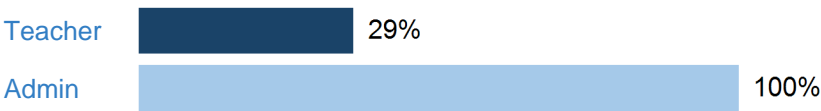
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.9%	90.5%
2017-18 Administrators: Same district 2018-19	75.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.4%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).  
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

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

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

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





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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	39.8%	36.3%	48.8%
Math Proficiency	18.8%	15.3%	19.6%
ELA Growth	42	34	32
Math Growth	38	17	41
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	9.9%	6.9%	9.0%

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



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

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

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

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

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

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

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



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### Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Not Met	Met Standard	**	Met	No
White	Met Target†	Met Target†	Met Standard	**	n/a	Met	No
Hispanic	Met Target	Not Met	Not Met	Met Standard	n/a	Not Met	No
Black or African American	Met Target	Not Met	Not Met	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target	Not Met	Met Standard	**	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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






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School Narrative

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

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> <li>Hoboken Middle School offers Band, Orchestra, Chorus, and Junior Thespians, along with Project Lead the Way's national STEM Curriculum.</li> <li>Hoboken Middle School runs the Johns Hopkins CTY Program and Odyssey of the Mind. Students at Hoboken Middle School may select Mandarin Chinese, Spanish, Italian and French.</li> <li>Hoboken Middle School is organized by Houses, led by Homeroom teachers. Each House participates in a comprehensive Advisory Program and an interdisciplinary block schedule.</li> </ul>
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>Hoboken Middle School welcomes all learners from our vibrant and diverse community. We believe that every student will grow as a result of rigorous instruction, relevant learning experiences, &amp; positive relationships. Our priority is to empower all students with skills and to build competencies needed for the 21st Century. We will ensure that our learning community celebrates the differences each student and adult possesses in order to build the foundation for global citizenship.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>Hoboken Middle School has an award winning Junior Thespians Program and is a Persist Kids Lighthouse School. Hoboken Middle School has also just applied for the Project Lead the Way National S.T.E.M. School of Distinction Honor.</p>



**Hoboken Middle School**  
(17-2210-300)  
Grades Offered: 07-08  
2018-2019

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## School Narrative

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### Courses, Curriculum, Instruction:

Hoboken Middle School offers a comprehensive curricula including a S.T.E.M. and Humanities block. The Humanities block of learning includes ELA and Social Studies, as well as Art. The S.T.E.M. block includes Math, Science, Project Lead the Way, as well as Health & Physical Education. Our scholars can choose Spanish, Chinese, or French as their world language of study. Hoboken Middle School employs high quality special education services and a vibrant G & T Program. During the school day, students may also select the performing arts course of their choice, as well as three different enrichment courses.



### Sports and Athletics:

Sports Offered: Bowling (Coed), Cross Country (Coed), Fencing (Coed), Golf (Coed), Swimming (Coed), Tennis (Coed), Volleyball (Coed), Wrestling (Coed)

Hoboken Middle School operates a Passport to Wellness Program that exposes students to a variety of skills-based sports clinics and co-educational life sports after school. New to the Middle School Passport to Wellness Program are Aquatics Sampler Sports, Golf, Fencing, Archery, Sailing, Kayaking, Table Tennis, Rock Climbing and Dance.



### Clubs and Activities:

The Middle School offers a number of after school activities through the Passport to Learning After School Program. In addition to chorus, orchestra, band, and theater, students may receive extra academic help and participate in the numerous wellness activities. Clubs such as Junior Model UN, Jr. Harvard Model Congress, Peer Leaders, Student Council, Yearbook, Photography, Writing Warriors, STEAM Tank Challenge, and Ballroom Dance just to name a few, are offered during the Junior PGP period each day.





**Hoboken Middle School**  
 (17-2210-300)  
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 <p>Before and After School Programs:</p>	<p>Hoboken Middle School offers a fully staffed before school breakfast program, as well as the Passport to Learning &amp; Wellness After School Program. This After School Program consists of homework help &amp; academic support, music and theater programs, and intramural sports. Dinner is also made available for students.</p>
 <p>Staff and Professional Learning:</p>	<p>Teachers participate in PLC's to study research-based instructional strategies and best practices during common planning periods, after school, and on designated professional development days. On and off site training is also made available to support our social and emotional learning initiatives, S.T.E.M. education, our focus on diversity and inclusion, and our efforts to ensure continuous student engagement in the learning process.</p>






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 <div>Student Supports and Services:</div>	<p>There are a number of student support services that Hoboken Middle School offers. Students are afforded services provided by a Principal, Dean, guidance counselor, licensed clinical social worker, and a comprehensive child study team. There is a team of special education teachers, trained STEM teachers, and a full time nurse.</p>
 <div>Student Health and Wellness:</div>	<p>Students at the Middle School take physical education classes each week and participate in recess on a daily basis. Since health and wellness are paramount at the Middle School, teachers are encouraged to infuse movement into learning. Staff members are trained annually in an array of topics to support healthy living and wellness. The Middle School also offers a supervised breakfast program each day and a wildly popular Early Morning Cardio Club. All of this is in addition to a comprehensive After School Wellness Program.</p>
 <div>Parent and Community Involvement:</div>	<p>Hoboken Middle School is now in its own location and operating independently from Hoboken High School. A P.T.O. was formed to help plan activities, provide input and assist with school events. A growing, interested parent base contributes to Hoboken Middle School's success.</p>






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 <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The school climate survey offered at Hoboken Middle School is administered annually and focuses on topics that best support social and emotional learning, the climate and culture of the school environment, and interactions between and among all stakeholders. The survey targets various stakeholder groups each year.</p>
 <div>Facilities:</div>	<p>Hoboken Middle School is located in the Demarest School Building. Students use the gym, cafeteria, and large auditorium. There is a dedicated art room &amp; music room, as well as world language classrooms. In addition, there are two brand new science labs. All classrooms are air conditioned and equipped with Ricoh LED Interactive Boards. A fitness and activity park is currently being build behind the school. In addition, a state-of-the-art living classroom with a fully operational wet lab is being constructed in order for students to study the Hudson River in a hands-on, innovative manner.</p>
 <div>School Safety:</div>	<p>The Hoboken Public School District has a School Safety Specialist, Head of Security, a Department of Security Officers, and works closely with four Hoboken Police Department School Resource Officers that work with all schools, including Hoboken Middle School. The district fulfills all required safety drills, but additionally practices scenarios with the help of local agencies. A comprehensive emergency management and crisis plan helps guide all protocols and processes associated with school safety, and clearly outlines roles and responsibilities. Lastly, the Hoboken Public School District has trained HIB School Specialists and a District HIB Coordinator.</p>






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 <div>Technology and STEM:</div>	Hoboken Middle School is dedicated to S.T.E.M. education and learning. Hoboken Middle School operates a three period S.T.E.M. block within its daily schedule. It fully implements Project Lead the Way's National S.T.E.M. curriculum which exposes students to units of study in the areas of computer science, biomedical science, and engineering, along with a comprehensive mathematics curriculum, and science program that is driven by the Next Generation Science Standards. In addition to after school opportunities, Hoboken Middle School boasts Personal Growth Period elective courses during the school day which include Environmental Crusaders, Coding, Maker Space Creations, Future City Planners, Genius Hour, Science Olympiads, and Mathletes to name just a few.
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<div>Other Information</div>	All classrooms in Hoboken Middle School have been renovated and are equipped with LED Interactive Boards. The school also boasts a 1:1 ChromeBook initiative. Each classroom is large and colorful. Furniture is conducive to problem-based learning and staff are trained in methodologies to support lessons that are rigorous and relevant. Hoboken Middle School has a tradition of preparing students for high school and beyond. The range of clubs and activities, and leadership opportunities are abundant.
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**Joseph F Brandt Elementary School**  
(17-2210-050)  
Grades Offered: KG-03  
2018-2019

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## How to use this report:

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

## Navigating through the reports:

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

## Other Resources:

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

## Notes from the New Jersey Department of Education:


**Joseph F Brandt Elementary School**

(17-2210-050)

Grades Offered: KG-03

2018-2019

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**School Contact Information**

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

Type	Contact Information
County	Hudson
District	Hoboken Public School District
Principal Name	Mr. Charles Bartlett
Address	215 NINTH STREET HOBOKEN, NJ 07030
Phone Number	201-356-3720
Email Address	<a href="mailto:charles.bartlett@hoboken.k12.nj.us">charles.bartlett@hoboken.k12.nj.us</a>
Website	<a href="https://www.hoboken.k12.nj.us">https://www.hoboken.k12.nj.us</a>
Facebook	<a href="https://www.facebook.com/hobokenpublicschools">https://www.facebook.com/hobokenpublicschools</a>
Twitter	<a href="https://twitter.com/hobokenschools">https://twitter.com/hobokenschools</a>



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	0	0	0
KG	110	99	98
1	52	86	76
2	0	45	70
Total	162	230	292

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	51.2%	55.2%	52.4%
Male	48.8%	44.8%	47.6%
Economically Disadvantaged Students	12.3%	13.5%	12.0%
Students with Disabilities	1.9%	3.9%	3.1%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.0%	0.4%	0.3%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	77.2%	77.4%	73.6%
Hispanic	14.8%	12.2%	14.0%
Black or African American	1.2%	2.6%	2.4%
Asian	5.6%	4.8%	7.9%
Native Hawaiian or Pacific Islander	0.0%	0.9%	0.7%
American Indian or Alaska Native	0.6%	0.4%	0.3%
Two or More Races	0.6%	1.7%	1.0%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	110	99	98

Enrollment by Home Language

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

Home Language	% of Students
English	85.6%
Hebrew	5.1%
Spanish	3.8%
French	1.0%
Other Languages	4.5%

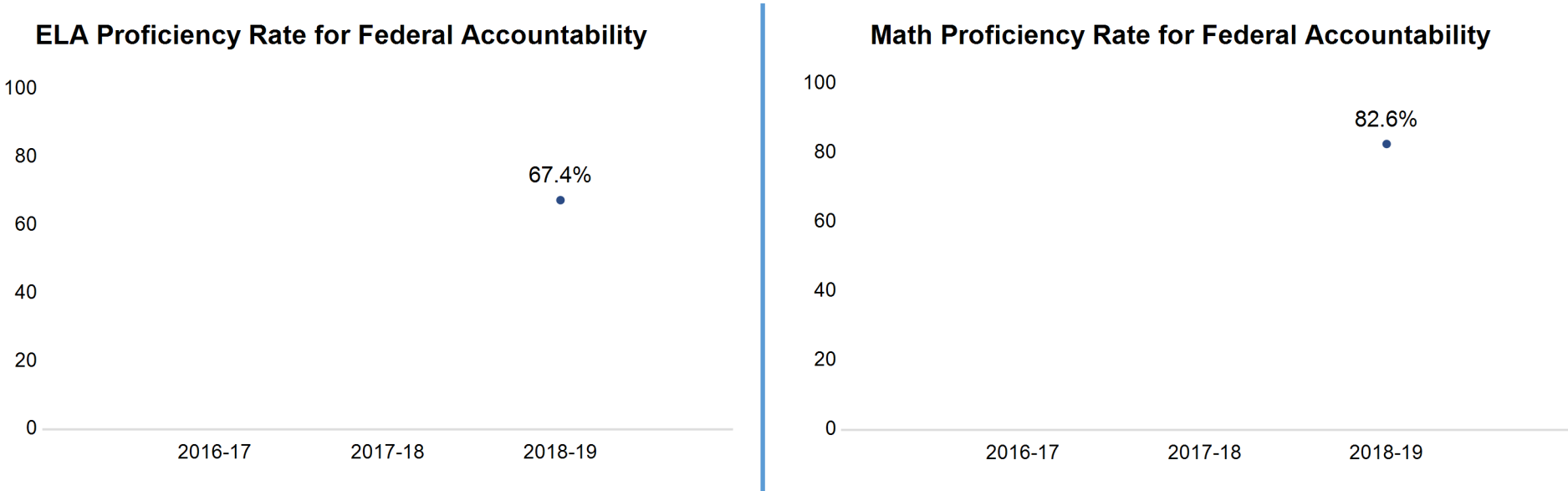


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	N	N	95.8%	N	N	95.8%
Proficiency Rate for Federal Accountability	N	N	67.4%	N	N	82.6%
Annual Target	N	N	N	N	N	N
Met Annual Target?			N			N
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	46	95.8	67.4	54.0	57.9	67.4	N	N
White	32	97.0	78.1	*	66.9	78.1	N	N
Hispanic	10	90.9	30.0	45.5	43.9	28.6	**	**
Black or African American	*	*	*	33.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	85.7	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	22	91.7	68.2	62.6	64.8	65.8		
Male	24	100.0	66.7	47.0	51.3	66.7		
Economically Disadvantaged Students	10	100.0	60.0	43.4	40.0	*	**	**
Non-Economically Disadvantaged Students	36	94.7	69.4	64.1	67.9	*		
Students with Disabilities	*	*	*	15.1	22.7	*	**	**
Students without Disabilities	*	*	*	62.3	65.1	*		
English Learners	N	N	N	33.3	29.3	N	**	**
Non-English Learners	46	95.8	67.4	54.5	60.6	67.4		
Homeless Students	*	*	*	43.8	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

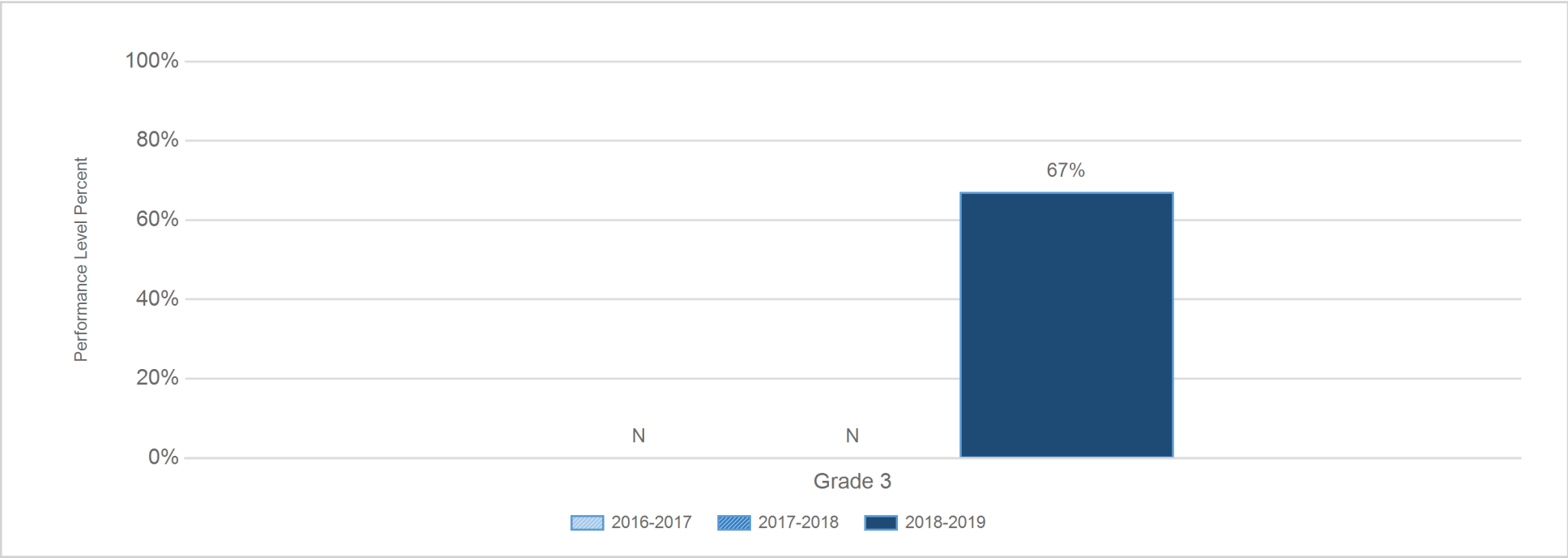


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English Language Arts Assessment - Performance Trends

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







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## English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	46	764	758	748	*	*	*	*	*	67%	50%
White	32	774	775	757	*	*	*	*	*	78%	60%
Hispanic	10	728	*	734	*	*	*	*	*	30%	36%
Black or African American	*	*	729	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	22	767	*	753	*	*	*	*	*	68%	55%
Male	24	762	*	743	*	*	*	*	*	67%	46%
Economically Disadvantaged Students	10	745	732	731	*	*	*	*	*	60%	33%
Non-Economically Disadvantaged Students	36	770	774	759	*	*	*	*	*	69%	61%
Students with Disabilities	*	*	726	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	766	754	*	*	*	*	*	*	56%
English Learners	N	N	N	713	N	N	N	N	N	N	17%
Non-English Learners	46	764	758	751	*	*	*	*	*	67%	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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### Mathematics Assessment - Participation and Performance

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

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Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	46	95.8	82.6	*	44.5	82.6	N	N
White	32	97.0	93.8	*	54.1	93.8	N	N
Hispanic	10	90.9	40.0	*	28.8	38.1	**	**
Black or African American	*	*	*	10.2	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	82.4	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	22	91.7	90.9	*	44.9	87.7		
Male	24	100.0	75.0	*	44.2	75.0		
Economically Disadvantaged Students	10	100.0	50.0	13.5	26.3	*	**	**
Non-Economically Disadvantaged Students	36	94.7	91.7	52.6	54.9	*		
Students with Disabilities	*	*	*	12.6	17.4	*	**	**
Students without Disabilities	*	*	*	37.9	50.0	*		
English Learners	N	N	N	19.0	25.0	N	**	**
Non-English Learners	46	95.8	82.6	33.8	46.5	82.6		
Homeless Students	*	*	*	18.8	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

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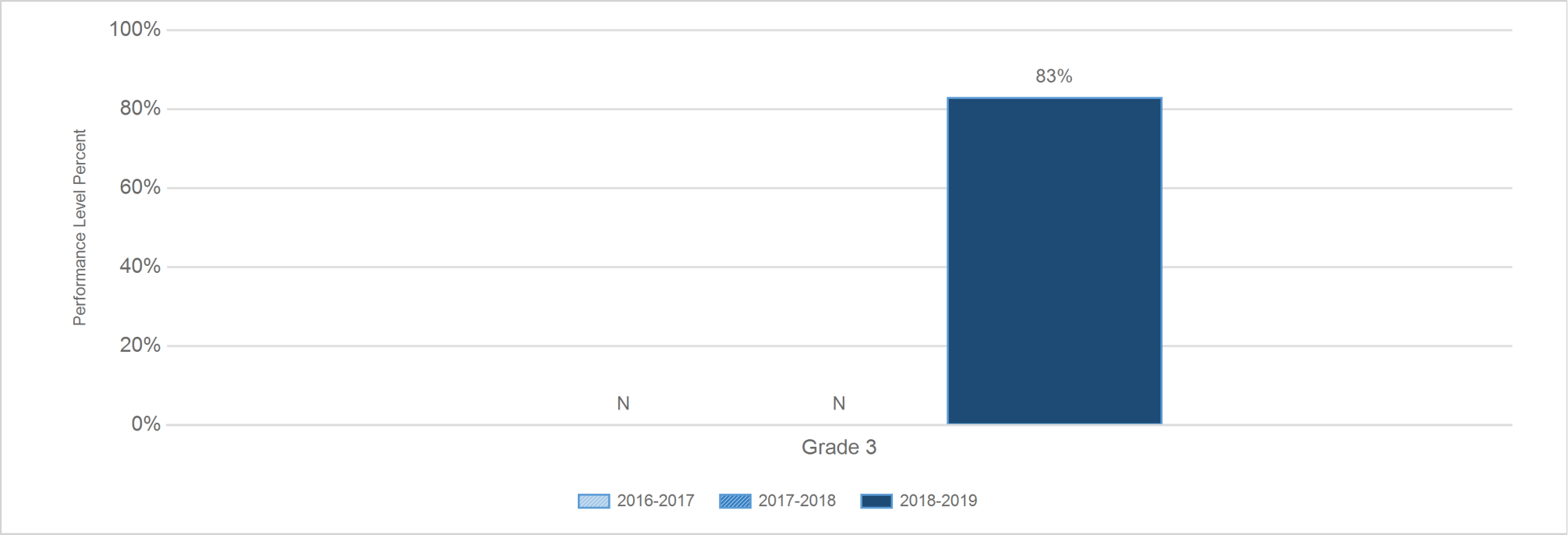


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Mathematics Assessment – Performance Trends

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



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



**Joseph F Brandt Elementary School**  
(17-2210-050)  
Grades Offered: KG-03  
2018-2019

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### Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	46	774	761	752	0%	*	*	52%	30%	83%	55%
White	32	782	777	760	0%	0%	*	*	*	94%	66%
Hispanic	10	742	*	739	0%	*	*	*	*	40%	40%
Black or African American	*	*	731	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	22	772	*	751	0%	*	*	*	*	91%	54%
Male	24	776	*	752	0%	*	*	*	*	75%	56%
Economically Disadvantaged Students	10	747	735	737	0%	*	*	*	*	50%	37%
Non-Economically Disadvantaged Students	36	781	776	761	0%	*	*	*	*	92%	67%
Students with Disabilities	*	*	733	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	768	756	*	*	*	*	*	*	60%
English Learners	N	N	N	728	N	N	N	N	N	N	26%
Non-English Learners	46	774	761	754	0%	*	*	52%	30%	83%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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## DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N

## English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† Target was met within one standard deviation

## English Language Proficiency Test - Participation and Performance

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

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



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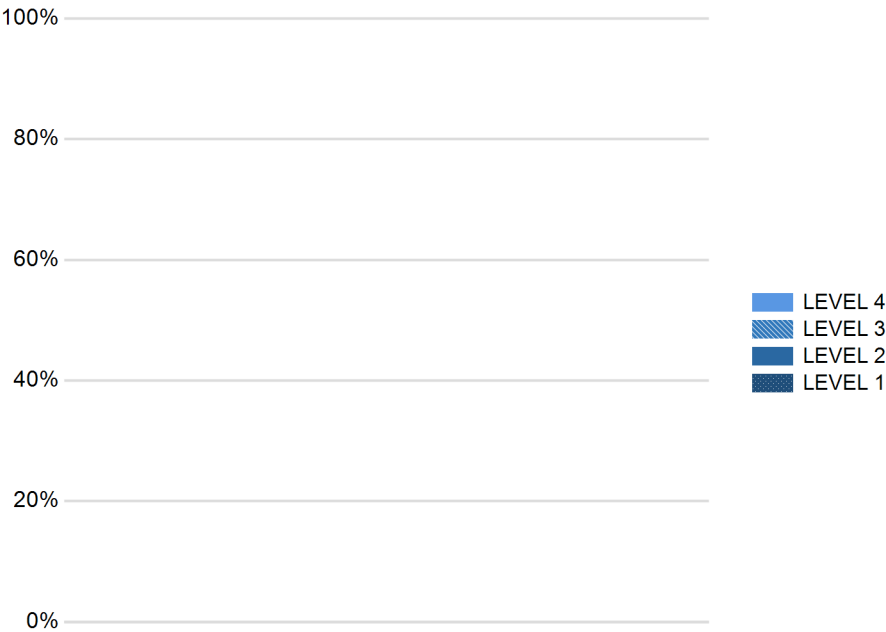
2018-2019

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

NJSLA Science Assessment: Grade Summary

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



NJSLA Science Assessment: Grade

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
---------------	-----------	-----------	-----------	-----------



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

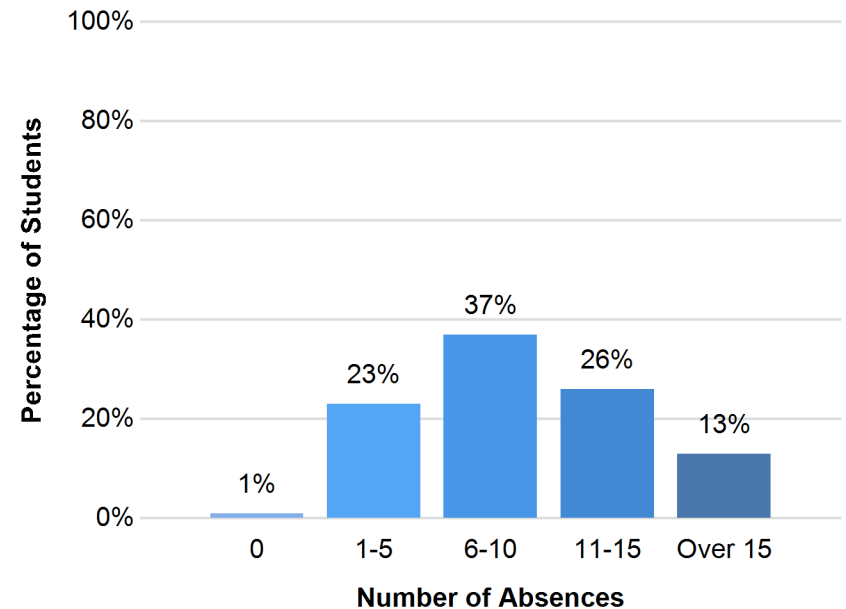
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	17	5.8	9.6	Met
White	9	4.2	9.6	Met
Hispanic	3	7.3	9.6	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	2	8.0	9.6	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	6	3.9		
Male	11	7.9		
Economically Disadvantaged Students	6	17.1	9.6	Not Met
Students with Disabilities	*	*	**	**
English Learners	N	N	N	N
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

### Days Absent

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





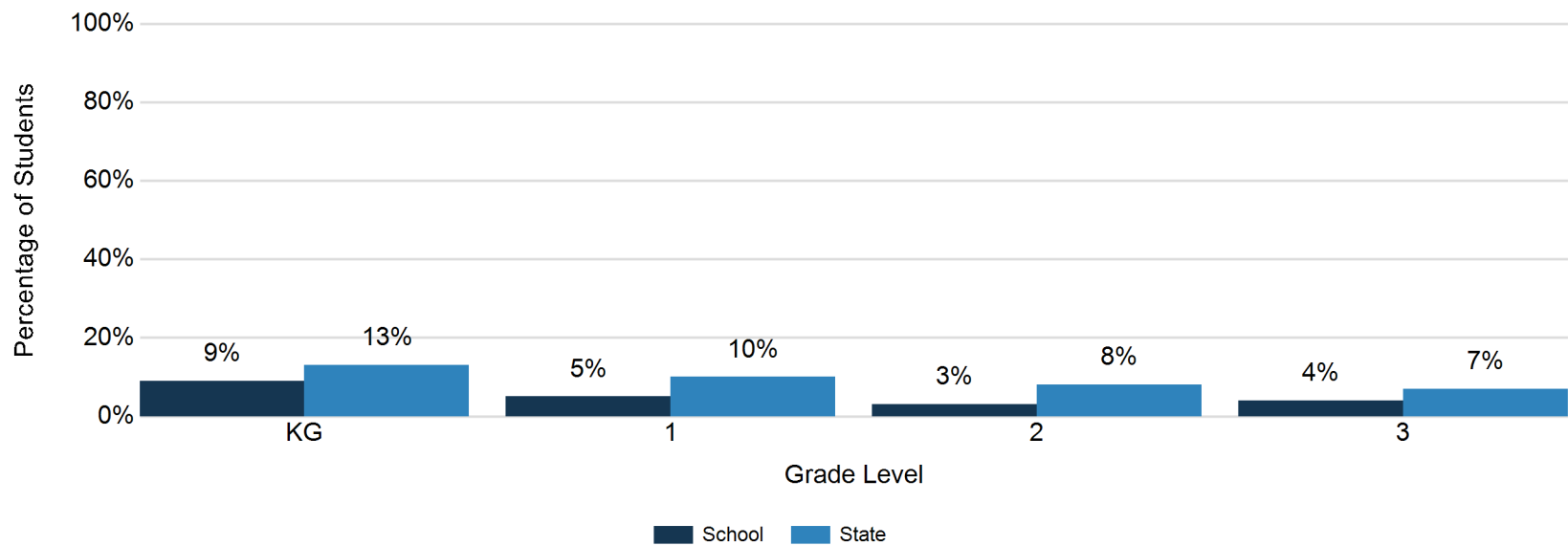
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Chronic Absenteeism by Grade

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







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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

N

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**School Day**

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

Category	School
Typical Start Time	8:15 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs 20 Mins
Shared Time - Instructional Time	6 Hrs. 20 Mins.

**Device Ratios**

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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**Key terms for staff data:**

**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	35	118,214
Average years experience in public schools	8.4	12.1
Average years experience in district	4.3	10.8
Percentage of Teachers with 4 or more years experience in the district	42.9%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	19	9,530
Average years experience in public schools	10.4	16.0
Average years experience in district	6.9	12.0
Percentage of Administrators with 4 or more years experience in the district	68.4%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	8:1	13:1
Students to Administrators	292:1	147:1
Teachers to Administrators	35:1	12:1
Students to Librarians/Media Specialists		2801:1
Students to Nurses		560:1
Students to Counselors		467:1
Students to Child Study Team Members		175:1



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## Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	52.4%	88.6%	0.0%	48.4%	77.1%	54.9%
Male	47.6%	11.4%	100.0%	51.6%	22.9%	45.1%
White	73.6%	68.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	14.0%	25.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.4%	2.9%	0.0%	15.0%	6.6%	13.9%
Asian	7.9%	2.9%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.7%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

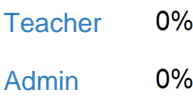
Bachelor’s Degree



Master’s Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.9%	90.5%
2017-18 Administrators: Same district 2018-19	75.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.5%



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## Per-Pupil Expenditures by Source

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

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

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

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

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



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

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

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

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

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

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

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

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

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

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

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



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	N	N	67.4%
Math Proficiency	N	N	82.6%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	6.1%	7.0%	5.8%

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





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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

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

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

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



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### Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	N	N	**	**	N	Met	No
White	N	N	**	**	n/a	Met	No
Hispanic	**	**	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	**	**	n/a	Not Met	No
Students with Disabilities	**	**	**	**	n/a	**	No
English Learners	**	**	**	**	**	**	No

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






Joseph F Brandt Elementary School  
(17-2210-050)  
Grades Offered: KG-03  
2018-2019

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School Narrative

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

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> <li>Brandt Elementary School offers a Musical Theater Artist in Residence Program. Students may participate in Band, Orchestra &amp; Chorus. Brandt also delivers Project Lead the Way's STEM Curriculum.</li> <li>Brandt Elementary School offers Spanish and Mandarin Chinese. Brandt runs a comprehensive Gifted &amp; Talented Program which now includes the Johns Hopkins CTY Program.</li> <li>Brandt Elementary School runs a Before Care Program and the Passport to Learning After School Program with a full range of Enrichment Course Offerings, academic support, free play and dinner.</li> </ul>
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>The Brandt School welcomes all learners from our vibrant and diverse community. We believe that every student will grow as a result of rigorous instruction, relevant learning experiences, &amp; positive relationships. Our priority is to empower all children with skills and to build competencies needed for the 21st Century. We will ensure that our learning community celebrates the differences each child and adult possesses in order to build the foundation for global citizenship.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>Brandt Elementary School earned the Sustainable Jersey Bronze Certification School. Brandt Elementary School is a Project Lead the Way National STEM School of Distinction.</p>





Joseph F Brandt Elementary School  
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 <p>Courses, Curriculum, Instruction:</p>	<p>The Brandt School offers a comprehensive curricula including mathematics, language arts literacy, science and social studies on a daily basis. Infused each day is the nationally recognized Project Lead the Way STEM curriculum, as well as a data-driven skills-oriented Challenge &amp; Support period. In addition, our scholars take Spanish or Chinese, music, art, technology and physical education. Brandt has high quality special education, ESL and RTI services, as well as a vibrant G &amp; T Program.</p>
 <p>Clubs and Activities:</p>	<p>The Brandt School offers a number of after school activities through the Passport to Learning After School Program. In addition to chorus, students at Brandt School participate in a number of semester based courses during the day which are directly linked to programs and contests including spelling bees, Mini Mock Trial and STEAM Tank Challenge to name just a few. After school, the Passport to Learning Program offers many enrichment and club opportunities. All students are eligible to participate in the district's musical show each year.</p>





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 <div>Before and After School Programs:</div>	<p>The Brandt School offers a fully staffed before school breakfast program, as well as the district's popular Passport to Learning After School Program. Children attending Passport to Learning may stay from dismissal until 6:00 p.m. The program consists of homework help &amp; academic support, structured and free play, and an innovative self-selected enrichment program. Enrichment includes courses such as robotics, coding, engineering, fashion design, yoga, guitar, dance, zoology, MathCircles, &amp; literary magazine to name just a few.</p>
 <div>Staff and Professional Learning:</div>	<p>Teachers participate in PLC's to study research-based instructional strategies and best practices during common planning periods, after school, and on designated professional development days. On and off site training is also made available to support our social and emotional learning initiatives, S.T.E.M. education, our focus on diversity and inclusion, and our efforts to ensure continuous student engagement in the learning process.</p>



### Joseph F Brandt Elementary School

(17-2210-050)

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2018-2019

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### Student Supports and Services:

There are a number of student support services that Brandt School is extremely proud to share. Students at Brandt are afforded services provided by a Principal, school nurse, Dean and guidance counselor. There is also a comprehensive child study team, special education teachers, dedicated STEM teachers, a G&T teacher, response to intervention math and literacy specialists, and an ESL teacher when needed. Academic support is also afforded during the challenge and support period and after school.



### Student Health and Wellness:

Students at the Brandt School take physical education classes each week and participate in recess on a daily basis. Since health and wellness are paramount at Brandt, teachers are encouraged to infuse movement into learning. Musical theatre classes are also offered through an artist in residence model. Staff members are trained annually in an array of topics to support healthy living and wellness. The Brandt School also offers a supervised breakfast program each day.



### Parent and Community Involvement:

The Brandt School appreciates its dynamic Parent and Teacher Organization (PTO). This school-wide team of parents and guardians assist with classroom projects, participate in school functions, fund trips and assemblies, and serve as key communicators. Family participation at school events, meetings, and workshops is extremely high. Parents at Brandt also get a glimpse into the learning environment through our Class Dojo application and school newsletters.






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The school climate survey offered at Brandt Elementary School is administered annually and focuses on topics that best support social and emotional learning, the climate and culture of the school environment, and interactions between and among all stakeholders. The survey targets various stakeholder groups each year.</p>
 <p>Facilities:</p>	<p>The Brandt School boasts a multi-purpose room gym and stage, cafeteria, and a rooftop playground and garden area. All classrooms are air conditioned.</p>
 <p>School Safety:</p>	<p>The Hoboken Public School District has a School Safety Specialist, Head of Security, a Department of Security Officers, and works closely with four Hoboken Police Department School Resource Officers that work with each of our schools. The district fulfills all required safety drills, but additionally practices scenarios with the help of local agencies. A comprehensive emergency management and crisis plan helps guide all protocols and processes associated with school safety, and clearly outlines roles and responsibilities. Lastly, the Hoboken Public School District has trained HIB School Specialists and a District HIB Coordinator.</p>





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 <div>Technology and STEM:</div>	<p>Brandt Elementary School is dedicated to STEM education and learning. Brandt Elementary School fully implements Project Lead the Way's National STEM curriculum which exposes students to units of study in the areas of computer science, biomedical science, and engineering, along with a comprehensive mathematics curriculum, and science program that is driven by the Next Generation Science Standards. In addition to after school STEM opportunities, Brandt boasts two periods of enrichment per week during the challenge and support period which includes semester based courses that promote creativity and innovative learning. Chromebooks and tablets, as well as a number of digital and online tools and apps are used to enhance learning, particularly in the areas of coding and engineering.</p>
 <div>Early Childhood Education:</div>	<p>The Hoboken Public School District operates 59 PK 3 and PK 4 classes at multiple locations. Our full day PK Program is continuously growing in order to meet the demand of the city's growing population. All PK classes are operated by two external providers, but overseen by the Hoboken Public School District's Early Childhood Learning Department. Brandt Elementary School houses twenty-five provider operated PK classes.</p>






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 <div>Other Information</div>	<p>The Brandt school day is from 8:15 a.m. to 3:00 p.m. Brandt operates a school safety team, a professional development committee, and a school climate &amp; culture team. Anti-bullying activities are woven into the fabric of learning and students. Children are recognized for cooperation and kindness by the school’s administration and P.T.O. Each classroom has a SmartBoard and the school boasts numerous Google ChromeBook mobile labs, tablets, desktop computers, and other digital tools. Students at Brandt participate in the Trout in the Classroom Program, and the PLTW STEM Program. The Gifted and Talented Program at Brandt is growing exponentially, as the school grade configuration expands. Identified children engage in a focused curriculum and online coursework via Johns Hopkins. In addition, the school is focused on providing a number of interest-based programs for all students. The Brandt staff and administrators are extremely proud of the high level of family engagement and overall school spirit.</p>
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**Thomas G. Connors Elementary School**  
(17-2210-065)  
Grades Offered: KG-06  
2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

**Notes from the New Jersey Department of Education:**



**Thomas G. Connors Elementary School**  
(17-2210-065)  
Grades Offered: KG-06  
2018-2019

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### School Contact Information

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

Type	Contact Information
County	Hudson
District	Hoboken Public School District
Principal Name	Mrs. Juliana Addi
Address	201 MONROE STREET HOBOKEN, NJ 07030
Phone Number	201-356-3681
Email Address	<a href="mailto:juliana.addi@hoboken.k12.nj.us">juliana.addi@hoboken.k12.nj.us</a>
Website	<a href="https://www.hoboken.k12.nj.us">https://www.hoboken.k12.nj.us</a>
Facebook	<a href="https://www.facebook.com/hobokenpublicschools">https://www.facebook.com/hobokenpublicschools</a>
Twitter	<a href="https://twitter.com/hobokenschools">https://twitter.com/hobokenschools</a>



Thomas G. Connors Elementary School

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	0	0	0
KG	55	41	40
1	33	43	35
2	36	27	42
3	26	28	26
4	44	26	24
5	20	40	23
6	26	19	38
Total	240	224	228

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	52.9%	53.6%	50.9%
Male	47.1%	46.4%	49.1%
Economically Disadvantaged Students	79.6%	83.5%	73.2%
Students with Disabilities	7.5%	10.7%	18.0%
English Learners	0.0%	0.4%	0.0%
Homeless Students	0.8%	1.3%	1.3%
Students in Foster Care	0.0%	0.0%	0.4%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	10.0%	9.4%	17.5%
Hispanic	54.6%	57.1%	51.3%
Black or African American	33.3%	31.7%	28.1%
Asian	1.3%	1.3%	2.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.4%
Two or More Races	0.8%	0.4%	0.4%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	55	41	40

Enrollment by Home Language

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

Home Language	% of Students
English	98.2%
Other Languages	1.8%



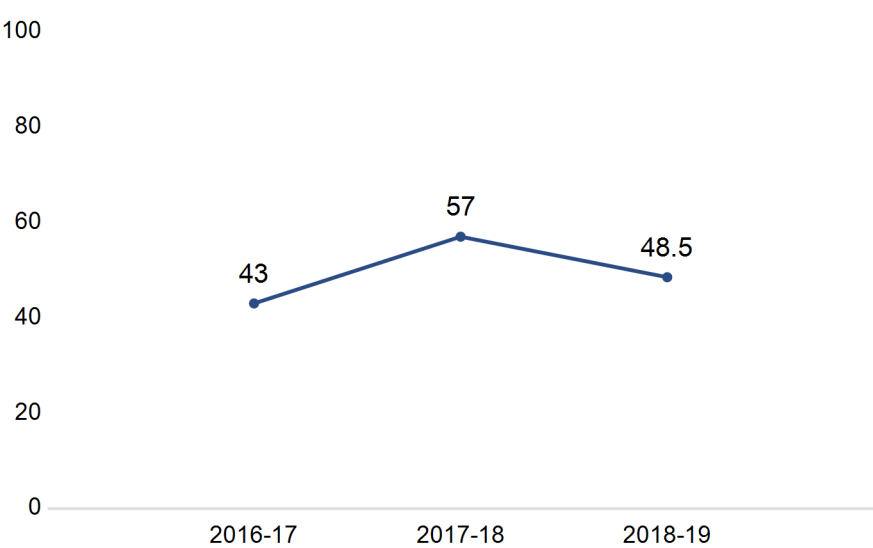
Thomas G. Connors Elementary School  
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2018-2019

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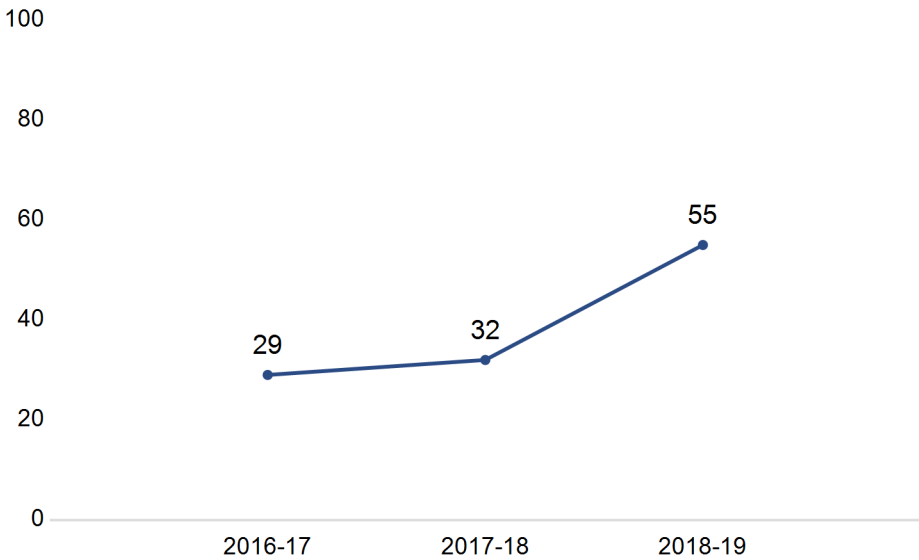
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	43	57	48.5	29	32	55
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Not Met	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	48.5	44	50	Met Standard	55	42	50	Met Standard
White	*	53	50	**	*	47	52	**
Hispanic	47	38	49	Met Standard	54	37	47	Met Standard
Black or African American	48	40	45	Met Standard	57.5	42	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	N	65	59	**	N	47.5	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	50	46	53	N	56	42	50	N
Male	45	40	47	N	52.5	41	51	N
Economically Disadvantaged Students	48.5	40	48	Met Standard	54.5	39	46	Met Standard
Students with Disabilities	*	39	43	**	*	28.5	45	**
English Learners	*	*	52	**	*	60.5	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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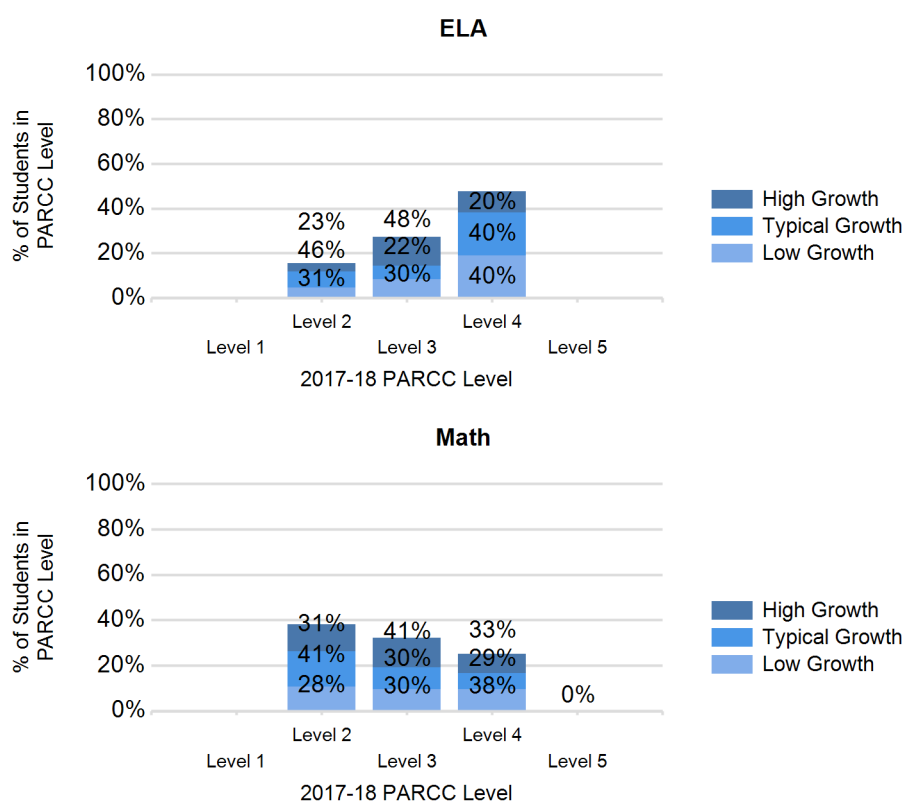
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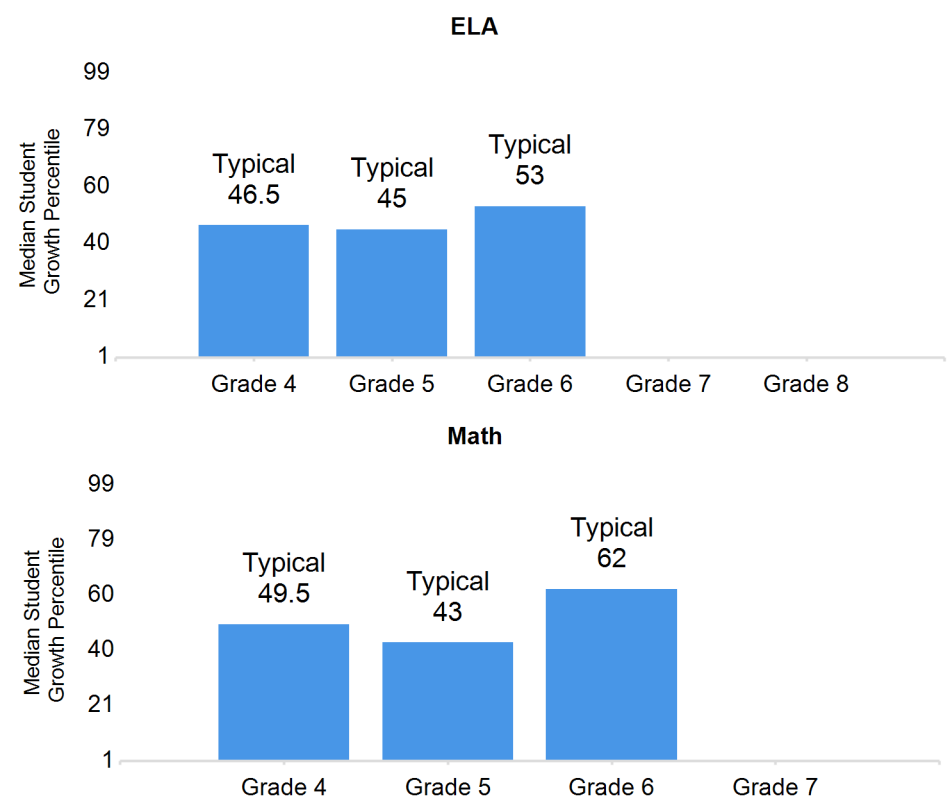
Student Growth by Performance Level

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



Student Growth by Grade

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





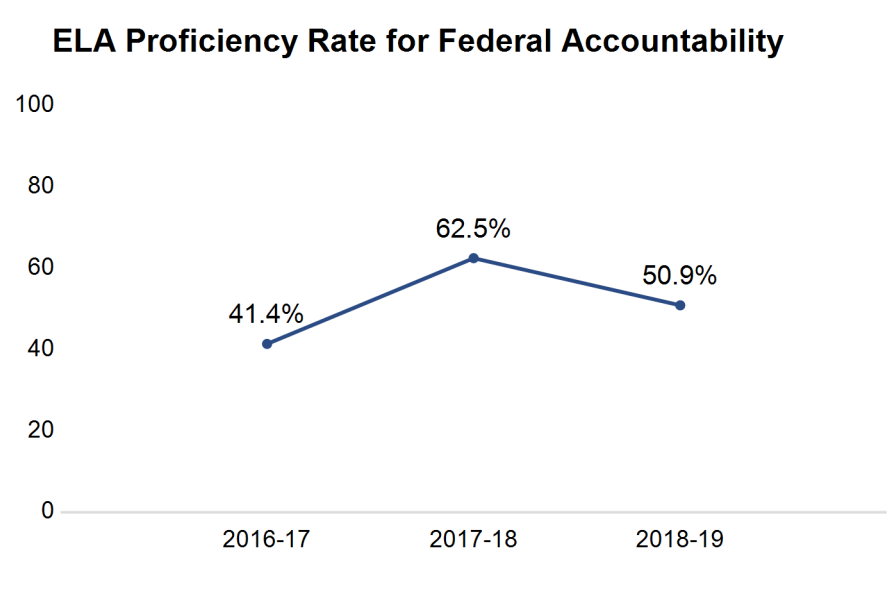
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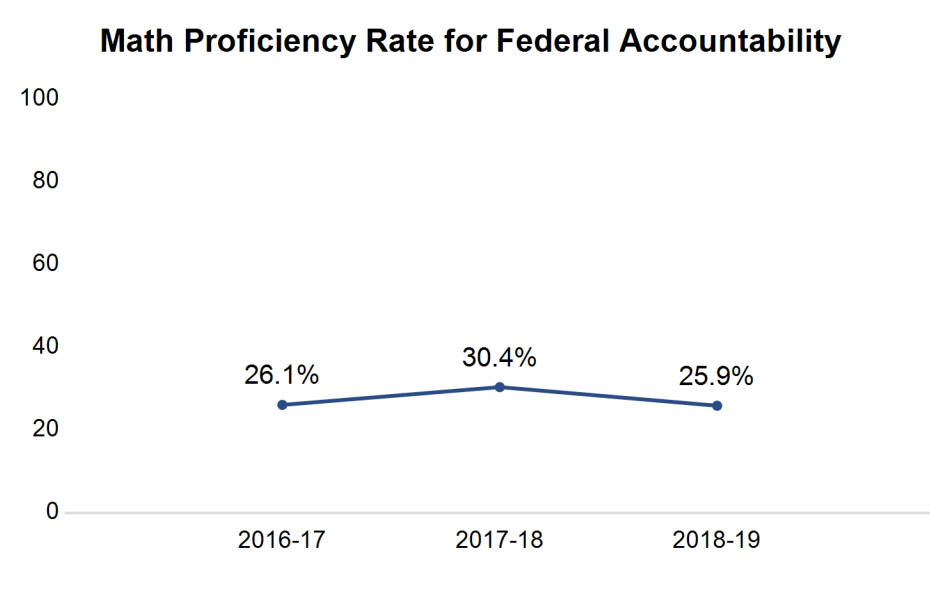
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	100.0%	99.1%	100.0%	100.0%	99.1%
Proficiency Rate for Federal Accountability	41.4%	62.5%	50.9%	26.1%	30.4%	25.9%
Annual Target	40.7%	42.7%	44.8%	31.5%	34.0%	36.6%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.





Thomas G. Connors Elementary School

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2018-2019

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English Language Arts Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	108	99.1	50.9	54.0	57.9	50.9	44.8	Met Target
White	*	*	*	*	66.9	*	**	**
Hispanic	63	98.5	57.1	45.5	43.9	57.1	48.2	Met Target
Black or African American	37	100.0	37.8	33.3	38.5	37.8	39	Met Target†
Asian, Native Hawaiian, or Pacific Islander	N	N	N	85.7	82.9	N	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	53	100.0	54.7	62.6	64.8	54.7		
Male	55	98.3	47.3	47.0	51.3	47.3		
Economically Disadvantaged Students	88	98.9	48.9	43.4	40.0	48.9	44.4	Met Target
Non-Economically Disadvantaged Students	20	100.0	60.0	64.1	67.9	60.0		
Students with Disabilities	17	100.0	29.4	15.1	22.7	29.4	**	**
Students without Disabilities	91	98.9	54.9	62.3	65.1	54.9		
English Learners	*	*	*	33.3	29.3	*	**	**
Non-English Learners	*	*	*	54.5	60.6	*		
Homeless Students	*	*	*	43.8	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



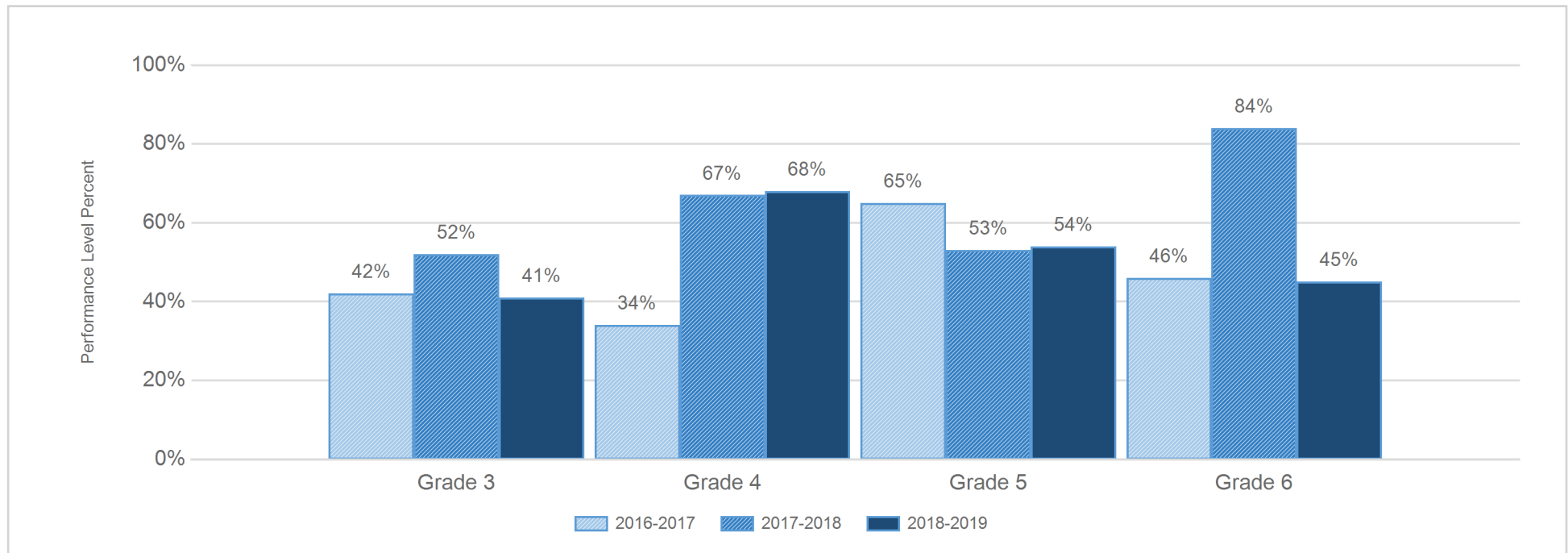
**Thomas G. Connors Elementary School**  
(17-2210-065)  
Grades Offered: KG-06  
2018-2019

**Report Key:**

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### English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	27	739	758	748	*	*	*	41%	0%	41%	50%
White	*	*	775	757	*	*	*	*	*	*	60%
Hispanic	14	743	*	734	*	*	*	*	*	43%	36%
Black or African American	11	735	729	731	*	*	*	*	*	36%	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	14	736	*	753	*	*	*	*	*	36%	55%
Male	13	742	*	743	*	*	*	*	*	46%	46%
Economically Disadvantaged Students	*	*	732	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	774	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	726	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	766	754	*	*	*	*	*	*	56%
English Learners	N	N	N	713	N	N	N	N	N	N	17%
Non-English Learners	27	739	758	751	*	*	*	41%	0%	41%	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	22	752	761	755	0%	*	*	*	*	68%	57%
White	*	*	785	763	*	*	*	*	*	*	67%
Hispanic	14	754	*	743	0%	*	*	*	*	71%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	*	*	765	760	*	*	*	*	*	*	62%
Male	*	*	758	750	*	*	*	*	*	*	53%
Economically Disadvantaged Students	*	*	745	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	772	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	22	752	*	758	0%	*	*	*	*	68%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	24	749	760	756	*	*	*	*	*	54%	58%
White	N	N	*	764	N	N	N	N	N	N	68%
Hispanic	*	*	747	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	762	N	N	N	N	N	N	65%
Female	*	*	781	761	*	*	*	*	*	*	64%
Male	*	*	748	750	*	*	*	*	*	*	52%
Economically Disadvantaged Students	*	*	745	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	771	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	65%
English Learners	N	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	24	749	760	758	*	*	*	*	*	54%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	38	747	754	754	*	*	37%	*	*	45%	56%
White	*	*	776	762	*	*	*	*	*	*	65%
Hispanic	22	750	*	743	0%	*	*	*	*	50%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	19	755	*	762	*	*	*	*	*	58%	64%
Male	19	739	*	748	*	*	*	*	*	32%	48%
Economically Disadvantaged Students	*	*	741	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	766	763	*	*	*	*	*	*	67%
Students with Disabilities	*	*	*	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	64%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	38	747	754	756	*	*	37%	*	*	45%	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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Mathematics Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	108	99.1	25.9	*	44.5	25.9	36.6	Not Met
White	*	*	*	*	54.1	*	**	**
Hispanic	63	98.5	28.6	*	28.8	28.6	40.7	Not Met
Black or African American	37	100.0	18.9	10.2	23.0	18.9	29.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	N	N	N	82.4	76.5	N	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	53	100.0	24.5	*	44.9	24.5		
Male	55	98.3	27.3	*	44.2	27.3		
Economically Disadvantaged Students	88	98.9	21.6	13.5	26.3	21.6	36.6	Not Met
Non-Economically Disadvantaged Students	20	100.0	45.0	52.6	54.9	45.0		
Students with Disabilities	17	100.0	23.5	12.6	17.4	23.5	**	**
Students without Disabilities	91	98.9	26.4	37.9	50.0	26.4		
English Learners	*	*	*	19.0	25.0	*	**	**
Non-English Learners	*	*	*	33.8	46.5	*		
Homeless Students	*	*	*	18.8	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

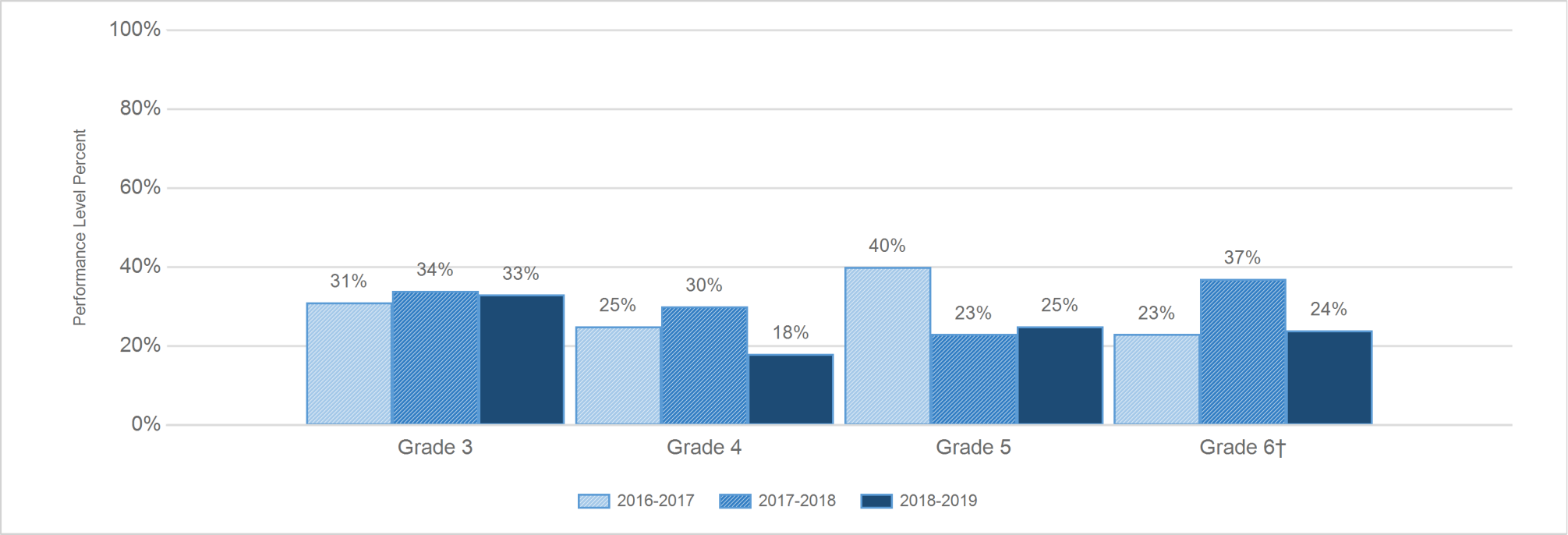


Thomas G. Connors Elementary School  
(17-2210-065)  
Grades Offered: KG-06  
2018-2019

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Mathematics Assessment – Performance Trends

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



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





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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	27	738	761	752	*	*	37%	*	*	33%	55%
White	*	*	777	760	*	*	*	*	*	*	66%
Hispanic	14	741	*	739	0%	*	*	*	*	36%	40%
Black or African American	11	734	731	735	*	*	*	*	*	36%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	14	735	*	751	*	*	*	*	*	29%	54%
Male	13	741	*	752	*	*	*	*	*	38%	56%
Economically Disadvantaged Students	*	*	735	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	776	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	733	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	768	756	*	*	*	*	*	*	60%
English Learners	N	N	N	728	N	N	N	N	N	N	26%
Non-English Learners	27	738	761	754	*	*	37%	*	*	33%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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### Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	22	730	743	749	*	*	45%	*	*	18%	51%
White	*	*	761	757	*	*	*	*	*	*	62%
Hispanic	14	733	*	737	*	*	*	*	*	29%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	*	*	741	749	*	*	*	*	*	*	50%
Male	*	*	744	749	*	*	*	*	*	*	52%
Economically Disadvantaged Students	*	*	725	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	754	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	22	730	*	751	*	*	45%	*	*	18%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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### Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	24	731	748	747	*	*	*	*	*	25%	47%
White	N	N	*	755	N	N	N	N	N	N	58%
Hispanic	*	*	732	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	*	*	761	747	*	*	*	*	*	*	47%
Male	*	*	741	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	*	*	730	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	761	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	N	718	N	N	N	N	N	N	12%
Non-English Learners	24	731	748	749	*	*	*	*	*	25%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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Mathematics Assessment - Performance by Grade: Grade 6

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	38	733	732	741	*	32%	39%	*	*	24%	41%
White	*	*	755	749	*	*	*	*	*	*	51%
Hispanic	22	735	*	729	0%	*	50%	*	*	18%	24%
Black or African American	*	*	712	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	19	738	*	742	*	*	*	*	*	21%	42%
Male	19	728	*	740	*	*	*	*	*	26%	40%
Economically Disadvantaged Students	*	*	721	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	742	750	*	*	*	*	*	*	53%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	746	*	*	*	*	*	*	46%
English Learners	N	N	N	709	N	N	N	N	N	N	*
Non-English Learners	38	733	732	743	*	32%	39%	*	*	24%	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



Thomas G. Connors Elementary School  
(17-2210-065)  
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2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



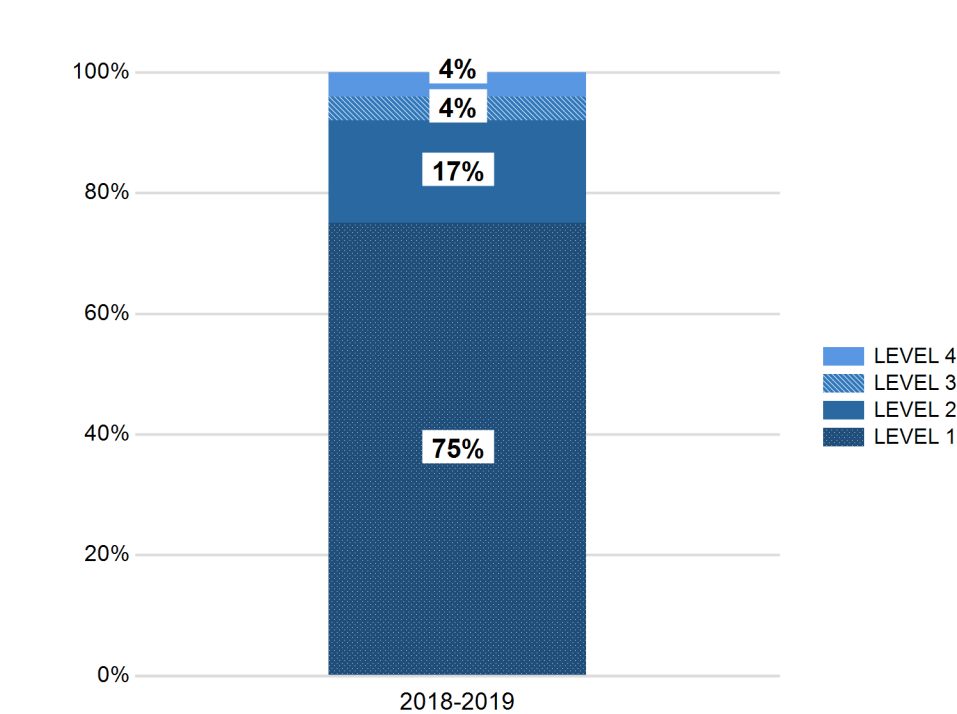
Thomas G. Connors Elementary School  
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	75	17	4	4
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	*	*	*	*
Male	*	*	*	*
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	75	17	4	4
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

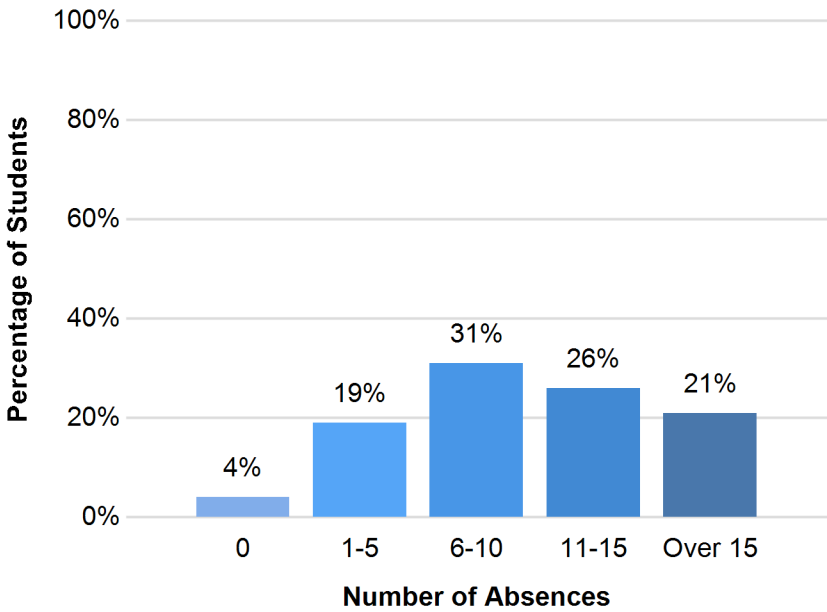
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	29	12.7	8.8	Not Met
White	3	7.9	8.8	Met
Hispanic	17	14.4	8.8	Not Met
Black or African American	8	12.3	8.8	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	14	12.2		
Male	15	13.3		
Economically Disadvantaged Students	25	15.0	8.8	Not Met
Students with Disabilities	5	11.9	8.8	Not Met
English Learners	N	N	N	N
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





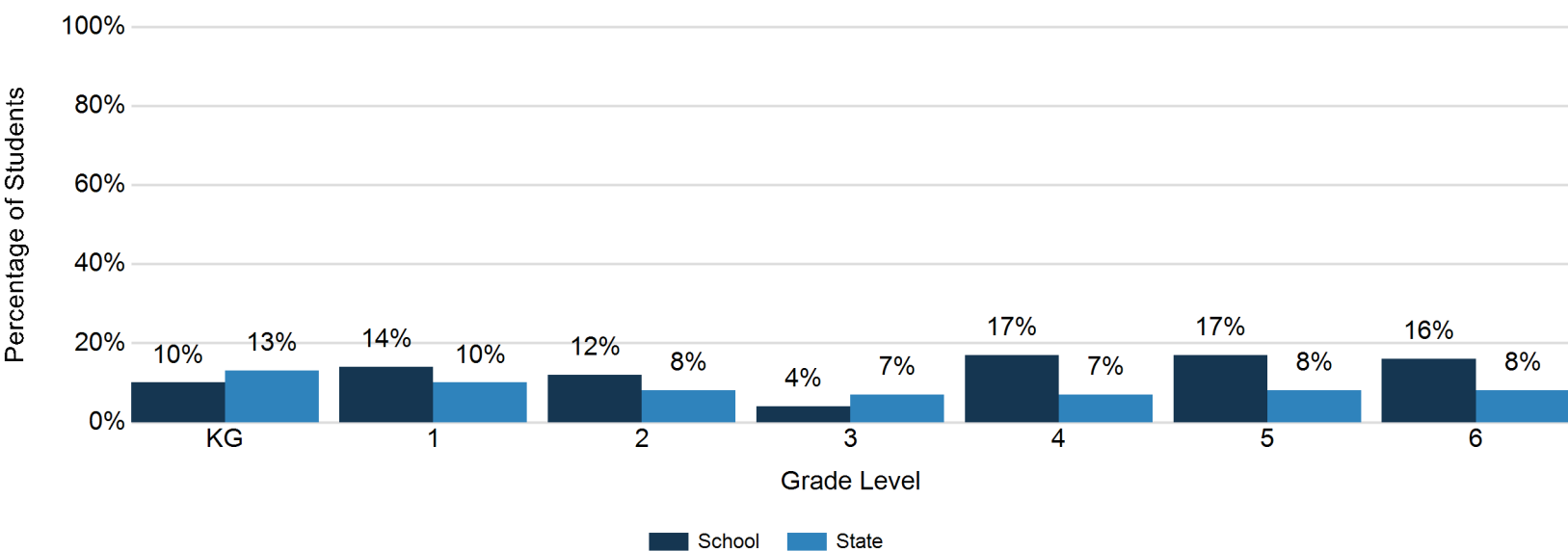
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Chronic Absenteeism by Grade

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







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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

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



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School Day

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

Category	School
Typical Start Time	8:15 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs 20 Mins
Shared Time - Instructional Time	6 Hrs. 20 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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Key terms for staff data:

**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	32	118,214
Average years experience in public schools	9.7	12.1
Average years experience in district	7.5	10.8
Percentage of Teachers with 4 or more years experience in the district	59.4%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	19	9,530
Average years experience in public schools	10.4	16.0
Average years experience in district	6.9	12.0
Percentage of Administrators with 4 or more years experience in the district	68.4%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	7:1	13:1
Students to Administrators	228:1	147:1
Teachers to Administrators	32:1	12:1
Students to Librarians/Media Specialists		2801:1
Students to Nurses		560:1
Students to Counselors		467:1
Students to Child Study Team Members		175:1



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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.9%	75.0%	100.0%	48.4%	77.1%	54.9%
Male	49.1%	25.0%	0.0%	51.6%	22.9%	45.1%
White	17.5%	78.1%	0.0%	42.4%	83.6%	77.4%
Hispanic	51.3%	9.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	28.1%	6.3%	100.0%	15.0%	6.6%	13.9%
Asian	2.2%	6.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.9%	90.5%
2017-18 Administrators: Same district 2018-19	75.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.4%



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### Per-Pupil Expenditures by Source

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

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

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

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

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



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).  
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

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

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

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



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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	41.4%	62.5%	50.9%
Math Proficiency	26.1%	30.4%	25.9%
ELA Growth	43	57	48
Math Growth	29	32	55
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	N
Chronic Absenteeism	23.8%	11.1%	12.7%

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





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For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

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

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Met Standard	Met Standard	N	Not Met	No
White	**	**	**	**	n/a	Met	No
Hispanic	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	**	**	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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






Thomas G. Connors Elementary School  
(17-2210-065)  
Grades Offered: KG-06  
2018-2019

**Report Key:**  
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School Narrative

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

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> <li>Connors Elementary School offers a Musical Theater Artist in Residence Program. Students may participate in Chorus, Orchestra &amp; Band. Connors also delivers Project Lead the Way's STEM Curriculum.</li> <li>Connors Elementary School offers Spanish and Mandarin Chinese. Connors runs a comprehensive Gifted &amp; Talented Program which now includes the Johns Hopkins CTY Program.</li> <li>Connors Elementary School runs a Before Care Program and the Passport to Learning After School Program with a full range of Enrichment Course Offerings, academic support, free play and dinner.</li> </ul>
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>The Connors School welcomes all learners from our vibrant and diverse community. We believe that every student will grow as a result of rigorous instruction, relevant learning experiences, &amp; positive relationships. Our priority is to empower all children with skills and to build competencies needed for the 21st Century. We will ensure that our learning community celebrates the differences each child and adult possesses in order to build the foundation for global citizenship.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>Sustainable Jersey Bronze Certification School, Student Artists Featured in Celebrating Art, Junior Model UN Participants Connors Elementary School earned the Sustainable Jersey Bronze Certification School. Connors is home to numerous student artists featured in "Celebrating Art", the NJ PATH Train Student Artist Winner, and scholarship fencing student athletes. Connors Elementary School was named a Project Lead the Way National S.T.E.M. School of Distinction.</p>





Thomas G. Connors Elementary School  
(17-2210-065)  
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 <div>Courses, Curriculum, Instruction:</div>	Connors Elementary School offers a comprehensive curricula including mathematics, language arts literacy, science and social studies on a daily basis. Infused each day is the nationally recognized Project Lead the Way STEM curriculum, as well as a data-driven skills-oriented Challenge & Support period. In addition, our scholars take Spanish or Chinese, music, art, technology and physical education. Connors has high quality special education, ESL and RTI services, as well as a vibrant G & T Program.
 <div>Clubs and Activities:</div>	The Connors School offers a number of after school activities through the Passport to Learning After School Program. In addition to chorus, band, students at Connors School participate in a number of semester based courses during the day which are directly linked to programs and contests including spelling bees, Junior Model UN, Mini Mock Trial, STEAM Tank Challenge, Future City Planners, and Destination Imagination to name just a few. After school, the Passport to Learning Program offers many enrichment and club opportunities. All students are eligible to participate in the district's musical show each year.





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 <div>Before and After School Programs:</div>	<p>The Connors School offers a fully staffed before school breakfast program, as well as the district's popular Passport to Learning After School Program. Children attending Passport to Learning may stay from dismissal until 6:00 p.m. The program consists of homework help &amp; academic support, structured and free play, and an innovative self-selected enrichment program. Enrichment includes courses such as robotics, coding, engineering, fashion design, yoga, guitar, dance, zoology, MathCircles, &amp; literary magazine to name just a few.</p>
 <div>Staff and Professional Learning:</div>	<p>Teachers participate in PLC's to study research-based instructional strategies and best practices during common planning periods, after school, and on designated professional development days. On and off site training is also made available to support our social and emotional learning initiatives, S.T.E.M. education, our focus on diversity and inclusion, and our efforts to ensure continuous student engagement in the learning process.</p>






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 <div>Student Supports and Services:</div>	<p>There are a number of student support services that Connors School is extremely proud to share. Students at Connors are afforded services provided by a Principal, school nurse, Dean, social worker and school psychologist. There are also special education teachers, dedicated STEM teachers, a G&amp;T teacher, response to intervention math and literacy specialists, and an ESL teacher who delivers services when needed. Academic support is also afforded during the challenge and support period and after school.</p>
 <div>Student Health and Wellness:</div>	<p>Students at the Connors School take physical education classes each week and participate in recess on a daily basis. Since health and wellness are paramount at Connors, teachers are encouraged to infuse movement into learning. Musical theatre classes are also offered through an artist in residence model. Staff members are trained annually in an array of topics to support healthy living and wellness. The Connors School also offers a supervised breakfast program each day.</p>
 <div>Parent and Community Involvement:</div>	<p>The Connors School appreciates its growing Parent and Teacher Organization (PTO). This school-wide team of parents and guardians assist with classroom projects, participate in school functions, fund trips and assemblies, and serve as key communicators. Family participation at school events, meetings, and workshops is meaningful and consistent. Parents at Connors also get a glimpse into the learning environment through our Class Dojo application and school newsletters.</p>






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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The school climate survey offered at Connors Elementary School is administered annually and focuses on topics that best support social and emotional learning, the climate and culture of the school environment, and interactions between and among all stakeholders. The survey targets various stakeholder groups each year.
 Facilities:	The Connors School boasts a gym and stage, cafeteria, multi-media library & research center, mobile computer labs, and dedicated classrooms for art, music, STEM, and world languages. All classrooms are air conditioned. Connors Elementary School also has an interactive playground.
 School Safety:	The Hoboken Public School District has a School Safety Specialist, Head of Security, a Department of Security Officers, and works closely with four Hoboken Police Department School Resource Officers that work with each of our schools. The district fulfills all required safety drills, but additionally practices scenarios with the help of local agencies. A comprehensive emergency management and crisis plan helps guide all protocols and processes associated with school safety, and clearly outlines roles and responsibilities. Lastly, the Hoboken Public School District has trained HIB School Specialists and a District HIB Coordinator.





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 <div>Technology and STEM:</div>	<p>Connors Elementary School is dedicated to STEM education and learning. Connors Elementary School fully implements Project Lead the Way's National STEM curriculum which exposes students to units of study in the areas of computer science, biomedical science, and engineering, along with a comprehensive mathematics curriculum, and science program that is driven by the Next Generation Science Standards. In addition to after school STEM opportunities, Connors boasts two periods of enrichment per week during the challenge and support period which includes semester based courses that promote creativity and innovative learning. Chromebooks and tablets, as well as a number of digital and online tools and apps are used to enhance learning, particularly in the areas of coding and engineering.</p>
 <div>Early Childhood Education:</div>	<p>The Hoboken Public School District operates 59 PK 3 and PK 4 classes at multiple locations. Our full day PK Program is continuously growing in order to meet the demand of the city's growing population. All PK classes are operated by two external providers, but overseen by the Hoboken Public School District's Early Childhood Learning Department. Connors Elementary School houses five provider operated PK classes.</p>






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 <div>Other Information</div>	<p>The Connors school day is from 8:15 a.m. to 3:00 p.m. Connors operates a school safety team, a professional development committee, and a school climate &amp; culture team. Anti-bullying activities are woven into the fabric of learning and students. Children are recognized for cooperation and kindness by the school’s administration and P.T.O. Each classroom has a SmartBoard and the school boasts numerous Google ChromeBook mobile labs, tablets, desktop computers, and other digital tools. Students at Connors participate in the Trout in the Classroom Program, the Inspired Classroom Global Conflict and Resolution Program, the PLTW STEM Program, and the Junior Model U.N. Competition Program. The Gifted and Talented Program at Connors is growing exponentially. Identified children engage in a focused curriculum and online coursework via Johns Hopkins. In addition, the school is focused on providing a number of interest-based programs for all students. The Connors staff and administrators are extremely proud of the high level of family engagement and overall school spirit.</p>
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**Wallace Elementary School**  
(17-2210-070)  
Grades Offered: PK-06  
2018-2019

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### How to use this report:

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

### Navigating through the reports:

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

### Other Resources:

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

### Notes from the New Jersey Department of Education:

**Wallace Elementary School**

(17-2210-070)

Grades Offered: PK-06

2018-2019

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## School Contact Information

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

Type	Contact Information
County	Hudson
District	Hoboken Public School District
Principal Name	Mr. Martin Shannon
Address	1100 WILLOW AVENUE HOBOKEN, NJ 07030
Phone Number	201-356-3651
Email Address	<a href="mailto:martin.shannon@hoboken.k12.nj.us">martin.shannon@hoboken.k12.nj.us</a>
Website	<a href="https://www.hoboken.k12.nj.us">https://www.hoboken.k12.nj.us</a>
Facebook	<a href="https://www.facebook.com/hobokenpublicschools">https://www.facebook.com/hobokenpublicschools</a>
Twitter	<a href="https://twitter.com/hobokenschools">https://twitter.com/hobokenschools</a>



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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
PK	26	31	38
KG	87	113	117
1	98	89	96
2	116	95	85
3	99	108	92
4	106	104	109
5	42	103	92
6	60	44	96
Total	634	687	725

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

Student Group	2016-17	2017-18	2018-19
Female	43.2%	44.8%	41.9%
Male	56.8%	55.2%	58.1%
Economically Disadvantaged Students	38.8%	36.0%	29.5%
Students with Disabilities	24.4%	25.5%	27.4%
English Learners	1.9%	2.6%	2.8%
Homeless Students	0.9%	2.3%	1.5%
Students in Foster Care	0.3%	0.3%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	43.7%	48.3%	51.6%
Hispanic	39.6%	35.7%	31.6%
Black or African American	8.7%	8.3%	8.7%
Asian	5.8%	5.2%	5.5%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.1%
American Indian or Alaska Native	0.0%	0.1%	0.3%
Two or More Races	1.9%	2.0%	2.2%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	26	31	38
KG - Half Day	0	0	0
KG - Full Day	87	113	117

Enrollment by Home Language

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

Home Language	% of Students
English	86.5%
Spanish	5.5%
Russian	1.2%
Hebrew	1.0%
Other Languages	5.8%



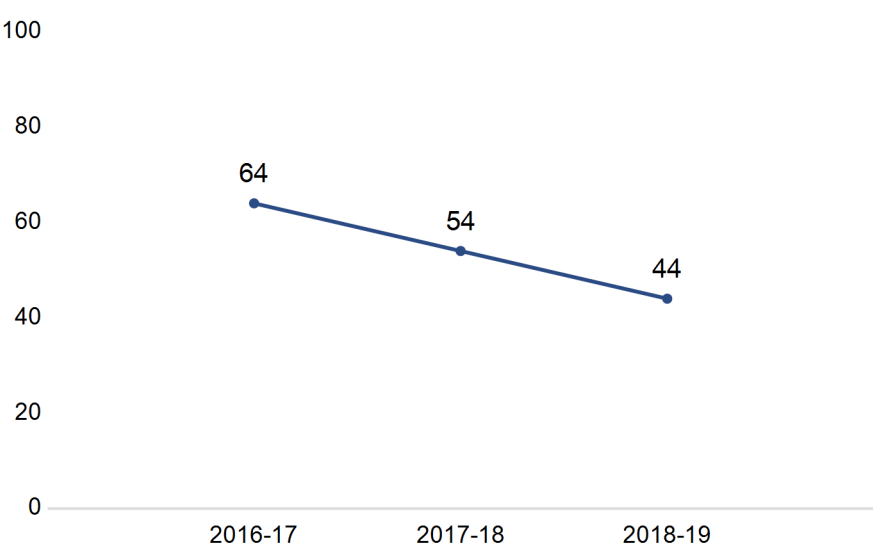
Wallace Elementary School  
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2018-2019

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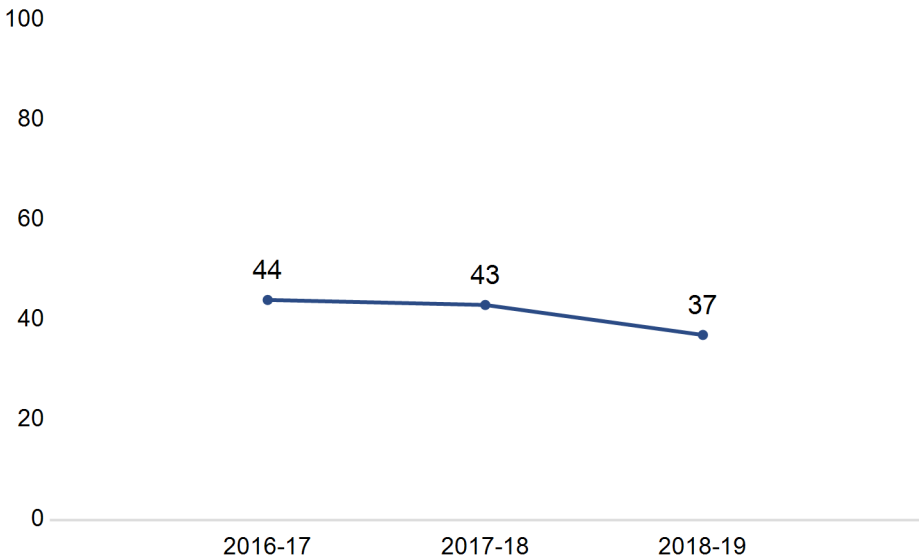
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	64	54	44	44	43	37
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Met Standard	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	44	44	50	Met Standard	37	42	50	Not Met
White	50	53	50	Met Standard	47	47	52	Met Standard
Hispanic	35	38	49	Not Met	29	37	47	Not Met
Black or African American	38	40	45	Not Met	37.5	42	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	67	65	59	**	52	47.5	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	51	46	53	N	37	42	50	N
Male	40	40	47	N	38	41	51	N
Economically Disadvantaged Students	34	40	48	Not Met	30.5	39	46	Not Met
Students with Disabilities	38	39	43	Not Met	26.5	28.5	45	Not Met
English Learners	*	*	52	**	46.5	60.5	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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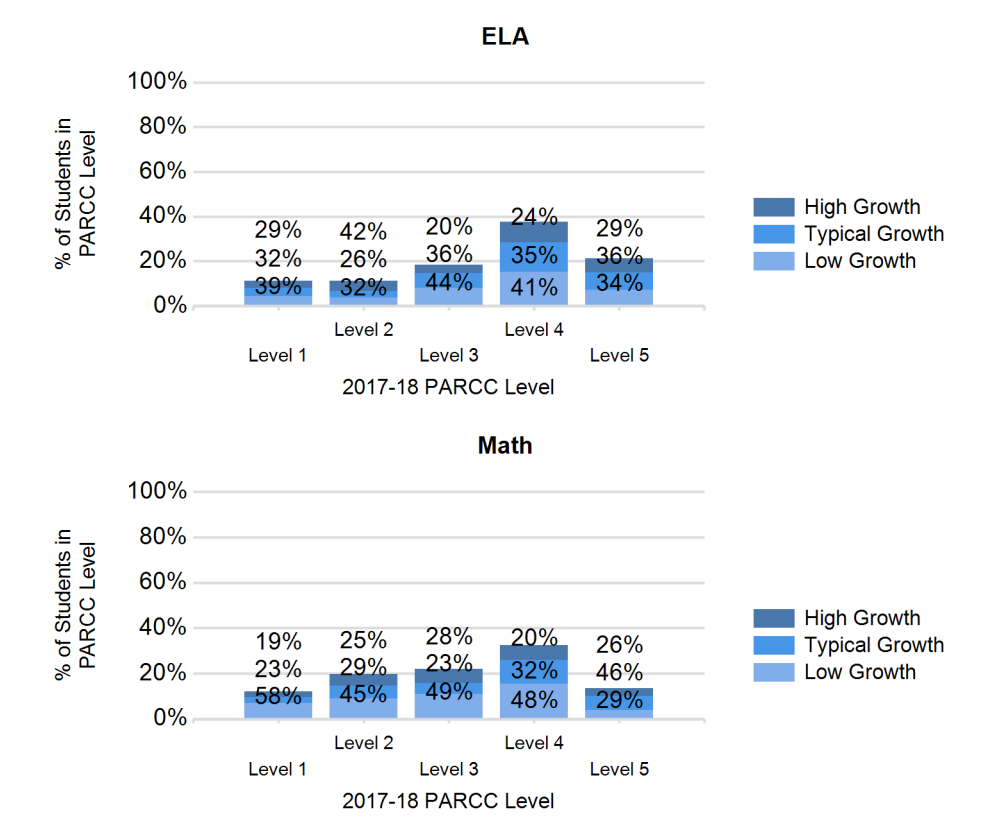
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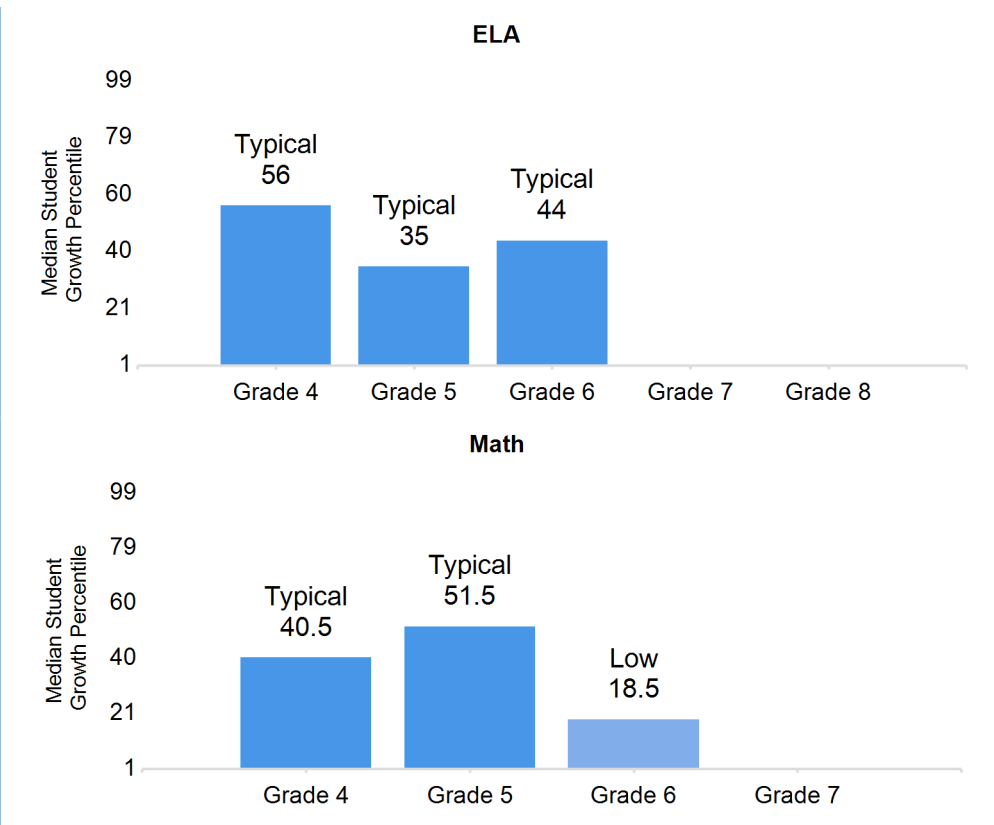
Student Growth by Performance Level

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



Student Growth by Grade

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



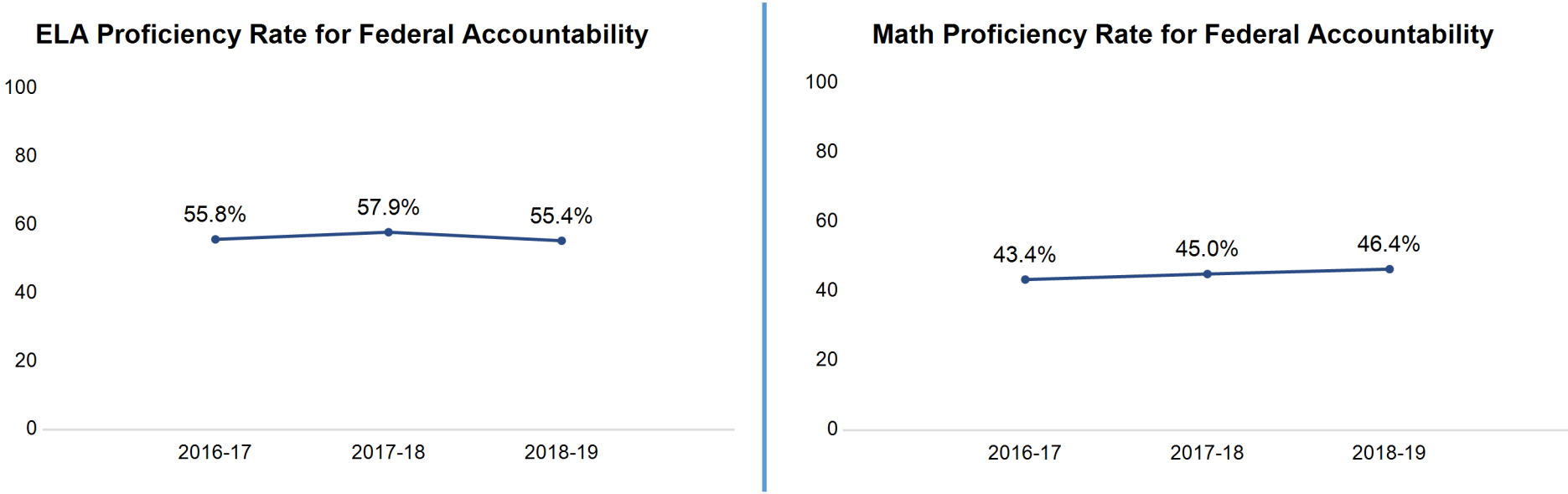


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.8%	98.6%	96.2%	97.8%	98.0%	96.2%
Proficiency Rate for Federal Accountability	55.8%	57.9%	55.4%	43.4%	45.0%	46.4%
Annual Target	48.3%	49.9%	51.6%	45.7%	47.5%	49.3%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target†	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.





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English Language Arts Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	372	96.2	55.4	54.0	57.9	55.4	51.6	Met Target
White	160	95.8	75.6	*	66.9	75.6	68.7	Met Target
Hispanic	147	95.5	36.1	45.5	43.9	36.1	38.8	Met Target†
Black or African American	40	100.0	25.0	33.3	38.5	25.0	33.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	85.7	82.9	*	80	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	161	95.9	61.5	62.6	64.8	61.5		
Male	211	96.4	50.7	47.0	51.3	50.7		
Economically Disadvantaged Students	120	96.1	30.0	43.4	40.0	30.0	31	Met Target†
Non-Economically Disadvantaged Students	252	96.2	67.5	64.1	67.9	67.5		
Students with Disabilities	88	93.7	11.4	15.1	22.7	11.2	17.9	Not Met
Students without Disabilities	284	96.9	69.0	62.3	65.1	69.0		
English Learners	13	100.0	23.1	33.3	29.3	23.1	**	**
Non-English Learners	359	96.0	56.5	54.5	60.6	56.5		
Homeless Students	*	*	*	43.8	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



### Wallace Elementary School

(17-2210-070)

Grades Offered: PK-06

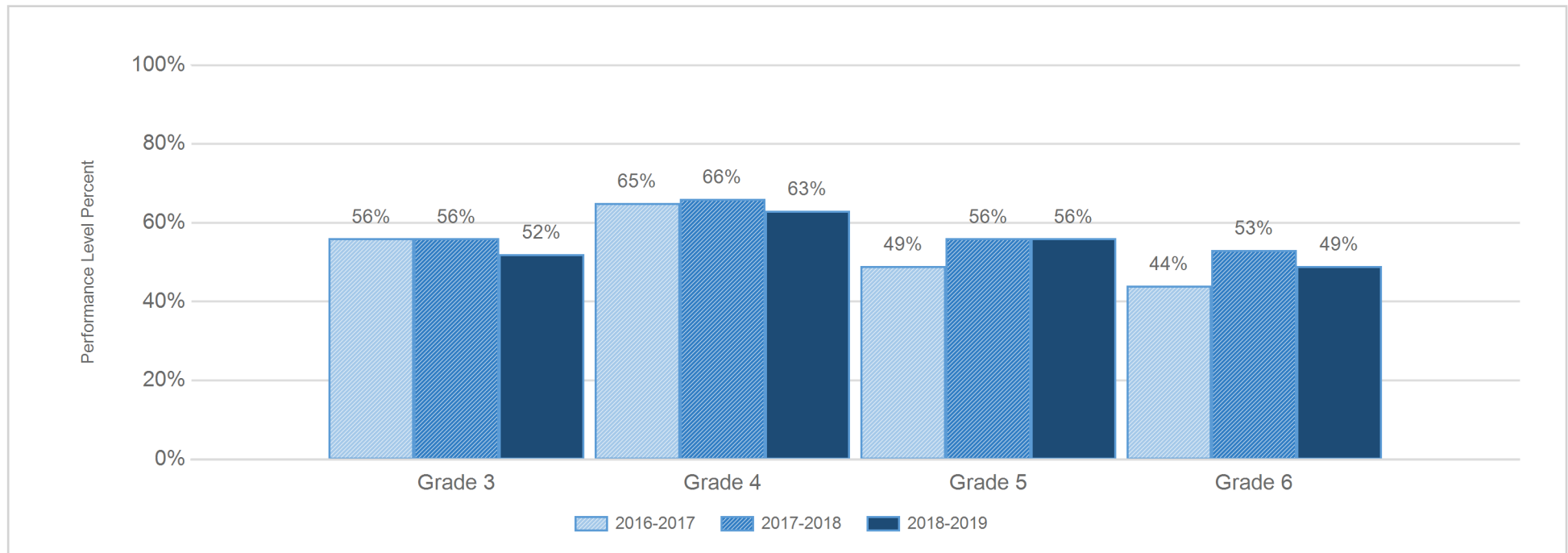
2018-2019

#### Report Key:

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

## English Language Arts Assessment - Performance Trends

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





Wallace Elementary School  
(17-2210-070)  
Grades Offered: PK-06  
2018-2019

**Report Key:**  
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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	749	758	748	17%	15%	16%	40%	11%	52%	50%
White	40	764	775	757	*	*	*	*	*	63%	60%
Hispanic	33	726	*	734	*	*	*	33%	0%	33%	36%
Black or African American	*	*	729	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	38	747	*	753	*	*	*	*	*	47%	55%
Male	49	751	*	743	*	*	*	*	*	55%	46%
Economically Disadvantaged Students	28	717	732	731	*	*	*	*	*	21%	33%
Non-Economically Disadvantaged Students	59	764	774	759	*	*	*	*	*	66%	61%
Students with Disabilities	25	718	726	719	*	*	*	*	*	20%	24%
Students without Disabilities	62	762	766	754	*	*	*	*	*	65%	56%
English Learners	N	N	N	713	N	N	N	N	N	N	17%
Non-English Learners	87	749	758	751	17%	15%	16%	40%	11%	52%	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Wallace Elementary School  
(17-2210-070)  
Grades Offered: PK-06  
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	107	759	761	755	12%	13%	12%	35%	28%	63%	57%
White	43	783	785	763	*	*	*	42%	47%	88%	67%
Hispanic	41	738	*	743	*	24%	*	*	*	39%	44%
Black or African American	13	740	*	739	*	*	*	*	*	46%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	43	764	765	760	*	*	*	33%	33%	65%	62%
Male	64	756	758	750	*	*	*	36%	25%	61%	53%
Economically Disadvantaged Students	34	735	745	740	*	*	*	*	*	41%	40%
Non-Economically Disadvantaged Students	73	770	772	765	*	*	*	*	*	73%	69%
Students with Disabilities	22	708	*	725	*	*	*	*	*	14%	25%
Students without Disabilities	85	772	*	761	*	*	*	*	*	75%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Wallace Elementary School  
(17-2210-070)  
Grades Offered: PK-06  
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	88	756	760	756	*	*	19%	36%	19%	56%	58%
White	47	776	*	764	0%	*	*	47%	30%	77%	68%
Hispanic	27	732	747	743	*	*	*	*	*	33%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	762	N	N	N	N	N	N	65%
Female	31	781	781	761	*	0%	*	*	*	84%	64%
Male	57	743	748	750	*	23%	*	*	*	40%	52%
Economically Disadvantaged Students	28	733	745	740	*	*	*	*	*	36%	39%
Non-Economically Disadvantaged Students	60	767	771	766	*	*	*	*	*	65%	69%
Students with Disabilities	19	710	*	724	*	*	*	*	*	*	23%
Students without Disabilities	69	769	*	762	*	*	*	*	*	*	65%
English Learners	N	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	88	756	760	758	*	*	19%	36%	19%	56%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



**Wallace Elementary School**  
(17-2210-070)  
Grades Offered: PK-06  
2018-2019

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### English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	89	753	754	754	*	*	27%	28%	21%	49%	56%
White	30	777	776	762	*	*	*	*	*	73%	65%
Hispanic	44	740	*	743	*	23%	32%	*	*	36%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	46	766	*	762	*	*	28%	*	*	59%	64%
Male	43	740	*	748	*	*	26%	*	*	40%	48%
Economically Disadvantaged Students	31	726	741	740	*	*	39%	*	*	19%	39%
Non-Economically Disadvantaged Students	58	768	766	763	*	*	21%	*	*	66%	67%
Students with Disabilities	19	704	*	722	*	*	*	*	*	*	19%
Students without Disabilities	70	767	*	761	*	*	*	*	*	*	64%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	89	753	754	756	*	*	27%	28%	21%	49%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Wallace Elementary School

(17-2210-070)

Grades Offered: PK-06

2018-2019

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Mathematics Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	373	96.2	46.4	*	44.5	46.4	49.3	Met Target†
White	160	95.8	72.5	*	54.1	72.5	68.7	Met Target
Hispanic	147	94.9	21.1	*	28.8	21.1	34.7	Not Met
Black or African American	40	100.0	12.5	10.2	23.0	12.5	35.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	82.4	76.5	*	N	N
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	161	95.9	48.4	*	44.9	48.4		
Male	212	96.4	44.8	*	44.2	44.8		
Economically Disadvantaged Students	120	95.3	13.3	13.5	26.3	13.3	27.9	Not Met
Non-Economically Disadvantaged Students	253	96.6	62.1	52.6	54.9	62.1		
Students with Disabilities	89	94.8	14.6	12.6	17.4	14.6	25.2	Not Met
Students without Disabilities	284	96.6	56.3	37.9	50.0	56.3		
English Learners	13	93.3	15.4	19.0	25.0	15.4	**	**
Non-English Learners	360	96.3	47.5	33.8	46.5	47.5		
Homeless Students	*	*	*	18.8	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



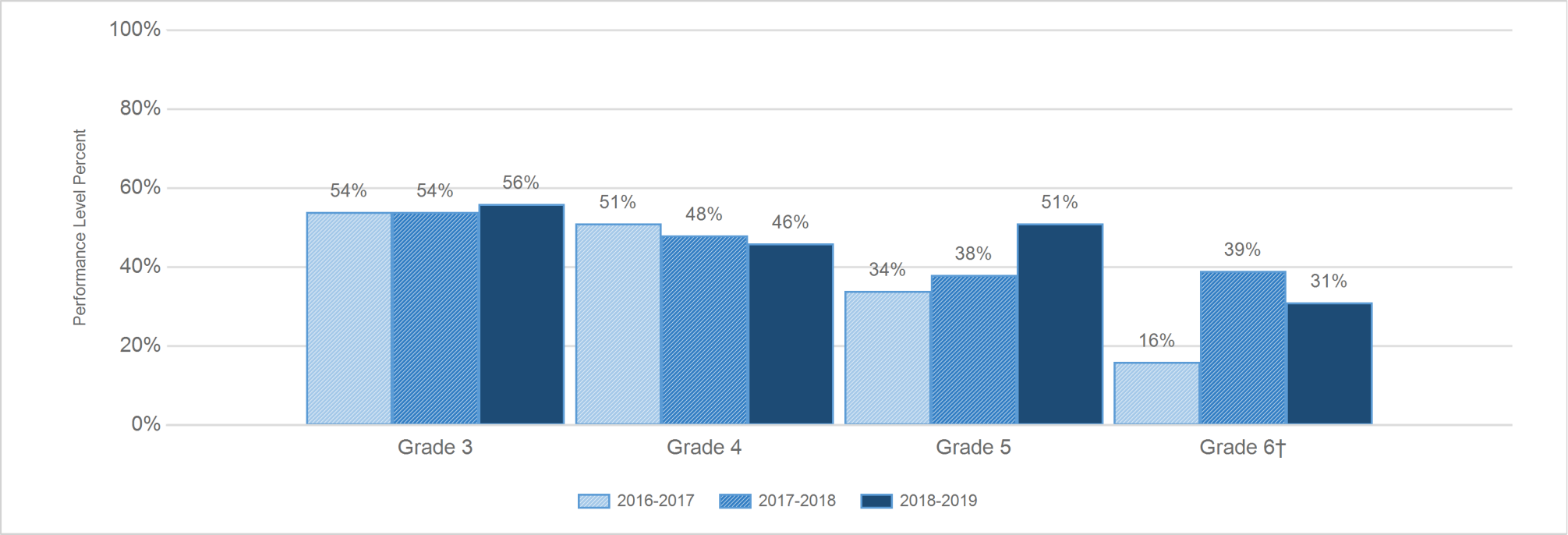


Wallace Elementary School  
(17-2210-070)  
Grades Offered: PK-06  
2018-2019

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Mathematics Assessment – Performance Trends

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



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





Wallace Elementary School  
(17-2210-070)  
Grades Offered: PK-06  
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	756	761	752	*	21%	*	32%	24%	56%	55%
White	40	771	777	760	*	*	*	53%	28%	80%	66%
Hispanic	33	733	*	739	*	42%	*	*	*	27%	40%
Black or African American	*	*	731	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	38	750	*	751	*	*	*	*	*	55%	54%
Male	49	761	*	752	*	*	*	*	*	57%	56%
Economically Disadvantaged Students	28	727	735	737	*	*	*	*	*	18%	37%
Non-Economically Disadvantaged Students	59	770	776	761	*	*	*	*	*	75%	67%
Students with Disabilities	25	732	733	731	*	*	*	*	*	28%	31%
Students without Disabilities	62	766	768	756	*	*	*	*	*	68%	60%
English Learners	N	N	N	728	N	N	N	N	N	N	26%
Non-English Learners	87	756	761	754	*	21%	*	32%	24%	56%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



**Wallace Elementary School**  
(17-2210-070)  
Grades Offered: PK-06  
2018-2019

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### Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	107	744	743	749	12%	18%	24%	*	*	46%	51%
White	43	763	761	757	*	*	*	*	*	74%	62%
Hispanic	41	726	*	737	*	32%	37%	*	*	17%	36%
Black or African American	13	726	*	731	*	*	*	*	*	31%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	43	744	741	749	*	*	30%	*	*	42%	50%
Male	64	744	744	749	*	*	20%	*	*	48%	52%
Economically Disadvantaged Students	34	720	725	734	*	*	29%	*	*	12%	32%
Non-Economically Disadvantaged Students	73	756	754	759	*	*	22%	*	*	62%	63%
Students with Disabilities	22	708	*	726	*	*	*	*	*	*	25%
Students without Disabilities	85	754	*	754	*	*	*	*	*	*	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Wallace Elementary School  
(17-2210-070)  
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	88	750	748	747	*	20%	23%	*	*	51%	47%
White	47	768	*	755	0%	*	*	45%	28%	72%	58%
Hispanic	27	728	732	735	*	41%	*	*	*	26%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	31	766	761	747	*	*	*	*	*	74%	47%
Male	57	742	741	747	*	*	*	*	*	39%	47%
Economically Disadvantaged Students	28	727	730	732	*	*	*	*	*	18%	27%
Non-Economically Disadvantaged Students	60	761	761	757	*	*	*	*	*	67%	59%
Students with Disabilities	19	713	*	725	*	*	*	*	*	11%	19%
Students without Disabilities	69	760	*	752	*	*	*	*	*	62%	52%
English Learners	N	N	N	718	N	N	N	N	N	N	12%
Non-English Learners	88	750	748	749	*	20%	23%	*	*	51%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Wallace Elementary School  
(17-2210-070)  
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	90	730	732	741	24%	21%	23%	*	*	31%	41%
White	30	756	755	749	*	*	*	*	*	60%	51%
Hispanic	44	717	*	729	32%	27%	27%	*	*	14%	24%
Black or African American	12	702	712	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	46	736	*	742	*	*	*	*	*	33%	42%
Male	44	724	*	740	*	*	*	*	*	30%	40%
Economically Disadvantaged Students	31	708	721	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	59	742	742	750	*	*	*	*	*	*	53%
Students with Disabilities	20	688	*	716	*	*	*	*	*	*	12%
Students without Disabilities	70	743	*	746	*	*	*	*	*	*	46%
English Learners	N	N	N	709	N	N	N	N	N	N	*
Non-English Learners	90	730	732	743	24%	21%	23%	*	*	31%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



Wallace Elementary School  
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2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	80.0%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	18	72.2%	27.8%
3-4	*	*	*
5 or more	N	N	N



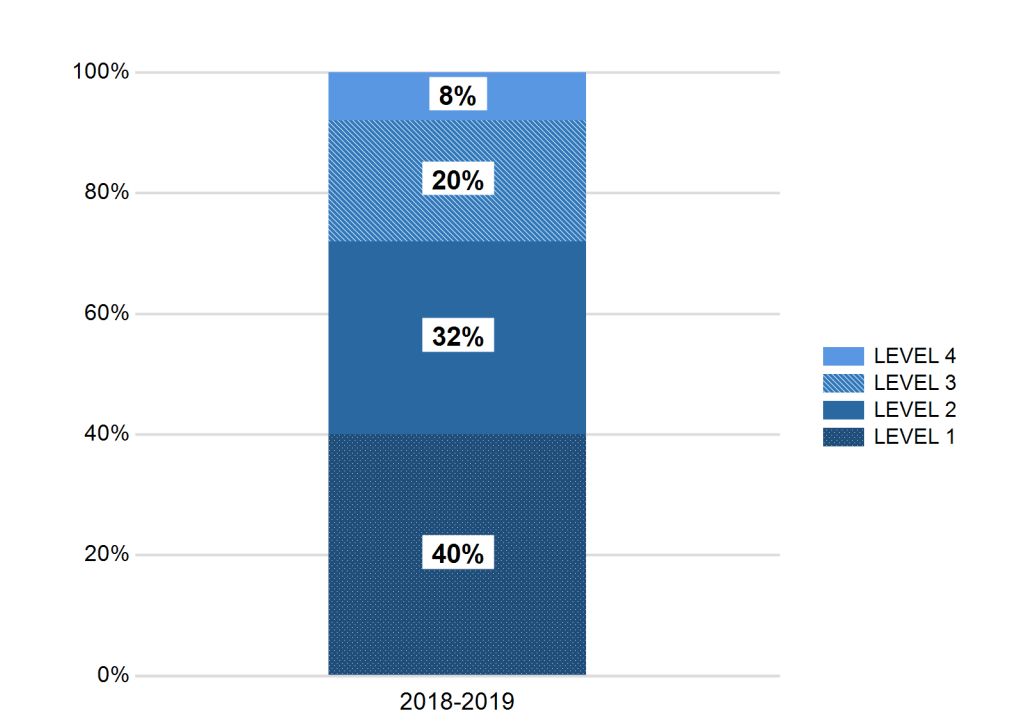
Wallace Elementary School  
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment.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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	40	32	20	8
White	19	40	28	13
Hispanic	63	26	7	4
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	13	52	29	6
Male	54	21	16	9
Economically Disadvantaged Students	66	28	7	0
Non-Economically Disadvantaged Students	27	34	27	12
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	40	32	20	8
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

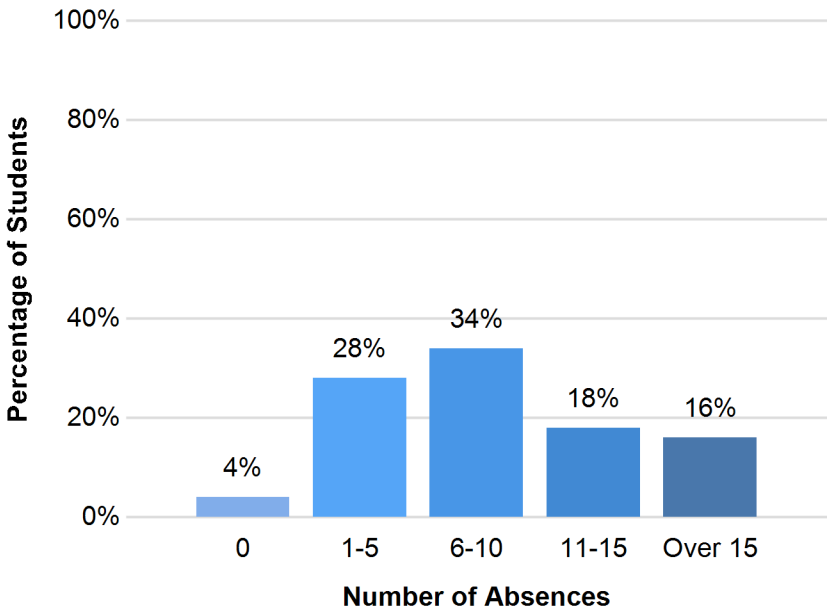
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	69	9.9	8.8	Not Met
White	17	4.8	8.8	Met
Hispanic	38	17.1	8.8	Not Met
Black or African American	11	18.3	8.8	Not Met
Asian, Native Hawaiian, or Pacific	2	5.1	8.8	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	27	9.0		
Male	42	10.7		
Economically Disadvantaged Students	44	21.7	8.8	Not Met
Students with Disabilities	31	18.2	8.8	Not Met
English Learners	3	15.0	8.8	Not Met
Homeless Students	3	27.3		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





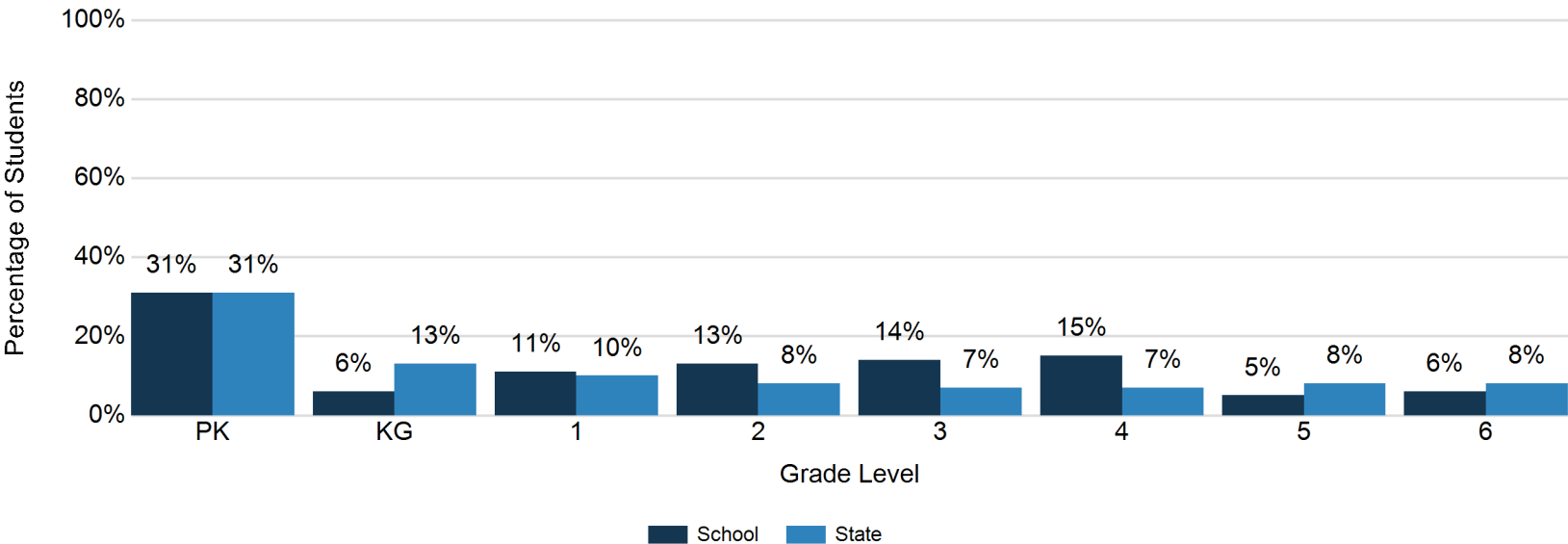
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Chronic Absenteeism by Grade

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







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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	4
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	0.83

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	2	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	0	1
No Identified Nature	0		0

Police Notifications

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

*
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School Day

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

Category	School
Typical Start Time	8:15 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs 20 Mins
Shared Time - Instructional Time	6 Hrs. 20 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	2.7:1



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Key terms for staff data:

**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	86	118,214
Average years experience in public schools	10.1	12.1
Average years experience in district	8.7	10.8
Percentage of Teachers with 4 or more years experience in the district	61.6%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	19	9,530
Average years experience in public schools	10.4	16.0
Average years experience in district	6.9	12.0
Percentage of Administrators with 4 or more years experience in the district	68.4%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	8:1	13:1
Students to Administrators	242:1	147:1
Teachers to Administrators	29:1	12:1
Students to Librarians/Media Specialists		2801:1
Students to Nurses		560:1
Students to Counselors		467:1
Students to Child Study Team Members		175:1



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**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	41.9%	90.7%	0.0%	48.4%	77.1%	54.9%
Male	58.1%	9.3%	100.0%	51.6%	22.9%	45.1%
White	51.6%	75.6%	33.3%	42.4%	83.6%	77.4%
Hispanic	31.6%	17.4%	33.3%	29.9%	7.3%	7.2%
Black or African American	8.7%	2.3%	33.3%	15.0%	6.6%	13.9%
Asian	5.5%	4.7%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.2%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.9%	90.5%
2017-18 Administrators: Same district 2018-19	75.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.0%



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### Per-Pupil Expenditures by Source

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

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

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

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

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



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).  
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

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

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	Low Performing Student Group (ATSI)
Student Group Status: English Learners	

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



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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	55.8%	57.9%	55.4%
Math Proficiency	43.4%	45.0%	46.4%
ELA Growth	64	54	44
Math Growth	44	43	37
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	80.0%
Chronic Absenteeism	11.5%	9.4%	9.9%

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





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For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

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

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target†	Met Standard	Not Met	**	Not Met	Yes
White	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
Black or African American	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	N	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	Yes
English Learners	**	**	**	**	**	Not Met	No

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






Wallace Elementary School  
(17-2210-070)  
Grades Offered: PK-06  
2018-2019

**Report Key:**  
\* Data is not displayed in order to protect student privacy  
\*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
† This indicates a table specific note,see note below table

School Narrative

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

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> <li>Wallace Elementary School offers a Musical Theater Artist in Residence Program. Students may participate in Chorus and Band. Wallace also delivers Project Lead the Way's STEM Curriculum.</li> <li>Wallace Elementary School offers Spanish and Mandarin Chinese. Wallace runs a comprehensive Gifted &amp; Talented Program which includes the Johns Hopkins CTY Program.</li> <li>Wallace Elementary School runs a Before Care Program and the Passport to Learning After School Program with a full range of Enrichment Course Offerings, academic support, free play and dinner.</li> </ul>
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>The Wallace School welcomes all learners from our vibrant and diverse community. We believe that every student will grow as a result of rigorous instruction, relevant learning experiences, &amp; positive relationships. Our priority is to empower all children with skills and to build competencies needed for the 21st Century. We will ensure that our learning community celebrates the differences each child and adult possesses in order to build the foundation for global citizenship.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>Wallace Elementary School earned the Sustainable Jersey Bronze Certification School. Wallace is home to the Hudson County Mini-Mock Trial Team winners and New Jersey's STEAM Tank Elementary School Division winners. Wallace has an award winning instrumental program. Wallace Elementary School was also named a Project Lead the Way National S.T.E.M. School of Distinction.</p>





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 <div>Courses, Curriculum, Instruction:</div>	<p>The Wallace School offers a comprehensive curricula including mathematics, language arts literacy, science and social studies on a daily basis. Infused each day is the nationally recognized Project Lead the Way S.T.E.M. curriculum, as well as a data-driven skills-oriented Challenge &amp; Support period. In addition, our scholars take Spanish or Chinese, music, art, technology and physical education. Wallace has high quality special education, ESL and RTI services, as well as a vibrant G &amp; T Program.</p>
 <div>Clubs and Activities:</div>	<p>The Wallace School offers a number of after school activities through the Passport to Learning After School Program. In addition to chorus, band, students at Wallace School participate in a number of semester based courses during the day which are directly linked to programs and contests including spelling bees, Junior Model UN, Mini Mock Trial, STEAM Tank Challenge, Future City Planners, and Destination Imagination to name just a few. After school, the Passport to Learning Program offers many enrichment and club opportunities. All students are eligible to participate in the district's musical show each year.</p>





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<div>  <div>Before and After School Programs:</div> </div>	<p>The Wallace School offers a fully staffed before school breakfast program, as well as the district's popular Passport to Learning After School Program. Children attending Passport to Learning may stay from dismissal until 6:00 p.m. The program consists of homework help &amp; academic support, structured and free play, and an innovative self-selected enrichment program. Enrichment includes courses such as robotics, coding, engineering, fashion design, yoga, guitar, dance, zoology, MathCircles, &amp; literary magazine to name just a few.</p>
<div>  <div>Staff and Professional Learning:</div> </div>	<p>Teachers participate in PLC's to study research-based instructional strategies and best practices during common planning periods, after school, and on designated professional development days. On and off site training is also made available to support our social and emotional learning initiatives, S.T.E.M. education, our focus on diversity and inclusion, and our efforts to ensure continuous student engagement in the learning process.</p>






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 <div>Student Supports and Services:</div>	<p>There are a number of student support services that Wallace School is extremely proud to share. Students at Wallace are afforded services provided by a Vice Principal, school nurse, Dean and social worker. There is also a comprehensive child study team, special education teachers, dedicated STEM teachers, a G&amp;T teacher, response to intervention math and literacy specialists, and an ESL teacher. Academic support is also afforded during the challenge and support period and after school.</p>
 <div>Student Health and Wellness:</div>	<p>Students at the Wallace School take physical education classes each week and participate in recess on a daily basis. Since health and wellness are paramount at Wallace, teachers are encouraged to infuse movement into learning. Musical theater classes are also offered through an artist in residence model. Staff members are trained annually in an array of topics to support healthy living and wellness. The Wallace School also offers a supervised breakfast program each day.</p>
 <div>Parent and Community Involvement:</div>	<p>The Wallace School appreciates its dynamic Parent and Teacher Organization (PTO). This school-wide team of parents and guardians assist with classroom projects, participate in school functions, fund trips and assemblies, and serve as key communicators. Family participation at school events, meetings, and workshops is extremely high. Parents at Wallace also get a glimpse into the learning environment through our Class Dojo application and school newsletters.</p>






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 <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The school climate survey offered at Wallace Elementary School is administered annually and focuses on topics that best support social and emotional learning, the climate and culture of the school environment, and interactions between and among all stakeholders. The survey targets various stakeholder groups each year.</p>
 <div>Facilities:</div>	<p>The Wallace School boasts a full size gym and stage, cafeteria, a library which is being converted to a multi-media research center, mobile computer labs, and dedicated classrooms for art, music, STEM, and world languages. All classrooms are air conditioned. Wallace Elementary School also has an interactive playground and outdoor basketball court area.</p>
 <div>School Safety:</div>	<p>The Hoboken Public School District has a School Safety Specialist, Head of Security, a Department of Security Officers, and works closely with four Hoboken Police Department School Resource Officers that work with each of our schools. The district fulfills all required safety drills, but additionally practices scenarios with the help of local agencies. A comprehensive emergency management and crisis plan helps guide all protocols and processes associated with school safety, and clearly outlines roles and responsibilities. Lastly, the Hoboken Public School District has trained HIB School Specialists and a District HIB Coordinator.</p>



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<div>  <div>Technology and STEM:</div> </div>	<div>Wallace Elementary School is dedicated to STEM education and learning. Wallace Elementary School fully implements Project Lead the Way's National STEM curriculum which exposes students to units of study in the areas of computer science, biomedical science, and engineering, along with a comprehensive mathematics curriculum, and science program that is driven by the Next Generation Science Standards. In addition to after school STEM opportunities, Wallace boasts two periods of enrichment per week during the challenge and support period which includes semester based courses that promote creativity and innovative learning. Chromebooks and tablets, as well as a number of digital and online tools and apps are used to enhance learning, particularly in the areas of coding and engineering.</div>
<div>  <div>Early Childhood Education:</div> </div>	<div>The Hoboken Public School District operates 59 PK 3 and PK 4 classes at multiple locations. Our full day PK Program is continuously growing in order to meet the demand of the city's growing population. All PK classes are operated by two external providers, but overseen by the Hoboken Public School District's Early Childhood Learning Department. Wallace Elementary School houses four provider operated PK classes, but also houses district operated preschool disabilities classes as well.</div>






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 <div>Other Information</div>	<p>The Wallace school day is from 8:15 a.m. to 3:00 p.m. Wallace operates a school safety team, a professional development committee, and a school climate &amp; culture team. Anti-bullying activities are woven into the fabric of learning and students. Children are recognized for cooperation and kindness by the school’s administration and P.T.O. Each classroom has a SmartBoard and the school boasts numerous Google ChromeBook mobile labs, tablets, desktop computers, and other digital tools. Students at Wallace participate in the Trout in the Classroom Program, the Inspired Classroom Global Conflict and Resolution Program, the PLTW STEM Program, and the Junior Model U.N. Competition Program. The Gifted and Talented Program at Wallace is phenomenal. Identified children engage in a focused curriculum and online coursework via Johns Hopkins. In addition, the school is focused on providing a number of interest-based programs for all students. The Wallace staff and administrators are extremely proud of the high level of family engagement and overall school spirit.</p>
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