



**Fairmount**  
(03-1860-100)  
Grades Offered: PK-04  
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:**



**Fairmount**  
(03-1860-100)  
Grades Offered: PK-04  
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	Bergen
District	Hackensack School District
Principal Name	Ms. Rhonda Ashton Loeb
Address	105 GRAND AVENUE HACKENSACK, NJ 07601
Phone Number	201-646-7890
Email Address	<a href="mailto:rashton-loeb@hackensackschools.org">rashton-loeb@hackensackschools.org</a>
Website	<a href="http://www.hackensackschools.org/fs">http://www.hackensackschools.org/fs</a>
Facebook	<a href="https://fscometz">https://fscometz</a>
Twitter	<a href="https://fscometz">https://fscometz</a>



**Fairmount**  
(03-1860-100)  
Grades Offered: PK-04  
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

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	78	79	113
KG	92	110	120
1	109	98	99
2	119	102	106
3	113	102	109
4	115	114	110
Total	626	605	657

### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	47.3%	47.6%	46.6%
Male	52.7%	52.4%	53.4%
Economically Disadvantaged Students	63.4%	58.2%	59.4%
Students with Disabilities	22.2%	23.3%	27.9%
English Learners	5.8%	8.3%	6.2%
Homeless Students	0.5%	1.7%	0.9%
Students in Foster Care	0.8%	0.2%	0.2%
Military-Connected Students	0.0%	0.0%	0.5%
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	10.7%	11.1%	12.5%
Hispanic	55.1%	54.5%	56.6%
Black or African American	28.1%	27.4%	25.6%
Asian	3.8%	5.0%	4.3%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.0%
American Indian or Alaska Native	0.6%	0.5%	0.5%
Two or More Races	1.6%	1.3%	0.6%

### 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	23	15	1
PK - Full Day	55	64	112
KG - Half Day	0	0	0
KG - Full Day	92	110	120

### 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	67.7%
Spanish	28.5%
Other Languages	3.8%



**Fairmount**  
 (03-1860-100)  
 Grades Offered: PK-04  
 2018-2019

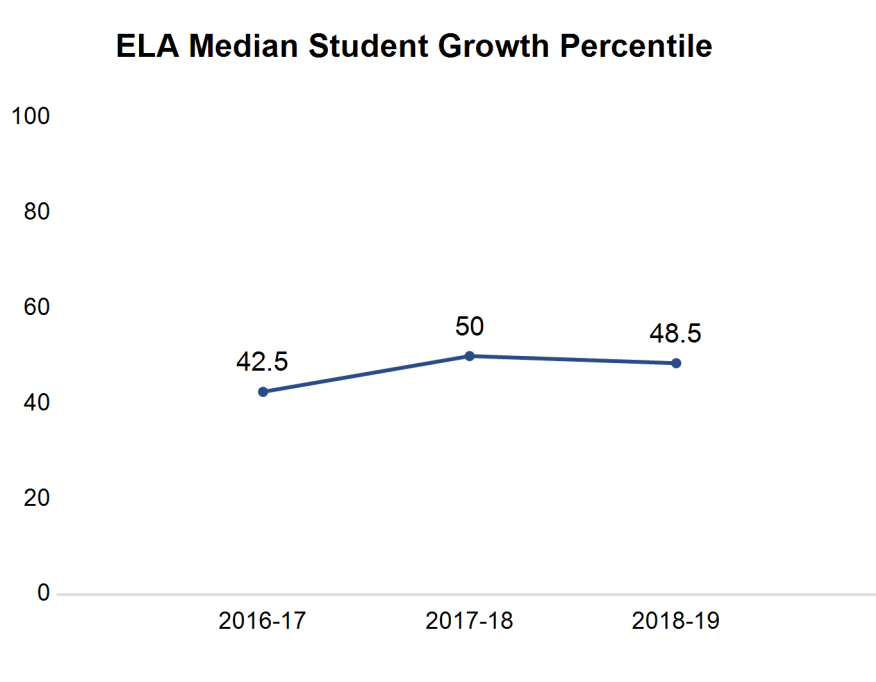
**Report Key:**

- \* 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

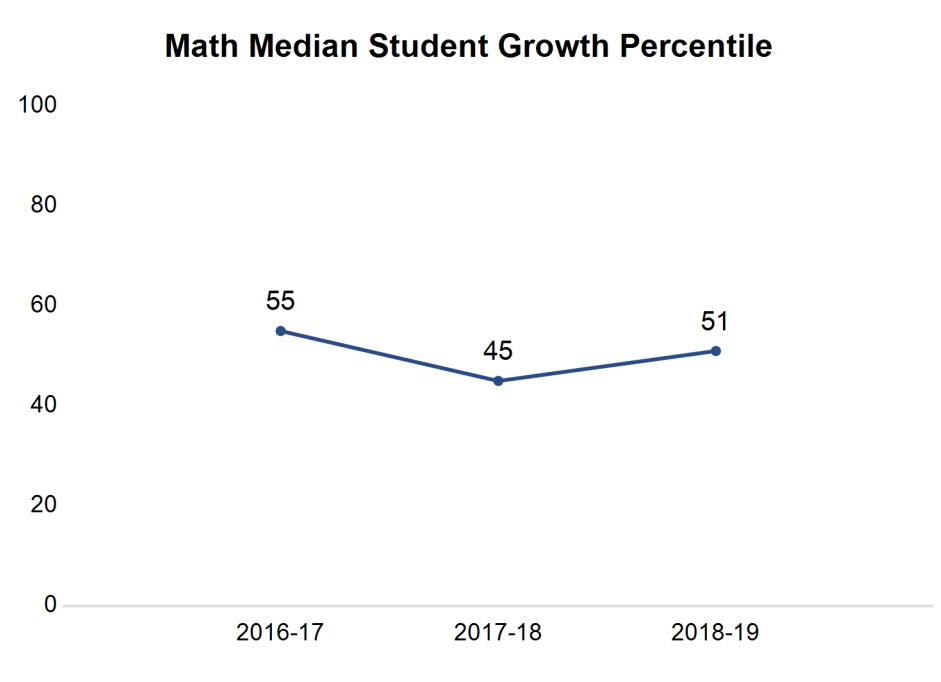
**Student Growth Trends and Progress**

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

**ELA Median Student Growth Percentile**



**Math Median Student Growth Percentile**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	42.5	50	48.5	55	45	51
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



**Fairmount**  
(03-1860-100)  
Grades Offered: PK-04  
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

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	51	50	Met Standard	51	40	50	Met Standard
White	41	58	50	**	53	46	52	**
Hispanic	51	51	49	Met Standard	53	40	47	Met Standard
Black or African American	37	47	45	Not Met	36	36	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	59	59	**	*	65	60	**
American Indian or Alaska Native	N	*	56	**	N	N	51.5	**
Two or More Races	N	39	49	**	N	34	52	**
Female	48.5	53	53	N	52	43	50	N
Male	47	49	47	N	50	37	51	N
Economically Disadvantaged Students	51	50	48	Met Standard	50	40	46	Met Standard
Students with Disabilities	29.5	46	43	Not Met	45.5	36	45	Met Standard
English Learners	*	48	52	**	*	42	50	**
Homeless Students	N	60	43	N	N	52	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



**Fairmount**  
 (03-1860-100)  
 Grades Offered: PK-04  
 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

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

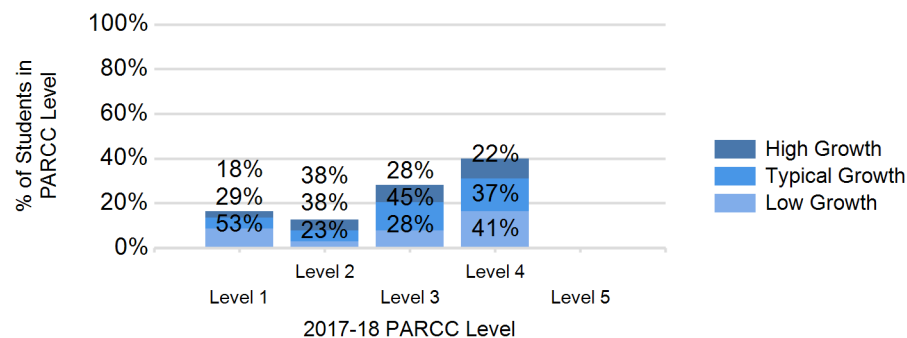
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

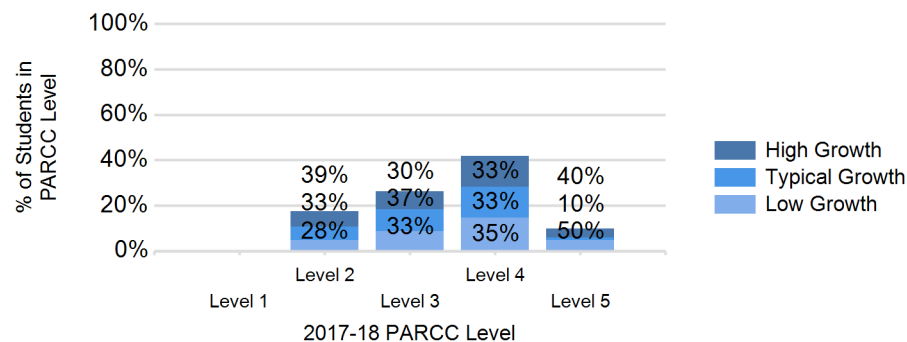
**Student Growth by Performance Level**

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

**ELA**



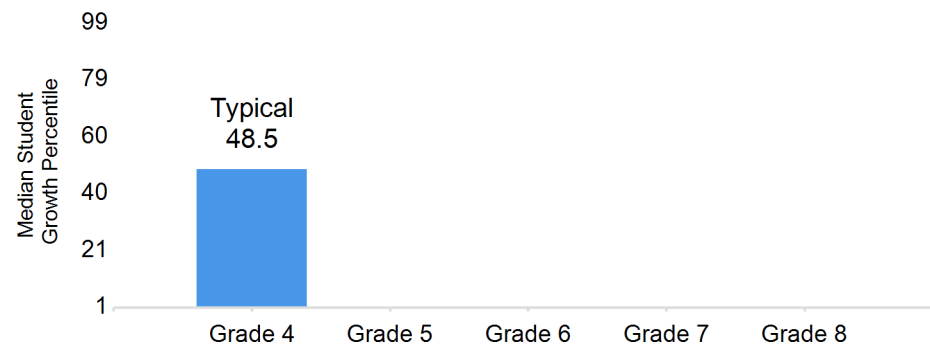
**Math**



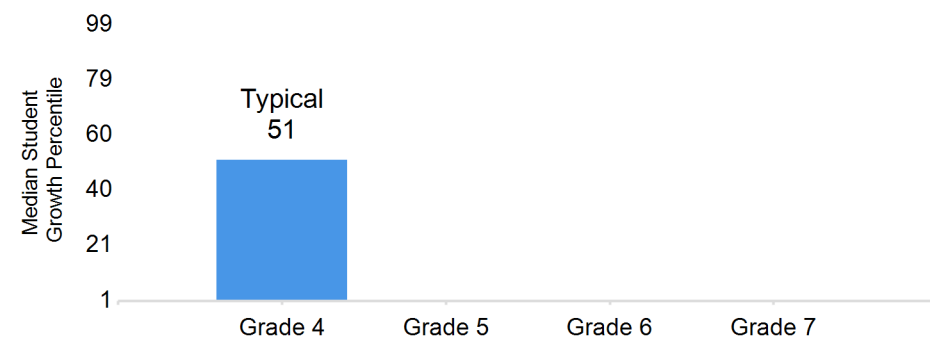
**Student Growth by Grade**

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

**ELA**



**Math**





**Fairmount**  
(03-1860-100)  
Grades Offered: PK-04  
2018-2019

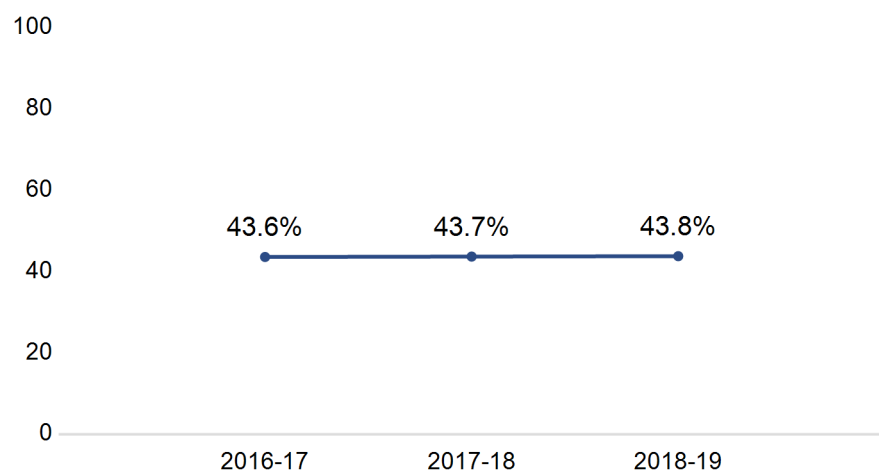
**Report Key:**

- \* 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

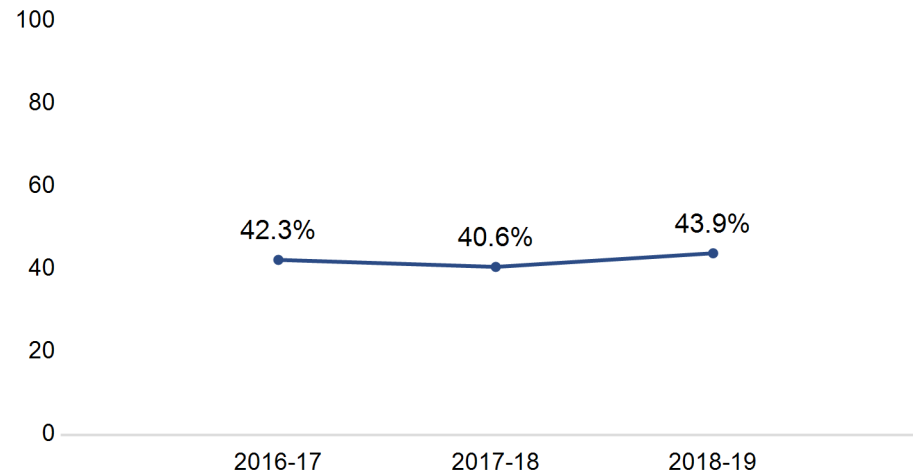
## English Language Arts and Mathematics Performance Trends

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	98.3%	98.6%	99.1%	97.9%	98.6%	99.1%
Proficiency Rate for Federal Accountability	43.6%	43.7%	43.8%	42.3%	40.6%	43.9%
Annual Target	44.0%	45.9%	47.8%	36.0%	38.3%	40.6%
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.



**Fairmount**  
(03-1860-100)  
Grades Offered: PK-04  
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 - 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	226	99.1	43.8	49.0	57.9	43.8	47.8	Met Target†
White	25	100.0	40.0	57.8	66.9	40.0	71.7	Not Met
Hispanic	137	100.0	40.9	46.5	43.9	40.9	43.1	Met Target†
Black or African American	57	98.3	49.1	47.6	38.5	49.1	46	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	72.5	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	112	100.0	47.3	56.1	64.8	47.3		
Male	114	98.3	40.4	42.6	51.3	40.4		
Economically Disadvantaged Students	145	98.7	38.6	44.4	40.0	38.6	42.7	Met Target†
Non-Economically Disadvantaged Students	81	100.0	53.1	55.6	67.9	53.1		
Students with Disabilities	45	100.0	13.3	13.7	22.7	13.3	23.1	Not Met
Students without Disabilities	181	98.9	51.4	58.9	65.1	51.4		
English Learners	31	100.0	35.5	24.3	29.3	35.5	32.2	Met Target
Non-English Learners	195	99.0	45.1	52.8	60.6	45.1		
Homeless Students	*	*	*	21.3	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



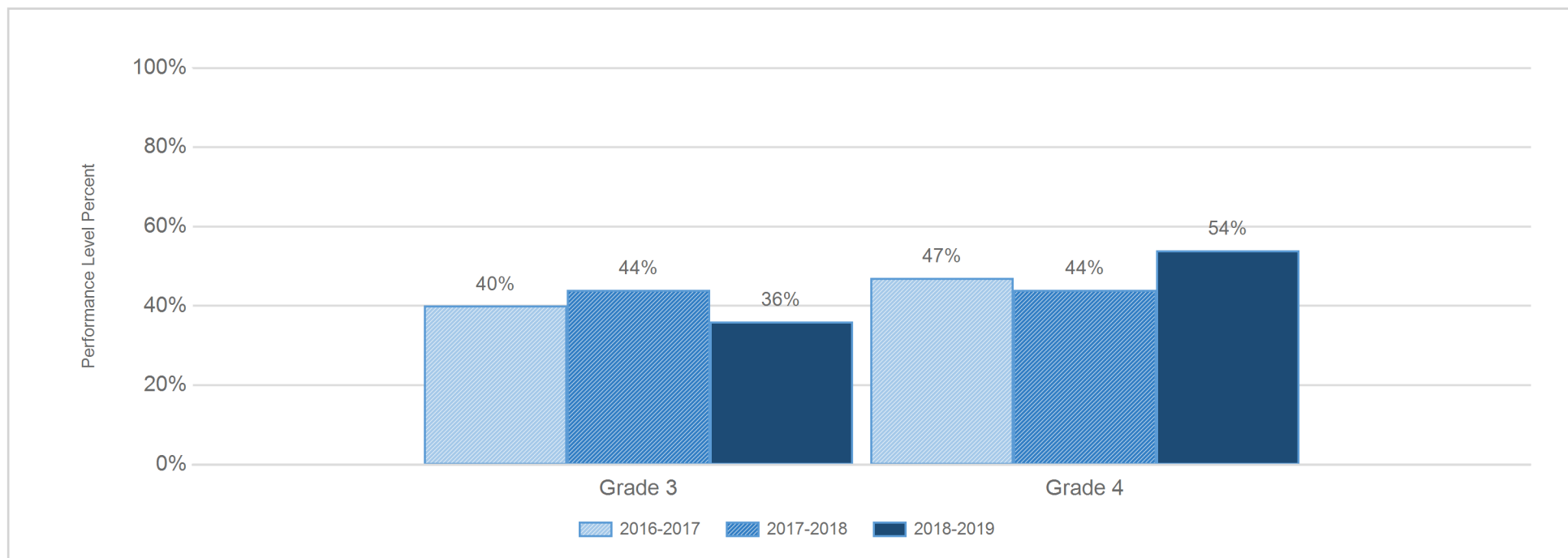
**Fairmount**  
(03-1860-100)  
Grades Offered: PK-04  
2018-2019

**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.





**Fairmount**  
(03-1860-100)  
Grades Offered: PK-04  
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 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>	115	732	742	748	20%	23%	21%	*	*	36%	50%
White	12	743	758	757	*	*	*	*	*	42%	60%
Hispanic	71	730	738	734	21%	24%	21%	34%	0%	34%	36%
Black or African American	27	729	739	731	*	*	*	*	*	33%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	53	734	748	753	*	*	*	*	*	34%	55%
Male	62	732	737	743	*	*	*	*	*	37%	46%
Economically Disadvantaged Students	73	725	737	731	*	*	*	*	*	26%	33%
Non-Economically Disadvantaged Students	42	745	749	759	*	*	*	*	*	52%	61%
Students with Disabilities	23	703	707	719	*	*	*	*	*	17%	24%
Students without Disabilities	92	740	750	754	*	*	*	*	*	40%	56%
English Learners	16	724	*	713	*	*	*	*	*	25%	17%
Non-English Learners	99	734	*	751	*	*	*	*	*	37%	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	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%



**Fairmount**  
(03-1860-100)  
Grades Offered: PK-04  
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 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
<b>Schoolwide</b>	113	747	751	755	12%	12%	22%	*	*	54%	57%
White	*	*	757	763	*	*	*	*	*	*	67%
Hispanic	66	743	747	743	*	15%	23%	*	*	50%	44%
Black or African American	30	750	*	739	*	*	*	*	*	63%	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	N	N	*	762	N	N	N	N	N	N	64%
Female	60	751	755	760	*	*	18%	*	*	60%	62%
Male	53	742	748	750	*	*	26%	*	*	47%	53%
Economically Disadvantaged Students	74	745	747	740	*	*	*	*	*	53%	40%
Non-Economically Disadvantaged Students	39	749	757	765	*	*	*	*	*	56%	69%
Students with Disabilities	21	704	720	725	*	*	*	*	*	10%	25%
Students without Disabilities	92	757	760	761	*	*	*	*	*	64%	64%
English Learners	*	*	714	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	755	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



**Fairmount**  
(03-1860-100)  
Grades Offered: PK-04  
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

### 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	228	99.1	43.9	29.7	44.5	43.9	40.6	Met Target
White	25	100.0	68.0	42.5	54.1	68.0	58.8	Met Target
Hispanic	139	100.0	39.6	28.1	28.8	39.6	39.6	Met Target
Black or African American	57	98.3	36.8	24.3	23.0	36.8	30.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.6	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	114	100.0	43.0	30.3	44.9	43.0		
Male	114	98.3	44.7	29.2	44.2	44.7		
Economically Disadvantaged Students	147	98.7	39.5	26.8	26.3	39.5	36.9	Met Target
Non-Economically Disadvantaged Students	81	100.0	51.9	33.9	54.9	51.9		
Students with Disabilities	45	100.0	15.6	*	17.4	15.6	24.9	Not Met
Students without Disabilities	183	98.9	50.8	*	50.0	50.8		
English Learners	33	100.0	39.4	*	25.0	39.4	36.3	Met Target
Non-English Learners	195	99.0	44.6	*	46.5	44.6		
Homeless Students	*	*	*	29.5	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



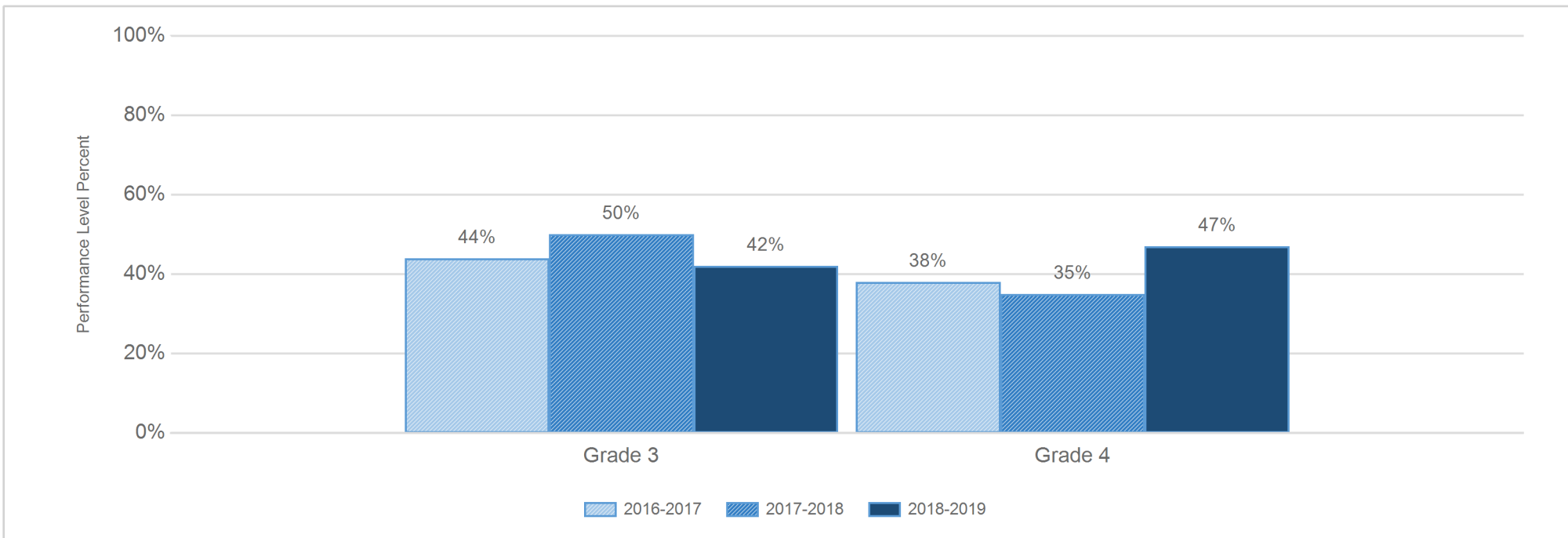
**Fairmount**  
(03-1860-100)  
Grades Offered: PK-04  
2018-2019

**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

### 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.



**Fairmount**  
(03-1860-100)  
Grades Offered: PK-04  
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

### 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>	117	749	748	752	*	9%	44%	*	*	42%	55%
White	12	761	759	760	*	*	*	*	*	67%	66%
Hispanic	73	747	746	739	*	*	52%	*	*	36%	40%
Black or African American	27	745	743	735	*	*	48%	*	*	37%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	55	747	750	751	*	*	47%	*	*	38%	54%
Male	62	750	745	752	*	*	42%	*	*	45%	56%
Economically Disadvantaged Students	75	744	745	737	*	*	49%	*	*	36%	37%
Non-Economically Disadvantaged Students	42	757	751	761	*	*	36%	*	*	52%	67%
Students with Disabilities	23	737	726	731	*	*	57%	*	*	17%	31%
Students without Disabilities	94	752	753	756	*	*	41%	*	*	48%	60%
English Learners	18	745	*	728	*	0%	67%	*	*	33%	26%
Non-English Learners	99	749	*	754	*	11%	40%	*	*	43%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	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%



**Fairmount**  
(03-1860-100)  
Grades Offered: PK-04  
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

### 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>	114	749	748	749	*	19%	31%	*	*	47%	51%
White	*	*	763	757	*	*	*	*	*	*	62%
Hispanic	67	748	745	737	*	16%	36%	*	*	45%	36%
Black or African American	30	743	*	731	*	37%	*	*	*	37%	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	N	N	*	754	N	N	N	N	N	N	58%
Female	61	748	748	749	*	*	28%	*	*	48%	50%
Male	53	751	747	749	*	*	34%	*	*	47%	52%
Economically Disadvantaged Students	75	746	745	734	*	*	29%	*	*	44%	32%
Non-Economically Disadvantaged Students	39	755	752	759	*	*	33%	*	*	54%	63%
Students with Disabilities	21	726	725	726	*	*	*	*	*	14%	25%
Students without Disabilities	93	755	754	754	*	*	*	*	*	55%	56%
English Learners	*	*	725	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	750	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



**Fairmount**  
(03-1860-100)  
Grades Offered: PK-04  
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

## 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	*	*

## 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	62.5%	56.6%	Met Target

† 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	14	*	*
3-4	22	*	*
5 or more	*	*	*



**Fairmount**  
(03-1860-100)  
Grades Offered: PK-04  
2018-2019

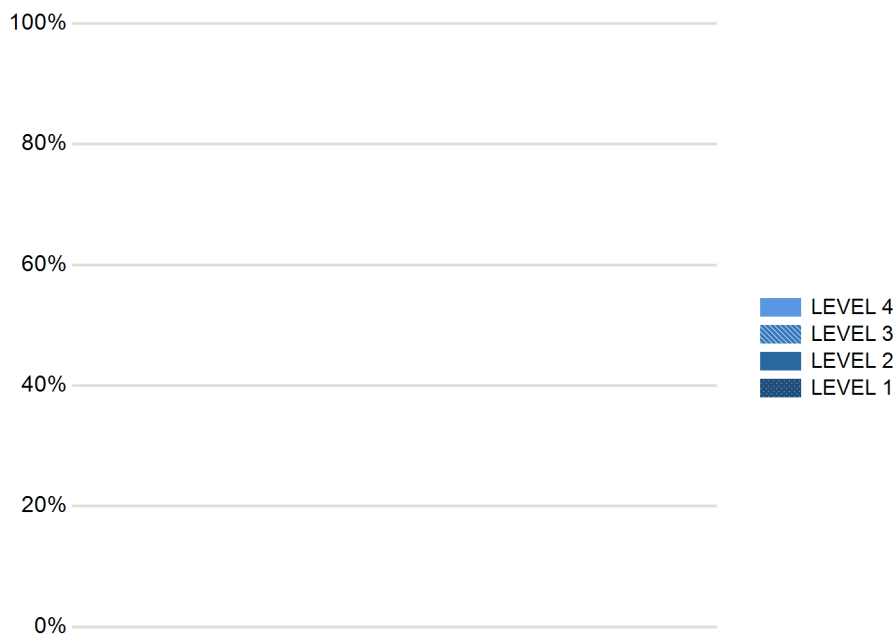
**Report Key:**

- \* 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

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



**Fairmount**  
(03-1860-100)  
Grades Offered: PK-04  
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

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.

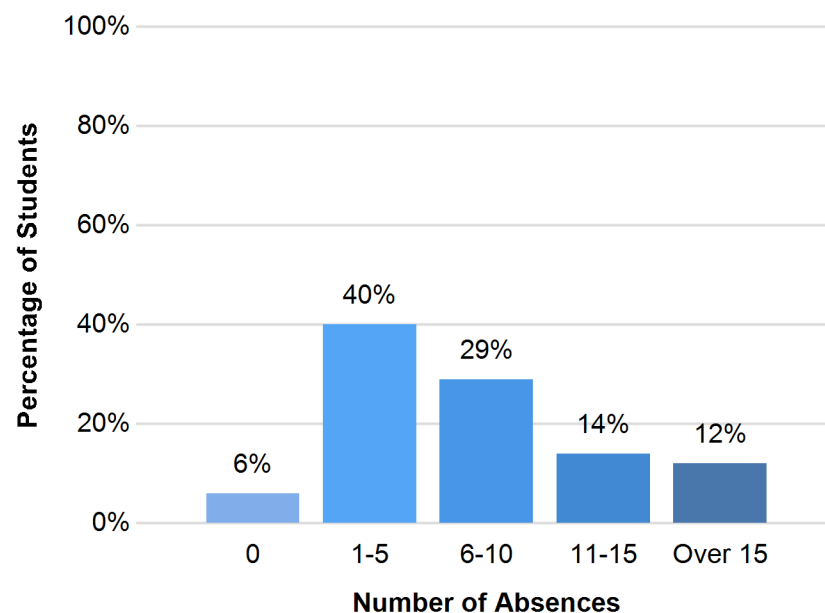
### Chronic Absenteeism

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	49	8.6	9.2	Met
White	5	8.3	9.2	Met
Hispanic	21	6.5	9.2	Met
Black or African American	19	11.9	9.2	Not Met
Asian, Native Hawaiian, or Pacific	3	14.3	9.2	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	24	8.7		
Male	25	8.4		
Economically Disadvantaged Students	30	8.3	9.2	Met
Students with Disabilities	18	16.7	9.2	Not Met
English Learners	4	5.3	9.2	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
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.





**Fairmount**  
(03-1860-100)  
Grades Offered: PK-04  
2018-2019

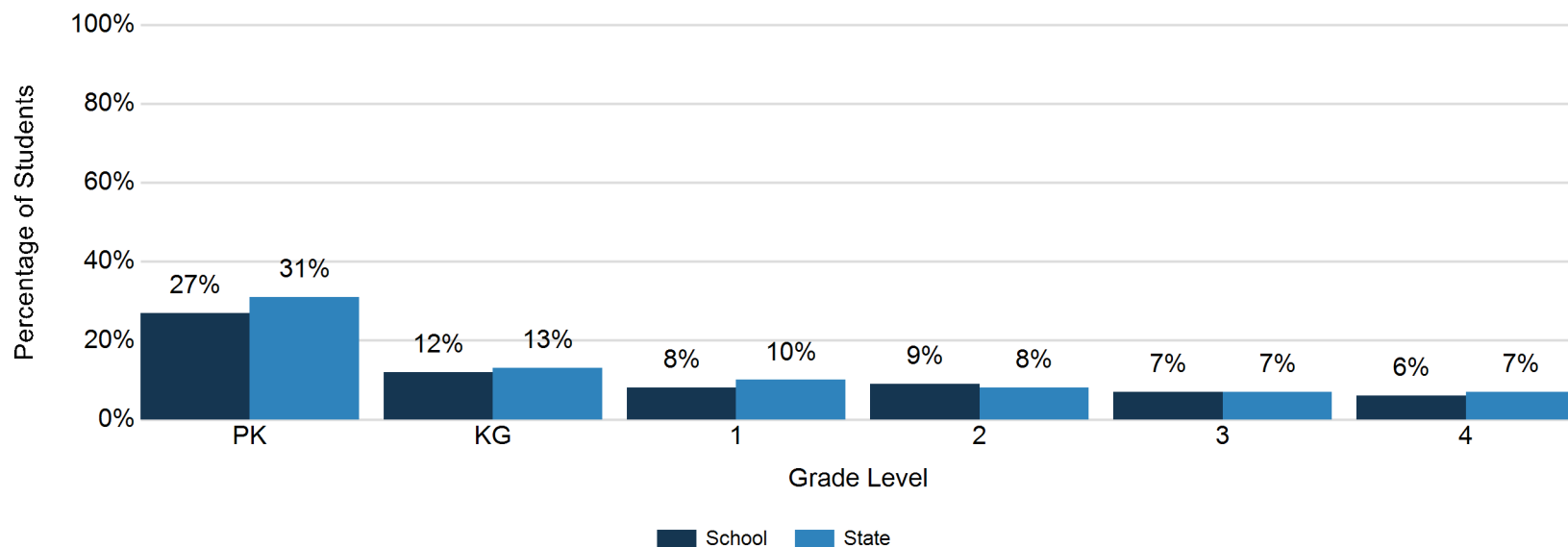
**Report Key:**

- \* 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

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

### Chronic Absenteeism by Grade

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





**Fairmount**  
(03-1860-100)  
Grades Offered: PK-04  
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

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

### 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



**Fairmount**  
(03-1860-100)  
Grades Offered: PK-04  
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

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.

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

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

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

### Student Disciplinary Removals

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

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

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

\*

**Fairmount**

(03-1860-100)

Grades Offered: PK-04

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 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	2:50 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 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



**Fairmount**  
(03-1860-100)  
Grades Offered: PK-04  
2018-2019

**Report Key:**

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

**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers – 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	41	118,214
Average years experience in public schools	14.6	12.1
Average years experience in district	14.6	10.8
Percentage of Teachers with 4 or more years experience in the district	82.9%	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	34	9,530
Average years experience in public schools	16.4	16.0
Average years experience in district	16.4	12.0
Percentage of Administrators with 4 or more years experience in the district	91.2%	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	16:1	13:1
Students to Administrators	329:1	169:1
Teachers to Administrators	21:1	13:1
Students to Librarians/Media Specialists		958:1
Students to Nurses		718:1
Students to Counselors		479:1
Students to Child Study Team Members		198:1



**Fairmount**  
(03-1860-100)  
Grades Offered: PK-04  
2018-2019

**Report Key:**

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

**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.6%	90.2%	50.0%	48.4%	77.1%	54.9%
Male	53.4%	9.8%	50.0%	51.6%	22.9%	45.1%
White	12.5%	61.0%	50.0%	42.4%	83.6%	77.4%
Hispanic	56.6%	24.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	25.6%	7.3%	50.0%	15.0%	6.6%	13.9%
Asian	4.3%	7.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.5%	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	0.6%	0.0%	0.0%	2.1%	0.2%	0.2%



**Fairmount**  
(03-1860-100)  
Grades Offered: PK-04  
2018-2019

**Report Key:**

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

**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers and Administrators - 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	91.4%	90.5%
2017-18 Administrators: Same district 2018-19	97.0%	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	95.7%



**Fairmount**  
(03-1860-100)  
Grades Offered: PK-04  
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

## 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.



**Fairmount**  
(03-1860-100)  
Grades Offered: PK-04  
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

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.



**Fairmount**  
(03-1860-100)  
Grades Offered: PK-04  
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

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

### 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	43.6%	43.7%	43.8%
Math Proficiency	42.3%	40.6%	43.9%
ELA Growth	42	50	48
Math Growth	55	45	51
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		38.1%	62.5%
Chronic Absenteeism	9.1%	8.6%	8.6%

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



**Fairmount**  
(03-1860-100)  
Grades Offered: PK-04  
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

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.



**Fairmount**  
(03-1860-100)  
Grades Offered: PK-04  
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

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

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



**Fairmount**  
(03-1860-100)  
Grades Offered: PK-04  
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.



### Highlights:

- Teachers at Fairmount School use whole group, small group and individualized groupings during class instruction.
- Instruction is differentiated to meet the needs and strengths of all students based on the review of data in all grades.
- Digital learning takes place through the use of a Smartboard, a Document Reader and a 1 to 1 Chromebook Initiative.



### Mission, Vision, Theme:

Fairmount School is dedicated to educational excellence for all members of the community. In cooperation with all stakeholders, we strive to maximize academic and social achievement to develop confident students who are accountable for their ongoing learning, who value initiative and diversity and who are able to meaningfully contribute to our ever-changing global society. We create an environment of cooperation that fosters the development of responsibilities in all of its members.



### Awards, Recognition, Accomplishments:

Fairmount School has received a Schoolwide ESSA Grant for the 2019-2020 School Year. Through use of the grant money, we provide a Boost After-School Program to provide targeted instruction for struggling learners in kindergarten through grade 2. We also provide an After-School Program for our 3rd and 4th graders to strengthen literacy and math skills needed for the NJSLA Assessment. Additionally, we provide Family Nights, such as a Fairmount School Community Fair, featuring local Hackensack businesses and activities led by Fairmount teachers!





**Fairmount**  
(03-1860-100)  
Grades Offered: PK-04  
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.

 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Teachers use the NJSLS as a resource and guide to plan daily instruction for their students. Our core programs are Journeys for ELA, GoMath! for Mathematics and Pearson My World for Social Studies. Our Amplify Science Curriculum supports the Next Generation Science Standards for grades K - 4. Teachers use a variety of strategies to differentiate their instruction and teach in whole group, small group and individual instructional groupings.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Book Fairs, Art Exhibits &amp; Read Across America Events are just some of the activities our children enjoy annually. Activities such as Glee Club, Instrumental Music, Mini-Marathon, Field Day and an Annual Talent Show, as well as a variety of class presentations provide opportunities to enhance self-esteem and academic performance. Our FEAT Club (Fairmount's Environmental Action Team) meets regularly after school to teach environmental themes to our 3rd and 4th grade students.</p>





**Fairmount**  
(03-1860-100)  
Grades Offered: PK-04  
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.

 <p><b>Before and After School Programs:</b></p>	<p>Fairmount School offers After School Boost and Tutorial Programs for kindergarten through fourth grade students. Small group instruction provides explicit literacy and math intervention lessons to strengthen skills for students who are struggling. Our 2nd - 4th grade Enrichment and G&amp;T students are invited to participate in an After School Lego League Program. The YMCA offers after school child care from 2:50 - 6:00 PM daily.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>Professional Development is offered to all faculty and staff members throughout the school year in a variety of ways. Half-day and full-day PD take place on a regular basis to introduce or review district and school initiatives and curriculum. Teachers meet as grade level teams, in Professional Learning Communities and at Faculty Meetings as well during the school year.</p>






**Fairmount**  
(03-1860-100)  
Grades Offered: PK-04  
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.

 <p><b>Student Supports and Services:</b></p>	<p>Fairmount School students are supported in general and special education classes by highly qualified teachers. Students with IEPs may receive Speech, Occupational and/or Physical Therapy. Both general and special education students may receive emotional support from our School Social Worker or Guidance Counselor. Our faculty also includes a Psychologist, L-DTC, Reading Specialist and Math Interventionist. An ESL program supports our English Language Learners on a daily basis.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Fairmount School's full-time School Nurse monitors the well-being and any illnesses of our students on a daily basis. She is the chairperson of our Wellness Committee which is dedicated to help reduce the childhood obesity epidemic and the serious health risks associated with childhood obesity. Fairmount School is a nut-free school. Breakfast is served to all students daily and without charge. Lunch is offered at a cost of \$2.75. Students have recess on a daily basis.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>A very supportive PTA helps to enrich the lives and experiences of our children sponsoring "Muffins with Mom" and "Doughnuts with Dad" before-school functions. Outdoor Movie Nights and school dances are also sponsored by the PTA and involve a large percentage of the school families and faculty. The PTA's Cultural Arts Committee provides funding for special assemblies that deal with curricular and cultural themes. Other events include the Annual Book Fair and Holiday Gift Shop.</p>





**Fairmount**  
(03-1860-100)  
Grades Offered: PK-04  
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.

 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Administrators, Teachers Our Culture and Climate Committee meets regularly to share ideas to help improve the culture and climate of Fairmount School. Survey results have shown a need to continue to teach our students appropriate ways to be respectful, responsible and safe at school, home and in the community. We will continue to involve students in activities throughout the school year to help each student develop excellent character.</p>
 <p>Facilities:</p>	<p>Fairmount School was established in 1899 and currently serves Pre-K4 through grade four students. In addition to the Pre-K4 - Grade 4 classrooms, we have a Gymnasium, Art Room, Music Room and Media Center. The cafeteria has a central air conditioning unit and all of the homeroom classrooms have unit air conditioners.</p>



**Fairmount**  
(03-1860-100)  
Grades Offered: PK-04  
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.



### Other Information

Fairmount School's student population reflects the diversity that makes the Hackensack School Community special. The school's administration, faculty and personnel, working collaboratively with the Hackensack Board of Education, Central Office Administration, parents and community organizations, provide for the needs of every student attending Fairmount School. The instructional methodology and curricular offerings at Fairmount School allow for students' individual needs and provides opportunities for academic growth and development in a differentiated environment. One of our primary concentrations in the classroom is teaching literacy across all curricular areas. Technology is integrated into all areas of the curriculum at Fairmount School to teach academic and technological skills through the use of programs on Chromebooks and desktop computers. We offer a one-to-one Chromebook initiative and our students use such programs as iRead, RazKids and Reading A-Z, as well as others. Students complete assessments using paper and pencil, but also use Think Central, Edulastic and Reading Inventory to take assessments online. Children in need of extra academic assistance receive support from individual and small group instruction from the classroom teacher. In addition, we have a full-time Reading Specialist and a part-time data instructional coach. While academics are emphasized and supported at Fairmount School, we strongly believe that it is important to develop well-rounded, thoughtful students who are exposed to many rich and varied experiences. Through our diversified programs and ongoing collaborations, we hope that all of our students will reach their full potential and become productive, self-confident members of our society.



**Fanny Meyer Hillers**  
(03-1860-110)  
Grades Offered: PK-04  
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:**



**Fanny Meyer Hillers**  
(03-1860-110)  
Grades Offered: PK-04  
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	Bergen
District	Hackensack School District
Principal Name	Ms. Joy Dorsey-Whiting
Address	56 LONGVIEW AVENUE HACKENSACK, NJ 07601
Phone Number	201-646-7870
Email Address	<a href="mailto:j.dorsey-whiting@hackensackschools.org">j.dorsey-whiting@hackensackschools.org</a>
Website	<a href="https://www.hackensackschools.org/Page/1453">https://www.hackensackschools.org/Page/1453</a>



**Fanny Meyer Hillers**  
(03-1860-110)  
Grades Offered: PK-04  
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

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	96	86	79
KG	101	111	105
1	131	85	97
2	115	131	77
3	117	120	124
4	121	105	116
Total	681	638	598

### 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	45.2%	45.9%	46.2%
Male	54.8%	54.1%	53.8%
Economically Disadvantaged Students	64.9%	61.1%	63.0%
Students with Disabilities	22.0%	22.7%	20.6%
English Learners	15.1%	14.9%	13.9%
Homeless Students	1.8%	0.9%	1.0%
Students in Foster Care	0.3%	0.0%	0.2%
Military-Connected Students	0.0%	0.0%	0.2%
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	7.8%	6.3%	5.9%
Hispanic	60.1%	60.7%	58.7%
Black or African American	21.1%	19.9%	22.2%
Asian	9.5%	11.6%	11.0%
Native Hawaiian or Pacific Islander	0.1%	0.3%	0.5%
American Indian or Alaska Native	0.3%	0.2%	0.3%
Two or More Races	1.0%	1.1%	1.3%

### 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	32	26	0
PK - Full Day	64	60	79
KG - Half Day	0	0	0
KG - Full Day	101	111	105

### 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	52.8%
Spanish	40.6%
Other Languages	6.5%



**Fanny Meyer Hillers**  
(03-1860-110)  
Grades Offered: PK-04  
2018-2019

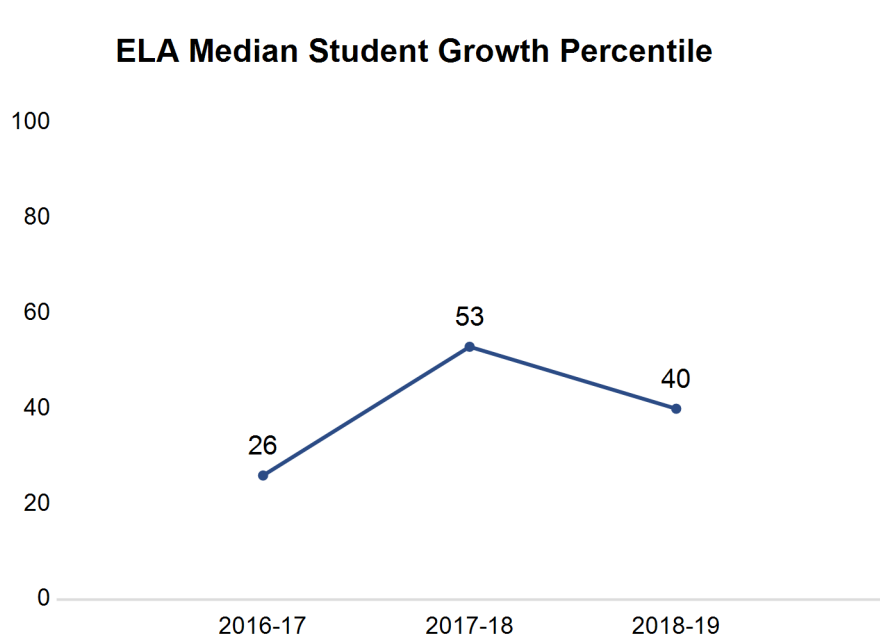
**Report Key:**

- \* 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

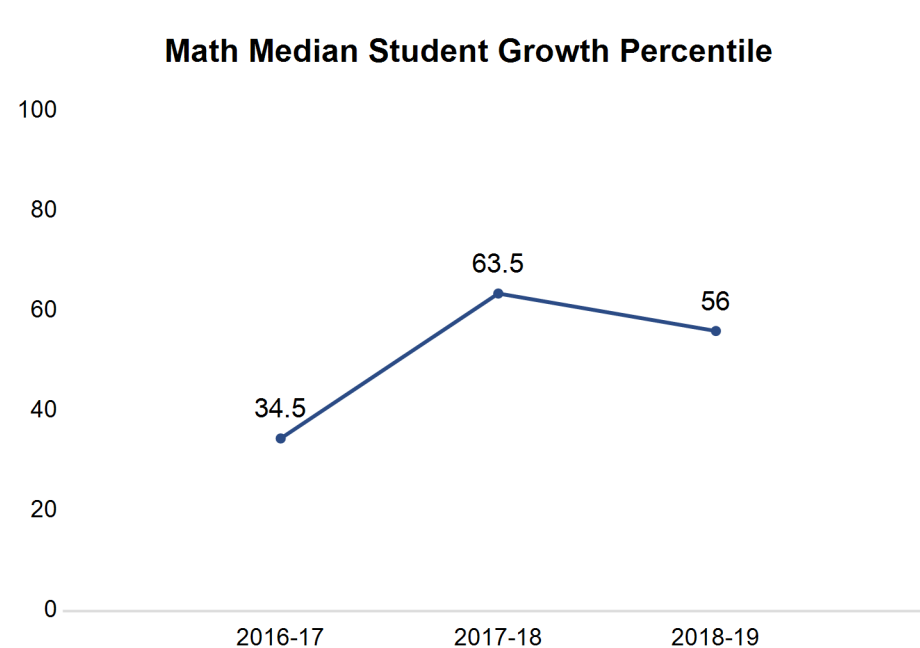
### Student Growth Trends and Progress

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

#### ELA Median Student Growth Percentile



#### Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	26	53	40	34.5	63.5	56
Met Standard (40-59.5)?	Not Met	Met Standard	Met Standard	Not Met	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



**Fanny Meyer Hillers**  
(03-1860-110)  
Grades Offered: PK-04  
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

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	40	51	50	Met Standard	56	40	50	Met Standard
White	*	58	50	**	*	46	52	**
Hispanic	48.5	51	49	Met Standard	57	40	47	Met Standard
Black or African American	33	47	45	Not Met	51	36	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	59	59	**	*	65	60	**
American Indian or Alaska Native	N	*	56	**	N	N	51.5	**
Two or More Races	*	39	49	**	*	34	52	**
Female	37.5	53	53	N	56.5	43	50	N
Male	45	49	47	N	55	37	51	N
Economically Disadvantaged Students	36.5	50	48	Not Met	55	40	46	Met Standard
Students with Disabilities	47	46	43	Met Standard	39.5	36	45	Not Met
English Learners	49.5	48	52	Met Standard	47	42	50	Met Standard
Homeless Students	*	60	43	N	*	52	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



**Fanny Meyer Hillers**  
 (03-1860-110)  
 Grades Offered: PK-04  
 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

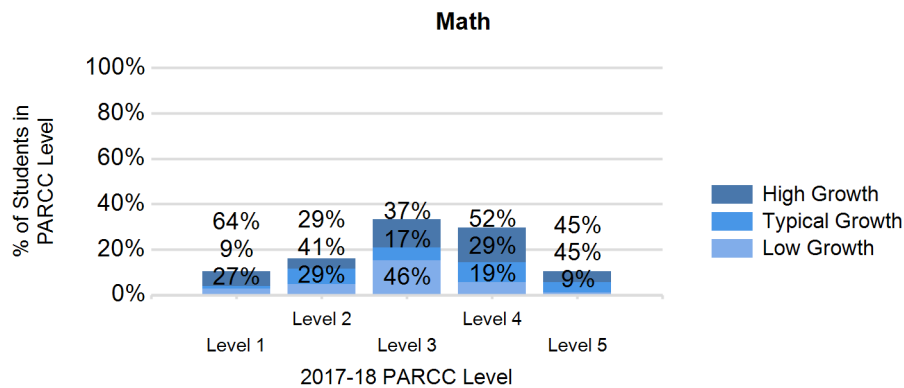
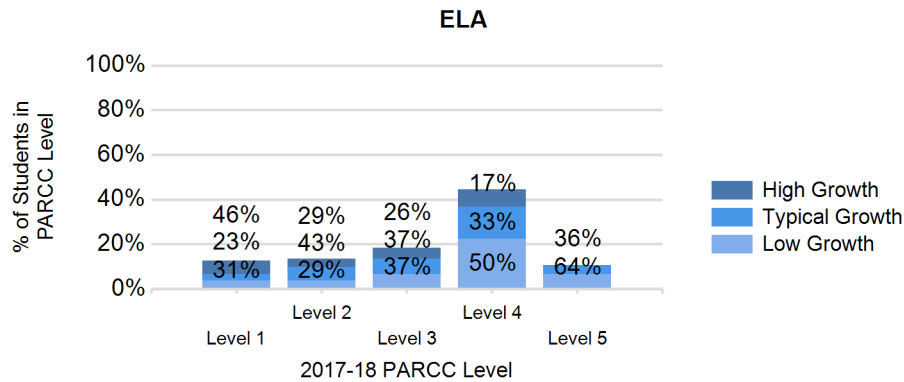
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

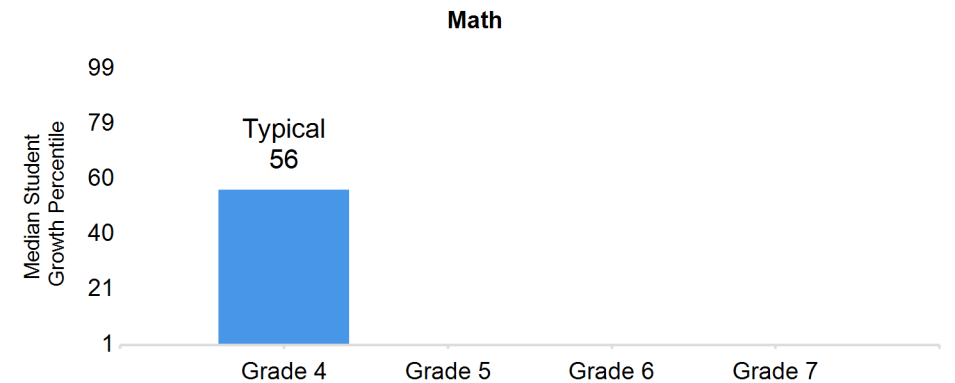
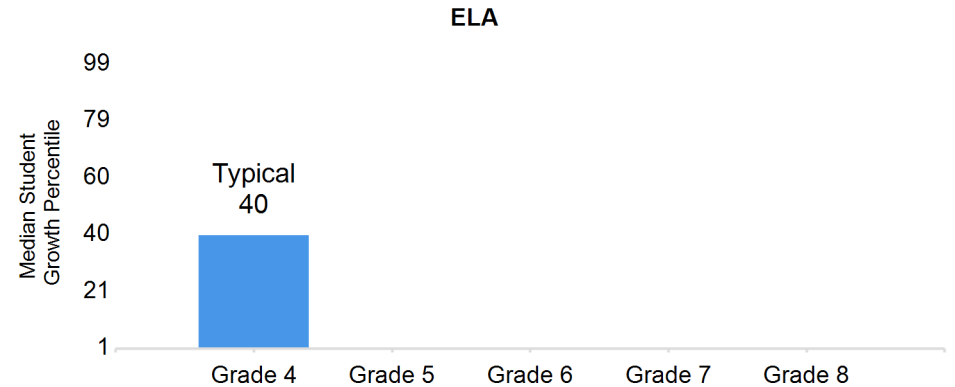
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





**Fanny Meyer Hillers**  
(03-1860-110)  
Grades Offered: PK-04  
2018-2019

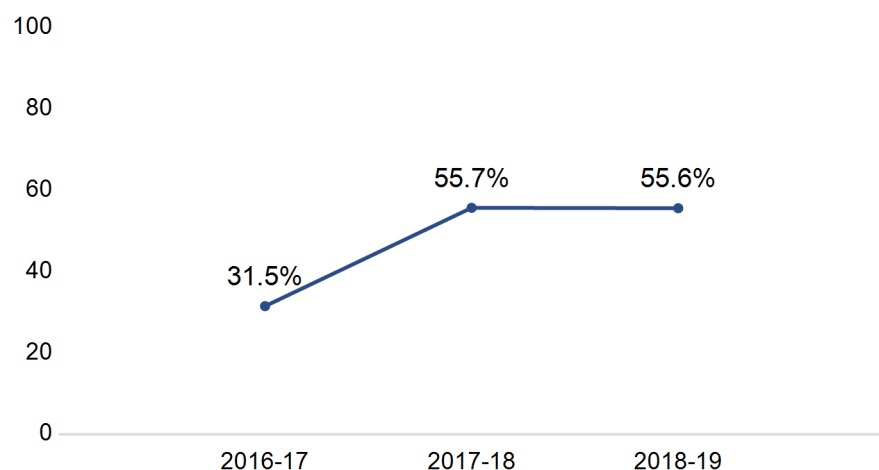
**Report Key:**

- \* 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

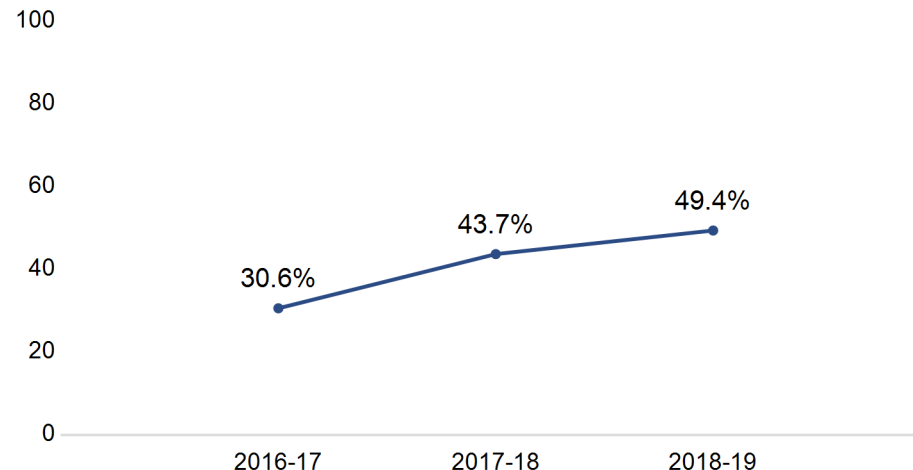
## English Language Arts and Mathematics Performance Trends

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	98.4%	99.6%	99.2%	98.4%	99.6%	99.2%
Proficiency Rate for Federal Accountability	31.5%	55.7%	55.6%	30.6%	43.7%	49.4%
Annual Target	41.3%	43.4%	45.4%	36.4%	38.7%	41.0%
Met Annual Target?	Not Met	Met Target	Met Target	Not Met	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



**Fanny Meyer Hillers**  
(03-1860-110)  
Grades Offered: PK-04  
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 - 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	232	99.2	55.6	49.0	57.9	55.6	45.4	Met Target
White	*	*	*	57.8	66.9	*	**	**
Hispanic	134	99.3	56.0	46.5	43.9	56.0	40	Met Target
Black or African American	67	98.6	49.3	47.6	38.5	49.3	47	Met Target
Asian, Native Hawaiian, or Pacific Islander	19	100.0	78.9	72.5	82.9	78.9	N	N
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	106	99.1	60.4	56.1	64.8	60.4		
Male	126	99.2	51.6	42.6	51.3	51.6		
Economically Disadvantaged Students	153	98.8	53.6	44.4	40.0	53.6	36.2	Met Target
Non-Economically Disadvantaged Students	79	100.0	59.5	55.6	67.9	59.5		
Students with Disabilities	54	98.2	25.9	13.7	22.7	25.9	31.9	Met Target†
Students without Disabilities	178	99.5	64.6	58.9	65.1	64.6		
English Learners	44	100.0	40.9	24.3	29.3	40.9	33.8	Met Target
Non-English Learners	188	99.0	59.0	52.8	60.6	59.0		
Homeless Students	*	*	*	21.3	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



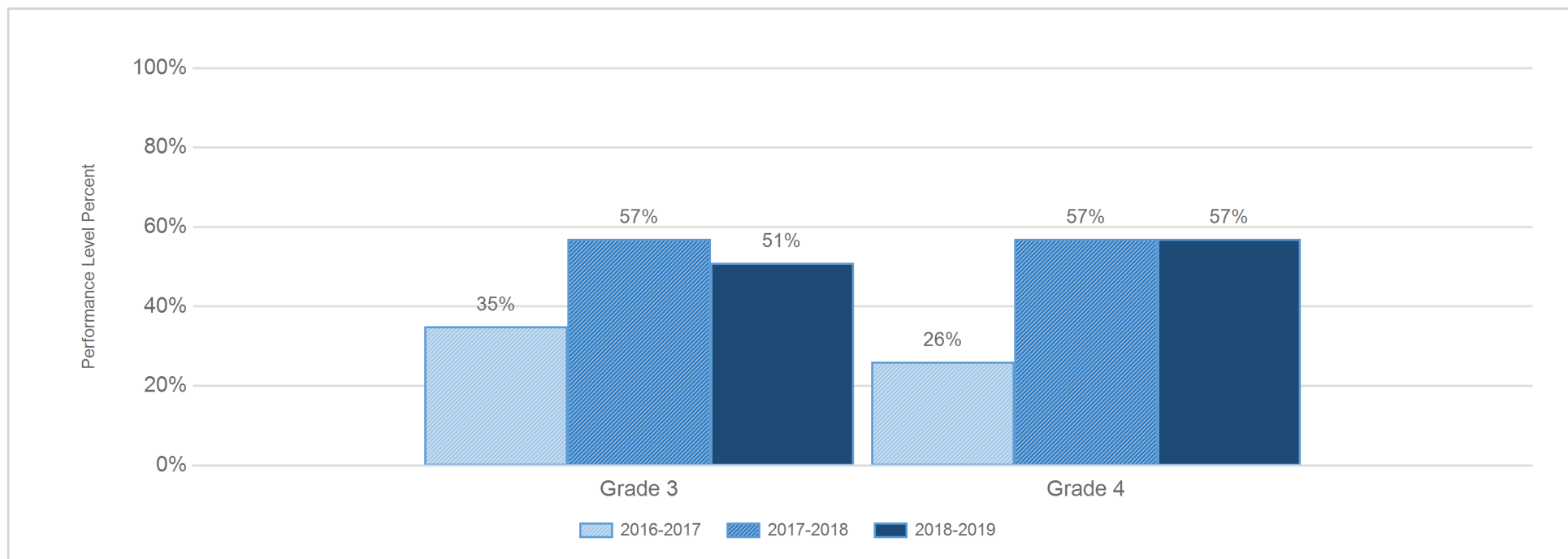
**Fanny Meyer Hillers**  
(03-1860-110)  
Grades Offered: PK-04  
2018-2019

**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.





**Fanny Meyer Hillers**  
(03-1860-110)  
Grades Offered: PK-04  
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 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>	113	749	742	748	12%	12%	25%	*	*	51%	50%
White	*	*	758	757	*	*	*	*	*	*	60%
Hispanic	66	746	738	734	*	15%	23%	*	*	50%	36%
Black or African American	29	741	739	731	*	*	*	*	*	45%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	58	754	748	753	*	*	22%	*	*	57%	55%
Male	55	744	737	743	*	*	27%	*	*	45%	46%
Economically Disadvantaged Students	77	744	737	731	*	*	22%	*	*	49%	33%
Non-Economically Disadvantaged Students	36	760	749	759	*	*	31%	*	*	56%	61%
Students with Disabilities	17	709	707	719	*	*	*	*	*	12%	24%
Students without Disabilities	96	757	750	754	*	*	*	*	*	58%	56%
English Learners	13	707	*	713	*	*	0%	*	*	15%	17%
Non-English Learners	100	755	*	751	*	*	28%	*	*	56%	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	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%



**Fanny Meyer Hillers**  
(03-1860-110)  
Grades Offered: PK-04  
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 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
<b>Schoolwide</b>	112	751	751	755	*	*	24%	45%	13%	57%	57%
White	*	*	757	763	*	*	*	*	*	*	67%
Hispanic	63	752	747	743	*	*	30%	*	*	57%	44%
Black or African American	37	745	*	739	*	*	*	*	*	51%	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	45	760	755	760	*	*	27%	*	*	62%	62%
Male	67	745	748	750	*	*	22%	*	*	54%	53%
Economically Disadvantaged Students	72	748	747	740	*	*	*	*	*	53%	40%
Non-Economically Disadvantaged Students	40	757	757	765	*	*	*	*	*	65%	69%
Students with Disabilities	25	727	720	725	*	*	*	*	*	20%	25%
Students without Disabilities	87	758	760	761	*	*	*	*	*	68%	64%
English Learners	*	*	714	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	755	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	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%



**Fanny Meyer Hillers**  
(03-1860-110)  
Grades Offered: PK-04  
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

## 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	233	99.2	49.4	29.7	44.5	49.4	41	Met Target
White	*	*	*	42.5	54.1	*	**	**
Hispanic	135	99.3	48.9	28.1	28.8	48.9	38.8	Met Target
Black or African American	67	98.6	37.3	24.3	23.0	37.3	33.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	19	100.0	84.2	59.6	76.5	84.2	N	N
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	106	99.1	50.0	30.3	44.9	50.0		
Male	127	99.3	48.8	29.2	44.2	48.8		
Economically Disadvantaged Students	154	98.8	46.1	26.8	26.3	46.1	35	Met Target
Non-Economically Disadvantaged Students	79	100.0	55.7	33.9	54.9	55.7		
Students with Disabilities	53	98.2	22.6	*	17.4	22.6	25.3	Met Target†
Students without Disabilities	180	99.5	57.2	*	50.0	57.2		
English Learners	46	100.0	39.1	*	25.0	39.1	31.5	Met Target
Non-English Learners	187	99.0	51.9	*	46.5	51.9		
Homeless Students	*	*	*	29.5	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



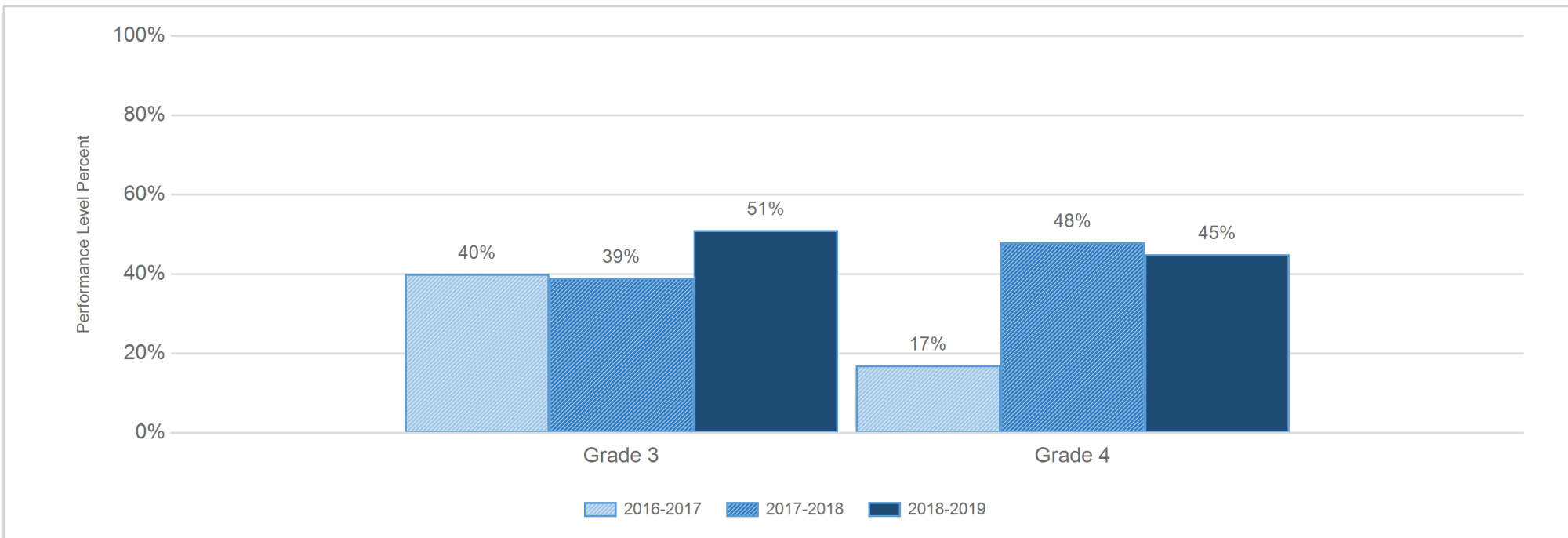
**Fanny Meyer Hillers**  
(03-1860-110)  
Grades Offered: PK-04  
2018-2019

**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

### 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.



**Fanny Meyer Hillers**  
(03-1860-110)  
Grades Offered: PK-04  
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

### 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>	115	748	748	752	*	16%	27%	*	*	51%	55%
White	*	*	759	760	*	*	*	*	*	*	66%
Hispanic	67	746	746	739	*	15%	30%	*	*	51%	40%
Black or African American	29	740	743	735	*	*	*	*	*	38%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	58	749	750	751	*	*	28%	*	*	52%	54%
Male	57	746	745	752	*	*	26%	*	*	51%	56%
Economically Disadvantaged Students	78	744	745	737	*	*	*	*	*	49%	37%
Non-Economically Disadvantaged Students	37	756	751	761	*	*	*	*	*	57%	67%
Students with Disabilities	17	716	726	731	*	*	*	*	*	18%	31%
Students without Disabilities	98	753	753	756	*	*	*	*	*	57%	60%
English Learners	15	729	*	728	*	*	*	*	*	13%	26%
Non-English Learners	100	751	*	754	*	*	*	*	*	57%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	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%



**Fanny Meyer Hillers**  
(03-1860-110)  
Grades Offered: PK-04  
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

### 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>	115	744	748	749	*	22%	25%	*	*	45%	51%
White	*	*	763	757	*	*	*	*	*	*	62%
Hispanic	66	745	745	737	*	21%	29%	*	*	45%	36%
Black or African American	37	737	*	731	*	27%	27%	*	*	35%	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	45	750	748	749	*	*	*	*	*	47%	50%
Male	70	741	747	749	*	*	*	*	*	44%	52%
Economically Disadvantaged Students	72	741	745	734	*	*	*	*	*	40%	32%
Non-Economically Disadvantaged Students	43	749	752	759	*	*	*	*	*	53%	63%
Students with Disabilities	25	722	725	726	*	48%	*	*	*	16%	25%
Students without Disabilities	90	751	754	754	*	14%	*	*	*	53%	56%
English Learners	12	729	725	722	*	*	*	*	*	33%	18%
Non-English Learners	103	746	750	751	*	*	*	*	*	47%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	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%



**Fanny Meyer Hillers**  
(03-1860-110)  
Grades Offered: PK-04  
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

## 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	11	10
4	*	*

## 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	55.6%	56.6%	Met Target†

† 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	38	*	*
3-4	40	87.5%	12.5%
5 or more	*	*	*



**Fanny Meyer Hillers**  
 (03-1860-110)  
 Grades Offered: PK-04  
 2018-2019

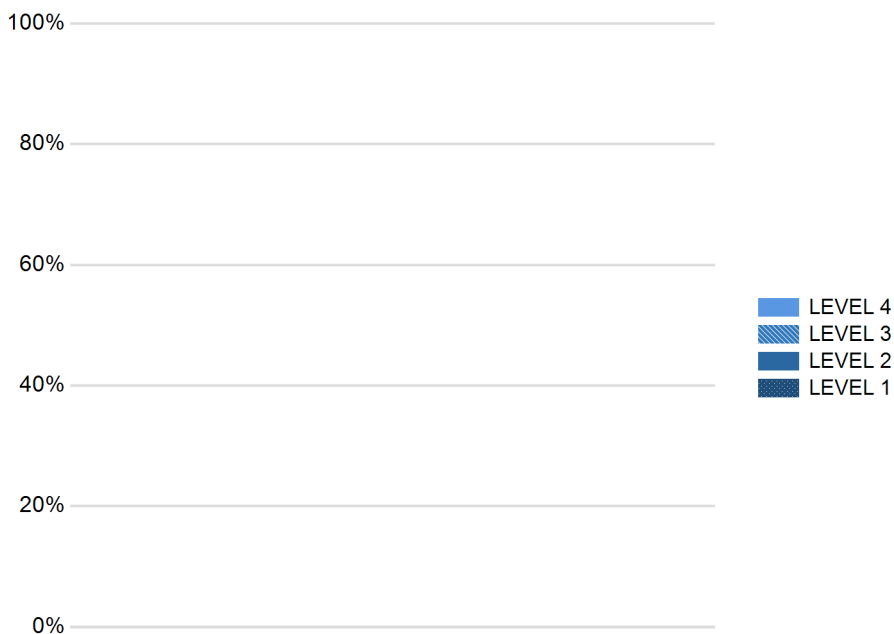
**Report Key:**

- \* 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

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



**Fanny Meyer Hillers**  
(03-1860-110)  
Grades Offered: PK-04  
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

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.

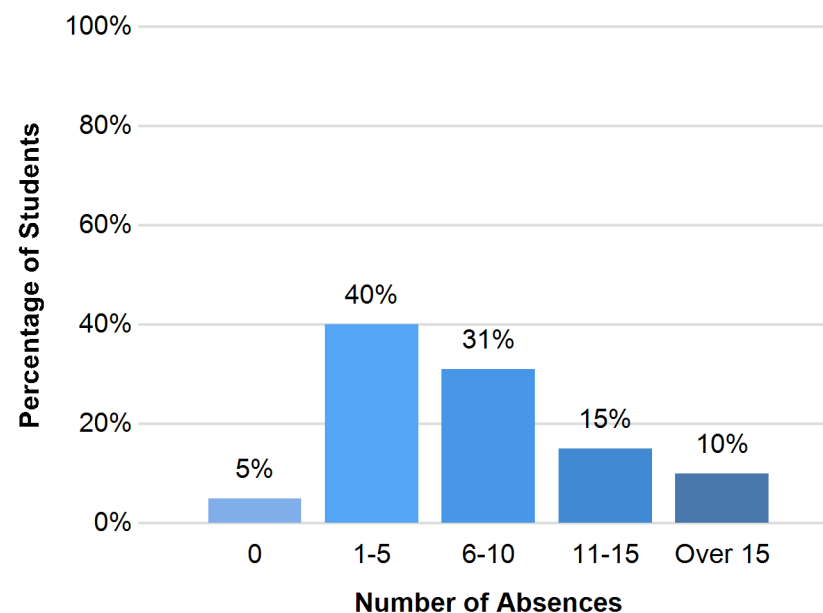
### Chronic Absenteeism

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	38	7.2	9.2	Met
White	1	4.0	9.2	Met
Hispanic	17	5.3	9.2	Met
Black or African American	16	13.0	9.2	Not Met
Asian, Native Hawaiian, or Pacific	2	4.1	9.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	21	8.2		
Male	17	6.2		
Economically Disadvantaged Students	27	7.8	9.2	Met
Students with Disabilities	15	14.7	9.2	Not Met
English Learners	2	2.3	9.2	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
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.





**Fanny Meyer Hillers**  
(03-1860-110)  
Grades Offered: PK-04  
2018-2019

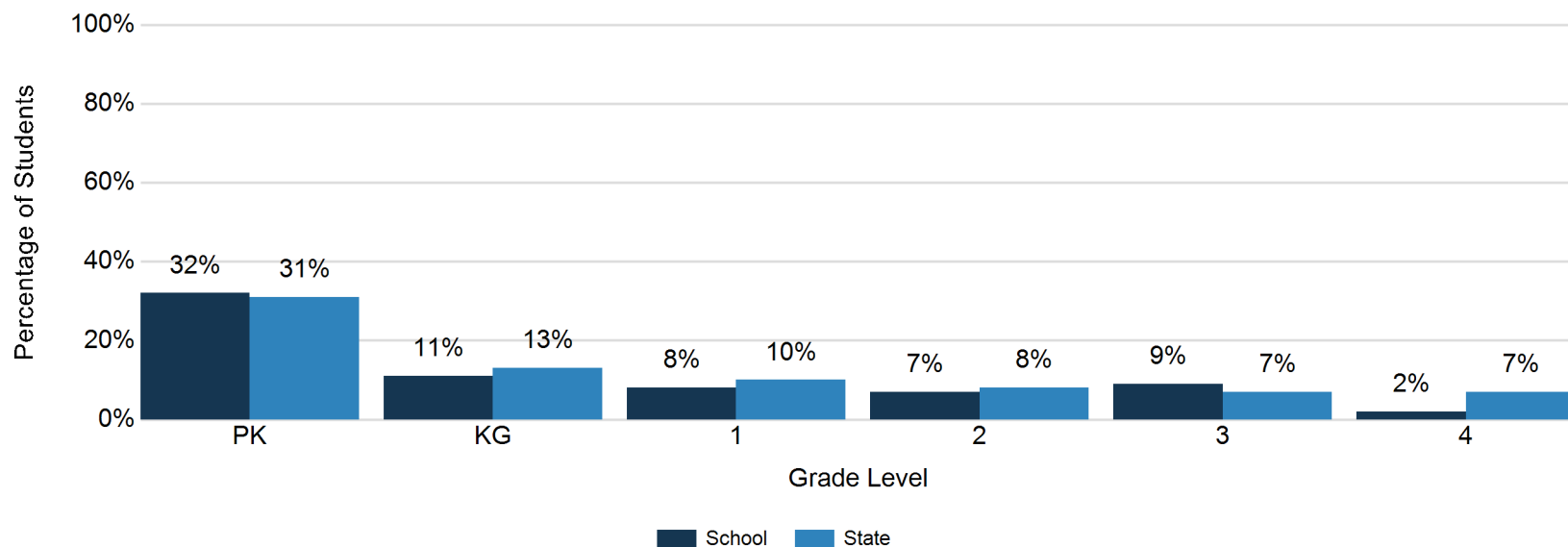
**Report Key:**

- \* 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

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

### Chronic Absenteeism by Grade

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





**Fanny Meyer Hillers**  
(03-1860-110)  
Grades Offered: PK-04  
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

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	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.50

### 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



**Fanny Meyer Hillers**  
(03-1860-110)  
Grades Offered: PK-04  
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

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.

### 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	2	2
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
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	0	0.0%
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

23



**Fanny Meyer Hillers**  
(03-1860-110)  
Grades Offered: PK-04  
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 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	2:50 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 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



**Fanny Meyer Hillers**  
(03-1860-110)  
Grades Offered: PK-04  
2018-2019

**Report Key:**

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

**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers – 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	48	118,214
Average years experience in public schools	8.5	12.1
Average years experience in district	8.5	10.8
Percentage of Teachers with 4 or more years experience in the district	68.8%	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	34	9,530
Average years experience in public schools	16.4	16.0
Average years experience in district	16.4	12.0
Percentage of Administrators with 4 or more years experience in the district	91.2%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	13:1
Students to Administrators	299:1	169:1
Teachers to Administrators	24:1	13:1
Students to Librarians/Media Specialists		958:1
Students to Nurses		718:1
Students to Counselors		479:1
Students to Child Study Team Members		198:1



**Fanny Meyer Hillers**  
(03-1860-110)  
Grades Offered: PK-04  
2018-2019

**Report Key:**

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

**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.2%	87.5%	100.0%	48.4%	77.1%	54.9%
Male	53.8%	12.5%	0.0%	51.6%	22.9%	45.1%
White	5.9%	54.2%	0.0%	42.4%	83.6%	77.4%
Hispanic	58.7%	29.2%	50.0%	29.9%	7.3%	7.2%
Black or African American	22.2%	12.5%	50.0%	15.0%	6.6%	13.9%
Asian	11.0%	4.2%	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	0.5%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.3%	0.0%	0.0%	2.1%	0.2%	0.2%



**Fanny Meyer Hillers**  
(03-1860-110)  
Grades Offered: PK-04  
2018-2019

**Report Key:**

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

**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers and Administrators - 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	91.4%	90.5%
2017-18 Administrators: Same district 2018-19	97.0%	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	95.6%



**Fanny Meyer Hillers**  
(03-1860-110)  
Grades Offered: PK-04  
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

## 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.



**Fanny Meyer Hillers**  
(03-1860-110)  
Grades Offered: PK-04  
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

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.



**Fanny Meyer Hillers**  
(03-1860-110)  
Grades Offered: PK-04  
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

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

### ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	31.5%	55.7%	55.6%
Math Proficiency	30.6%	43.7%	49.4%
ELA Growth	26	53	40
Math Growth	34	64	56
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		59.6%	55.6%
Chronic Absenteeism	6.9%	8.7%	7.2%

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



**Fanny Meyer Hillers**  
(03-1860-110)  
Grades Offered: PK-04  
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

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.



**Fanny Meyer Hillers**  
(03-1860-110)  
Grades Offered: PK-04  
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

### 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	Met Standard	Met Target†	Met	No
White	**	**	**	**	n/a	Met	No
Hispanic	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Black or African American	Met Target	Met Target	Not Met	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	N	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	Met Target	Not Met	Met Standard	n/a	Met	No
Students with Disabilities	Met Target†	Met Target†	Met Standard	Not Met	n/a	Not Met	No
English Learners	Met Target	Met Target	Met Standard	Met Standard	Met Standard	Met	No

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



**Fanny Meyer Hillers**  
(03-1860-110)  
Grades Offered: PK-04  
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.



### Highlights:

- A Smartboard and digital projector have been installed in every classroom. The chromebook-to-student ratio is 1:1. Classrooms also have Elmos/Hover Cams that display still images or live videos.
- The Hillers TV Morning News Show is projected live on Smartboards. It is anchored and produced by 4th grade students.
- Fall Literacy Night, Math Carnival and Walk-in-My-Shoes Career Day are learning events hosted for the entire family.



### Mission, Vision, Theme:

We believe every child is unique and capable of reaching their highest potential of academic and social success. We believe this will be realized through the effective collaboration of all Stakeholders. Relevant professional development, implementation of current technology, coupled with standards-based instruction, is our anchor. We believe in celebrating the diversity of our families. These beliefs serve as the guiding principles for educating our students towards lifelong success.



### Awards, Recognition, Accomplishments:

The staff at Fanny Meyer Hillers School is highly qualified and committed to implementing curriculum that addresses the NJSLs and Hackensack Schools' vision, mission and goals. Last year, one of our Hillers School Stars competed in the NJ Regional Spelling Bee. Our 4th grade star competed with students in grades 3-8 from Bergen County schools. She successfully made it through three rounds of competition. One of our second grade teachers was selected and honored as Teacher of The Year for the state of NJ, which yielded a school visit from Gov. Phil Murphy.





**Fanny Meyer Hillers**  
(03-1860-110)  
Grades Offered: PK-04  
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.

 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Differentiation, technology and student engagement are the tenets of the curriculum. “Journeys” provides solid instruction that is clear and focused with rigorous pacing and interactive resources. This year, common grade level read alouds have been implemented in order to expose students to rich literature, expand vocabulary and enhance critical thinking skills. The “Go Math” program offers an engaging and interactive approach to understanding and explaining mathematical concepts. NexGen Science Standards are addressed through hands-on experiences. The “My World” Social Studies program offers students engaging lessons about their world and their place in it.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Hillers School established a Student Ambassador Program that affords students the opportunity to take an active role in the democratic process and promote a positive climate and culture in our school. We also offer clubs that are designed to develop and nurture students’ gifts and talents. They include Instrumental Music, Glee Club, Bell Ringers, Cool Courses, MakerSpace Club, Lego League and Mad Science. Student successes are celebrated at the Stellar Awards assemblies.</p>





**Fanny Meyer Hillers**  
(03-1860-110)  
Grades Offered: PK-04  
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.

 <p><b>Before and After School Programs:</b></p>	<p>Hillers School offers support and enrichment opportunities for students via Jr. Lego League, Homework Help and BOOST Academy.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>Hillers School promotes the use of best practices by providing staff with targeted, data-informed, teacher-driven, directed professional development. Our faculty is committed to enhancing their instructional skills by engaging in collaborative work and study. Hillers U, our in-house PD academy for staff, allows faculty to choose from offerings they are interested in and are willing to facilitate. Grade level and data meetings allow staff members to learn from each other and share strategies.</p>



**Fanny Meyer Hillers**  
(03-1860-110)  
Grades Offered: PK-04  
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.



#### Student Supports and Services:

Hillers School students are supported with 504 Plans, by the I&RS Team, with Bilingual/ESL services as well as with Special Education and other related services such as Occupation, Physical and Speech Therapy. The addition of an instructional coach along with the building reading intervention specialist helped to support both students and staff with curriculum needs. The Hillers School Child Study Team works diligently to address the needs of students in our care. We receive Title 1 funding, enabling us to service our students, their families and our community members with meaningful programming and events



#### Student Health and Wellness:

Students' health and wellness is monitored by our School Nurse. The School Nurse conducts vision, height and weight screenings for all students. The nurse also plans programs for a healthy lifestyle for staff. Our students learn about health and nutrition through the SNAP-Ed Program and by visiting Hackensack University Medical Center for tours. The Asthma Bus, Mobile Dentist and the School Wellness Committee offer educational programs and services to our students and their families.



#### Parent and Community Involvement:

Our PTA is actively involved in all aspects of our school. The meetings include parenting workshops and light refreshments. In an effort to service all families the meetings are held on alternate months and held in both the morning and the evening. "Coffee and Conversation with Mrs. Whiting" provides an opportunity for parents to chat with the principal over coffee and pastry in an informal setting while sharing ideas, suggestions and asking questions. It is a wonderful and priceless exchange.





**Fanny Meyer Hillers**  
(03-1860-110)  
Grades Offered: PK-04  
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.

 <p><b>Climate Surveys:</b></p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Our School Improvement Team crafted a survey to gather information about the attitudes and perceptions of students, parents, teachers and community members . All Stakeholders received a digital survey via a Google form and hardcopy . The committee gathered the results and shared them during staff meetings and with parents and community members at “Breakfast with the Principal”. Our committee meets regularly to keep a pulse on the climate and culture of our school.</p>
 <p><b>Facilities:</b></p>	<p>Hillers is a school with beautiful architecture built in 1927. It rests atop a hill overlooking the New York City skyline. The entrance walkway and school foyer are adorned with seasonal decorations creating a welcoming atmosphere. Student work is showcased throughout the building. The school has four floors and is handicap accessible. The diversity and culture of our school is celebrated in the auditorium with a display of flags from around the world which represent the students of our school.</p>



### Fanny Meyer Hillers

(03-1860-110)

Grades Offered: PK-04

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.



### Other Information

Fanny Meyer Hillers School, fondly referred to as the Academy on the Hill, proudly educates students in kindergarten through fourth grade. We are a neighborhood school with busing limited to our special needs population. Our school day is from 8:30 am to 2:50 pm. Our theme at Hillers School is "A School of STARS". STARS serving as the acronym for "Striving To Always Reach and Serve" our students, families and community. Our vision is for every student to reach their greatest potential every day in every way. At Hillers School, students enthusiastically anticipate new experiences daily. Our students are secure in the realization that academic errors are not viewed as problems but rather as teaching and learning opportunities. We consider one of our strengths to be our rich cultural, linguistic and cognitive diversity. Our students speak many languages and arrive from countries from all over the world. Our faculty proudly serves our community of learners and works tirelessly to make this school an academy of rigorous learning where students feel both safe and academically challenged. At Fanny Meyer Hillers School, we take pride in our vision to become an exemplary school and continuously strive to offer an outstanding educational experience to our students-our Hillers School STARS!



### Hackensack High School

(03-1860-050)

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

#### How to use this report:

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

#### Navigating through the reports:

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

#### Other Resources:

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

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

**Hackensack High School**

(03-1860-050)

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	Bergen
District	Hackensack School District
Principal Name	Mr. James Montesano
Address	FIRST & BEECH STREETS HACKENSACK, NJ 07601
Phone Number	201-646-7900
Email Address	<a href="mailto:jim.montesano@hackensackschools.org">jim.montesano@hackensackschools.org</a>
Website	<a href="https://www.hackensackschools.org/Domain/843">https://www.hackensackschools.org/Domain/843</a>
Twitter	<a href="https://AtHHSComets">https://AtHHSComets</a>



**Hackensack High School**  
(03-1860-050)  
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

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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
9	532	496	531
10	459	518	473
11	412	429	461
12	423	455	460
Total	1,826	1,898	1,925

### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	47.9%	48.6%	49.1%
Male	52.1%	51.4%	50.9%
Economically Disadvantaged Students	51.6%	51.6%	48.8%
Students with Disabilities	13.4%	14.0%	15.0%
English Learners	7.7%	9.3%	9.4%
Homeless Students	1.2%	1.4%	1.1%
Students in Foster Care	0.2%	0.2%	0.1%
Military-Connected Students	0.0%	0.5%	0.3%
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	17.6%	16.2%	15.0%
Hispanic	52.5%	55.2%	55.9%
Black or African American	23.5%	22.4%	22.7%
Asian	6.0%	5.6%	5.9%
Native Hawaiian or Pacific Islander	0.1%	0.2%	0.2%
American Indian or Alaska Native	0.3%	0.2%	0.1%
Two or More Races	0.0%	0.2%	0.4%

### 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	1,815	1,883	1,911
Shared Time Students	22	28	26
Full Time Equivalent	1,826	1,897	1,924

### 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	55.3%
Spanish	40.2%
Other Languages	4.5%



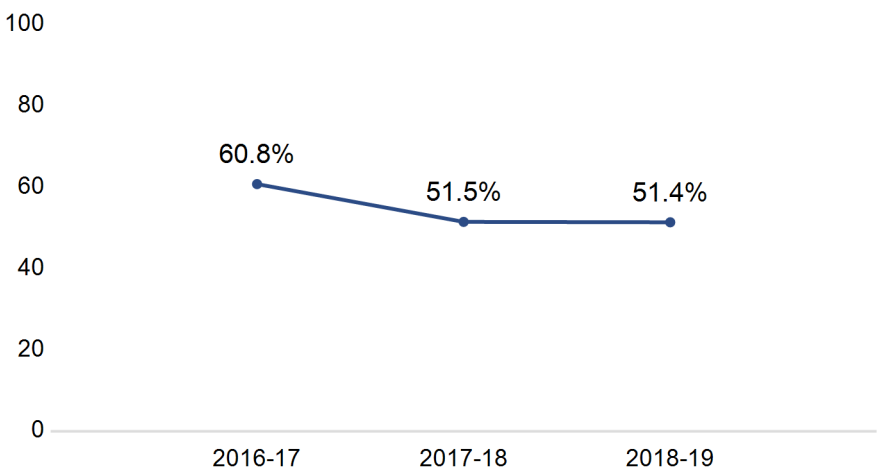
**Hackensack High School**  
 (03-1860-050)  
 Grades Offered: 09-12  
 2018-2019

**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

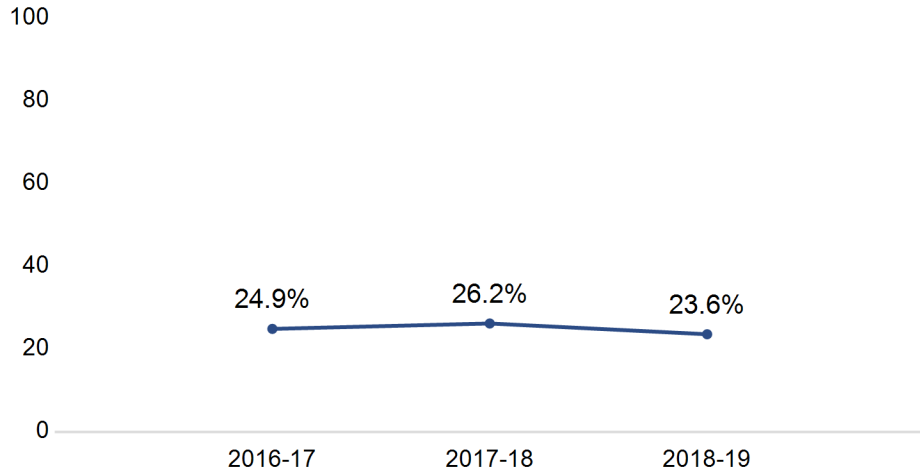
**English Language Arts and Mathematics Performance Trends**

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	98.6%	98.4%	99.1%	98.4%	98.9%	99.3%
Proficiency Rate for Federal Accountability	60.8%	51.5%	51.4%	24.9%	26.2%	23.6%
Annual Target	51.6%	53.1%	54.6%	24.1%	27.1%	30.0%
Met Annual Target?	Met Target	Met Target†	Not Met	Met Target	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



**Hackensack High School**  
(03-1860-050)  
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

## 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	914	99.1	51.4	49.0	57.9	51.4	54.6	Not Met
White	133	100.0	58.6	57.8	66.9	58.6	66.7	Not Met
Hispanic	510	99.2	48.0	46.5	43.9	48.0	48.8	Met Target†
Black or African American	208	97.7	49.5	47.6	38.5	49.5	50.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	72.5	82.9	*	78.5	Not Met
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	451	99.1	57.0	56.1	64.8	57.0		
Male	463	99.0	46.0	42.6	51.3	46.0		
Economically Disadvantaged Students	425	99.1	46.4	44.4	40.0	46.4	47.6	Met Target†
Non-Economically Disadvantaged Students	489	99.0	55.8	55.6	67.9	55.8		
Students with Disabilities	168	96.6	11.3	13.7	22.7	11.3	15.7	Not Met
Students without Disabilities	746	99.6	60.5	58.9	65.1	60.5		
English Learners	79	100.0	11.4	24.3	29.3	11.4	16.8	Met Target†
Non-English Learners	835	99.0	55.2	52.8	60.6	55.2		
Homeless Students	13	100.0	*	21.3	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



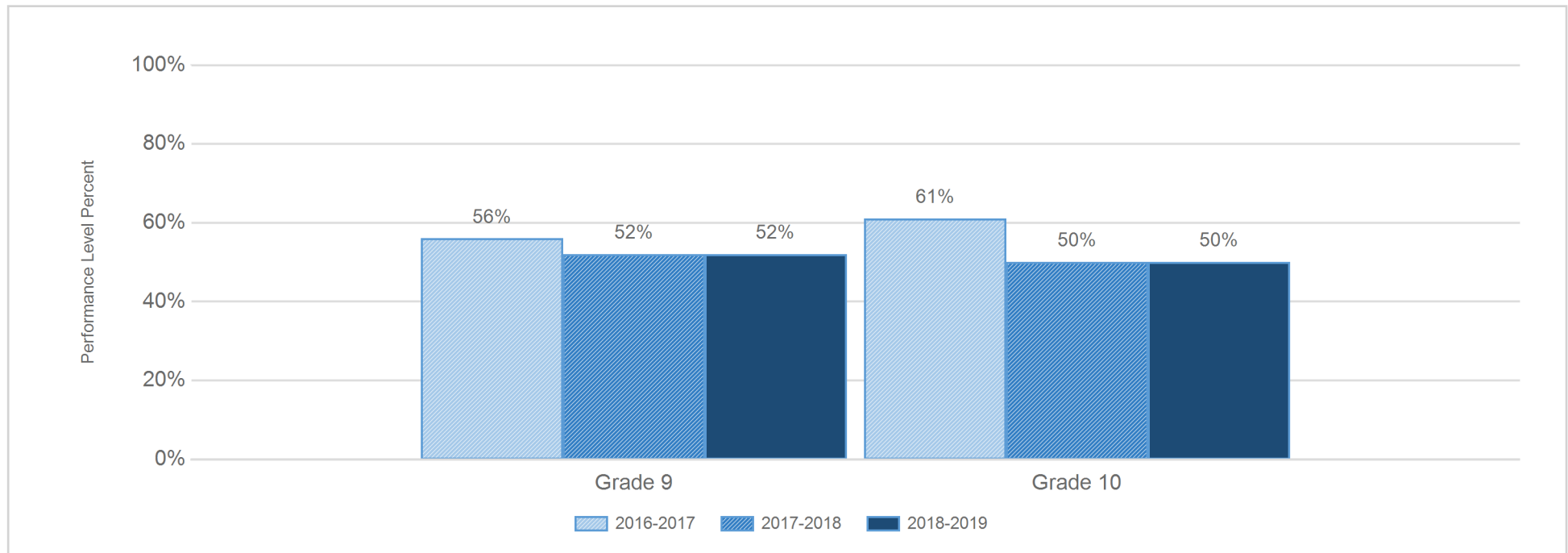
**Hackensack High School**  
(03-1860-050)  
Grades Offered: 09-12  
2018-2019

**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

### 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.





**Hackensack High School**  
(03-1860-050)  
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

### 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
<b>Schoolwide</b>	489	750	750	753	13%	9%	26%	39%	13%	52%	56%
White	69	759	759	762	*	*	22%	46%	19%	65%	65%
Hispanic	264	748	748	737	15%	8%	26%	39%	12%	50%	40%
Black or African American	121	745	745	732	10%	14%	31%	*	*	45%	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	241	753	753	760	10%	10%	23%	39%	17%	56%	63%
Male	248	747	747	746	15%	8%	29%	40%	9%	49%	49%
Economically Disadvantaged Students	236	747	747	734	13%	10%	28%	37%	11%	48%	36%
Non-Economically Disadvantaged Students	253	752	752	762	12%	8%	24%	42%	15%	56%	65%
Students with Disabilities	93	720	720	717	31%	16%	40%	*	*	13%	17%
Students without Disabilities	396	757	757	760	8%	7%	23%	*	*	62%	63%
English Learners	26	688	688	693	*	*	*	*	*	*	*
Non-English Learners	463	753	753	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	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%



**Hackensack High School**  
(03-1860-050)  
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

### 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>	444	747	747	757	18%	12%	20%	34%	16%	50%	58%
White	67	746	746	767	27%	*	*	27%	22%	49%	67%
Hispanic	258	742	742	738	18%	14%	23%	33%	12%	45%	43%
Black or African American	90	754	754	733	16%	13%	14%	38%	19%	57%	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	*	*	*	766	*	*	*	*	*	*	65%
Female	224	753	753	766	16%	10%	19%	36%	20%	56%	66%
Male	220	741	741	749	20%	15%	21%	31%	12%	43%	51%
Economically Disadvantaged Students	196	741	741	735	19%	15%	23%	32%	11%	43%	40%
Non-Economically Disadvantaged Students	248	752	752	767	17%	10%	18%	35%	20%	55%	67%
Students with Disabilities	74	705	705	711	*	*	*	*	*	*	19%
Students without Disabilities	370	755	755	765	*	*	*	*	*	*	65%
English Learners	40	686	686	687	*	*	*	*	*	*	*
Non-English Learners	404	753	753	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



**Hackensack High School**  
(03-1860-050)  
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

### 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	719	99.3	23.6	29.7	44.5	23.6	30	Not Met
White	113	98.3	31.0	42.5	54.1	31.0	37.6	Met Target†
Hispanic	415	99.3	21.4	28.1	28.8	21.4	26.9	Not Met
Black or African American	141	100.0	20.6	24.3	23.0	20.6	24.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	45	100.0	37.8	59.6	76.5	37.8	51.3	Not Met
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	341	99.4	21.7	30.3	44.9	21.7		
Male	378	99.2	25.4	29.2	44.2	25.4		
Economically Disadvantaged Students	313	99.1	20.1	26.8	26.3	20.1	29.9	Not Met
Non-Economically Disadvantaged Students	406	99.5	26.4	33.9	54.9	26.4		
Students with Disabilities	89	97.9	10.1	*	17.4	10.1	16.7	Not Met
Students without Disabilities	630	99.5	25.6	*	50.0	25.6		
English Learners	59	100.0	*	*	25.0	*	13.7	Not Met
Non-English Learners	660	99.3	*	*	46.5	*		
Homeless Students	*	*	*	29.5	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



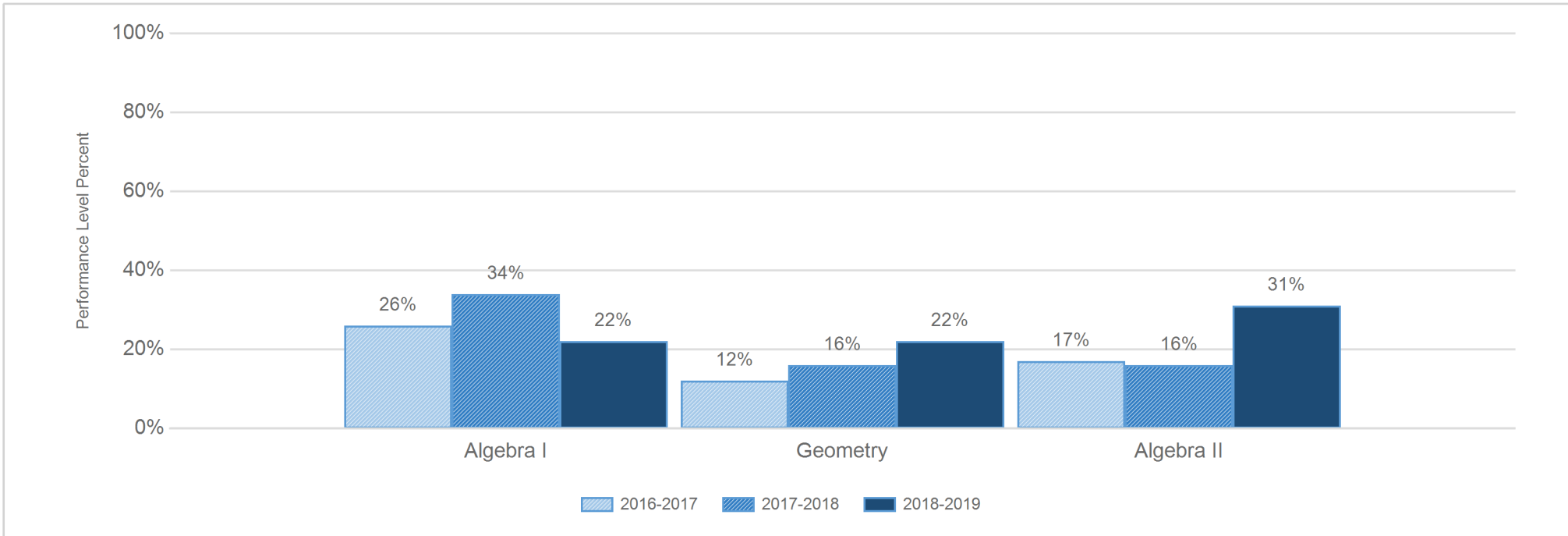
**Hackensack High School**  
(03-1860-050)  
Grades Offered: 09-12  
2018-2019

**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

### 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.



**Hackensack High School**  
(03-1860-050)  
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

### 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.

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>	364	729	734	744	14%	31%	33%	*	*	22%	42%
White	47	732	*	752	*	26%	34%	*	*	26%	53%
Hispanic	217	728	733	728	14%	31%	33%	*	*	22%	24%
Black or African American	78	729	733	725	*	36%	33%	*	*	19%	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	*	*	*	752	*	*	*	*	*	*	51%
Female	166	729	734	745	11%	33%	36%	*	*	19%	44%
Male	198	729	734	743	16%	30%	30%	*	*	24%	41%
Economically Disadvantaged Students	160	730	734	727	14%	33%	31%	*	*	23%	23%
Non-Economically Disadvantaged Students	204	729	734	752	14%	30%	34%	*	*	22%	52%
Students with Disabilities	50	708	708	717	*	*	*	*	*	*	12%
Students without Disabilities	314	733	738	748	*	*	*	*	*	*	47%
English Learners	36	705	705	710	*	*	*	*	*	*	*
Non-English Learners	328	732	737	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



**Hackensack High School**  
(03-1860-050)  
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

### 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.

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>	266	731	732	737	9%	24%	45%	*	*	22%	35%
White	57	734	*	743	*	*	37%	32%	0%	32%	43%
Hispanic	143	730	*	724	8%	27%	46%	*	*	18%	17%
Black or African American	49	728	*	720	*	*	49%	*	*	20%	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	138	731	*	738	9%	21%	49%	*	*	21%	36%
Male	128	730	*	736	9%	27%	41%	*	*	23%	34%
Economically Disadvantaged Students	119	729	*	722	*	30%	50%	*	*	14%	16%
Non-Economically Disadvantaged Students	147	732	*	743	*	18%	41%	*	*	29%	43%
Students with Disabilities	31	709	*	712	*	*	*	*	*	*	*
Students without Disabilities	235	734	*	741	*	*	*	*	*	*	*
English Learners	17	703	703	708	*	*	*	*	*	*	*
Non-English Learners	249	733	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	739	*	*	*	*	*	*	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



**Hackensack High School**  
(03-1860-050)  
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

### 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.

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	732	732	755	16%	24%	29%	31%	0%	31%	58%
White	13	747	747	758	0%	*	*	*	*	38%	62%
Hispanic	65	726	726	731	23%	25%	25%	28%	0%	28%	34%
Black or African American	17	729	729	725	*	*	*	*	*	24%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	49	738	738	752	*	*	*	27%	0%	27%	55%
Male	57	726	726	758	*	*	*	35%	0%	35%	62%
Economically Disadvantaged Students	41	731	731	729	*	*	32%	27%	0%	27%	32%
Non-Economically Disadvantaged Students	65	732	732	761	*	*	28%	34%	0%	34%	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	106	732	732	755	16%	24%	29%	31%	0%	31%	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	*



**Hackensack High School**  
(03-1860-050)  
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

### DLM Alternate Assessment - Participation

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

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

### English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	22.8%	40.9%	Not Met

† 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	92	*	*
3-4	60	*	*
5 or more	17	*	*



**Hackensack High School**  
(03-1860-050)  
Grades Offered: 09-12  
2018-2019

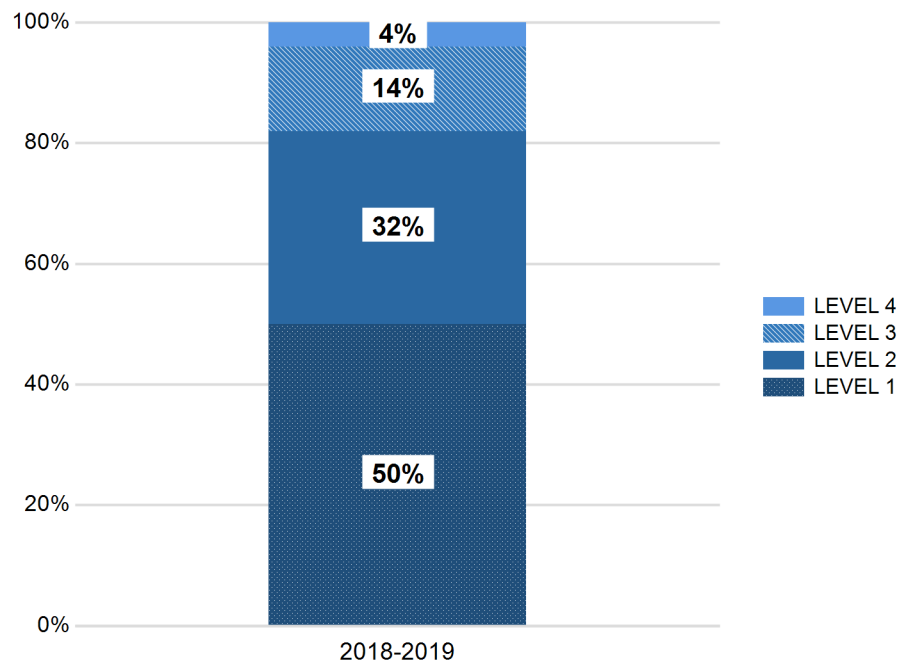
**Report Key:**

- \* 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

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>	50	32	14	4
White	40	40	15	5
Hispanic	51	30	16	3
Black or African American	61	31	6	2
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	49	36	14	1
Male	50	28	15	7
Economically Disadvantaged Students	53	30	13	4
Non-Economically Disadvantaged Students	47	34	16	3
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	88	9	2	0
Non-English Learners	46	34	16	4
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



**Hackensack High School**  
(03-1860-050)  
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

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	82.4%	84.5%
12th graders taking SAT in 2018-19 or prior years	66.5%	72.1%
12th graders taking ACT in 2018-19 or prior years	8.0%	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	438	476	Grade 10: 430 Grade 11: 460	47%	61%
PSAT 10/NMSQT - Math	441	477	Grade 10: 480 Grade 11: 510	25%	43%
SAT - Reading and Writing	498	539	480	57%	70%
SAT - Math	498	541	530	32%	53%
ACT - Reading	22	25	22	57%	66%
ACT - English	21	24	18	78%	81%
ACT - Math	22	24	22	57%	65%
ACT - Science	21	24	23	43%	57%



**Hackensack High School**  
(03-1860-050)  
Grades Offered: 09-12  
2018-2019

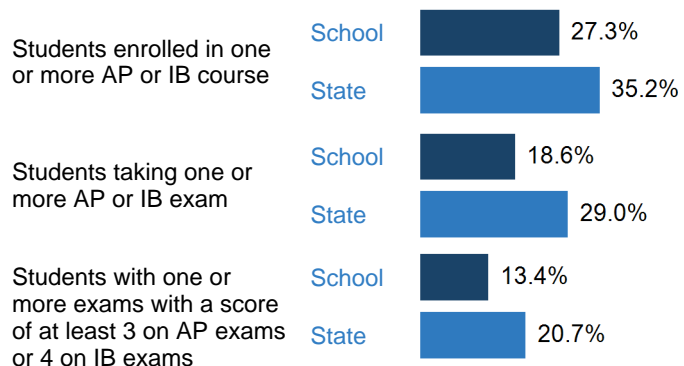
**Report Key:**

- \* 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

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.



### 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 Art—History of Art	11	5
AP Biology	24	12
AP Calculus AB	20	14
AP Calculus BC	12	12
AP Chemistry	17	15
AP Computer Science A	21	6
AP Computer Science Principles	0	11
AP English Language and Composition	63	29
AP English Literature and Composition	79	59
AP Italian Language and Culture	12	3
AP Macroeconomics	12	10
AP Music Theory	7	3
AP Physics 1	0	19
AP Physics B	26	0
AP Physics C	11	0
AP Physics C: Mechanics	0	11

### 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.



**Hackensack High School**

(03-1860-050)

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

AP/IB Course	Students Enrolled	Students Tested
AP Psychology	59	20
AP Spanish Language	29	29
AP Statistics	9	4
AP Studio Art—Two-Dimensional	7	0
AP World History	64	61
Total Exams taken		323
Exams with scores of at least 3 on AP exams or 4 on IB exams		203



**Hackensack High School**  
 (03-1860-050)  
 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

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.

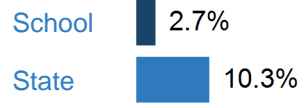
**CTE Participants**

(completed only one course in an approved CTE program)



**CTE Concentrators**

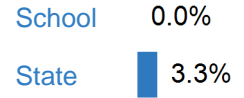
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



**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**





**Hackensack High School**  
(03-1860-050)  
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

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 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	6.9%	2.7%	7.7%	10.3%
White	7.6%	*	6.1%	9.6%
Hispanic	6.6%	2.4%	10.3%	11.3%
Black or African American	6.9%	3.9%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	8.6%	0.0%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	6.4%	2.5%	7.3%	10.6%
Male	7.4%	2.9%	8.0%	10.1%
Economically Disadvantaged Students	5.5%	2.4%	10.4%	11.8%
Students with Disabilities	6.2%	*	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	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*



**Hackensack High School**  
(03-1860-050)  
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

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

### Industry-Valued Credentials

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

#### Students Earning Industry-Valued Credentials



### Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	*		
Architecture & Construction	*	*	*
Arts, AV Technology & Communications	*		
Finance	96		
Health Science	*		
Hospitality & Tourism	83	*	*
Human Services	*		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	198	*	*



**Hackensack High School**  
(03-1860-050)  
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

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	215	57	24	1	0	0	237
10	143	212	81	21	0	0	23
11	18	46	328	47	0	1	33
12	10	19	76	102	32	8	149
Total	386	334	509	171	32	9	442
Enrolled in AP/IB Course					32	9	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	39

### 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	224	30	0	279	1	0
10	43	410	0	22	5	0
11	233	40	0	10	194	9
12	40	15	0	10	32	64
Total	540	495	0	321	232	73
Enrolled in AP/IB Course	24	17		0	37	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	48



**Hackensack High School**  
(03-1860-050)  
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

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.

### 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	13	513	0	0	0	4
10	31	440	28	3	0	32
11	367	77	10	20	15	40
12	49	40	21	126	35	88
Total	460	1070	59	149	50	164
Enrolled in AP/IB Course	64	0	12	59		0
Enrolled in Dual Enrollment Course	0	0	0	0	50	36

### 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	325	54	67	0	0	0	0
10	344	25	39	0	0	0	0
11	235	16	34	0	0	0	0
12	79	8	16	0	0	0	0
Total	983	103	156	0	0	0	0
Enrolled in AP/IB Course	29	0	12	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	225	11	18	0	0	0	0



**Hackensack High School**  
(03-1860-050)  
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

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

### Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	26	0	0	0	0	0
11	28	0	0	0	0	0
12	39	0	0	0	0	0
Total	93	0	0	0	0	0
Enrolled in AP/IB Course	21		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



### Hackensack High School

(03-1860-050)

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

### Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0



**Hackensack High School**  
(03-1860-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

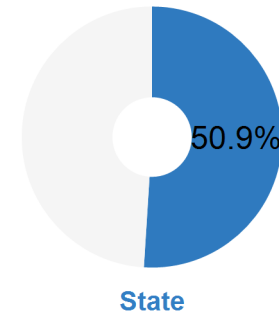
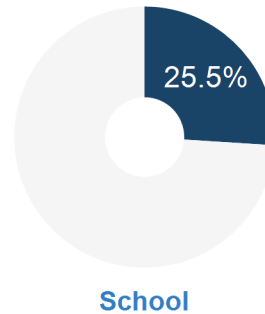
- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

## Visual and Performing Arts – Course Participation

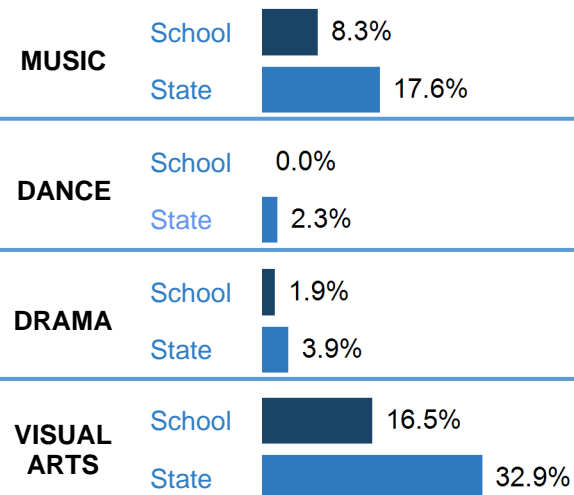
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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





**Hackensack High School**  
(03-1860-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

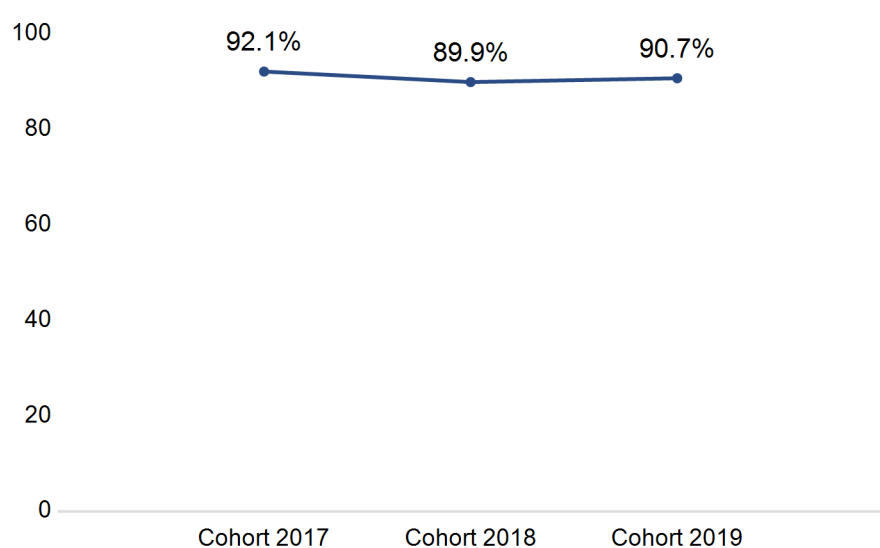
- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

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

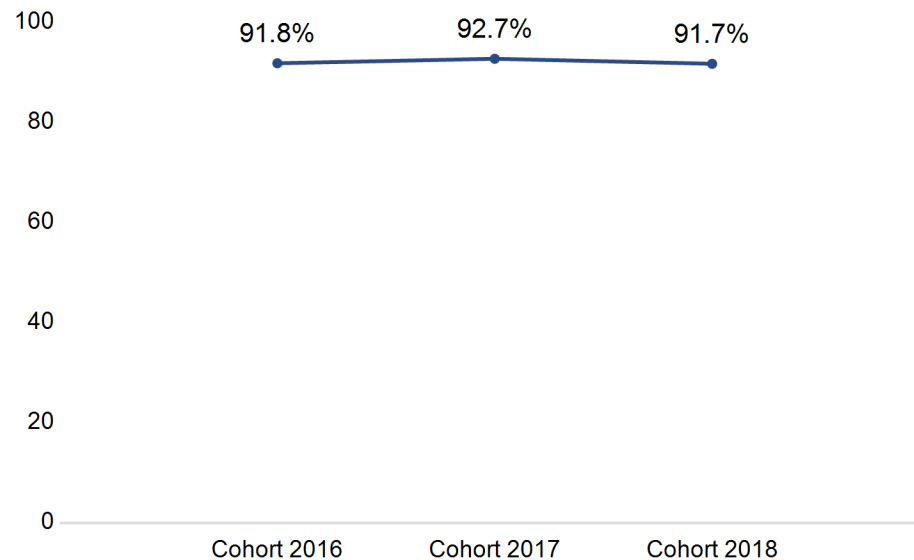
### Graduation Rate Trends and Progress

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	92.1%	89.9%	90.7%	91.8%	92.7%	91.7%
Annual Target	90.9%	91.1%		87.6%	88.1%	
Met Annual Target?	Met Target	Not Met		Met Target	Met Target	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



**Hackensack High School**  
(03-1860-050)  
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

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	90.7%	90.6%	91.7%	92.5%	89.9%	91.1%	Not Met	92.7%	88.1%	Met Target
White	85.7%	94.9%	94.8%	95.9%	93.8%	95.0%	Not Met	94.6%	91.2%	Met Target
Hispanic	93.1%	84.5%	92.4%	87.3%	90.1%	93.5%	Not Met	95.0%	N	Met Goal
Black or African American	90.2%	83.3%	90.0%	87.1%	88.3%	80.1%	Met Target	86.9%	79.9%	Met Target
Asian, Native Hawaiian or Pacific Islander	*	96.9%	86.2%	97.8%	86.2%	95.0%	Not Met	*	N	Met Goal
American Indian or Alaska Native	*	92.2%	*	88.9%	*	**	**	*	**	**
Two or More Races	N	91.4%	*	94.2%	*	**	**	N	N	N
Female	93.3%	92.8%	91.7%	94.4%	90.9%			94.3%		
Male	88.3%	88.5%	91.7%	90.8%	89.1%			91.3%		
Economically Disadvantaged Students	91.9%	84.0%	89.9%	87.3%	87.8%	89.5%	Not Met	90.2%	87.0%	Met Target
Students with Disabilities	74.7%	79.2%	77.1%	83.8%	76.8%	82.9%	Not Met	76.5%	83.5%	Not Met
English Learners	93.2%	75.4%	93.5%	80.1%	80.9%	87.1%	Not Met	94.9%	93.0%	Met Target
Homeless Students	*	74.6%	*	78.3%	*			100.0%		
Students in Foster Care	*	57.6%	*	82.5%	*			*		
Migrant Students	N	83.3%	N	85.0%	N			N		

**Hackensack High School**

(03-1860-050)

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

**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	77.7%	52.1%
Substitute Competency Test	15.8%	38.7%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	6.3%	9.0%
Unknown	0.2%	0.2%

**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	0.1%	1.2%
2017-2018	0.1%	1.2%
2016-2017	0.5%	1.1%



### Hackensack High School

(03-1860-050)

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

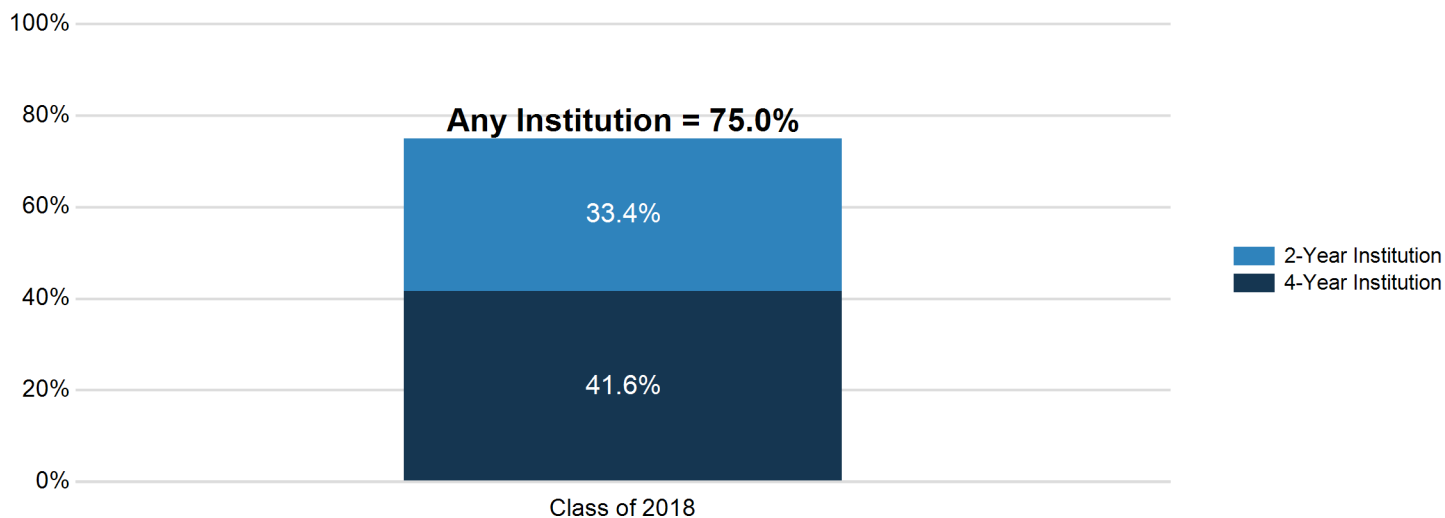
† This indicates a table specific note, see note below table

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	33.4%
% Enrolled in 4-Year Institution	41.6%
% Enrolled in Any Postsecondary Institution	75.0%



**Hackensack High School**  
(03-1860-050)  
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

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	70.9%	48.3%	51.7%
White	78.4%	37.9%	62.1%
Hispanic	67.4%	58.7%	41.3%
Black or African American	69.8%	43.3%	56.7%
Asian, Native Hawaiian, or Pacific Islander	85.7%	25%	75%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged	66.2%	52.4%	47.6%
Students with Disabilities	48.4%	77.4%	22.6%
English Learners	31%	77.8%	22.2%

### 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	75%	44.5%	55.5%	83.6%	16.4%	84.5%	15.5%
White	79.8%	38.7%	61.3%	84%	16%	86.7%	13.3%
Hispanic	67.9%	54%	46%	87.1%	12.9%	87.7%	12.3%
Black or African American	83.5%	38.4%	61.6%	76.7%	23.3%	73.3%	26.7%
Asian, Native Hawaiian, or Pacific Islander	86.4%	21.1%	78.9%	78.9%	21.1%	94.7%	5.3%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged	72.5%	47.2%	52.8%	84.5%	15.5%	87.6%	12.4%
Students with Disabilities	58.7%	62.2%	37.8%	86.5%	13.5%	89.2%	10.8%
English Learners	45.5%	73.3%	26.7%	93.3%	6.7%	86.7%	13.3%



**Hackensack High School**  
(03-1860-050)  
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

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.

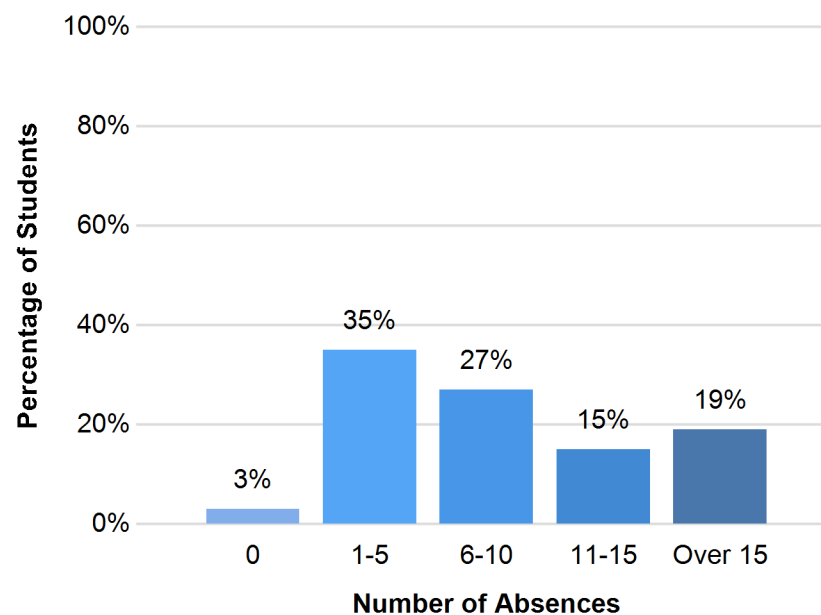
### Chronic Absenteeism

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	323	16.0	14.2	Not Met
White	45	14.5	14.2	Not Met
Hispanic	161	14.6	14.2	Not Met
Black or African American	104	22.0	14.2	Not Met
Asian, Native Hawaiian, or Pacific	10	8.1	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	167	16.9		
Male	156	15.1		
Economically Disadvantaged Students	168	17.6	14.2	Not Met
Students with Disabilities	99	26.0	14.2	Not Met
English Learners	29	16.6	14.2	Not Met
Homeless Students	10	43.5		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
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.





### Hackensack High School

(03-1860-050)

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

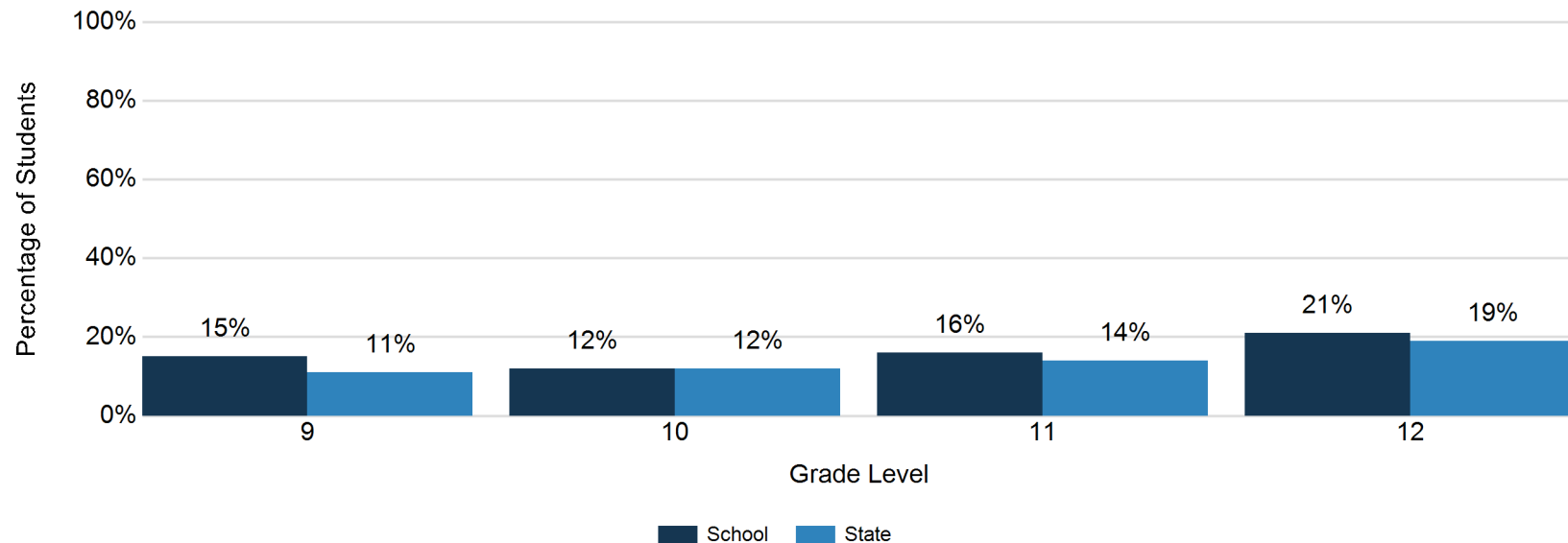
**N** No Data is available to display

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

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

### Chronic Absenteeism by Grade

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





### Hackensack High School

(03-1860-050)

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

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	18
Weapons	1
Vandalism	14
Substances	7
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	43
Incidents Per 100 Students Enrolled	2.23

#### 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	5
Weapons	1
Vandalism	2
Substances	3
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0



**Hackensack High School**  
(03-1860-050)  
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

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.

### 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	1	1
Other	0	3	3
No Identified Nature	3		3

### 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	141	7.3%
Out-of-School Suspensions	68	3.5%
Any Suspension	179	9.3%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

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

277

**Hackensack High School**

(03-1860-050)

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 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	2:25 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	4 Hrs 40 Mins
Shared Time - Instructional Time	4 Hrs. 40 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



## Hackensack High School

(03-1860-050)

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

### 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	135	118,214
Average years experience in public schools	11.6	12.1
Average years experience in district	11.5	10.8
Percentage of Teachers with 4 or more years experience in the district	83.0%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	34	9,530
Average years experience in public schools	16.4	16.0
Average years experience in district	16.4	12.0
Percentage of Administrators with 4 or more years experience in the district	91.2%	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	14:1	13:1
Students to Administrators	160:1	169:1
Teachers to Administrators	11:1	13:1
Students to Librarians/Media Specialists		958:1
Students to Nurses		718:1
Students to Counselors		479:1
Students to Child Study Team Members		198:1



**Hackensack High School**  
(03-1860-050)  
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

**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.1%	58.5%	41.7%	48.4%	77.1%	54.9%
Male	50.9%	41.5%	58.3%	51.6%	22.9%	45.1%
White	15.0%	69.6%	58.3%	42.4%	83.6%	77.4%
Hispanic	55.9%	19.3%	25.0%	29.9%	7.3%	7.2%
Black or African American	22.7%	6.7%	16.7%	15.0%	6.6%	13.9%
Asian	5.9%	3.7%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.7%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.4%	0.0%	0.0%	2.1%	0.2%	0.2%



**Hackensack High School**  
(03-1860-050)  
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

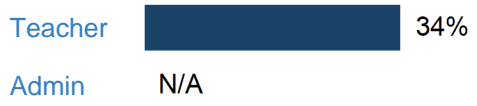
**Key terms for staff data:**

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

**Teachers and Administrators - 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.

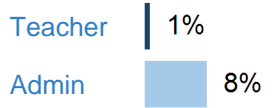
**Bachelor's Degree**



**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	91.4%	90.5%
2017-18 Administrators: Same district 2018-19	97.0%	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	95.8%



### Hackensack High School

(03-1860-050)

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

## 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.



**Hackensack High School**  
 (03-1860-050)  
 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

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.



**Hackensack High School**  
(03-1860-050)  
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

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

### 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	60.8%	51.5%	51.4%
Math Proficiency	24.9%	26.2%	23.6%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	92.1%	89.9%	90.7%
5-Year Graduation Rate†	91.8%	92.7%	91.7%
Progress toward English Language Proficiency		34.2%	22.8%
Chronic Absenteeism	8.2%	13.6%	16.0%

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



### Hackensack High School

(03-1860-050)

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

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.



**Hackensack High School**  
(03-1860-050)  
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

### 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	Not Met	Not Met	Not Met	Met Target	Not Met	Not Met	No
White	Not Met	Met Target†	Not Met	Met Target	n/a	Not Met	No
Hispanic	Met Target†	Not Met	Not Met	Met Goal	n/a	Not Met	No
Black or African American	Met Target†	Met Target†	Met Target	Met Target	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Not Met	Not Met	Not Met	Met Goal	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	Met Target	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	Met Target†	Not Met	Not Met	Met Target	**	Not Met	No

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



**Hackensack High School**  
(03-1860-050)  
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 Narrative

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



### Highlights:

- Hackensack High School was recognized as one of the top high schools in America via U.S. News and World Reports
- Hackensack High School's Academic Decathlon Team won the NJ Regional Tournament in 2017, 2019
- HHS was recently named to the Advanced Placement Honor Roll by College Board for equity and diversity.



### Mission, Vision, Theme:

"Reaching All Learners" HHS is a learning community that fosters an appreciation for cultural diversity, intellectual growth, and individual diligence. We strive to prepare students to accept life's challenges by encouraging them to be open-minded, reflective, life-long learners who have integrity and respect for others. HHS in partnership with our community, will develop citizens who make a difference in their community.



### Awards, Recognition, Accomplishments:

HHS was noted in "School Matters," a publication of Standards and Poor, as one of three New Jersey high schools that significantly narrowed the achievement gap for disadvantaged students. In addition, HHS was also recognized as a top high school in America by Newsweek Magazine several times. HHS was recognized as a Top High School U.S. News and World Reports in 2017 and made their Bronze Honor Roll in 2018 and 2019.






**Hackensack High School**  
(03-1860-050)  
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 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><b>Courses, Curriculum, Instruction:</b></p>	<p>HHS provides a wide range of educational opportunities to our students. We have challenged our students to take college level course work, including Advanced Placement and dual-enrollment Middle College courses. Students can choose from over 200 course offerings, including performing and fine arts, technology, career-based, business, and computer courses. New course additions include Graphic Arts, M in Stem, and Multicultural Literature.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Boys &amp; Girls), Cheerleading (Coed), Cross Country (Boys &amp; Girls), Field Hockey (Girls), Football (Boys), Golf (Boys &amp; Girls), Ice Hockey (Coed), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Boys &amp; Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Volleyball (Boys &amp; Girls), Wrestling (Boys &amp; Girls)</p> <p>HHS has a rich athletic history that is clearly embedded in the fabric of our school culture. To balance a strong academic program and to further educate the whole student, a child must seek challenges beyond the classroom. To enrich our student's co-curricular experiences, we offer 26 sports teams and over 50 clubs and activities. Impressively, over 80% of the student body participates in our music program, clubs and/or sports.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Hackensack High School is proud to offer over 30 clubs and activities for students. These clubs have been developed so that students can challenge themselves, open their humanitarian spirit and increase their sense of self-worth outside of the traditional classroom setting. This is a great opportunity for students to meet new people and make new friends and join a group that will share their ideas and interests.</p>






**Hackensack High School**  
(03-1860-050)  
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 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><b>Before and After School Programs:</b></p>	<p>Hackensack High School employs a full-time parent outreach coordinator. The coordinator runs a Parent Outreach program to identify the academic, social and emotional needs of families in our community. The program also offers ESL and technology classes for parents at no cost. Additionally, at-risk students are offered homework help sessions and mathematics tutoring.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>Hackensack High School's motto is "Reaching all Learners." We use that vision to drive our professional development. This year, our professional development focused on blended learning, student modifications for ESL and SE students, cultural competency, building communities and literacy across all departments. As a result of our literacy initiative, our PARCC scores have increased dramatically.</p>
 <p><b>Postsecondary Information:</b></p>	<p>Last year, over 83% of our students attended either 2 or 4 year colleges. Some of our recent graduates attended Cornell, West Point, University of North Carolina, Vanderbilt University, Cooper Union and Stanford. The High School offers a SAT course during the school day and also after school for free.</p>



**Hackensack High School**  
(03-1860-050)  
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 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.



### Student Supports and Services:

Hackensack High School provides a wide array of student support services to ensure that each child has the tools needed for success. Services include transition services for students with disabilities, homework and academic assistance for ELL and SE students, and targeted tutoring for at-risk students. HHS also offers a Drop-in Center that provides counseling, tutoring, and career and health programs for all students.



### Student Health and Wellness:

HHS promotes health and skill related fitness through the participation in physical activities. The program and associated experiences are planned with special consideration for the needs of individuals as well as members of a social group. We believe the health of each individual is dependent on the establishment of understandings and habits, which promotes lifelong wellness. Additionally, the Health Office offers blood pressure and vision screenings in coordination with Hackensack Hospital.



### Parent and Community Involvement:

Hackensack High School provides parents and community members with a multitude of opportunities to be involved in the educational process. Parents can join our PTSA, Parent Advisory Committee for Special Education or many of our athletic booster clubs and organizations. The community provides continuous support as evidenced by the \$250,000 in scholarships awarded yearly.



### Hackensack High School

(03-1860-050)

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 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>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Hackensack High School utilizes a culture and climate survey for parents, students, administrators and teachers. The survey is administered during the first and fourth marking periods. Survey results indicated that students felt safe at school, enjoyed coming to school and enjoyed the extra-curricular activities. One of the school's favorite activities are the pep-rallies.</p>
 <p>Facilities:</p>	<p>Hackensack High School was founded in 1894. The cornerstone for its present location at First and Beech Streets in Hackensack was laid on December 2, 1916. The 1966 expansion of Hackensack High School added the neighboring Beech Street School and extended a two-story bridge over First Street. Recent facility upgrades include a renovated library, MAC computer lab and fitness center.</p>



**Hackensack High School**  
 (03-1860-050)  
 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 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>Technology and STEM:</p>	<p>HHS was recently awarded Future Ready Silver Status</p>
--	--



### Hackensack High School

(03-1860-050)

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 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.



### Other Information

Hackensack High School's administrators, teachers, guidance counselors, nurses, and staff members are committed to making sure that every student graduating from Hackensack High School has a career plan that includes an educational component either on-the-job or in an educational setting (military, technical, two-or four-year college or apprenticeship). The key to a rewarding and successful educational experience is for our students to balance school with the values of family and community. Together, we are striving to produce an educated young adult committed to lifelong learning and ready to contribute to society. Hackensack High School receives great support from the community, which is evidenced by the wide range of educational opportunities provided to our students. Students can choose from over 200 course offerings, including dual-enrollment Middle College and Project Acceleration electives, Advanced Placement, performing and fine arts, technology, career-based, business, and computer courses. Since 2015-6, Hackensack High School has embarked on a 1:1 Chromebook Initiative for all students. We believe that a successful 1:1 initiative will redefine the traditional roles of student and teacher moving from a teacher centered classroom to one where student learning is individualized. This initiative will change the way information is shared, and how we interact and communicate with others so that our students become enlightened digital natives prepared for any opportunity in the ever changing arena of digital globalization.



**Hackensack Middle School**  
(03-1860-300)  
Grades Offered: 05-08  
2018-2019

**Report Key:**

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

**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

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

**Hackensack Middle School**

(03-1860-300)

Grades Offered: 05-08

2018-2019

**Report Key:**

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

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

## 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	Bergen
District	Hackensack School District
Principal Name	Mr. Damen Cooper
Address	360 Union Street Hackensack, NJ 07601
Phone Number	201-646-7842
Email Address	<a href="mailto:damencooper@hackensackschools.org">damencooper@hackensackschools.org</a>
Website	<a href="http://www.hackensackschools.org/Middle.cfm?subpage=239373">http://www.hackensackschools.org/Middle.cfm?subpage=239373</a>



**Hackensack Middle School**  
 (03-1860-300)  
 Grades Offered: 05-08  
 2018-2019

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

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
5	373	389	389
6	341	369	395
7	371	335	371
8	351	354	349
Total	1,436	1,447	1,504

**Enrollment Trends by Student Group**

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

Student Group	2016-17	2017-18	2018-19
Female	49.0%	48.2%	48.1%
Male	51.0%	51.8%	51.9%
Economically Disadvantaged Students	72.1%	70.4%	65.0%
Students with Disabilities	20.5%	20.9%	20.9%
English Learners	6.5%	6.8%	7.7%
Homeless Students	1.9%	1.6%	1.1%
Students in Foster Care	0.1%	0.3%	0.3%
Military-Connected Students	0.0%	0.0%	0.1%
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	5.2%	5.5%	5.1%
Hispanic	63.9%	63.6%	65.6%
Black or African American	25.9%	25.9%	25.1%
Asian	4.2%	3.5%	3.0%
Native Hawaiian or Pacific Islander	0.2%	0.8%	0.4%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	0.4%	0.6%	0.7%

**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	48.1%
Spanish	47.7%
Other Languages	4.1%



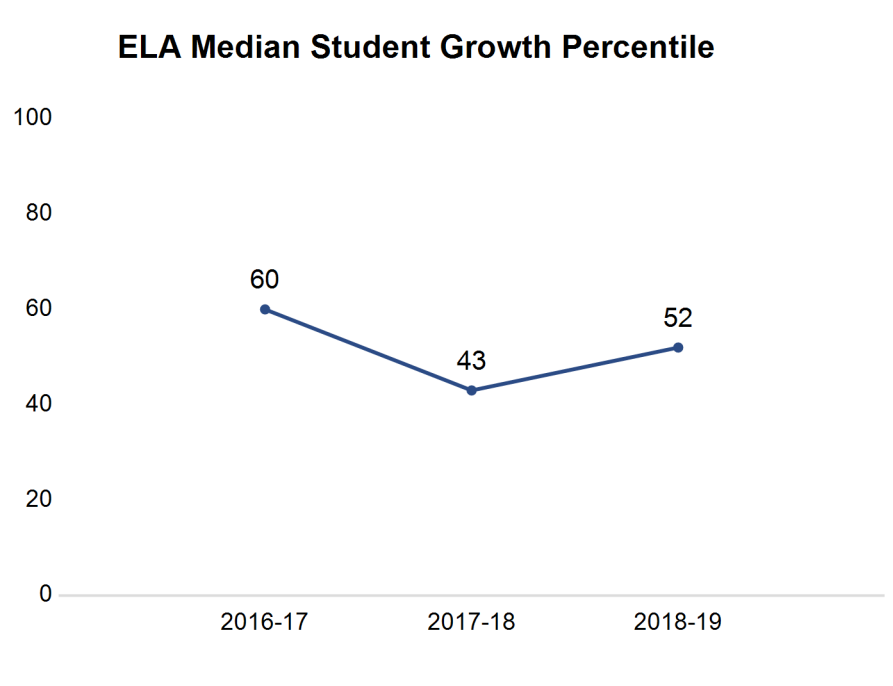
**Hackensack Middle School**  
 (03-1860-300)  
 Grades Offered: 05-08  
 2018-2019

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

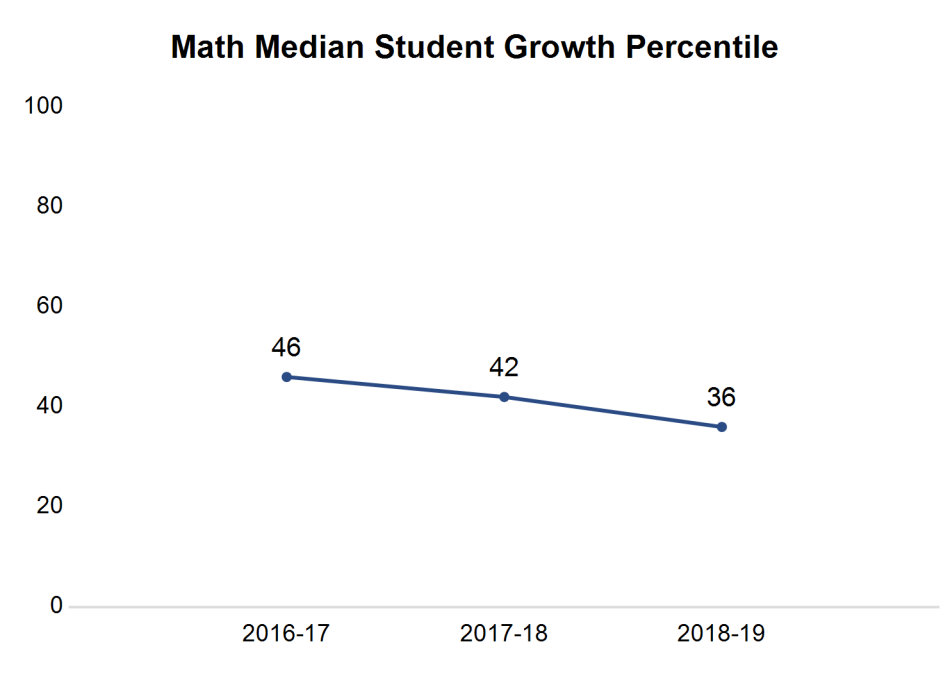
**Student Growth Trends and Progress**

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

**ELA Median Student Growth Percentile**



**Math Median Student Growth Percentile**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	60	43	52	46	42	36
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



**Hackensack Middle School**  
(03-1860-300)  
Grades Offered: 05-08  
2018-2019

**Report Key:**

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

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	52	51	50	Met Standard	36	40	50	Not Met
White	56	58	50	Met Standard	34.5	46	52	Not Met
Hispanic	54	51	49	Met Standard	36	40	47	Not Met
Black or African American	48	47	45	Met Standard	35	36	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	67	59	59	Exceeds Standard	59	65	60	Met Standard
American Indian or Alaska Native	*	*	56	**	N	N	51.5	**
Two or More Races	48	39	49	**	*	34	52	**
Female	55.5	53	53	N	38.5	43	50	N
Male	50	49	47	N	34	37	51	N
Economically Disadvantaged Students	52	50	48	Met Standard	35	40	46	Not Met
Students with Disabilities	47	46	43	Met Standard	31	36	45	Not Met
English Learners	50	48	52	Met Standard	39	42	50	Not Met
Homeless Students	39	60	43	N	51.5	52	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



**Hackensack Middle School**  
 (03-1860-300)  
 Grades Offered: 05-08  
 2018-2019

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

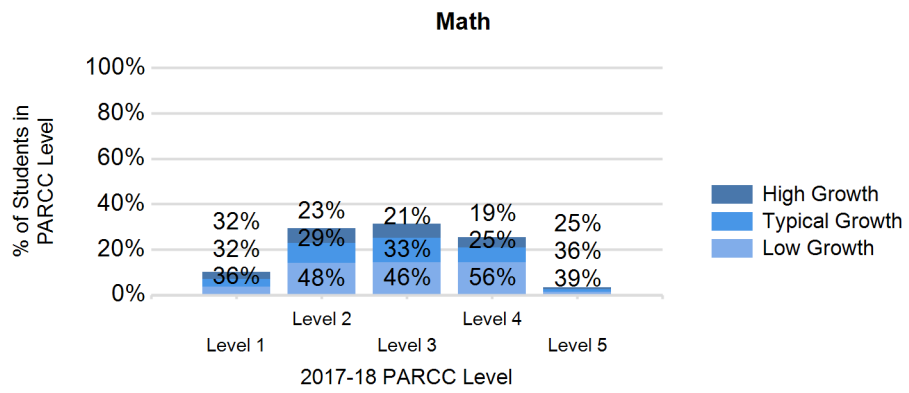
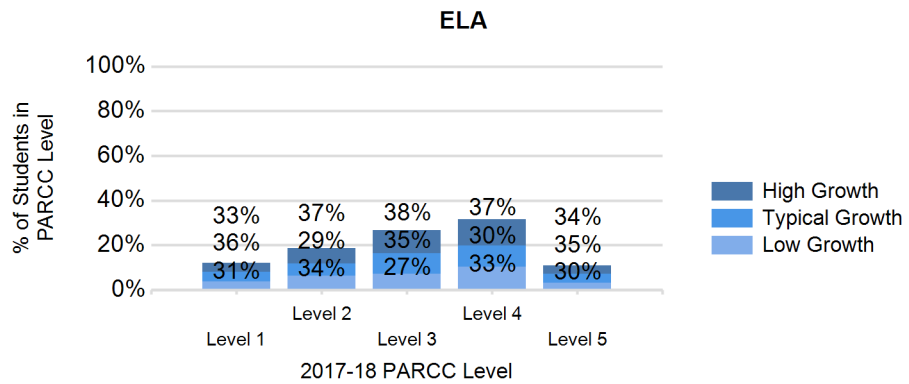
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

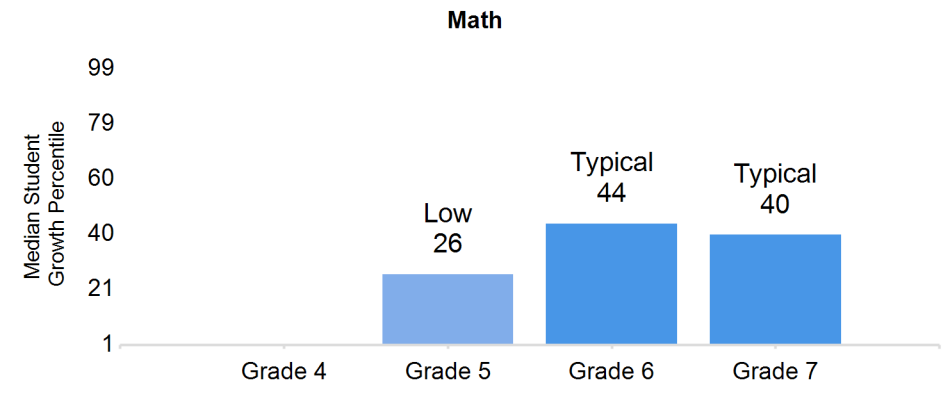
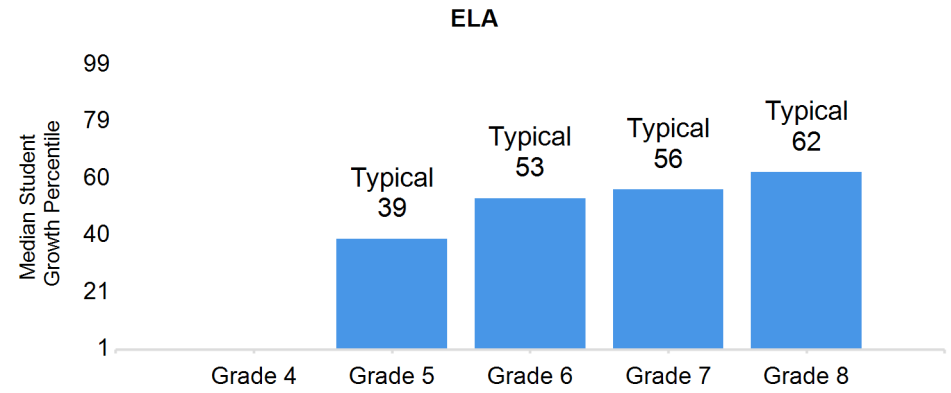
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





**Hackensack Middle School**  
(03-1860-300)  
Grades Offered: 05-08  
2018-2019

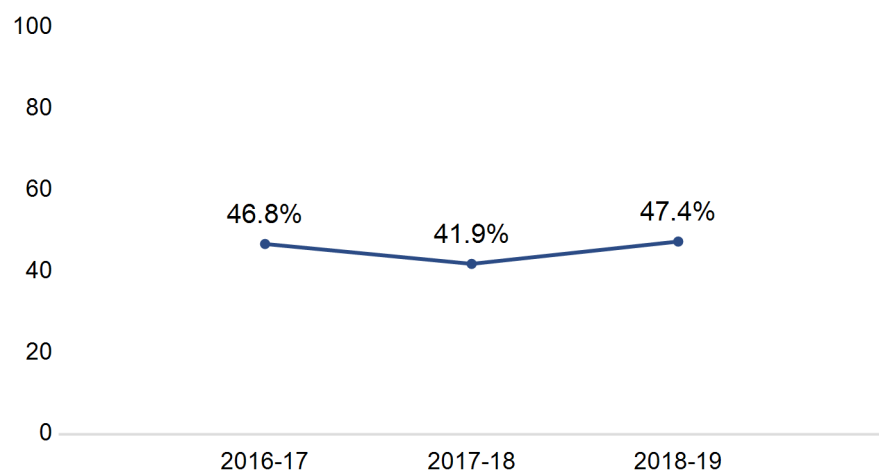
**Report Key:**

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

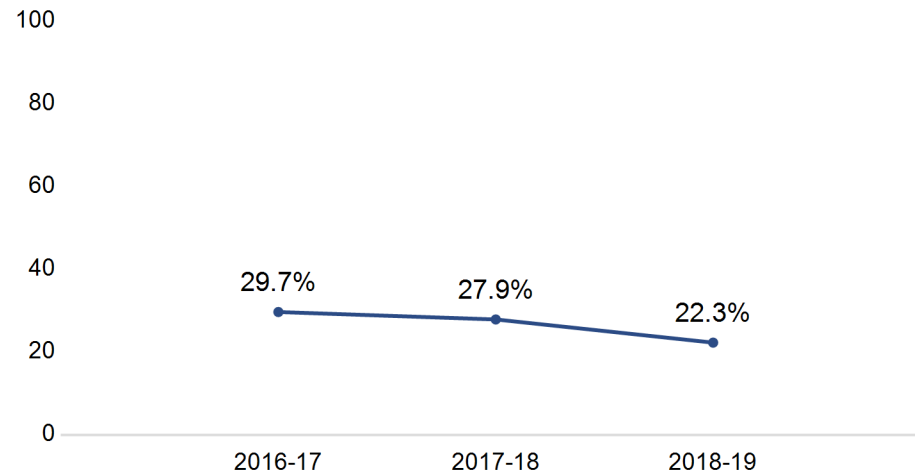
## English Language Arts and Mathematics Performance Trends

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	98.9%	99.1%	99.3%	98.8%	99.2%	99.3%
Proficiency Rate for Federal Accountability	46.8%	41.9%	47.4%	29.7%	27.9%	22.3%
Annual Target	43.8%	45.7%	47.6%	27.2%	30.0%	32.7%
Met Annual Target?	Met Target	Not Met	Met Target†	Met Target	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.



**Hackensack Middle School**  
(03-1860-300)  
Grades Offered: 05-08  
2018-2019

**Report Key:**

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

## 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	1454	99.3	47.4	49.0	57.9	47.4	47.6	Met Target†
White	74	95.2	58.1	57.8	66.9	58.1	61	Met Target†
Hispanic	949	99.6	45.9	46.5	43.9	45.9	46.1	Met Target†
Black or African American	368	99.5	44.8	47.6	38.5	44.8	44	Met Target
Asian, Native Hawaiian, or Pacific Islander	50	100.0	74.0	72.5	82.9	74.0	72.2	Met Target
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	696	99.7	56.9	56.1	64.8	56.9		
Male	758	98.8	38.7	42.6	51.3	38.7		
Economically Disadvantaged Students	938	99.2	43.1	44.4	40.0	43.1	44	Met Target†
Non-Economically Disadvantaged Students	516	99.4	55.2	55.6	67.9	55.2		
Students with Disabilities	331	98.0	12.4	13.7	22.7	12.4	20.8	Not Met
Students without Disabilities	1123	99.7	57.7	58.9	65.1	57.7		
English Learners	198	100.0	22.7	24.3	29.3	22.7	19.1	Met Target
Non-English Learners	1256	99.1	51.3	52.8	60.6	51.3		
Homeless Students	22	95.7	22.7	21.3	29.1	22.7		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



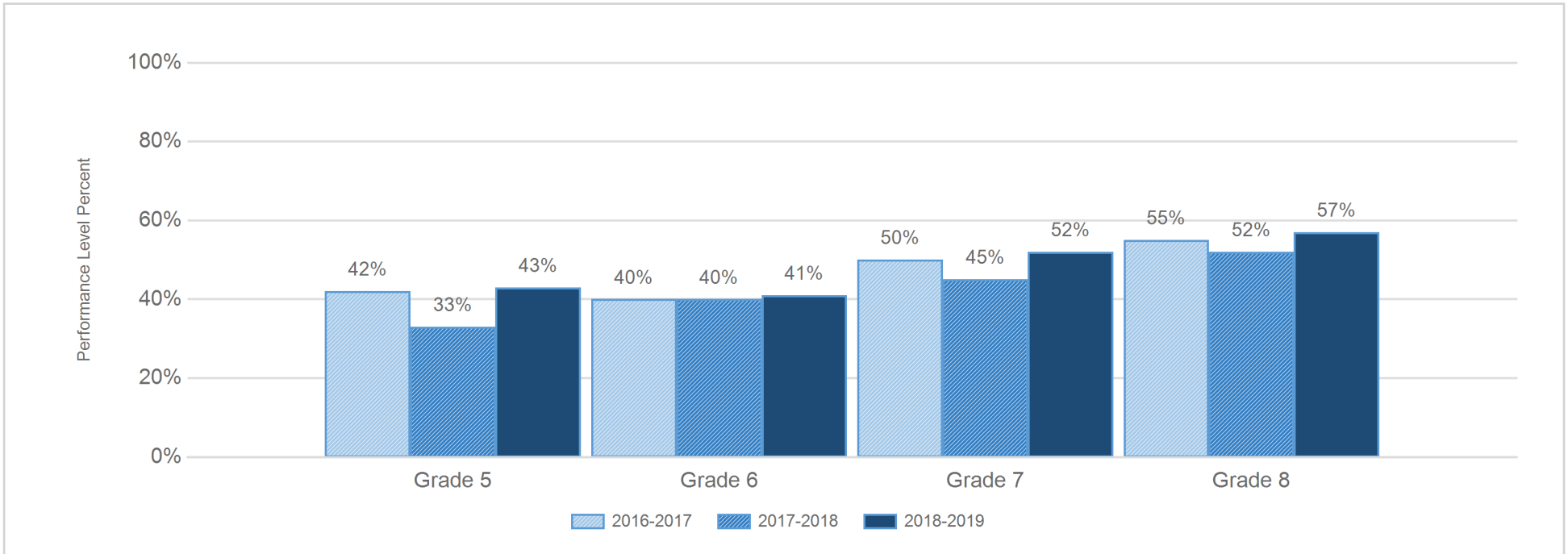
**Hackensack Middle School**  
 (03-1860-300)  
 Grades Offered: 05-08  
 2018-2019

**Report Key:**

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

**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.





**Hackensack Middle School**  
(03-1860-300)  
Grades Offered: 05-08  
2018-2019

**Report Key:**

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

### 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
<b>Schoolwide</b>	382	745	745	756	12%	15%	30%	35%	8%	43%	58%
White	22	758	758	764	*	*	*	*	*	59%	68%
Hispanic	233	743	743	743	12%	15%	30%	36%	6%	42%	44%
Black or African American	108	743	743	739	10%	18%	32%	30%	10%	40%	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	*	*	*	762	*	*	*	*	*	*	65%
Female	189	753	753	761	7%	14%	28%	*	*	52%	64%
Male	193	737	737	750	16%	17%	32%	*	*	35%	52%
Economically Disadvantaged Students	255	740	740	740	12%	18%	31%	34%	5%	39%	39%
Non-Economically Disadvantaged Students	127	754	754	766	10%	9%	28%	36%	16%	52%	69%
Students with Disabilities	86	709	709	724	*	*	*	*	*	*	23%
Students without Disabilities	296	755	755	762	*	*	*	*	*	*	65%
English Learners	18	701	701	713	*	*	*	*	*	*	11%
Non-English Learners	364	747	747	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	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%



**Hackensack Middle School**  
(03-1860-300)  
Grades Offered: 05-08  
2018-2019

**Report Key:**

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

### 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>	389	743	743	754	12%	20%	27%	30%	11%	41%	56%
White	25	766	766	762	*	*	*	*	*	64%	65%
Hispanic	242	739	739	743	13%	19%	31%	31%	7%	38%	43%
Black or African American	104	740	740	738	13%	26%	24%	27%	10%	37%	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	*	*	*	760	*	*	*	*	*	*	64%
Female	177	752	752	762	7%	14%	29%	35%	15%	50%	64%
Male	212	736	736	748	17%	25%	25%	26%	7%	33%	48%
Economically Disadvantaged Students	238	738	738	740	13%	19%	30%	32%	5%	37%	39%
Non-Economically Disadvantaged Students	151	751	751	763	11%	21%	23%	28%	19%	46%	67%
Students with Disabilities	82	709	709	722	*	*	*	*	*	*	19%
Students without Disabilities	307	752	752	761	*	*	*	*	*	*	64%
English Learners	22	692	692	710	*	*	*	*	*	*	*
Non-English Learners	367	746	746	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	*	*	*	721	*	*	*	*	*	*	25%



**Hackensack Middle School**  
(03-1860-300)  
Grades Offered: 05-08  
2018-2019

**Report Key:**

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

### 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
<b>Schoolwide</b>	346	749	749	761	16%	13%	19%	32%	20%	52%	63%
White	13	751	751	769	*	0%	*	*	*	54%	72%
Hispanic	244	747	747	747	16%	14%	18%	34%	18%	52%	50%
Black or African American	78	747	747	741	15%	14%	23%	28%	19%	47%	43%
Asian, Native Hawaiian, or Pacific Islander	11	792	792	790	*	0%	*	*	*	91%	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	168	759	759	769	10%	9%	17%	39%	26%	64%	71%
Male	178	739	739	753	21%	17%	21%	26%	15%	41%	55%
Economically Disadvantaged Students	239	744	744	743	*	*	18%	33%	17%	50%	45%
Non-Economically Disadvantaged Students	107	759	759	771	*	*	21%	31%	27%	58%	73%
Students with Disabilities	73	711	711	720	38%	26%	23%	*	*	12%	22%
Students without Disabilities	273	758	758	769	10%	10%	18%	*	*	63%	71%
English Learners	19	685	685	706	*	*	*	*	*	*	12%
Non-English Learners	327	752	752	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



**Hackensack Middle School**  
(03-1860-300)  
Grades Offered: 05-08  
2018-2019

**Report Key:**

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

### 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
<b>Schoolwide</b>	334	756	756	762	9%	11%	22%	41%	16%	57%	63%
White	15	774	774	770	0%	*	*	*	*	67%	72%
Hispanic	220	753	753	747	10%	11%	24%	39%	15%	55%	49%
Black or African American	84	754	754	741	*	*	21%	45%	13%	58%	43%
Asian, Native Hawaiian, or Pacific Islander	10	792	792	794	0%	0%	0%	*	*	100%	88%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	172	763	763	771	*	*	23%	44%	20%	64%	71%
Male	162	747	747	753	*	*	22%	39%	12%	51%	55%
Economically Disadvantaged Students	204	749	749	743	*	*	25%	37%	13%	50%	45%
Non-Economically Disadvantaged Students	130	766	766	772	*	*	18%	48%	22%	70%	72%
Students with Disabilities	57	725	725	721	21%	23%	35%	21%	0%	21%	22%
Students without Disabilities	277	762	762	770	7%	8%	20%	45%	19%	65%	71%
English Learners	23	693	693	708	*	*	*	*	*	*	12%
Non-English Learners	311	760	760	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	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%



**Hackensack Middle School**  
(03-1860-300)  
Grades Offered: 05-08  
2018-2019

**Report Key:**

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

### 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	1471	99.3	22.3	29.7	44.5	22.3	32.7	Not Met
White	75	96.4	41.3	42.5	54.1	41.3	43.7	Met Target†
Hispanic	960	99.6	21.3	28.1	28.8	21.3	32.3	Not Met
Black or African American	373	99.5	16.4	24.3	23.0	16.4	26.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	50	100.0	60.0	59.6	76.5	60.0	58.1	Met Target
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	702	99.6	24.6	30.3	44.9	24.6		
Male	769	99.1	20.2	29.2	44.2	20.2		
Economically Disadvantaged Students	948	99.2	19.0	26.8	26.3	19.0	29.7	Not Met
Non-Economically Disadvantaged Students	523	99.6	28.3	33.9	54.9	28.3		
Students with Disabilities	331	98.3	*	*	17.4	*	18.5	Not Met
Students without Disabilities	1140	99.7	*	*	50.0	*		
English Learners	214	100.0	10.3	*	25.0	10.3	15.6	Not Met
Non-English Learners	1257	99.2	24.3	*	46.5	24.3		
Homeless Students	23	95.8	13.0	29.5	17.1	13.0		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



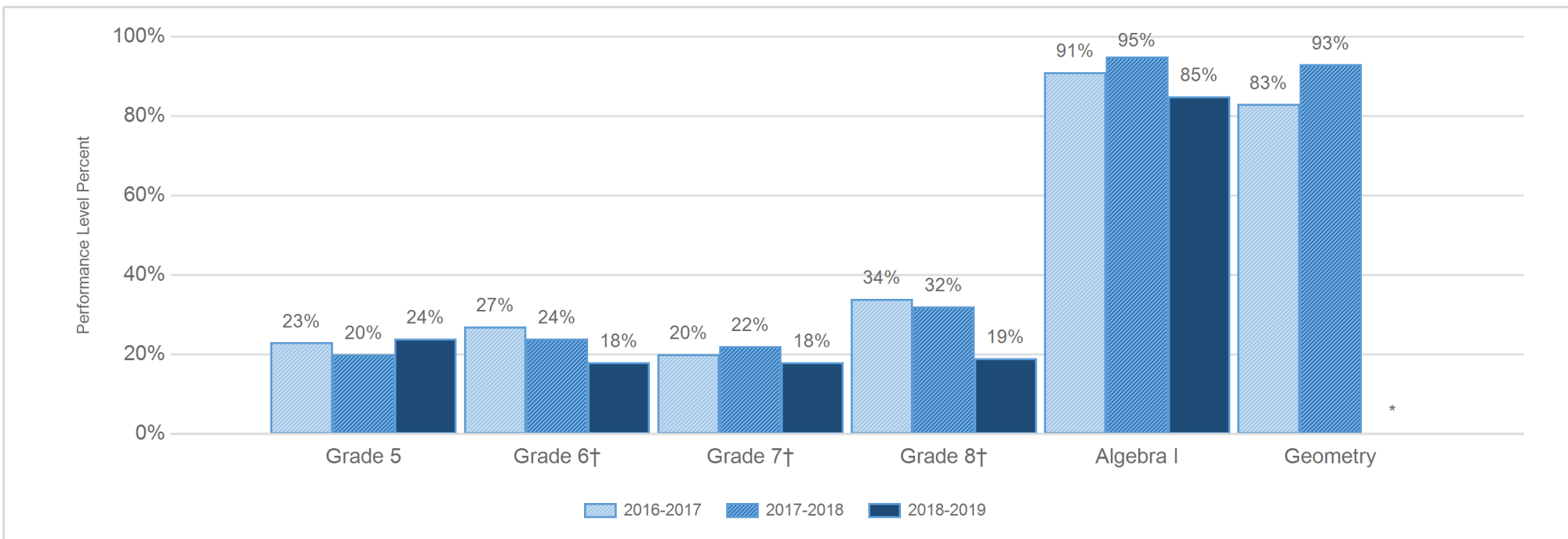
**Hackensack Middle School**  
(03-1860-300)  
Grades Offered: 05-08  
2018-2019

**Report Key:**

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

### 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.



**Hackensack Middle School**  
(03-1860-300)  
Grades Offered: 05-08  
2018-2019

**Report Key:**

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

### 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>	387	731	731	747	11%	32%	34%	20%	4%	24%	47%
White	22	744	744	755	*	*	*	*	*	45%	58%
Hispanic	237	729	729	735	12%	31%	35%	*	*	22%	30%
Black or African American	109	729	729	729	11%	39%	31%	*	*	19%	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	*	*	*	753	*	*	*	*	*	*	55%
Female	192	733	733	747	10%	32%	31%	*	*	27%	47%
Male	195	728	728	747	12%	31%	36%	*	*	21%	47%
Economically Disadvantaged Students	258	727	727	732	12%	36%	33%	*	*	19%	27%
Non-Economically Disadvantaged Students	129	738	738	757	9%	23%	35%	*	*	33%	59%
Students with Disabilities	86	713	713	725	*	*	*	*	*	*	19%
Students without Disabilities	301	736	736	752	*	*	*	*	*	*	52%
English Learners	22	703	703	718	*	*	*	*	*	*	12%
Non-English Learners	365	733	733	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	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%



**Hackensack Middle School**  
(03-1860-300)  
Grades Offered: 05-08  
2018-2019

**Report Key:**

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

### 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>	396	725	725	741	17%	37%	28%	*	*	18%	41%
White	26	744	744	749	*	*	*	*	*	46%	51%
Hispanic	245	723	723	729	17%	38%	28%	*	*	17%	24%
Black or African American	106	718	718	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	181	727	727	742	13%	40%	25%	*	*	22%	42%
Male	215	722	722	740	20%	34%	30%	*	*	16%	40%
Economically Disadvantaged Students	240	722	722	726	16%	40%	30%	*	*	14%	21%
Non-Economically Disadvantaged Students	156	729	729	750	18%	31%	25%	*	*	26%	53%
Students with Disabilities	83	700	700	716	*	*	*	*	*	*	12%
Students without Disabilities	313	731	731	746	*	*	*	*	*	*	46%
English Learners	28	702	702	709	*	*	*	*	*	*	*
Non-English Learners	368	726	726	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	*	*	*	717	*	*	*	*	*	*	20%



**Hackensack Middle School**  
(03-1860-300)  
Grades Offered: 05-08  
2018-2019

**Report Key:**

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

### 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
<b>Schoolwide</b>	332	725	725	744	14%	37%	31%	*	*	18%	42%
White	*	*	*	751	*	*	*	*	*	*	53%
Hispanic	238	725	725	733	15%	37%	31%	*	*	17%	26%
Black or African American	75	723	723	727	13%	39%	33%	15%	0%	15%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	158	727	727	744	13%	35%	34%	*	*	18%	42%
Male	174	724	724	743	16%	39%	28%	*	*	17%	42%
Economically Disadvantaged Students	233	723	723	731	*	39%	27%	*	*	17%	24%
Non-Economically Disadvantaged Students	99	730	730	751	*	33%	39%	*	*	19%	53%
Students with Disabilities	73	706	706	718	*	*	*	*	*	*	13%
Students without Disabilities	259	731	731	749	*	*	*	*	*	*	48%
English Learners	24	711	711	716	*	*	*	*	*	*	10%
Non-English Learners	308	727	727	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



**Hackensack Middle School**  
(03-1860-300)  
Grades Offered: 05-08  
2018-2019

**Report Key:**

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

### 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>	304	718	718	728	33%	26%	22%	19%	0%	19%	29%
White	10	730	730	737	*	*	*	*	*	30%	38%
Hispanic	205	719	719	722	32%	25%	22%	20%	0%	20%	22%
Black or African American	78	712	712	714	38%	28%	21%	13%	0%	13%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	*	*	*	725	*	*	*	*	*	*	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	155	720	720	731	30%	25%	25%	21%	0%	21%	31%
Male	149	715	715	726	37%	28%	19%	17%	0%	17%	27%
Economically Disadvantaged Students	196	715	715	719	37%	21%	23%	18%	0%	18%	20%
Non-Economically Disadvantaged Students	108	722	722	735	26%	34%	19%	20%	0%	20%	36%
Students with Disabilities	56	693	693	707	*	*	*	*	*	*	10%
Students without Disabilities	248	723	723	734	*	*	*	*	*	*	35%
English Learners	33	694	694	706	*	*	*	*	*	*	10%
Non-English Learners	271	721	721	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	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%



**Hackensack Middle School**  
(03-1860-300)  
Grades Offered: 05-08  
2018-2019

**Report Key:**

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

### 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.

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>	52	768	734	744	0%	0%	*	*	*	85%	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	29	769	733	728	0%	0%	*	*	*	86%	24%
Black or African American	10	762	733	725	0%	0%	*	*	*	70%	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	*	*	*	752	*	*	*	*	*	*	51%
Female	30	765	734	745	0%	0%	*	*	*	80%	44%
Male	22	773	734	743	0%	0%	*	*	*	91%	41%
Economically Disadvantaged Students	22	768	734	727	0%	0%	*	*	*	86%	23%
Non-Economically Disadvantaged Students	30	769	734	752	0%	0%	*	*	*	83%	52%
Students with Disabilities	N	N	708	717	N	N	N	N	N	N	12%
Students without Disabilities	52	768	738	748	0%	0%	*	*	*	85%	47%
English Learners	N	N	705	710	N	N	N	N	N	N	*
Non-English Learners	52	768	737	745	0%	0%	*	*	*	85%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



**Hackensack Middle School**  
(03-1860-300)  
Grades Offered: 05-08  
2018-2019

**Report Key:**

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

### 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.

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>	*	*	732	737	*	*	*	*	*	*	35%
White	*	*	*	743	*	*	*	*	*	*	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	*	*	*	738	*	*	*	*	*	*	36%
Male	*	*	*	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	*	*	*	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	*
English Learners	N	N	703	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	*	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



**Hackensack Middle School**  
(03-1860-300)  
Grades Offered: 05-08  
2018-2019

**Report Key:**

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

## 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
5	11	11
6	*	*
7	12	12
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	24.3%	40.9%	Met Target†

† 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	56	*	*
3-4	25	*	*
5 or more	29	89.7%	10.3%



**Hackensack Middle School**  
(03-1860-300)  
Grades Offered: 05-08  
2018-2019

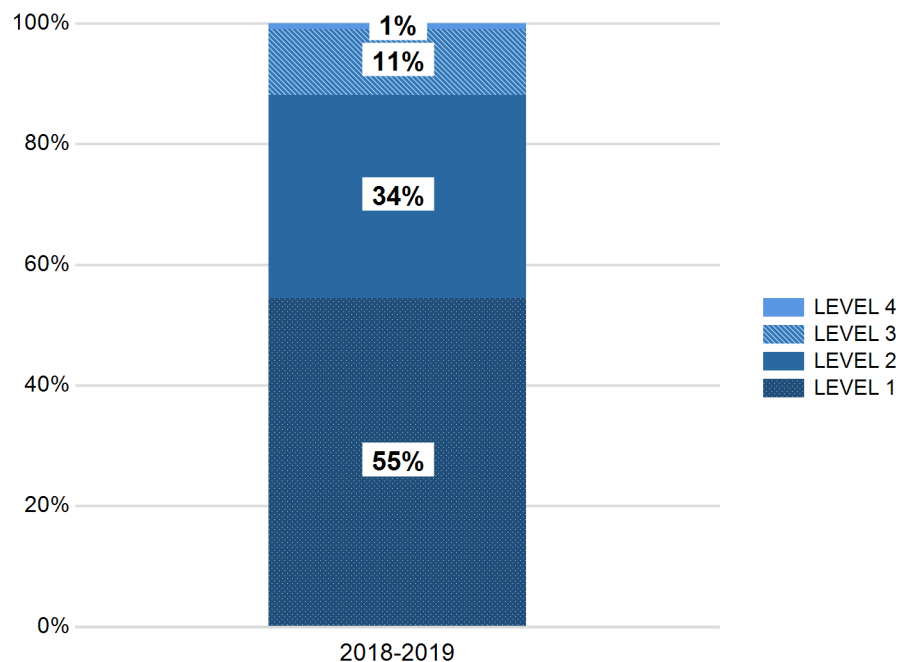
**Report Key:**

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

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
<b>Schoolwide</b>	55	34	11	1
White	43	33	24	0
Hispanic	56	36	8	0
Black or African American	57	31	12	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	52	38	10	1
Male	57	31	11	1
Economically Disadvantaged Students	61	32	7	0
Non-Economically Disadvantaged Students	42	40	18	1
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



**Hackensack Middle School**  
(03-1860-300)  
Grades Offered: 05-08  
2018-2019

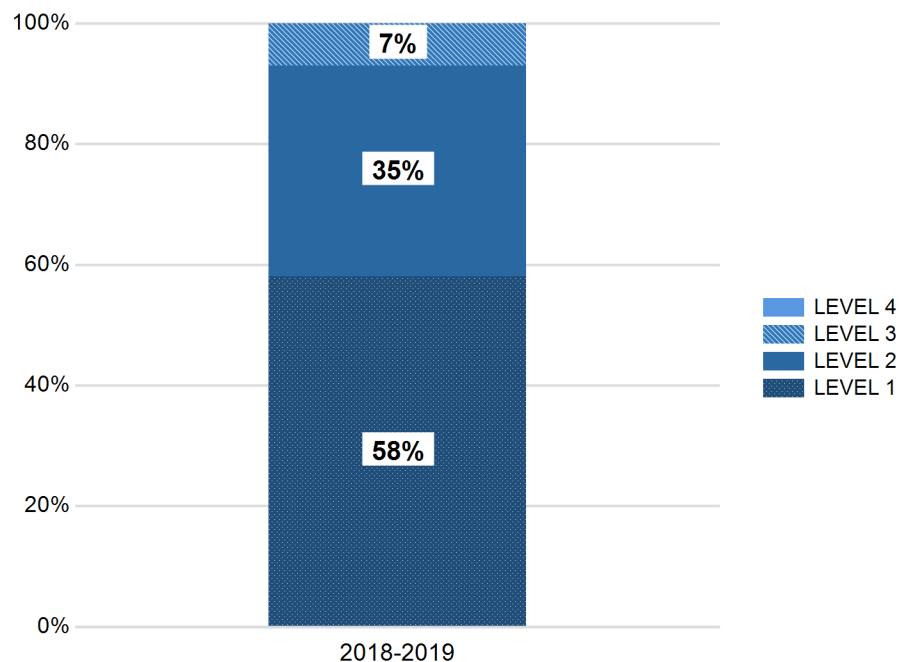
**Report Key:**

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

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>	58	35	7	0
White	38	44	19	0
Hispanic	60	35	5	0
Black or African American	58	35	7	0
Asian, Native Hawaiian, or Pacific Islander	30	40	30	0
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	53	41	6	0
Male	63	30	7	1
Economically Disadvantaged Students	63	32	4	0
Non-Economically Disadvantaged Students	48	41	11	0
Students with Disabilities	77	18	5	0
Students without Disabilities	54	39	7	0
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



### Hackensack Middle School

(03-1860-300)

Grades Offered: 05-08

2018-2019

#### Report Key:

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

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

### Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	395
7	20	0	351
8	32	8	310
Total	52	8	1056

### World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	349	0	0	0	0	0	0
7	345	0	0	0	0	0	0
8	201	0	106	0	0	0	0
Total	895	0	106	0	0	0	0



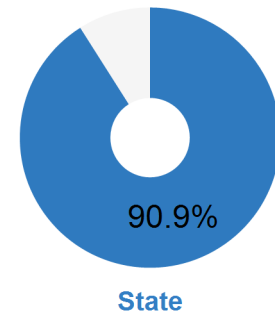
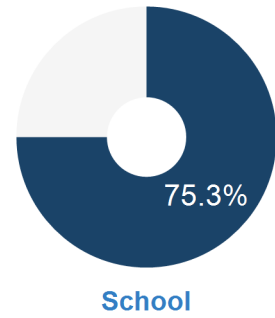
**Hackensack Middle School**  
 (03-1860-300)  
 Grades Offered: 05-08  
 2018-2019

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

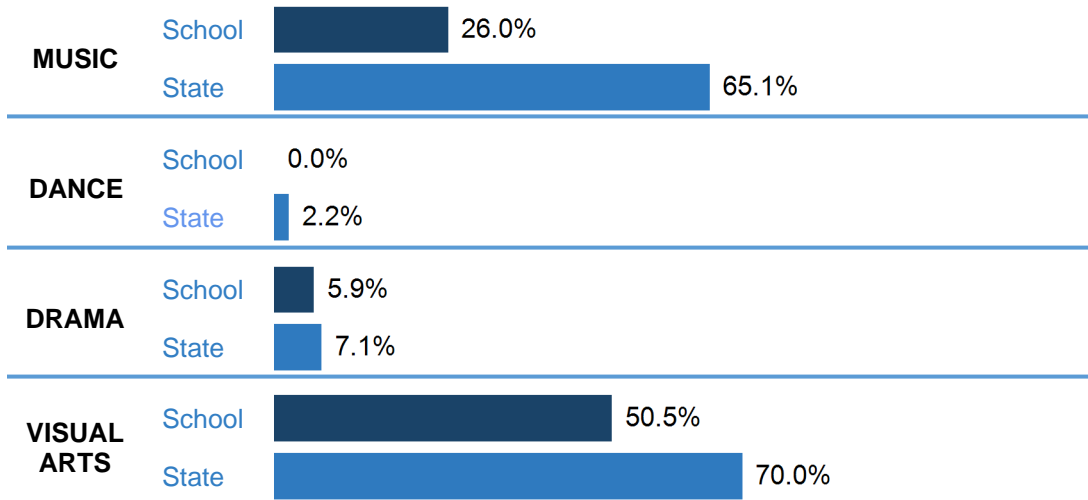
**Visual and Performing Arts – Course Participation**

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



Students enrolled in one or more classes by discipline:





**Hackensack Middle School**  
(03-1860-300)  
Grades Offered: 05-08  
2018-2019

**Report Key:**

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

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.

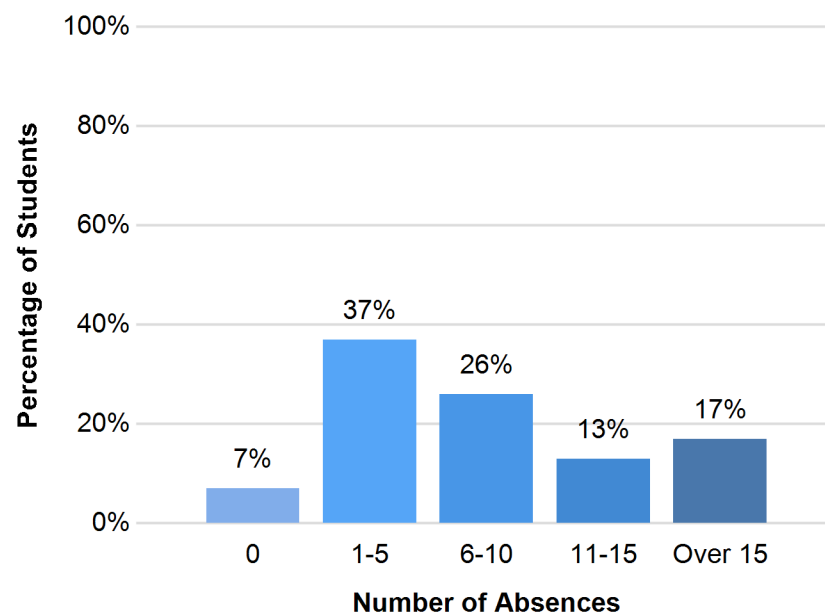
### Chronic Absenteeism

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	202	13.3	8.7	Not Met
White	14	17.1	8.7	Not Met
Hispanic	109	11.0	8.7	Not Met
Black or African American	71	18.7	8.7	Not Met
Asian, Native Hawaiian, or Pacific	5	9.3	8.7	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	94	12.9		
Male	108	13.6		
Economically Disadvantaged Students	130	13.3	8.7	Not Met
Students with Disabilities	69	20.2	8.7	Not Met
English Learners	15	13.3	8.7	Not Met
Homeless Students	4	22.2		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
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.





### Hackensack Middle School

(03-1860-300)

Grades Offered: 05-08

2018-2019

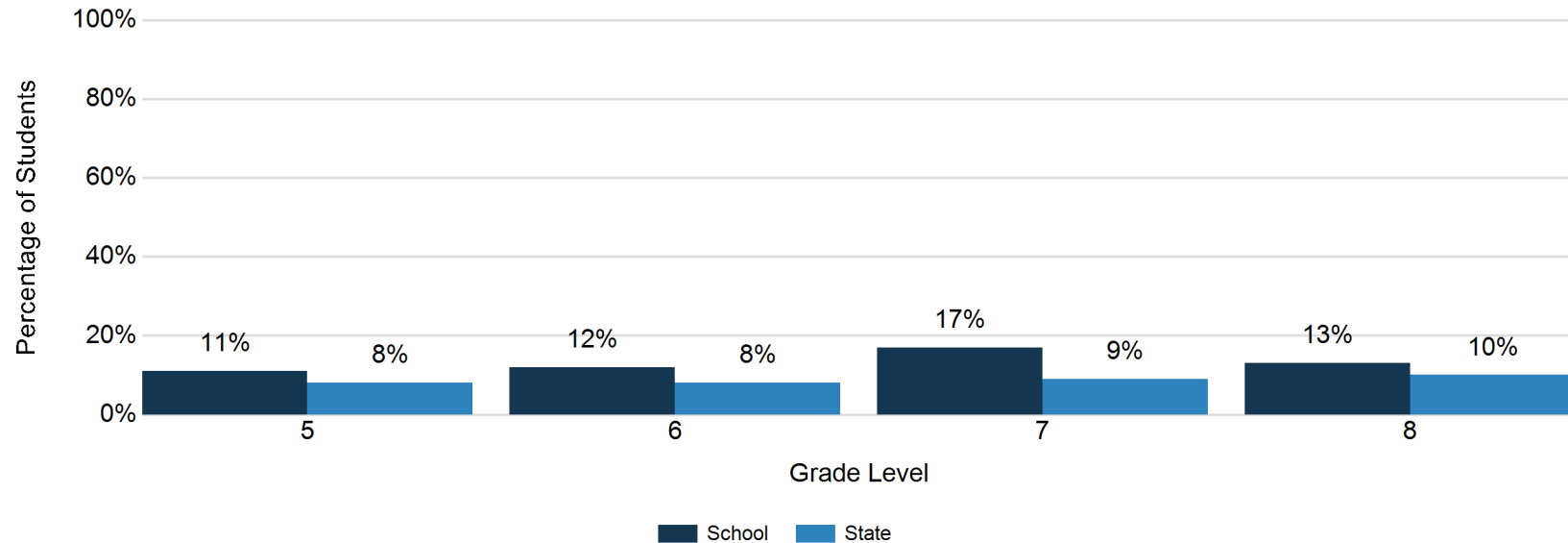
#### Report Key:

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

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

### Chronic Absenteeism by Grade

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





### Hackensack Middle School

(03-1860-300)

Grades Offered: 05-08

2018-2019

#### Report Key:

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

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	38
Weapons	3
Vandalism	4
Substances	1
Harassment, Intimidation, Bullying (HIB)	18
Total Unique Incidents	64
Incidents Per 100 Students Enrolled	4.26

#### 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	2
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	3
Other Incidents Leading to Removal	1



**Hackensack Middle School**  
(03-1860-300)  
Grades Offered: 05-08  
2018-2019

**Report Key:**

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

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.

### 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	9	9
Sexual Orientation	0	4	4
Disability	0	1	1
Other	0	6	6
No Identified Nature	64		64

### 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	138	9.2%
Out-of-School Suspensions	131	8.7%
Any Suspension	214	14.2%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

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

428



### Hackensack Middle School

(03-1860-300)

Grades Offered: 05-08

2018-2019

#### Report Key:

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

### School Day

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

Category	School
Typical Start Time	8:20 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 0 Mins
Shared Time - Instructional Time	5 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



**Hackensack Middle School**  
 (03-1860-300)  
 Grades Offered: 05-08  
 2018-2019

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

**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

**Teachers – 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	118	118,214
Average years experience in public schools	11.7	12.1
Average years experience in district	11.7	10.8
Percentage of Teachers with 4 or more years experience in the district	79.7%	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	34	9,530
Average years experience in public schools	16.4	16.0
Average years experience in district	16.4	12.0
Percentage of Administrators with 4 or more years experience in the district	91.2%	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	13:1	13:1
Students to Administrators	301:1	169:1
Teachers to Administrators	24:1	13:1
Students to Librarians/Media Specialists		958:1
Students to Nurses		718:1
Students to Counselors		479:1
Students to Child Study Team Members		198:1



**Hackensack Middle School**  
(03-1860-300)  
Grades Offered: 05-08  
2018-2019

**Report Key:**

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

**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.1%	60.2%	20.0%	48.4%	77.1%	54.9%
Male	51.9%	39.8%	80.0%	51.6%	22.9%	45.1%
White	5.1%	69.5%	20.0%	42.4%	83.6%	77.4%
Hispanic	65.6%	17.8%	40.0%	29.9%	7.3%	7.2%
Black or African American	25.1%	11.9%	40.0%	15.0%	6.6%	13.9%
Asian	3.0%	0.8%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.7%	0.0%	0.0%	2.1%	0.2%	0.2%



**Hackensack Middle School**  
(03-1860-300)  
Grades Offered: 05-08  
2018-2019

**Report Key:**

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

**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers and Administrators - 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.

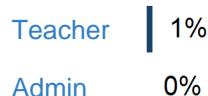
#### Bachelor's Degree



#### 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	91.4%	90.5%
2017-18 Administrators: Same district 2018-19	97.0%	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	94.9%



**Hackensack Middle School**  
 (03-1860-300)  
 Grades Offered: 05-08  
 2018-2019

**Report Key:**

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

### 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.



**Hackensack Middle School**  
(03-1860-300)  
Grades Offered: 05-08  
2018-2019

**Report Key:**

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

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.



**Hackensack Middle School**  
(03-1860-300)  
Grades Offered: 05-08  
2018-2019

**Report Key:**

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

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

### 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	46.8%	41.9%	47.4%
Math Proficiency	29.7%	27.9%	22.3%
ELA Growth	60	43	52
Math Growth	46	42	36
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		21.8%	24.3%
Chronic Absenteeism	13.1%	13.0%	13.3%

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



**Hackensack Middle School**  
(03-1860-300)  
Grades Offered: 05-08  
2018-2019

**Report Key:**

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

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.



**Hackensack Middle School**  
(03-1860-300)  
Grades Offered: 05-08  
2018-2019

**Report Key:**

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

### 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	Not Met	Met Target†	Not Met	No
White	Met Target†	Met Target†	Met Standard	Not Met	n/a	Not Met	No
Hispanic	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
Black or African American	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Not Met	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	Not Met	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Met Standard	Not Met	n/a	Not Met	No
English Learners	Met Target	Not Met	Met Standard	Not Met	Not Met	Not Met	No

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



### Hackensack Middle School

(03-1860-300)

Grades Offered: 05-08

2018-2019

#### Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

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

## School Narrative

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



### Highlights:

- Technology is integrated daily in the classroom, with all students having access to Chromebooks.
- Curriculum includes new STEM based courses: STEM Lab and STEM Design
- Creation of Parent Academy



### Mission, Vision, Theme:

Hackensack Middle School strives to be an inviting learning environment where a shared passion for learning and nurturing is developed and sustained. In collaboration with students, teachers, families, the community, and the entire school district, we will prepare all of our students with a comprehensive education. Through academics, the arts, athletics, and extracurricular experiences, our students will become productive and responsible lifelong learners.



### Awards, Recognition, Accomplishments:

Future Ready Silver Tier Certified





**Hackensack Middle School**  
(03-1860-300)  
Grades Offered: 05-08  
2018-2019

**Report Key:**

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

### 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><b>Courses, Curriculum, Instruction:</b></p>	<p>Hackensack Middle School (HMS) is a fifth through eighth grade middle school with a population of approximately 1600 students. Students at HMS enjoy a wide range of educational programs and activities including inquiry-based science, STEM lab, advanced level math, G&amp;T programs, STEM design, Computer Apps, Geometry, Spanish and Italian. Our English Language Arts program at HMS aims to instill a love of reading and develop strong writing skill in our students.</p>
 <p><b>Clubs and Activities:</b></p>	<p>In addition to the core academic subject areas, students at HMS are exposed to the visual and performing arts. Students have the opportunity to take classes in Creative Studio, Art, Music, T.V. Studio and Band during their 4 years at Hackensack Middle School. There are also after-school extra-curricular activities for students, including Drama club, Yearbook club, T.V. Studio club, Chorus club, Robotic club and Student Council.</p>



### Hackensack Middle School

(03-1860-300)

Grades Offered: 05-08

2018-2019

#### Report Key:

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

## 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.



### Staff and Professional Learning:

One of the main goals of the HMS faculty is to collaborate with one another to increase academic achievement. The HMS faculty continues to improve their instructional skills by attending many in and out-of-district professional development for best practices and new instructional strategies. We recently concluded a school-wide initiative of providing chromebook carts in all instructional classrooms at Hackensack Middle School.



**Hackensack Middle School**  
(03-1860-300)  
Grades Offered: 05-08  
2018-2019

**Report Key:**

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

### 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.



#### Student Supports and Services:

In order to meet the needs of our students, both academic and social/emotional, HMS provides child study team services, school counselors, Bilingual education, English as a Second Language, occupational therapy and special education programming with related services.



#### Parent and Community Involvement:

The PTA at HMS has been tremendously helpful in meeting the needs of the students. They support the school by sponsoring many academic programs, cultural events, book fairs and other activities.



**Jackson Avenue**  
(03-1860-120)  
Grades Offered: PK-04  
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:**



**Jackson Avenue**  
(03-1860-120)  
Grades Offered: PK-04  
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	Bergen
District	Hackensack School District
Principal Name	Mr. Christopher Moran
Address	421 JACKSON AVE HACKENSACK, NJ 07601
Phone Number	201-646-7990
Email Address	<a href="mailto:cmoran@hackensackschools.org">cmoran@hackensackschools.org</a>
Website	<a href="http://www.hackensackschools.org/Jackson.cfm?subpage=239365">http://www.hackensackschools.org/Jackson.cfm?subpage=239365</a>
Facebook	<a href="https://JacksonAvenueElementarySchool">https://JacksonAvenueElementarySchool</a>
Twitter	<a href="https://@JasComets">https://@JasComets</a>



**Jackson Avenue**  
(03-1860-120)  
Grades Offered: PK-04  
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

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	66	65	86
KG	80	74	72
1	86	80	72
2	99	85	83
3	77	98	78
4	80	85	96
Total	488	487	487

### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	49.0%	53.4%	53.0%
Male	51.0%	46.6%	47.0%
Economically Disadvantaged Students	65.0%	66.3%	52.4%
Students with Disabilities	17.6%	19.7%	26.3%
English Learners	14.5%	20.7%	22.2%
Homeless Students	0.8%	1.8%	0.4%
Students in Foster Care	0.2%	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	5.3%	4.9%	6.6%
Hispanic	82.6%	82.5%	84.0%
Black or African American	8.2%	9.0%	7.4%
Asian	3.3%	2.5%	1.6%
Native Hawaiian or Pacific Islander	0.6%	0.2%	0.0%
American Indian or Alaska Native	0.0%	0.2%	0.0%
Two or More Races	0.0%	0.6%	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	18	18	4
PK - Full Day	48	47	82
KG - Half Day	0	0	0
KG - Full Day	80	74	72

### Enrollment by Home Language

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

Home Language	% of Students
Spanish	60.0%
English	38.2%
Other Languages	1.8%



**Jackson Avenue**  
(03-1860-120)  
Grades Offered: PK-04  
2018-2019

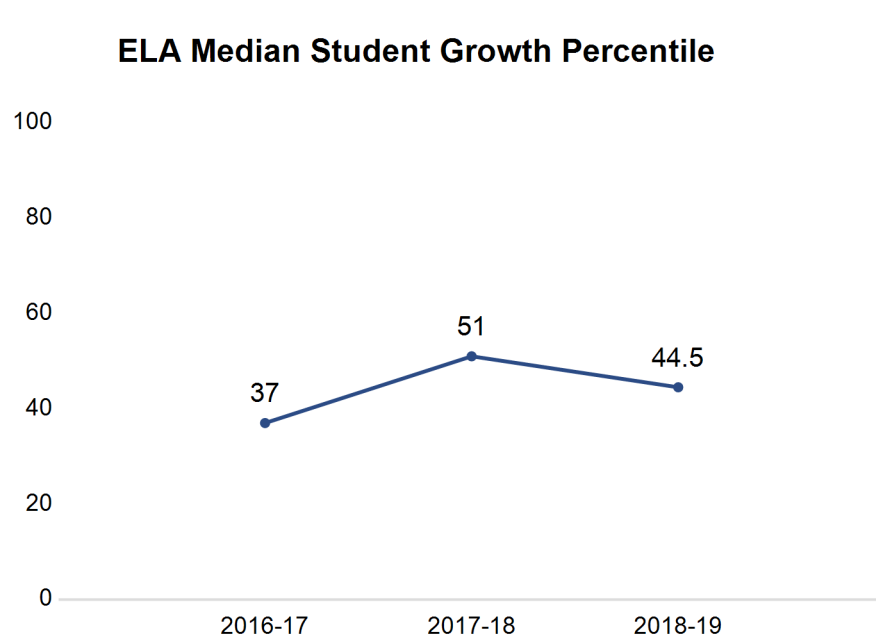
**Report Key:**

- \* 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

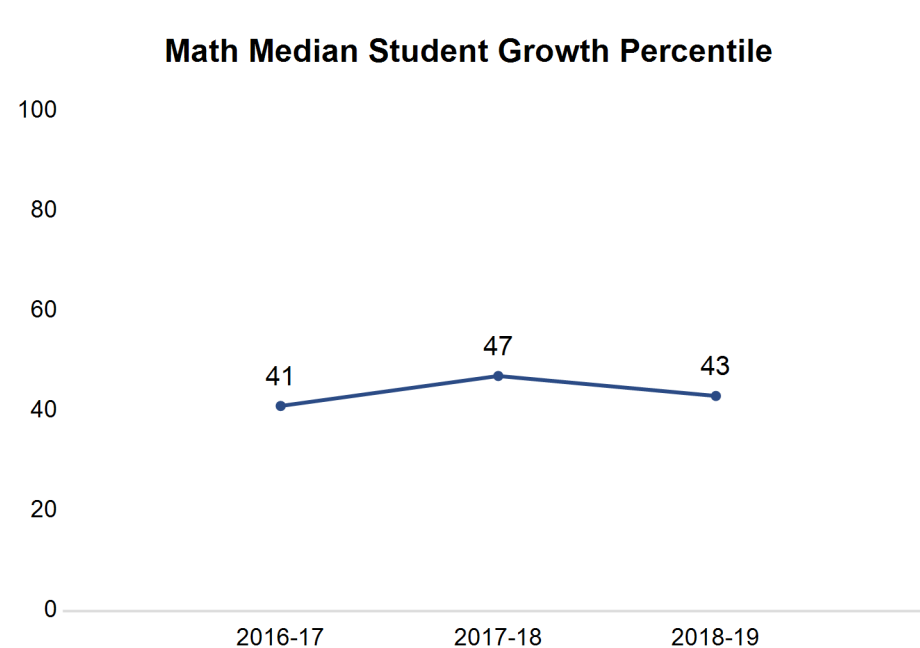
### Student Growth Trends and Progress

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

#### ELA Median Student Growth Percentile



#### Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	37	51	44.5	41	47	43
Met Standard (40-59.5)?	Not Met	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



**Jackson Avenue**  
(03-1860-120)  
Grades Offered: PK-04  
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

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	44.5	51	50	Met Standard	43	40	50	Met Standard
White	*	58	50	**	*	46	52	**
Hispanic	42	51	49	Met Standard	43	40	47	Met Standard
Black or African American	*	47	45	**	*	36	43	**
Asian, Native Hawaiian, or Pacific Islander	*	59	59	**	*	65	60	**
American Indian or Alaska Native	N	*	56	**	N	N	51.5	**
Two or More Races	*	39	49	**	*	34	52	**
Female	43.5	53	53	N	44.5	43	50	N
Male	45	49	47	N	43	37	51	N
Economically Disadvantaged Students	45.5	50	48	Met Standard	44.5	40	46	Met Standard
Students with Disabilities	44.5	46	43	Met Standard	43	36	45	Met Standard
English Learners	41.5	48	52	Met Standard	46	42	50	Met Standard
Homeless Students	N	60	43	N	N	52	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



**Jackson Avenue**  
 (03-1860-120)  
 Grades Offered: PK-04  
 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

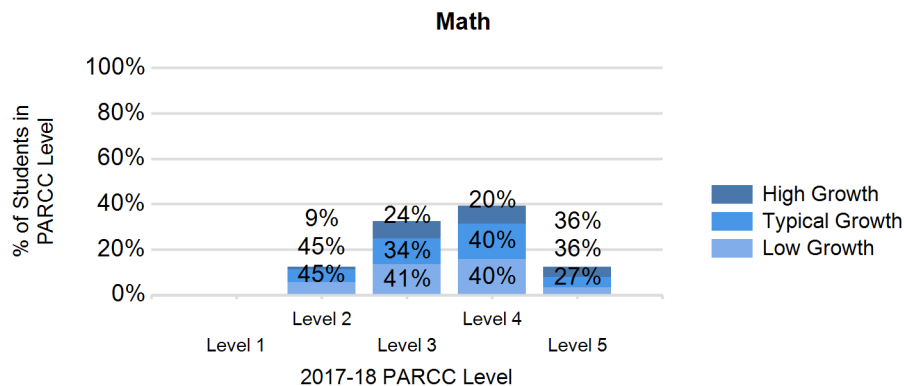
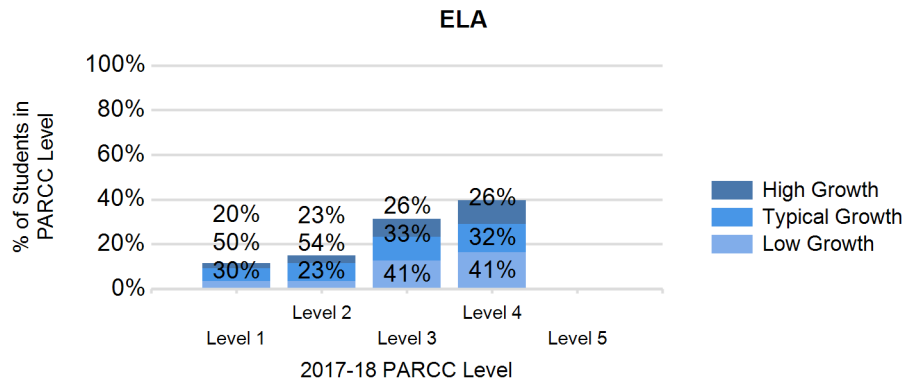
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

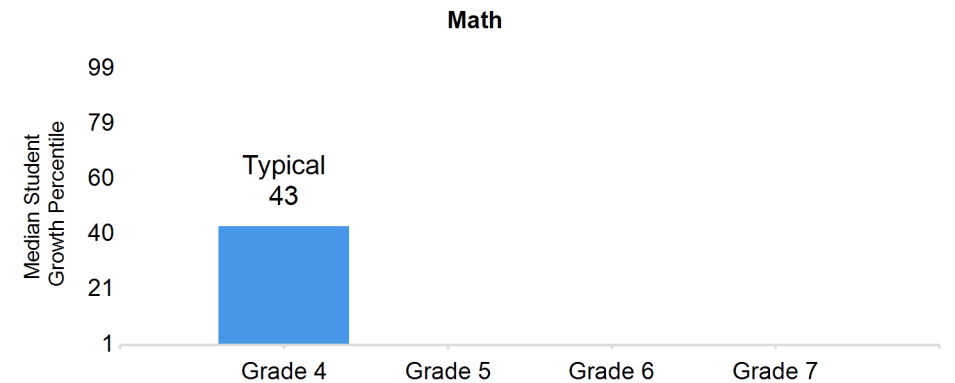
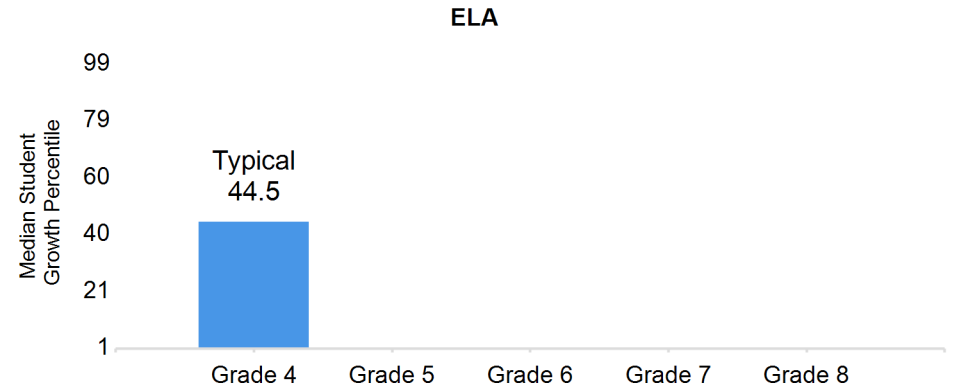
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





**Jackson Avenue**  
(03-1860-120)  
Grades Offered: PK-04  
2018-2019

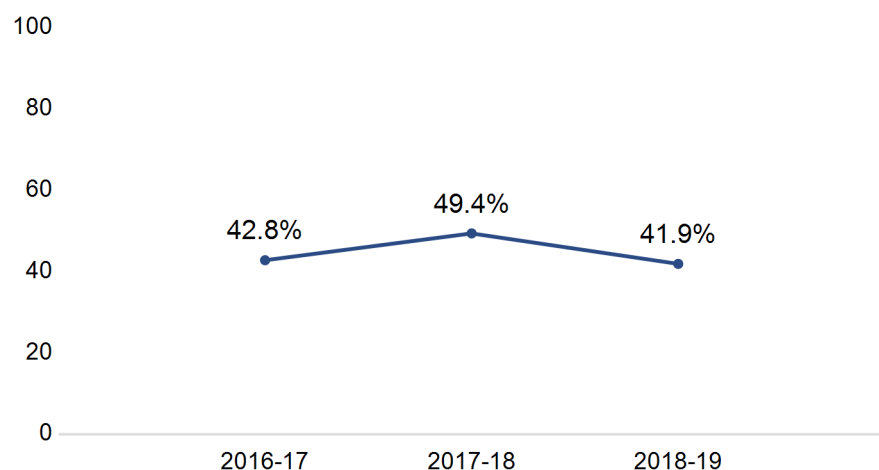
**Report Key:**

- \* 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

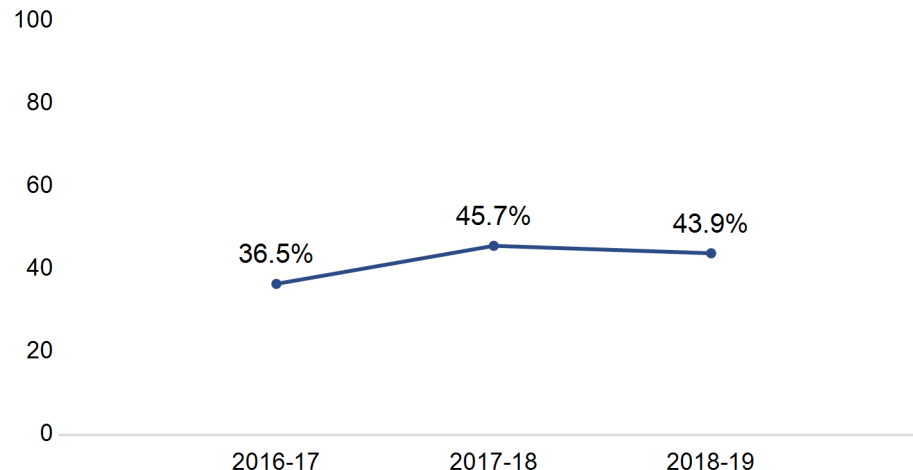
## English Language Arts and Mathematics Performance Trends

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	99.4%	100.0%	100.0%	99.4%	100.0%	100.0%
Proficiency Rate for Federal Accountability	42.8%	49.4%	41.9%	36.5%	45.7%	43.9%
Annual Target	45.2%	47.1%	48.9%	39.4%	41.6%	43.7%
Met Annual Target?	Met Target†	Met Target	Not Met	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.



**Jackson Avenue**  
(03-1860-120)  
Grades Offered: PK-04  
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 - 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	172	100.0	41.9	49.0	57.9	41.9	48.9	Not Met
White	*	*	*	57.8	66.9	*	**	**
Hispanic	142	100.0	40.1	46.5	43.9	40.1	48	Not Met
Black or African American	16	100.0	37.5	47.6	38.5	37.5	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	72.5	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	73	100.0	49.3	56.1	64.8	49.3		
Male	99	100.0	36.4	42.6	51.3	36.4		
Economically Disadvantaged Students	94	100.0	41.5	44.4	40.0	41.5	48.9	Met Target†
Non-Economically Disadvantaged Students	78	100.0	42.3	55.6	67.9	42.3		
Students with Disabilities	48	100.0	16.7	13.7	22.7	16.7	23.5	Met Target†
Students without Disabilities	124	100.0	51.6	58.9	65.1	51.6		
English Learners	43	100.0	23.3	24.3	29.3	23.3	27.2	Met Target†
Non-English Learners	129	100.0	48.1	52.8	60.6	48.1		
Homeless Students	*	*	*	21.3	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



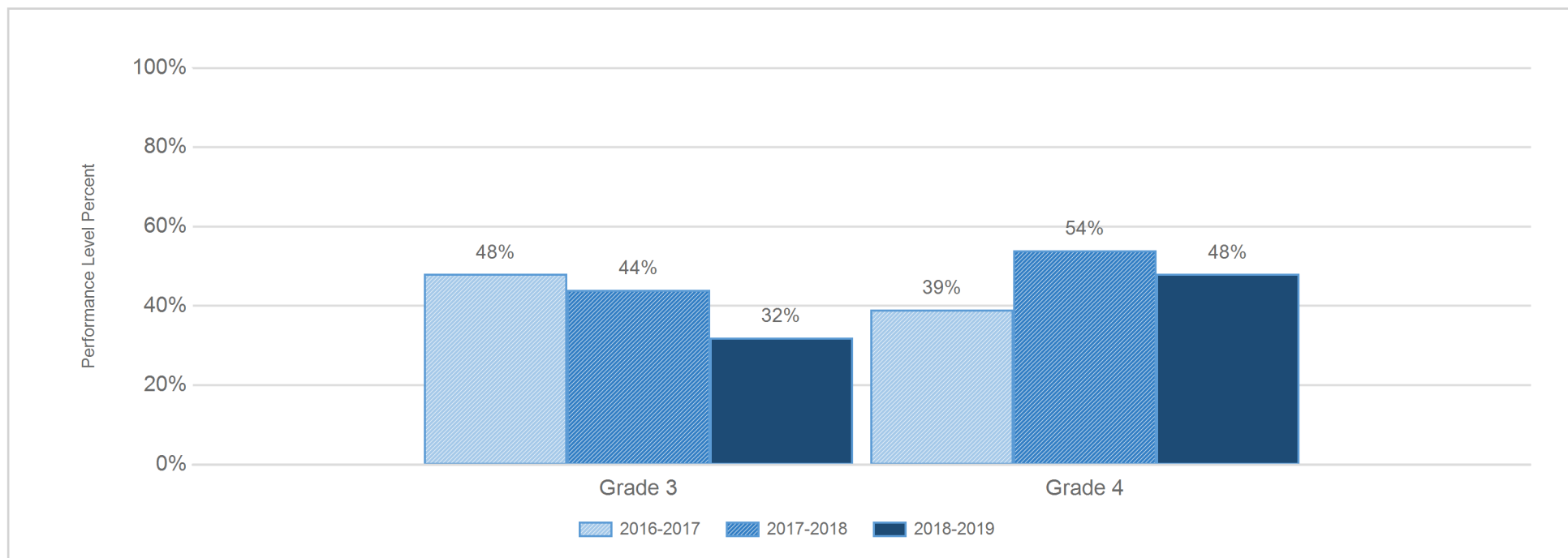
**Jackson Avenue**  
(03-1860-120)  
Grades Offered: PK-04  
2018-2019

**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.





**Jackson Avenue**  
(03-1860-120)  
Grades Offered: PK-04  
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 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>	77	728	742	748	25%	23%	19%	*	*	32%	50%
White	*	*	758	757	*	*	*	*	*	*	60%
Hispanic	63	729	738	734	24%	22%	21%	*	*	33%	36%
Black or African American	10	721	739	731	*	*	*	*	*	20%	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	772	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	36	740	748	753	*	*	*	*	*	42%	55%
Male	41	718	737	743	*	*	*	*	*	24%	46%
Economically Disadvantaged Students	44	729	737	731	*	*	*	*	*	34%	33%
Non-Economically Disadvantaged Students	33	727	749	759	*	*	*	*	*	30%	61%
Students with Disabilities	21	704	707	719	*	*	*	*	*	*	24%
Students without Disabilities	56	737	750	754	*	*	*	*	*	*	56%
English Learners	13	687	*	713	*	*	*	*	*	*	17%
Non-English Learners	64	736	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	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%



**Jackson Avenue**  
(03-1860-120)  
Grades Offered: PK-04  
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 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
<b>Schoolwide</b>	93	749	751	755	*	*	34%	37%	12%	48%	57%
White	*	*	757	763	*	*	*	*	*	*	67%
Hispanic	79	747	747	743	*	*	35%	*	*	46%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	39	748	755	760	*	*	28%	*	*	54%	62%
Male	54	749	748	750	*	*	39%	*	*	44%	53%
Economically Disadvantaged Students	48	749	747	740	*	*	33%	*	*	48%	40%
Non-Economically Disadvantaged Students	45	748	757	765	*	*	36%	*	*	49%	69%
Students with Disabilities	24	730	720	725	*	*	42%	*	*	21%	25%
Students without Disabilities	69	755	760	761	*	*	32%	*	*	58%	64%
English Learners	14	706	714	720	*	*	*	*	*	*	17%
Non-English Learners	79	756	755	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	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%



**Jackson Avenue**  
(03-1860-120)  
Grades Offered: PK-04  
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

## 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	173	100.0	43.9	29.7	44.5	43.9	43.7	Met Target
White	*	*	*	42.5	54.1	*	**	**
Hispanic	143	100.0	44.8	28.1	28.8	44.8	45.8	Met Target†
Black or African American	16	100.0	31.3	24.3	23.0	31.3	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.6	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	73	100.0	47.9	30.3	44.9	47.9		
Male	100	100.0	41.0	29.2	44.2	41.0		
Economically Disadvantaged Students	94	100.0	45.7	26.8	26.3	45.7	43.7	Met Target
Non-Economically Disadvantaged Students	79	100.0	41.8	33.9	54.9	41.8		
Students with Disabilities	48	100.0	20.8	*	17.4	20.8	26.6	Met Target†
Students without Disabilities	125	100.0	52.8	*	50.0	52.8		
English Learners	44	100.0	25.0	*	25.0	25.0	37.2	Not Met
Non-English Learners	129	100.0	50.4	*	46.5	50.4		
Homeless Students	*	*	*	29.5	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



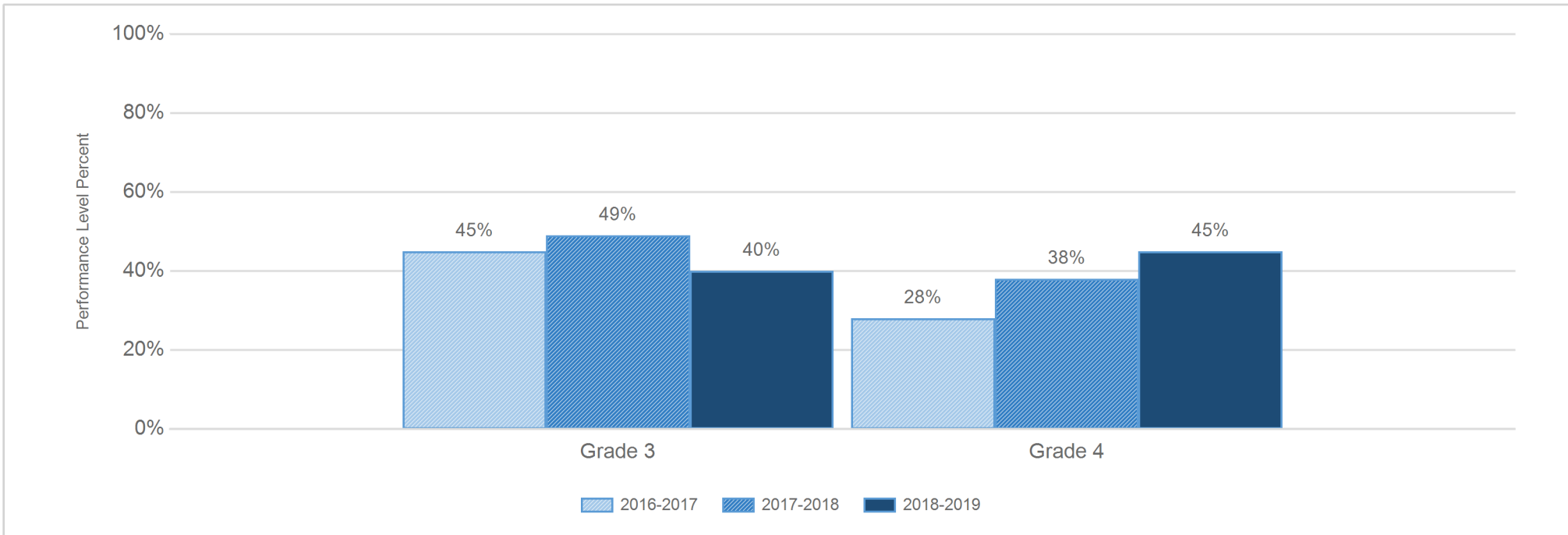
**Jackson Avenue**  
(03-1860-120)  
Grades Offered: PK-04  
2018-2019

**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

### 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.



**Jackson Avenue**  
(03-1860-120)  
Grades Offered: PK-04  
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

### 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>	78	740	748	752	13%	15%	32%	*	*	40%	55%
White	*	*	759	760	*	*	*	*	*	*	66%
Hispanic	64	741	746	739	*	16%	30%	*	*	42%	40%
Black or African American	10	734	743	735	*	*	*	*	*	30%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	771	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	36	749	750	751	*	*	28%	*	*	53%	54%
Male	42	733	745	752	*	*	36%	*	*	29%	56%
Economically Disadvantaged Students	44	743	745	737	*	*	30%	*	*	48%	37%
Non-Economically Disadvantaged Students	34	737	751	761	*	*	35%	*	*	29%	67%
Students with Disabilities	21	721	726	731	*	*	*	*	*	*	31%
Students without Disabilities	57	747	753	756	*	*	*	*	*	*	60%
English Learners	14	711	*	728	*	*	*	*	*	14%	26%
Non-English Learners	64	747	*	754	*	*	*	*	*	45%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	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%



**Jackson Avenue**  
(03-1860-120)  
Grades Offered: PK-04  
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

### 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>	96	744	748	749	*	20%	31%	*	*	45%	51%
White	*	*	763	757	*	*	*	*	*	*	62%
Hispanic	82	744	745	737	*	18%	33%	*	*	45%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	40	740	748	749	*	*	25%	*	*	40%	50%
Male	56	747	747	749	*	*	36%	*	*	48%	52%
Economically Disadvantaged Students	49	745	745	734	*	*	35%	*	*	43%	32%
Non-Economically Disadvantaged Students	47	743	752	759	*	*	28%	*	*	47%	63%
Students with Disabilities	24	731	725	726	*	*	*	*	*	29%	25%
Students without Disabilities	72	749	754	754	*	*	*	*	*	50%	56%
English Learners	17	715	725	722	*	*	*	*	*	*	18%
Non-English Learners	79	751	750	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	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%



**Jackson Avenue**  
(03-1860-120)  
Grades Offered: PK-04  
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

## 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	*	*

## 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	40.9%	56.6%	Met Target†

† 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	36	*	*
3-4	56	*	*
5 or more	10	*	*



**Jackson Avenue**  
 (03-1860-120)  
 Grades Offered: PK-04  
 2018-2019

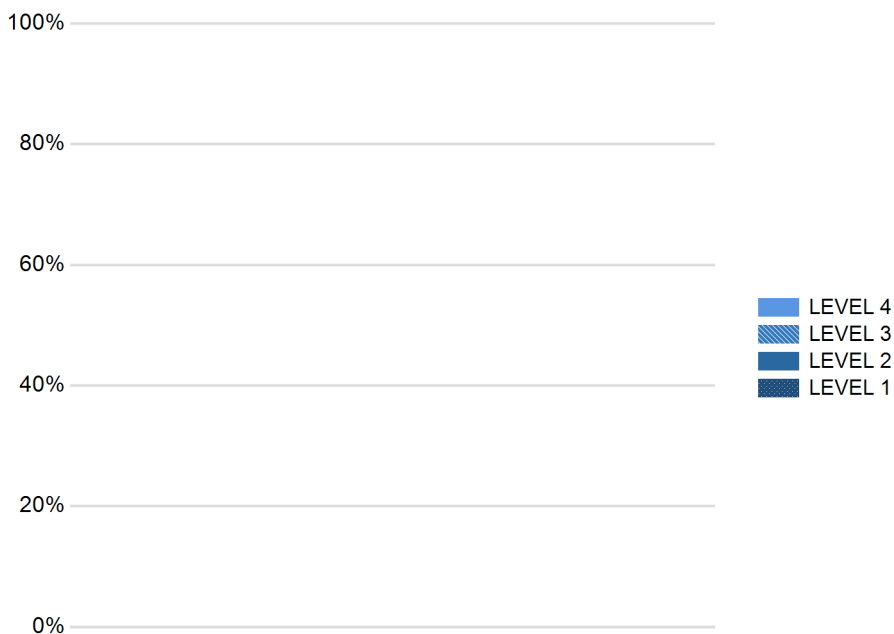
**Report Key:**

- \* 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

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



**Jackson Avenue**  
(03-1860-120)  
Grades Offered: PK-04  
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

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.

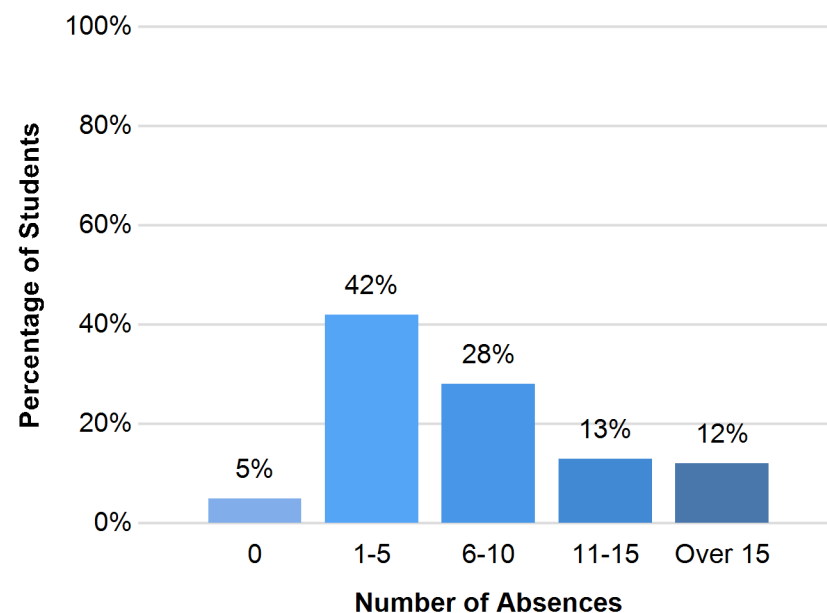
### Chronic Absenteeism

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	40	9.5	9.2	Not Met
White	3	13.6	9.2	Not Met
Hispanic	27	7.6	9.2	Met
Black or African American	8	22.2	9.2	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	20	9.4		
Male	20	9.6		
Economically Disadvantaged Students	29	12.4	9.2	Not Met
Students with Disabilities	16	13.9	9.2	Not Met
English Learners	4	4.3	9.2	Met
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.





**Jackson Avenue**  
(03-1860-120)  
Grades Offered: PK-04  
2018-2019

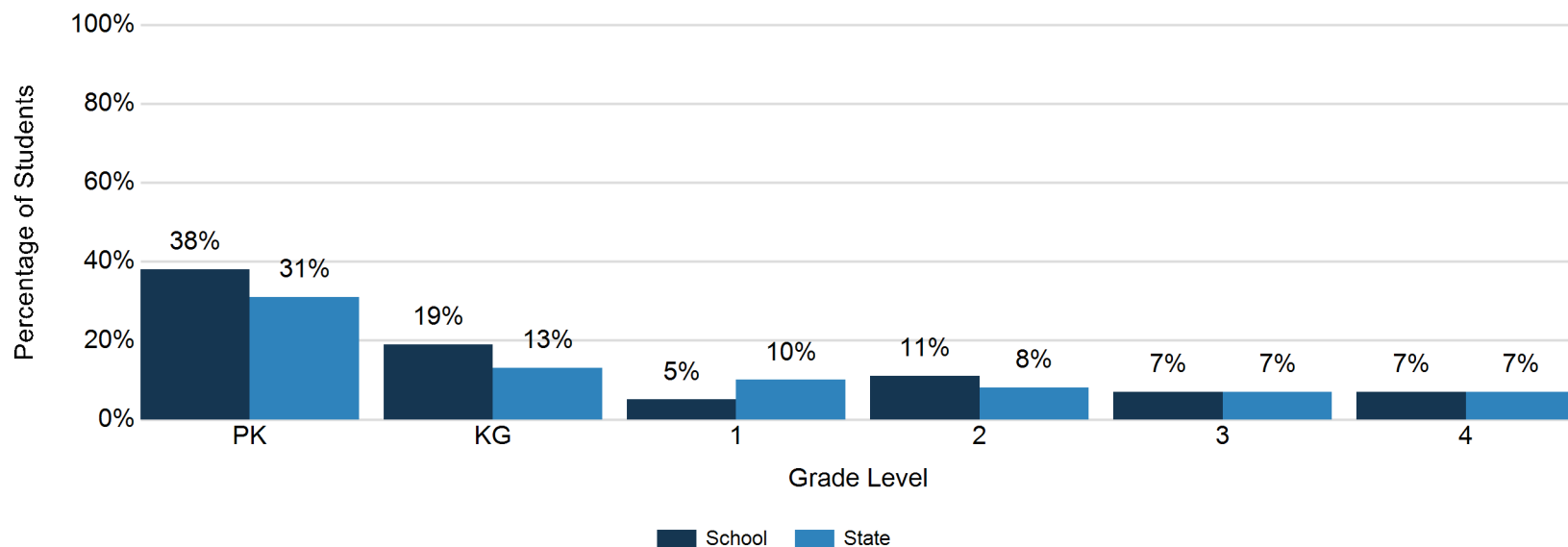
**Report Key:**

- \* 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

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

### Chronic Absenteeism by Grade

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





**Jackson Avenue**  
(03-1860-120)  
Grades Offered: PK-04  
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

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	2
Weapons	0
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	1.85

### 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



**Jackson Avenue**  
(03-1860-120)  
Grades Offered: PK-04  
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

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.

### 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	4	4
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
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	0	0.0%
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

\*



**Jackson Avenue**  
(03-1860-120)  
Grades Offered: PK-04  
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 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	2:50 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 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



**Jackson Avenue**  
(03-1860-120)  
Grades Offered: PK-04  
2018-2019

**Report Key:**

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

**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

## Teachers – 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	38	118,214
Average years experience in public schools	11.2	12.1
Average years experience in district	11.2	10.8
Percentage of Teachers with 4 or more years experience in the district	68.4%	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	34	9,530
Average years experience in public schools	16.4	16.0
Average years experience in district	16.4	12.0
Percentage of Administrators with 4 or more years experience in the district	91.2%	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	13:1	13:1
Students to Administrators	244:1	169:1
Teachers to Administrators	19:1	13:1
Students to Librarians/Media Specialists		958:1
Students to Nurses		718:1
Students to Counselors		479:1
Students to Child Study Team Members		198:1



**Jackson Avenue**  
(03-1860-120)  
Grades Offered: PK-04  
2018-2019

**Report Key:**

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

**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	53.0%	92.1%	50.0%	48.4%	77.1%	54.9%
Male	47.0%	7.9%	50.0%	51.6%	22.9%	45.1%
White	6.6%	71.1%	50.0%	42.4%	83.6%	77.4%
Hispanic	84.0%	23.7%	50.0%	29.9%	7.3%	7.2%
Black or African American	7.4%	2.6%	0.0%	15.0%	6.6%	13.9%
Asian	1.6%	2.6%	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	0.4%	0.0%	0.0%	2.1%	0.2%	0.2%



**Jackson Avenue**  
(03-1860-120)  
Grades Offered: PK-04  
2018-2019

**Report Key:**

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

**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers and Administrators - 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	91.4%	90.5%
2017-18 Administrators: Same district 2018-19	97.0%	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	94.8%



**Jackson Avenue**  
(03-1860-120)  
Grades Offered: PK-04  
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

## 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.



**Jackson Avenue**  
(03-1860-120)  
Grades Offered: PK-04  
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

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.



**Jackson Avenue**  
(03-1860-120)  
Grades Offered: PK-04  
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

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

### 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	42.8%	49.4%	41.9%
Math Proficiency	36.5%	45.7%	43.9%
ELA Growth	37	51	44
Math Growth	41	47	43
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		53.7%	40.9%
Chronic Absenteeism	5.0%	11.3%	9.5%

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



**Jackson Avenue**  
(03-1860-120)  
Grades Offered: PK-04  
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

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.



**Jackson Avenue**  
(03-1860-120)  
Grades Offered: PK-04  
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

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

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Met Target	Met Standard	Met Standard	Met Target†	Not Met	No
White	**	**	**	**	n/a	Not Met	No
Hispanic	Not Met	Met Target†	Met Standard	Met Standard	n/a	Met	No
Black or African American	**	**	**	**	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†	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
English Learners	Met Target†	Not Met	Met Standard	Met Standard	Met Standard	Met	No

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



**Jackson Avenue**  
(03-1860-120)  
Grades Offered: PK-04  
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.



### Highlights:

- We deliver data-based instruction that attends to the individual needs of our students.
- We are a technologically progressive school. We have a Chromebook cart in every classroom used to enhance learning in all subjects.
- We use a Mindfulness Approach to teach the Whole Child and provide training and community building to our families.



### Mission, Vision, Theme:

The Jackson Avenue School community believes that all students can succeed every day in a safe, respectful, collegial, and nurturing learning environment. The Jackson Avenue School community has as a mission to empower all students to thrive and achieve to their highest capacity by teaching with full commitment so that students can learn with motivation and ownership.



### Awards, Recognition, Accomplishments:

With one hundred percent of its staff being highly qualified, Jackson Avenue School is a Professional Learning Community. The school continues to work towards meeting the State's performance targets as a result of teachers, administrators, the special services team, para-professional educators, parents, and the support staff working collaboratively to create and sustain an optimal learning environment for the whole child.



**Jackson Avenue**  
(03-1860-120)  
Grades Offered: PK-04  
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.



### Courses, Curriculum, Instruction:

All subjects are aligned to the NJSLS. Both Math and Literacy instruction focus on small group instruction. The science curriculum focuses on hands-on instruction and STEM. Our Social Studies program is Pearson My World. Our Performing and Visual Arts program is culturally-responsive. Our Physical Education Curriculum focuses on students' physical and mental well-being. Digital Learning and technology serve to prepare students for College and Careers.



### Clubs and Activities:

We offer an after-school enrichment club, tutorials, a Lego League, Chorus, Green Team. Our students participate in several art competitions. They perform in evening Winter and Spring Concerts. Mindfulness and Yoga are school-wide initiatives.





**Jackson Avenue**  
(03-1860-120)  
Grades Offered: PK-04  
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.

 <p><b>Before and After School Programs:</b></p>	<p>Our Family Friendly Center includes courses in Tesselations, soccer, Mindfulness and Yoga, literacy and math intervention, tutorials, health, fitness, and nutrition, art enrichment, and Performing Arts. We also offer a Tutorial program. The YMCA offers aftercare services at a fee for interested parents.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>Our instructional staff participates in job-embedded professional development that responds to student performance data and teachers' individual professional development plans. We embed professional learning in all our grade level meetings, staff meetings, data meetings, and formal and informal class observations. Teachers also attend professional learning sessions outside the district.</p>






**Jackson Avenue**  
(03-1860-120)  
Grades Offered: PK-04  
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.

 <p><b>Student Supports and Services:</b></p>	<p>We offer Student Support services through our I&amp;RS, Bilingual and Special Education, with related services provided by a Speech Therapist, Physical Therapist, Occupational Therapist, a Social Worker, a School Behaviorist, and a School Psychologist. Our Title I grant funds are used to provide services and materials for all students who are struggling academically and for parents to support them at home.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Social-Emotional Learning is an essential part of the curriculum at Jackson Avenue. We use a Mindfulness Approach to instill in students that when their mind is calm we do our best work; when our thoughts are positive we are kinder to others and to ourselves; and when lessons are challenging, social, and interactive, we put our best efforts forward. Our after school program incorporates Health and Nutrition into their curriculum. We have a full-time school nurse on staff.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>We have an active PTA that meets regularly and sponsors a wide variety of activities for parents and children. Parents are trained on the Anti-Bullying Bill of Rights, New Jersey Student Learning Standards, and New Jersey Student Learning Assessment. All communication to parents is sent home in both English and Spanish to accommodate a large Spanish-speaking population. Administration and Office Staff are multilingual.</p>






**Jackson Avenue**  
(03-1860-120)  
Grades Offered: PK-04  
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.

 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The mission of the School Climate and Culture Committee is building a positive school environment for all. The committee has created a survey to gather data about the attitudes and perceptions of students, parents, and teachers about the climate and culture of our school. Data is continually used to assist in reducing incidences of HIB and increasing a sense of community in our school.</p>
 <p>Facilities:</p>	<p>Our school sits on four acres of land with an expansive Great Lawn at the disposal of the whole school community. We offer visitor parking amenities for parents that are dropping off, picking up, meeting with staff, or volunteering. Our building is fully air conditioned. We have a new gymnasium floor with the Jackson Logo. We have new mats on the four walls of the gymnasium for the safety of our students. We continually review security needs of the building and make facility upgrades as needed.</p>
 <p>School Safety:</p>	<p>Jackson Avenue follows all NJ State mandated regulations for monthly drills. First responders along with school administrators review the outcomes of all safety drills and continuously revise procedures to create an optimally secure environment for student safety.</p>





**Jackson Avenue**  
(03-1860-120)  
Grades Offered: PK-04  
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.

 <p><b>Technology and STEM:</b></p>	<p>STEM is integrated in our Science programs which are aligned to NextGen standards. Our teachers infuse STEM activities in content area instruction. We participate in Hour of Code. Our staff meeting include digital instructional and presentation tools. We will be following an unconference self-directed PD model in at least two of the school based Professional Learning sessions.</p>
 <p><b>Early Childhood Education:</b></p>	<p>Our Pre-School Disability classes follow the Creative Curriculum program. The classroom environment is equipped with new furniture and materials for our youngest learners. Oral language development, early literacy, and early numeracy are at the heart of the program goals.</p>



**Jackson Avenue**  
(03-1860-120)  
Grades Offered: PK-04  
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.



### Other Information

Jackson Avenue School is renowned for the love of children and service to our community that our caring staff provides. We steadfastly work toward becoming one of New Jersey's Future Ready learning institutions and a place where our students receive an education that will prepare them for a prosperous life. Our beautiful school stands inside of four acres of stunning school grounds, a suburban setting that our students use for recreation, experiential learning, community-wide events, and exercise! At Jackson Avenue School, we educate the whole child, attending to academics, social-emotional learning, and career goals for our students. Our school community is enriched by the cultural, socio-economic, and linguistic diversity of our families, which our teachers use to create deeper connections to learning. At Jackson Avenue School, our administrative team and teachers are technologically-savvy and academic risk-takers, willing to do whatever it takes for the success of our students. We think out of the box, innovate, and use a wide array of instructional approaches to make content accessible to our students. Many of our classrooms offer students flexible seating and grouping. Our staff is diligent in their practice of differentiation, rigor, student choice, and using data to plan for instruction. Our teachers even attend professional training during their own time and bring back new practices into the classroom. At Jackson Avenue School, our leadership is shared and inclusive. We understand that a school is transformed when professionals are empowered to do their best work in service of high expectations for all students and when each child and staff member is valued as an individual. Jackson Avenue School is a happy school where we work hard, achieve our goals, and celebrate together! Christopher J. Moran Principal 201-646-7991  
cmoran@hackensackschools.org <http://www.hackensackschools.org/Jackson.cfm?subpage=239365>



**Nellie K. Parker**  
(03-1860-090)  
Grades Offered: PK-04  
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:**



**Nellie K. Parker**  
(03-1860-090)  
Grades Offered: PK-04  
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	Bergen
District	Hackensack School District
Principal Name	Ms. Lillian Whitaker
Address	261 MAPLE HILL DR HACKENSACK, NJ 07601
Phone Number	201-646-8020
Email Address	<a href="mailto:lwhitaker@hackensackschools.org">lwhitaker@hackensackschools.org</a>
Website	<a href="http://www.hackensackschools.org/Parker.cfm">http://www.hackensackschools.org/Parker.cfm</a>
Facebook	<a href="https://Facebook@NKPComets">https://Facebook@NKPComets</a>
Twitter	<a href="https://NKPComets">https://NKPComets</a>



**Nellie K. Parker**  
(03-1860-090)  
Grades Offered: PK-04  
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

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	65	83	87
KG	107	90	90
1	110	104	93
2	125	103	92
3	134	115	97
4	95	120	116
Total	636	615	575

### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	44.0%	43.9%	42.3%
Male	56.0%	56.1%	57.7%
Economically Disadvantaged Students	62.1%	57.4%	57.0%
Students with Disabilities	24.2%	28.1%	27.0%
English Learners	14.0%	16.1%	14.8%
Homeless Students	0.8%	1.1%	1.6%
Students in Foster Care	0.5%	0.3%	0.3%
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	8.5%	7.3%	6.8%
Hispanic	54.6%	57.4%	57.7%
Black or African American	25.0%	25.2%	23.7%
Asian	9.6%	8.5%	9.7%
Native Hawaiian or Pacific Islander	0.3%	0.2%	0.2%
American Indian or Alaska Native	0.6%	0.2%	0.0%
Two or More Races	1.4%	1.3%	1.9%

### 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	19	21	1
PK - Full Day	46	62	86
KG - Half Day	0	0	0
KG - Full Day	107	90	90

### 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	55.0%
Spanish	35.8%
Arabic	1.7%
Telugu	1.6%
Tamil	1.0%
Other Languages	4.9%



**Nellie K. Parker**  
(03-1860-090)  
Grades Offered: PK-04  
2018-2019

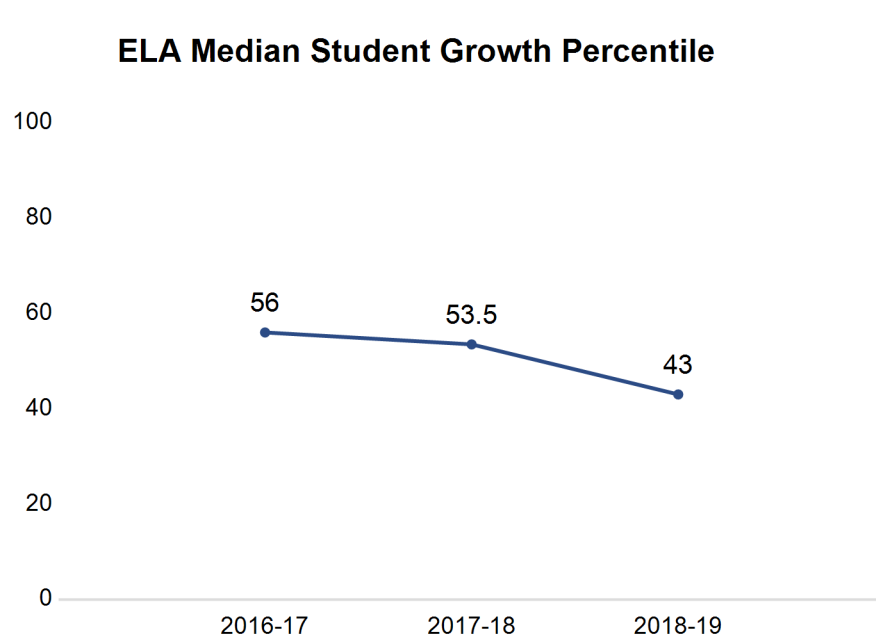
**Report Key:**

- \* 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

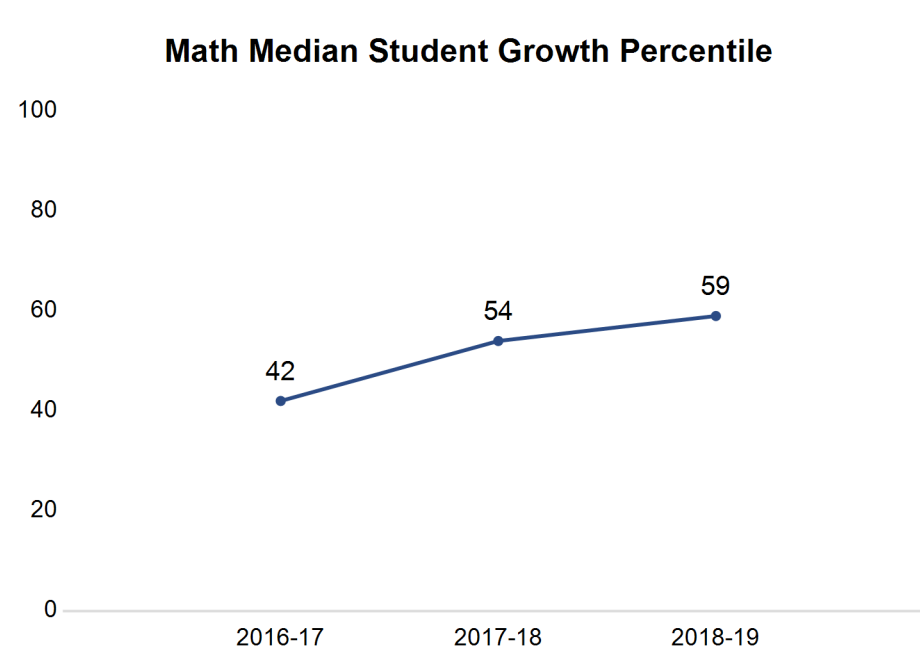
## Student Growth Trends and Progress

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

### ELA Median Student Growth Percentile



### Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	56	53.5	43	42	54	59
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



**Nellie K. Parker**  
(03-1860-090)  
Grades Offered: PK-04  
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

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	43	51	50	Met Standard	59	40	50	Met Standard
White	*	58	50	**	*	46	52	**
Hispanic	37	51	49	Not Met	53	40	47	Met Standard
Black or African American	57	47	45	Met Standard	52.5	36	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	59	59	**	*	65	60	**
American Indian or Alaska Native	N	*	56	**	N	N	51.5	**
Two or More Races	*	39	49	**	*	34	52	**
Female	39	53	53	N	65	43	50	N
Male	47.5	49	47	N	53.5	37	51	N
Economically Disadvantaged Students	37	50	48	Not Met	64	40	46	Exceeds Standard
Students with Disabilities	37	46	43	Not Met	54	36	45	Met Standard
English Learners	39	48	52	**	67	42	50	**
Homeless Students	*	60	43	N	*	52	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



**Nellie K. Parker**  
 (03-1860-090)  
 Grades Offered: PK-04  
 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

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

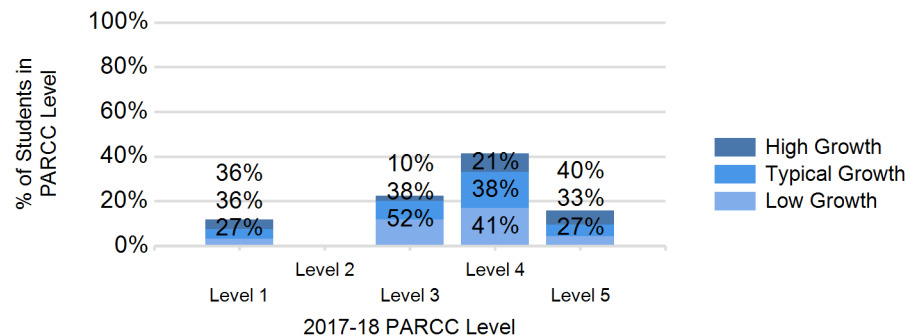
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

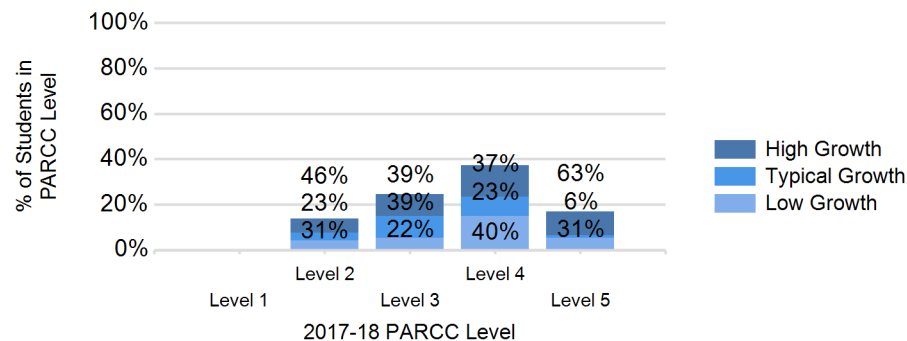
**Student Growth by Performance Level**

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

**ELA**



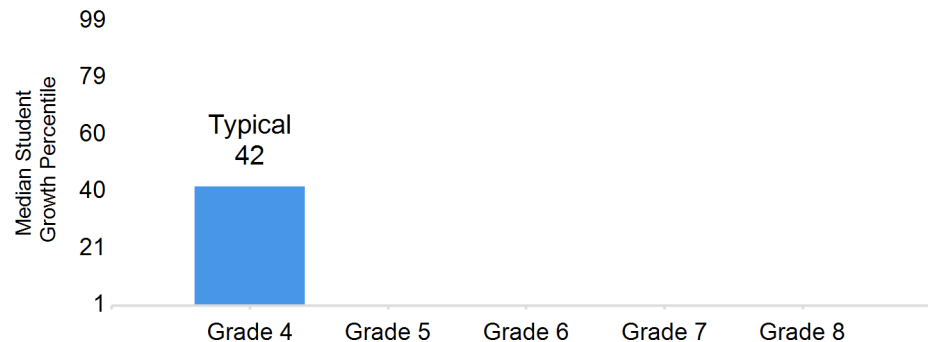
**Math**



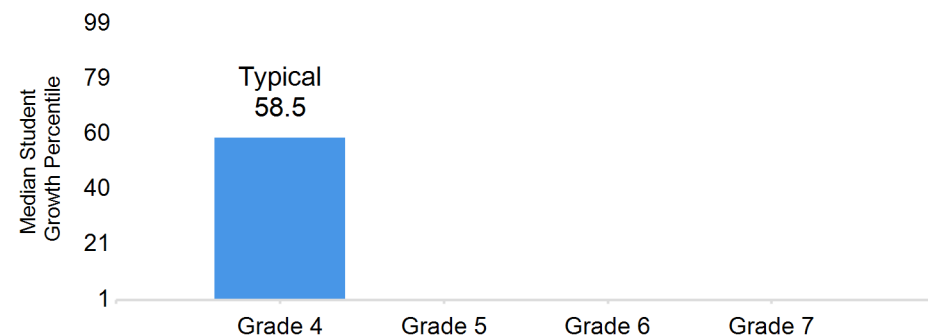
**Student Growth by Grade**

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

**ELA**



**Math**





**Nellie K. Parker**  
(03-1860-090)  
Grades Offered: PK-04  
2018-2019

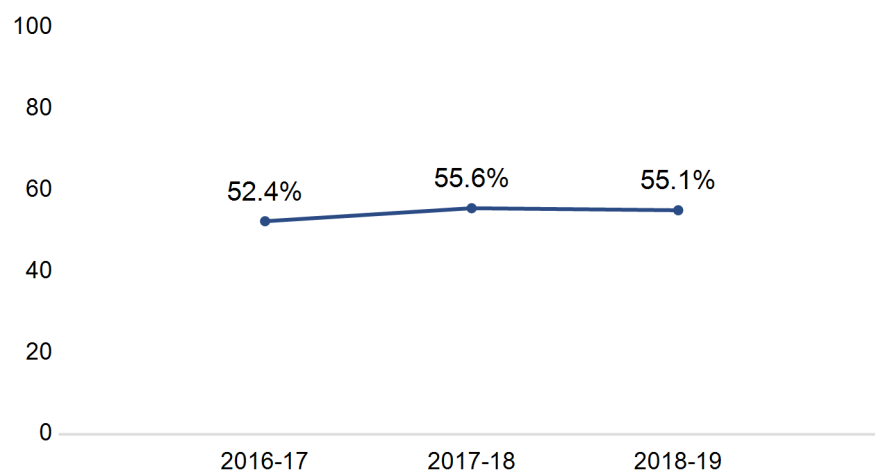
**Report Key:**

- \* 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

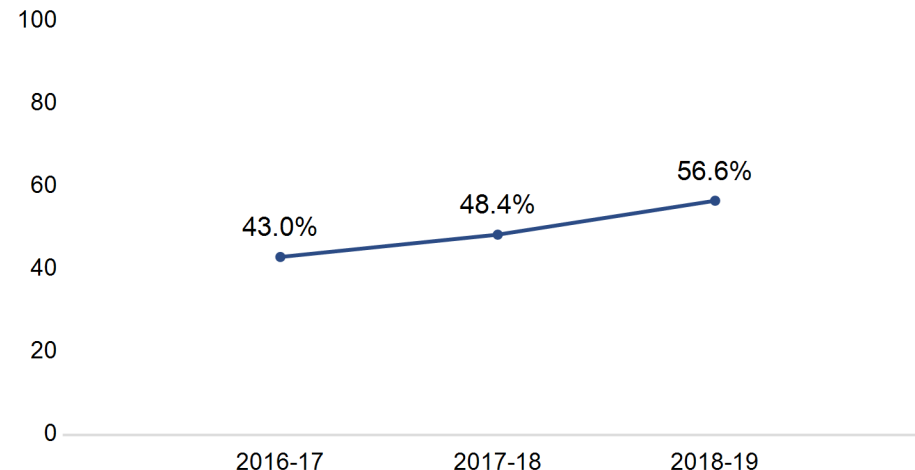
## English Language Arts and Mathematics Performance Trends

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	98.1%	99.6%	97.9%	98.6%	99.6%	98.0%
Proficiency Rate for Federal Accountability	52.4%	55.6%	55.1%	43.0%	48.4%	56.6%
Annual Target	53.1%	54.5%	55.9%	47.8%	49.5%	51.2%
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.



**Nellie K. Parker**  
(03-1860-090)  
Grades Offered: PK-04  
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 - 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	185	97.9	55.1	49.0	57.9	55.1	55.9	Met Target†
White	*	*	*	57.8	66.9	*	**	**
Hispanic	105	99.1	47.6	46.5	43.9	47.6	44.7	Met Target
Black or African American	55	95.0	58.2	47.6	38.5	58.2	66	Met Target†
Asian, Native Hawaiian, or Pacific Islander	12	100.0	83.3	72.5	82.9	83.3	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	78	98.8	57.7	56.1	64.8	57.7		
Male	107	97.4	53.3	42.6	51.3	53.3		
Economically Disadvantaged Students	106	99.1	45.3	44.4	40.0	45.3	44.9	Met Target
Non-Economically Disadvantaged Students	79	96.5	68.4	55.6	67.9	68.4		
Students with Disabilities	48	98.0	14.6	13.7	22.7	14.6	28.7	Not Met
Students without Disabilities	137	97.9	69.3	58.9	65.1	69.3		
English Learners	21	100.0	38.1	24.3	29.3	38.1	28	Met Target
Non-English Learners	164	97.7	57.3	52.8	60.6	57.3		
Homeless Students	*	*	*	21.3	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



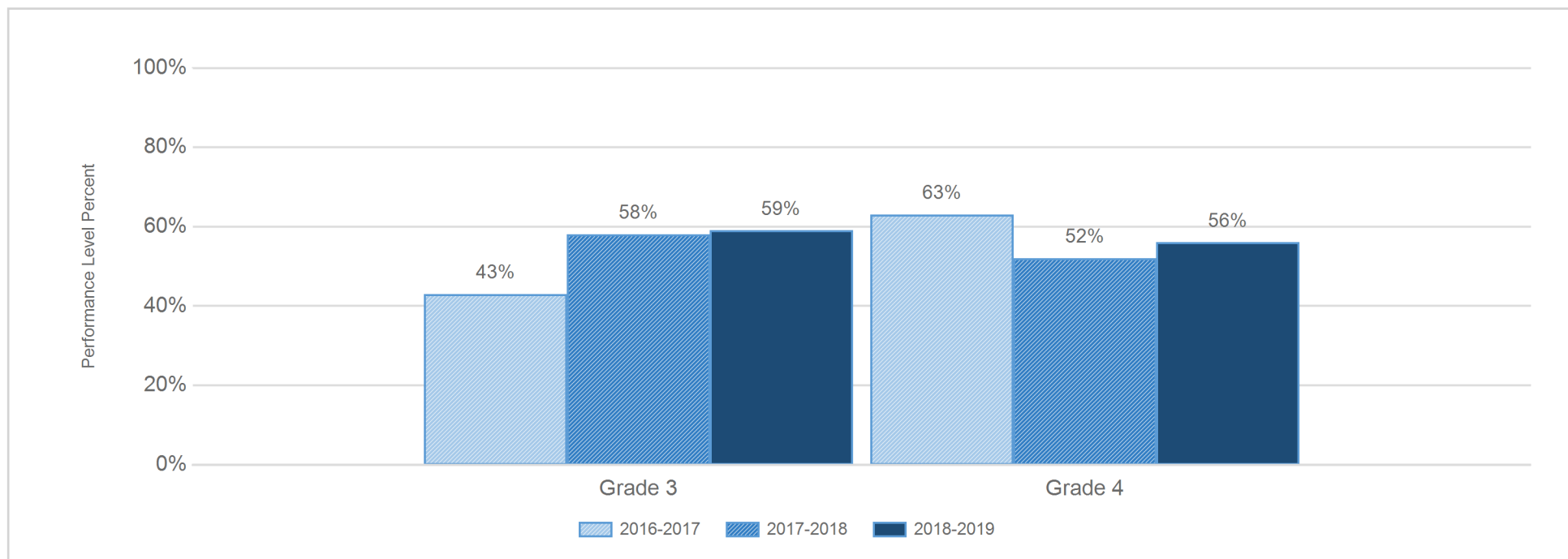
**Nellie K. Parker**  
(03-1860-090)  
Grades Offered: PK-04  
2018-2019

**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.





**Nellie K. Parker**  
(03-1860-090)  
Grades Offered: PK-04  
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 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>	83	758	742	748	*	*	28%	*	*	59%	50%
White	*	*	758	757	*	*	*	*	*	*	60%
Hispanic	46	754	738	734	*	*	28%	*	*	57%	36%
Black or African American	25	754	739	731	*	*	*	56%	0%	56%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	35	768	748	753	*	*	*	*	*	69%	55%
Male	48	750	737	743	*	*	*	*	*	52%	46%
Economically Disadvantaged Students	42	754	737	731	*	*	*	*	*	52%	33%
Non-Economically Disadvantaged Students	41	762	749	759	*	*	*	*	*	66%	61%
Students with Disabilities	16	717	707	719	*	*	*	*	*	25%	24%
Students without Disabilities	67	767	750	754	*	*	*	*	*	67%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	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%



**Nellie K. Parker**  
(03-1860-090)  
Grades Offered: PK-04  
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 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
<b>Schoolwide</b>	101	758	751	755	*	*	26%	39%	18%	56%	57%
White	*	*	757	763	*	*	*	*	*	*	67%
Hispanic	56	749	747	743	*	*	32%	*	*	45%	44%
Black or African American	31	758	*	739	*	*	*	*	*	65%	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	44	762	755	760	*	*	32%	*	*	52%	62%
Male	57	755	748	750	*	*	21%	*	*	60%	53%
Economically Disadvantaged Students	60	747	747	740	*	*	*	*	*	45%	40%
Non-Economically Disadvantaged Students	41	775	757	765	*	*	*	*	*	73%	69%
Students with Disabilities	26	717	720	725	*	*	*	*	*	*	25%
Students without Disabilities	75	772	760	761	*	*	*	*	*	*	64%
English Learners	*	*	714	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	755	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	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%



**Nellie K. Parker**  
(03-1860-090)  
Grades Offered: PK-04  
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

## 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	189	98.0	56.6	29.7	44.5	56.6	51.2	Met Target
White	*	*	*	42.5	54.1	*	**	**
Hispanic	106	99.1	51.9	28.1	28.8	51.9	43.2	Met Target
Black or African American	55	95.0	56.4	24.3	23.0	56.4	52.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	14	100.0	85.7	59.6	76.5	85.7	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	78	98.8	57.7	30.3	44.9	57.7		
Male	111	97.5	55.9	29.2	44.2	55.9		
Economically Disadvantaged Students	108	99.1	53.7	26.8	26.3	53.7	39.9	Met Target
Non-Economically Disadvantaged Students	81	96.6	60.5	33.9	54.9	60.5		
Students with Disabilities	49	94.3	18.4	*	17.4	18.4	23.6	Met Target†
Students without Disabilities	140	99.3	70.0	*	50.0	70.0		
English Learners	24	100.0	50.0	*	25.0	50.0	35.9	Met Target
Non-English Learners	165	97.7	57.6	*	46.5	57.6		
Homeless Students	*	*	*	29.5	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



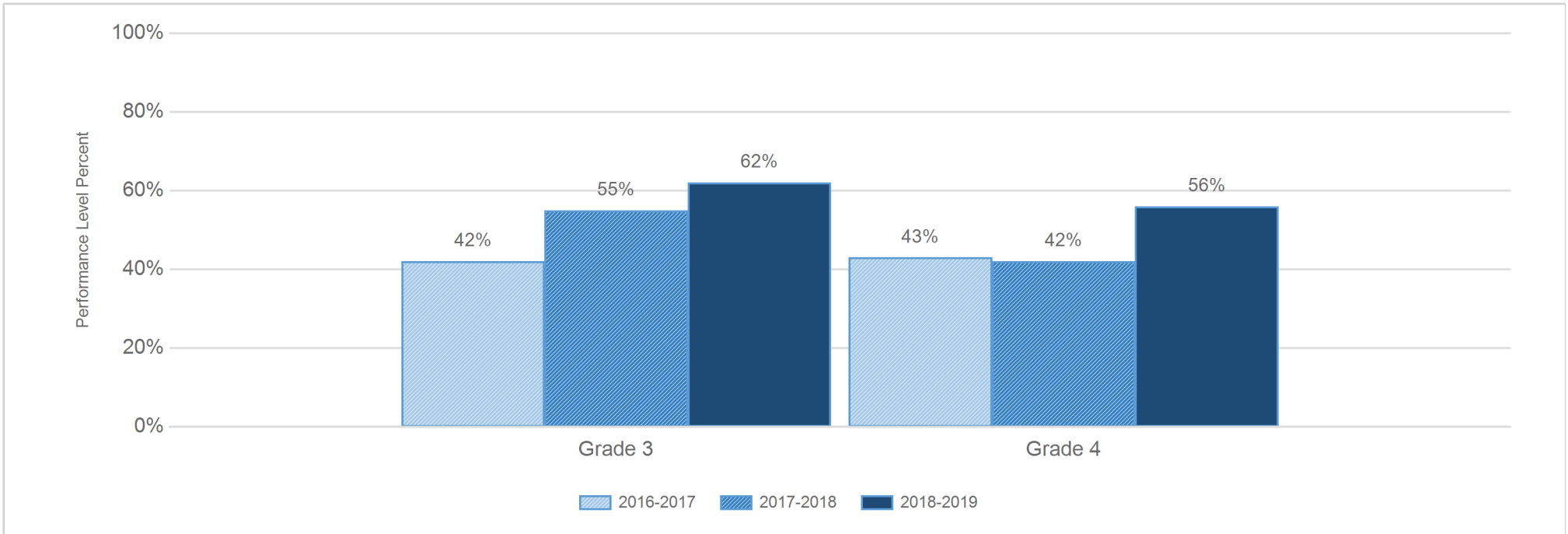
**Nellie K. Parker**  
(03-1860-090)  
Grades Offered: PK-04  
2018-2019

**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

### 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.



**Nellie K. Parker**  
(03-1860-090)  
Grades Offered: PK-04  
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

### 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>	84	753	748	752	*	12%	21%	*	*	62%	55%
White	*	*	759	760	*	*	*	*	*	*	66%
Hispanic	47	750	746	739	*	*	*	*	*	62%	40%
Black or African American	25	748	743	735	*	*	*	*	*	56%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	35	757	750	751	*	*	*	*	*	66%	54%
Male	49	749	745	752	*	*	*	*	*	59%	56%
Economically Disadvantaged Students	43	751	745	737	*	*	*	*	*	63%	37%
Non-Economically Disadvantaged Students	41	754	751	761	*	*	*	*	*	61%	67%
Students with Disabilities	16	728	726	731	*	*	*	*	*	19%	31%
Students without Disabilities	68	758	753	756	*	*	*	*	*	72%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	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%



**Nellie K. Parker**  
(03-1860-090)  
Grades Offered: PK-04  
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

### 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>	104	753	748	749	*	17%	23%	*	*	56%	51%
White	*	*	763	757	*	*	*	*	*	*	62%
Hispanic	57	745	745	737	*	23%	25%	*	*	46%	36%
Black or African American	31	751	*	731	0%	*	*	*	*	61%	29%
Asian, Native Hawaiian, or Pacific Islander	10	792	*	776	0%	*	0%	*	*	90%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	45	754	748	749	*	*	24%	*	*	53%	50%
Male	59	752	747	749	*	*	22%	*	*	58%	52%
Economically Disadvantaged Students	61	746	745	734	*	*	*	*	*	51%	32%
Non-Economically Disadvantaged Students	43	763	752	759	*	*	*	*	*	63%	63%
Students with Disabilities	26	722	725	726	*	*	*	*	*	15%	25%
Students without Disabilities	78	763	754	754	*	*	*	*	*	69%	56%
English Learners	*	*	725	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	750	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	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%



**Nellie K. Parker**  
(03-1860-090)  
Grades Offered: PK-04  
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

## 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	*	*

## 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	61.8%	56.6%	Met Target

† 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	35	*	*
3-4	35	82.9%	17.1%
5 or more	14	78.6%	21.4%



**Nellie K. Parker**  
(03-1860-090)  
Grades Offered: PK-04  
2018-2019

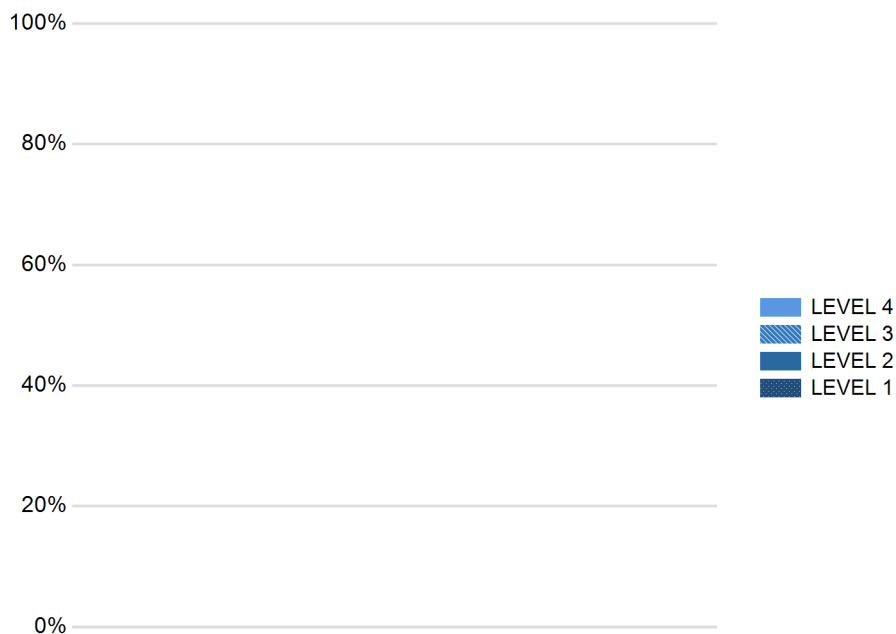
**Report Key:**

- \* 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

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



**Nellie K. Parker**  
(03-1860-090)  
Grades Offered: PK-04  
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

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.

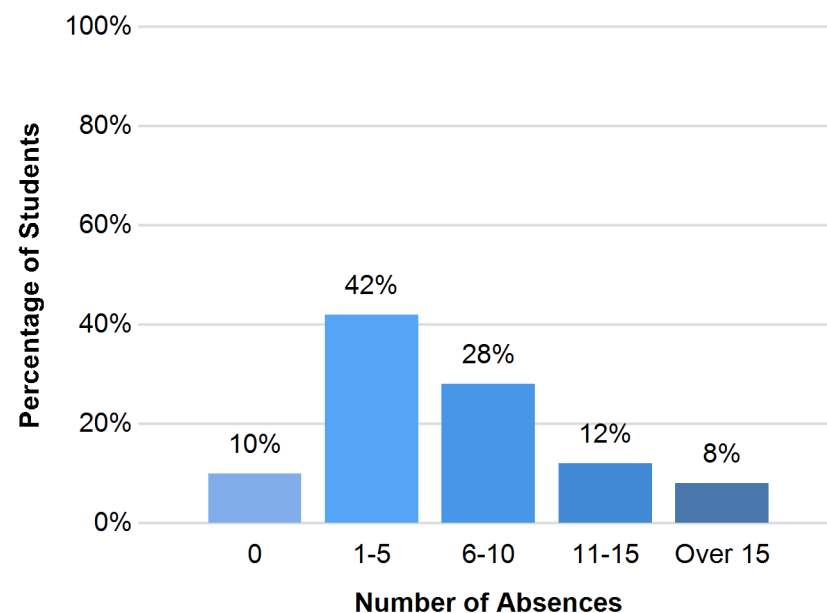
### Chronic Absenteeism

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	30	6.7	9.2	Met
White	*	*	9.2	Not Met
Hispanic	11	4.5	9.2	Met
Black or African American	16	13.3	9.2	Not Met
Asian, Native Hawaiian, or Pacific	0	0	9.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	17	8.9		
Male	13	5.1		
Economically Disadvantaged Students	18	7.4	9.2	Met
Students with Disabilities	8	8.5	9.2	Met
English Learners	2	3.6	9.2	Met
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.





**Nellie K. Parker**  
(03-1860-090)  
Grades Offered: PK-04  
2018-2019

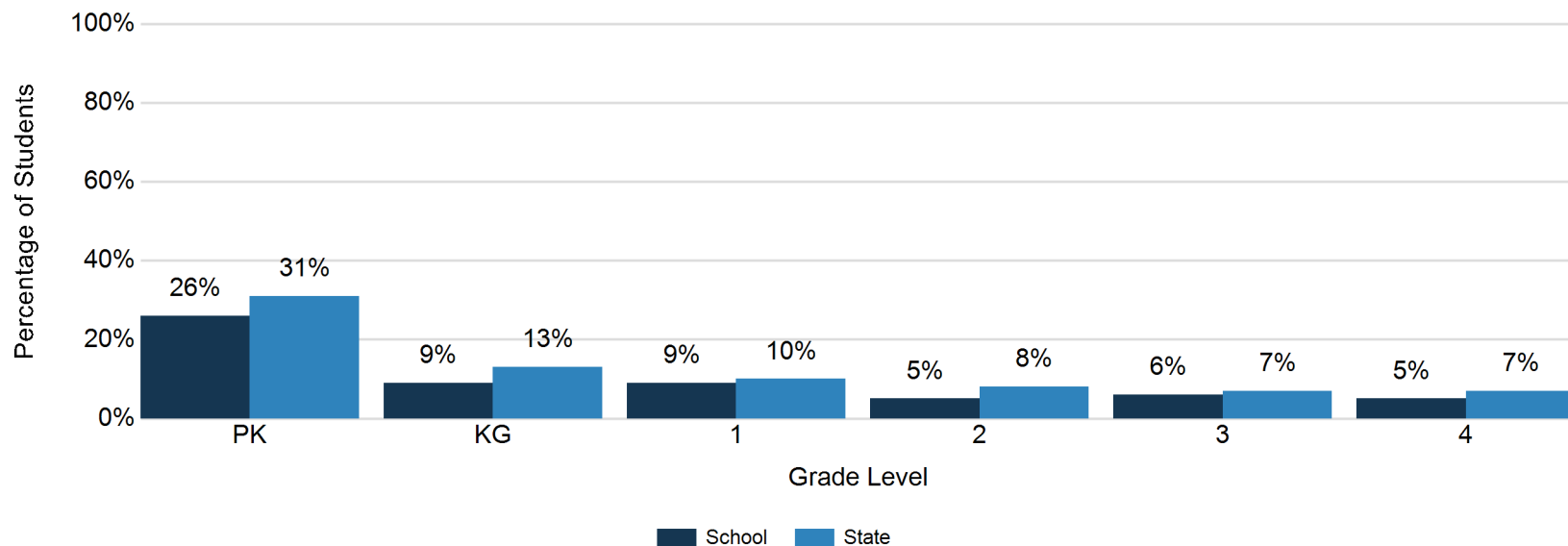
**Report Key:**

- \* 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

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

### Chronic Absenteeism by Grade

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





**Nellie K. Parker**  
(03-1860-090)  
Grades Offered: PK-04  
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

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

### 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



**Nellie K. Parker**  
(03-1860-090)  
Grades Offered: PK-04  
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

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.

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

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

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

### 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	*	*
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

\*



**Nellie K. Parker**

(03-1860-090)

Grades Offered: PK-04

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 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	2:50 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 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



**Nellie K. Parker**  
(03-1860-090)  
Grades Offered: PK-04  
2018-2019

**Report Key:**

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

**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

## Teachers – 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	10.3	12.1
Average years experience in district	10.3	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	34	9,530
Average years experience in public schools	16.4	16.0
Average years experience in district	16.4	12.0
Percentage of Administrators with 4 or more years experience in the district	91.2%	76.9%

## Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	13:1
Students to Administrators	192:1	169:1
Teachers to Administrators	16:1	13:1
Students to Librarians/Media Specialists		958:1
Students to Nurses		718:1
Students to Counselors		479:1
Students to Child Study Team Members		198:1



**Nellie K. Parker**  
(03-1860-090)  
Grades Offered: PK-04  
2018-2019

**Report Key:**

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

**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	42.3%	91.5%	100.0%	48.4%	77.1%	54.9%
Male	57.7%	8.5%	0.0%	51.6%	22.9%	45.1%
White	6.8%	40.4%	66.7%	42.4%	83.6%	77.4%
Hispanic	57.7%	27.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	23.7%	23.4%	33.3%	15.0%	6.6%	13.9%
Asian	9.7%	8.5%	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	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.9%	0.0%	0.0%	2.1%	0.2%	0.2%



**Nellie K. Parker**  
(03-1860-090)  
Grades Offered: PK-04  
2018-2019

**Report Key:**

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

**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers and Administrators - 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	91.4%	90.5%
2017-18 Administrators: Same district 2018-19	97.0%	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	95.3%



**Nellie K. Parker**  
(03-1860-090)  
Grades Offered: PK-04  
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

## 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.



**Nellie K. Parker**  
(03-1860-090)  
Grades Offered: PK-04  
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

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.



**Nellie K. Parker**  
(03-1860-090)  
Grades Offered: PK-04  
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

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

## 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	52.4%	55.6%	55.1%
Math Proficiency	43.0%	48.4%	56.6%
ELA Growth	56	54	43
Math Growth	42	54	59
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		64.0%	61.8%
Chronic Absenteeism	7.2%	7.4%	6.7%

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



**Nellie K. Parker**  
(03-1860-090)  
Grades Offered: PK-04  
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

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.



**Nellie K. Parker**  
(03-1860-090)  
Grades Offered: PK-04  
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

### 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	Met Standard	Met Target	Met	No
White	**	**	**	**	n/a	Not Met	No
Hispanic	Met Target	Met Target	Not Met	Met Standard	n/a	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	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target	Not Met	Exceeds Standard	n/a	Met	No
Students with Disabilities	Not Met	Met Target†	Not Met	Met Standard	n/a	Met	No
English Learners	Met Target	Met Target	**	**	**	Met	No

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



**Nellie K. Parker**  
(03-1860-090)  
Grades Offered: PK-04  
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.



### Highlights:

- STEAM, Math, Science and Literacy Family Nights were held to share strategies/materials with parents. In addition, Celebration of the Arts highlighted students' artistic abilities and creative writing
- We are a Future Ready School. Digital learning is used in all subject areas. Each student has a Chromebook and each classroom has a SmartBoard.
- Students receive instruction based upon data. Students' individual needs are supported by individualized and small group instruction.



### Mission, Vision, Theme:

Our mission is to offer ALL students a positive and challenging learning environment which empowers them to be responsible and productive citizens of the world. Our vision: students, staff, parents and community members commit themselves to developing the social, emotional, academic and physical welfare of all children. By fostering critical thinking skills, translated via literacy, fine arts, mathematics, STEAM, and digital learning, our 21st century school is responsive to global changes.



### Awards, Recognition, Accomplishments:

Our entire staff is highly qualified. Nellie K. Parker supports all staff by meeting the needs of teachers through individualized professional development. We have made progress in meeting the State's performance targets. Parker school acknowledges student performance both academically and as a growth model by highlighting specific students during Good Deed Doer/Student of the Month Assemblies. Academic achievements are further recognized at the end of year awards program.





**Nellie K. Parker**  
(03-1860-090)  
Grades Offered: PK-04  
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.

 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Digital learning and effective use of technology is used in all subject areas. ELA and Math instruction are aligned to the NJSL. The core programs are Journeys and Go Math. Both math and literacy focus on whole and small group instruction. The Science Curriculum supports the Next Generation Science Standards through Amplify Science which focuses on hands-on instruction and STEM. Pearson's My World is the Social Studies core program.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Parker offers Lego League, Mad Science, Instrumental Music and Chorus. Students partake in Walk-a-Thons, Field Day, a Talent Show and several art competitions. All students perform in assemblies for the entire school. Students participate in Winter and Spring Concerts. Our school-wide Safety Patrol is made up of student volunteers. Students can become a member of the Character Education Club. Daily, morning announcements are provided by fourth grade students. A Hackensack Detective instructs LEAD for all second graders. Student Government is comprised of third and fourth grade students that help plan and support school initiatives.</p>





**Nellie K. Parker**  
(03-1860-090)  
Grades Offered: PK-04  
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.

 <p><b>Before and After School Programs:</b></p>	<p>We offer art enrichment and STEAM programs. Selected students attend after school tutoring based upon specific criteria. Small group instruction is implemented in order to garner the best results from the tutoring sessions. Additionally, students are invited to participate in Lego League, Mad Science and Chorus.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>Professional development is rooted in all grade level and faculty meetings. Many faculty meetings take on the structure of an EdCamp Model. In addition, specific PD days have been added into the school calendar to support teachers' individual needs. Teachers and paraprofessionals meet with other staff members to support new initiatives.</p>






**Nellie K. Parker**  
(03-1860-090)  
Grades Offered: PK-04  
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.

 <p><b>Student Supports and Services:</b></p>	<p>Students receive various supports and services. Such services can include: Speech Therapy, Physical Therapy and/or Occupational Therapy. Our Teachers and Child Study Team members collaborate to provide the best program for each student. We also offer Bilingual and ESL programs for our English Language Learners. Our School-wide Title 1 Grant supports all students. It also affords us the opportunity to fund a Literacy Coach to enhance teachers' instruction and student learning.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Students' health and wellness are monitored by our School Nurse. The School Nurse contacts parents and works with teachers in order to support students' needs on a daily basis. The School Nurse does health screenings for all students. Students learn about health and nutrition. The School Nurse brings many educational programs to Parker such as The Asthma Bus, HARP (Health Awareness Regional Program) and the Dental Awareness Month Assembly. In conjunction with the school, Lunch Assistants are CPR certified. In addition, the School Social Worker provided services for students and parents. All students participated in lessons regarding Anti-Bullying and Social and Emotional Learning.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Parker School has a positive relationship with parents and the community. Our PTA sends out newsletters, sponsors book fairs, assembly programs, an entrepreneur workshop and organizes family activities. Our School-wide Title I Grant has allowed us opportunities to empower our parents with the skills to support students academically and socially. Our He Reads to Me program is heavily supported by our local churches, Fire and Police Departments as well as the local community. The Bergen Reads Program provides over 40 tutors. The Fire and Police Departments provide safety instruction for all students.</p>






**Nellie K. Parker**  
(03-1860-090)  
Grades Offered: PK-04  
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.

 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Our Climate and Culture Committee created a survey to gather data about the attitudes and perceptions of students, parents and staff members. During Grade Level Meetings and Faculty Meetings, the data is disseminated and discussed. Data is continually used to monitor ways to improve the Climate and Culture at Parker. The Culture and Climate Committee meets regularly in order to meet the needs of students, parents and staff.</p>
 <p>Facilities:</p>	<p>Upon entering Parker School, visitors are treated to our warm and friendly front lobby complete with a comfortable seating area. Student work is displayed throughout the building. Our theme for the year, "Rockstars" is evidenced by teacher-created guitars. In addition, there are various inspirational sayings and mottos displayed on the walls of Parker School. We have a state of the art sound system.</p>
 <p>School Safety:</p>	<p>All staff were trained on School Safety and Security throughout the school year. Bi-monthly drills were held and attendance was recorded. Third and fourth graders were provided a presentation from NJ Transit about safety around trains. Otto the Auto was presented to Kindergarten - Second grade students about passenger and pedestrian safety.</p>



**Nellie K. Parker**  
 (03-1860-090)  
 Grades Offered: PK-04  
 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.



Technology and STEM:

We are a Future Ready School. Technology is consistently used throughout the day. Kindergarten - Second grade students utilize i-Read, online assessments, Code.org and Think Central. Third and fourth grade students demonstrate their knowledge through Google Classroom, Google Docs, Google Slides, Think Central, Seesaw, Edulastic, Code.org and SRI. Digital learning is used in all subject areas. Each student has a Chromebook and each classroom has a SmartBoard.



**Nellie K. Parker**  
(03-1860-090)  
Grades Offered: PK-04  
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.



### Other Information

Our school's motto is, "The School with Tomorrow in Sight." Nellie K. Parker School is a place where everyone is truly someone special. Our school strongly enables "Teachers to teach and students to learn." The collaborative effort of the entire staff creates a climate for learning that is reflected in the accomplishments and triumphs of our students. The school operates in compliance with the goals and objectives that have been jointly developed by the School Level Planning Committee and the School Based Professional Development Team. This team is comprised of administrators, staff members and parents. Students at Nellie K. Parker Elementary School receive in-depth instructional programs that focus on meeting the needs of all students and making them successful. One of the many highlights of our school is the technology integration. Each classroom has a SmartBoard for students to view and discuss information. Students utilize the Code.org website and participate in the Annual Hour of Code. Newsela is another phenomenal website that students have access to on a daily basis. Our staff is encouraged to take risks in utilizing various strategies, activities, materials and programs in order to meet both group and individual needs of students. Assiduous planning and differentiated instruction is provided in a heterogeneous classroom setting to ensure that each child reaches their full potential. We have an open-door policy and take pride in knowing that our staff, parents and community members really care about the success and well-being of children. Nellie K. Parker School is a place where the African Proverb, "It takes a village to raise a child" is evident.