



**SOUTH HACKENSACK TWP**  
**2016-2017**  
**Grade Span PK-08**

03-4870  
 BERGEN  
 SOUTH HACKENSACK TWP  
 1 DYER AVENUE  
 MEMORIAL SCHOOL  
 SOUTH HACKENSACK, NJ 07606-1537

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

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

### Navigating through the reports:

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

### Other Resources:

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



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**Footnotes**

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

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



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Schools in this District

Click on a hyperlinked school name below to access the detailed school-level report for a specific school.

School Name	Grades Served
<a href="#">Memorial School</a>	PK-08



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	21	20	21
KG	20	23	30
1	29	23	27
2	26	32	23
3	22	25	42
4	23	20	24
5	34	28	18
6	26	33	28
7	21	27	33
8	29	23	25
Ungraded	0	0	0
Total	251	254	271

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	46%	47%	45%
Male	54%	54%	55%
Economically Disadvantaged Students	33%	35%	38%
Students with Disabilities	14%	16%	16%
English Learners	14%	18%	20%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	57.6%
White	27.7%
Asian	6.6%
Black or African American	6.3%
American Indian or Alaska Native	0.4%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	1.1%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	19	20	21
KG - Half Day	0	0	0
KG - Full Day	22	23	30

Enrollment by Home Language

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

Home Language	% of Students
English	50.6%
Spanish	39.5%
Arabic	2.2%
Italian	1.5%
Tagalog	1.1%
Other	5.2%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Districtwide	149	93.1	73.10	54.90	71.3	65.8	Met Target
White	44	87.0	68.20	63.90	61.8	64	Met Target†
Hispanic	81	97.8	72.80	39.80	72.8	65.2	Met Target
Black or African American	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	15	100.0	86.70	80.70	86.7	**	**
American Indian or Alaska Native	*	*	*	53.70	*	**	**
Two or More Races	N	N	N	54.90	N	**	**
Female	69	96.0	72.40	62.20	72.4		
Male	80	91.0	73.80	48.10	69.7		
Economically Disadvantaged Students	44	90.3	61.40	36.20	*	58.9	Met Target†
Non-Economically Disadvantaged Students	105	94.7	78.00	65.80	*		
Students with Disabilities	30	91.7	36.60	20.50	35	32.6	Met Target
Students without Disabilities	119	93.5	82.30	61.90	80.4		
English Learners	17	100.0	35.30	25.20	35.3	**	**
Non-English Learners	132	92.4	78.00	57.40	75.2		
Homeless Students	*	*	*	26.40	*		
Students In Foster Care	N	N	N	24.80	N		
Military-Connected Students	N	N	N	53.50	N		
Migrant Students	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	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
Districtwide	41	752	749	*	*	*	42%	*	54%	50%
White	13	747	759	*	*	*	*	*	39%	61%
Hispanic	22	751	734	*	*	*	55%	*	59%	35%
Black or African American	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	46%
Two or More Races	N	N	751	N	N	N	N	N	N	52%
Female	21	756	754	*	*	*	*	*	62%	55%
Male	20	747	745	*	*	*	*	*	45%	46%
Economically Disadvantaged Students	14	723	731	*	*	*	*	*	29%	31%
Non-Economically Disadvantaged Students	27	767	762	*	*	*	*	*	67%	63%
Students with Disabilities	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	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
Districtwide	22	753	753	*	*	*	59%	*	68%	56%
White	*	*	762	*	*	*	*	*	*	67%
Hispanic	14	749	740	*	*	*	71%	0%	71%	40%
Black or African American	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	755	N	N	N	N	N	N	56%
Female	10	756	758	*	*	*	*	*	70%	61%
Male	12	750	749	*	*	*	*	*	67%	51%
Economically Disadvantaged Students	10	750	737	*	*	*	*	*	50%	36%
Non-Economically Disadvantaged Students	12	755	764	*	*	*	*	*	83%	69%
Students with Disabilities	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	22	753	755	*	*	*	59%	*	68%	58%
Homeless Students	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	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
Districtwide	16	759	756	*	*	*	75%	*	75%	59%
White	*	*	763	*	*	*	*	*	*	69%
Hispanic	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	757	N	N	N	N	N	N	60%
Female	*	*	761	*	*	*	*	*	*	66%
Male	*	*	750	*	*	*	*	*	*	53%
Economically Disadvantaged Students	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	16	759	757	*	*	*	75%	*	75%	60%
Homeless Students	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	731	N	N	N	N	N	N	36%





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

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

Student Group	Valid Scores	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
Districtwide	29	765	752	*	*	*	62%	*	72%	54%
White	*	*	758	*	*	*	*	*	*	63%
Hispanic	15	761	740	*	*	*	*	*	60%	38%
Black or African American	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	753	N	N	N	N	N	N	56%
Female	12	767	758	*	*	*	*	*	75%	61%
Male	17	764	746	*	*	*	*	*	71%	46%
Economically Disadvantaged Students	11	751	737	*	*	*	*	*	46%	34%
Non-Economically Disadvantaged Students	18	774	761	*	*	*	*	*	89%	65%
Students with Disabilities	*	*	722	*	*	*	*	*	*	17%
Students without Disabilities	*	*	758	*	*	*	*	*	*	61%
English Learners	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	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
Districtwide	32	775	756	*	*	*	44%	34%	78%	59%
White	*	*	764	*	*	*	*	*	*	69%
Hispanic	15	786	742	0%	0%	*	*	*	87%	44%
Black or African American	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	757	*	*	*	*	*	*	59%
Female	10	780	764	*	*	*	*	*	70%	68%
Male	22	773	749	*	*	*	*	*	82%	51%
Economically Disadvantaged Students	10	765	739	*	*	*	*	*	80%	40%
Non-Economically Disadvantaged Students	22	780	766	*	*	*	*	*	77%	70%
Students with Disabilities	*	*	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	763	*	*	*	*	*	*	67%
English Learners	N	N	701	N	N	N	N	N	N	*
Non-English Learners	32	775	758	*	*	*	44%	34%	78%	*
Homeless Students	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	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
Districtwide	23	773	757	*	0%	*	70%	*	87%	59%
White	*	*	764	*	*	*	*	*	*	68%
Hispanic	*	*	742	*	*	*	*	*	*	44%
Black or African American	N	N	738	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	751	N	N	N	N	N	N	52%
Two or More Races	N	N	758	N	N	N	N	N	N	60%
Female	10	767	766	*	0%	*	*	*	90%	68%
Male	13	778	749	*	0%	*	*	*	85%	50%
Economically Disadvantaged Students	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	718	*	*	*	*	*	*	18%
Students without Disabilities	*	*	764	*	*	*	*	*	*	67%
English Learners	N	N	701	N	N	N	N	N	N	*
Non-English Learners	23	773	759	*	0%	*	70%	*	87%	*
Homeless Students	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	721	N	N	N	N	N	N	21%

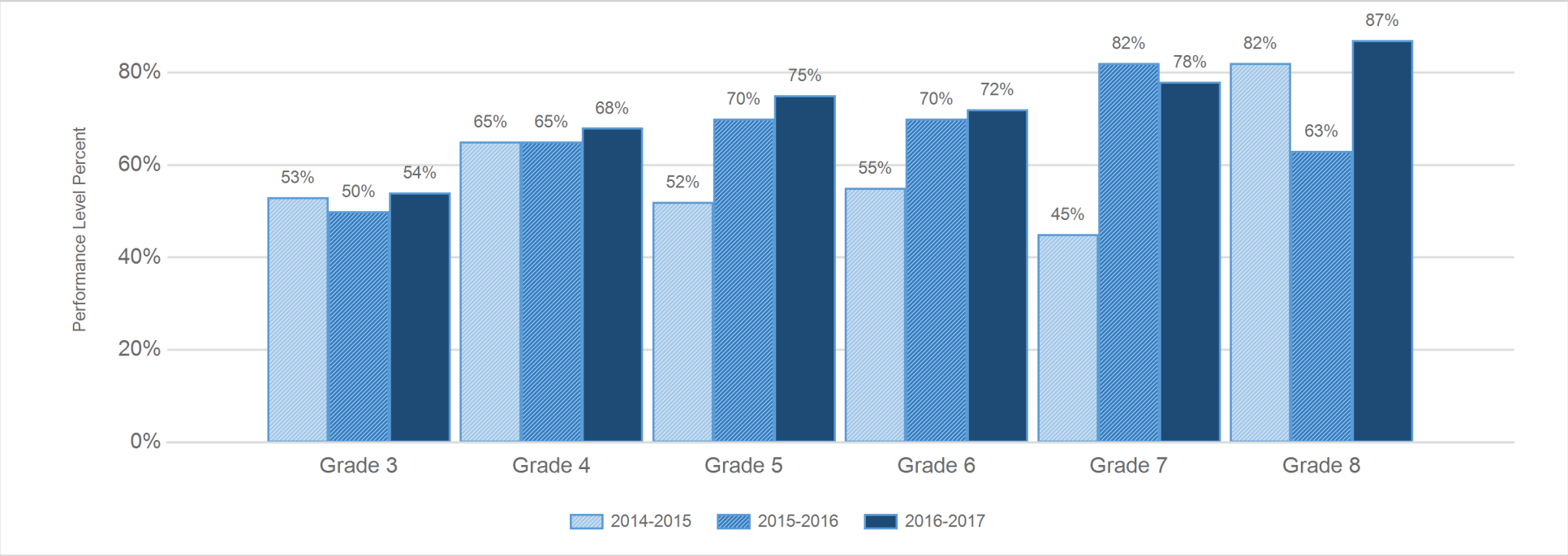


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the district and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the district and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the district or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Districtwide	149	93.3	42.30	43.50	41.1	38.5	Met Target
White	44	87.3	38.60	52.40	35.1	37.3	Met Target†
Hispanic	81	97.8	40.80	27.60	40.8	36.5	Met Target
Black or African American	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	15	100.0	53.30	75.60	53.3	**	**
American Indian or Alaska Native	*	*	*	42.50	*	**	**
Two or More Races	N	N	N	44.90	N	**	**
Female	69	96.2	37.70	44.10	37.7		
Male	80	91.0	46.30	42.90	43.8		
Economically Disadvantaged Students	44	90.3	27.30	25.10	*	37.3	Not Met
Non-Economically Disadvantaged Students	105	94.8	48.60	54.30	*		
Students with Disabilities	30	91.7	13.30	16.50	12.7	18.3	Met Target†
Students without Disabilities	119	93.7	49.60	48.80	48.6		
English Learners	17	100.0	47.10	23.30	47.1	N	N
Non-English Learners	132	92.4	41.70	45.20	40.1		
Homeless Students	*	*	*	16.40	*		
Students In Foster Care	N	N	N	15.10	N		
Military-Connected Students	N	N	N	39.90	N		
Migrant Students	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	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
Districtwide	43	757	751	*	*	*	44%	*	63%	53%
White	14	754	759	0%	*	*	*	*	57%	63%
Hispanic	23	756	738	*	*	*	52%	*	65%	37%
Black or African American	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	750	*	*	*	*	*	*	51%
Two or More Races	N	N	751	N	N	N	N	N	N	53%
Female	23	758	751	*	*	*	*	*	65%	52%
Male	20	756	751	*	*	*	*	*	60%	53%
Economically Disadvantaged Students	14	739	736	*	*	*	*	*	43%	34%
Non-Economically Disadvantaged Students	29	766	761	*	*	*	*	*	72%	65%
Students with Disabilities	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	726	N	N	N	N	N	N	35%



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

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

Student Group	Valid Scores	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
Districtwide	22	733	747	*	*	*	*	*	23%	47%
White	*	*	755	*	*	*	*	*	*	59%
Hispanic	14	735	734	0%	*	*	*	0%	29%	30%
Black or African American	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	747	N	N	N	N	N	N	48%
Female	10	734	747	*	*	*	*	*	20%	47%
Male	12	731	747	*	*	*	*	*	25%	48%
Economically Disadvantaged Students	10	728	732	*	*	*	*	*	20%	27%
Non-Economically Disadvantaged Students	12	737	757	*	*	*	*	*	25%	61%
Students with Disabilities	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	22	733	749	*	*	*	*	*	23%	49%
Homeless Students	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	713	N	N	N	N	N	N	22%



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

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

Student Group	Valid Scores	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
Districtwide	16	760	747	0%	0%	*	69%	*	75%	46%
White	*	*	754	*	*	*	*	*	*	57%
Hispanic	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	747	N	N	N	N	N	N	47%
Female	*	*	747	*	*	*	*	*	*	47%
Male	*	*	746	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	16	760	748	0%	0%	*	69%	*	75%	48%
Homeless Students	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	716	N	N	N	N	N	N	18%





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**Mathematics Assessment - Performance by Grade: Grade 6\*\***

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

Student Group	Valid Scores	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
Districtwide	29	743	743	*	*	*	41%	*	45%	44%
White	*	*	751	*	*	*	*	*	*	54%
Hispanic	15	744	731	*	*	*	*	*	40%	27%
Black or African American	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	745	N	N	N	N	N	N	46%
Female	12	740	745	*	*	*	*	*	33%	45%
Male	17	745	742	*	*	*	*	*	53%	43%
Economically Disadvantaged Students	11	742	728	*	*	*	*	*	36%	24%
Non-Economically Disadvantaged Students	18	744	752	*	*	*	*	*	50%	56%
Students with Disabilities	*	*	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	748	*	*	*	*	*	*	50%
English Learners	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	708	N	N	N	N	N	N	13%

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



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**Mathematics Assessment - Performance by Grade: Grade 7\*\***

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

Student Group	Valid Scores	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
Districtwide	33	737	741	*	*	52%	*	*	24%	40%
White	*	*	748	*	*	*	*	*	*	49%
Hispanic	16	741	730	0%	*	63%	*	*	25%	23%
Black or African American	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	740	*	*	*	*	*	*	39%
Female	11	736	743	*	*	*	*	*	27%	41%
Male	22	737	740	*	*	*	*	*	23%	38%
Economically Disadvantaged Students	10	729	729	*	*	*	*	*	10%	22%
Non-Economically Disadvantaged Students	23	740	749	*	*	*	*	*	30%	50%
Students with Disabilities	*	*	716	*	*	*	*	*	*	11%
Students without Disabilities	*	*	746	*	*	*	*	*	*	45%
English Learners	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	742	*	*	*	*	*	*	*
Homeless Students	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	708	N	N	N	N	N	N	*

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



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**Mathematics Assessment - Performance by Grade: Grade 8\*\***

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

Student Group	Valid Scores	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
Districtwide	14	714	728	*	*	*	*	*	*	28%
White	*	*	736	*	*	*	*	*	*	35%
Hispanic	*	*	721	*	*	*	*	*	*	21%
Black or African American	N	N	715	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	728	N	N	N	N	N	N	28%
Two or More Races	N	N	726	N	N	N	N	N	N	28%
Female	*	*	730	*	*	*	*	*	*	30%
Male	*	*	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	*	*	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	*	*	734	*	*	*	*	*	*	34%
Students with Disabilities	*	*	705	*	*	*	*	*	*	*
Students without Disabilities	*	*	734	*	*	*	*	*	*	*
English Learners	N	N	703	N	N	N	N	N	N	*
Non-English Learners	14	714	729	*	*	*	*	*	*	*
Homeless Students	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	713	N	N	N	N	N	N	*

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



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

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

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

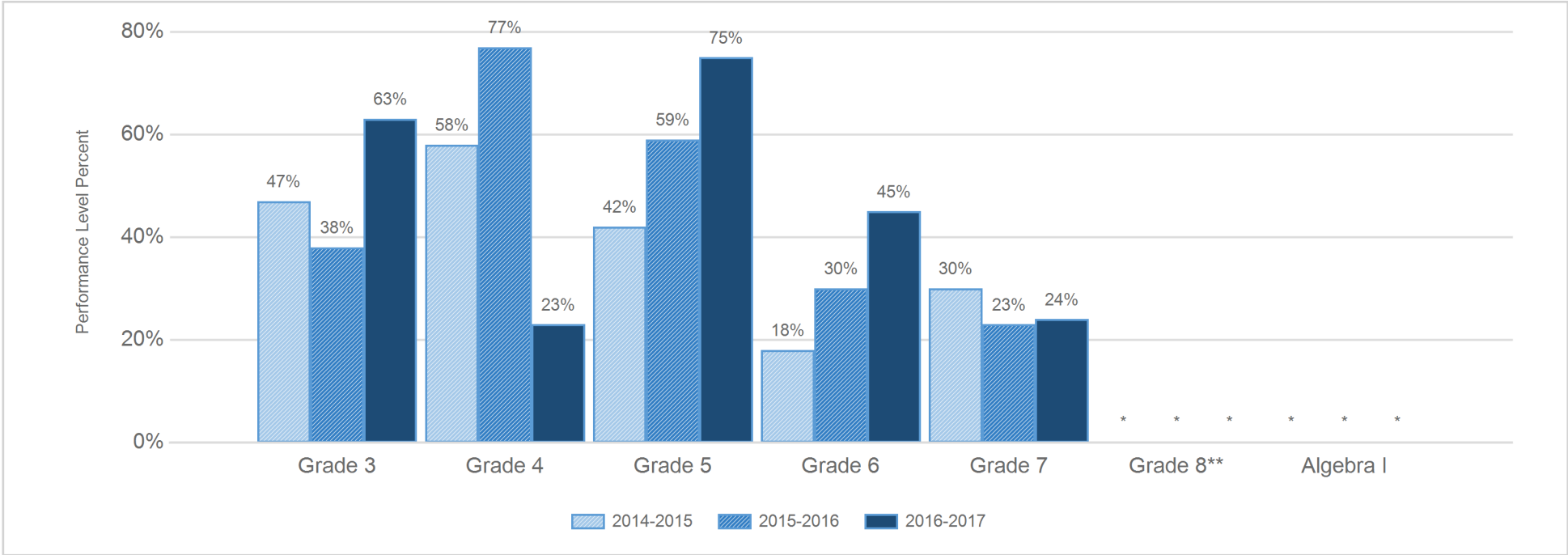


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	18	88.9%	11.1%
3	*	*	*
4	*	*	*
5+	*	*	*



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

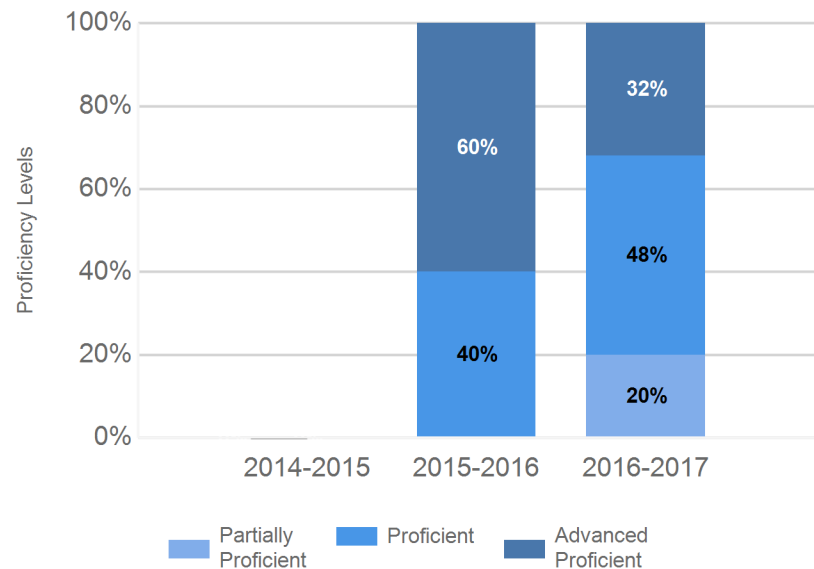
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Districtwide	32%	48%	20%
White	*	*	*
Hispanic	27%	60%	13%
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	15%	54%	31%
Students with Disabilities	*	*	*
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





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

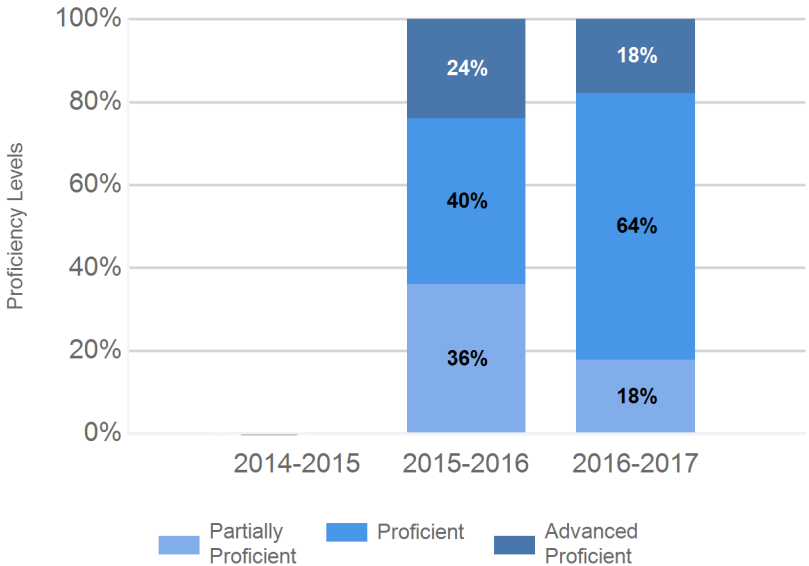
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Districtwide	18%	64%	18%
White	10%	90%	N
Hispanic	29%	36%	36%
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	N	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	17%	58%	25%
Students with Disabilities	N	*	*
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 8

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







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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the district are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:  
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

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

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Districtwide	N	N	N	N	N	N
White	71	50	Exceeds Standard	32	52	Not Met
Hispanic	56	49	Met Standard	46	47	Met Standard
Black or African American	*	45	**	*	43	**
Asian, Native Hawaiian, or Pacific Islander	*	60	**	*	59	**
American Indian or Alaska Native	N	51	**	N	51	**
Two or More Races	N	51	**	N	52	**
Economically Disadvantaged	56	47	Met Standard	46	46	Met Standard
Students with Disabilities	56	41	Met Standard	39.5	43	Not Met
English Learners	*	53	**	*	51	**

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



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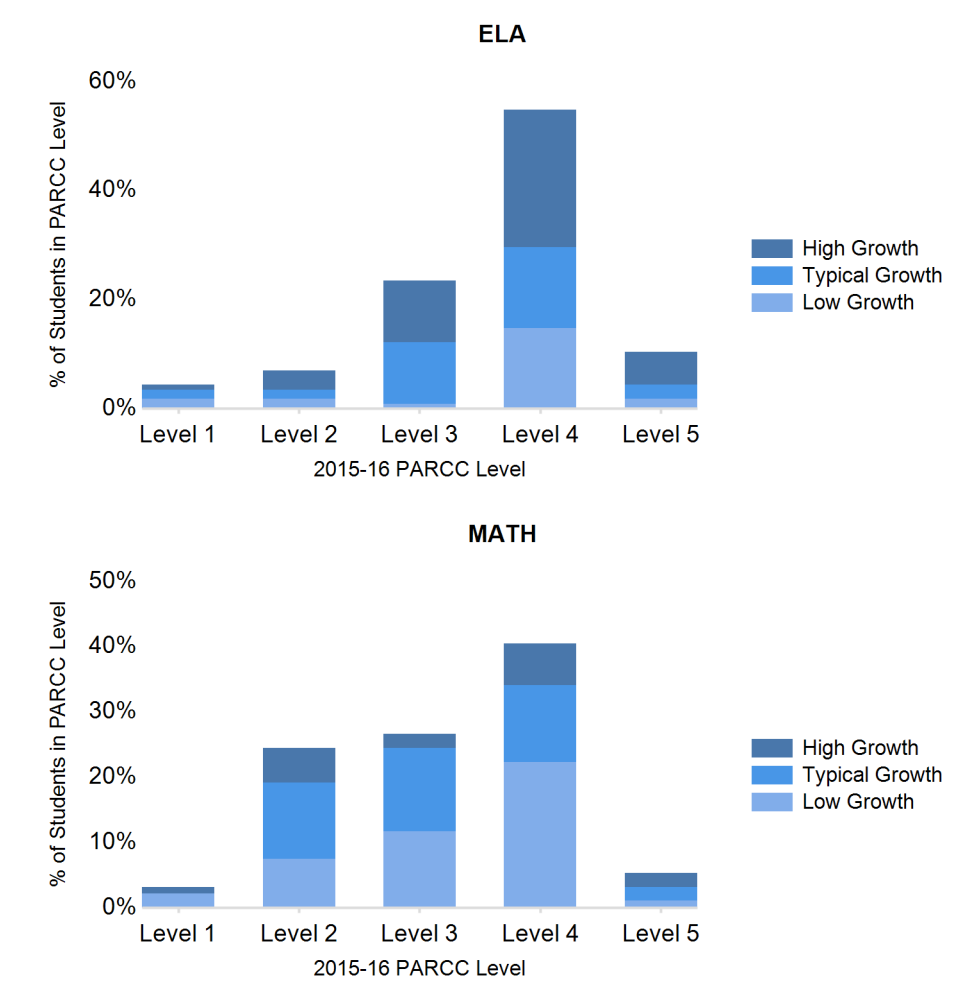
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

- Low Growth: Less than 35
- Typical Growth: Between 35 and 65
- High Growth: Greater than 65

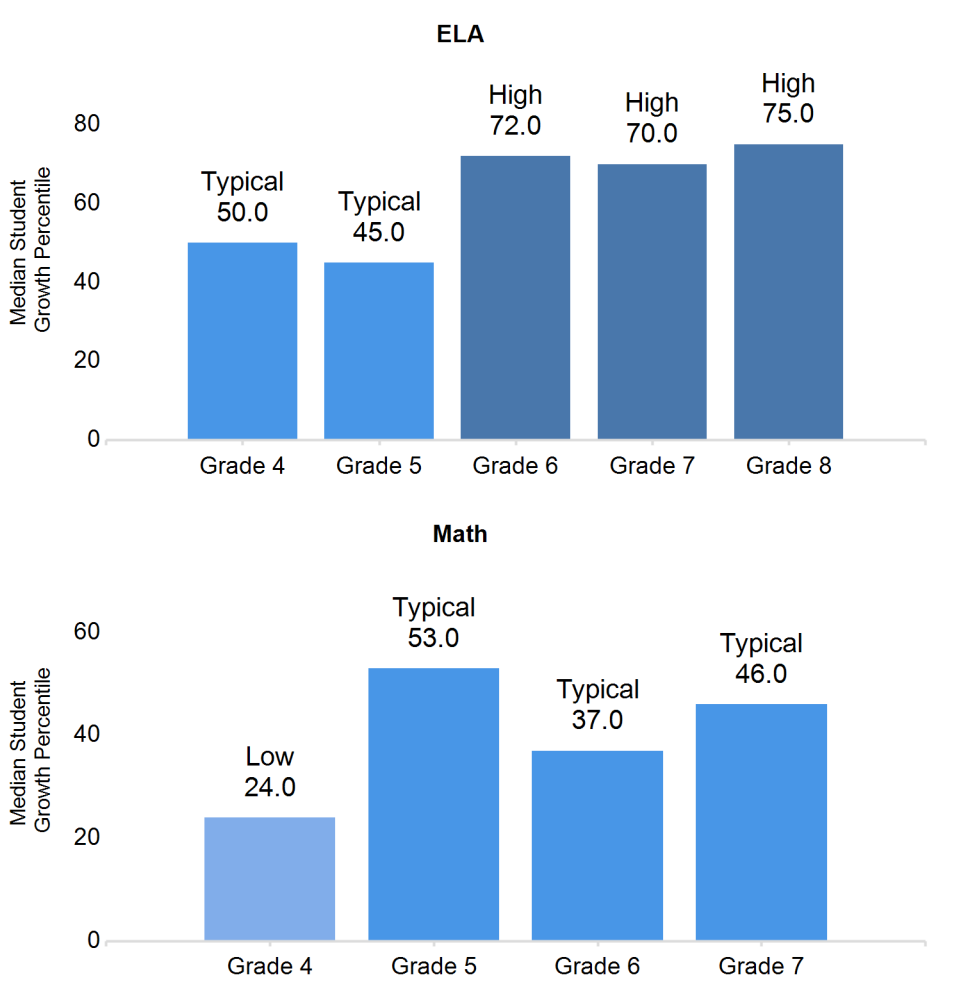
Student Growth by Performance Level

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



Student Growth by Grade

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





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

### Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	30
7	0	0	36
8	10	0	18
Districtwide	10	0	84

### World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	30	0	0	0	0	0	0
7	36	0	0	0	0	0	0
8	27	0	0	0	0	0	0
Districtwide	93	0	0	0	0	0	0
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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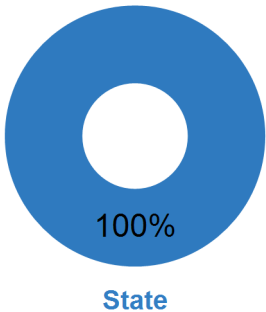
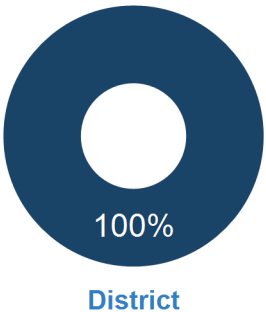
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Visual and Performing Arts – Course Participation

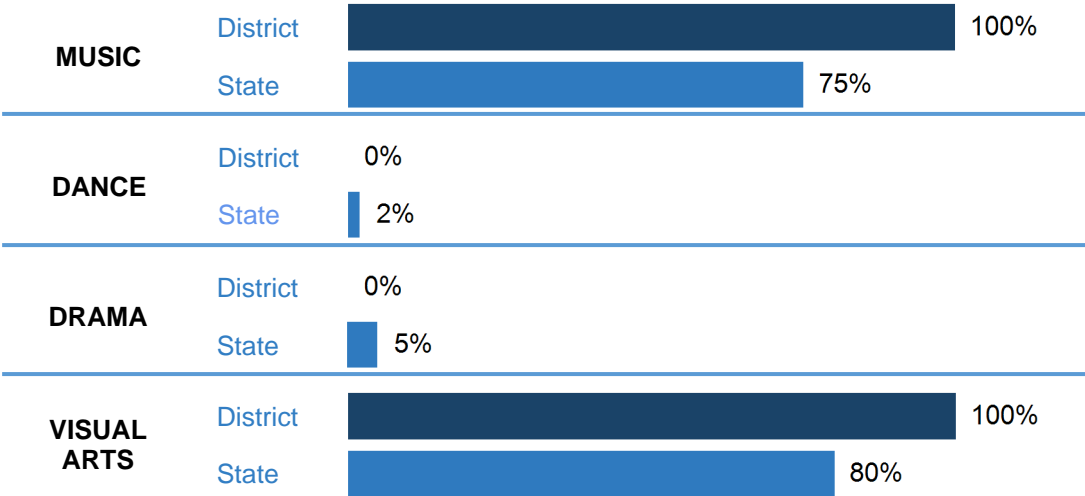
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the district and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

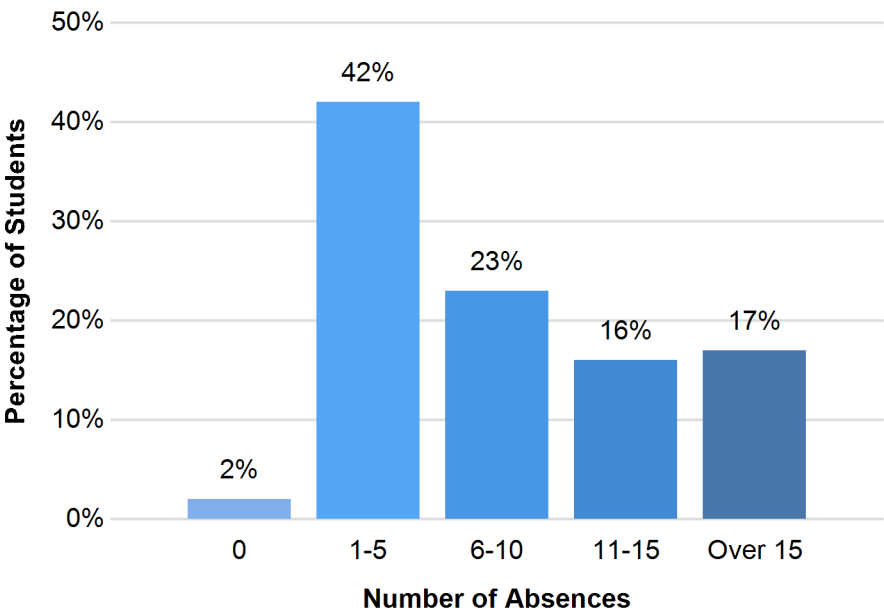
This table shows the percentage of students in grades K-12 in the district and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Districtwide	12.80	8.50	Not Met
White	14.10	8.50	Not Met
Hispanic	12.20	8.50	Not Met
Black or African American	18.80	**	**
Asian, Native Hawaiian, or Pacific Islander	5.90	**	**
American Indian or Alaska Native	*	**	**
Two or More Races	*	**	**
Economically Disadvantaged Students	17.00	8.50	Not Met
Students with Disabilities	24.00	8.50	Not Met
English Learners	17.10	8.50	Not Met

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

Days Absent

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



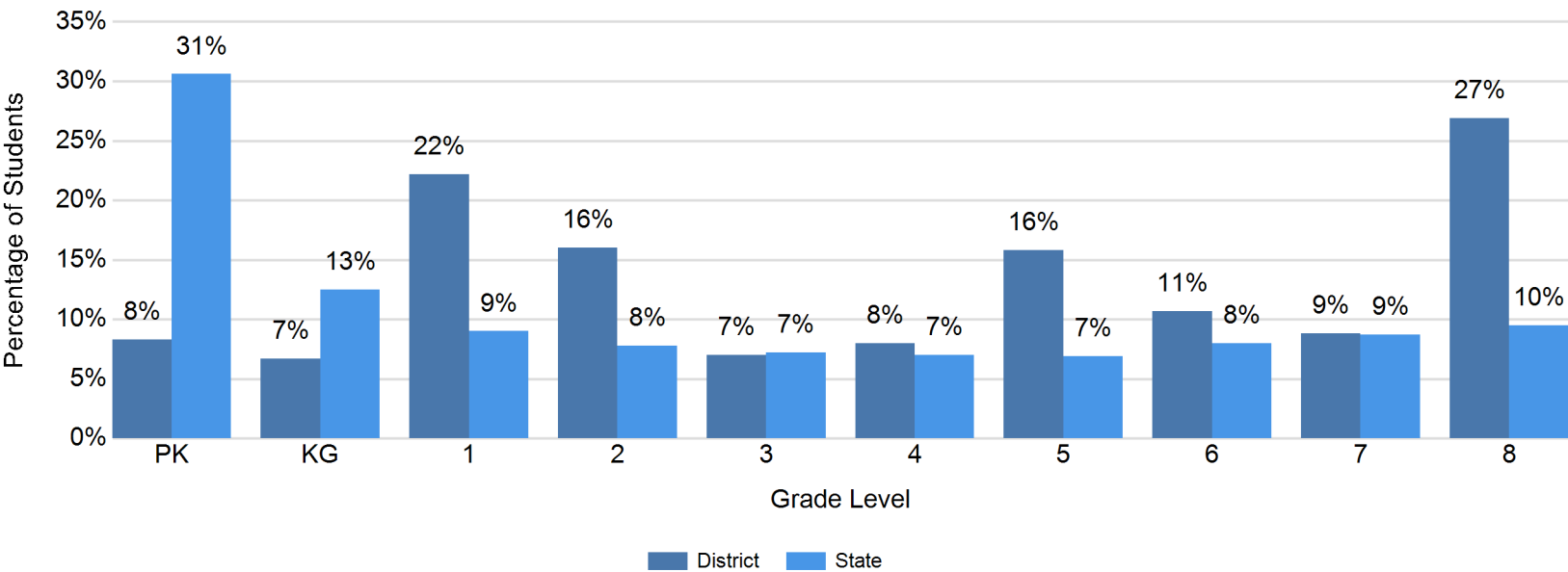


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the district and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the district.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.37

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	1.8%
Out-of-School Suspensions	0.0%
Any Suspension	1.8%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Per-Pupil Expenditures

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$547	\$18,576	\$19,123





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

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

**Teachers:** All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in District	Teachers in State
Total Number of teachers	25	120,724
Average years experience in public schools	14.0	11.8
Average years experience in district	12.9	10.5
Teachers in district for 4 or more years	80%	74%

Administrators – Experience

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

Category	Admin. in District	Admin. in State
Total Number of administrators	4	9,506
Average years experience in public schools	12.5	15.9
Average years experience in district	16.0	11.6
Administrators in district for 4 or more years	50%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the district and state.

Staff Type	District Students: Staff
Teachers	11:1
Administrators	68:1
Librarian/Media Specialists	271:1
Nurses	N
Counselors	N
Child Study Team	90:1



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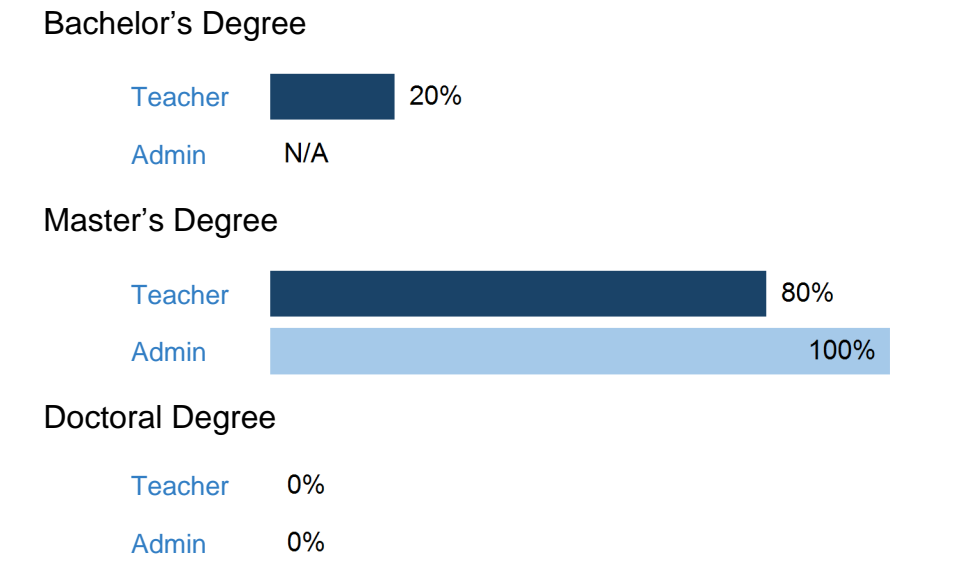
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Teachers and Administrators - Level of Education

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



Teachers and Administrators - One-Year Retention

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	87%	89%
2015-16 Administrators: Same district 2016-17	80%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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## Accountability Summary by Student Group

New Jersey has developed an accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support. Any school with a student group where the summative rating would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. The table below shows the number of schools in the district identified for Targeted Support for a Low-Performing Student Group out of the total accountable schools. District performance is monitored using annual targets. For more details on accountability targets, see these [accountability resources](#).

Student Group	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth
Districtwide	No	Met Target	Met Target	Not Met	Exceeds Target	Met Target
White	0 out of 1 school	Met Target†	Met Target†	Not Met	Exceeds Target	Not Met
Hispanic	0 out of 1 school	Met Target	Met Target	Not Met	Met Target	Met Target
Black or African American	**	**	**	**	**	**
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	**	**
American Indian or Alaska Native	**	**	**	**	**	**
Two or More Races	**	**	**	**	**	**
Economically Disadvantaged Students	0 out of 1 school	Met Target†	Not Met	Not Met	Met Target	Met Target
Students with Disabilities	0 out of 1 school	Met Target	Met Target†	Not Met	Met Target	Not Met
English Learners	**	**	N	Not Met	**	**

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

† Target was met within a confidence interval.



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**District General Info**

<b>Superintendent:</b>	Mr. Maceri	<b>Email Address:</b>	<a href="mailto:gmaceri@shmemorial.org">gmaceri@shmemorial.org</a>
<b>Address:</b>	1 DYER AVENUE MEMORIAL SCHOOL SOUTH HACKENSACK, NJ 07606-1537	<b>Website:</b>	<a href="http://www.shmemorial.org">www.shmemorial.org</a>
<b>Phone:</b>	(201)440-2782 EXT. 140	<b>Twitter:</b>	<a href="https://twitter.com/@sohackms">https://twitter.com/@sohackms</a>

**District Narrative**

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

<p><b>Mission, Vision, Theme:</b></p>	<p>The South Hackensack School District offers educational experiences to our students which are aligned to the NJSL Standards at all grade levels. These standards are designed to equip students with the knowledge, skills and understanding to help make them succeed in the 21st century. Our school's mission is dedicated to nurturing and developing positive attitudes and instilling the confidence necessary to be responsible, positive contributors to society.</p>
<p><b>Awards, Recognition, Accomplishments:</b></p>	<p>Our students have won VFW art and writing competitions, regional spelling bees, basketball and soccer tournaments, hosted and won STEAM competitions in Robotics, Bridge Building and Drones. Our faculty has hosted and presented numerous professional development workshops and lead curriculum writing in South Bergen. Our school is an active participant in the Torch Run and won the First Step Award through Safe Routes to School.</p>







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 <b>Courses, Curriculum, Instruction:</b>	<p>Language Arts (Reading) Language Arts (Writing) Language Arts (Spelling) Penmanship (PreK - 3) Mathematics (PreK-6) Advanced Math (Middle School) General Math (Middle School) Algebra I Social Studies Science/STEAM Health and Safety Physical Education Music Art World Languages (Spanish) Computer/Keyboarding Education Gifted/Talented Program</p>
 <b>Sports and Athletics:</b>	<p>Sports Offered: Basketball (Boys &amp; Girls), Soccer (Boys &amp; Girls)</p> <p>Our school hosts the Coppa Italia Soccer Tournament, the South Hackensack Basketball Invitational Tournament and the Bergen Youth Basketball League Tournament. We support a competition and non-competition cheerleading squad and host intramurals for middle school grades. Throughout the years our teams have won championships and remained competitive and are proud to still offer middle school sports.</p>
 <b>Clubs and Activities:</b>	<p>Student Council, STEAM club, Chorus and Drama/Play activities, Yearbook</p>
 <b>Before and After School Programs:</b>	<p>The school supports before and after school computer programs, an extended curriculum service program and an aftercare program.</p>







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 <b>Staff and Professional Learning:</b>	Our faculty participates in 4 PLCs including Math, ELA, STEAM and Visual and Performing Arts. Our literacy coach embeds readers' and writers' workshop training and all participate in South Bergen curriculum writing groups.
 <b>Student Supports and Services:</b>	The school offers ESL for grade Pre-K through 8, extended curriculum services for grades 2 - 8, I &RS, accommodations through 504, IEP and social skills programs/counseling through our Child Study Team
 <b>Student Health and Wellness:</b>	The school offers breakfast and lunch programs, physical education programs through fitness gram and social skills/health and wellness through Child Study Team.
 <b>Parent and Community Involvement:</b>	Our school partners with our PEO to support initiatives such as Field Day, student trips and parent information nights. We partner with local ambulance, fire, police, senior citizen and VFW groups to support all community initiatives. We also offer parent portals through our Genesis student information system.