**NJ SCHOOL PERFORMANCE REPORT**

**SOUTH HACKENSACK TWP**

(03-4870)

Grades Offered: PK-08

2017-2018

**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 district 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 for this district.
- 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 with any questions about the reports

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## District Contact Info

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

| Type | Contact Information |
|------|---------------------|
| County | BERGEN |
| District | SOUTH HACKENSACK TWP |
| Superintendent Name | MR. MACERI |
| Address | 1 DYER AVENUE SOUTH HACKENSACK, NJ 07606-1537 |
| Phone Number | (201)440-2782 Ext. 140 |
| Email Address | GMACERI@SHMEMORIAL.ORG |
| Website | https://www.shmemorial.org |
| Twitter | https://twitter.com/@sohackms |

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## Schools in this District

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

| School Name | Grades Served |
|---|---|
| MEMORIAL SCHOOL | 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.

| Grade | 2015-16 | 2016-17 | 2017-18 |
|---|---|---|---|
| PK | 20 | 21 | 18 |
| KG | 23 | 30 | 29 |
| 1 | 23 | 27 | 35 |
| 2 | 32 | 23 | 30 |
| 3 | 25 | 42 | 26 |
| 4 | 20 | 24 | 45 |
| 5 | 28 | 18 | 25 |
| 6 | 33 | 28 | 23 |
| 7 | 27 | 33 | 30 |
| 8 | 23 | 25 | 33 |
| Total | 254 | 271 | 294 |

## 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 | 2015-16 | 2016-17 | 2017-18 |
|---|---|---|---|
| Female | 46.5% | 44.6% | 46.3% |
| Male | 53.5% | 55.4% | 53.7% |
| Economically Disadvantaged Students | 35.4% | 38.4% | 36.7% |
| Students with Disabilities | 15.7% | 15.9% | 13.6% |
| English Learners | 17.7% | 20.3% | 18.7% |
| Homeless Students | | 0.7% | 0.3% |
| Students in Foster Care | | 0.4% | 0.0% |
| Military-Connected Students | | 0.0% | 0.0% |
| Migrant Students | | 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 | 2015-16 | 2016-17 | 2017-18 |
|---|---|---|---|
| White | 32.3% | 27.7% | 26.2% |
| Hispanic | 53.9% | 57.6% | 59.9% |
| Black or African American | 5.9% | 6.3% | 6.1% |
| Asian | 7.5% | 6.6% | 6.5% |
| Native Hawaiian or Pacific Islander | 0.4% | 0.4% | 0.3% |
| American Indian or Alaska Native | 0.0% | 0.4% | 0.3% |
| Two or More Races | 0.0% | 1.1% | 0.7% |

## 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 | 2015-16 | 2016-17 | 2017-18 |
|---|---|---|---|
| PK - Half Day | 0 | 0 | 0 |
| PK - Full Day | 20 | 21 | 18 |
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 23 | 30 | 29 |

## Enrollment by Home Language

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

| Home Language | % of Students |
|---|---|
| English | 51.4% |
| Spanish | 38.4% |
| Arabic | 2.0% |
| Turkish | 1.7% |
| Italian | 1.4% |
| Other Languages | 5.1% |

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/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 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 district are ordered from smallest to largest, the median student growth percentile (mSGP) for the district 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/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

| Student Group | ELA: District Median | ELA: Statewide Median | ELA: Met Standard (40-59.5) | Math: District Median | Math: Statewide Median | Math: Met Standard (40-59.5) |
|---|---|---|---|---|---|---|
| Districtwide | 65 | 50 | Exceeds Standard | 59 | 50 | Met Standard |
| White | 51.5 | 50 | Met Standard | 69.5 | 51 | Exceeds Standard |
| Hispanic | 68 | 49 | Exceeds Standard | 58.5 | 48 | Met Standard |
| Black or African American | * | 44 | ** | * | 44 | ** |
| Asian, Native Hawaiian, or Pacific Islander | 64 | 61 | ** | * | 61 | ** |
| American Indian or Alaska Native | * | 52 | ** | * | 53 | ** |
| Two or More Races | N | 49 | ** | N | 51 | ** |
| Economically Disadvantaged | 67 | 48 | Exceeds Standard | 59 | 47 | Met Standard |
| Students with Disabilities | 47 | 41 | Met Standard | 64 | 43 | Exceeds Standard |
| English Learners | 69 | 54 | ** | 44 | 51 | ** |

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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) for the district 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.
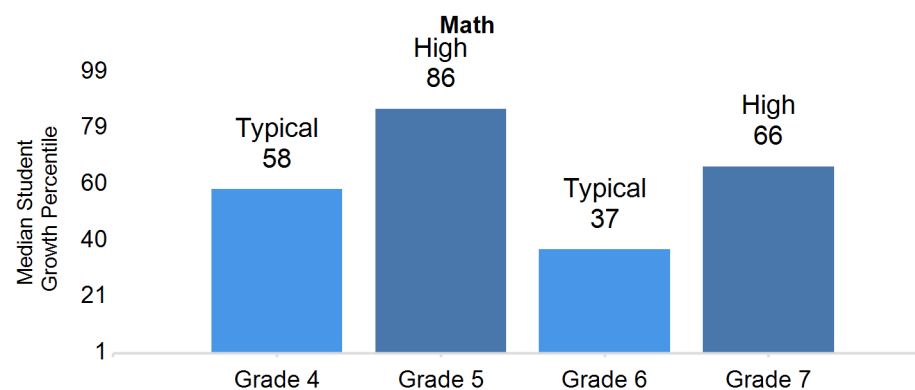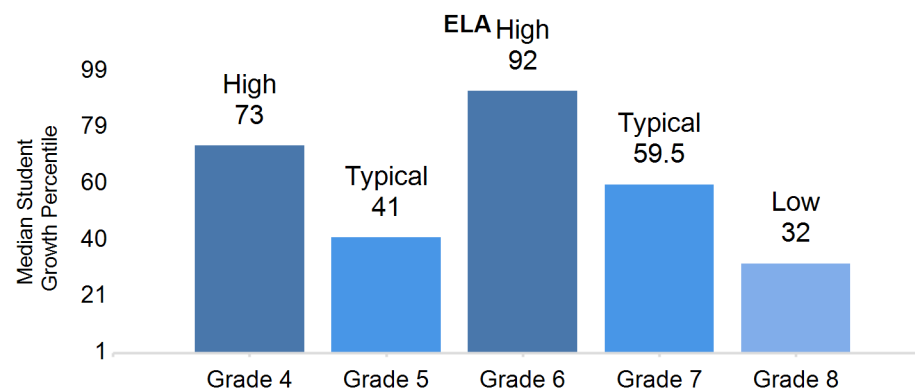
## Student Growth by Performance Level

These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.
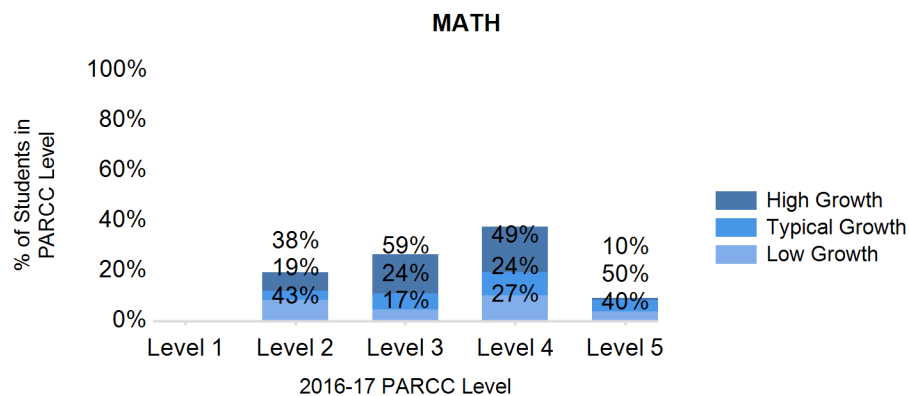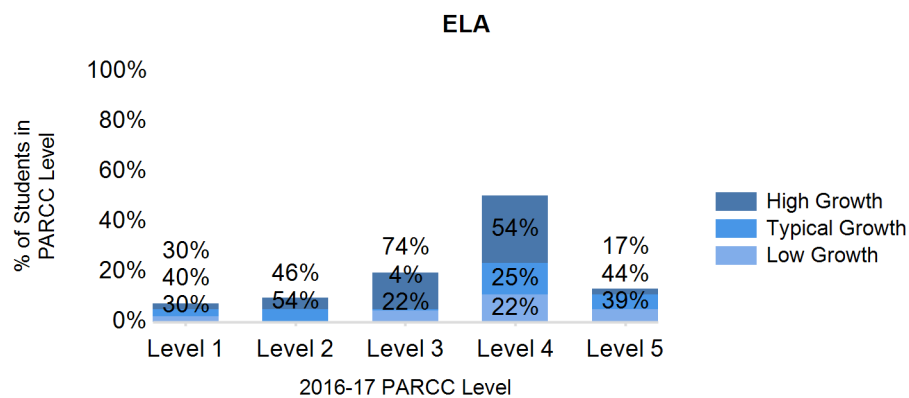


## Student Growth by Grade

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

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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 both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level 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 proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. 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 | Valid Scores | % of students Taking Test | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2017-18 Annual Target | Met 2017-18 Annual Target |
|---|---|---|---|---|---|---|---|
| Districtwide | 180 | 99.5 | 71.1 | 56.7 | 71.1 | 66.6 | Met Target |
| White | 49 | 98.0 | 63.3 | 65.6 | 63.3 | 64.9 | Met Target† |
| Hispanic | 105 | 100.0 | 73.4 | 42.5 | 73.4 | 66 | Met Target |
| Black or African American | * | * | * | 37.3 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 13 | 100.0 | 100.0 | 82.3 | 100.0 | ** | ** |
| American Indian or Alaska Native | * | * | * | 52.7 | * | ** | ** |
| Two or More Races | N | N | N | 63.4 | N | ** | ** |
| Female | 80 | 98.8 | 76.3 | 64.5 | 76.3 | | |
| Male | 100 | 100.0 | 67.0 | 49.4 | 67.0 | | |
| Economically Disadvantaged Students | 57 | 100.0 | 65.0 | 38.5 | 65.0 | 60 | Met Target |
| Non-Economically Disadvantaged Students | 123 | 99.2 | 74.0 | 67.5 | 74.0 | | |
| Students with Disabilities | 41 | 97.7 | 24.4 | 21.6 | 24.4 | 35.1 | Met Target† |
| Students without Disabilities | 139 | 100.0 | 84.9 | 63.9 | 84.9 | | |
| English Learners | 28 | 100.0 | 60.8 | 27.3 | 60.8 | N | N |
| Non-English Learners | 152 | 99.4 | 73.0 | 59.4 | 73.0 | | |
| Homeless Students | * | * | * | 27.7 | * | | |
| Students In Foster Care | N | N | N | 26.3 | N | | |
| Military-Connected Students | N | N | N | 57.4 | N | | |
| Migrant Students | N | N | N | 30.1 | N | | |

† 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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

| 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 | 26 | 761 | 750 | * | * | * | * | * | 58% | 52% |
| White | * | * | 759 | * | * | * | * | * | * | 61% |
| Hispanic | 18 | 758 | 736 | * | * | * | * | * | 56% | 38% |
| Black or African American | * | * | 733 | * | * | * | * | * | * | 35% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | 777 | N | N | N | N | N | N | 77% |
| American Indian or Alaska Native | N | N | 743 | N | N | N | N | N | N | 46% |
| Two or More Races | N | N | 758 | N | N | N | N | N | N | 58% |
| Female | 13 | 765 | 756 | * | * | * | * | * | 62% | 57% |
| Male | 13 | 756 | 744 | * | * | * | * | * | 54% | 46% |
| Economically Disadvantaged Students | * | * | 733 | * | * | * | * | * | * | 34% |
| Non-Economically Disadvantaged Students | * | * | 762 | * | * | * | * | * | * | 64% |
| Students with Disabilities | * | * | 719 | * | * | * | * | * | * | 24% |
| Students without Disabilities | * | * | 756 | * | * | * | * | * | * | 57% |
| English Learners | * | * | 712 | * | * | * | * | * | * | 15% |
| Non-English Learners | * | * | 753 | * | * | * | * | * | * | 55% |
| Homeless Students | N | N | 720 | N | N | N | N | N | N | 21% |
| Students in Foster Care | N | N | 722 | N | N | N | N | N | N | 23% |
| Military-Connected Students | N | N | 751 | N | N | N | N | N | N | 52% |
| Migrant Students | N | N | 741 | N | N | N | N | N | N | 48% |

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

| 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 | 44 | 773 | 756 | * | * | * | 34% | 41% | 75% | 58% |
| White | 13 | 781 | 764 | * | 0% | * | * | * | 77% | 68% |
| Hispanic | 24 | 769 | 744 | 0% | * | * | * | * | 75% | 44% |
| Black or African American | * | * | 739 | * | * | * | * | * | * | 39% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 782 | * | * | * | * | * | * | 83% |
| American Indian or Alaska Native | * | * | 758 | * | * | * | * | * | * | 60% |
| Two or More Races | N | N | 763 | N | N | N | N | N | N | 63% |
| Female | 22 | 771 | 762 | * | * | * | * | * | 77% | 63% |
| Male | 22 | 775 | 751 | * | * | * | * | * | 73% | 53% |
| Economically Disadvantaged Students | 18 | 759 | 740 | * | * | * | * | * | 67% | 40% |
| Non-Economically Disadvantaged Students | 26 | 783 | 767 | * | * | * | * | * | 81% | 70% |
| Students with Disabilities | 10 | 738 | 726 | * | * | * | * | * | 40% | 25% |
| Students without Disabilities | 34 | 783 | 762 | * | * | * | * | * | 85% | 64% |
| English Learners | * | * | 720 | * | * | * | * | * | * | 17% |
| Non-English Learners | * | * | 759 | * | * | * | * | * | * | 61% |
| Homeless Students | N | N | 729 | N | N | N | N | N | N | 28% |
| Students in Foster Care | N | N | 729 | N | N | N | N | N | N | 26% |
| Military-Connected Students | N | N | 757 | N | N | N | N | N | N | 57% |
| Migrant Students | N | N | 732 | N | N | N | N | N | N | 33% |

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

| 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 | 26 | 748 | 755 | * | * | * | 54% | 0% | 54% | 58% |
| White | * | * | 763 | * | * | * | * | * | * | 68% |
| Hispanic | 16 | 752 | 743 | 0% | * | * | 63% | 0% | 63% | 43% |
| Black or African American | * | * | 738 | * | * | * | * | * | * | 38% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | 780 | N | N | N | N | N | N | 84% |
| American Indian or Alaska Native | N | N | 752 | N | N | N | N | N | N | 53% |
| Two or More Races | N | N | 763 | N | N | N | N | N | N | 65% |
| Female | 10 | 758 | 762 | * | * | * | * | * | 80% | 66% |
| Male | 16 | 741 | 749 | * | * | * | * | * | 38% | 51% |
| Economically Disadvantaged Students | 12 | 740 | 739 | * | * | * | * | * | 33% | 39% |
| Non-Economically Disadvantaged Students | 14 | 754 | 766 | * | * | * | * | * | 71% | 71% |
| Students with Disabilities | * | * | 724 | * | * | * | * | * | * | 22% |
| Students without Disabilities | * | * | 762 | * | * | * | * | * | * | 65% |
| English Learners | N | N | 712 | N | N | N | N | N | N | 11% |
| Non-English Learners | 26 | 748 | 757 | * | * | * | 54% | 0% | 54% | 60% |
| Homeless Students | N | N | 731 | N | N | N | N | N | N | 30% |
| Students in Foster Care | N | N | 728 | N | N | N | N | N | N | 27% |
| Military-Connected Students | N | N | 756 | N | N | N | N | N | N | 59% |
| Migrant Students | N | N | 732 | N | N | N | N | N | N | 33% |

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

| 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 | 777 | 754 | 0% | 0% | * | * | * | 91% | 56% |
| White | * | * | 761 | * | * | * | * | * | * | 66% |
| Hispanic | 13 | 778 | 742 | 0% | 0% | 0% | * | * | 100% | 42% |
| Black or African American | * | * | 737 | * | * | * | * | * | * | 35% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 779 | * | * | * | * | * | * | 83% |
| American Indian or Alaska Native | N | N | 751 | N | N | N | N | N | N | 49% |
| Two or More Races | N | N | 761 | N | N | N | N | N | N | 64% |
| Female | * | * | 761 | * | * | * | * | * | * | 64% |
| Male | * | * | 748 | * | * | * | * | * | * | 48% |
| Economically Disadvantaged Students | * | * | 739 | * | * | * | * | * | * | 37% |
| Non-Economically Disadvantaged Students | * | * | 764 | * | * | * | * | * | * | 68% |
| Students with Disabilities | * | * | 723 | * | * | * | * | * | * | 18% |
| Students without Disabilities | * | * | 760 | * | * | * | * | * | * | 63% |
| English Learners | * | * | 712 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | 755 | * | * | * | * | * | * | * |
| Homeless Students | N | N | 729 | N | N | N | N | N | N | 26% |
| Students in Foster Care | N | N | 729 | N | N | N | N | N | N | 26% |
| Military-Connected Students | N | N | 752 | N | N | N | N | N | N | 55% |
| Migrant Students | N | N | 732 | N | N | N | N | N | N | 36% |

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

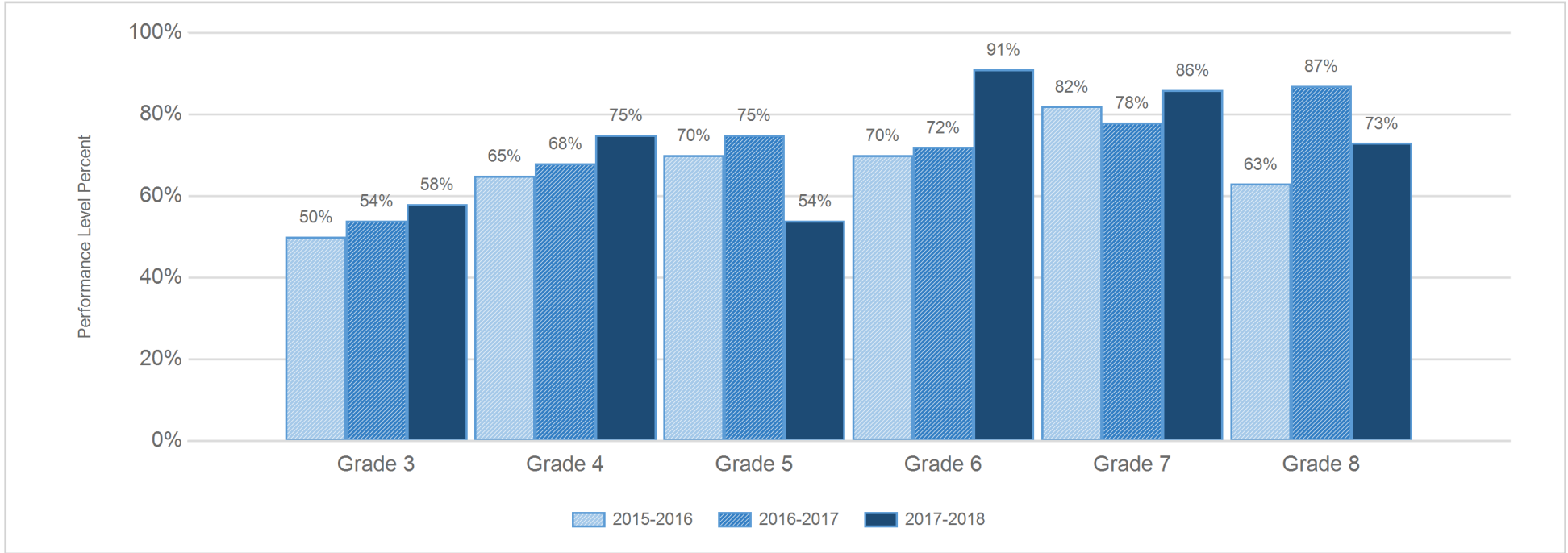| Student Group | Valid Scores | Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|---|---|---|---|---|---|---|---|---|---|
| Districtwide | 28 | 781 | 760 | 0% | * | * | * | * | 86% | 63% |
| White | * | * | 768 | * | * | * | * | * | * | 72% |
| Hispanic | 15 | 778 | 746 | 0% | * | * | * | * | 80% | 49% |
| Black or African American | * | * | 740 | * | * | * | * | * | * | 42% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 790 | * | * | * | * | * | * | 87% |
| American Indian or Alaska Native | N | N | 756 | N | N | N | N | N | N | 57% |
| Two or More Races | N | N | 767 | N | N | N | N | N | N | 68% |
| Female | 11 | 783 | 769 | 0% | * | * | * | * | 91% | 72% |
| Male | 17 | 780 | 752 | 0% | * | * | * | * | 82% | 54% |
| Economically Disadvantaged Students | * | * | 742 | * | * | * | * | * | * | 44% |
| Non-Economically Disadvantaged Students | * | * | 771 | * | * | * | * | * | * | 73% |
| Students with Disabilities | * | * | 721 | * | * | * | * | * | * | 22% |
| Students without Disabilities | * | * | 768 | * | * | * | * | * | * | 71% |
| English Learners | * | * | 705 | * | * | * | * | * | * | 11% |
| Non-English Learners | * | * | 762 | * | * | * | * | * | * | 64% |
| Homeless Students | * | * | 729 | * | * | * | * | * | * | 32% |
| Students in Foster Care | N | N | 725 | N | N | N | N | N | N | 25% |
| Military-Connected Students | N | N | 758 | N | N | N | N | N | N | 64% |
| Migrant Students | N | N | 716 | N | N | N | N | N | N | 21% |

NJ SCHOOL PERFORMANCE REPORT

**SOUTH HACKENSACK TWP**
(03-4870)
Grades Offered: PK-08
2017-2018

**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/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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

| 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 | 767 | 759 | * | * | * | * | * | 73% | 60% |
| White | * | * | 767 | * | * | * | * | * | * | 70% |
| Hispanic | 18 | 776 | 744 | 0% | 0% | * | * | * | 89% | 45% |
| Black or African American | * | * | 739 | * | * | * | * | * | * | 39% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 789 | * | * | * | * | * | * | 86% |
| American Indian or Alaska Native | N | N | 759 | N | N | N | N | N | N | 59% |
| Two or More Races | N | N | 766 | N | N | N | N | N | N | 66% |
| Female | 10 | 766 | 768 | * | * | * | * | * | 60% | 69% |
| Male | 23 | 767 | 751 | * | * | * | * | * | 78% | 52% |
| Economically Disadvantaged Students | * | * | 740 | * | * | * | * | * | * | 42% |
| Non-Economically Disadvantaged Students | * | * | 769 | * | * | * | * | * | * | 71% |
| Students with Disabilities | * | * | 719 | * | * | * | * | * | * | 19% |
| Students without Disabilities | * | * | 766 | * | * | * | * | * | * | 68% |
| English Learners | * | * | 703 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | 761 | * | * | * | * | * | * | * |
| Homeless Students | N | N | 727 | N | N | N | N | N | N | 27% |
| Students in Foster Care | N | N | 726 | N | N | N | N | N | N | 27% |
| Military-Connected Students | N | N | 760 | N | N | N | N | N | N | 61% |
| Migrant Students | N | N | 718 | N | N | N | N | N | N | 21% |

**SOUTH HACKENSACK TWP**

(03-4870)

Grades Offered: PK-08

2017-2018

**Report Key:**
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** 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/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



Grade 3: 2015-2016 50%, 2016-2017 54%, 2017-2018 58%
Grade 4: 2015-2016 65%, 2016-2017 68%, 2017-2018 75%
Grade 5: 2015-2016 70%, 2016-2017 75%, 2017-2018 54%
Grade 6: 2015-2016 70%, 2016-2017 72%, 2017-2018 91%
Grade 7: 2015-2016 82%, 2016-2017 78%, 2017-2018 86%
Grade 8: 2015-2016 63%, 2016-2017 87%, 2017-2018 73%

Legend: 2015-2016, 2016-2017, 2017-2018

Performance Level Percent (y-axis)

**SOUTH HACKENSACK TWP**

(03-4870)

Grades Offered: PK-08

2017-2018

**Report Key:**
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** 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 information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level 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 proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. 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 | Valid Scores | % of students Taking Test | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2017-18 Annual Target | Met 2017-18 Annual Target |
|---|---|---|---|---|---|---|---|
| Districtwide | 184 | 98.9 | 46.7 | 45.0 | 46.7 | 40.7 | Met Target |
| White | 51 | 98.1 | 49.0 | 54.1 | 49.0 | 39.6 | Met Target |
| Hispanic | 107 | 99.1 | 46.7 | 29.2 | 46.7 | 38.8 | Met Target |
| Black or African American | * | * | * | 23.4 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 13 | 100.0 | 53.9 | 77.0 | 53.9 | ** | ** |
| American Indian or Alaska Native | * | * | * | 42.5 | * | ** | ** |
| Two or More Races | N | N | N | 53.0 | N | ** | ** |
| Female | 82 | 98.8 | 46.3 | 46.0 | 46.3 | | |
| Male | 102 | 99.0 | 47.0 | 43.9 | 47.0 | | |
| Economically Disadvantaged Students | 59 | 100.0 | 37.3 | 26.6 | 37.3 | 39.6 | Met Target† |
| Non-Economically Disadvantaged Students | 125 | 98.4 | 51.2 | 55.9 | 51.2 | | |
| Students with Disabilities | 41 | 97.7 | 19.5 | 17.1 | 19.5 | 21.5 | Met Target† |
| Students without Disabilities | 143 | 99.3 | 54.6 | 50.5 | 54.6 | | |
| English Learners | 32 | 97.0 | 40.6 | 24.6 | 40.6 | 48.7 | Met Target† |
| Non-English Learners | 152 | 99.4 | 48.0 | 46.9 | 48.0 | | |
| Homeless Students | * | * | * | 17.3 | * | | |
| Students In Foster Care | N | N | N | 16.2 | N | | |
| Military-Connected Students | N | N | N | 45.8 | N | | |
| Migrant Students | N | N | N | 23.7 | N | | |

† Target was met within a confidence interval.

**NJ SCHOOL PERFORMANCE REPORT**

**SOUTH HACKENSACK TWP**

(03-4870)

Grades Offered: PK-08

2017-2018

**Report Key:**
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* **\*\*** Accountability calculations require 20 or more students
* **N** No Data is available to display
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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

| 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 | 26 | 763 | 752 | * | * | * | * | * | 62% | 53% |
| White | * | * | 760 | * | * | * | * | * | * | 64% |
| Hispanic | 18 | 759 | 739 | * | * | * | * | * | 61% | 38% |
| Black or African American | * | * | 734 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | 780 | N | N | N | N | N | N | 83% |
| American Indian or Alaska Native | N | N | 747 | N | N | N | N | N | N | 49% |
| Two or More Races | N | N | 757 | N | N | N | N | N | N | 59% |
| Female | 13 | 759 | 752 | * | * | * | * | * | 62% | 53% |
| Male | 13 | 766 | 751 | * | * | * | * | * | 62% | 53% |
| Economically Disadvantaged Students | * | * | 736 | * | * | * | * | * | * | 35% |
| Non-Economically Disadvantaged Students | * | * | 762 | * | * | * | * | * | * | 66% |
| Students with Disabilities | * | * | 730 | * | * | * | * | * | * | 29% |
| Students without Disabilities | * | * | 756 | * | * | * | * | * | * | 57% |
| English Learners | * | * | 726 | * | * | * | * | * | * | 23% |
| Non-English Learners | * | * | 754 | * | * | * | * | * | * | 56% |
| Homeless Students | N | N | 723 | N | N | N | N | N | N | 20% |
| Students in Foster Care | N | N | 725 | N | N | N | N | N | N | 23% |
| Military-Connected Students | N | N | 753 | N | N | N | N | N | N | 55% |
| Migrant Students | N | N | 737 | N | N | N | N | N | N | 46% |

**NJ SCHOOL PERFORMANCE REPORT**

**SOUTH HACKENSACK TWP**

(03-4870)

Grades Offered: PK-08

2017-2018

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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

| 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 | 45 | 751 | 748 | * | * | * | * | * | 62% | 49% |
| White | 14 | 748 | 755 | * | * | 0% | * | * | 64% | 60% |
| Hispanic | 24 | 754 | 737 | * | * | * | * | * | 63% | 34% |
| Black or African American | * | * | 730 | * | * | * | * | * | * | 27% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 774 | * | * | * | * | * | * | 80% |
| American Indian or Alaska Native | * | * | 748 | * | * | * | * | * | * | 46% |
| Two or More Races | N | N | 752 | N | N | N | N | N | N | 55% |
| Female | 22 | 751 | 748 | * | * | * | * | * | 64% | 50% |
| Male | 23 | 751 | 748 | * | * | * | * | * | 61% | 49% |
| Economically Disadvantaged Students | 18 | 743 | 733 | * | * | * | * | * | 56% | 30% |
| Non-Economically Disadvantaged Students | 27 | 757 | 758 | * | * | * | * | * | 67% | 62% |
| Students with Disabilities | 10 | 721 | 725 | * | * | * | * | * | 30% | 22% |
| Students without Disabilities | 35 | 760 | 753 | * | * | * | * | * | 71% | 55% |
| English Learners | * | * | 722 | * | * | * | * | * | * | 16% |
| Non-English Learners | * | * | 750 | * | * | * | * | * | * | 52% |
| Homeless Students | N | N | 722 | N | N | N | N | N | N | 18% |
| Students in Foster Care | N | N | 723 | N | N | N | N | N | N | 16% |
| Military-Connected Students | N | N | 748 | N | N | N | N | N | N | 49% |
| Migrant Students | N | N | 731 | N | N | N | N | N | N | 32% |

**NJ SCHOOL PERFORMANCE REPORT**

**SOUTH HACKENSACK TWP**

(03-4870)

Grades Offered: PK-08

2017-2018

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**N** No Data is available to display
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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

| 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 | 27 | 745 | 748 | * | * | 44% | * | * | 41% | 49% |
| White | * | * | 756 | * | * | * | * | * | * | 60% |
| Hispanic | 17 | 751 | 736 | 0% | * | * | * | * | 47% | 32% |
| Black or African American | * | * | 730 | * | * | * | * | * | * | 26% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | 777 | N | N | N | N | N | N | 82% |
| American Indian or Alaska Native | N | N | 745 | N | N | N | N | N | N | 42% |
| Two or More Races | N | N | 754 | N | N | N | N | N | N | 55% |
| Female | 11 | 747 | 749 | * | * | * | * | * | 36% | 50% |
| Male | 16 | 744 | 747 | * | * | * | * | * | 44% | 48% |
| Economically Disadvantaged Students | 13 | 743 | 733 | * | * | * | * | * | 23% | 29% |
| Non-Economically Disadvantaged Students | 14 | 747 | 758 | * | * | * | * | * | 57% | 62% |
| Students with Disabilities | * | * | 726 | * | * | * | * | * | * | 20% |
| Students without Disabilities | * | * | 752 | * | * | * | * | * | * | 55% |
| English Learners | * | * | 718 | * | * | * | * | * | * | 13% |
| Non-English Learners | * | * | 750 | * | * | * | * | * | * | 51% |
| Homeless Students | N | N | 722 | N | N | N | N | N | N | 17% |
| Students in Foster Care | N | N | 722 | N | N | N | N | N | N | 20% |
| Military-Connected Students | N | N | 749 | N | N | N | N | N | N | 52% |
| Migrant Students | N | N | 728 | N | N | N | N | N | N | 29% |

**NJ SCHOOL PERFORMANCE REPORT**

**SOUTH HACKENSACK TWP**

(03-4870)

Grades Offered: PK-08

2017-2018

## 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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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 | 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 | 746 | 744 | * | * | 43% | * | * | 39% | 44% |
| White | * | * | 751 | * | * | * | * | * | * | 54% |
| Hispanic | 13 | 747 | 731 | 0% | * | * | * | * | 46% | 27% |
| Black or African American | * | * | 726 | * | * | * | * | * | * | 21% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 771 | * | * | * | * | * | * | 78% |
| American Indian or Alaska Native | N | N | 744 | N | N | N | N | N | N | 48% |
| Two or More Races | N | N | 749 | N | N | N | N | N | N | 52% |
| Female | * | * | 745 | * | * | * | * | * | * | 45% |
| Male | * | * | 742 | * | * | * | * | * | * | 42% |
| Economically Disadvantaged Students | * | * | 729 | * | * | * | * | * | * | 24% |
| Non-Economically Disadvantaged Students | * | * | 753 | * | * | * | * | * | * | 56% |
| Students with Disabilities | * | * | 717 | * | * | * | * | * | * | 13% |
| Students without Disabilities | * | * | 748 | * | * | * | * | * | * | 49% |
| English Learners | * | * | 713 | * | * | * | * | * | * | 11% |
| Non-English Learners | * | * | 745 | * | * | * | * | * | * | 45% |
| Homeless Students | N | N | 718 | N | N | N | N | N | N | 13% |
| Students in Foster Care | N | N | 718 | N | N | N | N | N | N | 13% |
| Military-Connected Students | N | N | 745 | N | N | N | N | N | N | 45% |
| Migrant Students | N | N | 717 | N | N | N | N | N | N | 18% |

**NJ SCHOOL PERFORMANCE REPORT**

**SOUTH HACKENSACK TWP**

(03-4870)

Grades Offered: PK-08

2017-2018

**Report Key:**
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* **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 participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam.  This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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 | 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 | 30 | 745 | 743 | * | * | * | * | * | 47% | 43% |
| White | * | * | 750 | * | * | * | * | * | * | 54% |
| Hispanic | 16 | 744 | 732 | * | * | * | * | * | 38% | 27% |
| Black or African American | * | * | 727 | * | * | * | * | * | * | 21% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 767 | * | * | * | * | * | * | 75% |
| American Indian or Alaska Native | N | N | 742 | N | N | N | N | N | N | 39% |
| Two or More Races | N | N | 748 | N | N | N | N | N | N | 51% |
| Female | 12 | 740 | 745 | * | * | * | * | * | 33% | 45% |
| Male | 18 | 748 | 741 | * | * | * | * | * | 56% | 42% |
| Economically Disadvantaged Students | * | * | 730 | * | * | * | * | * | * | 24% |
| Non-Economically Disadvantaged Students | * | * | 751 | * | * | * | * | * | * | 55% |
| Students with Disabilities | * | * | 717 | * | * | * | * | * | * | 12% |
| Students without Disabilities | * | * | 748 | * | * | * | * | * | * | 50% |
| English Learners | * | * | 716 | * | * | * | * | * | * | 10% |
| Non-English Learners | * | * | 744 | * | * | * | * | * | * | 45% |
| Homeless Students | * | * | 720 | * | * | * | * | * | * | 14% |
| Students in Foster Care | N | N | 717 | N | N | N | N | N | N | * |
| Military-Connected Students | N | N | 743 | N | N | N | N | N | N | 42% |
| Migrant Students | N | N | 718 | N | N | N | N | N | N | 11% |

**NJ SCHOOL PERFORMANCE REPORT**

**SOUTH HACKENSACK TWP**

(03-4870)

Grades Offered: PK-08

2017-2018

## 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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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 | 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 | 27 | 721 | 728 | * | * | 41% | * | * | 15% | 28% |
| White | * | * | 736 | * | * | * | * | * | * | 36% |
| Hispanic | 16 | 734 | 722 | * | * | * | * | * | 25% | 22% |
| Black or African American | * | * | 715 | * | * | * | * | * | * | 15% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 747 | * | * | * | * | * | * | 51% |
| American Indian or Alaska Native | N | N | 721 | N | N | N | N | N | N | 21% |
| Two or More Races | N | N | 729 | N | N | N | N | N | N | 28% |
| Female | * | * | 731 | * | * | * | * | * | * | 31% |
| Male | * | * | 725 | * | * | * | * | * | * | 26% |
| Economically Disadvantaged Students | * | * | 719 | * | * | * | * | * | * | 20% |
| Non-Economically Disadvantaged Students | * | * | 735 | * | * | * | * | * | * | 35% |
| Students with Disabilities | * | * | 705 | * | * | * | * | * | * | * |
| Students without Disabilities | * | * | 735 | * | * | * | * | * | * | * |
| English Learners | * | * | 705 | * | * | * | * | * | * | 10% |
| Non-English Learners | * | * | 729 | * | * | * | * | * | * | 29% |
| Homeless Students | N | N | 708 | N | N | N | N | N | N | 13% |
| Students in Foster Care | N | N | 708 | N | N | N | N | N | N | 13% |
| Military-Connected Students | N | N | 734 | N | N | N | N | N | N | 31% |
| Migrant Students | N | N | 703 | N | N | N | N | N | N | 10% |

**NJ SCHOOL PERFORMANCE REPORT**

**SOUTH HACKENSACK TWP**

(03-4870)

Grades Offered: PK-08

2017-2018

## 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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

| 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 | * | * | 746 | * | * | * | * | * | * | 46% |
| White | * | * | 755 | * | * | * | * | * | * | 57% |
| Hispanic | * | * | 730 | * | * | * | * | * | * | 27% |
| Black or African American | N | N | 727 | N | N | N | N | N | N | 23% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 779 | * | * | * | * | * | * | 79% |
| American Indian or Alaska Native | N | N | 746 | N | N | N | N | N | N | 49% |
| Two or More Races | N | N | 755 | N | N | N | N | N | N | 54% |
| Female | * | * | 748 | * | * | * | * | * | * | 48% |
| Male | * | * | 745 | * | * | * | * | * | * | 44% |
| Economically Disadvantaged Students | N | N | 729 | N | N | N | N | N | N | 25% |
| Non-Economically Disadvantaged Students | * | * | 756 | * | * | * | * | * | * | 57% |
| Students with Disabilities | N | N | 716 | N | N | N | N | N | N | 13% |
| Students without Disabilities | * | * | 752 | * | * | * | * | * | * | 52% |
| English Learners | N | N | 710 | N | N | N | N | N | N | * |
| Non-English Learners | * | * | 749 | * | * | * | * | * | * | * |
| Homeless Students | N | N | 718 | N | N | N | N | N | N | 16% |
| Students in Foster Care | N | N | 712 | N | N | N | N | N | N | 12% |
| Military-Connected Students | N | N | 752 | N | N | N | N | N | N | 49% |
| Migrant Students | N | N | 720 | N | N | N | N | N | N | 11% |

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## Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



| | Grade 3 | Grade 4 | Grade 5 | Grade 6† | Grade 7† | Grade 8† | Algebra I |
|---|---|---|---|---|---|---|---|
| 2015-2016 | 38% | 77% | 59% | 30% | 23% | * | * |
| 2016-2017 | 63% | 23% | 75% | 45% | 24% | * | * |
| 2017-2018 | 62% | 62% | 41% | 39% | 47% | 15% | * |
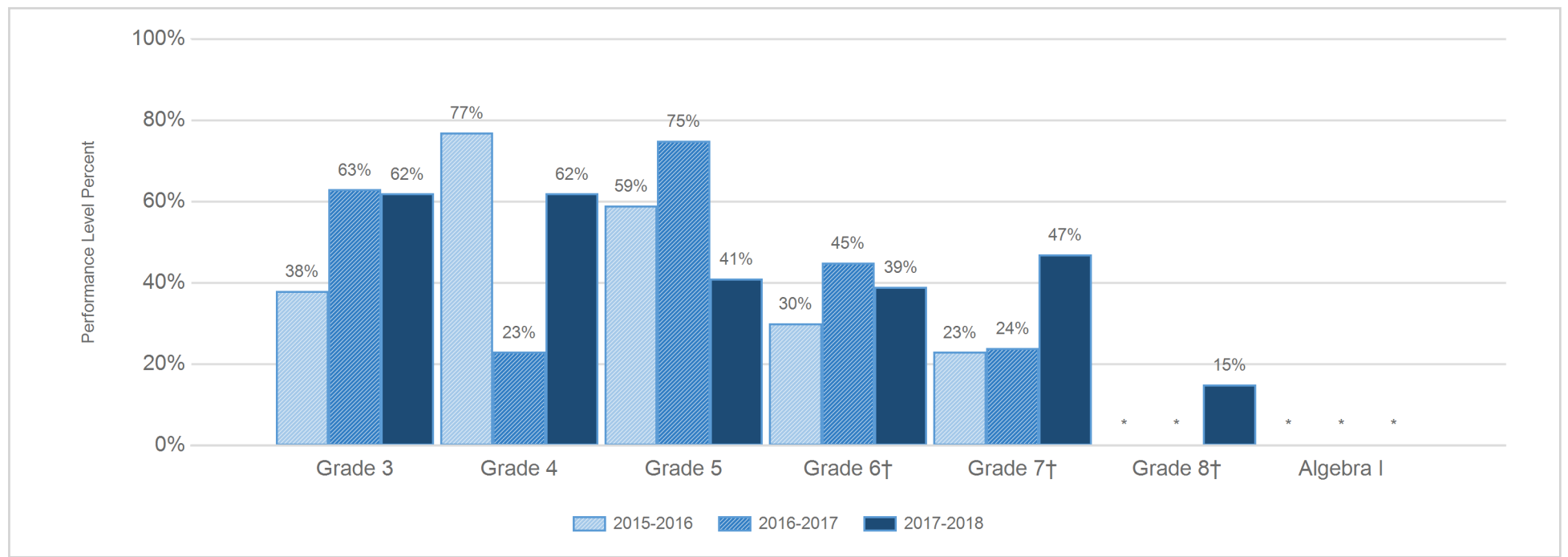
**SOUTH HACKENSACK TWP**
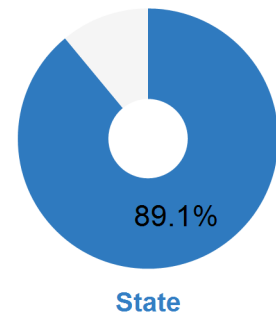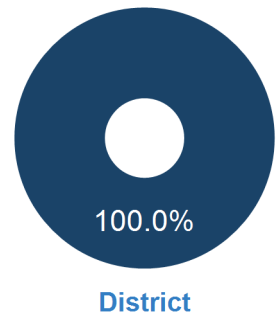
(03-4870)

Grades Offered: PK-08

2017-2018

**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 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 | N | N |
| 5 | N | N |
| 6 | * | * |
| 7 | N | N |
| 8 | N | N |

## English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the district's 2017-18 ESSA accountability target and whether the target was met.

| Student Group | Percent of English Learners Making Expected Growth to Proficiency | 2017-18 Target | Met Target? |
|---|---|---|---|
| Schoolwide/English Learners | 68.4 | 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 | 24 | 70.8% | 29.2% |
| 3-4 | 18 | 83.3% | 16.7% |
| 5 or more | * | * | * |

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

## NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

## Mathematics - Course Participation

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

| Grade | Algebra I | Geometry | Grade Level and Other Math |
|-------|-----------|----------|----------------------------|
| 6 | 0 | 0 | 23 |
| 7 | 0 | 0 | 30 |
| 8 | 6 | 0 | 27 |
| Total | 6 | 0 | 80 |

## 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 | 23 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7 | 30 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8 | 33 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 86 | 0 | 0 | 0 | 0 | 0 | 0 |
| Enrolled in AP/IB Course | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Enrolled in Dual Enrollment Course | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Enrolled in Level 3 or Higher | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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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

100.0%
**District**

89.1%
**State**

Students enrolled in one or more classes by discipline:

| | | |
|---|---|---|
| **MUSIC** | District | 98.8% |
| | State | 64.1% |
| **DANCE** | District | 0.0% |
| | State | 2.0% |
| **DRAMA** | District | 0.0% |
| | State | 5.8% |
| **VISUAL ARTS** | District | 100.0% |
| | State | 70.2% |

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NJ SCHOOL PERFORMANCE REPORT

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.

## 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 |
|---|---|---|---|---|
| Districtwide | 32 | 11.3 | 9.1 | Not Met |
| White | 8 | 11.0 | 9.1 | Not Met |
| Hispanic | 20 | 11.8 | 9.1 | Not Met |
| Black or African American | 2 | 10.5 | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 1 | 5.6 | ** | ** |
| American Indian or Alaska Native | * | * | ** | ** |
| Two or More Races | * | * | ** | ** |
| Economically Disadvantaged Students | 14 | 13.6 | 9.1 | Not Met |
| Students with Disabilities | 11 | 22.9 | 9.1 | Not Met |
| English Learners | 1 | 2.1 | 9.1 | Met |

## Days Absent

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



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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.

## Chronic Absenteeism by Grade

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



Chronic Absenteeism by Grade — Percentage of Students by Grade Level (District vs State):

| Grade Level | District | State |
|---|---|---|
| PK | 27% | 31% |
| KG | 17% | 13% |
| 1 | 11% | 9% |
| 2 | 10% | 8% |
| 3 | 14% | 8% |
| 4 | 9% | 7% |
| 5 | 4% | 8% |
| 6 | 12% | 9% |
| 7 | 10% | 10% |
| 8 | 14% | 10% |

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Grades Offered: PK-08

2017-2018

The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

## 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 | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 1 |
| Total Unique Incidents | 3 |
| Incidents Per 100 Students Enrolled | 1.02 |

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

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Grades Offered: PK-08

2017-2018

The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

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

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (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 (Proteced 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 | 1 | 1 |
| 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 | * | * |
| Out-of-School Suspensions | 0 | 0.0% |
| 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 |
|---|
| 0 |

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(03-4870)

Grades Offered: PK-08

2017-2018

**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 (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

| Per-Pupil Expenditures | Federal | State/Local | Total |
|---|---|---|---|
| District Total (2016-2017) | $470 | $16,925 | $17,395 |

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(03-4870)

Grades Offered: PK-08

2017-2018

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

## Teachers – Experience

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

| Category | Teachers in District | Teachers in State |
|---|---|---|
| Total Number of teachers | 25 | 117,464 |
| Average years experience in public schools | 8.1 | 12.0 |
| Average years experience in district | 10.8 | 10.7 |
| Teachers in district for 4 or more years | 77.8% | 75.5% |

## Administrators – Experience (District Level)

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

| Category | Admin. in District | Admin. in State |
|---|---|---|
| Total Number of administrators | 4 | 9,374 |
| Average years experience in public schools | 7.5 | 16.0 |
| Average years experience in district | 11.0 | 12.0 |
| Administrators in district for 4 or more years | 100.0% | 76.2% |

## Student and Staff Ratios

This table shows ratios of students and staff members in the district.

| Ratio | District Ratio |
|---|---|
| Students to Teachers | 12:1 |
| Students to Administrators | 74:1 |
| Teachers to Administators | 6:1 |
| Students to Librarian/Media Specialists | 294:1 |
| Students to Nurses | N |
| Students to Counselors | N |
| Students to Child Study Team | 147:1 |

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(03-4870)

Grades Offered: PK-08

2017-2018

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

## Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the 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

Teacher 20%

Admin N/A

### Master's Degree

Teacher 80%

Admin 100%
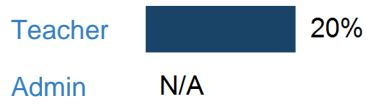
### Doctoral Degree
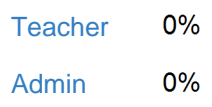
Teacher 0%

Admin 0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

| Job Type | District | State |
|----------|----------|-------|
| 2016-17 Teachers: Same district 2017-18 | 95.8% | 90.2% |
| 2016-17 Administrators: Same district 2017-18 | 100.0% | 86.2% |

## 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 |
|-------------|----------------|
| 2017-18 | 96.3% |

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**Key terms for staff data**:
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**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 shows the percentage of teachers and administrators by gender and by racial and ethnic group.

| Category | Teachers | Administrators |
|---|---|---|
| Female | 88.0% | 50.0% |
| Male | 12.0% | 50.0% |
| White | 96.0% | 75.0% |
| Hispanic | 4.0% | 25.0% |
| Black or African American | 0.0% | 0.0% |
| Asian | 0.0% | 0.0% |
| American Indian or Alaska Native | 0.0% | 0.0% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.0% |
| Two or More Races | 0.0% | 0.0% |

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Grades Offered: PK-08

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

## Schools Identified as Requiring Comprehensive or Targeted Support - Districtwide

The table below shows the list of schools in the district that are identified as requiring Comprehensive or Targeted Support and Improvement during the 2019-20 school year. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. Schools where any student group has a summative score that would be in the bottom 5% of schools or where any student group missed annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. If a school requires Targeted Support and Improvement, the last column of the table lists the student groups that were identified. The schools below may have been identified based on either data from the 2016-17 or 2017-18 school year. See school level performance reports for more details.

**There are currently no schools in this district identified as requiring comprehensive or targeted support during the 2019-20 school year.**

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2017-2018

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## Accountability Summary by Student Group

This table shows whether the district and each student group met annual ESSA accountability targets for each indicator. Annual targets for proficiency and graduation rate were set based on a district or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given district. For more details on accountability targets, see these accountability resources.

| Student Group | ELA Proficiency: Met Target? | Math Proficiency: Met Target? | 4-Year Graduation Rate: Met Target? | ELA Student Growth: Met Standard? | Math Student Growth: Met Standard? | Progress Towards English Language Proficiency: Met Annual Target? | Chronic Absenteeism: Met State Average? |
|---|---|---|---|---|---|---|---|
| Districtwide | Met Target | Met Target | N | Exceeds Standard | Met Standard | Met Target | Not Met |
| White | Met Target† | Met Target | N | Met Standard | Exceeds Standard | n/a | Not Met |
| Hispanic | Met Target | Met Target | N | Exceeds Standard | Met Standard | n/a | Not Met |
| Black or African American | \*\* | \*\* | N | \*\* | \*\* | n/a | \*\* |
| Asian, Native Hawaiian, or Pacific Islander | \*\* | \*\* | N | \*\* | \*\* | n/a | \*\* |
| American Indian or Alaska Native | \*\* | \*\* | N | \*\* | \*\* | n/a | \*\* |
| Two or More Races | \*\* | \*\* | N | \*\* | \*\* | n/a | \*\* |
| Economically Disadvantaged Students | Met Target | Met Target† | N | Exceeds Standard | Met Standard | n/a | Not Met |
| Students with Disabilities | Met Target† | Met Target† | N | Met Standard | Exceeds Standard | n/a | Not Met |
| English Learners | N | Met Target† | N | \*\* | \*\* | Met Target | Met |

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

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2017-2018

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## 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.

| | |
|---|---|
| **Mission, Vision, Theme:** | The South Hackensack School District offers educational experiences to our students which are aligned to the NJSLS 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. |
| **Awards, Recognition, Accomplishments:** | 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. |

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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.

| | |
|---|---|
| **Courses, Curriculum, Instruction:** | 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) Twenty First Century/STEAM Education Gifted/Talented Program |
| **Sports and Athletics:** | Sports Offered: Basketball (Boys & Girls), Cheerleading (Coed), Soccer (Boys & Girls)<br><br>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. |
| **Clubs and Activities:** | Student Council, STEAM club, Creative Arts Program and Instrumental Ensemble activities, Yearbook |

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## 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.

| | |
|---|---|
| **Before and After School Programs:** | The school supports before and after school computer programs, an extended curriculum service program and an before/aftercare program. |
| **Staff and Professional Learning:** | 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. We are transitioning to Google classroom with a one-to-one grades 3 - 8 Chromebook initiative and piloting mindfulness through Zensational Kids. |

**SOUTH HACKENSACK TWP**

(03-4870)

Grades Offered: PK-08

2017-2018

## 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.

| | |
|---|---|
| **Student Supports and Services:** | The school offers ESL for grade Pre-K through 8, extended curriculum services for grades 2 - 8, I &RS, accommodations through 504, IEP, social skills programs/counseling through our Child Study Team and piloting mindfulness through Zensational kids. |
| **Student Health and Wellness:** | The school offers breakfast and lunch programs, physical education programs through fitness gram and social skills/health and wellness through Child Study Team and is piloting mindfulness through Zensational Kids. |
| **Parent and Community Involvement:** | 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 as well as twitter, YouTube, South Hackensack App and parent email group. |

**SOUTH HACKENSACK TWP**

(03-4870)

Grades Offered: PK-08

2017-2018

## 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.

| | |
|---|---|
| School Safety: | The district has a dedicated school safety specialist who works closely with the Department of Education and local law enforcement in order to provide up to date safety measures with respect to drills/training as well as developing new strategies and safety measures. |

**NJ SCHOOL PERFORMANCE REPORT**

**SOUTH HACKENSACK TWP**

(03-4870)

Grades Offered: PK-08

2017-2018

**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

## 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.

| | |
|---|---|
| Technology and STEM: | South Hackensack has transitioned to a grade 6 - 8 in house STEAM program and collaborates with South Bergen Jointure Commission for a Pre-K through 5 STEAM program. Grades 6 - 8 are one-to-one with Chromebooks and transitioning to google classroom. All classrooms are equipped with interactive white boards/smart TVs and document cameras. |
| Early Childhood Education: | South Hackensack has a full-day regular education Pre-K 4 program which receives all listed services. |