



**HACKENSACK
PUBLIC SCHOOLS**
EXCELLENCE IN EDUCATION

Hackensack Public Schools Data Presentation

Statewide Assessment Results 2018-2019
October 28, 2019

Measuring College
and Career

Readiness



**HACKENSACK
PUBLIC SCHOOLS**
EXCELLENCE IN EDUCATION

NJSLA Results: Spring 2019 Administrations

Measuring College
and Career
Readiness

Comparison of **Hackensack Public School's** Spring 2017, Spring 2018 & Spring 2019 PARCC/NJSLA Administrations **English Language Arts - Percentages**

Grade	Level 1 2017	Level 1 2018	Level 1 2019	Level 2 2017	Level 2 2018	Level 2 2019	Level 3 2017	Level 3 2018	Level 3 2019	Level 4 2017	Level 4 2018	Level 4 2019	Level 5 2017	Level 5 2018	Level 5 2019	Change in Level 1 and 2 2017 to 2019	Change in Level 4 and 5 2017 to 2019**
3	11.9	13.4	16.5	21.2	11.3	15.7	26.3	24.5	23.2	37.0	42.4	39.4	3.6	8.4	5.2	-0.9	+4.0
4	10.1	5.9	10.3	16.3	16.9	9.3	31.0	25.9	26.3	36.2	39.1	41.8	6.4	12.2	12.4	-6.8	+11.6
5	10.0	13.5	11.5	18.9	24.5	15.4	30.0	29.3	29.8	35.6	29.8	34.8	5.6	2.9	8.4	-2.0	+2.0
6	6.7	17.2	12.3	24.2	19.0	19.8	29.1	23.6	27.2	31.8	29.0	30.1	8.3	11.2	10.5	+1.2	+0.5
7	9.9	13.7	15.6	14.4	12.1	13.0	26.2	28.9	19.1	34.6	27.3	32.1	14.9	18.0	20.2	+4.3	+2.8
8	10.8	11.3	9.3	9.9	16.2	10.8	24.5	20.6	22.5	40.5	37.7	41.3	14.3	14.2	16.2	-0.6	+2.7
9	12.6	12.2	12.7	9.0	14.2	9.0	23.0	22.1	26.0	41.2	40.6	39.5	14.2	10.9	12.9	+0.1	-3.0
10	14.1	19.7	19.5	9.7	12.9	12.7	19.0	19.7	19.9	40.3	32.7	32.6	16.9	15.0	15.3	+8.4	-9.3
11*	11.3	14.5	100	14.6	14.3	0	18.8	20.9	0	41.1	37.7	0	14.1	12.6	0	+74.1	

*Grade 11 test was optional for 2018-2019 assessment year and represents two valid scores.

**Level 4 and Level 5 is an indication a student is on pace to be college and career ready.

Notes: Data shown is preliminary. Percentages may not total 100 due to rounding.

Comparison of **Hackensack Public School's** Spring 2017, Spring 2018 & Spring 2019 PARCC/NJSLA Administrations **Mathematics - Percentages**

Grade	Level 1 2017	Level 1 2018	Level 1 2019	Level 2 2017	Level 2 2018	Level 2 2019	Level 3 2017	Level 3 2018	Level 3 2019	Level 4 2017	Level 4 2018	Level 4 2019	Level 5 2017	Level 5 2018	Level 5 2019	Change in Level 1 and 2 2017 to 2019	Change in Level 4 and 5 2017 to 2019**
3	6.1	5.9	6.6	16.3	16.7	12.9	35.2	29.5	32.0	35.9	35.8	41.4	6.5	12.0	7.1	-2.9	+6.1
4	9.0	5.1	4.7	25.9	23.6	19.6	34.4	30.8	27.5	28.3	35.2	41.7	2.4	5.3	6.5	-10.6	+17.5
5	11.4	13.2	11.1	32.5	35.8	31.5	32.8	30.9	33.6	20.9	17.9	20.2	2.4	2.1	3.6	-1.3	+0.5
6	19.5	13.4	16.7	28.4	29.3	36.9	24.9	33.2	28.0	26.0	21.8	16.9	1.2	2.2	1.5	+5.7	-8.8
7	15.5	12.3	14.2	30.7	35.0	37.0	33.5	30.9	31.0	19.8	21.1	17.2	0.6	0.6	0.6	+5.0	-2.6
8*	24.4	23.2	33.2	18.1	20.5	26.0	23.1	24.2	22.0	34.4	31.4	18.8	0.0	0.7	0.0	+16.7	-15.6
ALG I***	12.7	13.7	12.3	27.0	18.2	27.4	29.3	25.2	30.5	30.7	42.0	28.4	0.2	0.8	1.4	0.0	-1.1
GEO***	9.1	10.7	9.5	39.5	32.1	22.9	35.6	39.3	43.6	15.6	17.5	23.6	0.2	0.4	0.4	-16.2	+8.2
ALG II***	36.4	37.9	17.6	26.5	32.7	23.1	21.9	16.5	28.7	14.7	12.2	30.6	0.5	0.7	0.0	-22.2	+15.4

*Approximately 30,000 New Jersey students in grade 8 participated in the Algebra I assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole. **Level 4 and Level 5 is an indication a student is on pace to be college and career ready.

*** NJSLA 2018-2019 assessments were optional for 11th Grade students

Notes: Data shown is preliminary. Percentages may not total 100 due to rounding. ALG 1 is Algebra 1; GEO is Geometry; ALG II is Algebra 2.

Comparison of Hackensack Public School's 2017 to 2019 Spring PARCC/NJSLA Administrations English Language Arts – Percentage Changes

Grade	Levels 1 & 2 District Trend	Levels 1 & 2 District	Levels 1 & 2 State Trend	Levels 1 & 2 State	Level 3 District Trend	Level 3 District	Level 3 State Trend	Level 3 State	Levels 4 & 5 District Trend	Levels 4 & 5 District	Levels 4 & 5 State Trend	Levels 4 & 5 State
3	-	0.9%	+	1.3%	-	3.1%	-	1.1%	+	4.0	-	0.1%
4	-	6.8%	+	0.7%	-	4.7%	-	2.3%	+	11.6	+	1.5%
5	-	2.0%	+	0.9%	-	0.2%	+	0.1%	+	2.0	-	1.1%
6	+	1.2%	-	1.1%	-	1.9%	-	1.7%	+	0.5	+	2.8%
7	+	4.3%	-	1.0%	-	7.1%	-	2.7%	+	2.8	+	3.6%
8	-	0.6%	-	1.2%	-	2.0%	-	2.6%	+	2.7	+	3.7%
9	+	0.1%	-	2.5%	+	3.0%	-	1.8%	-	3.0	+	4.4%
10	+	8.4%	-	8.9%	+	0.9%	-	3.6%	-	9.3	+	12.5%

* NJSLA 2018-2019 assessments were optional for 11th Grade students . State Percentages do not include results for Grade 11.

• Notes: Percentages may not total 100 due to rounding.

- The plus sign (+) indicates an increase of the % change from the previous year where a minus sign (-) shows a decrease of the % change from the previous year.

Comparison of **Hackensack Public School's** 2017 to 2019 Spring PARCC/NJSLA Administrations **Mathematics – Percentage Changes**

Grade	Levels 1 & 2 District Trend	Levels 1 & 2 District	Levels 1 & 2 State Trend	Levels 1 & 2 State	Level 3 District Trend	Level 3 District	Level 3 State Trend	Level 3 State	Levels 4 & 5 District Trend	Levels 4 & 5 District	Levels 4 & 5 State Trend	Levels 4 & 5 State
3	-	2.9%	-	0.5%	-	3.2%	-	2.1%	+	6.1	+	2.6%
4	-	10.6%	-	2.3%	-	6.9%	-	1.4%	+	17.5	+	3.7%
5	-	1.3%	+	3.2%	+	0.8%	-	3.8%	+	0.5	+	0.6%
6	+	5.7%	+	3.4%	+	3.1%	-	0.3%	-	8.8	-	3.1%
7	+	5.0%	+	0.7%	-	2.5%	-	3.7%	-	2.6	+	1.6%
8	+	16.7%	+	2.1%	-	1.1%	-	0.4%	-	15.6	+	2.6%
Algebra I***		0.0%	+	2.0%	+	1.2%	-	3.0%	-	1.1	+	1.0%
Algebra II***	-	16.2%	-	1.1%	+	8.0%		0.0%	+	8.2	+	1.1%
Geometry***	-	22.2%	-	0.1%	+	6.8%	+	0.3%	+	15.4	-	0.3%

*Some students in grade 8 participated in the Algebra I assessment in place of the 8th grade Math assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole. *** NJSLA 2018-2019 assessments were optional for 11th Grade students, state results do not include Grade 11 results.

Notes: Percentages may not total 100 due to rounding.

- The plus sign (+) indicates an increase of the % change from the previous year where a minus sign (-) shows a decrease of the % change from the previous year.

Comparison of **Hackensack Public School's**
 Number of Students Tested
 Spring 2018 & Spring 2019 NJSLA Administrations
English Language Arts

Grade	Students Tested 2019	Students Tested 2018	Difference between number of students tested in 2018 and 2019
3	388	417	-29
4	419	409	10
5	382	379	3
6	389	348	41
7	346	322	24
8	334	345	-11
9	489	466	23
10	472	513	-41
Total	3219	3199	20

** NJSLA 2018-2019 assessments were optional for 11th Grade students.

Note: "Students Tested" represents individual valid test scores for English Language Arts.

Comparison of **Hackensack Public School's**
 Number of Students Tested
 Spring 2018 & Spring 2019 NJSLA Administrations
Mathematics

Grade	Students Tested 2019	Students Tested 2018	Difference between number of students tested in 2018 and 2019
3	394	424	-30
4	429	415	14
5	387	385	2
6	396	358	38
7	332	317	15
8*	304	293	11
Algebra I**	416	357	59
Algebra II**	108	449	-341
Geometry**	275	521	-246
Total	3041	3519	-478

*Some students in grade 8 participated in the Algebra I assessment in place of the 8th grade Math assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole.

** NJSLA 2018-2019 assessments were optional for 11th Grade students

Notes: "Students Tested" represents individual valid test scores for Mathematics.

Comparison of Hackensack Public School's Spring 2019 NJSLA Administrations English Language Arts to New Jersey Percentages for 2019

Grade	Level 1, District	Level 1, State	Level 2, District	Level 2, State	Level 3, District	Level 3, State	Level 4, District	Level 4, State	Level 5, District	Level 5, State
3	16.5	14.0	15.7	14.4	23.2	21.4	39.4	42.8	5.2	7.4
4	10.3	8.6	9.3	12.6	26.3	21.4	41.8	39.1	12.4	18.3
5	11.5	7.4	15.4	12.5	29.8	22.2	34.8	45.6	8.4	12.3
6	12.3	7.3	19.8	12.6	27.2	23.9	30.1	40.9	10.5	15.2
7	15.6	8.9	13.0	10.5	19.1	17.8	32.1	33.1	20.2	29.7
8	9.3	9.2	10.8	10.3	22.5	17.7	41.3	38.0	16.2	24.9
9	12.7	11.3	9.0	11.8	26.0	21.1	39.5	36.7	12.9	19.2
10	19.5	14.3	12.7	10.9	19.9	15.9	32.6	33.4	15.3	25.5

*Grade 11 does not include students who took an AP/IB test.

** NJSLA 2018-2019 assessments were optional for 11th Grade students, state results do not include Grade 11 results.

Notes: Percentages may not total 100 due to rounding.

Comparison of **Hackensack Public School's** Spring 2019 NJSLA Administrations Mathematics to New Jersey - Percentages for 2019

Grade	Level 1, District	Level 1, State	Level 2, District	Level 2, State	Level 3, District	Level 3, State	Level 4, District	Level 4, State	Level 5, District	Level 5, State
3	6.6	8.0	12.9	13.9	32.0	23.0	41.4	41.2	7.1	13.9
4	4.7	8.6	19.6	14.7	27.5	25.7	41.7	43.3	6.5	7.7
5	11.1	6.4	31.5	20.9	33.6	25.8	20.2	35.8	3.6	11.0
6	16.7	9.6	36.9	22.5	28.0	27.4	16.9	33.1	1.5	7.5
7	14.2	7.6	37.0	21.1	31.0	29.3	17.2	33.8	0.6	8.3
8*	33.2	23.3	26.0	23.1	22.0	24.3	18.8	28.2	0.0	1.1
Algebra I**	12.3	9.3	27.4	26.0	30.5	21.4	28.4	37.7	1.4	5.6
Algebra II**	17.6	10.6	23.1	11.7	28.7	21.4	30.6	49.7	0.0	6.6
Geometry**	9.5	10.4	22.9	24.6	43.6	32.8	23.6	26.9	0.4	5.3

*Some students in grade 8 participated in the Algebra I assessment in place of the 8th grade Math assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole.

** NJSLA 2018-2019 assessments were optional for 11th Grade students, state results do not include Grade 11 results. Hackensack's number do include 11th grade students for Algebra II and Geometry.

Notes: Percentages may not total 100 due to rounding.

Hackensack Public School's 2019 Spring NJSLA School- & Grade-Level Outcomes English Language Arts Grade 3 - Percentages

ELA03	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students at Level 4 and 5
Fairmount	20.0	23.5	20.9	34.8	0.9	35.7
Hillers	12.4	11.5	24.8	43.4	8.0	*51.3
Jackson	24.7	23.4	19.5	29.9	2.6	32.5
Parker	9.6	3.6	27.7	49.4	9.6	*59.0

*Above State Average

Hackensack Public School's 2019 Spring NJSLA School- & Grade-Level Outcomes English Language Arts Grade 4 - Percentages

ELA04	Not Yet Meeting Expectations (% Level 1)	Partially Meeting Expectations (% Level 2)	Approaching Expectations (% Level 3)	Meeting Expectations (% Level 4)	Exceeding Expectations (% Level 5)	% of students at Level 4 and 5
Fairmount	11.5	12.4	22.1	46.0	8.0	54.0
Hillers	10.7	8.0	24.1	44.6	12.5	57.1
Jackson	10.8	6.5	34.4	36.6	11.8	48.4
Parker	7.9	9.9	25.7	38.6	17.8	56.4

Hackensack Public School's 2019 Spring NJSLA School- & Grade-Level Outcomes Mathematics Grade 3 - Percentages

MAT03	Not Yet Meeting Expectations (% Level 1)	Partially Meeting Expectations (% Level 2)	Approaching Expectations (% Level 3)	Meeting Expectations (% Level 4)	Exceeding Expectations (% Level 5)	% of students at Level 4 and 5
Fairmount	4.3	9.4	44.4	35.0	6.8	41.9
Hillers	6.1	15.7	27.0	44.3	7.0	51.3
Jackson	12.8	15.4	32.1	33.3	6.4	39.7
Parker	4.8	11.9	21.4	53.6	8.3	*61.9

*Above State Average

Hackensack Public School's 2019 Spring NJSLA School- & Grade-Level Outcomes Mathematics Grade 4 - Percentages

MAT04	Not Yet Meeting Expectations (% Level 1)	Partially Meeting Expectations (% Level 2)	Approaching Expectations (% Level 3)	Meeting Expectations (% Level 4)	Exceeding Expectations (% Level 5)	% of students at Level 4 and 5
Fairmount	2.6	19.3	30.7	39.5	7.9	47.4
Hillers	7.8	21.7	25.2	40.9	4.3	45.2
Jackson	4.2	19.8	31.3	39.6	5.2	44.8
Parker	3.8	17.3	23.1	47.1	8.7	*55.8

*Above State Average

Comparison of Fairmount School's Spring 2019 Administration English Language Arts to Hackensack Public School's Percentages in 2019

Grade	Level 1, School	Level 1, District	Level 2, School	Level 2, District	Level 3, School	Level 3, District	Level 4, School	Level 4, District	Level 5, School	Level 5, District
3	20.0	16.5	23.5	15.7	20.9	23.2	34.8	39.4	0.9	5.2
4	11.5	10.3	12.4	9.3	22.1	26.3	46.0	41.8	8.0	12.4

* NJSLA 2018-2019 assessments were optional for 11th Grade students.

Notes: Percentages may not total 100 due to rounding.

Comparison of **Fanny Meyer Hillers School's**
 Spring 2019 Administration
English Language Arts to Hackensack Public School's
 Percentages in 2019

Grade	Level 1, School	Level 1, District	Level 2, School	Level 2, District	Level 3, School	Level 3, District	Level 4, School	Level 4, District	Level 5, School	Level 5, District
3	12.4	16.5	11.5	15.7	24.8	23.2	43.4	39.4	8.0	5.2
4	10.7	10.3	8.0	9.3	24.1	26.3	44.6	41.8	12.5	12.4

* NJSLA 2018-2019 assessments were optional for 11th Grade students.

Notes: Percentages may not total 100 due to rounding.

Comparison of **Jackson Avenue School's**
 Spring 2019 Administration
 English Language Arts to **Hackensack Public School's**
 Percentages in 2019

Grade	Level 1, School	Level 1, District	Level 2, School	Level 2, District	Level 3, School	Level 3, District	Level 4, School	Level 4, District	Level 5, School	Level 5, District
3	24.7	16.5	23.4	15.7	19.5	23.2	29.9	39.4	2.6	5.2
4	10.8	10.3	6.5	9.3	34.4	26.3	36.6	41.8	11.8	12.4

* NJSLA 2018-2019 assessments were optional for 11th Grade students.

Notes: Percentages may not total 100 due to rounding.

Comparison of **Nellie K. Parker School's**
 Spring 2019 Administration
 English Language Arts to **Hackensack Public School's**
 Percentages in 2019

Grade	Level 1, School	Level 1, District	Level 2, School	Level 2, District	Level 3, School	Level 3, District	Level 4, School	Level 4, District	Level 5, School	Level 5, District
3	9.6	16.5	3.6	15.7	27.7	23.2	49.4	39.4	9.6	5.2
4	7.9	10.3	9.9	9.3	25.7	26.3	38.6	41.8	17.8	12.4

* NJSLA 2018-2019 assessments were optional for 11th Grade students.

Notes: Percentages may not total 100 due to rounding.

Comparison of **Hackensack Middle School**
 Spring 2019 Administration
 English Language Arts to **Hackensack Public School's**
 Percentages in 2019

Grade	Level 1, School	Level 1, District	Level 2, School	Level 2, District	Level 3, School	Level 3, District	Level 4, School	Level 4, District	Level 5, School	Level 5, District
5	11.5	11.5	15.4	15.4	29.8	29.8	34.8	34.8	8.4	8.4
6	12.3	12.3	19.8	19.8	27.2	27.2	30.1	30.1	10.5	10.5
7	15.6	15.6	13.0	13.0	19.1	19.1	32.1	32.1	20.2	20.2
8	9.3	9.3	10.8	10.8	22.5	22.5	41.3	41.3	16.2	16.2

* NJSLA 2018-2019 assessments were optional for 11th Grade students.

Notes: Percentages may not total 100 due to rounding.

Comparison of **Hackensack High School** Spring 2019 Administration English Language Arts to **Hackensack Public School's** Percentages in 2019

Grade	Level 1, School	Level 1, District	Level 2, School	Level 2, District	Level 3, School	Level 3, District	Level 4, School	Level 4, District	Level 5, School	Level 5, District
9	12.7	12.7	9.0	9.0	26.0	26.0	39.5	39.5	12.9	12.9
10	19.5	19.5	12.7	12.7	19.9	19.9	32.6	32.6	15.3	15.3

* NJSLA 2018-2019 assessments were optional for 11th Grade students.

Notes: Percentages may not total 100 due to rounding.

Comparison of **Fairmount School's**
 Spring 2019 Administration
Mathematics to Hackensack Public School's
Percentages for 2019

Grade	Level 1, School	Level 1, District	Level 2, School	Level 2, District	Level 3, School	Level 3, District	Level 4, School	Level 4, District	Level 5, School	Level 5, District
3	4.3	6.6	9.4	12.9	44.4	32.0	35.0	41.4	6.8	7.1
4	2.6	4.7	19.3	19.6	30.7	27.5	39.5	41.7	7.9	6.5

*Some students in grade 8 participated in the Algebra I assessment in place of the 8th grade Math assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole.

** NJSLA 2018-2019 assessments were optional for 11th Grade students

Notes: Percentages may not total 100 due to rounding.

Comparison of **Fanny Meyer Hillers School's**
 Spring 2019 Administration
Mathematics to Hackensack Public School's
Percentages for 2019

Grade	Level 1, School	Level 1, District	Level 2, School	Level 2, District	Level 3, School	Level 3, District	Level 4, School	Level 4, District	Level 5, School	Level 5, District
3	6.1	6.6	15.7	12.9	27.0	32.0	44.3	41.4	7.0	7.1
4	7.8	4.7	21.7	19.6	25.2	27.5	40.9	41.7	4.3	6.5

*Some students in grade 8 participated in the Algebra I assessment in place of the 8th grade Math assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole.

** NJSLA 2018-2019 assessments were optional for 11th Grade students

Notes: Percentages may not total 100 due to rounding.

Comparison of **Jackson Avenue School's**
 Spring 2019 Administration
Mathematics to Hackensack Public School's
Percentages for 2019

Grade	Level 1, School	Level 1, District	Level 2, School	Level 2, District	Level 3, School	Level 3, District	Level 4, School	Level 4, District	Level 5, School	Level 5, District
3	12.8	6.6	15.4	12.9	32.1	32.0	33.3	41.4	6.4	7.1
4	4.2	4.7	19.8	19.6	31.3	27.5	39.6	41.7	5.2	6.5

*Some students in grade 8 participated in the Algebra I assessment in place of the 8th grade Math assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole.

** NJSLA 2018-2019 assessments were optional for 11th Grade students

Notes: Percentages may not total 100 due to rounding.

Comparison of **Nellie K. Parker School's**
 Spring 2019 Administration
Mathematics to Hackensack Public School's
Percentages for 2019

Grade	Level 1, School	Level 1, District	Level 2, School	Level 2, District	Level 3, School	Level 3, District	Level 4, School	Level 4, District	Level 5, School	Level 5, District
3	4.8	6.6	11.9	12.9	21.4	32.0	53.6	41.4	8.3	7.1
4	3.8	4.7	17.3	19.6	23.1	27.5	47.1	41.7	8.7	6.5

*Some students in grade 8 participated in the Algebra I assessment in place of the 8th grade Math assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole.

** NJSLA 2018-2019 assessments were optional for 11th Grade students

Notes: Percentages may not total 100 due to rounding.

Comparison of **Hackensack Middle School's**
 Spring 2019 Administration
Mathematics to Hackensack Public School's
Percentages for 2019

Grade	Level 1, School	Level 1, District	Level 2, School	Level 2, District	Level 3, School	Level 3, District	Level 4, School	Level 4, District	Level 5, School	Level 5, District
5	11.1	11.1	31.5	31.5	33.6	33.6	20.2	20.2	3.6	3.6
6	16.7	16.7	36.9	36.9	28.0	28.0	16.9	16.9	1.5	1.5
7	14.2	14.2	37.0	37.0	31.0	31.0	17.2	17.2	0.6	0.6
8	33.2	33.2	26.0	26.0	22.0	22.0	18.8	18.8	0.0	0.0
ALG 1	0.0	12.3	0.0	27.4	15.4	30.5	80.8	28.4	3.8	1.4
GEO	0.0	9.5	0.0	22.9	12.5	43.6	87.5	23.6	0.0	0.4

*Some students in grade 8 participated in the Algebra I assessment in place of the 8th grade Math assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole.

** NJSLA 2018-2019 assessments were optional for 11th Grade students

Notes: Percentages may not total 100 due to rounding.

Comparison of Hackensack High School's Spring 2019 Administration Mathematics to Hackensack Public School's Percentages for 2019

Grade	Level 1, School	Level 1, District	Level 2, School	Level 2, District	Level 3, School	Level 3, District	Level 4, School	Level 4, District	Level 5, School	Level 5, District
Algebra I	14.0	12.3	31.3	27.4	32.7	30.5	20.9	28.4	1.1	1.4
Geometry	9.7	9.5	23.6	22.9	44.6	43.6	21.7	23.6	0.4	0.4
Algebra II	17.6	17.6	23.1	23.1	28.7	28.7	30.6	30.6	0.0	0.0

*Some students in grade 8 participated in the Algebra I assessment in place of the 8th grade Math assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole.

** NJSLA 2018-2019 assessments were optional for 11th Grade students

Notes: Percentages may not total 100 due to rounding.

**Comparison of Hackensack Public School's Grade 3 Subgroup
Spring 2018 and Spring 2019 PARCC/NJSLA Administrations
English Language Arts- Percentages**

Subgroup	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Difference ≥ Level 4
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	
--	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	
Female	12.4%	9.9%	9.3%	17.0%	24.4%	23.6%	42.0%	42.9%	11.9%	6.6%	-4.4%
Male	14.3%	22.3%	12.9%	14.6%	24.6%	22.8%	42.9%	36.4%	5.4%	3.9%	-8.0%
Hispanic	14.7%	17.9%	12.4%	17.1%	29.3%	22.8%	37.8%	39.4%	5.8%	2.8%	-1.4%
African American	14%	15.4%	9.0%	14.3%	19.0%	28.6%	51.0%	40.7%	7.0%	1.1%	-16.2%
White	10.3%	13.0%	13.8%	13.0%	13.8%	17.4%	55.2%	34.8%	6.9%	21.7%	-5.6%
Economically Disadvantaged	16.8%	17.4%	9.5%	18.6%	26.7%	24.2%	42.4%	36.4%	4.6%	3.4%	-7.2%
Non-Economically Disadvantaged	7.7%	15.1%	14.2%	11.2%	20.6%	21.7%	42.6%	44.1%	14.8%	7.9%	-5.4%
Asian	0.0%	14.3%	4.5%	4.8%	9.1%	19.0%	45.5%	33.3%	40.9%	28.6%	-24.5%
Students with Disabilities	41.9%	50.6%	22.1%	16.9%	22.1%	18.2%	12.8%	14.3%	1.2%	0.0%	0.3%
English Language Learners	41.5%	43.5%	22.0%	23.9%	26.8%	13.0%	7.3%	19.6%	2.4%	0.0%	9.9%

**Comparison of Hackensack Public School's Grade 4 Subgroup
Spring 2018 and Spring 2019 PARCC/NJSLA Administrations
English Language Arts- Percentages**

Subgroup	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Difference ≥ Level 4
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	
--	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	
Female	2.9%	8.0%	14.9%	9.0%	24.5%	25.5%	40.4%	40.4%	17.3%	17.0%	-0.3%
Male	9.0%	12.1%	18.9%	9.5%	27.4%	26.8%	37.8%	42.9%	7.0%	8.7%	6.8%
Hispanic	5.6%	10.6%	17.5%	9.8%	25.5%	30.3%	39.8%	39.4%	11.6%	9.8%	-2.2%
African American	8.1%	10.7%	16.2%	11.7%	30.6%	18.4%	35.1%	50.5%	9.9%	8.7%	14.2%
White	0.0%	11.1%	4.3%	3.7%	21.7%	29.6%	56.5%	40.7%	17.4%	14.8%	-18.4%
Economically Disadvantaged	7.2%	10.6%	17.8%	10.2%	29.2%	29.1%	35.2%	42.1%	10.6%	7.9%	4.2%
Non-Economically Disadvantaged	3.4%	9.7%	15.2%	7.9%	20.0%	21.8%	46.2%	41.2%	15.2%	19.4%	-0.8%
Asian	5.6%	0.0%	11.1%	0.0%	16.7%	10.0%	33.3%	30.0%	33.3%	60.0%	23.4%
Students with Disabilities	21.8%	32.3%	36.8%	22.9%	29.9%	30.2%	11.5%	10.4%	0.0%	4.2%	3.10%
English Language Learners	23.1%	43.2%	30.8%	13.5%	34.6%	32.4%	11.5%	10.8%	0.0%	0.0%	-0.7%

Comparison of Hackensack Public School's **Grade 5 Subgroup** Spring 2018 and Spring 2019 PARCC/NJSLA Administrations English Language Arts- Percentages

Subgroup	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Difference ≥ Level 4
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	
--	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	
Female	8.2%	6.9%	22.4%	13.8%	27.6%	27.5%	37.6%	39.7%	4.1%	12.2%	10.2%
Male	17.7%	16.1%	26.3%	17.1%	30.6%	32.1%	23.4%	30.1%	1.9%	4.7%	9.5%
Hispanic	13.2%	12.4%	27.8%	15.0%	31.2%	30.5%	26.1%	36.5%	1.7%	5.6%	14.3%
African American	16.8%	10.2%	23.8%	17.6%	26.7%	32.4%	30.7%	29.6%	2.0%	10.2%	7.10%
White	7.7%	4.5%	11.5%	18.2%	23.1%	18.2%	46.2%	45.5%	11.5%	13.6%	1.4%
Economically Disadvantaged	12.1%	12.2%	27.9%	18.4%	32.4%	30.6%	26.5%	34.1%	1.1%	4.7%	11.2%
Non-Economically Disadvantaged	16.8%	10.2%	15.9%	9.4%	21.5%	28.3%	38.3%	36.2%	7.5%	15.7%	6.1%
Students with Disabilities	40.0%	39.5%	43.8%	33.7%	11.3%	22.1%	5.0%	4.7%	0.0%	0.0%	-0.3%
English Language Learners	60.0%	33.3%	30.0%	38.9%	5.0%	27.8%	5.0%	0.0%	0.0%	0.0%	-5.0%

**Comparison of Hackensack Public School's Grade 6 Subgroup
Spring 2018 and Spring 2019 PARCC/NJSLA Administrations
English Language Arts- Percentages**

Subgroup	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Difference ≥ Level 4
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	
--	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	
Female	10.3%	7.3%	17.6%	13.6%	22.4%	29.4%	35.2%	35.0%	14.5%	14.7%	0.0%
Male	23.5%	16.5%	20.2%	25.0%	24.6%	25.5%	23.5%	25.9%	8.2%	7.1%	1.3%
Hispanic	16.1%	13.2%	18.6%	18.6%	26.7%	30.6%	29.7%	31.0%	8.9%	6.6%	-1.0%
African American	21.7%	13.5%	22.9%	26.0%	16.9%	24.0%	27.7%	26.9%	10.8%	9.6%	-2.0%
White	20.0%	8.0%	20.0%	12.0%	20.0%	16.0%	13.3%	32.0%	26.7%	32.0%	24.0%
Economically Disadvantaged	19.0%	13.4%	19.8%	19.3%	24.2%	30.3%	28.6%	31.5%	8.3%	5.5%	0.1%
Non-Economically Disadvantaged	12.5%	10.6%	16.7%	20.5%	21.9%	22.5%	30.2%	27.8%	18.8%	18.5%	-2.7%
Students with Disabilities	42.9%	37.8%	37.7%	37.8%	14.3%	18.3%	5.2%	6.1%	0.0%	0.0%	0.9%
English Language Learners	63.6%	72.7%	36.4%	22.7%	0.0%	4.5%	0.0%	0.0%	0.0%	0.0%	0.0%

**Comparison of Hackensack Public School's Grade 7 Subgroup
Spring 2018 and Spring 2019 PARCC/NJSLA Administrations
English Language Arts- Percentages**

Subgroup	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Difference ≥ Level 4
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	
--	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	
Female	8.6%	10.1%	8.0%	8.9%	30.7%	16.7%	29.4%	38.7%	23.3%	25.6%	11.6%
Male	18.9%	20.8%	16.4%	16.9%	27.0%	21.3%	25.2%	25.8%	12.6%	15.2%	3.2%
Hispanic	15.0%	15.6%	13.1%	13.9%	31.6%	18.4%	26.2%	33.6%	14.1%	18.4%	11.7%
African American	12.2%	15.4%	9.8%	14.1%	30.5%	23.1%	28.0%	28.2%	19.5%	19.2%	-0.1%
White	6.3%	30.8%	18.8%	0.0	12.5%	15.4%	25.0%	30.8%	37.5%	23.1%	-8.6%
Economically Disadvantaged	15.8%	18.8%	14.0%	13.0%	29.8%	18.4%	27.0%	32.6%	13.5%	17.2%	9.3%
Non-Economically Disadvantaged	9.3%	8.4%	8.4%	13.1%	27.1%	20.6%	28.0%	30.8%	27.1%	27.1%	2.8%
Students with Disabilities	38.9%	38.4%	22.2%	26.0%	27.8%	23.3%	9.3%	12.3%	1.9%	0.0%	1.1%

**Comparison of Hackensack Public School's Grade 8 Subgroup
Spring 2018 and Spring 2019 PARCC/NJSLA Administrations
English Language Arts- Percentages**

Subgroup	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Difference ≥ Level 4
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	
--	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	
Female	9.4%	4.7%	9.4%	8.1%	21.1%	23.3%	44.4%	43.6%	15.8%	20.3%	3.7%
Male	13.2%	14.2%	23.0%	13.6%	20.1%	21.6%	31.0%	38.9%	12.6%	11.7%	7.0%
Hispanic	12.1%	10.5%	13.6%	10.9%	20.7%	24.1%	39.9%	39.1%	13.6%	15.5%	1.1%
African American	10.2%	8.3%	22.2%	11.9%	22.2%	21.4%	37.0%	45.2%	8.3%	13.1%	13.0%
Economically Disadvantaged	10.7%	13.7%	15.9%	11.3%	21.0%	25.5%	41.2%	36.8%	11.2%	12.7%	-2.9%
Non-Economically Disadvantaged	12.5%	2.3%	17.0%	10.0%	19.6%	17.7%	30.4%	48.5%	20.5%	21.5%	19.1%
Students with Disabilities	25.3%	21.1%	34.7%	22.8%	22.7%	35.1%	14.7%	21.1%	2.7%	0.0%	3.7%
English Language Learners	92.9%	69.6%	7.1%	17.4%	0.0%	8.7%	0.0%	4.3%	0.0%	0.0%	4.3%

**Comparison of Hackensack Public School's Grade 9 Subgroup
Spring 2018 and Spring 2019 PARCC/NJSLA Administrations
English Language Arts- Percentages**

Subgroup	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Difference ≥ Level 4
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	
--	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	
Female	8.3%	10.4%	12.2%	10.4%	23.0%	23.2%	40.4%	39.4%	16.1%	16.6%	-0.5%
Male	16.1%	14.9%	16.1%	7.7%	21.2%	28.6%	40.7%	39.5%	5.9%	9.3%	2.2%
Hispanic	15.3%	15.2%	14.9%	8.3%	22.5%	26.1%	41.1%	38.6%	6.2%	11.7%	3.0%
African American	8.2%	9.9%	13.3%	14.0%	22.4%	31.4%	43.9%	38.0%	12.2%	6.6%	-11.5%
Asian	0.0%	9.4%	18.5%	6.3%	14.8%	15.6%	25.9%	37.5%	40.7%	31.3%	2.2%
Economically Disadvantaged	16.9%	13.1%	14.0%	10.2%	21.2%	28.4%	40.7%	37.3%	7.2%	11.0%	0.4%
Non-Economically Disadvantaged	7.4%	12.3%	14.3%	7.9%	23.0%	23.7%	40.4%	41.5%	14.8%	14.6%	0.9%
Students with Disabilities	25.0%	31.2%	39.7%	16.1%	26.5%	39.8%	7.4%	10.8%	1.5%	2.2%	4.1%
English Language Learners	73.8%	76.9%	16.7%	19.2%	9.5%	0.0%	0.0%	3.8%	0.0%	0.0%	3.8%

**Comparison of Hackensack Public School's Grade 10 Subgroup
Spring 2018 and Spring 2019 PARCC/NJSLA Administrations
English Language Arts- Percentages**

Subgroup	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Difference ≥ Level 4
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	
--	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	
Female	13.2%	17.2%	9.7%	10.5%	21.7%	18.5%	36.0%	34.5%	19.4%	19.3%	-1.6%
Male	26.3%	21.8%	16.1%	15.0%	17.6%	21.4%	29.4%	30.8%	10.6%	11.1%	1.9%
Hispanic	23.7%	19.6%	14.0%	14.5%	22.0%	22.5%	27.0%	32.4%	13.3%	10.9%	3.0%
African American	19.0%	17.3%	13.0%	13.3%	20.0%	16.3%	39.0%	34.7%	9.0%	18.4%	5.1%
Asian	14.3%	3.8%	0.0%	11.5%	10.7%	15.4%	46.4%	34.6%	28.6%	34.6%	-5.8%
Economically Disadvantaged	21.8%	19.6%	15.2%	16.7%	21.8%	22.5%	29.6%	30.6%	11.5%	10.5%	0.0%
Non-Economically Disadvantaged	17.8%	19.4%	10.7%	9.5%	17.8%	17.9%	35.6%	34.2%	18.1%	19.0%	-0.5%
Students with Disabilities	41.2%	41.8%	27.1%	32.9%	17.6%	17.7%	14.1%	7.6%	0.0%	0.0%	-6.5%
English Language Learners	78.0%	72.3%	14.0%	14.9%	6.0%	10.6%	2.0%	2.1%	0.0%	0.0%	0.0%

Comparison of Hackensack Public School's **Grade 3 Subgroup** Spring 2018 and Spring 2019 PARCC/NJSLA Administrations Mathematics Percentages

Subgroup	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Difference ≥ Level 4
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	
--	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	
Female	4.6%	5.4%	23.4%	11.4%	26.4%	32.6%	34.5%	41.8%	11.2%	8.7%	4.8%
Male	7.0%	7.6%	11.0%	14.3%	32.2%	31.4%	37.0%	41.0%	12.8%	5.7%	-3.1%
Hispanic	6.4%	6.4%	17.0%	13.1%	30.6%	34.3%	37.7%	41.0%	8.3%	5.2%	0.2%
Asian	0.0%	0.0%	4.5%	14.3%	18.2%	9.5%	18.2%	47.6%	59.1%	28.6%	-1.1%
African American	7.0%	8.8%	21.0%	14.3%	31.0%	35.2%	32.0%	36.3%	9.0%	5.5%	0.8%
White	0.0%	8.7%	10.0%	8.7%	20.0%	13.0%	53.3%	56.5%	16.7%	13.0%	-0.5%
Economically Disadvantaged	7.2%	7.5%	19.2%	12.1%	30.6%	33.3%	36.2%	43.3%	6.8%	3.8%	4.1%
Non-Economically Disadvantaged	3.8%	5.2%	12.6%	14.3%	27.7%	29.9%	32.2%	38.3%	20.8%	12.3%	-2.4%
Students with Disabilities	17.4%	16.9%	32.6%	27.3%	31.4%	41.6%	18.6%	11.7%	0.0%	2.6%	-4.3%
English Language Learners	14.3%	15.4%	26.5%	11.5%	40.8%	46.2%	16.3%	26.9%	2.0%	0.0%	8.6%

Comparison of Hackensack Public School's **Grade 4 Subgroup** Spring 2018 and Spring 2019 PARCC/NJSLA Administrations Mathematics Percentages

Subgroup	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Difference ≥ Level 4
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	
--	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	
Female	4.2%	3.7%	23.6%	22.5%	32.1%	26.7%	34.4%	39.3%	5.7%	7.9%	7.1%
Male	5.9%	5.5%	23.6%	17.2%	29.6%	28.2%	36.0%	43.7%	4.9%	5.5%	8.3%
Hispanic	3.5%	4.4%	24.6%	19.5%	31.6%	30.9%	37.9%	42.3%	2.3%	2.9%	5.0%
Asian	10.5%	0.0%	5.3%	9.1%	15.8%	4.5%	36.8%	40.9%	31.6%	45.5%	18.0%
African American	5.4%	5.8%	28.8%	26.2%	32.4%	25.2%	28.8%	36.9%	4.5%	5.8%	9.4%
White	4.3%	7.4%	4.3%	0.0%	30.4%	22.2%	43.5%	59.3%	17.4%	11.1%	9.5%
Economically Disadvantaged	5.7%	4.3%	25.7%	21.8%	30.6%	29.6%	34.3%	40.5%	3.8%	3.9%	6.3%
Non-Economically Disadvantaged	4.0%	5.2%	20.0%	16.3%	31.3%	24.4%	36.7%	43.6%	8.0%	10.5%	9.4%
Students with Disabilities	18.4%	12.5%	52.9%	39.6%	20.7%	29.2%	8.0%	18.8%	0.0%	0.0%	10.8%
English Language Learners	12.9%	10.6%	45.2%	40.4%	25.8%	29.8%	16.1%	19.1%	0.0%	0.0%	3.0%

Comparison of Hackensack Public School's **Grade 6 Subgroup** Spring 2018 and Spring 2019 PARCC/NJSLA Administrations Mathematics Percentages

Subgroup	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Difference ≥ Level 4
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	
--	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	
Female	8.9%	12.7%	27.8%	40.3%	36.1%	25.4%	25.4%	19.9%	1.8%	1.7%	-5.6%
Male	17.5%	20.0%	30.7%	34.0%	30.7%	30.2%	18.5%	14.4%	2.6%	1.4%	-5.3%
Hispanic	13.4%	17.1%	30.5%	37.6%	32.9%	28.2%	21.1%	16.7%	2.0%	0.4%	-6.0%
African American	15.7%	19.8%	32.5%	39.6%	32.5%	32.1%	18.1%	8.5%	1.2%	0.0%	-10.8%
White	13.3%	7.7%	20.0%	26.9%	40.0%	19.2%	26.7%	38.5%	0.0%	7.7%	19.5%
Economically Disadvantaged	14.9%	15.8%	31.4%	40.4%	33.0%	30.0%	19.2%	13.3%	1.5%	0.4%	-7.0%
Non-Economically Disadvantaged	9.3%	17.9%	23.7%	31.4%	34.0%	25.0%	28.9%	22.4%	4.1%	3.2%	-7.4%
Students with Disabilities	24.7%	51.8%	54.5%	32.5%	16.9%	13.3%	3.9%	2.4%	0.0%	0.0%	-1.5%
English Language Learners	47.6%	42.9%	28.6%	50.0%	19.0%	0.0%	4.8%	7.1%	0.0%	0.0%	2.3%

Comparison of Hackensack Public School's **Algebra I Subgroup** Spring 2018 and Spring 2019 PARCC/NJSLA Administrations Mathematics Percentages

Subgroup	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Difference ≥ Level 4
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	
--	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	
Female	11.4%	9.7%	16.9%	28.1%	28.9%	33.7%	42.8%	28.6%	0.0%	0.0%	-14.2%
Male	15.7%	14.5%	19.4%	26.8%	22%	27.7%	41.4%	28.2%	1.6%	2.7%	-12.1%
Hispanic	16.1%	12.6%	22.9%	27.2%	22.4%	30.9%	37.7%	28.5%	0.9%	0.8%	-9.3%
African American	11.5%	10.2%	6.6%	31.8%	34.4%	33.0%	47.5%	25.0%	0.0%	0.0%	-22.5%
Asian	4.8%	20.0%	9.5%	20.0%	19.0%	15.0%	66.7%	35.0%	0.0%	10.0%	-21.7%
White	10.0%	12.7%	16.0%	21.8%	30.0%	30.9%	42.0%	30.9%	2.0%	3.6%	-9.5%
Economically Disadvantaged	13.8%	12.1%	22.1%	29.1%	22.1%	28.6%	41.0%	28.6%	1.0%	1.6%	-11.8%
Non-Economically Disadvantaged	13.6%	12.4%	13.6%	26.1%	29.0%	32.1%	43.2%	28.2%	0.6%	1.3%	-14.3%
Students with Disabilities	34.0%	40.0%	39.6%	42.0%	11.3%	12.0%	15.1%	4.0%	0.0%	2.0%	-9.1%
English Language Learners	42.6%	41.7%	38.9%	50.0%	18.5%	2.8%	0.0%	5.6%	0.0%	0.0%	5.6%

Comparison of Hackensack Public School's **Geometry Subgroup** Spring 2018 and Spring 2019 PARCC/NJSLA Administrations Mathematics Percentages

Subgroup	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Difference ≥ Level 4
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	
--	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	
Female	6.1%	9.4%	32.4%	20.9%	41.2%	48.2%	19.8%	21.6%	0.4%	0.0%	1.4%
Male	15.4%	9.6%	31.7%	25.0%	37.5%	39.0%	15.1%	25.7%	0.4%	0.7%	10.9%
Hispanic	11.7%	8.2%	32.7%	26.5%	39.7%	45.6%	16.0%	19.0%	0.0%	0.7%	3.7%
African American	15.2%	9.8%	37.5%	19.6%	37.5%	47.1%	9.8%	23.5%	0.0%	0.0%	13.7%
White	3.8%	15.3%	24.1%	16.9%	45.6%	35.6%	25.3%	32.2%	1.3%	0.0%	5.6%
Economically Disadvantaged	10.7%	6.5%	36.0%	29.3%	38.0%	48.8%	15.3%	15.4%	0.0%	0.0%	0.1%
Non-Economically Disadvantaged	10.8%	11.8%	28.7%	17.8%	40.5%	39.5%	19.4%	30.3%	0.7%	0.7%	10.9%
Students with Disabilities	35.4%	33.3%	52.4%	45.5%	11.0%	12.1%	1.2%	9.1%	0.0%	0.0%	7.9%

Comparison of Hackensack Public School's **Algebra II Subgroup** Spring 2018 and Spring 2019 PARCC/NJSLA Administrations Mathematics Percentages

Subgroup	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Difference \geq Level 4
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	
--	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	
Female	31.6%	4.1%	35.5%	20.4%	19.3%	49.0%	13.6%	26.5%	0.0%	0.0%	12.9%
Male	44.3%	28.8%	29.9%	25.4%	13.6%	11.9%	10.9%	33.9%	1.4%	0.0%	21.6%
Hispanic	38.7%	23.1%	31.1%	24.6%	17.3%	24.6%	12%	27.7%	0.9%	0.0%	14.8%
Economically Disadvantaged	41.3%	19.0%	32.7%	23.8%	14.9%	31.0%	10.1%	26.2%	1.0%	0.0%	15.1%
Non-Economically Disadvantaged	34.9%	16.7%	32.8%	22.7%	17.8%	27.3%	14.1%	33.3%	0.4%	0.0%	18.8%

District Wide Intervention Strategies

General

- Hackensack High School Instructional Coach
- Hackensack Middle School implementing PBSIS
- After School Tutorial

English Language Arts

- In grades K-12, common assessments will be administered and data will be analyzed to see what standards need to be reinforced and to determine strengths and weaknesses.
- Provide professional development on using formative assessments to inform instruction
- READ 180 & System 44 for Grades 5-12
- Sheltered Instruction

Math

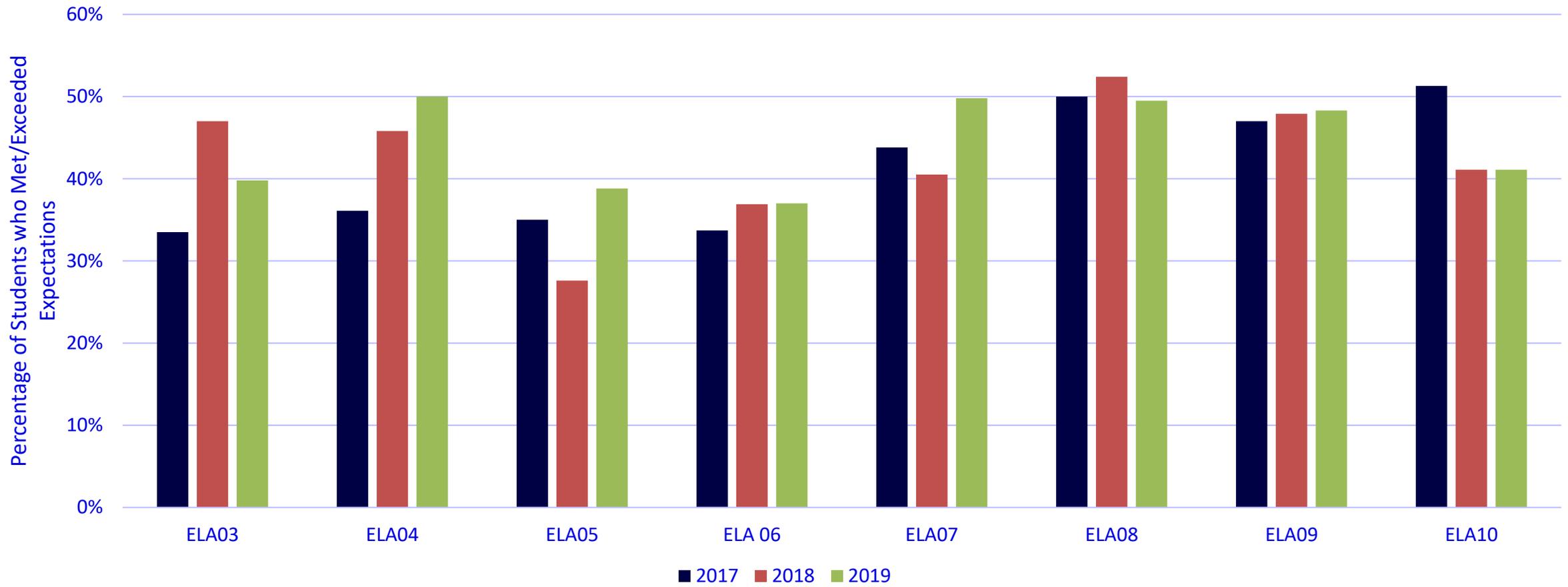
- Math Lab for Grades 5-12

District Wide Intervention Strategies

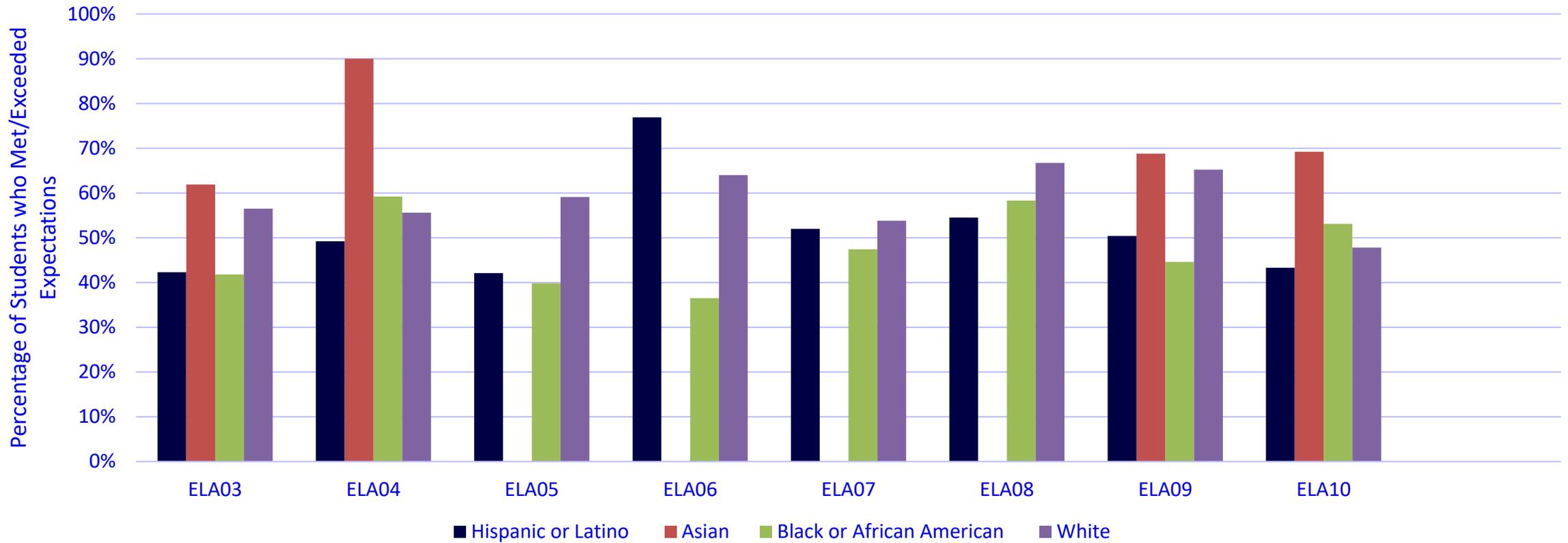
ELL Subgroup

- Hackensack High School Instructional Coach focus on instructional best practices in all content areas with teachers who teach ELL students
- After School Tutorials in English Language Art and Math to provide interventions for identified students
- Data Coach and data meetings with a focus on standards in designated content areas
- Provide professional development on using formative assessments to inform instruction
- Comet Parent Academy to provide parents with information and resources to support their child's learning
- Instructional Rounds to align instructional practice across all schools
- Collaborative Toolkit to engage and reflect on improving best practices
- Program Director and out of district consultant deliver professional development for teachers and administrators on best practices for the instruction of English Language Learners
- In grades K-12, common assessments will be administered and data will be analyzed to see what standards need to be reinforced and to determine strengths and weaknesses.

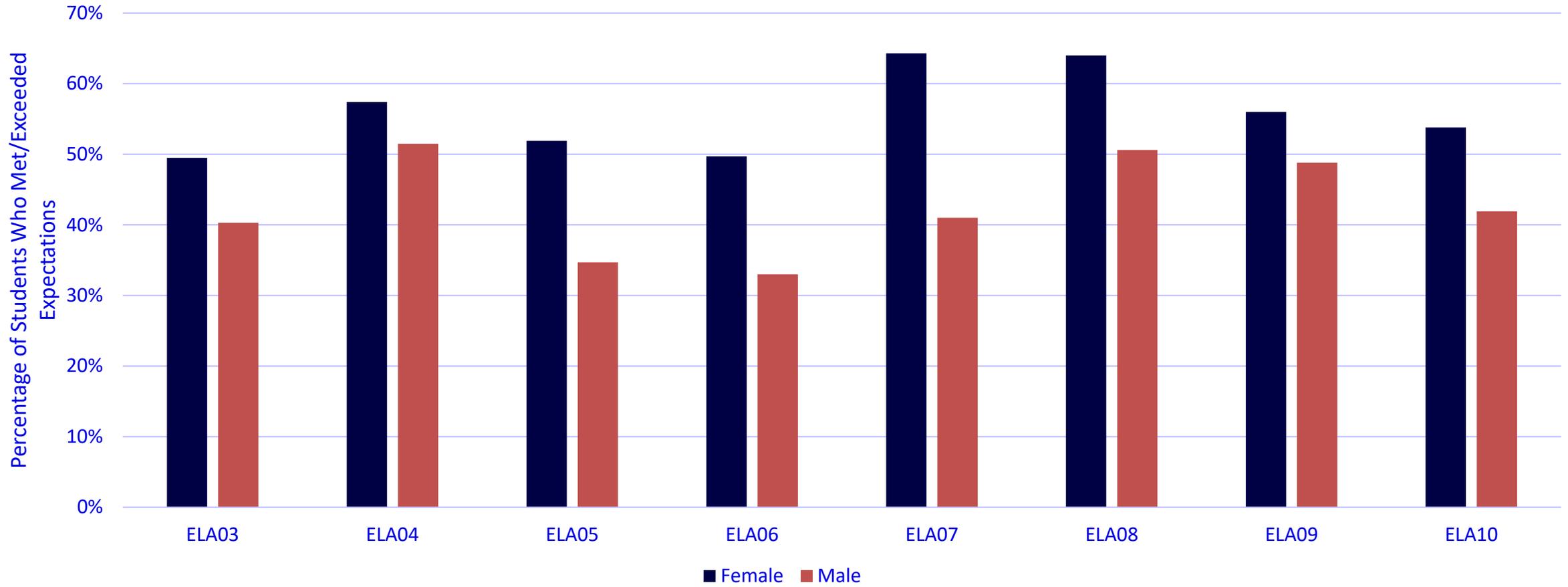
PERFORMANCE OF ECONOMICALLY DISADVANTAGED SUBGROUP OVER 3 YEARS IN ELA



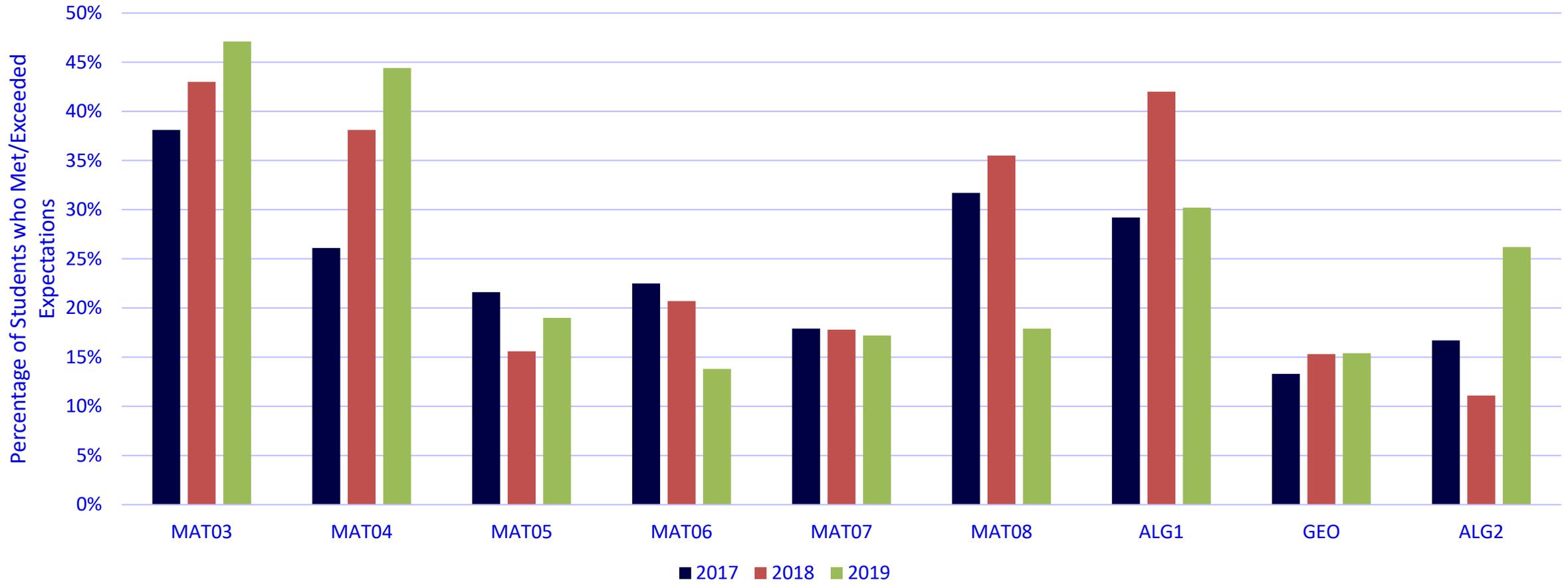
PERFORMANCE OF STUDENTS BY ETHNICITY/RACE ELA IN SPRING 2019



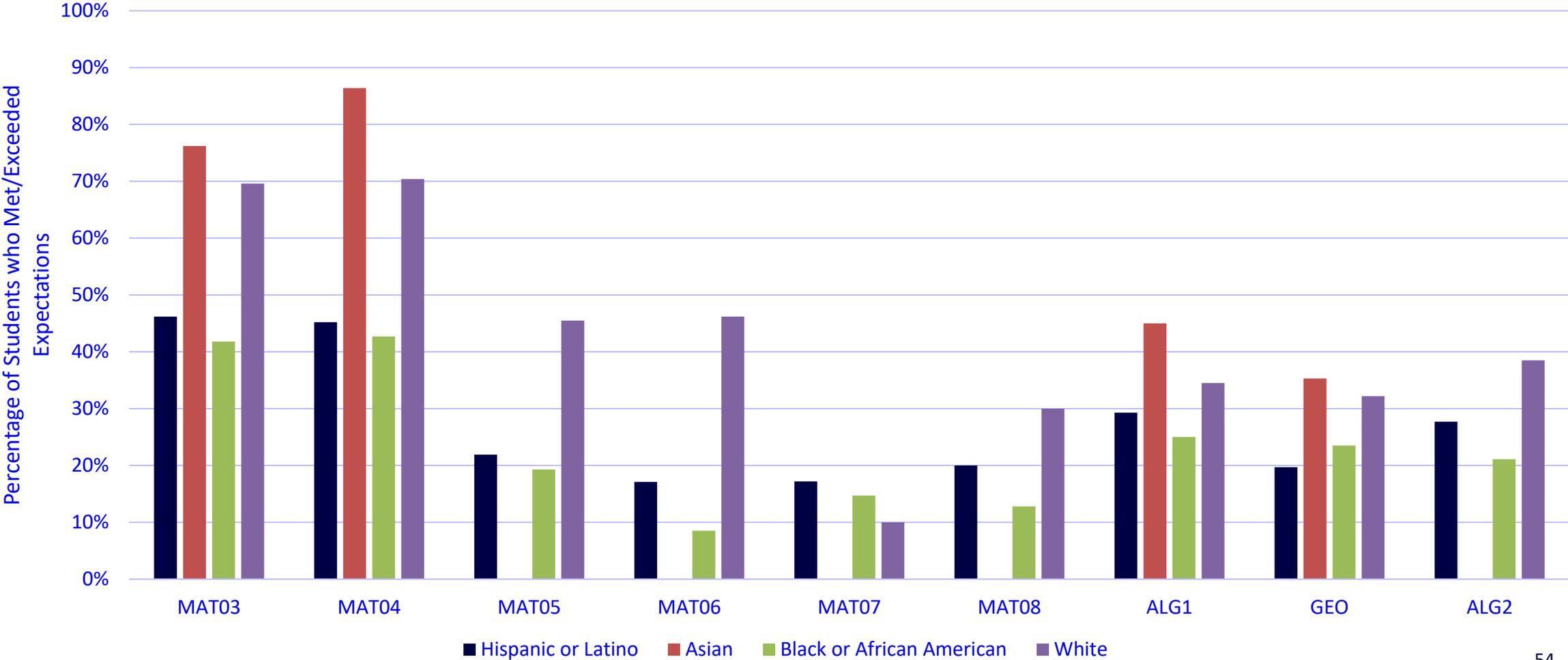
PERFORMANCE OF SUBGROUP GENDER IN ELA SPRING 2019



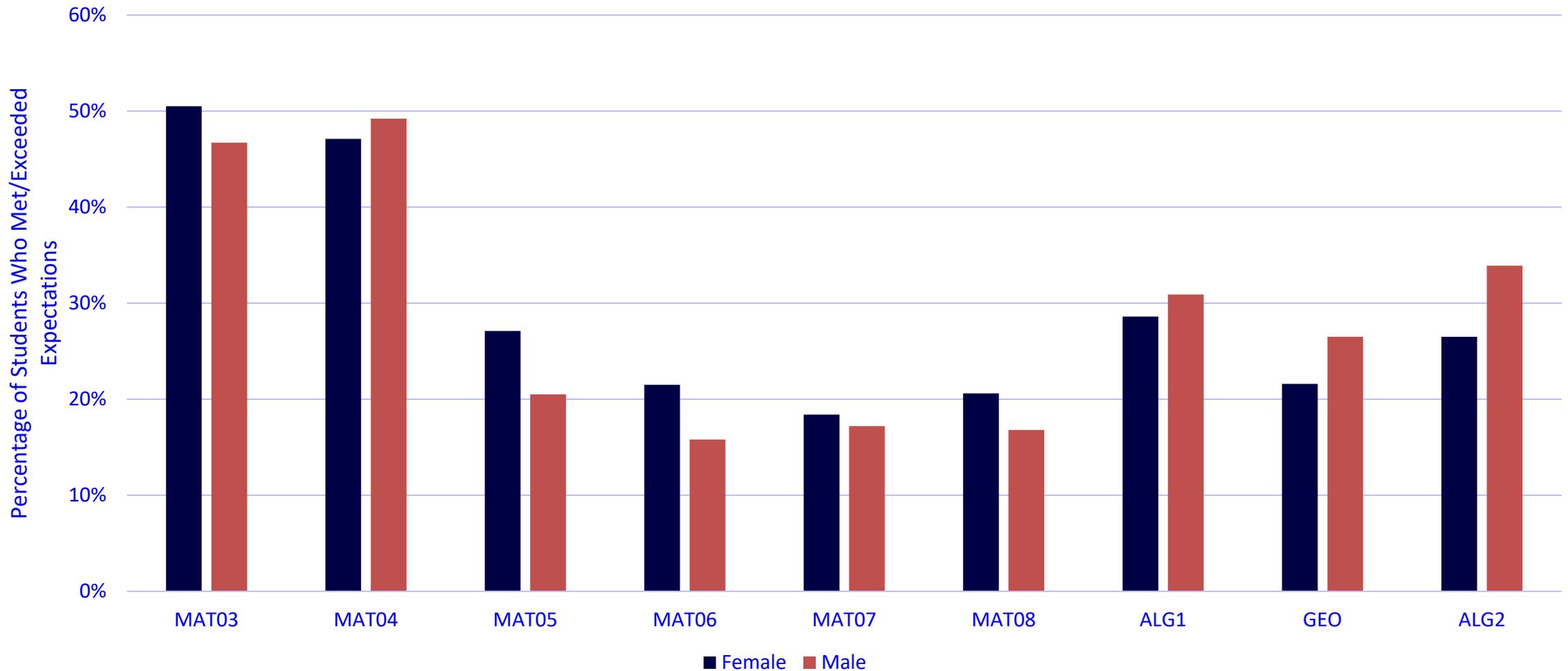
PERFORMANCE OF ECONOMICALLY DISADVANTAGED SUBGROUP OVER 3 YEARS IN MATHEMATICS



PERFORMANCE OF STUDENTS BY ETHNICITY/RACE MATH IN 2018-2019



PERFORMANCE OF STUDENTS BY GENDER IN MATH SPRING 2019





HACKENSACK PUBLIC SCHOOLS DYNAMIC LEARNING MAPS

Year End Model
Results
2018-2019

DLM OVERVIEW

- DLM is the alternate assessment for students with the most significant cognitive disabilities.
- NJ uses the DLM **Year-End (YE)** model in English Language Arts, Mathematics, and Science.
- ELA and Math are tested in Grades 3 - 8 and 11
- Science is tested in Grades 5, 8, and 11
- The NJ Fall Training materials provide a description of the tested population and participation criteria that determine who is eligible to take the NJ DLM test.
- Districts must follow the criteria, as it is based on federal requirements and guidelines.
- Paperwork will be completed by the IEP team to document the eligibility of students.

DLM STUDENT REPORTS

- Provide results related to a student's overall performance level for the subject.
- Summarize results related to each student's performance on groups of related Essential Elements in ELA and Math
- Are reported using four performance levels approved by New Jersey

DLM FOUR PERFORMANCE LEVELS

- **Emerging** – Student demonstrates *emerging* understanding of and ability to apply content knowledge and skills represented by the Essential Elements
- **Approaching** – Student’s understanding of and ability to apply *targeted* content knowledge and skills represented by the Essential Elements
- **Target** – Student’s understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
- **Advanced** – Student demonstrates *advanced* understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

DLM District Reporting 2018-2019

Grades 3 - 8	Percent of Students at Target and Advanced
ELA:	43%
Math:	38%

RESULTS – SCIENCE

Grade	Emerging	Approaching	Target	Advanced	Target and Advanced
5	0%	33%	75%	0%	75%
8	50%	33%	17%	0%	17%

MOVING FORWARD

- Extending “Direct Instruction” supplemental curriculum that focuses on Essential Elements to bridge gap in curriculum
- Teachers will focus on the following conceptual areas:
 - ★ Math:
 - ★ Compare, compose and decompose numbers and set
 - ★ Represent and interpret data
 - ★ Use operations and models to solve problems
 - ★ ELA:
 - ★ Determining critical elements of text
 - ★ Integrate ideas and information from text
 - ★ Construct Understandings of text

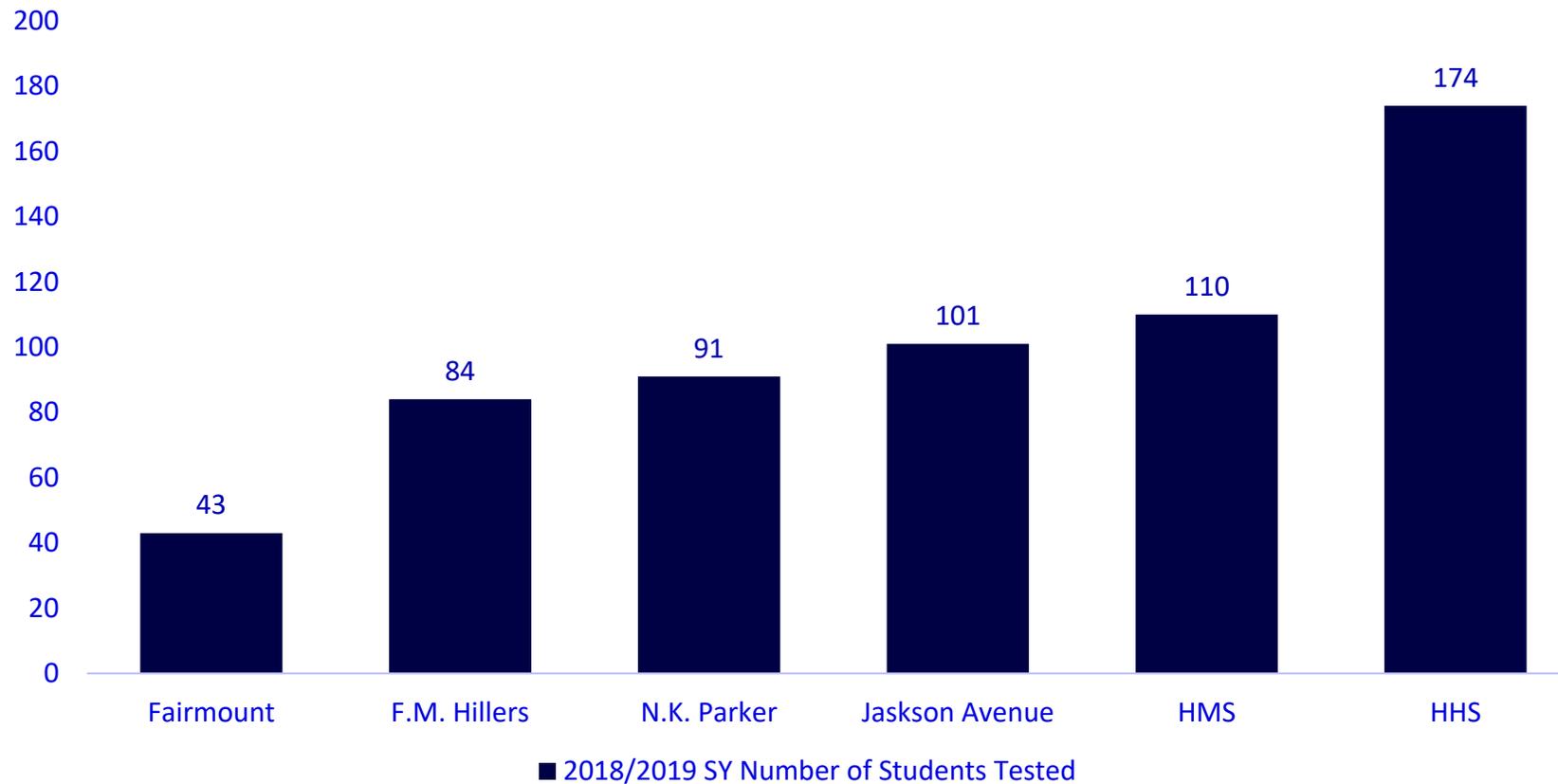


WIDATM

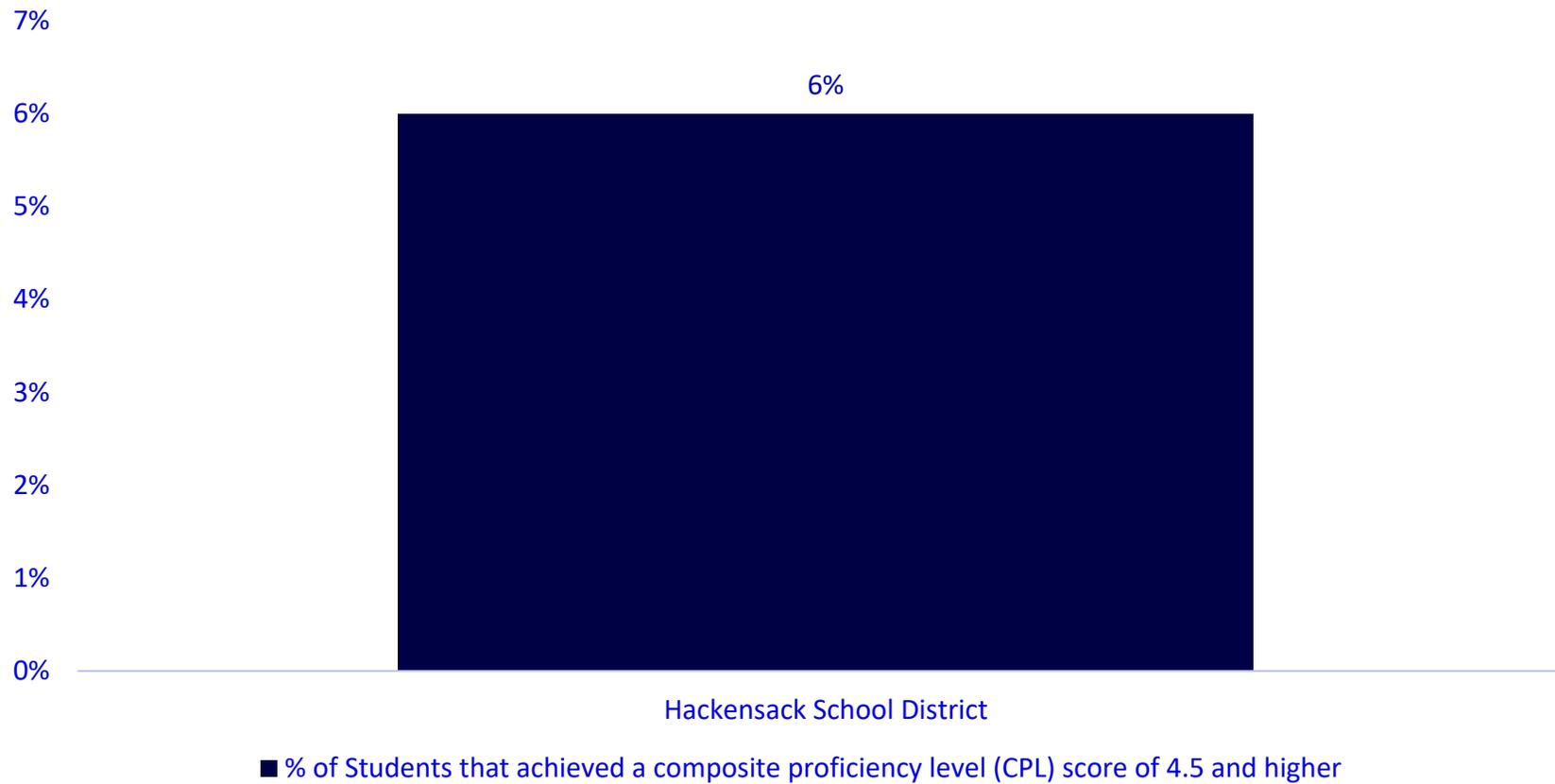


ACCESS for ELLs®

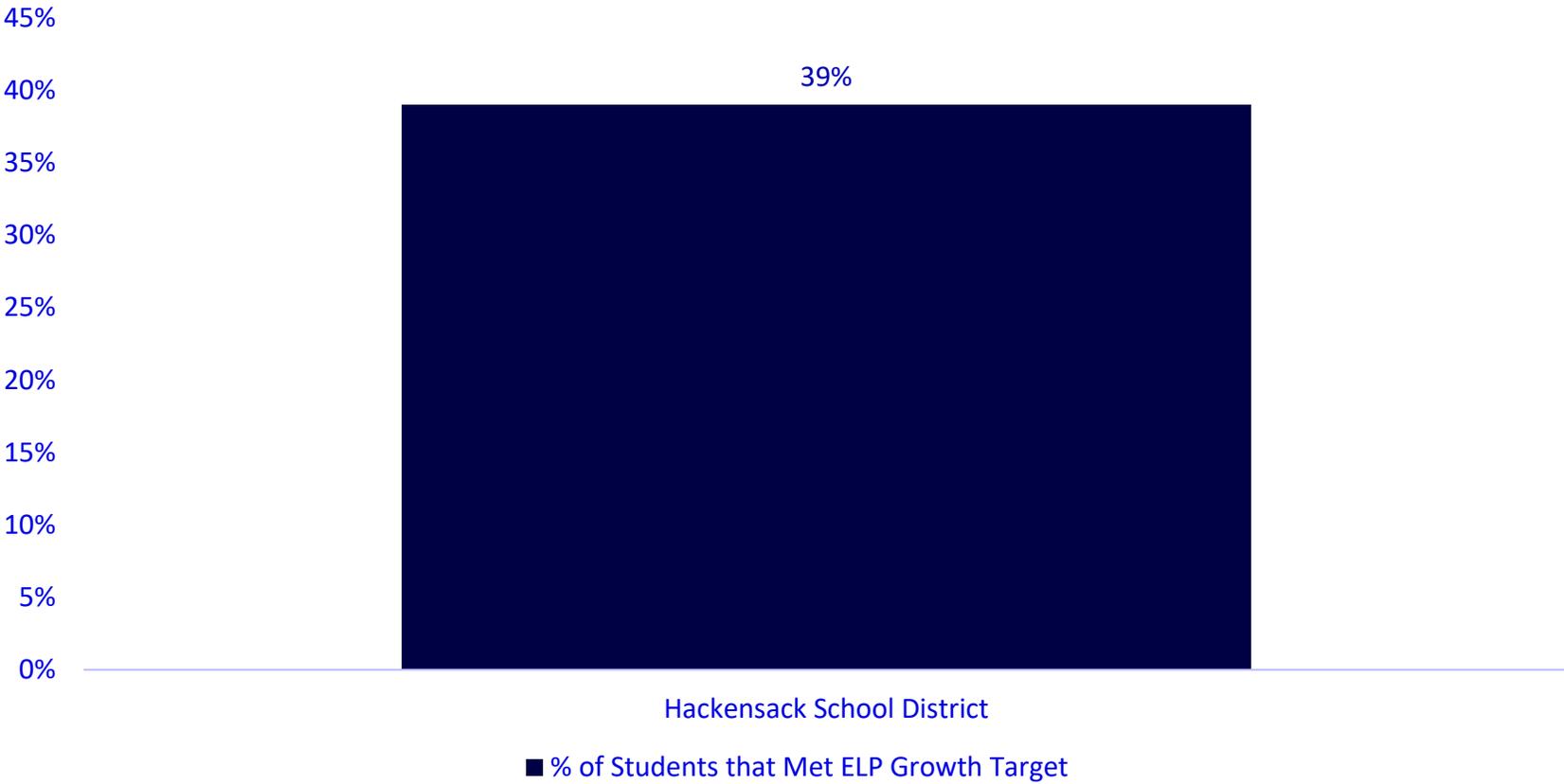
WIDA 2019 ACCESS FOR ELLS: NUMBER OF STUDENTS TESTED ACROSS THE DISTRICT



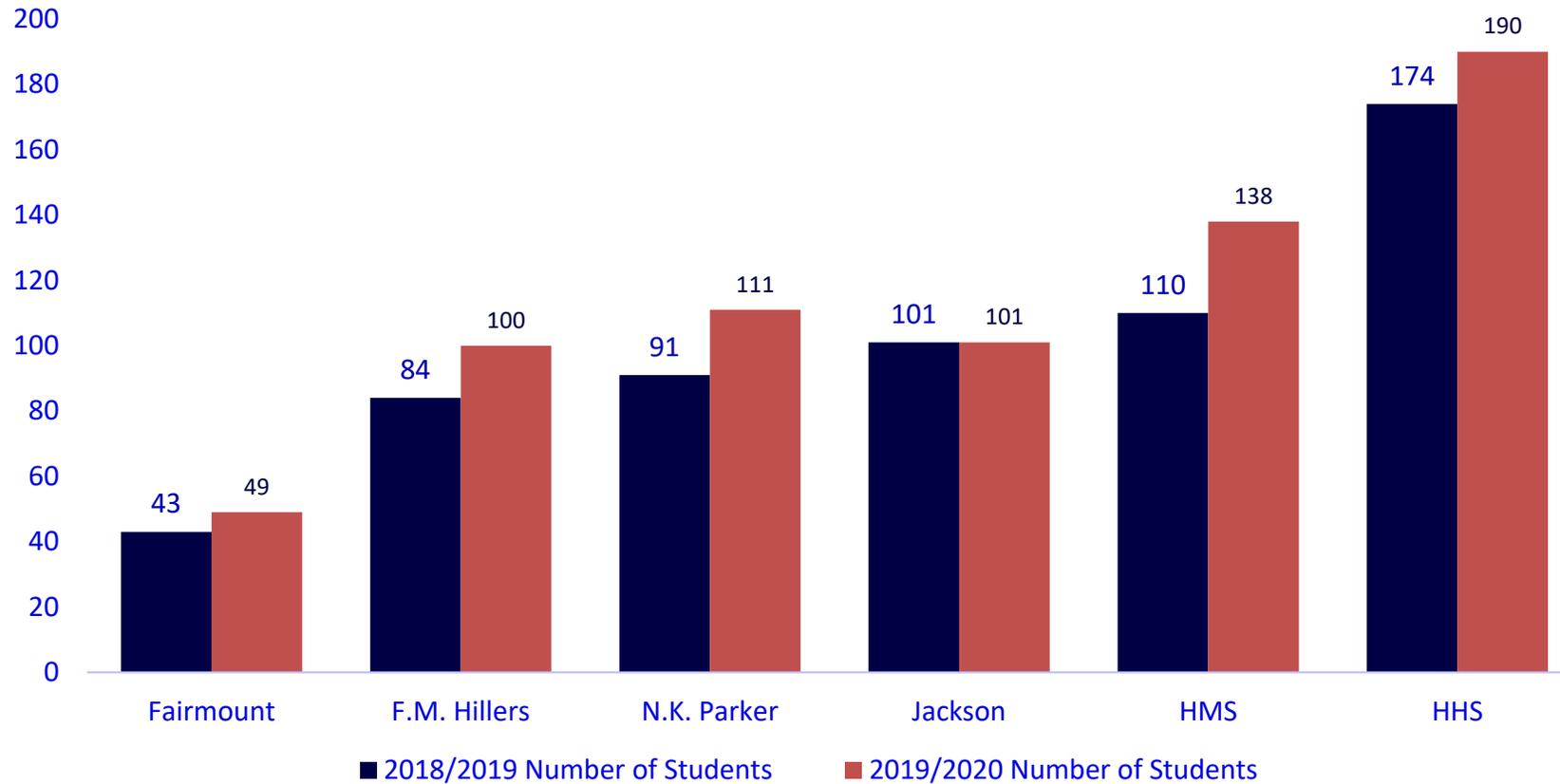
WIDA 2019 ACCESS FOR ELLS: ELLs' PROFICIENCY AND PROGRESS IN LEARNING ENGLISH



WIDA 2019 ACCESS FOR ELLS: ENGLISH LANGUAGE PROFICIENCY (ELP) GROWTH TARGETS



TRENDS FOR ELL'S: INFLUX COMPARISON 2018/2019 TO 2019/2020



BILINGUAL/ESL PROGRAM TYPES 2019/2020: NUMBER OF STUDENTS ACROSS THE DISTRICT

