Benjamin Franklin Middle School (03-5150-060)

2023-2024

County: Bergen

District: Teaneck School District

1315 Taft Road
Teaneck, NJ 07666

Principal: Mr. Terrence Williams

School Website

201-833-5451

484
Total Students

05-08
Grades Offered

Overview & Resources

The School Performance Reports reflect the New Jersey Department of Education's (NJDOE) commitment to providing parents, students, and school communities with a large variety of information about each school and district. These reports can be used as a tool to help evaluate whether all students have equitable access to high quality education. We encourage you to use these reports to:

- **Learn more** about the school and the district
- **Start conversations** with school community members and ask questions
- **Engage** with school communities to identify where schools are doing well and where they can improve

Important Note for 2023-24 Reports: The NJDOE recommends caution in comparing data from year to year over the last several years.

School Performance Report Resources: The NJDOE has several resource documents that can help you understand and use the School Performance Reports, which can also be found under the "Resource Documents" link at the top of the page:

- One-page guides to help start conversations for school board members, administrators, educators, elementary, and middle and high school families
- Reference Guide with details on all the data in these reports
- Frequently Asked Questions
- Understanding Adjusted Cohort Graduation Rates
- Understanding Student Growth Percentiles
- Data Privacy Rules (why you see *'s and N's in the reports)

Let the NJDOE know how we can improve future reports by taking our feedback survey. Contact reportcard@doe.nj.gov with any questions about the reports

Report Key:
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Overview & Resources

School Contact Information

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

Type	Contact Information
County	Bergen
District	Teaneck School District
Principal Name	Mr. Terrence Williams
Address	1315 Taft Road, Teaneck, NJ 07666
Phone Number	201-833-5451
Email Address	twilliams@teaneckschools.org
Website	www.teaneckschools.org/benjaminfranklinmiddleschool_home.aspx
Facebook	https://www.facebook.com/BFMSteaneck
Twitter	https://twitter.com/BFMSteaneck

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Demographics

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

Enrollment Trends by Grade

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

Grade	2021-22	2022-23	2023-24
5	113	136	110
6	117	120	128
7	147	119	121
8	119	148	125
Total	496	523	484

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. To protect student and staff privacy, gender percentages may show a range, depending on the overall school population size.

Student Group	2021-22	2022-23	2023-24
Female	50.0%	50.0%	45.0%
Male	50.0%	50.0%	55.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	36.5%	48.0%	44.4%
Students with Disabilities	25.2%	23.1%	19.8%
Multilingual Learners	3.4%	4.0%	3.7%
Students Experiencing Homelessness	1.2%	1.3%	2.3%
Students in Foster Care	0.4%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial And Ethnic Group	2021-22	2022-23	2023-24
White	11.5%	11.7%	10.3%
Hispanic	42.3%	44.0%	44.0%
Black or African American	33.3%	32.9%	31.8%
Asian	8.5%	7.8%	9.7%
Native Hawaiian or Pacific Islander	0.6%	0.4%	0.8%
American Indian or Alaska Native	1.0%	0.8%	0.6%
Two Or More Races	2.8%	2.5%	2.7%

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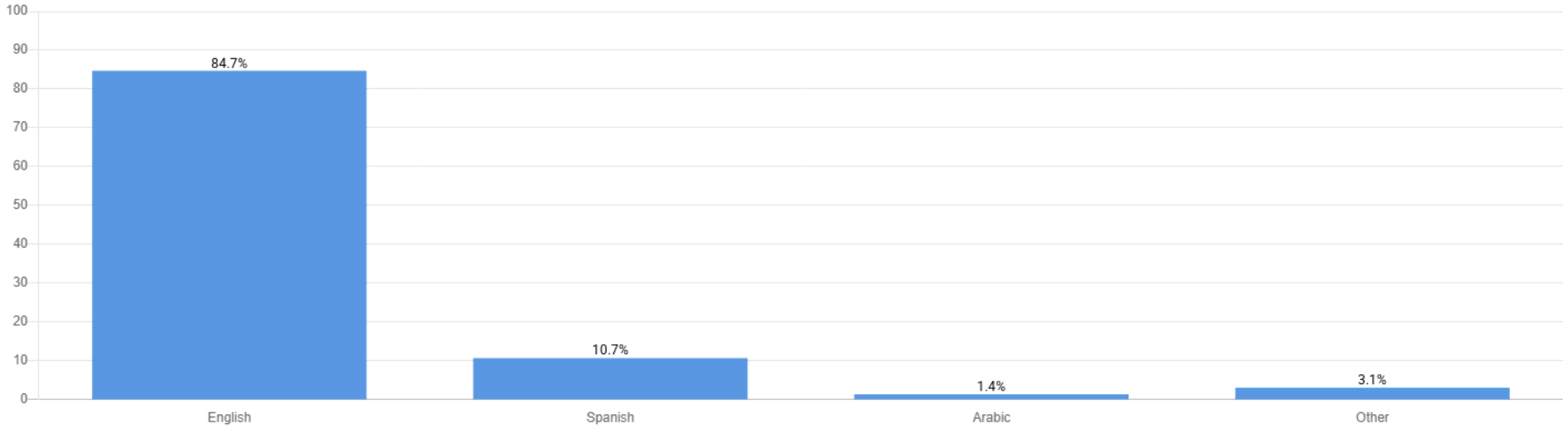
Enrollment by Home Language

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. To see this data in a table, click the Table View option below the chart.



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Student Growth

Student growth is a measure of how much students are learning each year. New Jersey's ESSA state plan outlines that academic progress will be measured with school's median student growth percentile (mSGP) on statewide ELA and mathematics assessments. Each individual student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7. The SGP measures their academic progress from one year to the next compared to other students with similar prior test scores (academic peers).

A student's SGP falls between 1 and 99 and can be grouped into three levels. An SGP below 35 indicates low growth, an SGP between 35 and 65 indicates typical growth, and an SGP greater than 65 indicates high growth. If the SGPs for all students are ordered from smallest to largest, the mSGP is the percentile in the middle of the list.

The NJDOE Student Growth page has more information about SGPs and mSGPs, including a video that explains how both SGPs and mSGPs are calculated.

Important Note for 2023-24: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022 school year only.

Student Growth Trends and Progress

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

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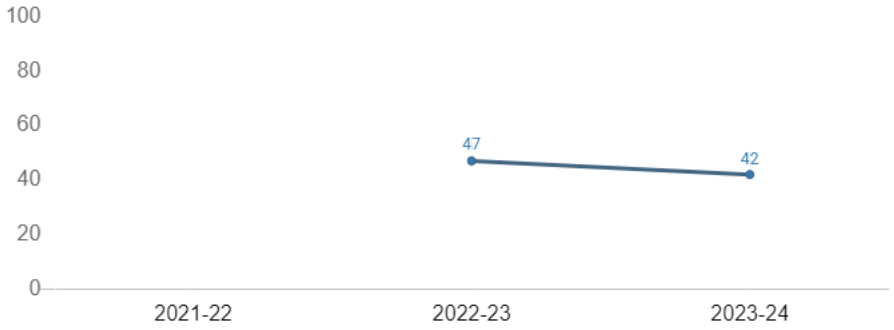
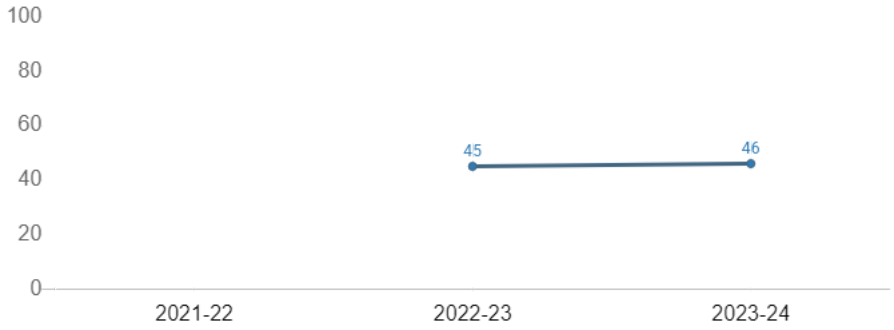
ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Median Student Growth Percentile		47	42		45	46
Met Standard (40-59.5)?		Met Standard	Met Standard		Met Standard	Met Standard
Statewide: Median Student Growth Percentile		50	50		50	50

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A student's SGP falls between 1 and 99 and can be grouped into three levels. An SGP below 35 indicates low growth, an SGP between 35 and 65 indicates typical growth, and an SGP greater than 65 indicates high growth. If the SGPs for all students are ordered from smallest to largest, the mSGP is the percentile in the middle of the list.

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Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	42	46	50	Met Standard	46	41	50	Met Standard
White	47	49.5	50	Met Standard	51.5	45	51	Met Standard
Hispanic	38	44	49	Not Met	44	38	48	Met Standard
Black or African American	40	46	47	Met Standard	41.5	46	46	Met Standard
Asian, Native Hawaiian, or Pacific Islander	43	52	59	Met Standard	49	41	60	Met Standard
American Indian or Alaska Native	*	*	50	**	*	*	50	**
Two or More Races	45	41	50	**	33	34	51	**
Female	44	46	52		50	41	50	
Male	37.5	45	48		41.5	41	50	
Non-Binary/Undesignated Gender	N	N	44		N	N	45.5	
Economically Disadvantaged Students	41.5	48	48	Met Standard	40	38	48	Met Standard
Students with Disabilities	27.5	38	43	Not Met	35	38	44	Not Met
Multilingual Learners	43.5	46.5	50	Met Standard	46.5	45	50	Met Standard
Students Experiencing Homelessness	*	32	43		*	34.5	45	
Students in Foster Care	N	N	40		N	N	47	
Military-Connected Students	N	*	47.5		N	N	51	
Migrant Students	N	N	53		N	N	44	

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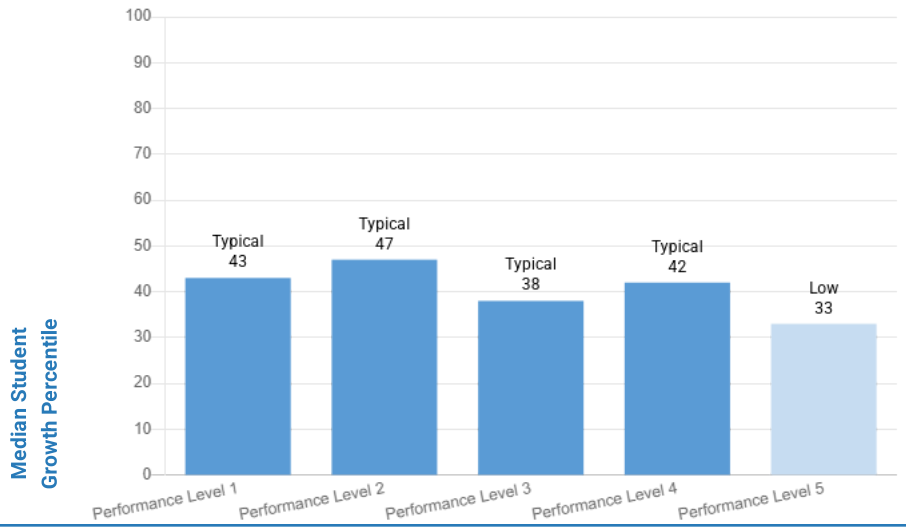
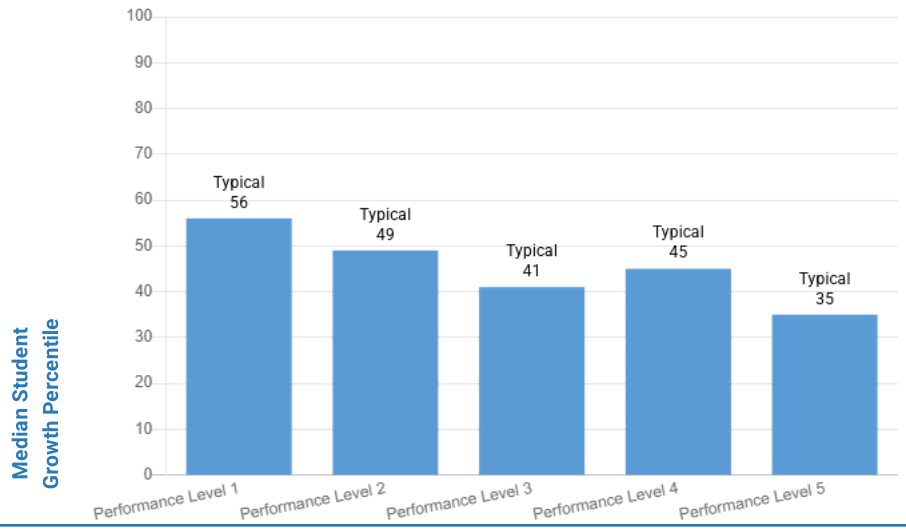
Student Growth by Performance Level

These graphs show the median Student Growth Percentiles (mSGPs) for students based on a student's prior year performance level on the New Jersey Student Learning Assessment (NJSLA) for English language arts (ELA) and mathematics.

ELA



Math



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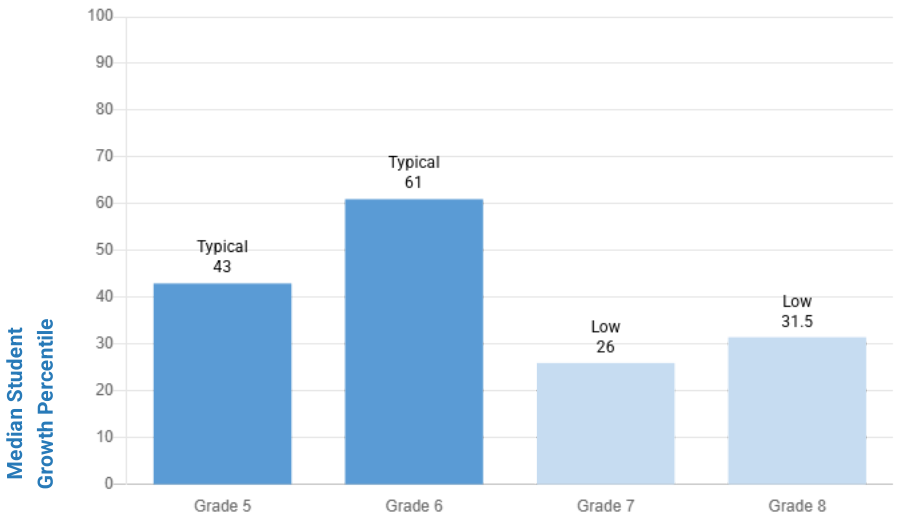
Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade for English Language Arts (ELA) and mathematics.

ELA



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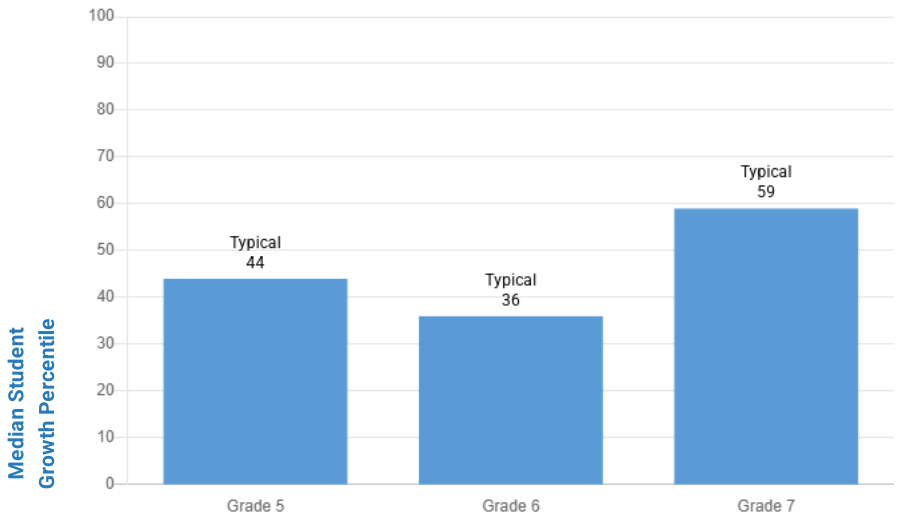

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Academic Achievement

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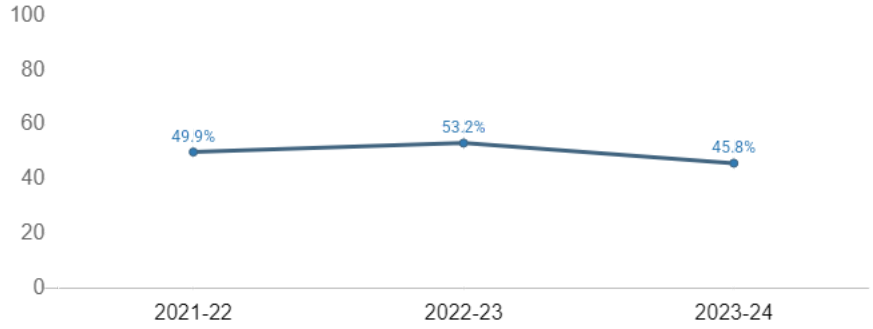
For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our NJDOE Accountability webpage under 2024 Accountability Data in the School & District Accountability section.

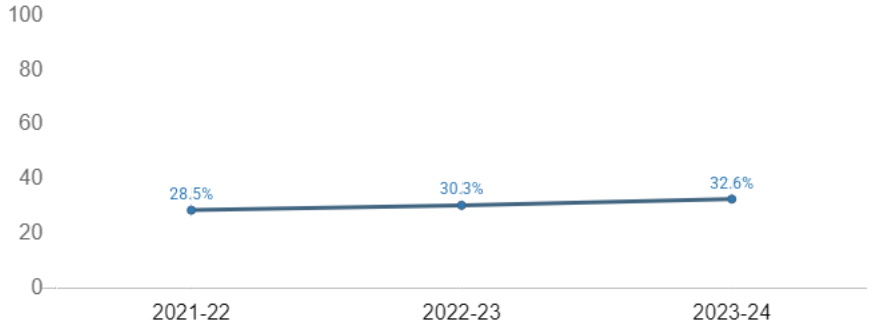
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the New Jersey Student Learning Assessment (NJSLA) and the DLM alternate assessment for English language arts (ELA) and mathematics. The Proficiency Rate for Federal Accountability measures the percentage of students who met or exceeded expectations on the assessments (NJSLA or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. Students who were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	99.2%	99.1%	98.8%	99.2%	98.9%	98.4%
Proficiency Rate for Federal Accountability	49.9%	53.2%	45.8%	28.5%	30.3%	32.6%
Annual Target	56.4%	57.9%	54.8%	46.2%	48.3%	32.6%
Met Annual Target?	Not Met	Not Met	Not Met	Not Met	Not Met	Met Target
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English language arts (ELA) both overall and by student group. It includes the results of students taking both the NJSLA and DLM. NJSLA results for ELA include only students in grades 3 through 9. Students who were enrolled for less than half a school year are excluded from performance results. Student are considered to have met or exceeded expectations if they score at Level 4 or 5 on the NJSLA or at Level 3 or 4 on the DLM.

This table shows both the percentage of students who met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows status in meeting annual targets. Annual targets are specific to each student group, school, and district and represent the expected proficiency needed to stay on track to meet long-term goals. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see the NJDOE Accountability page. More information and additional data can also be found on the NJDOE Academic Achievement page.

Student Group	Valid Scores	% of students taking test	School: % of testers met/exceeded expectations	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Schoolwide	474	98.8%	45.8%	50.6%	52.2%	45.8%	54.8%	Not Met
White	48	94.3%	60.4%	57.6%	61.8%	59.8%	68.3%	Met Target†
Hispanic	206	100%	40.3%	46.7%	38%	40.3%	51%	Not Met
Black or African American	154	98.1%	40.3%	46%	35.9%	40.3%	48%	Not Met
Asian, Native Hawaiian, or Pacific Islander	49	100%	67.3%	70.7%	79.9%	67.3%	75.3%	Met Target†
American Indian or Alaska Native	*	*	*	28.6%	51.2%	*	**	**
Two or More Races	*	100%	71.4%	67.4%	59.4%	71.4%	**	**
Female	*	98.2%	51.2%	55.4%	57.7%	51.2%		
Male	*	99.3%	41.4%	46.1%	47%	41.4%		
Non-binary/undesignated gender	*	*	*	*	69.6%	*		
Economically Disadvantaged Students	204	99%	41.7%	44%	34.6%	41.7%	53.1%	Not Met
Non-Economically Disadvantaged Students	270	98.6%	48.9%	55%	62.8%	48.9%		
Students with Disabilities	102	95.5%	13.7%	18.1%	19.8%	13.7%	27.3%	Not Met
Students without Disabilities	372	99.7%	54.6%	59.2%	59.4%	54.6%		
Multilingual Learners	39	100%	38.5%	34.4%	23.1%	38.5%	36.3%	Met Target
Non-Multilingual Learners	435	98.7%	46.4%	51.9%	56.2%	46.4%		
Students Experiencing Homelessness	*	*	*	34.6%	21.9%	*		
Students in Foster Care	*	*	*	*	19.3%	*		
Military-Connected Students	*	*	*	*	48.2%	*		
Migrant Students	*	*	*	*	13.3%	*		

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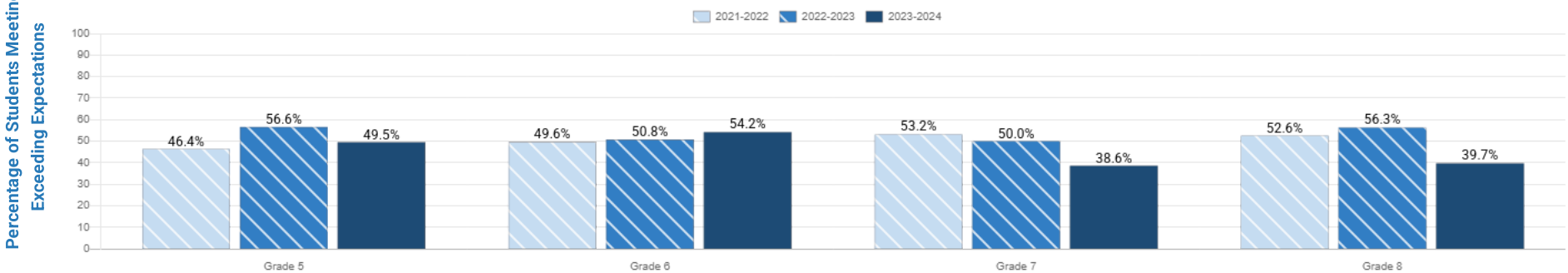
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the New Jersey Student Learning Assessment (NJSLA) for English Language Arts (ELA) for the past three years.



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English Language Arts Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	School Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	105	751	745	750	9%	10%	31%	40%	10%	50%	52%
White	*	*	734	760	*	*	*	*	*	*	63%
Hispanic	42	746	742	736	7%	19%	29%	38%	7%	45%	37%
Black or African American	36	749	742	734	11%	6%	33%	44%	6%	50%	35%
Asian, Native Hawaiian, or Pacific Islander	13	772	762	778	0%	0%	38%	31%	31%	62%	80%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	53%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	*	762	748	755	2%	10%	26%	45%	17%	62%	57%
Male	*	744	742	745	13%	11%	35%	37%	5%	41%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	40	747	737	732	10%	10%	35%	38%	8%	45%	33%
Non-Economically Disadvantaged Students	65	753	749	761	8%	11%	29%	42%	11%	52%	64%
Students with Disabilities	18	711	714	719	39%	33%	17%	11%	0%	11%	20%
Students without Disabilities	87	759	752	756	2%	6%	34%	46%	11%	57%	59%
Multilingual Learners	*	*	*	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	751	746	754	9%	10%	32%	40%	10%	50%	57%
Students Experiencing Homelessness	*	*	*	718	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	20%
Military-Connected Students	*	*	*	747	*	*	*	*	*	*	48%
Migrant Students	*	*	*	721	*	*	*	*	*	*	20%

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Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 6

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

Student Group	Valid Scores	School Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	131	755	754	751	5%	13%	28%	39%	15%	54%	53%
White	12	754	759	760	0%	17%	33%	42%	8%	50%	63%
Hispanic	58	753	750	738	5%	14%	24%	47%	10%	57%	39%
Black or African American	43	752	752	735	5%	14%	35%	33%	14%	47%	35%
Asian, Native Hawaiian, or Pacific Islander	12	782	776	778	0%	0%	25%	25%	50%	75%	82%
American Indian or Alaska Native	*	*	*	748	*	*	*	*	*	*	49%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	*	757	758	756	3%	5%	37%	42%	13%	55%	59%
Male	*	753	751	746	6%	20%	21%	37%	17%	54%	48%
Non-binary/undesignated gender	*	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	56	750	750	735	7%	13%	25%	45%	11%	55%	35%
Non-Economically Disadvantaged Students	75	758	758	761	3%	13%	31%	35%	19%	53%	65%
Students with Disabilities	30	723	724	719	20%	30%	30%	20%	0%	20%	17%
Students without Disabilities	101	764	762	758	0%	8%	28%	45%	20%	64%	60%
Multilingual Learners	*	*	*	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	756	756	754	5%	10%	29%	40%	16%	56%	57%
Students Experiencing Homelessness	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	22%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	55%
Migrant Students	*	*	*	712	*	*	*	*	*	*	29%

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Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 7

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

Student Group	Valid Scores	School Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	114	741	746	752	13%	10%	39%	32%	6%	39%	54%
White	12	763	759	761	0%	8%	25%	42%	25%	67%	64%
Hispanic	46	733	739	737	15%	13%	46%	26%	0%	26%	39%
Black or African American	39	739	742	734	15%	8%	44%	28%	5%	33%	37%
Asian, Native Hawaiian, or Pacific Islander	15	747	762	785	13%	7%	13%	53%	13%	67%	84%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	51%
Two or More Races	*	*	*	759	*	*	*	*	*	*	60%
Female	*	748	752	758	9%	5%	33%	45%	7%	53%	60%
Male	*	734	739	746	17%	14%	44%	20%	5%	25%	48%
Non-binary/undesignated gender	*	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	51	737	740	734	14%	12%	45%	24%	6%	29%	36%
Non-Economically Disadvantaged Students	63	744	750	762	13%	8%	33%	40%	6%	46%	64%
Students with Disabilities	12	698	705	715	*	*	*	*	*	*	18%
Students without Disabilities	102	746	754	759	6%	10%	41%	36%	7%	43%	61%
Multilingual Learners	*	*	*	700	*	*	*	*	*	*	*
Non-Multilingual Learners	*	741	747	756	14%	8%	39%	33%	6%	40%	58%
Students Experiencing Homelessness	*	*	*	717	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	17%
Military-Connected Students	*	*	*	747	*	*	*	*	*	*	50%
Migrant Students	*	*	*	*	*	*	*	*	*	*	*

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Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 8

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

Student Group	Valid Scores	School Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	121	739	746	751	17%	22%	21%	28%	12%	40%	53%
White	16	776	762	760	6%	13%	0%	50%	31%	81%	62%
Hispanic	60	733	740	736	22%	27%	18%	23%	10%	33%	39%
Black or African American	33	728	739	735	15%	24%	36%	21%	3%	24%	37%
Asian, Native Hawaiian, or Pacific Islander	10	750	774	783	20%	0%	20%	50%	10%	60%	82%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	52%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	*	748	754	759	6%	20%	33%	29%	12%	41%	60%
Male	*	732	739	743	26%	24%	11%	27%	11%	39%	46%
Non-binary/undesignated gender	*	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	56	734	741	734	18%	25%	21%	29%	7%	36%	36%
Non-Economically Disadvantaged Students	65	743	750	761	17%	20%	20%	28%	15%	43%	63%
Students with Disabilities	32	702	703	713	*	*	*	*	*	*	16%
Students without Disabilities	89	752	759	758	7%	18%	24%	37%	15%	52%	60%
Multilingual Learners	*	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	740	747	755	16%	23%	21%	28%	12%	40%	56%
Students Experiencing Homelessness	*	*	*	719	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	14%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	43%
Migrant Students	*	*	*	*	*	*	*	*	*	*	*

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM. NJSLA results include students taking end-of-grade assessments in grades 3 through 8, as well as end-of-course assessments (Algebra I, Geometry, Algebra II) in middle school and high school. High school mathematics assessment results include all results for Algebra I and Geometry and/or Algebra II results only for students who took Algebra I in middle school and who are enrolled in their first high school mathematics course that corresponds to an end-of-course assessment. Students who were enrolled for less than half a school year are excluded from performance results. Student are considered to have met or exceeded expectations if they score at Level 4 or 5 on the NJSLA or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students who met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows status in meeting annual targets. Annual targets are specific to each student group, school, and district and represent the expected proficiency needed to stay on track to meet long-term goals. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see the NJDOE Accountability page. More information and additional data can also be found on the NJDOE Academic Achievement page.

Student Group	Valid Scores	% of students taking test	School: % of testers met/exceeded expectations	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Schoolwide	476	98.4%	32.6%	33.8%	40.2%	32.6%	32.6%	Met Target
White	48	94.3%	50%	52%	51.1%	49.5%	44.1%	Met Target
Hispanic	207	99.1%	30.4%	28.7%	24.2%	30.4%	29.8%	Met Target
Black or African American	154	98.1%	23.4%	26.7%	20.1%	23.4%	24.5%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	50	100%	50%	56%	74.4%	50%	55.1%	Met Target†
American Indian or Alaska Native	*	*	*	<10%	42%	*	**	**
Two or More Races	*	100%	50%	51.1%	48.9%	50%	**	**
Female	*	97.3%	31%	31%	38.4%	31%		
Male	*	99.3%	33.8%	36.4%	42%	33.8%		
Non-binary/undesignated gender	*	*	*	*	47.3%	*		
Economically Disadvantaged Students	206	98.6%	27.7%	27.5%	21.7%	27.7%	30.1%	Met Target†
Non-Economically Disadvantaged Students	270	98.2%	36.3%	38.1%	51.5%	36.3%		
Students with Disabilities	101	94.6%	<10%	15.3%	16.6%	<10%	21.2%	Not Met
Students without Disabilities	375	99.5%	38.7%	38.7%	45.4%	38.7%		
Multilingual Learners	43	100%	25.6%	22.1%	18.7%	25.6%	18.7%	Met Target
Non-Multilingual Learners	433	98.2%	33.3%	34.9%	43.5%	33.3%		
Students Experiencing Homelessness	*	*	*	37%	12.9%	*		
Students in Foster Care	*	*	*	*	12.4%	*		
Military-Connected Students	*	*	*	*	38.8%	*		
Migrant Students	*	*	*	*	<10%	*		

† Target was met within a confidence interval.

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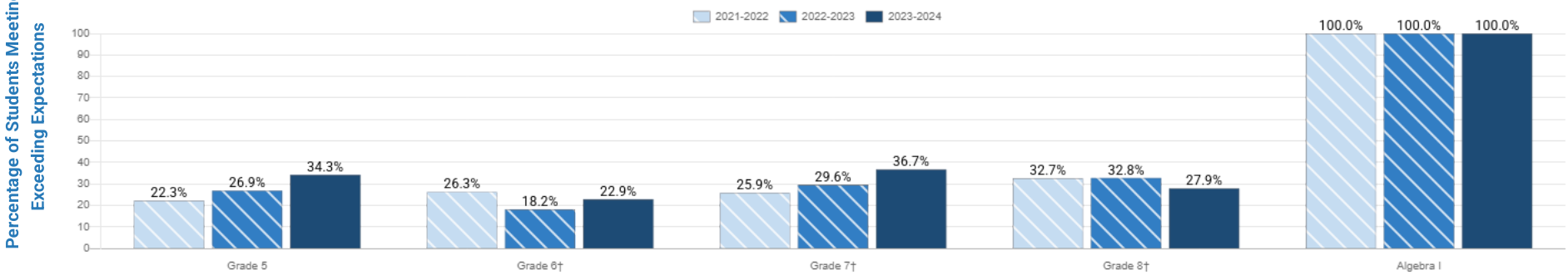
Mathematics Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the New Jersey Student Learning Assessment (NJSLA) for Mathematics for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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Mathematics Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	School Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	105	737	735	741	11%	25%	30%	30%	5%	34%	40%
White	*	*	730	751	*	*	*	*	*	*	53%
Hispanic	42	735	732	726	12%	19%	33%	33%	2%	36%	23%
Black or African American	36	733	731	722	14%	39%	17%	28%	3%	31%	19%
Asian, Native Hawaiian, or Pacific Islander	13	751	754	772	0%	23%	38%	23%	15%	38%	76%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	47%
Two or More Races	*	*	*	748	*	*	*	*	*	*	49%
Female	*	737	731	739	7%	21%	38%	31%	2%	33%	38%
Male	*	736	738	742	14%	27%	24%	29%	6%	35%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	40	740	731	724	13%	15%	38%	30%	5%	35%	20%
Non-Economically Disadvantaged Students	65	735	737	752	11%	31%	25%	29%	5%	34%	53%
Students with Disabilities	18	710	712	717	*	*	*	*	*	*	16%
Students without Disabilities	87	742	740	746	8%	22%	29%	36%	6%	41%	45%
Multilingual Learners	*	*	*	711	*	*	*	*	*	*	*
Non-Multilingual Learners	*	737	736	744	12%	25%	30%	29%	5%	34%	44%
Students Experiencing Homelessness	*	*	*	712	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	714	*	*	*	*	*	*	10%
Military-Connected Students	*	*	*	741	*	*	*	*	*	*	40%
Migrant Students	*	*	*	724	*	*	*	*	*	*	27%

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Mathematics Assessment - Performance By Grade: Grade 6

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

Students in sixth grade who were enrolled in an Algebra I or Geometry course were required to take both the corresponding end-of-course assessment (Algebra I or Geometry) and the Grade 6 mathematics assessment. The results of the Grade 6 mathematics assessment are included in this data. The Algebra I or Geometry results will be used when the student is in grade 9.

Student Group	Valid Scores	School Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	131	726	729	737	19%	36%	22%	21%	2%	23%	36%
White	12	736	734	746	17%	33%	17%	25%	8%	33%	47%
Hispanic	58	726	728	723	16%	40%	24%	19%	2%	21%	20%
Black or African American	43	718	724	718	26%	42%	16%	14%	2%	16%	15%
Asian, Native Hawaiian, or Pacific Islander	12	751	750	768	0%	8%	42%	50%	0%	50%	73%
American Indian or Alaska Native	*	*	*	735	*	*	*	*	*	*	33%
Two or More Races	*	*	*	743	*	*	*	*	*	*	45%
Female	*	722	728	736	20%	37%	25%	18%	0%	18%	34%
Male	*	729	730	738	18%	35%	20%	23%	4%	27%	38%
Non-binary/undesignated gender	*	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	56	721	724	721	16%	48%	21%	14%	0%	14%	17%
Non-Economically Disadvantaged Students	75	729	733	747	21%	27%	23%	25%	4%	29%	48%
Students with Disabilities	30	709	716	714	37%	43%	10%	10%	0%	10%	12%
Students without Disabilities	101	730	733	741	14%	34%	26%	24%	3%	27%	41%
Multilingual Learners	*	*	702	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	726	731	740	19%	35%	23%	21%	2%	24%	39%
Students Experiencing Homelessness	*	*	*	711	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	739	*	*	*	*	*	*	37%
Migrant Students	*	*	*	704	*	*	*	*	*	*	13%

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Mathematics Assessment - Performance By Grade: Grade 7

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

These results only include students taking the grade level assessment, they do not include the results of students who took the Algebra I, Geometry, or Algebra II end-of-course assessments.

Student Group	Valid Scores	School Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	120	737	734	739	10%	26%	28%	32%	5%	37%	37%
White	12	756	746	748	0%	25%	25%	17%	33%	50%	50%
Hispanic	51	731	728	728	12%	29%	29%	29%	0%	29%	23%
Black or African American	39	730	729	724	13%	31%	31%	23%	3%	26%	18%
Asian, Native Hawaiian, or Pacific Islander	16	753	753	764	6%	6%	19%	63%	6%	69%	72%
American Indian or Alaska Native	*	*	*	734	*	*	*	*	*	*	33%
Two or More Races	*	*	*	743	*	*	*	*	*	*	44%
Female	*	738	734	738	7%	26%	26%	37%	4%	40%	36%
Male	*	735	734	739	13%	25%	29%	27%	6%	33%	39%
Non-binary/undesignated gender	*	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	57	731	728	726	12%	33%	28%	25%	2%	26%	20%
Non-Economically Disadvantaged Students	63	741	739	747	8%	19%	27%	38%	8%	46%	48%
Students with Disabilities	12	699	704	716	*	*	*	*	*	*	12%
Students without Disabilities	108	741	740	743	6%	23%	30%	35%	6%	41%	43%
Multilingual Learners	*	*	713	714	*	*	*	*	*	*	*
Non-Multilingual Learners	*	738	736	741	9%	25%	27%	33%	5%	39%	40%
Students Experiencing Homelessness	*	*	*	716	*	*	*	*	*	*	11%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	740	*	*	*	*	*	*	39%
Migrant Students	*	*	*	708	*	*	*	*	*	*	*

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Mathematics Assessment - Performance By Grade: Grade 8

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

These results only include students taking the grade level assessment, they do not include the results of students who took the Algebra I, Geometry, or Algebra II end-of-course assessments.

Student Group	Valid Scores	School Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	104	719	719	719	31%	30%	12%	26%	2%	28%	19%
White	11	744	736	729	9%	18%	9%	55%	9%	64%	27%
Hispanic	52	717	712	713	35%	29%	8%	29%	0%	29%	13%
Black or African American	31	709	715	707	32%	39%	16%	13%	0%	13%	10%
Asian, Native Hawaiian, or Pacific Islander	*	*	745	740	*	*	*	*	*	*	40%
American Indian or Alaska Native	*	*	*	722	*	*	*	*	*	*	21%
Two or More Races	*	*	*	722	*	*	*	*	*	*	22%
Female	*	725	724	719	22%	37%	9%	28%	4%	33%	19%
Male	*	713	714	719	38%	24%	14%	24%	0%	24%	20%
Non-binary/undesignated gender	*	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	50	719	719	711	32%	30%	10%	26%	2%	28%	12%
Non-Economically Disadvantaged Students	54	718	719	725	30%	30%	13%	26%	2%	28%	25%
Students with Disabilities	30	695	692	702	67%	23%	0%	10%	0%	10%	*
Students without Disabilities	74	728	728	724	16%	32%	16%	32%	3%	35%	23%
Multilingual Learners	*	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	720	720	721	30%	29%	12%	27%	2%	29%	21%
Students Experiencing Homelessness	*	*	*	704	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	696	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	722	*	*	*	*	*	*	19%
Migrant Students	*	*	*	*	*	*	*	*	*	*	*

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Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the NJDOE's Assessment page.

For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our NJDOE Accountability webpage under 2024 Accountability Data in the School & District Accountability section.

Mathematics Assessment - Performance By Test: Algebra I

This table shows performance on the NJSLA Algebra I end-of-course assessment. The performance results in this table include all students who took the NJSLA, it does not exclude students who were enrolled less than half a year.

This includes any students who were enrolled in an Algebra I course and took the Algebra I assessment in grades 7 through 12. Students in sixth grade who were enrolled in Algebra I course were required to take both the Algebra I and Grade 6 mathematics assessment. The results of their Algebra I assessment are not included in these results but will be reported when the student in in grade 9.

Student Group	Valid Scores	School Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	16	801	733	738	0%	0%	0%	50%	50%	100%	40%
White	*	*	753	748	*	*	*	*	*	*	51%
Hispanic	*	*	734	723	*	*	*	*	*	*	23%
Black or African American	*	*	722	719	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	742	773	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	*	737	*	*	*	*	*	*	38%
Two or More Races	*	*	*	746	*	*	*	*	*	*	49%
Female	*	*	729	737	*	*	*	*	*	*	39%
Male	*	802	736	739	0%	0%	0%	46%	54%	100%	41%
Non-binary/undesignated gender	*	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	*	*	729	722	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	*	808	736	747	0%	0%	0%	36%	64%	100%	50%
Students with Disabilities	*	*	708	710	*	*	*	*	*	*	11%
Students without Disabilities	*	800	739	743	0%	0%	0%	53%	47%	100%	45%
Multilingual Learners	*	*	707	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	801	736	741	0%	0%	0%	50%	50%	100%	43%
Students Experiencing Homelessness	*	*	*	712	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	*	696	*	*	*	*	*	*	*

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Academic Achievement

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	ELA: Participation Rate	Math: # Students Tested	Math: Participation Rate
5	*	*	*	*
6	*	*	*	*
7	*	*	*	*
8	*	*	*	*

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English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of multilingual learner students taking the ACCESS for ELLs Assessment for English language proficiency and the number and percentage of students tested who 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 Below 4.5	# Students with Overall Score of 4.5 or Above	% Students with Overall Score 4.5 or Above
0-2	*	*	*	*	*
3-4	*	*	*	*	*
5 or more	*	*	*	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English learners making expected growth to proficiency	Annual Target	Met Target?
Schoolwide/Multilingual Learners	63.6%	22.7%	**

† Target was met within a confidence interval.

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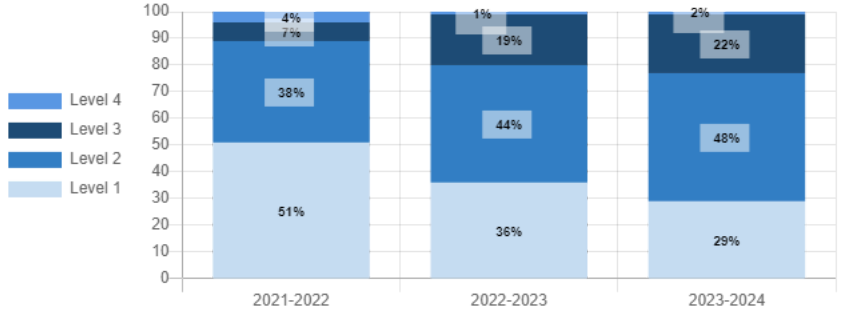
Academic Achievement

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

For detailed information showing comparisons of the percentage of students performing at each of the four NJSLA-Science performance levels at the school, district and state-level, see data available on our NJDOE Accountability webpage under 2024 Accountability Data in the School & District Accountability section.

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 8 Summary

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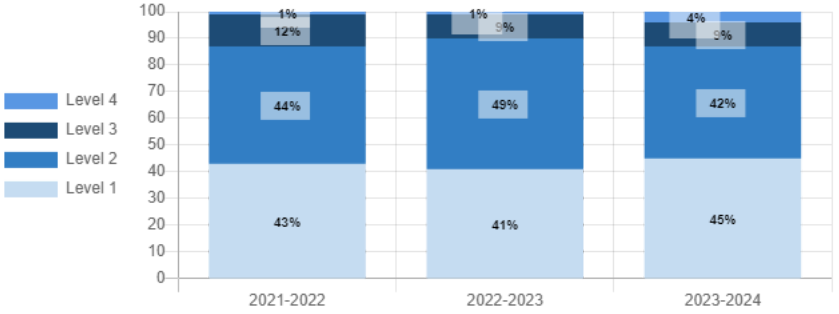

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NJSLA Science Assessment: Grade 5

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

Student Group	School % Level 1	School % Level 2	School % Level 3	School % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Schoolwide	29%	48%	22%	2%	35%	37%	21%	6%
White	*	*	*	*	22%	42%	28%	8%
Hispanic	31%	48%	21%	0%	51%	36%	12%	2%
Black or African American	33%	50%	17%	0%	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	15%	46%	23%	15%	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	*	*	*	*	27%	36%	27%	10%
Female	24%	52%	21%	2%	35%	39%	20%	6%
Male	32%	44%	22%	2%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	30%	45%	23%	3%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	28%	49%	22%	2%	24%	39%	28%	10%
Students with Disabilities	67%	33%	0%	0%	64%	27%	8%	2%
Students without Disabilities	21%	51%	26%	2%	30%	39%	24%	7%
Multilingual Learners	*	*	*	*	78%	20%	2%	0%
Non-Multilingual Learners	29%	47%	22%	2%	30%	39%	23%	7%
Students Experiencing Homelessness	*	*	*	*	68%	25%	6%	1%
Students in Foster Care	*	*	*	*	67%	28%	3%	1%
Military-Connected Students	*	*	*	*	30%	42%	23%	5%
Migrant Students	*	*	*	*	73%	27%	0%	0%

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NJSLA Science Assessment: Grade 8

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

Student Group	School % Level 1	School % Level 2	School % Level 3	School % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Schoolwide	45%	42%	9%	4%	36%	45%	14%	5%
White	19%	31%	44%	6%	23%	52%	19%	6%
Hispanic	45%	48%	5%	2%	51%	42%	6%	1%
Black or African American	61%	33%	3%	3%	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	30%	60%	0%	10%	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	*	*	*	*	27%	46%	19%	8%
Female	42%	50%	4%	4%	35%	47%	13%	4%
Male	46%	37%	13%	4%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	51%	40%	7%	2%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	39%	44%	11%	6%	26%	48%	19%	7%
Students with Disabilities	78%	19%	0%	3%	67%	29%	3%	1%
Students without Disabilities	33%	51%	12%	4%	30%	48%	16%	6%
Multilingual Learners	*	*	*	*	75%	24%	1%	0%
Non-Multilingual Learners	44%	42%	9%	4%	32%	47%	15%	5%
Students Experiencing Homelessness	*	*	*	*	66%	32%	2%	0%
Students in Foster Care	*	*	*	*	80%	19%	1%	0%
Military-Connected Students	*	*	*	*	40%	47%	10%	3%
Migrant Students	*	*	*	*	*	*	*	*

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College and Career Readiness

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	134
7	0	0	129
8	16	0	109
Total	16	0	372

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College and Career Readiness

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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	128	0	0	0	0	0	0
7	77	47	0	0	0	0	0
8	110	10	0	0	0	0	0
Total	315	57	0	0	0	0	0

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Computer Science – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
5	N	N	N	N	N	N	N
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0

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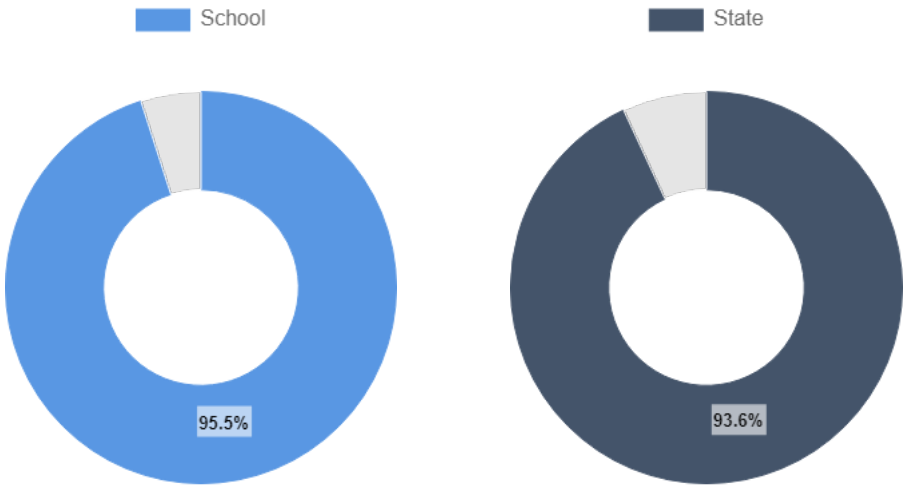
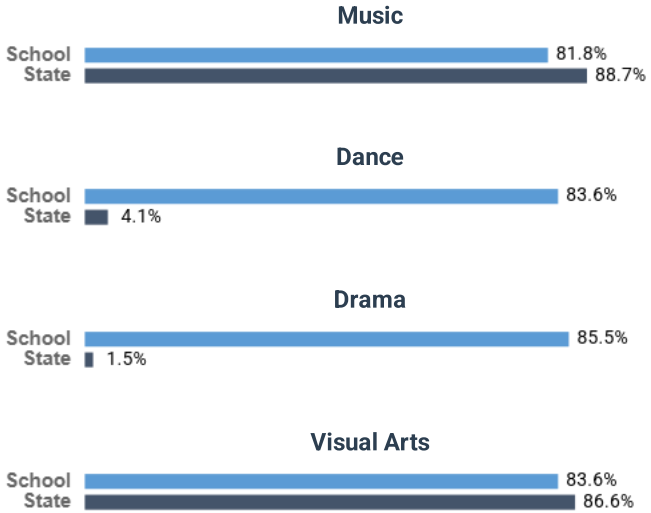
Visual and Performing Arts – Course Participation

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

Grades K-5: Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



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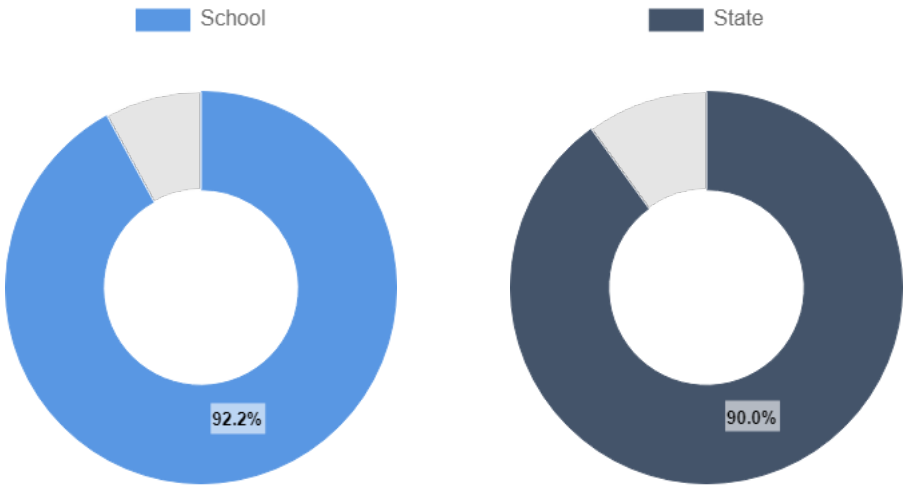
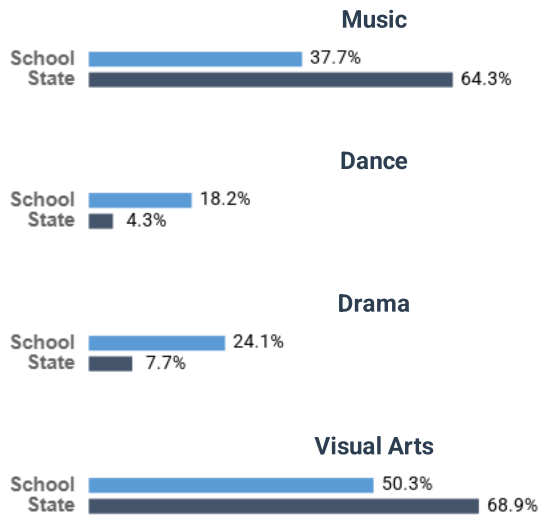
Visual and Performing Arts – Course Participation

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

Grades 6-8: Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



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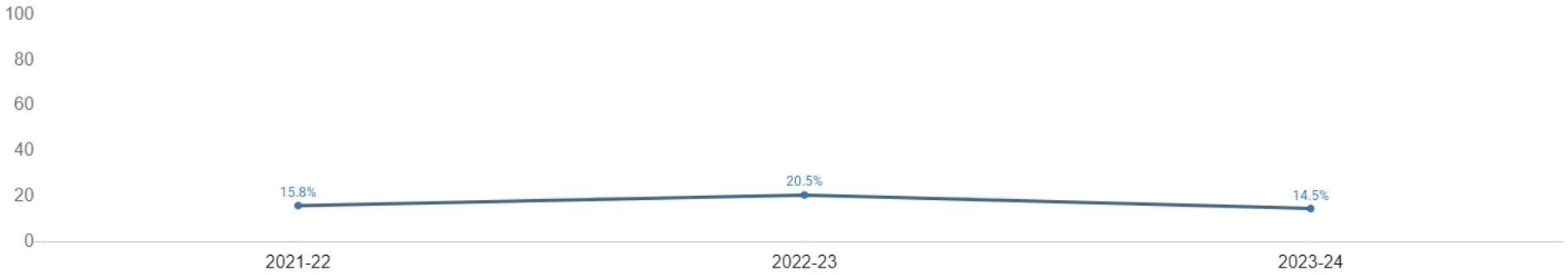
Climate and Environment

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 NJDOE used input from stakeholders to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism Trends

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. Pursuant to N.J.S.A. 18A:38-25.1, any school where 10 percent or more of the students enrolled are chronically absent must develop a corrective action plan to improve chronic absenteeism rates. The Requires Corrective Action Plan column in the table indicates whether the school's chronic absenteeism rate is 10% or higher, meaning that the school must complete a corrective action plan. The NJDOE Data-based Decision Making for Addressing Chronic Absenteeism guidance document (found on the NJDOE attendance page under Chronic Absenteeism) provides districts with guidance on responding to chronic absetneeism and includes sample corrective action plan templates.

The ESSA Target: State Average for Grades Served column is the target used for ESSA accountability purposes. It reflects the statewide average for students in the grades offered by the school. Each student group has the same target based on all students, so the same ESSA Target will appear for all student groups. The last column shows whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").



Performance Measure	2021-22	2022-23	2023-24
Chronic Absenteeism Rate	15.8%	20.5%	14.5%
ESSA Target (State Average for Grades Served)	15.9%	14.4%	13.3%
Met ESSA Target	Met	Not Met	Not Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%

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Student Group	# of Students Chronically Absent	% of Students Chronically Absent	Requires Corrective Action Plan: Schoolwide Rate is 10% or higher	ESSA Target: State Average for Grades Served	Met ESSA Target
Schoolwide	72	14.5%	Yes	13.3%	Not Met
White	7	13.0%		13.3%	Met
Hispanic	33	15.4%		13.3%	Not Met
Black or African American	20	12.6%		13.3%	Met
Asian, Native Hawaiian, or Pacific Islander	8	15.7%		13.3%	Not Met
American Indian or Alaska Native	*	*		**	**
Two or More Races	*	21.4%		**	**
Female	*	17.6%			
Male	*	12.1%			
Non-Binary/Undesignated Gender	*	*			
Economically Disadvantaged Students	28	13.1%		13.3%	Met
Students with Disabilities	30	27.8%		13.3%	Not Met
Multilingual Learners	1	5.6%		**	**
Students Experiencing Homelessness	4	36.4%			
Students in Foster Care	*	*			
Military-Connected Students	*	*			
Migrant Students	*	*			

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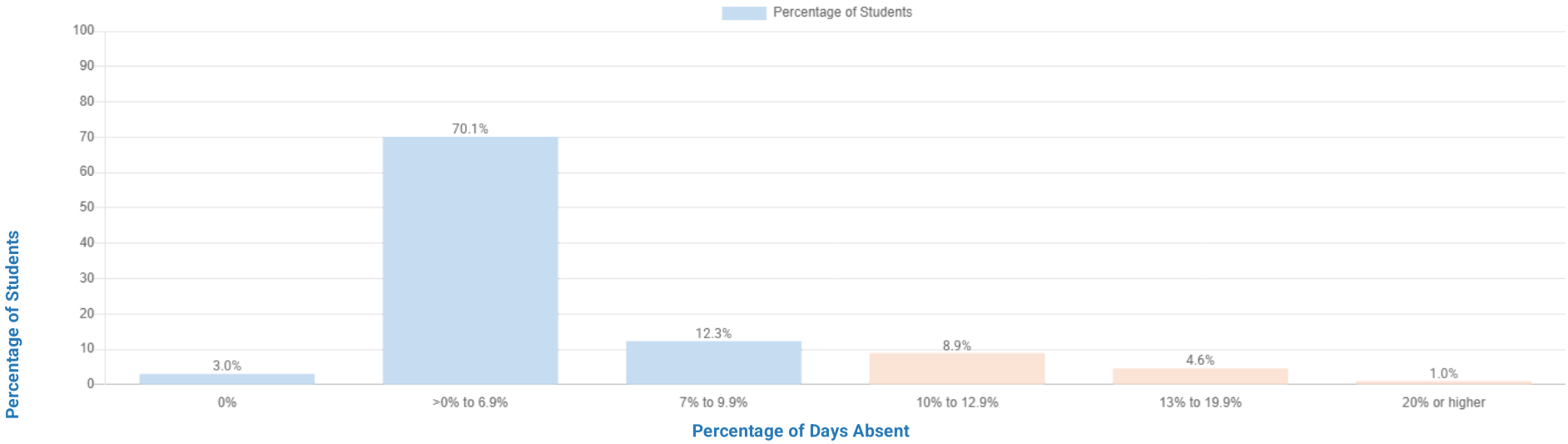
Climate and Environment

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 NJDOE used input from stakeholders to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Percentage of Days Absent

This graph shows the percentage of K-12 students by the percentage of days enrolled that the students were absent during the school year. The last three bars, 10% to 12.9%, 13% to 19.9%, and 20% or higher represent students who were chronically absent.



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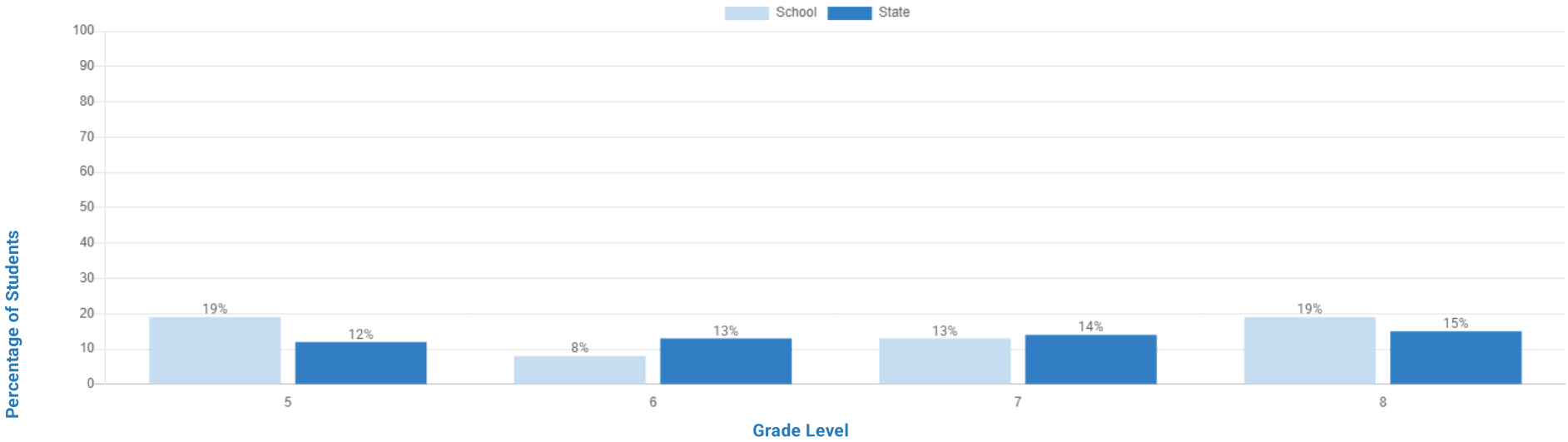
Chronic Absenteeism by Grade

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



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Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	1
Vandalism	0
Substances	4
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	2.07

Police Notifications

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

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

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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 (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	3	0	3
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	1	1
Other	0	1	1
No Identified Nature	4		4

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Student Disciplinary Removals: By Student Group

This table shows the number and percentage of students who received in-school suspensions, out-of-school suspensions, removals to other educational programs, and expulsions by student group. Information on disciplinary actions is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended the school are included in the disciplined student counts. The data used to determine student demographic information, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students schoolwide received a type of disciplinary action to protect student privacy.

Student Group	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Schoolwide	3	1%	17	3%	20	4%	1	0%	0	0%
White	<5	<5.00%	2	3%	2	3%	<5	<5.00%	0	0%
Hispanic	<5	<5.00%	7	3%	9	4%	<5	<5.00%	0	0%
Black or African American	<5	<5.00%	5	3%	5	3%	<5	<5.00%	0	0%
Asian	<5	<5.00%	2	4%	2	4%	<5	<5.00%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
Two or more races	<5	<5.00%	0	0%	1	8%	<5	<5.00%	0	0%
Female	*	<5.00%	*	2%	*	3%	*	<5.00%	*	0%
Male	*	<5.00%	*	4%	*	5%	*	<5.00%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	<5	<5.00%	14	5%	15	5%	<5	<5.00%	0	0%
Students with disabilities	<5	<5.00%	4	4%	5	5%	<5	<5.00%	0	0%

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Student Disciplinary Removals: By Grade Level

This table shows the number and percentage of students who received in-school suspensions, out-of-school suspensions, removals to other educational programs, and expulsions by grade level. Information on disciplinary actions is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended the school are included in the disciplined student counts. The data used to determine student grade level, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students schoolwide received a type of disciplinary action to protect student privacy.

Grade	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Schoolwide	3	1%	17	3%	20	4%	1	0%	0	0%
5	<5	<5.00%	1	1%	2	2%	<5	<5.00%	0	0%
6	<5	<5.00%	5	4%	5	4%	<5	<5.00%	0	0%
7	<5	<5.00%	8	6%	8	6%	<5	<5.00%	0	0%
8	<5	<5.00%	3	2%	5	4%	<5	<5.00%	0	0%

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Students Involved in Police Notifications: By Student Group

This table shows the number and percentage of students who were involved in at least one incident that led to police notification by student group. Information on police notifications is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended the school are included in the counts of students involved in incidents leading to police notification. The data used to determine student demographic information, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students schoolwide were involved to protect student privacy.

Student Group	# of Students involved in at least one incident	% of Students involved in at least one incident	# of Students involved in at least one violent incident	% of Students involved in at least one violent incident	# of Students involved in at least one vandalism incident	% of Students involved in at least one vandalism incident	# of Students involved in at least one substance related incident	% of Students involved in at least one substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in at least one weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in at least one HIB incident	# of Students involved in at least one other incident type	% of Students involved in at least one other incident type
Schoolwide	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%
Male	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with disabilities	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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Students Involved in Police Notifications: By Grade Level

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Grade	# of Students involved in at least one incident	% involved in an incident	# of Students involved in at least one violent incident	% of Students involved in a violent incident	# of Students involved in at least one vandalism incident	% of Students involved in a vandalism incident that led to police notification	# of Students involved in at least one substance related incident	% of Students involved in a substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in a weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in an HIB incident that led to police notification	# of Students involved in at least one other incident type	% of Students involved in an other incident type
Schoolwide	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
5	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
6	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
7	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
8	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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Students Arrested by Type of Incident Leading to Arrest: By Student Group

This table shows the number and percentage of students in select student groups who were involved in at least one incident that led to their arrest. Information on arrests is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended the school are included in the arrested student counts. The data used to determine student demographic information, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students schoolwide were involved to protect student privacy.

Student Group	# of Students Arrested	% of Students Arrested	# of students involved in at least one violent incident that led to arrest	% of students involved in a violent incident that led to arrest	# of students involved in at least one vandalism incident that led to arrest	% of students involved in a vandalism incident that led to arrest	# of students involved in at least one substance related incident that led to arrest	% of students involved in a substance related incident that led to arrest	# of students involved in at least one weapons related incident that led to arrest	% of students involved in a weapons related incident that led to arrest	# of students involved in at least one HIB incident that led to arrest	% of students involved in an HIB incident that led to arrest	# of students involved in at least one other type of incident that led to arrest	% of students involved in an other type of incident that led to arrest
Schoolwide	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%
Male	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with disabilities	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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Students Arrested by Type of Incident Leading to Arrest: By Grade Level

This table shows the number and percentage of students in each grade level who were involved in at least one incident that led to their arrest. Information on arrests is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended the school are included in the arrested student counts. The data used to determine student grade level, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students schoolwide were involved to protect student privacy.

Grade	# of Students Arrested	% of Students Arrested	# of Students involved in at least one violent incident that led to arrest	% involved in a violent incident that led to arrest	# of Students involved in at least one vandalism incident that led to arrest	% involved in a vandalism incident that led to arrest	# of Students involved in at least one substance related incident that led to arrest	% involved in a substance related incident that led to arrest	# of Students involved in at least one weapons related incident that led to arrest	% involved in a weapons related incident that led to arrest	# of Students involved in at least one HIB incident that led to arrest	% involved in an HIB incident that led to arrest	# of Students involved in at least one other type incident that led to arrest	% involved in an other type incident that led to arrest
Schoolwide	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
5	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
6	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
7	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
8	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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School Days Missed due to Out-of-School Suspensions

This table shows the total number of days missed due to out-of-school suspension for all students during the school year.

School Days Missed due to Out-of-School Suspensions
51

Report Key:
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Climate and Environment

School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs. 45 Mins.
Full Time - Instructional Time	5 Hrs. 50 Mins.
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in grades PK-12 per device, including devices designated for instruction, testing, and remote learning. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for online testing and digital learning in grades PreK through 12. This information comes from the elective NJTRAx survey and reflects data submitted as of October 2024, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low student to device ratio due to this policy decision.

School Year	Student to Device Ratio
2023-2024	1:1

Student Access to Technology and Internet

The NJDOE collects information on student device types, device owners, and internet connectivity. Reports about student access to technology and internet connectivity can be found on the NJDOE website.

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Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:
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
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the *ESSA* Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.
Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.
Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Teachers – Experience

This table shows information about the experience and professional qualifications of teachers. Out-of-field teachers are teachers who are potentially teaching outside of their area of certification. Teachers with provisional certifications are fully certified novice teachers of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification. The New Jersey Department of Education does not issue emergency instructional certificates for teachers. Additional data on the professional qualifications of teachers and administrators, broken down by schools with high or low economically disadvantaged populations, is available on the School Performance Staff page.

Category	Teachers in School	Teachers in State
Total Number of teachers	61	119,239
Average years experience in public schools	11.3	12.6
Average years experience in district	10.0	11.3
Number of Teachers with 4 or more years experience in the district	48	87,243
Percentage of Teachers with 4 or more years experience in the district	80.0%	73.6%
Number of out-of-field teachers	6	2,931
Percentage of out-of-field teachers	9.8%	2.5%
Number of Teachers with Provisional Credentials	12	9,065
Percentage of Teachers with Provisional Credentials	19.7%	7.6%

Administrators – Experience

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

Category	Admin. in School	Admin. in State
Total Number of administrators	3	10,170
Average years experience in public schools	7.7	16.2
Average years experience in district	4.3	12.5
Number of Administrators with 4 or more years experience in the district	1	7,734
Percentage of Administrators with 4 or more years experience in the district	33.3%	76.8%

Staff Counts

This table shows the number of staff members assigned to the school, district, and state across several staff categories. The staff counts in this table reflect data submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Additionally, some staff members may be assigned to the district only but work in multiple schools in the district. In these cases, the table may show 0 staff members assigned to the school, even though there are district staff members working in the school. The School Safety Specialists data is based on data submitted by districts in the CDS system and is not available at the school level because it is a district assigned position.

Staff Category	School: Total Staff Members	District: Total Staff Members	State: Total Staff Members
Teachers	61	384	119,239
Administrators	3	42	10,170
Librarians/Media Specialists	1	3	1,160
Nurses	1	8	3,025
School Counselors	1	12	4,673
Child Study Team Members	7	40	9,654
School Psychologists	1	10	2,185
School Social Workers	1	10	2,750
Student Assistance Coordinators	N	1	400
School Safety Specialists	N	1	681

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

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:
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
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the *ESSA* Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.
Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.
Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. The ratios are based on data submitted by districts to NJ SMART and are not based on staff full-time equivalent (FTE). The School Safety Specialists data is based on data submitted by districts in the CDS system and is not available at the school level because it is a district assigned position.

Ratio	School Ratio	District Ratio
Students to Teachers	8:1	10:1
Students to Administrators	161:1	89:1
Teachers to Administrators	20:1	9:1
Students to Librarians/Media Specialists †	484:1	1251:1
Students to Nurses †	484:1	469:1
Students to Counselors †	484:1	313:1
Students to Child Study Team Members †,††	14:1	19:1
Students to School Psychologists †	484:1	375:1
Students to School Social Workers †	484:1	375:1
Students to Student Assistance Coordinators †	N	3753:1
Students to School Safety Specialists †		3753:1

† In some districts, staff members in these roles who work in multiple schools may be assigned only to the district and not to individual schools. As a result, a School Ratio may show N, but there may be district assigned staff working in the school

†† Child Study Team members include school psychologists, school social workers, and learning disabilities teacher consultants, also note that the ratio compares Students with Disabilities instead of all students.

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group. To protect student and staff privacy, gender percentages may show a range, depending on the overall school population size.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	45.0%	75-80%	*	48.0%	77.0%	57.0%
Male	55.0%	20-25%	*	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤5%	*	≤1%	≤1%	≤1%
White	10.3%	55.7%	33.3%	38.2%	81.8%	74.5%
Hispanic	44.0%	18.0%	0.0%	34.0%	8.6%	8.6%
Black or African American	31.8%	19.7%	66.7%	14.2%	6.4%	14.4%
Asian	9.7%	6.6%	0.0%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.6%	0.0%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.8%	0.0%	0.0%	0.2%	0.4%	0.5%
Two or More Races	2.7%	0.0%	0.0%	3.1%	0.3%	0.4%

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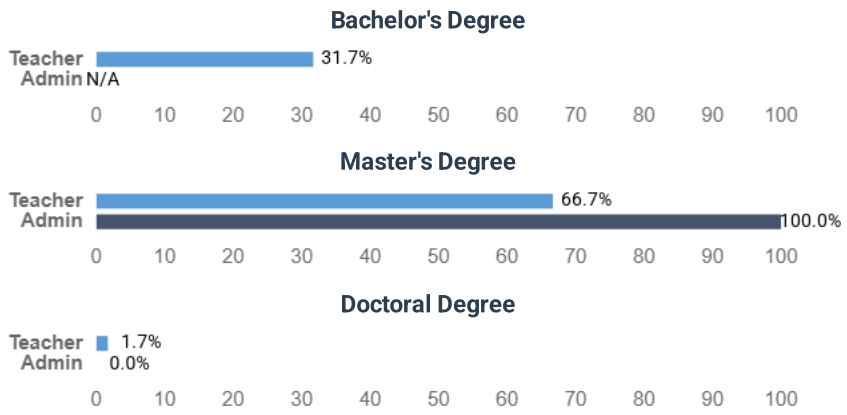
Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:
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
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the *ESSA* Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.
Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.
Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Teachers and Administrators - Level of Education

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



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

This table shows the percentage of teachers and administrators assigned to this district in 2022-23 that were still assigned to this district in 2023-24. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2022-23 Teachers: Same district 2023-24	96.3%	89.5%
2022-23 Administrators: Same district 2023-24	94.9%	87.9%

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Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:
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
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the *ESSA* Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.
Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.
Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Teachers by Subject Area

This table shows the counts of teachers by subject area with gender breakdown, experience, and level of education. The staff counts in this table reflect staff assignments as submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Note that some teachers may teach in multiple subject areas and may be counted more than once in this table, or they may only be counted in their primary subject area. Additionally, in many elementary schools, teachers are not assigned to specific subject areas, so they will appear in the Elementary (Not Subject Specific) category and not in the other subject areas, but that does not mean those subjects are not being taught in the school. Special Education and Bilingual teachers are generally assigned to a subject area and also either special education or bilingual, so those teachers will be counted in multiple subject areas.

Subject Area	Total Number of Teachers	% Female	% Male	% Non-binary or Undesignated Gender	% White	% Hispanic	% Black or African American	% Asian	% Native Hawaiian, Pacific Islander	% American Indian or Native American	% Two or More Races	% 4 or more years experience in the district	% Bachelor's Degree(Highest Degree)	% Master's Degree(Highest Degree)	% Doctoral Degree(Highest Degree)
Elementary (Not Subject Specific)	22	>80%	≤20%	≤20%	59.1%	18.2%	22.7%	0.0%	0.0%	0.0%	0.0%	86.4%	13.6%	81.8%	4.5%
English/Language Arts/Literacy	5	*	*	*	60.0%	20.0%	20.0%	0.0%	0.0%	0.0%	0.0%	80.0%	40.0%	60.0%	0.0%
English to Speakers of Other Languages	2	*	*	*	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%	0.0%
Mathematics	5	*	*	*	60.0%	0.0%	40.0%	0.0%	0.0%	0.0%	0.0%	80.0%	20.0%	80.0%	0.0%
Science	2	*	*	*	50.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Social Studies/History	3	*	*	*	33.3%	0.0%	33.3%	33.3%	0.0%	0.0%	0.0%	66.7%	33.3%	66.7%	0.0%
World Language	4	*	*	*	25.0%	50.0%	25.0%	0.0%	0.0%	0.0%	0.0%	66.7%	33.3%	66.7%	0.0%
Visual and Performing Arts	6	*	*	*	50.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	100.0%	66.7%	33.3%	0.0%
Health/Physical Education	4	*	*	*	75.0%	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%	75.0%	25.0%	0.0%
Family & Consumer Sciences	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Computer Science/IT	1	*	*	*	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Industrial Arts	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Career and Technical Education	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Special Education	17	>80%	≤20%	≤20%	70.6%	11.8%	17.6%	0.0%	0.0%	0.0%	0.0%	94.1%	17.6%	82.4%	0.0%
Bilingual	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%

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Accountability

New Jersey's Every Student Succeeds Act (ESSA) Accountability System New Jersey's school accountability system identifies schools in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). Based on New Jersey's approved ESSA state plan, NJDOE will identify schools in the following four federal categories every three years:

- **Comprehensive Support and Improvement (CSI): Overall Low Performing:**
  - Title I schools with a summative score in the bottom 5% of Title I schools.
- **Comprehensive Support and Improvement (CSI): Low Graduation Rate:**
  - All high schools with a four-year graduation rate of 67% or less
- **Additional Targeted Support and Improvement: Low Performing Student Group (ATSI):**
  - All schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
- **Comprehensive Support and Improvement (CSI): Chronically Low Performing:**
  - Title I schools identified as Additional Targeted Support and Improvement; Low Performing Student Group (ATSI) that are identified for three or more consecutive years, i.e., ATSI schools that do not meet exit criteria.

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

- **Targeted Support and Improvement: Consistently Underperforming Student Group (TSI):**
  - All schools with one or more student groups that missed annual targets or standards for all indicators for two years in a row

For purposes of ESSA accountability, only schools and student groups with data for 20 or more students are included in calculations.

The NJDOE identified schools for CSI and ATSI status in fall 2023 based on data from the 2022-2023 school year, so the NJDOE did not identify schools for CSI or ATSI status based on 2023-2024 school year data. The NJDOE only identified schools for TSI status based on data from the 2023-2024 school year.

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, how federal accountability status is determined, and additional data, see the NJDOE accountability page.

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Accountability

ESSA Accountability Status

The table below provides the school's federal school status for the 2025-26 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the NJDOE Accountability page includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

Status for 2025-26 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Pacific Islander, Native Hawaiian	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: Multilingual Learners	

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

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. **ELA and Math Proficiency:** Percentage of students who met or exceeded expectations on statewide assessments (NJSLA or DLM) **ELA and Math Growth:** For 2022-23 and 2023-24, this data reflects median student growth percentiles (mSGPs). For 2021-22, this data shows the Relative School Improvement Measure (RSIM), which was based on aggregate scale score improvement on the statewide assessments in ELA and mathematics (NJSLA), when comparing prior year performance to 2021-22 performance. **Four- and five-year graduation rates:** The federal adjusted cohort graduation rate. Prior year graduation rates are used for ESSA Accountability, so the graduation rates shown for 2023-2024 represent the Cohort 2023 4-year and Cohort 2022 5-year rates. **Progress toward English Language Proficiency:** The percentage of multilingual learners who demonstrated the expected amount of growth on the ACCESS for ELLs Assessment for English language proficiency. **Chronic absenteeism:** The percentage of K-12 students who were absent for 10% or more of the days enrolled during the school year.

Important Note for 2023-24: The growth measure used for 2021-22 was an alternate measure used because median student growth percentiles were not available for 2021-22. The NJDOE resumed using mSGPs in 2022-2023, so 2021-22 growth data should not be compared to other years.

ESSA Acountability Indicator	2021-22	2022-23	2023-24
ELA Proficiency	49.9%	53.2%	45.8%
Math Proficiency	28.5%	30.3%	32.6%
ELA Growth†	77	47	42
Math Growth†	69	45	46
4-Year Graduation Rate (Prior Year)††	N	N	N
5-Year Graduation Rate (Prior Year)††	N	N	N
Progress toward English Language Proficiency	41.7%	40.0%	63.6%
Chronic Absenteeism	15.8%	20.5%	14.5%

†An alternate measure of growth was used for the 2021-2022 school year because median student growth percentiles were not available.
††The graduation rates in this table reflect the rates used for the accountability process for the given year, which are the rates from the prior school year.

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Accountability

Accountability Indicator Scores and Summative Ratings - 2023-24 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state.

Schools are only identified for comprehensive support and improvement every three years. The NJDOE identified schools for support based on data from the 2022-2023 school year, so schools will not be identified for comprehensive support based on data from the 2023-2024 school year. As a result, this table will not flag whether schools met the identification criteria for comprehehensive support and improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see the NJDOE Accountability page.

ESSA Accountability Indicator	Actual Performance	Indicator Score	Weight
ELA Proficiency	45.8%	45.69	17.5%
Math Proficiency	32.6%	37.37	17.5%
ELA Growth	42	19.64	25.0%
Math Growth	46	30.12	25.0%
4-Year Graduation Rate (Prior Year)†	N	N	N
5-Year Graduation Rate (Prior Year)†	N	N	N
Progress toward English Language Proficiency	63.6%	**	**
Chronic Absenteeism	14.5%	37.08	15.0%
Summative Score	32.5		
Summative Rating (Percentile Rank)	21.5		
Comprehensive Support: Overall Low Performing	N/A		
Comprehensive Support: Low Graduation Rate	N/A		

† Weights indicated by this symbol were adjusted due to data availability.

††A modified summative score was calculated using only available data.

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Accountability

Accountability Summary by Student Group - 2023-24 School Year

The NJDOE is required under ESSA to identify schools for Targeted Support and Improvement (TSI) annually and for Additional Targeted Support and Improvement (ATSI) every three years. Both TSI and ATSI identifications are based on how student groups within schools perform. Schools are identified for ATSI if they have at least one student group that has a summative score that would be in the bottom 5% of Title I schools if it was its own school. Schools are identified for TSI if they have at least one student group that missed annual targets or standards for all indicators for two years in a row. Only student groups that have data for at least 20 students are included in the accountability determinations.

The NJDOE identified schools for ATSI status based on data from the 2022-2023 school year, so schools will not be identified for ATSI status based on data from the 2023-2024 school year. The table below will show the summative score for each student group, but it will not show a cut-off score or indicate that a student group has been identified for ATSI status since it is not an identification year.

Schools will be identified for TSI status based on data from the 2023-2024 school year, since that is required annually. The remaining columns in the table show whether each student group met annual targets or standards for all indicators for the 2023-24 school year. If at least one student group did not meet all targets and also did not meet all targets in the 2022-23 school year, then the school will be identified as requiring TSI.

For more information about accountability determinations, indicators, and annual targets, see the NJDOE Accountability page.

Student Group	Summative Score	Summative Score Cut-Off for Additional Targeted Support	Requires Additional Targeted Support: Low Performing Student Group	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	4-Year Graduation Rate	5-Year Graduation Rate	Progress toward English Language Proficiency	Chronic Absenteeism	Requires Targeted Support: Consistently Underperforming Student Group
Schoolwide				Not Met	Met Target	Met Standard	Met Standard	N	N	**	Not Met	No
White	52.37			Met Target†	Met Target	Met Standard	Met Standard	N	N		Met	No
Hispanic	29.65			Not Met	Met Target	Not Met	Met Standard	N	N		Not Met	No
Black or African American	28.67			Not Met	Met Target†	Met Standard	Met Standard	N	N		Met	No
Asian, Native Hawaiian, or Pacific Islander	47.67			Met Target†	Met Target†	Met Standard	Met Standard	N	N		Not Met	No
American Indian or Alaska Native	**			**	**	**	**	N	N		**	No
Two or More Races	**			**	**	**	**	N	N		**	No
Economically Disadvantaged Students	48.23			Not Met	Met Target†	Met Standard	Met Standard	N	N		Met	No
Students with Disabilities	21.27			Not Met	Not Met	Not Met	Not Met	N	N		Not Met	No
Multilingual Learners	50.67			Met Target	Met Target	Met Standard	Met Standard	N	N	**	**	No

†Target was met within a confidence interval.

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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. Please note that the narrative is optional, so only categories in which the district chose to share information will be displayed. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:

- Benjamin Franklin MS celebrates our rich and diverse community by engaging in social and emotional learning and culturally enriching experiences that align with many cultures of our community.
- Benjamin Franklin Middle School celebrates learning across diverse learning curricula. Students learn through engaging activities and find opportunities to strengthen school relations.
- Benjamin Franklin Middle School launched several new clubs and organizations during the past academic years. Students were introduced to Botany/Horticulture, GSA, and Coding.

Mission, Vision, Theme:

Mission: Benjamin Franklin Middle School strives to create a nurturing, inclusive, diverse, and culturally responsive community of care. All backgrounds and abilities are embraced and supported to build a culture of respect, resilience, and academic excellence for all. Vision: Providing students with an exceptional, inclusive, and competitive education that will prepare each of them for their tomorrow...TODAY!

Awards, Recognition, Accomplishments:

Benjamin Franklin Middle School continues to partner with third-party stakeholders to support our school. This year, we continued the work with Teaneck Creek Conservancy to support learning around water testing and macroinvertebrates. We also successfully participated in a residency art program funded by the Bergen County Arts Commission through Teaneck Creek Conservancy. We continue to work with several colleges and universities in the northeast. Currently, we have students involved in extended learning opportunities at Fairleigh Dickerson University and Princeton University, focusing on STEAM-relevant curricula and mentoring for young men. During the 2024-2025 school year, we entered into our 3rd year of a grant with the New Jersey Coalition of Inclusive Education (NJCIE) to support our inclusion initiative and increase LRE (Least Restrictive Environment) for our learners with IEPs.

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Courses, Curriculum, Instruction:

Our language arts curriculum fosters the growth of critical readers, articulate speakers, and thoughtful writers. Benjamin Franklin Middle School students read a proper balance of informational and literary text. The Eureka Math curriculum was introduced this year. Eureka Math is a rigorous math program that evokes intellectual curiosity in stGo Math and Connected Math are the primary resources. Benjamin Franklin Middle School implemented the NGSS in science classes and introduced the Savas Science program for the 2023-2024 school year. The encore classes (physical education, art, music, instrumentals, music tech, dance, theater, creative writing, French, Spanish, and technology) provide students an opportunity to expand their creativity and explore their interests.

Sports and Athletics:

Sports Offered: Baseball (Boys & Girls), Basketball (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Skiing (Boys & Girls), Soccer (Boys & Girls), Track and Field - Spring (Boys & Girls), Volleyball (Boys & Girls)

The Middle School sports program continues to thrive this school year. Benjamin Franklin Middle School students are able to participate in girls' and boys' basketball, baseball, cross-country track, and soccer teams and play other schools in Bergen County. Our intramural program provides activities such as indoor soccer, volleyball, basketball, cheerleading, kickball, wiffleball, and other games to grades 5-8 once a week for 45 minutes after school.

Clubs and Activities:

Benjamin Franklin Middle School has the following clubs: I-TEAM (Positive Influence Team) the STEM (Robotics, Makerspace, Coding) Club, BF Achievers (7/8 Boys group), 5th and 6th Grade Band, Chorus, Botany Club, Chess Club, Computer Club, Drama Club, DREAMS, Environmental Science Club, Film Critics, Gay-Straight Alliance, National Junior Honor Society, the Empower Book Club, Newspaper Club, Orchestra, Physical Education Intramurals, Spanish Club, Student Council, Student Service, and Yearbook. We also have a Sunshine Club for staff members to celebrate and acknowledge births, weddings, engagements, family losses, and staff illness.

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Narrative

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Before and After School Programs:

The Benjamin Franklin Middle School Program provides an opportunity for early drop-off at 7:30 am, daily. The program is open to all students, whether or not they buy breakfast. The breakfast Program is supervised by staff members. We also have a Title One before and after school program, entitled BFAST, which focuses on providing additional support in language arts, math, science, and social studies, and also offers an enrichment (coding) component.

Staff and Professional Learning:

Benjamin Franklin Middle School staff members generally meet at least once a week for professional learning. Staff members participated in professional learning communities (PLCs) related to but not limited to the following topics: Teacher Clarity, Eureka Math, Savas, technology incorporation, Social-emotional learning, differentiation of instruction, strategies for active student engagement, staff engagement, assessment, social-emotional learning, cross-curricular incorporation of literacy strategies, integration of math strategies, data analysis/ disaggregation, and content specific training. PLCs meet at least twice monthly when staff members work collaboratively on tasks to support our instructional program. Staff members also meet with Supervisory staff and plan within their content with teachers from Thomas Jefferson Middle School.

Student Supports and Services:

ELLs received daily ESL instruction daily. The ESL program lessons were aligned with the WIDA standards in the four domains and CCCS. Benjamin Franklin Middle School Counseling Office offers support to learners in all grades. We currently have two Counselors and a Behaviorist to support all grades. The BFMS Counseling Office offers many third-party services to students and families. The Child Study Team is responsible for receiving referrals for evaluations to determine eligibility for Special Education and Related Services, providing case management, and serving as liaisons between teachers, administrators, and parents. Our CST also provides direction, suggestions, and support for learners needing Paraprofessionals to support their Individualized Educational Plans (IEP).

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Student Health and Wellness:

Students participate in a physical education and health curriculum that helps students gain the knowledge, skills, and behaviors necessary to foster a healthy and active lifestyle. Students participate in a variety of individual and team sports activities as well as fitness assessments, cooperative and team-building games. The health curriculum includes such topics as mental/social health, nutrition, drug/alcohol education, anti-bullying, sexuality, and family life. Benjamin Franklin Middle School 6th graders have the opportunity to host the Heroes and Cool Kids program from Teaneck High School. High school students speak to the 6th graders about their experiences as middle schoolers and what to expect in high school.

Parent and Community Involvement:

The BFPTA organizes fundraisers to support programs, field trips, fall festival, new student orientation, provide additional services to students who have needs, and fund classroom/school projects. The BFPTA also offers educational opportunities for students and families by providing informational parent sessions. Benjamin Franklin Middle School has several parent events including Multicultural Night and a Parent Appreciation ceremony. Parents and students can access grades online. Weekly correspondence is emailed to families in our Tuesday/Weekly Flyers. Teaneck Public Schools along with BFPTA will host a family engagement event this school year.

Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers. Benjamin Franklin Middle School's I-Team is composed of students in 6-8th grade. They serve as peer models and develop and implement monthly programs that promote character development and social-emotional learning. Survey data related to school culture and climate were used to guide activities and programs for the school year. Members of the I-Team applied for and received a Kids Kindness grant to fund initiatives that promote acts of kindness schoolwide. The first annual Kindys Awards ceremony was held; students and teachers were celebrated for specific acts of kindness towards others. In addition, several strategies were utilized to promote positive student-teacher relationships, which the survey indicated was an issue in need of improvement. Faculty was encouraged to greet each student at the door, be intentional about connecting with a student with challenges, utilize SEL resources, and more. Adult SEL was also promoted.

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Facilities:

The facilities at Benjamin Franklin Middle School continue to experience upgrades to support teaching, learning, and collaboration between learners and staff. The school has added three pianos (2 Baby Grands in the school's lobby/Upright in the school's cafeteria) to promote the arts and music therapy. A new faculty lounge was introduced during the school year, featuring new furniture, a kitchen, a new refrigerator, and a microwave. The lounge was also painted. Benjamin Franklin Middle School also added a new student-run store in the cafeteria to support financial literacy. The cafeteria was upgraded to include newly painted walls a new mural to celebrate the school's diversity.

School Safety:

Benjamin Franklin Middle School's safety committee regularly meets to analyze safety procedures and make updated recommendations as necessary. Benjamin Franklin Middle School also has a school safety officer who works closely with the administration, the nurse, and the safety committee to ensure students are safe and protected. A Threat Assessment Team has been assembled to support the School Safety Team. This year, the school transitioned to the K12 Standard Response Protocol and provided training for staff to this universal language of navigating emergencies at Benjamin Franklin Middle School.

Technology and STEM:

Benjamin Franklin Middle School offers 1:1 devices to grades 7-8 students. Students in grades 5-6 have access to a Chromebook Cart on a rotating basis to support instruction. Teachers can also access multimedia projectors and document cameras for their instructional use. Many teachers utilize Google Suite as an online platform and now use Link It as an universal screener, IXL, and other online portals to supplement instructional practices. The school has installed Promethean Boards to support 21st-century teaching and learning. Nearly 95% of all instructional spaces have a Promethean Boards.

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Other Information:

Benjamin Franklin Middle School has multiple assemblies to address SEL including internet safety, Hispanic Heritage Month, Black History Month, and a Tribute to the Elders (a truly powerful event). Many other events include Night at the Museum, an evening for families and students to experience Black History in a student-created museum. Other monthly celebrations include LBGTQIA+ Month, Native American Heritage Month, Women's History Month, and other events to support a community that is culturally responsive.