# James Russell Lowell Elementary School (03-5150-130)

**2023-2024**

County: Bergen
District: Teaneck School District
1025 Lincoln Place
Teaneck, NJ 07666

Principal: Mr. Pedro Valdes III
School Website
201-833-5550

**304**
**Total Students**

**KG-04**
**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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** Accountability calculations require 20 or more students
**N** No Data is available to display
† This indicates a table specific note,see note below table

# 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. Pedro Valdes III |
| Address | 1025 Lincoln Place, Teaneck, NJ 07666 |
| Phone Number | 201-833-5550 |
| Email Address | pvaldes@teaneckschools.org |
| Website | www.teaneckschools.org/lowellelementaryschool_home.aspx |

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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 |
|---|---|---|---|
| KG | 28 | 19 | 44 |
| 1 | 64 | 71 | 40 |
| 2 | 68 | 64 | 72 |
| 3 | 81 | 81 | 70 |
| 4 | 73 | 86 | 78 |
| Total | 314 | 321 | 304 |

## 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 | 44.0% | 45.0% | 45.0% |
| Male | 56.0% | 55.0% | 55.0% |
| Non-Binary/Undesignated Gender | ≤1% | ≤1% | ≤1% |
| Economically Disadvantaged Students | 30.3% | 43.6% | 47.4% |
| Students with Disabilities | 22.6% | 22.1% | 18.4% |
| Multilingual Learners | 7.0% | 5.0% | 7.2% |
| Students Experiencing Homelessness | 0.6% | 1.9% | 3.6% |
| Students in Foster Care | 0.0% | 1.2% | 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 | 10.5% | 10.0% | 10.9% |
| Hispanic | 45.5% | 47.7% | 46.7% |
| Black or African American | 28.7% | 28.3% | 28.3% |
| Asian | 12.1% | 10.0% | 8.6% |
| Native Hawaiian or Pacific Islander | 0.6% | 1.2% | 1.6% |
| American Indian or Alaska Native | 1.3% | 0.9% | 1.6% |
| Two Or More Races | 1.3% | 1.9% | 2.3% |

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## Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

| Grade | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 28 | 19 | 44 |

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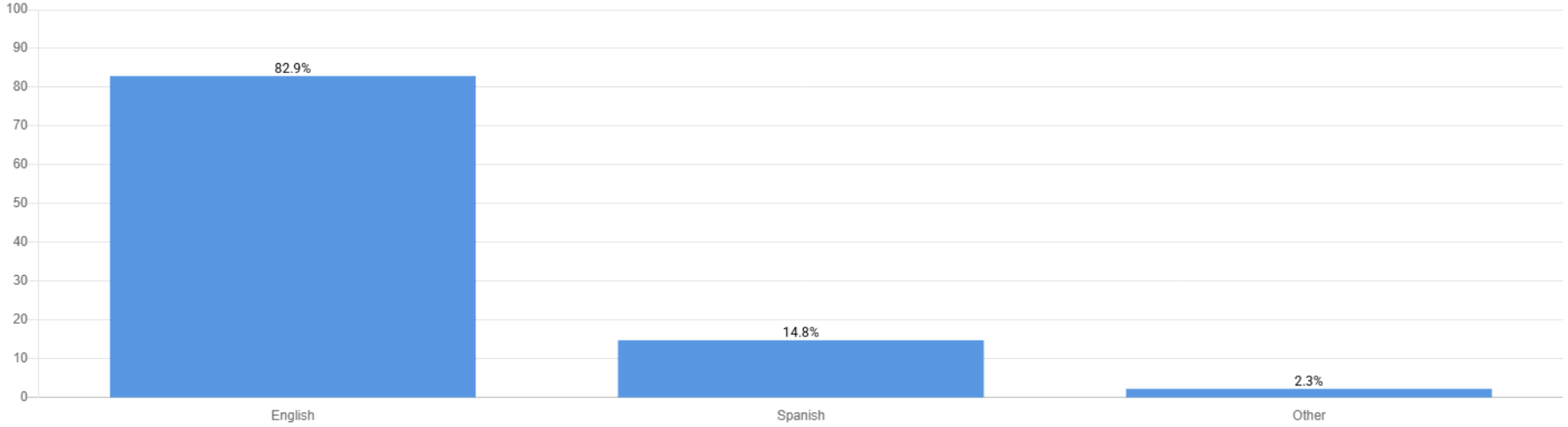
## Enrollment by Home Language

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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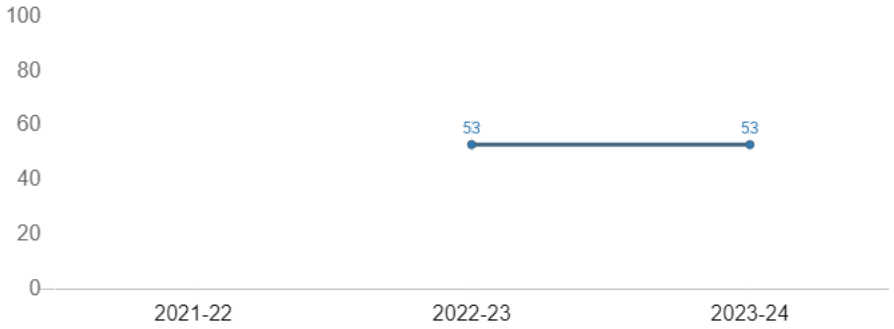
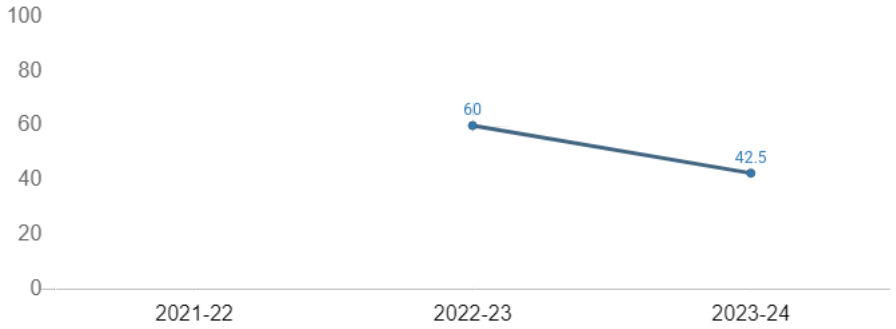
### ELA Median Student Growth Percentile




### 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 | | 53 | 53 | | 60 | 42.5 |
| Met Standard (40-59.5)? | | Met Standard | Met Standard | | Exceeds 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 | 53 | 46 | 50 | Met Standard | 42.5 | 41 | 50 | Met Standard |
| White | * | 49.5 | 50 | ** | * | 45 | 51 | ** |
| Hispanic | 39 | 44 | 49 | Not Met | 31 | 38 | 48 | Not Met |
| Black or African American | 60 | 46 | 47 | Exceeds Standard | 50 | 46 | 46 | Met Standard |
| Asian, Native Hawaiian, or Pacific Islander | * | 52 | 59 | ** | * | 41 | 60 | ** |
| American Indian or Alaska Native | N | * | 50 | ** | N | * | 50 | ** |
| Two or More Races | * | 41 | 50 | ** | * | 34 | 51 | ** |
| Female | 52.5 | 46 | 52 | | 48.5 | 41 | 50 | |
| Male | 58.5 | 45 | 48 | | 34.5 | 41 | 50 | |
| Non-Binary/Undesignated Gender | N | N | 44 | | N | N | 45.5 | |
| Economically Disadvantaged Students | 50 | 48 | 48 | Met Standard | 31.5 | 38 | 48 | Not Met |
| Students with Disabilities | * | 38 | 43 | ** | * | 38 | 44 | ** |
| Multilingual Learners | * | 46.5 | 50 | ** | * | 45 | 50 | ** |
| 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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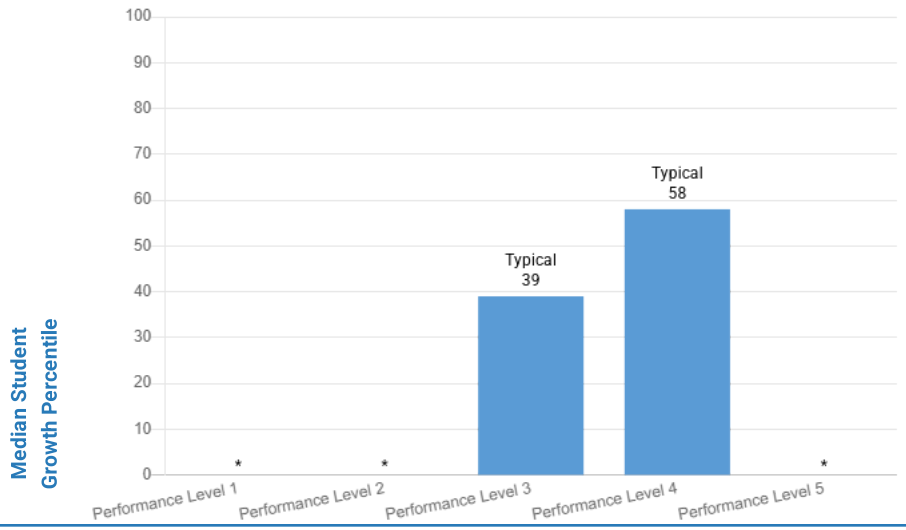
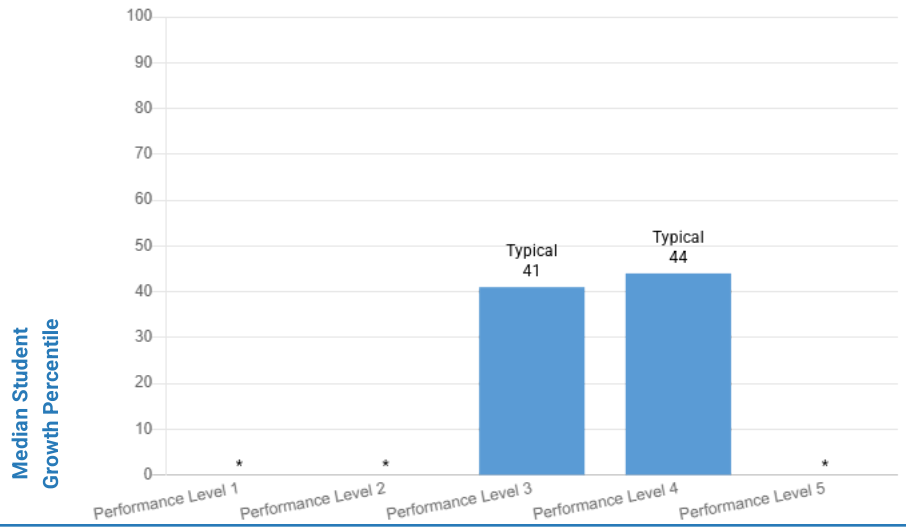
## Student Growth by Performance Level

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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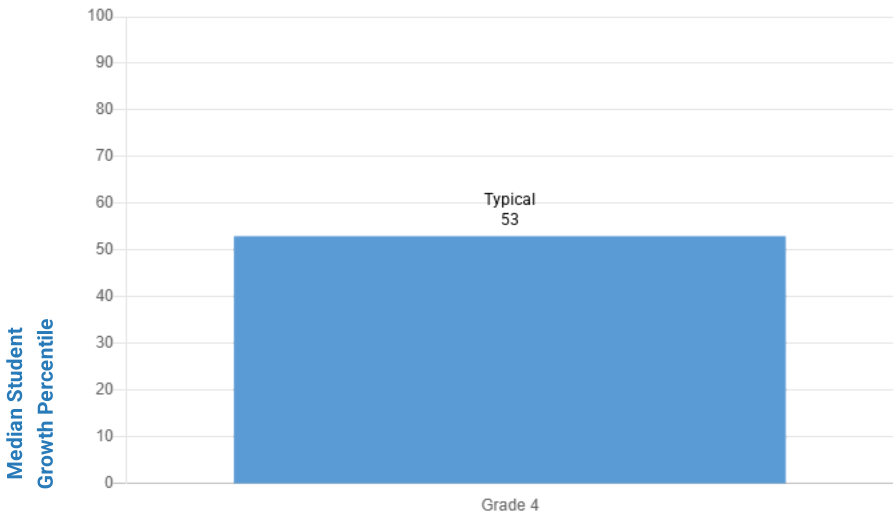
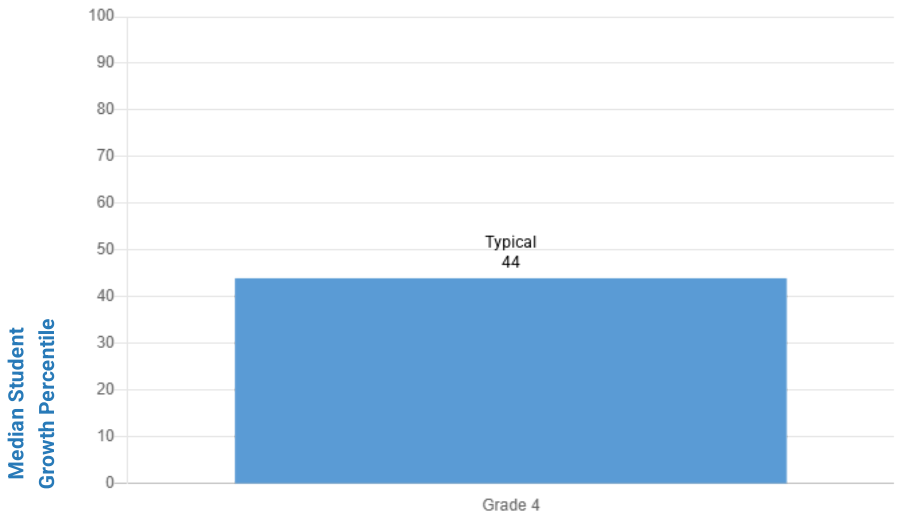
## Student Growth by Grade

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

### ELA




### Math



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# Academic Achievement

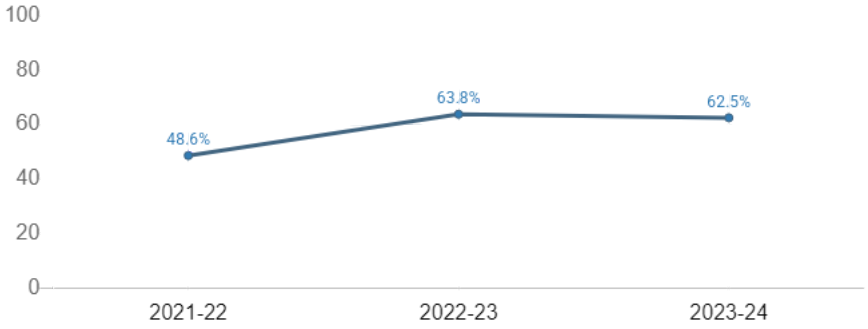
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the NJDOE's Assessment page.

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.

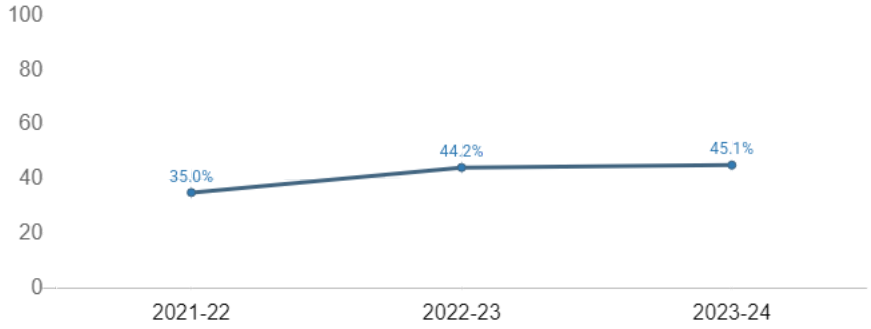
## English Language Arts and Mathematics Performance Trends

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 | 96.7% | 97.6% | 99.3% | 96.8% | 97.6% | 98.7% |
| Proficiency Rate for Federal Accountability | 48.6% | 63.8% | 62.5% | 35.0% | 44.2% | 45.1% |
| Annual Target | 51.0% | 52.8% | 65.0% | 53.4% | 55.1% | 46.1% |
| Met Annual Target? | Met Target† | Met Target | Met Target† | 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 | 144 | 99.3% | 62.5% | 50.6% | 52.2% | 62.5% | 65% | Met Target† |
| White | 12 | 100% | 66.7% | 57.6% | 61.8% | 66.7% | ** | ** |
| Hispanic | 69 | 100% | 55.1% | 46.7% | 38% | 55.1% | 62.1% | Met Target† |
| Black or African American | 44 | 97.8% | 70.5% | 46% | 35.9% | 70.5% | 71.2% | Met Target† |
| Asian, Native Hawaiian, or Pacific Islander | 15 | 100% | 73.3% | 70.7% | 79.9% | 73.3% | ** | ** |
| American Indian or Alaska Native | * | * | * | 28.6% | 51.2% | * | ** | ** |
| Two or More Races | * | * | * | 67.4% | 59.4% | * | ** | ** |
| Female | * | 100% | 64.4% | 55.4% | 57.7% | 64.4% | | |
| Male | * | 98.7% | 60.6% | 46.1% | 47% | 60.6% | | |
| Non-binary/undesignated gender | * | * | * | * | 69.6% | * | | |
| Economically Disadvantaged Students | 65 | 98.5% | 55.4% | 44% | 34.6% | 55.4% | 65.8% | Not Met |
| Non-Economically Disadvantaged Students | 79 | 100% | 68.4% | 55% | 62.8% | 68.4% | | |
| Students with Disabilities | 30 | 100% | 33.3% | 18.1% | 19.8% | 33.3% | 32.9% | Met Target |
| Students without Disabilities | 114 | 99.2% | 70.2% | 59.2% | 59.4% | 70.2% | | |
| Multilingual Learners | 12 | 100% | 50% | 34.4% | 23.1% | 50% | ** | ** |
| Non-Multilingual Learners | 132 | 99.3% | 63.6% | 51.9% | 56.2% | 63.6% | | |
| 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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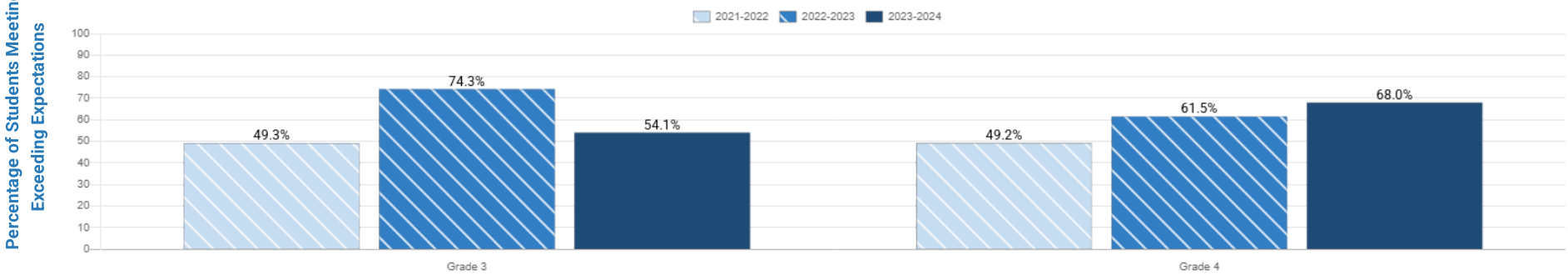
## English Language Arts Assessment - Performance Trends

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 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students 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 | 61 | 749 | 748 | 741 | 18% | 11% | 16% | 44% | 10% | 54% | 44% |
| White | * | * | 744 | 751 | * | * | * | * | * | * | 53% |
| Hispanic | 29 | 737 | 740 | 724 | 24% | 17% | 10% | 45% | 3% | 48% | 29% |
| Black or African American | 18 | 748 | 749 | 725 | 17% | 11% | 17% | 50% | 6% | 56% | 29% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 779 | 770 | * | * | * | * | * | * | 70% |
| American Indian or Alaska Native | * | * | * | 743 | * | * | * | * | * | * | 46% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Female | * | 745 | 750 | 746 | 23% | 13% | 13% | 42% | 10% | 52% | 48% |
| Male | * | 753 | 747 | 736 | 13% | 10% | 20% | 47% | 10% | 57% | 39% |
| Non-binary/undesignated gender | * | * | * | * | * | * | * | * | * | * | * |
| Economically Disadvantaged Students | 31 | 733 | 738 | 722 | 29% | 16% | 16% | 35% | 3% | 39% | 26% |
| Non-Economically Disadvantaged Students | 30 | 765 | 755 | 753 | 7% | 7% | 17% | 53% | 17% | 70% | 55% |
| Students with Disabilities | * | * | 715 | 710 | * | * | * | * | * | * | 18% |
| Students without Disabilities | * | 753 | 756 | 747 | 15% | 9% | 17% | 49% | 9% | 58% | 49% |
| Multilingual Learners | * | * | * | 704 | * | * | * | * | * | * | 13% |
| Non-Multilingual Learners | * | 751 | 750 | 746 | 18% | 11% | 18% | 44% | 11% | 54% | 48% |
| Students Experiencing Homelessness | * | * | * | 707 | * | * | * | * | * | * | 18% |
| Students in Foster Care | * | * | * | 711 | * | * | * | * | * | * | 18% |
| Military-Connected Students | * | * | * | 739 | * | * | * | * | * | * | 41% |
| Migrant Students | * | * | * | 688 | * | * | * | * | * | * | * |

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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.

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## English Language Arts Assessment - Performance By Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students 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 | 75 | 769 | 764 | 749 | 3% | 7% | 23% | 40% | 28% | 68% | 51% |
| White | * | * | 777 | 758 | * | * | * | * | * | * | 61% |
| Hispanic | 36 | 757 | 759 | 734 | 6% | 8% | 33% | 39% | 14% | 53% | 35% |
| Black or African American | 23 | 777 | 764 | 733 | 0% | 0% | 13% | 52% | 35% | 87% | 34% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 772 | 776 | * | * | * | * | * | * | 78% |
| American Indian or Alaska Native | * | * | * | 751 | * | * | * | * | * | * | 51% |
| Two or More Races | * | * | * | 757 | * | * | * | * | * | * | 60% |
| Female | * | 771 | 764 | 752 | 2% | 2% | 21% | 45% | 29% | 74% | 54% |
| Male | * | 766 | 764 | 745 | 3% | 12% | 24% | 33% | 27% | 61% | 48% |
| Non-binary/undesignated gender | * | * | * | * | * | * | * | * | * | * | * |
| Economically Disadvantaged Students | 29 | 760 | 755 | 731 | 7% | 14% | 10% | 52% | 17% | 69% | 32% |
| Non-Economically Disadvantaged Students | 46 | 774 | 770 | 760 | 0% | 2% | 30% | 33% | 35% | 67% | 63% |
| Students with Disabilities | 11 | 740 | 736 | 720 | 9% | 9% | 64% | 0% | 18% | 18% | 21% |
| Students without Disabilities | 64 | 774 | 771 | 755 | 2% | 6% | 16% | 47% | 30% | 77% | 57% |
| Multilingual Learners | * | * | 733 | 711 | * | * | * | * | * | * | 13% |
| Non-Multilingual Learners | * | 771 | 766 | 753 | 1% | 6% | 22% | 42% | 29% | 71% | 55% |
| Students Experiencing Homelessness | * | * | * | 719 | * | * | * | * | * | * | 20% |
| Students in Foster Care | * | * | * | 718 | * | * | * | * | * | * | 15% |
| Military-Connected Students | * | * | * | 747 | * | * | * | * | * | * | 49% |
| Migrant Students | * | * | * | 713 | * | * | * | * | * | * | 23% |

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# Academic Achievement

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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 | 144 | 98.7% | 45.1% | 33.8% | 40.2% | 45.1% | 46.1% | Met Target† |
| White | 12 | 100% | 75% | 52% | 51.1% | 75% | ** | ** |
| Hispanic | 69 | 98.6% | 42% | 28.7% | 24.2% | 42% | 45.1% | Met Target† |
| Black or African American | 44 | 97.8% | 36.4% | 26.7% | 20.1% | 36.4% | 34.2% | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | 15 | 100% | 66.7% | 56% | 74.4% | 66.7% | ** | ** |
| American Indian or Alaska Native | * | * | * | <10% | 42% | * | ** | ** |
| Two or More Races | * | * | * | 51.1% | 48.9% | * | ** | ** |
| Female | * | 100% | 38.4% | 31% | 38.4% | 38.4% | | |
| Male | * | 97.4% | 52.1% | 36.4% | 42% | 52.1% | | |
| Non-binary/undesignated gender | * | * | * | * | 47.3% | * | | |
| Economically Disadvantaged Students | 65 | 97.1% | 36.9% | 27.5% | 21.7% | 36.9% | 52.4% | Not Met |
| Non-Economically Disadvantaged Students | 79 | 100% | 51.9% | 38.1% | 51.5% | 51.9% | | |
| Students with Disabilities | 30 | 100% | 43.3% | 15.3% | 16.6% | 43.3% | 24.8% | Met Target |
| Students without Disabilities | 114 | 98.3% | 45.6% | 38.7% | 45.4% | 45.6% | | |
| Multilingual Learners | 12 | 93.7% | 33.3% | 22.1% | 18.7% | 33.3% | ** | ** |
| Non-Multilingual Learners | 132 | 99.3% | 46.2% | 34.9% | 43.5% | 46.2% | | |
| 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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# Academic Achievement

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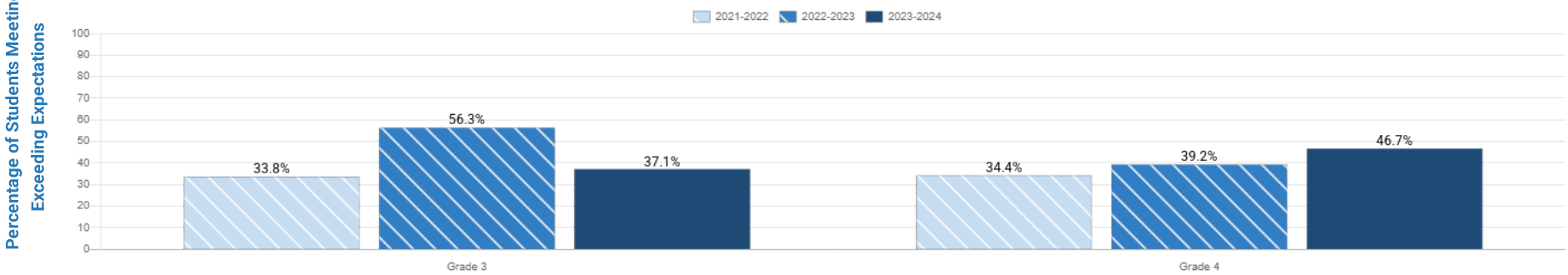
For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our NJDOE Accountability webpage under 2024 Accountability Data in the School & District Accountability section.

## 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 3

This table shows performance on the mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students 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 | 62 | 737 | 743 | 747 | 18% | 16% | 29% | 29% | 8% | 37% | 48% |
| White | * | * | 753 | 757 | * | * | * | * | * | * | 60% |
| Hispanic | 30 | 731 | 735 | 732 | 27% | 10% | 27% | 30% | 7% | 37% | 31% |
| Black or African American | 18 | 730 | 741 | 728 | 17% | 28% | 28% | 22% | 6% | 28% | 27% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 766 | 776 | * | * | * | * | * | * | 79% |
| American Indian or Alaska Native | * | * | * | 753 | * | * | * | * | * | * | 51% |
| Two or More Races | * | * | * | 755 | * | * | * | * | * | * | 56% |
| Female | * | 731 | 738 | 744 | 23% | 16% | 32% | 23% | 6% | 29% | 45% |
| Male | * | 743 | 747 | 749 | 13% | 16% | 26% | 35% | 10% | 45% | 50% |
| Non-binary/undesignated gender | * | * | * | * | * | * | * | * | * | * | * |
| Economically Disadvantaged Students | 31 | 729 | 738 | 729 | 23% | 19% | 29% | 26% | 3% | 29% | 28% |
| Non-Economically Disadvantaged Students | 31 | 746 | 746 | 758 | 13% | 13% | 29% | 32% | 13% | 45% | 60% |
| Students with Disabilities | * | * | 726 | 725 | * | * | * | * | * | * | 25% |
| Students without Disabilities | * | 738 | 747 | 751 | 20% | 13% | 26% | 31% | 9% | 41% | 52% |
| Multilingual Learners | * | * | 723 | 722 | * | * | * | * | * | * | 20% |
| Non-Multilingual Learners | * | 740 | 744 | 751 | 14% | 18% | 28% | 32% | 9% | 40% | 52% |
| Students Experiencing Homelessness | * | * | * | 717 | * | * | * | * | * | * | 17% |
| Students in Foster Care | * | * | * | 719 | * | * | * | * | * | * | 18% |
| Military-Connected Students | * | * | * | 746 | * | * | * | * | * | * | 47% |
| Migrant Students | * | * | * | 727 | * | * | * | * | * | * | 12% |

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## Mathematics Assessment - Performance By Grade: Grade 4

This table shows performance on the mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students 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 | 75 | 745 | 742 | 744 | 5% | 20% | 28% | 44% | 3% | 47% | 45% |
| White | * | * | 752 | 754 | * | * | * | * | * | * | 57% |
| Hispanic | 36 | 735 | 737 | 730 | 8% | 31% | 22% | 39% | 0% | 39% | 28% |
| Black or African American | 23 | 748 | 742 | 726 | 0% | 9% | 48% | 43% | 0% | 43% | 24% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 757 | 773 | * | * | * | * | * | * | 77% |
| American Indian or Alaska Native | * | * | * | 746 | * | * | * | * | * | * | 50% |
| Two or More Races | * | * | * | 752 | * | * | * | * | * | * | 54% |
| Female | * | 743 | 738 | 743 | 0% | 26% | 31% | 43% | 0% | 43% | 43% |
| Male | * | 747 | 747 | 746 | 12% | 12% | 24% | 45% | 6% | 52% | 47% |
| Non-binary/undesignated gender | * | * | * | * | * | * | * | * | * | * | * |
| Economically Disadvantaged Students | 29 | 737 | 734 | 727 | 7% | 24% | 31% | 38% | 0% | 38% | 25% |
| Non-Economically Disadvantaged Students | 46 | 750 | 748 | 755 | 4% | 17% | 26% | 48% | 4% | 52% | 58% |
| Students with Disabilities | 11 | 738 | 728 | 722 | 18% | 18% | 18% | 45% | 0% | 45% | 21% |
| Students without Disabilities | 64 | 746 | 745 | 749 | 3% | 20% | 30% | 44% | 3% | 47% | 50% |
| Multilingual Learners | * | * | 722 | 718 | * | * | * | * | * | * | 14% |
| Non-Multilingual Learners | * | 746 | 743 | 748 | 6% | 18% | 28% | 46% | 3% | 49% | 49% |
| Students Experiencing Homelessness | * | * | * | 716 | * | * | * | * | * | * | 15% |
| Students in Foster Care | * | * | * | 716 | * | * | * | * | * | * | 15% |
| Military-Connected Students | * | * | * | 744 | * | * | * | * | * | * | 43% |
| Migrant Students | * | * | * | 721 | * | * | * | * | * | * | 17% |

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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 |
|---|---|---|---|---|
| 3 | * | * | * | * |
| 4 | * | * | * | * |

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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 | 11 | * | >90% | * | <10% |
| 3-4 | * | * | * | * | * |
| 5 or more | N | N | N | N | N |

## 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 | 40% | 44% | ** |

† Target was met within a confidence interval.

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# College and Career Readiness

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

## 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 |
|---|---|---|---|---|---|---|---|
| KG | N | N | N | N | N | N | N |
| 1 | N | N | N | N | N | N | N |
| 2 | N | N | N | N | N | N | N |
| 3 | N | N | N | N | N | N | N |
| 4 | N | N | N | N | N | N | N |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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# College and Career Readiness

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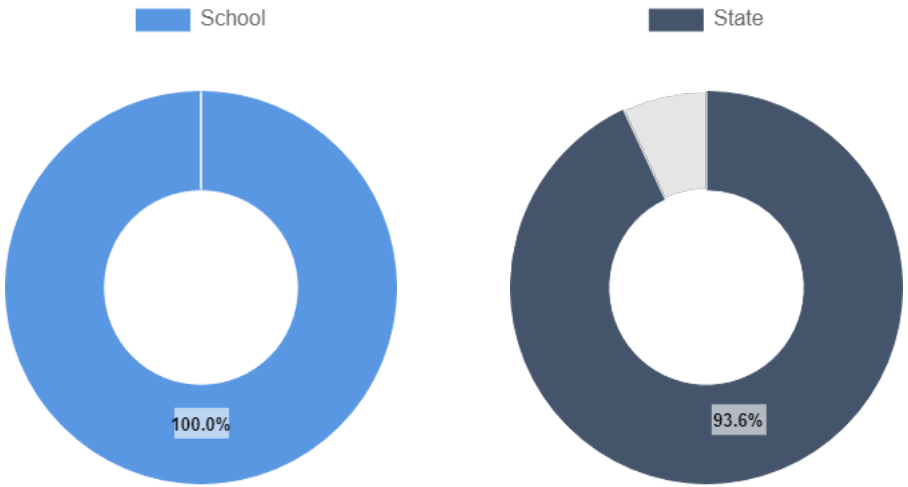
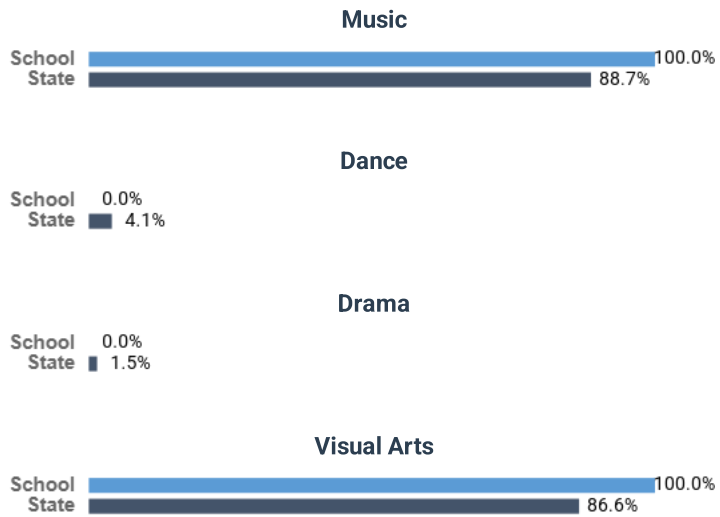
## Visual and Performing Arts – Course Participation

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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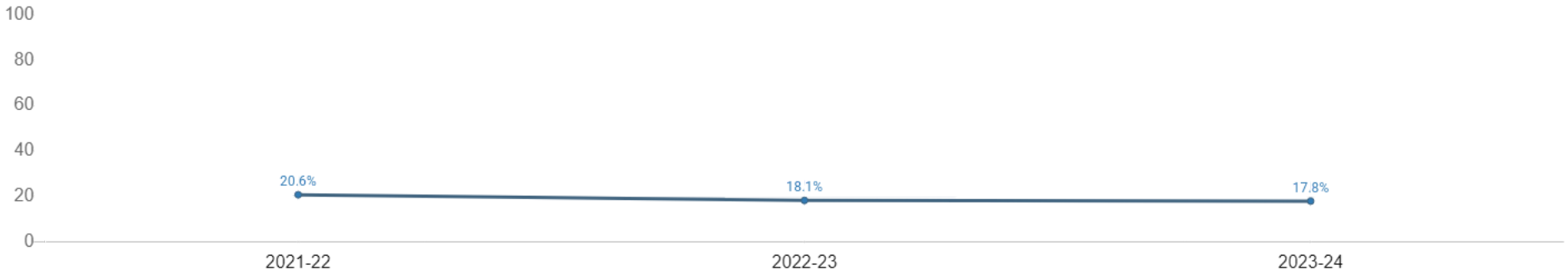
# Climate and Environment

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 | 20.6% | 18.1% | 17.8% |
| ESSA Target (State Average for Grades Served) | 18.5% | 17.2% | 14.3% |
| Met ESSA Target | Not Met | Not Met | Not Met |
| Statewide Chronic Absenteeism Rate (All Grades) | 18.1% | 16.6% | 14.9% |

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The 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

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").

| 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 | 56 | 17.8% | Yes | 14.3% | Not Met |
| White | 7 | 19.4% | | 14.3% | Not Met |
| Hispanic | 30 | 20.4% | | 14.3% | Not Met |
| Black or African American | 14 | 15.9% | | 14.3% | Not Met |
| Asian, Native Hawaiian, or Pacific Islander | 5 | 15.6% | | 14.3% | Not Met |
| American Indian or Alaska Native | * | * | | ** | ** |
| Two or More Races | * | * | | ** | ** |
| Female | * | 18.3% | | | |
| Male | * | 17.3% | | | |
| Non-Binary/Undesignated Gender | * | * | | | |
| Economically Disadvantaged Students | 33 | 22.4% | | 14.3% | Not Met |
| Students with Disabilities | 13 | 19.4% | | 14.3% | Not Met |
| Multilingual Learners | 5 | 22.7% | | 14.3% | Not Met |
| Students Experiencing Homelessness | 6 | 54.5% | | | |
| Students in Foster Care | * | * | | | |
| Military-Connected Students | * | * | | | |
| Migrant Students | * | * | | | |

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## Climate and Environment

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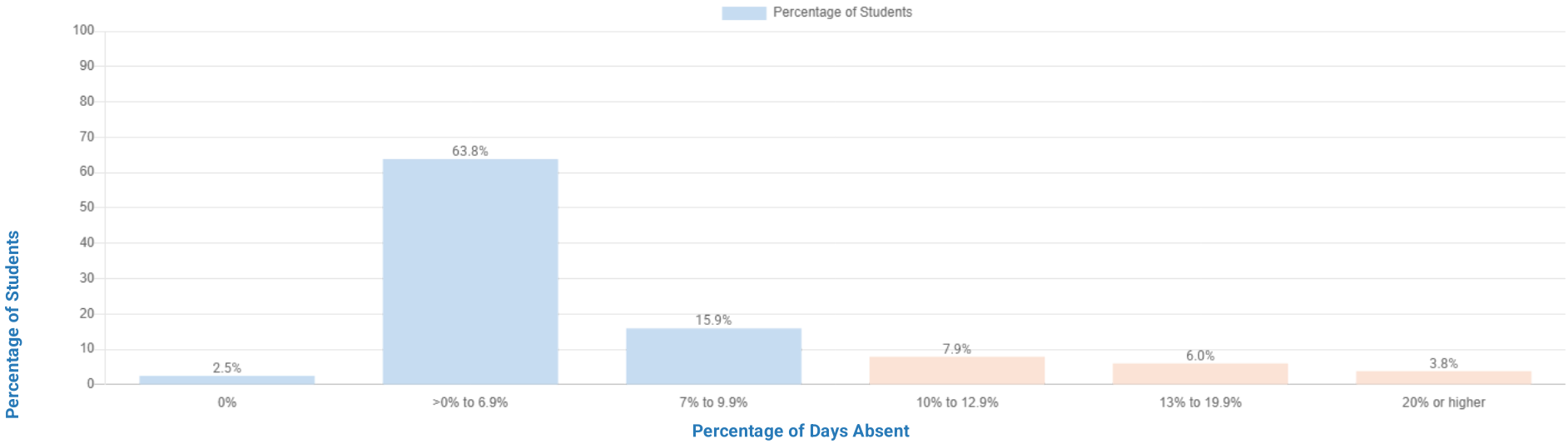
### Percentage of Days Absent

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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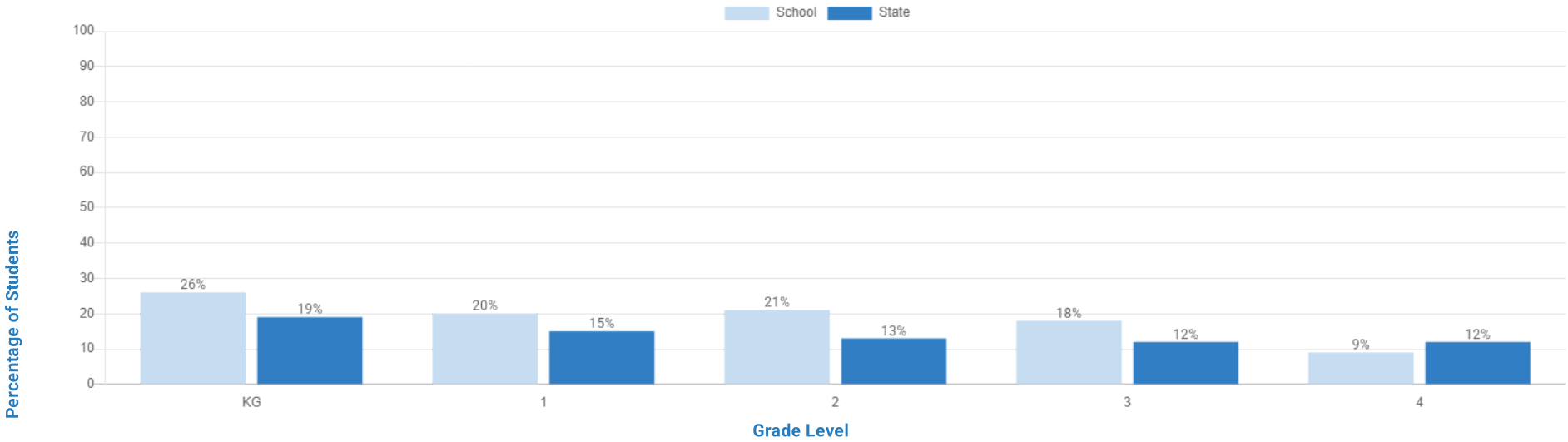
### Chronic Absenteeism by Grade

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

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## Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

| Incident Type | Number of Incidents |
|---|---|
| Violence | 0 |
| Weapons | 0 |
| Vandalism | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 4 |
| Total Unique Incidents | 4 |
| Incidents Per 100 Students Enrolled | 1.32 |

## 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 | 0 | 0 | 0 |
| Religion | 0 | 0 | 0 |
| Ancestry | 0 | 2 | 2 |
| Gender | 0 | 0 | 0 |
| Sexual Orientation | 0 | 0 | 0 |
| Disability | 0 | 0 | 0 |
| Other | 0 | 2 | 2 |
| No Identified Nature | 0 | | 0 |

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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 | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 0% | 0 | 0% |
| White | 0 | 0% | 0 | 0% | 0 | 0% | <5 | <5.00% | 0 | 0% |
| Hispanic | 0 | 0% | 0 | 0% | 0 | 0% | <5 | <5.00% | 0 | 0% |
| Black or African American | 0 | 0% | 0 | 0% | 0 | 0% | <5 | <5.00% | 0 | 0% |
| Asian | 0 | 0% | 0 | 0% | 0 | 0% | <5 | <5.00% | 0 | 0% |
| Native Hawaiian or Pacific Islander | * | * | * | * | * | * | * | * | * | * |
| American Indian or Alaska Native | * | * | * | * | * | * | * | * | * | * |
| Two or more races | * | * | * | * | * | * | * | * | * | * |
| Female | * | 0% | * | 0% | * | 0% | * | <5.00% | * | 0% |
| Male | * | 0% | * | 0% | * | 0% | * | <5.00% | * | 0% |
| Non-Binary/Undesignated Gender | * | * | * | * | * | * | * | * | * | * |
| Economically Disadvantaged Students | 0 | 0% | 0 | 0% | 0 | 0% | <5 | <5.00% | 0 | 0% |
| Students with disabilities | 0 | 0% | 0 | 0% | 0 | 0% | <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 | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 0% | 0 | 0% |
| KG | 0 | 0% | 0 | 0% | 0 | 0% | <5 | <5.00% | 0 | 0% |
| 1 | 0 | 0% | 0 | 0% | 0 | 0% | <5 | <5.00% | 0 | 0% |
| 2 | 0 | 0% | 0 | 0% | 0 | 0% | <5 | <5.00% | 0 | 0% |
| 3 | 0 | 0% | 0 | 0% | 0 | 0% | <5 | <5.00% | 0 | 0% |
| 4 | 0 | 0% | 0 | 0% | 0 | 0% | <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 | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 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

This table shows the number and percentage of students who were involved in at least one incident that led to police notification 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 counts of students involved in incidents leading to police notification. 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 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% |
| KG | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 1 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 2 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 3 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 4 | 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 | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 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% |
| KG | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 1 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 2 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 3 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 4 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

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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.

## 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 |
|---|
| 0 |

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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 | 9:00 AM |
| Typical End Time | 3:30 PM |
| Length of School Day | 6 Hrs. 30 Mins. |
| Full Time - Instructional Time | 5 Hrs. 45 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 | 38 | 119,239 |
| Average years experience in public schools | 11.2 | 12.6 |
| Average years experience in district | 10.5 | 11.3 |
| Number of Teachers with 4 or more years experience in the district | 26 | 87,243 |
| Percentage of Teachers with 4 or more years experience in the district | 70.3% | 73.6% |
| Number of out-of-field teachers | 2 | 2,931 |
| Percentage of out-of-field teachers | 5.3% | 2.5% |
| Number of Teachers with Provisional Credentials | 4 | 9,065 |
| Percentage of Teachers with Provisional Credentials | 10.5% | 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 | 1 | 10,170 |
| Average years experience in public schools | 26.0 | 16.2 |
| Average years experience in district | 20.0 | 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 | 100.0% | 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 | 38 | 384 | 119,239 |
| Administrators | 1 | 42 | 10,170 |
| Librarians/Media Specialists | N | 3 | 1,160 |
| Nurses | 1 | 8 | 3,025 |
| School Counselors | N | 12 | 4,673 |
| Child Study Team Members | 5 | 40 | 9,654 |
| School Psychologists | 1 | 10 | 2,185 |
| School Social Workers | 2 | 10 | 2,750 |
| Student Assistance Coordinators | N | 1 | 400 |
| School Safety Specialists | N | 1 | 681 |

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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.

## 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 | 304:1 | 89:1 |
| Teachers to Administrators | 38:1 | 9:1 |
| Students to Librarians/Media Specialists † | N | 1251:1 |
| Students to Nurses † | 304:1 | 469:1 |
| Students to Counselors † | N | 313:1 |
| Students to Child Study Team Members †,†† | 11:1 | 19:1 |
| Students to School Psychologists † | 304:1 | 375:1 |
| Students to School Social Workers † | 152:1 | 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% | >90% | * | 48.0% | 77.0% | 57.0% |
| Male | 55.0% | ≤10% | * | 52.0% | 23.0% | 43.0% |
| Non-Binary/Undesignated Gender | ≤1% | ≤10% | * | ≤1% | ≤1% | ≤1% |
| White | 10.9% | 42.1% | 0.0% | 38.2% | 81.8% | 74.5% |
| Hispanic | 46.7% | 18.4% | 0.0% | 34.0% | 8.6% | 8.6% |
| Black or African American | 28.3% | 21.1% | 100.0% | 14.2% | 6.4% | 14.4% |
| Asian | 8.6% | 18.4% | 0.0% | 10.1% | 2.5% | 1.6% |
| American Indian or Alaska Native | 1.6% | 0.0% | 0.0% | 0.2% | 0.1% | 0.0% |
| Native Hawaiian or Pacific Islander | 1.6% | 0.0% | 0.0% | 0.2% | 0.4% | 0.5% |
| Two or More Races | 2.3% | 0.0% | 0.0% | 3.1% | 0.3% | 0.4% |

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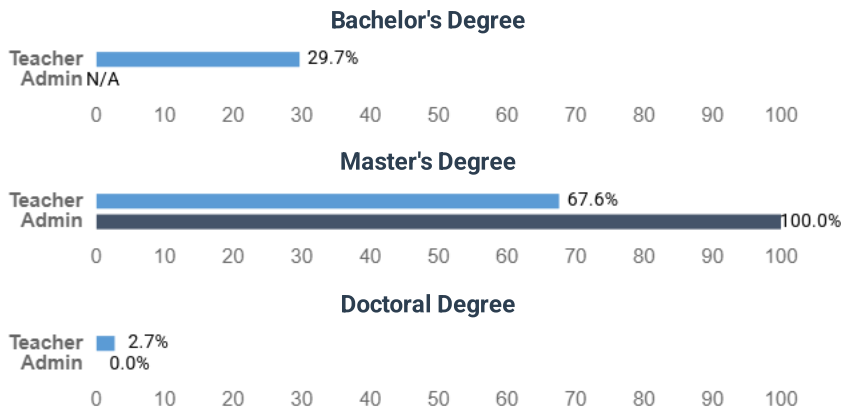
**Experience:** Experience is based on information submitted by districts on all their staff members. For purposes of this report, the *ESSA* Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given 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) | 27 | >80% | ≤20% | ≤20% | 44.4% | 18.5% | 25.9% | 11.1% | 0.0% | 0.0% | 0.0% | 61.5% | 26.9% | 73.1% | 0.0% |
| English/Language Arts/Literacy | 2 | * | * | * | 0.0% | 0.0% | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 100.0% | 0.0% | 100.0% | 0.0% |
| English to Speakers of Other Languages | 2 | * | * | * | 50.0% | 50.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 100.0% | 50.0% | 50.0% | 0.0% |
| Mathematics | 1 | * | * | * | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 100.0% | 100.0% | 0.0% | 0.0% |
| Science | 0 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| Social Studies/History | 0 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| World Language | 1 | * | * | * | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 100.0% | 100.0% | 0.0% | 0.0% |
| Visual and Performing Arts | 2 | * | * | * | 50.0% | 0.0% | 0.0% | 50.0% | 0.0% | 0.0% | 0.0% | 50.0% | 0.0% | 100.0% | 0.0% |
| Health/Physical Education | 2 | * | * | * | 50.0% | 0.0% | 0.0% | 50.0% | 0.0% | 0.0% | 0.0% | 100.0% | 50.0% | 50.0% | 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 | 0 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| 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 | 10 | * | * | * | 40.0% | 10.0% | 40.0% | 10.0% | 0.0% | 0.0% | 0.0% | 70.0% | 10.0% | 80.0% | 10.0% |
| Bilingual | 0 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |

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# Per-Pupil Expenditures

## Per-Pupil Expenditures by Source

The table below summarizes the most recently available expenses for regular and special education students taught at schools in the district. The amounts include both actual personnel and actual non-personnel expenditures and include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities. An overall cost per pupil for a given school can be calculated by adding the Central Expenditures and the Expenditures Not Assigned to a School to the School Level Expenditures reported for that school. The Average Daily Enrollment (ADE**) comes from the 2023-24 School Registry Summary (SRS).

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Annual Comprehensive Financial Report (ACFR) and Auditor Management Reports (AMRs)

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

Link to District Summary of 2023-24 School-Level Per Pupil Expenditures by Source

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

| Teaneck Twp | Federal | State & Local | Total | ADE** |
|---|---|---|---|---|
| District Level Total Expenditures | $1,124 | $22,701 | $23,825 | 3,684.6 |
| District Level Central Expenditures | | $1,444 | $1,444 | 3,684.6 |
| Teaneck High School | $1,012 | $21,231 | $22,243 | 1,256.6 |
| Benjamin Franklin Middle School | $1,039 | $22,788 | $23,827 | 486.5 |
| Thomas Jefferson Middle School | $1,032 | $20,622 | $21,654 | 522.5 |
| William Cullen Bryant School | $930 | $21,118 | $22,048 | 285.8 |
| Nathaniel Hawthorne Elementary School | $971 | $20,073 | $21,044 | 325.0 |
| James Russell Lowell Elementary School | $1,050 | $21,665 | $22,715 | 300.1 |
| John Greenleaf Whittier Elementary School | $939 | $17,995 | $18,934 | 373.8 |
| theodora Smiley Lacey Elementary School | $1,092 | $29,733 | $30,825 | 134.3 |

-

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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 | 48.6% | 63.8% | 62.5% |
| Math Proficiency | 35.0% | 44.2% | 45.1% |
| ELA Growth† | 21 | 53 | 53 |
| Math Growth† | 13 | 60 | 42 |
| 4-Year Graduation Rate (Prior Year)†† | N | N | N |
| 5-Year Graduation Rate (Prior Year)†† | N | N | N |
| Progress toward English Language Proficiency | 50.0% | 58.3% | 40.0% |
| Chronic Absenteeism | 20.6% | 18.1% | 17.8% |

†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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**N** No Data is available to display
**†** This indicates a table specific note,see note below table

# 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 | 62.5% | 73.32 | 17.5% |
| Math Proficiency | 45.1% | 60.94 | 17.5% |
| ELA Growth | 53 | 53.61 | 25.0% |
| Math Growth | 42.5 | 14.83 | 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 | 40% | ** | ** |
| Chronic Absenteeism | 17.8% | 24.75 | 15.0% |
| Summative Score | 44.3 | | |
| Summative Rating (Percentile Rank) | 40.0 | | |
| 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 | | | | Met Target† | Met Target† | Met Standard | Met Standard | N | N | ** | Not Met | No |
| White | ** | | | ** | ** | ** | ** | N | N | | Not Met | No |
| Hispanic | 27.73 | | | Met Target† | Met Target† | Not Met | Not Met | N | N | | Not Met | No |
| Black or African American | 59.12 | | | Met Target† | Met Target | Exceeds Standard | Met Standard | N | N | | Not Met | No |
| Asian, Native Hawaiian, or Pacific Islander | ** | | | ** | ** | ** | ** | N | N | | Not Met | No |
| American Indian or Alaska Native | ** | | | ** | ** | ** | ** | N | N | | ** | No |
| Two or More Races | ** | | | ** | ** | ** | ** | N | N | | ** | No |
| Economically Disadvantaged Students | 51.71 | | | Not Met | Not Met | Met Standard | Not Met | N | N | | Not Met | No |
| Students with Disabilities | ** | | | Met Target | Met Target | ** | ** | N | N | | Not Met | No |
| Multilingual Learners | ** | | | ** | ** | ** | ** | N | N | ** | Not Met | 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.

### Mission, Vision, Theme:

Every year James Russell Lowell Elementary provides an educational foundation to over 300 students from backgrounds as diverse as Africa, Asia, the Caribbean, Eastern Europe, and Latin America. Named after the abolitionist poet of the Civil War era, its mission is to educate and mentor every child by instilling an enduring passion for learning, the practice of personal virtues, and an understanding of civic values so as to actualize our district's motto "The Teaneck Advantage: Educational Excellence for All."

### Awards, Recognition, Accomplishments:

U.S. News and World Report Top Elementary Schools

### Courses, Curriculum, Instruction:

Lowell's curriculum has developed further through more fully inclusive classrooms that accommodate the needs of all students through lesson planning, creative scheduling, and professional development. Classroom teachers are provided support using the Instructional Coaching Model which focuses more on increasing teacher capacity and less on direct student instruction by the coaches.

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### Sports and Athletics:

Lowell School's Physical Education and Health program has been growing. Lowell Elementary School provides a complete Health program to first through fourth graders. The 2020 NJSLA Physical Education and Health standards were used to create the curriculum to address the new standards and our new health curriculum. This has proven to be a positive and successful addition to the Lowell School Health and Physical Education program. Lowell Elementary School uses an emotional and mental well-being approach in addition to our concentration on the student's physical well-being. We use the approach of meditation, a practice of mindfulness, in all of our lessons.

### Clubs and Activities:

Students at Lowell School enjoy participating in the Art Club, Robotics Club, and the Music Club.

### Before and After School Programs:

The Before/After Childcare (SACC) provides before and after school care based on a whole-child approach. Selected students participate in the Lowell School Literacy & Math after-school program, which consists of reading and math activities that target individual needs. Teachers also work with students in small reading and math groups.

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### Staff and Professional Learning:

Teachers participated in Conquer Math professional development to improve instructional best practices, analyze and unpack major grade-level math standards, develop resources, identify student misconceptions, and learn how to take students through the developmental stages of concrete, pictorial, and abstract stages of understanding. Additionally, the Wilson Fundations phonics program was introduced in second grade and continued to be used throughout kindergarten and first grade. Wilson Fundations is an explicit and systematic structured literacy program that uses multisensory strategies to teach beginning reading skills and techniques, writing skills and conventions, fluency, vocabulary development, comprehension, and handwriting.

### Student Supports and Services:

At Lowell School, a range of supportive services are available to students. Two coaches are employed in the district at the Elementary level to assist students and teachers in Math and Literacy. An ESL teacher, guidance counselor, and psychologist are available daily. An after-school literacy and math program is offered, and students also benefit from a multi-tiered support system using RTI.

### Student Health and Wellness:

Lowell School provides a free and reduced-cost breakfast program to students. Students regularly participate in physical education, and every month students are motivated to perform fitness and competitive gym activities to win the coveted Golden Sneaker Award. A school guidance program is also available for students. It provides regular counseling services to enhance problem-solving skills, practice interpersonal skills, and classroom lessons in character education.

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### Parent and Community Involvement:

The Lowell PTO sponsors many fun and exciting events throughout the school year. The PTO has sponsored Pumpkin Celebrations, Truck or Treat, the Lowell Book Fair, the Ice Cream Social, Candy Grams, Spirit Fridays as well as an exciting spring dance. Lowell School benefits from the reading volunteers at UJA/Bergen Reads. Children at Lowell School participate in programs offered by the Teaneck police and fire department.

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### Other Information:

Lowell School also meets the academic needs of students whose skill levels indicate that they require additional academic challenges through participation in TAG (Teaneck Academically Gifted) lessons. Identified Third in fourth-grade students participate in enriching and challenging activities in Math and Literacy. Students engage in lessons focused on 21st-century skills, problem-solving, critical thinking, and STEAM. First- and second-graders participate in an enrichment program to challenge students and support classroom instructions. Many activities involve building comprehension, writing, critical thinking, and problem-solving. Students learn the Engineering Model and engage in STEAM activities. Classroom teachers infuse TAG instruction, encouraging students to challenge their cognitive abilities and explore the creative side of their personalities. TAG lessons provide learning opportunities that help students identify and nurture their academic gifts.