John F Kennedy Elementary School (17-3610-080)

2023-2024

County: Hudson
District: North Bergen School District
1210 11th St
N Bergen, NJ 07047-1810

Principal: Mr. Frank Bafumi
School Website
201-974-7000

583
Total Students

01-08
Grades Offered

Overview & Resources

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

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

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

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

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

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

Report Key:
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Overview & Resources

School Contact Information

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

Type	Contact Information
County	Hudson
District	North Bergen School District
Principal Name	Mr. Frank Bafumi
Address	1210 11th St, N Bergen, NJ 07047-1810
Phone Number	201-974-7000
Email Address	fbafumi@northbergen.k12.nj.us
Website	https://kennedy.northbergen.k12.nj.us/
Facebook	https://www.facebook.com/nbergenschools
Twitter	https://twitter.com/nbergenschools

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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
1	30	42	26
2	40	32	33
3	44	51	38
4	71	78	85
5	108	111	109
6	99	114	104
7	89	97	102
8	93	83	86
Total	574	608	583

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	46.0%	46.0%	44.0%
Male	54.0%	54.0%	56.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	64.5%	72.7%	75.0%
Students with Disabilities	18.3%	17.8%	14.8%
Multilingual Learners	30.5%	30.6%	34.8%
Students Experiencing Homelessness	0.3%	0.5%	0.5%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.5%	0.7%	0.5%
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	5.9%	5.8%	6.2%
Hispanic	88.0%	88.8%	88.7%
Black or African American	1.4%	1.3%	0.9%
Asian	4.5%	3.5%	3.9%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two Or More Races	0.2%	0.5%	0.3%

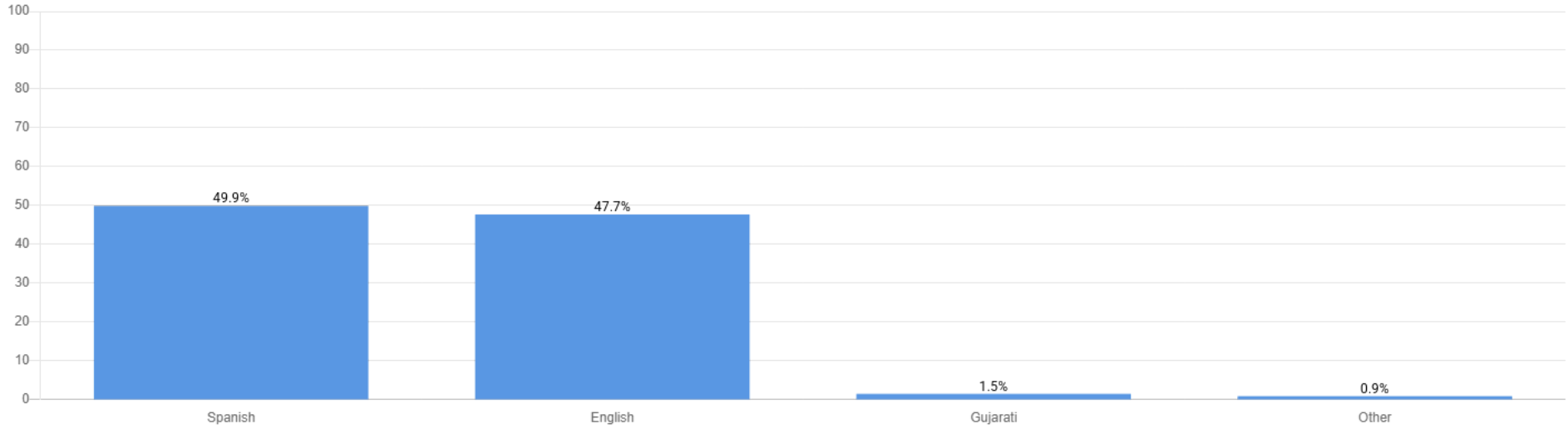
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Enrollment by Home Language

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.

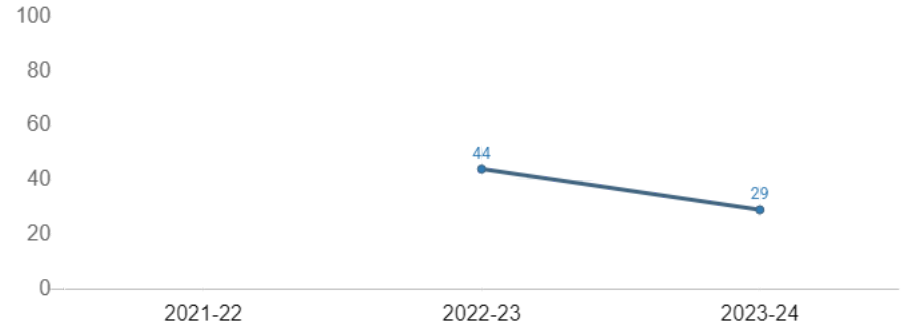
Important Note for 2023-24: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022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

Student Growth Trends and Progress

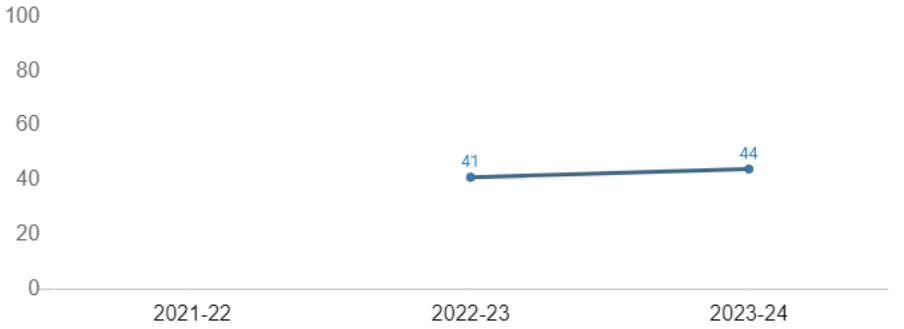
These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

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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		44	29		41	44
Met Standard (40-59.5)?		Met Standard	Not Met		Met Standard	Met Standard
Statewide: Median Student Growth Percentile		50	50		50	50

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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	29	47	50	Not Met	44	50	50	Met Standard
White	*	44	50	**	*	53	51	**
Hispanic	25	47	49	Not Met	44	50	48	Met Standard
Black or African American	*	38	47	**	*	48	46	**
Asian, Native Hawaiian, or Pacific Islander	*	47	59	**	*	47	60	**
American Indian or Alaska Native	N	N	50	**	N	N	50	**
Two or More Races	N	*	50	**	N	*	51	**
Female	25	48	52		44	51	50	
Male	29	45.5	48		43.5	48	50	
Non-Binary/Undesignated Gender	N	N	44		N	N	45.5	
Economically Disadvantaged Students	26	47	48	Not Met	44	50	48	Met Standard
Students with Disabilities	30	40	43	Not Met	50	51	44	Met Standard
Multilingual Learners	45	54	50	Met Standard	62	54	50	Exceeds Standard
Students Experiencing Homelessness	*	*	43		*	*	45	
Students in Foster Care	N	*	40		N	*	47	
Military-Connected Students	*	*	47.5		*	*	51	
Migrant Students	N	N	53		N	N	44	

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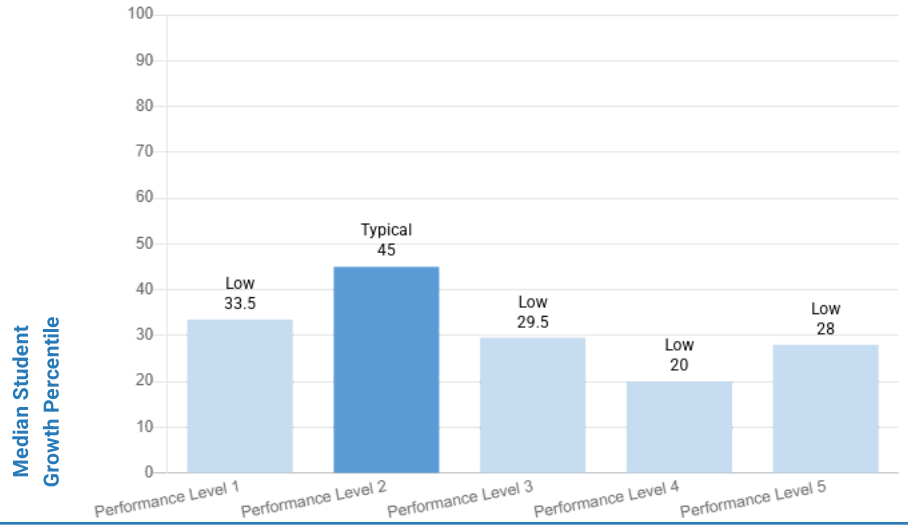
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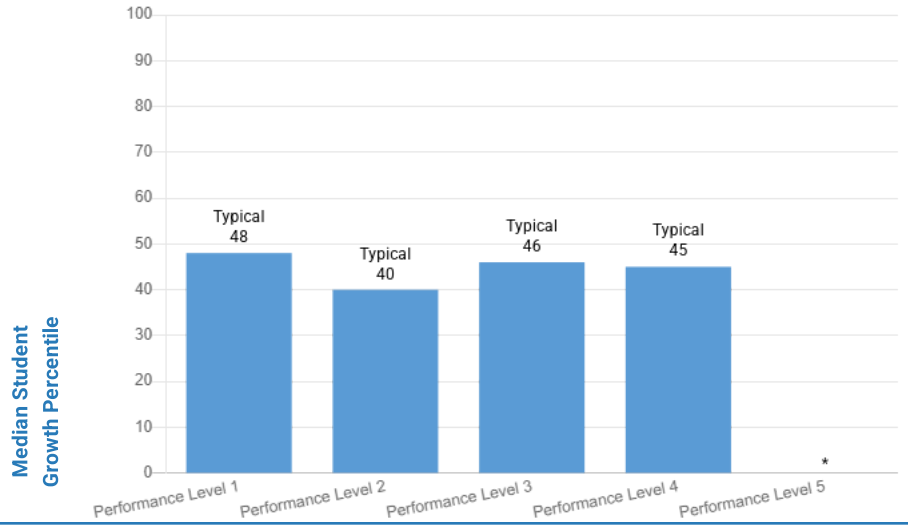
Student Growth by Performance Level

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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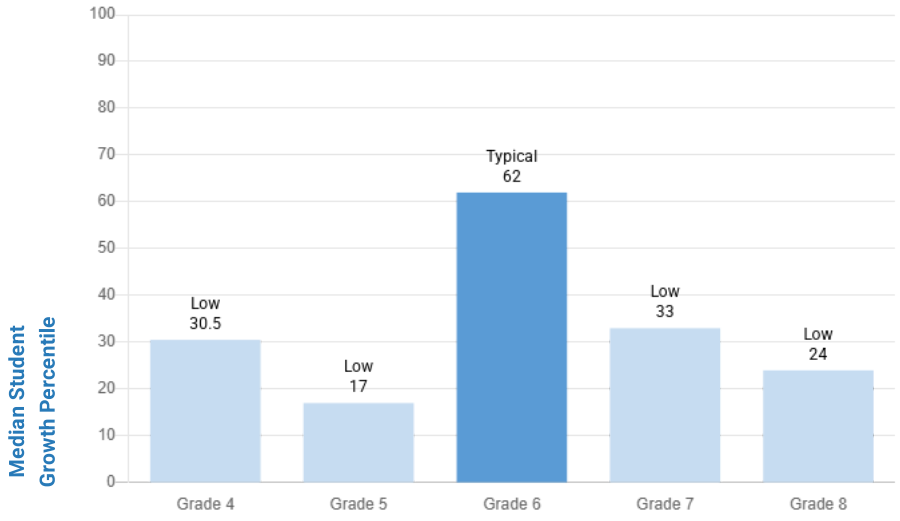
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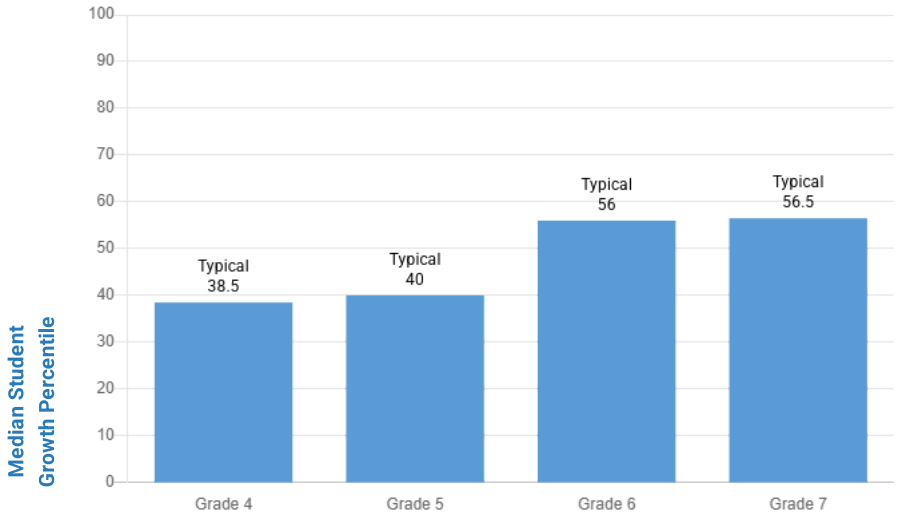
Student Growth by Grade

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

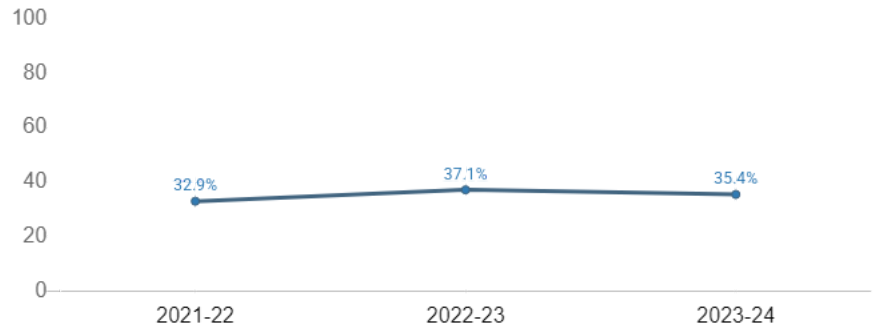
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the NJDOE's Assessment page.

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.

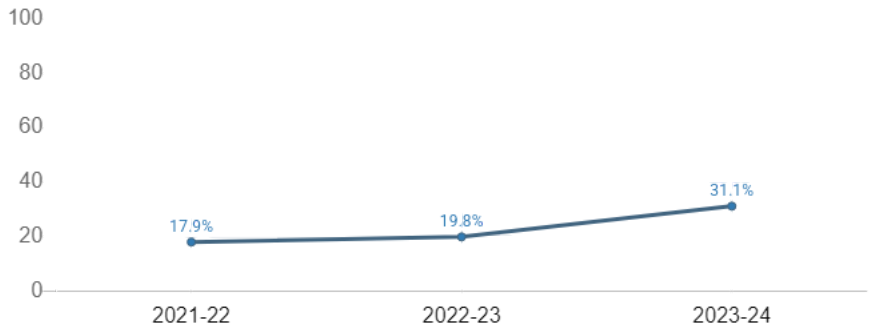
English Language Arts and Mathematics Performance Trends

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	98.9%	99.6%	97.9%	98.9%	99.3%	98.0%
Proficiency Rate for Federal Accountability	32.9%	37.1%	35.4%	17.9%	19.8%	31.1%
Annual Target	40.5%	42.9%	39.2%	32.7%	35.7%	22.5%
Met Annual Target?	Not Met	Not Met	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	226	97.9%	35.4%	38.3%	52.2%	35.4%	39.2%	Met Target†
White	10	92.3%	20%	44.7%	61.8%	19%	**	**
Hispanic	200	98.1%	33.5%	37.1%	38%	33.5%	37.6%	Met Target†
Black or African American	*	*	*	46.2%	35.9%	*	**	**
Asian, Native Hawaiian, or Pacific Islander	13	100%	76.9%	63.9%	79.9%	76.9%	**	**
American Indian or Alaska Native	*	*	*	*	51.2%	*	**	**
Two or More Races	*	*	*	*	59.4%	*	**	**
Female	*	98.3%	39.3%	43.8%	57.7%	39.3%		
Male	*	97.5%	31.6%	33.1%	47%	31.6%		
Non-binary/undesignated gender	*	*	*	*	69.6%	*		
Economically Disadvantaged Students	182	97.9%	33%	34.4%	34.6%	33%	34.8%	Met Target†
Non-Economically Disadvantaged Students	44	97.9%	45.5%	50.1%	62.8%	45.5%		
Students with Disabilities	33	91.7%	12.1%	<10%	19.8%	12%	3.3%	Met Target
Students without Disabilities	193	99%	39.4%	43.3%	59.4%	39.4%		
Multilingual Learners	48	100%	12.5%	20.1%	23.1%	12.5%	12.5%	Met Target
Non-Multilingual Learners	178	97.3%	41.6%	43.4%	56.2%	41.6%		
Students Experiencing Homelessness	*	*	*	*	21.9%	*		
Students in Foster Care	*	*	*	*	19.3%	*		
Military-Connected Students	*	*	*	*	48.2%	*		
Migrant Students	*	*	*	*	13.3%	*		

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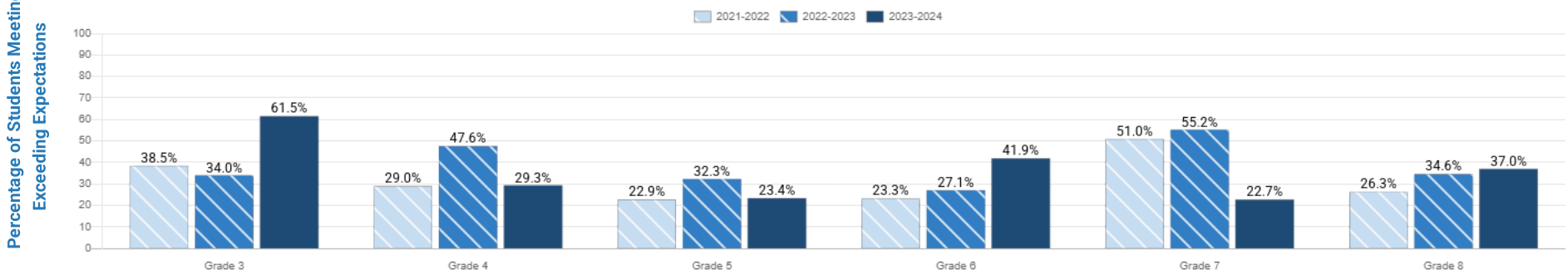
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English Language Arts Assessment - Performance Trends

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	39	757	735	741	8%	10%	21%	54%	8%	62%	44%
White	*	*	747	751	*	*	*	*	*	*	53%
Hispanic	32	757	732	724	6%	13%	22%	50%	9%	59%	29%
Black or African American	*	*	*	725	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	770	*	*	*	*	*	*	70%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	*	756	739	746	15%	5%	15%	55%	10%	65%	48%
Male	*	759	730	736	0%	16%	26%	53%	5%	58%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	756	731	722	9%	12%	18%	52%	9%	61%	26%
Non-Economically Disadvantaged Students	*	*	745	753	*	*	*	*	*	*	55%
Students with Disabilities	*	*	696	710	*	*	*	*	*	*	18%
Students without Disabilities	*	757	741	747	8%	10%	21%	54%	8%	62%	49%
Multilingual Learners	*	*	718	704	*	*	*	*	*	*	13%
Non-Multilingual Learners	*	764	739	746	6%	6%	18%	62%	9%	71%	48%
Students Experiencing Homelessness	*	*	*	707	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	18%
Military-Connected Students	*	*	*	739	*	*	*	*	*	*	41%
Migrant Students	*	*	*	688	*	*	*	*	*	*	*

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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	41	724	734	749	24%	20%	27%	29%	0%	29%	51%
White	*	*	744	758	*	*	*	*	*	*	61%
Hispanic	36	725	733	734	22%	19%	31%	28%	0%	28%	35%
Black or African American	*	*	*	733	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	750	776	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	51%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	*	720	736	752	30%	22%	22%	26%	0%	26%	54%
Male	*	729	732	745	17%	17%	33%	33%	0%	33%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	718	730	731	30%	21%	27%	21%	0%	21%	32%
Non-Economically Disadvantaged Students	*	*	748	760	*	*	*	*	*	*	63%
Students with Disabilities	*	*	702	720	*	*	*	*	*	*	21%
Students without Disabilities	*	733	740	755	15%	18%	32%	35%	0%	35%	57%
Multilingual Learners	*	*	706	711	*	*	*	*	*	*	13%
Non-Multilingual Learners	*	728	739	753	21%	21%	24%	35%	0%	35%	55%
Students Experiencing Homelessness	*	*	*	719	*	*	*	*	*	*	20%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	*	*	*	747	*	*	*	*	*	*	49%
Migrant Students	*	*	*	713	*	*	*	*	*	*	23%

Report Key:
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** Accountability calculations require 20 or more students
N No Data is available to display
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Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	School Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	47	726	738	750	26%	19%	32%	21%	2%	23%	52%
White	*	*	743	760	*	*	*	*	*	*	63%
Hispanic	44	726	737	736	25%	20%	30%	23%	2%	25%	37%
Black or African American	*	*	*	734	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	778	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	53%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	*	732	743	755	19%	19%	38%	19%	5%	24%	57%
Male	*	721	734	745	31%	19%	27%	23%	0%	23%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	729	735	732	24%	17%	33%	24%	2%	26%	33%
Non-Economically Disadvantaged Students	*	*	748	761	*	*	*	*	*	*	64%
Students with Disabilities	*	*	706	719	*	*	*	*	*	*	20%
Students without Disabilities	*	731	744	756	21%	19%	35%	23%	2%	26%	59%
Multilingual Learners	*	*	706	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	729	743	754	19%	21%	36%	21%	2%	24%	57%
Students Experiencing Homelessness	*	*	*	718	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	20%
Military-Connected Students	*	*	*	747	*	*	*	*	*	*	48%
Migrant Students	*	*	*	721	*	*	*	*	*	*	20%

Report Key:
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N No Data is available to display
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Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 6

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

Student Group	Valid Scores	School Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	31	737	739	751	13%	19%	26%	39%	3%	42%	53%
White	*	*	743	760	*	*	*	*	*	*	63%
Hispanic	29	737	738	738	14%	21%	24%	38%	3%	41%	39%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	748	*	*	*	*	*	*	49%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	*	733	743	756	12%	24%	24%	41%	0%	41%	59%
Male	*	743	735	746	14%	14%	29%	36%	7%	43%	48%
Non-binary/undesignated gender	*	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	*	735	737	735	15%	23%	23%	35%	4%	38%	35%
Non-Economically Disadvantaged Students	*	*	747	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	717	719	*	*	*	*	*	*	17%
Students without Disabilities	*	739	743	758	4%	24%	28%	44%	0%	44%	60%
Multilingual Learners	*	*	707	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	741	744	754	11%	15%	26%	44%	4%	48%	57%
Students Experiencing Homelessness	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	22%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	55%
Migrant Students	*	*	*	712	*	*	*	*	*	*	29%

Report Key:
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Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 7

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

Student Group	Valid Scores	School Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	44	728	739	752	23%	23%	32%	14%	9%	23%	54%
White	*	*	739	761	*	*	*	*	*	*	64%
Hispanic	35	722	738	737	29%	17%	40%	9%	6%	14%	39%
Black or African American	*	*	*	734	*	*	*	*	*	*	37%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	785	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	51%
Two or More Races	*	*	*	759	*	*	*	*	*	*	60%
Female	*	745	746	758	4%	17%	48%	22%	9%	30%	60%
Male	*	710	732	746	43%	29%	14%	5%	10%	14%	48%
Non-binary/undesignated gender	*	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	31	719	736	734	26%	26%	35%	6%	6%	13%	36%
Non-Economically Disadvantaged Students	13	750	747	762	15%	15%	23%	31%	15%	46%	64%
Students with Disabilities	*	*	710	715	*	*	*	*	*	*	18%
Students without Disabilities	*	736	742	759	14%	22%	39%	14%	11%	25%	61%
Multilingual Learners	*	*	706	700	*	*	*	*	*	*	*
Non-Multilingual Learners	*	731	744	756	19%	24%	33%	14%	10%	24%	58%
Students Experiencing Homelessness	*	*	*	717	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	17%
Military-Connected Students	*	*	*	747	*	*	*	*	*	*	50%
Migrant Students	*	*	*	*	*	*	*	*	*	*	*

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Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 8

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

Student Group	Valid Scores	School Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	27	723	740	751	41%	15%	7%	30%	7%	37%	53%
White	*	*	748	760	*	*	*	*	*	*	62%
Hispanic	25	722	739	736	40%	16%	8%	28%	8%	36%	39%
Black or African American	*	*	*	735	*	*	*	*	*	*	37%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	52%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	*	749	749	759	27%	0%	9%	45%	18%	64%	60%
Male	*	705	733	743	50%	25%	6%	19%	0%	19%	46%
Non-binary/undesignated gender	*	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	*	719	736	734	42%	16%	5%	32%	5%	37%	36%
Non-Economically Disadvantaged Students	*	*	750	761	*	*	*	*	*	*	63%
Students with Disabilities	*	*	702	713	*	*	*	*	*	*	16%
Students without Disabilities	*	732	746	758	32%	14%	9%	36%	9%	45%	60%
Multilingual Learners	*	*	704	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	731	745	755	30%	17%	9%	35%	9%	43%	56%
Students Experiencing Homelessness	*	*	*	719	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	14%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	43%
Migrant Students	*	*	*	*	*	*	*	*	*	*	*

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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	235	98%	31.1%	25.7%	40.2%	31.1%	22.5%	Met Target
White	10	92.3%	30%	33.9%	51.1%	28.6%	**	**
Hispanic	209	98.2%	28.7%	24.3%	24.2%	28.7%	20.6%	Met Target
Black or African American	*	*	*	13.8%	20.1%	*	**	**
Asian, Native Hawaiian, or Pacific Islander	13	100%	69.2%	62.5%	74.4%	69.2%	**	**
American Indian or Alaska Native	*	*	*	*	42%	*	**	**
Two or More Races	*	*	*	*	48.9%	*	**	**
Female	*	98.4%	31%	24.4%	38.4%	31%		
Male	*	97.7%	31.1%	27%	42%	31.1%		
Non-binary/undesignated gender	*	*	*	*	47.3%	*		
Economically Disadvantaged Students	190	98%	27.9%	23.2%	21.7%	27.9%	19.1%	Met Target
Non-Economically Disadvantaged Students	45	98%	44.4%	33.3%	51.5%	44.4%		
Students with Disabilities	33	91.7%	<10%	<10%	16.6%	<10%	8.7%	Met Target
Students without Disabilities	202	99.1%	34.7%	28.8%	45.4%	34.7%		
Multilingual Learners	57	100%	14%	14.9%	18.7%	14%	11.1%	Met Target
Non-Multilingual Learners	178	97.3%	36.5%	29.3%	43.5%	36.5%		
Students Experiencing Homelessness	*	*	*	*	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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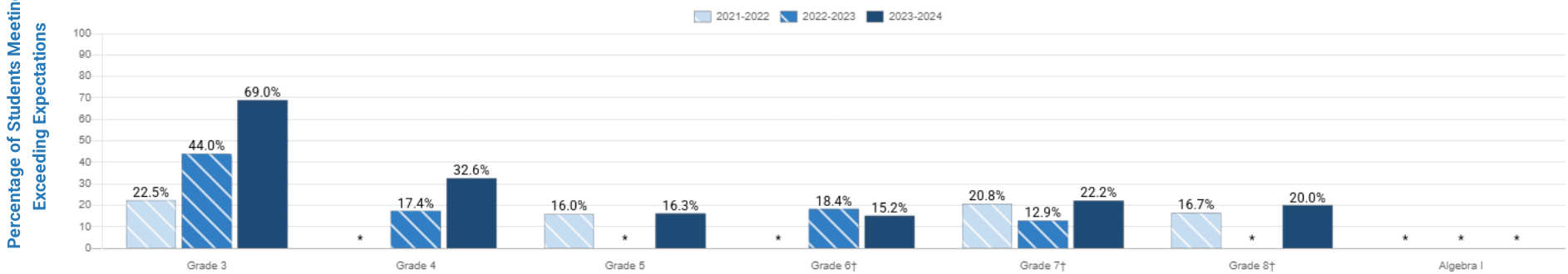
Academic Achievement

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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	42	758	741	747	5%	7%	19%	52%	17%	69%	48%
White	*	*	753	757	*	*	*	*	*	*	60%
Hispanic	35	757	738	732	3%	9%	23%	51%	14%	66%	31%
Black or African American	*	*	*	728	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	776	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	51%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	*	750	738	744	10%	14%	14%	48%	14%	62%	45%
Male	*	767	744	749	0%	0%	24%	57%	19%	76%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	756	738	729	6%	9%	18%	56%	12%	68%	28%
Non-Economically Disadvantaged Students	*	*	749	758	*	*	*	*	*	*	60%
Students with Disabilities	*	*	713	725	*	*	*	*	*	*	25%
Students without Disabilities	*	758	745	751	5%	7%	19%	52%	17%	69%	52%
Multilingual Learners	*	*	737	722	*	*	*	*	*	*	20%
Non-Multilingual Learners	*	762	742	751	6%	3%	15%	59%	18%	76%	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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Academic Achievement

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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	46	726	732	744	24%	33%	11%	33%	0%	33%	45%
White	*	*	744	754	*	*	*	*	*	*	57%
Hispanic	41	725	730	730	24%	34%	10%	32%	0%	32%	28%
Black or African American	*	*	*	726	*	*	*	*	*	*	24%
Asian, Native Hawaiian, or Pacific Islander	*	*	755	773	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	50%
Two or More Races	*	*	*	752	*	*	*	*	*	*	54%
Female	*	728	731	743	20%	36%	12%	32%	0%	32%	43%
Male	*	724	733	746	29%	29%	10%	33%	0%	33%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	722	730	727	27%	35%	11%	27%	0%	27%	25%
Non-Economically Disadvantaged Students	*	*	741	755	*	*	*	*	*	*	58%
Students with Disabilities	*	*	705	722	*	*	*	*	*	*	21%
Students without Disabilities	*	733	737	749	13%	36%	13%	38%	0%	38%	50%
Multilingual Learners	12	701	715	718	*	*	*	*	*	*	14%
Non-Multilingual Learners	34	735	737	748	18%	29%	9%	44%	0%	44%	49%
Students Experiencing Homelessness	*	*	*	716	*	*	*	*	*	*	15%
Students in Foster Care	*	*	*	716	*	*	*	*	*	*	15%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	*	*	*	721	*	*	*	*	*	*	17%

Report Key:
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N No Data is available to display
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Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	School Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	49	723	727	741	18%	31%	35%	16%	0%	16%	40%
White	*	*	740	751	*	*	*	*	*	*	53%
Hispanic	46	724	726	726	20%	28%	35%	17%	0%	17%	23%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	749	772	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	47%
Two or More Races	*	*	*	748	*	*	*	*	*	*	49%
Female	*	719	727	739	24%	24%	38%	14%	0%	14%	38%
Male	*	727	727	742	14%	36%	32%	18%	0%	18%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	725	725	724	16%	32%	34%	18%	0%	18%	20%
Non-Economically Disadvantaged Students	*	*	733	752	*	*	*	*	*	*	53%
Students with Disabilities	*	*	707	717	*	*	*	*	*	*	16%
Students without Disabilities	*	726	730	746	18%	27%	38%	18%	0%	18%	45%
Multilingual Learners	*	*	707	711	*	*	*	*	*	*	*
Non-Multilingual Learners	*	726	731	744	12%	36%	36%	17%	0%	17%	44%
Students Experiencing Homelessness	*	*	*	712	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	714	*	*	*	*	*	*	10%
Military-Connected Students	*	*	*	741	*	*	*	*	*	*	40%
Migrant Students	*	*	*	724	*	*	*	*	*	*	27%

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Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 6

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

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

Student Group	Valid Scores	School Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	33	717	727	737	30%	33%	21%	15%	0%	15%	36%
White	*	*	735	746	*	*	*	*	*	*	47%
Hispanic	31	717	726	723	32%	29%	23%	16%	0%	16%	20%
Black or African American	*	*	*	718	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	73%
American Indian or Alaska Native	*	*	*	735	*	*	*	*	*	*	33%
Two or More Races	*	*	*	743	*	*	*	*	*	*	45%
Female	*	708	727	736	*	*	*	*	*	*	34%
Male	*	729	727	738	29%	21%	21%	29%	0%	29%	38%
Non-binary/undesignated gender	*	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	*	713	724	721	36%	32%	21%	11%	0%	11%	17%
Non-Economically Disadvantaged Students	*	*	736	747	*	*	*	*	*	*	48%
Students with Disabilities	*	*	711	714	*	*	*	*	*	*	12%
Students without Disabilities	*	717	730	741	22%	41%	26%	11%	0%	11%	41%
Multilingual Learners	*	*	703	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	722	732	740	22%	33%	26%	19%	0%	19%	39%
Students Experiencing Homelessness	*	*	*	711	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	739	*	*	*	*	*	*	37%
Migrant Students	*	*	*	704	*	*	*	*	*	*	13%

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Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 7

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

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

Student Group	Valid Scores	School Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	45	729	730	739	18%	22%	38%	18%	4%	22%	37%
White	*	*	732	748	*	*	*	*	*	*	50%
Hispanic	36	724	729	728	19%	25%	42%	11%	3%	14%	23%
Black or African American	*	*	*	724	*	*	*	*	*	*	18%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	*	*	*	734	*	*	*	*	*	*	33%
Two or More Races	*	*	*	743	*	*	*	*	*	*	44%
Female	*	737	731	738	9%	22%	39%	22%	9%	30%	36%
Male	*	722	730	739	27%	23%	36%	14%	0%	14%	39%
Non-binary/undesignated gender	*	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	32	724	730	726	16%	28%	44%	9%	3%	13%	20%
Non-Economically Disadvantaged Students	13	742	733	747	23%	8%	23%	38%	8%	46%	48%
Students with Disabilities	*	*	709	716	*	*	*	*	*	*	12%
Students without Disabilities	*	734	733	743	14%	19%	41%	22%	5%	27%	43%
Multilingual Learners	*	*	719	714	*	*	*	*	*	*	*
Non-Multilingual Learners	*	731	733	741	14%	24%	38%	19%	5%	24%	40%
Students Experiencing Homelessness	*	*	*	716	*	*	*	*	*	*	11%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	740	*	*	*	*	*	*	39%
Migrant Students	*	*	*	708	*	*	*	*	*	*	*

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Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 8

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

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

Student Group	Valid Scores	School Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	25	710	718	719	36%	40%	4%	20%	0%	20%	19%
White	*	*	727	729	*	*	*	*	*	*	27%
Hispanic	23	706	718	713	39%	43%	0%	17%	0%	17%	13%
Black or African American	*	*	*	707	*	*	*	*	*	*	10%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	740	*	*	*	*	*	*	40%
American Indian or Alaska Native	*	*	*	722	*	*	*	*	*	*	21%
Two or More Races	*	*	*	722	*	*	*	*	*	*	22%
Female	*	*	720	719	*	*	*	*	*	*	19%
Male	*	701	717	719	44%	38%	6%	13%	0%	13%	20%
Non-binary/undesignated gender	*	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	*	709	717	711	39%	39%	0%	22%	0%	22%	12%
Non-Economically Disadvantaged Students	*	*	722	725	*	*	*	*	*	*	25%
Students with Disabilities	*	*	699	702	*	*	*	*	*	*	*
Students without Disabilities	*	718	722	724	25%	45%	5%	25%	0%	25%	23%
Multilingual Learners	*	*	709	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	710	720	721	33%	43%	0%	24%	0%	24%	21%
Students Experiencing Homelessness	*	*	*	704	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	696	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	722	*	*	*	*	*	*	19%
Migrant Students	*	*	*	*	*	*	*	*	*	*	*

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Academic Achievement

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Mathematics Assessment - Performance By Test: Algebra I

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

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

Student Group	Valid Scores	School Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	*	*	720	738	*	*	*	*	*	*	40%
White	*	*	727	748	*	*	*	*	*	*	51%
Hispanic	*	*	719	723	*	*	*	*	*	*	23%
Black or African American	*	*	706	719	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	*	737	*	*	*	*	*	*	38%
Two or More Races	*	*	*	746	*	*	*	*	*	*	49%
Female	*	*	720	737	*	*	*	*	*	*	39%
Male	*	*	720	739	*	*	*	*	*	*	41%
Non-binary/undesignated gender	*	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	*	*	717	722	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	*	*	725	747	*	*	*	*	*	*	50%
Students with Disabilities	*	*	698	710	*	*	*	*	*	*	11%
Students without Disabilities	*	*	723	743	*	*	*	*	*	*	45%
Multilingual Learners	*	*	701	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	*	724	741	*	*	*	*	*	*	43%
Students Experiencing Homelessness	*	*	*	712	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	*	696	*	*	*	*	*	*	*

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	N	N	N	N
4	N	N	N	N
5	*	*	*	*
6	*	*	*	*
7	*	*	*	*
8	N	N	N	N

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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	146	*	>90%	*	<10%
3-4	32	*	>90%	*	<10%
5 or more	*	*	*	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English learners making expected growth to proficiency	Annual Target	Met Target?
Schoolwide/Multilingual Learners	37%	22.7%	Met Goal

† Target was met within a confidence interval.

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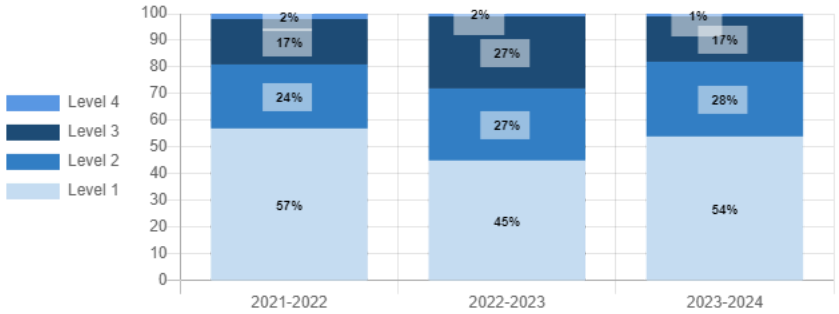
Academic Achievement

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

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

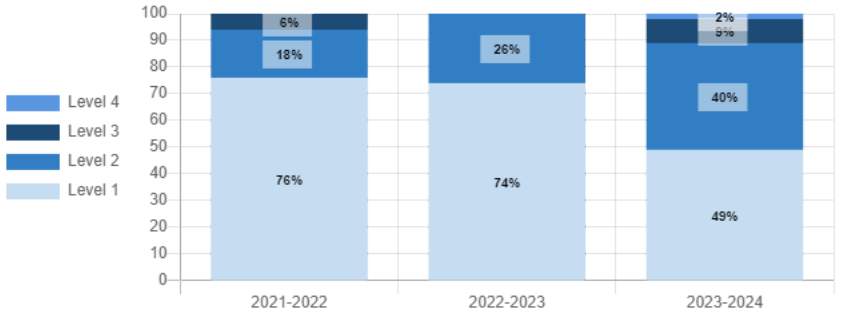
NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 8 Summary

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



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

NJSLA Science Assessment: Grade 5

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

Student Group	School % Level 1	School % Level 2	School % Level 3	School % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Schoolwide	54%	28%	17%	1%	35%	37%	21%	6%
White	*	*	*	*	22%	42%	28%	8%
Hispanic	57%	27%	16%	0%	51%	36%	12%	2%
Black or African American	*	*	*	*	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	*	*	*	*	27%	36%	27%	10%
Female	50%	34%	16%	0%	35%	39%	20%	6%
Male	57%	24%	17%	2%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	60%	28%	12%	0%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	26%	32%	37%	5%	24%	39%	28%	10%
Students with Disabilities	82%	9%	9%	0%	64%	27%	8%	2%
Students without Disabilities	51%	31%	18%	1%	30%	39%	24%	7%
Multilingual Learners	86%	11%	3%	0%	78%	20%	2%	0%
Non-Multilingual Learners	35%	38%	25%	2%	30%	39%	23%	7%
Students Experiencing Homelessness	*	*	*	*	68%	25%	6%	1%
Students in Foster Care	*	*	*	*	67%	28%	3%	1%
Military-Connected Students	*	*	*	*	30%	42%	23%	5%
Migrant Students	*	*	*	*	73%	27%	0%	0%

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Academic Achievement

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NJSLA Science Assessment: Grade 8

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

Student Group	School % Level 1	School % Level 2	School % Level 3	School % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Schoolwide	49%	40%	9%	2%	36%	45%	14%	5%
White	*	*	*	*	23%	52%	19%	6%
Hispanic	54%	37%	7%	3%	51%	42%	6%	1%
Black or African American	*	*	*	*	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	*	*	*	*	27%	46%	19%	8%
Female	33%	58%	5%	5%	35%	47%	13%	4%
Male	64%	24%	12%	0%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	58%	36%	4%	2%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	31%	48%	17%	3%	26%	48%	19%	7%
Students with Disabilities	*	*	*	*	67%	29%	3%	1%
Students without Disabilities	45%	43%	9%	3%	30%	48%	16%	6%
Multilingual Learners	84%	16%	0%	0%	75%	24%	1%	0%
Non-Multilingual Learners	27%	55%	14%	4%	32%	47%	15%	5%
Students Experiencing Homelessness	*	*	*	*	66%	32%	2%	0%
Students in Foster Care	*	*	*	*	80%	19%	1%	0%
Military-Connected Students	*	*	*	*	40%	47%	10%	3%
Migrant Students	*	*	*	*	*	*	*	*

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

College and Career Readiness

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	116
7	0	0	122
8	31	0	65
Total	31	0	303

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College and Career Readiness

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World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	116	0	0	0	0	0	0
7	122	0	0	0	0	0	0
8	75	0	20	0	0	0	0
Total	313	0	20	0	0	0	0

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College and Career Readiness

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Computer Science – Course Participation

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

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

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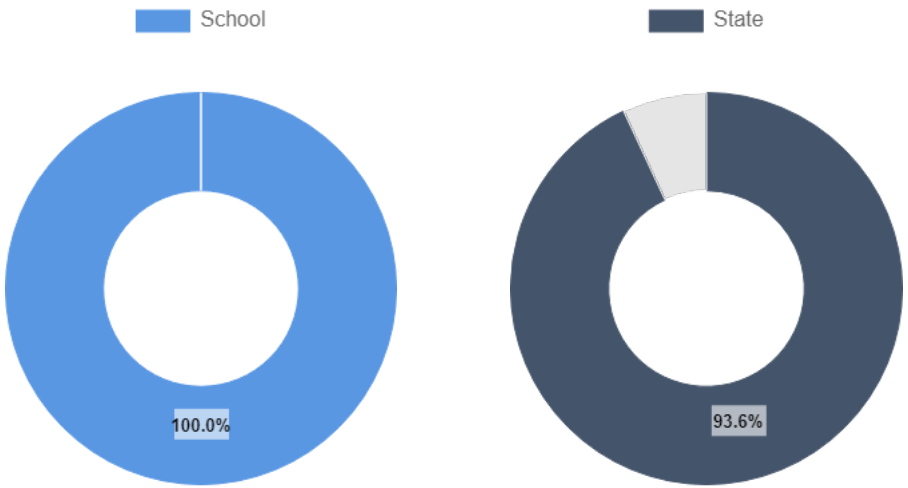
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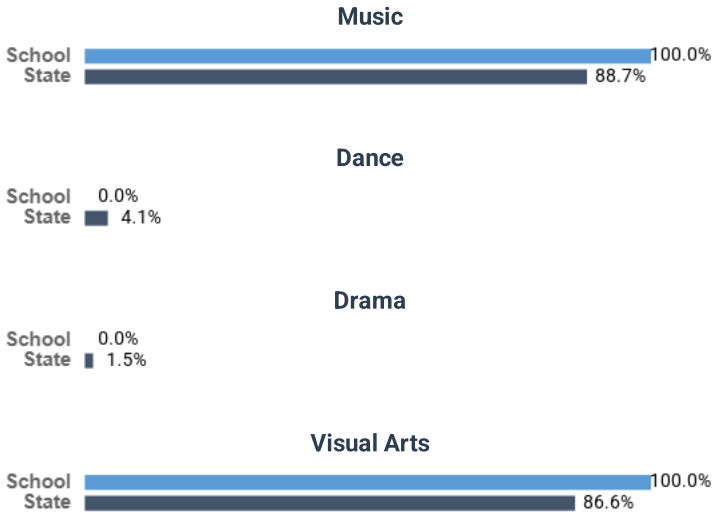
Visual and Performing Arts – Course Participation

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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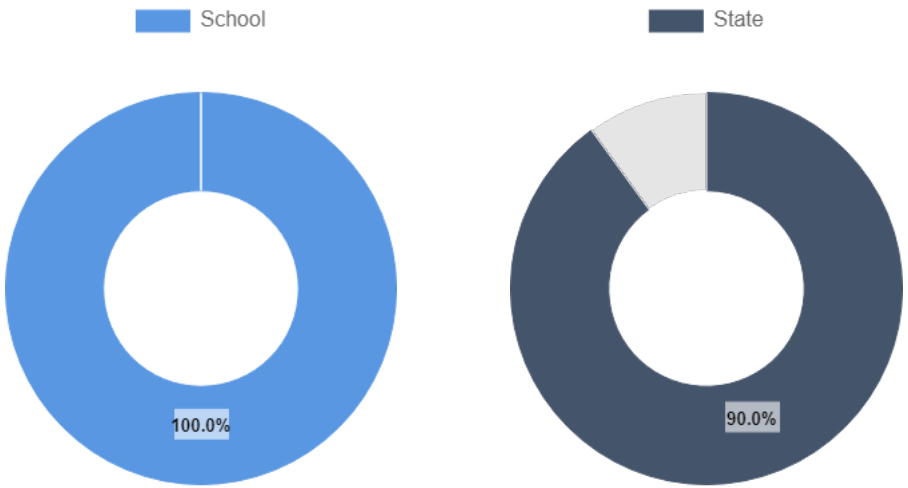
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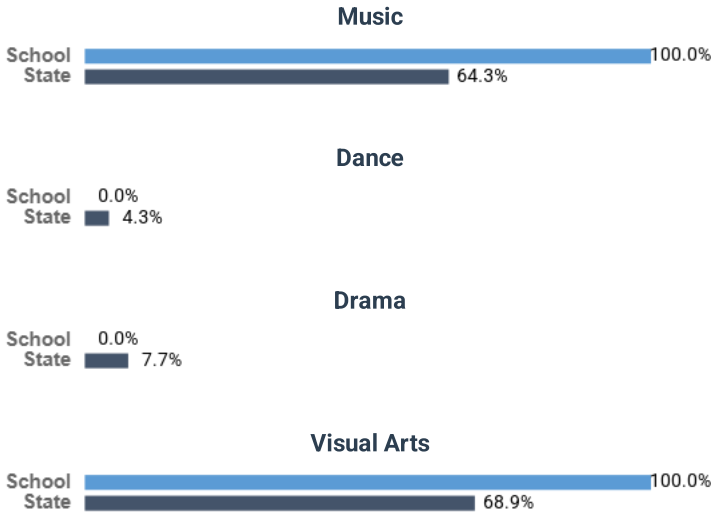
Visual and Performing Arts – Course Participation

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

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



Students enrolled in one or more classes by discipline:



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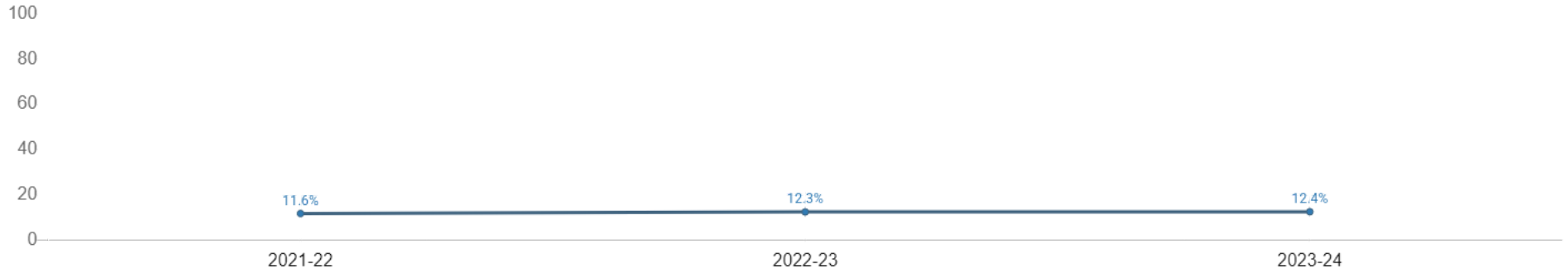
Climate and Environment

Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The NJDOE used input from stakeholders to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism Trends

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. Pursuant to N.J.S.A. 18A:38-25.1, any school where 10 percent or more of the students enrolled are chronically absent must develop a corrective action plan to improve chronic absenteeism rates. The Requires Corrective Action Plan column in the table indicates whether the school's chronic absenteeism rate is 10% or higher, meaning that the school must complete a corrective action plan. The NJDOE Data-based Decision Making for Addressing Chronic Absenteeism guidance document (found on the NJDOE attendance page under Chronic Absenteeism) provides districts with guidance on responding to chronic absetneeism and includes sample corrective action plan templates.

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



Performance Measure	2021-22	2022-23	2023-24
Chronic Absenteeism Rate	11.6%	12.3%	12.4%
ESSA Target (State Average for Grades Served)	16.4%	14.9%	13.2%
Met ESSA Target	Met	Met	Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%

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Student Group	# of Students Chronically Absent	% of Students Chronically Absent	Requires Corrective Action Plan: Schoolwide Rate is 10% or higher	ESSA Target: State Average for Grades Served	Met ESSA Target
Schoolwide	53	12.4%	Yes	13.2%	Met
White	6	17.6%		13.2%	Not Met
Hispanic	47	12.9%		13.2%	Met
Black or African American	*	*		**	**
Asian, Native Hawaiian, or Pacific Islander	0	0.0%		13.2%	Met
American Indian or Alaska Native	*	*		**	**
Two or More Races	*	*		**	**
Female	*	12.1%			
Male	*	12.7%			
Non-Binary/Undesignated Gender	*	*			
Economically Disadvantaged Students	48	15.5%		13.2%	Not Met
Students with Disabilities	16	29.1%		13.2%	Not Met
Multilingual Learners	6	7.9%		13.2%	Met
Students Experiencing Homelessness	*	*			
Students in Foster Care	*	*			
Military-Connected Students	*	*			
Migrant Students	*	*			

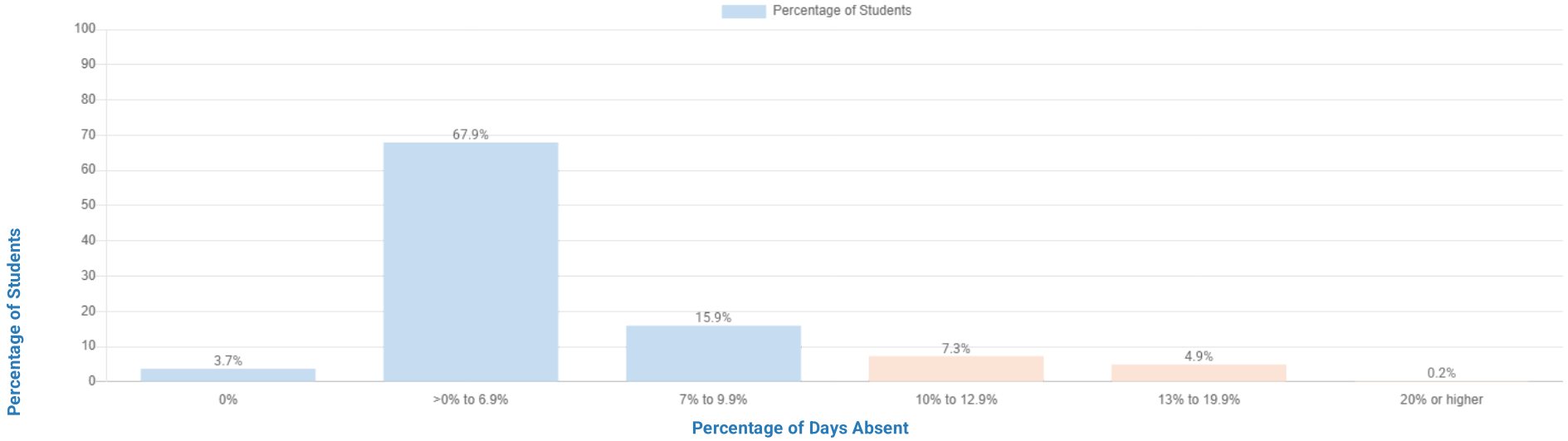
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Percentage of Days Absent

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.



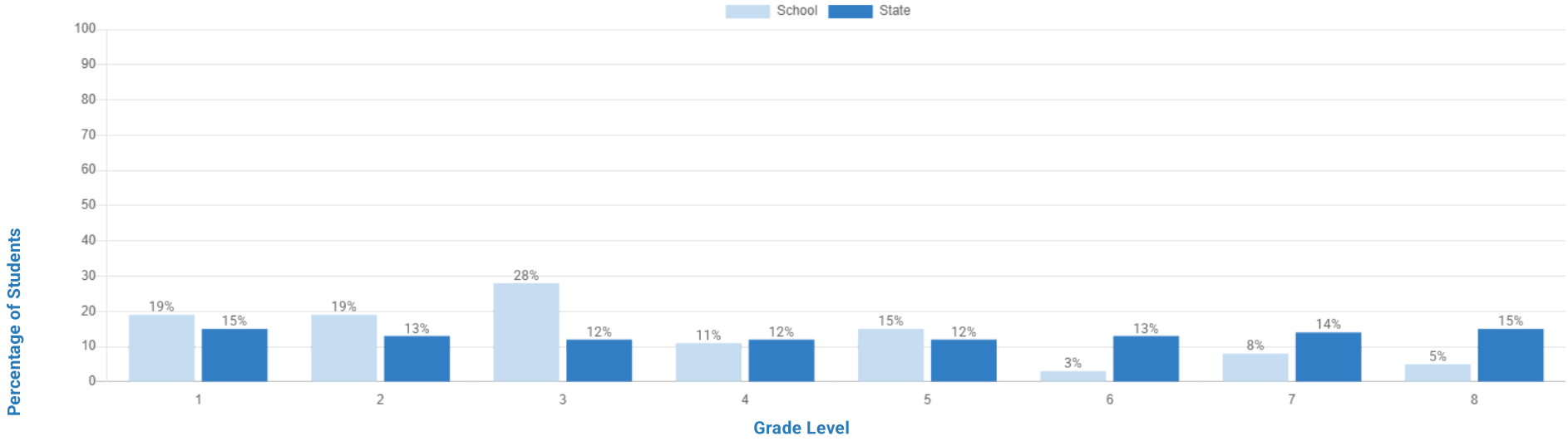
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Chronic Absenteeism by Grade

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

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

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	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
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%	24	4%	24	4%	0	0%	0	0%
White	0	0%	1	3%	1	3%	0	0%	0	0%
Hispanic	0	0%	21	4%	21	4%	0	0%	0	0%
Black or African American	*	*	*	*	*	*	*	*	*	*
Asian	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%	*	1%	*	1%	*	0%	*	0%
Male	*	0%	*	5%	*	5%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	0	0%	18	4%	18	4%	0	0%	0	0%
Students with disabilities	0	0%	2	2%	2	2%	0	0%	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%	24	4%	24	4%	0	0%	0	0%
1	0	0%	0	0%	0	0%	0	0%	0	0%
2	0	0%	0	0%	0	0%	0	0%	0	0%
3	0	0%	0	0%	0	0%	0	0%	0	0%
4	0	0%	0	0%	0	0%	0	0%	0	0%
5	0	0%	3	3%	3	3%	0	0%	0	0%
6	0	0%	6	5%	6	5%	0	0%	0	0%
7	0	0%	3	2%	3	2%	0	0%	0	0%
8	0	0%	11	12%	11	12%	0	0%	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	*	*	*	*	*	*	*	*	*	*	*	*	*	*
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%
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%
5	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
6	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
7	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
8	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

Report Key:
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** Accountability calculations require 20 or more students
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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.

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*
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%
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%
5	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
6	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
7	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
8	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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Climate and Environment

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School Days Missed due to Out-of-School Suspensions

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

School Days Missed due to Out-of-School Suspensions
67

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Climate and Environment

School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs. 30 Mins.
Full Time - Instructional Time	5 Hrs. 20 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	51	119,239
Average years experience in public schools	12.6	12.6
Average years experience in district	12.6	11.3
Number of Teachers with 4 or more years experience in the district	40	87,243
Percentage of Teachers with 4 or more years experience in the district	78.4%	73.6%
Number of out-of-field teachers	0	2,931
Percentage of out-of-field teachers	0%	2.5%
Number of Teachers with Provisional Credentials	0	9,065
Percentage of Teachers with Provisional Credentials	0%	7.6%

Administrators – Experience

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

Category	Admin. in School	Admin. in State
Total Number of administrators	3	10,170
Average years experience in public schools	22.0	16.2
Average years experience in district	22.0	12.5
Number of Administrators with 4 or more years experience in the district	3	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	51	562	119,239
Administrators	3	42	10,170
Librarians/Media Specialists	N	1	1,160
Nurses	1	8	3,025
School Counselors	1	17	4,673
Child Study Team Members	3	38	9,654
School Psychologists	N	9	2,185
School Social Workers	1	9	2,750
Student Assistance Coordinators	N	N	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
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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.

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	11:1	13:1
Students to Administrators	194:1	172:1
Teachers to Administrators	17:1	13:1
Students to Librarians/Media Specialists †	N	7222:1
Students to Nurses †	583:1	903:1
Students to Counselors †	583:1	425:1
Students to Child Study Team Members †,††	29:1	29:1
Students to School Psychologists †	N	802:1
Students to School Social Workers †	583:1	802:1
Students to Student Assistance Coordinators †	N	N
Students to School Safety Specialists †		7222:1

† 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	44.0%	80-90%	*	48.0%	77.0%	57.0%
Male	56.0%	10-20%	*	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤10%	*	≤1%	≤1%	≤1%
White	6.2%	58.8%	66.7%	38.2%	81.8%	74.5%
Hispanic	88.7%	41.2%	33.3%	34.0%	8.6%	8.6%
Black or African American	0.9%	0.0%	0.0%	14.2%	6.4%	14.4%
Asian	3.9%	0.0%	0.0%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.4%	0.5%
Two or More Races	0.3%	0.0%	0.0%	3.1%	0.3%	0.4%

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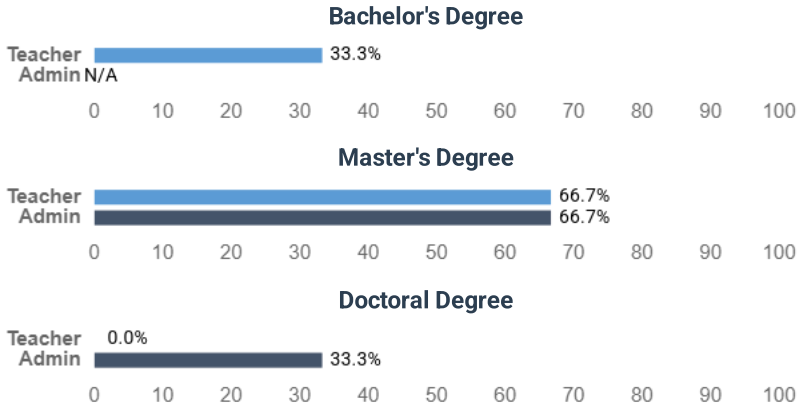
Staff

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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	91.9%	89.5%
2022-23 Administrators: Same district 2023-24	95.1%	87.9%

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Staff

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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)	18	>80%	≤20%	≤20%	55.6%	44.4%	0.0%	0.0%	0.0%	0.0%	0.0%	77.8%	27.8%	72.2%	0.0%
English/Language Arts/Literacy	11	*	*	*	27.3%	72.7%	0.0%	0.0%	0.0%	0.0%	0.0%	81.8%	45.5%	54.5%	0.0%
English to Speakers of Other Languages	5	*	*	*	60.0%	40.0%	0.0%	0.0%	0.0%	0.0%	0.0%	60.0%	20.0%	80.0%	0.0%
Mathematics	5	*	*	*	80.0%	20.0%	0.0%	0.0%	0.0%	0.0%	0.0%	60.0%	40.0%	60.0%	0.0%
Science	3	*	*	*	66.7%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	66.7%	100.0%	0.0%	0.0%
Social Studies/History	3	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	66.7%	33.3%	66.7%	0.0%
World Language	1	*	*	*	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Visual and Performing Arts	3	*	*	*	33.3%	66.7%	0.0%	0.0%	0.0%	0.0%	0.0%	66.7%	33.3%	66.7%	0.0%
Health/Physical Education	3	*	*	*	66.7%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	66.7%	33.3%	0.0%
Family & Consumer Sciences	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Computer Science/IT	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Industrial Arts	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Career and Technical Education	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Special Education	8	*	*	*	62.5%	37.5%	0.0%	0.0%	0.0%	0.0%	0.0%	75.0%	25.0%	75.0%	0.0%
Bilingual	5	*	*	*	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	40.0%	60.0%	0.0%

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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.

North Bergen Twp	Federal	State & Local	Total	ADE**
District Level Total Expenditures	$4,210	$14,399	$18,609	7,094.8
District Level Central Expenditures	$3,174	$5,453	$8,627	7,094.8
North Bergen High School	$110	$7,676	$7,786	2,374.6
Franklin Elementary School	$1,099	$8,441	$9,540	524.5
Horace Mann Elementary School	$805	$6,223	$7,028	967.9
John F Kennedy Elementary School	$1,340	$7,897	$9,237	566.4
Lincoln Elementary School	$1,330	$15,532	$16,862	1,178.0
Mckinley Elementary School	$2,784	$10,942	$13,726	317.5
Robert Fulton Elementary School	$915	$7,244	$8,159	900.4
Polk Street School	$1,338	$7,623	$8,961	265.4

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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 Accountability Indicator	2021-22	2022-23	2023-24
ELA Proficiency	32.9%	37.1%	35.4%
Math Proficiency	17.9%	19.8%	31.1%
ELA Growth†	68	44	29
Math Growth†	58	41	44
4-Year Graduation Rate (Prior Year)††	N	N	N
5-Year Graduation Rate (Prior Year)††	N	N	N
Progress toward English Language Proficiency	41.5%	51.1%	37.0%
Chronic Absenteeism	11.6%	12.3%	12.4%

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

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Accountability

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

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

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

ESSA Accountability Indicator	Actual Performance	Indicator Score	Weight
ELA Proficiency	35.4%	24.14	15.0%
Math Proficiency	31.1%	30.78	15.0%
ELA Growth	29	2.91	20.0%
Math Growth	44	37.13	20.0%
4-Year Graduation Rate (Prior Year)†	N	N	N
5-Year Graduation Rate (Prior Year)†	N	N	N
Progress toward English Language Proficiency	37%	52.96	20.0%
Chronic Absenteeism	12.4%	50.28	10.0%
Summative Score	31.9		
Summative Rating (Percentile Rank)	20.8		
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	Not Met	Met Standard	N	N	Met Goal	Met	No
White	**			**	**	**	**	N	N		Not Met	No
Hispanic	25.33			Met Target†	Met Target	Not Met	Met Standard	N	N		Met	No
Black or African American	**			**	**	**	**	N	N		**	No
Asian, Native Hawaiian, or Pacific Islander	**			**	**	**	**	N	N		Met	No
American Indian or Alaska Native	**			**	**	**	**	N	N		**	No
Two or More Races	**			**	**	**	**	N	N		**	No
Economically Disadvantaged Students	39.40			Met Target†	Met Target	Not Met	Met Standard	N	N		Not Met	No
Students with Disabilities	32.70			Met Target	Met Target	Not Met	Met Standard	N	N		Not Met	No
Multilingual Learners	52.89			Met Target	Met Target	Met Standard	Exceeds Standard	N	N	Met Goal	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.

Highlights:

- JFK is a small neighborhood school, situated in a family oriented community. Our faculty, staff, students and families work together to create a welcoming and enriching environment for our children.
- We are in year four of the North Bergen S.T.E.A.M. Academy for grades 5, 6, and 7. STEAM is an advanced curriculum in a small school environment.
- Hudson County Law Day Essay and Poetry contest winners, several years running.

Mission, Vision, Theme:

VISION: John F. Kennedy School will educate its students to reach their fullest potential and to become active and productive members of their community. MISSION: John F. Kennedy School strives to educate its students to become critical thinkers, problem solvers, and effective communicators within a challenging, yet supportive learning environment. Our professional staff is committed to preparing all students to become good citizens and to function in the 21st Century.

Awards, Recognition, Accomplishments:

Students show progress in academic subjects every year on state assessments. Honors include: past Rogate Scholars, Principal's Honors, Perfect attendance awards, Law Day Essay/Poetry Contest winner, Reaching Our Dreams Essay Winners, as well as MUA Go Green Save Green Poster Contest winners.NASA Langley Art contest, Honorable Mention to fifth grader in STEAM program.

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Courses, Curriculum, Instruction:

Class offerings include: English Language Arts (Primary grades utilizing Pearson, Scholastic Guided Reading & Wilson's Fundations; middle school grades utilize Pearson, literature circles and Socratic Method), Mathematics, Science, Social Studies, as well as physical education, health (grades 6,7,8), art, music (instrumental and vocal), technology, and world language (grades 1-8).

Sports and Athletics:

Sports Offered: Basketball (Boys & Girls), Cheerleading (Coed), Track and Field - Spring (Coed)
Students in grades 6,7,8 are eligible to participate in Boys and Girls Basketball, Co-ed Track & Field, Co-ed Flag Football, and Co-ed Cheerleading.

Clubs and Activities:

Kennedy School students are involved in numerous activities. Including: Instrumental band, choir, Safety Patrol, Poetry Club, Ambassadors of Kindness, Art club, Student Council, Environmental Club, Scrabble Club, Chess Club, Newspaper, Yoga Club, and Fashion Club. Kennedy School also offers several after school programs such as Math and Reading Tutoring, Photography, Chess & Scrabble, Lego & Minecraft, Think Like A Scientist, Journalism, and Be Kind to Your Mind.

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Before and After School Programs:

Before School: Teacher Extra Help Periods. Kennedy School also offers several after school programs such as Math and Reading Tutoring, Photography, Chess & Gameboard, Think Like A Scientist, Minecraft, Journalism, Be Kind to Your Mind, Title 1 Saturday program, and Bilingual/ESL.

Staff and Professional Learning:

Professional development takes place frequently through school based Professional Leaning Community meetings (PLC), online professional development webinars, as well as district sponsored professional development meetings. Our Math and Literacy Coaches provide valuable professional development opportunities for educators on an ongoing basis. The Hudson County Professional Development Consortium also offers monthly professional development workshops to Hudson County educators. Professional staff are also sent to various workshops based on the their needs and the needs of the school.

Student Supports and Services:

John F. Kennedy School provides student support services through the child study team as well as the school counselor. These services reach every student, regardless of affiliation, and strive to concentrate on the knowledge and attitude needed for academic success, accomplishment and personal/social growth.

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Student Health and Wellness:

John F. Kennedy School complies with the requirements of the Healthy, Hunger Free Kids Act of 2010 (HHFKA). This wellness policy includes goals for promoting nutrition, education, physical activity, and other school activities that support student wellness.

Parent and Community Involvement:

Parents participate in school wide events throughout the year. A Parent's Night and Back to School Night are held during the year. The Parent Portal is an online form of communication for families to keep apprised of their child's education. The portal allows parents to see their child's progress, check attendance and discipline. Kennedy School and the district superintendent regularly hold morning and evening programs to communicate with parents regarding important information. We've also held family paint nights, school concerts, and a much anticipated student fashion show.

Facilities:

Kennedy School facilities have been used for many district and community based programs. This past summer Kennedy School hosted one of the North Bergen District's Summer School Program for grades 1-8.

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School Safety:

The North Bergen School District has an excellent relationship with the North Bergen Police Department. An SRO (school resource officer) is posted inside the school every day. The SRO helps with traffic associated with student arrivals and dismissals. Within the school the SRO presents a positive image of public safety for our students. Kennedy School also has three security personnel to monitor the building.

Technology and STEM:

Kennedy School houses the North Bergen S.T.E.A.M Academy for grades 5, 6, and 7. This is our fourth year for the S.T.E.A.M. program which offers an advanced curriculum for qualified students. There is a rigorous application and interview process for students wishing to apply.

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Other Information:

Kennedy School 6th graders participate in L.E.A.D. (Law Enforcement Against Drugs). Our 7th graders participate in the SEEDS program. Our students and staff raise money for various charities throughout the year, such as Pennies For Patients, the Lupus Organization of New Jersey, and the American Cancer Society.