Robert Fulton Elementary School (17-3610-110)

2023-2024

County: Hudson
District: North Bergen School District
7407 Hudson Ave
North Bergen, NJ 07047-5607

Principal: Mrs. Noreen Thelma Garcia
School Website
201-295-2900

907
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

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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	Mrs. Noreen Thelma Garcia
Address	7407 Hudson Ave, North Bergen, NJ 07047-5607
Phone Number	201-295-2900
Email Address	tgarcia@northbergen.k12.nj.us
Website	https://fulton.northbergen.k12.nj.us/
Facebook	https://www.facebook.com/robertfultonwildcats

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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	93	97	115
2	110	95	94
3	102	118	116
4	103	105	145
5	112	96	99
6	107	111	95
7	138	117	122
8	124	145	121
Total	889	884	907

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	49.0%	49.0%	50.0%
Male	51.0%	51.0%	50.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	57.3%	58.9%	68.6%
Students with Disabilities	14.5%	16.1%	15.1%
Multilingual Learners	7.2%	9.8%	18.1%
Students Experiencing Homelessness	0.2%	0.0%	0.1%
Students in Foster Care	0.1%	0.1%	0.1%
Military-Connected Students	0.2%	0.2%	0.4%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial And Ethnic Group	2021-22	2022-23	2023-24
White	10.1%	9.0%	7.9%
Hispanic	85.3%	85.6%	89.1%
Black or African American	1.2%	1.5%	0.7%
Asian	2.5%	2.9%	1.4%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.1%
American Indian or Alaska Native	0.1%	0.1%	0.0%
Two Or More Races	0.7%	0.7%	0.8%

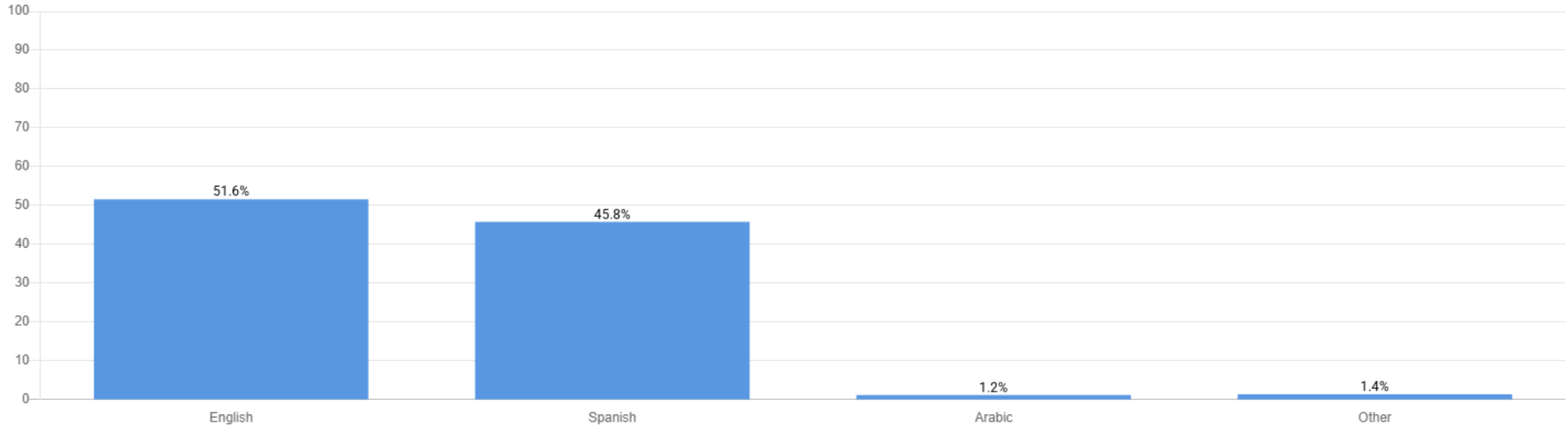
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Enrollment by Home Language

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.

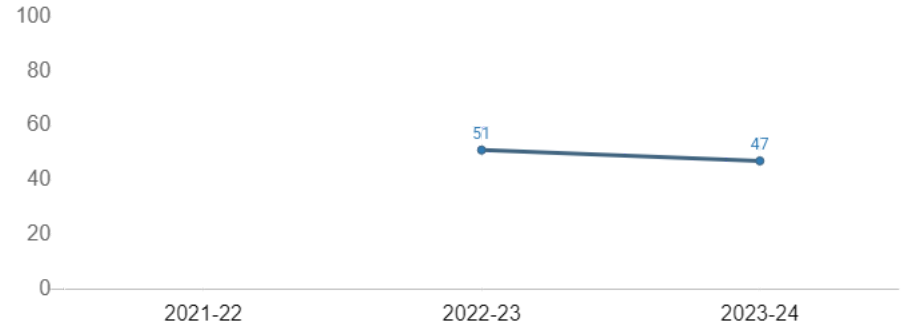
Important Note for 2023-24: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022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

Student Growth Trends and Progress

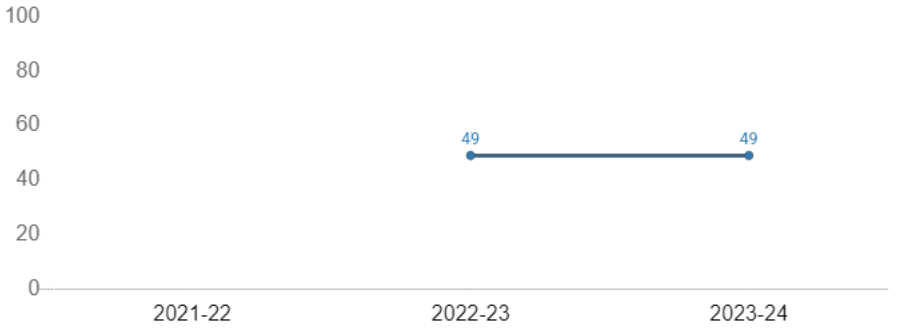
These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

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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		51	47		49	49
Met Standard (40-59.5)?		Met Standard	Met Standard		Met Standard	Met Standard
Statewide: Median Student Growth Percentile		50	50		50	50

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

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Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	47	47	50	Met Standard	49	50	50	Met Standard
White	36	44	50	Not Met	41	53	51	Met Standard
Hispanic	48	47	49	Met Standard	50	50	48	Met Standard
Black or African American	*	38	47	**	*	48	46	**
Asian, Native Hawaiian, or Pacific Islander	57	47	59	**	41	47	60	**
American Indian or Alaska Native	N	N	50	**	N	N	50	**
Two or More Races	*	*	50	**	*	*	51	**
Female	44.5	48	52		49	51	50	
Male	49	45.5	48		49	48	50	
Non-Binary/Undesignated Gender	N	N	44		N	N	45.5	
Economically Disadvantaged Students	47.5	47	48	Met Standard	53	50	48	Met Standard
Students with Disabilities	32	40	43	Not Met	43	51	44	Met Standard
Multilingual Learners	57	54	50	Met Standard	64	54	50	Exceeds Standard
Students Experiencing Homelessness	N	*	43		N	*	45	
Students in Foster Care	*	*	40		*	*	47	
Military-Connected Students	*	*	47.5		*	*	51	
Migrant Students	N	N	53		N	N	44	

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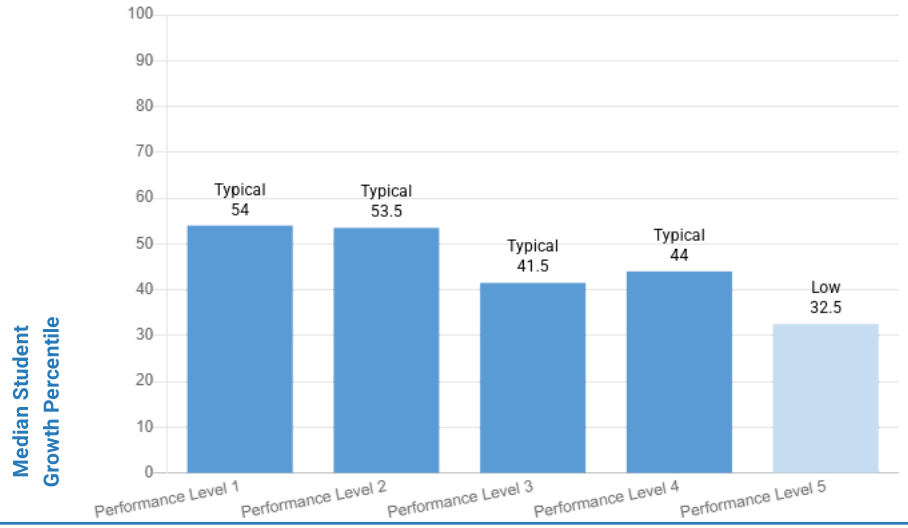
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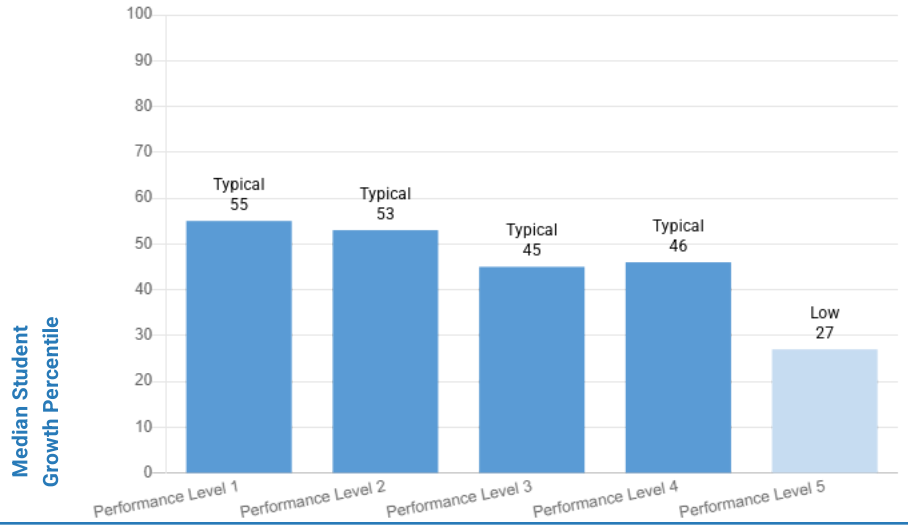
Student Growth by Performance Level

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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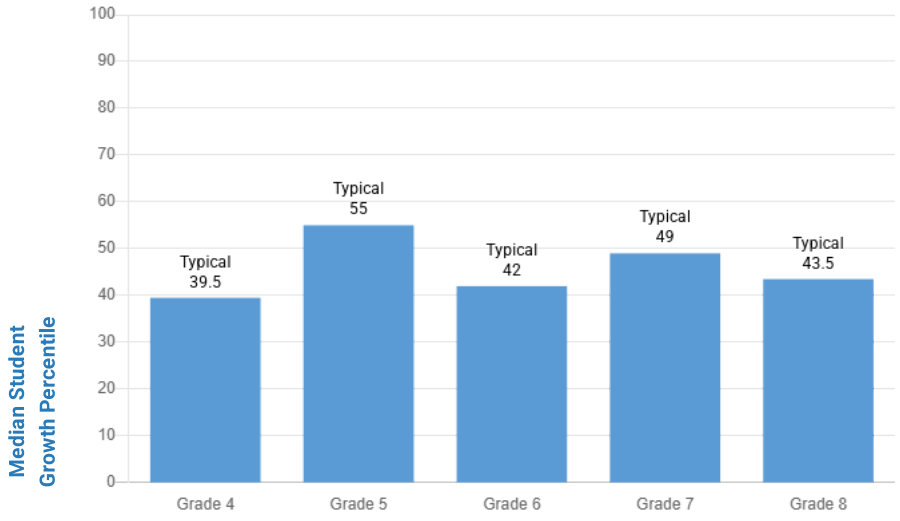
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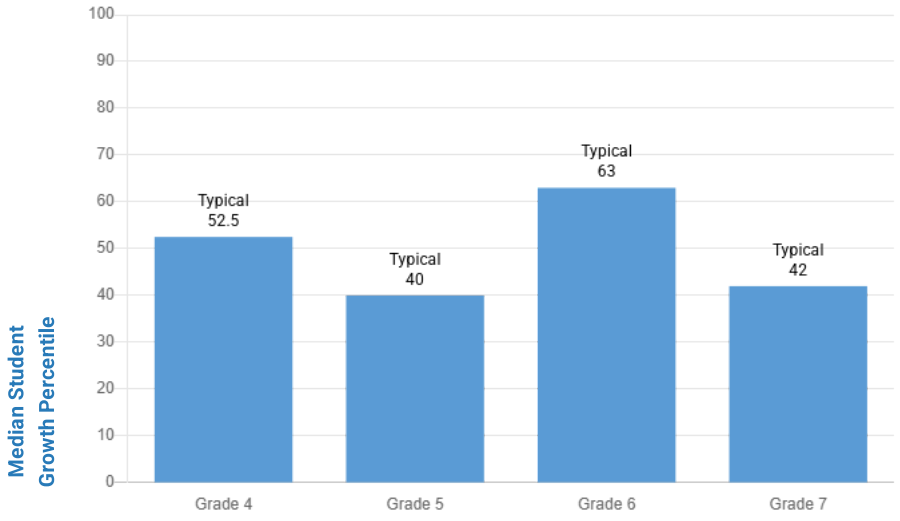
Student Growth by Grade

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

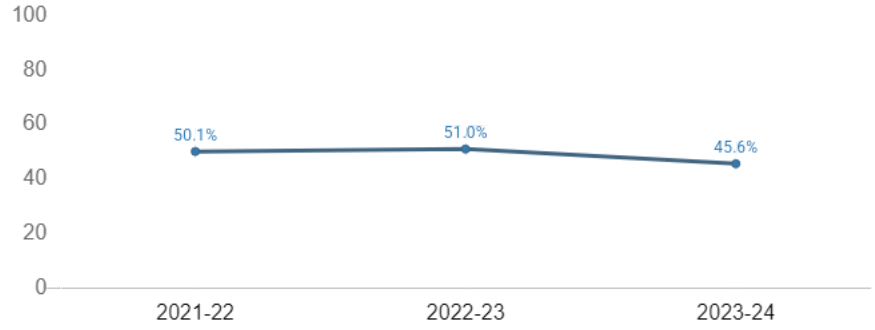
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For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our NJDOE Accountability webpage under 2024 Accountability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

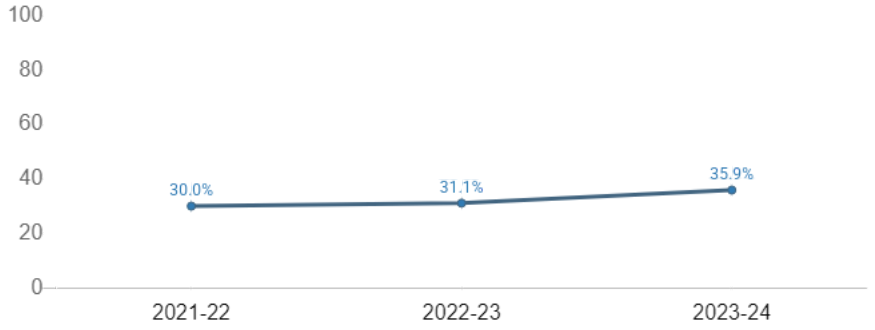
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	98.9%	98.0%	97.9%	98.9%	97.8%	97.7%
Proficiency Rate for Federal Accountability	50.1%	51.0%	45.6%	30.0%	31.1%	35.9%
Annual Target	56.6%	58.1%	52.6%	42.2%	44.5%	33.4%
Met Annual Target?	Not Met	Not Met	Not Met	Not Met	Not Met	Met Target
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

† Target was met within a confidence interval.

Academic Achievement

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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	688	97.9%	45.6%	38.3%	52.2%	45.6%	52.6%	Not Met
White	47	96.1%	53.2%	44.7%	61.8%	53.2%	58.3%	Met Target†
Hispanic	615	98%	44.4%	37.1%	38%	44.4%	51.1%	Not Met
Black or African American	*	*	*	46.2%	35.9%	*	**	**
Asian, Native Hawaiian, or Pacific Islander	15	100%	60%	63.9%	79.9%	60%	**	**
American Indian or Alaska Native	*	*	*	*	51.2%	*	**	**
Two or More Races	*	*	*	*	59.4%	*	**	**
Female	*	99.2%	52.6%	43.8%	57.7%	52.6%		
Male	*	96.7%	38.6%	33.1%	47%	38.6%		
Non-binary/undesignated gender	*	*	*	*	69.6%	*		
Economically Disadvantaged Students	453	97.5%	41.1%	34.4%	34.6%	41.1%	48.4%	Not Met
Non-Economically Disadvantaged Students	235	98.8%	54.5%	50.1%	62.8%	54.5%		
Students with Disabilities	113	92.7%	12.4%	<10%	19.8%	12.1%	20%	Not Met
Students without Disabilities	575	99%	52.2%	43.3%	59.4%	52.2%		
Multilingual Learners	141	98.7%	31.9%	20.1%	23.1%	31.9%	35.5%	Met Target†
Non-Multilingual Learners	547	97.7%	49.2%	43.4%	56.2%	49.2%		
Students Experiencing Homelessness	*	*	*	*	21.9%	*		
Students in Foster Care	*	*	*	*	19.3%	*		
Military-Connected Students	*	*	*	*	48.2%	*		
Migrant Students	*	*	*	*	13.3%	*		

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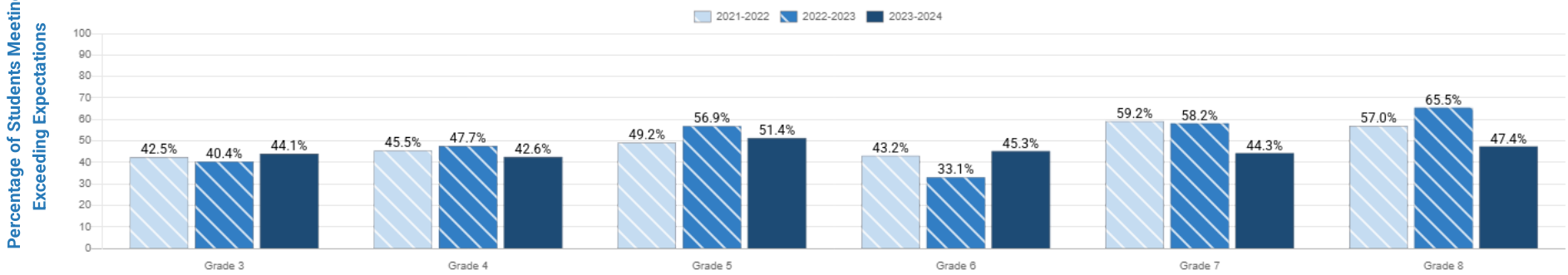
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English Language Arts Assessment - Performance Trends

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	111	742	735	741	32%	7%	17%	31%	14%	44%	44%
White	*	*	747	751	*	*	*	*	*	*	53%
Hispanic	99	739	732	724	35%	6%	18%	27%	13%	40%	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	*	755	739	746	26%	7%	9%	40%	19%	59%	48%
Male	*	728	730	736	38%	8%	26%	21%	8%	28%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	73	731	731	722	40%	8%	18%	23%	11%	34%	26%
Non-Economically Disadvantaged Students	38	764	745	753	16%	5%	16%	45%	18%	63%	55%
Students with Disabilities	23	699	696	710	74%	9%	4%	9%	4%	13%	18%
Students without Disabilities	88	754	741	747	20%	7%	20%	36%	16%	52%	49%
Multilingual Learners	27	732	718	704	48%	4%	19%	15%	15%	30%	13%
Non-Multilingual Learners	84	746	739	746	26%	8%	17%	36%	13%	49%	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	136	741	734	749	18%	18%	21%	29%	13%	43%	51%
White	10	755	744	758	20%	10%	0%	50%	20%	70%	61%
Hispanic	119	739	733	734	19%	19%	22%	28%	12%	39%	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	*	746	736	752	15%	16%	22%	32%	15%	47%	54%
Male	*	736	732	745	22%	21%	19%	27%	11%	38%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	101	736	730	731	20%	21%	23%	27%	10%	37%	32%
Non-Economically Disadvantaged Students	35	756	748	760	14%	11%	14%	37%	23%	60%	63%
Students with Disabilities	18	708	702	720	*	*	*	*	*	*	21%
Students without Disabilities	118	746	740	755	13%	18%	21%	34%	14%	48%	57%
Multilingual Learners	22	705	706	711	*	*	*	*	*	*	13%
Non-Multilingual Learners	114	748	739	753	12%	17%	22%	33%	16%	49%	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
† This indicates a table specific note,see note below table

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	109	751	738	750	6%	16%	27%	43%	8%	51%	52%
White	*	*	743	760	*	*	*	*	*	*	63%
Hispanic	97	750	737	736	7%	16%	25%	45%	6%	52%	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	*	761	743	755	4%	5%	29%	47%	15%	62%	57%
Male	*	741	734	745	9%	26%	24%	39%	2%	41%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	71	746	735	732	8%	17%	30%	41%	4%	45%	33%
Non-Economically Disadvantaged Students	38	760	748	761	3%	13%	21%	47%	16%	63%	64%
Students with Disabilities	17	712	706	719	29%	35%	24%	12%	0%	12%	20%
Students without Disabilities	92	758	744	756	2%	12%	27%	49%	10%	59%	59%
Multilingual Learners	10	732	706	705	10%	20%	50%	20%	0%	20%	*
Non-Multilingual Learners	99	753	743	754	6%	15%	24%	45%	9%	55%	57%
Students Experiencing Homelessness	*	*	*	718	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	20%
Military-Connected Students	*	*	*	747	*	*	*	*	*	*	48%
Migrant Students	*	*	*	721	*	*	*	*	*	*	20%

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Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 6

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

Student Group	Valid Scores	School Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	95	745	739	751	8%	12%	35%	43%	2%	45%	53%
White	*	*	743	760	*	*	*	*	*	*	63%
Hispanic	84	743	738	738	8%	13%	35%	42%	2%	44%	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	*	753	743	756	2%	9%	34%	50%	5%	55%	59%
Male	*	738	735	746	14%	14%	35%	37%	0%	37%	48%
Non-binary/undesignated gender	*	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	64	746	737	735	9%	8%	33%	48%	2%	50%	35%
Non-Economically Disadvantaged Students	31	743	747	761	6%	19%	39%	32%	3%	35%	65%
Students with Disabilities	20	725	717	719	30%	25%	10%	35%	0%	35%	17%
Students without Disabilities	75	750	743	758	3%	8%	41%	45%	3%	48%	60%
Multilingual Learners	*	*	707	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	745	744	754	9%	12%	33%	44%	2%	46%	57%
Students Experiencing Homelessness	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	22%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	55%
Migrant Students	*	*	*	712	*	*	*	*	*	*	29%

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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	131	746	739	752	9%	14%	33%	32%	12%	44%	54%
White	*	*	739	761	*	*	*	*	*	*	64%
Hispanic	121	746	738	737	9%	14%	34%	32%	11%	43%	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	*	753	746	758	5%	14%	32%	34%	15%	49%	60%
Male	*	738	732	746	14%	14%	33%	30%	9%	39%	48%
Non-binary/undesignated gender	*	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	85	749	736	734	7%	11%	38%	33%	12%	45%	36%
Non-Economically Disadvantaged Students	46	743	747	762	13%	20%	24%	30%	13%	43%	64%
Students with Disabilities	15	710	710	715	*	*	*	*	*	*	18%
Students without Disabilities	116	751	742	759	6%	12%	33%	35%	14%	49%	61%
Multilingual Learners	11	728	706	700	18%	27%	27%	27%	0%	27%	*
Non-Multilingual Learners	120	748	744	756	8%	13%	33%	33%	13%	46%	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	114	744	740	751	18%	14%	21%	36%	11%	47%	53%
White	*	*	748	760	*	*	*	*	*	*	62%
Hispanic	102	743	739	736	18%	16%	19%	38%	10%	48%	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	*	750	749	759	13%	18%	18%	36%	16%	51%	60%
Male	*	741	733	743	20%	12%	23%	36%	9%	45%	46%
Non-binary/undesignated gender	*	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	62	735	736	734	23%	18%	19%	34%	6%	40%	36%
Non-Economically Disadvantaged Students	52	755	750	761	12%	10%	23%	38%	17%	56%	63%
Students with Disabilities	15	695	702	713	*	*	*	*	*	*	16%
Students without Disabilities	99	752	746	758	9%	14%	23%	40%	13%	54%	60%
Multilingual Learners	*	*	704	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	747	745	755	18%	10%	22%	38%	12%	50%	56%
Students Experiencing Homelessness	*	*	*	719	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	14%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	43%
Migrant Students	*	*	*	*	*	*	*	*	*	*	*

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	School: % of testers met/exceeded expectations	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Schoolwide	696	97.7%	35.9%	25.7%	40.2%	35.9%	33.4%	Met Target
White	48	96.2%	43.8%	33.9%	51.1%	43.8%	43.2%	Met Target
Hispanic	623	97.9%	34.3%	24.3%	24.2%	34.3%	31.6%	Met Target
Black or African American	*	*	*	13.8%	20.1%	*	**	**
Asian, Native Hawaiian, or Pacific Islander	15	100%	66.7%	62.5%	74.4%	66.7%	**	**
American Indian or Alaska Native	*	*	*	*	42%	*	**	**
Two or More Races	*	*	*	*	48.9%	*	**	**
Female	*	98.9%	37.1%	24.4%	38.4%	37.1%		
Male	*	96.6%	34.8%	27%	42%	34.8%		
Non-binary/undesignated gender	*	*	*	*	47.3%	*		
Economically Disadvantaged Students	460	97.4%	32.8%	23.2%	21.7%	32.8%	31.2%	Met Target
Non-Economically Disadvantaged Students	236	98.4%	41.9%	33.3%	51.5%	41.9%		
Students with Disabilities	113	92.7%	<10%	<10%	16.6%	<10%	11.3%	Met Target†
Students without Disabilities	583	98.7%	41%	28.8%	45.4%	41%		
Multilingual Learners	150	98.2%	23.3%	14.9%	18.7%	23.3%	24%	Met Target†
Non-Multilingual Learners	546	97.6%	39.4%	29.3%	43.5%	39.4%		
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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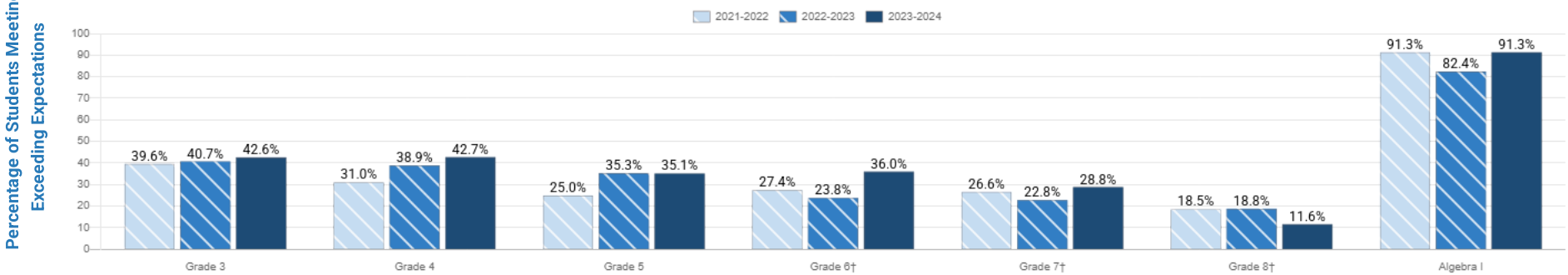
Academic Achievement

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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	115	743	741	747	12%	19%	26%	30%	12%	43%	48%
White	*	*	753	757	*	*	*	*	*	*	60%
Hispanic	104	741	738	732	13%	20%	26%	30%	11%	40%	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	*	746	738	744	10%	15%	30%	36%	10%	46%	45%
Male	*	741	744	749	15%	24%	22%	24%	15%	39%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	77	737	738	729	17%	21%	27%	27%	8%	35%	28%
Non-Economically Disadvantaged Students	38	757	749	758	3%	16%	24%	37%	21%	58%	60%
Students with Disabilities	23	710	713	725	*	*	*	*	*	*	25%
Students without Disabilities	92	752	745	751	4%	16%	28%	36%	15%	51%	52%
Multilingual Learners	28	739	737	722	4%	25%	43%	21%	7%	29%	20%
Non-Multilingual Learners	87	745	742	751	15%	17%	21%	33%	14%	47%	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	143	739	732	744	12%	25%	20%	40%	3%	43%	45%
White	10	749	744	754	0%	30%	30%	30%	10%	40%	57%
Hispanic	126	737	730	730	12%	26%	21%	40%	2%	41%	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	*	741	731	743	10%	25%	19%	42%	4%	45%	43%
Male	*	736	733	746	14%	26%	21%	38%	2%	39%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	106	737	730	727	12%	25%	24%	38%	1%	39%	25%
Non-Economically Disadvantaged Students	37	747	741	755	11%	24%	11%	46%	8%	54%	58%
Students with Disabilities	18	712	705	722	39%	28%	11%	22%	0%	22%	21%
Students without Disabilities	125	743	737	749	8%	25%	22%	42%	3%	46%	50%
Multilingual Learners	27	719	715	718	*	*	*	*	*	*	14%
Non-Multilingual Learners	116	744	737	748	9%	21%	19%	47%	3%	51%	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

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

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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	111	736	727	741	10%	27%	28%	32%	3%	35%	40%
White	*	*	740	751	*	*	*	*	*	*	53%
Hispanic	99	734	726	726	11%	28%	28%	29%	3%	32%	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	*	740	727	739	4%	33%	25%	33%	5%	38%	38%
Male	*	732	727	742	16%	21%	30%	32%	0%	32%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	72	733	725	724	8%	33%	31%	26%	1%	28%	20%
Non-Economically Disadvantaged Students	39	742	733	752	13%	15%	23%	44%	5%	49%	53%
Students with Disabilities	17	698	707	717	*	*	*	*	*	*	16%
Students without Disabilities	94	743	730	746	3%	26%	30%	38%	3%	41%	45%
Multilingual Learners	11	723	707	711	*	*	*	*	*	*	*
Non-Multilingual Learners	100	737	731	744	9%	27%	26%	35%	3%	38%	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	100	734	727	737	11%	27%	26%	35%	1%	36%	36%
White	*	*	735	746	*	*	*	*	*	*	47%
Hispanic	89	734	726	723	11%	27%	27%	34%	1%	35%	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	*	739	727	736	9%	22%	29%	40%	0%	40%	34%
Male	*	730	727	738	13%	31%	24%	31%	2%	33%	38%
Non-binary/undesignated gender	*	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	66	736	724	721	9%	21%	30%	39%	0%	39%	17%
Non-Economically Disadvantaged Students	34	730	736	747	15%	38%	18%	26%	3%	29%	48%
Students with Disabilities	20	718	711	714	25%	45%	10%	20%	0%	20%	12%
Students without Disabilities	80	738	730	741	8%	23%	30%	39%	1%	40%	41%
Multilingual Learners	*	*	703	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	736	732	740	10%	24%	28%	38%	1%	39%	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	132	733	730	739	11%	29%	31%	23%	5%	29%	37%
White	*	*	732	748	*	*	*	*	*	*	50%
Hispanic	121	731	729	728	12%	31%	31%	24%	3%	27%	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	*	731	731	738	14%	28%	34%	19%	5%	24%	36%
Male	*	736	730	739	9%	29%	28%	29%	5%	34%	39%
Non-binary/undesignated gender	*	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	86	734	730	726	9%	31%	29%	26%	5%	30%	20%
Non-Economically Disadvantaged Students	46	730	733	747	15%	24%	35%	20%	7%	26%	48%
Students with Disabilities	15	714	709	716	20%	47%	20%	13%	0%	13%	12%
Students without Disabilities	117	735	733	743	10%	26%	32%	25%	6%	31%	43%
Multilingual Learners	11	720	719	714	18%	55%	9%	18%	0%	18%	*
Non-Multilingual Learners	121	734	733	741	11%	26%	33%	24%	6%	30%	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	95	717	718	719	32%	25%	32%	12%	0%	12%	19%
White	*	*	727	729	*	*	*	*	*	*	27%
Hispanic	87	716	718	713	31%	28%	30%	11%	0%	11%	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	*	713	720	719	*	*	*	*	*	*	19%
Male	*	719	717	719	31%	22%	34%	14%	0%	14%	20%
Non-binary/undesignated gender	*	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	56	714	717	711	*	*	*	*	*	*	12%
Non-Economically Disadvantaged Students	39	720	722	725	28%	26%	31%	15%	0%	15%	25%
Students with Disabilities	15	694	699	702	*	*	*	*	*	*	*
Students without Disabilities	80	721	722	724	28%	21%	38%	14%	0%	14%	23%
Multilingual Learners	11	713	709	701	*	*	*	*	*	*	*
Non-Multilingual Learners	84	717	720	721	30%	27%	31%	12%	0%	12%	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	23	762	720	738	*	*	*	*	*	91%	40%
White	*	*	727	748	*	*	*	*	*	*	51%
Hispanic	18	763	719	723	*	*	*	*	*	94%	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	*	758	720	737	10%	0%	10%	80%	0%	80%	39%
Male	*	765	720	739	*	*	*	*	*	100%	41%
Non-binary/undesignated gender	*	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	*	*	717	722	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	*	757	725	747	7%	0%	7%	86%	0%	86%	50%
Students with Disabilities	*	*	698	710	*	*	*	*	*	*	11%
Students without Disabilities	*	762	723	743	*	*	*	*	*	91%	45%
Multilingual Learners	*	*	701	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	761	724	741	*	*	*	*	*	91%	43%
Students Experiencing Homelessness	*	*	*	712	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	*	696	*	*	*	*	*	*	*

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	ELA: Participation Rate	Math: # Students Tested	Math: Participation Rate
3	*	*	*	*
4	*	*	*	*
5	*	*	*	*
6	*	*	*	*
7	*	*	*	*
8	*	*	*	*

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English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of multilingual learner students taking the ACCESS for ELLs Assessment for English language proficiency and the number and percentage of students tested who received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	# Students with Overall Score Below 4.5	% Students with Overall Score Below 4.5	# Students with Overall Score of 4.5 or Above	% Students with Overall Score 4.5 or Above
0-2	55	*	>90%	*	<10%
3-4	55	48	87.3%	7	12.7%
5 or more	37	28	75.7%	9	24.3%

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	43.6%	22.7%	Met Goal

† Target was met within a confidence interval.

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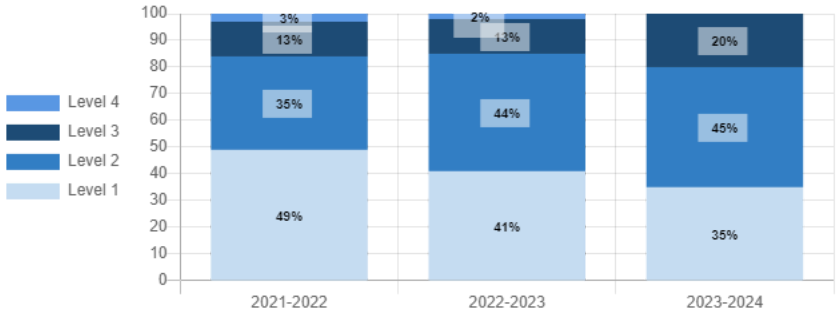
Academic Achievement

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.

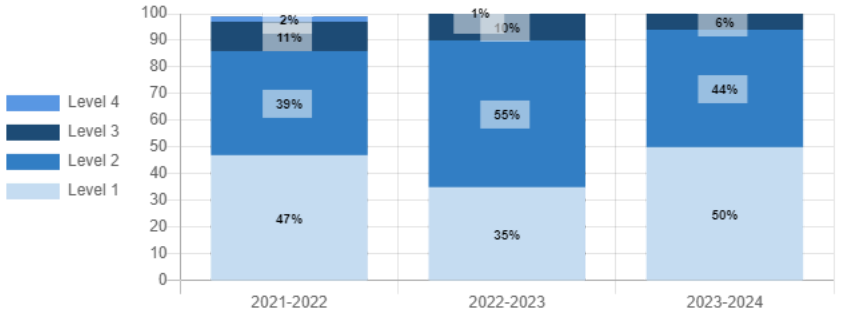
NJSLA Science Assessment: Grade 5 Summary

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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Academic Achievement

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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	35%	45%	20%	0%	35%	37%	21%	6%
White	*	*	*	*	22%	42%	28%	8%
Hispanic	36%	46%	19%	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	35%	49%	16%	0%	35%	39%	20%	6%
Male	35%	41%	24%	0%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	38%	45%	17%	0%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	27%	45%	27%	0%	24%	39%	28%	10%
Students with Disabilities	81%	19%	0%	0%	64%	27%	8%	2%
Students without Disabilities	26%	50%	24%	0%	30%	39%	24%	7%
Multilingual Learners	64%	18%	18%	0%	78%	20%	2%	0%
Non-Multilingual Learners	31%	48%	21%	0%	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	50%	44%	6%	0%	36%	45%	14%	5%
White	*	*	*	*	23%	52%	19%	6%
Hispanic	48%	46%	6%	0%	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	47%	51%	2%	0%	35%	47%	13%	4%
Male	53%	39%	8%	0%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	57%	38%	5%	0%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	43%	50%	7%	0%	26%	48%	19%	7%
Students with Disabilities	80%	20%	0%	0%	67%	29%	3%	1%
Students without Disabilities	46%	47%	7%	0%	30%	48%	16%	6%
Multilingual Learners	80%	20%	0%	0%	75%	24%	1%	0%
Non-Multilingual Learners	48%	46%	6%	0%	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
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College and Career Readiness

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	99
7	0	0	127
8	18	0	109
Total	18	0	335

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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	99	0	0	0	0	0	0
7	127	0	0	0	0	0	0
8	127	0	0	0	0	0	0
Total	353	0	0	0	0	0	0

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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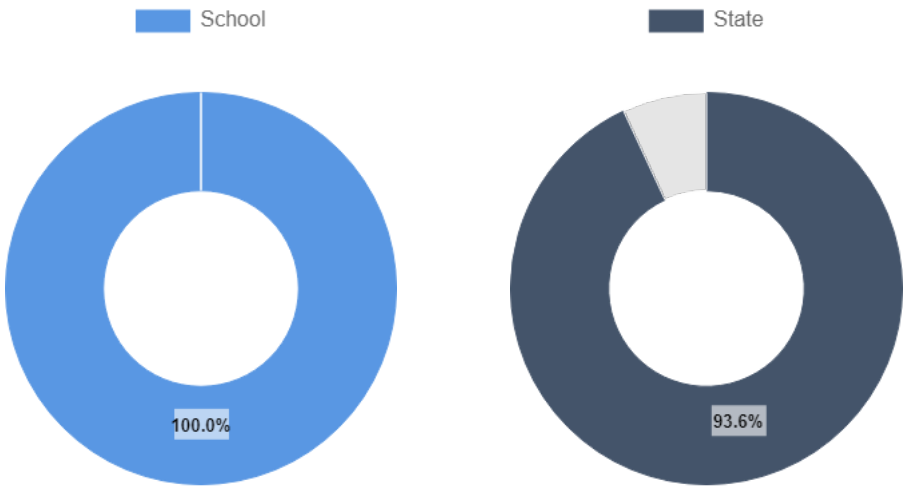
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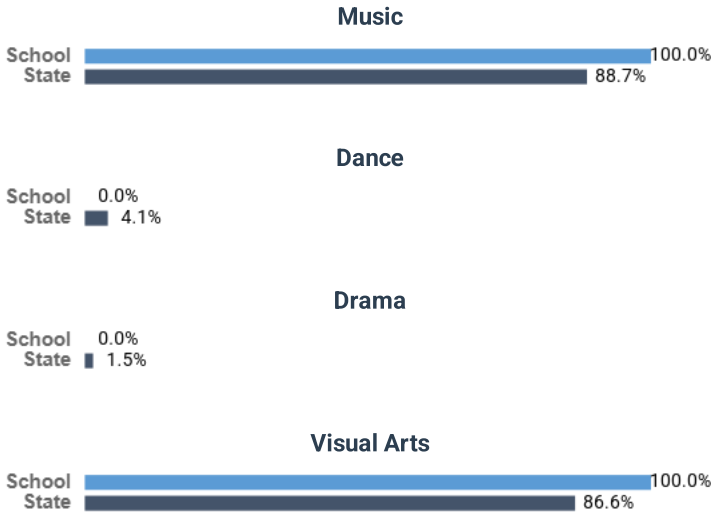
Visual and Performing Arts – Course Participation

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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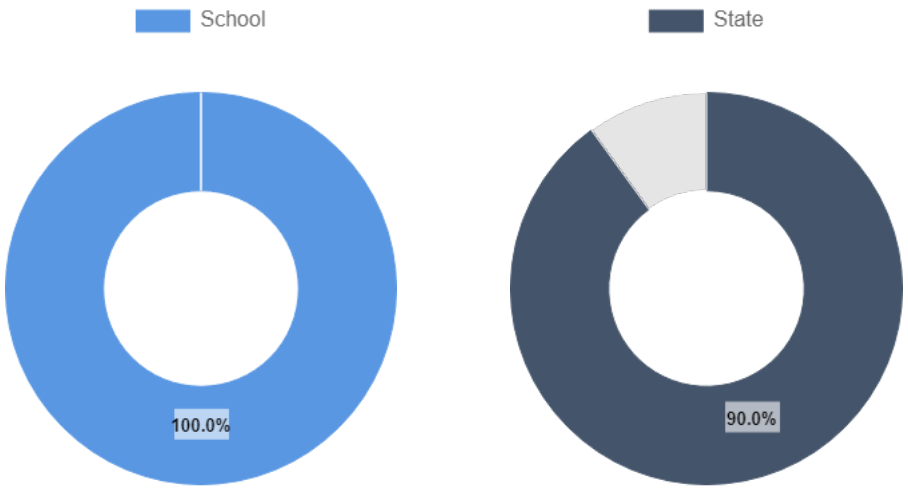
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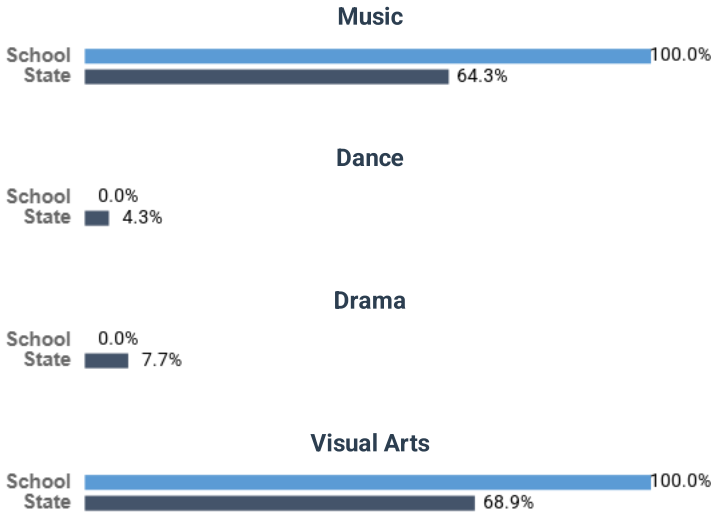
Visual and Performing Arts – Course Participation

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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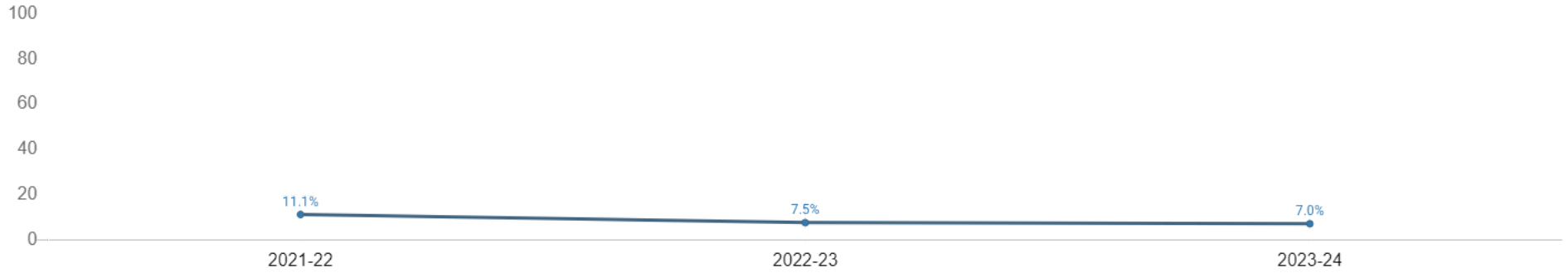
Climate and Environment

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	11.1%	7.5%	7.0%
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	65	7.0%	No	13.2%	Met
White	6	8.5%		13.2%	Met
Hispanic	56	6.7%		13.2%	Met
Black or African American	*	*		**	**
Asian, Native Hawaiian, or Pacific Islander	1	7.1%		**	**
American Indian or Alaska Native	*	*		**	**
Two or More Races	*	*		**	**
Female	*	5.3%			
Male	*	8.6%			
Non-Binary/Undesignated Gender	*	*			
Economically Disadvantaged Students	53	8.3%		13.2%	Met
Students with Disabilities	29	18.1%		13.2%	Not Met
Multilingual Learners	11	6.5%		13.2%	Met
Students Experiencing Homelessness	*	*			
Students in Foster Care	*	*			
Military-Connected Students	*	*			
Migrant Students	*	*			

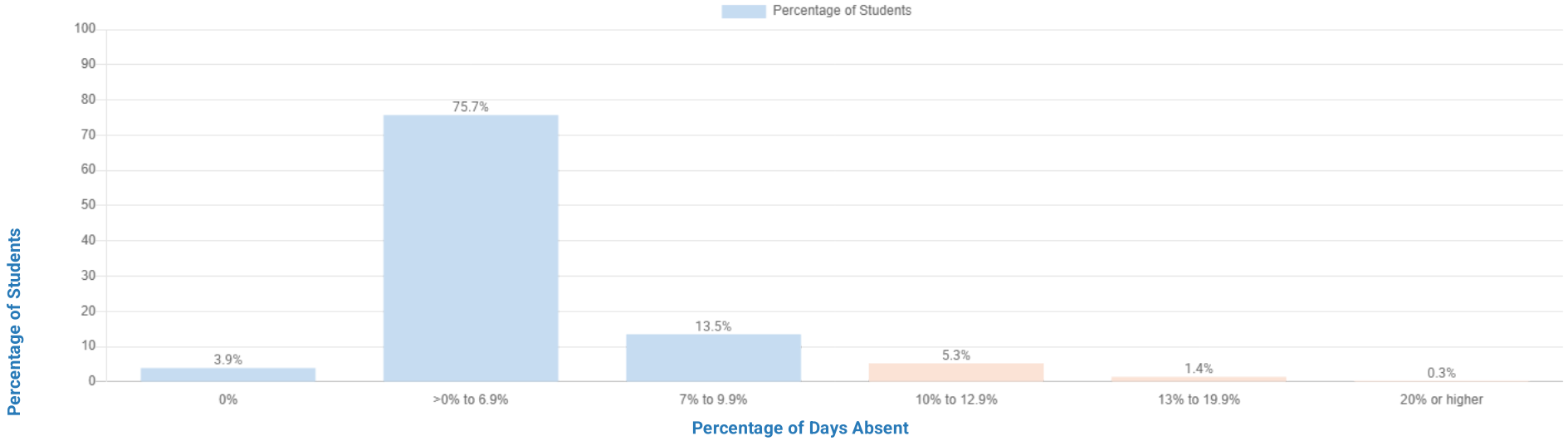
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Percentage of Days Absent

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.



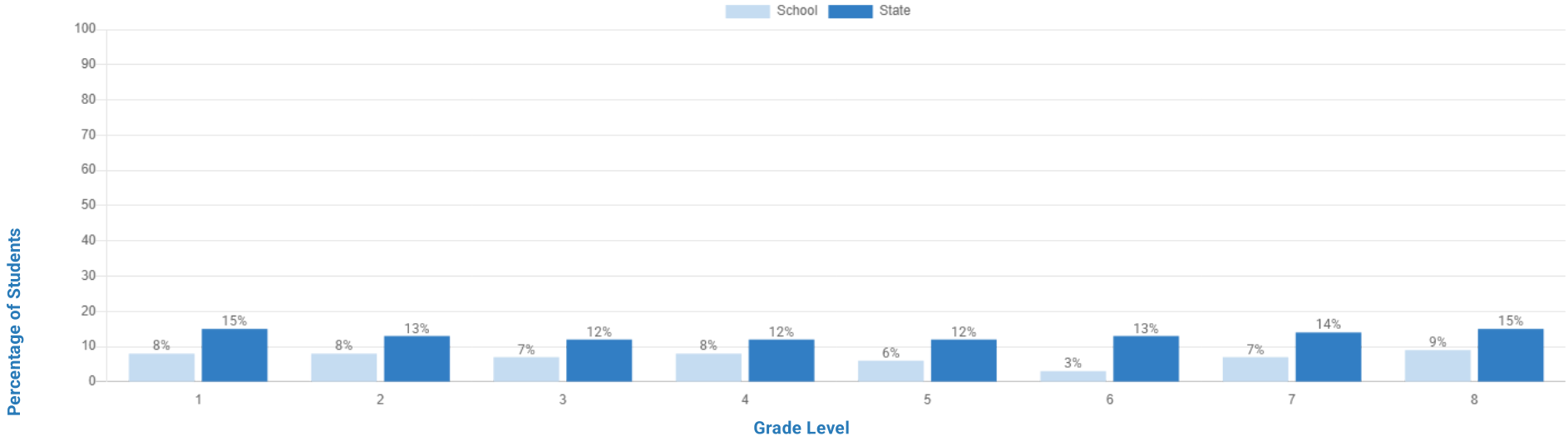
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Chronic Absenteeism by Grade

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	11
Weapons	0
Vandalism	0
Substances	3
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	17
Incidents Per 100 Students Enrolled	1.87

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	1	1
Disability	0	0	0
Other	1	2	3
No Identified Nature	2		2

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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%	46	5%	46	5%	0	0%	0	0%
White	0	0%	5	7%	5	7%	0	0%	0	0%
Hispanic	0	0%	40	5%	40	5%	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%	*	2%	*	2%	*	0%	*	0%
Male	*	0%	*	8%	*	8%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	0	0%	32	5%	32	5%	0	0%	0	0%
Students with disabilities	0	0%	11	7%	11	7%	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%	46	5%	46	5%	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%	1	1%	1	1%	0	0%	0	0%
4	0	0%	0	0%	0	0%	0	0%	0	0%
5	0	0%	5	5%	5	5%	0	0%	0	0%
6	0	0%	11	11%	11	11%	0	0%	0	0%
7	0	0%	6	5%	6	5%	0	0%	0	0%
8	0	0%	22	17%	22	17%	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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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 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%

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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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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
119

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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	76	119,239
Average years experience in public schools	14.0	12.6
Average years experience in district	14.0	11.3
Number of Teachers with 4 or more years experience in the district	62	87,243
Percentage of Teachers with 4 or more years experience in the district	81.6%	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	2	10,170
Average years experience in public schools	17.0	16.2
Average years experience in district	17.0	12.5
Number of Administrators with 4 or more years experience in the district	2	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	76	562	119,239
Administrators	2	42	10,170
Librarians/Media Specialists	N	1	1,160
Nurses	N	8	3,025
School Counselors	1	17	4,673
Child Study Team Members	5	38	9,654
School Psychologists	1	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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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	12:1	13:1
Students to Administrators	454:1	172:1
Teachers to Administrators	38:1	13:1
Students to Librarians/Media Specialists †	N	7222:1
Students to Nurses †	N	903:1
Students to Counselors †	907:1	425:1
Students to Child Study Team Members †,††	27:1	29:1
Students to School Psychologists †	907:1	802:1
Students to School Social Workers †	907:1	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	50.0%	85-90%	*	48.0%	77.0%	57.0%
Male	50.0%	10-15%	*	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤5%	*	≤1%	≤1%	≤1%
White	7.9%	69.7%	50.0%	38.2%	81.8%	74.5%
Hispanic	89.1%	30.3%	50.0%	34.0%	8.6%	8.6%
Black or African American	0.7%	0.0%	0.0%	14.2%	6.4%	14.4%
Asian	1.4%	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	0.1%	0.0%	0.0%	0.2%	0.4%	0.5%
Two or More Races	0.8%	0.0%	0.0%	3.1%	0.3%	0.4%

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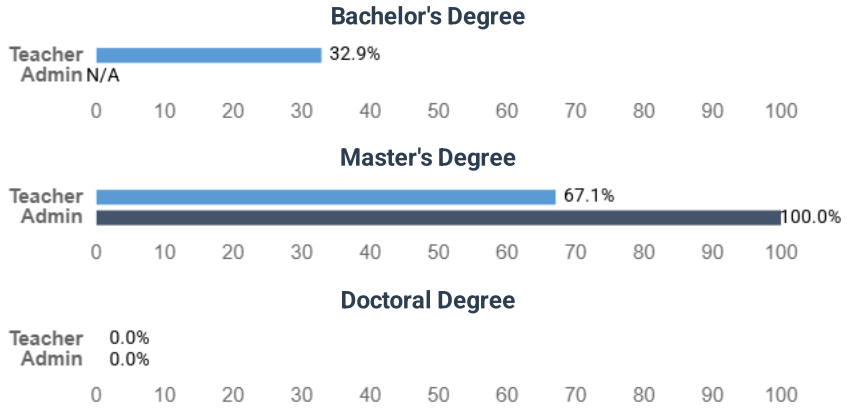
Staff

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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)	25	>80%	≤20%	≤20%	56.0%	44.0%	0.0%	0.0%	0.0%	0.0%	0.0%	84.0%	28.0%	72.0%	0.0%
English/Language Arts/Literacy	12	*	*	*	91.7%	8.3%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	33.3%	66.7%	0.0%
English to Speakers of Other Languages	3	*	*	*	66.7%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	66.7%	66.7%	33.3%	0.0%
Mathematics	11	*	*	*	90.9%	9.1%	0.0%	0.0%	0.0%	0.0%	0.0%	81.8%	9.1%	90.9%	0.0%
Science	5	*	*	*	80.0%	20.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	40.0%	60.0%	0.0%
Social Studies/History	5	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	60.0%	40.0%	0.0%
World Language	2	*	*	*	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%	50.0%	0.0%
Visual and Performing Arts	5	*	*	*	40.0%	60.0%	0.0%	0.0%	0.0%	0.0%	0.0%	40.0%	60.0%	40.0%	0.0%
Health/Physical Education	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Family & Consumer Sciences	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Computer Science/IT	2	*	*	*	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%	50.0%	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	10	*	*	*	70.0%	30.0%	0.0%	0.0%	0.0%	0.0%	0.0%	80.0%	40.0%	60.0%	0.0%
Bilingual	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N

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Per-Pupil Expenditures

Per-Pupil Expenditures by Source

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

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

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

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

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

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.

Report Key:
* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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	50.1%	51.0%	45.6%
Math Proficiency	30.0%	31.1%	35.9%
ELA Growth†	60	51	47
Math Growth†	56	49	49
4-Year Graduation Rate (Prior Year)††	N	N	N
5-Year Graduation Rate (Prior Year)††	N	N	N
Progress toward English Language Proficiency	50.0%	47.8%	43.6%
Chronic Absenteeism	11.1%	7.5%	7.0%

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

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Accountability

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

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

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

ESSA Accountability Indicator	Actual Performance	Indicator Score	Weight
ELA Proficiency	45.6%	43.15	15.0%
Math Proficiency	35.9%	41.60	15.0%
ELA Growth	47	33.33	20.0%
Math Growth	49	49.50	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	43.6%	63.34	20.0%
Chronic Absenteeism	7%	79.23	10.0%
Summative Score	49.9		
Summative Rating (Percentile Rank)	49.6		
Comprehensive Support: Overall Low Performing	N/A		
Comprehensive Support: Low Graduation Rate	N/A		

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

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

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Accountability

Accountability Summary by Student Group - 2023-24 School Year

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

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

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

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

Student Group	Summative Score	Summative Score Cut-Off for Additional Targeted Support	Requires Additional Targeted Support: Low Performing Student Group	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	4-Year Graduation Rate	5-Year Graduation Rate	Progress toward English Language Proficiency	Chronic Absenteeism	Requires Targeted Support: Consistently Underperforming Student Group
Schoolwide				Not Met	Met Target	Met Standard	Met Standard	N	N	Met Goal	Met	No
White	37.84			Met Target†	Met Target	Not Met	Met Standard	N	N		Met	No
Hispanic	49.20			Not Met	Met Target	Met Standard	Met Standard	N	N		Met	No
Black or African American	**			**	**	**	**	N	N		**	No
Asian, Native Hawaiian, or Pacific Islander	**			**	**	**	**	N	N		**	No
American Indian or Alaska Native	**			**	**	**	**	N	N		**	No
Two or More Races	**			**	**	**	**	N	N		**	No
Economically Disadvantaged Students	69.22			Not Met	Met Target	Met Standard	Met Standard	N	N		Met	No
Students with Disabilities	33.19			Not Met	Met Target†	Not Met	Met Standard	N	N		Not Met	No
Multilingual Learners	74.59			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:

- NJTSS Continuation-Multi tiered instruction to help support students and their individual needs, including SEL, who have been identified as in need of intervention using a universal screener.
- Restorative Justice Development-Limited training and limited implementation of talking circles and other strategies to improve school climate and foster a school wide community of acceptance.
- School Climate-Activities to foster a positive environment for our students including SEL based activities, fundraising events to support students activities, recognition of student achievements.

Mission, Vision, Theme:

Robert Fulton School envisions a school where learning is fun, teachers are motivated, and students are engaged Together students, parents, teachers, supervisors, directors, and administrators must work to create an environment in which the children of North Bergen can gain the skills necessary to be successful, informed citizens in order to actively participate in society.

Awards, Recognition, Accomplishments:

Secured placement in Hudson County Law Day for winning 8th grade essay. Girls' and Boy's basketball teams made it to the championship. Participation in Flag Football and Championship in Track and Field. Assemblies supporting SEL, student motivation and cyberbullying took place.

Narrative

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Courses, Curriculum, Instruction:

All required academic subjects across all grade levels, usage of Guided Reading Instruction in ELA, Wilson's Fundations for grades 1-3, an intervention program as part of NJTSS implementation, and an Accelerated Math Algebra 1 Program. Special subjects include World Language, Physical Education, Technology, Art, and Music (instrumental and vocal),

Sports and Athletics:

Sports Offered: Basketball (Boys & Girls), Cheerleading (Girls), Track and Field - Spring (Boys & Girls)

Boys and Girls may participate in basketball. Cheerleading is offered for girls. Track and field in spring is open for those students who are interested. Flag football is open to 8th graders.

Clubs and Activities:

This past year, students at Robert Fulton School had the opportunity to participate in the following clubs: Ecology Club, Student Council, Newspaper, Ambassadors of Kindness, Literary Club, Poetry Club, Yearbook Club, Art Club, Computer Club, Safety Patrol Club, Chorus, and Band.

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Before and After School Programs:

Active Minds and Science Time were offered for grades 1-3. STARS for advanced readers in grade 3, iSteam for excelling students in Math and Science, Team Building and Theatrical Time for grades 4-6, Chess Club and Math Tutoring for grades 6-8. To address Social Emotional Learning, #instafriends was offered to grades 4-6 and Theater Tok for grades 7-8. An additional SEL program was offered by grade level by the Guidance Department. The Bilingual/ESL department resumed its homework help after school program. Title 1 resumed its Saturday Enrichment Program.

Staff and Professional Learning:

Professional Development in many areas was offered to our teachers both virtually and in-person. To support the implementation of NJTSS training was provided on how to administer the universal screener Fastbridge for each grade level and how to analyze results. District-wide Professional Development Days take place t twice a year. Additionally teachers participate in Monthly PD hour meetings, Bi-monthly PLC meetings, Monthly meetings with the school's Literacy and Math Coaches, PD opportunities offered by HCPD Consortium, In-class support with out-of-district coaches (Math Labs, Guided Reading, etc.), School wide committees. Data Teams held meetings to review Data from available assessments.

Student Supports and Services:

Continued development and implementation of NJTSS to support students and help to bridge the learning gaps . Students at Robert Fulton School also received the following services as needed: Special Education, Title 1 Basic Skills Instruction, Orton Gillignham Intervention Services, Bilingual/ESL instruction, monitoring by I&RS committee, Gifted and Talented Program (STEAM). The Guidance Counselor worked closely with eighth grade students with the transition to Secondary school.

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Student Health and Wellness:

Students at Robert Fulton School had access to the following programs: Law Enforcement Against Drugs (LEAD) for fifth grade, Student Assistance Resource Program (SARP), protection under the Harassment, Intimidation and Bullying Law (HIB), Partners in Prevention and LoveSmarts for seventh grade, the Caught Being Good Program. The Wellness Committee oversees and implements the nutritional standards set forth by the North Bergen School District Wellness Policy.

Parent and Community Involvement:

Robert Fulton School worked with parents and community in the following ways: Event Planning Committee sponsored activities, Author's Celebrations and Book Signings, Annual Holiday and Spring Concerts, Chorus participation in NB Winterfest, Fire Prevention programs, NB MUA Go Green Save Green Poster Contest, HCTMA Programs, DPW Recycling Program, Hudson County Law Day and Reach Our Dreams Essay Writing Contests, Patriots Pen Essay Writing Contest.

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Other Information:

District wide Professional Development Days take place twice a year. The School Improvement Panel and Data Analysis Committees develop an Action Plan to meet school goals for improvement. The Action Plan is reviewed and discussed by teachers from Robert Fulton at scheduled bi-monthly PLC meetings. Teachers also participate in monthly meetings with the school's Literacy and Math coaches. Teachers are assigned by administrators to attend various Professional Development opportunities offered by HCPD Consortium. The district provides in-class support with out-of-district coaches (Math Labs, Guided Reading, etc.). Monthly hour sessions are scheduled district wide to review assessment data and gain knowledge of strategies that may assist teachers in meeting NJSLS. In addition to the above, Robert Fulton School students also participate in Cultural Awareness Week, Women's History Month, Week of Respect, the annual Science Fair and Wax Museum for Career Day are held for students in Grades 7 & 8. Graduating students with high honors receive the President's Award. Qualifying seventh grade students may participate in New Jersey Seeds Program. Participation in field trips are scheduled by teachers to extend educational experience outside of the classroom.