NJ SCHOOL PERFORMANCE REPORT

JOHN F KENNEDY ELEMENTARY SCHOOL
(17-3610-080)
Grades Offered: 01-08
2017-2018

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
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

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School Contact Info

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 TWP
Principal Name	MR. BAFUMI
Address	1210 ELEVENTH ST N BERGEN, NJ 07047-1810
Phone Number	(201)974-7000
Email Address	FBAFUMI@NORTHBERGEN.K12.NJ.US
Website	https://kennedy.northbergen.k12.nj.us
Facebook	https://www.facebook.com/nbergenschools
Twitter	https://twitter.com/nbergenschools

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
PK	23	0	0
KG	0	0	0
1	50	43	44
2	60	54	42
3	60	61	52
4	62	56	84
5	77	89	89
6	64	81	70
7	60	86	89
8	90	61	76
Total	546	531	546

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	47.6%	45.6%	45.4%
Male	52.4%	54.4%	54.6%
Economically Disadvantaged Students	78.4%	78.5%	75.6%
Students with Disabilities	25.5%	23.9%	23.4%
English Learners	11.4%	16.6%	19.2%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.6%	0.4%
Military-Connected Students		0.0%	0.0%
Migrant Students		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	2015-16	2016-17	2017-18
White	8.8%	8.1%	7.3%
Hispanic	80.0%	82.1%	83.0%
Black or African American	1.5%	1.7%	1.3%
Asian	9.0%	7.3%	7.3%
Native Hawaiian or Pacific Islander	0.5%	0.6%	0.4%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.2%	0.2%	0.7%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	23	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	0	0	0

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.

Home Language	% of Students
English	48.9%
Spanish	42.5%
Gujarati	3.7%
Arabic	2.6%
Urdu	1.6%
Other Languages	0.7%

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (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	37	45	50	Not Met	55	53	50	Met Standard
White	52	42	50	Met Standard	52	47	51	Met Standard
Hispanic	34	45	49	Not Met	53.5	53	48	Met Standard
Black or African American	*	48	44	**	*	45	44	**
Asian, Native Hawaiian, or Pacific Islander	41	47	61	Met Standard	72	63	61	Exceeds Standard
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	*	49	**	*	*	51	**
Economically Disadvantaged	38	43	48	Not Met	52	52	47	Met Standard
Students with Disabilities	33	35	41	Not Met	58	47	43	Met Standard
English Learners	33	49	54	Not Met	60	53	51	Exceeds Standard

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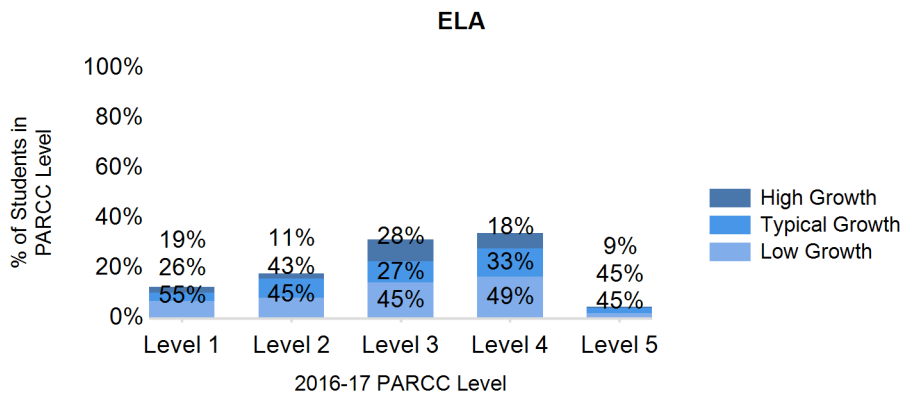
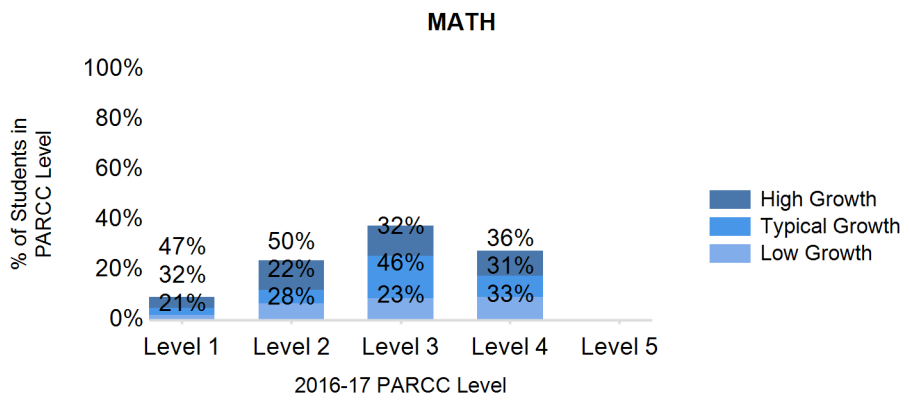
Student Growth by Performance Level

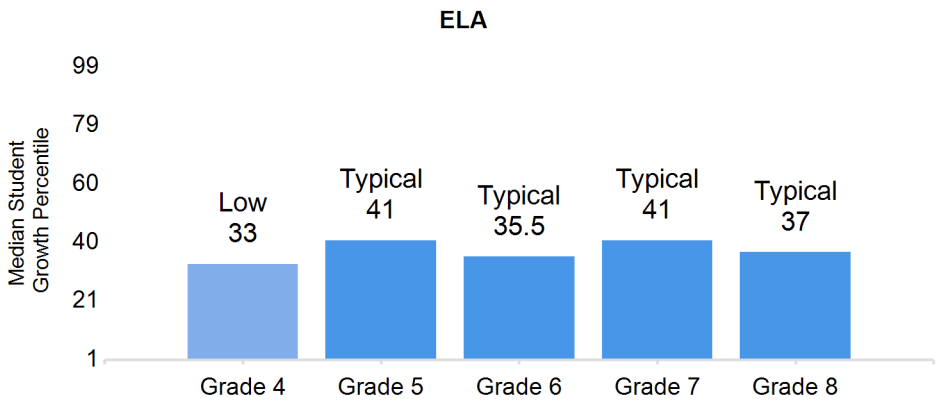
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

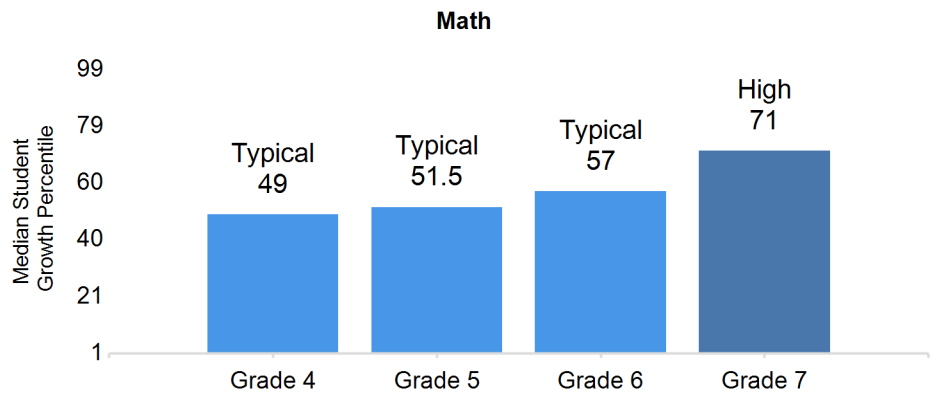




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows 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 these accountability resources.

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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	317	92.5	35.0	46.6	56.7	34.1	35.5	Met Target†
White	28	100.0	42.8	47.6	65.6	42.8	36.2	Met Target
Hispanic	246	91.2	33.4	45.9	42.5	31.9	32	Met Target†
Black or African American	*	*	*	44.0	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	35	97.3	45.7	62.2	82.3	45.7	59.8	Not Met
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	152	90.1	33.5	54.1	64.5	31.8		
Male	165	94.9	36.3	39.6	49.4	36.3		
Economically Disadvantaged Students	230	91.4	32.2	42.7	38.5	31.0	32.1	Met Target†
Non-Economically Disadvantaged Students	87	95.7	42.5	54.0	67.5	42.5		
Students with Disabilities	49	90.7	12.2	14.7	21.6	11.7	9.6	Met Target
Students without Disabilities	268	92.9	39.2	52.4	63.9	38.2		
English Learners	62	95.4	21.0	21.5	27.3	21.0	19.7	Met Target
Non-English Learners	255	91.9	38.4	51.2	59.4	37.1		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	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/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	734	746	750	*	*	34%	32%	0%	32%	52%
White	*	*	743	759	*	*	*	*	*	*	61%
Hispanic	45	735	746	736	*	*	36%	31%	0%	31%	38%
Black or African American	N	N	*	733	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	*	758	N	N	N	N	N	N	58%
Female	25	736	749	756	*	*	*	*	*	28%	57%
Male	25	732	743	744	*	*	*	*	*	36%	46%
Economically Disadvantaged Students	40	733	*	733	*	*	*	*	*	30%	34%
Non-Economically Disadvantaged Students	10	739	*	762	*	*	*	*	*	40%	64%
Students with Disabilities	*	*	717	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	751	756	*	*	*	*	*	*	57%
English Learners	*	*	711	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	749	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	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/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	733	748	756	*	32%	29%	*	*	28%	58%
White	*	*	749	764	*	*	*	*	*	*	68%
Hispanic	48	735	747	744	*	33%	29%	*	*	29%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	29	733	751	762	*	34%	*	*	*	24%	63%
Male	36	733	745	751	*	31%	*	*	*	31%	53%
Economically Disadvantaged Students	51	731	*	740	*	*	*	*	*	24%	40%
Non-Economically Disadvantaged Students	14	738	*	767	*	*	*	*	*	43%	70%
Students with Disabilities	*	*	716	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	753	762	*	*	*	*	*	*	64%
English Learners	*	*	719	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	750	759	*	*	*	*	*	*	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	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/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	736	747	755	*	23%	46%	*	*	23%	58%
White	*	*	749	763	*	*	*	*	*	*	68%
Hispanic	39	734	*	743	*	26%	49%	*	*	18%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	762	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	24	729	752	762	*	*	*	*	*	*	66%
Male	28	743	743	749	*	*	*	*	*	*	51%
Economically Disadvantaged Students	39	734	*	739	*	*	*	*	*	23%	39%
Non-Economically Disadvantaged Students	13	744	*	766	*	*	*	*	*	23%	71%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	65%
English Learners	*	*	708	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	749	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	*	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	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/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	41	737	747	754	*	24%	27%	*	*	37%	56%
White	*	*	739	761	*	*	*	*	*	*	66%
Hispanic	28	736	748	742	*	*	*	*	*	36%	42%
Black or African American	N	N	*	737	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	49%
Two or More Races	N	N	*	761	N	N	N	N	N	N	64%
Female	22	735	754	761	*	*	*	*	*	36%	64%
Male	19	740	741	748	*	*	*	*	*	37%	48%
Economically Disadvantaged Students	26	727	742	739	*	*	*	*	*	23%	37%
Non-Economically Disadvantaged Students	15	756	756	764	*	*	*	*	*	60%	68%
Students with Disabilities	*	*	715	723	*	*	*	*	*	*	18%
Students without Disabilities	*	*	753	760	*	*	*	*	*	*	63%
English Learners	*	*	708	712	*	*	*	*	*	*	*
Non-English Learners	*	*	751	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	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/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	739	752	760	19%	*	24%	*	*	48%	63%
White	*	*	757	768	*	*	*	*	*	*	72%
Hispanic	48	737	751	746	21%	*	25%	*	*	44%	49%
Black or African American	N	N	*	740	N	N	N	N	N	N	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	762	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	27	747	760	769	*	*	*	*	*	56%	72%
Male	36	734	744	752	*	*	*	*	*	42%	54%
Economically Disadvantaged Students	45	741	746	742	*	*	*	*	*	51%	44%
Non-Economically Disadvantaged Students	18	736	762	771	*	*	*	*	*	39%	73%
Students with Disabilities	*	*	714	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	758	768	*	*	*	*	*	*	71%
English Learners	*	*	697	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	757	762	*	*	*	*	*	*	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

JOHN F KENNEDY ELEMENTARY SCHOOL
(17-3610-080)
Grades Offered: 01-08
2017-2018

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

English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	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/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	739	746	759	22%	*	24%	*	*	42%	60%
White	*	*	744	767	*	*	*	*	*	*	70%
Hispanic	41	738	746	744	*	*	24%	*	*	41%	45%
Black or African American	N	N	*	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	28	745	756	768	*	*	*	*	*	43%	69%
Male	22	730	736	751	*	*	*	*	*	41%	52%
Economically Disadvantaged Students	32	739	740	740	*	*	*	*	*	41%	42%
Non-Economically Disadvantaged Students	18	738	755	769	*	*	*	*	*	44%	71%
Students with Disabilities	11	700	*	719	*	*	*	*	*	*	19%
Students without Disabilities	39	750	*	766	*	*	*	*	*	*	68%
English Learners	*	*	701	703	*	*	*	*	*	*	*
Non-English Learners	*	*	749	761	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

JOHN F KENNEDY ELEMENTARY SCHOOL
(17-3610-080)
Grades Offered: 01-08
2017-2018

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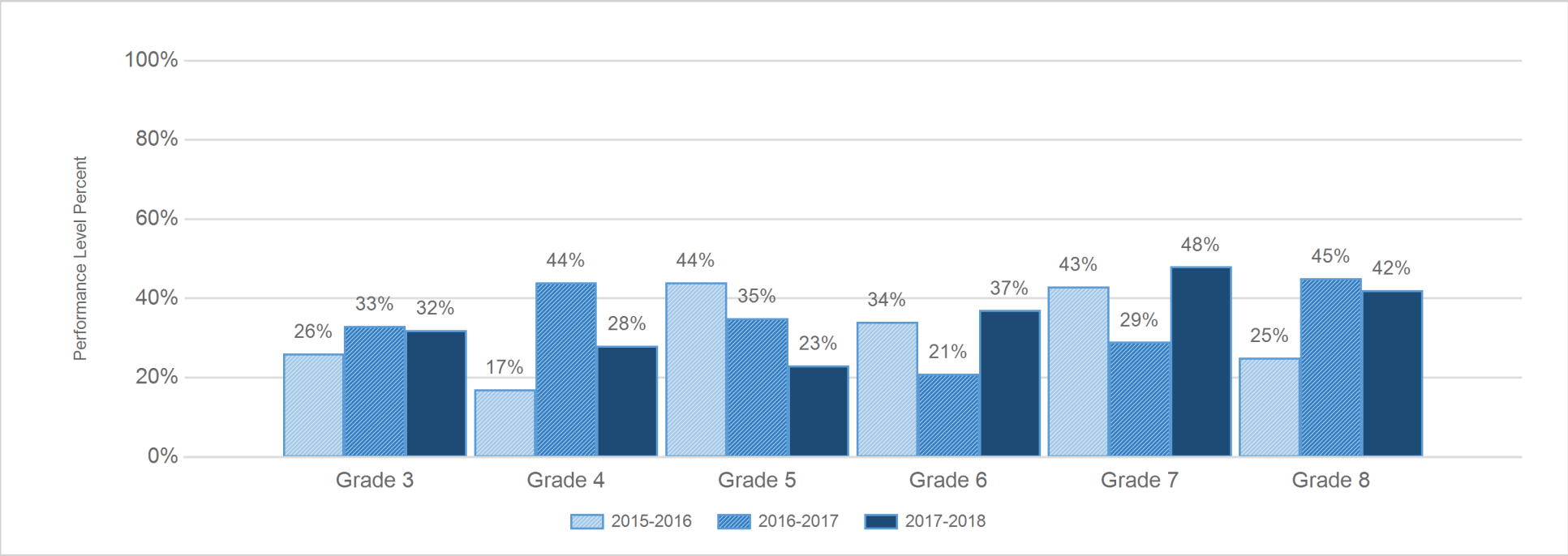
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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JOHN F KENNEDY ELEMENTARY SCHOOL
(17-3610-080)
Grades Offered: 01-08
2017-2018

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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows 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 these accountability resources.

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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	328	93.0	30.7	*	45.0	30.1	26.8	Met Target
White	28	100.0	35.7	*	54.1	35.7	24.9	Met Target
Hispanic	256	91.9	27.4	*	29.2	26.4	23.1	Met Target
Black or African American	*	*	*	24.0	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	36	97.4	55.5	52.9	77.0	55.5	59.8	Met Target†
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	157	90.4	23.5	*	46.0	22.4		
Male	171	95.6	37.4	*	43.9	37.4		
Economically Disadvantaged Students	241	92.1	27.4	*	26.6	26.5	24.4	Met Target
Non-Economically Disadvantaged Students	87	95.7	40.2	*	55.9	40.2		
Students with Disabilities	49	90.7	14.2	10.3	17.1	13.6	10.5	Met Target
Students without Disabilities	279	93.4	33.7	34.3	50.5	33.1		
English Learners	72	96.0	20.8	*	24.6	20.8	15.7	Met Target
Non-English Learners	256	92.2	33.6	*	46.9	32.6		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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(17-3610-080)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	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/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	733	743	752	*	28%	28%	*	*	30%	53%
White	*	*	743	760	*	*	*	*	*	*	64%
Hispanic	48	734	743	739	*	29%	29%	*	*	29%	38%
Black or African American	N	N	*	734	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	*	757	N	N	N	N	N	N	59%
Female	27	732	741	752	*	*	*	*	*	30%	53%
Male	26	734	745	751	*	*	*	*	*	31%	53%
Economically Disadvantaged Students	43	733	*	736	*	*	*	*	*	30%	35%
Non-Economically Disadvantaged Students	10	735	*	762	*	*	*	*	*	30%	66%
Students with Disabilities	*	*	722	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	746	756	*	*	*	*	*	*	57%
English Learners	*	*	729	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	744	754	*	*	*	*	*	*	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

JOHN F KENNEDY ELEMENTARY SCHOOL
(17-3610-080)
Grades Offered: 01-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	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/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	736	741	748	*	*	35%	30%	0%	30%	49%
White	*	*	742	755	*	*	*	*	*	*	60%
Hispanic	49	736	740	737	*	*	37%	31%	0%	31%	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	29	729	740	748	*	*	*	*	*	24%	50%
Male	37	741	741	748	*	*	*	*	*	35%	49%
Economically Disadvantaged Students	52	734	*	733	*	*	*	*	*	25%	30%
Non-Economically Disadvantaged Students	14	742	*	758	*	*	*	*	*	50%	62%
Students with Disabilities	*	*	715	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	745	753	*	*	*	*	*	*	55%
English Learners	*	*	731	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	742	750	*	*	*	*	*	*	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	723	*	*	*	*	*	*	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

JOHN F KENNEDY ELEMENTARY SCHOOL
(17-3610-080)
Grades Offered: 01-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	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/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	737	741	748	*	24%	37%	*	*	33%	49%
White	*	*	743	756	*	*	*	*	*	*	60%
Hispanic	41	732	*	736	*	29%	39%	*	*	24%	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	25	729	739	749	*	*	40%	*	*	20%	50%
Male	29	743	743	747	*	*	34%	*	*	45%	48%
Economically Disadvantaged Students	41	733	*	733	*	*	*	*	*	27%	29%
Non-Economically Disadvantaged Students	13	748	*	758	*	*	*	*	*	54%	62%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	55%
English Learners	*	*	726	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	742	750	*	*	*	*	*	*	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

JOHN F KENNEDY ELEMENTARY SCHOOL
(17-3610-080)
Grades Offered: 01-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	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/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	743	736	744	*	*	36%	*	*	40%	44%
White	*	*	726	751	*	*	*	*	*	*	54%
Hispanic	29	742	736	731	*	*	48%	34%	0%	34%	27%
Black or African American	N	N	*	726	N	N	N	N	N	N	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	48%
Two or More Races	N	N	*	749	N	N	N	N	N	N	52%
Female	22	735	737	745	*	*	*	*	*	18%	45%
Male	20	752	734	742	*	*	*	*	*	65%	42%
Economically Disadvantaged Students	27	735	731	729	*	*	*	*	*	26%	24%
Non-Economically Disadvantaged Students	15	757	742	753	*	*	*	*	*	67%	56%
Students with Disabilities	*	*	708	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	740	748	*	*	*	*	*	*	49%
English Learners	*	*	709	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	739	745	*	*	*	*	*	*	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	*	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

JOHN F KENNEDY ELEMENTARY SCHOOL
(17-3610-080)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	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/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	736	738	743	*	32%	33%	*	*	29%	43%
White	*	*	741	750	*	*	*	*	*	*	54%
Hispanic	51	733	738	732	*	39%	31%	*	*	24%	27%
Black or African American	N	N	*	727	N	N	N	N	N	N	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	750	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	29	735	739	745	*	34%	*	*	*	31%	45%
Male	37	737	738	741	*	30%	*	*	*	27%	42%
Economically Disadvantaged Students	48	735	735	730	*	*	*	*	*	31%	24%
Non-Economically Disadvantaged Students	18	739	744	751	*	*	*	*	*	22%	55%
Students with Disabilities	*	*	714	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	742	748	*	*	*	*	*	*	50%
English Learners	10	719	714	716	*	*	*	*	*	10%	10%
Non-English Learners	56	739	741	744	*	*	*	*	*	32%	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

JOHN F KENNEDY ELEMENTARY SCHOOL
(17-3610-080)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	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/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	719	732	728	31%	20%	27%	22%	0%	22%	28%
White	*	*	728	736	*	*	*	*	*	*	36%
Hispanic	40	722	732	722	28%	*	30%	*	*	25%	22%
Black or African American	N	N	*	715	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	737	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	27	720	732	731	*	*	*	*	*	11%	31%
Male	22	719	732	725	*	*	*	*	*	36%	26%
Economically Disadvantaged Students	32	722	730	719	*	*	*	*	*	22%	20%
Non-Economically Disadvantaged Students	17	715	735	735	*	*	*	*	*	24%	35%
Students with Disabilities	11	697	*	705	*	*	*	*	*	*	*
Students without Disabilities	38	726	*	735	*	*	*	*	*	*	*
English Learners	*	*	723	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	733	729	*	*	*	*	*	*	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

JOHN F KENNEDY ELEMENTARY SCHOOL
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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	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/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	724	746	*	*	*	*	*	*	46%
White	N	N	723	755	N	N	N	N	N	N	57%
Hispanic	*	*	724	730	*	*	*	*	*	*	27%
Black or African American	N	N	*	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	*	*	728	748	*	*	*	*	*	*	48%
Male	*	*	721	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	*	*	722	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	729	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	*	716	N	N	N	N	N	N	13%
Students without Disabilities	*	*	728	752	*	*	*	*	*	*	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	*	*	728	749	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

JOHN F KENNEDY ELEMENTARY SCHOOL
(17-3610-080)
Grades Offered: 01-08
2017-2018

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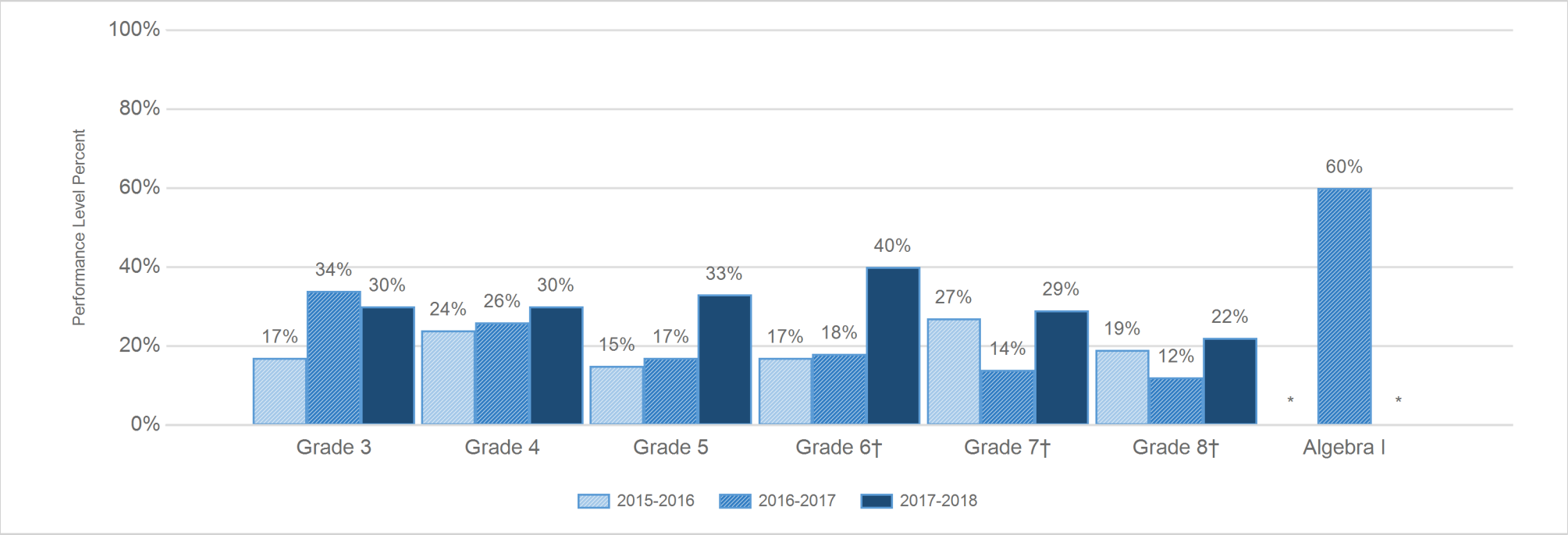
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment 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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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	58.1%	46.8%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that 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 of 4.5 and above
0-2	68	*	*
3-4	29	79.3%	20.7%
5 or more	*	*	*

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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 grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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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	72
7	0	0	89
8	2	0	74
Total	2	0	235

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	0	0	0	0	0	0	72
7	0	0	0	0	0	0	89
8	0	0	0	0	0	0	76
Total	0	0	0	0	0	0	237

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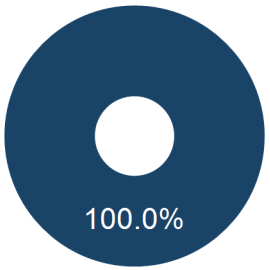
Visual and Performing Arts – Course Participation

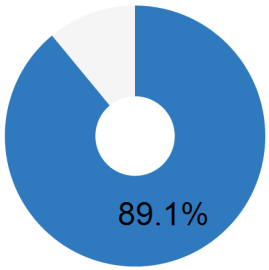
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

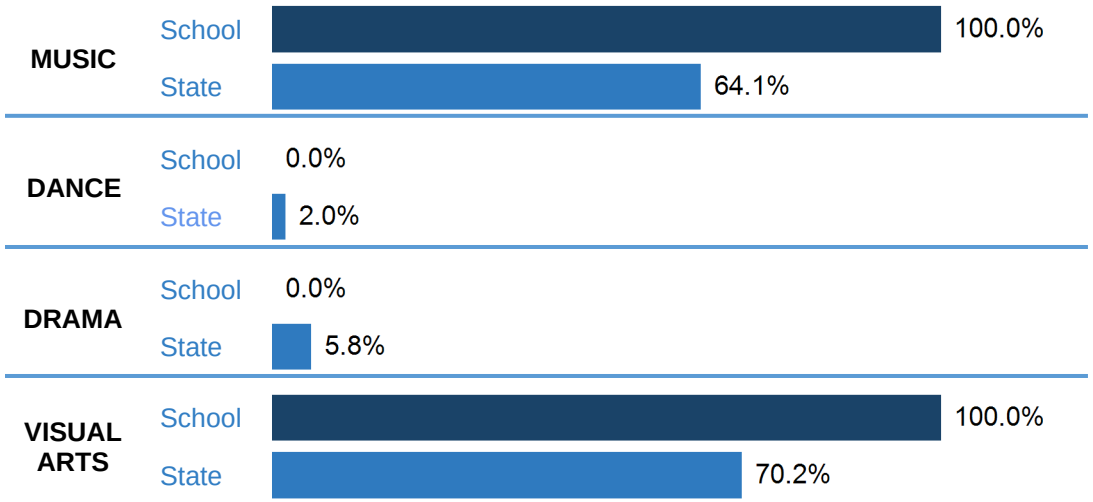


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities 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.

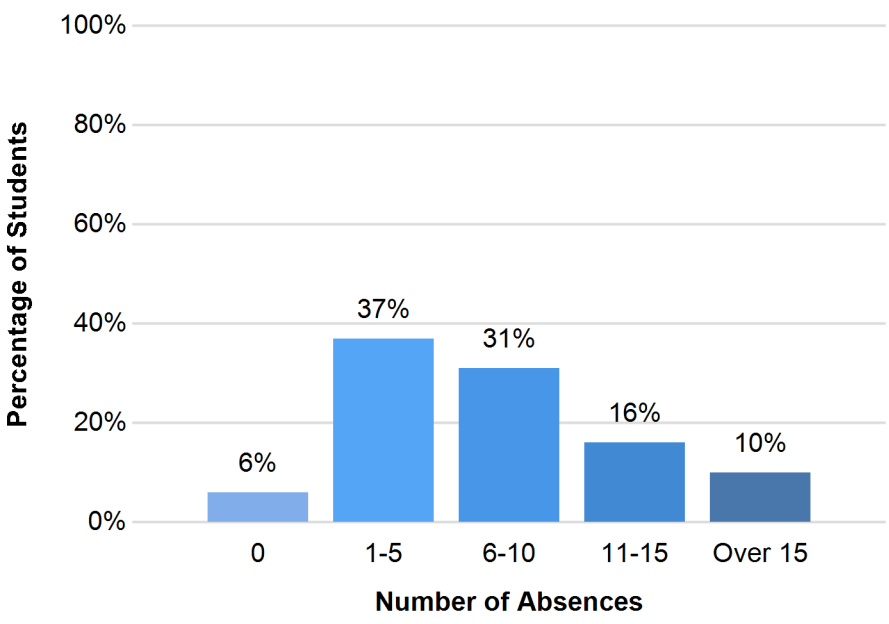
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	36	6.6	8.6	Met
White	3	7.1	8.6	Met
Hispanic	31	6.8	8.6	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	0	0	8.6	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	30	7.3	8.6	Met
Students with Disabilities	18	13.5	8.6	Not Met
English Learners	3	2.9	8.6	Met

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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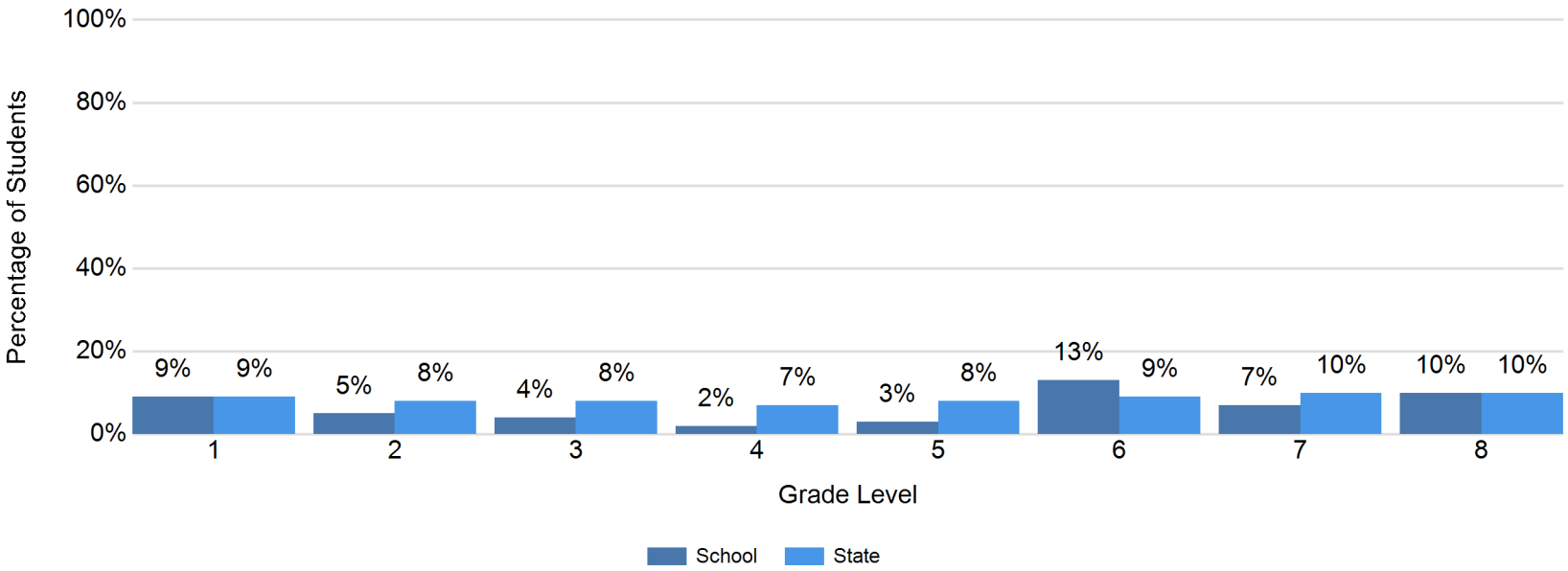
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	0.92

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	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	9

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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	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
No Identified Nature	0		0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	37	6.8%
Any Suspension	37	6.8%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
79

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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 tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, 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
2017-18	1.0:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$817	$13,416	$14,233

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
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

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	56	117,464
Average years experience in public schools	11.1	12.0
Average years experience in district	10.7	10.7
Teachers in district for 4 or more years	78.6%	75.5%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	42	9,374
Average years experience in public schools	21.8	16.0
Average years experience in district	21.7	12.0
Administrators in district for 4 or more years	100.0%	76.2%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	13:1
Students to Administrators	182:1	183:1
Teachers to Administrators	19:1	14:1
Students to Librarians/Media Specialists		7666:1
Students to Nurses		639:1
Students to Counselors		479:1
Students to Child Study Team		284:1

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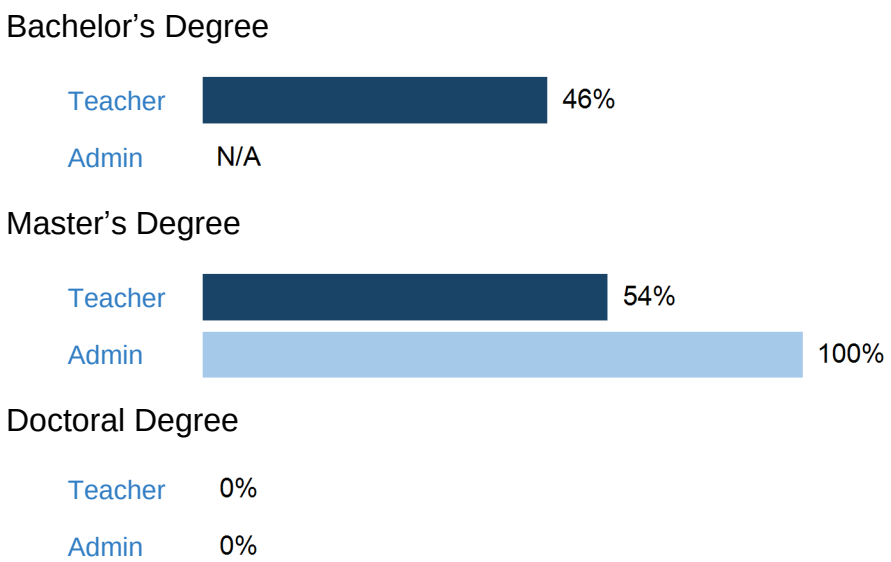
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. The Bachelor's 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 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	95.6%	90.2%
2016-17 Administrators: Same district 2017-18	93.2%	86.2%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2017-18	95.5%

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Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	80.4%	33.3%
Male	19.6%	66.7%
White	76.8%	66.7%
Hispanic	23.2%	33.3%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has 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 with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	9.66	15.0%
Mathematics Proficiency	16.05	15.0%
English Language Arts Growth	9.72	20.0%
Mathematics Growth	69.79	20.0%
Progress Towards English Language Proficiency	61.49	20.0%
Chronic Absenteeism	63.49	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	38.41	n/a
Summative Rating: Percentile Rank of Summative Score	30.81	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Grades Offered: 01-08
2017-2018

Report Key:
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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target†	Met Target	Not Met	Met Standard	Met Target	Met	No
White	35.89	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	38.40	14.08	No	Met Target†	Met Target	Not Met	Met Standard	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	38.64	14.08	No	Not Met	Met Target†	Met Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	45.94	14.08	No	Met Target†	Met Target	Not Met	Met Standard	n/a	Met	No
Students with Disabilities	45.40	14.08	No	Met Target	Met Target	Not Met	Met Standard	n/a	Not Met	No
English Learners	49.88	14.08	No	Met Target	Met Target	Not Met	Exceeds Standard	Exceeds Standard	Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School 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. If there are questions about the information provided in the narrative section, please contact your school directly.

Highlights:	• A small neighborhood school, where students and teachers love to come everyday. • A dedicated professional staff with the highest standards in education. • Increased use of technology to improve instruction.
Mission, Vision, Theme:	VISION: John F. Kennedy School will educate its students to reach their fullest potential and to become active and productive members of their community. MISSION: John F. Kennedy School strives to educate its students to become critical thinkers, problem solvers, and effective communicators within a challenging, yet supportive learning environment. Our professional staff is committed to preparing all students to become good citizens and to function in the 21st Century.
Awards, Recognition, Accomplishments:	Our students show improvement every year in academic subjects. Honors include: past Rogate Scholars, Principal's Honors, Kennedy School Student of the Month, Perfect attendance awards, as well as MUA Go Green Save Green Poster Contest winners.

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Courses, Curriculum, Instruction:	Class offerings include: English Language Arts (Primary grades utilizing Scholastic Guided Reading & Wilson's Fundations; middle school grades utilize literature circles and Socratic Method), Mathematics (utilizing Math Lab sites for grades 2,3,4,5,6), Science, Social Studies, as well as physical education, health for grades 6,7,8, art, music (instrumental and vocal), technology, and world language (grades 1-8).
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Coed), Track and Field - Spring (Coed) Students in grades 6,7,8 are eligible to participate in the following Boys and Girls Basketball, Co-ed Track & Field, Co-ed Flag Football, and Co-ed Cheerleading.
Clubs and Activities:	Kennedy School students are involved in: Instrumental band, choir, Safety Patrol, Poetry Club, Ambassadors of Kindness, Art club, Student Council, Environmental Club, Scrabble Club, Chess Club, Yoga Club, and Fashion Club.

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Before and After School Programs:	Before School: Teacher Extra Help Periods. After School: Municipal Alliance Homework Help Program, Title 1 Programs (iPads, Book Club, Math Help, and Saturday program), and Bi-Lingual & ESL after school programs.
Staff and Professional Learning:	Professional learning takes place weekly through school based PLC meetings as well as district sponsored professional development meetings. Our Math and Literacy Coaches provide valuable professional development opportunities for educators on an ongoing basis. The Hudson County Professional Development Consortium also offers monthly professional development workshops to Hudson County educators.

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Student Supports and Services:	John F. Kennedy School provides student support services through the child study team as well as the school counselor. These services reach every student, regardless of affiliation, and strives to concentrate on the knowledge and attitude needed for academic success, accomplishment and personal/social growth.
Student Health and Wellness:	John F. Kennedy School complies with the requirements of the Healthy, Hunger Free Kids Act of 2010 (HHFKA). This wellness policy includes goals for promoting nutrition, education, physical activity, and other school activities that support student wellness.
Parent and Community Involvement:	Parents participate in many school wide events throughout the year. A Parent's Night and Back to School Night are held during the year. The Parent Portal is an online form of communication for families to keep up with information about their child. The portal allows parents to see their child's progress, check attendance and discipline. Kennedy School and the district superintendent regularly hold both morning and evening programs to reach out to parents regarding important information. We've had family paint nights, family yoga, school concerts, and a student fashion show.

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Climate Surveys:	Is a Climate Survey Used: No

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Other Information:	Kennedy School 5th graders participate in L.E.A.D. (Law Enforcement Against Drugs). Our 7th graders participate in the SEEDS program. Our students and staff raise money for various charities throughout the year, such as Pennies For Patients, the Lupus Organization of New Jersey, and the American Cancer Society. Kennedy School students also participated in the Reaching Our Dreams Essay Contest, part of the Save Latin America organization. Several students won awards for this contest and were recognized by SLA at a county wide brunch.