NJ SCHOOL PERFORMANCE REPORT

Lincoln Elementary School
(17-3610-090)
Grades Offered: PK-08
2018-2019

Report Key:
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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

Notes from the New Jersey Department of Education:

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School Contact Information

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

Type	Contact Information
County	Hudson
District	North Bergen School District
Principal Name	Mr. Nicolas Sacco Jr
Address	1206 63RD ST NORTH BERGEN, NJ 07047-3408
Phone Number	201-295-2850
Email Address	nsacco2@northbergen.k12.nj.us
Website	https://lincoln.northbergen.k12.nj.us
Facebook	https://www.facebook.com/groups/182712672246334/
Twitter	https://twitter.com/LincolnLions4

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that 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	2016-17	2017-18	2018-19
PK	289	293	298
KG	431	421	400
1	113	91	79
2	87	106	80
3	108	109	125
4	91	79	85
5	76	83	75
6	76	83	77
7	90	72	76
8	68	76	66
Total	1,429	1,413	1,361

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	43.5%	44.3%	47.7%
Male	56.5%	55.7%	52.3%
Economically Disadvantaged Students	73.5%	70.8%	70.8%
Students with Disabilities	21.8%	22.9%	24.0%
English Learners	7.9%	9.5%	10.1%
Homeless Students	0.0%	0.0%	0.4%
Students in Foster Care	0.3%	0.1%	0.1%
Military-Connected Students	0.1%	0.2%	0.2%
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	2016-17	2017-18	2018-19
White	10.2%	9.7%	8.9%
Hispanic	85.8%	86.6%	87.9%
Black or African American	0.9%	1.1%	0.4%
Asian	2.5%	2.5%	2.4%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.1%
Two or More Races	0.5%	0.2%	0.2%

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	2016-17	2017-18	2018-19
PK - Half Day	269	278	275
PK - Full Day	20	15	23
KG - Half Day	0	0	0
KG - Full Day	431	421	400

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	66.5%
Spanish	30.3%
Arabic	1.5%
Other Languages	1.7%

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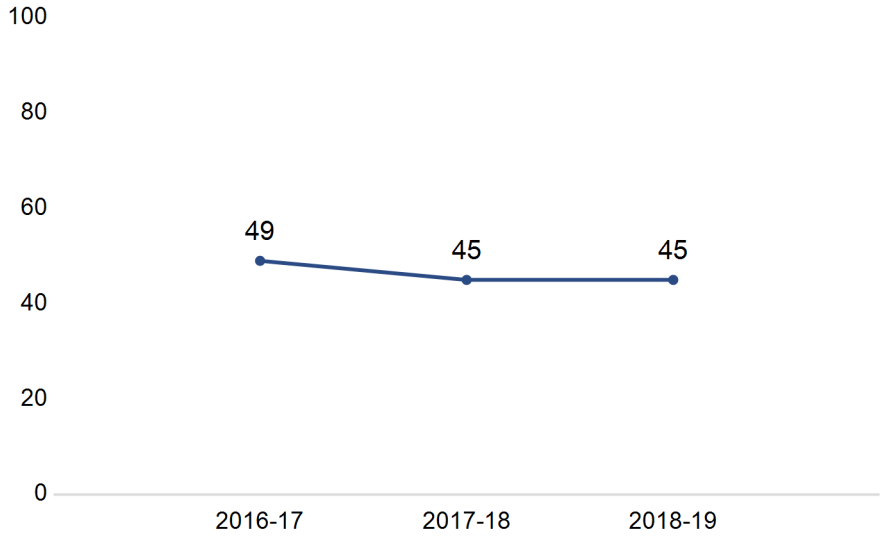
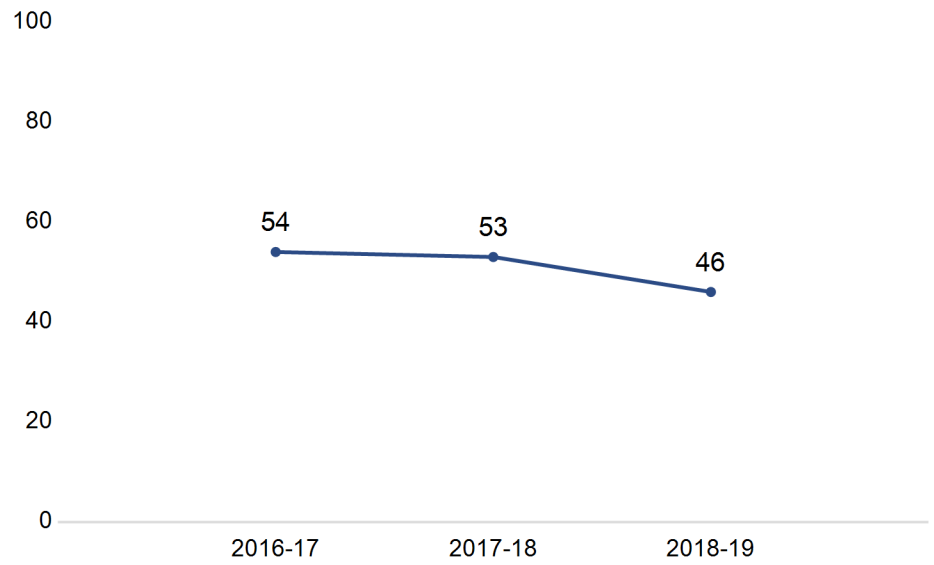
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures 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.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	49	45	45	54	53	46
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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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 (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 (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	45	52	50	Met Standard	46	46	50	Met Standard
White	40.5	52.5	50	Met Standard	53	46	52	Met Standard
Hispanic	46	52	49	Met Standard	41	46	47	Met Standard
Black or African American	*	58.5	45	**	*	55	43	**
Asian, Native Hawaiian, or Pacific Islander	*	54	59	**	*	55.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	47	52	53	N	39	46	50	N
Male	42	52	47	N	52	46	51	N
Economically Disadvantaged Students	44	52	48	Met Standard	46	44	46	Met Standard
Students with Disabilities	47	43.5	43	Met Standard	38.5	41	45	Not Met
English Learners	58	57	52	Met Standard	49.5	44.5	50	Met Standard
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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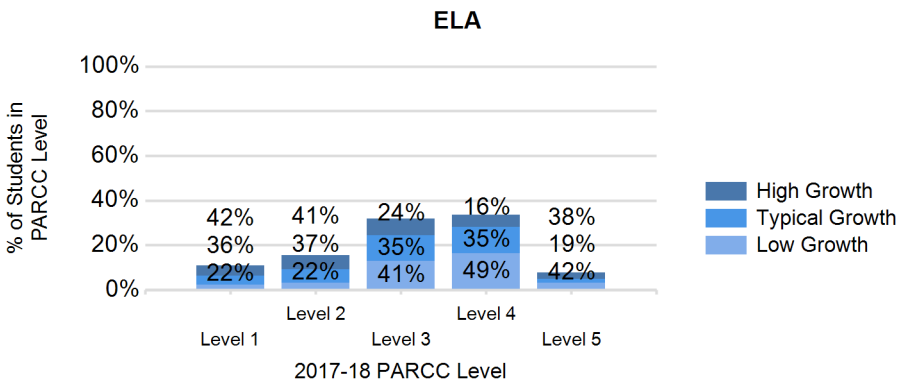
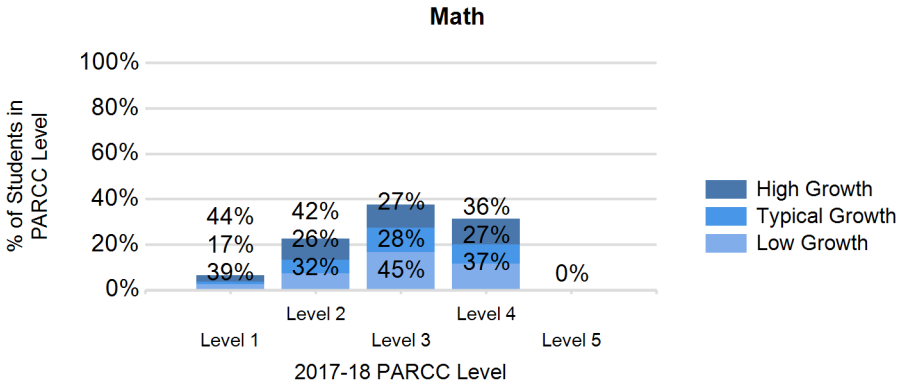
Student Growth by Performance Level

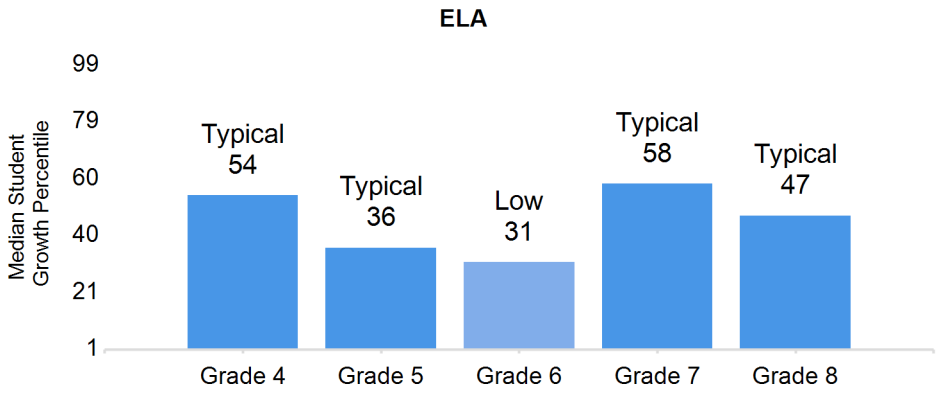
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

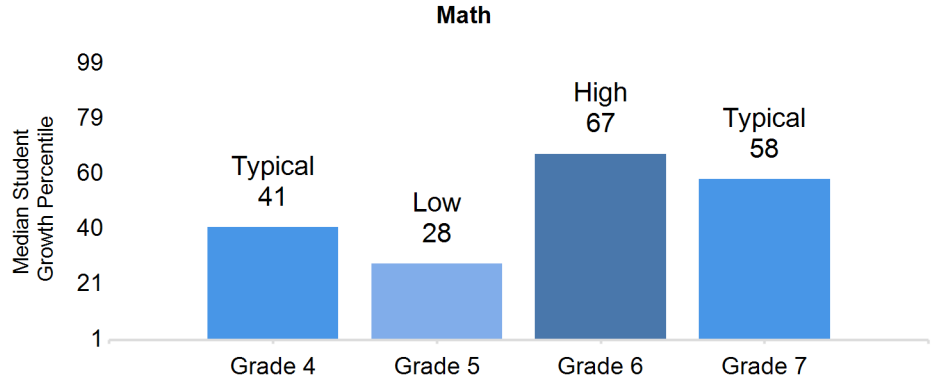




Student Growth by Grade

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





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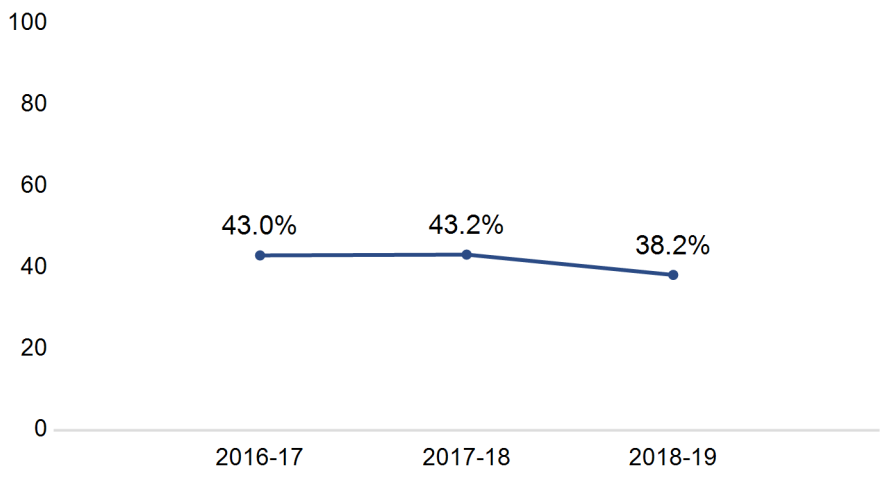
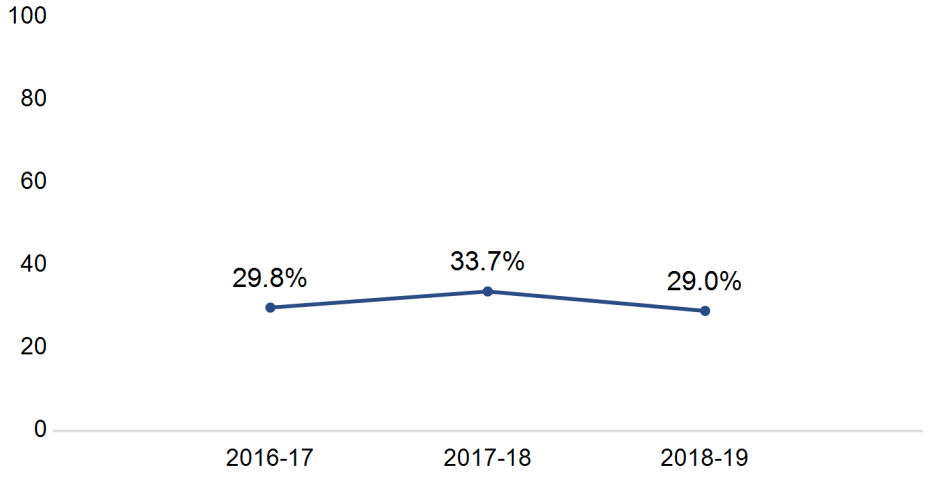
English Language Arts and Mathematics Performance Trends

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 statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that 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	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.6%	98.3%	98.7%	98.4%	98.4%	98.4%
Proficiency Rate for Federal Accountability	43.0%	43.2%	38.2%	29.8%	33.7%	29.0%
Annual Target	35.3%	37.6%	40.0%	25.6%	28.4%	31.3%
Met Annual Target?	Met Target	Met Target	Met Target†	Met Target	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that 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 progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. 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 our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	453	98.7	38.2	47.1	57.9	38.2	40	Met Target†
White	41	100.0	31.7	45.7	66.9	31.7	27	Met Target
Hispanic	399	98.6	38.6	46.5	43.9	38.6	41.4	Met Target†
Black or African American	*	*	*	46.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	68.4	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	217	98.7	45.2	53.5	64.8	45.2		
Male	236	98.7	31.8	41.4	51.3	31.8		
Economically Disadvantaged Students	373	98.7	36.7	42.8	40.0	36.7	38.8	Met Target†
Non-Economically Disadvantaged Students	80	98.8	45.0	55.2	67.9	45.0		
Students with Disabilities	76	95.1	*	14.5	22.7	*	22	Not Met
Students without Disabilities	377	99.5	*	53.3	65.1	*		
English Learners	77	100.0	19.5	23.2	29.3	19.5	15.8	Met Target
Non-English Learners	376	98.5	42.0	51.7	60.6	42.0		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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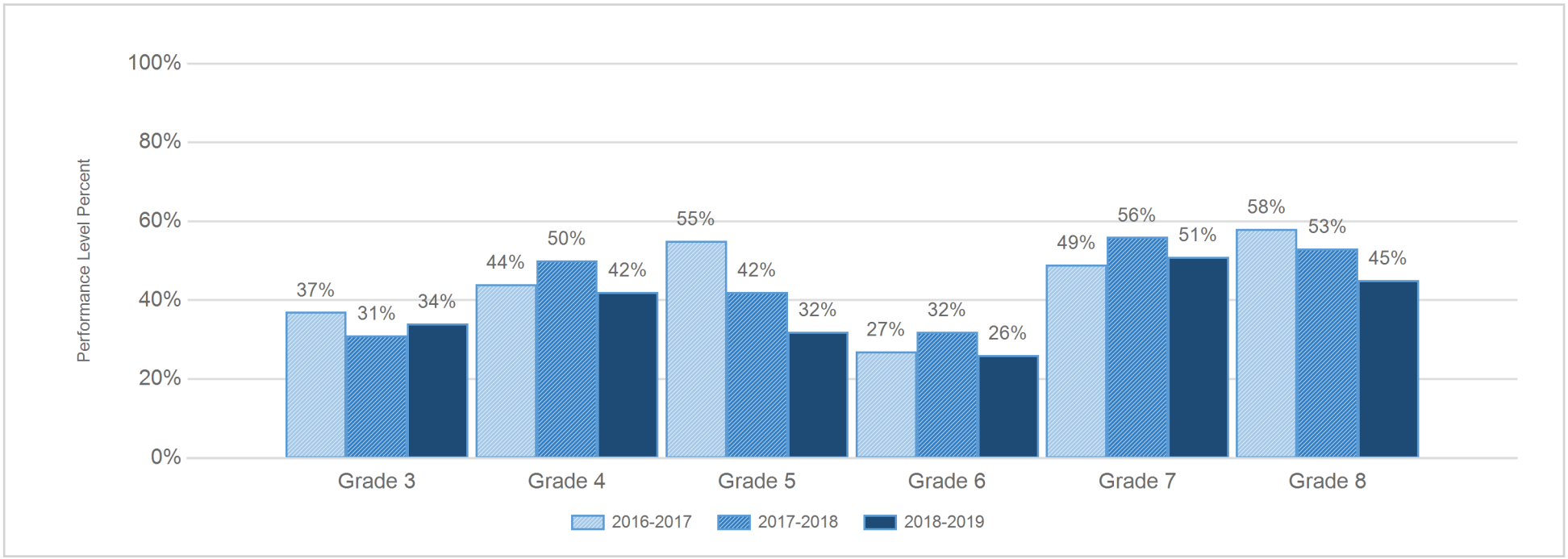
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	96	732	738	748	22%	18%	26%	*	*	34%	50%
White	11	726	741	757	*	*	*	*	*	27%	60%
Hispanic	81	734	*	734	20%	19%	26%	*	*	36%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	43	738	743	753	23%	*	*	*	*	49%	55%
Male	53	727	733	743	21%	*	*	*	*	23%	46%
Economically Disadvantaged Students	80	733	733	731	*	*	*	*	*	35%	33%
Non-Economically Disadvantaged Students	16	729	749	759	*	*	*	*	*	31%	61%
Students with Disabilities	17	701	704	719	59%	*	*	*	*	12%	24%
Students without Disabilities	79	739	744	754	14%	*	*	*	*	39%	56%
English Learners	*	*	712	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	740	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	78	742	747	755	*	24%	26%	*	*	42%	57%
White	*	*	748	763	*	*	*	*	*	*	67%
Hispanic	69	741	*	743	*	23%	26%	*	*	42%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	28	744	*	760	*	*	*	*	*	43%	62%
Male	50	741	*	750	*	*	*	*	*	42%	53%
Economically Disadvantaged Students	68	741	*	740	*	*	*	*	*	40%	40%
Non-Economically Disadvantaged Students	10	747	*	765	*	*	*	*	*	60%	69%
Students with Disabilities	*	*	716	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	752	761	*	*	*	*	*	*	64%
English Learners	*	*	713	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	750	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	71	738	751	756	*	20%	38%	*	*	32%	58%
White	*	*	754	764	*	*	*	*	*	*	68%
Hispanic	66	737	751	743	*	21%	39%	*	*	30%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	755	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	38	744	757	761	*	*	37%	*	*	39%	64%
Male	33	730	746	750	*	*	39%	*	*	24%	52%
Economically Disadvantaged Students	57	736	748	740	*	*	*	*	*	28%	39%
Non-Economically Disadvantaged Students	14	743	758	766	*	*	*	*	*	50%	69%
Students with Disabilities	11	716	719	724	*	*	*	*	*	*	23%
Students without Disabilities	60	741	756	762	*	*	*	*	*	*	65%
English Learners	*	*	722	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	753	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Lincoln Elementary School
(17-3610-090)
Grades Offered: PK-08
2018-2019

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 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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	74	737	747	754	*	19%	46%	*	*	26%	56%
White	*	*	749	762	*	*	*	*	*	*	65%
Hispanic	67	738	746	743	*	18%	43%	*	*	28%	43%
Black or African American	N	N	*	738	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	40	741	751	762	*	*	48%	*	*	30%	64%
Male	34	733	743	748	*	*	44%	*	*	21%	48%
Economically Disadvantaged Students	63	737	*	740	*	*	*	*	*	24%	39%
Non-Economically Disadvantaged Students	11	741	*	763	*	*	*	*	*	36%	67%
Students with Disabilities	12	704	717	722	*	*	*	*	*	*	19%
Students without Disabilities	62	744	752	761	*	*	*	*	*	*	64%
English Learners	*	*	710	710	*	*	*	*	*	*	*
Non-English Learners	*	*	749	756	*	*	*	*	*	*	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Lincoln Elementary School
(17-3610-090)
Grades Offered: PK-08
2018-2019

Report Key:
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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	72	748	757	761	14%	*	26%	*	*	51%	63%
White	*	*	749	769	*	*	*	*	*	*	72%
Hispanic	60	751	756	747	*	*	28%	*	*	55%	50%
Black or African American	N	N	*	741	N	N	N	N	N	N	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	789	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	41	747	762	769	*	*	*	*	*	46%	71%
Male	31	749	751	753	*	*	*	*	*	58%	55%
Economically Disadvantaged Students	57	748	750	743	18%	*	*	*	*	54%	45%
Non-Economically Disadvantaged Students	15	748	767	771	0%	*	*	*	*	40%	73%
Students with Disabilities	11	702	712	720	*	*	*	*	*	*	22%
Students without Disabilities	61	756	764	769	*	*	*	*	*	*	71%
English Learners	*	*	697	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	762	763	*	*	*	*	*	*	65%
Homeless Students	N	N	*	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Lincoln Elementary School
(17-3610-090)
Grades Offered: PK-08
2018-2019

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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	64	745	757	762	*	16%	28%	*	*	45%	63%
White	*	*	762	770	*	*	*	*	*	*	72%
Hispanic	58	744	756	747	*	*	29%	*	*	43%	49%
Black or African American	N	N	*	741	N	N	N	N	N	N	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	34	756	763	771	*	*	*	*	*	62%	71%
Male	30	733	750	753	*	*	*	*	*	27%	55%
Economically Disadvantaged Students	51	740	751	743	*	*	*	*	*	41%	45%
Non-Economically Disadvantaged Students	13	764	765	772	*	*	*	*	*	62%	72%
Students with Disabilities	12	721	718	721	*	*	*	*	*	25%	22%
Students without Disabilities	52	751	762	770	*	*	*	*	*	50%	71%
English Learners	*	*	720	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	760	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

Lincoln Elementary School
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Grades Offered: PK-08
2018-2019

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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 assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that 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 progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. 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 our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	462	98.4	29.0	*	44.5	29.0	31.3	Met Target†
White	41	97.6	19.5	*	54.1	19.5	21.6	Met Target†
Hispanic	408	98.4	29.9	*	28.8	29.9	32.5	Met Target†
Black or African American	*	*	*	18.2	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.7	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	219	98.7	26.9	*	44.9	26.9		
Male	243	98.0	30.9	*	44.2	30.9		
Economically Disadvantaged Students	381	98.3	28.3	*	26.3	28.3	30.5	Met Target†
Non-Economically Disadvantaged Students	81	98.9	32.1	*	54.9	32.1		
Students with Disabilities	75	93.9	*	*	17.4	*	16.2	Not Met
Students without Disabilities	387	99.3	*	*	50.0	*		
English Learners	87	99.0	16.1	*	25.0	16.1	19.7	Met Target†
Non-English Learners	375	98.2	32.0	*	46.5	32.0		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Lincoln Elementary School
(17-3610-090)
Grades Offered: PK-08
2018-2019

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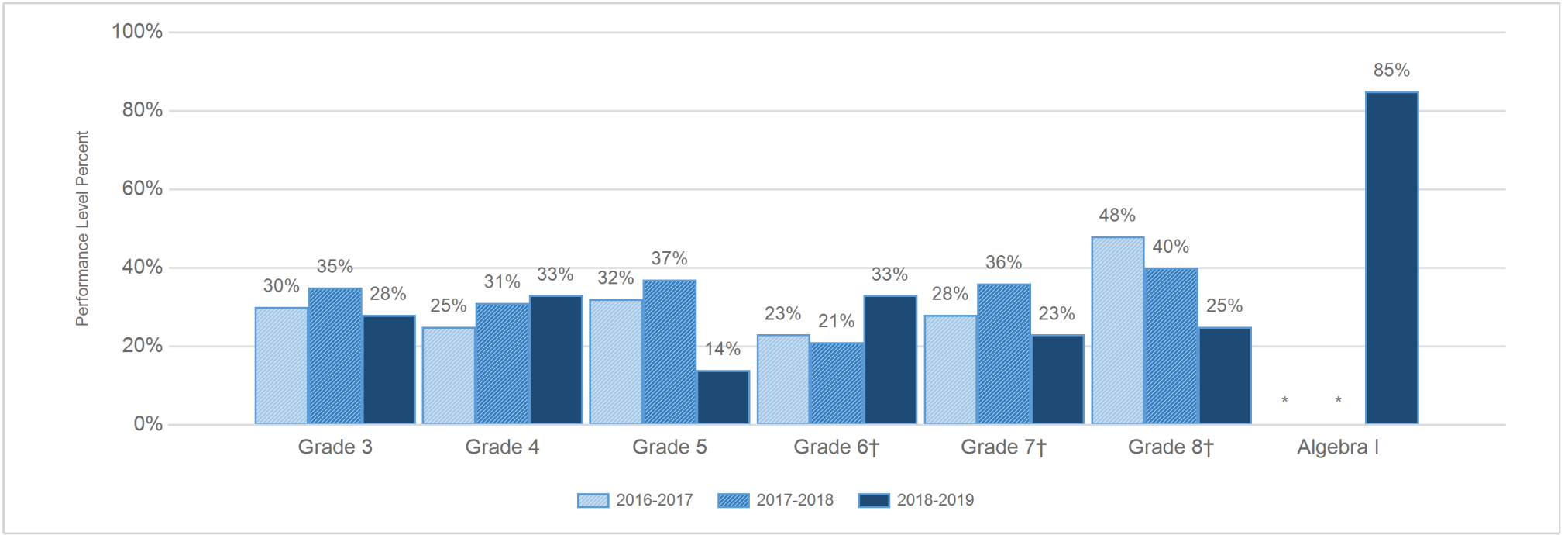
† This indicates a table specific note,see note below table

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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

Lincoln Elementary School
(17-3610-090)
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2018-2019

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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	99	734	739	752	*	30%	32%	*	*	28%	55%
White	11	728	744	760	*	*	*	*	*	18%	66%
Hispanic	84	736	739	739	*	31%	31%	*	*	31%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	44	733	739	751	*	*	30%	*	*	30%	54%
Male	55	735	740	752	*	*	35%	*	*	27%	56%
Economically Disadvantaged Students	82	735	736	737	*	*	*	*	*	28%	37%
Non-Economically Disadvantaged Students	17	732	747	761	*	*	*	*	*	29%	67%
Students with Disabilities	17	717	714	731	*	*	*	*	*	12%	31%
Students without Disabilities	82	738	744	756	*	*	*	*	*	32%	60%
English Learners	11	724	727	728	*	*	*	*	*	27%	26%
Non-English Learners	88	736	741	754	*	*	*	*	*	28%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Lincoln Elementary School
(17-3610-090)
Grades Offered: PK-08
2018-2019

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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	78	738	740	749	*	*	31%	33%	0%	33%	51%
White	*	*	737	757	*	*	*	*	*	*	62%
Hispanic	69	739	*	737	*	*	33%	33%	0%	33%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	28	733	738	749	*	*	*	*	*	25%	50%
Male	50	740	742	749	*	*	*	*	*	38%	52%
Economically Disadvantaged Students	68	737	*	734	*	*	*	*	*	32%	32%
Non-Economically Disadvantaged Students	10	742	*	759	*	*	*	*	*	40%	63%
Students with Disabilities	*	*	719	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	743	754	*	*	*	*	*	*	56%
English Learners	*	*	718	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	743	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Lincoln Elementary School
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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	77	725	733	747	*	44%	31%	*	*	14%	47%
White	*	*	739	755	*	*	*	*	*	*	58%
Hispanic	71	724	732	735	*	44%	32%	*	*	13%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	41	727	734	747	*	39%	34%	*	*	17%	47%
Male	36	723	733	747	*	50%	28%	*	*	11%	47%
Economically Disadvantaged Students	61	725	730	732	*	*	*	*	*	15%	27%
Non-Economically Disadvantaged Students	16	725	741	757	*	*	*	*	*	13%	59%
Students with Disabilities	11	715	715	725	*	*	*	*	*	*	19%
Students without Disabilities	66	727	736	752	*	*	*	*	*	*	52%
English Learners	11	707	711	718	*	*	*	*	*	*	12%
Non-English Learners	66	728	736	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Lincoln Elementary School
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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	76	736	733	741	*	24%	34%	*	*	33%	41%
White	*	*	735	749	*	*	*	*	*	*	51%
Hispanic	69	736	732	729	*	23%	32%	*	*	35%	24%
Black or African American	N	N	*	722	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	754	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	40	736	732	742	*	*	40%	*	*	30%	42%
Male	36	737	734	740	*	*	28%	*	*	36%	40%
Economically Disadvantaged Students	65	736	*	726	*	*	*	*	*	32%	21%
Non-Economically Disadvantaged Students	11	739	*	750	*	*	*	*	*	36%	53%
Students with Disabilities	12	704	707	716	*	*	*	*	*	*	12%
Students without Disabilities	64	742	738	746	*	*	*	*	*	*	46%
English Learners	*	*	716	709	*	*	*	*	*	*	*
Non-English Learners	*	*	735	743	*	*	*	*	*	*	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

NJ SCHOOL PERFORMANCE REPORT

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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	73	737	738	744	*	22%	51%	*	*	23%	42%
White	*	*	736	751	*	*	*	*	*	*	53%
Hispanic	62	737	737	733	*	23%	48%	*	*	26%	26%
Black or African American	N	N	*	727	N	N	N	N	N	N	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	769	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	43	734	737	744	*	*	60%	*	*	14%	42%
Male	30	741	740	743	*	*	37%	*	*	37%	42%
Economically Disadvantaged Students	57	738	735	731	*	*	*	*	*	25%	24%
Non-Economically Disadvantaged Students	16	732	744	751	*	*	*	*	*	19%	53%
Students with Disabilities	10	708	713	718	*	*	*	*	*	*	13%
Students without Disabilities	63	741	743	749	*	*	*	*	*	*	48%
English Learners	*	*	715	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	741	745	*	*	*	*	*	*	44%
Homeless Students	N	N	*	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Lincoln Elementary School
(17-3610-090)
Grades Offered: PK-08
2018-2019

Report Key:
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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	59	723	731	728	27%	19%	29%	25%	0%	25%	29%
White	*	*	725	737	*	*	*	*	*	*	38%
Hispanic	55	724	*	722	27%	20%	25%	27%	0%	27%	22%
Black or African American	N	N	N	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	741	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	28	719	730	731	*	*	*	*	*	25%	31%
Male	31	727	731	726	*	*	*	*	*	26%	27%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	36%
Students with Disabilities	12	709	702	707	*	*	*	*	*	*	10%
Students without Disabilities	47	727	735	734	*	*	*	*	*	*	35%
English Learners	14	698	713	706	*	*	*	*	*	*	10%
Non-English Learners	45	731	734	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Test: Algebra I

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 that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	13	761	727	744	0%	*	*	85%	0%	85%	42%
White	*	*	732	752	*	*	*	*	*	*	53%
Hispanic	10	760	726	728	0%	*	*	*	*	80%	24%
Black or African American	N	N	*	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	*	*	728	745	*	*	*	*	*	*	44%
Male	*	*	726	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	725	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	731	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	714	717	N	N	N	N	N	N	12%
Students without Disabilities	13	761	728	748	0%	*	*	85%	0%	85%	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	13	761	733	745	0%	*	*	85%	0%	85%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	*	707	N	N	N	N	N	N	12%

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	*	*
4	N	N
5	N	N
6	*	*
7	*	*
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. 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	2018-19 Target	Met Target?
Schoolwide/English Learners	52.2%	40.9%	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	67	*	*
3-4	11	81.8%	18.2%
5 or more	*	*	*

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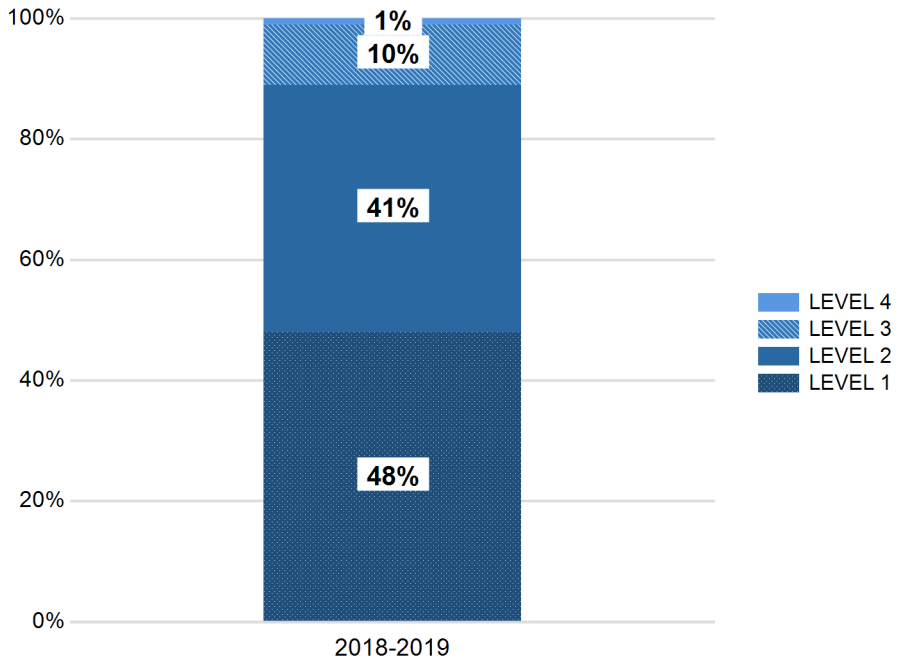
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	48	41	10	1
White	*	*	*	*
Hispanic	49	42	8	2
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	53	36	8	3
Male	43	46	11	0
Economically Disadvantaged Students	49	42	7	2
Non-Economically Disadvantaged Students	43	36	21	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	48	41	10	1
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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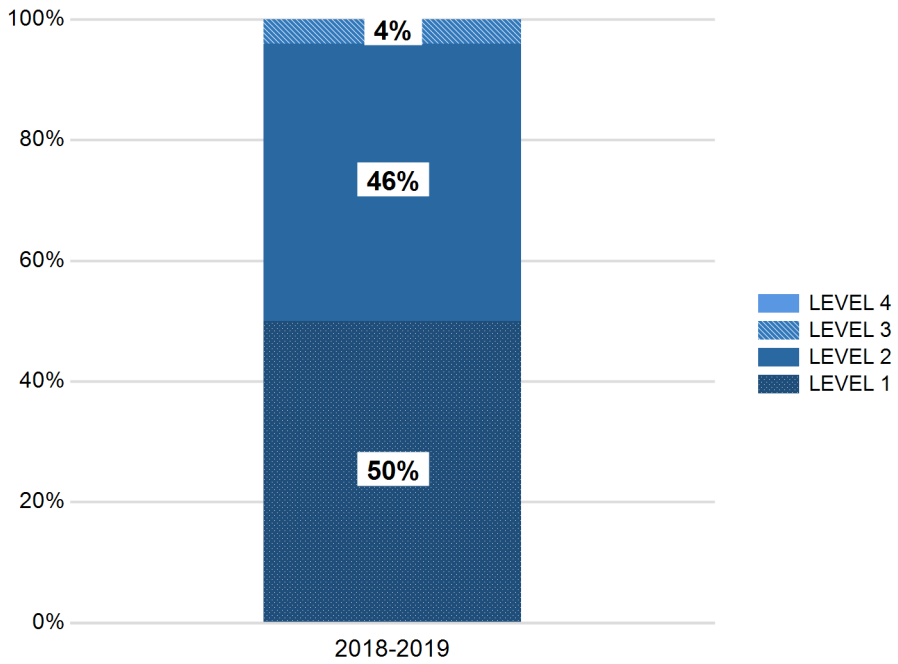
NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	50	46	4	0
White	*	*	*	*
Hispanic	52	44	4	0
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	46	46	7	0
Male	54	46	0	0
Economically Disadvantaged Students	49	49	2	0
Non-Economically Disadvantaged Students	54	38	8	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	50	46	4	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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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	77
7	0	0	77
8	14	0	52
Total	14	0	206

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	77	0	0	0	0	0	0
7	77	0	0	0	0	0	0
8	66	0	0	0	0	0	0
Total	220	0	0	0	0	0	0

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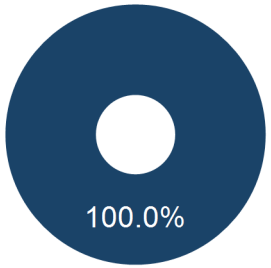
Visual and Performing Arts – Course Participation

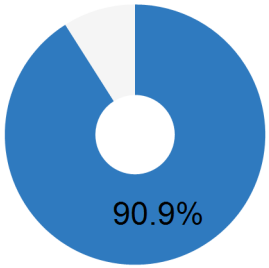
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

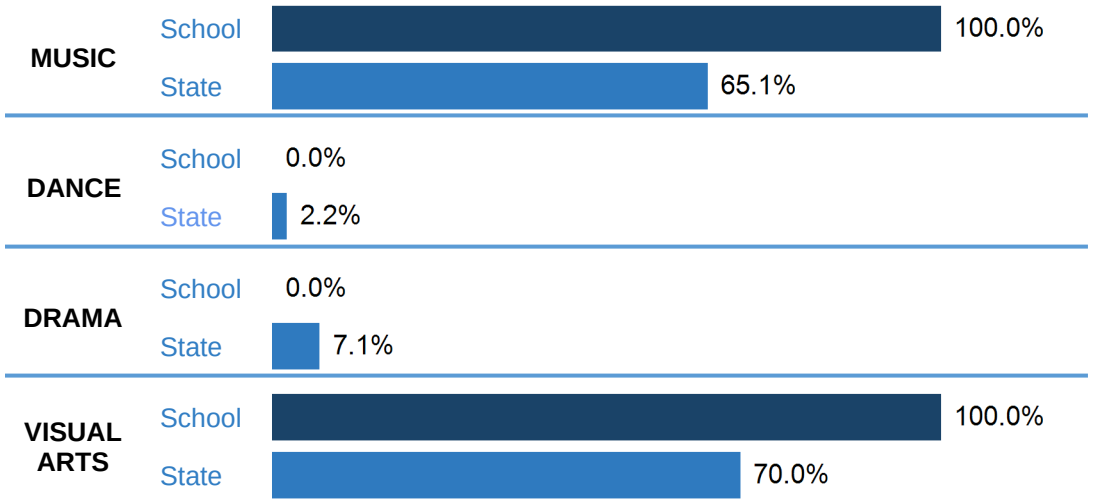


School



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. Students with fewer than 45 days in membership are excluded from attendance calculations.

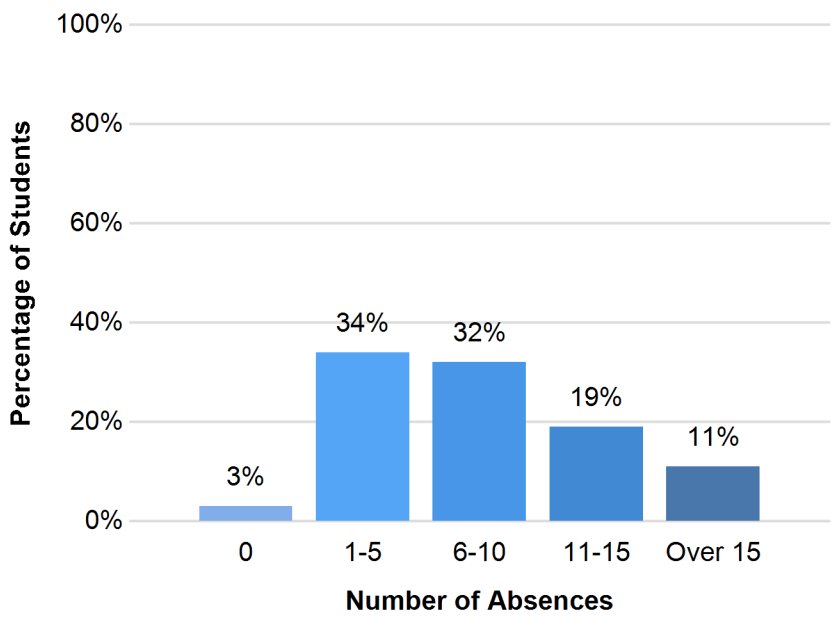
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. 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	61	6.1	9.0	Met
White	1	1.1	9.0	Met
Hispanic	59	6.7	9.0	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	1	5.9	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	38	7.6		
Male	23	4.6		
Economically Disadvantaged Students	42	5.4	9.0	Met
Students with Disabilities	13	9.7	9.0	Not Met
English Learners	1	1.0	9.0	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

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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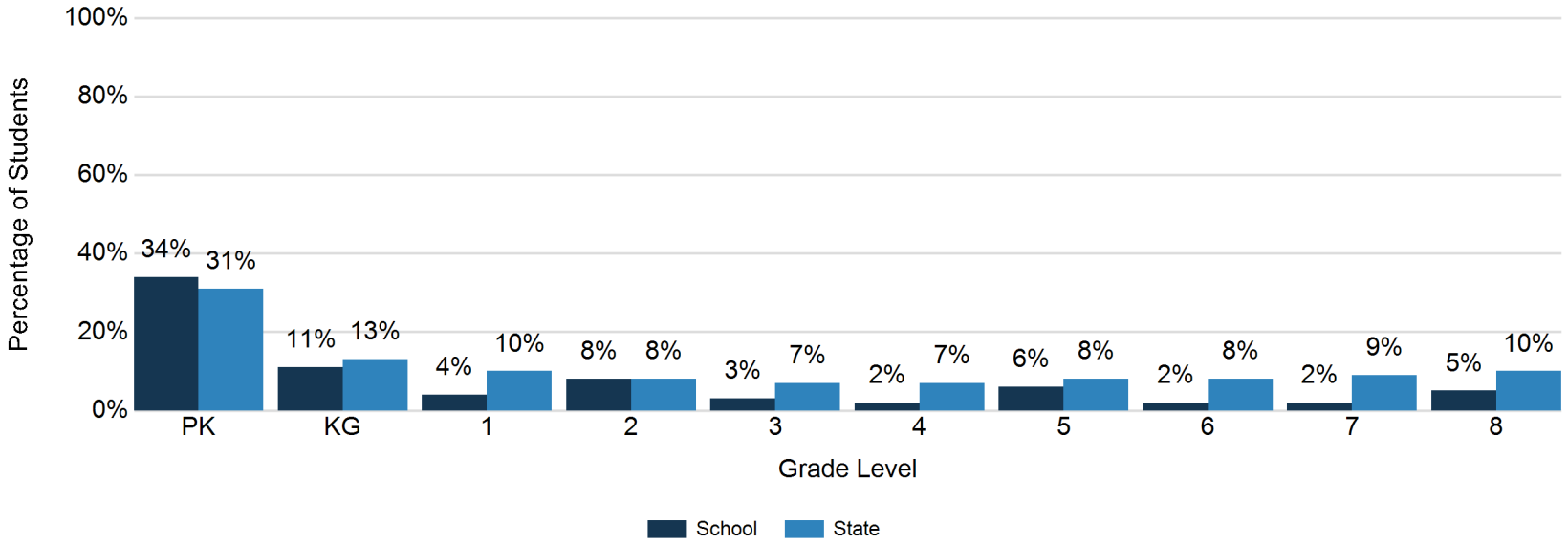
Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.15

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	2

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	3	1	4
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	23	1.7%
Any Suspension	23	1.7%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
46

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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	5 Hrs. 20 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1.0:1

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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	112	118,214
Average years experience in public schools	10.8	12.1
Average years experience in district	10.0	10.8
Percentage of Teachers with 4 or more years experience in the district	74.1%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	40	9,530
Average years experience in public schools	20.6	16.0
Average years experience in district	20.5	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

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	12:1	13:1
Students to Administrators	454:1	188:1
Teachers to Administrators	37:1	15:1
Students to Librarians/Media Specialists		7519:1
Students to Nurses		752:1
Students to Counselors		470:1
Students to Child Study Team Members		278:1

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Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.7%	92.0%	0.0%	48.4%	77.1%	54.9%
Male	52.3%	8.0%	100.0%	51.6%	22.9%	45.1%
White	8.9%	59.8%	100.0%	42.4%	83.6%	77.4%
Hispanic	87.9%	39.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	0.4%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	2.4%	0.9%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.2%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

Lincoln Elementary School
(17-3610-090)
Grades Offered: PK-08
2018-2019

Report Key:
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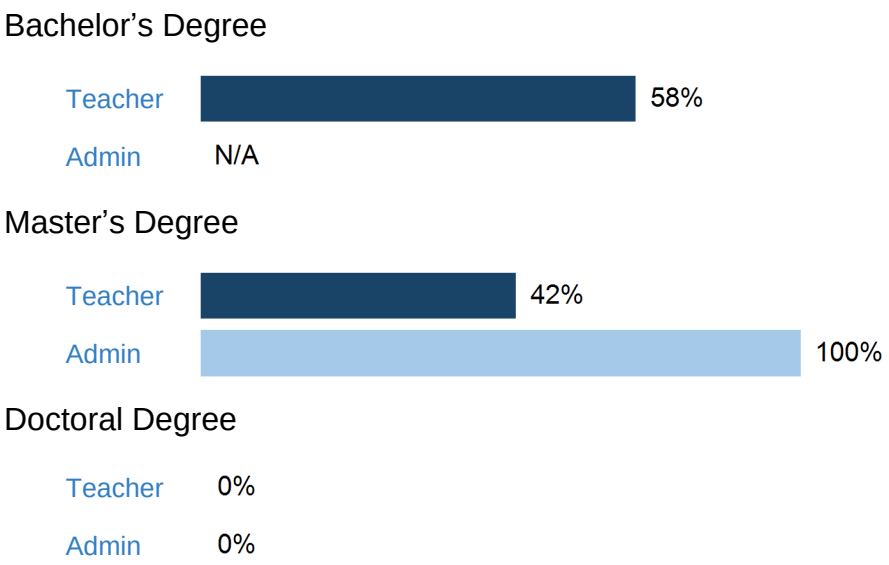
Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.1%	90.5%
2017-18 Administrators: Same district 2018-19	92.9%	87.9%

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
2018-19	95.6%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

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 Comprehensive Annual Financial Report (CAFR) 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 2018-19 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.

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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 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.

Status for 2020-21 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, Native Hawaiian, or Pacific Islander	
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: English Learners	

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

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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.

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 represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	43.0%	43.2%	38.2%
Math Proficiency	29.8%	33.7%	29.0%
ELA Growth	49	45	45
Math Growth	54	53	46
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		69.6%	52.2%
Chronic Absenteeism	10.1%	6.6%	6.1%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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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.

Accountability Indicator Scores and Summative Ratings - 2018-19 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target†	Met Target†	Met Standard	Met Standard	Met Target	Met	No
White	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	Not Met	Not Met	Met Standard	Not Met	n/a	Not Met	No
English Learners	Met Target	Met Target†	Met Standard	Met Standard	Met 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 the school or district directly.

Highlights:	• Implemented a Blended Learning Environment to help foster student achievement. • Organized numerous events to bring families and the community into our school. • High performing level extracurricular activities(including a Championship Flag Football team, Basketball Teams who excelled during the season, and numerous Essay Contest Winners)
Mission, Vision, Theme:	Lincoln School is a safe and cooperative learning community that fosters critical and innovative thinking for all students. Our faculty and staff work diligently to create a positive classroom environment that will benefit all student academic levels and learning styles.
Awards, Recognition, Accomplishments:	Championship Flag Football Team. Save Latin America Essay Contest. Fire Prevention Poster Contest, Science Fair, NB Art Calendar Contest

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Courses, Curriculum, Instruction:	Lincoln School services students from grades Prek-8, and provides all academic subject areas, Art, Music, PE, World Language, and Computer Tech.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Coed), Football (Coed), Track and Field - Spring (Boys & Girls) Basketball, Flag Football, Track, Cheer
Clubs and Activities:	Student Council, Band, Chorus, Safety Patrol, Modeling, Technology, Year Book, Newspaper, After School Tutoring

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Before and After School Programs:	Club Ed, Homework Program, Title 1 Math and Ipad.
Staff and Professional Learning:	The professional staff at Lincoln will address the Student Learning Standards in all subjects via committee meetings, PLCs, and in- service workshops.
Postsecondary Information:	n/a

NJ SCHOOL PERFORMANCE REPORT

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Student Supports and Services:	BSIP, ESL/Bilingual, Reading, Gifted and Talented, Special Services, SARP, and Medical Services
Student Health and Wellness:	Nutricious Lunch, Health-Based Posters Posters, Regular Recess, Health Classes, Physical Education Classes, and regular staff meetings.
Parent and Community Involvement:	Concerts, Free Movies, Free Events at Local Recreation Center are all heavily promoted. Our School also has a strong presence on all Social Media Platforms.

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Facilities:	Our School is broken into a Lincoln Grades 1-8, and our Kindergarten Annex. We have two Gym/Auditorium Spaces, as well as a Music Room, and large Media Center. We also provide students with numerous outdoor play areas.
School Safety:	Lockdown Drills, Emergency Response Team, Active Shooter Drills, Fire Drills, Evacations, Shelter in Place, and regular meetings with Crisis Management Team

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Technology and STEM:	Daily Chrome Book use create a Blended Learning Environment. Robotic Classes are provided students in Gifted and Talented Program. Smart Boards, Ipads, Projectors and more are in constant use for students.
Early Childhood Education:	Our Early Childhood Program is currenlty housed at our Preschool Center site located in North Hudson Braddock Park. The program is a half-day program with 2 sessons per day from 8:30 a.m. to 11:30 a.m and from 12:30 p.m. to 3:00 p.m. Class size averages at 14 students in each class per session. Our program is funded by PEA funds. Their is currently no waiting list and we do not contract outside/private providers at this time.

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School Narrative

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Other Information	Lincoln provides itself on having a positive School Climate, and has regular spirit activities to foster an atmosphere of a fun learning environment.

NJ SCHOOL PERFORMANCE REPORT

Horace Mann Elementary School
(17-3610-070)
Grades Offered: 01-08
2018-2019

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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

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Horace Mann Elementary School
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School Contact Information

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

Type	Contact Information
County	Hudson
District	North Bergen School District
Principal Name	Mr. Paschal Tennaro
Address	1215 83RD STREET NORTH BERGEN, NJ 07047-4215
Phone Number	201-295-2880
Email Address	ptennaro@northbergen.k12.nj.us
Website	https://horacemann.northbergen.k12.nj.us/

NJ SCHOOL PERFORMANCE REPORT

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that 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	2016-17	2017-18	2018-19
1	147	135	123
2	146	156	134
3	125	143	146
4	143	120	148
5	147	145	121
6	135	156	142
7	138	134	151
8	132	144	138
Total	1,113	1,133	1,103

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.3%	49.0%	49.2%
Male	50.7%	51.0%	50.8%
Economically Disadvantaged Students	63.5%	58.1%	60.6%
Students with Disabilities	12.7%	11.2%	11.0%
English Learners	2.0%	3.8%	4.4%
Homeless Students	0.0%	0.0%	0.2%
Students in Foster Care	0.4%	0.2%	0.3%
Military-Connected Students	0.1%	0.1%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	11.2%	11.0%	10.5%
Hispanic	85.8%	86.2%	86.9%
Black or African American	1.2%	0.9%	0.8%
Asian	1.3%	1.6%	1.4%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.0%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	0.3%	0.1%	0.3%

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	62.5%
Spanish	33.5%
Arabic	2.9%
Other Languages	1.2%

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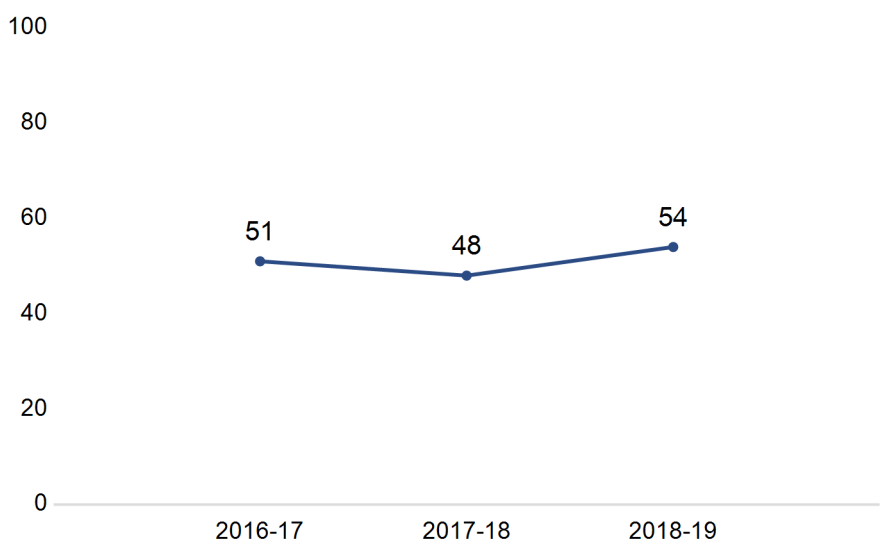
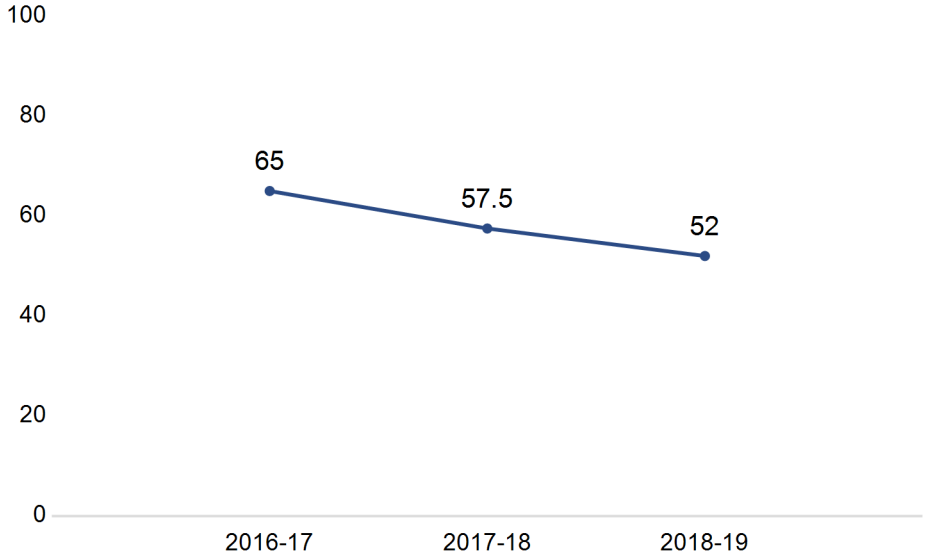
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures 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.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	51	48	54	65	57.5	52
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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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 (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 (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	54	52	50	Met Standard	52	46	50	Met Standard
White	61	52.5	50	Exceeds Standard	49	46	52	Met Standard
Hispanic	53	52	49	Met Standard	52	46	47	Met Standard
Black or African American	*	58.5	45	**	*	55	43	**
Asian, Native Hawaiian, or Pacific Islander	65.5	54	59	**	*	55.5	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	52.5	52	53	N	54	46	50	N
Male	57	52	47	N	50	46	51	N
Economically Disadvantaged Students	53	52	48	Met Standard	51	44	46	Met Standard
Students with Disabilities	50	43.5	43	Met Standard	47	41	45	Met Standard
English Learners	57	57	52	Met Standard	47.5	44.5	50	Met Standard
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

NJ SCHOOL PERFORMANCE REPORT

Horace Mann Elementary School
(17-3610-070)
Grades Offered: 01-08
2018-2019

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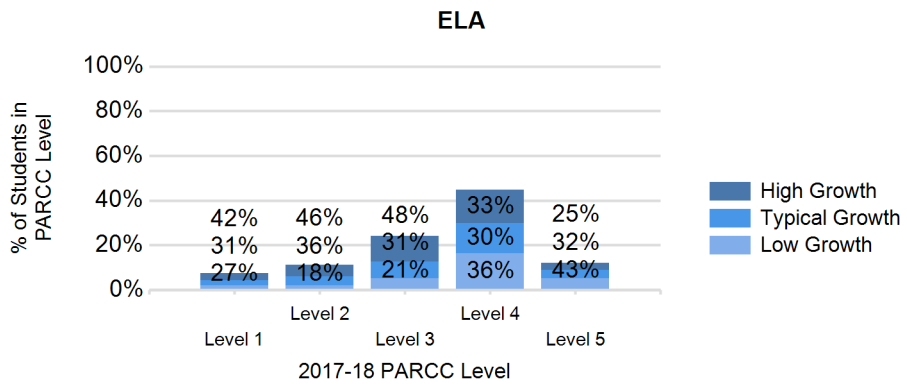
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

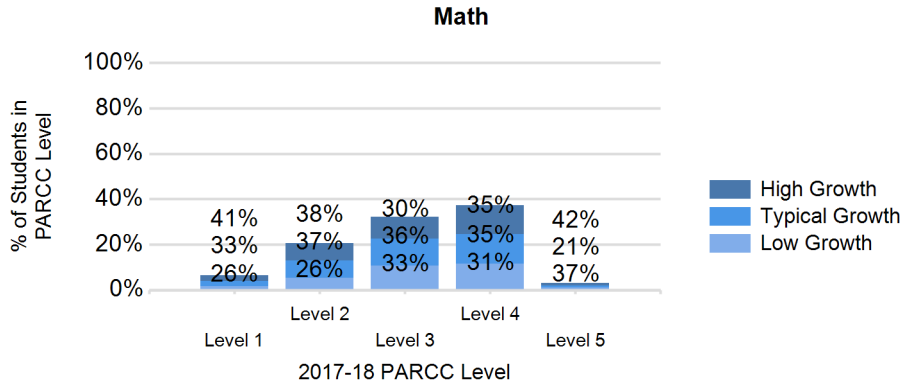
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

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 by Performance Level

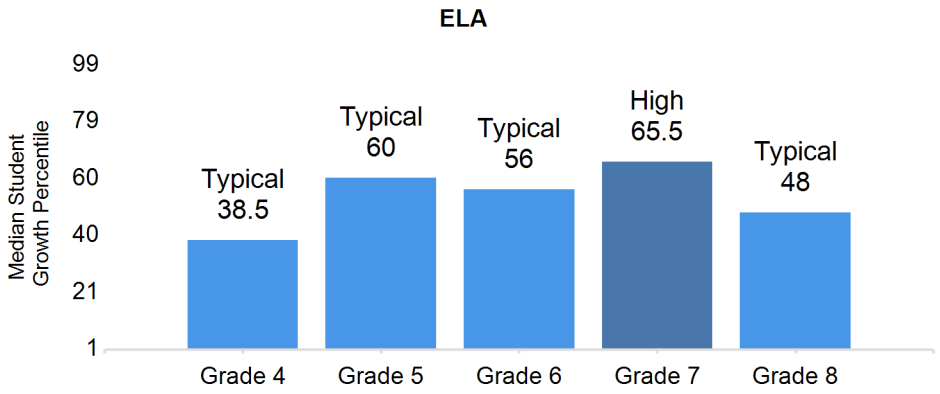
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

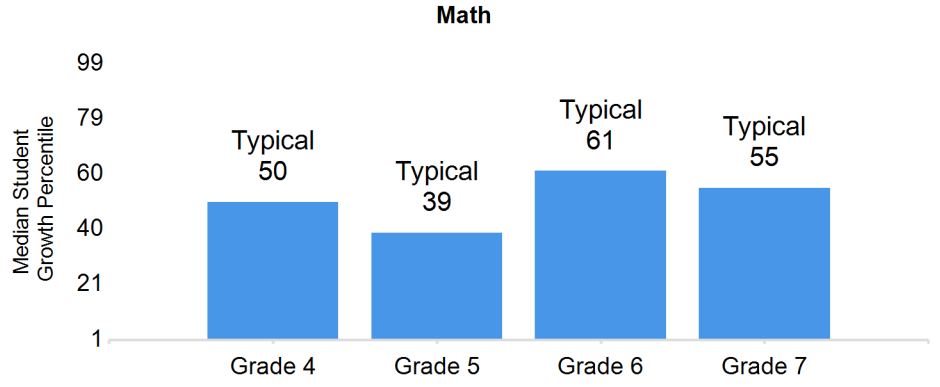




Student Growth by Grade

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





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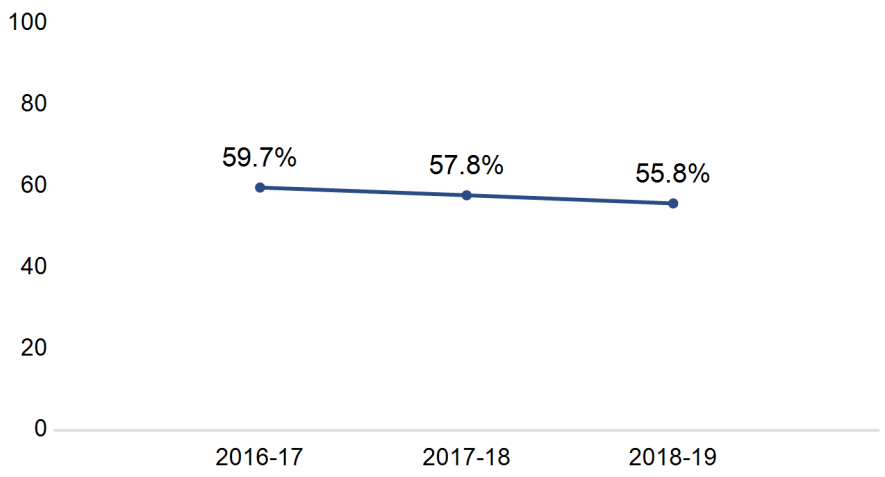
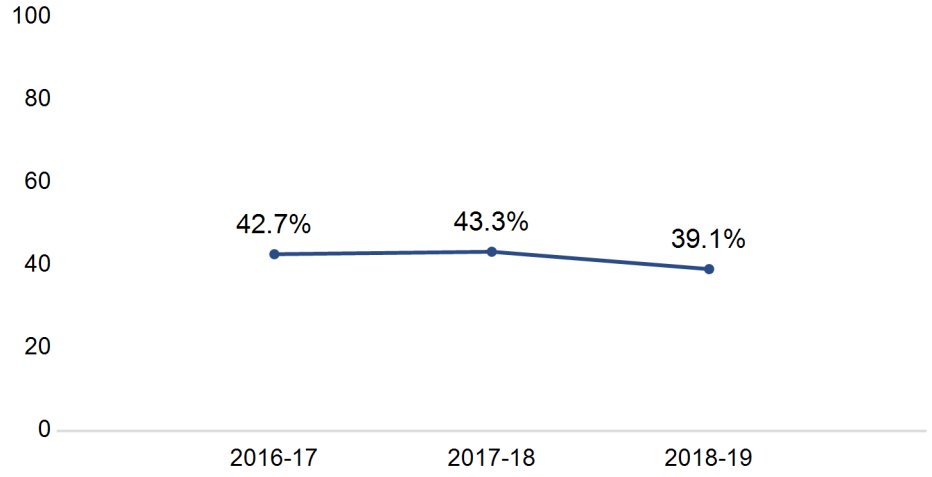
English Language Arts and Mathematics Performance Trends

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 statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that 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	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.9%	99.7%	99.3%	99.9%	99.6%	99.1%
Proficiency Rate for Federal Accountability	59.7%	57.8%	55.8%	42.7%	43.3%	39.1%
Annual Target	59.2%	60.3%	61.4%	40.4%	42.5%	44.6%
Met Annual Target?	Met Target	Met Target†	Not Met	Met Target	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that 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 progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. 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 our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	929	99.3	55.8	47.1	57.9	55.8	61.4	Not Met
White	96	98.0	54.2	45.7	66.9	54.2	62.7	Not Met
Hispanic	811	99.4	55.7	46.5	43.9	55.7	61	Not Met
Black or African American	*	*	*	46.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	12	100.0	83.3	68.4	82.9	83.3	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	450	99.6	64.0	53.5	64.8	64.0		
Male	479	99.0	48.0	41.4	51.3	48.0		
Economically Disadvantaged Students	552	99.6	48.6	42.8	40.0	48.6	59.8	Not Met
Non-Economically Disadvantaged Students	377	98.7	66.3	55.2	67.9	66.3		
Students with Disabilities	119	96.8	14.3	14.5	22.7	14.3	20.2	Not Met
Students without Disabilities	810	99.6	61.9	53.3	65.1	61.9		
English Learners	144	100.0	29.9	23.2	29.3	29.9	47.8	Not Met
Non-English Learners	785	99.1	60.5	51.7	60.6	60.5		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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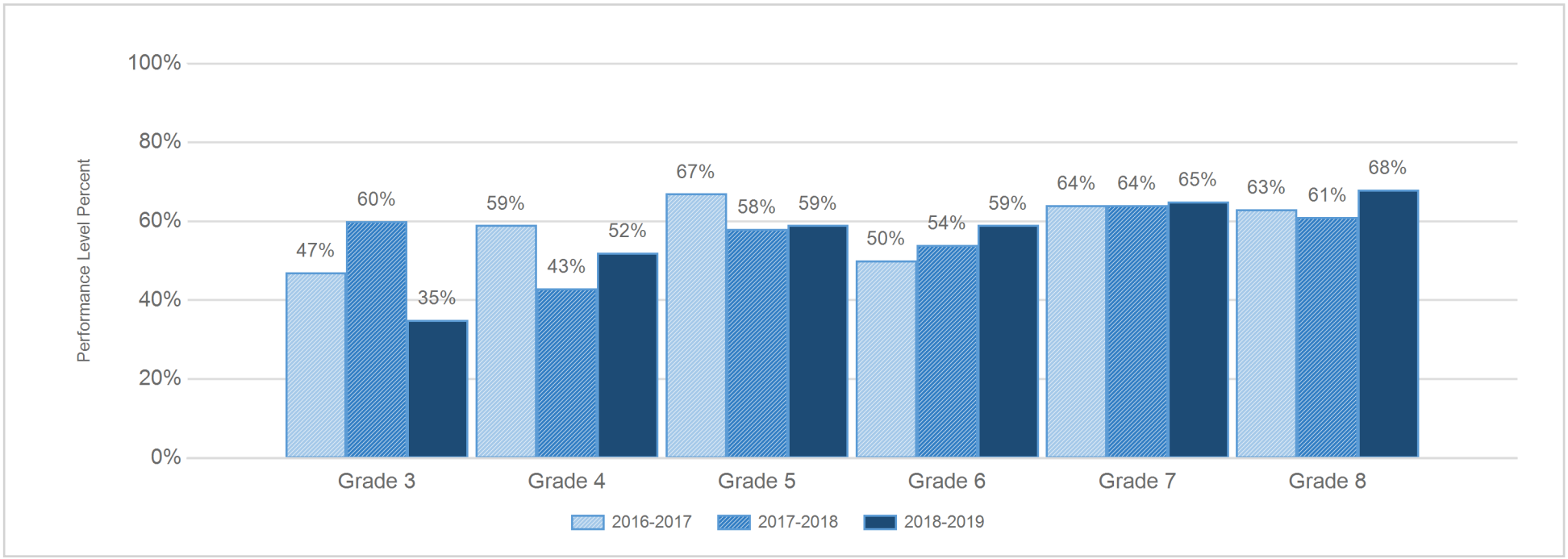
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	161	735	738	748	17%	17%	31%	*	*	35%	50%
White	*	*	741	757	*	*	*	*	*	*	60%
Hispanic	142	734	*	734	17%	18%	30%	*	*	35%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	76	740	743	753	13%	17%	28%	*	*	42%	55%
Male	85	731	733	743	20%	18%	34%	*	*	28%	46%
Economically Disadvantaged Students	105	726	733	731	*	*	32%	*	*	27%	33%
Non-Economically Disadvantaged Students	56	752	749	759	*	*	29%	*	*	50%	61%
Students with Disabilities	25	702	704	719	*	*	*	*	*	*	24%
Students without Disabilities	136	741	744	754	*	*	*	*	*	*	56%
English Learners	15	713	712	713	*	*	*	*	*	27%	17%
Non-English Learners	146	737	740	751	*	*	*	*	*	36%	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	164	750	747	755	9%	12%	27%	42%	10%	52%	57%
White	10	767	748	763	0%	*	0%	*	*	80%	67%
Hispanic	152	749	*	743	10%	11%	29%	41%	9%	50%	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	79	752	*	760	*	*	28%	*	*	53%	62%
Male	85	748	*	750	*	*	26%	*	*	51%	53%
Economically Disadvantaged Students	119	745	*	740	13%	*	29%	*	*	45%	40%
Non-Economically Disadvantaged Students	45	764	*	765	0%	*	22%	*	*	71%	69%
Students with Disabilities	12	711	716	725	*	*	*	*	*	*	25%
Students without Disabilities	152	753	752	761	*	*	*	*	*	*	64%
English Learners	19	716	713	720	*	*	*	*	*	16%	17%
Non-English Learners	145	754	750	758	*	*	*	*	*	57%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	134	756	751	756	*	10%	25%	*	*	59%	58%
White	14	751	754	764	*	*	*	*	*	57%	68%
Hispanic	116	756	751	743	*	10%	27%	*	*	59%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	755	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	65	762	757	761	*	*	28%	*	*	68%	64%
Male	69	750	746	750	*	*	22%	*	*	51%	52%
Economically Disadvantaged Students	88	751	748	740	*	*	*	*	*	52%	39%
Non-Economically Disadvantaged Students	46	764	758	766	*	*	*	*	*	72%	69%
Students with Disabilities	18	721	719	724	*	*	*	*	*	17%	23%
Students without Disabilities	116	761	756	762	*	*	*	*	*	66%	65%
English Learners	10	725	722	713	*	*	*	*	*	20%	11%
Non-English Learners	124	758	753	758	*	*	*	*	*	62%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	156	753	747	754	*	10%	26%	*	*	59%	56%
White	15	758	749	762	0%	*	*	*	*	60%	65%
Hispanic	138	752	746	743	*	10%	26%	*	*	59%	43%
Black or African American	N	N	*	738	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	80	756	751	762	*	*	26%	*	*	65%	64%
Male	76	750	743	748	*	*	26%	*	*	53%	48%
Economically Disadvantaged Students	87	751	*	740	*	*	25%	*	*	59%	39%
Non-Economically Disadvantaged Students	69	756	*	763	*	*	28%	*	*	59%	67%
Students with Disabilities	16	720	717	722	*	*	*	*	*	19%	19%
Students without Disabilities	140	757	752	761	*	*	*	*	*	64%	64%
English Learners	*	*	710	710	*	*	*	*	*	*	*
Non-English Learners	*	*	749	756	*	*	*	*	*	*	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	167	764	757	761	*	*	18%	32%	34%	65%	63%
White	24	758	749	769	0%	*	*	*	*	50%	72%
Hispanic	135	765	756	747	*	*	13%	33%	36%	69%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	789	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	80	778	762	769	*	*	13%	33%	48%	80%	71%
Male	87	751	751	753	*	*	23%	31%	21%	52%	55%
Economically Disadvantaged Students	83	756	750	743	*	*	20%	29%	28%	57%	45%
Non-Economically Disadvantaged Students	84	772	767	771	*	*	15%	35%	39%	74%	73%
Students with Disabilities	22	726	712	720	*	*	*	*	*	27%	22%
Students without Disabilities	145	770	764	769	*	*	*	*	*	71%	71%
English Learners	12	706	697	706	*	*	*	*	*	*	12%
Non-English Learners	155	769	762	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	152	760	757	762	*	*	16%	48%	20%	68%	63%
White	14	753	762	770	*	0%	*	*	*	57%	72%
Hispanic	133	760	756	747	*	*	15%	48%	20%	68%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	75	768	763	771	*	*	*	55%	24%	79%	71%
Male	77	753	750	753	*	*	*	42%	16%	57%	55%
Economically Disadvantaged Students	74	756	751	743	*	*	20%	45%	18%	62%	45%
Non-Economically Disadvantaged Students	78	765	765	772	*	*	13%	51%	22%	73%	72%
Students with Disabilities	18	706	718	721	*	*	0%	*	*	22%	22%
Students without Disabilities	134	768	762	770	*	*	19%	*	*	74%	71%
English Learners	13	717	720	708	*	*	*	*	*	31%	12%
Non-English Learners	139	764	760	764	*	*	*	*	*	71%	65%
Homeless Students	N	N	*	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

Horace Mann Elementary School
(17-3610-070)
Grades Offered: 01-08
2018-2019

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

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 assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that 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 progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. 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 our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	949	99.1	39.1	*	44.5	39.1	44.6	Not Met
White	98	98.0	32.7	*	54.1	32.7	38.6	Met Target†
Hispanic	829	99.2	39.3	*	28.8	39.3	45.1	Not Met
Black or African American	*	*	*	18.2	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	12	100.0	83.3	55.7	76.5	83.3	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	460	99.6	37.0	*	44.9	37.0		
Male	489	98.6	41.1	*	44.2	41.1		
Economically Disadvantaged Students	569	99.3	35.5	*	26.3	35.5	40.6	Not Met
Non-Economically Disadvantaged Students	380	98.7	44.5	*	54.9	44.5		
Students with Disabilities	119	96.8	*	*	17.4	*	19.3	Not Met
Students without Disabilities	830	99.4	*	*	50.0	*		
English Learners	164	99.0	25.6	*	25.0	25.6	36.6	Not Met
Non-English Learners	785	99.1	41.9	*	46.5	41.9		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

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2018-2019

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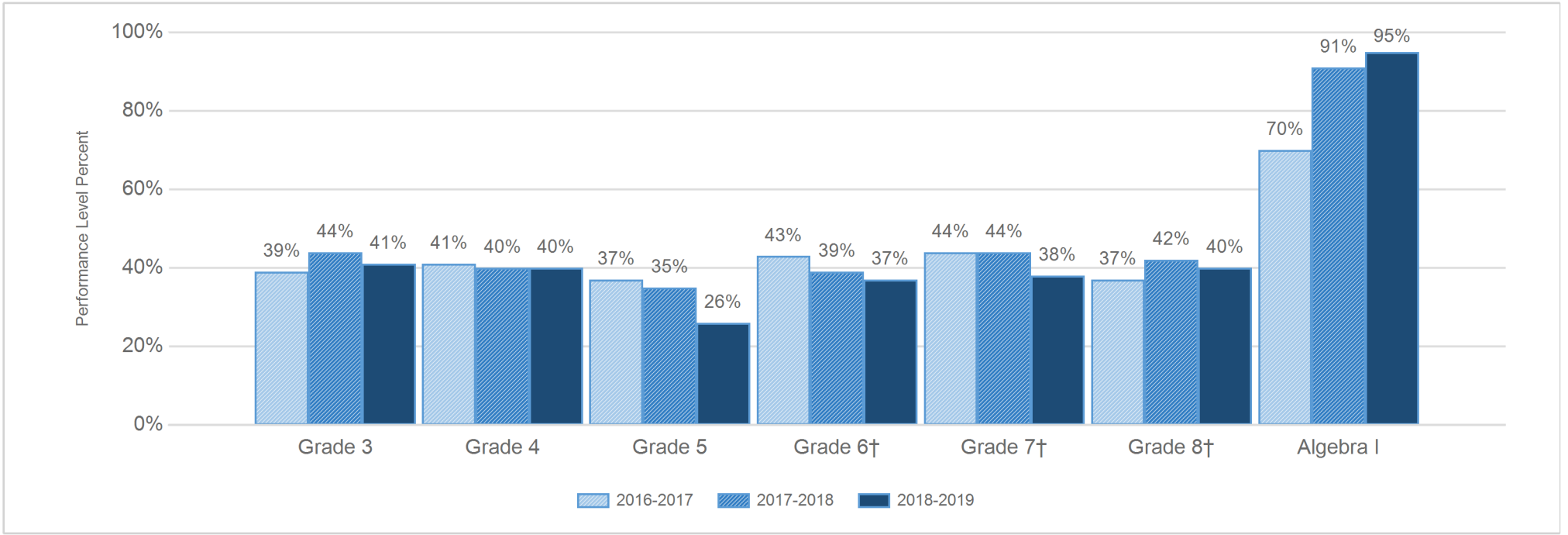
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	170	740	739	752	9%	22%	28%	34%	7%	41%	55%
White	*	*	744	760	*	*	*	*	*	*	66%
Hispanic	151	739	739	739	9%	24%	26%	*	*	40%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	80	741	739	751	*	21%	28%	*	*	41%	54%
Male	90	739	740	752	*	23%	28%	*	*	40%	56%
Economically Disadvantaged Students	113	735	736	737	*	*	28%	*	*	33%	37%
Non-Economically Disadvantaged Students	57	751	747	761	*	*	26%	*	*	56%	67%
Students with Disabilities	25	717	714	731	*	*	*	*	*	*	31%
Students without Disabilities	145	744	744	756	*	*	*	*	*	*	60%
English Learners	24	733	727	728	*	*	*	*	*	33%	26%
Non-English Learners	146	741	741	754	*	*	*	*	*	42%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	166	741	740	749	6%	23%	30%	*	*	40%	51%
White	11	742	737	757	0%	*	*	*	*	36%	62%
Hispanic	153	741	*	737	*	24%	29%	*	*	41%	36%
Black or African American	N	N	*	731	N	N	N	N	N	N	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	80	738	738	749	*	29%	34%	*	*	34%	50%
Male	86	744	742	749	*	19%	27%	*	*	47%	52%
Economically Disadvantaged Students	120	738	*	734	8%	*	28%	*	*	38%	32%
Non-Economically Disadvantaged Students	46	749	*	759	0%	*	35%	*	*	46%	63%
Students with Disabilities	12	714	719	726	*	*	*	*	*	*	25%
Students without Disabilities	154	743	743	754	*	*	*	*	*	*	56%
English Learners	21	718	718	722	*	48%	*	*	*	24%	18%
Non-English Learners	145	744	743	751	*	20%	*	*	*	43%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Horace Mann Elementary School
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2018-2019

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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	144	733	733	747	*	35%	33%	*	*	26%	47%
White	14	732	739	755	*	*	*	*	*	29%	58%
Hispanic	126	733	732	735	*	35%	33%	*	*	25%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	70	734	734	747	*	34%	41%	*	*	21%	47%
Male	74	733	733	747	*	35%	24%	*	*	31%	47%
Economically Disadvantaged Students	96	731	730	732	*	39%	30%	*	*	25%	27%
Non-Economically Disadvantaged Students	48	738	741	757	*	27%	38%	*	*	29%	59%
Students with Disabilities	18	716	715	725	*	*	*	*	*	*	19%
Students without Disabilities	126	736	736	752	*	*	*	*	*	*	52%
English Learners	19	710	711	718	*	*	*	*	*	*	12%
Non-English Learners	125	737	736	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	161	739	733	741	6%	23%	34%	*	*	37%	41%
White	15	747	735	749	0%	*	*	*	*	40%	51%
Hispanic	143	738	732	729	7%	23%	34%	*	*	36%	24%
Black or African American	N	N	*	722	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	754	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	83	737	732	742	*	24%	34%	*	*	35%	42%
Male	78	742	734	740	*	22%	35%	*	*	38%	40%
Economically Disadvantaged Students	92	738	*	726	*	22%	34%	*	*	36%	21%
Non-Economically Disadvantaged Students	69	742	*	750	*	25%	35%	*	*	38%	53%
Students with Disabilities	16	712	707	716	*	*	*	*	*	*	12%
Students without Disabilities	145	742	738	746	*	*	*	*	*	*	46%
English Learners	13	714	716	709	*	*	*	*	*	*	*
Non-English Learners	148	741	735	743	*	*	*	*	*	*	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

NJ SCHOOL PERFORMANCE REPORT

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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	173	741	738	744	*	22%	35%	*	*	38%	42%
White	25	738	736	751	*	*	*	*	*	32%	53%
Hispanic	140	742	737	733	*	19%	37%	*	*	38%	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	83	745	737	744	*	18%	39%	*	*	39%	42%
Male	90	738	740	743	*	26%	32%	*	*	37%	42%
Economically Disadvantaged Students	88	737	735	731	*	30%	30%	*	*	34%	24%
Non-Economically Disadvantaged Students	85	746	744	751	*	14%	41%	*	*	41%	53%
Students with Disabilities	22	720	713	718	*	*	*	*	*	*	13%
Students without Disabilities	151	745	743	749	*	*	*	*	*	*	48%
English Learners	18	715	715	716	*	61%	*	*	*	11%	10%
Non-English Learners	155	745	741	745	*	17%	*	*	*	41%	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	139	739	731	728	16%	19%	25%	*	*	40%	29%
White	*	*	725	737	*	*	*	*	*	*	38%
Hispanic	120	739	*	722	16%	18%	24%	*	*	42%	22%
Black or African American	N	N	N	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	741	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	67	737	730	731	*	*	*	*	*	37%	31%
Male	72	741	731	726	*	*	*	*	*	43%	27%
Economically Disadvantaged Students	73	735	*	719	*	19%	23%	*	*	37%	20%
Non-Economically Disadvantaged Students	66	744	*	735	*	18%	27%	*	*	44%	36%
Students with Disabilities	18	698	702	707	*	*	*	*	*	*	10%
Students without Disabilities	121	745	735	734	*	*	*	*	*	*	35%
English Learners	21	709	713	706	48%	*	*	*	*	10%	10%
Non-English Learners	118	744	734	730	10%	*	*	*	*	46%	30%
Homeless Students	N	N	*	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Test: Algebra I

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 that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	21	771	727	744	0%	0%	*	*	*	95%	42%
White	N	N	732	752	N	N	N	N	N	N	53%
Hispanic	*	*	726	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	*	*	728	745	*	*	*	*	*	*	44%
Male	*	*	726	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	725	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	731	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	714	717	N	N	N	N	N	N	12%
Students without Disabilities	21	771	728	748	0%	0%	*	*	*	95%	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	21	771	733	745	0%	0%	*	*	*	95%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	*	707	N	N	N	N	N	N	12%

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	*	*
4	*	*
5	*	*
6	*	*
7	*	*
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. 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	2018-19 Target	Met Target?
Schoolwide/English Learners	66.7%	40.9%	Exceeds

† 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	31	83.9%	16.1%
3-4	10	60.0%	40.0%
5 or more	*	*	*

NJ SCHOOL PERFORMANCE REPORT

Horace Mann Elementary School
(17-3610-070)
Grades Offered: 01-08
2018-2019

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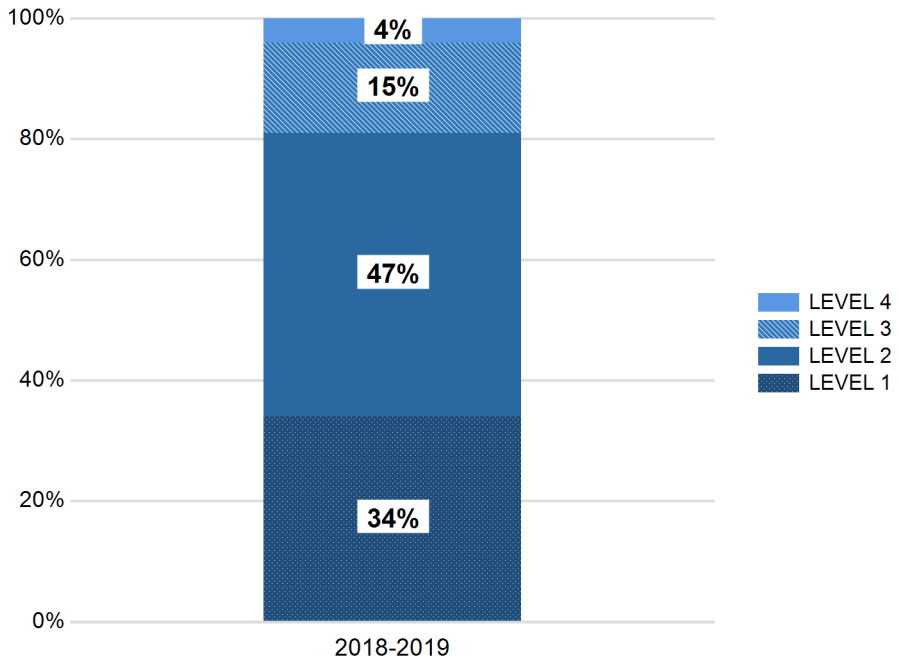
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	34	47	15	4
White	54	15	15	15
Hispanic	32	50	15	3
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	35	53	11	2
Male	33	41	19	6
Economically Disadvantaged Students	39	42	14	5
Non-Economically Disadvantaged Students	26	56	16	2
Students with Disabilities	53	47	0	0
Students without Disabilities	31	47	17	5
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

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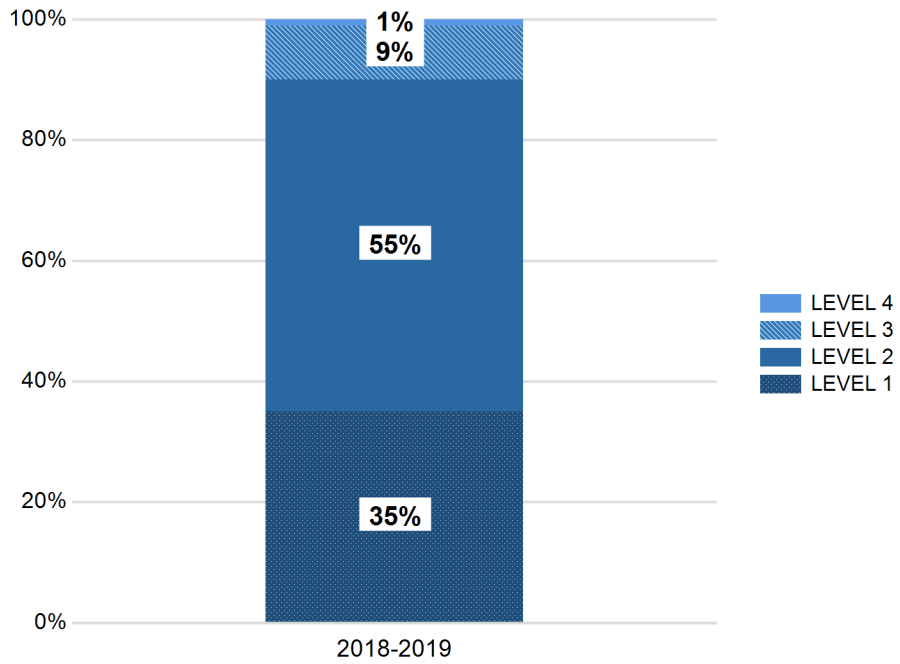
NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	35	55	9	1
White	38	62	0	0
Hispanic	34	54	10	2
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	35	55	10	0
Male	34	54	9	3
Economically Disadvantaged Students	39	53	8	0
Non-Economically Disadvantaged Students	31	56	10	3
Students with Disabilities	64	36	0	0
Students without Disabilities	32	56	10	2
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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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	143
7	0	0	151
8	21	0	117
Total	21	0	411

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	143	0	0	0	0	0	0
7	151	0	0	0	0	0	0
8	138	0	0	0	0	0	0
Total	432	0	0	0	0	0	0

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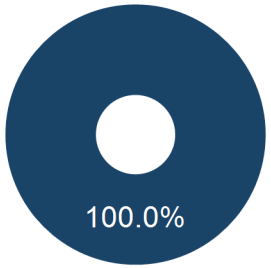
Visual and Performing Arts – Course Participation

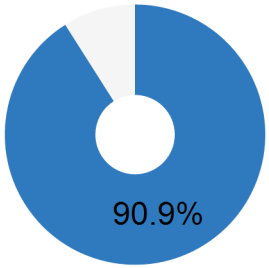
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

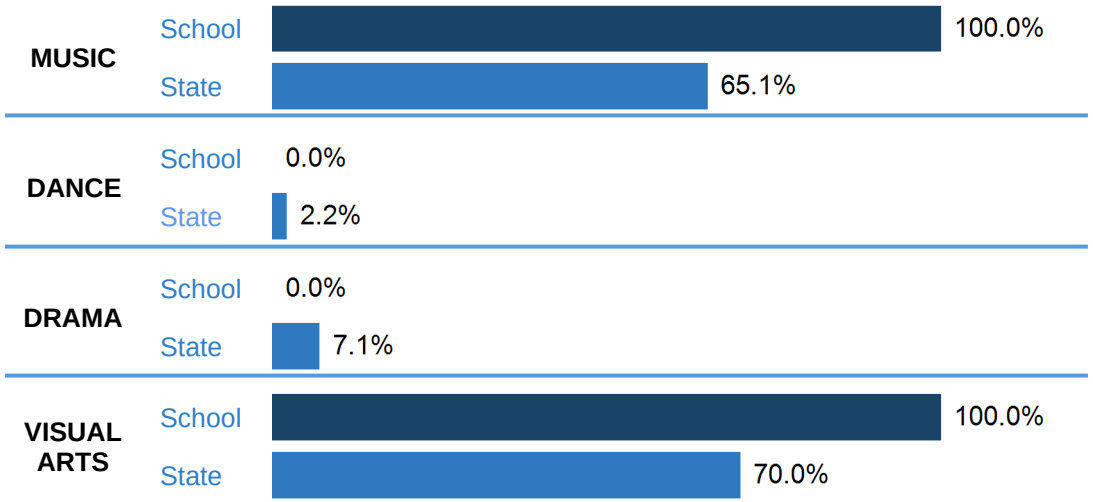


School



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. Students with fewer than 45 days in membership are excluded from attendance calculations.

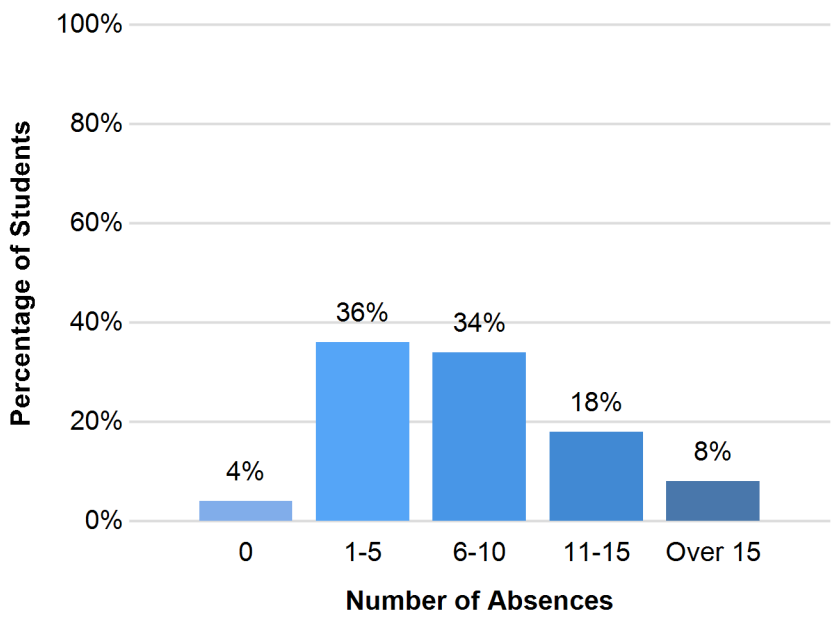
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. 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	59	4.7	8.5	Met
White	8	6.8	8.5	Met
Hispanic	49	4.4	8.5	Met
Black or African American	0	0	**	**
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	27	4.4		
Male	32	4.9		
Economically Disadvantaged Students	45	5.6	8.5	Met
Students with Disabilities	21	11.8	8.5	Not Met
English Learners	9	5.9	8.5	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

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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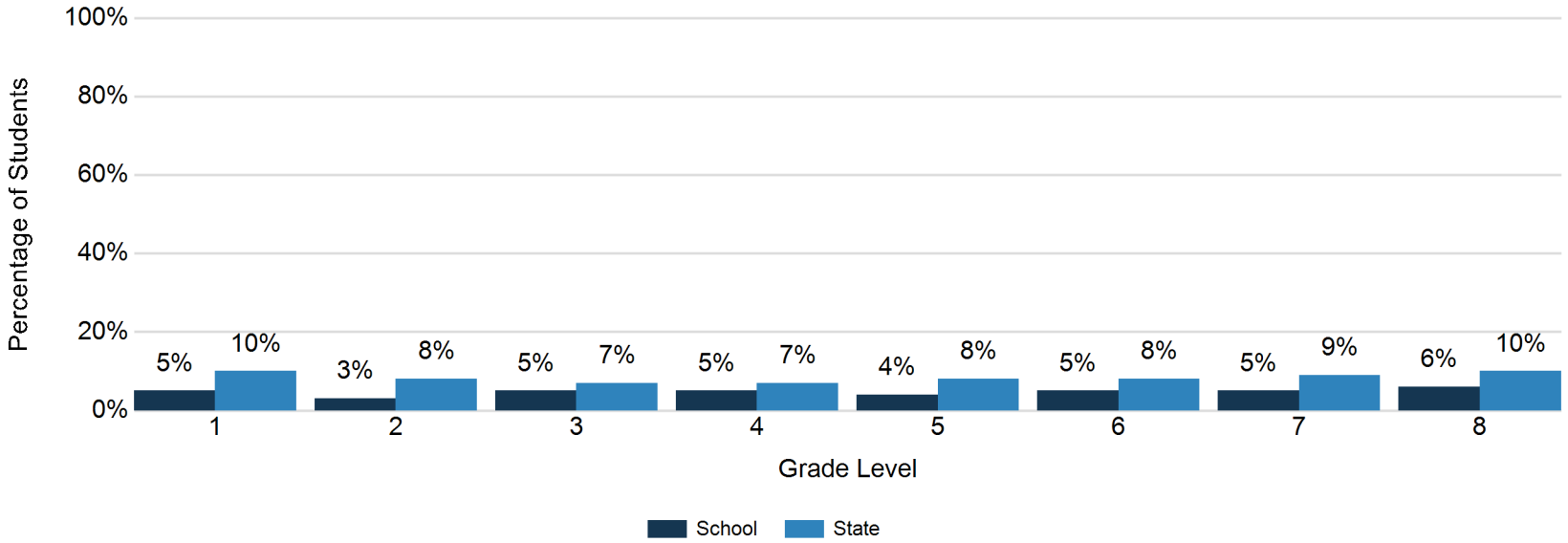
Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	3
Vandalism	0
Substances	6
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	13
Incidents Per 100 Students Enrolled	1.18

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	3
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1

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	2	1	3
Religion	1	0	1
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	1	1	2
Disability	0	0	0
Other	10	2	12
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	19	1.7%
Any Suspension	19	1.7%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
62

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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	5 Hrs. 20 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1.1:1

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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	83	118,214
Average years experience in public schools	10.3	12.1
Average years experience in district	10.0	10.8
Percentage of Teachers with 4 or more years experience in the district	80.7%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	40	9,530
Average years experience in public schools	20.6	16.0
Average years experience in district	20.5	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

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	13:1	13:1
Students to Administrators	368:1	188:1
Teachers to Administrators	28:1	15:1
Students to Librarians/Media Specialists		7519:1
Students to Nurses		752:1
Students to Counselors		470:1
Students to Child Study Team Members		278:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.2%	79.5%	33.3%	48.4%	77.1%	54.9%
Male	50.8%	20.5%	66.7%	51.6%	22.9%	45.1%
White	10.5%	59.0%	66.7%	42.4%	83.6%	77.4%
Hispanic	86.9%	41.0%	33.3%	29.9%	7.3%	7.2%
Black or African American	0.8%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	1.4%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.3%	0.0%	0.0%	2.1%	0.2%	0.2%

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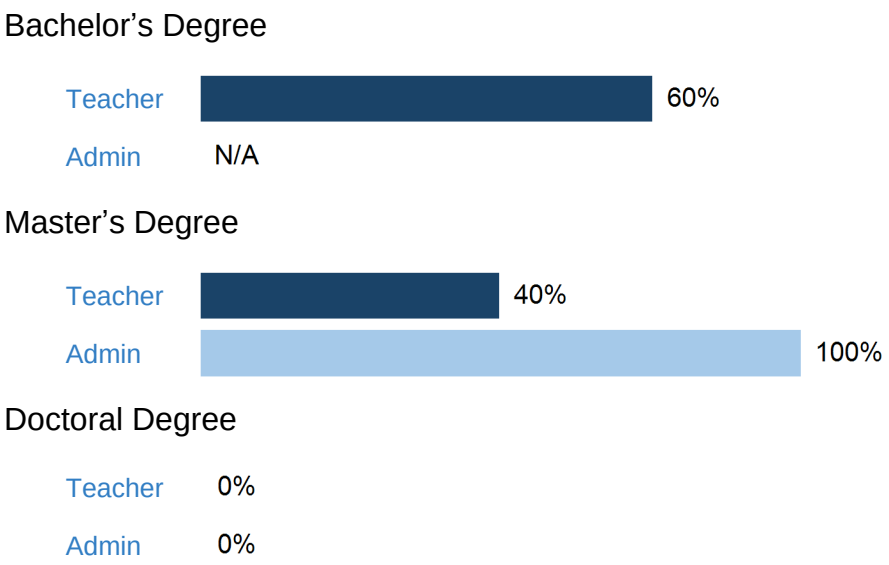
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.1%	90.5%
2017-18 Administrators: Same district 2018-19	92.9%	87.9%

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
2018-19	95.8%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

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 Comprehensive Annual Financial Report (CAFR) 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 2018-19 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.

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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 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.

Status for 2020-21 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, Native Hawaiian, or Pacific Islander	
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: English Learners	

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

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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 represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	59.7%	57.8%	55.8%
Math Proficiency	42.7%	43.3%	39.1%
ELA Growth	51	48	54
Math Growth	65	58	52
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		62.1%	66.7%
Chronic Absenteeism	2.6%	3.4%	4.7%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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(17-3610-070)
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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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.

Accountability Indicator Scores and Summative Ratings - 2018-19 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Not Met	Not Met	Met Standard	Met Standard	Exceeds Target	Met	No
White	Not Met	Met Target†	Exceeds Standard	Met Standard	n/a	Met	No
Hispanic	Not Met	Not Met	Met Standard	Met Standard	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
English Learners	Not Met	Not Met	Met Standard	Met Standard	Met 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 the school or district directly.

Highlights:	• (2) Law Day winnersPatriot's Penn essay contest runner-up • Girls Basketball Team won 1st place in district wide tournament. • (8) students recognized at the monthly Board Meeting for perfect NJSLA scores (Spring 2019)
Mission, Vision, Theme:	Mission Statement :The staff at Horace Mann will provide a safe environment that meets the needs of students with different learning styles, promotes academic success and challenges them to become self-motivated learners. Our school promotes a supportive, caring and orderly environment. Vision Statement :The Horace Mann staff will help guide students in the development of their character and academic potential to prepare them for success at the high school level and beyond.
Awards, Recognition, Accomplishments:	Many of our students have received awards or acknowledgement in the following areas: Rogate Scholar Awards, Horace Mann Academic Excellence Awards, Horace Mann Honor Roll, Perfect Attendance Awards, School Science Fair, North Bergen Against Alcohol and Drug Municipal Poster Contest, Environmental Art Poster Contest, Civic Essay Contest Awards, Book It! National Reading Incentive Program Awards, Student Marking Period Awards, P.E.A.K. Art Awards and Horace Mann School Community Service Awards.

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Courses, Curriculum, Instruction:	Horace Mann Elementary School is a neighborhood school serving students from grades 1 through 8. In addition to all academic subject areas, classes are offered in art, instrumental and vocal music, computers, physical education, and world language. Students needs are addressed through a variety of programs such as: Special Education, English as a Second Language/ Bilingual Education, Basic Skills, Speech Therapy and Gifted and Talented.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Girls), Track and Field - Spring (Boys & Girls) Sports Offered: Basketball (Boys & Girls), Track and Field - Spring (Boys & Girls) Boys and Girls Basketball, Cheerleading, Track and Field, Flag Football.
Clubs and Activities:	Horace Mann students are involved in many co-curricular activities such as: Student Council, Band, Chorus, Basketball, Cheerleading, School Yearbook, Technology Club, Environmental Club, Safety Patrol, Modeling Club, Art Club, School Newspaper and a comprehensive after school tutorial program.

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Before and After School Programs:	Club Ed. after-school program, homework program, Title I after-school math program, ipad program and book club.
Staff and Professional Learning:	The professional staff at Horace Mann school will address the Student Learning Standards in all subjects via committee meetings, PLCs, and in-service workshops. In-service workshops are conducted by various experts from either outside the school district or within the school district. A School Improvement Panel (Sc.I.P.)oversees the Horace Mann School Educational Plan. This panel consists of administrators, teachers, and community members.

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Student Supports and Services:	The following supportive services are available for students: Basic Skills Improvement Program, ESL/Bilingual Program, Remedial Reading Program, Gifted and Talented Program, Special Services, Elementary Absentee Guidance Program, Student Assistance Resource Prevention Program and Medical Service Program.
Student Health and Wellness:	Our Student Health and Wellness committee provides a school wellness program that includes healthy eating and physical activities for all school staff and students. School wellness programs can improve productivity, decrease absenteeism, and decrease health care costs.
Parent and Community Involvement:	Parents and community members volunteer to read to our younger students and describe their careers to our older students. Parents Night is held a few times through the course of the year, and parents are invited to attend our Title I information breakfast. The Superintendent holds multiple parent information nights.

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Climate Surveys:	Is a Climate Survey Used: No

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Other Information	Horace Mann 5th grade students participate L.E.A.D (Law Enforcement Against Drugs). Our students in the 7th grade participate in S.E.E.D.S. Every year we raise money for charitable foundations like Pennies for Patients and Camp Fatima. Our student council and chorus visit the local Nursing Home each December for caroling and gift giving.

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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

Notes from the New Jersey Department of Education:

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School Contact Information

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

Type	Contact Information
County	Hudson
District	North Bergen School District
Principal Name	Mr. Francis 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 data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that 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	2016-17	2017-18	2018-19
PK	0	0	0
KG	0	0	0
1	43	44	34
2	54	42	43
3	61	52	45
4	56	84	63
5	89	89	121
6	81	70	67
7	86	89	83
8	61	76	72
Total	531	546	528

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	45.6%	45.4%	46.4%
Male	54.4%	54.6%	53.6%
Economically Disadvantaged Students	78.5%	75.6%	79.0%
Students with Disabilities	23.9%	23.4%	23.9%
English Learners	16.6%	19.2%	25.9%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.6%	0.4%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	8.1%	7.3%	7.4%
Hispanic	82.1%	83.0%	83.7%
Black or African American	1.7%	1.3%	1.9%
Asian	7.3%	7.3%	6.6%
Native Hawaiian or Pacific Islander	0.6%	0.4%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.2%	0.7%	0.2%

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	2016-17	2017-18	2018-19
PK - Half Day	N	N	N
PK - Full Day	N	N	N
KG - Half Day	N	N	N
KG - Full Day	N	N	N

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
Spanish	48.1%
English	43.6%
Gujarati	3.4%
Arabic	2.3%
Urdu	1.5%
Other Languages	1.1%

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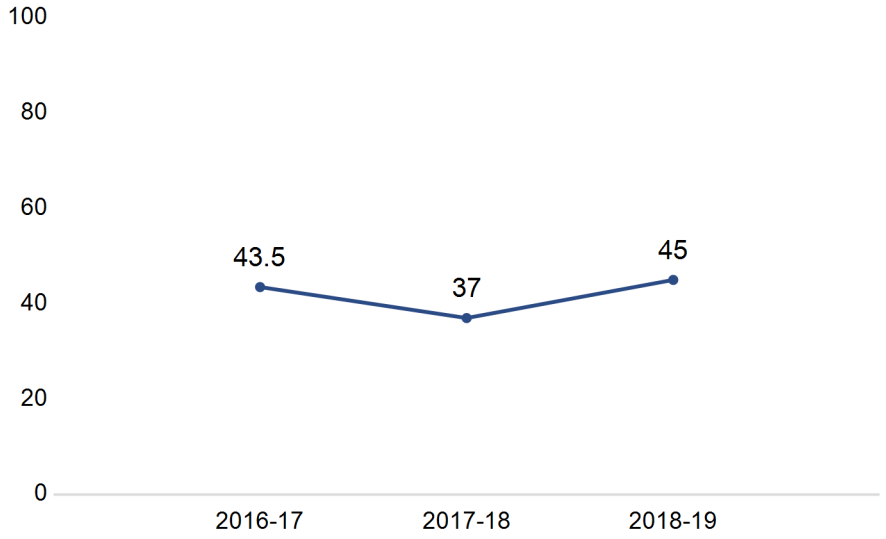
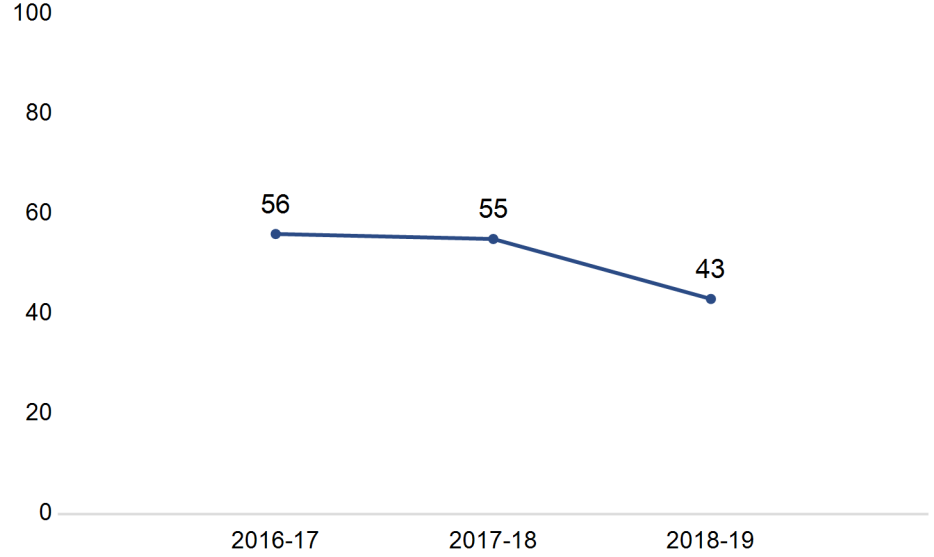
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures 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.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	43.5	37	45	56	55	43
Met Standard (40-59.5)?	Met Standard	Not Met	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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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 (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 (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	45	52	50	Met Standard	43	46	50	Met Standard
White	35	52.5	50	Not Met	33	46	52	**
Hispanic	45	52	49	Met Standard	47	46	47	Met Standard
Black or African American	*	58.5	45	**	*	55	43	**
Asian, Native Hawaiian, or Pacific Islander	45	54	59	Met Standard	47	55.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	43	52	53	N	44.5	46	50	N
Male	45	52	47	N	43	46	51	N
Economically Disadvantaged Students	53	52	48	Met Standard	41	44	46	Met Standard
Students with Disabilities	45	43.5	43	Met Standard	41	41	45	Met Standard
English Learners	45	57	52	Met Standard	39	44.5	50	Not Met
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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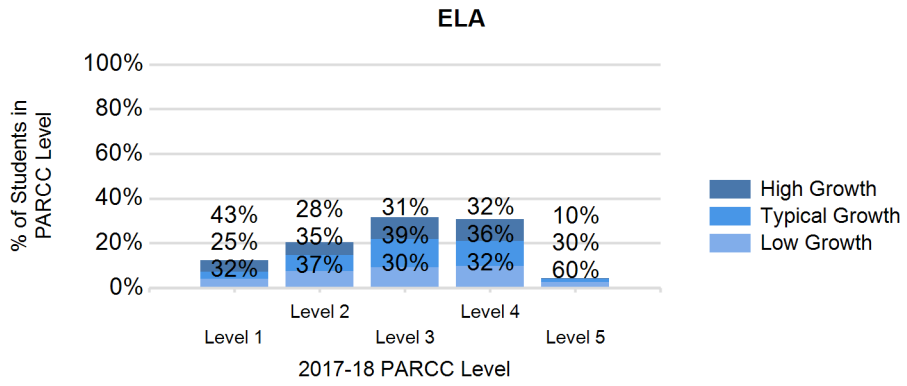
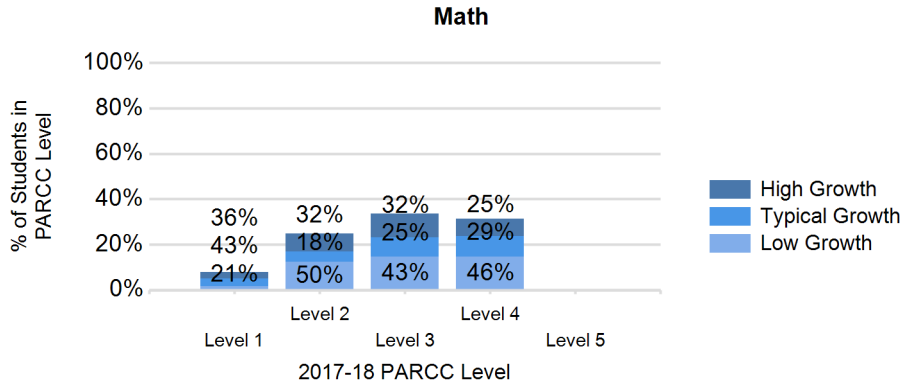
Student Growth by Performance Level

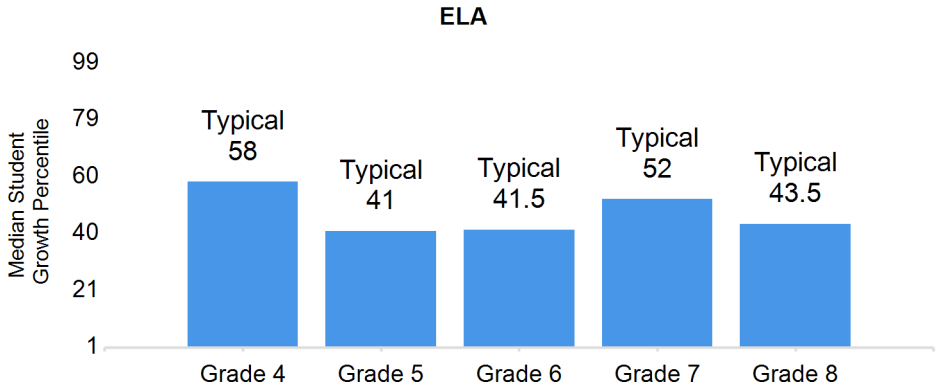
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

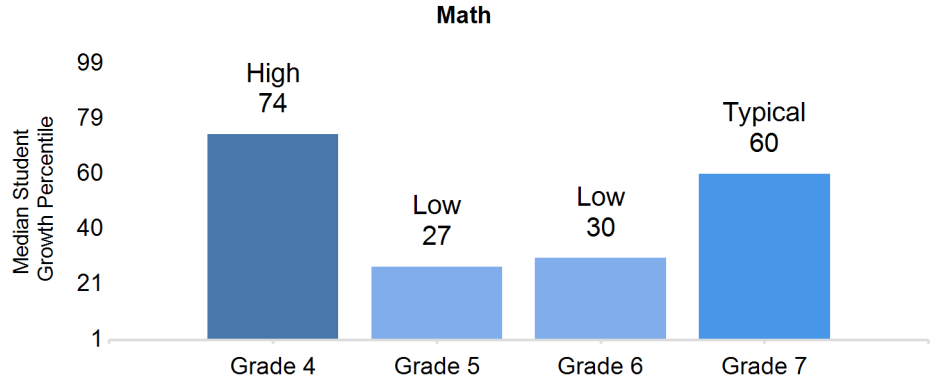




Student Growth by Grade

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





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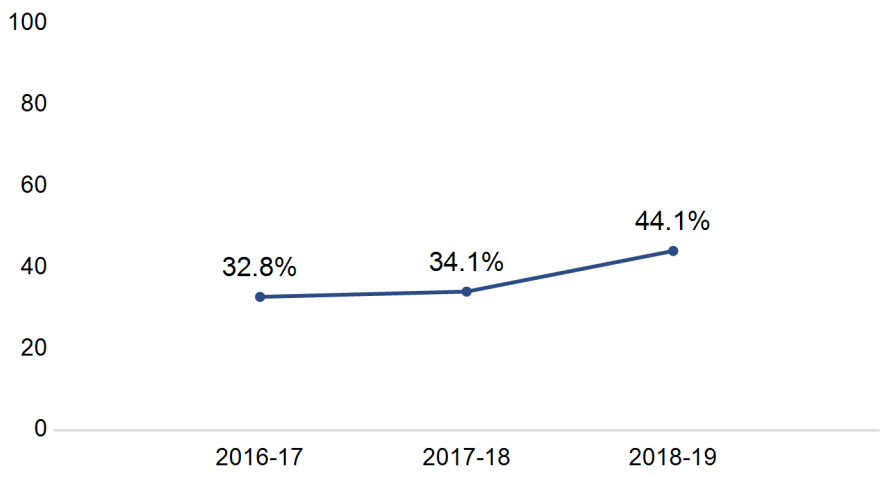
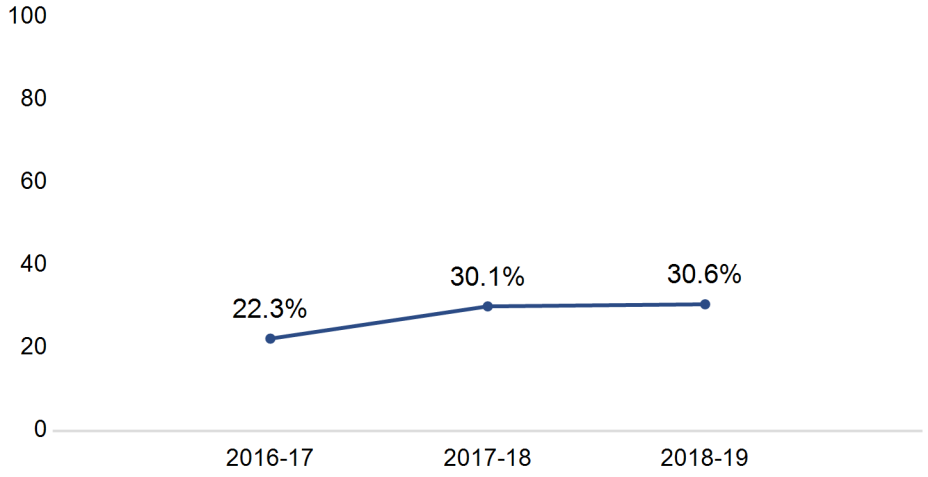
English Language Arts and Mathematics Performance Trends

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 statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that 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	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.8%	92.5%	92.9%	97.9%	93.0%	92.5%
Proficiency Rate for Federal Accountability	32.8%	34.1%	44.1%	22.3%	30.1%	30.6%
Annual Target	33.1%	35.5%	38.0%	23.9%	26.8%	29.8%
Met Annual Target?	Met Target†	Met Target†	Met Target	Met Target†	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that 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 progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. 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 our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	272	92.9	44.9	47.1	57.9	44.1	38	Met Target
White	27	96.4	29.6	45.7	66.9	29.6	38.6	Met Target†
Hispanic	215	92.0	43.7	46.5	43.9	42.6	34.7	Met Target
Black or African American	*	*	*	46.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	27	100.0	66.7	68.4	82.9	66.7	61	Met Target
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	117	88.1	41.9	53.5	64.8	39.1		
Male	155	96.9	47.1	41.4	51.3	47.1		
Economically Disadvantaged Students	201	92.8	43.8	42.8	40.0	*	34.8	Met Target
Non-Economically Disadvantaged Students	71	93.4	47.9	55.2	67.9	*		
Students with Disabilities	45	93.7	28.9	14.5	22.7	28.5	13.5	Met Target
Students without Disabilities	227	92.8	48.0	53.3	65.1	47.2		
English Learners	55	100.0	25.5	23.2	29.3	25.5	23.1	Met Target
Non-English Learners	217	91.2	49.8	51.7	60.6	48.2		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

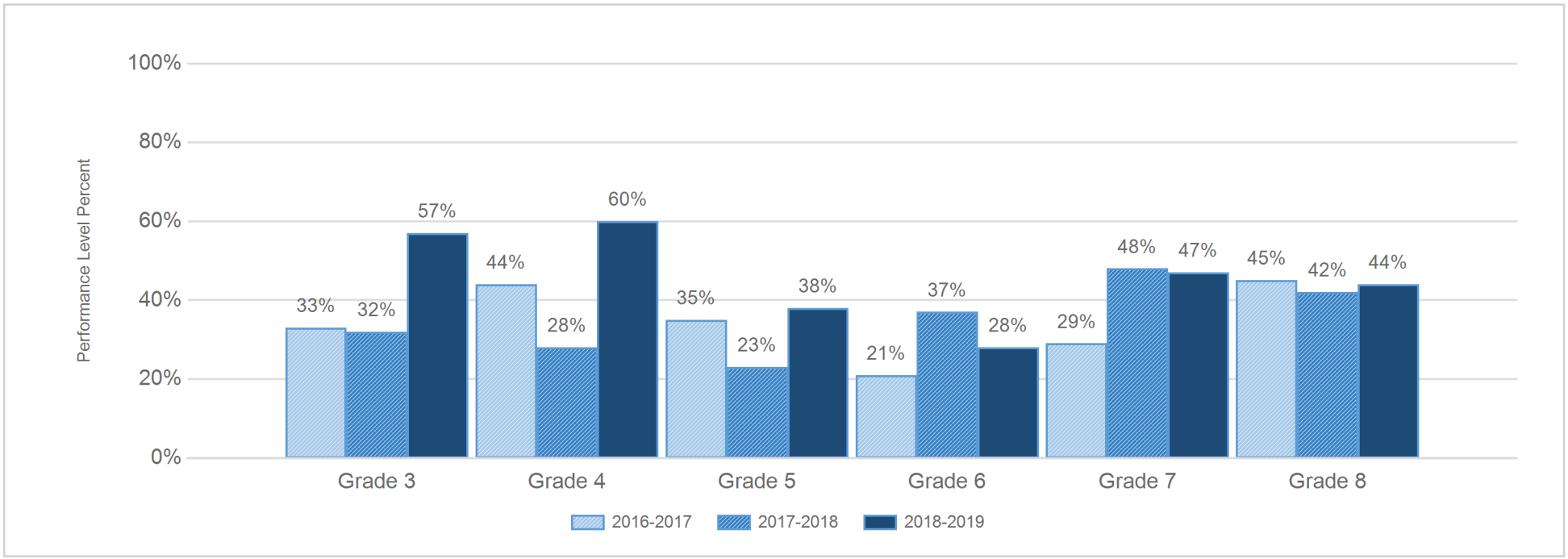
NJ SCHOOL PERFORMANCE REPORT

John F Kennedy Elementary School
(17-3610-080)
Grades Offered: 01-08
2018-2019

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 Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



NJ SCHOOL PERFORMANCE REPORT

John F Kennedy Elementary School
(17-3610-080)
Grades Offered: 01-08
2018-2019

Report Key:
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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	28	756	738	748	*	*	*	*	*	57%	50%
White	*	*	741	757	*	*	*	*	*	*	60%
Hispanic	*	*	*	734	*	*	*	*	*	*	36%
Black or African American	N	N	*	731	N	N	N	N	N	N	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	10	755	743	753	*	*	*	*	*	60%	55%
Male	18	757	733	743	*	*	*	*	*	56%	46%
Economically Disadvantaged Students	*	*	733	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	749	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	704	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	744	754	*	*	*	*	*	*	56%
English Learners	*	*	712	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	740	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

John F Kennedy Elementary School
(17-3610-080)
Grades Offered: 01-08
2018-2019

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

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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	749	747	755	*	*	*	*	*	60%	57%
White	*	*	748	763	*	*	*	*	*	*	67%
Hispanic	37	750	*	743	*	*	*	*	*	59%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	18	753	*	760	*	*	*	*	*	67%	62%
Male	24	746	*	750	*	*	*	*	*	54%	53%
Economically Disadvantaged Students	31	752	*	740	*	*	*	*	*	61%	40%
Non-Economically Disadvantaged Students	11	739	*	765	*	*	*	*	*	55%	69%
Students with Disabilities	*	*	716	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	752	761	*	*	*	*	*	*	64%
English Learners	*	*	713	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	750	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

John F Kennedy Elementary School
(17-3610-080)
Grades Offered: 01-08
2018-2019

Report Key:
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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	58	730	751	756	21%	26%	*	*	*	38%	58%
White	*	*	754	764	*	*	*	*	*	*	68%
Hispanic	45	732	751	743	*	24%	*	*	*	40%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	755	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	22	733	757	761	*	*	*	*	*	45%	64%
Male	36	727	746	750	*	*	*	*	*	33%	52%
Economically Disadvantaged Students	42	727	748	740	*	*	*	*	*	33%	39%
Non-Economically Disadvantaged Students	16	736	758	766	*	*	*	*	*	50%	69%
Students with Disabilities	10	710	719	724	*	*	*	*	*	20%	23%
Students without Disabilities	48	734	756	762	*	*	*	*	*	42%	65%
English Learners	*	*	722	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	753	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

John F Kennedy Elementary School
(17-3610-080)
Grades Offered: 01-08
2018-2019

Report Key:
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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	735	747	754	*	*	38%	*	*	28%	56%
White	*	*	749	762	*	*	*	*	*	*	65%
Hispanic	38	733	746	743	*	32%	39%	*	*	21%	43%
Black or African American	N	N	*	738	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	23	734	751	762	*	*	*	*	*	17%	64%
Male	27	736	743	748	*	*	*	*	*	37%	48%
Economically Disadvantaged Students	37	732	*	740	*	*	*	*	*	27%	39%
Non-Economically Disadvantaged Students	13	743	*	763	*	*	*	*	*	31%	67%
Students with Disabilities	*	*	717	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	752	761	*	*	*	*	*	*	64%
English Learners	*	*	710	710	*	*	*	*	*	*	*
Non-English Learners	*	*	749	756	*	*	*	*	*	*	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

John F Kennedy Elementary School
(17-3610-080)
Grades Offered: 01-08
2018-2019

Report Key:
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N No Data is available to display
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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	38	750	757	761	*	*	32%	*	*	47%	63%
White	*	*	749	769	*	*	*	*	*	*	72%
Hispanic	27	742	756	747	*	*	37%	*	*	41%	50%
Black or African American	N	N	*	741	N	N	N	N	N	N	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	789	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	22	740	762	769	*	*	*	*	*	36%	71%
Male	16	763	751	753	*	*	*	*	*	63%	55%
Economically Disadvantaged Students	25	736	750	743	*	*	*	*	*	36%	45%
Non-Economically Disadvantaged Students	13	776	767	771	*	*	*	*	*	69%	73%
Students with Disabilities	*	*	712	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	764	769	*	*	*	*	*	*	71%
English Learners	*	*	697	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	762	763	*	*	*	*	*	*	65%
Homeless Students	N	N	*	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

John F Kennedy Elementary School
(17-3610-080)
Grades Offered: 01-08
2018-2019

Report Key:
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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	55	742	757	762	*	24%	25%	*	*	44%	63%
White	*	*	762	770	*	*	*	*	*	*	72%
Hispanic	45	740	756	747	*	27%	24%	*	*	42%	49%
Black or African American	N	N	*	741	N	N	N	N	N	N	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	22	748	763	771	*	*	*	*	*	41%	71%
Male	33	738	750	753	*	*	*	*	*	45%	55%
Economically Disadvantaged Students	43	744	751	743	*	*	*	*	*	47%	45%
Non-Economically Disadvantaged Students	12	735	765	772	*	*	*	*	*	33%	72%
Students with Disabilities	*	*	718	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	762	770	*	*	*	*	*	*	71%
English Learners	*	*	720	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	760	764	*	*	*	*	*	*	65%
Homeless Students	N	N	*	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

John F Kennedy Elementary School
(17-3610-080)
Grades Offered: 01-08
2018-2019

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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 assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that 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 progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. 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 our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	275	92.5	31.3	*	44.5	30.6	29.8	Met Target
White	27	96.4	25.9	*	54.1	25.9	28	Met Target†
Hispanic	217	91.5	29.5	*	28.8	28.6	26.3	Met Target
Black or African American	*	*	*	18.2	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	28	100.0	53.6	55.7	76.5	53.6	61	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	120	88.1	26.7	*	44.9	24.8		
Male	155	96.4	34.8	*	44.2	34.8		
Economically Disadvantaged Students	203	92.1	29.6	*	26.3	*	27.5	Met Target
Non-Economically Disadvantaged Students	72	93.7	36.1	*	54.9	*		
Students with Disabilities	45	93.7	13.3	*	17.4	13.2	14.4	Met Target†
Students without Disabilities	230	92.3	34.8	*	50.0	33.9		
English Learners	59	98.5	16.9	*	25.0	16.9	19.2	Met Target†
Non-English Learners	216	90.8	35.2	*	46.5	33.9		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

John F Kennedy Elementary School
(17-3610-080)
Grades Offered: 01-08
2018-2019

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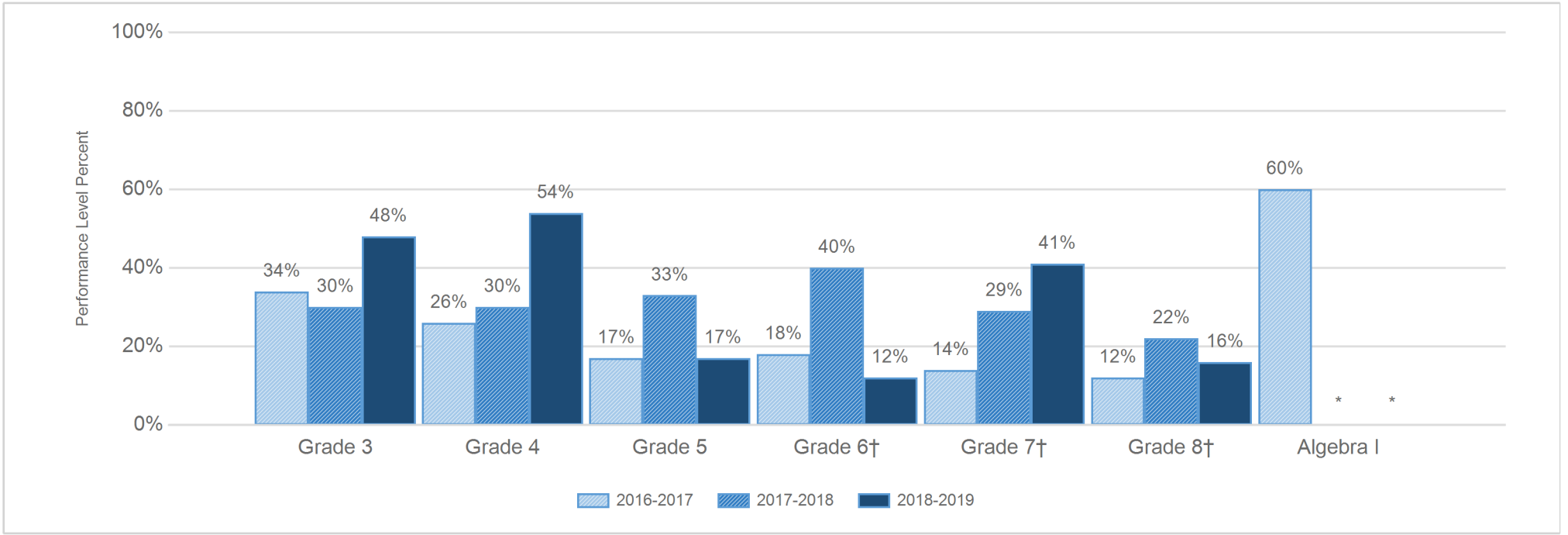
N No Data is available to display
† This indicates a table specific note,see note below table

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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

John F Kennedy Elementary School
(17-3610-080)
Grades Offered: 01-08
2018-2019

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

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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	31	746	739	752	*	*	*	*	*	48%	55%
White	*	*	744	760	*	*	*	*	*	*	66%
Hispanic	24	752	739	739	*	*	*	*	*	54%	40%
Black or African American	N	N	*	735	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	12	749	739	751	*	*	*	*	*	58%	54%
Male	19	745	740	752	*	*	*	*	*	42%	56%
Economically Disadvantaged Students	*	*	736	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	747	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	714	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	744	756	*	*	*	*	*	*	60%
English Learners	*	*	727	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	741	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

John F Kennedy Elementary School
(17-3610-080)
Grades Offered: 01-08
2018-2019

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

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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	751	740	749	*	*	29%	*	*	54%	51%
White	*	*	737	757	*	*	*	*	*	*	62%
Hispanic	36	754	*	737	*	*	31%	*	*	56%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	17	753	738	749	*	*	*	*	*	59%	50%
Male	24	750	742	749	*	*	*	*	*	50%	52%
Economically Disadvantaged Students	30	752	*	734	*	*	*	*	*	53%	32%
Non-Economically Disadvantaged Students	11	749	*	759	*	*	*	*	*	55%	63%
Students with Disabilities	*	*	719	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	743	754	*	*	*	*	*	*	56%
English Learners	*	*	718	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	743	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

John F Kennedy Elementary School
(17-3610-080)
Grades Offered: 01-08
2018-2019

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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	58	724	733	747	21%	41%	21%	17%	0%	17%	47%
White	*	*	739	755	*	*	*	*	*	*	58%
Hispanic	45	722	732	735	22%	40%	24%	*	*	13%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	22	725	734	747	*	59%	*	*	*	18%	47%
Male	36	723	733	747	*	31%	*	*	*	17%	47%
Economically Disadvantaged Students	42	719	730	732	*	*	*	*	*	12%	27%
Non-Economically Disadvantaged Students	16	737	741	757	*	*	*	*	*	31%	59%
Students with Disabilities	10	714	715	725	*	*	*	*	*	10%	19%
Students without Disabilities	48	726	736	752	*	*	*	*	*	19%	52%
English Learners	*	*	711	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	736	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

John F Kennedy Elementary School
(17-3610-080)
Grades Offered: 01-08
2018-2019

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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	51	720	733	741	*	41%	31%	*	*	12%	41%
White	*	*	735	749	*	*	*	*	*	*	51%
Hispanic	39	719	732	729	*	*	*	*	*	*	24%
Black or African American	N	N	*	722	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	754	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	24	715	732	742	*	*	*	*	*	*	42%
Male	27	725	734	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	38	717	*	726	*	*	*	*	*	11%	21%
Non-Economically Disadvantaged Students	13	729	*	750	*	*	*	*	*	15%	53%
Students with Disabilities	*	*	707	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	738	746	*	*	*	*	*	*	46%
English Learners	*	*	716	709	*	*	*	*	*	*	*
Non-English Learners	*	*	735	743	*	*	*	*	*	*	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

NJ SCHOOL PERFORMANCE REPORT

John F Kennedy Elementary School
(17-3610-080)
Grades Offered: 01-08
2018-2019

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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	41	742	738	744	*	27%	*	*	*	41%	42%
White	*	*	736	751	*	*	*	*	*	*	53%
Hispanic	29	735	737	733	*	*	*	*	*	34%	26%
Black or African American	N	N	*	727	N	N	N	N	N	N	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	25	729	737	744	*	*	*	*	*	20%	42%
Male	16	762	740	743	*	*	*	*	*	75%	42%
Economically Disadvantaged Students	27	731	735	731	*	41%	*	*	*	33%	24%
Non-Economically Disadvantaged Students	14	762	744	751	*	0%	*	*	*	57%	53%
Students with Disabilities	*	*	713	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	743	749	*	*	*	*	*	*	48%
English Learners	*	*	715	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	741	745	*	*	*	*	*	*	44%
Homeless Students	N	N	*	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

John F Kennedy Elementary School
(17-3610-080)
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2018-2019

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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	51	716	731	728	27%	39%	*	*	*	16%	29%
White	*	*	725	737	*	*	*	*	*	*	38%
Hispanic	43	715	*	722	28%	40%	*	*	*	16%	22%
Black or African American	N	N	N	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	741	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	20	715	730	731	*	*	*	*	*	*	31%
Male	31	717	731	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	41	719	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	10	703	*	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	702	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	735	734	*	*	*	*	*	*	35%
English Learners	10	715	713	706	*	*	*	*	*	*	10%
Non-English Learners	41	716	734	730	*	*	*	*	*	*	30%
Homeless Students	N	N	*	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

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 that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	*	*	727	744	*	*	*	*	*	*	42%
White	*	*	732	752	*	*	*	*	*	*	53%
Hispanic	*	*	726	728	*	*	*	*	*	*	24%
Black or African American	N	N	*	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	*	*	728	745	*	*	*	*	*	*	44%
Male	*	*	726	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	725	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	731	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	714	717	N	N	N	N	N	N	12%
Students without Disabilities	*	*	728	748	*	*	*	*	*	*	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	*	*	733	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	*	707	N	N	N	N	N	N	12%

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2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	*	*
4	*	*
5	N	N
6	*	*
7	*	*
8	N	N

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. 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	2018-19 Target	Met Target?
Schoolwide/English Learners	59.3%	40.9%	Exceeds

† 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	93	*	*
3-4	34	82.4%	17.6%
5 or more	*	*	*

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2018-2019

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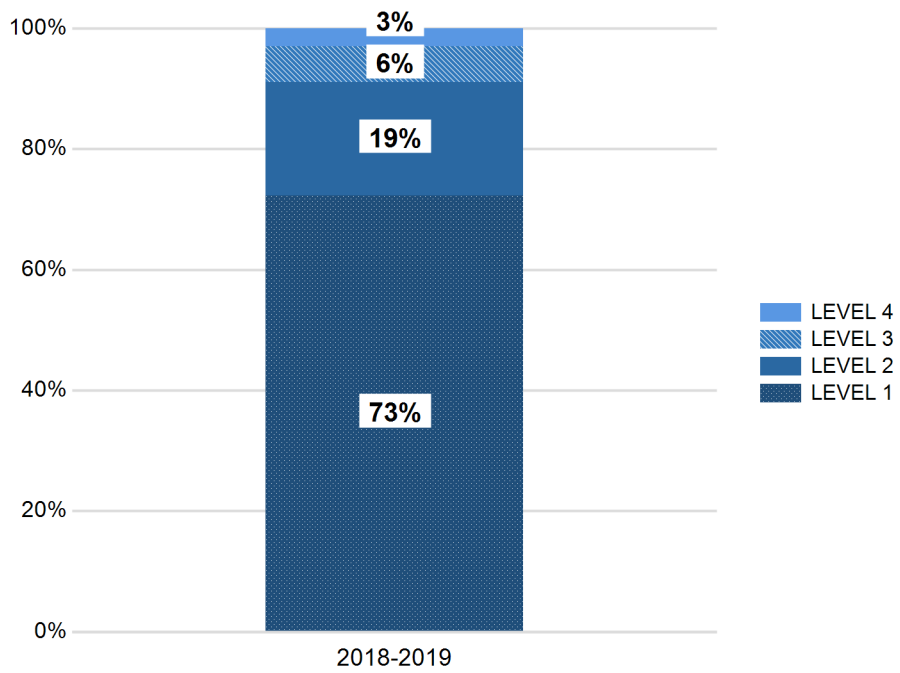
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	73	19	6	3
White	*	*	*	*
Hispanic	74	19	6	2
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	69	25	4	2
Male	76	14	8	3
Economically Disadvantaged Students	76	17	3	3
Non-Economically Disadvantaged Students	62	23	15	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	79	17	4	0
Non-English Learners	68	20	8	5
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

John F Kennedy Elementary School
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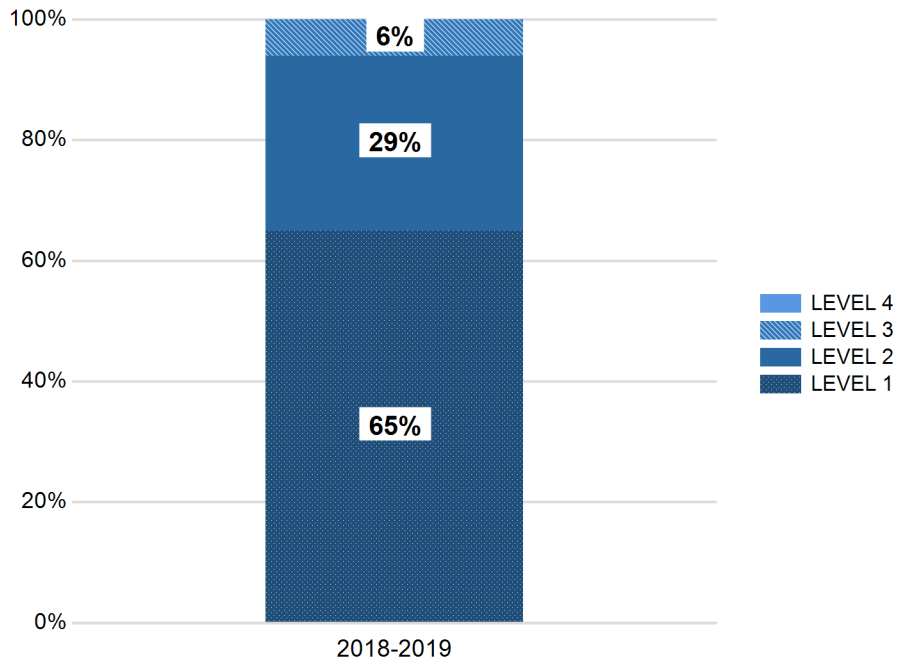
NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	65	29	6	0
White	*	*	*	*
Hispanic	64	28	8	0
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	69	27	4	0
Male	62	31	8	0
Economically Disadvantaged Students	62	32	6	0
Non-Economically Disadvantaged Students	73	20	7	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

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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	69
7	0	0	87
8	7	0	66
Total	7	0	222

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	69	0	0	0	0	0	0
7	87	0	0	0	0	0	0
8	73	0	0	0	0	0	0
Total	229	0	0	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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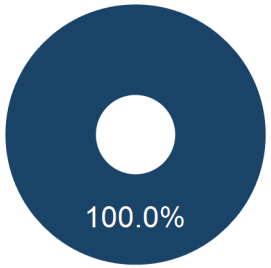
Visual and Performing Arts – Course Participation

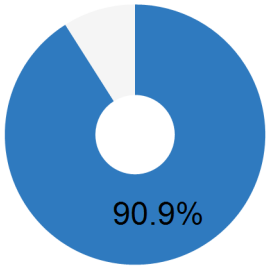
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

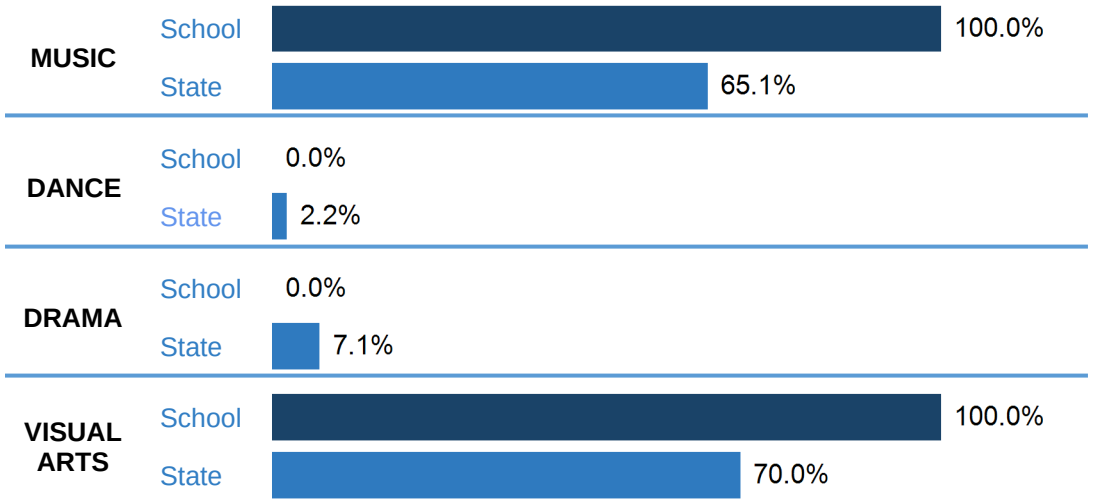


School



State

Students enrolled in one or more classes by discipline:



NJ SCHOOL PERFORMANCE REPORT

John F Kennedy Elementary School
(17-3610-080)
Grades Offered: 01-08
2018-2019

Report Key:
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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

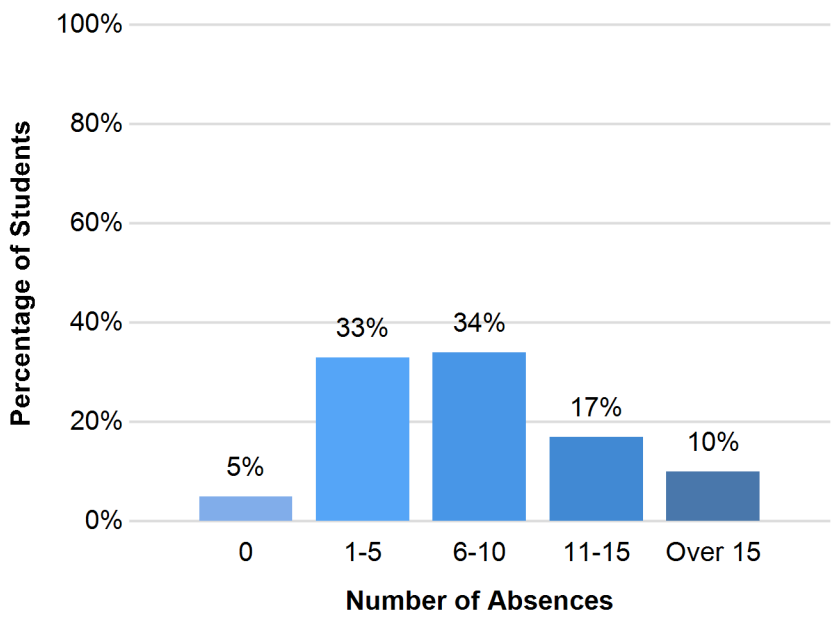
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. 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	27	7.0	8.5	Met
White	4	11.8	8.5	Not Met
Hispanic	21	6.8	8.5	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	1	2.8	8.5	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	17	9.1		
Male	10	5.0		
Economically Disadvantaged Students	23	8.0	8.5	Met
Students with Disabilities	9	14.3	8.5	Not Met
English Learners	5	10.2	8.5	Not Met
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

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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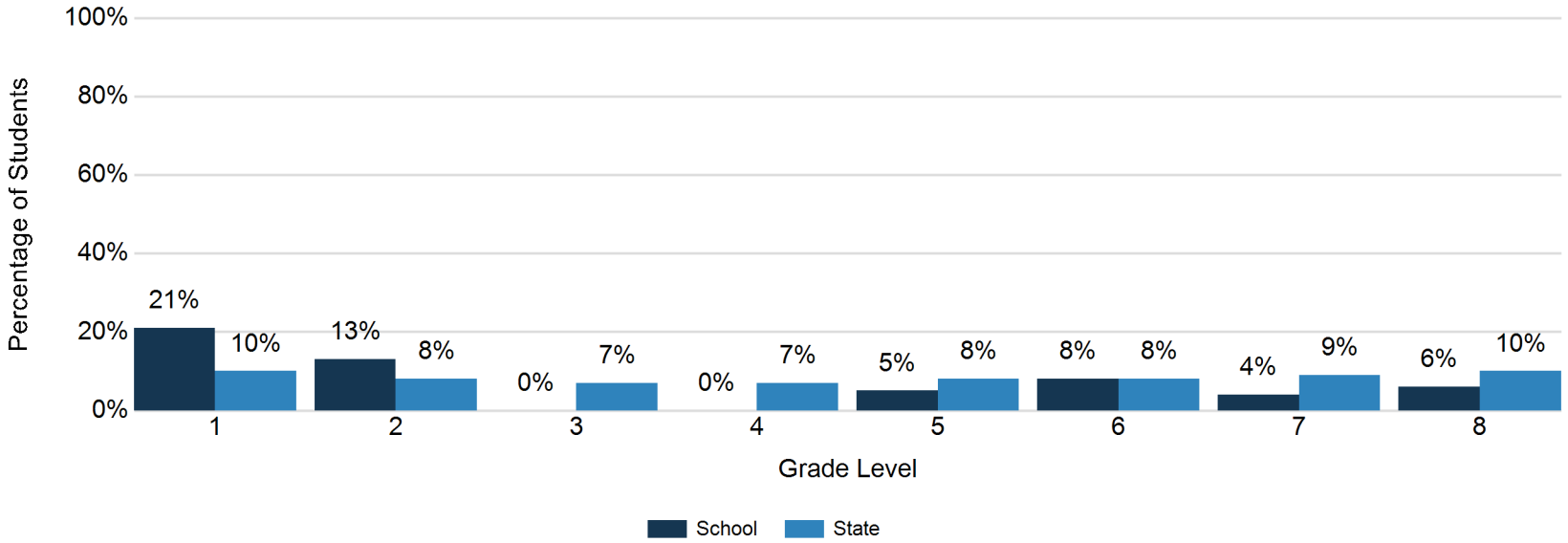
Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.19

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

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	2	1	3
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	35	6.6%
Any Suspension	35	6.6%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
65

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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	5 Hrs. 20 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1.0:1

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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	52	118,214
Average years experience in public schools	10.0	12.1
Average years experience in district	9.5	10.8
Percentage of Teachers with 4 or more years experience in the district	75.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	40	9,530
Average years experience in public schools	20.6	16.0
Average years experience in district	20.5	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

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	264:1	188:1
Teachers to Administrators	26:1	15:1
Students to Librarians/Media Specialists		7519:1
Students to Nurses		752:1
Students to Counselors		470:1
Students to Child Study Team Members		278:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.4%	80.8%	50.0%	48.4%	77.1%	54.9%
Male	53.6%	19.2%	50.0%	51.6%	22.9%	45.1%
White	7.4%	73.1%	50.0%	42.4%	83.6%	77.4%
Hispanic	83.7%	26.9%	50.0%	29.9%	7.3%	7.2%
Black or African American	1.9%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	6.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.2%	0.0%	0.0%	2.1%	0.2%	0.2%

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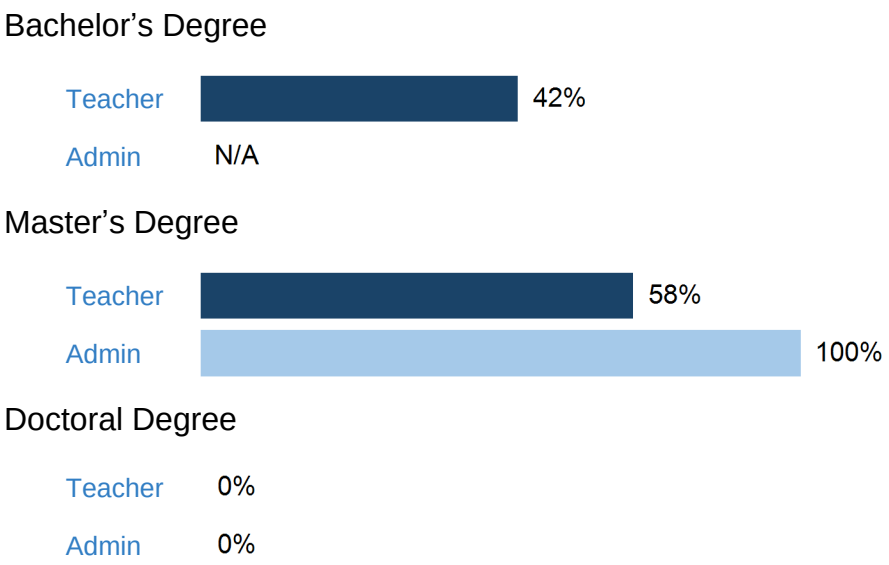
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.1%	90.5%
2017-18 Administrators: Same district 2018-19	92.9%	87.9%

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
2018-19	95.7%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

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 Comprehensive Annual Financial Report (CAFR) 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 2018-19 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.

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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 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.

Status for 2020-21 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, Native Hawaiian, or Pacific Islander	
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: English Learners	

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

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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 represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	32.8%	34.1%	44.1%
Math Proficiency	22.3%	30.1%	30.6%
ELA Growth	44	37	45
Math Growth	56	55	43
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		58.1%	59.3%
Chronic Absenteeism	6.2%	6.6%	7.0%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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.

Accountability Indicator Scores and Summative Ratings - 2018-19 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Met Target	Met Standard	Met Standard	Exceeds Target	Met	No
White	Met Target†	Met Target†	Not Met	**	n/a	Not Met	No
Hispanic	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target†	Met Standard	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
English Learners	Met Target	Met Target†	Met Standard	Not Met	Not Met	Not 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 the school or district directly.

Highlights:	• JFK is a small neighborhood school, situated in a family oriented community. Our faculty, staff, students and families work together to create a welcoming environment. • Save Latin America Reaching Our Dreams Essay Contest Award winners several years running. • Ever increasing 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:	Students show improvement every year in academic subjects, and on state assessments. Honors include: past Rogate Scholars, Principal's Honors, Kennedy School Student of the Month, Perfect attendance awards, Reaching Our Dreams Essay Winners, 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 Pearson, Scholastic Guided Reading & Wilson's Fundations; middle school grades utilize Pearson, literature circles and Socratic Method), Mathematics, Science, Social Studies, as well as physical education, health (grades 6,7,8), art, music (instrumental and vocal), technology, and world language (grades 1-8).
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Coed), Track and Field - Spring (Coed) Students in grades 6,7,8 are eligible to participate in 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 numerous activities. Including: 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 frequently through school based Professional Leaning Community meetings (PLC), online professional development webinars, as well as district sponsored professional development meetings. Our Math and Literacy Coaches provide valuable professional development opportunities for educators on an ongoing basis. The Hudson County Professional Development Consortium also offers monthly professional development workshops to Hudson County educators. Professional staff are also sent to various workshops based on the needs of the school.

NJ SCHOOL PERFORMANCE REPORT

John F Kennedy Elementary School
(17-3610-080)
Grades Offered: 01-08
2018-2019

Report Key:
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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 the school or district directly.

Student Supports and Services:	John F. Kennedy School provides student support services through the child study team as well as the school counselor. These services reach every student, regardless of affiliation, and strive to concentrate on the knowledge and attitude needed for academic success, accomplishment and personal/social growth.
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.This year Kennedy School offers mindful moments at the start of every day. This allows students to get ready for the day ahead.
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 apprised of their child's education. The portal allows parents to see their child's progress, check attendance and discipline. Kennedy School and the district superintendent regularly hold morning and evening programs to communicate with parents regarding important information. We've also held family paint nights, family yoga, school concerts, and a much anticipated student fashion show.

NJ SCHOOL PERFORMANCE REPORT

John F Kennedy Elementary School
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2018-2019

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School Narrative

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Climate Surveys:	Is a Climate Survey Used: No
Facilities:	Kennedy School facilities are used for open gym several days per week. In the summer months Kennedy School hosts the Summer Fun program.
School Safety:	An SRO (school resource officer), is posted inside the school every day. The SRO is also posted outside the school during student arrival and dismissal.

NJ SCHOOL PERFORMANCE REPORT

John F Kennedy Elementary School
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School Narrative

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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.

NJ SCHOOL PERFORMANCE REPORT

McKinley Elementary School
(17-3610-100)
Grades Offered: KG-08
2018-2019

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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

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

McKinley Elementary School
(17-3610-100)
Grades Offered: KG-08
2018-2019

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School Contact Information

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

Type	Contact Information
County	Hudson
District	North Bergen School District
Principal Name	Mr. Peter Clark
Address	3110 LIBERTY AVE NORTH BERGEN, NJ 07047-2319
Phone Number	201-974-7020
Email Address	pclark@northbergen.k12.nj.us
Website	https://mckinley.northbergen.k12.nj.us
Facebook	https://facebook.com/mckinley.spartan.3
Twitter	https://twitter.com/McKinleySpartan

NJ SCHOOL PERFORMANCE REPORT

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that 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	2016-17	2017-18	2018-19
KG	47	41	39
1	36	37	28
2	27	36	33
3	37	23	36
4	36	34	24
5	50	32	34
6	41	56	42
7	53	45	60
8	44	55	39
Total	371	359	335

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	42.3%	42.9%	44.2%
Male	57.7%	57.1%	55.8%
Economically Disadvantaged Students	79.5%	73.8%	79.4%
Students with Disabilities	30.7%	29.2%	29.0%
English Learners	1.3%	1.4%	2.1%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.3%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.3%
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	2016-17	2017-18	2018-19
White	9.7%	9.5%	9.3%
Hispanic	83.3%	84.4%	84.5%
Black or African American	2.4%	1.4%	0.9%
Asian	4.6%	4.7%	4.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.6%

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	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	47	41	39

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	70.7%
Spanish	26.3%
Other Languages	3.0%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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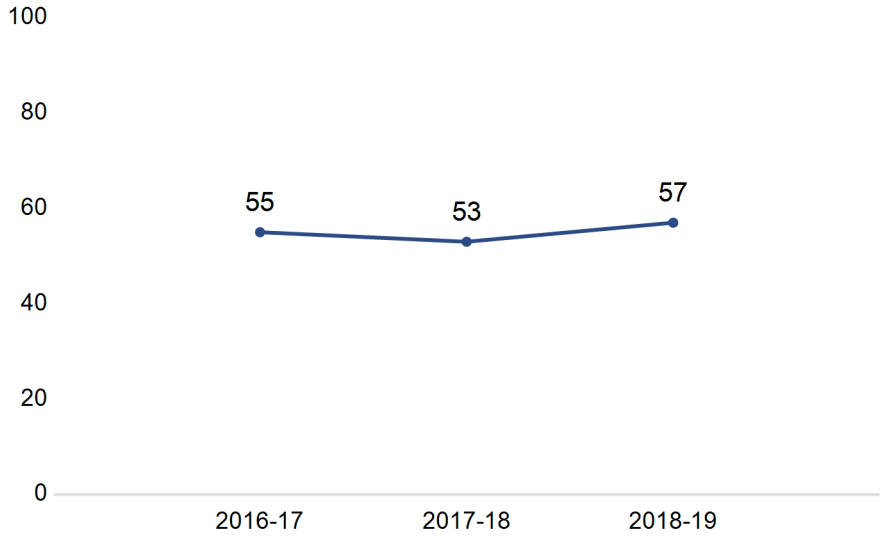
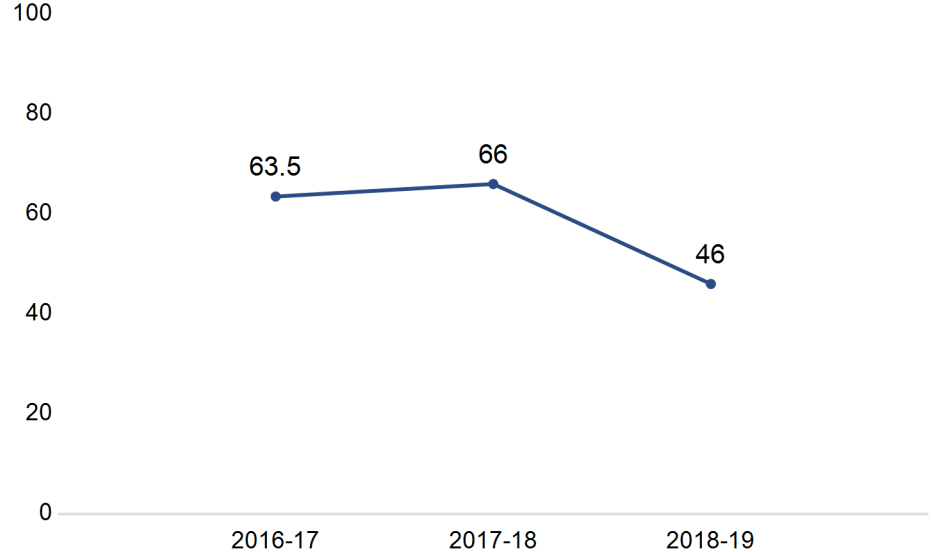
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures 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.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	55	53	57	63.5	66	46
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Exceeds Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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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 (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 (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	57	52	50	Met Standard	46	46	50	Met Standard
White	33	52.5	50	**	42.5	46	52	**
Hispanic	58	52	49	Met Standard	49	46	47	Met Standard
Black or African American	*	58.5	45	**	*	55	43	**
Asian, Native Hawaiian, or Pacific Islander	*	54	59	**	*	55.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	52	52	53	N	42.5	46	50	N
Male	61	52	47	N	52	46	51	N
Economically Disadvantaged Students	61	52	48	Exceeds Standard	46	44	46	Met Standard
Students with Disabilities	51	43.5	43	Met Standard	51	41	45	Met Standard
English Learners	*	57	52	**	*	44.5	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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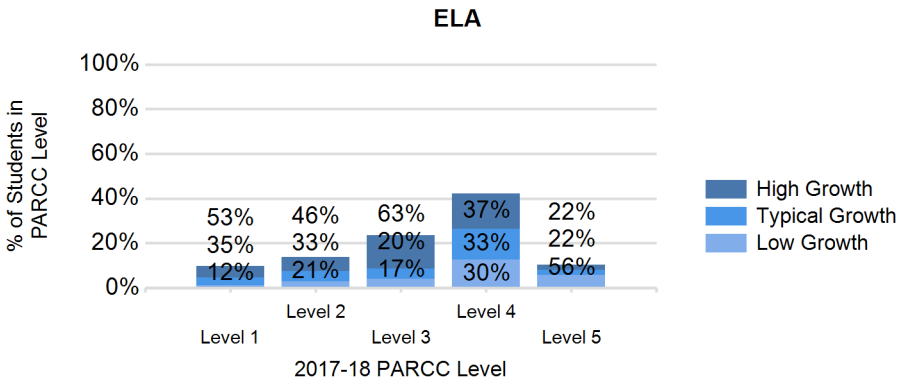
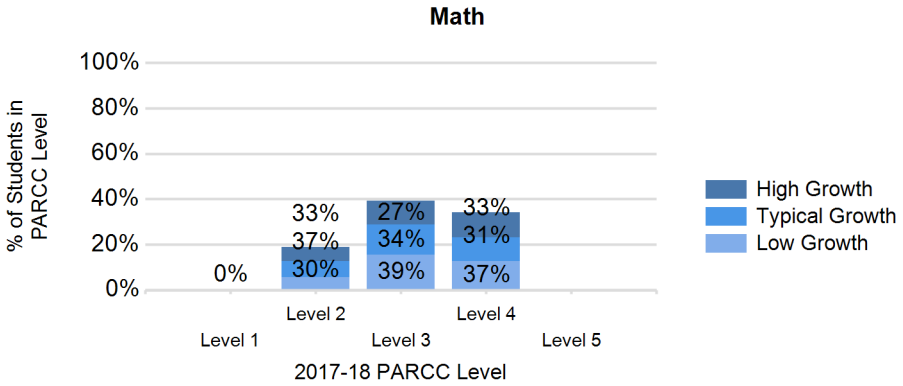
Student Growth by Performance Level

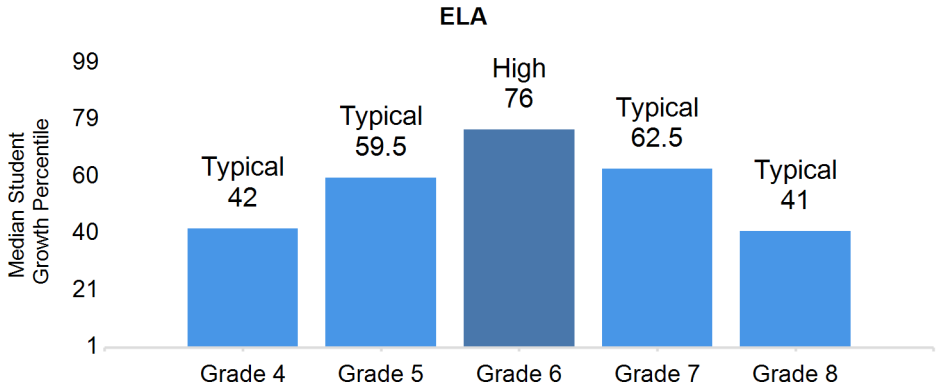
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

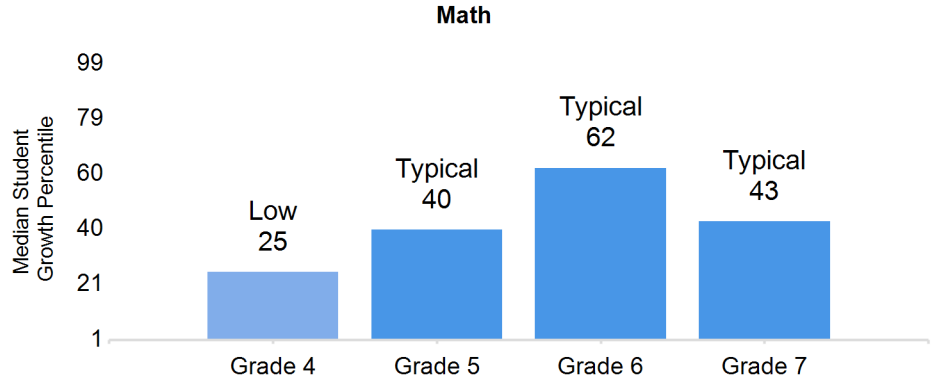




Student Growth by Grade

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





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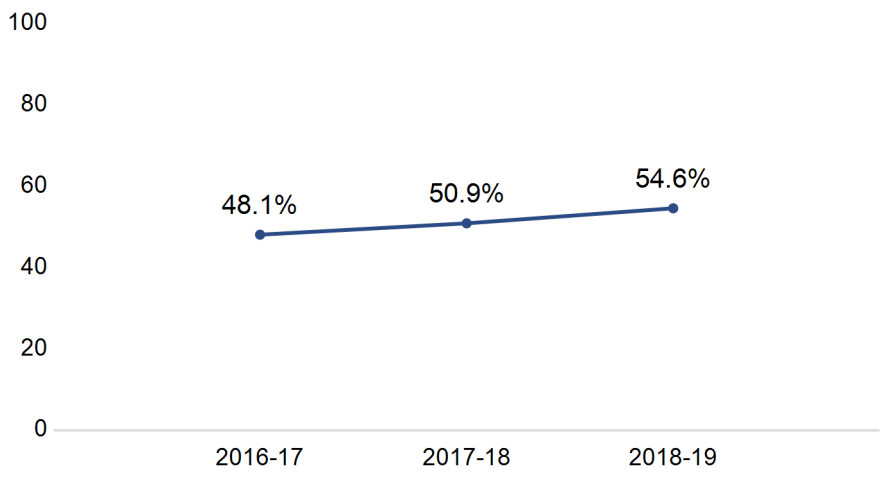
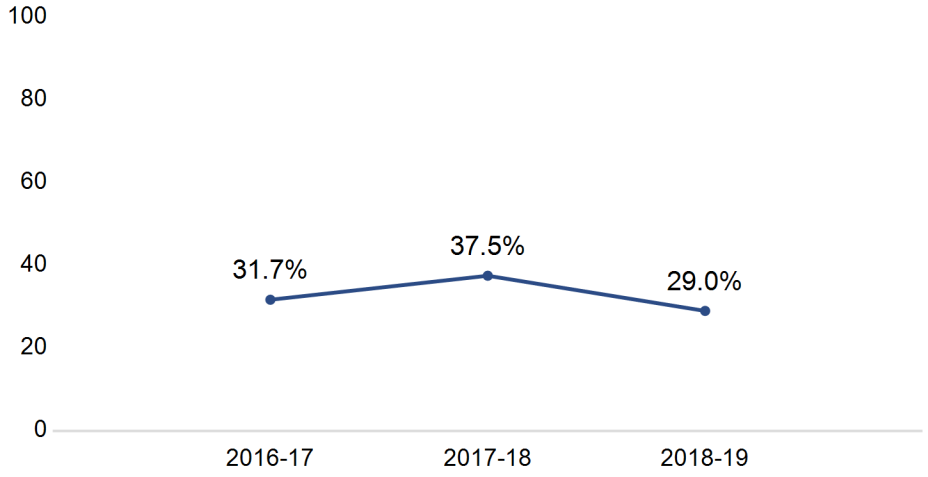
English Language Arts and Mathematics Performance Trends

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 statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that 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	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	95.9%	96.5%	98.7%	95.9%	96.5%	98.8%
Proficiency Rate for Federal Accountability	48.1%	50.9%	54.6%	31.7%	37.5%	29.0%
Annual Target	39.0%	41.1%	43.3%	34.7%	37.1%	39.5%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that 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 progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. 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 our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	229	98.7	54.6	47.1	57.9	54.6	43.3	Met Target
White	20	100.0	35.0	45.7	66.9	35.0	51.4	Met Target†
Hispanic	199	98.5	54.8	46.5	43.9	54.8	41.7	Met Target
Black or African American	*	*	*	46.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	68.4	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	98	100.0	56.1	53.5	64.8	56.1		
Male	131	97.8	53.4	41.4	51.3	53.4		
Economically Disadvantaged Students	174	99.4	50.0	42.8	40.0	50.0	40.3	Met Target
Non-Economically Disadvantaged Students	55	96.7	69.1	55.2	67.9	69.1		
Students with Disabilities	43	93.5	30.2	14.5	22.7	29.7	25.7	Met Target
Students without Disabilities	186	100.0	60.2	53.3	65.1	60.2		
English Learners	18	100.0	16.7	23.2	29.3	16.7	**	**
Non-English Learners	211	98.6	57.8	51.7	60.6	57.8		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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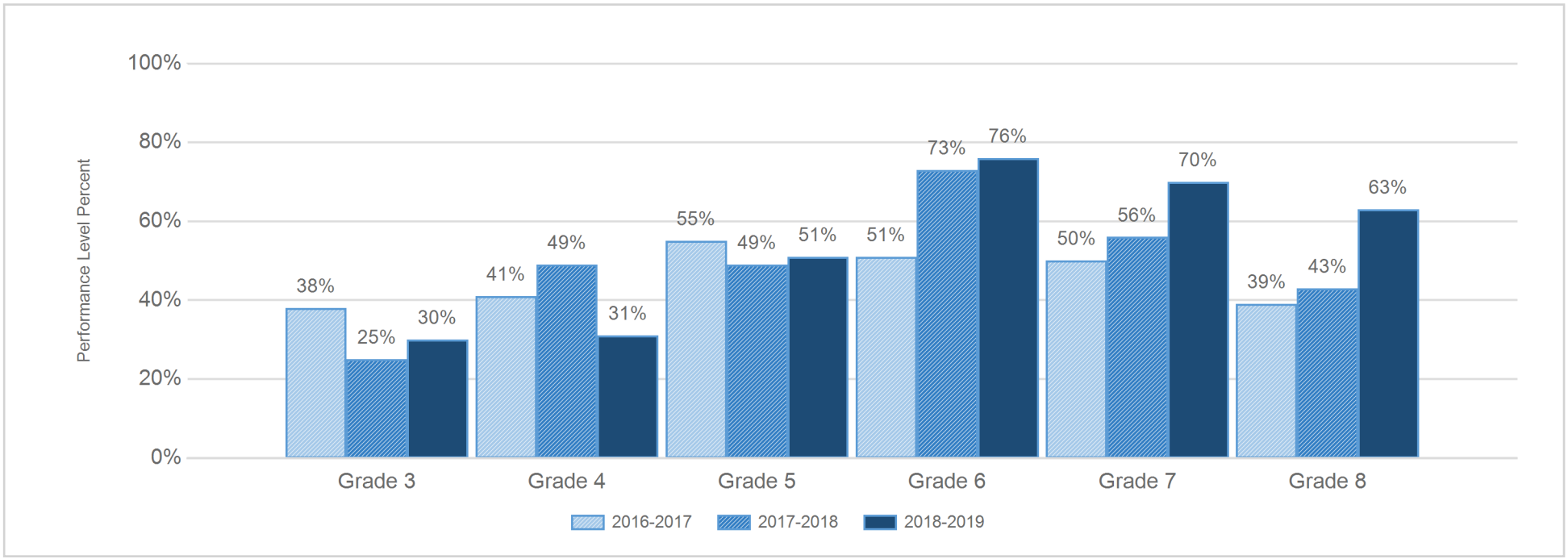
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	37	732	738	748	*	38%	*	*	*	30%	50%
White	*	*	741	757	*	*	*	*	*	*	60%
Hispanic	33	732	*	734	*	36%	*	*	*	30%	36%
Black or African American	N	N	*	731	N	N	N	N	N	N	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	11	743	743	753	*	*	*	*	*	45%	55%
Male	26	727	733	743	*	*	*	*	*	23%	46%
Economically Disadvantaged Students	*	*	733	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	749	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	704	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	744	754	*	*	*	*	*	*	56%
English Learners	*	*	712	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	740	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	32	729	747	755	*	*	*	31%	0%	31%	57%
White	*	*	748	763	*	*	*	*	*	*	67%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	*	*	*	760	*	*	*	*	*	*	62%
Male	*	*	*	750	*	*	*	*	*	*	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	716	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	752	761	*	*	*	*	*	*	64%
English Learners	*	*	713	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	750	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

McKinley Elementary School
(17-3610-100)
Grades Offered: KG-08
2018-2019

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 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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	749	751	756	*	*	29%	*	*	51%	58%
White	*	*	754	764	*	*	*	*	*	*	68%
Hispanic	35	746	751	743	*	*	34%	46%	0%	46%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	755	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	22	756	757	761	*	*	*	*	*	68%	64%
Male	19	740	746	750	*	*	*	*	*	32%	52%
Economically Disadvantaged Students	30	747	748	740	*	*	*	*	*	50%	39%
Non-Economically Disadvantaged Students	11	753	758	766	*	*	*	*	*	55%	69%
Students with Disabilities	*	*	719	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	756	762	*	*	*	*	*	*	65%
English Learners	*	*	722	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	753	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

McKinley Elementary School
(17-3610-100)
Grades Offered: KG-08
2018-2019

Report Key:
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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	34	764	747	754	*	0%	*	*	*	76%	56%
White	*	*	749	762	*	*	*	*	*	*	65%
Hispanic	30	763	746	743	*	0%	*	*	*	77%	43%
Black or African American	N	N	*	738	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	15	761	751	762	*	0%	*	*	*	67%	64%
Male	19	766	743	748	*	0%	*	*	*	84%	48%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	763	*	*	*	*	*	*	67%
Students with Disabilities	*	*	717	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	752	761	*	*	*	*	*	*	64%
English Learners	N	N	710	710	N	N	N	N	N	N	*
Non-English Learners	34	764	749	756	*	0%	*	*	*	76%	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

McKinley Elementary School
(17-3610-100)
Grades Offered: KG-08
2018-2019

Report Key:
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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	762	757	761	*	*	*	40%	30%	70%	63%
White	*	*	749	769	*	*	*	*	*	*	72%
Hispanic	44	766	756	747	*	*	*	36%	34%	70%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	789	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	26	759	762	769	*	*	*	*	*	62%	71%
Male	27	766	751	753	*	*	*	*	*	78%	55%
Economically Disadvantaged Students	41	761	750	743	*	*	*	*	*	71%	45%
Non-Economically Disadvantaged Students	12	769	767	771	*	*	*	*	*	67%	73%
Students with Disabilities	*	*	712	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	764	769	*	*	*	*	*	*	71%
English Learners	*	*	697	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	762	763	*	*	*	*	*	*	65%
Homeless Students	N	N	*	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

McKinley Elementary School
(17-3610-100)
Grades Offered: KG-08
2018-2019

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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	35	756	757	762	*	*	*	*	*	63%	63%
White	*	*	762	770	*	*	*	*	*	*	72%
Hispanic	31	755	756	747	*	*	*	*	*	65%	49%
Black or African American	N	N	*	741	N	N	N	N	N	N	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	17	744	763	771	*	*	*	*	*	47%	71%
Male	18	767	750	753	*	*	*	*	*	78%	55%
Economically Disadvantaged Students	23	754	751	743	*	*	*	*	*	52%	45%
Non-Economically Disadvantaged Students	12	759	765	772	*	*	*	*	*	83%	72%
Students with Disabilities	*	*	718	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	762	770	*	*	*	*	*	*	71%
English Learners	*	*	720	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	760	764	*	*	*	*	*	*	65%
Homeless Students	N	N	*	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

McKinley Elementary School
(17-3610-100)
Grades Offered: KG-08
2018-2019

Report Key:
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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 assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that 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 progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. 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 our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	231	98.8	29.0	*	44.5	29.0	39.5	Not Met
White	20	100.0	15.0	*	54.1	15.0	47.4	Not Met
Hispanic	201	98.6	28.9	*	28.8	28.9	37.2	Not Met
Black or African American	*	*	*	18.2	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.7	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	99	100.0	23.2	*	44.9	23.2		
Male	132	97.9	33.3	*	44.2	33.3		
Economically Disadvantaged Students	176	99.4	26.1	*	26.3	26.1	35.1	Not Met
Non-Economically Disadvantaged Students	55	96.7	38.2	*	54.9	38.2		
Students with Disabilities	43	93.5	14.0	*	17.4	13.7	27.2	Not Met
Students without Disabilities	188	100.0	32.4	*	50.0	32.4		
English Learners	20	100.0	10.0	*	25.0	10.0	31.2	Not Met
Non-English Learners	211	98.6	30.8	*	46.5	30.8		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

McKinley Elementary School
(17-3610-100)
Grades Offered: KG-08
2018-2019

Report Key:
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N No Data is available to display
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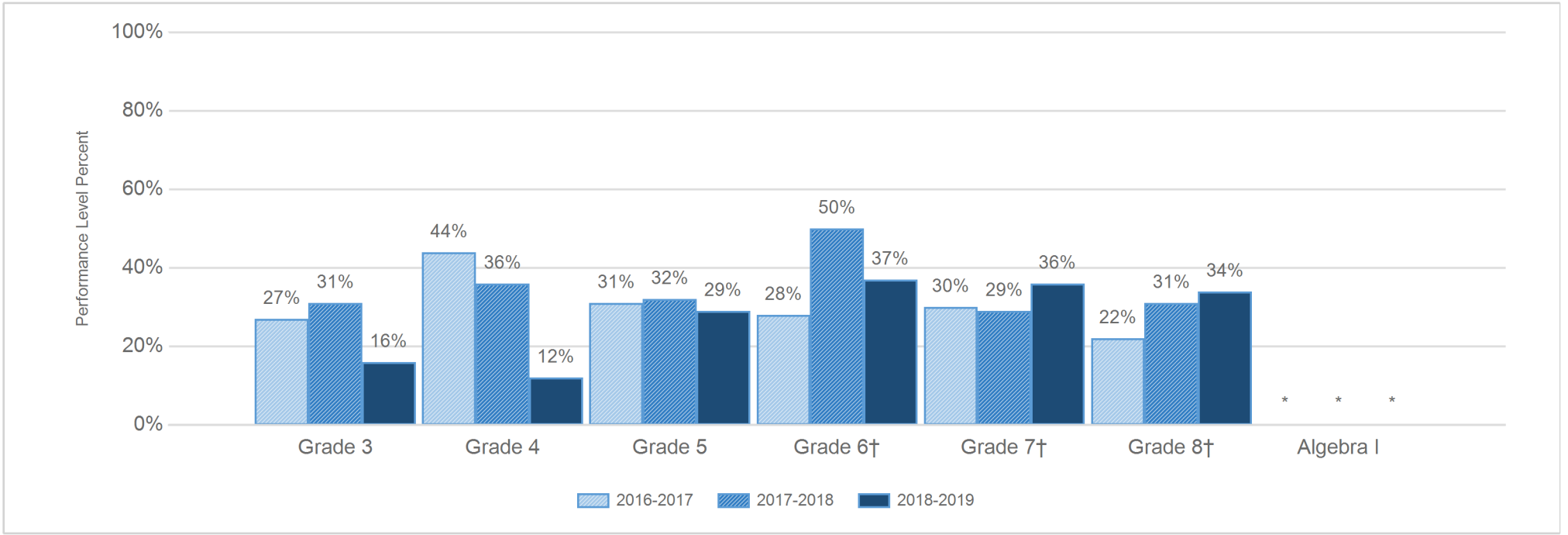
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

McKinley Elementary School
(17-3610-100)
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2018-2019

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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	38	717	739	752	26%	34%	*	*	*	16%	55%
White	*	*	744	760	*	*	*	*	*	*	66%
Hispanic	34	714	739	739	29%	32%	*	*	*	15%	40%
Black or African American	N	N	*	735	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	11	715	739	751	*	*	*	*	*	18%	54%
Male	27	718	740	752	*	*	*	*	*	15%	56%
Economically Disadvantaged Students	*	*	736	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	747	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	714	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	744	756	*	*	*	*	*	*	60%
English Learners	*	*	727	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	741	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

McKinley Elementary School
(17-3610-100)
Grades Offered: KG-08
2018-2019

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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	33	722	740	749	*	33%	33%	*	*	12%	51%
White	*	*	737	757	*	*	*	*	*	*	62%
Hispanic	*	*	*	737	*	*	*	*	*	*	36%
Black or African American	N	N	*	731	N	N	N	N	N	N	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	10	723	738	749	*	*	*	*	*	10%	50%
Male	23	721	742	749	*	*	*	*	*	13%	52%
Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	719	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	743	754	*	*	*	*	*	*	56%
English Learners	*	*	718	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	743	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

McKinley Elementary School
(17-3610-100)
Grades Offered: KG-08
2018-2019

Report Key:
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† This indicates a table specific note,see note below table

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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	733	733	747	*	32%	32%	*	*	29%	47%
White	*	*	739	755	*	*	*	*	*	*	58%
Hispanic	35	730	732	735	*	34%	31%	*	*	26%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	22	735	734	747	*	*	*	*	*	36%	47%
Male	19	732	733	747	*	*	*	*	*	21%	47%
Economically Disadvantaged Students	30	731	730	732	*	*	*	*	*	27%	27%
Non-Economically Disadvantaged Students	11	741	741	757	*	*	*	*	*	36%	59%
Students with Disabilities	*	*	715	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	736	752	*	*	*	*	*	*	52%
English Learners	*	*	711	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	736	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

McKinley Elementary School
(17-3610-100)
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2018-2019

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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	35	742	733	741	*	*	43%	37%	0%	37%	41%
White	*	*	735	749	*	*	*	*	*	*	51%
Hispanic	31	743	732	729	*	*	45%	39%	0%	39%	24%
Black or African American	N	N	*	722	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	754	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	15	732	732	742	*	*	*	*	*	20%	42%
Male	20	750	734	740	*	*	*	*	*	50%	40%
Economically Disadvantaged Students	*	*	*	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	*	750	*	*	*	*	*	*	53%
Students with Disabilities	*	*	707	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	738	746	*	*	*	*	*	*	46%
English Learners	*	*	716	709	*	*	*	*	*	*	*
Non-English Learners	*	*	735	743	*	*	*	*	*	*	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

NJ SCHOOL PERFORMANCE REPORT

McKinley Elementary School
(17-3610-100)
Grades Offered: KG-08
2018-2019

Report Key:
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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	53	742	738	744	*	19%	42%	*	*	36%	42%
White	*	*	736	751	*	*	*	*	*	*	53%
Hispanic	44	742	737	733	*	*	41%	*	*	39%	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	26	736	737	744	*	*	*	*	*	23%	42%
Male	27	747	740	743	*	*	*	*	*	48%	42%
Economically Disadvantaged Students	41	739	735	731	*	*	*	*	*	32%	24%
Non-Economically Disadvantaged Students	12	751	744	751	*	*	*	*	*	50%	53%
Students with Disabilities	*	*	713	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	743	749	*	*	*	*	*	*	48%
English Learners	*	*	715	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	741	745	*	*	*	*	*	*	44%
Homeless Students	N	N	*	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

McKinley Elementary School
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2018-2019

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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	32	734	731	728	*	31%	*	34%	0%	34%	29%
White	*	*	725	737	*	*	*	*	*	*	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	N	N	N	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	741	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	16	725	730	731	*	*	*	*	*	19%	31%
Male	16	743	731	726	*	*	*	*	*	50%	27%
Economically Disadvantaged Students	21	731	*	719	*	*	*	*	*	33%	20%
Non-Economically Disadvantaged Students	11	740	*	735	*	*	*	*	*	36%	36%
Students with Disabilities	*	*	702	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	735	734	*	*	*	*	*	*	35%
English Learners	*	*	713	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	734	730	*	*	*	*	*	*	30%
Homeless Students	N	N	*	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

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 that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	*	*	727	744	*	*	*	*	*	*	42%
White	*	*	732	752	*	*	*	*	*	*	53%
Hispanic	*	*	726	728	*	*	*	*	*	*	24%
Black or African American	N	N	*	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	*	*	728	745	*	*	*	*	*	*	44%
Male	*	*	726	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	725	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	731	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	714	717	N	N	N	N	N	N	12%
Students without Disabilities	*	*	728	748	*	*	*	*	*	*	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	*	*	733	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	*	707	N	N	N	N	N	N	12%

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	*	*
5	N	N
6	*	*
7	*	*
8	N	N

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. 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	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† 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	*	*	*
3-4	*	*	*
5 or more	*	*	*

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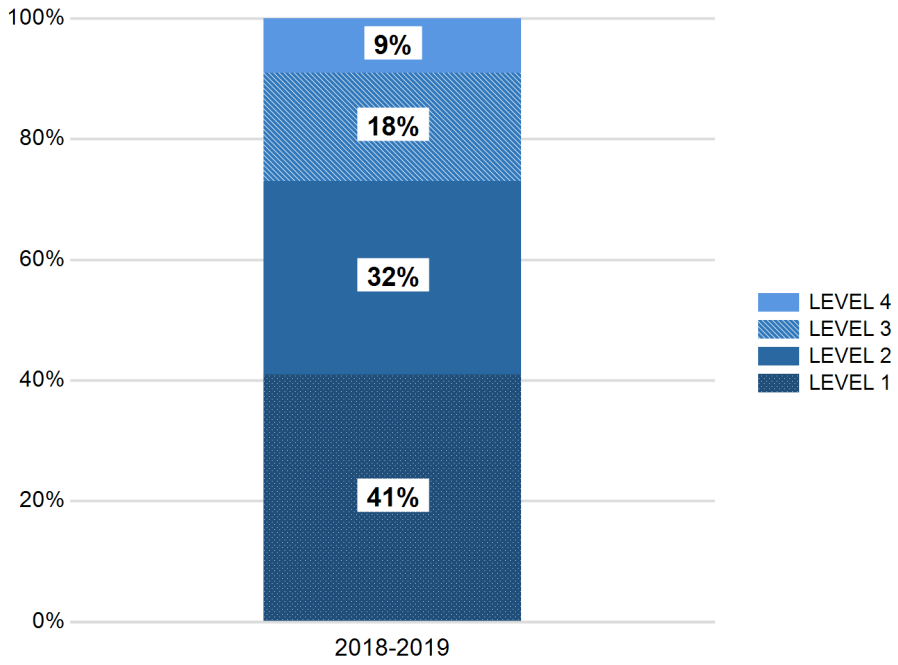
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	41	32	18	9
White	*	*	*	*
Hispanic	47	33	13	7
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	28	39	22	11
Male	56	25	13	6
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	41	32	18	9
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

McKinley Elementary School
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2018-2019

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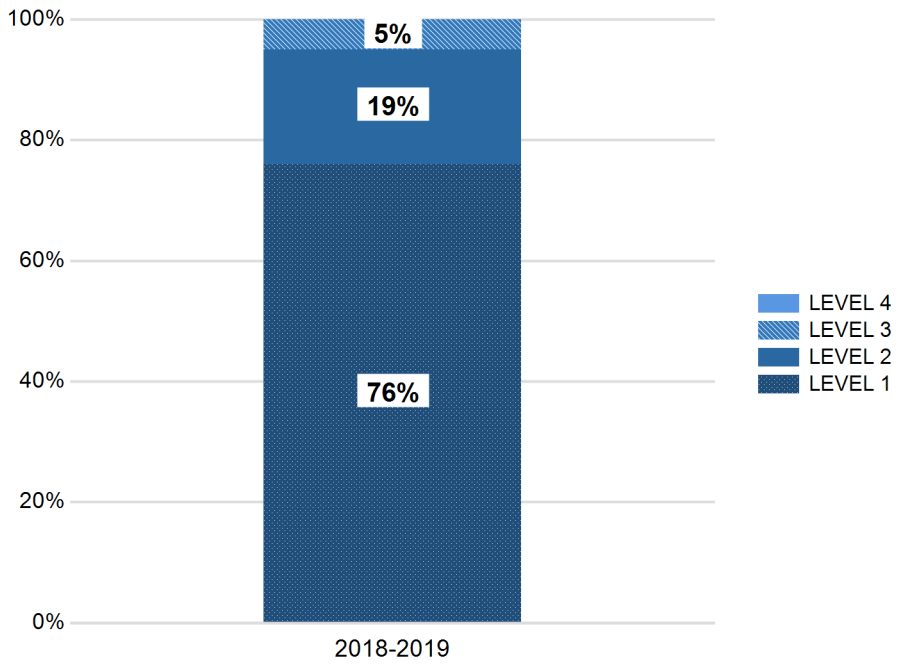
NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	76	19	5	0
White	*	*	*	*
Hispanic	77	16	6	0
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	*	*	*	*
Male	*	*	*	*
Economically Disadvantaged Students	77	19	4	0
Non-Economically Disadvantaged Students	73	18	9	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	76	19	5	0
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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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	43
7	0	0	60
8	3	0	36
Total	3	0	139

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	43	0	0	0	0	0	0
7	60	0	0	0	0	0	0
8	39	0	0	0	0	0	0
Total	142	0	0	0	0	0	0

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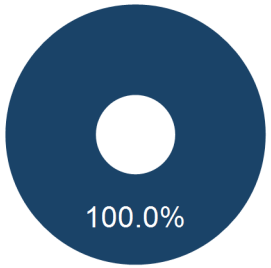
Visual and Performing Arts – Course Participation

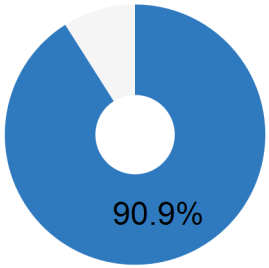
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

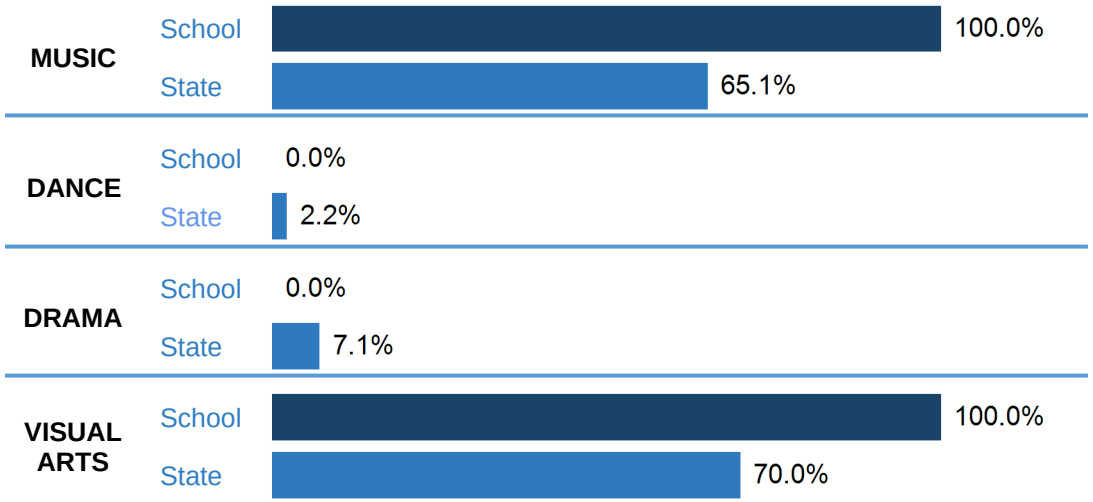


School



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. Students with fewer than 45 days in membership are excluded from attendance calculations.

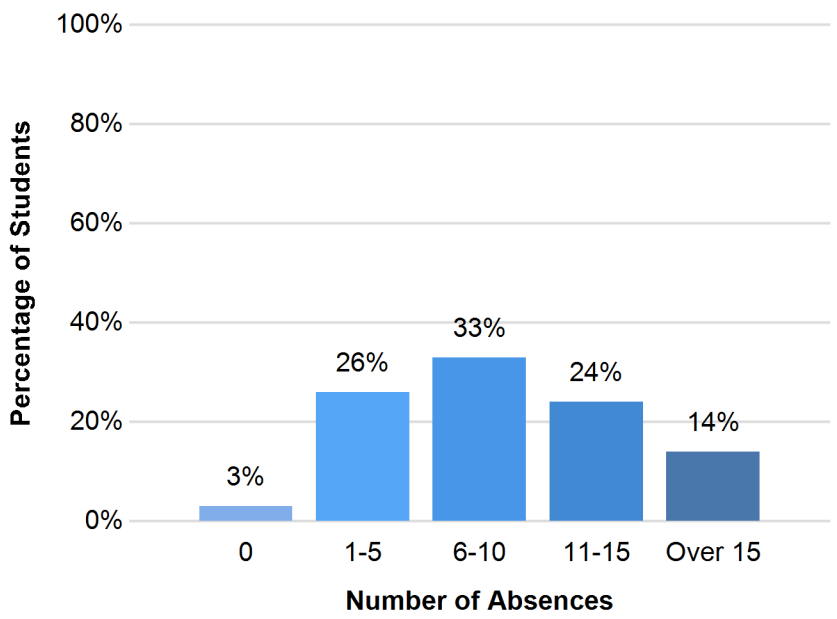
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. 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	21	6.3	9.0	Met
White	5	16.1	9.0	Not Met
Hispanic	16	5.7	9.0	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	9	6.1		
Male	12	6.5		
Economically Disadvantaged Students	20	7.6	9.0	Met
Students with Disabilities	5	6.6	9.0	Met
English Learners	1	3.8	9.0	Met
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

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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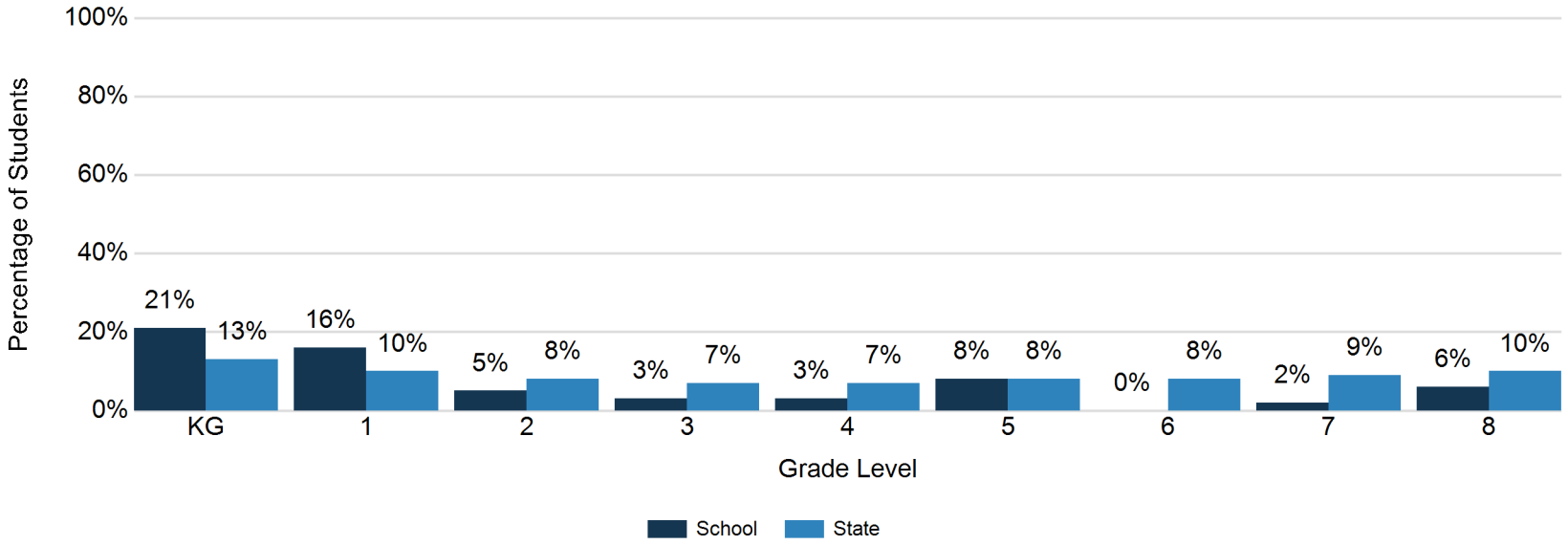
Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	1.19

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

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	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	3	4
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	23	6.9%
Any Suspension	23	6.9%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
47

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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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	5 Hrs. 20 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1

NJ SCHOOL PERFORMANCE REPORT

McKinley Elementary School
(17-3610-100)
Grades Offered: KG-08
2018-2019

Report Key:
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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	40	118,214
Average years experience in public schools	11.4	12.1
Average years experience in district	10.0	10.8
Percentage of Teachers with 4 or more years experience in the district	72.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	40	9,530
Average years experience in public schools	20.6	16.0
Average years experience in district	20.5	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

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	8:1	13:1
Students to Administrators	168:1	188:1
Teachers to Administrators	20:1	15:1
Students to Librarians/Media Specialists		7519:1
Students to Nurses		752:1
Students to Counselors		470:1
Students to Child Study Team Members		278:1

NJ SCHOOL PERFORMANCE REPORT

McKinley Elementary School
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Grades Offered: KG-08
2018-2019

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	44.2%	70.0%	0.0%	48.4%	77.1%	54.9%
Male	55.8%	30.0%	100.0%	51.6%	22.9%	45.1%
White	9.3%	65.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	84.5%	35.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	0.9%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	4.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.6%	0.0%	0.0%	2.1%	0.2%	0.2%

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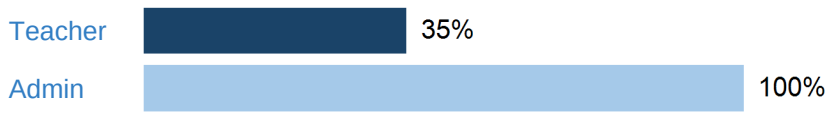
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

Bachelor's Degree

Master's Degree



Doctoral Degree

Teacher 0%

Admin 0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.1%	90.5%
2017-18 Administrators: Same district 2018-19	92.9%	87.9%

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
2018-19	96.4%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

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 Comprehensive Annual Financial Report (CAFR) 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 2018-19 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.

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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 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.

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2021
Student Group Status: White	Low Performing Student Group (ATSI)
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
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: English Learners	

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

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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.

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 represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	48.1%	50.9%	54.6%
Math Proficiency	31.7%	37.5%	29.0%
ELA Growth	55	53	57
Math Growth	64	66	46
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	7.8%	9.1%	6.3%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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.

Accountability Indicator Scores and Summative Ratings - 2018-19 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Not Met	Met Standard	Met Standard	**	Met	No
White	Met Target†	Not Met	**	**	n/a	Not Met	No
Hispanic	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Exceeds Standard	Met Standard	n/a	Met	No
Students with Disabilities	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
English Learners	**	Not Met	**	**	**	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 the school or district directly.

Highlights:	• We are getting ready to prepare for McKinley's 100th year and our annual Spelling Bee • McKinley School Winter & Spring Concert, Movie Night, Modeling Show, Halloween Parade, School Spirit Week and McKinley's own Wax Museum. • Students participate in collecting Box Tops every year.
Mission, Vision, Theme:	Our School strives to be a racially and culturally diverse community of students, parents, and staff, dedicated to creating a peaceful environment where each person is treated with unconditional positive regard and acceptance. Within such an environment, each student in Kindergarten-8th grade, will become empowered and inspired to reach his/her full academic, emotional, and physical potential. Our vision is to create a Kindergarten-8th grade school that produces major gains in student achievement, and for it's contribution in actively serving and improving the community.Our theme for students will improve their reading fluency with an increased building focus on reading connected text and guided reading groups. Students will improve their mathematics proficiency with an increased focus on direct instruction and increased opportunities to apply skills. Students will improve written language skills with an increased focus on opportunities to write narrative, non-fiction opinion pieces
Awards, Recognition, Accomplishments:	Honor Roll, Student of the Month, Perfect Attendance, Safety Patrol Awards, Valedictorian, and Salutatorian.

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Courses, Curriculum, Instruction:	State mandated student learning standards are taught in visual and performing arts, comprehensive health and physical education, language arts literacy, mathematics, science, world language, technology literacy, career education and consumer, family and life skills, 21st century skills, horizontal/professional learning committee, school improvement panel/vertical committee, and safety team committee. The McKinley School educational plan is overseen and composed of administrators and teaching staff. Finally, it includes heightening everyone's awareness of school security and its continued importance in today's contemporary society.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Girls) Boys/Girls Basketball, Boys/Girls Track, Flag Football, and Cheerleading.
Clubs and Activities:	Ambassador of Kindness, Gifted and Talented, Band, Chorus, Environmental Club, Student Council, Modeling Club, Yearbook, Newspaper, Safety Patrol, Literary Magazine, Technology Club, Art Club, Basketball, and Cheerleading.

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Before and After School Programs:	Chorus, Band, PEAK Art, Title 1 Program, Tutorial Program, Book Club, and I-Pad Program.
Staff and Professional Learning:	Teachers receive in-service training and workshops conducted by various experts from both in and outside the local school district. The workshops include analyzing data from standardized testing, such as NJSLA, grades 3 through 8, strengthening teaching and classroom management skills, and staying current with educational trends.

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Student Supports and Services:	Students are well served by a strong counseling and guidance program coordinated by the North Bergen School District Guidance Department. Guidance counselors provide educational, vocational, social and personal counseling to assist students in the process of analyzing and developing their own abilities, aptitudes and values. Counselors strive to help students recognize and fulfill their potential through development of realistic goals and providing information regarding college and career decisions.
Student Health and Wellness:	Student Health and Wellness Committee at McKinley School recognizes that a student's health and well being is important. The school realizes the importance of nutritional promotion, education, and physical activity.
Parent and Community Involvement:	Open House, Parents Night, Title 1 Breakfast, Concerts, Halloween Parade, Modeling Show, Parent Portal, School website, Movie Night, and Administrative Meetings.

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Climate Surveys:	Is a Climate Survey Used: No

NJ SCHOOL PERFORMANCE REPORT

North Bergen High School
(17-3610-050)
Grades Offered: 09-12
2018-2019

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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

Notes from the New Jersey Department of Education:

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North Bergen High School
(17-3610-050)
Grades Offered: 09-12
2018-2019

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School Contact Information

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

Type	Contact Information
County	Hudson
District	North Bergen School District
Principal Name	Mr. Richard Locricchio
Address	7417 KENNEDY BLVD N BERGEN, NJ 07047-5916
Phone Number	201-295-2800
Email Address	rlocricchio@northbergen.k12.nj.us
Website	https://nbhs.northbergen.k12.nj.us
Facebook	https://www.facebook.com/nbergenschools
Twitter	https://twitter.com/nbergenschools

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North Bergen High School
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that 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	2016-17	2017-18	2018-19
9	666	647	662
10	626	600	577
11	554	538	556
12	552	570	562
Total	2,398	2,355	2,357

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	48.7%	47.7%	47.3%
Male	51.3%	52.3%	52.7%
Economically Disadvantaged Students	69.6%	66.1%	62.9%
Students with Disabilities	13.8%	14.5%	15.5%
English Learners	12.5%	13.7%	13.9%
Homeless Students	0.0%	0.0%	0.2%
Students in Foster Care	0.0%	0.1%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	9.3%	8.3%	9.0%
Hispanic	86.7%	87.6%	87.2%
Black or African American	1.1%	1.4%	1.3%
Asian	2.8%	2.5%	2.4%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.1%	0.0%	0.0%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	2,398	2,355	2,357
Shared Time Students	0	0	0
Full Time Equivalent	2,398	2,355	2,357

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
Spanish	56.5%
English	36.7%
Arabic	4.4%
Gujarati	1.1%
Other Languages	1.2%

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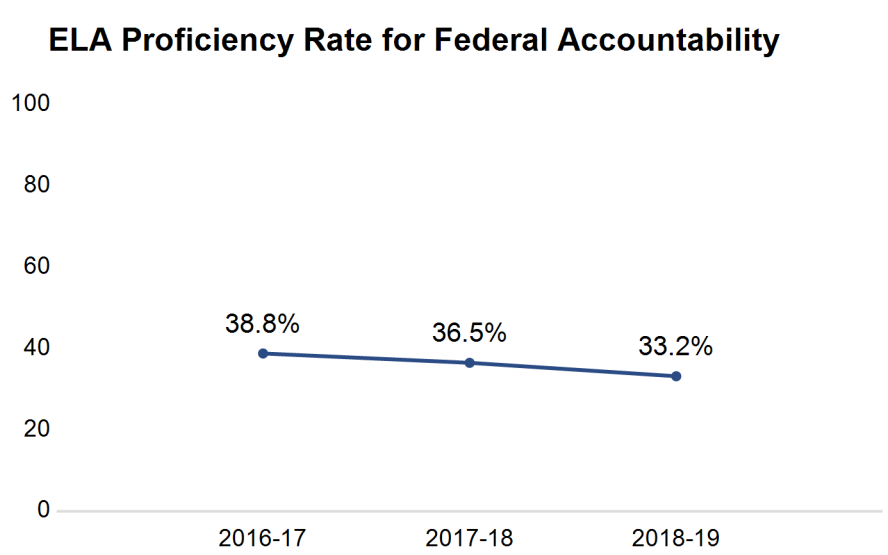
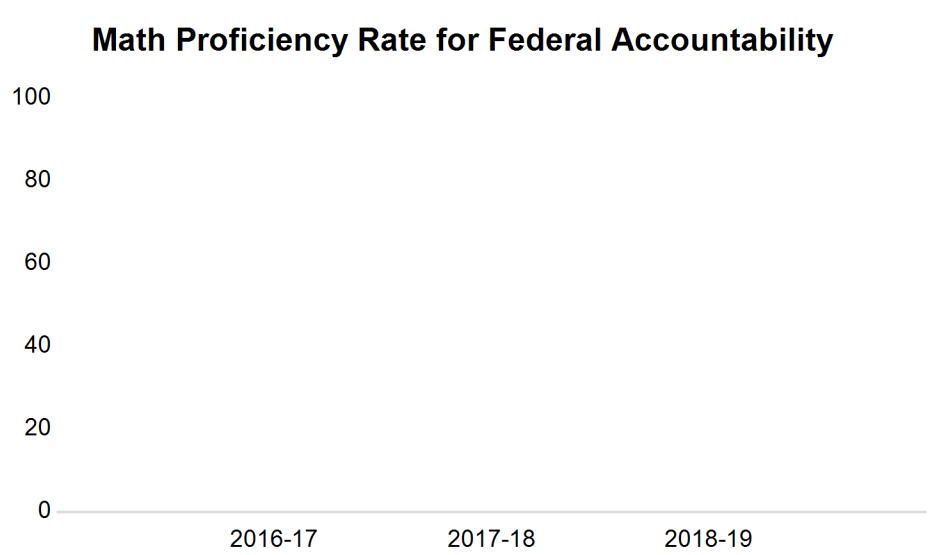
English Language Arts and Mathematics Performance Trends

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 statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that 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.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.2%	98.5%	97.5%	98.8%	97.9%	97.8%
Proficiency Rate for Federal Accountability	38.8%	36.5%	33.2%	*	*	*
Annual Target	36.5%	38.8%	41.1%	14.0%	17.5%	20.9%
Met Annual Target?	Met Target	Met Target†	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

North Bergen High School
(17-3610-050)
Grades Offered: 09-12
2018-2019

Report Key:
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N No Data is available to display
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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that 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 progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. 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 our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1088	97.5	33.2	47.1	57.9	33.2	41.1	Not Met
White	88	94.8	29.5	45.7	66.9	29.4	31.3	Met Target†
Hispanic	962	97.6	33.0	46.5	43.9	33.0	41.4	Not Met
Black or African American	*	*	*	46.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	24	100.0	58.3	68.4	82.9	58.3	70.6	Met Target†
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	505	98.1	40.4	53.5	64.8	40.4		
Male	583	96.9	26.9	41.4	51.3	26.9		
Economically Disadvantaged Students	685	97.5	30.1	42.8	40.0	30.1	39.6	Not Met
Non-Economically Disadvantaged Students	403	97.4	38.5	55.2	67.9	38.5		
Students with Disabilities	189	95.1	*	14.5	22.7	*	17.5	Not Met
Students without Disabilities	899	98.0	*	53.3	65.1	*		
English Learners	195	97.1	11.3	23.2	29.3	11.3	23.9	Not Met
Non-English Learners	893	97.5	38.0	51.7	60.6	38.0		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

North Bergen High School
(17-3610-050)
Grades Offered: 09-12
2018-2019

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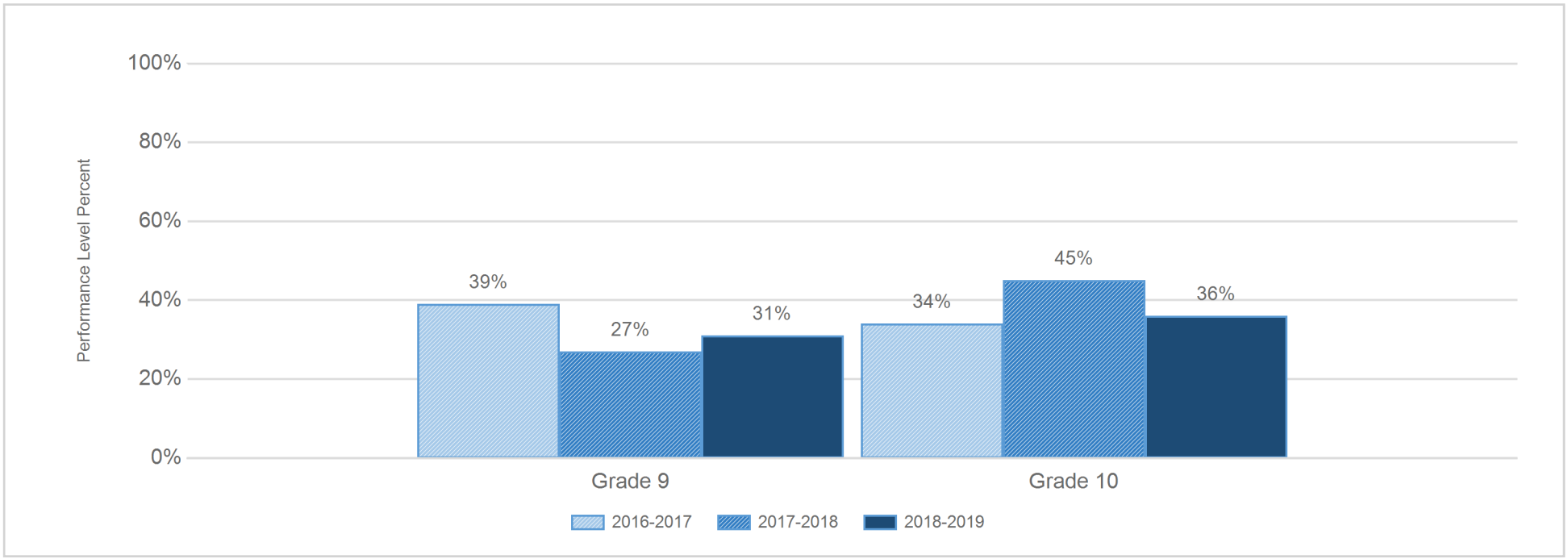
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



NJ SCHOOL PERFORMANCE REPORT

North Bergen High School
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 9

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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	585	729	729	753	22%	19%	29%	29%	2%	31%	56%
White	60	723	723	762	*	*	*	*	*	30%	65%
Hispanic	505	729	729	737	21%	20%	29%	28%	2%	30%	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	15	740	740	783	*	*	*	*	*	53%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	271	737	737	760	15%	14%	32%	*	*	38%	63%
Male	314	722	722	746	27%	23%	25%	*	*	25%	49%
Economically Disadvantaged Students	379	726	726	734	22%	22%	29%	*	*	27%	36%
Non-Economically Disadvantaged Students	206	735	735	762	20%	14%	28%	*	*	38%	65%
Students with Disabilities	108	700	700	717	*	*	*	*	*	*	17%
Students without Disabilities	477	735	735	760	*	*	*	*	*	*	63%
English Learners	61	687	687	693	*	*	*	*	*	*	*
Non-English Learners	524	734	734	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	*	*	*	715	*	*	*	*	*	*	23%

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English Language Arts Assessment - Performance by Grade: Grade 10

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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	518	729	729	757	26%	16%	22%	29%	7%	36%	58%
White	30	721	721	767	33%	*	*	*	*	30%	67%
Hispanic	469	729	729	738	26%	16%	22%	29%	7%	36%	43%
Black or African American	*	*	*	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	N	N	N	766	N	N	N	N	N	N	65%
Female	237	736	736	766	22%	13%	21%	35%	8%	44%	66%
Male	281	723	723	749	30%	19%	23%	23%	6%	29%	51%
Economically Disadvantaged Students	312	727	727	735	27%	17%	22%	29%	6%	34%	40%
Non-Economically Disadvantaged Students	206	733	733	767	25%	15%	22%	29%	9%	38%	67%
Students with Disabilities	77	704	704	711	44%	21%	25%	*	*	10%	19%
Students without Disabilities	441	734	734	765	23%	15%	22%	*	*	40%	65%
English Learners	79	680	680	687	*	*	*	*	*	*	*
Non-English Learners	439	738	738	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%

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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 assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that 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 progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. 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 our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	990	97.8	*	*	44.5	*	20.9	Not Met
White	72	94.9	*	*	54.1	*	17.9	Not Met
Hispanic	881	98.0	*	*	28.8	*	20.6	Not Met
Black or African American	*	*	*	18.2	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	21	100.0	23.8	55.7	76.5	23.8	47.2	Not Met
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	455	97.9	*	*	44.9	*		
Male	535	97.7	*	*	44.2	*		
Economically Disadvantaged Students	616	98.2	*	*	26.3	*	19.8	Not Met
Non-Economically Disadvantaged Students	374	97.3	*	*	54.9	*		
Students with Disabilities	118	96.8	*	*	17.4	*	12.6	Not Met
Students without Disabilities	872	98.0	*	*	50.0	*		
English Learners	203	97.4	*	*	25.0	*	18.3	Not Met
Non-English Learners	787	97.9	*	*	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

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2018-2019

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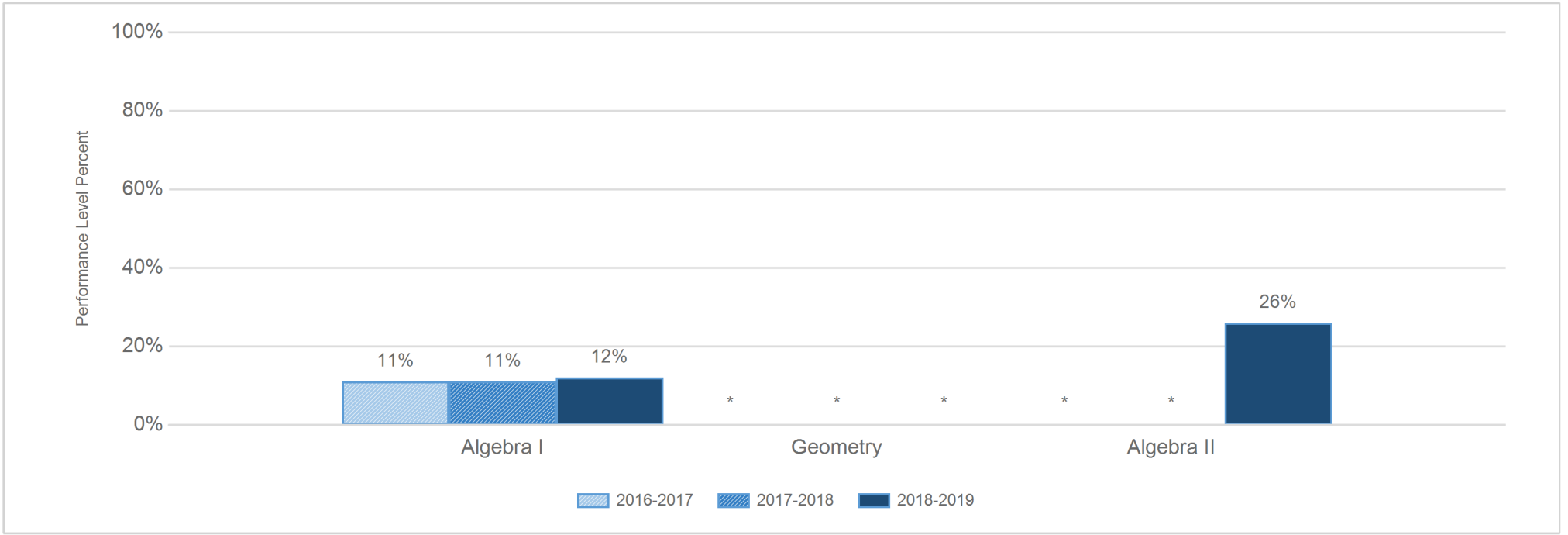
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Test: Algebra I

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 that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	461	721	727	744	16%	45%	27%	12%	0%	12%	42%
White	42	726	732	752	*	36%	36%	*	*	14%	53%
Hispanic	402	720	726	728	17%	46%	26%	11%	0%	11%	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	212	720	728	745	16%	48%	25%	12%	0%	12%	44%
Male	249	721	726	743	16%	43%	29%	12%	0%	12%	41%
Economically Disadvantaged Students	298	720	725	727	15%	49%	23%	12%	0%	12%	23%
Non-Economically Disadvantaged Students	163	722	731	752	18%	37%	33%	12%	0%	12%	52%
Students with Disabilities	39	714	714	717	*	*	*	*	*	*	12%
Students without Disabilities	422	721	728	748	*	*	*	*	*	*	47%
English Learners	100	704	*	710	*	*	*	*	*	*	*
Non-English Learners	361	726	733	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	*	*	*	707	*	*	*	*	*	*	12%

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Mathematics Assessment - Performance by Test: Geometry

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 that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	512	716	716	737	*	*	*	*	*	*	35%
White	29	719	719	743	*	*	*	*	*	*	43%
Hispanic	466	715	715	724	*	*	*	*	*	*	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	236	715	715	738	*	*	*	*	*	*	36%
Male	276	717	717	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	311	715	715	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	201	717	717	743	*	*	*	*	*	*	43%
Students with Disabilities	73	703	703	712	*	*	*	*	*	*	*
Students without Disabilities	439	718	718	741	*	*	*	*	*	*	*
English Learners	65	706	706	708	*	*	*	*	*	*	*
Non-English Learners	447	717	717	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	*	*	*	711	*	*	*	*	*	*	19%

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Mathematics Assessment - Performance by Test: Algebra II

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 that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	730	730	755	*	*	32%	*	*	26%	58%
White	*	*	*	758	*	*	*	*	*	*	62%
Hispanic	43	728	728	731	*	*	28%	28%	0%	28%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	21	739	739	752	*	*	*	*	*	24%	55%
Male	29	723	723	758	*	*	*	*	*	28%	62%
Economically Disadvantaged Students	27	722	722	729	*	*	*	*	*	22%	32%
Non-Economically Disadvantaged Students	23	738	738	761	*	*	*	*	*	30%	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	*	*	*	696	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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
9	N	N
10	N	N
11	*	*

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. 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	2018-19 Target	Met Target?
Schoolwide/English Learners	31.9%	40.9%	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	191	*	*
3-4	103	*	*
5 or more	17	*	*

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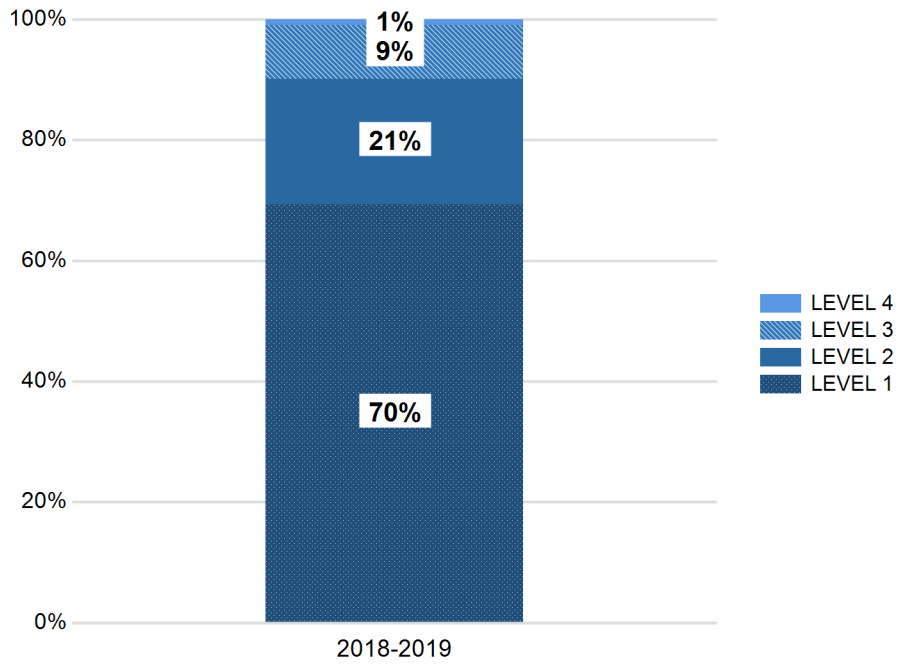
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent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

NJSLA Science Assessment: Grade 11 Summary

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



NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	70	21	9	1
White	65	18	13	4
Hispanic	71	20	8	1
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	69	20	10	0
Male	70	21	7	2
Economically Disadvantaged Students	73	19	7	1
Non-Economically Disadvantaged Students	64	24	12	1
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	*	*	*	*

NJ SCHOOL PERFORMANCE REPORT

North Bergen High School
(17-3610-050)
Grades Offered: 09-12
2018-2019

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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	48.7%	84.5%
12th graders taking SAT in 2018-19 or prior years	66.9%	72.1%
12th graders taking ACT in 2018-19 or prior years	2.0%	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	435	476	Grade 10: 430 Grade 11: 460	41%	61%
PSAT 10/NMSQT - Math	427	477	Grade 10: 480 Grade 11: 510	12%	43%
SAT - Reading and Writing	480	539	480	49%	70%
SAT - Math	467	541	530	25%	53%
ACT - Reading	20	25	22	36%	66%
ACT - English	19	24	18	55%	81%
ACT - Math	21	24	22	36%	65%
ACT - Science	20	24	23	*	57%

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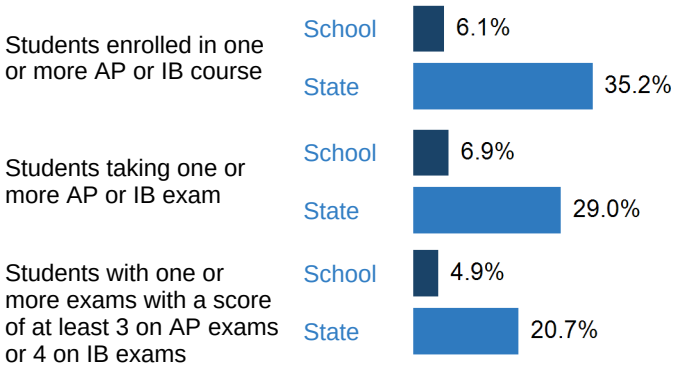
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

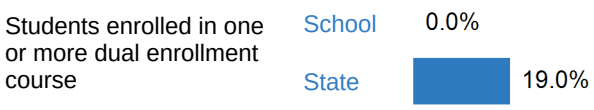
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	9	9
AP Calculus AB	0	12
AP Calculus BC	2	2
AP Chemistry	11	10
AP Computer Science A	1	1
AP Computer Science Principles	13	12
AP English Language and Composition	0	14
AP English Literature and Composition	0	14
AP Environmental Science	8	8
AP Music Theory	1	1
AP Psychology	13	12
AP Spanish Language	10	11
AP Statistics	8	7
AP Studio Art—Drawing Portfolio	5	5
AP U.S. Government and Politics	4	4
AP U.S. History	9	8

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AP/IB Course	Students Enrolled	Students Tested
AP World History	0	2
Total Exams taken		132
Exams with scores of at least 3 on AP exams or 4 on IB exams		81

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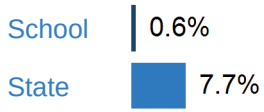
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit theNJDOE's Career and Technical Education website.

Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants
(completed only one course in an approved CTE program)

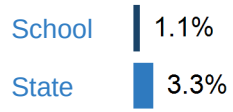


CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.6%	*	7.7%	10.3%
White	*	0.0%	6.1%	9.6%
Hispanic	0.6%	*	10.3%	11.3%
Black or African American	0.0%	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	0.0%	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	0.0%	*	7.3%	10.6%
Male	1.2%	*	8.0%	10.1%
Economically Disadvantaged Students	*	*	10.4%	11.8%
Students with Disabilities	0.0%	0.0%	6.6%	9.2%
English Learners	*	0.0%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*

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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials

Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Finance	19		
Total (All Clusters)	19	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

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. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	414	62	16	0	0	0	189
10	44	469	37	13	0	0	16
11	8	48	441	31	14	0	14
12	0	1	69	129	11	8	28
Total	466	580	563	173	25	8	247
Enrolled in AP/IB Course					2	8	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	66	2	0	587	0	8
10	466	31	0	28	14	65
11	37	198	0	9	10	374
12	8	55	0	11	44	159
Total	577	286	0	635	68	606
Enrolled in AP/IB Course	9	11		8	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	78	40	0	0	0	549
10	0	565	1	0	0	12
11	4	545	21	50	0	21
12	18	73	34	54	0	64
Total	100	1223	56	104	0	646
Enrolled in AP/IB Course	0	9	0	13		4
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	303	88	72	0	0	0	36
10	391	55	62	0	0	0	30
11	169	22	33	0	0	0	24
12	70	13	23	0	0	0	11
Total	933	178	190	0	0	0	101
Enrolled in AP/IB Course	10	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	86	14	29	0	0	0	20

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Computer Science and Information Technology – 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. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	4	0	0	0	0	0
10	6	0	1	0	0	0
11	25	0	3	0	0	0
12	15	0	9	0	0	0
Total	50	0	13	0	0	0
Enrolled in AP/IB Course	1		13			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy
Spanish	18
Total	18

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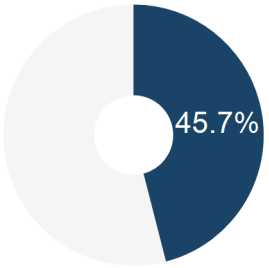
Visual and Performing Arts – Course Participation

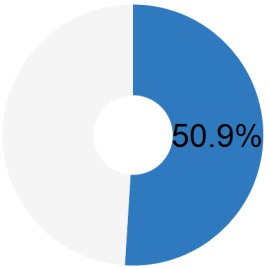
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

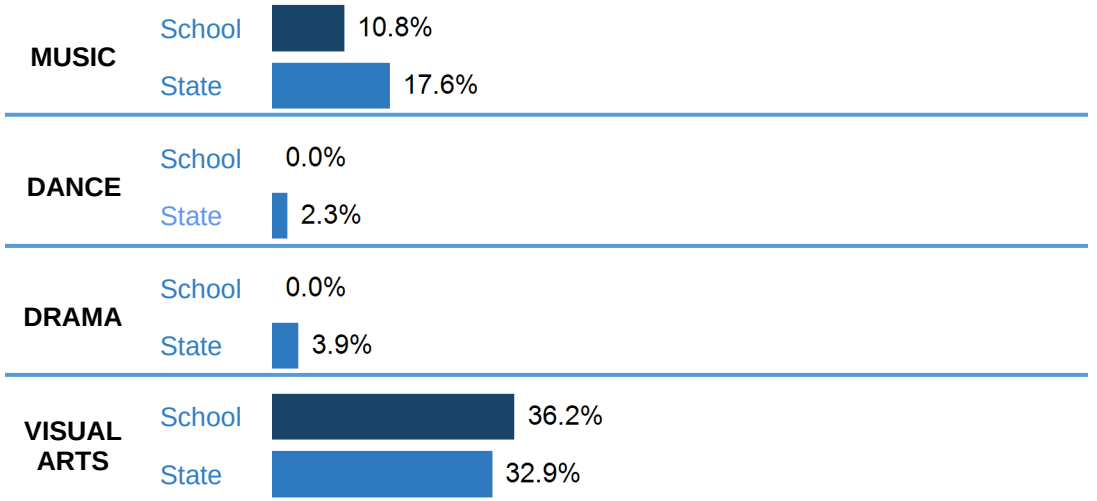


School



State

Students enrolled in one or more classes by discipline:



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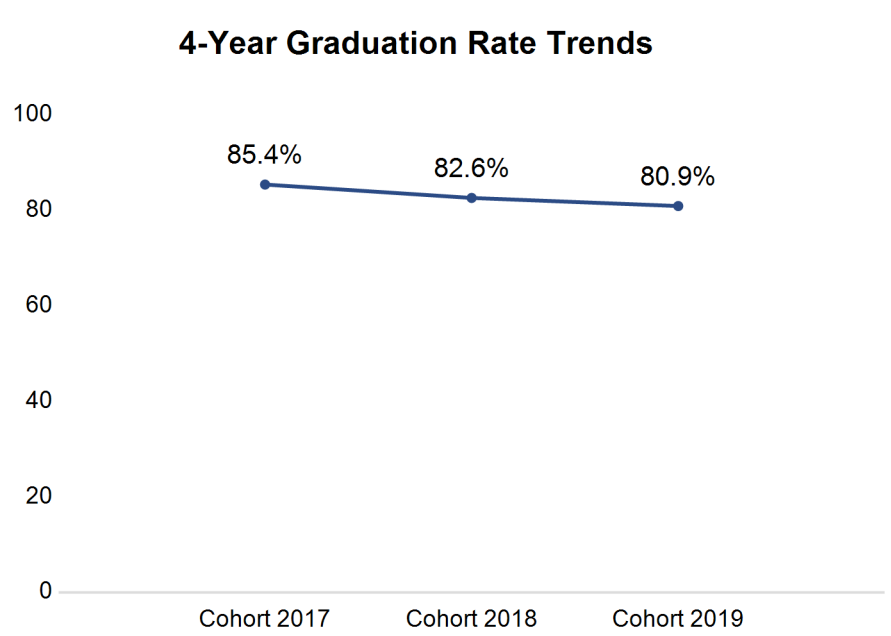
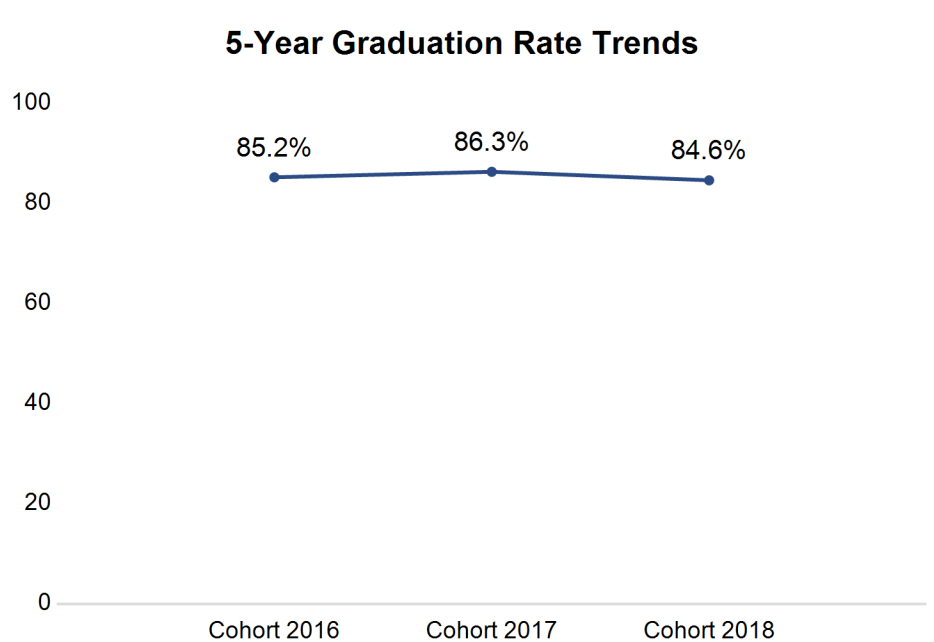
Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.





Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	85.4%	82.6%	80.9%	85.2%	86.3%	84.6%
Annual Target	87.1%	87.5%		87.5%	88.0%	
Met Annual Target?	Not Met	Not Met		Not Met	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

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Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. 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	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	80.9%	90.6%	84.6%	92.5%	82.6%	87.5%	Not Met	86.3%	88.0%	Not Met
White	85.7%	94.9%	76.8%	95.9%	77.8%	88.8%	Not Met	88.1%	87.7%	Met Target
Hispanic	80.0%	84.5%	85.1%	87.3%	82.8%	86.4%	Not Met	85.8%	87.5%	Not Met
Black or African American	90.9%	83.3%	75.0%	87.1%	75.0%	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	85.7%	96.9%	100.0%	97.8%	94.4%	**	**	100.0%	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	N	91.4%	N	94.2%	N	N	N	*	**	**
Female	87.1%	92.8%	87.7%	94.4%	86.4%			92.5%		
Male	75.6%	88.5%	81.9%	90.8%	79.3%			80.9%		
Economically Disadvantaged Students	81.0%	84.0%	84.7%	87.3%	82.0%	87.5%	Not Met	85.9%	89.7%	Not Met
Students with Disabilities	70.6%	79.2%	65.1%	83.8%	63.5%	85.0%	Not Met	77.9%	80.2%	Not Met
English Learners	60.8%	75.4%	74.7%	80.1%	65.6%	73.2%	Not Met	80.5%	85.7%	Not Met
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	N	82.5%	*			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

NJ SCHOOL PERFORMANCE REPORT

North Bergen High School
(17-3610-050)
Grades Offered: 09-12
2018-2019

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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	58.9%	40.2%
Substitute Competency Test	20.6%	32.8%
Portfolio Appeals Process	11.3%	18.1%
Alternate Requirements specified in IEP	9.2%	8.9%
Unknown	0.0%	0.0%

Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	0.5%	1.2%
2017-2018	0.7%	1.2%
2016-2017	0.5%	1.1%

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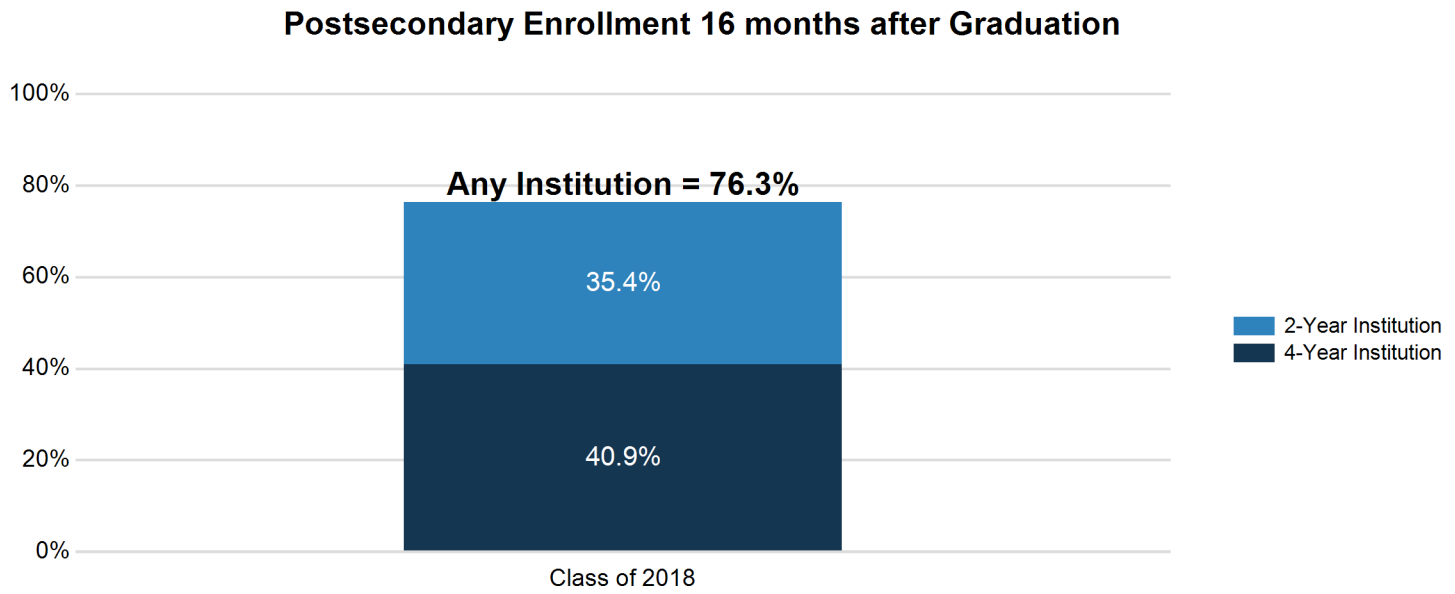
Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	35.4%
% Enrolled in 4-Year Institution	40.9%
% Enrolled in Any Postsecondary Institution	76.3%

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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	64.8%	46.2%	53.8%
White	75.9%	63.4%	36.6%
Hispanic	63.5%	45.8%	54.2%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	64.8%	45.8%	54.2%
Students with Disabilities	56.6%	63.8%	36.2%
English Learners	35.7%	70%	30%

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	76.3%	46.4%	53.6%	78.2%	21.8%	90.4%	9.6%
White	81.4%	42.9%	57.1%	85.7%	14.3%	94.3%	5.7%
Hispanic	76.3%	48%	52%	78%	22%	90.3%	9.7%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	77.8%	14.3%	85.7%	64.3%	35.7%	85.7%	14.3%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	75.8%	45.5%	54.5%	75.9%	24.1%	92.1%	7.9%
Students with Disabilities	59.2%	69%	31%	88.1%	11.9%	90.5%	9.5%
English Learners	53.7%	54.5%	45.5%	68.2%	31.8%	95.5%	4.5%

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

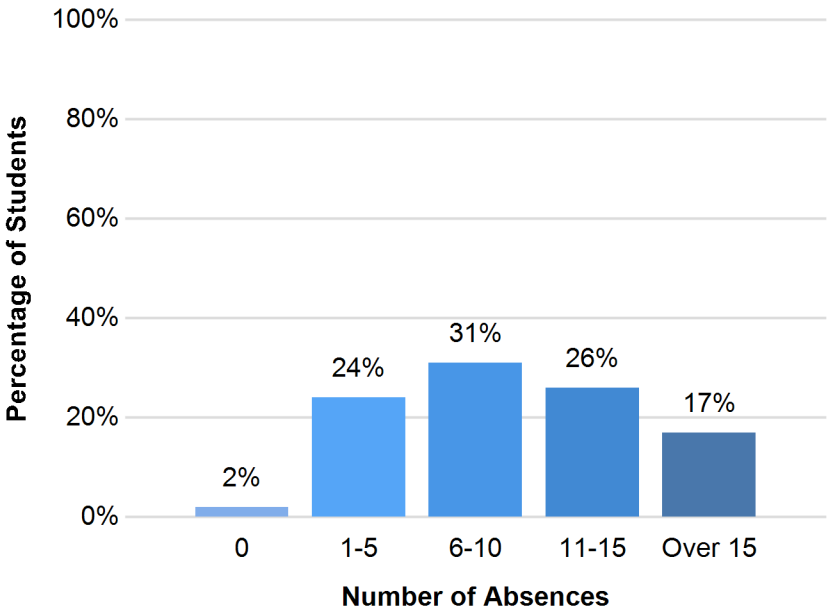
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. 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	243	10.2	14.2	Met
White	23	10.5	14.2	Met
Hispanic	215	10.3	14.2	Met
Black or African American	*	*	14.2	Met
Asian, Native Hawaiian, or Pacific	3	5.0	14.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	111	9.9		
Male	132	10.4		
Economically Disadvantaged Students	147	10.0	14.2	Met
Students with Disabilities	68	16.5	14.2	Not Met
English Learners	31	9.8	14.2	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

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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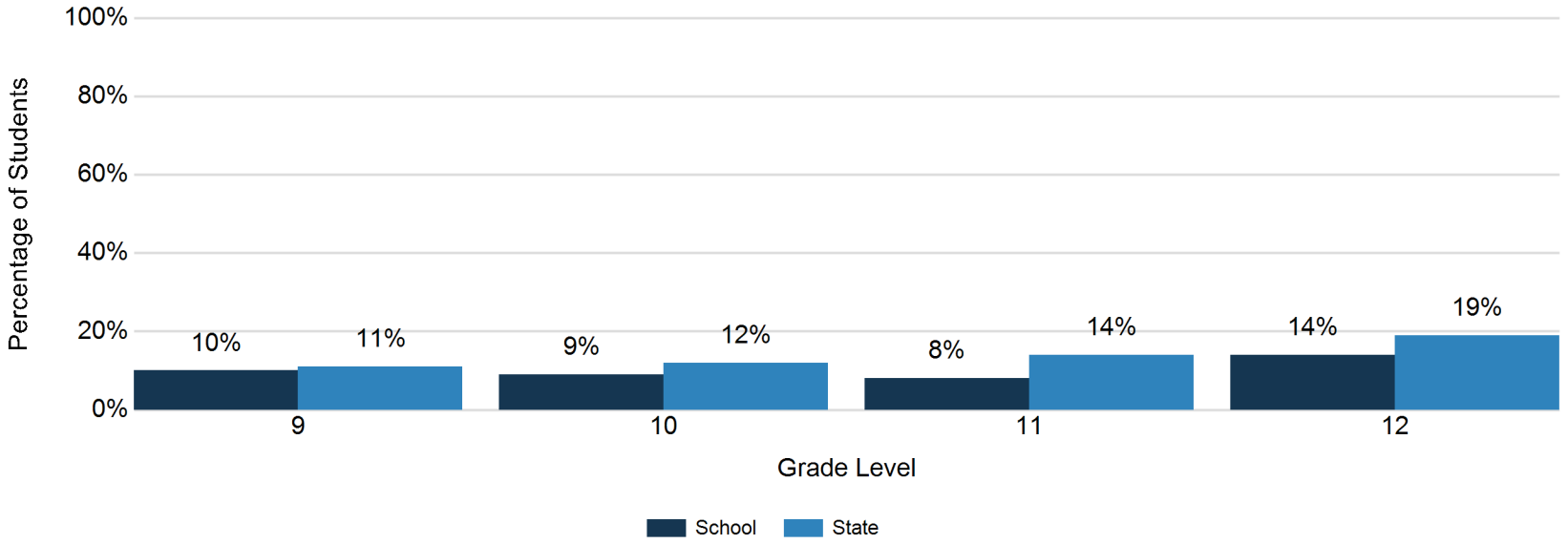
Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	10
Weapons	1
Vandalism	1
Substances	29
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	45
Incidents Per 100 Students Enrolled	1.91

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	3
Weapons	1
Vandalism	0
Substances	13
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	1

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	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	4	0	4
Disability	0	0	0
Other	10	3	13
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	175	7.4%
Any Suspension	175	7.4%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	12	0.5%

School Days Missed due to Out-of-School Suspensions
783

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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	7:40 AM
Typical End Time	3:10 PM
Length of School Day	7 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 20 Mins
Shared Time - Instructional Time	5 Hrs. 20 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1

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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	168	118,214
Average years experience in public schools	11.2	12.1
Average years experience in district	10.4	10.8
Percentage of Teachers with 4 or more years experience in the district	76.2%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	40	9,530
Average years experience in public schools	20.6	16.0
Average years experience in district	20.5	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

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	14:1	13:1
Students to Administrators	214:1	188:1
Teachers to Administrators	15:1	15:1
Students to Librarians/Media Specialists		7519:1
Students to Nurses		752:1
Students to Counselors		470:1
Students to Child Study Team Members		278:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.3%	48.8%	36.4%	48.4%	77.1%	54.9%
Male	52.7%	51.2%	63.6%	51.6%	22.9%	45.1%
White	9.0%	66.1%	63.6%	42.4%	83.6%	77.4%
Hispanic	87.2%	32.1%	36.4%	29.9%	7.3%	7.2%
Black or African American	1.3%	0.6%	0.0%	15.0%	6.6%	13.9%
Asian	2.4%	0.6%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.6%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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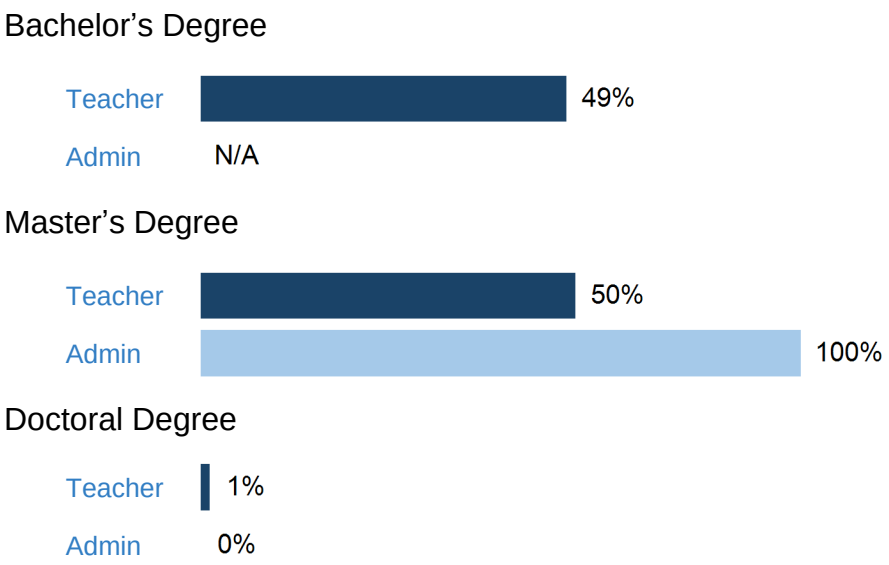
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.1%	90.5%
2017-18 Administrators: Same district 2018-19	92.9%	87.9%

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
2018-19	96.5%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

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 Comprehensive Annual Financial Report (CAFR) 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 2018-19 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.

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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 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.

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Consistently Underperforming Student Group (TSI)
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
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	Consistently Underperforming Student Group (TSI)
Student Group Status: English Learners	

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

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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.

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 represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	38.8%	36.5%	33.2%
Math Proficiency	*	*	*
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	85.4%	82.6%	80.9%
5-Year Graduation Rate†	85.2%	86.3%	84.6%
Progress toward English Language Proficiency		44.8%	31.9%
Chronic Absenteeism	12.3%	11.2%	10.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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

Accountability Indicator Scores and Summative Ratings - 2018-19 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

NJ SCHOOL PERFORMANCE REPORT

North Bergen High School
(17-3610-050)
Grades Offered: 09-12
2018-2019

Report Key:
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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Not Met	Not Met	Met Target†	Met	Yes
White	Met Target†	Not Met	Not Met	Met Target	n/a	Met	No
Hispanic	Not Met	Not Met	Not Met	Not Met	n/a	Met	No
Black or African American	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target†	Not Met	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Not Met	Not Met	n/a	Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	Yes
English Learners	Not Met	Not Met	Not Met	Not Met	**	Met	No

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

NJ SCHOOL PERFORMANCE REPORT

North Bergen High School
(17-3610-050)
Grades Offered: 09-12
2018-2019

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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 the school or district directly.

Highlights:	• Award Winning Band and Chorus • US News Best High School Bronze 2016 • Successful STEM Program
Mission, Vision, Theme:	North Bergen High School strives to create a community of lifelong learners who can adapt and adjust to a diverse and ever-changing global society and become socially responsible adults. North Bergen High School seeks to enlist the contributions of teachers, students, parents, support staff, administration, and the community in order to create an atmosphere of respect, caring and learning in which students can reach their full potential.
Awards, Recognition, Accomplishments:	STEM Academy students were awarded scholarships for programs at Princeton University and The Cooper Union College. The STEM Academy School was awarded a four-year research partnership with NJIT through NASA CASIS (Center for the Advancement of Science in Space). One of our students won 2nd Place in the 12th-grade category for the NASA Langley National Student Art Contest. We had multiple winners in the Law Day contest, as well as, Model United Nations and Mock Trial competitions.

NJ SCHOOL PERFORMANCE REPORT

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Courses, Curriculum, Instruction:	North Bergen High School is a comprehensive public high school with a diverse student body, a well-rounded curriculum including core, elective and AP courses in English, Science, History, Mathematics, as well as a successful STEM Program taught by a highly qualified faculty. The primary goal is to provide for all students needs and to prepare them to become well educated, cultured and well balanced individuals.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys) The North Bergen HS Athletic Department consists of 50 teams comprised of 22 sports. Over the years our teams have won various championships. Most recently, our Girls Softball program were League and County Champs in 2018.
Clubs and Activities:	North Bergen High School offers a variety of clubs and activities in which every child can participate. Our STEM program has done phenomenal work with robotics. The Environmental program works with recycling and recently beautified our building entrance with trees, flowers and a seating area. The Key Club and National Honor Society work with the community and volunteer their time to North Bergen High School activities, including our annual Winterfest.

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Before and After School Programs:	The North Bergen HS Guidance Department offers four SAT Prep Classes throughout the academic year. The program is primarily for juniors. Students are also able to be tutored by teachers who are willing to stay and help.
Staff and Professional Learning:	Teachers meet weekly in their professional learning communities as well as participate in two faculty meetings a month to keep teachers up to date with the current initiatives within the district. The North Bergen School District also has two professional development days which all teachers must attend. We also have teachers who take professional days and attend workshops throughout the school year.
Postsecondary Information:	We have 80.8% of students going to college. Our guidance department offers SAT Prep Classes and an opportunity to receive their fees waived depending on whether they receive free or reduced lunch. Students who do not attend college enroll in military, trade-school or entry-level jobs. NJCU, Hudson and Bergen Community, Stevens, Rutgers are several of the schools our students attend.

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Student Supports and Services:	Tutoring is offered by every department on a weekly basis and by members of the National Honor Society if requested. Students are also able to meet with their teachers regularly during their free period (study hall or lunch). We have a Child Study Team as well as a Guidance Department that offer a safe space for all students in crisis or with a need to speak to someone. Counselors are sure to reach out to the appropriate persons to help a student in any given situation.
Student Health and Wellness:	North Bergen High School offers a breakfast/lunch program to all students. Students are required to take health/physical education for every year they are in high school. During these years the students are given the opportunity to learn about various health and wellness topics ranging from nutrition to anatomical education. They are also required a marking period of fitness.
Parent and Community Involvement:	We have a parents group that helps out during our Wrestling season with raffles, etc during the matches. Every student is given access to a portal through which their parents are able to see what exactly their child is doing in school as well as giving the parent access to their child's grades at any given moment. Restaurants such as Applebee's and Chipotle allow us to host fundraisers to benefit our Project Graduation. There are multiple parent events scheduled throughout the year.

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Climate Surveys:	Is a Climate Survey Used: No
School Safety:	The school safety committee meets each marking period to discuss the events that occurred during the course of those months.

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Technology and STEM:	NBHS now has a S.T.E.M. Academy cohort in all four grade levels. During the time the STEM Academy has been in place, the ideas and experiences have enticed students outside of the Academy to begin to participate in what we have to offer. Our STEM Academy prides itself on what we can offer to students to inspire them and aid them in finding their niche. This is done through mentorships, internships, etc., with connections to Colleges and Universities. This year there are three Saturday programs at Farleigh Dickinson University, two Saturday programs with Rutgers, three students in the STEM Governors School, two students in Web Du Bois at Princeton University and many students partake in a variety of summer programs held from Lebanon Valley to Duke. The STEM mindset now is in the forefront of many of our students and we continue to grow through partnerships and new technologies to enhance the student class offerings as well as introduce them to a variety of colleges and careers.

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School Narrative

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Other Information	For safety reasons, students are required to be in compliance with the dress code which consists of a black polo with the North Bergen emblem and either black or khaki pants. In addition, we work with the North Bergen Police Department to keep two in-house police officers who are on duty in the school. Our students are given Chromebooks in their classes to work on their google classroom activities. Students are able to use technology in the classroom to communicate with their teachers and fellow students on the coursework provided. Students are also given a portal that allows them to view their grades and progress in their courses and this same portal is offered to their parents so as to have a copy of their child's work at any given moment.

NJ SCHOOL PERFORMANCE REPORT

Franklin Elementary School
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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

Notes from the New Jersey Department of Education:

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Franklin Elementary School
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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	Ms. Janet Sandstrom
Address	5211 Columbia Avenue N BERGEN, NJ 07047-5916
Phone Number	201-974-7007
Email Address	jsandstrom@northbergen.k12.nj.us
Website	https://franklin.northbergen.k12.nj.us/
Facebook	https://www.facebook.com/nbergenschools
Twitter	https://twitter.com/nbergenschools

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that 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	2016-17	2017-18	2018-19
1	88	91	101
2	72	92	96
3	61	64	65
4	85	62	74
5	100	93	57
6	69	81	75
7	73	66	91
8	68	71	63
Total	616	620	622

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	51.9%	51.3%	49.5%
Male	48.1%	48.7%	50.5%
Economically Disadvantaged Students	71.4%	68.1%	69.1%
Students with Disabilities	16.1%	14.5%	14.1%
English Learners	7.1%	10.2%	9.3%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.6%	0.0%	0.2%
Military-Connected Students	0.0%	0.0%	0.2%
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	2016-17	2017-18	2018-19
White	7.5%	6.8%	5.6%
Hispanic	88.6%	89.5%	90.5%
Black or African American	1.0%	0.6%	0.6%
Asian	2.8%	2.9%	3.2%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	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	65.3%
Spanish	32.2%
Gujarati	1.0%
Other Languages	1.6%

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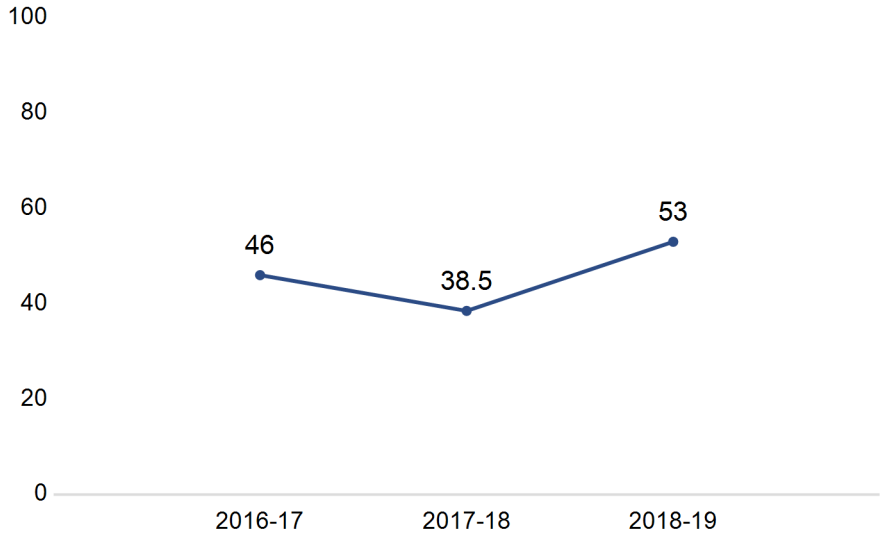
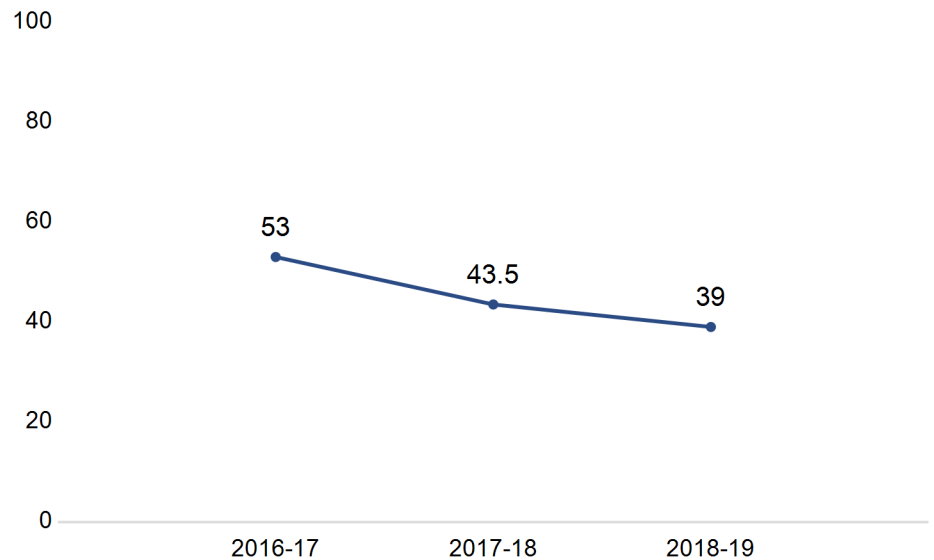
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures 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.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	46	38.5	53	53	43.5	39
Met Standard (40-59.5)?	Met Standard	Not Met	Met Standard	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	53	52	50	Met Standard	39	46	50	Not Met
White	70	52.5	50	**	61	46	52	**
Hispanic	51.5	52	49	Met Standard	38.5	46	47	Not Met
Black or African American	*	58.5	45	**	*	55	43	**
Asian, Native Hawaiian, or Pacific Islander	68.5	54	59	**	50	55.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	56.5	52	53	N	40	46	50	N
Male	52	52	47	N	39	46	51	N
Economically Disadvantaged Students	57	52	48	Met Standard	37.5	44	46	Not Met
Students with Disabilities	31	43.5	43	Not Met	34	41	45	Not Met
English Learners	57	57	52	Met Standard	38	44.5	50	Not Met
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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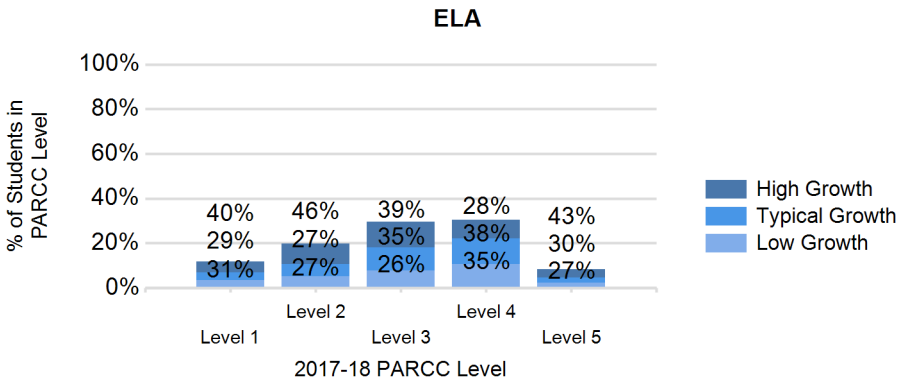
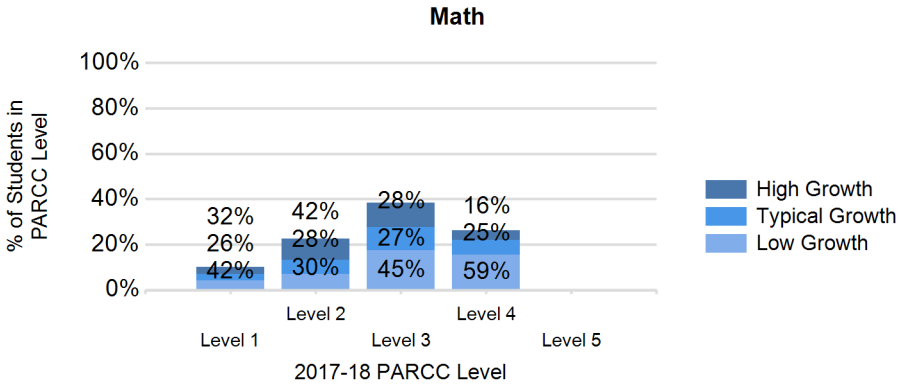
Student Growth by Performance Level

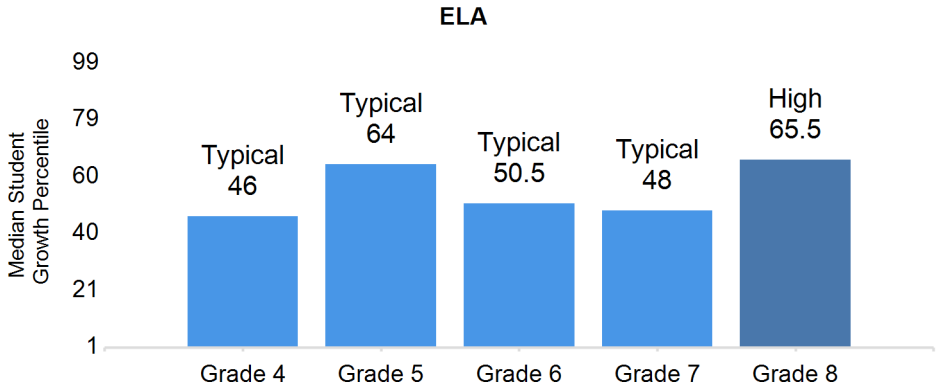
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

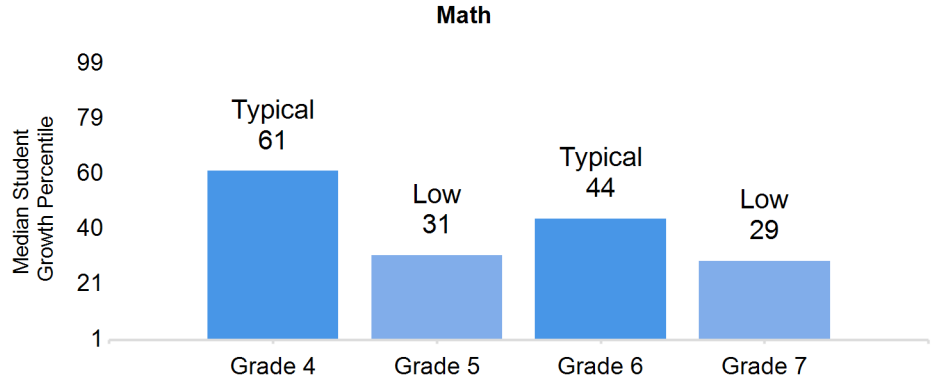




Student Growth by Grade

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





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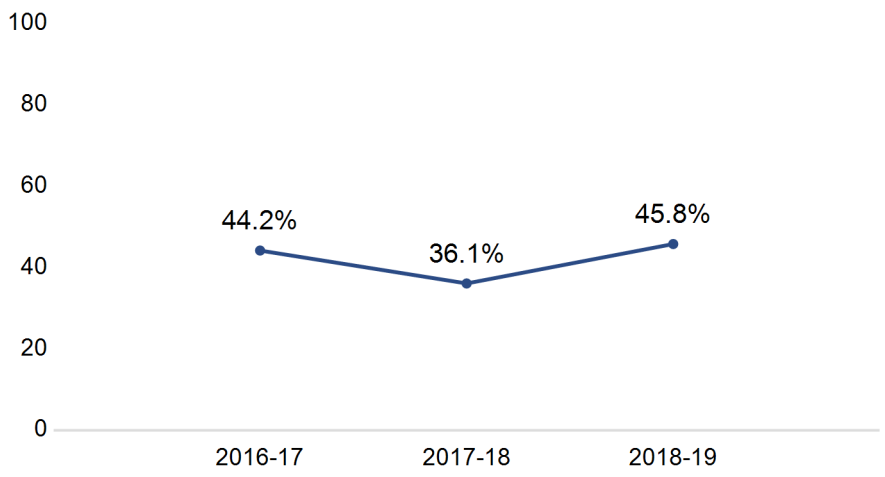
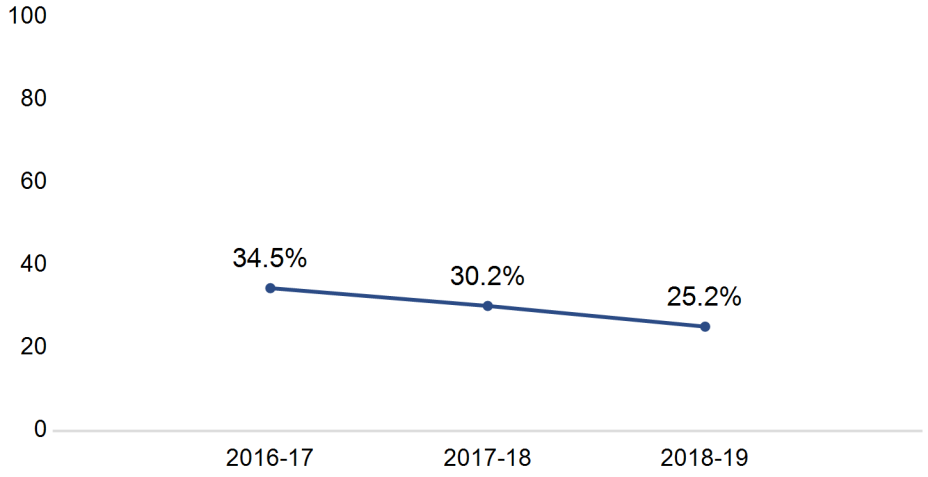
English Language Arts and Mathematics Performance Trends

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 statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that 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	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	94.3%	96.7%	98.5%	94.5%	97.0%	98.6%
Proficiency Rate for Federal Accountability	44.2%	36.1%	45.8%	34.5%	30.2%	25.2%
Annual Target	41.7%	43.7%	45.7%	34.7%	37.1%	39.5%
Met Annual Target?	Met Target	Not Met	Met Target	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that 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 progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. 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 our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	459	98.5	45.8	47.1	57.9	45.8	45.7	Met Target
White	25	92.6	60.0	45.7	66.9	58.4	40.1	Met Target
Hispanic	418	98.9	43.8	46.5	43.9	43.8	45	Met Target†
Black or African American	*	*	*	46.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	68.4	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	225	99.1	54.7	53.5	64.8	54.7		
Male	234	98.0	37.2	41.4	51.3	37.2		
Economically Disadvantaged Students	304	98.7	42.8	42.8	40.0	42.8	41.7	Met Target
Non-Economically Disadvantaged Students	155	98.2	51.6	55.2	67.9	51.6		
Students with Disabilities	77	94.2	*	14.5	22.7	*	17	Not Met
Students without Disabilities	382	99.5	*	53.3	65.1	*		
English Learners	58	98.3	19.0	23.2	29.3	19.0	31.3	Not Met
Non-English Learners	401	98.6	49.6	51.7	60.6	49.6		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

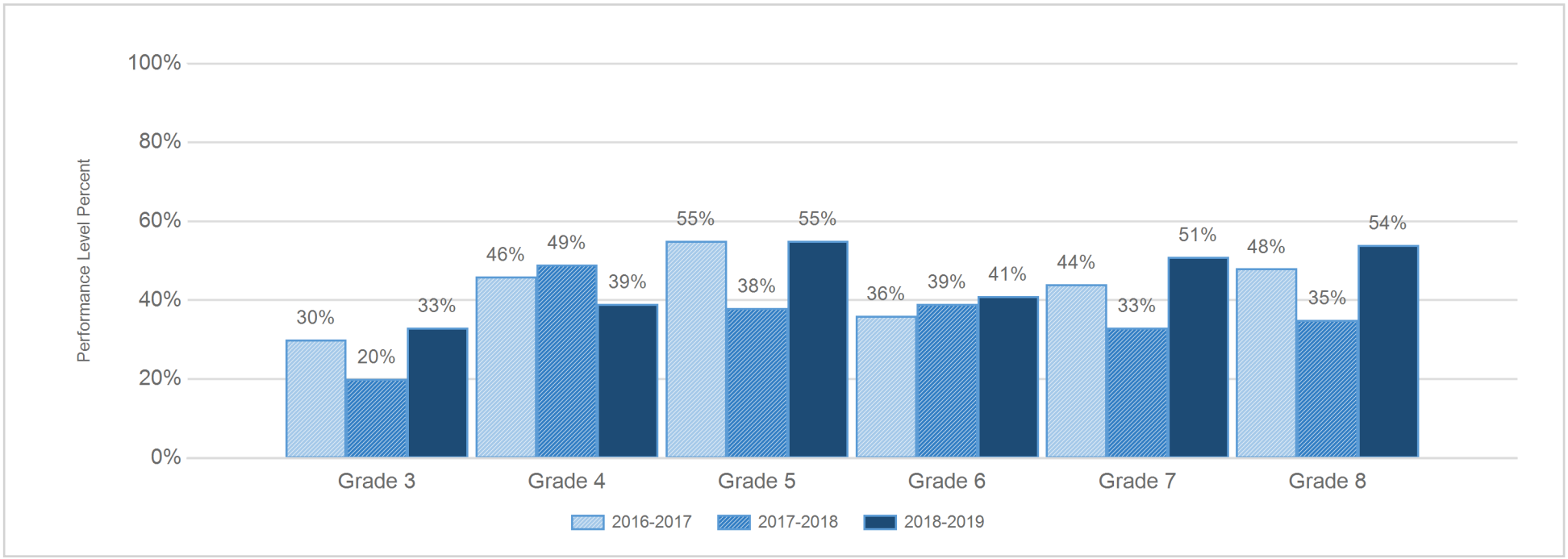
NJ SCHOOL PERFORMANCE REPORT

Franklin Elementary School
(17-3610-060)
Grades Offered: 01-08
2018-2019

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 Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



NJ SCHOOL PERFORMANCE REPORT

Franklin Elementary School
(17-3610-060)
Grades Offered: 01-08
2018-2019

Report Key:
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N No Data is available to display
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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	76	728	738	748	29%	21%	17%	*	*	33%	50%
White	*	*	741	757	*	*	*	*	*	*	60%
Hispanic	73	727	*	734	30%	21%	18%	*	*	32%	36%
Black or African American	N	N	*	731	N	N	N	N	N	N	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	39	734	743	753	*	*	*	*	*	36%	55%
Male	37	722	733	743	*	*	*	*	*	30%	46%
Economically Disadvantaged Students	56	727	733	731	*	*	*	*	*	30%	33%
Non-Economically Disadvantaged Students	20	732	749	759	*	*	*	*	*	40%	61%
Students with Disabilities	11	676	704	719	*	*	*	*	*	*	24%
Students without Disabilities	65	737	744	754	*	*	*	*	*	*	56%
English Learners	*	*	712	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	740	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Franklin Elementary School
(17-3610-060)
Grades Offered: 01-08
2018-2019

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

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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	70	736	747	755	19%	17%	26%	*	*	39%	57%
White	*	*	748	763	*	*	*	*	*	*	67%
Hispanic	65	734	*	743	20%	18%	26%	*	*	35%	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	34	740	*	760	*	*	*	*	*	38%	62%
Male	36	732	*	750	*	*	*	*	*	39%	53%
Economically Disadvantaged Students	51	731	*	740	*	*	*	*	*	33%	40%
Non-Economically Disadvantaged Students	19	750	*	765	*	*	*	*	*	53%	69%
Students with Disabilities	15	709	716	725	*	*	*	*	*	20%	25%
Students without Disabilities	55	743	752	761	*	*	*	*	*	44%	64%
English Learners	*	*	713	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	750	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Franklin Elementary School
(17-3610-060)
Grades Offered: 01-08
2018-2019

Report Key:
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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	752	751	756	*	*	27%	*	*	55%	58%
White	*	*	754	764	*	*	*	*	*	*	68%
Hispanic	62	751	751	743	*	*	29%	*	*	53%	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	755	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	30	754	757	761	*	*	*	*	*	60%	64%
Male	36	750	746	750	*	*	*	*	*	50%	52%
Economically Disadvantaged Students	50	751	748	740	*	*	*	*	*	54%	39%
Non-Economically Disadvantaged Students	16	753	758	766	*	*	*	*	*	56%	69%
Students with Disabilities	*	*	719	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	756	762	*	*	*	*	*	*	65%
English Learners	*	*	722	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	753	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Franklin Elementary School
(17-3610-060)
Grades Offered: 01-08
2018-2019

Report Key:
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N No Data is available to display
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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	81	742	747	754	*	19%	31%	*	*	41%	56%
White	*	*	749	762	*	*	*	*	*	*	65%
Hispanic	71	736	746	743	*	20%	34%	*	*	35%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	37	751	751	762	*	*	27%	*	*	57%	64%
Male	44	734	743	748	*	*	34%	*	*	27%	48%
Economically Disadvantaged Students	53	739	*	740	*	*	*	*	*	38%	39%
Non-Economically Disadvantaged Students	28	746	*	763	*	*	*	*	*	46%	67%
Students with Disabilities	12	702	717	722	*	*	*	*	*	*	19%
Students without Disabilities	69	748	752	761	*	*	*	*	*	*	64%
English Learners	*	*	710	710	*	*	*	*	*	*	*
Non-English Learners	*	*	749	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Franklin Elementary School
(17-3610-060)
Grades Offered: 01-08
2018-2019

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

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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	101	748	757	761	14%	11%	24%	34%	18%	51%	63%
White	*	*	749	769	*	*	*	*	*	*	72%
Hispanic	92	748	756	747	14%	11%	23%	36%	16%	52%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	789	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	46	767	762	769	*	*	*	*	*	74%	71%
Male	55	733	751	753	*	*	*	*	*	33%	55%
Economically Disadvantaged Students	56	738	750	743	*	*	20%	*	*	46%	45%
Non-Economically Disadvantaged Students	45	761	767	771	*	*	29%	*	*	58%	73%
Students with Disabilities	17	695	712	720	*	*	*	*	*	*	22%
Students without Disabilities	84	759	764	769	*	*	*	*	*	*	71%
English Learners	*	*	697	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	762	763	*	*	*	*	*	*	65%
Homeless Students	N	N	*	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Franklin Elementary School
(17-3610-060)
Grades Offered: 01-08
2018-2019

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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	70	754	757	762	*	*	31%	*	*	54%	63%
White	*	*	762	770	*	*	*	*	*	*	72%
Hispanic	61	753	756	747	*	*	34%	*	*	52%	49%
Black or African American	N	N	*	741	N	N	N	N	N	N	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	40	761	763	771	*	*	28%	*	*	60%	71%
Male	30	745	750	753	*	*	37%	*	*	47%	55%
Economically Disadvantaged Students	44	751	751	743	*	*	*	*	*	52%	45%
Non-Economically Disadvantaged Students	26	759	765	772	*	*	*	*	*	58%	72%
Students with Disabilities	*	*	718	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	762	770	*	*	*	*	*	*	71%
English Learners	*	*	720	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	760	764	*	*	*	*	*	*	65%
Homeless Students	N	N	*	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

Franklin Elementary School
(17-3610-060)
Grades Offered: 01-08
2018-2019

Report Key:
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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 assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that 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 progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. 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 our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	469	98.6	25.2	*	44.5	25.2	39.5	Not Met
White	25	92.6	32.0	*	54.1	31.1	37.6	Met Target†
Hispanic	427	98.9	23.0	*	28.8	23.0	38	Not Met
Black or African American	*	*	*	18.2	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.7	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	229	99.2	24.0	*	44.9	24.0		
Male	240	98.1	26.3	*	44.2	26.3		
Economically Disadvantaged Students	314	98.8	22.9	*	26.3	22.9	35	Not Met
Non-Economically Disadvantaged Students	155	98.2	29.7	*	54.9	29.7		
Students with Disabilities	77	94.2	11.7	*	17.4	11.7	16.9	Met Target†
Students without Disabilities	392	99.5	27.8	*	50.0	27.8		
English Learners	68	98.7	17.6	*	25.0	17.6	35.2	Not Met
Non-English Learners	401	98.6	26.4	*	46.5	26.4		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

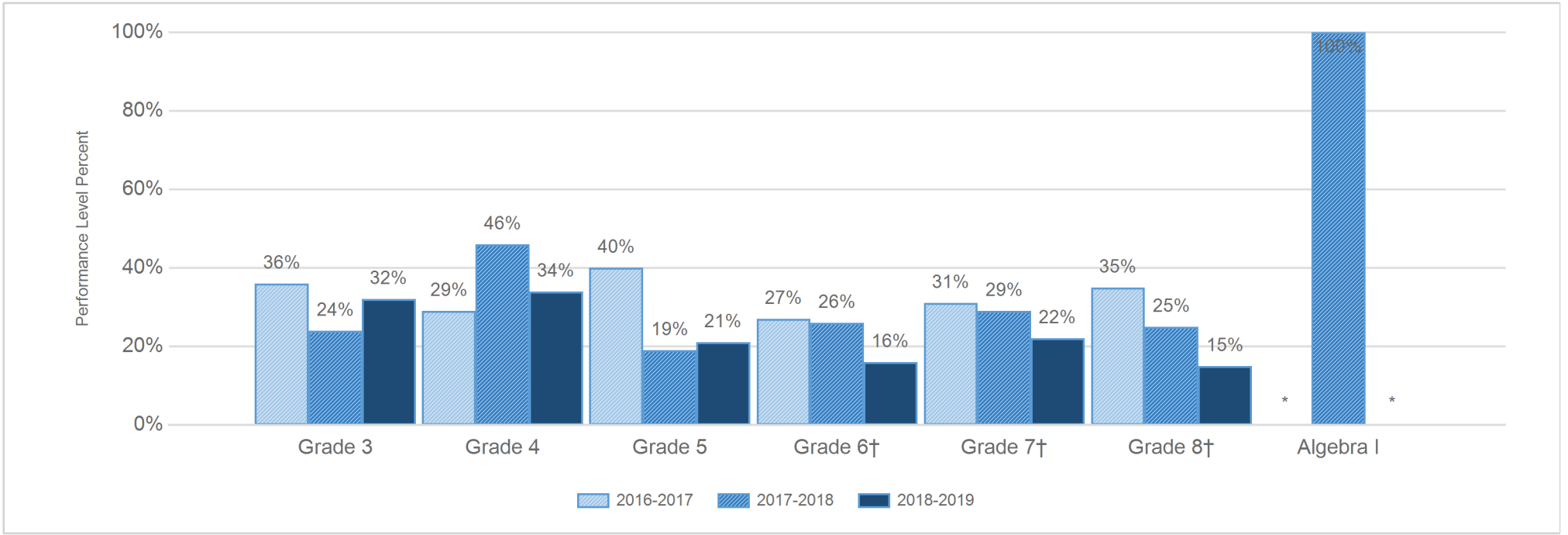
NJ SCHOOL PERFORMANCE REPORT

Franklin Elementary School
(17-3610-060)
Grades Offered: 01-08
2018-2019

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

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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

Franklin Elementary School
(17-3610-060)
Grades Offered: 01-08
2018-2019

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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	79	732	739	752	14%	28%	27%	*	*	32%	55%
White	*	*	744	760	*	*	*	*	*	*	66%
Hispanic	76	732	739	739	13%	29%	28%	*	*	30%	40%
Black or African American	N	N	*	735	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	42	731	739	751	*	*	*	*	*	29%	54%
Male	37	734	740	752	*	*	*	*	*	35%	56%
Economically Disadvantaged Students	56	733	736	737	*	*	*	*	*	34%	37%
Non-Economically Disadvantaged Students	23	732	747	761	*	*	*	*	*	26%	67%
Students with Disabilities	11	701	714	731	*	*	*	*	*	*	31%
Students without Disabilities	68	737	744	756	*	*	*	*	*	*	60%
English Learners	*	*	727	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	741	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Franklin Elementary School
(17-3610-060)
Grades Offered: 01-08
2018-2019

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

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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	74	737	740	749	14%	15%	38%	*	*	34%	51%
White	*	*	737	757	*	*	*	*	*	*	62%
Hispanic	68	735	*	737	15%	16%	40%	*	*	29%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	36	730	738	749	*	*	42%	*	*	25%	50%
Male	38	743	742	749	*	*	34%	*	*	42%	52%
Economically Disadvantaged Students	54	734	*	734	*	*	*	*	*	28%	32%
Non-Economically Disadvantaged Students	20	746	*	759	*	*	*	*	*	50%	63%
Students with Disabilities	15	721	719	726	*	*	*	*	*	27%	25%
Students without Disabilities	59	741	743	754	*	*	*	*	*	36%	56%
English Learners	10	711	718	722	*	*	*	*	*	10%	18%
Non-English Learners	64	741	743	751	*	*	*	*	*	38%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Franklin Elementary School
(17-3610-060)
Grades Offered: 01-08
2018-2019

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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	67	732	733	747	*	33%	42%	*	*	21%	47%
White	*	*	739	755	*	*	*	*	*	*	58%
Hispanic	63	732	732	735	*	33%	41%	*	*	21%	30%
Black or African American	N	N	*	729	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	30	732	734	747	*	33%	47%	*	*	20%	47%
Male	37	732	733	747	*	32%	38%	*	*	22%	47%
Economically Disadvantaged Students	51	729	730	732	*	*	*	*	*	18%	27%
Non-Economically Disadvantaged Students	16	741	741	757	*	*	*	*	*	31%	59%
Students with Disabilities	*	*	715	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	736	752	*	*	*	*	*	*	52%
English Learners	*	*	711	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	736	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Franklin Elementary School
(17-3610-060)
Grades Offered: 01-08
2018-2019

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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	82	727	733	741	17%	28%	39%	*	*	16%	41%
White	*	*	735	749	*	*	*	*	*	*	51%
Hispanic	72	723	732	729	18%	31%	40%	*	*	11%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	754	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	37	732	732	742	*	30%	46%	*	*	16%	42%
Male	45	722	734	740	*	27%	33%	*	*	16%	40%
Economically Disadvantaged Students	54	725	*	726	*	*	39%	*	*	15%	21%
Non-Economically Disadvantaged Students	28	731	*	750	*	*	39%	*	*	18%	53%
Students with Disabilities	12	697	707	716	*	*	*	*	*	*	12%
Students without Disabilities	70	732	738	746	*	*	*	*	*	*	46%
English Learners	*	*	716	709	*	*	*	*	*	*	*
Non-English Learners	*	*	735	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

NJ SCHOOL PERFORMANCE REPORT

Franklin Elementary School
(17-3610-060)
Grades Offered: 01-08
2018-2019

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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	105	732	738	744	10%	27%	42%	*	*	22%	42%
White	*	*	736	751	*	*	*	*	*	*	53%
Hispanic	96	731	737	733	*	28%	43%	*	*	20%	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	49	733	737	744	*	20%	47%	*	*	20%	42%
Male	56	731	740	743	*	32%	38%	*	*	23%	42%
Economically Disadvantaged Students	60	731	735	731	*	27%	45%	*	*	17%	24%
Non-Economically Disadvantaged Students	45	734	744	751	*	27%	38%	*	*	29%	53%
Students with Disabilities	17	706	713	718	*	*	*	*	*	*	13%
Students without Disabilities	88	737	743	749	*	*	*	*	*	*	48%
English Learners	10	709	715	716	*	*	*	*	*	*	10%
Non-English Learners	95	735	741	745	*	*	*	*	*	*	44%
Homeless Students	N	N	*	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Franklin Elementary School
(17-3610-060)
Grades Offered: 01-08
2018-2019

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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	65	728	731	728	*	31%	43%	*	*	15%	29%
White	*	*	725	737	*	*	*	*	*	*	38%
Hispanic	58	728	*	722	*	31%	43%	*	*	16%	22%
Black or African American	N	N	N	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	741	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	36	733	730	731	*	*	*	*	*	*	31%
Male	29	722	731	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	44	730	*	719	*	*	36%	*	*	18%	20%
Non-Economically Disadvantaged Students	21	725	*	735	*	*	57%	*	*	10%	36%
Students with Disabilities	*	*	702	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	735	734	*	*	*	*	*	*	35%
English Learners	*	*	713	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	734	730	*	*	*	*	*	*	30%
Homeless Students	N	N	*	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

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 that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	*	*	727	744	*	*	*	*	*	*	42%
White	*	*	732	752	*	*	*	*	*	*	53%
Hispanic	*	*	726	728	*	*	*	*	*	*	24%
Black or African American	N	N	*	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	*	*	728	745	*	*	*	*	*	*	44%
Male	*	*	726	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	725	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	731	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	714	717	N	N	N	N	N	N	12%
Students without Disabilities	*	*	728	748	*	*	*	*	*	*	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	*	*	733	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	*	707	N	N	N	N	N	N	12%

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	*	*
4	*	*
5	*	*
6	*	*
7	*	*
8	N	N

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. 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	2018-19 Target	Met Target?
Schoolwide/English Learners	78.3%	40.9%	Exceeds

† 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	43	*	*
3-4	13	*	*
5 or more	N	N	N

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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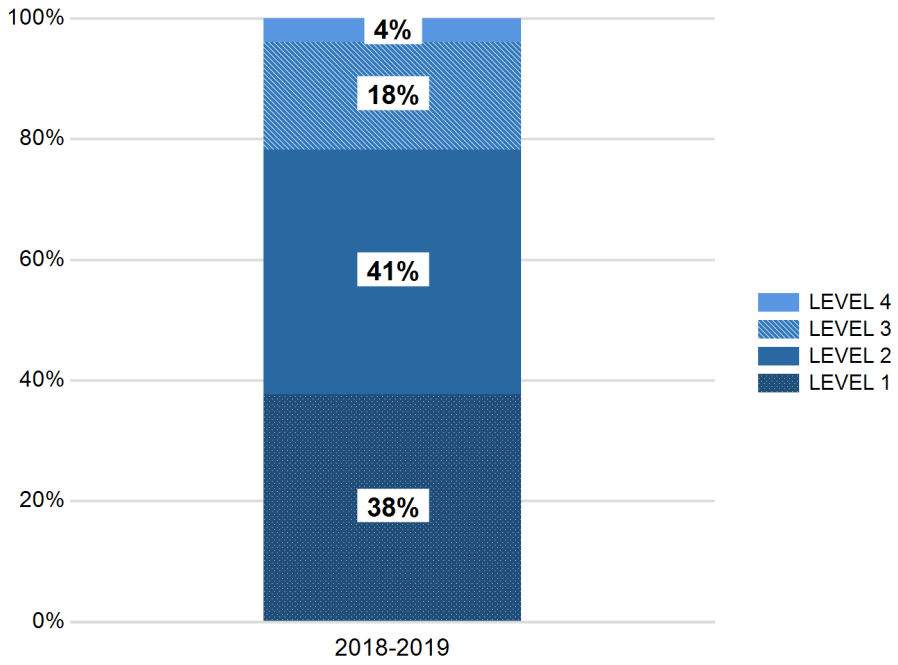
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	38	41	18	4
White	*	*	*	*
Hispanic	40	40	17	4
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	33	42	21	4
Male	41	41	16	3
Economically Disadvantaged Students	33	50	14	2
Non-Economically Disadvantaged Students	50	14	29	7
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	38	41	18	4
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Franklin Elementary School
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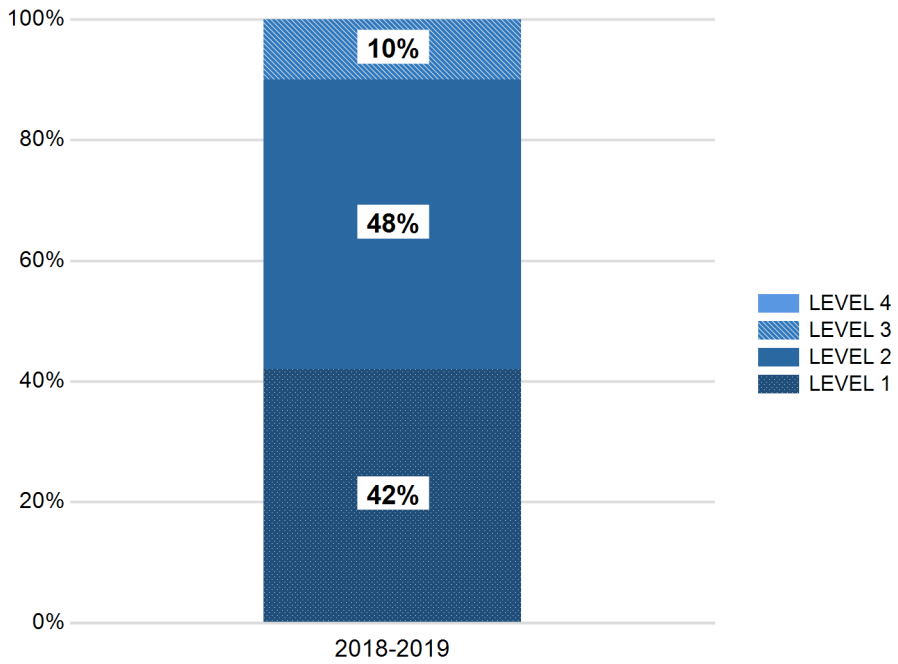
NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	42	48	10	0
White	*	*	*	*
Hispanic	44	46	9	0
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	36	54	10	0
Male	52	39	9	0
Economically Disadvantaged Students	43	49	8	0
Non-Economically Disadvantaged Students	40	48	12	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	42	48	10	0
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

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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	75
7	0	0	92
8	9	0	54
Total	9	0	221

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	75	0	0	0	0	0	0
7	92	0	0	0	0	0	0
8	63	0	0	0	0	0	0
Total	230	0	0	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

Franklin Elementary School
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2018-2019

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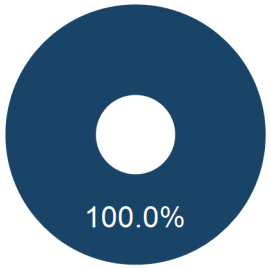
Visual and Performing Arts – Course Participation

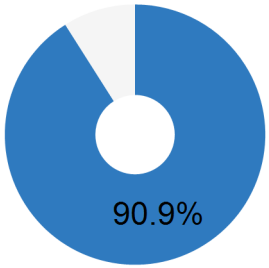
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

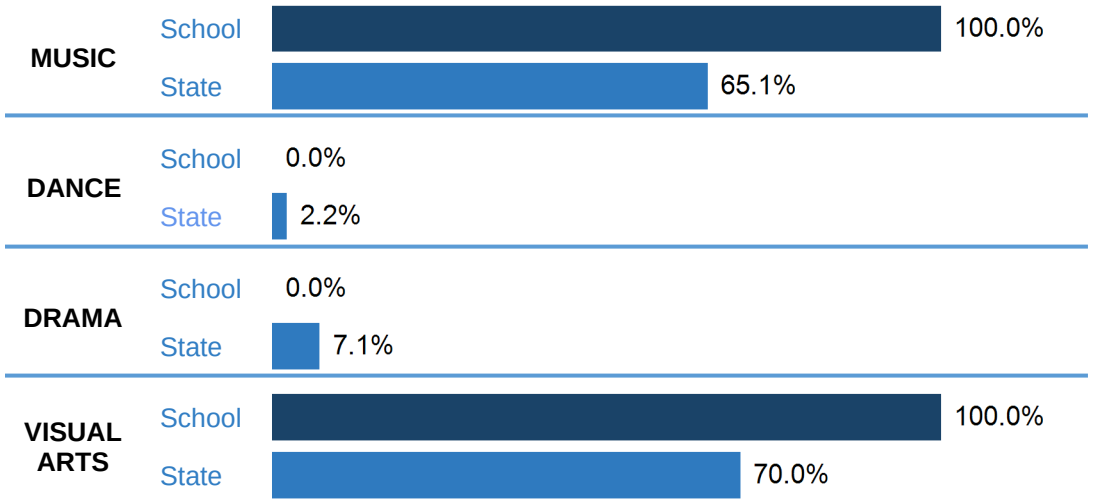


School



State

Students enrolled in one or more classes by discipline:



NJ SCHOOL PERFORMANCE REPORT

Franklin Elementary School
(17-3610-060)
Grades Offered: 01-08
2018-2019

Report Key:
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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

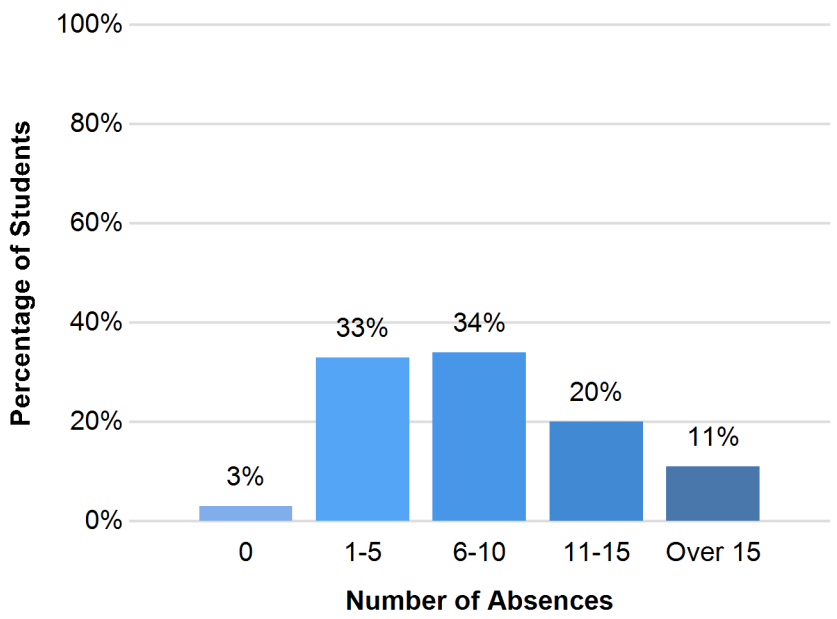
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. 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	43	6.6	8.5	Met
White	7	20.6	8.5	Not Met
Hispanic	36	6.1	8.5	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	8.5	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	24	7.5		
Male	19	5.8		
Economically Disadvantaged Students	32	7.1	8.5	Met
Students with Disabilities	10	9.2	8.5	Not Met
English Learners	4	5.6	8.5	Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

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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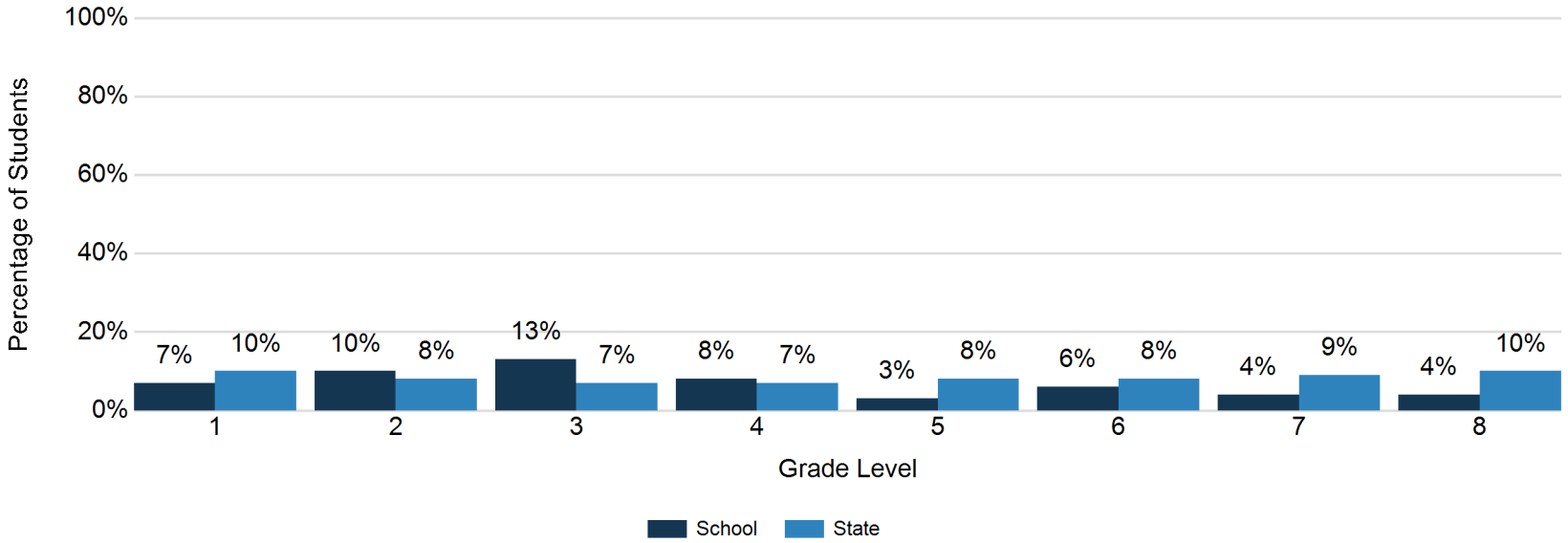
Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.64

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	1

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	2	2
Disability	0	0	0
Other	3	0	3
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	26	4.2%
Any Suspension	26	4.2%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
52

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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	5 Hrs. 20 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1

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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	48	118,214
Average years experience in public schools	9.2	12.1
Average years experience in district	9.0	10.8
Percentage of Teachers with 4 or more years experience in the district	75.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	40	9,530
Average years experience in public schools	20.6	16.0
Average years experience in district	20.5	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

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	13:1	13:1
Students to Administrators	311:1	188:1
Teachers to Administrators	24:1	15:1
Students to Librarians/Media Specialists		7519:1
Students to Nurses		752:1
Students to Counselors		470:1
Students to Child Study Team Members		278:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.5%	77.1%	100.0%	48.4%	77.1%	54.9%
Male	50.5%	22.9%	0.0%	51.6%	22.9%	45.1%
White	5.6%	64.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	90.5%	35.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	0.6%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	3.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

Bachelor's Degree

Master's Degree

Doctoral Degree

Teacher 0%

Admin 0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.1%	90.5%
2017-18 Administrators: Same district 2018-19	92.9%	87.9%

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
2018-19	95.4%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

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 Comprehensive Annual Financial Report (CAFR) 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 2018-19 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.

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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 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.

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2021
Student Group Status: White	Low Performing Student Group (ATSI)
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
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: English Learners	

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

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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 represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	44.2%	36.1%	45.8%
Math Proficiency	34.5%	30.2%	25.2%
ELA Growth	46	38	53
Math Growth	53	44	39
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		38.2%	78.3%
Chronic Absenteeism	6.8%	5.5%	6.6%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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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.

Accountability Indicator Scores and Summative Ratings - 2018-19 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Not Met	Met Standard	Not Met	Exceeds Target	Met	No
White	Met Target	Met Target†	**	**	n/a	Not Met	No
Hispanic	Met Target†	Not Met	Met Standard	Not Met	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Met Standard	Not Met	n/a	Met	No
Students with Disabilities	Not Met	Met Target†	Not Met	Not Met	n/a	Not Met	No
English Learners	Not Met	Not Met	Met Standard	Not Met	Not Met	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 the school or district directly.

Highlights:	• Robotic Programming in Computer Tech Classes AND stop motion animation/coding for 7th and 8th grade students • Technology is used daily by students with a 2:1 chromebook/student ratio • Interactive SMART TV (whiteboard) in 12 of our classes and the purchase of 3 more
Mission, Vision, Theme:	Our mission at Franklin School is to create a safe school climate that is challenging, nurturing and encourages students to work and collaborate with one another, promote creativity and become effective communicators and critical 21st century thinkers. The vision is to foster a school environment that encourages students, staff and parents to create a culture characterized by respect, harmony and equity where students can discover and reach their maximum potential.
Awards, Recognition, Accomplishments:	Franklin School students have been recognized for their achievements through many special honors and awards including: School level Spelling Bee winners participating on County and State levels, Civic Essay Contest, Students Citizenship Awards, North Bergen Against Alcohol and Drug Municipal Poster Contest sponsored by our LEAD program, Students Citizenship Principals Academic Awards, Student of the Month, Caught in the Act of Kindness, and V.F.W. Essay Contest.

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Courses, Curriculum, Instruction:	Benjamin Franklin School is a neighborhood school serving students from first through eighth grade. Class offerings include all required academic subjects, as well as, physical education, art, music (instrumental and vocal), computer science, and world language. We are departmentalized in grades 5-8 so students benefit from the specialization of teachers academic strengths.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Girls) Both boys and girls participate on basketball teams. During the Spring Flag Football is offered for the 8th grade boys and both the 7th and 8th boys and girls participate in track and field.
Clubs and Activities:	Students benefit from a wide variety of extra-curricular programs and services such as cheerleading, school band, jazz band, chorus, ecology club, student council, modeling, and technology club, ambassadors of kindness, mock trial club, and safety patrol.

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Before and After School Programs:	Franklin School also has an after school tutorial program, a Title I morning program grades 3 through 8, Saturday program, book club grades 5th and 6th and ESL after school program. We have PTO (Parent Teacher Organization) to enhance our relationship between the school and community. Recently we have added a Wellness Committee and Spirit Committee to develop social and emotional group.
Staff and Professional Learning:	Our students score well on all types of tests that are administered. Our outstanding faculty members work diligently to help all children in Franklin School succeed. The Franklin School Educational Plan is overseen by a ScIP/Data (School Improvement Plan) committee composed of administrators, faculty, and parents. The PLC consists of staff members meeting monthly to analyze standardized tests, evaluate student's achievement, encourage collaboration between grades, and develop instructional strategies to meet the needs of our student population.

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† This indicates a table specific note,see note below table

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 the school or district directly.

Student Supports and Services:	Franklin School is a comprehensive school with a dedicated and experienced faculty who strive to meet the needs for a diverse student population, including those who require Special Education, Basic Skills, Gifted and Talented, and English as a Second Language. The Franklin School I&RS Committee's mission is to enhance student achievement infused with high academic standards in a safe and disciplined learning environment.
Student Health and Wellness:	Franklin School has a Health and Wellness Committee comprised of faculty, students and parents. The primary goal of this group is to discuss nutritional choices for everyone and menu choices at our school's breakfast and lunch services. We also have an expert staff member who comes in weekly to discuss health issues with 6th, 7th, & 8th grade students during enrichment periods reinforcing the curriculum standards.
Parent and Community Involvement:	We have PTO (Parent Teacher Organization) that actively involves teachers, parents and students in a variety of events throughout the school year. Such events include the 8th grade prom, holiday fundraisers and dances, movie nights, and parent/student arts and crafts.

NJ SCHOOL PERFORMANCE REPORT

Franklin Elementary School
(17-3610-060)
Grades Offered: 01-08
2018-2019

Report Key:
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Climate Surveys:	Is a Climate Survey Used: No
School Safety:	Franklin School Crisis Management Committee's role is to identify potential safety problems within the neighborhood and community and develop plans to meet the needs of our students.

NJ SCHOOL PERFORMANCE REPORT

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Technology and STEM:	We have a weekly STEAM program offered to 7th and 8th grade students that explore areas of science, technology, math and engineering as it relates to 21st Century skills.