NJ SCHOOL PERFORMANCE REPORT

JOHN F. KENNEDY MEMORIAL HIGH SCHOOL
(23-5850-040)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MIDDLESEX
District	WOODBRIDGE TWP
Principal Name	MR. CILENTO
Address	200 WASHINGTON AVENUE ISELIN, NJ 08830
Phone Number	(732)602-8650
Email Address	MICHAEL.CILENTO@WOODBRIDGE.K12.NJ.US
Website	https://www.woodbridge.k12.nj.us/domain/31
Twitter	https://twitter.com/cilentom

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
9	344	336	318
10	321	345	340
11	326	324	350
12	339	327	336
Total	1,330	1,332	1,344

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	49.7%	50.2%	51.3%
Male	50.3%	49.8%	48.7%
Economically Disadvantaged Students	38.9%	38.7%	38.6%
Students with Disabilities	8.4%	7.9%	8.5%
English Learners	3.4%	3.8%	3.9%
Homeless Students		0.4%	1.2%
Students in Foster Care		0.5%	0.1%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	26.7%	25.9%	23.4%
Hispanic	24.7%	23.4%	25.1%
Black or African American	9.6%	9.3%	8.9%
Asian	38.4%	40.6%	41.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.1%	0.0%	0.0%
Two or More Races	0.5%	0.8%	0.7%

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	2015-16	2016-17	2017-18
Full Time Students	1,330	1,332	1,342
Shared Time Students	0	0	2
Full Time Equivalent	1,330	1,332	1,343

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	42.5%
Gujarati	15.6%
Spanish	15.3%
Urdu	5.9%
Hindi	3.9%
Other Languages	16.8%

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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	644	98.9	59.0	48.6	56.7	59.0	41.7	Met Target
White	131	98.5	52.0	46.0	65.6	52.0	39.1	Met Target
Hispanic	157	98.8	35.1	*	42.5	35.1	26.7	Met Target
Black or African American	*	*	*	34.9	37.3	*	29.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	295	99.3	76.9	69.7	82.3	76.9	58.1	Met Target
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	42.4	63.4	*	**	**
Female	327	98.8	67.8	57.8	64.5	67.8		
Male	317	99.1	49.9	40.0	49.4	49.9		
Economically Disadvantaged Students	248	98.1	42.4	32.1	38.5	42.4	34.5	Met Target
Non-Economically Disadvantaged Students	396	99.5	69.5	56.4	67.5	69.5		
Students with Disabilities	62	97.0	11.3	12.2	21.6	11.3	17.5	Met Target†
Students without Disabilities	582	99.2	64.1	53.7	63.9	64.1		
English Learners	46	96.0	26.1	33.1	27.3	26.1	21	Met Target
Non-English Learners	598	99.2	61.5	49.7	59.4	61.5		
Homeless Students	*	*	*	15.4	27.7	*		
Students In Foster Care	N	N	N	45.5	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	320	758	747	752	7%	13%	22%	37%	21%	58%	55%
White	58	750	744	760	*	*	24%	34%	17%	52%	64%
Hispanic	82	737	735	735	*	21%	33%	*	*	35%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	148	775	*	782	*	*	16%	41%	34%	75%	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	168	765	755	759	*	*	24%	38%	26%	64%	63%
Male	152	749	739	744	*	*	20%	35%	16%	51%	46%
Economically Disadvantaged Students	129	742	735	733	*	*	26%	*	*	42%	34%
Non-Economically Disadvantaged Students	191	769	753	761	*	*	20%	*	*	69%	65%
Students with Disabilities	32	715	705	716	34%	34%	*	*	*	13%	15%
Students without Disabilities	288	763	752	758	4%	10%	*	*	*	63%	62%
English Learners	*	*	690	691	*	*	*	*	*	*	*
Non-English Learners	*	*	748	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	333	758	738	749	16%	8%	17%	33%	26%	59%	51%
White	74	751	735	756	*	*	23%	34%	18%	51%	58%
Hispanic	79	727	719	733	39%	13%	14%	22%	13%	34%	38%
Black or African American	*	*	*	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	150	781	*	782	*	*	16%	37%	41%	77%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	164	769	750	759	*	*	16%	40%	31%	71%	60%
Male	169	747	727	739	*	*	18%	26%	22%	48%	42%
Economically Disadvantaged Students	124	738	720	730	28%	10%	20%	27%	15%	42%	34%
Non-Economically Disadvantaged Students	209	770	748	758	9%	6%	15%	36%	33%	69%	59%
Students with Disabilities	32	696	692	707	*	*	*	*	*	*	15%
Students without Disabilities	301	764	743	756	*	*	*	*	*	*	57%
English Learners	10	684	684	684	*	*	0%	*	*	10%	*
Non-English Learners	323	760	740	752	*	*	18%	*	*	61%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11

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

Note: Grade 11 students who take the AP/IB English exam are exempt from taking the PARCC ELA exam and their performance may not be reflected in the PARCC ELA Grade 11 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	188	726	717	736	27%	23%	20%	*	*	29%	39%
White	51	728	717	737	27%	*	24%	*	*	31%	41%
Hispanic	60	718	711	731	40%	17%	20%	*	*	23%	35%
Black or African American	20	725	*	729	*	*	*	*	*	30%	31%
Asian, Native Hawaiian, or Pacific Islander	57	734	*	759	*	32%	21%	*	*	33%	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	N	N	*	737	N	N	N	N	N	N	39%
Female	87	736	726	745	22%	18%	20%	*	*	40%	48%
Male	101	718	710	728	32%	28%	21%	*	*	20%	31%
Economically Disadvantaged Students	90	719	713	730	34%	26%	20%	*	*	20%	33%
Non-Economically Disadvantaged Students	98	733	720	739	20%	21%	20%	*	*	38%	42%
Students with Disabilities	19	701	696	708	*	*	*	*	*	*	13%
Students without Disabilities	169	729	720	742	*	*	*	*	*	*	44%
English Learners	11	693	689	702	*	*	*	*	*	*	*
Non-English Learners	177	728	719	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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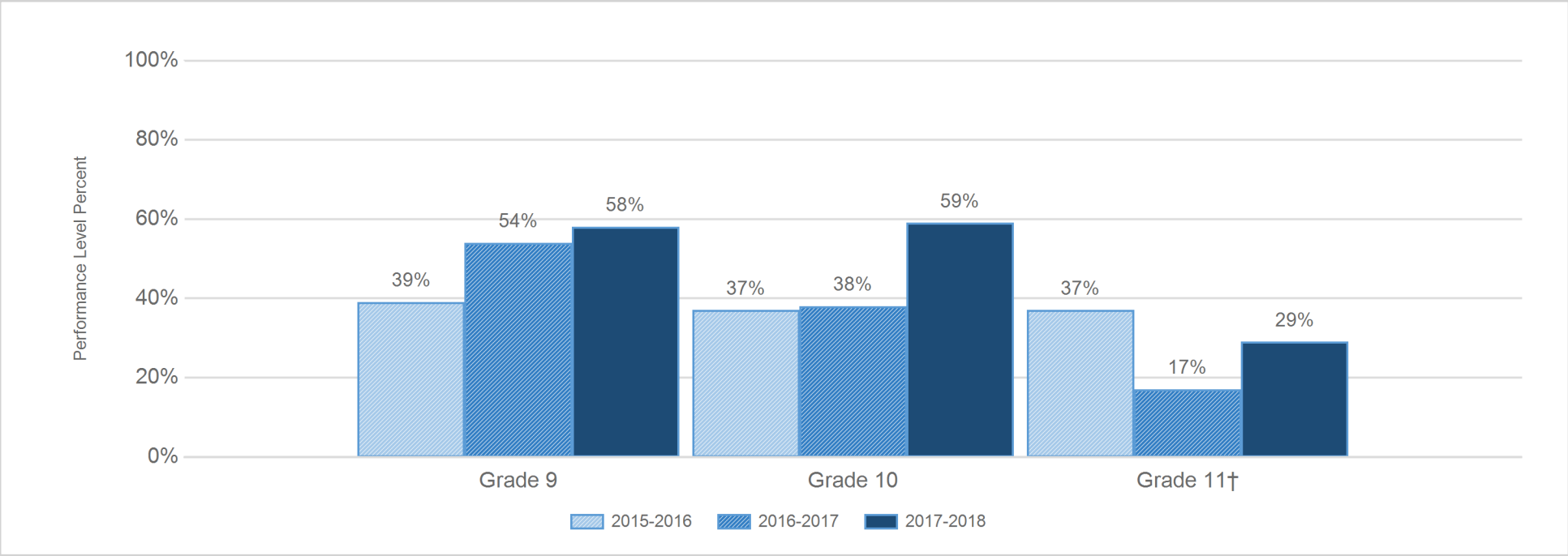
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	638	99.1	44.0	42.8	45.0	44.0	36	Met Target
White	129	99.2	34.9	39.6	54.1	34.9	29.1	Met Target
Hispanic	160	99.4	21.2	26.0	29.2	21.2	23.4	Met Target†
Black or African American	*	*	*	23.0	23.4	*	23.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	288	99.0	66.3	68.7	77.0	66.3	53.5	Met Target
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	35.4	53.0	*	**	**
Female	325	98.5	44.0	45.1	46.0	44.0		
Male	313	99.7	44.1	40.6	43.9	44.1		
Economically Disadvantaged Students	246	98.8	26.0	26.6	26.6	26.0	30.6	Met Target†
Non-Economically Disadvantaged Students	392	99.2	55.3	50.5	55.9	55.3		
Students with Disabilities	63	100.0	*	10.6	17.1	*	12.9	Not Met
Students without Disabilities	575	99.0	*	47.1	50.5	*		
English Learners	43	95.8	18.6	35.9	24.6	18.6	19.9	Met Target†
Non-English Learners	595	99.3	45.9	43.3	46.9	45.9		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	27.3	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	271	734	741	746	11%	28%	34%	27%	0%	27%	46%
White	51	731	*	755	*	37%	35%	*	*	22%	57%
Hispanic	96	724	729	730	17%	38%	31%	15%	0%	15%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	93	748	764	779	*	*	33%	47%	0%	47%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	130	733	746	748	12%	27%	35%	25%	0%	25%	48%
Male	141	734	738	745	11%	28%	33%	28%	0%	28%	44%
Economically Disadvantaged Students	131	729	726	729	15%	31%	37%	18%	0%	18%	25%
Non-Economically Disadvantaged Students	140	738	750	756	9%	25%	31%	35%	0%	35%	57%
Students with Disabilities	36	710	*	716	*	*	*	*	*	*	13%
Students without Disabilities	235	737	*	752	*	*	*	*	*	*	52%
English Learners	21	710	*	710	*	*	*	*	*	*	*
Non-English Learners	250	736	*	749	*	*	*	*	*	*	*
Homeless Students	*	*	715	718	*	*	*	*	*	*	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	300	741	732	735	8%	23%	27%	31%	10%	42%	30%
White	62	737	732	740	*	29%	29%	*	*	34%	37%
Hispanic	73	722	720	723	18%	36%	32%	15%	0%	15%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	135	757	*	760	*	*	21%	45%	20%	65%	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	157	743	734	736	8%	20%	29%	32%	11%	43%	30%
Male	143	739	731	734	9%	26%	25%	31%	9%	40%	29%
Economically Disadvantaged Students	117	727	722	722	*	*	27%	*	*	22%	13%
Non-Economically Disadvantaged Students	183	751	738	741	*	*	27%	*	*	54%	38%
Students with Disabilities	33	713	708	713	*	*	*	*	*	*	*
Students without Disabilities	267	745	735	738	*	*	*	*	*	*	*
English Learners	*	*	709	711	*	*	*	*	*	*	*
Non-English Learners	*	*	733	736	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	N	N	*	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

JOHN F. KENNEDY MEMORIAL HIGH SCHOOL
(23-5850-040)
Grades Offered: 09-12
2017-2018

Report Key:
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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	228	737	726	727	24%	24%	11%	31%	10%	41%	30%
White	52	723	*	733	29%	31%	*	*	*	25%	35%
Hispanic	51	712	*	710	43%	27%	*	*	*	22%	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	106	759	751	766	10%	20%	9%	42%	18%	60%	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	117	737	*	728	22%	27%	12%	*	*	38%	30%
Male	111	737	725	727	26%	21%	10%	*	*	43%	30%
Economically Disadvantaged Students	86	719	716	709	29%	34%	14%	*	*	23%	13%
Non-Economically Disadvantaged Students	142	748	730	736	21%	18%	9%	*	*	51%	37%
Students with Disabilities	*	*	686	693	*	*	*	*	*	*	*
Students without Disabilities	*	*	728	732	*	*	*	*	*	*	*
English Learners	*	*	692	691	*	*	*	*	*	*	*
Non-English Learners	*	*	727	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	703	*	*	*	*	*	*	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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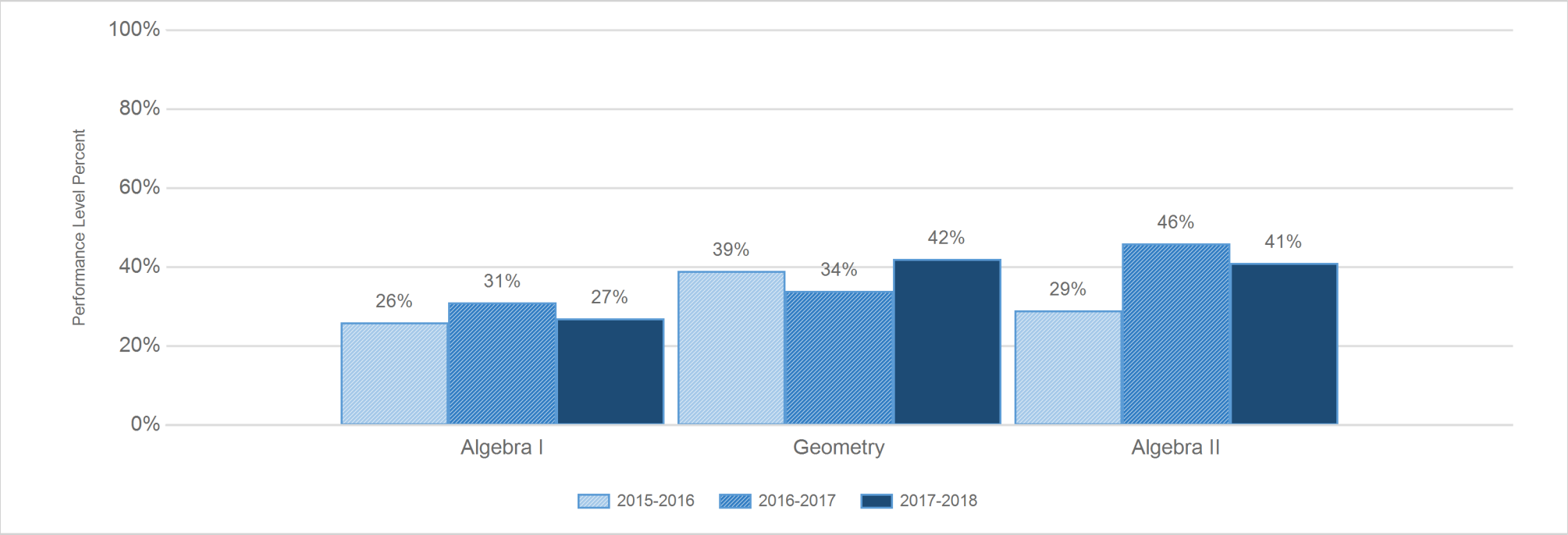
Mathematics Assessment – Performance Trends

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



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	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. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	23.5%	46.8%	Not Met

† 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	36	*	*
3-4	16	*	*
5 or more	*	*	*

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

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

Biology Assessment Information

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

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Information about 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 in 2017-18. 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 2017-18	97.7%	85.0%
12th graders taking SAT in 2017-18 or prior years	98.1%	72.2%
12th graders taking ACT in 2017-18 or prior years	11.3%	24.6%

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	475	478	Grade 10: 430 Grade 11: 460	62%	62%
PSAT 10/NMSQT - Math	487	478	Grade 10: 480 Grade 11: 510	43%	42%
SAT - Reading and Writing	516	542	480	59%	72%
SAT - Math	527	543	530	46%	54%
ACT - Reading	24	24	22	71%	62%
ACT - English	23	24	18	74%	78%
ACT - Math	25	24	22	61%	62%
ACT - Science	23	23	23	53%	53%

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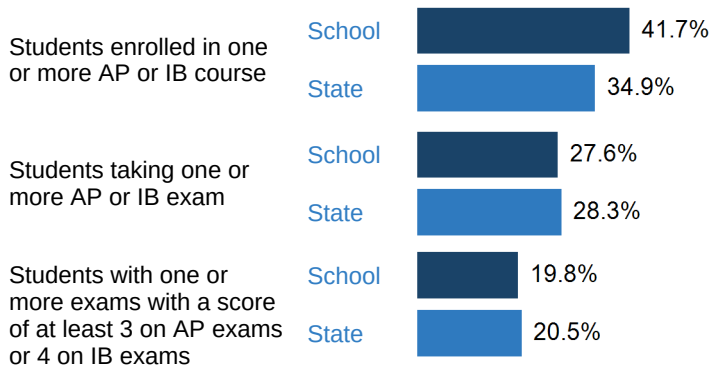
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

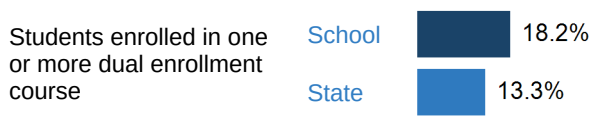
AP/IB Coursework – Participation and Performance

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 students 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	37	26
AP Calculus AB	50	2
AP Calculus BC	43	41
AP Chemistry	41	32
AP Computer Science A	16	10
AP English Language and Composition	91	76
AP English Literature and Composition	17	9
AP Environmental Science	51	46
AP Macroeconomics	105	43
AP Microeconomics	18	11
AP Physics B	29	0
AP Physics C: Mechanics	0	16
AP Psychology	54	18
AP Spanish Language	0	1
AP Statistics	80	55
AP Studio Art—Two-Demensional	3	3

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AP/IB Course	Students Enrolled	Students Tested
AP U.S. Government and Politics	55	37
AP U.S. History	98	5
AP World History	0	19
Total Exams taken		450
Exams with scores of at least 3 on AP exams or 4 on IB exams		318

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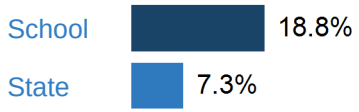
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

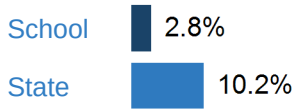
Career and Technical Education Participation

The graphs below show the percentage of students 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)



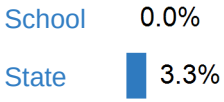
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students 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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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

School	0.0%
State	0.9%

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
Business Management & Administration	*		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	291	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	248	86	0	0	0	0	0
10	34	230	160	63	0	0	1
11	9	34	190	86	47	29	151
12	3	17	11	17	39	106	85
Total	294	367	361	166	86	135	237
Enrolled in AP/IB Course					51	80	0
Enrolled in Dual Enrollment Course	0	0	0	94	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	165	0	0	167	0	2
10	149	193	0	13	33	2
11	36	161	0	39	70	126
12	27	29	0	39	41	121
Total	377	383	0	258	144	251
Enrolled in AP/IB Course	37	41		51	29	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	329	1	0	0	0	0
10	23	327	7	0	0	1
11	5	355	97	3	12	42
12	3	42	52	175	76	84
Total	360	725	156	178	88	127
Enrolled in AP/IB Course	0	98	118	54		55
Enrolled in Dual Enrollment Course	0	28	0	50	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	195	60	0	0	0	0	58
10	249	84	0	0	0	0	5
11	131	21	0	0	0	4	7
12	42	15	0	0	0	10	10
Total	617	180	0	0	0	14	80
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	105	30	0	0	0	14	0

NJ SCHOOL PERFORMANCE REPORT

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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	*
Total	*

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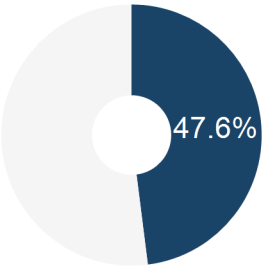
Visual and Performing Arts – Course Participation

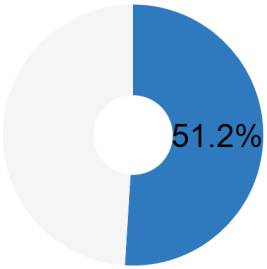
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

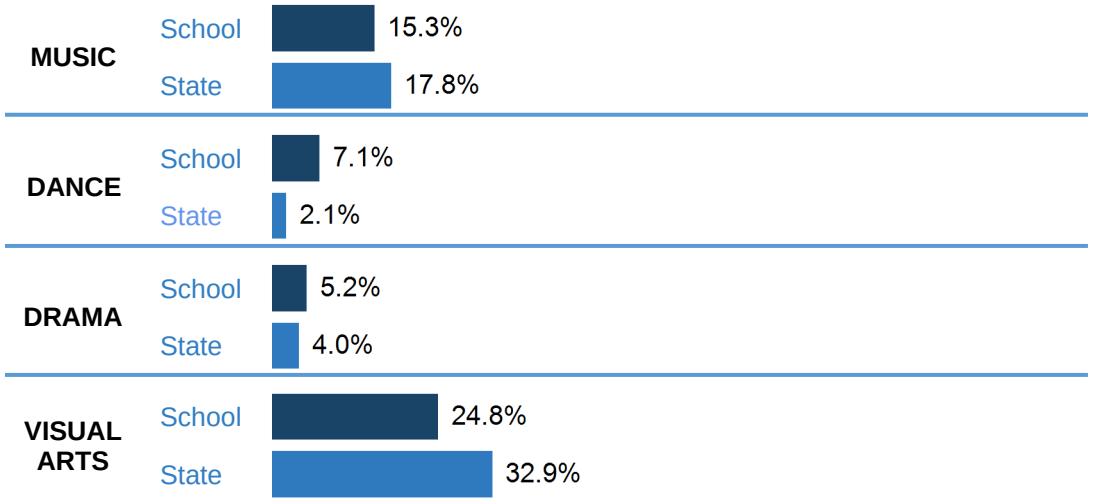


School



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 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 2017 4-year rate and the Class of 2016 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 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	96.5%	90.9%	94.1%	92.4%	93.3%	93.4%	Not Met	95.5%	N	Met Goal
White	98.9%	95.0%	96.8%	95.7%	94.8%	95.0%	Not Met	95.5%	N	Met Goal
Hispanic	92.3%	84.8%	89.2%	87.3%	88.0%	82.7%	Met Target	92.0%	95.0%	Not Met
Black or African American	*	84.2%	*	86.8%	*	92.6%	Not Met	90.6%	96.0%	Not Met
Asian, Native Hawaiian or Pacific Islander	97.2%	97.0%	95.5%	97.7%	96.2%	N	Met Goal	98.6%	N	Met Goal
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	*	**	**
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	94.0%	84.6%	95.0%	87.0%	93.7%	91.2%	Met Target	91.2%	95.8%	Not Met
Students with Disabilities	83.9%	80.1%	75.0%	83.5%	71.4%	78.2%	Not Met	94.1%	96.0%	Not Met
English Learners	89.7%	75.8%	90.5%	81.8%	90.5%	N	N	89.5%	**	**
Homeless Students	*	72.6%	*	79.1%	*			N		
Students in Foster Care	*	62.6%	N	64.9%						

NJ SCHOOL PERFORMANCE REPORT

JOHN F. KENNEDY MEMORIAL HIGH SCHOOL
(23-5850-040)
Grades Offered: 09-12
2017-2018

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

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

Graduation Pathways

This table shows the percentage of Class of 2018 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
PARCC Assessment	36.9%	33.2%
Substitute Competency Test	61.3%	65.9%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	1.5%	0.6%
Unknown	0.3%	0.3%

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2018	96.5%	-
2017	93.3%	94.1%
2016	94.7%	95.5%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	0.7%	1.2%
2016-2017	0.5%	1.1%
2015-2016	1.4%	1.2%

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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 Rates: Fall

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. 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 in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	77.1%	38.9%	61.1%
White	72.7%	39.1%	60.9%
Hispanic	56.3%	60%	40%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	92.1%	33.6%	66.4%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	70.9%	51.3%	48.7%
Students with Disabilities	60%	66.7%	33.3%
English Learners	60%	77.8%	22.2%

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. 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 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	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	86.2%	39.6%	60.4%	88.7%	11.3%	89.8%	10.2%
White	86.8%	46.8%	53.2%	84.8%	15.2%	89.9%	10.1%
Hispanic	73.4%	63.8%	36.2%	85.1%	14.9%	87.2%	12.8%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	91.5%	19.5%	80.5%	93.2%	6.8%	92.4%	7.6%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	82.4%	40.8%	59.2%	88.8%	11.2%	90.8%	9.2%
Students with Disabilities	75%	93.3%	6.7%	100%	0%	100%	0%
English Learners	*	*	*	*	*	*	*

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

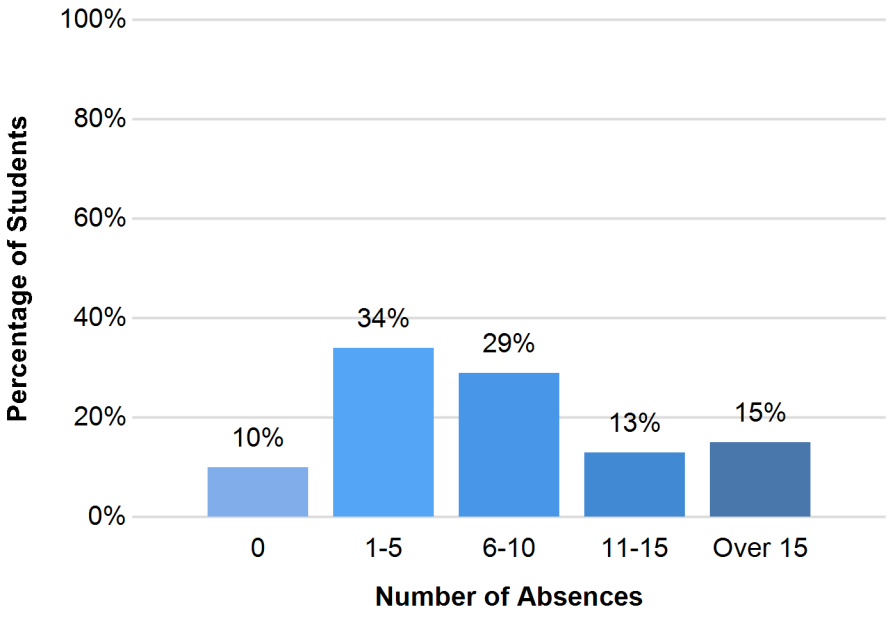
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	167	12.3	14.9	Met
White	53	16.5	14.9	Not Met
Hispanic	59	17.4	14.9	Not Met
Black or African American	11	9.2	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	44	7.7	14.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Economically Disadvantaged Students	91	17.5	14.9	Not Met
Students with Disabilities	20	15.5	14.9	Not Met
English Learners	9	17.3	14.9	Not Met

Days Absent

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



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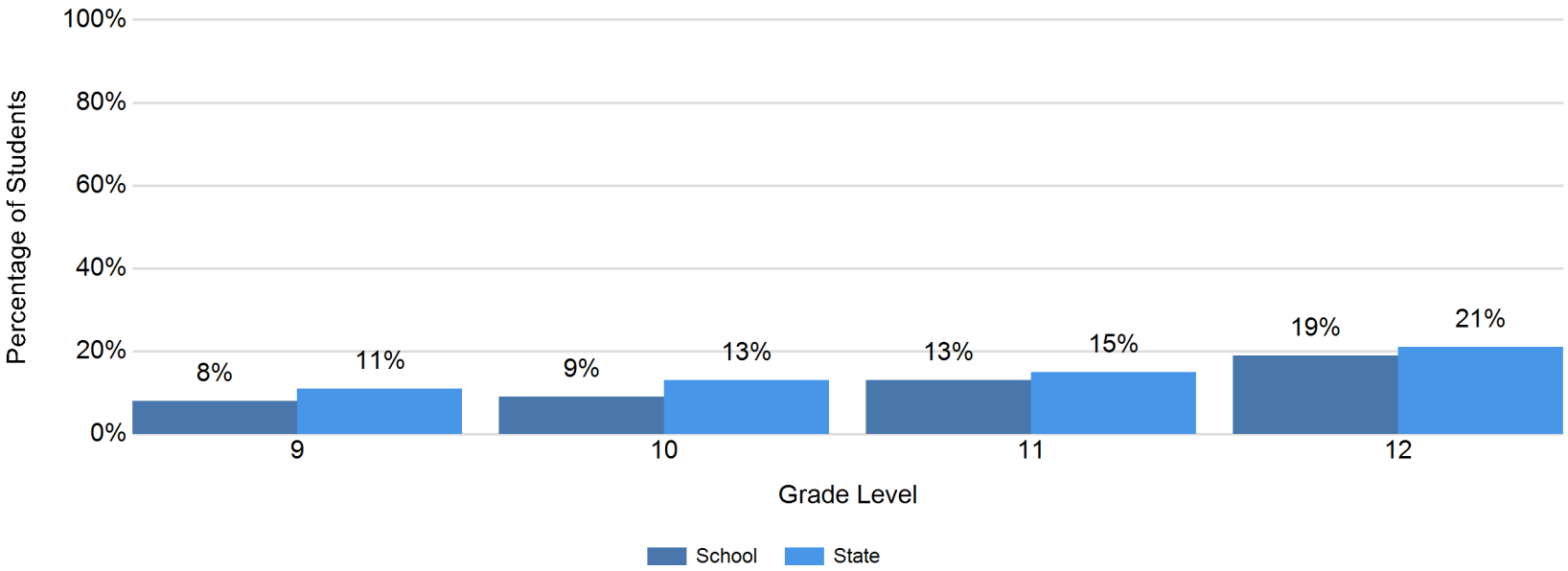
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	3
Substances	14
Harassment, Intimidation, Bullying (HIB)	11
Total Unique Incidents	29
Incidents Per 100 Students Enrolled	2.16

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	2
Substances	2
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	1	3	4
Sexual Orientation	0	1	1
Disability	0	2	2
Other	0	6	6
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	152	11.3%
Out-of-School Suspensions	97	7.2%
Any Suspension	206	15.3%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
301

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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	2:30 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs 48 Mins
Shared Time - Instructional Time	2 Hrs. 54 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1.4:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$420	$12,528	$12,948

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	112	117,464
Average years experience in public schools	13.2	12.0
Average years experience in district	11.8	10.7
Teachers in district for 4 or more years	85.7%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	63	9,374
Average years experience in public schools	21.5	16.0
Average years experience in district	20.3	12.0
Administrators in district for 4 or more years	100.0%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	192:1	216:1
Teachers to Administrators	16:1	17:1
Students to Librarians/Media Specialists		13598:1
Students to Nurses		544:1
Students to Counselors		425:1
Students to Child Study Team		349:1

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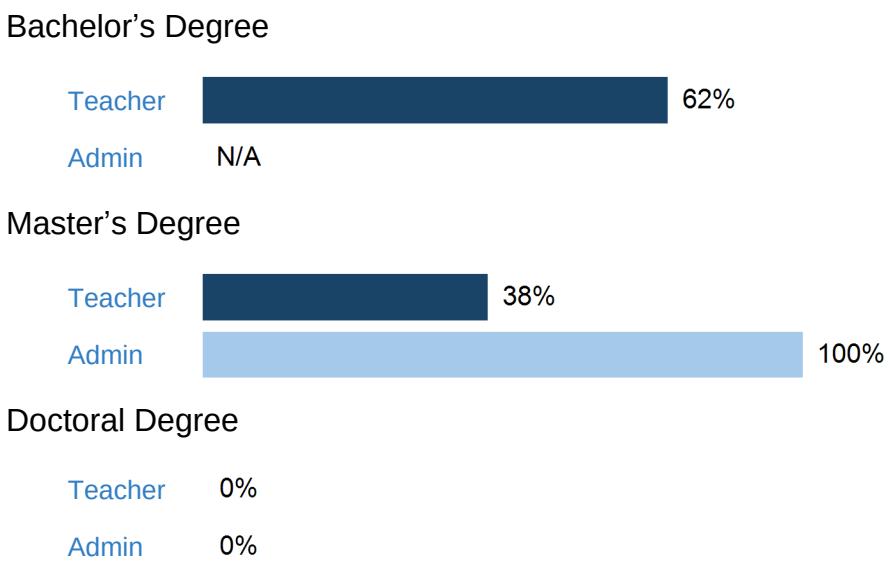
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	95.5%	90.2%
2016-17 Administrators: Same district 2017-18	95.2%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.6%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	67.0%	28.6%
Male	33.0%	71.4%
White	91.1%	100.0%
Hispanic	3.6%	0.0%
Black or African American	2.7%	0.0%
Asian	2.7%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	60.17	15.0%
Mathematics Proficiency	65.33	15.0%
Graduation Rate - 4-Year	46.13	20.0%
Graduation Rate - 5-Year	55.46	20.0%
Progress Towards English Language Proficiency	12.73	20.0%
Chronic Absenteeism	47.13	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	46.40	n/a
Summative Rating: Percentile Rank of Summative Score	42.98	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	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	n/a	n/a	No	Met Target	Met Target	Not Met	Met Goal	Not Met	Met	No
White	38.61	8.94	No	Met Target	Met Target	Not Met	Met Goal	n/a	Not Met	No
Hispanic	48.17	8.94	No	Met Target	Met Target†	Met Target	Not Met	n/a	Not Met	No
Black or African American	67.10	8.94	No	Met Target	Met Target†	Not Met	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	40.32	8.94	No	Met Target	Met Target	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	70.29	8.94	No	Met Target	Met Target†	Met Target	Not Met	n/a	Not Met	No
Students with Disabilities	52.19	8.94	No	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	70.84	8.94	No	Met Target	Met Target†	N	**	**	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 your school directly.

Highlights:	• A New Jersey Governor's School of Excellence Award Recipient. • 2016 U.S. News & World Report Silver Award • Technology is a part of each school day, with all students utilizing 1:1 personal Chromebooks
Mission, Vision, Theme:	Our mission is to develop, through a technology infused curriculum, life-long learners who are responsible citizens prepared to make positive contributions to the global society. We are committed to engaging all members of the community in the process of providing a learning environment that fosters interdependence, embraces change and values diversity.
Awards, Recognition, Accomplishments:	JFKMHS, a Governor's School of Excellence Award recipient, has been recognized as a a Best Practice School for programs promoting Language Arts Literacy, Citizenship and Character Education, and Science Research. Students have enjoyed numerous individual accomplishments as being recognized as National Merit Scholar Commendations/Semi Finalists, Intel Science Research Finalists, and New Jersey Governor's School Finalists.

NJ SCHOOL PERFORMANCE REPORT

JOHN F. KENNEDY MEMORIAL HIGH SCHOOL
(23-5850-040)
Grades Offered: 09-12
2017-2018

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

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Courses, Curriculum, Instruction:	The JFKMHS curriculum offers courses in Advanced Placement, Syracuse University Project Advance, English as a Second Language, Special Education, and Gifted and Talented, as well as electives in all disciplines for students at all levels.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Football (Coed), Ice Hockey (Coed), 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) JFKMHS was the recipient of the Greater Middlesex County White Division Sportsmanship Award. Other highlights included GMC Division Champions for Boys Spring Track, Boys Volleyball and Boys Bowling.
Clubs and Activities:	JFKMHS offers a variety of extra-curricular activities that emcompass every academic discipline. Students have the opportunity to organize various dances and performances throughout the school year or become members within student government. Also, in addition to the National Honor Society, students can earn recognition in five other honor societies: Business, Chinese, French, Science, and Spanish.

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Before and After School Programs:	JFKMHS offers Block 0 courses that begin before the school day and last the entire school year. Students can also receive before or after school tutoring in various subjects. As a whole, the WTSD provides weekend test preparation for high school students.
Postsecondary Information:	In 2018, 87% of JFKMHS graduates entered college. The school, in conjunction with the College Board, provides SAT test fee waivers to students who receive free and reduced lunch. The WTSD provides SAT, PSAT and ACT tests free for students during the school day and an SAT Boot Camp before major testing dates. In addition, students have a junior year course offering for SAT/ACT preparation that includes materials provided by, and teachers trained by, The Princeton Review.

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Student Supports and Services:	JFKMHS offers student support services for English Language Learners, students with disabilities, and Special Education students. The school has an Intervention and Referral Service team that assists students who are experiencing learning, behavior or health difficulties.
Parent and Community Involvement:	The JFKMHS Parent Faculty Forum organizes multiples yearly events, and most remarkably, the annual Gift Auction that raises money for the senior class Project Graduation. Parents/Guardians are also kept abreast of student academic progress and assignments through the Genesis Parent Portal and teacher School Wires websites. Community service activities have been infused into the existing curriculum as students participate in broad-based, multi-disciplinary Service-learning projects.

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Facilities:	The school has a Media Center with a Chromebook Bar and desktop computers. The athletic facilities include a new outdoor tract surrounding a Turf football field, a freshly painted gymnasium with new bleachers, and updated tennis courts. There are new seats and air conditioning in the Auditorium, which houses the school play and classes like, dance and drama.
School Safety:	The school has approximately 30 cameras throughout the grounds and on the interior of the school. There is a bell and camera system used during school hours to verify all entrants into the building as well as a Police Officer on duty at all times during school hours. In addition, the school boasts a Safety Ambassador Program that promotes and teaches others about safety.

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Other Information:	The student body consists of a composite of multi-ethnic, racial, and religious backgrounds. From this diversity, our students have reaped the benefits of learning to respect cultural, religious, and racial differences. JFKMHS is proud of the tight link that exists among administrators, teachers, parents, and the community who work together to provide our students with a comprehensive, challenging academic experience.