NJ SCHOOL PERFORMANCE REPORT

JOSE MARTI FRESHMAN ACADEMY
(17-5240-054)
Grades Offered: 09-09
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	HUDSON
District	UNION CITY
Principal Name	MR. BAEZ
Address	1800 SUMMIT AVE UNION CITY, NJ 07087
Phone Number	(201)348-5400
Email Address	RBAEZ@UNION-CITY.K12.NJ.US
Website	https://jmfa.ucboe.us/

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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	708	680	641
Total	708	680	641

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	44.9%	44.1%	43.2%
Male	55.1%	55.9%	56.8%
Economically Disadvantaged Students	93.5%	90.4%	90.2%
Students with Disabilities	15.3%	13.2%	12.9%
English Learners	16.8%	19.7%	18.9%
Homeless Students		0.3%	0.0%
Students in Foster Care		0.1%	0.0%
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	1.4%	1.9%	2.3%
Hispanic	97.2%	96.9%	95.9%
Black or African American	0.6%	0.6%	0.6%
Asian	0.8%	0.6%	1.1%
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%	0.0%

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	2015-16	2016-17	2017-18
Full Time Students	708	680	641
Shared Time Students	0	0	0
Full Time Equivalent	708	680	641

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	78.2%
English	20.4%
Other Languages	1.4%

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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	611	99.4	38.9	53.8	56.7	38.9	41	Met Target†
White	15	100.0	53.4	64.8	65.6	53.4	**	**
Hispanic	587	99.3	38.5	*	42.5	38.5	40.8	Met Target†
Black or African American	*	*	*	65.4	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	81.1	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	266	99.3	44.4	61.3	64.5	44.4		
Male	345	99.4	34.8	46.8	49.4	34.8		
Economically Disadvantaged Students	568	99.5	38.9	51.7	38.5	38.9	40.8	Met Target†
Non-Economically Disadvantaged Students	43	97.8	39.6	71.8	67.5	39.6		
Students with Disabilities	73	96.2	17.8	16.9	21.6	17.8	20.2	Met Target†
Students without Disabilities	538	99.8	41.8	57.9	63.9	41.8		
English Learners	138	100.0	13.0	40.5	27.3	13.0	9.1	Met Target
Non-English Learners	473	99.2	46.5	63.4	59.4	46.5		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	N	N	N	20.0	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	626	734	739	752	21%	15%	26%	35%	4%	39%	55%
White	16	747	*	760	*	*	*	*	*	56%	64%
Hispanic	601	733	738	735	21%	15%	26%	35%	3%	38%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	N	N	N	760	N	N	N	N	N	N	63%
Female	272	739	746	759	15%	13%	28%	*	*	44%	63%
Male	354	730	732	744	25%	17%	24%	*	*	34%	46%
Economically Disadvantaged Students	581	734	737	733	*	*	25%	*	*	39%	34%
Non-Economically Disadvantaged Students	45	737	750	761	*	*	27%	*	*	40%	65%
Students with Disabilities	77	717	711	716	27%	34%	21%	*	*	18%	15%
Students without Disabilities	549	736	742	758	20%	12%	26%	*	*	42%	62%
English Learners	110	689	684	691	*	*	*	*	*	*	*
Non-English Learners	516	744	750	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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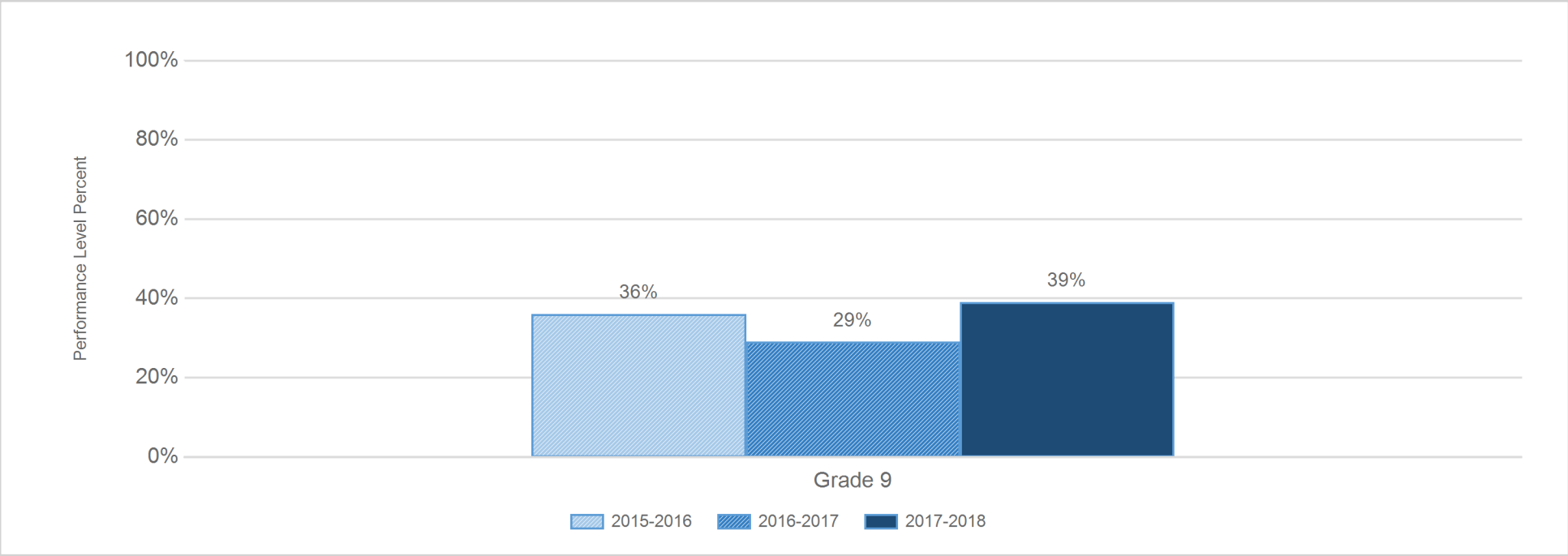
English Language Arts/Literacy Assessment - Performance Trends

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	611	99.2	18.7	33.7	45.0	18.7	26.3	Not Met
White	15	100.0	26.7	43.2	54.1	26.7	**	**
Hispanic	587	99.2	18.2	*	29.2	18.2	26.3	Not Met
Black or African American	*	*	*	42.4	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	67.8	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	266	99.3	16.2	34.7	46.0	16.2		
Male	345	99.2	20.6	32.9	43.9	20.6		
Economically Disadvantaged Students	568	99.3	18.1	32.0	26.6	18.1	26.4	Not Met
Non-Economically Disadvantaged Students	43	97.8	25.6	49.2	55.9	25.6		
Students with Disabilities	73	96.2	*	*	17.1	*	11.4	Met Target†
Students without Disabilities	538	99.6	*	*	50.5	*		
English Learners	137	98.6	*	27.3	24.6	*	23.4	Not Met
Non-English Learners	474	99.4	*	38.3	46.9	*		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	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	625	726	731	746	20%	30%	32%	*	*	19%	46%
White	16	728	*	755	*	*	*	*	*	25%	57%
Hispanic	600	726	730	730	20%	31%	31%	*	*	18%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	N	755	N	N	N	N	N	N	54%
Female	272	728	734	748	15%	31%	38%	*	*	17%	48%
Male	353	724	728	745	24%	30%	27%	*	*	20%	44%
Economically Disadvantaged Students	580	726	730	729	*	*	31%	*	*	18%	25%
Non-Economically Disadvantaged Students	45	732	741	756	*	*	40%	*	*	24%	57%
Students with Disabilities	77	712	709	716	*	*	*	*	*	*	13%
Students without Disabilities	548	728	734	752	*	*	*	*	*	*	52%
English Learners	108	709	707	710	*	*	*	*	*	*	*
Non-English Learners	517	730	736	749	*	*	*	*	*	*	*
Homeless Students	*	*	*	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	N	N	721	735	N	N	N	N	N	N	30%
White	N	N	720	740	N	N	N	N	N	N	37%
Hispanic	N	N	721	723	N	N	N	N	N	N	14%
Black or African American	N	N	*	719	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	760	N	N	N	N	N	N	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	N	741	N	N	N	N	N	N	39%
Female	N	N	723	736	N	N	N	N	N	N	30%
Male	N	N	720	734	N	N	N	N	N	N	29%
Economically Disadvantaged Students	N	N	721	722	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	N	N	725	741	N	N	N	N	N	N	38%
Students with Disabilities	N	N	708	713	N	N	N	N	N	N	*
Students without Disabilities	N	N	723	738	N	N	N	N	N	N	*
English Learners	N	N	711	711	N	N	N	N	N	N	*
Non-English Learners	N	N	724	736	N	N	N	N	N	N	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	*
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%

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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	N	N	712	727	N	N	N	N	N	N	30%
White	N	N	722	733	N	N	N	N	N	N	35%
Hispanic	N	N	711	710	N	N	N	N	N	N	14%
Black or African American	N	N	715	705	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	N	N	732	766	N	N	N	N	N	N	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	N	N	N	736	N	N	N	N	N	N	37%
Female	N	N	712	728	N	N	N	N	N	N	30%
Male	N	N	712	727	N	N	N	N	N	N	30%
Economically Disadvantaged Students	N	N	710	709	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	N	N	723	736	N	N	N	N	N	N	37%
Students with Disabilities	N	N	690	693	N	N	N	N	N	N	*
Students without Disabilities	N	N	715	732	N	N	N	N	N	N	*
English Learners	N	N	695	691	N	N	N	N	N	N	*
Non-English Learners	N	N	715	729	N	N	N	N	N	N	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	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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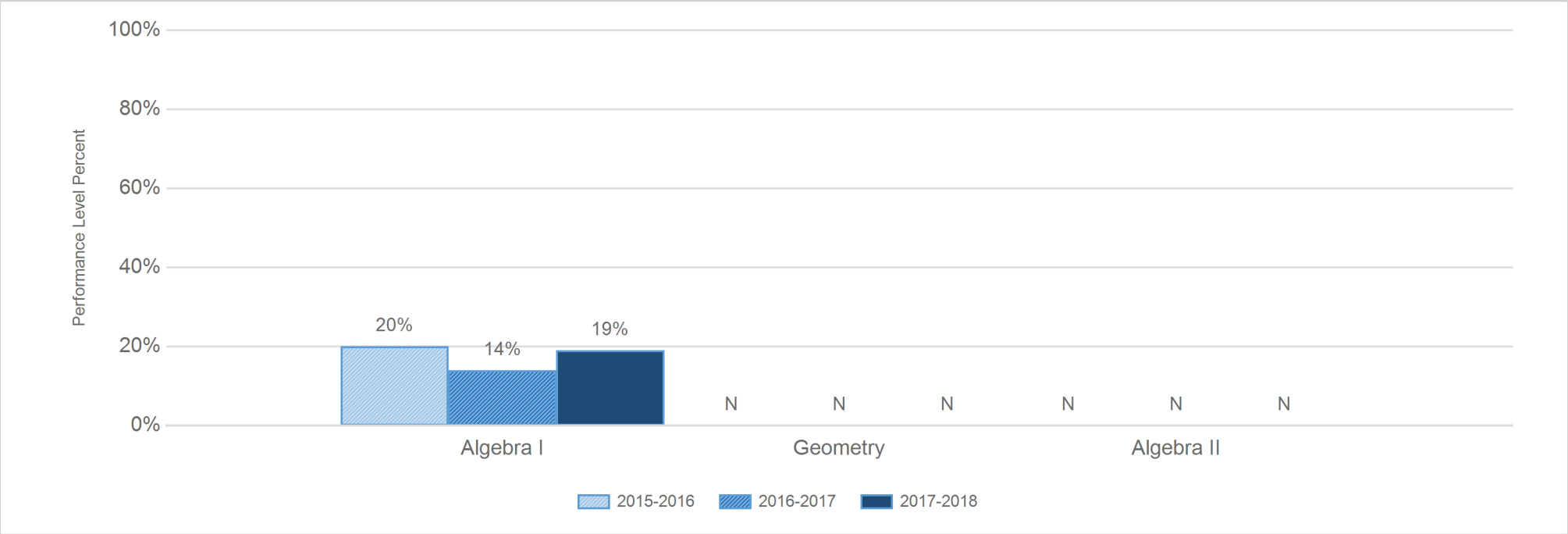
Mathematics Assessment – Performance Trends

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

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	41.5%	46.8%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	58	*	*
3-4	39	87.2%	12.8%
5 or more	13	84.6%	15.4%

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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.

NJ SCHOOL PERFORMANCE REPORT

JOSE MARTI FRESHMAN ACADEMY
(17-5240-054)
Grades Offered: 09-09
2017-2018

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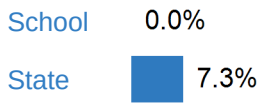
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

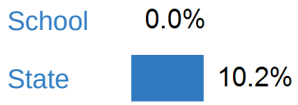
Career and Technical Education Participation

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)



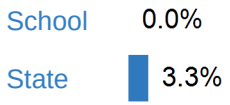
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit http://www.nj.gov/education/cte/.

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
Total (All Clusters)	0	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	638	0	0	0	0	0	0
Total	638	0	0	0	0	0	0
Enrolled in AP/IB Course					0	0	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	16	0	0	17	0	0
Total	16	0	0	17	0	0
Enrolled in AP/IB Course	0	0		0	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	476	0	0	0	0	0
Total	476	0	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0		0
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	113	0	0	0	0	0	0
Total	113	0	0	0	0	0	0
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	0	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
Total	0

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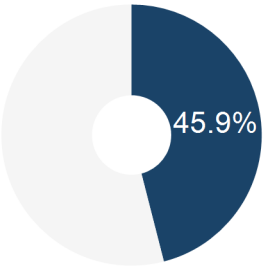
Visual and Performing Arts – Course Participation

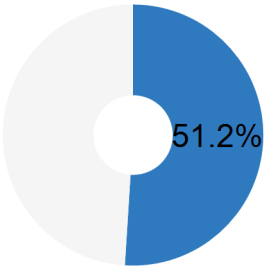
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

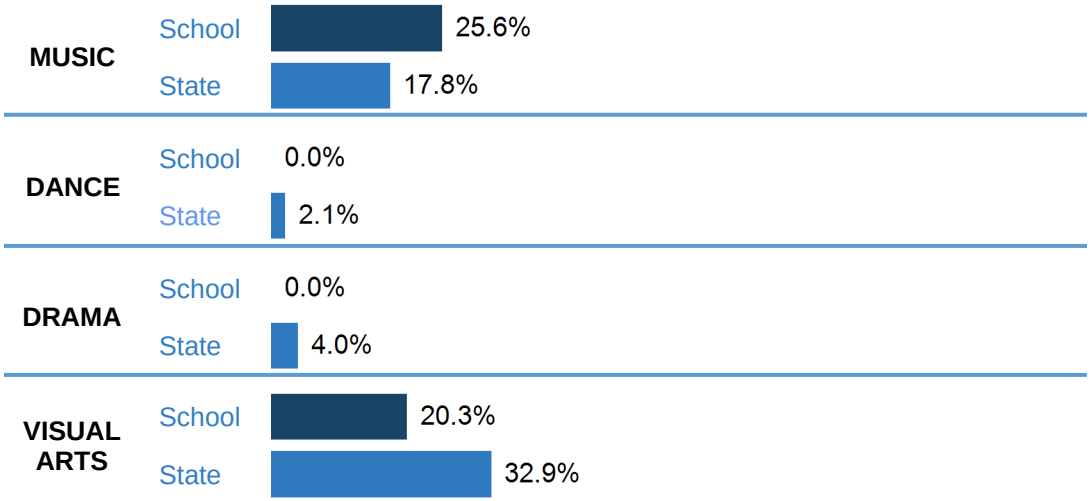


School



State

Students enrolled in one or more classes by discipline:



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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.

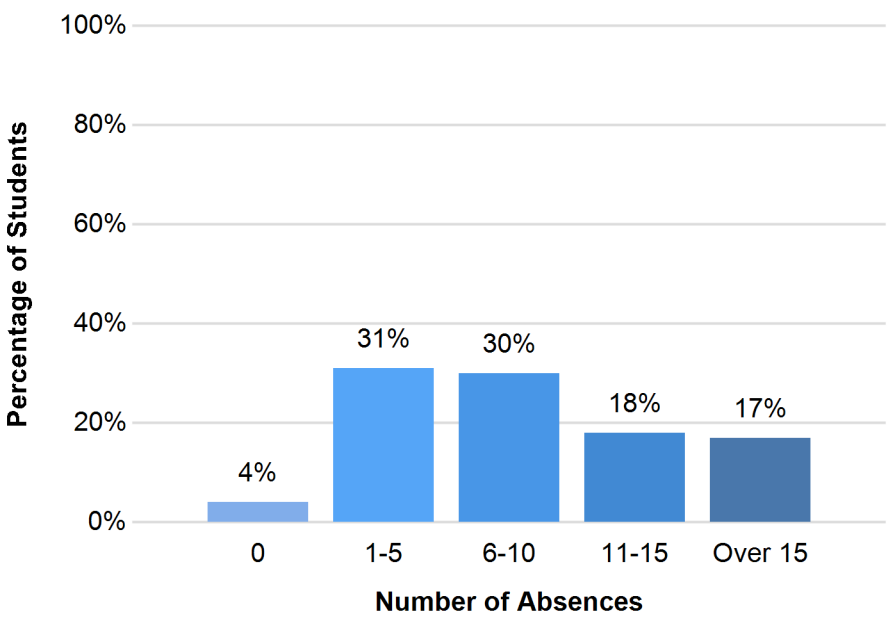
Chronic Absenteeism

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	79	12.4	11.4	Not Met
White	1	6.3	**	**
Hispanic	76	12.4	11.4	Not Met
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
Economically Disadvantaged Students	69	11.9	11.4	Not Met
Students with Disabilities	22	24.4	11.4	Not Met
English Learners	10	8.9	11.4	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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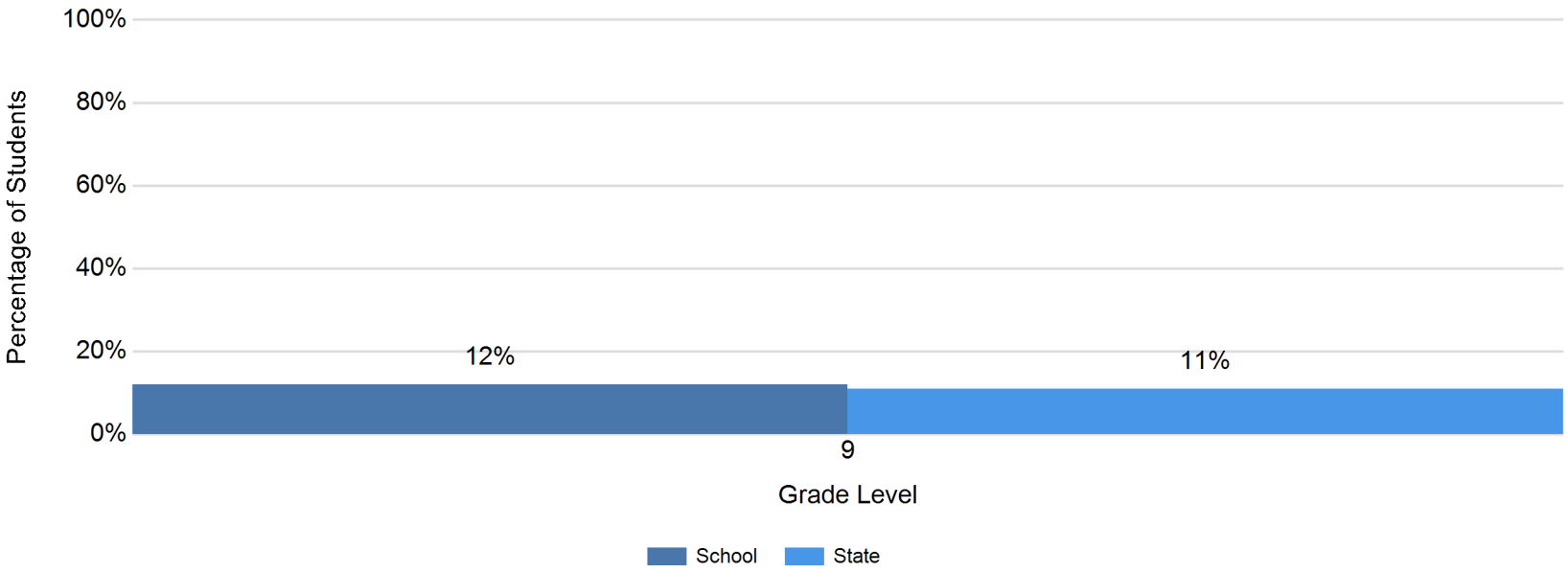
Chronic Absenteeism by Grade

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	7
Weapons	0
Vandalism	2
Substances	3
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	12
Incidents Per 100 Students Enrolled	1.87

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	7
Weapons	0
Vandalism	2
Substances	3
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	0		0

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	4.1%
Any Suspension	26	4.1%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
150

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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	8:00 AM
Typical End Time	3:00 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	7 Hrs 0 Mins
Shared Time - Instructional Time	N

Device Ratios

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

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

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)	$1,015	$14,981	$15,996

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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	63	117,464
Average years experience in public schools	12.2	12.0
Average years experience in district	11.6	10.7
Teachers in district for 4 or more years	76.2%	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	75	9,374
Average years experience in public schools	23.0	16.0
Average years experience in district	22.7	12.0
Administrators in district for 4 or more years	98.7%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	16:1
Students to Administrators	128:1	183:1
Teachers to Administrators	13:1	12:1
Students to Librarians/Media Specialists		13733:1
Students to Nurses		763:1
Students to Counselors		981:1
Students to Child Study Team		254:1

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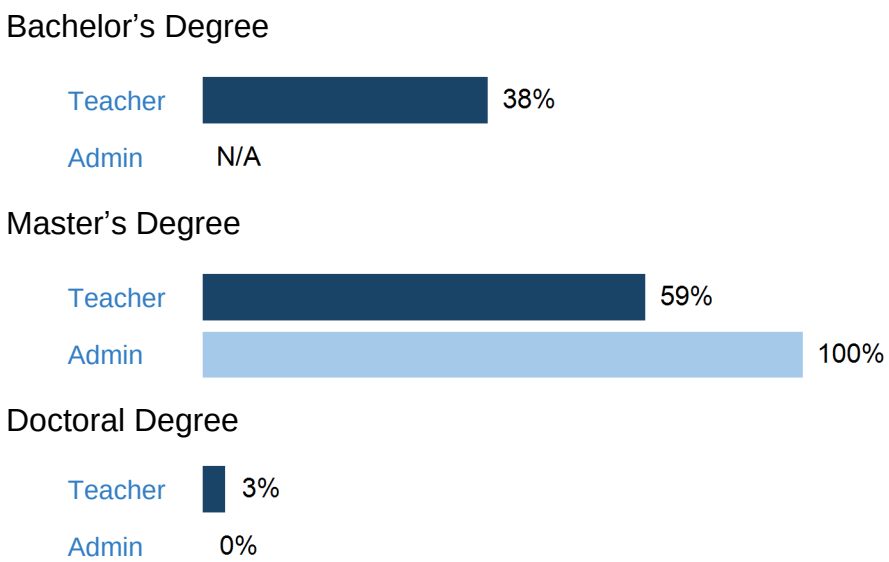
Teachers and Administrators - Level of Education

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	96.1%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	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	92.0%

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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	55.6%	40.0%
Male	44.4%	60.0%
White	49.2%	40.0%
Hispanic	50.8%	60.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
N	N	N

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	N	N	N
White	N		
Hispanic	N		
Black or African American	N		
Asian, Native Hawaiian, or Pacific Islander	N		
American Indian or Alaska Native	N		
Two or More Races	N		
Economically Disadvantaged Students	N		
Students with Disabilities	N		
English Learners	N		

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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	N	N
Mathematics Proficiency	N	N
Progress Towards English Language Proficiency	N	N
Chronic Absenteeism	N	N
Summative Score: Sum of all indicator scores multiplied by indicator weights	N	n/a
Summative Rating: Percentile Rank of Summative Score	N	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	N	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	N	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†	Not Met	N	N	Met Target†	Not Met	No
White	N	N	No	**	**	N	N	n/a	**	No
Hispanic	N	N	No	Met Target†	Not Met	N	N	n/a	Not Met	No
Black or African American	N	N	No	**	**	N	N	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	N	N	No	**	**	N	N	n/a	**	No
American Indian or Alaska Native	N	N	No	**	**	N	N	n/a	**	No
Two or More Races	N	N	No	**	**	N	N	n/a	**	No
Economically Disadvantaged Students	N	N	No	Met Target†	Not Met	N	N	n/a	Not Met	No
Students with Disabilities	N	N	No	Met Target†	Met Target†	N	N	n/a	Not Met	No
English Learners	N	N	No	Met Target	Not Met	N	N	**	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:	• MCJROTC develops character, leadership and civics through personal growth, citizenship, and physical fitness. • Tailored classroom instruction driven by data-assessment and disaggregation • Freshman Seminar program designed to target at-risk students by providing academic and emotional support
Mission, Vision, Theme:	Jose Marti Freshman Academy is committed to providing a safe, secure, and nurturing environment that fosters communication and respect among all members of our community. Our students are challenged to use 21st Century skills to fulfill their potential and meet the demands of a global society. JMFA was designed to create a caring, supportive, and personalized environment to ease the transition into high school while focusing on academics in an inquiry-based setting.
Awards, Recognition, Accomplishments:	MCJROTC National Competition in Daytona Beach, FL 2012-2018. Received 4th place recognition in the 2017 competition. 1st place finish in John Bowne High school competition. 1st place in Tottenville High School competition. 2nd place in the Regional Marching Competition at Gloucester High School in Gloucester, MA. Over 1,300 people were in attendance for our Marine Corps Birthday Ball in Union City, NJ.

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Courses, Curriculum, Instruction:	The district values its commitment to provide the highest quality learning experiences for students. We remain vigilant in our mission to ready each child for a successful future in post-secondary environments of college and career, to become productive members of society, and to become effective contributors within the 21st Century. To accomplish this goal, we enact a rigorous, comprehensive standard-driven curriculum for grades PK -12 in which all of the NJSLS are addressed and integrated.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross Country (Boys & Girls), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys)
Clubs and Activities:	Art Club, Role-Playing Games Club, Student Council, Technology Club, Nao Robot Programming, Basketball Conditioning, Audio Recording Club, Film Club are all offered to our students on site each week. In addition, students can travel to the main campus at Union City High School to take advantage of their club offerings as well.

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Before and After School Programs:	Student success happens when families, students, educators, and community members work together and focus on the academic, social, and emotional needs of students. Through a relationship-rich environment that is open and flexible, the school's parent liaison and the community relations director facilitate collaborative family/community activities. Parent breakfasts, community nights, and PTO meetings, connect families to the school and community that support student learning and success.
Staff and Professional Learning:	Professional development is provided through high quality professional learning activities that are aligned with teaching and learning standards, are rich in content, and broaden the knowledge and skills of teaching staff members, administrators, and Educational Support Personnel. These opportunities are sustained and supported through job-embedded coaching, external expert assistance, on and off campus workshops, conferences, and digital online resources.

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Student Supports and Services:	The Special Needs program provides intervention and referral services for students who are experiencing academic, medical and emotional difficulties. The District has an autistic program, multiple handicapped programs, and a life skills program among others. The ELL program enables students to move from their native language to English. Certified staff meets all students needs to achieve the district goal to move students to the regular education program.
Student Health and Wellness:	All students are eligible for free breakfast and lunch provided by Chartwells under the Community Eligibility Act. A full students lunch includes a choice of entrée supplying protein and grain, two (2) vegetable side dishes, one (1) fruit side dish, and a choice of milk. Milk choices include 1% white and skim chocolate. Please notify us if your child has a food related allergies or medical condition.
Parent and Community Involvement:	Student success happens when families, students, educators, and community members work together and focus on the academic, social, and emotional needs of students. Through a relationship-rich environment that is open and flexible, the school's parent liaison and the community relations director facilitate collaborative family/community activities. Parent breakfasts, community nights, and PTO meetings, connect families to the school and community that support student learning and success.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Parents Parental surveys are conducted at the school level. Parents are cooperative and active members of our school community.
Facilities:	We are proud of the building we educate your child in. It meets state code with well-equipped rooms for all subjects. Our building is kept in excellent condition by our maintenance/custodial department and our security staff keeps our students safe. Each department receives ongoing and continuous training in effort to maintain up-to-date and equipped with the tools and skills necessary to maintain safety and security.
School Safety:	JMFA has a School Safety team comprised of Administration, Dean of Students, School Nurse, School Resource Officer, and Security. This group meets on a monthly basis to address all pertinent safety topics and issues. Our building is equipped with video cameras to enhance the ability to the monitor the building. Finally, monthly fire and safety/security drills are conducted in compliance with State code.

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Technology and STEM:	STEM topics are covered through the curriculum as well as through extra-curricular activities. Science experiments and labs are a part of daily science classes. We have STEM and Robotics clubs that meet afterschool in conjunction with Union City High School.

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Other Information:	At JMFA, students are encouraged to reach their full potential by providing personalized learning environments, increased academic rigor and a more relevant curriculum that focuses on 21st Century skills. JFMA uses creative scheduling techniques to maximize learning. Our day is divided into nine 40 minute periods, and the core subjects of English and Algebra 1 are scheduled in 80 minute blocks. Teachers have common planning time, allowing for collaborative planning, "kid talk", and imbedded professional development. Coaches are utilized to support instruction in the classroom, drawing on a specific body of research, theory, and practice adopted by the district. They offer in-class support to teachers and staff members on literacy, mathematics and technology strategies. They individualize their work with small groups of teachers and/or students, and also work one-on-one over a long period of time. Since many of our students are first generation high school students, parent involvement is critical and one of our school s major goals. We offer a Freshmen orientation and an informal parent orientation two weeks prior to the opening of school to introduce the school's Administrative Team and key personnel. We want to assist parents with the transition of their child into the world of the high school student and the expectations placed them. There are many programs and workshops to educate our parents about major issues and challenges that their children face as adolescents as well as those they face as parents of teenage children. Our parent liaison works with organizations and our school community to enlist stakeholders and organize meaningful and educational programs for parents. The School Based Youth Services Program provides a direct link between the educational system, and social services, health, and employment systems. These programs provide intervention, individual/family counseling, and substance abuse prevention and counseling.