School No. 4 (03-1550-090)

2021-2022

County: Bergen
District: Fort Lee School District
1193 Anderson Ave
Fort Lee, NJ 07024-1761

Principal: Mr. Patrick Ambrosio
School Website
201-585-4650

392
Total Students

KG-04
Grades Offered

Overview & Resources

The School Performance Reports reflect the New Jersey Department of Education's (NJDOE) commitment to providing parents, students, and school communities with a large variety of information about each school and district. These reports can be used as a tool to help evaluate whether all students have equitable access to high quality education. We encourage you to use these reports to:

- **Learn** more about the school and the district
- **Start conversations** with school community members and ask questions
- **Engage** with school communities to identify where schools are doing well and where they can improve

Important Notes for 2021-22 Reports: The 2021-22 School Performance Reports include nearly all data that was previously reported prior to the COVID-19 pandemic, such assessment results and accountability data. However, the 2021-22 reports will not include student growth as measured by median student growth percentiles (mSGPs) because individual student growth percentiles (SGPs) were not calculated for the 2021-22 school year due to lack of prior test results for the 2019-20 and 2020-21 school years. The student growth section of the reports will include a link to an alternate measure of academic progress that will be used for accountability determinations for the 2021-22 school year. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

School Performance Report Resources: The NJDOE has several resource documents that can help you understand and use the School Performance Reports, which can also be found under the "Resource Documents" link at the top of the page:

- One-page guides to help start conversations for administrators, educators, elementary, and middle and high school families
- Reference Guide with details on all the data in these reports
- Frequently Asked Questions
- Understanding Adjusted Cohort Graduation Rates
- Understanding Student Growth Percentiles
- Data Privacy Rules (why you see *'s and N's in the reports)

Let the NJDOE know how we can improve future reports by taking our feedback survey. Contact reportcard@doe.nj.gov with any questions about the reports

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Overview & Resources

School Contact Information

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

Type	Contact Information
County	Bergen
District	Fort Lee School District
Principal Name	Mr. Patrick Ambrosio
Address	1193 Anderson Ave, Fort Lee, NJ 07024-1761
Phone Number	201-585-4650
Email Address	pambrosio@flboe.com
Website	http://fles4.flboe.com/
Facebook	https://www.facebook.com/pages/Number-4/368350410008696
Twitter	https://twitter.com/School4Penguins

NJ SCHOOL PERFORMANCE REPORT

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Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2019-20	2020-21	2021-22
KG	92	69	63
1	74	84	84
2	87	67	91
3	87	88	76
4	98	91	78
Total	438	399	392

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. 2019-20 was the first year that data was collected for non-binary/undesignated gender and, as a result, data may not be a true representation of the student population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5 and percentages for 2020-21 and 2021-22 may show a range, depending on the overall school population size.

Student Group	2019-20	2020-21	2021-22
Female	51.5%	48.0%	51.0%
Male	48.5%	52.0%	49.0%
Non-Binary/Undesignated Gender	<1%	≤1%	≤1%
Economically Disadvantaged Students	11.2%	6.8%	6.6%
Students with Disabilities	11.4%	12.3%	10.5%
English Learners	13.5%	13.0%	14.5%
Homeless Students	0.0%	0.3%	0.3%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.3%	0.3%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial And Ethnic Group	2019-20	2020-21	2021-22
White	35.2%	30.3%	32.4%
Hispanic	16.2%	16.5%	18.4%
Black or African American	4.6%	4.8%	3.6%
Asian	41.3%	44.1%	41.8%
Native Hawaiian or Pacific Islander	0.0%	0.3%	0.3%
American Indian or Alaska Native	0.5%	0.5%	0.5%
Two Or More Races	2.3%	3.5%	3.1%

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Enrollment Trends by Full/Half Day PK and KG

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

Grade	2019-20	2020-21	2021-22
KG - Half Day	0	0	0
KG - Full Day	92	69	63

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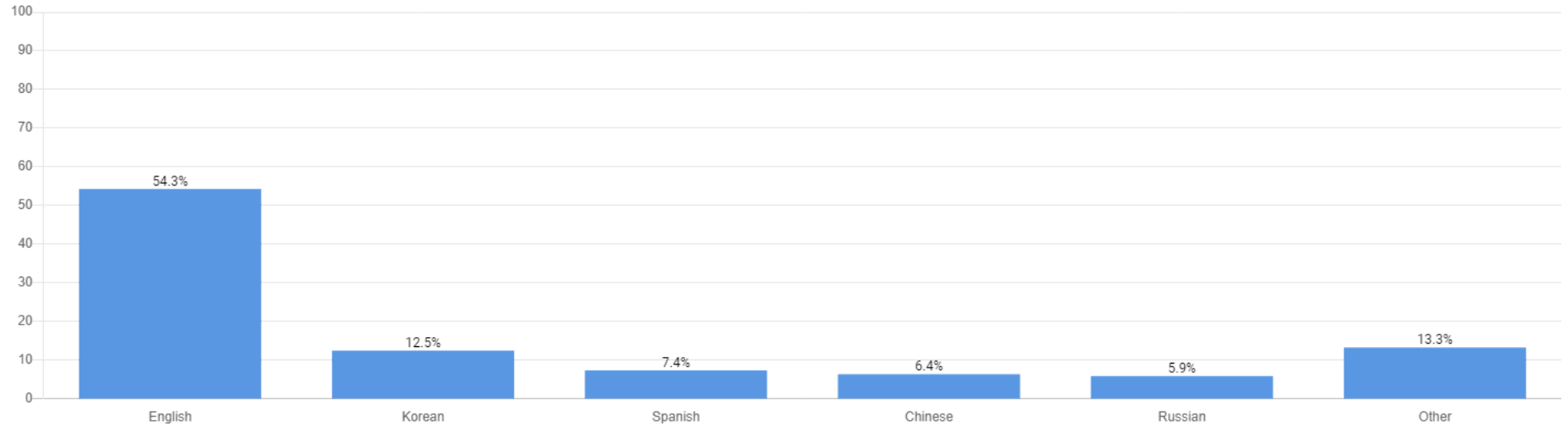
Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total. To see this data in a table, click the Table View option below the chart.



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Student Growth

Student growth is a measure of how much students are learning each year. New Jersey's ESSA state plan outlines that academic progress will be measured with school's median student growth percentile (mSGP) on statewide ELA and mathematics assessments. Each individual student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7. The SGP measures their academic progress from one year to the next compared to other students with similar prior test scores (academic peers).

Important Note for 2021-22 Reports: The calculation of mSGPs relies on one to two consecutive years of prior assessment results to calculate individual student growth percentiles. Due to the cancellation of the NJLSA in both 2019-20 and 2020-21, SGPs were not calculated for 2019-2020, 2020-2021, or 2021-2022. The 2021-22 reports will not include any mSGP data.

The NJDOE received approved through the COVID-19 State Plan Addendum, to use an alternative method to calculate academic progress for the 2021-22 school year based on aggregate score improvement on the NJSLA at the schoolwide and student group level between 2018-2019 and 2021-2022. For 2021-22, the NJDOE measured academic progress in ELA and mathematics using Relative School Improvement Measure (RSIM). Results of the RSIM measure are available on the NJDOE's Accountability page under 2022 Accountability Data.

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Academic Achievement

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Important Note for 2021-22: NJSLA data is not available for 2019-20 or 2020-21 due to federal waivers and assessment cancellations and DLM and ACCESS for ELLs data is not available for 2019-20. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

English Language Arts and Mathematics Performance Trends

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

Important note for 2021-22: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results are not available for the 2019-20 and 2020-21 school years.

ELA Proficiency Rate for Federal Accountability

Math Proficiency Rate for Federal Accountability

Performance Measure	2019-20 ELA	2020-21 ELA	2021-22 ELA	2019-20 Math	2020-21 Math	2021-22 Math
Participation Rate			99.3%			99.4%
Proficiency Rate for Federal Accountability			67.1%			68.4%
Annual Target						
Met Annual Target?						
Statewide Proficiency Rate for Federal Accountability			49.0%			36.0%

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English language arts(ELA) both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 9. Students that were enrolled for less than half a school year are excluded from performance results. Student are considered to have met or exceeded expectations if they score at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2032. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see the NJDOE Accountability page. More information and additional data can also be found on the NJDOE Academic Achievement page.

Student Group	Valid Scores	% of students taking test	School: % of testers met/exceeded expectations	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Schoolwide	149	99.3%	67.1%	71.7%	49%	67.1%		
White	55	98.2%	63.6%	71%	58.2%	63.6%		
Hispanic	28	100%	46.4%	53.6%	35%	46.4%		
Black or African American	*	*	*	49%	30.9%	*	**	**
Asian, Native Hawaiian, or Pacific Islander	58	100%	82.8%	83.1%	78%	82.8%		Met Goal
American Indian or Alaska Native	*	*	*	*	48.7%	*	**	**
Two or More Races	*	*	*	64.7%	55.4%	*	**	**
Female	*	100%	72.2%	76.3%	55.1%	72.2%		
Male	*	98.7%	62.3%	67.4%	43.2%	62.3%		
Non-binary/undesignated gender	*	*	*	*	63.8%	*		
Economically Disadvantaged Students	14	100%	64.3%	59.9%	30.9%	64.3%	**	**
Non-Economically Disadvantaged Students	135	99.3%	67.4%	73.5%	57.8%	67.4%		
Students with Disabilities	27	96.4%	40.7%	27.9%	17.9%	40.7%		
Students without Disabilities	122	100%	73%	79.5%	55.7%	73%		
English Learners	21	100%	61.9%	53.5%	21.9%	61.9%		
Non-English Learners	128	99.2%	68%	74.4%	52%	68%		
Homeless Students	*	*	*	*	20.4%	*		
Students in Foster Care	*	*	*	*	17.9%	*		
Military-Connected Students	*	*	*	*	46%	*		
Migrant Students	*	*	*	*	<10%	*		

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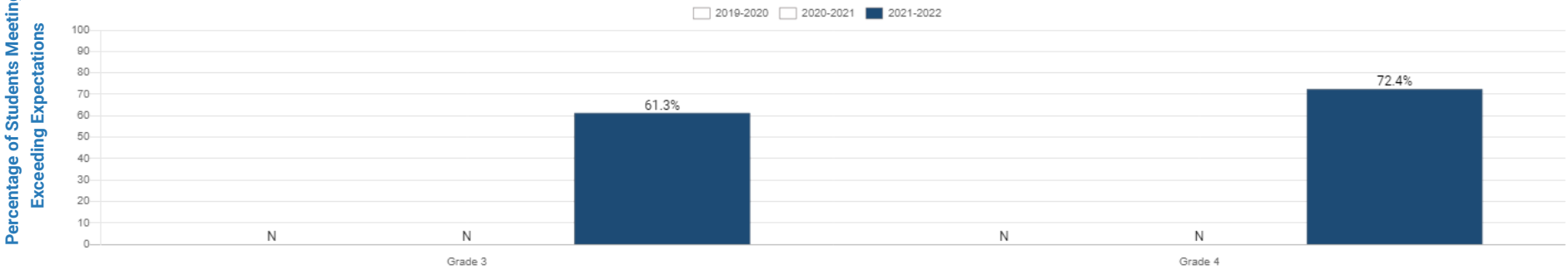
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the New Jersey Student Learning Assessment (NJSLA) for English Language Arts (ELA) for the past three years.

Important note for 2021-22: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results are not available for the 2019-20 and 2020-21 school years.



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English Language Arts Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	School Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	75	762	765	740	4%	12%	23%	52%	9%	61%	42%
White	29	758	758	750	0%	14%	34%	45%	7%	52%	52%
Hispanic	16	735	748	724	19%	25%	19%	38%	0%	38%	28%
Black or African American	*	*	740	722	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	29	779	778	771	0%	3%	14%	66%	17%	83%	71%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	45%
Two or More Races	*	*	*	748	*	*	*	*	*	*	50%
Female	*	772	773	745	0%	11%	17%	60%	11%	71%	47%
Male	*	753	757	735	8%	13%	28%	45%	8%	53%	38%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	757	720	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	761	766	751	4%	12%	24%	51%	9%	60%	52%
Students with Disabilities	10	725	727	709	30%	30%	0%	40%	0%	40%	17%
Students without Disabilities	65	767	770	746	0%	9%	26%	54%	11%	65%	47%
English Learners	*	*	736	704	*	*	*	*	*	*	13%
Non-English Learners	*	762	769	744	4%	11%	23%	53%	9%	61%	46%
Homeless Students	*	*	*	707	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	16%
Military-Connected Students	*	*	*	737	*	*	*	*	*	*	40%
Migrant Students	*	*	*	691	*	*	*	*	*	*	24%

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English Language Arts Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	School Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	76	766	778	746	8%	9%	11%	42%	30%	72%	49%
White	27	767	777	756	7%	7%	7%	52%	26%	78%	60%
Hispanic	12	738	756	732	25%	17%	0%	58%	0%	58%	34%
Black or African American	*	*	*	729	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	30	780	786	774	3%	3%	13%	33%	47%	80%	77%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	*	*	777	756	*	*	*	*	*	*	59%
Female	*	771	779	750	5%	8%	13%	39%	34%	74%	53%
Male	*	761	777	742	11%	11%	8%	45%	26%	71%	46%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	765	728	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	769	779	756	6%	9%	12%	41%	33%	74%	60%
Students with Disabilities	17	728	743	717	35%	18%	6%	29%	12%	41%	21%
Students without Disabilities	59	777	785	752	0%	7%	12%	46%	36%	81%	55%
English Learners	*	*	735	713	*	*	*	*	*	*	15%
Non-English Learners	*	769	781	750	7%	7%	10%	44%	32%	76%	53%
Homeless Students	*	*	*	717	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	20%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	50%
Migrant Students	*	*	*	700	*	*	*	*	*	*	21%

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Mathematics Assessment - Participation and Performance

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

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Schoolwide	152	99.4%	68.4%	58.7%	36%	68.4%		
White	55	98.2%	67.3%	55.4%	46.2%	67.3%		
Hispanic	28	100%	35.7%	29.6%	19.9%	35.7%		
Black or African American	*	*	*	30.2%	15.7%	*	**	**
Asian, Native Hawaiian, or Pacific Islander	61	100%	85.2%	76.7%	71.3%	85.2%		Met Goal
American Indian or Alaska Native	*	*	*	*	37.3%	*	**	**
Two or More Races	*	*	*	52.9%	44.1%	*	**	**
Female	*	100%	70.8%	56.9%	34.5%	70.8%		
Male	*	98.8%	66.3%	60.4%	37.4%	66.3%		
Non-binary/undesignated gender	*	*	*	*	35%	*		
Economically Disadvantaged Students	14	100%	50%	45.6%	17.3%	50%	**	**
Non-Economically Disadvantaged Students	138	99.3%	70.3%	60.7%	45.2%	70.3%		
Students with Disabilities	27	96.4%	37%	20.3%	14.7%	37%		
Students without Disabilities	125	100%	75.2%	65.4%	40.5%	75.2%		
English Learners	24	100%	75%	58%	16%	75%		
Non-English Learners	128	99.2%	67.2%	58.8%	38.4%	67.2%		
Homeless Students	*	*	*	*	<10%	*		
Students in Foster Care	*	*	*	*	10%	*		
Military-Connected Students	*	*	*	*	34.5%	*		
Migrant Students	*	*	*	*	<10%	*		

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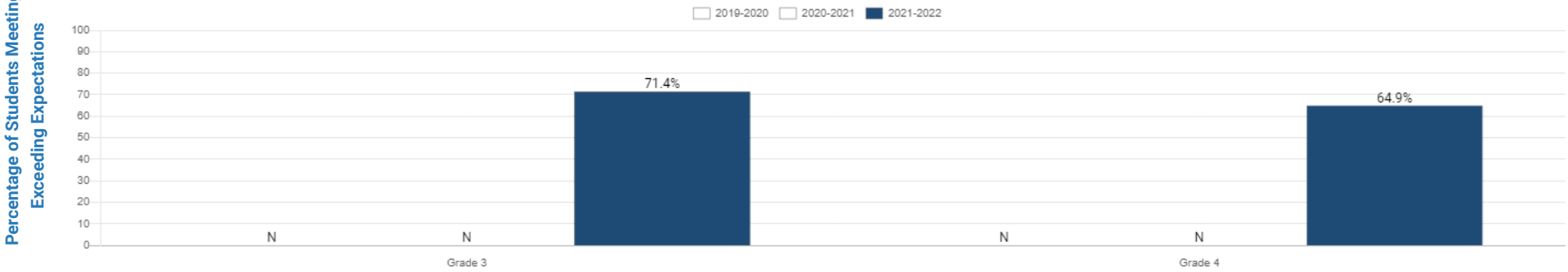
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the New Jersey Student Learning Assessment (NJSLA) for Mathematics for the past three years.

Important note for 2021-22: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results are not available for the 2019-20 and 2020-21 school years. Additionally, end-of-course assessment results for Geometry and Algebra II for 2018-19 and prior years included all students in middle school and grades 9 and 10. The requirements for high school testing changed in 2021-22 so that students are only required to take the NJSLA once in high school. Therefore, 2021-22 data for Geometry and Algebra II may not be comparable to data from 2018-19.



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

Report Key:
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Academic Achievement

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

Important Note for 2021-22: NJSLA data is not available for 2019-20 or 2020-21 due to federal waivers and assessment cancellations and DLM and ACCESS for ELLs data is not available for 2019-20. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

Mathematics Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	School Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	77	768	770	745	3%	5%	21%	45%	26%	71%	45%
White	29	773	770	756	0%	0%	24%	48%	28%	76%	59%
Hispanic	16	740	749	729	13%	19%	31%	31%	6%	38%	27%
Black or African American	*	*	743	723	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	31	779	781	777	0%	3%	13%	48%	35%	84%	79%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	52%
Two or More Races	*	*	*	752	*	*	*	*	*	*	53%
Female	*	772	770	743	0%	9%	9%	57%	26%	83%	43%
Male	*	766	770	747	5%	2%	31%	36%	26%	62%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	760	725	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	768	771	755	3%	4%	21%	46%	26%	71%	57%
Students with Disabilities	10	738	742	724	20%	30%	10%	30%	10%	40%	24%
Students without Disabilities	67	773	774	749	0%	1%	22%	48%	28%	76%	49%
English Learners	*	*	759	719	*	*	*	*	*	*	17%
Non-English Learners	*	768	772	748	3%	6%	20%	46%	26%	71%	49%
Homeless Students	*	*	*	714	*	*	*	*	*	*	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	45%
Migrant Students	*	*	*	714	*	*	*	*	*	*	24%

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Mathematics Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	School Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	77	758	768	740	6%	8%	21%	55%	10%	65%	39%
White	27	751	762	750	7%	7%	26%	59%	0%	59%	52%
Hispanic	12	732	740	725	17%	17%	33%	33%	0%	33%	21%
Black or African American	*	*	*	720	*	*	*	*	*	*	17%
Asian, Native Hawaiian, or Pacific Islander	31	774	781	770	3%	6%	6%	58%	26%	84%	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	*	*	766	749	*	*	*	*	*	*	50%
Female	*	753	764	738	3%	13%	24%	55%	5%	61%	37%
Male	*	762	771	741	10%	3%	18%	54%	15%	69%	41%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	754	721	*	*	*	*	*	*	18%
Non-Economically Disadvantaged Students	*	760	769	749	6%	6%	20%	57%	11%	69%	51%
Students with Disabilities	17	728	735	719	29%	24%	12%	35%	0%	35%	18%
Students without Disabilities	60	766	775	744	0%	3%	23%	60%	13%	73%	44%
English Learners	*	*	755	714	*	*	*	*	*	*	11%
Non-English Learners	*	758	769	743	7%	8%	18%	56%	11%	67%	43%
Homeless Students	*	*	*	711	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	40%
Migrant Students	*	*	*	711	*	*	*	*	*	*	*

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Academic Achievement

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N

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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 4.5 or Above
0-2	42	81%	19%
3-4	12	50%	50%
5 or more	N	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English learners making expected growth to proficiency	Annual Target	Met Target?
Schoolwide/English Learners	73.3%	41.4%	Exceeds Target

† Target was met within one standard deviation.

NJ SCHOOL PERFORMANCE REPORT

School No. 4
(03-1550-090)
2021-2022

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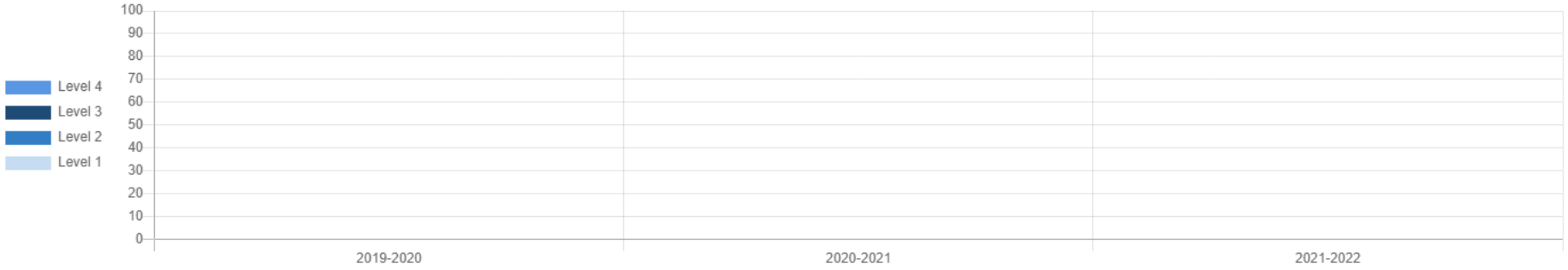
Academic Achievement

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

NJSLA Science Assessment: Summary

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

Important note for 2021-22 Reports: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results for NJSLA Science are not available for the 2019-20 and 2020-21 school years.



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Climate and Environment

Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Important Note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 chronic absenteeism rates with the rates from 2020-21 and rates prior to 2019-20 as the pandemic has impacted attendance rates over the last three years.

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	# of Students Chronically Absent	% of Students Chronically Absent	State Average	Met State Average
Schoolwide	34	8.5%	18.5%	Met
White	9	6.9%	18.5%	Met
Hispanic	13	17.6%	18.5%	Met
Black or African American	1	7.1%	**	**
Asian, Native Hawaiian, or Pacific Islander	11	6.5%	18.5%	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	0.0%	**	**
Female	*	6.0%		
Male	*	10.9%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	2	7.1%	18.5%	Met
Students with Disabilities	8	15.4%	18.5%	Met
English Learners	6	10.0%	18.5%	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	*	*		

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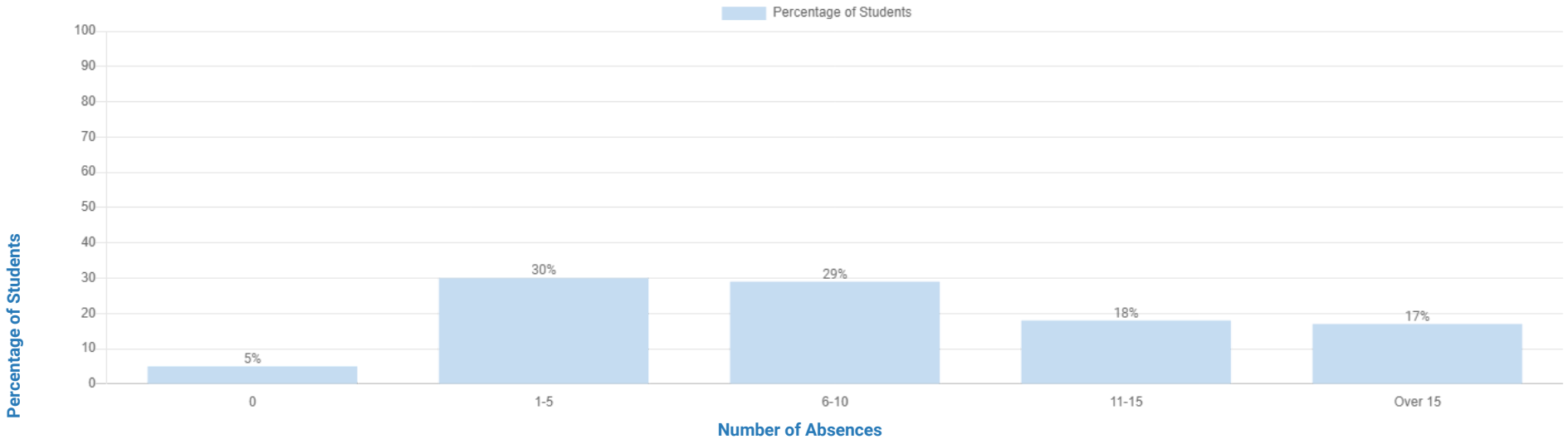
Days Absent

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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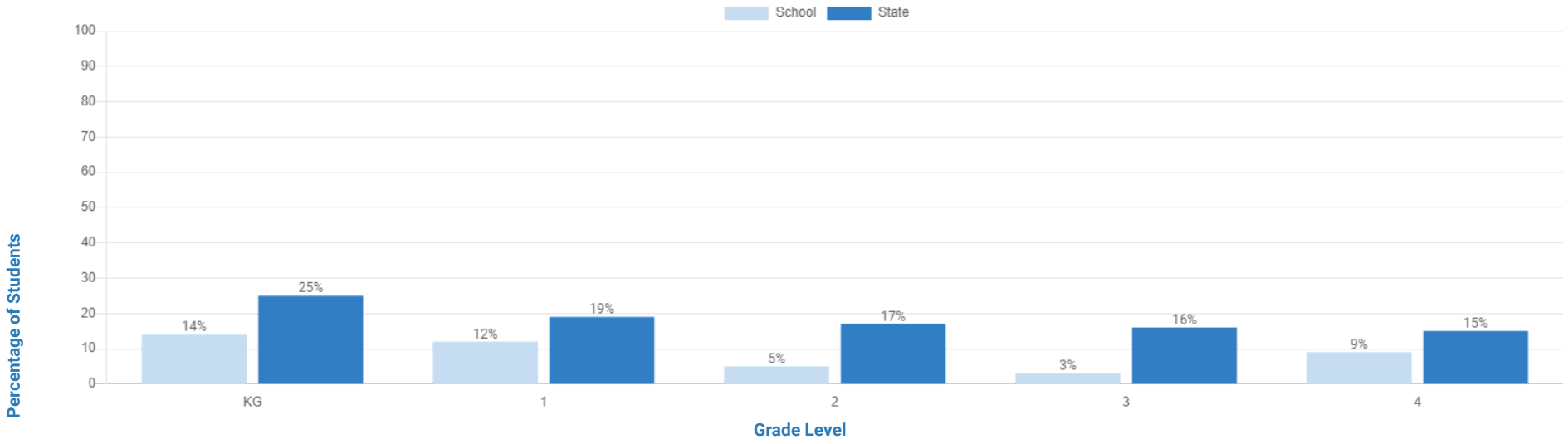
Chronic Absenteeism by Grade

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



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Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the NJDOE School Performance webpage.. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Important note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 student safety data with the data from 2020-21 and 2019-20 as the pandemic impacted the data from those years.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.51

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	2	2
No Identified Nature	2		2

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

School Days Missed due to Out-of-School Suspensions
0

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Climate and Environment

School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:40 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs. 20 Mins.
Full Time - Instructional Time	6 Hrs. 20 Mins.
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in grades PK-12 per device, including devices designated for instruction, testing, and remote learning. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for online testing and digital learning in grades PreK through 12. This information comes from the elective NJTRAx survey and reflects data submitted as of October 2022, 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
2021-2022	1.7:1

Student Access to Technology and Internet

In response to the COVID-19 pandemic, the NJDOE began collecting information on student device types, device owners, and internet connectivity during the 2020-2021 school year. Additional reports about student access to technology and internet connectivity as of the end of the 2021-2022 school year can be found on the NJDOE website.

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Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators.
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.
Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. The number of out-of-field teachers is the number of teachers who are potentially teaching outside of their area of certification.

Category	Teachers in School	Teachers in State
Total Number of teachers	41	118,773
Average years experience in public schools	12.8	12.5
Average years experience in district	12.1	11.3
Percentage of Teachers with 4 or more years experience in the district	78.0%	76.0%
Number of out-of-field teachers	1	2,937

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	23	9,578
Average years experience in public schools	15.5	16.5
Average years experience in district	10.8	12.6
Percentage of Administrators with 4 or more years experience in the district	91.3%	78.8%

Staff Counts

This table shows the number of staff members assigned to the school, district, and state across several staff categories. The staff counts in this table reflect data submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Additionally, some staff members may be assigned to the district only, but work in multiple schools in the district. In these cases, the table may show 0 staff members assigned to the school, even though there are district staff members working in the school.

Staff Category	School: Total Staff Members	District: Total Staff Members	State: Total Staff Members
Teachers	41	334	118,773
Administrators	1	23	9,578
Librarians/Media Specialists	1	6	1,212
Nurses	1	7	2,911
School Counselors	1	13	4,324
Child Study Team Members	4	25	9,115
School Psychologists	1	7	2,159
School Social Workers	1	5	2,487
Student Assistance Coordinators	N	1	372
School Safety Specialists	N	1	694

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Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. The ratios are based on data submitted by districts to NJ SMART and are not based on staff full-time equivalent (FTE).

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	12:1
Students to Administrators	392:1	176:1
Teachers to Administrators	41:1	15:1
Students to Librarians/Media Specialists †	392:1	675:1
Students to Nurses †	392:1	579:1
Students to Counselors †	392:1	312:1
Students to Child Study Team Members †,††	10:1	23:1
Students to School Psychologists †	392:1	579:1
Students to School Social Workers †	392:1	810:1
Students to Student Assistance Coordinators †	N	4052:1
Students to School Safety Specialists †	N	4052:1

† In some districts, staff members in these roles who work in multiple schools may be assigned only to the district and not to individual schools. As a result, a School Ratio may show N, but there may be district assigned staff working in the school
†† Child Study Team members include school psychologists, school social workers, and learning disabilities teacher consultants also note that for the ratio compares Students with Disabilities instead of all students.

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group. 2019-20 was the first year that data was collected for non-binary/undesignated gender and, as a result, the data may not be a true representation of the student or staff population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5 and percentages for 2020-21 and 2021-22 may show a range, depending on the overall school population size.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.0%	>90%	*	48.0%	77.0%	56.0%
Male	49.0%	≤10%	*	52.0%	23.0%	44.0%
Non-Binary/Undesignated Gender	≤1%	≤10%	*	≤1%	≤1%	≤1%
White	32.4%	80.5%	100.0%	40.1%	82.6%	76.3%
Hispanic	18.4%	7.3%	0.0%	32.1%	8.1%	8.1%
Black or African American	3.6%	0.0%	0.0%	14.6%	6.5%	13.9%
Asian	41.8%	12.2%	0.0%	10.1%	2.3%	1.3%
American Indian or Alaska Native	0.5%	0.0%	0.0%	0.2%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.2%	0.1%
Two or More Races	3.1%	0.0%	0.0%	2.7%	0.2%	0.3%

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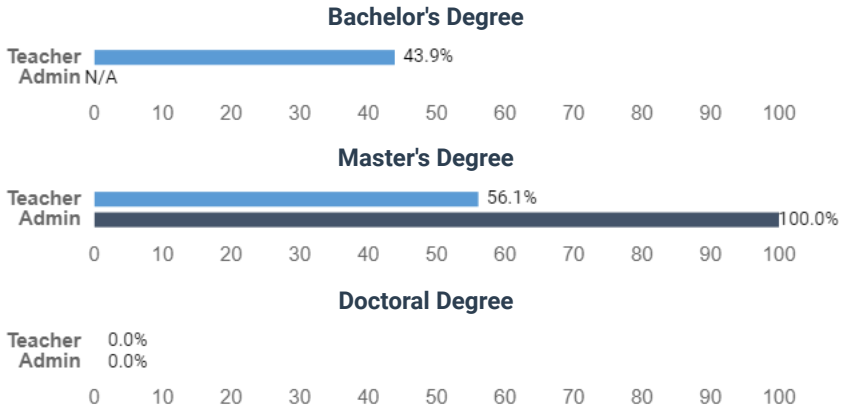
Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators.
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.
Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.

Teachers and Administrators - Level of Education

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



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

This table shows the percentage of teachers and administrators assigned to this district in 2020-21 that were still assigned to this district in 2021-22. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2020-21 Teachers: Same district 2021-22	96.3%	90.7%
2020-21 Administrators: Same district 2021-22	85.7%	87.4%

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Teachers by Subject Area

This table shows the counts of teachers by subject area with gender breakdown, experience, and level of education. The staff counts in this table reflect staff assignments as submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Note that some teachers may teach in multiple subject areas and may be counted more than once in this table or they may only be counted in their primary subject area. Additionally, in many elementary schools teachers are not assigned to specific subject areas, so teachers will appear in the Elementary (Not Subject Specific) category and not in the other subject areas, but that does not mean those subjects are not being taught in the school. Special Education and Bilingual teachers are generally assigned to a subject area and also either special education or bilingual, so those teachers will be counted in multiple subject areas.

Subject Area	Total Number of Teachers	% Female	% Male	% Non-binary or Undesignated Gender	% White	% Hispanic	% Black or African American	% Asian	% Native Hawaiian, Pacific Islander	% American Indian or Native American	% Two or More Races	% 4 or more years experience in the district	% Bachelor's Degree(Highest Degree)	% Master's Degree(Highest Degree)	% Doctoral Degree(Highest Degree)
Elementary Not Subject Specific	27	>80%	≤20%	≤20%	85.2%	7.4%	0.0%	7.4%	0.0%	0.0%	0.0%	77.8%	48.1%	51.9%	0.0%
English/Language Arts/Literacy	5	*	*	*	40.0%	20.0%	0.0%	40.0%	0.0%	0.0%	0.0%	80.0%	0.0%	100.0%	0.0%
English Speakers or Other Languages	2	*	*	*	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Mathematics	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Science	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Social Studies/History	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
World Language	1	*	*	*	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Visual and Performing Arts	4	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%	50.0%	0.0%
Health/Physical Education	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
Family & Consumer Sciences	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Computer Science/IT	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Industrial Arts	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Career and Technical Education	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Special Education	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
Bilingual	3	*	*	*	0.0%	33.3%	0.0%	66.7%	0.0%	0.0%	0.0%	66.7%	0.0%	100.0%	0.0%

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Accountability

New Jersey's Every Student Succeeds Act (ESSA) Accountability System 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). Based on New Jersey's approved ESSA state plan, NJDOE will identify schools in the following four federal categories every three years:

- **Comprehensive Support and Improvement (CSI): Overall Low Performing:**
  - Schools with a summative score in the bottom 5% of Title I schools.
- **Comprehensive Support and Improvement (CSI): Low Graduation Rate:**
  - High schools with a four-year graduation rate of 67% or less
- **Additional Targeted Support and Improvement: Low Performing Student Group (ATSI):**
  - Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
- **Comprehensive Support and Improvement (CSI): Chronically Low Performing:**
  - Title I schools identified as Additional Targeted Support and Improvement; Low Performing Student Group (ATSI) that are identified for three or more consecutive years, i.e. ATSI schools that do not meet exit criteria.
  - The NJDOE has not yet identified schools in this category as no ATSI schools have been in status for three or more years.

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

- **Targeted Support and Improvement: Consistently Underperforming Student Group (TSI):**
  - Schools with one or more student groups that missed annual targets or standards for all indicators for two years in a row

For purposes of ESSA accountability, only schools and student groups with data for 20 or more students are included in calculations.

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, how federal accountability status is determined, and additional data, see the NJDOE accountability page.

Important Note for 2021-2022: Due to the COVID-19 pandemic, New Jersey received waivers from the United States Department of Education (USED) in both March 2020 and March 2021 that waived accountability-related requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 and 2020-2021 school years. These waivers removed the requirements to:

- Calculate indicator scores and summative scores for the 2019-2020 and 2020-2021 school years;
- Measure progress toward long-term goals and measures of interim progress for accountability indicators for the 2019-2020 and 2020-2021 school years; and
- Identify schools for comprehensive and targeted support and improvement during the 2020-2021 and 2021-2022 school years (based on 2019-2020 and 2020-2021 data, respectively).

As a result of these waivers, any school that was identified for comprehensive or targeted support and improvement during the 2019-20 school year will retain the same status for the 2021-22 and 2022-23 school years.

The NJDOE identified schools across four categories during the 2022-23 school year (based on 2021-22 data):

- CSI: Overall Low Performing;
- CSI: Low Graduation Rate;
- ATSI; and
- TSI.

For the TSI identification that occurred during the 2022-23 school year, status in meeting annual targets for the 2018-19 and 2021-22 school years were used since data was not available for two consecutive years.

Additionally, all schools that were previously identified were eligible to exit status at the end of the 2022-23 school year if the NJDOE's Exit Criteria were met.

The NJDOE received approval to make a one-time change to the identification timeline under the COVID-19 State Plan Addendum. Under the approved Addendum, the NJDOE will identify schools for CSI and ATSI status in both fall 2022 and fall 2023. Schools identified for CSI or ATSI status in fall 2022 will be eligible to exit status in fall 2023 if all exit criteria are met. Schools identified for TSI status will be eligible to exit annually if exit criteria are met.

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Accountability

ESSA Accountability Status

The table below provides the school's federal school status for the 2023-24 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

Status for 2023-24 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Pacific Islander, Native Hawaiian	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

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

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years.

ELA and Math Proficiency: Percentage of students who met or exceeded expectations on statewide assessments (NJSLA or DLM)
ELA and Math Growth: For 2021-22 only, this data shows the Relative School Improvement Measure (RSIM), which is based on aggregate scale score improvement on the statewide assessments in ELA and mathematics (NJSLA), when comparing prior year performance to 2021-22 performance. Schools are assigned a percentile rank based on their improvement as compared to schools with similar prior year performance. This is only measured for grades 3-8. The NJDOE plans to resume measuring growth by mSGP in 2022-23.
Four- and five-year graduation rates: The adjusted cohort graduation rate
Progress toward English Language Proficiency: The percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs Assessment for English Language proficiency.
Chronic absenteeism: The percentage of students that were absent for 10% or more of the days enrolled during the school year.

Important Note for 2021-22: The NJDOE received federal waivers that waived certain assessment and accountability-related requirements for the 2019-20 and 2020-21 school years. As a result, proficiency, growth, and progress toward English language proficiency data is not available for 2019-20 or 2020-21 and chronic absenteeism data is not available for 2019-20. The growth measure used for 2021-22 is an alternate measure used because median student growth percentiles were not available for 2021-22. The NJDOE plans to resume reporting median student growth percentiles in 2022-23. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

ESSA Acountability Indicator	2019-20	2020-21	2021-22
ELA Proficiency			67.1%
Math Proficiency			68.4%
ELA Growth			66
Math Growth			83
4-Year Graduation Rate†			
5-Year Graduation Rate†			
Progress toward English Language Proficiency			73.3%
Chronic Absenteeism		2.2%	8.5%

† This table shows the most recent graduation rate for reference, but accountability calculations for a given year use the prior year's graduation rate.

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Accountability

Accountability Indicator Scores and Summative Ratings - 2021-22 School Year

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

ESSA Accountability Indicator	Score	Weight
ELA Proficiency Indicator Score	82.33	15.0%
Math Proficiency Indicator Score	89.67	15.0%
ELA Growth Indicator Score	64.89	20.0%
Math Growth Indicator Score	85.20	20.0%
4-Year Graduation Rate Indicator Score	N	N
5-Year Graduation Rate Indicator Score	N	N
Progress toward English Language Proficiency Indicator Score	97.53	20.0%
Chronic Absenteeism Indicator Score	79.18	10.0%
Summative Score	83.24	
Summative Rating	93.47	
Comprehensive Support: Overall Low Performing	No	
Comprehensive Support: Low Graduation Rate	No	

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

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

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Accountability

Accountability Summary by Student Group - 2021-22 School Year

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

In the table below, the first three columns show information on the identification for ATSI. It shows the summative score for each student group, the cut-off score that was used to identify schools for comprehensive support and improvement (CSI), and whether the school (and student groups) have been identified as requiring ATSI. The remaining columns in the table show whether the student group met annual targets or standards for all indicators for the 2021-22 school year. If at least one student group did not meet all targets and also did not meet all targets in the 2018-19 school year, then the school will be identified as requiring TSI.

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

Student Group	Summative Score	Summative Score Cut-Off for Additional Targeted Support	Requires Additional Targeted Support: Low Performing Student Group	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	4-Year Graduation Rate	5-Year Graduation Rate	Progress toward English Language Proficiency	Chronic Absenteeism	Requires Targeted Support: Consistently Underperforming Student Group
Schoolwide			No	N	N	Met Standard	Met Standard	N	N	Exceeds Target	Met	No
White	76.48	13.90	No	N	N	Met Standard	Exceeds Standard	N	N		Met	No
Hispanic	44.30	13.90	No	N	N	Met Standard	Met Standard	N	N		Met	No
Black or African American	**	**	No	**	**	**	**	N	N		**	No
Asian, Native Hawaiian, or Pacific Islander	88.50	13.90	No	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	N	N		Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	N	N		**	No
Two or More Races	**	**	No	**	**	**	**	N	N		**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	N	N		Met	No
Students with Disabilities	75.82	13.90	No	N	N	Met Standard	Exceeds Standard	N	N		Met	No
English Learners	88.59	13.90	No	N	N	Met Standard	Met Standard	N	N	Exceeds Target	Met	No

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

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Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. Please note that the narrative is optional, so only categories in which the district chose to share information will be displayed. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:

- At School #4 we aim to nurture higher level thinking skills essential to the development of independent lifelong readers and writers and help our students become strategic real-world problem solvers.
- Created and implemented, in partnership with our PTA, a series of informative, multi-cultural events, to expose our student population to other cultures represented within our community.
- School No. 4 has developed a Mindfulness initiative that has been embedded within our school culture to ensure the social and emotional well-being of our students.

Awards, Recognition, Accomplishments:

School No. 4 students and teachers have attained recognition for excellence in academic achievement from the New Jersey Department of Education as a "Reward School." In addition School No. 4 students and staff have received National Current Events Awards and Presidential Educational Awards. Most recently, our Environmental Club was the recipient of the Bergen County Utilities Authority Environmental Awareness Grant for their work.

Clubs and Activities:

Students participate in the Martin Luther King, Jr. Day of Service Project, Leukemia-Lymphoma Society-School & Youth Program as "Champions of Change," Holiday Food/Clothing Drives, Hurricane Relief & "Bear Hugs for the Holidays" project. We also offer the following clubs: Environmental Club, Students Against Destructive Decisions, (S.A.D.D.), Drug Abuse Resistance Education, (D.A.R.E.), STE(A)M Club, Theatre Arts Club, Chess Club, Art Club, Kindergarten/4th Grade Buddies, Divorce & Bereavement Group, Social Skills Group & Peer Mediators Group.

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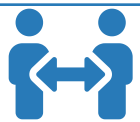
Student Health and Wellness:

School No. 4 has integrated a mindfulness program that supports the mental health of our students. Students particpate in a mindfulness program called Reboot. Thisprogram allos students to focus on being "present and aware" of their actions. This program has positively impacted the culture and climate of our school community.



Addressing the Impact of COVID-19:

The challenge of total remote learning provided an additional avenue for teachers to navigate to ensure student success. Within months their ability to transition to remote learning provided all our students the instruction needed to be promoted to the next grade level. Returning to school, was met with strong technological skills, providing a hybrid educational atmosphere where 50% of our students were virtual. School No. 4 teachers once again rose to the challenge using all available resources to support their instruction including but not limited to the use of Google Classroom and Meets, Chromebooks, and other curriculum materials that supported at home and in school learning.

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Other Information:

At School No. 4, we have created a climate and culture that promotes teamwork. We are dedicated to a strong Character Education Program that drives our daily purpose. School No. 4 provides a learning environment that is filled with rich experiences that enhances the social, emotional, intellectual, and physical development of the whole child. Our goal is to have our children excited about attending school, feeling positive about learning and about themselves, while interacting with other children and adults in a productive manner. Our commitment to technology awareness and integration has been a top priority. These initiatives, coupled with Mindfulness integration, has developed a positive environment for learning. Lastly, through school clubs and organizations, such as our SADD Committee, and Environmental Club, we have partnered with our PTA to become a service-oriented school that is recognized in the community for giving to others.