




# Southampton Township School District (05-4930)

2022-2023


County: Burlington

District: Southampton Township School District

 Betty L. Wright Administration Building  
177 Main Street  
Southampton, NJ 08088-8874

Superintendent: Mr. Michael Harris

[District Website](#)

 609-859-2256 x127



**685**  
Total Students



**PK-08**  
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 2022-23 Reports:** The 2022-23 School Performance Reports include all data that was previously reported prior to the COVID-19 pandemic, which includes all assessment, student growth, and accountability data. Data throughout the reports has been impacted by the pandemic in various ways, so 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 [school board members](#), [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](mailto:reportcard@doe.nj.gov) with any questions about the reports

## Overview & Resources

### District Contact Information

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

Type	Contact Information
County	Burlington
District	Southampton Township School District
Superintendent Name	Mr. Michael Harris
Address	Betty L. Wright Administration Building, 177 Main Street , Southampton, NJ 08088-8874
Phone Number	<a href="tel:609-859-2256">609-859-2256 x127</a>
Email Address	<a href="mailto:harrism@stdwarriors.org">harrism@stdwarriors.org</a>
Website	<a href="http://www.southampton.k12.nj.us">www.southampton.k12.nj.us</a>
Facebook	<a href="https://www.facebook.com/southamptontownshipschooldistrict/">https://www.facebook.com/southamptontownshipschooldistrict/</a>
Twitter	<a href="https://www.twitter.com/STSchools_info">https://www.twitter.com/STSchools_info</a>



## Overview & Resources

### Schools in this District

Click on a school name below to access the detailed school-level report for each school.

School Name	Grades Offered
<a href="#">Southampton Township School #1</a>	PK-02
<a href="#">Southampton Township School #2</a>	03-05
<a href="#">Southampton Township School #3</a>	06-08

## Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs 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	2020-21	2021-22	2022-23
PK	15	16	10
KG	68	73	74
1	63	65	73
2	84	64	64
3	78	82	63
4	78	77	82
5	81	81	79
6	82	78	77
7	79	81	79
8	85	82	84
<b>Total</b>	<b>713</b>	<b>699</b>	<b>685</b>

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. To protect student and staff privacy, gender percentages for 2020-21, 2021-22, and 2022-23 may show a range, depending on the overall school population size.

Student Group	2020-21	2021-22	2022-23
Female	46.0%	46.0%	48.0%
Male	54.0%	54.0%	52.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	12.1%	13.4%	17.8%
Students with Disabilities	26.4%	27.2%	26.9%
English Learners	1.3%	1.1%	1.8%
Homeless Students	0.0%	0.0%	0.3%
Students in Foster Care	0.1%	0.7%	0.4%
Military-Connected Students	3.2%	4.0%	3.9%
Migrant Students	0.1%	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	2020-21	2021-22	2022-23
White	80.8%	81.7%	80.3%
Hispanic	11.5%	11.2%	12.6%
Black or African American	1.1%	1.7%	1.6%
Asian	0.7%	0.7%	0.6%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two Or More Races	5.8%	4.7%	5.0%

## Demographics

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

### 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.

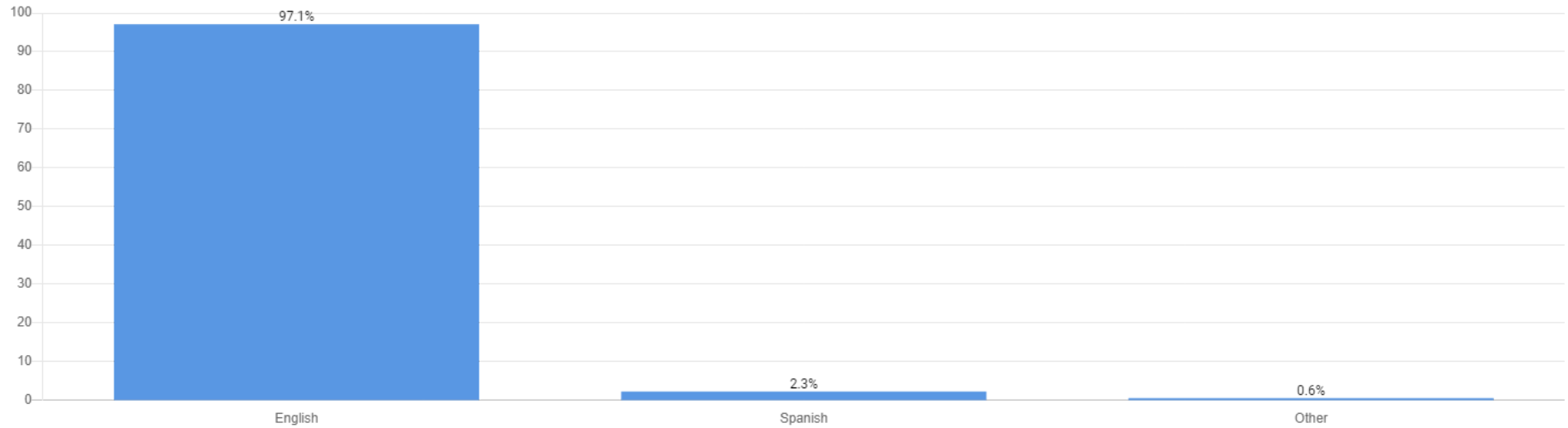
Grade	2020-21	2021-22	2022-23
PK - Half Day	15	16	10
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	68	73	74

## Demographics

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

### 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.



## 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).

A student's SGP falls between 1 and 99 and can be grouped into three levels. An mSGP below 35 indicates low growth, an mSGP between 35 and 65 indicates typical growth, and an mSGP greater than 65 indicates high growth. If the SGPs for all students are ordered from smallest to largest, the mSGP is the percentile in the middle of the list.

The [NJDOE Student Growth page](#) has more information about SGPs and mSGPs, including a video that explains how both SGPs and mSGPs are calculated.

**Important Note for 2022-23:** Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022 school year only.

### Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

**Important Note for 2022-23:** Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations.

**ELA Median Student Growth Percentile**



**Math Median Student Growth Percentile**



Performance Measure	2020-21 ELA	2021-22 ELA	2022-23 ELA	2020-21 Math	2021-22 Math	2022-23 Math
Median Student Growth Percentile			49			58
Met Standard (40-59.5)?			Met Standard			Met Standard
Statewide: Median Student Growth Percentile			50			50

## Student Growth

### Student Growth

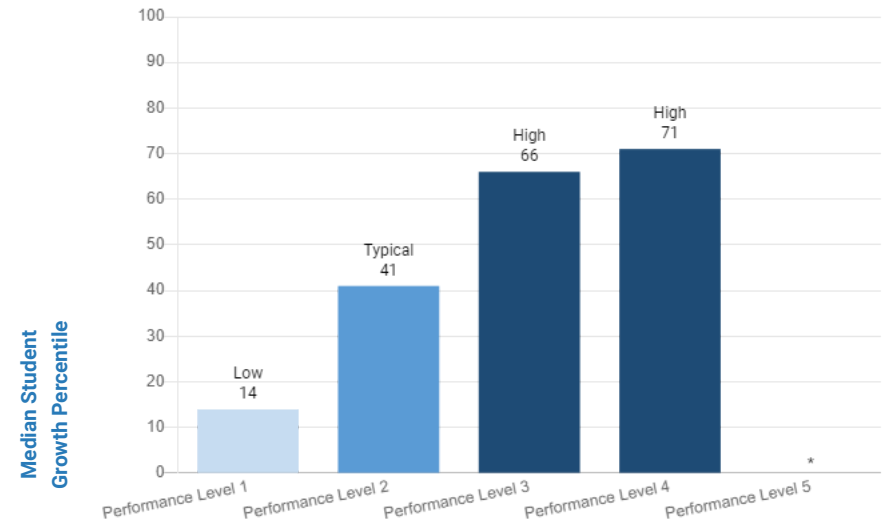
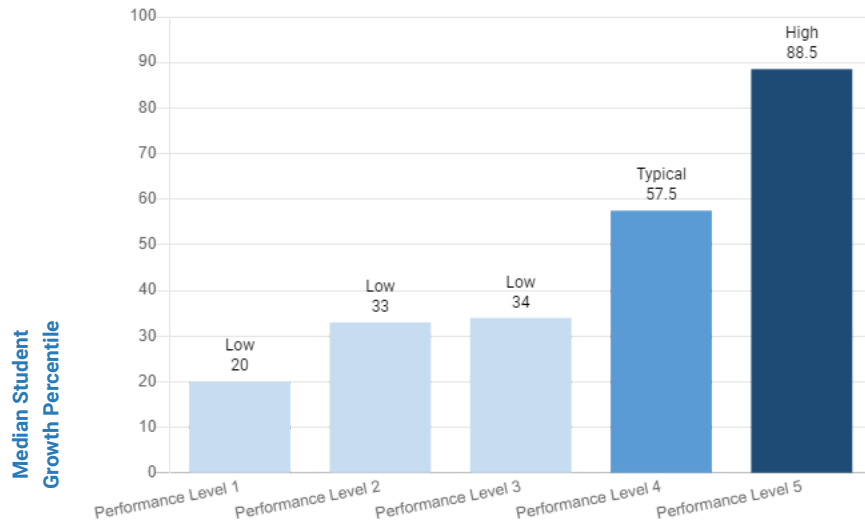
This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	49	50	Met Standard	58	50	Met Standard
White	45	51	Met Standard	60	51	Exceeds Standard
Hispanic	55	47	Met Standard	54	47	Met Standard
Black or African American	*	45	**	*	44	**
Asian, Native Hawaiian, or Pacific Islander	*	60	**	*	61	**
American Indian or Alaska Native	N	54	**	N	49	**
Two or More Races	52	52	Met Standard	37	51	**
Female	52.5	52		53.5	49	
Male	44	48		58.5	51	
Non-Binary/Undesignated Gender	N	46.5		N	62	
Economically Disadvantaged Students	45.5	46	Met Standard	62.5	46	Exceeds Standard
Students with Disabilities	46	40	Met Standard	43.5	42	Met Standard
English Learners	*	47	**	*	48	**
Homeless Students	N	42		N	42	
Students in Foster Care	*	42		*	44	
Military-Connected Students	71	50		54	49	
Migrant Students	N	36		N	43	

## Student Growth

### Student Growth by Performance Level

These graphs show the median Student Growth Percentiles (mSGPs) for students by performance level on the New Jersey Student Learning Assessment (NJSLA) for English language arts (ELA) and mathematics.

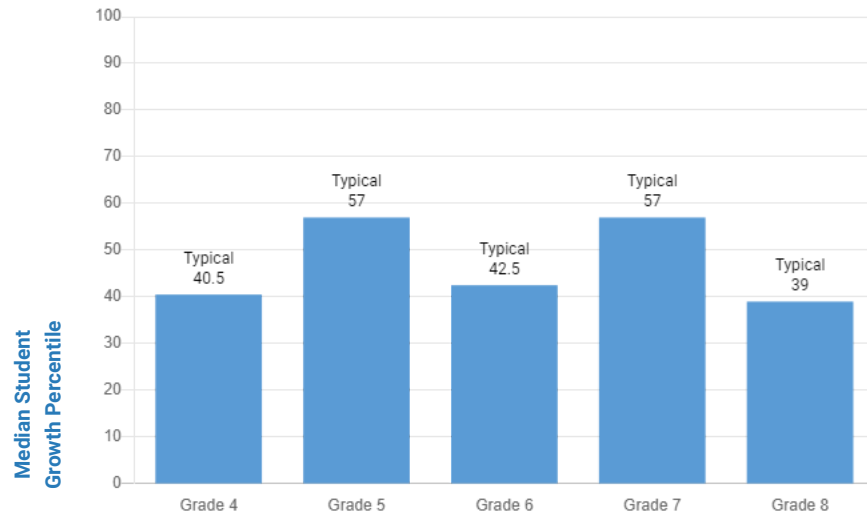


## Student Growth

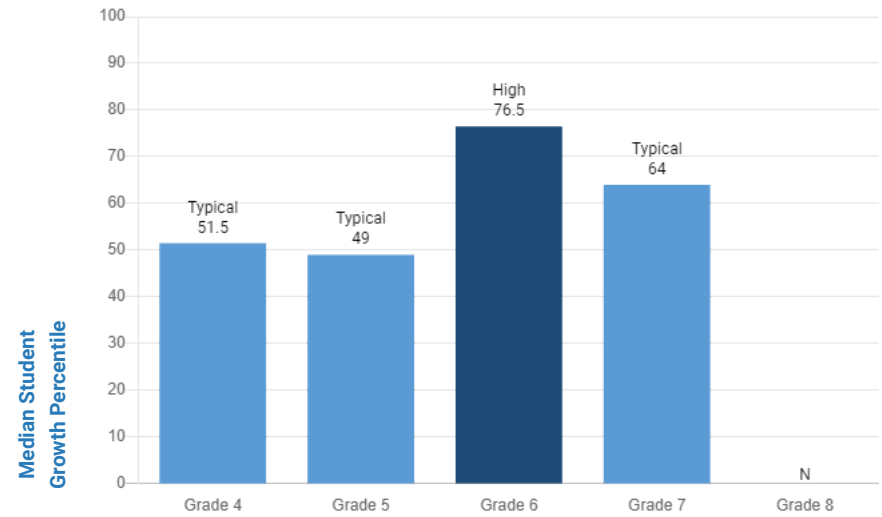
### Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade for English Language Arts (ELA) and mathematics.

#### ELA



#### Math



## 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](#). For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

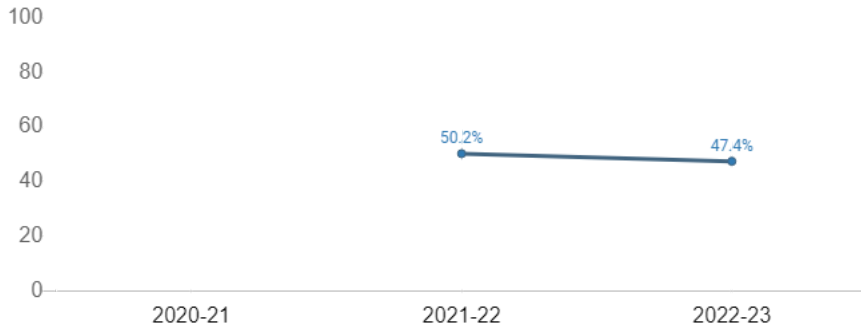
**Important Note for 2022-23:** NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

### English Language Arts and Mathematics Performance Trends

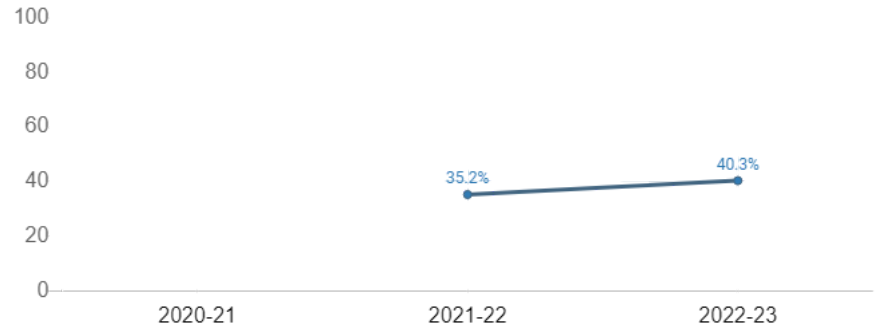
These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the New Jersey Student Learning Assessment (NJSLA) and the DLM alternate assessment for English language arts (ELA) and mathematics. The Proficiency Rate for Federal Accountability measures the percentage of students who 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 who 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 2022-23:** Due to the cancellation of statewide assessments in prior years, statewide assessment results are not available for the 2020-21 school year.

**ELA Proficiency Rate for Federal Accountability**



**Math Proficiency Rate for Federal Accountability**



Performance Measure	2020-21 ELA	2021-22 ELA	2022-23 ELA	2020-21 Math	2021-22 Math	2022-23 Math
Participation Rate		96.9%	95.5%		96.9%	95.9%
Proficiency Rate for Federal Accountability		50.2%	47.4%		35.2%	40.3%
Annual Target		65.6%	66.5%		57.5%	58.9%
Met Annual Target?		Not Met	Not Met		Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability		49.0%	51.3%		36.0%	38.2%

† Target was met within a confidence interval.

## 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](#).

For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

**Important Note for 2022-23:** NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. 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 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. NJSLA results include only students in grades 3 through 9. Students who 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 or at Level 3 or 4 on the DLM.

This table shows both the percentage of students who 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	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	435	95.5%	47.4%	51.3%	47.4%	66.5%	Not Met
White	344	94.8%	48.5%	60.7%	48.4%	66.7%	Not Met
Hispanic	54	96.6%	37%	37.3%	37%	48.9%	Not Met
Black or African American	*	*	*	34%	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	79.8%	*	**	**
American Indian or Alaska Native	*	*	*	52.7%	*	**	**
Two or More Races	27	100%	48.1%	58.2%	48.1%	74.5%	Not Met
Female	*	96.3%	53%	56.8%	53%		
Male	*	94.8%	42.5%	46%	42.4%		
Non-binary/undesignated gender	*	*	*	62.5%	*		
Economically Disadvantaged Students	77	96.3%	29.9%	33.4%	29.9%	58.3%	Not Met
Non-Economically Disadvantaged Students	358	95.3%	51.1%	61.3%	51.1%		
Students with Disabilities	120	95.3%	19.2%	19.2%	19.2%	33.2%	Not Met
Students without Disabilities	315	95.5%	58.1%	58.3%	58.1%		
English Learners	*	*	*	23.9%	*	**	**
Non-English Learners	*	95.4%	48.2%	54.7%	48.2%		
Homeless Students	*	*	*	23.2%	*		
Students in Foster Care	*	*	*	20.3%	*		
Military-Connected Students	17	100%	82.4%	49.2%	82.4%		
Migrant Students	*	*	*	15.9%	*		

† Target was met within a confidence interval.

## 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](#).

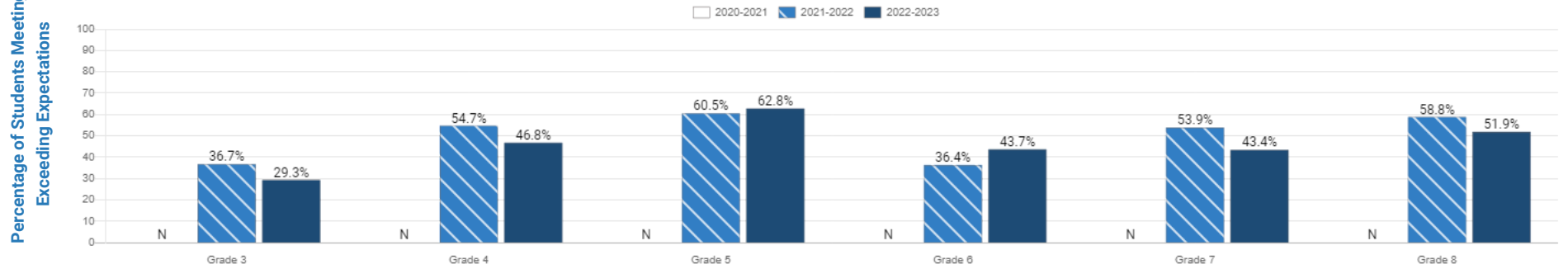
For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

**Important Note for 2022-23:** NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. 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 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 2022-23:** Due to the cancellation of statewide assessments in prior years, statewide assessment results are not available for the 2020-21 school year.



## 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](#). For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

**Important Note for 2022-23:** NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. 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 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	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
Districtwide	58	726	739	24%	19%	28%	29%	0%	29%	42%
White	43	726	749	26%	21%	23%	30%	0%	30%	51%
Hispanic	10	726	723	20%	20%	40%	20%	0%	20%	27%
Black or African American	*	*	722	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	*	*	*	*	*	*	69%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	52%
Two or More Races	*	*	749	*	*	*	*	*	*	51%
Female	*	731	744	20%	20%	23%	37%	0%	37%	47%
Male	*	721	734	29%	18%	32%	21%	0%	21%	37%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	12	726	719	25%	17%	25%	33%	0%	33%	23%
Non-Economically Disadvantaged Students	46	726	751	24%	20%	28%	28%	0%	28%	53%
Students with Disabilities	15	711	709	53%	13%	7%	27%	0%	27%	18%
Students without Disabilities	43	731	745	14%	21%	35%	30%	0%	30%	47%
English Learners	*	*	703	*	*	*	*	*	*	12%
Non-English Learners	*	727	743	23%	18%	29%	30%	0%	30%	46%
Homeless Students	*	*	708	*	*	*	*	*	*	16%
Students in Foster Care	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	*	*	739	*	*	*	*	*	*	40%
Migrant Students	*	*	701	*	*	*	*	*	*	14%

## 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](#). For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

**Important Note for 2022-23:** NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. 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 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	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
Districtwide	79	743	748	11%	18%	24%	38%	9%	47%	51%
White	65	744	758	8%	22%	25%	37%	9%	46%	62%
Hispanic	*	*	734	*	*	*	*	*	*	36%
Black or African American	*	*	733	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	55%
Two or More Races	*	*	757	*	*	*	*	*	*	60%
Female	*	752	752	3%	14%	34%	37%	11%	49%	55%
Male	*	736	745	18%	20%	16%	39%	7%	45%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	16	733	731	19%	25%	31%	19%	6%	25%	32%
Non-Economically Disadvantaged Students	63	745	759	10%	16%	22%	43%	10%	52%	63%
Students with Disabilities	24	708	720	38%	33%	17%	13%	0%	13%	22%
Students without Disabilities	55	758	755	0%	11%	27%	49%	13%	62%	58%
English Learners	*	*	712	*	*	*	*	*	*	14%
Non-English Learners	*	743	752	11%	18%	24%	38%	9%	47%	55%
Homeless Students	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	*	*	724	*	*	*	*	*	*	25%
Military-Connected Students	*	*	748	*	*	*	*	*	*	51%
Migrant Students	*	*	697	*	*	*	*	*	*	15%

## 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](#). For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

**Important Note for 2022-23:** NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. 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 Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	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
Districtwide	78	757	750	3%	18%	17%	49%	14%	63%	53%
White	61	757	759	3%	15%	18%	51%	13%	64%	64%
Hispanic	12	749	736	0%	42%	8%	33%	17%	50%	39%
Black or African American	*	*	733	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	752	*	*	*	*	*	*	53%
Two or More Races	*	*	759	*	*	*	*	*	*	62%
Female	*	760	755	5%	13%	13%	53%	18%	70%	58%
Male	*	754	745	0%	24%	21%	45%	11%	55%	48%
Non-binary/undesignated gender	*	*	747	*	*	*	*	*	*	40%
Economically Disadvantaged Students	11	747	732	0%	18%	27%	55%	0%	55%	34%
Non-Economically Disadvantaged Students	67	759	761	3%	18%	15%	48%	16%	64%	65%
Students with Disabilities	22	731	720	9%	41%	14%	32%	5%	36%	20%
Students without Disabilities	56	767	756	0%	9%	18%	55%	18%	73%	60%
English Learners	*	*	707	*	*	*	*	*	*	*
Non-English Learners	*	758	754	3%	17%	17%	49%	14%	64%	57%
Homeless Students	*	*	721	*	*	*	*	*	*	23%
Students in Foster Care	*	*	723	*	*	*	*	*	*	20%
Military-Connected Students	*	*	750	*	*	*	*	*	*	53%
Migrant Students	*	*	717	*	*	*	*	*	*	29%



## 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](#). For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

**Important Note for 2022-23:** NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. 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 Assessment - Performance By Grade: Grade 7

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

Student Group	Valid Scores	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
Districtwide	76	745	752	4%	14%	38%	38%	5%	43%	56%
White	59	748	761	2%	14%	37%	41%	7%	47%	65%
Hispanic	10	727	738	20%	20%	50%	10%	0%	10%	41%
Black or African American	*	*	735	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	784	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	55%
Two or More Races	*	*	758	*	*	*	*	*	*	62%
Female	*	743	759	5%	11%	43%	38%	3%	41%	62%
Male	*	747	746	3%	18%	33%	38%	8%	46%	50%
Non-binary/undesignated gender	*	*	759	*	*	*	*	*	*	53%
Economically Disadvantaged Students	16	735	735	13%	19%	44%	25%	0%	25%	38%
Non-Economically Disadvantaged Students	60	748	762	2%	13%	37%	42%	7%	48%	66%
Students with Disabilities	24	732	715	8%	29%	46%	17%	0%	17%	18%
Students without Disabilities	52	751	760	2%	8%	35%	48%	8%	56%	63%
English Learners	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	745	756	4%	15%	37%	39%	5%	44%	59%
Homeless Students	*	*	722	*	*	*	*	*	*	25%
Students in Foster Care	*	*	716	*	*	*	*	*	*	19%
Military-Connected Students	*	*	749	*	*	*	*	*	*	54%
Migrant Students	*	*	701	*	*	*	*	*	*	10%



**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

## 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](#).

For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

**Important Note for 2022-23:** NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. 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 - 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. 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 who 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 or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students who 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	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	437	95.9%	40.3%	38.2%	40.3%	58.9%	Not Met
White	346	95.4%	42.5%	48.7%	42.5%	58.8%	Not Met
Hispanic	54	96.7%	29.6%	22.2%	29.6%	45.9%	Not Met
Black or African American	*	*	*	17.9%	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	73.1%	*	**	**
American Indian or Alaska Native	*	*	*	40.1%	*	**	**
Two or More Races	27	100%	33.3%	46.4%	33.3%	71.1%	Not Met
Female	*	96.3%	40.1%	36.5%	40.1%		
Male	*	95.6%	40.4%	39.9%	40.4%		
Non-binary/undesignated gender	*	*	*	36.8%	*		
Economically Disadvantaged Students	78	97.6%	19.2%	19.5%	19.2%	47.8%	Not Met
Non-Economically Disadvantaged Students	359	95.6%	44.8%	48.8%	44.8%		
Students with Disabilities	121	96.1%	12.4%	15.7%	12.4%	29.7%	Not Met
Students without Disabilities	316	95.9%	50.9%	43%	50.9%		
English Learners	*	*	*	18.1%	*	**	**
Non-English Learners	*	95.8%	40.6%	41%	40.6%		
Homeless Students	*	*	*	11.9%	*		
Students in Foster Care	*	*	*	<10%	*		
Military-Connected Students	17	100%	64.7%	37.3%	64.7%		
Migrant Students	*	*	*	12.7%	*		

† Target was met within a confidence interval.

## Academic Achievement

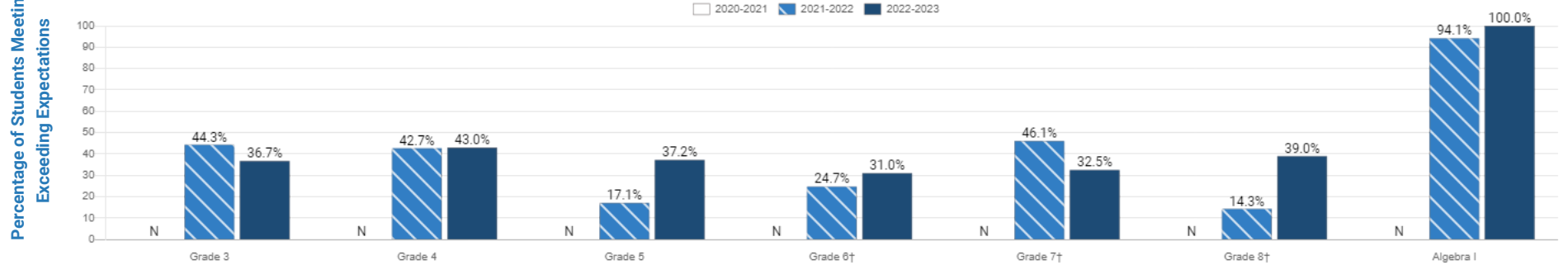
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#). For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

**Important Note for 2022-23:** NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. 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 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 2022-23:** Due to the cancellation of statewide assessments in prior years, statewide assessment results are not available for the 2020-21 school year. 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 and 2022-23 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.

## 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](#). For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

**Important Note for 2022-23:** NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. 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	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
Districtwide	60	737	745	10%	28%	25%	35%	2%	37%	46%
White	45	736	756	11%	29%	24%	33%	2%	36%	58%
Hispanic	10	727	731	10%	40%	20%	30%	0%	30%	29%
Black or African American	*	*	725	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	752	*	*	*	*	*	*	57%
Two or More Races	*	*	753	*	*	*	*	*	*	53%
Female	*	737	743	7%	33%	20%	40%	0%	40%	44%
Male	*	737	747	13%	23%	30%	30%	3%	33%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	13	726	727	15%	31%	38%	15%	0%	15%	26%
Non-Economically Disadvantaged Students	47	740	756	9%	28%	21%	40%	2%	43%	58%
Students with Disabilities	16	719	724	25%	38%	13%	25%	0%	25%	24%
Students without Disabilities	44	744	750	5%	25%	30%	39%	2%	41%	50%
English Learners	*	*	721	*	*	*	*	*	*	20%
Non-English Learners	*	739	749	9%	28%	26%	36%	2%	38%	50%
Homeless Students	*	*	716	*	*	*	*	*	*	16%
Students in Foster Care	*	*	718	*	*	*	*	*	*	16%
Military-Connected Students	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	728	*	*	*	*	*	*	25%

## 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](#). For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

**Important Note for 2022-23:** NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. 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 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	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
Districtwide	79	744	743	10%	11%	35%	42%	1%	43%	44%
White	65	746	754	6%	14%	35%	43%	2%	45%	57%
Hispanic	*	*	729	*	*	*	*	*	*	27%
Black or African American	*	*	723	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	750	*	*	*	*	*	*	49%
Two or More Races	*	*	751	*	*	*	*	*	*	54%
Female	*	747	741	6%	9%	43%	40%	3%	43%	42%
Male	*	742	745	14%	14%	30%	43%	0%	43%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	16	731	725	19%	13%	50%	19%	0%	19%	24%
Non-Economically Disadvantaged Students	63	748	754	8%	11%	32%	48%	2%	49%	57%
Students with Disabilities	24	716	720	29%	29%	25%	17%	0%	17%	21%
Students without Disabilities	55	756	748	2%	4%	40%	53%	2%	55%	49%
English Learners	*	*	716	*	*	*	*	*	*	14%
Non-English Learners	*	744	747	10%	11%	35%	42%	1%	43%	48%
Homeless Students	*	*	715	*	*	*	*	*	*	15%
Students in Foster Care	*	*	713	*	*	*	*	*	*	13%
Military-Connected Students	*	*	744	*	*	*	*	*	*	45%
Migrant Students	*	*	712	*	*	*	*	*	*	21%

## 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](#). For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

**Important Note for 2022-23:** NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. 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 5

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

Student Group	Valid Scores	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
Districtwide	78	738	740	12%	19%	32%	36%	1%	37%	40%
White	61	739	750	11%	16%	34%	38%	0%	38%	52%
Hispanic	12	725	726	17%	42%	8%	25%	8%	33%	23%
Black or African American	*	*	720	*	*	*	*	*	*	18%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	742	*	*	*	*	*	*	42%
Two or More Races	*	*	749	*	*	*	*	*	*	50%
Female	*	738	739	15%	13%	33%	40%	0%	40%	38%
Male	*	737	741	8%	26%	32%	32%	3%	34%	42%
Non-binary/undesignated gender	*	*	745	*	*	*	*	*	*	45%
Economically Disadvantaged Students	11	729	723	18%	9%	36%	36%	0%	36%	19%
Non-Economically Disadvantaged Students	67	739	751	10%	21%	31%	36%	1%	37%	52%
Students with Disabilities	22	712	719	*	*	*	*	*	*	17%
Students without Disabilities	56	748	745	5%	13%	32%	48%	2%	50%	45%
English Learners	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	738	743	10%	19%	32%	36%	1%	38%	43%
Homeless Students	*	*	713	*	*	*	*	*	*	11%
Students in Foster Care	*	*	714	*	*	*	*	*	*	10%
Military-Connected Students	*	*	741	*	*	*	*	*	*	39%
Migrant Students	*	*	713	*	*	*	*	*	*	21%





## 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](#). For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

**Important Note for 2022-23:** NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. 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 8

This table shows performance on the mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students who took the NJSLA, which includes students who were enrolled less than half a year. Students who took the Algebra I, Geometry, or Algebra II end-of-course assessments are not included in grade level results.

Student Group	Valid Scores	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
Districtwide	59	733	716	25%	5%	31%	39%	0%	39%	18%
White	44	736	727	23%	5%	32%	41%	0%	41%	25%
Hispanic	*	*	709	*	*	*	*	*	*	12%
Black or African American	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	739	*	*	*	*	*	*	41%
American Indian or Alaska Native	*	*	708	*	*	*	*	*	*	12%
Two or More Races	*	*	719	*	*	*	*	*	*	21%
Female	*	732	717	25%	4%	36%	36%	0%	36%	17%
Male	*	735	716	26%	6%	26%	42%	0%	42%	18%
Non-binary/undesignated gender	*	*	728	*	*	*	*	*	*	28%
Economically Disadvantaged Students	11	708	707	*	*	*	*	*	*	11%
Non-Economically Disadvantaged Students	48	739	723	21%	2%	31%	46%	0%	46%	23%
Students with Disabilities	15	690	699	*	*	*	*	*	*	*
Students without Disabilities	44	748	721	7%	2%	41%	50%	0%	50%	21%
English Learners	*	*	694	*	*	*	*	*	*	*
Non-English Learners	*	734	718	26%	3%	31%	40%	0%	40%	19%
Homeless Students	*	*	700	*	*	*	*	*	*	*
Students in Foster Care	*	*	692	*	*	*	*	*	*	*
Military-Connected Students	*	*	721	*	*	*	*	*	*	22%
Migrant Students	*	*	686	*	*	*	*	*	*	*

## 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](#). For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

**Important Note for 2022-23:** NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. 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 Test: Algebra I

This table shows performance on the NJSLA Algebra I end-of-course assessment. The performance results in this table include all students who took the NJSLA, it does not exclude students who were enrolled less than half a year.

This includes any students who were enrolled in an Algebra I course and took the Algebra I assessment in grades 7 through 12. Students in sixth grade who were enrolled in Algebra I course during the 2022-23 school year were required to take both the Algebra I and Grade 6 mathematics assessment. The results of their Algebra I assessment are not included in these results but will be reported when the student is in grade 9.

**Important Note for 2022-23:** The NJDOE recommends caution in comparing the 2022-23 Algebra I performance to data prior to 2019-20, as the population of students taking this assessment has changed as a result of new high school testing requirements. NJSLA data is not available for the 2020-21 school year.

Student Group	Valid Scores	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
Districtwide	21	787	738	0%	0%	0%	86%	14%	100%	35%
White	19	786	747	0%	0%	0%	89%	11%	100%	46%
Hispanic	*	*	723	*	*	*	*	*	*	20%
Black or African American	*	*	720	*	*	*	*	*	*	16%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	*	*	*	*	*	*	73%
American Indian or Alaska Native	*	*	732	*	*	*	*	*	*	31%
Two or More Races	*	*	746	*	*	*	*	*	*	44%
Female	*	788	737	0%	0%	0%	73%	27%	100%	34%
Male	*	787	739	*	*	*	*	*	100%	37%
Non-binary/undesignated gender	*	*	739	*	*	*	*	*	*	34%
Economically Disadvantaged Students	*	*	722	*	*	*	*	*	*	18%
Non-Economically Disadvantaged Students	*	787	746	0%	0%	0%	86%	14%	100%	44%
Students with Disabilities	*	*	712	*	*	*	*	*	*	*
Students without Disabilities	*	787	742	0%	0%	0%	86%	14%	100%	40%
English Learners	*	*	706	*	*	*	*	*	*	*
Non-English Learners	*	787	740	0%	0%	0%	86%	14%	100%	38%
Homeless Students	*	*	713	*	*	*	*	*	*	11%
Students in Foster Care	*	*	707	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	30%
Migrant Students	*	*	702	*	*	*	*	*	*	*

## 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](#). For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

**Important Note for 2022-23:** NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. 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.

### 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	*	*
5	N	N
6	N	N
7	N	N
8	N	N

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

## 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](#). For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

**Important Note for 2022-23:** NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. 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 Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs Assessment for English language proficiency and the percentage of students tested who 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.

For additional data showing both the number and percentage of students with an overall score of 4.5 or above, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score 4.5 or Above
0-2	*	*	*
3-4	*	*	*
5 or more	*	*	*

### 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	*	*	*

† Target was met within a confidence interval.

## Academic Achievement

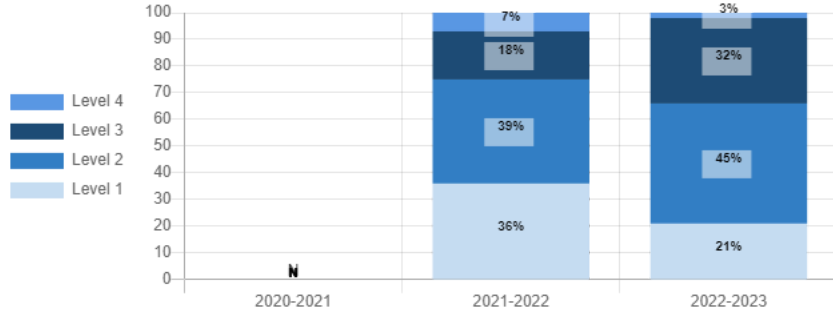
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent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

For detailed information showing comparisons of the percentage of students performing at each of the four NJSLA-Science performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

### NJSLA Science Assessment: Grade 5 Summary

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

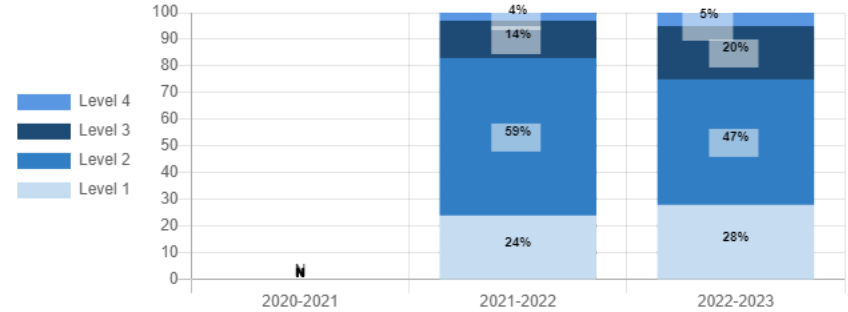
**Important note for 2022-23 Reports:** Due to the cancellation of statewide assessments in prior years, statewide assessment results are not available for the 2020-21 school year.



### NJSLA Science Assessment: Grade 8 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 2022-23 Reports:** Due to the cancellation of statewide assessments in prior years, statewide assessment results are not available for the 2020-21 school year.



## 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 who took the Dynamic Learning Maps (DLM) Science assessment. Visit the [assessment reports page](#) for DLM results.

For detailed information showing comparisons of the percentage of students performing at each of the four NJSLA-Science performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

### NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Districtwide	21%	45%	32%	3%
White	21%	41%	36%	2%
Hispanic	25%	67%	0%	8%
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	25%	38%	35%	3%
Male	16%	53%	29%	3%
Non-binary/undesignated gender	*	*	*	*
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	20%	42%	35%	3%
Students with Disabilities	50%	36%	14%	0%
Students without Disabilities	9%	48%	39%	4%
English Learners	*	*	*	*
Non-English Learners	19%	45%	32%	3%
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	*	*	*	*

## 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 who took the Dynamic Learning Maps (DLM) Science assessment. Visit the [assessment reports page](#) for DLM results.

For detailed information showing comparisons of the percentage of students performing at each of the four NJSLA-Science performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

### NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Districtwide	28%	47%	20%	5%
White	21%	48%	24%	6%
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	31%	46%	18%	5%
Male	25%	48%	23%	5%
Non-binary/undesignated gender	*	*	*	*
Economically Disadvantaged Students	80%	20%	0%	0%
Non-Economically Disadvantaged Students	20%	51%	23%	6%
Students with Disabilities	*	*	*	*
Students without Disabilities	14%	55%	25%	6%
English Learners	*	*	*	*
Non-English Learners	27%	47%	21%	5%
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	*	*	*	*

## Academic Achievement

### Graduation Proficiency Assessment (NJGPA) : Grade 11

This table shows how grade 11 students performed on the New Jersey Graduation Proficiency Assessment (NJGPA), both overall and by student group. Students are identified as either Graduation Ready or Not Yet Graduation Ready for both English Language Arts (ELA) and mathematics based on their scores on the assessment.

## College and Career Readiness

Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

### Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	71
7	0	0	78
8	21	0	59
Total	21	0	208

## College and Career Readiness

Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

### World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	72	0	0	0	0	0	0
7	76	0	0	0	0	0	0
8	78	0	0	0	0	0	0
Total	226	0	0	0	0	0	0

## College and Career Readiness

Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

### Computer Science – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
KG	N	N	N	N	N	N	N
1	N	N	N	N	N	N	N
2	N	N	N	N	N	N	N
3	N	N	N	N	N	N	N
4	N	N	N	N	N	N	N
5	N	N	N	N	N	N	N
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
<b>Total</b>	0	0	0	0	0	0	0

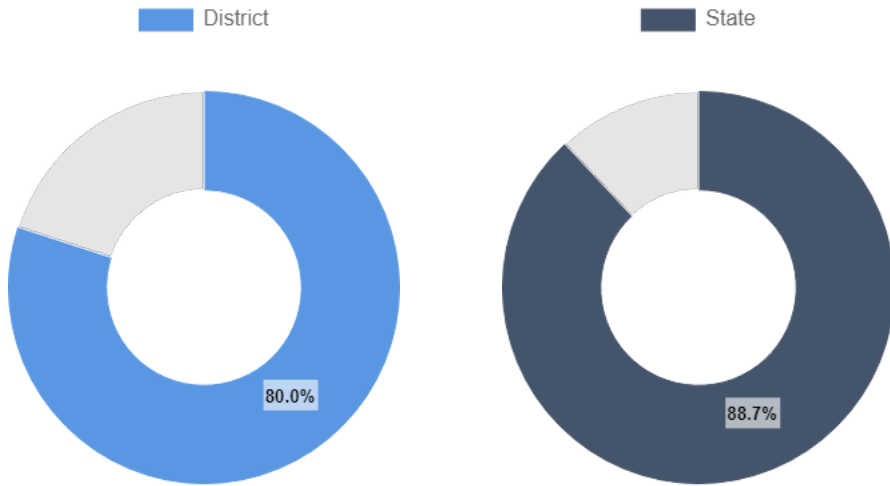
## College and Career Readiness

Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

### 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 second set of charts show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

**Grades 6-8: Students enrolled in one or more visual and performing arts classes**



## College and Career Readiness

Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

### 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 second set of charts show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Students enrolled in one or more classes by discipline:

#### Music



#### Dance



#### Drama



#### Visual Arts



## 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 2022-23:** The NJDOE recommends caution in comparing the 2022-23 chronic absenteeism rates with the rates from prior years as the pandemic has impacted attendance rates over the last several 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 state average column is the target used for accountability purposes and it reflects the statewide average for students in the grades offered by the district. Each student group has the same target based on all students, so the same "state average" will appear for all student groups. The last column shows 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
Districtwide	67	9.9%	16.0%	Met
White	53	9.7%	16.0%	Met
Hispanic	8	9.4%	16.0%	Met
Black or African American	2	18.2%	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	4	11.8%	16.0%	Met
Female	*	9.3%		
Male	*	10.4%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	18	14.5%	16.0%	Met
Students with Disabilities	28	15.6%	16.0%	Met
English Learners	2	16.7%	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	0	0.0%		
Migrant Students	*	*		

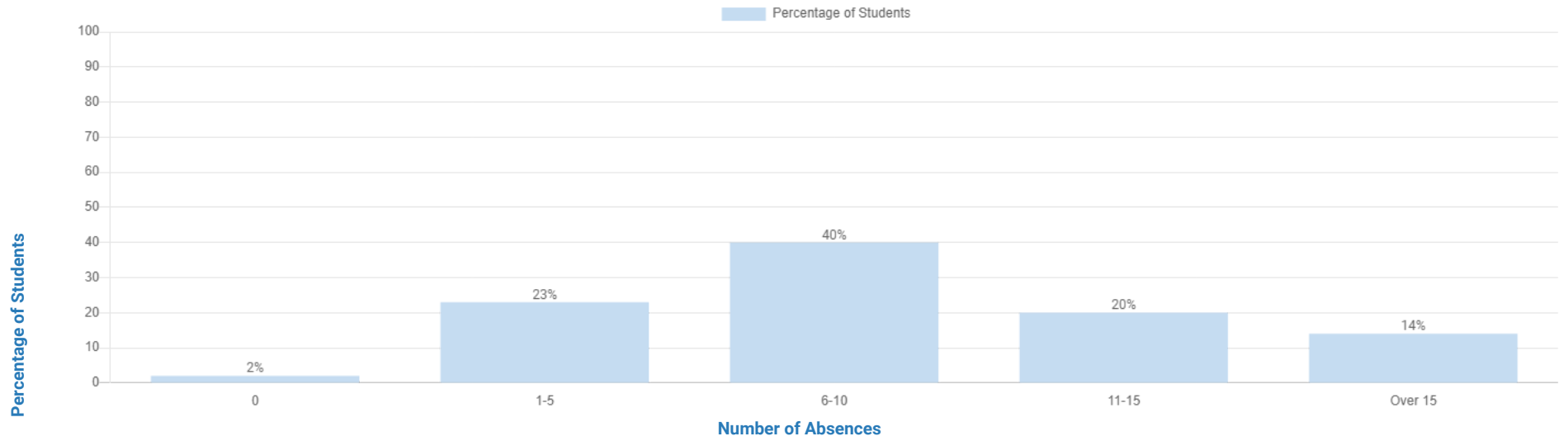
## Climate and Environment

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 2022-23:** The NJDOE recommends caution in comparing the 2022-23 chronic absenteeism rates with the rates from prior years as the pandemic has impacted attendance rates over the last several years.

### Days Absent

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



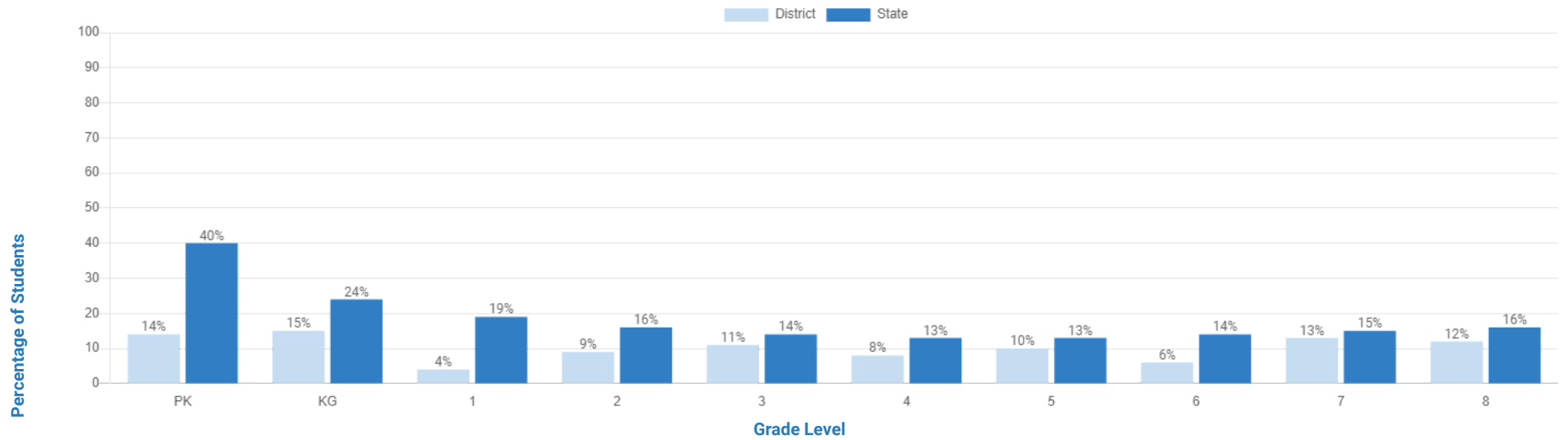
## Climate and Environment

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 2022-23:** The NJDOE recommends caution in comparing the 2022-23 chronic absenteeism rates with the rates from prior years as the pandemic has impacted attendance rates over the last several years.

### 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.



**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

## 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 2022-23:** The NJDOE recommends caution in comparing the 2022-23 student safety data with the data from 2020-21 and 2019-20 as the pandemic impacted the data for 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	16
Weapons	0
Vandalism	4
Substances	1
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	28
Incidents Per 100 Students Enrolled	4.09

### 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	11
Weapons	0
Vandalism	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	2
Other Incidents Leading to Removal	0

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

## 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 2022-23:** The NJDOE recommends caution in comparing the 2022-23 student safety data with the data from 2020-21 and 2019-20 as the pandemic impacted the data for those years.

### Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	2	2
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	6	6
No Identified Nature	3		3

### 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. The NJDOE is additionally required to report on the number, percentage, and demographics of students who received removals and that data is available on the [NJDOE website](#).

Removal Type	Number of Students	Percent of Students	School Days Missed due to Out-of-School Suspensions
In-School Suspensions	18	2.6%	55
Out-of-School Suspensions	26	3.8%	
Any Suspension	34	5.0%	
Removal to other education program	0	0.0%	
Expulsion	0	0.0%	
Arrest	0	0.0%	

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

## Climate and Environment

### Student Access to Technology and Internet

The NJDOE collects information on student device types, device owners, and internet connectivity. [Reports about student access to technology and internet connectivity](#) can be found on the NJDOE website.

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

## 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, or if the teacher has an expired certificate.

**Provisional Teacher:** A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

### Teachers – Experience

This table shows information about the experience and professional qualifications of teachers. Out-of-field teachers are teachers who are potentially teaching outside of their area of certification. Teachers with provisional certifications are fully certified novice teachers of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification. The New Jersey Department of Education does not issue emergency instructional certificates for teachers. Additional data on the professional qualifications of teachers and administrators, broken down by schools with high or low economically disadvantaged populations, is available on the [School Performance Staff page](#).

Category	Teachers in District	Teachers in State
Total Number of teachers	68	118,882
Average years experience in public schools	12.7	12.5
Average years experience in district	10.0	11.3
Number of Teachers with 4 or more years experience in the district	53	88,415
Percentage of Teachers with 4 or more years experience in the district	77.9%	74.8%
Number of out-of-field teachers	4	2,811
Percentage of out-of-field teachers	5.9%	2.4%
Number of Teachers with Provisional Credentials	1	8,605
Percentage of Teachers with Provisional Credentials	1.4%	7.3%

### Administrators – Experience

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	8	9,952
Average years experience in public schools	13.3	16.1
Average years experience in district	6.3	12.5
Number of Administrators with 4 or more years experience in the district	4	7,675
Percentage of Administrators with 4 or more years experience in the district	50.0%	77.9%

### Staff Counts

This table shows the number of staff members assigned to the 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. The School Safety Specialists data is based on data submitted by districts in the CDS system.

Staff Category	District: Total Staff Members	State: Total Staff Members
Teachers	68	118,882
Administrators	8	9,952
Librarians/Media Specialists	N	1,194
Nurses	2	2,960
School Counselors	4	4,519
Child Study Team Members	5	9,367
School Psychologists	1	2,166
School Social Workers	1	2,654
Student Assistance	N	381
Coordinators	N	381
School Safety Specialists	1	694

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

## 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, or if the teacher has an expired certificate.

**Provisional Teacher:** A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

### Student and Staff Ratios

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

Ratio	District Ratio
Students to Teachers	10:1
Students to Administrators	86:1
Teachers to Administrators	9:1
Students to Librarians/Media Specialists †	N
Students to Nurses †	343:1
Students to Counselors †	171:1
Students to Child Study Team Members †,††	37:1
Students to School Psychologists †	685:1
Students to School Social Workers †	685:1
Students to Student Assistance Coordinators †	N
Students to School Safety Specialists †	685:1

† 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 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. To protect student and staff privacy, gender percentages may show a range, depending on the overall school population size.

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	48.0%	85-90%	*	48.0%	77.0%	57.0%
Male	52.0%	10-15%	*	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤5%	*	≤1%	≤1%	≤1%
White	80.3%	92.6%	87.5%	39.1%	82.2%	74.8%
Hispanic	12.6%	1.5%	0.0%	33.1%	8.3%	8.5%
Black or African American	1.6%	2.9%	12.5%	14.4%	6.3%	14.3%
Asian	0.6%	1.5%	0.0%	10.1%	2.4%	1.4%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	1.5%	0.0%	0.2%	0.4%	0.6%
Two or More Races	5.0%	0.0%	0.0%	2.9%	0.2%	0.4%

## 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

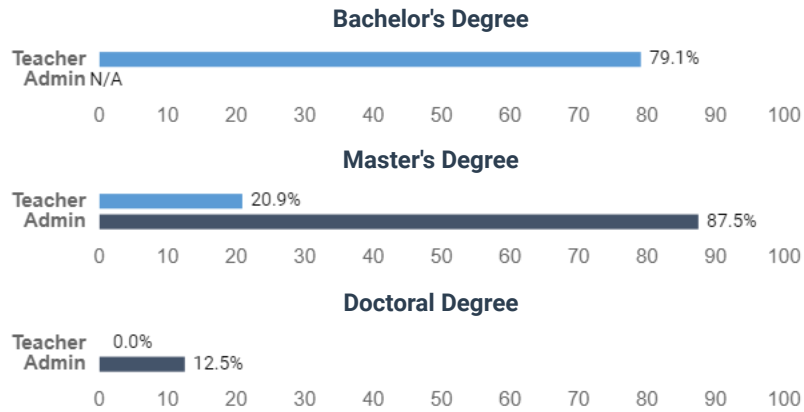
**Experience:** Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given 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, or if the teacher has an expired certificate.

**Provisional Teacher:** A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

### 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 2021-22 that were still assigned to this district in 2022-23. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2021-22 Teachers: Same district 2022-23	82.2%	88.4%
2021-22 Administrators: Same district 2022-23	85.7%	86.6%



**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

## Per-Pupil Expenditures

### Per-Pupil Expenditures by Source

The table below summarizes the most recently available expenses for regular and special education students taught at schools in the district. The amounts include both actual personnel and actual non-personnel expenditures and include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities. An overall cost per pupil for a given school can be calculated by adding the Central Expenditures and the Expenditures Not Assigned to a School to the School Level Expenditures reported for that school. The Average Daily Enrollment (ADE\*\*) comes from the 2022-23 School Registry Summary (SRS).

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2022-23 School-Level Per Pupil Expenditures by Source](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

Southampton Twp	Federal	State & Local	Total	ADE**
District Level Total Expenditures	\$840	\$17,828	\$18,668	684.7
District Level Central Expenditures		\$1,837	\$1,837	684.7
Southampton Township School #1	\$853	\$14,205	\$15,058	223.3
Southampton Township School #2	\$905	\$14,727	\$15,632	224.4
Southampton Township School #3	\$765	\$18,873	\$19,638	237.0

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

## 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:**
  - Title I schools with a summative score in the bottom 5% of Title I schools.
- **Comprehensive Support and Improvement (CSI): Low Graduation Rate:**
  - All high schools with a four-year graduation rate of 67% or less
- **Additional Targeted Support and Improvement: Low Performing Student Group (ATSI):**
  - All 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 fall 2023 identification is the first year that the NJDOE identified schools in this category.

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

- **Targeted Support and Improvement: Consistently Underperforming Student Group (TSI):**
  - All 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 2022-23 Reports:** 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 identified schools for CSI and ATSI status in both fall 2022 and fall 2023. Schools that were identified for CSI or ATSI status in fall 2022 were eligible to exit status at the end of the 2023-2024 school year if all exit criteria were met. Schools that were identified for CSI or ATSI status in fall 2023 will be eligible to exit status at the end of the 2026-2027 school year if all exit criteria are met. Schools identified for TSI status are eligible to exit annually if exit criteria are met.

The NJDOE resumed using median student growth percentiles (mSGPs) to measure academic progress, or growth, for the 2022-2023 school year. The NJDOE had received approval through the Addendum to use an alternate measure of academic progress, Relative School Improvement Measure (RSIM) for the 2021-2022 school year only because mSGPs were unavailable.

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

## Accountability

### Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

The table below provides the list of schools in the district that have been identified for either comprehensive or targeted support for the 2024-25 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.

**There are currently no schools in this district identified as requiring comprehensive or targeted support during the 2024-25 school year.**

# Accountability

## 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 2022-23, this data reflects median student growth percentiles (mSGPs). For 2021-22, this data shows the Relative School Improvement Measure (RSIM), which was based on aggregate scale score improvement on the statewide assessments in ELA and mathematics (NJSLA), when comparing prior year performance to 2021-22 performance. **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 who were absent for 10% or more of the days enrolled during the school year.

**Important Note for 2022-23:** 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 2020-21. The growth measure used for 2021-22 was an alternate measure used because median student growth percentiles were not available for 2021-22 and the NJDOE resumed using mSGPs for 2022-2023, so growth data for 2021-22 to 2022-23 should not be compared. 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 Accountability Indicator	2020-21	2021-22	2022-23
ELA Proficiency		50.2%	47.4%
Math Proficiency		35.2%	40.3%
ELA Growth		30	49
Math Growth		17	58
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	2.0%	6.9%	9.9%

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

## Accountability

### Accountability Summary by Student Group - 2022-23 School Year

This table shows whether the district and each student group met annual ESSA accountability targets for each indicator.

For more information about accountability determinations, indicators, and annual targets, see the [NJDOE Accountability page](#).

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
Districtwide	Not Met	Not Met	Met Standard	Met Standard	N	N	**	Met
White	Not Met	Not Met	Met Standard	Exceeds Standard	N	N		Met
Hispanic	Not Met	Not Met	Met Standard	Met Standard	N	N		Met
Black or African American	**	**	**	**	N	N		**
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	N	N		**
American Indian or Alaska Native	**	**	**	**	N	N		**
Two or More Races	Not Met	Not Met	Met Standard	**	N	N		Met
Economically Disadvantaged Students	Not Met	Not Met	Met Standard	Exceeds Standard	N	N		Met
Students with Disabilities	Not Met	Not Met	Met Standard	Met Standard	N	N		Met
English Learners	**	**	**	**	N	N	**	**

†Target was met within a confidence interval.

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

## 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:

- The campus of Southampton Township School District consisting of School #1 (K-2), School #2 (3-5), and School #3 (6-8) is located in the center of quaint and historic Vincentown Village.
- During the 2021-2022 school year, our school district underwent QSAC monitoring. Southampton has been designated as a high performing school district by the New Jersey Department of Education.
- The district is continuing to focus on several major initiatives that are the basis for school district goals. These goals may be viewed on the homepage of the school district website.



### Mission, Vision, Theme:

The Southampton Township School District shall empower our students with the life skills necessary to attain academic excellence while fostering social and emotional growth. By aligning our academic programs with the New Jersey Student Learning Standards, advocating a safe secure environment, our students will become life-long learners and responsible, caring, contributing community members both locally and globally.



### Courses, Curriculum, Instruction:

The Board of Education and administration feel that strong curricula, coupled with a comprehensive ongoing professional development program for teachers has a significant impact on enhancing classroom instruction and performance of our students on the state assessments. Our ELA and Math curricula include programs aligned to NJSLs and enhance classroom instruction and student achievement. Focused professional development provides teachers with the necessary tools to differentiate effectively to meet the needs of all students. Additional resources in science supplement our program provide students with a hands-on approach to science. Designing Thinking has expanded beyond Technology at the middle school level, and different after school programs focused on I-STEAM is available for all grade levels. We have a robust Intervention program to help students in need and a S.T.E.P. and advanced math program to challenge our advanced students.

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

## 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.



### Sports and Athletics:

Sports Offered: Baseball (Boys), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Lacrosse (Girls), Soccer (Boys & Girls)  
Southampton School #3 offers a variety of athletic programs for our middle school students. Students in grade 5 are eligible to participate in the Cross Country program. Please reference the School #3 School Performance Report for a listing of available athletic programs.



### Clubs and Activities:

All three school offer extra-curricular activities for our students. Please reference the individual school NJDOE Performance Reports or our district website for a listing of the available clubs and activities.



### Before and After School Programs:

Before and After School childcare services are offered by the district via an agreement with Kindercare. The program is housed in Southampton Township School #1. This program meets the needs of our busy families by providing a fun, safe space for supplemental learning activities, homework help, healthy snacks, structured activities, and free play. Information about the program can be obtained via the Before and After School Program link on each school website. We also offer an Action Program for students in grade K-2 in need of academic assistance. The program runs from January - June each year. More Information about each program can be obtained on the Southampton School District website.

## 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.



### Staff and Professional Learning:

There are six professional development days annually that focus on a variety of topics including social-emotional learning, technology, pedagogy, and curriculum. Training in these areas is sustained throughout the year. In addition, all teachers participate in Professional Learning Communities (PLCs) throughout the year, grade-level / department meetings, school faculty meetings and articulation to review assessment data and plan for instruction. Professional development activities also include completion of State Mandated training on an annual basis through a combination of on-line training and workshops. Teachers and administrators participate in regularly scheduled Professional Learning Communities (PLCs) throughout the year. The PLCs focus on district goals, as well as the individual Professional Development Plans (PDPs) of the educators.



### Student Supports and Services:

The school district currently has two full-time and one-part-time counselor to provide counseling services to our students. Each school has an Intervention and Referral Services Committee (I&RS) to provide assistance and support to students who are struggling academically or socially / emotionally. The I&RS committee is chaired by the respective building principal and coordinated by the school counselor. The district also has a Response to Intervention program that addresses the needs of students who require additional assistance pertaining to reading and mathematics, as well as providing enrichment activities for learners performing on or above their grade level. The middle school designates a period a day as the W.I.N. period so students can focus on the support and services they need.



### Student Health and Wellness:

The district provides breakfast for students in order to give them a healthy start to the day. Our health curriculum teaches students healthy habits and promotes wellness. Our guidance counselors' monthly class visits promote mental and physical wellness through informative mini-lessons and activities. Wellness Wednesdays (K-2) and Feel Good Fridays (3-8) also promote healthy habits and allow students to practice new activities like yoga, mindfulness, and self-reflection. All students have physical education and take part in a variety of physical activities that include competitive games and dancing. Students in grades K-8 have recess daily and have an extra period of physical activity called Class PE, and students in School # 2 enjoy collecting charms for walking/running miles during recess as part of our Warriors Runner program.

## 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.



### Parent and Community Involvement:

Each school generally provides opportunities for parent and community member volunteers. Parents and community members are also invited in to share information, be guest readers, or participate in a classroom activity. The district uses focus groups, committees, and town hall meetings to garner feedback and input pertaining to key school district initiatives. These groups consist of parents, community members, staff members, administration and Board of Education members. Our school district has a very active and supportive PTA. This dedicated group of parents and teachers enhances the educational program by sponsoring assembly programs, class parties, school dances, and school initiatives to promote community engagement. Parents have full access to their child's academic progress via the Parent Portal. This can be accessed on our website and our newly developed mobile app.



### Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers. "The district is engaged in a multi-year goal goal that focuses on enhancing school climate and culture. As a component of this goal, a climate survey of parents, students, and staff was completed. Data from this survey is being used by School Based School Climate Committees to develop and implement action plans to enhance school climate / culture."



### Facilities:

The Board of Education has made it a priority to maintain the school district's facilities. All three schools have undergone infrastructure upgrades on an ongoing basis. These upgrades have included the installation of a security office, upgrades to the HVAC system, additional security cameras around campus, an irrigation system, an upgrade door security system, and technology upgrades across the district. There was also a storage garage built on campus and bollards installed around the buildings.

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

## 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.



### School Safety:

The safety and security of our students and staff is an extremely high priority. School safety and security protocols are constantly reviewed with the staff, and drills are routinely conducted to enhance our preparedness for emergencies. An emphasis is placed on adhering to the best practices recommended by the New Jersey Office of Emergency Preparedness. Enhancement of physical security is ongoing and includes visitor vestibules, upgraded ID / Access systems, 911 buttons, classroom lockdown shades, lockdown notification lights, classroom door lockdown buttons, classroom / exterior door numbering, intruder doors, and a CCTV surveillance system. The district also employs a full-time armed security officer. The newly built security office provides a prime view of the district campus from the windows of the office and via CCTV. The district is equipped with 24/7 interior/exterior surveillance systems accessible by NJ State Police in the district's live streaming system.



### Technology and STEM:

Preparing our students for succeeding in an increasingly global society is another priority of the school district. This is evidenced by projects such as interactive Smart Boards in every classroom to supplement instruction, Chromebooks for every student in School #2 and School # 3, and the availability of mobile computer labs that can be used in classrooms in School # 1. In addition, the district has two I-STEAM Labs and a Makerspace Classroom. The revised Design Thinking curriculum focuses on having students collaborate by working in design / research teams on projects based on SDGs. I-STEAM activities also include "Southampton Spark" a version of "Genius Hour" that enables students in grades 3-5 to select and research a topic of their interest and complete a project. There are also a number of extra-curricular I-STEAM clubs for students offered in each school.



### Early Childhood Education:

Our district offers a half-day preschool disabled program for eligible students. The program focuses on preparation for kindergarten and early literacy / numeracy skills. "Creative Curriculum" is our newly adopted preschool curriculum, which focuses on center / play-based activities and integrates various "studies" introduce engaging themes and hands-on, cross-curricular learning.

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

## 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.



### **Effective and Efficient Use of ESSR Funding:**

The COVID-19 pandemic highlights: We provided an interactive platform for remote students to work in real time with their classmates and receive direct support from teachers. School counselor provided mental health services for our students and resources for families virtually. The needs of our staff were also prioritized. We provided wellness sessions as well as training opportunities to help them recognize and address their own stress and anxiety. PD opportunities focused on instructional technology and SEL. Morning Circles were implemented in our K-5 remote and in-person classrooms to identify individuals needing additional support. Grades 6-8 students utilized W.I.N. period to focus on "What I Need". We also expanded our summer learning opportunities for both students and teachers. ESSER funds were used for PPE, improvements for health and safety, digital devices, PD, SEH supports, a full time guidance counselor, and products to enhance the air quality within our buildings.

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

## 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.



### Other Information:

The School district benefits from the generosity of the Southampton Township Academic Resources (STAR) Foundation, an education foundation that raises funds to support creative and innovative educational programs. To date the STAR Foundation has awarded over \$400,000 to the district for major and mini-grants developed by teachers and staff to enrich and supplement educational programming.