Galloway Township Public School District (01-1690)

2023-2024

County: Atlantic

District: Galloway Township Public School District

⚲ 101 S Reeds Road
Galloway, NJ 08205

Superintendent: Mr. Stephen Santilli

District Website

📞 609-748-1250 x 1016

3,112
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 Note for 2023-24 Reports: The NJDOE recommends caution in comparing data from year to year over the last several years.

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 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	Atlantic
District	Galloway Township Public School District
Superintendent Name	Mr. Stephen Santilli
Address	101 S Reeds Road, Galloway, NJ 08205
Phone Number	609-748-1250 x 1016
Email Address	santillis@gtps.k12.nj.us
Website	www.gtps.k12.nj.us
Facebook	https://www.facebook.com/GTNJSchools
Twitter	https://twitter.com/GTNJSchools

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

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
Arthur Rann Elementary School	PK-06
Galloway Township Middle School	07-08
Pomona Preschool	PK-PK
Reeds Road Elementary School	PK-06
Roland Rogers Elementary School	PK-06
Smithville Elementary School	PK-06

Report Key:

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** Accountability calculations require 20 or more students

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

Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students who 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	2021-22	2022-23	2023-24
PK	250	242	249
KG	270	283	285
1	306	273	294
2	315	300	283
3	317	313	308
4	302	311	331
5	368	303	323
6	317	362	324
7	386	327	384
8	349	389	331
Total	3,180	3,103	3,112

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 may show a range, depending on the overall school population size.

Student Group	2021-22	2022-23	2023-24
Female	47.0%	47.0%	48.0%
Male	53.0%	53.0%	52.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	36.6%	46.1%	48.8%
Students with Disabilities	18.3%	19.5%	20.5%
Multilingual Learners	3.8%	3.6%	4.2%
Students Experiencing Homelessness	1.3%	1.6%	2.0%
Students in Foster Care	0.3%	0.2%	0.1%
Military-Connected Students	1.9%	1.8%	2.2%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial And Ethnic Group	2021-22	2022-23	2023-24
White	44.7%	43.9%	42.0%
Hispanic	22.4%	23.1%	25.3%
Black or African American	19.5%	18.9%	18.6%
Asian	10.3%	10.1%	9.6%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.4%	0.4%	0.3%
Two Or More Races	2.7%	3.4%	4.0%

Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students who 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.
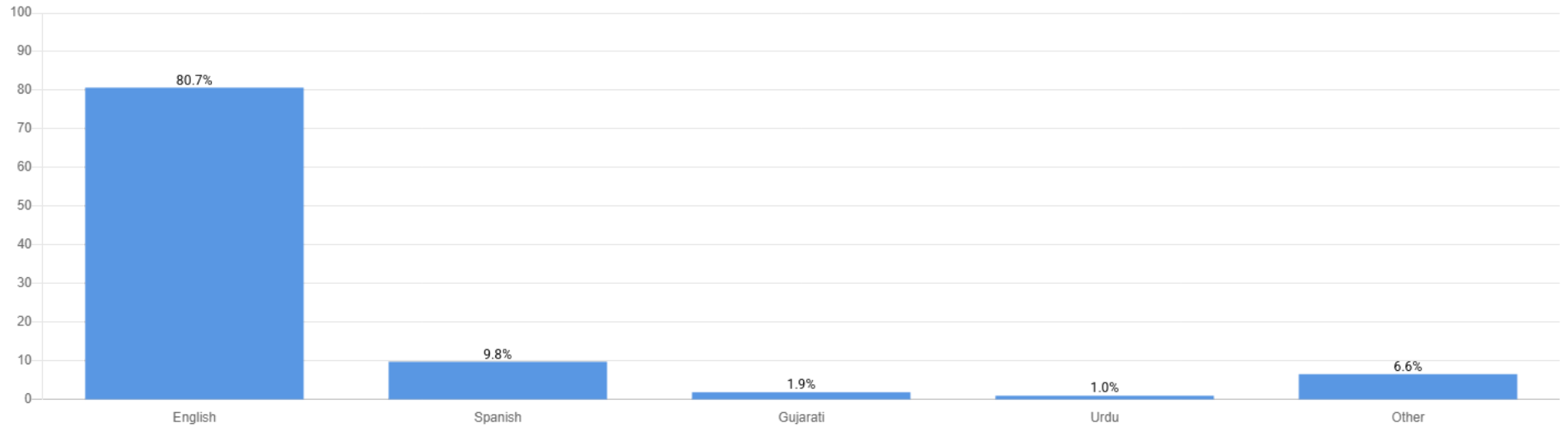
Grade	2021-22	2022-23	2023-24
PK - Half Day	0	0	0
PK - Full Day	250	242	249
KG - Half Day	0	0	0
KG - Full Day	270	283	285

Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students who 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.

Language	Percentage
English	80.7%
Spanish	9.8%
Gujarati	1.9%
Urdu	1.0%
Other	6.6%

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 SGP below 35 indicates low growth, an SGP between 35 and 65 indicates typical growth, and an SGP 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 2023-24: 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 2023-24: 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
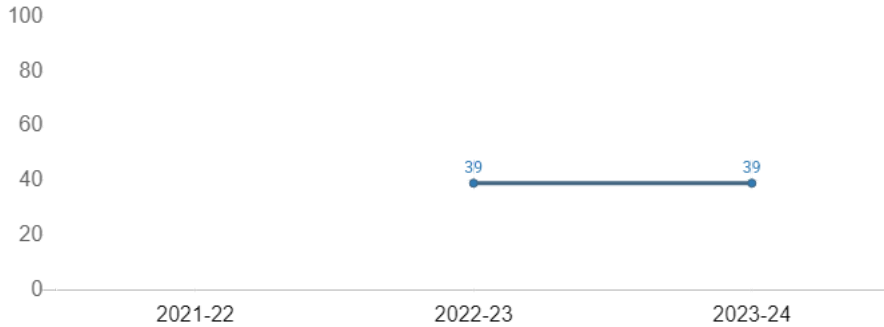
Math Median Student Growth Percentile
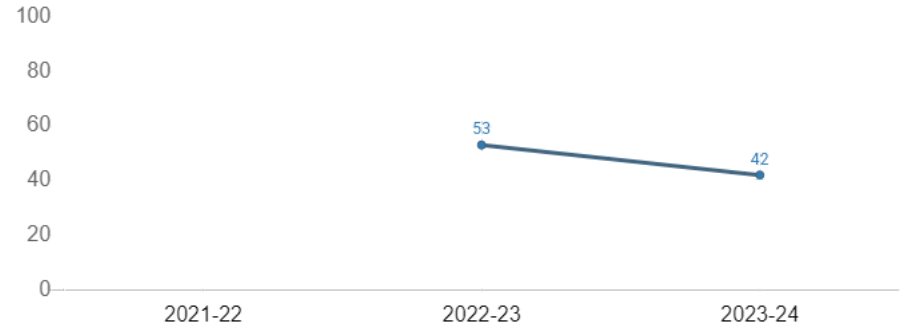
Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Median Student Growth Percentile		39	39		53	42
Met Standard (40-59.5)?		Not Met	Not Met		Met Standard	Met Standard
Statewide: Median Student Growth Percentile		50	50		50	50

Student Growth

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A student's SGP falls between 1 and 99 and can be grouped into three levels. An SGP below 35 indicates low growth, an SGP between 35 and 65 indicates typical growth, and an SGP 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.

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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	39	50	Not Met	42	50	Met Standard
White	37	50	Not Met	43.5	51	Met Standard
Hispanic	37	49	Not Met	39	48	Not Met
Black or African American	39	47	Not Met	42	46	Met Standard
Asian, Native Hawaiian, or Pacific Islander	45	59	Met Standard	45.5	60	Met Standard
American Indian or Alaska Native	*	50	**	*	50	**
Two or More Races	46.5	50	Met Standard	40.5	51	Met Standard
Female	43	52		44	50	
Male	33	48		39	50	
Non-Binary/Undesignated Gender	N	44		N	45.5	
Economically Disadvantaged Students	38	48	Not Met	41	48	Met Standard
Students with Disabilities	34.5	43	Not Met	44	44	Met Standard
Multilingual Learners	41.5	50	Met Standard	43	50	Met Standard
Students Experiencing Homelessness	27	43		*	45	
Students in Foster Care	N	40		N	47	
Military-Connected Students	46	47.5		46.5	51	
Migrant Students	N	53		N	44	

Student Growth

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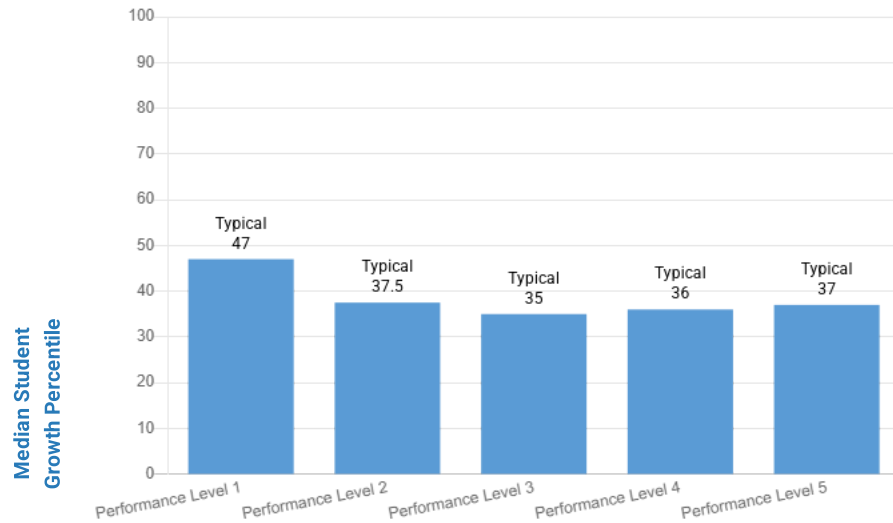
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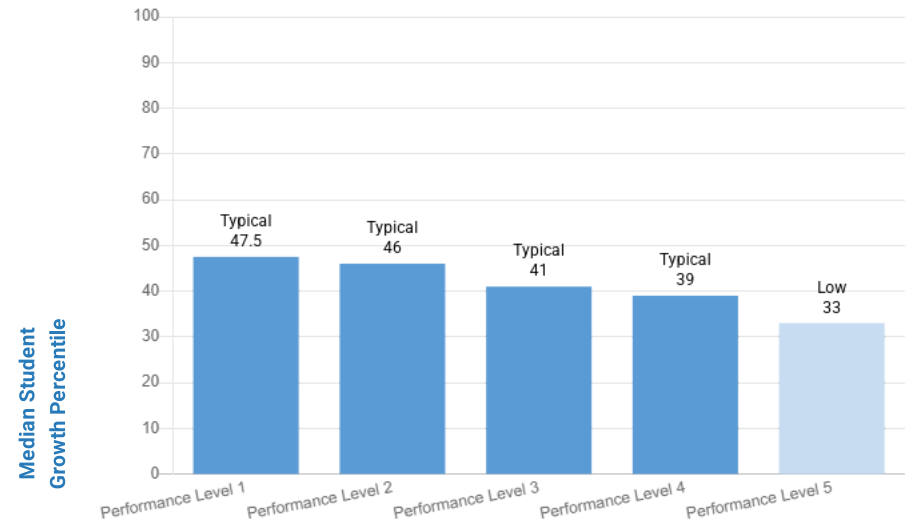
Student Growth by Performance Level

These graphs show the median Student Growth Percentiles (mSGPs) for students based on a student's prior year performance level on the New Jersey Student Learning Assessment (NJSLA) for English language arts (ELA) and mathematics.

NJ SCHOOL PERFORMANCE REPORT

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).

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Student Growth by Grade

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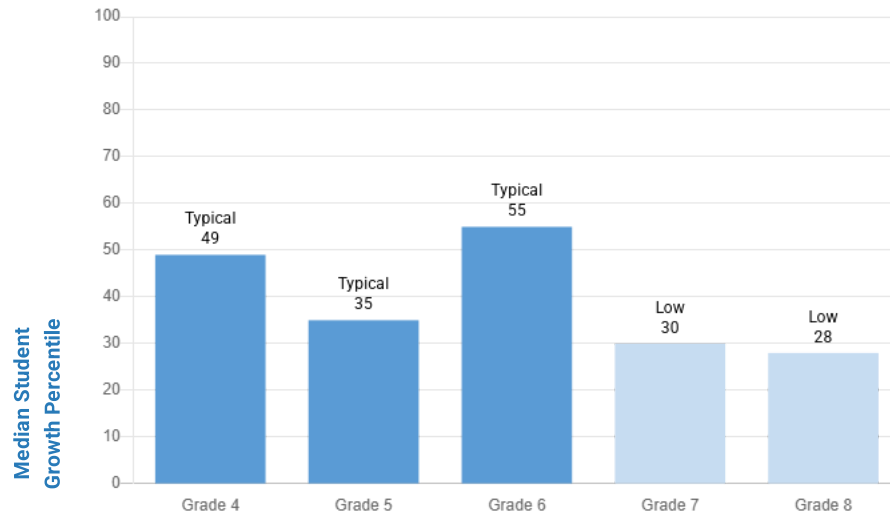
Academic Achievement

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.

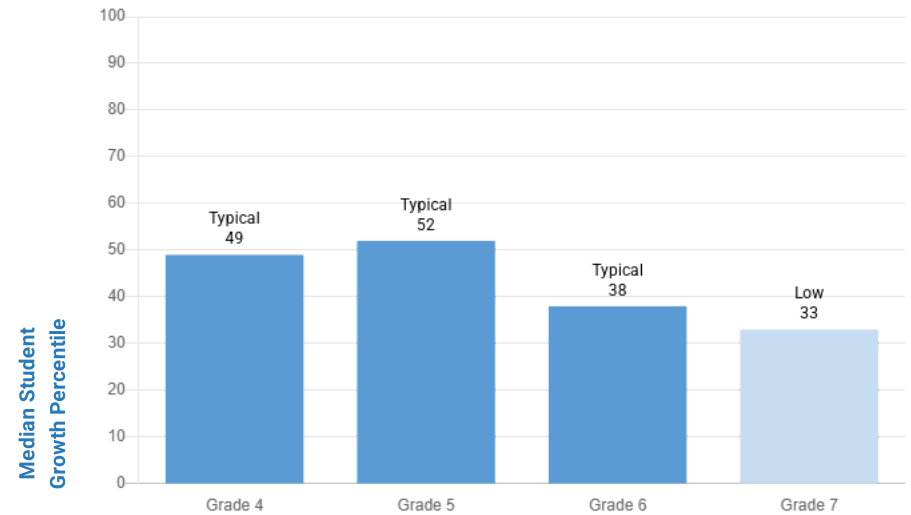For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our NJDOE Accountability webpage under 2024 Accountability Data in the School & District Accountability section.

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.

ELA Proficiency Rate for Federal Accountability
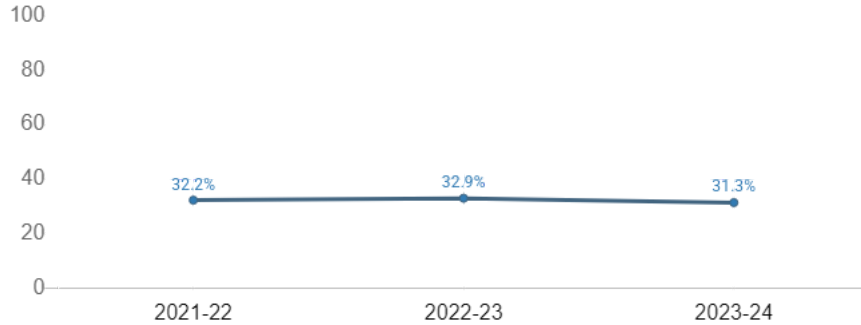
Math Proficiency Rate for Federal Accountability
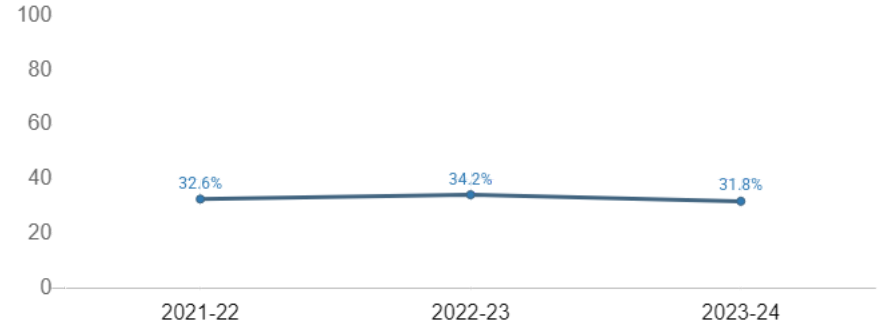
Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	98.6%	99.2%	98.8%	98.7%	99.3%	98.7%
Proficiency Rate for Federal Accountability	32.2%	32.9%	31.3%	32.6%	34.2%	31.8%
Annual Target	56.0%	57.5%	35.1%	54.2%	55.8%	36.4%
Met Annual Target?	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

† Target was met within a confidence interval.

Report Key:
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Academic Achievement

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English language arts (ELA) both overall and by student group. It includes the results of students taking both the NJSLA and DLM. NJSLA results for ELA 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 status in meeting annual targets. Annual targets are specific to each student group, school, and district and represent the expected proficiency needed to stay on track to meet long-term goals. 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	1,876	98.8%	31.3%	52.2%	31.3%	35.1%	Not Met
White	810	98.7%	34.6%	61.8%	34.6%	38.7%	Not Met
Hispanic	441	99.4%	25.2%	38%	25.2%	29.9%	Not Met
Black or African American	382	97.8%	22.5%	35.9%	22.5%	25.9%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	190	100%	46.8%	79.9%	46.8%	50%	Met Target†
American Indian or Alaska Native	*	*	*	51.2%	*	**	**
Two or More Races	*	98%	40.4%	59.4%	40.4%	32.9%	Met Target
Female	*	98.5%	36.5%	57.7%	36.5%		
Male	*	99%	26.6%	47%	26.6%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	977	98.6%	24.2%	34.6%	24.2%	29.5%	Not Met
Non-Economically Disadvantaged Students	899	99%	39%	62.8%	39%		
Students with Disabilities	409	97.7%	<10%	19.8%	<10%	14.2%	Not Met
Students without Disabilities	1,467	99.1%	37.6%	59.4%	37.6%		
Multilingual Learners	146	99.4%	19.2%	23.1%	19.2%	28.5%	Not Met
Non-Multilingual Learners	1,730	98.7%	32.3%	56.2%	32.3%		
Students Experiencing Homelessness	15	95.7%	40%	21.9%	40%		
Students in Foster Care	*	*	*	19.3%	*		
Military-Connected Students	31	93.9%	32.3%	48.2%	31.8%		
Migrant Students	*	*	*	13.3%	*		

† 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 2024 Accountability Data in the School & District Accountability section.

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.

Legend: 2021-2022 | 2022-2023 | 2023-2024

Grade	2021-2022	2022-2023	2023-2024
Grade 3	27.7%	19.1%	21.6%
Grade 4	37.7%	42.9%	33.0%
Grade 5	38.4%	33.9%	32.4%
Grade 6	36.9%	35.1%	45.5%
Grade 7	25.7%	34.4%	28.8%
Grade 8	25.4%	29.1%	26.7%

Percentage of Students Meeting/Exceeding Expectations (vertical axis, 0–100)
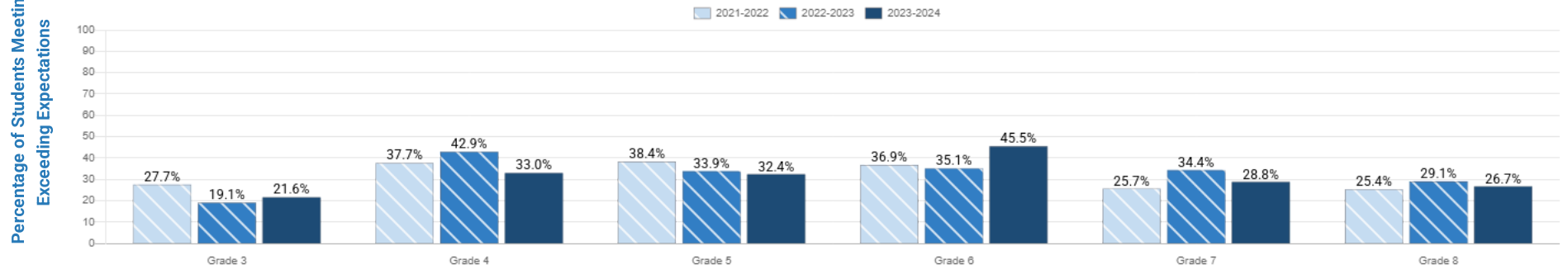
Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students who took the NJSLA, which includes students who 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	301	718	741	33%	21%	25%	20%	2%	22%	44%
White	129	720	751	32%	20%	23%	25%	0%	25%	53%
Hispanic	78	708	724	45%	14%	27%	13%	1%	14%	29%
Black or African American	*	721	725	30%	23%	28%	15%	4%	19%	29%
Asian, Native Hawaiian, or Pacific Islander	32	729	770	16%	38%	22%	19%	6%	25%	70%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	46%
Two or More Races	*	725	751	31%	15%	15%	38%	0%	38%	52%
Female	*	722	746	28%	22%	26%	23%	2%	24%	48%
Male	*	714	736	38%	20%	23%	17%	1%	18%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	147	706	722	46%	21%	20%	11%	1%	12%	26%
Non-Economically Disadvantaged Students	154	730	753	20%	21%	29%	29%	2%	31%	55%
Students with Disabilities	66	685	710	*	*	*	*	*	*	18%
Students without Disabilities	235	728	747	22%	23%	29%	24%	2%	26%	49%
Multilingual Learners	18	700	704	*	*	*	*	*	*	13%
Non-Multilingual Learners	283	720	746	31%	22%	24%	21%	2%	23%	48%
Students Experiencing Homelessness	*	*	707	*	*	*	*	*	*	18%
Students in Foster Care	*	*	711	*	*	*	*	*	*	18%
Military-Connected Students	11	724	739	18%	45%	18%	18%	0%	18%	41%
Migrant Students	*	*	688	*	*	*	*	*	*	*

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students who took the NJSLA, which includes students who 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	315	731	749	16%	27%	24%	30%	3%	33%	51%
White	146	737	758	11%	29%	22%	34%	4%	38%	61%
Hispanic	71	728	734	23%	17%	28%	30%	3%	32%	35%
Black or African American	*	721	733	22%	34%	22%	22%	0%	22%	34%
Asian, Native Hawaiian, or Pacific Islander	27	735	776	7%	26%	37%	30%	0%	30%	78%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	51%
Two or More Races	*	*	757	*	*	*	*	*	*	60%
Female	*	732	752	15%	27%	27%	30%	2%	32%	54%
Male	*	731	745	16%	27%	23%	31%	3%	34%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	166	722	731	23%	31%	22%	22%	1%	23%	32%
Non-Economically Disadvantaged Students	149	742	760	7%	22%	27%	40%	4%	44%	63%
Students with Disabilities	68	703	720	*	*	*	*	*	*	21%
Students without Disabilities	247	739	755	9%	25%	27%	36%	3%	40%	57%
Multilingual Learners	10	706	711	*	*	*	*	*	*	13%
Non-Multilingual Learners	305	732	753	15%	26%	25%	31%	3%	34%	55%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	20%
Students in Foster Care	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	*	*	747	*	*	*	*	*	*	49%
Migrant Students	*	*	713	*	*	*	*	*	*	23%

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 2024 Accountability Data in the School & District Accountability section.

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 who took the NJSLA, which includes students who 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	315	734	750	14%	23%	30%	30%	3%	32%	52%
White	140	738	760	10%	25%	29%	33%	3%	36%	63%
Hispanic	60	729	736	20%	22%	32%	27%	0%	27%	37%
Black or African American	*	724	734	20%	26%	35%	15%	3%	18%	35%
Asian, Native Hawaiian, or Pacific Islander	36	745	778	8%	14%	28%	47%	3%	50%	80%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	*	735	757	8%	25%	25%	42%	0%	42%	60%
Female	*	736	755	11%	21%	34%	29%	5%	34%	57%
Male	*	732	745	16%	25%	28%	31%	1%	31%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	164	726	732	18%	30%	28%	21%	2%	23%	33%
Non-Economically Disadvantaged Students	151	743	761	9%	15%	33%	40%	3%	42%	64%
Students with Disabilities	68	708	719	*	*	*	*	*	*	20%
Students without Disabilities	247	741	756	6%	21%	33%	36%	3%	39%	59%
Multilingual Learners	*	*	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	734	754	14%	23%	31%	30%	3%	33%	57%
Students Experiencing Homelessness	*	*	718	*	*	*	*	*	*	22%
Students in Foster Care	*	*	721	*	*	*	*	*	*	20%
Military-Connected Students	*	*	747	*	*	*	*	*	*	48%
Migrant Students	*	*	721	*	*	*	*	*	*	20%

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 2024 Accountability Data in the School & District Accountability section.

English Language Arts Assessment - Performance By Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students who took the NJSLA, which includes students who 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	314	744	751	10%	14%	31%	39%	6%	46%	53%
White	120	748	760	8%	9%	33%	38%	11%	49%	63%
Hispanic	73	745	738	7%	16%	26%	47%	4%	51%	39%
Black or African American	76	733	735	17%	21%	32%	29%	1%	30%	35%
Asian, Native Hawaiian, or Pacific Islander	40	749	778	10%	8%	30%	48%	5%	53%	82%
American Indian or Alaska Native	*	*	748	*	*	*	*	*	*	49%
Two or More Races	*	*	758	*	*	*	*	*	*	60%
Female	*	750	756	6%	10%	32%	45%	8%	53%	59%
Male	*	737	746	15%	18%	29%	33%	4%	37%	48%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	180	739	735	12%	17%	31%	37%	3%	40%	35%
Non-Economically Disadvantaged Students	134	750	761	7%	9%	31%	43%	10%	53%	65%
Students with Disabilities	63	718	719	25%	32%	29%	13%	2%	14%	17%
Students without Disabilities	251	750	758	6%	9%	31%	46%	7%	53%	60%
Multilingual Learners	*	*	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	745	754	10%	13%	30%	41%	6%	47%	57%
Students Experiencing Homelessness	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	724	*	*	*	*	*	*	22%
Military-Connected Students	*	*	754	*	*	*	*	*	*	55%
Migrant Students	*	*	712	*	*	*	*	*	*	29%

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students who took the NJSLA, which includes students who 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	365	730	752	20%	19%	32%	23%	6%	29%	54%
White	154	734	761	16%	18%	34%	26%	6%	32%	64%
Hispanic	96	724	737	24%	21%	39%	13%	4%	17%	39%
Black or African American	68	717	734	34%	22%	26%	12%	6%	18%	37%
Asian, Native Hawaiian, or Pacific Islander	41	754	785	0%	17%	22%	54%	7%	61%	84%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	51%
Two or More Races	*	*	759	*	*	*	*	*	*	60%
Female	*	739	758	13%	16%	32%	30%	9%	38%	60%
Male	*	723	746	25%	21%	32%	17%	4%	21%	48%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	176	726	734	25%	20%	29%	20%	5%	26%	36%
Non-Economically Disadvantaged Students	189	735	762	15%	18%	35%	25%	7%	32%	64%
Students with Disabilities	71	704	715	49%	20%	21%	10%	0%	10%	18%
Students without Disabilities	294	737	759	13%	19%	35%	26%	7%	33%	61%
Multilingual Learners	*	*	700	*	*	*	*	*	*	*
Non-Multilingual Learners	*	731	756	19%	19%	32%	23%	6%	29%	58%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	21%
Students in Foster Care	*	*	712	*	*	*	*	*	*	17%
Military-Connected Students	*	*	747	*	*	*	*	*	*	50%
Migrant 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

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.

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English Language Arts Assessment - Performance By Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students who took the NJSLA, which includes students who 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	311	725	751	31%	21%	22%	20%	6%	27%	53%
White	129	729	760	26%	19%	26%	23%	5%	29%	62%
Hispanic	77	714	736	36%	27%	19%	16%	1%	17%	39%
Black or African American	71	714	735	41%	18%	21%	18%	1%	20%	37%
Asian, Native Hawaiian, or Pacific Islander	27	767	783	7%	15%	15%	26%	37%	63%	82%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	52%
Two or More Races	*	*	757	*	*	*	*	*	*	59%
Female	*	734	759	20%	25%	21%	26%	8%	34%	60%
Male	*	718	743	39%	17%	23%	16%	5%	21%	46%
Non-binary/undesignated gender	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	168	718	734	35%	23%	23%	15%	5%	20%	36%
Non-Economically Disadvantaged Students	143	733	761	27%	18%	21%	26%	8%	34%	63%
Students with Disabilities	59	696	713	*	*	*	*	*	*	16%
Students without Disabilities	252	732	758	25%	19%	23%	25%	8%	33%	60%
Multilingual Learners	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	725	755	30%	21%	22%	20%	6%	27%	56%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	23%
Students in Foster Care	*	*	708	*	*	*	*	*	*	14%
Military-Connected Students	*	*	743	*	*	*	*	*	*	43%
Migrant 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

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**.

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM. 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 status in meeting annual targets. Annual targets are specific to each student group, school, and district and represent the expected proficiency needed to stay on track to meet long-term goals. 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**.

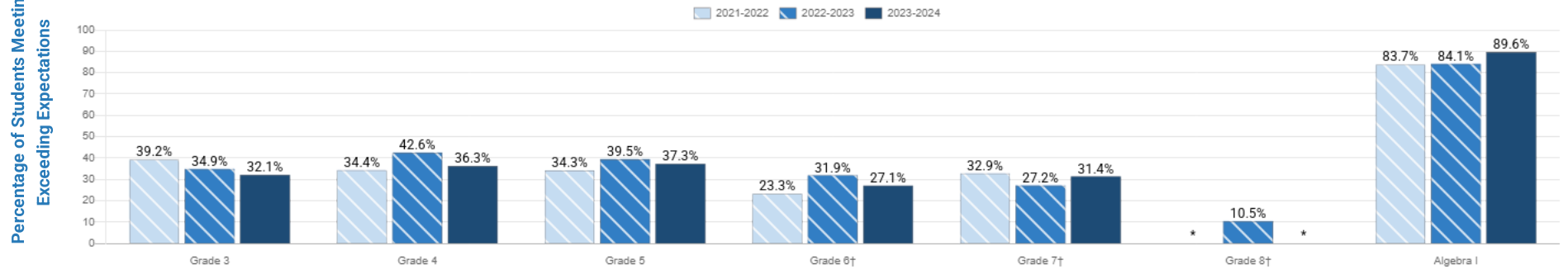| Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	1,885	98.7%	31.8%	40.2%	31.8%	36.4%	Not Met
White	808	98.4%	38.2%	51.1%	38.2%	43.5%	Not Met
Hispanic	446	99.4%	21.7%	24.2%	21.7%	28.2%	Not Met
Black or African American	384	97.8%	18%	20.1%	18%	21.3%	Not Met
Asian, Native Hawaiian, or Pacific Islander	194	100%	53.1%	74.4%	53.1%	54.7%	Met Target†
American Indian or Alaska Native	*	*	*	42%	*	**	**
Two or More Races	*	98%	38.3%	48.9%	38.3%	32.9%	Met Target
Female	*	98.4%	30.4%	38.4%	30.4%		
Male	*	99%	33%	42%	33%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	985	98.6%	22.2%	21.7%	22.2%	27.8%	Not Met
Non-Economically Disadvantaged Students	900	98.8%	42.2%	51.5%	42.2%		
Students with Disabilities	408	97.5%	10%	16.6%	10%	17.3%	Not Met
Students without Disabilities	1,477	99%	37.8%	45.4%	37.8%		
Multilingual Learners	157	99.4%	27.4%	18.7%	27.4%	25.6%	Met Target
Non-Multilingual Learners	1,728	98.6%	32.2%	43.5%	32.2%		
Students Experiencing Homelessness	15	95.7%	<10%	12.9%	<10%		
Students in Foster Care	*	*	*	12.4%	*		
Military-Connected Students	31	93.9%	38.7%	38.8%	38.2%		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

Academic Achievement

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Mathematics Assessment - Performance Trends

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

Legend: 2021-2022, 2022-2023, 2023-2024

Grade	2021-2022	2022-2023	2023-2024
Grade 3	39.2%	34.9%	32.1%
Grade 4	34.4%	42.6%	36.3%
Grade 5	34.3%	39.5%	37.3%
Grade 6†	23.3%	31.9%	27.1%
Grade 7†	32.9%	27.2%	31.4%
Grade 8†	*	10.5%	*
Algebra I	83.7%	84.1%	89.6%

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

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 3

This table shows performance on the mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students who took the NJSLA, which includes students who 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	302	732	747	19%	23%	26%	27%	5%	32%	48%
White	129	739	757	12%	22%	27%	34%	5%	40%	60%
Hispanic	79	718	732	30%	28%	20%	19%	3%	22%	31%
Black or African American	*	722	728	23%	23%	34%	19%	0%	19%	27%
Asian, Native Hawaiian, or Pacific Islander	32	747	776	6%	22%	31%	28%	13%	41%	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	51%
Two or More Races	*	742	755	31%	8%	15%	23%	23%	46%	56%
Female	*	729	744	21%	25%	24%	26%	4%	30%	45%
Male	*	735	749	17%	20%	28%	27%	7%	35%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	147	719	729	29%	26%	28%	15%	2%	17%	28%
Non-Economically Disadvantaged Students	155	744	758	9%	20%	25%	38%	8%	46%	60%
Students with Disabilities	66	704	725	*	*	*	*	*	*	25%
Students without Disabilities	236	740	751	10%	24%	27%	32%	7%	39%	52%
Multilingual Learners	19	722	722	21%	37%	16%	26%	0%	26%	20%
Non-Multilingual Learners	283	733	751	19%	22%	27%	27%	6%	33%	52%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	17%
Students in Foster Care	*	*	719	*	*	*	*	*	*	18%
Military-Connected Students	11	744	746	0%	36%	27%	27%	9%	36%	47%
Migrant Students	*	*	727	*	*	*	*	*	*	12%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 4

This table shows performance on the mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students who took the NJSLA, which includes students who 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	320	736	744	16%	23%	25%	34%	3%	36%	45%
White	146	743	754	11%	20%	25%	39%	5%	44%	57%
Hispanic	75	730	730	16%	29%	27%	27%	1%	28%	28%
Black or African American	*	722	726	28%	23%	29%	20%	0%	20%	24%
Asian, Native Hawaiian, or Pacific Islander	27	743	773	11%	26%	11%	52%	0%	52%	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	50%
Two or More Races	*	*	752	*	*	*	*	*	*	54%
Female	*	734	743	16%	29%	24%	29%	3%	32%	43%
Male	*	737	746	16%	18%	25%	38%	2%	40%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	170	726	727	23%	29%	21%	26%	1%	27%	25%
Non-Economically Disadvantaged Students	150	746	755	8%	17%	29%	43%	4%	47%	58%
Students with Disabilities	69	710	722	42%	30%	16%	12%	0%	12%	21%
Students without Disabilities	251	743	749	9%	21%	27%	40%	3%	43%	50%
Multilingual Learners	14	715	718	29%	36%	21%	14%	0%	14%	14%
Non-Multilingual Learners	306	736	748	15%	23%	25%	35%	3%	37%	49%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	15%
Students in Foster Care	*	*	716	*	*	*	*	*	*	15%
Military-Connected Students	*	*	744	*	*	*	*	*	*	43%
Migrant Students	*	*	721	*	*	*	*	*	*	17%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 5

This table shows performance on the mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students who took the NJSLA, which includes students who 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	316	737	741	10%	24%	28%	33%	4%	37%	40%
White	140	742	751	8%	19%	27%	41%	4%	46%	53%
Hispanic	60	730	726	8%	38%	32%	18%	3%	22%	23%
Black or African American	*	726	722	18%	28%	29%	25%	0%	25%	19%
Asian, Native Hawaiian, or Pacific Islander	37	750	772	5%	14%	27%	41%	14%	54%	76%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	*	734	748	17%	25%	25%	33%	0%	33%	49%
Female	*	734	739	8%	30%	29%	32%	2%	34%	38%
Male	*	739	742	13%	19%	28%	35%	6%	41%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	164	729	724	12%	35%	27%	24%	2%	26%	20%
Non-Economically Disadvantaged Students	152	746	752	9%	12%	29%	43%	7%	50%	53%
Students with Disabilities	68	708	717	35%	38%	13%	13%	0%	13%	16%
Students without Disabilities	248	745	746	4%	20%	32%	39%	5%	44%	45%
Multilingual Learners	*	*	711	*	*	*	*	*	*	*
Non-Multilingual Learners	*	737	744	10%	23%	29%	34%	4%	38%	44%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	12%
Students in Foster Care	*	*	714	*	*	*	*	*	*	10%
Military-Connected Students	*	*	741	*	*	*	*	*	*	40%
Migrant Students	*	*	724	*	*	*	*	*	*	27%

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 2024 Accountability Data in the School & District Accountability section.

Mathematics Assessment - Performance By Grade: Grade 6

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

Students in sixth grade who were enrolled in an Algebra I or Geometry course were required to take both the corresponding end-of-course assessment (Algebra I or Geometry) and the Grade 6 mathematics assessment. The results of the Grade 6 mathematics assessment are included in this data. The Algebra I or Geometry results will be used when the student is in grade 9.

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	321	730	737	13%	31%	29%	26%	1%	27%	36%
White	120	735	746	8%	28%	33%	31%	0%	31%	47%
Hispanic	78	729	723	14%	28%	35%	22%	1%	23%	20%
Black or African American	76	717	718	24%	42%	17%	17%	0%	17%	15%
Asian, Native Hawaiian, or Pacific Islander	42	739	768	7%	26%	26%	38%	2%	40%	73%
American Indian or Alaska Native	*	*	735	*	*	*	*	*	*	33%
Two or More Races	*	*	743	*	*	*	*	*	*	45%
Female	*	730	736	9%	36%	31%	24%	1%	24%	34%
Male	*	729	738	18%	26%	26%	30%	1%	30%	38%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	186	724	721	18%	35%	27%	19%	1%	20%	17%
Non-Economically Disadvantaged Students	135	737	747	7%	25%	30%	37%	0%	37%	48%
Students with Disabilities	63	708	714	*	*	*	*	*	*	12%
Students without Disabilities	258	735	741	9%	27%	33%	31%	1%	32%	41%
Multilingual Learners	15	719	707	27%	40%	20%	7%	7%	13%	*
Non-Multilingual Learners	306	730	740	13%	30%	29%	27%	0%	28%	39%
Students Experiencing Homelessness	*	*	711	*	*	*	*	*	*	*
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	739	*	*	*	*	*	*	37%
Migrant Students	*	*	704	*	*	*	*	*	*	13%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 7

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

These results only include students taking the grade level assessment, they do not include the results of students who took the Algebra I, Geometry, or Algebra II end-of-course assessments.

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	369	735	739	11%	27%	30%	28%	3%	31%	37%
White	153	740	748	7%	25%	32%	31%	5%	36%	50%
Hispanic	99	729	728	12%	31%	34%	22%	0%	22%	23%
Black or African American	68	719	724	*	*	*	*	*	*	18%
Asian, Native Hawaiian, or Pacific Islander	43	758	764	2%	7%	19%	63%	9%	72%	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	*	*	743	*	*	*	*	*	*	44%
Female	*	736	738	8%	28%	32%	30%	2%	32%	36%
Male	*	734	739	13%	26%	29%	27%	4%	31%	39%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	180	732	726	12%	31%	29%	26%	3%	28%	20%
Non-Economically Disadvantaged Students	189	737	747	11%	23%	32%	31%	3%	34%	48%
Students with Disabilities	70	716	716	29%	37%	20%	14%	0%	14%	12%
Students without Disabilities	299	739	743	7%	25%	33%	32%	4%	35%	43%
Multilingual Learners	*	*	714	*	*	*	*	*	*	*
Non-Multilingual Learners	*	735	741	11%	26%	31%	29%	3%	32%	40%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	11%
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	740	*	*	*	*	*	*	39%
Migrant Students	*	*	708	*	*	*	*	*	*	*

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
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Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 8

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

These results only include students taking the grade level assessment, they do not include the results of students who took the Algebra I, Geometry, or Algebra II end-of-course assessments.

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	236	708	719	*	*	*	*	*	*	19%
White	91	713	729	*	*	*	*	*	*	27%
Hispanic	67	704	713	*	*	*	*	*	*	13%
Black or African American	61	702	707	*	*	*	*	*	*	10%
Asian, Native Hawaiian, or Pacific Islander	12	722	740	25%	25%	33%	17%	0%	17%	40%
American Indian or Alaska Native	*	*	722	*	*	*	*	*	*	21%
Two or More Races	*	*	722	*	*	*	*	*	*	22%
Female	*	709	719	*	*	*	*	*	*	19%
Male	*	707	719	*	*	*	*	*	*	20%
Non-binary/undesignated gender	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	141	705	711	*	*	*	*	*	*	12%
Non-Economically Disadvantaged Students	95	711	725	*	*	*	*	*	*	25%
Students with Disabilities	58	698	702	*	*	*	*	*	*	*
Students without Disabilities	178	711	724	*	*	*	*	*	*	23%
Multilingual Learners	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	709	721	*	*	*	*	*	*	21%
Students Experiencing Homelessness	*	*	704	*	*	*	*	*	*	*
Students in Foster Care	*	*	696	*	*	*	*	*	*	*
Military-Connected Students	*	*	722	*	*	*	*	*	*	19%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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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 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 in in grade 9.

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	77	774	738	0%	1%	9%	81%	9%	90%	40%
White	37	777	748	0%	0%	5%	89%	5%	95%	51%
Hispanic	12	758	723	0%	0%	25%	75%	0%	75%	23%
Black or African American	11	760	719	0%	9%	9%	82%	0%	82%	19%
Asian, Native Hawaiian, or Pacific Islander	15	791	773	0%	0%	7%	60%	33%	93%	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	*	*	746	*	*	*	*	*	*	49%
Female	*	772	737	0%	0%	8%	89%	3%	92%	39%
Male	*	776	739	0%	2%	10%	73%	15%	88%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	28	769	722	0%	4%	14%	75%	7%	82%	22%
Non-Economically Disadvantaged Students	49	777	747	0%	0%	6%	84%	10%	94%	50%
Students with Disabilities	*	*	710	*	*	*	*	*	*	11%
Students without Disabilities	*	775	743	0%	1%	8%	82%	9%	91%	45%
Multilingual Learners	*	*	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	774	741	0%	1%	9%	81%	9%	90%	43%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	13%
Students in Foster Care	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	696	*	*	*	*	*	*	*

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.

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DLM Alternate Assessment - Participation

This table shows the number and percentage 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	ELA: Participation Rate	Math: # Students Tested	Math: Participation Rate
3	*	*	*	*
4	*	*	*	*
5	*	*	*	*
6	*	*	*	*
7	*	*	*	*
8	*	*	*	*

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.

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English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	# Students with Overall Score Below 4.5	% Students with Overall Score Below 4.5	# Students with Overall Score of 4.5 or Above	% Students with Overall Score 4.5 or Above
0-2	90	*	>90%	*	<10%
3-4	31	*	>90%	*	<10%
5 or more	*	*	*	*	*

English Language Progress to Proficiency

This table shows the percentage of multilingual 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/Multilingual Learners	52.6%	22.7%	Met Goal

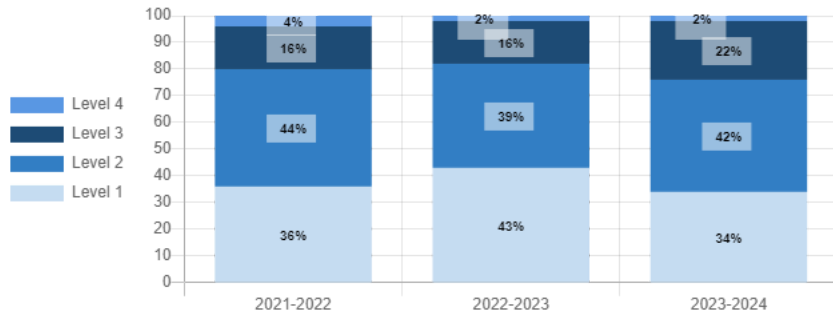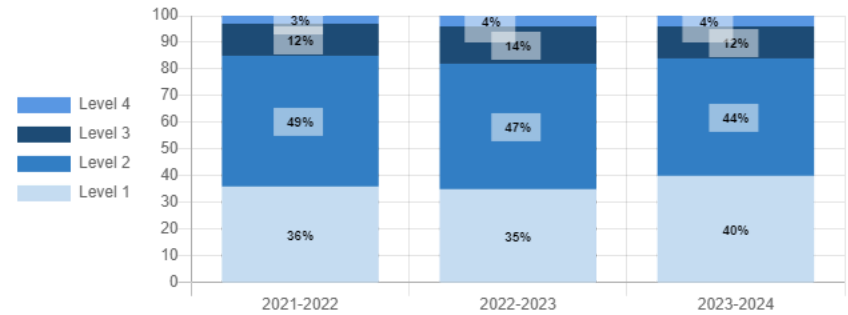† Target was met within a confidence interval.

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 2024 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.

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.

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 2024 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	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	34%	42%	22%	2%	35%	37%	21%	6%
White	24%	45%	26%	4%	22%	42%	28%	8%
Hispanic	44%	37%	17%	2%	51%	36%	12%	2%
Black or African American	49%	40%	11%	0%	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	27%	41%	32%	0%	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	42%	42%	17%	0%	27%	36%	27%	10%
Female	41%	39%	19%	1%	35%	39%	20%	6%
Male	28%	45%	24%	3%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	46%	42%	12%	0%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	22%	42%	32%	5%	24%	39%	28%	10%
Students with Disabilities	69%	24%	7%	0%	64%	27%	8%	2%
Students without Disabilities	25%	47%	26%	3%	30%	39%	24%	7%
Multilingual Learners	*	*	*	*	78%	20%	2%	0%
Non-Multilingual Learners	33%	42%	22%	2%	30%	39%	23%	7%
Students Experiencing Homelessness	*	*	*	*	68%	25%	6%	1%
Students in Foster Care	*	*	*	*	67%	28%	3%	1%
Military-Connected Students	*	*	*	*	30%	42%	23%	5%
Migrant Students	*	*	*	*	73%	27%	0%	0%

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 2024 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	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	40%	44%	12%	4%	36%	45%	14%	5%
White	28%	49%	16%	6%	23%	52%	19%	6%
Hispanic	50%	44%	6%	0%	51%	42%	6%	1%
Black or African American	57%	38%	3%	1%	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	19%	33%	37%	11%	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	*	*	*	*	27%	46%	19%	8%
Female	34%	51%	11%	4%	35%	47%	13%	4%
Male	45%	38%	13%	4%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	48%	43%	8%	1%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	31%	44%	17%	8%	26%	48%	19%	7%
Students with Disabilities	68%	28%	3%	0%	67%	29%	3%	1%
Students without Disabilities	33%	47%	14%	5%	30%	48%	16%	6%
Multilingual Learners	*	*	*	*	75%	24%	1%	0%
Non-Multilingual Learners	39%	44%	13%	4%	32%	47%	15%	5%
Students Experiencing Homelessness	*	*	*	*	66%	32%	2%	0%
Students in Foster Care	*	*	*	*	80%	19%	1%	0%
Military-Connected Students	*	*	*	*	40%	47%	10%	3%
Migrant Students	*	*	*	*	*	*	*	*

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.

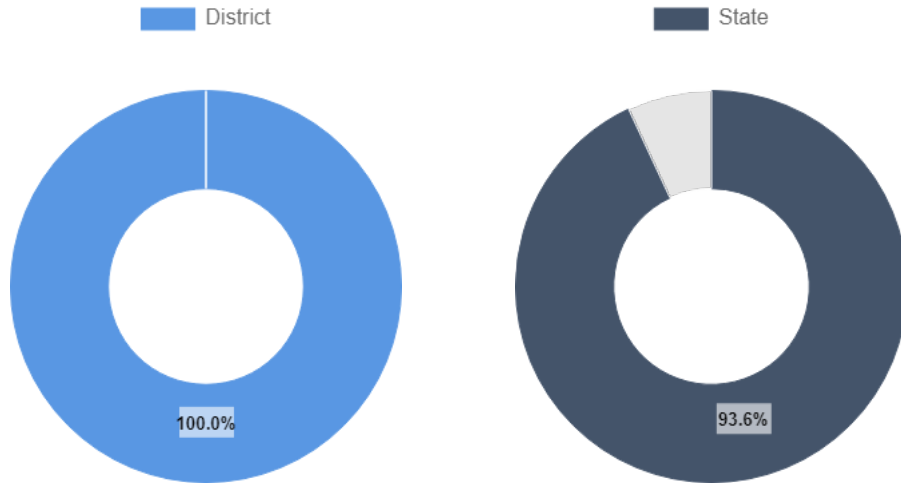| Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	328
7	0	0	395
8	78	0	255
Total	78	0	978

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	3	0	0	0	0	0	0
7	377	0	0	0	0	0	0
8	218	0	0	0	0	0	0
Total	598	0	0	0	0	0	0

College and Career Readiness

Information about New Jersey Student Learning Standards can be found on the NJDOE website.
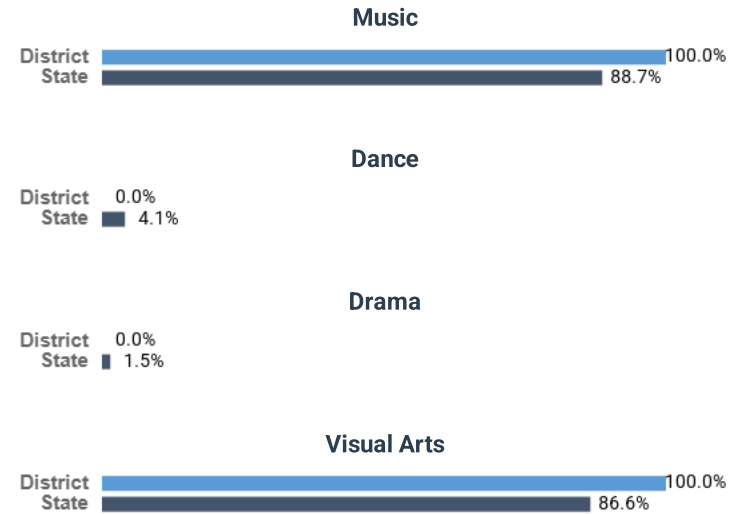
Computer Science – Course Participation

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.

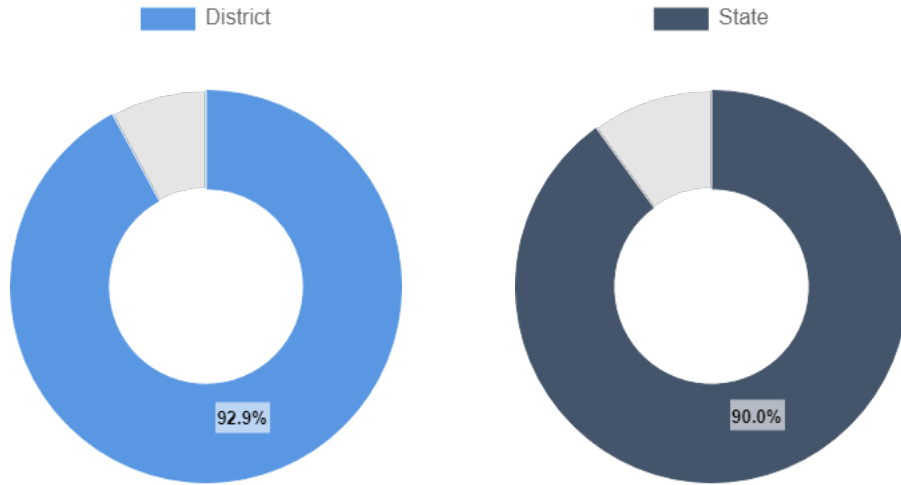| Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
KG	N	N	N	N	N	N	N
1	N	N	N	N	N	N	N
2	N	N	N	N	N	N	N
3	N	N	N	N	N	N	N
4	N	N	N	N	N	N	N
5	N	N	N	N	N	N	N
6	N	N	N	N	N	N	N
7	0	0	224	0	0	0	0
8	0	0	162	0	0	0	0
Total	0	0	386	0	0	0	0

College and Career Readiness

Information about New Jersey Student Learning Standards can be found on the NJDOE website.
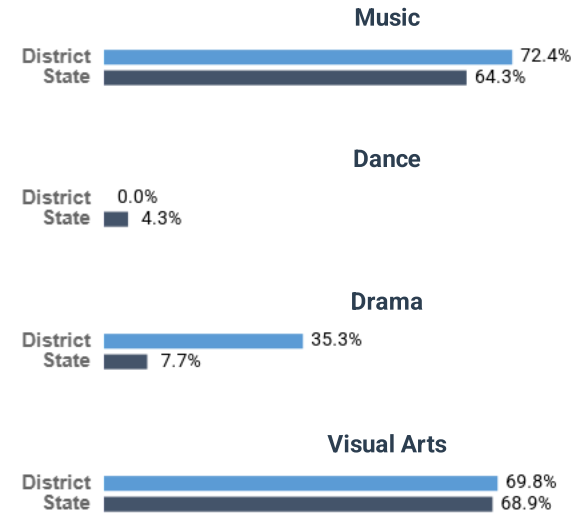
Visual and Performing Arts – Course Participation

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 K-5: Students enrolled in one or more **visual and performing arts** classes

District
State

100.0%

93.6%

Students enrolled in one or more classes by discipline:

Music
District — 100.0%
State — 88.7%

Dance
District — 0.0%
State — 4.1%

Drama
District — 0.0%
State — 1.5%

Visual Arts
District — 100.0%
State — 86.6%

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

District

State

92.9%

90.0%

Students enrolled in one or more classes by discipline:

Music

District 72.4%
State 64.3%

Dance

District 0.0%
State 4.3%

Drama

District 35.3%
State 7.7%

Visual Arts

District 69.8%
State 68.9%

	Galloway Township Public School District	Report Key:
NJ SCHOOL PERFORMANCE REPORT	(01-1690) 2023-2024	* 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 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 NJDOE used input from stakeholders to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism Trends

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 ESSA Target: State Average for Grades Served column is the target used for ESSA accountability purposes. 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 ESSA Target 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").
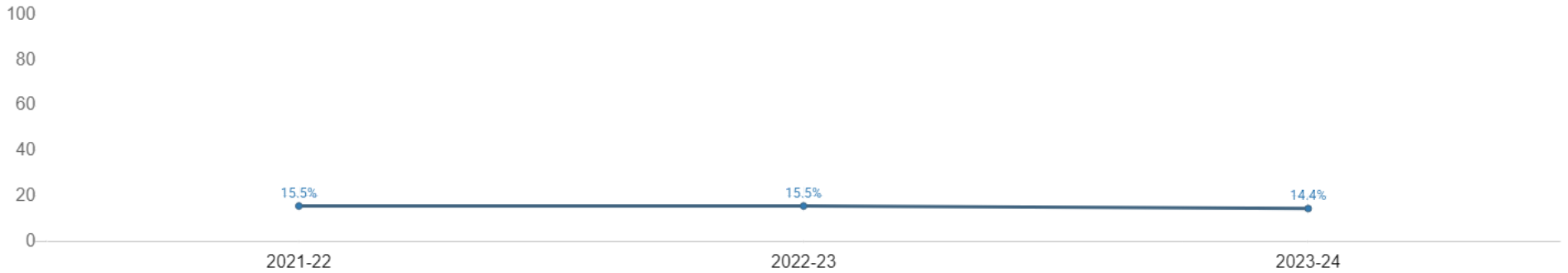
Performance Measure	2021-22	2022-23	2023-24
Chronic Absenteeism Rate	15.5%	15.5%	14.4%
ESSA Target (State Average for Grades Served)	17.3%	16.0%	13.8%
Met ESSA Target	Met	Met	Not Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%

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 NJDOE used input from stakeholders to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year.The ESSA Target: State Average for Grades Served column is the target used for ESSA accountability purposes. 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 ESSA Target 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").
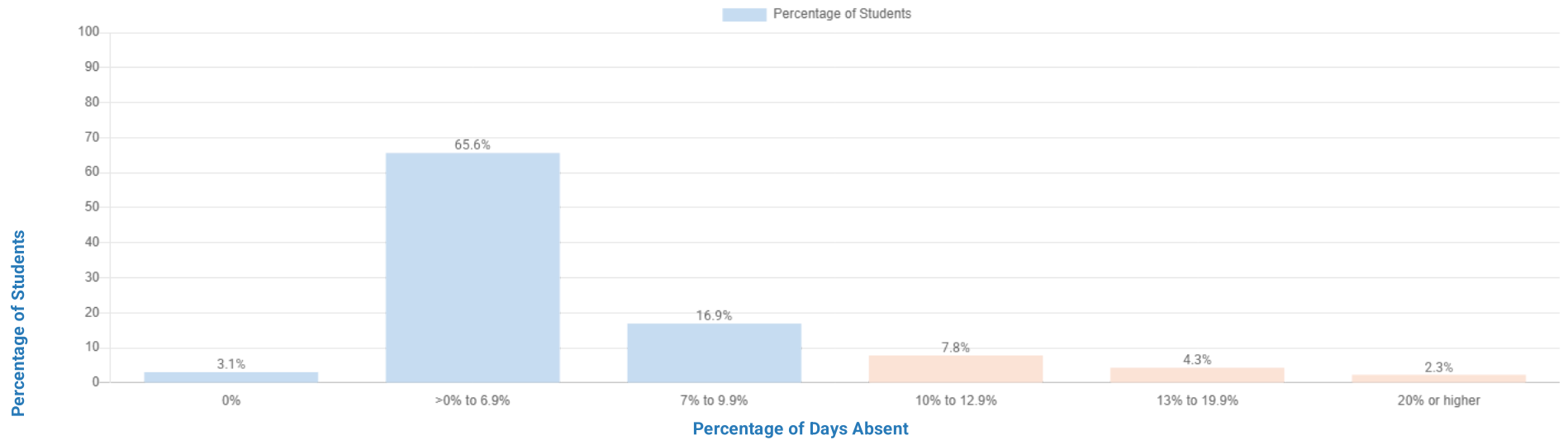
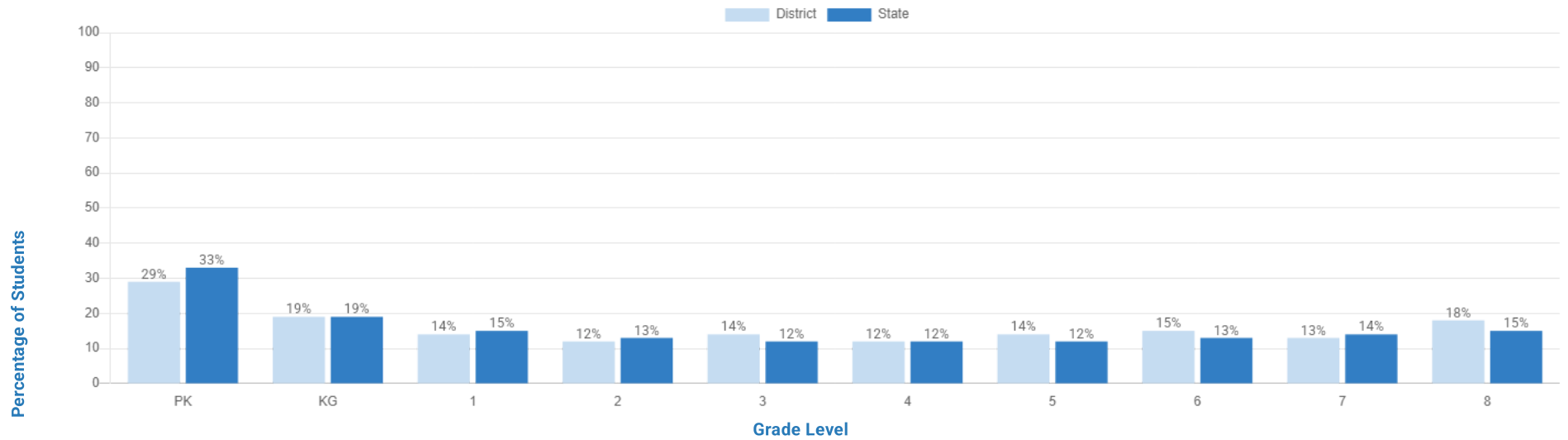| Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	408	14.4%	13.8%	Not Met
White	150	12.6%	13.8%	Met
Hispanic	124	17.8%	13.8%	Not Met
Black or African American	94	17.5%	13.8%	Not Met
Asian, Native Hawaiian, or Pacific Islander	21	7.4%	13.8%	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	17.0%	13.8%	Not Met
Female	*	13.6%		
Male	*	15.2%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	266	18.9%	13.8%	Not Met
Students with Disabilities	100	17.5%	13.8%	Not Met
Multilingual Learners	18	14.3%	13.8%	Not Met
Students Experiencing Homelessness	12	30.8%		
Students in Foster Care	*	*		
Military-Connected Students	19	25.7%		
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 NJDOE used input from stakeholders 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.

Percentage of Days Absent

This graph shows the percentage of K-12 students by the percentage of days enrolled that the students were absent during the school year. The last three bars, 10% to 12.9%, 13% to 19.9%, and 20% or higher represent students who were chronically absent.

Percentage of Days Absent	Percentage of Students
0%	3.1%
>0% to 6.9%	65.6%
7% to 9.9%	16.9%
10% to 12.9%	7.8%
13% to 19.9%	4.3%
20% or higher	2.3%

Report Key:
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** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note, see note below table

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 NJDOE used input from stakeholders to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism by Grade

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

Grade Level	District	State
PK	29%	33%
KG	19%	19%
1	14%	15%
2	12%	13%
3	14%	12%
4	12%	12%
5	14%	12%
6	15%	13%
7	13%	14%
8	18%	15%

Report Key:

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N No Data is available to display

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Climate and Environment

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

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	51
Weapons	1
Vandalism	4
Substances	3
Harassment, Intimidation, Bullying (HIB)	41
Total Unique Incidents	100
Incidents Per 100 Students Enrolled	3.21

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	9
Weapons	0
Vandalism	1
Substances	2
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	1

Climate and Environment

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	2	7	9
Religion	1	2	3
Ancestry	0	5	5
Gender	1	1	2
Sexual Orientation	1	2	3
Disability	1	2	3
Other	16	29	45
No Identified Nature	20		20

Climate and Environment

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Student Disciplinary Removals: By Student Group

This table shows the number and percentage of students who received in-school suspensions, out-of-school suspensions, removals to other educational programs, and expulsions by student group. Information on disciplinary actions is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended district schools are included in the disciplined student counts. The data used to determine student demographic information, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students districtwide received a type of disciplinary action to protect student privacy.

Student Group	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
White	46	3%	33	2%	62	5%	<5	<5.00%	0	0%
Hispanic	38	5%	38	5%	58	7%	<5	<5.00%	0	0%
Black or African American	58	9%	56	9%	80	13%	<5	<5.00%	0	0%
Asian	10	3%	0	0%	10	3%	<5	<5.00%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
Two or more races	8	7%	3	2%	9	7%	<5	<5.00%	0	0%
Female	*	3%	*	2%	*	3%	*	<5.00%	*	0%
Male	*	7%	*	6%	*	10%	*	<5.00%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	113	7%	100	6%	158	9%	<5	<5.00%	0	0%
Students with disabilities	39	6%	35	6%	59	9%	<5	<5.00%	0	0%

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.

Student Disciplinary Removals: By Grade Level

This table shows the number and percentage of students who received in-school suspensions, out-of-school suspensions, removals to other educational programs, and expulsions by grade level. Information on disciplinary actions is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended district schools are included in the disciplined student counts. The data used to determine student grade level, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students districtwide received a type of disciplinary action to protect student privacy.

Grade	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Districtwide	167	5%	133	4%	226	7%	2	0%	0	0%
PK	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
KG	0	0%	2	1%	2	1%	<5	<5.00%	0	0%
1	1	0%	3	1%	4	1%	<5	<5.00%	0	0%
2	4	1%	1	0%	5	2%	<5	<5.00%	0	0%
3	8	3%	3	1%	11	3%	<5	<5.00%	0	0%
4	13	4%	7	2%	18	5%	<5	<5.00%	0	0%
5	13	4%	13	4%	22	7%	<5	<5.00%	0	0%
6	15	4%	14	4%	24	7%	<5	<5.00%	0	0%
7	42	11%	33	8%	55	14%	<5	<5.00%	0	0%
8	66	19%	54	16%	80	23%	<5	<5.00%	0	0%

Climate and Environment

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Students Involved in Police Notifications: By Student Group

This table shows the number and percentage of students who were involved in at least one incident that led to police notification by student group. Information on police notifications is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended district schools are included in the counts of students involved in incidents leading to police notification. The data used to determine student demographic information, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students districtwide were involved to protect student privacy.

Student Group	# of Students involved in at least one incident	% of Students involved in at least one incident	# of Students involved in at least one violent incident	% of Students involved in at least one violent incident	# of Students involved in at least one vandalism incident	% of Students involved in at least one vandalism incident	# of Students involved in at least one substance related incident	% of Students involved in at least one substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in at least one weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in at least one HIB incident	# of Students involved in at least one other incident type	% of Students involved in at least one other incident type
Districtwide	16	0%	9	0%	1	0%	4	0%	0	0%	1	0%	1	0%
White	3	0%	3	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%
Hispanic	5	1%	2	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%
Black or African American	6	1%	4	1%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%
Asian	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	2	2%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%
Female	*	0%	*	0%	*	<5.00%	*	<5.00%	*	0%	*	<5.00%	*	<5.00%
Male	*	1%	*	0%	*	<5.00%	*	<5.00%	*	0%	*	<5.00%	*	<5.00%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	11	1%	5	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%
Students with disabilities	5	1%	3	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%

NJ SCHOOL PERFORMANCE REPORT

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Students Involved in Police Notifications: By Grade Level

This table shows the number and percentage of students who were involved in at least one incident that led to police notification by grade level. Information on disciplinary actions is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended the school are included in the counts of students involved in incidents leading to police notification. The data used to determine student grade level, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students districtwide were involved to protect student privacy.

Grade	# of Students involved in at least one incident	% involved in an incident	# of Students involved in at least one violent incident	% of Students involved in a violent incident	# of Students involved in at least one vandalism incident	% of Students involved in a vandalism incident that led to police notification	# of Students involved in at least one substance related incident	% of Students involved in a substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in a weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in an HIB incident that led to police notification	# of Students involved in at least one other incident type	% of Students involved in an other incident type
Districtwide	16	0%	9	0%	1	0%	4	0%	0	0%	1	0%	1	0%
PK	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%
KG	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%
1	2	1%	2	1%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%
2	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%
3	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%
4	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%
5	1	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%
6	2	1%	2	1%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%
7	5	1%	3	1%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%
8	6	2%	2	1%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%

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Climate and Environment

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Students Arrested by Type of Incident Leading to Arrest: By Student Group

This table shows the number and percentage of students in select student groups who were involved in at least one incident that led to their arrest. Information on arrests is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended district schools are included in the arrested student counts. The data used to determine student demographic information, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students districtwide were involved to protect student privacy.

Student Group	# of Students Arrested	% of Students Arrested	# of students involved in at least one violent incident that led to arrest	% of students involved in a violent incident that led to arrest	# of students involved in at least one vandalism incident that led to arrest	% of students involved in a vandalism incident that led to arrest	# of students involved in at least one substance related incident that led to arrest	% of students involved in a substance related incident that led to arrest	# of students involved in at least one weapons related incident that led to arrest	% of students involved in a weapons related incident that led to arrest	# of students involved in at least one HIB incident that led to arrest	% of students involved in an HIB incident that led to arrest	# of students involved in at least one other type of incident that led to arrest	% of students involved in an other type of incident that led to arrest
Districtwide	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%
Male	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with disabilities	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

Report Key:

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Climate and Environment

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

Students Arrested by Type of Incident Leading to Arrest: By Grade Level

This table shows the number and percentage of students in each grade level who were involved in at least one incident that led to their arrest. Information on disciplinary actions is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended district schools are included in the arrested student counts. The data used to determine student grade level, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students districtwide were involved to protect student privacy.

Grade	# of Students Arrested	% of Students Arrested	# of Students involved in at least one violent incident that led to arrest	% involved in a violent incident that led to arrest	# of Students involved in at least one vandalism incident that led to arrest	% involved in a vandalism incident that led to arrest	# of Students involved in at least one substance related incident that led to arrest	% involved in a substance related incident that led to arrest	# of Students involved in at least one weapons related incident that led to arrest	% involved in a weapons related incident that led to arrest	# of Students involved in at least one HIB incident that led to arrest	% involved in an HIB incident that led to arrest	# of Students involved in at least one other type incident that led to arrest	% involved in an other type incident that led to arrest
Districtwide	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
PK	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
KG	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
1	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
2	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
3	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
4	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
5	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
6	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
7	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
8	0	0%	0	0%	0	0%	0	0%	0	0%	0	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
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Climate and Environment

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

School Days Missed due to Out-of-School Suspensions

This table shows the total number of days missed due to out-of-school suspension for all students during the school year.

School Days Missed due to Out-of-School Suspensions
583

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.

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.

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	300	119,239
Average years experience in public schools	14.7	12.6
Average years experience in district	13.3	11.3
Number of Teachers with 4 or more years experience in the district	256	87,243
Percentage of Teachers with 4 or more years experience in the district	86.2%	73.6%
Number of out-of-field teachers	0	2,931
Percentage of out-of-field teachers	0%	2.5%
Number of Teachers with Provisional Credentials	18	9,065
Percentage of Teachers with Provisional Credentials	6%	7.6%

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	18	10,170
Average years experience in public schools	14.7	16.2
Average years experience in district	13.0	12.5
Number of Administrators with 4 or more years experience in the district	14	7,734
Percentage of Administrators with 4 or more years experience in the district	77.8%	76.8%

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	300	119,239
Administrators	18	10,170
Librarians/Media Specialists	2	1,160
Nurses	8	3,025
School Counselors	8	4,673
Child Study Team Members	25	9,654
School Psychologists	6	2,185
School Social Workers	8	2,750
Student Assistance Coordinators	N	400
School Safety Specialists	2	681

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
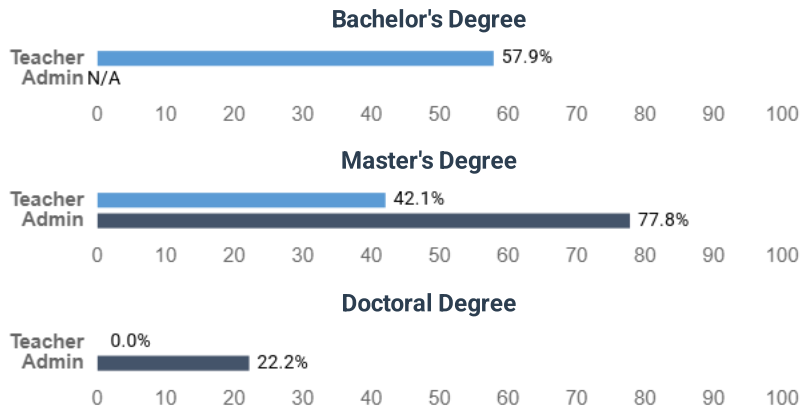
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.

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	173:1
Teachers to Administrators	17:1
Students to Librarians/Media Specialists †	1557:1
Students to Nurses †	389:1
Students to Counselors †	389:1
Students to Child Study Team Members †,††	26:1
Students to School Psychologists †	519:1
Students to School Social Workers †	389:1
Students to Student Assistance Coordinators †	N
Students to School Safety Specialists †	1557:1

† 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%	82.0%	40-60%	48.0%	77.0%	57.0%
Male	52.0%	18.0%	40-60%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤20%	≤1%	≤1%	≤1%
White	42.0%	96.0%	83.3%	38.2%	81.8%	74.5%
Hispanic	25.3%	1.7%	5.6%	34.0%	8.6%	8.6%
Black or African American	18.6%	2.3%	11.1%	14.2%	6.4%	14.4%
Asian	9.6%	0.0%	0.0%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.4%	0.5%
Two or More Races	4.0%	0.0%	0.0%	3.1%	0.3%	0.4%

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Staff

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Key terms for staff data:

Teachers: All classroom teachers

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Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.

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.

Bachelor's Degree

Teacher 57.9%
Admin N/A

Master's Degree

Teacher 42.1%
Admin 77.8%

Doctoral Degree

Teacher 0.0%
Admin 22.2%

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

This table shows the percentage of teachers and administrators assigned to this district in 2022-23 that were still assigned to this district in 2023-24. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2022-23 Teachers: Same district 2023-24	89.7%	89.5%
2022-23 Administrators: Same district 2023-24	88.9%	87.9%

Galloway Township Public School District
(01-1690)
2023-2024

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Staff

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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 by Subject Area

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

Subject Area	Total Number of Teachers	% Female	% Male	% Non-binary or Undesignated Gender	% White	% Hispanic	% Black or African American	% Asian	% Native Hawaiian, Pacific Islander	% American Indian or Native American	% Two or More Races	% 4 or more years experience in the district	% Bachelor's Degree(Highest Degree)	% Master's Degree(Highest Degree)	% Doctoral Degree(Highest Degree)
Elementary (Not Subject Specific)	184	90-95%	5-10%	≤5%	97.3%	0.0%	2.7%	0.0%	0.0%	0.0%	0.0%	87.8%	56.4%	43.6%	0.0%
English/Language Arts/Literacy	15	>80%	≤20%	≤20%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	80.0%	60.0%	40.0%	0.0%
English to Speakers of Other Languages	7	*	*	*	85.7%	14.3%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	28.6%	71.4%	0.0%
Mathematics	17	60-80%	20-40%	≤20%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	70.6%	58.8%	41.2%	0.0%
Science	8	*	*	*	87.5%	0.0%	12.5%	0.0%	0.0%	0.0%	0.0%	62.5%	62.5%	37.5%	0.0%
Social Studies/History	7	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	71.4%	28.6%	0.0%
World Language	4	*	*	*	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	50.0%	50.0%	0.0%
Visual and Performing Arts	16	40-60%	40-60%	≤20%	93.8%	6.3%	0.0%	0.0%	0.0%	0.0%	0.0%	75.0%	68.8%	31.3%	0.0%
Health/Physical Education	13	*	*	*	92.3%	0.0%	7.7%	0.0%	0.0%	0.0%	0.0%	76.9%	84.6%	15.4%	0.0%
Family & Consumer Sciences	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Computer Science/IT	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
Industrial Arts	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Career and Technical Education	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Special Education	80	90-95%	5-10%	≤5%	97.5%	1.3%	1.3%	0.0%	0.0%	0.0%	0.0%	87.3%	53.2%	46.8%	0.0%
Bilingual	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N

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 2023-24 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 Annual Comprehensive Financial Report (ACFR) 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 2023-24 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.

Galloway Twp	Federal	State & Local	Total	ADE**
District Level Total Expenditures	$1,137	$19,454	$20,591	3,077.9
District Level Central Expenditures		$5,296	$5,296	3,077.9
Arthur Rann Elementary School	$988	$11,778	$12,766	652.1
Galloway Township Middle School	$1,048	$12,480	$13,528	710.9
Pomona Preschool	$2,142	$39,807	$41,949	93.9
Reeds Road Elementary School	$1,204	$15,545	$16,749	516.5
Roland Rogers Elementary School	$1,192	$13,767	$14,959	530.5
Smithville Elementary School	$1,142	$13,859	$15,001	574.1
-				

Accountability

New Jersey's Every Student Succeeds Act (ESSA) Accountability System New Jersey's school accountability system identifies schools 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.

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.

The NJDOE identified schools for CSI and ATSI status in fall 2023 based on data from the 2022-2023 school year, so the NJDOE did not identify schools for CSI or ATSI status based on 2023-2024 school year data. The NJDOE only identified schools for TSI status based on data from the 2023-2024 school year.

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.

Galloway Township Public School District

(01-1690)

2023-2024

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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 2025-26 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 identified as requiring comprehensive or targeted support during the 2025-26 school year.

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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 and 2023-24, 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 federal adjusted cohort graduation rate. Prior year graduation rates are used for ESSA Accountability, so the graduation rates shown for 2023-2024 represent the Cohort 2023 4-year and Cohort 2022 5-year rates. **Progress toward English Language Proficiency:** The percentage of multilingual learners who demonstrated the expected amount of growth on the ACCESS for ELLs Assessment for English language proficiency. **Chronic absenteeism:** The percentage of K-12 students who were absent for 10% or more of the days enrolled during the school year.

Important Note for 2023-24: The growth measure used for 2021-22 was an alternate measure used because median student growth percentiles were not available for 2021-22. The NJDOE resumed using mSGPs in 2022-2023, so 2021-22 growth data should not be compared to other years.

ESSA Acountability Indicator	2021-22	2022-23	2023-24
ELA Proficiency	32.2%	32.9%	31.3%
Math Proficiency	32.6%	34.2%	31.8%
ELA Growth†	44	39	39
Math Growth†	47	53	42
4-Year Graduation Rate (Prior Year)††	N	N	N
5-Year Graduation Rate (Prior Year)††	N	N	N
Progress toward English Language Proficiency	45.3%	52.1%	52.6%
Chronic Absenteeism	15.5%	15.5%	14.4%

†An alternate measure of growth was used for the 2021-2022 school year because median student growth percentiles were not available.
††The graduation rates in this table reflect the rates used for the accountability process for the given year, which are the rates from the prior school year.

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Accountability

Accountability Summary by Student Group - 2023-24 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	Not Met	Met Standard	N	N	Met Goal	Not Met
White	Not Met	Not Met	Not Met	Met Standard	N	N		Met
Hispanic	Not Met	Not Met	Not Met	Not Met	N	N		Not Met
Black or African American	Met Target†	Not Met	Not Met	Met Standard	N	N		Not Met
Asian, Native Hawaiian, or Pacific Islander	Met Target†	Met Target†	Met Standard	Met Standard	N	N		Met
American Indian or Alaska Native	**	**	**	**	N	N		**
Two or More Races	Met Target	Met Target	Met Standard	Met Standard	N	N		Not Met
Economically Disadvantaged Students	Not Met	Not Met	Not Met	Met Standard	N	N		Not Met
Students with Disabilities	Not Met	Not Met	Not Met	Met Standard	N	N		Not Met
Multilingual Learners	Not Met	Met Target	Met Standard	Met Standard	N	N	Met Goal	Not Met

†Target was met within a confidence interval.

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.

Mission, Vision, Theme:

The Galloway Township School District is anchored by the core values of Respect, Hard Work, Kindness, Trust, and Equity. These principles shape our mission as a diverse and progressive district dedicated to uniting educators, families, and the community to provide a safe, challenging learning environment. Together, we empower every student to achieve success in meeting the New Jersey Student Learning Standards, fostering their growth as lifelong learners and productive citizens. By integrating our values and mission into practice, we are committed to our theme of ""connecting the past, cultivating the present, and creating the future"" for every student in our educational community.

Awards, Recognition, Accomplishments:

Our district is proud of the many accomplishments of our students and staff. Each year awards and recognition are received in virtually every aspect of school life: academics, sports, arts, sustainability, humanitarianism, and leadership. Our Board of Education recognizes all recipients at public meetings.

Courses, Curriculum, Instruction:

Galloway Schools are committed to providing a comprehensive education meeting the diverse needs of all students. Our courses are aligned with the NJ Student Learning Standards and incorporate best practices in education. We offer a variety of opportunities to engage students of all learning styles and abilities. Our teachers utilize a balanced approach that combines traditional methods with innovative strategies, including the use of technology, hands-on activities, and real-world applications. To foster critical thinking skills, we offer STEAM initiatives across all grade levels. Additionally, our Gifted and Talented programs provide advanced learning opportunities for high-achieving students. Our Middle School offers a range of advanced math courses to challenge our advanced learners. We support the whole child by offering a variety of courses in visual and performing arts and health and physical education, which contribute to students' social, emotional, and physical well-being.

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), Cross Country (Boys & Girls), Field Hockey (Girls), Golf (Coed), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Volleyball (Coed), Wrestling (Coed)

The Galloway Township Middle School participates in the Atlantic-Cape Junior High/Middle School Athletic League. Our teams are competitive in the league and have won numerous championships over the years. More importantly, our student athletes are good citizens, maintain academic standards, and understand teamwork and sportsmanship. GTMS also offers intramural sports for interested students. Currently, GTMS offers 30 after-school clubs, 12 sports teams, and a strong Arts program. These activities build teamwork, leadership, and creativity, enriching students" experiences and fostering community.

Clubs and Activities:

Our district"s approach to clubs/activities is to provide experiences to help students explore interests, enhance innate abilities/talents, and experience service/leadership. GTMS offers a wide array of activities that meet the interests of our middle level population. At the elementary level, band, chorus, student council, and safety patrol are the main activities. See individual school-level report cards for more information.

Before and After School Programs:

Our preschool and all of our elementary schools offer a before and after school child care program that is designed to assist families. The Child Care Program is supervised by a district level coordinator with site coordinators at each school. Registration for the program is completed on-line or at the district office.

Galloway Township Public School District

(01-1690)

2023-2024

Report Key:
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** Accountability calculations require 20 or more students
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Staff and Professional Learning:

Galloway Schools are committed to fostering a culture of continuous learning. We provide an array of professional development experiences designed to cultivate lifelong learning. Staff Development Days: District-wide assigned and choice sessions focus on specific instructional strategies, curriculum, and tech integration. Professional Learning Communities (PLCs): Collaborative groups meet regularly to discuss instructional challenges and solutions. Common Planning Time: Dedicated time for teachers to collaborate, plan lessons, and share resources. Teaching and Learning Facilitators (TLFs): Experienced educators who provide coaching, mentoring, and support. In-District and Out-of-District Opportunities: Access to a wide range of professional development workshops, conferences, and online courses. Furthermore, professional development is integrated into our summer programs for students, providing teachers with opportunities to try out new strategies and instructional materials.

Student Supports and Services:

"Supporting students and families is a top priority in our district. We offer ESL programs, special education services, and intervention programs to meet diverse needs. Support includes I&RS, 504 Plans, and home instruction. We also partner with community organizations for additional support. Our counselors, mental health specialists, and child study team members collaborate to address social-emotional and behavioral needs. All students participate in a Social-Emotional Learning (SEL) program to build resilience and interpersonal skills. We also provide resources to families in need, including holiday meals, gifts, and summer food. "

Student Health and Wellness:

Our district employs six full-time nurses and contracted health services to provide comprehensive care. Health education is led by a certified specialist, and students engage in physical education and recess. We offer a free breakfast to all students through the Universal Breakfast Program. Health protocols include screenings, immunization tracking, and emergency response plans. Our wellness curriculum covers stress management, nutrition, healthy relationships, and substance abuse prevention. We collaborate with local healthcare providers to support student well-being and academic success.

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Parent and Community Involvement:

Parent/Community Groups include: Family School Associations, District Community Advisory Team, Education Foundation, Early Childhood Advisory Committee, and Special Education Parent Advisory Group, and an Equity Committee. Each group holds regular meetings and/or sponsors events for students, families and the community. The parent portal is through our student information system, OnCourse. We also utilize an automated messaging system. Our district partnerships include Stockton University, AtlantiCare, GTPD, Municipal Alliance, United Way, GTEA Pride, and social agencies.

Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers. Our district conducts surveys of different stakeholders and topics. The most recent surveys focused on strategic planning and the development of our new strategic plan. Staff members complete surveys after professional development days, following major emergency drills, and for key district initiatives. Information from all surveys is used for planning purposes "

Facilities:

Our Board is committed to maintaining and upgrading our facilities for health/safety and educational purposes. Projects recently completed or underway include replacement of security camera systems, entrance hardening, an Operations Building, re-locatable classrooms, and upgrades to HVAC through ROD grants that were received. Each summer extensive cleaning and maintenance work is completed along with needed capital projects.

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School Safety:

Galloway Township School District is committed to the safety of our students, staff, parents, and those visiting our schools. All of our buildings have been outfitted with barricades, protective window film, visitor vestibules, access controls, and extensive camera systems. Using the LENS system, we prioritize immediate and effective communication not only within our buildings but with our local law enforcement, fire, and EMT departments. Each month, our schools participate in planned fire and school safety drills emphasizing with our students the importance of preparedness. The district has 3 certified school safety specialists who engage in regular training and monthly meetings with our counterparts throughout the State to consider additional methods of ensuring safety within our schools.

Technology and STEM:

Galloway Township Schools implement a Computer Science curriculum that provides students with an engaging way to learn about the subject while supporting higher order thinking and problem-solving skills. They also learn life skills such as patience and perseverance during challenging tasks. Students use physical computing devices and other trending technologies to learn how to code and lessons are designed for students to make meaningful connections to real life applications. A highlight this year is our new Esports club at Galloway Township Middle School. Esports embraces students" passion for competitive gaming to foster collaboration, creativity and inclusion. Participants build strengths in problem solving, teamwork and communication, as well as STEAM skills.

Early Childhood Education:

Our preschool program is a full day program for students three to five years of age. Our high quality program supports the academic, social emotional and physical growth of our young learners. Our educators focus on building connections with students that foster trust and genuine care. We provide a rich learning environment through the implementation of the student-centered Creative Curriculum. Our framework promotes student knowledge through hands-on, play based learning experiences. We prioritize student engagement through whole child teaching strategies and developmentally appropriate practices. We also teach independence through fostering creative and critical thinking skills. Through the use of our evaluation system, our teachers analyze developmental progressions to tailor instruction to meet the individual needs of our students.

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Other Information:

To help further define our mission, the Board of Education adopted the following core values in 2020: Respect, Hard Work, Kindness, Equity, and Trust. As our district strives to meet the challenges of preparing learners in the 21st century, these core values guide our decision making, planning, and daily work. Three-year district goals are to continue to: make connections and build capacity related to student data, cultivate the district's climate and culture while fostering an inclusive, supportive and secure learning environment and create the future of the school community by fostering effective community partnerships and engagement. Our schools, staff, and programs address the needs of the whole child to help ensure students''' academic, social/emotional, physical, and behavioral growth and success. We believe that students must feel safe in order to learn, and school security is a top priority. This includes anti-bullying and social skills programs, facilities and communication upgrades, drill planning and practice, and work with the GT Police Department and emergency responders. To learn more about our district and schools, visit our website: www.gtps.k12.nj.us.. our Facebook and Twitter accounts can be found there as well.