Lumberton Township Board of Education (05-2850)

2023-2024

County: Burlington

District: Lumberton Township Board of Education

33 Municipal Drive
Lumberton, NJ 08048

Superintendent: Dr. Colleen Murray

District Website

609-267-1406 x6614

1,194
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

Report Key:
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** Accountability calculations require 20 or more students
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Overview & Resources

District Contact Information

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

Type	Contact Information
County	Burlington
District	Lumberton Township Board of Education
Superintendent Name	Dr. Colleen Murray
Address	33 Municipal Drive, Lumberton, NJ 08048
Phone Number	609-267-1406 x6614
Email Address	cmurray@lumberton.k12.nj.us
Website	www.lumberton.k12.nj.us
Facebook	https://www.facebook.com/lumberton.schools/
Twitter	https://twitter.com/LumbertonSuper

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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
Ashbrook Elementary School	PK-01
Bobby's Run Elementary School	02-05
Lumberton Middle School	06-08

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Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students 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	99	159	157
KG	109	123	118
1	107	121	118
2	117	104	119
3	106	125	97
4	111	106	119
5	117	113	106
6	108	113	115
7	153	111	124
8	130	160	121
Total	1,157	1,235	1,194

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	48.0%	48.0%	49.0%
Male	52.0%	52.0%	51.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	20.5%	29.3%	29.0%
Students with Disabilities	22.1%	21.3%	21.8%
Multilingual Learners	2.1%	2.4%	4.4%
Students Experiencing Homelessness	0.7%	1.8%	1.3%
Students in Foster Care	0.4%	0.2%	0.4%
Military-Connected Students	4.9%	4.1%	3.4%
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	42.4%	41.1%	40.1%
Hispanic	14.3%	15.2%	16.4%
Black or African American	28.1%	28.0%	27.2%
Asian	5.0%	4.5%	4.9%
Native Hawaiian or Pacific Islander	0.1%	0.2%	0.2%
American Indian or Alaska Native	0.3%	0.3%	0.3%
Two Or More Races	9.9%	10.7%	10.8%

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Enrollment Trends by Full / Half Day PK and KG

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

Grade	2021-22	2022-23	2023-24
PK - Half Day	0	0	0
PK - Full Day	99	159	157
KG - Half Day	0	0	0
KG - Full Day	109	123	118

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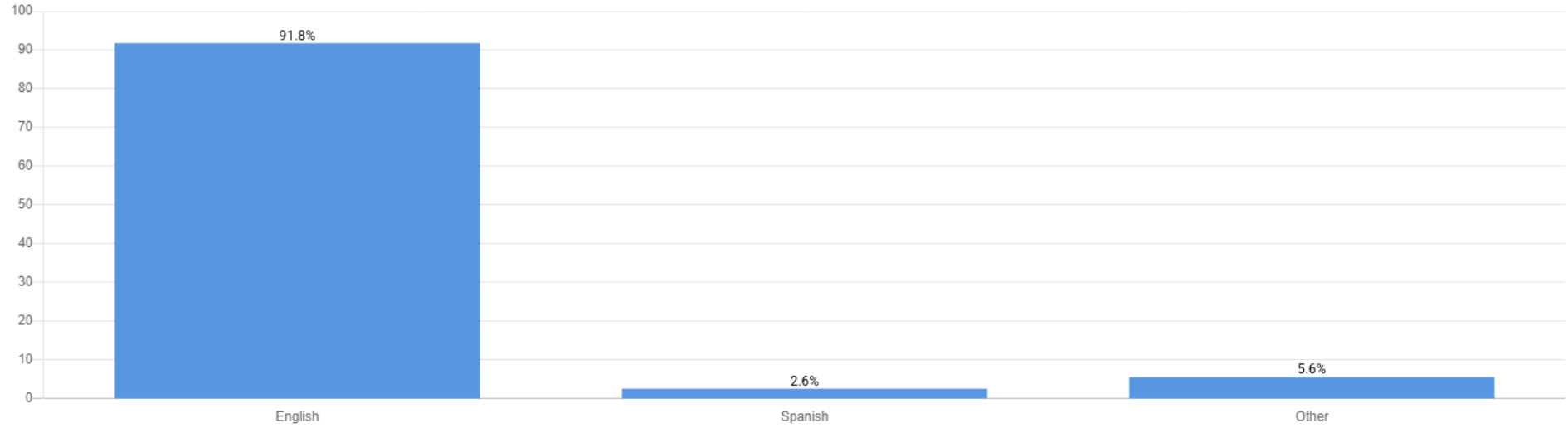
Enrollment by Home Language

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



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Student Growth

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

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.

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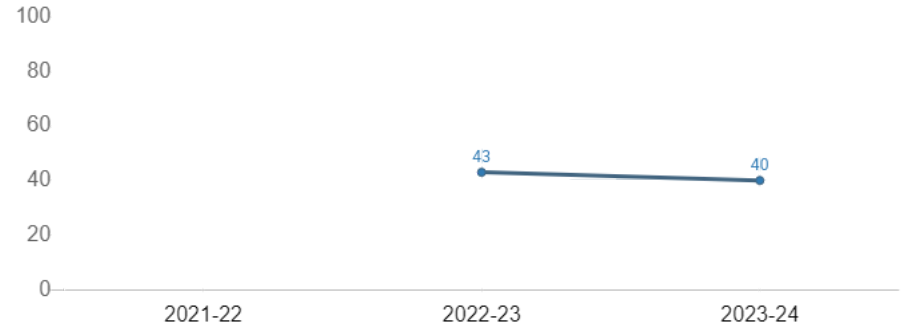
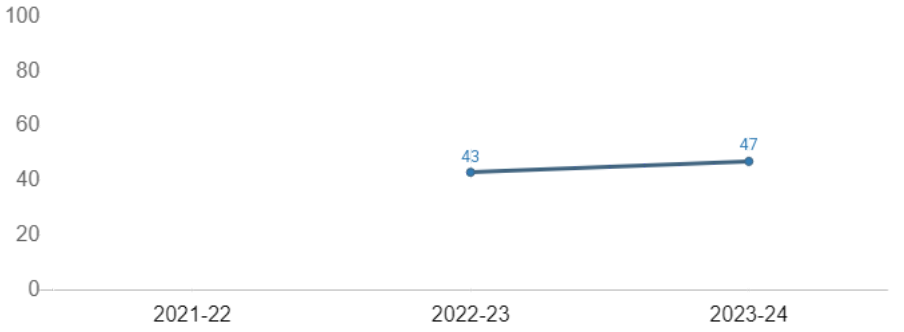
ELA Median Student Growth Percentile



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		43	40		43	47
Met Standard (40-59.5)?		Met Standard	Met Standard		Met Standard	Met Standard
Statewide: Median Student Growth Percentile		50	50		50	50

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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	40	50	Met Standard	47	50	Met Standard
White	36	50	Not Met	54	51	Met Standard
Hispanic	41	49	Met Standard	38.5	48	Not Met
Black or African American	41	47	Met Standard	40	46	Met Standard
Asian, Native Hawaiian, or Pacific Islander	34.5	59	Not Met	56.5	60	Met Standard
American Indian or Alaska Native	*	50	**	*	50	**
Two or More Races	50	50	Met Standard	39.5	51	Not Met
Female	44	52		48	50	
Male	35.5	48		46	50	
Non-Binary/Undesignated Gender	N	44		N	45.5	
Economically Disadvantaged Students	39.5	48	Not Met	35	48	Not Met
Students with Disabilities	38	43	Not Met	32	44	Not Met
Multilingual Learners	33	50	**	32	50	**
Students Experiencing Homelessness	*	43		*	45	
Students in Foster Care	*	40		*	47	
Military-Connected Students	47	47.5		54.5	51	
Migrant Students	N	53		N	44	

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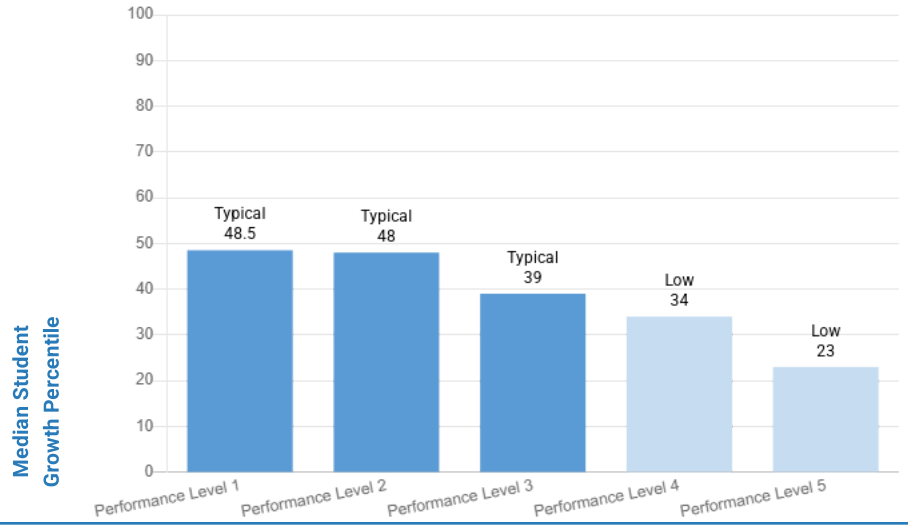
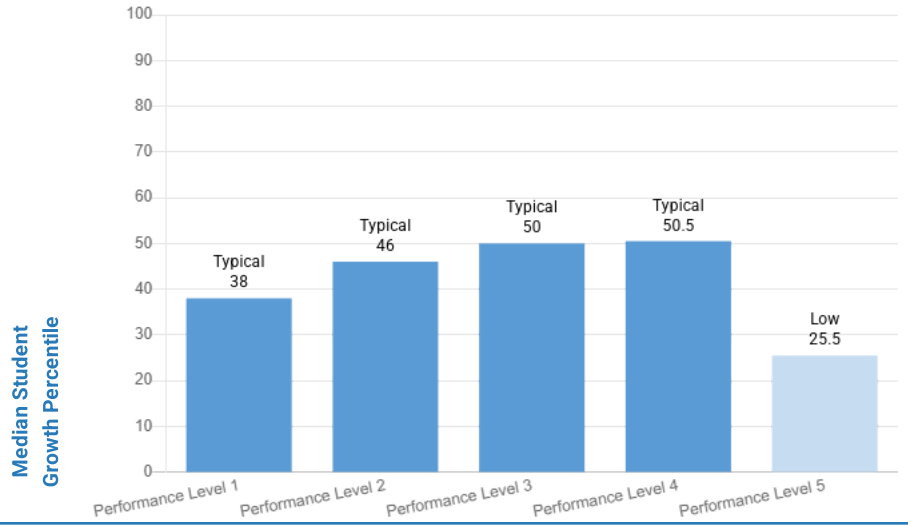
Student Growth by Performance Level

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.

ELA



Math



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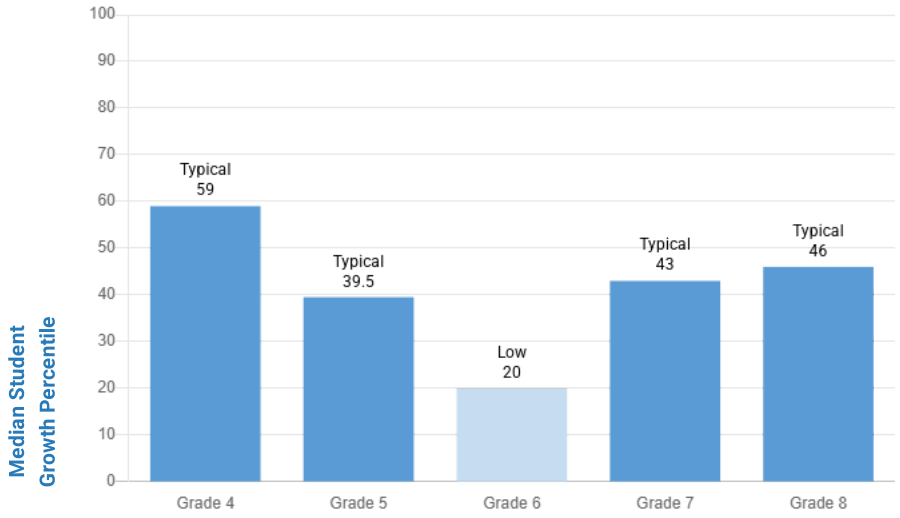
Student Growth by Grade

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

ELA



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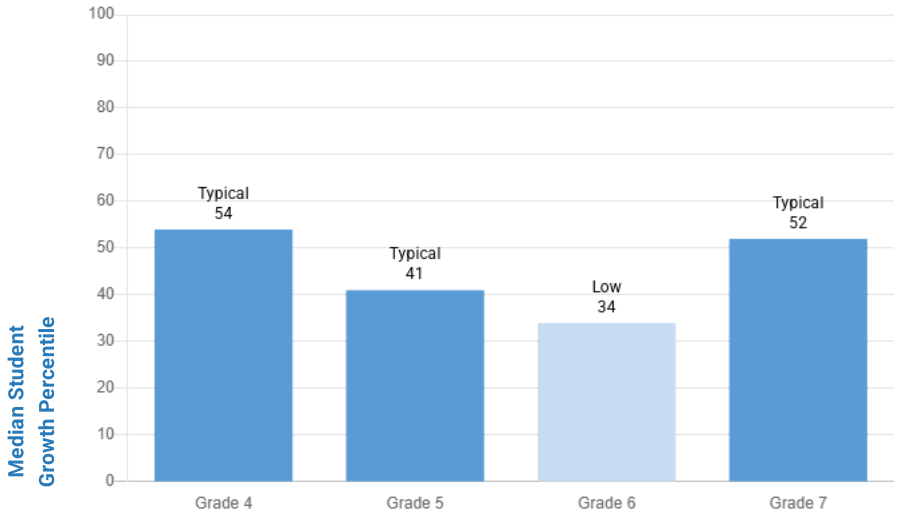

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Academic Achievement

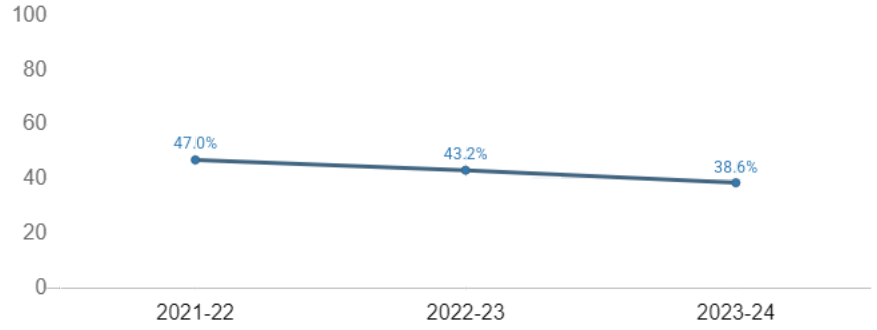
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the NJDOE's Assessment page.

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.

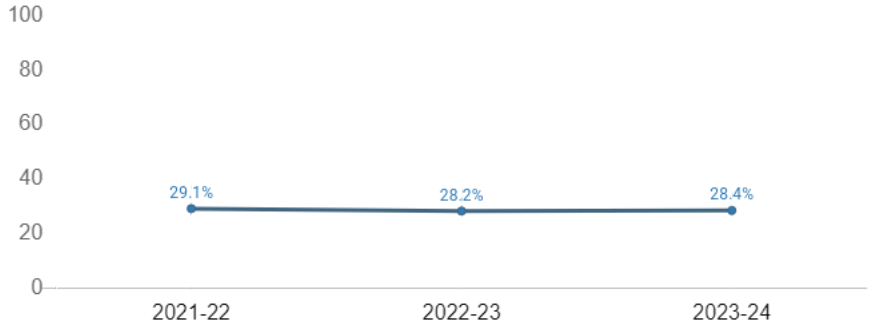
English Language Arts and Mathematics Performance Trends

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	98.2%	98.9%	98.5%	98.2%	98.4%	98.4%
Proficiency Rate for Federal Accountability	47.0%	43.2%	38.6%	29.1%	28.2%	28.4%
Annual Target	57.8%	59.2%	45.1%	52.2%	54.0%	30.6%
Met Annual Target?	Not Met	Not Met	Not Met	Not Met	Not Met	Met Target†
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.

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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	666	98.5%	38.6%	52.2%	38.6%	45.1%	Not Met
White	260	98.5%	44.6%	61.8%	44.6%	56.4%	Not Met
Hispanic	109	96.6%	36.7%	38%	36.7%	35.2%	Met Target
Black or African American	189	99.5%	28%	35.9%	28%	32.6%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	100%	56.7%	79.9%	56.7%	62%	Met Target†
American Indian or Alaska Native	*	*	*	51.2%	*	**	**
Two or More Races	77	98.7%	40.3%	59.4%	40.3%	42%	Met Target†
Female	*	98.5%	43.7%	57.7%	43.7%		
Male	*	98.6%	34%	47%	34%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	199	98.1%	25.6%	34.6%	25.6%	27.5%	Met Target†
Non-Economically Disadvantaged Students	467	98.7%	44.1%	62.8%	44.1%		
Students with Disabilities	166	95.4%	<10%	19.8%	<10%	10.5%	Not Met
Students without Disabilities	500	99.6%	49.8%	59.4%	49.8%		
Multilingual Learners	22	100%	13.6%	23.1%	13.6%	N	N
Non-Multilingual Learners	644	98.5%	39.4%	56.2%	39.4%		
Students Experiencing Homelessness	*	*	*	21.9%	*		
Students in Foster Care	*	*	*	19.3%	*		
Military-Connected Students	20	100%	30%	48.2%	30%		
Migrant Students	*	*	*	13.3%	*		

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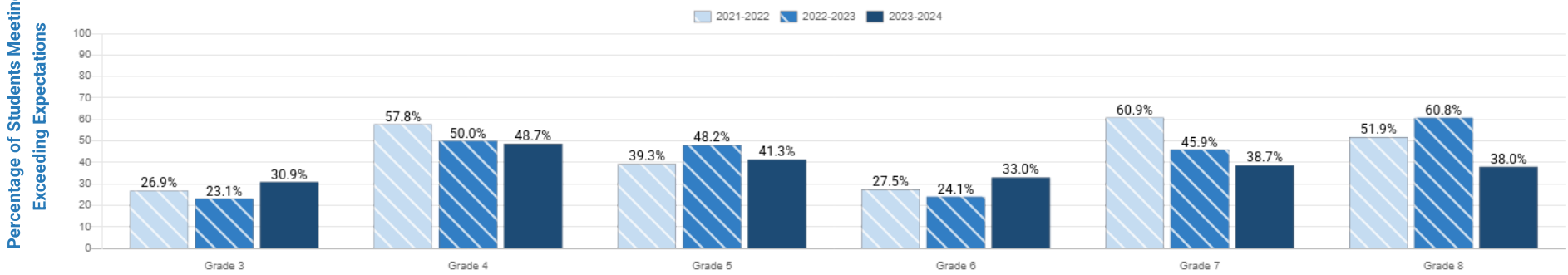
English Language Arts Assessment - Performance Trends

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



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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	97	734	741	24%	21%	25%	26%	5%	31%	44%
White	36	728	751	22%	28%	25%	22%	3%	25%	53%
Hispanic	16	738	724	31%	19%	13%	25%	13%	38%	29%
Black or African American	29	734	725	21%	21%	28%	31%	0%	31%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	*	*	*	*	*	*	70%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	46%
Two or More Races	11	725	751	36%	9%	27%	18%	9%	27%	52%
Female	*	734	746	24%	20%	22%	30%	4%	34%	48%
Male	*	734	736	23%	21%	28%	21%	6%	28%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	34	730	722	29%	18%	12%	41%	0%	41%	26%
Non-Economically Disadvantaged Students	63	736	753	21%	22%	32%	17%	8%	25%	55%
Students with Disabilities	20	681	710	*	*	*	*	*	*	18%
Students without Disabilities	77	748	747	9%	23%	29%	32%	6%	39%	49%
Multilingual Learners	*	*	704	*	*	*	*	*	*	13%
Non-Multilingual Learners	*	735	746	24%	19%	26%	26%	5%	31%	48%
Students Experiencing Homelessness	*	*	707	*	*	*	*	*	*	18%
Students in Foster Care	*	*	711	*	*	*	*	*	*	18%
Military-Connected Students	*	*	739	*	*	*	*	*	*	41%
Migrant Students	*	*	688	*	*	*	*	*	*	*

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

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	115	743	749	13%	18%	20%	42%	7%	49%	51%
White	46	755	758	11%	11%	17%	48%	13%	61%	61%
Hispanic	15	736	734	20%	13%	27%	40%	0%	40%	35%
Black or African American	34	732	733	21%	21%	21%	35%	3%	38%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	51%
Two or More Races	15	740	757	0%	40%	13%	40%	7%	47%	60%
Female	*	740	752	17%	17%	19%	40%	6%	46%	54%
Male	*	745	745	10%	19%	21%	43%	8%	51%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	38	727	731	24%	26%	18%	29%	3%	32%	32%
Non-Economically Disadvantaged Students	77	751	760	8%	14%	21%	48%	9%	57%	63%
Students with Disabilities	29	699	720	*	*	*	*	*	*	21%
Students without Disabilities	86	758	755	0%	10%	26%	55%	9%	64%	57%
Multilingual Learners	*	*	711	*	*	*	*	*	*	13%
Non-Multilingual Learners	*	743	753	13%	17%	20%	42%	7%	50%	55%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	20%
Students in Foster Care	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	*	*	747	*	*	*	*	*	*	49%
Migrant Students	*	*	713	*	*	*	*	*	*	23%

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Academic Achievement

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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	104	745	750	13%	15%	31%	32%	10%	41%	52%
White	33	750	760	9%	12%	30%	33%	15%	48%	63%
Hispanic	23	750	736	0%	30%	30%	35%	4%	39%	37%
Black or African American	32	733	734	22%	6%	44%	25%	3%	28%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	12	761	757	17%	17%	8%	33%	25%	58%	60%
Female	*	753	755	9%	15%	29%	36%	11%	47%	57%
Male	*	737	745	16%	16%	33%	27%	8%	35%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	33	725	732	27%	18%	39%	12%	3%	15%	33%
Non-Economically Disadvantaged Students	71	755	761	6%	14%	27%	41%	13%	54%	64%
Students with Disabilities	22	713	719	*	*	*	*	*	*	20%
Students without Disabilities	82	754	756	6%	11%	33%	38%	12%	50%	59%
Multilingual Learners	*	*	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	747	754	11%	16%	31%	32%	10%	42%	57%
Students Experiencing Homelessness	*	*	718	*	*	*	*	*	*	22%
Students in Foster Care	*	*	721	*	*	*	*	*	*	20%
Military-Connected Students	*	*	747	*	*	*	*	*	*	48%
Migrant Students	*	*	721	*	*	*	*	*	*	20%

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Academic Achievement

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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	112	736	751	10%	26%	31%	29%	4%	33%	53%
White	49	746	760	4%	16%	41%	31%	8%	39%	63%
Hispanic	14	728	738	7%	29%	36%	29%	0%	29%	39%
Black or African American	31	721	735	26%	32%	16%	26%	0%	26%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	748	*	*	*	*	*	*	49%
Two or More Races	12	736	758	0%	33%	33%	33%	0%	33%	60%
Female	*	743	756	8%	17%	29%	38%	8%	46%	59%
Male	*	730	746	11%	33%	33%	23%	0%	23%	48%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	28	722	735	14%	39%	32%	14%	0%	14%	35%
Non-Economically Disadvantaged Students	84	740	761	8%	21%	31%	35%	5%	39%	65%
Students with Disabilities	28	707	719	*	*	*	*	*	*	17%
Students without Disabilities	84	745	758	4%	19%	35%	38%	5%	43%	60%
Multilingual Learners	*	*	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	736	754	10%	25%	32%	30%	4%	33%	57%
Students Experiencing Homelessness	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	724	*	*	*	*	*	*	22%
Military-Connected Students	*	*	754	*	*	*	*	*	*	55%
Migrant Students	*	*	712	*	*	*	*	*	*	29%

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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	124	736	752	15%	18%	28%	35%	4%	39%	54%
White	58	746	761	3%	26%	24%	41%	5%	47%	64%
Hispanic	21	733	737	19%	10%	24%	48%	0%	48%	39%
Black or African American	25	716	734	32%	12%	44%	12%	0%	12%	37%
Asian, Native Hawaiian, or Pacific Islander	*	*	785	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	51%
Two or More Races	13	727	759	31%	15%	23%	23%	8%	31%	60%
Female	*	746	758	9%	16%	27%	40%	7%	47%	60%
Male	*	728	746	20%	19%	29%	30%	1%	32%	48%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	34	718	734	32%	24%	18%	24%	3%	26%	36%
Non-Economically Disadvantaged Students	90	742	762	9%	16%	32%	39%	4%	43%	64%
Students with Disabilities	39	707	715	*	*	*	*	*	*	18%
Students without Disabilities	85	749	759	7%	12%	27%	48%	6%	54%	61%
Multilingual Learners	*	*	700	*	*	*	*	*	*	*
Non-Multilingual Learners	*	736	756	15%	17%	28%	35%	4%	39%	58%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	21%
Students in Foster Care	*	*	712	*	*	*	*	*	*	17%
Military-Connected Students	*	*	747	*	*	*	*	*	*	50%
Migrant Students	*	*	*	*	*	*	*	*	*	*

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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	121	741	751	11%	23%	28%	29%	9%	38%	53%
White	40	749	760	8%	13%	35%	33%	13%	45%	62%
Hispanic	21	734	736	5%	33%	33%	24%	5%	29%	39%
Black or African American	41	731	735	20%	32%	20%	24%	5%	29%	37%
Asian, Native Hawaiian, or Pacific Islander	*	*	783	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	52%
Two or More Races	14	744	757	7%	21%	29%	29%	14%	43%	59%
Female	*	745	759	3%	26%	28%	33%	10%	43%	60%
Male	*	736	743	18%	20%	28%	25%	8%	33%	46%
Non-binary/undesignated gender	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	40	736	734	18%	30%	25%	15%	13%	28%	36%
Non-Economically Disadvantaged Students	81	743	761	7%	20%	30%	36%	7%	43%	63%
Students with Disabilities	23	707	713	*	*	*	*	*	*	16%
Students without Disabilities	98	749	758	4%	18%	31%	36%	11%	47%	60%
Multilingual Learners	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	742	755	10%	23%	29%	29%	9%	39%	56%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	23%
Students in Foster Care	*	*	708	*	*	*	*	*	*	14%
Military-Connected Students	*	*	743	*	*	*	*	*	*	43%
Migrant Students	*	*	*	*	*	*	*	*	*	*

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Academic Achievement

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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	668	98.4%	28.4%	40.2%	28.4%	30.6%	Met Target†
White	260	98.5%	44.6%	51.1%	44.6%	43.4%	Met Target
Hispanic	111	96.6%	14.4%	24.2%	14.4%	17.8%	Met Target†
Black or African American	189	99%	11.6%	20.1%	11.6%	15.8%	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	100%	53.3%	74.4%	53.3%	51.7%	Met Target
American Indian or Alaska Native	*	*	*	42%	*	**	**
Two or More Races	77	98.7%	26%	48.9%	26%	31.4%	Met Target†
Female	*	98.5%	24%	38.4%	24%		
Male	*	98.3%	32.5%	42%	32.5%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	201	98.1%	14.4%	21.7%	14.4%	15.7%	Met Target†
Non-Economically Disadvantaged Students	467	98.5%	34.5%	51.5%	34.5%		
Students with Disabilities	166	95.4%	<10%	16.6%	<10%	8.3%	Met Target†
Students without Disabilities	502	99.4%	36.1%	45.4%	36.1%		
Multilingual Learners	24	100%	12.5%	18.7%	12.5%	N	N
Non-Multilingual Learners	644	98.4%	29%	43.5%	29%		
Students Experiencing Homelessness	*	*	*	12.9%	*		
Students in Foster Care	*	*	*	12.4%	*		
Military-Connected Students	20	100%	25%	38.8%	25%		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

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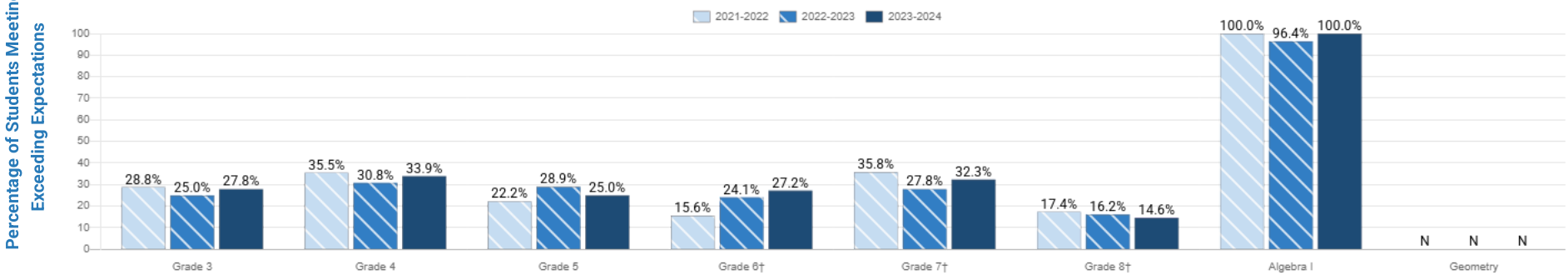
Mathematics Assessment - Performance Trends

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.



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

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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	97	732	747	15%	23%	34%	26%	2%	28%	48%
White	36	736	757	14%	17%	39%	28%	3%	31%	60%
Hispanic	16	736	732	6%	38%	25%	25%	6%	31%	31%
Black or African American	29	725	728	21%	24%	34%	21%	0%	21%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	51%
Two or More Races	11	721	755	27%	27%	27%	18%	0%	18%	56%
Female	*	727	744	22%	20%	36%	20%	2%	22%	45%
Male	*	738	749	9%	26%	32%	32%	2%	34%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	34	726	729	26%	12%	38%	24%	0%	24%	28%
Non-Economically Disadvantaged Students	63	735	758	10%	29%	32%	27%	3%	30%	60%
Students with Disabilities	20	699	725	*	*	*	*	*	*	25%
Students without Disabilities	77	741	751	4%	22%	40%	31%	3%	34%	52%
Multilingual Learners	*	*	722	*	*	*	*	*	*	20%
Non-Multilingual Learners	*	732	751	16%	22%	34%	26%	2%	28%	52%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	17%
Students in Foster Care	*	*	719	*	*	*	*	*	*	18%
Military-Connected Students	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	727	*	*	*	*	*	*	12%

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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	115	732	744	20%	18%	28%	32%	2%	34%	45%
White	46	745	754	11%	17%	20%	48%	4%	52%	57%
Hispanic	15	708	730	*	*	*	*	*	*	28%
Black or African American	34	721	726	26%	24%	32%	18%	0%	18%	24%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	50%
Two or More Races	15	738	752	13%	20%	33%	33%	0%	33%	54%
Female	*	726	743	25%	23%	25%	27%	0%	27%	43%
Male	*	737	746	16%	14%	30%	37%	3%	40%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	38	711	727	37%	26%	26%	11%	0%	11%	25%
Non-Economically Disadvantaged Students	77	742	755	12%	14%	29%	43%	3%	45%	58%
Students with Disabilities	29	695	722	*	*	*	*	*	*	21%
Students without Disabilities	86	744	749	7%	14%	34%	43%	2%	45%	50%
Multilingual Learners	*	*	718	*	*	*	*	*	*	14%
Non-Multilingual Learners	*	733	748	19%	19%	28%	33%	2%	35%	49%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	15%
Students in Foster Care	*	*	716	*	*	*	*	*	*	15%
Military-Connected Students	*	*	744	*	*	*	*	*	*	43%
Migrant Students	*	*	721	*	*	*	*	*	*	17%

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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	104	732	741	13%	34%	29%	19%	6%	25%	40%
White	33	741	751	9%	27%	18%	36%	9%	45%	53%
Hispanic	23	729	726	4%	39%	43%	13%	0%	13%	23%
Black or African American	32	719	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	12	747	748	8%	25%	33%	17%	17%	33%	49%
Female	*	733	739	11%	29%	33%	22%	5%	27%	38%
Male	*	731	742	14%	39%	24%	16%	6%	22%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	33	720	724	18%	45%	24%	9%	3%	12%	20%
Non-Economically Disadvantaged Students	71	738	752	10%	28%	31%	24%	7%	31%	53%
Students with Disabilities	22	713	717	*	*	*	*	*	*	16%
Students without Disabilities	82	737	746	10%	28%	33%	22%	7%	29%	45%
Multilingual Learners	*	*	711	*	*	*	*	*	*	*
Non-Multilingual Learners	*	733	744	12%	33%	29%	20%	6%	25%	44%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	12%
Students in Foster Care	*	*	714	*	*	*	*	*	*	10%
Military-Connected Students	*	*	741	*	*	*	*	*	*	40%
Migrant Students	*	*	724	*	*	*	*	*	*	27%

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Academic Achievement

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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	114	728	737	20%	22%	31%	25%	2%	27%	36%
White	49	740	746	10%	14%	33%	39%	4%	43%	47%
Hispanic	16	714	723	*	*	*	*	*	*	20%
Black or African American	31	710	718	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	*	*	*	*	*	*	73%
American Indian or Alaska Native	*	*	735	*	*	*	*	*	*	33%
Two or More Races	12	726	743	17%	33%	17%	33%	0%	33%	45%
Female	*	727	736	22%	24%	24%	27%	2%	29%	34%
Male	*	728	738	18%	20%	35%	25%	2%	26%	38%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	30	710	721	40%	23%	27%	10%	0%	10%	17%
Non-Economically Disadvantaged Students	84	734	747	13%	21%	32%	31%	2%	33%	48%
Students with Disabilities	28	697	714	*	*	*	*	*	*	12%
Students without Disabilities	86	738	741	8%	19%	37%	34%	2%	36%	41%
Multilingual Learners	*	*	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	729	740	19%	23%	31%	26%	2%	28%	39%
Students Experiencing Homelessness	*	*	711	*	*	*	*	*	*	*
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	739	*	*	*	*	*	*	37%
Migrant Students	*	*	704	*	*	*	*	*	*	13%

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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	124	735	739	14%	27%	27%	25%	7%	32%	37%
White	58	745	748	9%	22%	17%	40%	12%	52%	50%
Hispanic	21	734	728	14%	24%	43%	14%	5%	19%	23%
Black or African American	25	719	724	*	*	*	*	*	*	18%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	13	711	743	*	*	*	*	*	*	44%
Female	*	734	738	15%	27%	29%	22%	7%	29%	36%
Male	*	736	739	13%	28%	25%	28%	7%	35%	39%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	34	716	726	32%	32%	18%	18%	0%	18%	20%
Non-Economically Disadvantaged Students	90	742	747	7%	26%	30%	28%	10%	38%	48%
Students with Disabilities	39	708	716	*	*	*	*	*	*	12%
Students without Disabilities	85	747	743	0%	21%	34%	34%	11%	45%	43%
Multilingual Learners	*	*	714	*	*	*	*	*	*	*
Non-Multilingual Learners	*	735	741	14%	28%	26%	25%	7%	33%	40%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	11%
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	740	*	*	*	*	*	*	39%
Migrant Students	*	*	708	*	*	*	*	*	*	*

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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	103	718	719	24%	37%	24%	14%	1%	15%	19%
White	29	727	729	17%	34%	24%	21%	3%	24%	27%
Hispanic	20	711	713	35%	35%	20%	10%	0%	10%	13%
Black or African American	38	710	707	*	*	*	*	*	*	10%
Asian, Native Hawaiian, or Pacific Islander	*	*	740	*	*	*	*	*	*	40%
American Indian or Alaska Native	*	*	722	*	*	*	*	*	*	21%
Two or More Races	12	723	722	17%	25%	42%	17%	0%	17%	22%
Female	*	714	719	*	*	*	*	*	*	19%
Male	*	721	719	24%	29%	24%	20%	2%	22%	20%
Non-binary/undesignated gender	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	37	713	711	30%	41%	16%	11%	3%	14%	12%
Non-Economically Disadvantaged Students	66	720	725	21%	35%	29%	15%	0%	15%	25%
Students with Disabilities	23	700	702	*	*	*	*	*	*	*
Students without Disabilities	80	723	724	18%	36%	30%	15%	1%	16%	23%
Multilingual Learners	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	718	721	23%	38%	25%	14%	1%	15%	21%
Students Experiencing Homelessness	*	*	704	*	*	*	*	*	*	*
Students in Foster Care	*	*	696	*	*	*	*	*	*	*
Military-Connected Students	*	*	722	*	*	*	*	*	*	19%
Migrant Students	*	*	*	*	*	*	*	*	*	*

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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	18	779	738	0%	0%	0%	89%	11%	100%	40%
White	11	775	748	*	*	*	*	*	100%	51%
Hispanic	*	*	723	*	*	*	*	*	*	23%
Black or African American	*	*	719	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	*	*	746	*	*	*	*	*	*	49%
Female	*	*	737	*	*	*	*	*	*	39%
Male	*	783	739	0%	0%	0%	82%	18%	100%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	*	*	722	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	*	778	747	0%	0%	0%	86%	14%	100%	50%
Students with Disabilities	*	*	710	*	*	*	*	*	*	11%
Students without Disabilities	*	779	743	0%	0%	0%	89%	11%	100%	45%
Multilingual Learners	*	*	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	779	741	0%	0%	0%	89%	11%	100%	43%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	13%
Students in Foster Care	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	696	*	*	*	*	*	*	*

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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	N	N	N	N
4	*	*	*	*
5	N	N	N	N
6	*	*	*	*
7	*	*	*	*
8	*	*	*	*

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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	17	15	88.2%	2	11.8%
3-4	12	9	75%	3	25%
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	50%	22.7%	Met Goal

† Target was met within a confidence interval.

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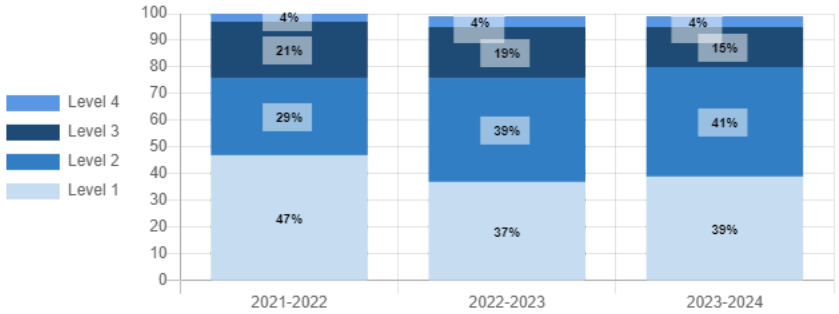
Academic Achievement

The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science websitefor 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.

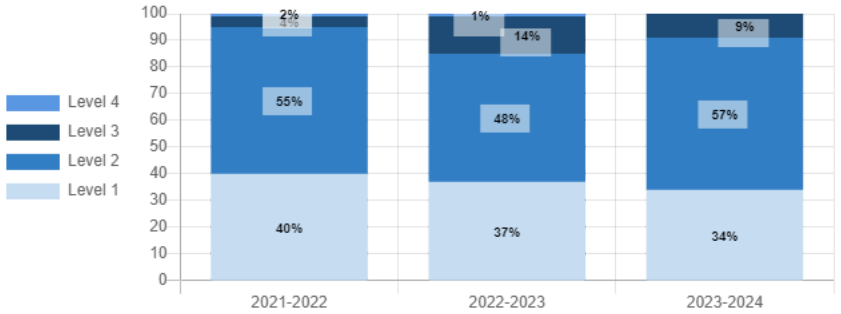
NJSLA Science Assessment: Grade 5 Summary

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.



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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	39%	41%	15%	4%	35%	37%	21%	6%
White	30%	36%	30%	3%	22%	42%	28%	8%
Hispanic	35%	61%	4%	0%	51%	36%	12%	2%
Black or African American	53%	34%	13%	0%	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	42%	25%	8%	25%	27%	36%	27%	10%
Female	36%	45%	15%	4%	35%	39%	20%	6%
Male	43%	37%	16%	4%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	58%	33%	9%	0%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	31%	45%	18%	6%	24%	39%	28%	10%
Students with Disabilities	68%	23%	5%	5%	64%	27%	8%	2%
Students without Disabilities	32%	46%	18%	4%	30%	39%	24%	7%
Multilingual Learners	*	*	*	*	78%	20%	2%	0%
Non-Multilingual Learners	38%	42%	16%	4%	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%

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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	34%	57%	9%	0%	36%	45%	14%	5%
White	20%	63%	18%	0%	23%	52%	19%	6%
Hispanic	43%	52%	5%	0%	51%	42%	6%	1%
Black or African American	46%	49%	5%	0%	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	36%	57%	7%	0%	27%	46%	19%	8%
Female	38%	57%	5%	0%	35%	47%	13%	4%
Male	30%	57%	13%	0%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	49%	44%	7%	0%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	26%	64%	10%	0%	26%	48%	19%	7%
Students with Disabilities	70%	30%	0%	0%	67%	29%	3%	1%
Students without Disabilities	26%	63%	11%	0%	30%	48%	16%	6%
Multilingual Learners	*	*	*	*	75%	24%	1%	0%
Non-Multilingual Learners	33%	58%	9%	0%	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	*	*	*	*	*	*	*	*

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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	118
7	0	0	125
8	20	0	107
Total	20	0	350

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College and Career Readiness

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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	115	0	0	0	0	0	0
7	77	0	0	0	0	0	0
8	55	0	0	0	0	0	0
Total	247	0	0	0	0	0	0

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Computer Science – Course Participation

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

Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
KG	N	N	N	N	N	N	N
1	N	N	N	N	N	N	N
2	N	N	N	N	N	N	N
3	N	N	N	N	N	N	N
4	N	N	N	N	N	N	N
5	N	N	N	N	N	N	N
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	75	0	0	0	0	0	0
Total	75	0	0	0	0	0	0

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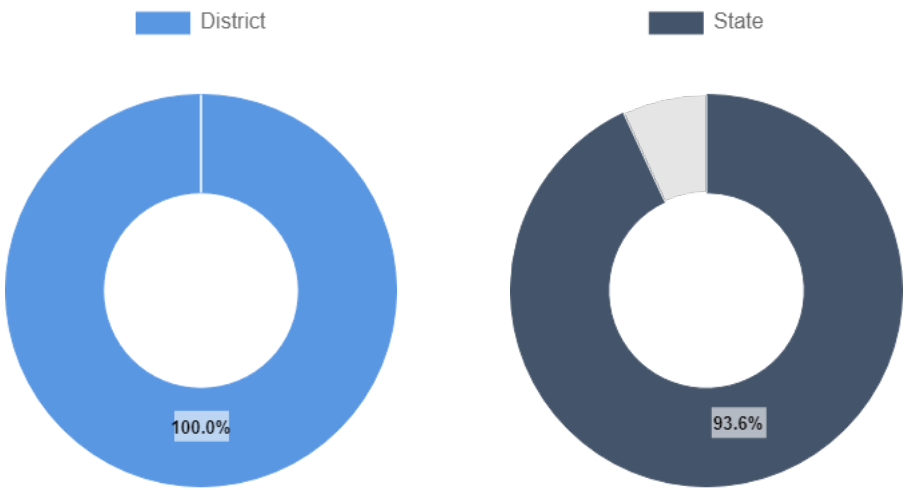
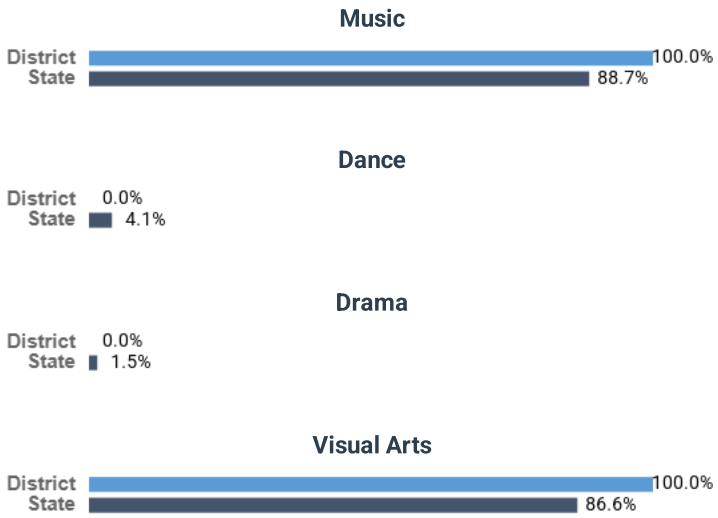
Visual and Performing Arts – Course Participation

The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The 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



Students enrolled in one or more classes by discipline:



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College and Career Readiness

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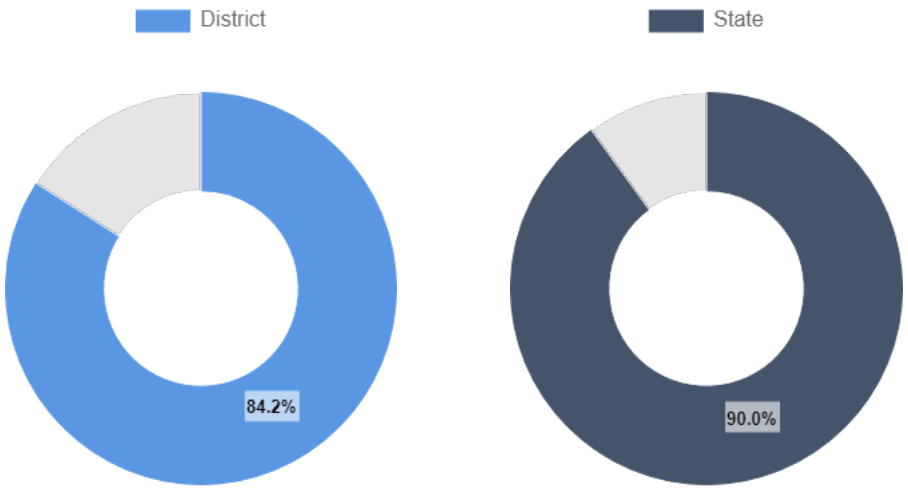
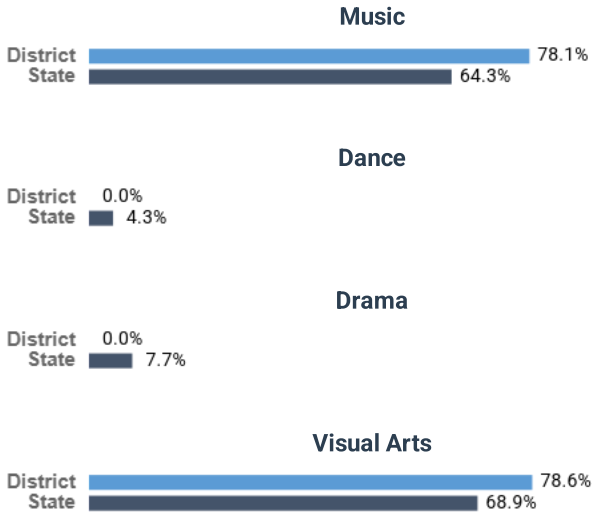
Visual and Performing Arts – Course Participation

The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The 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



Students enrolled in one or more classes by discipline:



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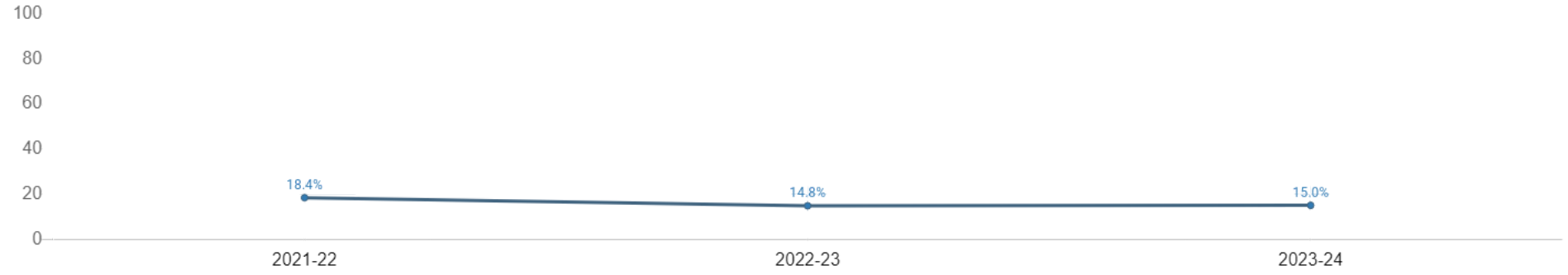
Climate and Environment

Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The 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	18.4%	14.8%	15.0%
ESSA Target (State Average for Grades Served)	17.3%	16.0%	13.8%
Met ESSA Target	Not Met	Met	Not Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%

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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	158	15.0%	13.8%	Not Met
White	55	13.3%	13.8%	Met
Hispanic	29	16.8%	13.8%	Not Met
Black or African American	46	15.8%	13.8%	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	14.5%	13.8%	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	19	16.1%	13.8%	Not Met
Female	*	15.7%		
Male	*	14.3%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	80	24.9%	13.8%	Not Met
Students with Disabilities	56	21.8%	13.8%	Not Met
Multilingual Learners	7	20.0%	13.8%	Not Met
Students Experiencing Homelessness	3	23.1%		
Students in Foster Care	*	*		
Military-Connected Students	12	20.0%		
Migrant Students	*	*		

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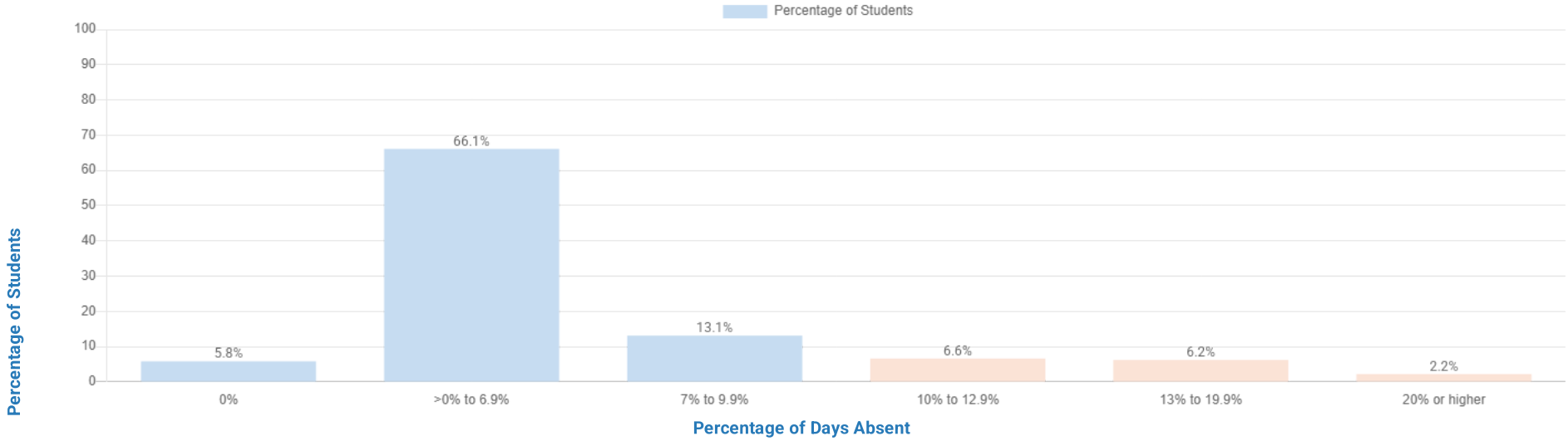
Percentage of Days Absent

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.



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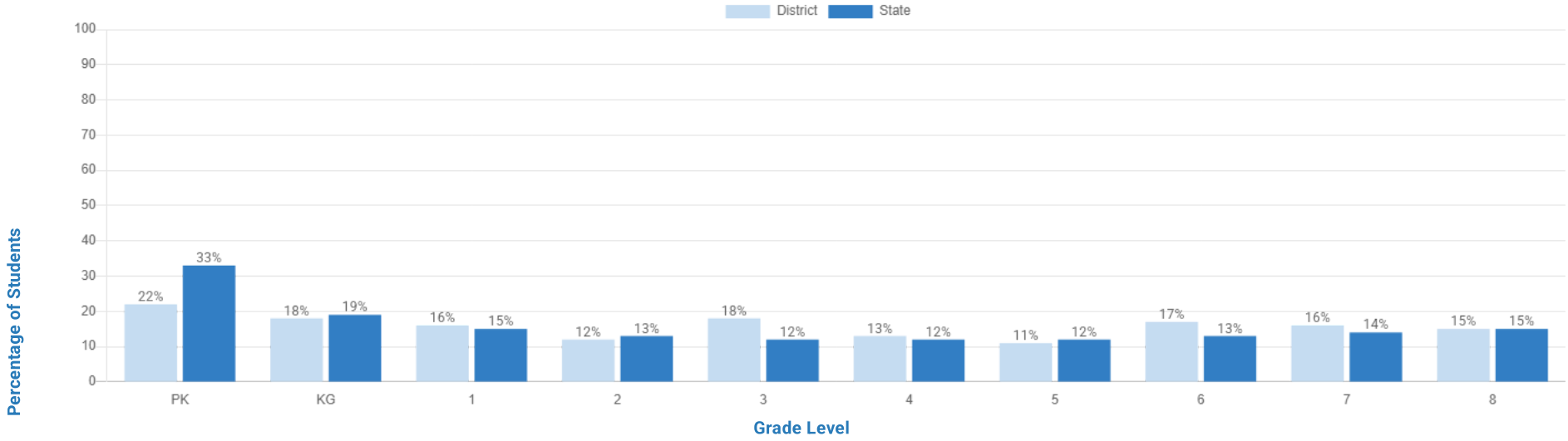
Chronic Absenteeism by Grade

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



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Climate and Environment

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

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	54
Weapons	2
Vandalism	2
Substances	6
Harassment, Intimidation, Bullying (HIB)	14
Total Unique Incidents	78
Incidents Per 100 Students Enrolled	6.53

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	2	6	8
Religion	0	2	2
Ancestry	1	5	6
Gender	0	0	0
Sexual Orientation	2	1	3
Disability	0	1	1
Other	0	4	4
No Identified Nature	12		12

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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	10	2%	20	4%	24	5%	1	0%	0	0%
Hispanic	10	5%	17	9%	21	11%	1	1%	0	0%
Black or African American	25	8%	42	13%	51	16%	3	1%	0	0%
Asian	0	0%	1	2%	1	2%	0	0%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
Two or more races	8	6%	10	8%	16	13%	0	0%	0	0%
Female	*	3%	*	4%	*	6%	*	0%	*	0%
Male	*	6%	*	11%	*	13%	*	1%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	27	7%	56	15%	63	17%	1	0%	0	0%
Students with disabilities	20	8%	31	13%	37	16%	2	1%	0	0%

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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	53	4%	91	7%	114	9%	5	0%	0	0%
PK	0	0%	0	0%	0	0%	0	0%	0	0%
KG	0	0%	5	4%	5	4%	3	2%	0	0%
1	0	0%	1	1%	1	1%	2	2%	0	0%
2	2	2%	6	5%	7	6%	0	0%	0	0%
3	3	3%	5	5%	7	7%	0	0%	0	0%
4	5	4%	12	10%	14	11%	0	0%	0	0%
5	14	13%	22	20%	26	24%	0	0%	0	0%
6	6	5%	11	9%	12	10%	0	0%	0	0%
7	13	10%	14	11%	21	17%	0	0%	0	0%
8	10	8%	15	12%	21	17%	0	0%	0	0%

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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	1	0%	0	0%	0	0%	0	0%	1	0%	0	0%	0	0%
White	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
Hispanic	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
Black or African American	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
Asian	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
Female	*	<5.00%	*	0%	*	0%	*	0%	*	<5.00%	*	0%	*	0%
Male	*	<5.00%	*	0%	*	0%	*	0%	*	<5.00%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
Students with disabilities	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%

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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	1	0%	0	0%	0	0%	0	0%	1	0%	0	0%	0	0%
PK	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
KG	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
1	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
2	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
3	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
4	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
5	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
6	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
7	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
8	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%

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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%

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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%

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Climate and Environment

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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
365

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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.

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Staff

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

Key terms for staff data:
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.
Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.
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	98	119,239
Average years experience in public schools	14.4	12.6
Average years experience in district	12.9	11.3
Number of Teachers with 4 or more years experience in the district	64	87,243
Percentage of Teachers with 4 or more years experience in the district	65.3%	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	2	9,065
Percentage of Teachers with Provisional Credentials	2.1%	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	10	10,170
Average years experience in public schools	2.1	16.2
Average years experience in district	0.9	12.5
Number of Administrators with 4 or more years experience in the district	1	7,734
Percentage of Administrators with 4 or more years experience in the district	10.0%	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	98	119,239
Administrators	10	10,170
Librarians/Media Specialists	N	1,160
Nurses	3	3,025
School Counselors	5	4,673
Child Study Team Members	9	9,654
School Psychologists	3	2,185
School Social Workers	2	2,750
Student Assistance Coordinators	N	400
School Safety Specialists	1	681

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Staff

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Key terms for staff data:
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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	12:1
Students to Administrators	119:1
Teachers to Administrators	10:1
Students to Librarians/Media Specialists †	N
Students to Nurses †	398:1
Students to Counselors †	239:1
Students to Child Study Team Members †,††	29:1
Students to School Psychologists †	398:1
Students to School Social Workers †	597:1
Students to Student Assistance Coordinators †	N
Students to School Safety Specialists †	1194:1

† 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	49.0%	80-85%	*	48.0%	77.0%	57.0%
Male	51.0%	15-20%	*	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤5%	*	≤1%	≤1%	≤1%
White	40.1%	92.9%	60.0%	38.2%	81.8%	74.5%
Hispanic	16.4%	1.0%	30.0%	34.0%	8.6%	8.6%
Black or African American	27.2%	4.1%	10.0%	14.2%	6.4%	14.4%
Asian	4.9%	2.0%	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	10.8%	0.0%	0.0%	3.1%	0.3%	0.4%

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Staff

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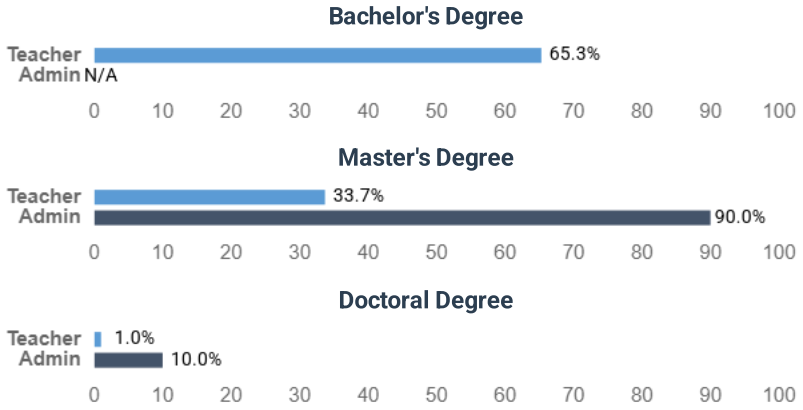
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district.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



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	90.8%	89.5%
2022-23 Administrators: Same district 2023-24	50.0%	87.9%

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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.
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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)	45	>90%	≤10%	≤10%	93.3%	0.0%	4.4%	2.2%	0.0%	0.0%	0.0%	46.7%	60.0%	37.8%	2.2%
English/Language Arts/Literacy	6	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	66.7%	33.3%	66.7%	0.0%
English to Speakers of Other Languages	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
Mathematics	5	*	*	*	80.0%	20.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	40.0%	60.0%	0.0%
Science	3	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
Social Studies/History	3	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
World Language	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%
Visual and Performing Arts	5	*	*	*	80.0%	0.0%	20.0%	0.0%	0.0%	0.0%	0.0%	100.0%	80.0%	20.0%	0.0%
Health/Physical Education	4	*	*	*	75.0%	0.0%	25.0%	0.0%	0.0%	0.0%	0.0%	75.0%	100.0%	0.0%	0.0%
Family & Consumer Sciences	1	*	*	*	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
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%	50.0%	50.0%	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	25	>80%	≤20%	≤20%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	72.0%	68.0%	32.0%	0.0%
Bilingual	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%

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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.

Lumberton Twp	Federal	State & Local	Total	ADE**
District Level Total Expenditures	$595	$19,033	$19,628	1,169.3
District Level Central Expenditures	$373	$5,445	$5,818	1,169.3
Ashbrook Elementary School	$219	$14,615	$14,834	374.5
Bobby S Run Elementary School	$81	$12,190	$12,271	438.0
Lumberton Middle School	$152	$14,226	$14,378	356.9

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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.

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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	47.0%	43.2%	38.6%
Math Proficiency	29.1%	28.2%	28.4%
ELA Growth†	65	43	40
Math Growth†	18	43	47
4-Year Graduation Rate (Prior Year)††	N	N	N
5-Year Graduation Rate (Prior Year)††	N	N	N
Progress toward English Language Proficiency	75.0%	53.8%	50.0%
Chronic Absenteeism	18.4%	14.8%	15.0%

†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	Met Target†	Met Standard	Met Standard	N	N	Met Goal	Not Met
White	Not Met	Met Target	Not Met	Met Standard	N	N		Met
Hispanic	Met Target	Met Target†	Met Standard	Not Met	N	N		Not Met
Black or African American	Met Target†	Not Met	Met Standard	Met Standard	N	N		Not Met
Asian, Native Hawaiian, or Pacific Islander	Met Target†	Met Target	Not Met	Met Standard	N	N		Not Met
American Indian or Alaska Native	**	**	**	**	N	N		**
Two or More Races	Met Target†	Met Target†	Met Standard	Not Met	N	N		Not Met
Economically Disadvantaged Students	Met Target†	Met Target†	Not Met	Not Met	N	N		Not Met
Students with Disabilities	Not Met	Met Target†	Not Met	Not Met	N	N		Not Met
Multilingual Learners	N	N	**	**	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.

Highlights:

- Lumberton Township School District, in partnership with Lumberton Township launched an SRO program to help increase school safety with the buildings.
- Lumberton Township School District partnered with Rutges' New Jersey School Climate Improvement (NJ SCI) Survey commision, to implement new Climate Surveys and include all stakeholders.
- Lumberton Township School District partnered with the Rutgers Collaborative to create new and innovative ways of decision making for all LTSD stakeholders.

Mission, Vision, Theme:

The Mission of the Lumberton Township School District is,"We are committed to leading our students toward their academic independence and social growth through passion, purpose, and play."

Awards, Recognition, Accomplishments:

Lumberton was awarded the NJDOE Preschool Grant and provides preschool for approx. 150 students. Student behavior needs are well-supported by teachers, Board Certified Behavior Analysts (BCBA), and Registered Behavior Technicians (RBT). The district received a multi-million dollar climate grant that has enabled extensive offerings such as new student clubs, professional learning and consultation services to support community engagement. The Lumberton guidance department received grants to provide Child Assault Prevention (CAP) events. Lumberton School District administrators earned a comprehensive school leadership grant through the New Jersey Principals and Supervisors Association, the Foundation for Educational Administration (NJPSA/FEA), and the MacMillan Foundation.

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Courses, Curriculum, Instruction:

Students are provided with targeted, personalized instruction in reading, writing, and foundational skills. The math curriculum emphasizes concept-building, reasoning, and application with an emphasis on exploring multiple solution methods. A digital science curriculum involves students in exploring phenomena, designing investigations, and arriving at a consensus model. The district's comprehensive Multi-Tiered System of Supports serves as one of many resources available to teachers when implementing Tier 2 and Tier 3 interventions. Enrichment opportunities are available for students through a push-in instructional model at the K-2nd grade level and pull-out groups for 3rd-8th grade students. At the middle school level, honors classes offer additional challenging opportunities for students to excel. Curriculum work continues on an ongoing basis with a focus on meeting the demands of the New Jersey Student Learning Standards while focusing on equity.

Before and After School Programs:

Now in its 34th year, the Lumberton Extended Day Care Program (EDC), which is operated by the district, provides safe, affordable, and convenient daycare for Lumberton resident children in 4-year-old Pre-K through eighth grade. While at Extended Day Care, children are offered a safe, fun, and relaxed atmosphere with opportunities for many different activities, including games, crafts, athletics, and homework. All activities are conducted and monitored by a professional and caring childcare staff. EDC is fully funded through parental tuition.

Staff and Professional Learning:

Staff learning is job-embedded and collaborative. Outside staff developers met with specialists and interventionists to provide coaching on how to best support teachers' classrooms. The district enjoys continued partnerships with universities such as Rowan. Teacher Leadership and Curriculum Teams function as subject-specific PLCs who support their colleagues in that subject. The Rowan staff has done extensive training on equity and climate teamwork in recent years

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Student Supports and Services:

Students receive targeted interventions through a Multi-Tiered System of Support. A daily STAR period is used to offer additional interventions and support. Students with disabilities are offered a variety of programs.

Student Health and Wellness:

All schools in LTSD participate in No Place for Hate. The district offers breakfast to all students. School counselors are in place in each building. The district utilizes Trauma-Informed Culturally Responsive practices along with Adverse Childhood Experiences to support the needs of all students. The CASEL framework and Zones of Regulation also guides our daily practices.

Parent and Community Involvement:

Our PTA provides support financially and through involvement in programs that recognize student achievement in academics, the arts, and character development. They support innovative approaches in classrooms through individual teacher grants. Their portal can be accessed at www.lumbertonpta.org. The BOE regularly invites students and their families to their meetings for a variety of things including achievement and academic improvement at meetings as either presenters or honorees. SEPAG continues to meet and added a regional outreach this year. Family members serve each year on our Climate Team to help further our CRPBIS initiatives. Enhanced focus on Title 1 parent engagement this year resulted in better parent participation.

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Climate Surveys:

Is a Climate Survey Used: No; N

Facilities:

We have upgraded our indoor and outdoor facilities. For instance, we added fencing and traffic safety signage. We added sunshades to our playgrounds and extra playground equipment. Vision panel covers have been installed in all classrooms.

School Safety:

Each district school has a security vestibule and one primary entrance. Lockdown buttons and emergency notification systems have been put in place based on Alyssa's Law. Updated camera systems have been installed throughout the district. CPTED protocol has been used to evaluate the safety of each school. Lumberton Township School District is now participating in the SRO Program.

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Technology and STEM:

1:1 Chromebooks, Smart & Promethean Boards in classrooms, dedicated computer labs, and extensive use of educational software.

Attendance:

The district is implementing the CASEL framework for wellness supports and is incorporating this into a culturally responsive positive behavior intervention support system (CRPBIS). The Lumberton Township School District had been investing in technology infrastructure over a number of years and had sufficient resources to conduct remote and hybrid learning last year. Individual students lacking devices or bandwidth were provided with them.