



Medford Township School District (05-3080)

2023-2024

County: Burlington

Superintendent: Mrs. Keira Scussa

District: Medford Township School District

[District Website](#)

137 Hartford Road
Medford, NJ 08055-2371

609-654-6416



2,816
Total Students



PK-08
Grades Offered

Overview & Resources

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

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

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

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

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

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

Overview & Resources

District Contact Information

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

Type	Contact Information
County	Burlington
District	Medford Township School District
Superintendent Name	Mrs. Keira Scussa
Address	137 Hartford Road, Medford, NJ 08055-2371
Phone Number	609-654-6416
Email Address	kscussa@medfordschools.net
Website	www.medford.k12.nj.us
Facebook	https://www.facebook.com/MedfordTownshipPublicSchools/
Twitter	https://x.com/MTPSchools/

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
Chairville Elementary School	PK-05
Cranberry Pines Elementary	PK-05
Haines Sixth Grade Center	06-06
Kirby's Mill Elementary School	PK-05
Medford Memorial Middle School	07-08
Milton H. Allen Elementary School	PK-05
Taunton Forge Elementary School	PK-05

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	58	75	156
KG	286	270	295
1	262	306	276
2	292	281	319
3	277	298	290
4	280	295	311
5	274	292	299
6	287	288	294
7	284	293	287
8	311	294	289
Total	2,611	2,692	2,816

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	50.0%	50.0%	50.0%
Male	50.0%	50.0%	50.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	3.8%	5.8%	6.7%
Students with Disabilities	25.5%	26.1%	25.4%
Multilingual Learners	1.0%	1.7%	2.0%
Students Experiencing Homelessness	0.0%	0.0%	0.2%
Students in Foster Care	0.2%	0.2%	0.1%
Military-Connected Students	4.1%	3.9%	3.5%
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	84.1%	82.0%	79.6%
Hispanic	7.3%	7.6%	8.2%
Black or African American	1.6%	2.3%	3.3%
Asian	3.1%	4.2%	4.6%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.1%
Two Or More Races	3.8%	3.8%	4.0%

Demographics

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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.

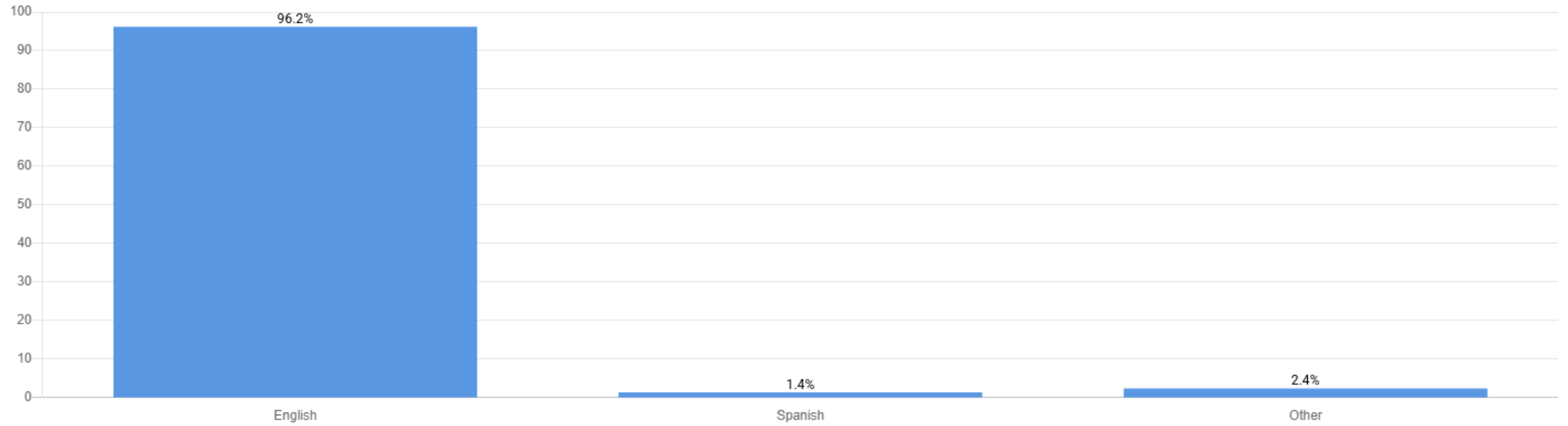
Grade	2021-22	2022-23	2023-24
PK - Half Day	58	75	0
PK - Full Day	0	0	156
KG - Half Day	0	0	0
KG - Full Day	286	270	295

Demographics

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

Enrollment by Home Language

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



Student Growth

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

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

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

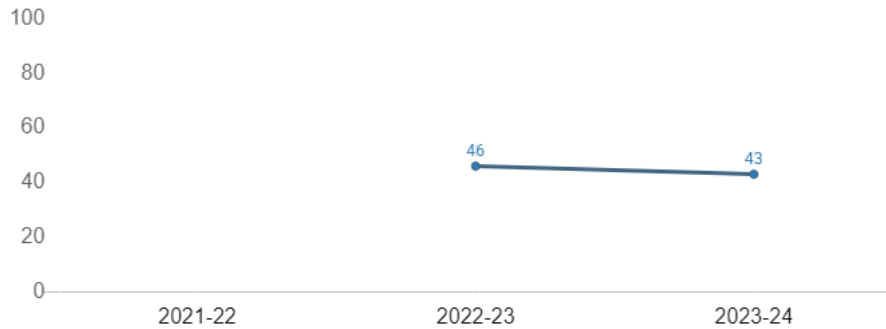
Important Note for 2023-24: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022 school year only.

Student Growth Trends and Progress

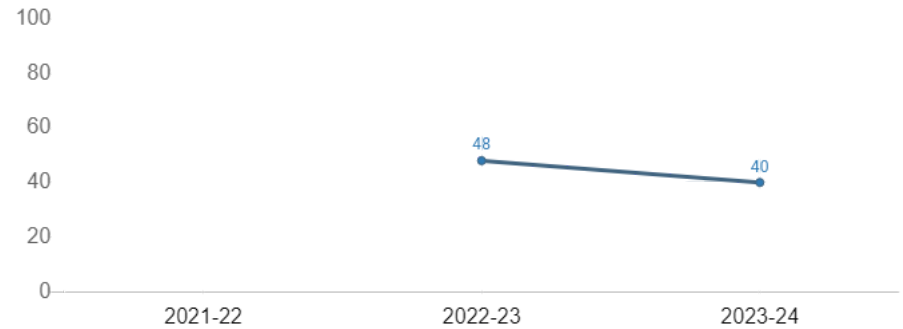
These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

Important Note for 2023-24: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Median Student Growth Percentile		46	43		48	40
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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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	43	50	Met Standard	40	50	Met Standard
White	43	50	Met Standard	39	51	Not Met
Hispanic	45	49	Met Standard	49	48	Met Standard
Black or African American	39	47	Not Met	57	46	Met Standard
Asian, Native Hawaiian, or Pacific Islander	50	59	Met Standard	59	60	Met Standard
American Indian or Alaska Native	N	50	**	N	50	**
Two or More Races	42.5	50	Met Standard	42.5	51	Met Standard
Female	50	52		40	50	
Male	38	48		40.5	50	
Non-Binary/Undesignated Gender	N	44		N	45.5	
Economically Disadvantaged Students	39	48	Not Met	32.5	48	Not Met
Students with Disabilities	39	43	Not Met	40.5	44	Met Standard
Multilingual Learners	34.5	50	**	47	50	**
Students Experiencing Homelessness	N	43		N	45	
Students in Foster Care	*	40		*	47	
Military-Connected Students	37	47.5		35	51	
Migrant Students	N	53		N	44	

Student Growth

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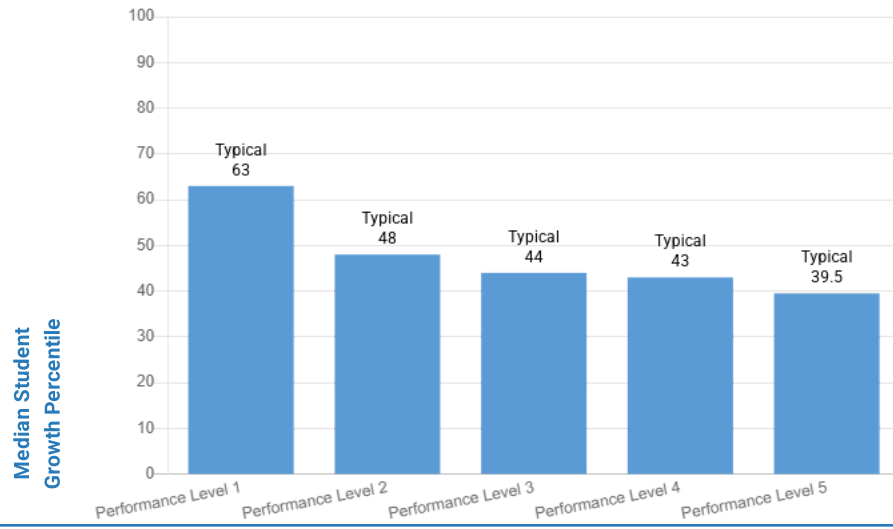
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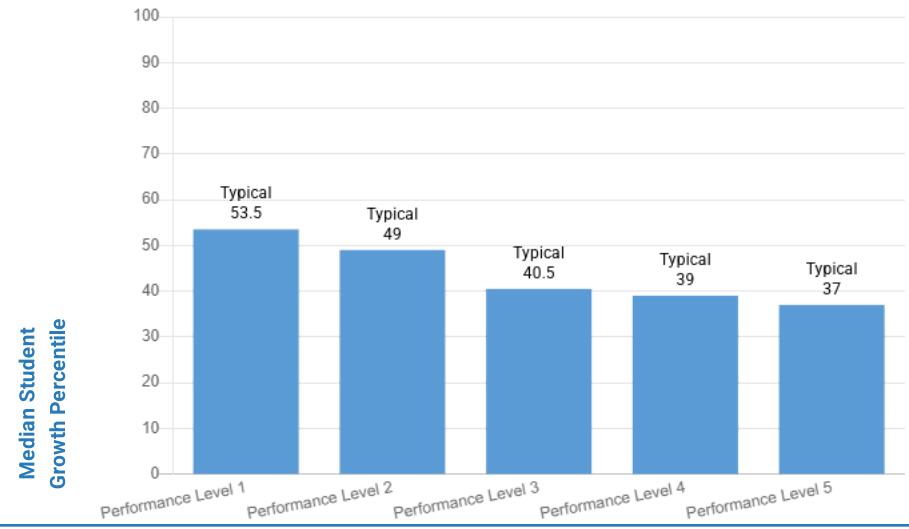
Student Growth by Performance Level

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

ELA



Math



Student Growth

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

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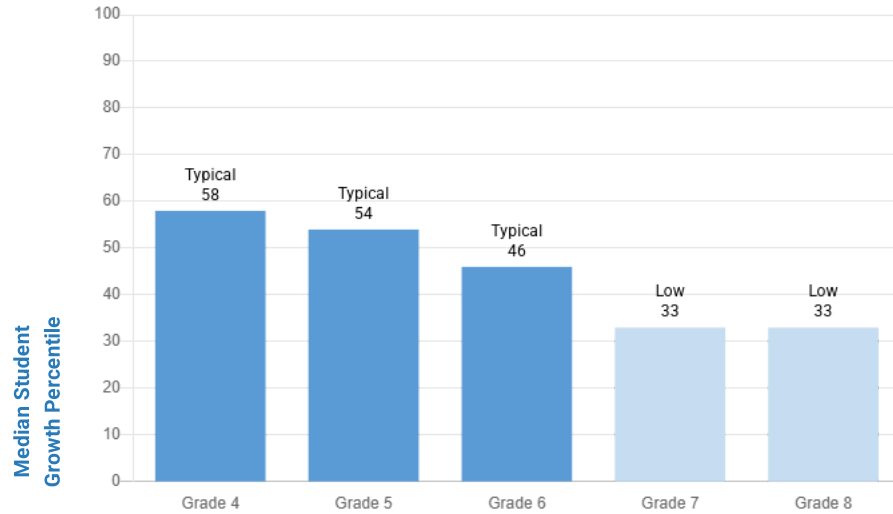
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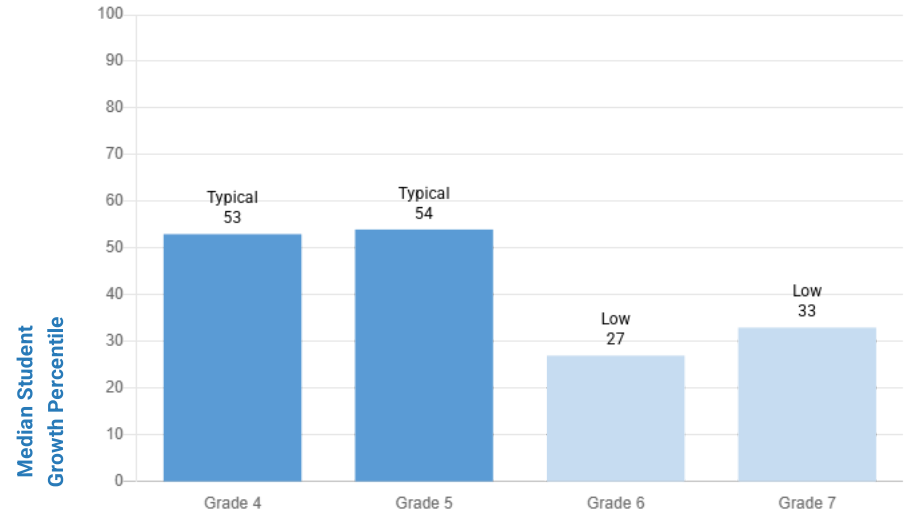
Student Growth by Grade

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

ELA



Math



Academic Achievement

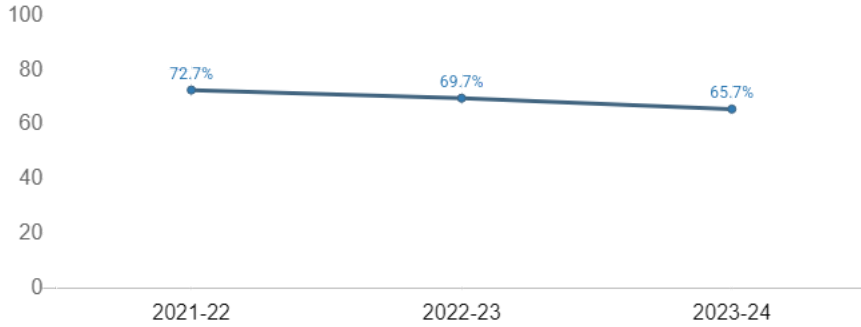
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For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2024 Accountability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

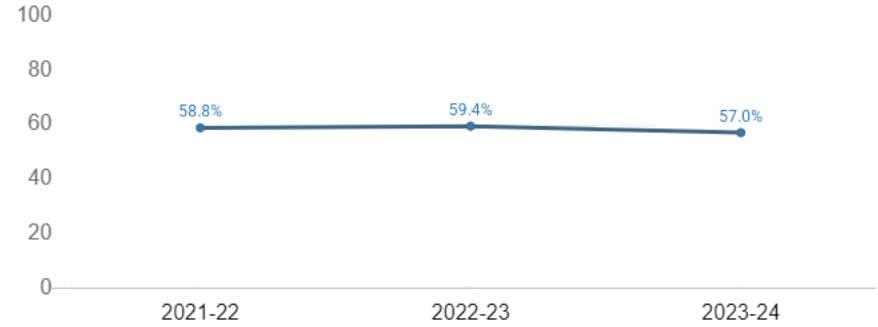
English Language Arts and Mathematics Performance Trends

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	97.9%	98.7%	97.9%	97.9%	98.6%	97.8%
Proficiency Rate for Federal Accountability	72.7%	69.7%	65.7%	58.8%	59.4%	57.0%
Annual Target	74.0%	74.4%	70.7%	63.7%	64.7%	60.8%
Met Annual Target?	Met Target†	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

† Target was met within a confidence interval.

Academic Achievement

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

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English Language Arts Assessment - Participation and Performance

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

This table shows both the percentage of students who met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows status in meeting annual targets. Annual targets are specific to each student group, school, and district and represent the expected proficiency needed to stay on track to meet long-term goals. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see the [NJDOE Accountability page](#). More information and additional data can also be found on the [NJDOE Academic Achievement page](#).

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	1,722	97.9%	65.7%	52.2%	65.7%	70.7%	Not Met
White	1,403	97.5%	67.4%	61.8%	67.4%	71.7%	Not Met
Hispanic	136	100%	49.3%	38%	49.3%	57.1%	Not Met
Black or African American	*	96.2%	38.8%	35.9%	38.8%	49.3%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	73	100%	80.8%	79.9%	80.8%	83.5%	Met Goal
American Indian or Alaska Native	*	*	*	51.2%	*	**	**
Two or More Races	61	100%	68.9%	59.4%	68.9%	76.8%	Met Target†
Female	*	97.8%	73%	57.7%	73%		
Male	*	97.9%	58.1%	47%	58.1%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	90	97.9%	41.1%	34.6%	41.1%	47.1%	Met Target†
Non-Economically Disadvantaged Students	1,632	97.9%	67.1%	62.8%	67.1%		
Students with Disabilities	450	96.6%	32.2%	19.8%	32.2%	39.1%	Not Met
Students without Disabilities	1,272	98.3%	77.6%	59.4%	77.6%		
Multilingual Learners	23	96%	34.8%	23.1%	34.8%	47.6%	Met Target†
Non-Multilingual Learners	1,699	97.9%	66.2%	56.2%	66.2%		
Students Experiencing Homelessness	*	*	*	21.9%	*		
Students in Foster Care	*	*	*	19.3%	*		
Military-Connected Students	55	98.3%	50.9%	48.2%	50.9%		
Migrant Students	*	*	*	13.3%	*		

† Target was met within a confidence interval.

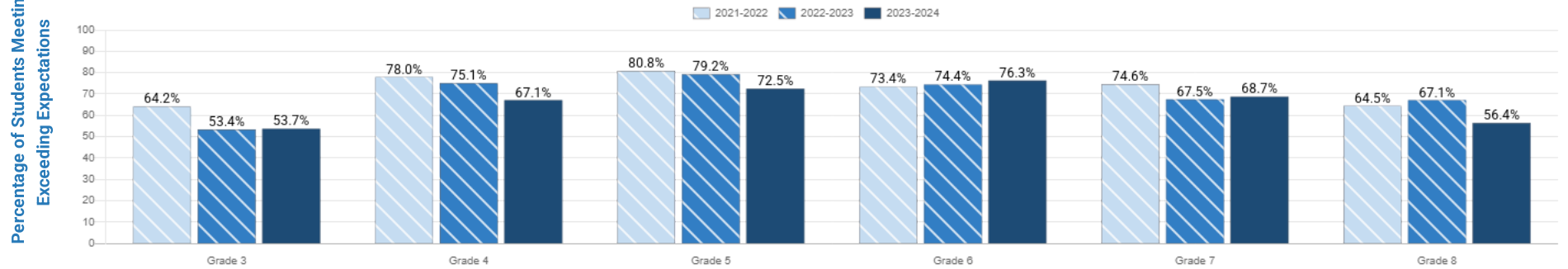
Academic Achievement

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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.



Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	285	752	741	12%	15%	19%	44%	10%	54%	44%
White	227	754	751	9%	15%	21%	45%	10%	55%	53%
Hispanic	24	729	724	29%	17%	25%	25%	4%	29%	29%
Black or African American	11	713	725	55%	18%	0%	9%	18%	27%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	*	*	*	*	*	*	70%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	46%
Two or More Races	15	773	751	7%	13%	7%	53%	20%	73%	52%
Female	*	759	746	9%	11%	21%	44%	14%	58%	48%
Male	*	745	736	16%	19%	17%	43%	6%	49%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	14	698	722	*	*	*	*	*	*	26%
Non-Economically Disadvantaged Students	271	755	753	10%	14%	20%	45%	11%	56%	55%
Students with Disabilities	89	726	710	28%	25%	20%	22%	4%	27%	18%
Students without Disabilities	196	764	747	5%	10%	19%	53%	13%	66%	49%
Multilingual Learners	*	*	704	*	*	*	*	*	*	13%
Non-Multilingual Learners	*	753	746	12%	14%	20%	44%	10%	54%	48%
Students Experiencing Homelessness	*	*	707	*	*	*	*	*	*	18%
Students in Foster Care	*	*	711	*	*	*	*	*	*	18%
Military-Connected Students	10	747	739	20%	10%	20%	40%	10%	50%	41%
Migrant Students	*	*	688	*	*	*	*	*	*	*

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	304	762	749	5%	8%	20%	45%	22%	67%	51%
White	257	762	758	4%	8%	21%	45%	22%	67%	61%
Hispanic	19	753	734	16%	5%	11%	53%	16%	68%	35%
Black or African American	*	*	733	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	16	768	776	6%	6%	19%	44%	25%	69%	78%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	51%
Two or More Races	*	*	757	*	*	*	*	*	*	60%
Female	*	763	752	7%	7%	16%	43%	27%	70%	54%
Male	*	762	745	4%	8%	23%	47%	17%	65%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	20	728	731	30%	10%	30%	20%	10%	30%	32%
Non-Economically Disadvantaged Students	284	765	760	4%	8%	19%	47%	23%	70%	63%
Students with Disabilities	78	736	720	18%	21%	29%	26%	6%	32%	21%
Students without Disabilities	226	772	755	1%	4%	16%	52%	27%	79%	57%
Multilingual Learners	*	*	711	*	*	*	*	*	*	13%
Non-Multilingual Learners	*	763	753	5%	8%	19%	46%	22%	68%	55%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	20%
Students in Foster Care	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	15	757	747	13%	0%	33%	33%	20%	53%	49%
Migrant Students	*	*	713	*	*	*	*	*	*	23%

Academic Achievement

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

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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	291	767	750	3%	7%	18%	58%	15%	73%	52%
White	227	768	760	3%	3%	20%	62%	13%	74%	63%
Hispanic	29	753	736	14%	14%	17%	38%	17%	55%	37%
Black or African American	*	739	734	0%	60%	0%	30%	10%	40%	35%
Asian, Native Hawaiian, or Pacific Islander	15	795	778	0%	7%	0%	53%	40%	93%	80%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	*	767	757	0%	10%	10%	60%	20%	80%	60%
Female	*	772	755	2%	5%	14%	61%	18%	80%	57%
Male	*	760	745	5%	8%	22%	54%	11%	65%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	14	734	732	14%	21%	14%	50%	0%	50%	33%
Non-Economically Disadvantaged Students	277	768	761	3%	6%	18%	58%	16%	74%	64%
Students with Disabilities	74	739	719	12%	15%	30%	42%	1%	43%	20%
Students without Disabilities	217	776	756	0%	4%	13%	63%	19%	82%	59%
Multilingual Learners	*	*	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	767	754	3%	6%	18%	58%	15%	73%	57%
Students Experiencing Homelessness	*	*	718	*	*	*	*	*	*	22%
Students in Foster Care	*	*	721	*	*	*	*	*	*	20%
Military-Connected Students	10	760	747	0%	10%	20%	60%	10%	70%	48%
Migrant Students	*	*	721	*	*	*	*	*	*	20%

Academic Achievement

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

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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	287	772	751	2%	9%	12%	43%	33%	76%	53%
White	246	772	760	2%	10%	11%	44%	33%	76%	63%
Hispanic	14	769	738	0%	14%	21%	36%	29%	64%	39%
Black or African American	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	12	793	778	0%	0%	0%	33%	67%	100%	82%
American Indian or Alaska Native	*	*	748	*	*	*	*	*	*	49%
Two or More Races	*	*	758	*	*	*	*	*	*	60%
Female	*	783	756	0%	3%	9%	44%	44%	88%	59%
Male	*	761	746	4%	17%	15%	42%	22%	64%	48%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	13	755	735	0%	15%	15%	62%	8%	69%	35%
Non-Economically Disadvantaged Students	274	773	761	2%	9%	12%	42%	34%	77%	65%
Students with Disabilities	71	740	719	7%	34%	18%	35%	6%	41%	17%
Students without Disabilities	216	783	758	0%	1%	10%	46%	42%	88%	60%
Multilingual Learners	*	*	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	772	754	2%	9%	12%	43%	33%	76%	57%
Students Experiencing Homelessness	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	724	*	*	*	*	*	*	22%
Military-Connected Students	*	*	754	*	*	*	*	*	*	55%
Migrant Students	*	*	712	*	*	*	*	*	*	29%

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 7

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	275	767	752	4%	7%	21%	41%	28%	69%	54%
White	226	768	761	4%	5%	20%	42%	29%	71%	64%
Hispanic	23	753	737	9%	13%	26%	30%	22%	52%	39%
Black or African American	*	*	734	*	*	*	*	*	*	37%
Asian, Native Hawaiian, or Pacific Islander	10	789	785	0%	0%	10%	50%	40%	90%	84%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	51%
Two or More Races	*	*	759	*	*	*	*	*	*	60%
Female	*	779	758	3%	2%	13%	41%	40%	81%	60%
Male	*	755	746	5%	11%	28%	40%	16%	57%	48%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	20	737	734	15%	20%	15%	40%	10%	50%	36%
Non-Economically Disadvantaged Students	255	769	762	3%	5%	21%	41%	29%	70%	64%
Students with Disabilities	54	730	715	17%	26%	33%	19%	6%	24%	18%
Students without Disabilities	221	776	759	1%	2%	18%	46%	33%	80%	61%
Multilingual Learners	*	*	700	*	*	*	*	*	*	*
Non-Multilingual Learners	*	767	756	4%	6%	21%	41%	28%	69%	58%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	21%
Students in Foster Care	*	*	712	*	*	*	*	*	*	17%
Military-Connected Students	*	*	747	*	*	*	*	*	*	50%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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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	287	755	751	6%	11%	26%	40%	16%	56%	53%
White	226	758	760	4%	11%	24%	43%	17%	61%	62%
Hispanic	23	739	736	17%	17%	26%	30%	9%	39%	39%
Black or African American	*	726	735	27%	18%	27%	18%	9%	27%	37%
Asian, Native Hawaiian, or Pacific Islander	15	760	783	0%	7%	47%	27%	20%	47%	82%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	52%
Two or More Races	12	752	757	8%	8%	33%	42%	8%	50%	59%
Female	*	763	759	4%	9%	25%	40%	23%	63%	60%
Male	*	745	743	10%	15%	27%	41%	7%	48%	46%
Non-binary/undesignated gender	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	11	737	734	18%	9%	27%	36%	9%	45%	36%
Non-Economically Disadvantaged Students	276	756	761	6%	12%	26%	41%	16%	57%	63%
Students with Disabilities	75	724	713	17%	29%	33%	19%	1%	20%	16%
Students without Disabilities	212	766	758	2%	5%	23%	48%	21%	69%	60%
Multilingual Learners	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	755	755	6%	11%	26%	41%	16%	57%	56%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	23%
Students in Foster Care	*	*	708	*	*	*	*	*	*	14%
Military-Connected Students	*	*	743	*	*	*	*	*	*	43%
Migrant Students	*	*	*	*	*	*	*	*	*	*

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 [NJDOEs Assessment page](#).

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Mathematics Assessment - Participation and Performance

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

This table shows both the percentage of students who met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows status in meeting annual targets. Annual targets are specific to each student group, school, and district and represent the expected proficiency needed to stay on track to meet long-term goals. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see the [NJDOE Accountability page](#). More information and additional data can also be found on the [NJDOE Academic Achievement page](#).

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	1,720	97.8%	57%	40.2%	57%	60.8%	Not Met
White	1,401	97.4%	58.6%	51.1%	58.6%	61.9%	Not Met
Hispanic	136	100%	41.2%	24.2%	41.2%	43.5%	Met Target†
Black or African American	*	96.2%	20.4%	20.1%	20.4%	30.6%	Not Met
Asian, Native Hawaiian, or Pacific Islander	73	100%	78.1%	74.4%	78.1%	81%	Met Target†
American Indian or Alaska Native	*	*	*	42%	*	**	**
Two or More Races	61	100%	60.7%	48.9%	60.7%	65.2%	Met Target†
Female	*	97.7%	54.3%	38.4%	54.3%		
Male	*	97.8%	60%	42%	60%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	90	97.9%	24.4%	21.7%	24.4%	40.9%	Not Met
Non-Economically Disadvantaged Students	1,630	97.7%	58.8%	51.5%	58.8%		
Students with Disabilities	449	96.4%	29.8%	16.6%	29.8%	36.3%	Not Met
Students without Disabilities	1,271	98.2%	66.6%	45.4%	66.6%		
Multilingual Learners	23	96.2%	34.8%	18.7%	34.8%	41.3%	Met Target†
Non-Multilingual Learners	1,697	97.8%	57.3%	43.5%	57.3%		
Students Experiencing Homelessness	*	*	*	12.9%	*		
Students in Foster Care	*	*	*	12.4%	*		
Military-Connected Students	55	98.3%	52.7%	38.8%	52.7%		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

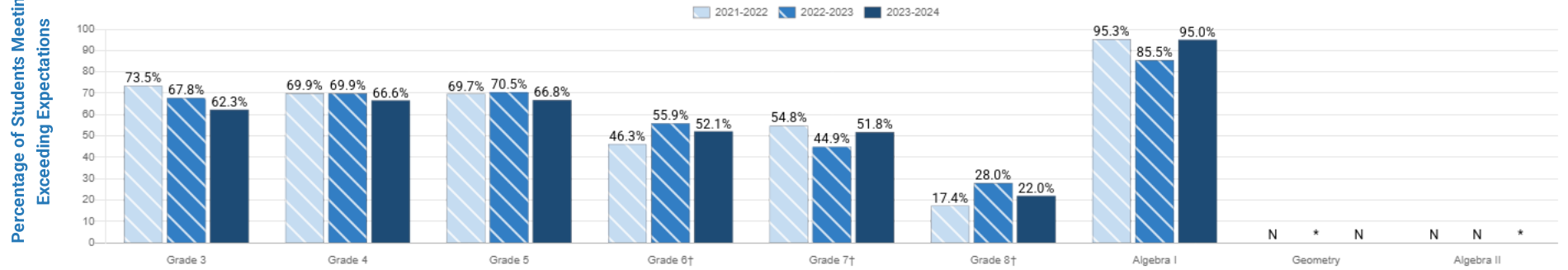
Academic Achievement

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Mathematics Assessment - Performance Trends

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



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

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	284	759	747	7%	8%	22%	42%	21%	62%	48%
White	226	761	757	6%	7%	23%	44%	20%	64%	60%
Hispanic	24	741	732	17%	17%	21%	33%	13%	46%	31%
Black or African American	11	725	728	36%	27%	18%	0%	18%	18%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	51%
Two or More Races	15	772	755	0%	7%	20%	40%	33%	73%	56%
Female	*	755	744	5%	12%	25%	44%	15%	59%	45%
Male	*	765	749	10%	4%	19%	39%	28%	66%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	14	714	729	29%	43%	14%	14%	0%	14%	28%
Non-Economically Disadvantaged Students	270	762	758	6%	6%	23%	43%	22%	65%	60%
Students with Disabilities	88	740	725	17%	19%	26%	22%	16%	38%	25%
Students without Disabilities	196	768	751	3%	3%	20%	51%	23%	73%	52%
Multilingual Learners	*	*	722	*	*	*	*	*	*	20%
Non-Multilingual Learners	*	760	751	7%	8%	22%	42%	21%	63%	52%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	17%
Students in Foster Care	*	*	719	*	*	*	*	*	*	18%
Military-Connected Students	10	747	746	10%	10%	20%	50%	10%	60%	47%
Migrant Students	*	*	727	*	*	*	*	*	*	12%

Academic Achievement

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

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Mathematics Assessment - 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	305	760	744	5%	8%	20%	56%	11%	67%	45%
White	258	760	754	5%	8%	21%	57%	9%	67%	57%
Hispanic	19	748	730	5%	21%	21%	47%	5%	53%	28%
Black or African American	*	*	726	*	*	*	*	*	*	24%
Asian, Native Hawaiian, or Pacific Islander	16	777	773	6%	6%	13%	44%	31%	75%	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	50%
Two or More Races	*	*	752	*	*	*	*	*	*	54%
Female	*	753	743	7%	10%	26%	50%	7%	57%	43%
Male	*	767	746	4%	6%	15%	61%	14%	75%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	20	725	727	25%	20%	20%	35%	0%	35%	25%
Non-Economically Disadvantaged Students	285	762	755	4%	7%	20%	57%	12%	69%	58%
Students with Disabilities	79	739	722	14%	19%	27%	38%	3%	41%	21%
Students without Disabilities	226	767	749	2%	4%	18%	62%	14%	76%	50%
Multilingual Learners	*	*	718	*	*	*	*	*	*	14%
Non-Multilingual Learners	*	761	748	5%	8%	19%	57%	11%	68%	49%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	15%
Students in Foster Care	*	*	716	*	*	*	*	*	*	15%
Military-Connected Students	15	758	744	7%	0%	33%	47%	13%	60%	43%
Migrant Students	*	*	721	*	*	*	*	*	*	17%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	292	759	741	4%	10%	19%	50%	17%	67%	40%
White	227	760	751	4%	8%	19%	54%	15%	69%	53%
Hispanic	29	748	726	10%	21%	21%	31%	17%	48%	23%
Black or African American	*	736	722	10%	40%	20%	20%	10%	30%	19%
Asian, Native Hawaiian, or Pacific Islander	16	784	772	0%	0%	13%	44%	44%	88%	76%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	*	762	748	0%	20%	10%	50%	20%	70%	49%
Female	*	758	739	5%	9%	21%	51%	14%	66%	38%
Male	*	760	742	3%	12%	17%	49%	19%	68%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	14	730	724	14%	21%	43%	21%	0%	21%	20%
Non-Economically Disadvantaged Students	278	761	752	4%	10%	18%	51%	18%	69%	53%
Students with Disabilities	74	734	717	14%	26%	27%	32%	1%	34%	16%
Students without Disabilities	218	768	746	1%	5%	16%	56%	22%	78%	45%
Multilingual Learners	*	*	711	*	*	*	*	*	*	*
Non-Multilingual Learners	*	760	744	4%	10%	19%	50%	17%	67%	44%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	12%
Students in Foster Care	*	*	714	*	*	*	*	*	*	10%
Military-Connected Students	10	766	741	0%	10%	10%	60%	20%	80%	40%
Migrant Students	*	*	724	*	*	*	*	*	*	27%

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	288	750	737	5%	13%	31%	42%	10%	52%	36%
White	247	750	746	4%	13%	31%	44%	9%	53%	47%
Hispanic	14	735	723	21%	14%	36%	14%	14%	29%	20%
Black or African American	*	*	718	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	12	769	768	0%	0%	17%	67%	17%	83%	73%
American Indian or Alaska Native	*	*	735	*	*	*	*	*	*	33%
Two or More Races	*	*	743	*	*	*	*	*	*	45%
Female	*	752	736	1%	11%	35%	46%	7%	52%	34%
Male	*	748	738	8%	14%	27%	39%	13%	52%	38%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	13	724	721	23%	23%	31%	23%	0%	23%	17%
Non-Economically Disadvantaged Students	275	751	747	4%	12%	31%	43%	10%	53%	48%
Students with Disabilities	71	726	714	17%	32%	28%	23%	0%	23%	12%
Students without Disabilities	217	758	741	0%	6%	32%	49%	13%	62%	41%
Multilingual Learners	*	*	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	750	740	4%	13%	31%	43%	10%	52%	39%
Students Experiencing Homelessness	*	*	711	*	*	*	*	*	*	*
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	739	*	*	*	*	*	*	37%
Migrant Students	*	*	704	*	*	*	*	*	*	13%

Academic Achievement

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

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Mathematics Assessment - 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	274	752	739	2%	12%	34%	45%	7%	52%	37%
White	225	752	748	1%	10%	36%	47%	6%	53%	50%
Hispanic	23	743	728	4%	22%	35%	30%	9%	39%	23%
Black or African American	*	*	724	*	*	*	*	*	*	18%
Asian, Native Hawaiian, or Pacific Islander	10	767	764	0%	0%	20%	60%	20%	80%	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	*	*	743	*	*	*	*	*	*	44%
Female	*	751	738	3%	11%	33%	47%	7%	53%	36%
Male	*	752	739	1%	13%	35%	43%	7%	50%	39%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	20	733	726	10%	30%	35%	25%	0%	25%	20%
Non-Economically Disadvantaged Students	254	753	747	1%	11%	34%	46%	7%	54%	48%
Students with Disabilities	54	730	716	7%	39%	37%	15%	2%	17%	12%
Students without Disabilities	220	757	743	0%	5%	34%	52%	8%	60%	43%
Multilingual Learners	*	*	714	*	*	*	*	*	*	*
Non-Multilingual Learners	*	752	741	2%	12%	34%	45%	7%	52%	40%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	11%
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	740	*	*	*	*	*	*	39%
Migrant Students	*	*	708	*	*	*	*	*	*	*

Academic Achievement

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

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Mathematics Assessment - 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	205	728	719	16%	30%	33%	21%	0%	22%	19%
White	153	730	729	12%	31%	35%	22%	1%	22%	27%
Hispanic	23	730	713	17%	17%	39%	26%	0%	26%	13%
Black or African American	11	697	707	*	*	*	*	*	*	10%
Asian, Native Hawaiian, or Pacific Islander	*	*	740	*	*	*	*	*	*	40%
American Indian or Alaska Native	*	*	722	*	*	*	*	*	*	21%
Two or More Races	*	*	722	*	*	*	*	*	*	22%
Female	*	729	719	11%	32%	39%	17%	1%	18%	19%
Male	*	726	719	21%	27%	24%	27%	0%	27%	20%
Non-binary/undesignated gender	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	11	718	711	27%	36%	9%	27%	0%	27%	12%
Non-Economically Disadvantaged Students	194	728	725	15%	29%	34%	21%	1%	22%	25%
Students with Disabilities	71	714	702	30%	37%	21%	11%	1%	13%	*
Students without Disabilities	134	735	724	8%	26%	39%	27%	0%	27%	23%
Multilingual Learners	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	727	721	16%	30%	33%	21%	0%	22%	21%
Students Experiencing Homelessness	*	*	704	*	*	*	*	*	*	*
Students in Foster Care	*	*	696	*	*	*	*	*	*	*
Military-Connected Students	*	*	722	*	*	*	*	*	*	19%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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

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Mathematics Assessment - 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 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	80	773	738	0%	0%	5%	90%	5%	95%	40%
White	70	772	748	*	*	*	*	*	96%	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	*	772	737	0%	0%	6%	89%	4%	94%	39%
Male	*	773	739	*	*	*	*	*	97%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	*	*	722	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	*	773	747	0%	0%	5%	90%	5%	95%	50%
Students with Disabilities	*	*	710	*	*	*	*	*	*	11%
Students without Disabilities	*	773	743	0%	0%	5%	89%	5%	95%	45%
Multilingual Learners	*	*	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	773	741	0%	0%	5%	90%	5%	95%	43%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	13%
Students in Foster Care	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	696	*	*	*	*	*	*	*

Academic Achievement

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

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Mathematics Assessment - Performance By Test: Algebra II

This table shows performance on the NJSLA Algebra II 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.

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	*	*	770	*	*	*	*	*	*	73%
White	*	*	771	*	*	*	*	*	*	75%
Hispanic	*	*	736	*	*	*	*	*	*	37%
Black or African American	*	*	736	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	785	*	*	*	*	*	*	88%
American Indian or Alaska Native	*	*	775	*	*	*	*	*	*	83%
Two or More Races	*	*	773	*	*	*	*	*	*	74%
Female	*	*	765	*	*	*	*	*	*	68%
Male	*	*	776	*	*	*	*	*	*	78%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	733	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	777	*	*	*	*	*	*	80%
Students with Disabilities	*	*	752	*	*	*	*	*	*	54%
Students without Disabilities	*	*	771	*	*	*	*	*	*	73%
Multilingual Learners	*	*	706	*	*	*	*	*	*	14%
Non-Multilingual Learners	*	*	772	*	*	*	*	*	*	75%
Students Experiencing Homelessness	*	*	*	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	744	*	*	*	*	*	*	59%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	ELA: Participation Rate	Math: # Students Tested	Math: Participation Rate
3	*	*	*	*
4	*	*	*	*
5	*	*	*	*
6	*	*	*	*
7	*	*	*	*
8	*	*	*	*

Academic Achievement

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

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English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	# Students with Overall Score Below 4.5	% Students with Overall Score Below 4.5	# Students with Overall Score of 4.5 or Above	% Students with Overall Score 4.5 or Above
0-2	30	26	86.7%	4	13.3%
3-4	*	*	*	*	*
5 or more	10	7	70%	3	30%

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	59%	22.7%	Met Goal

† Target was met within a confidence interval.

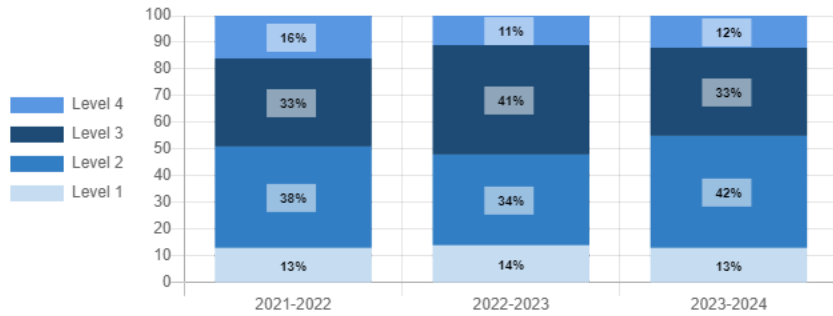
Academic Achievement

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

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

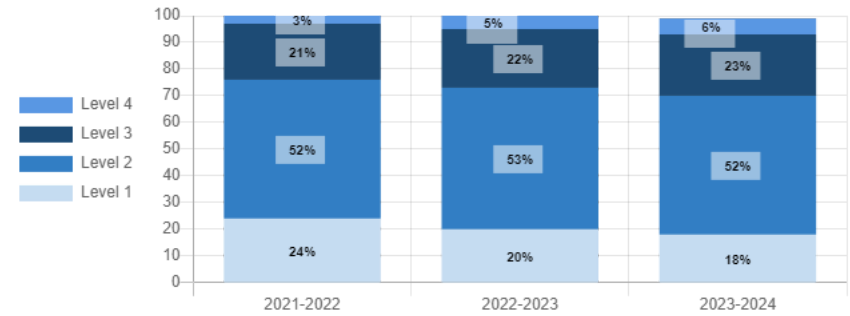
NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 8 Summary

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



Academic Achievement

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

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

NJSLA Science Assessment: Grade 5

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	13%	42%	33%	12%	35%	37%	21%	6%
White	10%	45%	35%	11%	22%	42%	28%	8%
Hispanic	31%	45%	3%	21%	51%	36%	12%	2%
Black or African American	50%	10%	30%	10%	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	0%	25%	50%	25%	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	10%	30%	60%	0%	27%	36%	27%	10%
Female	11%	44%	32%	13%	35%	39%	20%	6%
Male	14%	40%	35%	11%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	50%	36%	14%	0%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	11%	42%	34%	13%	24%	39%	28%	10%
Students with Disabilities	33%	45%	21%	1%	64%	27%	8%	2%
Students without Disabilities	6%	41%	37%	16%	30%	39%	24%	7%
Multilingual Learners	*	*	*	*	78%	20%	2%	0%
Non-Multilingual Learners	12%	42%	33%	12%	30%	39%	23%	7%
Students Experiencing Homelessness	*	*	*	*	68%	25%	6%	1%
Students in Foster Care	*	*	*	*	67%	28%	3%	1%
Military-Connected Students	10%	50%	20%	20%	30%	42%	23%	5%
Migrant Students	*	*	*	*	73%	27%	0%	0%

Academic Achievement

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

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

NJSLA Science Assessment: Grade 8

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	18%	52%	23%	6%	36%	45%	14%	5%
White	15%	52%	26%	7%	23%	52%	19%	6%
Hispanic	30%	61%	9%	0%	51%	42%	6%	1%
Black or African American	64%	27%	9%	0%	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	13%	47%	33%	7%	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	17%	67%	8%	8%	27%	46%	19%	8%
Female	17%	54%	22%	7%	35%	47%	13%	4%
Male	20%	50%	25%	5%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	36%	45%	18%	0%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	17%	53%	24%	6%	26%	48%	19%	7%
Students with Disabilities	45%	41%	9%	4%	67%	29%	3%	1%
Students without Disabilities	8%	57%	29%	7%	30%	48%	16%	6%
Multilingual Learners	*	*	*	*	75%	24%	1%	0%
Non-Multilingual Learners	18%	52%	23%	6%	32%	47%	15%	5%
Students Experiencing Homelessness	*	*	*	*	66%	32%	2%	0%
Students in Foster Care	*	*	*	*	80%	19%	1%	0%
Military-Connected Students	*	*	*	*	40%	47%	10%	3%
Migrant Students	*	*	*	*	*	*	*	*

College and Career Readiness

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	297
7	0	0	291
8	82	1	218
Total	82	1	806

College and Career Readiness

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

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	294
7	290	0	0	0	0	0	0
8	296	0	0	0	0	0	0
Total	586	0	0	0	0	0	294

College and Career Readiness

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

Computer Science – Course Participation

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

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

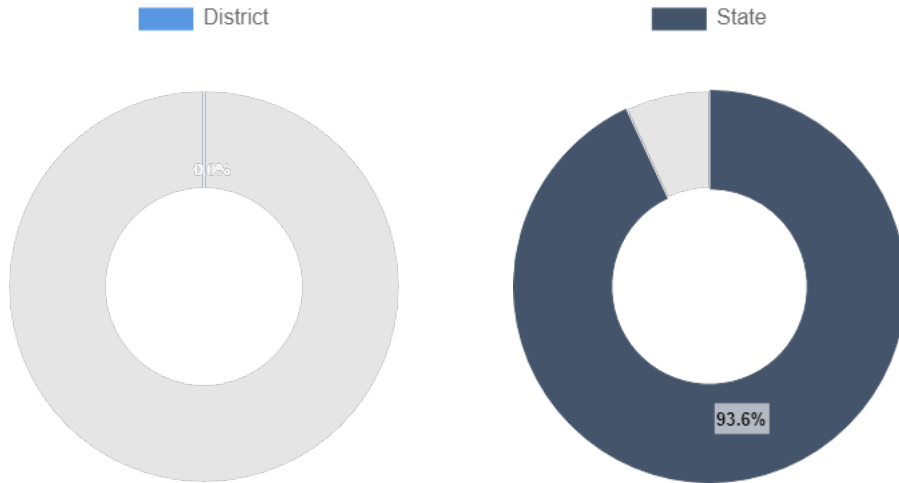
College and Career Readiness

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

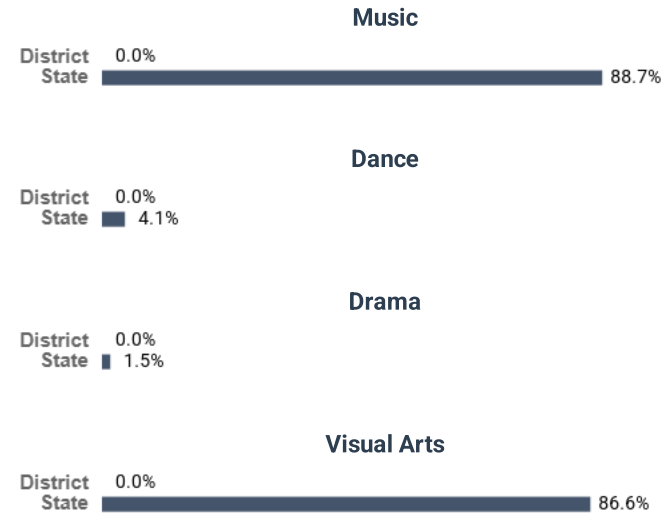
Visual and Performing Arts – Course Participation

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

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



Students enrolled in one or more classes by discipline:



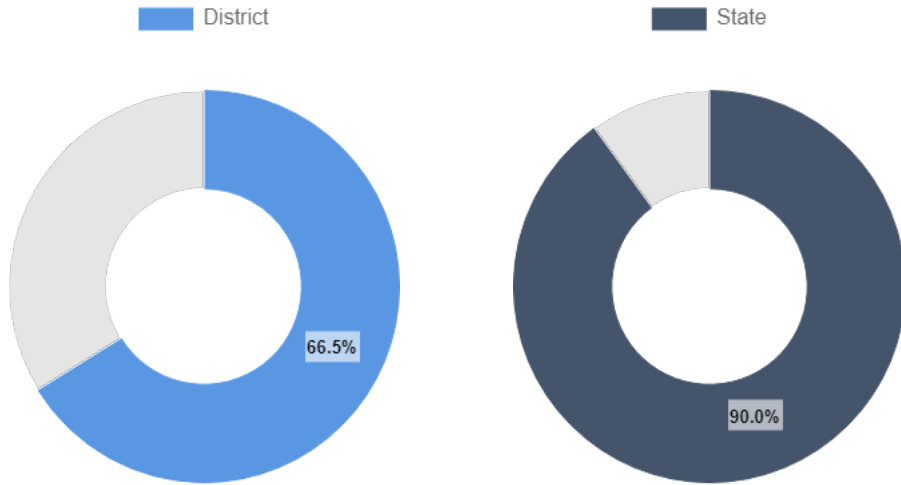
College and Career Readiness

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

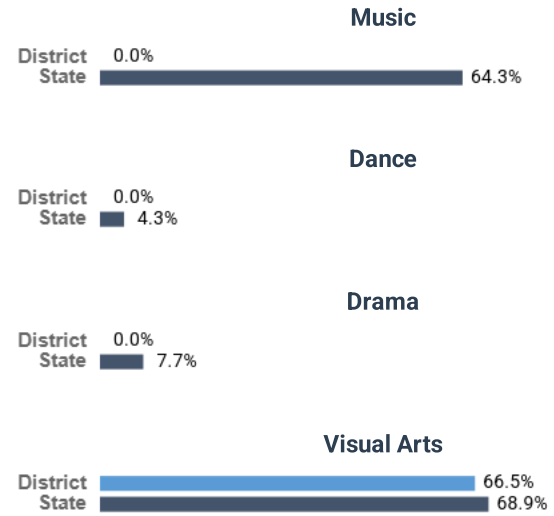
Visual and Performing Arts – Course Participation

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

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



Students enrolled in one or more classes by discipline:

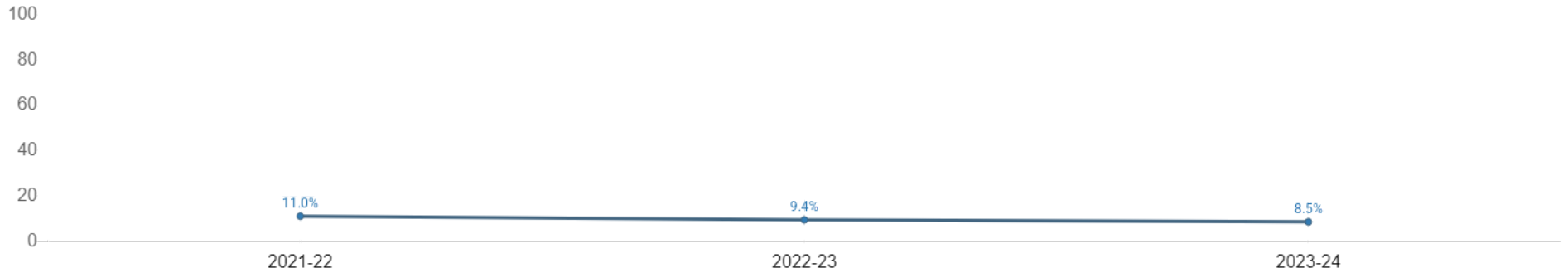


Climate and Environment

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	11.0%	9.4%	8.5%
ESSA Target (State Average for Grades Served)	17.3%	16.0%	13.8%
Met ESSA Target	Met	Met	Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%

Report Key:

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

Climate and Environment

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

Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The ESSA Target: State Average for Grades Served column is the target used for ESSA accountability purposes. It reflects the statewide average for students in the grades offered by the district. Each student group has the same target based on all students, so the same ESSA Target will appear for all student groups. The last column shows whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

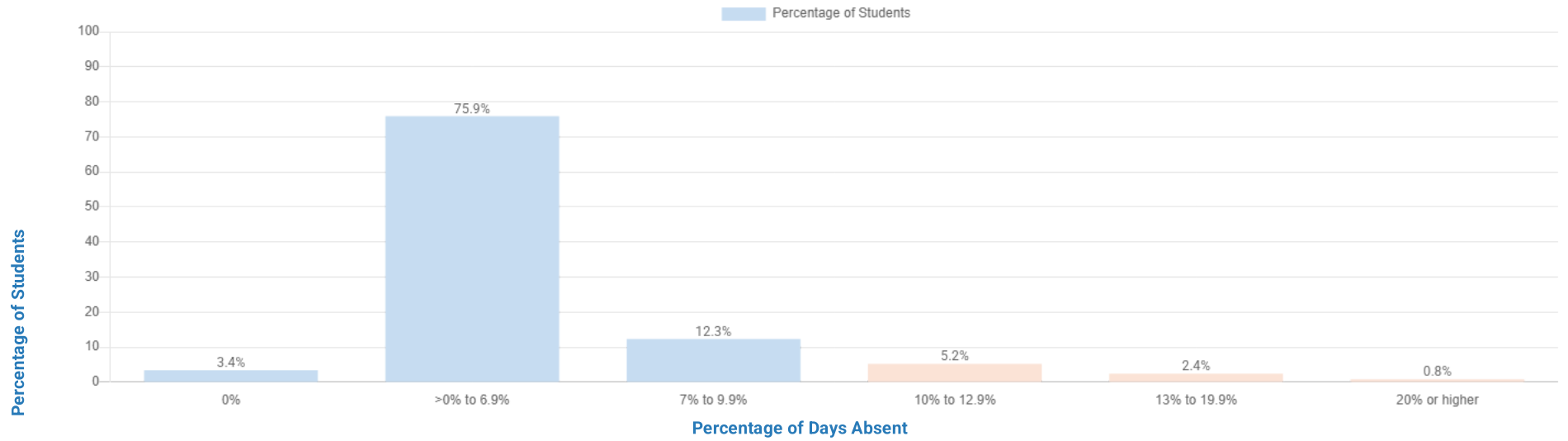
Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	226	8.5%	13.8%	Met
White	155	7.2%	13.8%	Met
Hispanic	35	15.9%	13.8%	Not Met
Black or African American	*	22.6%	13.8%	Not Met
Asian, Native Hawaiian, or Pacific Islander	9	7.3%	13.8%	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	8	7.7%	13.8%	Met
Female	*	8.7%		
Male	*	8.2%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	44	24.9%	13.8%	Not Met
Students with Disabilities	83	12.3%	13.8%	Met
Multilingual Learners	7	13.2%	13.8%	Met
Students Experiencing Homelessness	*	*		
Students in Foster Care	*	*		
Military-Connected Students	9	6.3%		
Migrant Students	*	*		

Climate and Environment

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

Percentage of Days Absent

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

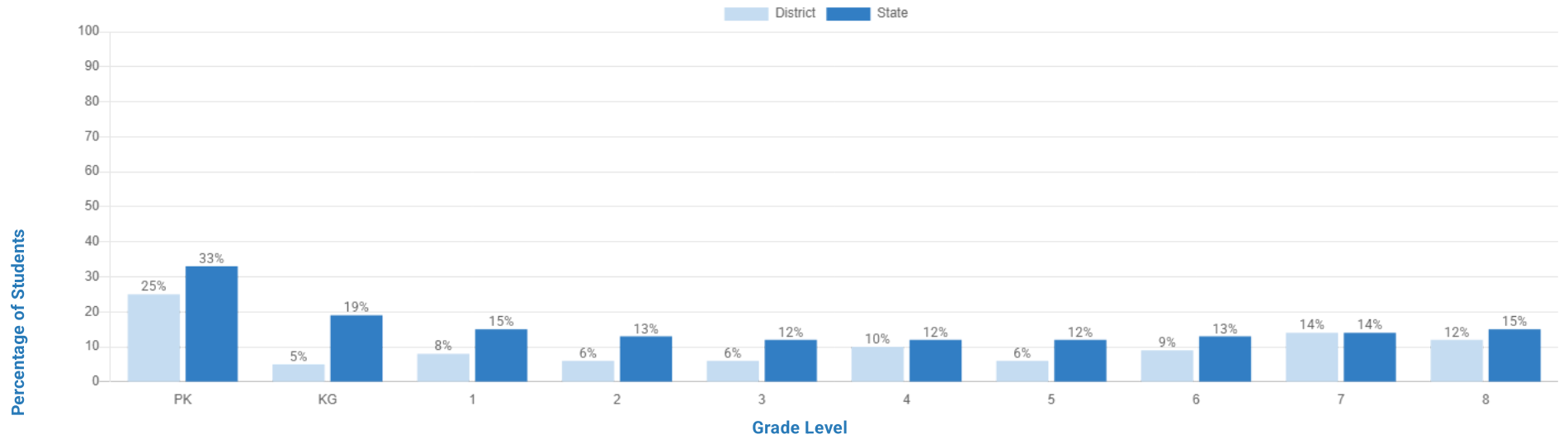


Climate and Environment

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

Chronic Absenteeism by Grade

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



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	8
Weapons	0
Vandalism	0
Substances	7
Harassment, Intimidation, Bullying (HIB)	18
Total Unique Incidents	33
Incidents Per 100 Students Enrolled	1.17

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	2
Weapons	0
Vandalism	0
Substances	7
Harassment, Intimidation, Bullying (HIB)	12
Other Incidents Leading to Removal	0

Climate and Environment

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	11	11
Religion	1	0	1
Ancestry	0	2	2
Gender	0	3	3
Sexual Orientation	1	0	1
Disability	0	0	0
Other	0	4	4
No Identified Nature	9		9

Climate and Environment

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Student Disciplinary Removals: By Student Group

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

Student Group	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
White	19	1%	<5	<5.00%	20	1%	0	0%	0	0%
Hispanic	7	3%	<5	<5.00%	7	3%	0	0%	0	0%
Black or African American	5	5%	<5	<5.00%	5	5%	0	0%	0	0%
Asian	0	0%	<5	<5.00%	0	0%	0	0%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
Two or more races	2	2%	<5	<5.00%	2	2%	0	0%	0	0%
Female	*	0%	*	<5.00%	*	0%	*	0%	*	0%
Male	*	2%	*	<5.00%	*	2%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	9	4%	<5	<5.00%	9	4%	0	0%	0	0%
Students with disabilities	16	2%	<5	<5.00%	16	2%	0	0%	0	0%

Climate and Environment

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

Student Disciplinary Removals: By Grade Level

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

Grade	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Districtwide	33	1%	4	0%	34	1%	0	0%	0	0%
PK	0	0%	<5	<5.00%	0	0%	0	0%	0	0%
KG	0	0%	<5	<5.00%	0	0%	0	0%	0	0%
1	0	0%	<5	<5.00%	0	0%	0	0%	0	0%
2	0	0%	<5	<5.00%	0	0%	0	0%	0	0%
3	1	0%	<5	<5.00%	1	0%	0	0%	0	0%
4	1	0%	<5	<5.00%	1	0%	0	0%	0	0%
5	0	0%	<5	<5.00%	0	0%	0	0%	0	0%
6	2	1%	<5	<5.00%	2	1%	0	0%	0	0%
7	14	5%	<5	<5.00%	14	5%	0	0%	0	0%
8	15	5%	<5	<5.00%	16	5%	0	0%	0	0%

Climate and Environment

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

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	21	1%	2	0%	0	0%	5	0%	0	0%	15	1%	1	0%
White	16	1%	<5	<5.00%	0	0%	3	0%	0	0%	12	1%	<5	<5.00%
Hispanic	3	1%	<5	<5.00%	0	0%	2	1%	0	0%	1	0%	<5	<5.00%
Black or African American	2	2%	<5	<5.00%	0	0%	0	0%	0	0%	2	2%	<5	<5.00%
Asian	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
Female	*	0%	*	<5.00%	*	0%	*	0%	*	0%	*	0%	*	<5.00%
Male	*	1%	*	<5.00%	*	0%	*	0%	*	0%	*	1%	*	<5.00%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	6	3%	<5	<5.00%	0	0%	1	0%	0	0%	5	2%	<5	<5.00%
Students with disabilities	10	2%	<5	<5.00%	0	0%	3	0%	0	0%	7	1%	<5	<5.00%

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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	21	1%	2	0%	0	0%	5	0%	0	0%	15	1%	1	0%
PK	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
KG	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
1	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
2	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
3	1	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
4	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
5	9	3%	<5	<5.00%	0	0%	0	0%	0	0%	9	3%	<5	<5.00%
6	1	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
7	3	1%	<5	<5.00%	0	0%	1	0%	0	0%	3	1%	<5	<5.00%
8	7	2%	<5	<5.00%	0	0%	4	1%	0	0%	3	1%	<5	<5.00%

Climate and Environment

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

Students Arrested by Type of Incident Leading to Arrest: By 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%

Climate and Environment

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

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

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

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

Report Key:

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

Climate and Environment

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

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

12

Report Key:

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

Climate and Environment

Student Access to Technology and Internet

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

Report Key:

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

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Teachers – Experience

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

Category	Teachers in District	Teachers in State
Total Number of teachers	236	119,239
Average years experience in public schools	12.6	12.6
Average years experience in district	12.5	11.3
Number of Teachers with 4 or more years experience in the district	178	87,243
Percentage of Teachers with 4 or more years experience in the district	79.1%	73.6%
Number of out-of-field teachers	12	2,931
Percentage of out-of-field teachers	5.1%	2.5%
Number of Teachers with Provisional Credentials	16	9,065
Percentage of Teachers with Provisional Credentials	6.8%	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	17	10,170
Average years experience in public schools	14.6	16.2
Average years experience in district	11.4	12.5
Number of Administrators with 4 or more years experience in the district	11	7,734
Percentage of Administrators with 4 or more years experience in the district	78.6%	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	236	119,239
Administrators	17	10,170
Librarians/Media Specialists	N	1,160
Nurses	7	3,025
School Counselors	8	4,673
Child Study Team Members	19	9,654
School Psychologists	4	2,185
School Social Workers	3	2,750
Student Assistance Coordinators	N	400
School Safety Specialists	1	681

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Student and Staff Ratios

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

Ratio	District Ratio
Students to Teachers	12:1
Students to Administrators	167:1
Teachers to Administrators	14:1
Students to Librarians/Media Specialists †	N
Students to Nurses †	404:1
Students to Counselors †	354:1
Students to Child Study Team Members †,††	38:1
Students to School Psychologists †	708:1
Students to School Social Workers †	944:1
Students to Student Assistance Coordinators †	N
Students to School Safety Specialists †	2831:1

† 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	50.0%	85-90%	40-60%	48.0%	77.0%	57.0%
Male	50.0%	10-15%	40-60%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤5%	≤20%	≤1%	≤1%	≤1%
White	79.6%	96.2%	94.1%	38.2%	81.8%	74.5%
Hispanic	8.2%	1.3%	0.0%	34.0%	8.6%	8.6%
Black or African American	3.3%	0.4%	0.0%	14.2%	6.4%	14.4%
Asian	4.6%	2.1%	5.9%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.4%	0.5%
Two or More Races	4.0%	0.0%	0.0%	3.1%	0.3%	0.4%

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

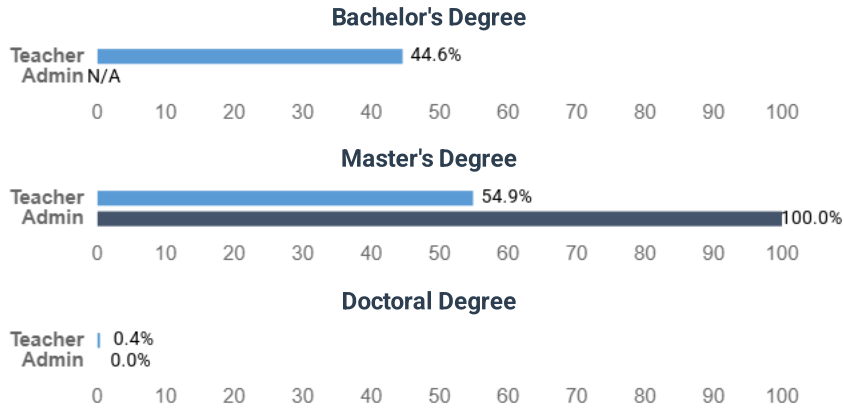
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district.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

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

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

Teachers and Administrators - Level of Education

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



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

This table shows the percentage of teachers and administrators assigned to this district in 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	94.2%	89.5%
2022-23 Administrators: Same district 2023-24	93.8%	87.9%

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Teachers 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)	95	90-95%	5-10%	≤5%	96.8%	1.1%	1.1%	1.1%	0.0%	0.0%	0.0%	73.9%	50.0%	48.9%	1.1%
English/Language Arts/Literacy	25	>80%	≤20%	≤20%	96.0%	0.0%	0.0%	4.0%	0.0%	0.0%	0.0%	87.0%	34.8%	65.2%	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	13	*	*	*	92.3%	0.0%	0.0%	7.7%	0.0%	0.0%	0.0%	100.0%	16.7%	83.3%	0.0%
Science	11	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	36.4%	63.6%	0.0%
Social Studies/History	10	*	*	*	90.0%	0.0%	0.0%	10.0%	0.0%	0.0%	0.0%	88.9%	66.7%	33.3%	0.0%
World Language	3	*	*	*	33.3%	66.7%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
Visual and Performing Arts	14	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	92.9%	57.1%	42.9%	0.0%
Health/Physical Education	11	*	*	*	90.9%	0.0%	0.0%	9.1%	0.0%	0.0%	0.0%	90.0%	40.0%	60.0%	0.0%
Family & Consumer Sciences	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Computer Science/IT	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	67	90-95%	5-10%	≤5%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	72.7%	36.9%	63.1%	0.0%
Bilingual	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N

Per-Pupil Expenditures

Per-Pupil Expenditures by Source

The table below summarizes the most recently available expenses for regular and special education students taught at schools in the district. The amounts include both actual personnel and actual non-personnel expenditures and include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities. An overall cost per pupil for a given school can be calculated by adding the Central Expenditures and the Expenditures Not Assigned to a School to the School Level Expenditures reported for that school. The Average Daily Enrollment (ADE**) comes from the 2023-24 School Registry Summary (SRS).

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

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

[Link to District Summary of 2023-24 School-Level Per Pupil Expenditures by Source](#)

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

Medford Twp	Federal	State & Local	Total	ADE**
District Level Total Expenditures	\$487	\$19,032	\$19,519	2,723.2
District Level Central Expenditures	\$146	\$5,049	\$5,195	2,723.2
Chairville Elementary School	\$291	\$13,029	\$13,320	416.7
Cranberry Pines Elementary	\$336	\$14,720	\$15,056	352.9
Kirby S Mill Elementary School	\$690	\$13,587	\$14,277	359.4
Haines Sixth Grade Center	\$347	\$16,382	\$16,729	290.0
Medford Memorial Middle School	\$174	\$13,875	\$14,049	579.8
Milton H. Allen Elementary School	\$290	\$12,517	\$12,807	418.4
Taunton Forge Elementary School	\$387	\$14,836	\$15,223	306.0

Report Key:

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

Accountability

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

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.

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 Accountability Indicator	2021-22	2022-23	2023-24
ELA Proficiency	72.7%	69.7%	65.7%
Math Proficiency	58.8%	59.4%	57.0%
ELA Growth†	68	46	43
Math Growth†	69	48	40
4-Year Graduation Rate (Prior Year)††	N	N	N
5-Year Graduation Rate (Prior Year)††	N	N	N
Progress toward English Language Proficiency	60.0%	52.0%	59.0%
Chronic Absenteeism	11.0%	9.4%	8.5%

†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.

Accountability

Accountability Summary by Student Group - 2023-24 School Year

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

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

Student Group	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	4-Year Graduation Rate	5-Year Graduation Rate	Progress toward English Language Proficiency	Chronic Absenteeism
Districtwide	Not Met	Not Met	Met Standard	Met Standard	N	N	Met Goal	Met
White	Not Met	Not Met	Met Standard	Not Met	N	N		Met
Hispanic	Not Met	Met Target†	Met Standard	Met Standard	N	N		Not Met
Black or African American	Met Target†	Not Met	Not Met	Met Standard	N	N		Not Met
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Target†	Met Standard	Met Standard	N	N		Met
American Indian or Alaska Native	**	**	**	**	N	N		**
Two or More Races	Met Target†	Met Target†	Met Standard	Met Standard	N	N		Met
Economically Disadvantaged Students	Met Target†	Not Met	Not Met	Not Met	N	N		Not Met
Students with Disabilities	Not Met	Not Met	Not Met	Met Standard	N	N		Met
Multilingual Learners	Met Target†	Met Target†	**	**	N	N	Met Goal	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:

- MTPS has strong academic performance. We offer robust curricula emphasizing critical thinking, creativity, & problem-solving.
- Beyond academics, MTPS provides a range of extracurriculars catering to diverse interests. These include athletics, arts, music, and clubs for students to explore passions & develop new skills.
- Community involvement is a cornerstone of MTPS. The district actively engages with parents, local organizations, & community members to create a supportive and collaborative educational environment.



Mission, Vision, Theme:

The MTPS community collaborates in the joy of authentic learning experiences so graduates leave as strong, independent learners equipped with strategies to tackle challenges and direct their social, emotional and academic growth.



Awards, Recognition, Accomplishments:

In addition to awards and recognitions received for academic purposes, MTPS received over \$2 million to provide full day preschool to all 3- and 4- year olds. Additionally, we received over \$150,000 in grant money for High Impact Tutoring for accelerating learning in Math for 3rd-5th graders. As far as operations and maintenance, we have received several awards, recognitions and financial rebates on our efforts to be a more efficient and cost effective institution in areas ranging from our boilers through our energy use. Consistently, MTPS is extremely competitive on state assessments as compared with districts within their district factor group and throughout the State. Based on a report from 2022, Medford Township Public School was recognized as having one of the Top 30 schools in the State of New Jersey, Kirby's Mill Elementary School. In 2023, both Taunton Forge and Chairville Schools led the county in standardized assessment scores in the New Jersey Student Learning Assessment.

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.



Courses, Curriculum, Instruction:

Students learn through a rich, diverse curricular programming provided by an excellent teaching staff dedicated to the individual learner. Literacy instruction includes whole group, small group, and individual work through Guided Reading and the Workshop model. Mathematics, science, and social studies programming is complemented with the infusion of technology, the arts, and health & physical education within the students' instructional day.



Clubs and Activities:

MTPS District offers an array of after school activities for students to voluntarily participate in programs which promote positive self-esteem, leadership and character. Student opportunities range from after school clubs to organized, competitive teams. These efforts yield the next generation of artists, athletes, musicians, engineers, mathematicians, scientists, teachers and the list goes on and on.



Before and After School Programs:

The Medford Township Public Schools partners with the local YMCA of the Pines to provide before and after care programs for Preschool-5th Grade.

Narrative

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Staff and Professional Learning:

MTPS District's commitment to professional development for staff is second to none. Two-hour delayed openings and several in-service days provide opportunities for staff to grow professionally. Building based PLCs are the norm, as well as mini-professional learning opportunities in each building. Throughout the year grade level/department groups of teachers are released for professional development during the school day to participate in district initiatives.



Student Supports and Services:

MTPS provides a continuum of programs for students with disabilities from Preschool through grade 8. I&RS Teams are organized to provide interventions and strategies using a multi-tiered system of support for students experiencing difficulties in the school setting. Teachers, Child Study Team Members, School Administrators, School Counselors, Nurses, and Related Service Providers address academic, emotional, medical, and behavioral needs.



Student Health and Wellness:

Beginning in kindergarten through grade eight, students are actively engaged in physical education programs that meet the state requirements. Play, walking, running, games and personalized training are components of programs that promote a healthy lifestyle. A wellness program is offered at the middle school, integrating theory into healthy practice. Students' social emotion wellness rooted in the repsonsive classroom approach reinforce student's emotional development, completing the district's commitment to overall student health.

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Parent and Community Involvement:

MTPS strongly believes that parents and the community are partners in all phases of the educational process. A district-wide Home and School Association and the Medford Education Foundation support our schools and assist us in making personal connections with our students, parents and community. The township's Public Safety departments play a vital role in supporting school programs and assist in school security. MTPS enjoys positive relationships with businesses and service organizations.



Climate Surveys:

Is a Climate Survey Used: No;



Facilities:

MTPS consists of five neighborhood elementary schools, a sixth grade center and a middle school located on the same campus. The district has a transportation center and Central Office/BOE building. It transports over 2600 students daily with a 55 bus fleet. Several buildings have geothermal systems and the district has one of the largest public school solar projects in the state. Our facilities are capable of year round climate control offering an environment optimal for learning.

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School Safety:

All MTPS schools are equipped with access control systems and locking vestibules allowing for thorough and efficient visitor screening. Our facilities are fully compliant with Alyssa's law, and our local Police have remote access to our security and surveillance system. The District's security platform has integrated features which allow for efficient, timely response to a multitude of security concerns and threats.



Technology and STEM:

Students in Medford begin exploring an array of technology very early in their school career. As early as Kindergarten, students use technology to investigate, hypothesize, collect and analyze data and extrapolate understandings to unknown scenarios. Students utilize individual devices throughout their learning environments through our 1:1 program which virtually tears down walls of our physical learning environments to bring a world of learning to each student. In Grades 1-6, every student engages in Engineering units that extend & support lessons they learn in their Science Classrooms. A variety of engineering concepts are delivered through hands-on units that focus on the engineering design process and design thinking. In the "Fab" Labs, students utilize various robotic devices to understand algorithms, computer science and the foundational elements of coding. Coding and engineering exploratory classes are offered to middle school students in Grades 7-8.



Early Childhood Education:

A high quality full-day preschool program is available for children ages 3 and 4 for free. This full day program focuses on early academic and social skills that can enhance readiness for kindergarten.

Report Key:

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

Narrative

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Daily attendance in the Medford Township Public Schools is vital for fostering academic success, social development, and long-term opportunities for students. By prioritizing regular attendance, we can help ensure that students in Medford, NJ, are well-equipped for a bright and promising future. Encouraging a culture of attendance benefits not only the students but also the entire school community, paving the way for a thriving educational environment.