



Mount Laurel Township School District (05-3440)

2023-2024

County: Burlington

Superintendent: Dr. George Rafferty

District: Mount Laurel Township School District

[District Website](#)

330 Mount Laurel Road
Mount Laurel, NJ 08054

856-235-3387



4,365
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	Mount Laurel Township School District
Superintendent Name	Dr. George Rafferty
Address	330 Mount Laurel Road, Mount Laurel, NJ 08054
Phone Number	856-235-3387
Email Address	grafferty@mtlaurelschools.org
Website	www.mtlaurelschools.org
Facebook	https://www.facebook.com/mlschools/
Twitter	https://x.com/MTL_Super

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
Countryside Elementary School	PK-04
Fleetwood Elementary School	PK-04
Hartford Upper Elementary School	04-06
Hillside Elementary School	KG-04
Larchmont Elementary School	PK-04
Parkway Elementary School	PK-04
Springville Elementary School	PK-04
T. E. Harrington Middle School	07-08

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	155	226	343
KG	420	412	399
1	443	425	429
2	428	456	431
3	430	442	479
4	443	438	462
5	452	453	437
6	443	453	462
7	493	446	461
8	492	491	462
Total	4,199	4,242	4,365

Enrollment Trends by Student Group

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

Student Group	2021-22	2022-23	2023-24
Female	48.0%	48.0%	48.0%
Male	52.0%	52.0%	52.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	13.7%	15.2%	16.1%
Students with Disabilities	18.5%	18.6%	18.7%
Multilingual Learners	2.5%	2.3%	2.3%
Students Experiencing Homelessness	0.3%	0.8%	0.9%
Students in Foster Care	0.3%	0.1%	0.2%
Military-Connected Students	3.0%	3.0%	2.7%
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	50.6%	48.4%	47.3%
Hispanic	11.3%	12.0%	12.9%
Black or African American	14.8%	15.4%	15.6%
Asian	15.8%	15.5%	15.2%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.0%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two Or More Races	7.2%	8.4%	8.8%

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.

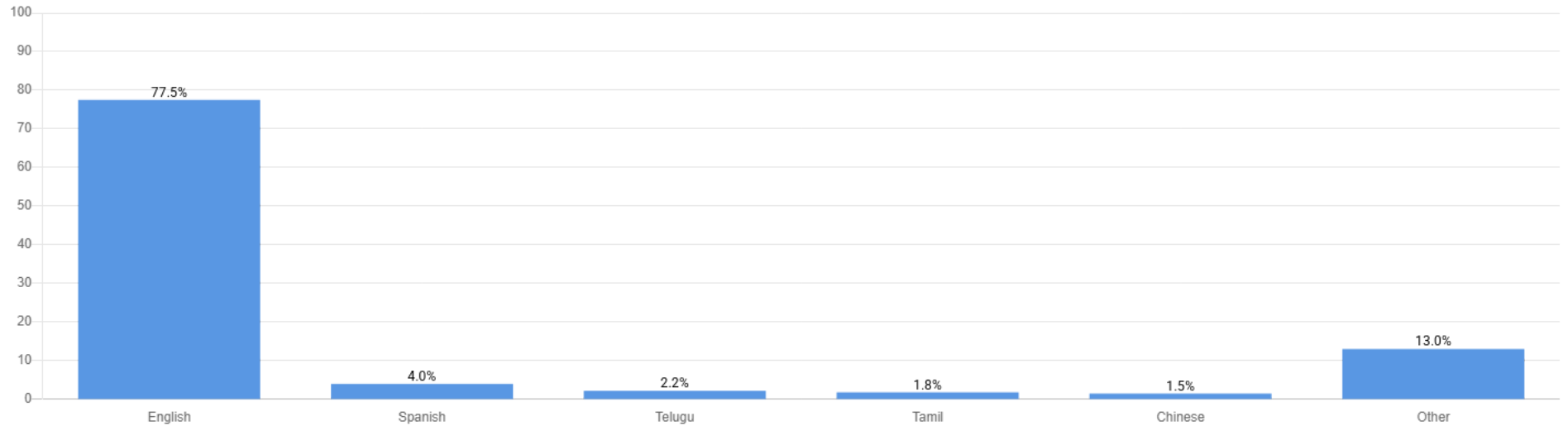
Grade	2021-22	2022-23	2023-24
PK - Half Day	149	2	0
PK - Full Day	6	224	343
KG - Half Day	0	0	0
KG - Full Day	420	412	399

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.

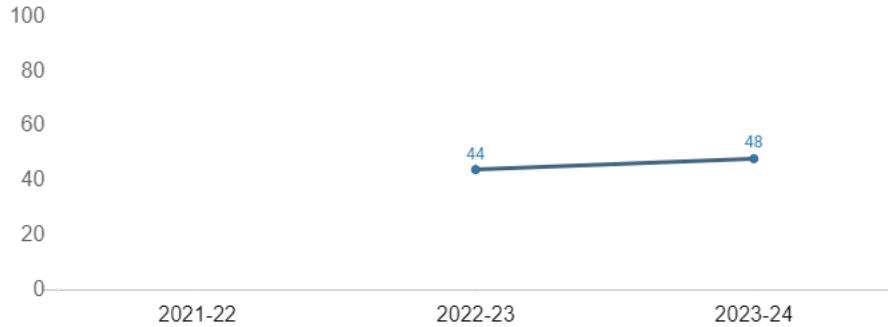
Important Note for 2023-24: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022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

Student Growth Trends and Progress

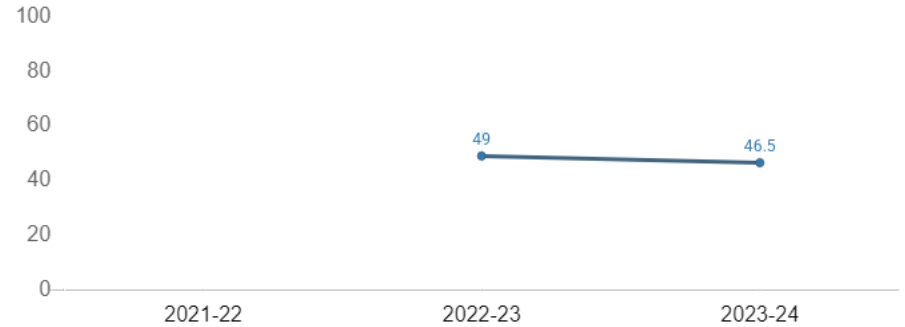
These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

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ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Median Student Growth Percentile		44	48		49	46.5
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	48	50	Met Standard	46.5	50	Met Standard
White	45	50	Met Standard	46	51	Met Standard
Hispanic	44	49	Met Standard	44	48	Met Standard
Black or African American	49	47	Met Standard	40	46	Met Standard
Asian, Native Hawaiian, or Pacific Islander	58	59	Met Standard	57	60	Met Standard
American Indian or Alaska Native	*	50	**	*	50	**
Two or More Races	50	50	Met Standard	50	51	Met Standard
Female	49	52		49	50	
Male	46	48		44	50	
Non-Binary/Undesignated Gender	N	44		N	45.5	
Economically Disadvantaged Students	39	48	Not Met	41	48	Met Standard
Students with Disabilities	49	43	Met Standard	43	44	Met Standard
Multilingual Learners	55.5	50	Met Standard	53.5	50	Met Standard
Students Experiencing Homelessness	35	43		52.5	45	
Students in Foster Care	*	40		*	47	
Military-Connected Students	38	47.5		40	51	
Migrant Students	N	53		N	44	

Student Growth

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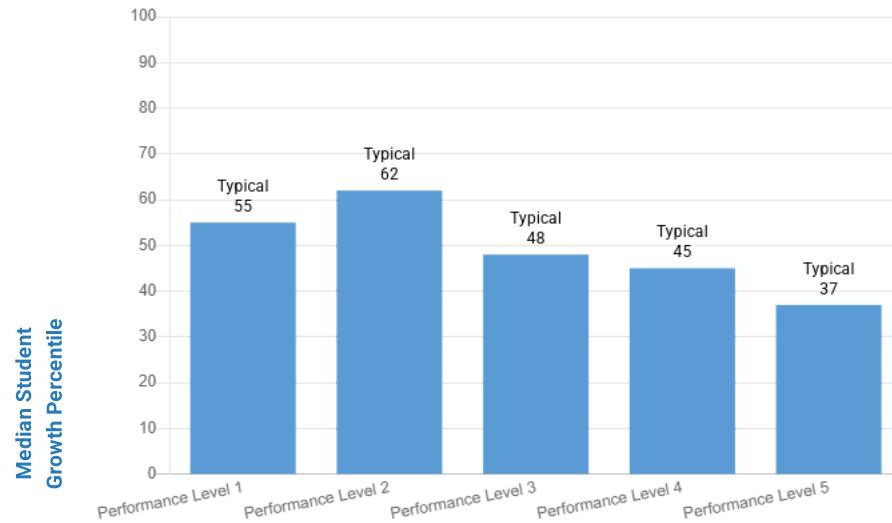
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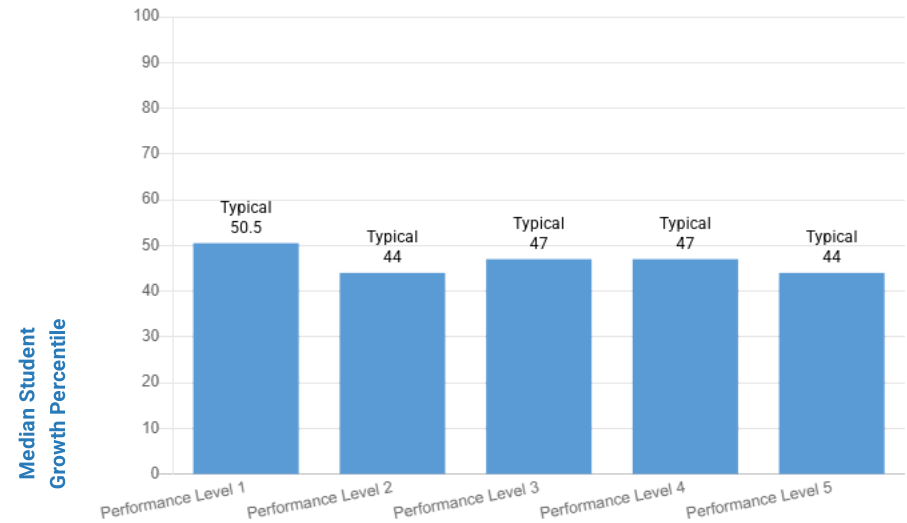
Student Growth by Performance Level

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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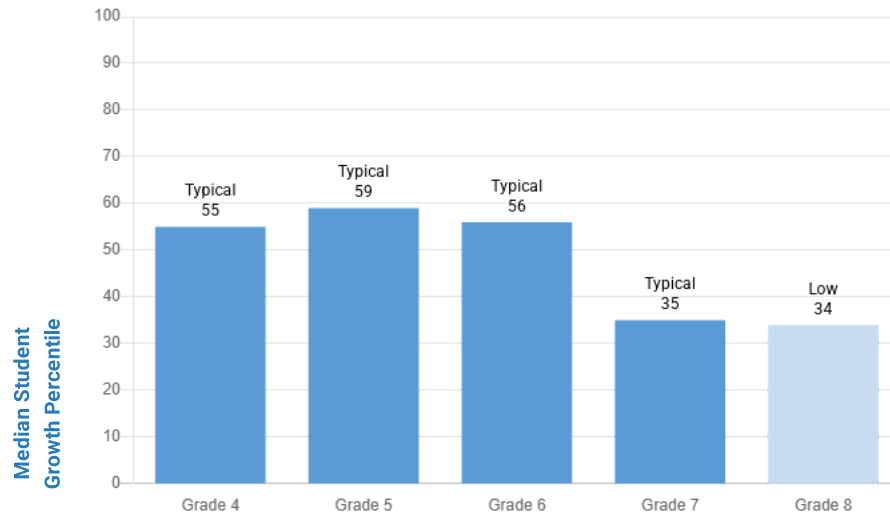
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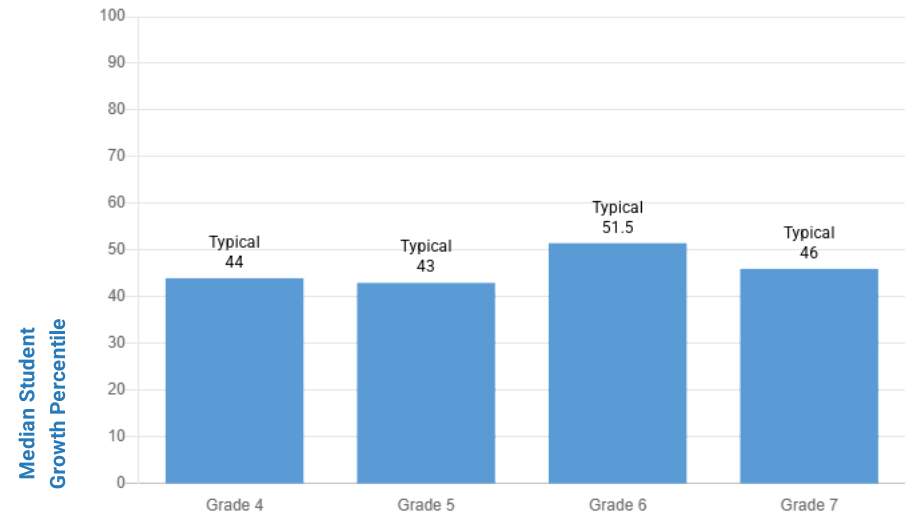
Student Growth by Grade

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

ELA



Math



Academic Achievement

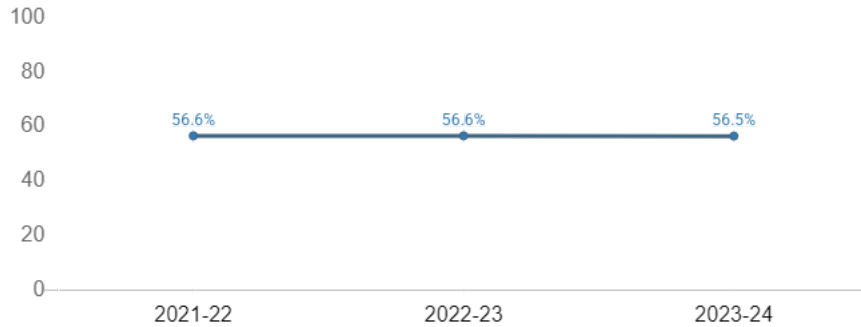
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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

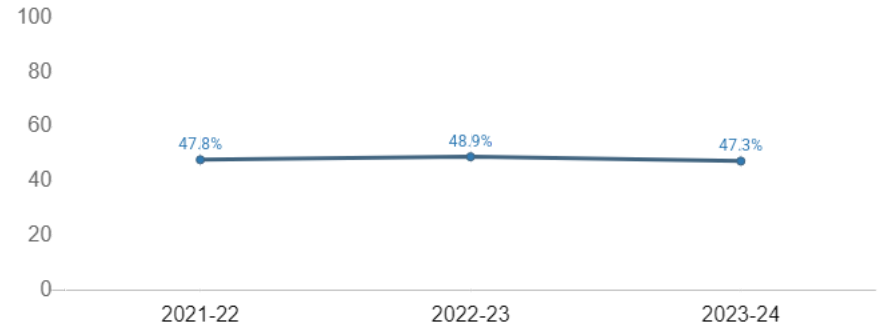
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	99.0%	98.5%	98.4%	98.9%	98.6%	98.4%
Proficiency Rate for Federal Accountability	56.6%	56.6%	56.5%	47.8%	48.9%	47.3%
Annual Target	66.2%	67.1%	58.0%	58.9%	60.2%	50.6%
Met Annual Target?	Not Met	Not Met	Met Target†	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](#).

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

English Language Arts Assessment - 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	2,659	98.4%	56.5%	52.2%	56.5%	58%	Met Target†
White	1,287	98.2%	59.3%	61.8%	59.3%	62.3%	Not Met
Hispanic	316	99.1%	44.3%	38%	44.3%	46.7%	Met Target†
Black or African American	420	97.6%	35.5%	35.9%	35.5%	35.4%	Met Target
Asian, Native Hawaiian, or Pacific Islander	406	99.5%	76.1%	79.9%	76.1%	73.9%	Met Target
American Indian or Alaska Native	*	*	*	51.2%	*	**	**
Two or More Races	*	98.3%	61.9%	59.4%	61.9%	59.3%	Met Target
Female	*	98.3%	64.7%	57.7%	64.7%		
Male	*	98.5%	49.1%	47%	49.1%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	364	97.7%	34.6%	34.6%	34.6%	35.5%	Met Target†
Non-Economically Disadvantaged Students	2,295	98.5%	60%	62.8%	60%		
Students with Disabilities	470	95.7%	19.6%	19.8%	19.6%	20%	Met Target†
Students without Disabilities	2,189	99%	64.5%	59.4%	64.5%		
Multilingual Learners	98	100%	38.8%	23.1%	38.8%	40.3%	Met Target†
Non-Multilingual Learners	2,561	98.4%	57.2%	56.2%	57.2%		
Students Experiencing Homelessness	16	100%	18.8%	21.9%	18.8%		
Students in Foster Care	*	*	*	19.3%	*		
Military-Connected Students	70	98.7%	42.9%	48.2%	42.9%		
Migrant Students	*	*	*	13.3%	*		

† Target was met within a confidence interval.

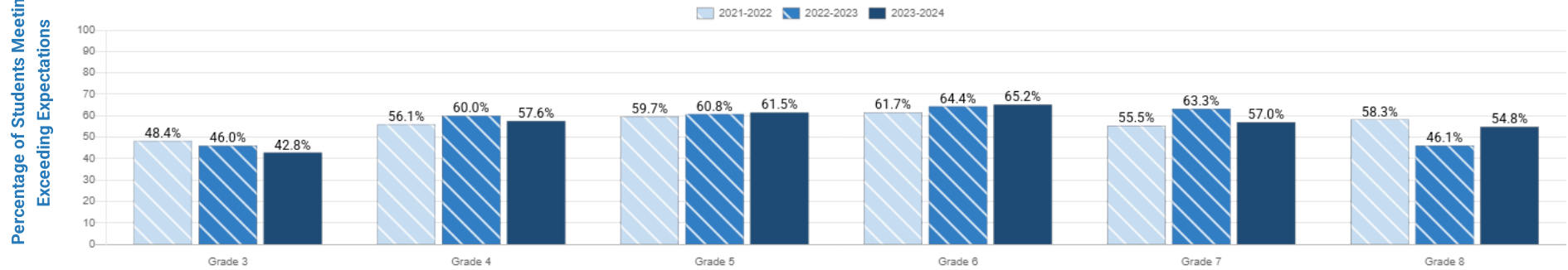
Academic Achievement

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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	470	740	741	16%	15%	26%	40%	3%	43%	44%
White	201	744	751	11%	14%	25%	46%	2%	49%	53%
Hispanic	61	728	724	25%	18%	28%	30%	0%	30%	29%
Black or African American	83	720	725	34%	12%	28%	24%	2%	27%	29%
Asian, Native Hawaiian, or Pacific Islander	72	758	770	6%	15%	24%	50%	6%	56%	70%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	46%
Two or More Races	*	747	751	11%	17%	28%	40%	4%	43%	52%
Female	*	749	746	10%	11%	29%	45%	5%	50%	48%
Male	*	733	736	21%	19%	23%	36%	1%	37%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	63	710	722	43%	16%	24%	16%	2%	17%	26%
Non-Economically Disadvantaged Students	407	745	753	12%	15%	27%	44%	3%	47%	55%
Students with Disabilities	96	706	710	50%	11%	23%	16%	0%	16%	18%
Students without Disabilities	374	749	747	7%	16%	27%	46%	3%	50%	49%
Multilingual Learners	12	709	704	*	*	*	*	*	*	13%
Non-Multilingual Learners	458	741	746	16%	14%	26%	41%	3%	44%	48%
Students Experiencing Homelessness	*	*	707	*	*	*	*	*	*	18%
Students in Foster Care	*	*	711	*	*	*	*	*	*	18%
Military-Connected Students	12	728	739	8%	33%	42%	17%	0%	17%	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	450	751	749	11%	10%	21%	44%	14%	58%	51%
White	*	757	758	9%	11%	15%	48%	17%	65%	61%
Hispanic	58	743	734	16%	10%	28%	38%	9%	47%	35%
Black or African American	73	725	733	26%	18%	32%	22%	3%	25%	34%
Asian, Native Hawaiian, or Pacific Islander	73	767	776	4%	3%	19%	53%	21%	74%	78%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	51%
Two or More Races	*	754	757	3%	3%	28%	55%	10%	66%	60%
Female	*	756	752	9%	8%	18%	48%	16%	64%	54%
Male	*	747	745	13%	12%	23%	39%	12%	51%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	63	724	731	30%	14%	25%	30%	0%	30%	32%
Non-Economically Disadvantaged Students	387	756	760	8%	10%	20%	46%	16%	62%	63%
Students with Disabilities	91	717	720	41%	20%	16%	19%	4%	23%	21%
Students without Disabilities	359	760	755	4%	8%	22%	50%	16%	66%	57%
Multilingual Learners	11	735	711	9%	9%	64%	18%	0%	18%	13%
Non-Multilingual Learners	439	752	753	11%	10%	20%	44%	14%	59%	55%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	20%
Students in Foster Care	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	11	731	747	27%	18%	9%	45%	0%	45%	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	423	758	750	6%	12%	21%	47%	14%	61%	52%
White	197	763	760	3%	10%	22%	50%	15%	65%	63%
Hispanic	61	748	736	8%	21%	18%	43%	10%	52%	37%
Black or African American	62	744	734	11%	16%	21%	48%	3%	52%	35%
Asian, Native Hawaiian, or Pacific Islander	68	768	778	9%	3%	15%	49%	25%	74%	80%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	*	756	757	6%	11%	31%	37%	14%	51%	60%
Female	*	764	755	3%	10%	19%	50%	17%	68%	57%
Male	*	753	745	9%	13%	22%	44%	11%	56%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	62	739	732	13%	23%	24%	39%	2%	40%	33%
Non-Economically Disadvantaged Students	361	761	761	5%	10%	20%	49%	16%	65%	64%
Students with Disabilities	73	725	719	26%	29%	16%	26%	3%	29%	20%
Students without Disabilities	350	765	756	2%	8%	22%	52%	17%	68%	59%
Multilingual Learners	*	*	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	759	754	6%	11%	21%	48%	14%	63%	57%
Students Experiencing Homelessness	*	*	718	*	*	*	*	*	*	22%
Students in Foster Care	*	*	721	*	*	*	*	*	*	20%
Military-Connected Students	*	*	747	*	*	*	*	*	*	48%
Migrant Students	*	*	721	*	*	*	*	*	*	20%

Academic Achievement

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

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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	445	760	751	5%	7%	23%	48%	17%	65%	53%
White	203	762	760	4%	5%	25%	51%	15%	66%	63%
Hispanic	56	749	738	9%	7%	27%	48%	9%	57%	39%
Black or African American	81	750	735	5%	16%	28%	42%	9%	51%	35%
Asian, Native Hawaiian, or Pacific Islander	66	774	778	3%	6%	11%	45%	35%	80%	82%
American Indian or Alaska Native	*	*	748	*	*	*	*	*	*	49%
Two or More Races	*	764	758	8%	3%	11%	53%	26%	79%	60%
Female	*	768	756	2%	5%	21%	50%	23%	73%	59%
Male	*	753	746	8%	10%	25%	47%	11%	58%	48%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	68	741	735	15%	13%	26%	38%	7%	46%	35%
Non-Economically Disadvantaged Students	377	763	761	3%	6%	22%	50%	19%	69%	65%
Students with Disabilities	69	724	719	26%	16%	41%	13%	4%	17%	17%
Students without Disabilities	376	767	758	1%	6%	19%	55%	19%	74%	60%
Multilingual Learners	*	*	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	761	754	4%	6%	23%	49%	17%	66%	57%
Students Experiencing Homelessness	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	724	*	*	*	*	*	*	22%
Military-Connected Students	15	753	754	7%	7%	47%	13%	27%	40%	55%
Migrant Students	*	*	712	*	*	*	*	*	*	29%

Academic Achievement

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

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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	463	756	752	8%	13%	22%	33%	24%	57%	54%
White	230	754	761	7%	13%	27%	33%	20%	53%	64%
Hispanic	46	741	737	17%	17%	20%	33%	13%	46%	39%
Black or African American	75	740	734	13%	19%	29%	28%	11%	39%	37%
Asian, Native Hawaiian, or Pacific Islander	74	787	785	1%	1%	9%	34%	54%	88%	84%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	51%
Two or More Races	*	761	759	6%	17%	9%	43%	26%	69%	60%
Female	*	764	758	5%	9%	19%	39%	28%	67%	60%
Male	*	749	746	11%	16%	25%	29%	20%	48%	48%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	69	743	734	9%	22%	33%	25%	12%	36%	36%
Non-Economically Disadvantaged Students	394	759	762	8%	11%	20%	35%	26%	61%	64%
Students with Disabilities	64	715	715	*	*	*	*	*	*	18%
Students without Disabilities	399	763	759	5%	10%	21%	38%	27%	65%	61%
Multilingual Learners	*	*	700	*	*	*	*	*	*	*
Non-Multilingual Learners	*	757	756	8%	12%	22%	34%	24%	58%	58%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	21%
Students in Foster Care	*	*	712	*	*	*	*	*	*	17%
Military-Connected Students	14	754	747	7%	14%	29%	29%	21%	50%	50%
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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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	438	751	751	10%	12%	23%	43%	11%	55%	53%
White	233	753	760	9%	10%	24%	44%	13%	57%	62%
Hispanic	38	733	736	13%	26%	32%	29%	0%	29%	39%
Black or African American	63	724	735	24%	24%	33%	17%	2%	19%	37%
Asian, Native Hawaiian, or Pacific Islander	69	775	783	1%	3%	10%	62%	23%	86%	82%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	52%
Two or More Races	*	760	757	3%	9%	17%	63%	9%	71%	59%
Female	*	760	759	7%	11%	17%	48%	17%	65%	60%
Male	*	744	743	12%	13%	29%	39%	6%	45%	46%
Non-binary/undesignated gender	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	48	729	734	23%	25%	27%	21%	4%	25%	36%
Non-Economically Disadvantaged Students	390	754	761	8%	11%	23%	46%	12%	58%	63%
Students with Disabilities	47	705	713	*	*	*	*	*	*	16%
Students without Disabilities	391	757	758	6%	10%	23%	48%	13%	61%	60%
Multilingual Learners	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	752	755	9%	12%	24%	44%	12%	55%	56%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	23%
Students in Foster Care	*	*	708	*	*	*	*	*	*	14%
Military-Connected Students	14	733	743	7%	29%	36%	29%	0%	29%	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 [NJDOE's Assessment page](#).

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	2,663	98.4%	47.3%	40.2%	47.3%	50.6%	Not Met
White	1,289	98.2%	50.3%	51.1%	50.3%	54.8%	Not Met
Hispanic	316	99.1%	32.6%	24.2%	32.6%	37.7%	Not Met
Black or African American	421	97.4%	19.5%	20.1%	19.5%	21.5%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	406	99.5%	77.1%	74.4%	77.1%	75.4%	Met Target
American Indian or Alaska Native	*	*	*	42%	*	**	**
Two or More Races	*	98.3%	48.9%	48.9%	48.9%	49%	Met Target†
Female	*	98.4%	45.8%	38.4%	45.8%		
Male	*	98.4%	48.6%	42%	48.6%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	365	97.2%	20.8%	21.7%	20.8%	23.4%	Met Target†
Non-Economically Disadvantaged Students	2,298	98.6%	51.5%	51.5%	51.5%		
Students with Disabilities	469	95.5%	20.7%	16.6%	20.7%	20.3%	Met Target
Students without Disabilities	2,194	99%	53%	45.4%	53%		
Multilingual Learners	102	100%	35.3%	18.7%	35.3%	46.6%	Not Met
Non-Multilingual Learners	2,561	98.3%	47.8%	43.5%	47.8%		
Students Experiencing Homelessness	15	88.2%	<10%	12.9%	<10%		
Students in Foster Care	*	*	*	12.4%	*		
Military-Connected Students	71	100%	36.6%	38.8%	36.6%		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

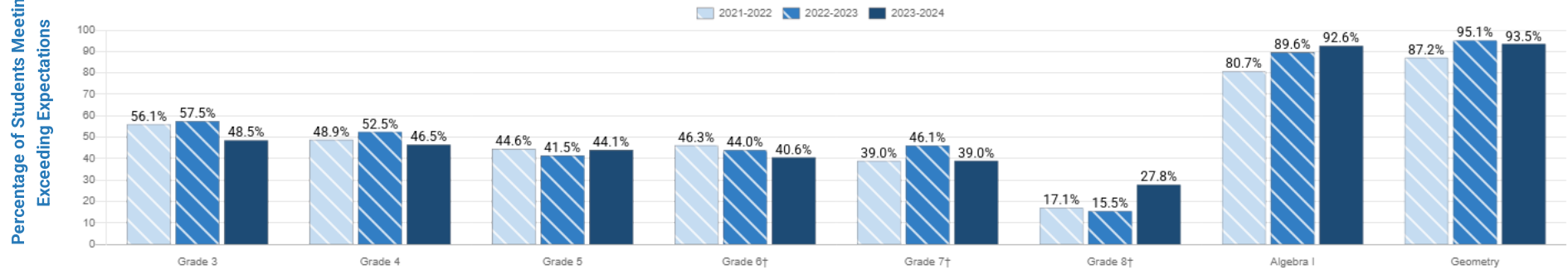
Academic Achievement

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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	474	747	747	10%	13%	28%	36%	12%	49%	48%
White	203	751	757	6%	8%	36%	37%	13%	50%	60%
Hispanic	61	729	732	21%	23%	23%	30%	3%	33%	31%
Black or African American	83	725	728	22%	28%	23%	24%	4%	28%	27%
Asian, Native Hawaiian, or Pacific Islander	74	772	776	0%	7%	18%	50%	26%	76%	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	51%
Two or More Races	*	755	755	9%	9%	25%	42%	15%	57%	56%
Female	*	749	744	7%	14%	28%	39%	12%	51%	45%
Male	*	746	749	13%	13%	28%	34%	13%	47%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	64	718	729	28%	34%	23%	13%	2%	14%	28%
Non-Economically Disadvantaged Students	410	752	758	7%	10%	29%	40%	14%	54%	60%
Students with Disabilities	96	721	725	31%	18%	27%	21%	3%	24%	25%
Students without Disabilities	378	754	751	5%	12%	28%	40%	15%	55%	52%
Multilingual Learners	14	729	722	14%	14%	57%	14%	0%	14%	20%
Non-Multilingual Learners	460	748	751	10%	13%	27%	37%	13%	50%	52%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	17%
Students in Foster Care	*	*	719	*	*	*	*	*	*	18%
Military-Connected Students	12	725	746	8%	33%	42%	17%	0%	17%	47%
Migrant Students	*	*	727	*	*	*	*	*	*	12%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	449	747	744	10%	16%	27%	39%	8%	47%	45%
White	*	752	754	5%	15%	27%	46%	8%	53%	57%
Hispanic	58	738	730	16%	17%	29%	36%	2%	38%	28%
Black or African American	72	717	726	32%	29%	29%	10%	0%	10%	24%
Asian, Native Hawaiian, or Pacific Islander	73	770	773	3%	4%	21%	51%	22%	73%	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	50%
Two or More Races	*	741	752	3%	28%	31%	31%	7%	38%	54%
Female	*	747	743	10%	17%	26%	37%	9%	47%	43%
Male	*	747	746	10%	16%	27%	40%	7%	47%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	62	719	727	32%	29%	19%	19%	0%	19%	25%
Non-Economically Disadvantaged Students	387	751	755	7%	14%	28%	42%	9%	51%	58%
Students with Disabilities	91	718	722	34%	24%	24%	15%	2%	18%	21%
Students without Disabilities	358	754	749	4%	15%	27%	44%	9%	54%	50%
Multilingual Learners	11	729	718	27%	18%	18%	36%	0%	36%	14%
Non-Multilingual Learners	438	747	748	10%	16%	27%	39%	8%	47%	49%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	15%
Students in Foster Care	*	*	716	*	*	*	*	*	*	15%
Military-Connected Students	11	719	744	27%	36%	18%	9%	9%	18%	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	422	745	741	6%	17%	33%	37%	7%	44%	40%
White	197	750	751	2%	14%	34%	42%	8%	50%	53%
Hispanic	61	732	726	15%	18%	39%	25%	3%	28%	23%
Black or African American	61	729	722	11%	30%	41%	16%	2%	18%	19%
Asian, Native Hawaiian, or Pacific Islander	68	759	772	6%	7%	22%	50%	15%	65%	76%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	*	744	748	3%	29%	26%	37%	6%	43%	49%
Female	*	745	739	4%	17%	38%	34%	7%	41%	38%
Male	*	746	742	8%	17%	28%	40%	8%	47%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	61	725	724	11%	36%	34%	18%	0%	18%	20%
Non-Economically Disadvantaged Students	361	749	752	5%	14%	33%	40%	9%	48%	53%
Students with Disabilities	73	721	717	26%	38%	14%	16%	5%	22%	16%
Students without Disabilities	349	751	746	2%	13%	37%	41%	8%	49%	45%
Multilingual Learners	*	*	711	*	*	*	*	*	*	*
Non-Multilingual Learners	*	746	744	6%	17%	33%	37%	7%	45%	44%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	12%
Students in Foster Care	*	*	714	*	*	*	*	*	*	10%
Military-Connected Students	*	*	741	*	*	*	*	*	*	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	448	742	737	7%	23%	30%	34%	6%	41%	36%
White	203	744	746	6%	19%	28%	42%	6%	48%	47%
Hispanic	56	729	723	9%	36%	32%	21%	2%	23%	20%
Black or African American	82	726	718	12%	35%	37%	15%	1%	16%	15%
Asian, Native Hawaiian, or Pacific Islander	68	763	768	3%	7%	22%	50%	18%	68%	73%
American Indian or Alaska Native	*	*	735	*	*	*	*	*	*	33%
Two or More Races	*	743	743	5%	26%	34%	29%	5%	34%	45%
Female	*	741	736	7%	26%	27%	33%	7%	40%	34%
Male	*	743	738	7%	19%	32%	36%	6%	41%	38%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	70	723	721	17%	31%	41%	9%	1%	10%	17%
Non-Economically Disadvantaged Students	378	745	747	5%	21%	28%	39%	7%	46%	48%
Students with Disabilities	69	716	714	25%	41%	22%	13%	0%	13%	12%
Students without Disabilities	379	747	741	4%	20%	31%	38%	7%	46%	41%
Multilingual Learners	11	718	707	*	*	*	*	*	*	*
Non-Multilingual Learners	437	742	740	6%	23%	29%	35%	6%	42%	39%
Students Experiencing Homelessness	*	*	711	*	*	*	*	*	*	*
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	16	741	739	6%	19%	31%	44%	0%	44%	37%
Migrant Students	*	*	704	*	*	*	*	*	*	13%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 7

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	405	741	739	7%	21%	33%	34%	5%	39%	37%
White	209	742	748	6%	17%	37%	33%	6%	39%	50%
Hispanic	43	735	728	7%	37%	26%	28%	2%	30%	23%
Black or African American	74	729	724	14%	30%	36%	19%	1%	20%	18%
Asian, Native Hawaiian, or Pacific Islander	44	759	764	2%	5%	23%	57%	14%	70%	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	*	744	743	3%	25%	22%	47%	3%	50%	44%
Female	*	741	738	6%	21%	35%	35%	4%	39%	36%
Male	*	741	739	8%	21%	32%	33%	6%	39%	39%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	64	730	726	11%	30%	36%	20%	3%	23%	20%
Non-Economically Disadvantaged Students	341	743	747	6%	19%	33%	36%	6%	42%	48%
Students with Disabilities	62	717	716	24%	40%	24%	11%	0%	11%	12%
Students without Disabilities	343	746	743	4%	17%	35%	38%	6%	44%	43%
Multilingual Learners	*	*	714	*	*	*	*	*	*	*
Non-Multilingual Learners	*	741	741	7%	20%	33%	34%	5%	39%	40%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	11%
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	14	741	740	14%	21%	21%	29%	14%	43%	39%
Migrant Students	*	*	708	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 8

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	263	729	719	19%	27%	27%	25%	2%	28%	19%
White	129	732	729	18%	22%	33%	25%	2%	27%	27%
Hispanic	34	725	713	18%	35%	18%	26%	3%	29%	13%
Black or African American	59	711	707	29%	42%	17%	12%	0%	12%	10%
Asian, Native Hawaiian, or Pacific Islander	*	756	740	5%	10%	20%	55%	10%	65%	40%
American Indian or Alaska Native	*	*	722	*	*	*	*	*	*	21%
Two or More Races	21	740	722	14%	14%	33%	38%	0%	38%	22%
Female	*	728	719	16%	30%	31%	21%	1%	22%	19%
Male	*	730	719	22%	23%	22%	30%	3%	33%	20%
Non-binary/undesignated gender	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	43	721	711	30%	30%	16%	19%	5%	23%	12%
Non-Economically Disadvantaged Students	220	730	725	17%	26%	29%	27%	2%	29%	25%
Students with Disabilities	45	704	702	51%	33%	4%	9%	2%	11%	*
Students without Disabilities	218	734	724	12%	25%	31%	29%	2%	31%	23%
Multilingual Learners	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	729	721	18%	27%	27%	26%	2%	28%	21%
Students Experiencing Homelessness	*	*	704	*	*	*	*	*	*	*
Students in Foster Care	*	*	696	*	*	*	*	*	*	*
Military-Connected Students	12	733	722	0%	42%	33%	25%	0%	25%	19%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Performance By Test: Algebra I

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

This includes any students who were enrolled in an Algebra I course and took the Algebra I assessment in grades 7 through 12. Students in sixth grade who were enrolled in Algebra I course were required to take both the Algebra I and Grade 6 mathematics assessment. The results of their Algebra I assessment are not included in these results but will be reported when the student 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	175	785	738	1%	0%	7%	77%	16%	93%	40%
White	97	778	748	1%	0%	12%	80%	6%	87%	51%
Hispanic	*	*	723	*	*	*	*	*	*	23%
Black or African American	*	*	719	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	56	796	773	0%	0%	0%	73%	27%	100%	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	11	796	746	0%	0%	0%	73%	27%	100%	49%
Female	*	786	737	0%	0%	5%	77%	18%	95%	39%
Male	*	785	739	1%	0%	9%	76%	14%	90%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	*	*	722	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	*	786	747	1%	0%	7%	77%	16%	93%	50%
Students with Disabilities	*	*	710	*	*	*	*	*	*	11%
Students without Disabilities	*	786	743	1%	0%	6%	77%	16%	93%	45%
Multilingual Learners	*	*	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	785	741	1%	0%	7%	77%	16%	93%	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: Geometry

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

This includes any students who were enrolled in a Geometry course and took the Geometry assessment in grades 7 through 12. Students in sixth grade who were enrolled in a Geometry course were required to take both the Geometry and Grade 6 mathematics assessment. The results of their Geometry 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	62	769	750	0%	0%	6%	84%	10%	94%	53%
White	29	769	752	0%	0%	7%	79%	14%	93%	57%
Hispanic	*	*	735	*	*	*	*	*	*	29%
Black or African American	*	*	733	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	24	770	765	0%	0%	4%	88%	8%	96%	77%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	66%
Two or More Races	*	*	756	*	*	*	*	*	*	63%
Female	*	767	748	*	*	*	*	*	95%	50%
Male	*	770	752	0%	0%	7%	78%	15%	93%	57%
Non-binary/undesignated gender	*	*	752	*	*	*	*	*	*	60%
Economically Disadvantaged Students	*	*	734	*	*	*	*	*	*	28%
Non-Economically Disadvantaged Students	*	769	754	0%	0%	7%	84%	10%	93%	60%
Students with Disabilities	*	*	727	*	*	*	*	*	*	24%
Students without Disabilities	*	769	751	0%	0%	6%	84%	10%	94%	54%
Multilingual Learners	*	*	716	*	*	*	*	*	*	11%
Non-Multilingual Learners	*	769	751	0%	0%	6%	84%	10%	94%	55%
Students Experiencing Homelessness	*	*	727	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	743	*	*	*	*	*	*	44%
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	11	91.7%	11	91.7%
6	*	*	*	*
7	*	*	*	*
8	9	90.0%	9	90.0%

Academic Achievement

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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	59	48	81.4%	11	18.6%
3-4	25	21	84%	4	16%
5 or more	14	7	50%	7	50%

English Language Progress to Proficiency

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

Student Group	Percent of English learners making expected growth to proficiency	Annual Target	Met Target?
Schoolwide/Multilingual Learners	50.8%	22.7%	Met Goal

† Target was met within a confidence interval.

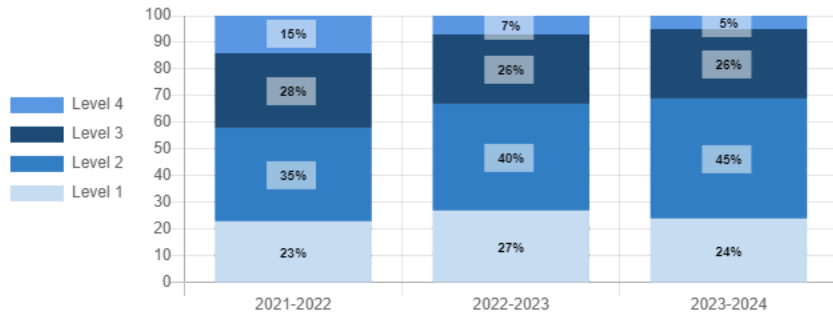
Academic Achievement

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.

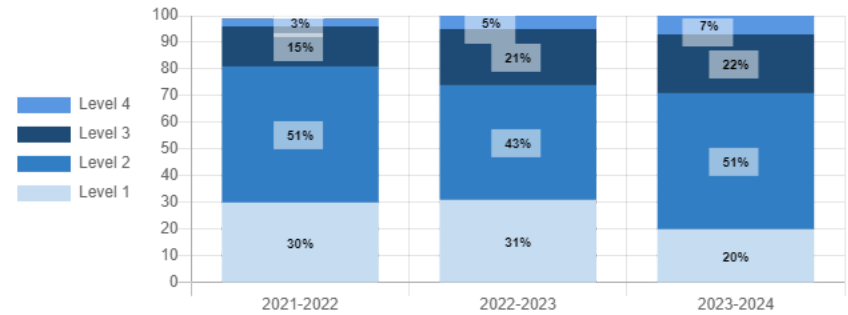
NJSLA Science Assessment: Grade 5 Summary

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	24%	45%	26%	5%	35%	37%	21%	6%
White	16%	48%	29%	7%	22%	42%	28%	8%
Hispanic	36%	44%	20%	0%	51%	36%	12%	2%
Black or African American	42%	40%	18%	0%	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	19%	40%	31%	9%	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	23%	46%	26%	6%	27%	36%	27%	10%
Female	24%	46%	24%	5%	35%	39%	20%	6%
Male	24%	43%	28%	5%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	45%	48%	6%	0%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	20%	44%	29%	6%	24%	39%	28%	10%
Students with Disabilities	54%	34%	9%	3%	64%	27%	8%	2%
Students without Disabilities	18%	47%	29%	6%	30%	39%	24%	7%
Multilingual Learners	*	*	*	*	78%	20%	2%	0%
Non-Multilingual Learners	23%	45%	26%	5%	30%	39%	23%	7%
Students Experiencing Homelessness	*	*	*	*	68%	25%	6%	1%
Students in Foster Care	*	*	*	*	67%	28%	3%	1%
Military-Connected Students	*	*	*	*	30%	42%	23%	5%
Migrant Students	*	*	*	*	73%	27%	0%	0%

Academic Achievement

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

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

NJSLA Science Assessment: Grade 8

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	20%	51%	22%	7%	36%	45%	14%	5%
White	17%	51%	26%	6%	23%	52%	19%	6%
Hispanic	24%	68%	8%	0%	51%	42%	6%	1%
Black or African American	56%	43%	2%	0%	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	4%	46%	32%	17%	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	6%	53%	28%	14%	27%	46%	19%	8%
Female	20%	53%	22%	5%	35%	47%	13%	4%
Male	20%	49%	22%	9%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	39%	51%	8%	2%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	18%	51%	24%	8%	26%	48%	19%	7%
Students with Disabilities	64%	32%	4%	0%	67%	29%	3%	1%
Students without Disabilities	15%	53%	24%	8%	30%	48%	16%	6%
Multilingual Learners	*	*	*	*	75%	24%	1%	0%
Non-Multilingual Learners	20%	51%	22%	7%	32%	47%	15%	5%
Students Experiencing Homelessness	*	*	*	*	66%	32%	2%	0%
Students in Foster Care	*	*	*	*	80%	19%	1%	0%
Military-Connected Students	47%	33%	13%	7%	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	470
7	61	0	409
8	117	62	282
Total	178	62	1,161

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	460	0	0	0	0	0	0
7	88	0	0	0	0	0	337
8	88	341	0	0	0	0	0
Total	636	341	0	0	0	0	337

College and Career Readiness

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

Computer Science – Course Participation

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

Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
KG	N	N	N	N	N	N	N
1	N	N	N	N	N	N	N
2	N	N	N	N	N	N	N
3	N	N	N	N	N	N	N
4	N	N	N	N	N	N	N
5	N	N	N	N	N	N	N
6	N	N	N	N	N	N	N
7	0	0	0	238	0	0	0
8	0	0	0	247	0	0	0
Total	0	0	0	485	0	0	0

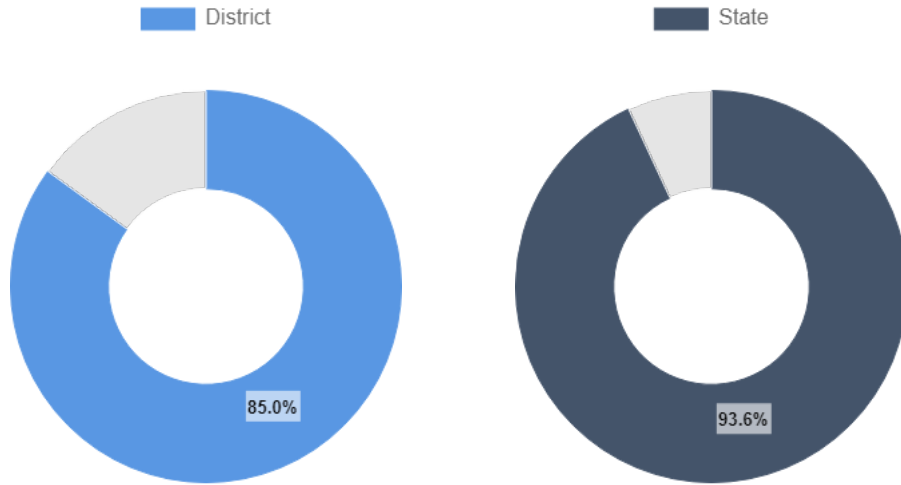
College and Career Readiness

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

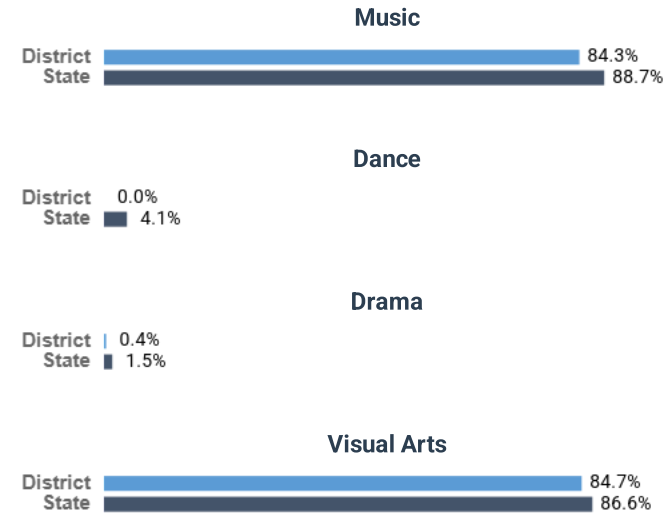
Visual and Performing Arts – Course Participation

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:



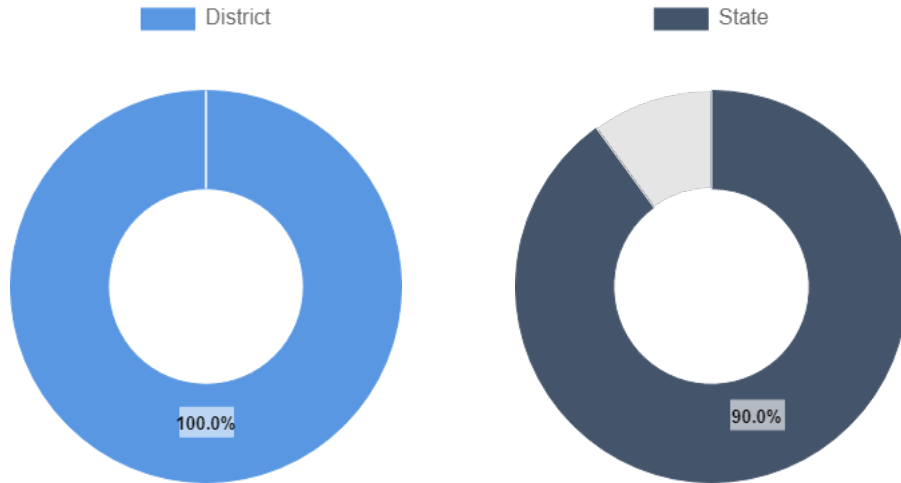
College and Career Readiness

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

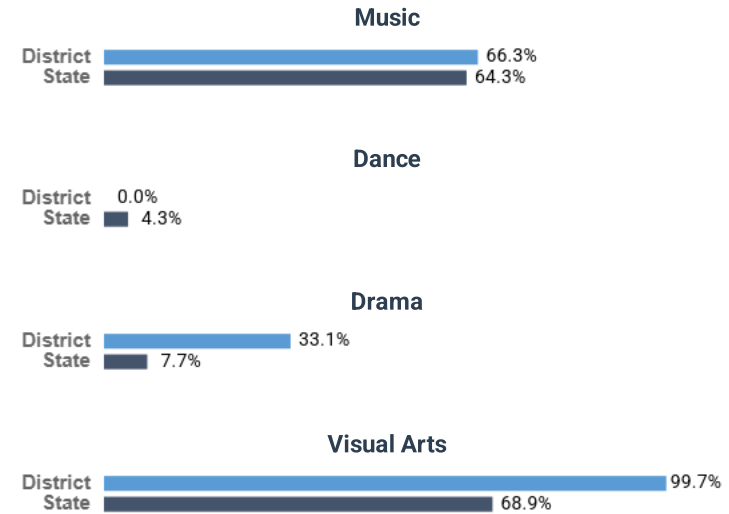
Visual and Performing Arts – Course Participation

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:

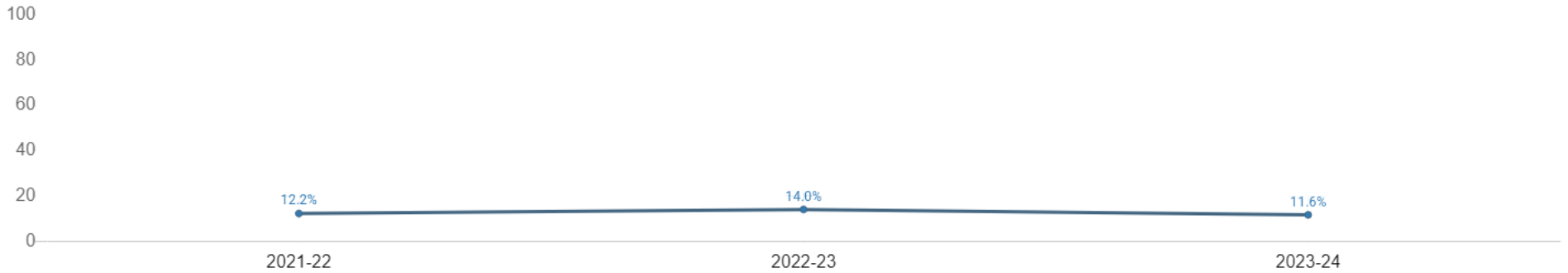


Climate and Environment

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	12.2%	14.0%	11.6%
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%

Climate and Environment

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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").

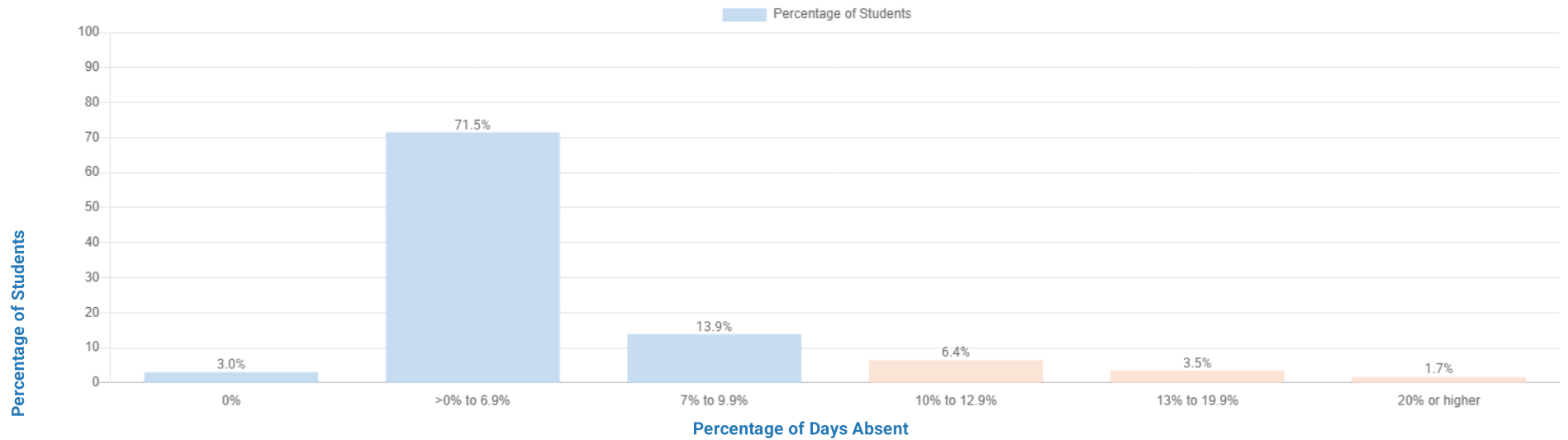
Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	468	11.6%	13.8%	Met
White	193	9.9%	13.8%	Met
Hispanic	65	12.7%	13.8%	Met
Black or African American	109	17.2%	13.8%	Not Met
Asian, Native Hawaiian, or Pacific Islander	55	9.3%	13.8%	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	12.7%	13.8%	Met
Female	*	11.7%		
Male	*	11.5%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	150	22.3%	13.8%	Not Met
Students with Disabilities	135	18.3%	13.8%	Not Met
Multilingual Learners	14	13.9%	13.8%	Not Met
Students Experiencing Homelessness	20	51.3%		
Students in Foster Care	*	*		
Military-Connected Students	10	9.0%		
Migrant Students	*	*		

Climate and Environment

Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The 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.

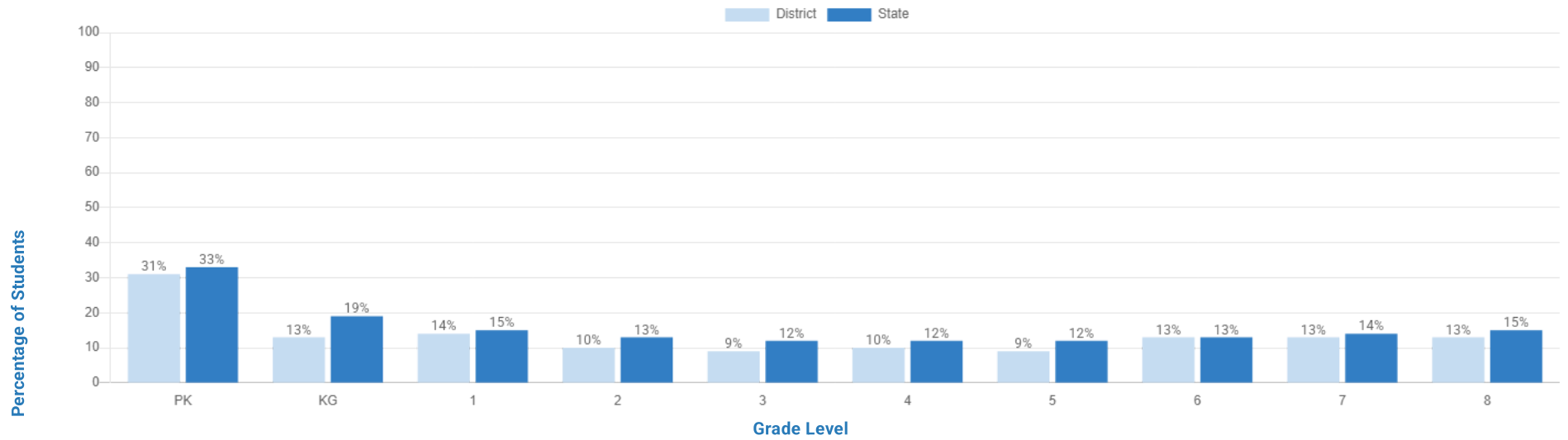


Climate and Environment

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	20
Weapons	2
Vandalism	1
Substances	5
Harassment, Intimidation, Bullying (HIB)	14
Total Unique Incidents	41
Incidents Per 100 Students Enrolled	0.94

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	4
Weapons	2
Vandalism	0
Substances	3
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	2

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.

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	7	5	12
Religion	1	0	1
Ancestry	2	3	5
Gender	1	1	2
Sexual Orientation	0	0	0
Disability	0	1	1
Other	5	8	13
No Identified Nature	5		5

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 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	18	1%	14	1%	30	1%	<5	<5.00%	0	0%
Hispanic	11	2%	14	2%	20	4%	<5	<5.00%	0	0%
Black or African American	31	4%	27	4%	47	7%	<5	<5.00%	0	0%
Asian	3	0%	4	1%	6	1%	<5	<5.00%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
Two or more races	7	2%	5	1%	9	2%	<5	<5.00%	0	0%
Female	*	1%	*	1%	*	1%	*	<5.00%	*	0%
Male	*	3%	*	2%	*	4%	*	<5.00%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	29	3%	33	4%	51	6%	<5	<5.00%	0	0%
Students with disabilities	24	3%	18	2%	36	4%	<5	<5.00%	0	0%

Climate and Environment

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

Student Disciplinary Removals: By Grade Level

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

Grade	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Districtwide	70	2%	64	1%	112	3%	1	0%	0	0%
PK	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
KG	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
1	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
2	1	0%	0	0%	1	0%	<5	<5.00%	0	0%
3	2	0%	1	0%	3	1%	<5	<5.00%	0	0%
4	7	1%	4	1%	9	2%	<5	<5.00%	0	0%
5	9	2%	16	4%	19	4%	<5	<5.00%	0	0%
6	10	2%	9	2%	18	4%	<5	<5.00%	0	0%
7	21	4%	18	4%	30	6%	<5	<5.00%	0	0%
8	20	4%	16	3%	32	7%	<5	<5.00%	0	0%

Climate and Environment

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

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	12	0%	4	0%	0	0%	3	0%	3	0%	0	0%	2	0%
White	1	0%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%
Hispanic	2	0%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%
Black or African American	7	1%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%
Asian	0	0%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	2	1%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%
Female	*	0%	*	<5.00%	*	0%	*	<5.00%	*	<5.00%	*	0%	*	<5.00%
Male	*	0%	*	<5.00%	*	0%	*	<5.00%	*	<5.00%	*	0%	*	<5.00%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	7	1%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%
Students with disabilities	5	1%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<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	12	0%	4	0%	0	0%	3	0%	3	0%	0	0%	2	0%
PK	0	0%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%
KG	0	0%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%
1	0	0%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%
2	0	0%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%
3	0	0%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%
4	0	0%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%
5	1	0%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%
6	1	0%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%
7	5	1%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%
8	5	1%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%

Climate and Environment

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

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

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

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%

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

204

Climate and Environment

Student Access to Technology and Internet

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

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, 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	376	119,239
Average years experience in public schools	11.9	12.6
Average years experience in district	11.5	11.3
Number of Teachers with 4 or more years experience in the district	270	87,243
Percentage of Teachers with 4 or more years experience in the district	71.8%	73.6%
Number of out-of-field teachers	2	2,931
Percentage of out-of-field teachers	0.5%	2.5%
Number of Teachers with Provisional Credentials	20	9,065
Percentage of Teachers with Provisional Credentials	5.3%	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	22	10,170
Average years experience in public schools	14.0	16.2
Average years experience in district	11.1	12.5
Number of Administrators with 4 or more years experience in the district	15	7,734
Percentage of Administrators with 4 or more years experience in the district	68.2%	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	376	119,239
Administrators	22	10,170
Librarians/Media Specialists	7	1,160
Nurses	11	3,025
School Counselors	13	4,673
Child Study Team Members	26	9,654
School Psychologists	5	2,185
School Social Workers	6	2,750
Student Assistance Coordinators	1	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	198:1
Teachers to Administrators	17:1
Students to Librarians/Media Specialists †	624:1
Students to Nurses †	397:1
Students to Counselors †	336:1
Students to Child Study Team Members †,††	31:1
Students to School Psychologists †	873:1
Students to School Social Workers †	728:1
Students to Student Assistance Coordinators †	4365:1
Students to School Safety Specialists †	4365:1

† In some districts, staff members in these roles who work in multiple schools may be assigned only to the district and not to individual schools. As a result, a School Ratio may show N, but there may be district assigned staff working in the school

†† Child Study Team members include school psychologists, school social workers, and learning disabilities teacher consultants, also note that the ratio compares Students with Disabilities instead of all students.

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group. To protect student and staff privacy, gender percentages may show a range, depending on the overall school population size.

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	48.0%	84.0%	40-60%	48.0%	77.0%	57.0%
Male	52.0%	16.0%	40-60%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤20%	≤1%	≤1%	≤1%
White	47.3%	91.2%	77.3%	38.2%	81.8%	74.5%
Hispanic	12.9%	0.8%	0.0%	34.0%	8.6%	8.6%
Black or African American	15.6%	4.3%	18.2%	14.2%	6.4%	14.4%
Asian	15.2%	3.5%	4.5%	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	0.0%	0.0%	0.0%	0.2%	0.4%	0.5%
Two or More Races	8.8%	0.3%	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

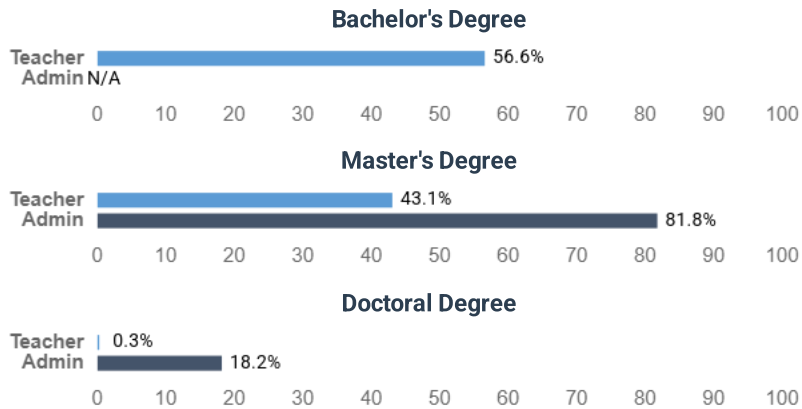
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. 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	90.6%	89.5%
2022-23 Administrators: Same district 2023-24	86.4%	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)	182	90-95%	5-10%	≤5%	89.0%	0.5%	6.0%	4.4%	0.0%	0.0%	0.0%	65.9%	60.4%	39.6%	0.0%
English/Language Arts/Literacy	22	>80%	≤20%	≤20%	86.4%	0.0%	4.5%	9.1%	0.0%	0.0%	0.0%	81.8%	54.5%	45.5%	0.0%
English to Speakers of Other Languages	4	*	*	*	75.0%	0.0%	0.0%	25.0%	0.0%	0.0%	0.0%	100.0%	25.0%	75.0%	0.0%
Mathematics	28	60-80%	20-40%	≤20%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	75.0%	39.3%	60.7%	0.0%
Science	13	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	76.9%	53.8%	46.2%	0.0%
Social Studies/History	13	*	*	*	92.3%	0.0%	7.7%	0.0%	0.0%	0.0%	0.0%	92.3%	53.8%	46.2%	0.0%
World Language	7	*	*	*	71.4%	28.6%	0.0%	0.0%	0.0%	0.0%	0.0%	57.1%	42.9%	57.1%	0.0%
Visual and Performing Arts	24	>80%	≤20%	≤20%	87.5%	0.0%	0.0%	8.3%	0.0%	0.0%	4.2%	70.8%	75.0%	20.8%	4.2%
Health/Physical Education	20	40-60%	40-60%	≤20%	95.0%	0.0%	5.0%	0.0%	0.0%	0.0%	0.0%	80.0%	70.0%	30.0%	0.0%
Family & Consumer Sciences	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Computer Science/IT	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Industrial Arts	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Career and Technical Education	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Special Education	77	90-95%	5-10%	≤5%	96.1%	0.0%	3.9%	0.0%	0.0%	0.0%	0.0%	71.4%	45.5%	54.5%	0.0%
Bilingual	1	*	*	*	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%

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.

Mount Laurel Twp	Federal	State & Local	Total	ADE**
District Level Total Expenditures	\$685	\$18,010	\$18,695	4,161.2
District Level Central Expenditures	\$562	\$4,379	\$4,941	4,161.2
Countryside Elementary School	\$31	\$15,368	\$15,399	305.7
Fleetwood Elementary School	\$218	\$12,901	\$13,119	406.6
Hartford Upper Elementary School	\$198	\$14,013	\$14,211	892.7
Hillside Elementary School	\$195	\$12,212	\$12,407	402.6
Larchmont Elementary School	\$139	\$15,464	\$15,603	377.0
T. E. Harrington Middle School	\$29	\$12,967	\$12,996	917.4
Parkway Elementary School	\$181	\$12,437	\$12,618	360.4
Springville Elementary School	\$26	\$14,326	\$14,352	498.9

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	56.6%	56.6%	56.5%
Math Proficiency	47.8%	48.9%	47.3%
ELA Growth†	73	44	48
Math Growth†	68	49	46
4-Year Graduation Rate (Prior Year)††	N	N	N
5-Year Graduation Rate (Prior Year)††	N	N	N
Progress toward English Language Proficiency	47.3%	43.3%	50.8%
Chronic Absenteeism	12.2%	14.0%	11.6%

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

†Target was met within a confidence interval.

Narrative

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



Highlights:

- The district has eight schools - four K through 4 schools; two PreK through 4 schools; one intermediate school for grades 5 and 6, and; one middle school for grades 7 and 8.
- The district's Science, Technology, Engineering, and Math Programs offer students the ability to learn computer coding, build underwater robotics, and problem-solve innovative design challenges.
- The school district culture reflects the core belief that all children can learn given the right environment and opportunities.



Mission, Vision, Theme:

The mission of the Mount Laurel Schools is to "ensure all of our students complete academic programs ready to succeed and thrive in high school, postsecondary education, and engage productively in increasingly challenging and diverse local, regional, national and global communities.



Courses, Curriculum, Instruction:

Our district vision of maximizing the resources of our schools, homes, and communities in a shared and collaborative effort providing a strong foundation that nurtures every student's academic and personal growth in their journey toward becoming a successful, confident, competent and self-respecting young person. Through community experiences and the use of educational technology, our students make real-life connections in an enriching learning environment.

Narrative

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



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls)
Our middle school students may choose from an extensive array of intramural sports that meet a wide range of needs and interests.



Clubs and Activities:

Students are offered an array of high interest clubs and activities in all district schools. They include opportunities in music, art, and drama, as well as technology, service, and building leadership capacity.



Before and After School Programs:

The District Community Education Program offers before and after school extended daycare for students in grades K-6. The morning daycare begins at 7:00 a.m. and the afternoon daycare ends at 6:00 p.m. This program is available for a fee.

Narrative

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Staff and Professional Learning:

During our five-day New Staff Orientation sessions each summer, we familiarize newly-hired teaching staff with curriculum, procedures and programs. District and school administrators support training in educational best practices. All certified staff members take part in mandatory in-service training sessions dedicated to new curriculum or practices, building-level collaboration or planning, and new initiatives. The district values the importance of high quality sustained professional development for all employees. The district offers collaborative professional learning communities to staff to support the needs of all students.



Student Supports and Services:

The district provides school counselors, psychologists, learning support specialists, social workers, and school nurses to all schools. The Child Study Team oversees the provision of a full spectrum of services to students with disabilities in an inclusive school environment. The district supports and serves the needs of all English Language Learners through the use of certified ESL staff. Students requiring additional support in reading and mathematics are served by certified Reading and Math Specialists. School based intervention and referral services teams evaluate students who are experiencing learning, behavior, or health difficulties to provide them the necessary supports for their success.



Student Health and Wellness:

The Health and Wellness of our students is of paramount concern. All schools are staffed with full time school nurses and counselors to promote and serve both the medical and social emotional needs of all students. In addition, all schools provide physical education and health lessons to all students. A designated recess time is provided to all preschool through 6th grade students. The district provides USDA approved school lunches and a daily breakfast program is served in all eligible schools.

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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Parent and Community Involvement:

Our seven Parent-Teacher Organizations (PTOs) work tirelessly to raise funds for our schools, organize family and school events and activities. The Mount Laurel Public Education Fund Inc. is a non-profit organization formed in 1994 specifically to benefit the Mount Laurel Schools. Since its inception 22 years ago, the Fund, through its annual Golf Classic, has raised more than \$750,000 for our schools.



Facilities:

Our Facilities and Maintenance department is responsible for all Mount Laurel School District facilities, totaling 669,928 square feet of educational space. Maintenance of plant and minor alterations of facilities are the major function of this department. Last year, our facility maintenance staff responded to more than 3300 work orders within the district's eight schools and three administrative buildings.



School Safety:

Security in our schools is of paramount concern. All of our schools follow precise guidelines set by the New Jersey Department of Education in the practice of school drills. The district enjoys a collaborative relationship with the Mount Laurel Police Department in which full time School Resource Officers and Class III officers are assigned to the district for support, education, and training of staff, students, and administrators. These officers are present in our school buildings and highly engaged with students, families, and educational staff within our school community. The district has a designated School Security Specialist who coordinates services that enhance the safety and security of our all staff and students.

Narrative

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Technology and STEM:

All schools are equiped with smart boards and Chromebooks for all students. Technology is integrated into the curriculum and instructional practices by teachers. The district adopted Google Suite for Education and utilizes Google Classroom for all students.



Early Childhood Education:

The district provides full day kindergarten to all students. In addition, the district recieves Preschool Expansion Aid and offers free high quality full day preschool to all eligible 3 and 4 year olds.

Narrative

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Other Information:

Mount Laurel Township is strategically located in one of the fastest growing areas of the Greater Philadelphia Region. It is the fourth largest municipality in Burlington County, New Jersey with convenient access to major thoroughfares and public transportation to Philadelphia and New York City. Mount Laurel Township School District is a public district governed by a nine-member Board of Education. Members of the board are volunteers who serve three-year terms. They set the goals and establish the policies for the district. They adopt the annual budget, make decisions on a wide range of educational concerns and serve as a communications link between the schools and the community. On any given day, you can watch video of exciting student projects, find photos of what's going on in our classrooms, see student work, or take a virtual part in student learning from anywhere! Check out our website at www.mtlaurelschools.org. Mount Laurel Township has been ranked the 16th best place to live in the United States by Money Magazine, due to the rich diversity of the community, opportunities for available housing, outstanding education, and access to employment!