Bellmawr Public School District (07-0260)

2023-2024

County: Camden

District: Bellmawr Public School District

📍 256 Anderson Ave
Bellmawr, NJ 08031

Superintendent: Mrs. Danielle Sochor

District Website

📞 856-931-3620

1,184
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	Camden
District	Bellmawr Public School District
Superintendent Name	Mrs. Danielle Sochor
Address	256 Anderson Ave, Bellmawr, NJ 08031
Phone Number	856-931-3620
Email Address	dsochor@bellmawrschools.org
Website	www.bellmawrschools.org
Facebook	https://www.facebook.com/bellmawrschools/
Twitter	https://twitter.com/bellmawrschools.org

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
Bell Oaks Upper Elementary School	05-08
Bellmawr Park Elementary School	PK-04
Ethel M Burke Elementary School	KG-04

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	154	152	154
KG	120	114	118
1	110	123	109
2	105	111	128
3	87	102	115
4	118	97	100
5	117	122	96
6	114	115	128
7	105	113	117
8	118	106	113
Total	1,148	1,155	1,184

Enrollment Trends by Student Group

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

Student Group	2021-22	2022-23	2023-24
Female	50.0%	50.0%	50.0%
Male	50.0%	50.0%	50.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	30.2%	43.9%	47.4%
Students with Disabilities	14.5%	13.6%	14.8%
Multilingual Learners	3.8%	3.7%	4.6%
Students Experiencing Homelessness	0.7%	1.0%	1.0%
Students in Foster Care	0.8%	0.3%	0.3%
Military-Connected Students	0.4%	0.4%	0.3%
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	55.7%	54.3%	53.3%
Hispanic	22.3%	23.6%	23.6%
Black or African American	5.0%	4.8%	5.5%
Asian	11.5%	11.7%	11.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two Or More Races	5.4%	5.5%	6.1%

Demographics

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

Enrollment Trends by Full / Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.
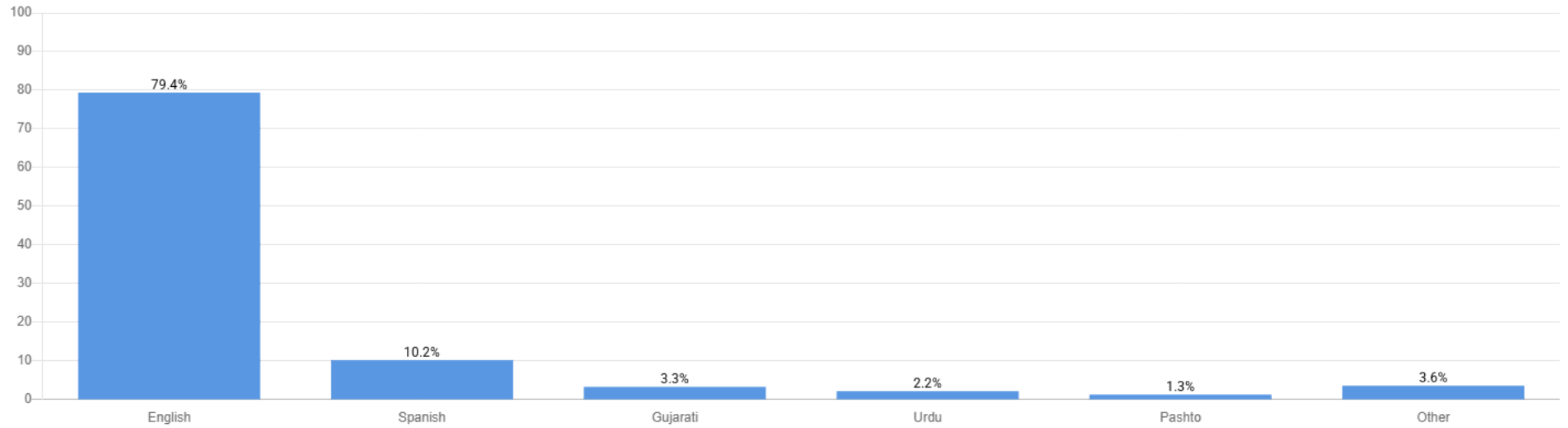
Grade	2021-22	2022-23	2023-24
PK - Half Day	0	0	0
PK - Full Day	154	152	154
KG - Half Day	0	0	0
KG - Full Day	120	114	118

Demographics

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

Enrollment by Home Language

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

Language	Percentage
English	79.4%
Spanish	10.2%
Gujarati	3.3%
Urdu	2.2%
Pashto	1.3%
Other	3.6%

NJ SCHOOL PERFORMANCE REPORT

Student Growth

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

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

The NJDOE Student Growth page has more information about SGPs and mSGPs, including a video that explains how both SGPs and mSGPs are calculated.
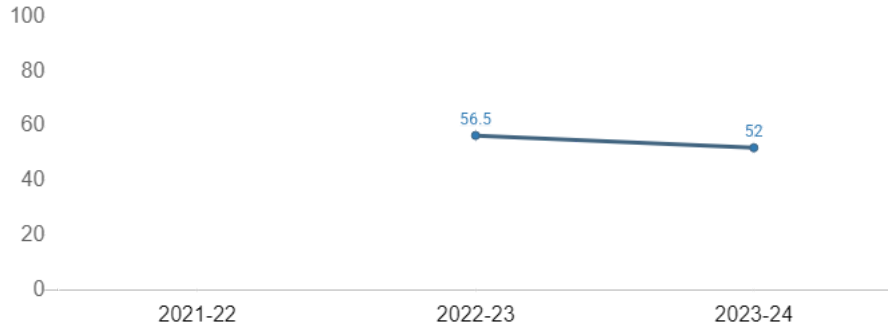
Important Note for 2023-24: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022 school year only.

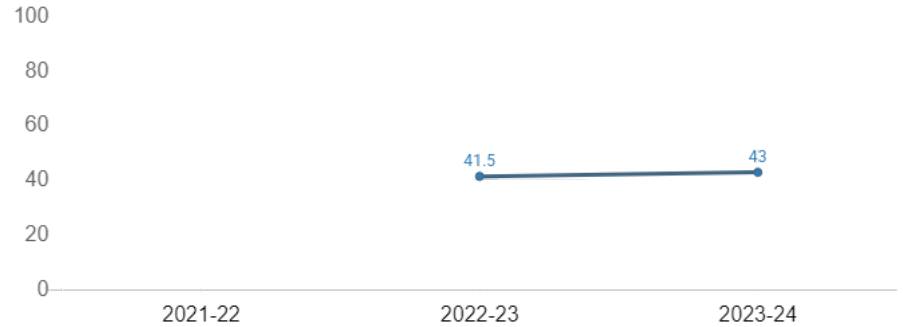## Student Growth Trends and Progress

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

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

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Median Student Growth Percentile		56.5	52		41.5	43
Met Standard (40-59.5)?		Met Standard	Met Standard		Met Standard	Met Standard
Statewide: Median Student Growth Percentile		50	50		50	50

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

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Student Growth

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

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	52	50	Met Standard	43	50	Met Standard
White	52	50	Met Standard	39	51	Not Met
Hispanic	54.5	49	Met Standard	45	48	Met Standard
Black or African American	49	47	Met Standard	38.5	46	Not Met
Asian, Native Hawaiian, or Pacific Islander	55.5	59	Met Standard	57	60	Met Standard
American Indian or Alaska Native	N	50	**	N	50	**
Two or More Races	48	50	Met Standard	43	51	**
Female	54	52		41	50	
Male	50	48		44	50	
Non-Binary/Undesignated Gender	N	44		N	45.5	
Economically Disadvantaged Students	51	48	Met Standard	44	48	Met Standard
Students with Disabilities	53	43	Met Standard	41	44	Met Standard
Multilingual Learners	42	50	Met Standard	44	50	Met Standard
Students Experiencing Homelessness	*	43		*	45	
Students in Foster Care	N	40		N	47	
Military-Connected Students	*	47.5		*	51	
Migrant Students	N	53		N	44	

Student Growth

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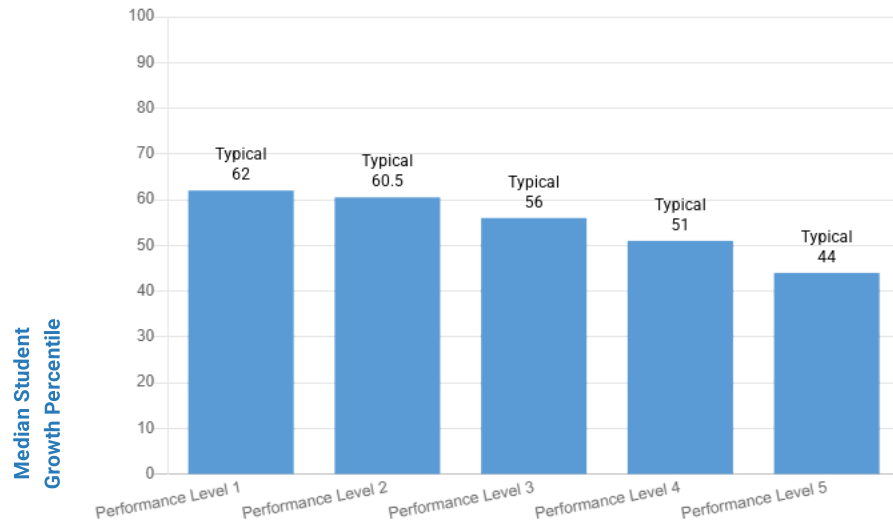
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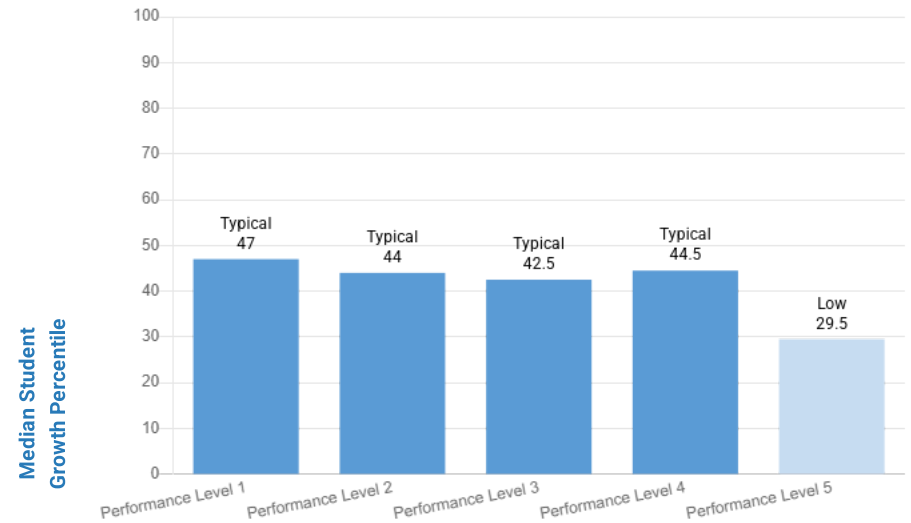
Student Growth by Performance Level

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

Student Growth

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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.

NJ SCHOOL PERFORMANCE REPORT

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.
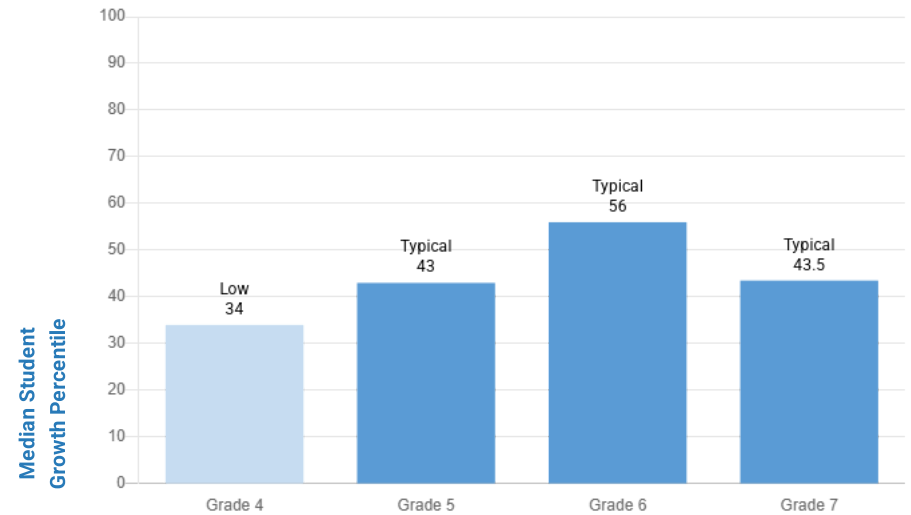
English Language Arts and Mathematics Performance Trends

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

(2021-22: 52.4%, 2022-23: 57.0%, 2023-24: 58.1%)

Math Proficiency Rate for Federal Accountability

(2021-22: 35.8%, 2022-23: 32.2%, 2023-24: 36.0%)

Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	98.2%	94.3%	94.7%	98.2%	96.9%	94.1%
Proficiency Rate for Federal Accountability	52.4%	57.0%	58.1%	35.8%	32.2%	36.0%
Annual Target	56.5%	57.9%	58.4%	47.4%	49.5%	34.5%
Met Annual Target?	Not Met	Met Target†	Met Target†	Not Met	Not Met	Met Target
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

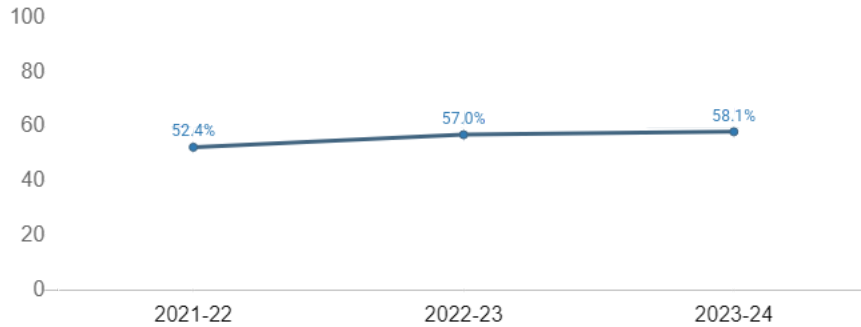† Target was met within a confidence interval.

Academic Achievement

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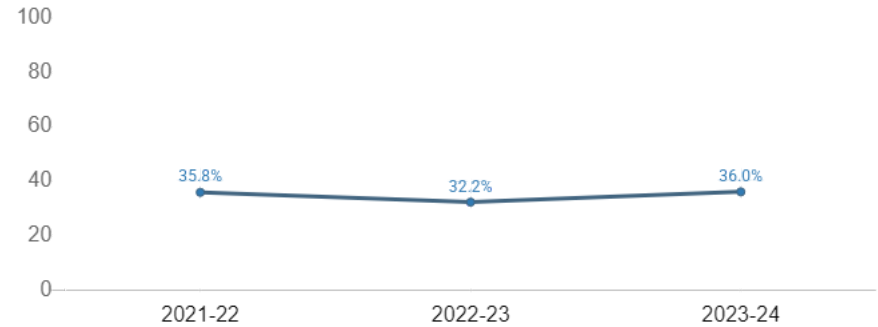
English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	622	94.7%	58.4%	52.2%	58.1%	58.4%	Met Target†
White	347	96.4%	63.1%	61.8%	63.1%	64.6%	Met Target†
Hispanic	145	91.9%	46.2%	38%	44.6%	43%	Met Target
Black or African American	31	91.4%	45.2%	35.9%	43.3%	38.1%	Met Target
Asian, Native Hawaiian, or Pacific Islander	69	97.4%	72.5%	79.9%	72.5%	70.6%	Met Target
American Indian or Alaska Native	*	*	*	51.2%	*	**	**
Two or More Races	*	85.7%	41.4%	59.4%	37.2%	49.5%	Met Target†
Female	*	96.7%	64%	57.7%	64%		
Male	*	92.7%	52.6%	47%	51.2%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	270	93.6%	49.3%	34.6%	48.4%	49.3%	Met Target†
Non-Economically Disadvantaged Students	352	95.5%	65.3%	62.8%	65.3%		
Students with Disabilities	79	73.7%	19%	19.8%	14.5%	22.8%	Not Met
Students without Disabilities	543	98.9%	64.1%	59.4%	64.1%		
Multilingual Learners	41	87.2%	36.6%	23.1%	33.6%	33.7%	Met Target†
Non-Multilingual Learners	581	95.2%	59.9%	56.2%	59.9%		
Students Experiencing Homelessness	*	*	*	21.9%	*		
Students in Foster Care	*	*	*	19.3%	*		
Military-Connected Students	*	*	*	48.2%	*		
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.

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

Y-axis: Percentage of Students Meeting/Exceeding Expectations

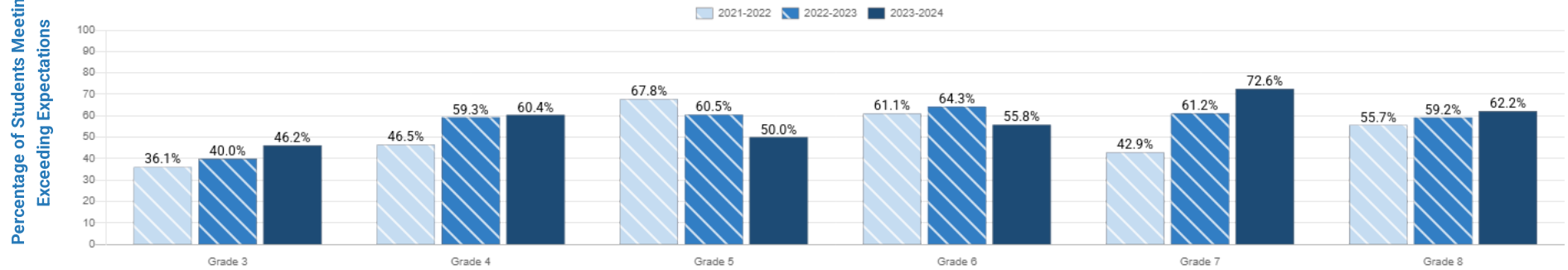| Grade	2021-2022	2022-2023	2023-2024
Grade 3	36.1%	40.0%	46.2%
Grade 4	46.5%	59.3%	60.4%
Grade 5	67.8%	60.5%	50.0%
Grade 6	61.1%	64.3%	55.8%
Grade 7	42.9%	61.2%	72.6%
Grade 8	55.7%	59.2%	62.2%

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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	104	744	741	13%	16%	25%	42%	4%	46%	44%
White	53	740	751	15%	21%	17%	43%	4%	47%	53%
Hispanic	26	739	724	15%	12%	38%	35%	0%	35%	29%
Black or African American	*	*	725	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	757	770	7%	0%	36%	50%	7%	57%	70%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	46%
Two or More Races	*	*	751	*	*	*	*	*	*	52%
Female	*	748	746	11%	18%	23%	44%	5%	49%	48%
Male	*	739	736	15%	15%	28%	40%	2%	43%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	51	737	722	18%	18%	29%	29%	6%	35%	26%
Non-Economically Disadvantaged Students	53	751	753	8%	15%	21%	55%	2%	57%	55%
Students with Disabilities	12	732	710	17%	25%	42%	8%	8%	17%	18%
Students without Disabilities	92	746	747	12%	15%	23%	47%	3%	50%	49%
Multilingual Learners	*	*	704	*	*	*	*	*	*	13%
Non-Multilingual Learners	*	745	746	12%	17%	25%	43%	4%	47%	48%
Students Experiencing Homelessness	*	*	707	*	*	*	*	*	*	18%
Students in Foster Care	*	*	711	*	*	*	*	*	*	18%
Military-Connected Students	*	*	739	*	*	*	*	*	*	41%
Migrant Students	*	*	688	*	*	*	*	*	*	*

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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	96	758	749	5%	10%	24%	41%	20%	60%	51%
White	51	762	758	2%	8%	22%	53%	16%	69%	61%
Hispanic	31	748	734	10%	16%	29%	29%	16%	45%	35%
Black or African American	*	*	733	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	51%
Two or More Races	*	*	757	*	*	*	*	*	*	60%
Female	*	755	752	7%	14%	21%	35%	23%	58%	54%
Male	*	761	745	4%	8%	26%	45%	17%	62%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	43	753	731	7%	16%	21%	37%	19%	56%	32%
Non-Economically Disadvantaged Students	53	762	760	4%	6%	26%	43%	21%	64%	63%
Students with Disabilities	*	744	720	6%	25%	25%	38%	6%	44%	21%
Students without Disabilities	*	761	755	5%	8%	24%	41%	23%	64%	57%
Multilingual Learners	*	*	711	*	*	*	*	*	*	13%
Non-Multilingual Learners	*	759	753	4%	11%	24%	41%	20%	61%	55%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	20%
Students in Foster Care	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	*	*	747	*	*	*	*	*	*	49%
Migrant Students	*	*	713	*	*	*	*	*	*	23%

Academic Achievement

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

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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	86	753	750	8%	15%	27%	33%	17%	50%	52%
White	48	760	760	4%	17%	23%	29%	27%	56%	63%
Hispanic	19	737	736	16%	11%	37%	37%	0%	37%	37%
Black or African American	*	*	734	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	12	759	778	0%	17%	25%	42%	17%	58%	80%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	*	*	757	*	*	*	*	*	*	60%
Female	*	760	755	5%	14%	21%	36%	24%	60%	57%
Male	*	745	745	11%	16%	32%	30%	11%	41%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	36	752	732	8%	14%	33%	28%	17%	44%	33%
Non-Economically Disadvantaged Students	50	753	761	8%	16%	22%	36%	18%	54%	64%
Students with Disabilities	13	729	719	15%	23%	38%	23%	0%	23%	20%
Students without Disabilities	73	757	756	7%	14%	25%	34%	21%	55%	59%
Multilingual Learners	*	*	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	753	754	8%	14%	26%	33%	18%	51%	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	120	753	751	8%	14%	23%	37%	19%	56%	53%
White	67	757	760	7%	9%	21%	42%	21%	63%	63%
Hispanic	25	753	738	8%	12%	24%	44%	12%	56%	39%
Black or African American	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	12	754	778	8%	17%	33%	8%	33%	42%	82%
American Indian or Alaska Native	*	*	748	*	*	*	*	*	*	49%
Two or More Races	*	*	758	*	*	*	*	*	*	60%
Female	*	765	756	2%	11%	19%	40%	28%	68%	59%
Male	*	742	746	13%	17%	25%	33%	11%	44%	48%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	51	744	735	14%	18%	22%	33%	14%	47%	35%
Non-Economically Disadvantaged Students	69	760	761	3%	12%	23%	39%	23%	62%	65%
Students with Disabilities	13	706	719	*	*	*	*	*	*	17%
Students without Disabilities	107	759	758	6%	9%	22%	41%	21%	63%	60%
Multilingual Learners	*	*	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	754	754	7%	14%	22%	37%	19%	57%	57%
Students Experiencing Homelessness	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	724	*	*	*	*	*	*	22%
Military-Connected Students	*	*	754	*	*	*	*	*	*	55%
Migrant Students	*	*	712	*	*	*	*	*	*	29%

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 7

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	113	769	752	5%	7%	15%	42%	30%	73%	54%
White	70	774	761	4%	6%	14%	40%	36%	76%	64%
Hispanic	21	754	737	10%	14%	19%	33%	24%	57%	39%
Black or African American	*	*	734	*	*	*	*	*	*	37%
Asian, Native Hawaiian, or Pacific Islander	12	782	785	0%	0%	0%	67%	33%	100%	84%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	51%
Two or More Races	*	*	759	*	*	*	*	*	*	60%
Female	*	775	758	3%	3%	17%	38%	39%	77%	60%
Male	*	761	746	8%	12%	12%	49%	18%	67%	48%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	49	759	734	8%	8%	20%	41%	22%	63%	36%
Non-Economically Disadvantaged Students	64	776	762	3%	6%	11%	44%	36%	80%	64%
Students with Disabilities	12	718	715	33%	25%	17%	17%	8%	25%	18%
Students without Disabilities	101	775	759	2%	5%	15%	46%	33%	78%	61%
Multilingual Learners	*	*	700	*	*	*	*	*	*	*
Non-Multilingual Learners	*	769	756	5%	7%	15%	42%	30%	73%	58%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	21%
Students in Foster Care	*	*	712	*	*	*	*	*	*	17%
Military-Connected Students	*	*	747	*	*	*	*	*	*	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	111	757	751	5%	8%	24%	52%	10%	62%	53%
White	60	759	760	3%	10%	22%	55%	10%	65%	62%
Hispanic	23	747	736	9%	9%	35%	43%	4%	48%	39%
Black or African American	*	*	735	*	*	*	*	*	*	37%
Asian, Native Hawaiian, or Pacific Islander	16	778	783	0%	0%	6%	69%	25%	94%	82%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	52%
Two or More Races	*	*	757	*	*	*	*	*	*	59%
Female	*	763	759	0%	9%	22%	57%	11%	69%	60%
Male	*	752	743	11%	7%	26%	47%	9%	56%	46%
Non-binary/undesignated gender	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	47	752	734	9%	17%	26%	38%	11%	49%	36%
Non-Economically Disadvantaged Students	64	761	761	3%	2%	23%	63%	9%	72%	63%
Students with Disabilities	11	712	713	*	*	*	*	*	*	16%
Students without Disabilities	100	762	758	2%	4%	25%	58%	11%	69%	60%
Multilingual Learners	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	757	755	5%	8%	24%	52%	10%	62%	56%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	23%
Students in Foster Care	*	*	708	*	*	*	*	*	*	14%
Military-Connected Students	*	*	743	*	*	*	*	*	*	43%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the **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	624	94.1%	36.4%	40.2%	36%	34.5%	Met Target
White	348	96.5%	40.8%	51.1%	40.8%	39.3%	Met Target
Hispanic	144	90.7%	25%	24.2%	23.8%	23.8%	Met Target
Black or African American	32	91.7%	21.9%	20.1%	21%	20.3%	Met Target
Asian, Native Hawaiian, or Pacific Islander	70	94.9%	52.9%	74.4%	52.6%	46.7%	Met Target
American Indian or Alaska Native	*	*	*	42%	*	**	**
Two or More Races	*	85.7%	17.2%	48.9%	15.5%	15.6%	Met Target†
Female	*	95.8%	33.5%	38.4%	33.5%		
Male	*	92.4%	39.3%	42%	38.1%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	271	93%	31.4%	21.7%	30.6%	26.7%	Met Target
Non-Economically Disadvantaged Students	353	95%	40.2%	51.5%	40.2%		
Students with Disabilities	79	73.7%	11.4%	16.6%	<10%	16.3%	Not Met
Students without Disabilities	545	98.2%	40%	45.4%	40%		
Multilingual Learners	44	83%	27.3%	18.7%	23.8%	19.5%	Met Target
Non-Multilingual Learners	580	95%	37.1%	43.5%	37.1%		
Students Experiencing Homelessness	*	*	*	12.9%	*		
Students in Foster Care	*	*	*	12.4%	*		
Military-Connected Students	*	*	*	38.8%	*		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

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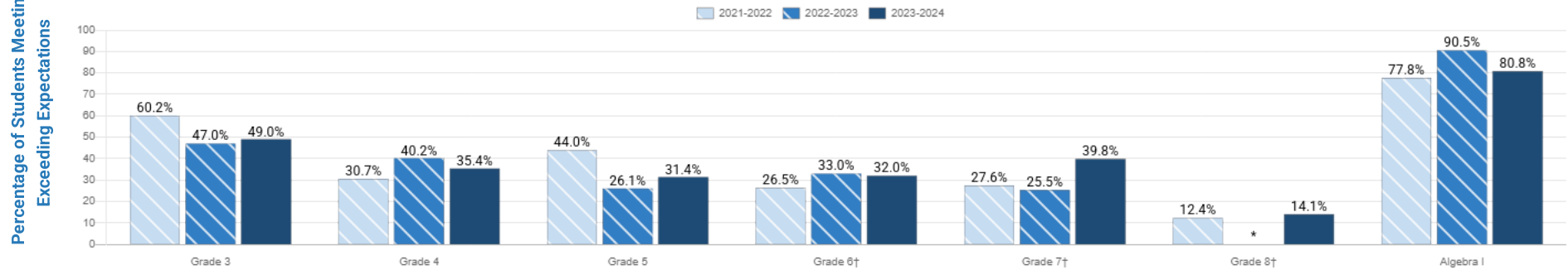
Academic Achievement

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Mathematics Assessment - Performance Trends

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

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

Grade	2021-2022	2022-2023	2023-2024
Grade 3	60.2%	47.0%	49.0%
Grade 4	30.7%	40.2%	35.4%
Grade 5	44.0%	26.1%	31.4%
Grade 6†	26.5%	33.0%	32.0%
Grade 7†	27.6%	25.5%	39.8%
Grade 8†	12.4%	*	14.1%
Algebra I	77.8%	90.5%	80.8%

Y-axis: Percentage of Students Meeting/Exceeding Expectations

† 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	104	754	747	0%	14%	37%	38%	12%	49%	48%
White	53	753	757	0%	17%	40%	28%	15%	43%	60%
Hispanic	26	753	732	0%	15%	31%	50%	4%	54%	31%
Black or African American	*	*	728	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	769	776	0%	0%	29%	57%	14%	71%	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	51%
Two or More Races	*	*	755	*	*	*	*	*	*	56%
Female	*	754	744	0%	16%	33%	40%	11%	51%	45%
Male	*	755	749	0%	13%	40%	34%	13%	47%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	51	751	729	0%	20%	35%	35%	10%	45%	28%
Non-Economically Disadvantaged Students	53	757	758	0%	9%	38%	40%	13%	53%	60%
Students with Disabilities	12	730	725	*	*	*	*	*	*	25%
Students without Disabilities	92	757	751	0%	10%	36%	41%	13%	54%	52%
Multilingual Learners	*	*	722	*	*	*	*	*	*	20%
Non-Multilingual Learners	*	754	751	0%	15%	36%	38%	12%	50%	52%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	17%
Students in Foster Care	*	*	719	*	*	*	*	*	*	18%
Military-Connected Students	*	*	746	*	*	*	*	*	*	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	96	740	744	10%	17%	38%	34%	1%	35%	45%
White	51	744	754	4%	16%	39%	41%	0%	41%	57%
Hispanic	*	731	730	17%	20%	37%	27%	0%	27%	28%
Black or African American	*	*	726	*	*	*	*	*	*	24%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	50%
Two or More Races	*	*	752	*	*	*	*	*	*	54%
Female	*	731	743	12%	28%	37%	23%	0%	23%	43%
Male	*	747	746	9%	8%	38%	43%	2%	45%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	43	736	727	19%	21%	26%	33%	2%	35%	25%
Non-Economically Disadvantaged Students	53	743	755	4%	13%	47%	36%	0%	36%	58%
Students with Disabilities	*	730	722	19%	25%	25%	31%	0%	31%	21%
Students without Disabilities	*	742	749	9%	15%	40%	35%	1%	36%	50%
Multilingual Learners	*	*	718	*	*	*	*	*	*	14%
Non-Multilingual Learners	*	741	748	10%	17%	37%	35%	1%	36%	49%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	15%
Students in Foster Care	*	*	716	*	*	*	*	*	*	15%
Military-Connected Students	*	*	744	*	*	*	*	*	*	43%
Migrant Students	*	*	721	*	*	*	*	*	*	17%

Academic Achievement

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

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Mathematics Assessment - Performance By Grade: Grade 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	86	738	741	7%	27%	35%	30%	1%	31%	40%
White	48	743	751	6%	21%	31%	42%	0%	42%	53%
Hispanic	19	729	726	0%	53%	32%	16%	0%	16%	23%
Black or African American	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	12	748	772	0%	8%	67%	17%	8%	25%	76%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	*	*	748	*	*	*	*	*	*	49%
Female	*	737	739	7%	33%	31%	26%	2%	29%	38%
Male	*	739	742	7%	20%	39%	34%	0%	34%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	36	735	724	8%	33%	31%	25%	3%	28%	20%
Non-Economically Disadvantaged Students	50	741	752	6%	22%	38%	34%	0%	34%	53%
Students with Disabilities	13	724	717	23%	23%	38%	15%	0%	15%	16%
Students without Disabilities	73	741	746	4%	27%	34%	33%	1%	34%	45%
Multilingual Learners	*	*	711	*	*	*	*	*	*	*
Non-Multilingual Learners	*	738	744	7%	26%	35%	31%	1%	32%	44%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	12%
Students in Foster Care	*	*	714	*	*	*	*	*	*	10%
Military-Connected Students	*	*	741	*	*	*	*	*	*	40%
Migrant Students	*	*	724	*	*	*	*	*	*	27%

Academic Achievement

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

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Mathematics Assessment - Performance By Grade: Grade 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	122	736	737	9%	26%	33%	29%	3%	32%	36%
White	68	739	746	9%	25%	25%	38%	3%	41%	47%
Hispanic	25	730	723	4%	32%	48%	16%	0%	16%	20%
Black or African American	10	723	718	20%	30%	30%	20%	0%	20%	15%
Asian, Native Hawaiian, or Pacific Islander	12	743	768	0%	33%	33%	17%	17%	33%	73%
American Indian or Alaska Native	*	*	735	*	*	*	*	*	*	33%
Two or More Races	*	*	743	*	*	*	*	*	*	45%
Female	*	736	736	12%	20%	37%	29%	2%	31%	34%
Male	*	736	738	6%	32%	29%	29%	5%	33%	38%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	52	728	721	12%	33%	35%	17%	4%	21%	17%
Non-Economically Disadvantaged Students	70	741	747	7%	21%	31%	37%	3%	40%	48%
Students with Disabilities	13	708	714	*	*	*	*	*	*	12%
Students without Disabilities	109	739	741	6%	23%	35%	32%	4%	36%	41%
Multilingual Learners	*	*	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	736	740	9%	25%	33%	29%	3%	32%	39%
Students Experiencing Homelessness	*	*	711	*	*	*	*	*	*	*
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	739	*	*	*	*	*	*	37%
Migrant Students	*	*	704	*	*	*	*	*	*	13%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 7

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	113	740	739	11%	25%	25%	34%	6%	40%	37%
White	70	744	748	7%	20%	29%	37%	7%	44%	50%
Hispanic	21	727	728	14%	48%	14%	19%	5%	24%	23%
Black or African American	*	*	724	*	*	*	*	*	*	18%
Asian, Native Hawaiian, or Pacific Islander	12	755	764	0%	8%	25%	58%	8%	67%	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	*	*	743	*	*	*	*	*	*	44%
Female	*	738	738	9%	28%	27%	31%	5%	36%	36%
Male	*	742	739	12%	20%	22%	37%	8%	45%	39%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	49	732	726	16%	31%	20%	31%	2%	33%	20%
Non-Economically Disadvantaged Students	64	745	747	6%	20%	28%	36%	9%	45%	48%
Students with Disabilities	12	699	716	*	*	*	*	*	*	12%
Students without Disabilities	101	744	743	6%	23%	28%	37%	7%	44%	43%
Multilingual Learners	*	*	714	*	*	*	*	*	*	*
Non-Multilingual Learners	*	740	741	11%	25%	25%	34%	6%	40%	40%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	11%
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	740	*	*	*	*	*	*	39%
Migrant Students	*	*	708	*	*	*	*	*	*	*

Academic Achievement

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

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Mathematics Assessment - Performance By Grade: Grade 8

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	85	717	719	29%	32%	25%	13%	1%	14%	19%
White	45	717	729	29%	36%	20%	13%	2%	16%	27%
Hispanic	22	716	713	*	*	*	*	*	*	13%
Black or African American	*	*	707	*	*	*	*	*	*	10%
Asian, Native Hawaiian, or Pacific Islander	*	*	740	*	*	*	*	*	*	40%
American Indian or Alaska Native	*	*	722	*	*	*	*	*	*	21%
Two or More Races	*	*	722	*	*	*	*	*	*	22%
Female	*	721	719	28%	28%	30%	14%	0%	14%	19%
Male	*	713	719	31%	36%	19%	12%	2%	14%	20%
Non-binary/undesignated gender	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	40	715	711	33%	30%	23%	15%	0%	15%	12%
Non-Economically Disadvantaged Students	45	719	725	27%	33%	27%	11%	2%	13%	25%
Students with Disabilities	11	688	702	*	*	*	*	*	*	*
Students without Disabilities	74	722	724	24%	31%	28%	15%	1%	16%	23%
Multilingual Learners	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	717	721	29%	32%	25%	13%	1%	14%	21%
Students Experiencing Homelessness	*	*	704	*	*	*	*	*	*	*
Students in Foster Care	*	*	696	*	*	*	*	*	*	*
Military-Connected Students	*	*	722	*	*	*	*	*	*	19%
Migrant Students	*	*	*	*	*	*	*	*	*	*

NJ SCHOOL PERFORMANCE REPORT

Academic Achievement

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

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Mathematics Assessment - Performance By Test: Algebra I

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

This includes any students who were enrolled in an Algebra I course and took the Algebra I assessment in grades 7 through 12. Students in sixth grade who were enrolled in Algebra I course were required to take both the Algebra I and Grade 6 mathematics assessment. The results of their Algebra I assessment are not included in these results but will be reported when the student 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	26	765	738	0%	8%	12%	77%	4%	81%	40%
White	15	761	748	0%	13%	7%	80%	0%	80%	51%
Hispanic	*	*	723	*	*	*	*	*	*	23%
Black or African American	*	*	719	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	10	767	773	0%	0%	20%	80%	0%	80%	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	*	*	746	*	*	*	*	*	*	49%
Female	*	760	737	0%	9%	9%	82%	0%	82%	39%
Male	*	769	739	0%	7%	13%	73%	7%	80%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	*	*	722	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	*	761	747	0%	11%	11%	79%	0%	79%	50%
Students with Disabilities	*	*	710	*	*	*	*	*	*	11%
Students without Disabilities	*	765	743	0%	8%	12%	77%	4%	81%	45%
Multilingual Learners	*	*	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	765	741	0%	8%	12%	77%	4%	81%	43%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	13%
Students in Foster Care	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	696	*	*	*	*	*	*	*

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	N	N	N	N
6	*	*	*	*
7	*	*	*	*
8	*	*	*	*

Academic Achievement

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

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English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	# Students with Overall Score Below 4.5	% Students with Overall Score Below 4.5	# Students with Overall Score of 4.5 or Above	% Students with Overall Score 4.5 or Above
0-2	30	*	>90%	*	<10%
3-4	11	*	>90%	*	<10%
5 or more	*	*	*	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English learners making expected growth to proficiency	Annual Target	Met Target?
Schoolwide/Multilingual Learners	63%	22.7%	Met Goal

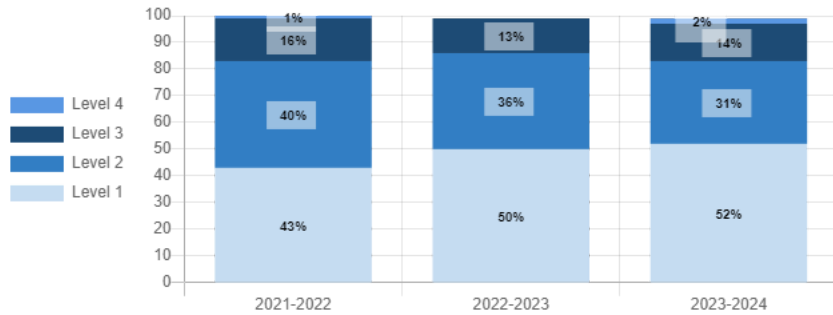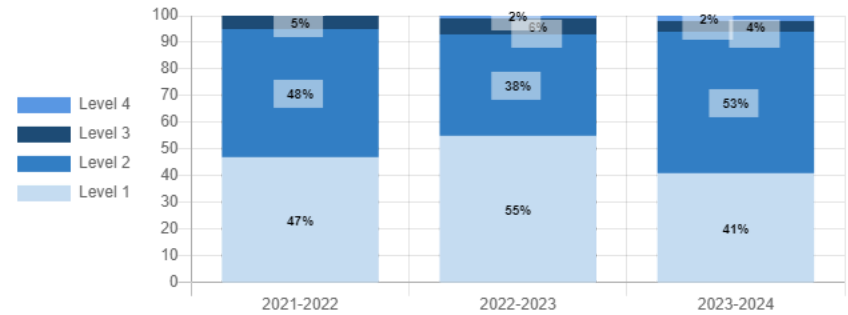† Target was met within a confidence interval.

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	52%	31%	14%	2%	35%	37%	21%	6%
White	43%	34%	21%	2%	22%	42%	28%	8%
Hispanic	68%	26%	5%	0%	51%	36%	12%	2%
Black or African American	*	*	*	*	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	42%	42%	8%	8%	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	*	*	*	*	27%	36%	27%	10%
Female	57%	21%	19%	2%	35%	39%	20%	6%
Male	48%	41%	9%	2%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	56%	28%	11%	6%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	50%	34%	16%	0%	24%	39%	28%	10%
Students with Disabilities	67%	33%	0%	0%	64%	27%	8%	2%
Students without Disabilities	50%	31%	16%	3%	30%	39%	24%	7%
Multilingual Learners	*	*	*	*	78%	20%	2%	0%
Non-Multilingual Learners	51%	32%	14%	2%	30%	39%	23%	7%
Students Experiencing Homelessness	*	*	*	*	68%	25%	6%	1%
Students in Foster Care	*	*	*	*	67%	28%	3%	1%
Military-Connected Students	*	*	*	*	30%	42%	23%	5%
Migrant Students	*	*	*	*	73%	27%	0%	0%

Academic Achievement

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

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

NJSLA Science Assessment: Grade 8

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	41%	53%	4%	2%	36%	45%	14%	5%
White	42%	53%	3%	2%	23%	52%	19%	6%
Hispanic	57%	43%	0%	0%	51%	42%	6%	1%
Black or African American	*	*	*	*	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	6%	75%	13%	6%	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	*	*	*	*	27%	46%	19%	8%
Female	43%	56%	0%	2%	35%	47%	13%	4%
Male	40%	51%	7%	2%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	50%	44%	6%	0%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	35%	60%	2%	3%	26%	48%	19%	7%
Students with Disabilities	82%	18%	0%	0%	67%	29%	3%	1%
Students without Disabilities	37%	57%	4%	2%	30%	48%	16%	6%
Multilingual Learners	*	*	*	*	75%	24%	1%	0%
Non-Multilingual Learners	41%	53%	4%	2%	32%	47%	15%	5%
Students Experiencing Homelessness	*	*	*	*	66%	32%	2%	0%
Students in Foster Care	*	*	*	*	80%	19%	1%	0%
Military-Connected Students	*	*	*	*	40%	47%	10%	3%
Migrant Students	*	*	*	*	*	*	*	*

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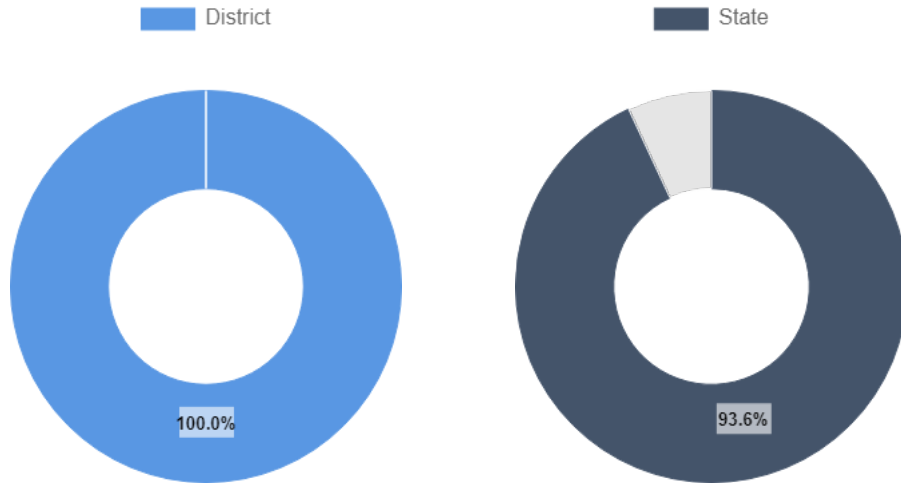**†** This indicates a table specific note,see note below table

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	131
7	0	0	121
8	26	0	90
Total	26	0	342

NJ SCHOOL PERFORMANCE REPORT

College and Career Readiness

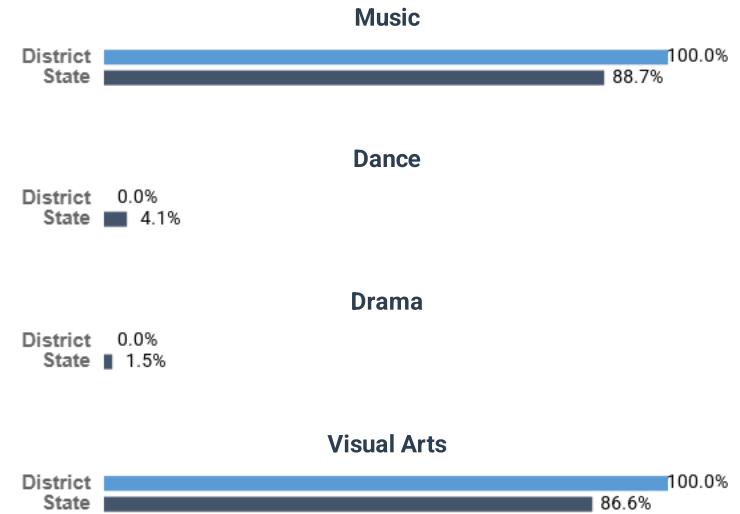Information about New Jersey Student Learning Standards can be found on the NJDOE website.

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	131	0	0	0	0	0	0
7	118	0	0	0	0	0	0
8	111	0	0	0	0	0	0
Total	360	0	0	0	0	0	0

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display
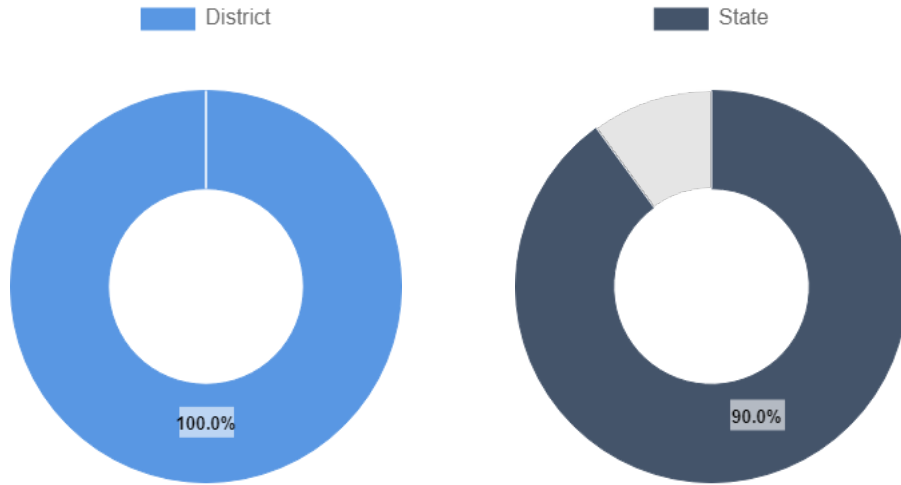
† This indicates a table specific note,see note below table

College and Career Readiness

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Computer Science – Course Participation

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

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

NJ SCHOOL PERFORMANCE REPORT

College and Career Readiness

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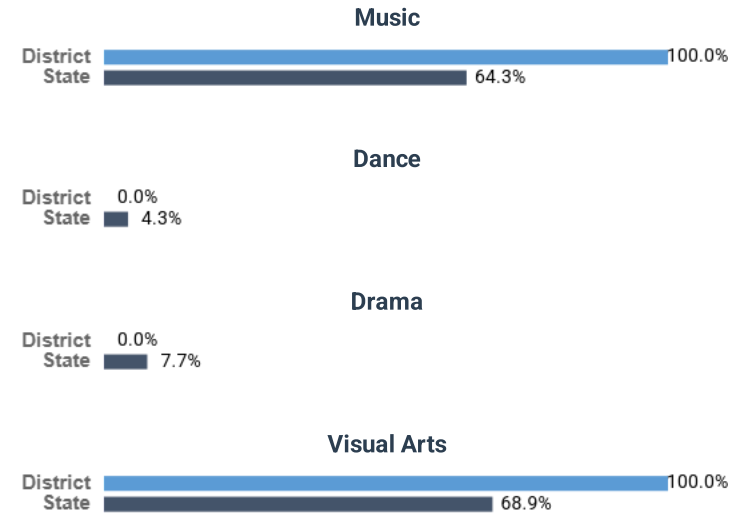
Visual and Performing Arts – Course Participation

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

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

District — 100.0%
State — 93.6%

Students enrolled in one or more classes by discipline:

Music
District 100.0%
State 88.7%

Dance
District 0.0%
State 4.1%

Drama
District 0.0%
State 1.5%

Visual Arts
District 100.0%
State 86.6%

College and Career Readiness

Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Visual and Performing Arts – Course Participation

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

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

District   State

100.0%   90.0%

Students enrolled in one or more classes by discipline:

Music
District 100.0%
State 64.3%

Dance
District 0.0%
State 4.3%

Drama
District 0.0%
State 7.7%

Visual Arts
District 100.0%
State 68.9%

Climate and Environment

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

Chronic Absenteeism Trends

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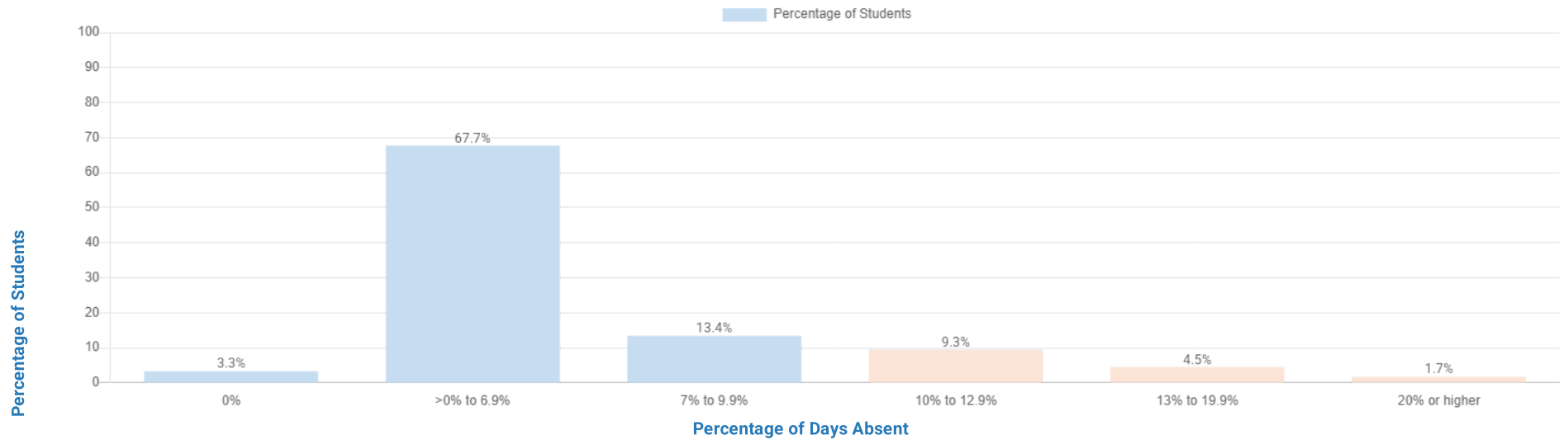

Performance Measure	2021-22	2022-23	2023-24
Chronic Absenteeism Rate	15.9%	13.9%	15.6%
ESSA Target (State Average for Grades Served)	17.3%	16.0%	13.8%
Met ESSA Target	Met	Met	Not Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%

Bellmawr Public School District

(07-0260)

2023-2024

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

Climate and Environment

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

Chronic Absenteeism

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

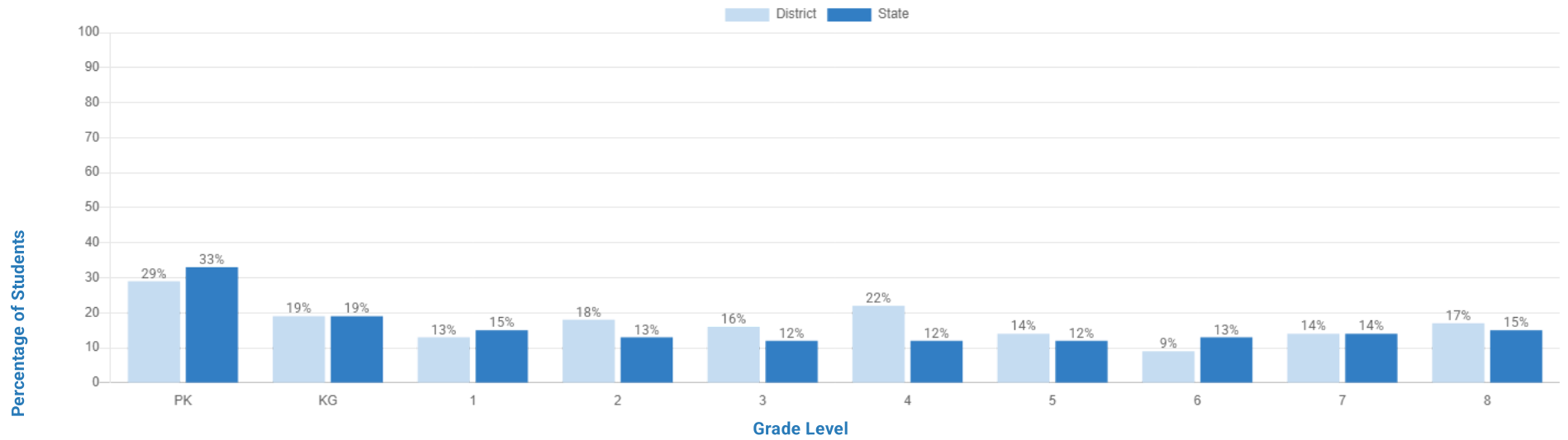| Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	161	15.6%	13.8%	Not Met
White	93	17.2%	13.8%	Not Met
Hispanic	31	12.7%	13.8%	Met
Black or African American	*	17.2%	13.8%	Not Met
Asian, Native Hawaiian, or Pacific Islander	13	10.2%	13.8%	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	13	21.0%	13.8%	Not Met
Female	*	15.8%		
Male	*	15.3%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	92	18.7%	13.8%	Not Met
Students with Disabilities	35	21.3%	13.8%	Not Met
Multilingual Learners	4	7.4%	13.8%	Met
Students Experiencing Homelessness	3	25.0%		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	*	*		

Climate and Environment

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

Percentage of Days Absent

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

Percentage of Students

Percentage of Days Absent	Percentage of Students
0%	3.3%
>0% to 6.9%	67.7%
7% to 9.9%	13.4%
10% to 12.9%	9.3%
13% to 19.9%	4.5%
20% or higher	1.7%

Climate and Environment

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Chronic Absenteeism by Grade

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

Grade Level	District	State
PK	29%	33%
KG	19%	19%
1	13%	15%
2	18%	13%
3	16%	12%
4	22%	12%
5	14%	12%
6	9%	13%
7	14%	14%
8	17%	15%

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	1
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.17

Police Notifications

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

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

Climate and Environment

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Climate and Environment

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Student Disciplinary Removals: By Student Group

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

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

Climate and Environment

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

Student Disciplinary Removals: By Grade Level

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

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

Climate and Environment

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Students Involved in Police Notifications: By Student Group

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

Student Group	# of Students involved in at least one incident	% of Students involved in at least one incident	# of Students involved in at least one violent incident	% of Students involved in at least one violent incident	# of Students involved in at least one vandalism incident	% of Students involved in at least one vandalism incident	# of Students involved in at least one substance related incident	% of Students involved in at least one substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in at least one weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in at least one HIB incident	# of Students involved in at least one other incident type	% of Students involved in at least one other incident type
Districtwide	10	1%	0	0%	0	0%	1	0%	0	0%	0	0%	9	1%
White	7	1%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	6	1%
Hispanic	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%
Black or African American	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%
Asian	3	2%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	3	2%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%
Female	*	2%	*	0%	*	0%	*	<5.00%	*	0%	*	0%	*	1%
Male	*	0%	*	0%	*	0%	*	<5.00%	*	0%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	4	1%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	4	1%
Students with disabilities	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%

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

Students 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	10	1%	0	0%	0	0%	1	0%	0	0%	0	0%	9	1%
PK	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%
KG	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%
1	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%
2	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%
3	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%
4	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%
5	1	1%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%
6	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%
7	9	7%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	9	7%
8	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%

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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
*

Climate and Environment

Student Access to Technology and Internet

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

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Teachers – Experience

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

Category	Teachers in District	Teachers in State
Total Number of teachers	104	119,239
Average years experience in public schools	11.5	12.6
Average years experience in district	10.2	11.3
Number of Teachers with 4 or more years experience in the district	76	87,243
Percentage of Teachers with 4 or more years experience in the district	73.8%	73.6%
Number of out-of-field teachers	0	2,931
Percentage of out-of-field teachers	0%	2.5%
Number of Teachers with Provisional Credentials	3	9,065
Percentage of Teachers with Provisional Credentials	2.9%	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	11	10,170
Average years experience in public schools	18.0	16.2
Average years experience in district	8.7	12.5
Number of Administrators with 4 or more years experience in the district	6	7,734
Percentage of Administrators with 4 or more years experience in the district	54.5%	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	104	119,239
Administrators	11	10,170
Librarians/Media Specialists	1	1,160
Nurses	3	3,025
School Counselors	5	4,673
Child Study Team Members	5	9,654
School Psychologists	2	2,185
School Social Workers	1	2,750
Student Assistance Coordinators	N	400
School Safety Specialists	1	681

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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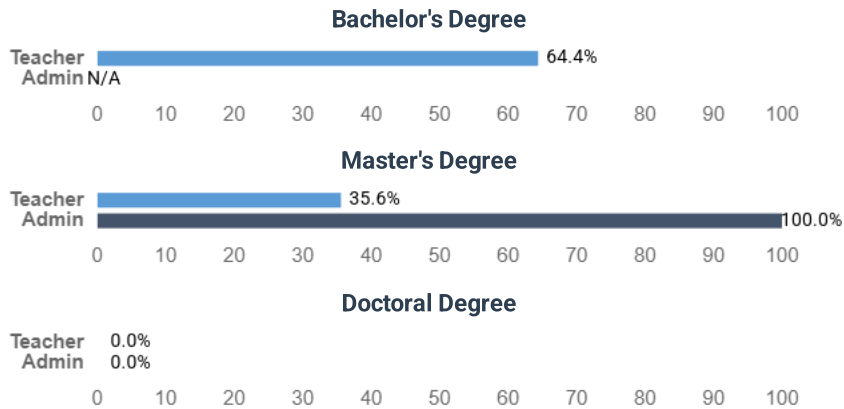
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district.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

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

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

Student and Staff Ratios

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

Ratio	District Ratio
Students to Teachers	11:1
Students to Administrators	108:1
Teachers to Administrators	9:1
Students to Librarians/Media Specialists †	1184:1
Students to Nurses †	395:1
Students to Counselors †	237:1
Students to Child Study Team Members †,††	35:1
Students to School Psychologists †	592:1
Students to School Social Workers †	1184:1
Students to Student Assistance Coordinators †	N
Students to School Safety Specialists †	1184:1

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

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

Teachers and Administrators – Demographics

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

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	50.0%	85-90%	*	48.0%	77.0%	57.0%
Male	50.0%	10-15%	*	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤5%	*	≤1%	≤1%	≤1%
White	53.3%	95.2%	100.0%	38.2%	81.8%	74.5%
Hispanic	23.6%	1.9%	0.0%	34.0%	8.6%	8.6%
Black or African American	5.5%	1.0%	0.0%	14.2%	6.4%	14.4%
Asian	11.4%	1.9%	0.0%	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	6.1%	0.0%	0.0%	3.1%	0.3%	0.4%

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher: 64.4%

Admin: N/A

Master's Degree

Teacher: 35.6%

Admin: 100.0%

Doctoral Degree

Teacher: 0.0%

Admin: 0.0%

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	90.4%	89.5%
2022-23 Administrators: Same district 2023-24	100.0%	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, of if the teacher has an expired certificate.

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

Teachers 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)	59	>90%	≤10%	≤10%	98.3%	0.0%	1.7%	0.0%	0.0%	0.0%	0.0%	75.9%	72.9%	27.1%	0.0%
English/Language Arts/Literacy	6	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	66.7%	33.3%	66.7%	0.0%
English to Speakers of Other Languages	3	*	*	*	33.3%	33.3%	0.0%	33.3%	0.0%	0.0%	0.0%	66.7%	33.3%	66.7%	0.0%
Mathematics	4	*	*	*	75.0%	0.0%	0.0%	25.0%	0.0%	0.0%	0.0%	50.0%	50.0%	50.0%	0.0%
Science	4	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	50.0%	50.0%	0.0%
Social Studies/History	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
World Language	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Visual and Performing Arts	3	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	33.3%	66.7%	33.3%	0.0%
Health/Physical Education	3	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	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	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
Industrial Arts	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Career and Technical Education	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Special Education	25	>80%	≤20%	≤20%	96.0%	4.0%	0.0%	0.0%	0.0%	0.0%	0.0%	80.0%	64.0%	36.0%	0.0%
Bilingual	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	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.

Bellmawr Boro	Federal	State & Local	Total	ADE**
District Level Total Expenditures	$3,308	$17,199	$20,507	1,172.0
District Level Central Expenditures		$638	$638	1,172.0
Bell Oaks Upper Elementary School	$3,841	$15,729	$19,570	451.9
Bellmawr Park Elementary School	$3,753	$16,665	$20,418	484.1
Ethel M Burke Elementary School	$1,371	$17,944	$19,315	236.0
-				

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.

Bellmawr Public School District

(07-0260)

2023-2024

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Accountability

Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

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

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

Accountability

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. **ELA and Math Proficiency:** Percentage of students who met or exceeded expectations on statewide assessments (NJSLA or DLM) **ELA and Math Growth:** For 2022-23 and 2023-24, this data reflects median student growth percentiles (mSGPs). For 2021-22, this data shows the Relative School Improvement Measure (RSIM), which was based on aggregate scale score improvement on the statewide assessments in ELA and mathematics (NJSLA), when comparing prior year performance to 2021-22 performance. **Four- and five-year graduation rates:** The federal adjusted cohort graduation rate. Prior year graduation rates are used for ESSA Accountability, so the graduation rates shown for 2023-2024 represent the Cohort 2023 4-year and Cohort 2022 5-year rates. **Progress toward English Language Proficiency:** The percentage of multilingual learners who demonstrated the expected amount of growth on the ACCESS for ELLs Assessment for English language proficiency. **Chronic absenteeism:** The percentage of K-12 students who were absent for 10% or more of the days enrolled during the school year.

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

ESSA Acountability Indicator	2021-22	2022-23	2023-24
ELA Proficiency	52.4%	57.0%	58.1%
Math Proficiency	35.8%	32.2%	36.0%
ELA Growth†	95	56	52
Math Growth†	84	42	43
4-Year Graduation Rate (Prior Year)††	N	N	N
5-Year Graduation Rate (Prior Year)††	N	N	N
Progress toward English Language Proficiency	52.4%	47.6%	63.0%
Chronic Absenteeism	15.9%	13.9%	15.6%

†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.

Report Key:

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** Accountability calculations require 20 or more students

N No Data is available to display

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

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†	Met Target	Met Standard	Met Standard	N	N	Met Goal	Not Met
White	Met Target†	Met Target	Met Standard	Not Met	N	N		Not Met
Hispanic	Met Target	Met Target	Met Standard	Met Standard	N	N		Met
Black or African American	Met Target	Met Target	Met Standard	Not Met	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	**	N	N		Not Met
Economically Disadvantaged Students	Met Target†	Met Target	Met Standard	Met Standard	N	N		Not Met
Students with Disabilities	Not Met	Not Met	Met Standard	Met Standard	N	N		Not Met
Multilingual Learners	Met Target†	Met Target	Met Standard	Met Standard	N	N	Met Goal	Met

†Target was met within a confidence interval.

Narrative

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

Highlights:

- All schools are designated No Place for Hate. We've achieved this by developing programs that ensure every student feels safe, valued, and supported at school.
- Bellmawr Schools leads in professional development, and Emily Handford's presentation on the Science of Reading showcases our commitment to innovative practices and continuous learning for teachers.
- We are one of the first districts in the county to commit to the development of the whole child by incorporating social and emotional learning.

Mission, Vision, Theme:

Learning Today-Leading Tomorrow Each student in the Bellmawr Public School District will develop academically, physically, emotionally, and socially in a positive learning environment that provides equitable educational opportunities for all students. All staff will hold high expectations for student achievement and accept responsibility for helping students meet those expectations. A rigorous, standards- based curriculum will be provided to all students, which includes a core that specifies the knowledge and skills that all students are to attain. All staff will be committed to fostering positive relationships between community members, parents, staff, students, and to the continuous improvement of the district. All the stakeholders will be involved in the educational process and will be partners in solving the real challenges and complex issues facing education in our community in the 21st century.

Awards, Recognition, Accomplishments:

Bellmawr School District participates in the Governor's Educator of the Year Program. It is our belief that if we truly value the quality of teaching and learning in our school, then we must take time each year to recognize, appreciate and honor the educators who exemplify excellence, dedication, and commitment toward helping all our children reach their full potential each and every day. Each year, educators are nominated and selected as Educators of the Year in hundreds of schools in New Jersey. The Governor's Educator of the Year Program provides a process for our school to share that news more widely by accepting nominations for Teachers from peers, parents, and community members. Through a school-based committee, one educator is chosen from each building.

NJ SCHOOL PERFORMANCE REPORT

Narrative

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

Courses, Curriculum, Instruction:

Research demonstrates that implementing a variety of methods to instruct reading is a characteristic of the most successful literacy programs. We are following the Science of Reading curriculum for ELA, which enables us to reach the full range of learners most effectively. We concur with the National Reading Panel's Report of 2000 that states 5 critical areas of reading instruction that must be addressed: phonemic awareness, phonics, vocabulary, fluency, & comprehension, all of which are critical to student literacy growth. Through the use of increasingly complex texts combined with a gradual release of responsibility from teacher to student, students will be able to reach levels of literacy ability & achievements that support academic achievements throughout their school career. As part of our Algebra curriculum, emphasis is placed on conceptual understanding, on algebraic representation, & on algebraic methods to solve real-life word problems. This content is aligned to meet NJSLS.

Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cheerleading (Coed), Lacrosse (Boys), Soccer (Coed), Softball (Girls), Track and Field - Spring (Coed), Volleyball (Coed)

Bellmawr offers a comprehensive athletics program featuring competitive and developmental sports opportunities. Our competitive sports include Baseball, Basketball, Soccer, Softball, and Track, which compete against surrounding districts. Additionally, we provide Cheerleading, Intramurals, and Boys Lacrosse, which focus on personal skill development, teamwork, and promoting an active, healthy lifestyle for students who may prefer a non-competitive athletic experience

Clubs and Activities:

Bellmawr School District offers a diverse range of extracurricular activities including sports (Intramural Sports), academic clubs (Chess Club, Technology Club), performing arts (Drama Club, Chorale, Band), and leadership opportunities (Peer Mentors, Student Council, Pride Club). These activities provide students with opportunities to explore interests, develop skills, and engage with their school community beyond academics.

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

Narrative

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

Before and After School Programs:

Bellmawr School District offers comprehensive before and after care programs across all three schools. Tailored to different age groups, these programs serve Pre-K through 8th grade students, with dedicated sites at Bell Oaks Middle School, Bellmawr Park Elementary, and Ethel Burke Elementary. Operating from 7 am to 8:30 am and 3:00 pm to 6:00 pm, each program is supervised by a site manager and offers engaging activities, including science, art, culinary experiences, homework support, and daily physical activities. The district caps off the year with a free 5-week summer program in July, ensuring students remain active and learning even during school breaks.

Staff and Professional Learning:

Bellmawr Public Schools is committed to enhancing educational quality through advanced professional development strategies. We have adopted Charlotte Danielson's Framework for Teaching (FFT) to improve teacher practice and student outcomes by establishing a shared understanding of effective instruction. Utilizing John Hattie's Assessment Capable Visible Learners research which synthesizes 1,800 meta-analyses involving over 100,000 studies and 300,000 students worldwide we prioritize embedded, ongoing professional growth. Our approach emphasizes internal expertise through the Collaborative Teacher Crew/New Teacher Academy, which provides continuous support and collaboration during Professional Learning Community (PLC) time. Additionally, we supplement internal development with outside presenters, district-wide book studies, and staff presentations.

Postsecondary Information:

Bellmawr School District is committed to inspiring students to envision their educational and professional futures. By displaying educators' college backgrounds in middle school and organizing 8th-grade initiatives like local college visits and Career Week, the district encourages students to explore potential career paths and higher education opportunities through interactive sessions and professional presentations.

NJ SCHOOL PERFORMANCE REPORT

Narrative

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Student Supports and Services:

Bellmawr Schools offers comprehensive support services to meet diverse student needs. Academic programs include music, physical education, art, technology, and world cultures classes. Additional supports encompass Basic Skills, English as a Second Language (ESL), and Summer Enrichment programs for Special Education students. The Intervention & Referrals Services (I&RS) Team provides targeted academic and behavioral interventions, with potential referral to the Child Study Team for further assessment. The district also offers counseling services through School Psychologists, Social Workers, and a Care Solace partnership for accessing external mental health resources.

Student Health and Wellness:

Bellmawr School District collaborates with Nutri-Serve Food Management, Inc. to provide students with nutritious meals and snacks, including breakfast, lunch, and daily nutrition information. The district's Health curriculum covers age-appropriate topics on healthy habits, lifestyles, and personal well-being, complementing the comprehensive nutritional offerings.

Parent and Community Involvement:

The Bellmawr PTO plays a vital role in providing extra services and opportunities for all of our students. Many of our family members volunteer their time to assist the PTO throughout the school year. Our PTO provides quality assemblies tied to our school philosophy and programs. We are proud to link all stakeholders to achieve our school vision, as well as work in coordination to support future goals. The successful partnership between our school and our PTO ensures our students gain experiences to develop all aspects of their educational experience. Parents are encouraged to monitor academic progress regularly by logging onto the Parent Portal in the Genesis system. We have a Multicultural Fair celebrating the many cultures represented throughout the town of Bellmawr and within our school district. A Halloween Parade is also organized by staff members and parents.

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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers. The Panorama Student Survey gathers feedback from students about their classroom experience by measuring student perceptions across the school/district. Decades of research have shown that student perceptions strongly correlate with learning outcomes and can be an important improvement tool for school systems. The Panorama Student Survey is designed as a series of scales-groups of student survey questions that capture different aspects of the same underlying theme-to allow educators to customize the survey with the topics they value most. The comprehensive survey covers nineteen key topics: from pedagogical effectiveness and school climate to student engagement and growth mindset.

Facilities:

Bellmawr School District utilized Federal grant funding to install new heating/air conditioning ventilation in all classrooms at Bellmawr Park and the cafeteria Bell Oaks School. The district fully-renovated a multi-use girls and boys bathroom in all three school buildings in order to enhance building safety and cleanliness. We have allocated the rest of our resources toward beautifying instructional spaces through investments in new interior doors, new paint/drywall, new flooring, and new ceiling grids & LED lighting in order to create a 21st century-worthy learning environment for all students. We have also overhauled the key systems in all three buildings to ensure that the safety and security of students and staff remains paramount.

School Safety:

Bellmawr School District prioritizes school safety through comprehensive emergency management protocols. Administrative staff receive ongoing professional development, which is integrated into new teacher orientation, staff meetings, and common planning time. The district maintains a close partnership with local law enforcement, who conduct weekly building walk-throughs and engage with students in formal settings throughout the school year. Students are consistently involved in programs designed to promote and support school safety.

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Technology and STEM:	The district now provides 1:1 technology for students in grades K-8, with 404 Chromebooks in elementary schools and 560 laptops in middle school. STEM curriculum development included creating curriculum units and materials available in the library media center. The STEM Club, starting with 34 students and maintaining 15-20 regular participants, focused on programming using Scratch software.
Early Childhood Education:	Bellmawr School District adopted a researched-based preschool curriculum, known as Creative Curriculum. Creative Curriculum is a comprehensive, scientifically based early childhood curriculum that has been shown to improve cognitive and social/emotional outcomes in young children. The Creative Curriculum balances teacher-planned and child-initiated learning, emphasizing responsiveness to children's strengths, interests, needs, and learning styles. It helps teachers plan and implement content-rich, developmentally appropriate programs that support active learning and promote children's progress in all developmental areas that include the following: Social, Emotional, Cognitive, Physical. Creative Curriculum translates child development theory and research into best practice, clearly defining the teacher's vital role in connecting content, teaching and learning for preschool children.
Attendance:	Diversity, Equity & Inclusion is a cornerstone of the NJSLS's and plays a role throughout all areas of Bellmawr's curriculum. The district's goal is to ensure a school environment that "demonstrates ways to promote dignity and respect for all people (e.g., sexual orientation, gender identity & expression, race, ethnicity, socioeconomic status, differing ability, immigration status, family configuration)." In order to promote collaboration and transparency throughout Bellmawr's learning community, a districtwide committee has been established to review updates to the regulations/standards, seek community feedback and to establish ongoing professional development to ensure that inclusive practices are upheld as part of our core beliefs.

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Other Information:

Bellmawr Schools are eligible for Title I services. This designation entitles all students in the school to receive basic skills instruction at any point throughout the year without being identified as eligible to participate. Through Title I funds, students are eligible to receive basic skills instruction in ELA and Math. The evaluation of multiple measures will determine if a student needs service. If a child is found eligible for basic skills instruction, the parent (s) of the child will be contacted by the teacher providing services. This conversation will include an explain the services provided. The services provided will be monitored, and the student's report card will reflect the services provided. Eligibility for basic skills instruction runs with the corresponding school year. Once receiving basic skills instruction, eligibility to remain in the program will be monitored. When the student reaches grade-level proficiency, the child will exit services. At Back-to-School Night, the basic skills teacher will hold a session explaining Title I, basic skills services, and parental rights as a parent of a child receiving services. Additionally, on the website are resources and mandated documents required for any district receiving Title I funds.