



Gloucester Township Public Schools (07-1780)

2023-2024

County: Camden

District: Gloucester Township Public Schools

17 Erial Road
Blackwood, NJ 08012

Superintendent: Mr. John Bilodeau

[District Website](#)

856-227-1400 x2001



6,552
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	Gloucester Township Public Schools
Superintendent Name	Mr. John Bilodeau
Address	17 Erial Road, Blackwood, NJ 08012
Phone Number	856-227-1400 x2001
Email Address	jbilodeau@gloucestertownshipschools.org
Website	www.gloucestertownshipschools.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
Ann A. Mullen Middle School	PK-08
Blackwood Elementary School	KG-05
Charles W. Lewis Middle School	06-08
Chews Elementary School	PK-05
Erial Elementary School	PK-05
Glen Landing Middle School	PK-08
Glendora Elementary School	KG-05
Gloucester Township Elementary School	KG-05
James W. Lilley Elementary School	KG-05
Loring Flemming Elementary School	KG-05
Union Valley Elementary School	PK-05

Demographics

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

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2021-22	2022-23	2023-24
PK	381	396	438
KG	670	683	648
1	631	679	659
2	649	631	679
3	629	661	623
4	657	651	661
5	744	678	681
6	681	750	689
7	706	691	763
8	728	731	711
Total	6,476	6,551	6,552

Enrollment Trends by Student Group

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

Student Group	2021-22	2022-23	2023-24
Female	48.0%	48.0%	49.0%
Male	52.0%	51.0%	51.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	37.7%	39.8%	41.8%
Students with Disabilities	16.1%	16.7%	17.8%
Multilingual Learners	2.2%	2.6%	2.7%
Students Experiencing Homelessness	0.5%	0.8%	0.6%
Students in Foster Care	0.6%	0.6%	0.5%
Military-Connected Students	1.0%	1.2%	1.2%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial And Ethnic Group	2021-22	2022-23	2023-24
White	45.5%	43.0%	41.7%
Hispanic	16.7%	17.6%	18.4%
Black or African American	26.8%	27.6%	27.8%
Asian	4.9%	5.0%	5.4%
Native Hawaiian or Pacific Islander	0.1%	0.2%	0.2%
American Indian or Alaska Native	0.3%	0.4%	0.4%
Two Or More Races	5.7%	6.1%	6.2%

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.

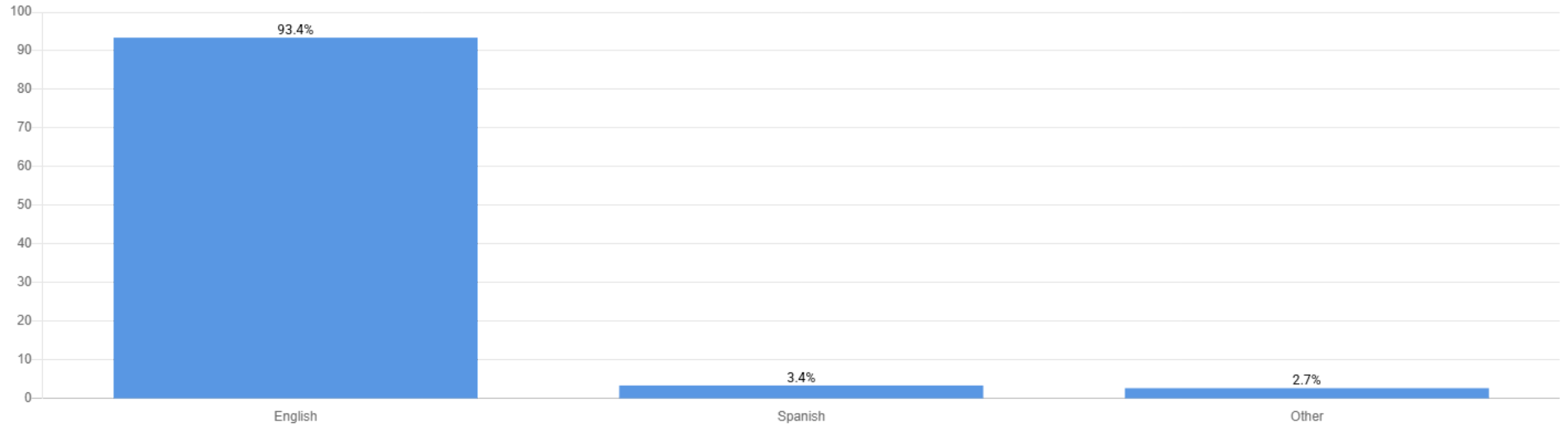
Grade	2021-22	2022-23	2023-24
PK - Half Day	8	19	34
PK - Full Day	373	377	404
KG - Half Day	0	0	0
KG - Full Day	670	683	648

Demographics

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

Enrollment by Home Language

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



Student Growth

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

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

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

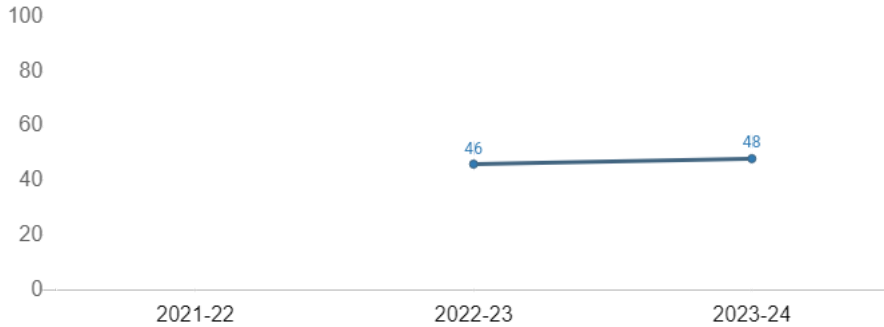
Important Note for 2023-24: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022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

Student Growth Trends and Progress

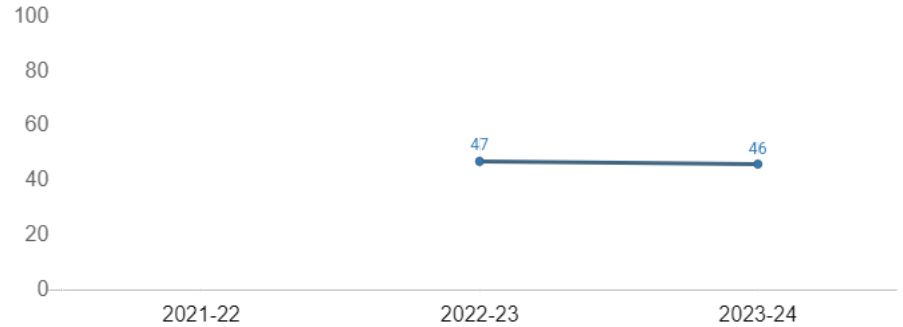
These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Median Student Growth Percentile		46	48		47	46
Met Standard (40-59.5)?		Met Standard	Met Standard		Met Standard	Met Standard
Statewide: Median Student Growth Percentile		50	50		50	50

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Student Growth

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

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	48	50	Met Standard	46	50	Met Standard
White	49	50	Met Standard	44.5	51	Met Standard
Hispanic	51	49	Met Standard	49	48	Met Standard
Black or African American	44	47	Met Standard	42.5	46	Met Standard
Asian, Native Hawaiian, or Pacific Islander	60	59	Exceeds Standard	55	60	Met Standard
American Indian or Alaska Native	56.5	50	**	*	50	**
Two or More Races	40	50	Met Standard	50	51	Met Standard
Female	50	52		46	50	
Male	46	48		45	50	
Non-Binary/Undesignated Gender	*	44		*	45.5	
Economically Disadvantaged Students	46	48	Met Standard	46	48	Met Standard
Students with Disabilities	40	43	Met Standard	38	44	Not Met
Multilingual Learners	58.5	50	Met Standard	58.5	50	Met Standard
Students Experiencing Homelessness	47	43		46	45	
Students in Foster Care	45.5	40		*	47	
Military-Connected Students	47	47.5		37.5	51	
Migrant Students	N	53		N	44	

Student Growth

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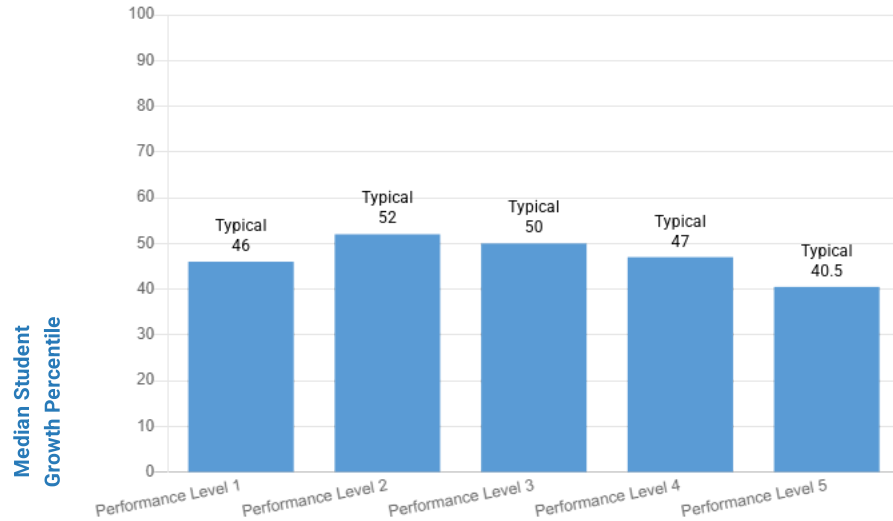
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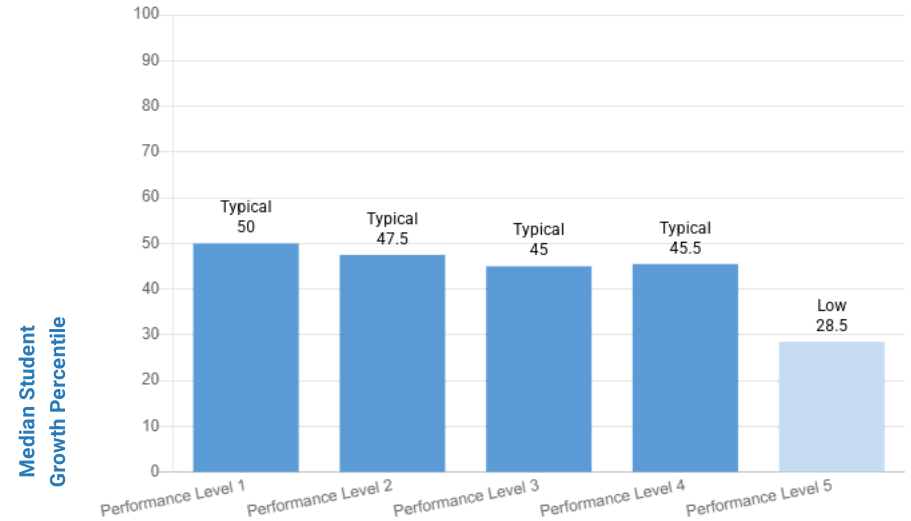
Student Growth by Performance Level

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.

ELA



Math



Student Growth

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

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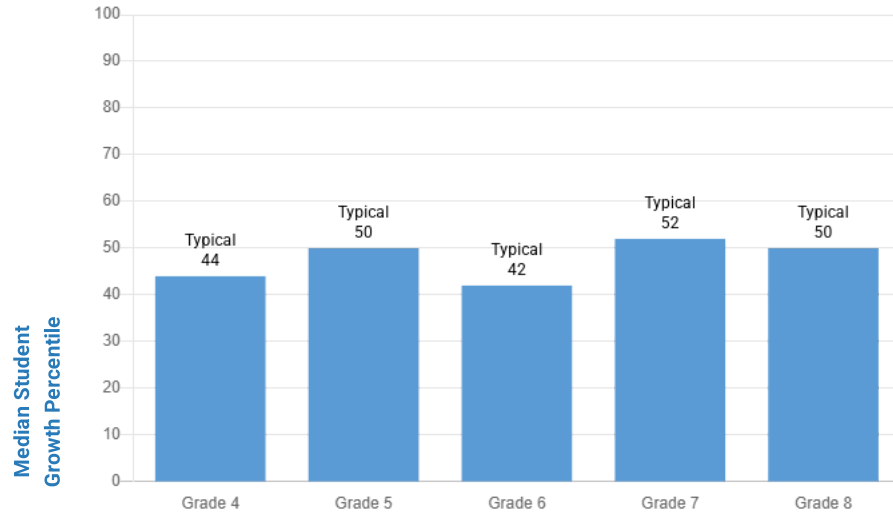
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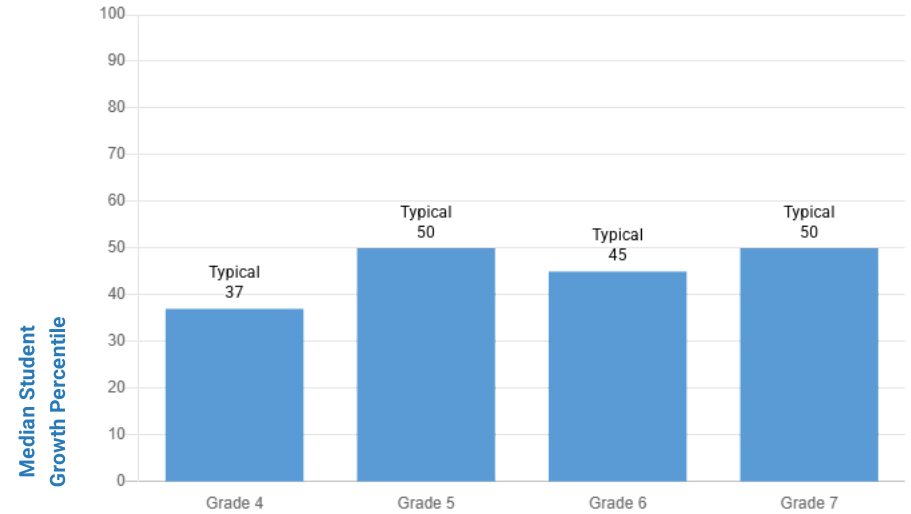
Student Growth by Grade

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

ELA



Math



Academic Achievement

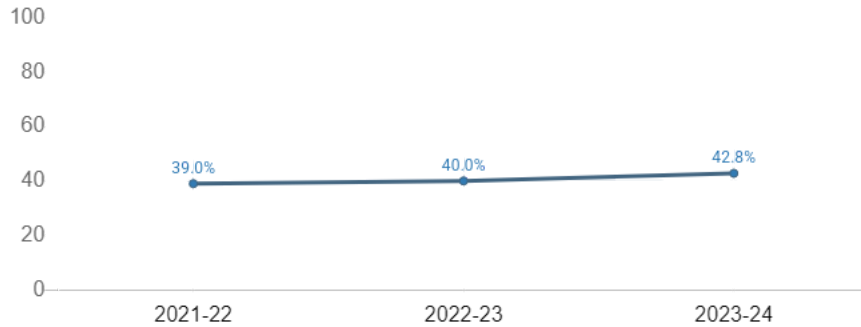
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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

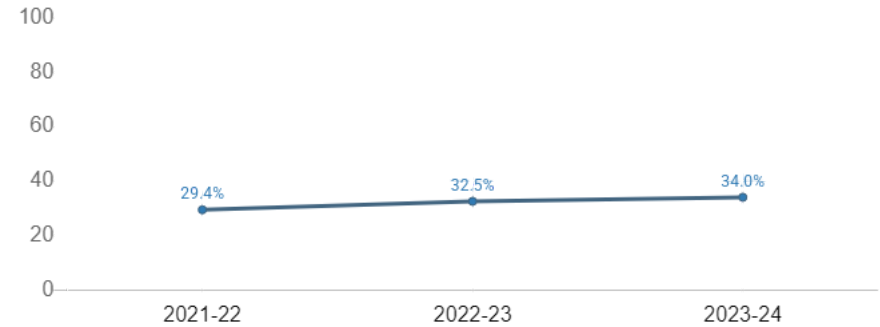
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	99.1%	98.1%	98.0%	99.1%	98.2%	98.0%
Proficiency Rate for Federal Accountability	39.0%	40.0%	42.8%	29.4%	32.5%	34.0%
Annual Target	49.2%	51.1%	42.0%	44.2%	46.4%	34.8%
Met Annual Target?	Not Met	Not Met	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

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

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

English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	3,999	98%	42.8%	52.2%	42.8%	42%	Met Target
White	1,685	98.8%	50.6%	61.8%	50.6%	50.1%	Met Target
Hispanic	712	97.2%	36.1%	38%	36.1%	33.3%	Met Target
Black or African American	1,132	97.3%	32.3%	35.9%	32.3%	32%	Met Target
Asian, Native Hawaiian, or Pacific Islander	218	99.1%	62.4%	79.9%	62.4%	56.5%	Met Target
American Indian or Alaska Native	18	100%	33.3%	51.2%	33.3%	**	**
Two or More Races	234	97.9%	40.2%	59.4%	40.2%	40.5%	Met Target†
Female	*	97.9%	49.4%	57.7%	49.4%		
Male	*	98.1%	36.7%	47%	36.7%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	1,695	97.8%	32.9%	34.6%	32.9%	30.6%	Met Target
Non-Economically Disadvantaged Students	2,304	98.2%	50.1%	62.8%	50.1%		
Students with Disabilities	722	97.4%	14%	19.8%	14%	13%	Met Target
Students without Disabilities	3,277	98.2%	49.1%	59.4%	49.1%		
Multilingual Learners	157	95.2%	27.4%	23.1%	27.4%	28.6%	Met Target†
Non-Multilingual Learners	3,842	98.2%	43.4%	56.2%	43.4%		
Students Experiencing Homelessness	25	92.6%	20%	21.9%	19.5%		
Students in Foster Care	12	100%	25%	19.3%	25%		
Military-Connected Students	41	95.5%	46.3%	48.2%	46.3%		
Migrant Students	*	*	*	13.3%	*		

† Target was met within a confidence interval.

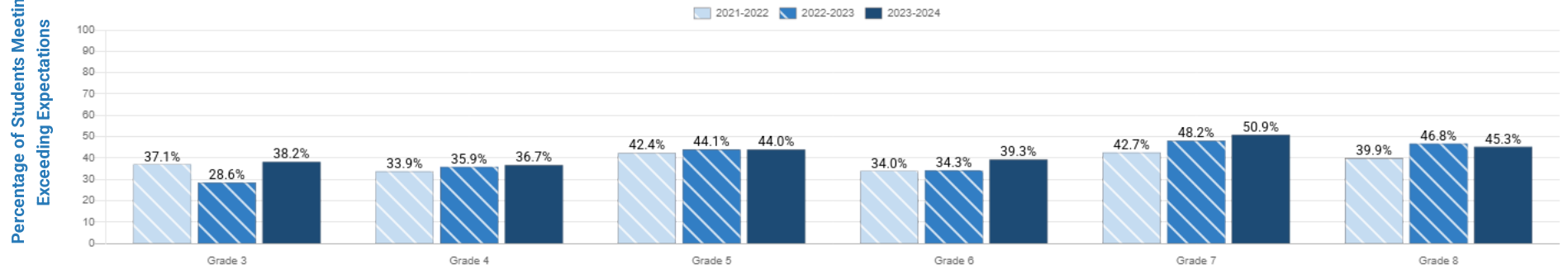
Academic Achievement

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English Language Arts Assessment - Performance Trends

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



Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	602	737	741	19%	18%	25%	35%	3%	38%	44%
White	254	743	751	15%	17%	25%	38%	5%	43%	53%
Hispanic	125	730	724	26%	17%	25%	31%	2%	33%	29%
Black or African American	145	731	725	17%	24%	28%	28%	3%	31%	29%
Asian, Native Hawaiian, or Pacific Islander	*	738	770	17%	17%	22%	43%	0%	43%	70%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	46%
Two or More Races	49	744	751	18%	12%	18%	47%	4%	51%	52%
Female	*	741	746	15%	19%	24%	38%	4%	42%	48%
Male	*	733	736	22%	17%	26%	32%	3%	35%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	254	727	722	25%	21%	25%	27%	2%	29%	26%
Non-Economically Disadvantaged Students	348	744	753	14%	16%	25%	40%	5%	45%	55%
Students with Disabilities	110	712	710	47%	22%	9%	19%	3%	22%	18%
Students without Disabilities	492	742	747	12%	17%	28%	38%	4%	42%	49%
Multilingual Learners	24	713	704	38%	29%	13%	21%	0%	21%	13%
Non-Multilingual Learners	578	738	746	18%	18%	25%	35%	4%	39%	48%
Students Experiencing Homelessness	*	*	707	*	*	*	*	*	*	18%
Students in Foster Care	*	*	711	*	*	*	*	*	*	18%
Military-Connected Students	*	*	739	*	*	*	*	*	*	41%
Migrant Students	*	*	688	*	*	*	*	*	*	*

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	645	739	749	13%	21%	29%	29%	8%	37%	51%
White	276	743	758	10%	18%	30%	35%	7%	42%	61%
Hispanic	105	739	734	16%	21%	31%	20%	11%	31%	35%
Black or African American	192	730	733	19%	28%	24%	24%	5%	29%	34%
Asian, Native Hawaiian, or Pacific Islander	36	753	776	6%	11%	25%	50%	8%	58%	78%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	51%
Two or More Races	*	743	757	9%	26%	37%	14%	14%	29%	60%
Female	*	742	752	12%	21%	27%	32%	8%	40%	54%
Male	*	737	745	15%	22%	30%	26%	8%	34%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	730	731	20%	26%	27%	24%	4%	28%	32%
Non-Economically Disadvantaged Students	*	746	760	9%	18%	30%	33%	10%	43%	63%
Students with Disabilities	102	708	720	50%	20%	17%	14%	0%	14%	21%
Students without Disabilities	543	745	755	6%	22%	31%	32%	9%	41%	57%
Multilingual Learners	13	717	711	*	*	*	*	*	*	13%
Non-Multilingual Learners	632	740	753	13%	21%	28%	29%	8%	37%	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	666	743	750	14%	17%	25%	39%	5%	44%	52%
White	270	750	760	8%	16%	21%	47%	7%	54%	63%
Hispanic	118	737	736	19%	17%	27%	31%	5%	36%	37%
Black or African American	189	731	734	22%	21%	27%	29%	2%	31%	35%
Asian, Native Hawaiian, or Pacific Islander	*	762	778	3%	11%	16%	58%	13%	71%	80%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	45	743	757	11%	13%	38%	33%	4%	38%	60%
Female	*	749	755	11%	13%	26%	43%	7%	50%	57%
Male	*	737	745	17%	21%	24%	34%	4%	38%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	733	732	18%	21%	29%	30%	2%	32%	33%
Non-Economically Disadvantaged Students	*	750	761	10%	15%	22%	45%	8%	53%	64%
Students with Disabilities	110	708	719	48%	27%	15%	9%	1%	10%	20%
Students without Disabilities	556	749	756	7%	15%	27%	44%	6%	51%	59%
Multilingual Learners	17	709	705	*	*	*	*	*	*	*
Non-Multilingual Learners	649	744	754	13%	17%	25%	40%	6%	45%	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	657	739	751	11%	21%	29%	35%	5%	39%	53%
White	265	746	760	8%	18%	25%	44%	6%	50%	63%
Hispanic	116	733	738	16%	21%	30%	30%	3%	34%	39%
Black or African American	211	733	735	13%	26%	33%	24%	4%	28%	35%
Asian, Native Hawaiian, or Pacific Islander	*	750	778	8%	15%	23%	50%	5%	55%	82%
American Indian or Alaska Native	*	*	748	*	*	*	*	*	*	49%
Two or More Races	*	734	758	12%	32%	32%	20%	4%	24%	60%
Female	*	746	756	8%	15%	30%	41%	6%	47%	59%
Male	*	734	746	14%	26%	28%	29%	3%	32%	48%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	303	732	735	13%	26%	32%	26%	3%	29%	35%
Non-Economically Disadvantaged Students	354	746	761	9%	17%	26%	42%	6%	48%	65%
Students with Disabilities	101	703	719	*	*	*	*	*	*	17%
Students without Disabilities	556	746	758	4%	19%	31%	40%	6%	45%	60%
Multilingual Learners	*	*	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	740	754	10%	21%	29%	35%	5%	40%	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	751	745	752	15%	12%	22%	36%	15%	51%	54%
White	318	756	761	8%	10%	21%	40%	21%	61%	64%
Hispanic	131	738	737	20%	11%	27%	33%	9%	42%	39%
Black or African American	211	734	734	23%	17%	20%	34%	7%	40%	37%
Asian, Native Hawaiian, or Pacific Islander	49	759	785	8%	8%	16%	41%	27%	67%	84%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	51%
Two or More Races	*	732	759	27%	12%	24%	27%	10%	37%	60%
Female	*	756	758	10%	9%	20%	41%	20%	62%	60%
Male	*	736	746	21%	14%	23%	32%	10%	42%	48%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	316	735	734	23%	15%	22%	30%	10%	41%	36%
Non-Economically Disadvantaged Students	435	753	762	10%	10%	22%	40%	18%	58%	64%
Students with Disabilities	129	700	715	59%	17%	14%	9%	2%	10%	18%
Students without Disabilities	622	755	759	6%	11%	23%	42%	18%	59%	61%
Multilingual Learners	15	682	700	*	*	*	*	*	*	*
Non-Multilingual Learners	736	747	756	14%	12%	22%	37%	15%	52%	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	691	743	751	14%	19%	22%	35%	10%	45%	53%
White	288	749	760	10%	13%	22%	42%	12%	55%	62%
Hispanic	126	733	736	20%	25%	21%	28%	6%	34%	39%
Black or African American	202	735	735	17%	23%	26%	25%	9%	34%	37%
Asian, Native Hawaiian, or Pacific Islander	*	769	783	6%	0%	23%	52%	19%	71%	82%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	52%
Two or More Races	*	746	757	8%	25%	15%	43%	10%	53%	59%
Female	*	752	759	10%	15%	22%	39%	15%	54%	60%
Male	*	734	743	18%	23%	22%	32%	6%	37%	46%
Non-binary/undesignated gender	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	293	733	734	20%	24%	20%	29%	6%	36%	36%
Non-Economically Disadvantaged Students	398	750	761	9%	15%	24%	39%	13%	52%	63%
Students with Disabilities	104	700	713	*	*	*	*	*	*	16%
Students without Disabilities	587	750	758	7%	18%	24%	40%	12%	52%	60%
Multilingual Learners	11	698	701	*	*	*	*	*	*	*
Non-Multilingual Learners	680	743	755	13%	18%	22%	36%	10%	46%	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	4,011	98%	34%	40.2%	34%	34.8%	Met Target†
White	1,688	98.8%	42.4%	51.1%	42.4%	43.6%	Met Target†
Hispanic	717	97.3%	26.4%	24.2%	26.4%	27.2%	Met Target†
Black or African American	1,135	97.2%	22%	20.1%	22%	22.4%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	221	99.1%	56.6%	74.4%	56.6%	54.2%	Met Target
American Indian or Alaska Native	18	100%	33.3%	42%	33.3%	**	**
Two or More Races	232	97.1%	32.8%	48.9%	32.8%	31.9%	Met Target
Female	*	98%	33.2%	38.4%	33.2%		
Male	*	98%	34.6%	42%	34.6%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	1,701	97.7%	23.8%	21.7%	23.8%	22.9%	Met Target
Non-Economically Disadvantaged Students	2,310	98.2%	41.5%	51.5%	41.5%		
Students with Disabilities	721	97.3%	12.8%	16.6%	12.8%	14.5%	Met Target†
Students without Disabilities	3,290	98.2%	38.6%	45.4%	38.6%		
Multilingual Learners	172	96.3%	22.7%	18.7%	22.7%	26.1%	Met Target†
Non-Multilingual Learners	3,839	98.1%	34.5%	43.5%	34.5%		
Students Experiencing Homelessness	25	92.6%	<10%	12.9%	<10%		
Students in Foster Care	12	100%	<10%	12.4%	<10%		
Military-Connected Students	41	95.5%	36.6%	38.8%	36.6%		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

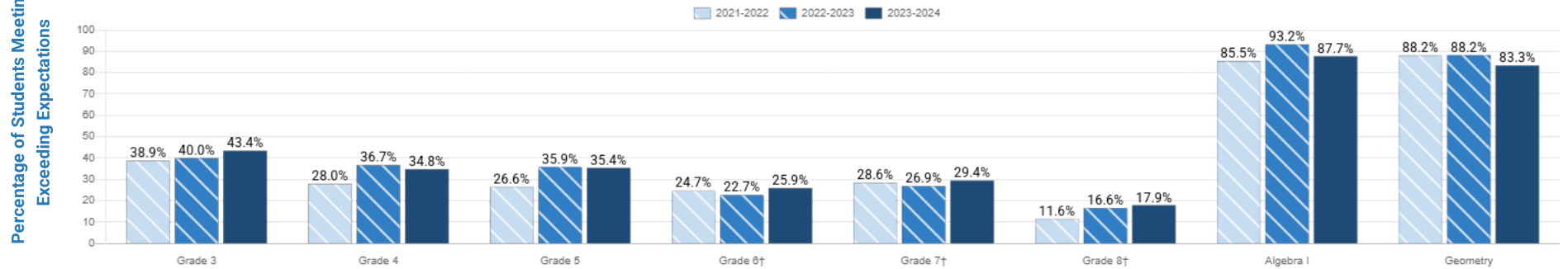
Academic Achievement

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Mathematics Assessment - Performance Trends

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



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

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	606	744	747	8%	16%	32%	36%	7%	43%	48%
White	256	751	757	5%	16%	23%	46%	9%	55%	60%
Hispanic	127	735	732	17%	16%	37%	28%	3%	31%	31%
Black or African American	146	738	728	10%	16%	39%	29%	5%	34%	27%
Asian, Native Hawaiian, or Pacific Islander	*	750	776	9%	9%	35%	39%	9%	48%	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	51%
Two or More Races	48	753	755	0%	23%	35%	25%	17%	42%	56%
Female	*	741	744	9%	21%	31%	35%	4%	39%	45%
Male	*	748	749	8%	12%	32%	37%	10%	48%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	257	734	729	13%	19%	39%	27%	2%	30%	28%
Non-Economically Disadvantaged Students	349	752	758	5%	15%	27%	43%	11%	54%	60%
Students with Disabilities	111	729	725	22%	27%	27%	19%	5%	24%	25%
Students without Disabilities	495	748	751	5%	14%	33%	40%	8%	48%	52%
Multilingual Learners	29	723	722	24%	28%	31%	14%	3%	17%	20%
Non-Multilingual Learners	577	745	751	8%	16%	32%	37%	7%	45%	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	650	736	744	14%	22%	29%	32%	2%	35%	45%
White	277	742	754	11%	15%	32%	39%	3%	42%	57%
Hispanic	108	733	730	15%	23%	31%	30%	2%	31%	28%
Black or African American	193	725	726	20%	33%	25%	22%	1%	22%	24%
Asian, Native Hawaiian, or Pacific Islander	36	754	773	3%	14%	28%	50%	6%	56%	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	50%
Two or More Races	*	738	752	11%	23%	29%	31%	6%	37%	54%
Female	*	732	743	16%	26%	27%	28%	3%	31%	43%
Male	*	739	746	12%	18%	32%	36%	2%	38%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	727	727	21%	29%	25%	23%	1%	25%	25%
Non-Economically Disadvantaged Students	*	742	755	9%	16%	32%	39%	3%	42%	58%
Students with Disabilities	104	714	722	38%	26%	20%	16%	0%	16%	21%
Students without Disabilities	546	740	749	10%	21%	31%	36%	3%	38%	50%
Multilingual Learners	16	729	718	13%	31%	38%	19%	0%	19%	14%
Non-Multilingual Learners	634	736	748	14%	22%	29%	33%	2%	35%	49%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	15%
Students in Foster Care	*	*	716	*	*	*	*	*	*	15%
Military-Connected Students	*	*	744	*	*	*	*	*	*	43%
Migrant Students	*	*	721	*	*	*	*	*	*	17%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	670	736	741	13%	24%	28%	31%	4%	35%	40%
White	270	742	751	8%	20%	29%	38%	5%	43%	53%
Hispanic	121	730	726	17%	28%	26%	27%	2%	30%	23%
Black or African American	189	724	722	21%	29%	30%	19%	2%	21%	19%
Asian, Native Hawaiian, or Pacific Islander	*	758	772	3%	18%	10%	59%	10%	69%	76%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	45	737	748	11%	20%	36%	31%	2%	33%	49%
Female	*	736	739	12%	25%	28%	31%	5%	36%	38%
Male	*	735	742	14%	23%	28%	32%	3%	35%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	726	724	19%	30%	27%	22%	2%	25%	20%
Non-Economically Disadvantaged Students	*	743	752	8%	19%	29%	38%	5%	44%	53%
Students with Disabilities	110	706	717	*	*	*	*	*	*	16%
Students without Disabilities	560	741	746	7%	22%	30%	36%	5%	41%	45%
Multilingual Learners	21	717	711	19%	57%	10%	14%	0%	14%	*
Non-Multilingual Learners	649	736	744	13%	23%	28%	32%	4%	36%	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	659	730	737	14%	30%	30%	24%	2%	26%	36%
White	265	737	746	8%	25%	34%	31%	2%	33%	47%
Hispanic	117	723	723	15%	39%	26%	19%	0%	19%	20%
Black or African American	211	723	718	23%	29%	30%	16%	1%	18%	15%
Asian, Native Hawaiian, or Pacific Islander	*	744	768	2%	29%	27%	37%	5%	41%	73%
American Indian or Alaska Native	*	*	735	*	*	*	*	*	*	33%
Two or More Races	*	728	743	16%	36%	16%	32%	0%	32%	45%
Female	*	730	736	15%	25%	32%	28%	1%	28%	34%
Male	*	730	738	13%	34%	29%	22%	2%	24%	38%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	303	724	721	17%	36%	28%	18%	1%	19%	17%
Non-Economically Disadvantaged Students	356	735	747	12%	24%	32%	30%	2%	32%	48%
Students with Disabilities	101	705	714	*	*	*	*	*	*	12%
Students without Disabilities	558	735	741	9%	28%	33%	28%	2%	30%	41%
Multilingual Learners	11	706	707	*	*	*	*	*	*	*
Non-Multilingual Learners	648	730	740	14%	29%	31%	25%	2%	26%	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	735	735	739	9%	28%	33%	25%	4%	29%	37%
White	302	741	748	6%	22%	33%	34%	5%	39%	50%
Hispanic	131	729	728	8%	38%	32%	21%	2%	22%	23%
Black or African American	212	727	724	14%	35%	34%	16%	1%	17%	18%
Asian, Native Hawaiian, or Pacific Islander	48	752	764	4%	8%	31%	40%	17%	56%	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	*	730	743	15%	32%	39%	10%	5%	15%	44%
Female	*	736	738	7%	27%	35%	25%	5%	30%	36%
Male	*	734	739	11%	29%	31%	26%	3%	29%	39%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	316	728	726	12%	36%	33%	15%	3%	18%	20%
Non-Economically Disadvantaged Students	419	740	747	7%	22%	33%	33%	5%	38%	48%
Students with Disabilities	128	711	716	*	*	*	*	*	*	12%
Students without Disabilities	607	740	743	4%	25%	37%	29%	5%	34%	43%
Multilingual Learners	19	710	714	32%	47%	11%	5%	5%	11%	*
Non-Multilingual Learners	716	736	741	9%	28%	34%	26%	4%	30%	40%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	11%
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	740	*	*	*	*	*	*	39%
Migrant Students	*	*	708	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 8

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	552	718	719	30%	30%	22%	17%	1%	18%	19%
White	206	724	729	25%	28%	23%	23%	1%	24%	27%
Hispanic	117	712	713	32%	37%	19%	12%	0%	12%	13%
Black or African American	175	710	707	38%	33%	18%	11%	1%	11%	10%
Asian, Native Hawaiian, or Pacific Islander	*	738	740	7%	27%	33%	33%	0%	33%	40%
American Indian or Alaska Native	*	*	722	*	*	*	*	*	*	21%
Two or More Races	*	728	722	20%	17%	37%	26%	0%	26%	22%
Female	*	717	719	28%	35%	21%	16%	0%	16%	19%
Male	*	718	719	32%	27%	22%	18%	1%	19%	20%
Non-binary/undesignated gender	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	262	712	711	37%	31%	19%	13%	0%	14%	12%
Non-Economically Disadvantaged Students	290	723	725	24%	30%	24%	20%	1%	22%	25%
Students with Disabilities	105	695	702	*	*	*	*	*	*	*
Students without Disabilities	447	723	724	23%	32%	25%	19%	1%	21%	23%
Multilingual Learners	15	706	701	*	*	*	*	*	*	*
Non-Multilingual Learners	537	718	721	30%	30%	22%	18%	1%	18%	21%
Students Experiencing Homelessness	*	*	704	*	*	*	*	*	*	*
Students in Foster Care	*	*	696	*	*	*	*	*	*	*
Military-Connected Students	*	*	722	*	*	*	*	*	*	19%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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

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Mathematics Assessment - Performance By Test: Algebra I

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

This includes any students who were enrolled in an Algebra I course and took the Algebra I assessment in grades 7 through 12. Students in sixth grade who were enrolled in Algebra I course were required to take both the Algebra I and Grade 6 mathematics assessment. The results of their Algebra I assessment are not included in these results but will be reported when the student is in grade 9.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	146	773	738	0%	1%	12%	83%	5%	88%	40%
White	88	773	748	0%	0%	13%	82%	6%	88%	51%
Hispanic	11	770	723	0%	0%	18%	82%	0%	82%	23%
Black or African American	27	769	719	0%	4%	11%	78%	7%	85%	19%
Asian, Native Hawaiian, or Pacific Islander	17	776	773	*	*	*	*	*	94%	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	*	*	746	*	*	*	*	*	*	49%
Female	*	769	737	0%	0%	17%	81%	3%	83%	39%
Male	*	777	739	0%	1%	6%	85%	7%	93%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	*	771	722	0%	3%	9%	82%	6%	88%	22%
Non-Economically Disadvantaged Students	*	773	747	0%	0%	12%	83%	4%	88%	50%
Students with Disabilities	*	*	710	*	*	*	*	*	*	11%
Students without Disabilities	*	773	743	0%	1%	12%	83%	5%	88%	45%
Multilingual Learners	*	*	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	773	741	0%	1%	12%	83%	5%	88%	43%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	13%
Students in Foster Care	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	696	*	*	*	*	*	*	*

Academic Achievement

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

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Mathematics Assessment - Performance By Test: Geometry

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

This includes any students who were enrolled in a Geometry course and took the Geometry assessment in grades 7 through 12. Students in sixth grade who were enrolled in a Geometry course were required to take both the Geometry and Grade 6 mathematics assessment. The results of their Geometry assessment are not included in these results but will be reported when the student is in grade 9.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	18	772	750	0%	0%	17%	56%	28%	83%	53%
White	11	771	752	0%	0%	18%	45%	36%	82%	57%
Hispanic	*	*	735	*	*	*	*	*	*	29%
Black or African American	*	*	733	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	66%
Two or More Races	*	*	756	*	*	*	*	*	*	63%
Female	*	769	748	0%	0%	20%	60%	20%	80%	50%
Male	*	*	752	*	*	*	*	*	*	57%
Non-binary/undesignated gender	*	*	752	*	*	*	*	*	*	60%
Economically Disadvantaged Students	*	*	734	*	*	*	*	*	*	28%
Non-Economically Disadvantaged Students	*	774	754	0%	0%	13%	53%	33%	87%	60%
Students with Disabilities	*	*	727	*	*	*	*	*	*	24%
Students without Disabilities	*	772	751	0%	0%	17%	56%	28%	83%	54%
Multilingual Learners	*	*	716	*	*	*	*	*	*	11%
Non-Multilingual Learners	*	772	751	0%	0%	17%	56%	28%	83%	55%
Students Experiencing Homelessness	*	*	727	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	743	*	*	*	*	*	*	44%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	ELA: Participation Rate	Math: # Students Tested	Math: Participation Rate
3	17	100.0%	16	94.1%
4	22	100.0%	19	95.0%
5	18	100.0%	18	100.0%
6	12	100.0%	12	100.0%
7	*	*	*	*
8	11	91.7%	10	90.9%

Academic Achievement

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English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	# Students with Overall Score Below 4.5	% Students with Overall Score Below 4.5	# Students with Overall Score of 4.5 or Above	% Students with Overall Score 4.5 or Above
0-2	101	*	>90%	*	<10%
3-4	45	40	88.9%	5	11.1%
5 or more	33	26	78.8%	7	21.2%

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	43.7%	22.7%	Met Goal

† 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

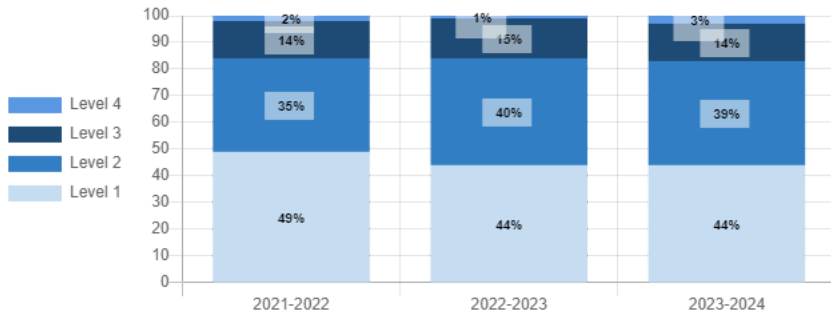
Academic Achievement

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.

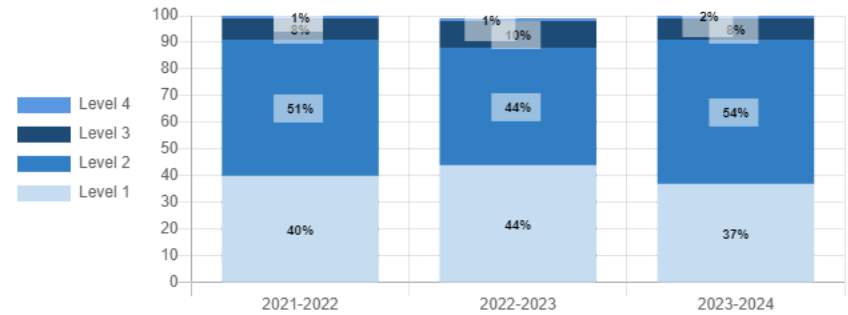
NJSLA Science Assessment: Grade 5 Summary

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.

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NJSLA Science Assessment: Grade 5

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	44%	39%	14%	3%	35%	37%	21%	6%
White	31%	50%	16%	3%	22%	42%	28%	8%
Hispanic	53%	31%	15%	2%	51%	36%	12%	2%
Black or African American	60%	30%	8%	2%	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	36%	26%	28%	10%	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	40%	44%	13%	2%	27%	36%	27%	10%
Female	45%	40%	14%	1%	35%	39%	20%	6%
Male	44%	38%	14%	4%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	56%	33%	9%	1%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	35%	43%	18%	4%	24%	39%	28%	10%
Students with Disabilities	77%	17%	5%	1%	64%	27%	8%	2%
Students without Disabilities	38%	43%	16%	3%	30%	39%	24%	7%
Multilingual Learners	86%	14%	0%	0%	78%	20%	2%	0%
Non-Multilingual Learners	43%	39%	15%	3%	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	37%	54%	8%	2%	36%	45%	14%	5%
White	28%	60%	10%	2%	23%	52%	19%	6%
Hispanic	47%	50%	2%	1%	51%	42%	6%	1%
Black or African American	49%	44%	6%	1%	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	16%	63%	22%	0%	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	25%	65%	8%	3%	27%	46%	19%	8%
Female	36%	54%	9%	1%	35%	47%	13%	4%
Male	38%	53%	7%	2%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	48%	48%	4%	0%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	29%	58%	10%	2%	26%	48%	19%	7%
Students with Disabilities	75%	22%	2%	1%	67%	29%	3%	1%
Students without Disabilities	30%	59%	9%	2%	30%	48%	16%	6%
Multilingual Learners	75%	25%	0%	0%	75%	24%	1%	0%
Non-Multilingual Learners	36%	54%	8%	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	*	*	*	*	*	*	*	*

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	687
7	19	0	742
8	549	18	153
Total	568	18	1,582

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	687	684	0	0	0	0	0
7	435	357	0	0	0	0	0
8	337	361	0	0	0	0	0
Total	1,459	1,402	0	0	0	0	0

College and Career Readiness

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

Computer Science – Course Participation

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

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

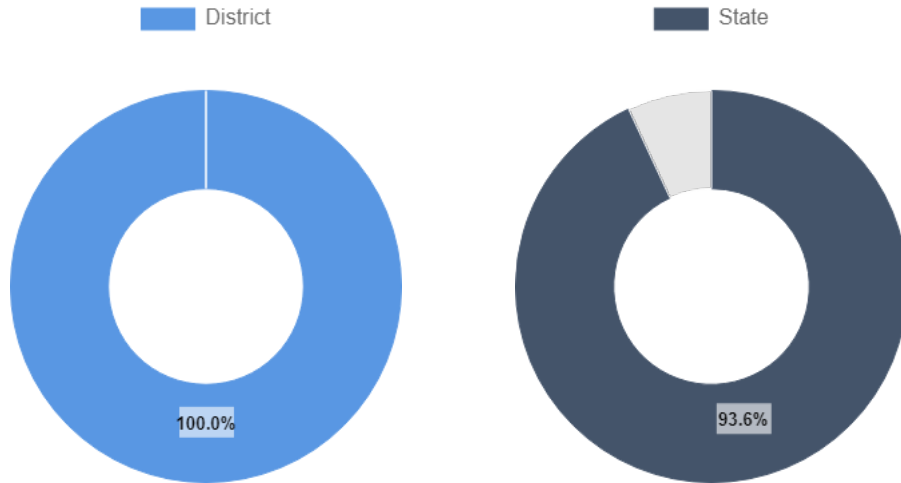
College and Career Readiness

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

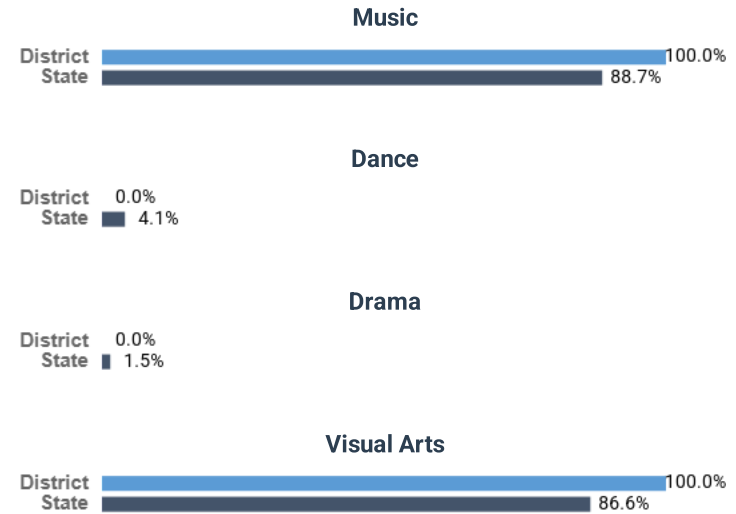
Visual and Performing Arts – Course Participation

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

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



Students enrolled in one or more classes by discipline:



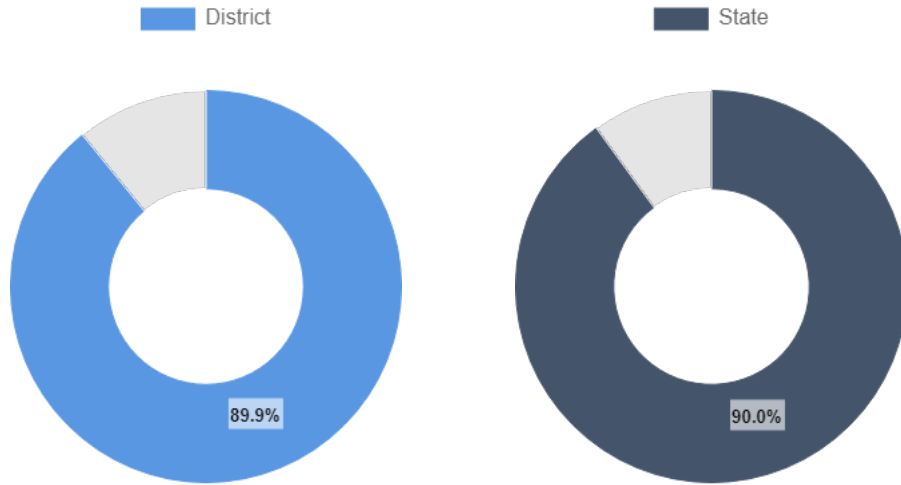
College and Career Readiness

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

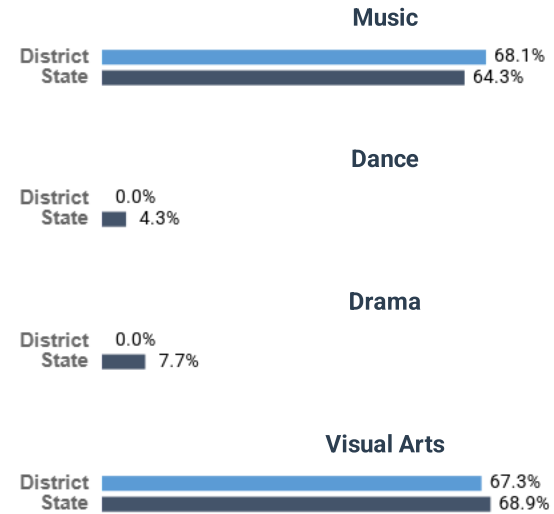
Visual and Performing Arts – Course Participation

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

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



Students enrolled in one or more classes by discipline:

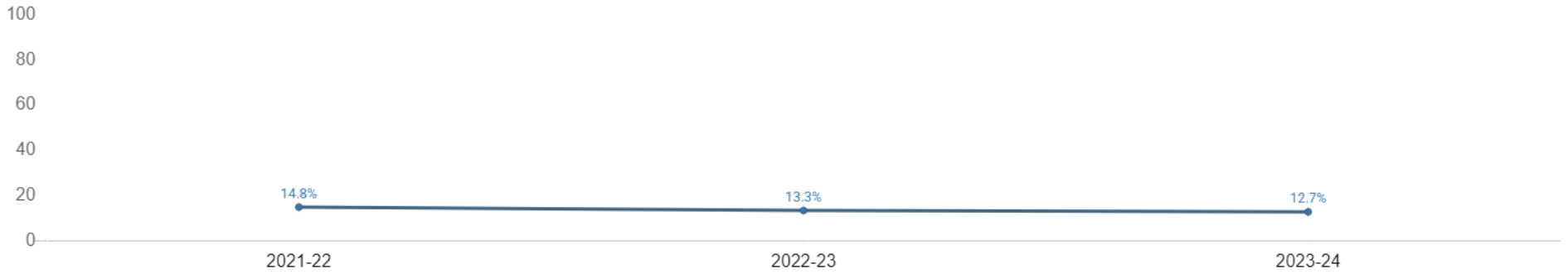


Climate and Environment

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

Chronic Absenteeism Trends

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



Performance Measure	2021-22	2022-23	2023-24
Chronic Absenteeism Rate	14.8%	13.3%	12.7%
ESSA Target (State Average for Grades Served)	17.3%	16.0%	13.8%
Met ESSA Target	Met	Met	Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Climate and Environment

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

Chronic Absenteeism

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

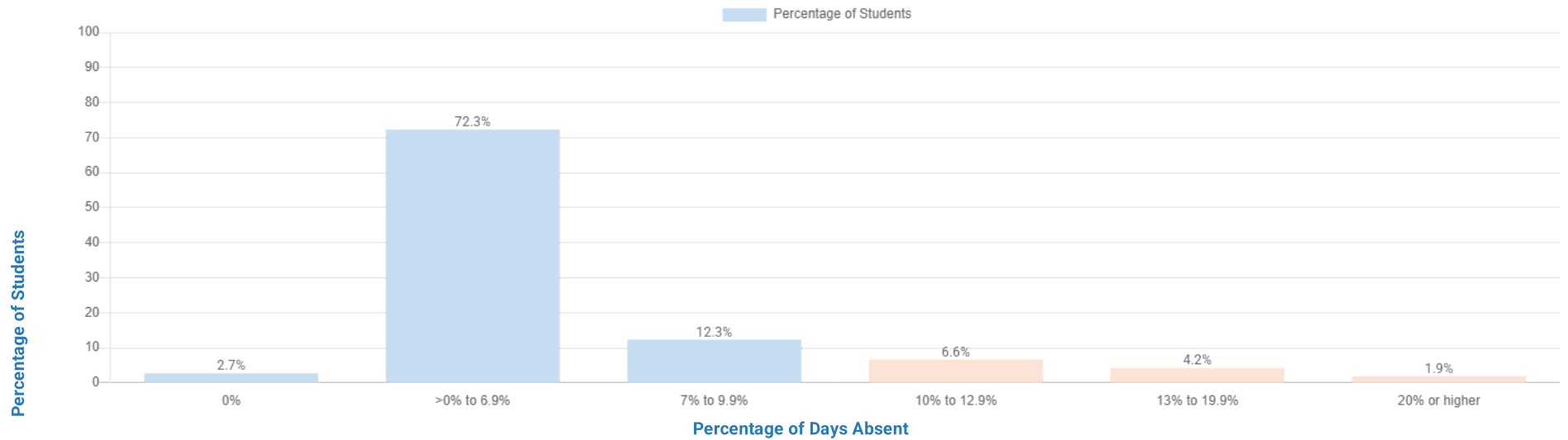
Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	787	12.7%	13.8%	Met
White	271	10.5%	13.8%	Met
Hispanic	191	16.9%	13.8%	Not Met
Black or African American	239	13.7%	13.8%	Met
Asian, Native Hawaiian, or Pacific Islander	34	10.1%	13.8%	Met
American Indian or Alaska Native	4	18.2%	13.8%	Not Met
Two or More Races	48	12.6%	13.8%	Met
Female	*	11.7%		
Male	*	13.6%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	469	17.9%	13.8%	Not Met
Students with Disabilities	228	19.7%	13.8%	Not Met
Multilingual Learners	24	13.8%	13.8%	Met
Students Experiencing Homelessness	17	35.4%		
Students in Foster Care	4	16.7%		
Military-Connected Students	9	11.3%		
Migrant Students	*	*		

Climate and Environment

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

Percentage of Days Absent

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

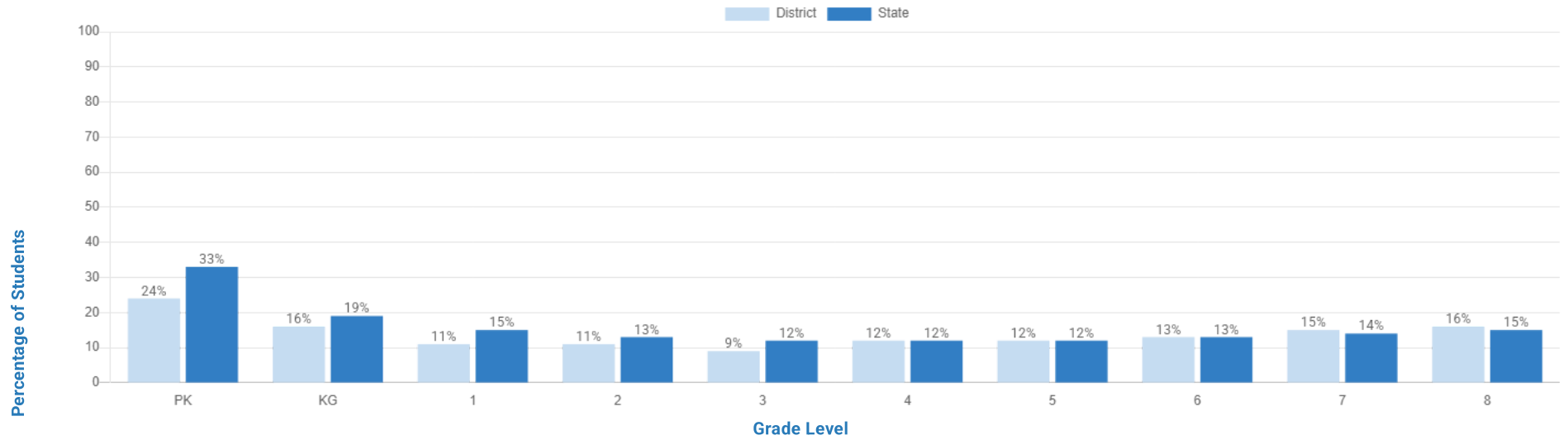


Climate and Environment

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

Chronic Absenteeism by Grade

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



Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Climate and Environment

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

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	169
Weapons	16
Vandalism	3
Substances	12
Harassment, Intimidation, Bullying (HIB)	72
Total Unique Incidents	267
Incidents Per 100 Students Enrolled	4.05

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	107
Weapons	13
Vandalism	2
Substances	10
Harassment, Intimidation, Bullying (HIB)	12
Other Incidents Leading to Removal	33

Climate and Environment

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	4	29	33
Religion	0	5	5
Ancestry	0	2	2
Gender	3	1	4
Sexual Orientation	1	3	4
Disability	3	5	8
Other	25	37	62
No Identified Nature	33		33

Climate and Environment

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

Student Disciplinary Removals: By Student Group

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

Student Group	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
White	76	3%	70	2%	121	4%	<5	<5.00%	0	0%
Hispanic	74	6%	59	5%	102	8%	<5	<5.00%	0	0%
Black or African American	157	8%	133	7%	217	11%	<5	<5.00%	0	0%
Asian	5	1%	4	1%	8	2%	<5	<5.00%	0	0%
Native Hawaiian or Pacific Islander	1	9%	0	0%	1	9%	<5	<5.00%	0	0%
American Indian or Alaska Native	3	11%	2	7%	3	11%	<5	<5.00%	0	0%
Two or more races	28	7%	26	6%	44	11%	<5	<5.00%	0	0%
Female	*	3%	*	2%	*	3%	*	<5.00%	*	0%
Male	*	7%	*	7%	*	11%	*	<5.00%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	241	8%	204	7%	338	11%	<5	<5.00%	0	0%
Students with disabilities	85	8%	77	7%	122	11%	<5	<5.00%	0	0%

Climate and Environment

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Student Disciplinary Removals: By Grade Level

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

Grade	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Districtwide	357	5%	306	4%	516	8%	3	0%	0	0%
PK	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
KG	10	1%	12	2%	18	3%	<5	<5.00%	0	0%
1	18	3%	12	2%	28	4%	<5	<5.00%	0	0%
2	14	2%	6	1%	18	3%	<5	<5.00%	0	0%
3	23	4%	31	5%	46	7%	<5	<5.00%	0	0%
4	32	5%	36	5%	59	9%	<5	<5.00%	0	0%
5	34	5%	37	5%	60	8%	<5	<5.00%	0	0%
6	75	10%	48	7%	91	12%	<5	<5.00%	0	0%
7	84	11%	70	9%	109	14%	<5	<5.00%	0	0%
8	54	7%	42	6%	67	9%	<5	<5.00%	0	0%

Climate and Environment

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

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	194	3%	140	2%	2	0%	8	0%	16	0%	10	0%	52	1%
White	51	2%	33	1%	<5	<5.00%	2	0%	7	0%	6	0%	9	0%
Hispanic	39	3%	32	3%	<5	<5.00%	2	0%	3	0%	0	0%	8	1%
Black or African American	76	4%	54	3%	<5	<5.00%	4	0%	5	0%	3	0%	28	1%
Asian	7	2%	4	1%	<5	<5.00%	0	0%	0	0%	0	0%	3	1%
Native Hawaiian or Pacific Islander	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
Two or more races	10	2%	8	2%	<5	<5.00%	0	0%	1	0%	1	0%	2	0%
Female	*	1%	*	1%	*	<5.00%	*	0%	*	0%	*	0%	*	0%
Male	*	4%	*	3%	*	<5.00%	*	0%	*	0%	*	0%	*	1%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	120	4%	94	3%	<5	<5.00%	5	0%	11	0%	4	0%	33	1%
Students with disabilities	47	4%	40	4%	<5	<5.00%	1	0%	3	0%	2	0%	9	1%

Climate and Environment

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

Students Involved in Police Notifications: By 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	194	3%	140	2%	2	0%	8	0%	16	0%	10	0%	52	1%
PK	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
KG	2	0%	1	0%	<5	<5.00%	0	0%	0	0%	0	0%	1	0%
1	4	1%	4	1%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
2	3	0%	3	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
3	12	2%	10	2%	<5	<5.00%	0	0%	0	0%	1	0%	1	0%
4	15	2%	14	2%	<5	<5.00%	0	0%	0	0%	0	0%	1	0%
5	6	1%	4	1%	<5	<5.00%	0	0%	0	0%	0	0%	2	0%
6	59	8%	38	5%	<5	<5.00%	1	0%	6	1%	3	0%	26	4%
7	46	6%	31	4%	<5	<5.00%	4	1%	8	1%	4	1%	8	1%
8	36	5%	26	4%	<5	<5.00%	3	0%	2	0%	2	0%	11	1%

Climate and Environment

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

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

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

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

Climate and Environment

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

Students Arrested by Type of Incident Leading to Arrest: By 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	2	0%	1	0%	0	0%	0	0%	0	0%	0	0%	1	0%
PK	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
KG	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
1	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
2	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
3	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
4	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
5	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
6	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
7	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
8	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%

Climate and Environment

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

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

1,008

Report Key:

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

Climate and Environment

Student Access to Technology and Internet

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

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Teachers – Experience

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

Category	Teachers in District	Teachers in State
Total Number of teachers	545	119,239
Average years experience in public schools	14.0	12.6
Average years experience in district	13.4	11.3
Number of Teachers with 4 or more years experience in the district	425	87,243
Percentage of Teachers with 4 or more years experience in the district	78.0%	73.6%
Number of out-of-field teachers	5	2,931
Percentage of out-of-field teachers	0.9%	2.5%
Number of Teachers with Provisional Credentials	36	9,065
Percentage of Teachers with Provisional Credentials	6.6%	7.6%

Administrators – Experience

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	37	10,170
Average years experience in public schools	14.4	16.2
Average years experience in district	13.1	12.5
Number of Administrators with 4 or more years experience in the district	31	7,734
Percentage of Administrators with 4 or more years experience in the district	83.8%	76.8%

Staff Counts

This table shows the number of staff members assigned to the district and state across several staff categories. The staff counts in this table reflect data submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Additionally, some staff members may be assigned to the district only, but work in multiple schools in the district. In these cases, the table may show 0 staff members assigned to the school, even though there are district staff members working in the school. The School Safety Specialists data is based on data submitted by districts in the CDS system.

Staff Category	District: Total Staff Members	State: Total Staff Members
Teachers	545	119,239
Administrators	37	10,170
Librarians/Media Specialists	9	1,160
Nurses	12	3,025
School Counselors	22	4,673
Child Study Team Members	35	9,654
School Psychologists	7	2,185
School Social Workers	9	2,750
Student Assistance Coordinators	1	400
School Safety Specialists	1	681

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Student and Staff Ratios

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

Ratio	District Ratio
Students to Teachers	12:1
Students to Administrators	178:1
Teachers to Administrators	15:1
Students to Librarians/Media Specialists †	732:1
Students to Nurses †	549:1
Students to Counselors †	299:1
Students to Child Study Team Members †,††	34:1
Students to School Psychologists †	941:1
Students to School Social Workers †	732:1
Students to Student Assistance Coordinators †	6585:1
Students to School Safety Specialists †	6585:1

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

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

Teachers and Administrators – Demographics

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

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	49.0%	83.0%	40-50%	48.0%	77.0%	57.0%
Male	51.0%	17.0%	50-60%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤10%	≤1%	≤1%	≤1%
White	41.7%	93.8%	73.0%	38.2%	81.8%	74.5%
Hispanic	18.4%	2.2%	5.4%	34.0%	8.6%	8.6%
Black or African American	27.8%	2.9%	21.6%	14.2%	6.4%	14.4%
Asian	5.4%	0.0%	0.0%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.4%	0.9%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.4%	0.5%
Two or More Races	6.2%	0.2%	0.0%	3.1%	0.3%	0.4%

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

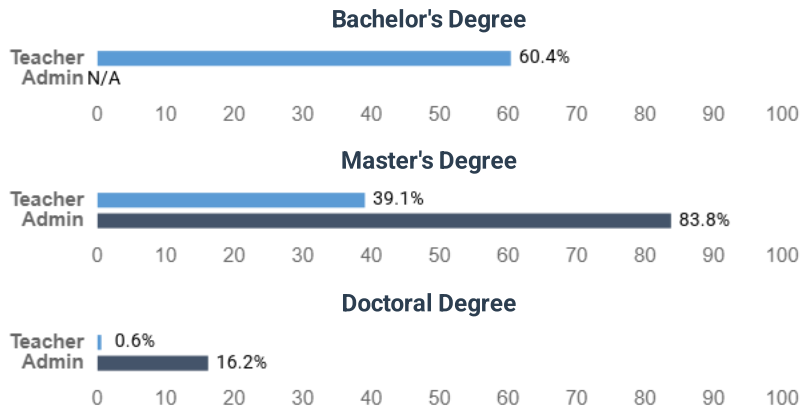
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district.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

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

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

Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2022-23 Teachers: Same district 2023-24	94.4%	89.5%
2022-23 Administrators: Same district 2023-24	91.2%	87.9%

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Teachers by Subject Area

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

Subject Area	Total Number of Teachers	% Female	% Male	% Non-binary or Undesignated Gender	% White	% Hispanic	% Black or African American	% Asian	% Native Hawaiian, Pacific Islander	% American Indian or Native American	% Two or More Races	% 4 or more years experience in the district	% Bachelor's Degree(Highest Degree)	% Master's Degree(Highest Degree)	% Doctoral Degree(Highest Degree)
Elementary (Not Subject Specific)	261	85-90%	10-15%	≤5%	94.3%	1.5%	2.7%	0.0%	0.0%	1.5%	0.0%	70.9%	68.2%	31.8%	0.0%
English/Language Arts/Literacy	31	80-90%	10-20%	≤10%	96.8%	0.0%	3.2%	0.0%	0.0%	0.0%	0.0%	77.4%	48.4%	48.4%	3.2%
English to Speakers of Other Languages	5	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	20.0%	80.0%	0.0%
Mathematics	33	60-70%	30-40%	≤10%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	78.8%	63.6%	36.4%	0.0%
Science	14	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	85.7%	42.9%	57.1%	0.0%
Social Studies/History	17	60-80%	20-40%	≤20%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	88.2%	41.2%	58.8%	0.0%
World Language	9	*	*	*	44.4%	55.6%	0.0%	0.0%	0.0%	0.0%	0.0%	55.6%	44.4%	55.6%	0.0%
Visual and Performing Arts	28	60-80%	20-40%	≤20%	92.9%	3.6%	0.0%	0.0%	0.0%	0.0%	3.6%	75.0%	71.4%	28.6%	0.0%
Health/Physical Education	19	40-60%	40-60%	≤20%	89.5%	0.0%	10.5%	0.0%	0.0%	0.0%	0.0%	94.7%	89.5%	10.5%	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	12	*	*	*	91.7%	0.0%	8.3%	0.0%	0.0%	0.0%	0.0%	100.0%	58.3%	41.7%	0.0%
Industrial Arts	4	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	75.0%	75.0%	25.0%	0.0%
Career and Technical Education	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Special Education	113	90-95%	5-10%	≤5%	93.8%	0.0%	5.3%	0.0%	0.0%	0.9%	0.0%	81.4%	48.7%	49.6%	1.8%
Bilingual	6	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	16.7%	83.3%	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.

Gloucester Twp	Federal	State & Local	Total	ADE**
District Level Total Expenditures	\$1,950	\$16,018	\$17,968	6,535.6
District Level Central Expenditures		\$558	\$558	6,535.6
Blackwood Elementary School	\$2,067	\$12,873	\$14,940	567.7
Charles W. Lewis Middle School	\$2,817	\$18,016	\$20,833	698.2
Chews Elementary School	\$1,277	\$11,653	\$12,930	711.6
Erial Elementary School	\$1,600	\$12,879	\$14,479	671.0
Glen Landing Middle School	\$1,753	\$16,388	\$18,141	794.9
Glendora Elementary School	\$1,713	\$15,637	\$17,350	232.2
Gloucester Township Elementary School	\$1,787	\$16,316	\$18,103	231.9
James W. Lilley Elementary School	\$2,221	\$14,223	\$16,444	515.7
Loring Flemming Elementary School	\$1,817	\$12,624	\$14,441	643.9
Ann A. Mullen Middle School	\$2,158	\$19,386	\$21,544	951.6
Union Valley Elementary School	\$2,027	\$19,086	\$21,113	517.1

Accountability

New Jersey's Every Student Succeeds Act (ESSA) Accountability System New Jersey's school accountability system identifies schools in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). Based on New Jersey's [approved ESSA state plan](#), NJDOE will identify schools in the following four federal categories every three years:

- **Comprehensive Support and Improvement (CSI): Overall Low Performing:**
 - Title I schools with a summative score in the bottom 5% of Title I schools.
- **Comprehensive Support and Improvement (CSI): Low Graduation Rate:**
 - All high schools with a four-year graduation rate of 67% or less
- **Additional Targeted Support and Improvement: Low Performing Student Group (ATSI):**
 - All schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
- **Comprehensive Support and Improvement (CSI): Chronically Low Performing:**
 - Title I schools identified as Additional Targeted Support and Improvement; Low Performing Student Group (ATSI) that are identified for three or more consecutive years, i.e., ATSI schools that do not meet exit criteria.

Annually, NJDOE will identify schools in the following federal category:

- **Targeted Support and Improvement: Consistently Underperforming Student Group (TSI):**
 - All schools with one or more student groups that missed annual targets or standards for all indicators for two years in a row

For purposes of ESSA accountability, only schools and student groups with data for 20 or more students are included in calculations.

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

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, how federal accountability status is determined, and additional data, see the [NJDOE accountability page](#).

Accountability

Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

The table below provides the list of schools in the district that have been identified for either comprehensive or targeted support for the 2025-26 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

There are currently no schools identified as requiring comprehensive or targeted support during the 2025-26 school year.

Accountability

ESSA Accountability Progress

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

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

ESSA Accountability Indicator	2021-22	2022-23	2023-24
ELA Proficiency	39.0%	40.0%	42.8%
Math Proficiency	29.4%	32.5%	34.0%
ELA Growth†	20	46	48
Math Growth†	40	47	46
4-Year Graduation Rate (Prior Year)††	N	N	N
5-Year Graduation Rate (Prior Year)††	N	N	N
Progress toward English Language Proficiency	38.9%	40.7%	43.7%
Chronic Absenteeism	14.8%	13.3%	12.7%

†An alternate measure of growth was used for the 2021-2022 school year because median student growth percentiles were not available.

††The graduation rates in this table reflect the rates used for the accountability process for the given year, which are the rates from the prior school year.

Accountability

Accountability Summary by Student Group - 2023-24 School Year

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

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

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

- Gloucester Township Public Schools is committed to high quality programming for students and continued growth in student performance. We continue to make strides in this area.



Mission, Vision, Theme:

The mission of the Gloucester Township Public School District is to provide an educational program for all students in order to build a strong foundation of knowledge and decision making skills. Our students will need these skills to meet the challenges they will encounter as citizens in the 21st century society.



Awards, Recognition, Accomplishments:

The district is proud to continue to be recognized as a leader in education as evidenced by numerous teachers being named County Teachers of the Year over the past decades in addition to the recognition of Angel Santiago as the New Jersey State Teacher of the Year for 2020-2021!

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Courses, Curriculum, Instruction:

The district has excellent programs meeting State Learning Standards in English Language Arts, Mathematics, Social Studies and Science. Full copies of these areas are available on through the district website - www.gloucestertownshipschools.org. The district also has an impressive array of other offerings from Kindergarten through 8th grade including: Gifted and Talented, Art, Health and Physical Education, Music, Computer Literacy and Technology, World Languages, Library and STEAM.



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Coed)
The Gloucester Township Public Schools provide a broad range of interscholastic athletic opportunities for boys and girls in our middle schools. In addition to these competitive sports, the district offers a Cheerleading program and intramural sports programs.



Clubs and Activities:

All schools offer CHAMPS clubs based up student and staff interest. These include Art, Music, and various other after school offerings.

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Before and After School Programs:

The district offers a before and after school Latchkey program for students in Pre-Kindergarten through 5th grade. This program has a cost for parents/guardians.



Staff and Professional Learning:

District staff participates in regular Professional Learning Communities (PLCs) through their teacher schedules across the district. In addition, staff have both full and early dismissal days trainings and meetings designed to better plan for and meet student achievement goals. Primary efforts have been made to address academic and social emotional issues.



Student Supports and Services:

The district offers a full range of services for students including: Gifted and Talented, Individualized Educational Programs for students with disabilities, Federal 504 accommodations, English Language Learner programs and an excellent Tiered Response to Intervention program. Elementary students have a daily Intervention and Enrichment period to meet individual needs.

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Student Health and Wellness:

Each building has a Student Safety Committee designed to create a safe climate conducive to learning and healthy student development. The district also fully participates in the school breakfast and lunch programs with students having a physical education program K-8 and recess in the elementary school. Staff have received training on childhood trauma to allow for better meeting of student needs.



Parent and Community Involvement:

Each building in the district has an active PTO in support of parent involvement in the school. The district has a Special Education Parent Advisory Group as do Title I schools. Many activities take place for parents in these buildings throughout the year. Parents also have access to student/school information through the Parent Portal. Information about these programs is available through the district website.



Facilities:

The district is fortunate to have excellent facilities. The age of the buildings are varied as many have been added as the community grew over the years. Regardless of age, the buildings have been well kept and regular maintenance efforts including roofing, carpet removal and parking lot renovations have provided a great climate for learning and student safety.

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School Safety:

Each building has a School Safety Committee that meets regularly with school administration to address concerns regarding various safety issues. These minutes are shared with the Superintendent and addressed at the district level when appropriate. The district continues to make efforts to improve school security. Schools communicate and practice lockdown procedures with staff, students and emergency responders. The district has made a priority of security vestibules with projects completed in 10 of 11 schools.



Technology and STEM:

The district is proud of its technology and STEM plans. The district offers Smartboards in all core instructional spaces. STEM offerings are increasing in the middle schools with updated resources and after school clubs. Coding is utilized with resources such as 3D printers, robotics, and animation. 8th grade students now have expanded access to these programs with further student choice and elective courses. Summer STEAM camps have also been expanded using federal funds.



Early Childhood Education:

After a successful transition to Full Day Kindergarten, the district was selected by the state for Preschool Expansion. Currently, approximately 405 students participate in 27 classrooms. We continue to look for opportunities to expand the number of full day preschool classes offered with the hope of one-day offering universal preschool to children ages 3-4.

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The district has been able to expand after school and summer programs utilizing federal funds. The summer of 2024 saw nearly 1000 students participate in intervention and enrichment programs as well as typical extended school year programs through our Special Services department.

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Other Information:

The district is proud of many recent accomplishments that have positioned us well moving forward. Not only have these efforts added to the culture and climate of the district, but staff and students worked very hard this resulted in significant improvements in our programs and offerings. We are proud of these achievements and look forward to many more in the year to come as the district continues to review curriculum and materials on it six year cycle. We are well positioned to support a wonderfully diverse community.