



Somerdale School District (07-4790)

2023-2024

County: Camden

District: Somerdale School District

301 Grace Street
Somerdale, NJ 08083

Superintendent: Mr. Robert Ford

[District Website](#)

856-783-2931 x802



460
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	Somerdale School District
Superintendent Name	Mr. Robert Ford
Address	301 Grace Street, Somerdale, NJ 08083
Phone Number	856-783-2931 x802
Email Address	rford@somerdale-park.org
Website	www.somerdale-park.org
Facebook	https://www.facebook.com/spsgocavs
Twitter	http://@SomerdalePark

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
Somerdale Park School	PK-08

Demographics

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

Enrollment Trends by Grade

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

Grade	2021-22	2022-23	2023-24
PK	28	31	30
KG	39	56	55
1	49	33	56
2	35	46	33
3	46	31	52
4	32	44	30
5	49	33	50
6	51	48	38
7	60	56	56
8	53	62	60
Total	442	440	460

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	47.0%	49.0%	52.0%
Male	53.0%	51.0%	48.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	35.1%	45.5%	40.0%
Students with Disabilities	16.7%	16.1%	19.8%
Multilingual Learners	1.8%	1.4%	3.0%
Students Experiencing Homelessness	1.6%	2.0%	1.7%
Students in Foster Care	0.0%	0.7%	0.0%
Military-Connected Students	1.6%	2.0%	2.6%
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	36.2%	33.5%	35.9%
Hispanic	25.3%	27.1%	28.0%
Black or African American	23.3%	22.9%	22.6%
Asian	6.3%	7.0%	5.9%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.2%	0.2%	0.0%
Two Or More Races	8.4%	9.0%	7.4%

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.

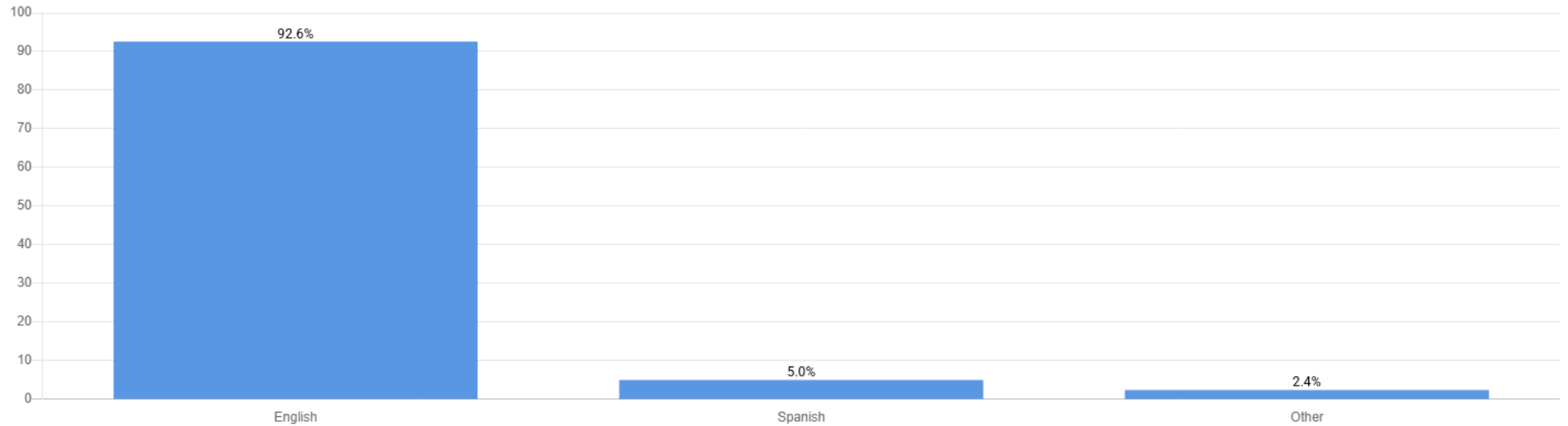
Grade	2021-22	2022-23	2023-24
PK - Half Day	28	31	30
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	39	56	55

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.

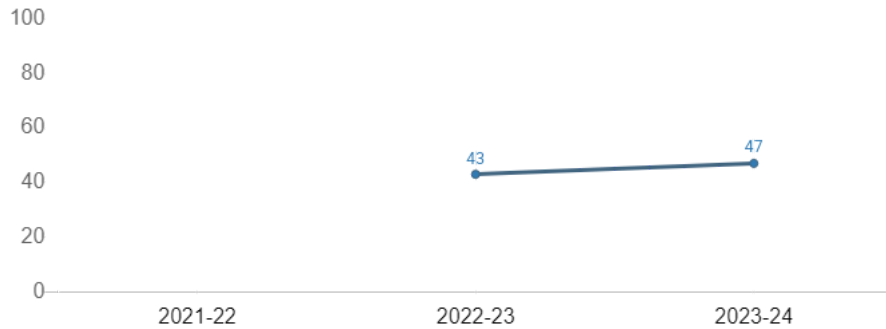
Important Note for 2023-24: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022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

Student Growth Trends and Progress

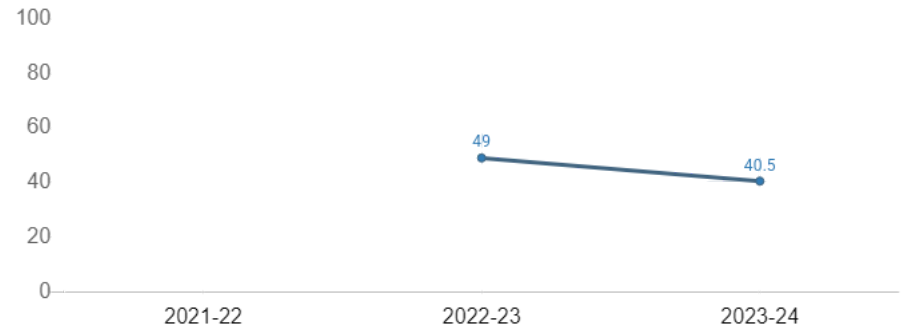
These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

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		43	47		49	40.5
Met Standard (40-59.5)?		Met Standard	Met Standard		Met Standard	Met Standard
Statewide: Median Student Growth Percentile		50	50		50	50

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

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Student Growth

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

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	47	50	Met Standard	40.5	50	Met Standard
White	38.5	50	Not Met	37	51	Not Met
Hispanic	45	49	Met Standard	35	48	Not Met
Black or African American	59	47	Met Standard	56	46	Met Standard
Asian, Native Hawaiian, or Pacific Islander	54.5	59	**	*	60	**
American Indian or Alaska Native	N	50	**	N	50	**
Two or More Races	48	50	**	46	51	**
Female	50	52		40	50	
Male	46	48		43	50	
Non-Binary/Undesignated Gender	N	44		N	45.5	
Economically Disadvantaged Students	45	48	Met Standard	41	48	Met Standard
Students with Disabilities	38.5	43	Not Met	32	44	Not Met
Multilingual Learners	*	50	**	*	50	**
Students Experiencing Homelessness	*	43		*	45	
Students in Foster Care	N	40		N	47	
Military-Connected Students	*	47.5		*	51	
Migrant Students	N	53		N	44	

Student Growth

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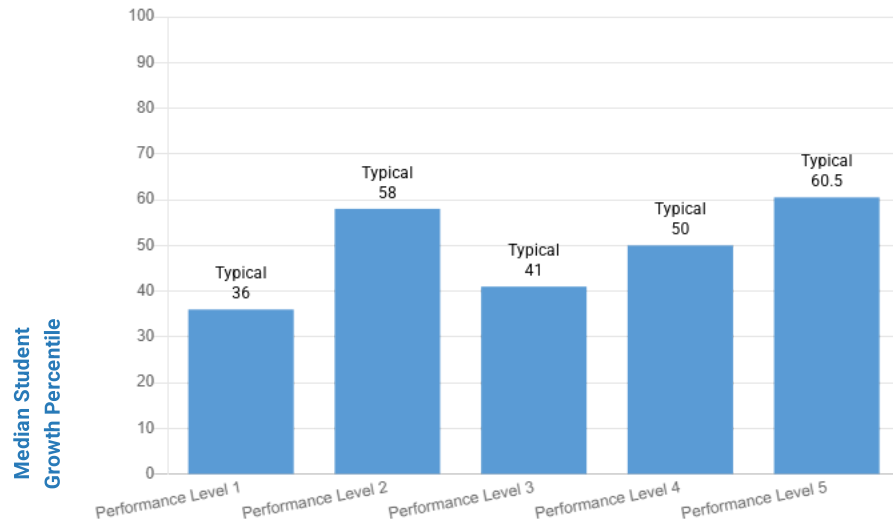
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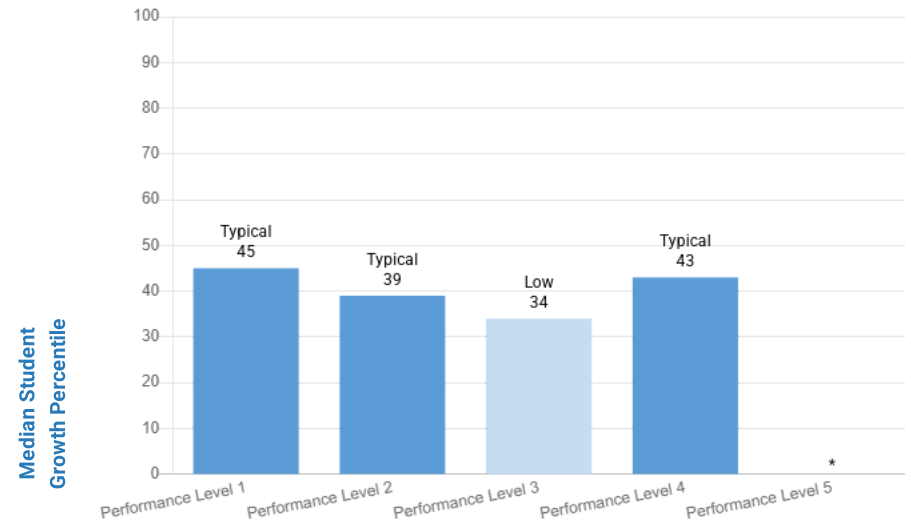
Student Growth by Performance Level

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

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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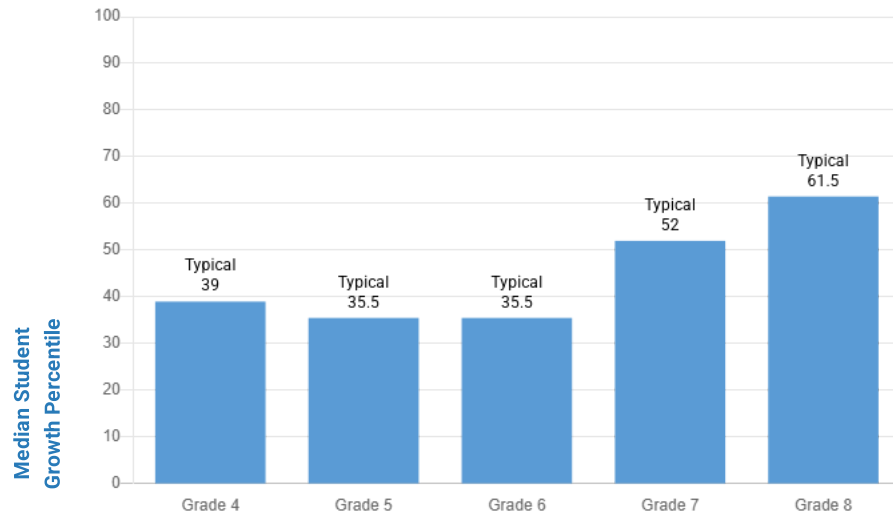
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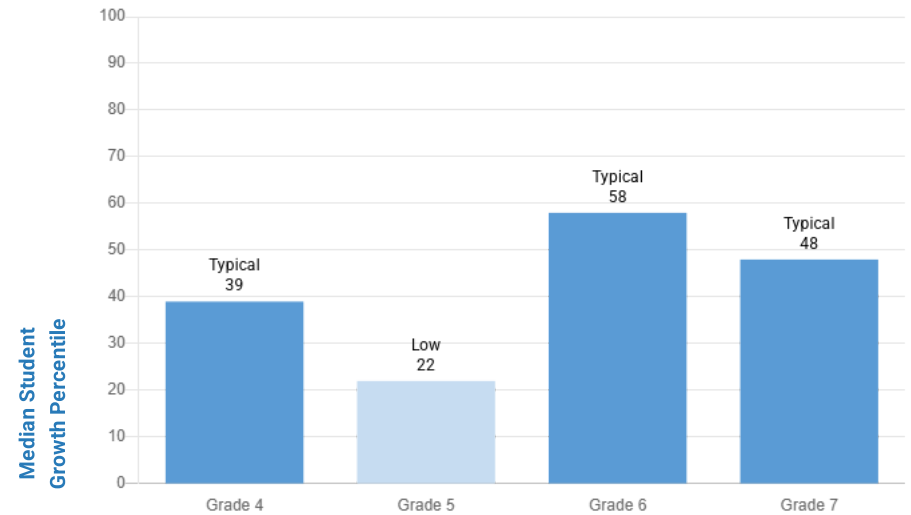
Student Growth by Grade

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

ELA



Math



Academic Achievement

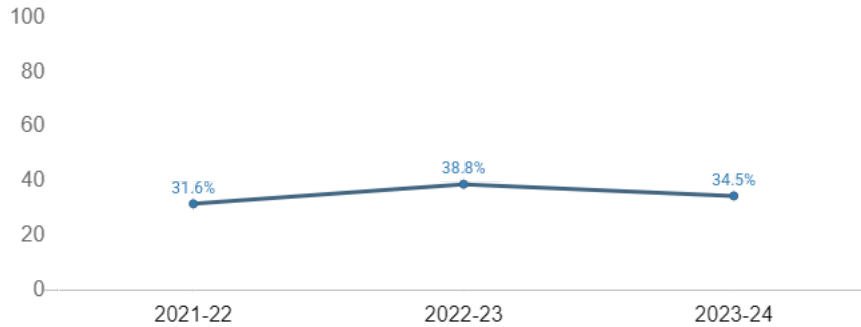
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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.

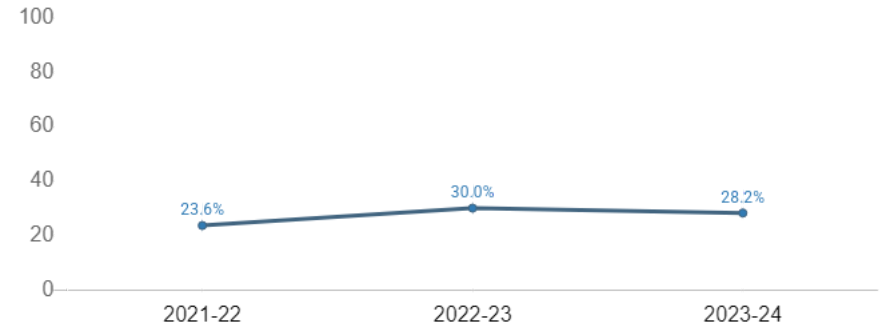
English Language Arts and Mathematics Performance Trends

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	98.3%	99.3%	100.0%	98.3%	98.9%	100.0%
Proficiency Rate for Federal Accountability	31.6%	38.8%	34.5%	23.6%	30.0%	28.2%
Annual Target	46.9%	49.0%	40.8%	41.3%	43.7%	32.3%
Met Annual Target?	Not Met	Not Met	Not Met	Not Met	Not Met	Met Target†
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

† Target was met within a confidence interval.

Academic Achievement

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	284	100%	34.5%	52.2%	34.5%	40.8%	Not Met
White	93	100%	31.2%	61.8%	31.2%	39.7%	Not Met
Hispanic	82	100%	30.5%	38%	30.5%	39.1%	Not Met
Black or African American	76	100%	43.4%	35.9%	43.4%	46%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	17	100%	52.9%	79.9%	52.9%	**	**
American Indian or Alaska Native	*	*	*	51.2%	*	**	**
Two or More Races	*	100%	12.5%	59.4%	12.5%	**	**
Female	*	100%	42.6%	57.7%	42.6%		
Male	*	100%	26.6%	47%	26.6%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	119	100%	31.1%	34.6%	31.1%	36.6%	Met Target†
Non-Economically Disadvantaged Students	165	100%	37%	62.8%	37%		
Students with Disabilities	59	100%	<10%	19.8%	<10%	9.8%	Met Target†
Students without Disabilities	225	100%	41.3%	59.4%	41.3%		
Multilingual Learners	*	*	*	23.1%	*	**	**
Non-Multilingual Learners	*	100%	34.9%	56.2%	34.9%		
Students Experiencing Homelessness	*	*	*	21.9%	*		
Students in Foster Care	*	*	*	19.3%	*		
Military-Connected Students	*	*	*	48.2%	*		
Migrant Students	*	*	*	13.3%	*		

† Target was met within a confidence interval.

Report Key:

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

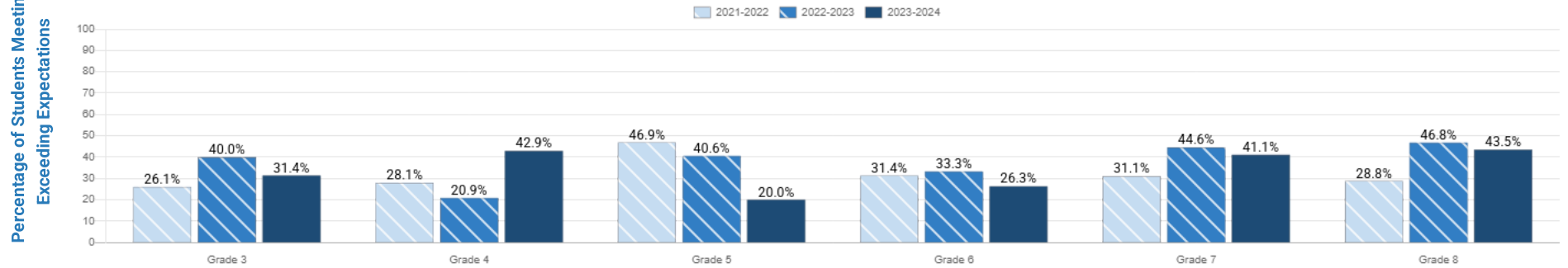
Academic Achievement

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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	51	724	741	29%	24%	16%	29%	2%	31%	44%
White	16	723	751	25%	31%	19%	19%	6%	25%	53%
Hispanic	16	718	724	38%	25%	13%	25%	0%	25%	29%
Black or African American	12	741	725	25%	8%	8%	58%	0%	58%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	*	*	*	*	*	*	70%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	46%
Two or More Races	*	*	751	*	*	*	*	*	*	52%
Female	*	725	746	32%	14%	21%	29%	4%	32%	48%
Male	*	722	736	26%	35%	9%	30%	0%	30%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	27	720	722	37%	19%	11%	30%	4%	33%	26%
Non-Economically Disadvantaged Students	24	728	753	21%	29%	21%	29%	0%	29%	55%
Students with Disabilities	10	679	710	*	*	*	*	*	*	18%
Students without Disabilities	41	735	747	22%	22%	17%	37%	2%	39%	49%
Multilingual Learners	*	*	704	*	*	*	*	*	*	13%
Non-Multilingual Learners	*	724	746	29%	24%	16%	29%	2%	31%	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	28	745	749	11%	21%	25%	36%	7%	43%	51%
White	10	745	758	10%	20%	20%	40%	10%	50%	61%
Hispanic	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	733	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	51%
Two or More Races	*	*	757	*	*	*	*	*	*	60%
Female	*	751	752	11%	21%	16%	42%	11%	53%	54%
Male	*	*	745	*	*	*	*	*	*	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	15	738	731	13%	27%	27%	27%	7%	33%	32%
Non-Economically Disadvantaged Students	13	752	760	8%	15%	23%	46%	8%	54%	63%
Students with Disabilities	*	*	720	*	*	*	*	*	*	21%
Students without Disabilities	*	756	755	5%	15%	25%	45%	10%	55%	57%
Multilingual Learners	*	*	711	*	*	*	*	*	*	13%
Non-Multilingual Learners	*	745	753	11%	21%	25%	36%	7%	43%	55%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	20%
Students in Foster Care	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	*	*	747	*	*	*	*	*	*	49%
Migrant Students	*	*	713	*	*	*	*	*	*	23%

Academic Achievement

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

English Language Arts 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	50	724	750	26%	28%	26%	16%	4%	20%	52%
White	23	715	760	35%	30%	22%	13%	0%	13%	63%
Hispanic	10	719	736	40%	20%	20%	10%	10%	20%	37%
Black or African American	11	734	734	9%	27%	36%	27%	0%	27%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	*	*	757	*	*	*	*	*	*	60%
Female	*	735	755	11%	39%	28%	11%	11%	22%	57%
Male	*	718	745	34%	22%	25%	19%	0%	19%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	22	719	732	32%	27%	23%	18%	0%	18%	33%
Non-Economically Disadvantaged Students	28	728	761	21%	29%	29%	14%	7%	21%	64%
Students with Disabilities	14	697	719	*	*	*	*	*	*	20%
Students without Disabilities	36	735	756	11%	33%	31%	19%	6%	25%	59%
Multilingual Learners	*	*	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	725	754	24%	29%	27%	16%	4%	20%	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	38	731	751	13%	21%	39%	26%	0%	26%	53%
White	10	736	760	0%	10%	60%	30%	0%	30%	63%
Hispanic	*	*	738	*	*	*	*	*	*	39%
Black or African American	14	737	735	7%	29%	29%	36%	0%	36%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	748	*	*	*	*	*	*	49%
Two or More Races	*	*	758	*	*	*	*	*	*	60%
Female	*	731	756	21%	21%	26%	32%	0%	32%	59%
Male	*	731	746	5%	21%	53%	21%	0%	21%	48%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	22	729	735	14%	27%	36%	23%	0%	23%	35%
Non-Economically Disadvantaged Students	16	733	761	13%	13%	44%	31%	0%	31%	65%
Students with Disabilities	*	*	719	*	*	*	*	*	*	17%
Students without Disabilities	*	737	758	10%	10%	47%	33%	0%	33%	60%
Multilingual Learners	*	*	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	735	754	6%	23%	43%	29%	0%	29%	57%
Students Experiencing Homelessness	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	724	*	*	*	*	*	*	22%
Military-Connected Students	*	*	754	*	*	*	*	*	*	55%
Migrant Students	*	*	712	*	*	*	*	*	*	29%

Academic Achievement

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

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English Language Arts Assessment - Performance By Grade: Grade 7

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	56	739	752	11%	30%	18%	30%	11%	41%	54%
White	19	736	761	11%	32%	16%	37%	5%	42%	64%
Hispanic	17	727	737	24%	29%	24%	18%	6%	24%	39%
Black or African American	14	756	734	0%	21%	21%	36%	21%	57%	37%
Asian, Native Hawaiian, or Pacific Islander	*	*	785	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	51%
Two or More Races	*	*	759	*	*	*	*	*	*	60%
Female	*	749	758	7%	17%	30%	27%	20%	47%	60%
Male	*	727	746	15%	46%	4%	35%	0%	35%	48%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	15	725	734	13%	40%	20%	20%	7%	27%	36%
Non-Economically Disadvantaged Students	41	744	762	10%	27%	17%	34%	12%	46%	64%
Students with Disabilities	*	*	715	*	*	*	*	*	*	18%
Students without Disabilities	*	743	759	10%	27%	19%	31%	13%	44%	61%
Multilingual Learners	*	*	700	*	*	*	*	*	*	*
Non-Multilingual Learners	*	740	756	9%	31%	18%	31%	11%	42%	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	62	746	751	6%	21%	29%	35%	8%	44%	53%
White	17	747	760	0%	29%	35%	24%	12%	35%	62%
Hispanic	20	748	736	5%	15%	35%	40%	5%	45%	39%
Black or African American	20	742	735	15%	20%	20%	40%	5%	45%	37%
Asian, Native Hawaiian, or Pacific Islander	*	*	783	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	52%
Two or More Races	*	*	757	*	*	*	*	*	*	59%
Female	*	751	759	7%	13%	23%	47%	10%	57%	60%
Male	*	741	743	6%	28%	34%	25%	6%	31%	46%
Non-binary/undesignated gender	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	18	748	734	6%	28%	17%	33%	17%	50%	36%
Non-Economically Disadvantaged Students	44	745	761	7%	18%	34%	36%	5%	41%	63%
Students with Disabilities	*	*	713	*	*	*	*	*	*	16%
Students without Disabilities	*	750	758	5%	16%	31%	38%	9%	47%	60%
Multilingual Learners	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	746	755	7%	22%	28%	35%	8%	43%	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	284	100%	28.2%	40.2%	28.2%	32.3%	Met Target†
White	93	100%	31.2%	51.1%	31.2%	40.7%	Not Met
Hispanic	82	100%	19.5%	24.2%	19.5%	19.5%	Met Target
Black or African American	76	100%	31.6%	20.1%	31.6%	31.8%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	17	100%	47.1%	74.4%	47.1%	**	**
American Indian or Alaska Native	*	*	*	42%	*	**	**
Two or More Races	*	100%	18.8%	48.9%	18.8%	**	**
Female	*	100%	25.5%	38.4%	25.5%		
Male	*	100%	30.8%	42%	30.8%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	119	100%	25.2%	21.7%	25.2%	25.7%	Met Target†
Non-Economically Disadvantaged Students	165	100%	30.3%	51.5%	30.3%		
Students with Disabilities	59	100%	<10%	16.6%	<10%	9.9%	Met Target†
Students without Disabilities	225	100%	33.8%	45.4%	33.8%		
Multilingual Learners	*	*	*	18.7%	*	**	**
Non-Multilingual Learners	*	100%	28.8%	43.5%	28.8%		
Students Experiencing Homelessness	*	*	*	12.9%	*		
Students in Foster Care	*	*	*	12.4%	*		
Military-Connected Students	*	*	*	38.8%	*		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

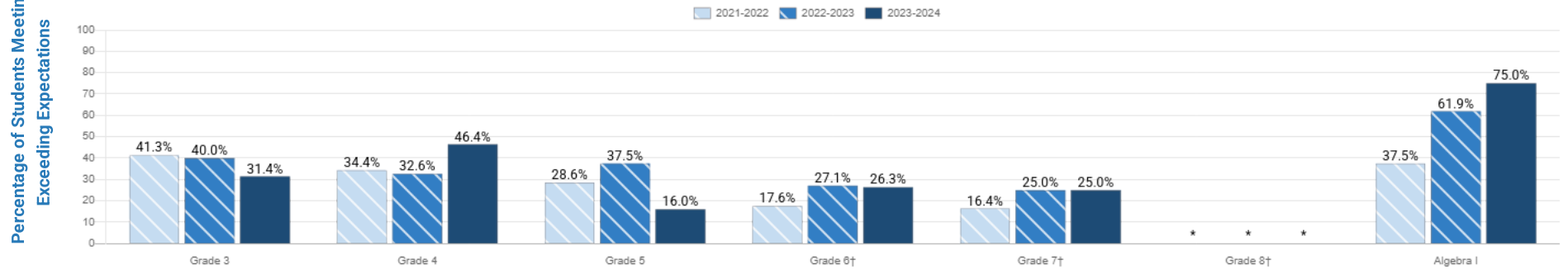
Academic Achievement

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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	51	731	747	20%	24%	25%	25%	6%	31%	48%
White	16	731	757	13%	25%	19%	44%	0%	44%	60%
Hispanic	16	729	732	13%	38%	31%	6%	13%	19%	31%
Black or African American	12	744	728	17%	17%	25%	33%	8%	42%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	51%
Two or More Races	*	*	755	*	*	*	*	*	*	56%
Female	*	726	744	21%	21%	32%	21%	4%	25%	45%
Male	*	737	749	17%	26%	17%	30%	9%	39%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	27	725	729	22%	26%	26%	19%	7%	26%	28%
Non-Economically Disadvantaged Students	24	737	758	17%	21%	25%	33%	4%	38%	60%
Students with Disabilities	10	703	725	60%	20%	10%	10%	0%	10%	25%
Students without Disabilities	41	737	751	10%	24%	29%	29%	7%	37%	52%
Multilingual Learners	*	*	722	*	*	*	*	*	*	20%
Non-Multilingual Learners	*	731	751	20%	24%	25%	25%	6%	31%	52%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	17%
Students in Foster Care	*	*	719	*	*	*	*	*	*	18%
Military-Connected Students	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	727	*	*	*	*	*	*	12%

Academic Achievement

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

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Mathematics Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	28	738	744	18%	14%	21%	43%	4%	46%	45%
White	10	730	754	20%	20%	20%	40%	0%	40%	57%
Hispanic	*	*	730	*	*	*	*	*	*	28%
Black or African American	*	*	726	*	*	*	*	*	*	24%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	50%
Two or More Races	*	*	752	*	*	*	*	*	*	54%
Female	*	744	743	5%	16%	26%	47%	5%	53%	43%
Male	*	*	746	*	*	*	*	*	*	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	15	735	727	20%	13%	20%	47%	0%	47%	25%
Non-Economically Disadvantaged Students	13	741	755	15%	15%	23%	38%	8%	46%	58%
Students with Disabilities	*	*	722	*	*	*	*	*	*	21%
Students without Disabilities	*	750	749	0%	10%	30%	55%	5%	60%	50%
Multilingual Learners	*	*	718	*	*	*	*	*	*	14%
Non-Multilingual Learners	*	738	748	18%	14%	21%	43%	4%	46%	49%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	15%
Students in Foster Care	*	*	716	*	*	*	*	*	*	15%
Military-Connected Students	*	*	744	*	*	*	*	*	*	43%
Migrant Students	*	*	721	*	*	*	*	*	*	17%

Academic Achievement

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

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Mathematics Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	50	718	741	26%	34%	24%	16%	0%	16%	40%
White	23	716	751	30%	30%	26%	13%	0%	13%	53%
Hispanic	10	700	726	*	*	*	*	*	*	23%
Black or African American	11	731	722	18%	9%	45%	27%	0%	27%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	*	*	748	*	*	*	*	*	*	49%
Female	*	716	739	11%	61%	17%	11%	0%	11%	38%
Male	*	719	742	34%	19%	28%	19%	0%	19%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	22	715	724	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	28	721	752	25%	29%	25%	21%	0%	21%	53%
Students with Disabilities	14	690	717	*	*	*	*	*	*	16%
Students without Disabilities	36	729	746	14%	33%	31%	22%	0%	22%	45%
Multilingual Learners	*	*	711	*	*	*	*	*	*	*
Non-Multilingual Learners	*	718	744	27%	33%	24%	16%	0%	16%	44%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	12%
Students in Foster Care	*	*	714	*	*	*	*	*	*	10%
Military-Connected Students	*	*	741	*	*	*	*	*	*	40%
Migrant Students	*	*	724	*	*	*	*	*	*	27%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 6

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

Students in sixth grade who were enrolled in an Algebra I or Geometry course were required to take both the corresponding end-of-course assessment (Algebra I or Geometry) and the Grade 6 mathematics assessment. The results of the Grade 6 mathematics assessment are included in this data. The Algebra I or Geometry results will be used when the student is in grade 9.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	38	730	737	13%	37%	24%	26%	0%	26%	36%
White	10	734	746	10%	40%	20%	30%	0%	30%	47%
Hispanic	*	*	723	*	*	*	*	*	*	20%
Black or African American	14	732	718	7%	43%	21%	29%	0%	29%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	*	*	*	*	*	*	73%
American Indian or Alaska Native	*	*	735	*	*	*	*	*	*	33%
Two or More Races	*	*	743	*	*	*	*	*	*	45%
Female	*	723	736	21%	42%	16%	21%	0%	21%	34%
Male	*	738	738	5%	32%	32%	32%	0%	32%	38%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	22	727	721	18%	32%	32%	18%	0%	18%	17%
Non-Economically Disadvantaged Students	16	735	747	6%	44%	13%	38%	0%	38%	48%
Students with Disabilities	*	*	714	*	*	*	*	*	*	12%
Students without Disabilities	*	736	741	10%	33%	23%	33%	0%	33%	41%
Multilingual Learners	*	*	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	734	740	9%	37%	26%	29%	0%	29%	39%
Students Experiencing Homelessness	*	*	711	*	*	*	*	*	*	*
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	739	*	*	*	*	*	*	37%
Migrant Students	*	*	704	*	*	*	*	*	*	13%

Academic Achievement

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

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Mathematics Assessment - Performance By Grade: Grade 7

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	56	735	739	11%	32%	32%	21%	4%	25%	37%
White	19	733	748	16%	26%	26%	32%	0%	32%	50%
Hispanic	17	724	728	*	*	*	*	*	*	23%
Black or African American	14	746	724	0%	29%	36%	29%	7%	36%	18%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	*	*	743	*	*	*	*	*	*	44%
Female	*	737	738	10%	23%	43%	17%	7%	23%	36%
Male	*	732	739	12%	42%	19%	27%	0%	27%	39%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	15	726	726	13%	40%	33%	13%	0%	13%	20%
Non-Economically Disadvantaged Students	41	738	747	10%	29%	32%	24%	5%	29%	48%
Students with Disabilities	*	*	716	*	*	*	*	*	*	12%
Students without Disabilities	*	738	743	6%	31%	33%	25%	4%	29%	43%
Multilingual Learners	*	*	714	*	*	*	*	*	*	*
Non-Multilingual Learners	*	735	741	9%	33%	33%	22%	4%	25%	40%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	11%
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	740	*	*	*	*	*	*	39%
Migrant Students	*	*	708	*	*	*	*	*	*	*

Academic Achievement

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

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Mathematics Assessment - Performance By Grade: Grade 8

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	42	712	719	*	*	*	*	*	*	19%
White	11	727	729	9%	45%	27%	18%	0%	18%	27%
Hispanic	15	711	713	*	*	*	*	*	*	13%
Black or African American	13	704	707	*	*	*	*	*	*	10%
Asian, Native Hawaiian, or Pacific Islander	*	*	740	*	*	*	*	*	*	40%
American Indian or Alaska Native	*	*	722	*	*	*	*	*	*	21%
Two or More Races	*	*	722	*	*	*	*	*	*	22%
Female	*	708	719	*	*	*	*	*	*	19%
Male	*	718	719	20%	40%	30%	10%	0%	10%	20%
Non-binary/undesignated gender	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	12	713	711	*	*	*	*	*	*	12%
Non-Economically Disadvantaged Students	30	712	725	*	*	*	*	*	*	25%
Students with Disabilities	*	*	702	*	*	*	*	*	*	*
Students without Disabilities	*	715	724	*	*	*	*	*	*	23%
Multilingual Learners	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	712	721	*	*	*	*	*	*	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	20	771	738	0%	0%	25%	75%	0%	75%	40%
White	*	*	748	*	*	*	*	*	*	51%
Hispanic	*	*	723	*	*	*	*	*	*	23%
Black or African American	*	*	719	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	*	*	746	*	*	*	*	*	*	49%
Female	*	*	737	*	*	*	*	*	*	39%
Male	*	771	739	0%	0%	25%	75%	0%	75%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	*	*	722	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	*	768	747	0%	0%	29%	71%	0%	71%	50%
Students with Disabilities	*	*	710	*	*	*	*	*	*	11%
Students without Disabilities	*	771	743	0%	0%	25%	75%	0%	75%	45%
Multilingual Learners	*	*	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	771	741	0%	0%	25%	75%	0%	75%	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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DLM Alternate Assessment - Participation

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

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

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	*	*	*	*	*
3-4	*	*	*	*	*
5 or more	*	*	*	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English learners making expected growth to proficiency	Annual Target	Met Target?
Schoolwide/Multilingual Learners	*	*	*

† Target was met within a confidence interval.

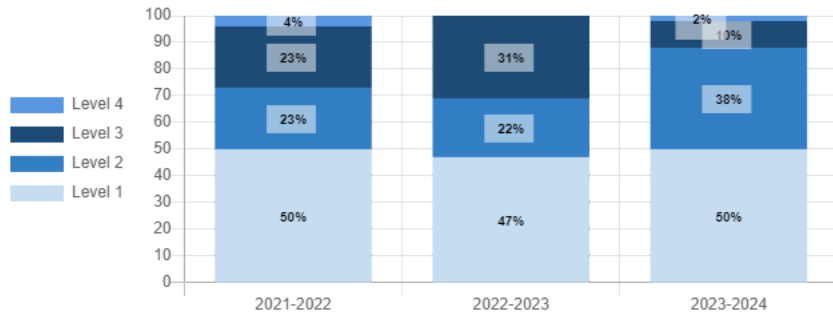
Academic Achievement

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

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

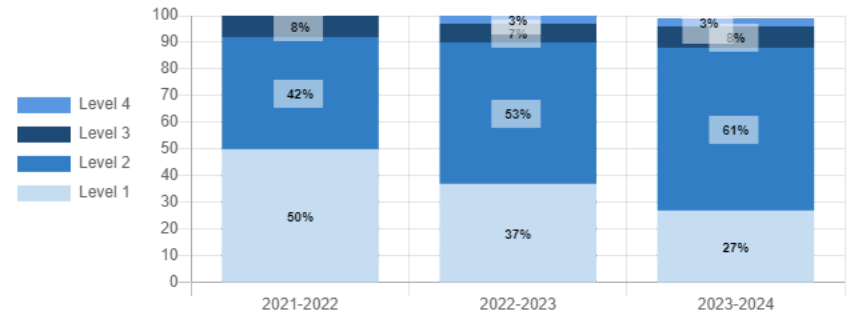
NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 8 Summary

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



Academic Achievement

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

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

NJSLA Science Assessment: Grade 5

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	50%	38%	10%	2%	35%	37%	21%	6%
White	52%	35%	13%	0%	22%	42%	28%	8%
Hispanic	60%	40%	0%	0%	51%	36%	12%	2%
Black or African American	36%	55%	9%	0%	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	*	*	*	*	27%	36%	27%	10%
Female	61%	33%	0%	6%	35%	39%	20%	6%
Male	44%	41%	16%	0%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	45%	45%	9%	0%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	54%	32%	11%	4%	24%	39%	28%	10%
Students with Disabilities	79%	21%	0%	0%	64%	27%	8%	2%
Students without Disabilities	39%	44%	14%	3%	30%	39%	24%	7%
Multilingual Learners	*	*	*	*	78%	20%	2%	0%
Non-Multilingual Learners	51%	37%	10%	2%	30%	39%	23%	7%
Students Experiencing Homelessness	*	*	*	*	68%	25%	6%	1%
Students in Foster Care	*	*	*	*	67%	28%	3%	1%
Military-Connected Students	*	*	*	*	30%	42%	23%	5%
Migrant Students	*	*	*	*	73%	27%	0%	0%

Academic Achievement

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

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

NJSLA Science Assessment: Grade 8

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	27%	61%	8%	3%	36%	45%	14%	5%
White	12%	65%	18%	6%	23%	52%	19%	6%
Hispanic	30%	60%	5%	5%	51%	42%	6%	1%
Black or African American	30%	70%	0%	0%	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	*	*	*	*	27%	46%	19%	8%
Female	27%	67%	7%	0%	35%	47%	13%	4%
Male	28%	56%	9%	6%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	39%	44%	11%	6%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	23%	68%	7%	2%	26%	48%	19%	7%
Students with Disabilities	*	*	*	*	67%	29%	3%	1%
Students without Disabilities	24%	64%	9%	4%	30%	48%	16%	6%
Multilingual Learners	*	*	*	*	75%	24%	1%	0%
Non-Multilingual Learners	27%	62%	8%	3%	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	38
7	0	0	54
8	25	0	38
Total	25	0	130

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	38	0	0	0	0	0	0
7	57	0	0	0	0	0	0
8	60	0	0	0	0	0	0
Total	155	0	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

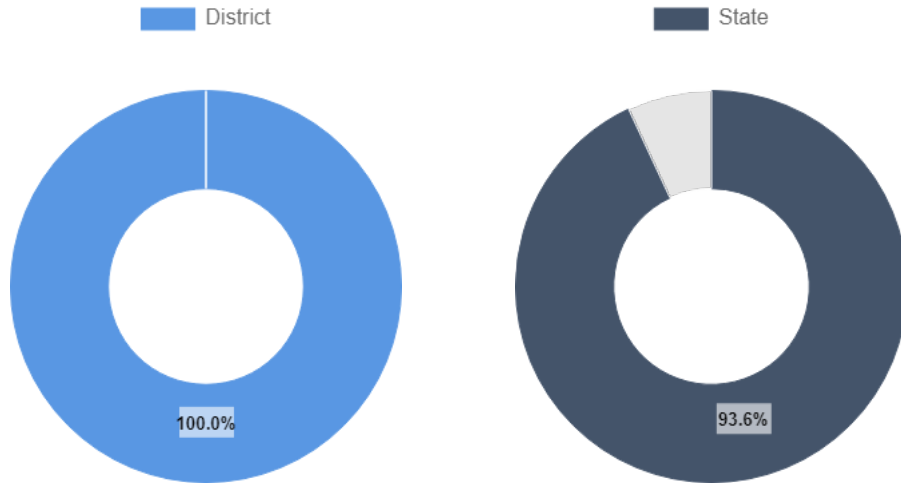
College and Career Readiness

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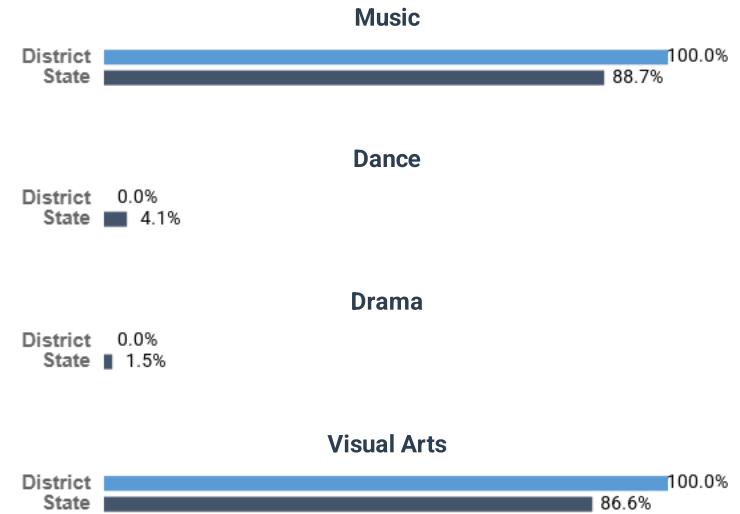
Visual and Performing Arts – Course Participation

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

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



Students enrolled in one or more classes by discipline:



College and Career Readiness

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

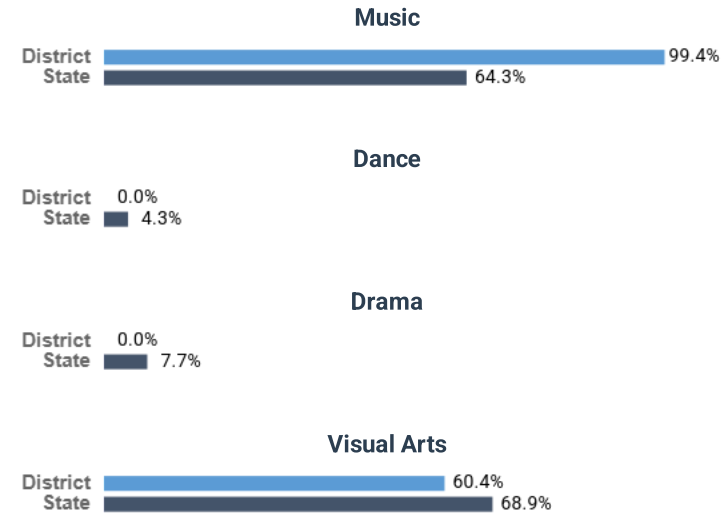
Visual and Performing Arts – Course Participation

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:

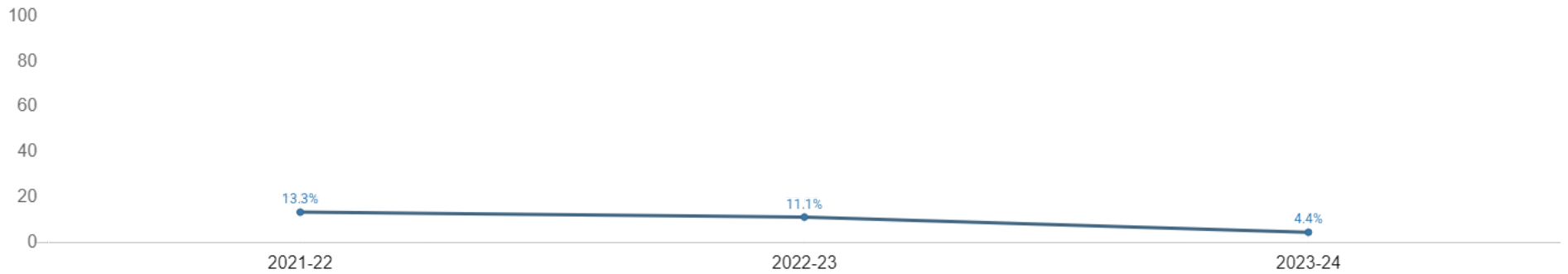


Climate and Environment

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	13.3%	11.1%	4.4%
ESSA Target (State Average for Grades Served)	17.3%	16.0%	13.8%
Met ESSA Target	Met	Met	Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%

Climate and Environment

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").

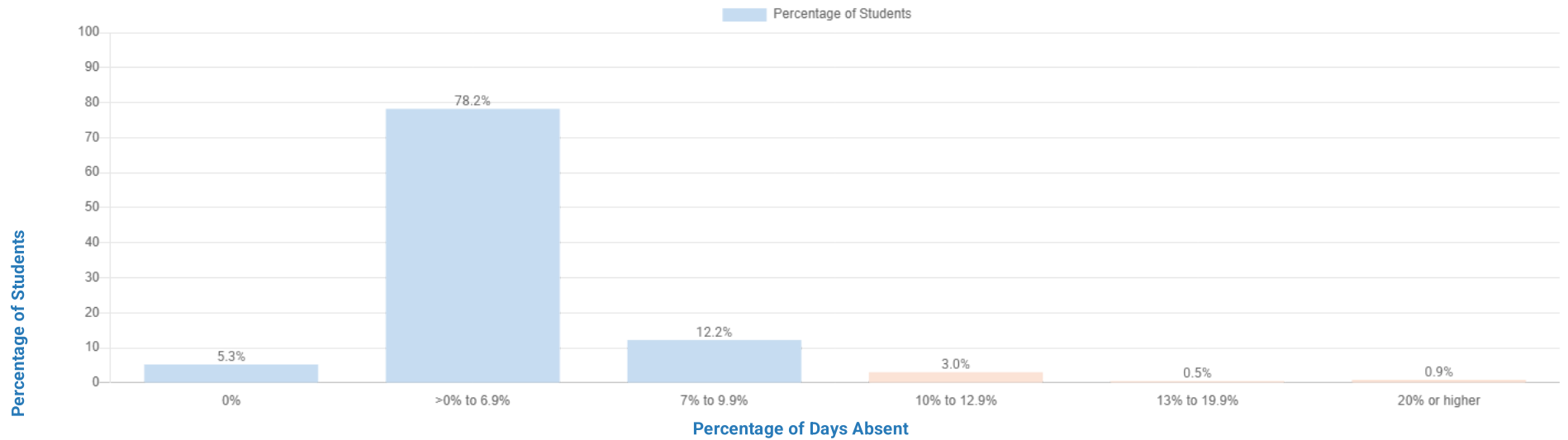
Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	19	4.4%	13.8%	Met
White	8	5.2%	13.8%	Met
Hispanic	8	6.5%	13.8%	Met
Black or African American	1	1.0%	13.8%	Met
Asian, Native Hawaiian, or Pacific Islander	*	0.0%	13.8%	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	2	5.9%	13.8%	Met
Female	*	4.0%		
Male	*	4.7%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	6	3.4%	13.8%	Met
Students with Disabilities	7	8.2%	13.8%	Met
Multilingual Learners	1	7.1%	**	**
Students Experiencing Homelessness	*	*		
Students in Foster Care	*	*		
Military-Connected Students	3	27.3%		
Migrant Students	*	*		

Climate and Environment

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

Percentage of Days Absent

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

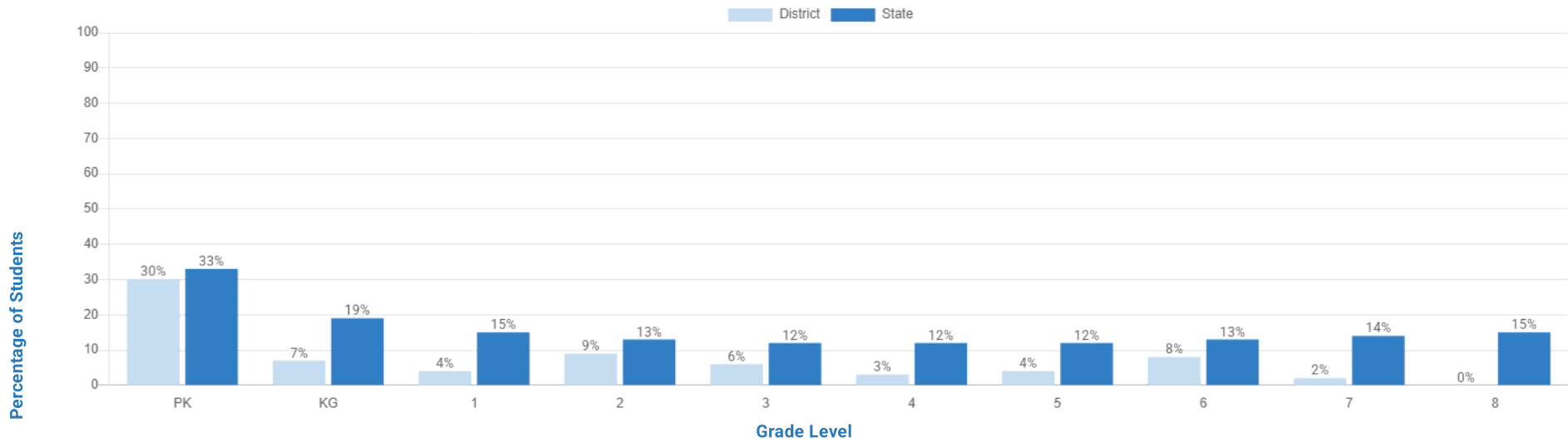


Climate and Environment

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

Chronic Absenteeism by Grade

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



Climate and Environment

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

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	13
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	24
Incidents Per 100 Students Enrolled	5.22

Police Notifications

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

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

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	1	3	4
Religion	0	0	0
Ancestry	0	0	0
Gender	1	1	2
Sexual Orientation	1	1	2
Disability	1	0	1
Other	2	6	8
No Identified Nature	0		0

Climate and Environment

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

Student Disciplinary Removals: By 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	4	2%	6	4%	7	4%	<5	<5.00%	<5	<5.00%
Hispanic	1	1%	2	2%	3	2%	<5	<5.00%	<5	<5.00%
Black or African American	2	2%	2	2%	4	4%	<5	<5.00%	<5	<5.00%
Asian	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
Two or more races	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%
Female	*	2%	*	2%	*	2%	*	<5.00%	*	<5.00%
Male	*	1%	*	2%	*	4%	*	<5.00%	*	<5.00%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	3	1%	3	1%	5	2%	<5	<5.00%	<5	<5.00%
Students with disabilities	4	4%	2	2%	4	4%	<5	<5.00%	<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.

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	7	2%	10	2%	14	3%	1	0%	1	0%
PK	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%
KG	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%
1	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%
2	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%
3	0	0%	3	6%	3	6%	<5	<5.00%	<5	<5.00%
4	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%
5	1	2%	0	0%	1	2%	<5	<5.00%	<5	<5.00%
6	1	3%	0	0%	1	3%	<5	<5.00%	<5	<5.00%
7	4	7%	5	9%	6	11%	<5	<5.00%	<5	<5.00%
8	1	2%	2	3%	3	5%	<5	<5.00%	<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 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	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%
Male	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with disabilities	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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

Climate and Environment

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

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

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

Climate and Environment

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

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

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

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

Climate and Environment

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

School Days Missed due to Out-of-School Suspensions

This table shows the total number of days missed due to out-of-school suspension for all students during the school year.

School Days Missed due to Out-of-School Suspensions

61

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	45	119,239
Average years experience in public schools	14.9	12.6
Average years experience in district	13.5	11.3
Number of Teachers with 4 or more years experience in the district	39	87,243
Percentage of Teachers with 4 or more years experience in the district	86.7%	73.6%
Number of out-of-field teachers	0	2,931
Percentage of out-of-field teachers	0%	2.5%
Number of Teachers with Provisional Credentials	2	9,065
Percentage of Teachers with Provisional Credentials	4.4%	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	4	10,170
Average years experience in public schools	5.0	16.2
Average years experience in district	5.0	12.5
Number of Administrators with 4 or more years experience in the district	2	7,734
Percentage of Administrators with 4 or more years experience in the district	50.0%	76.8%

Staff Counts

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

Staff Category	District: Total Staff Members	State: Total Staff Members
Teachers	45	119,239
Administrators	4	10,170
Librarians/Media Specialists	1	1,160
Nurses	1	3,025
School Counselors	1	4,673
Child Study Team Members	6	9,654
School Psychologists	1	2,185
School Social Workers	2	2,750
Student Assistance Coordinators	N	400
School Safety Specialists	1	681

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Student and Staff Ratios

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

Ratio	District Ratio
Students to Teachers	10:1
Students to Administrators	115:1
Teachers to Administrators	11:1
Students to Librarians/Media Specialists †	460:1
Students to Nurses †	460:1
Students to Counselors †	460:1
Students to Child Study Team Members †,††	15:1
Students to School Psychologists †	460:1
Students to School Social Workers †	230:1
Students to Student Assistance Coordinators †	N
Students to School Safety Specialists †	460:1

† 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	52.0%	80-90%	*	48.0%	77.0%	57.0%
Male	48.0%	10-20%	*	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤10%	*	≤1%	≤1%	≤1%
White	35.9%	97.8%	100.0%	38.2%	81.8%	74.5%
Hispanic	28.0%	0.0%	0.0%	34.0%	8.6%	8.6%
Black or African American	22.6%	2.2%	0.0%	14.2%	6.4%	14.4%
Asian	5.9%	0.0%	0.0%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.4%	0.5%
Two or More Races	7.4%	0.0%	0.0%	3.1%	0.3%	0.4%

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

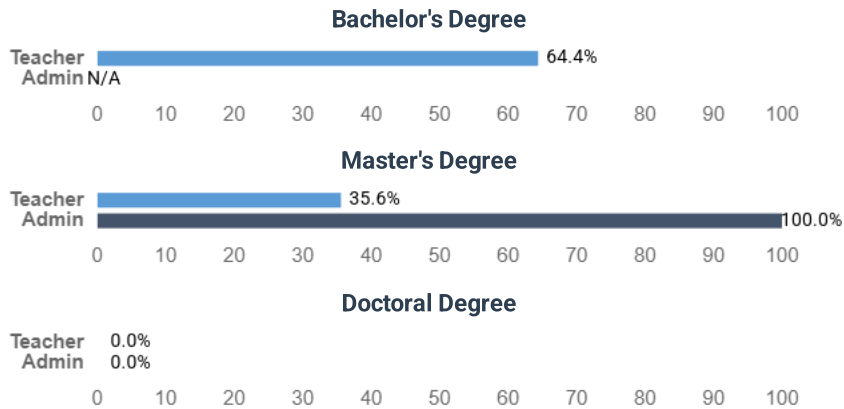
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district.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

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

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

Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2022-23 Teachers: Same district 2023-24	88.6%	89.5%
2022-23 Administrators: Same district 2023-24	60.0%	87.9%

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, 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)	18	>80%	≤20%	≤20%	94.4%	0.0%	5.6%	0.0%	0.0%	0.0%	0.0%	72.2%	66.7%	33.3%	0.0%
English/Language Arts/Literacy	5	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	40.0%	60.0%	0.0%
English to Speakers of Other Languages	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Mathematics	4	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	50.0%	50.0%	0.0%
Science	3	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	66.7%	33.3%	0.0%
Social Studies/History	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
World Language	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	50.0%	50.0%	0.0%
Visual and Performing Arts	3	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
Health/Physical Education	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
Family & Consumer Sciences	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Computer Science/IT	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Industrial Arts	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Career and Technical Education	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Special Education	9	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	88.9%	55.6%	44.4%	0.0%
Bilingual	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N

Per-Pupil Expenditures

Per-Pupil Expenditures by Source

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

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

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

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

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

Somerdale Boro	Federal	State & Local	Total	ADE**
District Level Total Expenditures	\$2,302	\$17,395	\$19,697	451.5
District Level Central Expenditures		\$1,571	\$1,571	451.5
Somerdale Park School	\$2,302	\$15,824	\$18,126	451.5
-				

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](#).

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Accountability

Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

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

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

Report Key:

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

Accountability

ESSA Accountability Progress

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

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

ESSA Accountability Indicator	2021-22	2022-23	2023-24
ELA Proficiency	31.6%	38.8%	34.5%
Math Proficiency	23.6%	30.0%	28.2%
ELA Growth†	10	43	47
Math Growth†	25	49	40
4-Year Graduation Rate (Prior Year)††	N	N	N
5-Year Graduation Rate (Prior Year)††	N	N	N
Progress toward English Language Proficiency	*	*	*
Chronic Absenteeism	13.3%	11.1%	4.4%

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

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

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Accountability

Accountability Summary by Student Group - 2023-24 School Year

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

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

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

†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:

- Admin and staff aim to provide students with a safe/secure learning environment where each student has the opportunity to reach his/her individual social, behavioral, emotional, and academic potential
- An emphasis on data analysis and interpretation enables staff to develop individualized learning plans and to differentiate instruction to meet student needs and foster personal student growth.
- Continuous data monitoring/collaboration enable programs/activity initiation designed to meet building and community needs for the purpose of providing learners with a superior educational experience.



Mission, Vision, Theme:

Somerdale Park School's goal is to provide each student with an educational experience that will position him/her to be successful in reaching his/her full social, behavioral, emotional, and academic potential while instilling the knowledge/skills necessary for each student to confidently enter in the next phase of their academic career.



Awards, Recognition, Accomplishments:

Students are recognized for academic growth, academic achievement, attendance, meeting behavioral expectations, leadership, citizenship, responsibility, attitude, making good choices, and more!

Narrative

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



Courses, Curriculum, Instruction:

Somerdale Park School offers half-day PK (including a PK Disabled Program) and a Full-Day Kindergarten Program. The district/school's curriculum in Grades PK-8 is aligned with the New Jersey Student Learning Standards. Technology is used to supplement instruction through the use of google Workspace and beyond. Students are equipped with chromebooks resulting in a 1:1 student/tablet ratio in Grades PK-8. Students take the NWEA MAP Standardized Assessment 3x/yr. Data from this assessment enables teachers to make informed instructional decisions such as unit/lesson design, activity development, resource selection and customized, small group instruction. Supplemental programs/services include a Gifted and Talented Program (STEPS), Multilingual Learners (ML formerly ESL) Program , Early Literacy Program/Practices rooted in the Science of Reading, Advanced Math Track - Pre-Algebra (7th Grade), Algebra 1 (8th Grade), Advanced English Language Arts Track (Grades 6-8).



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Soccer (Coed), Softball (Girls), Volleyball (Coed)
All students are encouraged to participate in extra-curricular sports, activities, and clubs. Extra-curricular participation promotes well-being and provides and opportunity for student growth.



Clubs and Activities:

Art Club, Chess Club, Community Service Club, Drama Club, Homework Club, Jazz Band, Diversity Club, Gay Straight Alliance, Math Club, Science Club, Student Council, National Junior Honors Society, EGaming Club, Spanish Explorers Club

Narrative

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



Before and After School Programs:

After school care is offered to students in Grades PK-8. Before school care is not offered. A Breakfast Program is offered as well as a "Second Chance Breakfast" for late arriving students.



Staff and Professional Learning:

Common planning time and bi-monthly professional development opportunities are used to satisfy the State mandated professional developments. Additionally, ESEA Title II Funds are used to contract with outside presenters to offer staff professional development in the areas of data analysis and interpretation, differentiated instruction, effective use of technology, small group instruction, and innovative pedagogical strategies. Staff are also encouraged to seek out individualized professional development opportunities for which they believe will lead to professional growth and increased effectiveness.



Student Supports and Services:

Somerdale Park School has a full Child Study Team (CST) including a director of special education who also serves as a licensed clinical social worker. A school psychologist, school social worker, and learning disabilities teaching consultant. Additional services provided include speech therapy; occupational therapy; and physical therapy. Somerdale Park School has a full time school counselor whom handles student 504 Plans and chairs the Intervention and Referral Services Committee (I&RS). Academic intervention programs include a Wilson Reading Program and a team of interventionists assigned to provide support in the area of mathematics. Staff collaboration and data analysis combine to identify student support needs and corresponding early intervention strategies.

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.



Student Health and Wellness:

Somerdale Park School offers a School Breakfast Program and a "Second Chance Breakfast Program" for late arriving students. These programs are intended to promote healthy eating choices and are reinforced in health and physical education classes.



Parent and Community Involvement:

Somerdale Park School recognizes the value of parental involvement in the educational process. OnCourse Systems is used as the School's Student Information System which provides a parent portal called OnCourse Connect to allow parents access to student performance and ongoing academic/behavioral progress. Many district/school committees include parent representation for the purpose of providing parental insight and input in decision making processes. Somerdale Park School works collaboratively with the Somerdale Parent Teacher Association (PTA). Somerdale Park School Staff make presentations at PTA Meetings to provide information based on communicated need. To disseminate information, Somerdale Park School relies on its up to date website, facebook page, twitter account, and district messaging system - Finals site.



Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers. Y

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.



Facilities:

Somerdale Park School has recently replaced the roof, added a parking lot, and built two new playgrounds which include a basketball court. The school is in the process of replacing interior tile, adding an outdoor learning space and eating areas, improving existing drainage and erosion obstacles, and enhancing its outdoor athletic fields with aesthetically improved fencing, back stops, and dugouts. Somerdale Park School has a fully functional gym, a multi-purpose room (cafeteria, stage and gym), library, studio, art room, science lab, and band room.



School Safety:

School safety is a priority at Somerdale Park School. Monthly fire and emergency drills are conducted in accordance with New Jersey Law. The school's emergency alert system (BluePoint) initiates an automatic 911 call to both local law enforcement and county dispatch. The system is linked to the school's public address system, exterior horns/strobe lights, and both interior and exterior keyless locking system providing Somerdale Park School superior infrastructure in terms of security and ensuring compliance with Alyssa's Law. Somerdale Park School employs a full time school resource officer (SRO).



Technology and STEM:

Somerdale Park School offers STEAM as a quarterly course for students in Grades 6-8 and as a co-teaching science enrichment experience for students in Grades 3-5. Flexible scheduling provides give teachers in Grades K-5 an opportunity to incorporate or extend on STEAM related activities. Each classroom is equipped with a Promethean Board, all staff are provided tablets with wireless connection capabilities. Student/tablet (chromebook) ratio is 1:1 in Grades PK-8

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.



Early Childhood Education:

Somerdale Park School offers half day PK (including a PK Disabled Program) and a full-day Kindergarten Program. The district is in the process of transitioning its early childhood program to meet the State's PEA Standards.



Attendance:

Somerdale Park School's Virtual/Remote Instruction Plan has been approved by the Camden County Department of Education.