Logan Township School District (15-2750)

2023-2024

County: Gloucester
District: Logan Township School District
110 School Lane
Logan Township, NJ 08085

Superintendent: Mrs. Patricia Haney
District Website
856-467-5133 x510

833
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

Report Key:
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** Accountability calculations require 20 or more students
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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	Gloucester
District	Logan Township School District
Superintendent Name	Mrs. Patricia Haney
Address	110 School Lane, Logan Township, NJ 08085
Phone Number	856-467-5133 x510
Email Address	phaney@logantownshipschools.org
Website	www.logantownshipschools.org
Twitter	https://twitter.com/logantownshipsd

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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
Logan Middle School	05-08
Logan Township Elementary School	01-04
The Francis E Donnelly Early Childhood Learning Center	PK-KG

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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	111	114	113
KG	91	77	72
1	83	84	76
2	52	82	90
3	64	55	84
4	98	67	54
5	91	95	73
6	86	91	91
7	99	82	93
8	93	98	86
Total	868	845	833

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	49.0%	50.0%	50.0%
Male	51.0%	50.0%	50.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	18.4%	19.9%	24.0%
Students with Disabilities	16.5%	14.7%	22.4%
Multilingual Learners	0.5%	0.2%	0.4%
Students Experiencing Homelessness	0.0%	0.0%	0.6%
Students in Foster Care	1.2%	0.0%	0.4%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.1%

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	70.5%	71.1%	70.5%
Hispanic	9.7%	9.5%	10.1%
Black or African American	10.0%	9.9%	9.5%
Asian	3.2%	3.1%	3.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.1%
American Indian or Alaska Native	0.3%	0.2%	0.0%
Two Or More Races	6.2%	6.2%	6.7%

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Enrollment Trends by Full / Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2021-22	2022-23	2023-24
PK - Half Day	0	0	0
PK - Full Day	111	114	113
KG - Half Day	0	0	0
KG - Full Day	91	77	72

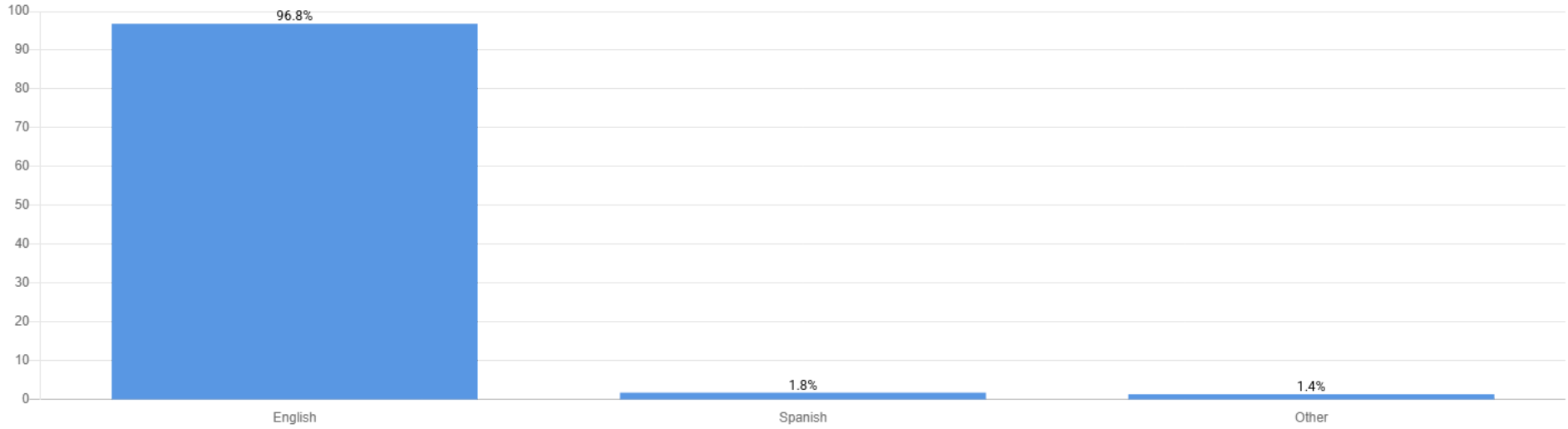
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Enrollment by Home Language

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.



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Student Growth

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

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

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

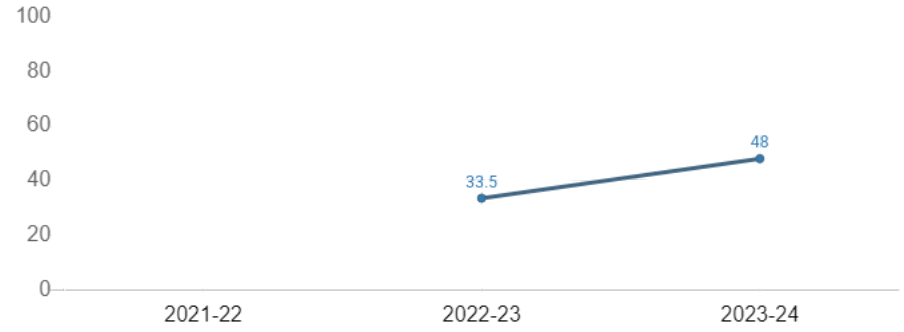
Important Note for 2023-24: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022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

Student Growth Trends and Progress

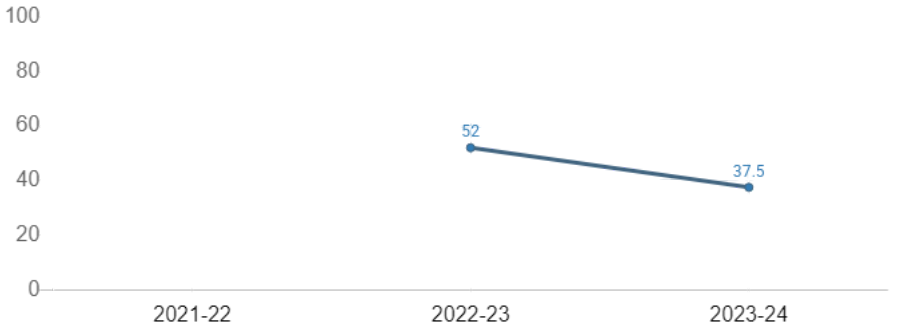
These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

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ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Median Student Growth Percentile		33.5	48		52	37.5
Met Standard (40-59.5)?		Not Met	Met Standard		Met Standard	Not Met
Statewide: Median Student Growth Percentile		50	50		50	50

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Student Growth

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

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	48	50	Met Standard	37.5	50	Not Met
White	45	50	Met Standard	36	51	Not Met
Hispanic	56	49	Met Standard	42	48	Met Standard
Black or African American	53	47	Met Standard	49.5	46	Met Standard
Asian, Native Hawaiian, or Pacific Islander	36	59	**	51	60	**
American Indian or Alaska Native	N	50	**	N	50	**
Two or More Races	49.5	50	Met Standard	35	51	**
Female	54	52		42	50	
Male	42	48		36	50	
Non-Binary/Undesignated Gender	N	44		N	45.5	
Economically Disadvantaged Students	54	48	Met Standard	46	48	Met Standard
Students with Disabilities	47	43	Met Standard	40.5	44	Met Standard
Multilingual Learners	N	50	**	N	50	**
Students Experiencing Homelessness	*	43		N	45	
Students in Foster Care	*	40		*	47	
Military-Connected Students	N	47.5		N	51	
Migrant Students	N	53		N	44	

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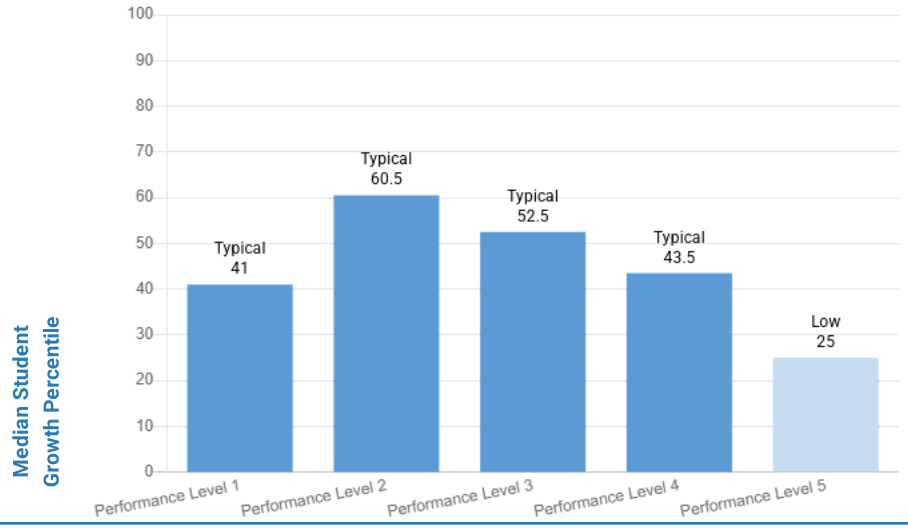
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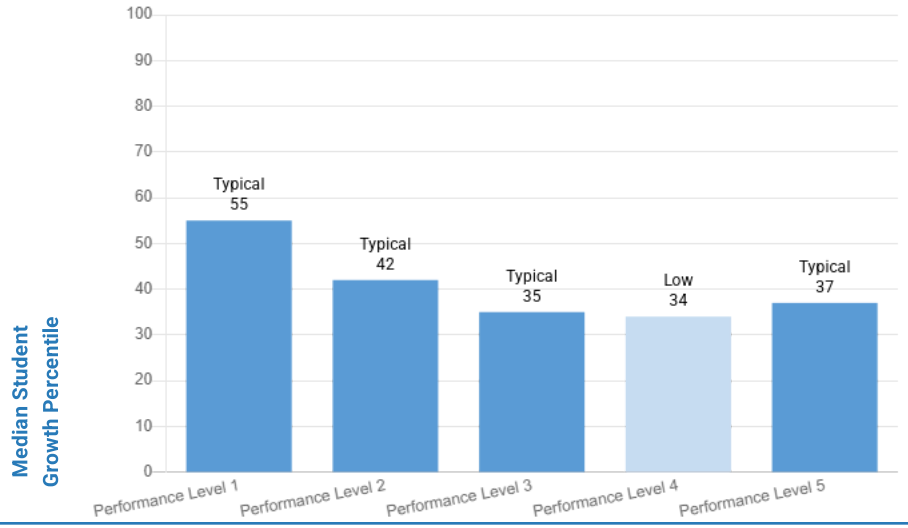
Student Growth by Performance Level

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



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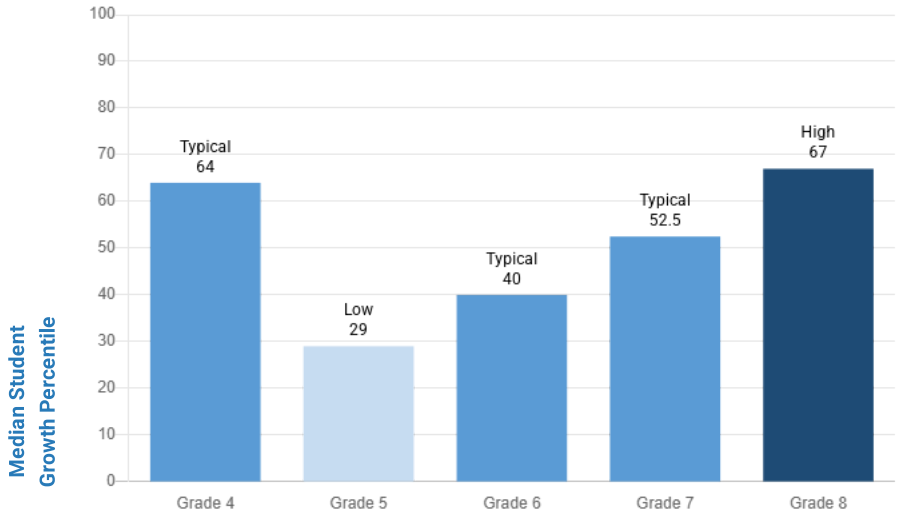
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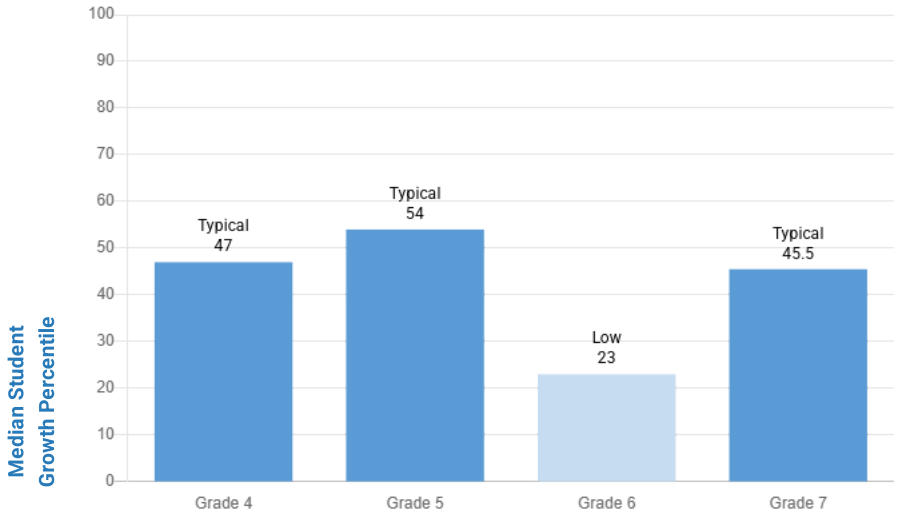
Student Growth by Grade

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

ELA



Math



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Academic Achievement

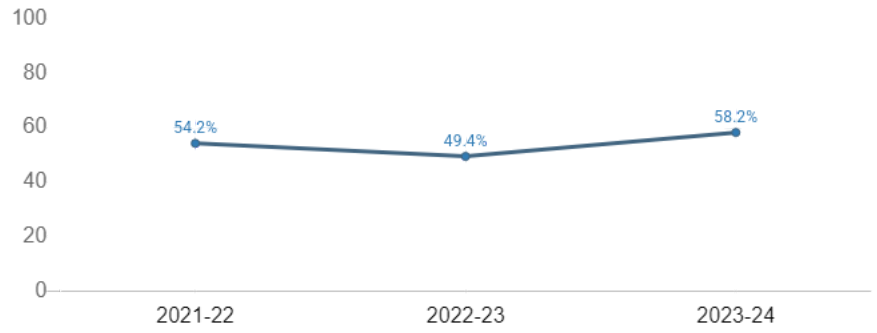
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the NJDOE's Assessment page.

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

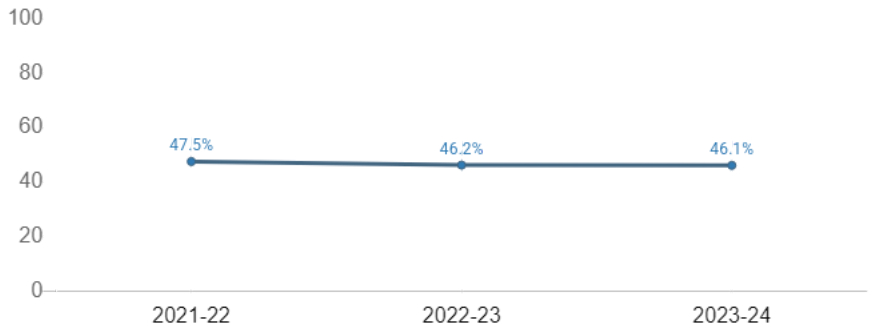
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	99.6%	99.0%	97.9%	99.6%	99.2%	98.1%
Proficiency Rate for Federal Accountability	54.2%	49.4%	58.2%	47.5%	46.2%	46.1%
Annual Target	68.2%	68.9%	51.1%	67.1%	67.9%	48.0%
Met Annual Target?	Not Met	Not Met	Met Target	Not Met	Not Met	Met Target†
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

† Target was met within a confidence interval.

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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	469	97.9%	58.2%	52.2%	58.2%	51.1%	Met Target
White	331	97.7%	59.2%	61.8%	59.2%	52.7%	Met Target
Hispanic	51	98.2%	62.7%	38%	62.7%	53.5%	Met Target
Black or African American	38	97.4%	44.7%	35.9%	44.7%	36.2%	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	100%	68.8%	79.9%	68.8%	**	**
American Indian or Alaska Native	*	*	*	51.2%	*	**	**
Two or More Races	33	100%	51.5%	59.4%	51.5%	53.1%	Met Target†
Female	*	97.8%	68.2%	57.7%	68.2%		
Male	*	98.1%	49.4%	47%	49.4%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	110	95.8%	42.7%	34.6%	42.7%	30.2%	Met Target
Non-Economically Disadvantaged Students	359	98.6%	63%	62.8%	63%		
Students with Disabilities	113	94.3%	24.8%	19.8%	24.6%	17.7%	Met Target
Students without Disabilities	356	99.2%	68.8%	59.4%	68.8%		
Multilingual Learners	*	*	*	23.1%	*	**	**
Non-Multilingual Learners	*	97.9%	58.2%	56.2%	58.2%		
Students Experiencing Homelessness	*	*	*	21.9%	*		
Students in Foster Care	*	*	*	19.3%	*		
Military-Connected Students	*	*	*	48.2%	*		
Migrant Students	*	*	*	13.3%	*		

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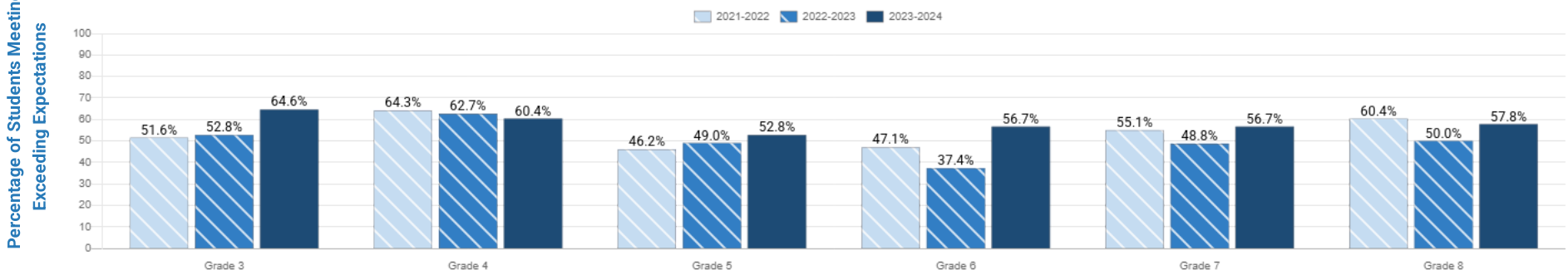
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English Language Arts Assessment - Performance Trends

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.



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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	82	757	741	13%	5%	17%	57%	7%	65%	44%
White	60	761	751	10%	7%	20%	55%	8%	63%	53%
Hispanic	*	*	724	*	*	*	*	*	*	29%
Black or African American	*	*	725	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	*	*	*	*	*	*	70%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	46%
Two or More Races	*	*	751	*	*	*	*	*	*	52%
Female	*	767	746	7%	10%	10%	55%	17%	72%	48%
Male	*	752	736	17%	2%	21%	58%	2%	60%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	20	747	722	20%	5%	30%	35%	10%	45%	26%
Non-Economically Disadvantaged Students	62	761	753	11%	5%	13%	65%	6%	71%	55%
Students with Disabilities	21	719	710	48%	5%	14%	33%	0%	33%	18%
Students without Disabilities	61	771	747	2%	5%	18%	66%	10%	75%	49%
Multilingual Learners	*	*	704	*	*	*	*	*	*	13%
Non-Multilingual Learners	*	757	746	13%	5%	17%	57%	7%	65%	48%
Students Experiencing Homelessness	*	*	707	*	*	*	*	*	*	18%
Students in Foster Care	*	*	711	*	*	*	*	*	*	18%
Military-Connected Students	*	*	739	*	*	*	*	*	*	41%
Migrant Students	*	*	688	*	*	*	*	*	*	*

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

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 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	53	760	749	8%	6%	26%	38%	23%	60%	51%
White	35	760	758	9%	9%	23%	37%	23%	60%	61%
Hispanic	11	765	734	0%	0%	36%	45%	18%	64%	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	*	768	752	7%	3%	21%	38%	31%	69%	54%
Male	*	750	745	8%	8%	33%	38%	13%	50%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	14	751	731	21%	7%	14%	36%	21%	57%	32%
Non-Economically Disadvantaged Students	39	764	760	3%	5%	31%	38%	23%	62%	63%
Students with Disabilities	14	726	720	29%	14%	43%	0%	14%	14%	21%
Students without Disabilities	39	772	755	0%	3%	21%	51%	26%	77%	57%
Multilingual Learners	*	*	711	*	*	*	*	*	*	13%
Non-Multilingual Learners	*	760	753	8%	6%	26%	38%	23%	60%	55%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	20%
Students in Foster Care	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	*	*	747	*	*	*	*	*	*	49%
Migrant Students	*	*	713	*	*	*	*	*	*	23%

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N No Data is available to display
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Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	72	746	750	10%	17%	21%	50%	3%	53%	52%
White	47	748	760	11%	11%	19%	57%	2%	60%	63%
Hispanic	12	742	736	17%	25%	8%	42%	8%	50%	37%
Black or African American	*	*	734	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	*	*	757	*	*	*	*	*	*	60%
Female	*	748	755	3%	18%	21%	58%	0%	58%	57%
Male	*	743	745	15%	15%	21%	44%	5%	49%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	23	733	732	17%	30%	13%	30%	9%	39%	33%
Non-Economically Disadvantaged Students	49	751	761	6%	10%	24%	59%	0%	59%	64%
Students with Disabilities	21	721	719	29%	24%	24%	24%	0%	24%	20%
Students without Disabilities	51	756	756	2%	14%	20%	61%	4%	65%	59%
Multilingual Learners	*	*	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	746	754	10%	17%	21%	50%	3%	53%	57%
Students Experiencing Homelessness	*	*	718	*	*	*	*	*	*	22%
Students in Foster Care	*	*	721	*	*	*	*	*	*	20%
Military-Connected Students	*	*	747	*	*	*	*	*	*	48%
Migrant Students	*	*	721	*	*	*	*	*	*	20%

Report Key:
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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 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	90	752	751	3%	9%	31%	51%	6%	57%	53%
White	68	752	760	1%	7%	34%	54%	3%	57%	63%
Hispanic	*	*	738	*	*	*	*	*	*	39%
Black or African American	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	748	*	*	*	*	*	*	49%
Two or More Races	*	*	758	*	*	*	*	*	*	60%
Female	*	758	756	0%	7%	26%	59%	9%	67%	59%
Male	*	746	746	7%	11%	36%	43%	2%	45%	48%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	16	745	735	0%	25%	38%	31%	6%	38%	35%
Non-Economically Disadvantaged Students	74	754	761	4%	5%	30%	55%	5%	61%	65%
Students with Disabilities	21	733	719	14%	24%	38%	19%	5%	24%	17%
Students without Disabilities	69	758	758	0%	4%	29%	61%	6%	67%	60%
Multilingual Learners	*	*	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	752	754	3%	9%	31%	51%	6%	57%	57%
Students Experiencing Homelessness	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	724	*	*	*	*	*	*	22%
Military-Connected Students	*	*	754	*	*	*	*	*	*	55%
Migrant Students	*	*	712	*	*	*	*	*	*	29%

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Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 7

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	90	749	752	10%	13%	20%	46%	11%	57%	54%
White	65	750	761	9%	12%	23%	43%	12%	55%	64%
Hispanic	*	*	737	*	*	*	*	*	*	39%
Black or African American	10	745	734	10%	20%	20%	40%	10%	50%	37%
Asian, Native Hawaiian, or Pacific Islander	*	*	785	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	51%
Two or More Races	*	*	759	*	*	*	*	*	*	60%
Female	*	761	758	2%	12%	9%	60%	16%	77%	60%
Male	*	738	746	17%	15%	30%	32%	6%	38%	48%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	15	728	734	33%	13%	7%	33%	13%	47%	36%
Non-Economically Disadvantaged Students	75	753	762	5%	13%	23%	48%	11%	59%	64%
Students with Disabilities	14	716	715	43%	29%	7%	14%	7%	21%	18%
Students without Disabilities	76	755	759	4%	11%	22%	51%	12%	63%	61%
Multilingual Learners	*	*	700	*	*	*	*	*	*	*
Non-Multilingual Learners	*	749	756	10%	13%	20%	46%	11%	57%	58%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	21%
Students in Foster Care	*	*	712	*	*	*	*	*	*	17%
Military-Connected Students	*	*	747	*	*	*	*	*	*	50%
Migrant Students	*	*	*	*	*	*	*	*	*	*

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Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 8

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	83	756	751	2%	14%	25%	49%	8%	58%	53%
White	55	763	760	2%	7%	27%	51%	13%	64%	62%
Hispanic	10	743	736	10%	20%	20%	50%	0%	50%	39%
Black or African American	*	*	735	*	*	*	*	*	*	37%
Asian, Native Hawaiian, or Pacific Islander	*	*	783	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	52%
Two or More Races	12	748	757	0%	25%	25%	50%	0%	50%	59%
Female	*	766	759	0%	10%	24%	51%	15%	66%	60%
Male	*	746	743	5%	19%	26%	48%	2%	50%	46%
Non-binary/undesignated gender	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	26	738	734	4%	35%	27%	35%	0%	35%	36%
Non-Economically Disadvantaged Students	57	764	761	2%	5%	25%	56%	12%	68%	63%
Students with Disabilities	20	727	713	10%	40%	25%	25%	0%	25%	16%
Students without Disabilities	63	765	758	0%	6%	25%	57%	11%	68%	60%
Multilingual Learners	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	756	755	2%	14%	25%	49%	8%	58%	56%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	23%
Students in Foster Care	*	*	708	*	*	*	*	*	*	14%
Military-Connected Students	*	*	743	*	*	*	*	*	*	43%
Migrant Students	*	*	*	*	*	*	*	*	*	*

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Academic Achievement

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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	471	98.1%	46.1%	40.2%	46.1%	48%	Met Target†
White	333	98.2%	49.8%	51.1%	49.8%	52.5%	Met Target†
Hispanic	51	96.4%	35.3%	24.2%	35.3%	42.7%	Met Target†
Black or African American	38	97.4%	21.1%	20.1%	21.1%	26%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	100%	62.5%	74.4%	62.5%	**	**
American Indian or Alaska Native	*	*	*	42%	*	**	**
Two or More Races	33	100%	45.5%	48.9%	45.5%	44.3%	Met Target
Female	*	97.8%	46.4%	38.4%	46.4%		
Male	*	98.5%	45.8%	42%	45.8%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	111	95.9%	29.7%	21.7%	29.7%	31%	Met Target†
Non-Economically Disadvantaged Students	360	98.9%	51.1%	51.5%	51.1%		
Students with Disabilities	115	95.9%	20.9%	16.6%	20.9%	18.5%	Met Target
Students without Disabilities	356	98.9%	54.2%	45.4%	54.2%		
Multilingual Learners	*	*	*	18.7%	*	**	**
Non-Multilingual Learners	*	98.1%	46.1%	43.5%	46.1%		
Students Experiencing Homelessness	*	*	*	12.9%	*		
Students in Foster Care	*	*	*	12.4%	*		
Military-Connected Students	*	*	*	38.8%	*		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

Report Key:
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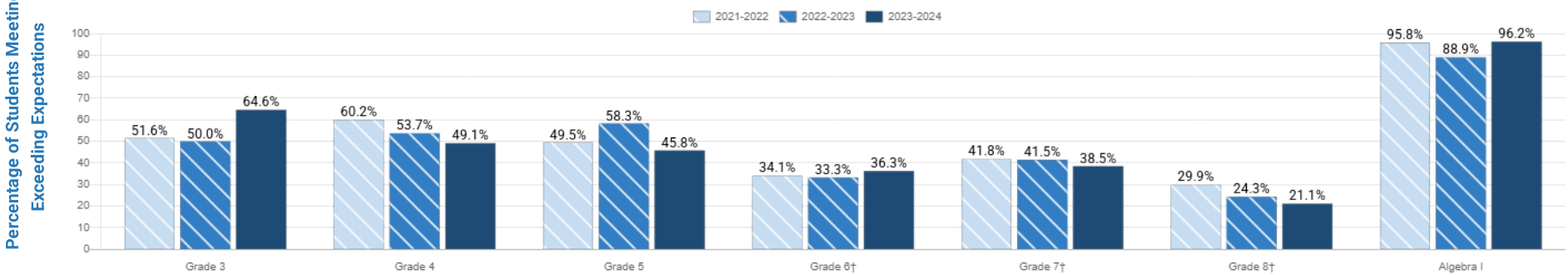
Academic Achievement

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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.

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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	82	756	747	7%	6%	22%	52%	12%	65%	48%
White	60	759	757	7%	5%	23%	50%	15%	65%	60%
Hispanic	*	*	732	*	*	*	*	*	*	31%
Black or African American	*	*	728	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	51%
Two or More Races	*	*	755	*	*	*	*	*	*	56%
Female	*	754	744	10%	3%	24%	55%	7%	62%	45%
Male	*	758	749	6%	8%	21%	51%	15%	66%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	20	739	729	10%	25%	20%	40%	5%	45%	28%
Non-Economically Disadvantaged Students	62	762	758	6%	0%	23%	56%	15%	71%	60%
Students with Disabilities	21	727	725	29%	14%	24%	29%	5%	33%	25%
Students without Disabilities	61	766	751	0%	3%	21%	61%	15%	75%	52%
Multilingual Learners	*	*	722	*	*	*	*	*	*	20%
Non-Multilingual Learners	*	756	751	7%	6%	22%	52%	12%	65%	52%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	17%
Students in Foster Care	*	*	719	*	*	*	*	*	*	18%
Military-Connected Students	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	727	*	*	*	*	*	*	12%

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Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	53	746	744	9%	17%	25%	43%	6%	49%	45%
White	35	745	754	9%	17%	23%	46%	6%	51%	57%
Hispanic	11	754	730	0%	18%	27%	55%	0%	55%	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	*	753	743	7%	10%	28%	45%	10%	55%	43%
Male	*	738	746	13%	25%	21%	42%	0%	42%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	14	739	727	14%	21%	29%	29%	7%	36%	25%
Non-Economically Disadvantaged Students	39	748	755	8%	15%	23%	49%	5%	54%	58%
Students with Disabilities	14	728	722	21%	29%	14%	36%	0%	36%	21%
Students without Disabilities	39	752	749	5%	13%	28%	46%	8%	54%	50%
Multilingual Learners	*	*	718	*	*	*	*	*	*	14%
Non-Multilingual Learners	*	746	748	9%	17%	25%	43%	6%	49%	49%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	15%
Students in Foster Care	*	*	716	*	*	*	*	*	*	15%
Military-Connected Students	*	*	744	*	*	*	*	*	*	43%
Migrant Students	*	*	721	*	*	*	*	*	*	17%

Report Key:
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** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	72	748	741	6%	19%	29%	38%	8%	46%	40%
White	47	753	751	6%	13%	21%	49%	11%	60%	53%
Hispanic	12	743	726	8%	25%	42%	17%	8%	25%	23%
Black or African American	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	*	*	748	*	*	*	*	*	*	49%
Female	*	746	739	3%	21%	30%	42%	3%	45%	38%
Male	*	749	742	8%	18%	28%	33%	13%	46%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	23	734	724	13%	30%	35%	17%	4%	22%	20%
Non-Economically Disadvantaged Students	49	754	752	2%	14%	27%	47%	10%	57%	53%
Students with Disabilities	21	727	717	14%	38%	24%	19%	5%	24%	16%
Students without Disabilities	51	756	746	2%	12%	31%	45%	10%	55%	45%
Multilingual Learners	*	*	711	*	*	*	*	*	*	*
Non-Multilingual Learners	*	748	744	6%	19%	29%	38%	8%	46%	44%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	12%
Students in Foster Care	*	*	714	*	*	*	*	*	*	10%
Military-Connected Students	*	*	741	*	*	*	*	*	*	40%
Migrant Students	*	*	724	*	*	*	*	*	*	27%

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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	91	740	737	8%	21%	35%	33%	3%	36%	36%
White	69	741	746	6%	23%	35%	32%	4%	36%	47%
Hispanic	*	*	723	*	*	*	*	*	*	20%
Black or African American	*	*	718	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	*	*	*	*	*	*	73%
American Indian or Alaska Native	*	*	735	*	*	*	*	*	*	33%
Two or More Races	*	*	743	*	*	*	*	*	*	45%
Female	*	737	736	4%	26%	37%	30%	2%	33%	34%
Male	*	743	738	11%	16%	33%	36%	4%	40%	38%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	16	727	721	13%	31%	25%	31%	0%	31%	17%
Non-Economically Disadvantaged Students	75	743	747	7%	19%	37%	33%	4%	37%	48%
Students with Disabilities	22	725	714	18%	32%	32%	14%	5%	18%	12%
Students without Disabilities	69	745	741	4%	17%	36%	39%	3%	42%	41%
Multilingual Learners	*	*	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	740	740	8%	21%	35%	33%	3%	36%	39%
Students Experiencing Homelessness	*	*	711	*	*	*	*	*	*	*
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	739	*	*	*	*	*	*	37%
Migrant Students	*	*	704	*	*	*	*	*	*	13%

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Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 7

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	91	743	739	4%	23%	34%	31%	8%	38%	37%
White	66	745	748	3%	21%	36%	30%	9%	39%	50%
Hispanic	*	*	728	*	*	*	*	*	*	23%
Black or African American	10	730	724	10%	30%	40%	20%	0%	20%	18%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	*	*	743	*	*	*	*	*	*	44%
Female	*	742	738	2%	26%	33%	35%	5%	40%	36%
Male	*	744	739	6%	21%	35%	27%	10%	38%	39%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	16	726	726	13%	38%	31%	19%	0%	19%	20%
Non-Economically Disadvantaged Students	75	747	747	3%	20%	35%	33%	9%	43%	48%
Students with Disabilities	15	718	716	20%	33%	33%	13%	0%	13%	12%
Students without Disabilities	76	748	743	1%	21%	34%	34%	9%	43%	43%
Multilingual Learners	*	*	714	*	*	*	*	*	*	*
Non-Multilingual Learners	*	743	741	4%	23%	34%	31%	8%	38%	40%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	11%
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	740	*	*	*	*	*	*	39%
Migrant Students	*	*	708	*	*	*	*	*	*	*

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Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 8

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	57	728	719	14%	37%	28%	21%	0%	21%	19%
White	33	735	729	9%	27%	36%	27%	0%	27%	27%
Hispanic	*	*	713	*	*	*	*	*	*	13%
Black or African American	*	*	707	*	*	*	*	*	*	10%
Asian, Native Hawaiian, or Pacific Islander	*	*	740	*	*	*	*	*	*	40%
American Indian or Alaska Native	*	*	722	*	*	*	*	*	*	21%
Two or More Races	*	*	722	*	*	*	*	*	*	22%
Female	*	733	719	7%	41%	26%	26%	0%	26%	19%
Male	*	723	719	20%	33%	30%	17%	0%	17%	20%
Non-binary/undesignated gender	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	25	719	711	28%	44%	8%	20%	0%	20%	12%
Non-Economically Disadvantaged Students	32	735	725	3%	31%	44%	22%	0%	22%	25%
Students with Disabilities	19	710	702	*	*	*	*	*	*	*
Students without Disabilities	38	737	724	8%	29%	32%	32%	0%	32%	23%
Multilingual Learners	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	728	721	14%	37%	28%	21%	0%	21%	21%
Students Experiencing Homelessness	*	*	704	*	*	*	*	*	*	*
Students in Foster Care	*	*	696	*	*	*	*	*	*	*
Military-Connected Students	*	*	722	*	*	*	*	*	*	19%
Migrant Students	*	*	*	*	*	*	*	*	*	*

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Mathematics Assessment - Performance By Test: Algebra I

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	26	770	738	*	*	*	*	*	96%	40%
White	22	771	748	*	*	*	*	*	95%	51%
Hispanic	*	*	723	*	*	*	*	*	*	23%
Black or African American	*	*	719	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	*	*	746	*	*	*	*	*	*	49%
Female	*	772	737	*	*	*	*	*	100%	39%
Male	*	768	739	*	*	*	*	*	92%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	*	*	722	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	*	770	747	*	*	*	*	*	96%	50%
Students with Disabilities	*	*	710	*	*	*	*	*	*	11%
Students without Disabilities	*	771	743	*	*	*	*	*	96%	45%
Multilingual Learners	*	*	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	770	741	*	*	*	*	*	96%	43%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	13%
Students in Foster Care	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	696	*	*	*	*	*	*	*

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Academic Achievement

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DLM Alternate Assessment - Participation

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

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

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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	N	N	N	N	N
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.

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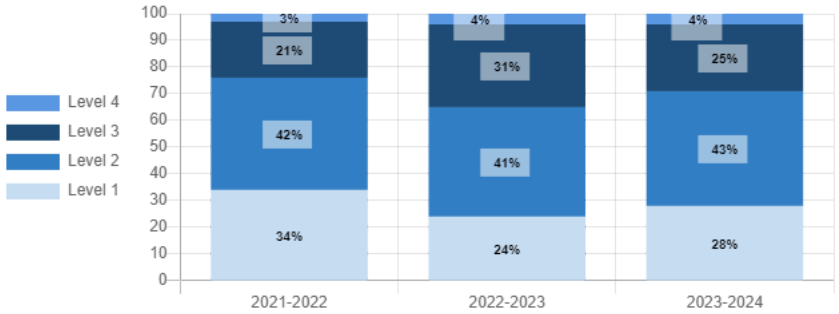
Academic Achievement

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 websitefor 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.

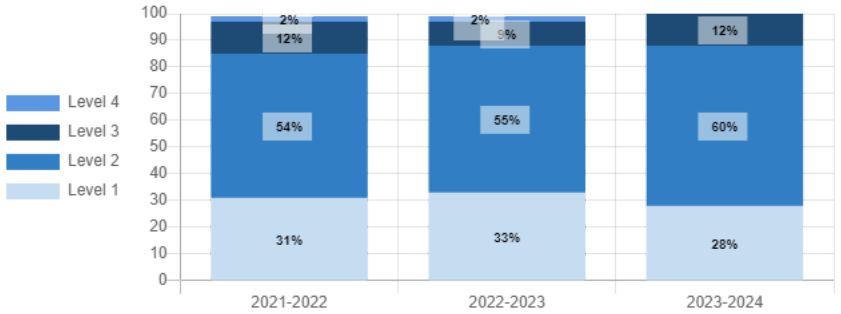
NJSLA Science Assessment: Grade 5 Summary

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.



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Academic Achievement

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NJSLA Science Assessment: Grade 5

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	28%	43%	25%	4%	35%	37%	21%	6%
White	19%	47%	32%	2%	22%	42%	28%	8%
Hispanic	50%	25%	8%	17%	51%	36%	12%	2%
Black or African American	*	*	*	*	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	27%	52%	18%	3%	35%	39%	20%	6%
Male	28%	36%	31%	5%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	48%	35%	13%	4%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	18%	47%	31%	4%	24%	39%	28%	10%
Students with Disabilities	52%	38%	10%	0%	64%	27%	8%	2%
Students without Disabilities	18%	45%	31%	6%	30%	39%	24%	7%
Multilingual Learners	*	*	*	*	78%	20%	2%	0%
Non-Multilingual Learners	28%	43%	25%	4%	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%

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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 websitefor more information about NJSLA-S. These results do not include students who took the Dynamic Learning Maps (DLM) Science assessment. Visit the assessment reports page for DLM results.

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NJSLA Science Assessment: Grade 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	28%	60%	12%	0%	36%	45%	14%	5%
White	20%	64%	16%	0%	23%	52%	19%	6%
Hispanic	50%	50%	0%	0%	51%	42%	6%	1%
Black or African American	*	*	*	*	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	33%	58%	8%	0%	27%	46%	19%	8%
Female	22%	63%	15%	0%	35%	47%	13%	4%
Male	33%	57%	10%	0%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	46%	54%	0%	0%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	19%	63%	18%	0%	26%	48%	19%	7%
Students with Disabilities	75%	20%	5%	0%	67%	29%	3%	1%
Students without Disabilities	13%	73%	14%	0%	30%	48%	16%	6%
Multilingual Learners	*	*	*	*	75%	24%	1%	0%
Non-Multilingual Learners	28%	60%	12%	0%	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	70
7	0	0	93
8	26	0	61
Total	26	0	224

Report Key:
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N No Data is available to display
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College and Career Readiness

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World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	91	0	0	0	0
7	0	0	0	0	0	0	92
8	0	0	25	0	0	0	0
Total	0	0	116	0	0	0	92

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College and Career Readiness

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Computer Science – Course Participation

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

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

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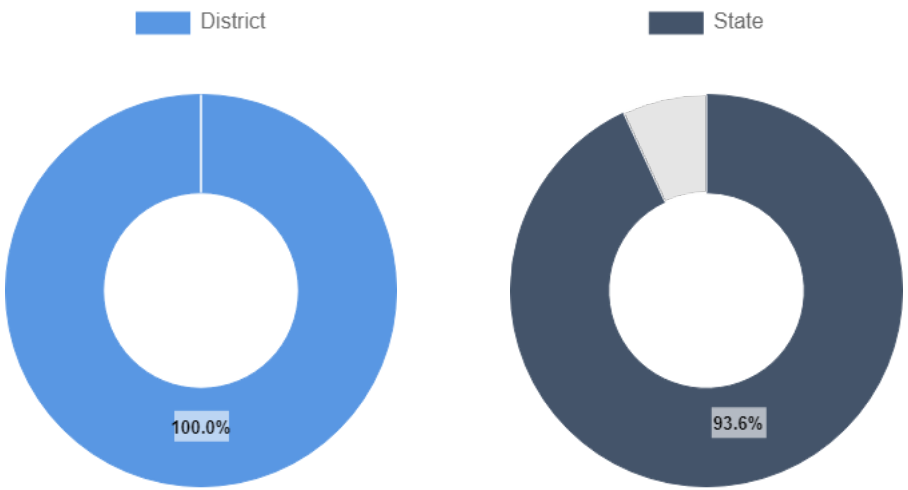
College and Career Readiness

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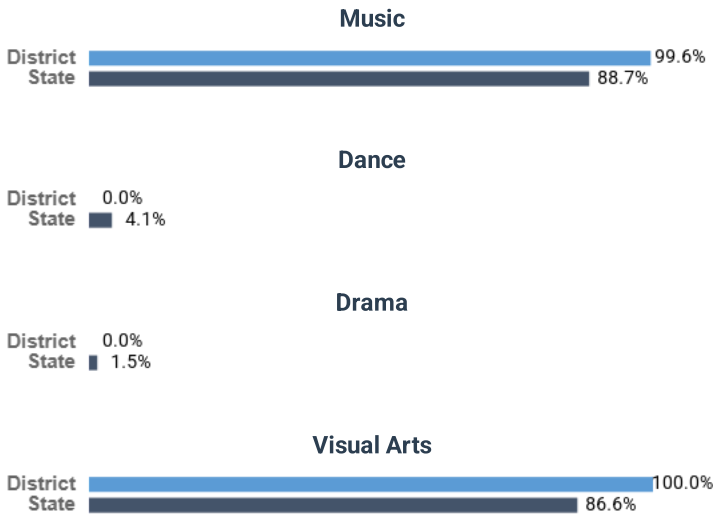
Visual and Performing Arts – Course Participation

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:



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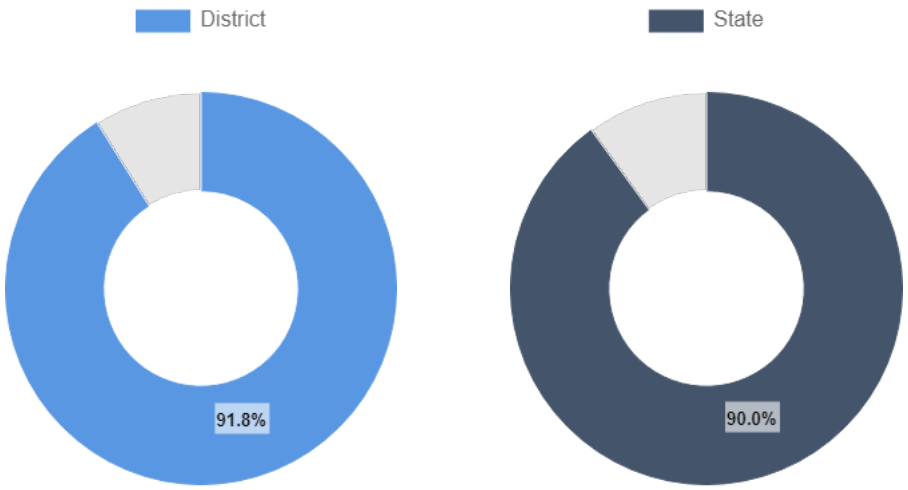
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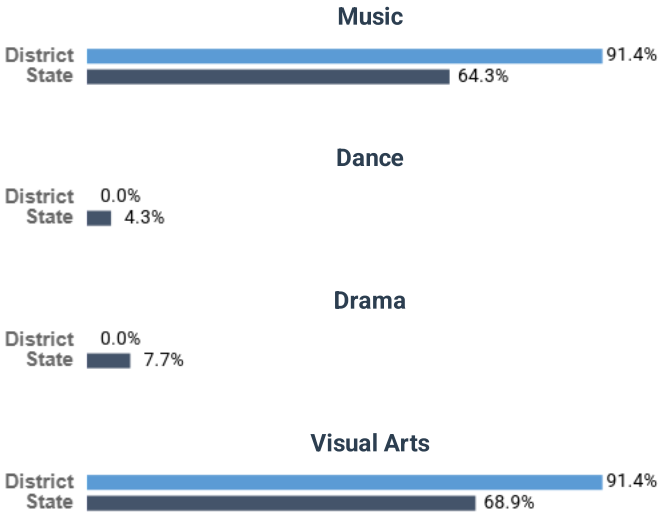
Visual and Performing Arts – Course Participation

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



Students enrolled in one or more classes by discipline:



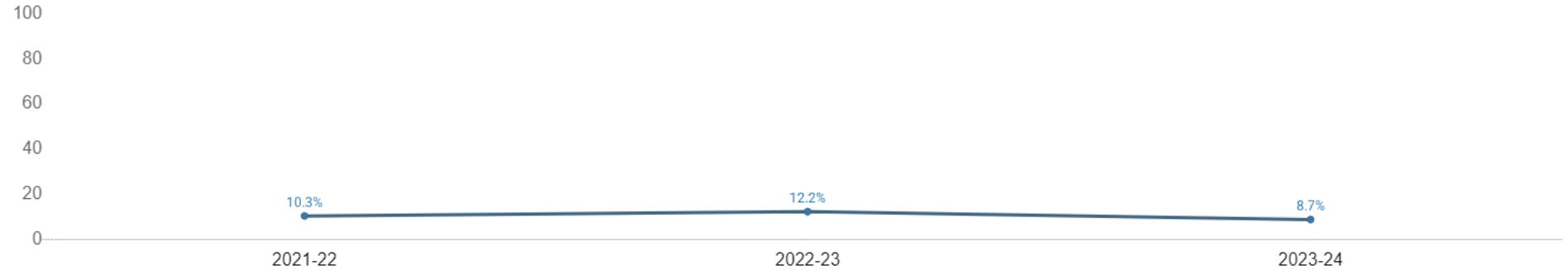
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Climate and Environment

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	10.3%	12.2%	8.7%
ESSA Target (State Average for Grades Served)	17.3%	16.0%	13.8%
Met ESSA Target	Met	Met	Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%

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Chronic Absenteeism

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

Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	62	8.7%	13.8%	Met
White	31	6.3%	13.8%	Met
Hispanic	15	20.8%	13.8%	Not Met
Black or African American	12	17.1%	13.8%	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	0.0%	13.8%	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	4	7.8%	13.8%	Met
Female	*	8.1%		
Male	*	9.4%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	32	18.1%	13.8%	Not Met
Students with Disabilities	17	10.4%	13.8%	Met
Multilingual Learners	*	*	**	**
Students Experiencing Homelessness	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	*	*		

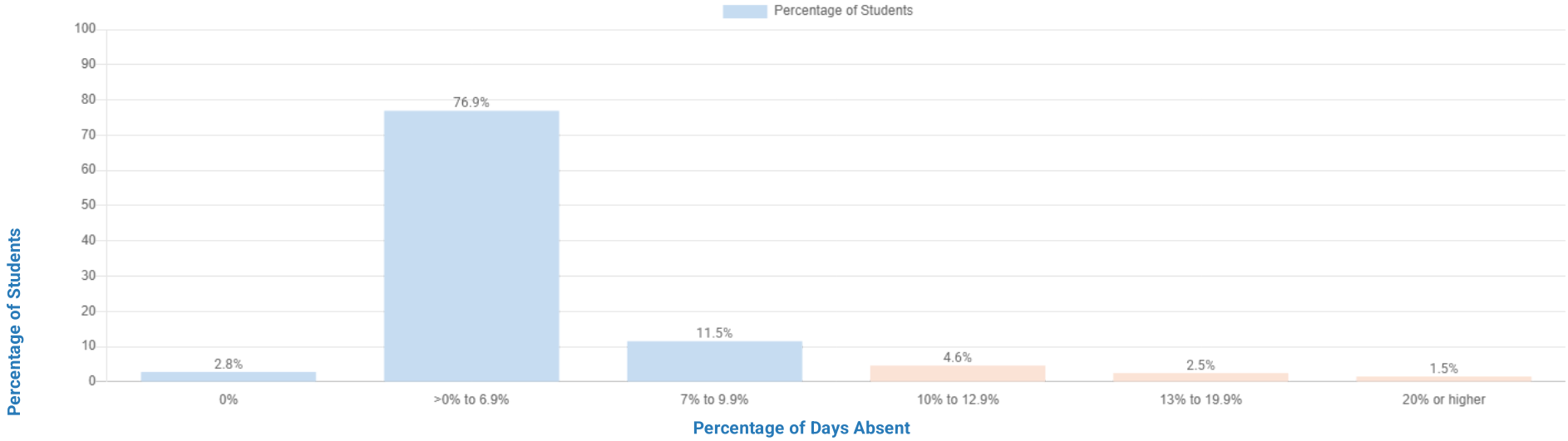
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Percentage of Days Absent

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.



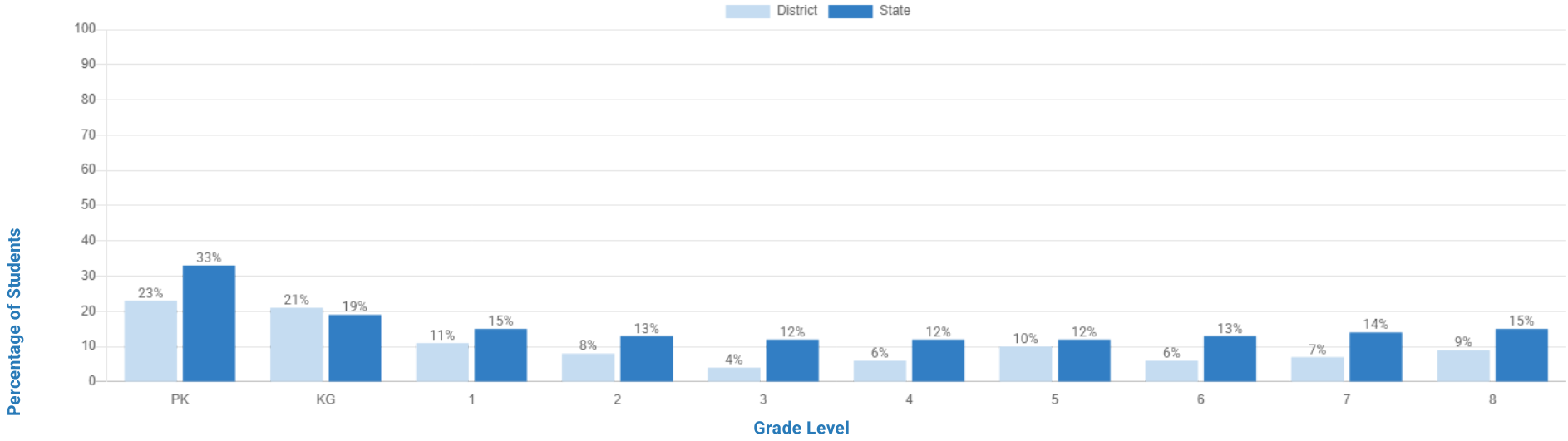
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Chronic Absenteeism by Grade

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



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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	25
Weapons	0
Vandalism	4
Substances	3
Harassment, Intimidation, Bullying (HIB)	15
Total Unique Incidents	47
Incidents Per 100 Students Enrolled	5.64

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	2
Weapons	0
Vandalism	0
Substances	3
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	7	8
Religion	0	1	1
Ancestry	0	2	2
Gender	0	0	0
Sexual Orientation	0	2	2
Disability	0	1	1
Other	1	4	5
No Identified Nature	23		23

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Student Disciplinary Removals: By Student Group

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

Student Group	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
White	17	3%	11	2%	25	4%	0	0%	0	0%
Hispanic	3	3%	3	3%	5	6%	0	0%	0	0%
Black or African American	3	4%	3	4%	6	7%	0	0%	0	0%
Asian	0	0%	0	0%	0	0%	0	0%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
Two or more races	4	7%	2	4%	6	11%	0	0%	0	0%
Female	*	2%	*	1%	*	3%	*	0%	*	0%
Male	*	4%	*	3%	*	7%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	9	4%	8	4%	15	7%	0	0%	0	0%
Students with disabilities	8	4%	2	1%	10	5%	0	0%	0	0%

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Student Disciplinary Removals: By Grade Level

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

Grade	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Districtwide	27	3%	19	2%	42	5%	0	0%	0	0%
PK	0	0%	0	0%	0	0%	0	0%	0	0%
KG	0	0%	0	0%	0	0%	0	0%	0	0%
1	0	0%	0	0%	0	0%	0	0%	0	0%
2	0	0%	0	0%	0	0%	0	0%	0	0%
3	0	0%	1	1%	1	1%	0	0%	0	0%
4	0	0%	0	0%	0	0%	0	0%	0	0%
5	6	8%	3	4%	8	11%	0	0%	0	0%
6	8	8%	1	1%	9	9%	0	0%	0	0%
7	11	12%	7	8%	15	16%	0	0%	0	0%
8	2	2%	7	8%	9	10%	0	0%	0	0%

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Students Involved in Police Notifications: By Student Group

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

Student Group	# of Students involved in at least one incident	% of Students involved in at least one incident	# of Students involved in at least one violent incident	% of Students involved in at least one violent incident	# of Students involved in at least one vandalism incident	% of Students involved in at least one vandalism incident	# of Students involved in at least one substance related incident	% of Students involved in at least one substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in at least one weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in at least one HIB incident	# of Students involved in at least one other incident type	% of Students involved in at least one other incident type
Districtwide	9	1%	6	1%	0	0%	3	0%	0	0%	0	0%	0	0%
White	6	1%	4	1%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%
Hispanic	1	1%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%
Black or African American	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%
Asian	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	2	4%	2	4%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%
Female	*	0%	*	0%	*	0%	*	<5.00%	*	0%	*	0%	*	0%
Male	*	2%	*	1%	*	0%	*	<5.00%	*	0%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	3	1%	2	1%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%
Students with disabilities	1	1%	0	0%	0	0%	<5	<5.00%	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	9	1%	6	1%	0	0%	3	0%	0	0%	0	0%	0	0%
PK	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%
KG	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%
1	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%
2	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%
3	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%
4	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%
5	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%
6	1	1%	1	1%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%
7	3	3%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%
8	5	6%	5	6%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%

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Climate and Environment

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

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

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

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

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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%

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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
30

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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.

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Staff

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

Key terms for staff data:
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.
Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.
Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Teachers – Experience

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

Category	Teachers in District	Teachers in State
Total Number of teachers	81	119,239
Average years experience in public schools	11.0	12.6
Average years experience in district	9.0	11.3
Number of Teachers with 4 or more years experience in the district	58	87,243
Percentage of Teachers with 4 or more years experience in the district	71.6%	73.6%
Number of out-of-field teachers	2	2,931
Percentage of out-of-field teachers	2.5%	2.5%
Number of Teachers with Provisional Credentials	7	9,065
Percentage of Teachers with Provisional Credentials	8.6%	7.6%

Administrators – Experience

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

Category	Admin. in District	Admin. in State
Total Number of administrators	7	10,170
Average years experience in public schools	17.1	16.2
Average years experience in district	7.4	12.5
Number of Administrators with 4 or more years experience in the district	3	7,734
Percentage of Administrators with 4 or more years experience in the district	42.9%	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	81	119,239
Administrators	7	10,170
Librarians/Media Specialists	N	1,160
Nurses	3	3,025
School Counselors	3	4,673
Child Study Team Members	5	9,654
School Psychologists	1	2,185
School Social Workers	1	2,750
Student Assistance Coordinators	N	400
School Safety Specialists	1	681

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Staff

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

Key terms for staff data:
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.
Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.
Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Student and Staff Ratios

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

Ratio	District Ratio
Students to Teachers	10:1
Students to Administrators	119:1
Teachers to Administrators	12:1
Students to Librarians/Media Specialists †	N
Students to Nurses †	278:1
Students to Counselors †	278:1
Students to Child Study Team Members †,††	37:1
Students to School Psychologists †	833:1
Students to School Social Workers †	833:1
Students to Student Assistance Coordinators †	N
Students to School Safety Specialists †	833:1

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

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

Teachers and Administrators – Demographics

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

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	50.0%	85-90%	*	48.0%	77.0%	57.0%
Male	50.0%	10-15%	*	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤5%	*	≤1%	≤1%	≤1%
White	70.5%	85.2%	71.4%	38.2%	81.8%	74.5%
Hispanic	10.1%	3.7%	0.0%	34.0%	8.6%	8.6%
Black or African American	9.5%	6.2%	28.6%	14.2%	6.4%	14.4%
Asian	3.1%	4.9%	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	0.1%	0.0%	0.0%	0.2%	0.4%	0.5%
Two or More Races	6.7%	0.0%	0.0%	3.1%	0.3%	0.4%

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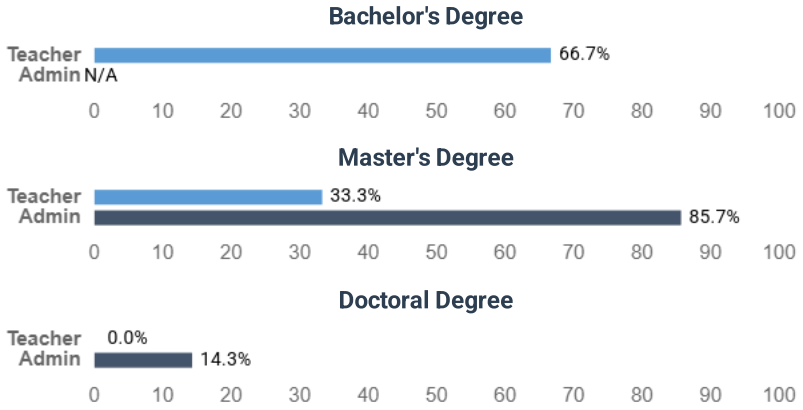
Staff

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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	85.2%	89.5%
2022-23 Administrators: Same district 2023-24	62.5%	87.9%

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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)	37	80-90%	10-20%	≤10%	83.8%	2.7%	5.4%	8.1%	0.0%	0.0%	0.0%	67.6%	78.4%	21.6%	0.0%
English/Language Arts/Literacy	12	*	*	*	91.7%	8.3%	0.0%	0.0%	0.0%	0.0%	0.0%	75.0%	41.7%	58.3%	0.0%
English to Speakers of Other Languages	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Mathematics	7	*	*	*	71.4%	14.3%	14.3%	0.0%	0.0%	0.0%	0.0%	71.4%	42.9%	57.1%	0.0%
Science	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	100.0%	0.0%	0.0%
Social Studies/History	2	*	*	*	50.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
World Language	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
Visual and Performing Arts	5	*	*	*	80.0%	0.0%	20.0%	0.0%	0.0%	0.0%	0.0%	60.0%	60.0%	40.0%	0.0%
Health/Physical Education	4	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	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	14	*	*	*	92.9%	0.0%	7.1%	0.0%	0.0%	0.0%	0.0%	78.6%	50.0%	50.0%	0.0%
Bilingual	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N

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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.

Logan Twp	Federal	State & Local	Total	ADE**
District Level Total Expenditures	$855	$16,533	$17,388	824.0
District Level Central Expenditures	$304	$4,606	$4,910	824.0
the Francis E Donnelly Early Childhood Learning Ce	$18	$15,358	$15,376	183.9
Logan Township Elementary School	$700	$13,504	$14,204	300.7
Logan Middle School	$708	$8,670	$9,378	339.4

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Accountability

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

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

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

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

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

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

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

Accountability

Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

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

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

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

Accountability

ESSA Accountability Progress

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

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

ESSA Acountability Indicator	2021-22	2022-23	2023-24
ELA Proficiency	54.2%	49.4%	58.2%
Math Proficiency	47.5%	46.2%	46.1%
ELA Growth†	9	34	48
Math Growth†	0	52	38
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	10.3%	12.2%	8.7%

†An alternate measure of growth was used for the 2021-2022 school year because median student growth percentiles were not available.
††The graduation rates in this table reflect the rates used for the accountability process for the given year, which are the rates from the prior school year.

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Accountability

Accountability Summary by Student Group - 2023-24 School Year

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

For more information about accountability determinations, indicators, and annual targets, see the NJDOE Accountability page.

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

†Target was met within a confidence interval.

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Narrative

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Highlights:

- 1)Improved Academic Achievement measured by i-Ready data; 2)Continue developing a culturally-responsive school climate & 3) demonstrate fiscal responsibility.
- LTSD's staff provides quality full day free Pre-K program for all 3 and 4 year olds in the Logan community.
- Our graphic design of our Mission Statement, which appears on the district website and in other locations, effectively communicates the district's & the community's core educational beliefs.

Mission, Vision, Theme:

Our graphic design of the district's Mission Statement effectively communicates the district's and the community's core educational beliefs which are grounded in the following tenets: 1) equitable access for all 2) providing a safe, supportive and positive learning environment 3) celebrating and promoting diversity 4) living the belief that every child is capable of learning and 5) encouraging students to take risks.

Awards, Recognition, Accomplishments:

Logan Township School District was awarded a Climate Change Grant in the amount of $75,000 to support environmental efforts within the school community. The district also received the High Impact Tutoring Grant in the amount of $58,000 to support students in Grades 3 & 4 in Math and ELA. Our Superintendent, Patricia L. Haney, was named the NAACP 2021 Excellence in Education Game Changer by the Gloucester County Branch of the NAACP.

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Courses, Curriculum, Instruction:

Logan values best instructional practices & places a priority on preparing students to have the tools needed to be successful through all the grades. LTSD employs a Chief Academic Officer, a Supervisor of Special Services, & a Supervisor of Data and Instruction who work with each principal to develop & monitor the implementation of the district curricula. LTSD employs 4 Reading interventionists; 2 Math Interventionists & 12 Special Ed teachers who support students in math & literacy in an in-class support instructional model. We employ a part-time G & T teacher.

Clubs and Activities:

The Home and School League generously supports after-school clubs. A competitive cross-country team and track team were established in our middle school.

Before and After School Programs:

Students in 8th Grade are given the opportunity to take a Level I Italian course before school with the ability to enroll in a Level 2 course in High School.

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Staff and Professional Learning:

The district is committed to providing frequent opportunities for professional development of all staff members. Teachers regularly meet in Professional Learning Communities (PLCs) to review student data and share instructional strategies. Professional staff members have opportunities to attend workshops both in and out of the district. Over the past year, there have been ongoing workshops focused on developing a culturally responsive school environment for all students in the district.

Student Supports and Services:

The district employs 2.5 school counselors who monitor 504 plans & support all students. A Social Worker, LDTC, School Psychologist, 2.4 Speech/Language Therapists & a Supervisor comprise the district's Child Study Team. Students with more complex needs are taught in 3 self-contained classes. Summer school & Extended School Year have been available for our special education students. Our elementary students benefit from the services of 2 additional counselors due to the district's investment in the Clayton Model/Child Connection Center (CCC).

Student Health and Wellness:

The district employs 4 full time PE/Health Teachers so that our students are provided with a robust physical education program. These teachers promote the development of a healthy life style through proper nutrition & physical activity. The district employs 3 nurses & also offers both a breakfast & a lunch program to all students. Our former PBSIS program has been revamped into a Culturally Responsive Positive Behavior Interventions and Supports (CRPBSIS) program

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Parent and Community Involvement:

A district-wide Home and School League & SEPAC (Special Ed Parent Advisory Committee) are valuable parent groups. The Early Childhood Advisory Council (ECAC) has provided opportunities for community members to share feedback on the school. The Logan Township Educational Foundation (LTEF) started taking root during the 19-20 school year, to look for ways to provide financial support for programs that have been cut due to the drastic reduction in state aid. All parents are provided with ongoing, regular communication through automated phone messages & e-mail blasts, and have electronic access to a parent portal (https://parents.logantownshipschools.org) & report cards.

Climate Surveys:

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

Facilities:

An extensive camera system provides security both in the halls & on the exterior of our campuses. The district completed an expansive construction project on both campuses during the summer of 2021. These projects were completely funded through the sale of bonds as a result of a bond referendum fully supported by the Logan community. The major projects included in this referendum were: roof and exterior window replacement for the Logan Elementary/Middle School (LEMS) building; security upgrades for all three schools' offices; upgrading the playground surface for the elementary school; parking lot upgrade with additional parking spaces provided for the Donnelly Early Childhood Center (FEDECLC) and a chiller replacement also at FEDECLC and lighting throughout the LEMS building.

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School Safety:

Student and staff safety is of high importance in this district. The Administration has a close relationship with the local police department and meets with them regularly to plan School Safety Drills. After each drill, administrators debrief together as a team. Logan now has a School Resource Officer, which is funded by the Township government. Recently, the district has added the Raptor student tracking system which is used during safety drills. The installation of a comprehensive camera system throughout the campuses supports our safety initiative.

Technology and STEM:

STEM is offered to all students in grades 8 with a focus on the engineering design loop and project-based learning. There is an emphasis on using the Google Suite in all grades.

Early Childhood Education:

The district has 10 full-time Pre-K classrooms for 3 and 4-year-old students fully funded by the NJDOE. Each of the Pre-K classrooms have a fully-certified teacher and a full-time aide assigned to work with the students to meet their needs as they work on language and social/emotional development.

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Attendance:

ESSER funds were used to provide instructional services for students including new Math, Social Studies, Science, Health, and Phonics programs. A digital learning program, i-Ready, was purchased to evaluate students in Math and ELA as well as provide them with individualized support through a personalized learning path. All classrooms were equipped with Smartboard devices to ensure the best technology for instruction. The salary and benefits of a Math Interventionist provide support to students in grades 1-5. In addition, classroom aides were hired to support students, and the aides were given their own digital devices in order to access student work on Google Classroom. An extended school year program for Special Education students in grades K through 8 was also funded through the ESSER grants.

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Other Information:

Technology is used for innovation, integration & data-driven academic interventions in the district. The Tech Department. has 3 full-time staff members who are dedicated to maintaining the technology infrastructure required in today's 21st-century classrooms and school offices. We encourage the use of technology to increase effectiveness & efficiency. An in-house Tech Coach is available to assist teachers in integrating technology into daily instruction & to provide assistance to a wide-variety of digital programs. This encourages high-tech classroom lessons, which increase student engagement. Students & staff use SmartBoards/Promethean Boards, ChromeBooks, iPads and Hatch Tables & the many resources available on the internet as part of daily instruction. Each year, the district adopts three district-wide goals. Three recurring goals are Continued Student Academic Achievement; Equity and Managing the Budget in light of the drastic reduction in state aid our district has suffered.