



# Swedesboro-Woolwich School District (15-5120)

2023-2024

County: Gloucester

Superintendent: Dr. Kristin Kellogg

District: Swedesboro-Woolwich School District

[District Website](#)

15 Fredrick Boulevard  
Woolwich Township, NJ 08085

856-241-1552



**1,581**  
Total Students



**PK-06**  
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](mailto:reportcard@doe.nj.gov) with any questions about the reports

## Overview & Resources

### District Contact Information

This table contains contact information including superintendent name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Gloucester
District	Swedesboro-Woolwich School District
Superintendent Name	Dr. Kristin Kellogg
Address	15 Fredrick Boulevard, Woolwich Township, NJ 08085
Phone Number	<a href="tel:856-241-1552">856-241-1552</a>
Email Address	<a href="mailto:kkellogg@swsdk6.com">kkellogg@swsdk6.com</a>
Website	<a href="http://www.swedesboro-woolwich.com">www.swedesboro-woolwich.com</a>
Facebook	<a href="https://www.facebook.com/SWSDistrict/">https://www.facebook.com/SWSDistrict/</a>
Twitter	<a href="https://twitter.com/SWSDistrict">https://twitter.com/SWSDistrict</a>

## 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
<a href="#">General Charles G. Harker School</a>	03-05
<a href="#">Governor Charles C. Stratton</a>	01-02
<a href="#">Margaret C. Clifford School</a>	PK-KG
<a href="#">Walter Hill School</a>	06-06

## 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	57	59	44
KG	193	201	197
1	219	210	215
2	206	227	209
3	212	217	242
4	209	212	219
5	244	223	221
6	250	253	234
<b>Total</b>	<b>1,590</b>	<b>1,602</b>	<b>1,581</b>

### Enrollment Trends by Student Group

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

Student Group	2021-22	2022-23	2023-24
Female	48.0%	48.0%	47.0%
Male	52.0%	52.0%	53.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	10.1%	18.9%	21.5%
Students with Disabilities	24.0%	26.1%	25.0%
Multilingual Learners	3.4%	3.7%	4.0%
Students Experiencing Homelessness	0.4%	0.3%	0.7%
Students in Foster Care	0.4%	0.1%	0.1%
Military-Connected Students	1.3%	1.1%	1.2%
Migrant Students	0.1%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial And Ethnic Group	2021-22	2022-23	2023-24
White	65.7%	65.1%	63.2%
Hispanic	10.8%	10.7%	11.1%
Black or African American	12.9%	13.0%	13.3%
Asian	5.1%	4.5%	5.3%
Native Hawaiian or Pacific Islander	0.5%	0.4%	0.2%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two Or More Races	5.0%	6.2%	6.8%

## Demographics

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### Enrollment Trends by Full / Half Day PK and KG

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

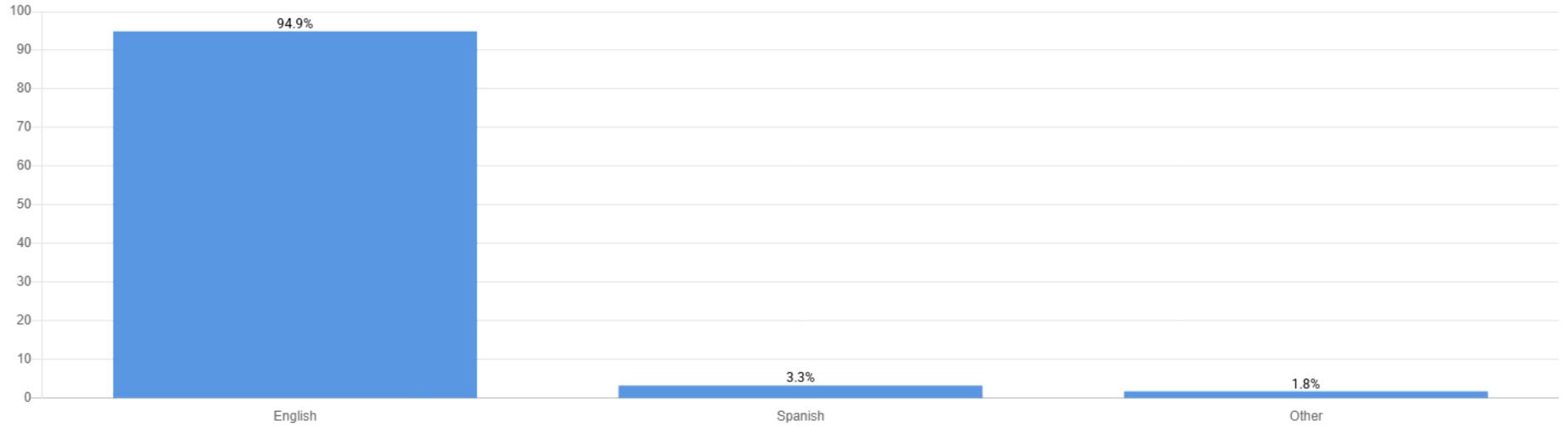
Grade	2021-22	2022-23	2023-24
PK - Half Day	42	43	34
PK - Full Day	15	16	10
KG - Half Day	0	0	0
KG - Full Day	193	201	197

## Demographics

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

### Enrollment by Home Language

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



## Student Growth

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

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

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

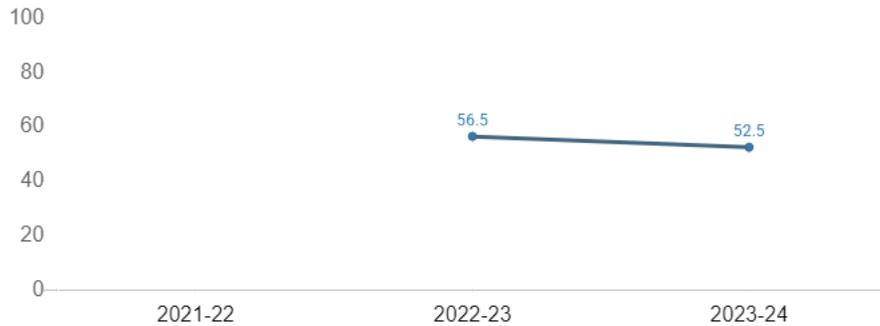
**Important Note for 2023-24:** Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022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

### Student Growth Trends and Progress

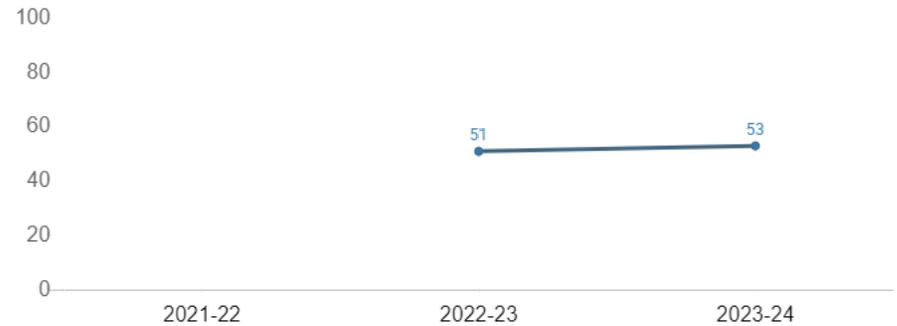
These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

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

**ELA Median Student Growth Percentile**



**Math Median Student Growth Percentile**



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Median Student Growth Percentile		56.5	52.5		51	53
Met Standard (40-59.5)?		Met Standard	Met Standard		Met Standard	Met Standard
Statewide: Median Student Growth Percentile		50	50		50	50

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### Student Growth

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

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	52.5	50	Met Standard	53	50	Met Standard
White	54	50	Met Standard	55	51	Met Standard
Hispanic	45	49	Met Standard	47	48	Met Standard
Black or African American	48	47	Met Standard	42	46	Met Standard
Asian, Native Hawaiian, or Pacific Islander	59	59	Met Standard	67	60	Exceeds Standard
American Indian or Alaska Native	N	50	**	N	50	**
Two or More Races	51	50	Met Standard	46	51	Met Standard
Female	56	52		53	50	
Male	50	48		53	50	
Non-Binary/Undesignated Gender	N	44		N	45.5	
Economically Disadvantaged Students	43	48	Met Standard	45	48	Met Standard
Students with Disabilities	45	43	Met Standard	37.5	44	Not Met
Multilingual Learners	46	50	Met Standard	45	50	Met Standard
Students Experiencing Homelessness	*	43		*	45	
Students in Foster Care	*	40		*	47	
Military-Connected Students	70	47.5		56	51	
Migrant Students	N	53		N	44	

## Student Growth

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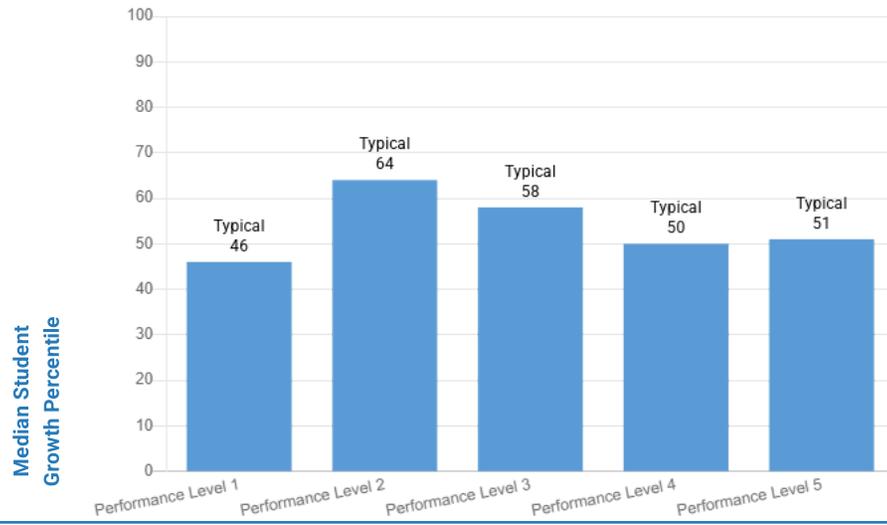
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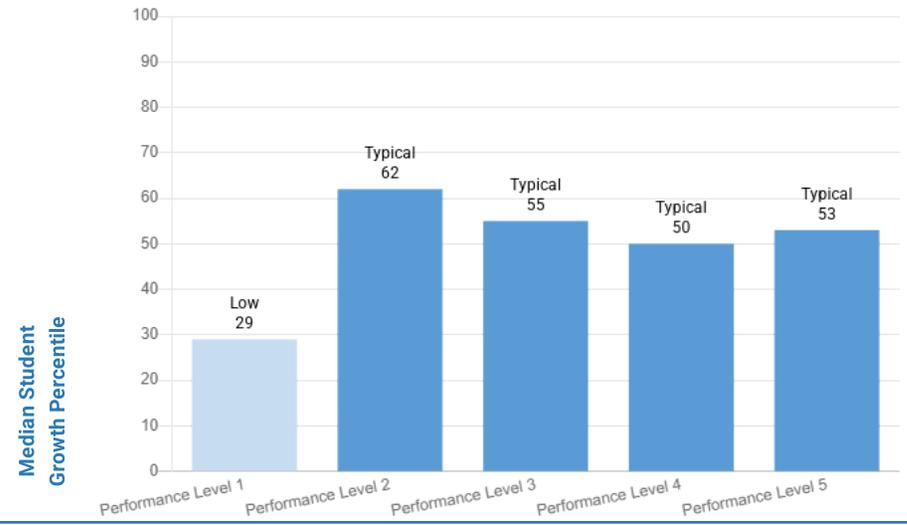
### Student Growth by Performance Level

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

#### ELA



#### Math



## Student Growth

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

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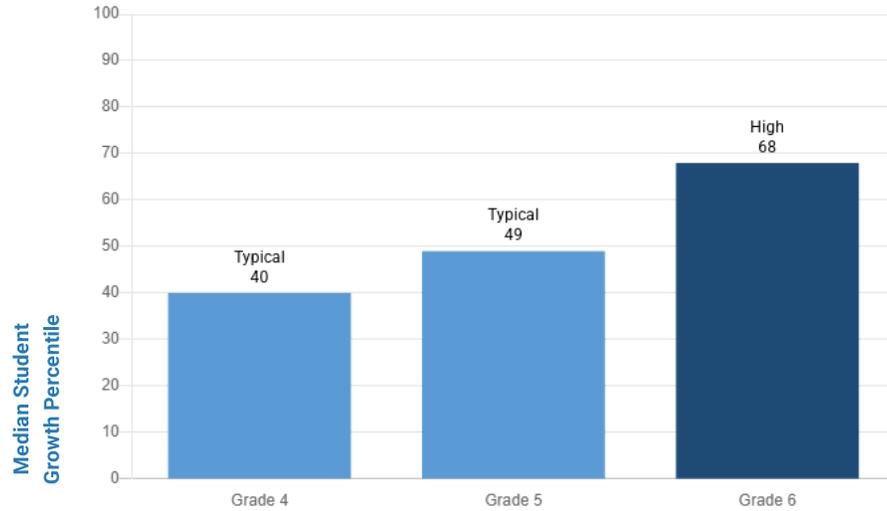
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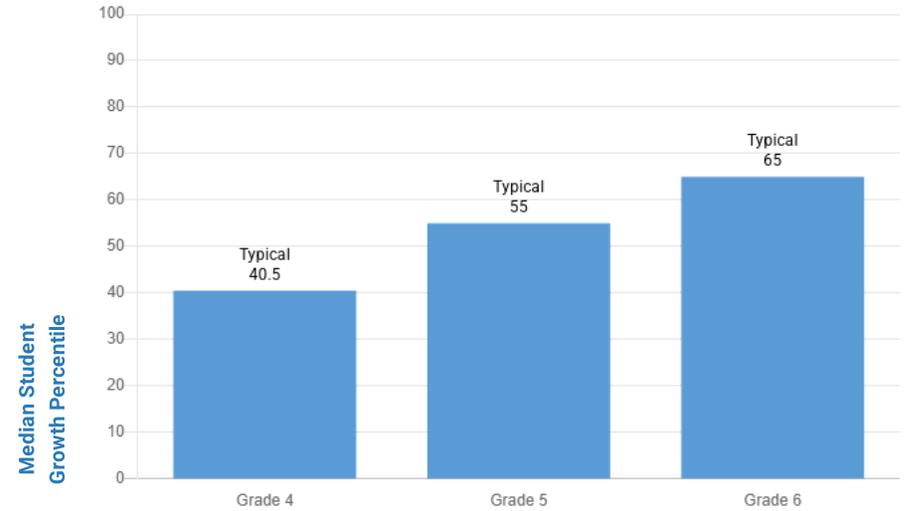
### Student Growth by Grade

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

#### ELA



#### Math



## Academic Achievement

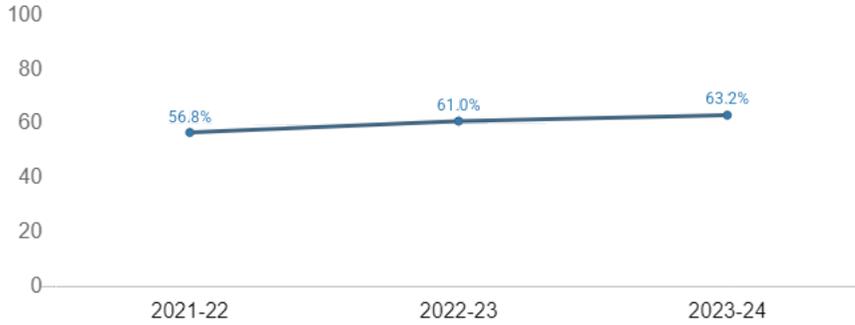
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOEs Assessment page](#).

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

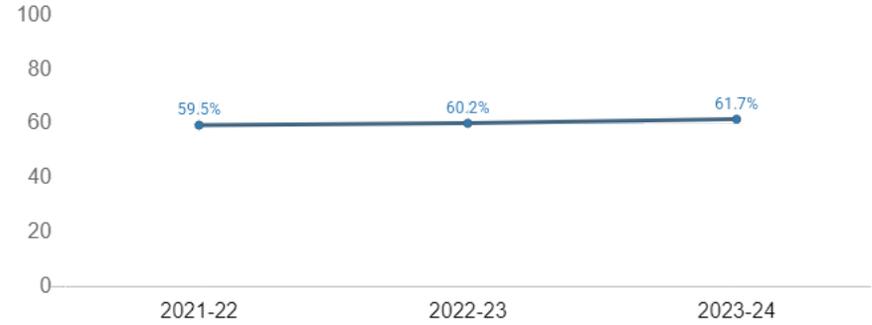
### English Language Arts and Mathematics Performance Trends

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

**ELA Proficiency Rate for Federal Accountability**



**Math Proficiency Rate for Federal Accountability**



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	99.0%	99.0%	98.4%	99.1%	98.9%	98.2%
Proficiency Rate for Federal Accountability	56.8%	61.0%	63.2%	59.5%	60.2%	61.7%
Annual Target	57.9%	59.3%	62.3%	54.9%	56.4%	61.5%
Met Annual Target?	Met Target†	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

† Target was met within a confidence interval.

## Academic Achievement

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### English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	880	98.4%	63.2%	52.2%	63.2%	62.3%	Met Target
White	561	98.1%	69.3%	61.8%	69.3%	68.5%	Met Target
Hispanic	104	99.1%	41.3%	38%	41.3%	46.6%	Met Target†
Black or African American	111	98.3%	48.6%	35.9%	48.6%	45.9%	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	98%	82.2%	79.9%	82.2%	71%	Met Goal
American Indian or Alaska Native	*	*	*	51.2%	*	**	**
Two or More Races	58	100%	55.2%	59.4%	55.2%	53.3%	Met Target
Female	*	98.6%	72.7%	57.7%	72.7%		
Male	*	98.2%	54.6%	47%	54.6%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	180	97.9%	37.8%	34.6%	37.8%	43.5%	Met Target†
Non-Economically Disadvantaged Students	700	98.5%	69.7%	62.8%	69.7%		
Students with Disabilities	223	96.2%	32.3%	19.8%	32.3%	32.7%	Met Target†
Students without Disabilities	657	99.1%	73.7%	59.4%	73.7%		
Multilingual Learners	36	100%	27.8%	23.1%	27.8%	27.5%	Met Target
Non-Multilingual Learners	844	98.3%	64.7%	56.2%	64.7%		
Students Experiencing Homelessness	*	*	*	21.9%	*		
Students in Foster Care	*	*	*	19.3%	*		
Military-Connected Students	13	100%	69.2%	48.2%	69.2%		
Migrant Students	*	*	*	13.3%	*		

† Target was met within a confidence interval.

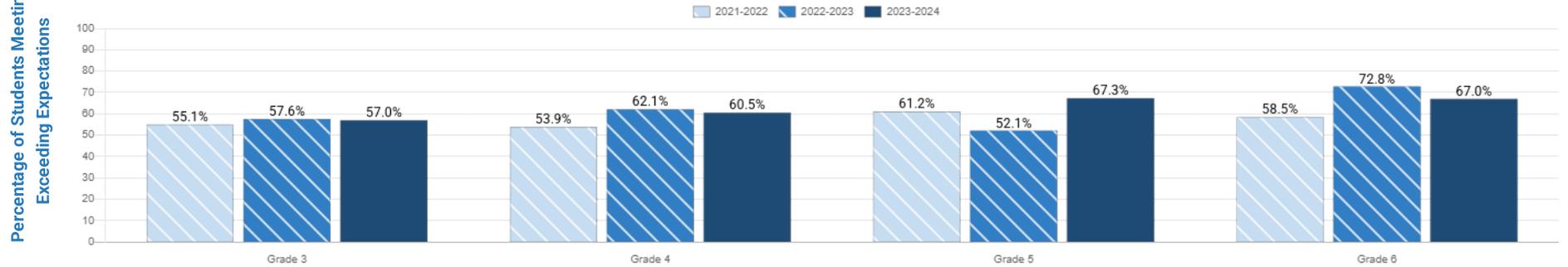
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### English Language Arts Assessment - Performance Trends

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



## Academic Achievement

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### English Language Arts Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	235	756	741	10%	14%	20%	46%	11%	57%	44%
White	158	762	751	7%	11%	21%	48%	13%	61%	53%
Hispanic	29	720	724	34%	28%	7%	31%	0%	31%	29%
Black or African American	23	747	725	9%	22%	26%	39%	4%	43%	29%
Asian, Native Hawaiian, or Pacific Islander	*	776	770	0%	0%	9%	73%	18%	91%	70%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	46%
Two or More Races	13	762	751	0%	15%	31%	46%	8%	54%	52%
Female	*	762	746	9%	12%	16%	50%	14%	63%	48%
Male	*	750	736	10%	15%	23%	43%	9%	52%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	50	731	722	18%	26%	24%	28%	4%	32%	26%
Non-Economically Disadvantaged Students	185	763	753	8%	10%	18%	51%	13%	64%	55%
Students with Disabilities	65	734	710	22%	23%	17%	37%	2%	38%	18%
Students without Disabilities	170	764	747	5%	10%	21%	49%	15%	64%	49%
Multilingual Learners	11	712	704	45%	18%	9%	27%	0%	27%	13%
Non-Multilingual Learners	224	758	746	8%	13%	20%	47%	12%	58%	48%
Students Experiencing Homelessness	*	*	707	*	*	*	*	*	*	18%
Students in Foster Care	*	*	711	*	*	*	*	*	*	18%
Military-Connected Students	*	*	739	*	*	*	*	*	*	41%
Migrant Students	*	*	688	*	*	*	*	*	*	*

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### English Language Arts Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	220	752	749	12%	11%	17%	46%	15%	60%	51%
White	132	763	758	4%	6%	18%	54%	18%	72%	61%
Hispanic	27	733	734	30%	22%	4%	37%	7%	44%	35%
Black or African American	34	738	733	15%	24%	18%	38%	6%	44%	34%
Asian, Native Hawaiian, or Pacific Islander	*	748	776	20%	10%	20%	20%	30%	50%	78%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	51%
Two or More Races	16	734	757	31%	6%	25%	31%	6%	38%	60%
Female	*	761	752	7%	8%	14%	52%	19%	71%	54%
Male	*	744	745	16%	14%	20%	40%	10%	50%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	45	728	731	29%	20%	13%	36%	2%	38%	32%
Non-Economically Disadvantaged Students	175	758	760	7%	9%	18%	49%	18%	66%	63%
Students with Disabilities	60	721	720	38%	18%	17%	25%	2%	27%	21%
Students without Disabilities	160	764	755	2%	8%	17%	54%	19%	73%	57%
Multilingual Learners	*	*	711	*	*	*	*	*	*	13%
Non-Multilingual Learners	*	754	753	11%	10%	17%	47%	15%	62%	55%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	20%
Students in Foster Care	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	*	*	747	*	*	*	*	*	*	49%
Migrant Students	*	*	713	*	*	*	*	*	*	23%

## Academic Achievement

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

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### English Language Arts Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	214	762	750	4%	12%	17%	52%	15%	67%	52%
White	133	767	760	1%	10%	15%	57%	17%	74%	63%
Hispanic	24	741	736	13%	21%	25%	29%	13%	42%	37%
Black or African American	29	737	734	14%	21%	28%	38%	0%	38%	35%
Asian, Native Hawaiian, or Pacific Islander	15	787	778	0%	0%	7%	73%	20%	93%	80%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	*	774	757	0%	8%	15%	46%	31%	77%	60%
Female	*	770	755	0%	10%	13%	61%	16%	77%	57%
Male	*	755	745	7%	13%	20%	45%	15%	60%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	42	741	732	17%	14%	26%	36%	7%	43%	33%
Non-Economically Disadvantaged Students	172	767	761	1%	11%	15%	56%	17%	73%	64%
Students with Disabilities	49	734	719	16%	27%	20%	31%	6%	37%	20%
Students without Disabilities	165	770	756	0%	7%	16%	58%	18%	76%	59%
Multilingual Learners	*	*	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	762	754	4%	11%	16%	53%	16%	69%	57%
Students Experiencing Homelessness	*	*	718	*	*	*	*	*	*	22%
Students in Foster Care	*	*	721	*	*	*	*	*	*	20%
Military-Connected Students	*	*	747	*	*	*	*	*	*	48%
Migrant Students	*	*	721	*	*	*	*	*	*	20%

## Academic Achievement

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

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### English Language Arts Assessment - Performance By Grade: Grade 6

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	227	762	751	5%	9%	19%	44%	22%	67%	53%
White	139	766	760	2%	7%	18%	49%	24%	73%	63%
Hispanic	26	747	738	8%	19%	27%	42%	4%	46%	39%
Black or African American	29	756	735	3%	14%	28%	34%	21%	55%	35%
Asian, Native Hawaiian, or Pacific Islander	*	775	778	8%	0%	8%	46%	38%	85%	82%
American Indian or Alaska Native	*	*	748	*	*	*	*	*	*	49%
Two or More Races	20	761	758	20%	5%	15%	30%	30%	60%	60%
Female	*	772	756	4%	4%	13%	50%	30%	80%	59%
Male	*	753	746	6%	14%	26%	39%	15%	55%	48%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	48	738	735	15%	21%	35%	19%	10%	29%	35%
Non-Economically Disadvantaged Students	179	769	761	2%	6%	15%	51%	26%	77%	65%
Students with Disabilities	44	730	719	18%	27%	30%	23%	2%	25%	17%
Students without Disabilities	183	770	758	2%	4%	17%	50%	27%	77%	60%
Multilingual Learners	*	*	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	763	754	4%	9%	19%	45%	23%	68%	57%
Students Experiencing Homelessness	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	724	*	*	*	*	*	*	22%
Military-Connected Students	*	*	754	*	*	*	*	*	*	55%
Migrant Students	*	*	712	*	*	*	*	*	*	29%

## Academic Achievement

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### 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	879	98.2%	61.7%	40.2%	61.7%	61.5%	Met Target
White	560	97.9%	70.2%	51.1%	70.2%	69.3%	Met Target
Hispanic	104	99.1%	36.5%	24.2%	36.5%	41.6%	Met Target†
Black or African American	111	97.5%	38.7%	20.1%	38.7%	42.5%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	98%	86.7%	74.4%	86.7%	75.8%	Met Goal
American Indian or Alaska Native	*	*	*	42%	*	**	**
Two or More Races	58	100%	48.3%	48.9%	48.3%	45%	Met Target
Female	*	98.4%	63.5%	38.4%	63.5%		
Male	*	97.9%	60%	42%	60%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	180	97.4%	36.7%	21.7%	36.7%	35.3%	Met Target
Non-Economically Disadvantaged Students	699	98.3%	68.1%	51.5%	68.1%		
Students with Disabilities	222	95.8%	33.3%	16.6%	33.3%	39.6%	Not Met
Students without Disabilities	657	99%	71.2%	45.4%	71.2%		
Multilingual Learners	36	97.4%	30.6%	18.7%	30.6%	31%	Met Target†
Non-Multilingual Learners	843	98.2%	63%	43.5%	63%		
Students Experiencing Homelessness	*	*	*	12.9%	*		
Students in Foster Care	*	*	*	12.4%	*		
Military-Connected Students	13	100%	61.5%	38.8%	61.5%		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

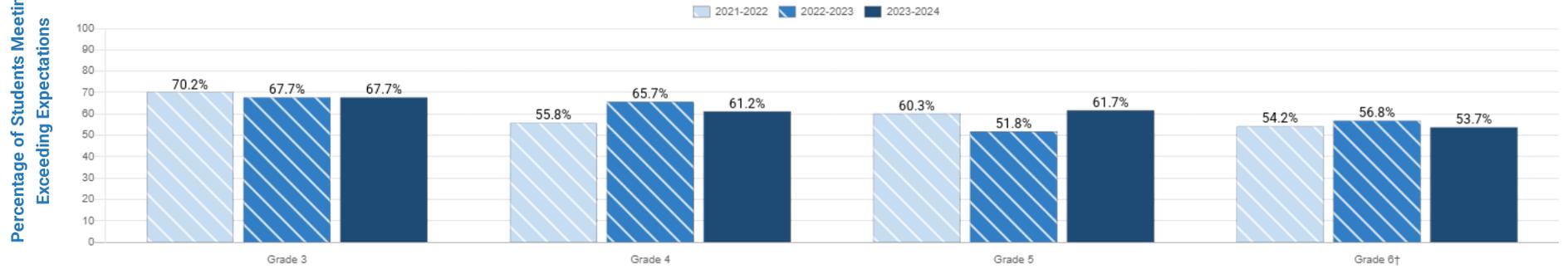
## Academic Achievement

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### Mathematics Assessment - Performance Trends

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



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

## Academic Achievement

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### Mathematics Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	235	763	747	5%	8%	20%	45%	23%	68%	48%
White	158	769	757	2%	6%	18%	47%	27%	75%	60%
Hispanic	29	730	732	24%	17%	28%	28%	3%	31%	31%
Black or African American	23	749	728	4%	17%	35%	35%	9%	43%	27%
Asian, Native Hawaiian, or Pacific Islander	*	782	776	0%	0%	0%	73%	27%	100%	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	51%
Two or More Races	13	771	755	0%	0%	23%	54%	23%	77%	56%
Female	*	762	744	5%	9%	20%	41%	24%	66%	45%
Male	*	764	749	4%	6%	20%	48%	21%	69%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	50	743	729	12%	14%	28%	40%	6%	46%	28%
Non-Economically Disadvantaged Students	185	768	758	3%	6%	18%	46%	27%	74%	60%
Students with Disabilities	65	741	725	14%	12%	31%	34%	9%	43%	25%
Students without Disabilities	170	771	751	1%	6%	16%	49%	28%	77%	52%
Multilingual Learners	11	729	722	27%	9%	36%	27%	0%	27%	20%
Non-Multilingual Learners	224	764	751	4%	8%	19%	46%	24%	70%	52%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	17%
Students in Foster Care	*	*	719	*	*	*	*	*	*	18%
Military-Connected Students	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	727	*	*	*	*	*	*	12%

## Academic Achievement

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### Mathematics Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	219	752	744	11%	9%	19%	54%	7%	61%	45%
White	131	763	754	5%	2%	18%	66%	9%	76%	57%
Hispanic	27	734	730	26%	19%	19%	33%	4%	37%	28%
Black or African American	34	736	726	21%	15%	24%	35%	6%	41%	24%
Asian, Native Hawaiian, or Pacific Islander	*	753	773	0%	20%	20%	60%	0%	60%	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	50%
Two or More Races	16	729	752	25%	31%	13%	31%	0%	31%	54%
Female	*	756	743	8%	5%	22%	57%	7%	65%	43%
Male	*	748	746	15%	12%	16%	51%	6%	58%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	45	728	727	29%	16%	22%	31%	2%	33%	25%
Non-Economically Disadvantaged Students	174	758	755	7%	7%	18%	60%	8%	68%	58%
Students with Disabilities	59	727	722	39%	12%	17%	29%	3%	32%	21%
Students without Disabilities	160	761	749	1%	8%	19%	64%	8%	72%	50%
Multilingual Learners	*	*	718	*	*	*	*	*	*	14%
Non-Multilingual Learners	*	753	748	11%	8%	18%	56%	7%	63%	49%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	15%
Students in Foster Care	*	*	716	*	*	*	*	*	*	15%
Military-Connected Students	*	*	744	*	*	*	*	*	*	43%
Migrant Students	*	*	721	*	*	*	*	*	*	17%

## Academic Achievement

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### Mathematics Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	214	758	741	5%	11%	22%	41%	21%	62%	40%
White	133	765	751	3%	4%	23%	47%	23%	71%	53%
Hispanic	24	734	726	17%	29%	17%	29%	8%	38%	23%
Black or African American	29	731	722	10%	28%	38%	24%	0%	24%	19%
Asian, Native Hawaiian, or Pacific Islander	15	781	772	0%	0%	0%	60%	40%	100%	76%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	*	759	748	0%	23%	23%	15%	38%	54%	49%
Female	*	758	739	2%	10%	27%	43%	17%	61%	38%
Male	*	757	742	7%	11%	19%	39%	23%	62%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	42	732	724	14%	33%	26%	14%	12%	26%	20%
Non-Economically Disadvantaged Students	172	764	752	3%	5%	22%	48%	23%	70%	53%
Students with Disabilities	49	735	717	18%	20%	22%	33%	6%	39%	16%
Students without Disabilities	165	764	746	1%	8%	22%	44%	25%	68%	45%
Multilingual Learners	*	*	711	*	*	*	*	*	*	*
Non-Multilingual Learners	*	758	744	5%	10%	23%	41%	21%	62%	44%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	12%
Students in Foster Care	*	*	714	*	*	*	*	*	*	10%
Military-Connected Students	*	*	741	*	*	*	*	*	*	40%
Migrant Students	*	*	724	*	*	*	*	*	*	27%

## Academic Achievement

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### Mathematics Assessment - Performance By Grade: Grade 6

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	227	752	737	4%	15%	27%	41%	13%	54%	36%
White	139	756	746	2%	12%	25%	45%	16%	60%	47%
Hispanic	26	740	723	8%	23%	31%	38%	0%	38%	20%
Black or African American	29	742	718	7%	21%	34%	31%	7%	38%	15%
Asian, Native Hawaiian, or Pacific Islander	*	772	768	0%	0%	31%	31%	38%	69%	73%
American Indian or Alaska Native	*	*	735	*	*	*	*	*	*	33%
Two or More Races	20	743	743	10%	25%	25%	35%	5%	40%	45%
Female	*	754	736	3%	11%	26%	47%	13%	60%	34%
Male	*	749	738	5%	19%	28%	34%	14%	48%	38%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	48	731	721	17%	29%	23%	29%	2%	31%	17%
Non-Economically Disadvantaged Students	179	757	747	1%	11%	28%	44%	16%	60%	48%
Students with Disabilities	44	727	714	18%	32%	34%	11%	5%	16%	12%
Students without Disabilities	183	758	741	1%	11%	26%	48%	15%	63%	41%
Multilingual Learners	*	*	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	753	740	4%	14%	27%	41%	14%	55%	39%
Students Experiencing Homelessness	*	*	711	*	*	*	*	*	*	*
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	739	*	*	*	*	*	*	37%
Migrant Students	*	*	704	*	*	*	*	*	*	13%

## Academic Achievement

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

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### DLM Alternate Assessment - Participation

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

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

## Academic Achievement

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

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### English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	# Students with Overall Score Below 4.5	% Students with Overall Score Below 4.5	# Students with Overall Score of 4.5 or Above	% Students with Overall Score 4.5 or Above
0-2	25	22	88%	3	12%
3-4	20	*	>90%	*	<10%
5 or more	10	8	80%	2	20%

### 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	31.8%	22.7%	Met Goal

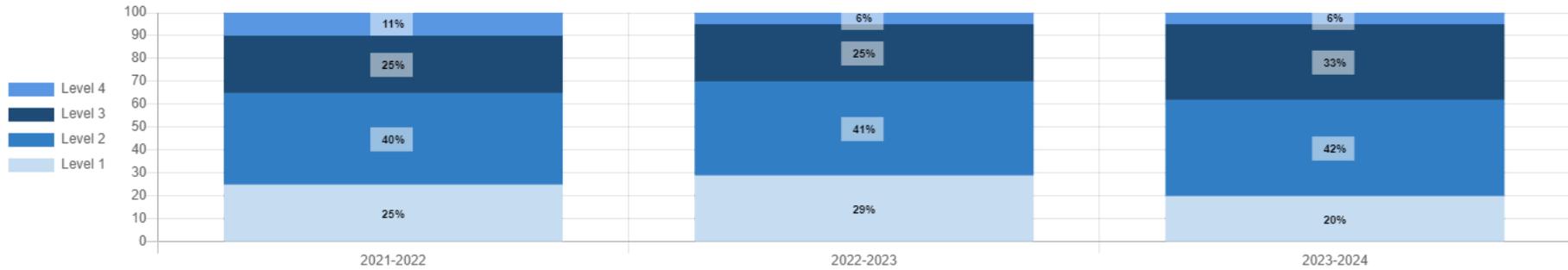
† Target was met within a confidence interval.

## Academic Achievement

The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students who took the Dynamic Learning Maps (DLM) Science assessment. Visit the [assessment reports page](#) for DLM results. For detailed information showing comparisons of the percentage of students performing at each of the four NJSLA-Science performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2024 Accountability Data in the School & District Accountability section.

### NJSLA Science Assessment: Grade 5 Summary

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



## Academic Achievement

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

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

### NJSLA Science Assessment: Grade 5

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	20%	42%	33%	6%	35%	37%	21%	6%
White	13%	44%	37%	6%	22%	42%	28%	8%
Hispanic	29%	50%	17%	4%	51%	36%	12%	2%
Black or African American	52%	38%	10%	0%	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	0%	27%	60%	13%	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	23%	31%	38%	8%	27%	36%	27%	10%
Female	20%	42%	35%	3%	35%	39%	20%	6%
Male	20%	42%	31%	7%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	37%	47%	12%	5%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	15%	41%	38%	6%	24%	39%	28%	10%
Students with Disabilities	41%	41%	16%	2%	64%	27%	8%	2%
Students without Disabilities	13%	42%	38%	7%	30%	39%	24%	7%
Multilingual Learners	*	*	*	*	78%	20%	2%	0%
Non-Multilingual Learners	20%	41%	33%	6%	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%

## 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	240
Total	0	0	240

# College and Career Readiness

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

## World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	240
Total	0	0	0	0	0	0	240

## College and Career Readiness

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

### Computer Science – Course Participation

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

Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
KG	N	N	N	N	N	N	N
1	N	N	N	N	N	N	N
2	N	N	N	N	N	N	N
3	N	N	N	N	N	N	N
4	N	N	N	N	N	N	N
5	N	N	N	N	N	N	N
6	N	N	N	N	N	N	N
<b>Total</b>	0	0	0	0	0	0	0

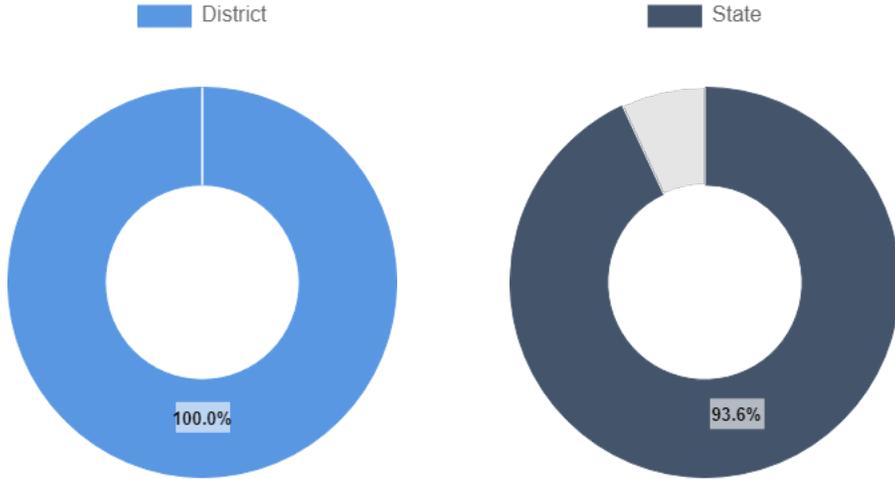
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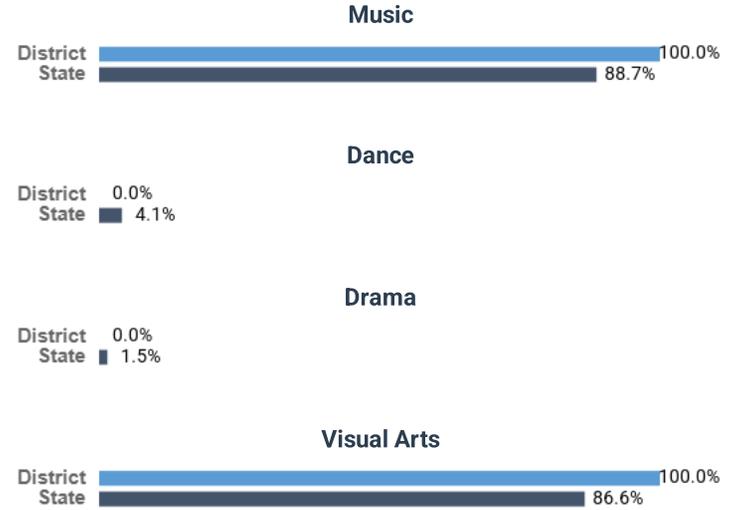
### Visual and Performing Arts – Course Participation

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

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



**Students enrolled in one or more classes by discipline:**



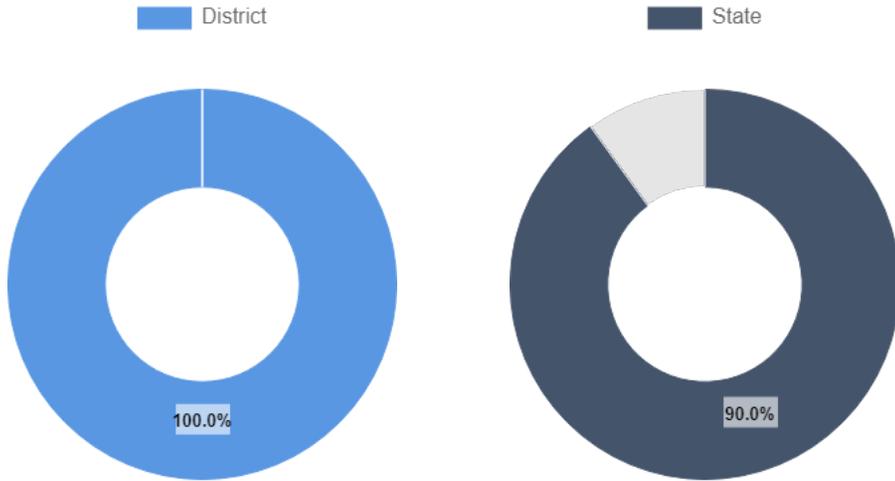
## College and Career Readiness

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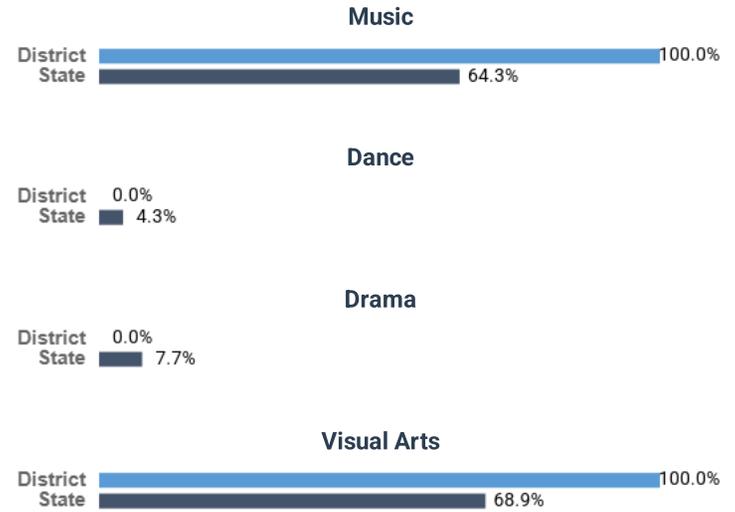
### Visual and Performing Arts – Course Participation

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:**

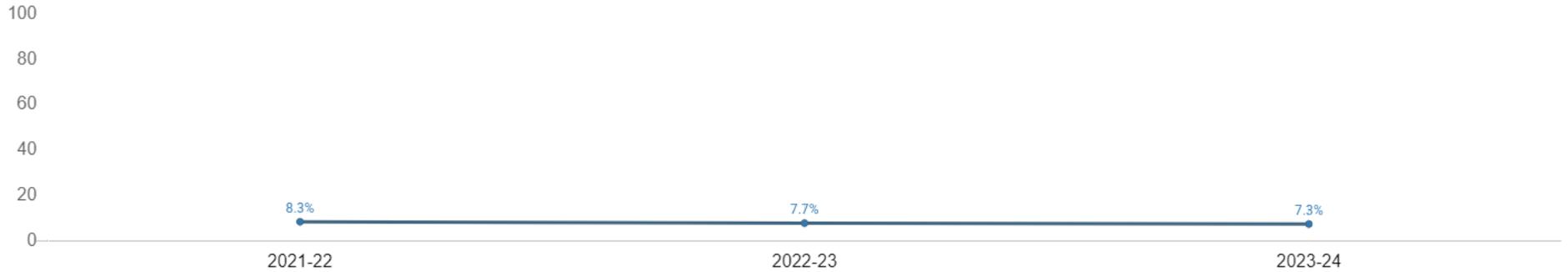


## Climate and Environment

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	8.3%	7.7%	7.3%
ESSA Target (State Average for Grades Served)	17.5%	16.1%	13.7%
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").

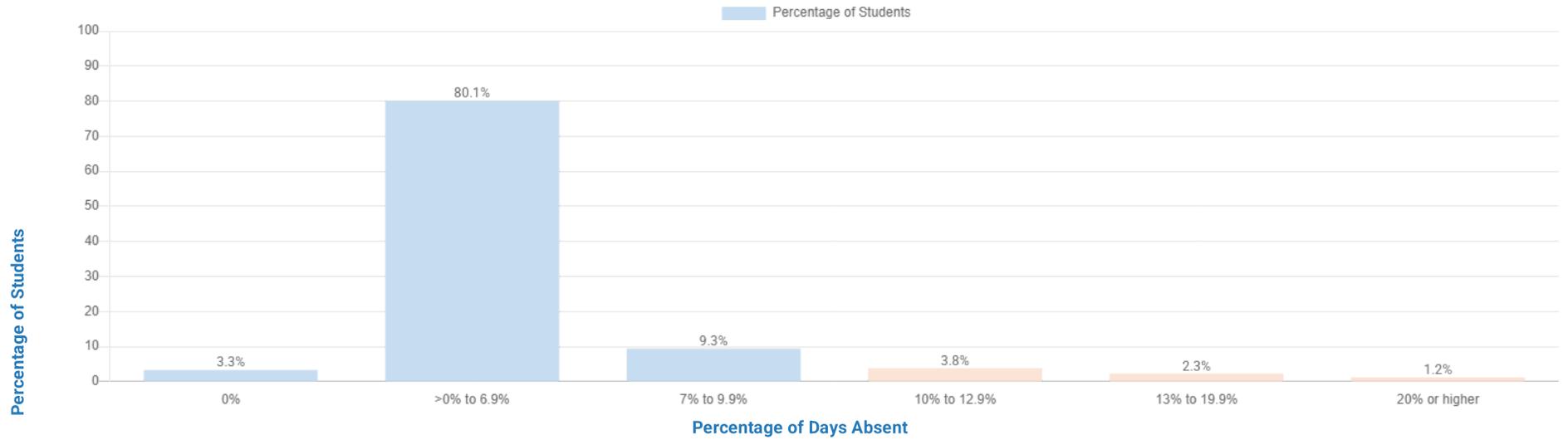
Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	112	7.3%	13.7%	Met
White	52	5.3%	13.7%	Met
Hispanic	24	14.0%	13.7%	Not Met
Black or African American	17	8.3%	13.7%	Met
Asian, Native Hawaiian, or Pacific Islander	*	10.6%	13.7%	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	10	9.7%	13.7%	Met
Female	*	5.9%		
Male	*	8.5%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	51	15.4%	13.7%	Not Met
Students with Disabilities	39	10.5%	13.7%	Met
Multilingual Learners	7	11.1%	13.7%	Met
Students Experiencing Homelessness	3	30.0%		
Students in Foster Care	*	*		
Military-Connected Students	1	3.3%		
Migrant Students	*	*		

## Climate and Environment

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

### Percentage of Days Absent

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

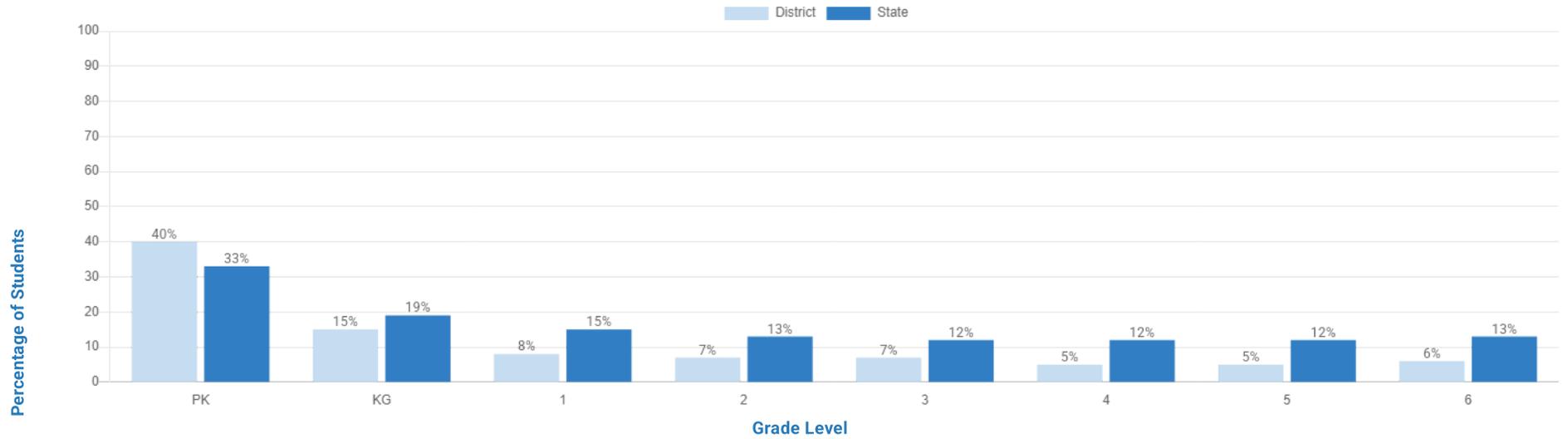


## Climate and Environment

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

**Chronic Absenteeism by Grade**

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



## Climate and Environment

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

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	1
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
<b>Total Unique Incidents</b>	<b>5</b>
Incidents Per 100 Students Enrolled	0.32

### Police Notifications

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

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

## Climate and Environment

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### Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

## Climate and Environment

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### Student Disciplinary Removals: By Student Group

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

Student Group	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
White	6	1%	4	0%	9	1%	0	0%	0	0%
Hispanic	2	1%	1	1%	3	2%	0	0%	0	0%
Black or African American	2	1%	0	0%	2	1%	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	2	2%	3	3%	5	5%	0	0%	0	0%
Female	*	0%	*	0%	*	0%	*	0%	*	0%
Male	*	1%	*	1%	*	2%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	4	1%	5	1%	8	2%	0	0%	0	0%
Students with disabilities	3	1%	3	1%	5	1%	0	0%	0	0%

## Climate and Environment

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

### Student Disciplinary Removals: By Grade Level

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

Grade	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Districtwide	12	1%	8	0%	19	1%	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%	2	1%	2	1%	0	0%	0	0%
3	2	1%	1	0%	2	1%	0	0%	0	0%
4	1	0%	1	0%	2	1%	0	0%	0	0%
5	4	2%	1	0%	5	2%	0	0%	0	0%
6	5	2%	3	1%	8	3%	0	0%	0	0%

## Climate and Environment

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### Students Involved in Police Notifications: By Student Group

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

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

## Climate and Environment

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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	1	0%	0	0%	0	0%	0	0%	1	0%	0	0%	0	0%
PK	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
KG	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
1	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
2	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
3	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
4	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
5	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
6	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%

## Climate and Environment

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

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

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

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

## Climate and Environment

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

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

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

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

**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

## Climate and Environment

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

### School Days Missed due to Out-of-School Suspensions

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

#### School Days Missed due to Out-of-School Suspensions

\*

## Climate and Environment

### Student Access to Technology and Internet

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

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

## Staff

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

**Key terms for staff data:**

**Teachers:** All classroom teachers

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

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

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

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

### Teachers – Experience

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

Category	Teachers in District	Teachers in State
Total Number of teachers	155	119,239
Average years experience in public schools	10.4	12.6
Average years experience in district	10.4	11.3
Number of Teachers with 4 or more years experience in the district	108	87,243
Percentage of Teachers with 4 or more years experience in the district	69.7%	73.6%
Number of out-of-field teachers	5	2,931
Percentage of out-of-field teachers	3.2%	2.5%
Number of Teachers with Provisional Credentials	4	9,065
Percentage of Teachers with Provisional Credentials	2.6%	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	10	10,170
Average years experience in public schools	10.7	16.2
Average years experience in district	10.7	12.5
Number of Administrators with 4 or more years experience in the district	5	7,734
Percentage of Administrators with 4 or more years experience in the district	50.0%	76.8%

### Staff Counts

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

Staff Category	District: Total Staff Members	State: Total Staff Members
Teachers	155	119,239
Administrators	10	10,170
Librarians/Media Specialists	1	1,160
Nurses	4	3,025
School Counselors	6	4,673
Child Study Team Members	12	9,654
School Psychologists	3	2,185
School Social Workers	1	2,750
Student Assistance Coordinators	N	400
School Safety Specialists	1	681

## Staff

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

**Key terms for staff data:**

**Teachers:** All classroom teachers

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

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

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

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

### Student and Staff Ratios

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

Ratio	District Ratio
Students to Teachers	10:1
Students to Administrators	158:1
Teachers to Administrators	16:1
Students to Librarians/Media Specialists †	1581:1
Students to Nurses †	395:1
Students to Counselors †	264:1
Students to Child Study Team Members †,††	33:1
Students to School Psychologists †	527:1
Students to School Social Workers †	1581:1
Students to Student Assistance Coordinators †	N
Students to School Safety Specialists †	1581:1

† 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	47.0%	85-90%	*	48.0%	77.0%	57.0%
Male	53.0%	10-15%	*	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤5%	*	≤1%	≤1%	≤1%
White	63.2%	96.1%	90.0%	38.2%	81.8%	74.5%
Hispanic	11.1%	2.6%	10.0%	34.0%	8.6%	8.6%
Black or African American	13.3%	0.6%	0.0%	14.2%	6.4%	14.4%
Asian	5.3%	0.6%	0.0%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.4%	0.5%
Two or More Races	6.8%	0.0%	0.0%	3.1%	0.3%	0.4%

## Staff

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

**Key terms for staff data:**

**Teachers:** All classroom teachers

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

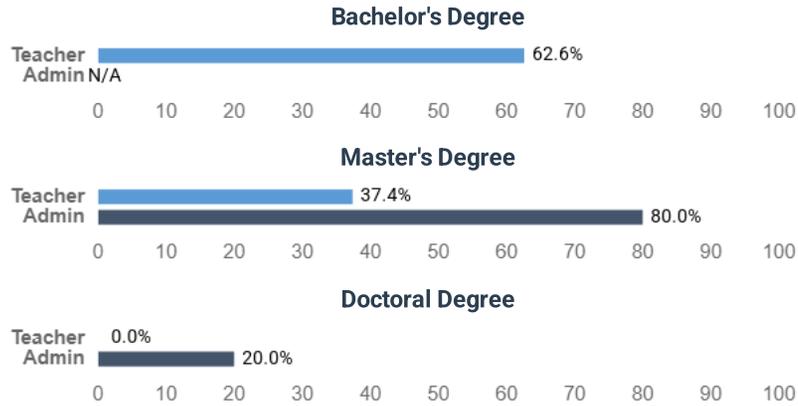
**Experience:** Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given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

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

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

### Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2022-23 Teachers: Same district 2023-24	93.1%	89.5%
2022-23 Administrators: Same district 2023-24	80.0%	87.9%

## Staff

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

**Key terms for staff data:**

**Teachers:** All classroom teachers

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

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

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

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

### Teachers by Subject Area

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

Subject Area	Total Number of Teachers	% Female	% Male	% Non-binary or Undesignated Gender	% White	% Hispanic	% Black or African American	% Asian	% Native Hawaiian, Pacific Islander	% American Indian or Native American	% Two or More Races	% 4 or more years experience in the district	% Bachelor's Degree(Highest Degree)	% Master's Degree(Highest Degree)	% Doctoral Degree(Highest Degree)
Elementary (Not Subject Specific)	80	90-95%	≤5%	≤5%	96.3%	2.5%	0.0%	1.3%	0.0%	0.0%	0.0%	66.3%	67.5%	32.5%	0.0%
English/Language Arts/Literacy	3	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	66.7%	66.7%	33.3%	0.0%
English to Speakers of Other Languages	3	*	*	*	66.7%	0.0%	33.3%	0.0%	0.0%	0.0%	0.0%	33.3%	66.7%	33.3%	0.0%
Mathematics	4	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	75.0%	75.0%	25.0%	0.0%
Science	3	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	66.7%	100.0%	0.0%	0.0%
Social Studies/History	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	50.0%	50.0%	0.0%
World Language	1	*	*	*	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
Visual and Performing Arts	5	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	20.0%	80.0%	0.0%
Health/Physical Education	5	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	80.0%	20.0%	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	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Industrial Arts	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Career and Technical Education	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Special Education	52	>90%	≤10%	≤10%	98.1%	1.9%	0.0%	0.0%	0.0%	0.0%	0.0%	63.5%	53.8%	46.2%	0.0%
Bilingual	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N

## Per-Pupil Expenditures

### Per-Pupil Expenditures by Source

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

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

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

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

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

Swedesboro-Woolwich	Federal	State & Local	Total	ADE**
District Level Total Expenditures	\$594	\$17,364	\$17,958	1,590.7
District Level Central Expenditures		\$1,061	\$1,061	1,590.7
Governor Charles C. Stratton	\$592	\$16,030	\$16,622	425.7
Walter Hill School	\$595	\$17,435	\$18,030	230.0
Margaret C. Clifford School	\$594	\$15,441	\$16,035	257.6
General Charles G. Harker School	\$594	\$16,418	\$17,012	677.5

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

## 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](#).

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

## Accountability

### Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

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

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

## Accountability

### ESSA Accountability Progress

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

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

ESSA Accountability Indicator	2021-22	2022-23	2023-24
ELA Proficiency	56.8%	61.0%	63.2%
Math Proficiency	59.5%	60.2%	61.7%
ELA Growth†	83	56	52
Math Growth†	97	51	53
4-Year Graduation Rate (Prior Year)††	N	N	N
5-Year Graduation Rate (Prior Year)††	N	N	N
Progress toward English Language Proficiency	19.0%	34.9%	31.8%
Chronic Absenteeism	8.3%	7.7%	7.3%

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

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

## Accountability

### Accountability Summary by Student Group - 2023-24 School Year

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

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

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

†Target was met within a confidence interval.

## Narrative

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



### Highlights:

- District offers STEM instruction, after school clubs and numerous themed parent and community nights including STEAM Night, Multi Language Learners' Family night, and many PTO sponsored events.
- We are a Google Reference School District.
- The district runs an annual recycling challenge in conjunction with NextTrex which gathers supplies for our engagement nights.



### Mission, Vision, Theme:

The Swedesboro-Woolwich School District is committed to maximizing the academic, social, and creative development of each child attending its schools. Our vision is to make sure that each child is prepared to compete in a highly competitive global economy. We embrace the philosophy that all children can learn in a safe, nurturing environment that encourages children to accept and find the best in themselves and others. Our motto is: A community dedicated to inspiring life-long learners.



### Clubs and Activities:

After school clubs are offered for students. Programs are both District sponsored and non-District sponsored programs. Academic and interest clubs are available. Some of the most popular clubs are: Conservation, Yoga, Drama Club, Intramural clubs, etc. Band and Choir courses once students enter 5th grade.

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### Before and After School Programs:

The Comet Care program is a tuition-based before and after school program that provides a safe, affordable, and nurturing environment to the students of Swedesboro and Woolwich Township. While at Comet Care, children will have the opportunity to participate in a variety of activities including outdoor play, crafts, games and homework time. Comet Care is for the children who will attend grades Kindergarten through Grade 6. Visit <https://www.cometcare.com/> for more information.



### Staff and Professional Learning:

The SWSD prioritizes professional development. Beyond the traditional in-service days, the District offers staff after school PD, summer PD, and out of District PD. Teacher turn-key out of District PD during after school sessions. Teachers meet in PLCs regularly following the Connected Action Roadmap Model (NJPSA: CAR). The District collaborates with the regional elementary schools regularly, and the District sends teachers to visit other school districts when initiating new programs.



### Parent and Community Involvement:

The District has a very active and supportive PTO and Special Education Parent Advisory Committee (SEPAC). The District hosts many Family Nights by building, by grade and districtwide. SWSD uses OnCourse as its student information system.

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### Facilities:

The district is comprised of 4 buildings. We recently completed a solar energy and electrical savings project district wide.



### School Safety:

The District has a Safety team that meets regularly to promote a safe and secure school district.



### Technology and STEM:

Students in grades 1 through 6 participate in a 1:1 chromebook initiative. All classrooms have interactive internet connected panels. Students in grades 4-6 complete STEM curriculum as part of their coursework. Students in grades PreK through 2 are provided technology curriculum and instruction through use of iPads on carts.

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### Other Information:

The Swedesboro-Woolwich School District is committed to providing all students an educational experience that is dedicated to academic rigor, high student achievement, creativity and focused on the development of the whole child. Differentiated instruction and meeting the needs of all learners is at the heart of our mission. The Swedesboro-Woolwich School District is predominately a rural/suburban community. There are four grade level school buildings in the District: Margaret C. Clifford School (gr. PK-K), Charles C. Stratton School (gr. 1 -2 ), Charles G. Harker School (gr. 3, 4, 5), Walter Hill School (gr. 6). Students in grades 7-12 attend the Regional High School, Kingsway Regional. The District includes the Borough of Swedesboro and Woolwich Township. Swedesboro-Woolwich offers an inter-disciplinary curriculum with a focus on higher level critical thinking skills for approximately 1,600 students in grades PK through 6. The District has been dedicated to embracing the home-school connection through the expansion of Parent/Family Nights, utilization of the school messenger communication system, maintaining social media school based sites, publishing the School Board Brief, and launching a new District website. The PTO offers all children and staff many enrichment assemblies, as well as other activities that supplement their social, emotional, and academic development. Curricular programming is one of our top priorities. Curriculum development is on-going and enhanced each year. On behalf of our Board of Education, students, staff, and administration, I thank the residents of Swedesboro and Woolwich Township for their ongoing support of our programs. Together we continue to maintain the tradition of excellence throughout our District.