



# Flemington-Raritan Regional School District (19-1510)

2023-2024

County: Hunterdon

District: Flemington-Raritan Regional School District



50 Court Street  
Flemington, NJ 08822

Superintendent: Dr. Kari McGann

[District Website](#)



908-284-7575



**3,239**  
Total Students



**PK-08**  
Grades Offered

## Overview & Resources

The School Performance Reports reflect the New Jersey Department of Education's (NJDOE) commitment to providing parents, students, and school communities with a large variety of information about each school and district. These reports can be used as a tool to help evaluate whether all students have equitable access to high quality education. We encourage you to use these reports to:

- **Learn more** about the school and the district
- **Start conversations** with school community members and ask questions
- **Engage** with school communities to identify where schools are doing well and where they can improve

**Important Note for 2023-24 Reports:** The NJDOE recommends caution in comparing data from year to year over the last several years.

**School Performance Report Resources:** The NJDOE has several resource documents that can help you understand and use the School Performance Reports, which can also be found under the "Resource Documents" link at the top of the page:

- One-page guides to help start conversations for [school board members](#), [administrators](#), [educators](#), [elementary](#), and [middle and high school families](#)
- [Reference Guide](#) with details on all the data in these reports
- [Frequently Asked Questions](#)
- [Understanding Adjusted Cohort Graduation Rates](#)
- [Understanding Student Growth Percentiles](#)
- [Data Privacy Rules](#) (why you see \*'s and N's in the reports)

Let the NJDOE know how we can improve future reports by taking our [feedback survey](#). Contact [reportcard@doe.nj.gov](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	Hunterdon
District	Flemington-Raritan Regional School District
Superintendent Name	Dr. Kari McGann
Address	50 Court Street, Flemington, NJ 08822
Phone Number	<a href="tel:908-284-7575">908-284-7575</a>
Email Address	<a href="mailto:kari.mcgann@frsd.us">kari.mcgann@frsd.us</a>
Website	<a href="http://www.frsd.k12.nj.us">www.frsd.k12.nj.us</a>
Facebook	<a href="https://www.facebook.com/flemrarschools">https://www.facebook.com/flemrarschools</a>
Twitter	<a href="https://twitter.com/flemrarschools">https://twitter.com/flemrarschools</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="#">Barley Sheaf Elementary School</a>	KG-04
<a href="#">Copper Hill Elementary School</a>	PK-04
<a href="#">Francis A. Desmares Elementary School</a>	KG-04
<a href="#">J.P. Case Middle School</a>	07-08
<a href="#">Reading-Fleming Intermediate School</a>	05-06
<a href="#">Robert Hunter Elementary School</a>	PK-04

## Demographics

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

### Enrollment Trends by Grade

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

Grade	2021-22	2022-23	2023-24
PK	109	109	176
KG	323	326	302
1	338	336	332
2	338	342	335
3	320	353	341
4	344	331	366
5	348	365	346
6	308	357	364
7	351	314	361
8	329	364	316
<b>Total</b>	<b>3,108</b>	<b>3,197</b>	<b>3,239</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%	49.0%	49.0%
Male	52.0%	51.0%	51.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	14.3%	20.7%	22.3%
Students with Disabilities	20.6%	21.4%	21.1%
Multilingual Learners	8.4%	8.4%	9.4%
Students Experiencing Homelessness	0.1%	0.1%	0.4%
Students in Foster Care	0.2%	0.0%	0.0%
Military-Connected Students	0.7%	0.5%	0.3%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial And Ethnic Group	2021-22	2022-23	2023-24
White	62.7%	59.8%	57.5%
Hispanic	20.4%	22.1%	24.2%
Black or African American	3.6%	4.3%	4.4%
Asian	10.4%	10.9%	11.1%
Native Hawaiian or Pacific Islander	0.4%	0.3%	0.2%
American Indian or Alaska Native	0.1%	0.0%	0.0%
Two Or More Races	2.3%	2.4%	2.5%

# Demographics

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

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

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

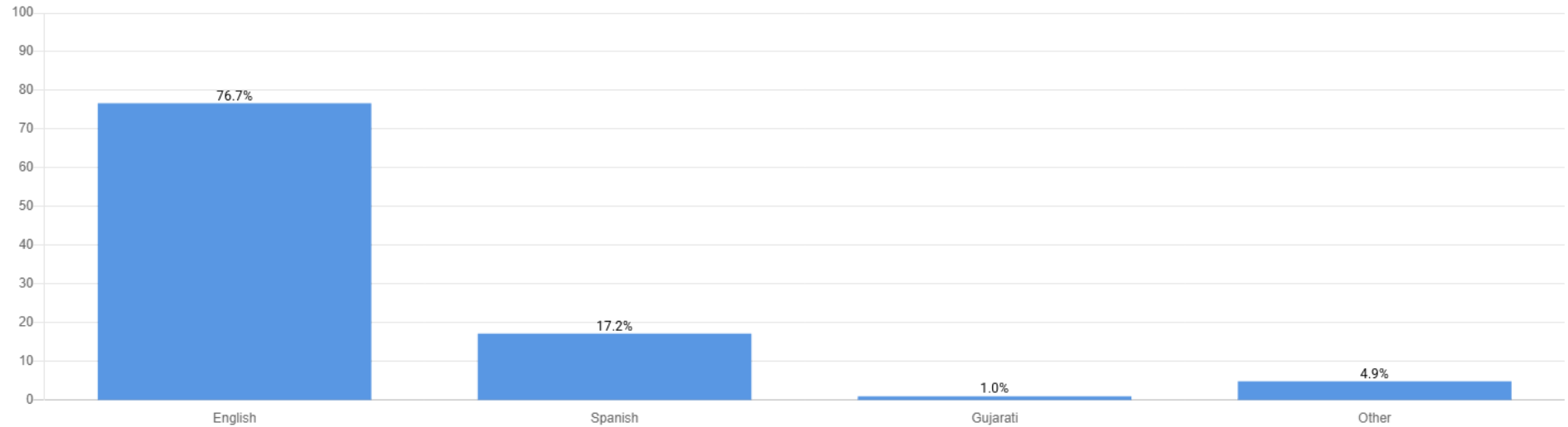
Grade	2021-22	2022-23	2023-24
PK - Half Day	40	0	0
PK - Full Day	69	109	176
KG - Half Day	0	0	0
KG - Full Day	323	326	302

## 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.

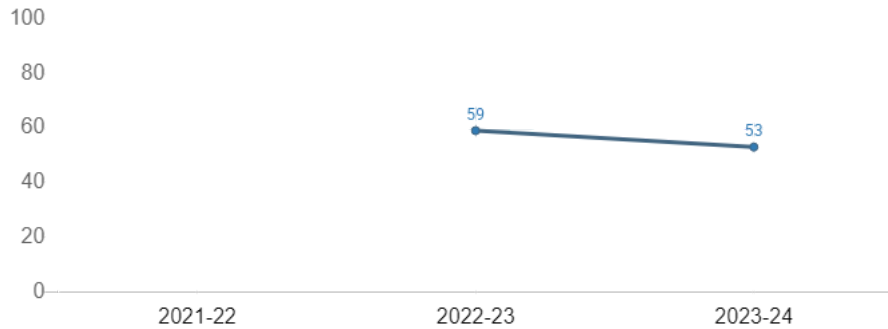
**Important Note for 2023-24:** Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022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

### Student Growth Trends and Progress

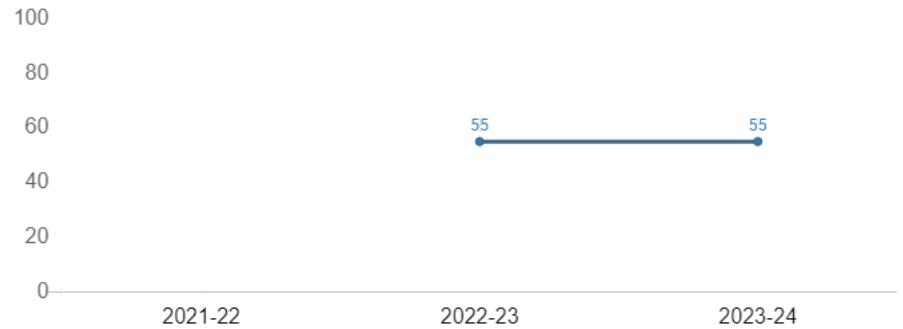
These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

**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		59	53		55	55
Met Standard (40-59.5)?		Met Standard	Met Standard		Met Standard	Met Standard
Statewide: Median Student Growth Percentile		50	50		50	50

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

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### Student Growth

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

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	53	50	Met Standard	55	50	Met Standard
White	54	50	Met Standard	53	51	Met Standard
Hispanic	51	49	Met Standard	55	48	Met Standard
Black or African American	38	47	Not Met	43	46	Met Standard
Asian, Native Hawaiian, or Pacific Islander	55	59	Met Standard	69	60	Exceeds Standard
American Indian or Alaska Native	N	50	**	N	50	**
Two or More Races	57	50	Met Standard	60.5	51	Exceeds Standard
Female	54	52		54	50	
Male	51	48		56	50	
Non-Binary/Undesignated Gender	*	44		*	45.5	
Economically Disadvantaged Students	48	48	Met Standard	50	48	Met Standard
Students with Disabilities	48.5	43	Met Standard	48	44	Met Standard
Multilingual Learners	51.5	50	Met Standard	55.5	50	Met Standard
Students Experiencing Homelessness	*	43		*	45	
Students in Foster Care	N	40		N	47	
Military-Connected Students	*	47.5		*	51	
Migrant Students	N	53		N	44	



## Student Growth

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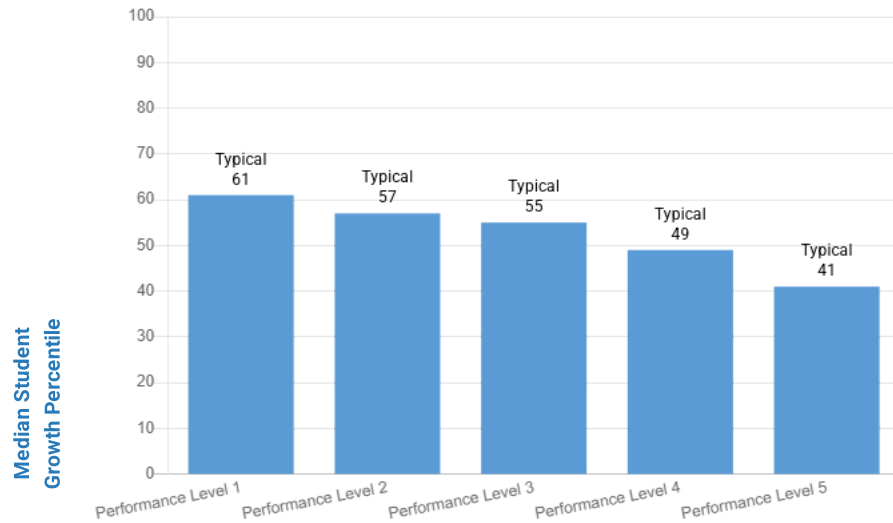
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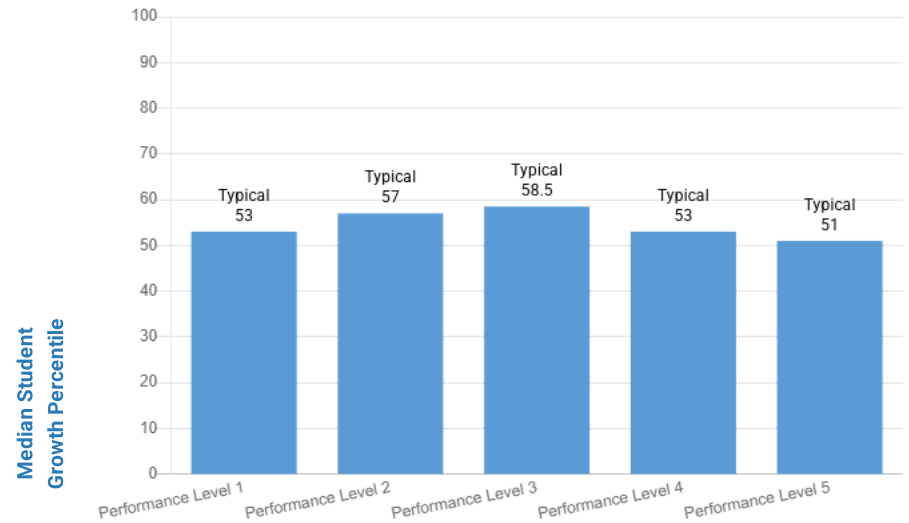
### Student Growth by Performance Level

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

#### ELA



#### Math



## Student Growth

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

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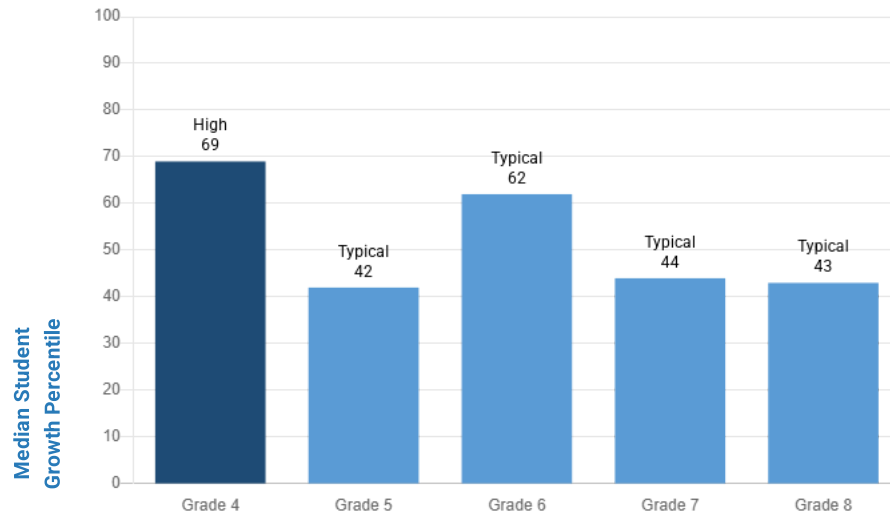
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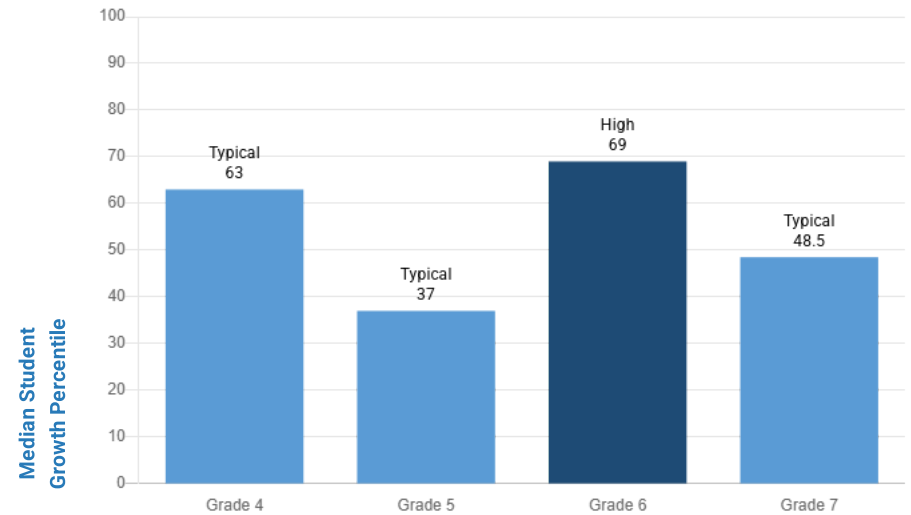
### Student Growth by Grade

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

#### ELA



#### Math



## Academic Achievement

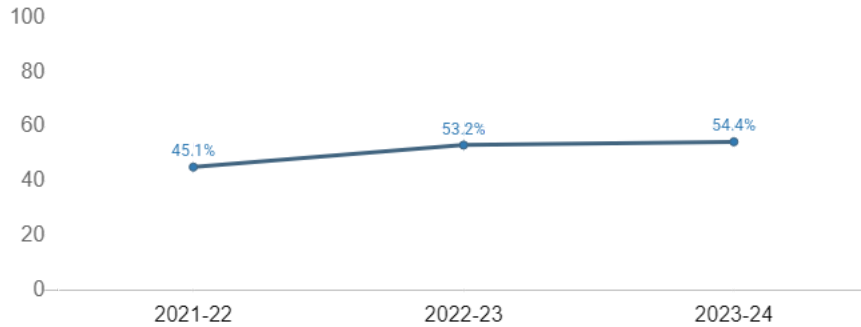
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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

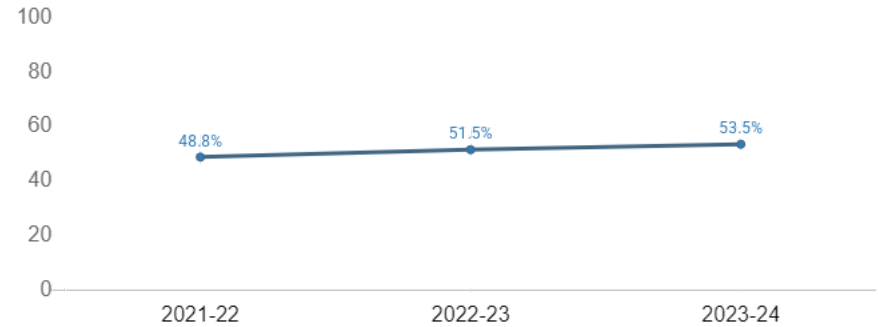
### English Language Arts and Mathematics Performance Trends

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

**ELA Proficiency Rate for Federal Accountability**



**Math Proficiency Rate for Federal Accountability**



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	98.9%	99.2%	98.6%	99.0%	99.0%	98.5%
Proficiency Rate for Federal Accountability	45.1%	53.2%	54.4%	48.8%	51.5%	53.5%
Annual Target	70.2%	70.8%	54.8%	70.7%	71.3%	53.1%
Met Annual Target?	Not Met	Not Met	Met Target†	Not Met	Not Met	Met Target
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

† Target was met within a confidence interval.

## Academic Achievement

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

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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	2,023	98.6%	54.4%	52.2%	54.4%	54.8%	Met Target†
White	1,216	98.2%	62.1%	61.8%	62.1%	60.1%	Met Target
Hispanic	435	99.1%	25.5%	38%	25.5%	25.5%	Met Target
Black or African American	95	99%	37.9%	35.9%	37.9%	51.7%	Not Met
Asian, Native Hawaiian, or Pacific Islander	227	99.6%	74.4%	79.9%	74.4%	78.3%	Met Target†
American Indian or Alaska Native	*	*	*	51.2%	*	**	**
Two or More Races	*	100%	60%	59.4%	60%	55.8%	Met Target
Female	*	98.6%	57.3%	57.7%	57.3%		
Male	*	98.6%	51.6%	47%	51.6%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	367	96.4%	22.6%	34.6%	22.6%	29.1%	Not Met
Non-Economically Disadvantaged Students	1,656	99.1%	61.5%	62.8%	61.5%		
Students with Disabilities	387	95.2%	23.5%	19.8%	23.5%	26.1%	Met Target†
Students without Disabilities	1,636	99.5%	61.7%	59.4%	61.7%		
Multilingual Learners	215	100%	19.5%	23.1%	19.5%	17.7%	Met Target
Non-Multilingual Learners	1,808	98.4%	58.6%	56.2%	58.6%		
Students Experiencing Homelessness	*	*	*	21.9%	*		
Students in Foster Care	*	*	*	19.3%	*		
Military-Connected Students	*	*	*	48.2%	*		
Migrant Students	*	*	*	13.3%	*		

† Target was met within a confidence interval.

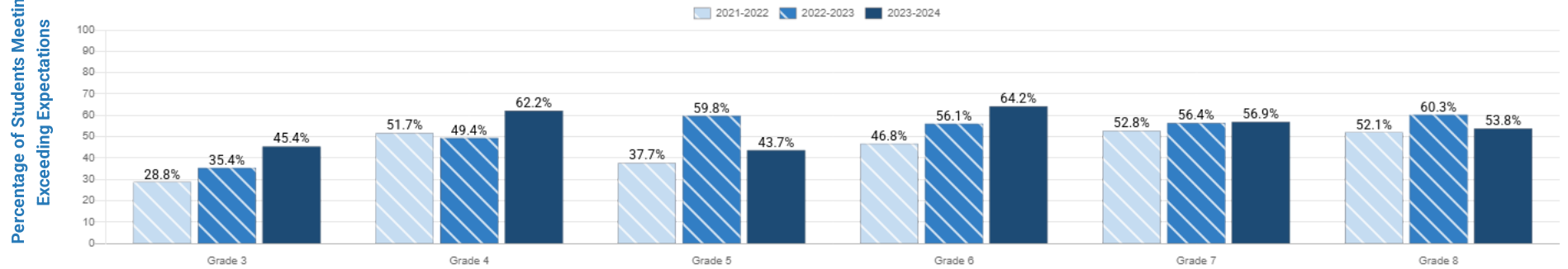
## Academic Achievement

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### English Language Arts Assessment - Performance Trends

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



## 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	324	742	741	14%	19%	23%	42%	3%	45%	44%
White	187	752	751	7%	16%	23%	50%	5%	55%	53%
Hispanic	83	715	724	34%	25%	22%	19%	0%	19%	29%
Black or African American	11	725	725	18%	55%	9%	18%	0%	18%	29%
Asian, Native Hawaiian, or Pacific Islander	36	759	770	0%	11%	22%	64%	3%	67%	70%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	46%
Two or More Races	*	*	751	*	*	*	*	*	*	52%
Female	*	744	746	14%	19%	21%	42%	4%	46%	48%
Male	*	740	736	13%	18%	24%	42%	2%	45%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	723	722	24%	31%	23%	21%	1%	23%	26%
Non-Economically Disadvantaged Students	*	748	753	11%	15%	23%	48%	4%	52%	55%
Students with Disabilities	61	719	710	33%	26%	10%	31%	0%	31%	18%
Students without Disabilities	263	748	747	9%	17%	25%	45%	4%	49%	49%
Multilingual Learners	51	713	704	33%	31%	22%	14%	0%	14%	13%
Non-Multilingual Learners	273	748	746	10%	16%	23%	48%	4%	51%	48%
Students Experiencing Homelessness	*	*	707	*	*	*	*	*	*	18%
Students in Foster Care	*	*	711	*	*	*	*	*	*	18%
Military-Connected Students	*	*	739	*	*	*	*	*	*	41%
Migrant Students	*	*	688	*	*	*	*	*	*	*

## Academic Achievement

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	352	758	749	4%	9%	25%	47%	15%	62%	51%
White	211	762	758	1%	5%	26%	54%	14%	68%	61%
Hispanic	*	738	734	15%	18%	28%	34%	5%	39%	35%
Black or African American	16	751	733	6%	19%	31%	31%	13%	44%	34%
Asian, Native Hawaiian, or Pacific Islander	37	774	776	0%	5%	14%	41%	41%	81%	78%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	51%
Two or More Races	*	766	757	0%	14%	14%	43%	29%	71%	60%
Female	*	757	752	5%	9%	24%	44%	18%	62%	54%
Male	*	758	745	4%	8%	26%	49%	13%	62%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	731	731	15%	22%	37%	24%	1%	25%	32%
Non-Economically Disadvantaged Students	*	764	760	2%	5%	22%	52%	19%	71%	63%
Students with Disabilities	60	737	720	10%	22%	35%	28%	5%	33%	21%
Students without Disabilities	292	762	755	3%	6%	23%	51%	17%	68%	57%
Multilingual Learners	25	706	711	*	*	*	*	*	*	13%
Non-Multilingual Learners	327	762	753	2%	7%	25%	50%	17%	67%	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	339	743	750	10%	22%	24%	38%	6%	44%	52%
White	205	750	760	6%	18%	22%	50%	4%	55%	63%
Hispanic	82	722	736	24%	32%	27%	15%	2%	17%	37%
Black or African American	23	727	734	13%	39%	35%	4%	9%	13%	35%
Asian, Native Hawaiian, or Pacific Islander	24	773	778	0%	4%	25%	46%	25%	71%	80%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	*	*	757	*	*	*	*	*	*	60%
Female	*	743	755	8%	22%	25%	39%	6%	44%	57%
Male	*	743	745	12%	21%	23%	38%	6%	43%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	78	720	732	23%	35%	28%	12%	3%	14%	33%
Non-Economically Disadvantaged Students	261	750	761	7%	18%	23%	46%	7%	52%	64%
Students with Disabilities	73	715	719	29%	42%	16%	12%	0%	12%	20%
Students without Disabilities	266	751	756	5%	16%	26%	45%	7%	52%	59%
Multilingual Learners	21	690	705	*	*	*	*	*	*	*
Non-Multilingual Learners	318	747	754	7%	22%	25%	40%	6%	46%	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	358	760	751	3%	11%	22%	48%	16%	64%	53%
White	208	764	760	2%	7%	20%	54%	17%	71%	63%
Hispanic	67	738	738	6%	28%	33%	28%	4%	33%	39%
Black or African American	18	747	735	0%	22%	28%	39%	11%	50%	35%
Asian, Native Hawaiian, or Pacific Islander	50	775	778	6%	0%	12%	46%	36%	82%	82%
American Indian or Alaska Native	*	*	748	*	*	*	*	*	*	49%
Two or More Races	*	763	758	0%	7%	27%	60%	7%	67%	60%
Female	*	763	756	2%	9%	21%	47%	20%	68%	59%
Male	*	757	746	4%	12%	23%	48%	13%	61%	48%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	60	739	735	5%	27%	38%	27%	3%	30%	35%
Non-Economically Disadvantaged Students	298	764	761	3%	7%	19%	52%	19%	71%	65%
Students with Disabilities	70	727	719	16%	34%	30%	19%	1%	20%	17%
Students without Disabilities	288	768	758	0%	5%	20%	55%	20%	75%	60%
Multilingual Learners	11	711	707	*	*	*	*	*	*	*
Non-Multilingual Learners	347	761	754	2%	10%	22%	49%	17%	66%	57%
Students Experiencing Homelessness	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	724	*	*	*	*	*	*	22%
Military-Connected Students	*	*	754	*	*	*	*	*	*	55%
Migrant Students	*	*	712	*	*	*	*	*	*	29%

## Academic Achievement

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### English Language Arts Assessment - Performance By Grade: Grade 7

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	346	750	752	9%	13%	21%	44%	13%	57%	54%
White	217	755	761	5%	10%	23%	51%	12%	63%	64%
Hispanic	64	724	737	23%	25%	27%	22%	3%	25%	39%
Black or African American	16	735	734	25%	13%	19%	31%	13%	44%	37%
Asian, Native Hawaiian, or Pacific Islander	43	771	785	2%	9%	7%	47%	35%	81%	84%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	51%
Two or More Races	*	*	759	*	*	*	*	*	*	60%
Female	*	755	758	8%	11%	17%	47%	17%	64%	60%
Male	*	746	746	9%	15%	25%	41%	10%	51%	48%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	42	719	734	26%	33%	21%	17%	2%	19%	36%
Non-Economically Disadvantaged Students	304	755	762	6%	10%	21%	48%	14%	62%	64%
Students with Disabilities	66	721	715	24%	36%	17%	17%	6%	23%	18%
Students without Disabilities	280	757	759	5%	8%	23%	50%	15%	65%	61%
Multilingual Learners	*	*	700	*	*	*	*	*	*	*
Non-Multilingual Learners	*	752	756	7%	13%	22%	45%	13%	58%	58%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	21%
Students in Foster Care	*	*	712	*	*	*	*	*	*	17%
Military-Connected Students	*	*	747	*	*	*	*	*	*	50%
Migrant Students	*	*	*	*	*	*	*	*	*	*

## Academic Achievement

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### English Language Arts Assessment - Performance By Grade: Grade 8

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	301	750	751	10%	14%	22%	41%	13%	54%	53%
White	182	757	760	6%	14%	19%	45%	17%	62%	62%
Hispanic	64	721	736	28%	22%	28%	19%	3%	22%	39%
Black or African American	13	751	735	0%	15%	23%	62%	0%	62%	37%
Asian, Native Hawaiian, or Pacific Islander	39	765	783	3%	3%	28%	51%	15%	67%	82%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	52%
Two or More Races	*	*	757	*	*	*	*	*	*	59%
Female	*	756	759	9%	12%	18%	47%	15%	62%	60%
Male	*	743	743	12%	16%	27%	35%	11%	45%	46%
Non-binary/undesignated gender	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	49	720	734	33%	29%	14%	20%	4%	24%	36%
Non-Economically Disadvantaged Students	252	756	761	6%	11%	23%	45%	15%	60%	63%
Students with Disabilities	39	711	713	31%	46%	5%	18%	0%	18%	16%
Students without Disabilities	262	756	758	7%	9%	24%	44%	15%	59%	60%
Multilingual Learners	13	688	701	*	*	*	*	*	*	*
Non-Multilingual Learners	288	753	755	7%	14%	23%	42%	14%	56%	56%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	23%
Students in Foster Care	*	*	708	*	*	*	*	*	*	14%
Military-Connected Students	*	*	743	*	*	*	*	*	*	43%
Migrant Students	*	*	*	*	*	*	*	*	*	*

## 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	2,038	98.5%	53.5%	40.2%	53.5%	53.1%	Met Target
White	1,214	97.9%	62.1%	51.1%	62.1%	59.1%	Met Target
Hispanic	451	99.4%	20.6%	24.2%	20.6%	22.2%	Met Target†
Black or African American	95	98%	34.7%	20.1%	34.7%	38.7%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	228	99.6%	80.7%	74.4%	80.7%	80.9%	Met Goal
American Indian or Alaska Native	*	*	*	42%	*	**	**
Two or More Races	*	100%	54%	48.9%	54%	51.7%	Met Target
Female	*	98.4%	49.1%	38.4%	49.1%		
Male	*	98.6%	57.9%	42%	57.9%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	383	96.8%	19.8%	21.7%	19.8%	24.5%	Not Met
Non-Economically Disadvantaged Students	1,655	98.9%	61.3%	51.5%	61.3%		
Students with Disabilities	386	94.9%	23.1%	16.6%	23.1%	28.8%	Not Met
Students without Disabilities	1,652	99.3%	60.7%	45.4%	60.7%		
Multilingual Learners	233	100%	16.7%	18.7%	16.7%	17.9%	Met Target†
Non-Multilingual Learners	1,805	98.3%	58.3%	43.5%	58.3%		
Students Experiencing Homelessness	*	*	*	12.9%	*		
Students in Foster Care	*	*	*	12.4%	*		
Military-Connected Students	*	*	*	38.8%	*		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

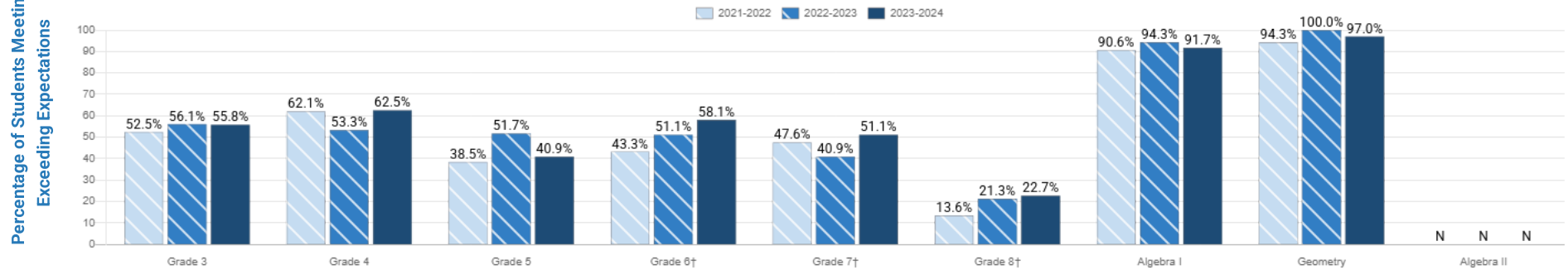
## Academic Achievement

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### Mathematics Assessment - Performance Trends

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



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

## Academic Achievement

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	328	752	747	9%	14%	22%	42%	14%	56%	48%
White	186	759	757	5%	10%	17%	52%	16%	68%	60%
Hispanic	88	726	732	20%	27%	32%	17%	3%	20%	31%
Black or African American	11	737	728	9%	9%	55%	27%	0%	27%	27%
Asian, Native Hawaiian, or Pacific Islander	36	776	776	0%	3%	11%	56%	31%	86%	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	51%
Two or More Races	*	*	755	*	*	*	*	*	*	56%
Female	*	749	744	9%	13%	28%	38%	12%	50%	45%
Male	*	755	749	8%	14%	15%	46%	17%	63%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	728	729	22%	19%	38%	16%	5%	22%	28%
Non-Economically Disadvantaged Students	*	758	758	5%	12%	17%	49%	17%	66%	60%
Students with Disabilities	60	732	725	18%	18%	30%	28%	5%	33%	25%
Students without Disabilities	268	756	751	6%	13%	20%	45%	16%	61%	52%
Multilingual Learners	56	724	722	20%	27%	34%	18%	2%	20%	20%
Non-Multilingual Learners	272	757	751	6%	11%	19%	47%	17%	63%	52%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	17%
Students in Foster Care	*	*	719	*	*	*	*	*	*	18%
Military-Connected Students	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	727	*	*	*	*	*	*	12%

## Academic Achievement

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

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	357	756	744	6%	11%	20%	54%	8%	62%	45%
White	212	759	754	3%	8%	19%	64%	6%	70%	57%
Hispanic	*	737	730	16%	22%	30%	27%	5%	32%	28%
Black or African American	16	745	726	0%	38%	25%	31%	6%	38%	24%
Asian, Native Hawaiian, or Pacific Islander	38	779	773	3%	5%	3%	63%	26%	89%	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	50%
Two or More Races	*	764	752	7%	0%	21%	57%	14%	71%	54%
Female	*	751	743	10%	12%	20%	54%	5%	58%	43%
Male	*	761	746	2%	11%	20%	55%	12%	66%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	72	729	727	17%	31%	29%	24%	0%	24%	25%
Non-Economically Disadvantaged Students	285	763	755	3%	7%	18%	62%	11%	72%	58%
Students with Disabilities	60	736	722	15%	32%	20%	27%	7%	33%	21%
Students without Disabilities	297	760	749	4%	7%	20%	60%	9%	68%	50%
Multilingual Learners	31	715	718	35%	29%	26%	10%	0%	10%	14%
Non-Multilingual Learners	326	760	748	3%	10%	20%	58%	9%	67%	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	342	742	741	9%	24%	26%	33%	8%	41%	40%
White	204	750	751	5%	18%	26%	44%	6%	50%	53%
Hispanic	86	721	726	19%	42%	26%	12%	2%	14%	23%
Black or African American	23	724	722	22%	35%	22%	13%	9%	22%	19%
Asian, Native Hawaiian, or Pacific Islander	24	777	772	0%	0%	21%	38%	42%	79%	76%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	*	*	748	*	*	*	*	*	*	49%
Female	*	736	739	10%	29%	27%	28%	6%	34%	38%
Male	*	748	742	8%	19%	25%	38%	9%	47%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	82	717	724	22%	41%	26%	11%	0%	11%	20%
Non-Economically Disadvantaged Students	260	750	752	5%	18%	26%	40%	10%	50%	53%
Students with Disabilities	71	715	717	30%	32%	28%	10%	0%	10%	16%
Students without Disabilities	271	750	746	4%	22%	25%	39%	10%	49%	45%
Multilingual Learners	25	705	711	*	*	*	*	*	*	*
Non-Multilingual Learners	317	745	744	7%	22%	27%	35%	9%	44%	44%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	12%
Students in Foster Care	*	*	714	*	*	*	*	*	*	10%
Military-Connected Students	*	*	741	*	*	*	*	*	*	40%
Migrant Students	*	*	724	*	*	*	*	*	*	27%



## Academic Achievement

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

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

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	358	754	737	4%	13%	25%	45%	13%	58%	36%
White	207	758	746	3%	7%	24%	52%	14%	66%	47%
Hispanic	68	734	723	3%	35%	38%	22%	1%	24%	20%
Black or African American	18	735	718	17%	28%	22%	22%	11%	33%	15%
Asian, Native Hawaiian, or Pacific Islander	50	772	768	4%	6%	12%	48%	30%	78%	73%
American Indian or Alaska Native	*	*	735	*	*	*	*	*	*	33%
Two or More Races	*	754	743	7%	0%	27%	67%	0%	67%	45%
Female	*	752	736	4%	15%	28%	42%	11%	53%	34%
Male	*	756	738	4%	11%	22%	47%	16%	63%	38%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	61	731	721	7%	34%	38%	18%	3%	21%	17%
Non-Economically Disadvantaged Students	297	759	747	3%	9%	22%	50%	15%	66%	48%
Students with Disabilities	70	723	714	20%	34%	30%	14%	1%	16%	12%
Students without Disabilities	288	762	741	0%	8%	24%	52%	16%	68%	41%
Multilingual Learners	12	715	707	*	*	*	*	*	*	*
Non-Multilingual Learners	346	756	740	3%	12%	25%	46%	14%	60%	39%
Students Experiencing Homelessness	*	*	711	*	*	*	*	*	*	*
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	739	*	*	*	*	*	*	37%
Migrant Students	*	*	704	*	*	*	*	*	*	13%

## Academic Achievement

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

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### Mathematics Assessment - Performance By Grade: Grade 7

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	315	747	739	7%	15%	27%	45%	6%	51%	37%
White	196	752	748	2%	12%	26%	55%	5%	60%	50%
Hispanic	68	725	728	22%	29%	31%	16%	1%	18%	23%
Black or African American	15	743	724	7%	13%	40%	33%	7%	40%	18%
Asian, Native Hawaiian, or Pacific Islander	30	764	764	0%	7%	13%	63%	17%	80%	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	*	*	743	*	*	*	*	*	*	44%
Female	*	744	738	6%	18%	31%	42%	3%	45%	36%
Male	*	749	739	8%	12%	24%	48%	8%	56%	39%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	46	723	726	24%	35%	17%	24%	0%	24%	20%
Non-Economically Disadvantaged Students	269	751	747	4%	12%	29%	49%	7%	56%	48%
Students with Disabilities	64	729	716	20%	31%	19%	27%	3%	30%	12%
Students without Disabilities	251	751	743	3%	11%	29%	50%	6%	57%	43%
Multilingual Learners	14	708	714	*	*	*	*	*	*	*
Non-Multilingual Learners	301	749	741	6%	13%	28%	48%	6%	53%	40%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	11%
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	740	*	*	*	*	*	*	39%
Migrant Students	*	*	708	*	*	*	*	*	*	*

## Academic Achievement

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

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### Mathematics Assessment - Performance By Grade: Grade 8

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	203	723	719	23%	27%	28%	23%	0%	23%	19%
White	113	732	729	12%	24%	33%	31%	0%	31%	27%
Hispanic	67	707	713	*	*	*	*	*	*	13%
Black or African American	*	*	707	*	*	*	*	*	*	10%
Asian, Native Hawaiian, or Pacific Islander	13	734	740	8%	31%	31%	31%	0%	31%	40%
American Indian or Alaska Native	*	*	722	*	*	*	*	*	*	21%
Two or More Races	*	*	722	*	*	*	*	*	*	22%
Female	*	726	719	23%	24%	27%	26%	0%	26%	19%
Male	*	721	719	24%	30%	28%	18%	0%	18%	20%
Non-binary/undesignated gender	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	51	707	711	49%	31%	10%	10%	0%	10%	12%
Non-Economically Disadvantaged Students	152	729	725	14%	25%	34%	27%	0%	27%	25%
Students with Disabilities	37	705	702	*	*	*	*	*	*	*
Students without Disabilities	166	728	724	19%	24%	31%	27%	0%	27%	23%
Multilingual Learners	19	692	701	*	*	*	*	*	*	*
Non-Multilingual Learners	184	727	721	17%	27%	30%	25%	0%	25%	21%
Students Experiencing Homelessness	*	*	704	*	*	*	*	*	*	*
Students in Foster Care	*	*	696	*	*	*	*	*	*	*
Military-Connected Students	*	*	722	*	*	*	*	*	*	19%
Migrant Students	*	*	*	*	*	*	*	*	*	*

## Academic Achievement

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

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### Mathematics Assessment - Performance By Test: Algebra I

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	109	779	738	0%	0%	8%	83%	9%	92%	40%
White	64	779	748	0%	0%	9%	84%	6%	91%	51%
Hispanic	*	*	723	*	*	*	*	*	*	23%
Black or African American	*	*	719	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	33	785	773	0%	0%	3%	79%	18%	97%	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	*	*	746	*	*	*	*	*	*	49%
Female	*	774	737	0%	0%	11%	82%	7%	89%	39%
Male	*	784	739	0%	0%	6%	83%	11%	94%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	*	*	722	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	*	779	747	0%	0%	8%	82%	9%	92%	50%
Students with Disabilities	*	*	710	*	*	*	*	*	*	11%
Students without Disabilities	*	779	743	0%	0%	8%	84%	9%	92%	45%
Multilingual Learners	*	*	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	779	741	0%	0%	8%	83%	9%	92%	43%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	13%
Students in Foster Care	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	696	*	*	*	*	*	*	*

## Academic Achievement

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

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### Mathematics Assessment - Performance By Test: Geometry

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	33	769	750	0%	0%	3%	82%	15%	97%	53%
White	27	771	752	0%	0%	0%	85%	15%	100%	57%
Hispanic	*	*	735	*	*	*	*	*	*	29%
Black or African American	*	*	733	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	66%
Two or More Races	*	*	756	*	*	*	*	*	*	63%
Female	*	772	748	0%	0%	0%	79%	21%	100%	50%
Male	*	767	752	0%	0%	5%	84%	11%	95%	57%
Non-binary/undesignated gender	*	*	752	*	*	*	*	*	*	60%
Economically Disadvantaged Students	*	*	734	*	*	*	*	*	*	28%
Non-Economically Disadvantaged Students	*	769	754	0%	0%	3%	82%	15%	97%	60%
Students with Disabilities	*	*	727	*	*	*	*	*	*	24%
Students without Disabilities	*	769	751	0%	0%	3%	82%	15%	97%	54%
Multilingual Learners	*	*	716	*	*	*	*	*	*	11%
Non-Multilingual Learners	*	769	751	0%	0%	3%	82%	15%	97%	55%
Students Experiencing Homelessness	*	*	727	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	743	*	*	*	*	*	*	44%
Migrant Students	*	*	*	*	*	*	*	*	*	*

## Academic Achievement

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

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### 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	12	100.0%	12	100.0%
4	*	*	*	*
5	*	*	*	*
6	*	*	*	*
7	*	*	*	*
8	*	*	*	*

## Academic Achievement

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

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### English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	# Students with Overall Score Below 4.5	% Students with Overall Score Below 4.5	# Students with Overall Score of 4.5 or Above	% Students with Overall Score 4.5 or Above
0-2	122	*	>90%	*	<10%
3-4	86	*	>90%	*	<10%
5 or more	52	*	>90%	*	<10%

### 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	45.9%	22.7%	Met Goal

† Target was met within a confidence interval.

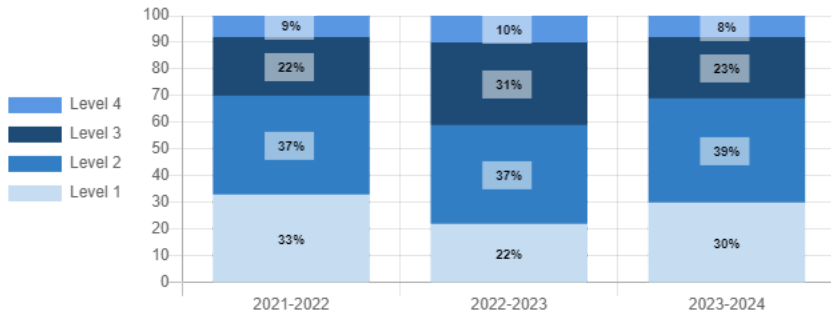
## Academic Achievement

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

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

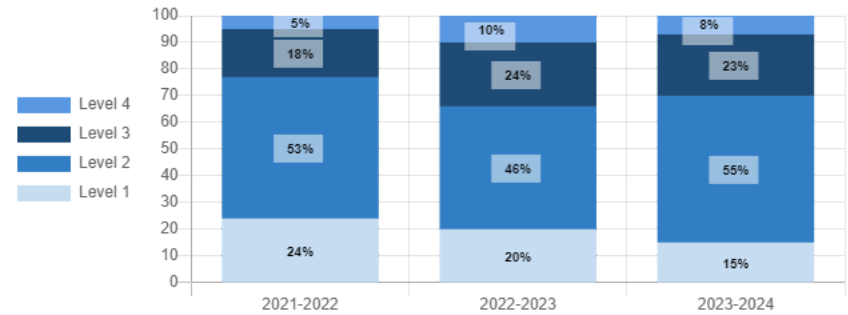
### NJSLA Science Assessment: Grade 5 Summary

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



### NJSLA Science Assessment: Grade 8 Summary

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





## Academic Achievement

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

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

### NJSLA Science Assessment: Grade 5

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	30%	39%	23%	8%	35%	37%	21%	6%
White	20%	41%	28%	10%	22%	42%	28%	8%
Hispanic	48%	42%	10%	0%	51%	36%	12%	2%
Black or African American	61%	30%	9%	0%	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	13%	21%	42%	25%	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	*	*	*	*	27%	36%	27%	10%
Female	32%	44%	21%	4%	35%	39%	20%	6%
Male	27%	35%	26%	12%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	50%	41%	7%	1%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	23%	38%	28%	10%	24%	39%	28%	10%
Students with Disabilities	63%	29%	4%	4%	64%	27%	8%	2%
Students without Disabilities	21%	42%	29%	9%	30%	39%	24%	7%
Multilingual Learners	88%	12%	0%	0%	78%	20%	2%	0%
Non-Multilingual Learners	25%	41%	25%	9%	30%	39%	23%	7%
Students Experiencing Homelessness	*	*	*	*	68%	25%	6%	1%
Students in Foster Care	*	*	*	*	67%	28%	3%	1%
Military-Connected Students	*	*	*	*	30%	42%	23%	5%
Migrant Students	*	*	*	*	73%	27%	0%	0%

## Academic Achievement

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

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

### NJSLA Science Assessment: Grade 8

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	15%	55%	23%	8%	36%	45%	14%	5%
White	7%	54%	29%	10%	23%	52%	19%	6%
Hispanic	41%	50%	6%	3%	51%	42%	6%	1%
Black or African American	15%	77%	8%	0%	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	8%	56%	31%	5%	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	*	*	*	*	27%	46%	19%	8%
Female	16%	55%	23%	7%	35%	47%	13%	4%
Male	15%	54%	23%	8%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	49%	38%	11%	2%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	8%	58%	25%	9%	26%	48%	19%	7%
Students with Disabilities	38%	50%	7%	5%	67%	29%	3%	1%
Students without Disabilities	12%	55%	25%	8%	30%	48%	16%	6%
Multilingual Learners	68%	32%	0%	0%	75%	24%	1%	0%
Non-Multilingual Learners	12%	56%	24%	8%	32%	47%	15%	5%
Students Experiencing Homelessness	*	*	*	*	66%	32%	2%	0%
Students in Foster Care	*	*	*	*	80%	19%	1%	0%
Military-Connected Students	*	*	*	*	40%	47%	10%	3%
Migrant Students	*	*	*	*	*	*	*	*

## College and Career Readiness

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

### Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	370
7	37	0	334
8	72	33	216
Total	109	33	920

## 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	367	358	0	0	0	0	0
7	61	55	0	0	0	0	0
8	72	68	0	0	0	0	0
Total	500	481	0	0	0	0	0

## College and Career Readiness

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

### Computer Science – Course Participation

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

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

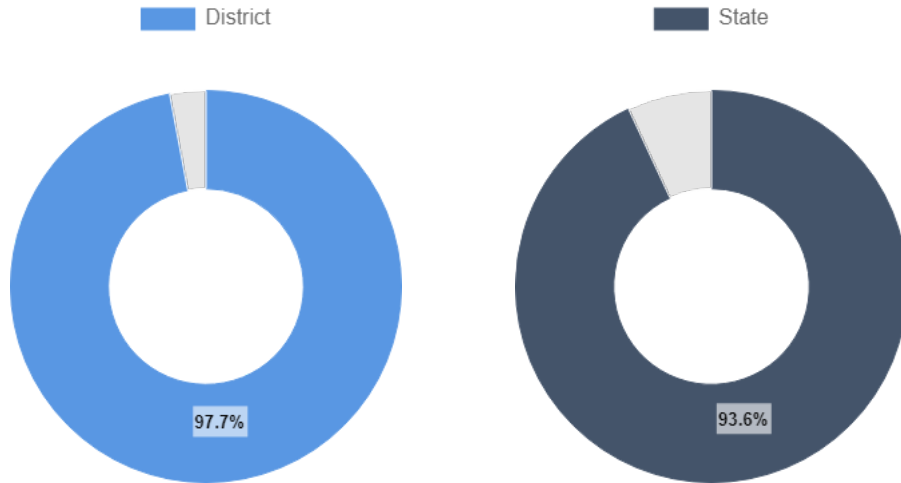
## College and Career Readiness

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

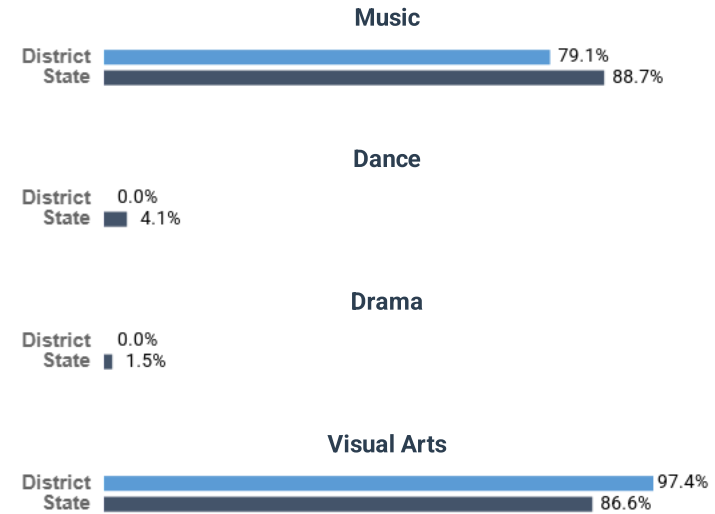
### Visual and Performing Arts – Course Participation

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

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



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



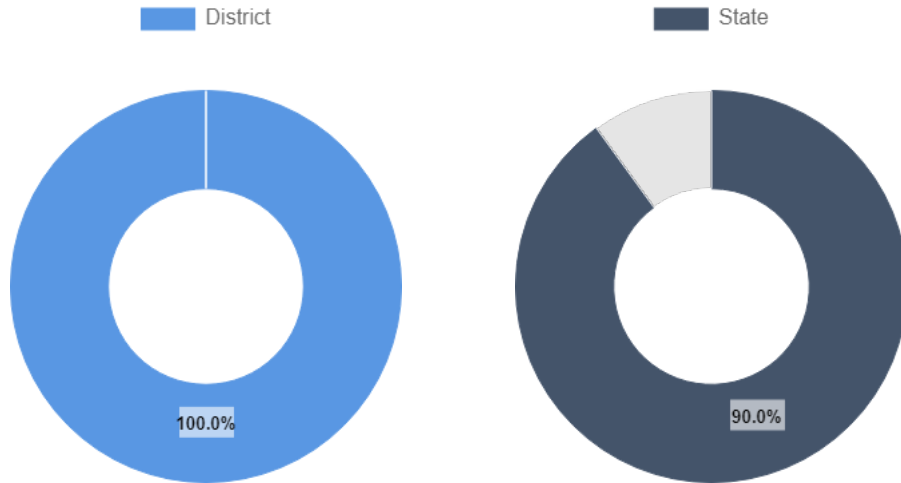
## College and Career Readiness

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

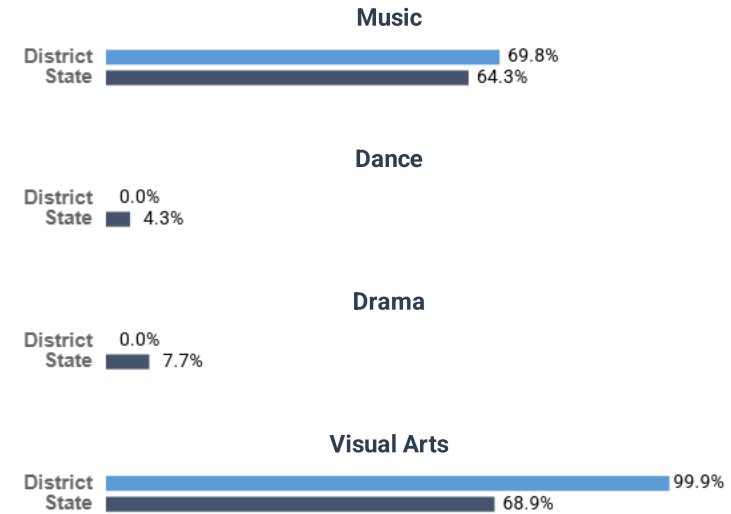
### Visual and Performing Arts – Course Participation

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

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



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

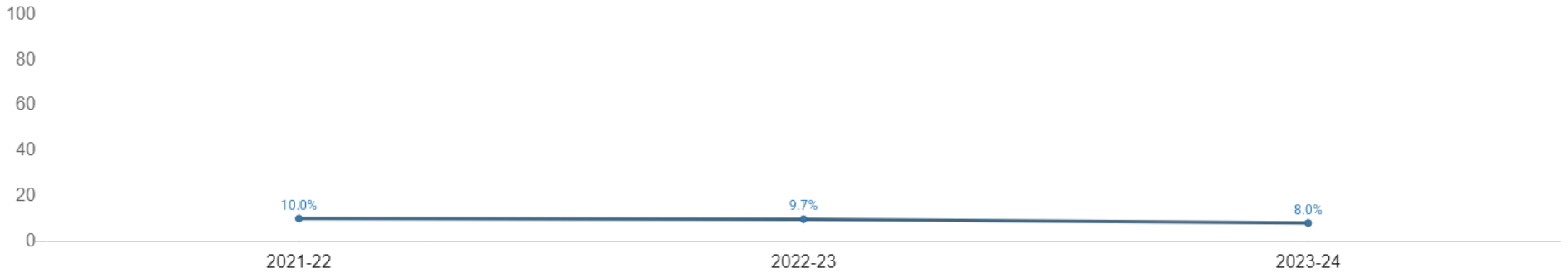


## Climate and Environment

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

### Chronic Absenteeism Trends

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



Performance Measure	2021-22	2022-23	2023-24
Chronic Absenteeism Rate	10.0%	9.7%	8.0%
ESSA Target (State Average for Grades Served)	17.3%	16.0%	13.8%
Met ESSA Target	Met	Met	Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%



## Climate and Environment

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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").

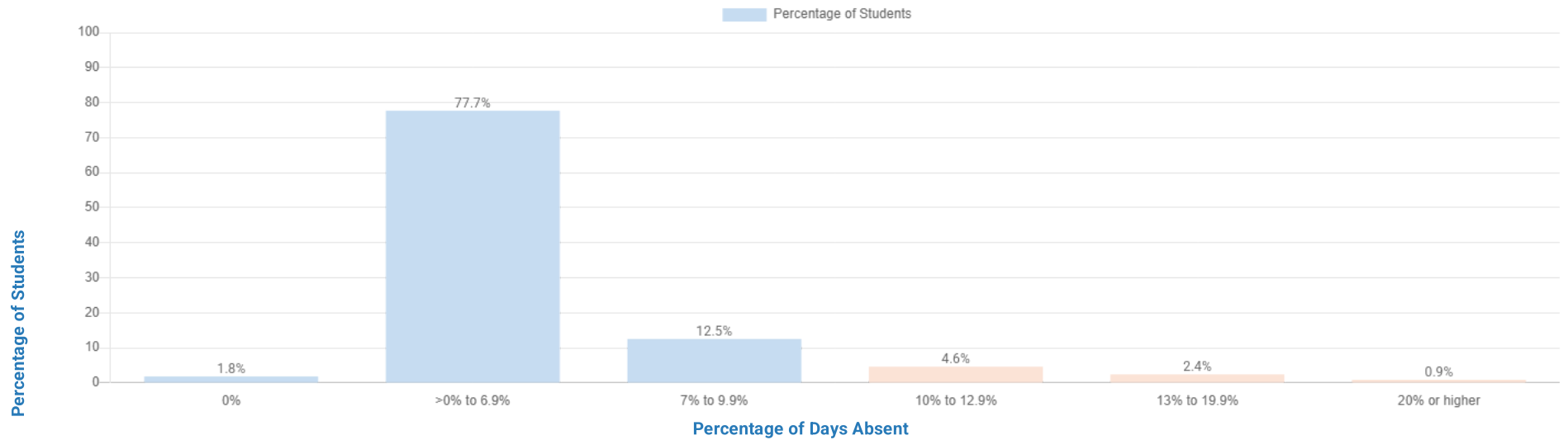
Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	244	8.0%	13.8%	Met
White	111	6.2%	13.8%	Met
Hispanic	80	11.1%	13.8%	Met
Black or African American	20	14.5%	13.8%	Not Met
Asian, Native Hawaiian, or Pacific Islander	27	7.9%	13.8%	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	7.4%	13.8%	Met
Female	*	7.3%		
Male	*	8.7%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	105	15.5%	13.8%	Not Met
Students with Disabilities	72	11.6%	13.8%	Met
Multilingual Learners	30	10.0%	13.8%	Met
Students Experiencing Homelessness	5	41.7%		
Students in Foster Care	*	*		
Military-Connected Students	7	31.8%		
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.

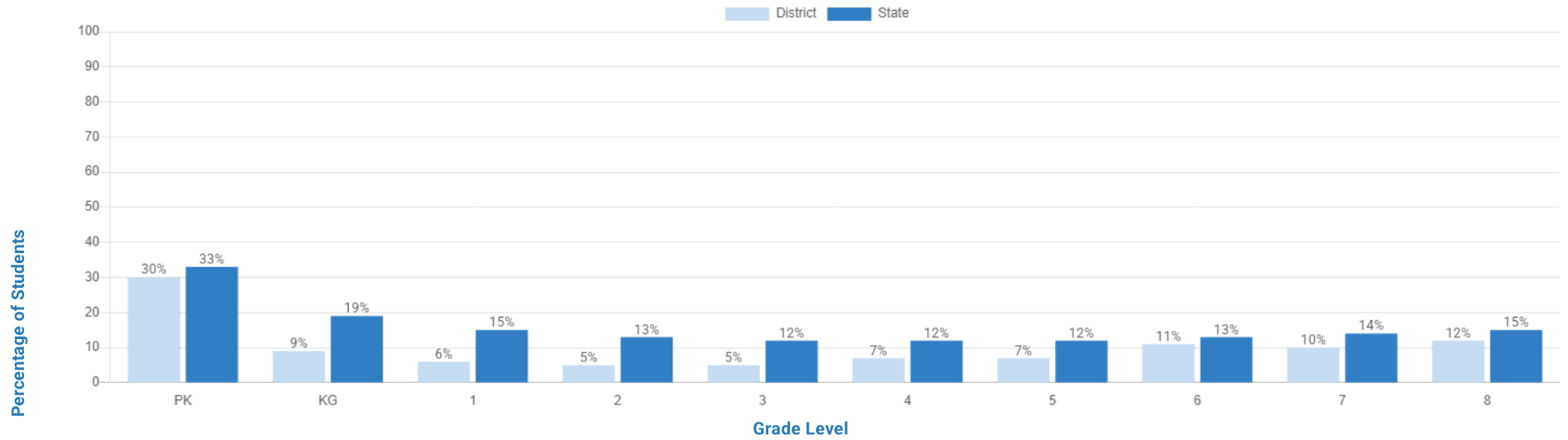


## Climate and Environment

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	43
Weapons	1
Vandalism	3
Substances	0
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	57
Incidents Per 100 Students Enrolled	1.76

### 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	9
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	3

## 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	1	3	4
Religion	0	0	0
Ancestry	0	0	0
Gender	1	0	1
Sexual Orientation	1	0	1
Disability	1	0	1
Other	7	7	14
No Identified Nature	7		7

## 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	3	0%	43	2%	45	2%	<5	<5.00%	0	0%
Hispanic	2	0%	22	3%	23	3%	<5	<5.00%	0	0%
Black or African American	1	1%	13	9%	14	9%	<5	<5.00%	0	0%
Asian	0	0%	3	1%	3	1%	<5	<5.00%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
Two or more races	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
Female	*	0%	*	1%	*	1%	*	<5.00%	*	0%
Male	*	0%	*	4%	*	4%	*	<5.00%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	4	1%	32	4%	34	4%	<5	<5.00%	0	0%
Students with disabilities	4	1%	28	4%	30	5%	<5	<5.00%	0	0%

## Climate and Environment

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

### 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	6	0%	81	2%	85	3%	1	0%	0	0%
PK	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
KG	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
1	0	0%	1	0%	1	0%	<5	<5.00%	0	0%
2	1	0%	2	1%	2	1%	<5	<5.00%	0	0%
3	1	0%	0	0%	1	0%	<5	<5.00%	0	0%
4	0	0%	1	0%	1	0%	<5	<5.00%	0	0%
5	1	0%	16	5%	17	5%	<5	<5.00%	0	0%
6	1	0%	12	3%	13	4%	<5	<5.00%	0	0%
7	0	0%	21	6%	21	6%	<5	<5.00%	0	0%
8	2	1%	28	9%	29	9%	<5	<5.00%	0	0%

## Climate and Environment

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

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

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



## Climate and Environment

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### Students Involved in Police Notifications: By Grade Level

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

Grade	# of Students involved in at least one incident	% involved in an incident	# of Students involved in at least one violent incident	% of Students involved in a violent incident	# of Students involved in at least one vandalism incident	% of Students involved in a vandalism incident that led to police notification	# of Students involved in at least one substance related incident	% of Students involved in a substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in a weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in an HIB incident that led to police notification	# of Students involved in at least one other incident type	% of Students involved in an other incident type
Districtwide	10	0%	6	0%	1	0%	0	0%	0	0%	0	0%	3	0%
PK	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%
KG	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%
1	1	0%	1	0%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%
2	2	1%	2	1%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%
3	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%
4	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%
5	3	1%	3	1%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%
6	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%
7	2	1%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%
8	2	1%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%

## Climate and Environment

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

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

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

## Climate and Environment

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

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

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

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

## Climate and Environment

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

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

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

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

178

## Report Key:

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

## Climate and Environment

## Student Access to Technology and Internet

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

## Staff

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

### Key terms for staff data:

**Teachers:** All classroom teachers

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

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

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

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

### Teachers – Experience

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

Category	Teachers in District	Teachers in State
Total Number of teachers	328	119,239
Average years experience in public schools	12.9	12.6
Average years experience in district	11.2	11.3
Number of Teachers with 4 or more years experience in the district	236	87,243
Percentage of Teachers with 4 or more years experience in the district	72.0%	73.6%
Number of out-of-field teachers	3	2,931
Percentage of out-of-field teachers	0.9%	2.5%
Number of Teachers with Provisional Credentials	23	9,065
Percentage of Teachers with Provisional Credentials	7%	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	22	10,170
Average years experience in public schools	14.2	16.2
Average years experience in district	11.2	12.5
Number of Administrators with 4 or more years experience in the district	19	7,734
Percentage of Administrators with 4 or more years experience in the district	86.4%	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	328	119,239
Administrators	22	10,170
Librarians/Media Specialists	6	1,160
Nurses	8	3,025
School Counselors	13	4,673
Child Study Team Members	27	9,654
School Psychologists	5	2,185
School Social Workers	6	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	147:1
Teachers to Administrators	15:1
Students to Librarians/Media Specialists †	540:1
Students to Nurses †	405:1
Students to Counselors †	249:1
Students to Child Study Team Members †,††	25:1
Students to School Psychologists †	648:1
Students to School Social Workers †	540:1
Students to Student Assistance Coordinators †	N
Students to School Safety Specialists †	3239:1

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

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

### Teachers and Administrators – Demographics

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

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	49.0%	87.0%	60-80%	48.0%	77.0%	57.0%
Male	51.0%	13.0%	20-40%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤20%	≤1%	≤1%	≤1%
White	57.5%	92.4%	90.9%	38.2%	81.8%	74.5%
Hispanic	24.2%	5.5%	4.5%	34.0%	8.6%	8.6%
Black or African American	4.4%	0.9%	0.0%	14.2%	6.4%	14.4%
Asian	11.1%	0.6%	4.5%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.4%	0.5%
Two or More Races	2.5%	0.6%	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

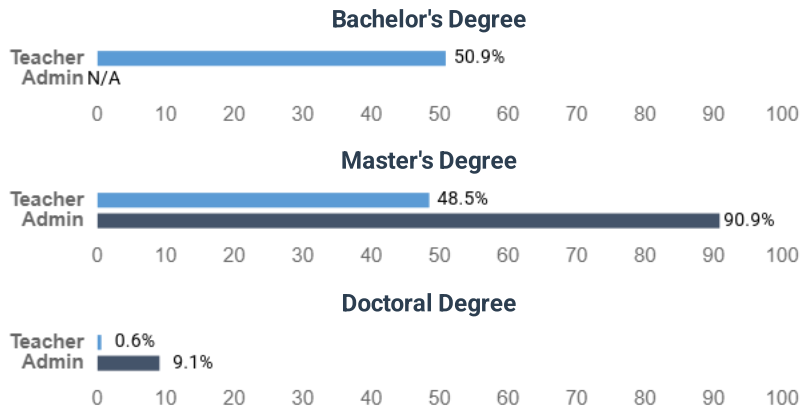
**Experience:** Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given 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	90.7%	89.5%
2022-23 Administrators: Same district 2023-24	90.0%	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)	133	90-95%	5-10%	≤5%	91.7%	6.0%	1.5%	0.0%	0.0%	0.0%	0.8%	70.7%	60.9%	39.1%	0.0%
English/Language Arts/Literacy	21	>80%	≤20%	≤20%	95.2%	4.8%	0.0%	0.0%	0.0%	0.0%	0.0%	81.0%	47.6%	47.6%	4.8%
English to Speakers of Other Languages	11	*	*	*	72.7%	27.3%	0.0%	0.0%	0.0%	0.0%	0.0%	72.7%	54.5%	45.5%	0.0%
Mathematics	10	*	*	*	90.0%	0.0%	0.0%	10.0%	0.0%	0.0%	0.0%	100.0%	60.0%	40.0%	0.0%
Science	10	*	*	*	90.0%	0.0%	10.0%	0.0%	0.0%	0.0%	0.0%	90.0%	20.0%	70.0%	10.0%
Social Studies/History	9	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	88.9%	33.3%	66.7%	0.0%
World Language	9	*	*	*	44.4%	55.6%	0.0%	0.0%	0.0%	0.0%	0.0%	44.4%	77.8%	22.2%	0.0%
Visual and Performing Arts	20	>80%	≤20%	≤20%	95.0%	0.0%	0.0%	0.0%	0.0%	0.0%	5.0%	75.0%	55.0%	45.0%	0.0%
Health/Physical Education	18	40-60%	40-60%	≤20%	94.4%	5.6%	0.0%	0.0%	0.0%	0.0%	0.0%	72.2%	55.6%	44.4%	0.0%
Family & Consumer Sciences	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
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	7	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	85.7%	28.6%	71.4%	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	80	>95%	≤5%	≤5%	97.5%	1.3%	0.0%	1.3%	0.0%	0.0%	0.0%	62.5%	38.8%	61.3%	0.0%
Bilingual	3	*	*	*	66.7%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	66.7%	33.3%	66.7%	0.0%

## Per-Pupil Expenditures

### Per-Pupil Expenditures by Source

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

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

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

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

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

Flemington-Raritan Reg	Federal	State & Local	Total	ADE**
District Level Total Expenditures	\$390	\$19,509	\$19,899	3,173.6
District Level Central Expenditures		\$6,300	\$6,300	3,173.6
Barley Sheaf Elementary School	\$433	\$13,170	\$13,603	364.4
Copper Hill Elementary School	\$260	\$14,681	\$14,941	606.5
Francis A. Desmares Elementary School	\$855	\$13,522	\$14,377	415.7
Reading-Fleming Intermediate School	\$207	\$11,407	\$11,614	702.4
J.P. Case Middle School	\$213	\$12,595	\$12,808	681.4
Robert Hunter Elementary School	\$688	\$14,877	\$15,565	403.1
-				

## Accountability

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

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

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

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

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

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

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

## Accountability

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

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

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

## Accountability

### ESSA Accountability Progress

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

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

ESSA Accountability Indicator	2021-22	2022-23	2023-24
ELA Proficiency	45.1%	53.2%	54.4%
Math Proficiency	48.8%	51.5%	53.5%
ELA Growth†	4	59	53
Math Growth†	6	55	55
4-Year Graduation Rate (Prior Year)††	N	N	N
5-Year Graduation Rate (Prior Year)††	N	N	N
Progress toward English Language Proficiency	42.3%	45.7%	45.9%
Chronic Absenteeism	10.0%	9.7%	8.0%

†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		Met
Black or African American	Not Met	Met Target†	Not Met	Met Standard	N	N		Not Met
Asian, Native Hawaiian, or Pacific Islander	Met Target†	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	Exceeds Standard	N	N		Met
Economically Disadvantaged Students	Not Met	Not Met	Met Standard	Met Standard	N	N		Not Met
Students with Disabilities	Met Target†	Not Met	Met Standard	Met Standard	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:

- FRSD is a Pre-K to grade 8 district with six schools serving a population of approximately 3,200 students in four elementary schools, one intermediate school and one middle school.
- Our schools are part of a whole system of education. The District partners with our community to provide high quality education for students and professional development for staff.
- Our parents hold high expectations for their children's personal and educational success. Parent and community involvement support and enhance our classroom and district programs.



### Mission, Vision, Theme:

The Flemington-Raritan Regional School District values children. Every Student - Every Day - Every Opportunity



### Courses, Curriculum, Instruction:

The Flemington-Raritan Regional School District has an excellent reputation for maintaining high standards of instruction.

## 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.



### Sports and Athletics:

The mission of our middle school sports and athletic program is to foster leadership, responsibility, time management, teamwork, and important adolescent life skills.



### Clubs and Activities:

Students can participate in many clubs and activities especially at the middle school level.



### Before and After School Programs:

The district utilizes the services of the Hunterdon County YMCA for a before and after school program for all children enrolled at each elementary school and at the intermediate school.



## 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.



### Staff and Professional Learning:

The professional development opportunities are well aligned to the goals of the individual teachers, schools, the district, and with the New Jersey Student Learning Standards.



### Student Supports and Services:

The Department of Student Services provides a system of tiered intervention and individualized educational programs that maximize the potential of all students.



### Student Health and Wellness:

FRSD partners with its staff including, but not limited to the school nurses and health and physical education teachers to ensure student and staff health and wellness.

## Narrative

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### Parent and Community Involvement:

FRSD parents hold high expectations for their children's personal and educational success. Parent and community involvement support and enhance classroom and district programs.



### Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers. Information is gathered about transportation, standardized testing, STEM & creativity, recess, sports, homework, school and district security, communication, technology, special education



### Facilities:

The facilities consist of multiple buildings designed to meet students' education, physical, emotional, and academic needs. Special attention is paid to indoor air quality, temperature, and space.

## Narrative

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### School Safety:

The district puts the safety of students and staff as a top priority.



### Technology and STEM:

District efforts have revolved around the importance of settings systems in place for students to engage in computer science, coding, early learning coding skills.