Eatontown Public School District (25-1260)

2023-2024

County: Monmouth

District: Eatontown Public School District

5 Grant Avenue
Eatontown, NJ 07724

Superintendent: Mr. Scott McCue

District Website

📞 732-935-3323

1,010
Total Students

PK-08
Grades Offered

Overview & Resources

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

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

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

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

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

Let the NJDOE know how we can improve future reports by taking our feedback survey. Contact reportcard@doe.nj.gov with any questions about the reports

Overview & Resources

District Contact Information

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

Type	Contact Information
County	Monmouth
District	Eatontown Public School District
Superintendent Name	Mr. Scott McCue
Address	5 Grant Avenue, Eatontown, NJ 07724
Phone Number	732-935-3323
Email Address	smccue@eatontown.org
Website	www.eatontown.org
Facebook	http:///www.facebook.com/eatontownpublicschools
Twitter	https://twitter.com/eatontownsuper

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
Margaret L Vetter	PK-06
Meadowbrook	PK-01
Memorial Middle School	07-08
Woodmere	PK-04

NJ SCHOOL PERFORMANCE REPORT

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	131	132	153
KG	91	110	92
1	104	102	106
2	89	95	101
3	104	94	100
4	79	99	99
5	82	84	97
6	85	82	82
7	90	89	85
8	105	95	95
Total	960	982	1,010

Enrollment Trends by Student Group

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

Student Group	2021-22	2022-23	2023-24
Female	48.0%	48.0%	51.0%
Male	52.0%	52.0%	49.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	30.0%	43.7%	42.9%
Students with Disabilities	21.5%	22.2%	20.9%
Multilingual Learners	8.5%	9.5%	10.2%
Students Experiencing Homelessness	0.3%	1.1%	0.8%
Students in Foster Care	0.0%	0.1%	0.3%
Military-Connected Students	0.1%	0.0%	0.1%
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	42.4%	43.3%	42.1%
Hispanic	30.7%	30.7%	32.5%
Black or African American	13.2%	12.2%	12.7%
Asian	8.1%	8.5%	7.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two Or More Races	5.5%	5.4%	5.3%

Demographics

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Enrollment Trends by Full / Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.
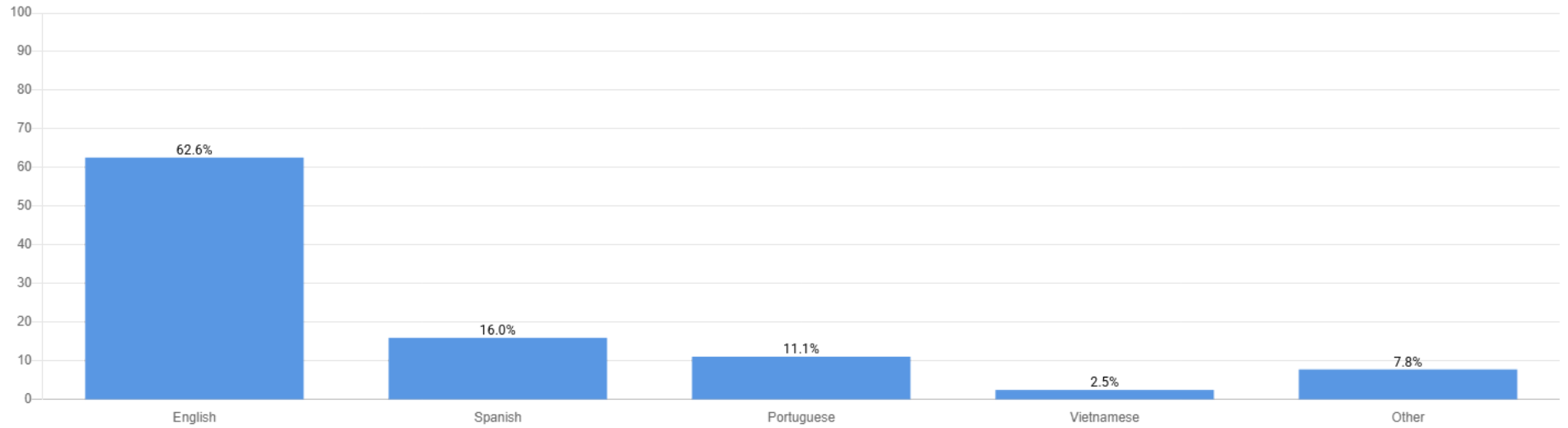
Grade	2021-22	2022-23	2023-24
PK - Half Day	0	0	0
PK - Full Day	131	132	153
KG - Half Day	0	0	0
KG - Full Day	91	110	92

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.

Language	Percentage
English	62.6%
Spanish	16.0%
Portuguese	11.1%
Vietnamese	2.5%
Other	7.8%

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
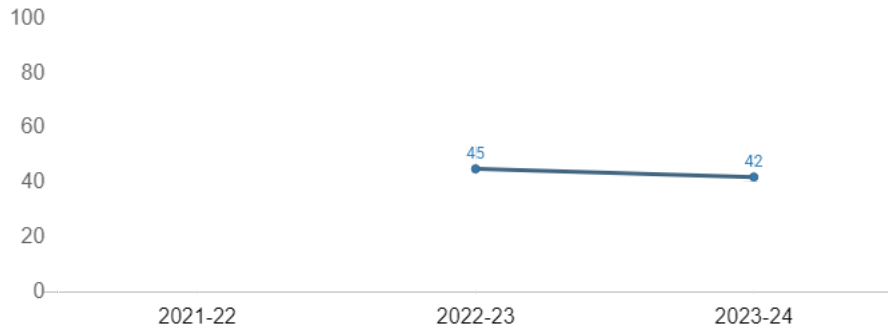
Math Median Student Growth Percentile
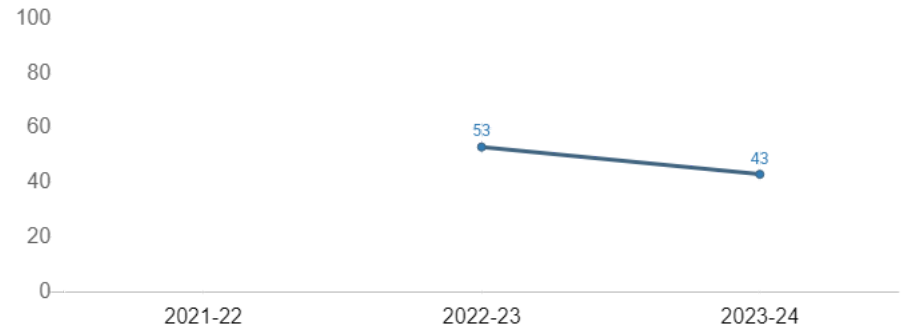
Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Median Student Growth Percentile		45	42		53	43
Met Standard (40-59.5)?		Met Standard	Met Standard		Met Standard	Met Standard
Statewide: Median Student Growth Percentile		50	50		50	50

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

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.

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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	42	50	Met Standard	43	50	Met Standard
White	44	50	Met Standard	43	51	Met Standard
Hispanic	46	49	Met Standard	40.5	48	Met Standard
Black or African American	37.5	47	Not Met	48	46	Met Standard
Asian, Native Hawaiian, or Pacific Islander	41	59	Met Standard	61	60	Exceeds Standard
American Indian or Alaska Native	N	50	**	N	50	**
Two or More Races	34	50	Not Met	53.5	51	Met Standard
Female	44	52		47	50	
Male	41.5	48		42	50	
Non-Binary/Undesignated Gender	N	44		N	45.5	
Economically Disadvantaged Students	42	48	Met Standard	41	48	Met Standard
Students with Disabilities	37	43	Not Met	41	44	Met Standard
Multilingual Learners	62	50	Exceeds Standard	55	50	Met Standard
Students Experiencing Homelessness	*	43		*	45	
Students in Foster Care	*	40		*	47	
Military-Connected Students	N	47.5		N	51	
Migrant Students	N	53		N	44	

Student Growth

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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.
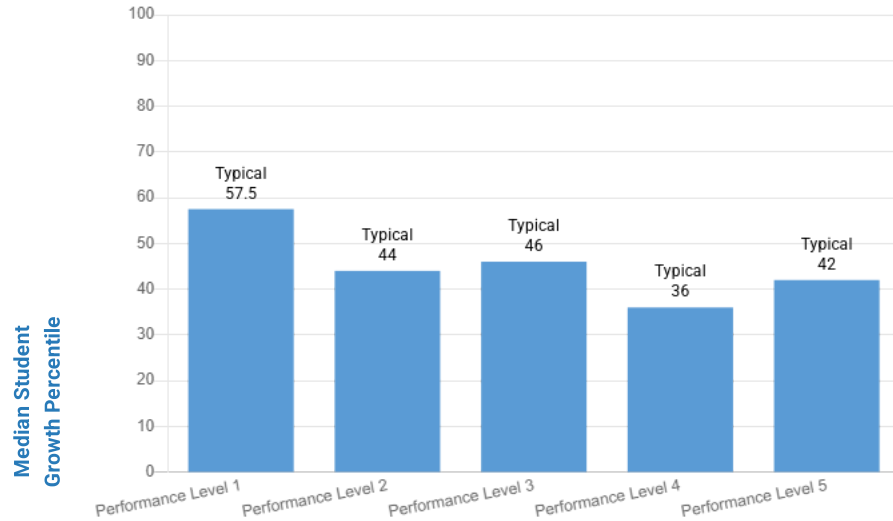
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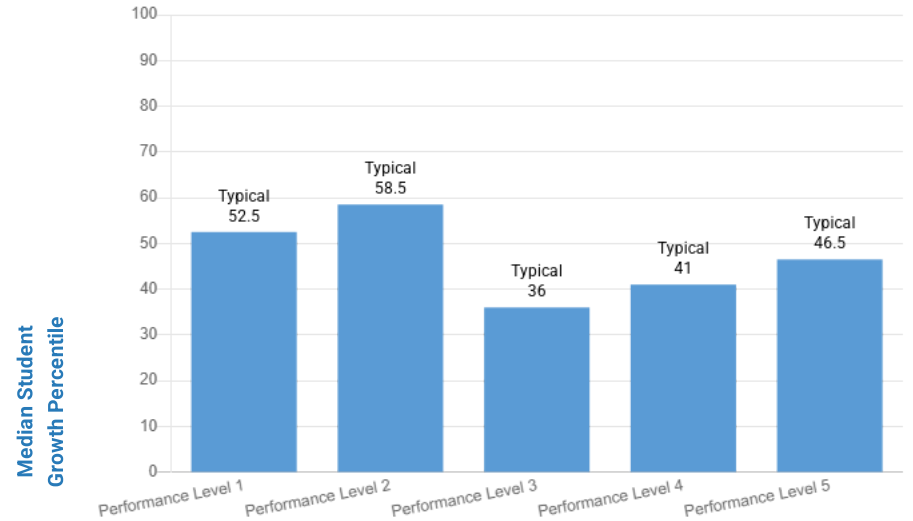
Student Growth by Performance Level

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 — Median Student Growth Percentile: Performance Level 1 Typical 57.5, Performance Level 2 Typical 44, Performance Level 3 Typical 46, Performance Level 4 Typical 36, Performance Level 5 Typical 42

Math — Median Student Growth Percentile: Performance Level 1 Typical 52.5, Performance Level 2 Typical 58.5, Performance Level 3 Typical 36, Performance Level 4 Typical 41, Performance Level 5 Typical 46.5

Student Growth

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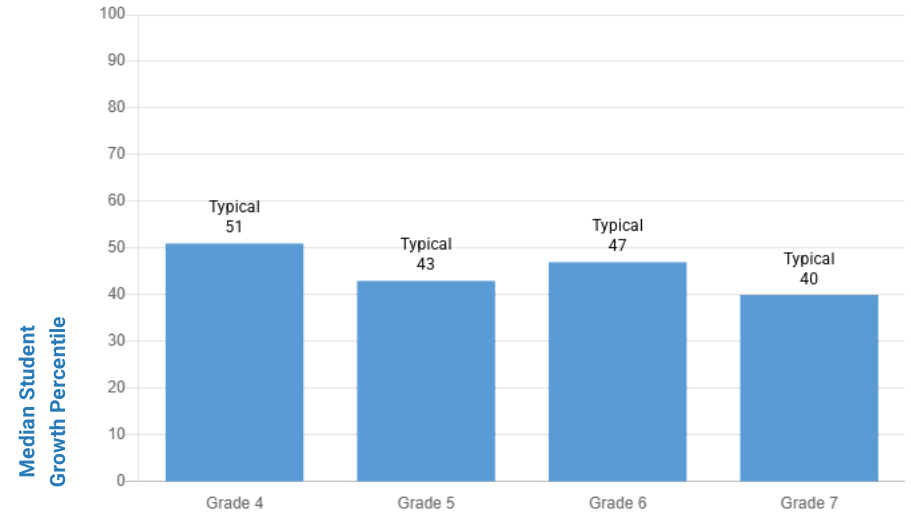
Student Growth by Grade

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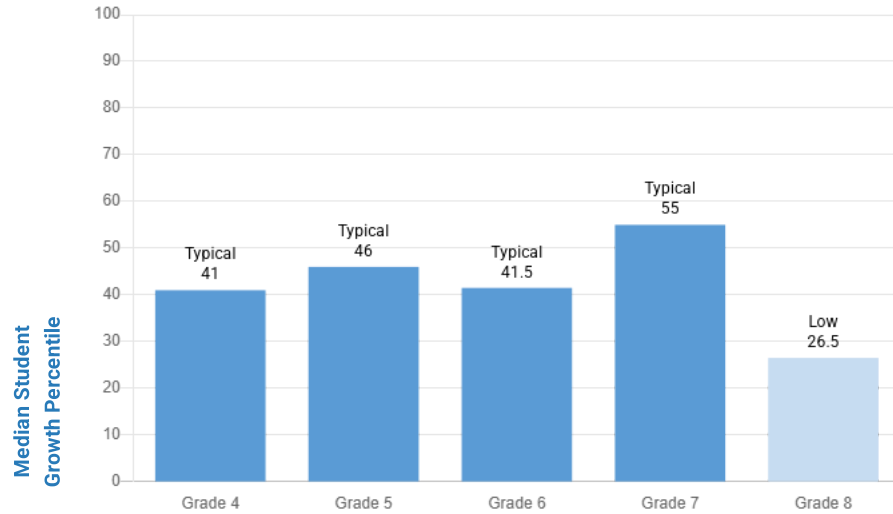
Academic Achievement

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

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

English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability
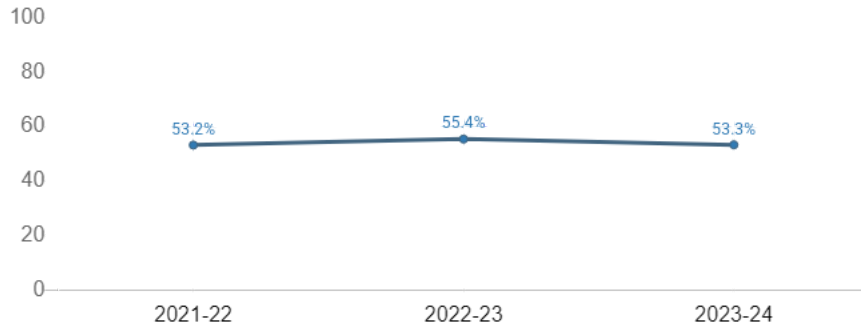
Math Proficiency Rate for Federal Accountability
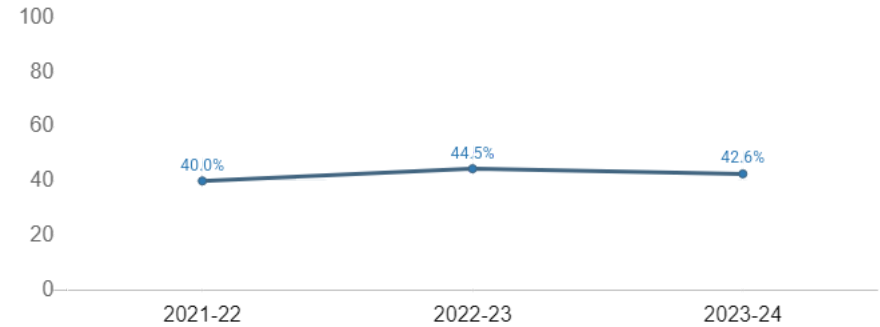
Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	99.1%	97.2%	98.4%	99.1%	98.9%	99.1%
Proficiency Rate for Federal Accountability	53.2%	55.4%	53.3%	40.0%	44.5%	42.6%
Annual Target	59.1%	60.4%	56.9%	50.2%	52.1%	46.4%
Met Annual Target?	Not Met	Not Met	Met Target†	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

† Target was met within a confidence interval.

Academic Achievement

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	533	98.4%	53.3%	52.2%	53.3%	56.9%	Met Target†
White	212	99.5%	62.7%	61.8%	62.7%	66.6%	Met Target†
Hispanic	176	97.4%	45.5%	38%	45.5%	45.9%	Met Target†
Black or African American	71	96.1%	36.6%	35.9%	36.6%	47.4%	Not Met
Asian, Native Hawaiian, or Pacific Islander	42	100%	71.4%	79.9%	71.4%	78.3%	Met Target†
American Indian or Alaska Native	*	*	*	51.2%	*	**	**
Two or More Races	*	100%	46.9%	59.4%	46.9%	44.8%	Met Target
Female	*	98.5%	55.7%	57.7%	55.7%		
Male	*	98.2%	50.9%	47%	50.9%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	217	98.2%	41.9%	34.6%	41.9%	46.8%	Met Target†
Non-Economically Disadvantaged Students	316	98.5%	61.1%	62.8%	61.1%		
Students with Disabilities	105	95.6%	14.3%	19.8%	14.3%	13.7%	Met Target
Students without Disabilities	428	99.1%	62.9%	59.4%	62.9%		
Multilingual Learners	78	97.6%	30.8%	23.1%	30.8%	40.8%	Not Met
Non-Multilingual Learners	455	98.5%	57.1%	56.2%	57.1%		
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

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

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

English Language Arts Assessment - 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.

Legend: 2021-2022, 2022-2023, 2023-2024

Y-axis: Percentage of Students Meeting/Exceeding Expectations

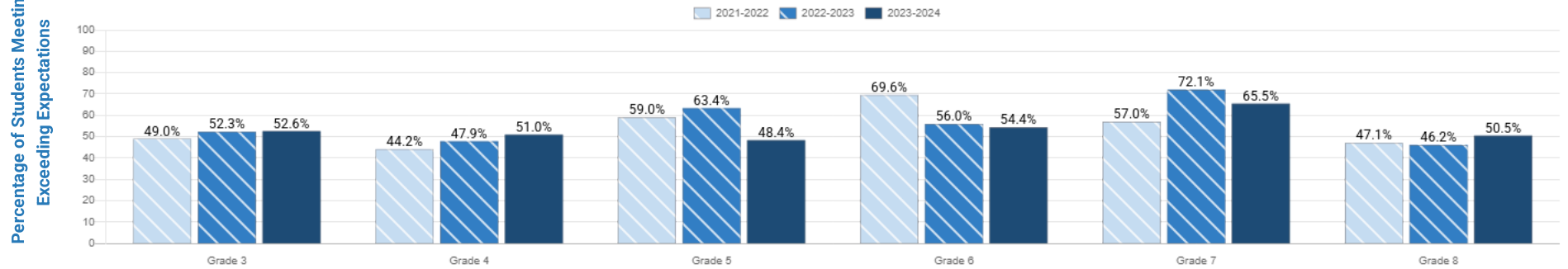| Grade	2021-2022	2022-2023	2023-2024
Grade 3	49.0%	52.3%	52.6%
Grade 4	44.2%	47.9%	51.0%
Grade 5	59.0%	63.4%	48.4%
Grade 6	69.6%	56.0%	54.4%
Grade 7	57.0%	72.1%	65.5%
Grade 8	47.1%	46.2%	50.5%

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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	95	748	741	8%	14%	25%	48%	4%	53%	44%
White	38	749	751	13%	8%	24%	50%	5%	55%	53%
Hispanic	28	748	724	0%	21%	36%	39%	4%	43%	29%
Black or African American	13	726	725	23%	15%	31%	31%	0%	31%	29%
Asian, Native Hawaiian, or Pacific Islander	11	776	770	*	*	*	*	*	100%	70%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	46%
Two or More Races	*	*	751	*	*	*	*	*	*	52%
Female	*	748	746	13%	9%	25%	47%	5%	53%	48%
Male	*	749	736	3%	20%	25%	50%	3%	53%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	41	737	722	15%	20%	27%	34%	5%	39%	26%
Non-Economically Disadvantaged Students	54	757	753	4%	9%	24%	59%	4%	63%	55%
Students with Disabilities	25	725	710	24%	20%	28%	28%	0%	28%	18%
Students without Disabilities	70	757	747	3%	11%	24%	56%	6%	61%	49%
Multilingual Learners	*	*	704	*	*	*	*	*	*	13%
Non-Multilingual Learners	*	750	746	8%	12%	26%	50%	4%	54%	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	98	746	749	11%	17%	20%	42%	9%	51%	51%
White	35	759	758	3%	11%	23%	46%	17%	63%	61%
Hispanic	41	736	734	20%	24%	12%	39%	5%	44%	35%
Black or African American	12	739	733	17%	8%	33%	42%	0%	42%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	51%
Two or More Races	*	*	757	*	*	*	*	*	*	60%
Female	*	749	752	9%	17%	21%	47%	6%	53%	54%
Male	*	744	745	14%	18%	20%	37%	12%	49%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	39	736	731	15%	26%	21%	31%	8%	38%	32%
Non-Economically Disadvantaged Students	59	753	760	8%	12%	20%	49%	10%	59%	63%
Students with Disabilities	15	714	720	*	*	*	*	*	*	21%
Students without Disabilities	83	752	755	8%	13%	19%	48%	11%	59%	57%
Multilingual Learners	11	704	711	*	*	*	*	*	*	13%
Non-Multilingual Learners	87	752	753	7%	15%	21%	47%	10%	57%	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	93	743	750	16%	13%	23%	41%	8%	48%	52%
White	38	753	760	8%	11%	18%	55%	8%	63%	63%
Hispanic	34	736	736	21%	12%	26%	35%	6%	41%	37%
Black or African American	11	723	734	18%	36%	27%	18%	0%	18%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	*	*	757	*	*	*	*	*	*	60%
Female	*	742	755	18%	15%	20%	40%	8%	48%	57%
Male	*	743	745	15%	11%	25%	42%	8%	49%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	35	736	732	20%	14%	20%	40%	6%	46%	33%
Non-Economically Disadvantaged Students	58	746	761	14%	12%	24%	41%	9%	50%	64%
Students with Disabilities	25	715	719	*	*	*	*	*	*	20%
Students without Disabilities	68	753	756	12%	9%	15%	54%	10%	65%	59%
Multilingual Learners	*	*	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	746	754	12%	13%	24%	43%	8%	51%	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	79	752	751	6%	9%	30%	46%	9%	54%	53%
White	33	757	760	6%	9%	24%	42%	18%	61%	63%
Hispanic	22	744	738	5%	9%	50%	36%	0%	36%	39%
Black or African American	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	748	*	*	*	*	*	*	49%
Two or More Races	*	*	758	*	*	*	*	*	*	60%
Female	*	753	756	5%	10%	26%	49%	10%	59%	59%
Male	*	751	746	8%	8%	35%	43%	8%	50%	48%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	29	739	735	14%	10%	28%	48%	0%	48%	35%
Non-Economically Disadvantaged Students	50	759	761	2%	8%	32%	44%	14%	58%	65%
Students with Disabilities	12	712	719	*	*	*	*	*	*	17%
Students without Disabilities	67	759	758	1%	4%	31%	52%	10%	63%	60%
Multilingual Learners	*	*	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	752	754	6%	9%	29%	46%	9%	55%	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	84	762	752	8%	14%	12%	36%	30%	65%	54%
White	36	779	761	0%	11%	6%	44%	39%	83%	64%
Hispanic	24	755	737	13%	17%	8%	38%	25%	63%	39%
Black or African American	10	744	734	20%	20%	20%	20%	20%	40%	37%
Asian, Native Hawaiian, or Pacific Islander	*	*	785	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	51%
Two or More Races	*	*	759	*	*	*	*	*	*	60%
Female	*	767	758	7%	14%	14%	34%	32%	66%	60%
Male	*	756	746	10%	15%	10%	38%	28%	65%	48%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	37	748	734	14%	16%	19%	32%	19%	51%	36%
Non-Economically Disadvantaged Students	47	773	762	4%	13%	6%	38%	38%	77%	64%
Students with Disabilities	14	713	715	29%	50%	0%	21%	0%	21%	18%
Students without Disabilities	70	772	759	4%	7%	14%	39%	36%	74%	61%
Multilingual Learners	*	*	700	*	*	*	*	*	*	*
Non-Multilingual Learners	*	765	756	5%	14%	13%	38%	31%	69%	58%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	21%
Students in Foster Care	*	*	712	*	*	*	*	*	*	17%
Military-Connected Students	*	*	747	*	*	*	*	*	*	50%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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

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English Language Arts Assessment - Performance By Grade: Grade 8

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	91	749	751	11%	14%	24%	34%	16%	51%	53%
White	31	760	760	10%	6%	29%	26%	29%	55%	62%
Hispanic	34	738	736	18%	21%	12%	47%	3%	50%	39%
Black or African American	16	745	735	6%	25%	44%	6%	19%	25%	37%
Asian, Native Hawaiian, or Pacific Islander	*	*	783	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	52%
Two or More Races	*	*	757	*	*	*	*	*	*	59%
Female	*	758	759	12%	12%	17%	31%	29%	60%	60%
Male	*	742	743	10%	16%	31%	37%	6%	43%	46%
Non-binary/undesignated gender	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	39	734	734	15%	23%	28%	28%	5%	33%	36%
Non-Economically Disadvantaged Students	52	761	761	8%	8%	21%	38%	25%	63%	63%
Students with Disabilities	12	726	713	17%	25%	42%	17%	0%	17%	16%
Students without Disabilities	79	753	758	10%	13%	22%	37%	19%	56%	60%
Multilingual Learners	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	753	755	7%	13%	26%	36%	18%	54%	56%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	23%
Students in Foster Care	*	*	708	*	*	*	*	*	*	14%
Military-Connected Students	*	*	743	*	*	*	*	*	*	43%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM. NJSLA results include students taking end-of-grade assessments in grades 3 through 8, as well as end-of-course assessments (Algebra I, Geometry, Algebra II) in middle school and high school. High school mathematics assessment results include all results for Algebra I and Geometry and/or Algebra II results only for students who took Algebra I in middle school and who are enrolled in their first high school mathematics course that corresponds to an end-of-course assessment. Students who were enrolled for less than half a school year are excluded from performance results. Student are considered to have met or exceeded expectations if they score at Level 4 or 5 on the NJSLA or at Level 3 or 4 on the DLM assessment.

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	538	99.1%	42.6%	40.2%	42.6%	46.4%	Not Met
White	211	99.5%	55%	51.1%	55%	57.5%	Met Target†
Hispanic	180	99%	30.6%	24.2%	30.6%	35.7%	Met Target†
Black or African American	72	97.4%	22.2%	20.1%	22.2%	27.5%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	43	100%	74.4%	74.4%	74.4%	73.4%	Met Target
American Indian or Alaska Native	*	*	*	42%	*	**	**
Two or More Races	*	100%	31.3%	48.9%	31.3%	37.8%	Met Target†
Female	*	99.3%	37%	38.4%	37%		
Male	*	98.9%	48%	42%	48%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	220	99.1%	29.5%	21.7%	29.5%	33.4%	Met Target†
Non-Economically Disadvantaged Students	318	99.1%	51.6%	51.5%	51.6%		
Students with Disabilities	104	96.5%	14.4%	16.6%	14.4%	18.1%	Met Target†
Students without Disabilities	434	99.8%	49.3%	45.4%	49.3%		
Multilingual Learners	83	100%	33.7%	18.7%	33.7%	35.5%	Met Target†
Non-Multilingual Learners	455	98.9%	44.2%	43.5%	44.2%		
Students Experiencing Homelessness	*	*	*	12.9%	*		
Students in Foster Care	*	*	*	12.4%	*		
Military-Connected Students	*	*	*	38.8%	*		
Migrant Students	*	*	*	<10%	*		

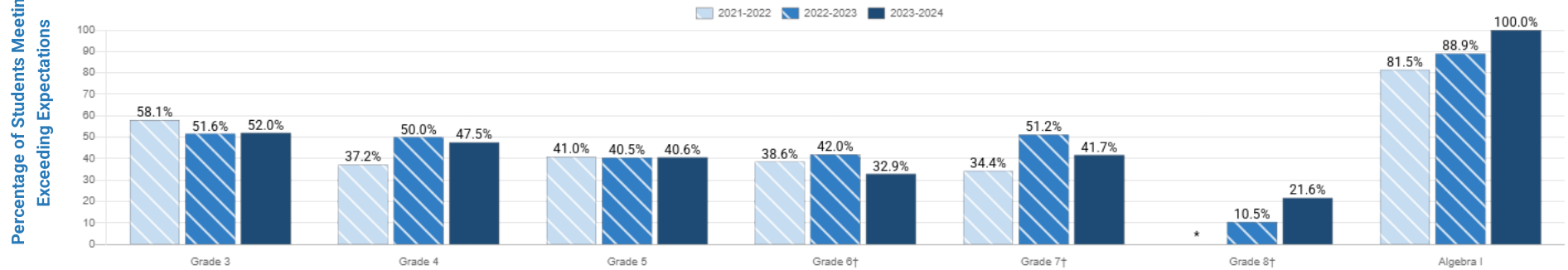† Target was met within a confidence interval.

Academic Achievement

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 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.

Legend: 2021-2022 | 2022-2023 | 2023-2024

Percentage of Students Meeting/Exceeding Expectations

Grade	2021-2022	2022-2023	2023-2024
Grade 3	58.1%	51.6%	52.0%
Grade 4	37.2%	50.0%	47.5%
Grade 5	41.0%	40.5%	40.6%
Grade 6†	38.6%	42.0%	32.9%
Grade 7†	34.4%	51.2%	41.7%
Grade 8†	*	10.5%	21.6%
Algebra I	81.5%	88.9%	100.0%

† 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	100	748	747	9%	14%	25%	40%	12%	52%	48%
White	38	758	757	8%	8%	21%	45%	18%	63%	60%
Hispanic	33	741	732	12%	15%	30%	33%	9%	42%	31%
Black or African American	13	719	728	15%	38%	31%	15%	0%	15%	27%
Asian, Native Hawaiian, or Pacific Islander	11	770	776	0%	0%	0%	82%	18%	100%	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	51%
Two or More Races	*	*	755	*	*	*	*	*	*	56%
Female	*	743	744	11%	16%	30%	32%	12%	44%	45%
Male	*	754	749	7%	12%	19%	51%	12%	63%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	44	740	729	14%	23%	20%	32%	11%	43%	28%
Non-Economically Disadvantaged Students	56	754	758	5%	7%	29%	46%	13%	59%	60%
Students with Disabilities	26	731	725	23%	15%	27%	31%	4%	35%	25%
Students without Disabilities	74	753	751	4%	14%	24%	43%	15%	58%	52%
Multilingual Learners	*	*	722	*	*	*	*	*	*	20%
Non-Multilingual Learners	*	751	751	7%	13%	25%	42%	13%	55%	52%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	17%
Students in Foster Care	*	*	719	*	*	*	*	*	*	18%
Military-Connected Students	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	727	*	*	*	*	*	*	12%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	101	746	744	10%	14%	29%	40%	8%	48%	45%
White	35	760	754	3%	9%	26%	46%	17%	63%	57%
Hispanic	44	737	730	14%	16%	34%	34%	2%	36%	28%
Black or African American	12	736	726	17%	25%	25%	33%	0%	33%	24%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	50%
Two or More Races	*	*	752	*	*	*	*	*	*	54%
Female	*	750	743	4%	11%	36%	45%	4%	49%	43%
Male	*	743	746	15%	17%	22%	35%	11%	46%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	41	736	727	15%	15%	37%	34%	0%	34%	25%
Non-Economically Disadvantaged Students	60	754	755	7%	13%	23%	43%	13%	57%	58%
Students with Disabilities	15	718	722	33%	13%	33%	20%	0%	20%	21%
Students without Disabilities	86	751	749	6%	14%	28%	43%	9%	52%	50%
Multilingual Learners	14	728	718	21%	21%	36%	21%	0%	21%	14%
Non-Multilingual Learners	87	749	748	8%	13%	28%	43%	9%	52%	49%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	15%
Students in Foster Care	*	*	716	*	*	*	*	*	*	15%
Military-Connected Students	*	*	744	*	*	*	*	*	*	43%
Migrant Students	*	*	721	*	*	*	*	*	*	17%

Academic Achievement

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

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Mathematics Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	96	740	741	14%	25%	21%	31%	9%	41%	40%
White	38	751	751	5%	18%	26%	37%	13%	50%	53%
Hispanic	36	732	726	19%	31%	17%	28%	6%	33%	23%
Black or African American	11	724	722	18%	27%	36%	18%	0%	18%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	*	*	748	*	*	*	*	*	*	49%
Female	*	730	739	19%	30%	19%	26%	7%	33%	38%
Male	*	749	742	9%	21%	23%	36%	11%	47%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	36	730	724	17%	33%	22%	25%	3%	28%	20%
Non-Economically Disadvantaged Students	60	746	752	12%	20%	20%	35%	13%	48%	53%
Students with Disabilities	25	710	717	*	*	*	*	*	*	16%
Students without Disabilities	71	751	746	8%	17%	21%	41%	13%	54%	45%
Multilingual Learners	*	*	711	*	*	*	*	*	*	*
Non-Multilingual Learners	*	744	744	10%	24%	22%	34%	10%	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.

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.

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	82	734	737	9%	33%	26%	30%	2%	33%	36%
White	33	739	746	9%	24%	24%	39%	3%	42%	47%
Hispanic	25	726	723	8%	48%	24%	20%	0%	20%	20%
Black or African American	*	*	718	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	*	*	*	*	*	*	73%
American Indian or Alaska Native	*	*	735	*	*	*	*	*	*	33%
Two or More Races	*	*	743	*	*	*	*	*	*	45%
Female	*	729	736	12%	37%	27%	22%	2%	24%	34%
Male	*	740	738	5%	29%	24%	39%	2%	41%	38%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	32	725	721	13%	38%	34%	16%	0%	16%	17%
Non-Economically Disadvantaged Students	50	740	747	6%	30%	20%	40%	4%	44%	48%
Students with Disabilities	12	708	714	*	*	*	*	*	*	12%
Students without Disabilities	70	739	741	7%	27%	27%	36%	3%	39%	41%
Multilingual Learners	*	*	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	736	740	6%	32%	27%	32%	3%	35%	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.

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.

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	84	743	739	5%	23%	31%	36%	6%	42%	37%
White	36	754	748	3%	8%	28%	47%	14%	61%	50%
Hispanic	24	734	728	4%	38%	38%	21%	0%	21%	23%
Black or African American	10	730	724	20%	30%	10%	40%	0%	40%	18%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	*	*	743	*	*	*	*	*	*	44%
Female	*	741	738	2%	27%	36%	27%	7%	34%	36%
Male	*	745	739	8%	18%	25%	45%	5%	50%	39%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	37	733	726	5%	32%	41%	22%	0%	22%	20%
Non-Economically Disadvantaged Students	47	751	747	4%	15%	23%	47%	11%	57%	48%
Students with Disabilities	14	714	716	*	*	*	*	*	*	12%
Students without Disabilities	70	749	743	0%	19%	33%	41%	7%	49%	43%
Multilingual Learners	*	*	714	*	*	*	*	*	*	*
Non-Multilingual Learners	*	744	741	5%	20%	31%	38%	6%	44%	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.

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.

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	74	727	719	18%	24%	36%	22%	0%	22%	19%
White	21	732	729	14%	19%	33%	33%	0%	33%	27%
Hispanic	32	725	713	19%	28%	41%	13%	0%	13%	13%
Black or African American	14	709	707	*	*	*	*	*	*	10%
Asian, Native Hawaiian, or Pacific Islander	*	*	740	*	*	*	*	*	*	40%
American Indian or Alaska Native	*	*	722	*	*	*	*	*	*	21%
Two or More Races	*	*	722	*	*	*	*	*	*	22%
Female	*	721	719	25%	25%	38%	13%	0%	13%	19%
Male	*	732	719	12%	24%	36%	29%	0%	29%	20%
Non-binary/undesignated gender	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	35	724	711	20%	26%	34%	20%	0%	20%	12%
Non-Economically Disadvantaged Students	39	730	725	15%	23%	38%	23%	0%	23%	25%
Students with Disabilities	12	701	702	*	*	*	*	*	*	*
Students without Disabilities	62	732	724	10%	26%	40%	24%	0%	24%	23%
Multilingual Learners	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	728	721	15%	25%	38%	22%	0%	22%	21%
Students Experiencing Homelessness	*	*	704	*	*	*	*	*	*	*
Students in Foster Care	*	*	696	*	*	*	*	*	*	*
Military-Connected Students	*	*	722	*	*	*	*	*	*	19%
Migrant Students	*	*	*	*	*	*	*	*	*	*

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

Academic Achievement

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

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.

Mathematics Assessment - Performance By Test: Algebra I

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	18	786	738	0%	0%	0%	89%	11%	100%	40%
White	*	*	748	*	*	*	*	*	*	51%
Hispanic	*	*	723	*	*	*	*	*	*	23%
Black or African American	*	*	719	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	*	*	746	*	*	*	*	*	*	49%
Female	*	784	737	*	*	*	*	*	100%	39%
Male	*	*	739	*	*	*	*	*	*	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	*	*	722	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	*	786	747	0%	0%	0%	86%	14%	100%	50%
Students with Disabilities	*	*	710	*	*	*	*	*	*	11%
Students without Disabilities	*	786	743	0%	0%	0%	89%	11%	100%	45%
Multilingual Learners	*	*	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	786	741	0%	0%	0%	89%	11%	100%	43%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	13%
Students in Foster Care	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	696	*	*	*	*	*	*	*

Academic Achievement

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

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DLM Alternate Assessment - Participation

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

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

Academic Achievement

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.
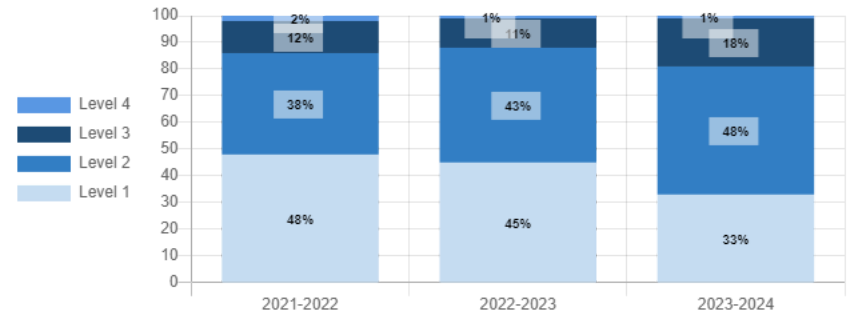
English Language Proficiency Test - Participation and Performance

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	51	*	>90%	*	<10%
3-4	18	16	88.9%	2	11.1%
5 or more	N	N	N	N	N

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	69%	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.
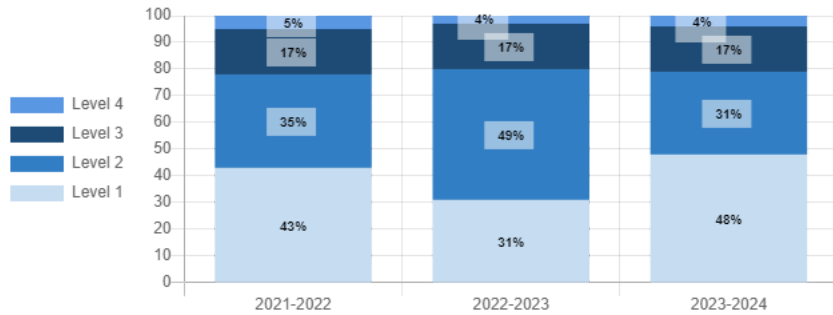
NJSLA Science Assessment: Grade 8 Summary

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	48%	31%	17%	4%	35%	37%	21%	6%
White	34%	34%	26%	5%	22%	42%	28%	8%
Hispanic	56%	39%	6%	0%	51%	36%	12%	2%
Black or African American	73%	18%	9%	0%	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	*	*	*	*	27%	36%	27%	10%
Female	53%	33%	9%	5%	35%	39%	20%	6%
Male	43%	30%	23%	4%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	64%	28%	8%	0%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	38%	33%	22%	7%	24%	39%	28%	10%
Students with Disabilities	84%	12%	4%	0%	64%	27%	8%	2%
Students without Disabilities	35%	38%	21%	6%	30%	39%	24%	7%
Multilingual Learners	*	*	*	*	78%	20%	2%	0%
Non-Multilingual Learners	44%	34%	18%	4%	30%	39%	23%	7%
Students Experiencing Homelessness	*	*	*	*	68%	25%	6%	1%
Students in Foster Care	*	*	*	*	67%	28%	3%	1%
Military-Connected Students	*	*	*	*	30%	42%	23%	5%
Migrant Students	*	*	*	*	73%	27%	0%	0%

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	33%	48%	18%	1%	36%	45%	14%	5%
White	27%	40%	30%	3%	23%	52%	19%	6%
Hispanic	38%	56%	6%	0%	51%	42%	6%	1%
Black or African American	47%	40%	13%	0%	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	*	*	*	*	27%	46%	19%	8%
Female	39%	41%	20%	0%	35%	47%	13%	4%
Male	27%	54%	17%	2%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	35%	51%	14%	0%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	31%	46%	21%	2%	26%	48%	19%	7%
Students with Disabilities	70%	30%	0%	0%	67%	29%	3%	1%
Students without Disabilities	28%	51%	20%	1%	30%	48%	16%	6%
Multilingual Learners	*	*	*	*	75%	24%	1%	0%
Non-Multilingual Learners	29%	51%	19%	1%	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	*	*	*	*	*	*	*	*

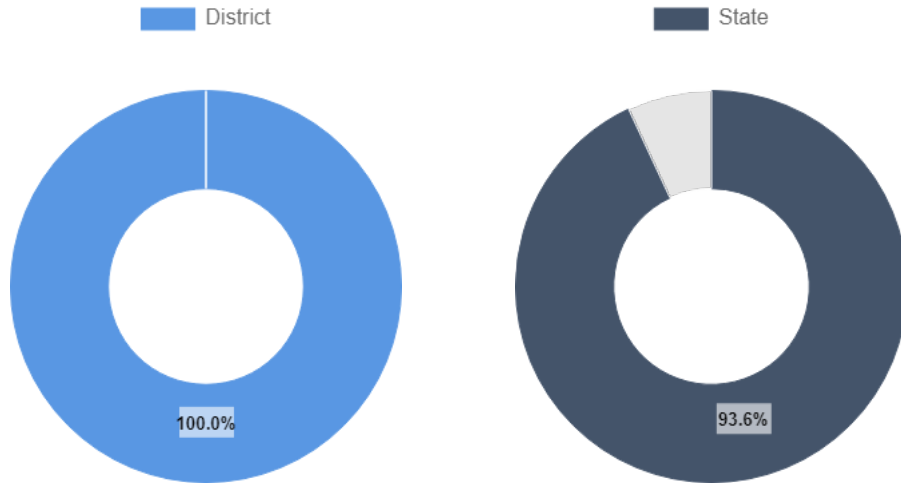## College and Career Readiness

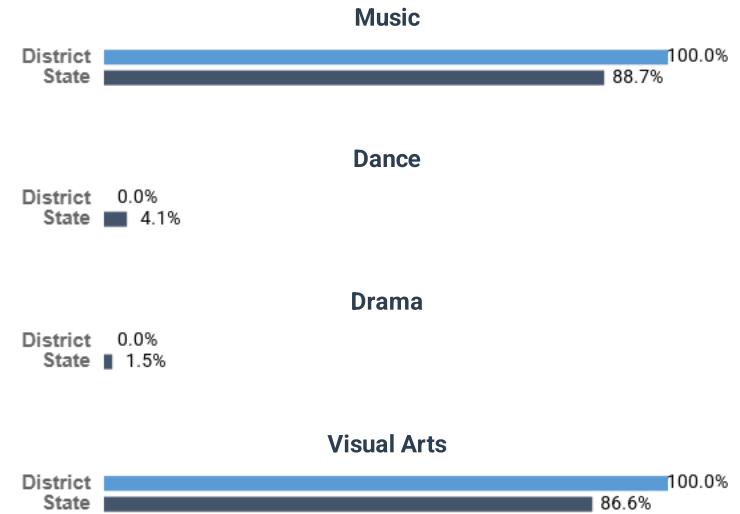Information about New Jersey Student Learning Standards can be found on the NJDOE website.

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.

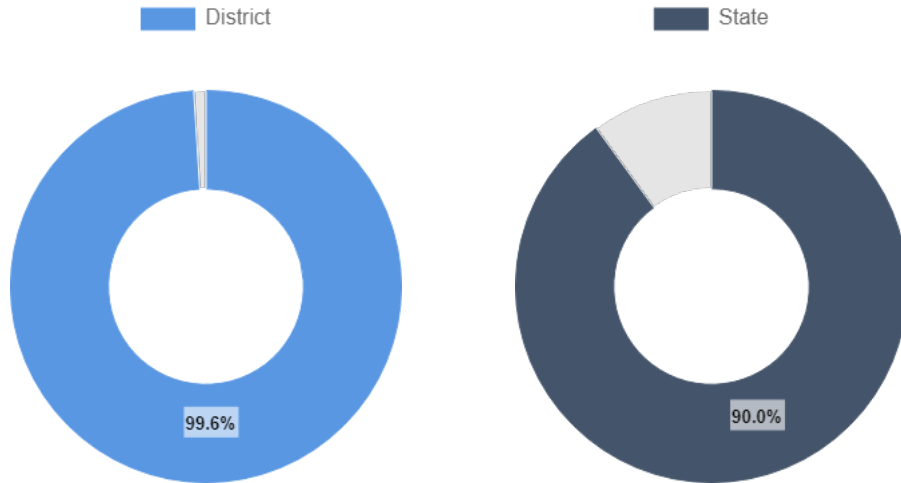| Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	82
7	0	0	85
8	18	0	77
Total	18	0	244

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	82	0	0	0	0	0	0
7	0	0	0	0	0	0	84
8	0	0	0	0	0	0	95
Total	82	0	0	0	0	0	179

College and Career Readiness

Information about New Jersey Student Learning Standards can be found on the NJDOE website.

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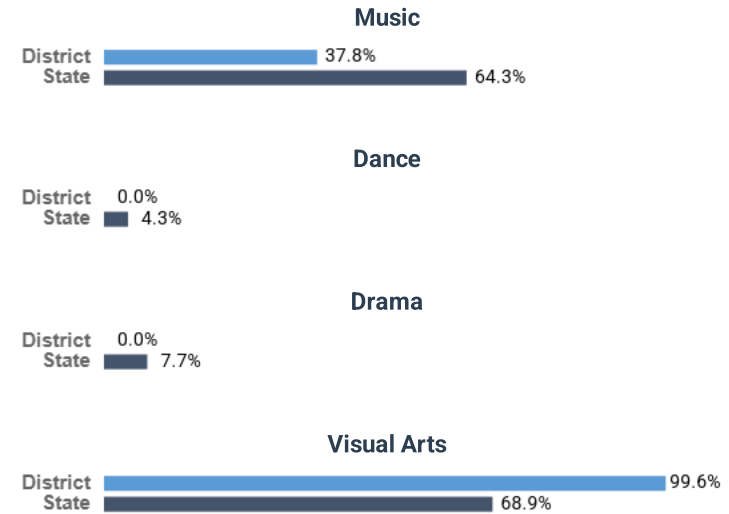
This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
KG	0	0	0	92	0	0	0
1	0	0	0	104	0	0	0
2	0	0	0	103	0	0	0
3	0	0	0	101	0	0	0
4	0	0	0	99	0	0	0
5	0	0	0	97	0	0	0
6	0	0	0	82	0	0	0
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	0	0	0	678	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

District: 100.0%
State: 93.6%

Students enrolled in one or more classes by discipline:

Music
District: 100.0%
State: 88.7%

Dance
District: 0.0%
State: 4.1%

Drama
District: 0.0%
State: 1.5%

Visual Arts
District: 100.0%
State: 86.6%

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

District
State

99.6%

90.0%

Students enrolled in one or more classes by discipline:

Music

District 37.8%
State 64.3%

Dance

District 0.0%
State 4.3%

Drama

District 0.0%
State 7.7%

Visual Arts

District 99.6%
State 68.9%

Eatontown Public School District

(25-1260)

2023-2024

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Climate and Environment

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

Chronic Absenteeism 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").
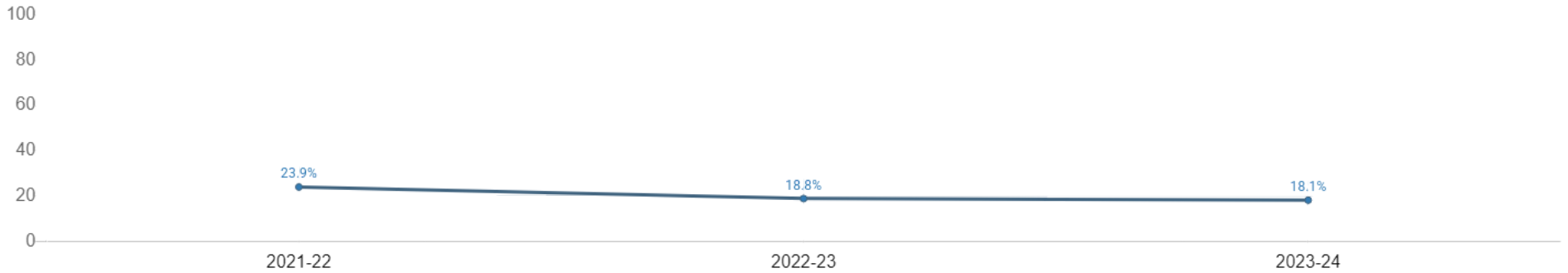
Performance Measure	2021-22	2022-23	2023-24
Chronic Absenteeism Rate	23.9%	18.8%	18.1%
ESSA Target (State Average for Grades Served)	17.3%	16.0%	13.8%
Met ESSA Target	Not Met	Not Met	Not Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%

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").

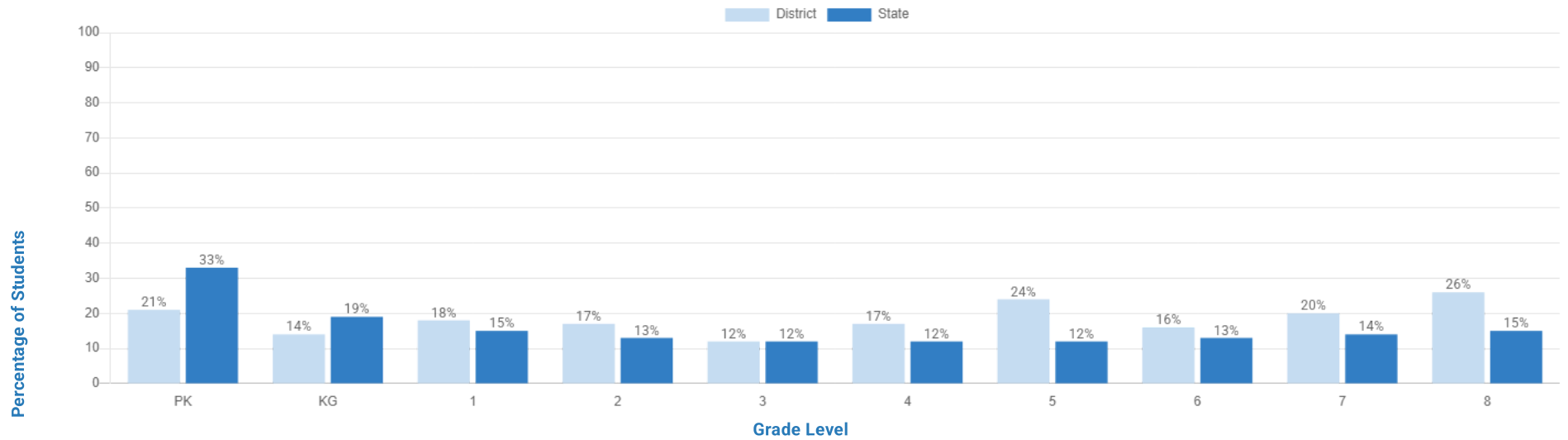| Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	155	18.1%	13.8%	Not Met
White	49	13.6%	13.8%	Met
Hispanic	67	23.8%	13.8%	Not Met
Black or African American	23	21.5%	13.8%	Not Met
Asian, Native Hawaiian, or Pacific Islander	4	6.9%	13.8%	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	24.0%	13.8%	Not Met
Female	*	16.1%		
Male	*	20.1%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	92	24.4%	13.8%	Not Met
Students with Disabilities	44	25.1%	13.8%	Not Met
Multilingual Learners	34	32.1%	13.8%	Not Met
Students Experiencing Homelessness	6	54.5%		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
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.

Percentage of Students

Percentage of Days Absent	Percentage of Students
0%	2.6%
>0% to 6.9%	64.6%
7% to 9.9%	14.7%
10% to 12.9%	8.6%
13% to 19.9%	6.5%
20% or higher	2.9%

Climate and Environment

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

Chronic Absenteeism 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	4
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	0.79

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

Climate and Environment

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Climate and Environment

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

Student Disciplinary Removals: By Student Group

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

Student Group	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
White	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
Hispanic	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
Black or African American	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
Asian	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
Two or more races	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
Female	*	<5.00%	*	<5.00%	*	<5.00%	*	0%	*	0%
Male	*	<5.00%	*	<5.00%	*	<5.00%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
Students with disabilities	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	0	0%

Climate and Environment

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

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	1	0%	2	0%	3	0%	0	0%	0	0%
PK	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
KG	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
1	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
2	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
3	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
4	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
5	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
6	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
7	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
8	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	0	0%

Climate and Environment

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

Students 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	4	0%	1	0%	0	0%	0	0%	0	0%	2	0%	1	0%
White	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%
Hispanic	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%
Black or African American	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%
Asian	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%
Female	*	<5.00%	*	<5.00%	*	0%	*	0%	*	0%	*	<5.00%	*	<5.00%
Male	*	<5.00%	*	<5.00%	*	0%	*	0%	*	0%	*	<5.00%	*	<5.00%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%
Students with disabilities	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%

Climate and Environment

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

Students Involved in Police Notifications: By 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	4	0%	1	0%	0	0%	0	0%	0	0%	2	0%	1	0%
PK	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%
KG	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%
1	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%
2	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%
3	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%
4	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%
5	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%
6	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%
7	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%
8	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%

Climate and Environment

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

Students 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%

Eatontown Public School District

(25-1260)

2023-2024

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Climate and Environment

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

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
*

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, of if the teacher has an expired certificate.

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

Teachers – Experience

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

Category	Teachers in District	Teachers in State
Total Number of teachers	100	119,239
Average years experience in public schools	12.3	12.6
Average years experience in district	11.5	11.3
Number of Teachers with 4 or more years experience in the district	81	87,243
Percentage of Teachers with 4 or more years experience in the district	81.0%	73.6%
Number of out-of-field teachers	0	2,931
Percentage of out-of-field teachers	0%	2.5%
Number of Teachers with Provisional Credentials	9	9,065
Percentage of Teachers with Provisional Credentials	9%	7.6%

Administrators – Experience

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

Category	Admin. in District	Admin. in State
Total Number of administrators	7	10,170
Average years experience in public schools	14.1	16.2
Average years experience in district	14.1	12.5
Number of Administrators with 4 or more years experience in the district	7	7,734
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.8%

Staff Counts

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

Staff Category	District: Total Staff Members	State: Total Staff Members
Teachers	100	119,239
Administrators	7	10,170
Librarians/Media Specialists	2	1,160
Nurses	4	3,025
School Counselors	4	4,673
Child Study Team Members	9	9,654
School Psychologists	2	2,185
School Social Workers	1	2,750
Student Assistance Coordinators	N	400
School Safety Specialists	1	681

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Student and Staff Ratios

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

Ratio	District Ratio
Students to Teachers	10:1
Students to Administrators	144:1
Teachers to Administrators	14:1
Students to Librarians/Media Specialists †	505:1
Students to Nurses †	253:1
Students to Counselors †	253:1
Students to Child Study Team Members †,††	23:1
Students to School Psychologists †	505:1
Students to School Social Workers †	1010:1
Students to Student Assistance Coordinators †	N
Students to School Safety Specialists †	1010:1

† 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	51.0%	85-90%	*	48.0%	77.0%	57.0%
Male	49.0%	10-15%	*	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤5%	*	≤1%	≤1%	≤1%
White	42.1%	92.0%	100.0%	38.2%	81.8%	74.5%
Hispanic	32.5%	5.0%	0.0%	34.0%	8.6%	8.6%
Black or African American	12.7%	3.0%	0.0%	14.2%	6.4%	14.4%
Asian	7.4%	0.0%	0.0%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.4%	0.5%
Two or More Races	5.3%	0.0%	0.0%	3.1%	0.3%	0.4%

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

Teachers 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.

Bachelor's Degree

Teacher: 67.7%
Admin: N/A

Master's Degree

Teacher: 32.3%
Admin: 100.0%

Doctoral Degree
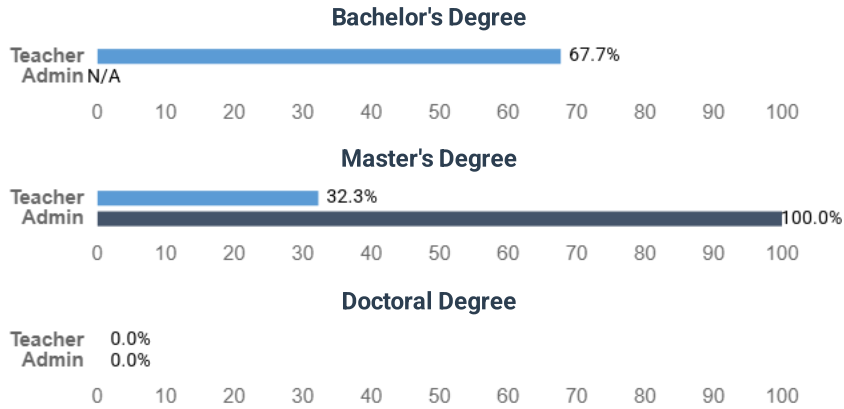
Teacher: 0.0%
Admin: 0.0%

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	90.8%	89.5%
2022-23 Administrators: Same district 2023-24	85.7%	87.9%

Staff

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

Key terms for staff data:

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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.

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

Teachers by Subject Area

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

Subject Area	Total Number of Teachers	% Female	% Male	% Non-binary or Undesignated Gender	% White	% Hispanic	% Black or African American	% Asian	% Native Hawaiian, Pacific Islander	% American Indian or Native American	% Two or More Races	% 4 or more years experience in the district	% Bachelor's Degree(Highest Degree)	% Master's Degree(Highest Degree)	% Doctoral Degree(Highest Degree)
Elementary (Not Subject Specific)	34	>90%	≤10%	≤10%	94.1%	2.9%	2.9%	0.0%	0.0%	0.0%	0.0%	76.5%	67.6%	32.4%	0.0%
English/Language Arts/Literacy	6	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	66.7%	33.3%	0.0%
English to Speakers of Other Languages	3	*	*	*	33.3%	33.3%	33.3%	0.0%	0.0%	0.0%	0.0%	33.3%	0.0%	100.0%	0.0%
Mathematics	8	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	75.0%	75.0%	25.0%	0.0%
Science	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	50.0%	50.0%	0.0%
Social Studies/History	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	100.0%	0.0%
World Language	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
Visual and Performing Arts	6	*	*	*	83.3%	16.7%	0.0%	0.0%	0.0%	0.0%	0.0%	83.3%	100.0%	0.0%	0.0%
Health/Physical Education	5	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
Family & Consumer Sciences	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Computer Science/IT	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	50.0%	50.0%	0.0%
Industrial Arts	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Career and Technical Education	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Special Education	25	>80%	≤20%	≤20%	92.0%	8.0%	0.0%	0.0%	0.0%	0.0%	0.0%	72.0%	68.0%	32.0%	0.0%
Bilingual	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N

Per-Pupil Expenditures

Per-Pupil Expenditures by Source

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

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

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

Link to District Summary of 2023-24 School-Level Per Pupil Expenditures by Source

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

Eatontown Boro	Federal	State & Local	Total	ADE**
District Level Total Expenditures	$1,759	$20,956	$22,715	957.0
District Level Central Expenditures		$973	$973	957.0
Margaret L Vetter	$1,308	$21,449	$22,757	219.2
Memorial Middle School	$1,736	$24,421	$26,157	178.6
Meadowbrook	$1,765	$20,329	$22,094	235.7
Woodmere	$1,887	$16,288	$18,175	323.6
-				

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]().

Eatontown Public School District

(25-1260)

2023-2024

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Accountability

Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

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

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

Accountability

ESSA Accountability Progress

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

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

ESSA Acountability Indicator	2021-22	2022-23	2023-24
ELA Proficiency	53.2%	55.4%	53.3%
Math Proficiency	40.0%	44.5%	42.6%
ELA Growth†	59	45	42
Math Growth†	72	53	43
4-Year Graduation Rate (Prior Year)††	N	N	N
5-Year Graduation Rate (Prior Year)††	N	N	N
Progress toward English Language Proficiency	60.0%	48.0%	69.0%
Chronic Absenteeism	23.9%	18.8%	18.1%

†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†	Not Met	Met Standard	Met Standard	N	N	Met Goal	Not Met
White	Met Target†	Met Target†	Met Standard	Met Standard	N	N		Met
Hispanic	Met Target†	Met Target†	Met Standard	Met Standard	N	N		Not Met
Black or African American	Not Met	Met Target†	Not Met	Met Standard	N	N		Not Met
Asian, Native Hawaiian, or Pacific Islander	Met Target†	Met Target	Met Standard	Exceeds Standard	N	N		Met
American Indian or Alaska Native	**	**	**	**	N	N		**
Two or More Races	Met Target	Met Target†	Not Met	Met Standard	N	N		Not Met
Economically Disadvantaged Students	Met Target†	Met Target†	Met Standard	Met Standard	N	N		Not Met
Students with Disabilities	Met Target	Met Target†	Not Met	Met Standard	N	N		Not Met
Multilingual Learners	Not Met	Met Target†	Exceeds Standard	Met Standard	N	N	Met Goal	Not Met

†Target was met within a confidence interval.

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

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:

- Eatontown Public Schools received the "High Performing" designation as a result of the NJ QSAC process in 2021-2022.
- Eatontown Public Schools received the Certificate of Excellence in Financial Reporting from the Association of School Business Officials International each year since 2021-2022.
- Eatontown Public Schools received the Gold Endorsement from the NJ Safe Routes to School Program.

Mission, Vision, Theme:

It is the mission of Eatontown Public Schools to set high academic and social expectations for its students. By providing our students with appropriate staffing, resources and funding they will be able to reach these expectations and achieve the NJ Student Learning Standards.

Awards, Recognition, Accomplishments:

The district is comprised of four schools ranging from grades PK-8. Meadowbrook School educates students in grades PK-1, Woodmere School houses students in grades 2-4 with Preschool, Margaret L. Vetter School contains grades 5-6 with Preschool, and Memorial School consists of grades 7-8. The goal of this organizational was to increase efficiency, collaboration, equity, and consistency among the schools. In addition, Eatontown Public Schools received the Preschool Expansion Aid grant which provides funding to expand the full-day, preschool program for the children of Eatontown. The district also is considered a High Performing District by the New Jersey Department of Education based upon its QSAC review.

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Courses, Curriculum, Instruction:

The district offers a complete PK-8 curriculum grounded in educational best-practices. Students participate in English Language Arts, Mathematics, Science, Social Studies, Health, Technology, Physical Education, Art, Music, Spanish, and Media Center classes. The district also provides a Gifted and Talented Program for grades K-8 and Enrichment for grades K-8. Middle school students can apply to take advanced courses in ELA and Math. The district seeks to meet the needs of all learners.

Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls)

Eatontown Public Schools provides opportunities for student-athletes to participate in a broad range of middle school sports programs in grades 6-8 including soccer, cross-country, basketball, cheerleading, baseball, softball, and track. Our sports programs are competitive programs and focus on enhancing students" skills as well as knowledge of the game.

Clubs and Activities:

Each school offers a unique set of clubs and after-school activities based upon student needs and the age level of the school. Some programs offered by the district include Band, Chorus, Art Club, Technology Club, Enrichment Club, Homework Club, Junior National Honor Society, and Environmental Club. In sixth grade, the district also supports a LEAD program for all students. Additional offerings can be found by viewing the district website.

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Before and After School Programs:

Eatontown Public Schools has before and after care programs at the schools which are managed by the Eatontown Borough Recreation Department. Additional information can be found by contacting the Eatontown Recreation Department.

Staff and Professional Learning:

The district supports five Professional Development Days for staff to engage in professional learning. Eatontown Public Schools offers professional learning opportunities based upon student and staff needs. Training includes areas such as data analysis, Social and Emotional Learning, Guided Reading, Writer"s Workshop, technology, Responsive Classroom, Leader in Me, and other educational best practices. Each grade level or department has common planning time for the professional development of staff.

Student Supports and Services:

The district provides supports and services for all students. Educational services are offered for Basic Skills and ELL students. Students who possess an IEP or Individualized Educational Plan are serviced by the Special Services Department. Accommodations and modifications are provided based upon the IEP and follow the tenet of least restrictive environment. The district also sponsors a Winter and Summer Learning Academy for students.

Narrative

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

Student Health and Wellness:

Eatontown Public Schools is proud of its developing Social and Emotional Learning Program. This program supports student and staff social and emotional well-being. Using CASEL resources as well as the Leader in Me program, the district looks at wellness through a broader lens. Our schools have a partnership with the Eatontown Lions Club. Members of this organization donate their time to assist in vision screening for all our students using a Spot Vision Screener. In addition, the district has a relationship with the YMCA Counseling Program and Visiting Nurse Association.

Parent and Community Involvement:

Eatontown Public Schools believes that parent involvement is essential to student success. The district has a PTA organization. The district also sponsors Family Education Nights that invite parents into the schools to learn more about the school program from teachers in areas such as English Language Arts, Math, and STEM.

Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers. Each school administered a school climate survey through NJ SCI, New Jersey School Improvement. NJ SCI is an organization affiliated with Rutgers University and supports districts and schools to administer a school climate survey as well as develop school goals based upon the data. Each school analyzes the data and creates goals through the School Equity Team.

Narrative

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Facilities:

Eatontown Public Schools has four schools. Each school in the district reflects the age level of the students housed within the building. In 2007, renovations were completed at each school in the district. The schools possess modern Heating and Air Conditioning Systems through work completed as part of the district"s Energy Savings Improvement Plan. Plans were approved to complete a $5 million ESIP project that upgraded district HVAC equipment using energy-savings from solar power and lighting upgrades rather than taxpayer funds. The BOE takes pride in maintaining the schools and ensuring the schools are clean and safe. Each school is wired to support robust technology for both students and staff.

School Safety:

Eatontown Public Schools prides itself on maintaining a safe and secure learning environment. The district plans and performs school security drills through the collaborative efforts of our police and OEM departments. In addition, the schools are equipped with door access systems, security cameras, security vestibules, as well as other security features. Class 3 Officers provided by the Eatontown Police Department are another layer of security for the schools.

Technology and STEM:

Eatontown Public Schools offers a STEM Enrichment class on a rotating basis for students in grades 3-6 throughout the school year. In addition, the district offers STEM after-school club opportunities for students in grades 3-6. Throughout the district, students in grades K-8 are assigned a computer device throughout the school day. Technology is integrated throughout the curriculum on a daily basis.

Narrative

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Early Childhood Education:

Eatontown Public Schools has an expanding preschool program. In addition, the district offers a PSD class (Preschool Disabled Class) for youngsters ages 3-4 with an IEP. The district also received preschool funding from the State of New Jersey to expand its preschool program in the future. Moving forward, Eatontown Public Schools is working on a multi-year plan to expand free, full-day preschool to more 3-4 year old students living in Eatontown each year.

Attendance:

In order to provide a purposeful teaching and learning environment, Eatontown Public Schools increased the level of technology to 1:1 student to device ratio for students in PK-8, implemented a social and emotional learning program called Leader in Me, elicited the services of the VNA and the YMCA counseling program to address student wellness, expanded full-day preschool services, provided hot spots to those students in need of internet at home, provided free lunch and breakfast to students who qualify, and improved communication to the community through the district website, emergency calling system, email, and various translation services. Eatontown Public School values a strong home and school partnership.

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

Narrative

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Other Information:

Eatontown Public Schools is proud to discuss two additional items of interest. First, class size K-8 is about 21 students per class across the district. Second, over the last five years, the district has worked hard to provide quality educational technologies to both students and staff. Eatontown Public Schools supports a 1:1 student to device ratio for grades K through 8. In addition, educational software programs such as i-Ready, Discovery Learning, Type to Learn, Google Education, and Rubicon Atlas are used on a daily basis. Providing a safe, responsive, and challenging academic environment is important to our school community.