



Howell Township Public School District (25-2290)

2023-2024

County: Monmouth

District: Howell Township Public School District

4567 US Route 9
Suite D
Howell Twp, NJ 07731

Superintendent: Mr. Joseph Isola

[District Website](#)

732-751-2480 x3828



5,853
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	Howell Township Public School District
Superintendent Name	Mr. Joseph Isola
Address	4567 US Route 9, Suite D , Howell Twp, NJ 07731
Phone Number	732-751-2480 x3828
Email Address	jisola@howell.k12.nj.us
Website	https://www.howell.k12.nj.us/
Facebook	https://www.facebook.com/howell.township.k8/
Twitter	https://twitter.com/HowellTwpK8

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
Adelphia Early Learning Center	PK-02
Aldrich Elementary School	03-05
Ardena Elementary School	03-05
Edith M. Griebling Elementary School	PK-02
Greenville Elementary School	PK-02
Howell Township Middle School North	06-08
Howell Township Middle School South	06-08
Land O'Pines Elementary School	PK-02
Memorial Elementary School	03-05
Newbury Early Learning Center	03-05
Ramtown Elementary School	03-05
Taunton Elementary School	PK-02

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	239	329	494
KG	533	519	543
1	551	570	550
2	566	582	578
3	560	586	604
4	560	572	609
5	591	586	581
6	594	613	626
7	604	611	642
8	675	630	626
Total	5,473	5,598	5,853

Enrollment Trends by Student Group

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

Student Group	2021-22	2022-23	2023-24
Female	49.0%	49.0%	49.0%
Male	51.0%	51.0%	51.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	13.9%	21.5%	22.8%
Students with Disabilities	20.5%	20.2%	19.6%
Multilingual Learners	3.9%	4.9%	7.0%
Students Experiencing Homelessness	0.2%	0.3%	1.1%
Students in Foster Care	0.2%	0.2%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
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	66.1%	65.0%	61.3%
Hispanic	19.9%	21.0%	24.9%
Black or African American	4.0%	3.9%	3.9%
Asian	4.7%	4.4%	4.1%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.1%
American Indian or Alaska Native	0.0%	0.1%	0.1%
Two Or More Races	5.1%	5.4%	5.6%

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.

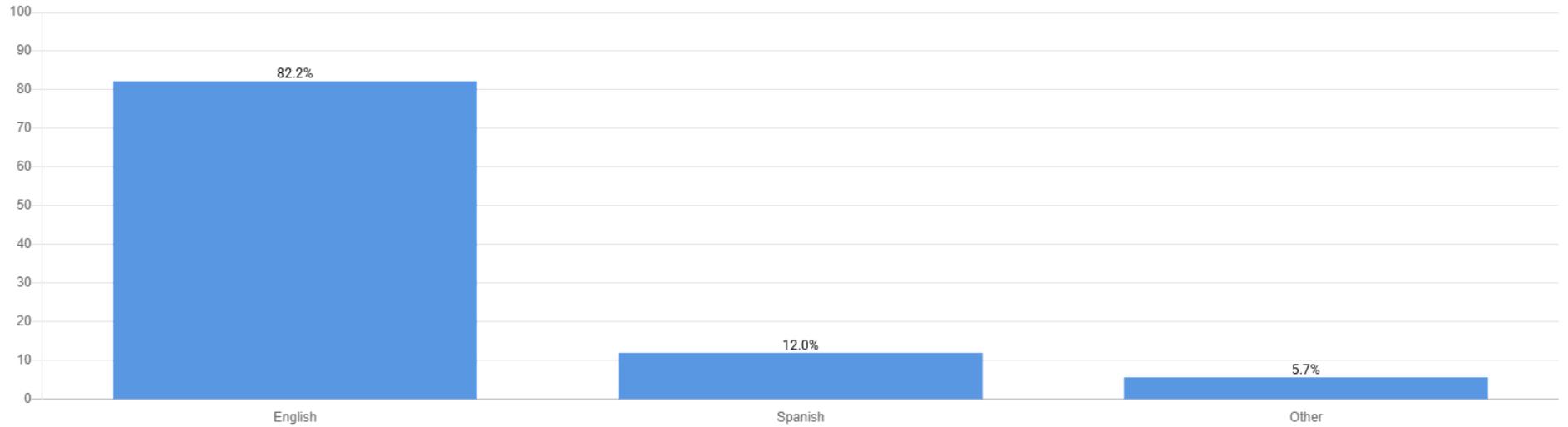
Grade	2021-22	2022-23	2023-24
PK - Half Day	156	0	0
PK - Full Day	83	329	494
KG - Half Day	0	0	0
KG - Full Day	533	519	543

Demographics

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

Enrollment by Home Language

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



Student Growth

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

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

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

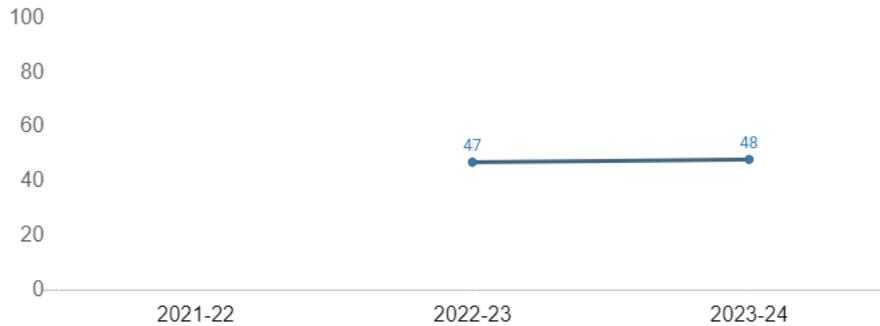
Important Note for 2023-24: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022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

Student Growth Trends and Progress

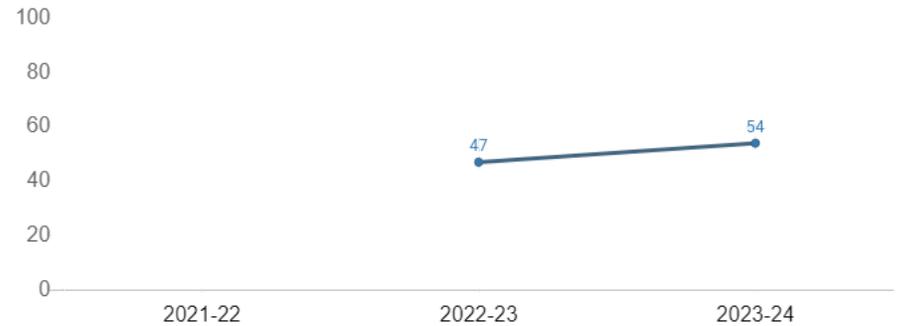
These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Median Student Growth Percentile		47	48		47	54
Met Standard (40-59.5)?		Met Standard	Met Standard		Met Standard	Met Standard
Statewide: Median Student Growth Percentile		50	50		50	50

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Student Growth

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

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	48	50	Met Standard	54	50	Met Standard
White	48	50	Met Standard	53	51	Met Standard
Hispanic	47.5	49	Met Standard	51	48	Met Standard
Black or African American	44	47	Met Standard	46	46	Met Standard
Asian, Native Hawaiian, or Pacific Islander	62	59	Exceeds Standard	66	60	Exceeds Standard
American Indian or Alaska Native	*	50	**	*	50	**
Two or More Races	57.5	50	Met Standard	62	51	Exceeds Standard
Female	50	52		53	50	
Male	47	48		54	50	
Non-Binary/Undesignated Gender	N	44		N	45.5	
Economically Disadvantaged Students	46	48	Met Standard	54	48	Met Standard
Students with Disabilities	47	43	Met Standard	48	44	Met Standard
Multilingual Learners	49	50	Met Standard	60	50	Exceeds 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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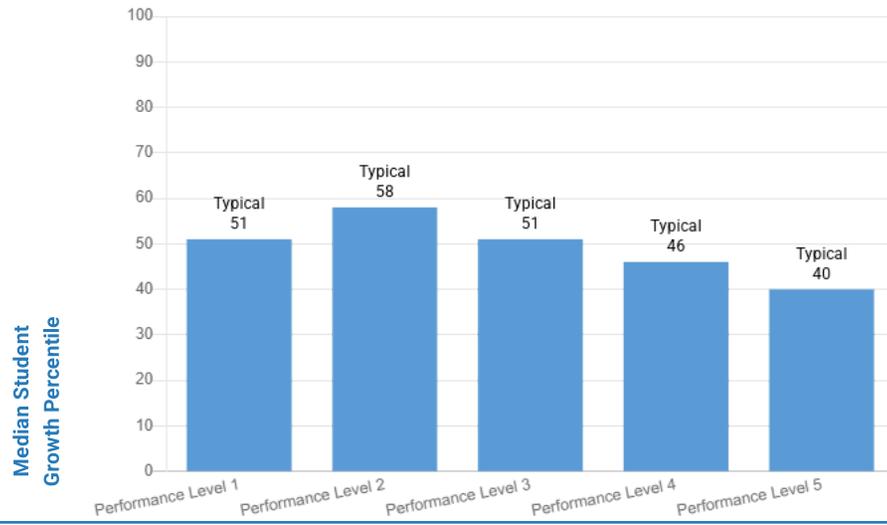
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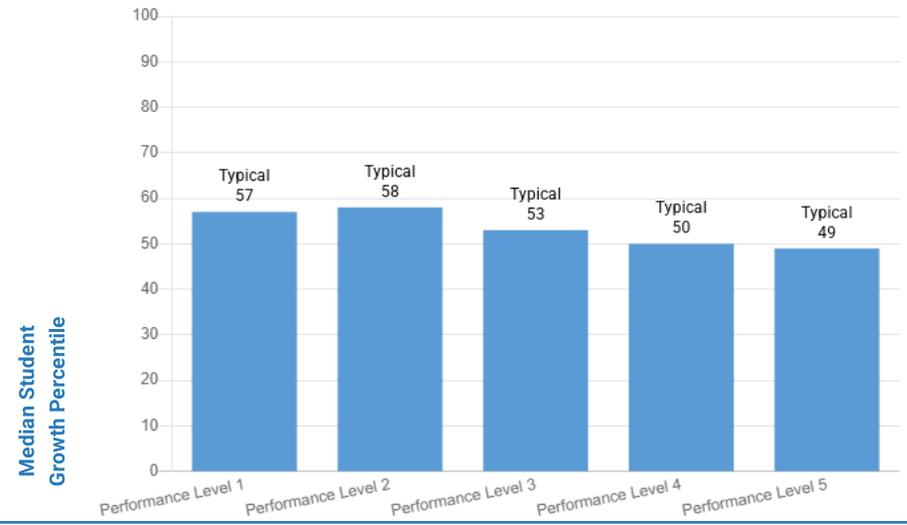
Student Growth by Performance Level

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

ELA



Math



Student Growth

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

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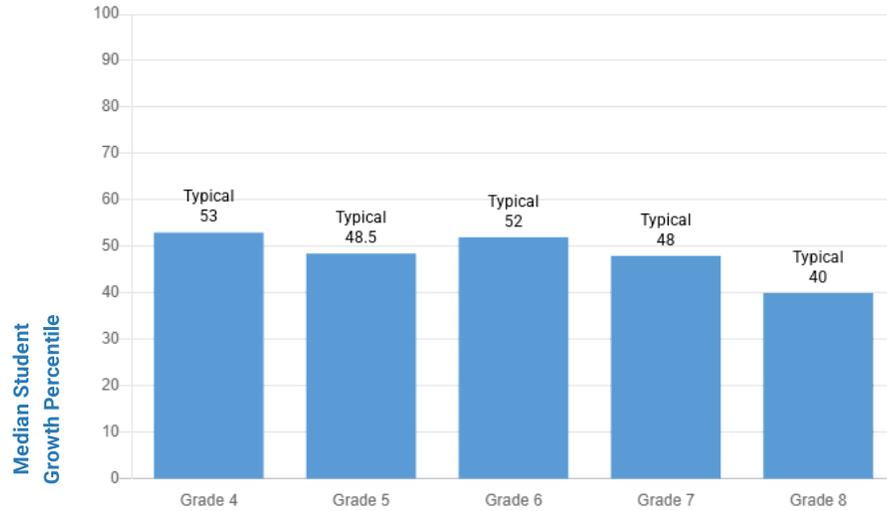
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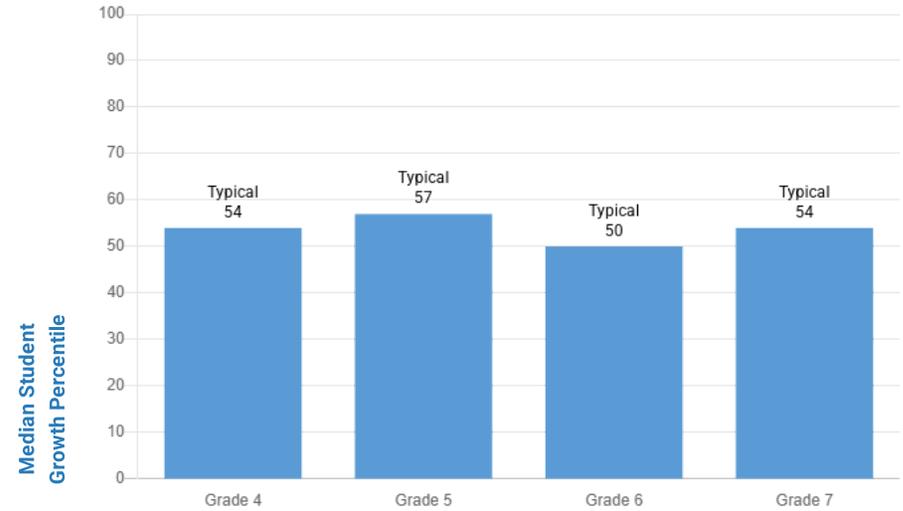
Student Growth by Grade

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

ELA



Math



Academic Achievement

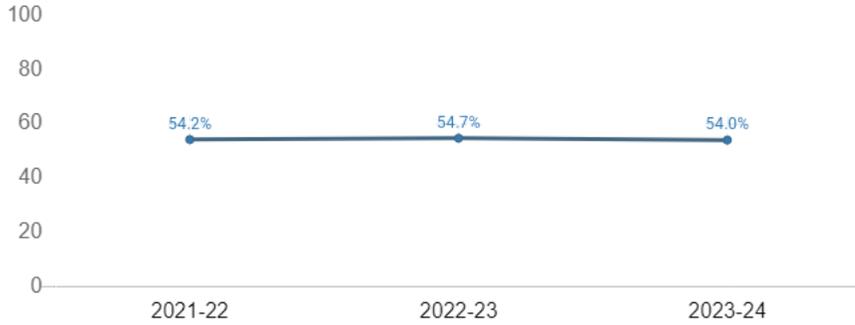
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOEs Assessment page](#).

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

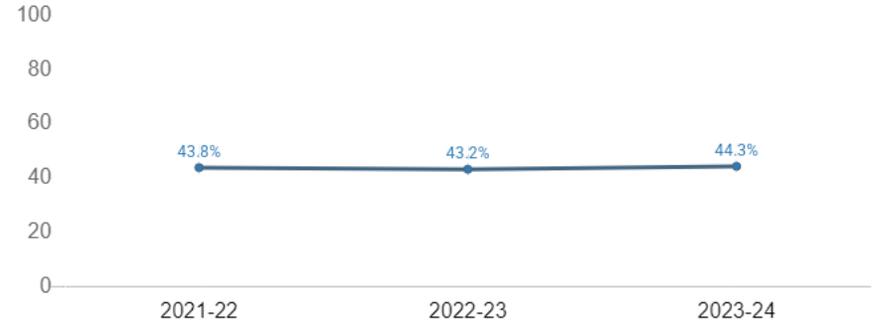
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	98.9%	98.5%	97.6%	98.5%	98.1%	97.4%
Proficiency Rate for Federal Accountability	54.2%	54.7%	54.0%	43.8%	43.2%	44.3%
Annual Target	62.8%	63.9%	56.2%	54.6%	56.2%	45.1%
Met Annual Target?	Not Met	Not Met	Not Met	Not Met	Not Met	Met Target†
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

† Target was met within a confidence interval.

Academic Achievement

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	3,471	97.6%	54%	52.2%	54%	56.2%	Not Met
White	2,168	97.2%	58.4%	61.8%	58.4%	59.4%	Met Target†
Hispanic	818	98.3%	38%	38%	38%	42.3%	Not Met
Black or African American	*	97.2%	41.2%	35.9%	41.2%	43.5%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	158	100%	79.7%	79.9%	79.7%	77.9%	Met Target
American Indian or Alaska Native	*	*	*	51.2%	*	**	**
Two or More Races	185	98.4%	61.6%	59.4%	61.6%	62.1%	Met Target†
Female	*	97.6%	60.5%	57.7%	60.5%		
Male	*	97.7%	47.6%	47%	47.6%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	766	97.6%	33.2%	34.6%	33.2%	36.7%	Not Met
Non-Economically Disadvantaged Students	2,705	97.6%	60%	62.8%	60%		
Students with Disabilities	681	94%	15.4%	19.8%	15.3%	22.5%	Not Met
Students without Disabilities	2,790	98.5%	63.5%	59.4%	63.5%		
Multilingual Learners	272	99.3%	18.4%	23.1%	18.4%	24.5%	Not Met
Non-Multilingual Learners	3,199	97.5%	57.1%	56.2%	57.1%		
Students Experiencing Homelessness	10	92.9%	20%	21.9%	20%		
Students in Foster Care	*	*	*	19.3%	*		
Military-Connected Students	*	*	*	48.2%	*		
Migrant Students	*	*	*	13.3%	*		

† Target was met within a confidence interval.

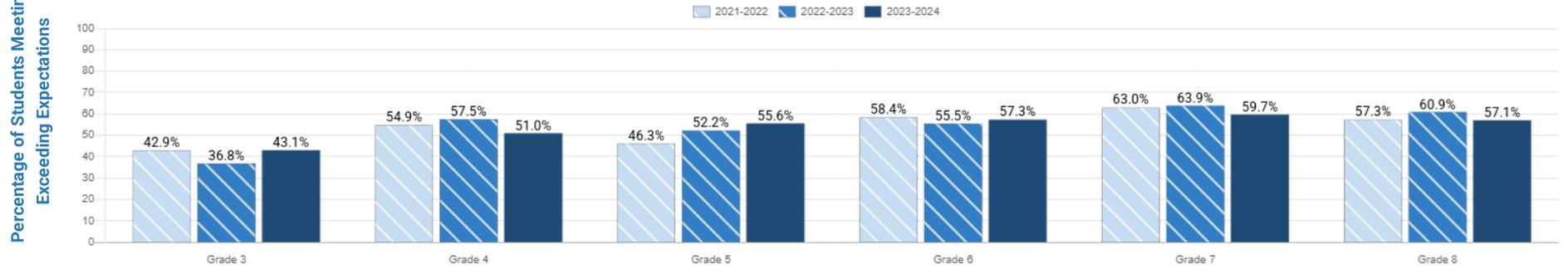
Academic Achievement

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English Language Arts Assessment - Performance Trends

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



Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	573	739	741	19%	16%	21%	38%	5%	43%	44%
White	362	745	751	14%	17%	21%	43%	5%	48%	53%
Hispanic	140	725	724	31%	14%	26%	25%	4%	29%	29%
Black or African American	21	719	725	33%	19%	10%	38%	0%	38%	29%
Asian, Native Hawaiian, or Pacific Islander	*	762	770	11%	11%	21%	42%	16%	58%	70%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	46%
Two or More Races	30	737	751	23%	17%	17%	40%	3%	43%	52%
Female	*	743	746	17%	15%	20%	42%	6%	48%	48%
Male	*	735	736	21%	18%	23%	34%	4%	38%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	132	714	722	38%	22%	17%	22%	2%	23%	26%
Non-Economically Disadvantaged Students	441	747	753	14%	15%	23%	43%	6%	49%	55%
Students with Disabilities	118	696	710	*	*	*	*	*	*	18%
Students without Disabilities	455	751	747	10%	14%	25%	46%	6%	52%	49%
Multilingual Learners	28	676	704	*	*	*	*	*	*	13%
Non-Multilingual Learners	545	743	746	16%	17%	22%	40%	5%	45%	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	582	747	749	12%	12%	25%	41%	10%	51%	51%
White	356	750	758	10%	10%	25%	45%	10%	55%	61%
Hispanic	138	735	734	16%	19%	30%	33%	2%	36%	35%
Black or African American	*	736	733	15%	30%	25%	20%	10%	30%	34%
Asian, Native Hawaiian, or Pacific Islander	27	772	776	7%	4%	11%	41%	37%	78%	78%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	51%
Two or More Races	40	750	757	13%	10%	18%	48%	13%	60%	60%
Female	*	748	752	12%	10%	24%	44%	10%	54%	54%
Male	*	746	745	11%	14%	26%	39%	10%	49%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	126	726	731	25%	19%	30%	25%	1%	26%	32%
Non-Economically Disadvantaged Students	456	752	760	8%	11%	24%	46%	12%	58%	63%
Students with Disabilities	136	716	720	37%	24%	21%	16%	2%	18%	21%
Students without Disabilities	446	756	755	4%	9%	26%	49%	12%	61%	57%
Multilingual Learners	32	699	711	*	*	*	*	*	*	13%
Non-Multilingual Learners	550	749	753	9%	11%	26%	44%	10%	54%	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	549	752	750	10%	13%	21%	45%	10%	56%	52%
White	340	757	760	7%	12%	19%	51%	11%	62%	63%
Hispanic	132	735	736	18%	19%	30%	30%	4%	33%	37%
Black or African American	*	737	734	18%	12%	41%	29%	0%	29%	35%
Asian, Native Hawaiian, or Pacific Islander	30	776	778	7%	0%	10%	57%	27%	83%	80%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	30	763	757	10%	13%	7%	53%	17%	70%	60%
Female	*	756	755	8%	13%	21%	44%	13%	58%	57%
Male	*	749	745	12%	13%	21%	46%	7%	54%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	117	734	732	21%	20%	24%	35%	1%	36%	33%
Non-Economically Disadvantaged Students	432	757	761	8%	11%	20%	48%	13%	61%	64%
Students with Disabilities	102	717	719	31%	29%	20%	20%	0%	20%	20%
Students without Disabilities	447	760	756	6%	9%	21%	51%	13%	64%	59%
Multilingual Learners	23	690	705	*	*	*	*	*	*	*
Non-Multilingual Learners	526	755	754	7%	13%	22%	47%	11%	58%	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	588	754	751	6%	14%	23%	43%	14%	57%	53%
White	351	758	760	4%	10%	21%	50%	15%	65%	63%
Hispanic	149	741	738	11%	20%	28%	32%	9%	41%	39%
Black or African American	*	743	735	4%	30%	33%	22%	11%	33%	35%
Asian, Native Hawaiian, or Pacific Islander	*	770	778	0%	14%	14%	34%	38%	72%	82%
American Indian or Alaska Native	*	*	748	*	*	*	*	*	*	49%
Two or More Races	*	760	758	3%	17%	20%	43%	17%	60%	60%
Female	*	761	756	4%	9%	19%	49%	19%	68%	59%
Male	*	746	746	7%	19%	27%	37%	9%	46%	48%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	148	737	735	11%	26%	26%	30%	6%	36%	35%
Non-Economically Disadvantaged Students	440	759	761	4%	10%	22%	47%	17%	64%	65%
Students with Disabilities	101	721	719	20%	42%	23%	16%	0%	16%	17%
Students without Disabilities	487	760	758	3%	8%	23%	48%	17%	66%	60%
Multilingual Learners	23	700	707	*	*	*	*	*	*	*
Non-Multilingual Learners	565	756	754	4%	13%	23%	45%	15%	60%	57%
Students Experiencing Homelessness	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	724	*	*	*	*	*	*	22%
Military-Connected Students	*	*	754	*	*	*	*	*	*	55%
Migrant Students	*	*	712	*	*	*	*	*	*	29%

Academic Achievement

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

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English Language Arts Assessment - Performance By Grade: Grade 7

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	606	754	752	10%	9%	22%	40%	20%	60%	54%
White	376	759	761	6%	8%	20%	43%	23%	65%	64%
Hispanic	155	740	737	18%	10%	31%	30%	11%	41%	39%
Black or African American	*	739	734	18%	18%	9%	50%	5%	55%	37%
Asian, Native Hawaiian, or Pacific Islander	*	777	785	4%	9%	0%	43%	43%	87%	84%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	51%
Two or More Races	29	759	759	7%	10%	14%	45%	24%	69%	60%
Female	*	761	758	7%	9%	18%	42%	25%	67%	60%
Male	*	747	746	13%	9%	26%	37%	15%	52%	48%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	131	733	734	23%	15%	26%	28%	8%	36%	36%
Non-Economically Disadvantaged Students	475	760	762	6%	7%	20%	43%	23%	66%	64%
Students with Disabilities	89	707	715	43%	28%	19%	8%	2%	10%	18%
Students without Disabilities	517	762	759	4%	6%	22%	45%	23%	68%	61%
Multilingual Learners	31	701	700	58%	19%	10%	10%	3%	13%	*
Non-Multilingual Learners	575	757	756	7%	9%	22%	41%	21%	62%	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	578	754	751	10%	13%	20%	40%	17%	57%	53%
White	367	756	760	8%	13%	20%	42%	16%	58%	62%
Hispanic	125	739	736	18%	15%	21%	37%	10%	46%	39%
Black or African American	32	751	735	13%	19%	22%	28%	19%	47%	37%
Asian, Native Hawaiian, or Pacific Islander	*	800	783	0%	0%	4%	36%	61%	96%	82%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	52%
Two or More Races	*	761	757	12%	8%	16%	40%	24%	64%	59%
Female	*	765	759	5%	9%	19%	43%	24%	67%	60%
Male	*	743	743	15%	18%	20%	36%	11%	47%	46%
Non-binary/undesignated gender	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	113	737	734	16%	19%	25%	35%	5%	41%	36%
Non-Economically Disadvantaged Students	465	758	761	9%	12%	18%	41%	20%	61%	63%
Students with Disabilities	97	713	713	31%	34%	24%	11%	0%	11%	16%
Students without Disabilities	481	762	758	6%	9%	19%	45%	21%	66%	60%
Multilingual Learners	25	687	701	*	*	*	*	*	*	*
Non-Multilingual Learners	553	757	755	8%	12%	20%	41%	18%	59%	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 [NJDOEs 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	3,495	97.4%	44.3%	40.2%	44.3%	45.1%	Met Target†
White	2,162	96.8%	48.7%	51.1%	48.7%	48.6%	Met Target
Hispanic	846	98.3%	28.7%	24.2%	28.7%	30.4%	Met Target†
Black or African American	*	97.3%	23.2%	20.1%	23.2%	27.5%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	158	100%	76.6%	74.4%	76.6%	73.8%	Met Target
American Indian or Alaska Native	*	*	*	42%	*	**	**
Two or More Races	185	98.4%	52.4%	48.9%	52.4%	49.9%	Met Target
Female	*	97.2%	42%	38.4%	42%		
Male	*	97.6%	46.5%	42%	46.5%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	785	97.8%	22.2%	21.7%	22.2%	23.9%	Met Target†
Non-Economically Disadvantaged Students	2,710	97.3%	50.7%	51.5%	50.7%		
Students with Disabilities	676	93.4%	12%	16.6%	11.8%	18.2%	Not Met
Students without Disabilities	2,819	98.4%	52%	45.4%	52%		
Multilingual Learners	299	98.8%	14.4%	18.7%	14.4%	14.6%	Met Target†
Non-Multilingual Learners	3,196	97.2%	47.1%	43.5%	47.1%		
Students Experiencing Homelessness	13	100%	<10%	12.9%	<10%		
Students in Foster Care	*	*	*	12.4%	*		
Military-Connected Students	*	*	*	38.8%	*		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

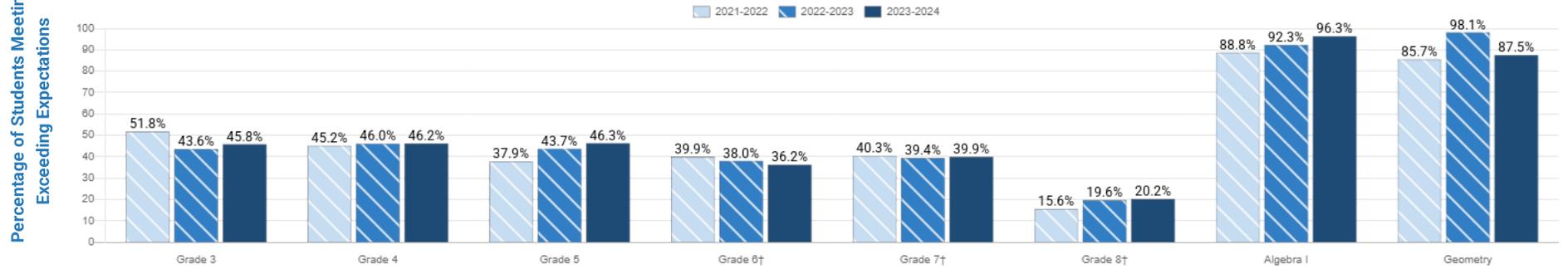
Academic Achievement

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Mathematics Assessment - Performance Trends

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



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

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	587	746	747	12%	16%	26%	34%	12%	46%	48%
White	360	752	757	8%	11%	30%	38%	14%	52%	60%
Hispanic	154	731	732	19%	27%	24%	23%	6%	30%	31%
Black or African American	22	727	728	27%	27%	27%	14%	5%	18%	27%
Asian, Native Hawaiian, or Pacific Islander	*	776	776	5%	0%	10%	55%	30%	85%	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	51%
Two or More Races	30	739	755	20%	27%	7%	33%	13%	47%	56%
Female	*	742	744	11%	20%	27%	32%	9%	41%	45%
Male	*	750	749	13%	11%	25%	36%	15%	51%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	137	723	729	24%	31%	23%	18%	4%	22%	28%
Non-Economically Disadvantaged Students	450	753	758	8%	12%	27%	38%	15%	53%	60%
Students with Disabilities	117	714	725	36%	26%	25%	10%	3%	13%	25%
Students without Disabilities	470	754	751	6%	13%	27%	39%	15%	54%	52%
Multilingual Learners	41	706	722	*	*	*	*	*	*	20%
Non-Multilingual Learners	546	749	751	10%	14%	27%	36%	13%	49%	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	591	742	744	9%	20%	25%	44%	2%	46%	45%
White	355	746	754	6%	17%	26%	48%	3%	51%	57%
Hispanic	147	731	730	14%	28%	29%	28%	1%	29%	28%
Black or African American	*	723	726	19%	38%	19%	24%	0%	24%	24%
Asian, Native Hawaiian, or Pacific Islander	27	766	773	4%	4%	11%	74%	7%	81%	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	50%
Two or More Races	40	747	752	10%	20%	13%	53%	5%	58%	54%
Female	*	740	743	11%	20%	26%	41%	2%	43%	43%
Male	*	744	746	7%	20%	24%	46%	3%	49%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	134	725	727	16%	36%	24%	25%	0%	25%	25%
Non-Economically Disadvantaged Students	457	747	755	7%	15%	25%	49%	3%	53%	58%
Students with Disabilities	136	718	722	26%	41%	18%	14%	1%	15%	21%
Students without Disabilities	455	750	749	4%	14%	27%	53%	3%	55%	50%
Multilingual Learners	38	712	718	*	*	*	*	*	*	14%
Non-Multilingual Learners	553	744	748	8%	19%	25%	46%	3%	49%	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	559	746	741	8%	18%	28%	35%	11%	46%	40%
White	341	751	751	4%	16%	27%	40%	13%	52%	53%
Hispanic	141	729	726	17%	27%	32%	20%	4%	24%	23%
Black or African American	*	731	722	12%	18%	41%	29%	0%	29%	19%
Asian, Native Hawaiian, or Pacific Islander	30	774	772	3%	0%	20%	43%	33%	77%	76%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	30	749	748	7%	13%	20%	57%	3%	60%	49%
Female	*	745	739	6%	21%	29%	34%	10%	44%	38%
Male	*	747	742	9%	16%	27%	36%	12%	48%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	122	730	724	14%	28%	33%	23%	2%	25%	20%
Non-Economically Disadvantaged Students	437	751	752	6%	15%	27%	39%	13%	52%	53%
Students with Disabilities	102	717	717	27%	35%	24%	12%	2%	14%	16%
Students without Disabilities	457	753	746	3%	14%	29%	41%	13%	54%	45%
Multilingual Learners	32	701	711	*	*	*	*	*	*	*
Non-Multilingual Learners	527	749	744	5%	17%	29%	37%	12%	49%	44%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	12%
Students in Foster Care	*	*	714	*	*	*	*	*	*	10%
Military-Connected Students	*	*	741	*	*	*	*	*	*	40%
Migrant Students	*	*	724	*	*	*	*	*	*	27%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 6

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	602	738	737	10%	24%	30%	31%	5%	36%	36%
White	355	743	746	5%	19%	33%	36%	6%	42%	47%
Hispanic	159	724	723	18%	37%	25%	18%	1%	19%	20%
Black or African American	*	727	718	26%	19%	33%	15%	7%	22%	15%
Asian, Native Hawaiian, or Pacific Islander	*	755	768	3%	17%	28%	38%	14%	52%	73%
American Indian or Alaska Native	*	*	735	*	*	*	*	*	*	33%
Two or More Races	*	748	743	7%	20%	20%	40%	13%	53%	45%
Female	*	739	736	9%	21%	34%	30%	5%	36%	34%
Male	*	737	738	10%	27%	26%	31%	6%	37%	38%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	155	722	721	20%	37%	29%	11%	3%	14%	17%
Non-Economically Disadvantaged Students	447	744	747	6%	19%	30%	38%	6%	44%	48%
Students with Disabilities	101	714	714	*	*	*	*	*	*	12%
Students without Disabilities	501	743	741	6%	21%	31%	36%	7%	42%	41%
Multilingual Learners	36	703	707	*	*	*	*	*	*	*
Non-Multilingual Learners	566	741	740	7%	23%	31%	33%	6%	38%	39%
Students Experiencing Homelessness	*	*	711	*	*	*	*	*	*	*
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	739	*	*	*	*	*	*	37%
Migrant Students	*	*	704	*	*	*	*	*	*	13%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 7

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	571	741	739	6%	18%	36%	38%	2%	40%	37%
White	338	745	748	4%	15%	36%	43%	3%	45%	50%
Hispanic	166	734	728	11%	23%	36%	28%	1%	29%	23%
Black or African American	*	725	724	*	*	*	*	*	*	18%
Asian, Native Hawaiian, or Pacific Islander	*	763	764	0%	0%	22%	61%	17%	78%	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	26	739	743	4%	23%	31%	42%	0%	42%	44%
Female	*	742	738	5%	16%	40%	35%	3%	38%	36%
Male	*	740	739	8%	20%	30%	40%	1%	42%	39%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	139	727	726	14%	32%	32%	22%	0%	22%	20%
Non-Economically Disadvantaged Students	432	746	747	4%	13%	37%	43%	3%	46%	48%
Students with Disabilities	89	714	716	29%	40%	19%	10%	1%	11%	12%
Students without Disabilities	482	746	743	2%	14%	39%	43%	2%	45%	43%
Multilingual Learners	43	717	714	23%	40%	23%	14%	0%	14%	*
Non-Multilingual Learners	528	743	741	5%	16%	37%	40%	2%	42%	40%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	11%
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	740	*	*	*	*	*	*	39%
Migrant Students	*	*	708	*	*	*	*	*	*	*

Academic Achievement

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

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Mathematics Assessment - Performance By Grade: Grade 8

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	391	724	719	20%	29%	31%	20%	0%	20%	19%
White	234	727	729	14%	31%	35%	20%	0%	20%	27%
Hispanic	110	720	713	28%	27%	25%	19%	1%	20%	13%
Black or African American	26	714	707	42%	23%	19%	15%	0%	15%	10%
Asian, Native Hawaiian, or Pacific Islander	*	*	740	*	*	*	*	*	*	40%
American Indian or Alaska Native	*	*	722	*	*	*	*	*	*	21%
Two or More Races	*	721	722	27%	27%	20%	27%	0%	27%	22%
Female	*	724	719	19%	29%	33%	20%	0%	20%	19%
Male	*	724	719	23%	28%	28%	20%	1%	21%	20%
Non-binary/undesignated gender	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	108	718	711	29%	30%	25%	17%	0%	17%	12%
Non-Economically Disadvantaged Students	283	726	725	17%	28%	33%	21%	0%	22%	25%
Students with Disabilities	92	708	702	*	*	*	*	*	*	*
Students without Disabilities	299	729	724	15%	25%	35%	24%	0%	24%	23%
Multilingual Learners	29	691	701	*	*	*	*	*	*	*
Non-Multilingual Learners	362	727	721	17%	29%	32%	21%	0%	22%	21%
Students Experiencing Homelessness	*	*	704	*	*	*	*	*	*	*
Students in Foster Care	*	*	696	*	*	*	*	*	*	*
Military-Connected Students	*	*	722	*	*	*	*	*	*	19%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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

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Mathematics Assessment - Performance By Test: Algebra I

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	187	782	738	0%	0%	4%	87%	10%	96%	40%
White	138	782	748	0%	0%	4%	86%	10%	96%	51%
Hispanic	*	777	723	*	*	*	*	*	100%	23%
Black or African American	*	*	719	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	788	773	0%	0%	0%	85%	15%	100%	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	*	*	746	*	*	*	*	*	*	49%
Female	*	781	737	0%	0%	3%	85%	11%	97%	39%
Male	*	782	739	0%	0%	4%	88%	8%	96%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	10	785	722	*	*	*	*	*	100%	22%
Non-Economically Disadvantaged Students	177	781	747	0%	0%	4%	86%	10%	96%	50%
Students with Disabilities	*	*	710	*	*	*	*	*	*	11%
Students without Disabilities	*	782	743	0%	0%	4%	87%	10%	96%	45%
Multilingual Learners	*	*	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	782	741	0%	0%	4%	87%	10%	96%	43%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	13%
Students in Foster Care	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	696	*	*	*	*	*	*	*

Academic Achievement

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

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Mathematics Assessment - Performance By Test: Geometry

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	48	768	750	0%	0%	13%	75%	13%	88%	53%
White	28	766	752	0%	0%	11%	75%	14%	89%	57%
Hispanic	*	*	735	*	*	*	*	*	*	29%
Black or African American	*	*	733	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	66%
Two or More Races	*	*	756	*	*	*	*	*	*	63%
Female	*	773	748	0%	0%	5%	63%	32%	95%	50%
Male	*	764	752	0%	0%	17%	83%	0%	83%	57%
Non-binary/undesignated gender	*	*	752	*	*	*	*	*	*	60%
Economically Disadvantaged Students	*	*	734	*	*	*	*	*	*	28%
Non-Economically Disadvantaged Students	*	768	754	0%	0%	13%	75%	13%	88%	60%
Students with Disabilities	*	*	727	*	*	*	*	*	*	24%
Students without Disabilities	*	768	751	0%	0%	13%	74%	13%	87%	54%
Multilingual Learners	*	*	716	*	*	*	*	*	*	11%
Non-Multilingual Learners	*	768	751	0%	0%	13%	75%	13%	88%	55%
Students Experiencing Homelessness	*	*	727	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	743	*	*	*	*	*	*	44%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	ELA: Participation Rate	Math: # Students Tested	Math: Participation Rate
3	*	*	*	*
4	*	*	*	*
5	*	*	*	*
6	10	100.0%	10	100.0%
7	*	*	*	*
8	10	90.9%	10	90.9%

Report Key:

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

Academic Achievement

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

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English Language 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	268	*	>90%	*	<10%
3-4	52	*	>90%	*	<10%
5 or more	35	*	>90%	*	<10%

English Language Progress to Proficiency

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

Student Group	Percent of English learners making expected growth to proficiency	Annual Target	Met Target?
Schoolwide/Multilingual Learners	31.2%	22.7%	Met Goal

† Target was met within a confidence interval.

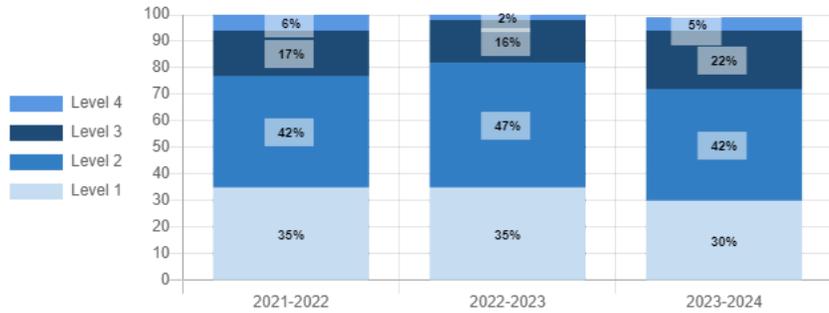
Academic Achievement

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

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

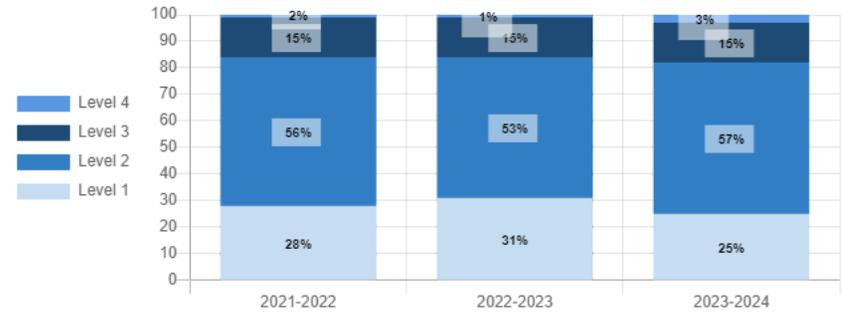
NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 8 Summary

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



Academic Achievement

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

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

NJSLA Science Assessment: Grade 5

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	30%	42%	22%	5%	35%	37%	21%	6%
White	24%	45%	26%	6%	22%	42%	28%	8%
Hispanic	50%	37%	11%	3%	51%	36%	12%	2%
Black or African American	53%	41%	6%	0%	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	7%	43%	30%	20%	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	26%	39%	32%	3%	27%	36%	27%	10%
Female	31%	44%	23%	3%	35%	39%	20%	6%
Male	30%	41%	21%	7%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	48%	43%	8%	1%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	26%	42%	26%	7%	24%	39%	28%	10%
Students with Disabilities	66%	27%	6%	1%	64%	27%	8%	2%
Students without Disabilities	22%	46%	25%	6%	30%	39%	24%	7%
Multilingual Learners	*	*	*	*	78%	20%	2%	0%
Non-Multilingual Learners	27%	44%	23%	6%	30%	39%	23%	7%
Students Experiencing Homelessness	*	*	*	*	68%	25%	6%	1%
Students in Foster Care	*	*	*	*	67%	28%	3%	1%
Military-Connected Students	*	*	*	*	30%	42%	23%	5%
Migrant Students	*	*	*	*	73%	27%	0%	0%

Report Key:

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

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	25%	57%	15%	3%	36%	45%	14%	5%
White	21%	60%	15%	3%	23%	52%	19%	6%
Hispanic	39%	51%	11%	0%	51%	42%	6%	1%
Black or African American	27%	70%	3%	0%	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	0%	36%	54%	11%	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	31%	46%	15%	8%	27%	46%	19%	8%
Female	22%	61%	14%	3%	35%	47%	13%	4%
Male	28%	52%	17%	3%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	41%	50%	9%	1%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	21%	58%	17%	3%	26%	48%	19%	7%
Students with Disabilities	60%	37%	3%	0%	67%	29%	3%	1%
Students without Disabilities	18%	61%	18%	3%	30%	48%	16%	6%
Multilingual Learners	86%	14%	0%	0%	75%	24%	1%	0%
Non-Multilingual Learners	22%	59%	16%	3%	32%	47%	15%	5%
Students Experiencing Homelessness	*	*	*	*	66%	32%	2%	0%
Students in Foster Care	*	*	*	*	80%	19%	1%	0%
Military-Connected Students	*	*	*	*	40%	47%	10%	3%
Migrant Students	*	*	*	*	*	*	*	*

College and Career Readiness

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	623
7	47	0	592
8	141	49	432
Total	188	49	1,647

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	581	0	0	0	0	0	28
7	602	0	0	0	0	0	31
8	580	0	0	0	0	0	29
Total	1,763	0	0	0	0	0	88

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	542	0	0	0
1	0	0	0	549	0	0	0
2	0	0	0	576	0	0	0
3	0	0	0	600	0	0	0
4	0	0	0	608	0	0	0
5	0	0	0	580	0	0	0
6	0	0	0	26	0	0	0
7	0	0	0	27	0	0	0
8	0	0	0	22	0	0	0
Total	0	0	0	3,530	0	0	0

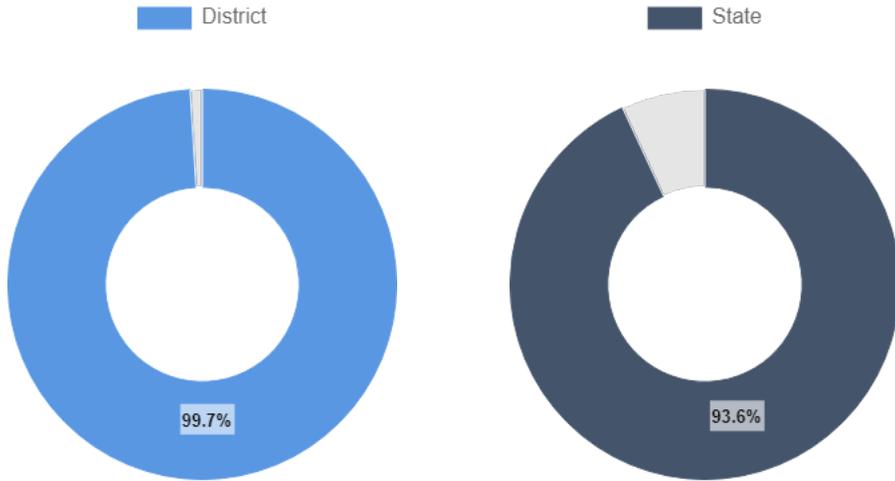
College and Career Readiness

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

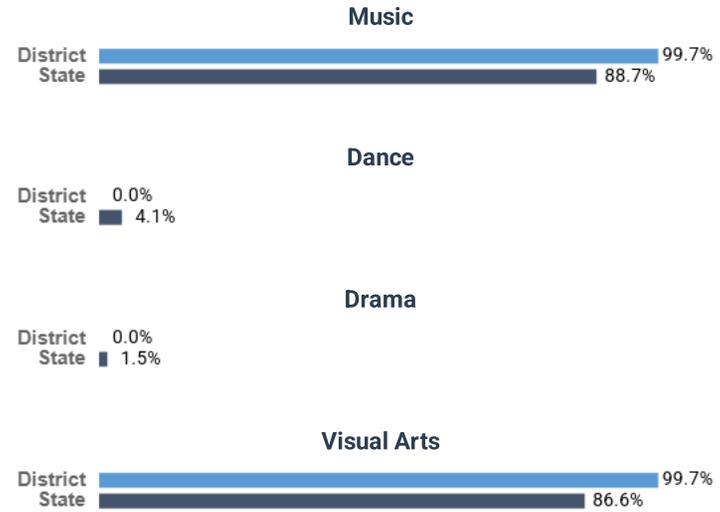
Visual and Performing Arts – Course Participation

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

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



Students enrolled in one or more classes by discipline:



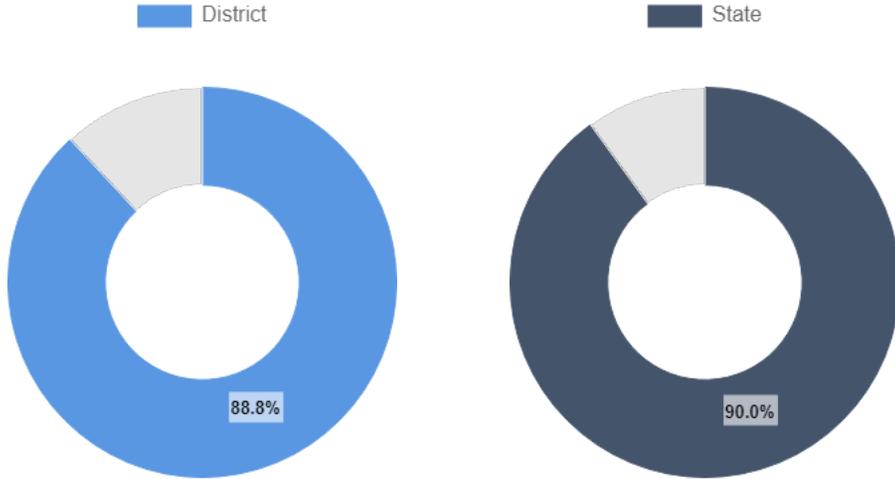
College and Career Readiness

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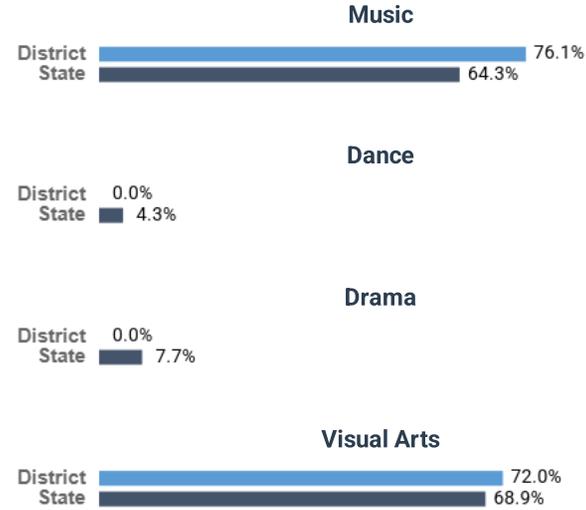
Visual and Performing Arts – Course Participation

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

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



Students enrolled in one or more classes by discipline:

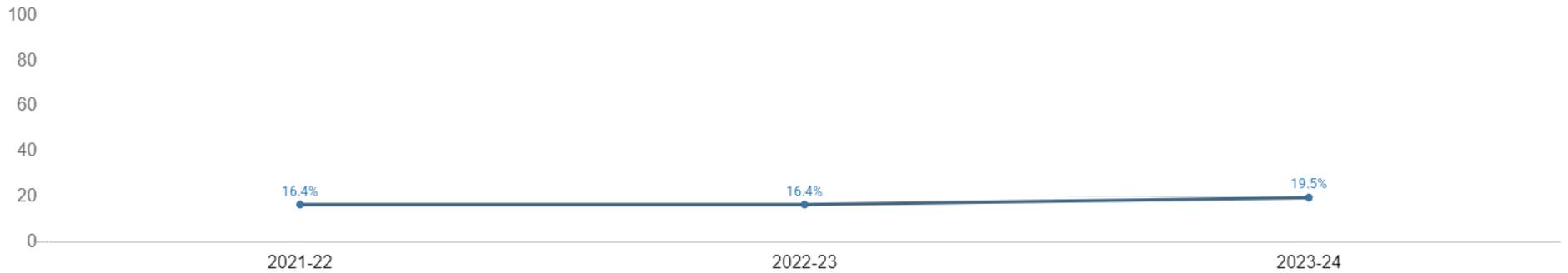


Climate and Environment

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

Chronic Absenteeism Trends

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



Performance Measure	2021-22	2022-23	2023-24
Chronic Absenteeism Rate	16.4%	16.4%	19.5%
ESSA Target (State Average for Grades Served)	17.3%	16.0%	13.8%
Met ESSA Target	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").

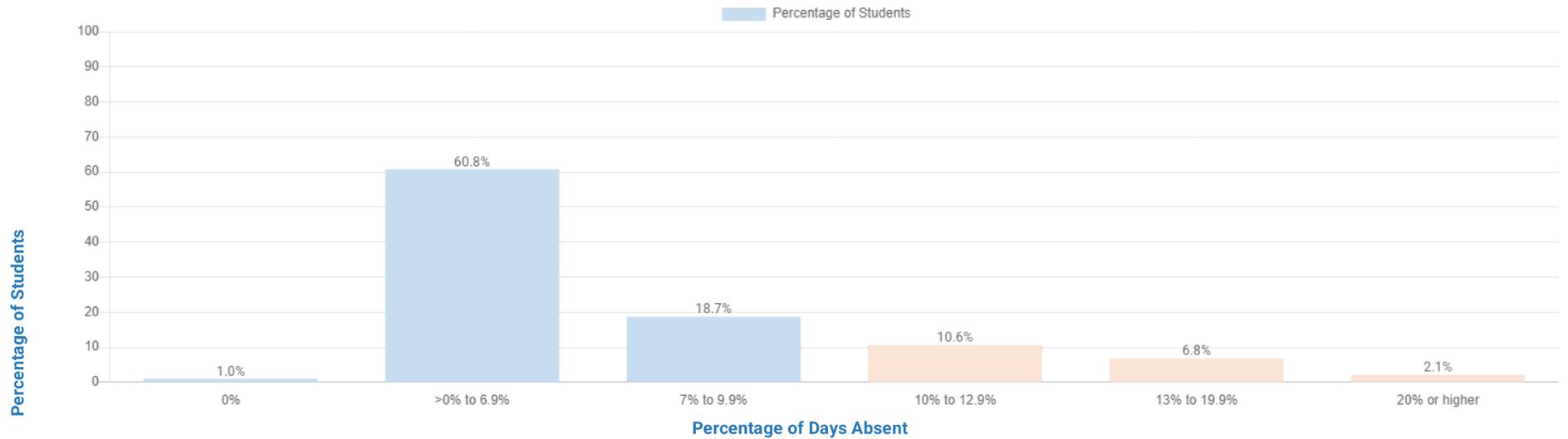
Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	1,034	19.5%	13.8%	Not Met
White	582	17.8%	13.8%	Not Met
Hispanic	332	25.8%	13.8%	Not Met
Black or African American	*	18.3%	13.8%	Not Met
Asian, Native Hawaiian, or Pacific Islander	25	10.9%	13.8%	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	55	18.3%	13.8%	Not Met
Female	*	19.5%		
Male	*	19.5%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	359	29.1%	13.8%	Not Met
Students with Disabilities	246	25.5%	13.8%	Not Met
Multilingual Learners	137	35.5%	13.8%	Not Met
Students Experiencing Homelessness	34	54.0%		
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.

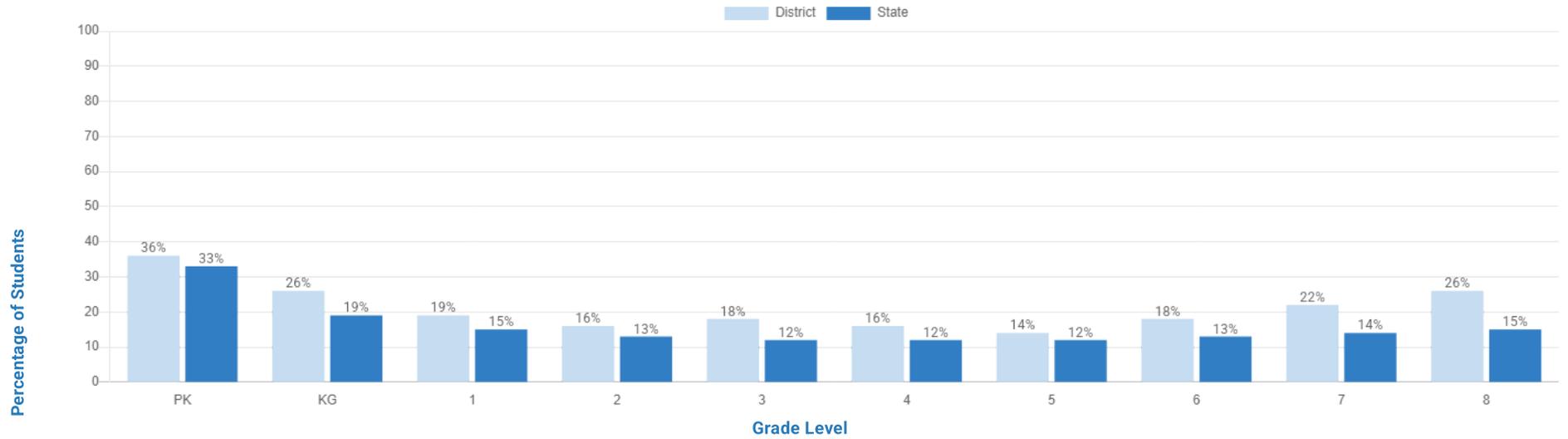


Climate and Environment

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	40
Weapons	2
Vandalism	5
Substances	4
Harassment, Intimidation, Bullying (HIB)	38
Total Unique Incidents	88
Incidents Per 100 Students Enrolled	1.50

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	7
Weapons	2
Vandalism	2
Substances	1
Harassment, Intimidation, Bullying (HIB)	15
Other Incidents Leading to Removal	3

Climate and Environment

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	6	18	24
Religion	0	4	4
Ancestry	1	3	4
Gender	1	3	4
Sexual Orientation	0	3	3
Disability	0	1	1
Other	2	11	13
No Identified Nature	34		34

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	15	0%	34	1%	48	1%	0	0%	0	0%
Hispanic	10	1%	25	2%	32	2%	0	0%	0	0%
Black or African American	3	1%	16	6%	17	7%	0	0%	0	0%
Asian	0	0%	0	0%	0	0%	0	0%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
Two or more races	0	0%	7	2%	7	2%	0	0%	0	0%
Female	*	0%	*	1%	*	1%	*	0%	*	0%
Male	*	1%	*	2%	*	3%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	9	1%	36	3%	41	3%	0	0%	0	0%
Students with disabilities	6	1%	26	2%	32	3%	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	30	0%	83	1%	107	2%	0	0%	0	0%
PK	0	0%	0	0%	0	0%	0	0%	0	0%
KG	0	0%	0	0%	0	0%	0	0%	0	0%
1	0	0%	0	0%	0	0%	0	0%	0	0%
2	0	0%	1	0%	1	0%	0	0%	0	0%
3	3	0%	4	1%	7	1%	0	0%	0	0%
4	5	1%	2	0%	7	1%	0	0%	0	0%
5	9	2%	5	1%	14	2%	0	0%	0	0%
6	4	1%	15	2%	18	3%	0	0%	0	0%
7	4	1%	20	3%	21	3%	0	0%	0	0%
8	3	0%	35	5%	36	6%	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	31	1%	7	0%	2	0%	1	0%	2	0%	14	0%	10	0%
White	16	0%	3	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	6	0%	6	0%
Hispanic	10	1%	3	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	6	0%	2	0%
Black or African American	3	1%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	1	0%	2	1%
Asian	0	0%	0	0%	<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	2	1%	1	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	1	0%	0	0%
Female	*	0%	*	0%	*	<5.00%	*	<5.00%	*	<5.00%	*	0%	*	0%
Male	*	1%	*	0%	*	<5.00%	*	<5.00%	*	<5.00%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	10	1%	3	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	4	0%	3	0%
Students with disabilities	12	1%	4	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	4	0%	4	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 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	31	1%	7	0%	2	0%	1	0%	2	0%	14	0%	10	0%
PK	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
KG	1	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	1	0%
1	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
2	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
3	4	1%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	2	0%	2	0%
4	6	1%	1	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	4	1%	2	0%
5	7	1%	2	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	3	0%	1	0%
6	1	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	1	0%
7	3	0%	1	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	2	0%	0	0%
8	9	1%	3	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	3	0%	3	0%

Climate and Environment

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

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

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

Report Key:

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

Climate and Environment

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

School Days Missed due to Out-of-School Suspensions

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

School Days Missed due to Out-of-School Suspensions

346

Report Key:

- * Data is not displayed in order to protect student privacy
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Climate and Environment

Student Access to Technology and Internet

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

Report Key:

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

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Teachers – Experience

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

Category	Teachers in District	Teachers in State
Total Number of teachers	503	119,239
Average years experience in public schools	14.1	12.6
Average years experience in district	13.5	11.3
Number of Teachers with 4 or more years experience in the district	389	87,243
Percentage of Teachers with 4 or more years experience in the district	77.3%	73.6%
Number of out-of-field teachers	22	2,931
Percentage of out-of-field teachers	4.4%	2.5%
Number of Teachers with Provisional Credentials	66	9,065
Percentage of Teachers with Provisional Credentials	13.1%	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	37	10,170
Average years experience in public schools	15.8	16.2
Average years experience in district	15.5	12.5
Number of Administrators with 4 or more years experience in the district	32	7,734
Percentage of Administrators with 4 or more years experience in the district	86.5%	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	503	119,239
Administrators	37	10,170
Librarians/Media Specialists	8	1,160
Nurses	11	3,025
School Counselors	13	4,673
Child Study Team Members	48	9,654
School Psychologists	9	2,185
School Social Workers	9	2,750
Student Assistance Coordinators	1	400
School Safety Specialists	2	681

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Student and Staff Ratios

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

Ratio	District Ratio
Students to Teachers	12:1
Students to Administrators	158:1
Teachers to Administrators	14:1
Students to Librarians/Media Specialists †	732:1
Students to Nurses †	532:1
Students to Counselors †	450:1
Students to Child Study Team Members †,††	24:1
Students to School Psychologists †	650:1
Students to School Social Workers †	650:1
Students to Student Assistance Coordinators †	5853:1
Students to School Safety Specialists †	2927:1

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

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

Teachers and Administrators – Demographics

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

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	49.0%	87.0%	60-70%	48.0%	77.0%	57.0%
Male	51.0%	13.0%	30-40%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤10%	≤1%	≤1%	≤1%
White	61.3%	96.2%	97.3%	38.2%	81.8%	74.5%
Hispanic	24.9%	2.2%	0.0%	34.0%	8.6%	8.6%
Black or African American	3.9%	1.0%	0.0%	14.2%	6.4%	14.4%
Asian	4.1%	0.6%	2.7%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.4%	0.5%
Two or More Races	5.6%	0.0%	0.0%	3.1%	0.3%	0.4%

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

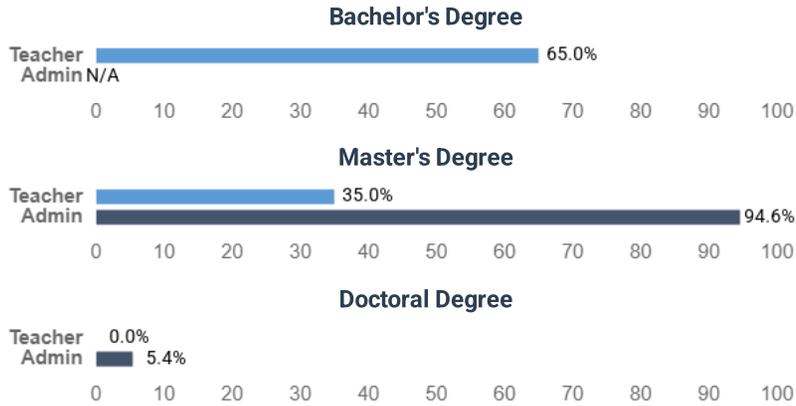
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district.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

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

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

Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2022-23 Teachers: Same district 2023-24	93.2%	89.5%
2022-23 Administrators: Same district 2023-24	91.9%	87.9%

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Teachers by Subject Area

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

Subject Area	Total Number of Teachers	% Female	% Male	% Non-binary or Undesignated Gender	% White	% Hispanic	% Black or African American	% Asian	% Native Hawaiian, Pacific Islander	% American Indian or Native American	% Two or More Races	% 4 or more years experience in the district	% Bachelor's Degree(Highest Degree)	% Master's Degree(Highest Degree)	% Doctoral Degree(Highest Degree)
Elementary (Not Subject Specific)	270	90-95%	5-10%	≤5%	96.3%	2.2%	0.7%	0.7%	0.0%	0.0%	0.0%	70.7%	67.0%	33.0%	0.0%
English/Language Arts/Literacy	51	>90%	≤10%	≤10%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	90.2%	54.9%	45.1%	0.0%
English to Speakers of Other Languages	13	*	*	*	76.9%	23.1%	0.0%	0.0%	0.0%	0.0%	0.0%	38.5%	61.5%	38.5%	0.0%
Mathematics	41	80-90%	10-20%	≤10%	97.6%	2.4%	0.0%	0.0%	0.0%	0.0%	0.0%	95.1%	61.0%	39.0%	0.0%
Science	21	>80%	≤20%	≤20%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	42.9%	57.1%	0.0%
Social Studies/History	22	40-60%	40-60%	≤20%	95.5%	0.0%	4.5%	0.0%	0.0%	0.0%	0.0%	100.0%	50.0%	50.0%	0.0%
World Language	10	*	*	*	90.0%	10.0%	0.0%	0.0%	0.0%	0.0%	0.0%	90.0%	50.0%	50.0%	0.0%
Visual and Performing Arts	21	60-80%	20-40%	≤20%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	81.0%	76.2%	23.8%	0.0%
Health/Physical Education	23	40-60%	40-60%	≤20%	87.0%	0.0%	8.7%	4.3%	0.0%	0.0%	0.0%	65.2%	91.3%	8.7%	0.0%
Family & Consumer Sciences	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Computer Science/IT	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Industrial Arts	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
Career and Technical Education	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Special Education	158	90-95%	5-10%	≤5%	96.8%	2.5%	0.0%	0.6%	0.0%	0.0%	0.0%	71.5%	67.1%	32.9%	0.0%
Bilingual	6	*	*	*	66.7%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%	50.0%	0.0%

Per-Pupil Expenditures

Per-Pupil Expenditures by Source

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

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

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

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

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

Howell Twp	Federal	State & Local	Total	ADE**
District Level Total Expenditures	\$693	\$17,559	\$18,252	5,769.0
Adelphia Elementary School	\$673	\$12,394	\$13,067	394.6
Aldrich Elementary School	\$171	\$11,924	\$12,095	370.1
District Level Central Expenditures	\$471	\$3,904	\$4,375	5,769.0
Ardena Elementary School	\$747	\$14,099	\$14,846	324.1
Greenville Elementary School	\$138	\$11,837	\$11,975	456.2
Edith M. Griebing Elementary School	\$188	\$20,270	\$20,458	336.2
Howell Township Middle School North	\$197	\$11,038	\$11,235	1,025.3
Howell Township Middle School South	\$74	\$14,206	\$14,280	847.2
Land O Pines Elementary School	\$130	\$17,120	\$17,250	485.2
Newbury Elementary School	\$164	\$11,109	\$11,273	385.5
Ramtown Elementary School	\$152	\$12,448	\$12,600	414.1
Memorial Elementary School	\$222	\$21,987	\$22,209	284.8
Taunton Elementary School	\$142	\$11,957	\$12,099	445.7

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Accountability

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

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

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

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

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

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

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

Report Key:

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Accountability

Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

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

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

Accountability

ESSA Accountability Progress

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

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

ESSA Accountability Indicator	2021-22	2022-23	2023-24
ELA Proficiency	54.2%	54.7%	54.0%
Math Proficiency	43.8%	43.2%	44.3%
ELA Growth†	24	47	48
Math Growth†	44	47	54
4-Year Graduation Rate (Prior Year)††	N	N	N
5-Year Graduation Rate (Prior Year)††	N	N	N
Progress toward English Language Proficiency	24.3%	26.7%	31.2%
Chronic Absenteeism	16.4%	16.4%	19.5%

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

†Target was met within a confidence interval.

Narrative

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



Highlights:

- All Schools in the district Certified as a Sustainable Jersey For Schools School, Silver Level Certified, and Digital Star recognized
- Nationally Award Winning student enrichment experiences.
- Recognized for personalized student & adult learning environments fostering inquiry, collaboration, & community.



Mission, Vision, Theme:

Learning, Leading, and Living with Purpose. The Mission of the Howell Township Public School District is to partner with the community to provide a thorough, efficient, and effective education for all students to achieve success as skillful communicators, independent thinkers, and life-long learners. In reaching their full potential, our children will develop individual, social, and civic responsibility, as well as respect for themselves and others.



Awards, Recognition, Accomplishments:

Howell Township Public Schools has a long and distinguished history of leading in education. Designing learning environments that are personalized and provide opportunities for students to flourish have afforded us numerous state, national, and media honors, awards, and distinctions. Our Special Education, English as a Second Language, Pre K, Enrichment, Blended Learning environments, and STEAM are among the few areas in which we have received distinguished acknowledgements.

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Courses, Curriculum, Instruction:

Stating that our curriculum is aligned to the New Jersey Student Learning Standards is a statement to the minimum of our efforts. Our curricula intertwines deep learning opportunities and rich resources, all of which support our framework for personalized learning. The curriculum is a cohesive set of documents enabling learning environments, based on researched expectations, that support learner-led pathways to unique outcomes. We encourage you to review all of our curriculum documents which can be accessed here https://www.howell.k12.nj.us/apps/pages/index.jsp?uREC_ID=1163721&type=d&pREC_ID=1416115.



Sports and Athletics:

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

The district provides a rich offering of athletics for all students to participate in throughout all three seasons of the school year. There are opportunities for all students to participate through an inclusive approach that maintains a competitive spirit. Our athletic teams routinely achieve county and state-wide levels of distinction. We believe their successes are also due to their sportsmanship, team spirit, & pride in community.



Clubs and Activities:

The many clubs and activities available throughout the school district provide numerous enrichment opportunities for students to grow along our developmental learning framework of Play, Passion, and Purpose. At each grade-band, students are encouraged to participate in opportunities that extend our developmental framework beyond the walls of their classrooms. From Cooking to Robotics, Genius Hours to Newspaper, we have a club or activity where all learners can find like-minded friends.

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Before and After School Programs:

Before and after care is provided through a third-party vendor in most buildings, based on enrollment. Children in buildings without sufficient interest are shuttled to or from these buildings so that all students have eligibility. Before care begins at 6:30 AM, and after care runs until 6:00 PM.



Staff and Professional Learning:

Our Personalized Learning environments are best supported by providing the same framework to our staff. Each building has a School Improvement Panel (SciP) that determines the impact of the professional learning experiences on student learning. The SciP's are all supported by a district-wide committee, the Learning Design Team (LDT). The LDT reflects, models, and supports our framework of personalized learning for all members of the educational community.



Student Supports and Services:

Our District provides support for social, emotional, and exceptional needs that ensure opportunities for all students to thrive. Our work is strategically proactive. Using a district-wide multi-tiered system of support, students receive just-enough-just-in-time strategies for learners all along the needs continuum. When additional supports are necessary, our Guidance, Special Needs, Enrichment, and English as a Second Language departments will provide the necessary personalized supports.

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Student Health and Wellness:

Within our curriculum, our Health and Physical Education program provides support for, and actively promotes a healthy life style. HTPS also recognizes that learners need to move in order to learn best. Mindfulness, classroom yoga, Move Minutes, and Restorative Practices can be seen throughout the district. In addition to these activities, our nursing and guidance departments' support the physical and mental wellness of our students while also offering professional care when needs arise. Social Emotional Wellness and Learning continues to be a strong part of our 2024-2029 Strategic Plan.



Parent and Community Involvement:

"12 Schools, One Community" is often heard throughout our schools. There are many ways in which HTPS promotes an environment of collaboration with our communities. We are among a handful of districts that have citizens appointed to serve on the various Board of Education sub-committees which includes Community Interaction Committee. Our parent organizations are vibrant, collaborative partners in our mission. Businesses, families, and the municipal government all play a significant role in shaping the success of our schools.



Climate Surveys:

Is a Climate Survey Used: No;

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Facilities:

We transport approximately 6000 students to and from 12 schools across 66 square miles that is Howell. Following our framework for developmentally appropriate learning environments, two early learning centers emphasize purposeful PLAY for academic foundations. Our eight K-5 schools carry that work forward through second grade. By third grade, the elementary schools engage students' PASSION to build success. Our two middle schools focus students' sense of PURPOSE to support their future decisions. Flexibility, comfortability, and inspiration are hallmarks of all our schools. As of the 2024-2025 school year, Universal PreK is offered to all 3 and 4 year olds residing in Howell Twp.



School Safety:

The Howell district prides itself in the attention paid to physical and emotional safety. We maintain a high level of partnership with the local police departments, have a robust SLEO III program with SLEO IIIs assigned to all buildings, as well as district School Resource Officers.



Technology and STEM:

Howell Township Public Schools remains a leader in the educational technology arena. All our students are provided with iPADS as are our teachers. Understanding the developmental needs of children is at the core of our work in this area. Educational technologies are evaluated, implemented, and used in ways that support inquiry, research, and equitable access to information. The core of our learning environment remains committed to the learner as a social being. Students need to interact, engage, and socialize their learning. We ensure that our technology supports learners in doing so. Platforms and infrastructures are in place that create an architecture of support for students to interact with each other and their teachers because interaction is critical to success. Our curriculum in all areas integrate a design-minded approach that emphasizes content appropriate.

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Early Childhood Education:

Our Preschool program has been one of our most rapidly expanding programs in the district. Utilizing the Tools of the Mind curriculum, Howell Township Public Schools, has been a model district for program implementation. With multiple programs housed within the umbrella of our pre-K program, we ensure that all the learning needs of our youngest learners are met, their interests are invigorated, and their readiness for kindergarten is well supported. Students engage in learning activities that find their foundations in play as well as structured learning experiences. Currently, two Early Learning Centers provide universal PreK offered to all eligible 3 and 4 year old children residing within Howell Township.



Attendance:

We have increased our academic and behavioral interventions to support students in closing gaps with pre-covid peer performance and school-readiness. We provide a variety of mental, social, and emotional health supports for students and faculty such as, but not limited to Restorative Practices, additional Behavioral Interventionists, additional Academic Interventionists, increased access to extended day and extended school year learning options, enhanced and expansive digital learning platforms, and a variety of supplemental resources.

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Other Information:

For the 2024-2025 school year HTPS offers universal PreK to all eligible 3 and 4 year old students residing in Howell Township. All PreK students attend school at either Newbury Early Learning Center or Adelpia Early Learning center depending on residence. Our remaining eight elementary schools will serve students in grades K-5 each. Students in grades 6-8 attend either Middle School North or Middle School South.