



Marlboro Township School District (25-3030)

2023-2024

County: Monmouth

District: Marlboro Township School District

1980 Township Drive
Marlboro, NJ 07746

Superintendent: Mr. Michael Ballone

[District Website](#)

732-972-2000 x2015



4,541
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	Marlboro Township School District
Superintendent Name	Mr. Michael Ballone
Address	1980 Township Drive, Marlboro, NJ 07746
Phone Number	732-972-2000 x2015
Email Address	mballone@mtps.org
Website	www.mtps.org
Twitter	https://x.com/MTPSNJ

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
Asher Holmes Elementary School	01-05
David C Abbott Early Learning Center	PK-KG
Frank Defino Central Elementary School	KG-05
Frank J. Dugan Elementary School	KG-05
Marlboro Elementary School	KG-05
Marlboro Memorial Middle School	06-08
Marlboro Middle School	06-08
Robertsville Elementary School	01-05

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	75	65	76
KG	354	396	345
1	429	421	445
2	454	463	447
3	476	492	493
4	442	515	501
5	587	468	531
6	577	615	478
7	549	587	626
8	614	566	599
Total	4,557	4,588	4,541

Enrollment Trends by Student Group

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

Student Group	2021-22	2022-23	2023-24
Female	48.0%	47.0%	47.0%
Male	52.0%	53.0%	53.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	2.9%	6.8%	8.0%
Students with Disabilities	15.3%	16.3%	16.5%
Multilingual Learners	3.1%	4.2%	4.1%
Students Experiencing Homelessness	0.0%	0.0%	0.1%
Students in Foster Care	0.1%	0.0%	0.0%
Military-Connected Students	0.3%	0.2%	0.2%
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	64.3%	63.8%	63.9%
Hispanic	7.2%	7.1%	7.1%
Black or African American	1.4%	1.8%	1.7%
Asian	24.5%	24.5%	24.3%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.1%
American Indian or Alaska Native	0.3%	0.2%	0.3%
Two Or More Races	2.3%	2.4%	2.6%

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.

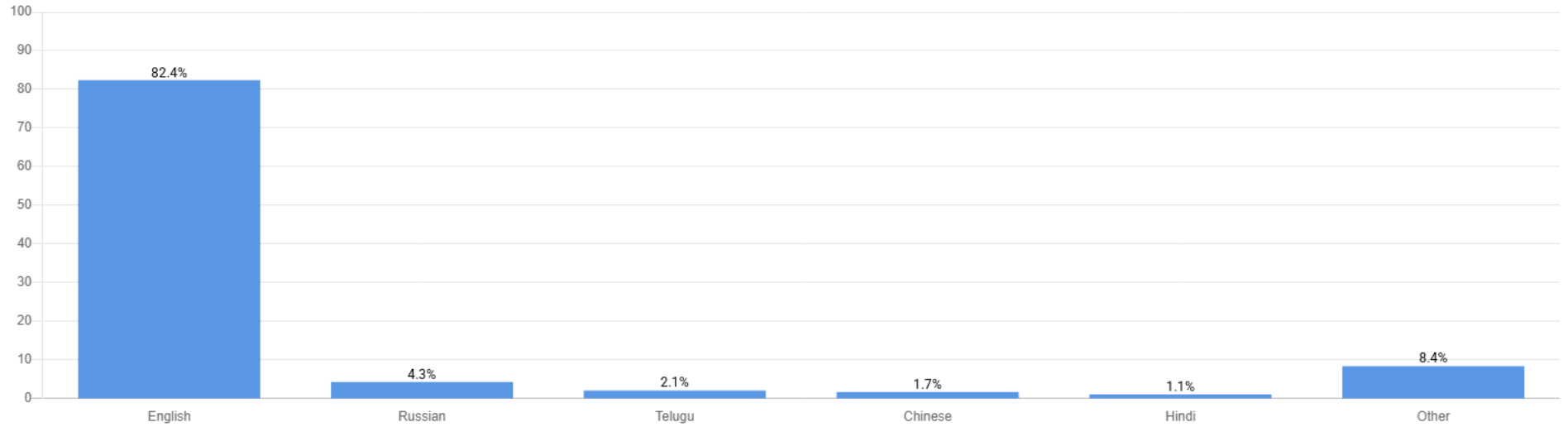
Grade	2021-22	2022-23	2023-24
PK - Half Day	19	14	0
PK - Full Day	56	51	76
KG - Half Day	0	0	0
KG - Full Day	354	396	345

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.

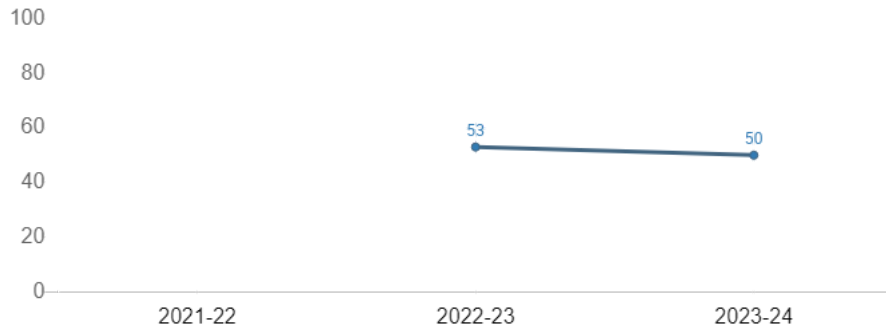
Important Note for 2023-24: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022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

Student Growth Trends and Progress

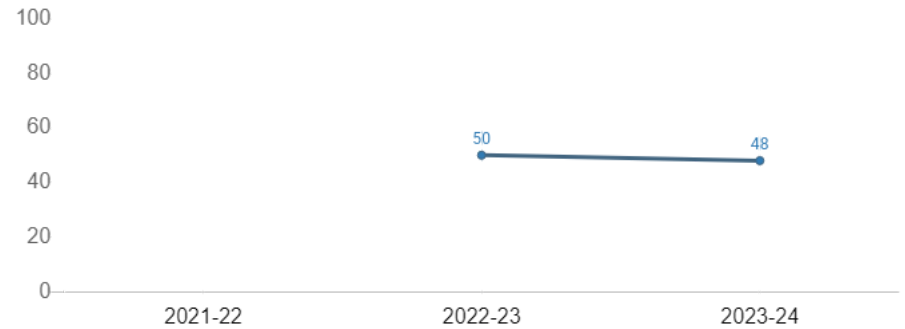
These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

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		53	50		50	48
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	50	50	Met Standard	48	50	Met Standard
White	48	50	Met Standard	44	51	Met Standard
Hispanic	48	49	Met Standard	46	48	Met Standard
Black or African American	49	47	Met Standard	52	46	Met Standard
Asian, Native Hawaiian, or Pacific Islander	54	59	Met Standard	59	60	Met Standard
American Indian or Alaska Native	68.5	50	**	52.5	50	**
Two or More Races	51	50	Met Standard	39	51	Not Met
Female	51	52		45	50	
Male	48	48		50	50	
Non-Binary/Undesignated Gender	N	44		N	45.5	
Economically Disadvantaged Students	47.5	48	Met Standard	52	48	Met Standard
Students with Disabilities	46	43	Met Standard	45	44	Met Standard
Multilingual Learners	59	50	Met Standard	55	50	Met Standard
Students Experiencing Homelessness	N	43		N	45	
Students in Foster Care	*	40		*	47	
Military-Connected Students	*	47.5		*	51	
Migrant Students	N	53		N	44	

Student Growth

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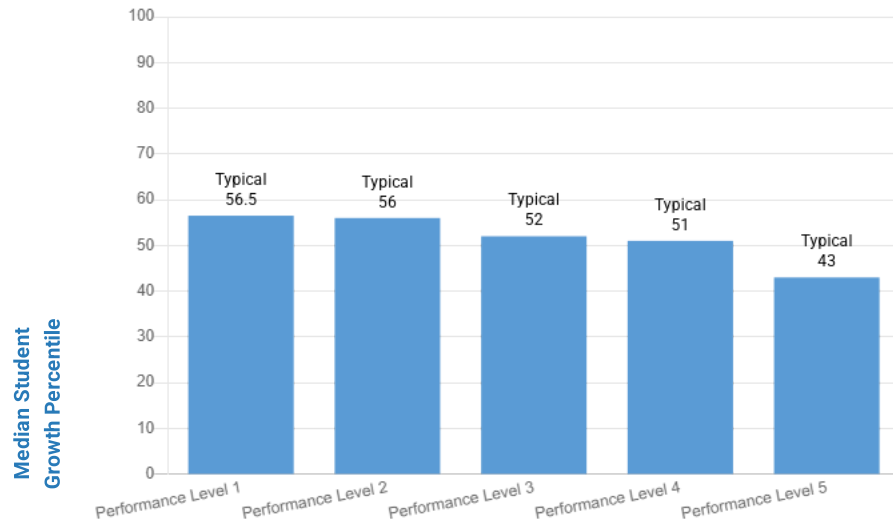
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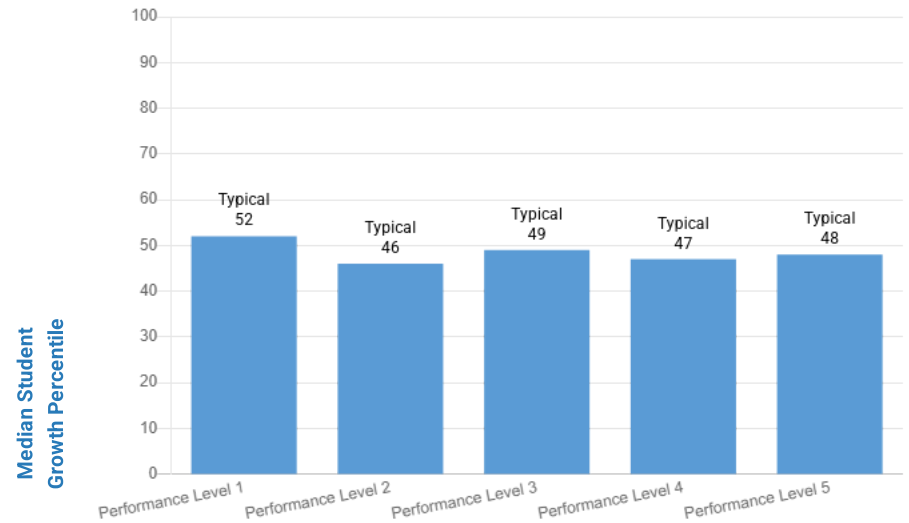
Student Growth by Performance Level

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

ELA



Math



Student Growth

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

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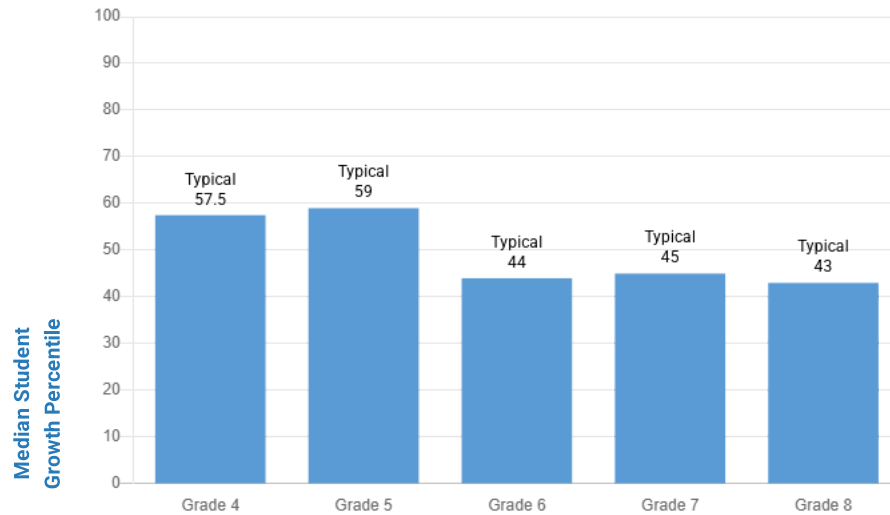
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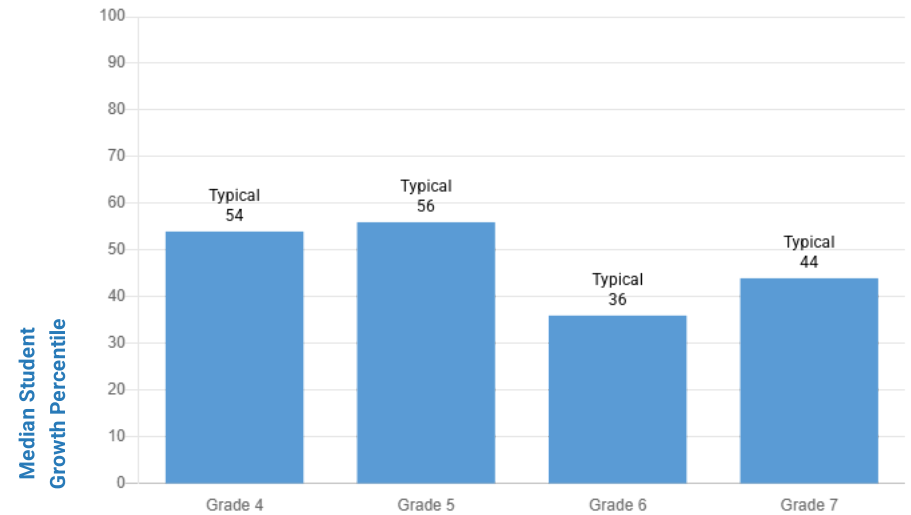
Student Growth by Grade

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

ELA



Math



Academic Achievement

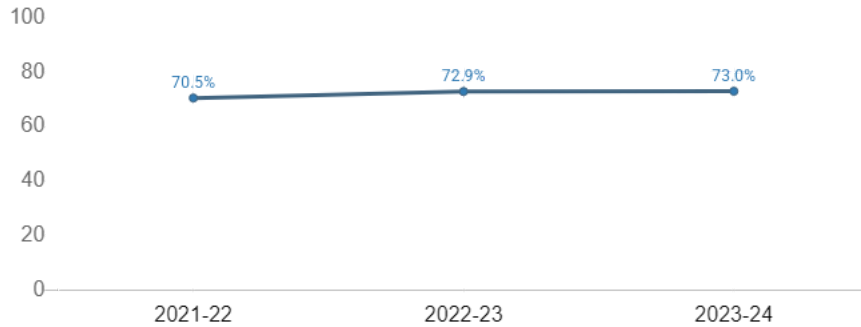
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For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2024 Accountability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

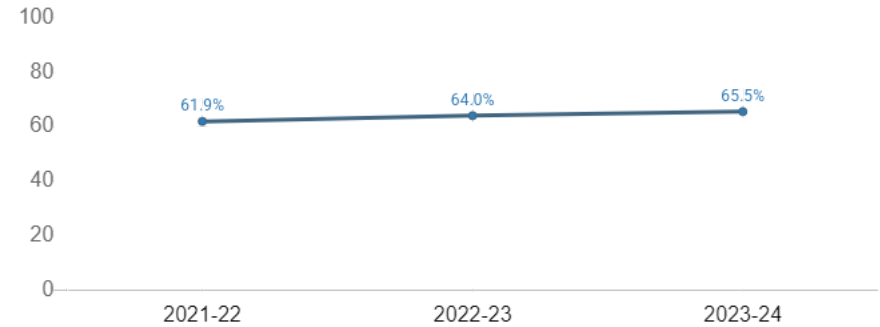
English Language Arts and Mathematics Performance Trends

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	98.5%	98.9%	99.0%	98.1%	98.7%	98.9%
Proficiency Rate for Federal Accountability	70.5%	72.9%	73.0%	61.9%	64.0%	65.5%
Annual Target	69.8%	70.5%	73.8%	66.2%	67.0%	65.2%
Met Annual Target?	Met Target	Met Target	Met Target†	Not Met	Not Met	Met Target
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

† Target was met within a confidence interval.

Academic Achievement

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

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	3,156	99%	73%	52.2%	73%	73.8%	Met Target†
White	1,982	98.9%	68%	61.8%	68%	69.7%	Met Target†
Hispanic	224	98.3%	61.6%	38%	61.6%	57.4%	Met Target
Black or African American	61	100%	59%	35.9%	59%	62.2%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	804	99.3%	88.4%	79.9%	88.4%	89.4%	Met Goal
American Indian or Alaska Native	11	100%	90.9%	51.2%	90.9%	**	**
Two or More Races	74	100%	82.4%	59.4%	82.4%	71.8%	Met Goal
Female	*	98.9%	77.3%	57.7%	77.3%		
Male	*	99.1%	69.2%	47%	69.2%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	240	97.7%	57.5%	34.6%	57.5%	63.4%	Not Met
Non-Economically Disadvantaged Students	2,916	99.1%	74.3%	62.8%	74.3%		
Students with Disabilities	491	97.4%	29.7%	19.8%	29.7%	27.8%	Met Target
Students without Disabilities	2,665	99.3%	81%	59.4%	81%		
Multilingual Learners	179	98.9%	56.4%	23.1%	56.4%	63.8%	Not Met
Non-Multilingual Learners	2,977	99%	74%	56.2%	74%		
Students Experiencing Homelessness	*	*	*	21.9%	*		
Students in Foster Care	*	*	*	19.3%	*		
Military-Connected Students	*	*	*	48.2%	*		
Migrant Students	*	*	*	13.3%	*		

† Target was met within a confidence interval.

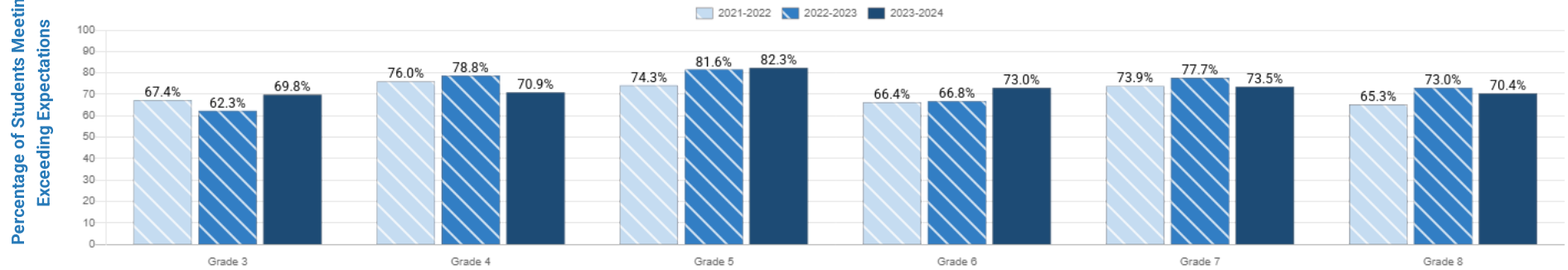
Academic Achievement

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English Language Arts Assessment - Performance Trends

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



Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	483	767	741	6%	8%	16%	57%	13%	70%	44%
White	309	760	751	7%	10%	20%	55%	8%	63%	53%
Hispanic	29	759	724	10%	10%	7%	62%	10%	72%	29%
Black or African American	*	*	725	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	122	784	770	3%	3%	9%	59%	25%	84%	70%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	46%
Two or More Races	15	794	751	0%	7%	0%	73%	20%	93%	52%
Female	*	774	746	5%	6%	14%	60%	15%	75%	48%
Male	*	760	736	7%	10%	18%	54%	10%	65%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	41	740	722	12%	24%	24%	37%	2%	39%	26%
Non-Economically Disadvantaged Students	442	770	753	5%	7%	15%	59%	14%	73%	55%
Students with Disabilities	70	726	710	29%	23%	23%	21%	4%	26%	18%
Students without Disabilities	413	774	747	2%	6%	15%	63%	14%	77%	49%
Multilingual Learners	27	738	704	15%	19%	26%	37%	4%	41%	13%
Non-Multilingual Learners	456	769	746	5%	8%	16%	58%	13%	71%	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	492	767	749	4%	7%	18%	44%	27%	71%	51%
White	311	761	758	4%	9%	20%	49%	19%	67%	61%
Hispanic	36	756	734	6%	11%	22%	44%	17%	61%	35%
Black or African American	*	*	733	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	125	787	776	2%	2%	11%	36%	50%	86%	78%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	51%
Two or More Races	11	764	757	9%	9%	27%	27%	27%	55%	60%
Female	*	768	752	3%	8%	15%	46%	28%	73%	54%
Male	*	766	745	4%	6%	21%	43%	26%	68%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	43	758	731	9%	9%	14%	49%	19%	67%	32%
Non-Economically Disadvantaged Students	449	768	760	3%	7%	19%	44%	28%	71%	63%
Students with Disabilities	85	736	720	15%	24%	24%	32%	6%	38%	21%
Students without Disabilities	407	774	755	1%	4%	17%	47%	31%	78%	57%
Multilingual Learners	20	727	711	15%	25%	40%	20%	0%	20%	13%
Non-Multilingual Learners	472	769	753	3%	6%	17%	45%	28%	73%	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	520	777	750	3%	5%	10%	57%	25%	82%	52%
White	323	771	760	4%	6%	12%	60%	18%	78%	63%
Hispanic	34	776	736	0%	9%	12%	59%	21%	79%	37%
Black or African American	*	759	734	0%	10%	20%	70%	0%	70%	35%
Asian, Native Hawaiian, or Pacific Islander	135	790	778	1%	1%	5%	53%	40%	93%	80%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	15	797	757	0%	0%	7%	27%	67%	93%	60%
Female	*	779	755	3%	2%	11%	58%	25%	83%	57%
Male	*	775	745	2%	7%	10%	56%	25%	81%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	41	770	732	0%	15%	5%	66%	15%	80%	33%
Non-Economically Disadvantaged Students	479	778	761	3%	4%	11%	56%	26%	82%	64%
Students with Disabilities	70	737	719	20%	26%	16%	33%	6%	39%	20%
Students without Disabilities	450	783	756	0%	2%	9%	61%	28%	89%	59%
Multilingual Learners	10	719	705	20%	40%	20%	20%	0%	20%	*
Non-Multilingual Learners	510	778	754	2%	4%	10%	58%	26%	84%	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	474	772	751	2%	8%	17%	40%	33%	73%	53%
White	291	766	760	3%	10%	21%	40%	26%	66%	63%
Hispanic	31	757	738	0%	16%	32%	35%	16%	52%	39%
Black or African American	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	134	792	778	0%	0%	7%	38%	55%	93%	82%
American Indian or Alaska Native	*	*	748	*	*	*	*	*	*	49%
Two or More Races	*	*	758	*	*	*	*	*	*	60%
Female	*	777	756	1%	7%	13%	43%	36%	79%	59%
Male	*	768	746	3%	8%	21%	38%	30%	68%	48%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	42	753	735	7%	12%	29%	31%	21%	52%	35%
Non-Economically Disadvantaged Students	432	774	761	2%	7%	16%	41%	34%	75%	65%
Students with Disabilities	67	732	719	12%	27%	34%	27%	0%	27%	17%
Students without Disabilities	407	779	758	0%	4%	14%	42%	39%	81%	60%
Multilingual Learners	*	*	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	773	754	2%	7%	17%	40%	34%	74%	57%
Students Experiencing Homelessness	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	724	*	*	*	*	*	*	22%
Military-Connected Students	*	*	754	*	*	*	*	*	*	55%
Migrant Students	*	*	712	*	*	*	*	*	*	29%

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 7

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	619	767	752	4%	6%	16%	44%	30%	74%	54%
White	395	761	761	6%	6%	19%	47%	22%	69%	64%
Hispanic	54	759	737	6%	9%	22%	44%	19%	63%	39%
Black or African American	*	760	734	0%	15%	15%	38%	31%	69%	37%
Asian, Native Hawaiian, or Pacific Islander	139	785	785	1%	4%	8%	32%	55%	87%	84%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	51%
Two or More Races	14	775	759	0%	0%	7%	71%	21%	93%	60%
Female	*	771	758	4%	5%	13%	45%	34%	78%	60%
Male	*	763	746	4%	6%	20%	43%	26%	69%	48%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	43	749	734	16%	2%	26%	42%	14%	56%	36%
Non-Economically Disadvantaged Students	576	768	762	3%	6%	16%	44%	31%	75%	64%
Students with Disabilities	93	729	715	20%	24%	28%	23%	5%	28%	18%
Students without Disabilities	526	774	759	2%	2%	14%	48%	34%	82%	61%
Multilingual Learners	*	*	700	*	*	*	*	*	*	*
Non-Multilingual Learners	*	768	756	4%	5%	17%	44%	30%	74%	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	582	770	751	4%	8%	18%	42%	29%	70%	53%
White	343	764	760	4%	10%	22%	42%	23%	64%	62%
Hispanic	41	750	736	10%	17%	27%	37%	10%	46%	39%
Black or African American	*	761	735	8%	23%	8%	38%	23%	62%	37%
Asian, Native Hawaiian, or Pacific Islander	170	787	783	1%	2%	8%	44%	46%	89%	82%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	52%
Two or More Races	15	766	757	7%	7%	20%	40%	27%	67%	59%
Female	*	776	759	3%	5%	16%	43%	33%	76%	60%
Male	*	765	743	4%	10%	19%	41%	26%	66%	46%
Non-binary/undesignated gender	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	33	751	734	6%	18%	24%	39%	12%	52%	36%
Non-Economically Disadvantaged Students	549	771	761	3%	8%	17%	42%	30%	72%	63%
Students with Disabilities	75	722	713	19%	33%	31%	16%	1%	17%	16%
Students without Disabilities	507	777	758	1%	5%	16%	46%	33%	78%	60%
Multilingual Learners	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	770	755	3%	8%	18%	42%	29%	71%	56%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	23%
Students in Foster Care	*	*	708	*	*	*	*	*	*	14%
Military-Connected Students	*	*	743	*	*	*	*	*	*	43%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	3,157	98.9%	65.5%	40.2%	65.5%	65.2%	Met Target
White	1,977	98.6%	59.4%	51.1%	59.4%	59.2%	Met Target
Hispanic	224	98.3%	46.4%	24.2%	46.4%	47%	Met Target†
Black or African American	61	100%	42.6%	20.1%	42.6%	47.1%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	810	99.4%	86.4%	74.4%	86.4%	86%	Met Goal
American Indian or Alaska Native	11	100%	81.8%	42%	81.8%	**	**
Two or More Races	74	100%	74.3%	48.9%	74.3%	70.7%	Met Target
Female	*	98.7%	62.8%	38.4%	62.8%		
Male	*	99%	68%	42%	68%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	243	98.1%	48.1%	21.7%	48.1%	45.2%	Met Target
Non-Economically Disadvantaged Students	2,914	98.9%	67%	51.5%	67%		
Students with Disabilities	491	97.6%	24.4%	16.6%	24.4%	25.5%	Met Target†
Students without Disabilities	2,666	99.1%	73.1%	45.4%	73.1%		
Multilingual Learners	186	99%	56.5%	18.7%	56.5%	55.9%	Met Target
Non-Multilingual Learners	2,971	98.9%	66.1%	43.5%	66.1%		
Students Experiencing Homelessness	*	*	*	12.9%	*		
Students in Foster Care	*	*	*	12.4%	*		
Military-Connected Students	*	*	*	38.8%	*		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

Report Key:

* 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

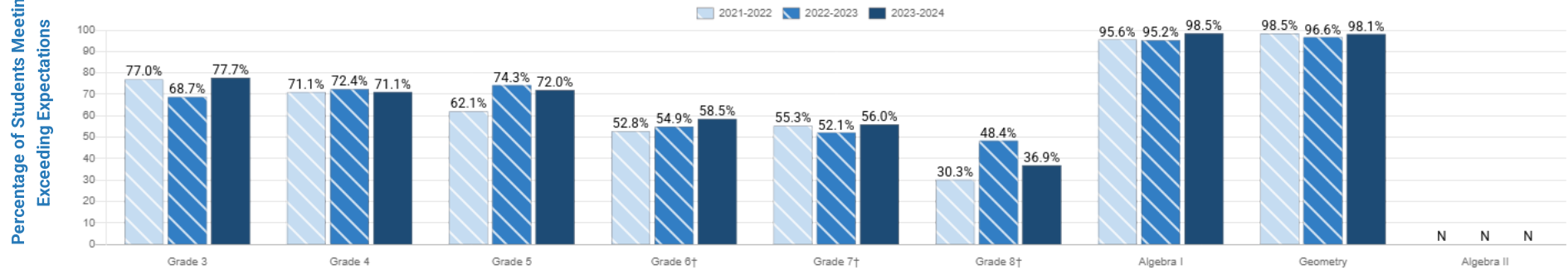
Academic Achievement

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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	485	773	747	2%	6%	14%	46%	32%	78%	48%
White	312	766	757	3%	6%	16%	50%	24%	74%	60%
Hispanic	28	758	732	0%	18%	21%	43%	18%	61%	31%
Black or African American	*	*	728	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	122	792	776	1%	1%	7%	38%	53%	91%	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	51%
Two or More Races	15	785	755	0%	0%	13%	33%	53%	87%	56%
Female	*	770	744	2%	7%	16%	48%	28%	76%	45%
Male	*	776	749	2%	5%	13%	43%	36%	80%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	41	743	729	2%	20%	37%	34%	7%	41%	28%
Non-Economically Disadvantaged Students	444	776	758	2%	4%	12%	47%	34%	81%	60%
Students with Disabilities	69	739	725	12%	23%	26%	29%	10%	39%	25%
Students without Disabilities	416	778	751	1%	3%	13%	49%	36%	84%	52%
Multilingual Learners	29	751	722	3%	17%	21%	55%	3%	59%	20%
Non-Multilingual Learners	456	774	751	2%	5%	14%	45%	34%	79%	52%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	17%
Students in Foster Care	*	*	719	*	*	*	*	*	*	18%
Military-Connected Students	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	727	*	*	*	*	*	*	12%

Academic Achievement

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

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Mathematics Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	492	764	744	3%	8%	18%	54%	17%	71%	45%
White	311	757	754	4%	9%	22%	58%	8%	66%	57%
Hispanic	36	754	730	6%	14%	19%	50%	11%	61%	28%
Black or African American	*	*	726	*	*	*	*	*	*	24%
Asian, Native Hawaiian, or Pacific Islander	125	786	773	1%	3%	7%	46%	42%	89%	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	50%
Two or More Races	11	760	752	9%	9%	9%	55%	18%	73%	54%
Female	*	761	743	4%	9%	19%	53%	15%	68%	43%
Male	*	768	746	3%	6%	17%	55%	20%	75%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	43	755	727	7%	9%	16%	58%	9%	67%	25%
Non-Economically Disadvantaged Students	449	765	755	3%	8%	18%	53%	18%	71%	58%
Students with Disabilities	85	733	722	15%	28%	22%	28%	6%	34%	21%
Students without Disabilities	407	771	749	1%	3%	17%	59%	20%	79%	50%
Multilingual Learners	20	738	718	5%	20%	30%	45%	0%	45%	14%
Non-Multilingual Learners	472	765	748	3%	7%	17%	54%	18%	72%	49%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	15%
Students in Foster Care	*	*	716	*	*	*	*	*	*	15%
Military-Connected Students	*	*	744	*	*	*	*	*	*	43%
Migrant Students	*	*	721	*	*	*	*	*	*	17%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	522	766	741	2%	9%	17%	48%	24%	72%	40%
White	323	759	751	3%	11%	20%	50%	15%	66%	53%
Hispanic	34	762	726	0%	18%	15%	44%	24%	68%	23%
Black or African American	*	749	722	10%	0%	30%	60%	0%	60%	19%
Asian, Native Hawaiian, or Pacific Islander	137	785	772	0%	2%	11%	41%	46%	87%	76%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	15	782	748	0%	7%	7%	53%	33%	87%	49%
Female	*	761	739	3%	9%	21%	50%	16%	66%	38%
Male	*	772	742	1%	8%	13%	45%	32%	77%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	41	754	724	0%	20%	20%	49%	12%	61%	20%
Non-Economically Disadvantaged Students	481	767	752	2%	8%	17%	48%	25%	73%	53%
Students with Disabilities	70	732	717	14%	39%	11%	30%	6%	36%	16%
Students without Disabilities	452	772	746	0%	4%	18%	50%	27%	78%	45%
Multilingual Learners	13	727	711	8%	31%	46%	15%	0%	15%	*
Non-Multilingual Learners	509	767	744	2%	8%	16%	49%	25%	73%	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	475	757	737	5%	12%	24%	39%	20%	59%	36%
White	290	750	746	7%	17%	29%	36%	12%	48%	47%
Hispanic	31	733	723	13%	26%	32%	29%	0%	29%	20%
Black or African American	*	*	718	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	136	782	768	1%	1%	9%	47%	43%	90%	73%
American Indian or Alaska Native	*	*	735	*	*	*	*	*	*	33%
Two or More Races	*	*	743	*	*	*	*	*	*	45%
Female	*	755	736	6%	13%	24%	41%	16%	57%	34%
Male	*	760	738	5%	12%	24%	36%	24%	60%	38%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	42	739	721	10%	19%	36%	26%	10%	36%	17%
Non-Economically Disadvantaged Students	433	759	747	5%	12%	22%	40%	21%	61%	48%
Students with Disabilities	67	714	714	31%	36%	22%	10%	0%	10%	12%
Students without Disabilities	408	765	741	1%	9%	24%	43%	23%	66%	41%
Multilingual Learners	*	*	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	758	740	5%	12%	24%	39%	20%	59%	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	568	751	739	3%	13%	28%	48%	8%	56%	37%
White	376	749	748	3%	13%	31%	47%	5%	52%	50%
Hispanic	53	736	728	8%	30%	30%	30%	2%	32%	23%
Black or African American	*	748	724	8%	8%	38%	31%	15%	46%	18%
Asian, Native Hawaiian, or Pacific Islander	109	765	764	1%	5%	16%	60%	19%	79%	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	*	758	743	0%	15%	8%	77%	0%	77%	44%
Female	*	750	738	4%	15%	28%	46%	7%	53%	36%
Male	*	752	739	3%	11%	28%	51%	8%	59%	39%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	43	736	726	9%	28%	28%	33%	2%	35%	20%
Non-Economically Disadvantaged Students	525	752	747	3%	12%	28%	50%	8%	58%	48%
Students with Disabilities	93	724	716	17%	37%	29%	17%	0%	17%	12%
Students without Disabilities	475	757	743	1%	8%	28%	55%	9%	64%	43%
Multilingual Learners	*	*	714	*	*	*	*	*	*	*
Non-Multilingual Learners	*	751	741	3%	12%	28%	49%	8%	57%	40%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	11%
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	740	*	*	*	*	*	*	39%
Migrant Students	*	*	708	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 8

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	377	738	719	16%	19%	28%	33%	4%	37%	19%
White	253	736	729	17%	18%	31%	31%	3%	34%	27%
Hispanic	36	727	713	19%	28%	31%	22%	0%	22%	13%
Black or African American	13	726	707	23%	38%	15%	23%	0%	23%	10%
Asian, Native Hawaiian, or Pacific Islander	66	753	740	8%	12%	21%	48%	11%	59%	40%
American Indian or Alaska Native	*	*	722	*	*	*	*	*	*	21%
Two or More Races	*	*	722	*	*	*	*	*	*	22%
Female	*	738	719	16%	20%	27%	32%	5%	38%	19%
Male	*	737	719	17%	18%	29%	34%	2%	36%	20%
Non-binary/undesignated gender	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	30	736	711	13%	23%	30%	30%	3%	33%	12%
Non-Economically Disadvantaged Students	347	738	725	16%	18%	28%	33%	4%	37%	25%
Students with Disabilities	74	708	702	*	*	*	*	*	*	*
Students without Disabilities	303	745	724	9%	17%	29%	40%	5%	45%	23%
Multilingual Learners	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	738	721	16%	19%	28%	33%	4%	37%	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	202	796	738	0%	0%	1%	66%	33%	99%	40%
White	94	792	748	0%	0%	2%	78%	20%	98%	51%
Hispanic	*	*	723	*	*	*	*	*	*	23%
Black or African American	*	*	719	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	98	802	773	0%	0%	1%	53%	46%	99%	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	*	*	746	*	*	*	*	*	*	49%
Female	*	796	737	0%	0%	4%	60%	36%	96%	39%
Male	*	797	739	0%	0%	0%	70%	30%	100%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	*	*	722	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	*	796	747	0%	0%	2%	65%	33%	98%	50%
Students with Disabilities	*	*	710	*	*	*	*	*	*	11%
Students without Disabilities	*	796	743	0%	0%	2%	66%	33%	99%	45%
Multilingual Learners	*	*	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	796	741	0%	0%	1%	66%	33%	99%	43%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	13%
Students in Foster Care	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	696	*	*	*	*	*	*	*

Academic Achievement

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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	54	785	750	0%	2%	0%	44%	54%	98%	53%
White	12	789	752	0%	0%	0%	50%	50%	100%	57%
Hispanic	*	*	735	*	*	*	*	*	*	29%
Black or African American	*	*	733	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	39	784	765	0%	3%	0%	44%	54%	97%	77%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	66%
Two or More Races	*	*	756	*	*	*	*	*	*	63%
Female	*	783	748	0%	0%	0%	53%	47%	100%	50%
Male	*	786	752	0%	3%	0%	41%	57%	97%	57%
Non-binary/undesignated gender	*	*	752	*	*	*	*	*	*	60%
Economically Disadvantaged Students	*	*	734	*	*	*	*	*	*	28%
Non-Economically Disadvantaged Students	*	785	754	0%	2%	0%	45%	53%	98%	60%
Students with Disabilities	*	*	727	*	*	*	*	*	*	24%
Students without Disabilities	*	785	751	0%	2%	0%	44%	54%	98%	54%
Multilingual Learners	*	*	716	*	*	*	*	*	*	11%
Non-Multilingual Learners	*	785	751	0%	2%	0%	44%	54%	98%	55%
Students Experiencing Homelessness	*	*	727	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	743	*	*	*	*	*	*	44%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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DLM Alternate Assessment - Participation

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

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

Academic Achievement

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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	124	97	78.2%	27	21.8%
3-4	40	30	75%	10	25%
5 or more	12	5	41.7%	7	58.3%

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	64.7%	22.7%	Met Goal

† Target was met within a confidence interval.

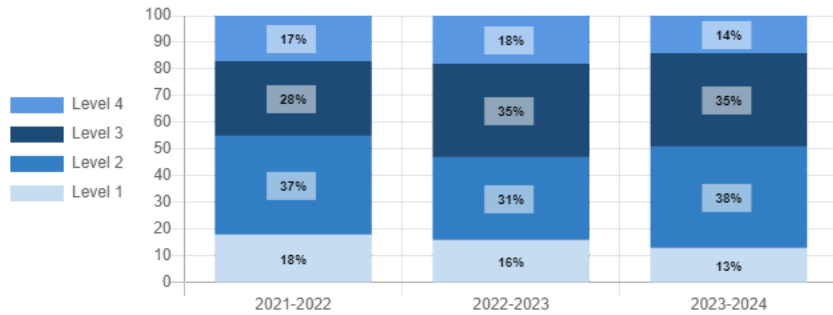
Academic Achievement

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.

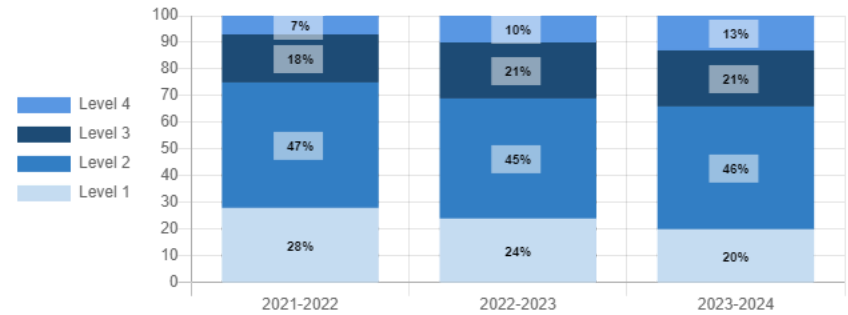
NJSLA Science Assessment: Grade 5 Summary

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	13%	38%	35%	14%	35%	37%	21%	6%
White	15%	44%	32%	9%	22%	42%	28%	8%
Hispanic	12%	50%	15%	24%	51%	36%	12%	2%
Black or African American	20%	50%	30%	0%	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	7%	23%	47%	24%	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	7%	13%	33%	47%	27%	36%	27%	10%
Female	14%	42%	33%	11%	35%	39%	20%	6%
Male	11%	35%	36%	18%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	12%	54%	29%	5%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	13%	37%	35%	15%	24%	39%	28%	10%
Students with Disabilities	48%	35%	11%	6%	64%	27%	8%	2%
Students without Disabilities	7%	38%	39%	16%	30%	39%	24%	7%
Multilingual Learners	62%	31%	8%	0%	78%	20%	2%	0%
Non-Multilingual Learners	11%	38%	36%	15%	30%	39%	23%	7%
Students Experiencing Homelessness	*	*	*	*	68%	25%	6%	1%
Students in Foster Care	*	*	*	*	67%	28%	3%	1%
Military-Connected Students	*	*	*	*	30%	42%	23%	5%
Migrant Students	*	*	*	*	73%	27%	0%	0%

Academic Achievement

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

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NJSLA Science Assessment: Grade 8

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	20%	46%	21%	13%	36%	45%	14%	5%
White	25%	49%	18%	8%	23%	52%	19%	6%
Hispanic	27%	56%	15%	2%	51%	42%	6%	1%
Black or African American	23%	69%	8%	0%	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	9%	36%	30%	26%	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	27%	33%	20%	20%	27%	46%	19%	8%
Female	22%	47%	20%	11%	35%	47%	13%	4%
Male	19%	45%	22%	14%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	32%	44%	15%	9%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	20%	46%	22%	13%	26%	48%	19%	7%
Students with Disabilities	74%	21%	5%	0%	67%	29%	3%	1%
Students without Disabilities	12%	49%	24%	15%	30%	48%	16%	6%
Multilingual Learners	*	*	*	*	75%	24%	1%	0%
Non-Multilingual Learners	20%	46%	21%	13%	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	1	0	479
7	51	0	585
8	158	54	395
Total	210	54	1,459

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	457	0	0	0	0	0	0
7	608	0	0	0	0	0	0
8	572	0	0	0	0	0	0
Total	1,637	0	0	0	0	0	0

College and Career Readiness

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

Computer Science – Course Participation

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

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

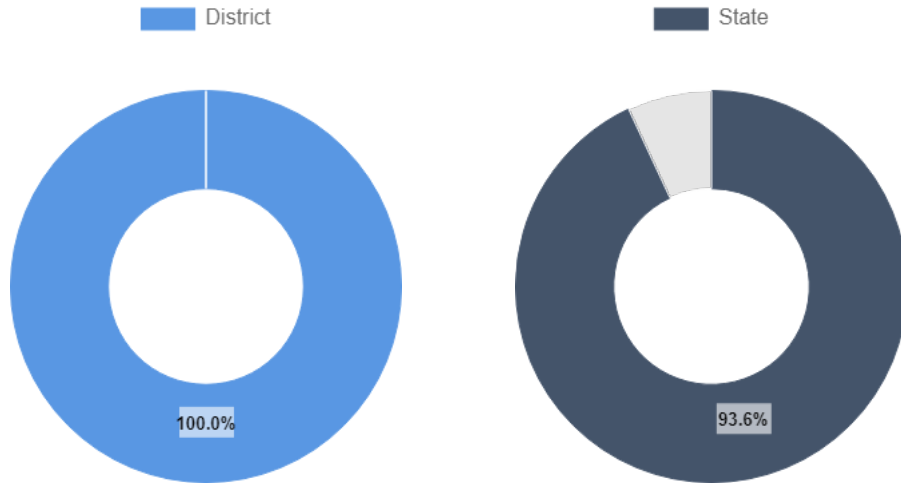
College and Career Readiness

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

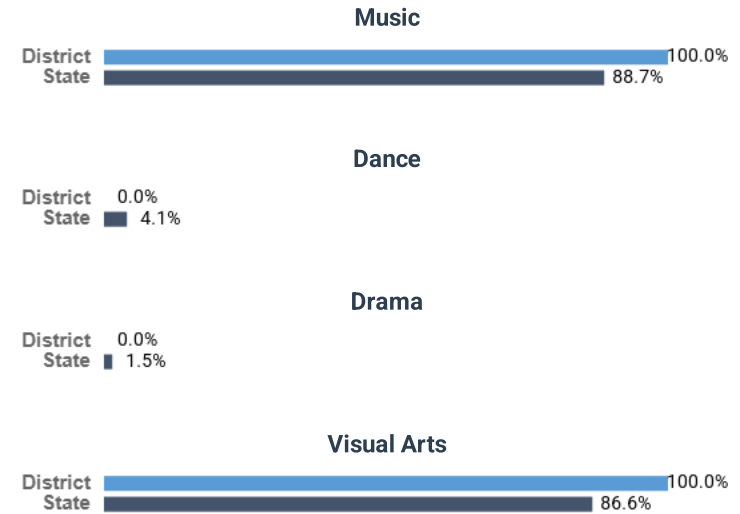
Visual and Performing Arts – Course Participation

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

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



Students enrolled in one or more classes by discipline:



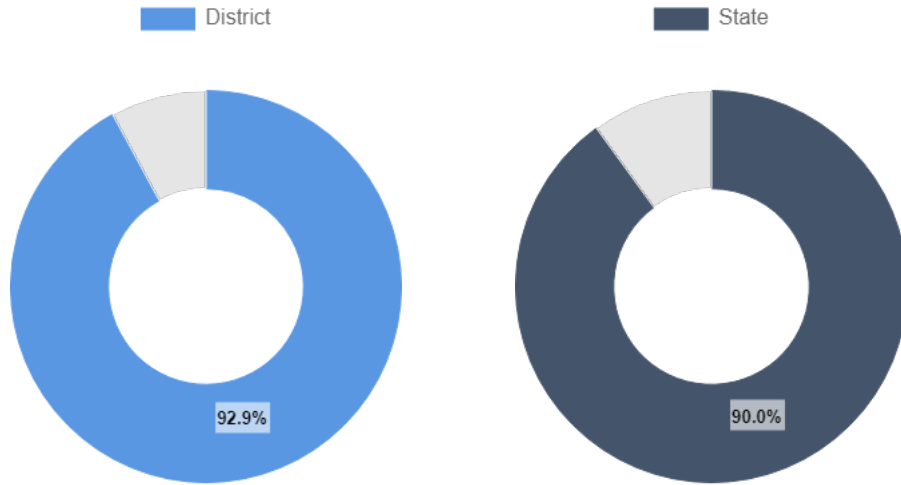
College and Career Readiness

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

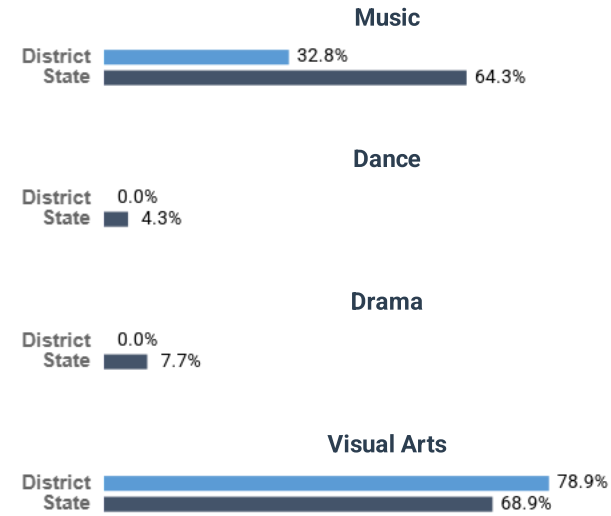
Visual and Performing Arts – Course Participation

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

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



Students enrolled in one or more classes by discipline:

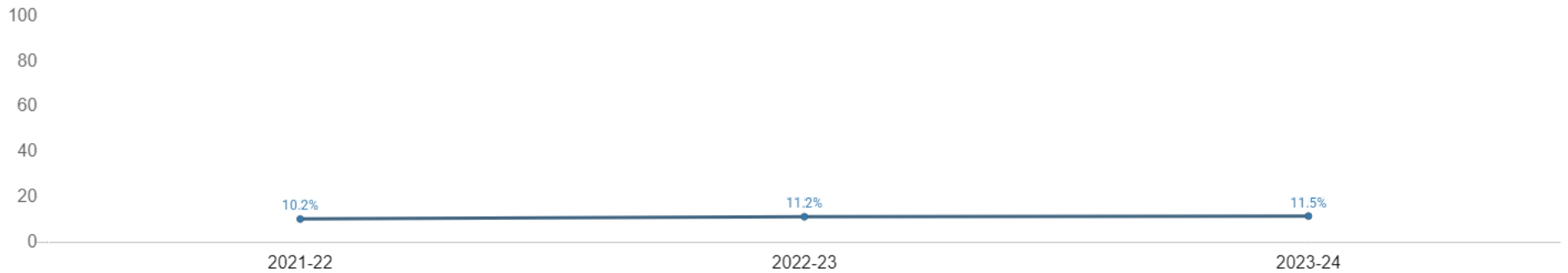


Climate and Environment

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

Chronic Absenteeism Trends

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



Performance Measure	2021-22	2022-23	2023-24
Chronic Absenteeism Rate	10.2%	11.2%	11.5%
ESSA Target (State Average for Grades Served)	17.3%	16.0%	13.8%
Met ESSA Target	Met	Met	Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%

Climate and Environment

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

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").

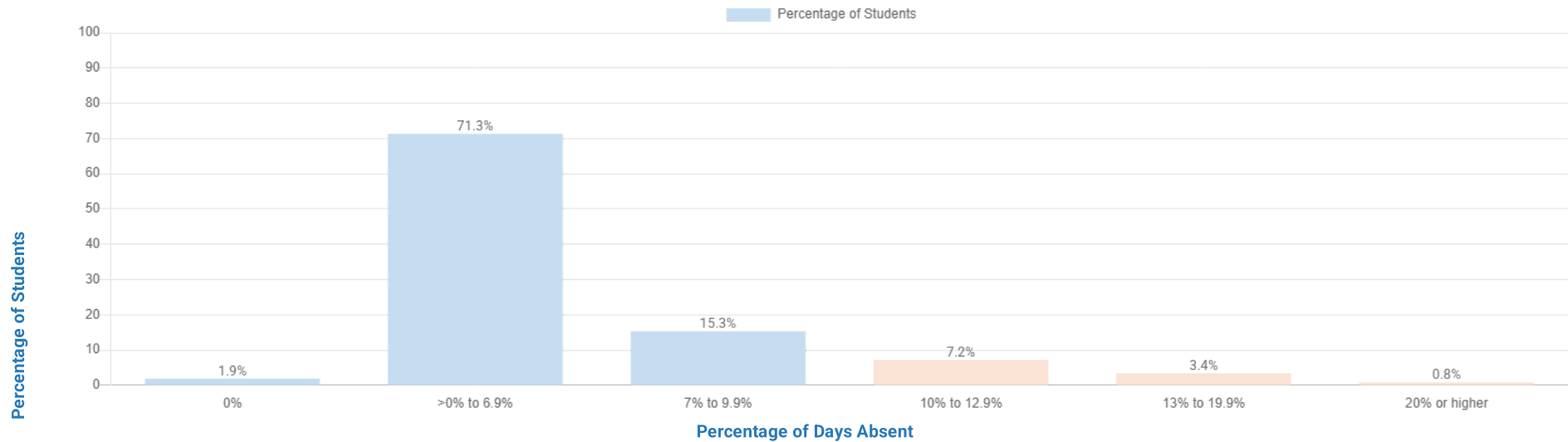
Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	514	11.5%	13.8%	Met
White	364	12.8%	13.8%	Met
Hispanic	49	15.2%	13.8%	Not Met
Black or African American	9	11.5%	13.8%	Met
Asian, Native Hawaiian, or Pacific Islander	83	7.5%	13.8%	Met
American Indian or Alaska Native	0	0.0%	**	**
Two or More Races	9	7.6%	13.8%	Met
Female	*	12.4%		
Male	*	10.7%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	75	21.0%	13.8%	Not Met
Students with Disabilities	123	17.7%	13.8%	Not Met
Multilingual Learners	37	20.2%	13.8%	Not Met
Students Experiencing Homelessness	*	*		
Students in Foster Care	*	*		
Military-Connected Students	3	11.5%		
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.

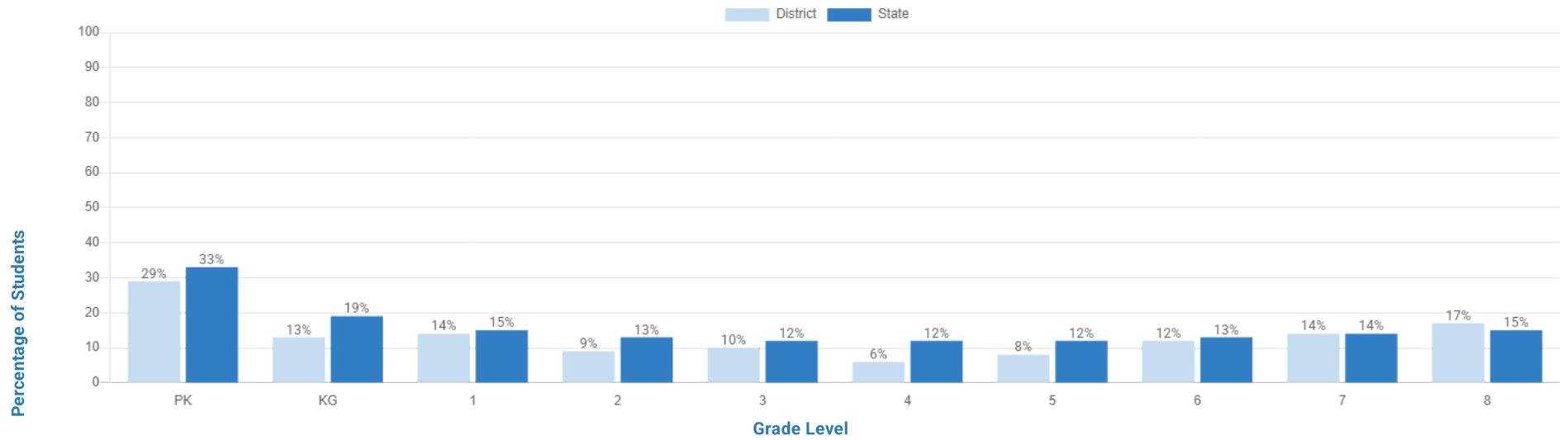


Climate and Environment

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	17
Weapons	2
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	29
Incidents Per 100 Students Enrolled	0.64

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	13
Weapons	2
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Other Incidents Leading to Removal	7

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	5	4	9
Religion	1	3	4
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	2	1	3
Disability	1	1	2
Other	3	3	6
No Identified Nature	17		17

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	13	0%	26	1%	36	1%	<5	<5.00%	0	0%
Hispanic	3	1%	4	1%	5	2%	<5	<5.00%	0	0%
Black or African American	3	4%	3	4%	4	5%	<5	<5.00%	0	0%
Asian	5	0%	13	1%	16	1%	<5	<5.00%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
Two or more races	1	1%	1	1%	2	2%	<5	<5.00%	0	0%
Female	*	0%	*	0%	*	0%	*	<5.00%	*	0%
Male	*	1%	*	2%	*	2%	*	<5.00%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	7	2%	7	2%	10	2%	<5	<5.00%	0	0%
Students with disabilities	9	1%	19	3%	23	3%	<5	<5.00%	0	0%

Climate and Environment

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

Student Disciplinary Removals: By Grade Level

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

Grade	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Districtwide	26	1%	47	1%	64	1%	1	0%	0	0%
PK	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
KG	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
1	0	0%	1	0%	1	0%	<5	<5.00%	0	0%
2	0	0%	1	0%	1	0%	<5	<5.00%	0	0%
3	1	0%	2	0%	2	0%	<5	<5.00%	0	0%
4	4	1%	1	0%	4	1%	<5	<5.00%	0	0%
5	2	0%	0	0%	2	0%	<5	<5.00%	0	0%
6	5	1%	11	2%	13	3%	<5	<5.00%	0	0%
7	7	1%	19	3%	22	3%	<5	<5.00%	0	0%
8	6	1%	12	2%	18	3%	<5	<5.00%	0	0%

Climate and Environment

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

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	22	0%	11	0%	0	0%	0	0%	2	0%	3	0%	8	0%
White	9	0%	4	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	4	0%
Hispanic	2	1%	1	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	1	0%
Black or African American	3	4%	2	2%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	1	1%
Asian	7	1%	3	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	1	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	1	1%	1	1%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	1	1%
Female	*	0%	*	0%	*	0%	*	0%	*	<5.00%	*	<5.00%	*	0%
Male	*	1%	*	0%	*	0%	*	0%	*	<5.00%	*	<5.00%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	3	1%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	2	0%
Students with disabilities	12	2%	8	1%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	5	1%

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	22	0%	11	0%	0	0%	0	0%	2	0%	3	0%	8	0%
PK	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
KG	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
1	1	0%	1	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
2	1	0%	1	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
3	1	0%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	1	0%
4	1	0%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
5	1	0%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
6	5	1%	5	1%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	1	0%
7	6	1%	1	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	3	0%
8	6	1%	3	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	3	0%

Climate and Environment

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

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

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

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

Climate and Environment

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

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

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

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

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Climate and Environment

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

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

100

Climate and Environment

Student Access to Technology and Internet

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

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Teachers – Experience

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

Category	Teachers in District	Teachers in State
Total Number of teachers	423	119,239
Average years experience in public schools	13.2	12.6
Average years experience in district	11.6	11.3
Number of Teachers with 4 or more years experience in the district	343	87,243
Percentage of Teachers with 4 or more years experience in the district	81.3%	73.6%
Number of out-of-field teachers	3	2,931
Percentage of out-of-field teachers	0.7%	2.5%
Number of Teachers with Provisional Credentials	4	9,065
Percentage of Teachers with Provisional Credentials	0.9%	7.6%

Administrators – Experience

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

Category	Admin. in District	Admin. in State
Total Number of administrators	25	10,170
Average years experience in public schools	17.3	16.2
Average years experience in district	13.2	12.5
Number of Administrators with 4 or more years experience in the district	21	7,734
Percentage of Administrators with 4 or more years experience in the district	84.0%	76.8%

Staff Counts

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

Staff Category	District: Total Staff Members	State: Total Staff Members
Teachers	423	119,239
Administrators	25	10,170
Librarians/Media Specialists	4	1,160
Nurses	10	3,025
School Counselors	12	4,673
Child Study Team Members	36	9,654
School Psychologists	8	2,185
School Social Workers	10	2,750
Student Assistance Coordinators	N	400
School Safety Specialists	1	681

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Student and Staff Ratios

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

Ratio	District Ratio
Students to Teachers	11:1
Students to Administrators	182:1
Teachers to Administrators	17:1
Students to Librarians/Media Specialists †	1140:1
Students to Nurses †	456:1
Students to Counselors †	380:1
Students to Child Study Team Members †,††	21:1
Students to School Psychologists †	570:1
Students to School Social Workers †	456:1
Students to Student Assistance Coordinators †	N
Students to School Safety Specialists †	4561:1

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

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

Teachers and Administrators – Demographics

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

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	47.0%	87.0%	40-60%	48.0%	77.0%	57.0%
Male	53.0%	13.0%	40-60%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤20%	≤1%	≤1%	≤1%
White	63.9%	97.4%	100.0%	38.2%	81.8%	74.5%
Hispanic	7.1%	1.7%	0.0%	34.0%	8.6%	8.6%
Black or African American	1.7%	0.2%	0.0%	14.2%	6.4%	14.4%
Asian	24.3%	0.7%	0.0%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.3%	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	2.6%	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

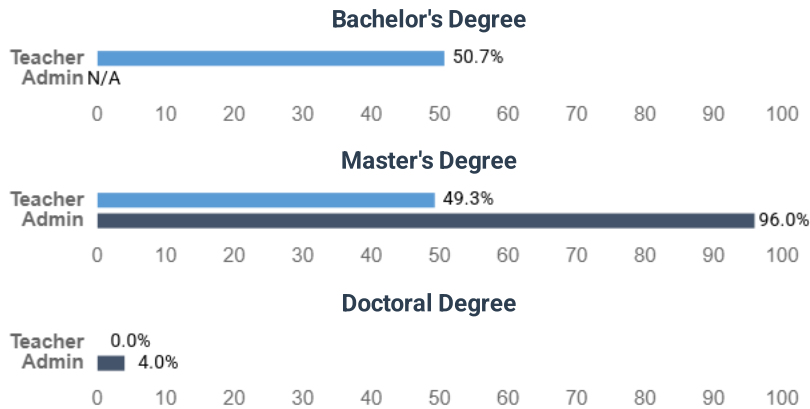
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. 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	92.9%	89.5%
2022-23 Administrators: Same district 2023-24	85.2%	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)	130	>95%	≤5%	≤5%	99.2%	0.0%	0.0%	0.8%	0.0%	0.0%	0.0%	83.1%	47.7%	52.3%	0.0%
English/Language Arts/Literacy	35	>90%	≤10%	≤10%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	88.6%	42.9%	57.1%	0.0%
English to Speakers of Other Languages	5	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	40.0%	40.0%	60.0%	0.0%
Mathematics	21	>80%	≤20%	≤20%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	71.4%	52.4%	47.6%	0.0%
Science	15	60-80%	≤20%	≤20%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	93.3%	53.3%	46.7%	0.0%
Social Studies/History	18	60-80%	20-40%	≤20%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	94.4%	33.3%	66.7%	0.0%
World Language	10	*	*	*	40.0%	60.0%	0.0%	0.0%	0.0%	0.0%	0.0%	60.0%	70.0%	30.0%	0.0%
Visual and Performing Arts	23	60-80%	20-40%	≤20%	95.7%	0.0%	0.0%	4.3%	0.0%	0.0%	0.0%	95.5%	54.5%	45.5%	0.0%
Health/Physical Education	25	20-40%	60-80%	≤20%	88.0%	4.0%	4.0%	4.0%	0.0%	0.0%	0.0%	92.0%	80.0%	20.0%	0.0%
Family & Consumer Sciences	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Computer Science/IT	9	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	77.8%	22.2%	77.8%	0.0%
Industrial Arts	1	*	*	*	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	113	90-95%	5-10%	≤5%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	72.6%	54.9%	45.1%	0.0%
Bilingual	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N

Per-Pupil Expenditures

Per-Pupil Expenditures by Source

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

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

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

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

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

Marlboro Twp	Federal	State & Local	Total	ADE**
District Level Total Expenditures	\$382	\$18,779	\$19,160	4,552.7
District Level Central Expenditures	\$57	\$6,762	\$6,819	4,552.7
Frank Defino Central Elementary School		\$11,347	\$11,347	534.7
Frank J. Dugan Elementary School		\$9,969	\$9,969	634.7
David C Abbott Early Learning Center		\$28,822	\$28,822	236.5
Marlboro Elementary School		\$11,395	\$11,395	531.4
Marlboro Memorial Middle School		\$4,806	\$4,806	742.8
Marlboro Middle School		\$11,360	\$11,360	952.9
Robertsville Elementary School		\$20,887	\$20,887	475.4
Asher Holmes Elementary School		\$11,518	\$11,518	444.3

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:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Accountability

Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

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

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

Accountability

ESSA Accountability Progress

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

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

ESSA Accountability Indicator	2021-22	2022-23	2023-24
ELA Proficiency	70.5%	72.9%	73.0%
Math Proficiency	61.9%	64.0%	65.5%
ELA Growth†	59	53	50
Math Growth†	44	50	48
4-Year Graduation Rate (Prior Year)††	N	N	N
5-Year Graduation Rate (Prior Year)††	N	N	N
Progress toward English Language Proficiency	58.4%	59.4%	64.7%
Chronic Absenteeism	10.2%	11.2%	11.5%

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



Courses, Curriculum, Instruction:

Course offerings to students in PK-8. Resources aligned to subject-specific standards are both hard copy text/digital text. Preschool Math Algebra I Geometry Math K-8 Health/P.E./Career Ed. Conflict Managers 6-8 Developmental School Counseling K-8 Family Life K-8 Health K-8 Physical Education K-8 Technology Applied Technology 6-8 Library/Media K-5 Educational Technology K-8 Engineering and Design 6-8. English Language Arts ELA K-8 World Language. Greek and Latin Roots K-8 Spanish 2-8 ESL English as a Second Language K-8 Science K-8 Social Studies K-8 Prejudice Reduction K-8 Arts Visual and Performing Arts K-8. Creative Arts 6-8 Music K-8 Gifted and Talented Primary Enrichment Program 2-3 Realizing Excellence through Academic Challenge 4-5 Honors Social Studies 6-8 Honors Science 6-8 Honors English Language Arts 6-8 Textbooks are reviewed approximately every 6 years. Most texts are accessible via a device or hard copy Homework Policy 2330.



Before and After School Programs:

YMCA provides Before and After school programs and clubs for Marlboro Township schools. They deliver programs that provide a safe, convenient out of school time option for our community through engaging learning experiences. YMCA curriculum is based on 3 critical abilities: SEL, executive-function, and inquiry-based learning. The curriculum focuses on 6 domains: Character Development, Community, Creative Expression, Executive Function, Inquiry-Based Learning, and Literacy. Children explore interests in Creative Arts, Library, Math and Construction, Puzzles and Games, and Science. YMCA also provides additional enrichment opportunities through before and after school clubs such as STEM, science, music, literacy, sports, and art; and infuses lessons/activities to celebrate Diversity, Equity, and Inclusion. YMCA is accredited by Cognia, a global leader in advancing excellence in education.



Staff and Professional Learning:

Staff members are exposed to 3 full-day district professional days. In addition, staff members are encouraged to participate in 2 additional professional days related to their content area outside the district. Each school also structures PLCs in order to collaborate to support the needs of students. Staff members also train each other outside of school hours as formal turnkey trainers to help other staff members better understand the various digital tools made available by the district.

Narrative

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



Student Health and Wellness:

During the 2023-2024 school year, Marlboro Township Public School's Health and Wellness committee, which was established in 2017-2018, continued to focus on four goals - Goals for Nutrition Promotion, Goals for Nutrition Education, Goals for Physical Activity, and Goals for Other School-Based Activities. The committee ensured that Marlboro Township Public Schools was in compliance with the district policy - 8505 - Wellness Policy/Nutrient Standards for Meals and Other Foods. In June, the staff and students of Marlboro Township Public Schools participated in a Wellness Week where they worked with the previously mentioned four goals.



School Safety:

Security in the Marlboro Public School System (K-8) is and always will be of paramount importance. The safety of our Students and Staff is handled in a multi-tiered, multi stakeholder approach. The Marlboro Public School System (K-8) works in concert with the New Jersey Department of Education, New Jersey State Police (Office of School Safety Practices), The Monmouth County Prosecutor's Office, and The Marlboro Township Police Department to ensure our safety protocols are effective, up to date, and practical for Students and Staff. Working within the guidelines of N.J.S.A:18A:41-1 safety drills and evacuation (fire) drills are conducted on a monthly basis.



Technology and STEM:

Technology integration starts with our robust, efficient, & account security/privacy infrastructure & access to educational programs. With board approval, MTPS implements a systems process for hardware, devices, & online programs. By way of Google Workspace for Education, the district's 1:1 Chromebook implementation, ActivPanels, & programs like ST Math, Achieve3000, and Pear Deck, among others, the district implements a blended & personalized learning model of instruction. Teachers & students utilize student performance data monitored from educational technologies to personalize & differentiate instruction. In science, engineering/design, & applied technology classes, students complete innovative "design challenges" which incorporate 3D printers, laser cutters, & other hands-on projects which meet & exceed Next Generation Science Standards. MTPS has also incorporated computer science into elementary & middle school curricula.