



Rockaway Township School District (27-4490)

2023-2024

County: Morris

Superintendent: Dr. Richard Corbett

District: Rockaway Township School District

[District Website](#)

16 School Road
Hibernia, NJ 07842

973-627-8200



2,473
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	Morris
District	Rockaway Township School District
Superintendent Name	Dr. Richard Corbett
Address	16 School Road, Hibernia, NJ 07842
Phone Number	973-627-8200
Email Address	rcorbett@rocktwp.net
Website	http://www.rocktwp.net
Facebook	https://www.facebook.com/RockawayTownshipPublicSchools
Twitter	https://twitter.com/RockTwp_PS

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
Birchwood Elementary School	PK-05
Catherine A Dwyer Elementary School	KG-05
Copeland Middle School	06-08
Dennis B O'Brien Elementary School	KG-05
Katharine D Malone Elementary School	KG-05
Stony Brook Elementary School	KG-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	64	49	82
KG	243	272	234
1	232	242	278
2	274	239	245
3	220	285	240
4	245	234	290
5	265	258	241
6	293	273	269
7	286	303	283
8	284	282	311
Total	2,406	2,437	2,473

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	47.0%	48.0%	48.0%
Male	53.0%	52.0%	52.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	7.2%	12.2%	13.3%
Students with Disabilities	19.8%	20.0%	21.4%
Multilingual Learners	3.5%	3.1%	3.4%
Students Experiencing Homelessness	0.1%	0.0%	0.0%
Students in Foster Care	0.1%	0.1%	0.0%
Military-Connected Students	1.8%	1.8%	1.9%
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	58.1%	57.2%	54.9%
Hispanic	26.9%	27.1%	28.0%
Black or African American	3.6%	4.2%	4.7%
Asian	7.1%	6.8%	7.4%
Native Hawaiian or Pacific Islander	0.1%	0.2%	0.2%
American Indian or Alaska Native	0.1%	0.1%	0.2%
Two Or More Races	4.0%	4.4%	4.7%

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.

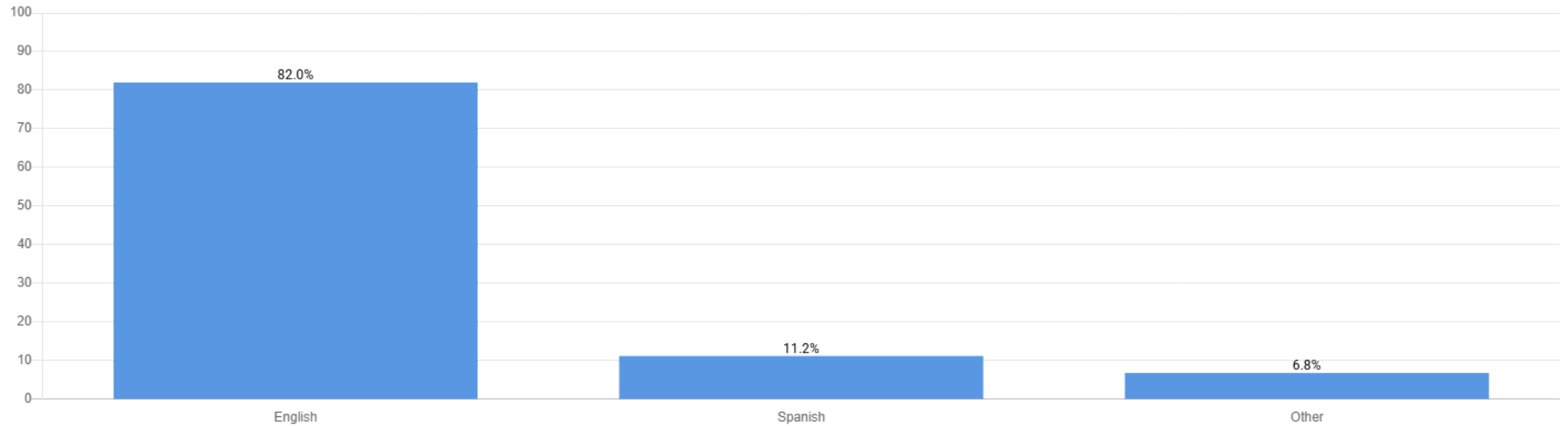
Grade	2021-22	2022-23	2023-24
PK - Half Day	55	40	73
PK - Full Day	9	9	9
KG - Half Day	0	0	0
KG - Full Day	243	272	234

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.

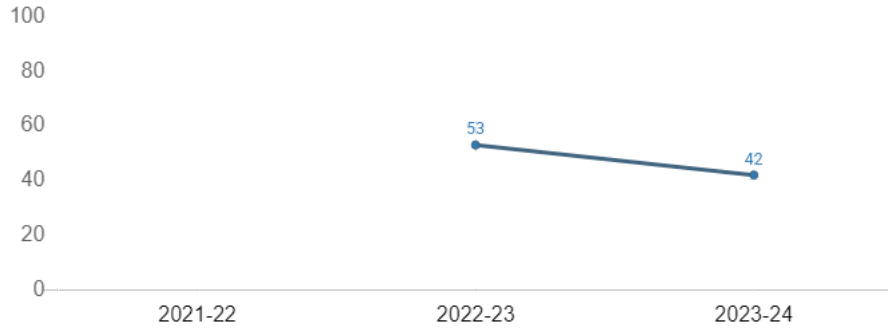
Important Note for 2023-24: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022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

Student Growth Trends and Progress

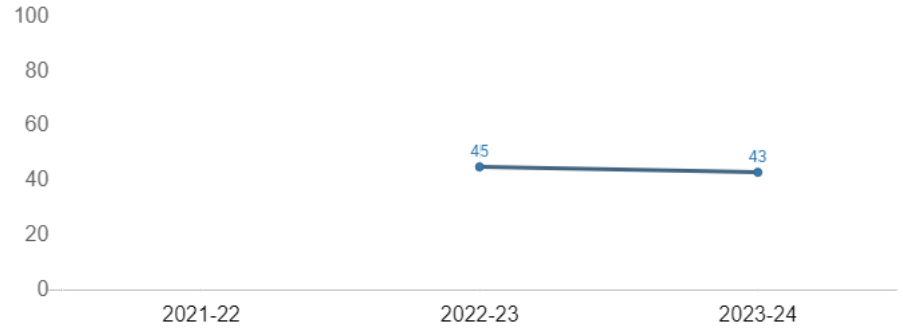
These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

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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	42		45	43
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	42	50	Met Standard	43	50	Met Standard
White	42	50	Met Standard	44	51	Met Standard
Hispanic	38	49	Not Met	39	48	Not Met
Black or African American	36	47	Not Met	35	46	Not Met
Asian, Native Hawaiian, or Pacific Islander	51	59	Met Standard	49	60	Met Standard
American Indian or Alaska Native	*	50	**	*	50	**
Two or More Races	36.5	50	Not Met	45.5	51	Met Standard
Female	43.5	52		38	50	
Male	40	48		47	50	
Non-Binary/Undesignated Gender	*	44		*	45.5	
Economically Disadvantaged Students	37	48	Not Met	40	48	Met Standard
Students with Disabilities	31.5	43	Not Met	41	44	Met Standard
Multilingual Learners	71	50	Exceeds Standard	54	50	Met Standard
Students Experiencing Homelessness	N	43		N	45	
Students in Foster Care	N	40		N	47	
Military-Connected Students	49	47.5		40	51	
Migrant Students	N	53		N	44	

Student Growth

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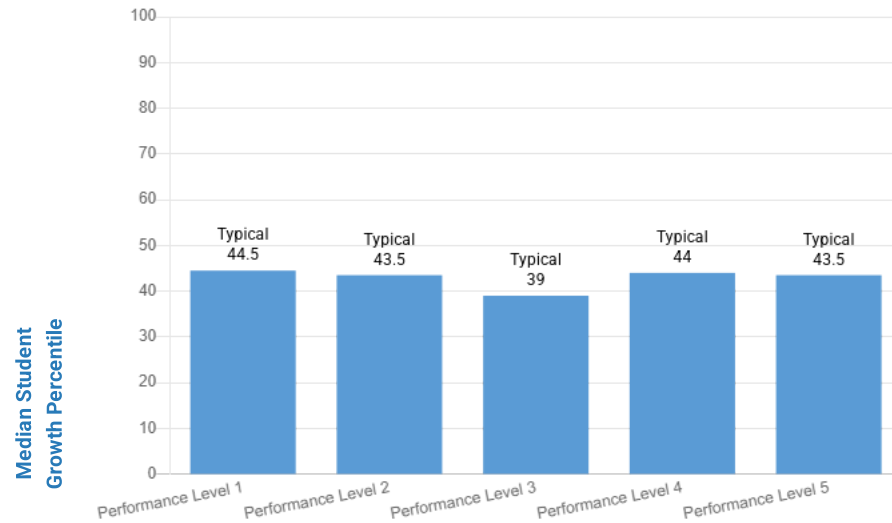
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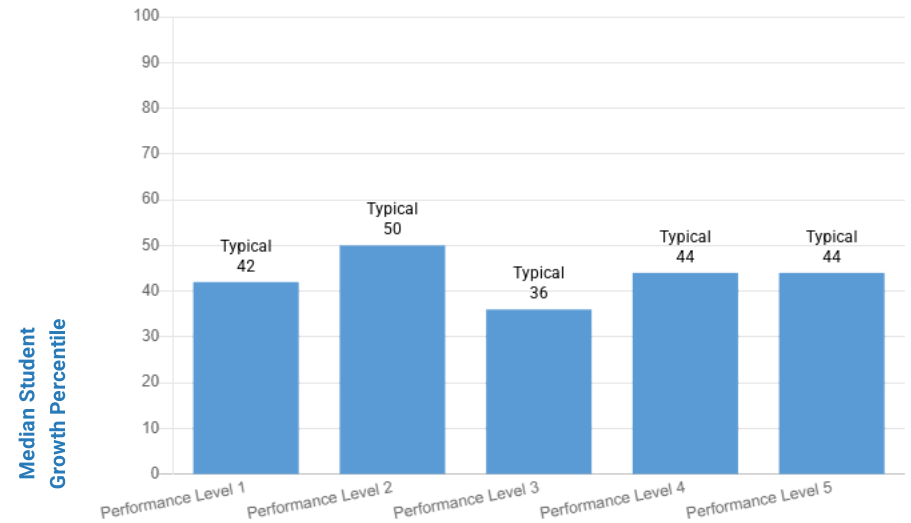
Student Growth by Performance Level

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

ELA



Math



Student Growth

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

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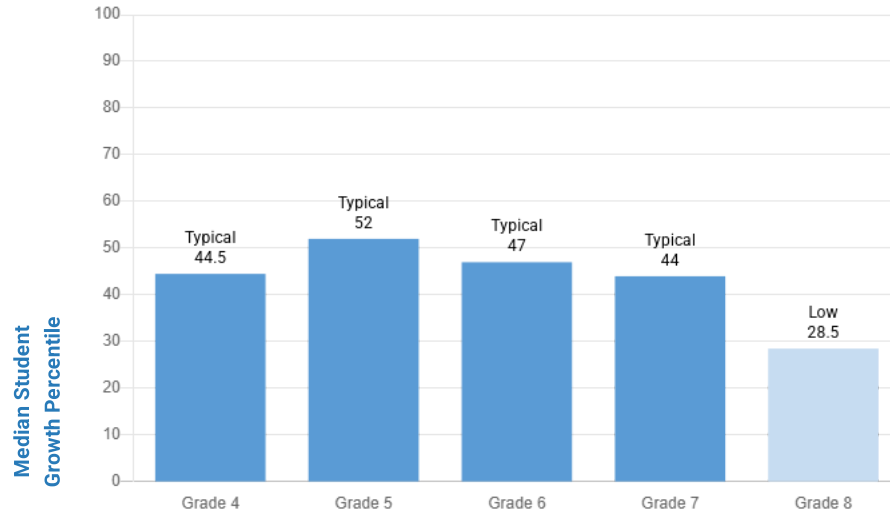
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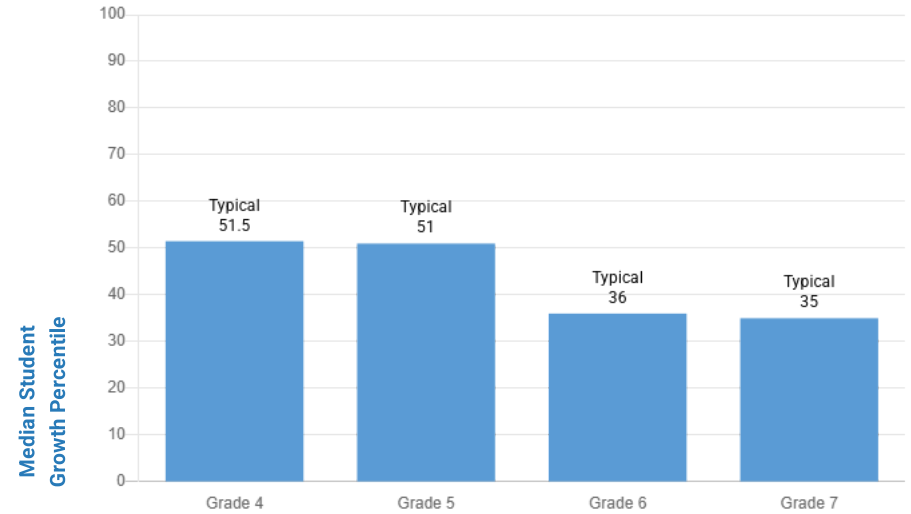
Student Growth by Grade

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

ELA



Math



Academic Achievement

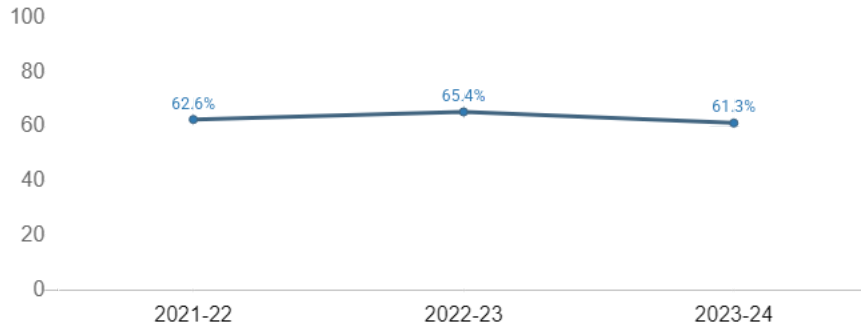
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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

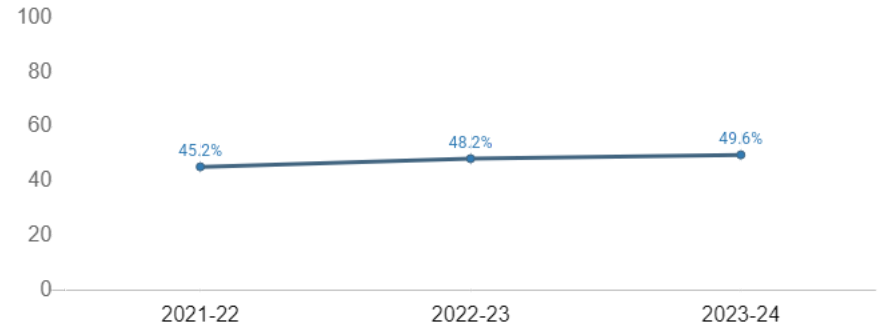
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	98.4%	97.5%	98.5%	97.6%	97.2%	99.4%
Proficiency Rate for Federal Accountability	62.6%	65.4%	61.3%	45.2%	48.2%	49.6%
Annual Target	61.4%	62.5%	66.6%	53.5%	55.2%	49.9%
Met Annual Target?	Met Target	Met Target	Not Met	Not Met	Not Met	Met Target†
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

† Target was met within a confidence interval.

Academic Achievement

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

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

English Language Arts Assessment - 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	1,554	98.5%	61.3%	52.2%	61.3%	66.6%	Not Met
White	875	98.2%	65.6%	61.8%	65.6%	69.7%	Not Met
Hispanic	425	98.9%	46.4%	38%	46.4%	52.5%	Not Met
Black or African American	68	98.6%	55.9%	35.9%	55.9%	67.8%	Not Met
Asian, Native Hawaiian, or Pacific Islander	127	100%	79.5%	79.9%	79.5%	81.9%	Met Target†
American Indian or Alaska Native	*	*	*	51.2%	*	**	**
Two or More Races	*	96.7%	70.2%	59.4%	70.2%	80%	Met Target†
Female	*	98.1%	66.3%	57.7%	66.3%		
Male	*	98.9%	56.6%	47%	56.6%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	196	98.5%	39.8%	34.6%	39.8%	46.3%	Not Met
Non-Economically Disadvantaged Students	1,358	98.5%	64.4%	62.8%	64.4%		
Students with Disabilities	329	96.5%	28%	19.8%	28%	34.5%	Not Met
Students without Disabilities	1,225	99%	70.2%	59.4%	70.2%		
Multilingual Learners	60	98.6%	21.7%	23.1%	21.7%	33.3%	Not Met
Non-Multilingual Learners	1,494	98.5%	62.9%	56.2%	62.9%		
Students Experiencing Homelessness	*	*	*	21.9%	*		
Students in Foster Care	*	*	*	19.3%	*		
Military-Connected Students	28	100%	71.4%	48.2%	71.4%		
Migrant Students	*	*	*	13.3%	*		

† Target was met within a confidence interval.

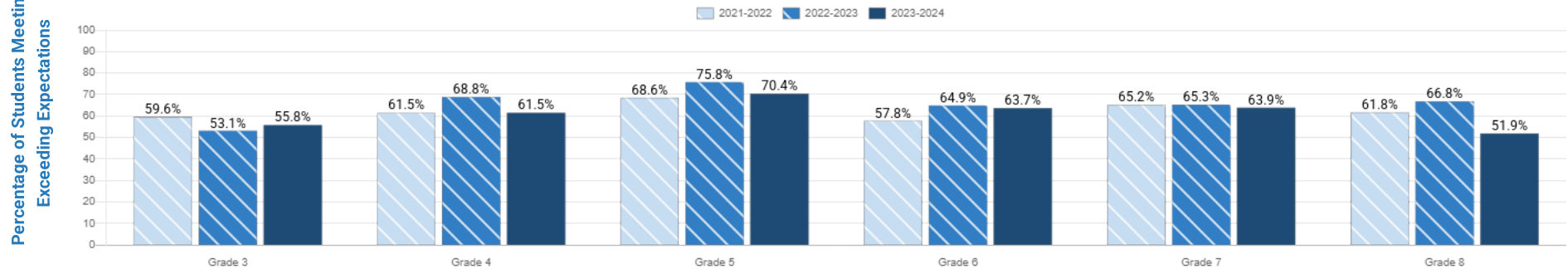
Academic Achievement

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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	226	753	741	8%	13%	23%	51%	5%	56%	44%
White	125	757	751	7%	14%	20%	53%	6%	59%	53%
Hispanic	*	742	724	14%	15%	29%	41%	2%	42%	29%
Black or African American	12	753	725	8%	8%	25%	50%	8%	58%	29%
Asian, Native Hawaiian, or Pacific Islander	12	774	770	0%	0%	17%	75%	8%	83%	70%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	46%
Two or More Races	*	759	751	0%	18%	18%	64%	0%	64%	52%
Female	*	758	746	8%	13%	17%	56%	7%	62%	48%
Male	*	750	736	9%	13%	28%	47%	3%	50%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	29	724	722	24%	21%	31%	24%	0%	24%	26%
Non-Economically Disadvantaged Students	197	758	753	6%	12%	21%	55%	6%	60%	55%
Students with Disabilities	37	726	710	14%	35%	27%	24%	0%	24%	18%
Students without Disabilities	189	759	747	7%	9%	22%	56%	6%	62%	49%
Multilingual Learners	10	692	704	*	*	*	*	*	*	13%
Non-Multilingual Learners	216	756	746	6%	13%	23%	53%	5%	58%	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	283	757	749	8%	9%	22%	44%	18%	61%	51%
White	168	761	758	2%	10%	20%	51%	17%	68%	61%
Hispanic	72	742	734	19%	10%	29%	28%	14%	42%	35%
Black or African American	*	*	733	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	25	767	776	8%	0%	16%	44%	32%	76%	78%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	51%
Two or More Races	10	757	757	10%	20%	10%	30%	30%	60%	60%
Female	*	762	752	7%	8%	18%	45%	22%	67%	54%
Male	*	751	745	8%	11%	26%	43%	13%	56%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	36	731	731	31%	8%	28%	25%	8%	33%	32%
Non-Economically Disadvantaged Students	247	760	760	4%	9%	21%	47%	19%	66%	63%
Students with Disabilities	60	727	720	23%	23%	28%	22%	3%	25%	21%
Students without Disabilities	223	765	755	4%	5%	20%	50%	22%	71%	57%
Multilingual Learners	*	*	711	*	*	*	*	*	*	13%
Non-Multilingual Learners	*	759	753	5%	9%	22%	45%	18%	64%	55%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	20%
Students in Foster Care	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	13	756	747	0%	8%	38%	38%	15%	54%	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](#).

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

English Language Arts Assessment - Performance 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	240	763	750	7%	10%	12%	56%	15%	70%	52%
White	133	768	760	5%	11%	8%	58%	18%	76%	63%
Hispanic	69	750	736	12%	12%	20%	48%	9%	57%	37%
Black or African American	11	767	734	9%	0%	9%	64%	18%	82%	35%
Asian, Native Hawaiian, or Pacific Islander	19	763	778	11%	11%	11%	53%	16%	68%	80%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	*	*	757	*	*	*	*	*	*	60%
Female	*	767	755	6%	9%	10%	62%	14%	76%	57%
Male	*	760	745	8%	12%	14%	51%	15%	66%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	30	743	732	20%	3%	23%	50%	3%	53%	33%
Non-Economically Disadvantaged Students	210	766	761	5%	11%	10%	57%	16%	73%	64%
Students with Disabilities	50	725	719	22%	30%	22%	26%	0%	26%	20%
Students without Disabilities	190	773	756	3%	5%	9%	64%	18%	82%	59%
Multilingual Learners	*	*	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	765	754	6%	10%	12%	57%	15%	72%	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	256	762	751	5%	11%	20%	42%	22%	64%	53%
White	136	765	760	1%	11%	21%	44%	23%	67%	63%
Hispanic	69	748	738	14%	16%	22%	36%	12%	48%	39%
Black or African American	16	767	735	0%	13%	25%	38%	25%	63%	35%
Asian, Native Hawaiian, or Pacific Islander	20	777	778	5%	0%	10%	50%	35%	85%	82%
American Indian or Alaska Native	*	*	748	*	*	*	*	*	*	49%
Two or More Races	*	773	758	7%	7%	7%	40%	40%	80%	60%
Female	*	766	756	5%	10%	15%	47%	23%	70%	59%
Male	*	758	746	6%	13%	24%	36%	21%	57%	48%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	33	741	735	21%	18%	15%	36%	9%	45%	35%
Non-Economically Disadvantaged Students	223	765	761	3%	10%	20%	43%	24%	66%	65%
Students with Disabilities	51	734	719	14%	27%	27%	29%	2%	31%	17%
Students without Disabilities	205	769	758	3%	7%	18%	45%	27%	72%	60%
Multilingual Learners	*	*	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	763	754	4%	11%	19%	43%	22%	65%	57%
Students Experiencing Homelessness	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	724	*	*	*	*	*	*	22%
Military-Connected Students	*	*	754	*	*	*	*	*	*	55%
Migrant Students	*	*	712	*	*	*	*	*	*	29%

Academic Achievement

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

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English Language Arts Assessment - Performance By Grade: Grade 7

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	266	761	752	7%	11%	18%	33%	31%	64%	54%
White	151	768	761	3%	9%	18%	34%	36%	70%	64%
Hispanic	76	739	737	13%	20%	24%	33%	11%	43%	39%
Black or African American	11	736	734	36%	9%	9%	18%	27%	45%	37%
Asian, Native Hawaiian, or Pacific Islander	22	791	785	0%	0%	5%	32%	64%	95%	84%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	51%
Two or More Races	*	*	759	*	*	*	*	*	*	60%
Female	*	767	758	6%	8%	16%	32%	38%	70%	60%
Male	*	755	746	8%	15%	20%	34%	23%	58%	48%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	35	737	734	14%	26%	20%	31%	9%	40%	36%
Non-Economically Disadvantaged Students	231	764	762	6%	9%	17%	33%	34%	68%	64%
Students with Disabilities	58	730	715	16%	26%	24%	29%	5%	34%	18%
Students without Disabilities	208	769	759	5%	7%	16%	34%	38%	72%	61%
Multilingual Learners	*	*	700	*	*	*	*	*	*	*
Non-Multilingual Learners	*	763	756	5%	11%	17%	34%	32%	66%	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	289	749	751	10%	16%	22%	40%	12%	52%	53%
White	155	752	760	8%	14%	25%	40%	14%	54%	62%
Hispanic	82	737	736	12%	24%	23%	37%	4%	40%	39%
Black or African American	14	742	735	21%	14%	21%	43%	0%	43%	37%
Asian, Native Hawaiian, or Pacific Islander	28	776	783	4%	0%	14%	50%	32%	82%	82%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	52%
Two or More Races	*	741	757	20%	20%	10%	30%	20%	50%	59%
Female	*	755	759	7%	17%	20%	40%	15%	55%	60%
Male	*	745	743	12%	14%	25%	39%	10%	49%	46%
Non-binary/undesignated gender	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	37	737	734	16%	27%	19%	30%	8%	38%	36%
Non-Economically Disadvantaged Students	252	751	761	9%	14%	23%	41%	13%	54%	63%
Students with Disabilities	53	711	713	32%	32%	25%	11%	0%	11%	16%
Students without Disabilities	236	758	758	5%	12%	22%	46%	15%	61%	60%
Multilingual Learners	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	750	755	10%	15%	22%	41%	12%	53%	56%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	23%
Students in Foster Care	*	*	708	*	*	*	*	*	*	14%
Military-Connected Students	*	*	743	*	*	*	*	*	*	43%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	1,569	99.4%	49.6%	40.2%	49.6%	49.9%	Met Target†
White	887	99.6%	55.5%	51.1%	55.5%	54.8%	Met Target
Hispanic	429	99.6%	29.1%	24.2%	29.1%	32.5%	Met Target†
Black or African American	67	97.2%	41.8%	20.1%	41.8%	42%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	126	99.2%	73.8%	74.4%	73.8%	69.1%	Met Target
American Indian or Alaska Native	*	*	*	42%	*	**	**
Two or More Races	*	98.4%	67.2%	48.9%	67.2%	62.3%	Met Target
Female	*	99.4%	45.8%	38.4%	45.8%		
Male	*	99.4%	53.2%	42%	53.2%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	198	99.5%	23.7%	21.7%	23.7%	27.9%	Met Target†
Non-Economically Disadvantaged Students	1,371	99.4%	53.4%	51.5%	53.4%		
Students with Disabilities	337	98.8%	25.2%	16.6%	25.2%	26.1%	Met Target†
Students without Disabilities	1,232	99.5%	56.3%	45.4%	56.3%		
Multilingual Learners	62	100%	11.3%	18.7%	11.3%	25.4%	Not Met
Non-Multilingual Learners	1,507	99.3%	51.2%	43.5%	51.2%		
Students Experiencing Homelessness	*	*	*	12.9%	*		
Students in Foster Care	*	*	*	12.4%	*		
Military-Connected Students	28	100%	53.6%	38.8%	53.6%		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

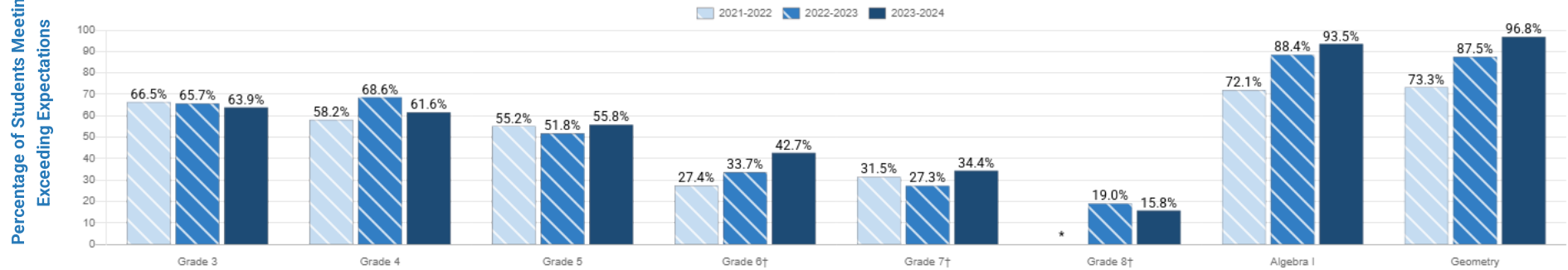
Academic Achievement

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

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Mathematics Assessment - Performance Trends

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



† 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	227	761	747	3%	10%	24%	47%	17%	64%	48%
White	125	768	757	3%	5%	15%	54%	22%	77%	60%
Hispanic	*	744	732	3%	19%	40%	34%	3%	37%	31%
Black or African American	*	753	728	0%	18%	27%	45%	9%	55%	27%
Asian, Native Hawaiian, or Pacific Islander	12	774	776	0%	0%	25%	50%	25%	75%	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	51%
Two or More Races	12	772	755	0%	8%	17%	42%	33%	75%	56%
Female	*	759	744	2%	9%	29%	45%	14%	59%	45%
Male	*	762	749	3%	10%	19%	49%	19%	68%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	29	735	729	0%	38%	38%	21%	3%	24%	28%
Non-Economically Disadvantaged Students	198	765	758	3%	6%	22%	51%	19%	70%	60%
Students with Disabilities	37	744	725	8%	11%	41%	32%	8%	41%	25%
Students without Disabilities	190	764	751	2%	9%	21%	50%	18%	68%	52%
Multilingual Learners	11	721	722	9%	55%	18%	18%	0%	18%	20%
Non-Multilingual Learners	216	763	751	2%	7%	24%	49%	18%	66%	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	284	757	744	3%	12%	23%	52%	9%	62%	45%
White	168	762	754	2%	8%	21%	60%	10%	69%	57%
Hispanic	73	744	730	4%	25%	29%	37%	5%	42%	28%
Black or African American	*	*	726	*	*	*	*	*	*	24%
Asian, Native Hawaiian, or Pacific Islander	25	762	773	4%	4%	20%	64%	8%	72%	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	50%
Two or More Races	10	770	752	0%	10%	30%	30%	30%	60%	54%
Female	*	756	743	4%	13%	27%	47%	10%	57%	43%
Male	*	759	746	2%	12%	19%	59%	8%	67%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	36	738	727	8%	25%	31%	31%	6%	36%	25%
Non-Economically Disadvantaged Students	248	760	755	2%	10%	22%	56%	10%	65%	58%
Students with Disabilities	60	739	722	8%	30%	18%	40%	3%	43%	21%
Students without Disabilities	224	762	749	2%	8%	24%	56%	11%	67%	50%
Multilingual Learners	10	712	718	*	*	*	*	*	*	14%
Non-Multilingual Learners	274	759	748	3%	11%	23%	54%	9%	64%	49%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	15%
Students in Foster Care	*	*	716	*	*	*	*	*	*	15%
Military-Connected Students	13	747	744	8%	23%	23%	38%	8%	46%	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	240	754	741	5%	17%	23%	43%	13%	56%	40%
White	133	760	751	2%	14%	21%	47%	15%	62%	53%
Hispanic	69	738	726	10%	25%	29%	32%	4%	36%	23%
Black or African American	11	754	722	0%	27%	18%	36%	18%	55%	19%
Asian, Native Hawaiian, or Pacific Islander	19	765	772	5%	11%	16%	47%	21%	68%	76%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	*	*	748	*	*	*	*	*	*	49%
Female	*	749	739	4%	16%	30%	43%	7%	50%	38%
Male	*	758	742	5%	18%	17%	43%	17%	60%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	30	729	724	13%	33%	30%	20%	3%	23%	20%
Non-Economically Disadvantaged Students	210	757	752	3%	15%	21%	47%	14%	60%	53%
Students with Disabilities	50	722	717	18%	40%	26%	16%	0%	16%	16%
Students without Disabilities	190	762	746	1%	11%	22%	51%	16%	66%	45%
Multilingual Learners	*	*	711	*	*	*	*	*	*	*
Non-Multilingual Learners	*	755	744	4%	16%	23%	44%	13%	57%	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	260	742	737	5%	23%	29%	37%	5%	43%	36%
White	137	743	746	3%	23%	31%	40%	4%	44%	47%
Hispanic	72	727	723	14%	35%	32%	15%	4%	19%	20%
Black or African American	16	746	718	0%	19%	31%	38%	13%	50%	15%
Asian, Native Hawaiian, or Pacific Islander	20	762	768	0%	5%	15%	65%	15%	80%	73%
American Indian or Alaska Native	*	*	735	*	*	*	*	*	*	33%
Two or More Races	*	761	743	0%	0%	13%	80%	7%	87%	45%
Female	*	740	736	5%	24%	30%	37%	4%	41%	34%
Male	*	743	738	6%	22%	28%	38%	7%	45%	38%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	34	727	721	12%	41%	26%	18%	3%	21%	17%
Non-Economically Disadvantaged Students	226	744	747	4%	20%	29%	40%	6%	46%	48%
Students with Disabilities	52	722	714	13%	46%	27%	10%	4%	13%	12%
Students without Disabilities	208	746	741	3%	17%	29%	44%	6%	50%	41%
Multilingual Learners	*	*	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	743	740	4%	22%	29%	39%	6%	44%	39%
Students Experiencing Homelessness	*	*	711	*	*	*	*	*	*	*
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	739	*	*	*	*	*	*	37%
Migrant Students	*	*	704	*	*	*	*	*	*	13%

Academic Achievement

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

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Mathematics Assessment - Performance By Grade: Grade 7

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	247	737	739	7%	21%	37%	34%	1%	34%	37%
White	138	741	748	2%	20%	41%	37%	1%	38%	50%
Hispanic	76	726	728	16%	29%	37%	18%	0%	18%	23%
Black or African American	10	714	724	30%	20%	40%	10%	0%	10%	18%
Asian, Native Hawaiian, or Pacific Islander	17	759	764	0%	6%	18%	71%	6%	76%	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	*	*	743	*	*	*	*	*	*	44%
Female	*	736	738	6%	24%	38%	31%	1%	31%	36%
Male	*	738	739	8%	19%	36%	36%	1%	37%	39%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	36	724	726	14%	28%	44%	14%	0%	14%	20%
Non-Economically Disadvantaged Students	211	739	747	6%	20%	36%	37%	1%	38%	48%
Students with Disabilities	61	723	716	15%	36%	31%	18%	0%	18%	12%
Students without Disabilities	186	742	743	5%	17%	39%	39%	1%	40%	43%
Multilingual Learners	10	713	714	*	*	*	*	*	*	*
Non-Multilingual Learners	237	738	741	6%	21%	37%	35%	1%	36%	40%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	11%
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	740	*	*	*	*	*	*	39%
Migrant Students	*	*	708	*	*	*	*	*	*	*

Academic Achievement

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

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Mathematics Assessment - Performance By Grade: Grade 8

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	228	720	719	25%	35%	25%	15%	0%	16%	19%
White	115	722	729	23%	34%	29%	15%	0%	15%	27%
Hispanic	78	715	713	28%	41%	18%	13%	0%	13%	13%
Black or African American	14	727	707	21%	29%	14%	36%	0%	36%	10%
Asian, Native Hawaiian, or Pacific Islander	13	736	740	23%	15%	31%	23%	8%	31%	40%
American Indian or Alaska Native	*	*	722	*	*	*	*	*	*	21%
Two or More Races	*	*	722	*	*	*	*	*	*	22%
Female	*	719	719	31%	28%	25%	16%	1%	17%	19%
Male	*	721	719	20%	41%	24%	15%	0%	15%	20%
Non-binary/undesignated gender	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	34	715	711	*	*	*	*	*	*	12%
Non-Economically Disadvantaged Students	194	721	725	25%	32%	26%	17%	0%	17%	25%
Students with Disabilities	55	704	702	*	*	*	*	*	*	*
Students without Disabilities	173	726	724	17%	34%	28%	20%	1%	20%	23%
Multilingual Learners	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	721	721	24%	35%	25%	16%	0%	16%	21%
Students Experiencing Homelessness	*	*	704	*	*	*	*	*	*	*
Students in Foster Care	*	*	696	*	*	*	*	*	*	*
Military-Connected Students	*	*	722	*	*	*	*	*	*	19%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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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	62	783	738	0%	0%	6%	74%	19%	94%	40%
White	43	785	748	0%	0%	5%	79%	16%	95%	51%
Hispanic	*	*	723	*	*	*	*	*	*	23%
Black or African American	*	*	719	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	11	785	773	0%	0%	0%	73%	27%	100%	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	*	*	746	*	*	*	*	*	*	49%
Female	*	777	737	0%	0%	4%	79%	17%	96%	39%
Male	*	787	739	0%	0%	8%	71%	21%	92%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	*	*	722	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	*	784	747	0%	0%	7%	73%	20%	93%	50%
Students with Disabilities	*	*	710	*	*	*	*	*	*	11%
Students without Disabilities	*	783	743	0%	0%	7%	75%	18%	93%	45%
Multilingual Learners	*	*	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	783	741	0%	0%	6%	74%	19%	94%	43%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	13%
Students in Foster Care	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	696	*	*	*	*	*	*	*

Academic Achievement

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

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Mathematics Assessment - Performance By Test: Geometry

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	31	769	750	0%	0%	3%	87%	10%	97%	53%
White	21	769	752	0%	0%	5%	86%	10%	95%	57%
Hispanic	*	*	735	*	*	*	*	*	*	29%
Black or African American	*	*	733	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	66%
Two or More Races	*	*	756	*	*	*	*	*	*	63%
Female	*	765	748	0%	0%	6%	88%	6%	94%	50%
Male	*	773	752	0%	0%	0%	87%	13%	100%	57%
Non-binary/undesignated gender	*	*	752	*	*	*	*	*	*	60%
Economically Disadvantaged Students	*	*	734	*	*	*	*	*	*	28%
Non-Economically Disadvantaged Students	*	768	754	0%	0%	3%	86%	10%	97%	60%
Students with Disabilities	*	*	727	*	*	*	*	*	*	24%
Students without Disabilities	*	769	751	0%	0%	3%	87%	10%	97%	54%
Multilingual Learners	*	*	716	*	*	*	*	*	*	11%
Non-Multilingual Learners	*	769	751	0%	0%	3%	87%	10%	97%	55%
Students Experiencing Homelessness	*	*	727	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	743	*	*	*	*	*	*	44%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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

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DLM Alternate Assessment - Participation

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

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

Academic Achievement

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

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English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	# Students with Overall Score Below 4.5	% Students with Overall Score Below 4.5	# Students with Overall Score of 4.5 or Above	% Students with Overall Score 4.5 or Above
0-2	55	*	>90%	*	<10%
3-4	13	*	>90%	*	<10%
5 or more	N	N	N	N	N

English Language Progress to Proficiency

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

Student Group	Percent of English learners making expected growth to proficiency	Annual Target	Met Target?
Schoolwide/Multilingual Learners	61.2%	22.7%	Met Goal

† 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

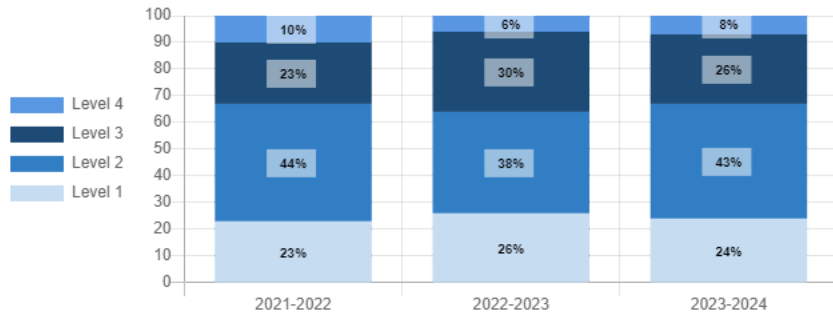
Academic Achievement

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.

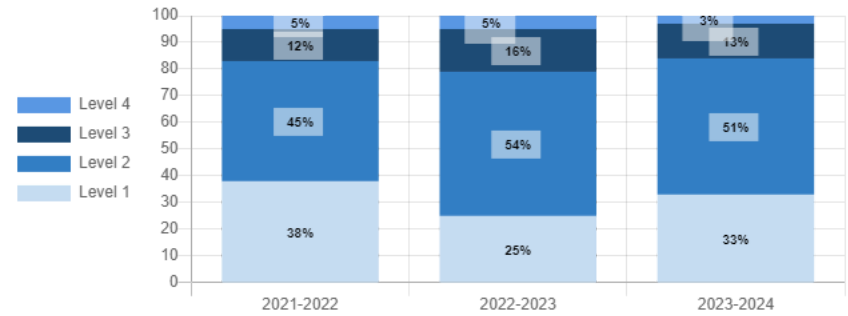
NJSLA Science Assessment: Grade 5 Summary

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	24%	43%	26%	8%	35%	37%	21%	6%
White	18%	42%	29%	11%	22%	42%	28%	8%
Hispanic	36%	48%	14%	1%	51%	36%	12%	2%
Black or African American	27%	45%	18%	9%	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	32%	16%	42%	11%	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	*	*	*	*	27%	36%	27%	10%
Female	26%	47%	23%	4%	35%	39%	20%	6%
Male	23%	39%	28%	10%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	43%	43%	13%	0%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	21%	42%	28%	9%	24%	39%	28%	10%
Students with Disabilities	58%	36%	6%	0%	64%	27%	8%	2%
Students without Disabilities	15%	44%	31%	9%	30%	39%	24%	7%
Multilingual Learners	*	*	*	*	78%	20%	2%	0%
Non-Multilingual Learners	23%	43%	26%	8%	30%	39%	23%	7%
Students Experiencing Homelessness	*	*	*	*	68%	25%	6%	1%
Students in Foster Care	*	*	*	*	67%	28%	3%	1%
Military-Connected Students	*	*	*	*	30%	42%	23%	5%
Migrant Students	*	*	*	*	73%	27%	0%	0%

Report Key:

* 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

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	33%	51%	13%	3%	36%	45%	14%	5%
White	33%	50%	15%	3%	23%	52%	19%	6%
Hispanic	39%	58%	4%	0%	51%	42%	6%	1%
Black or African American	53%	27%	20%	0%	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	7%	50%	32%	11%	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	*	*	*	*	27%	46%	19%	8%
Female	33%	52%	13%	1%	35%	47%	13%	4%
Male	33%	50%	13%	4%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	42%	53%	3%	3%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	32%	51%	15%	3%	26%	48%	19%	7%
Students with Disabilities	78%	20%	2%	0%	67%	29%	3%	1%
Students without Disabilities	23%	58%	16%	3%	30%	48%	16%	6%
Multilingual Learners	*	*	*	*	75%	24%	1%	0%
Non-Multilingual Learners	33%	51%	14%	3%	32%	47%	15%	5%
Students Experiencing Homelessness	*	*	*	*	66%	32%	2%	0%
Students in Foster Care	*	*	*	*	80%	19%	1%	0%
Military-Connected Students	*	*	*	*	40%	47%	10%	3%
Migrant Students	*	*	*	*	*	*	*	*

College and Career Readiness

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	181
7	0	0	100
8	39	0	171
Total	39	0	452

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	222	0	0	0	0	0	0
7	148	0	0	0	65	0	0
8	183	0	0	0	55	0	0
Total	553	0	0	0	120	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	96	0	0	0	0	0	0
7	120	0	0	0	0	0	0
8	N	N	N	N	N	N	N
Total	216	0	0	0	0	0	0

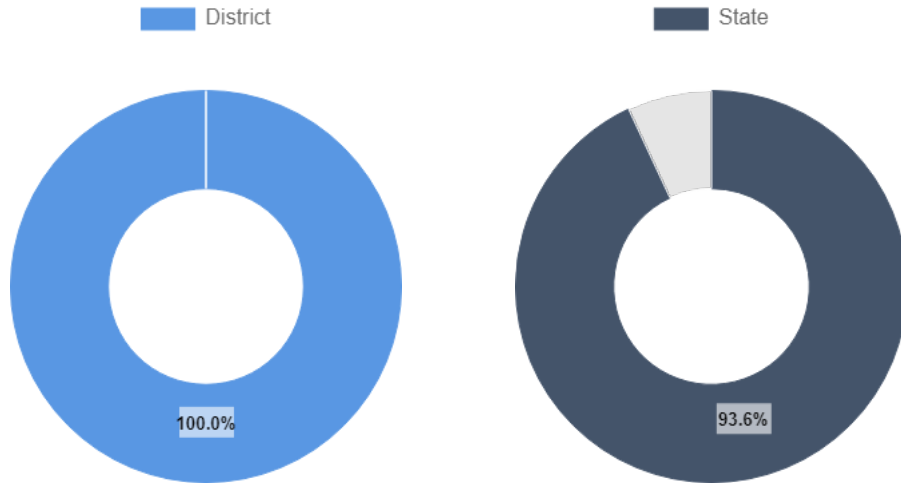
College and Career Readiness

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

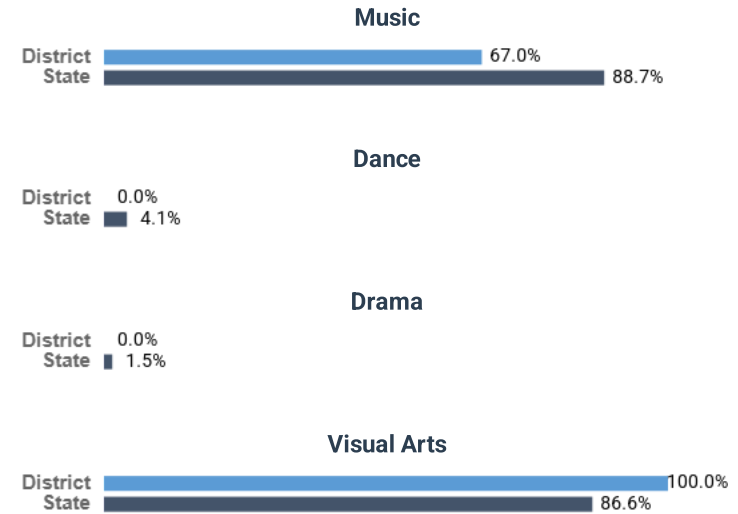
Visual and Performing Arts – Course Participation

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:



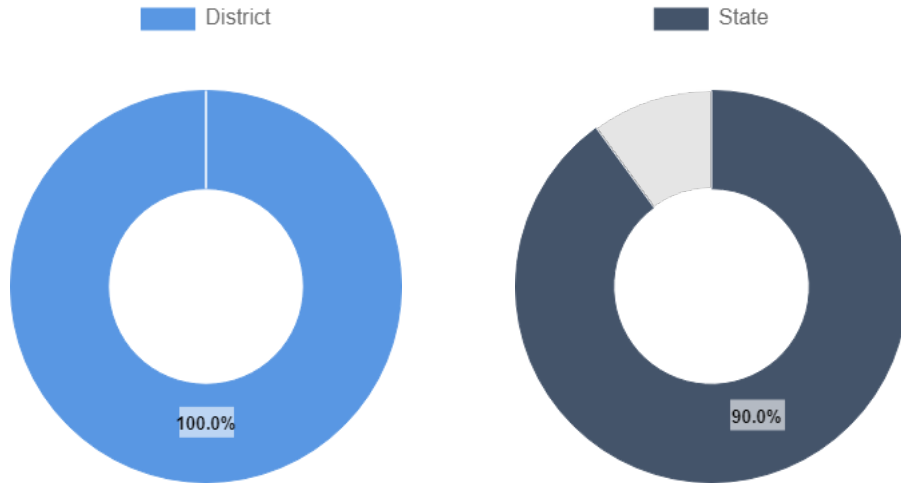
College and Career Readiness

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

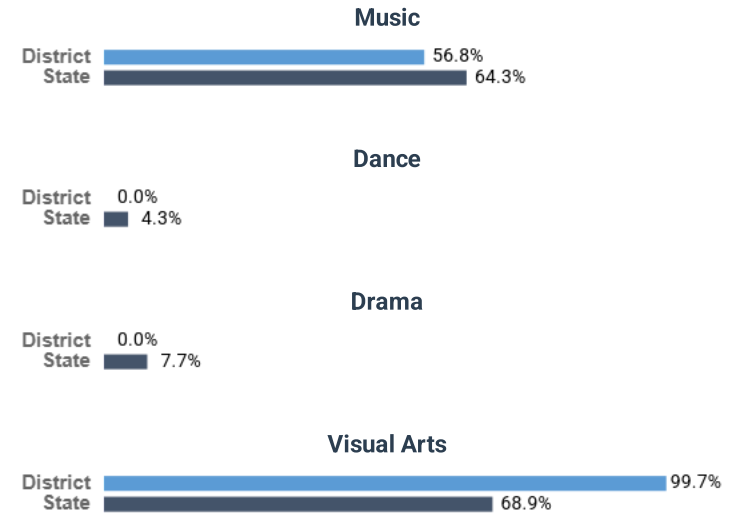
Visual and Performing Arts – Course Participation

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:

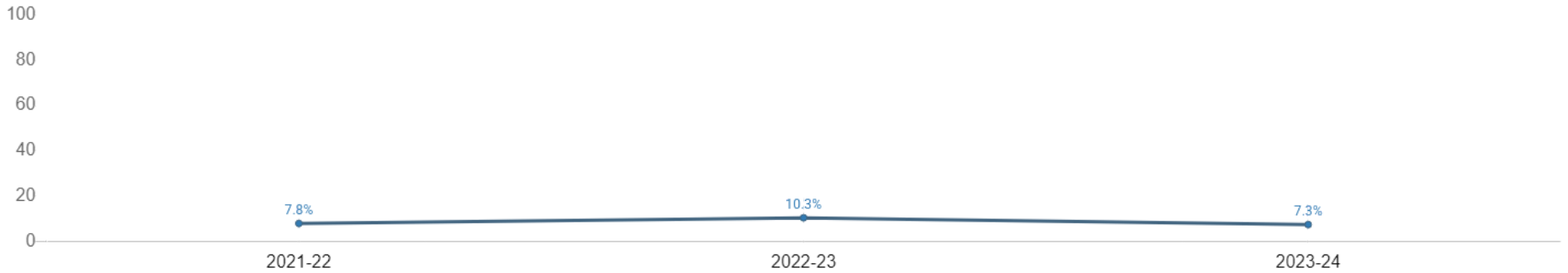


Climate and Environment

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	7.8%	10.3%	7.3%
ESSA Target (State Average for Grades Served)	17.3%	16.0%	13.8%
Met ESSA Target	Met	Met	Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%

Climate and Environment

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Chronic Absenteeism

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

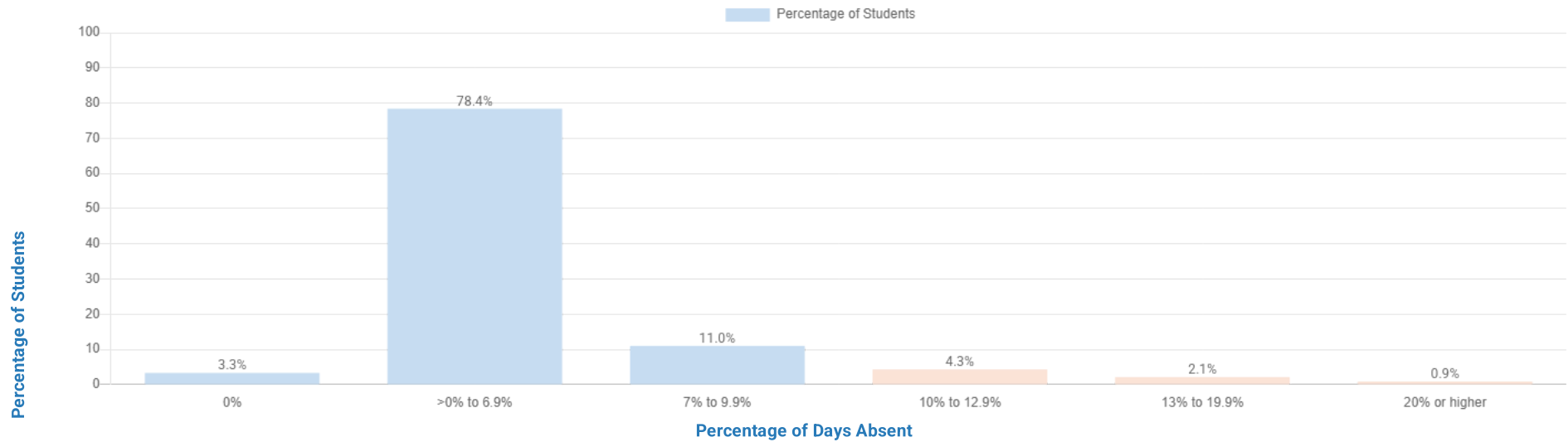
Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	175	7.3%	13.8%	Met
White	71	5.4%	13.8%	Met
Hispanic	72	10.8%	13.8%	Met
Black or African American	*	11.7%	13.8%	Met
Asian, Native Hawaiian, or Pacific Islander	8	4.6%	13.8%	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	11	9.8%	13.8%	Met
Female	*	8.0%		
Male	*	6.7%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	42	12.9%	13.8%	Met
Students with Disabilities	53	10.8%	13.8%	Met
Multilingual Learners	8	9.8%	13.8%	Met
Students Experiencing Homelessness	*	*		
Students in Foster Care	*	*		
Military-Connected Students	4	7.5%		
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.

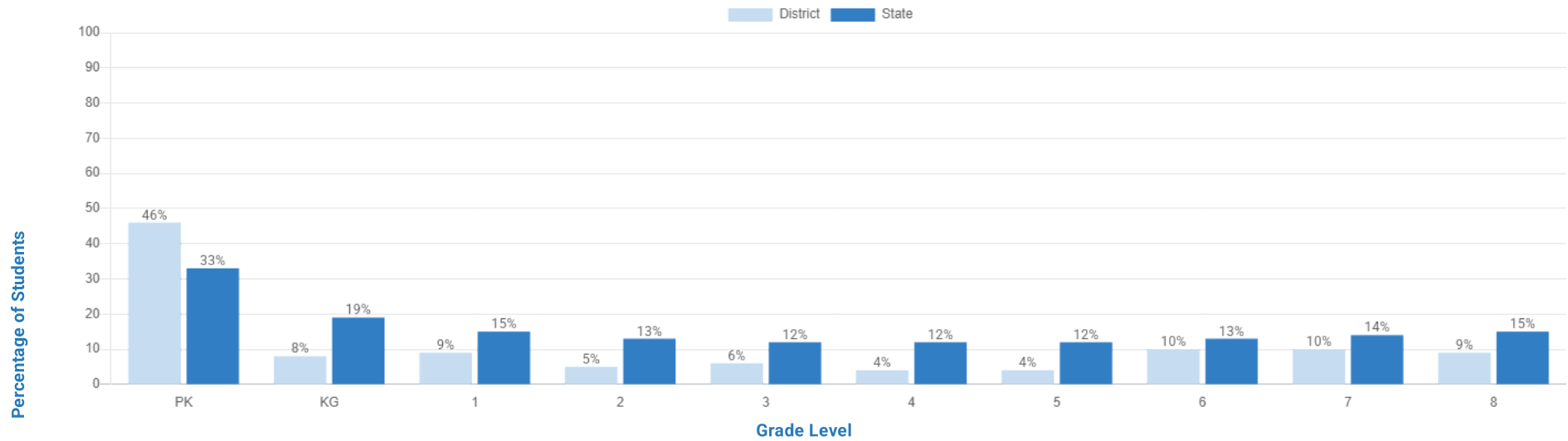


Climate and Environment

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.



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.

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	3
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	29
Total Unique Incidents	30
Incidents Per 100 Students Enrolled	1.21

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	3
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	13
Other Incidents Leading to Removal	1

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	19	7	26
Religion	1	0	1
Ancestry	2	1	3
Gender	2	8	10
Sexual Orientation	2	7	9
Disability	3	4	7
Other	3	8	11
No Identified Nature	42		42

Climate and Environment

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Student Disciplinary Removals: By Student Group

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

Student Group	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
White	32	2%	13	1%	37	2%	<5	<5.00%	0	0%
Hispanic	40	5%	16	2%	46	6%	<5	<5.00%	0	0%
Black or African American	7	5%	2	1%	7	5%	<5	<5.00%	0	0%
Asian	2	1%	0	0%	2	1%	<5	<5.00%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
Two or more races	2	2%	0	0%	2	2%	<5	<5.00%	0	0%
Female	*	2%	*	1%	*	2%	*	<5.00%	*	0%
Male	*	4%	*	1%	*	5%	*	<5.00%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	28	7%	12	3%	32	8%	<5	<5.00%	0	0%
Students with disabilities	23	4%	12	2%	29	5%	<5	<5.00%	0	0%

Climate and Environment

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

Student Disciplinary Removals: By Grade Level

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

Grade	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Districtwide	83	3%	31	1%	94	3%	1	0%	0	0%
PK	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
KG	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
1	0	0%	2	1%	2	1%	<5	<5.00%	0	0%
2	1	0%	1	0%	2	1%	<5	<5.00%	0	0%
3	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
4	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
5	4	2%	0	0%	4	2%	<5	<5.00%	0	0%
6	28	10%	3	1%	28	10%	<5	<5.00%	0	0%
7	25	9%	10	3%	29	10%	<5	<5.00%	0	0%
8	25	4%	15	3%	29	5%	<5	<5.00%	0	0%

Climate and Environment

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

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	29	1%	1	0%	0	0%	0	0%	1	0%	14	0%	17	1%
White	16	1%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	8	1%	8	1%
Hispanic	13	2%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	6	1%	9	1%
Black or African American	0	0%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
Asian	0	0%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	0	0%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
Female	*	0%	*	<5.00%	*	0%	*	0%	*	<5.00%	*	0%	*	0%
Male	*	2%	*	<5.00%	*	0%	*	0%	*	<5.00%	*	1%	*	1%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	7	2%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	6	1%	3	1%
Students with disabilities	6	1%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	3	1%	4	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	29	1%	1	0%	0	0%	0	0%	1	0%	14	0%	17	1%
PK	0	0%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
KG	0	0%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
1	0	0%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
2	1	0%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	1	0%	0	0%
3	0	0%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
4	1	0%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	0	0%	1	0%
5	1	0%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	0	0%	1	0%
6	10	4%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	5	2%	5	2%
7	10	3%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	4	1%	8	3%
8	6	1%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	4	1%	2	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	1	0%	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%
White	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
Hispanic	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
Black or African American	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
Asian	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
Female	*	<5.00%	*	0%	*	0%	*	0%	*	0%	*	<5.00%	*	0%
Male	*	<5.00%	*	0%	*	0%	*	0%	*	0%	*	<5.00%	*	0%
Non- Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
Students with disabilities	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	<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 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	1	0%	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%
PK	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
KG	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
1	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
2	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
3	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
4	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
5	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
6	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
7	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
8	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	<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.

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

174

Report Key:

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

Climate and Environment

Student Access to Technology and Internet

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

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Teachers – Experience

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

Category	Teachers in District	Teachers in State
Total Number of teachers	255	119,239
Average years experience in public schools	11.3	12.6
Average years experience in district	11.3	11.3
Number of Teachers with 4 or more years experience in the district	194	87,243
Percentage of Teachers with 4 or more years experience in the district	76.1%	73.6%
Number of out-of-field teachers	2	2,931
Percentage of out-of-field teachers	0.8%	2.5%
Number of Teachers with Provisional Credentials	10	9,065
Percentage of Teachers with Provisional Credentials	3.9%	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	14	10,170
Average years experience in public schools	6.3	16.2
Average years experience in district	6.3	12.5
Number of Administrators with 4 or more years experience in the district	9	7,734
Percentage of Administrators with 4 or more years experience in the district	64.3%	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	255	119,239
Administrators	14	10,170
Librarians/Media Specialists	3	1,160
Nurses	8	3,025
School Counselors	8	4,673
Child Study Team Members	23	9,654
School Psychologists	5	2,185
School Social Workers	4	2,750
Student Assistance Coordinators	N	400
School Safety Specialists	1	681

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Student and Staff Ratios

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

Ratio	District Ratio
Students to Teachers	10:1
Students to Administrators	177:1
Teachers to Administrators	18:1
Students to Librarians/Media Specialists †	824:1
Students to Nurses †	309:1
Students to Counselors †	309:1
Students to Child Study Team Members †,††	23:1
Students to School Psychologists †	495:1
Students to School Social Workers †	618:1
Students to Student Assistance Coordinators †	N
Students to School Safety Specialists †	2473:1

† 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	48.0%	85-90%	*	48.0%	77.0%	57.0%
Male	52.0%	10-15%	*	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤5%	*	≤1%	≤1%	≤1%
White	54.9%	95.3%	92.9%	38.2%	81.8%	74.5%
Hispanic	28.0%	3.1%	7.1%	34.0%	8.6%	8.6%
Black or African American	4.7%	0.4%	0.0%	14.2%	6.4%	14.4%
Asian	7.4%	0.8%	0.0%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.4%	0.5%
Two or More Races	4.7%	0.4%	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

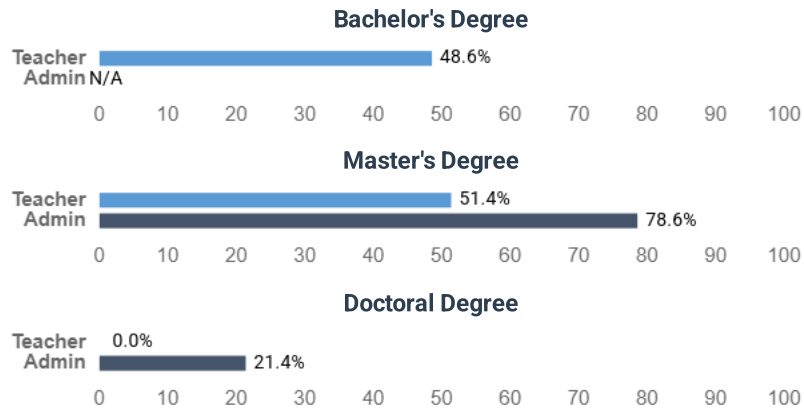
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. 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	94.0%	89.5%
2022-23 Administrators: Same district 2023-24	61.5%	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)	105	90-95%	5-10%	≤5%	97.1%	1.0%	0.0%	1.9%	0.0%	0.0%	0.0%	84.8%	47.6%	52.4%	0.0%
English/Language Arts/Literacy	14	*	*	*	92.9%	0.0%	7.1%	0.0%	0.0%	0.0%	0.0%	71.4%	50.0%	50.0%	0.0%
English to Speakers of Other Languages	4	*	*	*	25.0%	75.0%	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%	25.0%	75.0%	0.0%
Mathematics	7	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	42.9%	14.3%	85.7%	0.0%
Science	9	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	66.7%	55.6%	44.4%	0.0%
Social Studies/History	6	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	66.7%	33.3%	66.7%	0.0%
World Language	7	*	*	*	57.1%	42.9%	0.0%	0.0%	0.0%	0.0%	0.0%	85.7%	42.9%	57.1%	0.0%
Visual and Performing Arts	21	60-80%	20-40%	≤20%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	71.4%	57.1%	42.9%	0.0%
Health/Physical Education	15	40-60%	40-60%	≤20%	93.3%	6.7%	0.0%	0.0%	0.0%	0.0%	0.0%	80.0%	66.7%	33.3%	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	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
Industrial Arts	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
Career and Technical Education	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Special Education	70	>95%	≤5%	≤5%	98.6%	0.0%	0.0%	0.0%	0.0%	0.0%	1.4%	71.4%	50.0%	50.0%	0.0%
Bilingual	4	*	*	*	25.0%	75.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	50.0%	50.0%	0.0%

Per-Pupil Expenditures

Per-Pupil Expenditures by Source

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

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

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

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

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

Rockaway Twp	Federal	State & Local	Total	ADE**
District Level Total Expenditures	\$201	\$21,564	\$21,765	2,429.8
District Level Central Expenditures	\$83	\$6,972	\$7,055	2,429.8
Birchwood Elementary School	\$88	\$17,074	\$17,162	301.1
Copeland Middle School	\$120	\$12,200	\$12,320	853.3
Catherine A Dwyer Elementary School	\$278	\$14,299	\$14,577	320.2
Dennis B O'Brien Elementary School	\$178	\$15,443	\$15,621	294.3
Katharine D Malone Elementary School	\$30	\$18,714	\$18,744	279.8
Stony Brook Elementary School	\$22	\$14,550	\$14,572	381.2

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Accountability

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

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

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

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

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

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

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

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	62.6%	65.4%	61.3%
Math Proficiency	45.2%	48.2%	49.6%
ELA Growth†	80	53	42
Math Growth†	78	45	43
4-Year Graduation Rate (Prior Year)††	N	N	N
5-Year Graduation Rate (Prior Year)††	N	N	N
Progress toward English Language Proficiency	39.5%	38.2%	61.2%
Chronic Absenteeism	7.8%	10.3%	7.3%

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

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

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

Accountability Summary by Student Group - 2023-24 School Year

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

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

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

†Target was met within a confidence interval.

Narrative

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



Highlights:

- Rockaway Township School District launched a Character Program centered around the District CORE Values of honesty, empathy, acceptance, respect, and trust.
- Rockaway Township School District has tech infused classrooms with 1-1 Chromebook carts in classes from Kindergarten to the 4th grade, and a 1:1 take-home program from the 5th through the 8th grade.
- Rockaway Township School District partnered with Rutgers Behavioral Center to provide our students and staff with a clinical level of support, including staff, student, and community development.



Mission, Vision, Theme:

At Rockaway Township School District our vision is to open minds, and worlds so every child's potential becomes a reality and challenges become opportunities for personal success! The district has nurtured a supportive culture that embraces individual diversity and infuses cutting edge technology that will ensure academic, social and emotional success in a global society. The Rockaway Township staff, in collaboration with the district administration and Board of Education, provides instruction and programs to fulfill the mission of the school district. The Rockaway Township School District community supports the work of our staff and schools, and in so doing, contributes significantly to the success and performance of our students.



Awards, Recognition, Accomplishments:

At Rockaway Township School District, we have a lot to be proud of! Each school has programs to recognize teachers and students throughout the year. For example, Birchwood awards a 5th grade boy and girl who best represent the principles of friendliness with our "Friend of All" award. Malone School is committed to and pursuing a school of character recognition. Several schools have also been recognized for their external work. Copeland's Music Department was given a High Notes Festival Superior Rating. Dwyer School is the recipient of the 4 MSUNER Incentive Grants in literature, flexible seating, technology, and STEAM. Dennis O'Brien is the recipient of the Exxonmobil Educational Alliance grant. Stony Brook has been recognized as a showcase school in the state for its implementation of PBSIS. We've had staff published in NJ teacher's magazine and Educational Viewpoints magazine. Several of our schools have been named a grief sensitive school.

Narrative

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



Courses, Curriculum, Instruction:

Rockaway Township School District's academic programs are designed with the student at the center of all we do. Through regular progress monitoring of student learning in the core academic areas we are able to both differentiate instruction and, when needed, provide appropriate intervention to ensure students' progress academically in alignment with their developmental growth. Our English Language Arts (ELA) and mathematics programs align with the New Jersey Student Learning Standards (NJSLs) and integrate online resources to enhance our curricular resources. We recently adopted new Science and Social Studies curricula with exciting resources. Over the course of a week, students participate in technology, instrumental music, and visual arts classes which are valued deeply in our schools. Students have access to state-of-the-art computer labs and Chromebook carts in their classrooms.



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Diving (Boys & Girls)
Copeland Middle School currently offers Boys and Girls Cross Country and Basketball teams.



Clubs and Activities:

Students are encouraged to participate in a variety of after school programs offered by our staff, which includes the Boys and Girls Cross Country Team, as well as a Boys and Girls Basketball team. Copeland has been a proud affiliate of the National Junior Honor Society for many years. Membership is based upon scholarship, leadership, service, citizenship, and character. Citizenship Awards encourage good citizenship and character skills. School spirit is evident in our many theme and school spirit days promoted by a very active Student Council.

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Before and After School Programs:

The Randolph YMCA has been running quality before and after care programs in Rockaway Township Schools for over thirty years. Before care runs from 7am to the start of school and includes breakfast, games and crafts. After care runs from the schools' dismissal until 6pm. This program provides a healthy snack, homework assistance, organized sports and games, crafts and nutrition. We provide care on half and full vacation days. For more information, go to randolphymca.org.



Staff and Professional Learning:

Here in Rockaway Township School District we envision meeting our teachers and staff ongoing professional development needs through a differentiated multi-faceted strategy with job embedded professional development. This type of professional development may occur during faculty meetings, coaching sessions, department meetings, PLCs and through modeling in classrooms. In Rockaway Township School District we also offer full and half day inservice professional development opportunities for our teachers and staff where longer blocks of time are set aside for professional learning aligned with our District's goals and priorities. Additionally, we offer a full suite of remote, asynchronous learning opportunities for teachers through a game-based platform.



Student Supports and Services:

Rockaway Township School District houses an Autism, Severe Autism, Multiply Disabled, and a Language Learning Disabled program. We have a full response to intervention team, offer academic intervention, speech, occupational therapy, and physical therapy services. We also offer pull out and in class resource programs and a psychologist, social worker, and learning disabilities teacher consultant. We have full time counselors in all schools. In addition to the above mentioned, Copeland Middle School partners with Rutgers Behavioral Center to provide students and staff with a clinical level of support, including staff, student, and community development.

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Student Health and Wellness:

Rockaway Township School District offers a comprehensive Health Curriculum as well 235 minutes of PE per week. Additionally, Copeland Middle School houses the Rockaway Township Substance Abuse Alliance's program entitled "Project Positive Choice." Students participate in a three part program on substance abuse awareness. Each school has a full-time nurse.



Parent and Community Involvement:

Rockaway Township School District has a strong partnership with the Parent Teacher Association, the Rockaway Township Substance Abuse Alliance, Rutgers University, and the Johnson and Johnson Corporation. The focus of each organization is to promote student academic, and social and emotional well-being. Our PTA works tirelessly to run many events that benefit the whole school community. They have been instrumental in securing items such as a rock climbing wall, and gazebo. We love having family volunteers come in and read or help in the garden and we enjoy working with Picatinny Arsenal. Our webpage, facebook, twitter feed and parent portal gives families access to their child's academic progress, and the exciting things happening in our district.



Facilities:

Rockaway Township Schools have undergone significant improvement projects during the past few years including new boilers, new HVAC systems, air-conditioning new stage curtains, and sound systems. The schools have new video cameras in the interior and exterior of the buildings. The media centers and computer labs were renovated to include state-of-the-art equipment, and new furniture along with Makerspace areas for the students to utilize. Classrooms are equipped with Chromebook carts and we have a 1:1 program in grades 5-8. One of our schools, Catherine A. Dwyer Elementary, was constructed as an open school, meaning no stationary walls separating classrooms, which makes it a truly unique, collaborative and collegial experience.

Narrative

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Other Information:

Rockaway Township School District serves 2,400 students in grades PK-8, in 5 elementary and 1 middle school. Our school district is a close knit community working together to empower, support, and encourage each student towards doing their best every day. We hold high academic standards for all students, and provide a safe environment where students are emboldened to take educational risks and to think "outside the box" in order to fully grasp what is being taught. At Rockaway Township School District, we are committed to a learning environment that values diversity, fosters respect and understanding. It is both our role and duty to prepare our students to become successful and productive citizens in the next phase of their educational careers and future. We are proud of our students and staff and are appreciative that we have a wonderful support network with our parents, PTA, community and volunteers. Our district has made several improvements to our facilities over the past year and have invested in providing the most up-to-date technology for our students. Our curriculum is aligned to the New Jersey Student Learning Standards and is reviewed often to ensure we are student focused and are providing an appropriate level of rigor. We provide regular progress monitoring of student growth and differentiate instruction to meet students' needs. Our professional development plan is also differentiated and ongoing to meet the needs of our teachers and staff. We also believe that creating a culture of learning is essential and we survey our parents, staff and students annually to ensure we are on track with all we do to ensure that our students are successful.