Eleanor Van Gelder (03-1270-050)

2023-2024

County: Bergen

District: Edgewater School District

📍 251 Undercliff Ave
Edgewater, NJ 07020-1112

Principal: Ms. Michele Higgins

School Website

📞 201-945-4106

369
Total Students

🏫

03-06
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

School Contact Information

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

Type	Contact Information
County	Bergen
District	Edgewater School District
Principal Name	Ms. Michele Higgins
Address	251 Undercliff Ave, Edgewater, NJ 07020-1112
Phone Number	201-945-4106
Email Address	mhiggins@edgewaterschools.org
Website	https://www.edgewaterschools.org

NJ SCHOOL PERFORMANCE REPORT

Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students who attend programs at other schools or 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
3	74	104	90
4	97	66	113
5	75	91	71
6	95	72	95
Total	341	333	369

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	51.0%	50.0%	50.0%
Male	49.0%	50.0%	50.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	12.6%	15.6%	18.7%
Students with Disabilities	10.3%	11.7%	11.9%
Multilingual Learners	8.8%	13.5%	15.2%
Students Experiencing Homelessness	0.3%	0.3%	0.3%
Students in Foster Care	0.3%	0.0%	0.0%
Military-Connected Students	0.3%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.
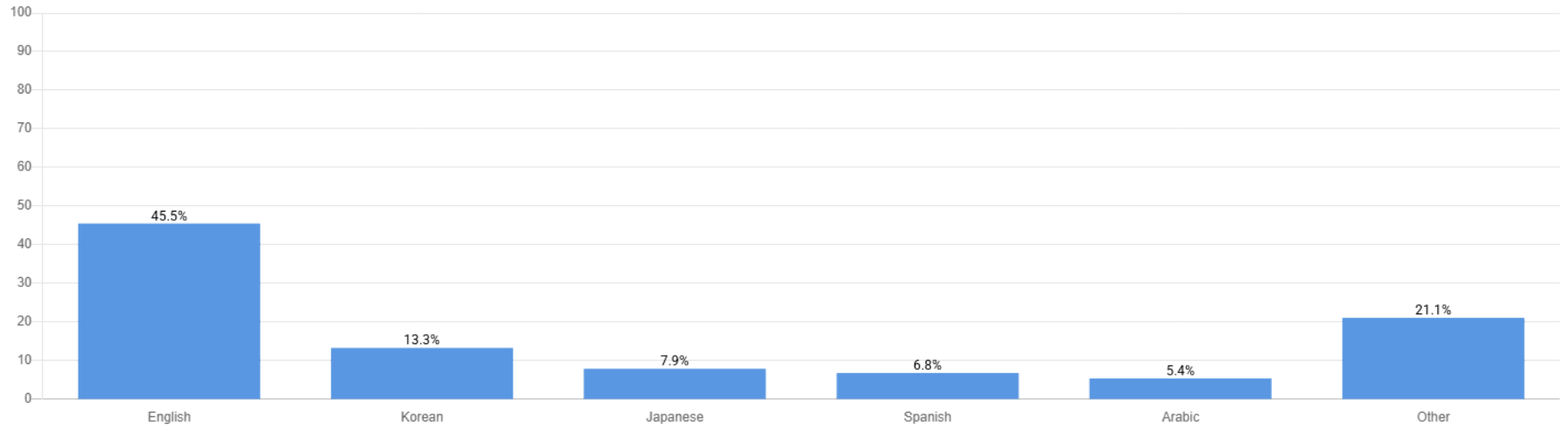
Racial And Ethnic Group	2021-22	2022-23	2023-24
White	27.0%	27.3%	31.7%
Hispanic	24.3%	21.6%	20.6%
Black or African American	10.6%	9.0%	4.6%
Asian	32.0%	36.6%	36.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two Or More Races	6.2%	5.4%	6.2%

NJ SCHOOL PERFORMANCE REPORT

Demographics

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Enrollment by Home Language

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

Language	Percentage
English	45.5%
Korean	13.3%
Japanese	7.9%
Spanish	6.8%
Arabic	5.4%
Other	21.1%

Student Growth

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

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

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

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

Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.
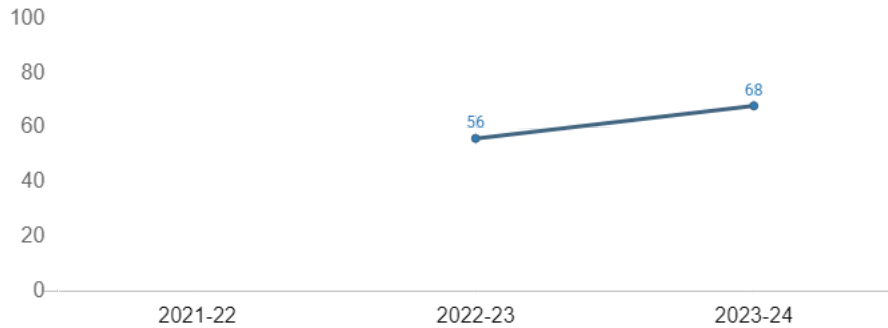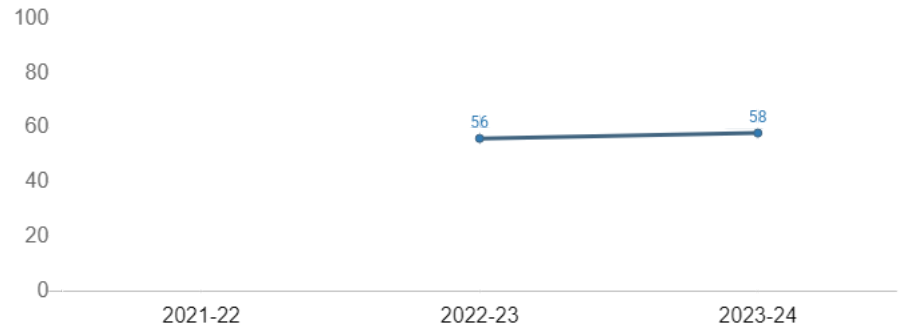
Important Note for 2023-24: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations.

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Median Student Growth Percentile		56	68		56	58
Met Standard (40-59.5)?		Met Standard	Exceeds Standard		Met Standard	Met Standard
Statewide: Median Student Growth Percentile		50	50		50	50

Student Growth

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

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Student Growth

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 district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	68	68	50	Exceeds Standard	58	58	50	Met Standard
White	66	66	50	Exceeds Standard	59.5	59.5	51	Met Standard
Hispanic	52	52	49	Met Standard	55.5	55.5	48	Met Standard
Black or African American	71	71	47	**	48	48	46	**
Asian, Native Hawaiian, or Pacific Islander	78	78	59	Exceeds Standard	63	63	60	Exceeds Standard
American Indian or Alaska Native	N	N	50	**	N	N	50	**
Two or More Races	53	53	50	**	62	62	51	**
Female	68	68	52		56.5	56.5	50	
Male	67.5	67.5	48		62	62	50	
Non-Binary/Undesignated Gender	N	N	44		N	N	45.5	
Economically Disadvantaged Students	64	64	48	Exceeds Standard	62	62	48	Exceeds Standard
Students with Disabilities	52	52	43	Met Standard	33	33	44	Not Met
Multilingual Learners	67	67	50	Exceeds Standard	59	59	50	Met Standard
Students Experiencing Homelessness	*	*	43		*	*	45	
Students in Foster Care	N	N	40		N	N	47	
Military-Connected Students	N	N	47.5		N	N	51	
Migrant Students	N	N	53		N	N	44	

Student Growth

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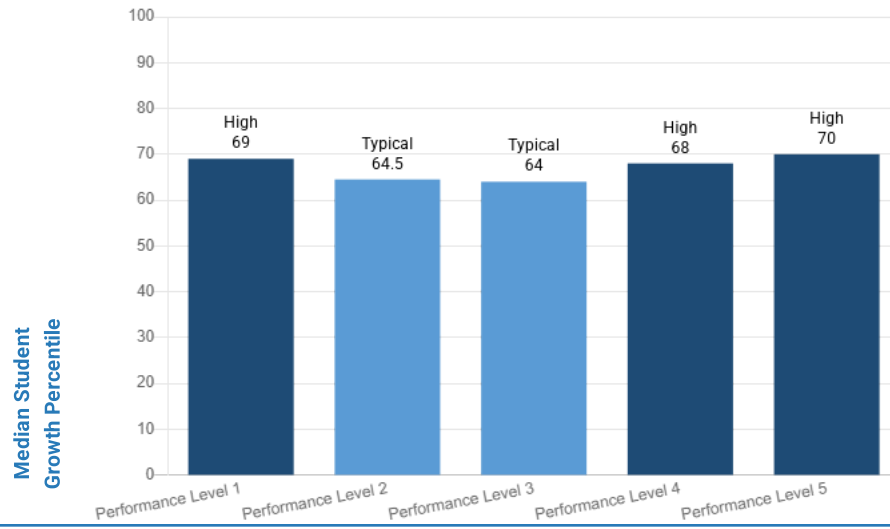
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Student Growth by Performance Level

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

Performance Level	mSGP	Level
Performance Level 1	69	High
Performance Level 2	64.5	Typical
Performance Level 3	64	Typical
Performance Level 4	68	High
Performance Level 5	70	High

Math

Performance Level	mSGP	Level
Performance Level 1	54.5	Typical
Performance Level 2	59	Typical
Performance Level 3	61	Typical
Performance Level 4	56.5	Typical
Performance Level 5	63	Typical

Student Growth

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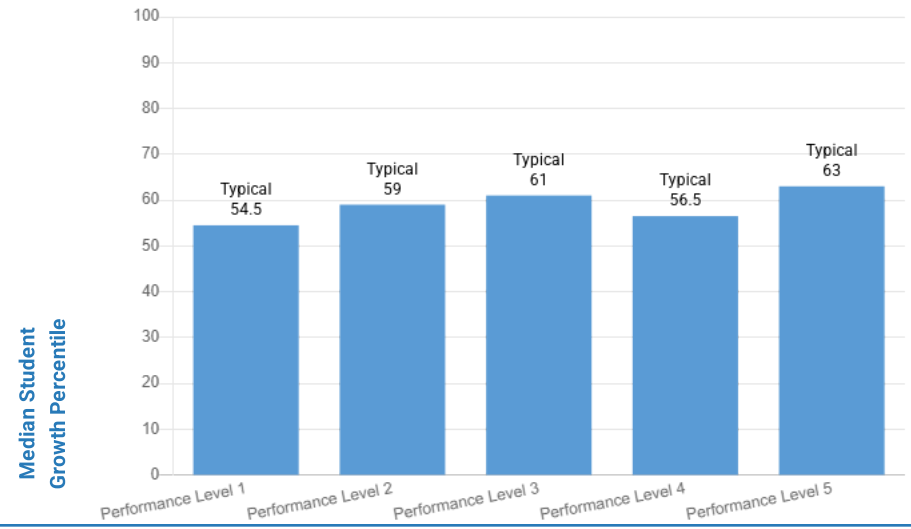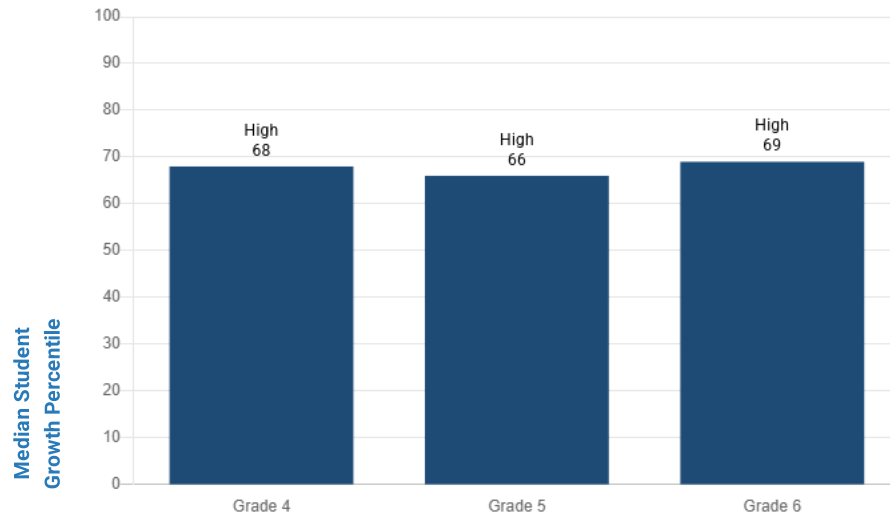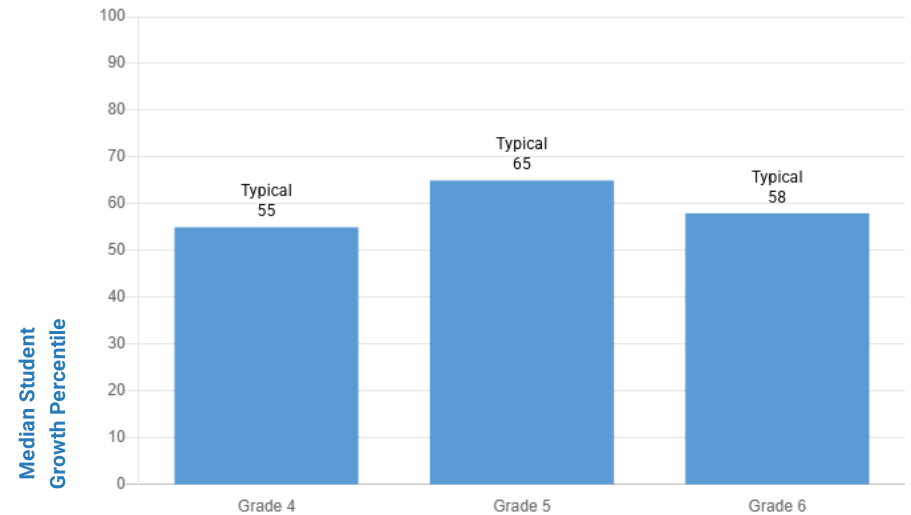
Student Growth by Grade

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

ELA

Grade 4: High 68
Grade 5: High 66
Grade 6: High 69

Math

Grade 4: Typical 55
Grade 5: Typical 65
Grade 6: Typical 58

NJ SCHOOL PERFORMANCE REPORT

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
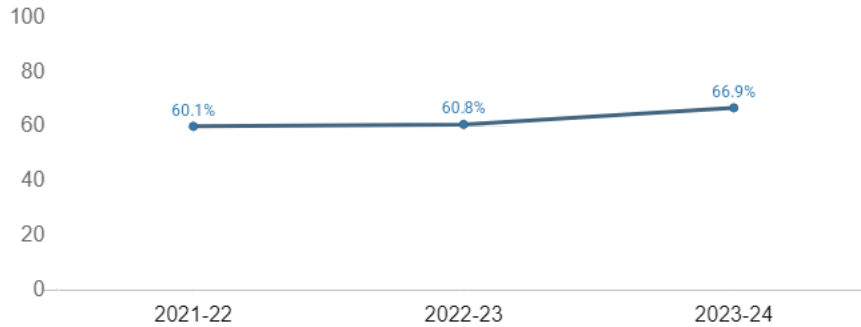
Math Proficiency Rate for Federal Accountability
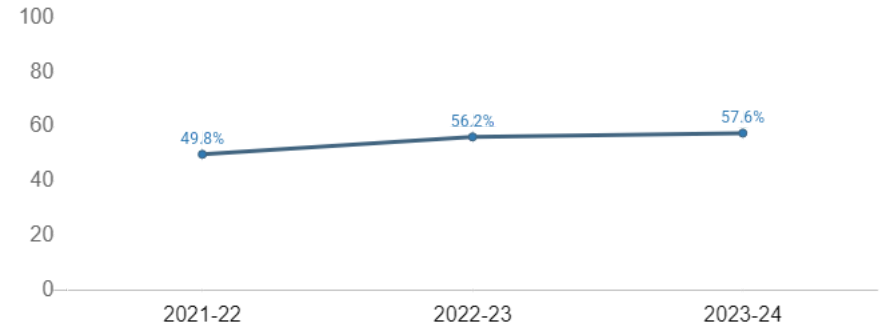
Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	96.5%	99.7%	100.0%	96.1%	99.7%	100.0%
Proficiency Rate for Federal Accountability	60.1%	60.8%	66.9%	49.8%	56.2%	57.6%
Annual Target	62.2%	63.3%	62.1%	63.7%	64.7%	57.7%
Met Annual Target?	Met Target†	Met Target†	Met Target	Not Met	Not Met	Met Target†
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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

English Language Arts 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	School: % of testers met/exceeded expectations	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Schoolwide	335	100%	66.9%	66.9%	52.2%	66.9%	62.1%	Met Target
White	105	100%	68.6%	68.6%	61.8%	68.6%	57.3%	Met Target
Hispanic	72	100%	56.9%	56.9%	38%	56.9%	49.5%	Met Target
Black or African American	*	100%	70.6%	70.6%	35.9%	70.6%	**	**
Asian, Native Hawaiian, or Pacific Islander	122	100%	70.5%	70.5%	79.9%	70.5%	75.4%	Met Target†
American Indian or Alaska Native	*	*	*	*	51.2%	*	**	**
Two or More Races	19	100%	68.4%	68.4%	59.4%	68.4%	**	**
Female	*	100%	69.9%	69.9%	57.7%	69.9%		
Male	*	100%	63.9%	63.9%	47%	63.9%		
Non-binary/undesignated gender	*	*	*	*	69.6%	*		
Economically Disadvantaged Students	58	100%	53.4%	53.4%	34.6%	53.4%	53.6%	Met Target†
Non-Economically Disadvantaged Students	277	100%	69.7%	69.7%	62.8%	69.7%		
Students with Disabilities	44	100%	20.5%	20.5%	19.8%	20.5%	19.9%	Met Target
Students without Disabilities	291	100%	73.9%	73.9%	59.4%	73.9%		
Multilingual Learners	79	100%	58.2%	58.2%	23.1%	58.2%	51.7%	Met Target
Non-Multilingual Learners	256	100%	69.5%	69.5%	56.2%	69.5%		
Students Experiencing Homelessness	*	*	*	*	21.9%	*		
Students in Foster Care	*	*	*	*	19.3%	*		
Military-Connected Students	*	*	*	*	48.2%	*		
Migrant Students	*	*	*	*	13.3%	*		

† Target was met within a confidence interval.

Academic Achievement

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English Language Arts Assessment - Performance Trends

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

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

Percentage of Students Meeting/Exceeding Expectations

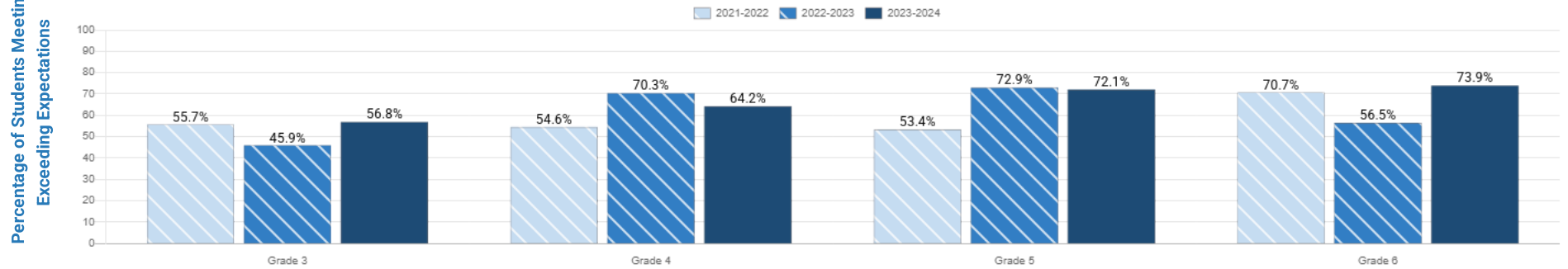| Grade	2021-2022	2022-2023	2023-2024
Grade 3	55.7%	45.9%	56.8%
Grade 4	54.6%	70.3%	64.2%
Grade 5	53.4%	72.9%	72.1%
Grade 6	70.7%	56.5%	73.9%

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	School Mean Scale Score	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
Schoolwide	81	756	756	741	7%	10%	26%	51%	6%	57%	44%
White	24	760	760	751	0%	4%	42%	46%	8%	54%	53%
Hispanic	17	749	749	724	12%	24%	18%	35%	12%	47%	29%
Black or African American	*	*	*	725	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	32	760	760	770	9%	3%	25%	59%	3%	63%	70%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	*	754	754	746	8%	10%	30%	48%	5%	53%	48%
Male	*	758	758	736	7%	10%	22%	54%	7%	61%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	11	746	746	722	18%	9%	18%	45%	9%	55%	26%
Non-Economically Disadvantaged Students	70	758	758	753	6%	10%	27%	51%	6%	57%	55%
Students with Disabilities	13	730	730	710	23%	15%	38%	23%	0%	23%	18%
Students without Disabilities	68	761	761	747	4%	9%	24%	56%	7%	63%	49%
Multilingual Learners	*	*	*	704	*	*	*	*	*	*	13%
Non-Multilingual Learners	*	760	760	746	4%	11%	23%	55%	7%	62%	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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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 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	School Mean Scale Score	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
Schoolwide	106	761	761	749	7%	10%	19%	42%	22%	64%	51%
White	28	756	756	758	7%	14%	18%	36%	25%	61%	61%
Hispanic	21	751	751	734	10%	10%	19%	57%	5%	62%	35%
Black or African American	*	*	*	733	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	47	766	766	776	6%	9%	19%	38%	28%	66%	78%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	51%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	*	759	759	752	9%	13%	11%	43%	23%	66%	54%
Male	*	762	762	745	4%	8%	26%	42%	21%	62%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	15	743	743	731	13%	13%	33%	33%	7%	40%	32%
Non-Economically Disadvantaged Students	91	764	764	760	5%	10%	16%	44%	24%	68%	63%
Students with Disabilities	15	717	717	720	33%	27%	20%	20%	0%	20%	21%
Students without Disabilities	91	768	768	755	2%	8%	19%	46%	25%	71%	57%
Multilingual Learners	14	730	730	711	21%	14%	43%	21%	0%	21%	13%
Non-Multilingual Learners	92	766	766	753	4%	10%	15%	46%	25%	71%	55%
Students Experiencing Homelessness	*	*	*	719	*	*	*	*	*	*	20%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	*	*	*	747	*	*	*	*	*	*	49%
Migrant Students	*	*	*	713	*	*	*	*	*	*	23%

Academic Achievement

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

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English Language Arts Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	School Mean Scale Score	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
Schoolwide	68	769	769	750	3%	9%	16%	49%	24%	72%	52%
White	16	768	768	760	6%	0%	19%	50%	25%	75%	63%
Hispanic	16	744	744	736	6%	25%	25%	38%	6%	44%	37%
Black or African American	*	*	*	734	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	25	789	789	778	0%	4%	12%	40%	44%	84%	80%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	53%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	*	771	771	755	3%	3%	14%	60%	20%	80%	57%
Male	*	767	767	745	3%	15%	18%	36%	27%	64%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	12	750	750	732	17%	8%	25%	33%	17%	50%	33%
Non-Economically Disadvantaged Students	56	773	773	761	0%	9%	14%	52%	25%	77%	64%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	20%
Students without Disabilities	*	772	772	756	2%	10%	13%	51%	25%	76%	59%
Multilingual Learners	*	*	*	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	771	771	754	2%	9%	15%	49%	25%	74%	57%
Students Experiencing Homelessness	*	*	*	718	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	20%
Military-Connected Students	*	*	*	747	*	*	*	*	*	*	48%
Migrant Students	*	*	*	721	*	*	*	*	*	*	20%

Academic Achievement

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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	School Mean Scale Score	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
Schoolwide	88	771	771	751	2%	9%	15%	43%	31%	74%	53%
White	38	777	777	760	0%	5%	16%	50%	29%	79%	63%
Hispanic	20	758	758	738	0%	25%	10%	45%	20%	65%	39%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	21	780	780	778	10%	0%	10%	24%	57%	81%	82%
American Indian or Alaska Native	*	*	*	748	*	*	*	*	*	*	49%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	*	776	776	756	0%	11%	9%	45%	34%	80%	59%
Male	*	765	765	746	5%	7%	20%	41%	27%	68%	48%
Non-binary/undesignated gender	*	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	22	764	764	735	0%	9%	27%	45%	18%	64%	35%
Non-Economically Disadvantaged Students	66	773	773	761	3%	9%	11%	42%	35%	77%	65%
Students with Disabilities	10	735	735	719	0%	50%	30%	10%	10%	20%	17%
Students without Disabilities	78	776	776	758	3%	4%	13%	47%	33%	81%	60%
Multilingual Learners	*	*	*	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	774	774	754	0%	8%	14%	45%	32%	77%	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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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	School: % of testers met/exceeded expectations	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Schoolwide†	347	100%	57.6%	57.6%	40.2%	57.6%	57.7%	Met Target†
White	111	100%	50.5%	50.5%	51.1%	50.5%	46.7%	Met Target
Hispanic	72	100%	37.5%	37.5%	24.2%	37.5%	33.7%	Met Target
Black or African American	*	100%	52.9%	52.9%	20.1%	52.9%	**	**
Asian, Native Hawaiian, or Pacific Islander	128	100%	76.6%	76.6%	74.4%	76.6%	84.3%	Not Met
American Indian or Alaska Native	*	*	*	*	42%	*	**	**
Two or More Races	19	100%	52.6%	52.6%	48.9%	52.6%	**	**
Female	*	100%	49.7%	49.7%	38.4%	49.7%		
Male	*	100%	65.3%	65.3%	42%	65.3%		
Non-binary/undesignated gender	*	*	*	*	47.3%	*		
Economically Disadvantaged Students	62	100%	38.7%	38.7%	21.7%	38.7%	33.7%	Met Target
Non-Economically Disadvantaged Students	285	100%	61.8%	61.8%	51.5%	61.8%		
Students with Disabilities	44	100%	18.2%	18.2%	16.6%	18.2%	11.6%	Met Target
Students without Disabilities	303	100%	63.4%	63.4%	45.4%	63.4%		
Multilingual Learners	91	100%	57.1%	57.1%	18.7%	57.1%	66.5%	Not Met
Non-Multilingual Learners	256	100%	57.8%	57.8%	43.5%	57.8%		
Students Experiencing Homelessness	*	*	*	*	12.9%	*		
Students in Foster Care	*	*	*	*	12.4%	*		
Military-Connected Students	*	*	*	*	38.8%	*		
Migrant Students	*	*	*	*	<10%	*		

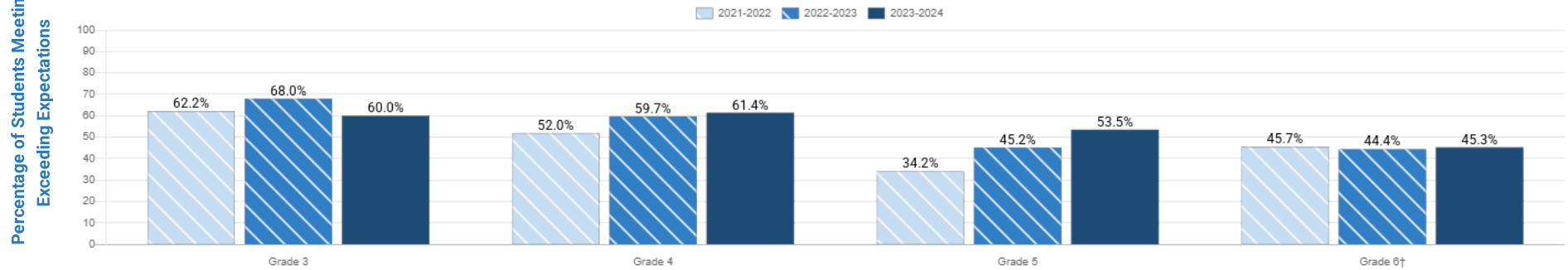† Target was met within a confidence interval.

Academic Achievement

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

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Mathematics Assessment - Performance Trends

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

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

Grade	2021-2022	2022-2023	2023-2024
Grade 3	62.2%	68.0%	60.0%
Grade 4	52.0%	59.7%	61.4%
Grade 5	34.2%	45.2%	53.5%
Grade 6†	45.7%	44.4%	45.3%

Y-axis: Percentage of Students Meeting/Exceeding Expectations

† 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	School Mean Scale Score	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
Schoolwide	90	758	758	747	9%	10%	21%	36%	24%	60%	48%
White	27	755	755	757	11%	7%	26%	37%	19%	56%	60%
Hispanic	17	753	753	732	6%	24%	18%	24%	29%	53%	31%
Black or African American	*	*	*	728	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	37	767	767	776	5%	5%	19%	41%	30%	70%	79%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	51%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	*	747	747	744	11%	14%	30%	27%	18%	45%	45%
Male	*	768	768	749	7%	7%	13%	43%	30%	74%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	13	739	739	729	15%	15%	31%	31%	8%	38%	28%
Non-Economically Disadvantaged Students	77	761	761	758	8%	9%	19%	36%	27%	64%	60%
Students with Disabilities	13	738	738	725	8%	15%	38%	31%	8%	38%	25%
Students without Disabilities	77	761	761	751	9%	9%	18%	36%	27%	64%	52%
Multilingual Learners	17	728	728	722	29%	6%	35%	24%	6%	29%	20%
Non-Multilingual Learners	73	764	764	751	4%	11%	18%	38%	29%	67%	52%
Students Experiencing Homelessness	*	*	*	717	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	719	*	*	*	*	*	*	18%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	*	727	*	*	*	*	*	*	12%

Eleanor Van Gelder

(03-1270-050)

2023-2024

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

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	School Mean Scale Score	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
Schoolwide	114	757	757	744	4%	18%	18%	46%	15%	61%	45%
White	31	749	749	754	3%	16%	29%	45%	6%	52%	57%
Hispanic	22	744	744	730	0%	41%	18%	36%	5%	41%	28%
Black or African American	*	*	*	726	*	*	*	*	*	*	24%
Asian, Native Hawaiian, or Pacific Islander	51	766	766	773	6%	8%	12%	49%	25%	75%	77%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	50%
Two or More Races	*	*	*	752	*	*	*	*	*	*	54%
Female	*	752	752	743	7%	20%	18%	43%	13%	55%	43%
Male	*	761	761	746	0%	16%	17%	50%	17%	67%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	16	731	731	727	0%	56%	19%	25%	0%	25%	25%
Non-Economically Disadvantaged Students	98	761	761	755	4%	11%	17%	50%	17%	67%	58%
Students with Disabilities	15	722	722	722	0%	60%	27%	13%	0%	13%	21%
Students without Disabilities	99	762	762	749	4%	11%	16%	52%	17%	69%	50%
Multilingual Learners	22	741	741	718	14%	23%	23%	27%	14%	41%	14%
Non-Multilingual Learners	92	761	761	748	1%	16%	16%	51%	15%	66%	49%
Students Experiencing Homelessness	*	*	*	716	*	*	*	*	*	*	15%
Students in Foster Care	*	*	*	716	*	*	*	*	*	*	15%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	*	*	*	721	*	*	*	*	*	*	17%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	School Mean Scale Score	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
Schoolwide	71	757	757	741	6%	11%	30%	37%	17%	54%	40%
White	17	747	747	751	0%	29%	35%	29%	6%	35%	53%
Hispanic	17	723	723	726	18%	18%	53%	12%	0%	12%	23%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	26	788	788	772	4%	0%	8%	46%	42%	88%	76%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	47%
Two or More Races	*	*	*	748	*	*	*	*	*	*	49%
Female	*	745	745	739	5%	11%	35%	43%	5%	49%	38%
Male	*	770	770	742	6%	12%	24%	29%	29%	59%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	12	746	746	724	8%	25%	25%	25%	17%	42%	20%
Non-Economically Disadvantaged Students	59	759	759	752	5%	8%	31%	39%	17%	56%	53%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	16%
Students without Disabilities	*	760	760	746	5%	9%	29%	39%	18%	58%	45%
Multilingual Learners	*	*	*	711	*	*	*	*	*	*	*
Non-Multilingual Learners	*	760	760	744	3%	11%	31%	37%	18%	55%	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	School Mean Scale Score	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
Schoolwide	95	746	746	737	11%	18%	26%	34%	12%	45%	36%
White	42	749	749	746	7%	14%	31%	40%	7%	48%	47%
Hispanic	20	735	735	723	15%	20%	30%	35%	0%	35%	20%
Black or African American	*	*	*	718	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	23	757	757	768	17%	4%	17%	26%	35%	61%	73%
American Indian or Alaska Native	*	*	*	735	*	*	*	*	*	*	33%
Two or More Races	*	*	*	743	*	*	*	*	*	*	45%
Female	*	742	742	736	15%	11%	32%	36%	6%	43%	34%
Male	*	749	749	738	6%	25%	21%	31%	17%	48%	38%
Non-binary/undesignated gender	*	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	24	743	743	721	8%	8%	38%	46%	0%	46%	17%
Non-Economically Disadvantaged Students	71	747	747	747	11%	21%	23%	30%	15%	45%	48%
Students with Disabilities	10	711	711	714	50%	10%	30%	10%	0%	10%	12%
Students without Disabilities	85	750	750	741	6%	19%	26%	36%	13%	49%	41%
Multilingual Learners	11	715	715	707	36%	36%	9%	18%	0%	18%	*
Non-Multilingual Learners	84	750	750	740	7%	15%	29%	36%	13%	49%	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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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	N	N	N	N
5	N	N	N	N
6	*	*	*	*

Academic Achievement

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

English Language 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	35	28	80%	7	20%
3-4	*	*	*	*	*
5 or more	*	*	*	*	*

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	96.2%	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
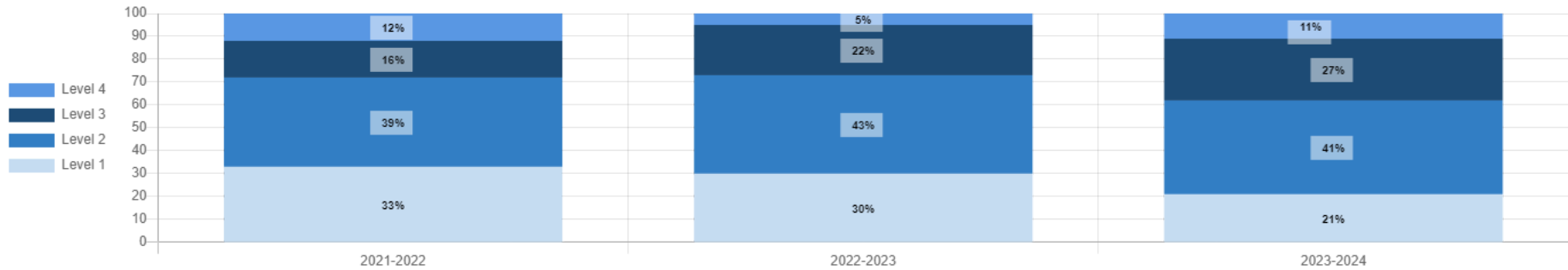
Academic Achievement

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.

	2021-2022	2022-2023	2023-2024
Level 4	12%	5%	11%
Level 3	16%	22%	27%
Level 2	39%	43%	41%
Level 1	33%	30%	21%

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.

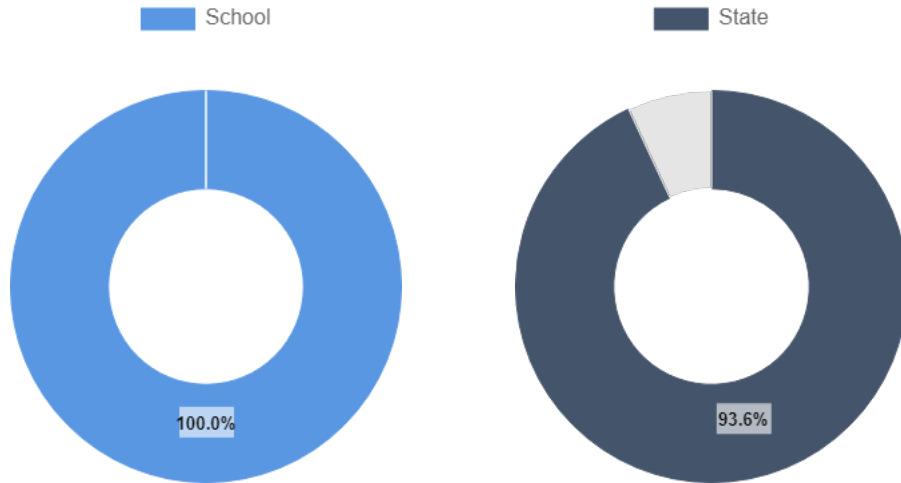| Student Group	School % Level 1	School % Level 2	School % Level 3	School % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Schoolwide	21%	41%	27%	11%	35%	37%	21%	6%
White	35%	35%	24%	6%	22%	42%	28%	8%
Hispanic	41%	53%	6%	0%	51%	36%	12%	2%
Black or African American	*	*	*	*	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	4%	27%	42%	27%	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	*	*	*	*	27%	36%	27%	10%
Female	22%	54%	24%	0%	35%	39%	20%	6%
Male	21%	26%	29%	24%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	38%	46%	0%	15%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	17%	40%	33%	10%	24%	39%	28%	10%
Students with Disabilities	*	*	*	*	64%	27%	8%	2%
Students without Disabilities	17%	42%	29%	12%	30%	39%	24%	7%
Multilingual Learners	*	*	*	*	78%	20%	2%	0%
Non-Multilingual Learners	17%	43%	28%	12%	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%

College and Career Readiness

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

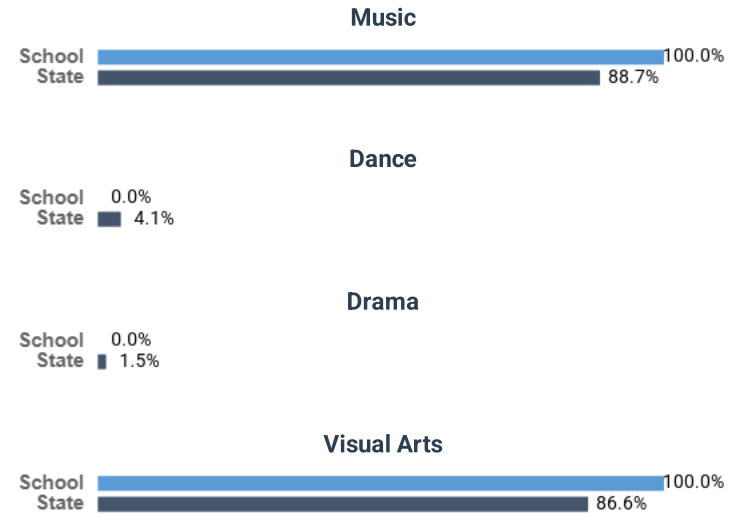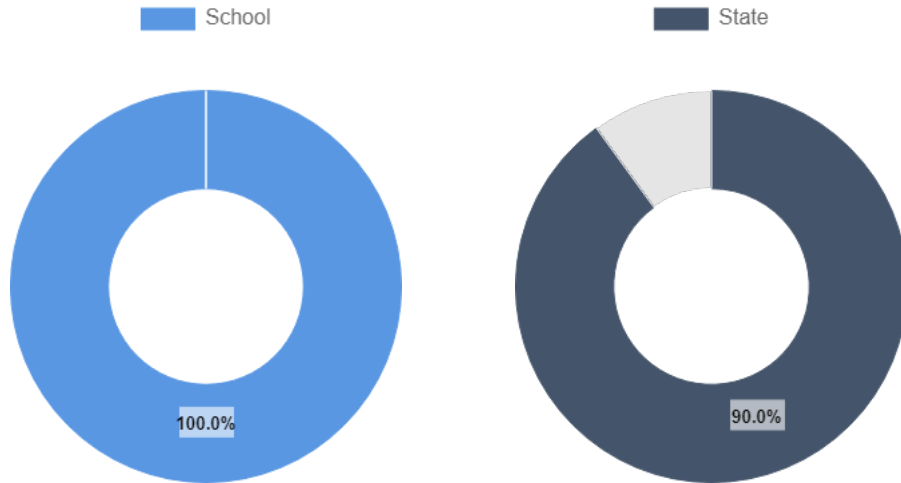### Computer Science – Course Participation

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
3	N	N	N	N	N	N	N
4	N	N	N	N	N	N	N
5	N	N	N	N	N	N	N
6	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

College and Career Readiness

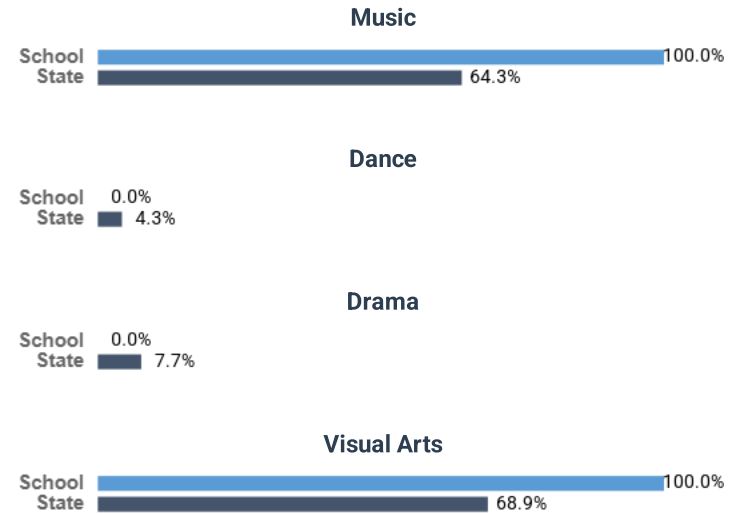Information about New Jersey Student Learning Standards can be found on the NJDOE website.

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

School — 100.0%

State — 93.6%

Students enrolled in one or more classes by discipline:

Music
School 100.0%
State 88.7%

Dance
School 0.0%
State 4.1%

Drama
School 0.0%
State 1.5%

Visual Arts
School 100.0%
State 86.6%

College and Career Readiness

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

Visual and Performing Arts – Course Participation

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

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

School

State

100.0%

90.0%

Students enrolled in one or more classes by discipline:

Music
School 100.0%
State 64.3%

Dance
School 0.0%
State 4.3%

Drama
School 0.0%
State 7.7%

Visual Arts
School 100.0%
State 68.9%

Climate and Environment

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

Chronic Absenteeism 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. Pursuant to N.J.S.A. 18A:38-25.1, any school where 10 percent or more of the students enrolled are chronically absent must develop a corrective action plan to improve chronic absenteeism rates. The Requires Corrective Action Plan column in the table indicates whether the school's chronic absenteeism rate is 10% or higher, meaning that the school must complete a corrective action plan. The NJDOE Data-based Decision Making for Addressing Chronic Absenteeism guidance document (found on the NJDOE attendance page under Chronic Absenteeism) provides districts with guidance on responding to chronic absetneeism and includes sample corrective action plan templates.

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 school. 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").

	2021-22	2022-23	2023-24
13.8%	12.1%	9.5%	

Performance Measure	2021-22	2022-23	2023-24
Chronic Absenteeism Rate	13.8%	12.1%	9.5%
ESSA Target (State Average for Grades Served)	15.3%	13.5%	12.1%
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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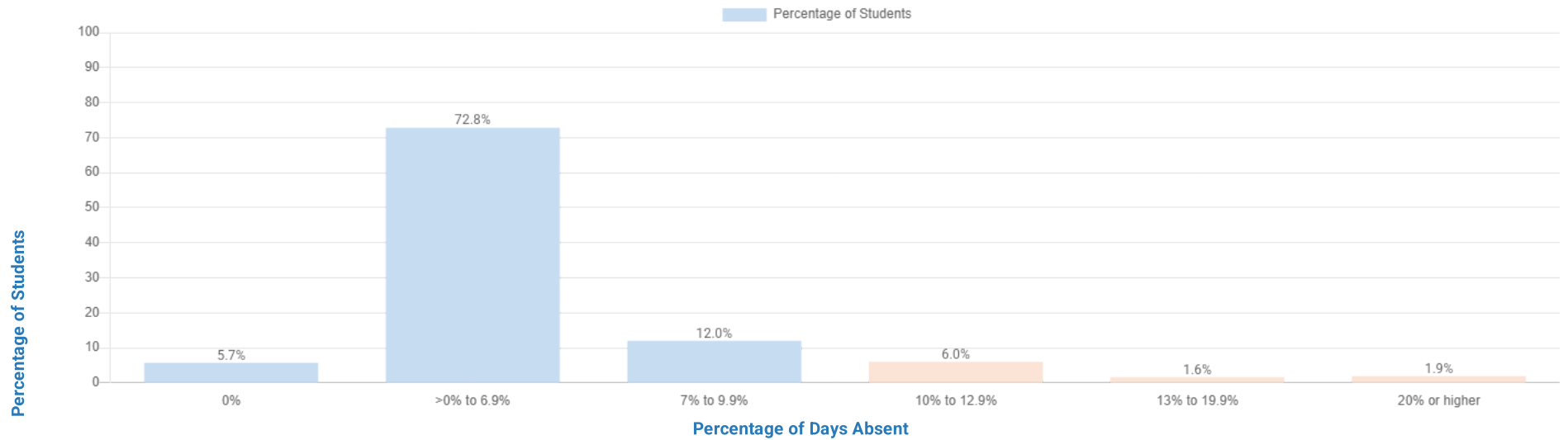
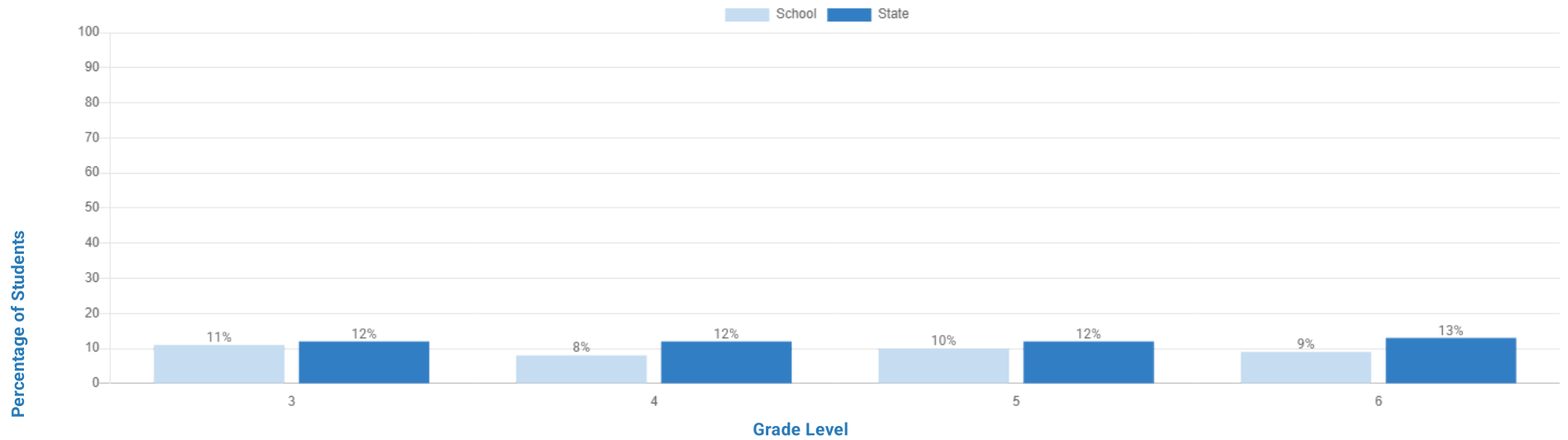| Student Group	# of Students Chronically Absent	% of Students Chronically Absent	Requires Corrective Action Plan: Schoolwide Rate is 10% or higher	ESSA Target: State Average for Grades Served	Met ESSA Target
Schoolwide	35	9.5%	No	12.1%	Met
White	9	7.7%		12.1%	Met
Hispanic	15	19.7%		12.1%	Not Met
Black or African American	*	5.3%		**	**
Asian, Native Hawaiian, or Pacific Islander	5	3.8%		12.1%	Met
American Indian or Alaska Native	*	*		**	**
Two or More Races	5	21.7%		12.1%	Not Met
Female	*	11.5%			
Male	*	7.6%			
Non-Binary/Undesignated Gender	*	*			
Economically Disadvantaged Students	11	15.9%		12.1%	Not Met
Students with Disabilities	4	8.5%		12.1%	Met
Multilingual Learners	7	10.6%		12.1%	Met
Students Experiencing Homelessness	*	*			
Students in Foster Care	*	*			
Military-Connected Students	*	*			
Migrant Students	*	*			

Climate and Environment

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

Percentage of Days Absent

This graph shows the percentage of K-12 students by the percentage of days enrolled that the students were absent during the school year. The last three bars, 10% to 12.9%, 13% to 19.9%, and 20% or higher represent students who were chronically absent.

Climate and Environment

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

Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year with a state comparison.

Climate and Environment

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

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	2.44

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

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	1	2
Religion	0	0	0
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	4	6	10
No Identified Nature	3		3

Climate and Environment

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

Student Disciplinary Removals: By Student Group

This table shows the number and percentage of students who received in-school suspensions, out-of-school suspensions, removals to other educational programs, and expulsions by student group. Information on disciplinary actions is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended the school 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 schoolwide 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
Schoolwide	3	1%	4	1%	6	2%	0	0%	0	0%
White	<5	<5.00%	<5	<5.00%	1	1%	0	0%	0	0%
Hispanic	<5	<5.00%	<5	<5.00%	1	1%	0	0%	0	0%
Black or African American	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%
Asian	<5	<5.00%	<5	<5.00%	3	2%	0	0%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
Two or more races	<5	<5.00%	<5	<5.00%	1	4%	0	0%	0	0%
Female	*	<5.00%	*	<5.00%	*	0%	*	0%	*	0%
Male	*	<5.00%	*	<5.00%	*	3%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	<5	<5.00%	<5	<5.00%	3	4%	0	0%	0	0%
Students with disabilities	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%

Climate and Environment

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

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 the school 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 schoolwide 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
Schoolwide	3	1%	4	1%	6	2%	0	0%	0	0%
3	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%
4	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%
5	<5	<5.00%	<5	<5.00%	2	3%	0	0%	0	0%
6	<5	<5.00%	<5	<5.00%	4	4%	0	0%	0	0%

Climate and Environment

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

Students Involved in Police Notifications: By Student Group

This table shows the number and percentage of students who were involved in at least one incident that led to police notification by student group. Information on police notifications is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended the school 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 schoolwide 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
Schoolwide	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%
Male	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with disabilities	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

Climate and Environment

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

Students 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 schoolwide 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
Schoolwide	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
3	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
4	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
5	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
6	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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 the school 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 schoolwide 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
Schoolwide	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%
Male	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with disabilities	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

Climate and Environment

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

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

This table shows the number and percentage of students in each grade level who were involved in at least one incident that led to their arrest. Information on arrests 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 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 schoolwide 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
Schoolwide	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
3	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
4	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
5	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
6	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

Climate and Environment

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

School Days Missed due to Out-of-School Suspensions

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

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

Climate and Environment

School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:00 AM
Typical End Time	2:34 PM
Length of School Day	6 Hrs. 34 Mins.
Full Time - Instructional Time	6 Hrs. 34 Mins.
Shared Time - Instructional Time	6 Hrs. 34 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in grades PK-12 per device, including devices designated for instruction, testing, and remote learning. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for online testing and digital learning in grades PreK through 12. This information comes from the elective NJTRAx survey and reflects data submitted as of October 2024, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low student to device ratio due to this policy decision.

School Year	Student to Device Ratio
2023-2024	1:1

Student Access to Technology and Internet

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

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	35	119,239
Average years experience in public schools	9.8	12.6
Average years experience in district	5.9	11.3
Number of Teachers with 4 or more years experience in the district	12	87,243
Percentage of Teachers with 4 or more years experience in the district	35.3%	73.6%
Number of out-of-field teachers	0	2,931
Percentage of out-of-field teachers	0%	2.5%
Number of Teachers with Provisional Credentials	11	9,065
Percentage of Teachers with Provisional Credentials	31.4%	7.6%

Administrators – Experience

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

Category	Admin. in School	Admin. in State
Total Number of administrators	5	10,170
Average years experience in public schools	21.4	16.2
Average years experience in district	2.4	12.5
Number of Administrators with 4 or more years experience in the district	0	7,734
Percentage of Administrators with 4 or more years experience in the district	0.0%	76.8%

Staff Counts

This table shows the number of staff members assigned to the school, 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 and is not available at the school level because it is a district assigned position.

Staff Category	School: Total Staff Members	District: Total Staff Members	State: Total Staff Members
Teachers	35	70	119,239
Administrators	5	6	10,170
Librarians/Media Specialists	N	N	1,160
Nurses	1	1	3,025
School Counselors	N	1	4,673
Child Study Team Members	3	4	9,654
School Psychologists	1	1	2,185
School Social Workers	1	1	2,750
Student Assistance Coordinators	N	N	400
School Safety Specialists	N	1	681

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Student and Staff Ratios

This table shows ratios of students and staff members in the school and 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 and is not available at the school level because it is a district assigned position.

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	10:1
Students to Administrators	74:1	118:1
Teachers to Administrators	7:1	12:1
Students to Librarians/Media Specialists †	N	N
Students to Nurses †	369:1	706:1
Students to Counselors †	N	706:1
Students to Child Study Team Members †,††	15:1	27:1
Students to School Psychologists †	369:1	706:1
Students to School Social Workers †	369:1	706:1
Students to Student Assistance Coordinators †	N	N
Students to School Safety Specialists †		706:1

† 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 School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.0%	80-90%	*	48.0%	77.0%	57.0%
Male	50.0%	10-20%	*	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤10%	*	≤1%	≤1%	≤1%
White	31.7%	62.9%	100.0%	38.2%	81.8%	74.5%
Hispanic	20.6%	14.3%	0.0%	34.0%	8.6%	8.6%
Black or African American	4.6%	2.9%	0.0%	14.2%	6.4%	14.4%
Asian	36.9%	14.3%	0.0%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.0%	2.9%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.0%	2.9%	0.0%	0.2%	0.4%	0.5%
Two or More Races	6.2%	0.0%	0.0%	3.1%	0.3%	0.4%

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

Staff

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

Key terms for staff data:
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the *ESSA* Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.
Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.
Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher 17.1%
Admin N/A

Master's Degree

Teacher 82.9%
Admin 100.0%

Doctoral Degree
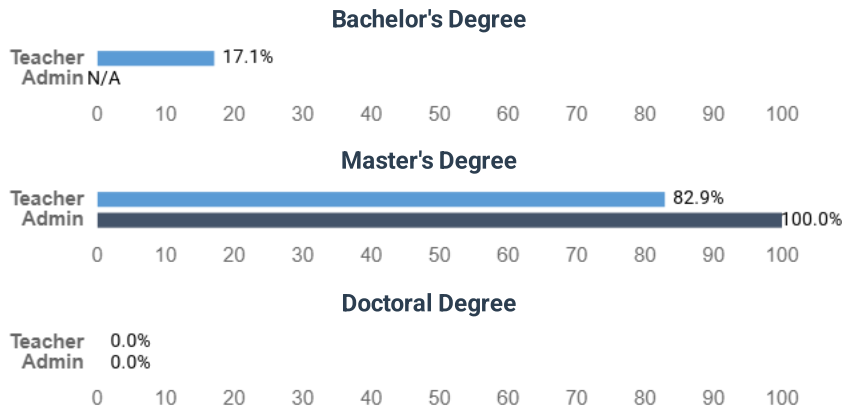
Teacher 0.0%
Admin 0.0%

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

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

Job Type	District	State
2022-23 Teachers: Same district 2023-24	80.0%	89.5%
2022-23 Administrators: Same district 2023-24	100.0%	87.9%

Staff

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

Key terms for staff data:
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the *ESSA* Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.
Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.
Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Teachers 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)	16	>80%	≤20%	≤20%	62.5%	6.3%	0.0%	18.8%	6.3%	6.3%	0.0%	18.8%	25.0%	75.0%	0.0%
English/Language Arts/Literacy	3	*	*	*	66.7%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	33.3%	66.7%	0.0%
English to Speakers of Other Languages	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
Mathematics	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	100.0%	0.0%
Science	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Social Studies/History	2	*	*	*	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
World Language	1	*	*	*	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	N	0.0%	100.0%	0.0%
Visual and Performing Arts	2	*	*	*	50.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	50.0%	0.0%	100.0%	0.0%
Health/Physical Education	1	*	*	*	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
Family & Consumer Sciences	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Computer Science/IT	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Industrial Arts	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Career and Technical Education	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Special Education	9	*	*	*	77.8%	11.1%	0.0%	11.1%	0.0%	0.0%	0.0%	33.3%	11.1%	88.9%	0.0%
Bilingual	2	*	*	*	50.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%

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

ESSA Accountability Status

The table below provides the school's federal school status 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 Accountability page 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.

Status for 2025-26 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Pacific Islander, Native Hawaiian	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: Multilingual Learners	

†This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Additional Targeted Support and Improvement.

ESSA Accountability Progress

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

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

ESSA Acountability Indicator	2021-22	2022-23	2023-24
ELA Proficiency	60.1%	60.8%	66.9%
Math Proficiency	49.8%	56.2%	57.6%
ELA Growth†	85	56	68
Math Growth†	82	56	58
4-Year Graduation Rate (Prior Year)††	N	N	N
5-Year Graduation Rate (Prior Year)††	N	N	N
Progress toward English Language Proficiency	64.3%	79.2%	96.2%
Chronic Absenteeism	13.8%	12.1%	9.5%

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

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

Accountability

Accountability Indicator Scores and Summative Ratings - 2023-24 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state.

Schools are only identified for comprehensive support and improvement every three years. The NJDOE identified schools for support based on data from the 2022-2023 school year, so schools will not be identified for comprehensive support based on data from the 2023-2024 school year. As a result, this table will not flag whether schools met the identification criteria for comprehehensive support and improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see the NJDOE Accountability page.

ESSA Accountability Indicator	Actual Performance	Indicator Score	Weight
ELA Proficiency	66.9%	77.66	15.0%
Math Proficiency	57.6%	71.25	15.0%
ELA Growth	68	93.07	20.0%
Math Growth	58	74.66	20.0%
4-Year Graduation Rate (Prior Year)†	N	N	N
5-Year Graduation Rate (Prior Year)†	N	N	N
Progress toward English Language Proficiency	96.2%	100.00	20.0%
Chronic Absenteeism	9.5%	61.00	10.0%
Summative Score	82.0		
Summative Rating (Percentile Rank)	91.3		
Comprehensive Support: Overall Low Performing	N/A		
Comprehensive Support: Low Graduation Rate	N/A		

† Weights indicated by this symbol were adjusted due to data availability.

††A modified summative score was calculated using only available data.

Accountability

Accountability Summary by Student Group - 2023-24 School Year

The NJDOE is required under ESSA to identify schools for Targeted Support and Improvement (TSI) annually and for Additional Targeted Support and Improvement (ATSI) every three years. Both TSI and ATSI identifications are based on how student groups within schools perform. Schools are identified for ATSI if they have at least one student group that has a summative score that would be in the bottom 5% of Title I schools if it was its own school. Schools are identified for TSI if they have at least one student group that missed annual targets or standards for all indicators for two years in a row. Only student groups that have data for at least 20 students are included in the accountability determinations.

The NJDOE identified schools for ATSI status based on data from the 2022-2023 school year, so schools will not be identified for ATSI status based on data from the 2023-2024 school year. The table below will show the summative score for each student group, but it will not show a cut-off score or indicate that a student group has been identified for ATSI status since it is not an identification year.

Schools will be identified for TSI status based on data from the 2023-2024 school year, since that is required annually. The remaining columns in the table show whether each student group met annual targets or standards for all indicators for the 2023-24 school year. If at least one student group did not meet all targets and also did not meet all targets in the 2022-23 school year, then the school will be identified as requiring TSI.

For more information about accountability determinations, indicators, and annual targets, see the NJDOE Accountability page.

Student Group	Summative Score	Summative Score Cut-Off for Additional Targeted Support	Requires Additional Targeted Support: Low Performing 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	Requires Targeted Support: Consistently Underperforming Student Group
Schoolwide				Met Target	Met Target†	Exceeds Standard	Met Standard	N	N	Met Goal	Met	No
White	76.95			Met Target	Met Target	Exceeds Standard	Met Standard	N	N		Met	No
Hispanic	52.88			Met Target	Met Target	Met Standard	Met Standard	N	N		Not Met	No
Black or African American	**			**	**	**	**	N	N		**	No
Asian, Native Hawaiian, or Pacific Islander	88.96			Met Target†	Not Met	Exceeds Standard	Exceeds Standard	N	N		Met	No
American Indian or Alaska Native	**			**	**	**	**	N	N		**	No
Two or More Races	**			**	**	**	**	N	N		Not Met	No
Economically Disadvantaged Students	86.77			Met Target†	Met Target	Exceeds Standard	Exceeds Standard	N	N		Not Met	No
Students with Disabilities	56.22			Met Target	Met Target	Met Standard	Not Met	N	N		Met	No
Multilingual Learners	89.46			Met Target	Not Met	Exceeds Standard	Met Standard	N	N	Met Goal	Met	No

†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.

Mission, Vision, Theme:

Eleanor Van Gelder School is a culturally rich community that fosters academic achievement, social-emotional growth, and intellectual curiosity, preparing our students for lifelong learning and future success.

Courses, Curriculum, Instruction:

At Eleanor Van Gelder School, students in grades 3-6 engage in a balanced literacy approach to strengthen their reading and writing skills. In grade 3, students receive systematic, explicit phonics instruction through the 95 Percent program, which focuses on building foundational reading and spelling skills. Students in grades 4 and 5 continue their literacy development with Word Study instruction, also supported by the 95 Percent phonics program, which emphasizes word patterns and decoding and encoding strategies. Additionally, students use Savvas Envision Math, Savvas Realize Science, and TCI Social Studies to enhance their academic learning. Eleanor Van Gelder School is committed to providing an equitable and rigorous learning experience for all students, ensuring engagement, support, and the development of future leaders and responsible global citizens who are prepared for success at Leonia in grades 7-12 and beyond.

Clubs and Activities:

Eleanor Van Gelder School offers a wide range of opportunities for students to engage in both school and after-school clubs that promote integrity, leadership, and innovation. Fifth and sixth graders have the chance to participate in band and chorus, while all students take part in the APEX Fun Run. The school also offers an International Buddies Club, where immigrant students meet to help them acclimate to their new community. The district is deeply committed to philanthropy and hosts various charitable activities, including a Sixth Grade Service Club. The district believes that serving others not only brings joy but also contributes to the greater good. By learning through hands-on experiences and active participation, students develop valuable leadership skills and gain a deeper sense of responsibility and community.

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Before and After School Programs:

Eleanor Van Gelder School offers a variety of after-school programs, including arts and crafts, coding, yoga, sports, painting, graphic design, writing, STEM, robotics, and more. Additionally, tutoring is provided to students in grades K-6 who are participating in intervention programs. For students in need of aftercare, the District partners with Club Ed, which offers a comprehensive after-school experience. Club Ed provides academic support through homework assistance, as well as enrichment activities in the arts, including hands-on creative arts, music, and dance. The program also offers structured recreation through athletic activities, ensuring a well-rounded experience for all students.

Staff and Professional Learning:

The staff at Eleanor Van Gelder School actively participates in all district-led professional development opportunities. Additionally, each grade level engages in weekly Common Planning sessions, where teachers collaboratively review student and grade-level data, plan instruction based on this data, and discuss student needs and Tier 1 interventions. One staff development day each year is dedicated to staff-prepared sessions, providing colleagues the opportunity to present to and learn from one another, fostering a collaborative and growth-oriented learning environment.

Student Supports and Services:

Eleanor Van Gelder School provides weekly services to Multilingual Learners at all grade levels to support their academic progress. Educational Enrichment, which includes academic intervention, counseling, behavioral support, and enrichment opportunities, is available across all grades. The district's MTSS Coordinator oversees the process district-wide, collaborating with building MTSS teams to identify and support students facing challenges in learning, behavior, attendance, or health. For students receiving special education services, the district offers a range of support, including pull-out replacement services in ELA and Math, in-class support in ELA, Math, Science, and Social Studies, and additional pull-out academic assistance tailored to individual student needs.

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

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Student Health and Wellness:

The Eleanor Van Gelder School community understands that healthy students are better learners, which is why the district prioritizes creating an environment that supports students' physical, social, and emotional well-being. The physical education teacher plays a key role in delivering health education and promoting overall student wellness. Additionally, a Certified School Nurse is on-site to provide health services, including treating minor ailments, managing chronic health conditions, offering family support and education, and providing up-to-date information on current health trends. The School Counselor also offers individual and group support to students in need, as well as provide lessons to all homeroom classes on topics related to social-emotional learning and personal development. This comprehensive approach ensures that all students receive the care and guidance they need to thrive.

Parent and Community Involvement:

Eleanor Van Gelder School is supported by an active Parent Teacher Organization (PTO) that enriches the curriculum by providing programs, materials, training, and technology. Additionally, the District has a Special Education Parent Advocacy Group (SEPAG) that collaborates with the district to support students with special needs. To foster strong, positive relationships with the community, the district principals host "Coffee with the Principal" sessions multiple times a year. These organizations work together to enhance students' education and promote their social and emotional development. All parents have access to the Parent Portal, which provides information on grades, discipline, and teacher contact details. The district also partners closely with the Edgewater Police, Fire Department, and Mayor's office to ensure a safe and supportive environment for all students.

Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers. Y

Narrative

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Technology and STEM:

Technology is incorporated into all curriculum content areas as an interdisciplinary connection. Technology sequence focuses on technology operations, concepts, real-world applications, and creativity/design. Various technology resources are available, including but not limited to: Smartboards, iPads, Chromebooks, document cameras, and desktop computers. In addition, the district has a one-to-one initiative.