



Loring Flemming Elementary School (07-1780-090)

2023-2024

County: Camden

District: Gloucester Township Public Schools

135 Little Gloucester Rd
Blackwood, NJ 08012-3311

Principal: Dr. Aaron Rose

[School Website](#)

856-227-4045



645
Total Students



KG-05
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	Camden
District	Gloucester Township Public Schools
Principal Name	Dr. Aaron Rose
Address	135 Little Gloucester Rd, Blackwood, NJ 08012-3311
Phone Number	856-227-4045
Email Address	arose@gloucestertownshipschools.org
Website	http://www.gloucestertownshipschools.org

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
KG	99	120	89
1	116	105	111
2	104	116	105
3	117	105	115
4	104	124	106
5	128	115	119
Total	668	685	645

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	50.0%	52.0%	51.0%
Male	50.0%	48.0%	49.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	38.8%	40.9%	42.6%
Students with Disabilities	12.2%	10.9%	12.5%
Multilingual Learners	6.0%	8.4%	9.8%
Students Experiencing Homelessness	0.9%	2.0%	1.5%
Students in Foster Care	0.6%	1.0%	0.6%
Military-Connected Students	1.6%	1.2%	0.6%
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	43.6%	39.7%	38.6%
Hispanic	20.5%	20.1%	22.3%
Black or African American	23.2%	26.7%	26.9%
Asian	5.4%	5.8%	5.1%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.0%
American Indian or Alaska Native	0.3%	0.4%	0.5%
Two Or More Races	6.8%	7.1%	6.6%

Demographics

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Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

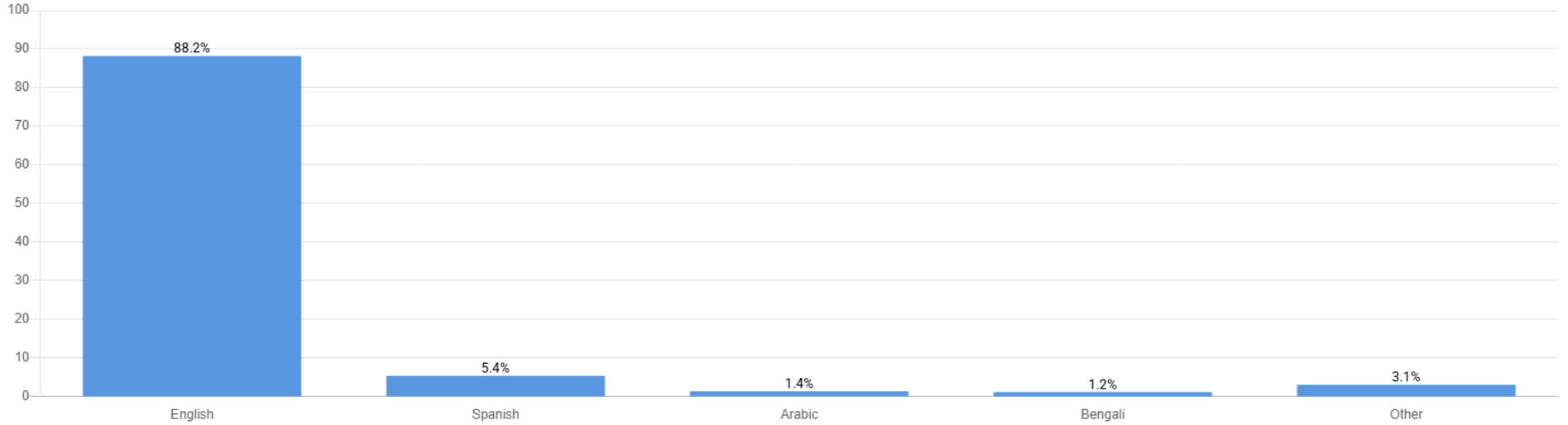
Grade	2021-22	2022-23	2023-24
KG - Half Day	0	0	0
KG - Full Day	99	120	89

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 by Home Language

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



Student Growth

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

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

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

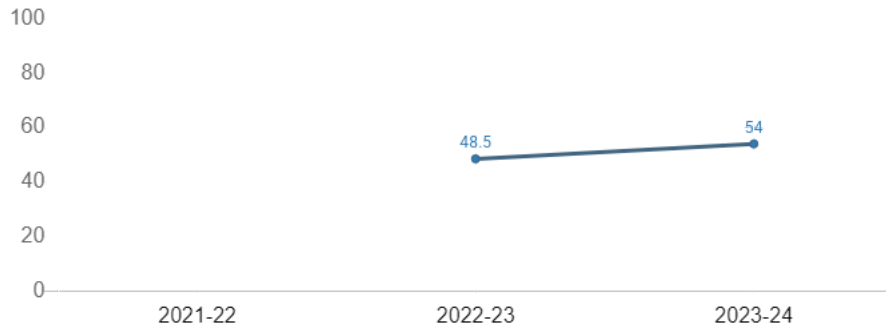
Important Note for 2023-24: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022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

Student Growth Trends and Progress

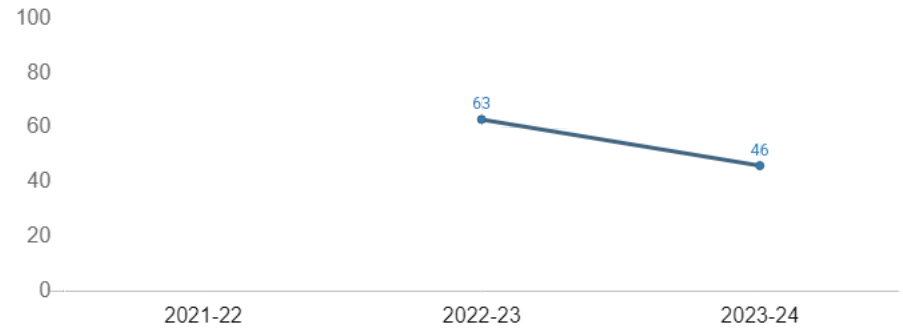
These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

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ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Median Student Growth Percentile		48.5	54		63	46
Met Standard (40-59.5)?		Met Standard	Met Standard		Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile		50	50		50	50

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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	54	48	50	Met Standard	46	46	50	Met Standard
White	56	49	50	Met Standard	44	44.5	51	Met Standard
Hispanic	63.5	51	49	Exceeds Standard	46	49	48	Met Standard
Black or African American	57	44	47	Met Standard	41	42.5	46	Met Standard
Asian, Native Hawaiian, or Pacific Islander	74	60	59	**	75	55	60	**
American Indian or Alaska Native	*	56.5	50	**	*	*	50	**
Two or More Races	50	40	50	**	60	50	51	**
Female	65	50	52		50	46	50	
Male	48	46	48		42	45	50	
Non-Binary/Undesignated Gender	N	*	44		N	*	45.5	
Economically Disadvantaged Students	53	46	48	Met Standard	42	46	48	Met Standard
Students with Disabilities	39	40	43	**	39	38	44	**
Multilingual Learners	*	58.5	50	**	*	58.5	50	**
Students Experiencing Homelessness	*	47	43		*	46	45	
Students in Foster Care	*	45.5	40		*	*	47	
Military-Connected Students	N	47	47.5		N	37.5	51	
Migrant Students	N	N	53		N	N	44	

Student Growth

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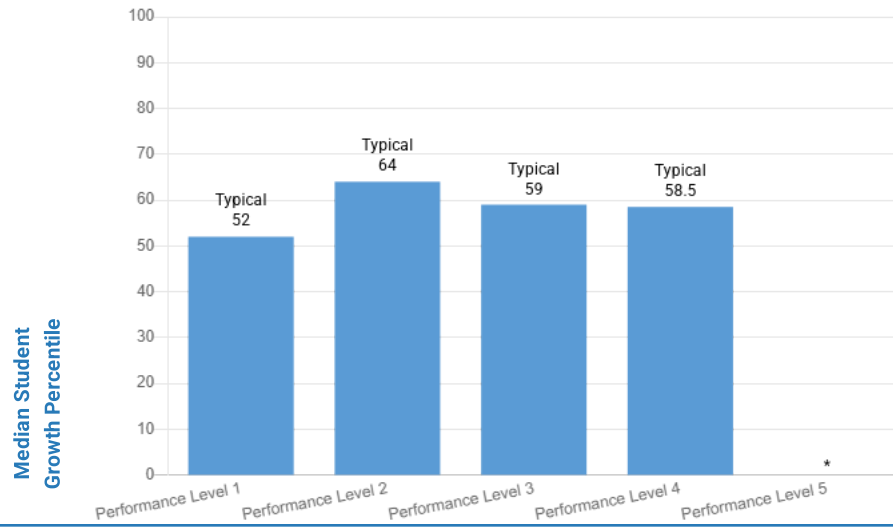
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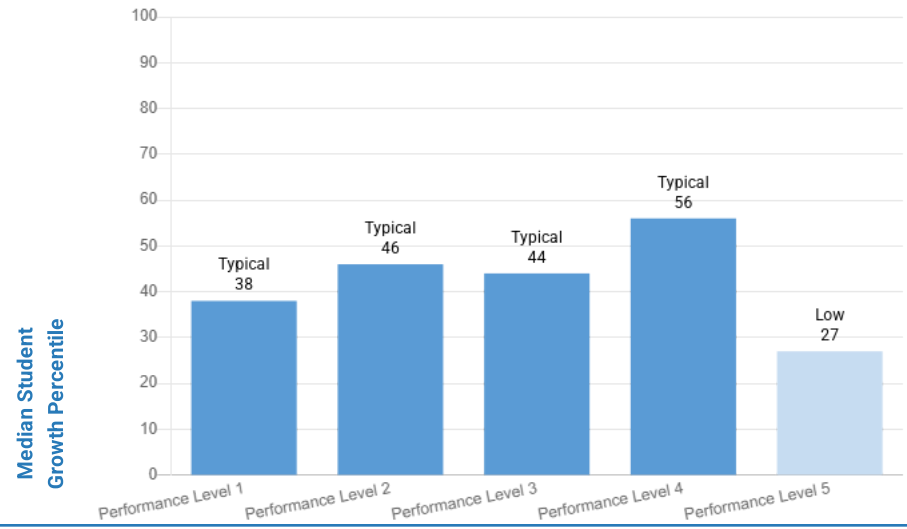
Student Growth by Performance Level

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



Math



Student Growth

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

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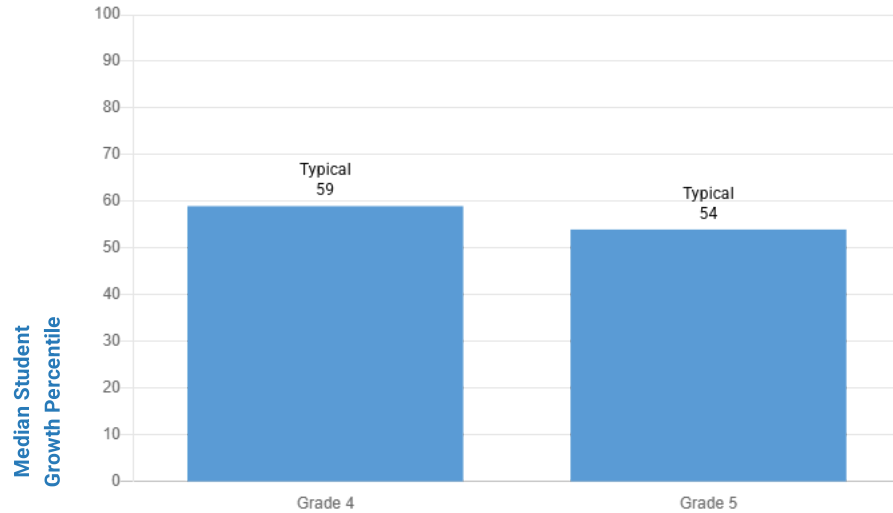
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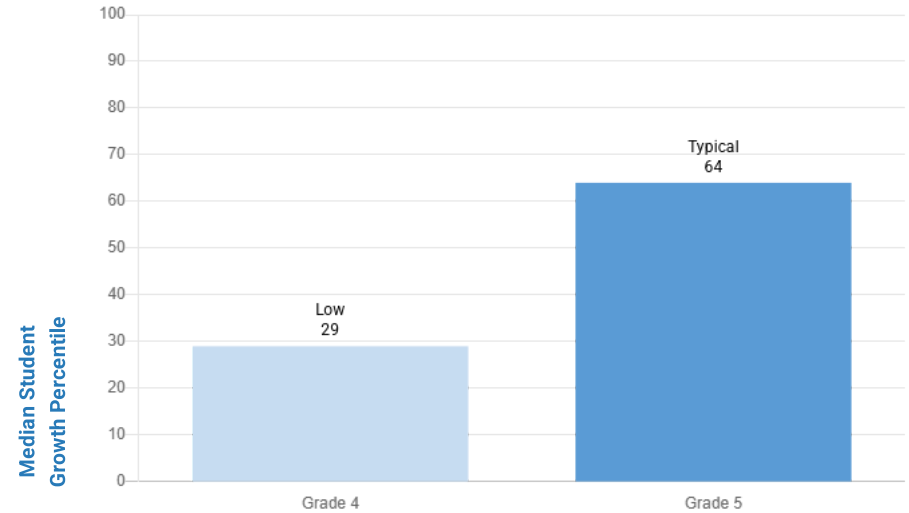
Student Growth by Grade

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

ELA



Math



Academic Achievement

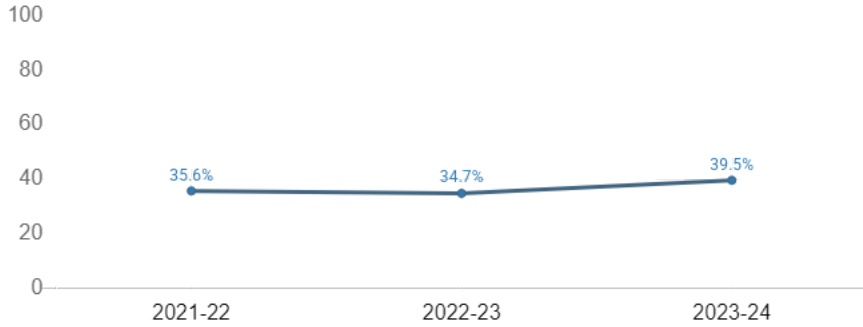
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOEs Assessment page](#).

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

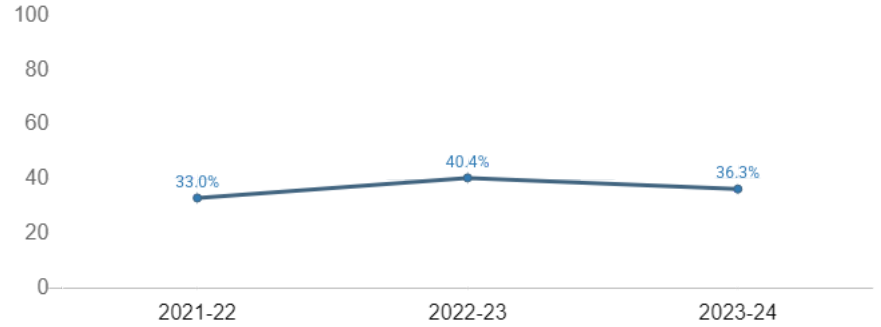
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	98.6%	99.7%	98.8%	98.3%	99.7%	98.8%
Proficiency Rate for Federal Accountability	35.6%	34.7%	39.5%	33.0%	40.4%	36.3%
Annual Target	49.3%	51.2%	36.9%	48.4%	50.4%	42.4%
Met Annual Target?	Not Met	Not Met	Met Target	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

† Target was met within a confidence interval.

Academic Achievement

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	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	329	98.8%	39.5%	42.8%	52.2%	39.5%	36.9%	Met Target
White	123	100%	43.9%	50.6%	61.8%	43.9%	45.6%	Met Target†
Hispanic	75	96.2%	33.3%	36.1%	38%	33.3%	32.1%	Met Target
Black or African American	89	100%	33.7%	32.3%	35.9%	33.7%	25.5%	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	93.7%	60%	62.4%	79.9%	59.2%	**	**
American Indian or Alaska Native	*	*	*	33.3%	51.2%	*	**	**
Two or More Races	25	100%	44%	40.2%	59.4%	44%	24.8%	Met Target
Female	*	99.4%	46%	49.4%	57.7%	46%		
Male	*	98.3%	33.3%	36.7%	47%	33.3%		
Non-binary/undesignated gender	*	*	*	*	69.6%	*		
Economically Disadvantaged Students	138	97.9%	29%	32.9%	34.6%	29%	23.7%	Met Target
Non-Economically Disadvantaged Students	191	99.5%	47.1%	50.1%	62.8%	47.1%		
Students with Disabilities	51	98.1%	13.7%	14%	19.8%	13.7%	13.2%	Met Target
Students without Disabilities	278	99%	44.2%	49.1%	59.4%	44.2%		
Multilingual Learners	25	92.6%	24%	27.4%	23.1%	23.3%	N	N
Non-Multilingual Learners	304	99.4%	40.8%	43.4%	56.2%	40.8%		
Students Experiencing Homelessness	*	*	*	20%	21.9%	*		
Students in Foster Care	*	*	*	25%	19.3%	*		
Military-Connected Students	*	*	*	46.3%	48.2%	*		
Migrant Students	*	*	*	*	13.3%	*		

† Target was met within a confidence interval.

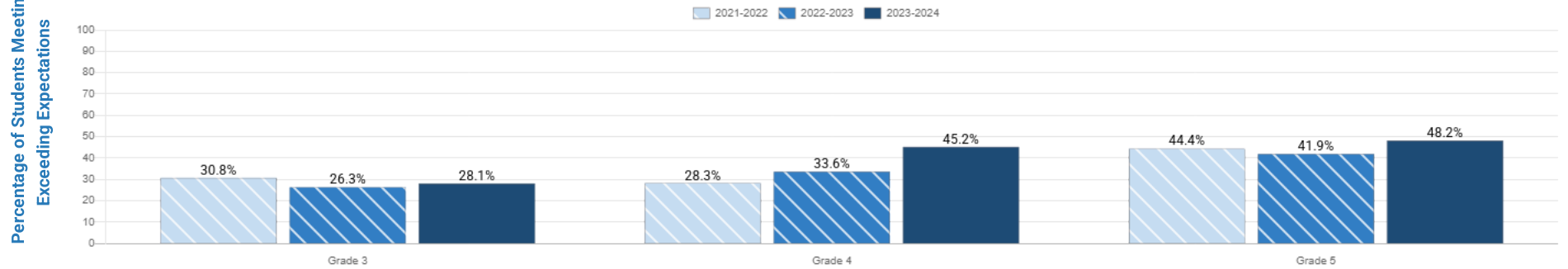
Academic Achievement

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English Language Arts Assessment - Performance Trends

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



Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	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	730	737	741	20%	22%	30%	26%	2%	28%	44%
White	39	734	743	751	13%	26%	33%	26%	3%	28%	53%
Hispanic	35	729	730	724	29%	9%	34%	29%	0%	29%	29%
Black or African American	28	725	731	725	18%	36%	25%	18%	4%	21%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	738	770	*	*	*	*	*	*	70%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	46%
Two or More Races	*	*	744	751	*	*	*	*	*	*	52%
Female	*	727	741	746	20%	27%	29%	22%	2%	24%	48%
Male	*	733	733	736	20%	17%	31%	31%	2%	32%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	50	722	727	722	32%	20%	22%	26%	0%	26%	26%
Non-Economically Disadvantaged Students	64	736	744	753	11%	23%	36%	27%	3%	30%	55%
Students with Disabilities	22	705	712	710	50%	27%	9%	9%	5%	14%	18%
Students without Disabilities	92	736	742	747	13%	21%	35%	30%	1%	32%	49%
Multilingual Learners	16	720	713	704	38%	19%	19%	25%	0%	25%	13%
Non-Multilingual Learners	98	731	738	746	17%	22%	32%	27%	2%	29%	48%
Students Experiencing Homelessness	*	*	*	707	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	18%
Military-Connected Students	*	*	*	739	*	*	*	*	*	*	41%
Migrant Students	*	*	*	688	*	*	*	*	*	*	*

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	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	104	747	739	749	13%	15%	27%	31%	14%	45%	51%
White	36	751	743	758	8%	8%	33%	42%	8%	50%	61%
Hispanic	21	748	739	734	19%	14%	29%	14%	24%	38%	35%
Black or African American	32	745	730	733	16%	16%	19%	34%	16%	50%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	753	776	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	51%
Two or More Races	11	738	743	757	9%	36%	27%	18%	9%	27%	60%
Female	*	755	742	752	4%	19%	23%	37%	17%	54%	54%
Male	*	739	737	745	21%	12%	31%	25%	12%	37%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	42	739	730	731	19%	19%	29%	24%	10%	33%	32%
Non-Economically Disadvantaged Students	62	753	746	760	8%	13%	26%	35%	18%	53%	63%
Students with Disabilities	*	*	708	720	*	*	*	*	*	*	21%
Students without Disabilities	*	750	745	755	10%	15%	28%	31%	15%	46%	57%
Multilingual Learners	*	*	717	711	*	*	*	*	*	*	13%
Non-Multilingual Learners	*	748	740	753	12%	15%	27%	31%	15%	46%	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	110	746	743	750	15%	15%	22%	42%	6%	48%	52%
White	44	753	750	760	11%	7%	27%	48%	7%	55%	63%
Hispanic	19	740	737	736	11%	26%	26%	32%	5%	37%	37%
Black or African American	30	730	731	734	27%	23%	17%	30%	3%	33%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	762	778	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	53%
Two or More Races	*	*	743	757	*	*	*	*	*	*	60%
Female	*	758	749	755	9%	9%	20%	51%	11%	62%	57%
Male	*	734	737	745	20%	22%	24%	33%	2%	35%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	46	732	733	732	17%	24%	28%	28%	2%	30%	33%
Non-Economically Disadvantaged Students	64	755	750	761	13%	9%	17%	52%	9%	61%	64%
Students with Disabilities	13	704	708	719	*	*	*	*	*	*	20%
Students without Disabilities	97	751	749	756	8%	14%	24%	46%	7%	54%	59%
Multilingual Learners	*	*	709	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	747	744	754	14%	14%	22%	43%	7%	50%	57%
Students Experiencing Homelessness	*	*	*	718	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	20%
Military-Connected Students	*	*	*	747	*	*	*	*	*	*	48%
Migrant Students	*	*	*	721	*	*	*	*	*	*	20%

Academic Achievement

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

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

Mathematics Assessment - 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	331	98.8%	36.3%	34%	40.2%	36.3%	42.4%	Not Met
White	123	100%	43.1%	42.4%	51.1%	43.1%	50.6%	Not Met
Hispanic	76	96.2%	32.9%	26.4%	24.2%	32.9%	35.5%	Met Target†
Black or African American	89	100%	24.7%	22%	20.1%	24.7%	29.5%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	94.1%	56.3%	56.6%	74.4%	55.6%	**	**
American Indian or Alaska Native	*	*	*	33.3%	42%	*	**	**
Two or More Races	25	100%	44%	32.8%	48.9%	44%	53.5%	Met Target†
Female	*	99.4%	33.7%	33.2%	38.4%	33.7%		
Male	*	98.3%	38.7%	34.6%	42%	38.7%		
Non-binary/undesignated gender	*	*	*	*	47.3%	*		
Economically Disadvantaged Students	139	97.9%	23%	23.8%	21.7%	23%	29.1%	Not Met
Non-Economically Disadvantaged Students	192	99.5%	45.8%	41.5%	51.5%	45.8%		
Students with Disabilities	51	98.1%	11.8%	12.8%	16.6%	11.8%	21.1%	Not Met
Students without Disabilities	280	99%	40.7%	38.6%	45.4%	40.7%		
Multilingual Learners	27	93.1%	18.5%	22.7%	18.7%	18.1%	N	N
Non-Multilingual Learners	304	99.4%	37.8%	34.5%	43.5%	37.8%		
Students Experiencing Homelessness	*	*	*	<10%	12.9%	*		
Students in Foster Care	*	*	*	<10%	12.4%	*		
Military-Connected Students	*	*	*	36.6%	38.8%	*		
Migrant Students	*	*	*	*	<10%	*		

† Target was met within a confidence interval.

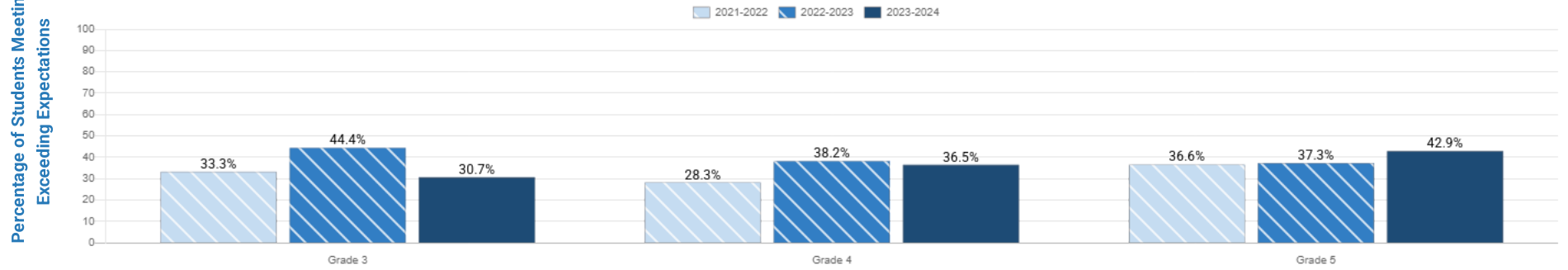
Academic Achievement

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.



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

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 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	114	735	744	747	13%	22%	34%	25%	6%	31%	48%
White	39	739	751	757	8%	23%	31%	31%	8%	38%	60%
Hispanic	35	732	735	732	20%	20%	34%	20%	6%	26%	31%
Black or African American	28	731	738	728	11%	25%	43%	21%	0%	21%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	750	776	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	51%
Two or More Races	*	*	753	755	*	*	*	*	*	*	56%
Female	*	728	741	744	16%	29%	33%	18%	4%	22%	45%
Male	*	741	748	749	10%	15%	36%	31%	8%	39%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	50	727	734	729	18%	22%	42%	14%	4%	18%	28%
Non-Economically Disadvantaged Students	64	741	752	758	9%	22%	28%	33%	8%	41%	60%
Students with Disabilities	22	715	729	725	41%	27%	18%	5%	9%	14%	25%
Students without Disabilities	92	740	748	751	7%	21%	38%	29%	5%	35%	52%
Multilingual Learners	16	731	723	722	19%	25%	31%	19%	6%	25%	20%
Non-Multilingual Learners	98	735	745	751	12%	21%	35%	26%	6%	32%	52%
Students Experiencing Homelessness	*	*	*	717	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	719	*	*	*	*	*	*	18%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	*	727	*	*	*	*	*	*	12%

Academic Achievement

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

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Mathematics Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	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	104	735	736	744	13%	23%	27%	36%	1%	37%	45%
White	36	747	742	754	6%	14%	31%	47%	3%	50%	57%
Hispanic	21	732	733	730	19%	29%	14%	38%	0%	38%	28%
Black or African American	32	727	725	726	19%	31%	28%	22%	0%	22%	24%
Asian, Native Hawaiian, or Pacific Islander	*	*	754	773	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	50%
Two or More Races	11	728	738	752	18%	18%	27%	36%	0%	36%	54%
Female	*	734	732	743	8%	27%	33%	33%	0%	33%	43%
Male	*	737	739	746	19%	19%	21%	38%	2%	40%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	42	726	727	727	19%	33%	26%	21%	0%	21%	25%
Non-Economically Disadvantaged Students	62	742	742	755	10%	16%	27%	45%	2%	47%	58%
Students with Disabilities	*	*	714	722	*	*	*	*	*	*	21%
Students without Disabilities	*	736	740	749	11%	25%	27%	36%	1%	37%	50%
Multilingual Learners	*	*	729	718	*	*	*	*	*	*	14%
Non-Multilingual Learners	*	736	736	748	14%	22%	27%	36%	1%	37%	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	112	741	736	741	14%	20%	23%	36%	7%	43%	40%
White	44	750	742	751	2%	23%	30%	36%	9%	45%	53%
Hispanic	20	738	730	726	5%	30%	25%	35%	5%	40%	23%
Black or African American	30	724	724	722	40%	10%	20%	27%	3%	30%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	772	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	47%
Two or More Races	*	*	737	748	*	*	*	*	*	*	49%
Female	*	742	736	739	14%	19%	19%	40%	7%	47%	38%
Male	*	740	735	742	15%	20%	27%	31%	7%	38%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	47	727	726	724	26%	28%	17%	26%	4%	30%	20%
Non-Economically Disadvantaged Students	65	751	743	752	6%	14%	28%	43%	9%	52%	53%
Students with Disabilities	13	699	706	717	*	*	*	*	*	*	16%
Students without Disabilities	99	747	741	746	8%	20%	23%	40%	8%	48%	45%
Multilingual Learners	*	*	717	711	*	*	*	*	*	*	*
Non-Multilingual Learners	*	742	736	744	14%	18%	23%	37%	7%	45%	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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DLM Alternate Assessment - Participation

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

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

Academic Achievement

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

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English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	# Students with Overall Score Below 4.5	% Students with Overall Score Below 4.5	# Students with Overall Score of 4.5 or Above	% Students with Overall Score 4.5 or Above
0-2	38	*	>90%	*	<10%
3-4	17	*	>90%	*	<10%
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	51.9%	44%	Met Goal

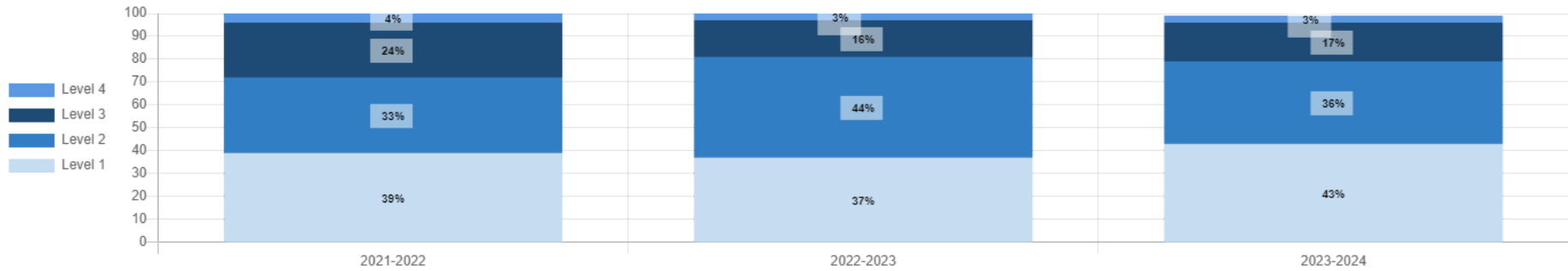
† Target was met within a confidence interval.

Academic Achievement

The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students who took the Dynamic Learning Maps (DLM) Science assessment. Visit the [assessment reports page](#) for DLM results. For detailed information showing comparisons of the percentage of students performing at each of the four NJSLA-Science performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2024 Accountability Data in the School & District Accountability section.

NJSLA Science Assessment: Grade 5 Summary

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



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	43%	36%	17%	3%	35%	37%	21%	6%
White	30%	52%	13%	4%	22%	42%	28%	8%
Hispanic	64%	18%	18%	0%	51%	36%	12%	2%
Black or African American	53%	33%	10%	3%	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	36%	27%	27%	9%	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	*	*	*	*	27%	36%	27%	10%
Female	39%	42%	18%	2%	35%	39%	20%	6%
Male	48%	30%	16%	5%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	65%	24%	10%	2%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	27%	46%	22%	4%	24%	39%	28%	10%
Students with Disabilities	77%	23%	0%	0%	64%	27%	8%	2%
Students without Disabilities	39%	38%	19%	4%	30%	39%	24%	7%
Multilingual Learners	*	*	*	*	78%	20%	2%	0%
Non-Multilingual Learners	38%	40%	19%	4%	30%	39%	23%	7%
Students Experiencing Homelessness	*	*	*	*	68%	25%	6%	1%
Students in Foster Care	*	*	*	*	67%	28%	3%	1%
Military-Connected Students	*	*	*	*	30%	42%	23%	5%
Migrant Students	*	*	*	*	73%	27%	0%	0%

College and Career Readiness

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

Computer Science – Course Participation

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

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

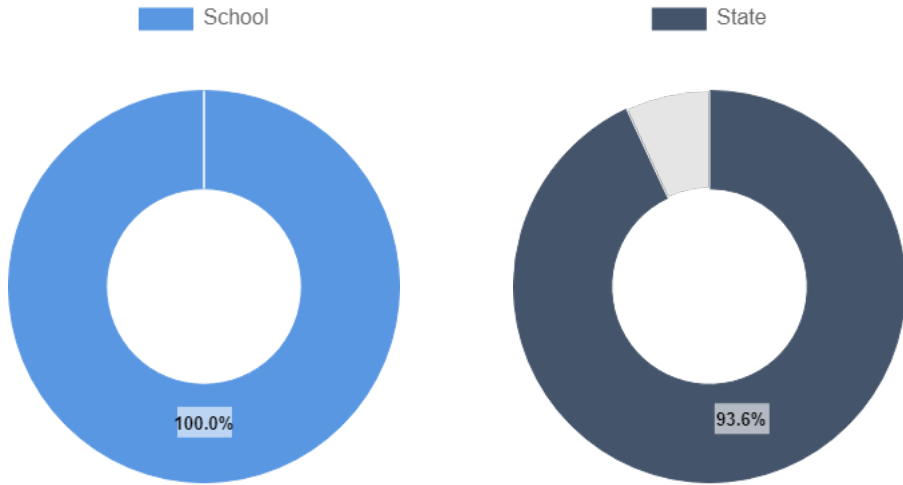
College and Career Readiness

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

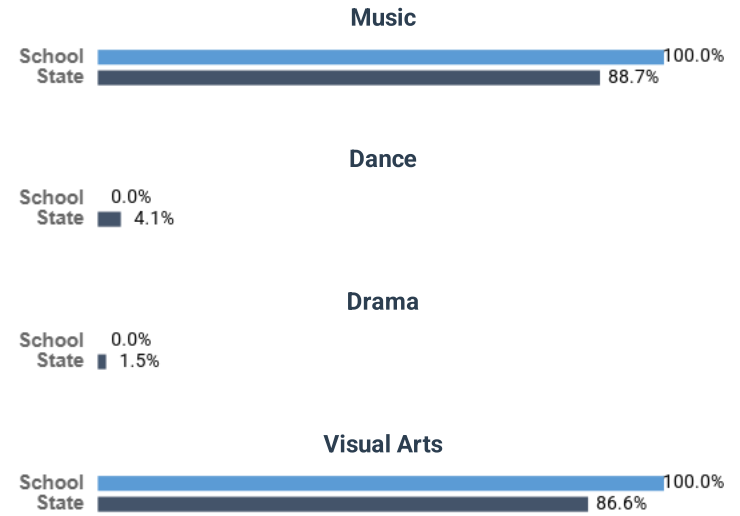
Visual and Performing Arts – Course Participation

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

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



Students enrolled in one or more classes by discipline:



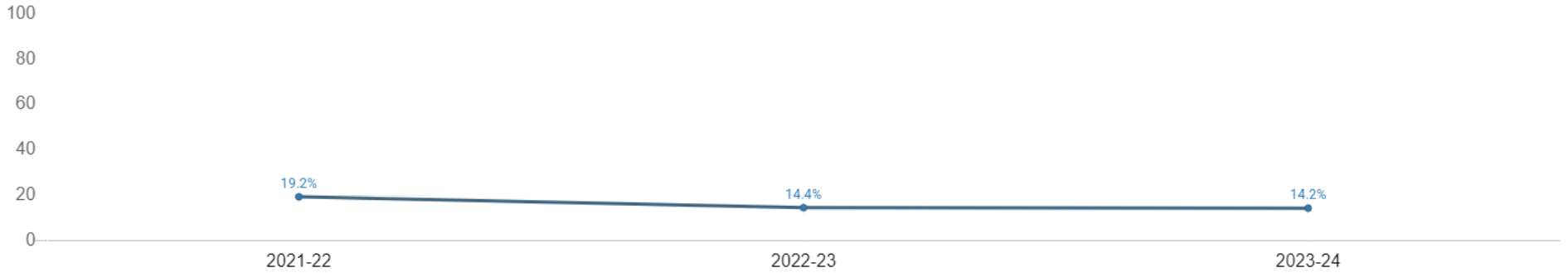
Climate and Environment

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 absenteeism 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").



Performance Measure	2021-22	2022-23	2023-24
Chronic Absenteeism Rate	19.2%	14.4%	14.2%
ESSA Target (State Average for Grades Served)	17.8%	16.6%	13.9%
Met ESSA Target	Not Met	Met	Not Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
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- † This indicates a table specific note, see note below table

Climate and Environment

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Chronic Absenteeism

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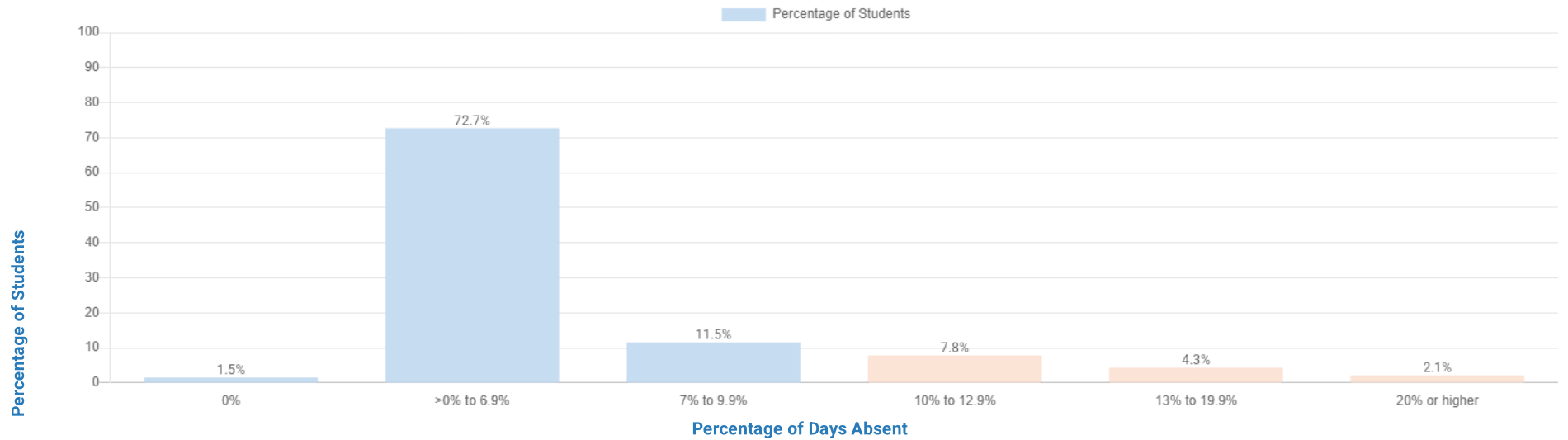
Student Group	# of Students Chronically Absent	% of Students Chronically Absent	Requires Corrective Action Plan: Schoolwide Rate is 10% or higher	ESSA Target: State Average for Grades Served	Met ESSA Target
Schoolwide	93	14.2%	Yes	13.9%	Not Met
White	25	9.7%		13.9%	Met
Hispanic	21	15.6%		13.9%	Not Met
Black or African American	32	17.8%		13.9%	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	21.2%		13.9%	Not Met
American Indian or Alaska Native	*	*		**	**
Two or More Races	8	18.2%		13.9%	Not Met
Female	*	13.9%			
Male	*	14.6%			
Non-Binary/Undesignated Gender	*	*			
Economically Disadvantaged Students	51	18.9%		13.9%	Not Met
Students with Disabilities	31	27.2%		13.9%	Not Met
Multilingual Learners	4	10.8%		13.9%	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.

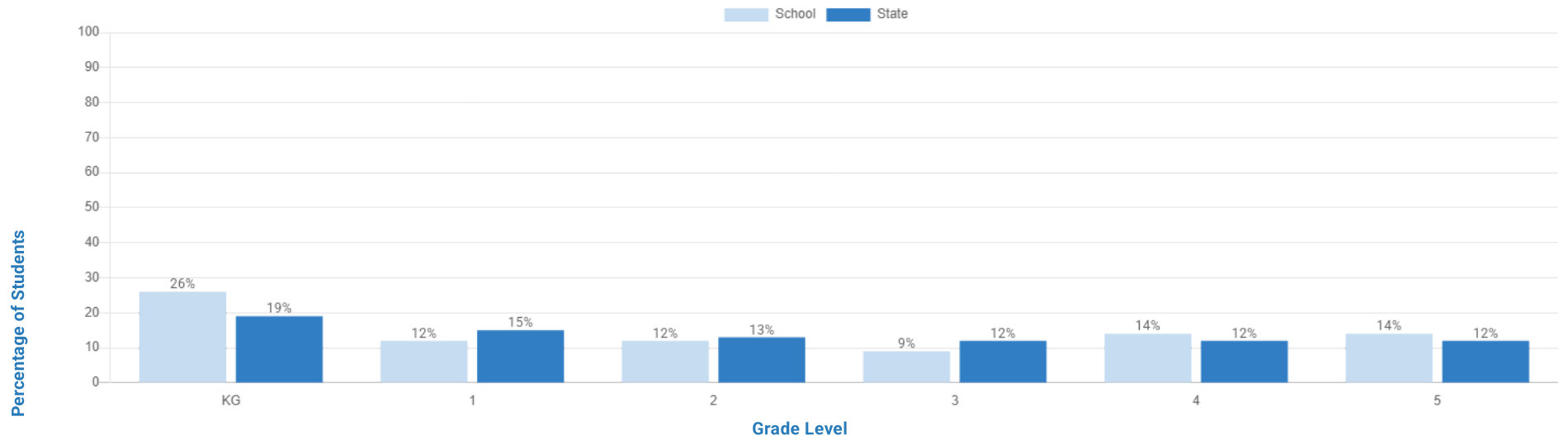


Climate and Environment

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	23
Weapons	0
Vandalism	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	31
Incidents Per 100 Students Enrolled	4.77

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	10
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	2

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	4	6	10
No Identified Nature	5		5

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Student Disciplinary Removals: By Student Group

This table shows the number and percentage of students who received in-school suspensions, out-of-school suspensions, removals to other educational programs, and expulsions by student group. Information on disciplinary actions is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended 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	41	6%	39	6%	75	11%	0	0%	0	0%
White	10	4%	8	3%	18	7%	0	0%	0	0%
Hispanic	7	5%	10	7%	15	10%	0	0%	0	0%
Black or African American	20	10%	15	8%	33	17%	0	0%	0	0%
Asian	1	3%	1	3%	2	5%	0	0%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
Two or more races	3	7%	5	12%	7	16%	0	0%	0	0%
Female	*	4%	*	4%	*	7%	*	0%	*	0%
Male	*	8%	*	8%	*	15%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	27	8%	27	8%	51	16%	0	0%	0	0%
Students with disabilities	7	9%	8	10%	14	18%	0	0%	0	0%

Climate and Environment

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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	41	6%	39	6%	75	11%	0	0%	0	0%
KG	4	4%	4	4%	7	8%	0	0%	0	0%
1	6	5%	5	4%	11	9%	0	0%	0	0%
2	6	6%	2	2%	8	7%	0	0%	0	0%
3	9	8%	6	5%	14	12%	0	0%	0	0%
4	8	7%	8	7%	14	13%	0	0%	0	0%
5	8	6%	14	11%	21	16%	0	0%	0	0%

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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	12	2%	10	1%	0	0%	0	0%	0	0%	0	0%	2	0%
White	5	2%	5	2%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
Hispanic	1	1%	1	1%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
Black or African American	5	3%	3	2%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
Asian	1	3%	1	3%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
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%	<5	<5.00%
Female	*	1%	*	1%	*	0%	*	0%	*	0%	*	0%	*	<5.00%
Male	*	3%	*	2%	*	0%	*	0%	*	0%	*	0%	*	<5.00%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	7	2%	6	2%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
Students with disabilities	2	3%	2	3%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%

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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	12	2%	10	1%	0	0%	0	0%	0	0%	0	0%	2	0%
KG	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
1	1	1%	1	1%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
2	2	2%	2	2%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
3	5	4%	4	3%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
4	2	2%	1	1%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
5	2	2%	2	2%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%

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

This table shows the number and percentage of students in select student groups who were involved in at least one incident that led to their arrest. Information on arrests is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended 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

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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%
KG	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
1	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
2	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
3	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
4	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
5	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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

Climate and Environment

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

School Days Missed due to Out-of-School Suspensions

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

School Days Missed due to Out-of-School Suspensions

82

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	9:10 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs. 20 Mins.
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	N

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	1.0:1

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, or if the teacher has an expired certificate.

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	53	119,239
Average years experience in public schools	13.5	12.6
Average years experience in district	13.0	11.3
Number of Teachers with 4 or more years experience in the district	42	87,243
Percentage of Teachers with 4 or more years experience in the district	79.2%	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	2	9,065
Percentage of Teachers with Provisional Credentials	3.8%	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	2	10,170
Average years experience in public schools	13.0	16.2
Average years experience in district	13.0	12.5
Number of Administrators with 4 or more years experience in the district	2	7,734
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.8%

Staff Counts

This table shows the number of staff members assigned to the 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	53	545	119,239
Administrators	2	37	10,170
Librarians/Media Specialists	N	9	1,160
Nurses	1	12	3,025
School Counselors	2	22	4,673
Child Study Team Members	2	35	9,654
School Psychologists	N	7	2,185
School Social Workers	1	9	2,750
Student Assistance Coordinators	N	1	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, or if the teacher has an expired certificate.

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

Student and Staff Ratios

This table shows ratios of students and staff members in the 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	12:1	12:1
Students to Administrators	325:1	178:1
Teachers to Administrators	27:1	15:1
Students to Librarians/Media Specialists †	N	732:1
Students to Nurses †	650:1	549:1
Students to Counselors †	325:1	299:1
Students to Child Study Team Members †,††	41:1	34:1
Students to School Psychologists †	N	941:1
Students to School Social Workers †	650:1	732:1
Students to Student Assistance Coordinators †	N	6585:1
Students to School Safety Specialists †		6585:1

† 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	51.0%	80-90%	*	48.0%	77.0%	57.0%
Male	49.0%	10-20%	*	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤10%	*	≤1%	≤1%	≤1%
White	38.6%	84.9%	50.0%	38.2%	81.8%	74.5%
Hispanic	22.3%	9.4%	0.0%	34.0%	8.6%	8.6%
Black or African American	26.9%	3.8%	50.0%	14.2%	6.4%	14.4%
Asian	5.1%	0.0%	0.0%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.5%	1.9%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.4%	0.5%
Two or More Races	6.6%	0.0%	0.0%	3.1%	0.3%	0.4%

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

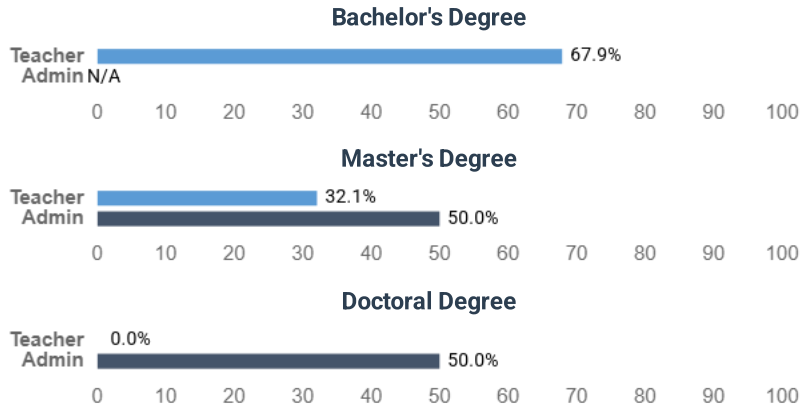
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district.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

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

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

Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2022-23 Teachers: Same district 2023-24	94.4%	89.5%
2022-23 Administrators: Same district 2023-24	91.2%	87.9%

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Teachers by Subject Area

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

Subject Area	Total Number of Teachers	% Female	% Male	% Non-binary or Undesignated Gender	% White	% Hispanic	% Black or African American	% Asian	% Native Hawaiian, Pacific Islander	% American Indian or Native American	% Two or More Races	% 4 or more years experience in the district	% Bachelor's Degree(Highest Degree)	% Master's Degree(Highest Degree)	% Doctoral Degree(Highest Degree)
Elementary (Not Subject Specific)	34	80-90%	10-20%	≤10%	85.3%	5.9%	5.9%	0.0%	0.0%	2.9%	0.0%	73.5%	73.5%	26.5%	0.0%
English/Language Arts/Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
English to Speakers of Other Languages	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	50.0%	50.0%	0.0%
Mathematics	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Science	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Social Studies/History	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
World Language	1	*	*	*	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
Visual and Performing Arts	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%	50.0%	0.0%
Health/Physical Education	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
Family & Consumer Sciences	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Computer Science/IT	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Industrial Arts	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Career and Technical Education	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Special Education	7	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	57.1%	42.9%	0.0%
Bilingual	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	50.0%	50.0%	0.0%

Per-Pupil Expenditures

Per-Pupil Expenditures by Source

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

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

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

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

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

Gloucester Twp	Federal	State & Local	Total	ADE**
District Level Total Expenditures	\$1,950	\$16,018	\$17,968	6,535.6
District Level Central Expenditures		\$558	\$558	6,535.6
Blackwood Elementary School	\$2,067	\$12,873	\$14,940	567.7
Charles W. Lewis Middle School	\$2,817	\$18,016	\$20,833	698.2
Chews Elementary School	\$1,277	\$11,653	\$12,930	711.6
Erial Elementary School	\$1,600	\$12,879	\$14,479	671.0
Glen Landing Middle School	\$1,753	\$16,388	\$18,141	794.9
Glendora Elementary School	\$1,713	\$15,637	\$17,350	232.2
Gloucester Township Elementary School	\$1,787	\$16,316	\$18,103	231.9
James W. Lilley Elementary School	\$2,221	\$14,223	\$16,444	515.7
Loring Flemming Elementary School	\$1,817	\$12,624	\$14,441	643.9
Ann A. Mullen Middle School	\$2,158	\$19,386	\$21,544	951.6
Union Valley Elementary School	\$2,027	\$19,086	\$21,113	517.1

Report Key:

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

Accountability

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 Accountability Indicator	2021-22	2022-23	2023-24
ELA Proficiency	35.6%	34.7%	39.5%
Math Proficiency	33.0%	40.4%	36.3%
ELA Growth†	21	48	54
Math Growth†	52	63	46
4-Year Graduation Rate (Prior Year)††	N	N	N
5-Year Graduation Rate (Prior Year)††	N	N	N
Progress toward English Language Proficiency	48.4%	57.1%	51.9%
Chronic Absenteeism	19.2%	14.4%	14.2%

† 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 comprehensive 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	39.5%	29.67	15.0%
Math Proficiency	36.3%	38.05	15.0%
ELA Growth	54	68.01	20.0%
Math Growth	46	27.67	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	51.9%	75.30	20.0%
Chronic Absenteeism	14.2%	34.54	10.0%
Summative Score	47.8		
Summative Rating (Percentile Rank)	46.4		
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	Not Met	Met Standard	Met Standard	N	N	Met Goal	Not Met	No
White	50.82			Met Target†	Not Met	Met Standard	Met Standard	N	N		Met	No
Hispanic	47.34			Met Target	Met Target†	Exceeds Standard	Met Standard	N	N		Not Met	No
Black or African American	37.48			Met Target	Met Target†	Met Standard	Met Standard	N	N		Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**			**	**	**	**	N	N		Not Met	No
American Indian or Alaska Native	**			**	**	**	**	N	N		**	No
Two or More Races	**			Met Target	Met Target†	**	**	N	N		Not Met	No
Economically Disadvantaged Students	47.48			Met Target	Not Met	Met Standard	Met Standard	N	N		Not Met	No
Students with Disabilities	**			Met Target	Not Met	**	**	N	N		Not Met	No
Multilingual Learners	**			N	N	**	**	N	N	Met Goal	Met	No

†Target was met within a confidence interval.

Narrative

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- 2013 & 2015 Featured on NJTV series Classroom Close-up; 2019 Karen Rogers visited our 1st grade class and featured us on the news; 2019 Fox29 news attended our "Muffins with my Lady" event
- "We would like to highlight the following: *2020-2021 New Jersey State Teacher of the Year. *Two teachers were honored by the State for their participation in the NJ Achievement Coaches Program."
- 2024- Fox29 news highlighted our "Battle of the Teachers" event; 2024- NBC10 attended our Alex Lemonade Stand fundraiser which raised \$292.05; 2024- CBS3 attended our "Donuts with Dudes" event



The mission of Gloucester Township Schools is to provide a program for all students. At Loring Flemming Elementary School, we provide an environment where all students can grow and succeed. We are committed to preparing our students to be life-long learners as well as productive members in an ever-changing society. Our school is rich in diversity. We embrace our differences as well as teach students in an environment where their individual needs can best be met.



5th Grade Teacher Angel Santiago was named the 2020 New Jersey State Teacher of the Year. Loring Flemming has been featured on the NJTV Classroom Close-up program multiple times. During the 2016-2017 school year, achievement coaches from Loring Flemming Elementary School were honored by the State Board of Education for their participation in the New Jersey State Achievement Coach Program. Administration and staff have been recognized by Gloucester Township for their community service efforts. In addition, we had Karen Rogers visit our 1st grade class and they were featured on the Channel 6 broadcast. We also had Fox News Jennifer Fredericks attend and video our "Muffins with my Lady" and "Donuts with Dudes" programs along with other local news organizations.

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Courses, Curriculum, Instruction:

"The Reading (SuperKids, Wit & Wisdom) and Math (Eureka Math Squared) programs along with the TCI program positively meet the New Jersey Student Learning Standards in English Language Arts, Mathematics, Science, and Social Studies. Students receive instruction in six specials classes: Art, Computers, Library, Music, Physical Education, and Spanish. Special Education, Intervention, IMPACT, and ELL services are coupled with an Extended Day program to further address individual student needs. In the last few years, we have implemented Superkids from kindergarten through second grade and Wit and Wisdom for ELA in third, fourth, and fifth grades. We have implemented Eureka Math Squared for all grades. Full copies of all district curriculum can be found on the district website-www.gloucestertownshipschools.org



Sports and Athletics:

In addition to a Physical Education program that emphasizes physical fitness as well as team sports, Loring Flemming has spring Sports and Step clubs for fourth and fifth-grade students. We also have a health and physical education block that lasts 45 minutes. In addition to our physical education block, we have included an HPE time which emphasizes the social and emotional health of our students. Starting in 2021 we have hosted an annual "Fun Run" which promotes physical activity for all of our students.



Clubs and Activities:

At Loring Flemming Elementary School, we have a CHAMPS program that offers three clubs in the fall and spring. Our School Safety program empowers our 5th-grade students to assume leadership roles throughout the building. During the summer months, Summer Reading Rocks, Summer Math Fact programs, and a host of academic websites are made available to students.

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Before and After School Programs:

Before and after school care is provided through our Latchkey Program for students in grades kindergarten through fifth both during the school year and the summer. Gloucester Township offers a variety of activities for elementary-age students. During the 2022-2023 and 2023-2024 school years, we utilized Title I funding to host a "Math & Munch" program before school, a "Lunch & Learn" program during student lunch blocks, and an afterschool "Homework Club". We have also participated in a state grant with the NJTC who have tutored students in ELA during the 2023-2024 and 2024-2025 school years.



Staff and Professional Learning:

"Loring Flemming staff participate in regular Professional Learning Communities (PLCs). In addition, staff have both full and early dismissal days with trainings and meetings designed to better plan for and meet student achievement goals. Additional professional development days were added for the current year to accommodate additional training for technology and student social emotional learning. Staff release time is used for specific content area instruction above and beyond district in-service days. In addition to these required activities, staff participate in numerous voluntary trainings and learning communities. We have developed a bi-weekly "Power PD" for our staff. This exposes staff to relevant topics, strategies, and ideas in education. These "Power PD" opportunities are admin and teacher led. In January, we focused on meeting our teachers' needs through a health and wellness day. This included a positive affirmation station, therapy dogs, massages, yoga, and healthy



Student Supports and Services:

"Loring Flemming meets students' individual needs through push-in and pull-out instructional environments for students with disabilities, students with Federal 504 accommodations, and English Language Learners. Our Response to Intervention (RTI) program provides tiered levels of support for students in ELA & Math. The I&RS team meets to assist students with learning, behavioral, or health difficulties. Loring Flemming students have a daily "FIRM" period which serves as an intervention period to remediate or enrich students' individual needs in math and ELA. In addition, we have developed an RTI Model for behaviors. Students who are receiving RTI support are assigned a teacher mentor and counseling support. During the 2023-2024 school year, we added a second counselor to better meet the needs of our students. We have adopted the MTSS model for supporting our students academically and behaviorally. To do so, we have utilized the LinkIt platform to analyze student data.

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Student Health and Wellness:

Loring Flemming has a School Safety Committee designed to create a safe climate conducive to learning and healthy student development. The School's Health and Safety Committee meets to address facility and maintenance issues. Loring Flemming also participates in the state school breakfast and lunch programs. All students are eligible to participate in our kindergarten through fifth-grade physical education program and recess. Our school has developed a Threat Assessment/Wellness Team. This team meets periodically throughout the school year to identify students who need support. We have also created a sensory room, a sensory walk, and a calming corner in each classroom to help meet our students' mental health needs.



Parent and Community Involvement:

Parents and family members play an integral part in the educational process. We promote parents as partners and we look forward to working together for the best interests of the child. Loring Flemming Elementary School has a dedicated parent organization (called the PEC) that meets monthly to plan fundraising activities and school sponsored events for the benefit of our students. Parents and family members are extremely generous with their time. The district has a Special Education Parent Advisory Group. Many activities take place which benefit from parent involvement throughout the year. Parents also have access to student and school information through the Parent Portal. Further information about these programs is available on the district website. Throughout the school year, we have several events planned that are designed to bring parents/families into our building. These events include muffins with my lady, donuts with dudes, math game night, and many others.



Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers. Students, staff members, parents, and community members are surveyed at various points throughout the year. Survey results are shared on our website and at parent teacher conferences and the comments contained are responded to and used to improve school climate.

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Facilities:

Loring Flemming was built in 1976 with a significant addition made in 1988. Each room in our building is air-conditioned and the building has had regular maintenance efforts including carpet removal, parking lot reconfigurations, and general renovations. In 2023 air purifiers were installed in all classrooms.



School Safety:

Loring Flemming has a School Safety Team and a Health and Safety team. These groups meet regularly to discuss school safety issues and devise precautionary procedures. Loring Flemming Elementary School has worked with its School Resource Officer to ensure the success of its monthly security drills. In 2023 we established a Threat Assessment Team (Wellness Team). Our Threat Assessment Team includes a variety of different staff members. This team is designed to identify students in our school who are at risk and in need of support.



Technology and STEM:

Classroom teachers do a minimum of two STEAM activities throughout the year to develop students' understanding of Science, Technology, Engineering, Arts, and Math.

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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Due to our 1:1 Chromebook access and the technical proficiency of our staff, students have been able to succeed regardless of the mode of instruction. We are proud of our school wide PBIS program. This is a program that was adopted pre-pandemic but has now become a major focus. We host bi-weekly meetings with our staff to strengthen our program.

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Other Information:

At our school, we look for many ways to address the emotional and social needs of our students. We use character education and a school-wide incentive program which provides a framework for student success. Our PBIS (Positive Behavior Interventions and Supports) program is in its 6th year and has helped create a climate in which positivity, kindness, and a desire to learn are emphasized. The staff focuses on acknowledging and praising students who demonstrate Respect, Ownership, Appreciation, Responsibility, and Safety (ROARS). The school's Safety program empowers selected fifth-grade students who are trained to assist their peers and model desired behaviors. The school communicates with parents through a variety of means including a weekly newsletter, Global Connect notifications, and regular website maintenance. At Loring Flemming, technology is integrated into everyday instruction. Every grade level classroom is equipped with a SMART board and Chromebooks which enrich teaching and learning. Our Chromebook initiative ensures that all students have a device for use during the school day.