Auten Road Intermediate School (35-2170-034)

2023-2024

County: Somerset
District: Hillsborough Township Public School District
281 Auten Road
Hillsborough, NJ 08844

Principal: Dr. Christopher Carey
School Website
908-431-6600

1,120
Total Students

05-06
Grades Offered

Overview & Resources

The School Performance Reports reflect the New Jersey Department of Education's (NJDOE) commitment to providing parents, students, and school communities with a large variety of information about each school and district. These reports can be used as a tool to help evaluate whether all students have equitable access to high quality education. We encourage you to use these reports to:

- **Learn more** about the school and the district
- **Start conversations** with school community members and ask questions
- **Engage** with school communities to identify where schools are doing well and where they can improve

Important Note for 2023-24 Reports: The NJDOE recommends caution in comparing data from year to year over the last several years.

School Performance Report Resources: The NJDOE has several resource documents that can help you understand and use the School Performance Reports, which can also be found under the "Resource Documents" link at the top of the page:

- One-page guides to help start conversations for school board members, administrators, educators, elementary, and middle and high school families
- Reference Guide with details on all the data in these reports
- Frequently Asked Questions
- Understanding Adjusted Cohort Graduation Rates
- Understanding Student Growth Percentiles
- Data Privacy Rules (why you see *'s and N's in the reports)

Let the NJDOE know how we can improve future reports by taking our feedback survey. Contact reportcard@doe.nj.gov with any questions about the reports

Report Key:
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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	Somerset
District	Hillsborough Township Public School District
Principal Name	Dr. Christopher Carey
Address	281 Auten Road, Hillsborough, NJ 08844
Phone Number	908-431-6600
Email Address	ccarey@htps.us
Website	www.htps.us
Facebook	https://www.facebook.com/hillsboroughtownshippublicschools
Twitter	https://twitter.com/HillsboroughBOE

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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
5	611	587	527
6	569	628	592
Total	1,180	1,215	1,120

Enrollment Trends by Student Group

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

Student Group	2021-22	2022-23	2023-24
Female	48.0%	51.0%	50.0%
Male	52.0%	49.0%	50.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	5.8%	10.8%	12.7%
Students with Disabilities	18.6%	20.1%	21.2%
Multilingual Learners	1.0%	1.0%	2.1%
Students Experiencing Homelessness	0.1%	0.1%	0.2%
Students in Foster Care	0.0%	0.1%	0.0%
Military-Connected Students	0.0%	0.2%	0.4%
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	45.2%	44.4%	42.9%
Hispanic	11.7%	12.7%	11.7%
Black or African American	5.8%	6.3%	5.6%
Asian	35.4%	34.3%	37.3%
Native Hawaiian or Pacific Islander	0.8%	0.5%	0.6%
American Indian or Alaska Native	0.3%	0.4%	0.3%
Two Or More Races	0.8%	1.4%	1.5%

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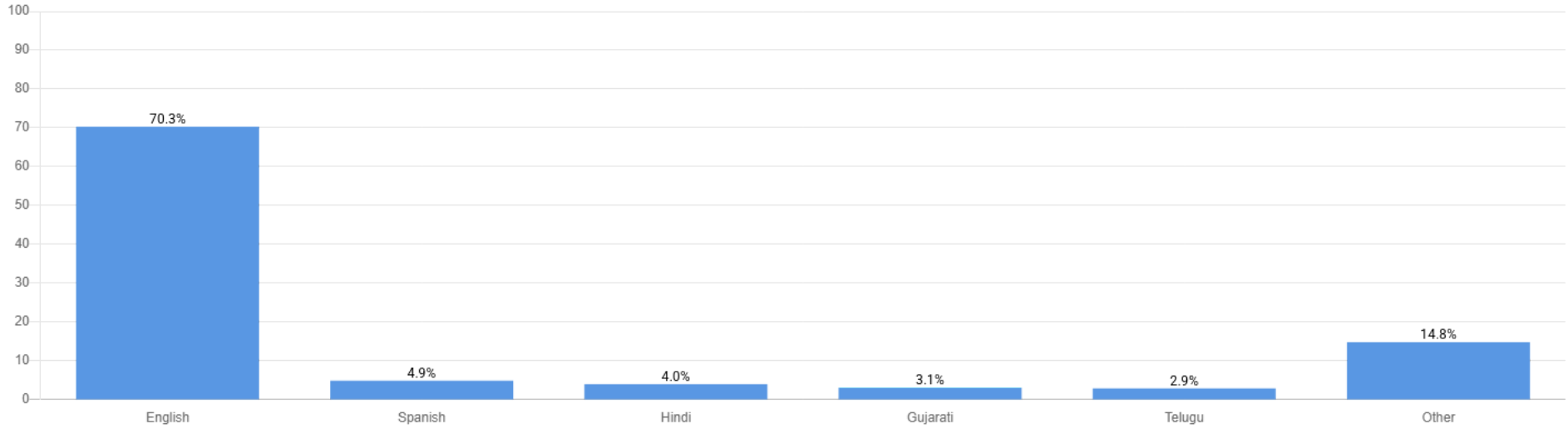
Enrollment by Home Language

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



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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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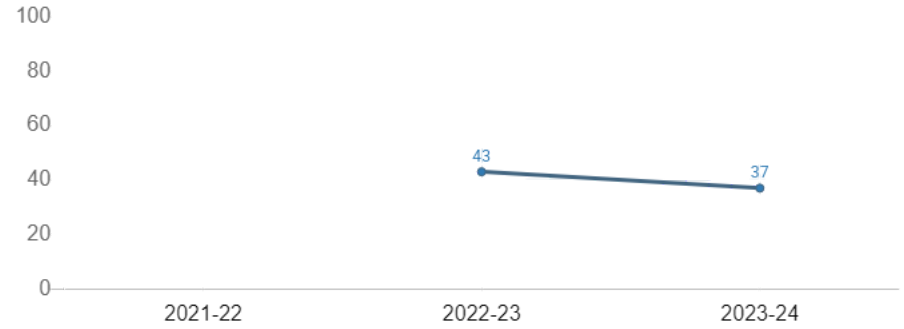
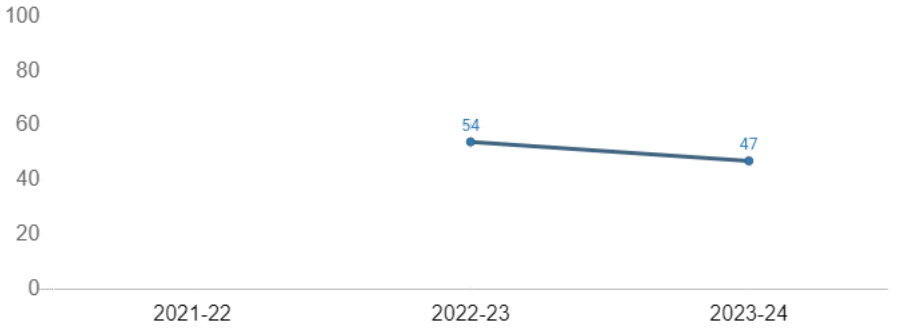
ELA Median Student Growth Percentile



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		43	37		54	47
Met Standard (40-59.5)?		Met Standard	Not Met		Met 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	37	51	50	Not Met	47	49	50	Met Standard
White	36	46.5	50	Not Met	43.5	45	51	Met Standard
Hispanic	32	41	49	Not Met	47	47	48	Met Standard
Black or African American	32.5	46	47	Not Met	37.5	38.5	46	Not Met
Asian, Native Hawaiian, or Pacific Islander	42	57	59	Met Standard	53	57	60	Met Standard
American Indian or Alaska Native	*	72	50	**	*	64	50	**
Two or More Races	37	60	50	**	46	48	51	**
Female	40	53	52		49	50	50	
Male	36.5	48	48		45	49	50	
Non-Binary/Undesignated Gender	N	*	44		N	N	45.5	
Economically Disadvantaged Students	32.5	43	48	Not Met	44	44	48	Met Standard
Students with Disabilities	31.5	38	43	Not Met	44	43.5	44	Met Standard
Multilingual Learners	34	47.5	50	Not Met	53	54.5	50	Met Standard
Students Experiencing Homelessness	*	*	43		*	*	45	
Students in Foster Care	N	N	40		N	N	47	
Military-Connected Students	*	*	47.5		*	*	51	
Migrant Students	N	N	53		N	N	44	

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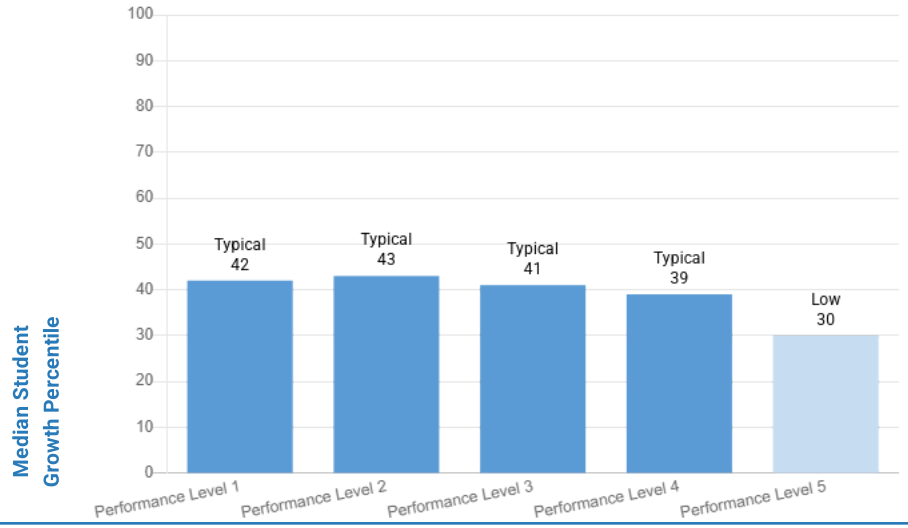
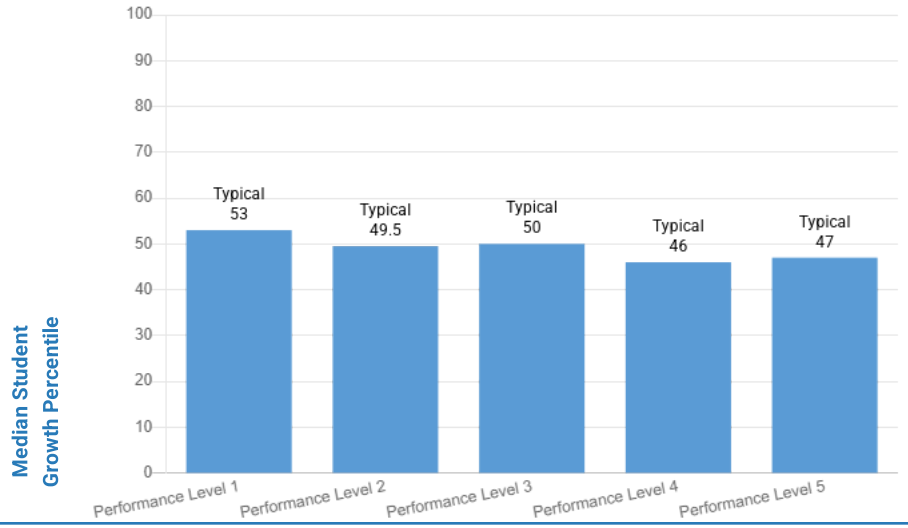
Student Growth by Performance Level

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



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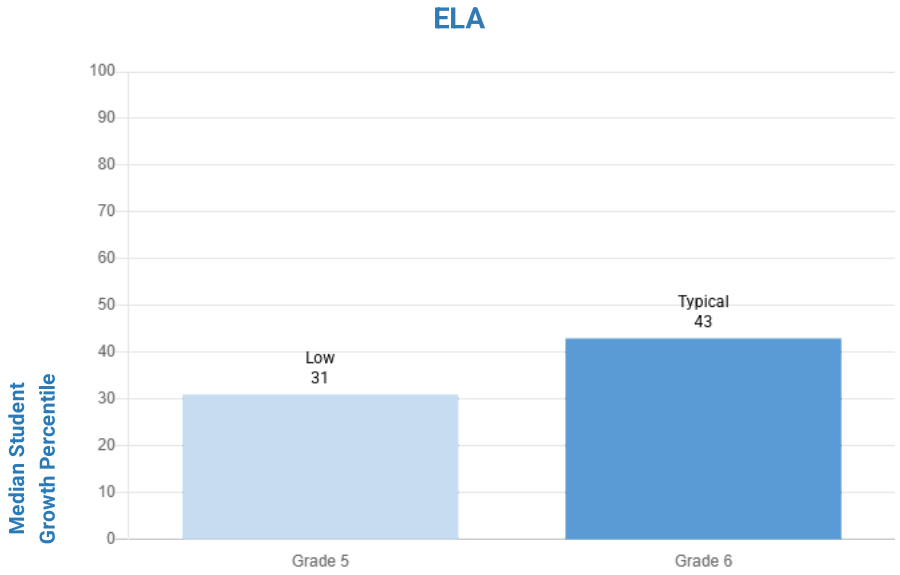
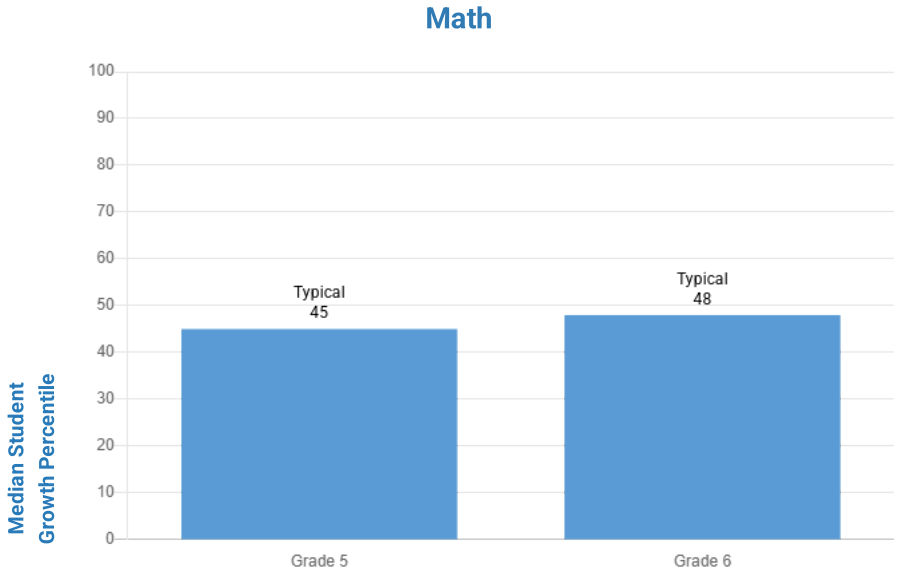
Student Growth by Grade

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





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Academic Achievement

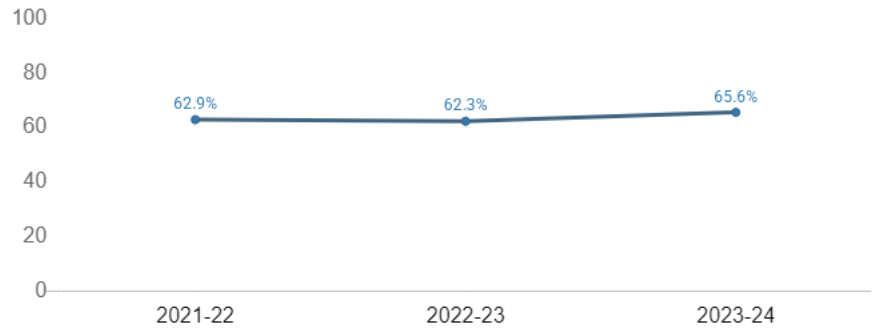
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the NJDOE's Assessment page.

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

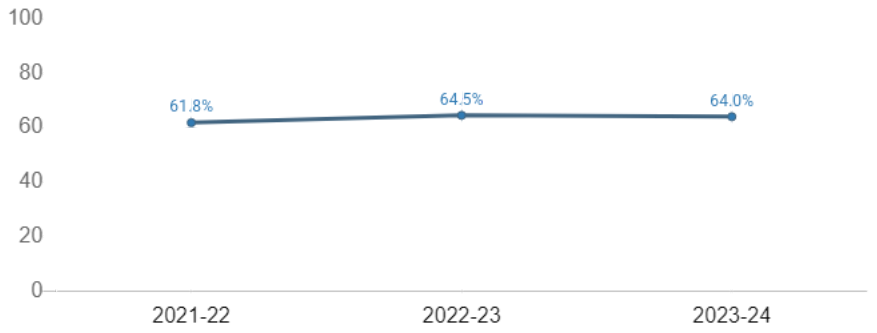
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	99.0%	99.5%	99.2%	98.8%	99.6%	99.2%
Proficiency Rate for Federal Accountability	62.9%	62.3%	65.6%	61.8%	64.5%	64.0%
Annual Target	69.8%	70.5%	63.6%	72.4%	72.9%	65.7%
Met Annual Target?	Not Met	Not Met	Met Target	Not Met	Not Met	Met Target†
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

† Target was met within a confidence interval.

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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	1,089	99.2%	65.6%	70.6%	52.2%	65.6%	63.6%	Met Target
White	477	99%	61.6%	66%	61.8%	61.6%	56.3%	Met Target
Hispanic	129	98.5%	38.8%	48.1%	38%	38.8%	45.2%	Met Target†
Black or African American	61	100%	55.7%	59.8%	35.9%	55.7%	47%	Met Target
Asian, Native Hawaiian, or Pacific Islander	401	99.5%	80.8%	85%	79.9%	80.8%	83.7%	Met Goal
American Indian or Alaska Native	*	*	*	81%	51.2%	*	**	**
Two or More Races	*	100%	50%	67%	59.4%	50%	**	**
Female	*	99.1%	71.3%	75.7%	57.7%	71.3%		
Male	*	99.3%	59.8%	65.5%	47%	59.8%		
Non-binary/undesignated gender	*	*	*	*	69.6%	*		
Economically Disadvantaged Students	138	97.9%	39.1%	43.7%	34.6%	39.1%	38.7%	Met Target
Non-Economically Disadvantaged Students	951	99.4%	69.4%	74.1%	62.8%	69.4%		
Students with Disabilities	244	98.4%	25.4%	30.9%	19.8%	25.4%	29.1%	Met Target†
Students without Disabilities	845	99.4%	77.2%	80.8%	59.4%	77.2%		
Multilingual Learners	69	100%	36.2%	42.6%	23.1%	36.2%	42%	Met Target†
Non-Multilingual Learners	1,020	99.1%	67.5%	72%	56.2%	67.5%		
Students Experiencing Homelessness	*	*	*	*	21.9%	*		
Students in Foster Care	*	*	*	*	19.3%	*		
Military-Connected Students	*	*	*	57.1%	48.2%	*		
Migrant Students	*	*	*	*	13.3%	*		

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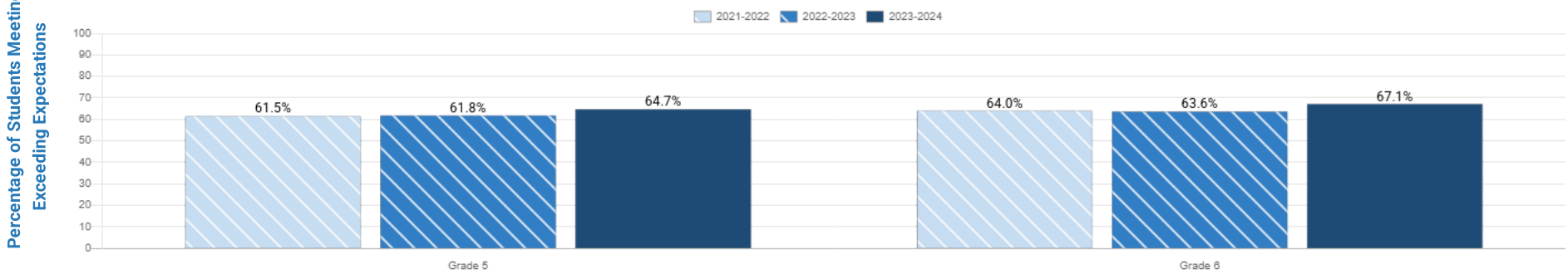
English Language Arts Assessment - Performance Trends

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.



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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	515	760	760	750	5%	10%	19%	52%	12%	65%	52%
White	215	757	757	760	5%	11%	24%	52%	9%	60%	63%
Hispanic	66	737	737	736	14%	21%	27%	33%	5%	38%	37%
Black or African American	31	747	747	734	10%	19%	16%	52%	3%	55%	35%
Asian, Native Hawaiian, or Pacific Islander	197	772	772	778	3%	5%	12%	60%	20%	80%	80%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	53%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	*	765	765	755	6%	7%	15%	57%	15%	72%	57%
Male	*	755	755	745	5%	14%	24%	48%	9%	57%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	62	731	731	732	19%	24%	24%	32%	0%	32%	33%
Non-Economically Disadvantaged Students	453	764	764	761	4%	9%	19%	55%	14%	69%	64%
Students with Disabilities	118	728	728	719	19%	27%	30%	23%	1%	24%	20%
Students without Disabilities	397	769	769	756	1%	6%	16%	61%	16%	77%	59%
Multilingual Learners	13	704	704	705	*	*	*	*	*	*	*
Non-Multilingual Learners	502	761	761	754	5%	9%	20%	54%	13%	66%	57%
Students Experiencing Homelessness	*	*	*	718	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	20%
Military-Connected Students	*	*	*	747	*	*	*	*	*	*	48%
Migrant Students	*	*	*	721	*	*	*	*	*	*	20%

Report Key:
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Academic Achievement

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

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English Language Arts Assessment - Performance By Grade: Grade 6

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

Student Group	Valid Scores	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	581	761	761	751	3%	9%	21%	50%	17%	67%	53%
White	257	756	756	760	3%	12%	22%	51%	11%	62%	63%
Hispanic	64	740	740	738	13%	13%	36%	31%	8%	39%	39%
Black or African American	29	748	748	735	3%	10%	31%	52%	3%	55%	35%
Asian, Native Hawaiian, or Pacific Islander	217	774	774	778	1%	3%	12%	55%	28%	83%	82%
American Indian or Alaska Native	*	*	*	748	*	*	*	*	*	*	49%
Two or More Races	*	755	755	758	0%	17%	33%	42%	8%	50%	60%
Female	*	765	765	756	2%	8%	18%	50%	21%	71%	59%
Male	*	756	756	746	4%	10%	23%	51%	12%	63%	48%
Non-binary/undesignated gender	*	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	76	740	740	735	12%	18%	28%	32%	11%	42%	35%
Non-Economically Disadvantaged Students	505	764	764	761	2%	8%	20%	53%	18%	71%	65%
Students with Disabilities	109	729	729	719	12%	32%	33%	22%	1%	23%	17%
Students without Disabilities	472	768	768	758	1%	4%	18%	57%	20%	77%	60%
Multilingual Learners	*	*	*	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	761	761	754	3%	9%	21%	51%	17%	68%	57%
Students Experiencing Homelessness	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	22%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	55%
Migrant Students	*	*	*	712	*	*	*	*	*	*	29%

Academic Achievement

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

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	1,092	99.2%	64%	66%	40.2%	64%	65.7%	Met Target†
White	477	99%	58.9%	60.2%	51.1%	58.9%	59.9%	Met Target†
Hispanic	131	98.5%	35.9%	41.9%	24.2%	35.9%	37.9%	Met Target†
Black or African American	61	100%	36.1%	40.4%	20.1%	36.1%	39.1%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	402	99.5%	83.6%	84%	74.4%	83.6%	88.9%	Met Goal
American Indian or Alaska Native	*	*	*	95.2%	42%	*	**	**
Two or More Races	*	100%	55.6%	71.6%	48.9%	55.6%	**	**
Female	*	99.1%	63%	64%	38.4%	63%		
Male	*	99.3%	65%	68%	42%	65%		
Non-binary/undesignated gender	*	*	*	*	47.3%	*		
Economically Disadvantaged Students	138	97.3%	31.2%	37.1%	21.7%	31.2%	37.2%	Met Target†
Non-Economically Disadvantaged Students	954	99.5%	68.8%	69.9%	51.5%	68.8%		
Students with Disabilities	243	98%	28.8%	30.2%	16.6%	28.8%	36%	Not Met
Students without Disabilities	849	99.5%	74.1%	75.2%	45.4%	74.1%		
Multilingual Learners	73	100%	39.7%	47.9%	18.7%	39.7%	43.3%	Met Target†
Non-Multilingual Learners	1,019	99.1%	65.8%	67.1%	43.5%	65.8%		
Students Experiencing Homelessness	*	*	*	*	12.9%	*		
Students in Foster Care	*	*	*	*	12.4%	*		
Military-Connected Students	*	*	*	57.1%	38.8%	*		
Migrant Students	*	*	*	*	<10%	*		

† Target was met within a confidence interval.

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Academic Achievement

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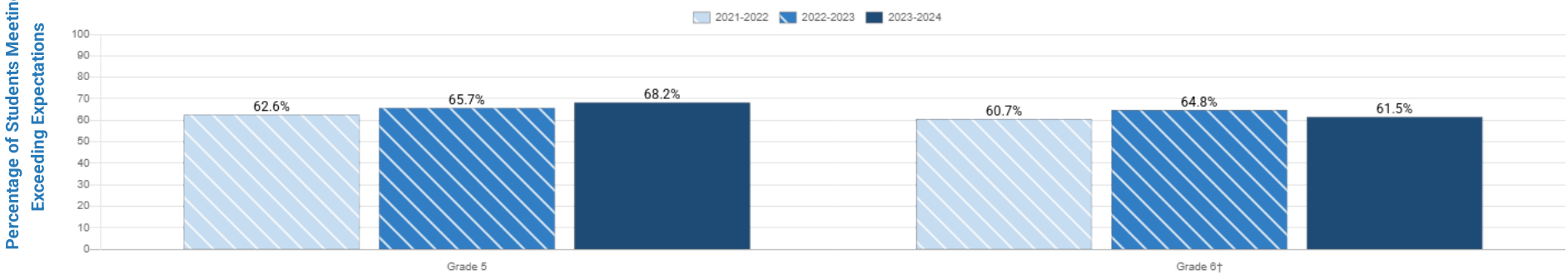
Mathematics Assessment - Performance Trends

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



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

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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	515	762	762	741	2%	12%	18%	51%	17%	68%	40%
White	215	758	758	751	1%	12%	21%	54%	12%	66%	53%
Hispanic	67	738	738	726	9%	25%	25%	37%	3%	40%	23%
Black or African American	30	743	743	722	0%	27%	30%	40%	3%	43%	19%
Asian, Native Hawaiian, or Pacific Islander	197	776	776	772	1%	6%	10%	55%	29%	84%	76%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	47%
Two or More Races	*	*	*	748	*	*	*	*	*	*	49%
Female	*	761	761	739	1%	12%	19%	54%	15%	68%	38%
Male	*	763	763	742	3%	12%	17%	48%	20%	68%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	62	733	733	724	10%	27%	34%	26%	3%	29%	20%
Non-Economically Disadvantaged Students	453	766	766	752	1%	10%	16%	55%	19%	74%	53%
Students with Disabilities	117	734	734	717	7%	32%	29%	30%	2%	32%	16%
Students without Disabilities	398	770	770	746	0%	6%	15%	57%	22%	79%	45%
Multilingual Learners	14	720	720	711	*	*	*	*	*	*	*
Non-Multilingual Learners	501	763	763	744	2%	11%	17%	52%	18%	70%	44%
Students Experiencing Homelessness	*	*	*	712	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	714	*	*	*	*	*	*	10%
Military-Connected Students	*	*	*	741	*	*	*	*	*	*	40%
Migrant Students	*	*	*	724	*	*	*	*	*	*	27%

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Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 6

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

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

Student Group	Valid Scores	School Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	585	757	757	737	3%	9%	26%	46%	15%	62%	36%
White	258	751	751	746	4%	10%	32%	45%	9%	54%	47%
Hispanic	65	737	737	723	12%	22%	35%	26%	5%	31%	20%
Black or African American	29	737	737	718	3%	28%	41%	28%	0%	28%	15%
Asian, Native Hawaiian, or Pacific Islander	219	773	773	768	0%	2%	14%	56%	28%	84%	73%
American Indian or Alaska Native	*	*	*	735	*	*	*	*	*	*	33%
Two or More Races	*	750	750	743	0%	17%	25%	50%	8%	58%	45%
Female	*	756	756	736	2%	10%	29%	44%	15%	59%	34%
Male	*	758	758	738	5%	9%	23%	49%	15%	64%	38%
Non-binary/undesignated gender	*	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	76	736	736	721	12%	24%	34%	28%	3%	30%	17%
Non-Economically Disadvantaged Students	509	760	760	747	2%	7%	25%	49%	17%	66%	48%
Students with Disabilities	108	730	730	714	12%	28%	36%	23%	1%	24%	12%
Students without Disabilities	477	763	763	741	1%	5%	23%	52%	18%	70%	41%
Multilingual Learners	11	710	710	707	55%	9%	9%	27%	0%	27%	*
Non-Multilingual Learners	574	758	758	740	2%	9%	26%	47%	15%	62%	39%
Students Experiencing Homelessness	*	*	*	711	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	739	*	*	*	*	*	*	37%
Migrant Students	*	*	*	704	*	*	*	*	*	*	13%

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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
5	13	100.0%	14	100.0%
6	10	90.9%	10	90.9%

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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	16	*	>90%	*	<10%
3-4	*	*	*	*	*
5 or more	*	*	*	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English learners making expected growth to proficiency	Annual Target	Met Target?
Schoolwide/Multilingual Learners	55.6%	22.7%	**

† Target was met within a confidence interval.

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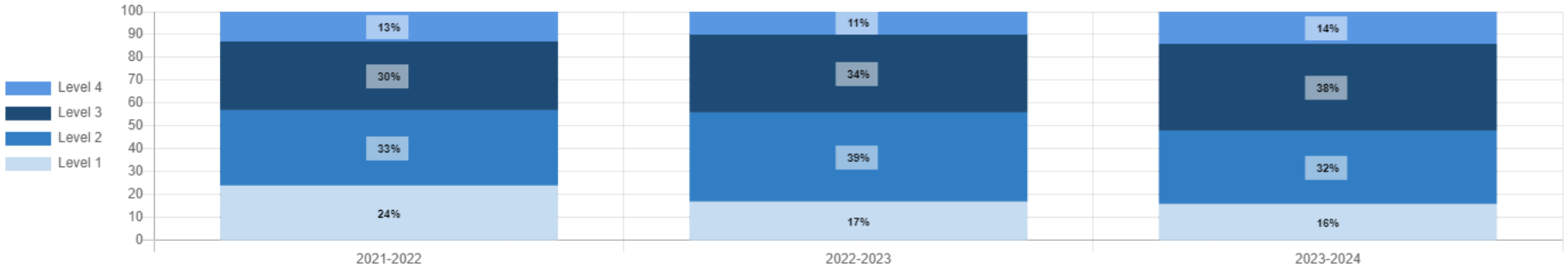
Academic Achievement

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 websitefor 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.



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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 websitefor 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	16%	32%	38%	14%	35%	37%	21%	6%
White	13%	36%	39%	12%	22%	42%	28%	8%
Hispanic	36%	45%	15%	4%	51%	36%	12%	2%
Black or African American	40%	43%	17%	0%	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	9%	23%	48%	21%	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	*	*	*	*	27%	36%	27%	10%
Female	15%	35%	37%	13%	35%	39%	20%	6%
Male	17%	30%	38%	15%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	38%	44%	16%	2%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	13%	31%	40%	16%	24%	39%	28%	10%
Students with Disabilities	39%	41%	18%	2%	64%	27%	8%	2%
Students without Disabilities	9%	30%	43%	18%	30%	39%	24%	7%
Multilingual Learners	86%	14%	0%	0%	78%	20%	2%	0%
Non-Multilingual Learners	14%	33%	39%	15%	30%	39%	23%	7%
Students Experiencing Homelessness	*	*	*	*	68%	25%	6%	1%
Students in Foster Care	*	*	*	*	67%	28%	3%	1%
Military-Connected Students	*	*	*	*	30%	42%	23%	5%
Migrant Students	*	*	*	*	73%	27%	0%	0%

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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
5	N	N	N	N	N	N	N
6	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0

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College and Career Readiness

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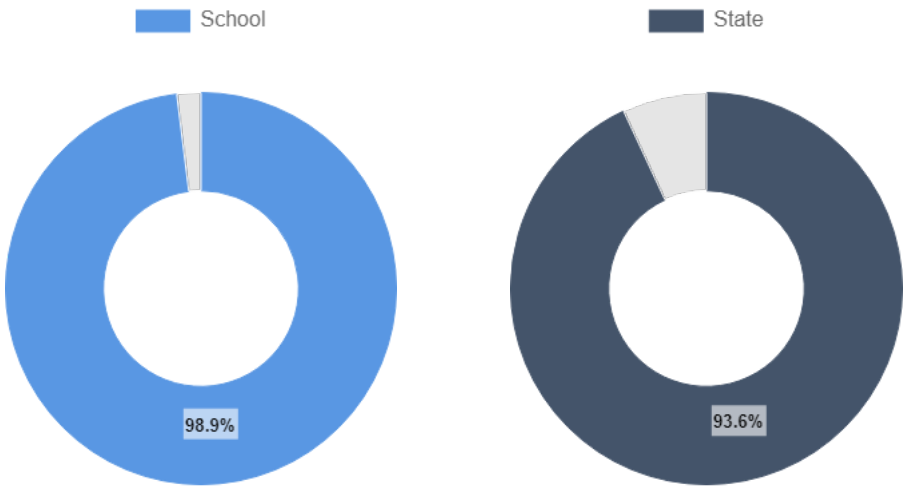
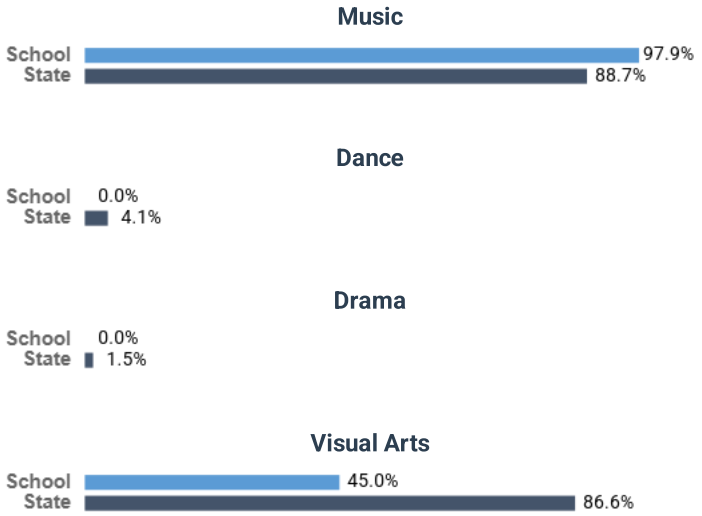
Visual and Performing Arts – Course Participation

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

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



Students enrolled in one or more classes by discipline:



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College and Career Readiness

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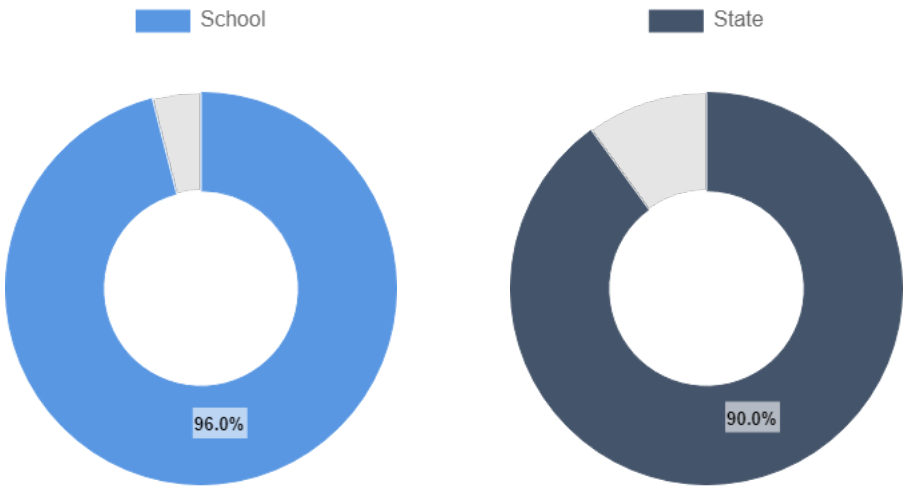
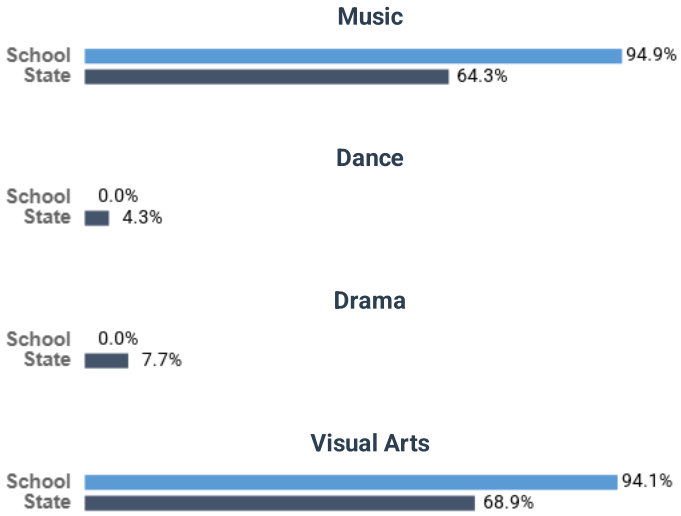
Visual and Performing Arts – Course Participation

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

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



Students enrolled in one or more classes by discipline:



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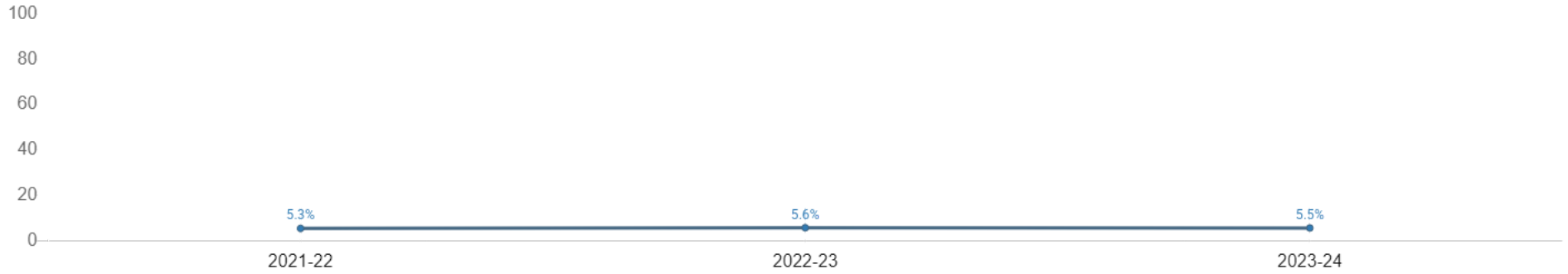
Climate and Environment

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

Chronic Absenteeism Trends

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. Pursuant to N.J.S.A. 18A:38-25.1, any school where 10 percent or more of the students enrolled are chronically absent must develop a corrective action plan to improve chronic absenteeism rates. The Requires Corrective Action Plan column in the table indicates whether the school's chronic absenteeism rate is 10% or higher, meaning that the school must complete a corrective action plan. The NJDOE Data-based Decision Making for Addressing Chronic Absenteeism guidance document (found on the NJDOE attendance page under Chronic Absenteeism) provides districts with guidance on responding to chronic absetneeism and includes sample corrective action plan templates.

The ESSA Target: State Average for Grades Served column is the target used for ESSA accountability purposes. It reflects the statewide average for students in the grades offered by the school. Each student group has the same target based on all students, so the same ESSA Target will appear for all student groups. The last column shows whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").



Performance Measure	2021-22	2022-23	2023-24
Chronic Absenteeism Rate	5.3%	5.6%	5.5%
ESSA Target (State Average for Grades Served)	15.1%	13.4%	12.3%
Met ESSA Target	Met	Met	Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%

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Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. Pursuant to N.J.S.A. 18A:38-25.1, any school where 10 percent or more of the students enrolled are chronically absent must develop a corrective action plan to improve chronic absenteeism rates. The Requires Corrective Action Plan column in the table indicates whether the school's chronic absenteeism rate is 10% or higher, meaning that the school must complete a corrective action plan. The NJDOE Data-based Decision Making for Addressing Chronic Absenteeism guidance document (found on the NJDOE attendance page under Chronic Absenteeism) provides districts with guidance on responding to chronic absetneeism and includes sample corrective action plan templates.

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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	62	5.5%	No	12.3%	Met
White	25	5.2%		12.3%	Met
Hispanic	18	13.7%		12.3%	Not Met
Black or African American	6	9.7%		12.3%	Met
Asian, Native Hawaiian, or Pacific Islander	12	2.8%		12.3%	Met
American Indian or Alaska Native	*	*		**	**
Two or More Races	*	5.9%		**	**
Female	*	5.0%			
Male	*	6.0%			
Non-Binary/Undesignated Gender	*	*			
Economically Disadvantaged Students	23	16.1%		12.3%	Not Met
Students with Disabilities	20	8.3%		12.3%	Met
Multilingual Learners	4	16.7%		12.3%	Not Met
Students Experiencing Homelessness	*	*			
Students in Foster Care	*	*			
Military-Connected Students	*	*			
Migrant Students	*	*			

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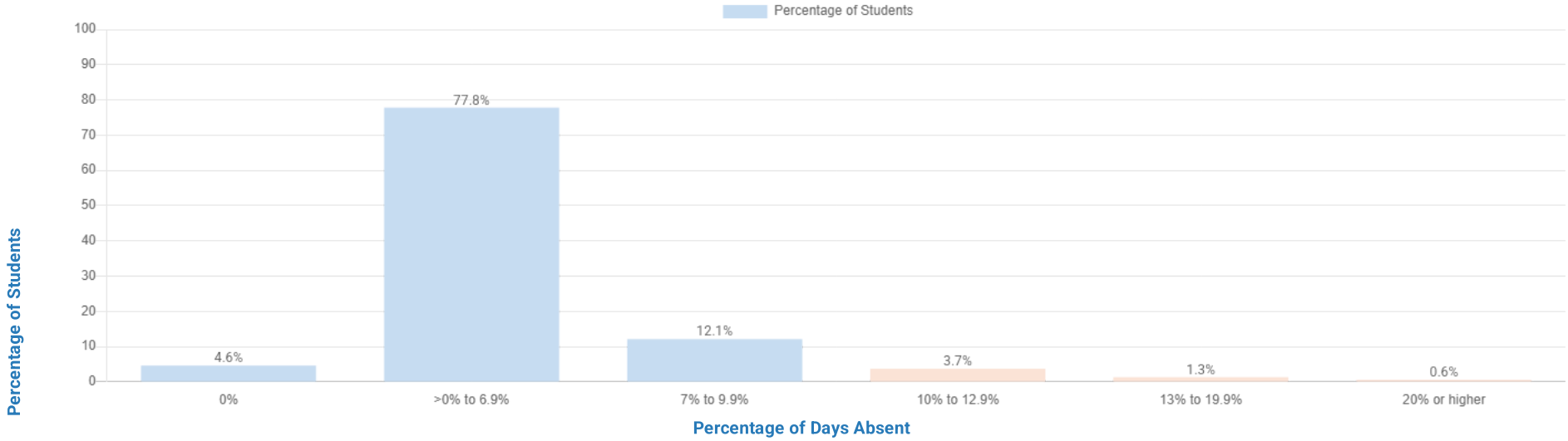
Percentage of Days Absent

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.



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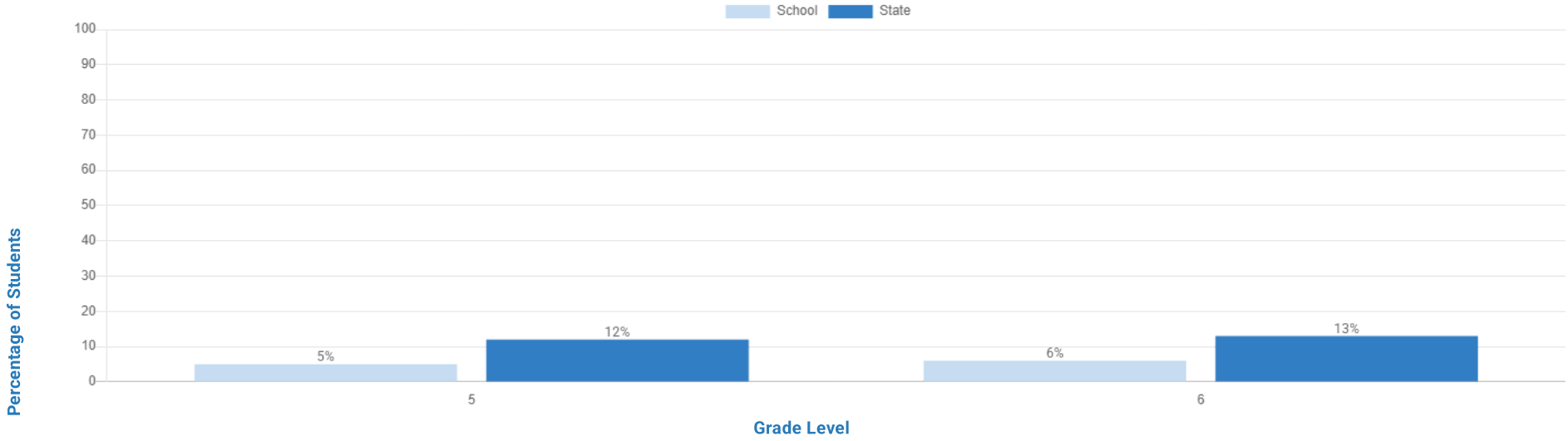
Chronic Absenteeism by Grade

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



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Climate and Environment

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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	4
Weapons	3
Vandalism	4
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	17
Incidents Per 100 Students Enrolled	1.52

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	2
Weapons	3
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Other Incidents Leading to Removal	3

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

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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	23	2%	11	1%	25	2%	0	0%	0	0%
White	7	1%	3	1%	8	2%	0	0%	0	0%
Hispanic	7	5%	3	2%	7	5%	0	0%	0	0%
Black or African American	5	8%	3	5%	6	10%	0	0%	0	0%
Asian	2	0%	1	0%	2	0%	0	0%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
Two or more races	2	12%	1	6%	2	12%	0	0%	0	0%
Female	*	1%	*	1%	*	1%	*	0%	*	0%
Male	*	3%	*	1%	*	3%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	11	7%	5	3%	12	8%	0	0%	0	0%
Students with disabilities	13	5%	4	2%	13	5%	0	0%	0	0%

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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	23	2%	11	1%	25	2%	0	0%	0	0%
5	5	1%	1	0%	5	1%	0	0%	0	0%
6	18	3%	10	2%	20	3%	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	8	1%	2	0%	0	0%	0	0%	3	0%	2	0%	4	0%
White	1	0%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
Hispanic	3	2%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
Black or African American	3	5%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
Asian	0	0%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	1	6%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
Female	*	1%	*	<5.00%	*	0%	*	0%	*	<5.00%	*	<5.00%	*	<5.00%
Male	*	1%	*	<5.00%	*	0%	*	0%	*	<5.00%	*	<5.00%	*	<5.00%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	4	3%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
Students with disabilities	3	1%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<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	8	1%	2	0%	0	0%	0	0%	3	0%	2	0%	4	0%
5	2	0%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
6	6	1%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<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%

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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%
5	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
6	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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

Climate and Environment

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

School Days Missed due to Out-of-School Suspensions

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

School Days Missed due to Out-of-School Suspensions
76

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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	9:15 AM
Typical End Time	3:50 PM
Length of School Day	6 Hrs. 35 Mins.
Full Time - Instructional Time	5 Hrs. 55 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	1:1

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.

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Staff

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	118	119,239
Average years experience in public schools	13.9	12.6
Average years experience in district	12.2	11.3
Number of Teachers with 4 or more years experience in the district	90	87,243
Percentage of Teachers with 4 or more years experience in the district	76.3%	73.6%
Number of out-of-field teachers	0	2,931
Percentage of out-of-field teachers	0%	2.5%
Number of Teachers with Provisional Credentials	15	9,065
Percentage of Teachers with Provisional Credentials	12.7%	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	3	10,170
Average years experience in public schools	21.3	16.2
Average years experience in district	21.3	12.5
Number of Administrators with 4 or more years experience in the district	3	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	118	631	119,239
Administrators	3	32	10,170
Librarians/Media Specialists	N	6	1,160
Nurses	2	10	3,025
School Counselors	3	27	4,673
Child Study Team Members	5	43	9,654
School Psychologists	2	14	2,185
School Social Workers	1	6	2,750
Student Assistance Coordinators	N	4	400
School Safety Specialists	N	1	681

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Staff

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

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

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	12:1
Students to Administrators	373:1	228:1
Teachers to Administrators	39:1	20:1
Students to Librarians/Media Specialists †	N	1214:1
Students to Nurses †	560:1	728:1
Students to Counselors †	373:1	270:1
Students to Child Study Team Members †,††	47:1	34:1
Students to School Psychologists †	560:1	520:1
Students to School Social Workers †	1120:1	1214:1
Students to Student Assistance Coordinators †	N	1820:1
Students to School Safety Specialists †		7281:1

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

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.0%	85-90%	*	48.0%	77.0%	57.0%
Male	50.0%	10-15%	*	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤5%	*	≤1%	≤1%	≤1%
White	42.9%	94.1%	100.0%	38.2%	81.8%	74.5%
Hispanic	11.7%	0.0%	0.0%	34.0%	8.6%	8.6%
Black or African American	5.6%	0.8%	0.0%	14.2%	6.4%	14.4%
Asian	37.3%	5.1%	0.0%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.6%	0.0%	0.0%	0.2%	0.4%	0.5%
Two or More Races	1.5%	0.0%	0.0%	3.1%	0.3%	0.4%

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Staff

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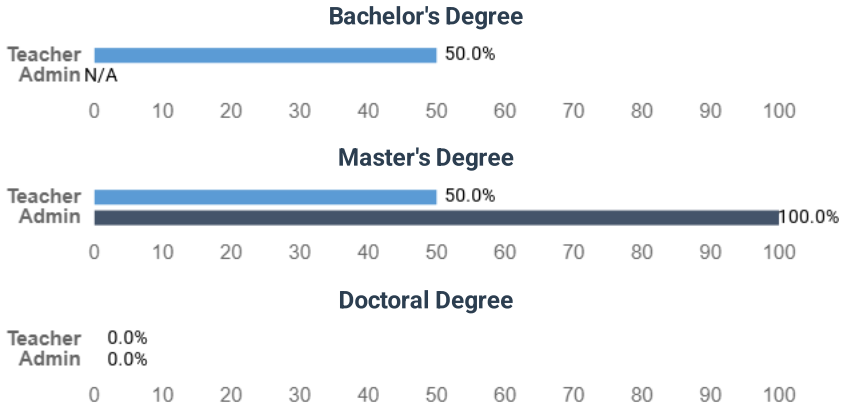
Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.
Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Teachers and Administrators - Level of Education

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



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	91.0%	89.5%
2022-23 Administrators: Same district 2023-24	81.3%	87.9%

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Staff

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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)	40	>90%	≤10%	≤10%	97.5%	0.0%	0.0%	2.5%	0.0%	0.0%	0.0%	90.0%	50.0%	50.0%	0.0%
English/Language Arts/Literacy	7	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	71.4%	71.4%	28.6%	0.0%
English to Speakers of Other Languages	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Mathematics	6	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	66.7%	66.7%	33.3%	0.0%
Science	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%
Social Studies/History	3	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	66.7%	66.7%	33.3%	0.0%
World Language	7	*	*	*	71.4%	0.0%	0.0%	28.6%	0.0%	0.0%	0.0%	85.7%	14.3%	85.7%	0.0%
Visual and Performing Arts	7	*	*	*	85.7%	0.0%	14.3%	0.0%	0.0%	0.0%	0.0%	57.1%	42.9%	57.1%	0.0%
Health/Physical Education	7	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	85.7%	85.7%	14.3%	0.0%
Family & Consumer Sciences	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Computer Science/IT	2	*	*	*	50.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	100.0%	50.0%	50.0%	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	36	>90%	≤10%	≤10%	94.4%	0.0%	0.0%	5.6%	0.0%	0.0%	0.0%	66.7%	41.7%	58.3%	0.0%
Bilingual	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N

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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.

Hillsborough Twp	Federal	State & Local	Total	ADE**
District Level Total Expenditures	$441	$16,567	$17,008	7,222.3
District Level Central Expenditures	$32	$696	$728	7,222.3
Hillsborough High School	$731	$15,233	$15,964	2,358.4
Amsterdam Elementary School	$226	$17,322	$17,548	386.8
Auten Road Intermediate School	$176	$16,536	$16,712	1,117.3
Hillsborough Township Middle School	$175	$15,294	$15,469	1,232.0
Hillsborough Township Elementary School	$333	$15,264	$15,597	479.2
Sunnymead Elementary School	$311	$12,898	$13,209	543.4
Triangle Elementary School	$318	$19,647	$19,965	373.4
Woodfern Elementary School	$401	$18,322	$18,723	309.1
Woods Road Elementary School	$372	$17,409	$17,781	422.8

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Accountability

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

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

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

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

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

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

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

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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	62.9%	62.3%	65.6%
Math Proficiency	61.8%	64.5%	64.0%
ELA Growth†	44	43	37
Math Growth†	42	54	47
4-Year Graduation Rate (Prior Year)††	N	N	N
5-Year Graduation Rate (Prior Year)††	N	N	N
Progress toward English Language Proficiency	*	*	55.6%
Chronic Absenteeism	5.3%	5.6%	5.5%

†An alternate measure of growth was used for the 2021-2022 school year because median student growth percentiles were not available.
††The graduation rates in this table reflect the rates used for the accountability process for the given year, which are the rates from the prior school year.

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Accountability

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

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

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

ESSA Accountability Indicator	Actual Performance	Indicator Score	Weight
ELA Proficiency	65.6%	68.08	17.5%
Math Proficiency	64%	74.18	17.5%
ELA Growth	37	8.16	25.0%
Math Growth	47	34.91	25.0%
4-Year Graduation Rate (Prior Year)†	N	N	N
5-Year Graduation Rate (Prior Year)†	N	N	N
Progress toward English Language Proficiency	55.6%	**	**
Chronic Absenteeism	5.5%	79.29	15.0%
Summative Score	47.6		
Summative Rating (Percentile Rank)	45.7		
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.

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

Accountability

Accountability Summary by Student Group - 2023-24 School Year

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

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

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

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

Student Group	Summative Score	Summative Score Cut-Off for Additional Targeted Support	Requires Additional Targeted Support: Low Performing Student Group	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	4-Year Graduation Rate	5-Year Graduation Rate	Progress toward English Language Proficiency	Chronic Absenteeism	Requires Targeted Support: Consistently Underperforming Student Group
Schoolwide				Met Target	Met Target†	Not Met	Met Standard	N	N	**	Met	No
White	46.81			Met Target	Met Target†	Not Met	Met Standard	N	N		Met	No
Hispanic	31.23			Met Target†	Met Target†	Not Met	Met Standard	N	N		Not Met	No
Black or African American	32			Met Target	Met Target†	Not Met	Not Met	N	N		Met	No
Asian, Native Hawaiian, or Pacific Islander	67.88			Met Goal	Met Goal	Met Standard	Met Standard	N	N		Met	No
American Indian or Alaska Native	**			**	**	**	**	N	N		**	No
Two or More Races	**			**	**	**	**	N	N		**	No
Economically Disadvantaged Students	44.73			Met Target	Met Target†	Not Met	Met Standard	N	N		Not Met	No
Students with Disabilities	54.27			Met Target†	Not Met	Not Met	Met Standard	N	N		Met	No
Multilingual Learners	51.33			Met Target†	Met Target†	Not Met	Met Standard	N	N	**	Not Met	No

†Target was met within a confidence interval.

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Narrative

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

Highlights:

- Partnerships with local colleges and universities including RVCC, Princeton, Rutgers and TCNJ including expanded opportunities for concurrent enrollment for students for transcripted college credit.
- Robust elective, co-curricular and extra-curricular options provide opportunities for all students to seek new endeavors. Increased focus and awareness on equity for every learner.
- Collaboration with our local municipality offers opportunities for our students to enjoy vital job coaching and dynamic internship opportunities.

Mission, Vision, Theme:

At Auten Road Intermediate School, our goal is to provide a smooth transition between childhood and adolescence. Within our safe and compassionate environment, we encourage our students to develop a respect for themselves and others. Together, through words and actions, we motivate both our students and ourselves to attain personal and educational growth. In partnership with their families, we will foster our students' development as they continue to mature into responsible, contributing members of society.

Awards, Recognition, Accomplishments:

Auten Road Intermediate school continues to earn a high ranking on Niche.com and other reports about the school and the district. Recently, Auten Road Intermediate School was placed in the top 12% of all intermediate/middle schools in New Jersey.

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Courses, Curriculum, Instruction:

In addition to a solid academic program, there are many opportunities for the students to explore interests in clubs, instrumental music, student leadership, and choir. The focus at ARIS is always on the development of the whole child. Systemically, students continue to develop the character traits introduced in the elementary schools with emphasis on respect for all members of the learning community. A weekly extended homeroom program serves to promote important lessons centered on social-emotional health and well-being. Time is also set aside throughout the year in extended homeroom for students to engage in team building activities and other community centered initiatives to promote strong connections and supportive learning environment.

Clubs and Activities:

Clubs and related social activities are an integral part of the ARIS community. Students have the opportunity to explore and develop their special interests and knowledge beyond the classroom. As the needs and interests of the student body demand, the number and variety of clubs and activities may change from year to year. Our school offers many exciting extra-curricular activities and clubs allowing students to gain new knowledge, social interaction, make new friends and gain independence.

Before and After School Programs:

Along with offerings of clubs and activities, Auten Road Intermediate School offers advanced band and orchestra programs. Students who excel in their general band and orchestra settings are invited to participate in these honors groups and put on performances for their peers and parents/guardians. ARIS also offers a before and after school running program sponsored by township organizations. Students can participate to challenge themselves physically and to learn important lessons on teamwork.

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Staff and Professional Learning:

Core teachers (Math, Literacy, Science, & Social Studies) depart from their regular team time planning twice a week to meet with other core teachers within the same subject area/assignment. The purpose of these meetings is to continue and extend professional learning within their subject expertise and to provide support within a collaborative environment in the areas of curriculum and instruction, technology, common assessments, data analysis, etc. Additionally, all teachers and educational services professionals in our school meet once a month, before school, in small group PLCs to further support collaboration and professional learning.

Postsecondary Information:

Students at ARIS build their post secondary skills through the School Counseling curriculum.

Student Supports and Services:

All students at ARIS are provided with the services of a school counselor. The counselors assist in a variety of areas including orientation, placement and scheduling, testing, reporting student progress, and personal counseling dealing with issues such as: self concept, academic problems, adjustment difficulties, attendance, and peer and adult conflicts. The counselors work closely with the academic teams as consultants, as well as the school's Student Assistance Counselor (SAC) to provide added services and support for students. Additionally, throughout the school year, students engage in social-emotional learning and executive function lessons as a part of our weekly extended homeroom program. A specific lesson (or theme) is addressed during each session. Topics include: Organization, Time Management, Empathy, Managing Big Emotions, Consequences, Making Good Choices, and Taking Responsibility. Teachers and students also take part in team building activities throughout the year.

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Student Health and Wellness:

ARIS has a School Wellness Committee comprised of teachers, students, administrators, and parents/guardians. The mission of the committee is to have ongoing conversations about how to address and support student health and wellbeing both, in school and at home. Over the last few years, the committee has worked to forge a "Wellness Wednesday" program, write grants for recess equipment, and to partner with outside groups such as the American Red Cross.

Parent and Community Involvement:

The school and community enjoy a positive and supportive relationship and believes that high achievement and the overall success of our students can be accomplished through strong partnerships involving parents/guardians, students, teachers, administrators, and community members. The ARIS Home and School Association also serves as a vital support link to provide school-wide assemblies for students that target a variety of contemporary topics and interests. The Home and School Assocation also coordinate monthy meeting so parents can get involved with school events, as well as hear direction from the school's prinicpal about current and future happenings. Everyone works in concert to make Auten Road Intermediate School a great place to learn and grow.

Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers. Each year students and staff are surveyed regarding their perceptions of the overall climate and safety of our school. The school's Safety and Climate team meets throughout the year to examine HIB reports and trends, and analyze feedback from student and staff surveys.

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Facilities:

Recently, ARIS added a low-ropes course located in the adjacent wooded area on the school's property. In the same space, ARIS recently integrated two outdoor classrooms and a nature / walking trail.

School Safety:

Staff and students particpate in monthly drills per state law. Additionally, ongoing conversations and student assemblies are held to provide feedback to students, as well as outline the expectation for safe and respectful behaviors. Each day at ARIS everyone should be able to say: I am Safe, I am Respectful, and I am a Learner. The above statements are the foundation of everything that we do at ARIS. A safe school environment and an atmosphere that demonstrates respect to everyone promotes learning. A healthy and vibrant learning environment is what everyone deserves, and should expect each day at our school. Students understand that ff at any time they feel unsafe, they should reach out to an adult.

Technology and STEM:

ARIS offers an annual STEM Summit for students to voluntarily participate. The four hour (Saturday) program provides students opportunities to partake iin hands-on learning sessions on a variety of STEM topics. ARIS also offers a STEM Club and Coding Club. In the Spring, students also have an opportunity to participate in our Annual "Mini-Raider" Shank Tank Event. The event takes the place of the traditional science fair. Students are tasked to create an invention around the year's theme, i.e. invent something to help the environment. For the 2024-25 school year, ARIS added a CSTEM (Computers, Science, Technology, Engineering, and Mathmatics) program to its related arts cycle for all fifth graders.

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Other Information:

The Auten Road Intermediate School community believes that high achievement and the overall success of our students can be accomplished through strong partnerships involving parents/guardians, students, teachers, administrators, and community members. Each of us plays an important role. Parent/Guardian Responsibilities: Ensure that my child is at school and on time every day.Support the school in its effort to maintain proper discipline.Establish a consistent time and location for homework and review it daily. Monitor my child's progress through the Parent Access Portal on the district website and promote goal-setting. Encourage healthy habits with eating, sleeping, and a balance of activities. Talk with my child's teachers often and make it a priority to attend school functions.Read with my child and let my child see me read every day. Student Responsibilities: Come to school on time each day, prepared with my materials and ready to learn. Turn in work that makes me proud and shows my best. Behave in a way that is respectable. Take care of all books, supplies, and furniture supplied by the school. Participate in classroom discussions and ask teachers for help when needed. Share my learning and school information with my family every day. Return signed homework and papers to school when assigned. Welcome help from my family on my homework and papers. Faculty and Staff Responsibilities: Communicate with families about my students' progress. Provide assistance to families when necessary so that they can help their child with assignments. Make learning fun and enjoyable. Provide a quality education within a safe and respectful environment. Make every effort to know my students academically and emotionally. Model a love of learning. Promote goal-setting and encouragement for each of my students. Be reflective in my practice and continuously seek opportunities to grow.