Closter Public School District (03-0930)

2022-2023

County: Bergen
District: Closter Public School District
340 Homans Avenue
Closter, NJ 07624-2907

Superintendent: Mr. Vincent McHale
District Website
201-768-3001 x41116

1,216
Total Students

PK-08
Grades Offered

Overview & Resources

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

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

Important Notes for 2022-23 Reports: The 2022-23 School Performance Reports include all data that was previously reported prior to the COVID-19 pandemic, which includes all assessment, student growth, and accountability data. Data throughout the reports has been impacted by the pandemic in various ways, so the NJDOE recommends caution in comparing data from year to year.

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

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Overview & Resources

District Contact Information

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

Type	Contact Information
County	Bergen
District	Closter Public School District
Superintendent Name	Mr. Vincent McHale
Address	340 Homans Avenue, Closter, NJ 07624-2907
Phone Number	201-768-3001 x41116
Email Address	mchalev@nvnet.org
Website	www.closterschools.org
Twitter	https://twitter.com/ClosterSchools

NJ SCHOOL PERFORMANCE REPORT

Closter Public School District
(03-0930)
2022-2023

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Overview & Resources

Schools in this District

Click on a school name below to access the detailed school-level report for each school.

School Name	Grades Offered
Hillside Elementary School	PK-04
Tenakill Middle School	05-08

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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 that attend programs outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2020-21	2021-22	2022-23
PK	30	43	35
KG	92	98	110
1	123	110	110
2	104	129	114
3	128	116	138
4	128	136	120
5	138	134	146
6	144	143	145
7	134	145	150
8	126	135	148
Total	1,147	1,189	1,216

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 for 2020-21, 2021-22, and 2022-23 may show a range, depending on the overall school population size.

Student Group	2020-21	2021-22	2022-23
Female	47.0%	48.0%	49.0%
Male	53.0%	52.0%	51.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	0.1%	0.4%	1.8%
Students with Disabilities	15.5%	15.4%	15.2%
English Learners	11.1%	9.5%	10.9%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	2.3%	1.5%	1.2%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial And Ethnic Group	2020-21	2021-22	2022-23
White	44.5%	44.5%	43.5%
Hispanic	9.5%	8.7%	8.2%
Black or African American	0.9%	0.8%	1.4%
Asian	40.8%	40.8%	41.3%
Native Hawaiian or Pacific Islander	1.5%	1.4%	1.3%
American Indian or Alaska Native	0.4%	0.2%	0.2%
Two Or More Races	2.4%	3.6%	4.1%

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Enrollment Trends by Full / Half Day PK and KG

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

Grade	2020-21	2021-22	2022-23
PK - Half Day	0	0	0
PK - Full Day	30	43	35
KG - Half Day	0	0	0
KG - Full Day	92	98	110

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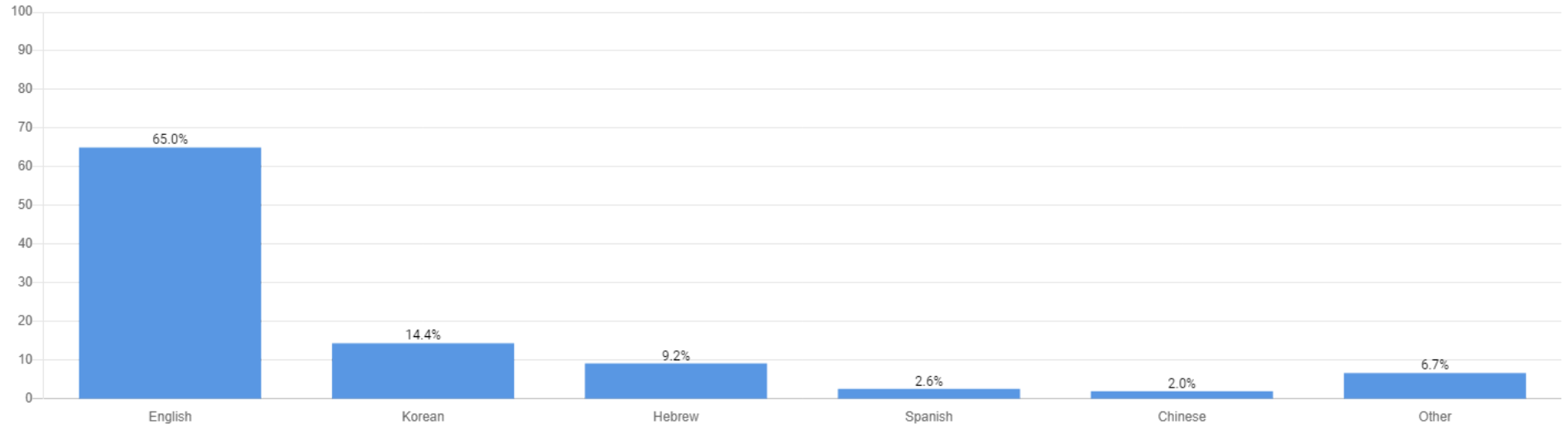
Enrollment by Home Language

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 mSGP below 35 indicates low growth, an mSGP between 35 and 65 indicates typical growth, and an mSGP 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 2022-23: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022 school year only.

Student Growth Trends and Progress

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

Important Note for 2022-23: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations.

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

Performance Measure	2020-21 ELA	2021-22 ELA	2022-23 ELA	2020-21 Math	2021-22 Math	2022-23 Math
Median Student Growth Percentile			63			57
Met Standard (40-59.5)?			Exceeds Standard			Met Standard
Statewide: Median Student Growth Percentile			50			50

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Student Growth

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	63	50	Exceeds Standard	57	50	Met Standard
White	60	51	Exceeds Standard	56	51	Met Standard
Hispanic	60	47	Exceeds Standard	54	47	Met Standard
Black or African American	*	45	**	*	44	**
Asian, Native Hawaiian, or Pacific Islander	66	60	Exceeds Standard	59.5	61	Met Standard
American Indian or Alaska Native	N	54	**	N	49	**
Two or More Races	55	52	**	62	51	**
Female	62	52		57	49	
Male	64	48		57	51	
Non-Binary/Undesignated Gender	N	46.5		N	62	
Economically Disadvantaged Students	*	46	**	*	46	**
Students with Disabilities	48	40	Met Standard	47.5	42	Met Standard
English Learners	52.5	47	Met Standard	49	48	Met Standard
Homeless Students	N	42		N	42	
Students in Foster Care	N	42		N	44	
Military-Connected Students	*	50		*	49	
Migrant Students	N	36		N	43	

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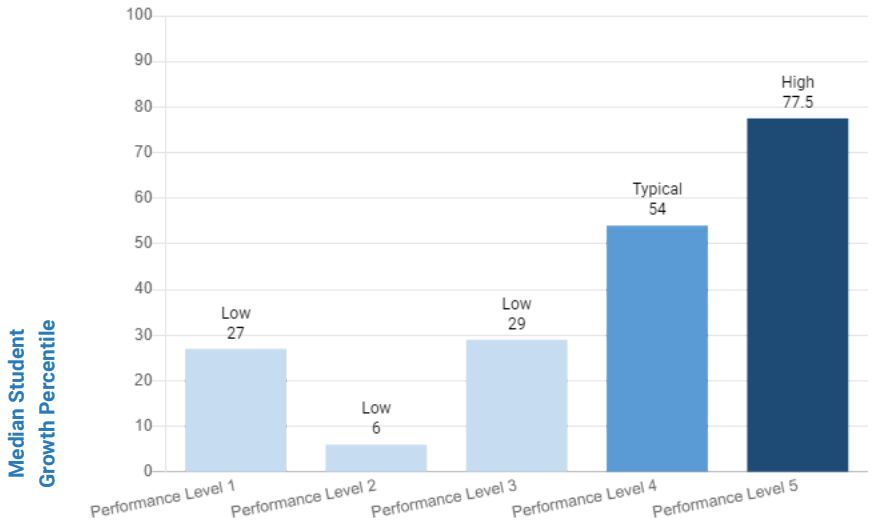
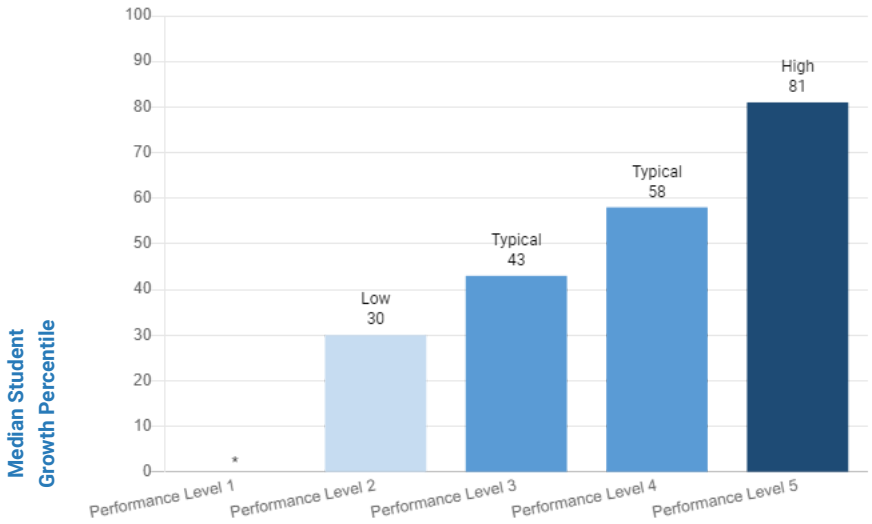
Student Growth

Student Growth by Performance Level

These graphs show the median Student Growth Percentiles (mSGPs) for students by performance level on the New Jersey Student Learning Assessment (NJSLA) for English language arts (ELA) and mathematics.





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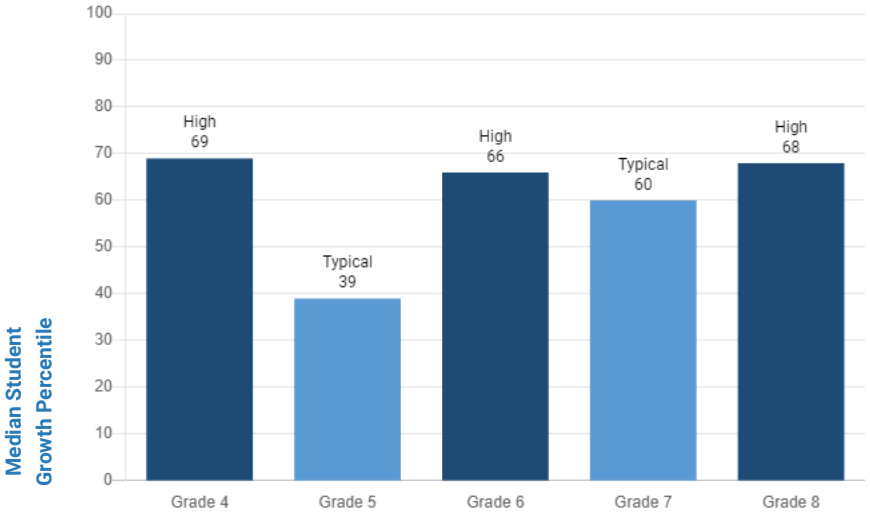
Student Growth

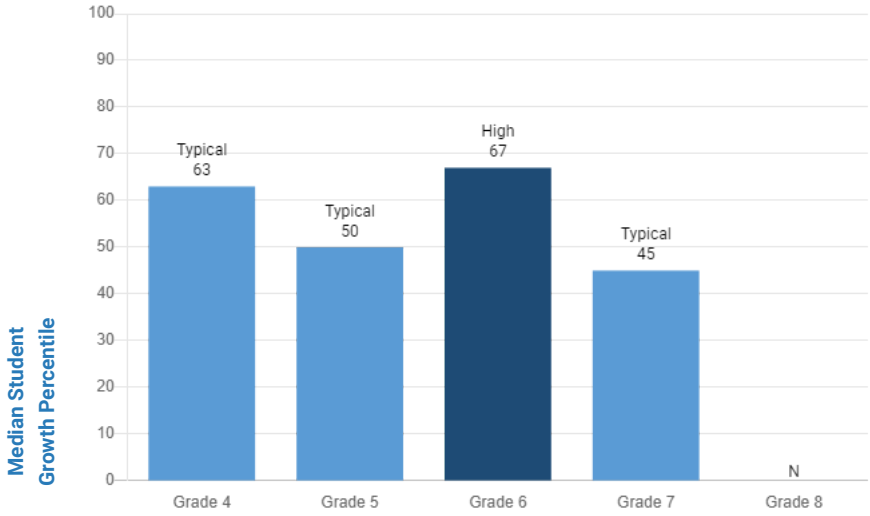
Student Growth by Grade

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

ELA



Math



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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.

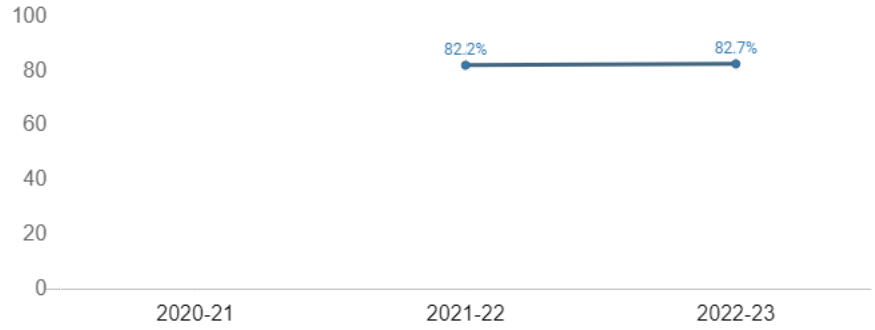
Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

English Language Arts and Mathematics Performance Trends

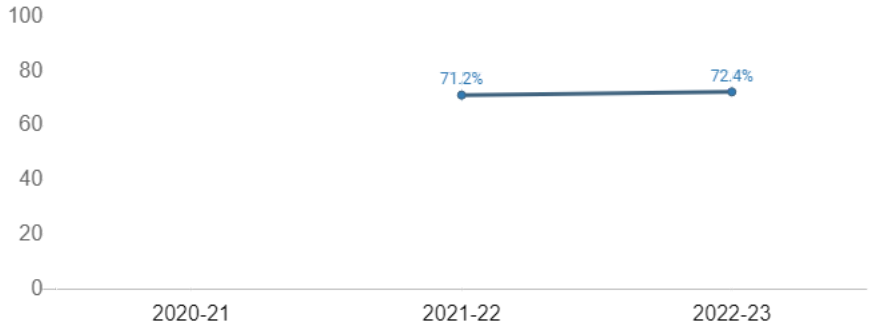
These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the New Jersey Student Learning Assessment (NJSLA) and the DLM alternate assessment for English language arts (ELA) and mathematics. The Proficiency 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.

Important note for 2022-23: Due to the cancellation of statewide assessments in prior years, statewide assessment results are not available for the 2020-21 school year.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2020-21 ELA	2021-22 ELA	2022-23 ELA	2020-21 Math	2021-22 Math	2022-23 Math
Participation Rate		99.4%	99.4%		99.3%	99.5%
Proficiency Rate for Federal Accountability		82.2%	82.7%		71.2%	72.4%
Annual Target		80.0%	80.0%		78.3%	78.4%
Met Annual Target?		Met Goal	Met Goal		Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability		49.0%	51.3%		36.0%	38.2%

† 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 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 progress towards meeting the state's long-term goal of 80% proficiency by 2032. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long-term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see the NJDOE Accountability page. More information and additional data can also be found on the NJDOE Academic Achievement page.

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	825	99.4%	82.7%	51.3%	82.7%	80%	Met Goal
White	366	99.2%	80.6%	60.7%	80.6%	79.3%	Met Goal
Hispanic	79	100%	68.4%	37.3%	68.4%	73.9%	Met Target†
Black or African American	*	100%	50%	34%	50%	**	**
Asian, Native Hawaiian, or Pacific Islander	346	99.4%	89%	79.8%	89%	80%	Met Goal
American Indian or Alaska Native	*	*	*	52.7%	*	**	**
Two or More Races	24	100%	83.3%	58.2%	83.3%	80%	Met Goal
Female	*	99.5%	85.1%	56.8%	85.1%		
Male	*	99.3%	80.3%	46%	80.3%		
Non-binary/undesignated gender	*	*	*	62.5%	*		
Economically Disadvantaged Students	18	100%	33.3%	33.4%	33.3%	**	**
Non-Economically Disadvantaged Students	807	99.4%	83.8%	61.3%	83.8%		
Students with Disabilities	130	98.5%	40.8%	19.2%	40.8%	53.4%	Not Met
Students without Disabilities	695	99.6%	90.5%	58.3%	90.5%		
English Learners	106	99.1%	66%	23.9%	66%	74.6%	Not Met
Non-English Learners	719	99.5%	85.1%	54.7%	85.1%		
Homeless Students	*	*	*	23.2%	*		
Students in Foster Care	*	*	*	20.3%	*		
Military-Connected Students	*	*	*	49.2%	*		
Migrant Students	*	*	*	15.9%	*		

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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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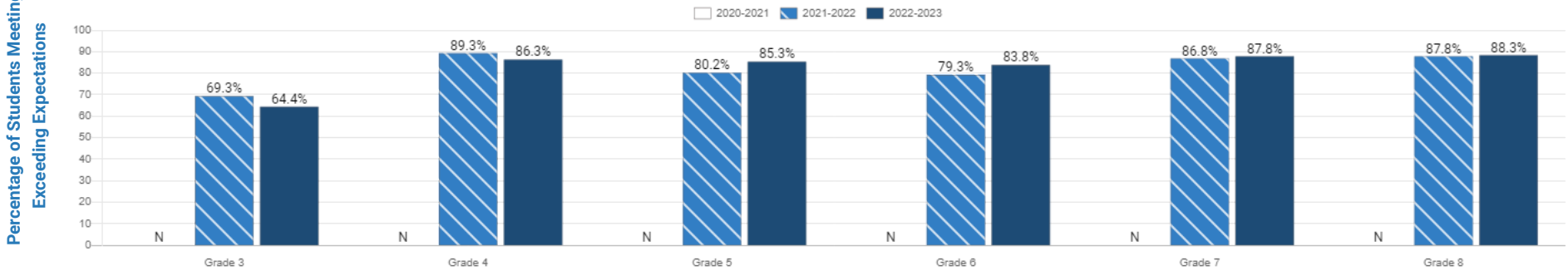

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English Language Arts Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	135	767	739	10%	8%	17%	46%	19%	64%	42%
White	59	763	749	12%	10%	19%	39%	20%	59%	51%
Hispanic	15	752	723	13%	13%	27%	47%	0%	47%	27%
Black or African American	*	*	722	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	54	780	768	4%	4%	15%	56%	22%	78%	69%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	52%
Two or More Races	*	*	749	*	*	*	*	*	*	51%
Female	*	768	744	11%	8%	17%	43%	22%	65%	47%
Male	*	766	734	10%	9%	17%	49%	16%	64%	37%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	719	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	769	751	9%	8%	16%	47%	19%	66%	53%
Students with Disabilities	27	713	709	41%	19%	22%	19%	0%	19%	18%
Students without Disabilities	108	780	745	3%	6%	16%	53%	23%	76%	47%
English Learners	15	734	703	27%	7%	27%	33%	7%	40%	12%
Non-English Learners	120	771	743	8%	8%	16%	48%	20%	68%	46%
Homeless Students	*	*	708	*	*	*	*	*	*	16%
Students in Foster Care	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	*	*	739	*	*	*	*	*	*	40%
Migrant Students	*	*	701	*	*	*	*	*	*	14%

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English Language Arts Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	117	784	748	3%	3%	8%	43%	44%	86%	51%
White	54	776	758	4%	4%	7%	54%	31%	85%	62%
Hispanic	*	*	734	*	*	*	*	*	*	36%
Black or African American	*	*	733	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	46	799	776	0%	2%	4%	33%	61%	93%	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	55%
Two or More Races	*	*	757	*	*	*	*	*	*	60%
Female	*	788	752	4%	0%	7%	39%	50%	89%	55%
Male	*	781	745	2%	7%	8%	46%	38%	84%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	731	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	784	759	3%	3%	7%	43%	44%	87%	63%
Students with Disabilities	17	735	720	18%	24%	18%	41%	0%	41%	22%
Students without Disabilities	100	792	755	0%	0%	6%	43%	51%	94%	58%
English Learners	*	*	712	*	*	*	*	*	*	14%
Non-English Learners	*	786	752	3%	4%	5%	42%	46%	88%	55%
Homeless Students	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	*	*	724	*	*	*	*	*	*	25%
Military-Connected Students	*	*	748	*	*	*	*	*	*	51%
Migrant Students	*	*	697	*	*	*	*	*	*	15%

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N No Data is available to display
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Academic Achievement

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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	143	777	750	0%	6%	9%	61%	24%	85%	53%
White	64	770	759	0%	9%	13%	61%	17%	78%	64%
Hispanic	*	*	736	*	*	*	*	*	*	39%
Black or African American	*	*	733	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	67	786	777	0%	1%	6%	60%	33%	93%	82%
American Indian or Alaska Native	*	*	752	*	*	*	*	*	*	53%
Two or More Races	*	*	759	*	*	*	*	*	*	62%
Female	*	778	755	0%	8%	7%	58%	27%	85%	58%
Male	*	776	745	0%	3%	11%	64%	21%	86%	48%
Non-binary/undesignated gender	*	*	747	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	732	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	777	761	0%	5%	9%	61%	25%	86%	65%
Students with Disabilities	15	752	720	0%	13%	13%	73%	0%	73%	20%
Students without Disabilities	128	780	756	0%	5%	9%	59%	27%	87%	60%
English Learners	*	*	707	*	*	*	*	*	*	*
Non-English Learners	*	778	754	0%	4%	9%	62%	25%	87%	57%
Homeless Students	*	*	721	*	*	*	*	*	*	23%
Students in Foster Care	*	*	723	*	*	*	*	*	*	20%
Military-Connected Students	*	*	750	*	*	*	*	*	*	53%
Migrant Students	*	*	717	*	*	*	*	*	*	29%

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Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 6

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	142	777	747	3%	4%	9%	53%	31%	84%	49%
White	64	773	756	5%	3%	9%	59%	23%	83%	59%
Hispanic	10	764	735	0%	10%	10%	70%	10%	80%	34%
Black or African American	*	*	731	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	62	785	773	0%	3%	10%	42%	45%	87%	79%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	48%
Two or More Races	*	*	753	*	*	*	*	*	*	55%
Female	*	778	752	3%	3%	11%	52%	32%	84%	54%
Male	*	775	743	3%	6%	6%	54%	30%	84%	44%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	65%
Economically Disadvantaged Students	*	*	732	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	778	756	2%	4%	9%	54%	32%	86%	60%
Students with Disabilities	22	737	717	18%	23%	18%	36%	5%	41%	16%
Students without Disabilities	120	784	754	0%	1%	8%	56%	36%	92%	56%
English Learners	*	*	704	*	*	*	*	*	*	*
Non-English Learners	*	780	750	1%	3%	7%	56%	33%	88%	52%
Homeless Students	*	*	721	*	*	*	*	*	*	19%
Students in Foster Care	*	*	719	*	*	*	*	*	*	15%
Military-Connected Students	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	*	*	*	*	*	*	*	*

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Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 7

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	148	785	752	1%	3%	7%	33%	55%	88%	56%
White	63	782	761	2%	3%	6%	40%	49%	89%	65%
Hispanic	20	765	738	5%	10%	15%	35%	35%	70%	41%
Black or African American	*	*	735	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	61	797	784	0%	2%	3%	25%	70%	95%	84%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	55%
Two or More Races	*	*	758	*	*	*	*	*	*	62%
Female	*	791	759	1%	3%	3%	28%	65%	93%	62%
Male	*	780	746	1%	4%	12%	38%	45%	82%	50%
Non-binary/undesignated gender	*	*	759	*	*	*	*	*	*	53%
Economically Disadvantaged Students	*	*	735	*	*	*	*	*	*	38%
Non-Economically Disadvantaged Students	*	786	762	1%	3%	8%	32%	56%	88%	66%
Students with Disabilities	22	742	715	9%	18%	27%	36%	9%	45%	18%
Students without Disabilities	126	793	760	0%	1%	4%	33%	63%	95%	63%
English Learners	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	787	756	1%	3%	6%	34%	56%	90%	59%
Homeless Students	*	*	722	*	*	*	*	*	*	25%
Students in Foster Care	*	*	716	*	*	*	*	*	*	19%
Military-Connected Students	*	*	749	*	*	*	*	*	*	54%
Migrant Students	*	*	701	*	*	*	*	*	*	10%

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English Language Arts Assessment - Performance By Grade: Grade 8

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	145	793	754	2%	3%	6%	34%	54%	88%	55%
White	63	787	763	2%	6%	6%	41%	44%	86%	64%
Hispanic	16	769	741	13%	6%	6%	44%	31%	75%	42%
Black or African American	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	61	804	787	0%	0%	7%	26%	67%	93%	84%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	*	*	759	*	*	*	*	*	*	60%
Female	*	798	763	1%	3%	1%	34%	60%	94%	63%
Male	*	789	747	3%	4%	10%	33%	50%	83%	48%
Non-binary/undesignated gender	*	*	769	*	*	*	*	*	*	69%
Economically Disadvantaged Students	*	*	738	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	794	763	2%	4%	5%	34%	56%	89%	64%
Students with Disabilities	20	743	715	10%	20%	30%	35%	5%	40%	17%
Students without Disabilities	125	801	762	1%	1%	2%	34%	62%	96%	62%
English Learners	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	795	757	1%	4%	5%	35%	56%	90%	58%
Homeless Students	*	*	725	*	*	*	*	*	*	29%
Students in Foster Care	*	*	714	*	*	*	*	*	*	20%
Military-Connected Students	*	*	751	*	*	*	*	*	*	53%
Migrant Students	*	*	*	*	*	*	*	*	*	*

NJ SCHOOL PERFORMANCE REPORT

Closter Public School District
(03-0930)
2022-2023

Report Key:
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Academic Achievement

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Mathematics Assessment - Participation and Performance

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

This table shows both the percentage of students who met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long-term goal of 80% proficiency by 2032. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long-term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see the NJDOE Accountability page. More information and additional data can also be found on the NJDOE Academic Achievement page.

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	831	99.5%	72.4%	38.2%	72.4%	78.4%	Not Met
White	370	99.2%	66.8%	48.7%	66.8%	73.5%	Not Met
Hispanic	80	100%	37.5%	22.2%	37.5%	57.5%	Not Met
Black or African American	*	100%	30%	17.9%	30%	**	**
Asian, Native Hawaiian, or Pacific Islander	347	99.7%	87.6%	73.1%	87.6%	80%	Met Goal
American Indian or Alaska Native	*	*	*	40.1%	*	**	**
Two or More Races	24	100%	75%	46.4%	75%	80%	Met Target†
Female	*	99.8%	69.1%	36.5%	69.1%		
Male	*	99.3%	75.8%	39.9%	75.8%		
Non-binary/undesignated gender	*	*	*	36.8%	*		
Economically Disadvantaged Students	18	100%	16.7%	19.5%	16.7%	**	**
Non-Economically Disadvantaged Students	813	99.5%	73.7%	48.8%	73.7%		
Students with Disabilities	130	98.5%	26.2%	15.7%	26.2%	43.6%	Not Met
Students without Disabilities	701	99.7%	81%	43%	81%		
English Learners	112	100%	58%	18.1%	58%	75.6%	Not Met
Non-English Learners	719	99.5%	74.7%	41%	74.7%		
Homeless Students	*	*	*	11.9%	*		
Students in Foster Care	*	*	*	<10%	*		
Military-Connected Students	*	*	*	37.3%	*		
Migrant Students	*	*	*	12.7%	*		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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2022-2023

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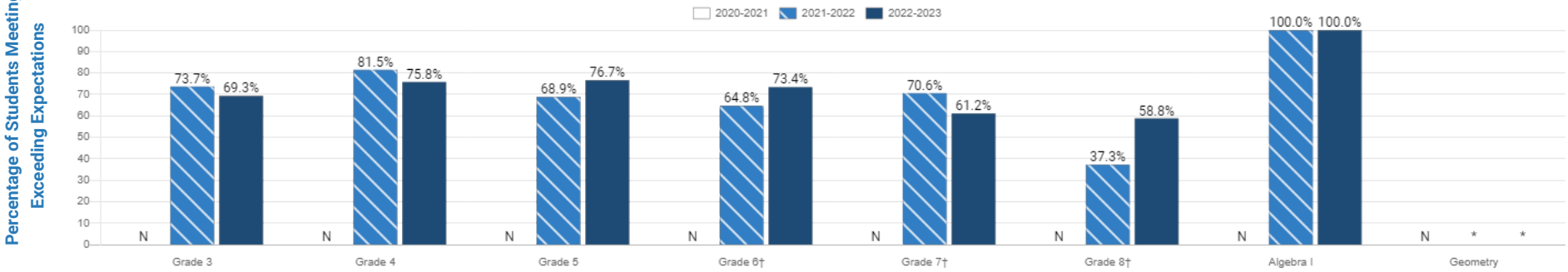
Mathematics Assessment – Performance Trends

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.

Important note for 2022-23: Due to the cancellation of statewide assessments in prior years, statewide assessment results are not available for the 2020-21 school year. Additionally, end-of-course assessment results for Geometry and Algebra II for 2018-19 and prior years included all students in middle school and grades 9 and 10. The requirements for high school testing changed in 2021-22 so that students are only required to take the NJSLA once in high school. Therefore, 2021-22 and 2022-23 data for Geometry and Algebra II may not be comparable to data from 2018-19.



† 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 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	137	767	745	7%	7%	17%	40%	29%	69%	46%
White	61	761	756	5%	11%	18%	46%	20%	66%	58%
Hispanic	15	742	731	20%	7%	33%	27%	13%	40%	29%
Black or African American	*	*	725	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	54	785	775	2%	4%	9%	41%	44%	85%	77%
American Indian or Alaska Native	*	*	752	*	*	*	*	*	*	57%
Two or More Races	*	*	753	*	*	*	*	*	*	53%
Female	*	762	743	9%	11%	17%	41%	23%	64%	44%
Male	*	772	747	4%	4%	17%	39%	35%	75%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	727	*	*	*	*	*	*	26%
Non-Economically Disadvantaged Students	*	769	756	6%	7%	17%	40%	30%	70%	58%
Students with Disabilities	27	726	724	30%	19%	22%	22%	7%	30%	24%
Students without Disabilities	110	777	750	1%	5%	15%	45%	35%	79%	50%
English Learners	16	742	721	19%	19%	13%	38%	13%	50%	20%
Non-English Learners	121	771	749	5%	6%	17%	40%	31%	72%	50%
Homeless Students	*	*	716	*	*	*	*	*	*	16%
Students in Foster Care	*	*	718	*	*	*	*	*	*	16%
Military-Connected Students	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	728	*	*	*	*	*	*	25%

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Mathematics Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	120	774	743	0%	4%	20%	52%	24%	76%	44%
White	56	765	754	0%	5%	23%	57%	14%	71%	57%
Hispanic	*	*	729	*	*	*	*	*	*	27%
Black or African American	*	*	723	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	46	789	773	0%	0%	7%	54%	39%	93%	78%
American Indian or Alaska Native	*	*	750	*	*	*	*	*	*	49%
Two or More Races	*	*	751	*	*	*	*	*	*	54%
Female	*	772	741	0%	5%	17%	55%	22%	78%	42%
Male	*	776	745	0%	3%	23%	48%	26%	74%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	725	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	774	754	0%	4%	19%	53%	25%	77%	57%
Students with Disabilities	17	742	720	0%	29%	29%	41%	0%	41%	21%
Students without Disabilities	103	779	748	0%	0%	18%	53%	28%	82%	49%
English Learners	10	751	716	0%	0%	70%	20%	10%	30%	14%
Non-English Learners	110	776	747	0%	5%	15%	55%	25%	80%	48%
Homeless Students	*	*	715	*	*	*	*	*	*	15%
Students in Foster Care	*	*	713	*	*	*	*	*	*	13%
Military-Connected Students	*	*	744	*	*	*	*	*	*	45%
Migrant Students	*	*	712	*	*	*	*	*	*	21%

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Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	146	772	740	0%	5%	18%	53%	24%	77%	40%
White	65	762	750	0%	6%	28%	54%	12%	66%	52%
Hispanic	*	*	726	*	*	*	*	*	*	23%
Black or African American	*	*	720	*	*	*	*	*	*	18%
Asian, Native Hawaiian, or Pacific Islander	69	784	772	0%	1%	7%	55%	36%	91%	76%
American Indian or Alaska Native	*	*	742	*	*	*	*	*	*	42%
Two or More Races	*	*	749	*	*	*	*	*	*	50%
Female	*	766	739	0%	8%	21%	53%	18%	71%	38%
Male	*	779	741	0%	1%	16%	53%	30%	83%	42%
Non-binary/undesignated gender	*	*	745	*	*	*	*	*	*	45%
Economically Disadvantaged Students	*	*	723	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	*	772	751	0%	5%	18%	53%	24%	77%	52%
Students with Disabilities	15	750	719	0%	13%	40%	47%	0%	47%	17%
Students without Disabilities	131	774	745	0%	4%	16%	53%	27%	80%	45%
English Learners	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	773	743	0%	4%	20%	51%	25%	77%	43%
Homeless Students	*	*	713	*	*	*	*	*	*	11%
Students in Foster Care	*	*	714	*	*	*	*	*	*	10%
Military-Connected Students	*	*	741	*	*	*	*	*	*	39%
Migrant Students	*	*	713	*	*	*	*	*	*	21%

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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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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 during the 2022-23 school year 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.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	143	769	735	1%	11%	15%	43%	30%	73%	34%
White	64	761	745	0%	14%	20%	47%	19%	66%	45%
Hispanic	10	745	722	0%	40%	10%	40%	10%	50%	18%
Black or African American	*	*	716	*	*	*	*	*	*	13%
Asian, Native Hawaiian, or Pacific Islander	63	782	767	2%	3%	8%	40%	48%	87%	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	35%
Two or More Races	*	*	741	*	*	*	*	*	*	42%
Female	*	763	735	1%	14%	16%	46%	23%	69%	33%
Male	*	776	736	0%	8%	13%	40%	40%	79%	36%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	*	*	719	*	*	*	*	*	*	15%
Non-Economically Disadvantaged Students	*	770	745	1%	10%	14%	44%	31%	75%	45%
Students with Disabilities	22	726	711	*	*	*	*	*	*	11%
Students without Disabilities	121	776	740	1%	3%	11%	50%	35%	85%	39%
English Learners	*	*	704	*	*	*	*	*	*	*
Non-English Learners	*	770	738	1%	10%	13%	44%	32%	76%	37%
Homeless Students	*	*	709	*	*	*	*	*	*	*
Students in Foster Care	*	*	709	*	*	*	*	*	*	*
Military-Connected Students	*	*	736	*	*	*	*	*	*	32%
Migrant Students	*	*	*	*	*	*	*	*	*	*

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Mathematics Assessment - Performance By Grade: Grade 7

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

Students who took the Algebra I, Geometry, or Algebra II end-of-course assessments are not included in grade level results.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	139	759	736	2%	8%	29%	45%	16%	61%	34%
White	63	754	745	3%	10%	29%	51%	8%	59%	46%
Hispanic	20	742	725	5%	15%	50%	25%	5%	30%	19%
Black or African American	*	*	720	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	52	773	760	0%	2%	19%	48%	31%	79%	67%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	*	*	741	*	*	*	*	*	*	40%
Female	*	759	735	3%	8%	31%	41%	17%	58%	32%
Male	*	759	737	1%	7%	26%	50%	15%	65%	35%
Non-binary/undesignated gender	*	*	737	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	722	*	*	*	*	*	*	17%
Non-Economically Disadvantaged Students	*	760	744	2%	7%	28%	46%	16%	62%	44%
Students with Disabilities	22	727	713	14%	32%	41%	9%	5%	14%	10%
Students without Disabilities	117	765	740	0%	3%	26%	52%	18%	70%	39%
English Learners	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	760	738	2%	8%	27%	46%	16%	62%	36%
Homeless Students	*	*	714	*	*	*	*	*	*	*
Students in Foster Care	*	*	707	*	*	*	*	*	*	*
Military-Connected Students	*	*	735	*	*	*	*	*	*	31%
Migrant Students	*	*	*	*	*	*	*	*	*	*

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Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 8

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

Students who took the Algebra I, Geometry, or Algebra II end-of-course assessments are not included in grade level results.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	80	748	716	13%	13%	16%	55%	4%	59%	18%
White	41	744	727	17%	7%	22%	51%	2%	54%	25%
Hispanic	15	734	709	13%	27%	20%	40%	0%	40%	12%
Black or African American	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	21	763	739	5%	14%	5%	67%	10%	76%	41%
American Indian or Alaska Native	*	*	708	*	*	*	*	*	*	12%
Two or More Races	*	*	719	*	*	*	*	*	*	21%
Female	*	746	717	6%	18%	26%	50%	0%	50%	17%
Male	*	750	716	17%	9%	9%	59%	7%	65%	18%
Non-binary/undesignated gender	*	*	728	*	*	*	*	*	*	28%
Economically Disadvantaged Students	*	*	707	*	*	*	*	*	*	11%
Non-Economically Disadvantaged Students	*	749	723	13%	12%	14%	57%	4%	61%	23%
Students with Disabilities	19	710	699	37%	37%	5%	21%	0%	21%	*
Students without Disabilities	61	760	721	5%	5%	20%	66%	5%	70%	21%
English Learners	*	*	694	*	*	*	*	*	*	*
Non-English Learners	*	749	718	12%	13%	16%	56%	4%	60%	19%
Homeless Students	*	*	700	*	*	*	*	*	*	*
Students in Foster Care	*	*	692	*	*	*	*	*	*	*
Military-Connected Students	*	*	721	*	*	*	*	*	*	22%
Migrant Students	*	*	686	*	*	*	*	*	*	*

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Academic Achievement

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Mathematics Assessment - Performance By Test: Algebra I

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

This includes any students who were enrolled in an Algebra I course and took the Algebra I assessment in grades 7 through 12. Students in sixth grade who were enrolled in Algebra I course during the 2022-23 school year were required to take both the Algebra I and Grade 6 mathematics assessment. The results of their Algebra I assessment are not included in these results but will be reported when the student in in grade 9.

Important Note for 2022-23: The NJDOE recommends caution in comparing the 2022-23 Algebra I performance to data prior to 2019-20, as the population of students taking this assessment has changed as a result of new high school testing requirements. NJSLA data is not available for the 2020-21 school year.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	67	816	738	0%	0%	0%	39%	61%	100%	35%
White	23	812	747	0%	0%	0%	48%	52%	100%	46%
Hispanic	*	*	723	*	*	*	*	*	*	20%
Black or African American	*	*	720	*	*	*	*	*	*	16%
Asian, Native Hawaiian, or Pacific Islander	41	818	773	0%	0%	0%	32%	68%	100%	73%
American Indian or Alaska Native	*	*	732	*	*	*	*	*	*	31%
Two or More Races	*	*	746	*	*	*	*	*	*	44%
Female	*	816	737	0%	0%	0%	43%	57%	100%	34%
Male	*	817	739	0%	0%	0%	34%	66%	100%	37%
Non-binary/undesignated gender	*	*	739	*	*	*	*	*	*	34%
Economically Disadvantaged Students	*	*	722	*	*	*	*	*	*	18%
Non-Economically Disadvantaged Students	*	816	746	0%	0%	0%	39%	61%	100%	44%
Students with Disabilities	*	*	712	*	*	*	*	*	*	*
Students without Disabilities	*	816	742	0%	0%	0%	39%	61%	100%	40%
English Learners	*	*	706	*	*	*	*	*	*	*
Non-English Learners	*	817	740	0%	0%	0%	38%	62%	100%	38%
Homeless Students	*	*	713	*	*	*	*	*	*	11%
Students in Foster Care	*	*	707	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	30%
Migrant Students	*	*	702	*	*	*	*	*	*	*

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Mathematics Assessment - Performance By Test: Geometry

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

This includes any students who were enrolled in a Geometry course and took the Geometry assessment in grades 7 through 12. Students in sixth grade who were enrolled in a Geometry course during the 2022-23 school year were required to take both the Geometry and Grade 6 mathematics assessment. The results of their Geometry assessment are not included in these results but will be reported when the student in in grade 9.

Important Note for 2022-23: The NJDOE recommends caution in comparing the 2022-23 Geometry performance to data prior to 2019-20, as the population of students taking this assessment has changed as a result of new high school testing requirements. NJSLA data is not available for the 2020-21 school year.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	*	*	751	*	*	*	*	*	*	55%
White	*	*	753	*	*	*	*	*	*	59%
Hispanic	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	734	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	758	*	*	*	*	*	*	61%
Two or More Races	*	*	755	*	*	*	*	*	*	58%
Female	*	*	749	*	*	*	*	*	*	52%
Male	*	*	753	*	*	*	*	*	*	58%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	57%
Economically Disadvantaged Students	*	*	734	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	755	*	*	*	*	*	*	61%
Students with Disabilities	*	*	726	*	*	*	*	*	*	23%
Students without Disabilities	*	*	752	*	*	*	*	*	*	56%
English Learners	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	752	*	*	*	*	*	*	56%
Homeless Students	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	747	*	*	*	*	*	*	43%
Migrant Students	*	*	*	*	*	*	*	*	*	*

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Academic Achievement

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DLM Alternate Assessment - Participation

This table shows the number 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	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	*	*
7	*	*
8	*	*

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English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs Assessment for English language proficiency and the 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 4.5 or Above
0-2	86	67.4%	32.6%
3-4	27	70.4%	29.6%
5 or more	14	42.9%	57.1%

English Language Progress to Proficiency

This table shows the percentage of English 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/English Learners	77.5%	27.4%	Met Goal

† Target was met within a confidence interval.

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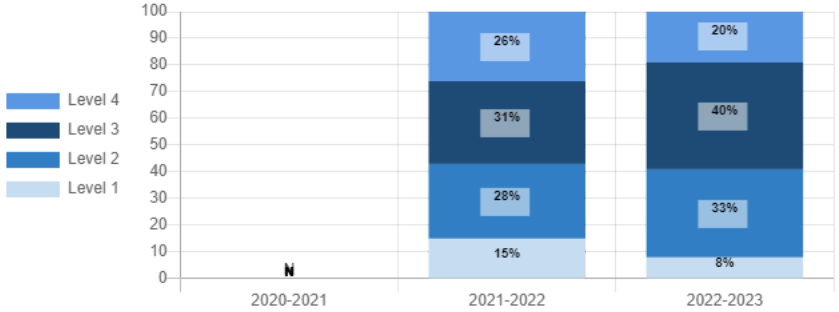
Academic Achievement

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 website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment. Visit the assessment reports page for DLM results.

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.

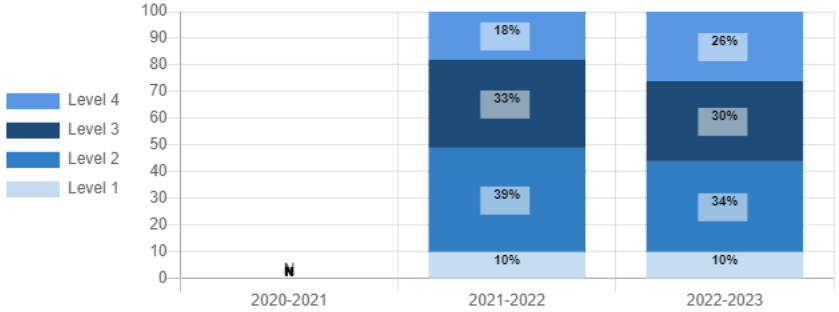
Important note for 2022-23 Reports: Due to the cancellation of statewide assessments in prior years, statewide assessment results are not available for the 2020-21 school year.



NJSLA Science Assessment: Grade 8 Summary

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

Important note for 2022-23 Reports: Due to the cancellation of statewide assessments in prior years, statewide assessment results are not available for the 2020-21 school year.



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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 website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment. Visit the assessment reports page for DLM results.

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	% Level 1	% Level 2	% Level 3	% Level 4
Districtwide	8%	33%	40%	20%
White	14%	38%	40%	8%
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	1%	26%	41%	32%
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	12%	38%	30%	20%
Male	3%	27%	50%	20%
Non-binary/undesignated gender	*	*	*	*
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	7%	33%	40%	20%
Students with Disabilities	27%	40%	20%	13%
Students without Disabilities	5%	32%	42%	21%
English Learners	*	*	*	*
Non-English Learners	7%	33%	39%	21%
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	*	*	*	*

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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 website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment. Visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Districtwide	10%	34%	30%	26%
White	14%	33%	31%	22%
Hispanic	25%	50%	25%	0%
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	3%	31%	30%	36%
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	6%	49%	19%	26%
Male	14%	21%	40%	26%
Non-binary/undesignated gender	*	*	*	*
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	10%	33%	31%	27%
Students with Disabilities	50%	30%	15%	5%
Students without Disabilities	4%	34%	33%	29%
English Learners	*	*	*	*
Non-English Learners	9%	33%	31%	27%
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	*	*	*	*

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Academic Achievement

Graduation Proficiency Assessment (NJGPA) : Grade 11

This table shows how grade 11 students performed on the New Jersey Graduation Proficiency Assessment (NJGPA), both overall and by student group. Students are identified as either Graduation Ready or Not Yet Graduation Ready for both English Language Arts (ELA) and mathematics based on their scores on the assessment.

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College and Career Readiness

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	144
7	9	0	137
8	58	9	80
Total	67	9	361

College and Career Readiness

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

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	124	0	0	0	0	125	0
7	52	0	0	0	0	79	0
8	69	0	0	0	0	56	0
Total	245	0	0	0	0	260	0

College and Career Readiness

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

Computer Science – Course Participation

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

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

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College and Career Readiness

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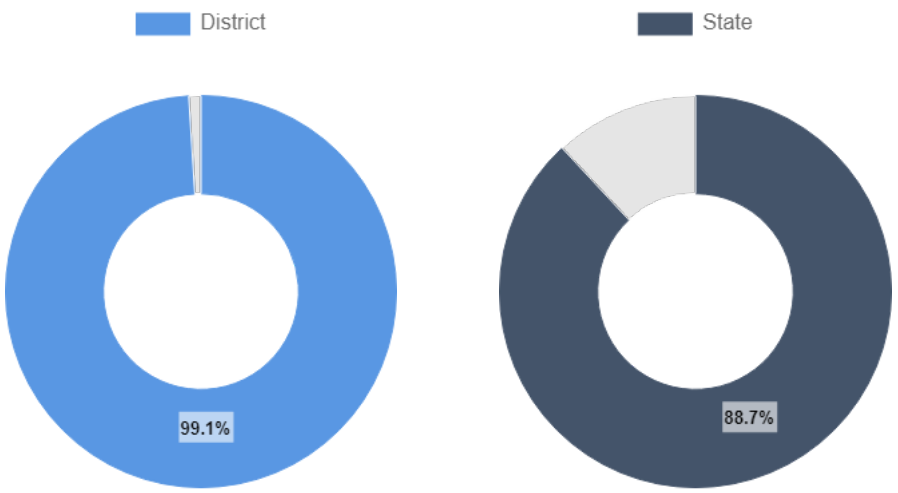
Visual and Performing Arts – Course Participation

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



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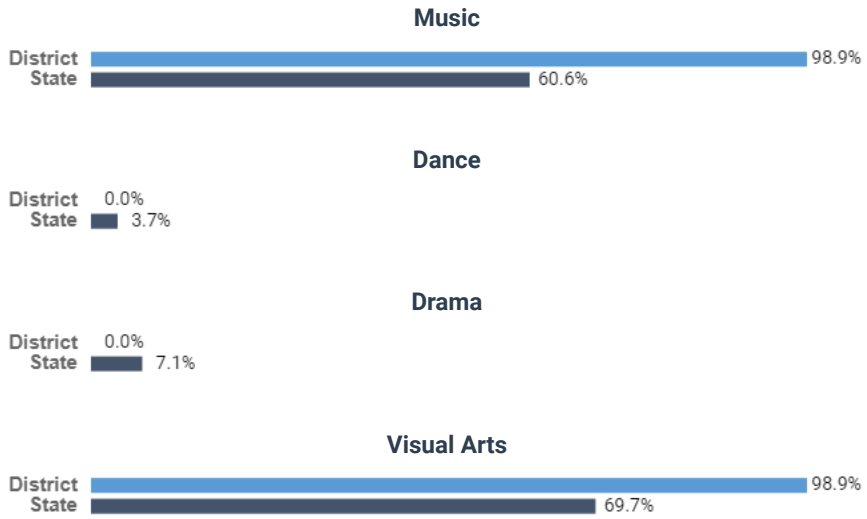
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The second set of charts show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

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 New Jersey Department of Education used input from New Jersey communities 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.

Important Note for 2022-23: The NJDOE recommends caution in comparing the 2022-23 chronic absenteeism rates with the rates from prior years as the pandemic has impacted attendance rates over the last several years.

Chronic Absenteeism

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

Student Group	# of Students Chronically Absent	% of Students Chronically Absent	State Average	Met State Average
Districtwide	100	8.5%	16.0%	Met
White	55	10.9%	16.0%	Met
Hispanic	11	11.8%	16.0%	Met
Black or African American	*	29.4%	**	**
Asian, Native Hawaiian, or Pacific Islander	26	5.1%	16.0%	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	3	6.1%	16.0%	Met
Female	*	10.5%		
Male	*	6.6%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	6	28.6%	16.0%	Not Met
Students with Disabilities	20	12.0%	16.0%	Met
English Learners	13	9.9%	16.0%	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	0	0.0%		
Migrant Students	*	*		

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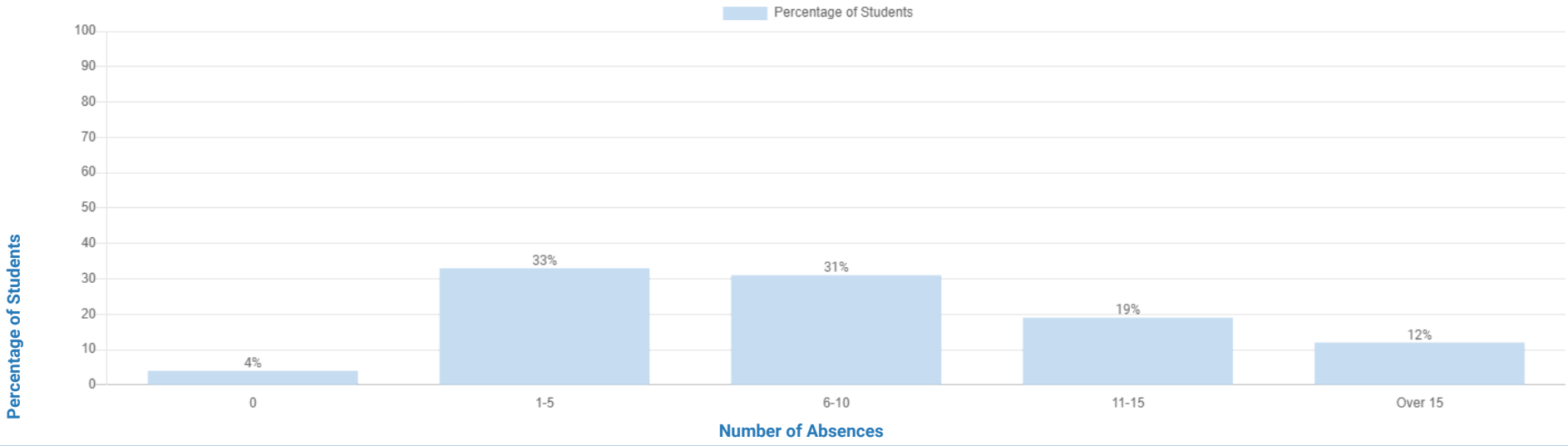
Important Note for 2022-23: The NJDOE recommends caution in comparing the 2022-23 chronic absenteeism rates with the rates from prior years as the pandemic has impacted attendance rates over the last several years.

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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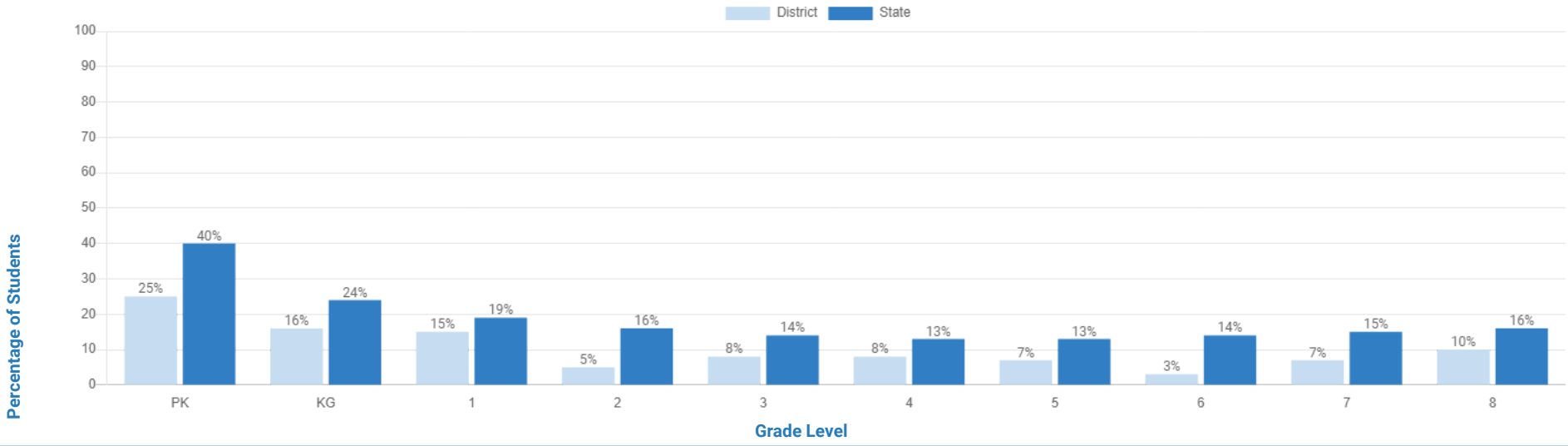
Chronic Absenteeism by Grade

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

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.

Important note for 2022-23: The NJDOE recommends caution in comparing the 2022-23 student safety data with the data from 2020-21 and 2019-20 as the pandemic impacted the data for those years.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	0.58

Police Notifications

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

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

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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	0	1	1
Religion	0	2	2
Ancestry	0	0	0
Gender	1	1	2
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	3	3
No Identified Nature	27		27

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year. The NJDOE is additionally required to report on the number, percentage, and demographics of students who received removals and that data is available on the NJDOE website.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	2	0.2%
Any Suspension	2	0.2%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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

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Climate and Environment

Student Access to Technology and Internet

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

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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 District	Teachers in State
Total Number of teachers	101	118,882
Average years experience in public schools	12.9	12.5
Average years experience in district	11.2	11.3
Number of Teachers with 4 or more years experience in the district	73	88,415
Percentage of Teachers with 4 or more years experience in the district	72.3%	74.8%
Number of out-of-field teachers	6	2,811
Percentage of out-of-field teachers	5.9%	2.4%
Number of Teachers with Provisional Credentials	14	8,605
Percentage of Teachers with Provisional Credentials	13.9%	7.3%

Administrators – Experience

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

Category	Admin. in District	Admin. in State
Total Number of administrators	7	9,952
Average years experience in public schools	12.5	16.1
Average years experience in district	4.6	12.5
Number of Administrators with 4 or more years experience in the district	3	7,675
Percentage of Administrators with 4 or more years experience in the district	42.9%	77.9%

Staff Counts

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

Staff Category	District: Total Staff Members	State: Total Staff Members
Teachers	101	118,882
Administrators	7	9,952
Librarians/Media Specialists	1	1,194
Nurses	2	2,960
School Counselors	4	4,519
Child Study Team Members	7	9,367
School Psychologists	1	2,166
School Social Workers	1	2,654
Student Assistance Coordinators	N	381
School Safety Specialists	1	694

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Student and Staff Ratios

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

Ratio	District Ratio
Students to Teachers	12:1
Students to Administrators	174:1
Teachers to Administrators	14:1
Students to Librarians/Media Specialists †	1216:1
Students to Nurses †	608:1
Students to Counselors †	304:1
Students to Child Study Team Members †,††	26:1
Students to School Psychologists †	1216:1
Students to School Social Workers †	1216:1
Students to Student Assistance Coordinators †	N
Students to School Safety Specialists †	1216:1

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

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

Teachers and Administrators – Demographics

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

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	49.0%	85-90%	*	48.0%	77.0%	57.0%
Male	51.0%	10-15%	*	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤5%	*	≤1%	≤1%	≤1%
White	43.5%	85.1%	85.7%	39.1%	82.2%	74.8%
Hispanic	8.2%	2.0%	0.0%	33.1%	8.3%	8.5%
Black or African American	1.4%	0.0%	0.0%	14.4%	6.3%	14.3%
Asian	41.3%	12.9%	14.3%	10.1%	2.4%	1.4%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Native Hawaiian or Pacific Islander	1.3%	0.0%	0.0%	0.2%	0.4%	0.6%
Two or More Races	4.1%	0.0%	0.0%	2.9%	0.2%	0.4%

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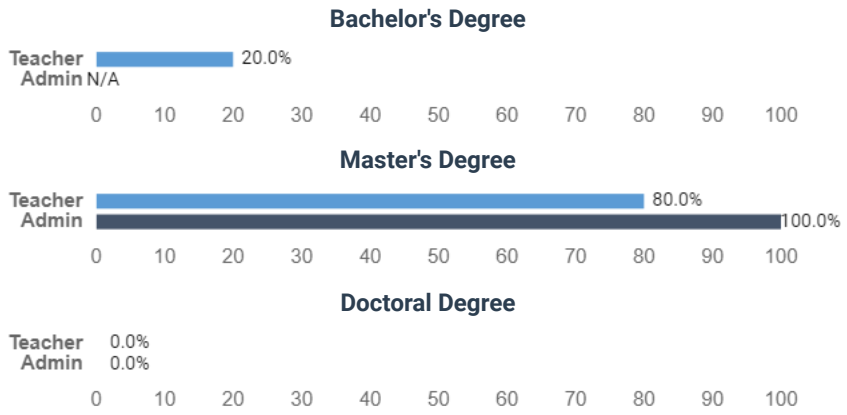
Teachers and Administrators - Level of Education

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 2021-22 that were still assigned to this district in 2022-23. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2021-22 Teachers: Same district 2022-23	89.2%	88.4%
2021-22 Administrators: Same district 2022-23	85.7%	86.6%

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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	43	>90%	≤10%	≤10%	86.0%	0.0%	0.0%	14.0%	0.0%	0.0%	0.0%	65.1%	19.0%	81.0%	0.0%
English/Language Arts/Literacy	7	*	*	*	85.7%	0.0%	0.0%	14.3%	0.0%	0.0%	0.0%	85.7%	14.3%	85.7%	0.0%
English Speakers or Other Languages	4	*	*	*	25.0%	0.0%	0.0%	75.0%	0.0%	0.0%	0.0%	75.0%	25.0%	75.0%	0.0%
Mathematics	7	*	*	*	71.4%	14.3%	0.0%	14.3%	0.0%	0.0%	0.0%	71.4%	42.9%	57.1%	0.0%
Science	4	*	*	*	75.0%	0.0%	0.0%	25.0%	0.0%	0.0%	0.0%	75.0%	25.0%	75.0%	0.0%
Social Studies/History	3	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
World Language	3	*	*	*	33.3%	33.3%	0.0%	33.3%	0.0%	0.0%	0.0%	100.0%	33.3%	66.7%	0.0%
Visual and Performing Arts	5	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	60.0%	40.0%	60.0%	0.0%
Health/Physical Education	4	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	75.0%	50.0%	50.0%	0.0%
Family & Consumer Sciences	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Computer Science/IT	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Industrial Arts	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Career and Technical Education	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Special Education	25	>80%	≤20%	≤20%	96.0%	0.0%	0.0%	4.0%	0.0%	0.0%	0.0%	72.0%	8.0%	92.0%	0.0%
Bilingual	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%

Per-Pupil Expenditures

Per-Pupil Expenditures by Source

The table below summarizes the most recently available expenses for regular and special education students taught at schools in the district. The amounts include both actual personnel and actual non-personnel expenditures and include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities. An overall cost per pupil for a given school can be calculated by adding the Central Expenditures and the Expenditures Not Assigned to a School to the School Level Expenditures reported for that school. The Average Daily Enrollment (ADE**) comes from the 2022-23 School Registry Summary (SRS).

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) 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 2022-23 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.

Closter Boro	Federal	State & Local	Total	ADE**
District Level Total Expenditures	$505	$16,345	$16,850	1,204.0
District Level Central Expenditures		$4,647	$4,647	1,204.0
Hillside Elementary School	$414	$12,530	$12,944	622.5
Tenakill Middle School	$603	$10,808	$11,411	581.4

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Accountability

New Jersey's Every Student Succeeds Act (ESSA) Accountability System New Jersey's school accountability system identifies schools that are 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.
  - The fall 2023 identification is the first year that the NJDOE identified schools in this category.

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.

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

Important Note for 2022-23 Reports: The NJDOE received approval to make a one-time change to the identification timeline under the COVID-19 State Plan Addendum. Under the approved Addendum, the NJDOE identified schools for CSI and ATSI status in both fall 2022 and fall 2023. Schools that were identified for CSI or ATSI status in fall 2022 were eligible to exit status at the end of the 2023-2024 school year if all exit criteria were met. Schools that were identified for CSI or ATSI status in fall 2023 will be eligible to exit status at the end of the 2026-2027 school year if all exit criteria are met. Schools identified for TSI status are eligible to exit annually if exit criteria are met.

The NJDOE resumed using median student growth percentiles (mSGPs) to measure academic progress, or growth, for the 2022-2023 school year. The NJDOE had received approval through the Addendum to use an alternate measure of academic progress, Relative School Improvement Measure (RSIM) for the 2021-2022 school year only because mSGPs were unavailable.

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Accountability

Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

The table below provides the list of schools in the district that have been identified for either comprehensive or targeted support for the 2024-25 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

There are currently no schools in this district identified as requiring comprehensive or targeted support during the 2024-25 school year.

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Accountability

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years.

ELA and Math Proficiency: Percentage of students who met or exceeded expectations on statewide assessments (NJSLA or DLM) **ELA and Math Growth: For 2022-23, 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 adjusted cohort graduation rate **Progress toward English Language Proficiency:** The percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs Assessment for English Language proficiency. **Chronic absenteeism:** The percentage of students who were absent for 10% or more of the days enrolled during the school year.

Important Note for 2022-23: The NJDOE received federal waivers that waived certain assessment and accountability-related requirements for the 2019-20 and 2020-21 school years. As a result, proficiency, growth, and progress toward English language proficiency data is not available for 2020-21. The growth measure used for 2021-22 was an alternate measure used because median student growth percentiles were not available for 2021-22 and the NJDOE resumed using mSGPs for 2022-2023, so growth data for 2021-22 to 2022-23 should not be compared. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

ESSA Acountability Indicator	2020-21	2021-22	2022-23
ELA Proficiency		82.2%	82.7%
Math Proficiency		71.2%	72.4%
ELA Growth		39	63
Math Growth		28	57
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		73.0%	77.5%
Chronic Absenteeism	0.7%	5.3%	8.5%

† This table shows the most recent graduation rate for reference, but accountability calculations for a given year use the prior year's graduation rate.

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Accountability

Accountability Summary by Student Group - 2022-23 School Year

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

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

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

†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:

- Closter Public Schools consistently performs high academically to meet the needs of various learner.
- Closter Schools has STEM labs in each building servicing all students in grades K-8.
- Closter is part of the Northern Valley Consortium sharing services for professional development, curriculum alingment, special education and related services.

Mission, Vision, Theme:

The Closter Public School District is dedicated to educational excellence & committed to meeting the educational needs of each child by providing the programs & environment necessary to 1) Enable every child to reach full potential 2) Promote self-esteem, respect, responsibility & appreciation of diversity 3) Develop knowledge, skills & academic achievement as per the NJ Learning Standards 4) Prepare each child for continued education & responsible citizenship 5) Instill a lifelong passion for learning.

Awards, Recognition, Accomplishments:

Closter students are recognized at the regional, state, and national levels for academic achievement and the creative arts. NAMM has named Closter one of the Best Communities for Music Education. Faculty speak at state and national conferences.

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Courses, Curriculum, Instruction:

Some features within the full spectrum of curricula include the following courses: Mandarin, Robotics, Coding, a full range of arts electives, Digital Media Literacy, Forensics, Fitness, and STEM. We use Phonics First K-2, provide Orton-Gillingham reading instruction, and have gifted education push-in/pullout programs for qualified students. Technology is available at all levels and is integrated within the curriculum. All students are assigned a device.

Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross Country (Coed), Soccer (Coed), Softball (Girls), Track and Field - Spring (Coed), Volleyball (Boys & Girls)

Students in sixth through eighth grade can participate in our middle school sports program, which includes volleyball, cross-country, soccer, basketball, track-and-field, baseball, and softball.

Clubs and Activities:

Tenakill clubs available include dance, drama, kids tutoring, ambassadors club, service club, stage crew, newspaper, culture club, photography club, poetry club, Continental Math League, garden club, television broadcasting, and student council. Grade seven and eight clubs include debate, fitness, and science olympiad. Eighth graders can participate in peer-to-peer and tutoring for community service.The Hillside PTO runs an enrichment program three days a week with courses such as chess, fencing, Korean drumming, robotics, cooking, Outrageous Pets, tennis, golf, and crafting.

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Staff and Professional Learning:

In addition to embedded professional development within the school year, the staff of Closter Public Schools participate in a consortium of seven elementary schools in which courses, resources, classroom coaching, and specifically-designed learning opportunities are designed to support and improve instruction. The Northern Valley Curriculum Consortium offers a wide variety of courses in their catalog. New staff participate in a three-year Academy with designated curriculum and coaching. Staff participate in a variety of committees, book clubs, and PLCs.

Student Supports and Services:

There are many support services offered at Closter Public Schools that are designed to assist students in their studies and social interactions. Examples include classroom interventions, the Intervention and Referral Services committee designed to offer additional strategies for struggling students. Among the services offered in school are ELL, Basic Skills, Gifted and Talented, OT/PT, Orton-Gillingham multisensory reading, speech-language services, a School Guidance Counselor and a School Psychologist.

Student Health and Wellness:

Closter students engage in physical fitness and health on a regular basis. Yoga and meditation were added to the activities. All students participate in recess every day. Sixth graders take a Northern Valley Criterion Reference Test on Health. Closter had the highest passing rate in the consortium of schools. In the middle school, the health classroom was converted into a fitness center.

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Parent and Community Involvement:

Closter has a supportive PTO. The PTO raised enough money to put air conditioning in every classroom. The PTO sponsors cultural events like the Veteran's Day and Lunar New Year assemblies, the spring musical, and school dances. In addition, parents may join the superintendent's advisory group. Parents are informed about student progress through a parent portal that not only displays grades but contacts parents about district events. Parents are also part of committees for ELL, Title I, Special Education, and HIB.

Facilities:

The Closter Public School District has two school buildings. Hillside Elementary School was built in 1955 but has had additions through 2005. Tenakill Middle School was built in the earlier part of the 20th century with extensive additions in 1996. Both schools include STEM labs, TV production studios and stages, gymnasiums, and media centers.

School Safety:

Closter invested in additional security measures in 2018 and continues to prioritze school safety. School safety is a priority for Closter Public Schools. Visitor access is limited to essential business. Staff and students practice a variety of drills. In conjunction with the Closter Police Department, upgrades to the lockdown system and evacuation plan have firmed up safety measures for the Hillside community within the past year. Cameras, outside and in, have added a level of security to the building and grounds. Frequent police presence in the school is a reassuring presence.

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Technology and STEM:

Under the program umbrella, Closter has several STEM initiatives for the students to participate in during the day and after school. Coding and robotics are embedded in the program. General education classes also participate in Hour of Code. After school activities are available through separate courses supported by the PTO. The Closter Nature Center supports the curriculum in most grades, investigating the local environment and animal habitats. Regarding technology, all teachers use Macbooks and either Promethean Boards or SmartBoards, while students utilize laptops or iPads.

Early Childhood Education:

Closter offers an integrated preschool program for students starting at three years old. Teachers are dually certified in early childhood and special education. A speech therapist is dedicated to the classes and students receive enrichment from the special area staff, such as world language, physical education, library sciences, music and movement, and art. Enrollment is limited and wait lists are often needed for general education students. Tuition is based on half day and full day services.

Effective and Efficient Use of ESSR Funding:

The district offers both hybrid and fully virtual schedules during the COVID Pandemic. Hybrid students attend on alternating four hour A/B days. For full information regarding our reopening plan, visit our district web site or https://tb2cdn.schoolwebmasters.com/accnt_390190/site_390191/Documents/Closter-Reopening-Plan.pdf.

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Other Information:

Closter Public Schools are an integral part of the borough. Teachers, staff, and parents strive to work together to foster learning opportunities for children that are challenging and interesting in a safe, relaxed, and welcoming atmosphere.