



LONG BRANCH PUBLIC SCHOOL District (25-2770)

2022-2023

County: Monmouth

District: LONG BRANCH PUBLIC SCHOOL District

540 Broadway
Long Branch, NJ 07740

Superintendent: Mr. Francisco Rodriguez

[District Website](#)

732-571-2868 X 40010



5,493
Total Students



PK-12
Grades Offered

Notes from the New Jersey Department of Education:
Due to a data submission issue, the 2022-2023 Course Participation information may be inaccurate. Please contact the district for more information.

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

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	Monmouth
District	LONG BRANCH PUBLIC SCHOOL District
Superintendent Name	Mr. Francisco Rodriguez
Address	540 Broadway, Long Branch, NJ 07740
Phone Number	732-571-2868 X 40010
Email Address	frodriguez@longbranch.k12.nj.us
Website	www.longbranch.k12.nj.us



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
A A Anastasia Elementary School	KG-05
George L. Catrambone	KG-05
Gregory Elementary School	KG-05
Joseph M. Ferraina Early Childhood Learning Center	PK-KG
Lenna W. Conrow Elementary School	PK-KG
Long Branch High School	09-12
Long Branch Middle School	06-08
Morris Avenue Elementary School	PK-KG

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	593	646	647
KG	371	371	319
1	379	331	379
2	402	380	363
3	379	389	380
4	393	389	391
5	370	396	373
6	366	367	391
7	332	363	373
8	416	334	362
9	402	451	353
10	379	392	429
11	321	342	353
12	354	346	380
Total	5,457	5,497	5,493

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	48.0%	48.0%	48.0%
Male	52.0%	52.0%	52.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	79.4%	65.3%	75.6%
Students with Disabilities	13.0%	12.6%	13.5%
English Learners	28.0%	32.6%	30.0%
Homeless Students	3.7%	5.1%	6.1%
Students in Foster Care	0.2%	0.2%	0.1%
Military-Connected Students	0.1%	0.1%	0.0%
Migrant Students	0.2%	0.2%	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	23.3%	22.0%	21.1%
Hispanic	59.4%	62.1%	63.9%
Black or African American	13.5%	12.2%	11.3%
Asian	0.7%	0.6%	0.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.2%	0.2%
Two Or More Races	2.9%	2.9%	2.9%

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 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	593	646	647
KG - Half Day	0	0	0
KG - Full Day	371	371	319

Enrollment Trends by Full and Shared Time Status

This table shows the number of full- and shared-time students for the last three years. The full-time equivalent is the number of full-time students plus half the number of shared-time students.

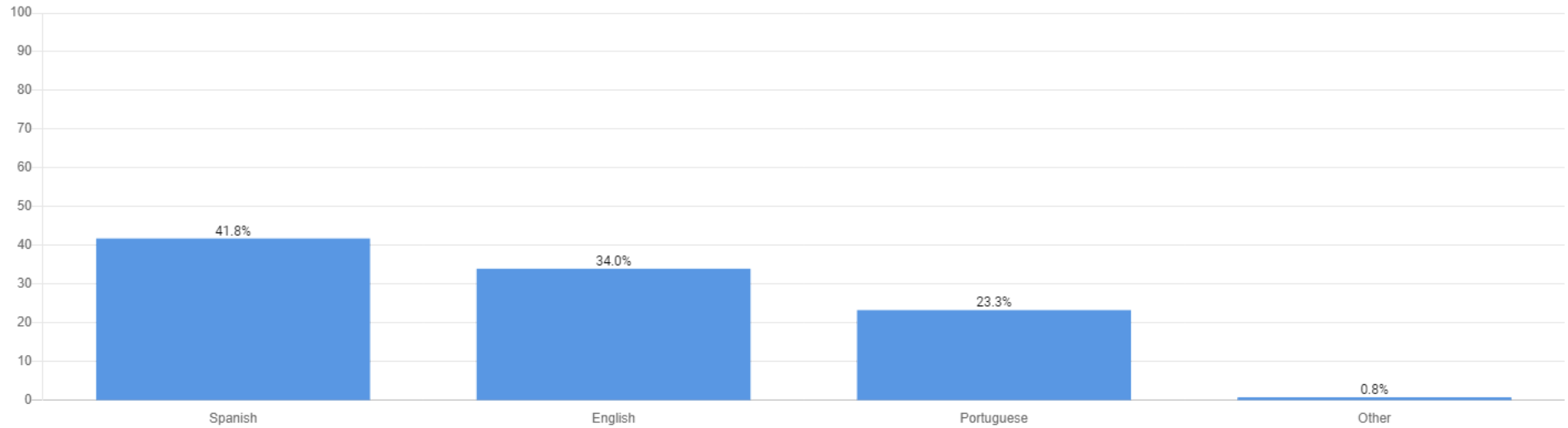
Enrollment Status	2020-21	2021-22	2022-23
Full Time Students	5,420	5,457	5,456
Shared Time Students	72	79	74
Full Time Equivalent	5,456	5,497	5,493

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 by Home Language

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



Student Growth

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

A student's SGP falls between 1 and 99 and can be grouped into three levels. An 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			43			46
Met Standard (40-59.5)?			Met Standard			Met Standard
Statewide: Median Student Growth Percentile			50			50

Student Growth

Student Growth

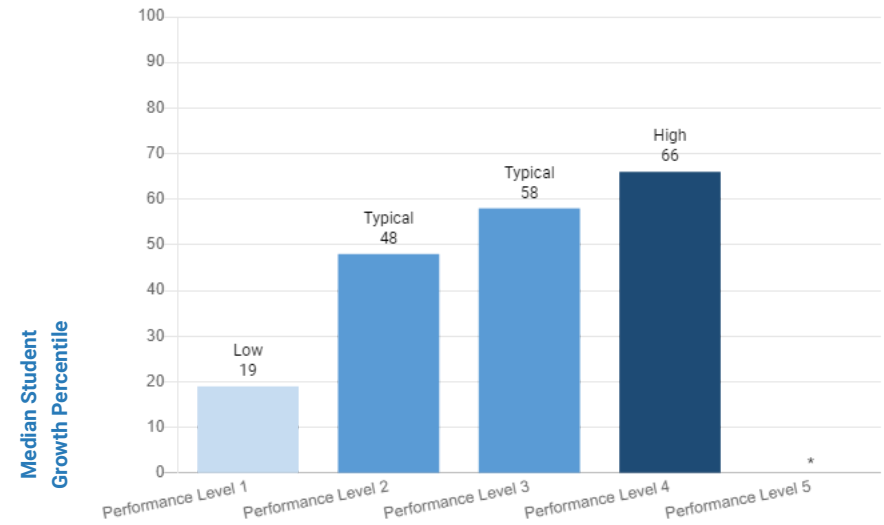
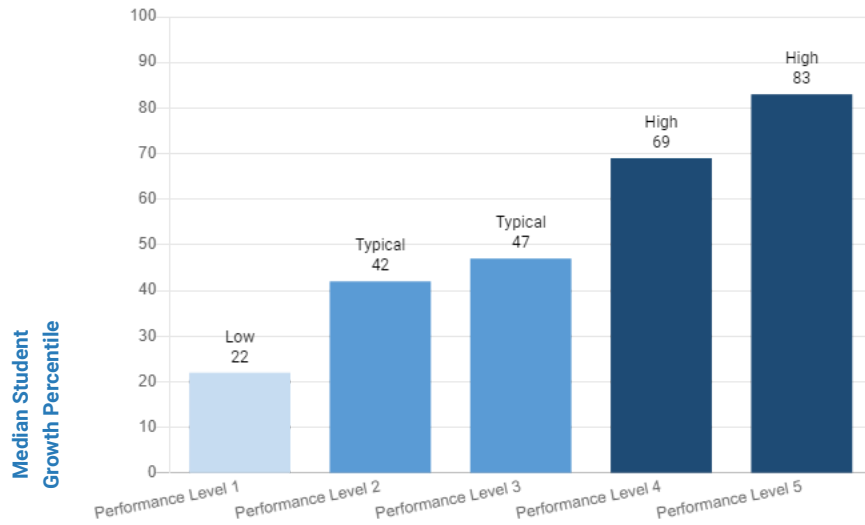
This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

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	43	50	Met Standard	46	50	Met Standard
White	47	51	Met Standard	49.5	51	Met Standard
Hispanic	42	47	Met Standard	46	47	Met Standard
Black or African American	40	45	Met Standard	40	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	60	**	*	61	**
American Indian or Alaska Native	*	54	**	*	49	**
Two or More Races	53	52	Met Standard	49	51	Met Standard
Female	45	52		45	49	
Male	42	48		47	51	
Non-Binary/Undesignated Gender	N	46.5		N	62	
Economically Disadvantaged Students	43	46	Met Standard	48	46	Met Standard
Students with Disabilities	37	40	Not Met	38.5	42	Not Met
English Learners	37.5	47	Not Met	44	48	Met Standard
Homeless Students	39	42		40	42	
Students in Foster Care	*	42		*	44	
Military-Connected Students	N	50		N	49	
Migrant Students	N	36		N	43	

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.

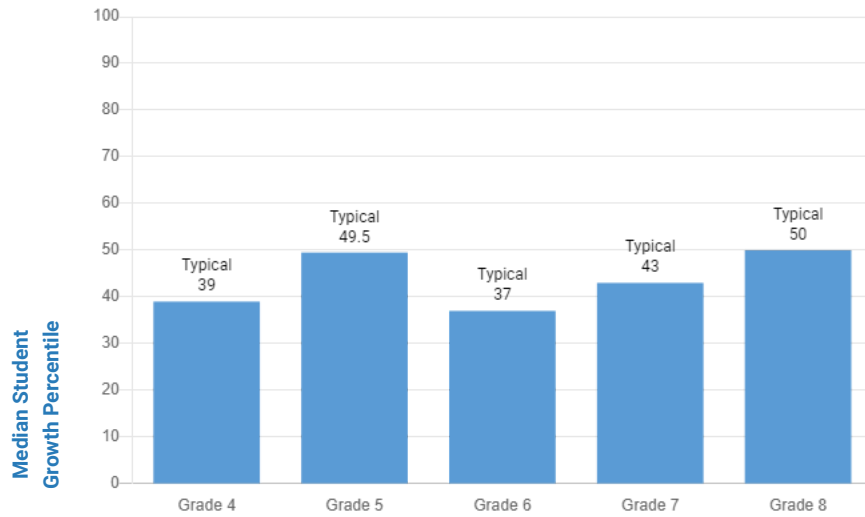


Student Growth

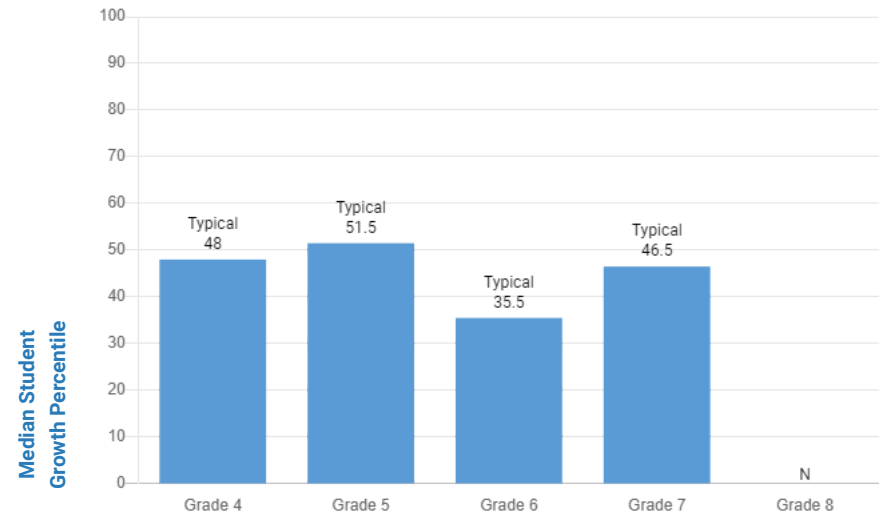
Student Growth by Grade

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

ELA



Math



Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#). For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

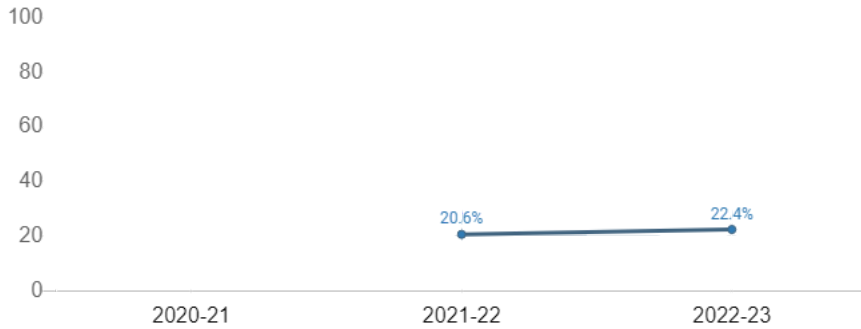
Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

English Language Arts and Mathematics Performance Trends

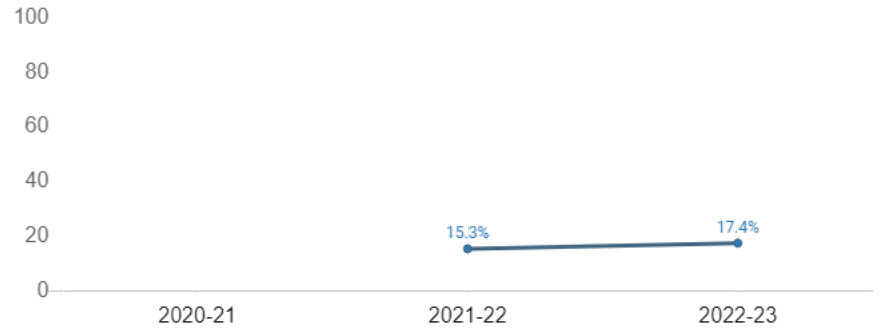
These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the New Jersey Student Learning Assessment (NJSLA) and the DLM alternate assessment for English language arts (ELA) and mathematics. The Proficiency 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		99.8%	99.7%		99.7%	99.7%
Proficiency Rate for Federal Accountability		20.6%	22.4%		15.3%	17.4%
Annual Target		37.0%	39.7%		34.7%	37.5%
Met Annual Target?		Not Met	Not Met		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.

Academic Achievement

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For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

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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	2,492	99.7%	22.4%	51.3%	22.4%	39.7%	Not Met
White	567	99.8%	31%	60.7%	31%	45.5%	Not Met
Hispanic	1,518	99.6%	19.1%	37.3%	19.1%	38%	Not Met
Black or African American	305	100%	21.6%	34%	21.6%	36.1%	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	100%	33.3%	79.8%	33.3%	**	**
American Indian or Alaska Native	*	*	*	52.7%	*	**	**
Two or More Races	87	100%	25.3%	58.2%	25.3%	43.3%	Not Met
Female	*	99.8%	26.7%	56.8%	26.7%		
Male	*	99.7%	18.4%	46%	18.4%		
Non-binary/undesignated gender	*	*	*	62.5%	*		
Economically Disadvantaged Students	1,835	99.8%	20.9%	33.4%	20.9%	37.5%	Not Met
Non-Economically Disadvantaged Students	657	99.4%	26.6%	61.3%	26.6%		
Students with Disabilities	358	100%	<10%	19.2%	<10%	27.6%	Not Met
Students without Disabilities	2,134	99.7%	24.8%	58.3%	24.8%		
English Learners	1,001	99.5%	10.3%	23.9%	10.3%	26.7%	Not Met
Non-English Learners	1,491	99.9%	30.5%	54.7%	30.5%		
Homeless Students	124	100%	<10%	23.2%	<10%		
Students in Foster Care	*	*	*	20.3%	*		
Military-Connected Students	*	*	*	49.2%	*		
Migrant Students	*	*	*	15.9%	*		

† Target was met within a confidence interval.

Academic Achievement

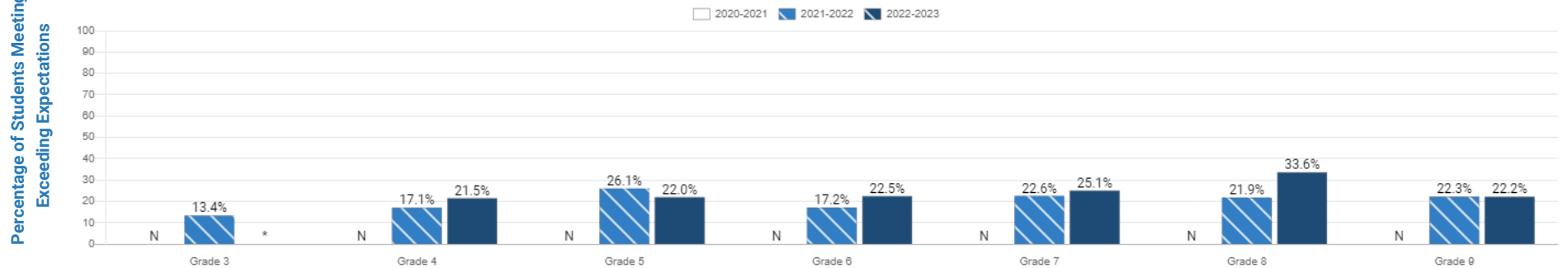
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#). For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

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 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.

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.



Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#). For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

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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	362	702	739	*	*	*	*	*	*	42%
White	102	704	749	*	*	*	*	*	*	51%
Hispanic	205	699	723	*	*	*	*	*	*	27%
Black or African American	*	701	722	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	*	*	*	*	*	*	69%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	52%
Two or More Races	17	720	749	35%	6%	41%	18%	0%	18%	51%
Female	*	705	744	46%	23%	21%	10%	0%	10%	47%
Male	*	699	734	*	*	*	*	*	*	37%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	280	701	719	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	82	704	751	*	*	*	*	*	*	53%
Students with Disabilities	*	684	709	*	*	*	*	*	*	18%
Students without Disabilities	*	704	745	*	*	*	*	*	*	47%
English Learners	110	679	703	*	*	*	*	*	*	12%
Non-English Learners	252	712	743	34%	27%	28%	11%	0%	11%	46%
Homeless Students	19	691	708	*	*	*	*	*	*	16%
Students in Foster Care	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	*	*	739	*	*	*	*	*	*	40%
Migrant Students	*	*	701	*	*	*	*	*	*	14%

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students 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	368	717	748	34%	24%	20%	21%	1%	21%	51%
White	74	728	758	23%	20%	20%	36%	0%	36%	62%
Hispanic	242	713	734	38%	26%	20%	15%	1%	16%	36%
Black or African American	36	719	733	31%	25%	22%	22%	0%	22%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	55%
Two or More Races	13	717	757	46%	15%	8%	31%	0%	31%	60%
Female	*	719	752	31%	27%	20%	22%	0%	22%	55%
Male	*	716	745	38%	21%	20%	20%	1%	21%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	292	714	731	38%	25%	19%	17%	1%	18%	32%
Non-Economically Disadvantaged Students	76	730	759	21%	20%	25%	34%	0%	34%	63%
Students with Disabilities	*	690	720	*	*	*	*	*	*	22%
Students without Disabilities	*	721	755	30%	24%	22%	23%	1%	24%	58%
English Learners	110	689	712	*	*	*	*	*	*	14%
Non-English Learners	258	730	752	17%	26%	26%	29%	1%	30%	55%
Homeless Students	24	698	720	*	*	*	*	*	*	22%
Students in Foster Care	*	*	724	*	*	*	*	*	*	25%
Military-Connected Students	*	*	748	*	*	*	*	*	*	51%
Migrant Students	*	*	697	*	*	*	*	*	*	15%

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	363	723	750	24%	28%	26%	21%	1%	22%	53%
White	79	731	759	18%	16%	34%	30%	1%	32%	64%
Hispanic	227	720	736	26%	34%	21%	19%	0%	19%	39%
Black or African American	49	723	733	27%	22%	29%	22%	0%	22%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	752	*	*	*	*	*	*	53%
Two or More Races	*	*	759	*	*	*	*	*	*	62%
Female	*	728	755	20%	29%	26%	24%	1%	25%	58%
Male	*	719	745	28%	27%	26%	19%	0%	19%	48%
Non-binary/undesignated gender	*	*	747	*	*	*	*	*	*	40%
Economically Disadvantaged Students	275	724	732	25%	26%	27%	22%	1%	23%	34%
Non-Economically Disadvantaged Students	88	722	761	22%	33%	25%	20%	0%	20%	65%
Students with Disabilities	*	705	720	*	*	*	*	*	*	20%
Students without Disabilities	*	726	756	21%	27%	28%	24%	1%	25%	60%
English Learners	*	690	707	*	*	*	*	*	*	*
Non-English Learners	*	732	754	12%	29%	32%	27%	1%	28%	57%
Homeless Students	19	701	721	53%	26%	11%	11%	0%	11%	23%
Students in Foster Care	*	*	723	*	*	*	*	*	*	20%
Military-Connected Students	*	*	750	*	*	*	*	*	*	53%
Migrant Students	*	*	717	*	*	*	*	*	*	29%

Academic Achievement

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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 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	351	720	752	30%	22%	23%	19%	6%	25%	56%
White	82	730	761	21%	22%	23%	23%	11%	34%	65%
Hispanic	214	718	738	33%	23%	21%	17%	5%	22%	41%
Black or African American	41	714	735	39%	15%	24%	17%	5%	22%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	784	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	55%
Two or More Races	11	725	758	18%	18%	45%	18%	0%	18%	62%
Female	*	728	759	24%	21%	23%	22%	10%	32%	62%
Male	*	714	746	36%	22%	23%	16%	3%	19%	50%
Non-binary/undesignated gender	*	*	759	*	*	*	*	*	*	53%
Economically Disadvantaged Students	256	721	735	31%	20%	23%	19%	6%	25%	38%
Non-Economically Disadvantaged Students	95	720	762	28%	25%	22%	18%	6%	24%	66%
Students with Disabilities	57	697	715	*	*	*	*	*	*	18%
Students without Disabilities	294	725	760	25%	22%	24%	21%	7%	28%	63%
English Learners	72	684	701	*	*	*	*	*	*	*
Non-English Learners	279	730	756	20%	21%	28%	23%	8%	31%	59%
Homeless Students	16	696	722	63%	13%	13%	6%	6%	13%	25%
Students in Foster Care	*	*	716	*	*	*	*	*	*	19%
Military-Connected Students	*	*	749	*	*	*	*	*	*	54%
Migrant Students	*	*	701	*	*	*	*	*	*	10%

Academic Achievement

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For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

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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	2,620	99.7%	17.4%	38.2%	17.4%	37.5%	Not Met
White	599	99.5%	23.5%	48.7%	23.5%	45.2%	Not Met
Hispanic	1,602	99.8%	15.7%	22.2%	15.7%	36.1%	Not Met
Black or African American	315	99.7%	13%	17.9%	13%	31.5%	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	100%	31.3%	73.1%	31.3%	**	**
American Indian or Alaska Native	*	*	*	40.1%	*	**	**
Two or More Races	85	98.8%	18.8%	46.4%	18.8%	43.3%	Not Met
Female	*	99.8%	14.8%	36.5%	14.8%		
Male	*	99.6%	19.8%	39.9%	19.8%		
Non-binary/undesignated gender	*	*	*	36.8%	*		
Economically Disadvantaged Students	1,865	99.5%	15.8%	19.5%	15.8%	36.3%	Not Met
Non-Economically Disadvantaged Students	755	100%	21.2%	48.8%	21.2%		
Students with Disabilities	353	98.1%	<10%	15.7%	<10%	27.1%	Not Met
Students without Disabilities	2,267	99.9%	18.6%	43%	18.6%		
English Learners	1,064	99.9%	12.6%	18.1%	12.6%	32%	Not Met
Non-English Learners	1,556	99.5%	20.6%	41%	20.6%		
Homeless Students	134	100%	<10%	11.9%	<10%		
Students in Foster Care	*	*	*	<10%	*		
Military-Connected Students	*	*	*	37.3%	*		
Migrant Students	*	*	*	12.7%	*		

† Target was met within a confidence interval.

Academic Achievement

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

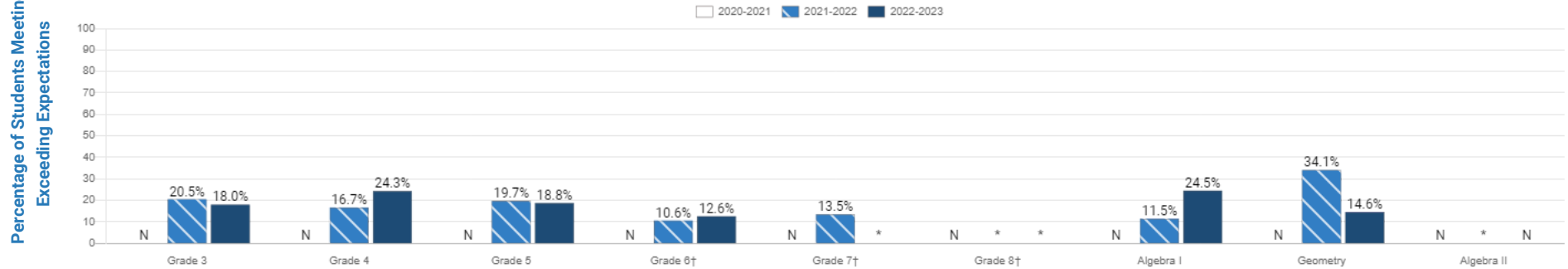
For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

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.

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.

Academic Achievement

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For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

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.

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	373	718	745	29%	27%	26%	16%	2%	18%	46%
White	108	723	756	22%	27%	29%	20%	2%	22%	58%
Hispanic	210	716	731	33%	27%	23%	15%	2%	17%	29%
Black or African American	*	712	725	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	752	*	*	*	*	*	*	57%
Two or More Races	17	721	753	24%	24%	35%	18%	0%	18%	53%
Female	*	717	743	31%	25%	28%	13%	2%	15%	44%
Male	*	719	747	27%	29%	24%	19%	2%	21%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	284	719	727	28%	27%	27%	15%	2%	17%	26%
Non-Economically Disadvantaged Students	89	716	756	34%	26%	20%	18%	2%	20%	58%
Students with Disabilities	*	694	724	*	*	*	*	*	*	24%
Students without Disabilities	*	721	750	26%	27%	28%	17%	2%	19%	50%
English Learners	119	702	721	*	*	*	*	*	*	20%
Non-English Learners	254	726	749	20%	27%	29%	21%	3%	24%	50%
Homeless Students	20	711	716	*	*	*	*	*	*	16%
Students in Foster Care	*	*	718	*	*	*	*	*	*	16%
Military-Connected Students	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	728	*	*	*	*	*	*	25%

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#). For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

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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	382	722	743	24%	28%	23%	24%	1%	24%	44%
White	77	733	754	16%	23%	23%	38%	0%	38%	57%
Hispanic	253	719	729	25%	30%	26%	19%	1%	19%	27%
Black or African American	36	714	723	33%	33%	17%	17%	0%	17%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	750	*	*	*	*	*	*	49%
Two or More Races	13	717	751	38%	15%	0%	46%	0%	46%	54%
Female	*	722	741	21%	31%	29%	19%	0%	19%	42%
Male	*	722	745	28%	24%	17%	28%	2%	30%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	298	719	725	26%	31%	21%	21%	0%	21%	24%
Non-Economically Disadvantaged Students	84	731	754	18%	17%	30%	33%	2%	36%	57%
Students with Disabilities	*	687	720	*	*	*	*	*	*	21%
Students without Disabilities	*	726	748	19%	29%	25%	26%	1%	27%	49%
English Learners	124	704	716	*	*	*	*	*	*	14%
Non-English Learners	258	731	747	17%	24%	25%	33%	1%	34%	48%
Homeless Students	*	709	715	*	*	*	*	*	*	15%
Students in Foster Care	*	*	713	*	*	*	*	*	*	13%
Military-Connected Students	*	*	744	*	*	*	*	*	*	45%
Migrant Students	*	*	712	*	*	*	*	*	*	21%

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	373	724	740	22%	29%	30%	18%	1%	19%	40%
White	82	732	750	17%	23%	30%	27%	2%	29%	52%
Hispanic	234	723	726	22%	30%	31%	17%	0%	17%	23%
Black or African American	49	713	720	33%	31%	27%	8%	2%	10%	18%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	742	*	*	*	*	*	*	42%
Two or More Races	*	*	749	*	*	*	*	*	*	50%
Female	*	724	739	21%	34%	28%	16%	1%	17%	38%
Male	*	723	741	24%	24%	32%	20%	1%	20%	42%
Non-binary/undesignated gender	*	*	745	*	*	*	*	*	*	45%
Economically Disadvantaged Students	278	724	723	20%	31%	28%	20%	0%	21%	19%
Non-Economically Disadvantaged Students	95	721	751	28%	23%	35%	12%	2%	14%	52%
Students with Disabilities	*	702	719	*	*	*	*	*	*	17%
Students without Disabilities	*	727	745	18%	28%	32%	20%	1%	21%	45%
English Learners	*	705	711	*	*	*	*	*	*	*
Non-English Learners	*	729	743	16%	27%	36%	21%	1%	22%	43%
Homeless Students	20	715	713	40%	25%	10%	25%	0%	25%	11%
Students in Foster Care	*	*	714	*	*	*	*	*	*	10%
Military-Connected Students	*	*	741	*	*	*	*	*	*	39%
Migrant Students	*	*	713	*	*	*	*	*	*	21%

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	316	703	716	*	*	*	*	*	*	18%
White	67	707	727	*	*	*	*	*	*	25%
Hispanic	187	702	709	*	*	*	*	*	*	12%
Black or African American	42	700	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	739	*	*	*	*	*	*	41%
American Indian or Alaska Native	*	*	708	*	*	*	*	*	*	12%
Two or More Races	17	702	719	53%	24%	12%	12%	0%	12%	21%
Female	*	703	717	*	*	*	*	*	*	17%
Male	*	702	716	*	*	*	*	*	*	18%
Non-binary/undesignated gender	*	*	728	*	*	*	*	*	*	28%
Economically Disadvantaged Students	221	702	707	*	*	*	*	*	*	11%
Non-Economically Disadvantaged Students	95	705	723	*	*	*	*	*	*	23%
Students with Disabilities	45	690	699	*	*	*	*	*	*	*
Students without Disabilities	271	705	721	*	*	*	*	*	*	21%
English Learners	55	692	694	*	*	*	*	*	*	*
Non-English Learners	261	705	718	*	*	*	*	*	*	19%
Homeless Students	21	691	700	*	*	*	*	*	*	*
Students in Foster Care	*	*	692	*	*	*	*	*	*	*
Military-Connected Students	*	*	721	*	*	*	*	*	*	22%
Migrant Students	*	*	686	*	*	*	*	*	*	*

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 is 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	449	723	738	23%	35%	18%	23%	1%	24%	35%
White	93	730	747	16%	29%	24%	29%	2%	31%	46%
Hispanic	290	722	723	25%	37%	16%	21%	1%	22%	20%
Black or African American	*	722	720	22%	35%	20%	24%	0%	24%	16%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	*	*	*	*	*	*	73%
American Indian or Alaska Native	*	*	732	*	*	*	*	*	*	31%
Two or More Races	*	*	746	*	*	*	*	*	*	44%
Female	*	722	737	25%	35%	18%	22%	1%	23%	34%
Male	*	725	739	22%	34%	18%	24%	2%	26%	37%
Non-binary/undesignated gender	*	*	739	*	*	*	*	*	*	34%
Economically Disadvantaged Students	243	722	722	24%	35%	22%	18%	2%	20%	18%
Non-Economically Disadvantaged Students	206	726	746	22%	35%	13%	30%	0%	30%	44%
Students with Disabilities	*	710	712	26%	58%	6%	10%	0%	10%	*
Students without Disabilities	*	725	742	23%	33%	18%	24%	1%	26%	40%
English Learners	*	701	706	*	*	*	*	*	*	*
Non-English Learners	*	728	740	19%	32%	20%	28%	2%	29%	38%
Homeless Students	*	704	713	*	*	*	*	*	*	11%
Students in Foster Care	*	*	707	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	30%
Migrant Students	*	*	702	*	*	*	*	*	*	*

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#). For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

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.

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	13	12
4	14	15
5	*	*
6	*	*
7	*	*
8	*	*
9	N	N
10	N	N
11	*	*

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Academic Achievement

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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 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.

For additional data showing both the number and percentage of students with an overall score of 4.5 or above, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score 4.5 or Above
0-2	528	>90%	<10%
3-4	264	>90%	<10%
5 or more	318	>90%	<10%

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	26.3%	27.4%	Met Target†

† Target was met within a confidence interval.

Academic Achievement

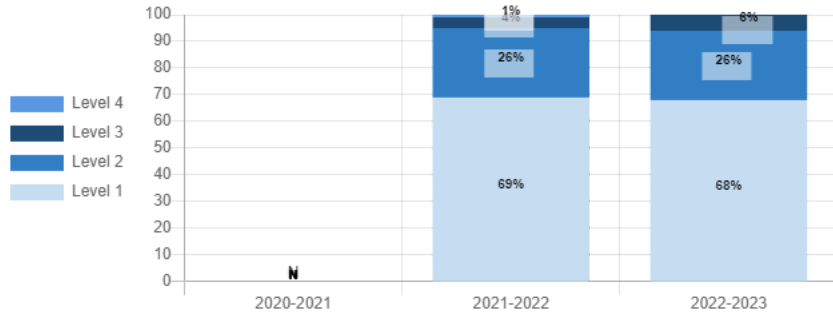
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students who took the Dynamic Learning Maps (DLM) Science assessment. Visit the [assessment reports page](#) for DLM results.

For detailed information showing comparisons of the percentage of students performing at each of the four NJSLA-Science performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

NJSLA Science Assessment: Grade 5 Summary

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

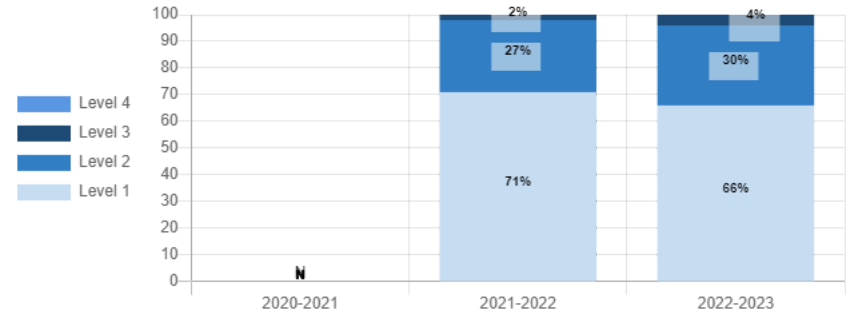
Important note for 2022-23 Reports: Due to the cancellation of statewide assessments in prior years, statewide assessment results are not available for the 2020-21 school year.



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.



Academic Achievement

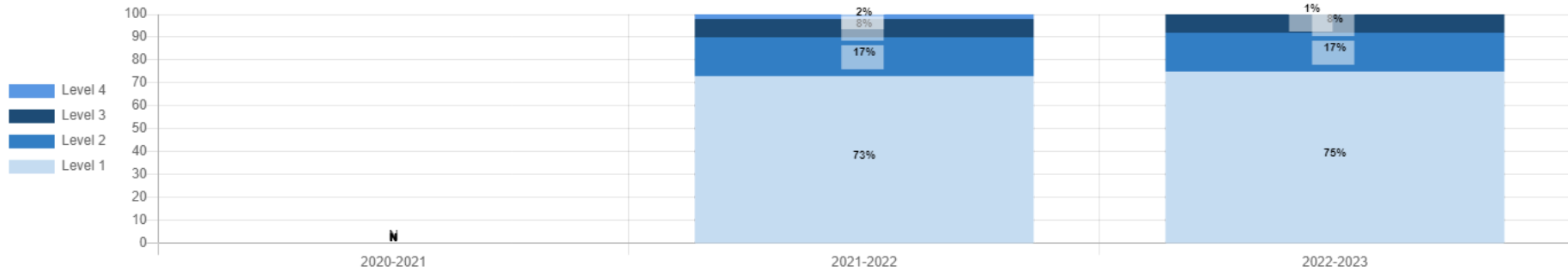
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For detailed information showing comparisons of the percentage of students performing at each of the four NJSLA-Science performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

NJSLA Science Assessment: Grade 11 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 who took the Dynamic Learning Maps (DLM) Science assessment. Visit the [assessment reports page](#) for DLM results.

For detailed information showing comparisons of the percentage of students performing at each of the four NJSLA-Science performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Districtwide	68%	26%	6%	0%
White	56%	29%	15%	0%
Hispanic	71%	26%	4%	0%
Black or African American	78%	20%	2%	0%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	68%	29%	4%	0%
Male	68%	23%	8%	0%
Non-binary/undesignated gender	*	*	*	*
Economically Disadvantaged Students	67%	27%	6%	0%
Non-Economically Disadvantaged Students	71%	22%	7%	0%
Students with Disabilities	83%	17%	0%	0%
Students without Disabilities	66%	27%	7%	0%
English Learners	*	*	*	*
Non-English Learners	61%	32%	7%	0%
Homeless Students	86%	10%	5%	0%
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	*	*	*	*

Academic Achievement

The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students who took the Dynamic Learning Maps (DLM) Science assessment. Visit the [assessment reports page](#) for DLM results.

For detailed information showing comparisons of the percentage of students performing at each of the four NJSLA-Science performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

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	66%	30%	4%	0%
White	59%	33%	6%	1%
Hispanic	68%	28%	4%	0%
Black or African American	68%	27%	5%	0%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	68%	26%	5%	0%
Female	65%	31%	3%	0%
Male	66%	28%	5%	1%
Non-binary/undesignated gender	*	*	*	*
Economically Disadvantaged Students	67%	29%	3%	0%
Non-Economically Disadvantaged Students	62%	30%	8%	0%
Students with Disabilities	89%	9%	2%	0%
Students without Disabilities	62%	33%	5%	0%
English Learners	*	*	*	*
Non-English Learners	61%	33%	5%	0%
Homeless Students	80%	20%	0%	0%
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 who took the Dynamic Learning Maps (DLM) Science assessment. Visit the [assessment reports page](#) for DLM results.

For detailed information showing comparisons of the percentage of students performing at each of the four NJSLA-Science performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

NJSLA Science Assessment: Grade 11

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	75%	17%	8%	1%
White	59%	24%	16%	1%
Hispanic	79%	16%	5%	0%
Black or African American	82%	10%	8%	0%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	50%	40%	10%	0%
Female	75%	16%	9%	1%
Male	74%	18%	7%	0%
Non-binary/undesignated gender	*	*	*	*
Economically Disadvantaged Students	78%	15%	7%	0%
Non-Economically Disadvantaged Students	69%	21%	9%	1%
Students with Disabilities	*	*	*	*
Students without Disabilities	72%	18%	9%	1%
English Learners	*	*	*	*
Non-English Learners	71%	20%	8%	1%
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	*	*	*	*

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.

Student Group	ELA Valid Scores	District % Graduation Ready: ELA	State % Graduation Ready: ELA	Math Valid Scores	District % Graduation Ready: Math	State % Graduation Ready: Math
Districtwide	398	62.3%	80.5%	398	30.4%	55%
White	69	68.1%	88.3%	69	50.7%	68%
Hispanic	255	61.2%	69.4%	255	27.1%	36.3%
Black or African American	60	60%	68.5%	60	16.7%	30.3%
Asian, Native Hawaiian, or Pacific Islander	*	*	>90%	*	*	86.8%
American Indian or Alaska Native	*	*	73.1%	*	*	45.9%
Two or More Races	*	*	86.2%	*	*	64.2%
Female	*	70.4%	85.4%	*	27.4%	55.9%
Male	*	55.7%	75.7%	*	32.9%	54.2%
Non-binary/undesignated gender	*	*	88.7%	*	*	68.5%
Economically Disadvantaged Students	240	61.7%	67.9%	240	26.7%	34.1%
Non-Economically Disadvantaged Students	158	63.3%	85.6%	158	36.1%	63.8%
Students with Disabilities	56	19.6%	47.1%	56	<10%	17%
Students without Disabilities	342	69.3%	86%	342	35.1%	61.3%
English Learners	49	10.2%	17.7%	49	<10%	<10%
Non-English Learners	349	69.6%	83.6%	349	33.8%	57.7%
Homeless Students	13	23.1%	50.7%	13	<10%	19.8%
Students in Foster Care	*	*	34.1%	*	*	<10%
Military-Connected Students	*	*	80.2%	*	*	49%
Migrant Students	*	*	27.6%	*	*	15.8%



College and Career Readiness

Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

Important Note for 2022-23: 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.

PSAT, SAT, & ACT - Participation

This table shows information about participation in the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam during the 2022-23 school year. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	District Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2022-2023	89.4%	78.3%
12th graders taking SAT in 2022-2023 or prior years	86.3%	61.9%
12th graders taking ACT in 2022-2023 or prior years	0.0%	7.7%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students who scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	District Average Score	State Average Score	College Readiness Benchmarks	District - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	397	466	Grade 10: 430 Grade 11: 460	28%	56%
PSAT 10/NMSQT - Math	411	462	Grade 10: 480 Grade 11: 510	12%	35%
SAT - Reading and Writing	435	533	480	32%	67%
SAT - Math	431	525	530	16%	48%
ACT - Reading	N	25	22	N	66%
ACT - English	N	24	18	N	80%
ACT - Math	N	24	22	N	63%
ACT - Science	N	24	23	N	59%

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College and Career Readiness

Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.

Students enrolled in one or more AP or IB course



Students taking one or more AP or IB exam



Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exam



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



College and Career Readiness

Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

AP/IB and Dual Enrollment Participation by Student Group

This table shows the percentage of 11th and 12th graders who were enrolled in one or more AP or IB and dual enrollment courses, with a comparison to the state.

Student Group	% Enrolled in one or more AP or IB course	% Enrolled in one or more Dual Enrollment course	State: % Enrolled in one or more AP or IB course	State: % Enrolled in one or more Dual Enrollment course
Districtwide	19.1%	0.0%	34.9%	24.0%
White	24.2%	0.0%	40.0%	29.8%
Hispanic	16.7%	0.0%	22.4%	17.1%
Black or African American	18.2%	0.0%	19.2%	15.6%
Asian, Native Hawaiian, or Pacific Islander	*	*	68.2%	29.5%
American Indian or Alaska Native	*	*	28.9%	27.4%
Two or More Races	27.6%	0.0%	39.0%	25.8%
Female	25.6%	0.0%	40.2%	27.1%
Male	13.7%	0.0%	29.6%	20.8%
Non-Binary/Undesignated Gender	N	N	35.6%	20.7%
Economically Disadvantaged Students	17.5%	0.0%	21.6%	17.2%
Students with Disabilities	3.5%	0.0%	4.6%	9.0%
English Learners	2.8%	0.0%	9.6%	7.1%
Homeless Students	2.9%	0.0%	10.1%	13.7%
Students In Foster Care	N	N	2.4%	3.3%
Military-Connected Students	N	N	31.1%	25.4%
Migrant Students	N	N	9.4%	25.0%

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College and Career Readiness

Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	8	8
AP Calculus AB	19	19
AP Computer Science Principles	6	6
AP English Language and Composition	34	32
AP English Literature and Composition	37	36
AP Environmental Science	40	39
AP Human Geography	14	14
AP Macroeconomics	20	19
AP Physics 1	21	18
AP Psychology	14	12
AP Spanish Language	15	16
AP Statistics	21	19
AP Studio Art—Drawing Portfolio	7	4
AP U.S. Government and Politics	8	8
AP U.S. History	13	13
AP World History: Modern	9	8
Total Exams taken		271
Exams with scores of at least 3 on AP exams or 4 on IB exams		106

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College and Career Readiness

This section contains information about participation in approved Career and Technical Education (CTE) programs, Structured Learning Experiences, work-based learning, and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, and the Perkins State-Wide Performance Data report, please visit the [NJDOE's Career and Technical Education website](#).

Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences (SLEs) during the school year. SLEs include work-based learning (WBL) programs. Examples of WBL experiences include job shadowing, school-based enterprise, community service, service learning, volunteering, internships, cooperative education experiences, and apprenticeships. Depending on the type of WBL experience, these may be paid or unpaid.

For additional information about students in approved career and technical education (CTE) programs/programs of study who participated in WBL experiences during the school year, see the new WBL Participation by Career Cluster table.

Structured Learning Experiences



College and Career Readiness

This section contains information about participation in approved Career and Technical Education (CTE) programs, Structured Learning Experiences, work-based learning, and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, and the Perkins State-Wide Performance Data report, please visit the [NJDOE's Career and Technical Education website](#).

Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	District: % CTE Participants	District: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Districtwide	0.2%	2.3%	7.1%	10.5%
White	0.0%	2.0%	5.7%	10.0%
Hispanic	0.1%	2.5%	8.9%	10.9%
Black or African American	0.9%	2.0%	8.5%	11.1%
Asian, Native Hawaiian, or Pacific Islander	0.0%	8.3%	5.8%	10.6%
American Indian or Alaska Native	*	*	6.7%	9.4%
Two or More Races	1.6%	0.0%	6.5%	10.7%
Female	0.1%	3.0%	7.1%	10.9%
Male	0.3%	1.7%	7.2%	10.2%
Non-Binary/Undesignated Gender	*	*	7.3%	13.6%
Economically Disadvantaged Students	0.2%	2.2%	9.4%	11.2%
Students with Disabilities	1.6%	4.0%	5.8%	8.2%
English Learners	0.0%	0.0%	7.0%	3.6%
Homeless Students	0.0%	0.6%	8.5%	5.5%
Students In Foster Care	*	*	4.6%	6.8%
Military-Connected Students	*	*	9.0%	12.5%
Migrant Students	*	*	6.4%	12.8%

College and Career Readiness

This section contains information about participation in approved Career and Technical Education (CTE) programs, Structured Learning Experiences, work-based learning, and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, and the Perkins State-Wide Performance Data report, please visit the [NJDOE's Career and Technical Education website](#).

Work-Based Learning Participation by Career Cluster

This table shows the number of students in an approved CTE program/program of study in grades 9 through 12 who participated in a work-based learning experience during the school year. Work-based learning can include career exploration (e.g., community service, job shadowing, school-based enterprise, service learning, or volunteering), career preparation (e.g., cooperative education experience or paid/unpaid internships), or career training (e.g., pre-apprenticeship/apprenticeship registered with the USDOL-OA). This table only includes students enrolled in an approved CTE program/program of study. See the Structured Learning Experiences table for information on all high school students (both CTE and non-CTE).

Career Cluster	Students Participating in Work-Based Learning
Agriculture, Food & Natural Resources	*
Architecture & Construction	*
Arts, A/V Technology & Communications	*
Health Science	16
Hospitality & Tourism	*
Human Services	20
Manufacturing	*
Marketing	*
Transportation, Distribution & Logistics	*
Total	69

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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials

District ■ 0.6%
State ■ 1.8%

College and Career Readiness

This section contains information about participation in approved Career and Technical Education (CTE) programs, Structured Learning Experiences, work-based learning, and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, and the Perkins State-Wide Performance Data report, please visit the [NJDOE's Career and Technical Education website](#).

Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students who earned one or more industry-valued credentials, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	*	*	*
Architecture & Construction	*	*	*
Arts, A/V Technology & Communications	*	*	*
Business Management & Administration	*	*	*
Health Science	16	*	10
Hospitality & Tourism	12	*	*
Human Services	20	10	10
Manufacturing	*	*	*
Marketing	*	*	*
Transportation, Distribution & Logistics	*	*	*
Total	77	19	26

Report Key:

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

College and Career Readiness

Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

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. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Grade Level and Other Math
6	0	0	0	0	0	0	410
7	0	0	0	0	0	0	377
8	46	0	0	0	0	0	328
9	318	49	0	0	0	0	199
10	6	381	43	1	0	0	74
11	0	38	237	24	9	26	67
12	2	7	10	22	10	66	213
Total	372	475	290	47	19	92	1,668
Enrolled in AP/IB Course					19	21	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	283	5	0	5	0	19
10	17	363	0	54	0	42
11	6	57	0	192	78	40
12	12	40	0	48	15	43
Total	318	465	0	299	93	144
Enrolled in AP/IB Course	8	0		40	21	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

College and Career Readiness

Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	374	9	0	3	3	18
10	18	431	21	45	31	22
11	1	374	10	19	11	19
12	8	131	50	49	40	65
Total	401	945	81	116	85	124
Enrolled in AP/IB Course	9	13	20	14		22
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	9	0	0	0	0	0	338
7	12	0	0	0	0	0	260
8	11	0	0	0	0	0	249
9	162	30	0	0	0	0	0
10	201	41	49	0	0	0	0
11	76	39	26	0	0	0	0
12	75	16	22	0	0	0	0
Total	546	126	97	0	0	0	847
Enrolled in AP/IB Course	15	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	20	0	7	0	0	0	0

College and Career Readiness

Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

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. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

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	28	0	0	0	0	0	0
7	28	0	0	0	0	0	0
8	40	0	0	0	0	0	0
9	N	N	N	N	N	N	N
10	N	N	N	N	N	N	N
11	0	1	0	0	0	0	0
12	0	5	0	0	0	0	0
Total	96	6	0	0	0	0	0
Enrolled in AP/IB Course	0	6		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

College and Career Readiness

Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Seal of Biliteracy

The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. This table shows the number of Seals of Biliteracy earned by language and the percentage of grade 12 students earning a seal in each language. Students may be counted more than once if they earned Seals across more than one language. The table provides the overall number of seals earned and the total unique number of students earning seals. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Language	Students Earning a Seal of Biliteracy	Percentage of 12th Graders
Chinese	*	*
Portuguese	33	8.7%
Spanish	74	19.5%
Total Seals Earned	*	NA
Total Unique Students Earning Seals	*	28.2%

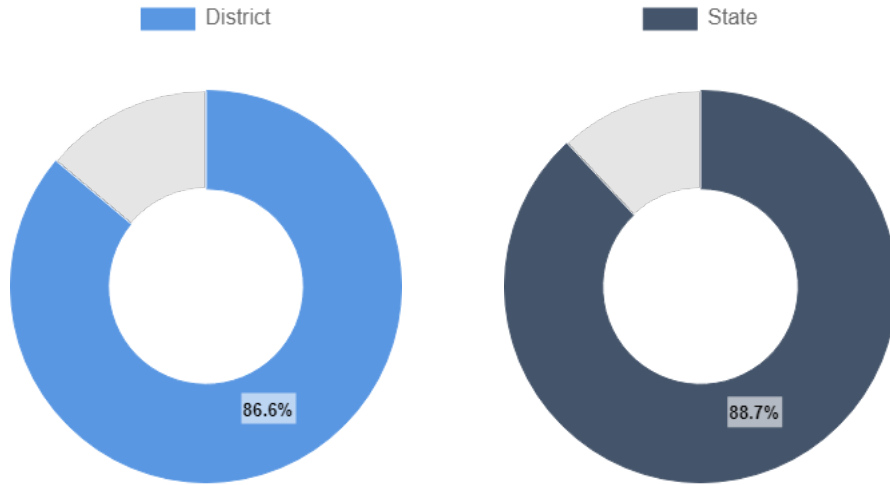
College and Career Readiness

Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

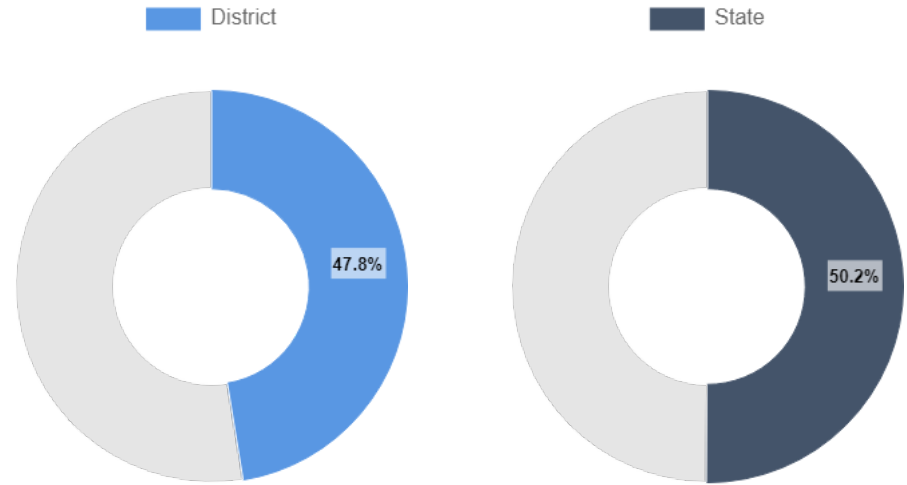
Visual and Performing Arts – Course Participation

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



Grades 9-12: Students enrolled in one or more visual and performing arts classes



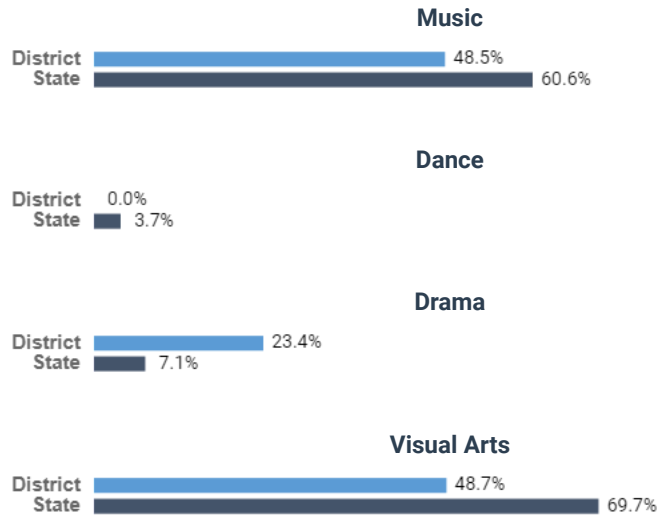
College and Career Readiness

Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

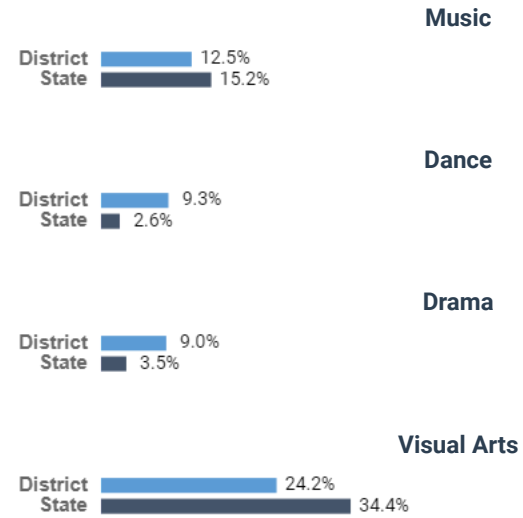
Visual and Performing Arts – Course Participation

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.

Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:



Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2021-22 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students who did not meet some or all graduation requirements because of modifications or exemptions in their Individualized Education Programs (IEPs) may not be counted as graduates in the calculations of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this is only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

As a result of these changes, the NJDOE began calculating two versions of the adjusted cohort graduation rate starting with 2021 graduation rates. The "federal version" aligns with ESSA requirements and USED guidance and will be used for federal reporting and ESSA school accountability only. The "state version" continues to use the same methodology used prior to 2021 and reflects all students who received a state-endorsed diploma.

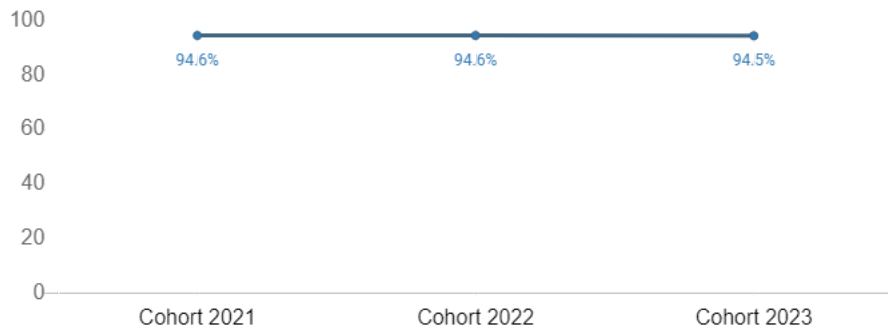
To be included as a graduate in the federal version of the graduation rate, students must have met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless of their graduation cohort. The graduation assessment requirements for the classes of 2021 through 2023 have differed as a result of executive orders in response to the pandemic and new legislation. As a result, the calculation of the federal version of the graduation rate has also changed.

In this section of the reports, the Graduation Rate Trends and Progress charts and Graduation Cohort Profiles (4-Year, 5-Year, and 6-Year), as well as the graduation rates reported in the Summary Reports, reflect the "state version" of the graduation rate. The Federal Graduation Rates and Accountability Graduation Rates tables reflect the "federal version" of the graduation rate. More information and links to graduation resources can be found on the [NJDOE Graduation Rate page](#).

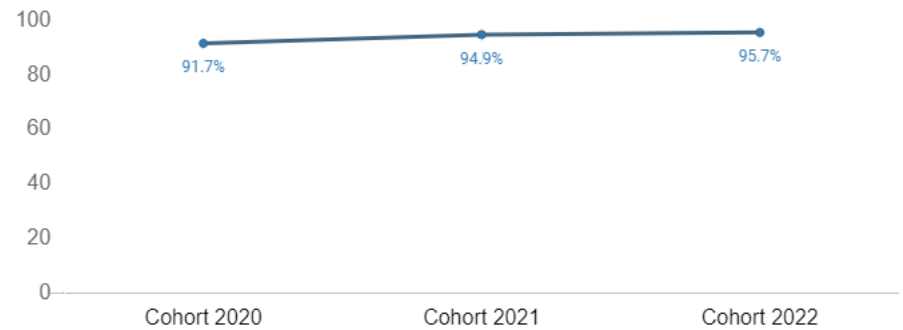
Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. These charts and tables are based on the state graduation rate, which reflects all students who receive a state-endorsed diploma.

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2021 4-Year Rate	Cohort 2022 4-Year Rate	Cohort 2023 4-Year Rate	Cohort 2020 5-Year Rate	Cohort 2021 5-Year Rate	Cohort 2022 5-Year Rate
Graduation Rate	94.6%	94.6%	94.5%	91.7%	94.9%	95.7%
Statewide Graduation Rate	90.6%	90.9%	91.1%	92.6%	92.5%	92.7%

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2021-22 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students who did not meet some or all graduation requirements because of modifications or exemptions in their Individualized Education Programs (IEPs) may not be counted as graduates in the calculations of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this is only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

As a result of these changes, the NJDOE began calculating two versions of the adjusted cohort graduation rate starting with 2021 graduation rates. The "federal version" aligns with ESSA requirements and USED guidance and will be used for federal reporting and ESSA school accountability only. The "state version" continues to use the same methodology used prior to 2021 and reflects all students who received a state-endorsed diploma.

To be included as a graduate in the federal version of the graduation rate, students must have met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless of their graduation cohort. The graduation assessment requirements for the classes of 2021 through 2023 have differed as a result of executive orders in response to the pandemic and new legislation. As a result, the calculation of the federal version of the graduation rate has also changed.

In this section of the reports, the Graduation Rate Trends and Progress charts and Graduation Cohort Profiles (4-Year, 5-Year, and 6-Year), as well as the graduation rates reported in the Summary Reports, reflect the "state version" of the graduation rate. The Federal Graduation Rates and Accountability Graduation Rates tables reflect the "federal version" of the graduation rate. More information and links to graduation resources can be found on the [NJDOE Graduation Rate page](#).

Cohort 2023 4-Year Graduation Cohort Profile

This table shows the percentage of students in the 2023 cohort who graduated, who are still enrolled ("Continuing Students"), or who dropped out of school or are no longer enrolled ("Non-Continuing Students") within four years of entering high school, both overall and by student group. This table is based on the state version of the graduation rate, which reflects all students who received a state-endorsed diploma.

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	94.5%	2.7%	2.7%	91.1%	3.8%	5.1%
White	95.7%	4.3%	0.0%	95.0%	2.6%	2.4%
Hispanic	94.1%	1.3%	4.6%	85.8%	5.0%	9.2%
Black or African American	93.5%	6.5%	0.0%	86.7%	5.7%	7.6%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	96.7%	2.2%	1.1%
American Indian or Alaska Native	N	N	N	89.6%	3.7%	6.7%
Two or More Races	*	*	*	93.0%	3.3%	3.7%
Female	95.3%	2.1%	2.6%	93.1%	2.8%	4.1%
Male	93.9%	3.3%	2.8%	89.1%	4.7%	6.1%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	94.4%	2.7%	3.0%	86.6%	5.2%	8.3%
Students with Disabilities	89.2%	10.8%	0.0%	80.5%	12.7%	6.9%
English Learners	92.5%	1.3%	6.3%	73.6%	8.0%	18.4%
Homeless Students	91.7%	0.0%	8.3%	74.6%	9.1%	16.4%
Students in Foster Care	N	N	N	61.7%	14.2%	24.1%
Military-Connected Students	N	N	N	94.8%	2.3%	2.9%
Migrant Students	N	N	N	64.6%	14.6%	20.7%

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2021-22 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students who did not meet some or all graduation requirements because of modifications or exemptions in their Individualized Education Programs (IEPs) may not be counted as graduates in the calculations of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this is only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

As a result of these changes, the NJDOE began calculating two versions of the adjusted cohort graduation rate starting with 2021 graduation rates. The "federal version" aligns with ESSA requirements and USED guidance and will be used for federal reporting and ESSA school accountability only. The "state version" continues to use the same methodology used prior to 2021 and reflects all students who received a state-endorsed diploma.

To be included as a graduate in the federal version of the graduation rate, students must have met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless of their graduation cohort. The graduation assessment requirements for the classes of 2021 through 2023 have differed as a result of executive orders in response to the pandemic and new legislation. As a result, the calculation of the federal version of the graduation rate has also changed.

In this section of the reports, the Graduation Rate Trends and Progress charts and Graduation Cohort Profiles (4-Year, 5-Year, and 6-Year), as well as the graduation rates reported in the Summary Reports, reflect the "state version" of the graduation rate. The Federal Graduation Rates and Accountability Graduation Rates tables reflect the "federal version" of the graduation rate. More information and links to graduation resources can be found on the [NJDOE Graduation Rate page](#).

Cohort 2022 5-Year Graduation Cohort Profile

This table shows the percentage of students in the 2022 cohort who graduated, who are still enrolled ("Continuing Students"), or who dropped out of school or are no longer enrolled ("Non-Continuing Students") within five years of entering high school, both overall and by student group. This table is based on the state version of the graduation rate, which reflects all students who received a state-endorsed diploma.

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	95.7%	1.9%	2.4%	92.7%	1.6%	5.7%
White	97.5%	0.0%	2.5%	96.0%	1.3%	2.6%
Hispanic	96.0%	1.3%	2.7%	87.7%	1.8%	10.5%
Black or African American	91.9%	6.5%	1.6%	89.0%	2.3%	8.7%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	97.8%	1.1%	1.0%
American Indian or Alaska Native	*	*	*	93.6%	0.8%	5.6%
Two or More Races	*	*	*	92.3%	1.9%	5.8%
Female	99.5%	0.0%	0.5%	94.7%	1.0%	4.4%
Male	91.9%	3.8%	4.3%	90.9%	2.2%	6.9%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	95.2%	2.3%	2.6%	88.3%	1.8%	9.9%
Students with Disabilities	86.3%	9.8%	3.9%	84.6%	7.7%	7.7%
English Learners	96.2%	0.0%	3.8%	77.1%	1.4%	21.5%
Homeless Students	83.3%	0.0%	16.7%	75.6%	3.0%	21.5%
Students in Foster Care	N	N	N	62.2%	5.6%	32.3%
Military-Connected Students	N	N	N	92.7%	2.2%	5.1%
Migrant Students	N	N	N	67.1%	2.4%	30.5%

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2021-22 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students who did not meet some or all graduation requirements because of modifications or exemptions in their Individualized Education Programs (IEPs) may not be counted as graduates in the calculations of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this is only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

As a result of these changes, the NJDOE began calculating two versions of the adjusted cohort graduation rate starting with 2021 graduation rates. The "federal version" aligns with ESSA requirements and USED guidance and will be used for federal reporting and ESSA school accountability only. The "state version" continues to use the same methodology used prior to 2021 and reflects all students who received a state-endorsed diploma.

To be included as a graduate in the federal version of the graduation rate, students must have met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless of their graduation cohort. The graduation assessment requirements for the classes of 2021 through 2023 have differed as a result of executive orders in response to the pandemic and new legislation. As a result, the calculation of the federal version of the graduation rate has also changed.

In this section of the reports, the Graduation Rate Trends and Progress charts and Graduation Cohort Profiles (4-Year, 5-Year, and 6-Year), as well as the graduation rates reported in the Summary Reports, reflect the "state version" of the graduation rate. The Federal Graduation Rates and Accountability Graduation Rates tables reflect the "federal version" of the graduation rate. More information and links to graduation resources can be found on the [NJDOE Graduation Rate page](#).

Cohort 2021 6-Year Graduation Cohort Profile

This table shows the percentage of students in the 2021 cohort who graduated, who are still enrolled ("Continuing Students"), or who dropped out of school or are no longer enrolled ("Non-Continuing Students") within six years of entering high school, both overall and by student group. This table is based on the state version of the graduation rate, which reflects all students who received a state-endorsed diploma.

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	95.1%	0.3%	4.6%	93.0%	1.2%	5.8%
White	97.4%	0.0%	2.6%	96.3%	1.1%	2.6%
Hispanic	93.4%	0.5%	6.1%	88.1%	1.1%	10.8%
Black or African American	98.4%	0.0%	1.6%	88.5%	1.6%	9.9%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	97.9%	1.0%	1.1%
American Indian or Alaska Native	N	N	N	94.5%	0.8%	4.7%
Two or More Races	*	*	*	93.2%	0.4%	6.4%
Female	96.6%	0.0%	3.4%	94.8%	0.8%	4.5%
Male	93.9%	0.5%	5.6%	91.3%	1.6%	7.2%
Non-Binary/Undesignated Gender	N	N	N	N	N	N
Economically Disadvantaged Students	94.8%	0.3%	4.9%	88.3%	1.2%	10.5%
Students with Disabilities	86.7%	2.2%	11.1%	85.6%	6.2%	8.2%
English Learners	81.6%	0.0%	18.4%	79.0%	0.6%	20.3%
Homeless Students	*	*	*	77.7%	1.8%	20.5%
Students in Foster Care	N	N	N	62.2%	4.0%	33.8%
Military-Connected Students	N	N	N	92.1%	1.1%	6.9%
Migrant Students	N	N	N	66.0%	3.1%	30.9%

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2021-22 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students who did not meet some or all graduation requirements because of modifications or exemptions in their Individualized Education Programs (IEPs) may not be counted as graduates in the calculations of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this is only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

As a result of these changes, the NJDOE began calculating two versions of the adjusted cohort graduation rate starting with 2021 graduation rates. The "federal version" aligns with ESSA requirements and USED guidance and will be used for federal reporting and ESSA school accountability only. The "state version" continues to use the same methodology used prior to 2021 and reflects all students who received a state-endorsed diploma.

To be included as a graduate in the federal version of the graduation rate, students must have met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless of their graduation cohort. The graduation assessment requirements for the classes of 2021 through 2023 have differed as a result of executive orders in response to the pandemic and new legislation. As a result, the calculation of the federal version of the graduation rate has also changed.

In this section of the reports, the Graduation Rate Trends and Progress charts and Graduation Cohort Profiles (4-Year, 5-Year, and 6-Year), as well as the graduation rates reported in the Summary Reports, reflect the "state version" of the graduation rate. The Federal Graduation Rates and Accountability Graduation Rates tables reflect the "federal version" of the graduation rate. More information and links to graduation resources can be found on the [NJDOE Graduation Rate page](#).

Federal Graduation Rates

This table shows the federal version of the 2023 4-year and 2022 5-year graduation rates. To be included as a graduate in the federal version of the graduation rate, students must have met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they graduated, regardless of their graduation cohort. There were no graduation assessment requirements for students graduating with the class of 2023. This means that any students with disabilities in cohort 2023 or cohort 2022 who graduated during the 2023 school year were only required to meet state course and local attendance requirements to be included as graduates. However, any students with disabilities in cohort 2023 or cohort 2022 who graduated during the 2022 school year were required to meet state course, local attendance, and state graduation assessment requirements to be included as graduates. Any students with disabilities who did not meet requirements because of a modification or exemption in their IEP were not included in the graduates count (the numerator) but were included in the adjusted cohort (the denominator). For accountability purposes, graduation data from the prior school year is used, so these graduation rates will be used when the NJDOE runs the accountability system for the 2023-24 school year (along with 2023-24 assessment, growth, and chronic absenteeism data) and will be included in the accountability profiles in fall 2024.

Student Group	2023 4-Year Federal Graduation Rate	2022 5-Year Federal Graduation Rate	State: 2023 4-Year Federal Graduation Rate	State: 2022 5-Year Federal Graduation Rate
Districtwide	94.3%	86.2%	90.5%	86.9%
White	94.6%	91.3%	94.4%	89.9%
Hispanic	94.1%	85.7%	85.3%	81.8%
Black or African American	93.5%	80.6%	85.9%	80.5%
Asian, Native Hawaiian, or Pacific Islander	*	*	96.5%	96.6%
American Indian or Alaska Native	N	*	89.6%	86.4%
Two or More Races	*	*	91.8%	85.9%
Female	94.8%	90.3%	92.7%	90.4%
Male	93.9%	82.2%	88.5%	83.5%
Non-Binary/Undesignated Gender	N	N	*	*
Economically Disadvantaged Students	94.1%	84.9%	85.9%	81.2%
Students with Disabilities	87.7%	19.6%	77.4%	51.4%
English Learners	92.5%	87.3%	73.4%	75.4%
Homeless Students	91.7%	77.8%	73.6%	64.4%
Students in Foster Care	N	N	59.5%	46.0%
Military-Connected Students	N	N	94.2%	88.3%
Migrant Students	N	N	63.4%	64.6%

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2021-22 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students who did not meet some or all graduation requirements because of modifications or exemptions in their Individualized Education Programs (IEPs) may not be counted as graduates in the calculations of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this is only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

As a result of these changes, the NJDOE began calculating two versions of the adjusted cohort graduation rate starting with 2021 graduation rates. The "federal version" aligns with ESSA requirements and USED guidance and will be used for federal reporting and ESSA school accountability only. The "state version" continues to use the same methodology used prior to 2021 and reflects all students who received a state-endorsed diploma.

To be included as a graduate in the federal version of the graduation rate, students must have met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless of their graduation cohort. The graduation assessment requirements for the classes of 2021 through 2023 have differed as a result of executive orders in response to the pandemic and new legislation. As a result, the calculation of the federal version of the graduation rate has also changed.

In this section of the reports, the Graduation Rate Trends and Progress charts and Graduation Cohort Profiles (4-Year, 5-Year, and 6-Year), as well as the graduation rates reported in the Summary Reports, reflect the "state version" of the graduation rate. The Federal Graduation Rates and Accountability Graduation Rates tables reflect the "federal version" of the graduation rate. More information and links to graduation resources can be found on the [NJDOE Graduation Rate page](#).

Accountability Graduation Rates

This table shows Cohort 2022 4-year and Cohort 2021 5-year graduation rates both overall and by student group. For accountability and annual targets, graduation data from the prior year is used. These graduation rates are the "federal version" of the graduation rate for 2022, which means that students with disabilities who did not meet either the state course, local attendance, and/or state graduation assessment requirements are not included as graduates (the numerator), but they are included in the adjusted cohort (the denominator).

Student Group	Cohort 2022: 4-Year Graduation Rate	Cohort 2022: Annual Target	Cohort 2022: Met Target	Cohort 2021: 5-Year Graduation Rate	Cohort 2021: Annual Target	Cohort 2021: Met Target
Districtwide	85.4%	87.3%	Not Met	92.7%	89.9%	Met Target
White	91.3%	89.1%	Met Target	96.1%	90.5%	Met Goal
Hispanic	84.8%	82.9%	Met Target	91.0%	89.0%	Met Target
Black or African American	79.0%	87.0%	Not Met	93.8%	90.5%	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	**	**	*	**	**
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	*	**	**	*	**	**
Economically Disadvantaged Students	84.0%	86.8%	Not Met	92.3%	89.9%	Met Target
Students with Disabilities	17.6%	49.3%	Not Met	68.9%	74.4%	Not Met
English Learners	85.0%	77.6%	Met Target	81.3%	79.6%	Met Target

Report Key:

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Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2021-22 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students who did not meet some or all graduation requirements because of modifications or exemptions in their Individualized Education Programs (IEPs) may not be counted as graduates in the calculations of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this is only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

As a result of these changes, the NJDOE began calculating two versions of the adjusted cohort graduation rate starting with 2021 graduation rates. The "federal version" aligns with ESSA requirements and USED guidance and will be used for federal reporting and ESSA school accountability only. The "state version" continues to use the same methodology used prior to 2021 and reflects all students who received a state-endorsed diploma.

To be included as a graduate in the federal version of the graduation rate, students must have met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless of their graduation cohort. The graduation assessment requirements for the classes of 2021 through 2023 have differed as a result of executive orders in response to the pandemic and new legislation. As a result, the calculation of the federal version of the graduation rate has also changed.

In this section of the reports, the Graduation Rate Trends and Progress charts and Graduation Cohort Profiles (4-Year, 5-Year, and 6-Year), as well as the graduation rates reported in the Summary Reports, reflect the "state version" of the graduation rate. The Federal Graduation Rates and Accountability Graduation Rates tables reflect the "federal version" of the graduation rate. More information and links to graduation resources can be found on the [NJDOE Graduation Rate page](#).

Graduation Pathways

This table shows how graduates met the [high school graduation assessment requirements](#) through each type of graduation pathway for both English Language Arts (ELA) and Math.

Important Note for 2022-23 Reports: There were no graduation assessment requirements for any students who graduated with the class of 2023 as a result of P.L. 2022, c.60, which was signed by Governor Murphy on Tuesday, July 5, 2022. As a result, no graduation pathway data is reported for the 2022-2023 school year.

Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	District Rate	State Rate
2022-2023	1.9%	1.2%
2021-2022	1.6%	1.2%
2020-2021	1.3%	1.1%

Graduation/ Postsecondary

Information about students enrolling in colleges and universities after graduation is collected from the [National Student Clearinghouse](#) (NSC), which collects data from at least 97% of higher education institutions nationwide. New Jersey graduates are matched to postsecondary enrollment data by NSC each year. While most students who enroll in a postsecondary institution each year are able to be matched by NSC, there are some students each year who cannot be matched. Some reasons that students may not be matched are: 1. Postsecondary enrollment cannot be shared with the NJDOE if students request a FERPA block on their postsecondary enrollment records; 2. Students who attend a college or university outside of the United States are not included in NSC data; 3. Certain colleges or universities may not participate in sharing data with NSC or may fail to report data for a certain semester or a certain group of students; and 4. NSC may not be able to match a student's name or date of birth in NJ SMART to the information provided by the postsecondary institution(s) with a high level of confidence.

In 2023, NSC implemented an additional manual review process to reduce the number of students who do not match due to #4 above, which may result in NSC matching additional students to postsecondary records moving forward. As a result, the NJDOE is not including trend data from previous years in the 2022-2023 reports and, instead, is only showing enrollment as of fall 2023. Updated postsecondary trend data will be posted on the [NJDOE Graduation & Postsecondary](#) webpage.

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2023 high school graduates enrolled in postsecondary institutions by the fall of 2023. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students who were enrolled in 2-year and 4-year institutions.

To address the fact that a small percentage of high school graduates each year enroll in a postsecondary institution but are not included in our results, the NJDOE is reporting a range for overall postsecondary enrollment. The lower bound of the range is the percentage of students who were matched by NSC. The upper bound of the range represents an estimate of the percentage of students that may have enrolled, given the potential reasons that students may not be matched. This upper range is equal to the # of graduates who matched to postsecondary enrollment data over 97% of the total graduates. This is because NSC claims that their postsecondary data represents at least 97% of enrollment in higher education institutions.

Student Group	% Enrolled in Any Institution	% of Enrolled in 2-Year Institution	% of Enrolled in 4-Year Institution
Statewide	69.8-72.0%	25.2%	74.8%
Districtwide	51.7-53.3%	51.8%	48.2%
White	56.3-58.1%	46.9%	53.1%
Hispanic	48.4-49.9%	62.4%	37.6%
Black or African American	53.4-55.1%	32.3%	67.7%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Female	58.0-59.8%	48.6%	51.4%
Male	46.0-47.4%	55.4%	44.6%
Non-binary/undesignated gender	*	*	*
Economically Disadvantaged Students	54.7-56.4%	57.1%	42.9%
Students with Disabilities	31.1-32.1%	68.4%	31.6%
English Learners	20.0-20.6%	100.0%	0.0%
Homeless students	11.1-11.5%	100.0%	0.0%
Students in foster care	*	*	*
Military-connected students	*	*	*
Migrant students	*	*	*

Graduation/ Postsecondary

Information about students enrolling in colleges and universities after graduation is collected from the [National Student Clearinghouse](#) (NSC), which collects data from at least 97% of higher education institutions nationwide. New Jersey graduates are matched to postsecondary enrollment data by NSC each year. While most students who enroll in a postsecondary institution each year are able to be matched by NSC, there are some students each year who cannot be matched. Some reasons that students may not be matched are: 1. Postsecondary enrollment cannot be shared with the NJDOE if students request a FERPA block on their postsecondary enrollment records; 2. Students who attend a college or university outside of the United States are not included in NSC data; 3. Certain colleges or universities may not participate in sharing data with NSC or may fail to report data for a certain semester or a certain group of students; and 4. NSC may not be able to match a student's name or date of birth in NJ SMART to the information provided by the postsecondary institution(s) with a high level of confidence.

In 2023, NSC implemented an additional manual review process to reduce the number of students who do not match due to #4 above, which may result in NSC matching additional students to postsecondary records moving forward. As a result, the NJDOE is not including trend data from previous years in the 2022-2023 reports and, instead, is only showing enrollment as of fall 2023. Updated postsecondary trend data will be posted on the [NJDOE Graduation & Postsecondary](#) webpage.

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2022 high school graduates enrolled in postsecondary institutions by the fall of 2023. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students who were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

To address the fact that a small percentage of high school graduates each year enroll in a postsecondary institution but are not included in our results, the NJDOE is reporting a range for overall postsecondary enrollment. The lower bound of the range is the percentage of students who were matched by NSC. The upper bound of the range represents an estimate of the percentage of students that may have enrolled, given the potential reasons that students may not be matched. This upper range is equal to the # of graduates who matched to postsecondary enrollment data over 97% of the total graduates. This is because NSC claims that their postsecondary data represents at least 97% of enrollment in higher education institutions.

Student Group	% Enrolled in Any Institution	% of Enrolled in 2-Year Institution	% of Enrolled in 4-Year Institution	% of Enrolled in Public Institution	% of Enrolled in Private Institution	% of Enrolled in In-State Institution	% of Enrolled in Out-of-State Institution
Statewide	75.1-77.4%	28.0%	72.0%	74.3%	25.7%	63.2%	36.8%
Districtwide	57.2-59.0%	66.0%	34.0%	84.7%	15.3%	88.2%	11.8%
White	72.0-74.2%	59.3%	40.7%	79.6%	20.4%	81.5%	18.5%
Hispanic	54.6-56.3%	77.0%	23.0%	86.7%	13.3%	92.0%	8.0%
Black or African American	47.8-49.3%	42.4%	57.6%	84.8%	15.2%	84.8%	15.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Female	58.2-60.0%	63.6%	36.4%	81.3%	18.7%	86.0%	14.0%
Male	56.1-57.9%	68.8%	31.3%	88.5%	11.5%	90.6%	9.4%
Non-binary/undesignated gender	*	*	*	*	*	*	*
Economically Disadvantaged Students	59.9-61.8%	66.1%	33.9%	83.9%	16.1%	88.7%	11.3%
Students with Disabilities	43.6-44.9%	70.6%	29.4%	82.4%	17.6%	94.1%	5.9%
English Learners	17.3-17.8%	77.8%	22.2%	77.8%	22.2%	88.9%	11.1%
Homeless students	40.0-41.2%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Students in foster care	*	*	*	*	*	*	*
Military-connected students	*	*	*	*	*	*	*
Migrant students	*	*	*	*	*	*	*

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Graduation/ Postsecondary

Information about students enrolling in colleges and universities after graduation is collected from the [National Student Clearinghouse](#) (NSC), which collects data from at least 97% of higher education institutions nationwide. New Jersey graduates are matched to postsecondary enrollment data by NSC each year. While most students who enroll in a postsecondary institution each year are able to be matched by NSC, there are some students each year who cannot be matched. Some reasons that students may not be matched are: 1. Postsecondary enrollment cannot be shared with the NJDOE if students request a FERPA block on their postsecondary enrollment records; 2. Students who attend a college or university outside of the United States are not included in NSC data; 3. Certain colleges or universities may not participate in sharing data with NSC or may fail to report data for a certain semester or a certain group of students; and 4. NSC may not be able to match a student's name or date of birth in NJ SMART to the information provided by the postsecondary institution(s) with a high level of confidence.

In 2023, NSC implemented an additional manual review process to reduce the number of students who do not match due to #4 above, which may result in NSC matching additional students to postsecondary records moving forward. As a result, the NJDOE is not including trend data from previous years in the 2022-2023 reports and, instead, is only showing enrollment as of fall 2023. Updated postsecondary trend data will be posted on the [NJDOE Graduation & Postsecondary](#) webpage.

Apprenticeship

This table shows, by year of graduation, the number of graduates who were enrolled into United States Department of Labor (USDOL) registered apprenticeship programs as of June 2023. This only includes students who enrolled in an apprenticeship program in New Jersey after high school graduation.

Year of Graduation	Graduates enrolled in apprenticeship programs
2022	*
2021	*
2020	*
2019	*
2018	*
2017	*
2016	*
2015	*

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	1,371	28.0%	16.6%	Not Met
White	274	26.4%	16.6%	Not Met
Hispanic	838	27.1%	16.6%	Not Met
Black or African American	199	34.4%	16.6%	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	9.4%	16.6%	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	56	39.4%	16.6%	Not Met
Female	*	28.7%		
Male	*	27.5%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	1,036	27.9%	16.6%	Not Met
Students with Disabilities	202	28.5%	16.6%	Not Met
English Learners	396	30.7%	16.6%	Not Met
Homeless Students	125	40.3%		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	*	*		

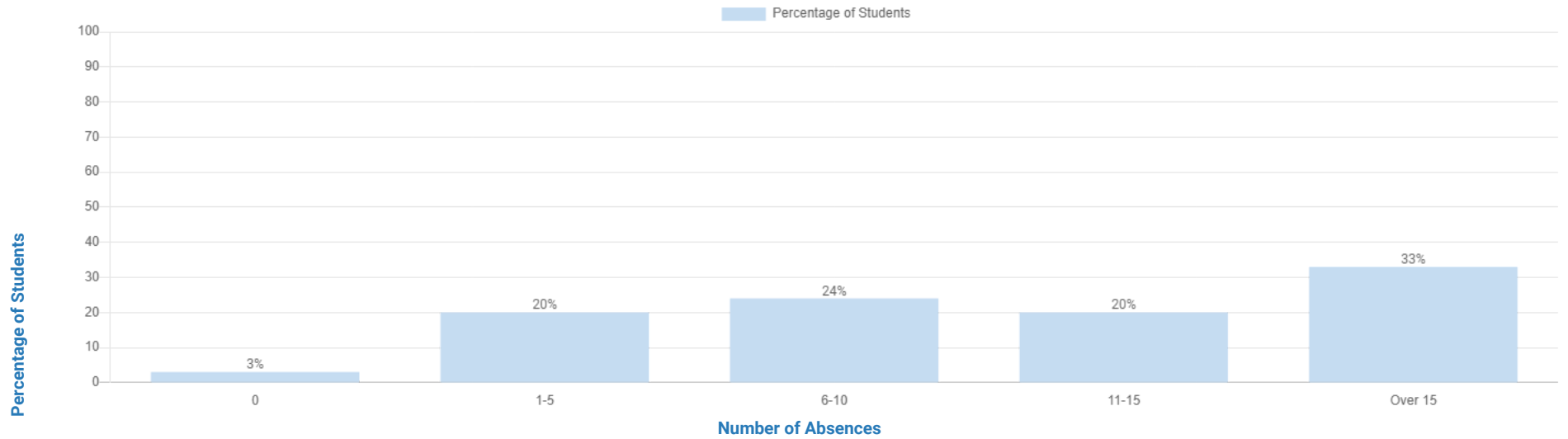
Climate and Environment

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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.



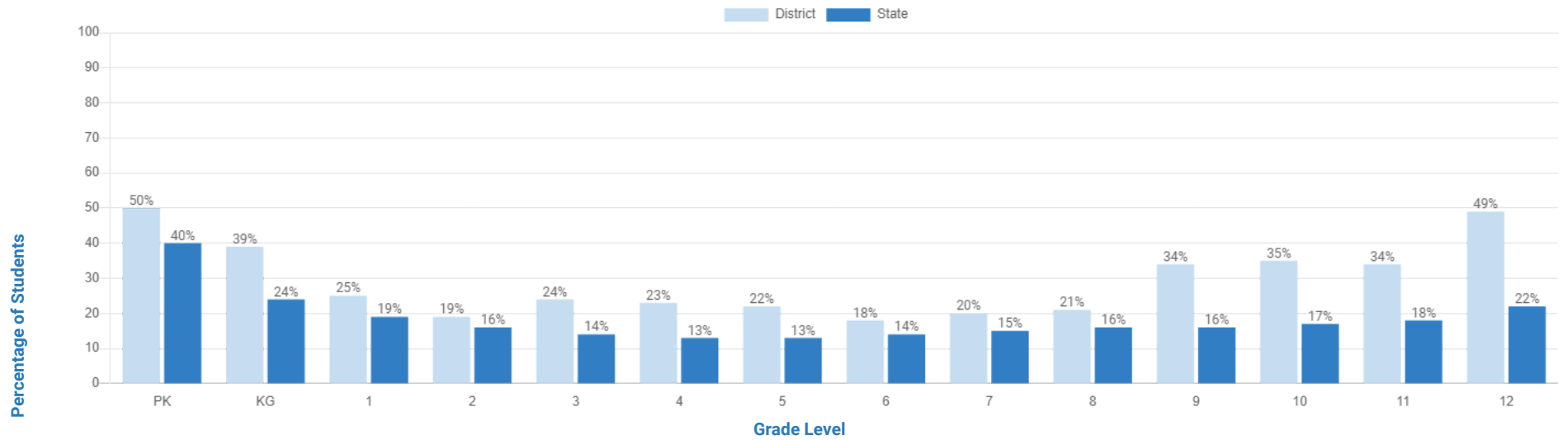
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Important Note for 2022-23: The NJDOE recommends caution in comparing the 2022-23 chronic absenteeism rates with the rates from prior years as the pandemic has impacted attendance rates over the last several years.

Chronic Absenteeism 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	68
Weapons	6
Vandalism	14
Substances	82
Harassment, Intimidation, Bullying (HIB)	19
Total Unique Incidents	189
Incidents Per 100 Students Enrolled	3.44

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	6
Weapons	5
Vandalism	0
Substances	8
Harassment, Intimidation, Bullying (HIB)	2
Other Incidents Leading to Removal	3

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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.

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	2	3	5
Religion	0	0	0
Ancestry	0	0	0
Gender	0	2	2
Sexual Orientation	0	2	2
Disability	0	2	2
Other	1	13	14
No Identified Nature	18		18

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	School Days Missed due to Out-of-School Suspensions
In-School Suspensions	423	7.7%	1,172
Out-of-School Suspensions	187	3.4%	
Any Suspension	504	9.2%	
Removal to other education program	25	0.5%	
Expulsion	0	0.0%	
Arrest	0	0.0%	

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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, or if the teacher has an expired certificate.

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

Teachers – Experience

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

Category	Teachers in District	Teachers in State
Total Number of teachers	500	118,882
Average years experience in public schools	13.0	12.5
Average years experience in district	11.1	11.3
Number of Teachers with 4 or more years experience in the district	369	88,415
Percentage of Teachers with 4 or more years experience in the district	73.8%	74.8%
Number of out-of-field teachers	10	2,811
Percentage of out-of-field teachers	2%	2.4%
Number of Teachers with Provisional Credentials	42	8,605
Percentage of Teachers with Provisional Credentials	8.4%	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	45	9,952
Average years experience in public schools	18.5	16.1
Average years experience in district	17.2	12.5
Number of Administrators with 4 or more years experience in the district	45	7,675
Percentage of Administrators with 4 or more years experience in the district	100.0%	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	500	118,882
Administrators	45	9,952
Librarians/Media Specialists	2	1,194
Nurses	10	2,960
School Counselors	18	4,519
Child Study Team Members	47	9,367
School Psychologists	7	2,166
School Social Workers	25	2,654
Student Assistance		
Coordinators	1	381
School Safety Specialists	1	694

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Student and Staff Ratios

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

Ratio	District Ratio
Students to Teachers	11:1
Students to Administrators	122:1
Teachers to Administrators	11:1
Students to Librarians/Media Specialists †	2747:1
Students to Nurses †	549:1
Students to Counselors †	305:1
Students to Child Study Team Members †,††	16:1
Students to School Psychologists †	785:1
Students to School Social Workers †	220:1
Students to Student Assistance Coordinators †	5493:1
Students to School Safety Specialists †	5493:1

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

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

Teachers and Administrators – Demographics

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

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	48.0%	80.0%	70-80%	48.0%	77.0%	57.0%
Male	52.0%	20.0%	20-30%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤10%	≤1%	≤1%	≤1%
White	21.1%	77.8%	68.9%	39.1%	82.2%	74.8%
Hispanic	63.9%	10.6%	15.6%	33.1%	8.3%	8.5%
Black or African American	11.3%	10.0%	15.6%	14.4%	6.3%	14.3%
Asian	0.6%	1.2%	0.0%	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	0.0%	0.0%	0.0%	0.2%	0.4%	0.6%
Two or More Races	2.9%	0.4%	0.0%	2.9%	0.2%	0.4%

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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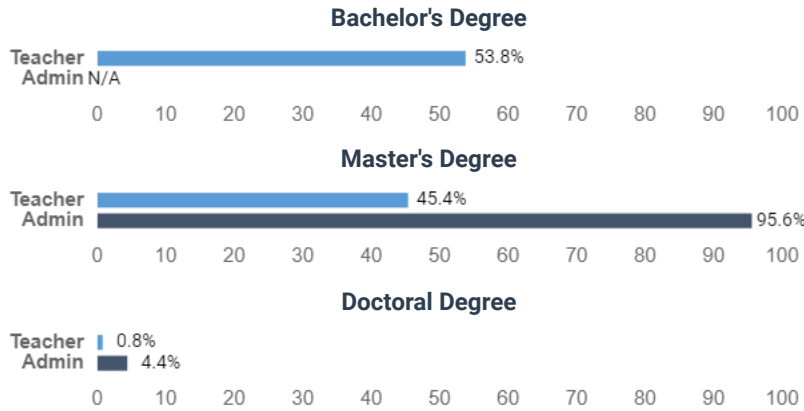
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Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification,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

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

Teachers and Administrators - Level of Education

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



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

This table shows the percentage of teachers and administrators assigned to this district in 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	88.9%	88.4%
2021-22 Administrators: Same district 2022-23	90.9%	86.6%

Staff

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

Teachers by Subject Area

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

Subject Area	Total Number of Teachers	% Female	% Male	% Non-binary or Undesignated Gender	% White	% Hispanic	% Black or African American	% Asian	% Native Hawaiian, Pacific Islander	% American Indian or Native American	% Two or More Races	% 4 or more years experience in the district	% Bachelor's Degree(Highest Degree)	% Master's Degree(Highest Degree)	% Doctoral Degree(Highest Degree)
Elementary Not Subject Specific	231	90-95%	5-10%	≤5%	76.6%	9.5%	12.6%	0.9%	0.0%	0.0%	0.4%	81.4%	59.3%	40.3%	0.4%
English/Language Arts/Literacy	32	70-80%	20-30%	≤10%	90.6%	3.1%	3.1%	3.1%	0.0%	0.0%	0.0%	71.9%	46.9%	53.1%	0.0%
English Speakers or Other Languages	24	>80%	≤20%	≤20%	58.3%	33.3%	4.2%	0.0%	0.0%	0.0%	4.2%	37.5%	41.7%	58.3%	0.0%
Mathematics	40	70-80%	20-30%	≤10%	95.0%	0.0%	2.5%	2.5%	0.0%	0.0%	0.0%	65.0%	55.0%	45.0%	0.0%
Science	29	40-60%	40-60%	≤20%	79.3%	6.9%	10.3%	3.4%	0.0%	0.0%	0.0%	51.7%	31.0%	62.1%	6.9%
Social Studies/History	33	60-70%	30-40%	≤10%	84.8%	6.1%	9.1%	0.0%	0.0%	0.0%	0.0%	72.7%	51.5%	48.5%	0.0%
World Language	14	*	*	*	14.3%	78.6%	7.1%	0.0%	0.0%	0.0%	0.0%	57.1%	71.4%	28.6%	0.0%
Visual and Performing Arts	22	60-80%	20-40%	≤20%	72.7%	9.1%	18.2%	0.0%	0.0%	0.0%	0.0%	72.7%	50.0%	45.5%	4.5%
Health/Physical Education	30	50-60%	40-50%	≤10%	80.0%	13.3%	6.7%	0.0%	0.0%	0.0%	0.0%	66.7%	50.0%	50.0%	0.0%
Family & Consumer Sciences	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	3	*	*	*	66.7%	0.0%	33.3%	0.0%	0.0%	0.0%	0.0%	66.7%	33.3%	66.7%	0.0%
Computer Science/IT	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Industrial Arts	4	*	*	*	75.0%	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%	75.0%	25.0%	75.0%	0.0%
Career and Technical Education	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	100.0%	0.0%	0.0%
Special Education	84	85-90%	10-15%	≤5%	90.5%	4.8%	2.4%	1.2%	0.0%	0.0%	1.2%	70.2%	59.5%	40.5%	0.0%
Bilingual	27	>80%	≤20%	≤20%	63.0%	37.0%	0.0%	0.0%	0.0%	0.0%	0.0%	74.1%	51.9%	48.1%	0.0%

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Per-Pupil Expenditures

Per-Pupil Expenditures by Source

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

Long Branch City	Federal	State & Local	Total	ADE**
District Level Total Expenditures	\$2,158	\$19,045	\$21,203	5,425.2
District Level Central Expenditures	\$1,451	\$3,838	\$5,289	5,425.2
Long Branch High School	\$782	\$14,741	\$15,523	1,513.5
Long Branch Middle School	\$650	\$15,588	\$16,238	1,119.5
A A Anastasia Elementary School	\$663	\$14,782	\$15,445	588.8
Morris Avenue Elementary School	\$661	\$18,304	\$18,965	313.8
Joseph M. Ferraina Early Childhood Learning Center	\$719	\$17,250	\$17,969	275.3
Gregory Elementary School	\$674	\$13,684	\$14,358	597.9
Lenna W. Conrow Elementary School	\$702	\$19,173	\$19,875	299.1
George L. Catrambone	\$676	\$13,424	\$14,100	717.2

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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.

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.

County Code	County Name	District Code	District Name	School Code	School Name	Status for 2024-25 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2024-25 School Year
25	Monmouth	2770	LONG BRANCH PUBLIC SCHOOL District	110	Gregory Elementary School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
25	Monmouth	2770	LONG BRANCH PUBLIC SCHOOL District	300	George L Catrambone	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;

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 Accountability Indicator	2020-21	2021-22	2022-23
ELA Proficiency		20.6%	22.4%
Math Proficiency		15.3%	17.4%
ELA Growth		7	43
Math Growth		20	46
4-Year Graduation Rate†	94.6%	94.6%	94.5%
5-Year Graduation Rate†	91.7%	94.9%	95.7%
Progress toward English Language Proficiency		24.8%	26.3%
Chronic Absenteeism	31.7%	26.4%	28.0%

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

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	Not Met	Not Met	Met Standard	Met Standard	Not Met	Met Target	Met Target†	Not Met
White	Not Met	Not Met	Met Standard	Met Standard	Met Target	Met Goal		Not Met
Hispanic	Not Met	Not Met	Met Standard	Met Standard	Met Target	Met Target		Not Met
Black or African American	Not Met	Not Met	Met Standard	Met Standard	Not Met	Met Target		Not Met
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	**	**		Met
American Indian or Alaska Native	**	**	**	**	**	**		**
Two or More Races	Not Met	Not Met	Met Standard	Met Standard	**	**		Not Met
Economically Disadvantaged Students	Not Met	Not Met	Met Standard	Met Standard	Not Met	Met Target		Not Met
Students with Disabilities	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met		Not Met
English Learners	Not Met	Not Met	Not Met	Met Standard	Met Target	Met Target	Met Target†	Not 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:

- LBPS was classified as "High Performing" as a result of the comprehensive 2022-23 NJDOE QSAC review.
- 106 students earned Seal of Biliteracy.
- All schools within the district were awarded Silver Certification By Sustainable NJ and all schools won the Sustainability Champions Award.



Mission, Vision, Theme:

The mission of Long Branch Public School District, in partnership with families and the greater community, is to challenge and nurture all students academically and to develop confident learners who are productive members of a diverse global society. "Together We Can, Juntos Nos Podemos, Juntos Podemos"



Awards, Recognition, Accomplishments:

The Long Branch Public School District underwent the New Jersey Quality Single Accountability Continuum (NJQSAC) review. The district satisfied the requirements in each of the 5 areas of review and was designated as "high performing". The district was certified as providing a thorough and efficient system of education by the state of New Jersey.

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Courses, Curriculum, Instruction:

Long Branch Public Schools implements a well-balanced, research-based curriculum beginning with Tools of the Mind in preschool through our Advanced Placement courses at Long Branch High School. Teachers and curriculum supervisors continually update and align our curriculum to the New Jersey Student Learning Standards. All curricula can be found on the district website.



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Coed), Bowling (Coed), Cheerleading (Coed), Cross Country (Coed), Field Hockey (Girls), Football (Coed), Golf (Boys & Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Coed)

Long Branch Public School District offers 17 varsity sports and believes athletics and extracurricular activities are an integral part of the students' education. We strive to meet high standards of sportsmanship, responsibility, dedication, and devotion to sport, school and family. The mission of the athletic department is to provide an environment that will complement and enrich the overall quality of all students' educational experiences.



Clubs and Activities:

Long Branch Public School District offers a rich and broad range of extra-curricular activities to its student body. Students are encouraged to get involved early and take on leadership opportunities. Students look forward to joining groups such as Debate Team, Student Ambassadors, African American Culture Club, Natural Helpers, and many more.

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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.



Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers. Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers. Each fall, all schools administer a school climate survey to students, staff, and parents. This survey is distributed in three languages in an effort to ensure access for all school stakeholders. The information gained from the survey is reviewed and used as a formative checkpoint for the effectiveness of our programs and services. It is also the driving mechanism for any modifications necessary to meet the needs of our students.



Facilities:

The Long Branch School District includes 3 early childhood learning centers, 3 elementary schools, 1 middle school, and 1 high school. These state-of-the-art facilities provide over 5,000 students with exceptional educational experiences. In 2023 the high school replaced the scoreboards with a state-of-the-art video board which is used for various events including home sporting events and graduations throughout the district.



School Safety:

Long Branch Public School District has a safety committee, alarms on all outside doors, and multiple security cameras throughout each building. Each school employs Safe School staff and a Class III Officer who assists in the daily security of the building. As a safety precaution, security drills are practiced on a monthly basis. A full-time safe school officer is present to screen visitors and assist with monthly security drills.

Report Key:

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

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.



Effective and Efficient Use of ESSR Funding:

ESSER funds were utilized to address the increased mental health need. Additional counseling consultants were hired to provide support for our students. Wellness spaces were created for students and staff. The spaces have been used for art therapy, lunch group sessions, meditations, yoga and classroom wellness activities. The SBYS program collaborates with community agencies for career development, counseling referrals, and to strengthen partnerships within the community.

Report Key:

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Narrative

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Other Information:

The Office of Diversity, Equity, and Inclusion and the Office of Sustainability collaborate throughout the school year to promote diversity and inclusion and fostering sustainability. Various initiatives are the focus including food equity and they work diligently to ensure all community members have access to healthy, locally sourced food from our school gardens. These two offices also collaborate on educational programs such as the Social with a Side of Justice podcast which incorporates diverse perspectives on environmental issues, food scarcity, food equity, and nurturing a profound understanding of the intersections between climate change, social equity, and environmental justice.