# Willingboro High School (05-5805-053)

**2022-2023**

County: Burlington
District: Willingboro Public School District
20 JFK Way
Willingboro, NJ 08046-2121

Principal: Dr. Phillip Crisostomo
School Website
609-835-8800

**811**
**Total Students**

**09-12**
**Grades Offered**

## Overview & Resources

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

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

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

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

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

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

**Report Key:**
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** Accountability calculations require 20 or more students
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† This indicates a table specific note,see note below table

# Overview & Resources

## School Contact Information

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

| Type | Contact Information |
|---|---|
| County | Burlington |
| District | Willingboro Public School District |
| Principal Name | Dr. Phillip Crisostomo |
| Address | 20 JFK Way, Willingboro, NJ 08046-2121 |
| Phone Number | 609-835-8800 |
| Email Address | pcrisostomo@wboe.net |
| Website | https://www.willingboroschools.org/o/willingboro-high-school |

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# Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

## Enrollment Trends by Grade

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

| Grade | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| 9 | 187 | 209 | 230 |
| 10 | 162 | 193 | 214 |
| 11 | 134 | 171 | 200 |
| 12 | 183 | 143 | 167 |
| Total | 666 | 716 | 811 |

## 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 | 44.0% | 41.0% | 41.0% |
| Male | 56.0% | 59.0% | 59.0% |
| Non-Binary/Undesignated Gender | ≤1% | ≤1% | ≤1% |
| Economically Disadvantaged Students | 62.0% | 56.3% | 61.5% |
| Students with Disabilities | 24.8% | 22.8% | 21.3% |
| English Learners | 2.3% | 4.1% | 3.0% |
| Homeless Students | 0.5% | 0.7% | 3.2% |
| Students in Foster Care | 0.5% | 0.3% | 0.5% |
| Military-Connected Students | 0.8% | 1.0% | 0.7% |
| Migrant Students | 0.0% | 0.0% | 0.0% |

## Enrollment by Racial and Ethnic Group

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

| Racial And Ethnic Group | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| White | 2.0% | 2.1% | 1.7% |
| Hispanic | 10.2% | 13.3% | 15.5% |
| Black or African American | 84.8% | 81.1% | 78.7% |
| Asian | 1.1% | 1.4% | 1.1% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0.0% | 0.1% | 0.7% |
| Two Or More Races | 2.0% | 2.0% | 2.2% |

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## 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 | 666 | 716 | 811 |
| Shared Time Students | 0 | 0 | 0 |
| Full Time Equivalent | 666 | 716 | 811 |

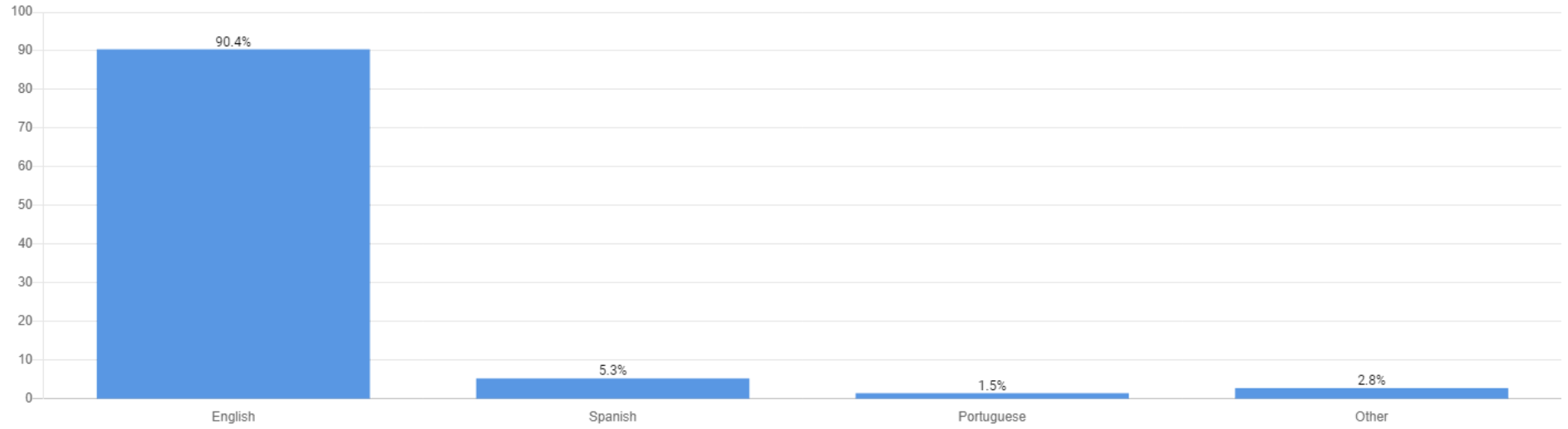
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## Enrollment by Home Language

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



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# 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.

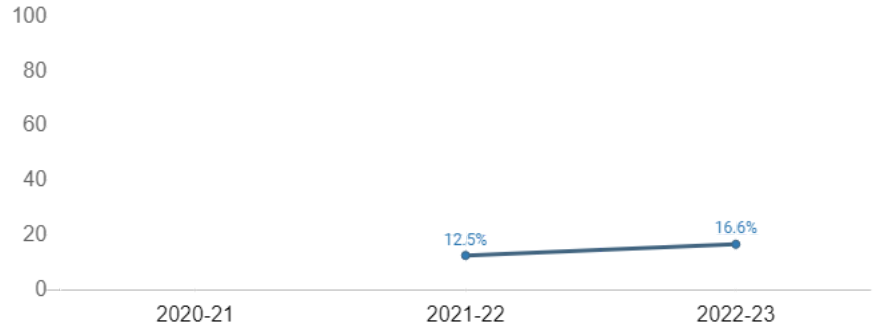
**Important Note for 2022-23:** NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

## 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 | | 91.5% | 92.7% | | 82.3% | 77.6% |
| Proficiency Rate for Federal Accountability | | 12.5% | 16.6% | | <10% | <10% |
| Annual Target | | 24.6% | 28.1% | | 18.1% | 22.0% |
| 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.

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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 | School: % of testers met/exceeded expectations | District: % of testers met/exceeded expectations | State: % of testers met/exceeded expectations | Proficiency Rate for Federal Accountability | Annual Target | Met Annual Target |
|---|---|---|---|---|---|---|---|---|
| Schoolwide | 204 | 92.7% | 16.7% | 23.7% | 51.3% | 16.6% | 28.1% | Not Met |
| White | * | * | * | 25.5% | 60.7% | * | ** | ** |
| Hispanic | 32 | 87.5% | 28.1% | 22.8% | 37.3% | 27% | 7.4% | Met Target |
| Black or African American | 161 | 93.8% | 13% | 22.7% | 34% | 13% | 27.8% | Not Met |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 69.6% | 79.8% | * | ** | ** |
| American Indian or Alaska Native | * | * | * | * | 52.7% | * | ** | ** |
| Two or More Races | * | * | * | 36.2% | 58.2% | * | ** | ** |
| Female | * | 93.8% | 25.6% | 27.6% | 56.8% | 25.6% | | |
| Male | * | 91.9% | 10.2% | 20% | 46% | 10% | | |
| Non-binary/undesignated gender | * | * | * | * | 62.5% | * | | |
| Economically Disadvantaged Students | 128 | 95% | 17.2% | 21.3% | 33.4% | 17.2% | 29.2% | Not Met |
| Non-Economically Disadvantaged Students | 76 | 89% | 15.8% | 27.9% | 61.3% | 15.6% | | |
| Students with Disabilities | 44 | 95.9% | 18.2% | 13.8% | 19.2% | 18.2% | 18.7% | Met Target† |
| Students without Disabilities | 160 | 91.8% | 16.3% | 26.3% | 58.3% | 16.2% | | |
| English Learners | * | * | * | 16.9% | 23.9% | * | ** | ** |
| Non-English Learners | * | 92.4% | 17.1% | 24% | 54.7% | 17% | | |
| Homeless Students | * | * | * | <10% | 23.2% | * | | |
| Students in Foster Care | * | * | * | * | 20.3% | * | | |
| Military-Connected Students | * | * | * | 50% | 49.2% | * | | |
| Migrant Students | * | * | * | * | 15.9% | * | | |

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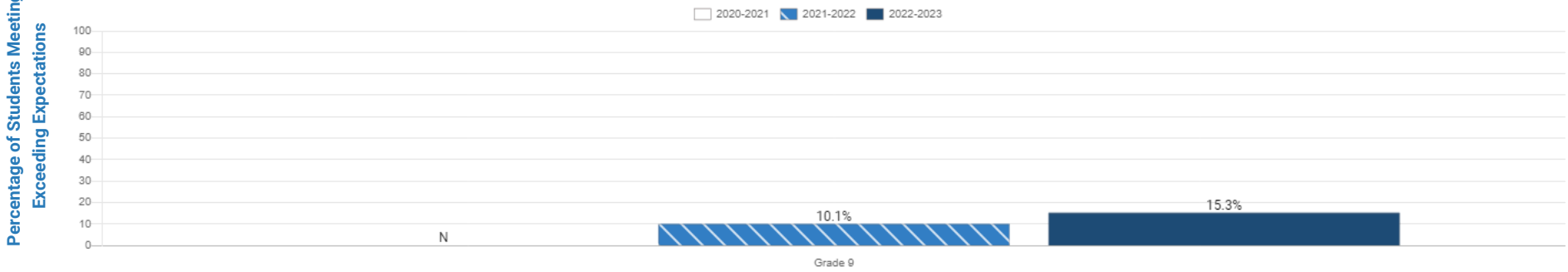
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## English Language Arts Assessment - Performance Trends

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

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## English Language Arts Assessment - Performance By Grade: Grade 9

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 | School Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did not yet meet expectations | % Level 2: Partially met expectations | % Level 3: Approached expectations | % Level 4: Met expectations | % Level 5: Exceeded expectations | % of testers met or exceeded expectations | State: % of testers met or exceeded expectations |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Schoolwide | 209 | 713 | 713 | 747 | 36% | 27% | 22% | 14% | 1% | 15% | 52% |
| White | * | * | * | 755 | * | * | * | * | * | * | 60% |
| Hispanic | 35 | 717 | 717 | 734 | 40% | 11% | 20% | 26% | 3% | 29% | 39% |
| Black or African American | 162 | 712 | 712 | 731 | 34% | 32% | 22% | 12% | 1% | 12% | 34% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 780 | * | * | * | * | * | * | 83% |
| American Indian or Alaska Native | * | * | * | 749 | * | * | * | * | * | * | 53% |
| Two or More Races | * | * | * | 753 | * | * | * | * | * | * | 57% |
| Female | * | 721 | 721 | 754 | 31% | 23% | 22% | 23% | 2% | 25% | 58% |
| Male | * | 707 | 707 | 740 | * | * | * | * | * | * | 45% |
| Non-binary/undesignated gender | * | * | * | 762 | * | * | * | * | * | * | 64% |
| Economically Disadvantaged Students | 131 | 713 | 713 | 732 | 37% | 23% | 24% | 15% | 1% | 16% | 35% |
| Non-Economically Disadvantaged Students | 78 | 713 | 713 | 755 | 33% | 35% | 18% | 13% | 1% | 14% | 60% |
| Students with Disabilities | 41 | 692 | 692 | 711 | 68% | 22% | 0% | 10% | 0% | 10% | 14% |
| Students without Disabilities | 168 | 718 | 718 | 754 | 28% | 29% | 27% | 15% | 1% | 17% | 58% |
| English Learners | * | * | * | 697 | * | * | * | * | * | * | * |
| Non-English Learners | * | 713 | 713 | 750 | 35% | 28% | 22% | 14% | 1% | 15% | 54% |
| Homeless Students | * | * | * | 718 | * | * | * | * | * | * | 23% |
| Students in Foster Care | * | * | * | 706 | * | * | * | * | * | * | 14% |
| Military-Connected Students | * | * | * | 742 | * | * | * | * | * | * | 45% |
| Migrant Students | * | * | * | * | * | * | * | * | * | * | * |

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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 | School: % of testers met/exceeded expectations | District: % of testers met/exceeded expectations | State: % of testers met/exceeded expectations | Proficiency Rate for Federal Accountability | Annual Target | Met Annual Target |
|---|---|---|---|---|---|---|---|---|
| Schoolwide | 162 | 77.6% | <10% | 15.1% | 38.2% | <10% | 22% | Not Met |
| White | * | * | * | 15.1% | 48.7% | * | ** | ** |
| Hispanic | 24 | 73% | <10% | 16.3% | 22.2% | <10% | 4.8% | Met Target |
| Black or African American | 127 | 78.4% | <10% | 14.3% | 17.9% | <10% | 21.9% | Not Met |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 17.4% | 73.1% | * | ** | ** |
| American Indian or Alaska Native | * | * | * | * | 40.1% | * | ** | ** |
| Two or More Races | * | * | * | 25.5% | 46.4% | * | ** | ** |
| Female | * | 82.6% | <10% | 12.1% | 36.5% | <10% | | |
| Male | * | 74% | <10% | 18% | 39.9% | <10% | | |
| Non-binary/undesignated gender | * | * | * | * | 36.8% | * | | |
| Economically Disadvantaged Students | 100 | 79.4% | <10% | 13.5% | 19.5% | <10% | 24.1% | Not Met |
| Non-Economically Disadvantaged Students | 62 | 75% | <10% | 17.8% | 48.8% | <10% | | |
| Students with Disabilities | 43 | 88.5% | <10% | 16.3% | 15.7% | <10% | 16% | Not Met |
| Students without Disabilities | 119 | 74.3% | <10% | 14.7% | 43% | <10% | | |
| English Learners | * | * | * | <10% | 18.1% | * | ** | ** |
| Non-English Learners | * | 77.5% | <10% | 15.4% | 41% | <10% | | |
| Homeless Students | * | * | * | <10% | 11.9% | * | | |
| Students in Foster Care | * | * | * | * | <10% | * | | |
| Military-Connected Students | * | * | * | 35.7% | 37.3% | * | | |
| Migrant Students | * | * | * | * | 12.7% | * | | |

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NJ SCHOOL PERFORMANCE REPORT

**Willingboro High School**
(05-5805-053)
2022-2023

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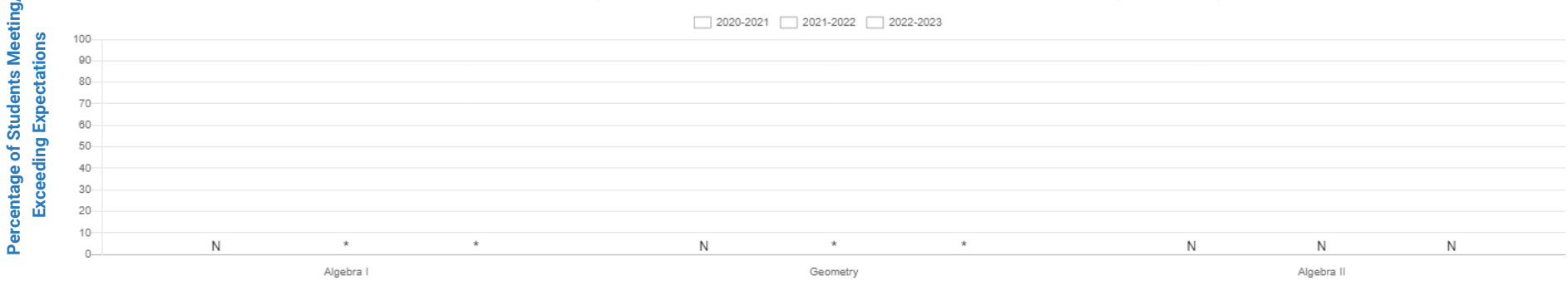
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## Mathematics Assessment – Performance Trends

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

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




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

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## Mathematics Assessment - Performance By Test: Algebra I

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

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

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

| Student Group | Valid Scores | School Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did not yet meet expectations | % Level 2: Partially met expectations | % Level 3: Approached expectations | % Level 4: Met expectations | % Level 5: Exceeded expectations | % of testers met or exceeded expectations | State: % of testers met or exceeded expectations |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Schoolwide | 157 | 707 | 715 | 738 | * | * | * | * | * | * | 35% |
| White | * | * | * | 747 | * | * | * | * | * | * | 46% |
| Hispanic | 25 | 705 | 711 | 723 | * | * | * | * | * | * | 20% |
| Black or African American | 122 | 707 | 715 | 720 | * | * | * | * | * | * | 16% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 773 | * | * | * | * | * | * | 73% |
| American Indian or Alaska Native | * | * | * | 732 | * | * | * | * | * | * | 31% |
| Two or More Races | * | * | * | 746 | * | * | * | * | * | * | 44% |
| Female | * | 707 | 716 | 737 | * | * | * | * | * | * | 34% |
| Male | * | 707 | 714 | 739 | * | * | * | * | * | * | 37% |
| Non-binary/undesignated gender | * | * | * | 739 | * | * | * | * | * | * | 34% |
| Economically Disadvantaged Students | 98 | 705 | 711 | 722 | * | * | * | * | * | * | 18% |
| Non-Economically Disadvantaged Students | 59 | 709 | 719 | 746 | * | * | * | * | * | * | 44% |
| Students with Disabilities | 39 | 696 | 696 | 712 | * | * | * | * | * | * | * |
| Students without Disabilities | 118 | 710 | 720 | 742 | * | * | * | * | * | * | 40% |
| English Learners | * | * | * | 706 | * | * | * | * | * | * | * |
| Non-English Learners | * | 707 | 715 | 740 | * | * | * | * | * | * | 38% |
| Homeless Students | * | * | * | 713 | * | * | * | * | * | * | 11% |
| Students in Foster Care | * | * | * | 707 | * | * | * | * | * | * | * |
| Military-Connected Students | * | * | * | 734 | * | * | * | * | * | * | 30% |
| Migrant Students | * | * | * | 702 | * | * | * | * | * | * | * |

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# Academic Achievement

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

For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our NJDOE Accountability webpage under 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 Test: Geometry

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

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

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

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

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# Academic Achievement

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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 Test: Algebra II

This table shows performance on the NJSLA Algebra II 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.

**Important Note for 2022-23:** The NJDOE recommends caution in comparing the 2022-23 Algebra II 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 | School Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did not yet meet expectations | % Level 2: Partially met expectations | % Level 3: Approached expectations | % Level 4: Met expectations | % Level 5: Exceeded expectations | % of testers met or exceeded expectations | State: % of testers met or exceeded expectations |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Schoolwide | * | * | * | 762 | * | * | * | * | * | * | 66% |
| White | * | * | * | 765 | * | * | * | * | * | * | 69% |
| Hispanic | * | * | * | 718 | * | * | * | * | * | * | 24% |
| Black or African American | * | * | * | 729 | * | * | * | * | * | * | 31% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 781 | * | * | * | * | * | * | 84% |
| American Indian or Alaska Native | * | * | * | 774 | * | * | * | * | * | * | 70% |
| Two or More Races | * | * | * | 766 | * | * | * | * | * | * | 69% |
| Female | * | * | * | 757 | * | * | * | * | * | * | 61% |
| Male | * | * | * | 767 | * | * | * | * | * | * | 70% |
| Non-binary/undesignated gender | * | * | * | 746 | * | * | * | * | * | * | 40% |
| Economically Disadvantaged Students | * | * | * | 715 | * | * | * | * | * | * | 21% |
| Non-Economically Disadvantaged Students | * | * | * | 772 | * | * | * | * | * | * | 75% |
| Students with Disabilities | * | * | * | 717 | * | * | * | * | * | * | 29% |
| Students without Disabilities | * | * | * | 763 | * | * | * | * | * | * | 66% |
| English Learners | * | * | * | 689 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 764 | * | * | * | * | * | * | 68% |
| Homeless Students | * | * | * | 706 | * | * | * | * | * | * | 17% |
| Students in Foster Care | * | * | * | * | * | * | * | * | * | * | * |
| Military-Connected Students | * | * | * | 753 | * | * | * | * | * | * | 65% |
| Migrant Students | * | * | * | * | * | * | * | * | * | * | * |

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# 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.

## 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 |
|---|---|---|
| 9 | N | N |
| 10 | N | N |
| 11 | * | * |

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

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**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 | 19 | >90% | <10% |
| 3-4 | * | * | * |
| 5 or more | * | * | * |

## 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 | 0% | 27.4% | Not Met |

† Target was met within a confidence interval.

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# Academic Achievement

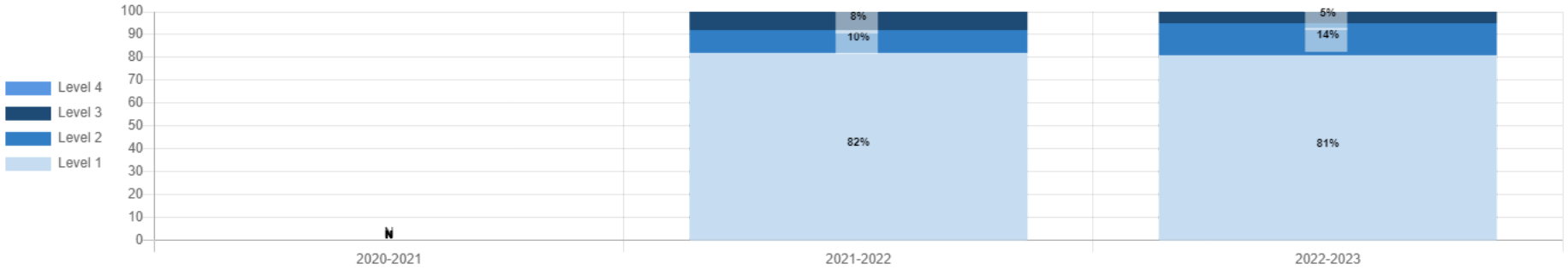
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students 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 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 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 |
|---|---|---|---|---|
| Schoolwide | 81% | 14% | 5% | 0% |
| White | * | * | * | * |
| Hispanic | 79% | 21% | 0% | 0% |
| Black or African American | 82% | 13% | 5% | 0% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | * |
| American Indian or Alaska Native | * | * | * | * |
| Two or More Races | * | * | * | * |
| Female | 81% | 13% | 6% | 0% |
| Male | 81% | 15% | 4% | 0% |
| Non-binary/undesignated gender | * | * | * | * |
| Economically Disadvantaged Students | 87% | 9% | 4% | 0% |
| Non-Economically Disadvantaged Students | 75% | 20% | 5% | 0% |
| Students with Disabilities | * | * | * | * |
| Students without Disabilities | 79% | 16% | 5% | 0% |
| English Learners | * | * | * | * |
| Non-English Learners | 81% | 14% | 5% | 0% |
| Homeless Students | * | * | * | * |
| Students in Foster Care | * | * | * | * |
| Military-Connected Students | * | * | * | * |
| Migrant Students | * | * | * | * |

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# Academic Achievement

## Graduation Proficiency Assessment (NJGPA) : Grade 11

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

| Student Group | ELA Valid Scores | School % Graduation Ready: ELA | District % Graduation Ready: ELA | State % Graduation Ready: ELA | Math Valid Scores | School % Graduation Ready: Math | District % Graduation Ready: Math | State % Graduation Ready: Math |
|---|---|---|---|---|---|---|---|---|
| Schoolwide | 193 | 46.6% | 46.6% | 80.5% | 193 | <10% | <10% | 55% |
| White | * | * | * | 88.3% | * | * | * | 68% |
| Hispanic | 27 | 48.1% | 48.1% | 69.4% | 27 | <10% | <10% | 36.3% |
| Black or African American | 152 | 47.4% | 47.4% | 68.5% | 153 | 11.1% | 11.1% | 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 | * | 60.8% | 60.8% | 85.4% | * | 14.1% | 14.1% | 55.9% |
| Male | * | 36.8% | 36.8% | 75.7% | * | <10% | <10% | 54.2% |
| Non-Binary/Undesignated Gender | * | * | * | 88.7% | * | * | * | 68.5% |
| Economically Disadvantaged Students | 105 | 45.7% | 45.7% | 67.9% | 104 | <10% | <10% | 34.1% |
| Non-Economically Disadvantaged Students | 88 | 47.7% | 47.7% | 85.6% | 89 | 11.2% | 11.2% | 63.8% |
| Students with Disabilities | 27 | <10% | <10% | 47.1% | 26 | <10% | <10% | 17% |
| Students without Disabilities | 166 | 54.2% | 54.2% | 86% | 167 | 11.4% | 11.4% | 61.3% |
| English Learners | * | * | * | 17.7% | * | * | * | <10% |
| Non-English Learners | * | 48.1% | 48.1% | 83.6% | * | <10% | <10% | 57.7% |
| Homeless Students | * | * | * | 50.7% | * | * | * | 19.8% |
| Students in Foster Care | * | * | * | 34.1% | * | * | * | <10% |
| Military-Connected Students | * | * | * | 80.2% | * | * | * | 49% |
| Migrant Students | * | * | * | 27.6% | * | * | * | 15.8% |

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# 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 | School Participation Rate | State Participation Rate |
|---|---|---|
| 10th and 11th graders taking PSAT 10/NMSQT in 2022-2023 | 41.3% | 78.3% |
| 12th graders taking SAT in 2022-2023 or prior years | 26.3% | 61.9% |
| 12th graders taking ACT in 2022-2023 or prior years | 1.2% | 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 | School Average Score | State Average Score | College Readiness Benchmarks | School - Students Scores at or above Benchmark | State - Students Scores at or above Benchmark |
|---|---|---|---|---|---|
| PSAT 10/NMSQT - Reading and Writing | 401 | 466 | Grade 10: 430 Grade 11: 460 | 22% | 56% |
| PSAT 10/NMSQT - Math | 389 | 462 | Grade 10: 480 Grade 11: 510 | * | 35% |
| SAT - Reading and Writing | 441 | 533 | 480 | 36% | 67% |
| SAT - Math | 420 | 525 | 530 | 14% | 48% |
| ACT - Reading | * | 25 | 22 | * | 66% |
| ACT - English | * | 24 | 18 | * | 80% |
| ACT - Math | * | 24 | 22 | * | 63% |
| ACT - Science | * | 24 | 23 | * | 59% |

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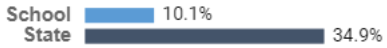
# College and Career Readiness

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.



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# College and Career Readiness

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## 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 |
|---|---|---|---|---|
| Schoolwide | 10.1% | 0.0% | 34.9% | 24.0% |
| White | * | * | 40.0% | 29.8% |
| Hispanic | 4.4% | 0.0% | 22.4% | 17.1% |
| Black or African American | 11.3% | 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 | 0.0% | 0.0% | 39.0% | 25.8% |
| Female | 14.0% | 0.0% | 40.2% | 27.1% |
| Male | 7.6% | 0.0% | 29.6% | 20.8% |
| Non-Binary/Undesignated Gender | N | N | 35.6% | 20.7% |
| Economically Disadvantaged Students | 9.4% | 0.0% | 21.6% | 17.2% |
| Students with Disabilities | 0.0% | 0.0% | 4.6% | 9.0% |
| English Learners | 0.0% | 0.0% | 9.6% | 7.1% |
| Homeless Students | * | * | 10.1% | 13.7% |
| Students In Foster Care | * | * | 2.4% | 3.3% |
| Military-Connected Students | * | * | 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 Calculus AB | 7 | 7 |
| AP European History | 15 | 15 |
| AP U.S. History | 30 | 25 |
| Total Exams taken | | 47 |
| Exams with scores of at least 3 on AP exams or 4 on IB exams | | * |

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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



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## 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 | School: % CTE Participants | School: % CTE Concentrators | State: % CTE Participants | State: % CTE Concentrators |
|---|---|---|---|---|
| Schoolwide | 1.2% | 7.2% | 7.1% | 10.5% |
| White | 0.0% | 0.0% | 5.7% | 10.0% |
| Hispanic | 0.0% | 7.1% | 8.9% | 10.9% |
| Black or African American | 1.6% | 7.5% | 8.5% | 11.1% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 5.8% | 10.6% |
| American Indian or Alaska Native | * | * | 6.7% | 9.4% |
| Two or More Races | 0.0% | 0.0% | 6.5% | 10.7% |
| Female | 1.5% | 11.3% | 7.1% | 10.9% |
| Male | 1.1% | 4.2% | 7.2% | 10.2% |
| Non-Binary/Undesignated Gender | * | * | 7.3% | 13.6% |
| Economically Disadvantaged Students | 0.8% | 0.2% | 9.4% | 11.2% |
| Students with Disabilities | 2.3% | 0.0% | 5.8% | 8.2% |
| English Learners | 0.0% | 0.0% | 7.0% | 3.6% |
| Homeless Students | 7.7% | 0.0% | 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% |

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# College and Career Readiness

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## 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 |
|---|---|
| Human Services | * |
| Total | * |

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# College and Career Readiness

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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



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## 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 | * | * | * |
| Finance | * | * | * |
| Health Science | 17 | * | * |
| Hospitality & Tourism | * | * | * |
| Human Services | 13 | * | * |
| Information Technology | * | * | * |
| Law, Public Safety, Corrections & Security | * | * | * |
| Manufacturing | * | * | * |
| Marketing | * | * | * |
| Science, Technology, Engineering & Mathematics | * | * | * |
| Transportation, Distribution & Logistics | * | * | * |
| Total | 68 | * | * |

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# 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 |
|---|---|---|---|---|---|---|---|
| 9 | 201 | 14 | 0 | 0 | 0 | 0 | 48 |
| 10 | 87 | 142 | 12 | 0 | 0 | 0 | 1 |
| 11 | 14 | 81 | 124 | 15 | 0 | 0 | 2 |
| 12 | 8 | 27 | 44 | 26 | 7 | 14 | 46 |
| Total | 310 | 264 | 180 | 41 | 7 | 14 | 97 |
| Enrolled in AP/IB Course | | | | | 7 | 0 | 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 | 23 | 1 | 0 | 196 | 5 | 0 |
| 10 | 188 | 19 | 0 | 29 | 0 | 1 |
| 11 | 33 | 155 | 0 | 15 | 17 | 2 |
| 12 | 7 | 34 | 0 | 17 | 32 | 26 |
| Total | 251 | 209 | 0 | 257 | 54 | 29 |
| Enrolled in AP/IB Course | 0 | 0 | | 0 | 0 | 0 |
| Enrolled in Dual Enrollment Course | 0 | 0 | 0 | 0 | 0 | 0 |

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## 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 | 243 | 13 | 0 | 0 | 0 | 7 |
| 10 | 34 | 194 | 0 | 0 | 0 | 23 |
| 11 | 16 | 189 | 0 | 0 | 0 | 67 |
| 12 | 9 | 54 | 0 | 0 | 0 | 86 |
| Total | 302 | 450 | 0 | 0 | 0 | 183 |
| Enrolled in AP/IB Course | 0 | 30 | 0 | 0 | | 15 |
| 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 |
|---|---|---|---|---|---|---|---|
| 9 | 18 | 1 | 0 | 0 | 0 | 0 | 0 |
| 10 | 42 | 6 | 0 | 0 | 0 | 0 | 0 |
| 11 | 48 | 69 | 0 | 0 | 0 | 0 | 0 |
| 12 | 38 | 51 | 0 | 0 | 0 | 0 | 0 |
| Total | 146 | 127 | 0 | 0 | 0 | 0 | 0 |
| Enrolled in AP/IB Course | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Enrolled in Dual Enrollment Course | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Enrolled in Level 3 or Higher | 6 | 3 | 0 | 0 | 0 | 0 | 0 |

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# College and Career Readiness

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## 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 |
|---|---|---|---|---|---|---|---|
| 9 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| 10 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| 11 | 12 | 0 | 0 | 0 | 0 | 0 | 0 |
| 12 | 14 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 28 | 0 | 0 | 0 | 0 | 0 | 0 |
| Enrolled in AP/IB Course | 0 | 0 | | 0 | | | 0 |
| Enrolled in Dual Enrollment Course | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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## 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 |
|---|---|---|
| Total Seals Earned | 0 | NA |
| Total Unique Students Earning Seals | 0 | 0.0% |

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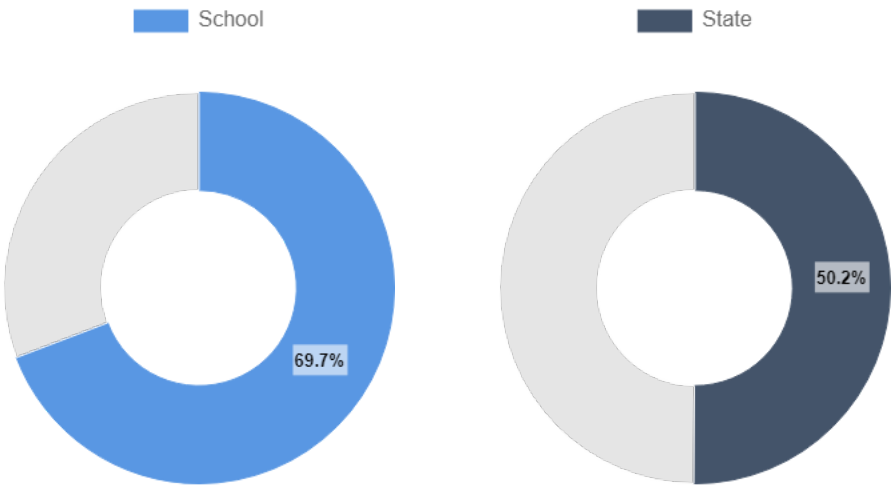
# College and Career Readiness

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## Visual and Performing Arts – Course Participation

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

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



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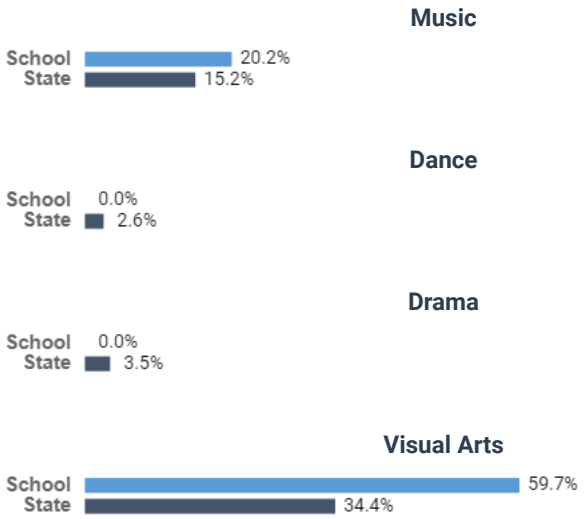
# College and Career Readiness

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## Visual and Performing Arts – Course Participation

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

Students enrolled in one or more classes by discipline:



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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.

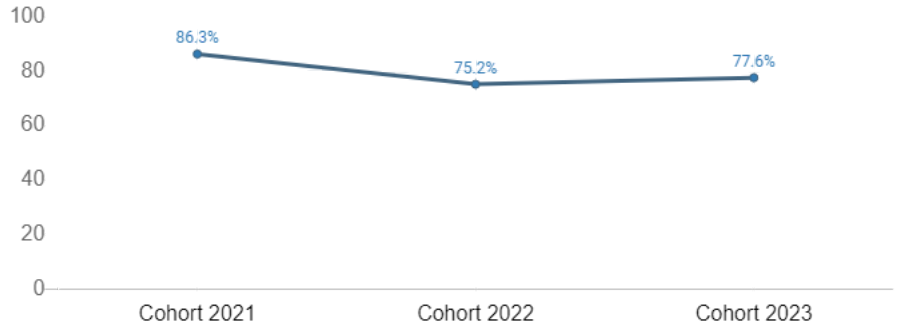
To be included as a graduate in the federal version of the graduation rate, students must have meet state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless 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.

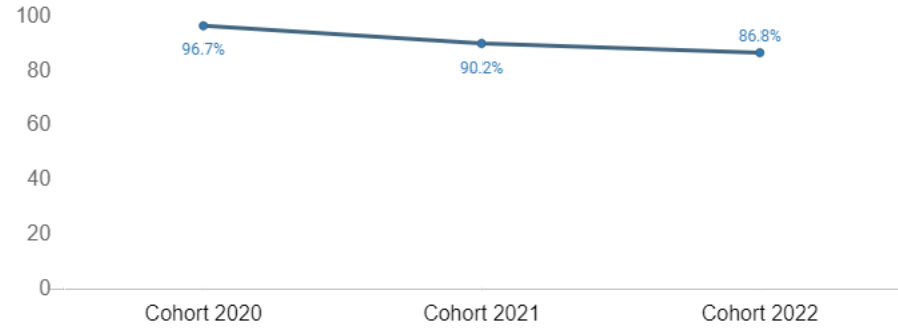
## Graduation Rate Trends and Progress

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 | 86.3% | 75.2% | 77.6% | 96.7% | 90.2% | 86.8% |
| Statewide Graduation Rate | 90.6% | 90.9% | 91.1% | 92.6% | 92.5% | 92.7% |

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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.

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## 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 |
|---|---|---|---|---|---|---|
| Schoolwide | 77.6% | 12.4% | 10.0% | 91.1% | 3.8% | 5.1% |
| White | * | * | * | 95.0% | 2.6% | 2.4% |
| Hispanic | 77.8% | 11.1% | 11.1% | 85.8% | 5.0% | 9.2% |
| Black or African American | 79.7% | 11.6% | 8.7% | 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 | 80.5% | 10.4% | 9.1% | 93.1% | 2.8% | 4.1% |
| Male | 75.8% | 13.7% | 10.5% | 89.1% | 4.7% | 6.1% |
| Non-Binary/Undesignated Gender | N | N | N | * | * | * |
| Economically Disadvantaged Students | 77.7% | 12.1% | 10.2% | 86.6% | 5.2% | 8.3% |
| Students with Disabilities | 72.7% | 22.7% | 4.5% | 80.5% | 12.7% | 6.9% |
| English Learners | * | * | * | 73.6% | 8.0% | 18.4% |
| Homeless Students | 60.0% | 20.0% | 20.0% | 74.6% | 9.1% | 16.4% |
| Students in Foster Care | * | * | * | 61.7% | 14.2% | 24.1% |
| Military-Connected Students | * | * | * | 94.8% | 2.3% | 2.9% |
| Migrant Students | N | N | N | 64.6% | 14.6% | 20.7% |

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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 meet 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 |
|---|---|---|---|---|---|---|
| Schoolwide | 86.8% | 4.8% | 8.4% | 92.7% | 1.6% | 5.7% |
| White | * | * | * | 96.0% | 1.3% | 2.6% |
| Hispanic | 86.7% | 13.3% | 0.0% | 87.7% | 1.8% | 10.5% |
| Black or African American | 86.8% | 3.7% | 9.6% | 89.0% | 2.3% | 8.7% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 97.8% | 1.1% | 1.0% |
| American Indian or Alaska Native | N | N | N | 93.6% | 0.8% | 5.6% |
| Two or More Races | * | * | * | 92.3% | 1.9% | 5.8% |
| Female | 88.7% | 1.4% | 9.9% | 94.7% | 1.0% | 4.4% |
| Male | 85.4% | 7.3% | 7.3% | 90.9% | 2.2% | 6.9% |
| Non-Binary/Undesignated Gender | N | N | N | * | * | * |
| Economically Disadvantaged Students | 86.0% | 4.7% | 9.3% | 88.3% | 1.8% | 9.9% |
| Students with Disabilities | 68.8% | 14.6% | 16.7% | 84.6% | 7.7% | 7.7% |
| English Learners | * | * | * | 77.1% | 1.4% | 21.5% |
| Homeless Students | 66.7% | 0.0% | 33.3% | 75.6% | 3.0% | 21.5% |
| Students in Foster Care | * | * | * | 62.2% | 5.6% | 32.3% |
| Military-Connected Students | * | * | * | 92.7% | 2.2% | 5.1% |
| Migrant Students | N | N | N | 67.1% | 2.4% | 30.5% |

**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

# 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 meet 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 |
|---|---|---|---|---|---|---|
| Schoolwide | 89.8% | 1.0% | 9.3% | 93.0% | 1.2% | 5.8% |
| White | * | * | * | 96.3% | 1.1% | 2.6% |
| Hispanic | 78.9% | 5.3% | 15.8% | 88.1% | 1.1% | 10.8% |
| Black or African American | 90.4% | 0.6% | 9.0% | 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 | 94.8% | 0.0% | 5.2% | 94.8% | 0.8% | 4.5% |
| Male | 85.2% | 1.9% | 13.0% | 91.3% | 1.6% | 7.2% |
| Non-Binary/Undesignated Gender | N | N | N | N | N | N |
| Economically Disadvantaged Students | 89.7% | 1.3% | 9.0% | 88.3% | 1.2% | 10.5% |
| Students with Disabilities | 88.7% | 3.8% | 7.5% | 85.6% | 6.2% | 8.2% |
| English Learners | * | * | * | 79.0% | 0.6% | 20.3% |
| Homeless Students | * | * | * | 77.7% | 1.8% | 20.5% |
| Students in Foster Care | * | * | * | 62.2% | 4.0% | 33.8% |
| Military-Connected Students | * | * | * | 92.1% | 1.1% | 6.9% |
| Migrant Students | * | * | * | 66.0% | 3.1% | 30.9% |

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

# 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 meet 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 |
|---|---|---|---|---|
| Schoolwide | 77.6% | 71.3% | 90.5% | 86.9% |
| White | * | * | 94.4% | 89.9% |
| Hispanic | 77.8% | 80.0% | 85.3% | 81.8% |
| Black or African American | 79.7% | 71.3% | 85.9% | 80.5% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 96.5% | 96.6% |
| American Indian or Alaska Native | N | N | 89.6% | 86.4% |
| Two or More Races | * | * | 91.8% | 85.9% |
| Female | 80.5% | 76.1% | 92.7% | 90.4% |
| Male | 75.8% | 67.7% | 88.5% | 83.5% |
| Non-Binary/Undesignated Gender | N | N | * | * |
| Economically Disadvantaged Students | 77.7% | 69.8% | 85.9% | 81.2% |
| Students with Disabilities | 72.7% | 14.6% | 77.4% | 51.4% |
| English Learners | * | * | 73.4% | 75.4% |
| Homeless Students | 60.0% | 66.7% | 73.6% | 64.4% |
| Students in Foster Care | * | * | 59.5% | 46.0% |
| Military-Connected Students | * | * | 94.2% | 88.3% |
| Migrant Students | N | N | 63.4% | 64.6% |

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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 meet 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 |
|---|---|---|---|---|---|---|
| Schoolwide | 61.2% | 76.5% | Not Met | 85.8% | 80.7% | Met Target |
| White | * | ** | ** | * | ** | ** |
| Hispanic | 66.7% | ** | ** | 77.8% | ** | ** |
| Black or African American | 62.2% | 73.6% | Not Met | 85.9% | 79.2% | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | * | ** | ** | * | ** | ** |
| American Indian or Alaska Native | * | ** | ** | * | ** | ** |
| Two or More Races | * | ** | ** | * | ** | ** |
| Economically Disadvantaged Students | 58.3% | 74.5% | Not Met | 85.1% | 77.0% | Met Target |
| Students with Disabilities | <10% | 49.8% | Not Met | 73.1% | 63.0% | Met Target |
| English Learners | * | ** | ** | * | ** | ** |

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**N** No Data is available to display
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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 meet 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 | School Rate | State Rate |
|---|---|---|
| 2022-2023 | 1.5% | 1.2% |
| 2021-2022 | 2.0% | 1.2% |
| 2020-2021 | 0.8% | 1.1% |

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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.

## 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% |
| Schoolwide | 37.1-38.2% | 50.8% | 49.2% |
| White | * | * | * |
| Hispanic | 22.2-22.9% | 75.0% | 25.0% |
| Black or African American | 38.5-39.7% | 49.1% | 50.9% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * |
| American Indian or Alaska Native | * | * | * |
| Two or More Races | * | * | * |
| Female | 36.2-37.4% | 36.0% | 64.0% |
| Male | 37.6-38.8% | 60.5% | 39.5% |
| Non-binary/undesignated gender | * | * | * |
| Economically Disadvantaged Students | 35.4-36.4% | 51.4% | 48.6% |
| Students with Disabilities | 33.3-34.4% | 57.1% | 42.9% |
| English Learners | * | * | * |
| Homeless students | * | * | * |
| Students in foster care | * | * | * |
| Military-connected students | * | * | * |
| Migrant students | * | * | * |

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**N** No Data is available to display
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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.

## 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% |
| Schoolwide | 46.1-47.5% | 54.2% | 45.8% | 79.7% | 20.3% | 72.9% | 27.1% |
| White | * | * | * | * | * | * | * |
| Hispanic | 38.5-39.7% | 20.0% | 80.0% | 40.0% | 60.0% | 40.0% | 60.0% |
| Black or African American | 46.7-48.1% | 53.1% | 46.9% | 81.6% | 18.4% | 75.5% | 24.5% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | * | * | * | * |
| American Indian or Alaska Native | * | * | * | * | * | * | * |
| Two or More Races | * | * | * | * | * | * | * |
| Female | 57.1-58.9% | 59.4% | 40.6% | 87.5% | 12.5% | 84.4% | 15.6% |
| Male | 37.5-38.7% | 48.1% | 51.9% | 70.4% | 29.6% | 59.3% | 40.7% |
| Non-binary/undesignated gender | * | * | * | * | * | * | * |
| Economically Disadvantaged Students | 39.7-41.0% | 72.4% | 27.6% | 86.2% | 13.8% | 72.4% | 27.6% |
| Students with Disabilities | 32.0-33.0% | 62.5% | 37.5% | 75.0% | 25.0% | 75.0% | 25.0% |
| English Learners | * | * | * | * | * | * | * |
| Homeless students | * | * | * | * | * | * | * |
| 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 | * |

**Report Key:**
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# Climate and Environment

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

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

## Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The state average column is the target used for accountability purposes and it reflects the statewide average for students in the grades offered by the school. 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 |
|---|---|---|---|---|
| Schoolwide | 237 | 28.3% | 18.1% | Not Met |
| White | 5 | 33.3% | ** | ** |
| Hispanic | 38 | 30.2% | 18.1% | Not Met |
| Black or African American | 183 | 27.4% | 18.1% | Not Met |
| Asian, Native Hawaiian, or Pacific Islander | * | * | ** | ** |
| American Indian or Alaska Native | * | * | ** | ** |
| Two or More Races | 6 | 40.0% | ** | ** |
| Female | * | 28.8% | | |
| Male | * | 27.9% | | |
| Non-Binary/Undesignated Gender | * | * | | |
| Economically Disadvantaged Students | 166 | 33.6% | 18.1% | Not Met |
| Students with Disabilities | 48 | 23.8% | 18.1% | Not Met |
| English Learners | 7 | 30.4% | 18.1% | Not Met |
| Homeless Students | 17 | 54.8% | | |
| Students in Foster Care | * | * | | |
| Military-Connected Students | 0 | 0.0% | | |
| Migrant Students | * | * | | |

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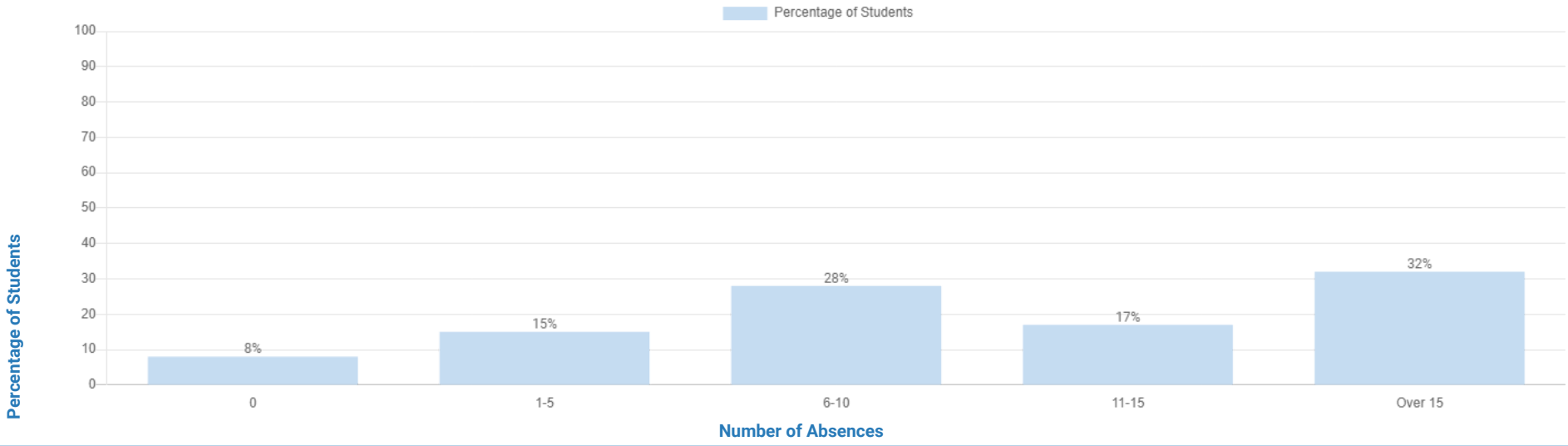
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**Important Note for 2022-23:** The NJDOE recommends caution in comparing the 2022-23 chronic absenteeism rates with the rates from prior years as the pandemic has impacted attendance rates over the last several years.

## 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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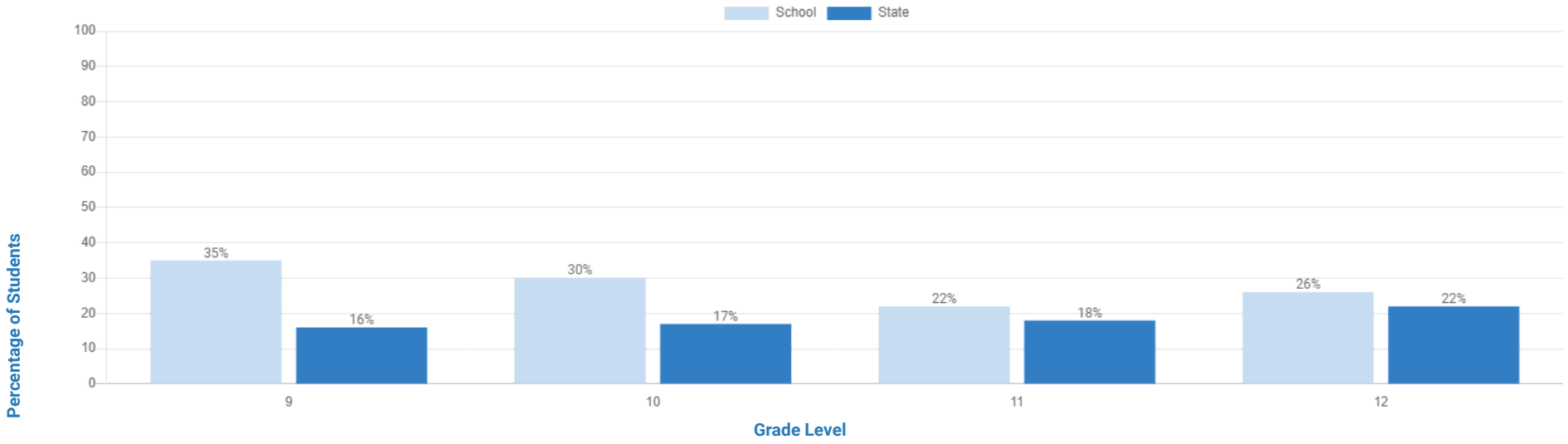
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## Chronic Absenteeism by Grade

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



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# Climate and Environment

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

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

## Violence, Vandalism, HIB, and Substance Offenses

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

| Incident Type | Number of Incidents |
|---|---|
| Violence | 55 |
| Weapons | 4 |
| Vandalism | 2 |
| Substances | 86 |
| Harassment, Intimidation, Bullying (HIB) | 5 |
| Total Unique Incidents | 151 |
| Incidents Per 100 Students Enrolled | 18.62 |

## 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 | 1 |
| Weapons | 0 |
| Vandalism | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 0 |
| Other Incidents Leading to Removal | 0 |

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

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

## Student Disciplinary Removals

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

| Removal Type | Number of Students | Percent of Students |
|---|---|---|
| In-School Suspensions | 106 | 13.1% |
| Out-of-School Suspensions | 234 | 28.9% |
| Any Suspension | 267 | 32.9% |
| Removal to other education program | 1 | 0.1% |
| Expulsion | 0 | 0.0% |
| Arrest | 6 | 0.7% |

| School Days Missed due to Out-of-School Suspensions |
|---|
| 1,884 |

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# Climate and Environment

## School Day

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

| Category | School |
|---|---|
| Typical Start Time | 7:15 AM |
| Typical End Time | 2:00 PM |
| Length of School Day | 6 Hrs. 45 Mins. |
| Full Time - Instructional Time | 5 Hrs. 0 Mins. |
| Shared Time - Instructional Time | 2 Hrs. 30 Mins. |

## Device Ratios

This table shows the student to device ratio, which is the number of students in grades PK-12 per device, including devices designated for instruction, testing, and remote learning. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for online testing and digital learning in grades PreK through 12. This information comes from the elective NJTRAx survey and reflects data submitted as of October 2023, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low student to device ratio due to this policy decision.

| School Year | Student to Device Ratio |
|---|---|
| 2022-2023 | 1:1 |

## Student Access to Technology and Internet

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

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# Staff

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

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

## Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|---|---|---|
| Total Number of teachers | 54 | 118,882 |
| Average years experience in public schools | 10.1 | 12.5 |
| Average years experience in district | 9.6 | 11.3 |
| Number of Teachers with 4 or more years experience in the district | 31 | 88,415 |
| Percentage of Teachers with 4 or more years experience in the district | 57.4% | 74.8% |
| Number of out-of-field teachers | 1 | 2,811 |
| Percentage of out-of-field teachers | 1.9% | 2.4% |
| Number of Teachers with Provisional Credentials | 1 | 8,605 |
| Percentage of Teachers with Provisional Credentials | 1.9% | 7.3% |

## Administrators – Experience

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

| Category | Admin. in School | Admin. in State |
|---|---|---|
| Total Number of administrators | 5 | 9,952 |
| Average years experience in public schools | 6.4 | 16.1 |
| Average years experience in district | 6.4 | 12.5 |
| Number of Administrators with 4 or more years experience in the district | 3 | 7,675 |
| Percentage of Administrators with 4 or more years experience in the district | 60.0% | 77.9% |

## Staff Counts

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

| Staff Category | School: Total Staff Members | District: Total Staff Members | State: Total Staff Members |
|---|---|---|---|
| Teachers | 54 | 283 | 118,882 |
| Administrators | 5 | 27 | 9,952 |
| Librarians/Media Specialists | 1 | 6 | 1,194 |
| Nurses | 1 | 6 | 2,960 |
| School Counselors | 3 | 12 | 4,519 |
| Child Study Team Members | 4 | 17 | 9,367 |
| School Psychologists | 1 | 5 | 2,166 |
| School Social Workers | 1 | 3 | 2,654 |
| Student Assistance Coordinators | 1 | 1 | 381 |
| School Safety Specialists | N | 1 | 694 |

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## Student and Staff Ratios

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

| Ratio | School Ratio | District Ratio |
|---|---|---|
| Students to Teachers | 15:1 | 13:1 |
| Students to Administrators | 162:1 | 135:1 |
| Teachers to Administrators | 11:1 | 10:1 |
| Students to Librarians/Media Specialists † | 811:1 | 608:1 |
| Students to Nurses † | 811:1 | 608:1 |
| Students to Counselors † | 270:1 | 304:1 |
| Students to Child Study Team Members †,†† | 43:1 | 40:1 |
| Students to School Psychologists † | 811:1 | 729:1 |
| Students to School Social Workers † | 811:1 | 1215:1 |
| Students to Student Assistance Coordinators † | 811:1 | 3646:1 |
| Students to School Safety Specialists † | N | 3646:1 |

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

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

## Teachers and Administrators – Demographics

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

| Category | Students in School | Teachers in School | Administrators in School | Students in State | Teachers in State | Administrators in State |
|---|---|---|---|---|---|---|
| Female | 41.0% | 40-50% | * | 48.0% | 77.0% | 57.0% |
| Male | 59.0% | 50-60% | * | 52.0% | 23.0% | 43.0% |
| Non-Binary/Undesignated Gender | ≤1% | ≤10% | * | ≤1% | ≤1% | ≤1% |
| White | 1.7% | 61.1% | 20.0% | 39.1% | 82.2% | 74.8% |
| Hispanic | 15.5% | 3.7% | 0.0% | 33.1% | 8.3% | 8.5% |
| Black or African American | 78.7% | 33.3% | 80.0% | 14.4% | 6.3% | 14.3% |
| Asian | 1.1% | 1.9% | 0.0% | 10.1% | 2.4% | 1.4% |
| American Indian or Alaska Native | 0.7% | 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 | 2.2% | 0.0% | 0.0% | 2.9% | 0.2% | 0.4% |

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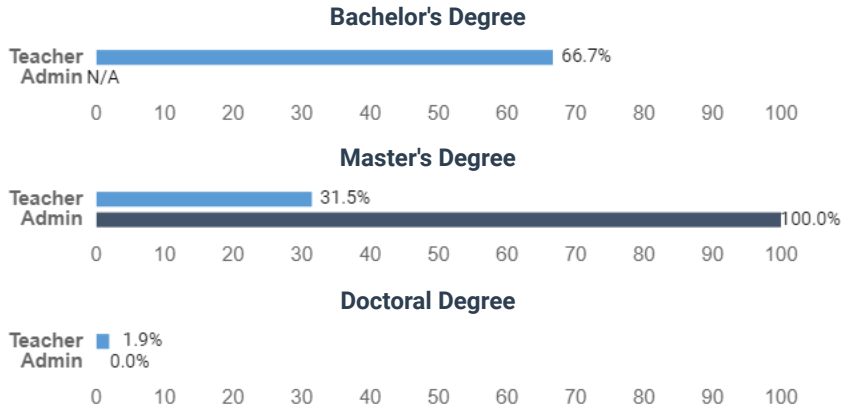
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## Teachers and Administrators - Level of Education

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




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

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

| Job Type | District | State |
|---|---|---|
| 2021-22 Teachers: Same district 2022-23 | 80.5% | 88.4% |
| 2021-22 Administrators: Same district 2022-23 | 74.1% | 86.6% |

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## Teachers by Subject Area

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

| Subject Area | Total Number of Teachers | % Female | % Male | % Non-binary or Undesignated Gender | % White | % Hispanic | % Black or African American | % Asian | % Native Hawaiian, Pacific Islander | % American Indian or Native American | % Two or More Races | % 4 or more years experience in the district | % Bachelor's Degree(Highest Degree) | % Master's Degree(Highest Degree) | % Doctoral Degree(Highest Degree) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Elementary Not Subject Specific | 0 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| English/Language Arts/Literacy | 6 | * | * | * | 33.3% | 0.0% | 66.7% | 0.0% | 0.0% | 0.0% | 0.0% | 50.0% | 100.0% | 0.0% | 0.0% |
| English Speakers or Other Languages | 1 | * | * | * | 0.0% | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 100.0% | 0.0% | 0.0% |
| Mathematics | 8 | * | * | * | 50.0% | 25.0% | 12.5% | 12.5% | 0.0% | 0.0% | 0.0% | 25.0% | 50.0% | 50.0% | 0.0% |
| Science | 4 | * | * | * | 50.0% | 0.0% | 50.0% | 0.0% | 0.0% | 0.0% | 0.0% | 75.0% | 50.0% | 50.0% | 0.0% |
| Social Studies/History | 6 | * | * | * | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 50.0% | 66.7% | 33.3% | 0.0% |
| World Language | 1 | * | * | * | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 100.0% |
| Visual and Performing Arts | 3 | * | * | * | 66.7% | 0.0% | 33.3% | 0.0% | 0.0% | 0.0% | 0.0% | 66.7% | 0.0% | 100.0% | 0.0% |
| Health/Physical Education | 5 | * | * | * | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 60.0% | 80.0% | 20.0% | 0.0% |
| Family & Consumer Sciences | 0 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| Financial Literacy | 0 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| Business | 2 | * | * | * | 0.0% | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 50.0% | 50.0% | 50.0% | 0.0% |
| Computer Science/IT | 0 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| Industrial Arts | 0 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| Career and Technical Education | 2 | * | * | * | 0.0% | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 50.0% | 100.0% | 0.0% | 0.0% |
| Special Education | 16 | 20-40% | 60-80% | ≤20% | 68.8% | 0.0% | 31.3% | 0.0% | 0.0% | 0.0% | 0.0% | 81.3% | 75.0% | 25.0% | 0.0% |
| Bilingual | 0 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |

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# Per-Pupil Expenditures

## Per-Pupil Expenditures by Source

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

| Willingboro Twp | Federal | State & Local | Total | ADE** |
|---|---|---|---|---|
| District Level Total Expenditures | $2,228 | $17,575 | $19,803 | 3,591.3 |
| District Level Central Expenditures | | $658 | $658 | 3,591.3 |
| Willingboro High School | $2,227 | $17,313 | $19,540 | 728.2 |
| Willingboro Memorial Middle School | $2,183 | $15,508 | $17,691 | 589.9 |
| Hawthorne Park Elementary School | $2,238 | $17,263 | $19,501 | 391.3 |
| W. R. James Sr. Elementary School | $2,306 | $15,397 | $17,703 | 345.9 |
| Twin Hills Elementary School | $2,269 | $16,147 | $18,416 | 349.5 |
| James A Cotten Intermediate School | $2,202 | $14,974 | $17,176 | 578.8 |
| J.C.Stuart Ecdc | $2,274 | $21,494 | $23,768 | 350.2 |
| Garfield Ecdc | $2,151 | $19,733 | $21,884 | 257.6 |

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# Accountability

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

- **Comprehensive Support and Improvement (CSI): Overall Low Performing:**
  - Title I schools with a summative score in the bottom 5% of Title I schools.
- **Comprehensive Support and Improvement (CSI): Low Graduation Rate:**
  - All high schools with a four-year graduation rate of 67% or less
- **Additional Targeted Support and Improvement: Low Performing Student Group (ATSI):**
  - All schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
- **Comprehensive Support and Improvement (CSI): Chronically Low Performing:**
  - Title I schools identified as Additional Targeted Support and Improvement; Low Performing Student Group (ATSI) that are identified for three or more consecutive years, i.e., ATSI schools that do not meet exit criteria.
  - The fall 2023 identification is the first year that the NJDOE identified schools in this category.

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

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

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

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

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

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

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# Accountability

## ESSA Accountability Status

The table below provides the school's federal school status 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 Accountability page includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

| | |
|---|---|
| Status for 2024-25 School Year | Comprehensive Support and Improvement |
| Category of Identification | Low Graduation Rate (CSI) |
| Year Eligible to Exit Status | 2027 |
| Student Group Status: White | |
| Student Group Status: Hispanic | |
| Student Group Status: Black or African American | |
| Student Group Status: Asian, Pacific Islander, Native Hawaiian | |
| Student Group Status: American Indian or Alaska Native | |
| Student Group Status: Two or More Races | |
| Student Group Status: Economically Disadvantaged Students | |
| Student Group Status: Students with Disabilities | |
| Student Group Status: English Learners | |

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

## ESSA Accountability Progress

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

**ELA and Math Proficiency:** Percentage of students who met or exceeded expectations on statewide assessments (NJSLA or DLM) **ELA and Math Growth: For 2022-23, this data reflects median student growth percentiles (mSGPs).** For 2021-22, this data shows the Relative School Improvement Measure (RSIM), which was based on aggregate scale score improvement on the statewide assessments in ELA and mathematics (NJSLA), when comparing prior year performance to 2021-22 performance. **Four- and five-year graduation rates:** The adjusted cohort graduation rate **Progress toward English Language Proficiency:** The percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs Assessment for English Language proficiency. **Chronic absenteeism:** The percentage of students who were absent for 10% or more of the days enrolled during the school year.

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

| ESSA Acountability Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| ELA Proficiency | | 12.5% | 16.6% |
| Math Proficiency | | <10% | <10% |
| ELA Growth | | N | N |
| Math Growth | | N | N |
| 4-Year Graduation Rate† | 86.3% | 75.2% | 77.6% |
| 5-Year Graduation Rate† | 96.7% | 90.2% | 86.8% |
| Progress toward English Language Proficiency | | 7.1% | 0.0% |
| Chronic Absenteeism | 35.2% | 29.4% | 28.3% |

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

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# Accountability

## Accountability Indicator Scores and Summative Ratings - 2022-23 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Title I schools with a summative score in the bottom 5% of Title I schools or any school with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see the NJDOE Accountability page.

| ESSA Accountability Indicator | Score | Weight |
|---|---|---|
| ELA Proficiency Indicator Score | 8.97 | 15.0% |
| Math Proficiency Indicator Score | 11.11 | 15.0% |
| ELA Growth Indicator Score | N | N |
| Math Growth Indicator Score | N | N |
| 4-Year Graduation Rate Indicator Score | 2.42 | 20.0% |
| 5-Year Graduation Rate Indicator Score | 25.18 | 20.0% |
| Progress toward English Language Proficiency Indicator Score | 0.70 | 20.0% |
| Chronic Absenteeism Indicator Score | 14.17 | 10.0% |
| **Summative Score** | 10.09 | |
| **Summative Rating** | 4.44 | |
| **Comprehensive Support: Overall Low Performing** | No | |
| **Comprehensive Support: Low Graduation Rate** | Yes | |

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

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

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# Accountability

## Accountability Summary by Student Group - 2022-23 School Year

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

In the table below, the first three columns show information on the identification for ATSI. It shows the summative score for each student group, the cut-off score that was used to identify schools for comprehensive support and improvement (CSI), and whether the school (and student groups) have been identified as requiring ATSI. The remaining columns in the table show whether the student group met annual targets or standards for all indicators for the 2022-23 school year. If at least one student group did not meet all targets and also did not meet all targets in the 2021-22 school year, then the school will be identified as requiring TSI.

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

| Student Group | Summative Score | Summative Score Cut-Off for Additional Targeted Support | Requires Additional Targeted Support: Low Performing Student Group | ELA Proficiency | Math Proficiency | ELA Growth | Math Growth | 4-Year Graduation Rate | 5-Year Graduation Rate | Progress toward English Language Proficiency | Chronic Absenteeism | Requires Targeted Support: Consistently Underperforming Student Group |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Schoolwide | | | No | Not Met | Not Met | ** | ** | Not Met | Met Target | Not Met | Not Met | No |
| White | ** | ** | No | ** | ** | ** | ** | ** | ** | | ** | No |
| Hispanic | ** | ** | No | Met Target | Met Target | ** | ** | ** | ** | | Not Met | No |
| Black or African American | 11.20 | 8.58 | No | Not Met | Not Met | ** | ** | Not Met | Met Target | | Not Met | No |
| Asian, Native Hawaiian, or Pacific Islander | ** | ** | No | ** | ** | ** | ** | ** | ** | | ** | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | ** | ** | ** | | ** | No |
| Two or More Races | ** | ** | No | ** | ** | ** | ** | ** | ** | | ** | No |
| Economically Disadvantaged Students | 18.68 | 8.58 | No | Not Met | Not Met | ** | ** | Not Met | Met Target | | Not Met | No |
| Students with Disabilities | 42.06 | 8.58 | No | Met Target† | Not Met | ** | ** | Not Met | Met Target | | Not Met | No |
| English Learners | ** | ** | No | ** | ** | ** | ** | ** | ** | Not Met | Not Met | No |

†Target was met within a confidence interval.

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# Narrative

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

## Highlights:

- Partnered with Rowan College at Burlington County for student centered pathways to post secondary opportunities
- Developed and implemented a summer credit recovery program and a summer acceleration intervention program
- Partnered with Making Visons Possible to provide students with academic support, mental health services, social emotional wellness services, and extracurricular exploratory activities.

## Mission, Vision, Theme:

Mission: The mission of the Willingboro Public School District is to create a challenging learning environment that encourages high expectations for all students. The district will implement differentiated, standards-based instruction that allows for individual differences and learning styles. We will promote a safe and supportive environment, where each student's self-esteem is fostered through positive relationships. In collaboration with parents and all stakeholders, the district endeavors to nurture and develop the greatness in every student. Vision: The Willingboro Public School District envisions a community of 21st century thinkers and learners dedicated to academic excellence. Students will become lifelong learners and productive citizens who will be prepared to compete in a competitive, pluralistic, and ever-changing global society. Theme: Quality Education: A Community Commitment

## Awards, Recognition, Accomplishments:

Willingboro High School is proud of the following accomplishments: enhanced interventions for the reduction of chronic absenteeism; continued implementation of a common instructional framework; implementation of academic intervention programs; and enhanced strategies for the improvement of climate and culture. Willingboro High School is engaged in a partnership with Making Visons Possible (MVP) to provide students with academic support, mental health services, social emotional wellness services and extracurricular exploratory activities such as photography, performing arts, and broadcasting.

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### Courses, Curriculum, Instruction:

The Willingboro Public Schools endeavors to improve student academic achievement by (a) implementing the District's aligned Standards curricula; (b) providing staff development that promotes student engagement and academic rigor; (c) conducting data analysis to inform instruction; and (d) monitoring teaching and learning to ensure the alignment of curriculum, instruction, and assessment. The Willingboro Public School District provides a range of robust educational courses appropriate to grade levels Pre-K through 12. These courses include college preparatory, honors and vocational programs. In addition, the District offers a gifted and talented program for students in grades K-8 and advanced placement courses for high school students seeking a more challenging curriculum at the college level. Extended learning summer and after school enrichment programs are also offered. Vocational course offerings include related arts and business and technology programs.

### Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Girls), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls)

In the 2022-2023 school year, the Girls' Track team won the NJSIAA Group 2 State Championship Title, their first championship since 1999. The Boys Varsity Football team won the NJSIAA Central Group 2 Final in Fall 2023, its second title in two years.

### Clubs and Activities:

The students at Willingboro High School can participate in the following clubs and activities: Marching Band, Color Guard, Dance Team, Bible Club, Z Club, Robotics Club, Media Tech Club, S.A.F.E Club, Newspaper club, Chess Club, Debate Team, Cultural and Performing Arts Club, Student Council, National Honor Society, National Math Honor Society, and Yearbook Club.

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## Before and After School Programs:

Before and after school services are provided by Making Visions Possible, a third-party partnership housed within the school to provide social, emotional and academic support to the student body. Services include tutoring, college tours, job readiness training, STEM projects, student support groups, and mental health services.



## Staff and Professional Learning:

The Willingboro Public Schools supports the goal of improving student achievement by providing high quality professional development that opens the doors to improved teaching and learning through content rich, research-based instructional practices. In-Service days are dedicated exclusively to the acquisition of knowledge and skills in an effort to refine the craft of our teachers for their work in the classroom. Teachers continue to make paradigm shifts by ensuring that students are provided with multi-dimensional instruction and high quality assessment. Our support staff also engage in professional development that provides them with opportunities to contribute effectively to the learning environment.



## Student Supports and Services:

The following student support services are offered at Willingboro High School: ESL program; Life Skills Program; Autism Program; Behavior Intervention Program; Mentoring Program; Attendance Improvement Program, and Study Table for Athletes. Tutoring is available to all students during the course of the entire school year. A Health and Social Services Coordinator provides support for students in the areas of social/emotional health and well-being. This staff member also serves as a liaison between the District and outside organizations that provide support to students.

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### Student Health and Wellness:

The District provided Trauma Informed Care training for all staff members. This training focused on building positive, long-lasting relationships with students in an effort to enhance the overall educational experience of our students. Willingboro High School also has two Climate & Culture Specialists that focus on student well-being.

### Parent and Community Involvement:

The staff members of Willingboro High School encourage and support parental and community involvement. The following programs and activities are available to our community of stakeholders: a Parent, Teacher, & Student Association (PTSA), access to the Parent Portal via Genesis, website updates, and weekly communication from the building principal to families and students. We have established partnerships with the Willingboro Public Library and Willingboro Recreation Department.

### Facilities:

The building was constructed in 1975 and measures 227,623 square feet. In 2014, renovations were made in the following areas: windows, HVAC system, toilet rooms, interior doors, air conditioning unit in the main office, all classrooms, and cafeteria. In 2019, the air conditioning chiller tower was replaced. In 2020, a security upgrade was completed; inclusive of door access controls and an Alyssa's Law compliant panic alarm system. In 2023, the gymnasium was renovated with a new floor, audio system, and HVAC system.

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### School Safety:

The District provided Trauma Informed Care training for all staff members. This training focused on building positive, long-lasting relationships with students in an effort to enhance the overall educational experience of our students. Willingboro High School also has a Dean of Students that focuses on student discipline.

### Technology and STEM:

The Willingboro Public Schools has a 1:1 device initiative, providing all students with Chromebooks that they can use both at school and at home. During the 2020-2021 school year, the district began to utilize Google Classroom to teach and connect with students. In our technology classes, we provided lessons in computer programming, keyboarding, and technology literacy.

### Effective and Efficient Use of ESSR Funding:

The district ensured that staff members were provided with curriculum pacing guides that supported the major standards to be taught each week/unit while the district engaged in full virtual and hybrid instruction. Materials were coordinated by supervisors to ensure that staff members had what was needed to provide students with rigorous and relevant instruction. Preparing students with college and career-readiness skills for 21st Century learning remained our collective goal in the 2020-2021 school year. To this end, the district utilized best research-based instructional practices as well as core and supplemental materials to implement the NJSLS. Instructional content was delivered via a mixture of asynchronous and synchronous sessions. The district focused on the health and wellness of both students and staff through Trauma Infused Learning, Restorative Practices, counseling, and mental health support programs.

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### Other Information:

Our students benefit daily from academic programming that supports a rigorous curriculum and best instructional practices with data-informed decision making. We are implementing the New Jersey Student Learning Standards (NJSLS) and monitoring student progress in regular intervals. Our English Language Arts program is the basis for all of our coursework, focusing on a mini-lesson structure, content area texts, close reading, and daily independent reading and writing. Our Mathematics program connects math to the real world in ways that build student confidence. Our staff successfully guided students and their families through the 2020-2021 school year despite the challenges of the COVID-19 pandemic. We worked to meet the academic, social, and emotional needs of our students through remote instruction, counseling, and collaboration with community stakeholders.