Livingston High School (13-2730-050)

2022-2023

County: Essex
District: Livingston Board of Education School District
30 Robert Harp Drive
Livingston, NJ 07039

Principal: Ms. Danielle Rosenzweig
School Website
973-535-8000

2,064
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

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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	Essex
District	Livingston Board of Education School District
Principal Name	Ms. Danielle Rosenzweig
Address	30 Robert Harp Drive, Livingston, NJ 07039
Phone Number	973-535-8000
Email Address	drosenzweig@livingston.org
Website	www.livingston.org
Facebook	https://www.facebook.com/LivSchools
Twitter	https://twitter.com/@RosenzweigLHS

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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	486	514	528
10	502	502	524
11	452	502	500
12	500	457	512
Total	1,940	1,975	2,064

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. To protect student and staff privacy, gender percentages for 2020-21, 2021-22, and 2022-23 may show a range, depending on the overall school population size.

Student Group	2020-21	2021-22	2022-23
Female	48.0%	47.0%	47.0%
Male	52.0%	53.0%	53.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	1.9%	1.8%	1.8%
Students with Disabilities	16.6%	14.0%	17.8%
English Learners	0.4%	0.7%	0.8%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.1%	0.0%	0.0%
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	59.6%	56.9%	55.5%
Hispanic	4.3%	4.7%	4.6%
Black or African American	3.2%	3.4%	4.3%
Asian	29.7%	32.0%	32.6%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.3%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two Or More Races	2.8%	2.7%	2.6%

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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	1,939	1,975	2,064
Shared Time Students	1	0	0
Full Time Equivalent	1,940	1,975	2,064

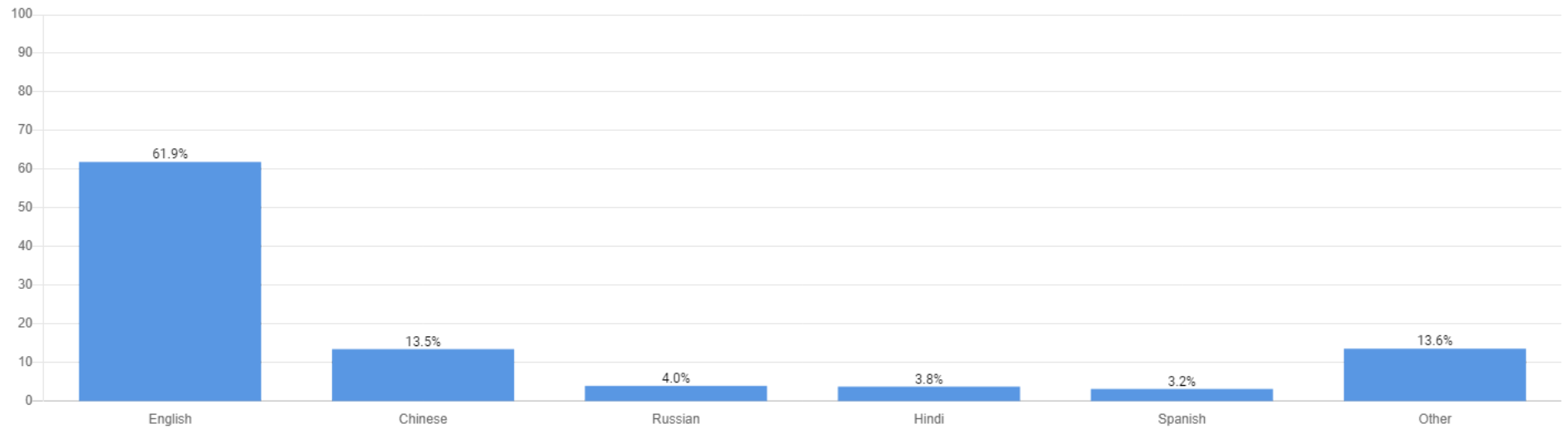
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Enrollment by Home Language

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.

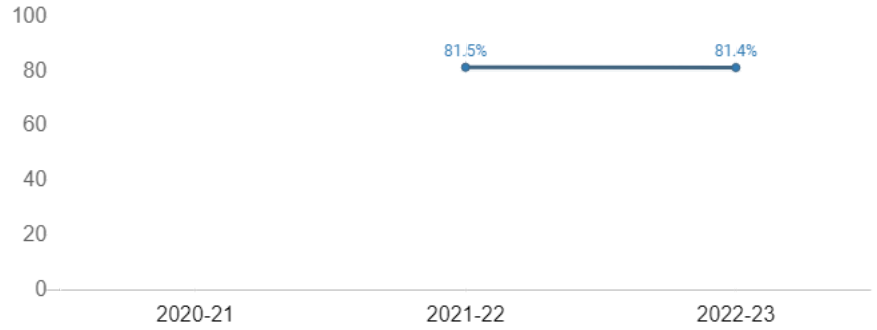
Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

English Language Arts and Mathematics Performance Trends

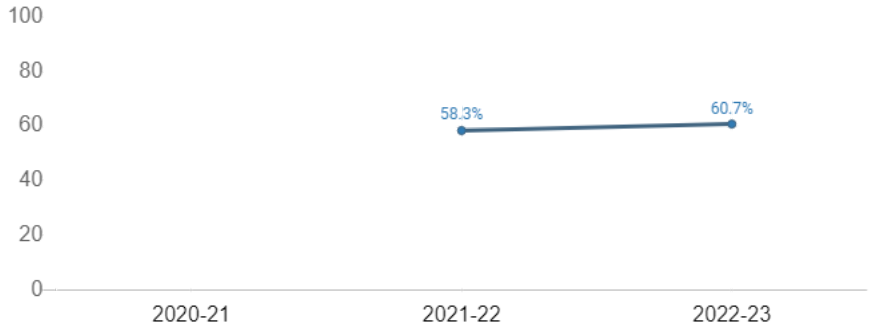
These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the New Jersey Student Learning Assessment (NJSLA) and the DLM alternate assessment for English language arts (ELA) and mathematics. The Proficiency 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		99.6%	99.4%		99.6%	99.4%
Proficiency Rate for Federal Accountability		81.5%	81.4%		58.3%	60.7%
Annual Target		54.4%	56.0%		43.2%	45.5%
Met Annual Target?		Met Goal	Met Goal		Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability		49.0%	51.3%		36.0%	38.2%

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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	521	99.4%	81.4%	82.8%	51.3%	81.4%	56%	Met Goal
White	274	98.9%	79.6%	77.6%	60.7%	79.6%	48.5%	Met Target
Hispanic	22	100%	36.4%	64.4%	37.3%	36.4%	49%	Met Target†
Black or African American	31	100%	67.7%	63.9%	34%	67.7%	48.7%	Met Target
Asian, Native Hawaiian, or Pacific Islander	177	100%	92.1%	92.7%	79.8%	92.1%	76.2%	Met Goal
American Indian or Alaska Native	*	*	*	90%	52.7%	*	**	**
Two or More Races	*	100%	81.3%	86.2%	58.2%	81.3%	**	**
Female	*	99.6%	86.9%	87.8%	56.8%	86.9%		
Male	*	99.3%	76.4%	78.3%	46%	76.4%		
Non-binary/undesignated gender	*	*	*	*	62.5%	*		
Economically Disadvantaged Students	10	100%	40%	42.4%	33.4%	40%	**	**
Non-Economically Disadvantaged Students	511	99.4%	82.2%	83.6%	61.3%	82.2%		
Students with Disabilities	93	96.9%	33.3%	38.5%	19.2%	33.3%	33.3%	Met Target
Students without Disabilities	428	100%	91.8%	91.4%	58.3%	91.8%		
English Learners	11	100%	45.5%	72.6%	23.9%	45.5%	**	**
Non-English Learners	510	99.4%	82.2%	83.4%	54.7%	82.2%		
Homeless Students	*	*	*	*	23.2%	*		
Students in Foster Care	*	*	*	*	20.3%	*		
Military-Connected Students	*	*	*	*	49.2%	*		
Migrant Students	*	*	*	*	15.9%	*		

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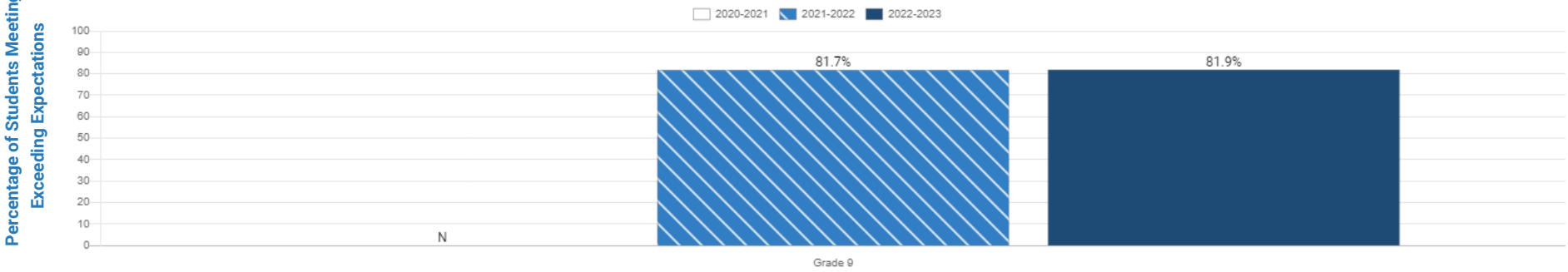
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English Language Arts Assessment - Performance Trends

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	515	779	779	747	2%	6%	10%	43%	39%	82%	52%
White	270	774	774	755	2%	7%	11%	50%	30%	80%	60%
Hispanic	22	735	735	734	14%	27%	23%	36%	0%	36%	39%
Black or African American	31	764	764	731	3%	6%	23%	45%	23%	68%	34%
Asian, Native Hawaiian, or Pacific Islander	175	798	798	780	0%	3%	5%	30%	62%	93%	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	*	766	766	753	6%	13%	0%	63%	19%	81%	57%
Female	*	786	786	754	2%	6%	6%	37%	50%	87%	58%
Male	*	773	773	740	2%	7%	13%	48%	30%	77%	45%
Non-binary/undesignated gender	*	*	*	762	*	*	*	*	*	*	64%
Economically Disadvantaged Students	10	744	744	732	10%	20%	30%	20%	20%	40%	35%
Non-Economically Disadvantaged Students	505	780	780	755	2%	6%	9%	43%	40%	83%	60%
Students with Disabilities	87	736	736	711	8%	28%	31%	32%	1%	33%	14%
Students without Disabilities	428	788	788	754	1%	2%	5%	45%	47%	92%	58%
English Learners	*	*	*	697	*	*	*	*	*	*	*
Non-English Learners	*	780	780	750	2%	6%	10%	43%	39%	82%	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	539	99.4%	60.7%	70.8%	38.2%	60.7%	45.5%	Met Target
White	281	99.3%	51.2%	60%	48.7%	51.2%	36.8%	Met Target
Hispanic	26	96.3%	26.9%	51.1%	22.2%	26.9%	34.6%	Met Target†
Black or African American	34	100%	35.3%	36.4%	17.9%	35.3%	41.6%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	181	100%	84.5%	89.1%	73.1%	84.5%	71.5%	Met Goal
American Indian or Alaska Native	*	*	*	60%	40.1%	*	**	**
Two or More Races	*	100%	68.8%	72.3%	46.4%	68.8%	**	**
Female	*	99.6%	55.1%	68%	36.5%	55.1%		
Male	*	99.3%	65.4%	73.2%	39.9%	65.4%		
Non-binary/undesignated gender	*	*	*	*	36.8%	*		
Economically Disadvantaged Students	11	100%	27.3%	26.1%	19.5%	27.3%	**	**
Non-Economically Disadvantaged Students	528	99.4%	61.4%	71.7%	48.8%	61.4%		
Students with Disabilities	98	99%	22.4%	26.9%	15.7%	22.4%	31%	Not Met
Students without Disabilities	441	99.6%	69.2%	79.2%	43%	69.2%		
English Learners	19	95.2%	73.7%	69.8%	18.1%	73.7%	**	**
Non-English Learners	520	99.6%	60.2%	70.8%	41%	60.2%		
Homeless Students	*	*	*	*	11.9%	*		
Students in Foster Care	*	*	*	*	<10%	*		
Military-Connected Students	*	*	*	*	37.3%	*		
Migrant Students	*	*	*	*	12.7%	*		

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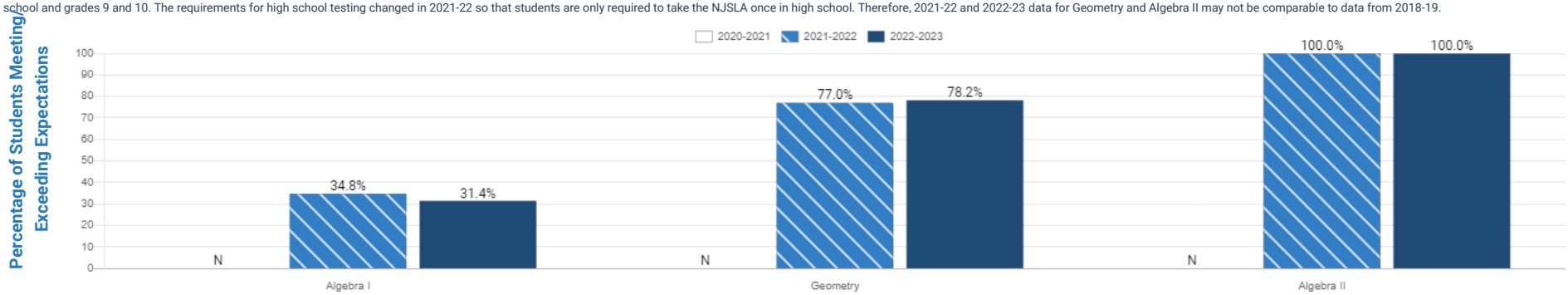
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Mathematics Assessment – Performance Trends

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	220	736	769	738	10%	26%	33%	31%	0%	31%	35%
White	134	737	758	747	7%	28%	34%	31%	0%	31%	46%
Hispanic	23	720	740	723	22%	35%	22%	22%	0%	22%	20%
Black or African American	24	730	738	720	13%	33%	33%	21%	0%	21%	16%
Asian, Native Hawaiian, or Pacific Islander	32	751	794	773	6%	9%	34%	50%	0%	50%	73%
American Indian or Alaska Native	*	*	*	732	*	*	*	*	*	*	31%
Two or More Races	*	*	754	746	*	*	*	*	*	*	44%
Female	*	733	763	737	10%	30%	37%	23%	0%	23%	34%
Male	*	739	774	739	10%	23%	29%	38%	0%	38%	37%
Non-binary/undesignated gender	*	*	*	739	*	*	*	*	*	*	34%
Economically Disadvantaged Students	*	*	738	722	*	*	*	*	*	*	18%
Non-Economically Disadvantaged Students	*	736	770	746	10%	25%	33%	32%	0%	32%	44%
Students with Disabilities	82	722	729	712	22%	38%	21%	20%	0%	20%	*
Students without Disabilities	138	744	778	742	3%	19%	40%	38%	0%	38%	40%
English Learners	*	*	*	706	*	*	*	*	*	*	*
Non-English Learners	*	736	770	740	10%	26%	34%	30%	0%	30%	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	261	765	769	751	0%	2%	20%	59%	20%	78%	55%
White	135	759	760	753	0%	4%	27%	59%	11%	70%	59%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	10	758	758	734	0%	0%	30%	70%	0%	70%	29%
Asian, Native Hawaiian, or Pacific Islander	105	773	778	766	0%	0%	10%	58%	31%	90%	78%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	61%
Two or More Races	*	*	*	755	*	*	*	*	*	*	58%
Female	*	761	765	749	0%	3%	25%	59%	13%	72%	52%
Male	*	768	772	753	0%	2%	14%	59%	26%	84%	58%
Non-binary/undesignated gender	*	*	*	754	*	*	*	*	*	*	57%
Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	765	769	755	0%	2%	19%	59%	20%	78%	61%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	23%
Students without Disabilities	*	765	769	752	0%	2%	18%	60%	19%	80%	56%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	764	769	752	0%	2%	20%	58%	20%	78%	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	747	*	*	*	*	*	*	43%
Migrant Students	*	*	*	*	*	*	*	*	*	*	*

NJ SCHOOL PERFORMANCE REPORT

Livingston High School
(13-2730-050)
2022-2023

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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	54	806	806	762	0%	0%	0%	54%	46%	100%	66%
White	*	*	*	765	*	*	*	*	*	*	69%
Hispanic	*	*	*	718	*	*	*	*	*	*	24%
Black or African American	*	*	*	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	44	806	806	781	0%	0%	0%	52%	48%	100%	84%
American Indian or Alaska Native	*	*	*	774	*	*	*	*	*	*	70%
Two or More Races	*	*	*	766	*	*	*	*	*	*	69%
Female	*	800	800	757	0%	0%	0%	70%	30%	100%	61%
Male	*	811	811	767	0%	0%	0%	42%	58%	100%	70%
Non-binary/undesignated gender	*	*	*	746	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	*	715	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	806	806	772	0%	0%	0%	54%	46%	100%	75%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	29%
Students without Disabilities	*	806	806	763	0%	0%	0%	53%	47%	100%	66%
English Learners	*	*	*	689	*	*	*	*	*	*	*
Non-English Learners	*	807	807	764	0%	0%	0%	52%	48%	100%	68%
Homeless Students	*	*	*	706	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	65%
Migrant Students	*	*	*	*	*	*	*	*	*	*	*

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

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English Language Proficiency Test - Participation and Performance

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

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	15	40%	60%
3-4	N	N	N
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	90.9%	27.4%	**

† Target was met within a confidence interval.

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Academic Achievement

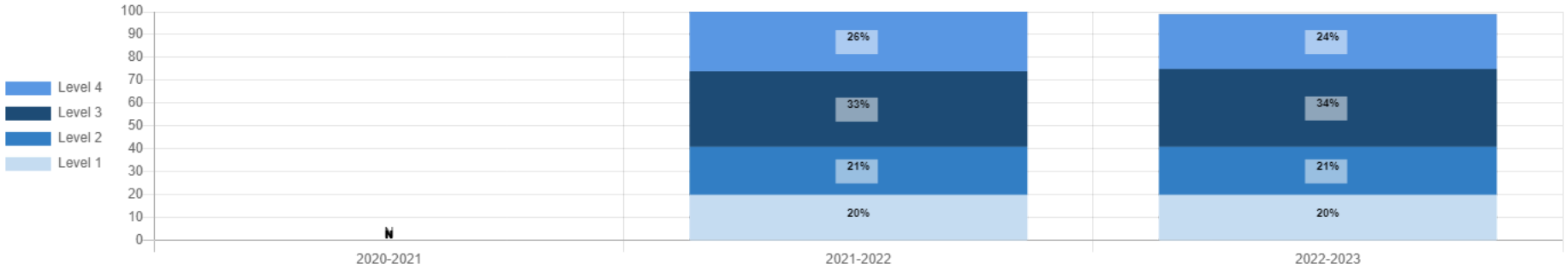
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent 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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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	20%	21%	34%	24%
White	29%	23%	36%	13%
Hispanic	18%	43%	25%	14%
Black or African American	39%	33%	17%	11%
Asian, Native Hawaiian, or Pacific Islander	3%	15%	35%	47%
American Indian or Alaska Native	*	*	*	*
Two or More Races	38%	8%	46%	8%
Female	17%	24%	37%	22%
Male	23%	19%	32%	26%
Non-binary/undesignated gender	*	*	*	*
Economically Disadvantaged Students	33%	17%	33%	17%
Non-Economically Disadvantaged Students	20%	22%	34%	24%
Students with Disabilities	58%	28%	13%	3%
Students without Disabilities	13%	20%	39%	28%
English Learners	*	*	*	*
Non-English Learners	20%	22%	34%	24%
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	496	>90%	>90%	80.5%	495	81%	81%	55%
White	271	>90%	>90%	88.3%	271	76.8%	76.8%	68%
Hispanic	29	89.7%	89.7%	69.4%	28	67.9%	67.9%	36.3%
Black or African American	18	72.2%	72.2%	68.5%	18	44.4%	44.4%	30.3%
Asian, Native Hawaiian, or Pacific Islander	164	>90%	>90%	>90%	164	>90%	>90%	86.8%
American Indian or Alaska Native	*	*	*	73.1%	*	*	*	45.9%
Two or More Races	*	78.6%	78.6%	86.2%	*	57.1%	57.1%	64.2%
Female	*	>90%	>90%	85.4%	*	81.7%	81.7%	55.9%
Male	*	89.6%	89.6%	75.7%	*	80.3%	80.3%	54.2%
Non-Binary/Undesignated Gender	*	*	*	88.7%	*	*	*	68.5%
Economically Disadvantaged Students	*	*	*	67.9%	*	*	*	34.1%
Non-Economically Disadvantaged Students	*	>90%	>90%	85.6%	*	81.5%	81.5%	63.8%
Students with Disabilities	82	74.4%	74.4%	47.1%	82	41.5%	41.5%	17%
Students without Disabilities	414	>90%	>90%	86%	413	88.9%	88.9%	61.3%
English Learners	*	*	*	17.7%	*	*	*	<10%
Non-English Learners	*	>90%	>90%	83.6%	*	81.1%	81.1%	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	45.4%	78.3%
12th graders taking SAT in 2022-2023 or prior years	68.8%	61.9%
12th graders taking ACT in 2022-2023 or prior years	34.0%	7.7%

PSAT, SAT, & ACT - Performance

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

Participation Type	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	585	466	Grade 10: 430 Grade 11: 460	93%	56%
PSAT 10/NMSQT - Math	563	462	Grade 10: 480 Grade 11: 510	74%	35%
SAT - Reading and Writing	632	533	480	93%	67%
SAT - Math	633	525	530	82%	48%
ACT - Reading	26	25	22	72%	66%
ACT - English	26	24	18	87%	80%
ACT - Math	25	24	22	74%	63%
ACT - Science	25	24	23	67%	59%

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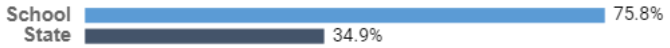
College and Career Readiness

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.

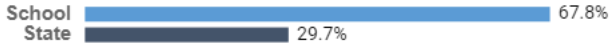
AP/IB Coursework – Participation and Performance

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.

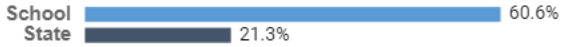
Students enrolled in one or more AP or IB course



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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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	75.8%	22.2%	34.9%	24.0%
White	71.4%	24.9%	40.0%	29.8%
Hispanic	52.2%	23.9%	22.4%	17.1%
Black or African American	35.1%	24.3%	19.2%	15.6%
Asian, Native Hawaiian, or Pacific Islander	93.9%	15.7%	68.2%	29.5%
American Indian or Alaska Native	*	*	28.9%	27.4%
Two or More Races	54.2%	29.2%	39.0%	25.8%
Female	83.8%	18.7%	40.2%	27.1%
Male	68.5%	25.0%	29.6%	20.8%
Non-Binary/Undesignated Gender	N	N	35.6%	20.7%
Economically Disadvantaged Students	57.9%	5.3%	21.6%	17.2%
Students with Disabilities	34.2%	20.1%	4.6%	9.0%
English Learners	*	*	9.6%	7.1%
Homeless Students	N	N	10.1%	13.7%
Students In Foster Care	N	N	2.4%	3.3%
Military-Connected Students	N	N	31.1%	25.4%
Migrant Students	N	N	9.4%	25.0%

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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 Art—History of Art	14	11
AP Biology	42	38
AP Calculus AB	96	85
AP Calculus BC	43	44
AP Chemistry	53	52
AP Chinese Language and Culture	19	26
AP Comparative Government and Politics	36	31
AP Computer Science A	89	84
AP Computer Science Principles	196	178
AP English Language and Composition	123	117
AP English Literature and Composition	99	90
AP Environmental Science	31	28
AP European History	7	7
AP French Language and Culture	22	16
AP Human Geography	154	137
AP Italian Language and Culture	10	9
AP Macroeconomics	0	149
AP Microeconomics	174	152
AP Music Theory	17	16
AP Physics 1	144	133
AP Physics 2	39	38
AP Physics C: Electricity and Magnetism	15	11

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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.

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AP/IB Course	Students Enrolled	Students Tested
AP Physics C: Mechanics	26	23
AP Psychology	321	263
AP Research	40	39
AP Seminar	42	41
AP Spanish Language	42	41
AP Statistics	100	98
AP Studio Art—Drawing Portfolio	13	9
AP Studio Art—Three-Demensional	2	2
AP Studio Art—Two-Demensional	67	64
AP U.S. Government and Politics	122	97
AP U.S. History	104	100
AP World History: Modern	26	20
Total Exams taken		2,249
Exams with scores of at least 3 on AP exams or 4 on IB exams		1,971

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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.

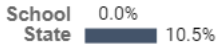
CTE Participants

(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	0.0%	0.0%	7.1%	10.5%
White	0.0%	0.0%	5.7%	10.0%
Hispanic	0.0%	0.0%	8.9%	10.9%
Black or African American	0.0%	0.6%	8.5%	11.1%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	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	0.0%	0.0%	7.1%	10.9%
Male	0.0%	0.0%	7.2%	10.2%
Non-Binary/Undesignated Gender	*	*	7.3%	13.6%
Economically Disadvantaged Students	0.0%	0.0%	9.4%	11.2%
Students with Disabilities	0.0%	0.1%	5.8%	8.2%
English Learners	0.0%	0.0%	7.0%	3.6%
Homeless Students	*	*	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
Total	0

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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
Arts, A/V Technology & Communications	*	*	*
Total	*	*	*

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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	212	265	52	0	0	4	6
10	15	222	292	37	1	8	10
11	1	11	140	276	36	28	55
12	0	1	17	51	276	88	113
Total	228	499	501	364	313	128	184
Enrolled in AP/IB Course					139	100	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	535	0	0	0	0	0
10	48	392	0	109	50	16
11	47	81	0	155	285	42
12	124	24	0	33	119	123
Total	754	497	0	297	454	181
Enrolled in AP/IB Course	42	53		31	217	0
Enrolled in Dual Enrollment Course	29	0	0	4	0	54

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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	534	0	0	0	0	0
10	13	521	11	2	0	115
11	9	502	112	49	26	71
12	13	34	89	355	55	196
Total	569	1,057	212	406	81	382
Enrolled in AP/IB Course	26	104	174	321		307
Enrolled in Dual Enrollment Course	0	0	0	0	0	22

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	333	80	73	0	0	39	7
10	304	84	69	0	0	41	0
11	235	64	15	0	0	32	0
12	88	30	20	0	0	18	1
Total	960	258	177	0	0	130	8
Enrolled in AP/IB Course	42	22	10	0	0	19	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	474	141	72	0	0	62	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	29	0	0	0	0	0	0
10	50	0	0	0	0	0	0
11	18	118	0	0	0	0	0
12	52	78	0	0	0	0	0
Total	149	196	0	0	0	0	0
Enrolled in AP/IB Course	89	196		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
Chinese	11	2.1%
French	*	*
Hindi	*	*
Spanish	13	2.5%
Total Seals Earned	30	NA
Total Unique Students Earning Seals	28	5.5%

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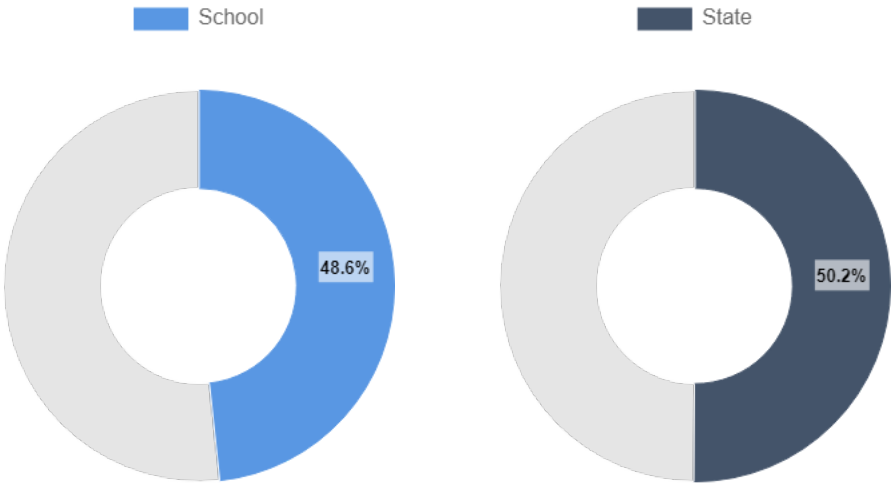
College and Career Readiness

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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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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:

Music



Dance



Drama



Visual Arts



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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.

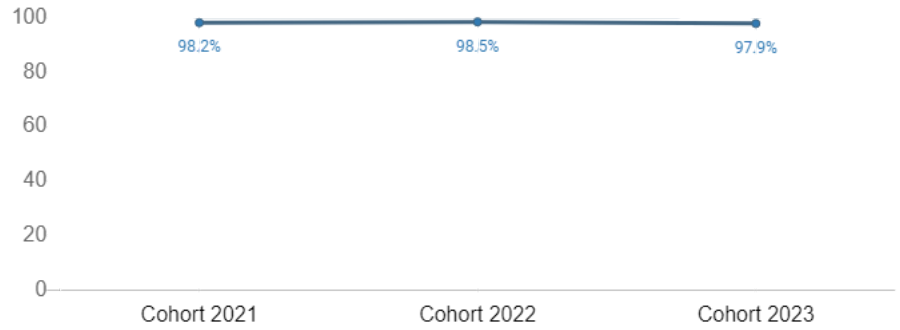
To be included as a graduate in the federal version of the graduation rate, students must have meet state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless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

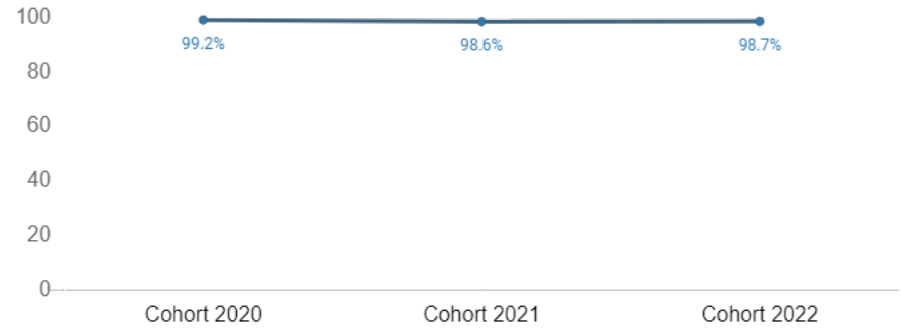
Graduation Rate Trends and Progress

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	98.2%	98.5%	97.9%	99.2%	98.6%	98.7%
Statewide Graduation Rate	90.6%	90.9%	91.1%	92.6%	92.5%	92.7%

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Graduation/ Postsecondary

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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	97.9%	1.4%	0.8%	91.1%	3.8%	5.1%
White	98.1%	1.6%	0.3%	95.0%	2.6%	2.4%
Hispanic	94.4%	5.6%	0.0%	85.8%	5.0%	9.2%
Black or African American	100.0%	0.0%	0.0%	86.7%	5.7%	7.6%
Asian, Native Hawaiian, or Pacific Islander	97.3%	0.7%	2.0%	96.7%	2.2%	1.1%
American Indian or Alaska Native	*	*	*	89.6%	3.7%	6.7%
Two or More Races	100.0%	0.0%	0.0%	93.0%	3.3%	3.7%
Female	98.3%	0.9%	0.9%	93.1%	2.8%	4.1%
Male	97.5%	1.8%	0.7%	89.1%	4.7%	6.1%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	100.0%	0.0%	0.0%	86.6%	5.2%	8.3%
Students with Disabilities	93.9%	6.1%	0.0%	80.5%	12.7%	6.9%
English Learners	*	*	*	73.6%	8.0%	18.4%
Homeless Students	N	N	N	74.6%	9.1%	16.4%
Students in Foster Care	N	N	N	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/ 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 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	98.7%	0.9%	0.4%	92.7%	1.6%	5.7%
White	98.4%	1.2%	0.4%	96.0%	1.3%	2.6%
Hispanic	100.0%	0.0%	0.0%	87.7%	1.8%	10.5%
Black or African American	100.0%	0.0%	0.0%	89.0%	2.3%	8.7%
Asian, Native Hawaiian, or Pacific Islander	98.6%	0.7%	0.7%	97.8%	1.1%	1.0%
American Indian or Alaska Native	N	N	N	93.6%	0.8%	5.6%
Two or More Races	100.0%	0.0%	0.0%	92.3%	1.9%	5.8%
Female	99.5%	0.5%	0.0%	94.7%	1.0%	4.4%
Male	98.0%	1.2%	0.8%	90.9%	2.2%	6.9%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	88.9%	11.1%	0.0%	88.3%	1.8%	9.9%
Students with Disabilities	90.9%	6.1%	3.0%	84.6%	7.7%	7.7%
English Learners	*	*	*	77.1%	1.4%	21.5%
Homeless Students	N	N	N	75.6%	3.0%	21.5%
Students in Foster Care	N	N	N	62.2%	5.6%	32.3%
Military-Connected Students	N	N	N	92.7%	2.2%	5.1%
Migrant Students	N	N	N	67.1%	2.4%	30.5%

Report Key:
* Data is not displayed in order to protect student privacy
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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	98.6%	1.2%	0.2%	93.0%	1.2%	5.8%
White	99.1%	0.6%	0.3%	96.3%	1.1%	2.6%
Hispanic	93.3%	6.7%	0.0%	88.1%	1.1%	10.8%
Black or African American	100.0%	0.0%	0.0%	88.5%	1.6%	9.9%
Asian, Native Hawaiian, or Pacific Islander	97.7%	2.3%	0.0%	97.9%	1.0%	1.1%
American Indian or Alaska Native	*	*	*	94.5%	0.8%	4.7%
Two or More Races	100.0%	0.0%	0.0%	93.2%	0.4%	6.4%
Female	99.2%	0.8%	0.0%	94.8%	0.8%	4.5%
Male	98.0%	1.6%	0.4%	91.3%	1.6%	7.2%
Non-Binary/Undesignated Gender	N	N	N	N	N	N
Economically Disadvantaged Students	96.0%	4.0%	0.0%	88.3%	1.2%	10.5%
Students with Disabilities	92.5%	6.5%	1.1%	85.6%	6.2%	8.2%
English Learners	*	*	*	79.0%	0.6%	20.3%
Homeless Students	N	N	N	77.7%	1.8%	20.5%
Students in Foster Care	N	N	N	62.2%	4.0%	33.8%
Military-Connected Students	N	N	N	92.1%	1.1%	6.9%
Migrant Students	N	N	N	66.0%	3.1%	30.9%

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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.

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	97.9%	98.5%	90.5%	86.9%
White	98.1%	98.0%	94.4%	89.9%
Hispanic	94.4%	100.0%	85.3%	81.8%
Black or African American	100.0%	100.0%	85.9%	80.5%
Asian, Native Hawaiian, or Pacific Islander	97.3%	98.6%	96.5%	96.6%
American Indian or Alaska Native	*	N	89.6%	86.4%
Two or More Races	100.0%	100.0%	91.8%	85.9%
Female	98.3%	99.0%	92.7%	90.4%
Male	97.5%	98.0%	88.5%	83.5%
Non-Binary/Undesignated Gender	N	N	*	*
Economically Disadvantaged Students	100.0%	88.9%	85.9%	81.2%
Students with Disabilities	93.9%	89.4%	77.4%	51.4%
English Learners	*	*	73.4%	75.4%
Homeless Students	N	N	73.6%	64.4%
Students in Foster Care	N	N	59.5%	46.0%
Military-Connected Students	*	N	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	98.2%	94.8%	Met Goal	98.4%	95.8%	Met Goal
White	97.7%	94.6%	Met Goal	98.7%	95.7%	Met Goal
Hispanic	100.0%	91.5%	Met Goal	93.3%	**	**
Black or African American	100.0%	**	**	100.0%	96.0%	Met Goal
Asian, Native Hawaiian, or Pacific Islander	98.6%	95.0%	Met Goal	97.7%	96.0%	Met Goal
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	100.0%	**	**	100.0%	**	**
Economically Disadvantaged Students	88.9%	**	**	96.0%	96.0%	Met Goal
Students with Disabilities	88.1%	83.7%	Met Target	91.4%	91.5%	Not Met
English Learners	*	**	**	*	**	**

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Graduation/ Postsecondary

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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.

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	0.1%	1.2%
2021-2022	0.2%	1.2%
2020-2021	0.0%	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	92.0-94.9%	3.2%	96.8%
White	93.2-96.1%	4.5%	95.5%
Hispanic	81.3-83.8%	0.0%	100.0%
Black or African American	80.0-82.5%	12.5%	87.5%
Asian, Native Hawaiian, or Pacific Islander	94.5-97.4%	0.0%	100.0%
American Indian or Alaska Native	*	*	*
Two or More Races	63.6-65.6%	0.0%	100.0%
Female	94.3-97.2%	1.9%	98.1%
Male	90.5-93.3%	4.5%	95.5%
Non-binary/undesignated gender	*	*	*
Economically Disadvantaged Students	*	*	*
Students with Disabilities	86.5-89.2%	13.0%	87.0%
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.

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	94.0-96.9%	7.5%	92.5%	69.2%	30.8%	34.4%	65.6%
White	93.2-96.1%	8.1%	91.9%	70.1%	29.9%	27.8%	72.2%
Hispanic	88.5-91.2%	17.4%	82.6%	82.6%	17.4%	34.8%	65.2%
Black or African American	91.7-94.5%	45.5%	54.5%	81.8%	18.2%	63.6%	36.4%
Asian, Native Hawaiian, or Pacific Islander	97.3-100.0%	2.1%	97.9%	65.0%	35.0%	41.3%	58.7%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	87.5-90.2%	7.1%	92.9%	64.3%	35.7%	50.0%	50.0%
Female	96.6-99.5%	4.6%	95.4%	63.8%	36.2%	29.1%	70.9%
Male	92.0-94.8%	10.0%	90.0%	73.8%	26.2%	38.9%	61.1%
Non-binary/undesignated gender	*	*	*	*	*	*	*
Economically Disadvantaged Students	90.9-93.7%	10.0%	90.0%	50.0%	50.0%	50.0%	50.0%
Students with Disabilities	*	*	*	*	*	*	*
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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** Accountability calculations require 20 or more students
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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	54	2.6%	18.1%	Met
White	38	3.3%	18.1%	Met
Hispanic	2	2.1%	18.1%	Met
Black or African American	5	5.6%	18.1%	Met
Asian, Native Hawaiian, or Pacific Islander	6	0.9%	18.1%	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	5.5%	18.1%	Met
Female	*	2.8%		
Male	*	2.3%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	2	5.3%	18.1%	Met
Students with Disabilities	27	6.9%	18.1%	Met
English Learners	0	0.0%	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	*	*		

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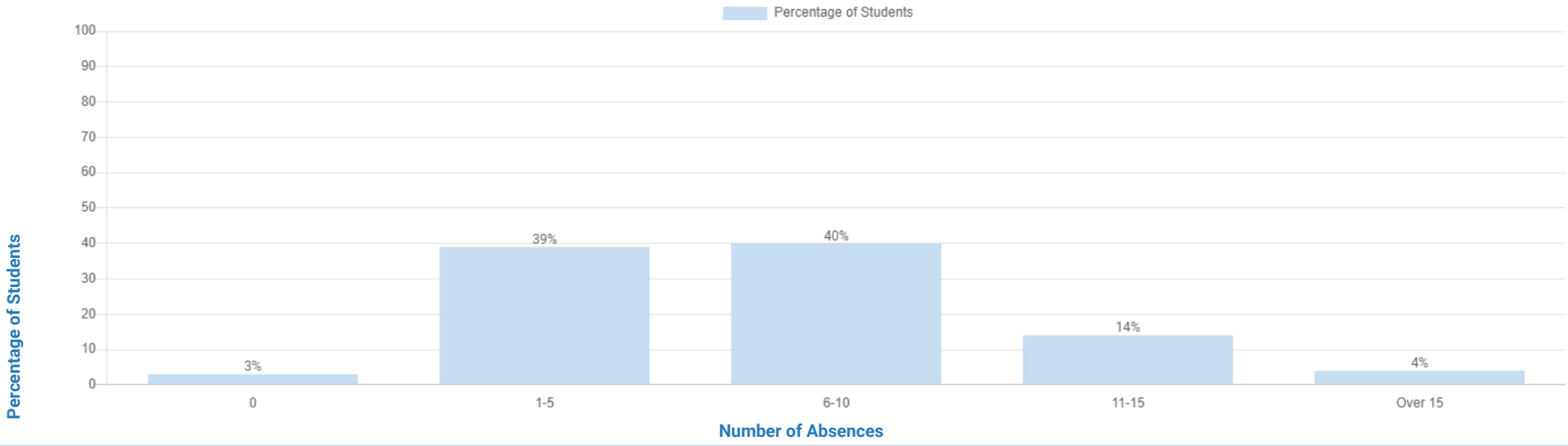
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Days Absent

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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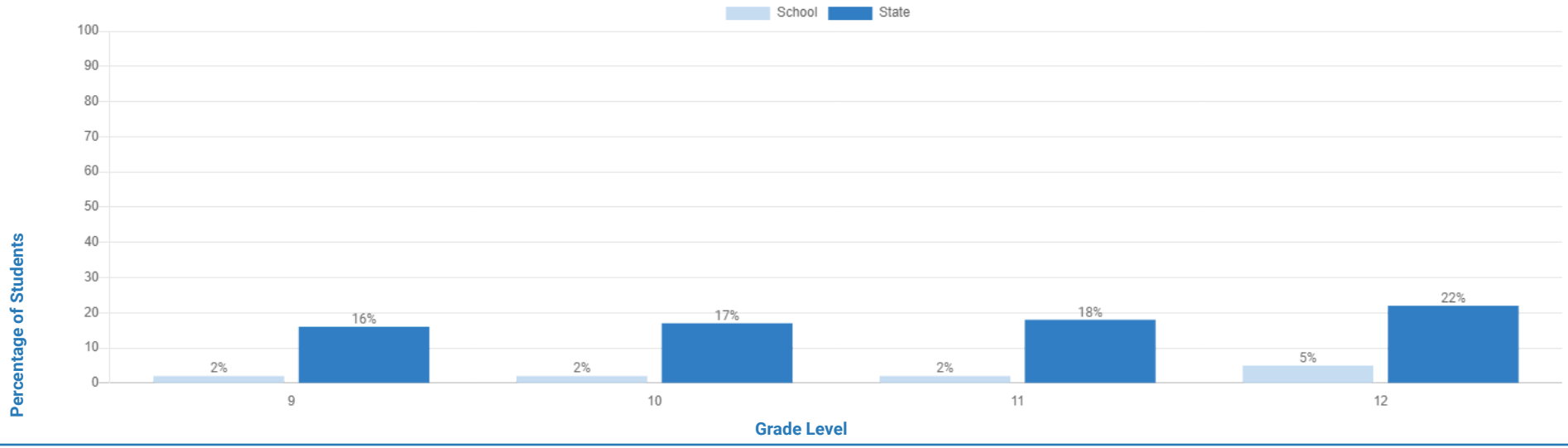
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Chronic Absenteeism by Grade

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	27
Weapons	2
Vandalism	5
Substances	41
Harassment, Intimidation, Bullying (HIB)	20
Total Unique Incidents	94
Incidents Per 100 Students Enrolled	4.55

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	1
Vandalism	2
Substances	2
Harassment, Intimidation, Bullying (HIB)	5
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	7	7
Religion	0	0	0
Ancestry	0	0	0
Gender	0	5	5
Sexual Orientation	0	0	0
Disability	0	2	2
Other	0	11	11
No Identified Nature	7		7

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	48	2.3%
Out-of-School Suspensions	51	2.5%
Any Suspension	65	3.1%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	1	0.0%

School Days Missed due to Out-of-School Suspensions
202

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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	7:50 AM
Typical End Time	2:41 PM
Length of School Day	6 Hrs. 51 Mins.
Full Time - Instructional Time	5 Hrs. 39 Mins.
Shared Time - Instructional Time	2 Hrs. 53 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	1.1:1

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	190	118,882
Average years experience in public schools	10.5	12.5
Average years experience in district	9.6	11.3
Number of Teachers with 4 or more years experience in the district	122	88,415
Percentage of Teachers with 4 or more years experience in the district	64.2%	74.8%
Number of out-of-field teachers	3	2,811
Percentage of out-of-field teachers	1.6%	2.4%
Number of Teachers with Provisional Credentials	25	8,605
Percentage of Teachers with Provisional Credentials	13.2%	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	17	9,952
Average years experience in public schools	13.1	16.1
Average years experience in district	11.5	12.5
Number of Administrators with 4 or more years experience in the district	13	7,675
Percentage of Administrators with 4 or more years experience in the district	76.5%	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	190	531	118,882
Administrators	17	41	9,952
Librarians/Media Specialists	2	9	1,194
Nurses	2	8	2,960
School Counselors	9	22	4,519
Child Study Team Members	9	33	9,367
School Psychologists	4	14	2,166
School Social Workers	2	6	2,654
Student Assistance Coordinators	1	3	381
School Safety Specialists	N	1	694

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

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	11:1	12:1
Students to Administrators	121:1	156:1
Teachers to Administrators	11:1	13:1
Students to Librarians/Media Specialists †	1032:1	713:1
Students to Nurses †	1032:1	802:1
Students to Counselors †	229:1	292:1
Students to Child Study Team Members †,††	41:1	33:1
Students to School Psychologists †	516:1	458:1
Students to School Social Workers †	1032:1	1069:1
Students to Student Assistance Coordinators †	2064:1	2139:1
Students to School Safety Specialists †	N	6416:1

† 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	47.0%	60-65%	60-80%	48.0%	77.0%	57.0%
Male	53.0%	35-40%	20-40%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤5%	≤20%	≤1%	≤1%	≤1%
White	55.5%	87.4%	82.4%	39.1%	82.2%	74.8%
Hispanic	4.6%	5.3%	0.0%	33.1%	8.3%	8.5%
Black or African American	4.3%	1.6%	5.9%	14.4%	6.3%	14.3%
Asian	32.6%	5.8%	5.9%	10.1%	2.4%	1.4%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.4%	0.6%
Two or More Races	2.6%	0.0%	5.9%	2.9%	0.2%	0.4%

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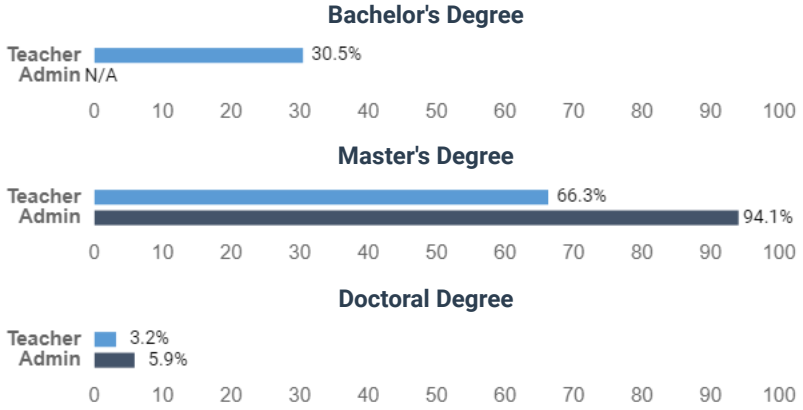
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Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or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

Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2021-22 Teachers: Same district 2022-23	88.0%	88.4%
2021-22 Administrators: Same district 2022-23	81.6%	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	21	60-80%	20-40%	≤20%	95.2%	0.0%	0.0%	4.8%	0.0%	0.0%	0.0%	52.4%	28.6%	61.9%	9.5%
English Speakers or Other Languages	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Mathematics	26	60-80%	20-40%	≤20%	84.6%	3.8%	0.0%	11.5%	0.0%	0.0%	0.0%	65.4%	23.1%	76.9%	0.0%
Science	29	60-80%	20-40%	≤20%	89.7%	3.4%	0.0%	6.9%	0.0%	0.0%	0.0%	72.4%	13.8%	79.3%	6.9%
Social Studies/History	21	40-60%	40-60%	≤20%	95.2%	0.0%	4.8%	0.0%	0.0%	0.0%	0.0%	71.4%	38.1%	57.1%	4.8%
World Language	15	60-80%	20-40%	≤20%	53.3%	26.7%	6.7%	13.3%	0.0%	0.0%	0.0%	60.0%	13.3%	86.7%	0.0%
Visual and Performing Arts	15	40-60%	40-60%	≤20%	93.3%	0.0%	0.0%	6.7%	0.0%	0.0%	0.0%	60.0%	53.3%	46.7%	0.0%
Health/Physical Education	13	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	69.2%	46.2%	46.2%	7.7%
Family & Consumer Sciences	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	10	*	*	*	80.0%	10.0%	0.0%	10.0%	0.0%	0.0%	0.0%	20.0%	30.0%	70.0%	0.0%
Computer Science/IT	1	*	*	*	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
Industrial Arts	4	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	75.0%	100.0%	0.0%	0.0%
Career and Technical Education	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	50.0%	50.0%	0.0%
Special Education	30	80-90%	10-20%	≤10%	90.0%	6.7%	3.3%	0.0%	0.0%	0.0%	0.0%	70.0%	33.3%	66.7%	0.0%
Bilingual	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N

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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	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Pacific Islander, Native Hawaiian	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: 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		81.5%	81.4%
Math Proficiency		58.3%	60.7%
ELA Growth		N	N
Math Growth		N	N
4-Year Graduation Rate†	98.2%	98.5%	97.9%
5-Year Graduation Rate†	99.2%	98.6%	98.7%
Progress toward English Language Proficiency		*	90.9%
Chronic Absenteeism	0.7%	2.9%	2.6%

† 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	84.24	17.5%
Math Proficiency Indicator Score	86.72	17.5%
ELA Growth Indicator Score	N	N
Math Growth Indicator Score	N	N
4-Year Graduation Rate Indicator Score	91.55	25.0%
5-Year Graduation Rate Indicator Score	85.82	25.0%
Progress toward English Language Proficiency Indicator Score	**	**
Chronic Absenteeism Indicator Score	94.12	15.0%
Summative Score	88.38	
Summative Rating	92.78	
Comprehensive Support: Overall Low Performing	No	
Comprehensive Support: Low Graduation Rate	No	

† 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	Met Goal	Met Target	**	**	Met Goal	Met Goal	**	Met	No
White	86.27	8.58	No	Met Target	Met Target	**	**	Met Goal	Met Goal		Met	No
Hispanic	70.23	8.58	No	Met Target†	Met Target†	**	**	Met Goal	**		Met	No
Black or African American	82.08	8.58	No	Met Target	Met Target†	**	**	**	Met Goal		Met	No
Asian, Native Hawaiian, or Pacific Islander	90.71	8.58	No	Met Goal	Met Goal	**	**	Met Goal	Met Goal		Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	**		**	No
Two or More Races	**	**	No	**	**	**	**	**	**		Met	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	Met Goal		Met	No
Students with Disabilities	93.66	8.58	No	Met Target	Not Met	**	**	Met Target	Not Met		Met	No
English Learners	**	**	No	**	**	**	**	**	**	**	**	No

†Target was met within a confidence interval.

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Narrative

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Highlights:

- Starting in 2022-2023, students in grade ten were certified through Teen Mental Health First Aid (tMHFA) providing them with strategies and resources to support overall mental health and wellness.
- ASE (Alliance for Student Equity) was established with representation of students across all 4 grades, to promote awareness to the school community of our diverse and growing community.
- The school advisory program was rooted in the LPS Portrait of a Graduate to promote life long learning skills, and promote the core values of the district to prepare students to be good human beings.

Mission, Vision, Theme:

A mission to empower all to learn, create, contribute and grow guides the expectation for academic excellence at Livingston Public Schools.

Awards, Recognition, Accomplishments:

National Merit Scholarship Program Semifinalists (8), National Hispanic (2), African American Recognition Award, National Merit Special Scholarships (7); NJ Scholar Finalist; NJ Governor's School for Engineering and Technology Attendee; NJ Governor's School for Sciences Attendee; Seal of Biliteracy (28); Presidential Scholars Semifinalist; Book Awards(31); Presidential Scholars Semifinalist; Rensselaer Medal Winner; Rochester Institute of Technology Computing Medal Winners, Innovation & Creativity Winners; Governor's STEM Scholar; NJ State Governor's Award: Art Education for Orchestra; ArtsED NJ Solo & Ensemble Festival Gold Ratings; Scholastic Art & Writing Awards, National & Regional Winners; New Jersey State Governor's Jefferson Award Youth in Service Award & Youth Volunteer Program Award; Georgetown University Fall Invitational Tournament Team: 12th place, Individual 15th Best Individual Speaker; United States Senate Youth Program; Montclair State University Foxy Award: Best Actor

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Courses, Curriculum, Instruction:

AP and Honors courses the following subject areas: Art, Business, English, Math, Music, Science, Social Studies, Technology and World Language. Advanced course work opportunities are fruitful through the Science Research Program and AP Capstone Program. Our Theatre Arts Pathway was implemented to provide students with a focus on all aspects of theatre (performance, technical and production). The Career Internship Program is a dedicated transition program that prepares students to negotiate between school, living and working within the community. The Senior Internship Program allows students to experience internships in real world workplace internships in a location of their selection before graduating from LHS.

Sports and Athletics:

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

Livingston High School offers 50 NJSIAA sponsored athletic teams at the High School level. Additionally, student-athletes particpate in the NJSIAA Alpine Ski Race league, the New Jersey Super Football Conference Girls Flag Football League, and 2 student-athletes competed interscholastically in NJSIAA Gymnastics competitions. Field Hockey - SEC Conference Champions Girls Volleyball - SEC Conference, Essex County, and NJSIAAState Sectional Championships, Winter Track - Boys North I Group IV Sectional Championship, SEC Conference Champions, Essex County Champions , Girls Fencing - District Team Champion, Sabre and Foil Squad Champion, Boys Fencing - District Team Champion, Sabre Squad, Cetrulo Sabre Squad Champion, Girls Spring Track - SEC Conference Champions, Boys Spring Track - North I Group IV Sectional Championship, Boys Volleyball - SEC Conference and Essex County Champions, Penn Relays - 4 x 400 and shot put, Coaching Milestones: Boys Soccer - 300 wins, Softball - 400 wins

Clubs and Activities:

Livingston High School offers its students over 160 co-curricular clubs and activities. We foster a strong Student Government Association which meets regularly with school administration to discuss a topical agenda and has a student representative on the Board of Education. LHS houses yearbook, newspaper and literary publications, and three theater productions. Student qualify for thirteen honor societies. We offer seven band and choral groups, academic competition teams, community service organizations, and over sixty student interest groups ranging from pickelball, to culture-based clubs, to exploration of various career paths. Each club and organization is responsible for offering a community-based event so all students can learn from the work of these organization and build on our inclusive school environment.

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Staff and Professional Learning:

The LPS provides a rich and varied professional development catalog at the district, building, and department levels with more than 50 courses offered. Faculty members engage in a minimum of weekly collaborative learning in small groups to achieve the goals defined in our Strategic Plan in addition to enrolling in after school classes. The focus in the 21-22 school year continues to focus on Culturally Responsive Classroom, and Social Emotional Learning, in addition to Student Engagement in the Remote and Hybrid Setting, Synchronous vs. Asycnhronous Instruction, Differentiated and Individualized Learning, Mindfulness, Quality Assessment, Student Engagement, and Questioning and Inquiry.



Postsecondary Information:

95% of graduating students attended a post-secondary institution (89% attended four-year institutions, 6% attended two-year institutions) and 5% are employed, active in the military or taking a gap year. LHS programs include: LHS College Counselor, College Counseling website, Post-Secondary and Transition Support website, Overview of the College & Career Planning Process Programs, College Application Process Programs, Financial Aid Program, College Admissions Panel, 150+ College Representative Visits, ASVAB assessment, LHS College & Career Fair, Senior Scholarship Night, Overview of the Junior Year Programs, Instant College Admission Decision Day, Senior Exit and Alumni surveys, Parent Alumni Survey, summer college counseling workshop series and individual appointments: Application Bootcamps, The College Search, The College Essay, College Interviewing, SAT vs. ACT, Naviance, College Resume Writing, College of the Month and Major of the Month.



Student Supports and Services:

The LPS provides a full continuum of supports for all students including ESL at all levels, Special Education and Related Services are available with best practices noted in our P.R.I.D.E. Pre-K program, Multiply Disabled Programs from Pre-K through age 21, 18-21 Transition Programming, Career Internship Program at LHS, LINKS programs for students with social-emotional needs K-12, & a vibrant college preparatory program in a small learning setting at our Monmouth Court Campus for LHS students.

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Student Health and Wellness:

The district is committed to providing students with an excellent educational experience while being mindful of their overall health. Curriculum ensures the safety and well-being of all students by building their skills in managing decision making, thinking and acting responsibly, and considering choices for their lives. Topics include but are not limited to wellness, substance abuse, social emotional learning, becoming an upstander, and managing life stressors. Efforts are made to embed health and wellness across the curriculum including the importance of mindfulness practices. Healthy choices are taught as an important life skill within the School Counseling Health and PE curriculum. Starting in the 2022-2023 school year, the Teen Mental Health First Aid (tMHFA) was implemented for 10th grade students providing them with strategies and resources to support overall mental health and wellness.

Parent and Community Involvement:

The district values the involvement of all stakeholders and works to partner with parents and the community to provide students with an excellent education. College/career forums and parent workshops are regularly offered. Schools work with groups on leadership programs and social/emotional and equity topics. Community outreach and support for families with ESL needs is part of our full system of support. Our district enjoys collaborative relationships with community partners such as our Parent-Teacher Council, SEPAC, and Equity Teams at the disrict level and building levels.

Climate Surveys:

Is a Climate Survey Used: No; LPS has developed district and BOE goals in the area of equity and inclusion since the 2019-2020 school year. To assist the district in better understanding the areas in which to focus this work, we conducted equity climate surveys with our community in the spring of 2021 and 2022. This survey was shared with our parents via an online system for gathering feedback on questions specific to their child(ren)'s experience in our schools. Students were invited to participate in focus groups on multiple topics that are relevant to them. During the 2021-2022 school year, the LPS engaged in a full year strategic planning process during which all members of our community were provided with a climate survey. All results were gathered by the district, analyzed by relevant stakeholders, and utilized in planning for future areas of focus in our schools. Survey data has proven useful in designing district goals, budget priorities, staff development of our staff, and curricular initiatives.

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Facilities:

Built in 1955, Livingston High School underwent major reconstruction in 1966 and 2008. The most recent project included a modern science wing, equipped with instructional and laboratory settings in each classroom, and a state-of-the-art Fitness and Wellness Center with a gymnasium, conditioning room, and flexible space for education, yoga, and team practices. In 2017, the media center was renovated to allow for greater integration of technology, collaborative spaces, and student performance.

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Other Information:

LHS is comprised of over 2000 students. The building utilizes a Rotating Drop Schedule in which classes run 56 minutes. Students experience more than 200 additional minutes of classroom interaction per section per year compared to a traditional schedule. Benefits of this schedule include a daily unit lunch for all students, more common time for teachers and students to meet informally, rotating class slots and a decrease in the number of student pull-outs for science labs, counseling and nurse visits. LHS Role Models is a program designed to celebrate the students and staff within the building who exhibit exemplary behaviors. Each month is dedicated to a different character trait as it relates to the LPS Portrait of a Graduate. Staff and students nominate each other for demonstrating that trait. Students and parents are notified of their nominations and at the end of the month, winners are announced. Lancer Time allows time within the schedule for open office hours for students to access teachers during a flex period. Community is the advisory program that meets one a month to address issues of equity, as identitied by staff and students at LHS.