



Atlantic City School District (01-0110)

2023-2024

County: Atlantic
District: Atlantic City School District
1300 Atlantic Avenue
Citi Center 5th Floor
Atlantic City, NJ 08401

Superintendent: Dr. La'Quetta Small
[District Website](#)
609-343-7200 X5003



6,358
Total Students



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

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

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

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

Overview & Resources

District Contact Information

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

Type	Contact Information
County	Atlantic
District	Atlantic City School District
Superintendent Name	Dr. La'Quetta Small
Address	1300 Atlantic Avenue, Citi Center 5th Floor, Atlantic City, NJ 08401
Phone Number	609-343-7200 X5003
Email Address	ismall@acboe.org
Website	http://www.acboe.org
Facebook	https://www.facebook.com/AtlanticCityPublicSchools/
Twitter	https://x.com/ACPublicSchools

Overview & Resources

Schools in this District

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

School Name	Grades Offered
Atlantic City High School	09-12
Brighton Avenue School	PK-05
Chelsea Heights School	KG-08
Dr Martin Luther King Jr School Complex	PK-08
New York Avenue School	PK-08
Pennsylvania Ave School	PK-08
Richmond Avenue School	PK-08
Sovereign Avenue School	PK-08
Texas Avenue School	KG-08
Uptown School Complex	PK-08
Venice Park School	PK-PK

Demographics

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

Enrollment Trends by Grade

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

Grade	2021-22	2022-23	2023-24
PK	472	531	565
KG	452	463	489
1	434	446	453
2	452	416	435
3	437	439	411
4	481	425	454
5	424	490	420
6	477	418	492
7	473	473	435
8	519	467	493
9	576	520	483
10	391	446	425
11	346	351	405
12	397	406	398
Total	6,331	6,291	6,358

Enrollment Trends by Student Group

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

Student Group	2021-22	2022-23	2023-24
Female	48.0%	48.0%	48.0%
Male	52.0%	52.0%	52.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	84.3%	87.1%	83.5%
Students with Disabilities	13.8%	15.0%	15.8%
Multilingual Learners	18.1%	18.7%	19.6%
Students Experiencing Homelessness	2.1%	2.0%	1.8%
Students in Foster Care	0.5%	0.2%	0.1%
Military-Connected Students	0.5%	0.5%	0.6%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial And Ethnic Group	2021-22	2022-23	2023-24
White	3.6%	3.0%	2.6%
Hispanic	44.8%	45.5%	46.4%
Black or African American	33.6%	33.6%	33.4%
Asian	15.8%	15.8%	15.4%
Native Hawaiian or Pacific Islander	0.5%	0.5%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two Or More Races	1.8%	1.6%	1.9%

Demographics

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Enrollment Trends by Full / Half Day PK and KG

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

Grade	2021-22	2022-23	2023-24
PK - Half Day	0	0	0
PK - Full Day	472	531	565
KG - Half Day	0	0	0
KG - Full Day	452	463	489

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.

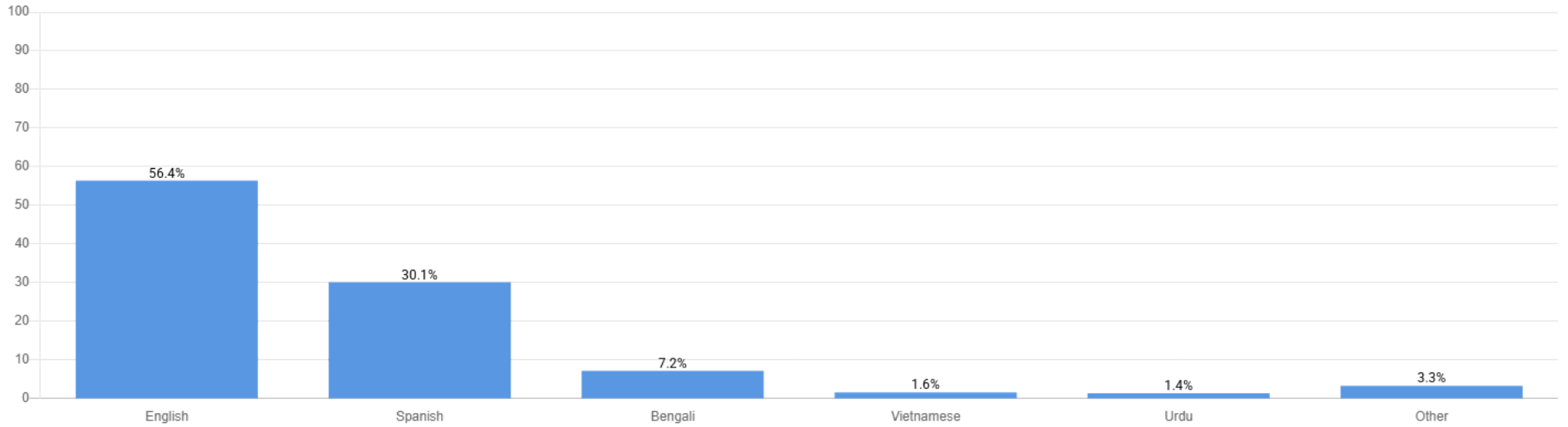
Enrollment Status	2021-22	2022-23	2023-24
Full Time Students	6,331	6,291	6,358
Shared Time Students	0	0	0
Full Time Equivalent	6,331	6,291	6,358

Demographics

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

Enrollment by Home Language

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



Student Growth

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

A student's SGP falls between 1 and 99 and can be grouped into three levels. An SGP below 35 indicates low growth, an SGP between 35 and 65 indicates typical growth, and an SGP greater than 65 indicates high growth. If the SGPs for all students are ordered from smallest to largest, the mSGP is the percentile in the middle of the list.

The [NJDOE Student Growth page](#) has more information about SGPs and mSGPs, including a video that explains how both SGPs and mSGPs are calculated.

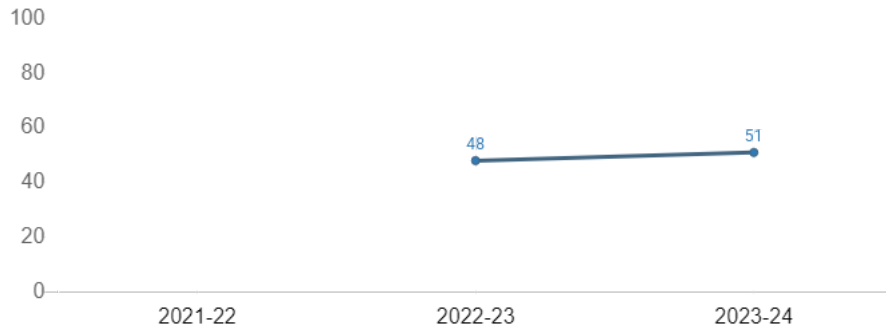
Important Note for 2023-24: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022 school year only.

Student Growth Trends and Progress

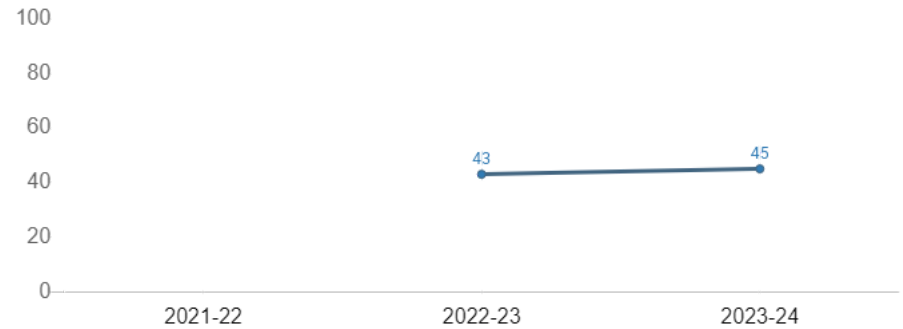
These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

Important Note for 2023-24: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Median Student Growth Percentile		48	51		43	45
Met Standard (40-59.5)?		Met Standard	Met Standard		Met Standard	Met Standard
Statewide: Median Student Growth Percentile		50	50		50	50

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A student's SGP falls between 1 and 99 and can be grouped into three levels. An SGP below 35 indicates low growth, an SGP between 35 and 65 indicates typical growth, and an SGP greater than 65 indicates high growth. If the SGPs for all students are ordered from smallest to largest, the mSGP is the percentile in the middle of the list.

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Student Growth

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

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	51	50	Met Standard	45	50	Met Standard
White	56.5	50	Met Standard	55	51	Met Standard
Hispanic	51	49	Met Standard	46	48	Met Standard
Black or African American	43	47	Met Standard	36	46	Not Met
Asian, Native Hawaiian, or Pacific Islander	63	59	Exceeds Standard	64	60	Exceeds Standard
American Indian or Alaska Native	*	50	**	*	50	**
Two or More Races	46	50	Met Standard	35	51	Not Met
Female	55	52		43	50	
Male	48	48		46.5	50	
Non-Binary/Undesignated Gender	N	44		N	45.5	
Economically Disadvantaged Students	51	48	Met Standard	46	48	Met Standard
Students with Disabilities	38.5	43	Not Met	38.5	44	Not Met
Multilingual Learners	53	50	Met Standard	48	50	Met Standard
Students Experiencing Homelessness	32	43		35	45	
Students in Foster Care	*	40		*	47	
Military-Connected Students	75.5	47.5		*	51	
Migrant Students	N	53		N	44	

Student Growth

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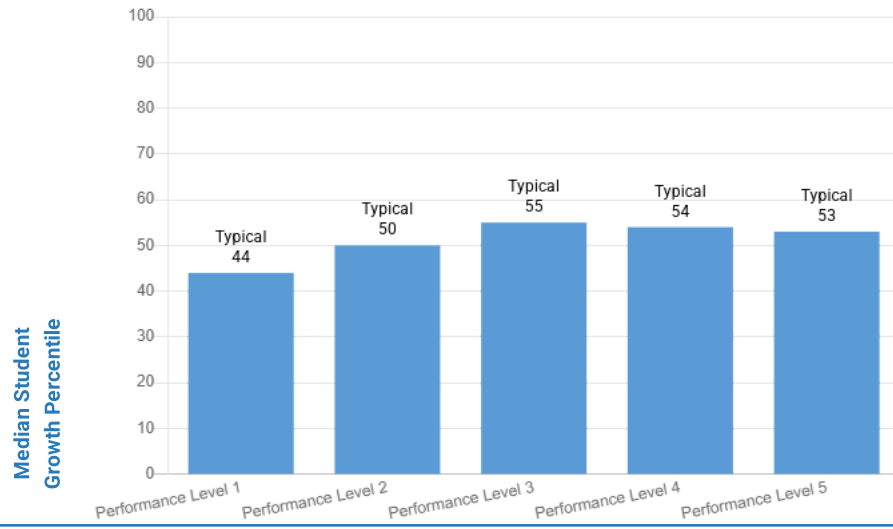
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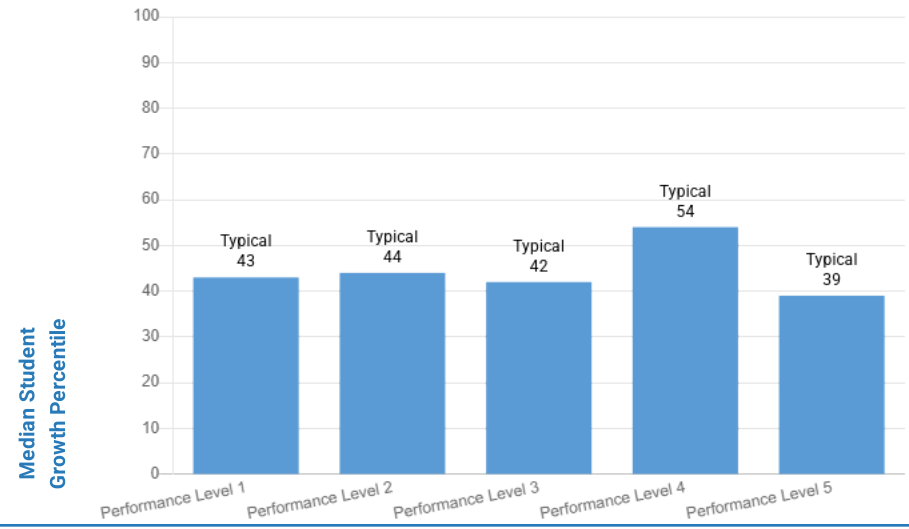
Student Growth by Performance Level

These graphs show the median Student Growth Percentiles (mSGPs) for students based on a student's prior year performance level on the New Jersey Student Learning Assessment (NJSLA) for English language arts (ELA) and mathematics.

ELA



Math



Student Growth

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

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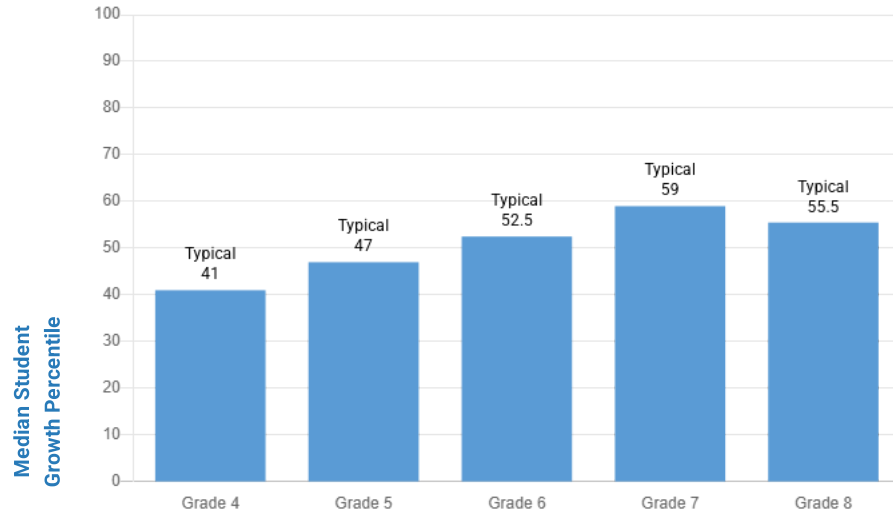
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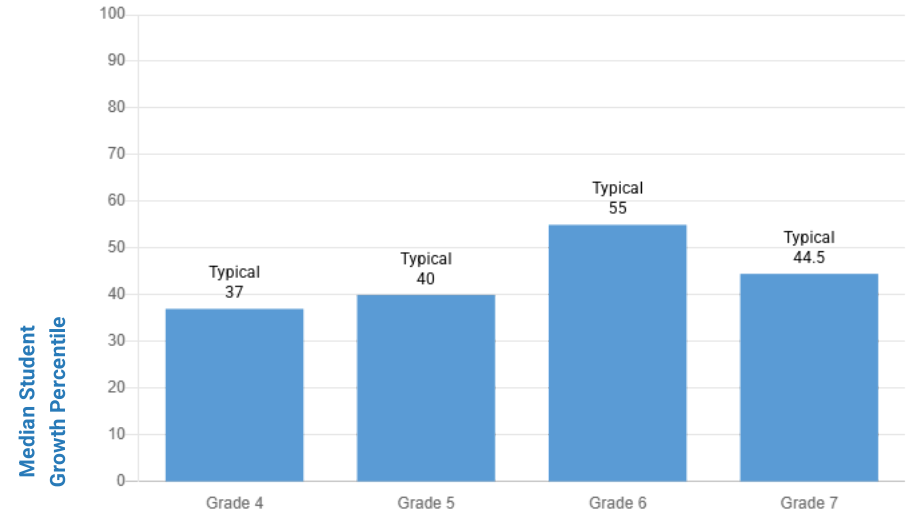
Student Growth by Grade

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

ELA



Math



Academic Achievement

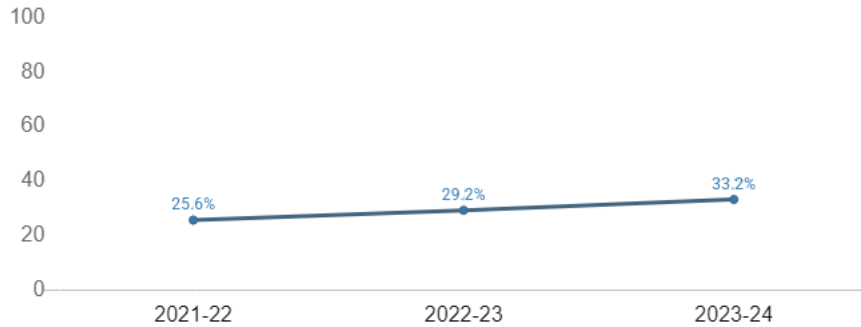
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOEs Assessment page](#).

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

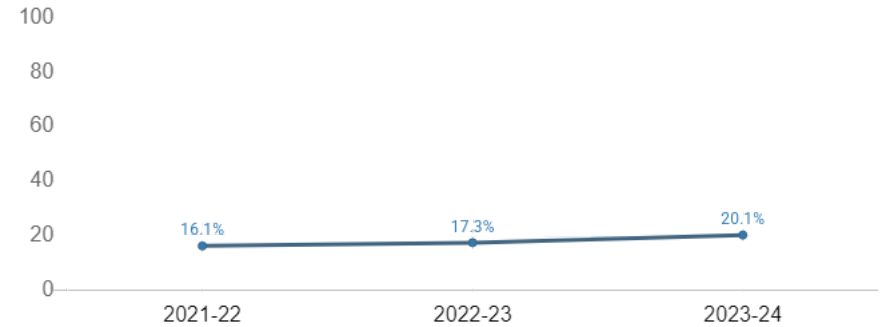
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	96.4%	95.8%	95.6%	95.4%	96.0%	96.3%
Proficiency Rate for Federal Accountability	25.6%	29.2%	33.2%	16.1%	17.3%	20.1%
Annual Target	41.4%	43.8%	31.6%	34.7%	37.5%	20.1%
Met Annual Target?	Not Met	Not Met	Met Target	Not Met	Not Met	Met Target
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

† Target was met within a confidence interval.

Academic Achievement

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English language arts (ELA) both overall and by student group. It includes the results of students taking both the NJSLA and DLM. NJSLA results for ELA include only students in grades 3 through 9. Students who were enrolled for less than half a school year are excluded from performance results. Student are considered to have met or exceeded expectations if they score at Level 4 or 5 on the NJSLA or at Level 3 or 4 on the DLM.

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	2,891	95.6%	33.2%	52.2%	33.2%	31.6%	Met Target
White	*	93.3%	54.5%	61.8%	54.5%	52.2%	Met Target
Hispanic	1,337	96.8%	29.5%	38%	29.5%	27.3%	Met Target
Black or African American	951	92.6%	18.5%	35.9%	18.1%	19%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	462	98.5%	72.1%	79.9%	72.1%	68.4%	Met Target
American Indian or Alaska Native	*	*	*	51.2%	*	**	**
Two or More Races	79	96.8%	31.6%	59.4%	31.6%	33.2%	Met Target†
Female	*	95.4%	36.6%	57.7%	36.6%		
Male	*	95.7%	30.1%	47%	30.1%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	2,447	96.3%	33.1%	34.6%	33.1%	31.8%	Met Target
Non-Economically Disadvantaged Students	444	91.7%	34%	62.8%	32.9%		
Students with Disabilities	492	94%	<10%	19.8%	<10%	10%	Met Target†
Students without Disabilities	2,399	95.9%	38.3%	59.4%	38.3%		
Multilingual Learners	856	98.8%	29.9%	23.1%	29.9%	41.3%	Not Met
Non-Multilingual Learners	2,035	94.3%	34.6%	56.2%	34.5%		
Students Experiencing Homelessness	78	90.9%	11.5%	21.9%	11%		
Students in Foster Care	*	*	*	19.3%	*		
Military-Connected Students	16	100%	31.3%	48.2%	31.3%		
Migrant Students	*	*	*	13.3%	*		

† Target was met within a confidence interval.

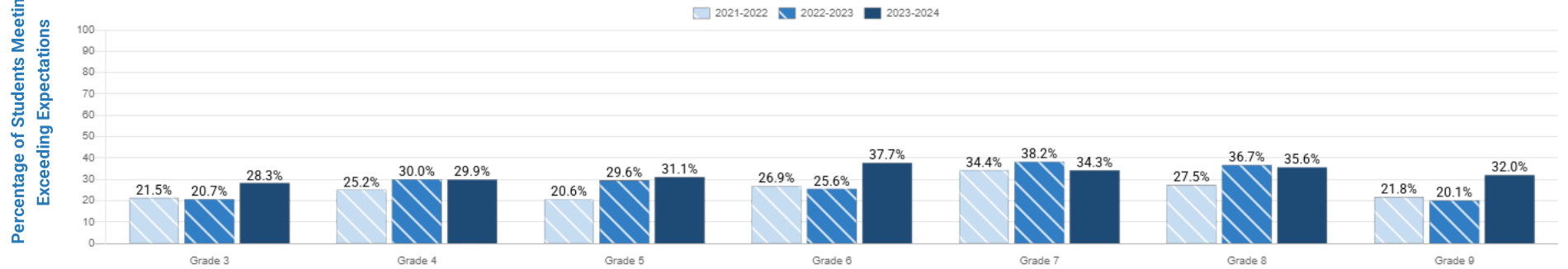
Academic Achievement

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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.



Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	381	722	741	38%	17%	17%	23%	5%	28%	44%
White	*	*	751	*	*	*	*	*	*	53%
Hispanic	*	720	724	38%	16%	19%	23%	4%	27%	29%
Black or African American	126	704	725	52%	21%	12%	13%	2%	14%	29%
Asian, Native Hawaiian, or Pacific Islander	57	765	770	7%	9%	18%	51%	16%	67%	70%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	46%
Two or More Races	10	720	751	*	*	*	*	*	*	52%
Female	*	724	746	35%	15%	20%	25%	5%	30%	48%
Male	*	719	736	40%	18%	15%	22%	5%	27%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	334	720	722	39%	17%	17%	24%	4%	28%	26%
Non-Economically Disadvantaged Students	47	734	753	30%	17%	19%	21%	13%	34%	55%
Students with Disabilities	56	684	710	*	*	*	*	*	*	18%
Students without Disabilities	325	728	747	30%	18%	18%	27%	6%	33%	49%
Multilingual Learners	118	718	704	39%	15%	18%	26%	2%	28%	13%
Non-Multilingual Learners	263	723	746	37%	17%	17%	22%	6%	29%	48%
Students Experiencing Homelessness	11	704	707	*	*	*	*	*	*	18%
Students in Foster Care	*	*	711	*	*	*	*	*	*	18%
Military-Connected Students	*	*	739	*	*	*	*	*	*	41%
Migrant Students	*	*	688	*	*	*	*	*	*	*

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	432	726	749	30%	22%	19%	22%	7%	30%	51%
White	*	*	758	*	*	*	*	*	*	61%
Hispanic	187	726	734	26%	22%	22%	25%	5%	29%	35%
Black or African American	158	711	733	42%	25%	16%	15%	2%	16%	34%
Asian, Native Hawaiian, or Pacific Islander	62	759	776	8%	11%	16%	37%	27%	65%	78%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	51%
Two or More Races	16	720	757	38%	19%	19%	19%	6%	25%	60%
Female	*	731	752	25%	22%	21%	24%	9%	33%	54%
Male	*	721	745	34%	21%	17%	21%	6%	28%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	375	725	731	30%	21%	20%	22%	8%	29%	32%
Non-Economically Disadvantaged Students	57	727	760	26%	26%	14%	28%	5%	33%	63%
Students with Disabilities	67	700	720	51%	28%	10%	10%	0%	10%	21%
Students without Disabilities	365	730	755	26%	20%	21%	25%	9%	33%	57%
Multilingual Learners	105	721	711	30%	24%	22%	22%	3%	25%	13%
Non-Multilingual Learners	327	727	753	30%	21%	18%	23%	9%	31%	55%
Students Experiencing Homelessness	11	708	719	45%	27%	9%	9%	9%	18%	20%
Students in Foster Care	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	*	*	747	*	*	*	*	*	*	49%
Migrant Students	*	*	713	*	*	*	*	*	*	23%

Academic Achievement

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

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English Language Arts Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	389	730	750	28%	21%	20%	23%	8%	31%	52%
White	*	*	760	*	*	*	*	*	*	63%
Hispanic	193	727	736	26%	24%	23%	22%	5%	27%	37%
Black or African American	123	714	734	41%	24%	17%	15%	2%	18%	35%
Asian, Native Hawaiian, or Pacific Islander	52	770	778	10%	6%	15%	38%	31%	69%	80%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	13	733	757	23%	23%	15%	23%	15%	38%	60%
Female	*	735	755	24%	17%	19%	29%	10%	39%	57%
Male	*	724	745	32%	24%	21%	17%	6%	23%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	328	730	732	29%	20%	20%	22%	9%	31%	33%
Non-Economically Disadvantaged Students	61	730	761	26%	23%	18%	28%	5%	33%	64%
Students with Disabilities	50	690	719	*	*	*	*	*	*	20%
Students without Disabilities	339	736	756	22%	21%	22%	26%	9%	35%	59%
Multilingual Learners	84	707	705	*	*	*	*	*	*	*
Non-Multilingual Learners	305	736	754	24%	18%	19%	29%	10%	39%	57%
Students Experiencing Homelessness	14	699	718	64%	14%	7%	14%	0%	14%	22%
Students in Foster Care	*	*	721	*	*	*	*	*	*	20%
Military-Connected Students	*	*	747	*	*	*	*	*	*	48%
Migrant Students	*	*	721	*	*	*	*	*	*	20%

Academic Achievement

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

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English Language Arts Assessment - Performance By Grade: Grade 6

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	461	734	751	23%	20%	19%	30%	8%	38%	53%
White	*	*	760	*	*	*	*	*	*	63%
Hispanic	203	732	738	21%	24%	22%	30%	4%	33%	39%
Black or African American	159	719	735	36%	23%	21%	18%	3%	21%	35%
Asian, Native Hawaiian, or Pacific Islander	76	770	778	4%	5%	11%	50%	30%	80%	82%
American Indian or Alaska Native	*	*	748	*	*	*	*	*	*	49%
Two or More Races	15	728	758	33%	0%	20%	47%	0%	47%	60%
Female	*	736	756	20%	21%	19%	32%	8%	40%	59%
Male	*	732	746	27%	19%	19%	28%	8%	35%	48%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	389	734	735	23%	19%	20%	30%	7%	37%	35%
Non-Economically Disadvantaged Students	72	734	761	22%	22%	15%	31%	10%	40%	65%
Students with Disabilities	79	705	719	51%	25%	13%	9%	3%	11%	17%
Students without Disabilities	382	740	758	18%	19%	21%	34%	9%	43%	60%
Multilingual Learners	49	706	707	*	*	*	*	*	*	*
Non-Multilingual Learners	412	737	754	22%	17%	20%	33%	9%	42%	57%
Students Experiencing Homelessness	13	718	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	724	*	*	*	*	*	*	22%
Military-Connected Students	*	*	754	*	*	*	*	*	*	55%
Migrant Students	*	*	712	*	*	*	*	*	*	29%

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 7

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	420	732	752	24%	16%	26%	25%	10%	34%	54%
White	*	*	761	*	*	*	*	*	*	64%
Hispanic	*	728	737	25%	17%	27%	27%	5%	32%	39%
Black or African American	132	719	734	31%	20%	28%	17%	4%	20%	37%
Asian, Native Hawaiian, or Pacific Islander	69	770	785	6%	7%	14%	39%	33%	72%	84%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	51%
Two or More Races	11	710	759	*	*	*	*	*	*	60%
Female	*	735	758	21%	13%	30%	28%	9%	37%	60%
Male	*	729	746	27%	19%	22%	22%	10%	32%	48%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	359	733	734	24%	14%	26%	26%	10%	35%	36%
Non-Economically Disadvantaged Students	61	728	762	23%	26%	23%	20%	8%	28%	64%
Students with Disabilities	68	695	715	*	*	*	*	*	*	18%
Students without Disabilities	352	739	759	17%	15%	29%	28%	11%	39%	61%
Multilingual Learners	43	697	700	*	*	*	*	*	*	*
Non-Multilingual Learners	377	736	756	20%	16%	27%	27%	11%	38%	58%
Students Experiencing Homelessness	10	699	717	50%	10%	30%	10%	0%	10%	21%
Students in Foster Care	*	*	712	*	*	*	*	*	*	17%
Military-Connected Students	*	*	747	*	*	*	*	*	*	50%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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

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English Language Arts Assessment - Performance By Grade: Grade 8

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	481	734	751	22%	21%	22%	26%	10%	36%	53%
White	*	*	760	*	*	*	*	*	*	62%
Hispanic	233	731	736	22%	24%	21%	27%	6%	33%	39%
Black or African American	158	721	735	27%	27%	27%	15%	6%	20%	37%
Asian, Native Hawaiian, or Pacific Islander	67	772	783	6%	3%	16%	43%	31%	75%	82%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	52%
Two or More Races	17	747	757	29%	0%	12%	47%	12%	59%	59%
Female	*	739	759	17%	23%	22%	26%	12%	38%	60%
Male	*	729	743	26%	19%	22%	26%	8%	33%	46%
Non-binary/undesignated gender	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	396	733	734	21%	22%	22%	25%	9%	34%	36%
Non-Economically Disadvantaged Students	85	736	761	22%	15%	20%	31%	12%	42%	63%
Students with Disabilities	89	701	713	51%	27%	11%	9%	2%	11%	16%
Students without Disabilities	392	741	758	15%	19%	24%	30%	11%	41%	60%
Multilingual Learners	49	697	701	*	*	*	*	*	*	*
Non-Multilingual Learners	432	738	755	18%	20%	23%	28%	11%	39%	56%
Students Experiencing Homelessness	12	712	719	50%	17%	17%	17%	0%	17%	23%
Students in Foster Care	*	*	708	*	*	*	*	*	*	14%
Military-Connected Students	*	*	743	*	*	*	*	*	*	43%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	391	725	755	36%	18%	14%	19%	13%	32%	58%
White	17	756	764	6%	18%	29%	18%	29%	47%	67%
Hispanic	158	714	741	41%	24%	14%	17%	4%	22%	45%
Black or African American	129	703	737	51%	20%	13%	13%	2%	16%	40%
Asian, Native Hawaiian, or Pacific Islander	76	777	789	5%	4%	11%	36%	45%	80%	87%
American Indian or Alaska Native	*	*	757	*	*	*	*	*	*	59%
Two or More Races	*	*	761	*	*	*	*	*	*	64%
Female	*	728	762	33%	18%	14%	21%	14%	35%	64%
Male	*	722	747	38%	18%	14%	18%	12%	30%	51%
Non-binary/undesignated gender	*	*	774	*	*	*	*	*	*	77%
Economically Disadvantaged Students	316	726	738	34%	19%	13%	20%	13%	33%	41%
Non-Economically Disadvantaged Students	75	721	764	43%	13%	17%	15%	12%	27%	67%
Students with Disabilities	59	689	717	*	*	*	*	*	*	19%
Students without Disabilities	332	731	761	29%	19%	15%	22%	15%	37%	64%
Multilingual Learners	38	690	701	*	*	*	*	*	*	*
Non-Multilingual Learners	353	728	758	32%	18%	15%	21%	14%	35%	61%
Students Experiencing Homelessness	*	*	721	*	*	*	*	*	*	25%
Students in Foster Care	*	*	714	*	*	*	*	*	*	20%
Military-Connected Students	*	*	749	*	*	*	*	*	*	51%
Migrant Students	*	*	683	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	2,926	96.3%	20.1%	40.2%	20.1%	20.1%	Met Target
White	*	94.8%	42.6%	51.1%	42.6%	40.4%	Met Target
Hispanic	1,384	97.9%	15.5%	24.2%	15.5%	15.5%	Met Target
Black or African American	934	93%	<10%	20.1%	<10%	8.6%	Not Met
Asian, Native Hawaiian, or Pacific Islander	469	98.8%	56.9%	74.4%	56.9%	54.9%	Met Target
American Indian or Alaska Native	*	*	*	42%	*	**	**
Two or More Races	78	95.8%	15.4%	48.9%	15.4%	22.5%	Not Met
Female	*	96.5%	17.8%	38.4%	17.8%		
Male	*	96.1%	22.3%	42%	22.3%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	2,475	96.6%	20%	21.7%	20%	20.2%	Met Target†
Non-Economically Disadvantaged Students	451	95%	20.6%	51.5%	20.6%		
Students with Disabilities	478	92%	<10%	16.6%	<10%	9.3%	Not Met
Students without Disabilities	2,448	97.2%	22.7%	45.4%	22.7%		
Multilingual Learners	880	99.2%	20.5%	18.7%	20.5%	27.3%	Not Met
Non-Multilingual Learners	2,046	95.1%	19.9%	43.5%	19.9%		
Students Experiencing Homelessness	77	93%	<10%	12.9%	<10%		
Students in Foster Care	*	*	*	12.4%	*		
Military-Connected Students	15	100%	<10%	38.8%	<10%		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

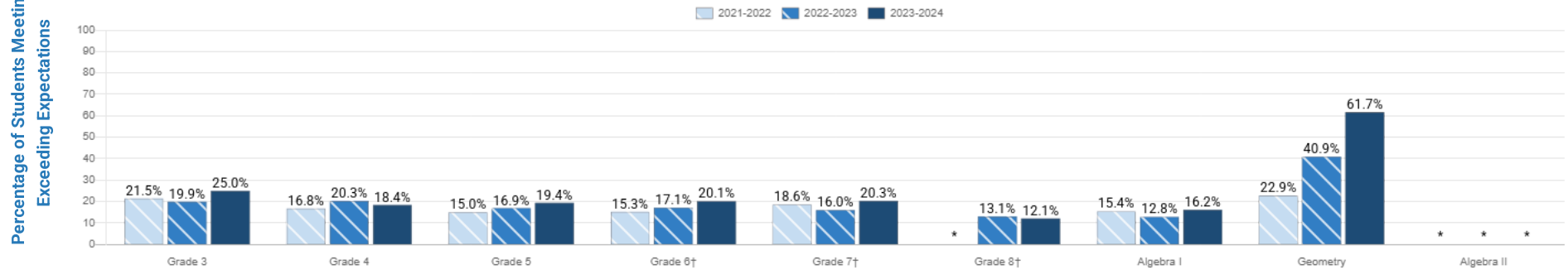
Academic Achievement

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

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Mathematics Assessment - Performance Trends

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



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

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	396	726	747	26%	24%	25%	20%	5%	25%	48%
White	*	*	757	*	*	*	*	*	*	60%
Hispanic	*	725	732	24%	28%	24%	21%	3%	23%	31%
Black or African American	126	711	728	39%	26%	25%	8%	2%	10%	27%
Asian, Native Hawaiian, or Pacific Islander	58	761	776	2%	9%	24%	47%	19%	66%	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	51%
Two or More Races	11	707	755	*	*	*	*	*	*	56%
Female	*	724	744	25%	29%	25%	17%	4%	21%	45%
Male	*	728	749	27%	19%	25%	23%	6%	29%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	348	724	729	26%	26%	24%	19%	5%	24%	28%
Non-Economically Disadvantaged Students	48	736	758	23%	13%	31%	25%	8%	33%	60%
Students with Disabilities	57	698	725	*	*	*	*	*	*	25%
Students without Disabilities	339	730	751	21%	23%	27%	23%	6%	29%	52%
Multilingual Learners	133	724	722	22%	29%	23%	23%	3%	26%	20%
Non-Multilingual Learners	263	726	751	28%	22%	25%	18%	6%	25%	52%
Students Experiencing Homelessness	11	716	717	*	*	*	*	*	*	17%
Students in Foster Care	*	*	719	*	*	*	*	*	*	18%
Military-Connected Students	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	727	*	*	*	*	*	*	12%

Academic Achievement

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

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Mathematics Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	445	719	744	31%	30%	21%	17%	1%	18%	45%
White	*	*	754	*	*	*	*	*	*	57%
Hispanic	197	719	730	29%	32%	22%	15%	1%	16%	28%
Black or African American	159	707	726	*	*	*	*	*	*	24%
Asian, Native Hawaiian, or Pacific Islander	64	749	773	8%	19%	22%	44%	8%	52%	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	50%
Two or More Races	16	717	752	*	*	*	*	*	*	54%
Female	*	718	743	32%	34%	16%	18%	0%	18%	43%
Male	*	720	746	30%	27%	25%	16%	2%	18%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	384	719	727	31%	30%	21%	16%	2%	17%	25%
Non-Economically Disadvantaged Students	61	721	755	31%	28%	16%	25%	0%	25%	58%
Students with Disabilities	67	706	722	*	*	*	*	*	*	21%
Students without Disabilities	378	721	749	28%	29%	23%	19%	2%	20%	50%
Multilingual Learners	119	715	718	33%	33%	23%	12%	0%	12%	14%
Non-Multilingual Learners	326	721	748	30%	29%	20%	19%	2%	21%	49%
Students Experiencing Homelessness	11	713	716	45%	27%	9%	18%	0%	18%	15%
Students in Foster Care	*	*	716	*	*	*	*	*	*	15%
Military-Connected Students	*	*	744	*	*	*	*	*	*	43%
Migrant Students	*	*	721	*	*	*	*	*	*	17%

Academic Achievement

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

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Mathematics Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	407	716	741	38%	30%	13%	15%	4%	19%	40%
White	*	*	751	*	*	*	*	*	*	53%
Hispanic	207	711	726	38%	30%	17%	14%	0%	15%	23%
Black or African American	124	702	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	55	762	772	7%	22%	9%	33%	29%	62%	76%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	13	714	748	31%	38%	15%	15%	0%	15%	49%
Female	*	716	739	34%	32%	15%	16%	3%	19%	38%
Male	*	716	742	41%	27%	11%	14%	6%	20%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	343	716	724	38%	30%	13%	15%	5%	20%	20%
Non-Economically Disadvantaged Students	64	716	752	36%	28%	17%	17%	2%	19%	53%
Students with Disabilities	50	694	717	*	*	*	*	*	*	16%
Students without Disabilities	357	719	746	33%	31%	15%	16%	5%	21%	45%
Multilingual Learners	102	702	711	*	*	*	*	*	*	*
Non-Multilingual Learners	305	721	744	34%	29%	13%	17%	6%	23%	44%
Students Experiencing Homelessness	14	695	712	79%	0%	7%	14%	0%	14%	12%
Students in Foster Care	*	*	714	*	*	*	*	*	*	10%
Military-Connected Students	*	*	741	*	*	*	*	*	*	40%
Migrant Students	*	*	724	*	*	*	*	*	*	27%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 6

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	478	718	737		29%	18%	17%	3%	20%	36%
White	*	*	746	*	*	*	*	*	*	47%
Hispanic	215	714	723	34%	29%	24%	13%	0%	13%	20%
Black or African American	162	704	718	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	78	759	768	8%	13%	12%	51%	17%	68%	73%
American Indian or Alaska Native	*	*	735	*	*	*	*	*	*	33%
Two or More Races	15	712	743	20%	53%	13%	13%	0%	13%	45%
Female	*	717	736	31%	33%	20%	15%	2%	17%	34%
Male	*	719	738	33%	26%	17%	20%	4%	24%	38%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	401	718	721	32%	30%	18%	17%	3%	20%	17%
Non-Economically Disadvantaged Students	77	718	747	32%	29%	19%	17%	3%	19%	48%
Students with Disabilities	79	702	714	49%	35%	5%	8%	3%	10%	12%
Students without Disabilities	399	721	741	29%	28%	21%	19%	3%	22%	41%
Multilingual Learners	68	704	707	*	*	*	*	*	*	*
Non-Multilingual Learners	410	720	740	30%	30%	19%	19%	3%	22%	39%
Students Experiencing Homelessness	13	695	711	*	*	*	*	*	*	*
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	739	*	*	*	*	*	*	37%
Migrant Students	*	*	704	*	*	*	*	*	*	13%

Academic Achievement

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

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Mathematics Assessment - Performance By Grade: Grade 7

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

These results only include students taking the grade level assessment, they do not include the results of students who took the Algebra I, Geometry, or Algebra II end-of-course assessments.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	433	722	739	22%	36%	22%	17%	3%	20%	37%
White	*	*	748	*	*	*	*	*	*	50%
Hispanic	*	718	728	25%	38%	21%	15%	0%	16%	23%
Black or African American	132	713	724	*	*	*	*	*	*	18%
Asian, Native Hawaiian, or Pacific Islander	70	752	764	6%	13%	21%	47%	13%	60%	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	10	717	743	20%	50%	20%	10%	0%	10%	44%
Female	*	718	738	25%	40%	20%	13%	1%	15%	36%
Male	*	726	739	20%	31%	23%	21%	4%	26%	39%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	367	724	726	21%	36%	22%	18%	3%	21%	20%
Non-Economically Disadvantaged Students	66	715	747	30%	35%	18%	15%	2%	17%	48%
Students with Disabilities	67	700	716	*	*	*	*	*	*	12%
Students without Disabilities	366	726	743	17%	36%	24%	19%	4%	23%	43%
Multilingual Learners	58	707	714	*	*	*	*	*	*	*
Non-Multilingual Learners	375	725	741	21%	34%	23%	19%	3%	23%	40%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	11%
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	740	*	*	*	*	*	*	39%
Migrant Students	*	*	708	*	*	*	*	*	*	*

Academic Achievement

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

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Mathematics Assessment - Performance By Grade: Grade 8

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

These results only include students taking the grade level assessment, they do not include the results of students who took the Algebra I, Geometry, or Algebra II end-of-course assessments.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	447	708	719	45%	29%	13%	10%	2%	12%	19%
White	*	*	729	*	*	*	*	*	*	27%
Hispanic	221	706	713	44%	30%	15%	10%	1%	10%	13%
Black or African American	160	698	707	*	*	*	*	*	*	10%
Asian, Native Hawaiian, or Pacific Islander	45	742	740	22%	27%	13%	27%	11%	38%	40%
American Indian or Alaska Native	*	*	722	*	*	*	*	*	*	21%
Two or More Races	16	734	722	31%	6%	25%	25%	13%	38%	22%
Female	*	705	719	47%	31%	12%	9%	1%	10%	19%
Male	*	710	719	44%	27%	15%	11%	3%	14%	20%
Non-binary/undesignated gender	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	362	707	711	46%	29%	13%	10%	2%	12%	12%
Non-Economically Disadvantaged Students	85	709	725	42%	32%	14%	11%	1%	12%	25%
Students with Disabilities	87	688	702	*	*	*	*	*	*	*
Students without Disabilities	360	712	724	39%	31%	16%	12%	3%	14%	23%
Multilingual Learners	64	691	701	*	*	*	*	*	*	*
Non-Multilingual Learners	383	710	721	42%	30%	14%	12%	2%	14%	21%
Students Experiencing Homelessness	11	710	704	*	*	*	*	*	*	*
Students in Foster Care	*	*	696	*	*	*	*	*	*	*
Military-Connected Students	*	*	722	*	*	*	*	*	*	19%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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

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Mathematics Assessment - Performance By 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 were required to take both the Algebra I and Grade 6 mathematics assessment. The results of their Algebra I assessment are not included in these results but will be reported when the student is in grade 9.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	383	713	738	35%	30%	19%	15%	1%	16%	40%
White	14	739	748	0%	29%	43%	29%	0%	29%	51%
Hispanic	183	705	723	44%	31%	15%	10%	1%	10%	23%
Black or African American	106	702	719	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	69	748	773	1%	20%	33%	41%	4%	45%	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	*	*	746	*	*	*	*	*	*	49%
Female	*	712	737	36%	29%	19%	16%	0%	16%	39%
Male	*	714	739	34%	31%	19%	14%	2%	16%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	314	713	722	35%	30%	19%	15%	1%	16%	22%
Non-Economically Disadvantaged Students	69	714	747	32%	32%	20%	16%	0%	16%	50%
Students with Disabilities	43	689	710	*	*	*	*	*	*	11%
Students without Disabilities	340	716	743	31%	31%	21%	17%	1%	18%	45%
Multilingual Learners	14	702	705	*	*	*	*	*	*	*
Non-Multilingual Learners	369	714	741	34%	30%	19%	15%	1%	17%	43%
Students Experiencing Homelessness	10	698	712	70%	10%	0%	20%	0%	20%	13%
Students in Foster Care	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	696	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Performance By Test: Geometry

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

This includes any students who were enrolled in a Geometry course and took the Geometry assessment in grades 7 through 12. Students in sixth grade who were enrolled in a Geometry course 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 is in grade 9.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	47	753	750	2%	9%	28%	60%	2%	62%	53%
White	*	*	752	*	*	*	*	*	*	57%
Hispanic	*	*	735	*	*	*	*	*	*	29%
Black or African American	*	*	733	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	30	759	765	0%	3%	27%	67%	3%	70%	77%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	66%
Two or More Races	*	*	756	*	*	*	*	*	*	63%
Female	*	755	748	0%	5%	27%	68%	0%	68%	50%
Male	*	751	752	4%	12%	28%	52%	4%	56%	57%
Non-binary/undesignated gender	*	*	752	*	*	*	*	*	*	60%
Economically Disadvantaged Students	*	754	734	0%	8%	29%	61%	3%	63%	28%
Non-Economically Disadvantaged Students	*	*	754	*	*	*	*	*	*	60%
Students with Disabilities	*	*	727	*	*	*	*	*	*	24%
Students without Disabilities	*	756	751	2%	2%	30%	63%	2%	65%	54%
Multilingual Learners	*	*	716	*	*	*	*	*	*	11%
Non-Multilingual Learners	*	753	751	2%	9%	28%	60%	2%	62%	55%
Students Experiencing Homelessness	*	*	727	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	743	*	*	*	*	*	*	44%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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

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Mathematics Assessment - Performance By 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.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	*	*	770	*	*	*	*	*	*	73%
White	*	*	771	*	*	*	*	*	*	75%
Hispanic	*	*	736	*	*	*	*	*	*	37%
Black or African American	*	*	736	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	785	*	*	*	*	*	*	88%
American Indian or Alaska Native	*	*	775	*	*	*	*	*	*	83%
Two or More Races	*	*	773	*	*	*	*	*	*	74%
Female	*	*	765	*	*	*	*	*	*	68%
Male	*	*	776	*	*	*	*	*	*	78%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	733	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	777	*	*	*	*	*	*	80%
Students with Disabilities	*	*	752	*	*	*	*	*	*	54%
Students without Disabilities	*	*	771	*	*	*	*	*	*	73%
Multilingual Learners	*	*	706	*	*	*	*	*	*	14%
Non-Multilingual Learners	*	*	772	*	*	*	*	*	*	75%
Students Experiencing Homelessness	*	*	*	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	744	*	*	*	*	*	*	59%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	ELA: Participation Rate	Math: # Students Tested	Math: Participation Rate
3	16	100.0%	16	100.0%
4	*	*	*	*
5	*	*	*	*
6	*	*	*	*
7	*	*	*	*
8	*	*	*	*
11	*	*	*	*

Academic Achievement

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

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English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	# Students with Overall Score Below 4.5	% Students with Overall Score Below 4.5	# Students with Overall Score of 4.5 or Above	% Students with Overall Score 4.5 or Above
0-2	457	*	>90%	*	<10%
3-4	344	*	>90%	*	<10%
5 or more	345	275	79.7%	70	20.3%

English Language Progress to Proficiency

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

Student Group	Percent of English learners making expected growth to proficiency	Annual Target	Met Target?
Schoolwide/Multilingual Learners	31.8%	22.7%	Met Goal

† Target was met within a confidence interval.

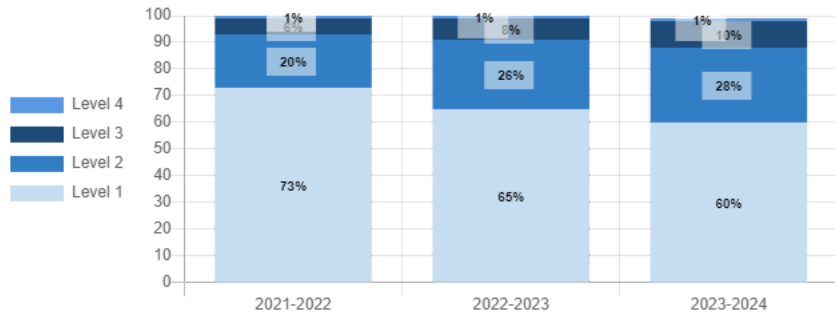
Academic Achievement

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

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

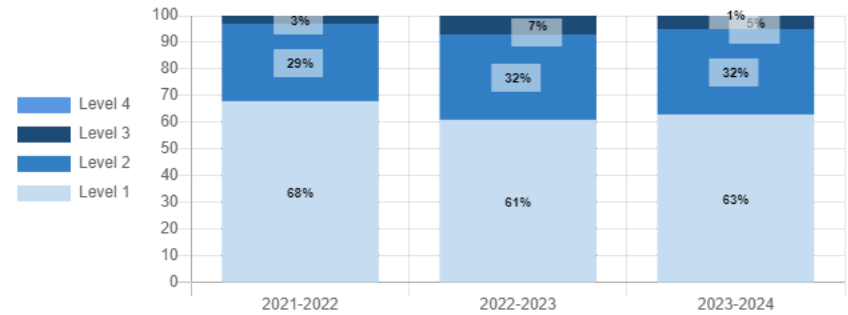
NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 8 Summary

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

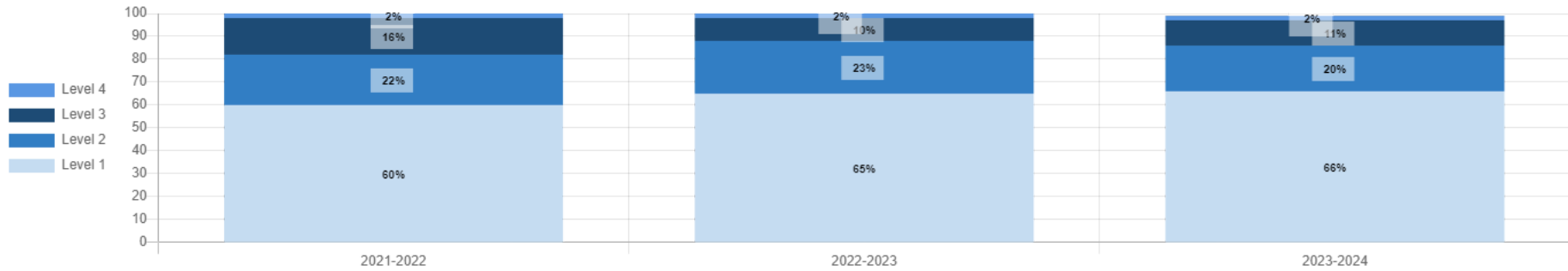


Academic Achievement

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 2024 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.



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 2024 Accountability Data in the School & District Accountability section.

NJSLA Science Assessment: Grade 5

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	60%	28%	10%	1%	35%	37%	21%	6%
White	*	*	*	*	22%	42%	28%	8%
Hispanic	62%	33%	4%	0%	51%	36%	12%	2%
Black or African American	76%	16%	7%	0%	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	24%	30%	37%	9%	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	46%	38%	15%	0%	27%	36%	27%	10%
Female	54%	35%	10%	1%	35%	39%	20%	6%
Male	66%	22%	10%	2%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	61%	28%	10%	1%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	58%	27%	13%	2%	24%	39%	28%	10%
Students with Disabilities	90%	10%	0%	0%	64%	27%	8%	2%
Students without Disabilities	56%	31%	12%	2%	30%	39%	24%	7%
Multilingual Learners	80%	18%	2%	0%	78%	20%	2%	0%
Non-Multilingual Learners	53%	32%	13%	2%	30%	39%	23%	7%
Students Experiencing Homelessness	75%	25%	0%	0%	68%	25%	6%	1%
Students in Foster Care	*	*	*	*	67%	28%	3%	1%
Military-Connected Students	*	*	*	*	30%	42%	23%	5%
Migrant Students	*	*	*	*	73%	27%	0%	0%

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 2024 Accountability Data in the School & District Accountability section.

NJSLA Science Assessment: Grade 8

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	63%	32%	5%	1%	36%	45%	14%	5%
White	*	*	*	*	23%	52%	19%	6%
Hispanic	61%	36%	3%	0%	51%	42%	6%	1%
Black or African American	79%	20%	1%	0%	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	30%	46%	19%	4%	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	53%	41%	6%	0%	27%	46%	19%	8%
Female	64%	31%	5%	1%	35%	47%	13%	4%
Male	61%	33%	4%	1%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	62%	33%	4%	1%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	66%	28%	5%	1%	26%	48%	19%	7%
Students with Disabilities	84%	16%	0%	0%	67%	29%	3%	1%
Students without Disabilities	58%	35%	5%	1%	30%	48%	16%	6%
Multilingual Learners	77%	23%	0%	0%	75%	24%	1%	0%
Non-Multilingual Learners	60%	33%	5%	1%	32%	47%	15%	5%
Students Experiencing Homelessness	50%	42%	8%	0%	66%	32%	2%	0%
Students in Foster Care	*	*	*	*	80%	19%	1%	0%
Military-Connected Students	*	*	*	*	40%	47%	10%	3%
Migrant Students	*	*	*	*	*	*	*	*

Academic Achievement

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

For detailed information showing comparisons of the percentage of students performing at each of the four NJSLA-Science performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2024 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	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	66%	20%	11%	2%	45%	27%	19%	9%
White	28%	32%	40%	0%	34%	30%	26%	11%
Hispanic	79%	14%	6%	1%	61%	25%	11%	3%
Black or African American	82%	15%	2%	1%	64%	24%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	38%	31%	24%	7%	17%	23%	33%	28%
American Indian or Alaska Native	*	*	*	*	54%	21%	19%	6%
Two or More Races	*	*	*	*	38%	26%	25%	11%
Female	68%	21%	11%	1%	43%	29%	20%	7%
Male	65%	19%	12%	4%	47%	24%	18%	10%
Non-binary/undesignated gender	*	*	*	*	26%	28%	30%	16%
Economically Disadvantaged Students	69%	20%	8%	3%	63%	24%	11%	2%
Non-Economically Disadvantaged Students	58%	21%	21%	1%	37%	28%	24%	12%
Students with Disabilities	*	*	*	*	77%	16%	5%	1%
Students without Disabilities	59%	24%	14%	3%	40%	28%	22%	10%
Multilingual Learners	*	*	*	*	88%	10%	1%	0%
Non-Multilingual Learners	66%	20%	11%	2%	42%	28%	21%	9%
Students Experiencing Homelessness	*	*	*	*	72%	19%	8%	1%
Students in Foster Care	*	*	*	*	76%	18%	5%	1%
Military-Connected Students	*	*	*	*	48%	29%	17%	7%
Migrant Students	*	*	*	*	*	*	*	*

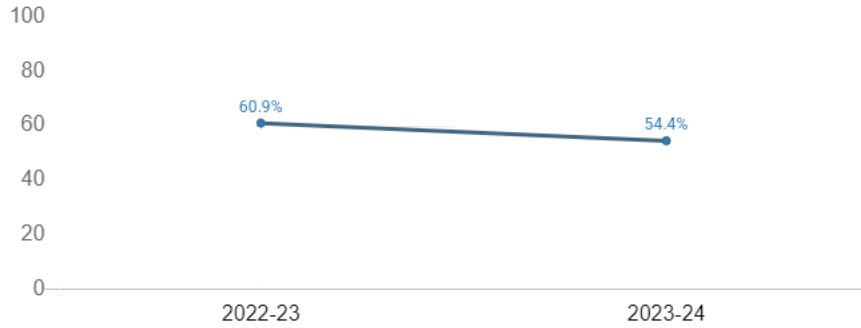
Academic Achievement

Graduation Proficiency Assessment (NJGPA) Trends

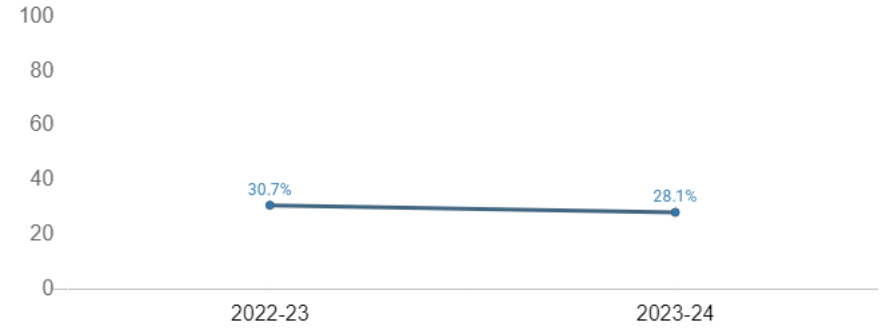
These graphs show trends in performance on the New Jersey Graduation Proficiency Assessment (NJGPA) for the last two years. Students are identified as either Graduation Ready or Not Yet Graduation Ready for both English Language Arts (ELA) and mathematics based on their scores on the assessment. These results only include the performance of 11th graders taking the assessment in the given year.

Important Note for 2023-24: The NJGPA was administered as a field test in 2021-2022, so the results were not reported.

ELA Graduation Ready Rate



Math Graduation Ready Rate



Performance Measure	2022-23 ELA	2023-24 ELA	2022-23 Math	2023-24 Math
Graduation Ready Rate	60.9%	54.4%	30.7%	28.1%
Statewide Graduation Ready Rate	80.5%	82.5%	55.0%	55.6%

Academic Achievement

Graduation Proficiency Assessment (NJGPA) : Grade 11

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

Student Group	ELA Valid Scores	District % Graduation Ready: ELA	State % Graduation Ready: ELA	Math Valid Scores	District % Graduation Ready: Math	State % Graduation Ready: Math
Districtwide	395	54.4%	82.5%	391	28.1%	55.6%
White	28	85.7%	90%	29	62.1%	69.1%
Hispanic	165	43%	72.3%	162	16%	38%
Black or African American	107	36.4%	73.6%	106	<10%	33.1%
Asian, Native Hawaiian, or Pacific Islander	90	86.7%	>90%	90	64.4%	87.9%
American Indian or Alaska Native	*	*	76.2%	*	*	43.8%
Two or More Races	*	*	87.5%	*	*	62%
Female	*	56.5%	86.9%	*	26.6%	56.6%
Male	*	52.6%	78.3%	*	29.5%	54.7%
Non-binary/undesignated gender	*	*	87.7%	*	*	69.9%
Economically Disadvantaged Students	280	52.1%	71.7%	279	25.4%	36%
Non-Economically Disadvantaged Students	115	60%	87.6%	112	34.8%	65.1%
Students with Disabilities	79	12.7%	53.6%	78	<10%	18.2%
Students without Disabilities	316	64.9%	87.4%	313	35.1%	62%
Multilingual Learners	50	14%	24.4%	49	<10%	12.5%
Non-Multilingual Learners	345	60.3%	86.5%	342	31.6%	58.8%
Students experiencing homelessness	*	*	58.6%	*	*	23%
Students in Foster Care	*	*	44.3%	*	*	22.6%
Military-Connected Students	*	*	82%	*	*	48.1%
Migrant Students	*	*	50%	*	*	25.5%

College and Career Readiness

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

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 reported school year. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	District Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2023-2024	100.0%	80.7%
12th graders taking SAT in 2023-2024 or prior years	35.9%	62.7%
12th graders taking ACT in 2023-2024 or prior years	1.0%	7.8%

PSAT, SAT, & ACT - Performance

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

Participation Type	District Average Score	State Average Score	College Readiness Benchmarks	District - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	382	459	Grade 10: 430 Grade 11: 460	28%	54%
PSAT 10/NMSQT - Math	392	454	Grade 10: 480 Grade 11: 510	15%	32%
SAT - Reading and Writing	487	530	480	52%	65%
SAT - Math	486	519	530	36%	46%
ACT - Reading	*	24	22	*	63%
ACT - English	*	24	18	*	76%
ACT - Math	*	23	22	*	58%
ACT - Science	*	23	23	*	55%

College and Career Readiness

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

AP/IB Coursework – Participation and Performance

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

Students enrolled in one or more AP or IB course



Students taking one or more AP or IB exam



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



Dual Enrollment Coursework - Participation

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



College and Career Readiness

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

AP/IB and Dual Enrollment Participation by Student Group

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

Student Group	% Enrolled in one or more AP or IB course	% Enrolled in one or more Dual Enrollment course	State: % Enrolled in one or more AP or IB course	State: % Enrolled in one or more Dual Enrollment course
Districtwide	17.4%	0.0%	35.9%	26.9%
White	32.8%	0.0%	41.8%	33.0%
Hispanic	6.5%	0.0%	23.2%	20.9%
Black or African American	1.8%	0.0%	20.3%	17.4%
Asian, Native Hawaiian, or Pacific Islander	53.4%	0.0%	70.5%	32.5%
American Indian or Alaska Native	N	N	30.4%	28.6%
Two or More Races	*	*	41.0%	29.0%
Female	21.3%	0.0%	41.4%	30.2%
Male	14.3%	0.0%	30.6%	23.7%
Non-Binary/Undesignated Gender	N	N	42.9%	28.4%
Economically Disadvantaged Students	17.1%	0.0%	22.8%	20.2%
Students with Disabilities	1.2%	0.0%	4.8%	10.9%
Multilingual Learners	0.0%	0.0%	9.8%	8.8%
Students experiencing homelessness	0.0%	0.0%	12.6%	15.1%
Students in Foster Care	*	*	4.5%	10.6%
Military-Connected Students	*	*	30.1%	29.2%
Migrant Students	N	N	0.0%	7.1%

College and Career Readiness

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

AP/IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	4	4
AP Calculus AB	17	17
AP Calculus BC	8	8
AP Chemistry	6	6
AP Computer Science A	38	37
AP English Language and Composition	86	81
AP English Literature and Composition	11	11
AP Environmental Science	19	17
AP French Language and Culture	6	7
AP Government	28	0
AP Macroeconomics	0	23
AP Microeconomics	0	23
AP Music Theory	0	6
AP Physics 1	14	12
AP Physics C	10	0
AP Physics C: Electricity and Magnetism	0	1
AP Physics C: Mechanics	0	9
AP Psychology	11	10
AP Spanish Language and Culture	6	6
AP Statistics	34	34
AP U.S. Government and Politics	0	22
AP U.S. History	56	20

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
Total Exams taken		354
Exams with scores of at least 3 on AP exams or 4 on IB exams		139

College and Career Readiness

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. This table also shows the number and percentage of current and former multilingual learners who earned a Seal. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Language	Students Earning a Seal of Biliteracy	Percentage of 12th Graders
Spanish	13	3.3%
Vietnamese	*	*
Total Seals Earned	*	
Total Unique Students Earning Seals	*	3.5%
Current and Former Multilingual Learners Earning Seals	12	7.3%†

†This represents the percentage of 12th grade current and former multilingual learners who have earned a seal.

College and Career Readiness

This section contains information about participation in approved Career and Technical Education (CTE) programs, 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)



College and Career Readiness

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

Career and Technical Education Participation by Student Group

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

Student Group	District: % CTE Participants	District: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Districtwide	8.9%	11.1%	7.6%	10.4%
White	3.0%	19.2%	6.1%	10.0%
Hispanic	8.9%	9.0%	9.3%	10.8%
Black or African American	12.1%	16.0%	9.5%	10.7%
Asian, Native Hawaiian, or Pacific Islander	5.5%	5.5%	5.5%	10.5%
American Indian or Alaska Native	*	*	8.3%	8.8%
Two or More Races	10.5%	5.3%	7.5%	10.1%
Female	8.1%	10.6%	7.5%	10.9%
Male	9.7%	11.5%	7.7%	9.9%
Non-Binary/Undesignated Gender	*	*	8.9%	15.2%
Economically Disadvantaged Students	8.9%	10.6%	9.8%	10.7%
Students with Disabilities	8.2%	7.2%	6.0%	7.9%
Multilingual Learners	9.5%	4.0%	8.0%	3.5%
Students experiencing homelessness	5.3%	5.3%	7.7%	6.2%
Students in Foster Care	*	*	5.9%	6.7%
Military-Connected Students	18.2%	9.1%	12.6%	15.8%
Migrant Students	*	*	2.3%	0.0%

College and Career Readiness

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

Work-Based Learning Participation by Career Cluster

This table shows the number and percentage 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 by career cluster. 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	Number of Students Participating in Work-Based Learning	Percentage of Students Participating in Work-Based Learning
Architecture & Construction	*	*
Arts, A/V Technology & Communications	227	93.8%
Finance	*	*
Government & Public Administration	*	*
Health Science	*	*
Hospitality & Tourism	82	95.3%
Human Services	*	*
Marketing	*	*
Transportation, Distribution & Logistics	*	*
Total	310	90.4%

College and Career Readiness

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

Industry-Valued Credentials

The graph below shows the percentage of all students in grades 9 through 12 who were enrolled in a approved CTE program and earned one or more Industry-Valued Credentials during the school year.

Students Earning Industry-Valued Credentials



College and Career Readiness

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

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	*	*	*
Arts, A/V Technology & Communications	242	*	*
Finance	*	*	*
Government & Public Administration	*	*	*
Health Science	*	*	*
Hospitality & Tourism	86	*	*
Human Services	*	*	*
Marketing	*	*	*
Transportation, Distribution & Logistics	*	*	*
Total	343	*	*

College and Career Readiness

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Grade Level and Other Math
6	0	0	0	0	0	0	486
7	0	0	0	0	0	0	430
8	83	0	0	0	0	0	442
9	320	67	1	1	0	0	78
10	30	270	23	21	0	13	78
11	25	19	225	39	11	15	64
12	10	10	39	44	23	28	73
Total	468	366	288	105	34	56	1,651
Enrolled in AP/IB Course					25	34	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	227	1	3	164	3	18
10	131	139	20	22	8	18
11	27	61	32	32	48	40
12	13	3	31	18	42	45
Total	398	204	86	236	101	121
Enrolled in AP/IB Course	4	6		19	24	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

College and Career Readiness

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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	377	49	0	0	2	48
10	21	343	0	7	7	39
11	15	352	0	34	12	44
12	7	57	24	40	25	53
Total	420	801	24	81	46	184
Enrolled in AP/IB Course	0	56	0	11		28
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	426
7	0	0	0	0	0	0	377
8	0	0	0	0	0	0	430
9	161	49	0	8	0	0	23
10	168	59	0	7	0	0	37
11	118	26	0	8	0	0	24
12	40	14	0	0	0	0	17
Total	487	148	0	23	0	0	1,334
Enrolled in AP/IB Course	6	6	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	104	10	0	5	0	0	11

College and Career Readiness

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

Computer Science – Course Participation

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

Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
KG	N	N	N	N	N	N	N
1	N	N	N	N	N	N	N
2	N	N	N	N	N	N	N
3	N	N	N	N	N	N	N
4	N	N	N	N	N	N	N
5	N	N	N	N	N	N	N
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
9	34	0	0	0	0	0	0
10	46	0	0	0	0	0	2
11	41	0	0	0	0	0	14
12	21	0	0	0	0	0	5
Total	142	0	0	0	0	0	21
Enrolled in AP/IB Course	38	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

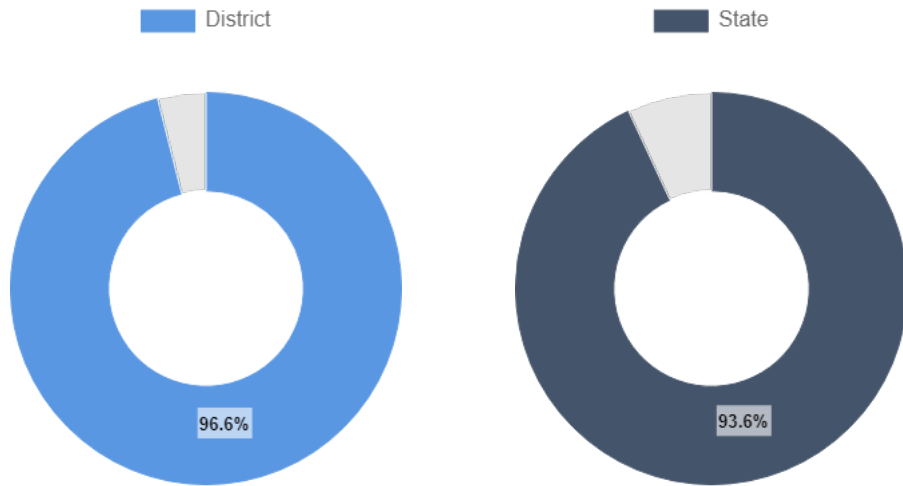
College and Career Readiness

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

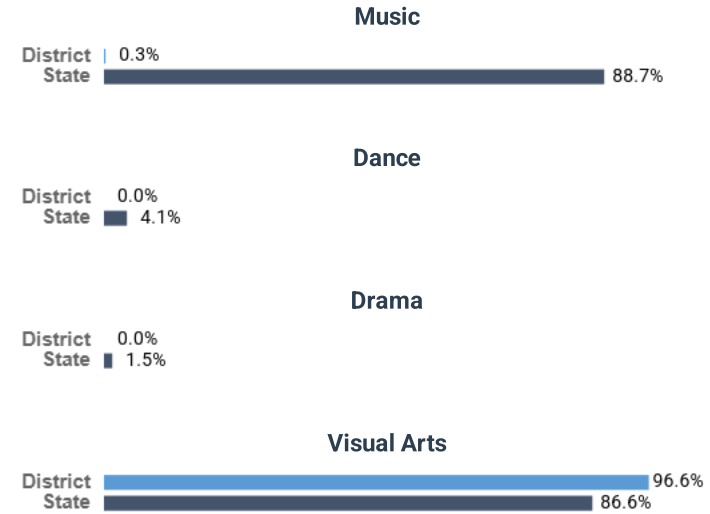
Visual and Performing Arts – Course Participation

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

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



Students enrolled in one or more classes by discipline:



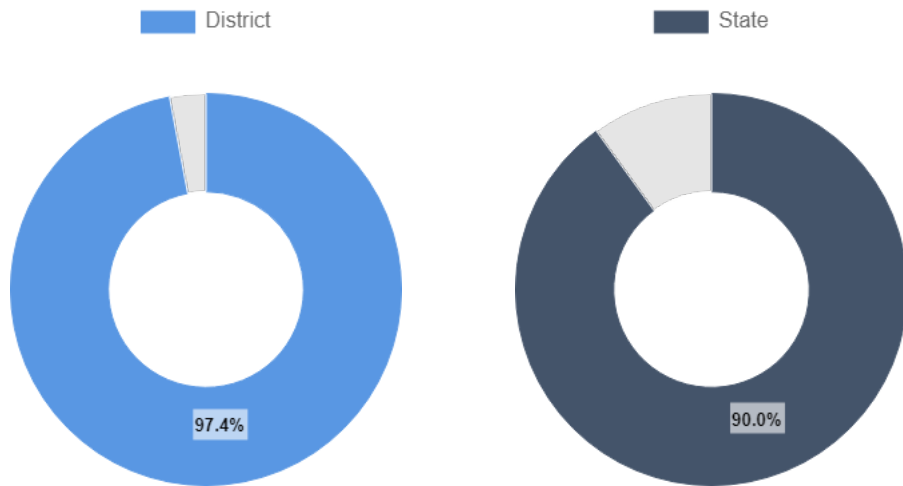
College and Career Readiness

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

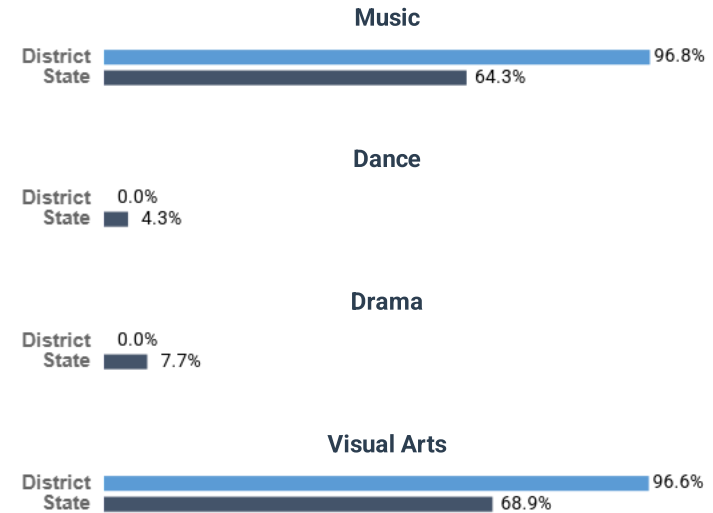
Visual and Performing Arts – Course Participation

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

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



Students enrolled in one or more classes by discipline:



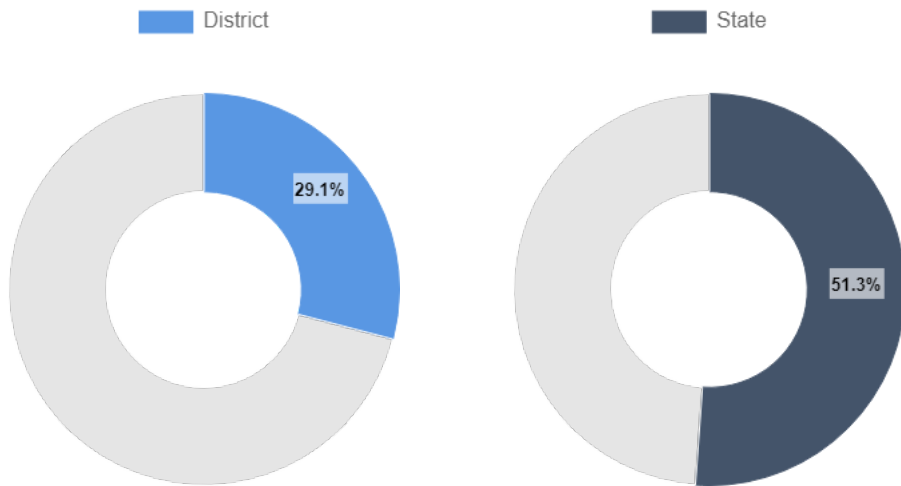
College and Career Readiness

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

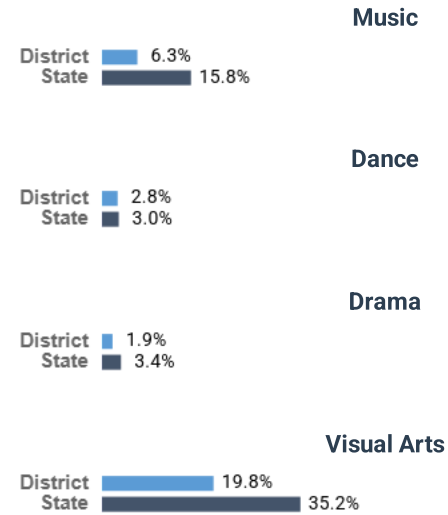
Visual and Performing Arts – Course Participation

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

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



Students enrolled in one or more classes by discipline:



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.

Structured Learning Experiences Participation

The graph below shows the percentage of all (CTE and non-CTE) students in grades 11 and 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.

Important Note for 2023-24: The calculation of this measure for the 2023-24 has been changed to be based on 11th and 12th graders to better reflect the population of students participating in SLEs. In prior years, the calculation was based on all students in grades 9-12, so the 2023-24 percentages should not be compared to prior years.

Structured Learning Experiences



Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2020-2021 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 with disabilities who did not meet some or all graduation requirements because of a modifications or exemption in their Individualized Education Program (IEP) may not be counted as graduates in the calculation of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this was 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 is 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.

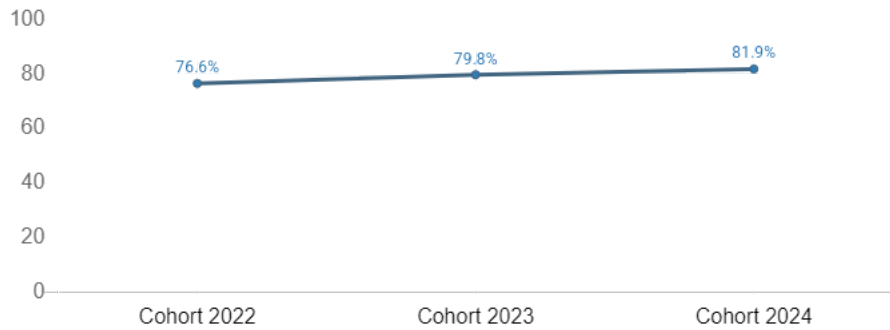
To be included as a graduate in the federal version of the graduation rate, students must have meet state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless of their graduation cohort. The graduation assessment requirements for the classes of 2022 through 2024 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](#).

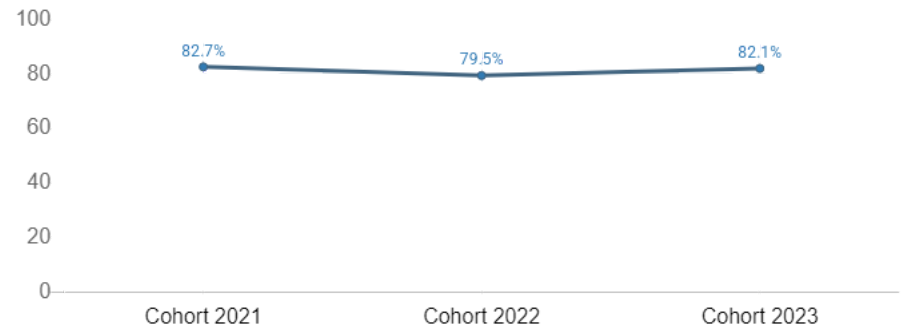
Graduation Rate Trends and Progress

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 2022 4-Year Rate	Cohort 2023 4-Year Rate	Cohort 2024 4-Year Rate	Cohort 2021 5-Year Rate	Cohort 2022 5-Year Rate	Cohort 2023 5-Year Rate
Graduation Rate	76.6%	79.8%	81.9%	82.7%	79.5%	82.1%
Statewide Graduation Rate	90.9%	91.1%	91.3%	92.5%	92.7%	92.6%

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2020-2021 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 with disabilities who did not meet some or all graduation requirements because of a modification or exemption in their Individualized Education Program (IEP) may not be counted as graduates in the calculation of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this was 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 is used for federal reporting and ESSA school accountability only. The "state version" continues to use the same methodology used prior to 2021 and reflects all students who received a state-endorsed diploma.

To be included as a graduate in the federal version of the graduation rate, students must have met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless of their graduation cohort. The graduation assessment requirements for the classes of 2022 through 2024 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 2024 4-Year Graduation Cohort Profile

This table shows the percentage of students in the 2024 cohort who graduated, who are still enrolled ("Continuing Students"), or who dropped out of school or are no longer enrolled ("Non-Continuing Students") within four years of entering high school, both overall and by student group. This table is based on the state version of the graduation rate, which reflects all students who received a state-endorsed diploma.

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	81.9%	3.0%	15.1%	91.3%	3.8%	4.9%
White	93.8%	0.0%	6.3%	95.0%	2.6%	2.5%
Hispanic	81.6%	2.6%	15.8%	86.9%	4.9%	8.3%
Black or African American	74.4%	3.8%	21.8%	86.5%	6.0%	7.5%
Asian, Native Hawaiian, or Pacific Islander	92.8%	3.6%	3.6%	96.7%	2.3%	1.0%
American Indian or Alaska Native	N	N	N	91.7%	3.8%	4.5%
Two or More Races	*	*	*	92.3%	3.5%	4.3%
Female	84.7%	2.5%	12.9%	93.1%	2.8%	4.1%
Male	79.9%	3.4%	16.8%	89.5%	4.7%	5.7%
Non-Binary/Undesignated Gender	N	N	N	86.7%	3.3%	10.0%
Economically Disadvantaged Students	81.7%	2.9%	15.4%	87.1%	5.3%	7.7%
Students with Disabilities	82.1%	6.3%	11.6%	80.7%	12.5%	6.8%
Multilingual Learners	77.2%	3.5%	19.3%	78.9%	7.5%	13.6%
Students experiencing homelessness	75.0%	12.5%	12.5%	74.5%	11.2%	14.3%
Students in Foster Care	*	*	*	61.6%	13.1%	25.3%
Military-Connected Students	*	*	*	94.5%	2.3%	3.1%
Migrant Students	N	N	N	88.2%	3.9%	7.9%

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2020-2021 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 with disabilities who did not meet some or all graduation requirements because of a modification or exemption in their Individualized Education Program (IEP) may not be counted as graduates in the calculation of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this was 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 is used for federal reporting and ESSA school accountability only. The "state version" continues to use the same methodology used prior to 2021 and reflects all students who received a state-endorsed diploma.

To be included as a graduate in the federal version of the graduation rate, students must have met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless of their graduation cohort. The graduation assessment requirements for the classes of 2022 through 2024 have differed as a result of executive orders in response to the pandemic and new legislation. As a result, the calculation of the federal version of the graduation rate has also changed.

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

Cohort 2023 5-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 five years of entering high school, both overall and by student group. This table is based on the state version of the graduation rate, which reflects all students who received a state-endorsed diploma.

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	82.1%	1.7%	16.2%	92.6%	1.7%	5.6%
White	87.0%	1.9%	11.1%	95.9%	1.5%	2.6%
Hispanic	77.8%	2.3%	19.9%	88.2%	1.9%	9.9%
Black or African American	76.8%	1.4%	21.8%	88.9%	2.5%	8.7%
Asian, Native Hawaiian, or Pacific Islander	94.6%	1.1%	4.3%	97.5%	1.3%	1.2%
American Indian or Alaska Native	N	N	N	92.5%	0.0%	7.5%
Two or More Races	*	*	*	94.7%	1.0%	4.3%
Female	82.9%	0.0%	17.1%	94.4%	1.2%	4.4%
Male	81.5%	3.1%	15.4%	91.0%	2.2%	6.8%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	81.8%	1.4%	16.8%	88.8%	2.0%	9.2%
Students with Disabilities	75.9%	7.2%	16.9%	84.1%	8.2%	7.7%
Multilingual Learners	76.7%	0.0%	23.3%	78.0%	2.0%	20.0%
Students experiencing homelessness	69.2%	0.0%	30.8%	78.0%	3.9%	18.1%
Students in Foster Care	*	*	*	67.0%	7.5%	25.5%
Military-Connected Students	*	*	*	96.0%	0.8%	3.1%
Migrant Students	N	N	N	66.7%	10.7%	22.6%

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2020-2021 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 with disabilities who did not meet some or all graduation requirements because of a modifications or exemption in their Individualized Education Program (IEP) may not be counted as graduates in the calculation of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this was 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 is 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 2022 through 2024 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 6-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 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.

This table also shows a new measure called High School Persistence. This measure represents the percentage of students who have either graduated or remained enrolled after six years of entering high school.

Student Group	Graduates	Continuing	Non-Continuing	High School Persistence (Graduates + Continuing)	State: Graduates	State: Continuing Students	State: Non-Continuing Students	State: High School Persistence (Graduates + Continuing)
Districtwide	79.4%	0.8%	19.7%	80.3%	93.2%	1.0%	5.8%	94.2%
White	93.9%	0.0%	6.1%	93.9%	96.4%	0.9%	2.7%	97.3%
Hispanic	74.9%	1.5%	23.6%	76.4%	88.2%	1.0%	10.8%	89.2%
Black or African American	71.2%	0.7%	28.1%	71.9%	89.6%	1.4%	9.0%	91.0%
Asian, Native Hawaiian, or Pacific Islander	95.6%	0.0%	4.4%	95.6%	98.1%	0.8%	1.0%	99.0%
American Indian or Alaska Native	N	N	N	N	93.6%	0.8%	5.6%	94.4%
Two or More Races	*	*	*	*	92.9%	1.3%	5.9%	94.1%
Female	83.6%	0.4%	16.0%	84.0%	95.0%	0.6%	4.4%	95.6%
Male	75.7%	1.2%	23.1%	76.9%	91.5%	1.4%	7.1%	92.9%
Non-Binary/Undesignated Gender	N	N	N	N	*	*	*	*
Economically Disadvantaged Students	78.5%	0.7%	20.8%	79.2%	88.8%	1.1%	10.2%	89.8%
Students with Disabilities	78.9%	5.3%	15.8%	84.2%	86.6%	5.4%	8.0%	92.0%
Multilingual Learners	73.8%	0.0%	26.2%	73.8%	77.6%	0.6%	21.9%	78.1%
Students experiencing homelessness	60.0%	0.0%	40.0%	60.0%	76.2%	1.4%	22.4%	77.6%
Students in Foster Care	*	*	*	*	64.1%	3.5%	32.4%	67.6%
Military-Connected Students	*	*	*	*	92.9%	1.7%	5.4%	94.6%
Migrant Students	N	N	N	N	67.1%	2.4%	30.5%	69.5%

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2020-2021 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 with disabilities who did not meet some or all graduation requirements because of a modification or exemption in their Individualized Education Program (IEP) may not be counted as graduates in the calculation of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this was 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 is used for federal reporting and ESSA school accountability only. The "state version" continues to use the same methodology used prior to 2021 and reflects all students who received a state-endorsed diploma.

To be included as a graduate in the federal version of the graduation rate, students must have met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless of their graduation cohort. The graduation assessment requirements for the classes of 2022 through 2024 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 Cohort 2024 4-year, Cohort 2023 5-year, and Cohort 2022 6-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. 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 2024-25 school year (along with 2024-25 assessment, growth, and chronic absenteeism data) and will be included in the accountability profiles in fall 2025.

Student Group	2024 4-Year Federal Graduation	2023 5-Year Federal Graduation	2022 6-Year Federal Graduation	State: 2024 4-Year Federal Graduation	State: 2023 5-Year Federal Graduation	State: 2022 6-Year Federal Graduation
	Rate	Rate	Rate	Rate	Rate	Rate
Districtwide	69.1%	81.9%	68.9%	87.7%	91.8%	87.0%
White	93.8%	87.0%	81.6%	91.5%	95.0%	90.0%
Hispanic	62.8%	77.3%	64.1%	83.3%	87.4%	82.1%
Black or African American	62.2%	76.8%	56.1%	80.9%	87.6%	80.8%
Asian, Native Hawaiian, or Pacific Islander	88.0%	94.6%	93.4%	96.1%	97.3%	96.6%
American Indian or Alaska Native	N	N	N	84.1%	92.5%	86.4%
Two or More Races	*	*	*	89.0%	93.0%	86.2%
Female	76.2%	82.9%	76.9%	90.5%	93.7%	90.6%
Male	63.8%	81.1%	61.8%	85.2%	90.0%	83.7%
Non-Binary/Undesignated Gender	N	N	N	83.3%	*	*
Economically Disadvantaged Students	68.1%	81.5%	67.7%	82.6%	87.8%	81.4%
Students with Disabilities	18.9%	74.7%	13.2%	60.2%	79.2%	51.8%
Multilingual Learners	75.4%	76.7%	73.8%	77.6%	77.6%	75.7%
Students experiencing homelessness	56.3%	69.2%	40.0%	67.0%	76.2%	64.6%
Students in Foster Care	*	*	*	50.4%	61.9%	47.1%
Military-Connected Students	*	*	*	91.4%	94.9%	88.4%
Migrant Students	N	N	N	85.5%	64.3%	64.6%

Graduation/ Postsecondary

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Accountability Graduation Rates

This table shows Cohort 2023 4-year and Cohort 2022 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, 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 2023: 4-Year Graduation Rate	Cohort 2023: Annual Target	Cohort 2023: Met Target	Cohort 2022: 5-Year Graduation Rate	Cohort 2022: Annual Target	Cohort 2022: Met Target
Districtwide	79.8%	67.7%	Met Target	69.1%	N	N
White	85.2%	78.3%	Met Target	81.6%	N	N
Hispanic	75.6%	61.5%	Met Target	64.4%	N	N
Black or African American	73.6%	57.4%	Met Target	56.2%	N	N
Asian, Native Hawaiian, or Pacific Islander	93.5%	91.4%	Met Target	93.4%	N	N
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	*	**	**	*	**	**
Economically Disadvantaged Students	79.2%	66.6%	Met Target	67.9%	N	N
Students with Disabilities	73.5%	10.5%	Met Target	13.3%	N	N
Multilingual Learners	73.3%	67.4%	Met Target	73.8%	N	N

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Graduation Pathways

This table shows the percentage of Cohort 2024 graduates who met the [high school graduation assessment requirements](#) through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	% of Graduates Meeting ELA Requirements by Pathway	% of Graduates Meeting Math Requirements by Pathway
Statewide Assessment	62.1%	31.7%
Substitute Competency Test	4.4%	21.6%
Portfolio Appeals Process	20.0%	31.7%
Alternate Requirements Specified in IEP	13.0%	14.5%
Unknown/Other	0.5%	0.5%

Dropout Rate Trends

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

School Year	District Rate	State Rate
2023-2024	1.5%	1.0%
2022-2023	2.9%	1.2%
2021-2022	4.4%	1.2%

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 prior to 2022-2023 in the reports.

Note for 2023-2024: Postsecondary enrollment data for the 2023-2024 school year is not yet available. The NJDOE expects to release the data in the coming months. Please refer to the 2022-2023 reports for the most recently available postsecondary enrollment rates.

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 2024. This only includes students who enrolled in an apprenticeship program in New Jersey after high school graduation.

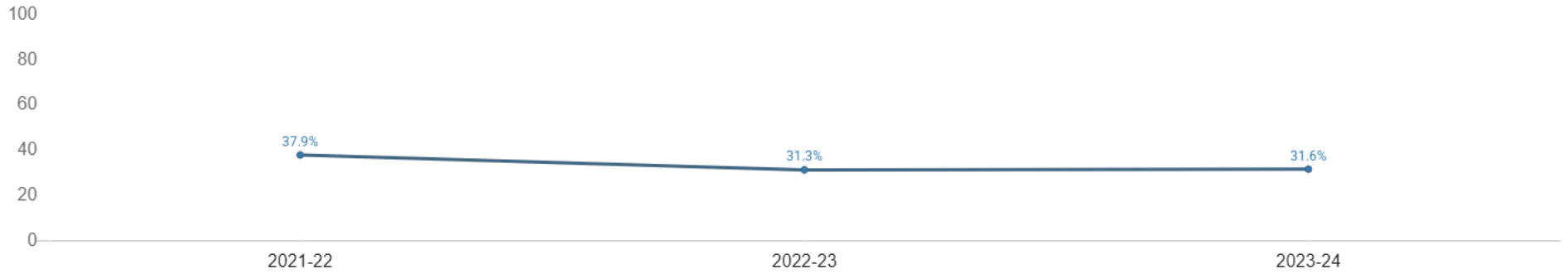
Year of Graduation	Graduates enrolled in apprenticeship programs
2023	*
2022	*
2021	*
2020	*
2019	*
2018	*
2017	*
2016	*

Climate and Environment

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

Chronic Absenteeism Trends

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



Performance Measure	2021-22	2022-23	2023-24
Chronic Absenteeism Rate	37.9%	31.3%	31.6%
ESSA Target (State Average for Grades Served)	18.1%	16.6%	14.9%
Met ESSA Target	Not Met	Not Met	Not Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%

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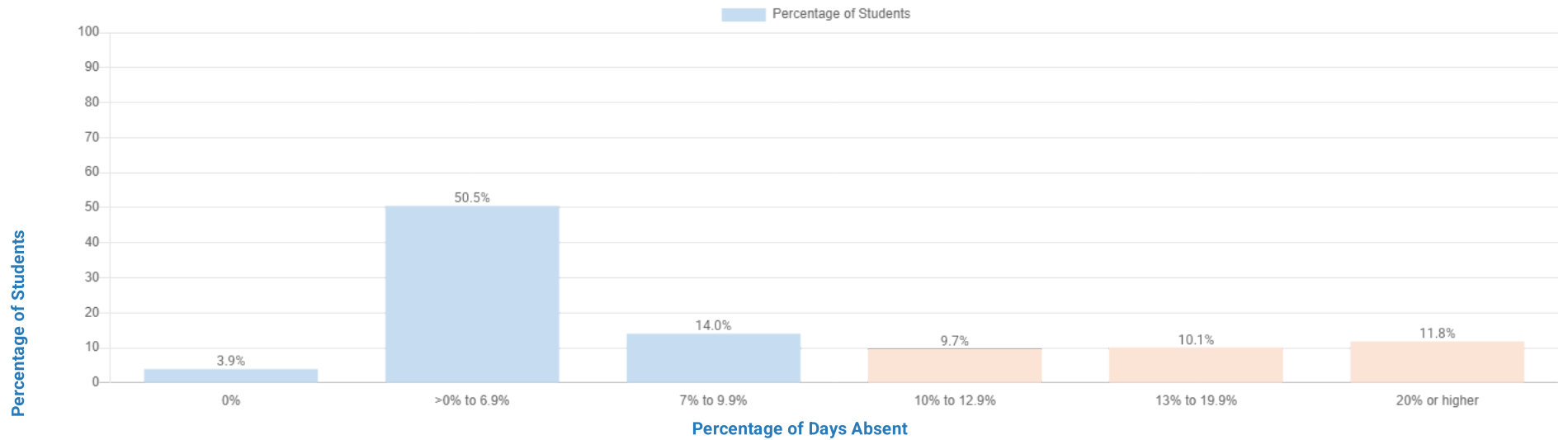
Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	1,840	31.6%	14.9%	Not Met
White	66	41.0%	14.9%	Not Met
Hispanic	739	27.6%	14.9%	Not Met
Black or African American	831	42.9%	14.9%	Not Met
Asian, Native Hawaiian, or Pacific Islander	159	17.1%	14.9%	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	40.7%	14.9%	Not Met
Female	*	33.7%		
Male	*	29.7%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	1,514	31.4%	14.9%	Not Met
Students with Disabilities	363	37.4%	14.9%	Not Met
Multilingual Learners	237	19.3%	14.9%	Not Met
Students Experiencing Homelessness	57	44.2%		
Students in Foster Care	3	27.3%		
Military-Connected Students	11	28.2%		
Migrant Students	*	*		

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Percentage of Days Absent

This graph shows the percentage of K-12 students by the percentage of days enrolled that the students were absent during the school year. The last three bars, 10% to 12.9%, 13% to 19.9%, and 20% or higher represent students who were chronically absent.

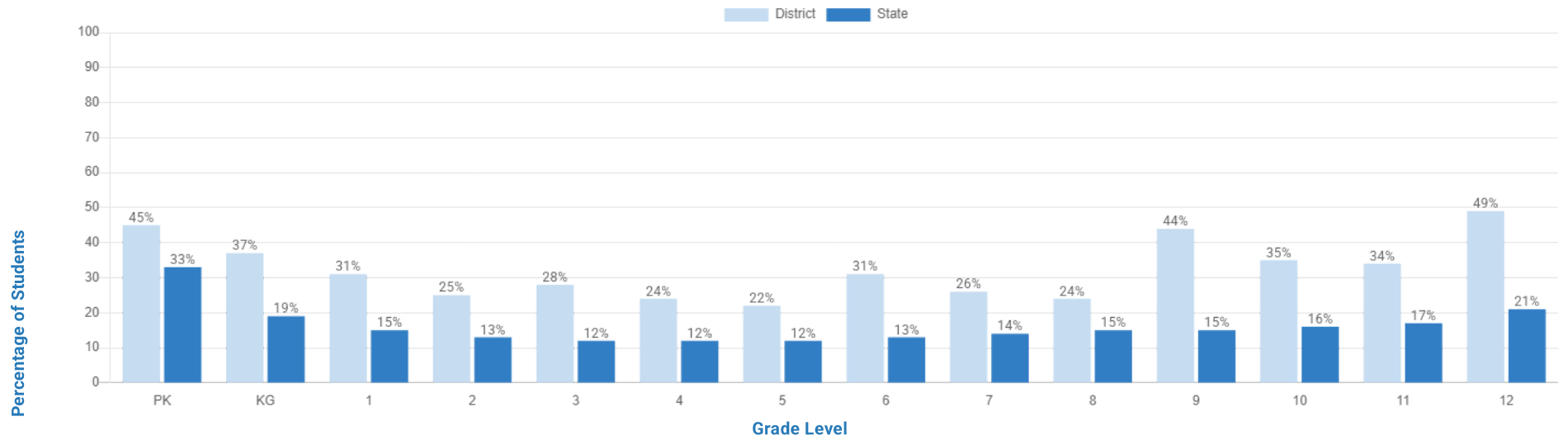


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Chronic Absenteeism by Grade

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



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Climate and Environment

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.

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	103
Weapons	10
Vandalism	6
Substances	13
Harassment, Intimidation, Bullying (HIB)	36
Total Unique Incidents	166
Incidents Per 100 Students Enrolled	2.61

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	13
Weapons	6
Vandalism	2
Substances	5
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	1

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	2	4	6
Religion	1	3	4
Ancestry	1	1	2
Gender	1	5	6
Sexual Orientation	2	1	3
Disability	2	7	9
Other	2	25	27
No Identified Nature	57		57

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Student Disciplinary Removals: By Student Group

This table shows the number and percentage of students who received in-school suspensions, out-of-school suspensions, removals to other educational programs, and expulsions by student group. Information on disciplinary actions is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended district schools are included in the disciplined student counts. The data used to determine student demographic information, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students districtwide received a type of disciplinary action to protect student privacy.

Student Group	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
White	1	1%	1	1%	1	1%	0	0%	0	0%
Hispanic	41	1%	64	2%	72	2%	1	0%	0	0%
Black or African American	96	4%	104	4%	124	5%	4	0%	0	0%
Asian	1	0%	5	0%	5	0%	0	0%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
Two or more races	6	5%	7	6%	7	6%	0	0%	0	0%
Female	*	2%	*	2%	*	2%	*	0%	*	0%
Male	*	2%	*	3%	*	4%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	134	2%	168	3%	194	3%	4	0%	0	0%
Students with disabilities	44	4%	60	6%	69	7%	1	0%	0	0%

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Student Disciplinary Removals: By Grade Level

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Grade	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Districtwide	151	2%	187	3%	216	3%	5	0%	0	0%
PK	0	0%	0	0%	0	0%	0	0%	0	0%
KG	0	0%	0	0%	0	0%	0	0%	0	0%
1	0	0%	0	0%	0	0%	0	0%	0	0%
2	2	0%	3	1%	5	1%	0	0%	0	0%
3	4	1%	8	2%	8	2%	0	0%	0	0%
4	3	1%	6	1%	8	2%	0	0%	0	0%
5	9	2%	8	2%	13	3%	0	0%	0	0%
6	17	3%	13	2%	19	4%	0	0%	0	0%
7	18	4%	21	5%	31	7%	0	0%	0	0%
8	10	2%	27	5%	28	5%	0	0%	0	0%
9	48	8%	52	9%	54	9%	2	0%	0	0%
10	16	3%	24	5%	24	5%	0	0%	0	0%
11	13	3%	13	3%	13	3%	2	0%	0	0%
12	6	1%	7	2%	7	2%	1	0%	0	0%

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Students Involved in Police Notifications: By Student Group

This table shows the number and percentage of students who were involved in at least one incident that led to police notification by student group. Information on police notifications is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended district schools are included in the counts of students involved in incidents leading to police notification. The data used to determine student demographic information, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students districtwide were involved to protect student privacy.

Student Group	# of Students involved in at least one incident	% of Students involved in at least one incident	# of Students involved in at least one violent incident	% of Students involved in at least one violent incident	# of Students involved in at least one vandalism incident	% of Students involved in at least one vandalism incident	# of Students involved in at least one substance related incident	% of Students involved in at least one substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in at least one weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in at least one HIB incident	# of Students involved in at least one other incident type	% of Students involved in at least one other incident type
Districtwide	34	0%	18	0%	2	0%	6	0%	6	0%	1	0%	5	0%
White	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	0	0%
Hispanic	11	0%	4	0%	<5	<5.00%	4	0%	3	0%	<5	<5.00%	2	0%
Black or African American	21	1%	14	1%	<5	<5.00%	1	0%	2	0%	<5	<5.00%	3	0%
Asian	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	2	2%	0	0%	<5	<5.00%	1	1%	1	1%	<5	<5.00%	0	0%
Female	*	0%	*	0%	*	<5.00%	*	0%	*	0%	*	<5.00%	*	0%
Male	*	1%	*	0%	*	<5.00%	*	0%	*	0%	*	<5.00%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	31	0%	18	0%	<5	<5.00%	6	0%	6	0%	<5	<5.00%	3	0%
Students with disabilities	11	1%	8	1%	<5	<5.00%	3	0%	2	0%	<5	<5.00%	0	0%

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.

Students Involved in Police Notifications: By Grade Level

This table shows the number and percentage of students who were involved in at least one incident that led to police notification by grade level. Information on disciplinary actions is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended the school are included in the counts of students involved in incidents leading to police notification. The data used to determine student grade level, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students districtwide were involved to protect student privacy.

Grade	# of Students involved in at least one incident	% involved in an incident	# of Students involved in at least one violent incident	% of Students involved in a violent incident	# of Students involved in at least one vandalism incident	% of Students involved in a vandalism incident that led to police notification	# of Students involved in at least one substance related incident	% of Students involved in a substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in a weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in an HIB incident that led to police notification	# of Students involved in at least one other incident	% of Students involved in an other incident
Districtwide	34	0%	18	0%	2	0%	6	0%	6	0%	1	0%	5	0%
PK	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	0	0%
KG	1	0%	0	0%	<5	<5.00%	0	0%	1	0%	<5	<5.00%	0	0%
1	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	0	0%
2	2	0%	0	0%	<5	<5.00%	0	0%	2	0%	<5	<5.00%	0	0%
3	1	0%	1	0%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	0	0%
4	2	0%	2	0%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	0	0%
5	4	1%	4	1%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	0	0%
6	4	1%	2	0%	<5	<5.00%	2	0%	1	0%	<5	<5.00%	0	0%
7	7	2%	5	1%	<5	<5.00%	2	0%	0	0%	<5	<5.00%	0	0%
8	7	1%	2	0%	<5	<5.00%	2	0%	2	0%	<5	<5.00%	1	0%
9	2	0%	1	0%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	1	0%
10	1	0%	0	0%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	1	0%
11	2	0%	1	0%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	1	0%
12	1	0%	0	0%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	1	0%

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.

Students Arrested by Type of Incident Leading to Arrest: By Student Group

This table shows the number and percentage of students in select student groups who were involved in at least one incident that led to their arrest. Information on arrests is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended district schools are included in the arrested student counts. The data used to determine student demographic information, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students districtwide were involved to protect student privacy.

Student Group	# of Students Arrested	% of Students Arrested	# of students involved in at least one violent incident that led to arrest	% of students involved in a violent incident that led to arrest	# of students involved in at least one vandalism incident that led to arrest	% of students involved in a vandalism incident that led to arrest	# of students involved in at least one substance related incident that led to arrest	% of students involved in a substance related incident that led to arrest	# of students involved in at least one weapons related incident that led to arrest	% of students involved in a weapons related incident that led to arrest	# of students involved in at least one HIB incident that led to arrest	% of students involved in an HIB incident that led to arrest	# of students involved in at least one other type of incident that led to arrest	% of students involved in an other type of incident that led to arrest
Districtwide	8	0%	6	0%	0	0%	0	0%	1	0%	1	0%	1	0%
White	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
Hispanic	1	0%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
Black or African American	7	0%	6	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
Asian	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
Female	*	0%	*	0%	*	0%	*	0%	*	<5.00%	*	<5.00%	*	<5.00%
Male	*	0%	*	0%	*	0%	*	0%	*	<5.00%	*	<5.00%	*	<5.00%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	8	0%	6	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
Students with disabilities	4	0%	3	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%

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.

Students Arrested by Type of Incident Leading to Arrest: By Grade Level

This table shows the number and percentage of students in each grade level who were involved in at least one incident that led to their arrest. Information on disciplinary actions is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended district schools are included in the arrested student counts. The data used to determine student grade level, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students districtwide were involved to protect student privacy.

Grade	# of Students Arrested	% of Students Arrested	# of Students involved in at least one violent incident that led to arrest	% involved in a violent incident that led to arrest	# of Students involved in at least one vandalism incident that led to arrest	% involved in a vandalism incident that led to arrest	# of Students involved in at least one substance related incident that led to arrest	% involved in a substance related incident that led to arrest	# of Students involved in at least one weapons related incident that led to arrest	% involved in a weapons related incident that led to arrest	# of Students involved in at least one HIB incident that led to arrest	% involved in an HIB incident that led to arrest	# of Students involved in at least one other type incident that led to arrest	% involved in an other type incident that led to arrest
Districtwide	8	0%	6	0%	0	0%	0	0%	1	0%	1	0%	1	0%
PK	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
KG	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
1	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
2	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
3	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
4	1	0%	1	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
5	1	0%	1	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
6	1	0%	1	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
7	1	0%	1	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
8	1	0%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
9	1	0%	1	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
10	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
11	2	0%	1	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
12	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%

Report Key:

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

Climate and Environment

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

School Days Missed due to Out-of-School Suspensions

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

School Days Missed due to Out-of-School Suspensions

1,362

Climate and Environment

Student Access to Technology and Internet

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

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Teachers – Experience

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

Category	Teachers in District	Teachers in State
Total Number of teachers	658	119,239
Average years experience in public schools	14.2	12.6
Average years experience in district	12.8	11.3
Number of Teachers with 4 or more years experience in the district	479	87,243
Percentage of Teachers with 4 or more years experience in the district	72.9%	73.6%
Number of out-of-field teachers	2	2,931
Percentage of out-of-field teachers	0.3%	2.5%
Number of Teachers with Provisional Credentials	61	9,065
Percentage of Teachers with Provisional Credentials	9.2%	7.6%

Administrators – Experience

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

Category	Admin. in District	Admin. in State
Total Number of administrators	34	10,170
Average years experience in public schools	20.1	16.2
Average years experience in district	19.9	12.5
Number of Administrators with 4 or more years experience in the district	32	7,734
Percentage of Administrators with 4 or more years experience in the district	94.1%	76.8%

Staff Counts

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

Staff Category	District: Total Staff Members	State: Total Staff Members
Teachers	658	119,239
Administrators	34	10,170
Librarians/Media Specialists	6	1,160
Nurses	11	3,025
School Counselors	20	4,673
Child Study Team Members	26	9,654
School Psychologists	6	2,185
School Social Workers	9	2,750
Student Assistance Coordinators	2	400
School Safety Specialists	1	681

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Student and Staff Ratios

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

Ratio	District Ratio
Students to Teachers	10:1
Students to Administrators	187:1
Teachers to Administrators	19:1
Students to Librarians/Media Specialists †	1060:1
Students to Nurses †	578:1
Students to Counselors †	318:1
Students to Child Study Team Members †,††	39:1
Students to School Psychologists †	1060:1
Students to School Social Workers †	706:1
Students to Student Assistance Coordinators †	3179:1
Students to School Safety Specialists †	6358:1

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

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

Teachers and Administrators – Demographics

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

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	48.0%	72.0%	60-70%	48.0%	77.0%	57.0%
Male	52.0%	28.0%	30-40%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤10%	≤1%	≤1%	≤1%
White	2.6%	60.8%	23.5%	38.2%	81.8%	74.5%
Hispanic	46.4%	9.7%	5.9%	34.0%	8.6%	8.6%
Black or African American	33.4%	27.1%	64.7%	14.2%	6.4%	14.4%
Asian	15.4%	1.5%	0.0%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.3%	0.2%	0.0%	0.2%	0.4%	0.5%
Two or More Races	1.9%	0.8%	5.9%	3.1%	0.3%	0.4%

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

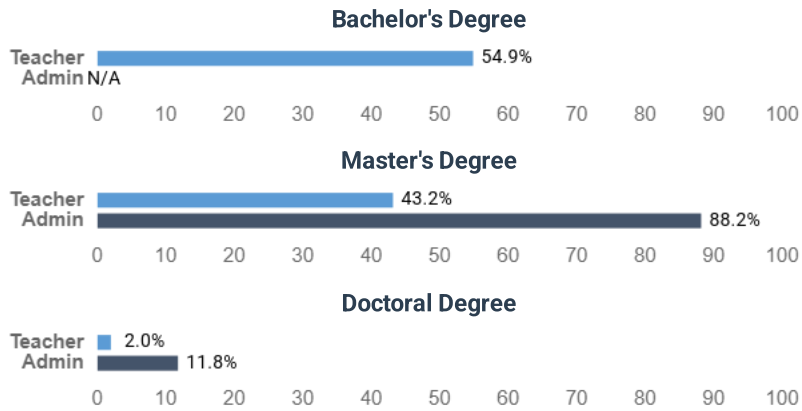
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district.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

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

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

Teachers and Administrators - Level of Education

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



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

This table shows the percentage of teachers and administrators assigned to this district in 2022-23 that were still assigned to this district in 2023-24. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2022-23 Teachers: Same district 2023-24	90.9%	89.5%
2022-23 Administrators: Same district 2023-24	94.1%	87.9%

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Teachers 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)	257	85-90%	10-15%	≤5%	55.3%	10.1%	32.3%	1.2%	0.4%	0.0%	0.8%	64.2%	59.5%	39.7%	0.8%
English/Language Arts/Literacy	81	75-80%	20-25%	≤5%	66.7%	1.2%	30.9%	1.2%	0.0%	0.0%	0.0%	86.4%	58.0%	40.7%	1.2%
English to Speakers of Other Languages	35	70-80%	10-20%	≤10%	54.3%	28.6%	8.6%	8.6%	0.0%	0.0%	0.0%	82.9%	45.7%	48.6%	5.7%
Mathematics	52	50-60%	40-50%	≤10%	59.6%	7.7%	28.8%	1.9%	0.0%	0.0%	1.9%	61.5%	53.8%	42.3%	3.8%
Science	34	50-60%	40-50%	≤10%	76.5%	0.0%	23.5%	0.0%	0.0%	0.0%	0.0%	70.6%	52.9%	44.1%	2.9%
Social Studies/History	32	30-40%	60-70%	≤10%	75.0%	6.3%	18.8%	0.0%	0.0%	0.0%	0.0%	81.3%	46.9%	50.0%	3.1%
World Language	17	60-80%	20-40%	≤20%	17.6%	70.6%	11.8%	0.0%	0.0%	0.0%	0.0%	88.2%	64.7%	35.3%	0.0%
Visual and Performing Arts	27	40-60%	40-60%	≤20%	70.4%	0.0%	29.6%	0.0%	0.0%	0.0%	0.0%	70.4%	55.6%	40.7%	3.7%
Health/Physical Education	33	30-40%	60-70%	≤10%	69.7%	6.1%	24.2%	0.0%	0.0%	0.0%	0.0%	84.4%	69.7%	30.3%	0.0%
Family & Consumer Sciences	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Financial Literacy	6	*	*	*	66.7%	16.7%	16.7%	0.0%	0.0%	0.0%	0.0%	83.3%	50.0%	50.0%	0.0%
Business	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
Computer Science/IT	3	*	*	*	66.7%	0.0%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%
Industrial Arts	5	*	*	*	80.0%	0.0%	20.0%	0.0%	0.0%	0.0%	0.0%	80.0%	80.0%	20.0%	0.0%
Career and Technical Education	2	*	*	*	50.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	50.0%	100.0%	0.0%	0.0%
Special Education	110	75-80%	20-25%	≤5%	70.0%	4.5%	21.8%	2.7%	0.9%	0.0%	0.0%	72.7%	50.9%	46.4%	2.7%
Bilingual	4	*	*	*	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	50.0%	50.0%	0.0%

Per-Pupil Expenditures

Per-Pupil Expenditures by Source

The table below summarizes the most recently available expenses for regular and special education students taught at schools in the district. The amounts include both actual personnel and actual non-personnel expenditures and include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities. An overall cost per pupil for a given school can be calculated by adding the Central Expenditures and the Expenditures Not Assigned to a School to the School Level Expenditures reported for that school. The Average Daily Enrollment (ADE**) comes from the 2023-24 School Registry Summary (SRS).

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

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2023-24 School-Level Per Pupil Expenditures by Source](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

Atlantic City	Federal	State & Local	Total	ADE**
District Level Total Expenditures	\$6,527	\$21,885	\$28,412	6,281.6
District Level Central Expenditures	\$293	\$5,991	\$6,284	6,281.6
Atlantic City High School	\$4,747	\$16,786	\$21,533	1,708.2
Sovereign Avenue School	\$4,516	\$14,829	\$19,345	715.8
Chelsea Heights School	\$8,471	\$18,325	\$26,796	263.9
Texas Avenue School	\$8,312	\$13,066	\$21,378	493.0
New York Avenue School	\$6,380	\$14,096	\$20,476	564.3
Uptown School Complex	\$7,214	\$17,106	\$24,320	491.4
Pennsylvania Ave School	\$7,619	\$15,891	\$23,510	553.2
Richmond Avenue School	\$5,142	\$13,683	\$18,825	606.8
Venice Park School	\$14,865	\$26,486	\$41,351	64.1
Dr Martin Luther King Jr School Complex	\$6,157	\$16,422	\$22,579	533.5
Brighton Avenue School	\$9,272	\$18,652	\$27,924	287.4

Report Key:

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Accountability

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

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

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

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

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

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

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

Accountability

Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

The table below provides the list of schools in the district that have been identified for either comprehensive or targeted support for the 2025-26 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

County Code	County Name	District Code	District Name	School Code	School Name	Status for 2025-26 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2025-26 School Year
01	Atlantic	0110	Atlantic City School District	010	Atlantic City High School	Comprehensive Support and Improvement	Low Graduation Rate (CSI)	2027	
01	Atlantic	0110	Atlantic City School District	070	New York Avenue School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	

Accountability

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. **ELA and Math Proficiency:** Percentage of students who met or exceeded expectations on statewide assessments (NJSLA or DLM) **ELA and Math Growth:** For 2022-23 and 2023-24, this data reflects median student growth percentiles (MSGPs). For 2021-22, this data shows the Relative School Improvement Measure (RSIM), which was based on aggregate scale score improvement on the statewide assessments in ELA and mathematics (NJSLA), when comparing prior year performance to 2021-22 performance. **Four- and five-year graduation rates:** The federal adjusted cohort graduation rate. Prior year graduation rates are used for ESSA Accountability, so the graduation rates shown for 2023-2024 represent the Cohort 2023 4-year and Cohort 2022 5-year rates. **Progress toward English Language Proficiency:** The percentage of multilingual learners who demonstrated the expected amount of growth on the ACCESS for ELLs Assessment for English language proficiency. **Chronic absenteeism:** The percentage of K-12 students who were absent for 10% or more of the days enrolled during the school year.

Important Note for 2023-24: The growth measure used for 2021-22 was an alternate measure used because median student growth percentiles were not available for 2021-22. The NJDOE resumed using MSGPs in 2022-2023, so 2021-22 growth data should not be compared to other years.

ESSA Accountability Indicator	2021-22	2022-23	2023-24
ELA Proficiency	25.6%	29.2%	33.2%
Math Proficiency	16.1%	17.3%	20.1%
ELA Growth†	62	48	51
Math Growth†	58	43	45
4-Year Graduation Rate (Prior Year)††	80.6%	66.5%	79.8%
5-Year Graduation Rate (Prior Year)††	82.1%	82.5%	69.1%
Progress toward English Language Proficiency	32.3%	35.2%	31.8%
Chronic Absenteeism	37.9%	31.3%	31.6%

†An alternate measure of growth was used for the 2021-2022 school year because median student growth percentiles were not available.

††The graduation rates in this table reflect the rates used for the accountability process for the given year, which are the rates from the prior school year.

Accountability

Accountability Summary by Student Group - 2023-24 School Year

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

For more information about accountability determinations, indicators, and annual targets, see the [NJDOE Accountability page](#).

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

†Target was met within a confidence interval.

Narrative

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



Highlights:

- The district ensures a viable curriculum through ongoing curriculum revisions; while also re-imagining new and updated initiatives for full implementation during the 2024-2025 school year.
- Continue to improve block scheduling with new courses at ACHS *Alternative Program/Seashore Leadership Academy, grades 6-12 *All Hands on Deck 1st period, grades K-8 to provide Enrichment and Choice.
- The district provides 1:1 Chromebooks for grades K-12; interactive SMART boards in each classroom; iPads in K-2, music and art. Internet access is provided to students for use at home, as requested.



Mission, Vision, Theme:

Mission - Atlantic City Public Schools and members of the community believe in the development of the whole child. Together we are committed to providing a nurturing, safe, and stimulating environment for all students to continuously learn and grow. Vision - All students will be actively engaged and supported as they learn and grow on the journey to become independent, lifelong learners equipped for the 21st Century.



Awards, Recognition, Accomplishments:

Students in the Career & Technical Education (CTE) program are able to enroll in dual credit courses with Atlantic Cape Community College to become licensed to operate a commercial drone, 2nd level drone courses were added. The ACHS NJROTC has battalion status and competed in national competitions. ACHS has 21 Advanced Placement (AP) courses, dual and articulated credit courses. The Newcomer Student Center at the ACHS is a recognized model program. We offer an expanded Teen Center at ACHS with a Zen Den. Our district supports parental engagement through parent resource centers located at each school. The district offers a public safety course for high school students and a feeder public safety club for middle school students. Robotics team set NJ State record at the First Tech Challenge Competition. Green Thumbs of ACHS won 1st place in NJ Climate Challenge. Girls crew team won rowing national championship. Middle school students' academic achievement is recognized through the JNHS.

Narrative

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Courses, Curriculum, Instruction:

The teaching of language arts literacy in Atlantic City Public Schools is dedicated to developing the lifelong skills of reading, writing, listening, speaking, and language. Educators are an essential part of this process, through responsive, standards-based teaching and ongoing professional development. As teachers form collaborative professional learning communities, they generate a set of core values and common understandings regarding the nature of student learning. Students benefit from this process through enhanced learning, independence, and agency. The ACPS Mathematics Curriculum embraces daily opportunities for students to actively engage and participate in meaningful mathematical learning experiences through inquiry, problem-solving, and making connections to the world around them. The high school offers a variety of Career and Technical Education Courses (CTE); as well as, dual, concurrent, and articulation credits from Stockton University, Rowan University, and ACCC.



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Coed), 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), Wrestling (Coed)

The Atlantic City Public Schools District has a traditional high school sports program for boys and girls. The district also has a boys' and a girls' crew team. Our district offers intramural sports at the elementary schools for grades 5-8.



Clubs and Activities:

The Atlantic City High School offers more than 65 clubs and our K-8 schools offer 7 - 9 clubs. The District works with nationally sponsored intern programs to increase college and career readiness. Our district has an approved Junior National Honor Society. Our 7-12 grade students participate with Stockton University's Gaining Early Awareness and Readiness (GEAR-Up) college readiness program.

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Before and After School Programs:

The Title Grants program in Atlantic City elementary schools offers morning enrichment and academic targeted after-school programs which include small group ELA and math-targeted instruction, Visual and Performing Arts (VPA), STEM, and tutoring. The district also offers Saturday STEM and VPA programs throughout the school year. The Atlantic City High School offers academic courses and after-school tutoring to all students needing additional support. All programs are inclusive of all student populations.



Staff and Professional Learning:

Atlantic City Public Schools is committed to enhancing the professional knowledge, skills, and practices of teachers and staff through tailored learning opportunities rooted in an understanding of professional and adult development. The district prioritizes continuous improvement of both individual and collective instructional capacity to achieve the highest outcomes for every student. Additionally, the district actively supports the establishment and growth of Professional Learning Communities (PLCs) as part of its reform initiatives. These PLCs empower teachers to become leaders, explore current research, and implement best practices. The district has designated Wednesdays each week as dedicated time for PLCs. Strategic and targeted district-wide professional development further supports staff in achieving these goals.



Postsecondary Information:

Our district partners with Rowan University's Opportunity for Post-secondary Excellence and Success (ROPES) to help high school students transition from secondary to post-secondary education. Students receive college credits in the following career fields: Education, Computer Science, Engineering, Music Business, and Social Services.

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Student Health and Wellness:

The Atlantic City Public Schools is comprised of 11 schools, housing students and professional staff members. The School Nursing Staff of ACPS has compiled a District Nursing Plan for 2023-2024 school year to provide a clear understanding of the health needs of the schools within the district. The Nursing Services Plan also outlines nursing services provided to students, staff, volunteers, and community members within Atlantic City. The nurse in each individual school has provided information pertaining to the health needs of the building. An outline of detailed services and student needs are included in the plan. Needs vary, as the medical conditions in school ranges from nursing dependent to acute care problems. An outline of the detailed services, including contact tracing, will ensure compliance with State Mandated Regulations and provide a healthy and safe environment in which students can learn.



Parent and Community Involvement:

The district has Title I Parent Resource Centers and PRC staff working in each school. The Parent Resource Centers encourage parental involvement in school activities, provide strategies to assist parents in maximizing their child's school experience and support parents in improving their own skills through GED courses, job fairs, ESL services, computer training, citizenship classes, and workshops. Each school has a Parent Advisory Council (PAC) that meets regularly throughout the school year. Parents and community members are also involved in district/school leadership initiatives.



Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers. The district conducts a school climate survey at each school in May. All stakeholders, including community members are encouraged to engage in the survey. The results of the survey are compiled and shared with the school community. The narrative provides key information on how the district's operation and progress are perceived. Our survey results have revealed positive indications for the District. In addition, we utilize survey results to create district and school level annual goals.

Narrative

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Facilities:

Renovations for this year include new roofs for two schools, HVAC units for two schools. Updated media centers at 2 schools. Updated sound system for the Boathouse used for district professional learning, community events and the crew team headquarters.



School Safety:

The District has two trained School Safety Specialists: Director of Operations & Coordinator of Public Safety. Security officers are assigned to each school. Each school has school safety teams that meet regularly.



Technology and STEM:

High School offers Computer Science, Cyber Security and Computer Aided Design and Drafting (CADD). We have 2 Maker Space programs at the elementary schools. STEM is offered for K-12 students in the after-school and Saturday school programs. District technology is supported through school based technology coordinators, district teachers supporting digital implementation, hardware technicians, and a data center.

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Early Childhood Education:

Atlantic City Public Schools Preschool features 35 classrooms participating in the Grow NJ Kids initiative, ensuring students receive a high-quality education through engaging experiences supported by strong partnerships among schools, families, and community stakeholders. The program serves as a model for fostering every child's development-social, cognitive, physical, and emotional-using The Creative Curriculum for Preschool, a play-based approach. This curriculum emphasizes that early education forms the foundation for lifelong learning, with play as a central context for growth in key content areas. Through play, children explore mathematical concepts, social studies, the arts, and literacy while developing a deeper understanding of science, technology, and essential inquiry skills.