NJ SCHOOL PERFORMANCE REPORT

Buena Regional School District (01-0590)
2023-2024

County: Atlantic

District: Buena Regional School District

📍 914 Main Avenue
Richland, NJ 08350

Superintendent: Mr. David Cappuccio

District Website

📞 856-697-0800

1,608
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

NJ SCHOOL PERFORMANCE REPORT

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	Buena Regional School District
Superintendent Name	Mr. David Cappuccio
Address	914 Main Avenue, Richland, NJ 08350
Phone Number	856-697-0800
Email Address	dcappuccio@buena.k12.nj.us
Website	www.buenaschools.org
Facebook	https://www.facebook.com/BuenaRegionalSD/
Twitter	https://twitter.com/BuenaRegionalSD

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
Buena Regional High School	09-12
Buena Regional Middle School	06-08
Collings Lakes Elementary School	PK-02
Dr. J.P. Cleary Elementary School	03-05
John C. Milanesi Elementary School	PK-02

NJ SCHOOL PERFORMANCE REPORT

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

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	120	131	143
KG	95	89	86
1	100	95	97
2	111	108	92
3	112	112	115
4	93	109	115
5	97	93	110
6	109	106	108
7	120	111	111
8	107	122	117
9	111	127	136
10	144	107	119
11	106	144	115
12	120	111	144
Total	1,545	1,565	1,608

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	49.0%	47.0%	48.0%
Male	51.0%	52.0%	52.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	54.3%	54.4%	53.4%
Students with Disabilities	17.7%	18.5%	18.0%
Multilingual Learners	4.4%	5.0%	5.0%
Students Experiencing Homelessness	2.7%	2.6%	2.4%
Students in Foster Care	0.6%	0.3%	0.4%
Military-Connected Students	0.4%	0.6%	0.4%
Migrant Students	0.1%	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	55.7%	56.0%	55.0%
Hispanic	29.7%	28.6%	29.9%
Black or African American	11.2%	11.5%	11.4%
Asian	1.4%	1.3%	1.2%
Native Hawaiian or Pacific Islander	0.5%	0.6%	0.5%
American Indian or Alaska Native	0.1%	0.2%	0.4%
Two Or More Races	1.4%	1.7%	1.6%

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 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	120	131	143
KG - Half Day	0	0	0
KG - Full Day	95	89	86

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.
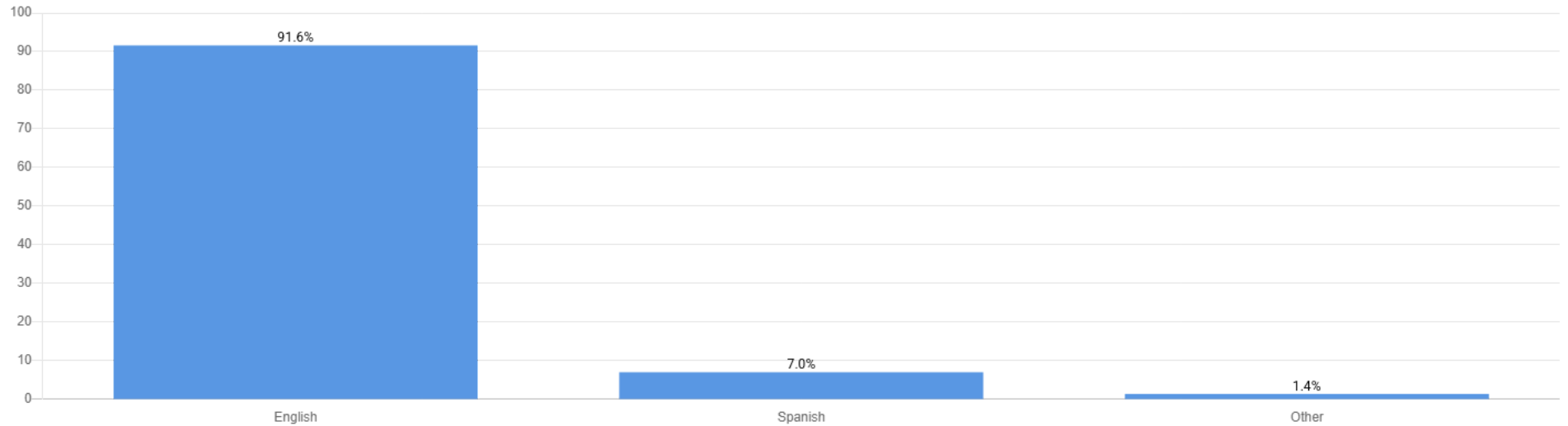
Enrollment Status	2021-22	2022-23	2023-24
Full Time Students	1,545	1,565	1,608
Shared Time Students	0	0	0
Full Time Equivalent	1,545	1,565	1,608

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.

- English: 91.6%
- Spanish: 7.0%
- Other: 1.4%

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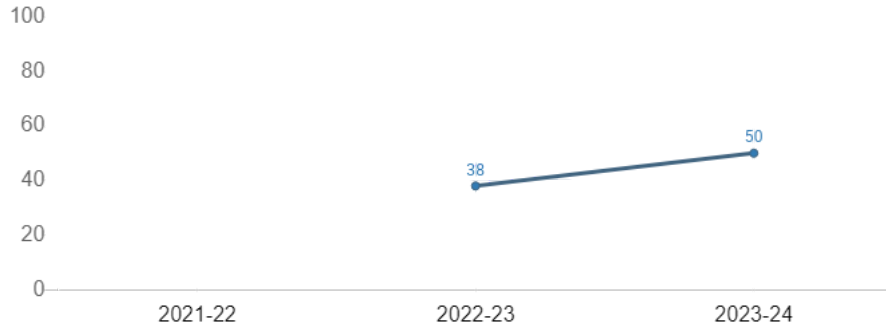
Important Note for 2023-24: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022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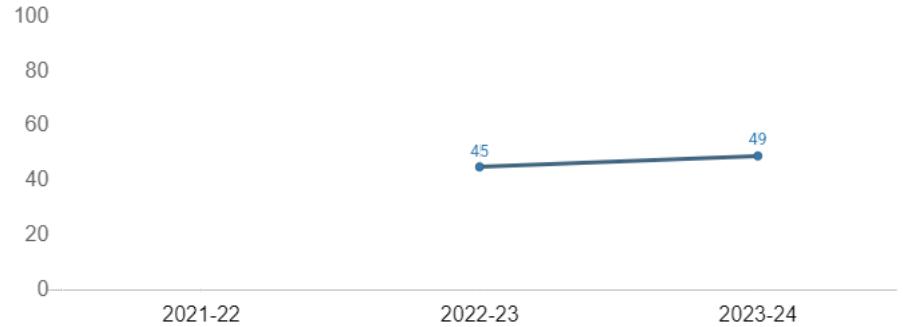
Student Growth Trends and Progress

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		38	50		45	49
Met Standard (40-59.5)?		Not Met	Met Standard		Met Standard	Met Standard
Statewide: Median Student Growth Percentile		50	50		50	50

Student Growth

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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	50	50	Met Standard	49	50	Met Standard
White	54	50	Met Standard	51	51	Met Standard
Hispanic	43	49	Met Standard	42	48	Met Standard
Black or African American	48	47	Met Standard	48.5	46	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	59	**	*	60	**
American Indian or Alaska Native	*	50	**	*	50	**
Two or More Races	*	50	**	*	51	**
Female	54	52		50	50	
Male	49	48		48	50	
Non-Binary/Undesignated Gender	N	44		N	45.5	
Economically Disadvantaged Students	48	48	Met Standard	45	48	Met Standard
Students with Disabilities	48	43	Met Standard	47	44	Met Standard
Multilingual Learners	36	50	Not Met	37.5	50	**
Students Experiencing Homelessness	58.5	43		38.5	45	
Students in Foster Care	N	40		N	47	
Military-Connected Students	*	47.5		*	51	
Migrant Students	N	53		N	44	

Buena Regional School District

(01-0590)

2023-2024

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Student Growth

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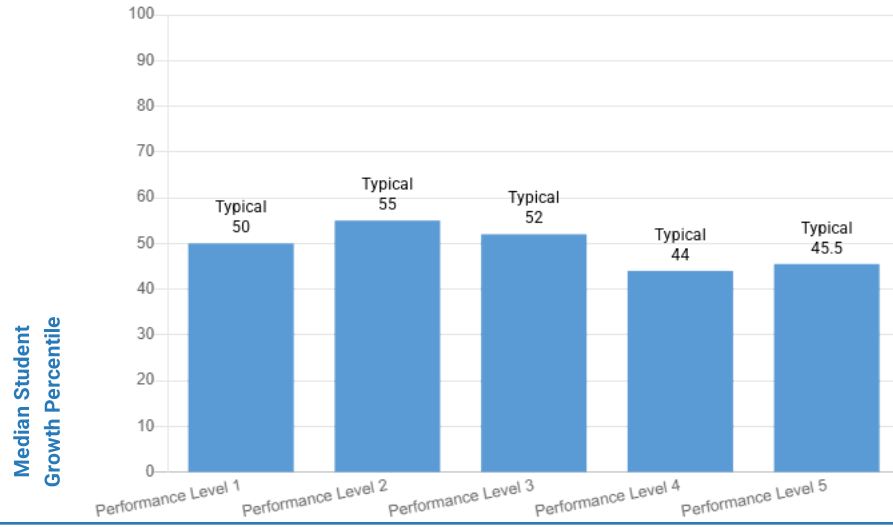
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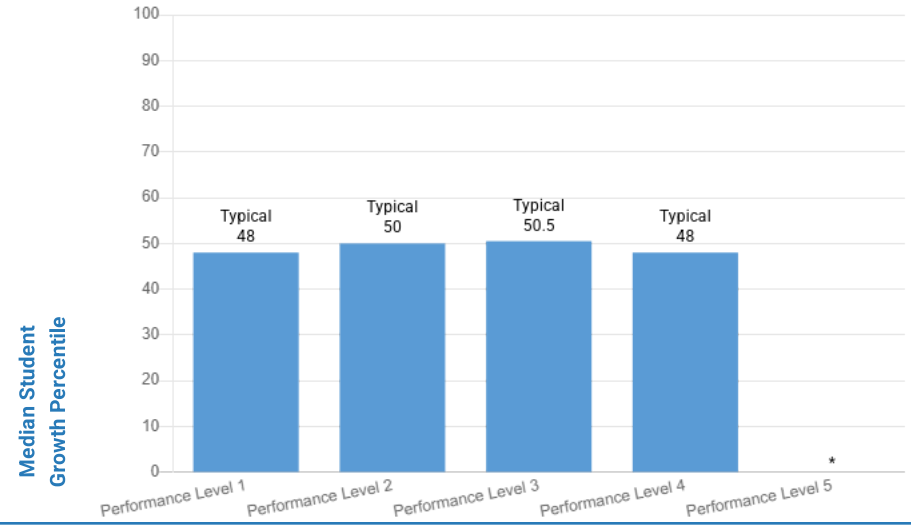
Student Growth by Performance Level

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.

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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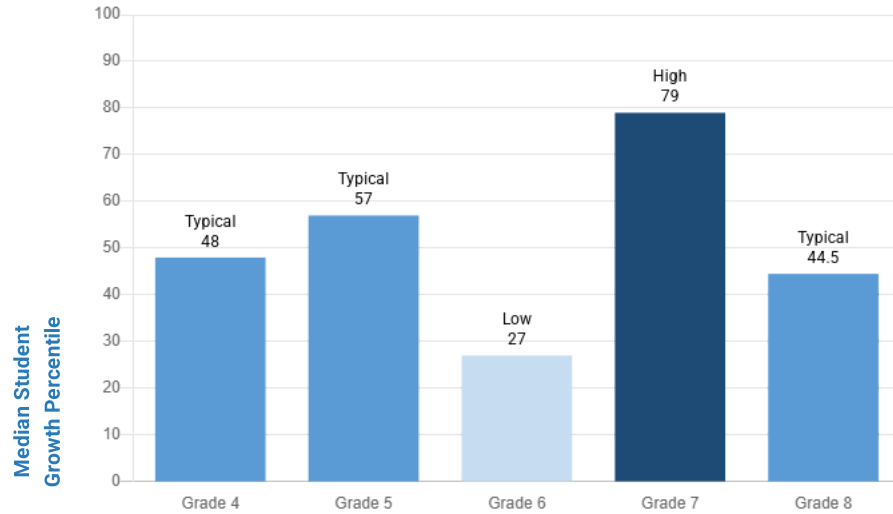
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Student Growth by Grade

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

ELA — Median Student Growth Percentile

- Grade 4: Typical 48
- Grade 5: Typical 57
- Grade 6: Low 27
- Grade 7: High 79
- Grade 8: Typical 44.5

Math — Median Student Growth Percentile

- Grade 4: Typical 44
- Grade 5: Typical 48
- Grade 6: Typical 47
- Grade 7: Typical 58
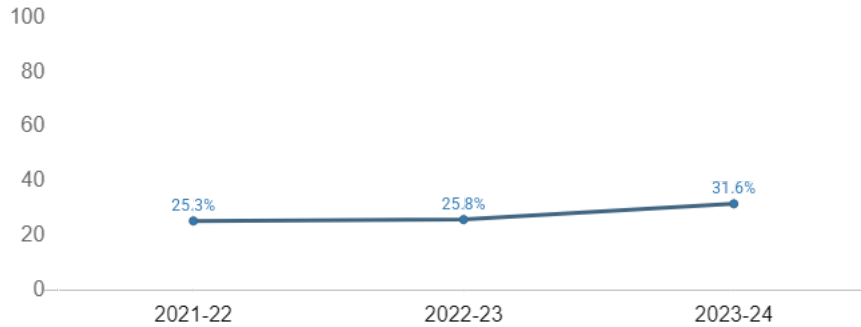
Academic Achievement

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

For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our NJDOE Accountability webpage under 2024 Accountability Data in the School & District Accountability section.
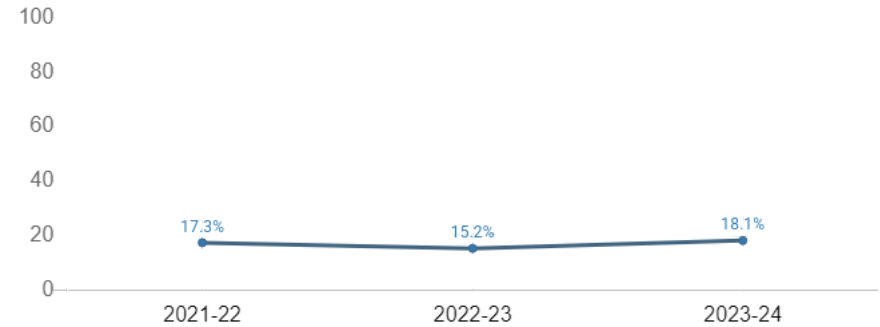
English Language Arts and Mathematics Performance Trends

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

- 2021-22: 25.3%
- 2022-23: 25.8%
- 2023-24: 31.6%

Math Proficiency Rate for Federal Accountability

- 2021-22: 17.3%
- 2022-23: 15.2%
- 2023-24: 18.1%

Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	98.0%	98.9%	98.9%	97.4%	98.9%	98.6%
Proficiency Rate for Federal Accountability	25.3%	25.8%	31.6%	17.3%	15.2%	18.1%
Annual Target	37.7%	40.3%	28.3%	35.3%	38.1%	18.0%
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.

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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	785	98.9%	31.6%	52.2%	31.6%	28.3%	Met Target
White	427	99.3%	37%	61.8%	37%	33.4%	Met Target
Hispanic	233	99.2%	27.9%	38%	27.9%	23.6%	Met Target
Black or African American	98	97.1%	18.4%	35.9%	18.4%	16.2%	Met Target
Asian, Native Hawaiian, or Pacific Islander	12	92.3%	41.7%	79.9%	40.3%	**	**
American Indian or Alaska Native	*	*	*	51.2%	*	**	**
Two or More Races	*	100%	18.2%	59.4%	18.2%	**	**
Female	*	98.4%	39.6%	57.7%	39.6%		
Male	*	99.3%	24.5%	47%	24.5%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	438	98.7%	25.3%	34.6%	25.3%	21.3%	Met Target
Non-Economically Disadvantaged Students	347	99.2%	39.5%	62.8%	39.5%		
Students with Disabilities	168	99.4%	10.1%	19.8%	10.1%	11%	Met Target†
Students without Disabilities	617	98.8%	37.4%	59.4%	37.4%		
Multilingual Learners	38	97.6%	<10%	23.1%	<10%	14.1%	Met Target†
Non-Multilingual Learners	747	99%	32.8%	56.2%	32.8%		
Students Experiencing Homelessness	14	94.1%	21.4%	21.9%	21%		
Students in Foster Care	*	*	*	19.3%	*		
Military-Connected Students	*	*	*	48.2%	*		
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.

Legend: 2021-2022, 2022-2023, 2023-2024

Y-axis: Percentage of Students Meeting/Exceeding Expectations

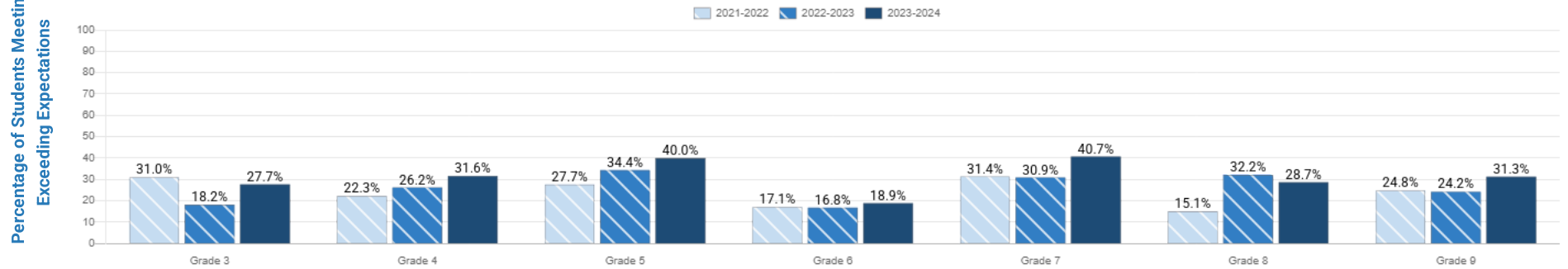| Grade	2021-2022	2022-2023	2023-2024
Grade 3	31.0%	18.2%	27.7%
Grade 4	22.3%	26.2%	31.6%
Grade 5	27.7%	34.4%	40.0%
Grade 6	17.1%	16.8%	18.9%
Grade 7	31.4%	30.9%	40.7%
Grade 8	15.1%	32.2%	28.7%
Grade 9	24.8%	24.2%	31.3%

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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	112	723	741	30%	22%	20%	26%	2%	28%	44%
White	61	729	751	28%	20%	20%	30%	3%	33%	53%
Hispanic	35	718	724	31%	26%	20%	23%	0%	23%	29%
Black or African American	10	712	725	40%	20%	20%	20%	0%	20%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	*	*	*	*	*	*	70%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	46%
Two or More Races	*	*	751	*	*	*	*	*	*	52%
Female	*	727	746	28%	20%	24%	24%	4%	28%	48%
Male	*	720	736	33%	24%	16%	28%	0%	28%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	69	715	722	38%	23%	17%	20%	1%	22%	26%
Non-Economically Disadvantaged Students	43	736	753	19%	21%	23%	35%	2%	37%	55%
Students with Disabilities	20	706	710	45%	25%	20%	10%	0%	10%	18%
Students without Disabilities	92	727	747	27%	22%	20%	29%	2%	32%	49%
Multilingual Learners	10	710	704	40%	30%	0%	30%	0%	30%	13%
Non-Multilingual Learners	102	725	746	29%	22%	22%	25%	2%	27%	48%
Students Experiencing Homelessness	*	*	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	117	729	749	23%	24%	21%	29%	3%	32%	51%
White	60	736	758	18%	18%	25%	33%	5%	38%	61%
Hispanic	35	717	734	34%	23%	20%	23%	0%	23%	35%
Black or African American	11	718	733	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	51%
Two or More Races	*	*	757	*	*	*	*	*	*	60%
Female	*	730	752	23%	23%	21%	32%	2%	33%	54%
Male	*	727	745	23%	25%	22%	27%	3%	30%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	66	720	731	33%	27%	14%	24%	2%	26%	32%
Non-Economically Disadvantaged Students	51	740	760	10%	20%	31%	35%	4%	39%	63%
Students with Disabilities	31	713	720	39%	29%	16%	16%	0%	16%	21%
Students without Disabilities	86	734	755	17%	22%	23%	34%	3%	37%	57%
Multilingual Learners	11	694	711	*	*	*	*	*	*	13%
Non-Multilingual Learners	106	732	753	20%	24%	22%	32%	3%	35%	55%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	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.

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 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	110	736	750	19%	15%	25%	35%	5%	40%	52%
White	68	742	760	13%	15%	29%	38%	4%	43%	63%
Hispanic	28	735	736	18%	18%	25%	29%	11%	39%	37%
Black or African American	11	716	734	45%	9%	9%	36%	0%	36%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	*	*	757	*	*	*	*	*	*	60%
Female	*	739	755	18%	9%	31%	33%	9%	42%	57%
Male	*	733	745	20%	22%	20%	36%	2%	38%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	57	729	732	28%	14%	25%	30%	4%	33%	33%
Non-Economically Disadvantaged Students	53	744	761	9%	17%	26%	40%	8%	47%	64%
Students with Disabilities	20	704	719	50%	20%	15%	15%	0%	15%	20%
Students without Disabilities	90	743	756	12%	14%	28%	39%	7%	46%	59%
Multilingual Learners	*	*	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	737	754	19%	16%	24%	36%	6%	41%	57%
Students Experiencing Homelessness	*	*	718	*	*	*	*	*	*	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.

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 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	106	724	751	23%	27%	31%	18%	1%	19%	53%
White	51	730	760	18%	29%	24%	27%	2%	29%	63%
Hispanic	31	720	738	*	*	*	*	*	*	39%
Black or African American	17	715	735	35%	24%	29%	12%	0%	12%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	748	*	*	*	*	*	*	49%
Two or More Races	*	*	758	*	*	*	*	*	*	60%
Female	*	729	756	22%	22%	26%	30%	0%	30%	59%
Male	*	720	746	23%	32%	35%	8%	2%	10%	48%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	51	717	735	29%	29%	29%	12%	0%	12%	35%
Non-Economically Disadvantaged Students	55	731	761	16%	25%	33%	24%	2%	25%	65%
Students with Disabilities	18	695	719	*	*	*	*	*	*	17%
Students without Disabilities	88	730	758	14%	28%	35%	22%	1%	23%	60%
Multilingual Learners	*	*	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	725	754	23%	26%	31%	19%	1%	20%	57%
Students Experiencing Homelessness	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	724	*	*	*	*	*	*	22%
Military-Connected Students	*	*	754	*	*	*	*	*	*	55%
Migrant Students	*	*	712	*	*	*	*	*	*	29%

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 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	113	744	752	15%	14%	30%	27%	14%	41%	54%
White	61	745	761	15%	16%	30%	21%	18%	39%	64%
Hispanic	36	742	737	14%	14%	28%	36%	8%	44%	39%
Black or African American	12	746	734	8%	8%	50%	25%	8%	33%	37%
Asian, Native Hawaiian, or Pacific Islander	*	*	785	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	51%
Two or More Races	*	*	759	*	*	*	*	*	*	60%
Female	*	745	758	10%	21%	27%	29%	13%	42%	60%
Male	*	742	746	18%	9%	32%	25%	15%	40%	48%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	67	738	734	18%	16%	28%	28%	9%	37%	36%
Non-Economically Disadvantaged Students	46	752	762	11%	11%	33%	24%	22%	46%	64%
Students with Disabilities	24	713	715	*	*	*	*	*	*	18%
Students without Disabilities	89	752	759	8%	12%	30%	33%	17%	49%	61%
Multilingual Learners	*	*	700	*	*	*	*	*	*	*
Non-Multilingual Learners	*	745	756	14%	13%	31%	28%	15%	42%	58%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	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	115	727	751	28%	19%	24%	25%	3%	29%	53%
White	54	734	760	20%	19%	26%	31%	4%	35%	62%
Hispanic	44	720	736	36%	14%	25%	23%	2%	25%	39%
Black or African American	16	723	735	25%	38%	19%	13%	6%	19%	37%
Asian, Native Hawaiian, or Pacific Islander	*	*	783	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	52%
Two or More Races	*	*	757	*	*	*	*	*	*	59%
Female	*	743	759	12%	10%	28%	46%	4%	50%	60%
Male	*	714	743	40%	26%	22%	9%	3%	12%	46%
Non-binary/undesignated gender	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	72	718	734	35%	21%	25%	17%	3%	19%	36%
Non-Economically Disadvantaged Students	43	740	761	16%	16%	23%	40%	5%	44%	63%
Students with Disabilities	27	699	713	*	*	*	*	*	*	16%
Students without Disabilities	88	735	758	18%	19%	27%	31%	5%	35%	60%
Multilingual Learners	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	729	755	25%	19%	25%	27%	4%	31%	56%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	23%
Students in Foster Care	*	*	708	*	*	*	*	*	*	14%
Military-Connected Students	*	*	743	*	*	*	*	*	*	43%
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 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	131	730	755	21%	22%	25%	27%	4%	31%	58%
White	74	739	764	12%	23%	26%	32%	7%	39%	67%
Hispanic	34	722	741	26%	29%	15%	29%	0%	29%	45%
Black or African American	22	715	737	*	*	*	*	*	*	40%
Asian, Native Hawaiian, or Pacific Islander	*	*	789	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	757	*	*	*	*	*	*	59%
Two or More Races	*	*	761	*	*	*	*	*	*	64%
Female	*	741	762	13%	11%	28%	43%	5%	48%	64%
Male	*	719	747	29%	32%	23%	13%	3%	16%	51%
Non-binary/undesignated gender	*	*	774	*	*	*	*	*	*	77%
Economically Disadvantaged Students	62	719	738	32%	26%	18%	24%	0%	24%	41%
Non-Economically Disadvantaged Students	69	740	764	12%	19%	32%	30%	7%	38%	67%
Students with Disabilities	26	709	717	*	*	*	*	*	*	19%
Students without Disabilities	105	735	761	15%	23%	25%	33%	4%	37%	64%
Multilingual Learners	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	730	758	22%	22%	25%	28%	4%	32%	61%
Students Experiencing Homelessness	*	*	721	*	*	*	*	*	*	25%
Students in Foster Care	*	*	714	*	*	*	*	*	*	20%
Military-Connected Students	*	*	749	*	*	*	*	*	*	51%
Migrant Students	*	*	683	*	*	*	*	*	*	*

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 - 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	788	98.6%	18.1%	40.2%	18.1%	18%	Met Target
White	427	99.3%	22.2%	51.1%	22.2%	22.9%	Met Target†
Hispanic	236	98.1%	13.6%	24.2%	13.6%	10.7%	Met Target
Black or African American	98	97.1%	<10%	20.1%	<10%	10.8%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	12	92.3%	50%	74.4%	48.4%	**	**
American Indian or Alaska Native	*	*	*	42%	*	**	**
Two or More Races	*	100%	<10%	48.9%	<10%	**	**
Female	*	98.2%	16.2%	38.4%	16.2%		
Male	*	98.9%	19.7%	42%	19.7%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	441	98.5%	12.9%	21.7%	12.9%	12.4%	Met Target
Non-Economically Disadvantaged Students	347	98.6%	24.8%	51.5%	24.8%		
Students with Disabilities	167	99.4%	<10%	16.6%	<10%	8.3%	Not Met
Students without Disabilities	621	98.3%	21.7%	45.4%	21.7%		
Multilingual Learners	42	91.8%	14.3%	18.7%	14%	9.2%	Met Target
Non-Multilingual Learners	746	99%	18.4%	43.5%	18.4%		
Students Experiencing Homelessness	14	94.1%	14.3%	12.9%	14%		
Students in Foster Care	*	*	*	12.4%	*		
Military-Connected Students	*	*	*	38.8%	*		
Migrant Students	*	*	*	<10%	*		

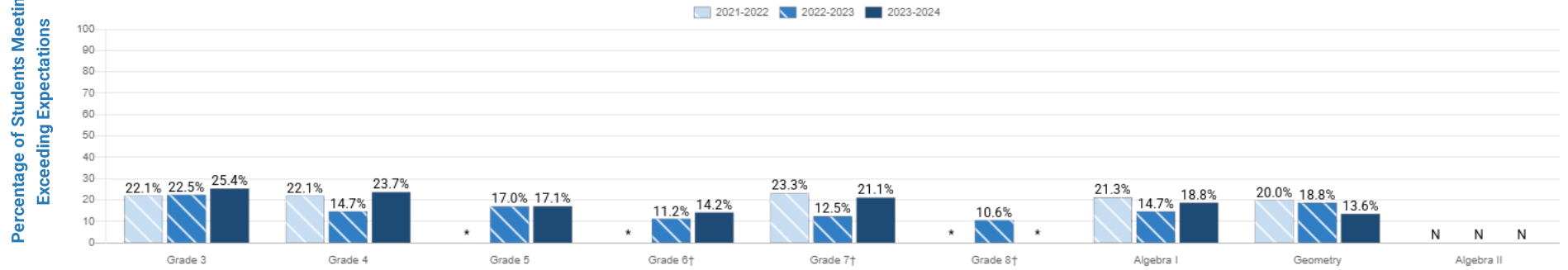† Target was met within a confidence interval.

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.

Legend: 2021-2022, 2022-2023, 2023-2024

Grade	2021-2022	2022-2023	2023-2024
Grade 3	22.1%	22.5%	25.4%
Grade 4	22.1%	14.7%	23.7%
Grade 5	*	17.0%	17.1%
Grade 6†	*	11.2%	14.2%
Grade 7†	23.3%	12.5%	21.1%
Grade 8†	*	10.6%	*
Algebra I	21.3%	14.7%	18.8%
Geometry	20.0%	18.8%	13.6%
Algebra II	N	N	N

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

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 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	114	719	747	32%	23%	20%	25%	1%	25%	48%
White	61	725	757	23%	21%	31%	23%	2%	25%	60%
Hispanic	37	709	732	49%	22%	11%	19%	0%	19%	31%
Black or African American	10	721	728	20%	40%	0%	40%	0%	40%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	51%
Two or More Races	*	*	755	*	*	*	*	*	*	56%
Female	*	718	744	33%	20%	24%	20%	2%	22%	45%
Male	*	720	749	30%	25%	17%	28%	0%	28%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	70	711	729	40%	27%	14%	19%	0%	19%	28%
Non-Economically Disadvantaged Students	44	732	758	18%	16%	30%	34%	2%	36%	60%
Students with Disabilities	20	706	725	40%	30%	20%	10%	0%	10%	25%
Students without Disabilities	94	722	751	30%	21%	20%	28%	1%	29%	52%
Multilingual Learners	11	706	722	64%	0%	9%	27%	0%	27%	20%
Non-Multilingual Learners	103	720	751	28%	25%	21%	24%	1%	25%	52%
Students Experiencing Homelessness	*	*	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	118	724	744	21%	27%	28%	23%	1%	24%	45%
White	60	729	754	12%	33%	25%	28%	2%	30%	57%
Hispanic	36	719	730	31%	19%	33%	17%	0%	17%	28%
Black or African American	11	708	726	*	*	*	*	*	*	24%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	50%
Two or More Races	*	*	752	*	*	*	*	*	*	54%
Female	*	719	743	29%	24%	26%	21%	0%	21%	43%
Male	*	729	746	13%	30%	30%	25%	2%	27%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	67	715	727	33%	24%	25%	18%	0%	18%	25%
Non-Economically Disadvantaged Students	51	737	755	6%	31%	31%	29%	2%	31%	58%
Students with Disabilities	31	711	722	35%	29%	26%	10%	0%	10%	21%
Students without Disabilities	87	729	749	16%	26%	29%	28%	1%	29%	50%
Multilingual Learners	12	714	718	33%	25%	25%	17%	0%	17%	14%
Non-Multilingual Learners	106	726	748	20%	27%	28%	24%	1%	25%	49%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	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.

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.

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	111	724	741	19%	31%	33%	17%	0%	17%	40%
White	68	730	751	12%	28%	40%	21%	0%	21%	53%
Hispanic	29	719	726	24%	41%	21%	14%	0%	14%	23%
Black or African American	11	710	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	*	*	748	*	*	*	*	*	*	49%
Female	*	725	739	11%	35%	42%	13%	0%	13%	38%
Male	*	723	742	27%	27%	25%	21%	0%	21%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	58	719	724	28%	31%	29%	12%	0%	12%	20%
Non-Economically Disadvantaged Students	53	730	752	9%	30%	38%	23%	0%	23%	53%
Students with Disabilities	20	709	717	*	*	*	*	*	*	16%
Students without Disabilities	91	728	746	15%	30%	34%	21%	0%	21%	45%
Multilingual Learners	*	*	711	*	*	*	*	*	*	*
Non-Multilingual Learners	*	725	744	18%	30%	35%	18%	0%	18%	44%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	12%
Students in Foster Care	*	*	714	*	*	*	*	*	*	10%
Military-Connected Students	*	*	741	*	*	*	*	*	*	40%
Migrant Students	*	*	724	*	*	*	*	*	*	27%

Academic Achievement

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

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Mathematics Assessment - Performance By Grade: Grade 6

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

Students in sixth grade who were enrolled in an Algebra I or Geometry course 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	106	721	737	20%	37%	29%	14%	0%	14%	36%
White	51	729	746	12%	31%	33%	24%	0%	24%	47%
Hispanic	31	708	723	*	*	*	*	*	*	20%
Black or African American	17	718	718	29%	29%	29%	12%	0%	12%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	*	*	*	*	*	*	73%
American Indian or Alaska Native	*	*	735	*	*	*	*	*	*	33%
Two or More Races	*	*	743	*	*	*	*	*	*	45%
Female	*	723	736	17%	35%	30%	17%	0%	17%	34%
Male	*	719	738	22%	38%	28%	12%	0%	12%	38%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	51	715	721	*	*	*	*	*	*	17%
Non-Economically Disadvantaged Students	55	726	747	16%	31%	31%	22%	0%	22%	48%
Students with Disabilities	18	693	714	*	*	*	*	*	*	12%
Students without Disabilities	88	726	741	13%	36%	34%	17%	0%	17%	41%
Multilingual Learners	*	*	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	721	740	20%	36%	29%	15%	0%	15%	39%
Students Experiencing Homelessness	*	*	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	114	731	739	11%	26%	41%	19%	2%	21%	37%
White	61	733	748	15%	16%	44%	23%	2%	25%	50%
Hispanic	37	728	728	11%	32%	38%	19%	0%	19%	23%
Black or African American	12	725	724	*	*	*	*	*	*	18%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	*	*	743	*	*	*	*	*	*	44%
Female	*	728	738	13%	23%	52%	13%	0%	13%	36%
Male	*	732	739	11%	29%	33%	24%	3%	27%	39%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	68	727	726	13%	29%	41%	15%	1%	16%	20%
Non-Economically Disadvantaged Students	46	736	747	9%	22%	41%	26%	2%	28%	48%
Students with Disabilities	24	712	716	*	*	*	*	*	*	12%
Students without Disabilities	90	736	743	6%	24%	43%	24%	2%	27%	43%
Multilingual Learners	*	*	714	*	*	*	*	*	*	*
Non-Multilingual Learners	*	732	741	11%	25%	42%	20%	2%	22%	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	96	708	719	*	*	*	*	*	*	19%
White	39	713	729	*	*	*	*	*	*	27%
Hispanic	42	706	713	*	*	*	*	*	*	13%
Black or African American	14	704	707	*	*	*	*	*	*	10%
Asian, Native Hawaiian, or Pacific Islander	*	*	740	*	*	*	*	*	*	40%
American Indian or Alaska Native	*	*	722	*	*	*	*	*	*	21%
Two or More Races	*	*	722	*	*	*	*	*	*	22%
Female	*	708	719	*	*	*	*	*	*	19%
Male	*	708	719	*	*	*	*	*	*	20%
Non-binary/undesignated gender	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	67	705	711	*	*	*	*	*	*	12%
Non-Economically Disadvantaged Students	29	715	725	*	*	*	*	*	*	25%
Students with Disabilities	27	702	702	*	*	*	*	*	*	*
Students without Disabilities	69	710	724	*	*	*	*	*	*	23%
Multilingual Learners	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	709	721	*	*	*	*	*	*	21%
Students Experiencing Homelessness	*	*	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 in 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	128	721	738	22%	31%	28%	18%	1%	19%	40%
White	72	728	748	15%	25%	35%	24%	1%	25%	51%
Hispanic	*	718	723	27%	36%	21%	15%	0%	15%	23%
Black or African American	*	709	719	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	*	*	746	*	*	*	*	*	*	49%
Female	*	721	737	22%	24%	34%	19%	0%	19%	39%
Male	*	721	739	22%	38%	23%	16%	1%	17%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	*	714	722	29%	35%	23%	13%	0%	13%	22%
Non-Economically Disadvantaged Students	*	728	747	15%	27%	33%	23%	2%	24%	50%
Students with Disabilities	*	701	710	*	*	*	*	*	*	11%
Students without Disabilities	*	726	743	17%	28%	34%	20%	1%	21%	45%
Multilingual Learners	*	*	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	721	741	22%	31%	28%	17%	1%	18%	43%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	13%
Students in Foster Care	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	696	*	*	*	*	*	*	*

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: 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 in 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	22	732	750	0%	36%	50%	14%	0%	14%	53%
White	17	734	752	0%	24%	65%	12%	0%	12%	57%
Hispanic	*	*	735	*	*	*	*	*	*	29%
Black or African American	*	*	733	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	66%
Two or More Races	*	*	756	*	*	*	*	*	*	63%
Female	*	736	748	0%	33%	42%	25%	0%	25%	50%
Male	*	728	752	*	*	*	*	*	*	57%
Non-binary/undesignated gender	*	*	752	*	*	*	*	*	*	60%
Economically Disadvantaged Students	*	*	734	*	*	*	*	*	*	28%
Non-Economically Disadvantaged Students	*	732	754	0%	35%	53%	12%	0%	12%	60%
Students with Disabilities	*	*	727	*	*	*	*	*	*	24%
Students without Disabilities	*	732	751	0%	36%	50%	14%	0%	14%	54%
Multilingual Learners	*	*	716	*	*	*	*	*	*	11%
Non-Multilingual Learners	*	732	751	0%	36%	50%	14%	0%	14%	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

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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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	*	*	*	*
4	*	*	*	*
5	*	*	*	*
6	*	*	*	*
7	*	*	*	*
8	*	*	*	*
11	N	N	N	N

Academic Achievement

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

For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our NJDOE Accountability webpage under 2024 Accountability Data in the School & District Accountability section.
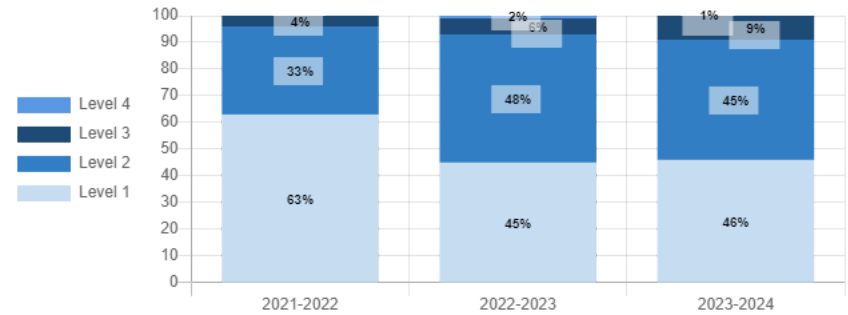
English Language Proficiency Test - Participation and Performance

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	38	*	>90%	*	<10%
3-4	24	*	>90%	*	<10%
5 or more	*	*	*	*	*

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	36.5%	22.7%	Met Goal

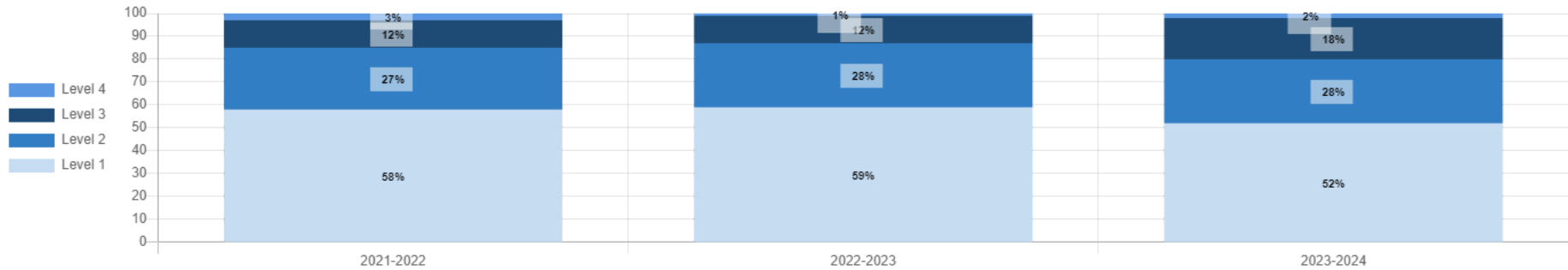† Target was met within a confidence interval.

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	56%	34%	9%	1%	35%	37%	21%	6%
White	44%	44%	10%	1%	22%	42%	28%	8%
Hispanic	66%	24%	10%	0%	51%	36%	12%	2%
Black or African American	*	*	*	*	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	*	*	*	*	27%	36%	27%	10%
Female	56%	31%	13%	0%	35%	39%	20%	6%
Male	55%	38%	5%	2%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	65%	26%	9%	0%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	46%	43%	9%	2%	24%	39%	28%	10%
Students with Disabilities	70%	30%	0%	0%	64%	27%	8%	2%
Students without Disabilities	53%	35%	11%	1%	30%	39%	24%	7%
Multilingual Learners	*	*	*	*	78%	20%	2%	0%
Non-Multilingual Learners	56%	34%	9%	1%	30%	39%	23%	7%
Students Experiencing Homelessness	*	*	*	*	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	46%	45%	9%	1%	36%	45%	14%	5%
White	33%	52%	13%	2%	23%	52%	19%	6%
Hispanic	57%	39%	5%	0%	51%	42%	6%	1%
Black or African American	56%	38%	6%	0%	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	*	*	*	*	27%	46%	19%	8%
Female	34%	56%	10%	0%	35%	47%	13%	4%
Male	55%	36%	8%	2%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	56%	41%	3%	0%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	30%	50%	18%	2%	26%	48%	19%	7%
Students with Disabilities	69%	31%	0%	0%	67%	29%	3%	1%
Students without Disabilities	39%	49%	11%	1%	30%	48%	16%	6%
Multilingual Learners	*	*	*	*	75%	24%	1%	0%
Non-Multilingual Learners	42%	47%	9%	1%	32%	47%	15%	5%
Students Experiencing Homelessness	*	*	*	*	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	52%	28%	18%	2%	45%	27%	19%	9%
White	46%	29%	24%	2%	34%	30%	26%	11%
Hispanic	57%	29%	14%	0%	61%	25%	11%	3%
Black or African American	70%	30%	0%	0%	64%	24%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	17%	23%	33%	28%
American Indian or Alaska Native	*	*	*	*	54%	21%	19%	6%
Two or More Races	*	*	*	*	38%	26%	25%	11%
Female	52%	37%	10%	2%	43%	29%	20%	7%
Male	52%	19%	27%	2%	47%	24%	18%	10%
Non-binary/undesignated gender	*	*	*	*	26%	28%	30%	16%
Economically Disadvantaged Students	67%	20%	13%	0%	63%	24%	11%	2%
Non-Economically Disadvantaged Students	36%	38%	23%	4%	37%	28%	24%	12%
Students with Disabilities	89%	6%	6%	0%	77%	16%	5%	1%
Students without Disabilities	45%	33%	20%	2%	40%	28%	22%	10%
Multilingual Learners	*	*	*	*	88%	10%	1%	0%
Non-Multilingual Learners	50%	30%	19%	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

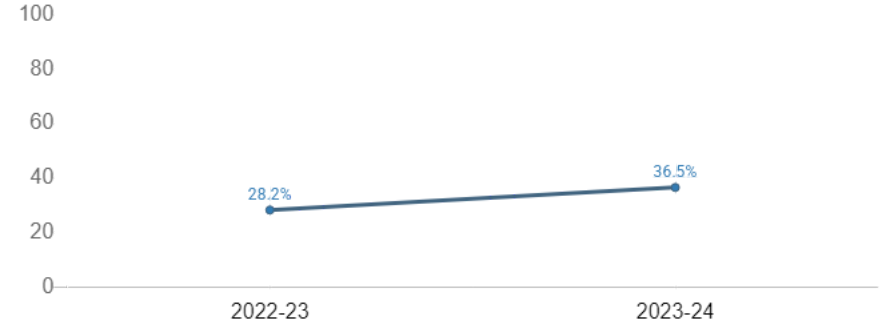### Graduation Proficiency Assessment (NJGPA) Trends

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

61.1% (2022-23) → 72.8% (2023-24)

Math Graduation Ready Rate

28.2% (2022-23) → 36.5% (2023-24)

Performance Measure	2022-23 ELA	2023-24 ELA	2022-23 Math	2023-24 Math
Graduation Ready Rate	61.1%	72.8%	28.2%	36.5%
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	114	72.8%	82.5%	115	36.5%	55.6%
White	59	79.7%	90%	59	45.8%	69.1%
Hispanic	42	57.1%	72.3%	42	26.2%	38%
Black or African American	11	>90%	73.6%	12	25%	33.1%
Asian, Native Hawaiian, or Pacific Islander	*	*	>90%	*	*	87.9%
American Indian or Alaska Native	*	*	76.2%	*	*	43.8%
Two or More Races	*	*	87.5%	*	*	62%
Female	*	81%	86.9%	*	35.9%	56.6%
Male	*	61.2%	78.3%	*	38.8%	54.7%
Non-binary/undesignated gender	*	*	87.7%	*	*	69.9%
Economically Disadvantaged Students	60	63.3%	71.7%	61	26.2%	36%
Non-Economically Disadvantaged Students	54	83.3%	87.6%	54	48.1%	65.1%
Students with Disabilities	19	31.6%	53.6%	19	<10%	18.2%
Students without Disabilities	95	81.1%	87.4%	96	42.7%	62%
Multilingual Learners	*	*	24.4%	*	*	12.5%
Non-Multilingual Learners	*	75.5%	86.5%	*	37.3%	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	55.6%	80.7%
12th graders taking SAT in 2023-2024 or prior years	23.6%	62.7%
12th graders taking ACT in 2023-2024 or prior years	1.4%	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	440	459	Grade 10: 430 Grade 11: 460	44%	54%
PSAT 10/NMSQT - Math	431	454	Grade 10: 480 Grade 11: 510	13%	32%
SAT - Reading and Writing	539	530	480	79%	65%
SAT - Math	496	519	530	35%	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

District 25.1%
State 35.9%

Students taking one or more AP or IB exam

District 10.0%
State 30.8%

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

District *
State 23.0%

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.

District 0.0%
State 26.9%

Buena Regional School District

(01-0590)

2023-2024

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

NJ SCHOOL PERFORMANCE REPORT

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	25.1%	0.0%	35.9%	26.9%
White	32.4%	0.0%	41.8%	33.0%
Hispanic	15.5%	0.0%	23.2%	20.9%
Black or African American	13.0%	0.0%	20.3%	17.4%
Asian, Native Hawaiian, or Pacific Islander	*	*	70.5%	32.5%
American Indian or Alaska Native	*	*	30.4%	28.6%
Two or More Races	*	*	41.0%	29.0%
Female	32.6%	0.0%	41.4%	30.2%
Male	14.9%	0.0%	30.6%	23.7%
Non-Binary/Undesignated Gender	*	*	42.9%	28.4%
Economically Disadvantaged Students	18.1%	0.0%	22.8%	20.2%
Students with Disabilities	2.0%	0.0%	4.8%	10.9%
Multilingual Learners	20.0%	0.0%	9.8%	8.8%
Students experiencing homelessness	*	*	12.6%	15.1%
Students in Foster Care	*	*	4.5%	10.6%
Military-Connected Students	N	N	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 2-D Art and Design	5	4
AP 3-D Art and Design	1	1
AP Biology	18	9
AP Calculus AB	11	5
AP Chemistry	8	3
AP Computer Science Principles	11	7
AP Drawing	6	4
AP English Language and Composition	22	14
AP English Literature and Composition	22	5
AP Psychology	24	11
AP Spanish Language and Culture	0	1
AP Statistics	14	1
AP U.S. History	32	7
Total Exams taken		72
Exams with scores of at least 3 on AP exams or 4 on IB exams		40

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 multiligual 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
Hindi	*	*
Russian	*	*
Spanish	*	*
Ukrainian	*	*
Total Seals Earned	*	
Total Unique Students Earning Seals	*	*
Current and Former Multilingual Learners Earning Seals	*	*†

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

Buena Regional School District

(01-0590)

2023-2024

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note,see note below table

College and Career Readiness

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)

District 18.7%
State 7.6%

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

District 12.6%
State 10.4%

College and Career Readiness

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Career and Technical Education Participation by Student Group

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

Student Group	District: % CTE Participants	District: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Districtwide	18.7%	12.6%	7.6%	10.4%
White	19.4%	13.1%	6.1%	10.0%
Hispanic	20.0%	12.3%	9.3%	10.8%
Black or African American	14.8%	13.1%	9.5%	10.7%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.5%	10.5%
American Indian or Alaska Native	*	*	8.3%	8.8%
Two or More Races	*	*	7.5%	10.1%
Female	19.7%	15.1%	7.5%	10.9%
Male	17.6%	10.4%	7.7%	9.9%
Non-Binary/Undesignated Gender	*	*	8.9%	15.2%
Economically Disadvantaged Students	22.4%	12.6%	9.8%	10.7%
Students with Disabilities	22.5%	22.5%	6.0%	7.9%
Multilingual Learners	25.0%	0.0%	8.0%	3.5%
Students experiencing homelessness	16.7%	0.0%	7.7%	6.2%
Students in Foster Care	*	*	5.9%	6.7%
Military-Connected Students	*	*	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
Agriculture, Food & Natural Resources	141	100.0%
Architecture & Construction	*	*
Arts, A/V Technology & Communications	*	*
Health Science	*	*
Hospitality & Tourism	*	*
Human Services	*	*
Information Technology	*	*
Marketing	*	*
Science, Technology, Engineering & Mathematics	*	*
Transportation, Distribution & Logistics	*	*
Total	141	87.6%

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

District   0.0%

State   2.2%

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
Agriculture, Food & Natural Resources	141	*	*
Architecture & Construction	*	*	*
Arts, A/V Technology & Communications	*	*	*
Health Science	*	*	*
Hospitality & Tourism	*	*	*
Human Services	*	*	*
Information Technology	*	*	*
Marketing	*	*	*
Science, Technology, Engineering & Mathematics	*	*	*
Transportation, Distribution & Logistics	*	*	*
Total	161	*	*

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	111
7	0	0	0	0	0	0	117
8	21	0	0	0	0	0	104
9	123	25	1	0	0	0	27
10	6	114	19	0	0	0	0
11	2	6	91	19	0	2	2
12	1	6	16	4	11	12	51
Total	153	151	127	23	11	14	412
Enrolled in AP/IB Course					11	14	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.

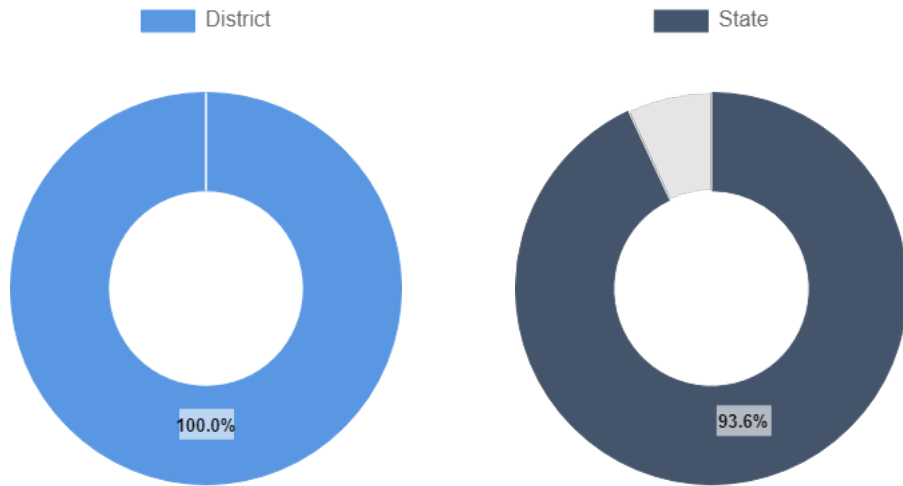| Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	25	1	124	0	0	0
10	111	17	7	0	0	0
11	14	93	5	0	4	8
12	14	12	2	0	5	15
Total	164	123	138	0	9	23
Enrolled in AP/IB Course	18	8		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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.
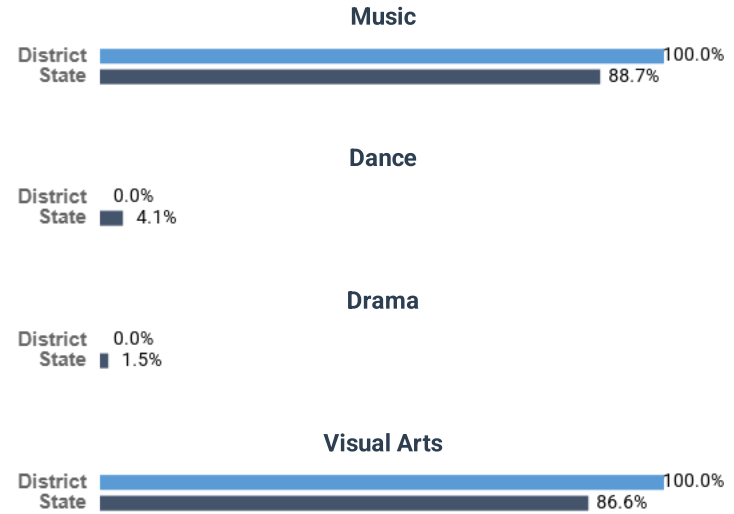
Social Studies and History - Course Participation

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	143	6	0	0	0	0
10	3	134	0	0	0	6
11	1	118	0	11	0	39
12	2	11	0	13	0	61
Total	149	269	0	24	0	106
Enrolled in AP/IB Course	0	32	0	24		0
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	107	0	0	0	0	0	0
7	111	0	0	0	0	0	0
8	106	0	0	0	0	0	0
9	107	0	16	0	0	0	0
10	83	0	23	0	0	0	0
11	23	0	2	0	0	0	0
12	20	0	3	0	0	0	0
Total	557	0	44	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	25	0	0	0	0	0	0

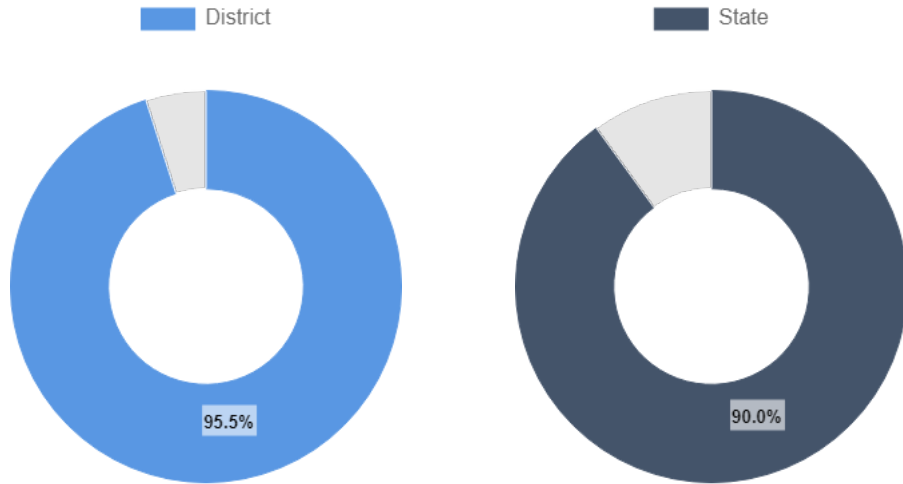# College and Career Readiness

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.
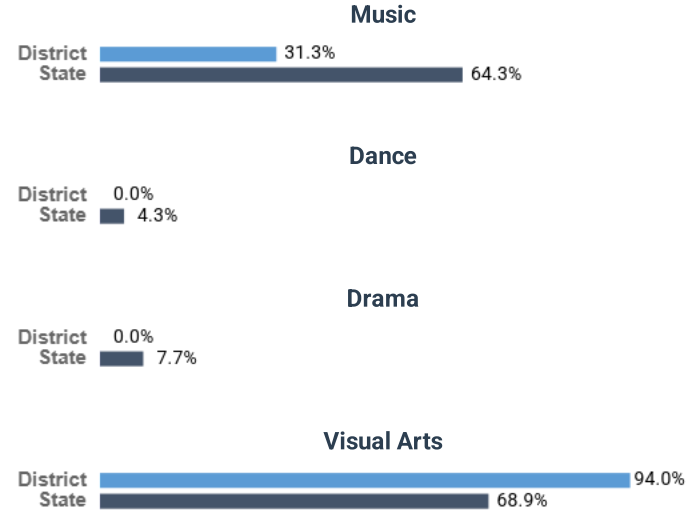
Computer Science – Course Participation

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.

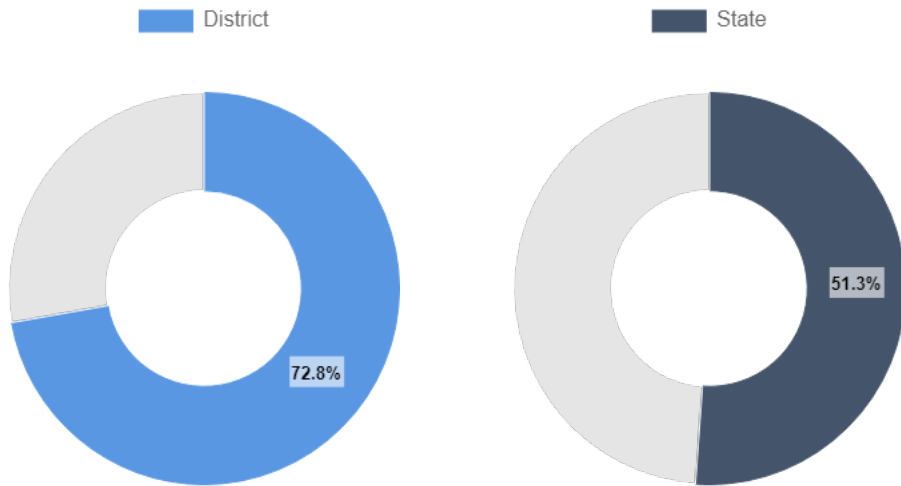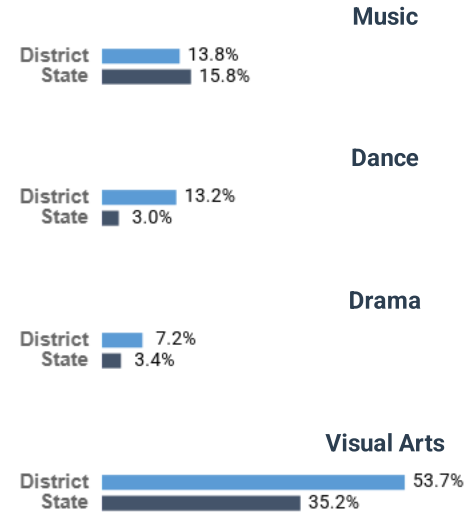| Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
KG	N	N	N	N	N	N	N
1	N	N	N	N	N	N	N
2	N	N	N	N	N	N	N
3	N	N	N	N	N	N	N
4	N	N	N	N	N	N	N
5	N	N	N	N	N	N	N
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
9	6	0	0	0	0	0	0
10	3	5	0	0	0	0	2
11	3	3	0	0	0	0	25
12	1	3	0	0	0	0	5
Total	13	11	0	0	0	0	32
Enrolled in AP/IB Course	0	11		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

District
State

District: 100.0%
State: 93.6%

Students enrolled in one or more classes by discipline:

Music
District: 100.0%
State: 88.7%

Dance
District: 0.0%
State: 4.1%

Drama
District: 0.0%
State: 1.5%

Visual Arts
District: 100.0%
State: 86.6%

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

District

State

District: **95.5%**

State: **90.0%**

Students enrolled in one or more classes by discipline:

Music
District 31.3%
State 64.3%

Dance
District 0.0%
State 4.3%

Drama
District 0.0%
State 7.7%

Visual Arts
District 94.0%
State 68.9%

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

District 72.8%

State 51.3%

Students enrolled in one or more classes by discipline:

Music

District 13.8%
State 15.8%

Dance

District 13.2%
State 3.0%

Drama

District 7.2%
State 3.4%

Visual Arts

District 53.7%
State 35.2%

College and Career Readiness

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

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

District	0.0%
State	4.6%

Buena Regional School District

(01-0590)

2023-2024

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

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 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.
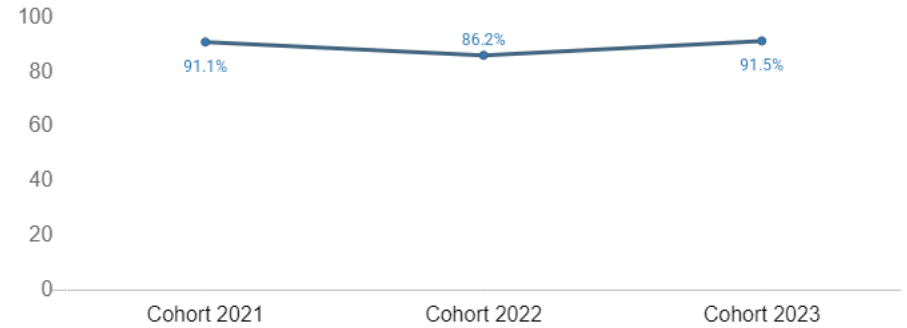
Graduation Rate Trends and Progress

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	85.2%	88.2%	82.9%	91.1%	86.2%	91.5%
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 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 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	82.9%	8.2%	8.8%	91.3%	3.8%	4.9%
White	88.5%	5.2%	6.3%	95.0%	2.6%	2.5%
Hispanic	81.5%	7.4%	11.1%	86.9%	4.9%	8.3%
Black or African American	61.1%	22.2%	16.7%	86.5%	6.0%	7.5%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	96.7%	2.3%	1.0%
American Indian or Alaska Native	*	*	*	91.7%	3.8%	4.5%
Two or More Races	N	N	N	92.3%	3.5%	4.3%
Female	84.4%	8.9%	6.7%	93.1%	2.8%	4.1%
Male	81.3%	7.5%	11.3%	89.5%	4.7%	5.7%
Non-Binary/Undesignated Gender	N	N	N	86.7%	3.3%	10.0%
Economically Disadvantaged Students	80.4%	8.8%	10.8%	87.1%	5.3%	7.7%
Students with Disabilities	81.8%	13.6%	4.5%	80.7%	12.5%	6.8%
Multilingual Learners	*	*	*	78.9%	7.5%	13.6%
Students experiencing homelessness	*	*	*	74.5%	11.2%	14.3%
Students in Foster Care	N	N	N	61.6%	13.1%	25.3%
Military-Connected Students	N	N	N	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 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 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	91.5%	0.9%	7.7%	92.6%	1.7%	5.6%
White	91.4%	0.0%	8.6%	95.9%	1.5%	2.6%
Hispanic	94.3%	0.0%	5.7%	88.2%	1.9%	9.9%
Black or African American	*	*	*	88.9%	2.5%	8.7%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	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	93.8%	0.0%	6.3%	94.4%	1.2%	4.4%
Male	89.9%	1.4%	8.7%	91.0%	2.2%	6.8%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	91.9%	1.4%	6.8%	88.8%	2.0%	9.2%
Students with Disabilities	85.2%	3.7%	11.1%	84.1%	8.2%	7.7%
Multilingual Learners	*	*	*	78.0%	2.0%	20.0%
Students experiencing homelessness	*	*	*	78.0%	3.9%	18.1%
Students in Foster Care	*	*	*	67.0%	7.5%	25.5%
Military-Connected Students	N	N	N	96.0%	0.8%	3.1%
Migrant Students	*	*	*	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	86.2%	0.0%	13.8%	86.2%	93.2%	1.0%	5.8%	94.2%
White	86.3%	0.0%	13.8%	86.3%	96.4%	0.9%	2.7%	97.3%
Hispanic	87.5%	0.0%	12.5%	87.5%	88.2%	1.0%	10.8%	89.2%
Black or African American	81.0%	0.0%	19.0%	81.0%	89.6%	1.4%	9.0%	91.0%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	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	91.0%	0.0%	9.0%	91.0%	95.0%	0.6%	4.4%	95.6%
Male	82.1%	0.0%	17.9%	82.1%	91.5%	1.4%	7.1%	92.9%
Non-Binary/Undesignated Gender	N	N	N	N	*	*	*	*
Economically Disadvantaged Students	79.0%	0.0%	21.0%	79.0%	88.8%	1.1%	10.2%	89.8%
Students with Disabilities	73.5%	0.0%	26.5%	73.5%	86.6%	5.4%	8.0%	92.0%
Multilingual Learners	*	*	*	*	77.6%	0.6%	21.9%	78.1%
Students experiencing homelessness	*	*	*	*	76.2%	1.4%	22.4%	77.6%
Students in Foster Care	*	*	*	*	64.1%	3.5%	32.4%	67.6%
Military-Connected Students	N	N	N	N	92.9%	1.7%	5.4%	94.6%
Migrant Students	*	*	*	*	67.1%	2.4%	30.5%	69.5%

Buena Regional School District
(01-0590)
2023-2024

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

Graduation/ Postsecondary

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As a result of these changes, the NJDOE began calculating two versions of the adjusted cohort graduation rate starting with 2021 graduation rates. The "federal version" aligns with ESSA requirements and USED guidance and 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.

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 Rate	2023 5-Year Federal Graduation Rate	2022 6-Year Federal Graduation Rate	State: 2024 4-Year Federal Graduation Rate	State: 2023 5-Year Federal Graduation Rate	State: 2022 6-Year Federal Graduation Rate
Districtwide	81.8%	91.5%	85.5%	87.7%	91.8%	87.0%
White	87.5%	91.4%	86.3%	91.5%	95.0%	90.0%
Hispanic	79.6%	94.3%	85.0%	83.3%	87.4%	82.1%
Black or African American	61.1%	*	81.0%	80.9%	87.6%	80.8%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	96.1%	97.3%	96.6%
American Indian or Alaska Native	*	N	N	84.1%	92.5%	86.4%
Two or More Races	N	*	*	89.0%	93.0%	86.2%
Female	84.4%	93.8%	91.0%	90.5%	93.7%	90.6%
Male	78.8%	89.9%	80.8%	85.2%	90.0%	83.7%
Non-Binary/Undesignated Gender	N	N	N	83.3%	*	*
Economically Disadvantaged Students	79.4%	91.9%	77.8%	82.6%	87.8%	81.4%
Students with Disabilities	77.3%	85.2%	70.6%	60.2%	79.2%	51.8%
Multilingual Learners	*	*	*	77.6%	77.6%	75.7%
Students experiencing homelessness	*	*	*	67.0%	76.2%	64.6%
Students in Foster Care	N	*	*	50.4%	61.9%	47.1%
Military-Connected Students	N	N	N	91.4%	94.9%	88.4%
Migrant Students	N	*	*	85.5%	64.3%	64.6%

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.**

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	88.2%	84.9%	Met Target	85.5%	N	N
White	86.1%	87.3%	Not Met	86.3%	N	N
Hispanic	94.3%	80.6%	Met Target	85.0%	N	N
Black or African American	*	**	**	81.0%	N	N
Asian, Native Hawaiian, or Pacific Islander	*	**	**	*	**	**
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	*	**	**	*	**	**
Economically Disadvantaged Students	88.2%	76.4%	Met Target	77.8%	N	N
Students with Disabilities	75.9%	70.8%	Met Target	70.6%	N	N
Multilingual Learners	*	**	**	*	**	**

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.

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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	49.6%	25.5%
Substitute Competency Test	27.7%	31.2%
Portfolio Appeals Process	20.6%	41.1%
Alternate Requirements Specified in IEP	0.7%	0.7%
Unknown/Other	1.4%	1.4%

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	2.3%	1.0%
2022-2023	1.0%	1.2%
2021-2022	2.7%	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.
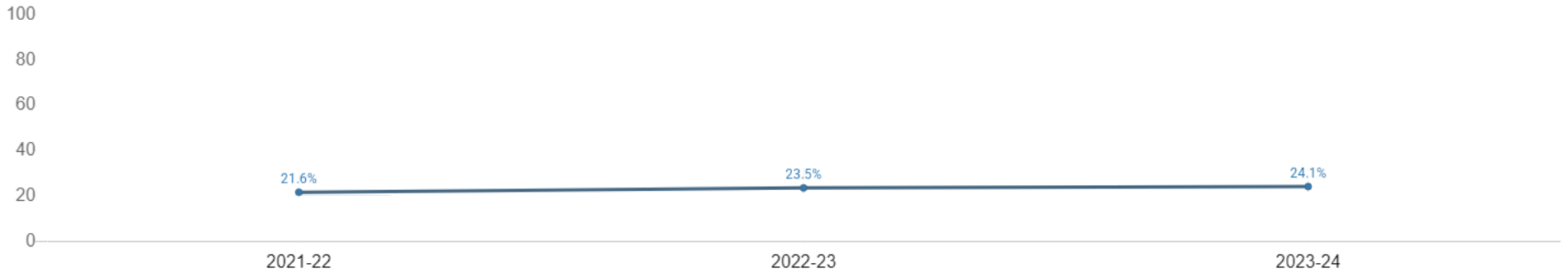
Year of Graduation	Graduates enrolled in apprenticeship programs
2023	*
2022	*
2021	*
2020	*
2019	*
2018	*
2017	*
2016	*

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	21.6%	23.5%	24.1%
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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Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The 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").
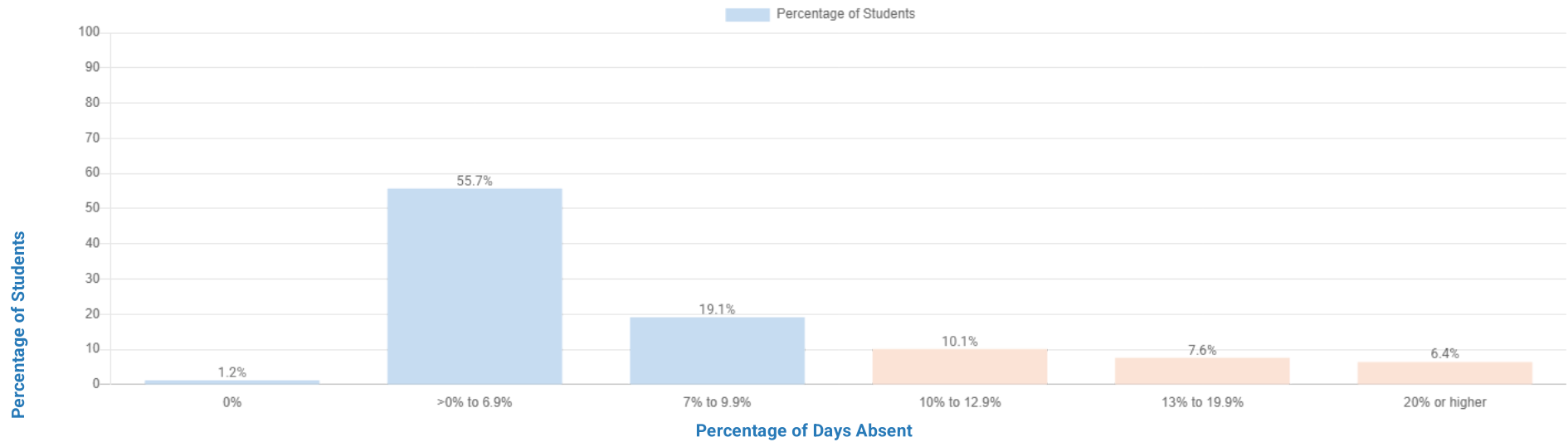
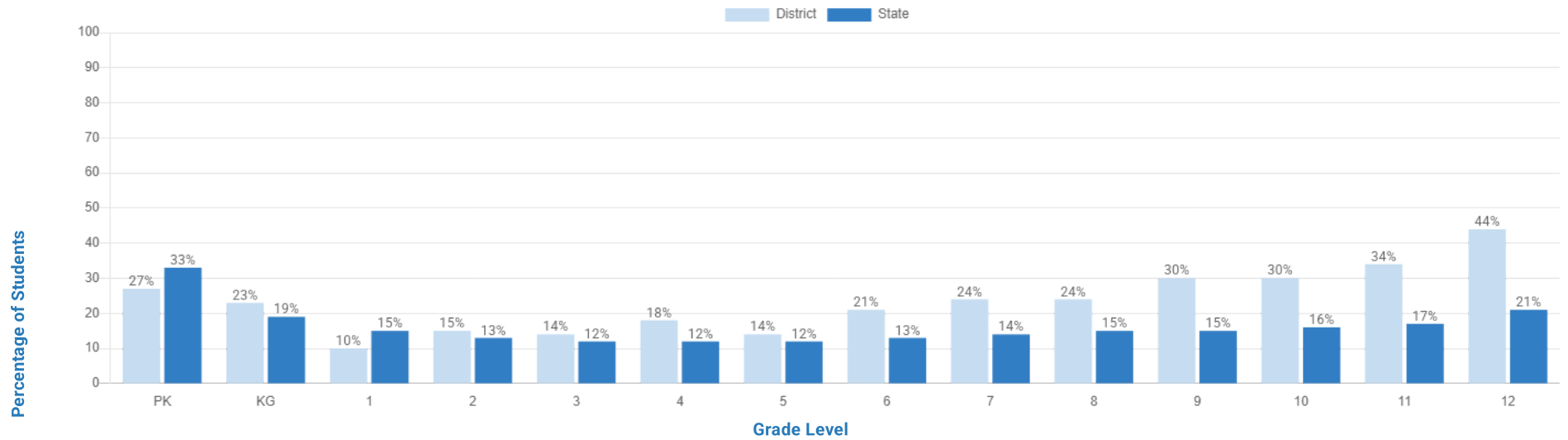| Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	360	24.1%	14.9%	Not Met
White	182	22.2%	14.9%	Not Met
Hispanic	125	28.4%	14.9%	Not Met
Black or African American	44	23.9%	14.9%	Not Met
Asian, Native Hawaiian, or Pacific Islander	4	17.4%	14.9%	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	13.6%	14.9%	Met
Female	*	25.1%		
Male	*	23.2%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	221	27.1%	14.9%	Not Met
Students with Disabilities	102	33.4%	14.9%	Not Met
Multilingual Learners	20	25.0%	14.9%	Not Met
Students Experiencing Homelessness	18	38.3%		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	*	*		

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.

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.

Percentage of Students

Percentage of Days Absent	Percentage of Students
0%	1.2%
>0% to 6.9%	55.7%
7% to 9.9%	19.1%
10% to 12.9%	10.1%
13% to 19.9%	7.6%
20% or higher	6.4%

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 by Grade

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

Grade Level	District	State
PK	27%	33%
KG	23%	19%
1	10%	15%
2	15%	13%
3	14%	12%
4	18%	12%
5	14%	12%
6	21%	13%
7	24%	14%
8	24%	15%
9	30%	15%
10	30%	16%
11	34%	17%
12	44%	21%

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	31
Weapons	1
Vandalism	0
Substances	14
Harassment, Intimidation, Bullying (HIB)	17
Total Unique Incidents	63
Incidents Per 100 Students Enrolled	3.92

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	9
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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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.

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	4	6	10
Religion	0	0	0
Ancestry	1	1	2
Gender	2	6	8
Sexual Orientation	1	3	4
Disability	1	1	2
Other	1	4	5
No Identified Nature	8		8

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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	4	0%	23	2%	26	3%	0	0%	0	0%
Hispanic	2	0%	18	3%	18	3%	0	0%	0	0%
Black or African American	3	1%	7	3%	10	5%	0	0%	0	0%
Asian	0	0%	1	5%	1	5%	0	0%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
Two or more races	0	0%	1	4%	1	4%	0	0%	0	0%
Female	*	0%	*	2%	*	2%	*	0%	*	0%
Male	*	1%	*	4%	*	5%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	9	1%	42	4%	48	5%	0	0%	0	0%
Students with disabilities	4	1%	13	5%	16	6%	0	0%	0	0%

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Student Disciplinary Removals: By Grade Level

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 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 district schools are included in the disciplined 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 received a type of disciplinary action to protect student privacy.

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	9	1%	51	3%	57	3%	0	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	0	0%	0	0%	0	0%	0	0%	0	0%
3	0	0%	1	1%	1	1%	0	0%	0	0%
4	3	2%	2	2%	5	4%	0	0%	0	0%
5	0	0%	0	0%	0	0%	0	0%	0	0%
6	4	4%	3	3%	6	5%	0	0%	0	0%
7	1	1%	4	3%	4	3%	0	0%	0	0%
8	1	1%	6	5%	6	5%	0	0%	0	0%
9	0	0%	12	8%	12	8%	0	0%	0	0%
10	0	0%	10	7%	10	7%	0	0%	0	0%
11	0	0%	6	5%	6	5%	0	0%	0	0%
12	0	0%	7	5%	7	5%	0	0%	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 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	18	1%	16	1%	0	0%	0	0%	1	0%	0	0%	1	0%
White	6	1%	5	1%	0	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
Hispanic	8	2%	8	2%	0	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
Black or African American	3	1%	3	1%	0	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
Asian	1	5%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	<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%	0	0%	<5	<5.00%
Female	*	0%	*	0%	*	0%	*	0%	*	<5.00%	*	0%	*	<5.00%
Male	*	2%	*	2%	*	0%	*	0%	*	<5.00%	*	0%	*	<5.00%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	14	1%	13	1%	0	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
Students with disabilities	5	2%	5	2%	0	0%	0	0%	<5	<5.00%	0	0%	<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 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 type	% of Students involved in an other incident type
Districtwide	18	1%	16	1%	0	0%	0	0%	1	0%	0	0%	1	0%
PK	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
KG	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
1	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
2	1	1%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
3	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
4	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
5	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
6	1	1%	1	1%	0	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
7	1	1%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
8	1	1%	1	1%	0	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
9	6	4%	6	4%	0	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
10	5	4%	5	4%	0	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
11	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
12	3	2%	3	2%	0	0%	0	0%	<5	<5.00%	0	0%	<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 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	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%
Male	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with disabilities	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	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 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	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
PK	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
KG	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
1	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
2	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
3	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
4	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
5	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
6	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
7	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
8	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
9	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
10	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
11	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
12	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

Buena Regional School District

(01-0590)

2023-2024

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
393

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, of if the teacher has an expired certificate.

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

Teachers – Experience

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

Category	Teachers in District	Teachers in State
Total Number of teachers	143	119,239
Average years experience in public schools	13.4	12.6
Average years experience in district	12.3	11.3
Number of Teachers with 4 or more years experience in the district	109	87,243
Percentage of Teachers with 4 or more years experience in the district	76.2%	73.6%
Number of out-of-field teachers	2	2,931
Percentage of out-of-field teachers	1.4%	2.5%
Number of Teachers with Provisional Credentials	15	9,065
Percentage of Teachers with Provisional Credentials	10.5%	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	16	10,170
Average years experience in public schools	4.4	16.2
Average years experience in district	4.4	12.5
Number of Administrators with 4 or more years experience in the district	5	7,734
Percentage of Administrators with 4 or more years experience in the district	31.3%	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	143	119,239
Administrators	16	10,170
Librarians/Media Specialists	1	1,160
Nurses	5	3,025
School Counselors	8	4,673
Child Study Team Members	9	9,654
School Psychologists	2	2,185
School Social Workers	2	2,750
Student Assistance Coordinators	N	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, of if the teacher has an expired certificate.

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

Student and Staff Ratios

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

Ratio	District Ratio
Students to Teachers	11:1
Students to Administrators	101:1
Teachers to Administrators	9:1
Students to Librarians/Media Specialists †	1608:1
Students to Nurses †	322:1
Students to Counselors †	201:1
Students to Child Study Team Members †,††	32:1
Students to School Psychologists †	804:1
Students to School Social Workers †	804:1
Students to Student Assistance Coordinators †	N
Students to School Safety Specialists †	1608:1

† 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%	70-75%	60-80%	48.0%	77.0%	57.0%
Male	52.0%	25-30%	20-40%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤5%	≤20%	≤1%	≤1%	≤1%
White	55.0%	87.4%	87.5%	38.2%	81.8%	74.5%
Hispanic	29.9%	8.4%	6.3%	34.0%	8.6%	8.6%
Black or African American	11.4%	2.8%	6.3%	14.2%	6.4%	14.4%
Asian	1.2%	0.0%	0.0%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.4%	0.7%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.5%	0.0%	0.0%	0.2%	0.4%	0.5%
Two or More Races	1.6%	0.7%	0.0%	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
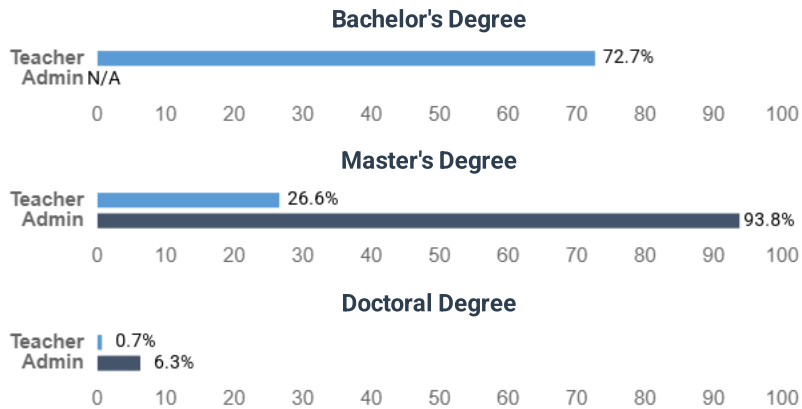
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. 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, of if the teacher has an expired certificate.

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

Teachers 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.

Bachelor's Degree

Teacher: 72.7%
Admin: N/A

Master's Degree

Teacher: 26.6%
Admin: 93.8%

Doctoral Degree

Teacher: 0.7%
Admin: 6.3%

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	88.7%	89.5%
2022-23 Administrators: Same district 2023-24	70.6%	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, of if the teacher has an expired certificate.
Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Teachers 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)	48	>90%	≤10%	≤10%	85.4%	14.6%	0.0%	0.0%	0.0%	0.0%	0.0%	77.1%	83.3%	16.7%	0.0%
English/Language Arts/Literacy	12	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	66.7%	66.7%	33.3%	0.0%
English to Speakers of Other Languages	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%	50.0%	0.0%
Mathematics	11	*	*	*	81.8%	9.1%	0.0%	0.0%	0.0%	0.0%	9.1%	63.6%	63.6%	36.4%	0.0%
Science	10	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	80.0%	70.0%	30.0%	0.0%
Social Studies/History	10	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	70.0%	50.0%	50.0%	0.0%
World Language	3	*	*	*	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
Visual and Performing Arts	9	*	*	*	77.8%	11.1%	11.1%	0.0%	0.0%	0.0%	0.0%	66.7%	88.9%	11.1%	0.0%
Health/Physical Education	11	*	*	*	90.9%	0.0%	9.1%	0.0%	0.0%	0.0%	0.0%	100.0%	72.7%	27.3%	0.0%
Family & Consumer Sciences	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Financial Literacy	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	100.0%	0.0%	0.0%
Business	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Computer Science/IT	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
Industrial Arts	5	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	80.0%	40.0%	60.0%	0.0%
Career and Technical Education	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Special Education	29	60-80%	20-40%	≤20%	86.2%	3.4%	6.9%	0.0%	0.0%	3.4%	0.0%	79.3%	69.0%	27.6%	3.4%
Bilingual	3	*	*	*	66.7%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	66.7%	66.7%	33.3%	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.

Buena Regional	Federal	State & Local	Total	ADE**
District Level Total Expenditures	$1,636	$18,962	$20,598	1,672.5
District Level Central Expenditures	$821	$4,978	$5,799	1,672.5
Buena Regional High School	$62	$15,460	$15,522	530.2
Buena Regional Middle School	$757	$15,314	$16,071	350.6
Collings Lakes Elementary School	$1,082	$14,155	$15,237	205.6
John C. Milanesi Elementary School	$1,000	$14,642	$15,642	232.9
Dr. J.P. Cleary Elementary School	$1,392	$9,914	$11,306	353.3

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	0590	Buena Regional School District	300	Dr. J.P. Cleary Elementary School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;

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

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 Acountability Indicator	2021-22	2022-23	2023-24
ELA Proficiency	25.3%	25.8%	31.6%
Math Proficiency	17.3%	15.2%	18.1%
ELA Growth†	85	38	50
Math Growth†	80	45	49
4-Year Graduation Rate (Prior Year)††	87.5%	84.5%	88.2%
5-Year Graduation Rate (Prior Year)††	87.9%	90.4%	85.5%
Progress toward English Language Proficiency	34.3%	48.9%	36.5%
Chronic Absenteeism	21.6%	23.5%	24.1%

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

- BRSD is proud to provide services for students & parents in partnership with AtlantiCare Teen and Youth Centers.
- The district is a 1:1 Google School PK-12.
- New curriculum K-12 is aligned with NJSLS, is rigorous,engaging, and designed to accelerate learning.

Mission, Vision, Theme:

Our Mission Statement notes that the Buena Regional School District commits to an excellent educational program that prepares all students with a framework for lifelong learning and provides the competencies necessary for responsible and productive citizenship, understanding and appreciation of cultural diversity and contribution to social consciousness in a world of ever accelerating change, global interdependence, and technological influence.

Awards, Recognition, Accomplishments:

Teacher of the Year and Educational Services Professional of the Year are recognized annually.

Narrative

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Courses, Curriculum, Instruction:

We are committed to provide students with a quality and multidimensional educational experience. Our main focus is academics. We work to provide educational experiences to engage all of our students. We offer varied athletic, visual and performing arts, career readiness, character education and extracurricular activities to provide students the opportunity to explore their passions and interests, as well as be prepared for their future. Students are able to interact with each other, faculty and support staff to promote their learning.

Sports and Athletics:

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

Clubs and Activities:

AT BRSD, we offer multiple engaging clubs and activities: Academic Team, Interact Club, Art Club, Yearbook Committee, FFA (Future Farmers of America), Student Council, Peer Leaders, National Honors Society, Drama Club, Esports, Buena Games, Dance Team, Band/Choir, FCA, Garden Club, and Spectrum Club.

Narrative

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Before and After School Programs:

Our after school B.O.O.S.T (Buena Out of School Time) program serves students in grades 3-8. The program is funded through the 21st Century Community Learning Grant. It provides a learning center for youth that allows them to make responsible choices, be creative and express themselves in a positive, actively engaged atmosphere. Our focus is STEM with an emphasis on careers allowing students to connect academics with career choices. An on-sight Before and After School Program for students in Grades Preschool to Grade 5 is operated by the Cumberland County YMCA. Parents have the opportunity to register throughout the year.

Staff and Professional Learning:

BRSD has an extensive Professional Development Plan based on multiple points of data including test scores, benchmarking, grading, staff/ family and student surveys. We have budgeted funds for high quality professional development for all staff members, as well as scheduled common planning time. We also have a contract with Stockton University for ETTC/SRI, which provides a wide variety of professional development courses for staff members to attend. Each year, staff members participate in Global Compliance Network Trainings (GCN).

Postsecondary Information:

Many of our students continue after graduation to complete college and university degrees. We provide opportunities for students to take SATs, PSATs on our campus. Our high school program also provides dual credit courses at a discounted fee so that our students have a "head start" on their college credits at high school graduation. Buena also offers Early College High School through the George Washington Carver Foundation.

Narrative

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Student Supports and Services:

BRSD has an active MTSS/RTI and Guidance Services for students in each building, as well as a Child Study Team and Related Services.

Student Health and Wellness:

BRSD students have access to a full time onsite nurse at each building. In the elementary schools, students participate in Health and Physical Education classes and receive instruction in the classroom as well as physical activities. The secondary school students participate in Health and Physical Education classes and have access to Youth/Teen centers that offer various programs for students in regards to mental and physical health, including exercise and nutrition. Throughout the district, we adopted the Thrively edcuational techonolgy program to support social and emotional learning and well-being for our students and staff. This program incorporates strength, interest and habits of mind surveys, student check-ins, personalized feedback, and built-in lessons in a variety of areas to empower schools to improve student social, emotional, and academic well-being.

Parent and Community Involvement:

Parents and community are interested and involved in working to provide quality education activities and opportunities for our students. They readily support providing new playground equipment, field trips, and instructional equipment. Our PTO's generate and donate funds to support positive educational, emotional, and social opportunities for students. In addition, many of our parents and gaurdians particpate in school improvment teams, school safety teams and our early chilhdood advisory council.

Narrative

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Facilities:

Beginning in the Summer of 2022, the Buena Regional School District initiated construction projects at several of its schools, including BRHS, Cleary, CLES and Milanesi. As we begin to finalize those projects, we will continue to review and adjust our long range facilites plan.

School Safety:

Each school has a security system with cameras located on the exterior and interior of the building. Every school building has an armed security guard and secure vestibule for visitors. Schools practice security drills in compliance with state mandates. Each building has a school safety team composed of administration, representatives from law enforcement, counselors, child study team, and other staff members. Each school also has a threat assessment team, which meets throughout the year to remain in compliance with state law.

Technology and STEM:

We are a 1:1 School District with each student utilizing a district provided Chromebook at school and home. Technology is infused into each class along with actively maintained google classrooms. We have Smart Boards and Panels to visually help students with lessons. We utilize Clever to help students and teachers navigate our online platforms and educational technology programs.

Narrative

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Early Childhood Education:

The Buena Regional School District offers a free six hour preschool program at two primary elementary schools, JC Milanesi and Collings Lakes Elementary School that are funded through the PEA grant. This program is for students ages 3 and 4. The District has a total of 11 general education classrooms that service 15 students each and one self-contained classroom that services 8 students identified as preschool disabled. We are currently in our first year of partnering with Head Start which services 1 general edcuation classroom.

Attendance:

Buena Regional School Districts overall ADA for the 23-24 school year was 91.84%. Chronic absenteeism rate for each school was as follows: Buena Regional High School: 39.29%, Buena Regional Middle School: 25.50%, Collings Lakes Elementary School: 25.76%, Dr. J P Cleary Elementary School: 15.36%, John C. Milanesi Elementary School: 21.24%.

Narrative

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Other Information:

Buena Regional School District offers a comprehensive and well rounded program for all students. From our PK Early Childhood Program to our AP high school coursework we provide varied and valuable educational opportunities that promote student success. The District operates three elementary schools serving grades PK-2, and grades 3-5. Our middle school houses grades 6-8. Our high school houses grades 9-12. The district administration, faculty, and staff work collaboratively to meet the needs of our diverse population. BRSD has a broad range of courses and programs to enable our students to be college or career ready on graduation. The college preparatory program offers honors and advanced placement courses. Our courses that focus on the arts, trades, life skills and participation in service organizations and athletics offer a total student centered educational experience. Parents and community are supportive of the school and students through their volunteer and fundraising efforts.