



Englewood Public School District (03-1370)

2023-2024

County: Bergen

Superintendent: Dr. Marnie Hazelton

District: Englewood Public School District

[District Website](#)

 274 Knickerbocker Road
Englewood, NJ 07631

 201-862-6247



2,878
Total Students



PK-12
Grades Offered

Overview & Resources

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

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

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

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

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

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

Overview & Resources

District Contact Information

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

Type	Contact Information
County	Bergen
District	Englewood Public School District
Superintendent Name	Dr. Marnie Hazelton
Address	274 Knickerbocker Road, Englewood, NJ 07631
Phone Number	201-862-6247
Email Address	mhazelton@epsd.org
Website	https://www.epsd.org
Facebook	https://www.facebook.com/EnglewoodPublicSchools

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
Donald A. Quarles Early Childhood Center	PK-KG
Dr. John Grieco Elementary School	01-02
Dr. Leroy McCloud Elementary School	03-05
Dwight Morrow High School/Academies@Englewood	09-12
Janis E. Dismus Middle School	06-08

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	280	273	281
KG	185	184	162
1	172	183	179
2	184	167	181
3	156	173	160
4	161	157	174
5	193	160	156
6	190	185	154
7	170	190	184
8	196	175	189
9	289	280	272
10	252	285	279
11	266	248	271
12	240	266	236
Total	2,934	2,926	2,878

Enrollment Trends by Student Group

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

Student Group	2021-22	2022-23	2023-24
Female	48.0%	48.0%	47.0%
Male	52.0%	52.0%	53.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	61.2%	62.8%	69.5%
Students with Disabilities	15.2%	16.4%	16.9%
Multilingual Learners	17.9%	21.2%	22.8%
Students Experiencing Homelessness	0.6%	0.9%	1.3%
Students in Foster Care	0.2%	0.2%	0.1%
Military-Connected Students	0.5%	0.3%	0.2%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial And Ethnic Group	2021-22	2022-23	2023-24
White	8.4%	7.4%	7.3%
Hispanic	57.4%	60.3%	61.9%
Black or African American	24.0%	22.5%	21.4%
Asian	7.8%	7.2%	6.8%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.3%
American Indian or Alaska Native	0.2%	0.4%	0.5%
Two Or More Races	1.8%	1.8%	1.7%

Demographics

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Enrollment Trends by Full / Half Day PK and KG

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

Grade	2021-22	2022-23	2023-24
PK - Half Day	0	0	0
PK - Full Day	280	273	281
KG - Half Day	0	0	0
KG - Full Day	185	184	162

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.

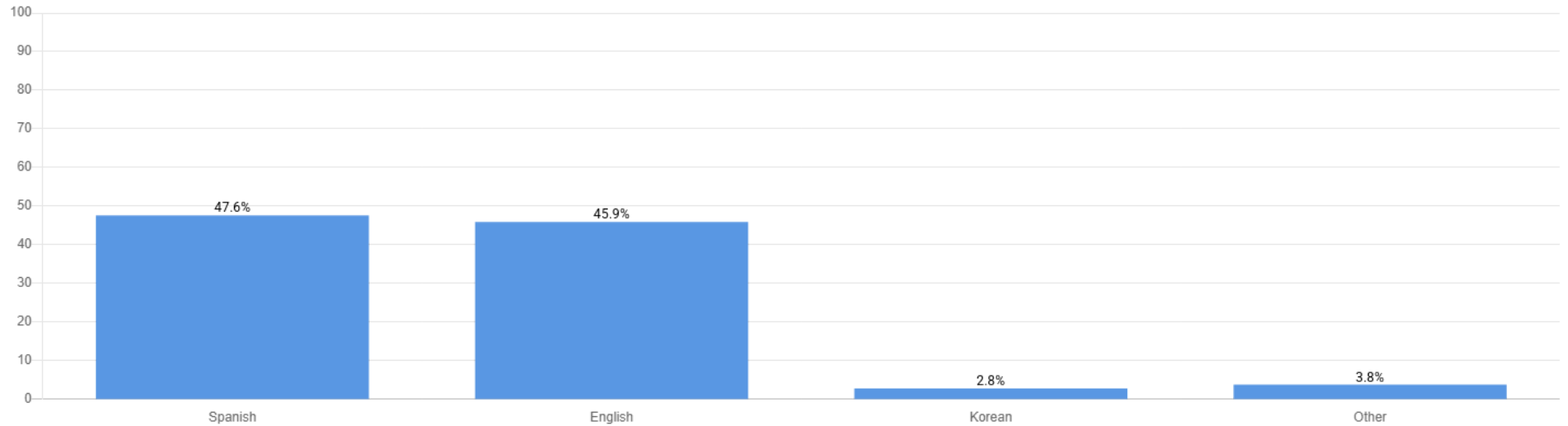
Enrollment Status	2021-22	2022-23	2023-24
Full Time Students	2,926	2,917	2,870
Shared Time Students	16	16	15
Full Time Equivalent	2,934	2,925	2,878

Demographics

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

Enrollment by Home Language

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



Student Growth

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

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

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

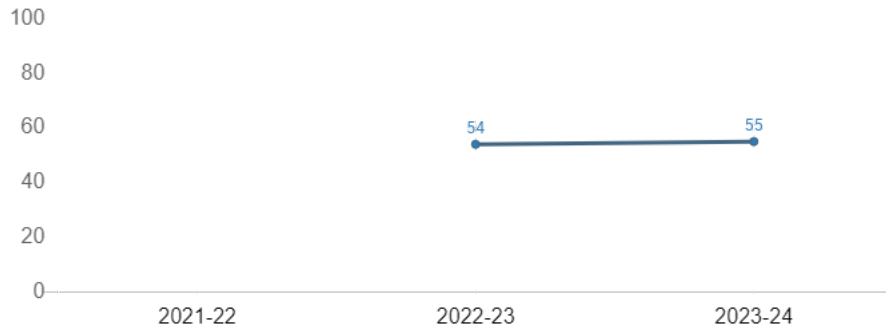
Important Note for 2023-24: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022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

Student Growth Trends and Progress

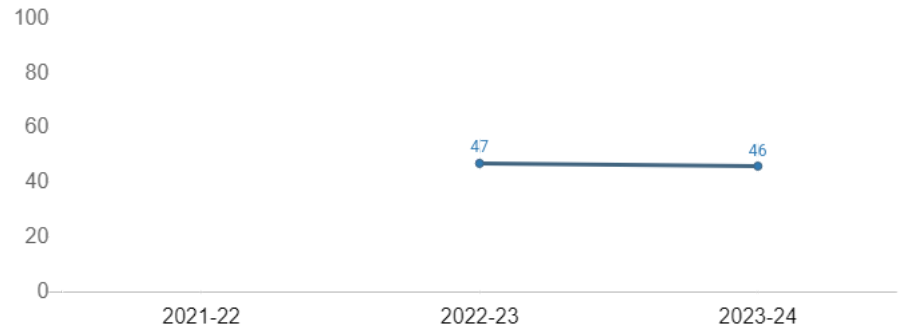
These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Median Student Growth Percentile		54	55		47	46
Met Standard (40-59.5)?		Met Standard	Met Standard		Met Standard	Met Standard
Statewide: Median Student Growth Percentile		50	50		50	50

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

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Student Growth

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

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	55	50	Met Standard	46	50	Met Standard
White	67	50	Exceeds Standard	53	51	Met Standard
Hispanic	56.5	49	Met Standard	44.5	48	Met Standard
Black or African American	49	47	Met Standard	45	46	Met Standard
Asian, Native Hawaiian, or Pacific Islander	74.5	59	**	*	60	**
American Indian or Alaska Native	*	50	**	*	50	**
Two or More Races	31	50	**	71	51	**
Female	55	52		44	50	
Male	52	48		48	50	
Non-Binary/Undesignated Gender	*	44		*	45.5	
Economically Disadvantaged Students	55	48	Met Standard	47	48	Met Standard
Students with Disabilities	40	43	Met Standard	39	44	Not Met
Multilingual Learners	54.5	50	Met Standard	45	50	Met Standard
Students Experiencing Homelessness	*	43		*	45	
Students in Foster Care	*	40		*	47	
Military-Connected Students	*	47.5		*	51	
Migrant Students	N	53		N	44	

Student Growth

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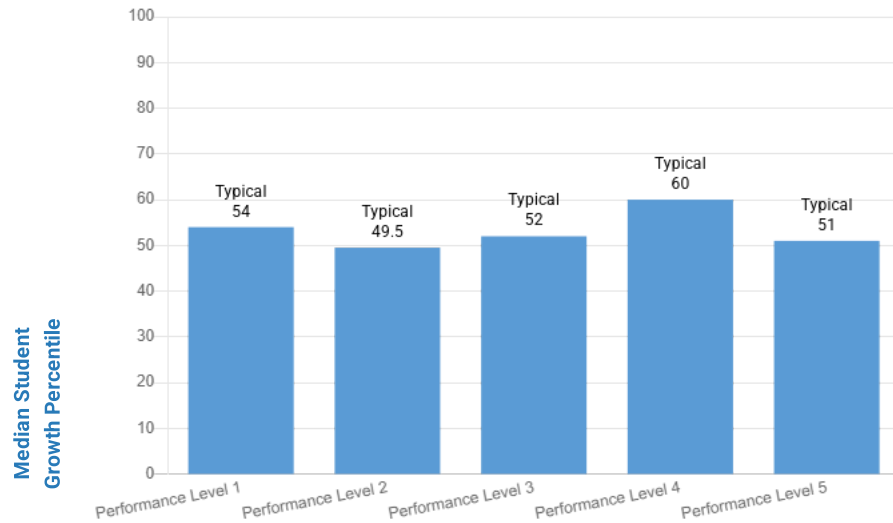
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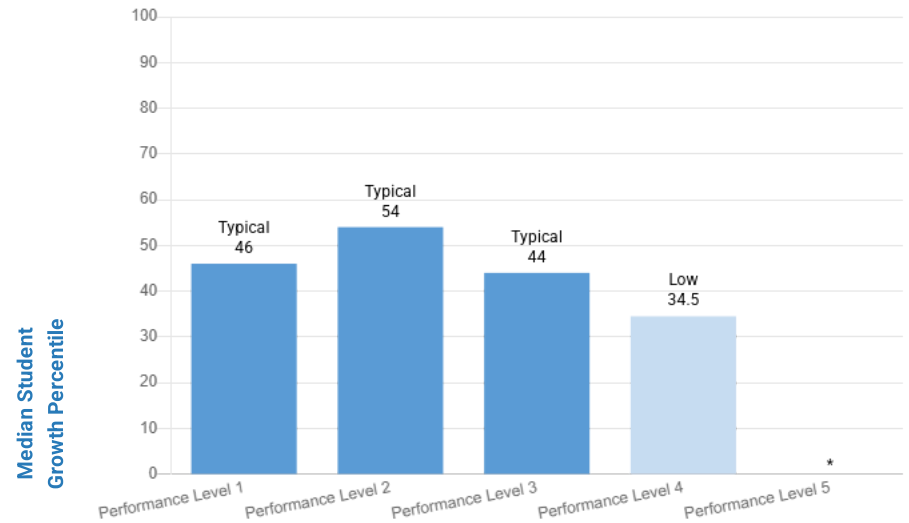
Student Growth by Performance Level

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

ELA



Math



Student Growth

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

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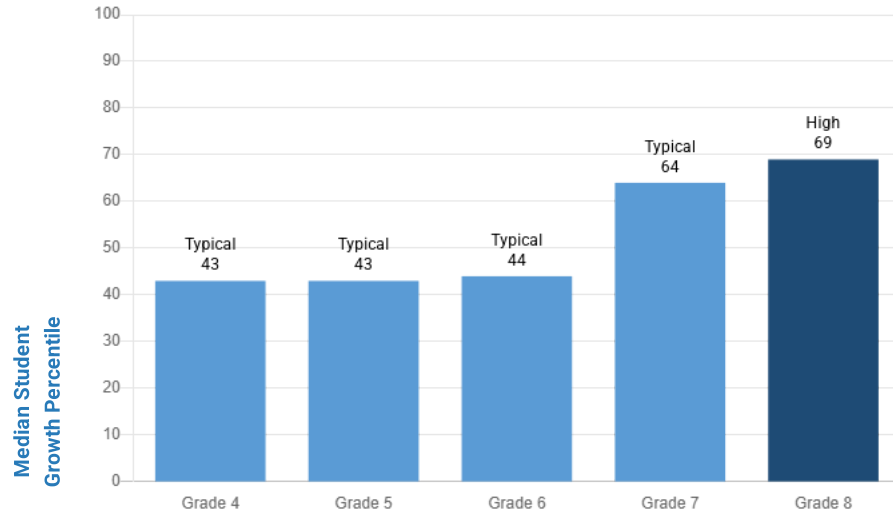
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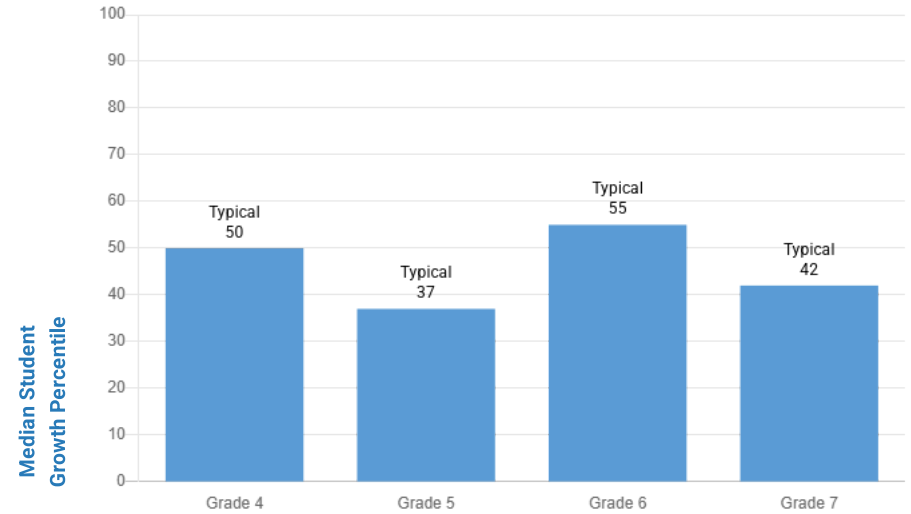
Student Growth by Grade

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

ELA



Math



Academic Achievement

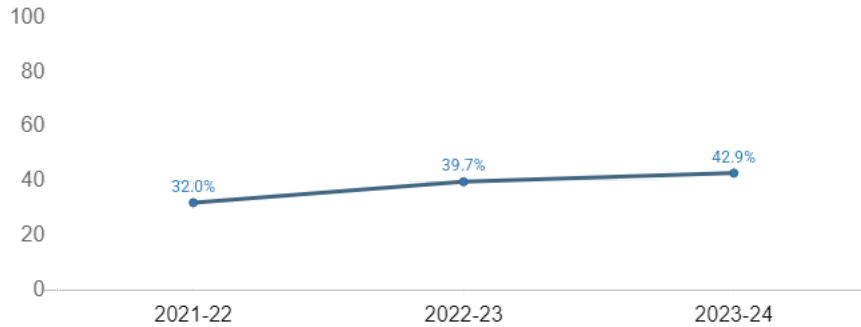
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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.

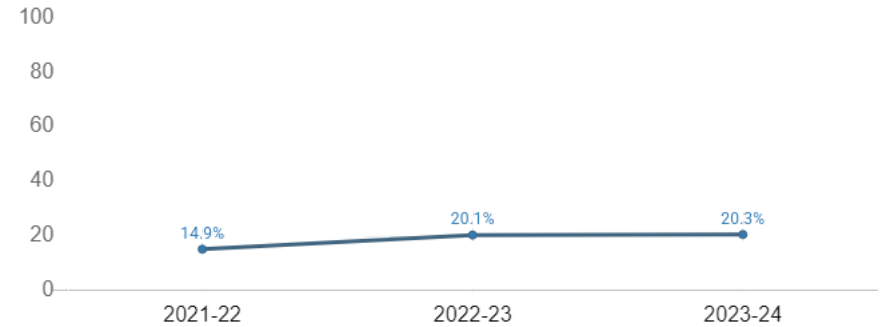
English Language Arts and Mathematics Performance Trends

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



Math Proficiency Rate for Federal Accountability



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	96.6%	99.4%	99.2%	97.7%	99.6%	97.9%
Proficiency Rate for Federal Accountability	32.0%	39.7%	42.9%	14.9%	20.1%	20.3%
Annual Target	54.0%	55.6%	41.7%	37.5%	40.2%	22.8%
Met Annual Target?	Not Met	Not Met	Met Target	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

† Target was met within a confidence interval.

Academic Achievement

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	1,239	99.2%	42.9%	52.2%	42.9%	41.7%	Met Target
White	94	98%	57.4%	61.8%	57.4%	57.8%	Met Target†
Hispanic	759	99.6%	39.3%	38%	39.3%	38.4%	Met Target
Black or African American	301	98.4%	36.5%	35.9%	36.5%	34%	Met Target
Asian, Native Hawaiian, or Pacific Islander	62	100%	90.3%	79.9%	90.3%	89.8%	Met Goal
American Indian or Alaska Native	*	*	*	51.2%	*	**	**
Two or More Races	*	100%	64.7%	59.4%	64.7%	**	**
Female	*	99.5%	47.7%	57.7%	47.7%		
Male	*	98.9%	38.5%	47%	38.5%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	892	99.3%	38.8%	34.6%	38.8%	38.4%	Met Target
Non-Economically Disadvantaged Students	347	98.9%	53.3%	62.8%	53.3%		
Students with Disabilities	266	99.3%	13.9%	19.8%	13.9%	11.9%	Met Target
Students without Disabilities	973	99.2%	50.8%	59.4%	50.8%		
Multilingual Learners	313	99.7%	23.6%	23.1%	23.6%	29.8%	Not Met
Non-Multilingual Learners	926	99.1%	49.4%	56.2%	49.4%		
Students Experiencing Homelessness	13	100%	<10%	21.9%	<10%		
Students in Foster Care	*	*	*	19.3%	*		
Military-Connected Students	*	*	*	48.2%	*		
Migrant Students	*	*	*	13.3%	*		

† Target was met within a confidence interval.

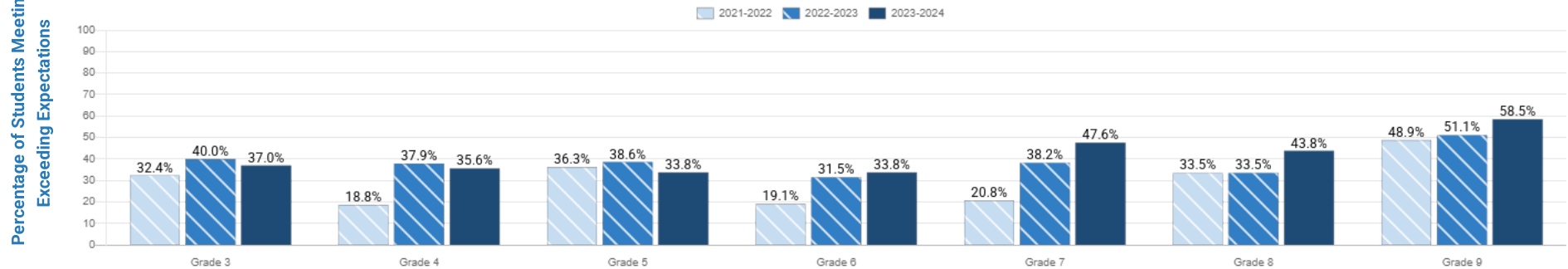
Academic Achievement

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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.



Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	146	731	741	27%	14%	23%	32%	5%	37%	44%
White	14	739	751	21%	14%	21%	29%	14%	43%	53%
Hispanic	98	725	724	33%	11%	23%	29%	4%	33%	29%
Black or African American	28	739	725	14%	21%	21%	43%	0%	43%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	*	*	*	*	*	*	70%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	46%
Two or More Races	*	*	751	*	*	*	*	*	*	52%
Female	*	731	746	26%	14%	23%	33%	3%	36%	48%
Male	*	731	736	27%	13%	22%	31%	6%	38%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	112	728	722	29%	15%	21%	29%	5%	35%	26%
Non-Economically Disadvantaged Students	34	741	753	21%	9%	26%	41%	3%	44%	55%
Students with Disabilities	39	708	710	49%	10%	21%	21%	0%	21%	18%
Students without Disabilities	107	739	747	19%	15%	23%	36%	7%	43%	49%
Multilingual Learners	58	711	704	45%	16%	16%	21%	3%	24%	13%
Non-Multilingual Learners	88	744	746	15%	13%	27%	40%	6%	45%	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	160	740	749	16%	17%	31%	24%	12%	36%	51%
White	25	756	758	8%	12%	40%	20%	20%	40%	61%
Hispanic	87	738	734	18%	16%	32%	24%	9%	33%	35%
Black or African American	39	736	733	18%	21%	23%	28%	10%	38%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	51%
Two or More Races	*	*	757	*	*	*	*	*	*	60%
Female	*	748	752	11%	9%	37%	32%	12%	43%	54%
Male	*	733	745	21%	24%	26%	17%	12%	29%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	122	738	731	13%	20%	37%	23%	7%	30%	32%
Non-Economically Disadvantaged Students	38	749	760	26%	8%	13%	26%	26%	53%	63%
Students with Disabilities	35	716	720	31%	29%	29%	11%	0%	11%	21%
Students without Disabilities	125	747	755	12%	14%	32%	27%	15%	42%	57%
Multilingual Learners	38	721	711	29%	21%	39%	8%	3%	11%	13%
Non-Multilingual Learners	122	746	753	12%	16%	29%	29%	15%	43%	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	154	734	750	21%	16%	29%	28%	6%	34%	52%
White	*	*	760	*	*	*	*	*	*	63%
Hispanic	97	729	736	25%	15%	32%	25%	3%	28%	37%
Black or African American	43	738	734	14%	21%	28%	33%	5%	37%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	*	*	757	*	*	*	*	*	*	60%
Female	*	737	755	13%	18%	32%	31%	6%	37%	57%
Male	*	732	745	28%	14%	27%	25%	6%	31%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	117	731	732	24%	15%	28%	29%	3%	32%	33%
Non-Economically Disadvantaged Students	37	745	761	11%	19%	32%	24%	14%	38%	64%
Students with Disabilities	30	710	719	*	*	*	*	*	*	20%
Students without Disabilities	124	740	756	17%	14%	28%	34%	7%	41%	59%
Multilingual Learners	28	698	705	*	*	*	*	*	*	*
Non-Multilingual Learners	126	743	754	12%	17%	31%	33%	7%	40%	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](#).

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English Language Arts Assessment - Performance By Grade: Grade 6

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	148	732	751	17%	22%	27%	30%	3%	34%	53%
White	*	*	760	*	*	*	*	*	*	63%
Hispanic	100	732	738	18%	22%	25%	31%	4%	35%	39%
Black or African American	41	727	735	15%	27%	37%	20%	2%	22%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	748	*	*	*	*	*	*	49%
Two or More Races	*	*	758	*	*	*	*	*	*	60%
Female	*	738	756	12%	19%	35%	26%	7%	34%	59%
Male	*	727	746	21%	25%	20%	34%	0%	34%	48%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	114	731	735	14%	27%	28%	27%	4%	31%	35%
Non-Economically Disadvantaged Students	34	735	761	26%	6%	24%	41%	3%	44%	65%
Students with Disabilities	34	710	719	*	*	*	*	*	*	17%
Students without Disabilities	114	739	758	12%	17%	30%	37%	4%	41%	60%
Multilingual Learners	24	705	707	*	*	*	*	*	*	*
Non-Multilingual Learners	124	737	754	12%	19%	30%	35%	4%	40%	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	185	744	752	16%	16%	21%	29%	18%	48%	54%
White	10	765	761	20%	10%	0%	10%	60%	70%	64%
Hispanic	134	742	737	14%	18%	23%	31%	13%	45%	39%
Black or African American	35	743	734	17%	14%	20%	29%	20%	49%	37%
Asian, Native Hawaiian, or Pacific Islander	*	*	785	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	51%
Two or More Races	*	*	759	*	*	*	*	*	*	60%
Female	*	747	758	15%	13%	22%	26%	24%	51%	60%
Male	*	742	746	15%	20%	20%	32%	13%	45%	48%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	126	743	734	15%	17%	20%	33%	15%	48%	36%
Non-Economically Disadvantaged Students	59	747	762	17%	14%	22%	22%	25%	47%	64%
Students with Disabilities	38	715	715	37%	13%	34%	13%	3%	16%	18%
Students without Disabilities	147	752	759	10%	17%	17%	33%	22%	56%	61%
Multilingual Learners	29	708	700	*	*	*	*	*	*	*
Non-Multilingual Learners	156	751	756	12%	13%	20%	33%	22%	55%	58%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	21%
Students in Foster Care	*	*	712	*	*	*	*	*	*	17%
Military-Connected Students	*	*	747	*	*	*	*	*	*	50%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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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	185	741	751	22%	14%	21%	32%	11%	44%	53%
White	*	*	760	*	*	*	*	*	*	62%
Hispanic	115	738	736	22%	14%	19%	37%	9%	45%	39%
Black or African American	49	735	735	29%	14%	24%	22%	10%	33%	37%
Asian, Native Hawaiian, or Pacific Islander	*	*	783	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	52%
Two or More Races	*	*	757	*	*	*	*	*	*	59%
Female	*	746	759	14%	16%	22%	34%	13%	47%	60%
Male	*	734	743	30%	11%	19%	31%	9%	40%	46%
Non-binary/undesignated gender	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	137	740	734	20%	15%	22%	34%	9%	43%	36%
Non-Economically Disadvantaged Students	48	743	761	27%	10%	17%	29%	17%	46%	63%
Students with Disabilities	32	712	713	44%	22%	19%	16%	0%	16%	16%
Students without Disabilities	153	746	758	17%	12%	21%	36%	14%	50%	60%
Multilingual Learners	46	709	701	41%	24%	24%	11%	0%	11%	*
Non-Multilingual Learners	139	751	755	15%	11%	19%	40%	15%	55%	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	253	755	755	10%	13%	18%	37%	22%	58%	58%
White	24	779	764	0%	0%	21%	42%	38%	79%	67%
Hispanic	122	748	741	11%	15%	25%	34%	16%	50%	45%
Black or African American	63	731	737	21%	21%	17%	40%	2%	41%	40%
Asian, Native Hawaiian, or Pacific Islander	43	797	789	0%	5%	0%	37%	58%	95%	87%
American Indian or Alaska Native	*	*	757	*	*	*	*	*	*	59%
Two or More Races	*	*	761	*	*	*	*	*	*	64%
Female	*	765	762	5%	14%	14%	41%	26%	67%	64%
Male	*	746	747	16%	12%	23%	32%	17%	49%	51%
Non-binary/undesignated gender	*	*	774	*	*	*	*	*	*	77%
Economically Disadvantaged Students	160	744	738	13%	17%	22%	36%	13%	49%	41%
Non-Economically Disadvantaged Students	93	774	764	6%	6%	12%	38%	38%	75%	67%
Students with Disabilities	41	709	717	37%	32%	20%	12%	0%	12%	19%
Students without Disabilities	212	764	761	5%	9%	18%	42%	26%	67%	64%
Multilingual Learners	30	722	701	27%	27%	23%	23%	0%	23%	*
Non-Multilingual Learners	223	760	758	8%	11%	17%	39%	25%	63%	61%
Students Experiencing Homelessness	*	*	721	*	*	*	*	*	*	25%
Students in Foster Care	*	*	714	*	*	*	*	*	*	20%
Military-Connected Students	*	*	749	*	*	*	*	*	*	51%
Migrant Students	*	*	683	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	1,309	97.9%	20.3%	40.2%	20.3%	22.8%	Not Met
White	99	96.2%	31.3%	51.1%	31.3%	42.2%	Not Met
Hispanic	809	98.1%	18.5%	24.2%	18.5%	19.9%	Met Target†
Black or African American	315	97.3%	11.7%	20.1%	11.7%	14.2%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	62	100%	61.3%	74.4%	61.3%	64.8%	Met Target†
American Indian or Alaska Native	*	*	*	42%	*	**	**
Two or More Races	*	100%	47.1%	48.9%	47.1%	**	**
Female	*	97.8%	18%	38.4%	18%		
Male	*	98%	22.4%	42%	22.4%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	936	97.9%	17.5%	21.7%	17.5%	19.1%	Met Target†
Non-Economically Disadvantaged Students	373	98%	27.3%	51.5%	27.3%		
Students with Disabilities	264	98.2%	<10%	16.6%	<10%	9.1%	Met Target†
Students without Disabilities	1,045	97.8%	23.5%	45.4%	23.5%		
Multilingual Learners	348	97.4%	13.8%	18.7%	13.8%	20.3%	Not Met
Non-Multilingual Learners	961	98.1%	22.7%	43.5%	22.7%		
Students Experiencing Homelessness	15	94.1%	<10%	12.9%	<10%		
Students in Foster Care	*	*	*	12.4%	*		
Military-Connected Students	*	*	*	38.8%	*		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

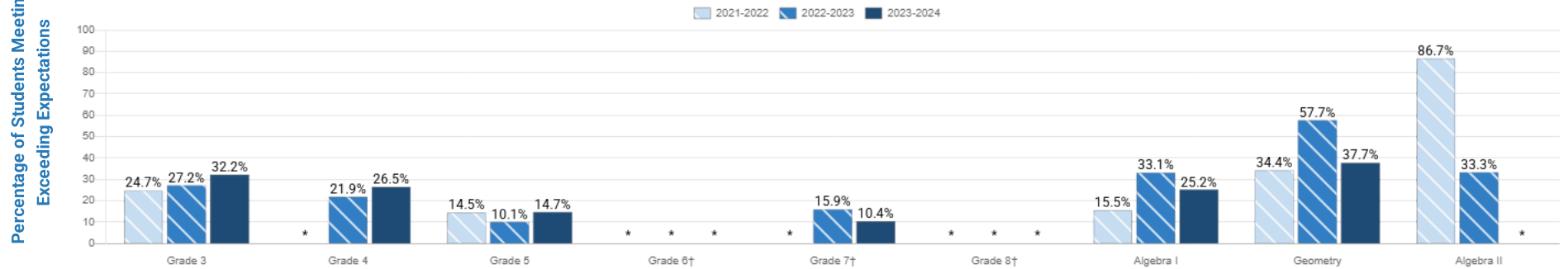
Academic Achievement

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.



† 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	152	732	747	18%	22%	27%	29%	3%	32%	48%
White	14	734	757	14%	21%	36%	29%	0%	29%	60%
Hispanic	104	729	732	22%	24%	23%	28%	3%	31%	31%
Black or African American	28	737	728	11%	18%	39%	32%	0%	32%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	51%
Two or More Races	*	*	755	*	*	*	*	*	*	56%
Female	*	728	744	21%	24%	29%	23%	3%	26%	45%
Male	*	737	749	15%	21%	26%	35%	4%	38%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	117	731	729	18%	25%	29%	24%	4%	28%	28%
Non-Economically Disadvantaged Students	35	736	758	20%	14%	20%	46%	0%	46%	60%
Students with Disabilities	39	722	725	36%	23%	21%	18%	3%	21%	25%
Students without Disabilities	113	736	751	12%	22%	29%	33%	4%	36%	52%
Multilingual Learners	64	721	722	27%	34%	19%	17%	3%	20%	20%
Non-Multilingual Learners	88	741	751	13%	14%	33%	38%	3%	41%	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	170	730	744	18%	23%	33%	25%	2%	26%	45%
White	25	745	754	12%	8%	40%	28%	12%	40%	57%
Hispanic	96	727	730	18%	24%	36%	22%	0%	22%	28%
Black or African American	40	725	726	23%	30%	20%	28%	0%	28%	24%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	50%
Two or More Races	*	*	752	*	*	*	*	*	*	54%
Female	*	731	743	16%	20%	40%	22%	2%	25%	43%
Male	*	728	746	19%	26%	27%	27%	1%	28%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	130	727	727	17%	26%	35%	22%	0%	22%	25%
Non-Economically Disadvantaged Students	40	737	755	20%	13%	28%	33%	8%	40%	58%
Students with Disabilities	35	712	722	43%	23%	20%	14%	0%	14%	21%
Students without Disabilities	135	734	749	11%	23%	36%	27%	2%	30%	50%
Multilingual Learners	46	711	718	*	*	*	*	*	*	14%
Non-Multilingual Learners	124	737	748	11%	20%	35%	31%	2%	33%	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	156	719	741	24%	39%	22%	13%	2%	15%	40%
White	*	*	751	*	*	*	*	*	*	53%
Hispanic	98	717	726	27%	38%	23%	12%	0%	12%	23%
Black or African American	44	717	722	23%	45%	20%	9%	2%	11%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	*	*	748	*	*	*	*	*	*	49%
Female	*	718	739	23%	41%	24%	10%	1%	11%	38%
Male	*	720	742	24%	37%	21%	15%	2%	17%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	118	718	724	22%	44%	23%	10%	1%	11%	20%
Non-Economically Disadvantaged Students	38	723	752	29%	24%	21%	21%	5%	26%	53%
Students with Disabilities	29	710	717	*	*	*	*	*	*	16%
Students without Disabilities	127	721	746	23%	36%	24%	15%	2%	17%	45%
Multilingual Learners	30	704	711	*	*	*	*	*	*	*
Non-Multilingual Learners	126	723	744	20%	39%	24%	15%	2%	17%	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	156	716	737	*	*	*	*	*	*	36%
White	*	*	746	*	*	*	*	*	*	47%
Hispanic	108	718	723	*	*	*	*	*	*	20%
Black or African American	41	707	718	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	*	*	*	*	*	*	73%
American Indian or Alaska Native	*	*	735	*	*	*	*	*	*	33%
Two or More Races	*	*	743	*	*	*	*	*	*	45%
Female	*	715	736	*	*	*	*	*	*	34%
Male	*	717	738	25%	39%	24%	13%	0%	13%	38%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	121	715	721	24%	43%	23%	10%	0%	10%	17%
Non-Economically Disadvantaged Students	35	717	747	*	*	*	*	*	*	48%
Students with Disabilities	34	698	714	*	*	*	*	*	*	12%
Students without Disabilities	122	721	741	17%	39%	33%	11%	0%	11%	41%
Multilingual Learners	32	710	707	*	*	*	*	*	*	*
Non-Multilingual Learners	124	717	740	22%	40%	28%	10%	0%	10%	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	173	721	739	20%	34%	36%	10%	0%	10%	37%
White	*	*	748	*	*	*	*	*	*	50%
Hispanic	130	722	728	18%	33%	37%	12%	0%	12%	23%
Black or African American	33	715	724	*	*	*	*	*	*	18%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	*	*	743	*	*	*	*	*	*	44%
Female	*	719	738	24%	36%	28%	13%	0%	13%	36%
Male	*	723	739	*	*	*	*	*	*	39%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	122	720	726	18%	35%	36%	11%	0%	11%	20%
Non-Economically Disadvantaged Students	51	721	747	24%	29%	37%	10%	0%	10%	48%
Students with Disabilities	38	710	716	*	*	*	*	*	*	12%
Students without Disabilities	135	724	743	15%	33%	41%	12%	0%	12%	43%
Multilingual Learners	31	718	714	32%	23%	35%	10%	0%	10%	*
Non-Multilingual Learners	142	721	741	17%	36%	37%	11%	0%	11%	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	143	708	719	*	*	*	*	*	*	19%
White	*	*	729	*	*	*	*	*	*	27%
Hispanic	91	714	713	*	*	*	*	*	*	13%
Black or African American	41	695	707	*	*	*	*	*	*	10%
Asian, Native Hawaiian, or Pacific Islander	*	*	740	*	*	*	*	*	*	40%
American Indian or Alaska Native	*	*	722	*	*	*	*	*	*	21%
Two or More Races	*	*	722	*	*	*	*	*	*	22%
Female	*	703	719	*	*	*	*	*	*	19%
Male	*	713	719	31%	35%	23%	11%	0%	11%	20%
Non-binary/undesignated gender	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	107	707	711	*	*	*	*	*	*	12%
Non-Economically Disadvantaged Students	36	711	725	*	*	*	*	*	*	25%
Students with Disabilities	30	687	702	*	*	*	*	*	*	*
Students without Disabilities	113	714	724	*	*	*	*	*	*	23%
Multilingual Learners	47	718	701	*	*	*	*	*	*	*
Non-Multilingual Learners	96	703	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 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	309	727	738	20%	30%	24%	23%	2%	25%	40%
White	*	734	748	14%	27%	32%	27%	0%	27%	51%
Hispanic	181	727	723	18%	34%	23%	25%	1%	25%	23%
Black or African American	81	712	719	35%	32%	23%	10%	0%	10%	19%
Asian, Native Hawaiian, or Pacific Islander	*	768	773	0%	0%	27%	55%	18%	73%	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	*	*	746	*	*	*	*	*	*	49%
Female	*	729	737	20%	25%	29%	24%	2%	26%	39%
Male	*	726	739	21%	35%	19%	22%	2%	24%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	212	726	722	21%	30%	25%	23%	1%	25%	22%
Non-Economically Disadvantaged Students	97	730	747	19%	32%	23%	24%	3%	27%	50%
Students with Disabilities	*	698	710	*	*	*	*	*	*	11%
Students without Disabilities	*	732	743	15%	30%	26%	27%	2%	29%	45%
Multilingual Learners	*	713	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	730	741	19%	27%	24%	27%	2%	29%	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 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	69	739	750	6%	22%	35%	35%	3%	38%	53%
White	13	747	752	0%	0%	54%	46%	0%	46%	57%
Hispanic	22	724	735	9%	50%	23%	18%	0%	18%	29%
Black or African American	*	*	733	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	26	754	765	0%	4%	38%	50%	8%	58%	77%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	66%
Two or More Races	*	*	756	*	*	*	*	*	*	63%
Female	*	740	748	3%	27%	30%	33%	7%	40%	50%
Male	*	738	752	8%	18%	38%	36%	0%	36%	57%
Non-binary/undesignated gender	*	*	752	*	*	*	*	*	*	60%
Economically Disadvantaged Students	27	729	734	0%	41%	44%	15%	0%	15%	28%
Non-Economically Disadvantaged Students	42	746	754	10%	10%	29%	48%	5%	52%	60%
Students with Disabilities	*	*	727	*	*	*	*	*	*	24%
Students without Disabilities	*	739	751	6%	22%	34%	35%	3%	38%	54%
Multilingual Learners	10	713	716	*	*	*	*	*	*	11%
Non-Multilingual Learners	59	744	751	5%	14%	37%	41%	3%	44%	55%
Students Experiencing Homelessness	*	*	727	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	743	*	*	*	*	*	*	44%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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

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Mathematics Assessment - Performance By Test: Algebra II

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

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

Academic Achievement

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DLM Alternate Assessment - Participation

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

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

Academic Achievement

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

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English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	# Students with Overall Score Below 4.5	% Students with Overall Score Below 4.5	# Students with Overall Score of 4.5 or Above	% Students with Overall Score 4.5 or Above
0-2	224	*	>90%	*	<10%
3-4	187	167	89.3%	20	10.7%
5 or more	171	143	83.6%	28	16.4%

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	34.3%	22.7%	Met Goal

† Target was met within a confidence interval.

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

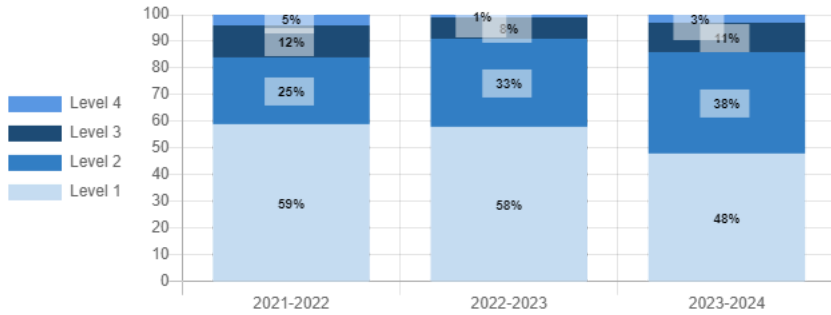
Academic Achievement

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.

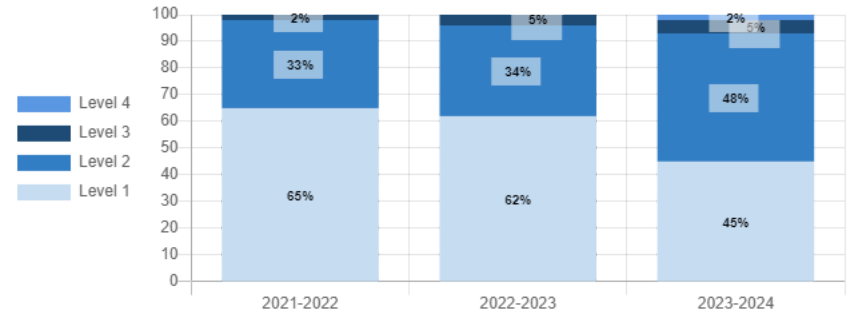
NJSLA Science Assessment: Grade 5 Summary

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.



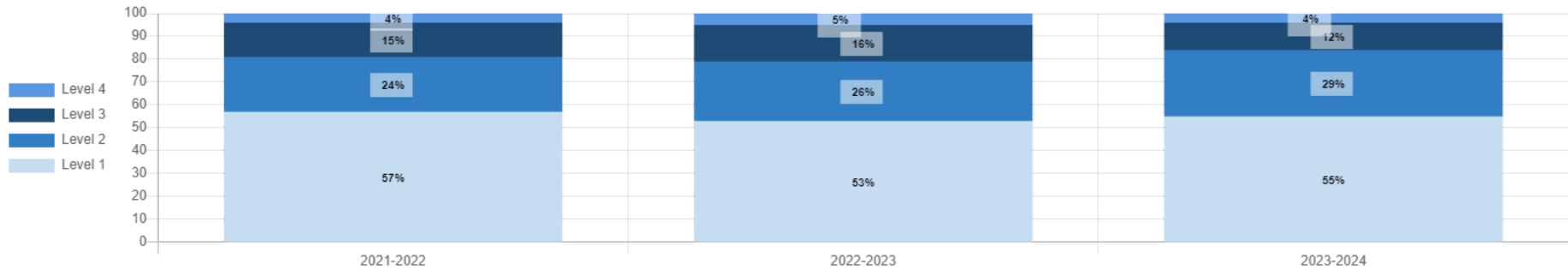
Academic Achievement

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	48%	38%	11%	3%	35%	37%	21%	6%
White	50%	20%	30%	0%	22%	42%	28%	8%
Hispanic	48%	43%	8%	1%	51%	36%	12%	2%
Black or African American	52%	32%	9%	7%	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	50%	34%	14%	1%	35%	39%	20%	6%
Male	46%	41%	8%	5%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	53%	38%	8%	2%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	32%	38%	22%	8%	24%	39%	28%	10%
Students with Disabilities	66%	34%	0%	0%	64%	27%	8%	2%
Students without Disabilities	44%	39%	13%	4%	30%	39%	24%	7%
Multilingual Learners	83%	17%	0%	0%	78%	20%	2%	0%
Non-Multilingual Learners	40%	43%	13%	4%	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	45%	48%	5%	2%	36%	45%	14%	5%
White	20%	70%	10%	0%	23%	52%	19%	6%
Hispanic	45%	51%	4%	0%	51%	42%	6%	1%
Black or African American	56%	42%	2%	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	48%	49%	2%	1%	35%	47%	13%	4%
Male	42%	48%	8%	2%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	46%	49%	4%	1%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	42%	48%	8%	2%	26%	48%	19%	7%
Students with Disabilities	80%	17%	3%	0%	67%	29%	3%	1%
Students without Disabilities	38%	55%	5%	2%	30%	48%	16%	6%
Multilingual Learners	57%	41%	2%	0%	75%	24%	1%	0%
Non-Multilingual Learners	41%	51%	6%	2%	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	55%	29%	12%	4%	45%	27%	19%	9%
White	27%	46%	19%	8%	34%	30%	26%	11%
Hispanic	65%	26%	8%	2%	61%	25%	11%	3%
Black or African American	62%	27%	12%	0%	64%	24%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	30%	30%	23%	18%	17%	23%	33%	28%
American Indian or Alaska Native	*	*	*	*	54%	21%	19%	6%
Two or More Races	*	*	*	*	38%	26%	25%	11%
Female	54%	32%	10%	4%	43%	29%	20%	7%
Male	56%	26%	13%	4%	47%	24%	18%	10%
Non-binary/undesignated gender	*	*	*	*	26%	28%	30%	16%
Economically Disadvantaged Students	63%	25%	10%	1%	63%	24%	11%	2%
Non-Economically Disadvantaged Students	45%	33%	14%	8%	37%	28%	24%	12%
Students with Disabilities	81%	9%	6%	3%	77%	16%	5%	1%
Students without Disabilities	51%	32%	13%	5%	40%	28%	22%	10%
Multilingual Learners	*	*	*	*	88%	10%	1%	0%
Non-Multilingual Learners	49%	32%	14%	5%	42%	28%	21%	9%
Students Experiencing Homelessness	*	*	*	*	72%	19%	8%	1%
Students in Foster Care	*	*	*	*	76%	18%	5%	1%
Military-Connected Students	*	*	*	*	48%	29%	17%	7%
Migrant Students	*	*	*	*	*	*	*	*

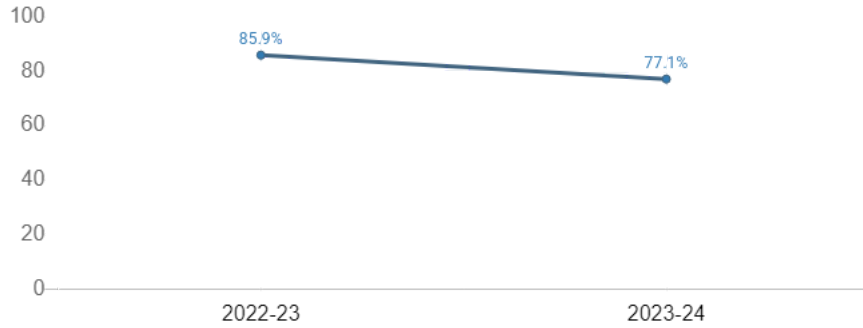
Academic Achievement

Graduation Proficiency Assessment (NJGPA) Trends

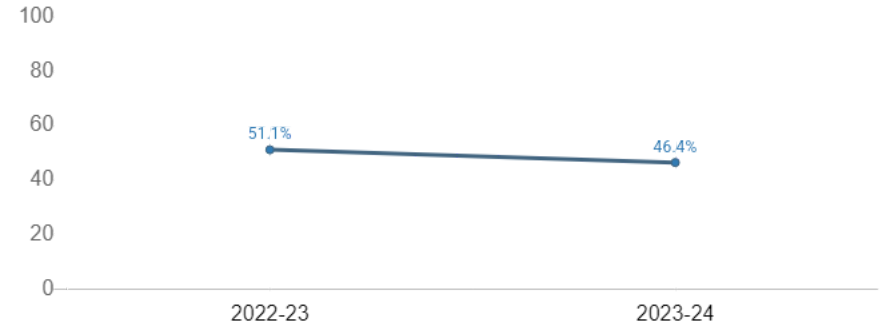
These graphs show trends in performance on the New Jersey Graduation Proficiency Assessment (NJGPA) for the last two years. Students are identified as either Graduation Ready or Not Yet Graduation Ready for both English Language Arts (ELA) and mathematics based on their scores on the assessment. These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

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

ELA Graduation Ready Rate



Math Graduation Ready Rate



Performance Measure	2022-23 ELA	2023-24 ELA	2022-23 Math	2023-24 Math
Graduation Ready Rate	85.9%	77.1%	51.1%	46.4%
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	266	77.1%	82.5%	265	46.4%	55.6%
White	26	88.5%	90%	26	73.1%	69.1%
Hispanic	137	71.5%	72.3%	137	36.5%	38%
Black or African American	60	71.7%	73.6%	59	27.1%	33.1%
Asian, Native Hawaiian, or Pacific Islander	38	>90%	>90%	38	>90%	87.9%
American Indian or Alaska Native	*	*	76.2%	*	*	43.8%
Two or More Races	*	*	87.5%	*	*	62%
Female	*	82.1%	86.9%	*	48%	56.6%
Male	*	72.7%	78.3%	*	45.1%	54.7%
Non-binary/undesignated gender	*	*	87.7%	*	*	69.9%
Economically Disadvantaged Students	157	75.2%	71.7%	156	39.1%	36%
Non-Economically Disadvantaged Students	109	79.8%	87.6%	109	56.9%	65.1%
Students with Disabilities	39	41%	53.6%	39	17.9%	18.2%
Students without Disabilities	227	83.3%	87.4%	226	51.3%	62%
Multilingual Learners	38	36.8%	24.4%	38	13.2%	12.5%
Non-Multilingual Learners	228	83.8%	86.5%	227	52%	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	91.0%	80.7%
12th graders taking SAT in 2023-2024 or prior years	53.4%	62.7%
12th graders taking ACT in 2023-2024 or prior years	2.5%	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	458	459	Grade 10: 430 Grade 11: 460	55%	54%
PSAT 10/NMSQT - Math	439	454	Grade 10: 480 Grade 11: 510	26%	32%
SAT - Reading and Writing	579	530	480	86%	65%
SAT - Math	558	519	530	61%	46%
ACT - Reading	*	24	22	*	63%
ACT - English	*	24	18	*	76%
ACT - Math	*	23	22	*	58%
ACT - Science	*	23	23	*	55%

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

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

AP/IB Coursework – Participation and Performance

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

Students enrolled in one or more AP or IB course



Students taking one or more AP or IB exam



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



Dual Enrollment Coursework - Participation

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



College and Career Readiness

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

AP/IB and Dual Enrollment Participation by Student Group

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

Student Group	% Enrolled in one or more AP or IB course	% Enrolled in one or more Dual Enrollment course	State: % Enrolled in one or more AP or IB course	State: % Enrolled in one or more Dual Enrollment course
Districtwide	35.7%	12.4%	35.9%	26.9%
White	65.9%	26.8%	41.8%	33.0%
Hispanic	21.3%	9.4%	23.2%	20.9%
Black or African American	13.0%	7.0%	20.3%	17.4%
Asian, Native Hawaiian, or Pacific Islander	83.0%	17.0%	70.5%	32.5%
American Indian or Alaska Native	*	*	30.4%	28.6%
Two or More Races	*	*	41.0%	29.0%
Female	34.9%	17.0%	41.4%	30.2%
Male	35.3%	8.3%	30.6%	23.7%
Non-Binary/Undesignated Gender	N	N	42.9%	28.4%
Economically Disadvantaged Students	29.5%	12.4%	22.8%	20.2%
Students with Disabilities	3.6%	3.6%	4.8%	10.9%
Multilingual Learners	5.1%	0.0%	9.8%	8.8%
Students experiencing homelessness	*	*	12.6%	15.1%
Students in Foster Care	N	N	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 Biology	37	30
AP Calculus AB	54	45
AP Chemistry	28	27
AP Chinese Languages: Language and Culture	3	2
AP Computer Science A	15	22
AP English Language and Composition	0	40
AP English Literature and Composition	20	17
AP Environmental Science	76	70
AP French Language and Culture	3	2
AP Macroeconomics	50	43
AP Physics 1	34	27
AP Physics 2	19	0
AP Spanish Language and Culture	24	16
AP Statistics	43	8
AP U.S. Government and Politics	8	8
AP U.S. History	119	64
AP World History: Modern	0	70
Total Exams taken		491
Exams with scores of at least 3 on AP exams or 4 on IB exams		279

College and Career Readiness

Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy	Percentage of 12th Graders
Chinese	*	*
Portuguese	*	*
Spanish	*	*
Total Seals Earned	10	
Total Unique Students Earning Seals	10	4.2%
Current and Former Multilingual Learners Earning Seals	*	*†

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

College and Career Readiness

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

Career and Technical Education Participation

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

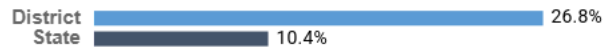
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

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



College and Career Readiness

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

Career and Technical Education Participation by Student Group

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

Student Group	District: % CTE Participants	District: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Districtwide	10.1%	26.8%	7.6%	10.4%
White	14.7%	48.9%	6.1%	10.0%
Hispanic	6.4%	14.0%	9.3%	10.8%
Black or African American	6.7%	11.6%	9.5%	10.7%
Asian, Native Hawaiian, or Pacific Islander	24.0%	70.9%	5.5%	10.5%
American Indian or Alaska Native	*	*	8.3%	8.8%
Two or More Races	7.7%	76.9%	7.5%	10.1%
Female	12.2%	28.4%	7.5%	10.9%
Male	8.3%	25.3%	7.7%	9.9%
Non-Binary/Undesignated Gender	*	*	8.9%	15.2%
Economically Disadvantaged Students	8.2%	17.7%	9.8%	10.7%
Students with Disabilities	1.8%	3.2%	6.0%	7.9%
Multilingual Learners	1.4%	0.0%	8.0%	3.5%
Students experiencing homelessness	0.0%	8.3%	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
Architecture & Construction	*	*
Business Management & Administration	*	*
Finance	*	*
Health Science	*	*
Hospitality & Tourism	*	*
Human Services	*	*
Information Technology	*	*
Law, Public Safety, Corrections & Security	*	*
Science, Technology, Engineering & Mathematics	*	*
Transportation, Distribution & Logistics	*	*
Total	*	*

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 | 0.1%
 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
Architecture & Construction	*	*	*
Business Management & Administration	*	*	*
Finance	72	*	*
Health Science	*	*	*
Hospitality & Tourism	*	*	*
Human Services	*	*	*
Information Technology	77	*	*
Law, Public Safety, Corrections & Security	74	*	*
Science, Technology, Engineering & Mathematics	161	*	*
Transportation, Distribution & Logistics	*	*	*
Total	397	*	*

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	164
7	14	0	0	0	0	0	180
8	50	0	0	0	0	0	151
9	194	62	4	0	0	0	111
10	107	117	51	20	0	0	94
11	14	28	190	36	20	12	74
12	6	7	38	24	34	81	16
Total	385	214	283	80	54	93	790
Enrolled in AP/IB Course					54	43	0
Enrolled in Dual Enrollment Course	0	0	0	23	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	287	7	0	5	0	36
10	24	263	0	15	0	0
11	17	29	0	216	38	3
12	15	14	0	67	50	46
Total	343	313	0	303	88	85
Enrolled in AP/IB Course	37	28		76	53	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	11

College and Career Readiness

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

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	17	283	0	2	0	2
10	9	293	0	16	0	4
11	160	50	10	15	11	88
12	19	35	40	40	13	32
Total	205	661	50	73	24	126
Enrolled in AP/IB Course	0	119	50	0		8
Enrolled in Dual Enrollment Course	0	0	0	0	9	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	138	0	0	0	0	0	0
7	154	0	0	0	0	0	0
8	139	0	0	0	0	0	0
9	184	47	0	0	0	37	0
10	168	39	0	0	0	21	0
11	117	25	0	0	0	17	0
12	36	8	0	0	0	5	0
Total	936	119	0	0	0	80	0
Enrolled in AP/IB Course	24	3	0	0	0	3	0
Enrolled in Dual Enrollment Course	6	0	0	0	0	0	0
Enrolled in Level 3 or Higher	87	26	0	0	0	14	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	13	0	0	0	16	0	0
10	26	0	0	0	16	0	0
11	31	0	0	0	0	0	0
12	11	0	0	0	0	0	24
Total	81	0	0	0	32	0	24
Enrolled in AP/IB Course	15	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

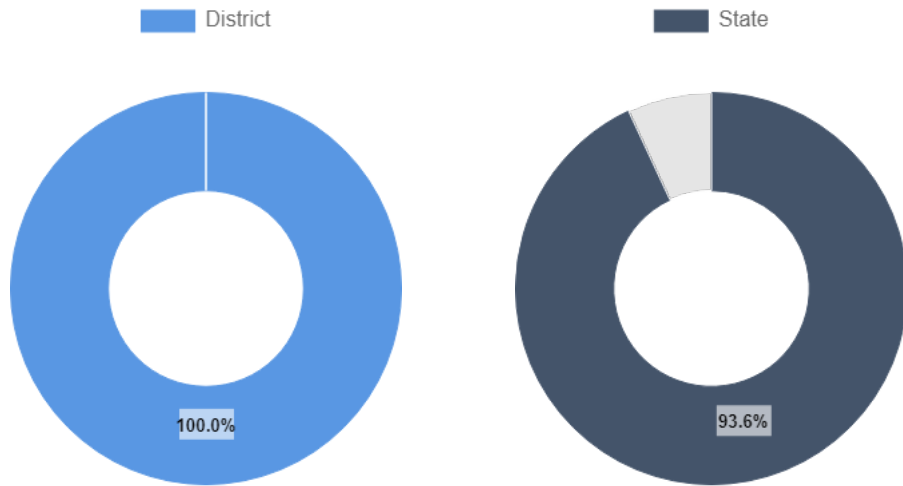
College and Career Readiness

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

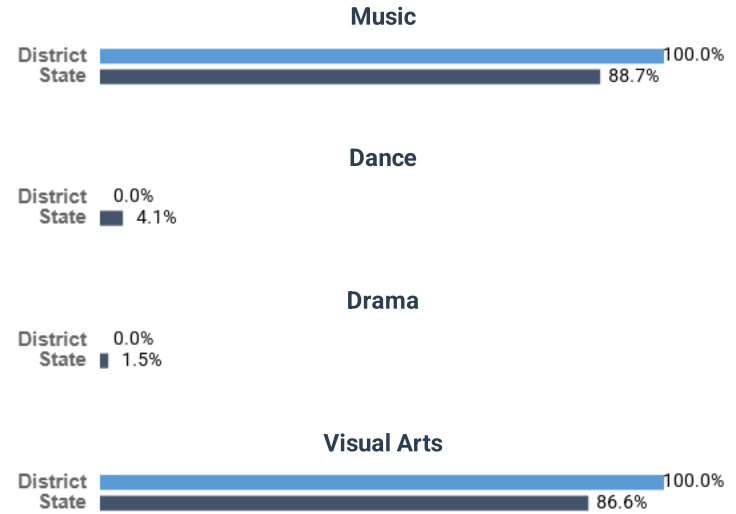
Visual and Performing Arts – Course Participation

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

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



Students enrolled in one or more classes by discipline:



College and Career Readiness

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

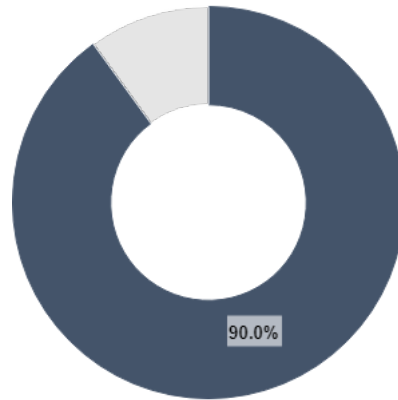
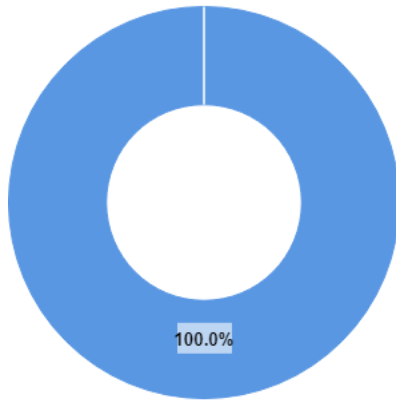
Visual and Performing Arts – Course Participation

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

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

District

State



Students enrolled in one or more classes by discipline:

Music



Dance



Drama



Visual Arts



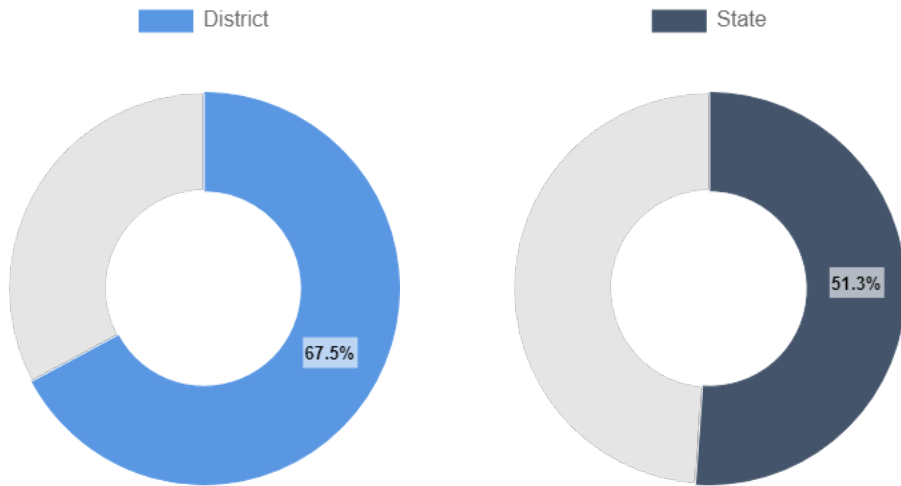
College and Career Readiness

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

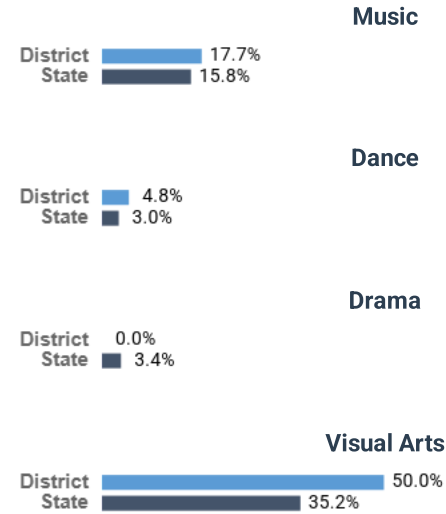
Visual and Performing Arts – Course Participation

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

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



Students enrolled in one or more classes by discipline:



College and Career Readiness

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

Structured Learning Experiences Participation

The graph below shows the percentage of all (CTE and non-CTE) students in grades 11 and 12 who participated in Structured Learning Experiences (SLEs) during the school year. SLEs include work-based learning (WBL) programs. Examples of WBL experiences include job shadowing, school-based enterprise, community service, service learning, volunteering, internships, cooperative education experiences, and apprenticeships. Depending on the type of WBL experience, these may be paid or unpaid.

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

Structured Learning Experiences

District	0.0%
State	4.6%

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.

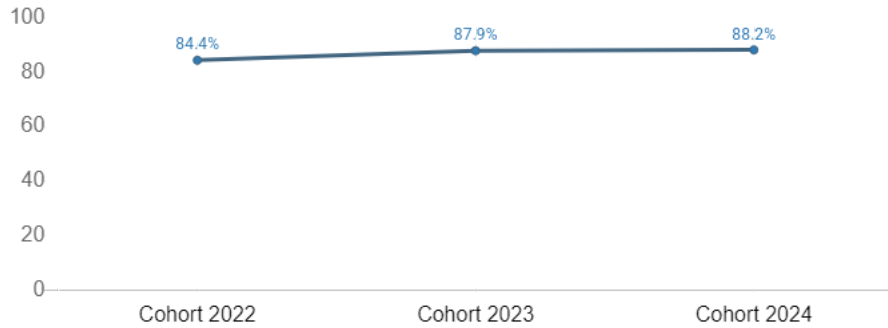
To be included as a graduate in the federal version of the graduation rate, students must have met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless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

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

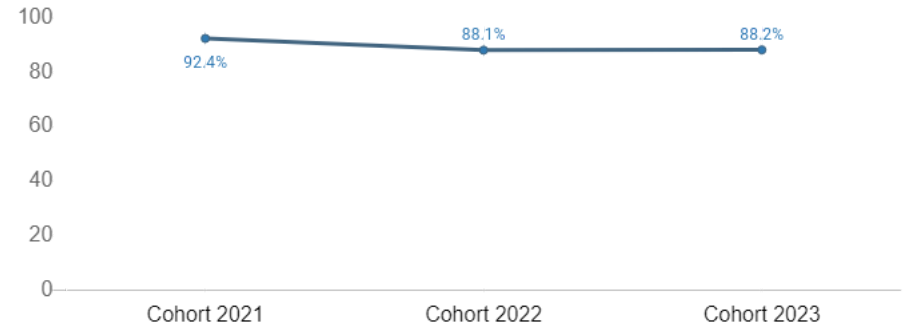
Graduation Rate Trends and Progress

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	84.4%	87.9%	88.2%	92.4%	88.1%	88.2%
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 met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless of their graduation cohort. The graduation assessment requirements for the classes of 2022 through 2024 have differed as a result of executive orders in response to the pandemic and new legislation. As a result, the calculation of the federal version of the graduation rate has also changed.

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

Cohort 2024 4-Year Graduation Cohort Profile

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

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	88.2%	2.2%	9.6%	91.3%	3.8%	4.9%
White	91.3%	0.0%	8.7%	95.0%	2.6%	2.5%
Hispanic	85.6%	1.4%	12.9%	86.9%	4.9%	8.3%
Black or African American	83.0%	7.5%	9.4%	86.5%	6.0%	7.5%
Asian, Native Hawaiian, or Pacific Islander	98.0%	0.0%	2.0%	96.7%	2.3%	1.0%
American Indian or Alaska Native	*	*	*	91.7%	3.8%	4.5%
Two or More Races	*	*	*	92.3%	3.5%	4.3%
Female	89.6%	2.2%	8.2%	93.1%	2.8%	4.1%
Male	87.0%	2.2%	10.9%	89.5%	4.7%	5.7%
Non-Binary/Undesignated Gender	N	N	N	86.7%	3.3%	10.0%
Economically Disadvantaged Students	87.6%	1.5%	10.9%	87.1%	5.3%	7.7%
Students with Disabilities	72.2%	13.9%	13.9%	80.7%	12.5%	6.8%
Multilingual Learners	79.5%	0.0%	20.5%	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 met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless of their graduation cohort. The graduation assessment requirements for the classes of 2022 through 2024 have differed as a result of executive orders in response to the pandemic and new legislation. As a result, the calculation of the federal version of the graduation rate has also changed.

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

Cohort 2023 5-Year Graduation Cohort Profile

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

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	88.2%	2.4%	9.4%	92.6%	1.7%	5.6%
White	96.6%	0.0%	3.4%	95.9%	1.5%	2.6%
Hispanic	84.2%	3.2%	12.7%	88.2%	1.9%	9.9%
Black or African American	93.2%	0.0%	6.8%	88.9%	2.5%	8.7%
Asian, Native Hawaiian, or Pacific Islander	91.5%	4.3%	4.3%	97.5%	1.3%	1.2%
American Indian or Alaska Native	*	*	*	92.5%	0.0%	7.5%
Two or More Races	*	*	*	94.7%	1.0%	4.3%
Female	91.0%	0.6%	8.4%	94.4%	1.2%	4.4%
Male	85.2%	4.2%	10.6%	91.0%	2.2%	6.8%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	89.4%	1.8%	8.7%	88.8%	2.0%	9.2%
Students with Disabilities	73.3%	16.7%	10.0%	84.1%	8.2%	7.7%
Multilingual Learners	71.7%	2.2%	26.1%	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	N	N	N	66.7%	10.7%	22.6%

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2020-2021 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students with disabilities who did not meet some or all graduation requirements because of a modifications or exemption in their Individualized Education Program (IEP) may not be counted as graduates in the calculation of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this was only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

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

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

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

Cohort 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	88.4%	0.0%	11.6%	88.4%	93.2%	1.0%	5.8%	94.2%
White	88.9%	0.0%	11.1%	88.9%	96.4%	0.9%	2.7%	97.3%
Hispanic	85.1%	0.0%	14.9%	85.1%	88.2%	1.0%	10.8%	89.2%
Black or African American	88.4%	0.0%	11.6%	88.4%	89.6%	1.4%	9.0%	91.0%
Asian, Native Hawaiian, or Pacific Islander	95.1%	0.0%	4.9%	95.1%	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	91.7%	0.0%	8.3%	91.7%	95.0%	0.6%	4.4%	95.6%
Male	85.2%	0.0%	14.8%	85.2%	91.5%	1.4%	7.1%	92.9%
Non-Binary/Undesignated Gender	N	N	N	N	*	*	*	*
Economically Disadvantaged Students	89.2%	0.0%	10.8%	89.2%	88.8%	1.1%	10.2%	89.8%
Students with Disabilities	81.1%	0.0%	18.9%	81.1%	86.6%	5.4%	8.0%	92.0%
Multilingual Learners	62.5%	0.0%	37.5%	62.5%	77.6%	0.6%	21.9%	78.1%
Students experiencing homelessness	*	*	*	*	76.2%	1.4%	22.4%	77.6%
Students in Foster Care	N	N	N	N	64.1%	3.5%	32.4%	67.6%
Military-Connected Students	*	*	*	*	92.9%	1.7%	5.4%	94.6%
Migrant Students	*	*	*	*	67.1%	2.4%	30.5%	69.5%

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2020-2021 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students with disabilities who did not meet some or all graduation requirements because of a modification or exemption in their Individualized Education Program (IEP) may not be counted as graduates in the calculation of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this was only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

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

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

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

Federal Graduation Rates

This table shows the federal version of the Cohort 2024 4-year, Cohort 2023 5-year, and Cohort 2022 6-year graduation rates. To be included as a graduate in the federal version of the graduation rate, students must have met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they graduated, regardless of their graduation cohort. Any students with disabilities who did not meet requirements because of a modification or exemption in their IEP were not included in the graduates count (the numerator) but were included in the adjusted cohort (the denominator). For accountability purposes, graduation data from the prior school year is used, so these graduation rates will be used when the NJDOE runs the accountability system for the 2024-25 school year (along with 2024-25 assessment, growth, and chronic absenteeism data) and will be included in the accountability profiles in fall 2025.

Student Group	2024 4-Year Federal Graduation	2023 5-Year Federal Graduation	2022 6-Year Federal Graduation	State: 2024 4-Year Federal Graduation	State: 2023 5-Year Federal Graduation	State: 2022 6-Year Federal Graduation
	Rate	Rate	Rate	Rate	Rate	Rate
Districtwide	81.6%	87.9%	80.6%	87.7%	91.8%	87.0%
White	82.6%	93.1%	80.6%	91.5%	95.0%	90.0%
Hispanic	79.1%	84.2%	79.8%	83.3%	87.4%	82.1%
Black or African American	71.7%	93.2%	71.0%	80.9%	87.6%	80.8%
Asian, Native Hawaiian, or Pacific Islander	98.0%	91.5%	95.1%	96.1%	97.3%	96.6%
American Indian or Alaska Native	*	*	N	84.1%	92.5%	86.4%
Two or More Races	*	*	*	89.0%	93.0%	86.2%
Female	81.3%	91.0%	88.0%	90.5%	93.7%	90.6%
Male	81.9%	84.5%	73.3%	85.2%	90.0%	83.7%
Non-Binary/Undesignated Gender	N	N	N	83.3%	*	*
Economically Disadvantaged Students	80.1%	89.4%	81.7%	82.6%	87.8%	81.4%
Students with Disabilities	22.2%	70.0%	24.3%	60.2%	79.2%	51.8%
Multilingual Learners	77.3%	71.7%	59.4%	77.6%	77.6%	75.7%
Students experiencing homelessness	*	*	*	67.0%	76.2%	64.6%
Students in Foster Care	N	*	N	50.4%	61.9%	47.1%
Military-Connected Students	N	N	*	91.4%	94.9%	88.4%
Migrant Students	N	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 met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless of their graduation cohort. The graduation assessment requirements for the classes of 2022 through 2024 have differed as a result of executive orders in response to the pandemic and new legislation. As a result, the calculation of the federal version of the graduation rate has also changed.

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

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	87.5%	78.4%	Met Target	80.6%	N	N
White	93.1%	75.8%	Met Target	80.6%	N	N
Hispanic	83.5%	76.2%	Met Target	79.8%	N	N
Black or African American	93.2%	71.0%	Met Target	71.0%	N	N
Asian, Native Hawaiian, or Pacific Islander	91.5%	95.0%	Not Met	95.1%	N	N
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	*	**	**	*	**	**
Economically Disadvantaged Students	89.4%	78.8%	Met Target	81.7%	N	N
Students with Disabilities	70.0%	24.2%	Met Target	24.3%	N	N
Multilingual Learners	69.6%	54.8%	Met Target	59.4%	N	N

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

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

Graduation Pathways

This table shows 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	82.5%	52.1%
Substitute Competency Test	12.1%	36.7%
Portfolio Appeals Process	0.0%	3.3%
Alternate Requirements Specified in IEP	4.6%	7.1%
Unknown/Other	0.8%	0.8%

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	0.2%	1.0%
2022-2023	0.4%	1.2%
2021-2022	2.4%	1.2%

Graduation/ Postsecondary

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

In 2023, NSC implemented an additional manual review process to reduce the number of students who do not match due to #4 above, which may result in NSC matching additional students to postsecondary records moving forward. As a result, the NJDOE is not including trend data from prior to 2022-2023 in the reports.

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

Apprenticeship

This table shows, by year of graduation, the number of graduates who were enrolled into United States Department of Labor (USDOL) registered apprenticeship programs as of June 2024. This only includes students who enrolled in an apprenticeship program in New Jersey after high school graduation.

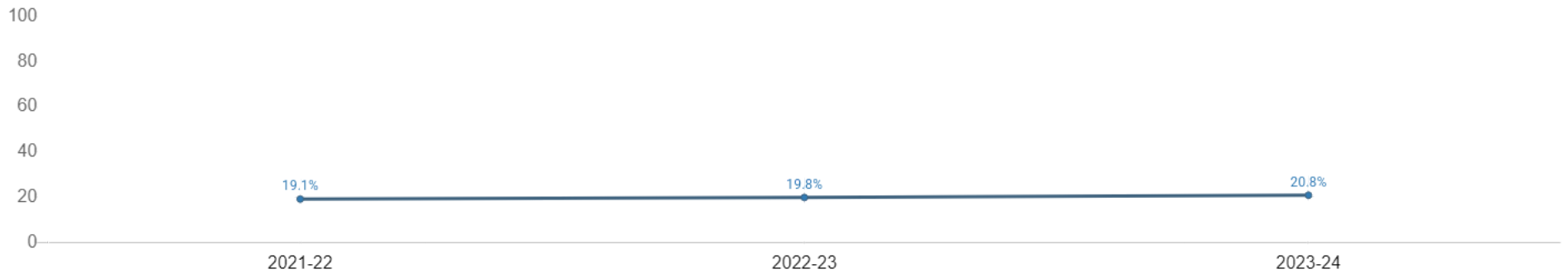
Year of Graduation	Graduates enrolled in apprenticeship programs
2023	*
2022	*
2021	*
2020	*
2019	*
2018	*
2017	*
2016	*

Climate and Environment

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

Chronic Absenteeism Trends

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



Performance Measure	2021-22	2022-23	2023-24
Chronic Absenteeism Rate	19.1%	19.8%	20.8%
ESSA Target (State Average for Grades Served)	18.1%	16.6%	14.9%
Met ESSA Target	Not Met	Not Met	Not Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%

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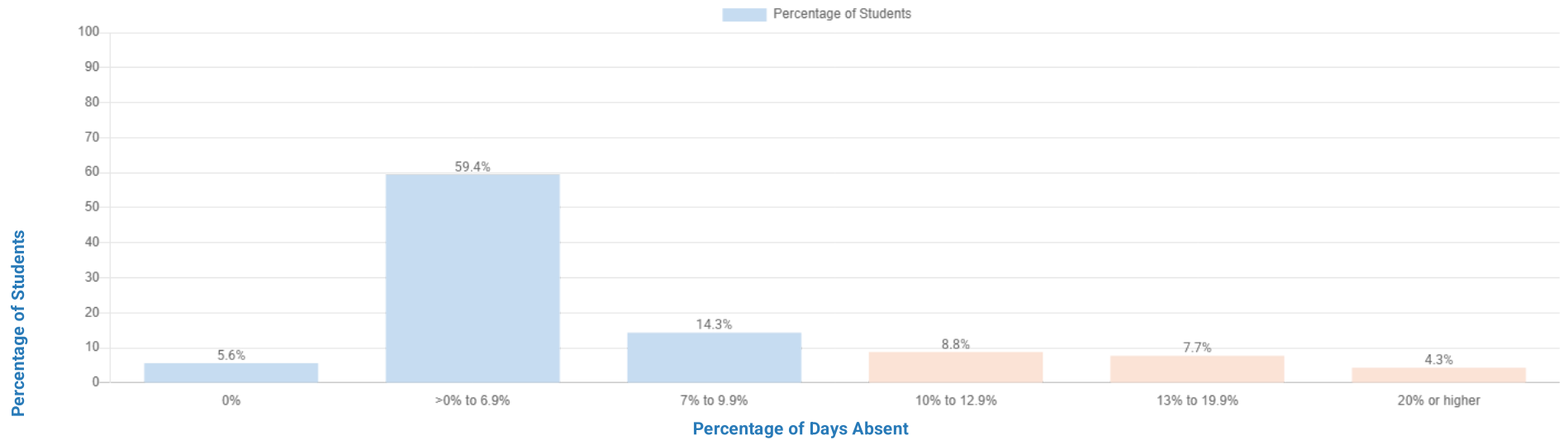
Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	552	20.8%	14.9%	Not Met
White	33	15.9%	14.9%	Not Met
Hispanic	359	22.6%	14.9%	Not Met
Black or African American	127	21.2%	14.9%	Not Met
Asian, Native Hawaiian, or Pacific Islander	18	8.6%	14.9%	Met
American Indian or Alaska Native	6	54.5%	**	**
Two or More Races	9	20.9%	14.9%	Not Met
Female	*	23.1%		
Male	*	18.7%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	395	21.8%	14.9%	Not Met
Students with Disabilities	108	21.5%	14.9%	Not Met
Multilingual Learners	163	27.1%	14.9%	Not Met
Students Experiencing Homelessness	14	40.0%		
Students in Foster Care	*	*		
Military-Connected Students	4	33.3%		
Migrant Students	*	*		

Climate and Environment

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Percentage of Days Absent

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

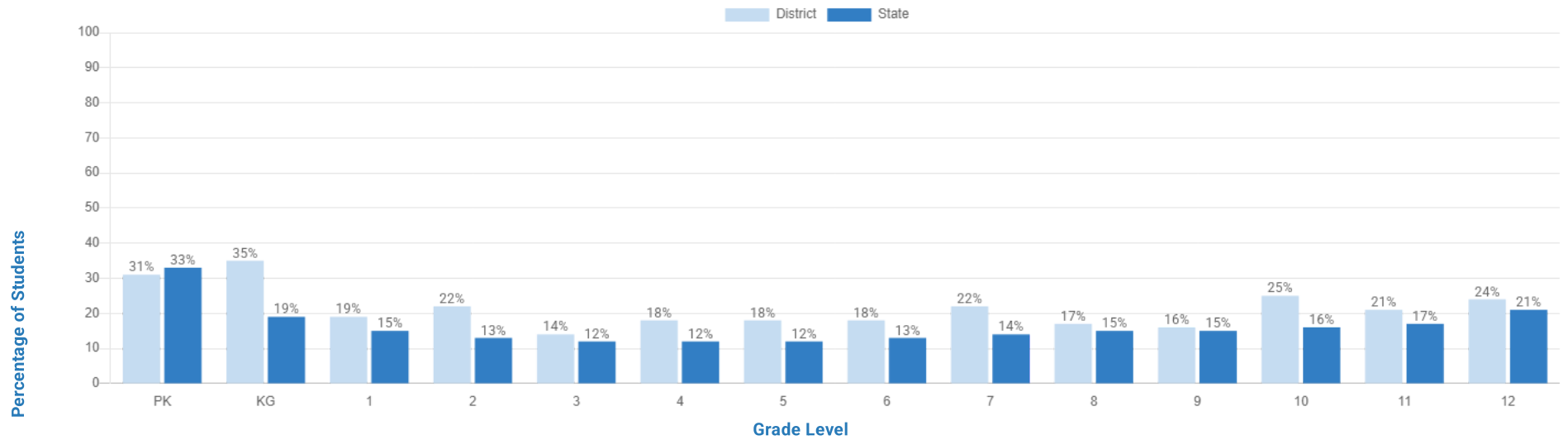


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Chronic Absenteeism by Grade

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



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	72
Weapons	12
Vandalism	6
Substances	24
Harassment, Intimidation, Bullying (HIB)	27
Total Unique Incidents	120
Incidents Per 100 Students Enrolled	4.17

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	3
Weapons	2
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Climate and Environment

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	3	3	6
Religion	0	0	0
Ancestry	0	1	1
Gender	0	2	2
Sexual Orientation	1	2	3
Disability	0	0	0
Other	2	23	25
No Identified Nature	13		13

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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	0	0%	3	1%	3	1%	0	0%	0	0%
Hispanic	3	0%	53	3%	53	3%	0	0%	0	0%
Black or African American	6	1%	40	6%	44	7%	0	0%	0	0%
Asian	0	0%	2	1%	2	1%	0	0%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
Two or more races	0	0%	1	2%	1	2%	0	0%	0	0%
Female	*	0%	*	2%	*	2%	*	0%	*	0%
Male	*	1%	*	4%	*	4%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	8	0%	85	4%	88	4%	0	0%	0	0%
Students with disabilities	3	1%	14	3%	15	3%	0	0%	0	0%

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Student Disciplinary Removals: By Grade Level

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Grade	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Districtwide	9	0%	101	3%	105	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%	0	0%	0	0%	0	0%	0	0%
4	1	1%	7	4%	8	4%	0	0%	0	0%
5	3	2%	4	2%	7	4%	0	0%	0	0%
6	2	1%	8	5%	8	5%	0	0%	0	0%
7	1	1%	4	2%	4	2%	0	0%	0	0%
8	0	0%	14	7%	14	7%	0	0%	0	0%
9	1	0%	17	6%	17	6%	0	0%	0	0%
10	0	0%	26	9%	26	9%	0	0%	0	0%
11	1	0%	13	4%	13	4%	0	0%	0	0%
12	0	0%	7	3%	7	3%	0	0%	0	0%

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Students Involved in Police Notifications: By Student Group

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

Student Group	# of Students involved in at least one incident	% of Students involved in at least one incident	# of Students involved in at least one violent incident	% of Students involved in at least one violent incident	# of Students involved in at least one vandalism incident	% of Students involved in at least one vandalism incident	# of Students involved in at least one substance related incident	% of Students involved in at least one substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in at least one weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in at least one HIB incident	# of Students involved in at least one other incident type	% of Students involved in at least one other incident type
Districtwide	5	0%	3	0%	0	0%	1	0%	2	0%	0	0%	0	0%
White	0	0%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
Hispanic	3	0%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
Black or African American	0	0%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
Asian	0	0%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	1	2%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
Female	*	0%	*	<5.00%	*	0%	*	<5.00%	*	<5.00%	*	0%	*	0%
Male	*	0%	*	<5.00%	*	0%	*	<5.00%	*	<5.00%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	2	0%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
Students with disabilities	0	0%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%	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 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	5	0%	3	0%	0	0%	1	0%	2	0%	0	0%	0	0%
PK	0	0%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
KG	0	0%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
1	0	0%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
2	0	0%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
3	0	0%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
4	0	0%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
5	0	0%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
6	0	0%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
7	1	1%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
8	1	0%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
9	0	0%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
10	1	0%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
11	0	0%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
12	1	0%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%	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 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%

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

479

Climate and Environment

Student Access to Technology and Internet

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

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Teachers – Experience

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

Category	Teachers in District	Teachers in State
Total Number of teachers	264	119,239
Average years experience in public schools	10.8	12.6
Average years experience in district	10.5	11.3
Number of Teachers with 4 or more years experience in the district	170	87,243
Percentage of Teachers with 4 or more years experience in the district	64.4%	73.6%
Number of out-of-field teachers	16	2,931
Percentage of out-of-field teachers	6.1%	2.5%
Number of Teachers with Provisional Credentials	8	9,065
Percentage of Teachers with Provisional Credentials	3%	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	20	10,170
Average years experience in public schools	12.8	16.2
Average years experience in district	12.8	12.5
Number of Administrators with 4 or more years experience in the district	14	7,734
Percentage of Administrators with 4 or more years experience in the district	70.0%	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	264	119,239
Administrators	20	10,170
Librarians/Media Specialists	1	1,160
Nurses	5	3,025
School Counselors	11	4,673
Child Study Team Members	22	9,654
School Psychologists	4	2,185
School Social Workers	6	2,750
Student Assistance Coordinators	1	400
School Safety Specialists	1	681

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Student and Staff Ratios

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

Ratio	District Ratio
Students to Teachers	11:1
Students to Administrators	144:1
Teachers to Administrators	13:1
Students to Librarians/Media Specialists †	2878:1
Students to Nurses †	576:1
Students to Counselors †	262:1
Students to Child Study Team Members †,††	22:1
Students to School Psychologists †	719:1
Students to School Social Workers †	480:1
Students to Student Assistance Coordinators †	2878:1
Students to School Safety Specialists †	2878:1

† 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	47.0%	75-80%	60-80%	48.0%	77.0%	57.0%
Male	53.0%	20-25%	20-40%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤5%	≤20%	≤1%	≤1%	≤1%
White	7.3%	53.0%	35.0%	38.2%	81.8%	74.5%
Hispanic	61.9%	24.2%	35.0%	34.0%	8.6%	8.6%
Black or African American	21.4%	15.5%	30.0%	14.2%	6.4%	14.4%
Asian	6.8%	6.1%	0.0%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.5%	0.0%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.3%	1.1%	0.0%	0.2%	0.4%	0.5%
Two or More Races	1.7%	0.0%	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

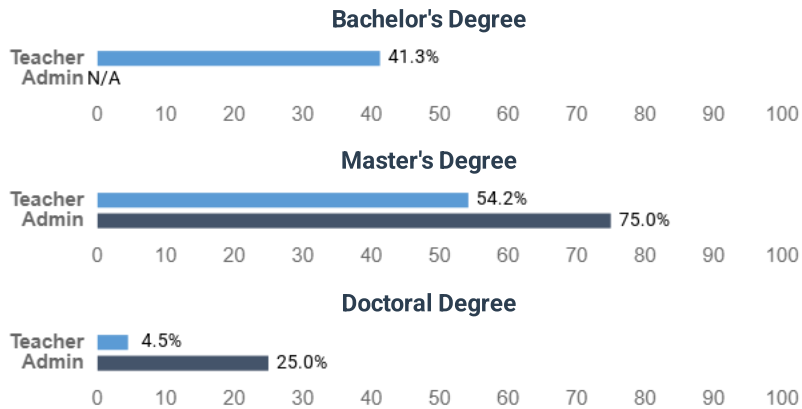
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district.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

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

Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2022-23 Teachers: Same district 2023-24	87.0%	89.5%
2022-23 Administrators: Same district 2023-24	84.2%	87.9%

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Teachers by Subject Area

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

Subject Area	Total Number of Teachers	% Female	% Male	% Non-binary or Undesignated Gender	% White	% Hispanic	% Black or African American	% Asian	% Native Hawaiian, Pacific Islander	% American Indian or Native American	% Two or More Races	% 4 or more years experience in the district	% Bachelor's Degree(Highest Degree)	% Master's Degree(Highest Degree)	% Doctoral Degree(Highest Degree)
Elementary (Not Subject Specific)	93	90-95%	5-10%	≤5%	53.8%	26.9%	15.1%	3.2%	1.1%	0.0%	0.0%	65.6%	39.8%	58.1%	2.2%
English/Language Arts/Literacy	25	>80%	≤20%	≤20%	52.0%	40.0%	8.0%	0.0%	0.0%	0.0%	0.0%	68.0%	24.0%	72.0%	4.0%
English to Speakers of Other Languages	11	*	*	*	27.3%	45.5%	18.2%	9.1%	0.0%	0.0%	0.0%	45.5%	27.3%	63.6%	9.1%
Mathematics	16	60-80%	20-40%	≤20%	43.8%	6.3%	25.0%	18.8%	6.3%	0.0%	0.0%	56.3%	31.3%	62.5%	6.3%
Science	15	40-60%	40-60%	≤20%	53.3%	26.7%	13.3%	0.0%	6.7%	0.0%	0.0%	66.7%	53.3%	33.3%	13.3%
Social Studies/History	18	≤20%	>80%	≤20%	38.9%	16.7%	38.9%	5.6%	0.0%	0.0%	0.0%	50.0%	61.1%	33.3%	5.6%
World Language	15	>80%	≤20%	≤20%	20.0%	73.3%	0.0%	6.7%	0.0%	0.0%	0.0%	80.0%	33.3%	66.7%	0.0%
Visual and Performing Arts	13	*	*	*	76.9%	23.1%	0.0%	0.0%	0.0%	0.0%	0.0%	46.2%	53.8%	38.5%	7.7%
Health/Physical Education	14	*	*	*	71.4%	21.4%	7.1%	0.0%	0.0%	0.0%	0.0%	85.7%	57.1%	42.9%	0.0%
Family & Consumer Sciences	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	1	*	*	*	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Computer Science/IT	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
Industrial Arts	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	100.0%	0.0%	0.0%
Career and Technical Education	3	*	*	*	33.3%	33.3%	0.0%	33.3%	0.0%	0.0%	0.0%	33.3%	66.7%	33.3%	0.0%
Special Education	51	80-90%	10-20%	≤10%	54.9%	7.8%	25.5%	9.8%	2.0%	0.0%	0.0%	60.8%	39.2%	58.8%	2.0%
Bilingual	16	>80%	≤20%	≤20%	6.3%	75.0%	12.5%	6.3%	0.0%	0.0%	0.0%	56.3%	25.0%	75.0%	0.0%

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

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.

There are currently no schools identified as requiring comprehensive or targeted support during the 2025-26 school year.

Accountability

ESSA Accountability Progress

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

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

ESSA Accountability Indicator	2021-22	2022-23	2023-24
ELA Proficiency	32.0%	39.7%	42.9%
Math Proficiency	14.9%	20.1%	20.3%
ELA Growth†	30	54	55
Math Growth†	34	47	46
4-Year Graduation Rate (Prior Year)††	88.9%	77.7%	87.5%
5-Year Graduation Rate (Prior Year)††	88.1%	92.4%	80.6%
Progress toward English Language Proficiency	27.4%	35.9%	34.3%
Chronic Absenteeism	19.1%	19.8%	20.8%

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

†Target was met within a confidence interval.

Narrative

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Highlights:

- A focus on technology integration by partnering with Verizon Innovative Learning Schools, recognizing Quarles as an Apple Distinguished School, offering 1:1 devices and 24/7 tutoring for students.
- Promoting literacy and math through the Right to Read initiative, Algebra Project, and Accessible Calculus Project to foster equitable learning and empower student success in all areas.
- City relationships are a focus. Summer camp hosted the fire department and city presentations; little libraries were placed in town, a food pantry was created, and a community newsletter is shared.



Mission, Vision, Theme:

Mission/Vision: The vision and mission of the Englewood Public School District is to motivate every student to embrace lifelong learning, strive for excellence, demonstrate resilience, and make meaningful contributions to our interconnected world. **What Makes Us Unique:** Addressing and minimizing school preparation and achievement gaps is central to our mission. We are proud to offer academies, a dual language program, and a diverse learning community. Additionally, we provide full-day programs for Pre-K (ages 3 and 4) and kindergarten, ensuring a strong educational foundation for all students.



Awards, Recognition, Accomplishments:

An assistant principal received the NJPSA visionary assistant principal of the year. The district was accepted into the League of Innovative Schools, became a Verizon Innovative Learning School, and was accepted to present at the Blue-Ribbon Conference. Quarles was named an Apple Distinguished school. A School Counselor was named Bergen County Counselor of the Year. Eight HS students were named as Commended Students in the National Merit scholarship program. Six HS DECA students qualified to compete in the International Career and Development Conference. The building principals and central office admin team attended a weeklong training at Harvard University.

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

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Courses, Curriculum, Instruction:

The Englewood Public School District has revamped its curriculum with updated K-12 ELA and Math standards, new K-8 Health, Social Studies, and ELA programs, and a dedicated Pre-K curriculum. To support student achievement, we offer accessible tutoring through Huntington, UPchieve.com, and Tutor.com, while Tier 3 Interventionists assist K-8 students. A new schedule optimizes instructional minutes in grades K-6, with enhanced Math and ELA blocks. High school students have access to 20 AP and dual enrollment courses. Additional support includes a reading specialist for each first-grade student, instructional coaches, and interventionists. Resources such as the Accessible Calculus and Algebra Project deepen math learning, while electronic textbooks offer convenient access for students. The Ivy program also supports diverse learner needs across the district.



Sports and Athletics:

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

Approximately 17 percent of high school students participate in athletics over three seasons during the 2023-2024 school year. The Dwight Morrow High School football team won the Ivy division of the Super Football Conference during the 2023 fall season. The girls' soccer team won the Big North American League championship three years in a row. Two students participated as independent competitors in Fencing at the State competition, with one student taking first place in the Foil competition.



Clubs and Activities:

Four out of the five schools in the district offer student clubs. The elementary schools provide 16 student-led clubs, the middle school offers 17, and the high school has 35. These clubs cover a wide range of interests, including academics, athletics, social and emotional well-being, competitive events, volunteerism, and vocational skills. Each school also hosts a yearbook club, which produces a final yearbook to document the school year's events. Additionally, the Superintendent organizes a student advisory council to offer extracurricular opportunities and field trips for middle and high school students.

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Before and After School Programs:

The Englewood Public School District, in partnership with the community, offers robust before and after-school services for students from Pre-K through grade 6. Homework Haven provides a supportive space for completing assignments, while teachers offer tutorials to students Pre-K-12. Huntington Tutoring services are available, enhancing student learning opportunities. For early risers, we offer an early drop-off option with breakfast provided to start the day. Qualifying 3rd and 4th graders benefit from additional support through the High Impact Tutoring Grant, offering tailored academic assistance. These programs ensure our students receive essential academic and social enrichment before and after school.



Staff and Professional Learning:

The Englewood Public School District is committed to staff and professional learning, embedding monthly district-wide Professional Development days into the calendar. PK-8 teachers have Common Planning Time, and the Curriculum Team leads engage monthly Professional Learning Communities. Principals lead monthly professional growth sessions, with additional PD offered by the Curriculum and Instruction team as needed. Instructional Coaches provide embedded support through scheduled appointments and modeling. Novice teachers meet monthly, and administrators support instructional growth through post-conference guidance and Supportive Action Memos. Trimester walkthroughs are held district-wide to promote teacher development, supported by the Algebra Project in K-12. Teachers utilize the ATLAS access curriculum resources. There has been additional training from Kean University and Harvard University for the administrative team.



Postsecondary Information:

Support is provided to students to prepare for life beyond high school. With Naviance, students explore college and career pathways, set personal goals, and stay on track with application milestones. College fairs and monthly campus visits offer valuable insight into diverse institutions, while our college advisor guides students through the application process, scholarship searches, and early decision timelines. Huntington provides SAT and ACT prep, complemented by fee waivers to ensure equitable access. We host FAFSA nights, equipping families with essential financial aid knowledge, and monthly guidance newsletters keep students informed of dates and resources. We celebrated three students admitted to West Point on full scholarships. Our graduates achieve acceptance to prestigious institutions, including Rutgers, Montclair State, NYU, Temple, USC, Villanova, NJIT, Harvard, Penn State, Tuskegee, Parsons, and Cornell, reflecting our commitment to fostering broad post-secondary success.

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Student Supports and Services:

Our district provides a comprehensive range of support services to ensure all students receive the help they need. Courtesy busing and teacher tutorials are available for added accessibility. We offer UPchieve.com tutoring for grade 7-12 and Tutor.com for K-6. The I&RS process allows for personalized interventions. Huntington partnerships provide additional academic support, and we offer dual and bilingual services to meet diverse language needs. For students with disabilities, we deliver targeted support: Speech Therapy enhances communication skills; Physical Therapy promotes mobility, coordination, and strength; and Counseling Services provide emotional support through individual and group sessions. Occupational Therapy aids daily living skills, while one-on-one aides provide academic and behavioral assistance. Behavioral Therapy helps address social and coping skills. Our holistic approach ensures students have access to resources that support academic, social, and emotional growth.



Student Health and Wellness:

We prioritize student health and wellness through extensive resources and support. Referrals for services, including flu clinics and health provider options, are regularly shared with families via emails, text messages, a district health office newsletter and health office webpage. Certified nurses are present in each building, ensuring every student has access to essential health services. Our secondary health offices collaborate with athletic programs to support student participation. We incorporate 150 minutes of PE weekly for K-8 students, paired with a new health curriculum that includes a parent component to extend learning at home. Breakfast is offered to all students, and recess is available PreK-8 to support physical and social wellness. At the secondary level, our PE and Health programs are robust, Yondr cell phone pouches foster SEL skills. District-wide, PBSIS promotes positive behavior, while Pre-K students engage in related arts that support gross motor skills development.



Parent and Community Involvement:

The year begins with a School Community Fair, connecting families to resources and support. An accessible Genesis Parent Portal provides parents with real-time updates on grades, attendance, and progress reports. We maintain communication through websites, e-blasts, and newsletters, and a full-time community liaison. Family math and literacy nights, held district-wide, invite parents to engage in student learning. The district's strategic plan incorporates valuable community input, and the Superintendent holds regular meetings with PTO presidents, student, and teacher groups. Partnerships with the Englewood Library, Flat Rock Environmental Center, local leaders, and organizations like the Rotary Club enhance our offerings, including a summer camp with project-based learning. Generous grants from the Alumni Association, Darcars, and JCC support enrichment opportunities, making our district a hub of community collaboration and support.

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Facilities:

The Donald A. Quarles Early Childhood School features nine buildings, most with four classrooms, and includes three playgrounds, an art room, media center, music room, gym, cafeteria, and outdoor classroom. Dr. John Grieco Elementary, a three-story, modern facility built in 2008, has 48 classrooms, art and music rooms, a multi-purpose cafeteria, media center, gym, and an elevated sky room overlooking the stadium. Dr. Leroy McCloud Elementary, expanded in 2008, offers two floors with classrooms, gym, media center, cafeteria, band and chorus rooms, and playgrounds. Janis Dismus Middle School, built in the 1960s, includes a media center, multiple science and technology labs, art room, dance studio, gym, greenhouse, and community garden. Dwight Morrow High School features two buildings, including the historical North Building, and is equipped with air purifiers and an updated, air-conditioned gym.



School Safety:

We follow the state guidelines of two security drills per month and work closely with the EPSD Supervisor of Security and the Englewood Police Department to ensure the safety of all students and staff. Each school in the district has a school safety committee. Our security and administrators stay abreast of State and National trends in school safety, attending trainings, seminars, and workshops. There is a continual review and revision of safety and security protocols as needed.



Technology and STEM:

Our district fosters a technology-rich environment that equips students for digital-age success. As part of the League of Innovation, we adopt practices enhancing engagement and future readiness. Through the Verizon Innovative Learning Schools (VILS) program, JDMS and DMHS students use LTE-enabled Chromebooks, ensuring connectivity anywhere. Grieco and McCloud schools utilize Chromebooks to boost digital literacy, while Quarles, an Apple Distinguished School, provides iPads for foundational skills, creativity, and interactive learning for early learners. Classrooms are equipped with SMART Boards, enabling teachers to deliver interactive lessons using Microsoft Office and SMART Technologies. To enhance STEM engagement, we provide digital printers, coding, and hands-on programs building problem-solving skills. A city partnership provides solar panels, enriching renewable energy education. These initiatives bridge the digital divide and create limitless learning opportunities for all.

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Early Childhood Education:

D.A. Quarles Early Childhood Center offers full-day Pre-K 3 and 4 programs following NJDOE guidelines and uses the newly adopted Tools of the Mind curriculum. Each general education consultative classroom has 15 students, a teacher, and an assistant. We are also proud to offer self-contained options based on specific student needs. Pre-K 3 and 4 maintain a waitlist when capacity is reached, and students are able to enter if placements open. Kindergarten classrooms accommodate up to 21 students, with a teacher and an assistant. We offer diverse classroom options, including general education, inclusion, resource, self-contained, bilingual, and dual-language programs. D.A. Quarles Early Childhood Center is an Apple Distinguished School.



Attendance:

The Student Attendance Coordinator and School Community Liaison work closely with the office staff to monitor student attendance. Their responsibilities include overseeing registration, verifying residence, and ensuring accurate student attendance records. We utilize our student management system, Genesis, to monitor student attendance and alert families of concerning trends. Administration monitors student attendance and consults with counselors, CST, nursing staff, and community agencies to create plans to support students in attending school on a regular basis. Incentives, such as giveaways, are promoted to encourage regular school attendance. The importance of school attendance is noted in school to home communications.

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Other Information:

The Englewood Public School District (EPSD) is dedicated to preparing all three- and four-year-old students for kindergarten by embedding the Science of Reading into early childhood programs. By focusing on phonemic awareness and integrating it into daily activities, we lay a strong foundation for literacy. Addressing school readiness and achievement gaps is central to our mission. Through data analysis and evidence-based practices, we provide targeted support to ensure every student excels academically. EPSD actively engages families and collaborates with local organizations to build a strong network of support. We prioritize students' social and emotional needs through community resources and initiatives like My Brothers' Keeper, which fosters resilience, positive relationships, and overall well-being. To promote academic success, EPSD sets clear grade-level expectations, helping students and educators work toward shared goals. We've adopted the Houghton Mifflin Harcourt English Language Arts curriculum to improve literacy and integrated The Algebra Project to enhance students' mathematical understanding through interactive, innovative methods. Committed to equity, EPSD expands access to advanced courses like calculus, ensuring students are prepared for future academic and career opportunities in STEM. Partnerships with Verizon Innovative Learning Schools and the League of Innovative Schools provide cutting-edge technology and hands-on STEM experiences, positioning students for success in science, technology, engineering, and mathematics fields. By combining academic rigor, social-emotional support, and equitable opportunities, EPSD empowers students to achieve their goals and thrive in an ever-changing world.