



County: Bergen
District: Fair Lawn Public School District
37-01 Fair Lawn Avenue
Fair Lawn, NJ 07410



5,553
Total Students



Fair Lawn Public School District (03-1450)

2023-2024

Superintendent: Dr. Rui Dionisio

[District Website](#)

201-794-5500 x 7003

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	Fair Lawn Public School District
Superintendent Name	Dr. Rui Dionisio
Address	37-01 Fair Lawn Avenue, Fair Lawn, NJ 07410
Phone Number	201-794-5500 x 7003
Email Address	rdionisio@fairlawnschools.org
Website	www.fairlawnschools.org
Facebook	https://www.facebook.com/FairLawnPublicSchoolDistrict
Twitter	https://www.x.com/FairLawnSchools

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
Fair Lawn High School	09-12
Henry B. Milnes Elementary School	KG-04
John A. Forrest Elementary School	KG-04
Lyncrest Elementary School	KG-04
Memorial Middle School	05-08
Radburn Elementary School	KG-04
Thomas Jefferson Middle School	05-08
Warren Point Elementary School	KG-04
Westmoreland Elementary School	PK-04

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	93	91	103
KG	367	368	360
1	369	413	398
2	398	396	426
3	430	416	400
4	428	447	425
5	432	437	443
6	442	437	448
7	419	460	438
8	429	440	464
9	405	412	405
10	392	406	412
11	386	396	419
12	393	412	412
Total	5,383	5,531	5,553

Enrollment Trends by Student Group

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

Student Group	2021-22	2022-23	2023-24
Female	48.0%	48.0%	48.0%
Male	52.0%	52.0%	52.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	10.0%	13.0%	14.0%
Students with Disabilities	19.3%	19.9%	20.1%
Multilingual Learners	4.8%	5.4%	5.7%
Students Experiencing Homelessness	0.8%	1.3%	1.1%
Students in Foster Care	0.1%	0.1%	0.0%
Military-Connected Students	0.2%	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	56.9%	55.6%	54.8%
Hispanic	20.0%	20.7%	21.3%
Black or African American	2.9%	3.0%	3.0%
Asian	16.6%	16.9%	16.9%
Native Hawaiian or Pacific Islander	0.4%	0.4%	0.2%
American Indian or Alaska Native	0.4%	0.4%	0.4%
Two Or More Races	2.8%	3.1%	3.4%

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	64	67	83
PK - Full Day	29	24	20
KG - Half Day	0	0	0
KG - Full Day	367	368	360

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.

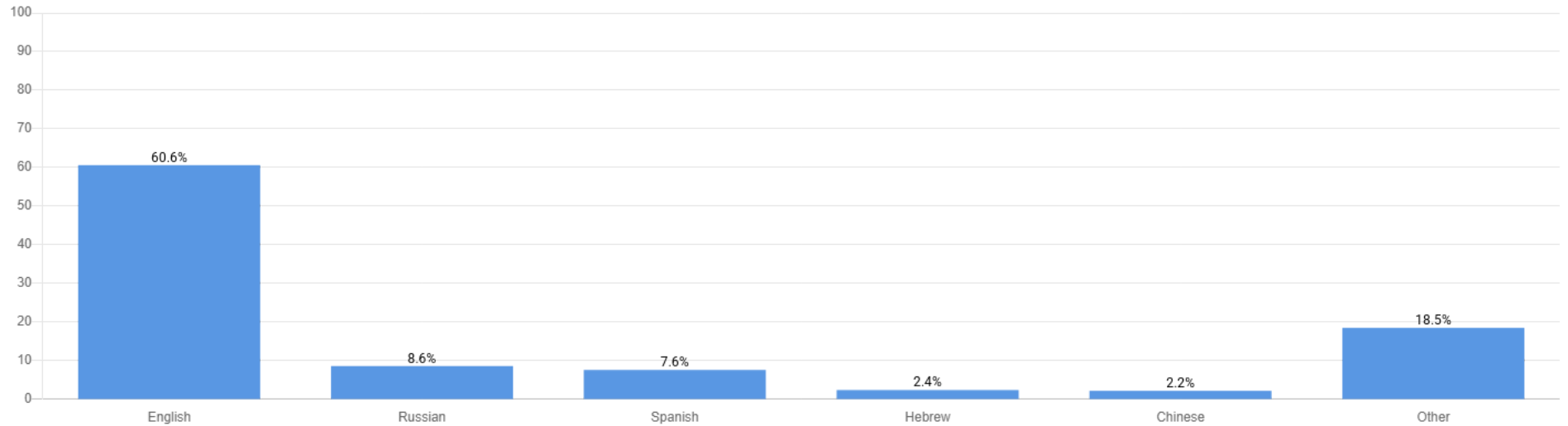
Enrollment Status	2021-22	2022-23	2023-24
Full Time Students	5,421	5,574	5,576
Shared Time Students	9	10	12
Full Time Equivalent	5,426	5,579	5,582

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.

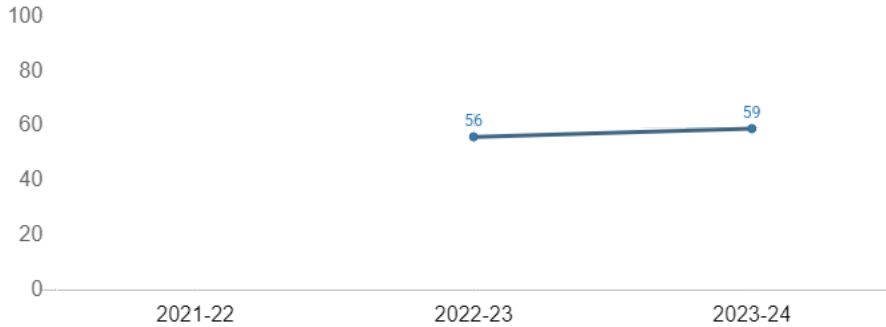
Important Note for 2023-24: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022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

Student Growth Trends and Progress

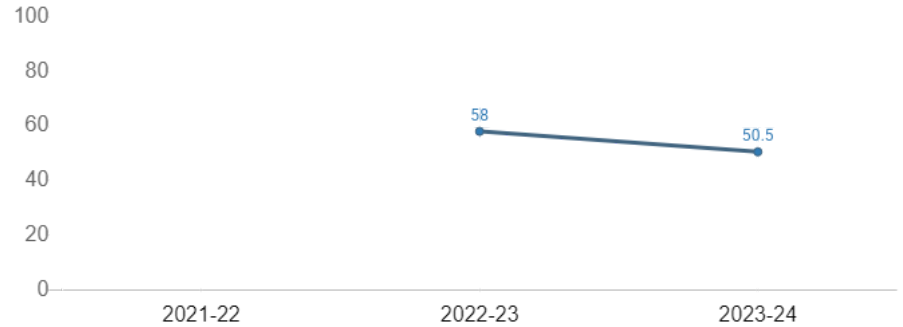
These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

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		56	59		58	50.5
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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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	59	50	Met Standard	50.5	50	Met Standard
White	57	50	Met Standard	51	51	Met Standard
Hispanic	53	49	Met Standard	47	48	Met Standard
Black or African American	53	47	Met Standard	47.5	46	Met Standard
Asian, Native Hawaiian, or Pacific Islander	67	59	Exceeds Standard	53	60	Met Standard
American Indian or Alaska Native	*	50	**	*	50	**
Two or More Races	67.5	50	Exceeds Standard	68	51	Exceeds Standard
Female	61	52		49	50	
Male	57	48		52	50	
Non-Binary/Undesignated Gender	N	44		N	45.5	
Economically Disadvantaged Students	55	48	Met Standard	49	48	Met Standard
Students with Disabilities	54	43	Met Standard	45	44	Met Standard
Multilingual Learners	60.5	50	Exceeds Standard	55	50	Met Standard
Students Experiencing Homelessness	*	43		33.5	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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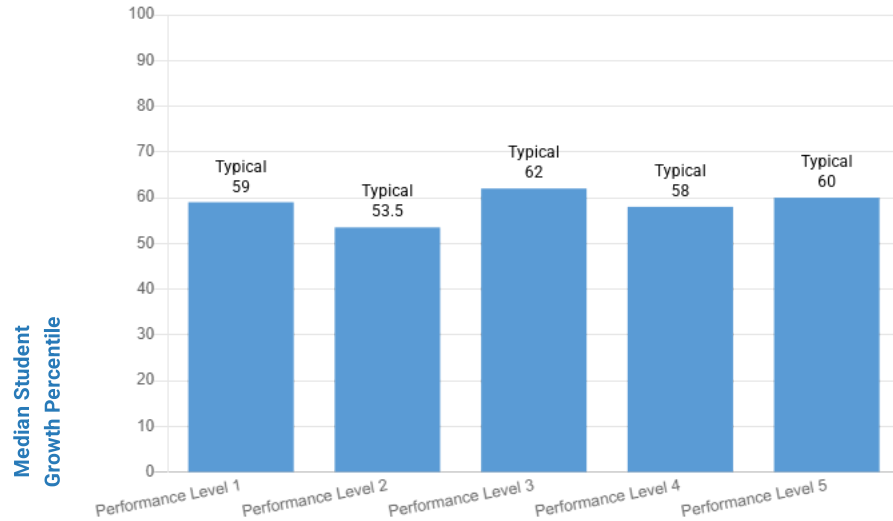
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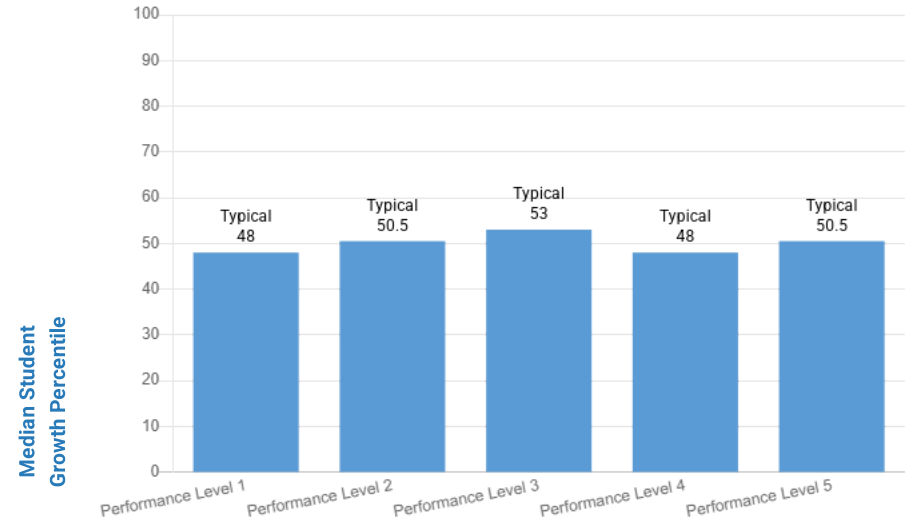
Student Growth by Performance Level

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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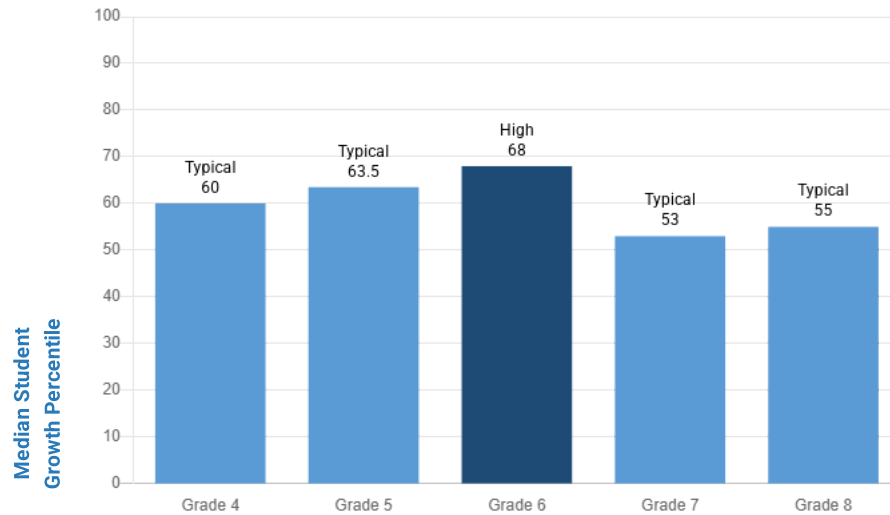
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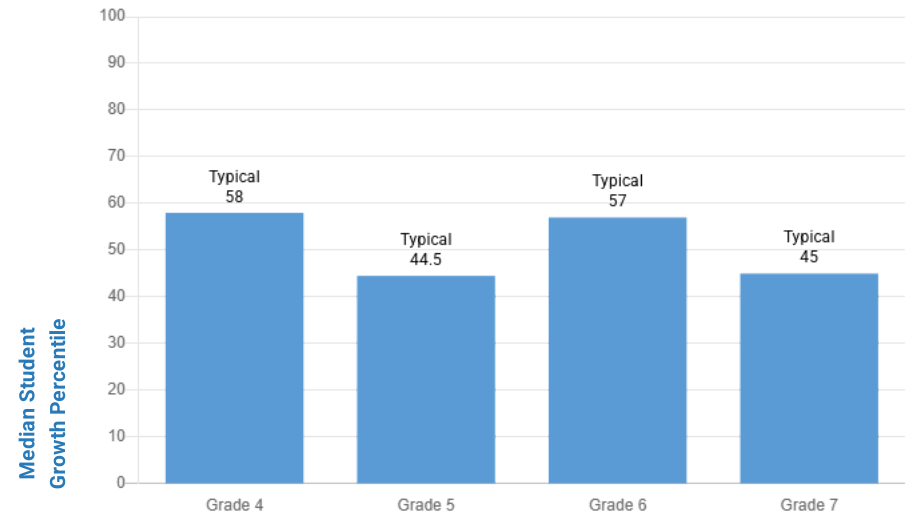
Student Growth by Grade

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

ELA



Math



Academic Achievement

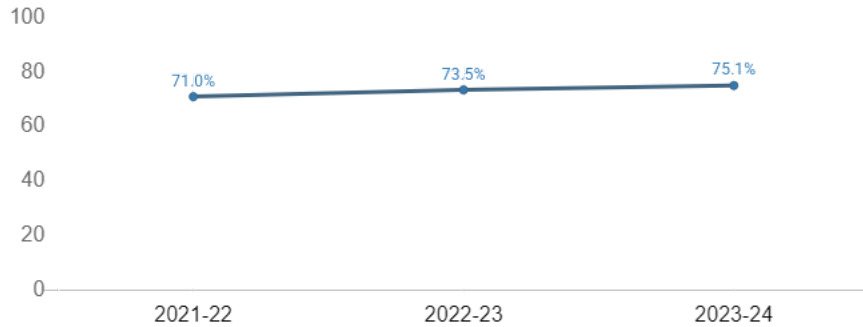
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOEs Assessment page](#).

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

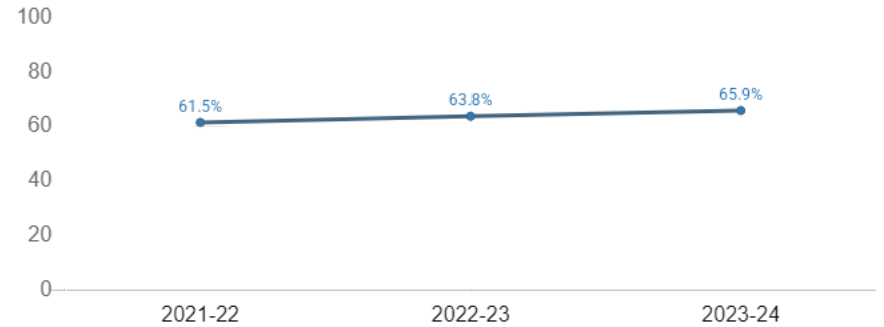
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	99.0%	99.0%	98.7%	98.9%	98.9%	98.8%
Proficiency Rate for Federal Accountability	71.0%	73.5%	75.1%	61.5%	63.8%	65.9%
Annual Target	74.3%	74.7%	74.4%	69.4%	70.0%	65.0%
Met Annual Target?	Not Met	Met Target†	Met Target	Not Met	Not Met	Met Target
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

† Target was met within a confidence interval.

Academic Achievement

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	2,932	98.7%	75.1%	52.2%	75.1%	74.4%	Met Target
White	1,577	98.6%	75.1%	61.8%	75.1%	74.2%	Met Target
Hispanic	625	98.6%	65.1%	38%	65.1%	65.5%	Met Target†
Black or African American	95	100%	65.3%	35.9%	65.3%	64%	Met Target
Asian, Native Hawaiian, or Pacific Islander	524	99.3%	85.5%	79.9%	85.5%	84.8%	Met Goal
American Indian or Alaska Native	10	100%	90%	51.2%	90%	**	**
Two or More Races	101	98.1%	91.1%	59.4%	91.1%	83.4%	Met Goal
Female	*	98.6%	80.9%	57.7%	80.9%		
Male	*	98.8%	69.7%	47%	69.7%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	391	97.6%	57.3%	34.6%	57.3%	59%	Met Target†
Non-Economically Disadvantaged Students	2,541	98.9%	77.9%	62.8%	77.9%		
Students with Disabilities	519	95.3%	37.6%	19.8%	37.6%	35%	Met Target
Students without Disabilities	2,413	99.5%	83.2%	59.4%	83.2%		
Multilingual Learners	302	99.7%	54.3%	23.1%	54.3%	61.9%	Not Met
Non-Multilingual Learners	2,630	98.6%	77.5%	56.2%	77.5%		
Students Experiencing Homelessness	29	97.1%	41.4%	21.9%	41.4%		
Students in Foster Care	*	*	*	19.3%	*		
Military-Connected Students	*	*	*	48.2%	*		
Migrant Students	*	*	*	13.3%	*		

† Target was met within a confidence interval.

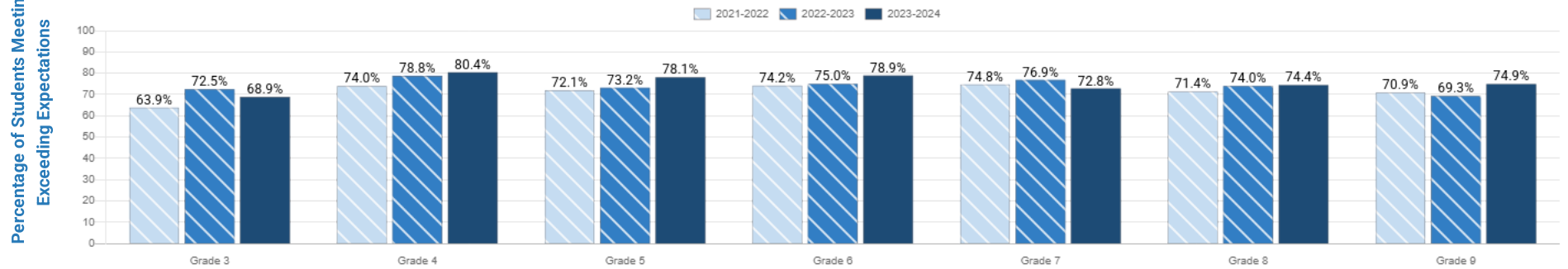
Academic Achievement

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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	392	772	741	6%	9%	17%	49%	20%	69%	44%
White	193	770	751	7%	7%	13%	57%	16%	73%	53%
Hispanic	*	756	724	6%	16%	31%	34%	13%	47%	29%
Black or African American	*	767	725	0%	7%	33%	47%	13%	60%	29%
Asian, Native Hawaiian, or Pacific Islander	81	785	770	6%	7%	10%	46%	31%	77%	70%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	46%
Two or More Races	18	806	751	0%	0%	0%	56%	44%	100%	52%
Female	*	780	746	2%	5%	16%	54%	23%	77%	48%
Male	*	765	736	9%	12%	17%	46%	17%	63%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	55	750	722	15%	13%	22%	40%	11%	51%	26%
Non-Economically Disadvantaged Students	337	775	753	4%	8%	16%	51%	21%	72%	55%
Students with Disabilities	69	743	710	16%	28%	14%	33%	9%	42%	18%
Students without Disabilities	323	778	747	4%	5%	17%	53%	22%	75%	49%
Multilingual Learners	40	733	704	28%	10%	25%	35%	3%	38%	13%
Non-Multilingual Learners	352	776	746	3%	9%	16%	51%	22%	72%	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	413	778	749	4%	6%	10%	40%	40%	80%	51%
White	222	776	758	5%	4%	13%	41%	38%	78%	61%
Hispanic	88	772	734	5%	14%	7%	40%	35%	75%	35%
Black or African American	*	767	733	0%	8%	25%	33%	33%	67%	34%
Asian, Native Hawaiian, or Pacific Islander	72	795	776	1%	1%	3%	38%	57%	94%	78%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	51%
Two or More Races	17	775	757	0%	0%	18%	53%	29%	82%	60%
Female	*	782	752	4%	5%	9%	34%	48%	81%	54%
Male	*	775	745	3%	6%	11%	46%	33%	79%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	54	758	731	13%	13%	15%	33%	26%	59%	32%
Non-Economically Disadvantaged Students	359	782	760	3%	4%	9%	41%	43%	84%	63%
Students with Disabilities	79	750	720	14%	18%	15%	38%	15%	53%	21%
Students without Disabilities	334	785	755	1%	3%	9%	40%	46%	87%	57%
Multilingual Learners	25	741	711	16%	12%	16%	52%	4%	56%	13%
Non-Multilingual Learners	388	781	753	3%	5%	10%	39%	43%	82%	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](#).

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English Language Arts Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	429	781	750	5%	6%	11%	42%	36%	78%	52%
White	222	778	760	5%	5%	13%	47%	31%	77%	63%
Hispanic	85	760	736	12%	6%	19%	45%	19%	64%	37%
Black or African American	*	*	734	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	98	800	778	1%	7%	3%	29%	60%	89%	80%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	14	803	757	0%	0%	7%	36%	57%	93%	60%
Female	*	786	755	4%	5%	10%	39%	41%	81%	57%
Male	*	775	745	6%	6%	13%	44%	31%	75%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	53	756	732	8%	15%	23%	40%	15%	55%	33%
Non-Economically Disadvantaged Students	376	784	761	5%	4%	10%	42%	39%	81%	64%
Students with Disabilities	66	741	719	18%	17%	24%	32%	9%	41%	20%
Students without Disabilities	363	788	756	2%	4%	9%	44%	41%	85%	59%
Multilingual Learners	*	715	705	29%	43%	19%	10%	0%	10%	*
Non-Multilingual Learners	*	784	754	4%	4%	11%	43%	38%	82%	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	437	779	751	4%	7%	10%	36%	43%	79%	53%
White	227	778	760	4%	8%	11%	33%	43%	76%	63%
Hispanic	102	773	738	7%	9%	8%	41%	35%	76%	39%
Black or African American	14	751	735	14%	7%	14%	57%	7%	64%	35%
Asian, Native Hawaiian, or Pacific Islander	81	792	778	0%	2%	7%	33%	57%	90%	82%
American Indian or Alaska Native	*	*	748	*	*	*	*	*	*	49%
Two or More Races	*	799	758	0%	0%	8%	42%	50%	92%	60%
Female	*	785	756	3%	5%	7%	38%	47%	85%	59%
Male	*	773	746	6%	9%	12%	35%	38%	73%	48%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	65	758	735	11%	14%	11%	45%	20%	65%	35%
Non-Economically Disadvantaged Students	372	783	761	3%	6%	9%	35%	47%	81%	65%
Students with Disabilities	73	736	719	21%	23%	21%	26%	10%	36%	17%
Students without Disabilities	364	788	758	1%	4%	7%	38%	49%	88%	60%
Multilingual Learners	13	710	707	*	*	*	*	*	*	*
Non-Multilingual Learners	424	781	754	4%	6%	9%	37%	44%	81%	57%
Students Experiencing Homelessness	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	724	*	*	*	*	*	*	22%
Military-Connected Students	*	*	754	*	*	*	*	*	*	55%
Migrant Students	*	*	712	*	*	*	*	*	*	29%

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 7

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	427	777	752	5%	6%	16%	29%	44%	73%	54%
White	232	779	761	6%	5%	15%	28%	47%	74%	64%
Hispanic	98	761	737	4%	8%	22%	42%	23%	65%	39%
Black or African American	*	*	734	*	*	*	*	*	*	37%
Asian, Native Hawaiian, or Pacific Islander	73	793	785	1%	4%	12%	18%	64%	82%	84%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	51%
Two or More Races	*	782	759	15%	0%	0%	23%	62%	85%	60%
Female	*	788	758	1%	2%	12%	32%	51%	84%	60%
Male	*	765	746	8%	10%	20%	25%	37%	62%	48%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	53	743	734	15%	17%	23%	32%	13%	45%	36%
Non-Economically Disadvantaged Students	374	781	762	3%	5%	16%	28%	48%	77%	64%
Students with Disabilities	82	738	715	15%	15%	40%	21%	10%	30%	18%
Students without Disabilities	345	786	759	2%	4%	11%	31%	52%	83%	61%
Multilingual Learners	14	703	700	*	*	*	*	*	*	*
Non-Multilingual Learners	413	779	756	3%	5%	16%	30%	46%	75%	58%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	21%
Students in Foster Care	*	*	712	*	*	*	*	*	*	17%
Military-Connected Students	*	*	747	*	*	*	*	*	*	50%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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

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English Language Arts Assessment - Performance By Grade: Grade 8

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	446	776	751	4%	5%	16%	41%	33%	74%	53%
White	262	776	760	4%	5%	16%	42%	33%	75%	62%
Hispanic	85	759	736	8%	9%	22%	44%	16%	60%	39%
Black or African American	*	776	735	0%	0%	23%	46%	31%	77%	37%
Asian, Native Hawaiian, or Pacific Islander	70	794	783	1%	3%	11%	34%	50%	84%	82%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	52%
Two or More Races	*	793	757	0%	7%	0%	43%	50%	93%	59%
Female	*	784	759	2%	5%	13%	41%	39%	81%	60%
Male	*	769	743	6%	6%	20%	41%	27%	69%	46%
Non-binary/undesignated gender	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	53	759	734	6%	13%	25%	38%	19%	57%	36%
Non-Economically Disadvantaged Students	393	779	761	4%	4%	15%	42%	35%	77%	63%
Students with Disabilities	55	730	713	25%	15%	29%	27%	4%	31%	16%
Students without Disabilities	391	783	758	1%	4%	15%	43%	37%	81%	60%
Multilingual Learners	14	720	701	*	*	*	*	*	*	*
Non-Multilingual Learners	432	778	755	4%	3%	16%	43%	34%	77%	56%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	23%
Students in Foster Care	*	*	708	*	*	*	*	*	*	14%
Military-Connected Students	*	*	743	*	*	*	*	*	*	43%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 9

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	398	774	755	4%	7%	15%	38%	37%	75%	58%
White	217	773	764	4%	7%	15%	39%	35%	74%	67%
Hispanic	86	761	741	8%	7%	19%	45%	21%	66%	45%
Black or African American	23	770	737	0%	17%	13%	26%	43%	70%	40%
Asian, Native Hawaiian, or Pacific Islander	57	795	789	0%	4%	9%	26%	61%	88%	87%
American Indian or Alaska Native	*	*	757	*	*	*	*	*	*	59%
Two or More Races	*	786	761	0%	0%	8%	38%	54%	92%	64%
Female	*	779	762	2%	6%	13%	36%	42%	79%	64%
Male	*	769	747	5%	7%	16%	39%	32%	71%	51%
Non-binary/undesignated gender	*	*	774	*	*	*	*	*	*	77%
Economically Disadvantaged Students	68	759	738	6%	15%	16%	38%	25%	63%	41%
Non-Economically Disadvantaged Students	330	777	764	3%	5%	14%	38%	40%	77%	67%
Students with Disabilities	65	739	717	11%	25%	28%	31%	6%	37%	19%
Students without Disabilities	333	781	761	2%	3%	12%	39%	43%	82%	64%
Multilingual Learners	16	716	701	25%	25%	38%	13%	0%	13%	*
Non-Multilingual Learners	382	777	758	3%	6%	14%	39%	39%	77%	61%
Students Experiencing Homelessness	10	747	721	10%	20%	20%	30%	20%	50%	25%
Students in Foster Care	*	*	714	*	*	*	*	*	*	20%
Military-Connected Students	*	*	749	*	*	*	*	*	*	51%
Migrant Students	*	*	683	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	2,948	98.8%	65.9%	40.2%	65.9%	65%	Met Target
White	1,590	98.6%	66.1%	51.1%	66.1%	65.2%	Met Target
Hispanic	628	98.6%	49.4%	24.2%	49.4%	48.9%	Met Target
Black or African American	94	100%	56.4%	20.1%	56.4%	46.1%	Met Target
Asian, Native Hawaiian, or Pacific Islander	527	99.3%	84.4%	74.4%	84.4%	84.4%	Met Goal
American Indian or Alaska Native	10	100%	70%	42%	70%	**	**
Two or More Races	99	98%	77.8%	48.9%	77.8%	72%	Met Target
Female	*	98.7%	65.2%	38.4%	65.2%		
Male	*	98.8%	66.6%	42%	66.6%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	394	97.4%	44.9%	21.7%	44.9%	43.7%	Met Target
Non-Economically Disadvantaged Students	2,554	99%	69.1%	51.5%	69.1%		
Students with Disabilities	515	95.3%	31.1%	16.6%	31.1%	31.5%	Met Target†
Students without Disabilities	2,433	99.6%	73.3%	45.4%	73.3%		
Multilingual Learners	319	99.4%	51.7%	18.7%	51.7%	56.6%	Not Met
Non-Multilingual Learners	2,629	98.7%	67.6%	43.5%	67.6%		
Students Experiencing Homelessness	32	97.3%	31.3%	12.9%	31.3%		
Students in Foster Care	*	*	*	12.4%	*		
Military-Connected Students	*	*	*	38.8%	*		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

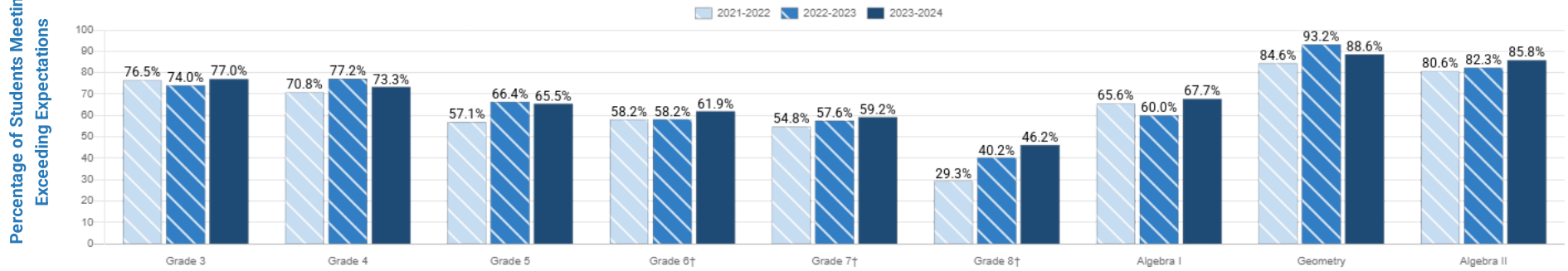
Academic Achievement

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

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Mathematics Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	396	774	747	2%	6%	15%	46%	31%	77%	48%
White	195	774	757	1%	5%	16%	48%	30%	78%	60%
Hispanic	*	758	732	2%	13%	25%	44%	16%	60%	31%
Black or African American	*	774	728	0%	0%	13%	60%	27%	87%	27%
Asian, Native Hawaiian, or Pacific Islander	81	786	776	2%	4%	6%	44%	43%	88%	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	51%
Two or More Races	18	794	755	0%	0%	6%	39%	56%	94%	56%
Female	*	772	744	2%	6%	16%	46%	30%	76%	45%
Male	*	775	749	1%	6%	15%	47%	31%	78%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	55	762	729	4%	11%	24%	40%	22%	62%	28%
Non-Economically Disadvantaged Students	341	776	758	1%	5%	14%	48%	32%	79%	60%
Students with Disabilities	69	750	725	7%	14%	32%	33%	13%	46%	25%
Students without Disabilities	327	779	751	0%	4%	12%	49%	34%	83%	52%
Multilingual Learners	43	752	722	5%	16%	26%	42%	12%	53%	20%
Non-Multilingual Learners	353	776	751	1%	5%	14%	47%	33%	80%	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	419	768	744	2%	8%	17%	57%	17%	73%	45%
White	227	767	754	1%	7%	18%	59%	15%	74%	57%
Hispanic	88	759	730	5%	15%	11%	60%	9%	69%	28%
Black or African American	*	753	726	0%	17%	42%	42%	0%	42%	24%
Asian, Native Hawaiian, or Pacific Islander	73	783	773	0%	1%	15%	48%	36%	84%	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	50%
Two or More Races	17	766	752	0%	6%	29%	53%	12%	65%	54%
Female	*	769	743	2%	8%	17%	55%	18%	74%	43%
Male	*	767	746	1%	8%	17%	58%	15%	73%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	58	752	727	2%	28%	24%	34%	12%	47%	25%
Non-Economically Disadvantaged Students	361	771	755	2%	5%	16%	60%	17%	78%	58%
Students with Disabilities	79	747	722	5%	23%	25%	43%	4%	47%	21%
Students without Disabilities	340	773	749	1%	5%	15%	60%	20%	79%	50%
Multilingual Learners	31	746	718	3%	19%	32%	45%	0%	45%	14%
Non-Multilingual Learners	388	770	748	2%	7%	16%	57%	18%	76%	49%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	15%
Students in Foster Care	*	*	716	*	*	*	*	*	*	15%
Military-Connected Students	*	*	744	*	*	*	*	*	*	43%
Migrant Students	*	*	721	*	*	*	*	*	*	17%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	432	762	741	3%	8%	24%	45%	20%	66%	40%
White	223	760	751	3%	8%	26%	48%	15%	64%	53%
Hispanic	87	743	726	7%	17%	34%	34%	7%	41%	23%
Black or African American	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	98	781	772	1%	1%	10%	47%	41%	88%	76%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	14	775	748	0%	0%	14%	50%	36%	86%	49%
Female	*	761	739	2%	8%	27%	45%	18%	63%	38%
Male	*	763	742	4%	7%	20%	46%	23%	69%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	54	744	724	7%	15%	46%	22%	9%	31%	20%
Non-Economically Disadvantaged Students	378	765	752	2%	7%	20%	49%	22%	70%	53%
Students with Disabilities	65	734	717	14%	25%	28%	31%	3%	34%	16%
Students without Disabilities	367	767	746	1%	5%	23%	48%	23%	71%	45%
Multilingual Learners	25	735	711	8%	28%	32%	32%	0%	32%	*
Non-Multilingual Learners	407	764	744	3%	7%	23%	46%	21%	68%	44%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	12%
Students in Foster Care	*	*	714	*	*	*	*	*	*	10%
Military-Connected Students	*	*	741	*	*	*	*	*	*	40%
Migrant Students	*	*	724	*	*	*	*	*	*	27%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 6

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	441	758	737	5%	10%	23%	46%	15%	62%	36%
White	229	759	746	3%	11%	22%	51%	13%	64%	47%
Hispanic	104	745	723	11%	14%	32%	35%	9%	43%	20%
Black or African American	14	740	718	21%	0%	36%	36%	7%	43%	15%
Asian, Native Hawaiian, or Pacific Islander	81	773	768	0%	6%	12%	52%	30%	81%	73%
American Indian or Alaska Native	*	*	735	*	*	*	*	*	*	33%
Two or More Races	*	771	743	0%	0%	25%	42%	33%	75%	45%
Female	*	757	736	3%	12%	23%	50%	12%	62%	34%
Male	*	759	738	7%	9%	23%	42%	19%	61%	38%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	68	741	721	13%	21%	21%	40%	6%	46%	17%
Non-Economically Disadvantaged Students	373	761	747	3%	9%	23%	48%	17%	65%	48%
Students with Disabilities	73	728	714	19%	33%	26%	16%	5%	22%	12%
Students without Disabilities	368	764	741	2%	6%	22%	52%	17%	70%	41%
Multilingual Learners	17	715	707	35%	41%	12%	12%	0%	12%	*
Non-Multilingual Learners	424	760	740	4%	9%	23%	48%	16%	64%	39%
Students Experiencing Homelessness	*	*	711	*	*	*	*	*	*	*
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	739	*	*	*	*	*	*	37%
Migrant Students	*	*	704	*	*	*	*	*	*	13%

Academic Achievement

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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	387	753	739	4%	12%	25%	48%	11%	59%	37%
White	210	753	748	5%	12%	20%	51%	11%	63%	50%
Hispanic	95	746	728	2%	15%	39%	40%	4%	44%	23%
Black or African American	*	*	724	*	*	*	*	*	*	18%
Asian, Native Hawaiian, or Pacific Islander	58	766	764	2%	9%	12%	57%	21%	78%	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	*	764	743	8%	0%	23%	38%	31%	69%	44%
Female	*	756	738	2%	9%	24%	53%	12%	65%	36%
Male	*	749	739	6%	15%	26%	42%	11%	53%	39%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	51	742	726	8%	14%	41%	35%	2%	37%	20%
Non-Economically Disadvantaged Students	336	755	747	3%	12%	23%	50%	13%	63%	48%
Students with Disabilities	78	726	716	15%	31%	38%	15%	0%	15%	12%
Students without Disabilities	309	760	743	1%	7%	22%	56%	14%	70%	43%
Multilingual Learners	*	739	714	6%	24%	41%	24%	6%	29%	*
Non-Multilingual Learners	*	754	741	4%	11%	24%	49%	12%	61%	40%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	11%
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	740	*	*	*	*	*	*	39%
Migrant Students	*	*	708	*	*	*	*	*	*	*

Academic Achievement

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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	303	742	719	14%	17%	24%	42%	4%	46%	19%
White	172	743	729	13%	15%	25%	44%	3%	47%	27%
Hispanic	83	731	713	20%	20%	25%	33%	1%	34%	13%
Black or African American	*	*	707	*	*	*	*	*	*	10%
Asian, Native Hawaiian, or Pacific Islander	*	763	740	3%	10%	16%	61%	10%	71%	40%
American Indian or Alaska Native	*	*	722	*	*	*	*	*	*	21%
Two or More Races	*	*	722	*	*	*	*	*	*	22%
Female	*	739	719	14%	21%	22%	38%	5%	43%	19%
Male	*	745	719	13%	12%	25%	47%	3%	50%	20%
Non-binary/undesignated gender	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	51	736	711	16%	16%	31%	37%	0%	37%	12%
Non-Economically Disadvantaged Students	252	743	725	13%	17%	22%	43%	5%	48%	25%
Students with Disabilities	52	711	702	38%	29%	17%	13%	2%	15%	*
Students without Disabilities	251	748	724	8%	14%	25%	48%	4%	53%	23%
Multilingual Learners	17	723	701	35%	12%	24%	29%	0%	29%	*
Non-Multilingual Learners	286	743	721	12%	17%	24%	43%	4%	47%	21%
Students Experiencing Homelessness	*	*	704	*	*	*	*	*	*	*
Students in Foster Care	*	*	696	*	*	*	*	*	*	*
Military-Connected Students	*	*	722	*	*	*	*	*	*	19%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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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	431	762	738	5%	11%	16%	58%	10%	68%	40%
White	240	761	748	6%	12%	15%	59%	8%	67%	51%
Hispanic	85	749	723	7%	15%	26%	49%	2%	52%	23%
Black or African American	23	752	719	4%	13%	22%	61%	0%	61%	19%
Asian, Native Hawaiian, or Pacific Islander	71	783	773	1%	3%	7%	63%	25%	89%	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	*	781	746	0%	0%	9%	73%	18%	91%	49%
Female	*	760	737	4%	11%	20%	60%	5%	65%	39%
Male	*	765	739	6%	10%	13%	57%	14%	71%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	60	749	722	7%	17%	32%	40%	5%	45%	22%
Non-Economically Disadvantaged Students	371	765	747	5%	10%	14%	61%	10%	71%	50%
Students with Disabilities	65	734	710	23%	25%	18%	28%	6%	34%	11%
Students without Disabilities	366	767	743	2%	8%	16%	64%	10%	74%	45%
Multilingual Learners	17	735	705	12%	24%	35%	29%	0%	29%	*
Non-Multilingual Learners	414	763	741	5%	10%	15%	59%	10%	69%	43%
Students Experiencing Homelessness	10	735	712	10%	10%	70%	10%	0%	10%	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	35	771	750	0%	0%	11%	57%	31%	89%	53%
White	20	767	752	0%	0%	20%	60%	20%	80%	57%
Hispanic	*	*	735	*	*	*	*	*	*	29%
Black or African American	*	*	733	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	11	776	765	0%	0%	0%	55%	45%	100%	77%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	66%
Two or More Races	*	*	756	*	*	*	*	*	*	63%
Female	*	766	748	0%	0%	10%	80%	10%	90%	50%
Male	*	772	752	0%	0%	12%	48%	40%	88%	57%
Non-binary/undesignated gender	*	*	752	*	*	*	*	*	*	60%
Economically Disadvantaged Students	*	*	734	*	*	*	*	*	*	28%
Non-Economically Disadvantaged Students	*	770	754	0%	0%	13%	56%	31%	88%	60%
Students with Disabilities	*	*	727	*	*	*	*	*	*	24%
Students without Disabilities	*	771	751	0%	0%	12%	56%	32%	88%	54%
Multilingual Learners	*	*	716	*	*	*	*	*	*	11%
Non-Multilingual Learners	*	771	751	0%	0%	11%	57%	31%	89%	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	120	779	770	1%	2%	12%	72%	14%	86%	73%
White	*	774	771	1%	3%	14%	74%	8%	82%	75%
Hispanic	*	*	736	*	*	*	*	*	*	37%
Black or African American	*	*	736	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	791	785	0%	0%	6%	63%	31%	94%	88%
American Indian or Alaska Native	*	*	775	*	*	*	*	*	*	83%
Two or More Races	*	*	773	*	*	*	*	*	*	74%
Female	*	774	765	2%	2%	15%	72%	9%	81%	68%
Male	*	783	776	0%	1%	9%	72%	18%	90%	78%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	733	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	779	777	1%	2%	12%	70%	15%	85%	80%
Students with Disabilities	*	*	752	*	*	*	*	*	*	54%
Students without Disabilities	*	779	771	1%	2%	12%	71%	14%	86%	73%
Multilingual Learners	*	*	706	*	*	*	*	*	*	14%
Non-Multilingual Learners	*	779	772	1%	2%	12%	72%	14%	86%	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	100.0%	11	100.0%
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	201	163	81.1%	38	18.9%
3-4	73	53	72.6%	20	27.4%
5 or more	29	16	55.2%	13	44.8%

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	63.7%	22.7%	Met Goal

† Target was met within a confidence interval.

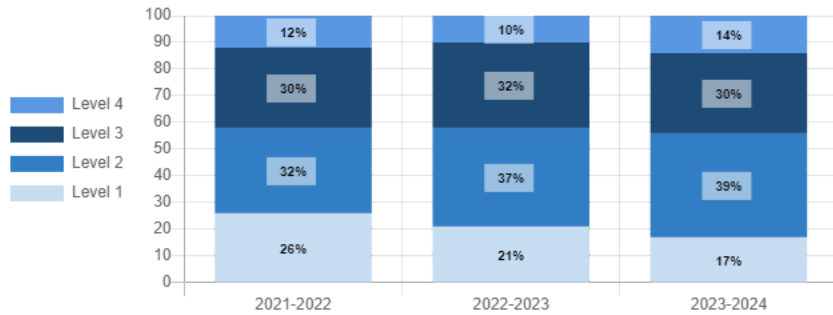
Academic Achievement

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

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

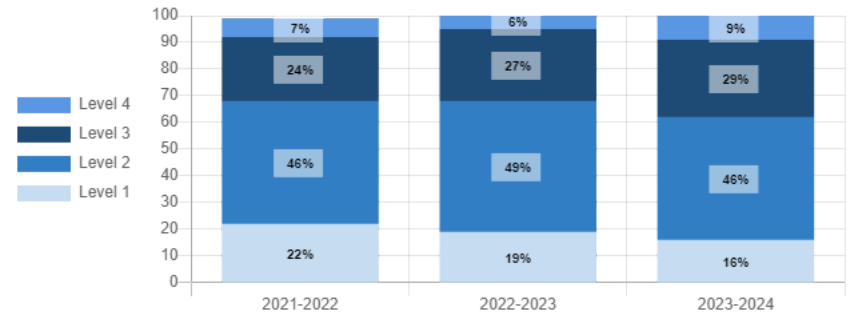
NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 8 Summary

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



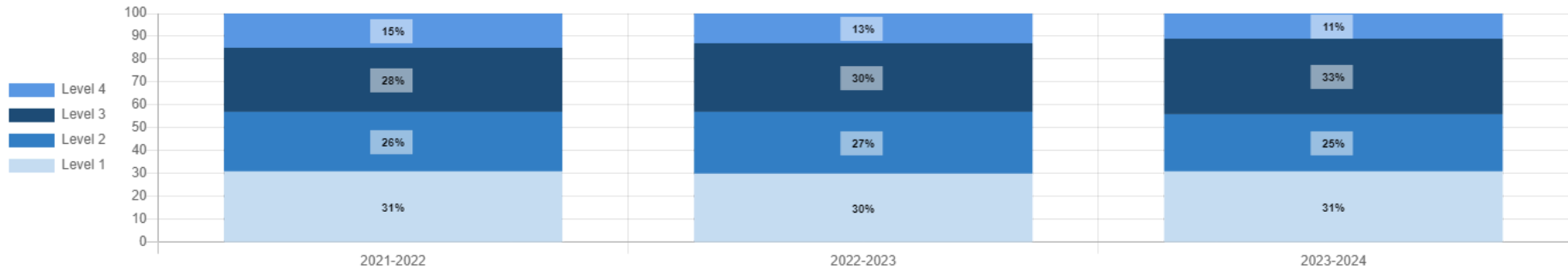
Academic Achievement

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

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

NJSLA Science Assessment: Grade 11 Summary

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



Academic Achievement

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

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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	17%	39%	30%	14%	35%	37%	21%	6%
White	18%	43%	28%	11%	22%	42%	28%	8%
Hispanic	28%	48%	18%	6%	51%	36%	12%	2%
Black or African American	*	*	*	*	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	7%	25%	40%	27%	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	7%	21%	43%	29%	27%	36%	27%	10%
Female	17%	41%	32%	11%	35%	39%	20%	6%
Male	17%	38%	27%	17%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	27%	53%	20%	0%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	16%	37%	31%	16%	24%	39%	28%	10%
Students with Disabilities	43%	47%	6%	4%	64%	27%	8%	2%
Students without Disabilities	12%	38%	34%	16%	30%	39%	24%	7%
Multilingual Learners	63%	33%	4%	0%	78%	20%	2%	0%
Non-Multilingual Learners	14%	40%	31%	15%	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	16%	46%	29%	9%	36%	45%	14%	5%
White	16%	45%	30%	10%	23%	52%	19%	6%
Hispanic	28%	53%	17%	1%	51%	42%	6%	1%
Black or African American	0%	69%	31%	0%	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	6%	39%	39%	15%	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	7%	36%	43%	14%	27%	46%	19%	8%
Female	16%	46%	30%	8%	35%	47%	13%	4%
Male	16%	47%	28%	10%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	26%	54%	17%	4%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	14%	45%	31%	10%	26%	48%	19%	7%
Students with Disabilities	51%	42%	5%	2%	67%	29%	3%	1%
Students without Disabilities	11%	47%	33%	10%	30%	48%	16%	6%
Multilingual Learners	50%	44%	6%	0%	75%	24%	1%	0%
Non-Multilingual Learners	15%	46%	30%	9%	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	31%	25%	33%	11%	45%	27%	19%	9%
White	30%	27%	30%	13%	34%	30%	26%	11%
Hispanic	45%	27%	24%	4%	61%	25%	11%	3%
Black or African American	38%	23%	38%	0%	64%	24%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	14%	16%	51%	19%	17%	23%	33%	28%
American Indian or Alaska Native	*	*	*	*	54%	21%	19%	6%
Two or More Races	20%	40%	30%	10%	38%	26%	25%	11%
Female	28%	27%	37%	8%	43%	29%	20%	7%
Male	34%	23%	29%	15%	47%	24%	18%	10%
Non-binary/undesignated gender	*	*	*	*	26%	28%	30%	16%
Economically Disadvantaged Students	46%	26%	26%	2%	63%	24%	11%	2%
Non-Economically Disadvantaged Students	29%	25%	34%	13%	37%	28%	24%	12%
Students with Disabilities	73%	16%	8%	3%	77%	16%	5%	1%
Students without Disabilities	22%	27%	38%	13%	40%	28%	22%	10%
Multilingual Learners	*	*	*	*	88%	10%	1%	0%
Non-Multilingual Learners	29%	26%	34%	12%	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	*	*	*	*	*	*	*	*

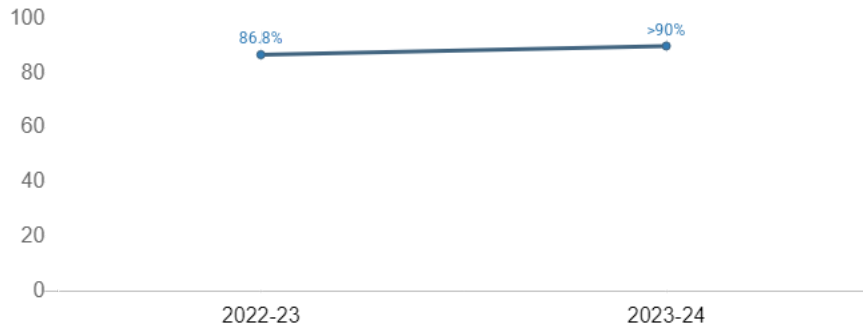
Academic Achievement

Graduation Proficiency Assessment (NJGPA) Trends

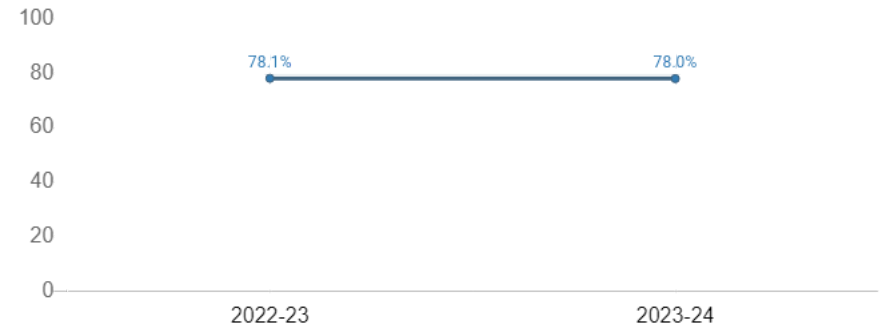
These graphs show trends in performance on the New Jersey Graduation Proficiency Assessment (NJGPA) for the last two years. Students are identified as either Graduation Ready or Not Yet Graduation Ready for both English Language Arts (ELA) and mathematics based on their scores on the assessment. These 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	86.8%	>90%	78.1%	78.0%
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	419	>90%	82.5%	419	78%	55.6%
White	230	>90%	90%	230	77.4%	69.1%
Hispanic	94	>90%	72.3%	94	70.2%	38%
Black or African American	14	85.7%	73.6%	14	71.4%	33.1%
Asian, Native Hawaiian, or Pacific Islander	69	>90%	>90%	69	>90%	87.9%
American Indian or Alaska Native	*	*	76.2%	*	*	43.8%
Two or More Races	*	90%	87.5%	*	80%	62%
Female	*	>90%	86.9%	*	80%	56.6%
Male	*	>90%	78.3%	*	76.5%	54.7%
Non-binary/undesignated gender	*	*	87.7%	*	*	69.9%
Economically Disadvantaged Students	57	82.5%	71.7%	57	61.4%	36%
Non-Economically Disadvantaged Students	362	>90%	87.6%	362	80.7%	65.1%
Students with Disabilities	77	72.7%	53.6%	77	29.9%	18.2%
Students without Disabilities	342	>90%	87.4%	342	88.9%	62%
Multilingual Learners	14	28.6%	24.4%	14	35.7%	12.5%
Non-Multilingual Learners	405	>90%	86.5%	405	79.5%	58.8%
Students experiencing homelessness	*	*	58.6%	*	*	23%
Students in Foster Care	*	*	44.3%	*	*	22.6%
Military-Connected Students	*	*	82%	*	*	48.1%
Migrant Students	*	*	50%	*	*	25.5%

College and Career Readiness

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

PSAT, SAT, & ACT - Participation

This table shows information about participation in the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam during the reported school year. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	District Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2023-2024	100.0%	80.7%
12th graders taking SAT in 2023-2024 or prior years	57.1%	62.7%
12th graders taking ACT in 2023-2024 or prior years	10.2%	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	484	459	Grade 10: 430 Grade 11: 460	66%	54%
PSAT 10/NMSQT - Math	482	454	Grade 10: 480 Grade 11: 510	47%	32%
SAT - Reading and Writing	593	530	480	91%	65%
SAT - Math	592	519	530	72%	46%
ACT - Reading	23	24	22	57%	63%
ACT - English	23	24	18	67%	76%
ACT - Math	22	23	22	55%	58%
ACT - Science	22	23	23	50%	55%

College and Career Readiness

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

AP/IB Coursework – Participation and Performance

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

Students enrolled in one or more AP or IB course



Students taking one or more AP or IB exam

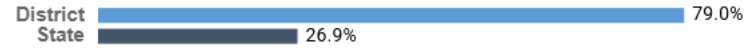


Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exam



Dual Enrollment Coursework - Participation

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



College and Career Readiness

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

AP/IB and Dual Enrollment Participation by Student Group

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

Student Group	% Enrolled in one or more AP or IB course	% Enrolled in one or more Dual Enrollment course	State: % Enrolled in one or more AP or IB course	State: % Enrolled in one or more Dual Enrollment course
Districtwide	34.3%	79.0%	35.9%	26.9%
White	32.1%	77.1%	41.8%	33.0%
Hispanic	21.9%	81.6%	23.2%	20.9%
Black or African American	32.0%	76.0%	20.3%	17.4%
Asian, Native Hawaiian, or Pacific Islander	59.7%	79.9%	70.5%	32.5%
American Indian or Alaska Native	*	*	30.4%	28.6%
Two or More Races	*	*	41.0%	29.0%
Female	41.0%	78.8%	41.4%	30.2%
Male	28.1%	78.7%	30.6%	23.7%
Non-Binary/Undesignated Gender	*	*	42.9%	28.4%
Economically Disadvantaged Students	22.4%	82.8%	22.8%	20.2%
Students with Disabilities	6.9%	60.9%	4.8%	10.9%
Multilingual Learners	4.2%	75.0%	9.8%	8.8%
Students experiencing homelessness	*	*	12.6%	15.1%
Students in Foster Care	N	N	4.5%	10.6%
Military-Connected Students	*	*	30.1%	29.2%
Migrant Students	N	N	0.0%	7.1%

College and Career Readiness

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

AP/IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP 2-D Art and Design	5	6
AP 3-D Art and Design	2	2
AP Art History	11	11
AP Biology	30	30
AP Calculus AB	52	51
AP Calculus BC	21	23
AP Chemistry	9	9
AP Chinese Languages: Language and Culture	10	10
AP Computer Science A	49	48
AP Computer Science Principles	6	5
AP Drawing	5	4
AP English Language and Composition	78	78
AP English Literature and Composition	68	67
AP Environmental Science	8	8
AP French Language and Culture	7	6
AP German Language and Culture	0	1
AP Japanese Language and Culture	0	1
AP Macroeconomics	25	24
AP Microeconomics	0	24
AP Music Theory	6	6
AP Physics 1	31	32
AP Physics C	6	0

College and Career Readiness

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AP/IB Course	Students Enrolled	Students Tested
AP Physics C: Electricity and Magnetism	0	6
AP Physics C: Mechanics	0	6
AP Psychology	82	80
AP Research	7	6
AP Seminar	18	17
AP Spanish Language and Culture	27	27
AP Statistics	45	44
AP U.S. History	116	56
AP World History: Modern	13	13
Total Exams taken		701
Exams with scores of at least 3 on AP exams or 4 on IB exams		655

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
Albanian	*	*
Bosnian	*	*
Chinese	*	*
Croatian	*	*
French	*	*
Georgian	*	*
Hebrew	*	*
Italian	*	*
Korean	*	*
Polish	*	*
Portuguese	*	*
Russian	11	2.7%
Spanish	25	6.1%
Tagalog	*	*
Vietnamese	*	*
Total Seals Earned	63	
Total Unique Students Earning Seals	56	13.6%
Current and Former Multilingual Learners Earning Seals	13	24.1%†

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

College and Career Readiness

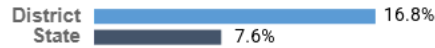
This section contains information about participation in approved Career and Technical Education (CTE) programs, work-based learning, and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, and the Perkins State-Wide Performance Data 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	16.8%	3.1%	7.6%	10.4%
White	16.5%	3.1%	6.1%	10.0%
Hispanic	15.0%	2.1%	9.3%	10.8%
Black or African American	14.8%	3.3%	9.5%	10.7%
Asian, Native Hawaiian, or Pacific Islander	19.4%	3.9%	5.5%	10.5%
American Indian or Alaska Native	40.0%	0.0%	8.3%	8.8%
Two or More Races	21.1%	8.8%	7.5%	10.1%
Female	15.6%	1.3%	7.5%	10.9%
Male	17.9%	4.8%	7.7%	9.9%
Non-Binary/Undesignated Gender	*	*	8.9%	15.2%
Economically Disadvantaged Students	16.6%	2.2%	9.8%	10.7%
Students with Disabilities	11.3%	3.1%	6.0%	7.9%
Multilingual Learners	13.5%	0.0%	8.0%	3.5%
Students experiencing homelessness	0.0%	0.0%	7.7%	6.2%
Students in Foster Care	*	*	5.9%	6.7%
Military-Connected Students	*	*	12.6%	15.8%
Migrant Students	*	*	2.3%	0.0%

College and Career Readiness

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Work-Based Learning Participation by Career Cluster

This table shows the number and percentage of students in an approved CTE program/program of study in grades 9 through 12 who participated in a work-based learning experience during the school year by career cluster. Work-based learning can include career exploration (e.g., community service, job shadowing, school-based enterprise, service learning, or volunteering), career preparation (e.g., cooperative education experience or paid/unpaid internships), or career training (e.g., pre-apprenticeship/apprenticeship registered with the USDOL-OA). This table only includes students enrolled in an approved CTE program/program of study. See the Structured Learning Experiences table for information on all high school students (both CTE and non-CTE).

Career Cluster	Number of Students Participating in Work-Based Learning	Percentage of Students Participating in Work-Based Learning
Agriculture, Food & Natural Resources	*	*
Architecture & Construction	*	*
Education & Training	*	*
Finance	*	*
Health Science	*	*
Hospitality & Tourism	*	*
Human Services	*	*
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 0.0%
 State 2.2%

College and Career Readiness

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

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	*	*	*
Architecture & Construction	106	*	*
Education & Training	36	*	*
Finance	181	*	*
Health Science	*	*	*
Hospitality & Tourism	*	*	*
Human Services	*	*	*
Total	331	*	*

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	451
7	45	0	0	0	0	0	399
8	103	0	0	0	0	0	356
9	286	36	76	0	0	0	11
10	18	339	20	40	1	0	10
11	7	26	255	96	28	13	4
12	0	6	25	90	82	139	25
Total	459	407	376	226	111	152	1,256
Enrolled in AP/IB Course					72	45	0
Enrolled in Dual Enrollment Course	0	0	0	0	39	76	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	85	0	0	195	128	0
10	185	205	1	20	0	2
11	123	107	25	6	126	78
12	54	12	11	8	52	95
Total	447	324	37	229	306	175
Enrolled in AP/IB Course	30	9		8	37	0
Enrolled in Dual Enrollment Course	0	0	37	0	0	168

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	402	5	0	0	0	0
10	5	405	0	1	0	0
11	6	414	8	37	9	11
12	13	31	17	88	73	104
Total	426	855	25	126	82	115
Enrolled in AP/IB Course	13	116	25	82		0
Enrolled in Dual Enrollment Course	0	0	0	0	0	30

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	296	99	0	0	0	51	0
7	303	95	0	0	0	37	0
8	304	117	0	0	0	38	0
9	285	78	0	0	0	33	0
10	273	84	0	0	0	33	0
11	143	40	0	0	0	21	0
12	60	13	0	0	0	12	0
Total	1,664	526	0	0	0	225	0
Enrolled in AP/IB Course	27	7	0	0	0	10	0
Enrolled in Dual Enrollment Course	97	36	0	0	0	0	0
Enrolled in Level 3 or Higher	315	116	0	0	0	60	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	64	0	0	0	0	0	0
10	44	0	0	0	0	0	0
11	26	2	0	0	0	0	0
12	24	4	0	0	0	0	0
Total	158	6	0	0	0	0	0
Enrolled in AP/IB Course	49	6		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

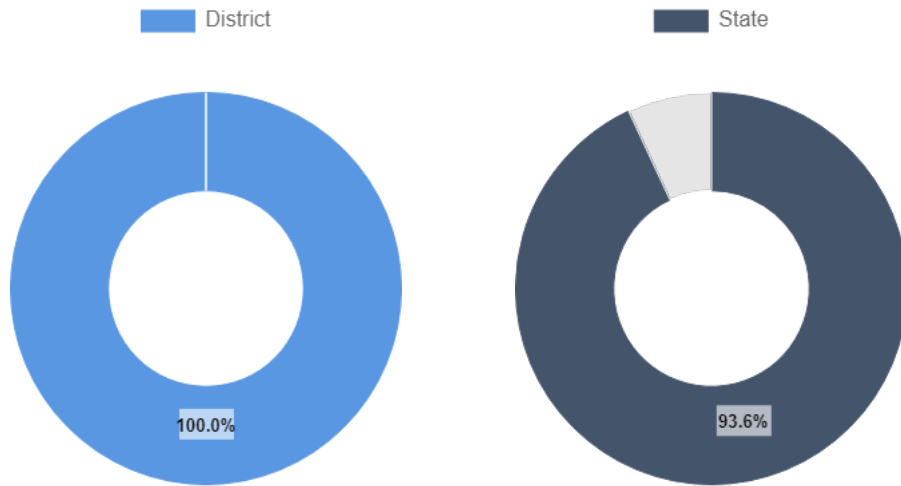
College and Career Readiness

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.

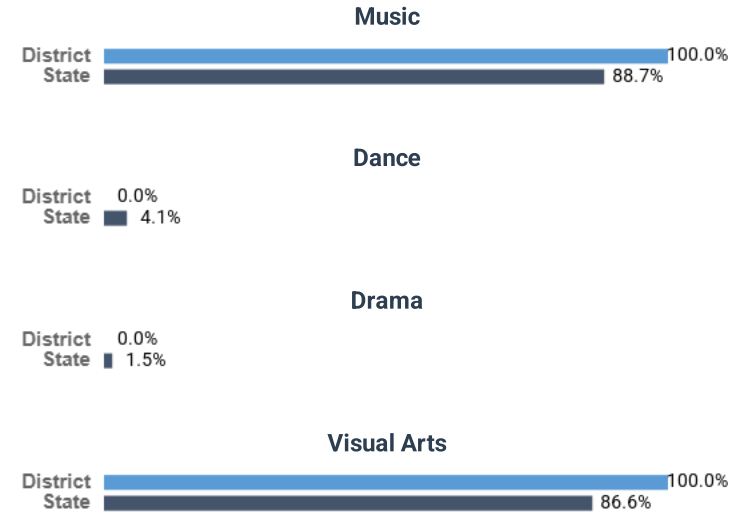
Visual and Performing Arts – Course Participation

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.

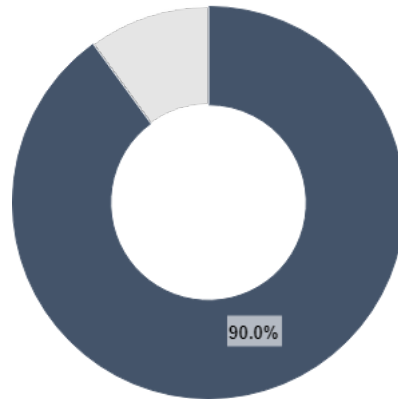
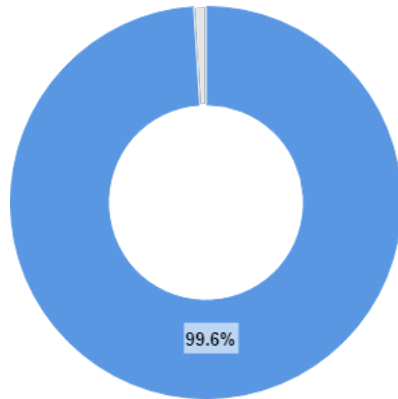
Visual and Performing Arts – Course Participation

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



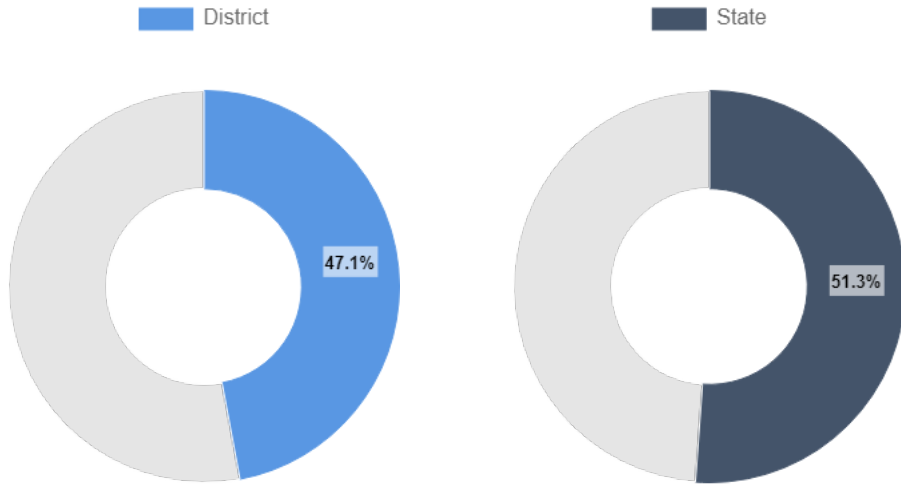
College and Career Readiness

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.

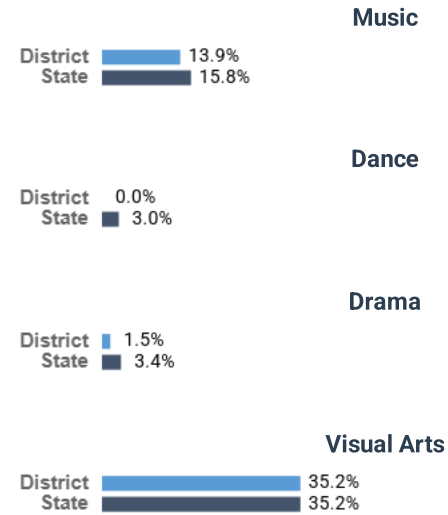
Visual and Performing Arts – Course Participation

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



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.

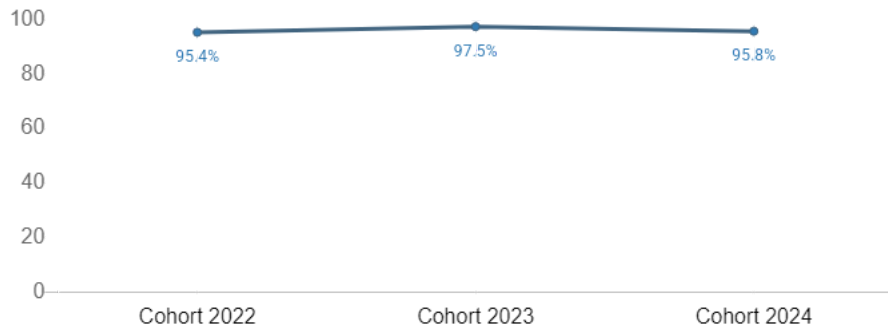
To be included as a graduate in the federal version of the graduation rate, students must have met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless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

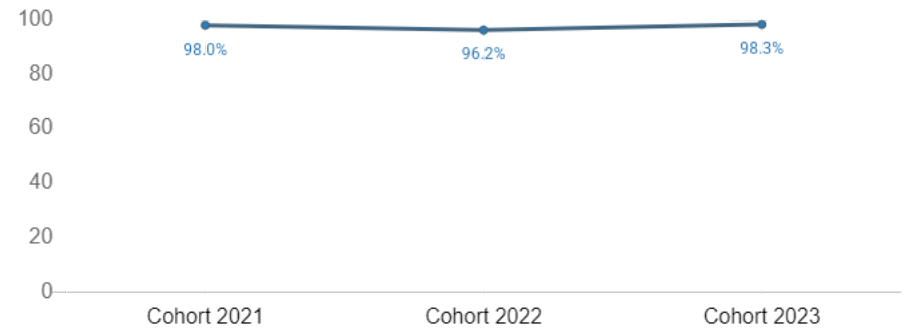
Graduation Rate Trends and Progress

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	95.4%	97.5%	95.8%	98.0%	96.2%	98.3%
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	95.8%	3.7%	0.5%	91.3%	3.8%	4.9%
White	95.7%	3.9%	0.4%	95.0%	2.6%	2.5%
Hispanic	96.7%	2.2%	1.1%	86.9%	4.9%	8.3%
Black or African American	92.3%	7.7%	0.0%	86.5%	6.0%	7.5%
Asian, Native Hawaiian, or Pacific Islander	94.8%	5.2%	0.0%	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	95.2%	3.8%	1.0%	93.1%	2.8%	4.1%
Male	96.4%	3.6%	0.0%	89.5%	4.7%	5.7%
Non-Binary/Undesignated Gender	N	N	N	86.7%	3.3%	10.0%
Economically Disadvantaged Students	92.0%	8.0%	0.0%	87.1%	5.3%	7.7%
Students with Disabilities	87.0%	13.0%	0.0%	80.7%	12.5%	6.8%
Multilingual Learners	81.3%	12.5%	6.3%	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	*	*	*	94.5%	2.3%	3.1%
Migrant Students	N	N	N	88.2%	3.9%	7.9%

Graduation/ Postsecondary

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

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

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

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

Cohort 2023 5-Year Graduation Cohort Profile

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

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	98.3%	0.7%	1.0%	92.6%	1.7%	5.6%
White	99.1%	0.4%	0.4%	95.9%	1.5%	2.6%
Hispanic	98.9%	1.1%	0.0%	88.2%	1.9%	9.9%
Black or African American	90.5%	0.0%	9.5%	88.9%	2.5%	8.7%
Asian, Native Hawaiian, or Pacific Islander	96.6%	1.7%	1.7%	97.5%	1.3%	1.2%
American Indian or Alaska Native	N	N	N	92.5%	0.0%	7.5%
Two or More Races	*	*	*	94.7%	1.0%	4.3%
Female	98.9%	0.0%	1.1%	94.4%	1.2%	4.4%
Male	97.8%	1.3%	0.9%	91.0%	2.2%	6.8%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	100.0%	0.0%	0.0%	88.8%	2.0%	9.2%
Students with Disabilities	95.5%	3.4%	1.1%	84.1%	8.2%	7.7%
Multilingual Learners	100.0%	0.0%	0.0%	78.0%	2.0%	20.0%
Students experiencing homelessness	100.0%	0.0%	0.0%	78.0%	3.9%	18.1%
Students in Foster Care	*	*	*	67.0%	7.5%	25.5%
Military-Connected Students	*	*	*	96.0%	0.8%	3.1%
Migrant Students	N	N	N	66.7%	10.7%	22.6%

Graduation/ Postsecondary

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

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

To be included as a graduate in the federal version of the graduation rate, students must have 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	96.9%	2.0%	1.0%	99.0%	93.2%	1.0%	5.8%	94.2%
White	97.2%	1.6%	1.2%	98.8%	96.4%	0.9%	2.7%	97.3%
Hispanic	98.7%	1.3%	0.0%	100.0%	88.2%	1.0%	10.8%	89.2%
Black or African American	*	*	*	*	89.6%	1.4%	9.0%	91.0%
Asian, Native Hawaiian, or Pacific Islander	95.0%	5.0%	0.0%	100.0%	98.1%	0.8%	1.0%	99.0%
American Indian or Alaska Native	*	*	*	*	93.6%	0.8%	5.6%	94.4%
Two or More Races	*	*	*	*	92.9%	1.3%	5.9%	94.1%
Female	100.0%	0.0%	0.0%	100.0%	95.0%	0.6%	4.4%	95.6%
Male	94.2%	3.9%	1.9%	98.1%	91.5%	1.4%	7.1%	92.9%
Non-Binary/Undesignated Gender	N	N	N	N	*	*	*	*
Economically Disadvantaged Students	98.5%	0.0%	1.5%	98.5%	88.8%	1.1%	10.2%	89.8%
Students with Disabilities	84.2%	10.5%	5.3%	94.7%	86.6%	5.4%	8.0%	92.0%
Multilingual Learners	100.0%	0.0%	0.0%	100.0%	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	N	N	N	N	67.1%	2.4%	30.5%	69.5%

Graduation/ Postsecondary

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

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

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

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

Federal Graduation Rates

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

Student Group	2024 4-Year Federal Graduation	2023 5-Year Federal Graduation	2022 6-Year Federal Graduation	State: 2024 4-Year Federal Graduation	State: 2023 5-Year Federal Graduation	State: 2022 6-Year Federal Graduation
	Rate	Rate	Rate	Rate	Rate	Rate
Districtwide	95.1%	98.3%	93.1%	87.7%	91.8%	87.0%
White	94.8%	99.1%	93.6%	91.5%	95.0%	90.0%
Hispanic	96.7%	98.9%	93.3%	83.3%	87.4%	82.1%
Black or African American	92.3%	90.5%	*	80.9%	87.6%	80.8%
Asian, Native Hawaiian, or Pacific Islander	93.1%	96.6%	93.3%	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	94.8%	98.9%	97.3%	90.5%	93.7%	90.6%
Male	95.4%	97.8%	89.4%	85.2%	90.0%	83.7%
Non-Binary/Undesignated Gender	N	N	N	83.3%	*	*
Economically Disadvantaged Students	92.0%	100.0%	96.9%	82.6%	87.8%	81.4%
Students with Disabilities	83.7%	95.5%	64.5%	60.2%	79.2%	51.8%
Multilingual Learners	81.3%	100.0%	86.7%	77.6%	77.6%	75.7%
Students experiencing homelessness	*	100.0%	*	67.0%	76.2%	64.6%
Students in Foster Care	N	*	N	50.4%	61.9%	47.1%
Military-Connected Students	*	*	*	91.4%	94.9%	88.4%
Migrant Students	N	N	N	85.5%	64.3%	64.6%

Graduation/ Postsecondary

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.

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Accountability Graduation Rates

This table shows Cohort 2023 4-year and Cohort 2022 5-year graduation rates both overall and by student group. For accountability and annual targets, graduation data from the prior year is used. These graduation rates are the "federal version" of the graduation rate, which means that students with disabilities who did not meet either the state course, local attendance, and/or state graduation assessment requirements are not included as graduates (the numerator), but they are included in the adjusted cohort (the denominator).

Student Group	Cohort 2023: 4-Year Graduation Rate	Cohort 2023: Annual Target	Cohort 2023: Met Target	Cohort 2022: 5-Year Graduation Rate	Cohort 2022: Annual Target	Cohort 2022: Met Target
Districtwide	97.5%	92.7%	Met Goal	93.1%	N	N
White	98.3%	92.9%	Met Goal	93.6%	N	N
Hispanic	97.8%	93.4%	Met Goal	93.3%	N	N
Black or African American	90.5%	N	N	*	**	**
Asian, Native Hawaiian, or Pacific Islander	96.6%	93.4%	Met Goal	93.3%	N	N
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	*	**	**	*	**	**
Economically Disadvantaged Students	100.0%	95.0%	Met Goal	96.9%	N	Met Goal
Students with Disabilities	93.2%	64.5%	Met Target	64.5%	N	N
Multilingual Learners	90.9%	**	**	86.7%	**	**

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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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	88.9%	88.7%
Substitute Competency Test	9.5%	9.5%
Portfolio Appeals Process	0.8%	0.5%
Alternate Requirements Specified in IEP	0.3%	0.8%
Unknown/Other	0.5%	0.5%

Dropout Rate Trends

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

School Year	District Rate	State Rate
2023-2024	0.0%	1.0%
2022-2023	0.0%	1.2%
2021-2022	0.3%	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.

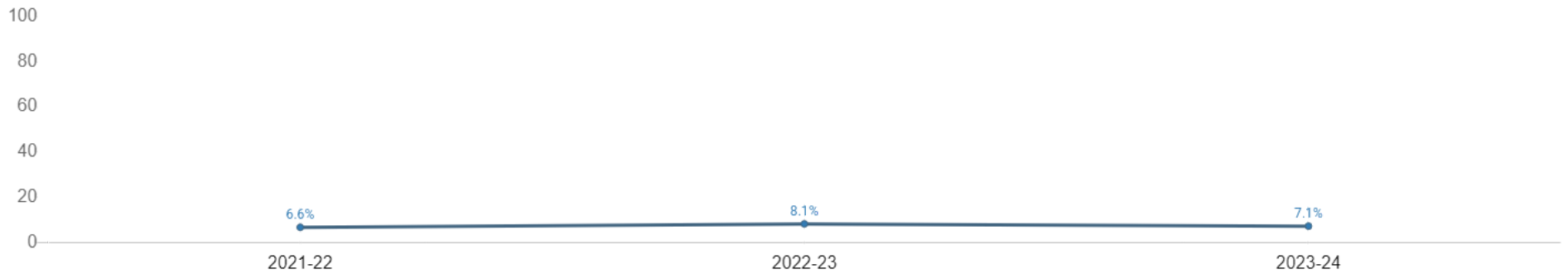
Year of Graduation	Graduates enrolled in apprenticeship programs
2023	*
2022	*
2021	*
2020	*
2019	*
2018	*
2017	*
2016	*

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	6.6%	8.1%	7.1%
ESSA Target (State Average for Grades Served)	18.1%	16.6%	14.9%
Met ESSA Target	Met	Met	Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%

Report Key:

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** Accountability calculations require 20 or more students

N No Data is available to display

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Chronic Absenteeism

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

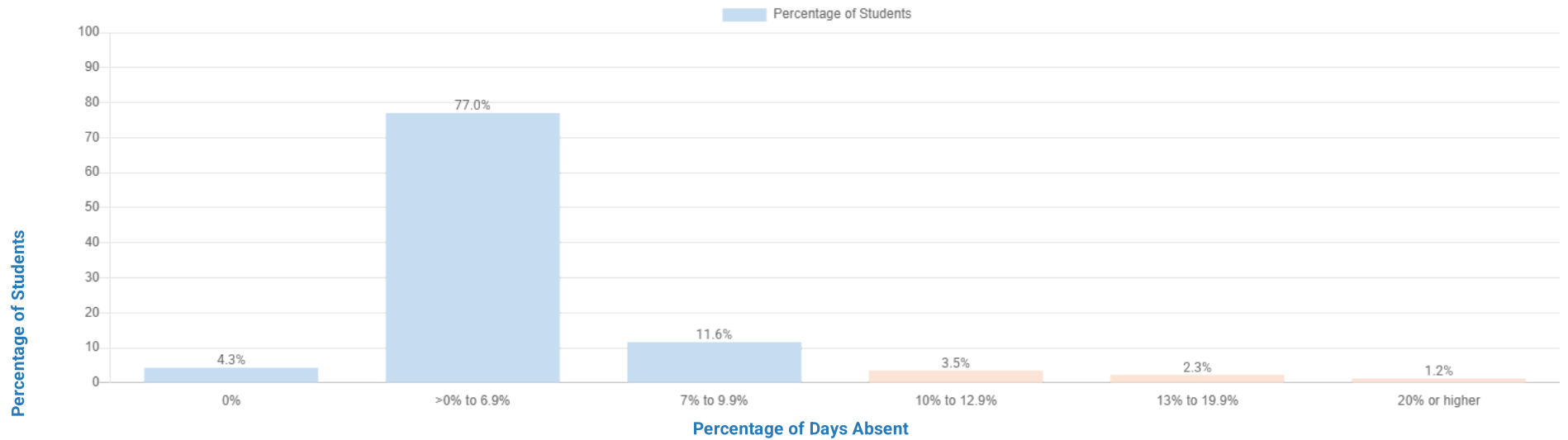
Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	388	7.1%	14.9%	Met
White	235	7.8%	14.9%	Met
Hispanic	96	8.1%	14.9%	Met
Black or African American	6	3.7%	14.9%	Met
Asian, Native Hawaiian, or Pacific Islander	38	4.0%	14.9%	Met
American Indian or Alaska Native	3	12.5%	14.9%	Met
Two or More Races	10	5.5%	14.9%	Met
Female	*	7.2%		
Male	*	6.8%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	99	12.9%	14.9%	Met
Students with Disabilities	124	11.5%	14.9%	Met
Multilingual Learners	24	7.6%	14.9%	Met
Students Experiencing Homelessness	10	16.1%		
Students in Foster Care	*	*		
Military-Connected Students	3	12.5%		
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.

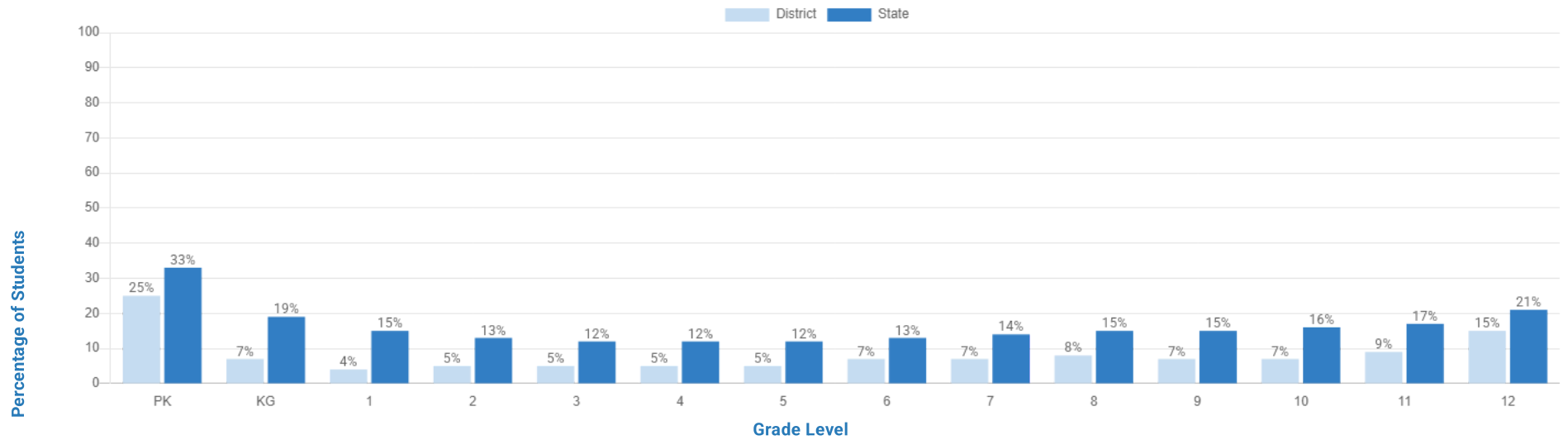


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Chronic Absenteeism by Grade

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	40
Weapons	2
Vandalism	15
Substances	30
Harassment, Intimidation, Bullying (HIB)	88
Total Unique Incidents	167
Incidents Per 100 Students Enrolled	2.99

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	8
Weapons	2
Vandalism	8
Substances	13
Harassment, Intimidation, Bullying (HIB)	9
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and 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	6	33	39
Religion	8	13	21
Ancestry	8	12	20
Gender	2	8	10
Sexual Orientation	1	8	9
Disability	4	6	10
Other	8	36	44
No Identified Nature	51		51

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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	6	0%	75	2%	77	3%	5	0%	0	0%
Hispanic	2	0%	40	3%	42	3%	3	0%	0	0%
Black or African American	1	1%	5	3%	6	3%	1	1%	0	0%
Asian	0	0%	13	1%	13	1%	2	0%	0	0%
Native Hawaiian or Pacific Islander	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0%	0	0%	0	0%	0	0%	0	0%
Two or more races	0	0%	4	2%	4	2%	0	0%	0	0%
Female	*	0%	*	1%	*	1%	*	0%	*	0%
Male	*	0%	*	4%	*	4%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	1	0%	31	3%	32	4%	5	1%	0	0%
Students with disabilities	5	0%	41	4%	43	4%	0	0%	0	0%

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Student Disciplinary Removals: By Grade Level

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

Grade	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Districtwide	9	0%	137	2%	142	3%	11	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	1	0%	0	0%	1	0%	0	0%	0	0%
2	0	0%	0	0%	0	0%	0	0%	0	0%
3	1	0%	1	0%	1	0%	2	0%	0	0%
4	0	0%	4	1%	4	1%	0	0%	0	0%
5	1	0%	11	2%	12	3%	5	1%	0	0%
6	1	0%	7	2%	8	2%	2	0%	0	0%
7	3	1%	18	4%	19	4%	1	0%	0	0%
8	0	0%	14	3%	14	3%	1	0%	0	0%
9	0	0%	27	7%	27	7%	0	0%	0	0%
10	0	0%	14	3%	14	3%	0	0%	0	0%
11	0	0%	18	4%	18	4%	0	0%	0	0%
12	2	0%	23	6%	24	6%	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	45	1%	10	0%	8	0%	12	0%	2	0%	11	0%	10	0%
White	28	1%	6	0%	6	0%	8	0%	<5	<5.00%	7	0%	5	0%
Hispanic	10	1%	3	0%	1	0%	3	0%	<5	<5.00%	2	0%	3	0%
Black or African American	3	2%	1	1%	1	1%	0	0%	<5	<5.00%	0	0%	1	1%
Asian	3	0%	0	0%	0	0%	1	0%	<5	<5.00%	1	0%	1	0%
Native Hawaiian or Pacific Islander	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
American Indian or Alaska Native	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
Two or more races	1	1%	0	0%	0	0%	0	0%	<5	<5.00%	1	1%	0	0%
Female	*	0%	*	0%	*	0%	*	0%	*	<5.00%	*	0%	*	0%
Male	*	1%	*	0%	*	0%	*	0%	*	<5.00%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	6	1%	1	0%	1	0%	1	0%	<5	<5.00%	1	0%	2	0%
Students with disabilities	11	1%	2	0%	2	0%	3	0%	<5	<5.00%	1	0%	3	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	45	1%	10	0%	8	0%	12	0%	2	0%	11	0%	10	0%
PK	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
KG	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
1	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
2	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
3	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
4	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
5	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
6	2	0%	1	0%	0	0%	0	0%	<5	<5.00%	1	0%	0	0%
7	3	1%	0	0%	1	0%	0	0%	<5	<5.00%	2	0%	0	0%
8	4	1%	3	1%	0	0%	0	0%	<5	<5.00%	0	0%	1	0%
9	10	2%	6	1%	0	0%	0	0%	<5	<5.00%	4	1%	0	0%
10	8	2%	0	0%	0	0%	1	0%	<5	<5.00%	2	0%	4	1%
11	12	3%	0	0%	7	2%	9	2%	<5	<5.00%	0	0%	2	0%
12	6	1%	0	0%	0	0%	2	0%	<5	<5.00%	2	0%	3	1%

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	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	0%
White	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
Hispanic	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
Black or African American	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
Asian	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
Native Hawaiian or Pacific Islander	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
American Indian or Alaska Native	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
Two or more races	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
Female	*	<5.00%	*	0%	*	0%	*	0%	*	0%	*	0%	*	<5.00%
Male	*	<5.00%	*	0%	*	0%	*	0%	*	0%	*	0%	*	<5.00%
Non- Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
Students with disabilities	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%

Climate and Environment

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

Students Arrested by Type of Incident Leading to Arrest: By 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	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	0%
PK	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
KG	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
1	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
2	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
3	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
4	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
5	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
6	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
7	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
8	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
9	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
10	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
11	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
12	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%

Climate and Environment

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

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

388

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	488	119,239
Average years experience in public schools	12.9	12.6
Average years experience in district	11.2	11.3
Number of Teachers with 4 or more years experience in the district	369	87,243
Percentage of Teachers with 4 or more years experience in the district	75.6%	73.6%
Number of out-of-field teachers	2	2,931
Percentage of out-of-field teachers	0.4%	2.5%
Number of Teachers with Provisional Credentials	58	9,065
Percentage of Teachers with Provisional Credentials	11.8%	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	30	10,170
Average years experience in public schools	17.7	16.2
Average years experience in district	11.4	12.5
Number of Administrators with 4 or more years experience in the district	25	7,734
Percentage of Administrators with 4 or more years experience in the district	83.3%	76.8%

Staff Counts

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

Staff Category	District: Total Staff Members	State: Total Staff Members
Teachers	488	119,239
Administrators	30	10,170
Librarians/Media Specialists	3	1,160
Nurses	7	3,025
School Counselors	15	4,673
Child Study Team Members	38	9,654
School Psychologists	8	2,185
School Social Workers	8	2,750
Student Assistance Coordinators	2	400
School Safety Specialists	1	681

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Student and Staff Ratios

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

Ratio	District Ratio
Students to Teachers	11:1
Students to Administrators	186:1
Teachers to Administrators	16:1
Students to Librarians/Media Specialists †	1861:1
Students to Nurses †	797:1
Students to Counselors †	372:1
Students to Child Study Team Members †,††	30:1
Students to School Psychologists †	698:1
Students to School Social Workers †	698:1
Students to Student Assistance Coordinators †	2791:1
Students to School Safety Specialists †	5582:1

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

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

Teachers and Administrators – Demographics

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

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	48.0%	82.0%	50-60%	48.0%	77.0%	57.0%
Male	52.0%	18.0%	40-50%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤10%	≤1%	≤1%	≤1%
White	54.8%	91.0%	90.0%	38.2%	81.8%	74.5%
Hispanic	21.3%	4.9%	3.3%	34.0%	8.6%	8.6%
Black or African American	3.0%	0.8%	3.3%	14.2%	6.4%	14.4%
Asian	16.9%	3.3%	3.3%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.4%	0.5%
Two or More Races	3.4%	0.0%	0.0%	3.1%	0.3%	0.4%

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

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

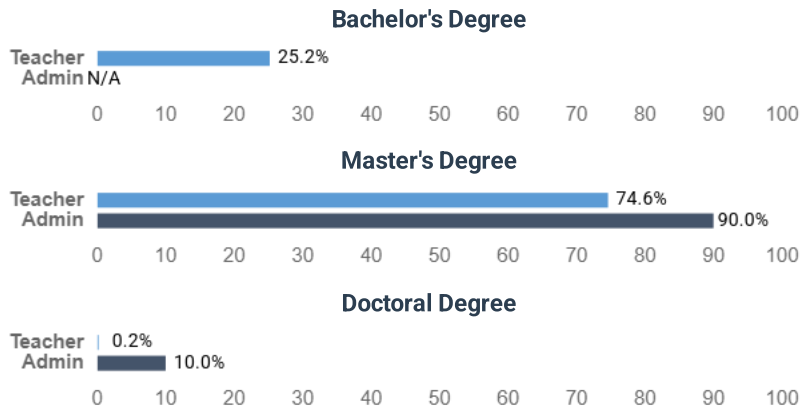
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. 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	94.4%	89.5%
2022-23 Administrators: Same district 2023-24	89.7%	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)	142	>95%	≤5%	≤5%	92.3%	4.9%	0.0%	2.8%	0.0%	0.0%	0.0%	69.0%	30.3%	69.7%	0.0%
English/Language Arts/Literacy	55	80-90%	10-20%	≤10%	94.5%	3.6%	0.0%	1.8%	0.0%	0.0%	0.0%	74.5%	14.5%	83.6%	1.8%
English to Speakers of Other Languages	12	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	75.0%	8.3%	91.7%	0.0%
Mathematics	43	70-80%	20-30%	≤10%	95.3%	2.3%	0.0%	2.3%	0.0%	0.0%	0.0%	83.7%	18.6%	81.4%	0.0%
Science	31	70-80%	20-30%	≤10%	87.1%	0.0%	6.5%	6.5%	0.0%	0.0%	0.0%	77.4%	12.9%	87.1%	0.0%
Social Studies/History	31	40-50%	50-60%	≤10%	93.5%	3.2%	0.0%	3.2%	0.0%	0.0%	0.0%	83.9%	29.0%	71.0%	0.0%
World Language	28	>80%	≤20%	≤20%	53.6%	32.1%	0.0%	14.3%	0.0%	0.0%	0.0%	82.1%	14.3%	85.7%	0.0%
Visual and Performing Arts	30	60-70%	20-30%	≤10%	83.3%	6.7%	6.7%	3.3%	0.0%	0.0%	0.0%	70.0%	40.0%	60.0%	0.0%
Health/Physical Education	30	30-40%	50-60%	≤10%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	90.0%	13.3%	86.7%	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	10	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	60.0%	40.0%	60.0%	0.0%
Computer Science/IT	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Industrial Arts	3	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	33.3%	66.7%	33.3%	0.0%
Career and Technical Education	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	50.0%	50.0%	0.0%
Special Education	82	90-95%	5-10%	≤5%	92.7%	6.1%	0.0%	1.2%	0.0%	0.0%	0.0%	75.6%	22.0%	78.0%	0.0%
Bilingual	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N

Per-Pupil Expenditures

Per-Pupil Expenditures by Source

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

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

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

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

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

Fair Lawn Boro	Federal	State & Local	Total	ADE**
District Level Total Expenditures	\$322	\$18,503	\$18,825	5,517.4
District Level Central Expenditures		\$831	\$831	5,517.4
Fair Lawn High School	\$643	\$19,103	\$19,746	1,643.8
Thomas Jefferson Middle School	\$146	\$16,048	\$16,194	1,144.8
Memorial Middle School	\$241	\$19,942	\$20,183	644.8
Henry B. Milnes Elementary School	\$114	\$13,299	\$13,413	390.0
John A. Forrest Elementary School	\$313	\$17,495	\$17,808	264.3
Lyncrest Elementary School	\$114	\$17,129	\$17,243	197.2
Radburn Elementary School	\$113	\$13,769	\$13,882	424.5
Warren Point Elementary School	\$114	\$15,179	\$15,293	399.3
Westmoreland Elementary School	\$336	\$23,911	\$24,247	408.8

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	71.0%	73.5%	75.1%
Math Proficiency	61.5%	63.8%	65.9%
ELA Growth†	73	56	59
Math Growth†	42	58	50
4-Year Graduation Rate (Prior Year)††	96.2%	92.6%	97.5%
5-Year Graduation Rate (Prior Year)††	95.4%	96.4%	93.1%
Progress toward English Language Proficiency	64.7%	62.7%	63.7%
Chronic Absenteeism	6.6%	8.1%	7.1%

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

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

Accountability

Accountability Summary by Student Group - 2023-24 School Year

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

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

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

†Target was met within a confidence interval.

Narrative

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



Mission, Vision, Theme:

The Fair Lawn Public Schools and community in which we thrive truly believe that the Leaders of Tomorrow Attend Fair Lawn Schools Today. The District is committed to continuous improvement and high levels of learning for all students. We seek to foster self-confidence and empower students with the critical, technological, and communication tools necessary to be productive, responsible citizens in a global society.



Awards, Recognition, Accomplishments:

Voted #24 for Best School District in New Jersey by Niche.com; two Blue Ribbon Schools; US News and World Report ranked Fair Lawn High School within the top 8% of public high schools in the nation.



Courses, Curriculum, Instruction:

Fair Lawn's curriculum is aligned to the NJSLs and provides students with a rigorous learning experience. Our course of studies includes offerings in core subjects, a variety of elective choices, dual enrollment opportunities, and several NJDOE-approved CTE programs of study.

Narrative

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



Sports and Athletics:

Boys, girls, and co-ed sports teams are available at the high school level.



Clubs and Activities:

Fair Lawn Public Schools offers a variety of co-curricular activities and clubs at all levels with Fair Lawn High School sponsoring nearly 70 clubs.



Before and After School Programs:

Fair Lawn Public Schools offers a district-run Before and After School Program for students in grades K through 8.

Narrative

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



Staff and Professional Learning:

Professional development in Fair Lawn is focused on the District's Strategic Plan, its annual goals, Professional Development Plan, and other District/School/Department initiatives. New teachers participate in a comprehensive summer orientation program as well as a supportive four-year induction program. During professional development opportunities, teachers collaborate on curriculum work, enhance their repertoire of instructional strategies, and engage in other tasks to improve their craft. District staff also participate in mental health, differentiation, Orton-Gillingham, and SIOP training to address the diverse needs of our students.



Postsecondary Information:

65% of our 2024 graduates aspired to attend 4-year colleges, and 16% aspired to attend 2-year colleges. 2.1% aspired to trade/technical school. 1.2% pursued military opportunities or entered employment and 15.7% of students reported a gap-year or could not report their post secondary plans. Our 2024 graduates attend Ivy League institutions, military academies, trade schools, and many other competitive colleges and universities. We provide the PSAT in-school to students in grades 10 and 11 in the fall, as well as the SAT in the fall and the spring.



Student Supports and Services:

Fair Lawn Public Schools offers numerous support services to address the needs of its diverse student population. These include comprehensive programs for Students with Disabilities, Multi-language Learners, students with 504 plans, Intervention and Referral Services, Math and Literacy Intervention, positive intervention and supports, social-emotional learning curriculum, and a three-tiered mental health program.

Narrative

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



Student Health and Wellness:

Student health and wellness is a district focus in the Fair Lawn Public Schools. The District offers a comprehensive wellness program to students, and all physical education and health curriculum are aligned to the 2020 New Jersey Student Learning Standards for Comprehensive Health and Physical Education. Additionally, students in grades K through 12 engage in lessons centered on social-emotional learning. Tiered mental health supports, as well as student wellness activities, are offered at all grade levels.



Parent and Community Involvement:

Fair Lawn Public Schools maintains a strong affiliation with its various parent groups such as numerous PTAs/PTOs, PTA Council, FLASE (special education parent group), Parents for Athletics, and Friends of Music. These groups support our students and staff in a multitude of ways including support for special events such as author visits, guest speakers, field trips, and assembly programs.



Facilities:

Fair Lawn Public Schools consist of 6 elementary schools (grades K-4), 2 middle schools (grades 5-8), and 1 high school (grades 9-12).

Narrative

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



School Safety:

Fair Lawn Public Schools continues to prioritize the safety of students and staff. Each district school employs a full-time SLEO 3 Officer with additional security personnel at the middle schools and high school. The District also employs a full-time Director of Security.



Technology and STEM:

Fair Lawn Public Schools continues to enhance technology offerings throughout the district for both staff and students. With a focus on our 1:1 laptop and Chromebook initiatives in the high school and middle schools, respectively, the Director of Educational Applications and Training and the High School Instructional Technology Coach work with staff to expand their instructional practices. This job-embedded professional learning supports our focus on 21st century teaching and learning.

Narrative

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



Other Information:

Fair Lawn Public Schools has a long tradition of providing a high-quality, rigorous academic program that allows students to reach their maximum potential. Our programs include a wide array of offerings including numerous honors and AP courses. Students also have many co-curricular, music, art, and athletic options, as well. All district programs are supported by a committed and professional faculty, staff, and administration, along with the support of numerous parent groups.