



Fort Lee School District (03-1550)

2023-2024

County: Bergen

District: Fort Lee School District

231 Main Street
3Fl

Fort Lee, NJ 07024

Superintendent: Dr. Robert Kravitz

[District Website](#)

201-585-4612 x7501



4,075
Total Students



PK-12
Grades Offered

Overview & Resources

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

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

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

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

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

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

Overview & Resources

District Contact Information

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

Type	Contact Information
County	Bergen
District	Fort Lee School District
Superintendent Name	Dr. Robert Kravitz
Address	231 Main Street, 3Fl , Fort Lee, NJ 07024
Phone Number	201-585-4612 x7501
Email Address	rkravitz@flboe.com
Website	www.flboe.com
Facebook	https://www.facebook.com/fort-lee-public-schools-203180137084857

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
Fort Lee High School	09-12
Lewis F. Cole Middle School	05-08
School No. 1	KG-04
School No. 2	PK-04
School No. 3	PK-04
School No. 4	KG-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	70	83	100
KG	313	303	297
1	349	313	308
2	329	338	322
3	310	333	342
4	300	323	333
5	281	287	318
6	309	285	293
7	308	296	291
8	330	305	304
9	287	322	272
10	279	281	321
11	278	284	285
12	309	289	289
Total	4,052	4,042	4,075

Enrollment Trends by Student Group

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

Student Group	2021-22	2022-23	2023-24
Female	49.0%	49.0%	48.0%
Male	51.0%	51.0%	52.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	8.0%	10.2%	18.0%
Students with Disabilities	14.3%	16.1%	16.8%
Multilingual Learners	11.5%	13.4%	14.4%
Students Experiencing Homelessness	0.2%	0.4%	0.4%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.1%	0.1%	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	25.6%	25.2%	24.5%
Hispanic	20.1%	20.8%	20.7%
Black or African American	4.5%	5.0%	4.5%
Asian	46.7%	45.7%	46.6%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.1%	0.1%	0.2%
Two Or More Races	2.7%	3.0%	3.3%

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	22	31	34
PK - Full Day	48	52	66
KG - Half Day	0	0	0
KG - Full Day	313	303	297

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.

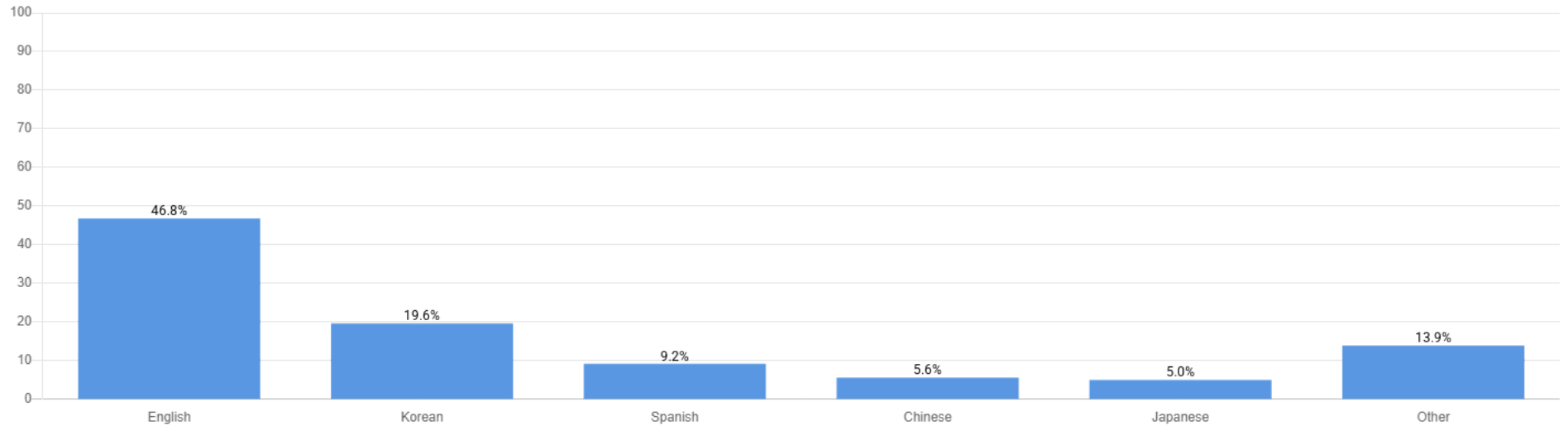
Enrollment Status	2021-22	2022-23	2023-24
Full Time Students	4,052	4,042	4,075
Shared Time Students	0	0	0
Full Time Equivalent	4,052	4,042	4,075

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.

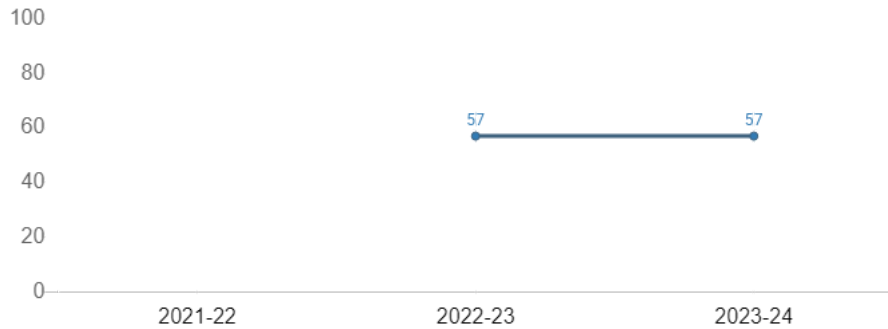
Important Note for 2023-24: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022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

Student Growth Trends and Progress

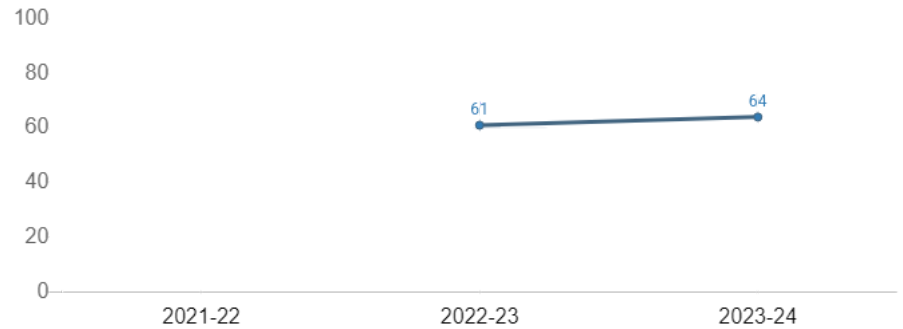
These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

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		57	57		61	64
Met Standard (40-59.5)?		Met Standard	Met Standard		Exceeds Standard	Exceeds Standard
Statewide: Median Student Growth Percentile		50	50		50	50

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

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Student Growth

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

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	57	50	Met Standard	64	50	Exceeds Standard
White	56	50	Met Standard	61	51	Exceeds Standard
Hispanic	41	49	Met Standard	46	48	Met Standard
Black or African American	52.5	47	Met Standard	51.5	46	Met Standard
Asian, Native Hawaiian, or Pacific Islander	65	59	Exceeds Standard	71	60	Exceeds Standard
American Indian or Alaska Native	*	50	**	*	50	**
Two or More Races	50	50	Met Standard	59	51	Met Standard
Female	62	52		66	50	
Male	50	48		61	50	
Non-Binary/Undesignated Gender	N	44		N	45.5	
Economically Disadvantaged Students	55	48	Met Standard	56	48	Met Standard
Students with Disabilities	49	43	Met Standard	40.5	44	Met Standard
Multilingual Learners	60	50	Exceeds Standard	71	50	Exceeds Standard
Students Experiencing Homelessness	*	43		*	45	
Students in Foster Care	N	40		N	47	
Military-Connected Students	*	47.5		*	51	
Migrant Students	N	53		N	44	

Student Growth

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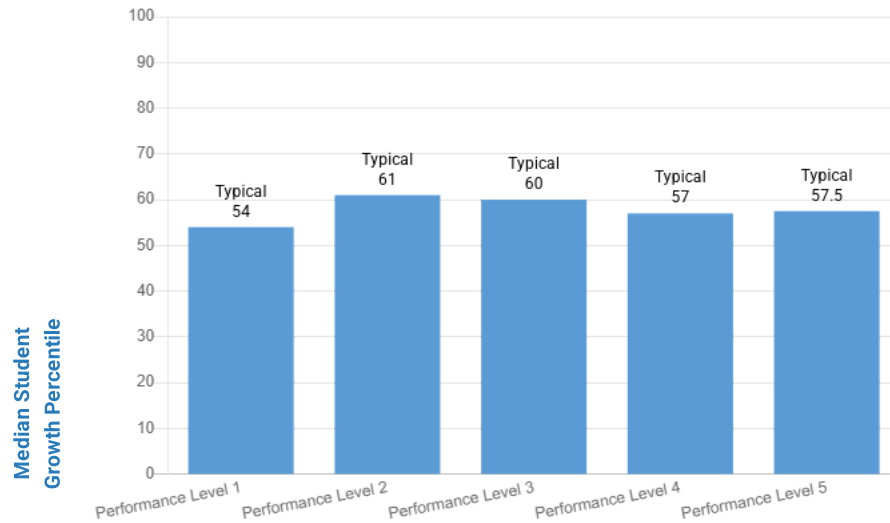
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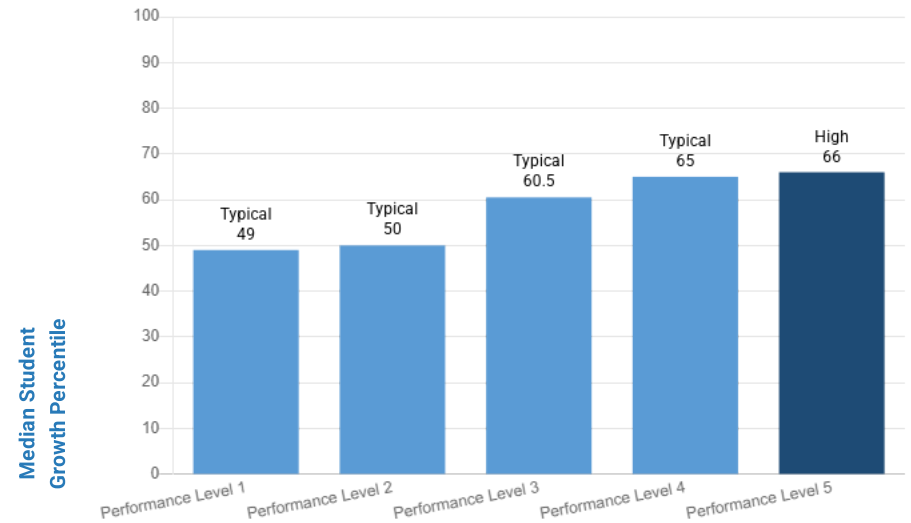
Student Growth by Performance Level

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

ELA



Math



Student Growth

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

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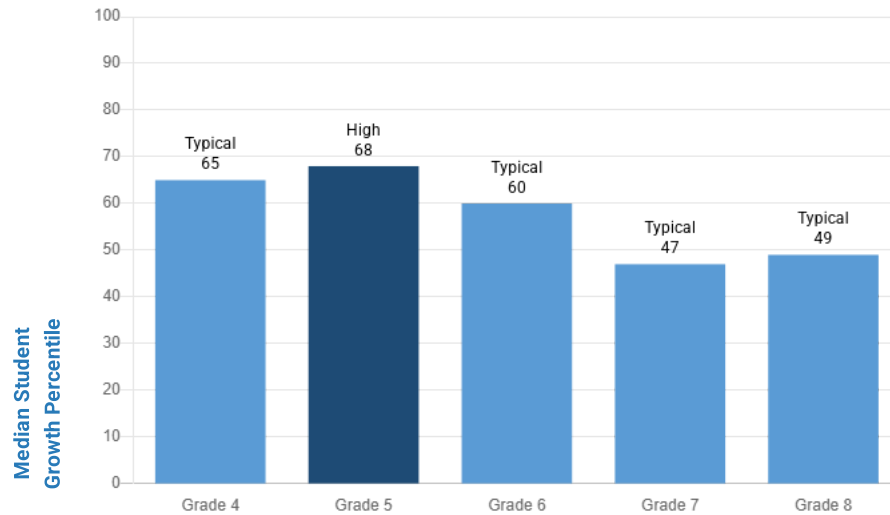
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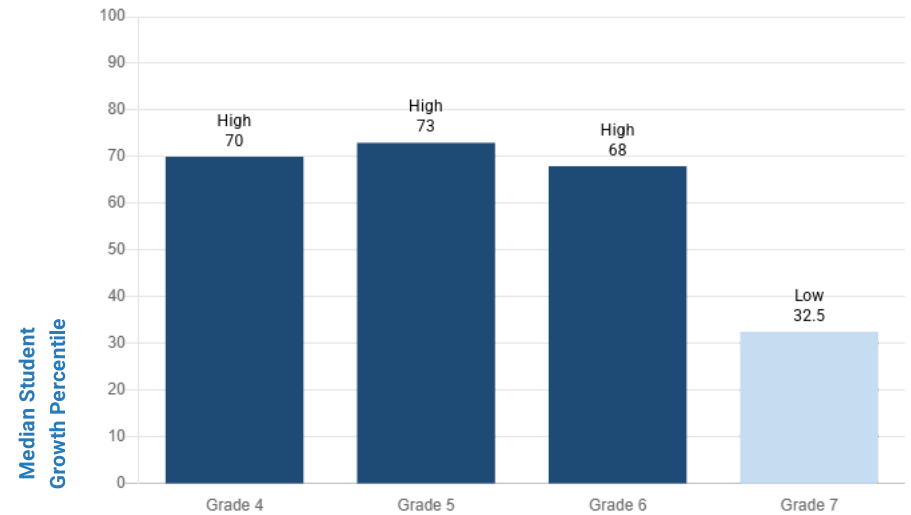
Student Growth by Grade

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

ELA



Math



Academic Achievement

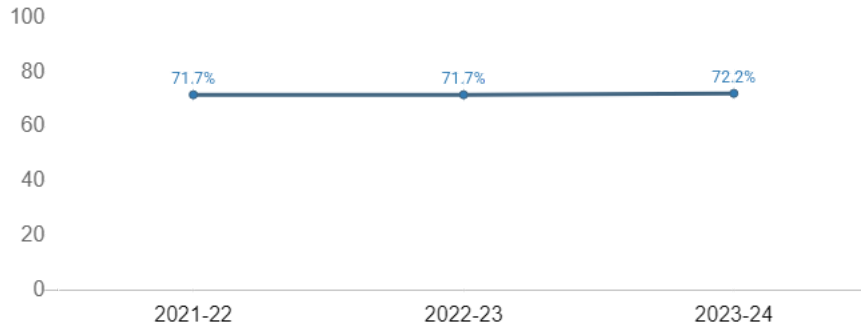
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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

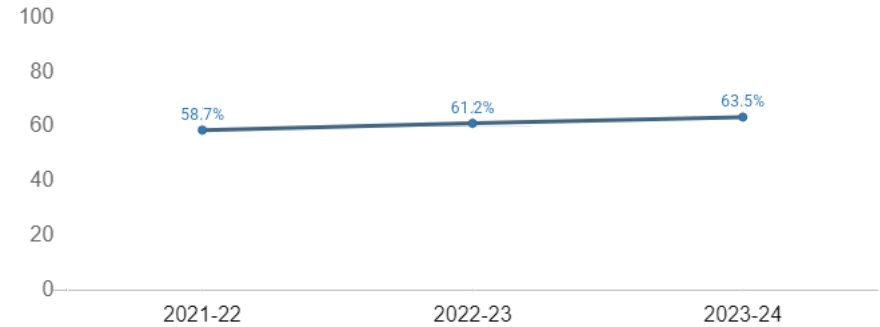
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	98.6%	98.2%	99.2%	98.3%	98.0%	99.2%
Proficiency Rate for Federal Accountability	71.7%	71.7%	72.2%	58.7%	61.2%	63.5%
Annual Target	73.4%	73.8%	72.6%	67.2%	68.0%	62.5%
Met Annual Target?	Met Target†	Not Met	Met Target†	Not Met	Not Met	Met Target
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

† Target was met within a confidence interval.

Academic Achievement

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	2,031	99.2%	72.2%	52.2%	72.2%	72.6%	Met Target†
White	517	99.2%	70.2%	61.8%	70.2%	70.9%	Met Target†
Hispanic	416	98.6%	57.7%	38%	57.7%	57.1%	Met Target
Black or African American	92	97.9%	47.8%	35.9%	47.8%	53.7%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	944	99.6%	81.9%	79.9%	81.9%	83.5%	Met Goal
American Indian or Alaska Native	*	*	*	51.2%	*	**	**
Two or More Races	*	98.3%	74.1%	59.4%	74.1%	60%	Met Target
Female	*	98.9%	76.9%	57.7%	76.9%		
Male	*	99.5%	67.9%	47%	67.9%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	357	98.4%	57.1%	34.6%	57.1%	59%	Met Target†
Non-Economically Disadvantaged Students	1,674	99.4%	75.4%	62.8%	75.4%		
Students with Disabilities	349	97%	34.7%	19.8%	34.7%	34.8%	Met Target†
Students without Disabilities	1,682	99.7%	80%	59.4%	80%		
Multilingual Learners	368	99.5%	54.6%	23.1%	54.6%	57.5%	Met Target†
Non-Multilingual Learners	1,663	99.1%	76.1%	56.2%	76.1%		
Students Experiencing Homelessness	*	*	*	21.9%	*		
Students in Foster Care	*	*	*	19.3%	*		
Military-Connected Students	*	*	*	48.2%	*		
Migrant Students	*	*	*	13.3%	*		

† Target was met within a confidence interval.

Report Key:

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

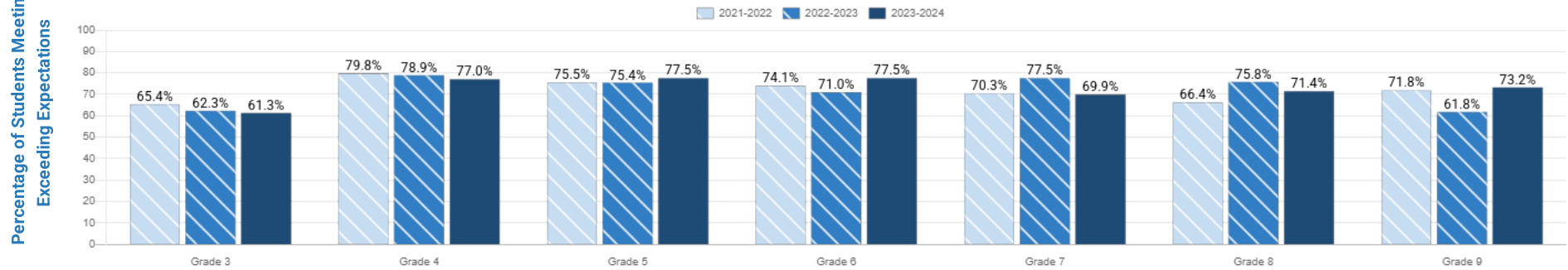
Academic Achievement

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

English Language Arts Assessment - Performance 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	313	762	741	9%	9%	20%	46%	15%	61%	44%
White	73	755	751	8%	10%	29%	47%	7%	53%	53%
Hispanic	46	738	724	13%	22%	20%	43%	2%	46%	29%
Black or African American	*	*	725	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	175	772	770	8%	6%	18%	46%	22%	69%	70%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	46%
Two or More Races	11	779	751	9%	0%	0%	64%	27%	91%	52%
Female	*	764	746	7%	7%	23%	48%	15%	63%	48%
Male	*	760	736	10%	11%	18%	45%	16%	60%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	39	732	722	23%	18%	28%	26%	5%	31%	26%
Non-Economically Disadvantaged Students	274	766	753	7%	8%	19%	49%	17%	66%	55%
Students with Disabilities	50	726	710	30%	22%	16%	24%	8%	32%	18%
Students without Disabilities	263	769	747	5%	7%	21%	50%	17%	67%	49%
Multilingual Learners	53	734	704	23%	13%	26%	32%	6%	38%	13%
Non-Multilingual Learners	260	768	746	6%	8%	19%	49%	17%	66%	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	313	773	749	6%	7%	10%	41%	36%	77%	51%
White	*	770	758	0%	12%	16%	43%	30%	73%	61%
Hispanic	*	753	734	15%	13%	11%	41%	20%	61%	35%
Black or African American	*	746	733	18%	18%	0%	55%	9%	64%	34%
Asian, Native Hawaiian, or Pacific Islander	159	783	776	6%	2%	7%	38%	48%	86%	78%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	51%
Two or More Races	*	780	757	0%	9%	9%	55%	27%	82%	60%
Female	*	783	752	1%	5%	10%	39%	45%	84%	54%
Male	*	763	745	11%	9%	10%	42%	28%	70%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	42	757	731	14%	10%	12%	38%	26%	64%	32%
Non-Economically Disadvantaged Students	271	776	760	5%	7%	10%	41%	38%	79%	63%
Students with Disabilities	46	738	720	26%	17%	15%	30%	11%	41%	21%
Students without Disabilities	267	779	755	3%	5%	9%	42%	41%	83%	57%
Multilingual Learners	40	732	711	23%	15%	25%	38%	0%	38%	13%
Non-Multilingual Learners	273	779	753	4%	6%	8%	41%	42%	83%	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	302	777	750	4%	6%	13%	48%	30%	77%	52%
White	76	776	760	7%	4%	12%	49%	29%	78%	63%
Hispanic	60	760	736	3%	10%	15%	60%	12%	72%	37%
Black or African American	16	770	734	0%	6%	19%	63%	13%	75%	35%
Asian, Native Hawaiian, or Pacific Islander	144	787	778	3%	5%	10%	42%	40%	82%	80%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	*	*	757	*	*	*	*	*	*	60%
Female	*	787	755	1%	5%	9%	45%	39%	84%	57%
Male	*	767	745	6%	7%	17%	51%	20%	71%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	47	765	732	4%	11%	19%	45%	21%	66%	33%
Non-Economically Disadvantaged Students	255	779	761	4%	5%	12%	48%	31%	80%	64%
Students with Disabilities	42	743	719	12%	21%	19%	40%	7%	48%	20%
Students without Disabilities	260	783	756	2%	3%	12%	49%	33%	82%	59%
Multilingual Learners	27	719	705	*	*	*	*	*	*	*
Non-Multilingual Learners	275	783	754	1%	4%	9%	52%	33%	85%	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	276	775	751	5%	8%	9%	39%	38%	78%	53%
White	80	771	760	6%	6%	13%	44%	31%	75%	63%
Hispanic	53	762	738	8%	11%	9%	45%	26%	72%	39%
Black or African American	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	121	787	778	2%	6%	6%	36%	50%	86%	82%
American Indian or Alaska Native	*	*	748	*	*	*	*	*	*	49%
Two or More Races	12	771	758	8%	8%	17%	25%	42%	67%	60%
Female	*	779	756	4%	6%	13%	33%	44%	77%	59%
Male	*	771	746	6%	11%	5%	46%	32%	78%	48%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	55	761	735	7%	16%	7%	42%	27%	69%	35%
Non-Economically Disadvantaged Students	221	778	761	5%	6%	10%	39%	41%	80%	65%
Students with Disabilities	58	745	719	17%	31%	9%	19%	24%	43%	17%
Students without Disabilities	218	783	758	2%	2%	9%	45%	42%	87%	60%
Multilingual Learners	*	*	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	777	754	4%	8%	8%	41%	39%	80%	57%
Students Experiencing Homelessness	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	724	*	*	*	*	*	*	22%
Military-Connected Students	*	*	754	*	*	*	*	*	*	55%
Migrant Students	*	*	712	*	*	*	*	*	*	29%

Academic Achievement

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

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English Language Arts Assessment - Performance By Grade: Grade 7

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	282	772	752	9%	6%	16%	30%	40%	70%	54%
White	61	773	761	7%	3%	20%	36%	34%	70%	64%
Hispanic	66	743	737	21%	12%	20%	27%	20%	47%	39%
Black or African American	18	743	734	6%	17%	44%	17%	17%	33%	37%
Asian, Native Hawaiian, or Pacific Islander	126	790	785	3%	2%	7%	30%	57%	87%	84%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	51%
Two or More Races	*	775	759	9%	9%	18%	27%	36%	64%	60%
Female	*	781	758	4%	4%	15%	28%	49%	76%	60%
Male	*	764	746	12%	8%	16%	31%	33%	65%	48%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	56	746	734	21%	13%	20%	20%	27%	46%	36%
Non-Economically Disadvantaged Students	226	778	762	5%	4%	15%	32%	43%	76%	64%
Students with Disabilities	47	717	715	40%	15%	23%	17%	4%	21%	18%
Students without Disabilities	235	783	759	2%	4%	14%	32%	47%	80%	61%
Multilingual Learners	20	711	700	35%	20%	30%	15%	0%	15%	*
Non-Multilingual Learners	262	777	756	6%	5%	15%	31%	43%	74%	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	294	773	751	6%	9%	13%	37%	34%	71%	53%
White	80	769	760	10%	5%	18%	39%	29%	68%	62%
Hispanic	67	748	736	7%	21%	18%	42%	12%	54%	39%
Black or African American	16	755	735	13%	6%	31%	31%	19%	50%	37%
Asian, Native Hawaiian, or Pacific Islander	125	790	783	2%	6%	6%	34%	51%	86%	82%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	52%
Two or More Races	*	*	757	*	*	*	*	*	*	59%
Female	*	778	759	4%	9%	10%	39%	38%	77%	60%
Male	*	768	743	8%	9%	17%	35%	31%	66%	46%
Non-binary/undesignated gender	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	57	761	734	9%	14%	14%	35%	28%	63%	36%
Non-Economically Disadvantaged Students	237	776	761	5%	8%	13%	38%	36%	73%	63%
Students with Disabilities	42	729	713	19%	24%	29%	26%	2%	29%	16%
Students without Disabilities	252	780	758	4%	7%	11%	39%	40%	79%	60%
Multilingual Learners	14	714	701	36%	29%	21%	14%	0%	14%	*
Non-Multilingual Learners	280	776	755	5%	8%	13%	38%	36%	74%	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	261	770	755	3%	8%	15%	41%	32%	73%	58%
White	73	771	764	4%	7%	12%	45%	32%	77%	67%
Hispanic	69	755	741	6%	10%	28%	43%	13%	57%	45%
Black or African American	17	753	737	6%	29%	12%	24%	29%	53%	40%
Asian, Native Hawaiian, or Pacific Islander	99	782	789	1%	4%	10%	39%	45%	85%	87%
American Indian or Alaska Native	*	*	757	*	*	*	*	*	*	59%
Two or More Races	*	*	761	*	*	*	*	*	*	64%
Female	*	773	762	3%	9%	11%	42%	36%	78%	64%
Male	*	768	747	4%	7%	19%	41%	28%	70%	51%
Non-binary/undesignated gender	*	*	774	*	*	*	*	*	*	77%
Economically Disadvantaged Students	62	753	738	6%	13%	26%	37%	18%	55%	41%
Non-Economically Disadvantaged Students	199	775	764	3%	7%	12%	43%	36%	79%	67%
Students with Disabilities	36	732	717	14%	33%	22%	22%	8%	31%	19%
Students without Disabilities	225	776	761	2%	4%	14%	44%	36%	80%	64%
Multilingual Learners	13	729	701	8%	23%	54%	15%	0%	15%	*
Non-Multilingual Learners	248	772	758	3%	7%	13%	43%	33%	76%	61%
Students Experiencing Homelessness	*	*	721	*	*	*	*	*	*	25%
Students in Foster Care	*	*	714	*	*	*	*	*	*	20%
Military-Connected Students	*	*	749	*	*	*	*	*	*	51%
Migrant Students	*	*	683	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	2,081	99.2%	63.5%	40.2%	63.5%	62.5%	Met Target
White	523	99.3%	58.9%	51.1%	58.9%	58.6%	Met Target
Hispanic	425	98.4%	36.5%	24.2%	36.5%	35.4%	Met Target
Black or African American	92	97.9%	27.2%	20.1%	27.2%	36.9%	Not Met
Asian, Native Hawaiian, or Pacific Islander	979	99.6%	81%	74.4%	81%	79.9%	Met Goal
American Indian or Alaska Native	*	*	*	42%	*	**	**
Two or More Races	*	98.3%	63.8%	48.9%	63.8%	53.3%	Met Target
Female	*	98.7%	62.4%	38.4%	62.4%		
Male	*	99.6%	64.4%	42%	64.4%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	370	98.4%	42.2%	21.7%	42.2%	44.8%	Met Target†
Non-Economically Disadvantaged Students	1,711	99.3%	68.1%	51.5%	68.1%		
Students with Disabilities	350	97%	24.6%	16.6%	24.6%	28.8%	Not Met
Students without Disabilities	1,731	99.6%	71.3%	45.4%	71.3%		
Multilingual Learners	418	99.6%	64.4%	18.7%	64.4%	61.9%	Met Target
Non-Multilingual Learners	1,663	99.1%	63.3%	43.5%	63.3%		
Students Experiencing Homelessness	*	*	*	12.9%	*		
Students in Foster Care	*	*	*	12.4%	*		
Military-Connected Students	*	*	*	38.8%	*		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

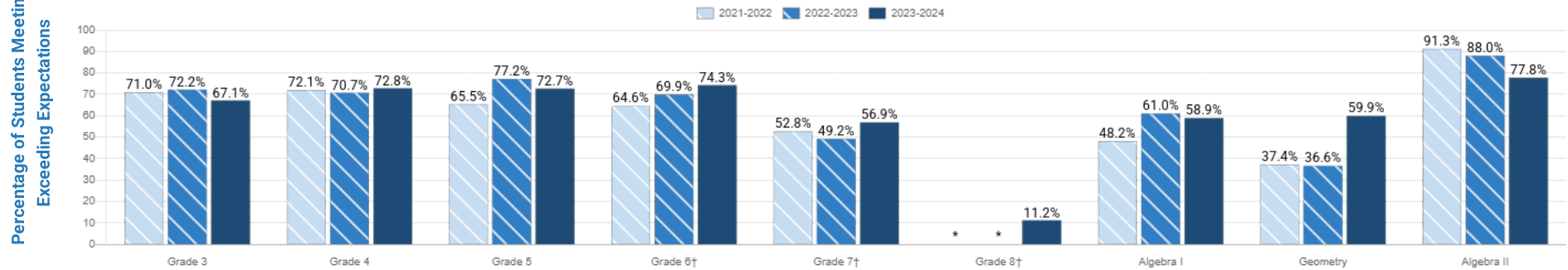
Academic Achievement

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	331	767	747	3%	6%	24%	41%	26%	67%	48%
White	74	759	757	0%	8%	38%	39%	15%	54%	60%
Hispanic	48	739	732	10%	17%	44%	25%	4%	29%	31%
Black or African American	*	*	728	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	190	779	776	3%	3%	12%	46%	36%	83%	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	51%
Two or More Races	11	775	755	0%	0%	9%	64%	27%	91%	56%
Female	*	763	744	3%	6%	27%	46%	19%	65%	45%
Male	*	771	749	4%	6%	21%	38%	31%	69%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	741	729	10%	14%	45%	21%	10%	31%	28%
Non-Economically Disadvantaged Students	*	771	758	2%	5%	20%	44%	28%	72%	60%
Students with Disabilities	50	739	725	16%	22%	32%	18%	12%	30%	25%
Students without Disabilities	281	773	751	1%	3%	22%	46%	28%	74%	52%
Multilingual Learners	71	753	722	6%	7%	32%	45%	10%	55%	20%
Non-Multilingual Learners	260	771	751	3%	6%	21%	40%	30%	70%	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	324	768	744	4%	6%	17%	52%	21%	73%	45%
White	*	765	754	3%	5%	16%	63%	13%	76%	57%
Hispanic	57	742	730	14%	11%	33%	39%	4%	42%	28%
Black or African American	*	737	726	9%	27%	27%	36%	0%	36%	24%
Asian, Native Hawaiian, or Pacific Islander	168	781	773	1%	4%	11%	52%	32%	84%	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	50%
Two or More Races	*	769	752	0%	9%	9%	73%	9%	82%	54%
Female	*	772	743	2%	5%	17%	53%	23%	76%	43%
Male	*	764	746	6%	8%	16%	52%	18%	70%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	748	727	11%	15%	22%	46%	7%	52%	25%
Non-Economically Disadvantaged Students	*	771	755	3%	5%	16%	53%	23%	76%	58%
Students with Disabilities	46	738	722	22%	22%	17%	28%	11%	39%	21%
Students without Disabilities	278	773	749	1%	4%	17%	56%	22%	78%	50%
Multilingual Learners	*	753	718	4%	16%	28%	40%	12%	52%	14%
Non-Multilingual Learners	*	771	748	4%	5%	15%	54%	22%	77%	49%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	15%
Students in Foster Care	*	*	716	*	*	*	*	*	*	15%
Military-Connected Students	*	*	744	*	*	*	*	*	*	43%
Migrant Students	*	*	721	*	*	*	*	*	*	17%

Academic Achievement

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

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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	311	769	741	4%	8%	15%	46%	27%	73%	40%
White	76	765	751	5%	8%	14%	49%	24%	72%	53%
Hispanic	63	744	726	8%	21%	24%	41%	6%	48%	23%
Black or African American	16	753	722	0%	6%	50%	38%	6%	44%	19%
Asian, Native Hawaiian, or Pacific Islander	150	784	772	1%	3%	7%	49%	40%	89%	76%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	*	*	748	*	*	*	*	*	*	49%
Female	*	771	739	2%	8%	14%	46%	30%	76%	38%
Male	*	766	742	6%	9%	16%	45%	24%	69%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	50	748	724	10%	14%	26%	38%	12%	50%	20%
Non-Economically Disadvantaged Students	261	773	752	3%	7%	13%	47%	30%	77%	53%
Students with Disabilities	41	734	717	17%	29%	20%	29%	5%	34%	16%
Students without Disabilities	270	774	746	2%	5%	14%	48%	30%	79%	45%
Multilingual Learners	37	741	711	14%	16%	27%	41%	3%	43%	*
Non-Multilingual Learners	274	772	744	3%	7%	14%	46%	30%	77%	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	288	769	737	5%	9%	12%	44%	30%	74%	36%
White	81	766	746	4%	9%	15%	48%	25%	73%	47%
Hispanic	53	749	723	11%	13%	15%	49%	11%	60%	20%
Black or African American	*	*	718	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	132	782	768	2%	6%	6%	40%	45%	86%	73%
American Indian or Alaska Native	*	*	735	*	*	*	*	*	*	33%
Two or More Races	12	760	743	0%	8%	42%	42%	8%	50%	45%
Female	*	768	736	3%	11%	10%	48%	28%	76%	34%
Male	*	770	738	7%	7%	13%	40%	32%	73%	38%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	56	750	721	11%	18%	16%	38%	18%	55%	17%
Non-Economically Disadvantaged Students	232	773	747	3%	7%	11%	46%	33%	79%	48%
Students with Disabilities	58	734	714	17%	40%	12%	17%	14%	31%	12%
Students without Disabilities	230	778	741	2%	1%	12%	51%	34%	85%	41%
Multilingual Learners	20	746	707	15%	5%	30%	40%	10%	50%	*
Non-Multilingual Learners	268	770	740	4%	9%	10%	44%	32%	76%	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	248	753	739	7%	11%	25%	42%	15%	57%	37%
White	60	753	748	7%	10%	28%	42%	13%	55%	50%
Hispanic	65	731	728	15%	22%	31%	29%	3%	32%	23%
Black or African American	18	744	724	6%	11%	50%	33%	0%	33%	18%
Asian, Native Hawaiian, or Pacific Islander	94	770	764	2%	4%	14%	53%	27%	80%	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	*	754	743	9%	18%	18%	36%	18%	55%	44%
Female	*	752	738	6%	13%	26%	44%	11%	56%	36%
Male	*	754	739	9%	10%	24%	40%	18%	58%	39%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	56	741	726	18%	11%	27%	34%	11%	45%	20%
Non-Economically Disadvantaged Students	192	757	747	4%	11%	24%	44%	16%	60%	48%
Students with Disabilities	47	714	716	32%	40%	17%	6%	4%	11%	12%
Students without Disabilities	201	762	743	1%	4%	26%	50%	17%	68%	43%
Multilingual Learners	25	740	714	16%	12%	28%	40%	4%	44%	*
Non-Multilingual Learners	223	754	741	6%	11%	24%	42%	16%	58%	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	134	718	719	25%	37%	27%	11%	0%	11%	19%
White	34	711	729	*	*	*	*	*	*	27%
Hispanic	52	713	713	*	*	*	*	*	*	13%
Black or African American	14	719	707	21%	43%	21%	14%	0%	14%	10%
Asian, Native Hawaiian, or Pacific Islander	32	732	740	13%	25%	38%	25%	0%	25%	40%
American Indian or Alaska Native	*	*	722	*	*	*	*	*	*	21%
Two or More Races	*	*	722	*	*	*	*	*	*	22%
Female	*	715	719	*	*	*	*	*	*	19%
Male	*	721	719	25%	29%	29%	17%	0%	17%	20%
Non-binary/undesignated gender	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	34	715	711	*	*	*	*	*	*	12%
Non-Economically Disadvantaged Students	100	719	725	23%	36%	29%	12%	0%	12%	25%
Students with Disabilities	40	705	702	*	*	*	*	*	*	*
Students without Disabilities	94	724	724	19%	32%	34%	15%	0%	15%	23%
Multilingual Learners	15	717	701	40%	20%	20%	20%	0%	20%	*
Non-Multilingual Learners	119	718	721	23%	39%	28%	10%	0%	10%	21%
Students Experiencing Homelessness	*	*	704	*	*	*	*	*	*	*
Students in Foster Care	*	*	696	*	*	*	*	*	*	*
Military-Connected Students	*	*	722	*	*	*	*	*	*	19%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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

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Mathematics Assessment - Performance By Test: Algebra I

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

This includes any students who were enrolled in an Algebra I course and took the Algebra I assessment in grades 7 through 12. Students in sixth grade who were enrolled in Algebra I course were required to take both the Algebra I and Grade 6 mathematics assessment. The results of their Algebra I assessment are not included in these results but will be reported when the student is in grade 9.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	292	758	738	7%	12%	22%	50%	9%	59%	40%
White	81	751	748	9%	16%	25%	48%	2%	51%	51%
Hispanic	68	734	723	15%	12%	44%	29%	0%	29%	23%
Black or African American	*	725	719	13%	50%	19%	19%	0%	19%	19%
Asian, Native Hawaiian, or Pacific Islander	123	781	773	2%	3%	10%	65%	20%	85%	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	*	*	746	*	*	*	*	*	*	49%
Female	*	756	737	8%	11%	24%	48%	8%	57%	39%
Male	*	760	739	6%	12%	21%	51%	10%	60%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	59	739	722	10%	25%	29%	34%	2%	36%	22%
Non-Economically Disadvantaged Students	233	763	747	6%	8%	21%	54%	11%	65%	50%
Students with Disabilities	*	716	710	*	*	*	*	*	*	11%
Students without Disabilities	*	764	743	4%	8%	22%	55%	10%	66%	45%
Multilingual Learners	*	749	705	14%	18%	18%	41%	9%	50%	*
Non-Multilingual Learners	*	759	741	7%	11%	23%	50%	9%	60%	43%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	13%
Students in Foster Care	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	696	*	*	*	*	*	*	*

Academic Achievement

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

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Mathematics Assessment - Performance By Test: Geometry

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

This includes any students who were enrolled in a Geometry course and took the Geometry assessment in grades 7 through 12. Students in sixth grade who were enrolled in a Geometry course were required to take both the Geometry and Grade 6 mathematics assessment. The results of their Geometry assessment are not included in these results but will be reported when the student is in grade 9.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	157	756	750	1%	7%	32%	46%	13%	60%	53%
White	*	744	752	5%	11%	34%	47%	3%	50%	57%
Hispanic	*	742	735	0%	22%	44%	28%	6%	33%	29%
Black or African American	*	*	733	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	95	763	765	0%	3%	27%	51%	19%	69%	77%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	66%
Two or More Races	*	*	756	*	*	*	*	*	*	63%
Female	*	753	748	1%	10%	38%	40%	11%	51%	50%
Male	*	758	752	1%	5%	27%	52%	15%	67%	57%
Non-binary/undesignated gender	*	*	752	*	*	*	*	*	*	60%
Economically Disadvantaged Students	*	745	734	4%	16%	40%	28%	12%	40%	28%
Non-Economically Disadvantaged Students	*	758	754	1%	5%	30%	50%	14%	64%	60%
Students with Disabilities	*	*	727	*	*	*	*	*	*	24%
Students without Disabilities	*	756	751	1%	7%	31%	47%	14%	61%	54%
Multilingual Learners	*	*	716	*	*	*	*	*	*	11%
Non-Multilingual Learners	*	755	751	1%	7%	33%	46%	13%	59%	55%
Students Experiencing Homelessness	*	*	727	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	743	*	*	*	*	*	*	44%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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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	27	774	770	0%	7%	15%	67%	11%	78%	73%
White	*	*	771	*	*	*	*	*	*	75%
Hispanic	*	*	736	*	*	*	*	*	*	37%
Black or African American	*	*	736	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	20	769	785	0%	10%	20%	60%	10%	70%	88%
American Indian or Alaska Native	*	*	775	*	*	*	*	*	*	83%
Two or More Races	*	*	773	*	*	*	*	*	*	74%
Female	*	771	765	0%	8%	17%	58%	17%	75%	68%
Male	*	777	776	0%	7%	13%	73%	7%	80%	78%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	733	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	777	777	0%	9%	9%	68%	14%	82%	80%
Students with Disabilities	*	*	752	*	*	*	*	*	*	54%
Students without Disabilities	*	774	771	0%	7%	15%	67%	11%	78%	73%
Multilingual Learners	*	*	706	*	*	*	*	*	*	14%
Non-Multilingual Learners	*	773	772	0%	8%	15%	65%	12%	77%	75%
Students Experiencing Homelessness	*	*	*	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	744	*	*	*	*	*	*	59%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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DLM Alternate Assessment - Participation

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

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

Academic Achievement

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

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English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	# Students with Overall Score Below 4.5	% Students with Overall Score Below 4.5	# Students with Overall Score of 4.5 or Above	% Students with Overall Score 4.5 or Above
0-2	371	294	79.2%	77	20.8%
3-4	125	93	74.4%	32	25.6%
5 or more	36	26	72.2%	10	27.8%

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	62.4%	22.7%	Met Goal

† Target was met within a confidence interval.

Report Key:

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

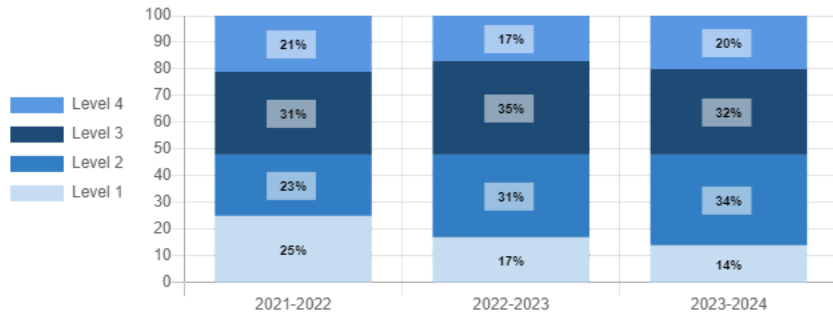
Academic Achievement

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

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

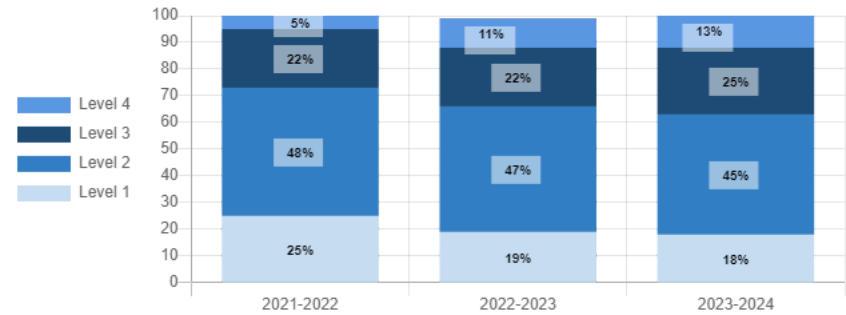
NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 8 Summary

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



Report Key:

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

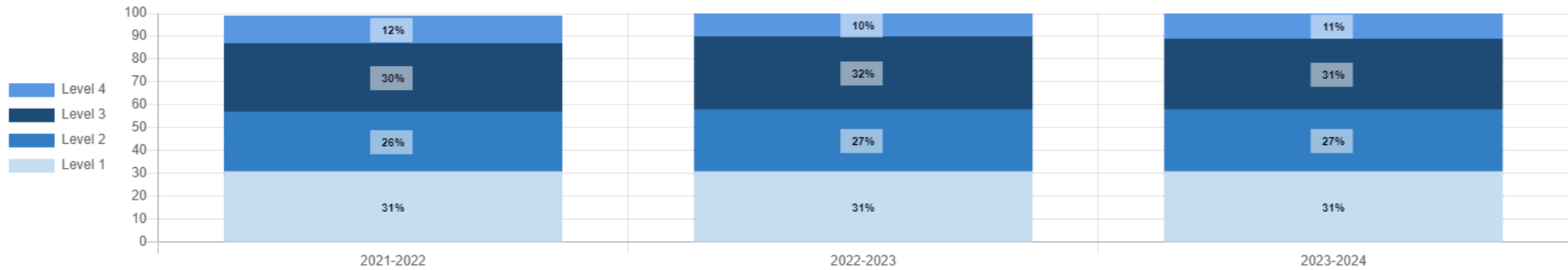
Academic Achievement

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

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

NJSLA Science Assessment: Grade 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	14%	34%	32%	20%	35%	37%	21%	6%
White	16%	30%	38%	17%	22%	42%	28%	8%
Hispanic	30%	43%	21%	6%	51%	36%	12%	2%
Black or African American	6%	63%	25%	6%	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	6%	29%	36%	29%	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	*	*	*	*	27%	36%	27%	10%
Female	12%	34%	32%	23%	35%	39%	20%	6%
Male	16%	34%	32%	17%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	28%	46%	18%	8%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	11%	32%	35%	22%	24%	39%	28%	10%
Students with Disabilities	42%	42%	14%	2%	64%	27%	8%	2%
Students without Disabilities	10%	33%	35%	23%	30%	39%	24%	7%
Multilingual Learners	38%	51%	11%	0%	78%	20%	2%	0%
Non-Multilingual Learners	11%	32%	35%	23%	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	18%	45%	25%	13%	36%	45%	14%	5%
White	21%	49%	21%	10%	23%	52%	19%	6%
Hispanic	34%	48%	12%	6%	51%	42%	6%	1%
Black or African American	19%	69%	13%	0%	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	8%	39%	34%	18%	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	*	*	*	*	27%	46%	19%	8%
Female	20%	47%	23%	10%	35%	47%	13%	4%
Male	17%	42%	26%	15%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	33%	42%	10%	15%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	14%	45%	28%	12%	26%	48%	19%	7%
Students with Disabilities	50%	45%	2%	2%	67%	29%	3%	1%
Students without Disabilities	13%	45%	28%	14%	30%	48%	16%	6%
Multilingual Learners	45%	41%	14%	0%	75%	24%	1%	0%
Non-Multilingual Learners	16%	45%	25%	14%	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%	27%	31%	11%	45%	27%	19%	9%
White	30%	29%	28%	13%	34%	30%	26%	11%
Hispanic	55%	20%	14%	10%	61%	25%	11%	3%
Black or African American	40%	40%	20%	0%	64%	24%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	16%	25%	46%	13%	17%	23%	33%	28%
American Indian or Alaska Native	*	*	*	*	54%	21%	19%	6%
Two or More Races	*	*	*	*	38%	26%	25%	11%
Female	33%	31%	28%	9%	43%	29%	20%	7%
Male	29%	22%	35%	14%	47%	24%	18%	10%
Non-binary/undesignated gender	*	*	*	*	26%	28%	30%	16%
Economically Disadvantaged Students	58%	17%	19%	6%	63%	24%	11%	2%
Non-Economically Disadvantaged Students	27%	28%	33%	12%	37%	28%	24%	12%
Students with Disabilities	67%	26%	4%	4%	77%	16%	5%	1%
Students without Disabilities	27%	27%	34%	12%	40%	28%	22%	10%
Multilingual Learners	86%	14%	0%	0%	88%	10%	1%	0%
Non-Multilingual Learners	26%	28%	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	*	*	*	*	*	*	*	*

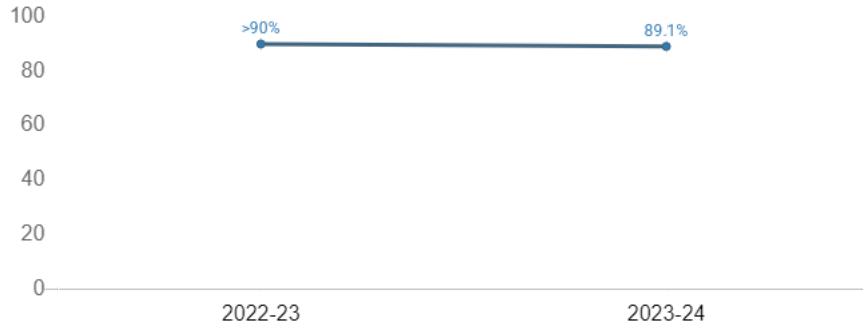
Academic Achievement

Graduation Proficiency Assessment (NJGPA) Trends

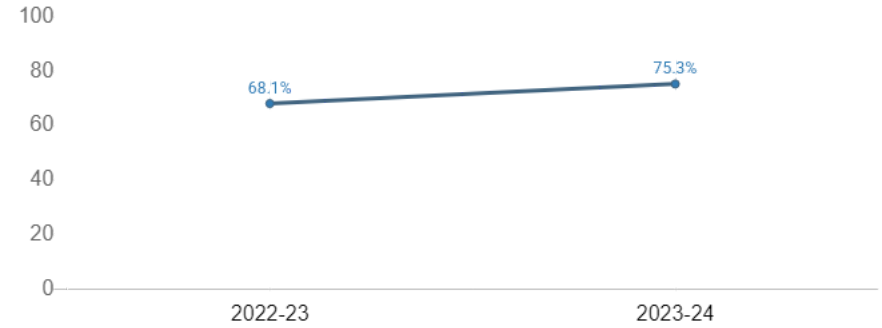
These graphs show trends in performance on the New Jersey Graduation Proficiency Assessment (NJGPA) for the last two years. Students are identified as either Graduation Ready or Not Yet Graduation Ready for both English Language Arts (ELA) and mathematics based on their scores on the assessment. These 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	>90%	89.1%	68.1%	75.3%
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	284	89.1%	82.5%	287	75.3%	55.6%
White	79	>90%	90%	79	79.7%	69.1%
Hispanic	70	75.7%	72.3%	71	46.5%	38%
Black or African American	15	86.7%	73.6%	15	46.7%	33.1%
Asian, Native Hawaiian, or Pacific Islander	114	>90%	>90%	115	>90%	87.9%
American Indian or Alaska Native	*	*	76.2%	*	*	43.8%
Two or More Races	*	*	87.5%	*	*	62%
Female	*	>90%	86.9%	*	76.2%	56.6%
Male	*	84.2%	78.3%	*	74.3%	54.7%
Non-binary/undesignated gender	*	*	87.7%	*	*	69.9%
Economically Disadvantaged Students	37	75.7%	71.7%	37	45.9%	36%
Non-Economically Disadvantaged Students	247	>90%	87.6%	250	79.6%	65.1%
Students with Disabilities	28	46.4%	53.6%	28	17.9%	18.2%
Students without Disabilities	256	>90%	87.4%	259	81.5%	62%
Multilingual Learners	17	47.1%	24.4%	20	40%	12.5%
Non-Multilingual Learners	267	>90%	86.5%	267	77.9%	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	95.9%	80.7%
12th graders taking SAT in 2023-2024 or prior years	91.0%	62.7%
12th graders taking ACT in 2023-2024 or prior years	6.6%	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	503	459	Grade 10: 430 Grade 11: 460	71%	54%
PSAT 10/NMSQT - Math	502	454	Grade 10: 480 Grade 11: 510	49%	32%
SAT - Reading and Writing	568	530	480	79%	65%
SAT - Math	570	519	530	59%	46%
ACT - Reading	26	24	22	74%	63%
ACT - English	26	24	18	84%	76%
ACT - Math	25	23	22	79%	58%
ACT - Science	24	23	23	63%	55%

Report Key:

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

College and Career Readiness

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

AP/IB Coursework – Participation and Performance

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

Students enrolled in one or more AP or IB course



Students taking one or more AP or IB exam

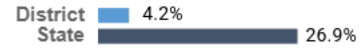


Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exam



Dual Enrollment Coursework - Participation

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



College and Career Readiness

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

AP/IB and Dual Enrollment Participation by Student Group

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

Student Group	% Enrolled in one or more AP or IB course	% Enrolled in one or more Dual Enrollment course	State: % Enrolled in one or more AP or IB course	State: % Enrolled in one or more Dual Enrollment course
Districtwide	50.9%	4.2%	35.9%	26.9%
White	46.0%	4.0%	41.8%	33.0%
Hispanic	28.1%	3.9%	23.2%	20.9%
Black or African American	22.2%	3.7%	20.3%	17.4%
Asian, Native Hawaiian, or Pacific Islander	70.1%	4.3%	70.5%	32.5%
American Indian or Alaska Native	N	N	30.4%	28.6%
Two or More Races	45.5%	9.1%	41.0%	29.0%
Female	57.4%	7.4%	41.4%	30.2%
Male	44.2%	1.0%	30.6%	23.7%
Non-Binary/Undesignated Gender	N	N	42.9%	28.4%
Economically Disadvantaged Students	39.6%	5.4%	22.8%	20.2%
Students with Disabilities	3.4%	3.4%	4.8%	10.9%
Multilingual Learners	0.0%	0.0%	9.8%	8.8%
Students experiencing homelessness	*	*	12.6%	15.1%
Students in Foster Care	N	N	4.5%	10.6%
Military-Connected Students	N	N	30.1%	29.2%
Migrant Students	N	N	0.0%	7.1%

College and Career Readiness

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

AP/IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP 2-D Art and Design	0	17
AP 3-D Art and Design	3	3
AP Biology	29	27
AP Calculus AB	16	15
AP Calculus BC	12	12
AP Chemistry	15	15
AP Chinese Languages: Language and Culture	0	5
AP Computer Science A	12	11
AP Computer Science Principles	9	9
AP English Language and Composition	112	108
AP English Literature and Composition	45	43
AP Environmental Science	24	22
AP French Language and Culture	0	5
AP Japanese Language and Culture	0	11
AP Macroeconomics	41	38
AP Microeconomics	0	38
AP Physics 1	22	21
AP Spanish Language and Culture	9	9
AP Statistics	25	25
AP U.S. Government and Politics	40	38
AP U.S. History	84	81
AP World History: Modern	83	105

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
IB Film	36	11
IB History	35	7
IB Language A: Literature—English	102	45
IB Language B—Spanish	39	9
IB Mathematics: Analysis and Approaches	28	26
IB Physics	22	19
IB Theory of Knowledge	33	6
Total Exams taken		781
Exams with scores of at least 3 on AP exams or 4 on IB exams		580

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
Armenian	*	*
Chinese	*	*
Italian	*	*
Japanese	*	*
Korean	*	*
Russian	*	*
Spanish	*	*
Total Seals Earned	*	
Total Unique Students Earning Seals	*	*
Current and Former Multilingual Learners Earning Seals	*	*†

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

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	11.9%	11.2%	7.6%	10.4%
White	13.7%	12.5%	6.1%	10.0%
Hispanic	10.2%	8.0%	9.3%	10.8%
Black or African American	10.0%	2.5%	9.5%	10.7%
Asian, Native Hawaiian, or Pacific Islander	12.3%	13.3%	5.5%	10.5%
American Indian or Alaska Native	*	*	8.3%	8.8%
Two or More Races	4.5%	9.1%	7.5%	10.1%
Female	9.8%	11.6%	7.5%	10.9%
Male	13.9%	10.8%	7.7%	9.9%
Non-Binary/Undesignated Gender	*	*	8.9%	15.2%
Economically Disadvantaged Students	13.6%	7.4%	9.8%	10.7%
Students with Disabilities	6.8%	6.8%	6.0%	7.9%
Multilingual Learners	1.2%	0.0%	8.0%	3.5%
Students experiencing homelessness	*	*	7.7%	6.2%
Students in Foster Care	*	*	5.9%	6.7%
Military-Connected Students	*	*	12.6%	15.8%
Migrant Students	*	*	2.3%	0.0%

College and Career Readiness

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

Work-Based Learning Participation by Career Cluster

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

Career Cluster	Number of Students Participating in Work-Based Learning	Percentage of Students Participating in Work-Based Learning
Agriculture, Food & Natural Resources	*	*
Arts, A/V Technology & Communications	*	*
Finance	64	24.9%
Hospitality & Tourism	*	*
Information Technology	*	*
Manufacturing	*	*
Science, Technology, Engineering & Mathematics	*	*
Total	64	23.7%

College and Career Readiness

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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	*	*	*
Arts, A/V Technology & Communications	*	*	*
Finance	257	*	*
Hospitality & Tourism	*	*	*
Information Technology	*	*	*
Manufacturing	*	*	*
Science, Technology, Engineering & Mathematics	*	*	*
Total	270	*	*

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	300
7	43	0	0	0	0	0	267
8	129	40	0	0	0	0	149
9	136	126	27	0	0	0	0
10	9	80	222	20	1	0	8
11	2	10	59	192	22	8	15
12	1	4	17	50	107	72	65
Total	320	260	325	262	130	80	804
Enrolled in AP/IB Course					28	25	28
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	59	0	0	229	0	0
10	224	92	0	22	1	6
11	22	186	0	11	76	43
12	22	30	0	20	84	106
Total	327	308	0	282	161	155
Enrolled in AP/IB Course	29	15		24	44	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

College and Career Readiness

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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	9	279	0	0	0	0
10	9	329	20	2	0	2
11	244	42	1	32	9	46
12	27	29	20	83	47	78
Total	289	679	41	117	56	126
Enrolled in AP/IB Course	118	84	41	0		70
Enrolled in Dual Enrollment Course	0	0	0	0	0	24

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	295	0	0	0	0	0	0
7	224	0	0	0	0	0	0
8	255	0	0	0	0	0	0
9	188	0	39	0	0	15	26
10	183	0	33	0	0	14	45
11	160	0	20	0	0	8	43
12	46	0	26	0	0	5	19
Total	1,351	0	118	0	0	42	133
Enrolled in AP/IB Course	48	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	240	0	27	0	0	3	58

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	35	0	0	0	0	0	0
10	25	0	0	0	0	0	0
11	22	2	0	0	0	0	0
12	44	7	0	0	0	0	0
Total	126	9	0	0	0	0	0
Enrolled in AP/IB Course	12	9		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

College and Career Readiness

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

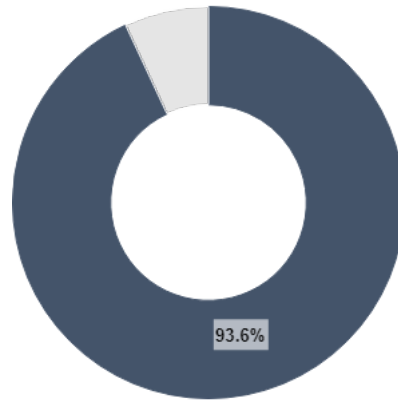
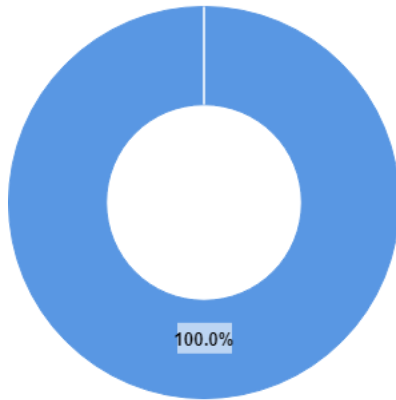
Visual and Performing Arts – Course Participation

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

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

District

State



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.

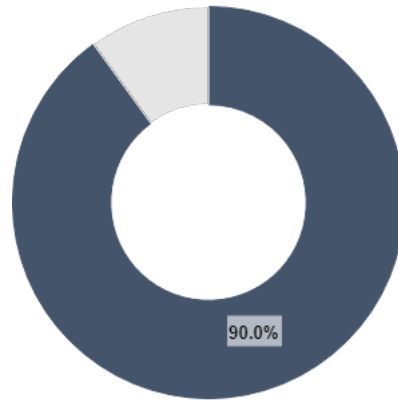
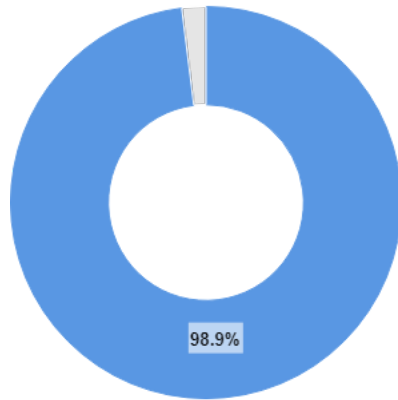
Visual and Performing Arts – Course Participation

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 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



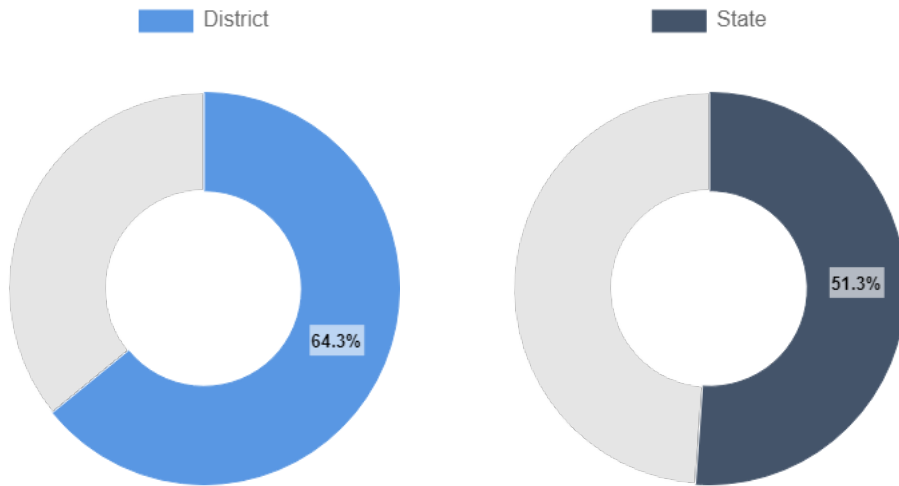
College and Career Readiness

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.

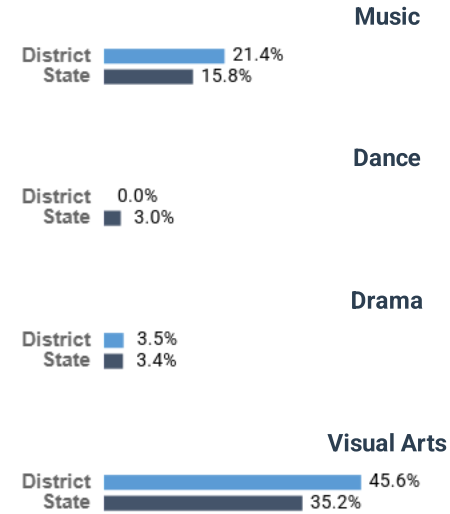
Visual and Performing Arts – Course Participation

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.

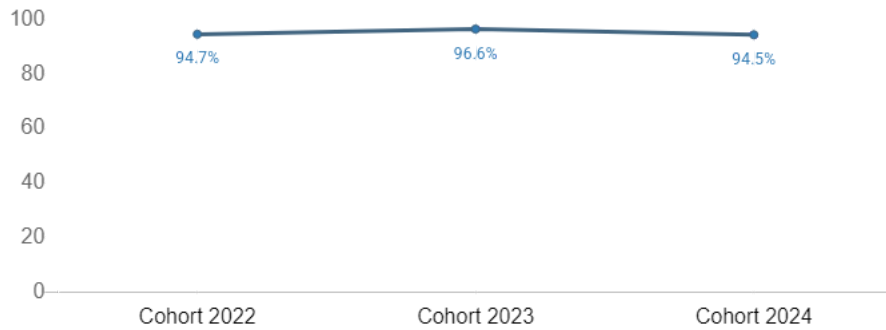
To be included as a graduate in the federal version of the graduation rate, students must have met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless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

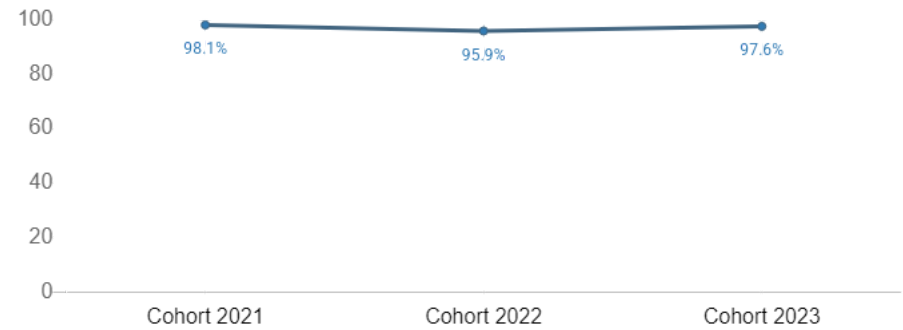
Graduation Rate Trends and Progress

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	94.7%	96.6%	94.5%	98.1%	95.9%	97.6%
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	94.5%	4.5%	1.0%	91.3%	3.8%	4.9%
White	93.9%	5.1%	1.0%	95.0%	2.6%	2.5%
Hispanic	93.2%	6.8%	0.0%	86.9%	4.9%	8.3%
Black or African American	93.3%	0.0%	6.7%	86.5%	6.0%	7.5%
Asian, Native Hawaiian, or Pacific Islander	95.7%	3.5%	0.9%	96.7%	2.3%	1.0%
American Indian or Alaska Native	N	N	N	91.7%	3.8%	4.5%
Two or More Races	*	*	*	92.3%	3.5%	4.3%
Female	95.0%	3.6%	1.4%	93.1%	2.8%	4.1%
Male	94.1%	5.3%	0.7%	89.5%	4.7%	5.7%
Non-Binary/Undesignated Gender	N	N	N	86.7%	3.3%	10.0%
Economically Disadvantaged Students	93.7%	5.1%	1.3%	87.1%	5.3%	7.7%
Students with Disabilities	77.5%	22.5%	0.0%	80.7%	12.5%	6.8%
Multilingual Learners	76.5%	23.5%	0.0%	78.9%	7.5%	13.6%
Students experiencing homelessness	*	*	*	74.5%	11.2%	14.3%
Students in Foster Care	*	*	*	61.6%	13.1%	25.3%
Military-Connected Students	N	N	N	94.5%	2.3%	3.1%
Migrant Students	N	N	N	88.2%	3.9%	7.9%

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2020-2021 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students with disabilities who did not meet some or all graduation requirements because of a 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	97.6%	0.7%	1.7%	92.6%	1.7%	5.6%
White	97.6%	1.2%	1.2%	95.9%	1.5%	2.6%
Hispanic	95.9%	0.0%	4.1%	88.2%	1.9%	9.9%
Black or African American	100.0%	0.0%	0.0%	88.9%	2.5%	8.7%
Asian, Native Hawaiian, or Pacific Islander	98.1%	0.9%	0.9%	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	98.0%	0.0%	2.0%	94.4%	1.2%	4.4%
Male	97.2%	1.4%	1.4%	91.0%	2.2%	6.8%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	97.6%	1.2%	1.2%	88.8%	2.0%	9.2%
Students with Disabilities	93.3%	4.4%	2.2%	84.1%	8.2%	7.7%
Multilingual Learners	100.0%	0.0%	0.0%	78.0%	2.0%	20.0%
Students experiencing homelessness	*	*	*	78.0%	3.9%	18.1%
Students in Foster Care	N	N	N	67.0%	7.5%	25.5%
Military-Connected Students	*	*	*	96.0%	0.8%	3.1%
Migrant Students	*	*	*	66.7%	10.7%	22.6%

Graduation/ Postsecondary

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

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

To be included as a graduate in the federal version of the graduation rate, students must have 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	97.1%	0.6%	2.2%	97.8%	93.2%	1.0%	5.8%	94.2%
White	97.9%	0.0%	2.1%	97.9%	96.4%	0.9%	2.7%	97.3%
Hispanic	93.0%	0.0%	7.0%	93.0%	88.2%	1.0%	10.8%	89.2%
Black or African American	100.0%	0.0%	0.0%	100.0%	89.6%	1.4%	9.0%	91.0%
Asian, Native Hawaiian, or Pacific Islander	98.5%	1.5%	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	97.2%	1.4%	1.4%	98.6%	95.0%	0.6%	4.4%	95.6%
Male	97.1%	0.0%	2.9%	97.1%	91.5%	1.4%	7.1%	92.9%
Non-Binary/Undesignated Gender	N	N	N	N	*	*	*	*
Economically Disadvantaged Students	92.0%	2.3%	5.7%	94.3%	88.8%	1.1%	10.2%	89.8%
Students with Disabilities	90.7%	4.7%	4.7%	95.3%	86.6%	5.4%	8.0%	92.0%
Multilingual Learners	92.3%	0.0%	7.7%	92.3%	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	N	N	N	N	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	93.1%	96.2%	89.2%	87.7%	91.8%	87.0%
White	90.8%	95.3%	90.4%	91.5%	95.0%	90.0%
Hispanic	91.5%	94.5%	77.5%	83.3%	87.4%	82.1%
Black or African American	93.3%	100.0%	83.3%	80.9%	87.6%	80.8%
Asian, Native Hawaiian, or Pacific Islander	95.7%	97.2%	94.8%	96.1%	97.3%	96.6%
American Indian or Alaska Native	N	N	*	84.1%	92.5%	86.4%
Two or More Races	*	*	*	89.0%	93.0%	86.2%
Female	95.0%	96.6%	89.6%	90.5%	93.7%	90.6%
Male	91.4%	95.9%	88.9%	85.2%	90.0%	83.7%
Non-Binary/Undesignated Gender	N	N	N	83.3%	*	*
Economically Disadvantaged Students	91.1%	96.3%	78.2%	82.6%	87.8%	81.4%
Students with Disabilities	67.5%	84.4%	32.6%	60.2%	79.2%	51.8%
Multilingual Learners	76.5%	96.3%	92.3%	77.6%	77.6%	75.7%
Students experiencing homelessness	*	*	*	67.0%	76.2%	64.6%
Students in Foster Care	*	N	N	50.4%	61.9%	47.1%
Military-Connected Students	N	*	N	91.4%	94.9%	88.4%
Migrant Students	N	*	N	85.5%	64.3%	64.6%

Graduation/ Postsecondary

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

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

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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	95.2%	87.7%	Met Goal	88.6%	N	N
White	94.2%	88.7%	Met Target	89.5%	N	N
Hispanic	93.2%	77.2%	Met Target	76.4%	N	N
Black or African American	100.0%	N	Met Goal	83.3%	**	**
Asian, Native Hawaiian, or Pacific Islander	96.3%	92.7%	Met Goal	94.8%	N	N
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	*	**	**	*	**	**
Economically Disadvantaged Students	96.3%	77.8%	Met Goal	77.3%	N	N
Students with Disabilities	84.4%	34.4%	Met Target	31.8%	N	N
Multilingual Learners	89.3%	88.8%	Met Target	92.3%	N	N

Report Key:

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

Graduation/ Postsecondary

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

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Graduation Pathways

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

Graduation Pathway	% of Graduates Meeting ELA Requirements by Pathway	% of Graduates Meeting Math Requirements by Pathway
Statewide Assessment	92.4%	69.5%
Substitute Competency Test	5.8%	29.1%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements Specified in IEP	1.5%	1.1%
Unknown/Other	0.4%	0.4%

Dropout Rate Trends

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

School Year	District Rate	State Rate
2023-2024	0.8%	1.0%
2022-2023	0.3%	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.

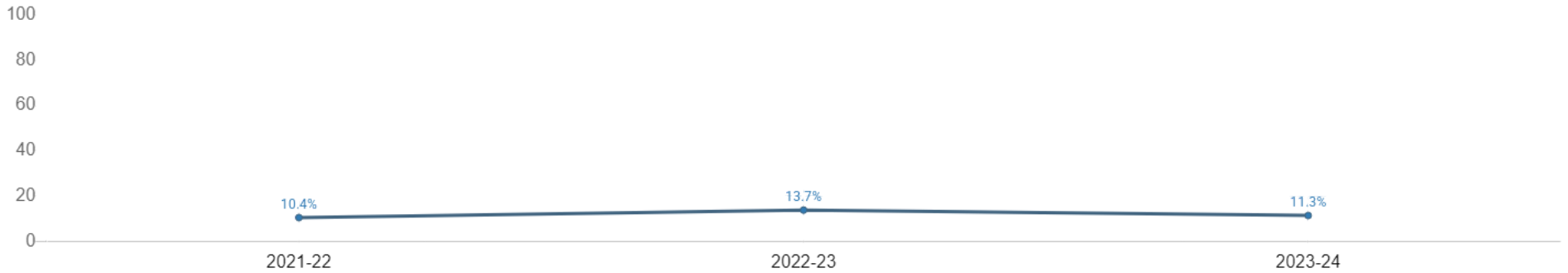
Year of Graduation	Graduates enrolled in apprenticeship programs
2023	*
2022	*
2021	*
2020	*
2019	*
2018	*
2017	*
2016	*

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	10.4%	13.7%	11.3%
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%

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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").

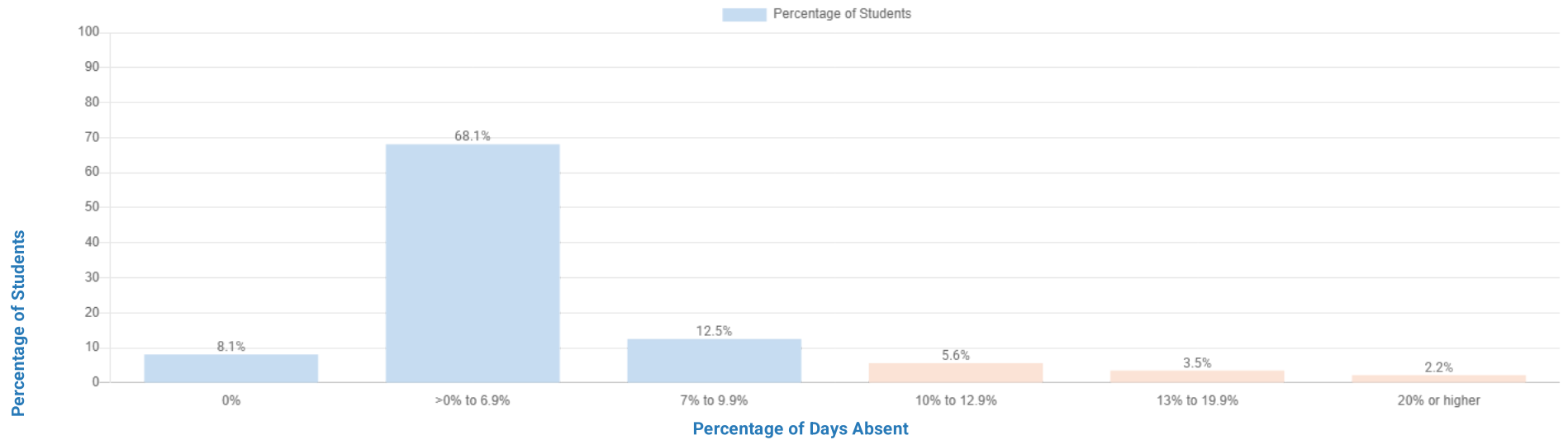
Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	451	11.3%	14.9%	Met
White	143	14.5%	14.9%	Met
Hispanic	173	21.2%	14.9%	Not Met
Black or African American	24	13.3%	14.9%	Met
Asian, Native Hawaiian, or Pacific Islander	100	5.4%	14.9%	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	7.6%	14.9%	Met
Female	*	11.3%		
Male	*	11.3%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	133	18.3%	14.9%	Not Met
Students with Disabilities	137	21.0%	14.9%	Not Met
Multilingual Learners	61	10.8%	14.9%	Met
Students Experiencing Homelessness	5	27.8%		
Students in Foster Care	*	*		
Military-Connected Students	1	6.7%		
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.

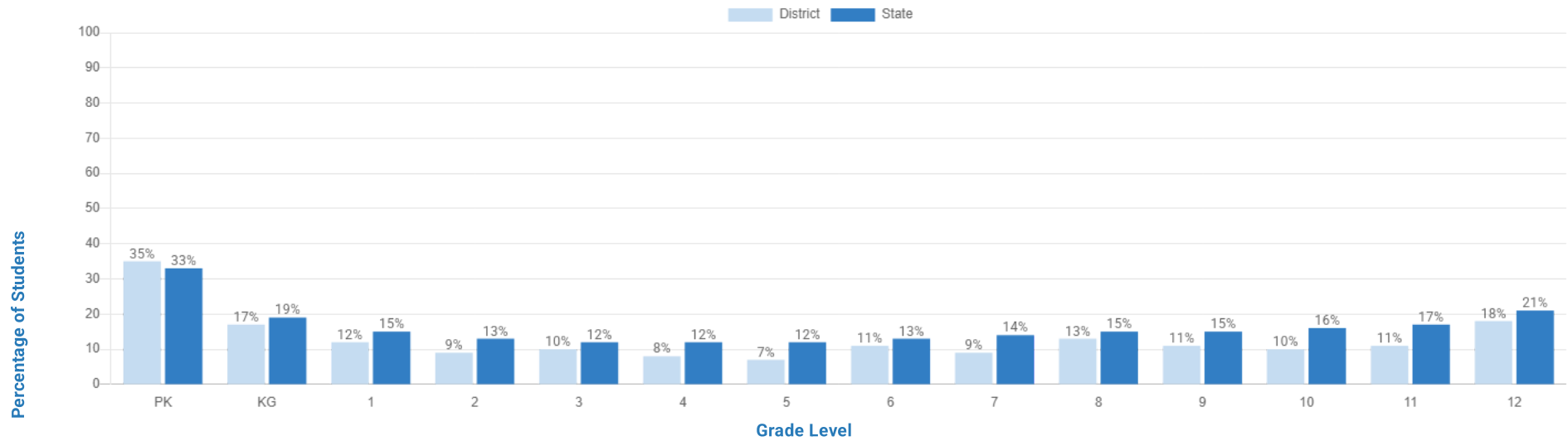


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Chronic Absenteeism by Grade

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	37
Weapons	2
Vandalism	5
Substances	16
Harassment, Intimidation, Bullying (HIB)	30
Total Unique Incidents	90
Incidents Per 100 Students Enrolled	2.21

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	1
Vandalism	0
Substances	14
Harassment, Intimidation, Bullying (HIB)	21
Other Incidents Leading to Removal	5

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	3	16	19
Religion	1	2	3
Ancestry	2	7	9
Gender	1	6	7
Sexual Orientation	2	0	2
Disability	2	2	4
Other	5	10	15
No Identified Nature	54		54

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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	12	1%	22	2%	28	3%	<5	<5.00%	0	0%
Hispanic	27	3%	46	5%	57	6%	<5	<5.00%	0	0%
Black or African American	1	0%	10	5%	11	5%	<5	<5.00%	0	0%
Asian	6	0%	14	1%	19	1%	<5	<5.00%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
Two or more races	1	1%	3	2%	4	3%	<5	<5.00%	0	0%
Female	*	1%	*	1%	*	2%	*	<5.00%	*	0%
Male	*	2%	*	3%	*	4%	*	<5.00%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	11	1%	25	3%	29	4%	<5	<5.00%	0	0%
Students with disabilities	13	2%	31	4%	35	5%	<5	<5.00%	0	0%

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Student Disciplinary Removals: By Grade Level

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Grade	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Districtwide	47	1%	96	2%	120	3%	1	0%	0	0%
PK	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
KG	0	0%	2	1%	2	1%	<5	<5.00%	0	0%
1	1	0%	1	0%	2	1%	<5	<5.00%	0	0%
2	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
3	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
4	0	0%	1	0%	1	0%	<5	<5.00%	0	0%
5	12	4%	2	1%	13	4%	<5	<5.00%	0	0%
6	6	2%	4	1%	8	3%	<5	<5.00%	0	0%
7	1	0%	13	4%	13	4%	<5	<5.00%	0	0%
8	0	0%	12	4%	12	4%	<5	<5.00%	0	0%
9	3	1%	11	4%	13	5%	<5	<5.00%	0	0%
10	12	4%	21	6%	23	7%	<5	<5.00%	0	0%
11	6	2%	14	5%	15	5%	<5	<5.00%	0	0%
12	6	2%	14	5%	17	6%	<5	<5.00%	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	65	2%	10	0%	0	0%	13	0%	1	0%	22	1%	26	1%
White	17	2%	2	0%	0	0%	2	0%	<5	<5.00%	6	1%	6	1%
Hispanic	26	3%	5	1%	0	0%	10	1%	<5	<5.00%	8	1%	8	1%
Black or African American	7	3%	2	1%	0	0%	1	0%	<5	<5.00%	1	0%	3	1%
Asian	13	1%	1	0%	0	0%	0	0%	<5	<5.00%	6	0%	7	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	1	1%	0	0%	0	0%	0	0%	<5	<5.00%	1	1%	1	1%
Female	*	1%	*	0%	*	0%	*	0%	*	<5.00%	*	0%	*	0%
Male	*	2%	*	0%	*	0%	*	0%	*	<5.00%	*	1%	*	1%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	17	2%	3	0%	0	0%	4	1%	<5	<5.00%	6	1%	7	1%
Students with disabilities	17	2%	7	1%	0	0%	4	1%	<5	<5.00%	5	1%	4	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 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	65	2%	10	0%	0	0%	13	0%	1	0%	22	1%	26	1%
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	1	0%	0	0%	0	0%	0	0%	<5	<5.00%	1	0%	0	0%
4	2	1%	0	0%	0	0%	0	0%	<5	<5.00%	2	1%	0	0%
5	14	4%	0	0%	0	0%	0	0%	<5	<5.00%	2	1%	14	4%
6	10	3%	0	0%	0	0%	0	0%	<5	<5.00%	6	2%	5	2%
7	10	3%	2	1%	0	0%	0	0%	<5	<5.00%	3	1%	6	2%
8	9	3%	3	1%	0	0%	1	0%	<5	<5.00%	4	1%	0	0%
9	4	1%	2	1%	0	0%	0	0%	<5	<5.00%	1	0%	1	0%
10	6	2%	0	0%	0	0%	6	2%	<5	<5.00%	3	1%	0	0%
11	4	1%	1	0%	0	0%	3	1%	<5	<5.00%	0	0%	0	0%
12	5	2%	2	1%	0	0%	3	1%	<5	<5.00%	0	0%	0	0%

Climate and Environment

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

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

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

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

Climate and Environment

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

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

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

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

Climate and Environment

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

School Days Missed due to Out-of-School Suspensions

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

School Days Missed due to Out-of-School Suspensions

465

Report Key:

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

Climate and Environment

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	333	119,239
Average years experience in public schools	11.9	12.6
Average years experience in district	11.1	11.3
Number of Teachers with 4 or more years experience in the district	258	87,243
Percentage of Teachers with 4 or more years experience in the district	77.5%	73.6%
Number of out-of-field teachers	5	2,931
Percentage of out-of-field teachers	1.5%	2.5%
Number of Teachers with Provisional Credentials	22	9,065
Percentage of Teachers with Provisional Credentials	6.6%	7.6%

Administrators – Experience

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

Category	Admin. in District	Admin. in State
Total Number of administrators	20	10,170
Average years experience in public schools	11.5	16.2
Average years experience in district	10.4	12.5
Number of Administrators with 4 or more years experience in the district	15	7,734
Percentage of Administrators with 4 or more years experience in the district	75.0%	76.8%

Staff Counts

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

Staff Category	District: Total Staff Members	State: Total Staff Members
Teachers	333	119,239
Administrators	20	10,170
Librarians/Media Specialists	6	1,160
Nurses	8	3,025
School Counselors	15	4,673
Child Study Team Members	29	9,654
School Psychologists	7	2,185
School Social Workers	6	2,750
Student Assistance Coordinators	1	400
School Safety Specialists	1	681

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Student and Staff Ratios

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

Ratio	District Ratio
Students to Teachers	12:1
Students to Administrators	204:1
Teachers to Administrators	17:1
Students to Librarians/Media Specialists †	679:1
Students to Nurses †	509:1
Students to Counselors †	272:1
Students to Child Study Team Members †,††	24:1
Students to School Psychologists †	582:1
Students to School Social Workers †	679:1
Students to Student Assistance Coordinators †	4075:1
Students to School Safety Specialists †	4075:1

† 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%	80.0%	40-60%	48.0%	77.0%	57.0%
Male	52.0%	20.0%	40-60%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤20%	≤1%	≤1%	≤1%
White	24.5%	78.4%	70.0%	38.2%	81.8%	74.5%
Hispanic	20.7%	9.0%	20.0%	34.0%	8.6%	8.6%
Black or African American	4.5%	0.6%	5.0%	14.2%	6.4%	14.4%
Asian	46.6%	12.0%	5.0%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.2%	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	3.3%	0.0%	0.0%	3.1%	0.3%	0.4%

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

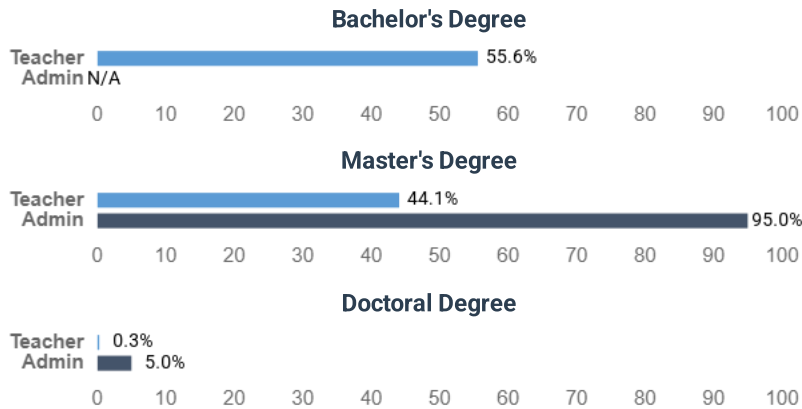
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district.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

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

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

Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2022-23 Teachers: Same district 2023-24	91.4%	89.5%
2022-23 Administrators: Same district 2023-24	81.0%	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)	143	90-95%	5-10%	≤5%	79.7%	6.3%	0.7%	13.3%	0.0%	0.0%	0.0%	77.6%	56.6%	42.7%	0.7%
English/Language Arts/Literacy	37	80-90%	10-20%	≤10%	78.4%	5.4%	0.0%	16.2%	0.0%	0.0%	0.0%	86.5%	43.2%	56.8%	0.0%
English to Speakers of Other Languages	12	*	*	*	50.0%	16.7%	0.0%	33.3%	0.0%	0.0%	0.0%	91.7%	25.0%	75.0%	0.0%
Mathematics	22	60-80%	20-40%	≤20%	81.8%	0.0%	0.0%	18.2%	0.0%	0.0%	0.0%	86.4%	63.6%	36.4%	0.0%
Science	20	60-80%	20-40%	≤20%	75.0%	15.0%	0.0%	10.0%	0.0%	0.0%	0.0%	65.0%	40.0%	60.0%	0.0%
Social Studies/History	18	20-40%	60-80%	≤20%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	88.9%	50.0%	50.0%	0.0%
World Language	14	*	*	*	28.6%	50.0%	0.0%	21.4%	0.0%	0.0%	0.0%	78.6%	57.1%	42.9%	0.0%
Visual and Performing Arts	20	60-80%	20-40%	≤20%	70.0%	10.0%	5.0%	15.0%	0.0%	0.0%	0.0%	75.0%	60.0%	40.0%	0.0%
Health/Physical Education	21	20-40%	60-80%	≤20%	85.7%	4.8%	0.0%	9.5%	0.0%	0.0%	0.0%	81.0%	85.7%	14.3%	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	3	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Computer Science/IT	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Industrial Arts	1	*	*	*	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
Career and Technical Education	3	*	*	*	66.7%	0.0%	0.0%	33.3%	0.0%	0.0%	0.0%	33.3%	100.0%	0.0%	0.0%
Special Education	73	85-90%	10-15%	≤5%	83.6%	11.0%	0.0%	5.5%	0.0%	0.0%	0.0%	72.6%	58.9%	41.1%	0.0%
Bilingual	13	*	*	*	30.8%	23.1%	0.0%	46.2%	0.0%	0.0%	0.0%	76.9%	23.1%	76.9%	0.0%

Per-Pupil Expenditures

Per-Pupil Expenditures by Source

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

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

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

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

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

Fort Lee Boro	Federal	State & Local	Total	ADE**
District Level Total Expenditures	\$873	\$18,758	\$19,630	3,790.0
District Level Central Expenditures	\$355	\$4,453	\$4,808	3,790.0
Fort Lee High School	\$334	\$12,727	\$13,061	1,194.1
School No. 1	\$423	\$12,640	\$13,063	556.4
School No. 2	\$1,570	\$19,568	\$21,138	373.0
School No. 3	\$645	\$18,819	\$19,464	351.1
School No. 4	\$574	\$15,888	\$16,462	394.9
Lewis F. Cole Middle School	\$286	\$12,822	\$13,108	920.4
-				

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](#).

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

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	71.7%	71.7%	72.2%
Math Proficiency	58.7%	61.2%	63.5%
ELA Growth†	79	57	57
Math Growth†	75	61	64
4-Year Graduation Rate (Prior Year)††	96.9%	87.4%	95.2%
5-Year Graduation Rate (Prior Year)††	99.2%	97.7%	88.6%
Progress toward English Language Proficiency	56.3%	58.1%	62.4%
Chronic Absenteeism	10.4%	13.7%	11.3%

†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.

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

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	Exceeds Standard	Met Goal	N	Met Goal	Met
White	Met Target†	Met Target	Met Standard	Exceeds Standard	Met Target	N		Met
Hispanic	Met Target	Met Target	Met Standard	Met Standard	Met Target	N		Not Met
Black or African American	Met Target†	Not Met	Met Standard	Met Standard	Met Goal	**		Met
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	Met Goal	N		Met
American Indian or Alaska Native	**	**	**	**	**	**		**
Two or More Races	Met Target	Met Target	Met Standard	Met Standard	**	**		Met
Economically Disadvantaged Students	Met Target†	Met Target†	Met Standard	Met Standard	Met Goal	N		Not Met
Students with Disabilities	Met Target†	Not Met	Met Standard	Met Standard	Met Target	N		Not Met
Multilingual Learners	Met Target†	Met Target	Exceeds Standard	Exceeds Standard	Met Target	N	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 mission of the Fort Lee Public Schools is to prepare our students to be lifelong learners by ensuring that all students achieve the New Jersey Student Learning Standards and global skills through a safe, comprehensive learning environment that meets the unique needs of each individual, fostering strong parent-community-school partnerships, and creating connections to the real world.



Courses, Curriculum, Instruction:

The Fort Lee Public Schools offers a rigorous, well-rounded curriculum aligned with New Jersey Standards. High school students can join specialized academies like Theater Arts, Finance, Teaching, Vocational Trades, and IB, with AP/IB courses across most subjects. Unique offerings include Mandarin, Korean, Graphic Design, Robotics, and Botany, with a Seal of Biliteracy available. K-12 programs feature physical education, STEAM, music, art, and integrated social-emotional learning. Honors courses start in middle school and expand in high school. We provide K-6 gifted programs, bilingual services, specialized support for students with disabilities, a preschool program, and "The Fortress," serving eligible students aged 18-21. Every student is supported with comprehensive resources and opportunities to achieve their potential.



Before and After School Programs:

Right At School is the provider for after school care at all of the District's elementary schools as well as the Lewis F. Cole Intermediate and Middle Schools. Students are offered age appropriate homework help, enrichment activities, and fitness exercises and light snacks are provided. After-school care services are provided each day school is in session, Monday through Friday from 3:00pm to 6:00pm.

Narrative

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Staff and Professional Learning:

The Fort Lee Public Schools is dedicated to staff development, offering a range of professional learning opportunities in both large and small group formats. In the 2023-2024 school year, district-wide training focused on data analysis and MTSS implementation. Elementary teachers received support in early literacy and small group instruction, while middle school educators engaged in best practices for math and science. New teachers participated in a thorough orientation and mentorship program. Paraprofessionals completed Handle With Care training. Additional sessions covered the use of instructional resources, technology integration, CPR, emergency protocols, and risk assessments. Staff also fulfilled state-mandated training via Vector Training, K-12 Edition, covering topics that included school safety and suicide prevention. This comprehensive professional development program equips staff to address diverse student needs and uphold safety and support standards across the District.



Postsecondary Information:

The Class of 2024 had a 99% graduation rate. 91% of graduates attended a two or four-year university while the other 9% attended technical schools or entered the workforce. Last year, Fort Lee High School seniors had acceptances to 4 of the Ivy League schools. Fort Lee offers several college planning resources to students and parents, such as the College Search and Admissions Process Presentation, College Planning Senior Night, Financial Aid Information Sessions, and grade-level parent meetings to discuss specific grade-level college planning tasks and multiple one-to-one counselor meetings to meet the needs of our student population.



Student Supports and Services:

Fort Lee offers various support programs and services. Differentiated instruction is embedded in all district curricula. Enrichment opportunities are offered through our Gifted Program, Honors, AP, and IB courses. Summer learning programs, after school tutoring are offered to students as needed and based on eligibility requirements. Eligible students attend the Extended School Year program and receive related services. The District utilizes a tiered system of support for both academic and social emotional support programs. Smart Readers, Basic Skills, and Title I programs are designated for students who demonstrate a need for additional support to meet grade level standards. Guidance counselors in each school further support the academic, social, and emotional needs of students and develop anti-bullying, mental health and social emotional programs.

Narrative

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Student Health and Wellness:

Our school district offers numerous health and wellness programs and resources for students. Guidance counselors, Student Assistance Counselors (SACs), psychologists, and social workers provide increased support to students in need. Social emotional activities are woven throughout the school day. In grades K-6, morning meetings and advisory periods provide time for these exercises. Reboot, a program that engages students in mindfulness exercises, is implemented in grades K-4. All schools conduct assemblies on wellness topics including stress management, mindfulness, positive self-image, etc. At the Middle School, we implement a peer mentor program using the Wingman Project. At the High School, students participate in mental health workshops and a mentorship program is also available on an as needed basis. Counselors provide individual and group counseling services for at-risk students, teach lessons on wellness topics, and provide social skills groups for elementary students.



Parent and Community Involvement:

In the Fort Lee Public Schools, we believe that a strong partnership between home and school is essential for student success. Our teachers and administrators work closely with families to foster students' academic, social, and emotional growth, helping every child reach their full potential. Connections with our PTA and other advisory groups strengthen our programs and keep communication open. We offer community presentations on important topics such as mental health, substance abuse, college planning, and assessment results, along with targeted support for families of multilingual learners and students with disabilities. The Central Office keeps the community informed through Board of Education updates, newsletters, public presentations, and advisory groups. Key district information is regularly updated on our website and Facebook page. Each school also shares updates through its own newsletters and websites, keeping families and the community connected and informed.



Facilities:

The Fort Lee Public Schools consists of seven school buildings; four elementary buildings (K-4), an intermediate school (5-6), middle school (7-8) and high school (9-12). The elementary schools include School No. 1, School No. 2, School No. 3, and School No. 4. All elementary schools have had additions to their original structures. The most recent took place in 2017 when seventeen classrooms were added to School No. 2. The Lewis F. Cole Intermediate School opened September of 2019. Lewis F. Cole Middle School was built in 1958 with its most recent addition completed in 2015. The High School was built in 1928 with additions in 1958 and 1967-68. The district has begun a two-year process to upgrade all ventilation, heating and air conditioning systems in all schools. All schools have security vestibules, media centers, art rooms, cafeterias and/or multi-purpose gymnasiums. The Intermediate School, Middle, and High School have dedicated science labs and Makerspaces.

Narrative

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School Safety:

Our school district prioritizes student safety and security with comprehensive measures in place. All school buildings have security vestibules with visitor management systems and are staffed by private security guards, with additional guards and retired law enforcement personnel patrolling as needed. Schools feature state-of-the-art security systems, including alarms, panic buttons, and surveillance cameras with direct feeds to the Fort Lee Police Department. The district works closely with the Fort Lee Police, who conduct daily walk-throughs, perimeter checks, and provide two full-time School Resource Officers (SROs). A Class III Police Officer also patrols school grounds during the day. Fire and emergency drills are conducted as required by law, and all staff must display photo ID badges. Through these measures, Fort Lee Public Schools ensure a safe and secure environment for students and staff.



Technology and STEM:

The District integrates technology and STEAM (Science, Technology, Engineering, Arts, and Mathematics) education across K-12. A 1:1 Chromebook program supports grades 7-12, with expanded device access for K-6. STEAM instruction begins with K-4 Library/Media Arts and continues through intermediate, middle, and high school Makerspaces. There are designated STEM courses at both the Intermediate and Middle Schools. Students explore STEAM through clubs like the Computer Club, Math Team, Robotics Team, and Environmental Club. At the high school level, specialized courses include Robotics, Forensics, Graphic Design, Botany, Science Research Honors, and Computer Programming with C++ Honors. Advanced STEAM opportunities are offered through AP/IB courses such as AP Computer Science, AP Chemistry, AP Biology, and AP/IB Physics, providing rigorous, college-level experiences.



Early Childhood Education:

The Fort Lee Public Schools offers both full-day and half-day preschool programs for children who qualify for special education under the Preschool Child with a Disability classification. Additionally, we provide tuition-based general education preschool classrooms where children with disabilities can join their peers in an inclusive setting. Alongside a language-rich classroom environment, students may also participate in physical education, music, art, and library classes. Our preschool programs are located at Schools #2 and #3, providing a supportive and engaging early learning experience for all children.

Narrative

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The Fort Lee Public Schools actively promotes student attendance by fostering a supportive and engaging school environment. Clear communication with families emphasizes the importance of regular attendance for academic success and social development. Schools use attendance monitoring systems to identify patterns and address concerns promptly.