



Hackensack School District (03-1860)

2023-2024

County: Bergen
District: Hackensack School District
191 Second Street
Hackensack, NJ 07601

Superintendent: Dr. Thomas McBryde

[District Website](#)

201-646-0276



5,335
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	Hackensack School District
Superintendent Name	Dr. Thomas McBryde
Address	191 Second Street, Hackensack, NJ 07601
Phone Number	201-646-0276
Email Address	tmcbryde@hackensackschools.org
Website	hackensackschools.org
Facebook	https://www.facebook.com/hpscomets
Twitter	https://www.twitter.com/hpscomets

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
Fairmount	PK-04
Fanny Meyer Hillers	PK-04
Hackensack High School	09-12
Hackensack Middle School	05-08
Jackson Avenue	PK-04
Nellie K. Parker	PK-04

Demographics

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

Enrollment Trends by Grade

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

Grade	2021-22	2022-23	2023-24
PK	353	362	363
KG	373	354	355
1	338	366	369
2	321	345	374
3	369	337	352
4	359	370	357
5	304	351	374
6	371	312	349
7	383	376	340
8	379	372	367
9	444	434	443
10	413	437	446
11	448	402	447
12	504	437	399
Total	5,359	5,255	5,335

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	47.0%	48.0%	47.0%
Male	53.0%	52.0%	53.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	44.0%	54.5%	60.3%
Students with Disabilities	21.0%	22.1%	23.2%
Multilingual Learners	15.1%	17.7%	21.6%
Students Experiencing Homelessness	1.2%	2.2%	2.1%
Students in Foster Care	0.2%	0.1%	0.1%
Military-Connected Students	0.3%	0.2%	0.4%
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	9.4%	8.1%	7.4%
Hispanic	65.2%	67.6%	69.0%
Black or African American	19.5%	18.4%	17.8%
Asian	4.6%	4.2%	4.3%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.1%
American Indian or Alaska Native	0.3%	0.3%	0.2%
Two Or More Races	0.9%	1.3%	1.3%

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	0	0	0
PK - Full Day	353	362	363
KG - Half Day	0	0	0
KG - Full Day	373	354	355

Enrollment Trends by Full and Shared Time Status

This table shows the number of full- and shared-time students for the last three years. The full-time equivalent is the number of full-time students plus half the number of shared-time students.

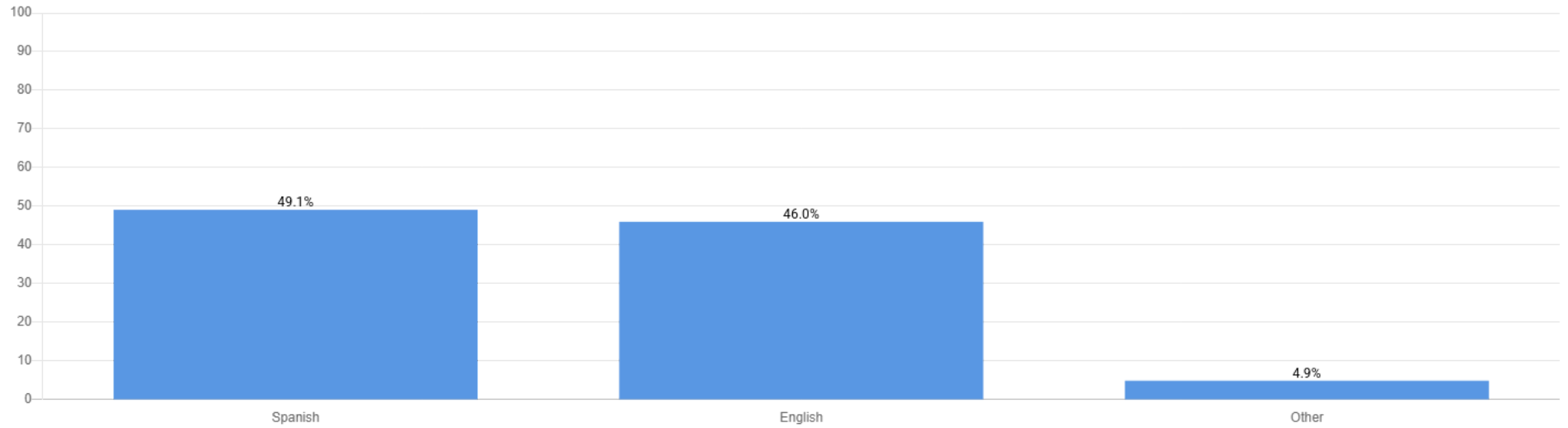
Enrollment Status	2021-22	2022-23	2023-24
Full Time Students	5,439	5,312	5,391
Shared Time Students	22	20	21
Full Time Equivalent	5,450	5,322	5,402

Demographics

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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.

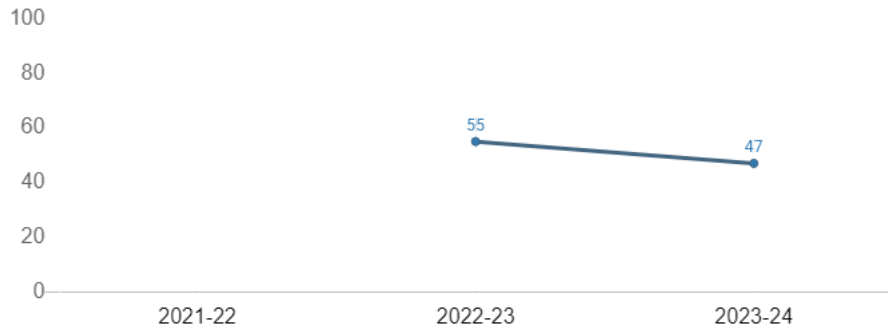
Important Note for 2023-24: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022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

Student Growth Trends and Progress

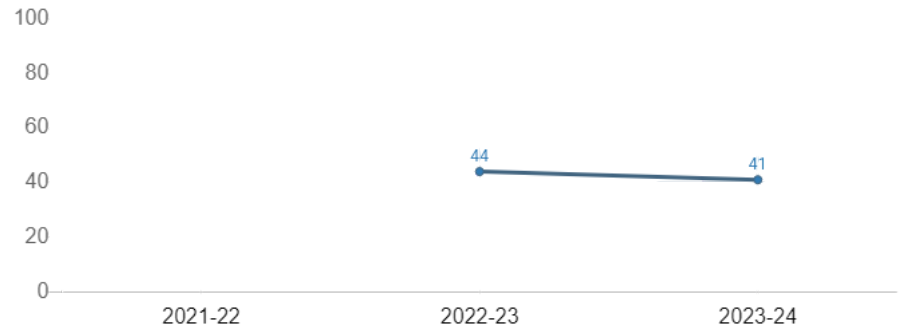
These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

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		55	47		44	41
Met Standard (40-59.5)?		Met Standard	Met Standard		Met Standard	Met Standard
Statewide: Median Student Growth Percentile		50	50		50	50

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

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Student Growth

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

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	47	50	Met Standard	41	50	Met Standard
White	58.5	50	Met Standard	46	51	Met Standard
Hispanic	45	49	Met Standard	41	48	Met Standard
Black or African American	53	47	Met Standard	38.5	46	Not Met
Asian, Native Hawaiian, or Pacific Islander	51.5	59	Met Standard	52	60	Met Standard
American Indian or Alaska Native	*	50	**	*	50	**
Two or More Races	39.5	50	Not Met	45	51	Met Standard
Female	49	52		41	50	
Male	45	48		41.5	50	
Non-Binary/Undesignated Gender	N	44		N	45.5	
Economically Disadvantaged Students	44	48	Met Standard	40	48	Met Standard
Students with Disabilities	41	43	Met Standard	42	44	Met Standard
Multilingual Learners	40	50	Met Standard	43	50	Met Standard
Students Experiencing Homelessness	52	43		57	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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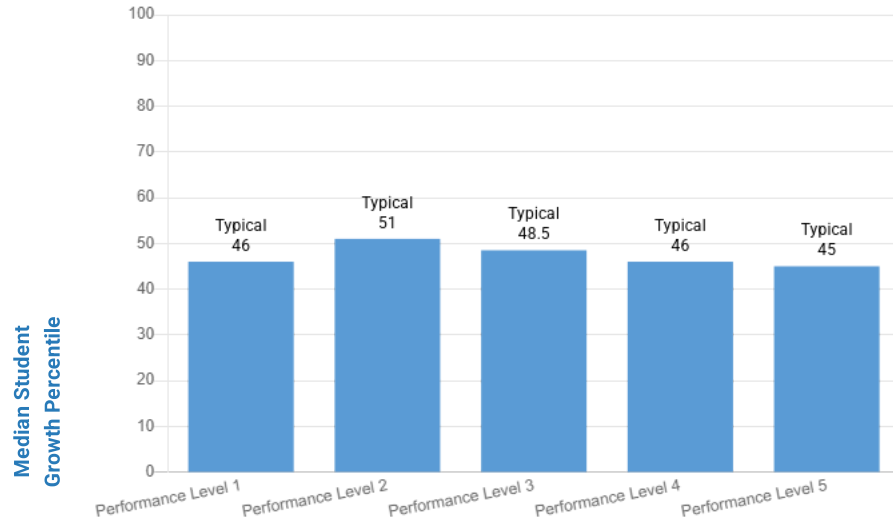
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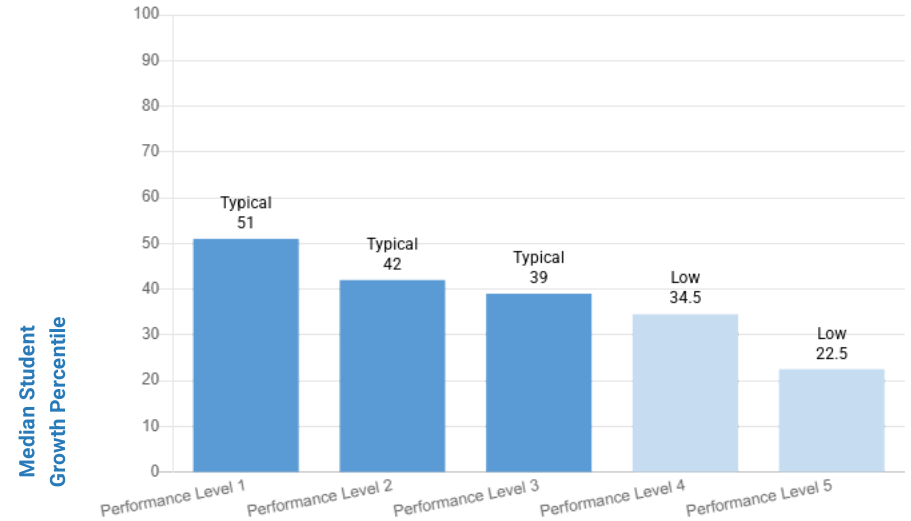
Student Growth by Performance Level

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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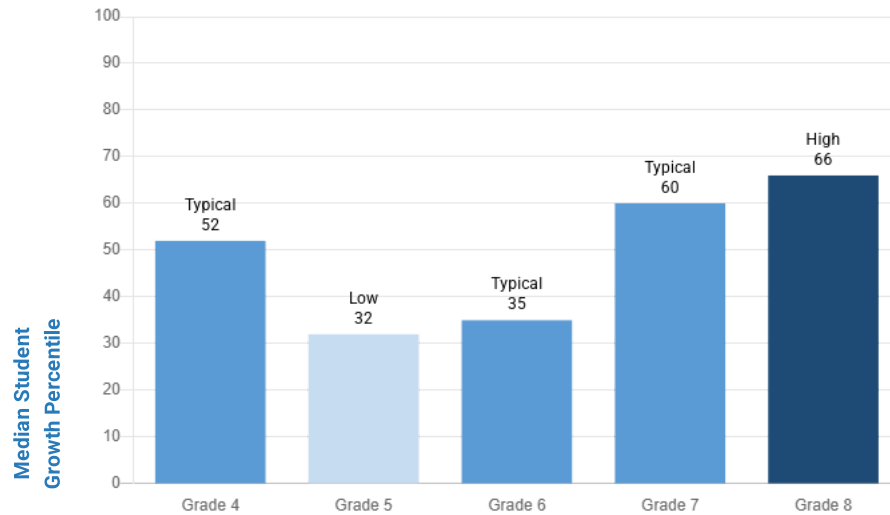
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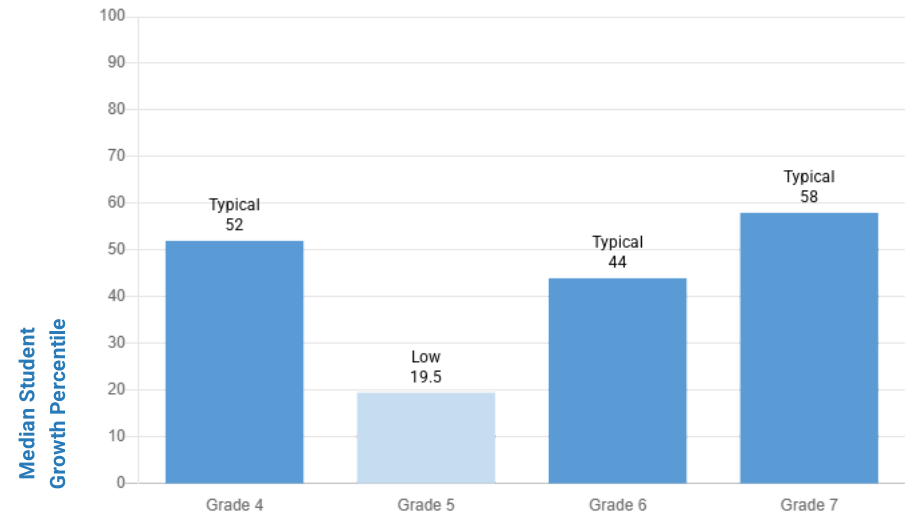
Student Growth by Grade

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

ELA



Math



Academic Achievement

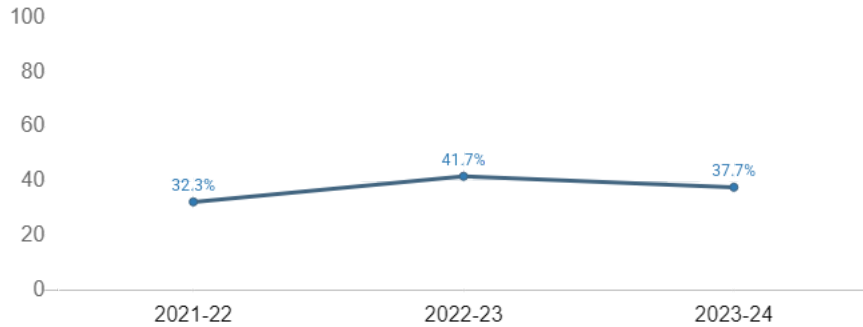
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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.

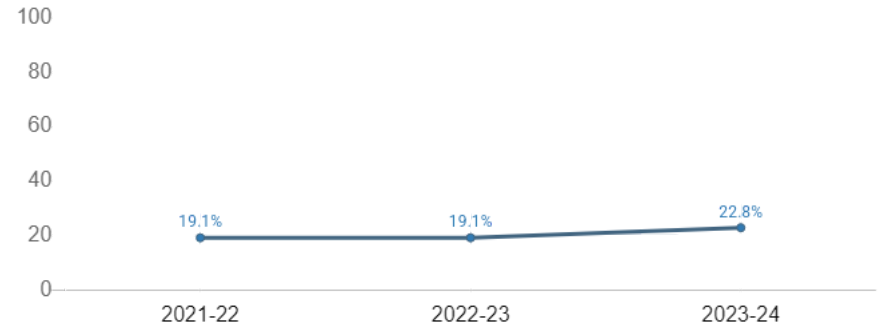
English Language Arts and Mathematics Performance Trends

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	99.0%	99.4%	99.7%	98.2%	98.8%	99.7%
Proficiency Rate for Federal Accountability	32.3%	41.7%	37.7%	19.1%	19.1%	22.8%
Annual Target	51.8%	53.6%	43.6%	37.7%	40.3%	21.8%
Met Annual Target?	Not Met	Not Met	Not Met	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	2,383	99.7%	37.7%	52.2%	37.7%	43.6%	Not Met
White	147	100%	59.2%	61.8%	59.2%	59.1%	Met Target
Hispanic	1,637	99.8%	33.1%	38%	33.1%	40.5%	Not Met
Black or African American	463	99.4%	40.2%	35.9%	40.2%	43.3%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	88	100%	68.2%	79.9%	68.2%	76.7%	Not Met
American Indian or Alaska Native	*	*	*	51.2%	*	**	**
Two or More Races	*	100%	51.3%	59.4%	51.3%	55.8%	Met Target†
Female	*	99.8%	42.1%	57.7%	42.1%		
Male	*	99.6%	33.6%	47%	33.6%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	1,469	99.7%	32.5%	34.6%	32.5%	37.7%	Not Met
Non-Economically Disadvantaged Students	914	99.7%	46%	62.8%	46%		
Students with Disabilities	596	99.5%	<10%	19.8%	<10%	13.7%	Not Met
Students without Disabilities	1,787	99.8%	47.2%	59.4%	47.2%		
Multilingual Learners	584	99.5%	20.4%	23.1%	20.4%	25.8%	Not Met
Non-Multilingual Learners	1,799	99.8%	43.3%	56.2%	43.3%		
Students Experiencing Homelessness	34	97.4%	26.5%	21.9%	26.5%		
Students in Foster Care	*	*	*	19.3%	*		
Military-Connected Students	12	100%	25%	48.2%	25%		
Migrant Students	*	*	*	13.3%	*		

† Target was met within a confidence interval.

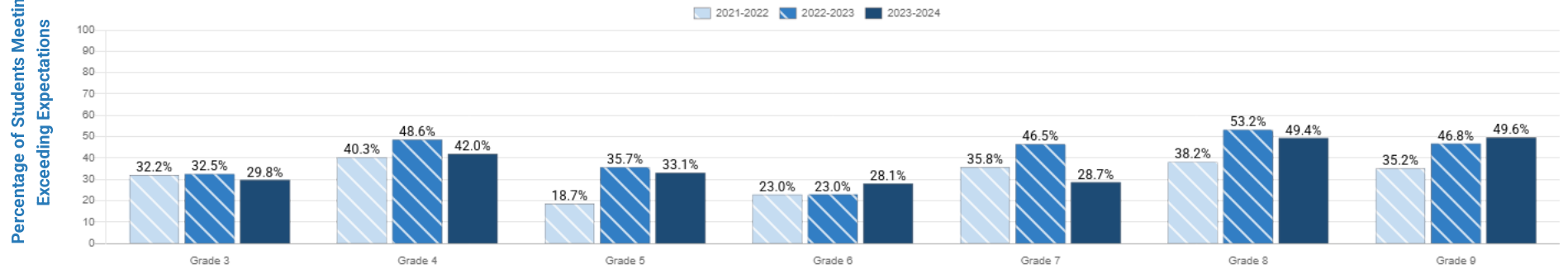
Academic Achievement

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the New Jersey Student Learning Assessment (NJSLA) for English Language Arts (ELA) for the past three years.



Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	332	725	741	30%	18%	21%	27%	3%	30%	44%
White	17	730	751	18%	35%	12%	35%	0%	35%	53%
Hispanic	231	721	724	36%	16%	21%	24%	2%	26%	29%
Black or African American	*	731	725	19%	26%	23%	26%	5%	32%	29%
Asian, Native Hawaiian, or Pacific Islander	17	757	770	12%	6%	29%	47%	6%	53%	70%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	46%
Two or More Races	*	*	751	*	*	*	*	*	*	52%
Female	*	734	746	23%	17%	24%	33%	4%	37%	48%
Male	*	717	736	38%	20%	19%	21%	2%	23%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	211	722	722	32%	19%	22%	26%	1%	27%	26%
Non-Economically Disadvantaged Students	121	731	753	27%	17%	21%	30%	5%	35%	55%
Students with Disabilities	93	696	710	*	*	*	*	*	*	18%
Students without Disabilities	239	737	747	20%	17%	23%	36%	4%	39%	49%
Multilingual Learners	*	705	704	54%	18%	15%	13%	0%	13%	13%
Non-Multilingual Learners	*	731	746	24%	19%	23%	31%	3%	34%	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	333	741	749	14%	17%	26%	34%	8%	42%	51%
White	16	765	758	6%	6%	13%	63%	13%	75%	61%
Hispanic	227	734	734	18%	21%	27%	30%	5%	34%	35%
Black or African American	*	750	733	10%	13%	29%	34%	14%	49%	34%
Asian, Native Hawaiian, or Pacific Islander	15	788	776	0%	0%	7%	60%	33%	93%	78%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	51%
Two or More Races	*	*	757	*	*	*	*	*	*	60%
Female	*	740	752	17%	16%	27%	33%	8%	40%	54%
Male	*	743	745	12%	19%	26%	35%	9%	44%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	212	736	731	17%	19%	30%	30%	5%	34%	32%
Non-Economically Disadvantaged Students	121	751	760	11%	15%	19%	40%	15%	55%	63%
Students with Disabilities	94	717	720	29%	30%	28%	14%	0%	14%	21%
Students without Disabilities	239	751	755	9%	13%	26%	41%	12%	53%	57%
Multilingual Learners	88	713	711	38%	24%	26%	13%	0%	13%	13%
Non-Multilingual Learners	245	752	753	6%	15%	26%	41%	11%	53%	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	344	733	750	21%	22%	25%	30%	3%	33%	52%
White	15	751	760	7%	0%	40%	53%	0%	53%	63%
Hispanic	236	728	736	24%	23%	25%	26%	2%	28%	37%
Black or African American	68	738	734	13%	24%	25%	37%	1%	38%	35%
Asian, Native Hawaiian, or Pacific Islander	16	766	778	13%	6%	6%	50%	25%	75%	80%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	*	*	757	*	*	*	*	*	*	60%
Female	*	739	755	18%	18%	26%	34%	5%	39%	57%
Male	*	726	745	24%	26%	24%	26%	1%	27%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	233	728	732	24%	24%	28%	23%	2%	25%	33%
Non-Economically Disadvantaged Students	111	744	761	14%	17%	18%	45%	5%	50%	64%
Students with Disabilities	74	708	719	*	*	*	*	*	*	20%
Students without Disabilities	270	740	756	15%	17%	27%	37%	4%	40%	59%
Multilingual Learners	54	694	705	*	*	*	*	*	*	*
Non-Multilingual Learners	290	740	754	13%	20%	28%	36%	3%	39%	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	338	730	751	22%	21%	29%	25%	4%	28%	53%
White	14	738	760	36%	0%	7%	57%	0%	57%	63%
Hispanic	234	726	738	25%	23%	29%	21%	2%	23%	39%
Black or African American	72	737	735	13%	22%	32%	26%	7%	33%	35%
Asian, Native Hawaiian, or Pacific Islander	12	752	778	8%	8%	33%	33%	17%	50%	82%
American Indian or Alaska Native	*	*	748	*	*	*	*	*	*	49%
Two or More Races	*	*	758	*	*	*	*	*	*	60%
Female	*	737	756	15%	18%	32%	31%	5%	35%	59%
Male	*	722	746	30%	25%	25%	18%	2%	20%	48%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	212	727	735	24%	23%	28%	22%	3%	25%	35%
Non-Economically Disadvantaged Students	126	735	761	19%	17%	30%	29%	5%	33%	65%
Students with Disabilities	77	705	719	*	*	*	*	*	*	17%
Students without Disabilities	261	737	758	14%	20%	31%	30%	5%	35%	60%
Multilingual Learners	63	703	707	*	*	*	*	*	*	*
Non-Multilingual Learners	275	736	754	16%	18%	32%	30%	4%	34%	57%
Students Experiencing Homelessness	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	724	*	*	*	*	*	*	22%
Military-Connected Students	*	*	754	*	*	*	*	*	*	55%
Migrant Students	*	*	712	*	*	*	*	*	*	29%

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 7

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	314	729	752	26%	20%	25%	16%	12%	29%	54%
White	14	751	761	29%	7%	14%	14%	36%	50%	64%
Hispanic	221	724	737	28%	20%	28%	15%	8%	24%	39%
Black or African American	63	731	734	24%	22%	24%	16%	14%	30%	37%
Asian, Native Hawaiian, or Pacific Islander	11	797	785	9%	0%	0%	36%	55%	91%	84%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	51%
Two or More Races	*	*	759	*	*	*	*	*	*	60%
Female	*	731	758	25%	17%	29%	14%	15%	29%	60%
Male	*	728	746	27%	22%	23%	18%	11%	29%	48%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	189	721	734	31%	23%	23%	14%	8%	23%	36%
Non-Economically Disadvantaged Students	125	742	762	18%	15%	29%	19%	18%	38%	64%
Students with Disabilities	70	697	715	*	*	*	*	*	*	18%
Students without Disabilities	244	738	759	18%	20%	27%	20%	16%	36%	61%
Multilingual Learners	52	681	700	*	*	*	*	*	*	*
Non-Multilingual Learners	262	739	756	16%	20%	29%	19%	15%	34%	58%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	21%
Students in Foster Care	*	*	712	*	*	*	*	*	*	17%
Military-Connected Students	*	*	747	*	*	*	*	*	*	50%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 8

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	348	745	751	18%	11%	22%	38%	12%	49%	53%
White	16	765	760	6%	0%	13%	69%	13%	81%	62%
Hispanic	247	741	736	20%	13%	23%	34%	11%	45%	39%
Black or African American	69	745	735	17%	12%	19%	43%	9%	52%	37%
Asian, Native Hawaiian, or Pacific Islander	*	*	783	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	52%
Two or More Races	*	*	757	*	*	*	*	*	*	59%
Female	*	756	759	11%	5%	24%	42%	17%	60%	60%
Male	*	734	743	24%	17%	19%	34%	7%	40%	46%
Non-binary/undesignated gender	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	203	742	734	19%	14%	21%	33%	12%	46%	36%
Non-Economically Disadvantaged Students	145	749	761	17%	7%	22%	43%	11%	54%	63%
Students with Disabilities	66	710	713	*	*	*	*	*	*	16%
Students without Disabilities	282	753	758	11%	9%	21%	45%	14%	59%	60%
Multilingual Learners	42	689	701	*	*	*	*	*	*	*
Non-Multilingual Learners	306	752	755	9%	11%	24%	42%	13%	56%	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	413	745	755	17%	13%	20%	36%	14%	50%	58%
White	52	749	764	15%	13%	8%	56%	8%	63%	67%
Hispanic	263	745	741	16%	13%	22%	34%	14%	48%	45%
Black or African American	80	737	737	25%	11%	21%	31%	11%	43%	40%
Asian, Native Hawaiian, or Pacific Islander	13	778	789	8%	0%	23%	23%	46%	69%	87%
American Indian or Alaska Native	*	*	757	*	*	*	*	*	*	59%
Two or More Races	*	*	761	*	*	*	*	*	*	64%
Female	*	750	762	12%	14%	21%	38%	15%	53%	64%
Male	*	741	747	22%	12%	19%	34%	13%	47%	51%
Non-binary/undesignated gender	*	*	774	*	*	*	*	*	*	77%
Economically Disadvantaged Students	234	740	738	20%	14%	21%	35%	9%	44%	41%
Non-Economically Disadvantaged Students	179	751	764	14%	11%	19%	37%	20%	56%	67%
Students with Disabilities	99	707	717	45%	23%	16%	15%	0%	15%	19%
Students without Disabilities	314	757	761	9%	9%	22%	42%	18%	61%	64%
Multilingual Learners	34	702	701	53%	26%	6%	15%	0%	15%	*
Non-Multilingual Learners	379	749	758	14%	11%	22%	38%	15%	53%	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	2,513	99.7%	22.8%	40.2%	22.8%	21.8%	Met Target
White	149	99.3%	28.2%	51.1%	28.2%	33.6%	Met Target†
Hispanic	1,752	99.9%	20.5%	24.2%	20.5%	19.8%	Met Target
Black or African American	471	99%	22.1%	20.1%	22.1%	20.4%	Met Target
Asian, Native Hawaiian, or Pacific Islander	93	100%	54.8%	74.4%	54.8%	52.2%	Met Target
American Indian or Alaska Native	*	*	*	42%	*	**	**
Two or More Races	*	100%	38.5%	48.9%	38.5%	30.2%	Met Target
Female	*	99.9%	21.5%	38.4%	21.5%		
Male	*	99.5%	23.9%	42%	23.9%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	1,562	99.8%	20.4%	21.7%	20.4%	19.2%	Met Target
Non-Economically Disadvantaged Students	951	99.6%	26.8%	51.5%	26.8%		
Students with Disabilities	597	99%	<10%	16.6%	<10%	9.8%	Not Met
Students without Disabilities	1,916	99.9%	28%	45.4%	28%		
Multilingual Learners	704	99.7%	18.2%	18.7%	18.2%	17%	Met Target
Non-Multilingual Learners	1,809	99.7%	24.6%	43.5%	24.6%		
Students Experiencing Homelessness	43	100%	14%	12.9%	14%		
Students in Foster Care	*	*	*	12.4%	*		
Military-Connected Students	14	100%	14.3%	38.8%	14.3%		
Migrant Students	*	*	*	<10%	*		

† 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

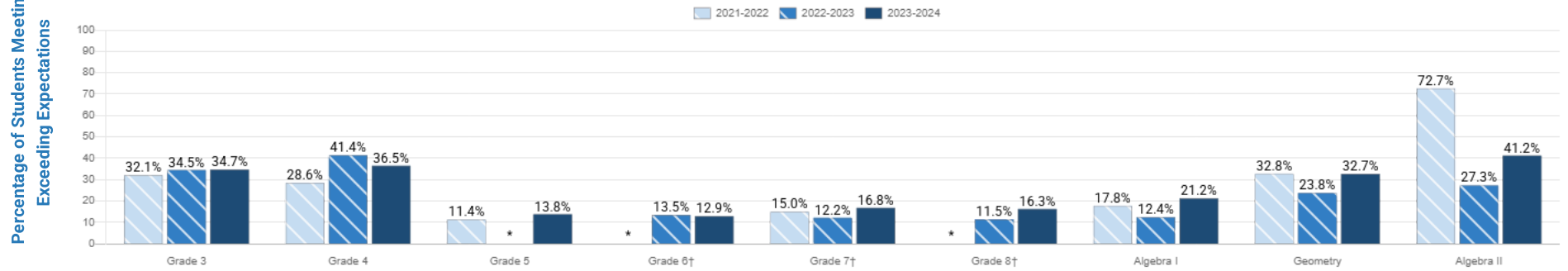
Academic Achievement

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	346	738	747	11%	24%	31%	28%	6%	35%	48%
White	17	741	757	18%	6%	47%	18%	12%	29%	60%
Hispanic	244	738	732	10%	23%	32%	30%	5%	35%	31%
Black or African American	*	731	728	14%	39%	21%	19%	7%	26%	27%
Asian, Native Hawaiian, or Pacific Islander	17	765	776	0%	6%	41%	35%	18%	53%	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	51%
Two or More Races	*	*	755	*	*	*	*	*	*	56%
Female	*	740	744	10%	23%	32%	29%	5%	35%	45%
Male	*	737	749	12%	25%	29%	27%	8%	35%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	222	738	729	10%	23%	32%	30%	5%	35%	28%
Non-Economically Disadvantaged Students	124	739	758	11%	27%	27%	25%	10%	35%	60%
Students with Disabilities	93	717	725	24%	40%	24%	13%	0%	13%	25%
Students without Disabilities	253	747	751	6%	18%	33%	34%	9%	43%	52%
Multilingual Learners	*	735	722	11%	23%	34%	29%	2%	32%	20%
Non-Multilingual Learners	*	739	751	11%	24%	30%	28%	8%	36%	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	356	737	744	13%	21%	29%	35%	2%	37%	45%
White	16	759	754	6%	6%	13%	75%	0%	75%	57%
Hispanic	248	733	730	15%	25%	31%	28%	2%	30%	28%
Black or African American	*	736	726	14%	17%	33%	33%	3%	36%	24%
Asian, Native Hawaiian, or Pacific Islander	17	769	773	0%	12%	6%	82%	0%	82%	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	50%
Two or More Races	*	*	752	*	*	*	*	*	*	54%
Female	*	733	743	13%	26%	32%	28%	1%	29%	43%
Male	*	740	746	13%	17%	26%	41%	3%	44%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	224	734	727	11%	28%	31%	29%	1%	30%	25%
Non-Economically Disadvantaged Students	132	742	755	17%	11%	26%	43%	4%	47%	58%
Students with Disabilities	95	720	722	25%	36%	26%	12%	1%	13%	21%
Students without Disabilities	261	743	749	9%	16%	30%	43%	2%	45%	50%
Multilingual Learners	111	721	718	19%	41%	26%	14%	0%	14%	14%
Non-Multilingual Learners	245	744	748	11%	13%	30%	44%	3%	47%	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	369	720	741	22%	36%	29%	13%	1%	14%	40%
White	15	726	751	*	*	*	*	*	*	53%
Hispanic	259	717	726	22%	39%	27%	11%	0%	11%	23%
Black or African American	68	721	722	22%	31%	31%	16%	0%	16%	19%
Asian, Native Hawaiian, or Pacific Islander	19	740	772	21%	11%	21%	37%	11%	47%	76%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	*	*	748	*	*	*	*	*	*	49%
Female	*	720	739	21%	36%	29%	13%	1%	13%	38%
Male	*	719	742	23%	35%	28%	13%	1%	14%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	253	717	724	24%	38%	28%	10%	1%	11%	20%
Non-Economically Disadvantaged Students	116	726	752	18%	30%	31%	20%	1%	21%	53%
Students with Disabilities	74	704	717	*	*	*	*	*	*	16%
Students without Disabilities	295	724	746	19%	32%	33%	16%	1%	17%	45%
Multilingual Learners	77	703	711	*	*	*	*	*	*	*
Non-Multilingual Learners	292	724	744	16%	35%	32%	16%	1%	17%	44%
Students Experiencing Homelessness	13	713	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	350	718	737	24%	38%	25%	12%	1%	13%	36%
White	15	725	746	13%	40%	27%	20%	0%	20%	47%
Hispanic	244	717	723	26%	39%	24%	11%	0%	11%	20%
Black or African American	72	717	718	25%	39%	24%	11%	1%	13%	15%
Asian, Native Hawaiian, or Pacific Islander	13	737	768	0%	23%	38%	38%	0%	38%	73%
American Indian or Alaska Native	*	*	735	*	*	*	*	*	*	33%
Two or More Races	*	*	743	*	*	*	*	*	*	45%
Female	*	720	736	21%	39%	27%	13%	1%	14%	34%
Male	*	716	738	28%	38%	23%	11%	1%	12%	38%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	221	717	721	26%	40%	22%	11%	0%	12%	17%
Non-Economically Disadvantaged Students	129	719	747	21%	35%	29%	14%	1%	15%	48%
Students with Disabilities	77	699	714	*	*	*	*	*	*	12%
Students without Disabilities	273	723	741	17%	38%	29%	15%	1%	16%	41%
Multilingual Learners	72	703	707	*	*	*	*	*	*	*
Non-Multilingual Learners	278	722	740	18%	36%	30%	14%	1%	15%	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	328	722	739	19%	42%	22%	15%	2%	17%	37%
White	12	740	748	8%	33%	33%	8%	17%	25%	50%
Hispanic	240	722	728	18%	43%	24%	13%	1%	15%	23%
Black or African American	61	720	724	23%	46%	13%	18%	0%	18%	18%
Asian, Native Hawaiian, or Pacific Islander	10	743	764	10%	20%	20%	40%	10%	50%	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	*	*	743	*	*	*	*	*	*	44%
Female	*	720	738	23%	41%	20%	16%	1%	17%	36%
Male	*	724	739	16%	43%	24%	14%	3%	17%	39%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	204	718	726	22%	43%	23%	12%	0%	13%	20%
Non-Economically Disadvantaged Students	124	729	747	13%	42%	22%	19%	4%	23%	48%
Students with Disabilities	69	708	716	*	*	*	*	*	*	12%
Students without Disabilities	259	726	743	16%	39%	25%	18%	2%	20%	43%
Multilingual Learners	74	711	714	*	*	*	*	*	*	*
Non-Multilingual Learners	254	726	741	17%	39%	25%	17%	2%	19%	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	337	715	719	31%	32%	20%	16%	0%	16%	19%
White	12	722	729	25%	25%	25%	25%	0%	25%	27%
Hispanic	250	715	713	32%	31%	20%	16%	0%	16%	13%
Black or African American	66	712	707	32%	35%	20%	14%	0%	14%	10%
Asian, Native Hawaiian, or Pacific Islander	*	*	740	*	*	*	*	*	*	40%
American Indian or Alaska Native	*	*	722	*	*	*	*	*	*	21%
Two or More Races	*	*	722	*	*	*	*	*	*	22%
Female	*	718	719	27%	35%	21%	17%	0%	17%	19%
Male	*	713	719	35%	30%	19%	15%	1%	16%	20%
Non-binary/undesignated gender	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	205	717	711	30%	33%	19%	18%	0%	19%	12%
Non-Economically Disadvantaged Students	132	713	725	34%	30%	23%	13%	0%	13%	25%
Students with Disabilities	66	695	702	*	*	*	*	*	*	*
Students without Disabilities	271	720	724	26%	32%	23%	20%	0%	20%	23%
Multilingual Learners	61	702	701	52%	28%	10%	10%	0%	10%	*
Non-Multilingual Learners	276	718	721	27%	33%	22%	17%	0%	18%	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	481	719	738	28%	29%	22%	21%	1%	21%	40%
White	*	727	748	21%	25%	31%	21%	2%	23%	51%
Hispanic	330	717	723	28%	29%	23%	19%	0%	19%	23%
Black or African American	*	717	719	31%	31%	13%	24%	0%	24%	19%
Asian, Native Hawaiian, or Pacific Islander	14	755	773	14%	7%	21%	43%	14%	57%	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	*	*	746	*	*	*	*	*	*	49%
Female	*	719	737	28%	30%	20%	22%	0%	22%	39%
Male	*	720	739	28%	28%	24%	20%	1%	21%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	269	717	722	30%	28%	23%	20%	0%	20%	22%
Non-Economically Disadvantaged Students	212	722	747	25%	30%	22%	22%	1%	23%	50%
Students with Disabilities	*	696	710	*	*	*	*	*	*	11%
Students without Disabilities	*	726	743	20%	27%	26%	26%	1%	26%	45%
Multilingual Learners	*	704	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	724	741	23%	26%	25%	25%	1%	26%	43%
Students Experiencing Homelessness	*	710	712	46%	15%	23%	15%	0%	15%	13%
Students in Foster Care	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	696	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Performance By Test: Geometry

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	55	740	750	2%	20%	45%	29%	4%	33%	53%
White	10	743	752	0%	20%	30%	50%	0%	50%	57%
Hispanic	*	742	735	0%	20%	53%	20%	7%	27%	29%
Black or African American	*	*	733	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	66%
Two or More Races	*	*	756	*	*	*	*	*	*	63%
Female	*	734	748	4%	30%	52%	11%	4%	15%	50%
Male	*	746	752	0%	11%	39%	46%	4%	50%	57%
Non-binary/undesignated gender	*	*	752	*	*	*	*	*	*	60%
Economically Disadvantaged Students	*	739	734	0%	20%	56%	20%	4%	24%	28%
Non-Economically Disadvantaged Students	*	741	754	3%	20%	37%	37%	3%	40%	60%
Students with Disabilities	*	*	727	*	*	*	*	*	*	24%
Students without Disabilities	*	740	751	2%	20%	45%	29%	4%	33%	54%
Multilingual Learners	*	*	716	*	*	*	*	*	*	11%
Non-Multilingual Learners	*	741	751	2%	17%	47%	30%	4%	34%	55%
Students Experiencing Homelessness	*	*	727	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	743	*	*	*	*	*	*	44%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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

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Mathematics Assessment - Performance By Test: Algebra II

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	17	742	770	12%	24%	24%	41%	0%	41%	73%
White	*	*	771	*	*	*	*	*	*	75%
Hispanic	*	738	736	10%	30%	30%	30%	0%	30%	37%
Black or African American	*	*	736	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	785	*	*	*	*	*	*	88%
American Indian or Alaska Native	*	*	775	*	*	*	*	*	*	83%
Two or More Races	*	*	773	*	*	*	*	*	*	74%
Female	*	737	765	0%	30%	40%	30%	0%	30%	68%
Male	*	*	776	*	*	*	*	*	*	78%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	733	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	748	777	17%	17%	8%	58%	0%	58%	80%
Students with Disabilities	*	*	752	*	*	*	*	*	*	54%
Students without Disabilities	*	739	771	13%	25%	25%	38%	0%	38%	73%
Multilingual Learners	*	*	706	*	*	*	*	*	*	14%
Non-Multilingual Learners	*	742	772	12%	24%	24%	41%	0%	41%	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	539	*	>90%	*	<10%
3-4	272	*	>90%	*	<10%
5 or more	207	*	>90%	*	<10%

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	25.4%	22.7%	Met Target

† Target was met within a confidence interval.

Report Key:

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

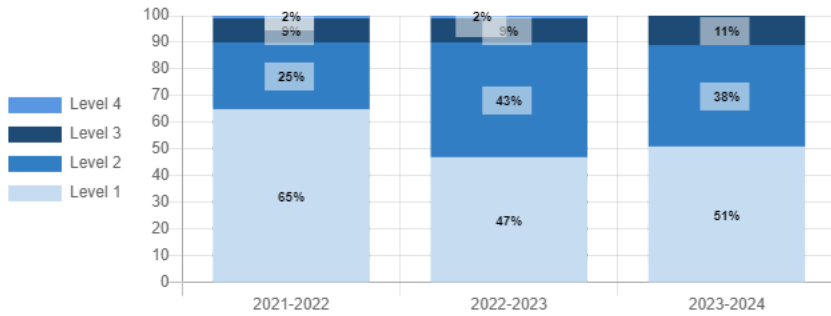
Academic Achievement

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

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

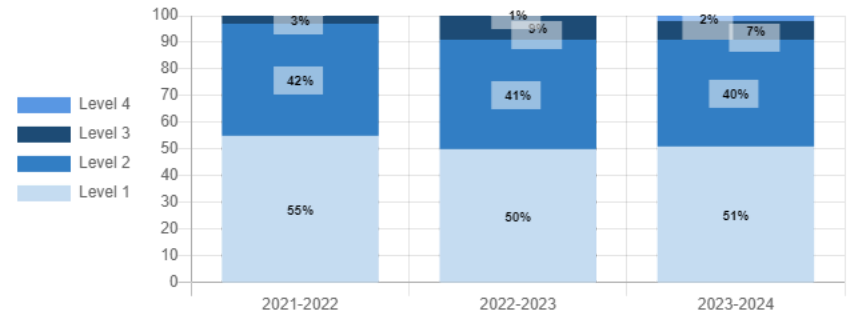
NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 8 Summary

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



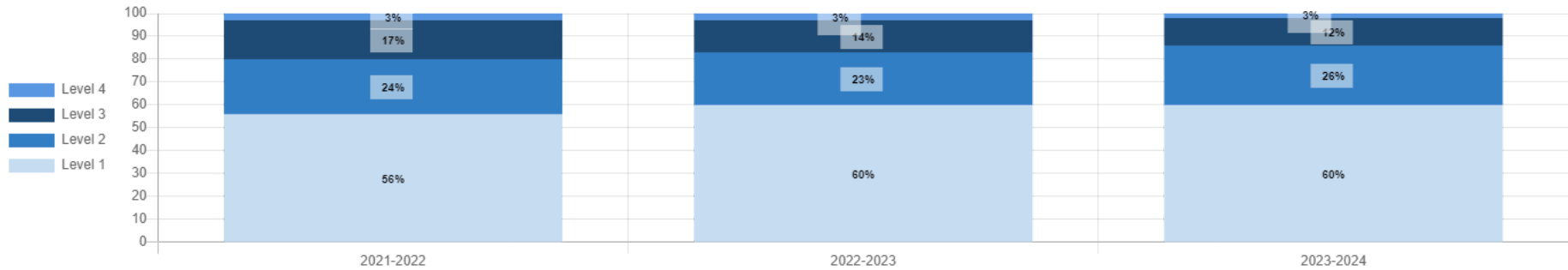
Academic Achievement

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

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

NJSLA Science Assessment: Grade 11 Summary

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



Academic Achievement

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

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

NJSLA Science Assessment: Grade 5

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	51%	38%	11%	0%	35%	37%	21%	6%
White	20%	73%	7%	0%	22%	42%	28%	8%
Hispanic	57%	34%	8%	0%	51%	36%	12%	2%
Black or African American	38%	50%	12%	0%	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	32%	21%	47%	0%	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	*	*	*	*	27%	36%	27%	10%
Female	51%	39%	10%	0%	35%	39%	20%	6%
Male	51%	36%	12%	1%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	57%	36%	7%	0%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	37%	43%	20%	0%	24%	39%	28%	10%
Students with Disabilities	77%	22%	1%	0%	64%	27%	8%	2%
Students without Disabilities	44%	42%	13%	0%	30%	39%	24%	7%
Multilingual Learners	82%	18%	0%	0%	78%	20%	2%	0%
Non-Multilingual Learners	43%	43%	14%	0%	30%	39%	23%	7%
Students Experiencing Homelessness	46%	46%	8%	0%	68%	25%	6%	1%
Students in Foster Care	*	*	*	*	67%	28%	3%	1%
Military-Connected Students	*	*	*	*	30%	42%	23%	5%
Migrant Students	*	*	*	*	73%	27%	0%	0%

Academic Achievement

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

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

NJSLA Science Assessment: Grade 8

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	51%	40%	7%	2%	36%	45%	14%	5%
White	35%	41%	24%	0%	23%	52%	19%	6%
Hispanic	56%	37%	6%	1%	51%	42%	6%	1%
Black or African American	41%	49%	7%	3%	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	*	*	*	*	27%	46%	19%	8%
Female	46%	45%	7%	2%	35%	47%	13%	4%
Male	56%	35%	8%	2%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	56%	37%	5%	2%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	44%	44%	10%	1%	26%	48%	19%	7%
Students with Disabilities	83%	15%	2%	0%	67%	29%	3%	1%
Students without Disabilities	44%	45%	9%	2%	30%	48%	16%	6%
Multilingual Learners	76%	24%	0%	0%	75%	24%	1%	0%
Non-Multilingual Learners	46%	43%	9%	2%	32%	47%	15%	5%
Students Experiencing Homelessness	*	*	*	*	66%	32%	2%	0%
Students in Foster Care	*	*	*	*	80%	19%	1%	0%
Military-Connected Students	*	*	*	*	40%	47%	10%	3%
Migrant Students	*	*	*	*	*	*	*	*

Academic Achievement

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

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

NJSLA Science Assessment: Grade 11

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	60%	26%	12%	3%	45%	27%	19%	9%
White	30%	30%	30%	11%	34%	30%	26%	11%
Hispanic	63%	26%	10%	1%	61%	25%	11%	3%
Black or African American	63%	26%	9%	2%	64%	24%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	30%	30%	25%	15%	17%	23%	33%	28%
American Indian or Alaska Native	*	*	*	*	54%	21%	19%	6%
Two or More Races	*	*	*	*	38%	26%	25%	11%
Female	55%	32%	10%	2%	43%	29%	20%	7%
Male	64%	21%	13%	3%	47%	24%	18%	10%
Non-binary/undesignated gender	*	*	*	*	26%	28%	30%	16%
Economically Disadvantaged Students	62%	25%	11%	1%	63%	24%	11%	2%
Non-Economically Disadvantaged Students	58%	26%	12%	4%	37%	28%	24%	12%
Students with Disabilities	87%	8%	4%	0%	77%	16%	5%	1%
Students without Disabilities	55%	29%	13%	3%	40%	28%	22%	10%
Multilingual Learners	87%	12%	1%	0%	88%	10%	1%	0%
Non-Multilingual Learners	53%	29%	14%	3%	42%	28%	21%	9%
Students Experiencing Homelessness	80%	20%	0%	0%	72%	19%	8%	1%
Students in Foster Care	*	*	*	*	76%	18%	5%	1%
Military-Connected Students	*	*	*	*	48%	29%	17%	7%
Migrant Students	*	*	*	*	*	*	*	*

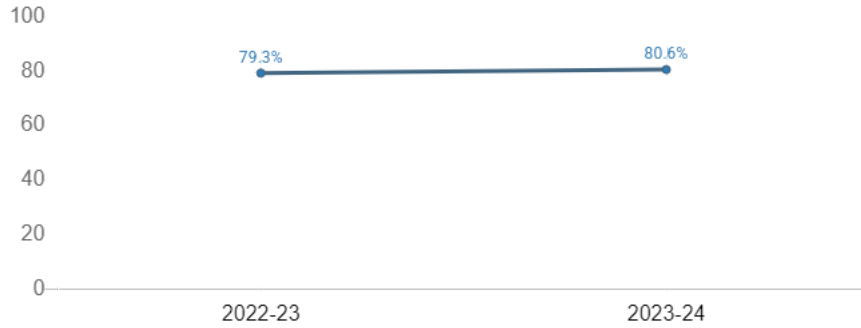
Academic Achievement

Graduation Proficiency Assessment (NJGPA) Trends

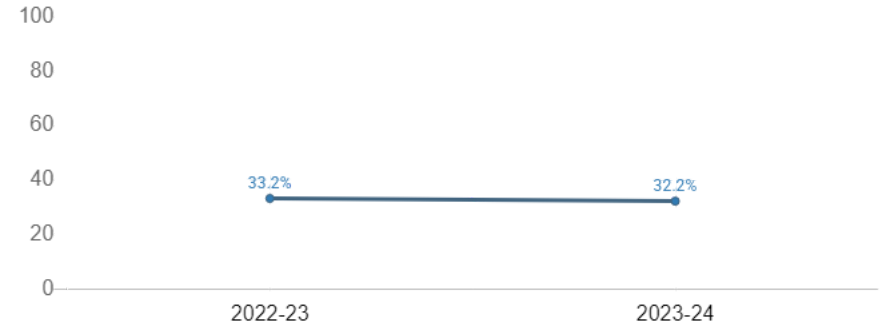
These graphs show trends in performance on the New Jersey Graduation Proficiency Assessment (NJGPA) for the last two years. Students are identified as either Graduation Ready or Not Yet Graduation Ready for both English Language Arts (ELA) and mathematics based on their scores on the assessment. These 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	79.3%	80.6%	33.2%	32.2%
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	438	80.6%	82.5%	454	32.2%	55.6%
White	28	>90%	90%	28	53.6%	69.1%
Hispanic	301	77.4%	72.3%	317	29%	38%
Black or African American	86	83.7%	73.6%	86	24.4%	33.1%
Asian, Native Hawaiian, or Pacific Islander	21	>90%	>90%	21	76.2%	87.9%
American Indian or Alaska Native	*	*	76.2%	*	*	43.8%
Two or More Races	*	*	87.5%	*	*	62%
Female	*	83.7%	86.9%	*	34%	56.6%
Male	*	77.7%	78.3%	*	30%	54.7%
Non-binary/undesignated gender	*	*	87.7%	*	*	69.9%
Economically Disadvantaged Students	198	79.3%	71.7%	209	29.7%	36%
Non-Economically Disadvantaged Students	240	81.7%	87.6%	245	34.3%	65.1%
Students with Disabilities	78	62.8%	53.6%	78	<10%	18.2%
Students without Disabilities	360	84.4%	87.4%	376	37.2%	62%
Multilingual Learners	67	28.4%	24.4%	83	10.8%	12.5%
Non-Multilingual Learners	371	90%	86.5%	371	36.9%	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	80.7%	80.7%
12th graders taking SAT in 2023-2024 or prior years	28.1%	62.7%
12th graders taking ACT in 2023-2024 or prior years	1.0%	7.8%

PSAT, SAT, & ACT - Performance

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

Participation Type	District Average Score	State Average Score	College Readiness Benchmarks	District - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	415	459	Grade 10: 430 Grade 11: 460	36%	54%
PSAT 10/NMSQT - Math	415	454	Grade 10: 480 Grade 11: 510	14%	32%
SAT - Reading and Writing	529	530	480	69%	65%
SAT - Math	511	519	530	41%	46%
ACT - Reading	*	24	22	*	63%
ACT - English	*	24	18	*	76%
ACT - Math	*	23	22	*	58%
ACT - Science	*	23	23	*	55%

College and Career Readiness

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

AP/IB Coursework – Participation and Performance

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

Students enrolled in one or more AP or IB course



Students taking one or more AP or IB exam



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



Dual Enrollment Coursework - Participation

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



College and Career Readiness

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

AP/IB and Dual Enrollment Participation by Student Group

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

Student Group	% Enrolled in one or more AP or IB course	% Enrolled in one or more Dual Enrollment course	State: % Enrolled in one or more AP or IB course	State: % Enrolled in one or more Dual Enrollment course
Districtwide	25.7%	34.5%	35.9%	26.9%
White	45.5%	36.4%	41.8%	33.0%
Hispanic	23.4%	32.8%	23.2%	20.9%
Black or African American	20.5%	39.7%	20.3%	17.4%
Asian, Native Hawaiian, or Pacific Islander	60.3%	34.9%	70.5%	32.5%
American Indian or Alaska Native	N	N	30.4%	28.6%
Two or More Races	*	*	41.0%	29.0%
Female	32.0%	40.4%	41.4%	30.2%
Male	20.0%	29.0%	30.6%	23.7%
Non-Binary/Undesignated Gender	*	*	42.9%	28.4%
Economically Disadvantaged Students	23.8%	33.3%	22.8%	20.2%
Students with Disabilities	3.1%	26.1%	4.8%	10.9%
Multilingual Learners	9.9%	12.8%	9.8%	8.8%
Students experiencing homelessness	20.0%	20.0%	12.6%	15.1%
Students in Foster Care	*	*	4.5%	10.6%
Military-Connected Students	*	*	30.1%	29.2%
Migrant Students	N	N	0.0%	7.1%

College and Career Readiness

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

AP/IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP 2-D Art and Design	1	0
AP Biology	21	18
AP Calculus AB	17	16
AP Calculus BC	15	14
AP Chemistry	20	20
AP Computer Science A	4	4
AP Computer Science Principles	3	4
AP English Language and Composition	22	19
AP English Literature and Composition	68	68
AP Environmental Science	10	10
AP French Language and Culture	1	1
AP Italian Language and Culture	5	5
AP Macroeconomics	14	14
AP Microeconomics	9	9
AP Music Theory	3	3
AP Physics 1	38	38
AP Physics C	5	0
AP Physics C: Electricity and Magnetism	0	1
AP Physics C: Mechanics	0	5
AP Precalculus	8	8
AP Psychology	58	58
AP Spanish Language and Culture	40	33

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 Statistics	11	11
AP U.S. History	9	8
AP World History: Modern	54	52
Total Exams taken		419
Exams with scores of at least 3 on AP exams or 4 on IB exams		221

College and Career Readiness

Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy	Percentage of 12th Graders
Spanish	12	3.0%
Total Seals Earned	12	
Total Unique Students Earning Seals	12	3.0%
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	0.2%	0.4%	7.6%	10.4%
White	1.6%	0.0%	6.1%	10.0%
Hispanic	0.0%	0.2%	9.3%	10.8%
Black or African American	0.0%	0.9%	9.5%	10.7%
Asian, Native Hawaiian, or Pacific Islander	0.9%	1.8%	5.5%	10.5%
American Indian or Alaska Native	*	*	8.3%	8.8%
Two or More Races	0.0%	0.0%	7.5%	10.1%
Female	0.2%	0.5%	7.5%	10.9%
Male	0.1%	0.3%	7.7%	9.9%
Non-Binary/Undesignated Gender	*	*	8.9%	15.2%
Economically Disadvantaged Students	0.1%	0.2%	9.8%	10.7%
Students with Disabilities	0.2%	0.2%	6.0%	7.9%
Multilingual Learners	0.0%	0.0%	8.0%	3.5%
Students experiencing homelessness	0.0%	0.0%	7.7%	6.2%
Students in Foster Care	*	*	5.9%	6.7%
Military-Connected Students	0.0%	0.0%	12.6%	15.8%
Migrant Students	*	*	2.3%	0.0%

College and Career Readiness

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

Work-Based Learning Participation by Career Cluster

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

Career Cluster	Number of Students Participating in Work-Based Learning	Percentage of Students Participating in Work-Based Learning
Architecture & Construction	*	*
Arts, A/V Technology & Communications	*	*
Health Science	*	*
Hospitality & Tourism	*	*
Human Services	*	*
Information Technology	*	*
Transportation, Distribution & Logistics	*	*
Total	*	*

College and Career Readiness

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

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

District | 0.1%
 State ■ 2.2%

College and Career Readiness

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

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	*	*	*
Arts, A/V Technology & Communications	*	*	*
Health Science	*	*	*
Hospitality & Tourism	*	*	*
Human Services	*	*	*
Information Technology	*	*	*
Transportation, Distribution & Logistics	*	*	*
Total	20	*	*

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	349
7	9	0	1	0	0	0	329
8	26	9	0	0	0	0	333
9	383	44	14	0	0	0	4
10	57	322	52	17	0	0	2
11	27	230	130	43	0	4	23
12	15	25	105	42	32	7	137
Total	517	630	302	102	32	11	1,177
Enrolled in AP/IB Course					32	11	0
Enrolled in Dual Enrollment Course	0	0	0	8	0	0	30

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	351	17	0	77	0	0
10	12	421	0	18	0	0
11	233	56	0	26	126	24
12	29	14	0	22	16	50
Total	625	508	0	143	142	74
Enrolled in AP/IB Course	21	20		10	43	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	24

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	12	422	0	0	0	1
10	3	443	31	9	2	31
11	335	88	13	26	13	42
12	26	52	30	111	17	70
Total	376	1,005	74	146	32	144
Enrolled in AP/IB Course	54	9	21	58		0
Enrolled in Dual Enrollment Course	0	0	0	0	32	23

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	341	0	0	0	0	0	0
7	222	63	45	0	0	0	0
8	268	63	33	0	0	0	0
9	192	30	37	0	0	0	0
10	317	45	50	0	0	0	0
11	220	17	31	0	0	0	0
12	83	3	6	0	0	0	0
Total	1,643	221	202	0	0	0	0
Enrolled in AP/IB Course	40	1	5	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	98	14	37	0	0	0	0

College and Career Readiness

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

Computer Science – Course Participation

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

Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
KG	N	N	N	N	N	N	N
1	N	N	N	N	N	N	N
2	N	N	N	N	N	N	N
3	N	N	N	N	N	N	N
4	N	N	N	N	N	N	N
5	N	N	N	N	N	N	N
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
9	0	284	0	0	0	0	0
10	20	15	0	0	0	0	0
11	15	19	0	0	0	0	0
12	22	11	0	0	0	0	0
Total	57	329	0	0	0	0	0
Enrolled in AP/IB Course	4	3		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

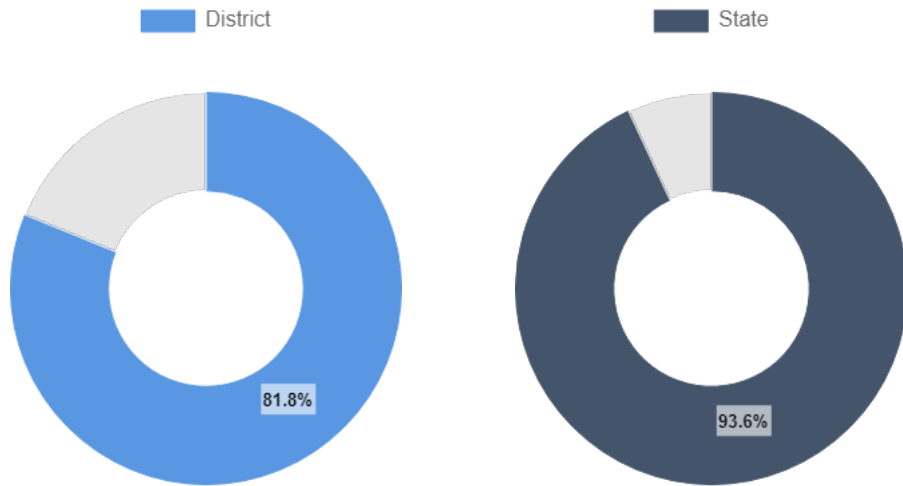
College and Career Readiness

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

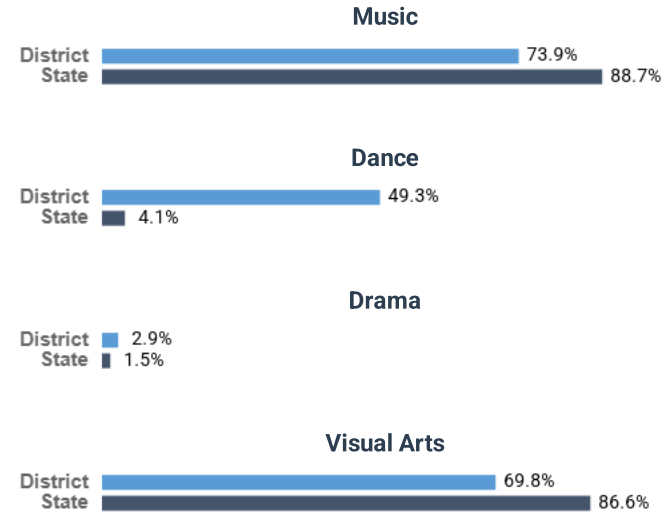
Visual and Performing Arts – Course Participation

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

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



Students enrolled in one or more classes by discipline:



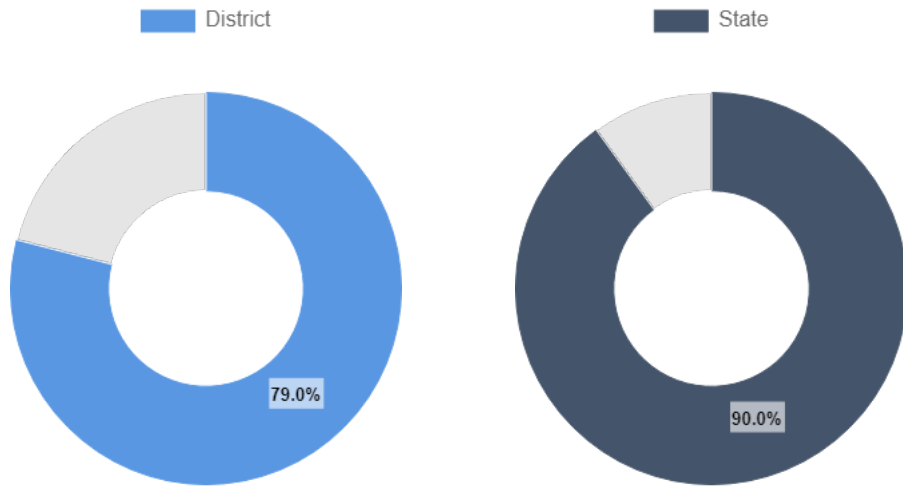
College and Career Readiness

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

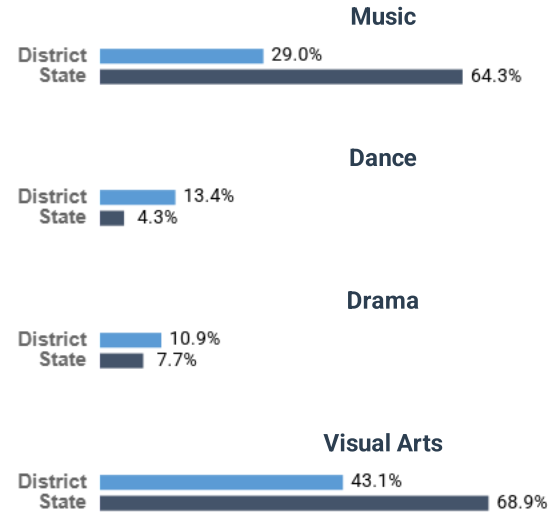
Visual and Performing Arts – Course Participation

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

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



Students enrolled in one or more classes by discipline:



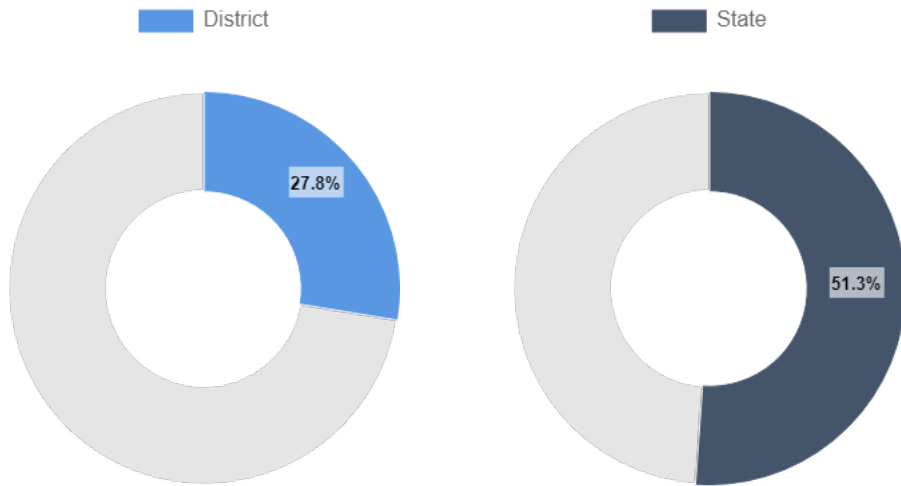
College and Career Readiness

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

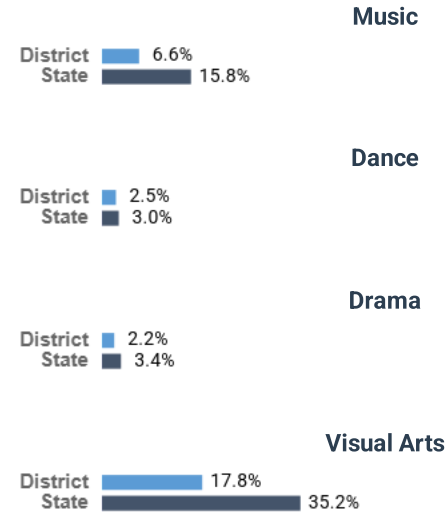
Visual and Performing Arts – Course Participation

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

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



Students enrolled in one or more classes by discipline:



College and Career Readiness

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

Structured Learning Experiences Participation

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

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

Structured Learning Experiences



Graduation/ Postsecondary

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

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

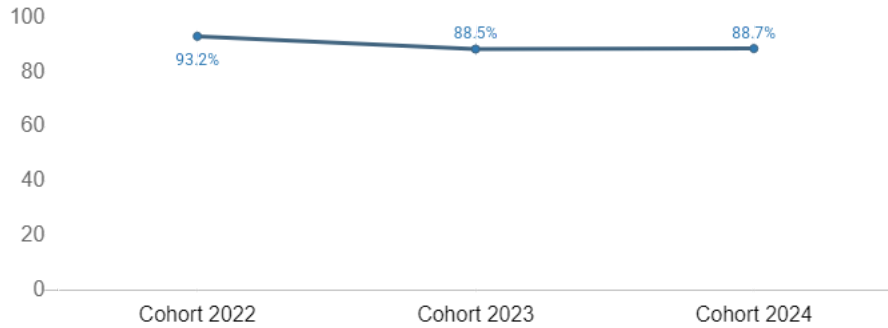
To be included as a graduate in the federal version of the graduation rate, students must have meet state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless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

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

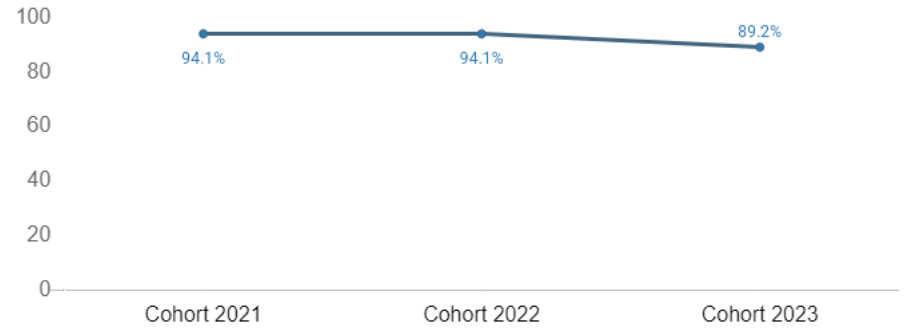
Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. These charts and tables are based on the state graduation rate, which reflects all students who receive a state-endorsed diploma.

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2022 4-Year Rate	Cohort 2023 4-Year Rate	Cohort 2024 4-Year Rate	Cohort 2021 5-Year Rate	Cohort 2022 5-Year Rate	Cohort 2023 5-Year Rate
Graduation Rate	93.2%	88.5%	88.7%	94.1%	94.1%	89.2%
Statewide Graduation Rate	90.9%	91.1%	91.3%	92.5%	92.7%	92.6%

Graduation/ Postsecondary

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

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

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

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

Cohort 2024 4-Year Graduation Cohort Profile

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

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	88.7%	5.2%	6.1%	91.3%	3.8%	4.9%
White	96.8%	0.0%	3.2%	95.0%	2.6%	2.5%
Hispanic	86.7%	6.2%	7.1%	86.9%	4.9%	8.3%
Black or African American	94.4%	2.8%	2.8%	86.5%	6.0%	7.5%
Asian, Native Hawaiian, or Pacific Islander	86.7%	6.7%	6.7%	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	91.6%	4.9%	3.4%	93.1%	2.8%	4.1%
Male	86.3%	5.4%	8.3%	89.5%	4.7%	5.7%
Non-Binary/Undesignated Gender	N	N	N	86.7%	3.3%	10.0%
Economically Disadvantaged Students	88.6%	5.9%	5.6%	87.1%	5.3%	7.7%
Students with Disabilities	78.9%	13.3%	7.8%	80.7%	12.5%	6.8%
Multilingual Learners	83.8%	10.3%	5.9%	78.9%	7.5%	13.6%
Students experiencing homelessness	72.7%	27.3%	0.0%	74.5%	11.2%	14.3%
Students in Foster Care	N	N	N	61.6%	13.1%	25.3%
Military-Connected Students	*	*	*	94.5%	2.3%	3.1%
Migrant Students	N	N	N	88.2%	3.9%	7.9%

Graduation/ Postsecondary

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

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

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

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

Cohort 2023 5-Year Graduation Cohort Profile

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

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	89.2%	1.8%	9.0%	92.6%	1.7%	5.6%
White	93.2%	1.4%	5.4%	95.9%	1.5%	2.6%
Hispanic	88.9%	2.7%	8.4%	88.2%	1.9%	9.9%
Black or African American	86.7%	0.0%	13.3%	88.9%	2.5%	8.7%
Asian, Native Hawaiian, or Pacific Islander	87.5%	0.0%	12.5%	97.5%	1.3%	1.2%
American Indian or Alaska Native	*	*	*	92.5%	0.0%	7.5%
Two or More Races	*	*	*	94.7%	1.0%	4.3%
Female	89.5%	1.2%	9.3%	94.4%	1.2%	4.4%
Male	88.9%	2.5%	8.6%	91.0%	2.2%	6.8%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	89.2%	1.4%	9.4%	88.8%	2.0%	9.2%
Students with Disabilities	83.3%	10.7%	6.0%	84.1%	8.2%	7.7%
Multilingual Learners	94.0%	0.0%	6.0%	78.0%	2.0%	20.0%
Students experiencing homelessness	81.8%	0.0%	18.2%	78.0%	3.9%	18.1%
Students in Foster Care	*	*	*	67.0%	7.5%	25.5%
Military-Connected Students	*	*	*	96.0%	0.8%	3.1%
Migrant Students	N	N	N	66.7%	10.7%	22.6%

Graduation/ Postsecondary

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

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

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

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

Cohort 2022 6-Year Graduation Cohort Profile

This table shows the percentage of students in the 2022 cohort who graduated, who are still enrolled ("Continuing Students"), or who dropped out of school or are no longer enrolled ("Non-Continuing Students") within six years of entering high school, both overall and by student group. This table is based on the state version of the graduation rate, which reflects all students who received a state-endorsed diploma.

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

Student Group	Graduates	Continuing	Non-Continuing	High School Persistence (Graduates + Continuing)	State: Graduates	State: Continuing Students	State: Non-Continuing Students	State: High School Persistence (Graduates + Continuing)
Districtwide	94.7%	0.9%	4.4%	95.6%	93.2%	1.0%	5.8%	94.2%
White	93.2%	1.4%	5.5%	94.5%	96.4%	0.9%	2.7%	97.3%
Hispanic	94.8%	0.6%	4.5%	95.5%	88.2%	1.0%	10.8%	89.2%
Black or African American	94.6%	0.8%	4.6%	95.4%	89.6%	1.4%	9.0%	91.0%
Asian, Native Hawaiian, or Pacific Islander	96.8%	3.2%	0.0%	100.0%	98.1%	0.8%	1.0%	99.0%
American Indian or Alaska Native	N	N	N	N	93.6%	0.8%	5.6%	94.4%
Two or More Races	*	*	*	*	92.9%	1.3%	5.9%	94.1%
Female	96.2%	0.0%	3.8%	96.2%	95.0%	0.6%	4.4%	95.6%
Male	93.3%	1.8%	5.0%	95.0%	91.5%	1.4%	7.1%	92.9%
Non-Binary/Undesignated Gender	N	N	N	N	*	*	*	*
Economically Disadvantaged Students	94.1%	0.3%	5.6%	94.4%	88.8%	1.1%	10.2%	89.8%
Students with Disabilities	88.5%	4.4%	7.1%	92.9%	86.6%	5.4%	8.0%	92.0%
Multilingual Learners	96.9%	0.0%	3.1%	96.9%	77.6%	0.6%	21.9%	78.1%
Students experiencing homelessness	84.6%	0.0%	15.4%	84.6%	76.2%	1.4%	22.4%	77.6%
Students in Foster Care	*	*	*	*	64.1%	3.5%	32.4%	67.6%
Military-Connected Students	*	*	*	*	92.9%	1.7%	5.4%	94.6%
Migrant Students	N	N	N	N	67.1%	2.4%	30.5%	69.5%

Graduation/ Postsecondary

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

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

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

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

Federal Graduation Rates

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

Student Group	2024 4-Year Federal Graduation	2023 5-Year Federal Graduation	2022 6-Year Federal Graduation	State: 2024 4-Year Federal Graduation	State: 2023 5-Year Federal Graduation	State: 2022 6-Year Federal Graduation
	Rate	Rate	Rate	Rate	Rate	Rate
Districtwide	80.1%	88.6%	79.3%	87.7%	91.8%	87.0%
White	90.3%	93.2%	78.1%	91.5%	95.0%	90.0%
Hispanic	78.1%	88.6%	81.6%	83.3%	87.4%	82.1%
Black or African American	84.7%	84.4%	72.3%	80.9%	87.6%	80.8%
Asian, Native Hawaiian, or Pacific Islander	80.0%	87.5%	90.3%	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	88.2%	88.3%	83.3%	90.5%	93.7%	90.6%
Male	73.3%	88.9%	75.5%	85.2%	90.0%	83.7%
Non-Binary/Undesignated Gender	N	N	N	83.3%	*	*
Economically Disadvantaged Students	80.7%	88.5%	79.8%	82.6%	87.8%	81.4%
Students with Disabilities	36.7%	79.8%	14.2%	60.2%	79.2%	51.8%
Multilingual Learners	83.8%	94.0%	93.8%	77.6%	77.6%	75.7%
Students experiencing homelessness	72.7%	81.8%	76.9%	67.0%	76.2%	64.6%
Students in Foster Care	N	*	*	50.4%	61.9%	47.1%
Military-Connected Students	*	*	*	91.4%	94.9%	88.4%
Migrant Students	N	N	N	85.5%	64.3%	64.6%

Graduation/ Postsecondary

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

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

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

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Accountability Graduation Rates

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

Student Group	Cohort 2023: 4-Year Graduation Rate	Cohort 2023: Annual Target	Cohort 2023: Met Target	Cohort 2022: 5-Year Graduation Rate	Cohort 2022: Annual Target	Cohort 2022: Met Target
Districtwide	88.1%	79.7%	Met Target	79.3%	N	N
White	93.2%	79.9%	Met Target	78.1%	N	N
Hispanic	88.2%	82.1%	Met Target	81.6%	N	N
Black or African American	83.3%	72.9%	Met Target	72.3%	N	N
Asian, Native Hawaiian, or Pacific Islander	87.5%	84.4%	Met Target	90.3%	N	N
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	*	**	**	*	**	**
Economically Disadvantaged Students	87.8%	80.2%	Met Target	80.0%	N	N
Students with Disabilities	78.6%	17.8%	Met Target	14.2%	N	N
Multilingual Learners	93.9%	92.2%	Met Target	93.8%	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	80.4%	79.6%
Substitute Competency Test	14.0%	16.0%
Portfolio Appeals Process	3.1%	0.0%
Alternate Requirements Specified in IEP	1.5%	3.3%
Unknown/Other	1.0%	1.0%

Dropout Rate Trends

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

School Year	District Rate	State Rate
2023-2024	1.2%	1.0%
2022-2023	1.2%	1.2%
2021-2022	0.2%	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.

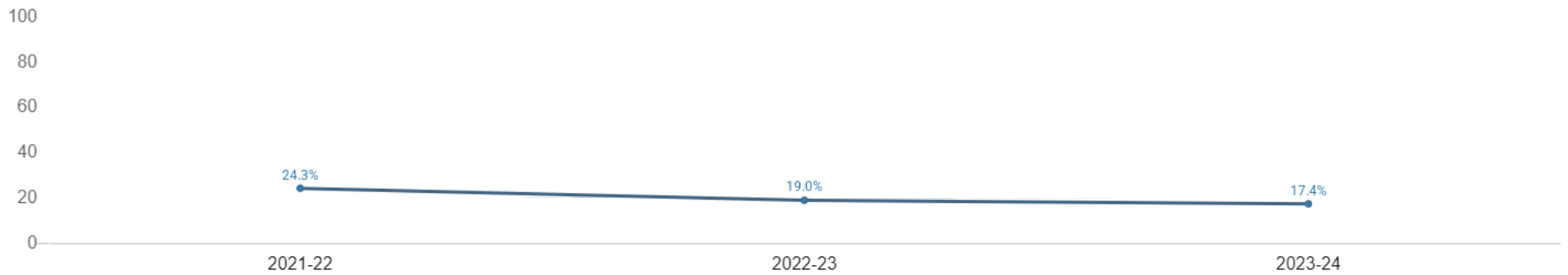
Year of Graduation	Graduates enrolled in apprenticeship programs
2023	*
2022	*
2021	*
2020	*
2019	*
2018	*
2017	*
2016	*

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	24.3%	19.0%	17.4%
ESSA Target (State Average for Grades Served)	18.1%	16.6%	14.9%
Met ESSA Target	Not Met	Not Met	Not Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%

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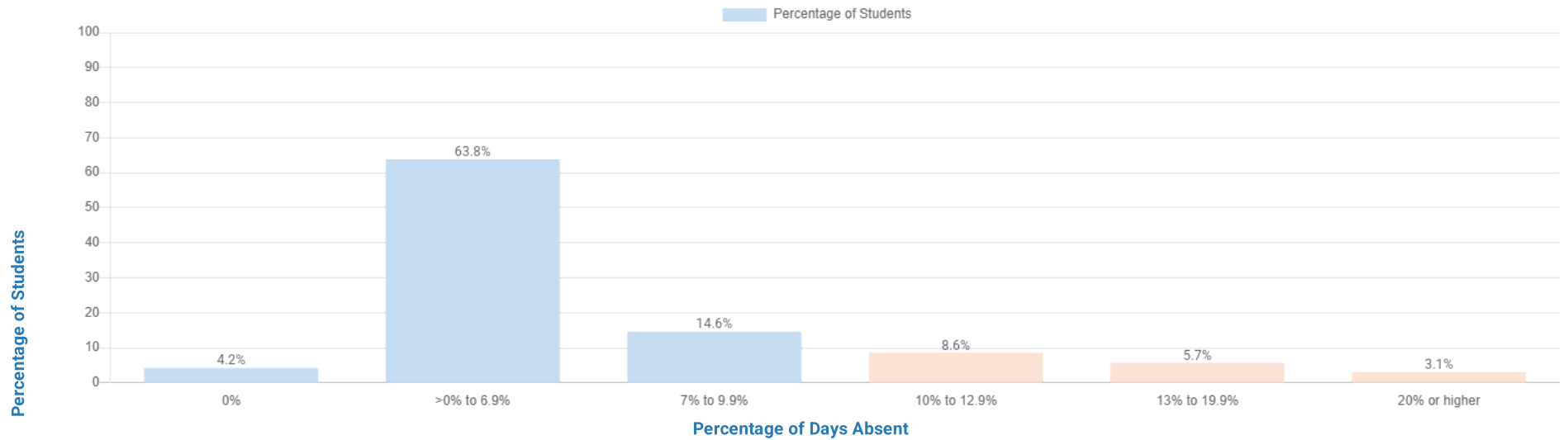
Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	882	17.4%	14.9%	Not Met
White	57	17.2%	14.9%	Not Met
Hispanic	597	17.0%	14.9%	Not Met
Black or African American	185	19.7%	14.9%	Not Met
Asian, Native Hawaiian, or Pacific Islander	27	12.7%	14.9%	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	22.1%	14.9%	Not Met
Female	*	17.7%		
Male	*	17.2%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	529	17.6%	14.9%	Not Met
Students with Disabilities	283	23.6%	14.9%	Not Met
Multilingual Learners	165	15.5%	14.9%	Not Met
Students Experiencing Homelessness	37	33.0%		
Students in Foster Care	*	*		
Military-Connected Students	4	14.8%		
Migrant Students	*	*		

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Percentage of Days Absent

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

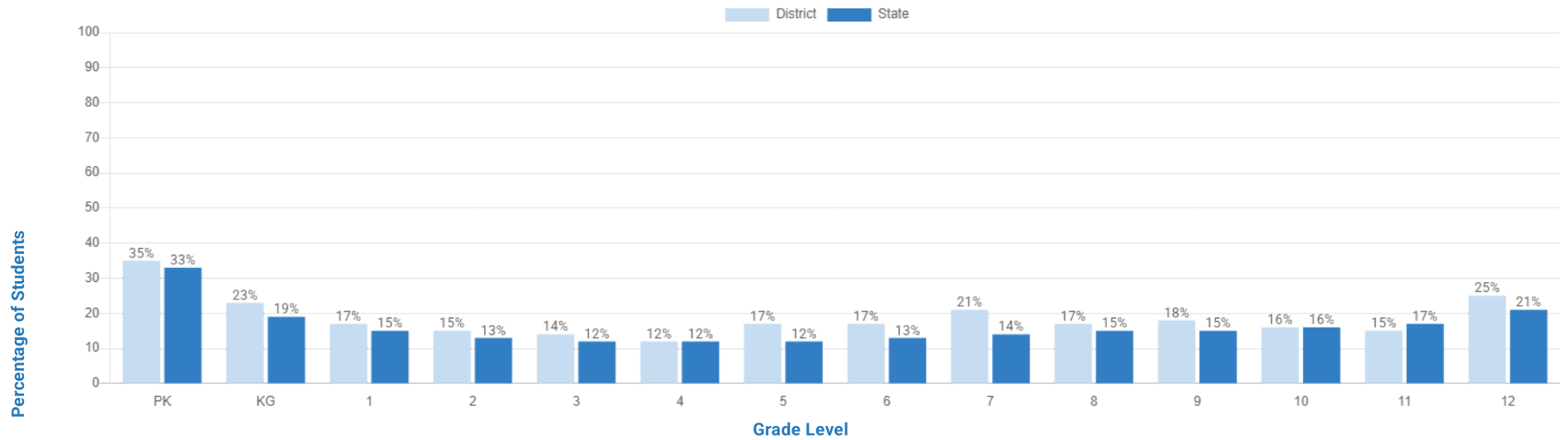


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Chronic Absenteeism by Grade

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



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	35
Weapons	4
Vandalism	4
Substances	11
Harassment, Intimidation, Bullying (HIB)	21
Total Unique Incidents	75
Incidents Per 100 Students Enrolled	1.39

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	6
Weapons	2
Vandalism	0
Substances	6
Harassment, Intimidation, Bullying (HIB)	4
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	3	5	8
Religion	1	0	1
Ancestry	2	0	2
Gender	1	1	2
Sexual Orientation	1	5	6
Disability	0	1	1
Other	14	11	25
No Identified Nature	46		46

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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	<5	<5.00%	11	3%	11	3%	0	0%	0	0%
Hispanic	<5	<5.00%	121	3%	121	3%	0	0%	0	0%
Black or African American	<5	<5.00%	98	10%	99	10%	0	0%	0	0%
Asian	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
Two or more races	<5	<5.00%	5	7%	5	7%	0	0%	0	0%
Female	*	<5.00%	*	3%	*	3%	*	0%	*	0%
Male	*	<5.00%	*	5%	*	5%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	<5	<5.00%	157	4%	158	4%	0	0%	0	0%
Students with disabilities	<5	<5.00%	51	4%	51	4%	0	0%	0	0%

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Student Disciplinary Removals: By Grade Level

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

Grade	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Districtwide	1	0%	241	4%	242	4%	0	0%	0	0%
PK	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
KG	<5	<5.00%	1	0%	1	0%	0	0%	0	0%
1	<5	<5.00%	3	1%	3	1%	0	0%	0	0%
2	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
3	<5	<5.00%	1	0%	2	1%	0	0%	0	0%
4	<5	<5.00%	8	2%	8	2%	0	0%	0	0%
5	<5	<5.00%	43	11%	43	11%	0	0%	0	0%
6	<5	<5.00%	22	6%	22	6%	0	0%	0	0%
7	<5	<5.00%	43	12%	43	12%	0	0%	0	0%
8	<5	<5.00%	23	6%	23	6%	0	0%	0	0%
9	<5	<5.00%	30	6%	30	6%	0	0%	0	0%
10	<5	<5.00%	32	7%	32	7%	0	0%	0	0%
11	<5	<5.00%	19	4%	19	4%	0	0%	0	0%
12	<5	<5.00%	12	3%	12	3%	0	0%	0	0%

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Students Involved in Police Notifications: By Student Group

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

Student Group	# of Students involved in at least one incident	% of Students involved in at least one incident	# of Students involved in at least one violent incident	% of Students involved in at least one violent incident	# of Students involved in at least one vandalism incident	% of Students involved in at least one vandalism incident	# of Students involved in at least one substance related incident	% of Students involved in at least one substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in at least one weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in at least one HIB incident	# of Students involved in at least one other incident type	% of Students involved in at least one other incident type
Districtwide	30	1%	10	0%	0	0%	7	0%	2	0%	5	0%	7	0%
White	1	0%	1	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
Hispanic	17	0%	4	0%	0	0%	6	0%	<5	<5.00%	3	0%	4	0%
Black or African American	12	1%	5	0%	0	0%	1	0%	<5	<5.00%	2	0%	3	0%
Asian	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	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%	<5	<5.00%	0	0%	0	0%
Female	*	0%	*	0%	*	0%	*	0%	*	<5.00%	*	0%	*	0%
Male	*	1%	*	0%	*	0%	*	0%	*	<5.00%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	16	0%	6	0%	0	0%	2	0%	<5	<5.00%	3	0%	4	0%
Students with disabilities	7	1%	1	0%	0	0%	0	0%	<5	<5.00%	2	0%	3	0%

Climate and Environment

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

Students Involved in Police Notifications: By Grade Level

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

Grade	# of Students involved in at least one incident	% involved in an incident	# of Students involved in at least one violent incident	% of Students involved in a violent incident	# of Students involved in at least one vandalism incident	% of Students involved in a vandalism incident that led to police notification	# of Students involved in at least one substance related incident	% of Students involved in a substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in a weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in an HIB incident that led to police notification	# of Students involved in at least one other incident type	% of Students involved in an other incident type
Districtwide	30	1%	10	0%	0	0%	7	0%	2	0%	5	0%	7	0%
PK	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
KG	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
1	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
2	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
3	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
4	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
5	4	1%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	3	1%
6	1	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	1	0%
7	4	1%	0	0%	0	0%	0	0%	<5	<5.00%	3	1%	1	0%
8	5	1%	1	0%	0	0%	0	0%	<5	<5.00%	1	0%	2	1%
9	6	1%	3	1%	0	0%	4	1%	<5	<5.00%	0	0%	0	0%
10	1	0%	1	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
11	6	1%	2	0%	0	0%	3	1%	<5	<5.00%	1	0%	0	0%
12	3	1%	3	1%	0	0%	0	0%	<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	8	0%	3	0%	1	0%	0	0%	0	0%	3	0%	1	0%
White	0	0%	<5	<5.00%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%
Hispanic	7	0%	<5	<5.00%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%
Black or African American	1	0%	<5	<5.00%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%
Asian	0	0%	<5	<5.00%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	0	0%	<5	<5.00%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%
Female	*	0%	*	<5.00%	*	<5.00%	*	0%	*	0%	*	<5.00%	*	<5.00%
Male	*	0%	*	<5.00%	*	<5.00%	*	0%	*	0%	*	<5.00%	*	<5.00%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	5	0%	<5	<5.00%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%
Students with disabilities	1	0%	<5	<5.00%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%

Climate and Environment

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

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

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

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

Climate and Environment

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

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

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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	438	119,239
Average years experience in public schools	12.8	12.6
Average years experience in district	12.7	11.3
Number of Teachers with 4 or more years experience in the district	353	87,243
Percentage of Teachers with 4 or more years experience in the district	81.5%	73.6%
Number of out-of-field teachers	10	2,931
Percentage of out-of-field teachers	2.3%	2.5%
Number of Teachers with Provisional Credentials	19	9,065
Percentage of Teachers with Provisional Credentials	4.3%	7.6%

Administrators – Experience

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

Category	Admin. in District	Admin. in State
Total Number of administrators	36	10,170
Average years experience in public schools	16.1	16.2
Average years experience in district	16.1	12.5
Number of Administrators with 4 or more years experience in the district	30	7,734
Percentage of Administrators with 4 or more years experience in the district	83.3%	76.8%

Staff Counts

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

Staff Category	District: Total Staff Members	State: Total Staff Members
Teachers	438	119,239
Administrators	36	10,170
Librarians/Media Specialists	7	1,160
Nurses	13	3,025
School Counselors	14	4,673
Child Study Team Members	46	9,654
School Psychologists	8	2,185
School Social Workers	15	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	150:1
Teachers to Administrators	12:1
Students to Librarians/Media Specialists †	772:1
Students to Nurses †	416:1
Students to Counselors †	386:1
Students to Child Study Team Members †,††	27:1
Students to School Psychologists †	675:1
Students to School Social Workers †	360:1
Students to Student Assistance Coordinators †	5402:1
Students to School Safety Specialists †	5402:1

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

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

Teachers and Administrators – Demographics

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

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	47.0%	71.0%	60-70%	48.0%	77.0%	57.0%
Male	53.0%	29.0%	30-40%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤10%	≤1%	≤1%	≤1%
White	7.4%	59.4%	33.3%	38.2%	81.8%	74.5%
Hispanic	69.0%	23.3%	33.3%	34.0%	8.6%	8.6%
Black or African American	17.8%	12.3%	27.8%	14.2%	6.4%	14.4%
Asian	4.3%	5.0%	5.6%	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	0.1%	0.0%	0.0%	0.2%	0.4%	0.5%
Two or More Races	1.3%	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

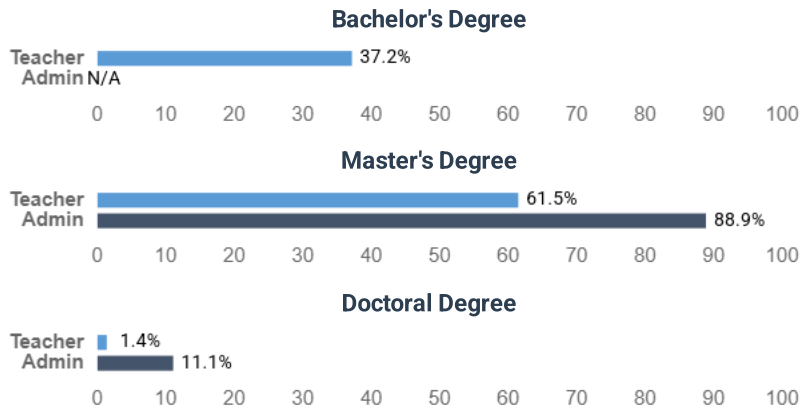
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. 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	91.2%	89.5%
2022-23 Administrators: Same district 2023-24	94.3%	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)	130	90-95%	5-10%	≤5%	56.9%	23.1%	11.5%	8.5%	0.0%	0.0%	0.0%	81.7%	43.4%	56.6%	0.0%
English/Language Arts/Literacy	53	70-80%	20-30%	≤10%	47.2%	35.8%	15.1%	1.9%	0.0%	0.0%	0.0%	83.0%	18.9%	79.2%	1.9%
English to Speakers of Other Languages	23	>80%	≤20%	≤20%	17.4%	65.2%	8.7%	8.7%	0.0%	0.0%	0.0%	73.9%	22.7%	72.7%	4.5%
Mathematics	40	50-60%	40-50%	≤10%	62.5%	22.5%	10.0%	5.0%	0.0%	0.0%	0.0%	80.0%	42.5%	57.5%	0.0%
Science	33	50-60%	40-50%	≤10%	75.8%	12.1%	6.1%	6.1%	0.0%	0.0%	0.0%	87.9%	36.4%	54.5%	9.1%
Social Studies/History	34	40-50%	50-60%	≤10%	67.6%	14.7%	17.6%	0.0%	0.0%	0.0%	0.0%	85.3%	29.4%	70.6%	0.0%
World Language	21	>80%	≤20%	≤20%	23.8%	76.2%	0.0%	0.0%	0.0%	0.0%	0.0%	85.7%	38.1%	61.9%	0.0%
Visual and Performing Arts	23	60-80%	20-40%	≤20%	73.9%	8.7%	13.0%	4.3%	0.0%	0.0%	0.0%	77.3%	52.2%	47.8%	0.0%
Health/Physical Education	27	20-40%	60-80%	≤20%	63.0%	29.6%	7.4%	0.0%	0.0%	0.0%	0.0%	77.8%	55.6%	44.4%	0.0%
Family & Consumer Sciences	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Financial Literacy	1	*	*	*	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Business	5	*	*	*	80.0%	0.0%	20.0%	0.0%	0.0%	0.0%	0.0%	60.0%	60.0%	40.0%	0.0%
Computer Science/IT	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%
Industrial Arts	4	*	*	*	75.0%	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	75.0%	25.0%	0.0%
Career and Technical Education	2	*	*	*	50.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	50.0%	50.0%	50.0%	0.0%
Special Education	100	75-80%	20-25%	≤5%	69.0%	15.0%	12.0%	4.0%	0.0%	0.0%	0.0%	80.0%	32.3%	67.7%	0.0%
Bilingual	26	60-80%	20-40%	≤20%	3.8%	88.5%	3.8%	3.8%	0.0%	0.0%	0.0%	68.0%	34.6%	61.5%	3.8%

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.

Hackensack City	Federal	State & Local	Total	ADE**
District Level Total Expenditures	\$1,437	\$22,091	\$23,528	5,234.2
District Level Central Expenditures		\$838	\$838	5,234.2
Hackensack High School	\$1,395	\$20,725	\$22,120	1,720.0
Nellie K. Parker	\$1,403	\$23,118	\$24,521	597.9
Fairmount	\$1,415	\$23,116	\$24,531	559.2
Fanny Meyer Hillers	\$1,581	\$23,119	\$24,700	499.9
Jackson Avenue	\$1,540	\$23,118	\$24,658	442.5
Hackensack Middle School	\$1,394	\$19,126	\$20,520	1,414.8
-				

Accountability

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

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

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

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

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

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

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

Accountability

Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

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

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

Accountability

ESSA Accountability Progress

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

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

ESSA Accountability Indicator	2021-22	2022-23	2023-24
ELA Proficiency	32.3%	41.7%	37.7%
Math Proficiency	19.1%	19.1%	22.8%
ELA Growth†	27	55	47
Math Growth†	48	44	41
4-Year Graduation Rate (Prior Year)††	90.0%	79.0%	88.1%
5-Year Graduation Rate (Prior Year)††	92.7%	91.6%	79.3%
Progress toward English Language Proficiency	28.5%	30.3%	25.4%
Chronic Absenteeism	24.3%	19.0%	17.4%

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

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

Accountability

Accountability Summary by Student Group - 2023-24 School Year

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

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

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

†Target was met within a confidence interval.

Narrative

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



Mission, Vision, Theme:

The mission of the Hackensack Public School District is to challenge all students to excel along their own personal learning continuum, so they may become responsible, civic-minded and productive global citizens of an ever-changing world. We educate and inspire students to be active learners who can think critically, engage in complex problem-solving, communicate effectively, and take pride in the work they produce.



Awards, Recognition, Accomplishments:

The Hackensack School District is proud to be the "Home of the Comets". Our diverse and dynamic district continues to grow and now serves approximately 5280 students in seven schools. Hackensack High School is continually recognized and ranked as one of U.S. News and World Report's "Best U.S. High Schools". Hackensack High School also participates in the New Jersey State Seal of Biliteracy Program with many graduating students earning the Seal of Biliteracy. All District schools achieved bronze-level certification from Sustainable Schools for New Jersey. Hackensack High School, Hackensack Middle School, Fairmount School, Fanny Meyer Hillers School, and Jackson Avenue School received Digital School Star Recognition from Sustainable Schools for New Jersey. All schools were awarded future ready status, with Hackensack High School and Hackensack Middle School achieving silver-level certification.



Courses, Curriculum, Instruction:

Hackensack Public Schools has been acknowledged as a high performing district based on the New Jersey Quality Accountability Continuum (NJQSAC). The District provides a comprehensive curricular program rooted in the New Jersey Student Learning Standards for students in grades PreK-12. Our curriculum privileges research-based instructional materials and literacy-rich resources that include leveled readers and culturally-relevant classroom libraries. The district has focused on updating curriculum and utilizing data to inform instruction. This includes utilizing a uniform screening assessment in grades K-12 to support intervention instruction at all grade levels. We are committed to equitable, culturally proficient education.

Narrative

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Sports and Athletics:

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

The Hackensack School District is proud of its rich athletic history and believes that sports play an important role in the lives of students. Our athletic programs challenge students to grow physically and mentally, while helping them to develop confidence and understand the value of teamwork. Our student athletes learn the value of personal responsibility, respect for others, hard work, cooperation, integrity and sportsmanship. Sports that are offered are as follows: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross Country (Boys & Girls), Football (Boys), Golf (Boys & Girls), Ice Hockey (Coed), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Coed).



Clubs and Activities:

Over 50 clubs are available offering opportunities for students in grades 5-12 to explore their interests in areas like theater, choreography, journalism, student government, Destination Imagination, Academic Decathlon, and robotics, among others. Hackensack High School's Academic Decathlon won the New Jersey regionals for 2020 and were National Qualifiers in 2021 and 2022.. At the elementary level, we offer Junior First Lego League Jr. in grades 1 through 4, where students have the opportunity to learn all they can about a topic and collaborate with team members, to create a LEGO model that moves. The Boys and Girls Club of Lower Bergen County offers after school enrichment at both the elementary and middle school levels. The Medical Club at Hackensack High School partners with Hackensack University Medical Center and provides students with opportunities to participate in hospital programs.



Before and After School Programs:

After-school tutorial programs are offered at all our schools. Programs are and focus on providing eligible students with small-group tutoring in reading, writing and/or math. Additionally, the district partners with the Boys and Girls Club of Lower Bergen County, to offer an enrichment program after school at Hackensack Middle School. The program combines ELA and Math support with STEM, Physical Education, and Mentoring programs for students. The district also provides Junior First Lego Leagues at all elementary schools. Each school provides various clubs or student activities after school, for example glee club, math club, etc. At Jackson Avenue School, the Family Friendly After School Program supports families by providing supplemental academic, social, and recreational activities, as well as special evening events and parent workshops.

Narrative

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Staff and Professional Learning:

The Hackensack School District believes in supporting continuous learning of our staff. Our focus is on professional development informed by student and teacher needs. We recognize that teacher leadership and collegial learning facilitated by teachers, increases engagement and encourages teachers to learn from their peers. Our district has formed a District Equity Team to provide professional learning opportunities for all staff. The learning is focused on Culturally Responsive Teaching, Anti Racism, Cultural Proficiency, Standards-based Instruction, Data-driven decision-making and Technology.



Student Supports and Services:

The District is dedicated to supporting the whole child and support services include a comprehensive counseling program, with a full-time Student Assistance Counselor at Hackensack Middle School and another at Hackensack High School. The Drop-In Center, a School-Based Youth Services Program, offers counseling and job-readiness workshops, as well as tutoring services at Hackensack High School. Our Social-Emotional Learning Team works with students, staff and families to support social emotional wellness and mindfulness. There is a dedicated Social Worker or a School Counselor at each elementary school. Guidance Counselors and Social Workers work with middle and high school students and provide counseling and family support services.



Student Health and Wellness:

Social emotional learning is a priority across the district. Each elementary school has a dedicated social worker or school counselor, who works directly with students to support their social and emotional learning and well-being. In addition to classroom lessons on SEL, staff offer small group counseling through ?lunch bunch? groups, as well as individual counseling, dependent on student needs Thanks to the School-Based Mental Health Grant, the district expanded social work support by three additional full-time social workers focused on mental health and wellness. SEL social workers provide small group and individual counseling, including post-suspension support. Classroom teachers also play a critical role in fostering SEL through respect agreements, community circles, and restorative practices that are being implemented across the district. By supporting the whole child, we aim to help every student grow socially, emotionally, and academically to reach their fullest potential.

Narrative

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Parent and Community Involvement:

Strong partnerships with parents and the community are needed to support the whole child and help students achieve their personal goals. The district continues to provide workshops, conferences, assemblies and other school events to involve families in the educational process. The Comet Parent Academy offers a variety of classes for parents including, ESL and Computer classes. Additionally, workshops on parenting strategies, nutrition, social emotional support to students, assistance filling out FAFSA and other forms, as well as immigration information sessions occur several times a year. The Comet Parent Academy partners with Hackensack University Medical Center to support families and provide health service support. The District has also partnered with Hackensack Meridian Medical Center to provide telehealth services for students and their families. This service will be available to children during school hours and to students and families after school hours.



Facilities:

Hackensack Public Schools has prioritized modernizing and maintaining its facilities to ensure safe, accessible, and efficient environments for all students and staff. Through a combination of strategic local capital funding and grants such as ESIP and Sustainable NJ, we have completed extensive upgrades across the district. Highlights include new roofs, LED lighting, and solar panels district-wide; ADA-compliant elevators in all schools; and HVAC system improvements for better air quality. Other enhancements include new boilers, windows, and renovated bathrooms, cafeterias, and the HHS auditorium. Security vestibules and significant athletic facility upgrades, including new fields, courts, and fitness centers, further reflect our commitment to student success. These projects, achieved through careful planning, reinforce our dedication to providing exceptional learning spaces for our community.



School Safety:

School safety is a top priority in Hackensack Public Schools. In 2023, the district appointed a dedicated District School Safety Coordinator to enhance safety measures. All schools feature single points of entry, with a new security vestibule under construction at Nellie K. Parker School. The High School and Middle School are supported by School Resource Officers (SROs), Special Law Enforcement Officers (SLEOs), and security guards, while elementary schools and the Early Childhood Center have SLEOs. Comprehensive camera systems and controlled access ensure secure facilities, reflecting our commitment to a safe learning environment for all.

Narrative

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Technology and STEM:

We are committed to fostering a transformative learning environment where technology serves as a catalyst for innovation, equity, and academic excellence. Through our 1:1 Chromebook initiative, state-of-the-art Interactive Panels in every classroom, and robust professional development programs, we empower educators to deliver personalized, engaging instruction that meets the diverse needs of all students. Our comprehensive infrastructure, including a district-wide high-speed fiber network and advanced cybersecurity measures, ensures equitable access and safe digital experiences. By integrating AI tools, digital literacy programs, and data-driven practices, we equip students with the skills needed to navigate and shape an increasingly digital world.



Early Childhood Education:

The preschool program is available to children who are three or four years old by October 1st. Enrollment is limited and operates on a first-come, first-served basis. A waiting list is in place for both the three-year-old and four-year-old classes, with registration beginning in March. Preschool classes are offered at all district elementary schools, the Early Childhood Development Center, and two partnering private preschool centers. Funded through Preschool Education Aid, the program is free for Hackensack residents.



Attendance:

Hackensack Public Schools is committed to maintaining high attendance levels, recognizing its critical role in student success. We use proactive strategies, including regular communication with families, attendance incentives, and support programs to address barriers impacting attendance. By fostering strong school-family partnerships and emphasizing the importance of daily engagement, we aim to create a culture of attendance that supports academic achievement and lifelong habits of responsibility and commitment.

Narrative

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Other Information:

We have also partnered with a tutoring company to offer tutoring in ELA and Math to students who have experienced extreme learning loss. The district has run summer school at Hackensack Middle School to support transitioning and learning loss for students. To support students' mental health the district has provided training for staff in trauma informed teaching, as well as hired additional social workers to support students' social emotional wellness.