



## Lodi School District (03-2740)

2023-2024

County: Bergen  
District: Lodi School District  
8 Hunter Street  
Lodi, NJ 07644

Superintendent: Mr. Frank D'Amico

[District Website](#)

973-778-4620



3,091  
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](mailto: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	Lodi School District
Superintendent Name	Mr. Frank D'Amico
Address	8 Hunter Street, Lodi, NJ 07644
Phone Number	<a href="tel:973-778-4620">973-778-4620</a>
Email Address	<a href="mailto:frank.damico@lodi.k12.nj.us">frank.damico@lodi.k12.nj.us</a>
Website	<a href="https://www.lodinjschools.org/">https://www.lodinjschools.org/</a>

## 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
<a href="#">Columbus School</a>	PK-05
<a href="#">Hilltop School</a>	PK-05
<a href="#">Lodi High School</a>	09-12
<a href="#">Roosevelt School</a>	PK-05
<a href="#">Thomas Jefferson Middle School</a>	06-08
<a href="#">Washington School</a>	PK-05
<a href="#">Wilson School</a>	PK-05

## 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	109	130	131
KG	216	193	196
1	209	237	212
2	207	219	242
3	229	215	222
4	205	226	220
5	204	226	233
6	246	208	229
7	220	258	226
8	242	230	266
9	225	207	213
10	238	234	212
11	214	246	228
12	226	216	261
<b>Total</b>	<b>2,990</b>	<b>3,045</b>	<b>3,091</b>

### Enrollment Trends by Student Group

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

Student Group	2021-22	2022-23	2023-24
Female	49.0%	50.0%	51.0%
Male	51.0%	50.0%	49.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	42.5%	52.5%	54.3%
Students with Disabilities	10.0%	11.2%	11.5%
Multilingual Learners	7.5%	9.8%	10.6%
Students Experiencing Homelessness	0.4%	0.6%	1.0%
Students in Foster Care	0.2%	0.2%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
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	23.1%	23.6%	21.8%
Hispanic	60.7%	60.7%	62.0%
Black or African American	8.1%	7.5%	7.8%
Asian	6.2%	6.3%	6.3%
Native Hawaiian or Pacific Islander	0.4%	0.3%	0.3%
American Indian or Alaska Native	0.2%	0.2%	0.2%
Two Or More Races	1.4%	1.5%	1.7%

## Demographics

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

### Enrollment Trends by Full / Half Day PK and KG

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

Grade	2021-22	2022-23	2023-24
PK - Half Day	108	0	0
PK - Full Day	1	130	131
KG - Half Day	0	0	0
KG - Full Day	216	193	196

### Enrollment Trends by Full and Shared Time Status

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

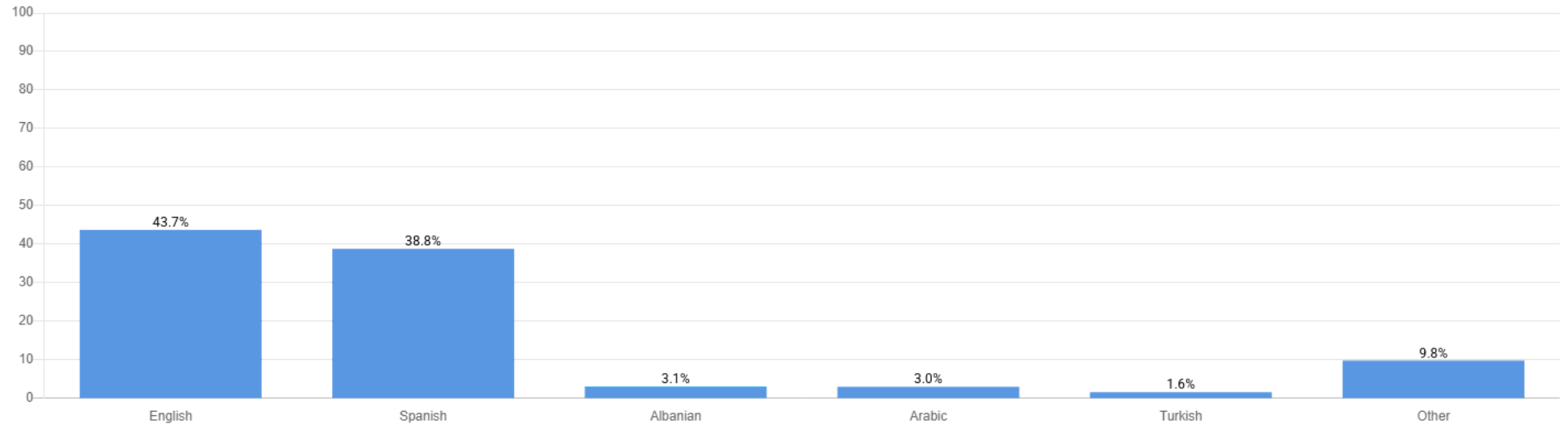
Enrollment Status	2021-22	2022-23	2023-24
Full Time Students	2,988	3,069	3,097
Shared Time Students	33	19	23
Full Time Equivalent	3,005	3,079	3,109

## Demographics

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

### Enrollment by Home Language

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



## Student Growth

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

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

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

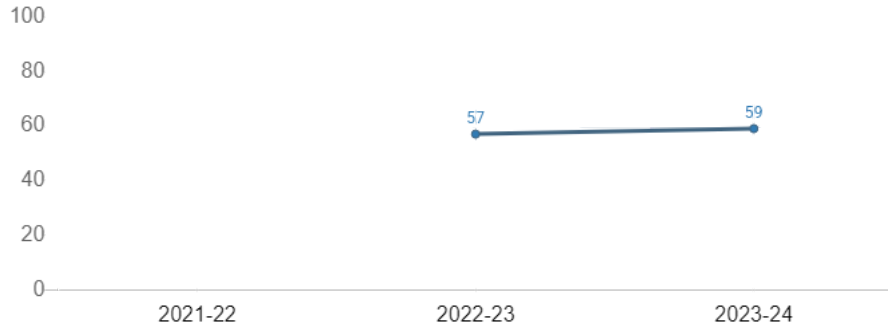
**Important Note for 2023-24:** Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022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

### Student Growth Trends and Progress

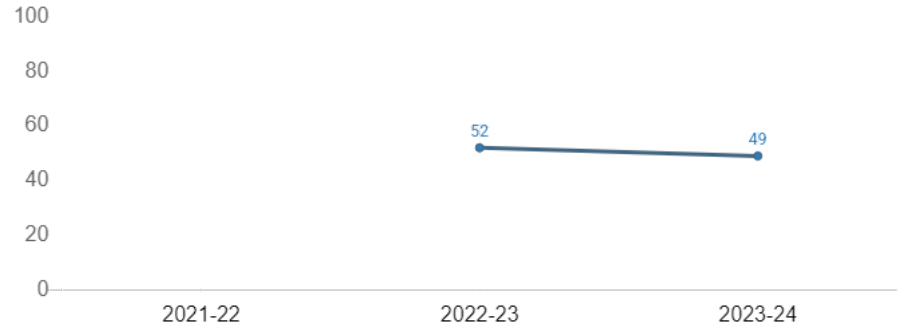
These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

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

**ELA Median Student Growth Percentile**



**Math Median Student Growth Percentile**



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Median Student Growth Percentile		57	59		52	49
Met Standard (40-59.5)?		Met Standard	Met Standard		Met Standard	Met Standard
Statewide: Median Student Growth Percentile		50	50		50	50

## 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

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

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	59	50	Met Standard	49	50	Met Standard
White	62	50	Exceeds Standard	48	51	Met Standard
Hispanic	59	49	Met Standard	49	48	Met Standard
Black or African American	55	47	Met Standard	47	46	Met Standard
Asian, Native Hawaiian, or Pacific Islander	71	59	Exceeds Standard	60	60	Exceeds Standard
American Indian or Alaska Native	*	50	**	*	50	**
Two or More Races	54	50	Met Standard	44.5	51	**
Female	59	52		50	50	
Male	60	48		47	50	
Non-Binary/Undesignated Gender	N	44		N	45.5	
Economically Disadvantaged Students	59	48	Met Standard	52	48	Met Standard
Students with Disabilities	63	43	Exceeds Standard	43	44	Met Standard
Multilingual Learners	65.5	50	Exceeds Standard	55	50	Met Standard
Students Experiencing Homelessness	*	43		*	45	
Students in Foster Care	N	40		N	47	
Military-Connected Students	N	47.5		N	51	
Migrant Students	N	53		N	44	



## 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.

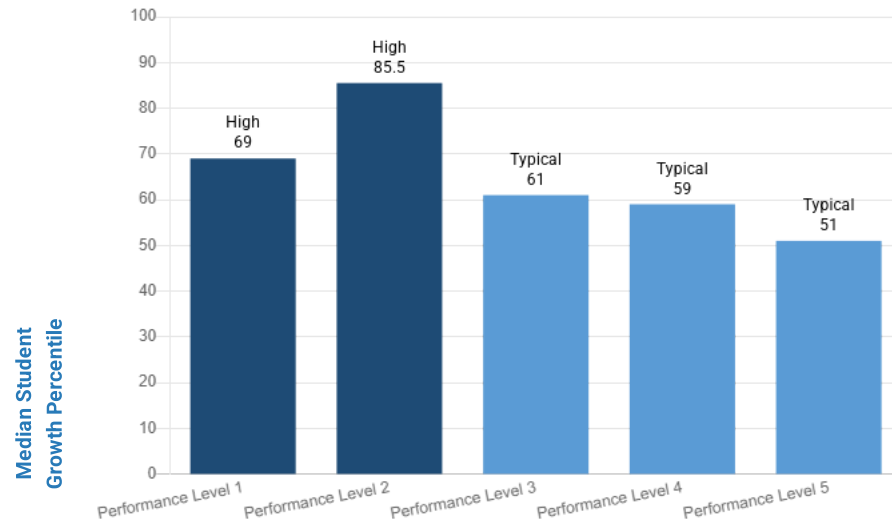
The [NJDOE Student Growth page](#) has more information about SGPs and mSGPs, including a video that explains how both SGPs and mSGPs are calculated.

**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.

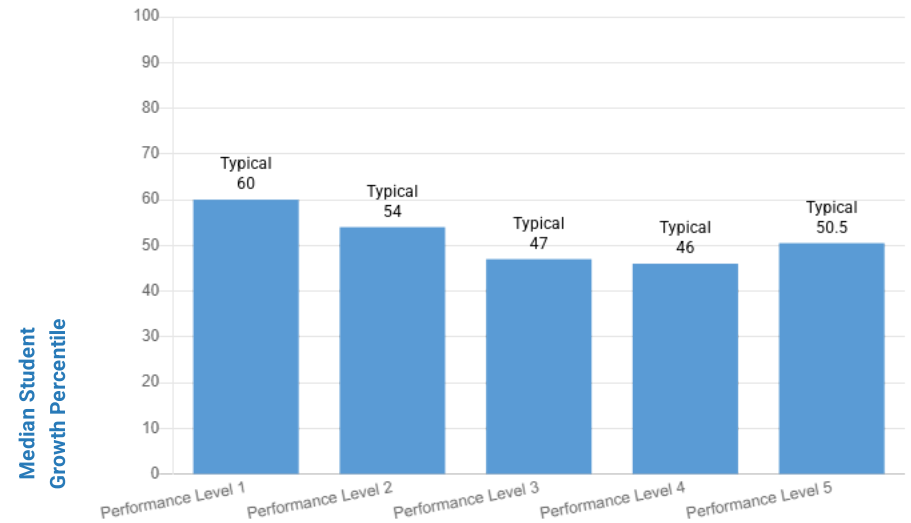
### Student Growth by Performance Level

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).

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.

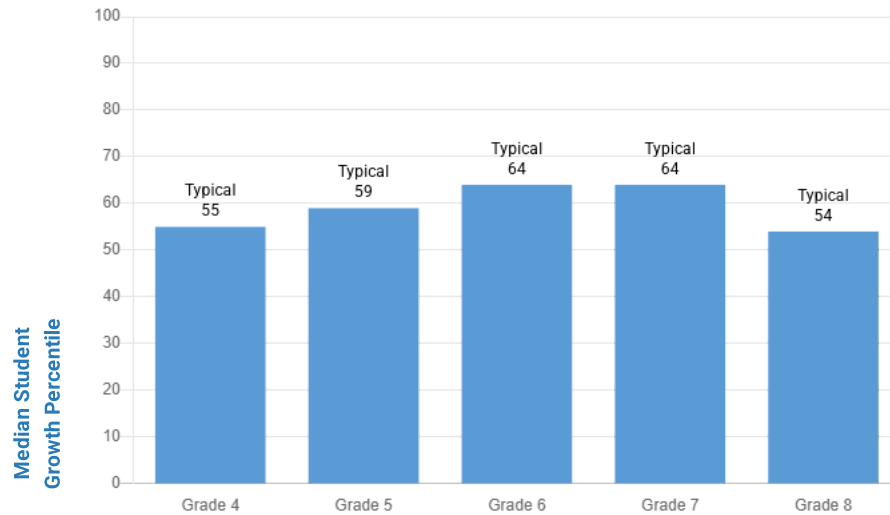
The [NJDOE Student Growth page](#) has more information about SGPs and mSGPs, including a video that explains how both SGPs and mSGPs are calculated.

**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.

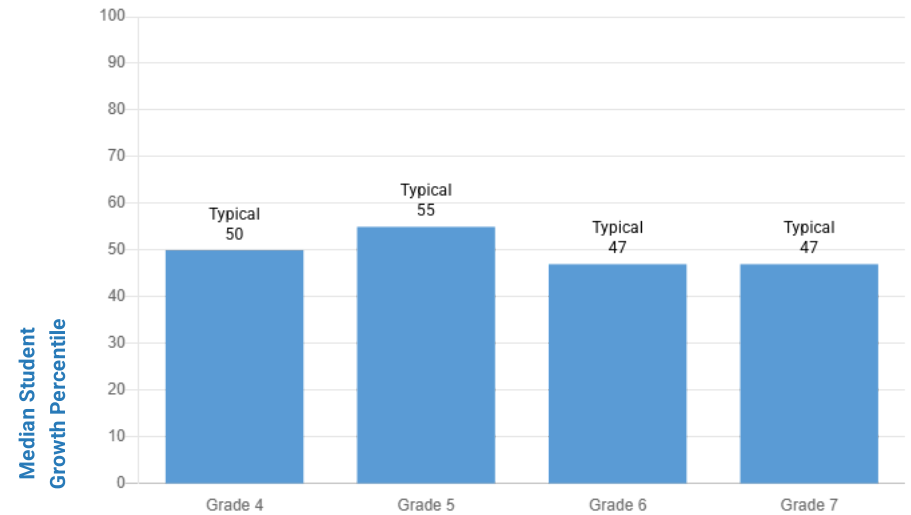
### Student Growth by Grade

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

#### ELA



#### Math



## Academic Achievement

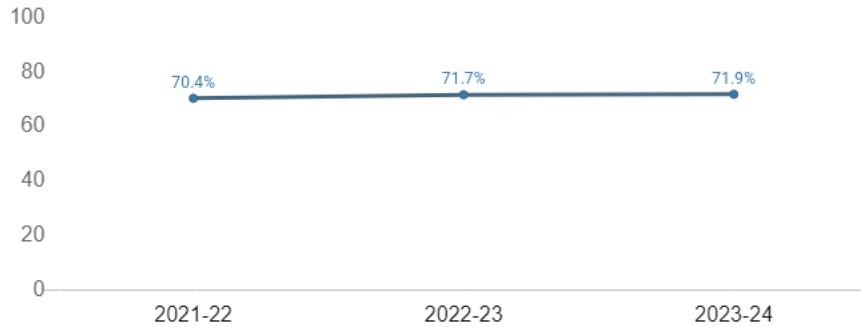
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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

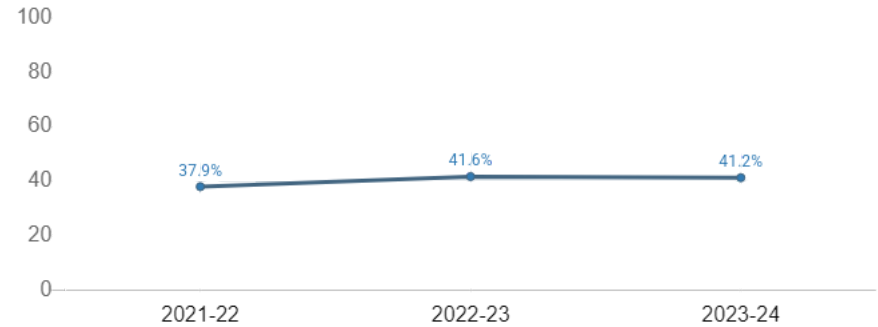
### English Language Arts and Mathematics Performance Trends

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

**ELA Proficiency Rate for Federal Accountability**



**Math Proficiency Rate for Federal Accountability**



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	98.6%	98.4%	98.6%	98.7%	98.1%	98.6%
Proficiency Rate for Federal Accountability	70.4%	71.7%	71.9%	37.9%	41.6%	41.2%
Annual Target	58.5%	59.8%	72.6%	48.2%	50.2%	43.5%
Met Annual Target?	Met Target	Met Target	Met Target†	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

† Target was met within a confidence interval.

## Academic Achievement

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

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

### English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	1,573	98.6%	71.9%	52.2%	71.9%	72.6%	Met Target†
White	358	98.4%	75.4%	61.8%	75.4%	74.3%	Met Target
Hispanic	950	98.9%	68.6%	38%	68.6%	70.5%	Met Target†
Black or African American	125	97.7%	71.2%	35.9%	71.2%	70.5%	Met Target
Asian, Native Hawaiian, or Pacific Islander	108	97.4%	88.9%	79.9%	88.9%	88%	Met Goal
American Indian or Alaska Native	*	*	*	51.2%	*	**	**
Two or More Races	*	100%	79.3%	59.4%	79.3%	71.8%	Met Target
Female	*	98.6%	78%	57.7%	78%		
Male	*	98.6%	65.5%	47%	65.5%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	820	99.4%	72.4%	34.6%	72.4%	69.5%	Met Target
Non-Economically Disadvantaged Students	753	97.7%	71.3%	62.8%	71.3%		
Students with Disabilities	239	96.9%	37.7%	19.8%	37.7%	32.4%	Met Target
Students without Disabilities	1,334	98.9%	78%	59.4%	78%		
Multilingual Learners	213	97.8%	48.4%	23.1%	48.4%	50.5%	Met Target†
Non-Multilingual Learners	1,360	98.7%	75.6%	56.2%	75.6%		
Students Experiencing Homelessness	10	100%	80%	21.9%	80%		
Students in Foster Care	*	*	*	19.3%	*		
Military-Connected Students	*	*	*	48.2%	*		
Migrant Students	*	*	*	13.3%	*		

† Target was met within a confidence interval.

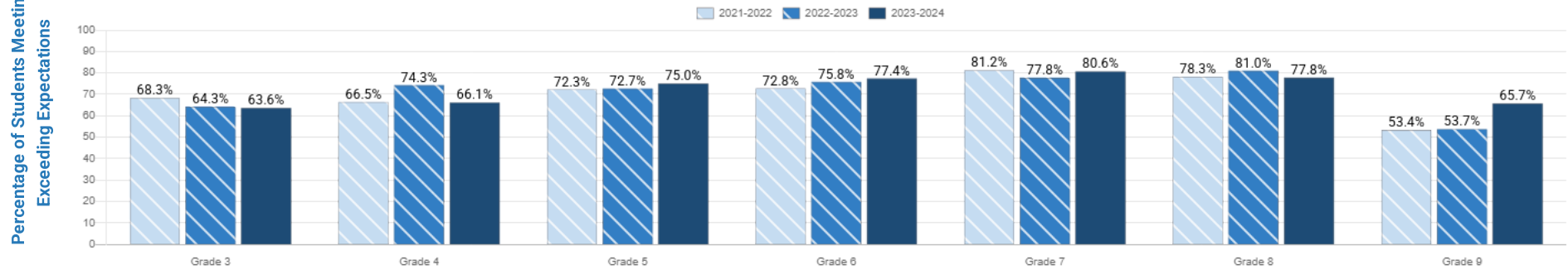
## Academic Achievement

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

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

### English Language Arts Assessment - Performance Trends

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



## Academic Achievement

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

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

### English Language Arts Assessment - Performance By Grade: Grade 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	220	765	741	8%	8%	20%	49%	15%	64%	44%
White	*	767	751	7%	7%	21%	49%	16%	65%	53%
Hispanic	138	762	724	9%	7%	22%	50%	12%	62%	29%
Black or African American	14	771	725	7%	14%	7%	43%	29%	71%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	*	*	*	*	*	*	70%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	46%
Two or More Races	*	*	751	*	*	*	*	*	*	52%
Female	*	771	746	6%	5%	22%	49%	18%	67%	48%
Male	*	759	736	10%	10%	19%	50%	11%	61%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	761	722	8%	7%	23%	52%	10%	62%	26%
Non-Economically Disadvantaged Students	*	769	753	9%	9%	17%	46%	19%	65%	55%
Students with Disabilities	35	722	710	26%	26%	29%	20%	0%	20%	18%
Students without Disabilities	185	773	747	5%	4%	19%	55%	17%	72%	49%
Multilingual Learners	22	729	704	23%	14%	36%	27%	0%	27%	13%
Non-Multilingual Learners	198	769	746	7%	7%	19%	52%	16%	68%	48%
Students Experiencing Homelessness	*	*	707	*	*	*	*	*	*	18%
Students in Foster Care	*	*	711	*	*	*	*	*	*	18%
Military-Connected Students	*	*	739	*	*	*	*	*	*	41%
Migrant Students	*	*	688	*	*	*	*	*	*	*

## Academic Achievement

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

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

### English Language Arts Assessment - Performance By Grade: Grade 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	221	765	749	5%	10%	19%	35%	31%	66%	51%
White	51	776	758	2%	6%	18%	33%	41%	75%	61%
Hispanic	129	760	734	5%	13%	22%	33%	26%	60%	35%
Black or African American	20	761	733	5%	10%	15%	40%	30%	70%	34%
Asian, Native Hawaiian, or Pacific Islander	14	785	776	0%	7%	7%	36%	50%	86%	78%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	51%
Two or More Races	*	*	757	*	*	*	*	*	*	60%
Female	*	773	752	1%	10%	15%	37%	37%	74%	54%
Male	*	758	745	8%	11%	23%	33%	24%	57%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	133	760	731	5%	14%	20%	37%	25%	62%	32%
Non-Economically Disadvantaged Students	88	774	760	3%	6%	18%	33%	40%	73%	63%
Students with Disabilities	37	733	720	19%	27%	19%	22%	14%	35%	21%
Students without Disabilities	184	772	755	2%	7%	19%	38%	34%	72%	57%
Multilingual Learners	20	730	711	10%	35%	45%	5%	5%	10%	13%
Non-Multilingual Learners	201	769	753	4%	8%	16%	38%	33%	72%	55%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	20%
Students in Foster Care	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	*	*	747	*	*	*	*	*	*	49%
Migrant Students	*	*	713	*	*	*	*	*	*	23%

## Academic Achievement

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

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

### English Language Arts Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	228	770	750	3%	8%	14%	54%	21%	75%	52%
White	49	774	760	2%	4%	12%	61%	20%	82%	63%
Hispanic	149	766	736	4%	11%	13%	53%	19%	72%	37%
Black or African American	13	763	734	0%	8%	15%	69%	8%	77%	35%
Asian, Native Hawaiian, or Pacific Islander	12	808	778	0%	0%	8%	25%	67%	92%	80%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	*	*	757	*	*	*	*	*	*	60%
Female	*	774	755	2%	5%	16%	50%	27%	77%	57%
Male	*	766	745	4%	11%	11%	58%	15%	74%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	770	732	2%	6%	16%	58%	18%	76%	33%
Non-Economically Disadvantaged Students	*	769	761	4%	11%	11%	50%	24%	74%	64%
Students with Disabilities	28	730	719	14%	36%	14%	32%	4%	36%	20%
Students without Disabilities	200	775	756	2%	5%	14%	57%	24%	81%	59%
Multilingual Learners	13	722	705	*	*	*	*	*	*	*
Non-Multilingual Learners	215	773	754	2%	7%	12%	57%	22%	79%	57%
Students Experiencing Homelessness	*	*	718	*	*	*	*	*	*	22%
Students in Foster Care	*	*	721	*	*	*	*	*	*	20%
Military-Connected Students	*	*	747	*	*	*	*	*	*	48%
Migrant Students	*	*	721	*	*	*	*	*	*	20%



## Academic Achievement

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

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

### English Language Arts Assessment - Performance By Grade: Grade 6

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	226	773	751	2%	6%	14%	43%	35%	77%	53%
White	54	773	760	4%	7%	13%	43%	33%	76%	63%
Hispanic	127	770	738	2%	8%	13%	46%	31%	76%	39%
Black or African American	17	773	735	0%	0%	29%	29%	41%	71%	35%
Asian, Native Hawaiian, or Pacific Islander	24	791	778	0%	0%	8%	38%	54%	92%	82%
American Indian or Alaska Native	*	*	748	*	*	*	*	*	*	49%
Two or More Races	*	*	758	*	*	*	*	*	*	60%
Female	*	781	756	1%	3%	10%	42%	44%	86%	59%
Male	*	765	746	4%	9%	19%	44%	24%	68%	48%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	125	772	735	2%	6%	12%	45%	34%	79%	35%
Non-Economically Disadvantaged Students	101	774	761	2%	6%	17%	41%	35%	75%	65%
Students with Disabilities	26	731	719	12%	38%	23%	23%	4%	27%	17%
Students without Disabilities	200	779	758	1%	2%	13%	46%	39%	84%	60%
Multilingual Learners	15	760	707	13%	13%	13%	33%	27%	60%	*
Non-Multilingual Learners	211	774	754	1%	6%	14%	44%	35%	79%	57%
Students Experiencing Homelessness	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	724	*	*	*	*	*	*	22%
Military-Connected Students	*	*	754	*	*	*	*	*	*	55%
Migrant Students	*	*	712	*	*	*	*	*	*	29%

## Academic Achievement

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

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

### English Language Arts Assessment - Performance By Grade: Grade 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	222	777	752	4%	5%	11%	36%	44%	81%	54%
White	42	794	761	5%	0%	2%	24%	69%	93%	64%
Hispanic	144	770	737	5%	7%	13%	40%	35%	75%	39%
Black or African American	15	782	734	0%	0%	20%	13%	67%	80%	37%
Asian, Native Hawaiian, or Pacific Islander	18	787	785	0%	0%	6%	50%	44%	94%	84%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	51%
Two or More Races	*	*	759	*	*	*	*	*	*	60%
Female	*	781	758	3%	5%	10%	33%	49%	82%	60%
Male	*	773	746	5%	4%	11%	39%	40%	79%	48%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	116	775	734	3%	5%	13%	36%	42%	78%	36%
Non-Economically Disadvantaged Students	106	779	762	5%	4%	8%	37%	46%	83%	64%
Students with Disabilities	30	762	715	10%	3%	3%	67%	17%	83%	18%
Students without Disabilities	192	779	759	3%	5%	12%	32%	48%	80%	61%
Multilingual Learners	16	717	700	38%	19%	25%	13%	6%	19%	*
Non-Multilingual Learners	206	782	756	1%	3%	10%	38%	47%	85%	58%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	21%
Students in Foster Care	*	*	712	*	*	*	*	*	*	17%
Military-Connected Students	*	*	747	*	*	*	*	*	*	50%
Migrant Students	*	*	*	*	*	*	*	*	*	*

## Academic Achievement

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

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

### English Language Arts Assessment - Performance By Grade: Grade 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	257	774	751	2%	3%	17%	47%	30%	78%	53%
White	51	780	760	8%	0%	14%	33%	45%	78%	62%
Hispanic	159	769	736	1%	4%	18%	53%	23%	76%	39%
Black or African American	21	778	735	0%	0%	19%	48%	33%	81%	37%
Asian, Native Hawaiian, or Pacific Islander	20	791	783	0%	5%	10%	35%	50%	85%	82%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	52%
Two or More Races	*	*	757	*	*	*	*	*	*	59%
Female	*	782	759	0%	3%	14%	47%	37%	84%	60%
Male	*	764	743	6%	4%	21%	49%	21%	70%	46%
Non-binary/undesignated gender	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	128	775	734	2%	2%	18%	47%	30%	77%	36%
Non-Economically Disadvantaged Students	129	773	761	2%	4%	16%	48%	30%	78%	63%
Students with Disabilities	33	753	713	9%	3%	27%	48%	12%	61%	16%
Students without Disabilities	224	777	758	1%	3%	15%	47%	33%	80%	60%
Multilingual Learners	17	744	701	12%	18%	12%	47%	12%	59%	*
Non-Multilingual Learners	240	776	755	2%	2%	17%	48%	32%	79%	56%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	23%
Students in Foster Care	*	*	708	*	*	*	*	*	*	14%
Military-Connected Students	*	*	743	*	*	*	*	*	*	43%
Migrant Students	*	*	*	*	*	*	*	*	*	*

## Academic Achievement

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

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

### English Language Arts Assessment - Performance By Grade: Grade 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	216	765	755	9%	11%	15%	35%	31%	66%	58%
White	48	778	764	4%	8%	13%	29%	46%	75%	67%
Hispanic	129	755	741	12%	11%	19%	38%	19%	57%	45%
Black or African American	22	766	737	5%	18%	5%	36%	36%	73%	40%
Asian, Native Hawaiian, or Pacific Islander	14	805	789	0%	7%	0%	29%	64%	93%	87%
American Indian or Alaska Native	*	*	757	*	*	*	*	*	*	59%
Two or More Races	*	*	761	*	*	*	*	*	*	64%
Female	*	779	762	7%	6%	10%	33%	44%	77%	64%
Male	*	750	747	11%	16%	20%	38%	16%	53%	51%
Non-binary/undesignated gender	*	*	774	*	*	*	*	*	*	77%
Economically Disadvantaged Students	103	765	738	9%	7%	14%	46%	25%	71%	41%
Non-Economically Disadvantaged Students	113	765	764	9%	14%	16%	26%	35%	61%	67%
Students with Disabilities	29	724	717	10%	45%	34%	10%	0%	10%	19%
Students without Disabilities	187	771	761	9%	5%	12%	39%	35%	74%	64%
Multilingual Learners	17	698	701	59%	29%	0%	12%	0%	12%	*
Non-Multilingual Learners	199	771	758	5%	9%	16%	37%	33%	70%	61%
Students Experiencing Homelessness	*	*	721	*	*	*	*	*	*	25%
Students in Foster Care	*	*	714	*	*	*	*	*	*	20%
Military-Connected Students	*	*	749	*	*	*	*	*	*	51%
Migrant Students	*	*	683	*	*	*	*	*	*	*

## Academic Achievement

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

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

### Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	1,620	98.6%	41.2%	40.2%	41.2%	43.5%	Not Met
White	366	98.4%	54.6%	51.1%	54.6%	57.8%	Met Target†
Hispanic	986	98.9%	34.4%	24.2%	34.4%	37.1%	Not Met
Black or African American	127	97.7%	36.2%	20.1%	36.2%	31.2%	Met Target
Asian, Native Hawaiian, or Pacific Islander	109	97.4%	67%	74.4%	67%	68.1%	Met Target†
American Indian or Alaska Native	*	*	*	42%	*	**	**
Two or More Races	*	100%	34.5%	48.9%	34.5%	39.6%	Met Target†
Female	*	98.6%	41.8%	38.4%	41.8%		
Male	*	98.6%	40.6%	42%	40.6%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	852	99.3%	39%	21.7%	39%	38.6%	Met Target
Non-Economically Disadvantaged Students	768	97.8%	43.8%	51.5%	43.8%		
Students with Disabilities	238	97.3%	19.3%	16.6%	19.3%	20%	Met Target†
Students without Disabilities	1,382	98.8%	45%	45.4%	45%		
Multilingual Learners	247	97.8%	30.8%	18.7%	30.8%	28.1%	Met Target
Non-Multilingual Learners	1,373	98.7%	43.1%	43.5%	43.1%		
Students Experiencing Homelessness	12	100%	41.7%	12.9%	41.7%		
Students in Foster Care	*	*	*	12.4%	*		
Military-Connected Students	*	*	*	38.8%	*		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

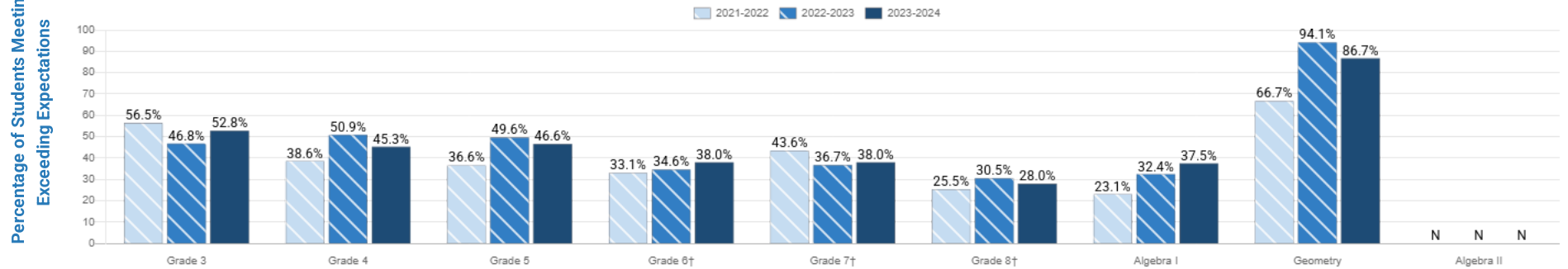
## Academic Achievement

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

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

### Mathematics Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the New Jersey Student Learning Assessment (NJSLA) for Mathematics for the past three years.



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

## Academic Achievement

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

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

### Mathematics Assessment - Performance By Grade: Grade 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	229	752	747	8%	8%	31%	43%	10%	53%	48%
White	*	759	757	10%	2%	25%	49%	14%	63%	60%
Hispanic	145	749	732	8%	10%	34%	39%	8%	47%	31%
Black or African American	14	750	728	0%	14%	21%	64%	0%	64%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	51%
Two or More Races	*	*	755	*	*	*	*	*	*	56%
Female	*	747	744	10%	5%	40%	37%	8%	45%	45%
Male	*	758	749	6%	11%	22%	49%	12%	61%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	748	729	7%	9%	35%	42%	7%	49%	28%
Non-Economically Disadvantaged Students	*	757	758	8%	8%	26%	43%	14%	58%	60%
Students with Disabilities	35	732	725	31%	14%	20%	31%	3%	34%	25%
Students without Disabilities	194	756	751	4%	7%	33%	45%	11%	56%	52%
Multilingual Learners	30	743	722	13%	13%	23%	47%	3%	50%	20%
Non-Multilingual Learners	199	754	751	7%	8%	32%	42%	11%	53%	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](#).

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

### Mathematics Assessment - Performance By Grade: Grade 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	223	745	744	6%	21%	28%	41%	4%	45%	45%
White	*	754	754	4%	19%	15%	52%	10%	62%	57%
Hispanic	130	741	730	7%	22%	35%	35%	2%	37%	28%
Black or African American	20	736	726	5%	25%	40%	30%	0%	30%	24%
Asian, Native Hawaiian, or Pacific Islander	14	766	773	0%	21%	0%	64%	14%	79%	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	50%
Two or More Races	*	*	752	*	*	*	*	*	*	54%
Female	*	748	743	4%	19%	27%	46%	4%	50%	43%
Male	*	742	746	8%	23%	28%	35%	5%	41%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	134	741	727	7%	24%	28%	39%	2%	41%	25%
Non-Economically Disadvantaged Students	89	752	755	3%	17%	28%	44%	8%	52%	58%
Students with Disabilities	37	721	722	24%	35%	19%	22%	0%	22%	21%
Students without Disabilities	186	750	749	2%	18%	30%	45%	5%	50%	50%
Multilingual Learners	22	730	718	9%	45%	23%	23%	0%	23%	14%
Non-Multilingual Learners	201	747	748	5%	18%	28%	43%	5%	48%	49%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	15%
Students in Foster Care	*	*	716	*	*	*	*	*	*	15%
Military-Connected Students	*	*	744	*	*	*	*	*	*	43%
Migrant Students	*	*	721	*	*	*	*	*	*	17%



## Academic Achievement

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

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

### Mathematics Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	238	745	741	6%	23%	24%	39%	8%	47%	40%
White	50	750	751	6%	14%	26%	44%	10%	54%	53%
Hispanic	158	742	726	7%	25%	27%	35%	6%	42%	23%
Black or African American	13	743	722	8%	31%	15%	46%	0%	46%	19%
Asian, Native Hawaiian, or Pacific Islander	12	782	772	0%	0%	8%	67%	25%	92%	76%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	*	*	748	*	*	*	*	*	*	49%
Female	*	744	739	4%	28%	19%	42%	6%	48%	38%
Male	*	746	742	8%	18%	29%	36%	9%	45%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	746	724	5%	25%	25%	39%	6%	45%	20%
Non-Economically Disadvantaged Students	*	744	752	8%	20%	23%	40%	9%	49%	53%
Students with Disabilities	28	710	717	36%	43%	11%	11%	0%	11%	16%
Students without Disabilities	210	750	746	2%	20%	26%	43%	9%	51%	45%
Multilingual Learners	22	728	711	14%	41%	9%	36%	0%	36%	*
Non-Multilingual Learners	216	747	744	6%	21%	26%	39%	8%	48%	44%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	12%
Students in Foster Care	*	*	714	*	*	*	*	*	*	10%
Military-Connected Students	*	*	741	*	*	*	*	*	*	40%
Migrant Students	*	*	724	*	*	*	*	*	*	27%

## Academic Achievement

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

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

### Mathematics Assessment - Performance By Grade: Grade 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	234	740	737	9%	21%	32%	32%	6%	38%	36%
White	57	745	746	9%	23%	18%	44%	7%	51%	47%
Hispanic	132	735	723	10%	21%	39%	26%	4%	30%	20%
Black or African American	17	740	718	6%	18%	35%	35%	6%	41%	15%
Asian, Native Hawaiian, or Pacific Islander	24	755	768	4%	13%	25%	46%	13%	58%	73%
American Indian or Alaska Native	*	*	735	*	*	*	*	*	*	33%
Two or More Races	*	*	743	*	*	*	*	*	*	45%
Female	*	741	736	6%	19%	35%	36%	3%	40%	34%
Male	*	738	738	11%	22%	30%	28%	8%	36%	38%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	131	738	721	8%	22%	35%	30%	5%	34%	17%
Non-Economically Disadvantaged Students	103	742	747	9%	19%	29%	36%	7%	43%	48%
Students with Disabilities	26	709	714	*	*	*	*	*	*	12%
Students without Disabilities	208	743	741	5%	19%	34%	36%	6%	42%	41%
Multilingual Learners	23	724	707	26%	35%	13%	22%	4%	26%	*
Non-Multilingual Learners	211	741	740	7%	19%	35%	34%	6%	39%	39%
Students Experiencing Homelessness	*	*	711	*	*	*	*	*	*	*
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	739	*	*	*	*	*	*	37%
Migrant Students	*	*	704	*	*	*	*	*	*	13%

## Academic Achievement

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

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

### Mathematics Assessment - Performance By Grade: Grade 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	229	742	739	9%	21%	32%	28%	10%	38%	37%
White	42	758	748	2%	14%	19%	40%	24%	64%	50%
Hispanic	151	736	728	11%	25%	34%	24%	5%	29%	23%
Black or African American	15	742	724	7%	13%	47%	27%	7%	33%	18%
Asian, Native Hawaiian, or Pacific Islander	18	758	764	6%	17%	22%	33%	22%	56%	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	*	*	743	*	*	*	*	*	*	44%
Female	*	739	738	11%	23%	33%	24%	9%	33%	36%
Male	*	745	739	7%	20%	31%	31%	11%	42%	39%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	122	739	726	11%	21%	34%	27%	7%	34%	20%
Non-Economically Disadvantaged Students	107	746	747	6%	21%	30%	29%	14%	43%	48%
Students with Disabilities	30	737	716	17%	17%	27%	37%	3%	40%	12%
Students without Disabilities	199	743	743	8%	22%	33%	27%	11%	38%	43%
Multilingual Learners	23	712	714	*	*	*	*	*	*	*
Non-Multilingual Learners	206	746	741	7%	17%	33%	31%	11%	42%	40%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	11%
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	740	*	*	*	*	*	*	39%
Migrant Students	*	*	708	*	*	*	*	*	*	*

## Academic Achievement

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

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

### Mathematics Assessment - Performance By Grade: Grade 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	232	730	719	14%	35%	23%	27%	1%	28%	19%
White	44	735	729	14%	25%	25%	34%	2%	36%	27%
Hispanic	147	726	713	14%	39%	24%	22%	0%	22%	13%
Black or African American	20	723	707	30%	30%	15%	25%	0%	25%	10%
Asian, Native Hawaiian, or Pacific Islander	16	755	740	0%	25%	13%	56%	6%	63%	40%
American Indian or Alaska Native	*	*	722	*	*	*	*	*	*	21%
Two or More Races	*	*	722	*	*	*	*	*	*	22%
Female	*	732	719	12%	34%	25%	28%	2%	29%	19%
Male	*	727	719	16%	36%	21%	27%	0%	27%	20%
Non-binary/undesignated gender	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	116	730	711	10%	38%	25%	27%	0%	27%	12%
Non-Economically Disadvantaged Students	116	729	725	17%	32%	22%	28%	2%	29%	25%
Students with Disabilities	32	701	702	*	*	*	*	*	*	*
Students without Disabilities	200	734	724	9%	34%	26%	31%	1%	32%	23%
Multilingual Learners	22	717	701	27%	45%	9%	18%	0%	18%	*
Non-Multilingual Learners	210	731	721	12%	34%	25%	28%	1%	29%	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](#).

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

### Mathematics Assessment - Performance By 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	253	741	738	13%	22%	28%	34%	3%	38%	40%
White	*	752	748	4%	21%	23%	43%	9%	53%	51%
Hispanic	157	735	723	17%	22%	30%	31%	0%	31%	23%
Black or African American	*	734	719	13%	25%	33%	29%	0%	29%	19%
Asian, Native Hawaiian, or Pacific Islander	*	766	773	0%	27%	13%	47%	13%	60%	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	*	*	746	*	*	*	*	*	*	49%
Female	*	743	737	12%	18%	29%	39%	2%	41%	39%
Male	*	738	739	13%	26%	27%	29%	4%	34%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	123	741	722	11%	21%	30%	36%	2%	38%	22%
Non-Economically Disadvantaged Students	130	740	747	15%	22%	26%	33%	4%	37%	50%
Students with Disabilities	*	720	710	20%	50%	20%	10%	0%	10%	11%
Students without Disabilities	*	743	743	12%	18%	29%	38%	4%	41%	45%
Multilingual Learners	*	716	705	36%	23%	27%	9%	5%	14%	*
Non-Multilingual Learners	*	743	741	10%	22%	28%	37%	3%	40%	43%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	13%
Students in Foster Care	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	696	*	*	*	*	*	*	*

## Academic Achievement

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

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

### Mathematics Assessment - Performance By 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	15	762	750	0%	7%	7%	80%	7%	87%	53%
White	*	*	752	*	*	*	*	*	*	57%
Hispanic	*	*	735	*	*	*	*	*	*	29%
Black or African American	*	*	733	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	66%
Two or More Races	*	*	756	*	*	*	*	*	*	63%
Female	*	764	748	0%	7%	0%	86%	7%	93%	50%
Male	*	*	752	*	*	*	*	*	*	57%
Non-binary/undesignated gender	*	*	752	*	*	*	*	*	*	60%
Economically Disadvantaged Students	*	*	734	*	*	*	*	*	*	28%
Non-Economically Disadvantaged Students	*	*	754	*	*	*	*	*	*	60%
Students with Disabilities	*	*	727	*	*	*	*	*	*	24%
Students without Disabilities	*	762	751	0%	7%	7%	80%	7%	87%	54%
Multilingual Learners	*	*	716	*	*	*	*	*	*	11%
Non-Multilingual Learners	*	762	751	0%	7%	7%	80%	7%	87%	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](#).

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

### Mathematics Assessment - Performance By Test: Algebra II

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

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

## Academic Achievement

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

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.

### 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](#).

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

### English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	# Students with Overall Score Below 4.5	% Students with Overall Score Below 4.5	# Students with Overall Score of 4.5 or Above	% Students with Overall Score 4.5 or Above
0-2	200	175	87.5%	25	12.5%
3-4	72	62	86.1%	10	13.9%
5 or more	17	*	>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	58.7%	22.7%	Met Goal

† Target was met within a confidence interval.

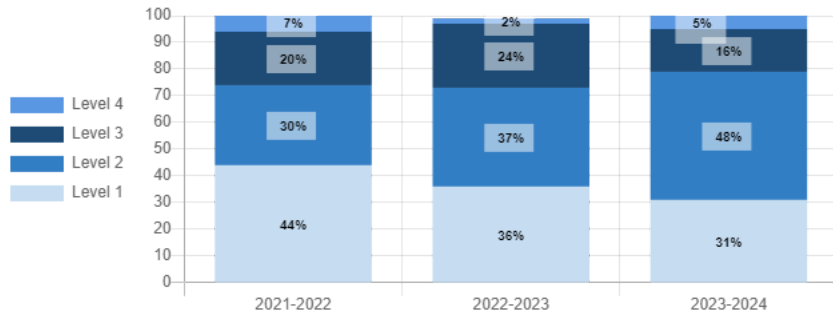
## Academic Achievement

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

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

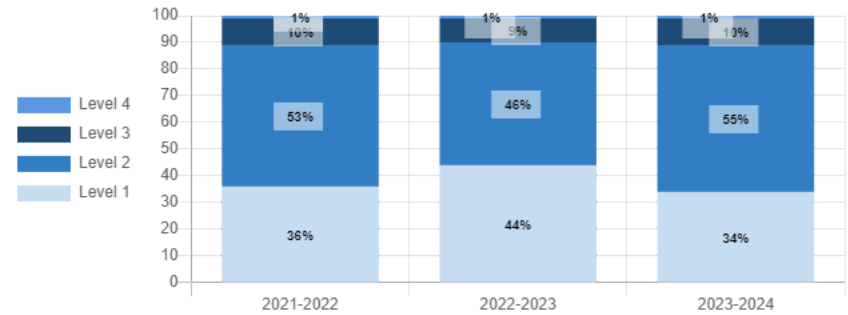
### NJSLA Science Assessment: Grade 5 Summary

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



### NJSLA Science Assessment: Grade 8 Summary

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



**Report Key:**

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

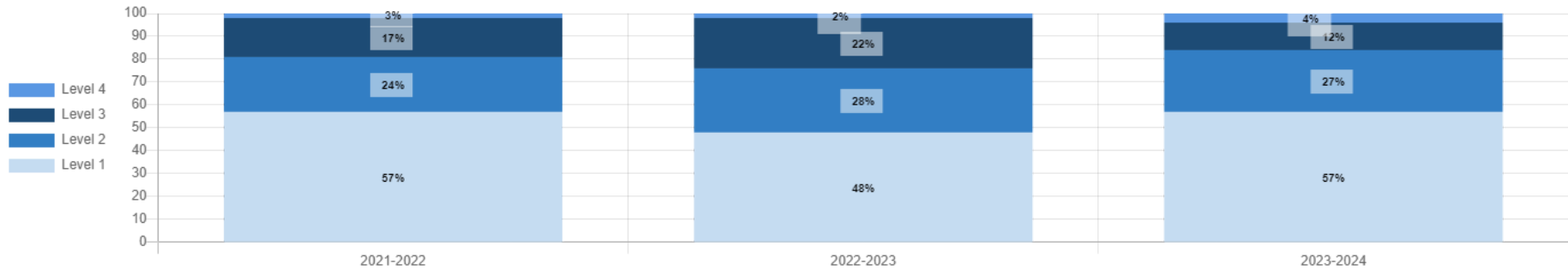
## Academic Achievement

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

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

### NJSLA Science Assessment: Grade 11 Summary

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



## Academic Achievement

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

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	31%	48%	16%	5%	35%	37%	21%	6%
White	24%	46%	26%	4%	22%	42%	28%	8%
Hispanic	34%	50%	10%	5%	51%	36%	12%	2%
Black or African American	31%	54%	15%	0%	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	0%	33%	58%	8%	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	*	*	*	*	27%	36%	27%	10%
Female	34%	51%	12%	3%	35%	39%	20%	6%
Male	28%	45%	21%	6%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	32%	51%	13%	5%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	30%	45%	21%	5%	24%	39%	28%	10%
Students with Disabilities	67%	26%	7%	0%	64%	27%	8%	2%
Students without Disabilities	26%	51%	18%	5%	30%	39%	24%	7%
Multilingual Learners	67%	33%	0%	0%	78%	20%	2%	0%
Non-Multilingual Learners	27%	50%	18%	5%	30%	39%	23%	7%
Students Experiencing Homelessness	*	*	*	*	68%	25%	6%	1%
Students in Foster Care	*	*	*	*	67%	28%	3%	1%
Military-Connected Students	*	*	*	*	30%	42%	23%	5%
Migrant Students	*	*	*	*	73%	27%	0%	0%

## Academic Achievement

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

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

### NJSLA Science Assessment: Grade 8

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	34%	55%	10%	1%	36%	45%	14%	5%
White	24%	51%	22%	4%	23%	52%	19%	6%
Hispanic	39%	55%	6%	0%	51%	42%	6%	1%
Black or African American	48%	48%	5%	0%	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	10%	70%	20%	0%	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	*	*	*	*	27%	46%	19%	8%
Female	28%	61%	11%	0%	35%	47%	13%	4%
Male	42%	46%	10%	2%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	38%	50%	11%	1%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	30%	59%	9%	1%	26%	48%	19%	7%
Students with Disabilities	56%	38%	6%	0%	67%	29%	3%	1%
Students without Disabilities	31%	57%	11%	1%	30%	48%	16%	6%
Multilingual Learners	64%	36%	0%	0%	75%	24%	1%	0%
Non-Multilingual Learners	31%	56%	11%	1%	32%	47%	15%	5%
Students Experiencing Homelessness	*	*	*	*	66%	32%	2%	0%
Students in Foster Care	*	*	*	*	80%	19%	1%	0%
Military-Connected Students	*	*	*	*	40%	47%	10%	3%
Migrant Students	*	*	*	*	*	*	*	*

## Academic Achievement

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

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

### NJSLA Science Assessment: Grade 11

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	57%	27%	12%	4%	45%	27%	19%	9%
White	45%	23%	23%	10%	34%	30%	26%	11%
Hispanic	59%	27%	11%	3%	61%	25%	11%	3%
Black or African American	64%	27%	5%	5%	64%	24%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	36%	55%	9%	0%	17%	23%	33%	28%
American Indian or Alaska Native	*	*	*	*	54%	21%	19%	6%
Two or More Races	*	*	*	*	38%	26%	25%	11%
Female	58%	26%	12%	4%	43%	29%	20%	7%
Male	56%	28%	11%	5%	47%	24%	18%	10%
Non-binary/undesignated gender	*	*	*	*	26%	28%	30%	16%
Economically Disadvantaged Students	63%	24%	8%	5%	63%	24%	11%	2%
Non-Economically Disadvantaged Students	51%	30%	15%	4%	37%	28%	24%	12%
Students with Disabilities	84%	13%	3%	0%	77%	16%	5%	1%
Students without Disabilities	51%	30%	14%	5%	40%	28%	22%	10%
Multilingual Learners	*	*	*	*	88%	10%	1%	0%
Non-Multilingual Learners	54%	29%	13%	5%	42%	28%	21%	9%
Students Experiencing Homelessness	*	*	*	*	72%	19%	8%	1%
Students in Foster Care	*	*	*	*	76%	18%	5%	1%
Military-Connected Students	*	*	*	*	48%	29%	17%	7%
Migrant Students	*	*	*	*	*	*	*	*

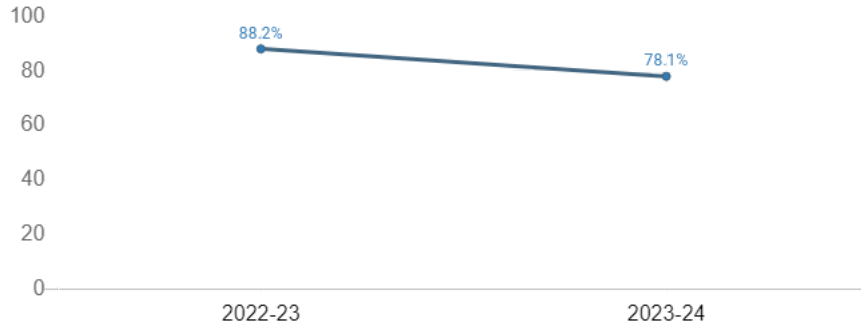
## Academic Achievement

### Graduation Proficiency Assessment (NJGPA) Trends

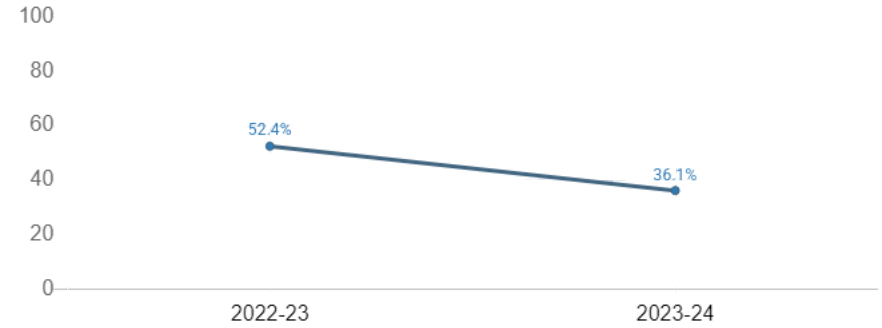
These graphs show trends in performance on the New Jersey Graduation Proficiency Assessment (NJGPA) for the last two years. Students are identified as either Graduation Ready or Not Yet Graduation Ready for both English Language Arts (ELA) and mathematics based on their scores on the assessment. These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

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

**ELA Graduation Ready Rate**



**Math Graduation Ready Rate**



Performance Measure	2022-23 ELA	2023-24 ELA	2022-23 Math	2023-24 Math
Graduation Ready Rate	88.2%	78.1%	52.4%	36.1%
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	233	78.1%	82.5%	233	36.1%	55.6%
White	40	85%	90%	40	45%	69.1%
Hispanic	154	76.6%	72.3%	154	33.8%	38%
Black or African American	24	75%	73.6%	24	33.3%	33.1%
Asian, Native Hawaiian, or Pacific Islander	10	90%	>90%	10	50%	87.9%
American Indian or Alaska Native	*	*	76.2%	*	*	43.8%
Two or More Races	*	*	87.5%	*	*	62%
Female	*	79.4%	86.9%	*	34.6%	56.6%
Male	*	77%	78.3%	*	37.3%	54.7%
Non-binary/undesignated gender	*	*	87.7%	*	*	69.9%
Economically Disadvantaged Students	99	72.7%	71.7%	99	25.3%	36%
Non-Economically Disadvantaged Students	134	82.1%	87.6%	134	44%	65.1%
Students with Disabilities	39	30.8%	53.6%	39	<10%	18.2%
Students without Disabilities	194	87.6%	87.4%	194	41.8%	62%
Multilingual Learners	13	<10%	24.4%	13	<10%	12.5%
Non-Multilingual Learners	220	82.3%	86.5%	220	38.2%	58.8%
Students experiencing homelessness	*	*	58.6%	*	*	23%
Students in Foster Care	*	*	44.3%	*	*	22.6%
Military-Connected Students	*	*	82%	*	*	48.1%
Migrant Students	*	*	50%	*	*	25.5%



## College and Career Readiness

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

### PSAT, SAT, & ACT - Participation

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

Participation Type	District Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2023-2024	100.0%	80.7%
12th graders taking SAT in 2023-2024 or prior years	44.5%	62.7%
12th graders taking ACT in 2023-2024 or prior years	1.5%	7.8%

### PSAT, SAT, & ACT - Performance

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

Participation Type	District Average Score	State Average Score	College Readiness Benchmarks	District - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	410	459	Grade 10: 430 Grade 11: 460	36%	54%
PSAT 10/NMSQT - Math	409	454	Grade 10: 480 Grade 11: 510	14%	32%
SAT - Reading and Writing	513	530	480	64%	65%
SAT - Math	492	519	530	40%	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	27.5%	0.0%	35.9%	26.9%
White	40.4%	0.0%	41.8%	33.0%
Hispanic	24.4%	0.0%	23.2%	20.9%
Black or African American	15.7%	0.0%	20.3%	17.4%
Asian, Native Hawaiian, or Pacific Islander	42.3%	0.0%	70.5%	32.5%
American Indian or Alaska Native	*	*	30.4%	28.6%
Two or More Races	*	*	41.0%	29.0%
Female	32.6%	0.0%	41.4%	30.2%
Male	23.5%	0.0%	30.6%	23.7%
Non-Binary/Undesignated Gender	N	N	42.9%	28.4%
Economically Disadvantaged Students	23.4%	0.0%	22.8%	20.2%
Students with Disabilities	5.2%	0.0%	4.8%	10.9%
Multilingual Learners	2.8%	0.0%	9.8%	8.8%
Students experiencing homelessness	*	*	12.6%	15.1%
Students in Foster Care	N	N	4.5%	10.6%
Military-Connected Students	N	N	30.1%	29.2%
Migrant Students	N	N	0.0%	7.1%

## College and Career Readiness

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

### AP/IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP 3-D Art and Design	0	1
AP Biology	41	41
AP Calculus AB	21	21
AP Chemistry	11	11
AP Computer Science Principles	10	10
AP Drawing	9	8
AP English Language and Composition	25	24
AP English Literature and Composition	12	12
AP Environmental Science	8	8
AP European History	27	27
AP French Language and Culture	1	1
AP Human Geography	0	1
AP Music Theory	1	1
AP Physics 1	14	14
AP Precalculus	0	1
AP Psychology	51	51
AP Spanish Language and Culture	4	4
AP Statistics	4	4
AP U.S. Government and Politics	9	8
AP U.S. History	40	39
IB Language B—World Language (Other Language)	20	0
Total Exams taken		287

## 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
Exams with scores of at least 3 on AP exams or 4 on IB exams		120

## 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
Arabic	*	*
Filipino	*	*
French	*	*
Portuguese	*	*
Spanish	36	13.8%
Total Seals Earned	40	
Total Unique Students Earning Seals	39	15.0%
Current and Former Multilingual Learners Earning Seals	12	23.5%†

†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.

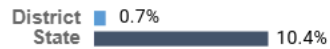
#### CTE Participants

(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	0.4%	0.7%	7.6%	10.4%
White	0.6%	1.7%	6.1%	10.0%
Hispanic	0.3%	0.3%	9.3%	10.8%
Black or African American	1.1%	0.6%	9.5%	10.7%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.5%	10.5%
American Indian or Alaska Native	*	*	8.3%	8.8%
Two or More Races	*	*	7.5%	10.1%
Female	0.4%	0.6%	7.5%	10.9%
Male	0.5%	0.7%	7.7%	9.9%
Non-Binary/Undesignated Gender	*	*	8.9%	15.2%
Economically Disadvantaged Students	0.2%	0.2%	9.8%	10.7%
Students with Disabilities	0.5%	0.9%	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	*	*	12.6%	15.8%
Migrant Students	*	*	2.3%	0.0%



## College and Career Readiness

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

### Work-Based Learning Participation by Career Cluster

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

Career Cluster	Number of Students Participating in Work-Based Learning	Percentage of Students Participating in Work-Based Learning
Agriculture, Food & Natural Resources	*	*
Architecture & Construction	*	*
Arts, A/V Technology & Communications	*	*
Health Science	*	*
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
Agriculture, Food & Natural Resources	*	*	*
Architecture & Construction	*	*	*
Arts, A/V Technology & Communications	*	*	*
Health Science	*	*	*
Human Services	*	*	*
Information Technology	*	*	*
Transportation, Distribution & Logistics	*	*	*
<b>Total</b>	<b>20</b>	<b>*</b>	<b>*</b>

## 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	170
7	0	0	0	0	0	0	182
8	30	0	0	0	0	0	175
9	184	15	0	0	0	0	187
10	6	189	19	0	0	0	39
11	1	7	182	25	0	0	173
12	4	6	24	45	21	4	145
<b>Total</b>	225	217	225	70	21	4	1,071
Enrolled in AP/IB Course					21	4	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

### Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	213	0	0	1	0	23
10	15	36	0	0	0	51
11	14	132	0	61	0	47
12	44	5	0	28	14	53
<b>Total</b>	286	173	0	90	14	174
Enrolled in AP/IB Course	41	11		8	14	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

## College and Career Readiness

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

### Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	207	0	0	0	0
10	0	209	0	6	0	0
11	8	38	0	22	8	27
12	0	45	0	57	39	9
<b>Total</b>	<b>8</b>	<b>499</b>	<b>0</b>	<b>85</b>	<b>47</b>	<b>36</b>
Enrolled in AP/IB Course	0	40	0	51		36
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

### World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	167	0	0	0	0
7	185	0	0	0	0	0	0
8	76	0	103	0	0	0	0
9	124	0	57	0	0	0	0
10	154	32	3	0	0	0	0
11	25	1	2	0	0	0	0
12	33	1	1	0	0	0	0
<b>Total</b>	<b>597</b>	<b>34</b>	<b>333</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Enrolled in AP/IB Course	4	1	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	48	0	0	0	0	0	0

## College and Career Readiness

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

### Computer Science – Course Participation

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

Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
KG	N	N	N	N	N	N	N
1	N	N	N	N	N	N	N
2	N	N	N	N	N	N	N
3	N	N	N	N	N	N	N
4	N	N	N	N	N	N	N
5	N	N	N	N	N	N	N
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
9	11	0	0	0	0	0	0
10	33	0	0	0	0	3	0
11	21	1	0	0	0	3	0
12	23	9	0	0	0	4	0
<b>Total</b>	88	10	0	0	0	10	0
Enrolled in AP/IB Course	0	10		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

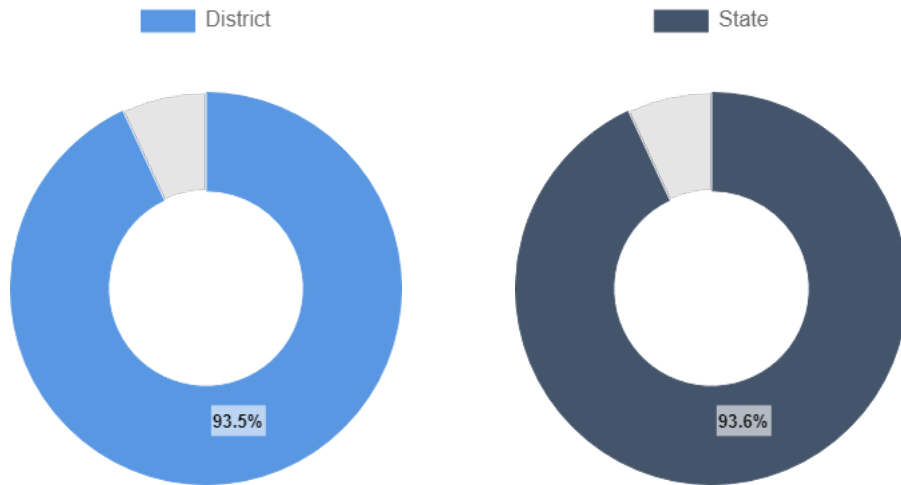
## College and Career Readiness

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.

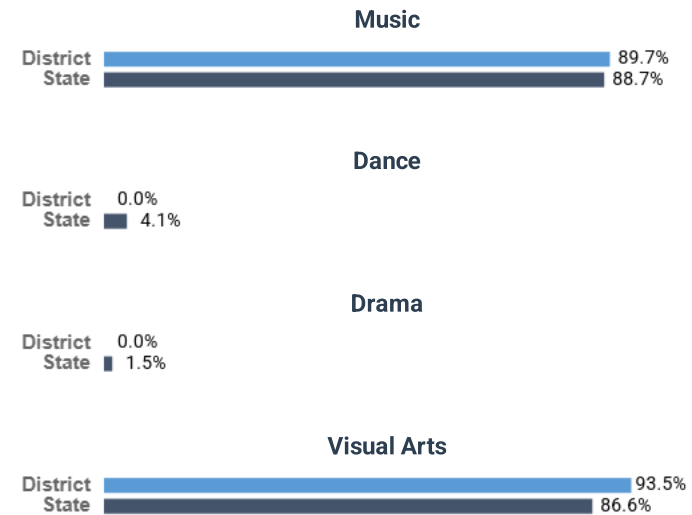
### Visual and Performing Arts – Course Participation

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:**



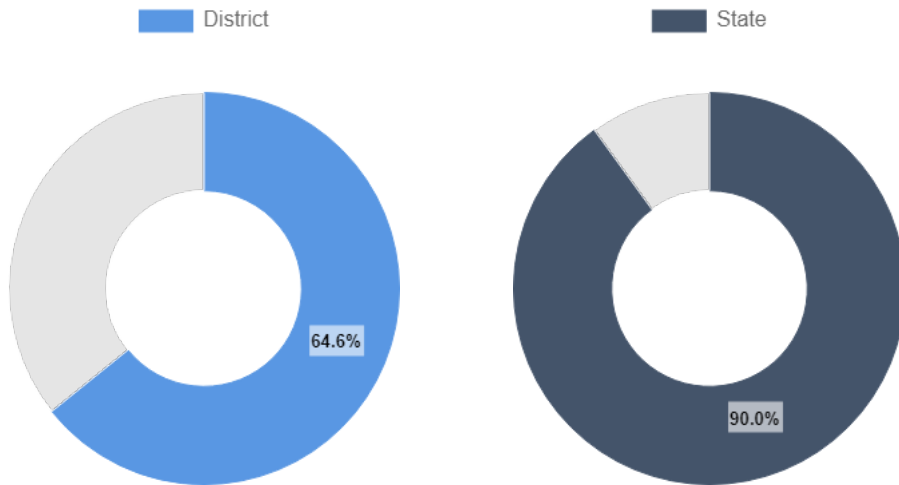
## College and Career Readiness

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.

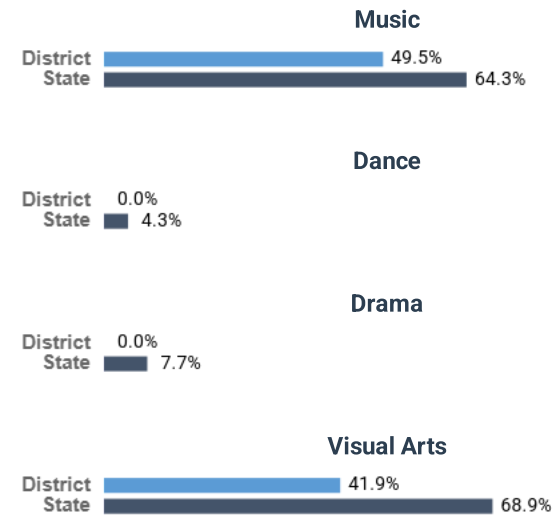
### Visual and Performing Arts – Course Participation

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:**





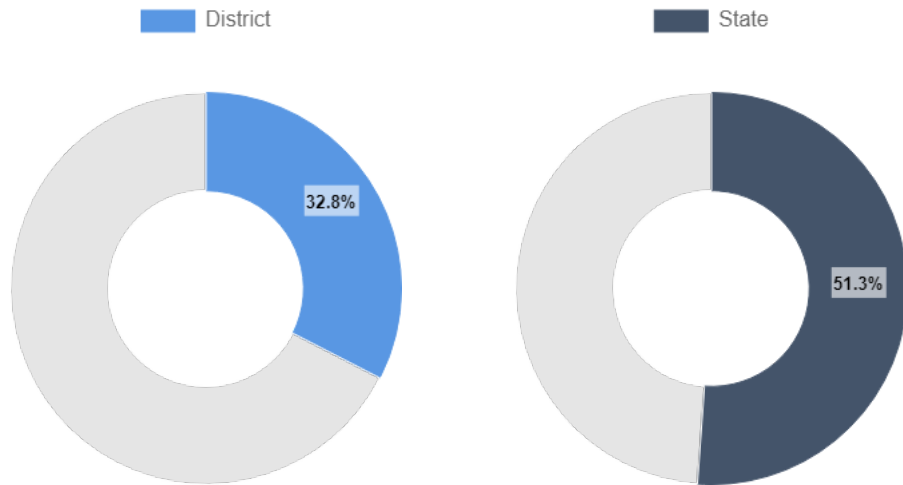
## College and Career Readiness

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.

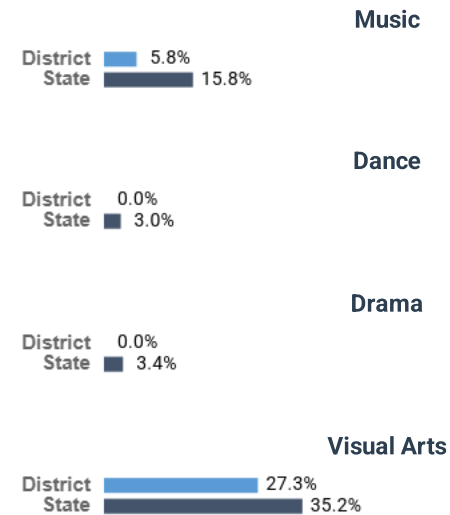
### Visual and Performing Arts – Course Participation

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

<b>District</b>	0.0%
<b>State</b>	4.6%

## Graduation/ Postsecondary

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

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

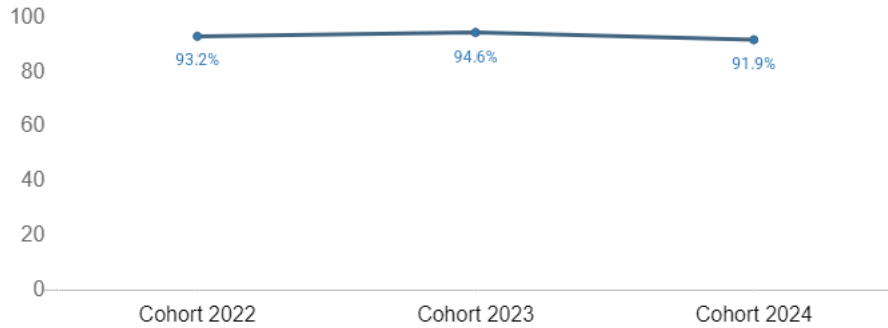
To be included as a graduate in the federal version of the graduation rate, students must have meet state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless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

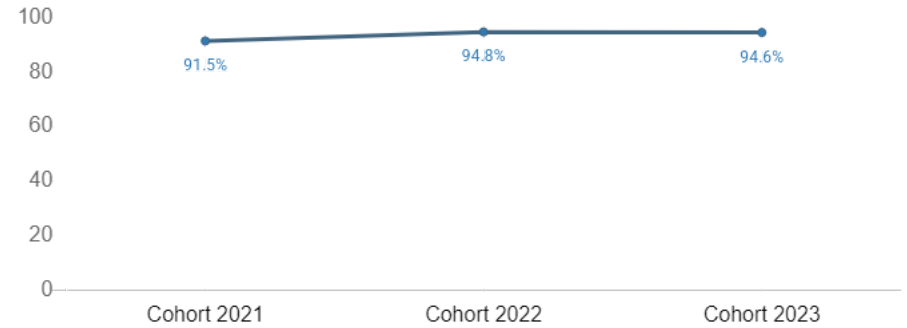
### Graduation Rate Trends and Progress

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%	94.6%	91.9%	91.5%	94.8%	94.6%
Statewide Graduation Rate	90.9%	91.1%	91.3%	92.5%	92.7%	92.6%

## Graduation/ Postsecondary

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

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

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

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

### Cohort 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	91.9%	5.3%	2.8%	91.3%	3.8%	4.9%
White	88.5%	6.6%	4.9%	95.0%	2.6%	2.5%
Hispanic	91.4%	5.9%	2.7%	86.9%	4.9%	8.3%
Black or African American	100.0%	0.0%	0.0%	86.5%	6.0%	7.5%
Asian, Native Hawaiian, or Pacific Islander	100.0%	0.0%	0.0%	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	94.9%	2.6%	2.6%	93.1%	2.8%	4.1%
Male	89.9%	7.1%	3.0%	89.5%	4.7%	5.7%
Non-Binary/Undesignated Gender	N	N	N	86.7%	3.3%	10.0%
Economically Disadvantaged Students	94.0%	2.5%	3.5%	87.1%	5.3%	7.7%
Students with Disabilities	68.3%	26.8%	4.9%	80.7%	12.5%	6.8%
Multilingual Learners	97.1%	0.0%	2.9%	78.9%	7.5%	13.6%
Students experiencing homelessness	*	*	*	74.5%	11.2%	14.3%
Students in Foster Care	N	N	N	61.6%	13.1%	25.3%
Military-Connected Students	N	N	N	94.5%	2.3%	3.1%
Migrant Students	N	N	N	88.2%	3.9%	7.9%

## Graduation/ Postsecondary

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

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

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

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

### Cohort 2023 5-Year Graduation Cohort Profile

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

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	94.6%	2.1%	3.3%	92.6%	1.7%	5.6%
White	95.9%	2.7%	1.4%	95.9%	1.5%	2.6%
Hispanic	94.4%	1.4%	4.2%	88.2%	1.9%	9.9%
Black or African American	92.3%	7.7%	0.0%	88.9%	2.5%	8.7%
Asian, Native Hawaiian, or Pacific Islander	91.7%	0.0%	8.3%	97.5%	1.3%	1.2%
American Indian or Alaska Native	N	N	N	92.5%	0.0%	7.5%
Two or More Races	*	*	*	94.7%	1.0%	4.3%
Female	92.9%	2.7%	4.4%	94.4%	1.2%	4.4%
Male	96.1%	1.6%	2.3%	91.0%	2.2%	6.8%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	95.5%	0.6%	3.9%	88.8%	2.0%	9.2%
Students with Disabilities	83.3%	13.9%	2.8%	84.1%	8.2%	7.7%
Multilingual Learners	95.0%	0.0%	5.0%	78.0%	2.0%	20.0%
Students experiencing homelessness	*	*	*	78.0%	3.9%	18.1%
Students in Foster Care	N	N	N	67.0%	7.5%	25.5%
Military-Connected Students	N	N	N	96.0%	0.8%	3.1%
Migrant Students	N	N	N	66.7%	10.7%	22.6%

## Graduation/ Postsecondary

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

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

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

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

### Cohort 2022 6-Year Graduation Cohort Profile

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

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

Student Group	Graduates	Continuing	Non-Continuing	High School Persistence (Graduates + Continuing)	State: Graduates	State: Continuing Students	State: Non-Continuing Students	State: High School Persistence (Graduates + Continuing)
Districtwide	94.8%	2.4%	2.8%	97.2%	93.2%	1.0%	5.8%	94.2%
White	96.4%	1.8%	1.8%	98.2%	96.4%	0.9%	2.7%	97.3%
Hispanic	93.0%	3.2%	3.8%	96.2%	88.2%	1.0%	10.8%	89.2%
Black or African American	100.0%	0.0%	0.0%	100.0%	89.6%	1.4%	9.0%	91.0%
Asian, Native Hawaiian, or Pacific Islander	100.0%	0.0%	0.0%	100.0%	98.1%	0.8%	1.0%	99.0%
American Indian or Alaska Native	*	*	*	*	93.6%	0.8%	5.6%	94.4%
Two or More Races	*	*	*	*	92.9%	1.3%	5.9%	94.1%
Female	96.6%	0.9%	2.6%	97.4%	95.0%	0.6%	4.4%	95.6%
Male	93.2%	3.8%	3.0%	97.0%	91.5%	1.4%	7.1%	92.9%
Non-Binary/Undesignated Gender	N	N	N	N	*	*	*	*
Economically Disadvantaged Students	96.2%	0.6%	3.2%	96.8%	88.8%	1.1%	10.2%	89.8%
Students with Disabilities	78.6%	14.3%	7.1%	92.9%	86.6%	5.4%	8.0%	92.0%
Multilingual Learners	100.0%	0.0%	0.0%	100.0%	77.6%	0.6%	21.9%	78.1%
Students experiencing homelessness	*	*	*	*	76.2%	1.4%	22.4%	77.6%
Students in Foster Care	*	*	*	*	64.1%	3.5%	32.4%	67.6%
Military-Connected Students	N	N	N	N	92.9%	1.7%	5.4%	94.6%
Migrant Students	N	N	N	N	67.1%	2.4%	30.5%	69.5%

## Graduation/ Postsecondary

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

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

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

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

### Federal Graduation Rates

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

Student Group	2024 4-Year Federal Graduation	2023 5-Year Federal Graduation	2022 6-Year Federal Graduation	State: 2024 4-Year Federal Graduation	State: 2023 5-Year Federal Graduation	State: 2022 6-Year Federal Graduation
	Rate	Rate	Rate	Rate	Rate	Rate
Districtwide	90.5%	94.2%	92.8%	87.7%	91.8%	87.0%
White	88.5%	94.5%	89.1%	91.5%	95.0%	90.0%
Hispanic	89.7%	94.4%	92.4%	83.3%	87.4%	82.1%
Black or African American	95.5%	92.3%	100.0%	80.9%	87.6%	80.8%
Asian, Native Hawaiian, or Pacific Islander	100.0%	91.7%	100.0%	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	91.5%	92.0%	94.9%	90.5%	93.7%	90.6%
Male	89.9%	96.1%	91.0%	85.2%	90.0%	83.7%
Non-Binary/Undesignated Gender	N	N	N	83.3%	*	*
Economically Disadvantaged Students	93.0%	95.5%	95.5%	82.6%	87.8%	81.4%
Students with Disabilities	58.5%	80.6%	66.7%	60.2%	79.2%	51.8%
Multilingual Learners	97.1%	95.0%	100.0%	77.6%	77.6%	75.7%
Students experiencing homelessness	*	*	*	67.0%	76.2%	64.6%
Students in Foster Care	N	N	*	50.4%	61.9%	47.1%
Military-Connected Students	N	N	N	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.

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

### Accountability Graduation Rates

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

Student Group	Cohort 2023: 4-Year Graduation Rate	Cohort 2023: Annual Target	Cohort 2023: Met Target	Cohort 2022: 5-Year Graduation Rate	Cohort 2022: Annual Target	Cohort 2022: Met Target
Districtwide	94.6%	91.4%	Met Target	92.8%	N	N
White	94.5%	85.9%	Met Target	89.1%	N	N
Hispanic	94.3%	91.3%	Met Target	92.4%	N	N
Black or African American	100.0%	**	**	100.0%	**	**
Asian, Native Hawaiian, or Pacific Islander	91.7%	**	**	100.0%	**	**
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	*	**	**	*	**	**
Economically Disadvantaged Students	96.0%	93.7%	Met Goal	95.5%	N	N
Students with Disabilities	82.9%	63.3%	Met Target	66.7%	N	N
Multilingual Learners	94.4%	**	**	100.0%	**	**



**Report Key:**

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

## 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 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	83.6%	52.7%
Substitute Competency Test	12.2%	44.3%
Portfolio Appeals Process	2.3%	0.4%
Alternate Requirements Specified in IEP	0.8%	1.5%
Unknown/Other	1.1%	1.1%

### Dropout Rate Trends

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

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

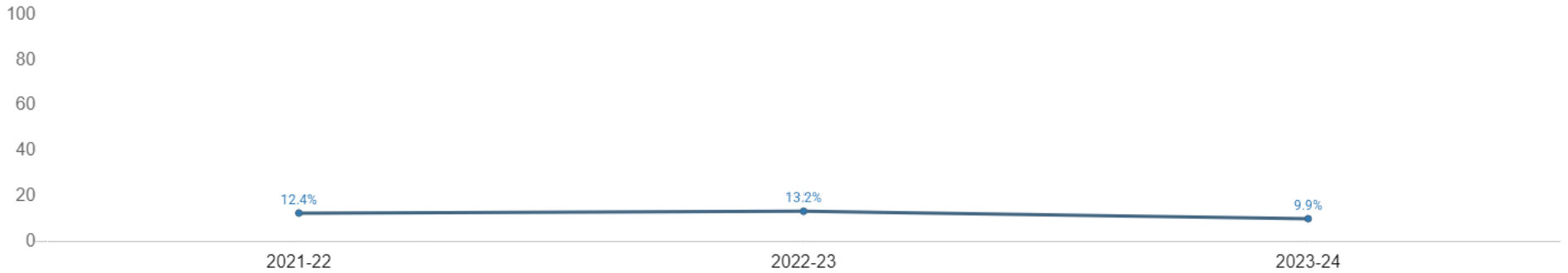
Year of Graduation	Graduates enrolled in apprenticeship programs
2023	*
2022	*
2021	*
2020	*
2019	*
2018	*
2017	*
2016	*

## 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	12.4%	13.2%	9.9%
ESSA Target (State Average for Grades Served)	18.1%	16.6%	14.9%
Met ESSA Target	Met	Met	Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%

## 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

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

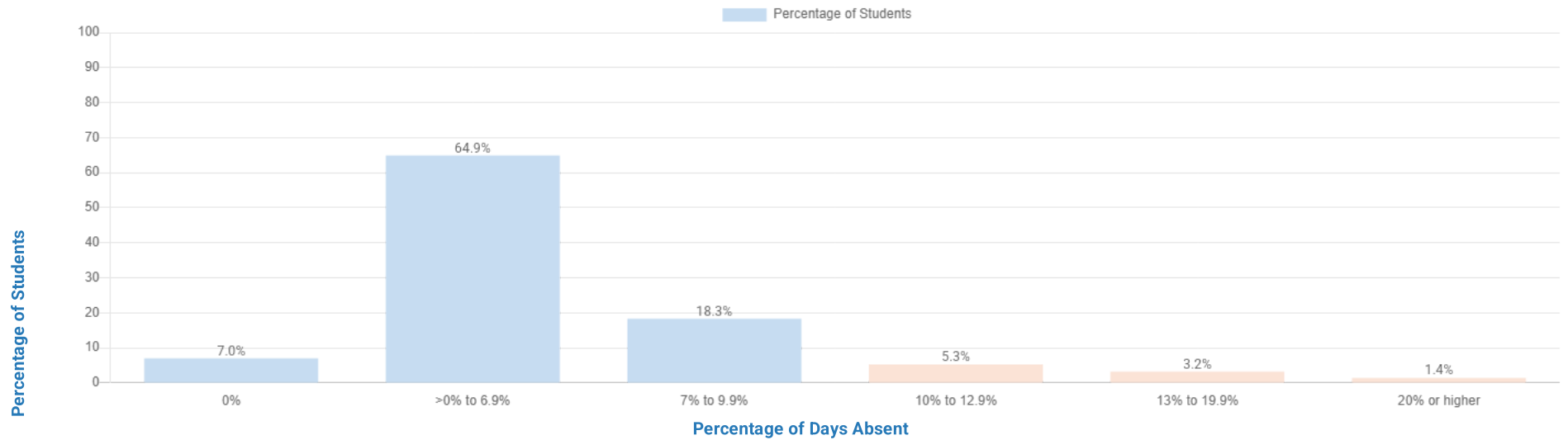
Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	305	9.9%	14.9%	Met
White	58	8.4%	14.9%	Met
Hispanic	207	10.9%	14.9%	Met
Black or African American	19	7.8%	14.9%	Met
Asian, Native Hawaiian, or Pacific Islander	15	7.9%	14.9%	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	11.3%	14.9%	Met
Female	*	9.7%		
Male	*	10.1%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	186	11.5%	14.9%	Met
Students with Disabilities	51	10.3%	14.9%	Met
Multilingual Learners	30	9.4%	14.9%	Met
Students Experiencing Homelessness	11	33.3%		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	*	*		

## Climate and Environment

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

### Percentage of Days Absent

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

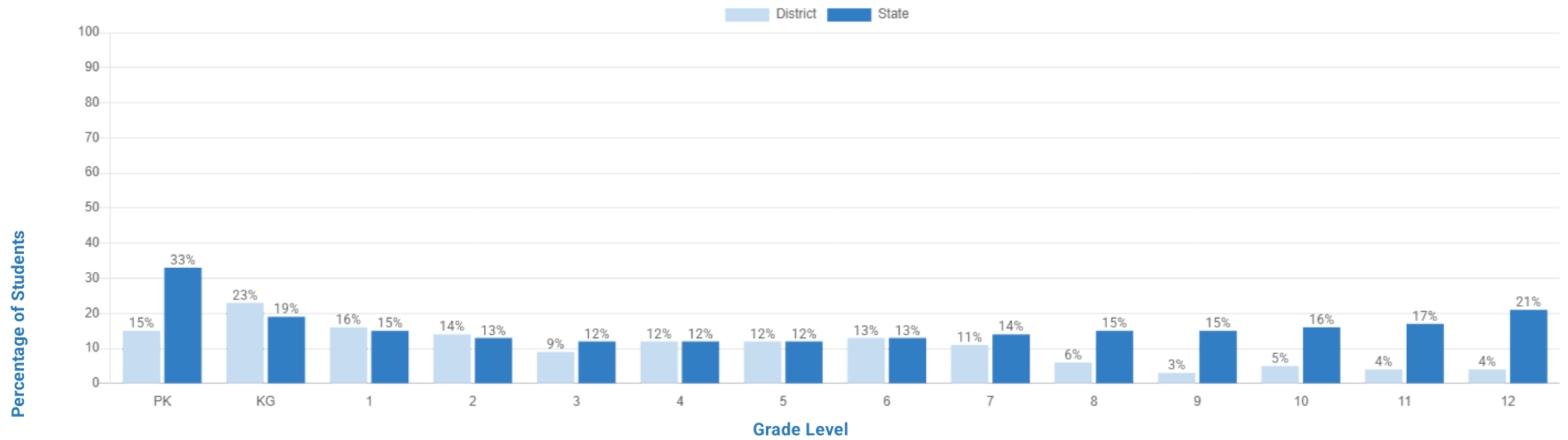


## Climate and Environment

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

### Chronic Absenteeism by Grade

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



**Report Key:**

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

## Climate and Environment

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

### 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	16
Weapons	1
Vandalism	5
Substances	13
Harassment, Intimidation, Bullying (HIB)	18
Total Unique Incidents	52
Incidents Per 100 Students Enrolled	1.67

### 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	7
Weapons	1
Vandalism	2
Substances	10
Harassment, Intimidation, Bullying (HIB)	8
Other Incidents Leading to Removal	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.

### 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	0	3	3
Religion	0	0	0
Ancestry	0	0	0
Gender	0	2	2
Sexual Orientation	1	3	4
Disability	0	2	2
Other	2	9	11
No Identified Nature	17		17



## 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.

### 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	2	0%	4	1%	5	1%	0	0%	0	0%
Hispanic	16	1%	31	2%	43	2%	0	0%	0	0%
Black or African American	1	0%	9	4%	10	4%	0	0%	0	0%
Asian	0	0%	2	1%	2	1%	0	0%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
Two or more races	1	2%	2	4%	3	6%	0	0%	0	0%
Female	*	0%	*	1%	*	1%	*	0%	*	0%
Male	*	1%	*	2%	*	3%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	12	1%	29	2%	40	2%	0	0%	0	0%
Students with disabilities	4	1%	10	3%	13	4%	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.

### 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	20	1%	48	1%	63	2%	0	0%	0	0%
PK	0	0%	0	0%	0	0%	0	0%	0	0%
KG	0	0%	0	0%	0	0%	0	0%	0	0%
1	0	0%	0	0%	0	0%	0	0%	0	0%
2	0	0%	0	0%	0	0%	0	0%	0	0%
3	0	0%	0	0%	0	0%	0	0%	0	0%
4	4	2%	0	0%	4	2%	0	0%	0	0%
5	2	1%	0	0%	2	1%	0	0%	0	0%
6	0	0%	1	0%	1	0%	0	0%	0	0%
7	2	1%	12	5%	14	6%	0	0%	0	0%
8	0	0%	8	3%	8	3%	0	0%	0	0%
9	3	1%	9	4%	11	5%	0	0%	0	0%
10	5	2%	6	3%	10	4%	0	0%	0	0%
11	3	1%	8	3%	9	4%	0	0%	0	0%
12	1	0%	4	1%	4	1%	0	0%	0	0%

## Climate and Environment

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

### Students Involved in Police Notifications: By Student Group

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

Student Group	# of Students involved in at least one incident	% of Students involved in at least one incident	# of Students involved in at least one violent incident	% of Students involved in at least one violent incident	# of Students involved in at least one vandalism incident	% of Students involved in at least one vandalism incident	# of Students involved in at least one substance related incident	% of Students involved in at least one substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in at least one weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in at least one HIB incident	# of Students involved in at least one other incident type	% of Students involved in at least one other incident type
Districtwide	42	1%	11	0%	4	0%	15	0%	1	0%	13	0%	1	0%
White	1	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
Hispanic	30	1%	6	0%	<5	<5.00%	12	1%	<5	<5.00%	10	0%	<5	<5.00%
Black or African American	7	3%	2	1%	<5	<5.00%	2	1%	<5	<5.00%	2	1%	<5	<5.00%
Asian	1	0%	0	0%	<5	<5.00%	1	0%	<5	<5.00%	0	0%	<5	<5.00%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	3	6%	3	6%	<5	<5.00%	0	0%	<5	<5.00%	1	2%	<5	<5.00%
Female	*	1%	*	0%	*	<5.00%	*	0%	*	<5.00%	*	0%	*	<5.00%
Male	*	2%	*	0%	*	<5.00%	*	0%	*	<5.00%	*	1%	*	<5.00%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	24	1%	6	0%	<5	<5.00%	8	0%	<5	<5.00%	7	0%	<5	<5.00%
Students with disabilities	6	2%	1	0%	<5	<5.00%	3	1%	<5	<5.00%	1	0%	<5	<5.00%

## Climate and Environment

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

### Students Involved in Police Notifications: By Grade Level

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

Grade	# of Students involved in at least one incident	% involved in an incident	# of Students involved in at least one violent incident	% of Students involved in a violent incident	# of Students involved in at least one vandalism incident	% of Students involved in a vandalism incident that led to police notification	# of Students involved in at least one substance related incident	% of Students involved in a substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in a weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in an HIB incident that led to police notification	# of Students involved in at least one other incident type	% of Students involved in an other incident type
Districtwide	42	1%	11	0%	4	0%	15	0%	1	0%	13	0%	1	0%
PK	0	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
KG	0	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
1	0	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
2	0	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
3	4	2%	0	0%	<5	<5.00%	0	0%	<5	<5.00%	4	2%	<5	<5.00%
4	0	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
5	1	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%	1	0%	<5	<5.00%
6	1	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%	1	0%	<5	<5.00%
7	6	3%	0	0%	<5	<5.00%	5	2%	<5	<5.00%	1	0%	<5	<5.00%
8	2	1%	0	0%	<5	<5.00%	2	1%	<5	<5.00%	0	0%	<5	<5.00%
9	10	4%	3	1%	<5	<5.00%	3	1%	<5	<5.00%	5	2%	<5	<5.00%
10	8	4%	2	1%	<5	<5.00%	1	0%	<5	<5.00%	1	0%	<5	<5.00%
11	8	3%	6	2%	<5	<5.00%	3	1%	<5	<5.00%	0	0%	<5	<5.00%
12	2	1%	0	0%	<5	<5.00%	1	0%	<5	<5.00%	0	0%	<5	<5.00%

## Climate and Environment

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

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

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

Student Group	# of Students Arrested	% of Students Arrested	# of students involved in at least one violent incident that led to arrest	% of students involved in a violent incident that led to arrest	# of students involved in at least one vandalism incident that led to arrest	% of students involved in a vandalism incident that led to arrest	# of students involved in at least one substance related incident that led to arrest	% of students involved in a substance related incident that led to arrest	# of students involved in at least one weapons related incident that led to arrest	% of students involved in a weapons related incident that led to arrest	# of students involved in at least one HIB incident that led to arrest	% of students involved in an HIB incident that led to arrest	# of students involved in at least one other type of incident that led to arrest	% of students involved in an other type of incident that led to arrest
Districtwide	4	0%	4	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian	<5	<5.00%	<5	<5.00%	0	0%	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	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	*	<5.00%	*	<5.00%	*	0%	*	0%	*	0%	*	0%	*	0%
Male	*	<5.00%	*	<5.00%	*	0%	*	0%	*	0%	*	0%	*	0%
Non- Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with disabilities	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%

## Climate and Environment

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

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

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

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

# Climate and Environment

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

## School Days Missed due to Out-of-School Suspensions

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

### School Days Missed due to Out-of-School Suspensions

211

**Report Key:**

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

## Climate and Environment

## Student Access to Technology and Internet

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



## Staff

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

### Key terms for staff data:

**Teachers:** All classroom teachers

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

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

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

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

### Teachers – Experience

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

Category	Teachers in District	Teachers in State
Total Number of teachers	245	119,239
Average years experience in public schools	11.7	12.6
Average years experience in district	11.7	11.3
Number of Teachers with 4 or more years experience in the district	168	87,243
Percentage of Teachers with 4 or more years experience in the district	68.6%	73.6%
Number of out-of-field teachers	1	2,931
Percentage of out-of-field teachers	0.4%	2.5%
Number of Teachers with Provisional Credentials	41	9,065
Percentage of Teachers with Provisional Credentials	16.7%	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	28	10,170
Average years experience in public schools	17.5	16.2
Average years experience in district	17.5	12.5
Number of Administrators with 4 or more years experience in the district	24	7,734
Percentage of Administrators with 4 or more years experience in the district	85.7%	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	245	119,239
Administrators	28	10,170
Librarians/Media Specialists	5	1,160
Nurses	1	3,025
School Counselors	13	4,673
Child Study Team Members	18	9,654
School Psychologists	6	2,185
School Social Workers	4	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	13:1
Students to Administrators	111:1
Teachers to Administrators	9:1
Students to Librarians/Media Specialists †	622:1
Students to Nurses †	3109:1
Students to Counselors †	239:1
Students to Child Study Team Members †,††	20:1
Students to School Psychologists †	518:1
Students to School Social Workers †	777:1
Students to Student Assistance Coordinators †	3109:1
Students to School Safety Specialists †	3109:1

† 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	51.0%	80-85%	40-60%	48.0%	77.0%	57.0%
Male	49.0%	15-20%	40-60%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤5%	≤20%	≤1%	≤1%	≤1%
White	21.8%	91.4%	92.9%	38.2%	81.8%	74.5%
Hispanic	62.0%	5.7%	3.6%	34.0%	8.6%	8.6%
Black or African American	7.8%	0.4%	0.0%	14.2%	6.4%	14.4%
Asian	6.3%	2.4%	3.6%	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	0.3%	0.0%	0.0%	0.2%	0.4%	0.5%
Two or More Races	1.7%	0.0%	0.0%	3.1%	0.3%	0.4%

**Report Key:**

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

## Staff

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

**Key terms for staff data:**

**Teachers:** All classroom teachers

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

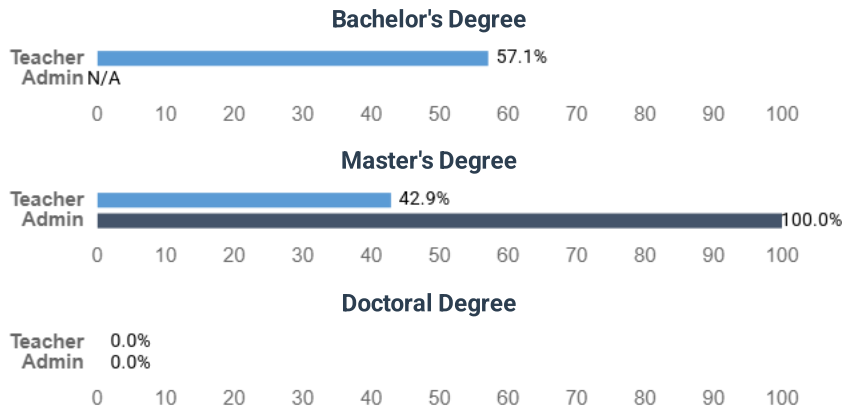
**Experience:** Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given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

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

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

### Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2022-23 Teachers: Same district 2023-24	84.0%	89.5%
2022-23 Administrators: Same district 2023-24	88.9%	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)	94	>95%	≤5%	≤5%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	81.9%	64.9%	35.1%	0.0%
English/Language Arts/Literacy	25	>80%	≤20%	≤20%	80.0%	8.0%	4.0%	8.0%	0.0%	0.0%	0.0%	52.0%	56.0%	44.0%	0.0%
English to Speakers of Other Languages	8	*	*	*	75.0%	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	37.5%	62.5%	0.0%
Mathematics	28	>80%	≤20%	≤20%	89.3%	7.1%	0.0%	3.6%	0.0%	0.0%	0.0%	57.1%	39.3%	60.7%	0.0%
Science	15	60-80%	≤20%	≤20%	80.0%	6.7%	0.0%	13.3%	0.0%	0.0%	0.0%	73.3%	33.3%	66.7%	0.0%
Social Studies/History	15	20-40%	40-60%	≤20%	93.3%	6.7%	0.0%	0.0%	0.0%	0.0%	0.0%	60.0%	73.3%	26.7%	0.0%
World Language	10	*	*	*	60.0%	40.0%	0.0%	0.0%	0.0%	0.0%	0.0%	30.0%	40.0%	60.0%	0.0%
Visual and Performing Arts	13	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	69.2%	69.2%	30.8%	0.0%
Health/Physical Education	15	20-40%	40-60%	≤20%	86.7%	13.3%	0.0%	0.0%	0.0%	0.0%	0.0%	60.0%	73.3%	26.7%	0.0%
Family & Consumer Sciences	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
Computer Science/IT	2	*	*	*	50.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	50.0%	0.0%	100.0%	0.0%
Industrial Arts	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Career and Technical Education	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
Special Education	25	>80%	≤20%	≤20%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	72.0%	52.0%	48.0%	0.0%
Bilingual	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N

## Per-Pupil Expenditures

### Per-Pupil Expenditures by Source

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

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

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

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

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

Lodi Borough	Federal	State & Local	Total	ADE**
District Level Total Expenditures	\$1,755	\$20,566	\$22,321	2,424.5
District Level Central Expenditures		\$851	\$851	2,424.5
Lodi High School	\$1,365	\$15,342	\$16,707	904.2
Columbus School	\$1,486	\$16,242	\$17,728	257.7
Hilltop School	\$1,464	\$16,216	\$17,680	319.7
Thomas Jefferson Middle School	\$13,914	\$161,045	\$174,959	70.3
Roosevelt School	\$1,368	\$14,947	\$16,315	155.5
Washington School	\$1,289	\$14,359	\$15,648	363.2
Wilson School	\$1,443	\$16,074	\$17,517	353.9

## Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

N No Data is available to display

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

## Accountability

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

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

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

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

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

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

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

## Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

N No Data is available to display

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

## Accountability

## Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

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

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

**Report Key:**

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

## Accountability

### ESSA Accountability Progress

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

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

ESSA Accountability Indicator	2021-22	2022-23	2023-24
ELA Proficiency	70.4%	71.7%	71.9%
Math Proficiency	37.9%	41.6%	41.2%
ELA Growth†	92	57	59
Math Growth†	56	52	49
4-Year Graduation Rate (Prior Year)††	90.2%	91.2%	94.6%
5-Year Graduation Rate (Prior Year)††	93.3%	91.1%	92.8%
Progress toward English Language Proficiency	44.4%	55.3%	58.7%
Chronic Absenteeism	12.4%	13.2%	9.9%

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

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



## Accountability

### Accountability Summary by Student Group - 2023-24 School Year

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

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

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

†Target was met within a confidence interval.

## Narrative

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



### Highlights:

- Our district is committed to providing 1:1 technology access for all students, ensuring that each learner has the tools they need to succeed.
- Our schools employ instructional coaches in Language Arts Literacy and Mathematics to support staff in achieving their goals, while enhancing their confidence, skills, and effectiveness in teaching
- Our district is committed to expanding the range of support provided to our students through providing high quality tiered systems of support through the NJTSS framework.



### Mission, Vision, Theme:

The mission of the Lodi School District is to provide a rigorous, engaging, and inclusive educational experience that promotes lifelong learning within our diverse and dynamic community. We are dedicated to offering a broad range of programs and services that meet the unique needs of all students. Our seven district schools foster positive, student-centered learning environments, with a strong commitment to preparing every student for success in an interconnected global society. Central to our approach is the core message we share with our students: "Be a Champion Today." We encourage every student to give their best effort in all aspects of their lives-whether it's in academics, leadership, relationships, or personal growth-striving to be the best version of themselves each day. This message helps guide our students toward becoming not only successful learners but also compassionate, responsible, and engaged members of their community.



### Awards, Recognition, Accomplishments:

Our district has been recognized as a model for the state following a substantial increase in state test scores. Two of our schools were honored with National Title 1 Distinguished School awards. We are also proud to have numerous students accepted into some of the nation's top colleges and universities, including Boston College, Clemson University, and Georgetown University. Additionally, one of our Lodi High School teachers received the prestigious National Milken Educator Award, recognized by the New Jersey Department of Education.

## 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.



### Courses, Curriculum, Instruction:

All district courses and curricula are carefully aligned with the New Jersey Student Learning Standards (NJSLS) to ensure academic rigor and consistency. We have effectively integrated technology across all subject areas, incorporating 21st-century skills and themes that prepare students for future success. Our curriculum emphasizes interdisciplinary connections, encouraging students to make meaningful links between subjects, which fosters a deeper understanding of content and promotes critical thinking, problem-solving, and creativity. This approach helps students develop the skills needed to thrive in an ever-evolving world.



### Sports and Athletics:

The purpose of the Lodi Public Schools' athletic programs is to enhance students' physical, mental, social, emotional, and moral well-being. We firmly believe that participation in athletics plays a vital role in providing a well-rounded education. Through our athletic offerings, we aim to foster teamwork, discipline, and resilience, all of which are essential skills that extend beyond the playing field. Engaging in sports not only promotes physical fitness but also cultivates important life skills, helping students to grow into well-rounded individuals prepared for future challenges.



### Clubs and Activities:

Our district provides a wide variety of clubs and activities designed to enhance leadership, teamwork, and self-management skills among our students. These extracurricular opportunities encourage students to collaborate with their peers, take on leadership roles, and develop essential organizational skills. By participating in these programs, students gain valuable experiences that not only enrich their educational journey but also prepare them for future endeavors, fostering a sense of community and belonging within our schools.

## 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.



### Before and After School Programs:

The Lodi Public Schools provide students with a variety of before and after school programs designed to support academic growth and success. Our HS Saturday instruction offers targeted tutoring in Math and Language Arts, delivered by certified teachers, to help students who need additional support. In addition, we offer a before school and after school homework club, where students can receive personalized tutoring and academic assistance in a supportive environment. Our summer STEM program for students in grades 5-8, in collaboration with the Boys and Girls Club Leap Program, fosters interest and skills in science, technology, engineering, and mathematics. These programs reflect our dedication to helping students achieve their full potential both during the school year and throughout the summer.



### Staff and Professional Learning:

The district is dedicated to supporting its staff through ongoing professional learning, ensuring that educators are well-equipped to meet the needs of their students in a constantly evolving educational landscape. Professional development includes state-mandated training for all staff members, ensuring compliance with regulatory requirements while enhancing overall teaching effectiveness. In response to the growing role of technology in education, our teachers have received extensive training in Google Classroom, as well as strategies and techniques for virtual and hybrid learning environments, enabling them to seamlessly adapt to various teaching models. Additionally, teachers participate in specialized professional development in subject-specific content areas, ensuring they remain experts in their fields while aligning their instruction with the New Jersey Student Learning Standards (NJSLS).



### Postsecondary Information:

We are deeply committed to preparing students for postsecondary success by fostering strong connections with local colleges, universities, and career development programs. We offer a variety of opportunities that help students explore and prepare for their future, whether they plan to pursue higher education or enter the workforce directly. We also provide career exploration resources and guidance, helping students discover pathways that align with their interests and strengths, from technical certifications to four-year degree programs. Additionally, our high school hosts college fairs, workshops on financial aid and scholarship applications, and individualized counseling to support students in navigating the college admissions process. By integrating these postsecondary opportunities into our academic offerings, we aim to empower students to make informed decisions about their futures, whether that includes college, vocational training, or entering the workforce.

## Narrative

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



### Student Supports and Services:

Our district is committed to providing comprehensive student support services that ensure all students have the resources and assistance they need to succeed academically and personally. Each school offers Title I teachers and classes, which provide targeted additional support in Language Arts Literacy (LAL) and Mathematics for students facing challenges in these areas. To further assist students, every school is staffed with a dedicated guidance counselor who provides counseling services and supports students' emotional and social well-being. Additionally, our schools have Intervention and Referral Services (I&RS) teams that meet regularly to develop strategies and interventions for students who are not meeting grade-level expectations. The district also provides specialized services for students with diverse needs, including English Language Learner (ELL) services to support students acquiring English and Special Education Services for students with Individualized Education Programs.



### Student Health and Wellness:

The Lodi School District is committed to fostering a healthy and safe learning environment that equips both students and staff with the essential skills and social support necessary to cultivate long-term healthy behaviors. We believe that a positive atmosphere is crucial for academic success and personal growth. By implementing various programs and resources, we aim to empower our school community to make informed choices about their well-being. Our focus on health education, physical activity, and mental wellness ensures that everyone within our district can thrive both inside and outside the classroom.



### Parent and Community Involvement:

To strengthen collaboration with parents and community members, each of our schools ensures continuous communication through Genesis, our student information system. We actively engage families by hosting Back to School Nights and organizing Parent/Teacher Conferences. In addition, a variety of concerts, plays, and sporting events are held at each school to foster community involvement. Our middle school offers a Junior Police Academy, while our high school partners with Hackensack University and the Bergen County Sheriff's Department to provide students with enriching programs and hands-on experiences.

## 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.



### Facilities:

Our facilities foster a dynamic learning environment that promotes academic excellence and personal growth. Halls are filled with student work and motivational quotes that reflect our core values, building school spirit and pride. Classrooms feature interactive Promethean panels, high-speed internet, and Chromebooks for every student. The Media Center includes a variety of books, a College and Career Center, an Innovations Lab, and a computer lab to support academic and career exploration. Students also enjoy a spacious multipurpose room for physical education and meals, and Special Area rooms with music and art resources for creative expression. Our athletic facilities include a state-of-the-art Turf Field, a large gymnasium, Wrestling/Auxiliary Gymnasium, a newly renovated Athletic Trainer's Facility, and an updated weight room. Additionally, our science labs, including a new Bio/Chemistry, Anatomy, Pre-Medicine Lab, are being upgraded to provide hands-on learning experience.



### School Safety:

The safety of our staff and students is a top priority across all seven schools in our district. To maintain a secure environment, each school is equipped with a dedicated school security officer. We conduct monthly safety drills in partnership with our local police department to ensure preparedness in case of emergencies. All school doors are designed to lock from the inside, and safety shades have been installed to enhance security. Additionally, a badge system for staff entry and security cameras throughout the schools further strengthen our safety protocols, providing a comprehensive approach to protecting our school community. These measures work together to create a secure and welcoming environment where students and staff can focus on learning and growth.



### Technology and STEM:

Our district is dedicated to providing students with a comprehensive and innovative STEM (Science, Technology, Engineering, and Mathematics) education that prepares them for future success in an increasingly technology-driven world. We integrate technology into everyday learning, with classrooms equipped with interactive Promethean panels, Chromebooks for all students, and high-speed internet to ensure access to the latest digital tools and resources. In addition to core STEM subjects, students engage in hands-on STEM projects and activities that promote critical thinking, problem-solving, and creativity. Our district also offers specialized programs, such as coding and robotics, to introduce students to the world of technology and engineering from an early age. By providing access to cutting-edge tools and fostering a collaborative learning environment, we aim to inspire curiosity and equip students with the skills needed to excel in STEM fields and beyond.

## 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.



### Early Childhood Education:

Our district has been approved for the Preschool Expansion Aid (PEA), a significant initiative aimed at increasing access to quality preschool education for 3 and 4 year-olds over the next five years. This program is designed to expand opportunities for early childhood learning, ensuring that more children in our community can participate in a structured, supportive educational environment. A key focus of the PEA is the inclusion of preschool students with disabilities, providing them with the opportunity to engage in general education settings alongside their typically developing peers. Through the implementation of inclusionary practices, we aim to create a diverse and collaborative classroom experience that fosters social, emotional, and academic growth for all students, helping to lay a strong foundation for their future educational success.



### Attendance:

Attendance is essential for student success. We systematically analyze attendance data to identify trends and provide targeted support for students at risk of chronic absenteeism. Our schools utilize positive reinforcement strategies, including recognition programs that celebrate students with perfect or improved attendance. We also prioritize family engagement through consistent communication about the importance of attendance, offering resources to help address barriers such as transportation challenges or health issues. Furthermore, our attendance team conducts home visits when needed, ensuring that students receive the necessary support to maintain regular attendance. Through these collaborative efforts, we aim to cultivate a culture that values attendance and fosters a supportive learning environment.