Teaneck School District (03-5150)

2023-2024

County: Bergen

District: Teaneck School District

 651 Teaneck Road
 Teaneck, NJ 07666

Superintendent: Dr. Andre Spencer

District Website

 201-833-5510

3,729
Total Students

PK-12
Grades Offered

Overview & Resources

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

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

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

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

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

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

Overview & Resources

District Contact Information

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

Type	Contact Information
County	Bergen
District	Teaneck School District
Superintendent Name	Dr. Andre Spencer
Address	651 Teaneck Road, Teaneck, NJ 07666
Phone Number	201-833-5510
Email Address	aspencer@teaneckschools.org
Website	www.teaneckschools.org
Facebook	https://www.facebook.com/TeaneckPublicSchoolDistrict

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
Benjamin Franklin Middle School	05-08
James Russell Lowell Elementary School	KG-04
John Greenleaf Whittier Elementary School	KG-04
Nathaniel Hawthorne Elementary School	KG-04
Teaneck High School	09-12
Theodora Smiley Lacey Elementary School	PK-KG
Thomas Jefferson Middle School	05-08
William Cullen Bryant School	PK-PK

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	360	369	377
KG	216	200	222
1	175	214	206
2	195	194	219
3	228	222	213
4	238	237	223
5	234	273	232
6	241	249	259
7	268	257	257
8	253	279	259
9	316	304	300
10	295	343	319
11	299	288	342
12	319	324	301
Total	3,637	3,753	3,729

Enrollment Trends by Student Group

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

Student Group	2021-22	2022-23	2023-24
Female	49.0%	49.0%	48.0%
Male	51.0%	51.0%	52.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	24.3%	38.2%	38.7%
Students with Disabilities	21.8%	21.1%	19.7%
Multilingual Learners	3.1%	3.7%	4.8%
Students Experiencing Homelessness	1.0%	1.3%	1.8%
Students in Foster Care	0.2%	0.2%	0.1%
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	12.8%	12.8%	12.4%
Hispanic	40.4%	41.4%	44.0%
Black or African American	32.5%	31.9%	30.1%
Asian	10.2%	9.9%	9.4%
Native Hawaiian or Pacific Islander	0.8%	0.8%	0.8%
American Indian or Alaska Native	0.9%	0.9%	1.0%
Two Or More Races	2.3%	2.3%	2.3%

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	0	0	0
PK - Full Day	360	369	377
KG - Half Day	0	0	0
KG - Full Day	216	200	222

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.
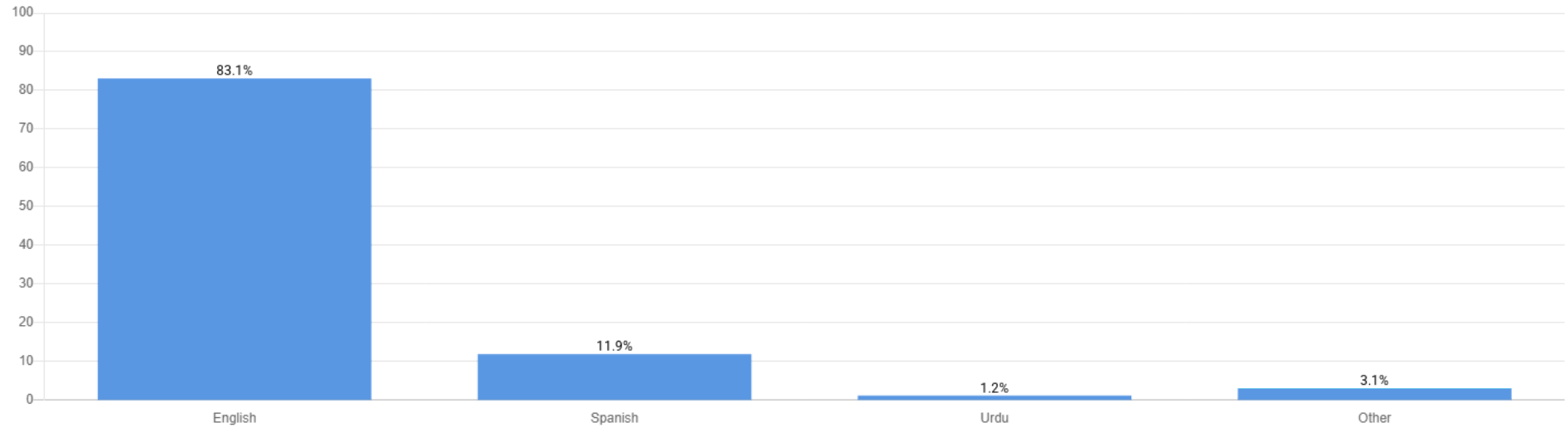
Enrollment Status	2021-22	2022-23	2023-24
Full Time Students	3,667	3,774	3,751
Shared Time Students	8	4	3
Full Time Equivalent	3,671	3,776	3,753

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.

Language	Percentage
English	83.1%
Spanish	11.9%
Urdu	1.2%
Other	3.1%

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
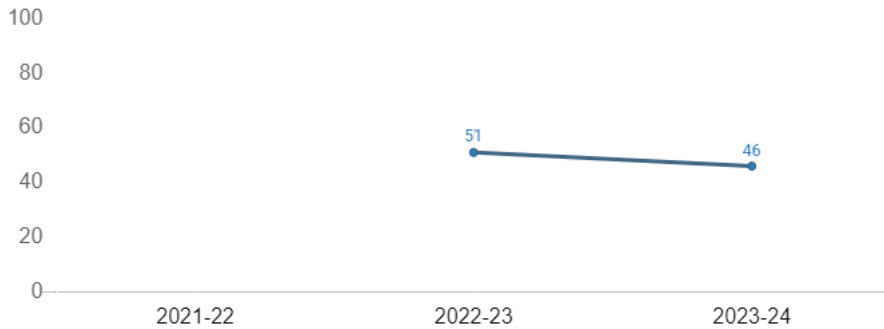
Math Median Student Growth Percentile
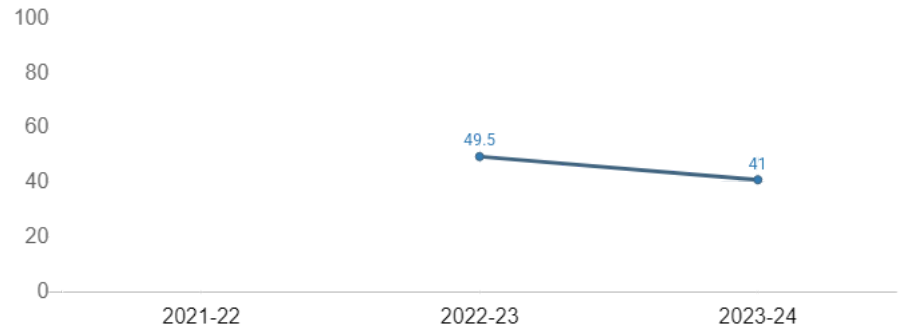
Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Median Student Growth Percentile		51	46		49.5	41
Met Standard (40-59.5)?		Met Standard	Met Standard		Met Standard	Met Standard
Statewide: Median Student Growth Percentile		50	50		50	50

Student Growth

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

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Student Growth

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

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	46	50	Met Standard	41	50	Met Standard
White	49.5	50	Met Standard	45	51	Met Standard
Hispanic	44	49	Met Standard	38	48	Not Met
Black or African American	46	47	Met Standard	46	46	Met Standard
Asian, Native Hawaiian, or Pacific Islander	52	59	Met Standard	41	60	Met Standard
American Indian or Alaska Native	*	50	**	*	50	**
Two or More Races	41	50	Met Standard	34	51	Not Met
Female	46	52		41	50	
Male	45	48		41	50	
Non-Binary/Undesignated Gender	N	44		N	45.5	
Economically Disadvantaged Students	48	48	Met Standard	38	48	Not Met
Students with Disabilities	38	43	Not Met	38	44	Not Met
Multilingual Learners	46.5	50	Met Standard	45	50	Met Standard
Students Experiencing Homelessness	32	43		34.5	45	
Students in Foster Care	N	40		N	47	
Military-Connected Students	*	47.5		N	51	
Migrant Students	N	53		N	44	

Student Growth

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A student's SGP falls between 1 and 99 and can be grouped into three levels. An SGP below 35 indicates low growth, an SGP between 35 and 65 indicates typical growth, and an SGP greater than 65 indicates high growth. If the SGPs for all students are ordered from smallest to largest, the mSGP is the percentile in the middle of the list.
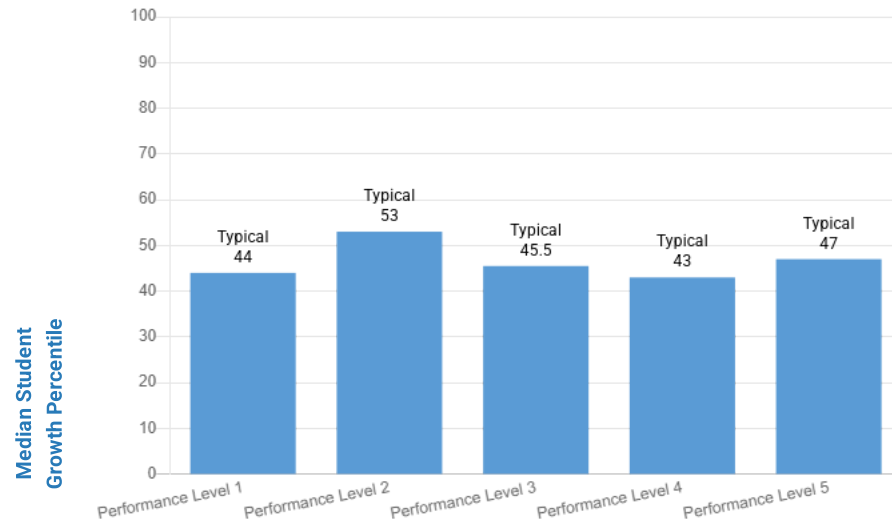
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Important Note for 2023-24: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022 school year only.
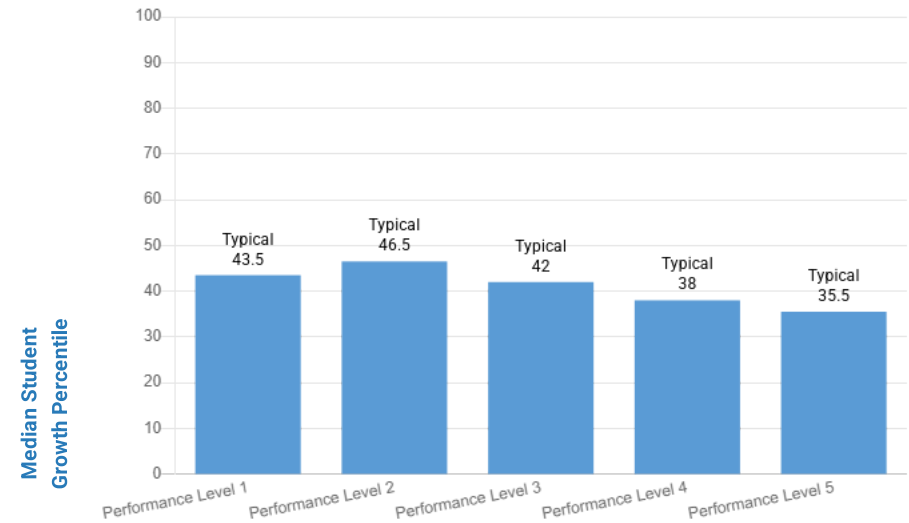
Student Growth by Performance Level

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.

Student Growth

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Student Growth by Grade

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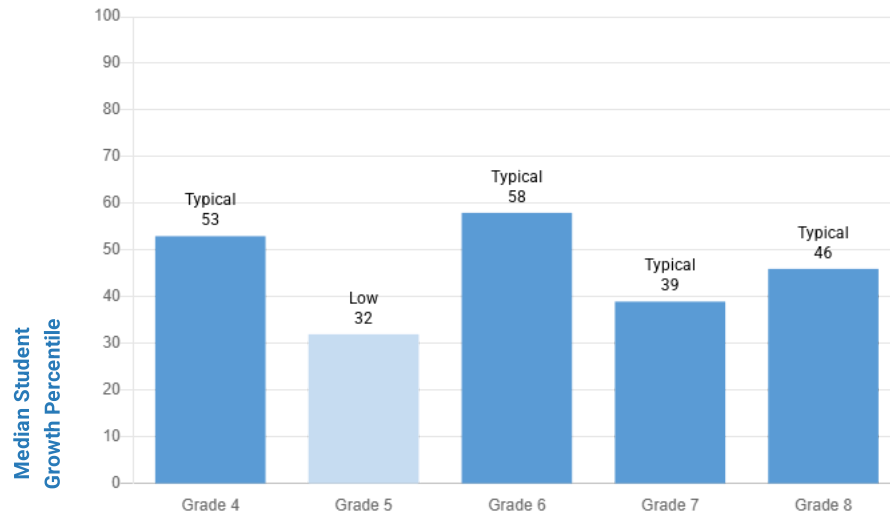
Academic Achievement

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.

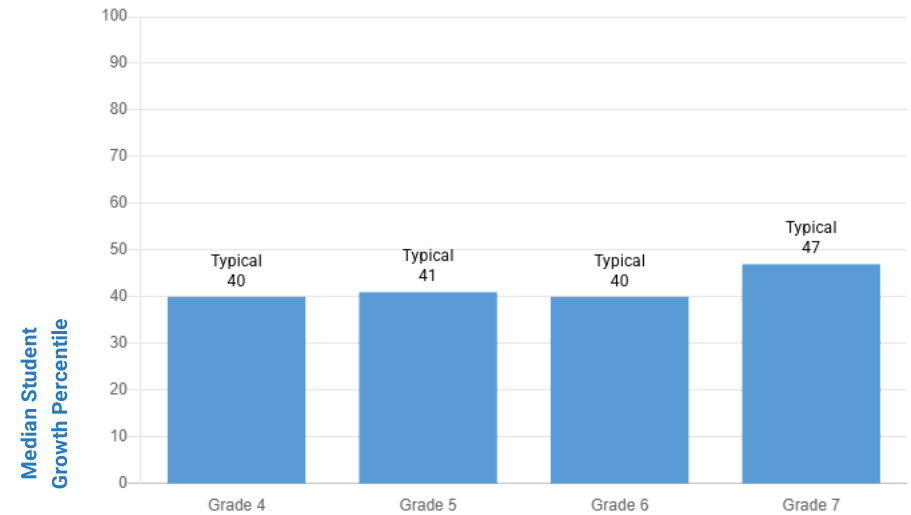For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our NJDOE Accountability webpage under 2024 Accountability Data in the School & District Accountability section.

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
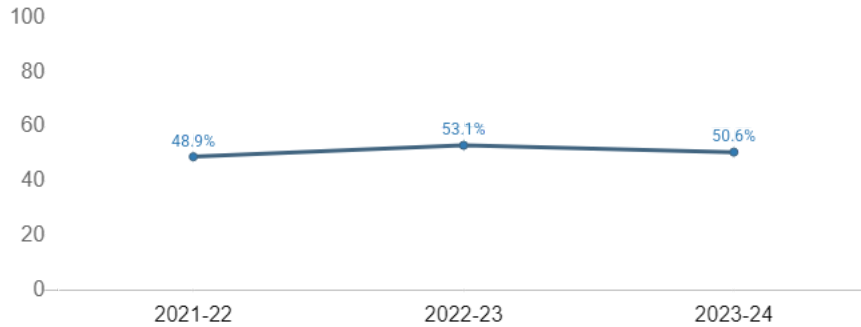
2021-22: 48.9%
2022-23: 53.1%
2023-24: 50.6%

Math Proficiency Rate for Federal Accountability

2021-22: 30.3%
2022-23: 32.1%
2023-24: 33.8%
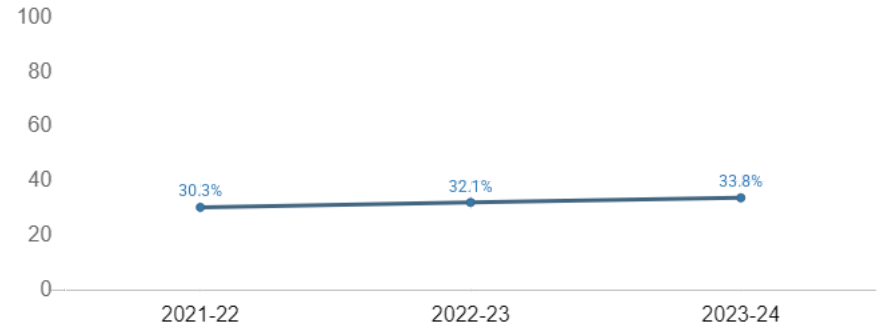
Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	98.8%	98.9%	99.0%	98.8%	99.0%	98.7%
Proficiency Rate for Federal Accountability	48.9%	53.1%	50.6%	30.3%	32.1%	33.8%
Annual Target	57.6%	59.0%	54.7%	47.6%	49.6%	34.4%
Met Annual Target?	Not Met	Not Met	Not Met	Not Met	Not Met	Met Target†
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

† Target was met within a confidence interval.

Academic Achievement

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	1,694	99%	50.6%	52.2%	50.6%	54.7%	Not Met
White	177	97.9%	57.6%	61.8%	57.6%	63.3%	Met Target†
Hispanic	752	99.5%	46.7%	38%	46.7%	50.1%	Not Met
Black or African American	524	98.2%	46%	35.9%	46%	51.4%	Not Met
Asian, Native Hawaiian, or Pacific Islander	181	100%	70.7%	79.9%	70.7%	69.6%	Met Target
American Indian or Alaska Native	14	100%	28.6%	51.2%	28.6%	**	**
Two or More Races	46	100%	67.4%	59.4%	67.4%	71.6%	Met Target†
Female	*	98.9%	55.4%	57.7%	55.4%		
Male	*	99%	46.1%	47%	46.1%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	679	99%	44%	34.6%	44%	49.1%	Not Met
Non-Economically Disadvantaged Students	1,015	99%	55%	62.8%	55%		
Students with Disabilities	354	96.8%	18.1%	19.8%	18.1%	23.6%	Not Met
Students without Disabilities	1,340	99.6%	59.2%	59.4%	59.2%		
Multilingual Learners	128	100%	34.4%	23.1%	34.4%	40.1%	Met Target†
Non-Multilingual Learners	1,566	98.9%	51.9%	56.2%	51.9%		
Students Experiencing Homelessness	26	96.3%	34.6%	21.9%	34.6%		
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.

Legend: 2021-2022, 2022-2023, 2023-2024

Grade	2021-2022	2022-2023	2023-2024
Grade 3	46.3%	57.5%	51.2%
Grade 4	54.1%	57.6%	64.1%
Grade 5	46.4%	53.4%	43.2%
Grade 6	45.1%	48.2%	55.4%
Grade 7	53.0%	50.6%	44.4%
Grade 8	55.2%	57.1%	47.1%
Grade 9	43.3%	47.6%	48.3%

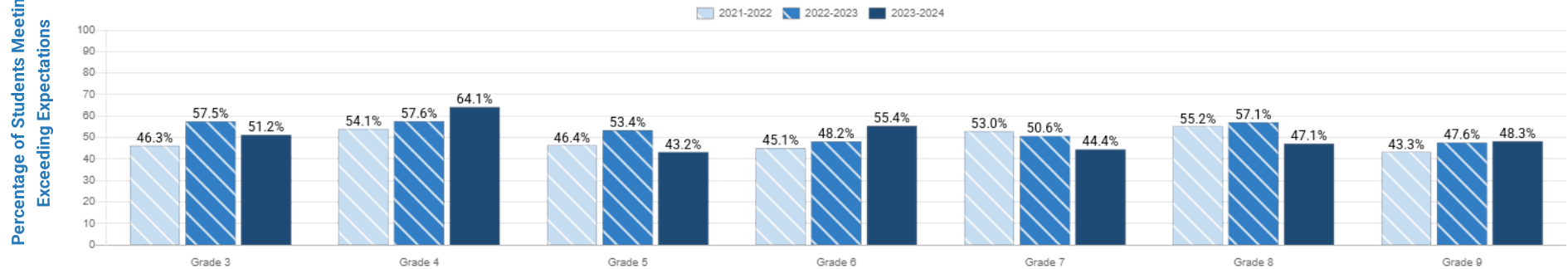Y-axis: Percentage of Students Meeting/Exceeding Expectations

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	201	748	741	14%	14%	21%	43%	8%	51%	44%
White	23	744	751	9%	13%	39%	35%	4%	39%	53%
Hispanic	89	740	724	19%	22%	13%	38%	7%	45%	29%
Black or African American	61	749	725	13%	8%	25%	48%	7%	54%	29%
Asian, Native Hawaiian, or Pacific Islander	22	779	770	0%	0%	18%	59%	23%	82%	70%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	46%
Two or More Races	*	*	751	*	*	*	*	*	*	52%
Female	*	750	746	15%	11%	21%	44%	10%	53%	48%
Male	*	747	736	13%	17%	21%	42%	7%	50%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	80	738	722	16%	24%	21%	33%	6%	39%	26%
Non-Economically Disadvantaged Students	121	755	753	12%	7%	21%	50%	10%	60%	55%
Students with Disabilities	*	715	710	39%	16%	18%	24%	3%	26%	18%
Students without Disabilities	*	756	747	8%	13%	21%	47%	10%	57%	49%
Multilingual Learners	*	*	704	*	*	*	*	*	*	13%
Non-Multilingual Learners	*	750	746	14%	13%	21%	44%	9%	53%	48%
Students Experiencing Homelessness	*	*	707	*	*	*	*	*	*	18%
Students in Foster Care	*	*	711	*	*	*	*	*	*	18%
Military-Connected Students	*	*	739	*	*	*	*	*	*	41%
Migrant Students	*	*	688	*	*	*	*	*	*	*

Academic Achievement

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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	217	764	749	3%	8%	25%	40%	24%	64%	51%
White	24	777	758	4%	4%	21%	29%	42%	71%	61%
Hispanic	93	759	734	4%	8%	31%	40%	17%	57%	35%
Black or African American	66	764	733	3%	6%	18%	50%	23%	73%	34%
Asian, Native Hawaiian, or Pacific Islander	26	772	776	0%	8%	27%	35%	31%	65%	78%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	51%
Two or More Races	*	*	757	*	*	*	*	*	*	60%
Female	*	764	752	4%	5%	27%	41%	23%	65%	54%
Male	*	764	745	3%	11%	23%	39%	25%	63%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	89	755	731	7%	11%	25%	42%	16%	57%	32%
Non-Economically Disadvantaged Students	128	770	760	1%	5%	25%	39%	30%	69%	63%
Students with Disabilities	43	736	720	14%	16%	40%	23%	7%	30%	21%
Students without Disabilities	174	771	755	1%	6%	21%	44%	28%	72%	57%
Multilingual Learners	10	733	711	20%	10%	50%	20%	0%	20%	13%
Non-Multilingual Learners	207	766	753	2%	8%	24%	41%	25%	66%	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	227	745	750	10%	15%	32%	37%	7%	43%	52%
White	*	734	760	16%	21%	32%	26%	5%	32%	63%
Hispanic	102	742	736	11%	20%	29%	34%	6%	40%	37%
Black or African American	68	742	734	12%	12%	37%	35%	4%	40%	35%
Asian, Native Hawaiian, or Pacific Islander	27	762	778	0%	4%	33%	48%	15%	63%	80%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	*	*	757	*	*	*	*	*	*	60%
Female	*	748	755	9%	14%	30%	36%	10%	46%	57%
Male	*	742	745	11%	15%	34%	37%	3%	40%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	80	737	732	14%	15%	38%	30%	4%	34%	33%
Non-Economically Disadvantaged Students	147	749	761	8%	14%	29%	40%	8%	48%	64%
Students with Disabilities	44	714	719	*	*	*	*	*	*	20%
Students without Disabilities	183	752	756	5%	10%	33%	43%	8%	51%	59%
Multilingual Learners	*	*	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	746	754	9%	14%	33%	37%	7%	44%	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	258	754	751	6%	12%	27%	41%	15%	55%	53%
White	22	759	760	5%	18%	23%	32%	23%	55%	63%
Hispanic	121	750	738	7%	11%	24%	50%	7%	58%	39%
Black or African American	80	752	735	5%	14%	33%	36%	13%	49%	35%
Asian, Native Hawaiian, or Pacific Islander	25	776	778	0%	4%	28%	24%	44%	68%	82%
American Indian or Alaska Native	*	*	748	*	*	*	*	*	*	49%
Two or More Races	*	*	758	*	*	*	*	*	*	60%
Female	*	758	756	4%	7%	29%	43%	17%	60%	59%
Male	*	751	746	7%	17%	24%	39%	13%	52%	48%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	109	750	735	7%	14%	25%	44%	10%	54%	35%
Non-Economically Disadvantaged Students	149	758	761	5%	11%	28%	38%	18%	56%	65%
Students with Disabilities	53	724	719	23%	26%	34%	17%	0%	17%	17%
Students without Disabilities	205	762	758	1%	8%	25%	47%	19%	65%	60%
Multilingual Learners	*	*	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	756	754	6%	10%	27%	42%	15%	57%	57%
Students Experiencing Homelessness	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	724	*	*	*	*	*	*	22%
Military-Connected Students	*	*	754	*	*	*	*	*	*	55%
Migrant Students	*	*	712	*	*	*	*	*	*	29%

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 7

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	248	746	752	13%	10%	33%	30%	14%	44%	54%
White	29	759	761	7%	14%	17%	34%	28%	62%	64%
Hispanic	101	739	737	14%	12%	43%	24%	8%	32%	39%
Black or African American	79	742	734	14%	9%	37%	32%	9%	41%	37%
Asian, Native Hawaiian, or Pacific Islander	32	762	785	13%	6%	6%	44%	31%	75%	84%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	51%
Two or More Races	*	*	759	*	*	*	*	*	*	60%
Female	*	752	758	9%	5%	32%	38%	15%	54%	60%
Male	*	739	746	17%	15%	34%	21%	13%	34%	48%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	106	740	734	13%	14%	37%	26%	9%	36%	36%
Non-Economically Disadvantaged Students	142	750	762	13%	7%	30%	33%	18%	51%	64%
Students with Disabilities	42	705	715	*	*	*	*	*	*	18%
Students without Disabilities	206	754	759	4%	9%	35%	35%	17%	52%	61%
Multilingual Learners	*	*	700	*	*	*	*	*	*	*
Non-Multilingual Learners	*	747	756	13%	9%	33%	31%	15%	46%	58%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	21%
Students in Foster Care	*	*	712	*	*	*	*	*	*	17%
Military-Connected Students	*	*	747	*	*	*	*	*	*	50%
Migrant Students	*	*	*	*	*	*	*	*	*	*

NJ SCHOOL PERFORMANCE REPORT

Academic Achievement

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

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English Language Arts Assessment - Performance By Grade: Grade 8

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	255	746	751	16%	18%	19%	32%	15%	47%	53%
White	32	762	760	13%	13%	9%	41%	25%	66%	62%
Hispanic	123	740	736	20%	23%	17%	27%	14%	41%	39%
Black or African American	70	739	735	13%	20%	29%	31%	7%	39%	37%
Asian, Native Hawaiian, or Pacific Islander	24	774	783	8%	0%	13%	50%	29%	79%	82%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	52%
Two or More Races	*	*	757	*	*	*	*	*	*	59%
Female	*	754	759	10%	14%	26%	32%	18%	50%	60%
Male	*	739	743	20%	22%	13%	31%	13%	45%	46%
Non-binary/undesignated gender	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	110	741	734	15%	21%	21%	33%	10%	43%	36%
Non-Economically Disadvantaged Students	145	750	761	16%	17%	17%	31%	19%	50%	63%
Students with Disabilities	59	703	713	*	*	*	*	*	*	16%
Students without Disabilities	196	759	758	6%	14%	20%	40%	19%	59%	60%
Multilingual Learners	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	747	755	15%	19%	19%	32%	16%	48%	56%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	23%
Students in Foster Care	*	*	708	*	*	*	*	*	*	14%
Military-Connected Students	*	*	743	*	*	*	*	*	*	43%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 9

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	292	745	755	16%	17%	19%	34%	14%	48%	58%
White	33	765	764	6%	21%	6%	36%	30%	67%	67%
Hispanic	124	744	741	19%	13%	17%	40%	11%	51%	45%
Black or African American	98	733	737	17%	22%	29%	24%	7%	32%	40%
Asian, Native Hawaiian, or Pacific Islander	25	757	789	8%	12%	16%	44%	20%	64%	87%
American Indian or Alaska Native	*	*	757	*	*	*	*	*	*	59%
Two or More Races	*	774	761	10%	20%	0%	20%	50%	70%	64%
Female	*	755	762	9%	14%	18%	42%	17%	59%	64%
Male	*	735	747	22%	20%	20%	26%	12%	38%	51%
Non-binary/undesignated gender	*	*	774	*	*	*	*	*	*	77%
Economically Disadvantaged Students	100	737	738	19%	18%	22%	34%	7%	41%	41%
Non-Economically Disadvantaged Students	192	750	764	14%	17%	17%	34%	18%	52%	67%
Students with Disabilities	52	714	717	38%	27%	13%	19%	2%	21%	19%
Students without Disabilities	240	752	761	11%	15%	20%	37%	17%	54%	64%
Multilingual Learners	16	703	701	56%	19%	13%	13%	0%	13%	*
Non-Multilingual Learners	276	748	758	13%	17%	19%	35%	15%	50%	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.

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	1,706	98.7%	33.8%	40.2%	33.8%	34.4%	Met Target†
White	179	97.4%	52%	51.1%	52%	48.4%	Met Target
Hispanic	760	99%	28.7%	24.2%	28.7%	30.5%	Met Target†
Black or African American	525	98.3%	26.7%	20.1%	26.7%	25.6%	Met Target
Asian, Native Hawaiian, or Pacific Islander	182	100%	56%	74.4%	56%	53.2%	Met Target
American Indian or Alaska Native	15	100%	<10%	42%	<10%	**	**
Two or More Races	45	97.9%	51.1%	48.9%	51.1%	58.3%	Met Target†
Female	*	98.6%	31%	38.4%	31%		
Male	*	98.8%	36.4%	42%	36.4%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	687	98.6%	27.5%	21.7%	27.5%	29.1%	Met Target†
Non-Economically Disadvantaged Students	1,019	98.8%	38.1%	51.5%	38.1%		
Students with Disabilities	353	96.6%	15.3%	16.6%	15.3%	18.4%	Met Target†
Students without Disabilities	1,353	99.3%	38.7%	45.4%	38.7%		
Multilingual Learners	145	99.4%	22.1%	18.7%	22.1%	22.4%	Met Target†
Non-Multilingual Learners	1,561	98.6%	34.9%	43.5%	34.9%		
Students Experiencing Homelessness	27	93.9%	37%	12.9%	37%		
Students in Foster Care	*	*	*	12.4%	*		
Military-Connected Students	*	*	*	38.8%	*		
Migrant Students	*	*	*	<10%	*		

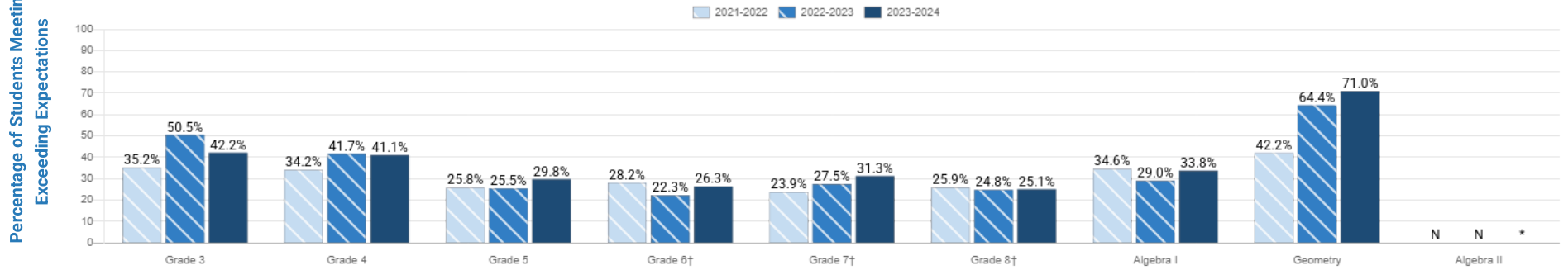† Target was met within a confidence interval.

Academic Achievement

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

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Mathematics Assessment - Performance Trends

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

Legend: 2021-2022 | 2022-2023 | 2023-2024

Grade	2021-2022	2022-2023	2023-2024
Grade 3	35.2%	50.5%	42.2%
Grade 4	34.2%	41.7%	41.1%
Grade 5	25.8%	25.5%	29.8%
Grade 6†	28.2%	22.3%	26.3%
Grade 7†	23.9%	27.5%	31.3%
Grade 8†	25.9%	24.8%	25.1%
Algebra I	34.6%	29.0%	33.8%
Geometry	42.2%	64.4%	71.0%
Algebra II	N	N	*

Y-axis: Percentage of Students Meeting/Exceeding Expectations

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

Academic Achievement

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

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Mathematics Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	206	743	747	13%	16%	30%	32%	10%	42%	48%
White	25	753	757	12%	8%	28%	32%	20%	52%	60%
Hispanic	92	735	732	20%	15%	32%	26%	8%	34%	31%
Black or African American	61	741	728	8%	21%	31%	31%	8%	39%	27%
Asian, Native Hawaiian, or Pacific Islander	22	766	776	0%	14%	9%	64%	14%	77%	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	51%
Two or More Races	*	*	755	*	*	*	*	*	*	56%
Female	*	738	744	14%	16%	35%	32%	4%	36%	45%
Male	*	747	749	12%	15%	25%	32%	15%	48%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	81	738	729	16%	16%	35%	26%	7%	33%	28%
Non-Economically Disadvantaged Students	125	746	758	10%	15%	26%	36%	12%	48%	60%
Students with Disabilities	*	726	725	21%	24%	26%	26%	3%	29%	25%
Students without Disabilities	*	747	751	11%	14%	30%	33%	12%	45%	52%
Multilingual Learners	14	723	722	29%	14%	43%	7%	7%	14%	20%
Non-Multilingual Learners	192	744	751	11%	16%	29%	34%	10%	44%	52%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	17%
Students in Foster Care	*	*	719	*	*	*	*	*	*	18%
Military-Connected Students	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	727	*	*	*	*	*	*	12%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	219	742	744	6%	25%	28%	37%	4%	41%	45%
White	24	752	754	8%	21%	8%	50%	13%	63%	57%
Hispanic	95	737	730	7%	26%	32%	35%	0%	35%	28%
Black or African American	66	742	726	5%	23%	36%	35%	2%	36%	24%
Asian, Native Hawaiian, or Pacific Islander	26	757	773	0%	19%	19%	50%	12%	62%	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	50%
Two or More Races	*	*	752	*	*	*	*	*	*	54%
Female	*	738	743	4%	27%	35%	33%	1%	34%	43%
Male	*	747	746	7%	22%	21%	42%	7%	49%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	90	734	727	7%	37%	24%	31%	1%	32%	25%
Non-Economically Disadvantaged Students	129	748	755	5%	16%	31%	42%	5%	47%	58%
Students with Disabilities	43	728	722	19%	35%	21%	23%	2%	26%	21%
Students without Disabilities	176	745	749	3%	22%	30%	41%	4%	45%	50%
Multilingual Learners	12	722	718	*	*	*	*	*	*	14%
Non-Multilingual Learners	207	743	748	6%	23%	28%	39%	4%	43%	49%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	15%
Students in Foster Care	*	*	716	*	*	*	*	*	*	15%
Military-Connected Students	*	*	744	*	*	*	*	*	*	43%
Migrant Students	*	*	721	*	*	*	*	*	*	17%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	228	735	741	13%	25%	32%	25%	5%	30%	40%
White	*	730	751	26%	16%	26%	26%	5%	32%	53%
Hispanic	103	732	726	14%	28%	32%	21%	5%	26%	23%
Black or African American	68	731	722	16%	26%	32%	24%	1%	25%	19%
Asian, Native Hawaiian, or Pacific Islander	27	754	772	0%	15%	37%	33%	15%	48%	76%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	*	*	748	*	*	*	*	*	*	49%
Female	*	731	739	14%	25%	38%	20%	4%	24%	38%
Male	*	738	742	12%	25%	27%	29%	7%	35%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	81	731	724	19%	25%	32%	20%	5%	25%	20%
Non-Economically Disadvantaged Students	147	737	752	10%	25%	32%	27%	5%	33%	53%
Students with Disabilities	44	712	717	*	*	*	*	*	*	16%
Students without Disabilities	184	740	746	10%	22%	33%	29%	7%	35%	45%
Multilingual Learners	*	*	711	*	*	*	*	*	*	*
Non-Multilingual Learners	*	736	744	12%	26%	33%	25%	5%	30%	44%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	12%
Students in Foster Care	*	*	714	*	*	*	*	*	*	10%
Military-Connected Students	*	*	741	*	*	*	*	*	*	40%
Migrant Students	*	*	724	*	*	*	*	*	*	27%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 6

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	262	729	737	15%	31%	27%	24%	2%	26%	36%
White	23	734	746	22%	26%	9%	35%	9%	43%	47%
Hispanic	123	728	723	11%	36%	33%	20%	1%	20%	20%
Black or African American	80	724	718	19%	36%	24%	20%	1%	21%	15%
Asian, Native Hawaiian, or Pacific Islander	25	750	768	4%	8%	36%	48%	4%	52%	73%
American Indian or Alaska Native	*	*	735	*	*	*	*	*	*	33%
Two or More Races	*	*	743	*	*	*	*	*	*	45%
Female	*	728	736	15%	33%	27%	24%	1%	25%	34%
Male	*	730	738	16%	30%	27%	25%	3%	28%	38%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	112	724	721	13%	39%	29%	18%	0%	18%	17%
Non-Economically Disadvantaged Students	150	733	747	17%	25%	25%	29%	3%	33%	48%
Students with Disabilities	53	716	714	26%	40%	21%	13%	0%	13%	12%
Students without Disabilities	209	733	741	12%	29%	29%	27%	2%	30%	41%
Multilingual Learners	11	702	707	*	*	*	*	*	*	*
Non-Multilingual Learners	251	731	740	14%	31%	28%	25%	2%	27%	39%
Students Experiencing Homelessness	*	*	711	*	*	*	*	*	*	*
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	739	*	*	*	*	*	*	37%
Migrant Students	*	*	704	*	*	*	*	*	*	13%

NJ SCHOOL PERFORMANCE REPORT

Academic Achievement

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

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Mathematics Assessment - Performance By Grade: Grade 7

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

These results only include students taking the grade level assessment, they do not include the results of students who took the Algebra I, Geometry, or Algebra II end-of-course assessments.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	259	734	739	14%	28%	27%	25%	6%	31%	37%
White	29	746	748	7%	21%	31%	21%	21%	41%	50%
Hispanic	111	728	728	15%	38%	23%	20%	4%	23%	23%
Black or African American	79	729	724	15%	28%	33%	22%	3%	24%	18%
Asian, Native Hawaiian, or Pacific Islander	33	753	764	9%	6%	21%	55%	9%	64%	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	*	*	743	*	*	*	*	*	*	44%
Female	*	734	738	10%	31%	28%	30%	2%	32%	36%
Male	*	734	739	18%	25%	27%	21%	10%	30%	39%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	113	728	726	19%	29%	32%	19%	2%	20%	20%
Non-Economically Disadvantaged Students	146	739	747	10%	27%	24%	31%	9%	40%	48%
Students with Disabilities	42	704	716	*	*	*	*	*	*	12%
Students without Disabilities	217	740	743	7%	26%	30%	30%	6%	36%	43%
Multilingual Learners	*	713	714	*	*	*	*	*	*	*
Non-Multilingual Learners	*	736	741	12%	28%	28%	27%	6%	33%	40%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	11%
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	740	*	*	*	*	*	*	39%
Migrant Students	*	*	708	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 8

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

These results only include students taking the grade level assessment, they do not include the results of students who took the Algebra I, Geometry, or Algebra II end-of-course assessments.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	223	719	719	33%	30%	12%	21%	4%	25%	19%
White	25	736	729	20%	20%	8%	40%	12%	52%	27%
Hispanic	108	712	713	39%	31%	10%	20%	0%	20%	13%
Black or African American	66	715	707	32%	36%	15%	14%	3%	17%	10%
Asian, Native Hawaiian, or Pacific Islander	*	745	740	15%	20%	20%	30%	15%	45%	40%
American Indian or Alaska Native	*	*	722	*	*	*	*	*	*	21%
Two or More Races	*	*	722	*	*	*	*	*	*	22%
Female	*	724	719	28%	31%	13%	23%	5%	28%	19%
Male	*	714	719	38%	28%	11%	19%	3%	23%	20%
Non-binary/undesignated gender	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	99	719	711	34%	27%	12%	23%	3%	26%	12%
Non-Economically Disadvantaged Students	124	719	725	32%	31%	12%	19%	5%	24%	25%
Students with Disabilities	57	692	702	*	*	*	*	*	*	*
Students without Disabilities	166	728	724	22%	30%	16%	27%	5%	32%	23%
Multilingual Learners	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	720	721	32%	29%	13%	21%	4%	26%	21%
Students Experiencing Homelessness	*	*	704	*	*	*	*	*	*	*
Students in Foster Care	*	*	696	*	*	*	*	*	*	*
Military-Connected Students	*	*	722	*	*	*	*	*	*	19%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Performance By Test: Algebra I

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

This includes any students who were enrolled in an Algebra I course and took the Algebra I assessment in grades 7 through 12. Students in sixth grade who were enrolled in Algebra I course were required to take both the Algebra I and Grade 6 mathematics assessment. The results of their Algebra I assessment are not included in these results but will be reported when the student in 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	299	733	738	21%	23%	22%	29%	5%	34%	40%
White	31	753	748	16%	13%	13%	45%	13%	58%	51%
Hispanic	131	734	723	17%	25%	24%	29%	5%	34%	23%
Black or African American	100	722	719	29%	29%	19%	22%	1%	23%	19%
Asian, Native Hawaiian, or Pacific Islander	26	742	773	19%	8%	31%	38%	4%	42%	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	*	*	746	*	*	*	*	*	*	49%
Female	*	729	737	21%	20%	28%	30%	1%	31%	39%
Male	*	736	739	20%	27%	17%	28%	8%	36%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	106	729	722	25%	22%	22%	29%	2%	31%	22%
Non-Economically Disadvantaged Students	193	736	747	18%	24%	22%	29%	6%	35%	50%
Students with Disabilities	53	708	710	45%	30%	11%	11%	2%	13%	11%
Students without Disabilities	246	739	743	15%	22%	24%	33%	5%	38%	45%
Multilingual Learners	24	707	705	*	*	*	*	*	*	*
Non-Multilingual Learners	275	736	741	19%	23%	22%	31%	5%	36%	43%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	13%
Students in Foster Care	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	696	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Performance By Test: Geometry

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

This includes any students who were enrolled in a Geometry course and took the Geometry assessment in grades 7 through 12. Students in sixth grade who were enrolled in a Geometry course were required to take both the Geometry and Grade 6 mathematics assessment. The results of their Geometry assessment are not included in these results but will be reported when the student in 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	31	759	750	0%	0%	29%	65%	6%	71%	53%
White	*	*	752	*	*	*	*	*	*	57%
Hispanic	13	755	735	0%	0%	31%	69%	0%	69%	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	*	759	748	0%	0%	28%	67%	6%	72%	50%
Male	*	761	752	0%	0%	31%	62%	8%	69%	57%
Non-binary/undesignated gender	*	*	752	*	*	*	*	*	*	60%
Economically Disadvantaged Students	*	*	734	*	*	*	*	*	*	28%
Non-Economically Disadvantaged Students	*	759	754	0%	0%	33%	63%	4%	67%	60%
Students with Disabilities	*	*	727	*	*	*	*	*	*	24%
Students without Disabilities	*	759	751	0%	0%	30%	63%	7%	70%	54%
Multilingual Learners	*	*	716	*	*	*	*	*	*	11%
Non-Multilingual Learners	*	759	751	0%	0%	29%	65%	6%	71%	55%
Students Experiencing Homelessness	*	*	727	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	743	*	*	*	*	*	*	44%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Teaneck School District

(03-5150)

2023-2024

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

Academic Achievement

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

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Mathematics Assessment - Performance 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.
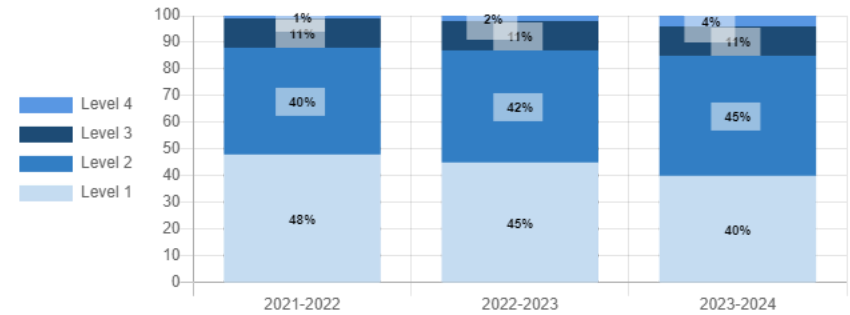
DLM Alternate Assessment - Participation

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	124	*	>90%	*	<10%
3-4	34	24	70.6%	10	29.4%
5 or more	16	11	68.8%	5	31.3%

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.

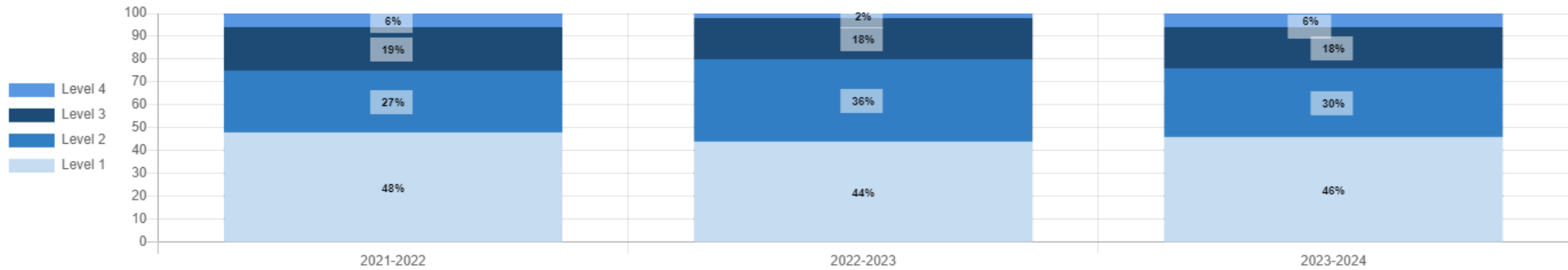| Student Group	Percent of English learners making expected growth to proficiency	Annual Target	Met Target?
Schoolwide/Multilingual Learners	53.6%	22.7%	Met Goal

† Target was met within a confidence interval.

Academic Achievement

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

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

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.
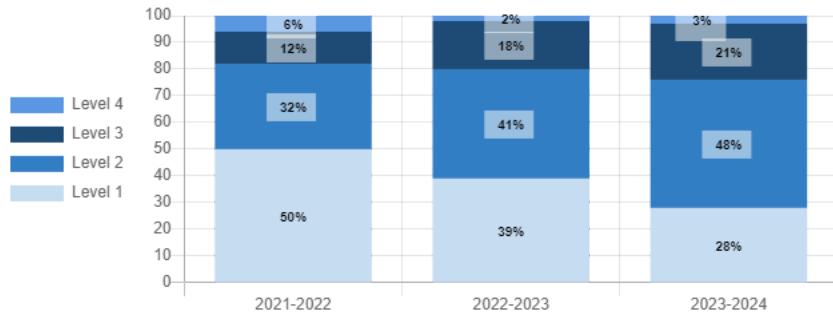
NJSLA Science Assessment: Grade 8 Summary

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

Academic Achievement

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

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

NJSLA Science Assessment: Grade 11 Summary

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

Academic Achievement

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

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NJSLA Science Assessment: Grade 5

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	28%	48%	21%	3%	35%	37%	21%	6%
White	26%	58%	11%	5%	22%	42%	28%	8%
Hispanic	33%	44%	20%	3%	51%	36%	12%	2%
Black or African American	31%	51%	18%	0%	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	7%	56%	26%	11%	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	*	*	*	*	27%	36%	27%	10%
Female	30%	51%	17%	2%	35%	39%	20%	6%
Male	26%	45%	25%	4%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	38%	44%	15%	2%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	22%	50%	24%	3%	24%	39%	28%	10%
Students with Disabilities	55%	36%	9%	0%	64%	27%	8%	2%
Students without Disabilities	22%	51%	24%	4%	30%	39%	24%	7%
Multilingual Learners	*	*	*	*	78%	20%	2%	0%
Non-Multilingual Learners	27%	48%	22%	3%	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	40%	45%	11%	4%	36%	45%	14%	5%
White	19%	44%	31%	6%	23%	52%	19%	6%
Hispanic	44%	46%	7%	2%	51%	42%	6%	1%
Black or African American	51%	37%	9%	3%	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	17%	63%	13%	8%	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	*	*	*	*	27%	46%	19%	8%
Female	40%	50%	8%	2%	35%	47%	13%	4%
Male	40%	40%	13%	6%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	45%	43%	9%	3%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	37%	46%	12%	6%	26%	48%	19%	7%
Students with Disabilities	76%	22%	0%	2%	67%	29%	3%	1%
Students without Disabilities	29%	51%	14%	5%	30%	48%	16%	6%
Multilingual Learners	*	*	*	*	75%	24%	1%	0%
Non-Multilingual Learners	40%	45%	11%	4%	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	46%	30%	18%	6%	45%	27%	19%	9%
White	38%	28%	25%	10%	34%	30%	26%	11%
Hispanic	44%	33%	18%	5%	61%	25%	11%	3%
Black or African American	59%	22%	17%	3%	64%	24%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	31%	38%	21%	10%	17%	23%	33%	28%
American Indian or Alaska Native	*	*	*	*	54%	21%	19%	6%
Two or More Races	*	*	*	*	38%	26%	25%	11%
Female	43%	35%	21%	1%	43%	29%	20%	7%
Male	50%	25%	16%	10%	47%	24%	18%	10%
Non-binary/undesignated gender	*	*	*	*	26%	28%	30%	16%
Economically Disadvantaged Students	48%	32%	15%	5%	63%	24%	11%	2%
Non-Economically Disadvantaged Students	45%	29%	20%	6%	37%	28%	24%	12%
Students with Disabilities	76%	17%	5%	2%	77%	16%	5%	1%
Students without Disabilities	36%	34%	23%	7%	40%	28%	22%	10%
Multilingual Learners	88%	12%	0%	0%	88%	10%	1%	0%
Non-Multilingual Learners	44%	31%	19%	6%	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
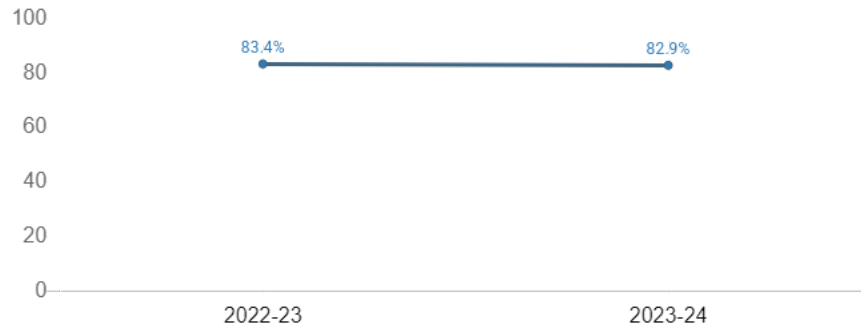
Math Graduation Ready Rate
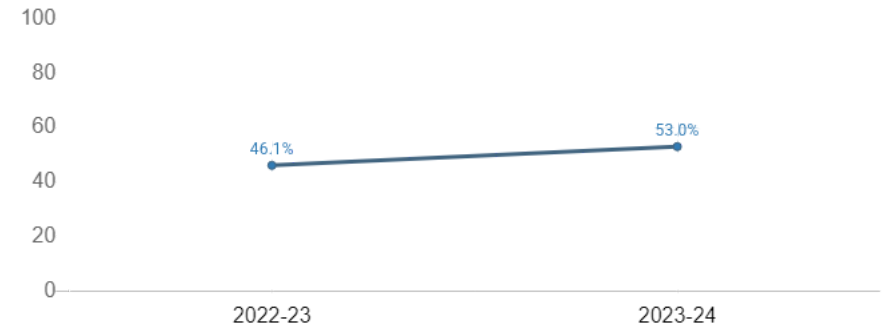
Performance Measure	2022-23 ELA	2023-24 ELA	2022-23 Math	2023-24 Math
Graduation Ready Rate	83.4%	82.9%	46.1%	53.0%
Statewide Graduation Ready Rate	80.5%	82.5%	55.0%	55.6%

Academic Achievement

Graduation Proficiency Assessment (NJGPA) : Grade 11

This table shows how grade 11 students performed on the New Jersey Graduation Proficiency Assessment (NJGPA), both overall and by student group. Students are identified as either Graduation Ready or Not Yet Graduation Ready for both English Language Arts (ELA) and mathematics based on their scores on the assessment.

Student Group	ELA Valid Scores	District % Graduation Ready: ELA	State % Graduation Ready: ELA	Math Valid Scores	District % Graduation Ready: Math	State % Graduation Ready: Math
Districtwide	350	82.9%	82.5%	353	53%	55.6%
White	45	77.8%	90%	45	66.7%	69.1%
Hispanic	143	86.7%	72.3%	145	51%	38%
Black or African American	116	75.9%	73.6%	116	43.1%	33.1%
Asian, Native Hawaiian, or Pacific Islander	38	>90%	>90%	39	74.4%	87.9%
American Indian or Alaska Native	*	*	76.2%	*	*	43.8%
Two or More Races	*	*	87.5%	*	*	62%
Female	*	88.3%	86.9%	*	54.3%	56.6%
Male	*	77.5%	78.3%	*	52%	54.7%
Non-binary/undesignated gender	*	*	87.7%	*	*	69.9%
Economically Disadvantaged Students	101	78.2%	71.7%	103	56.3%	36%
Non-Economically Disadvantaged Students	249	84.7%	87.6%	250	51.6%	65.1%
Students with Disabilities	91	62.6%	53.6%	91	18.7%	18.2%
Students without Disabilities	259	90%	87.4%	262	64.9%	62%
Multilingual Learners	13	23.1%	24.4%	16	25%	12.5%
Non-Multilingual Learners	337	85.2%	86.5%	337	54.3%	58.8%
Students experiencing homelessness	*	*	58.6%	*	*	23%
Students in Foster Care	*	*	44.3%	*	*	22.6%
Military-Connected Students	*	*	82%	*	*	48.1%
Migrant Students	*	*	50%	*	*	25.5%

College and Career Readiness

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

PSAT, SAT, & ACT - Participation

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

Participation Type	District Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2023-2024	91.1%	80.7%
12th graders taking SAT in 2023-2024 or prior years	37.9%	62.7%
12th graders taking ACT in 2023-2024 or prior years	3.3%	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	432	459	Grade 10: 430 Grade 11: 460	42%	54%
PSAT 10/NMSQT - Math	430	454	Grade 10: 480 Grade 11: 510	22%	32%
SAT - Reading and Writing	526	530	480	76%	65%
SAT - Math	499	519	530	39%	46%
ACT - Reading	21	24	22	40%	63%
ACT - English	21	24	18	70%	76%
ACT - Math	23	23	22	60%	58%
ACT - Science	22	23	23	40%	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

District 39.8%
State 35.9%

Students taking one or more AP or IB exam

District 22.3%
State 30.8%

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

District 17.3%
State 23.0%

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.

District 54.9%
State 26.9%

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	39.8%	54.9%	35.9%	26.9%
White	51.6%	57.1%	41.8%	33.0%
Hispanic	34.9%	54.4%	23.2%	20.9%
Black or African American	33.6%	49.2%	20.3%	17.4%
Asian, Native Hawaiian, or Pacific Islander	54.8%	61.3%	70.5%	32.5%
American Indian or Alaska Native	*	*	30.4%	28.6%
Two or More Races	*	*	41.0%	29.0%
Female	50.9%	60.2%	41.4%	30.2%
Male	27.6%	47.1%	30.6%	23.7%
Non-Binary/Undesignated Gender	*	*	42.9%	28.4%
Economically Disadvantaged Students	36.6%	51.1%	22.8%	20.2%
Students with Disabilities	5.7%	30.6%	4.8%	10.9%
Multilingual Learners	20.8%	0.0%	9.8%	8.8%
Students experiencing homelessness	40.0%	20.0%	12.6%	15.1%
Students in Foster Care	N	N	4.5%	10.6%
Military-Connected Students	N	N	30.1%	29.2%
Migrant Students	N	N	0.0%	7.1%

College and Career Readiness

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

AP/IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP 2-D Art and Design	7	0
AP African American Studies (Pilot 2 - 2023-24)	0	19
AP Art History	0	1
AP Biology	34	13
AP Calculus AB	7	7
AP Calculus BC	7	7
AP Chemistry	11	6
AP Computer Science A	7	6
AP Computer Science Principles	43	32
AP Drawing	0	4
AP English Language and Composition	80	66
AP English Literature and Composition	39	21
AP Environmental Science	23	6
AP French Language and Culture	5	2
AP Human Geography	10	4
AP Macroeconomics	0	32
AP Music Theory	3	3
AP Physics C	11	0
AP Physics C: Mechanics	0	9
AP Psychology	129	11
AP Spanish Language and Culture	0	14
AP Statistics	31	12

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 U.S. Government and Politics	11	4
AP U.S. History	51	38
IB Language B—Spanish	19	0
Total Exams taken		317
Exams with scores of at least 3 on AP exams or 4 on IB exams		216

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 multiligual 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	*	*
Spanish	19	6.3%
Ukrainian	*	*
Total Seals Earned	22	
Total Unique Students Earning Seals	22	7.3%
Current and Former Multilingual Learners Earning Seals	*	*†

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

College and Career Readiness

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

Career and Technical Education Participation

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

CTE Participants
(completed only one course in an approved CTE program)

District ■ 0.8%

State ▬ 7.6%
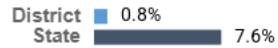
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

District | 0.1%

State ▬ 10.4%

College and Career Readiness

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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	0.8%	0.1%	7.6%	10.4%
White	1.9%	0.0%	6.1%	10.0%
Hispanic	0.6%	0.1%	9.3%	10.8%
Black or African American	0.4%	0.1%	9.5%	10.7%
Asian, Native Hawaiian, or Pacific Islander	2.5%	0.0%	5.5%	10.5%
American Indian or Alaska Native	0.0%	0.0%	8.3%	8.8%
Two or More Races	0.0%	0.0%	7.5%	10.1%
Female	1.1%	0.1%	7.5%	10.9%
Male	0.6%	0.1%	7.7%	9.9%
Non-Binary/Undesignated Gender	*	*	8.9%	15.2%
Economically Disadvantaged Students	0.0%	0.1%	9.8%	10.7%
Students with Disabilities	0.0%	0.2%	6.0%	7.9%
Multilingual Learners	0.0%	0.0%	8.0%	3.5%
Students experiencing homelessness	0.0%	0.0%	7.7%	6.2%
Students in Foster Care	*	*	5.9%	6.7%
Military-Connected Students	*	*	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	*	*
Education & Training	*	*
Finance	*	*
Health Science	*	*
Information Technology	*	*
Science, Technology, Engineering & Mathematics	*	*
Total	*	*

College and Career Readiness

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

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

District   0.0%

State   ▇ 2.2%

College and Career Readiness

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

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	*	*	*
Architecture & Construction	*	*	*
Arts, A/V Technology & Communications	*	*	*
Education & Training	*	*	*
Finance	*	*	*
Health Science	*	*	*
Information Technology	*	*	*
Science, Technology, Engineering & Mathematics	*	*	*
Total	13	*	*

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	277
7	0	0	0	0	0	0	269
8	35	0	0	0	0	0	229
9	274	42	1	0	0	0	5
10	7	256	55	0	0	0	8
11	2	20	268	61	0	0	1
12	0	118	17	92	14	31	37
Total	318	436	341	153	14	31	826
Enrolled in AP/IB Course					14	31	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	31	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.

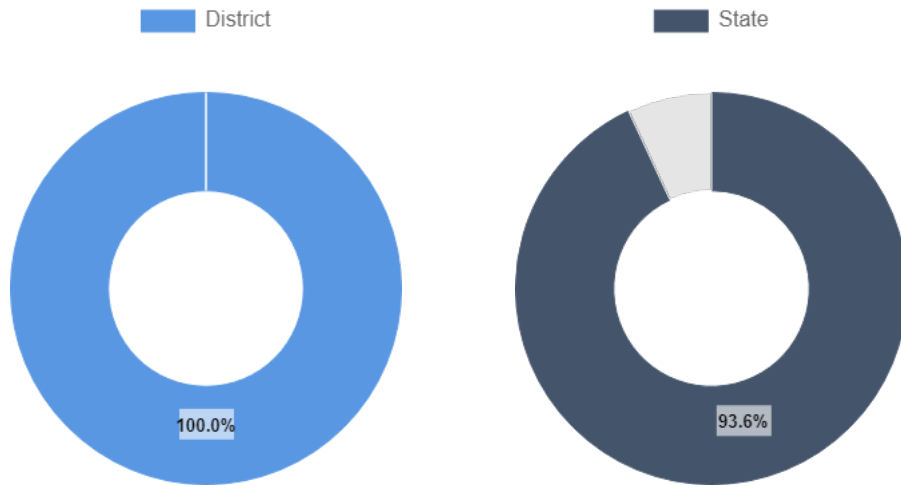| Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	177	0	0	12	118	0
10	70	162	0	6	87	0
11	91	75	0	50	130	42
12	42	12	0	22	29	74
Total	380	249	0	90	364	116
Enrolled in AP/IB Course	34	11		23	11	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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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.
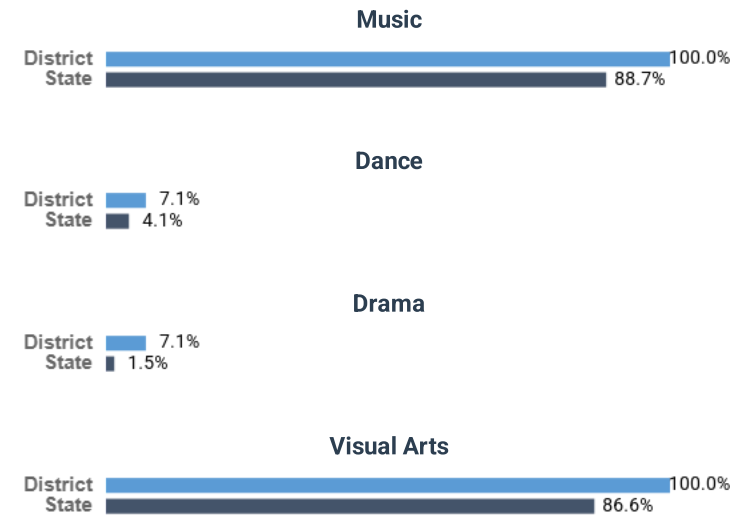
Social Studies and History - Course Participation

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	309	3	6	0	0	8
10	25	302	2	21	0	31
11	2	348	6	84	0	44
12	1	15	5	141	0	84
Total	337	668	19	246	0	167
Enrolled in AP/IB Course	0	51	0	129		21
Enrolled in Dual Enrollment Course	0	51	0	98	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.

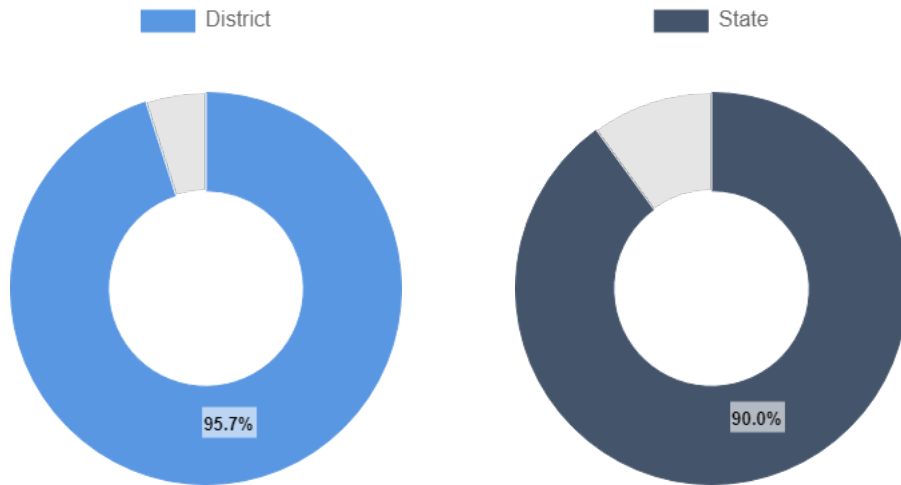| Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	223	50	0	0	0	0	0
7	158	109	0	0	0	0	0
8	224	33	0	0	0	0	0
9	199	65	0	0	0	0	0
10	231	64	0	0	0	0	0
11	134	32	0	0	0	0	0
12	26	9	0	0	0	0	0
Total	1,195	362	0	0	0	0	0
Enrolled in AP/IB Course	19	5	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	92	34	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.
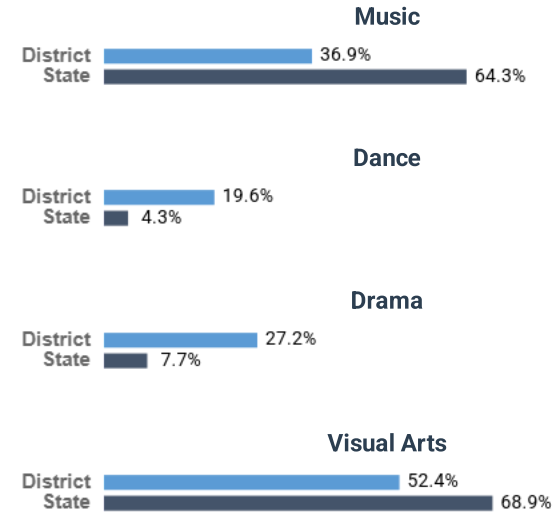
Computer Science – Course Participation

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.

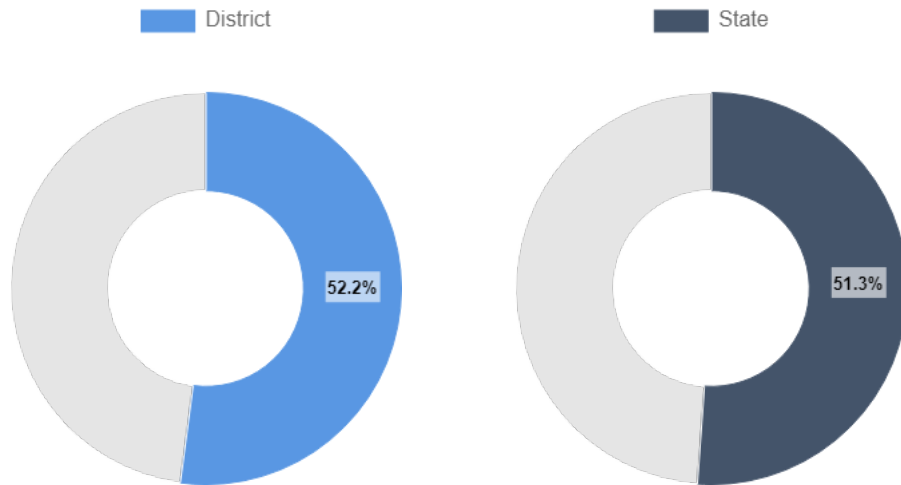| Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
KG	N	N	N	N	N	N	N
1	N	N	N	N	N	N	N
2	N	N	N	N	N	N	N
3	N	N	N	N	N	N	N
4	N	N	N	N	N	N	N
5	N	N	N	N	N	N	N
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
9	37	0	0	0	0	0	0
10	50	2	0	0	0	0	0
11	35	26	0	0	0	0	0
12	27	15	0	0	0	0	0
Total	149	43	0	0	0	0	0
Enrolled in AP/IB Course	7	43		0			0
Enrolled in Dual Enrollment Course	49	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.
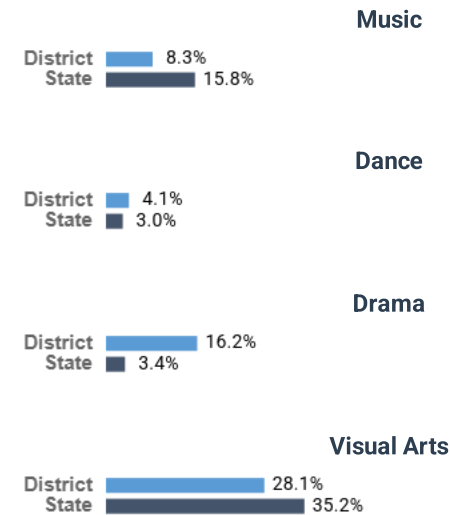
Visual and Performing Arts – Course Participation

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:

Music
District 100.0%
State 88.7%

Dance
District 7.1%
State 4.1%

Drama
District 7.1%
State 1.5%

Visual Arts
District 100.0%
State 86.6%

College and Career Readiness

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

Visual and Performing Arts – Course Participation

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

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

■ District   ■ State

District: 95.7%
State: 90.0%

Students enrolled in one or more classes by discipline:

Music
District: 36.9%
State: 64.3%

Dance
District: 19.6%
State: 4.3%

Drama
District: 27.2%
State: 7.7%

Visual Arts
District: 52.4%
State: 68.9%

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

District: 52.2%

State: 51.3%

Students enrolled in one or more classes by discipline:

Music

District 8.3%
State 15.8%

Dance

District 4.1%
State 3.0%

Drama

District 16.2%
State 3.4%

Visual Arts

District 28.1%
State 35.2%

College and Career Readiness

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

Structured Learning Experiences Participation

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

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

Structured Learning Experiences

District 9.2%
State 4.6%

Teaneck School District

(03-5150)

2023-2024

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.
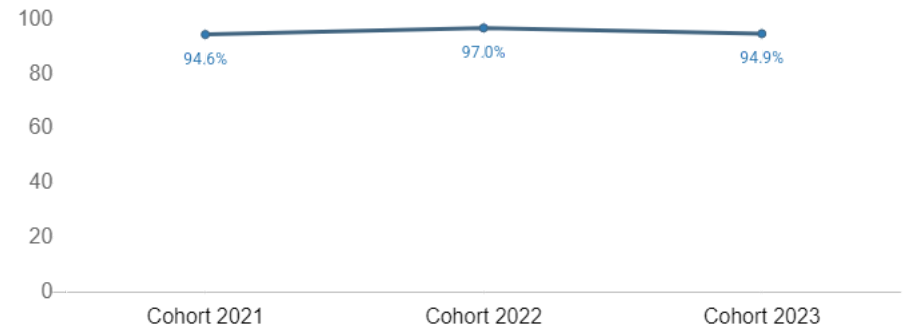
Graduation Rate Trends and Progress

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
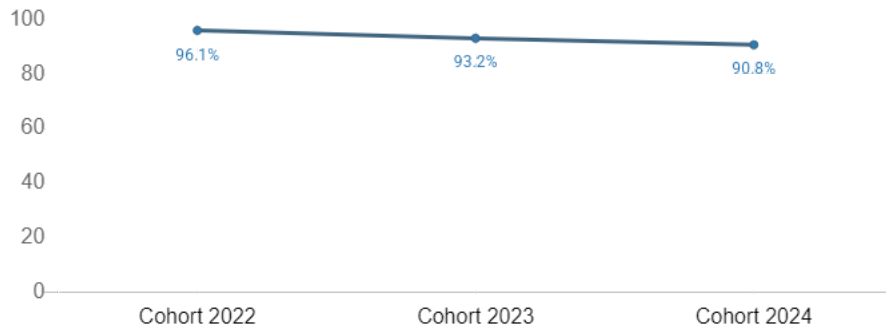
5-Year Graduation Rate Trends

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	96.1%	93.2%	90.8%	94.6%	97.0%	94.9%
Statewide Graduation Rate	90.9%	91.1%	91.3%	92.5%	92.7%	92.6%

Graduation/ Postsecondary

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

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

To be included as a graduate in the federal version of the graduation rate, students must have 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.**

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	90.8%	4.3%	4.9%	91.3%	3.8%	4.9%
White	80.7%	14.0%	5.3%	95.0%	2.6%	2.5%
Hispanic	91.8%	1.6%	6.6%	86.9%	4.9%	8.3%
Black or African American	93.1%	3.4%	3.4%	86.5%	6.0%	7.5%
Asian, Native Hawaiian, or Pacific Islander	96.0%	0.0%	4.0%	96.7%	2.3%	1.0%
American Indian or Alaska Native	*	*	*	91.7%	3.8%	4.5%
Two or More Races	*	*	*	92.3%	3.5%	4.3%
Female	95.0%	1.3%	3.8%	93.1%	2.8%	4.1%
Male	86.7%	7.2%	6.0%	89.5%	4.7%	5.7%
Non-Binary/Undesignated Gender	N	N	N	86.7%	3.3%	10.0%
Economically Disadvantaged Students	91.3%	2.7%	6.0%	87.1%	5.3%	7.7%
Students with Disabilities	82.1%	13.1%	4.8%	80.7%	12.5%	6.8%
Multilingual Learners	91.7%	8.3%	0.0%	78.9%	7.5%	13.6%
Students experiencing homelessness	*	*	*	74.5%	11.2%	14.3%
Students in Foster Care	N	N	N	61.6%	13.1%	25.3%
Military-Connected Students	N	N	N	94.5%	2.3%	3.1%
Migrant Students	N	N	N	88.2%	3.9%	7.9%

Graduation/ Postsecondary

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

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

To be included as a graduate in the federal version of the graduation rate, students must have 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.**

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	94.9%	1.5%	3.6%	92.6%	1.7%	5.6%
White	94.3%	2.9%	2.9%	95.9%	1.5%	2.6%
Hispanic	96.0%	0.0%	4.0%	88.2%	1.9%	9.9%
Black or African American	91.9%	3.2%	4.8%	88.9%	2.5%	8.7%
Asian, Native Hawaiian, or Pacific Islander	100.0%	0.0%	0.0%	97.5%	1.3%	1.2%
American Indian or Alaska Native	*	*	*	92.5%	0.0%	7.5%
Two or More Races	*	*	*	94.7%	1.0%	4.3%
Female	97.7%	0.0%	2.3%	94.4%	1.2%	4.4%
Male	92.0%	3.1%	4.9%	91.0%	2.2%	6.8%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	95.9%	1.4%	2.8%	88.8%	2.0%	9.2%
Students with Disabilities	90.1%	6.2%	3.7%	84.1%	8.2%	7.7%
Multilingual Learners	81.8%	0.0%	18.2%	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 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.

Cohort 2022 6-Year Graduation Cohort Profile

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

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

Student Group	Graduates	Continuing	Non-Continuing	High School Persistence (Graduates + Continuing)	State: Graduates	State: Continuing Students	State: Non-Continuing Students	State: High School Persistence (Graduates + Continuing)
Districtwide	97.0%	0.0%	3.0%	97.0%	93.2%	1.0%	5.8%	94.2%
White	97.7%	0.0%	2.3%	97.7%	96.4%	0.9%	2.7%	97.3%
Hispanic	93.4%	0.0%	6.6%	93.4%	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	96.2%	0.0%	3.8%	96.2%	95.0%	0.6%	4.4%	95.6%
Male	97.7%	0.0%	2.3%	97.7%	91.5%	1.4%	7.1%	92.9%
Non-Binary/Undesignated Gender	N	N	N	N	*	*	*	*
Economically Disadvantaged Students	95.9%	0.0%	4.1%	95.9%	88.8%	1.1%	10.2%	89.8%
Students with Disabilities	96.6%	0.0%	3.4%	96.6%	86.6%	5.4%	8.0%	92.0%
Multilingual Learners	94.4%	0.0%	5.6%	94.4%	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%

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.

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 Rate	2023 5-Year Federal Graduation Rate	2022 6-Year Federal Graduation Rate	State: 2024 4-Year Federal Graduation Rate	State: 2023 5-Year Federal Graduation Rate	State: 2022 6-Year Federal Graduation Rate
Districtwide	88.7%	91.7%	89.2%	87.7%	91.8%	87.0%
White	77.2%	91.4%	77.3%	91.5%	95.0%	90.0%
Hispanic	89.3%	92.8%	89.0%	83.3%	87.4%	82.1%
Black or African American	91.4%	87.1%	91.6%	80.9%	87.6%	80.8%
Asian, Native Hawaiian, or Pacific Islander	96.0%	100.0%	95.1%	96.1%	97.3%	96.6%
American Indian or Alaska Native	*	*	*	84.1%	92.5%	86.4%
Two or More Races	*	*	*	89.0%	93.0%	86.2%
Female	94.4%	94.2%	92.4%	90.5%	93.7%	90.6%
Male	83.1%	89.0%	86.4%	85.2%	90.0%	83.7%
Non-Binary/Undesignated Gender	N	N	N	83.3%	*	*
Economically Disadvantaged Students	89.3%	93.1%	91.9%	82.6%	87.8%	81.4%
Students with Disabilities	73.8%	76.5%	66.7%	60.2%	79.2%	51.8%
Multilingual Learners	83.3%	81.8%	94.4%	77.6%	77.6%	75.7%
Students experiencing homelessness	*	*	*	67.0%	76.2%	64.6%
Students in Foster Care	N	N	*	50.4%	61.9%	47.1%
Military-Connected Students	N	N	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 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.

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Accountability Graduation Rates

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

Student Group	Cohort 2023: 4-Year Graduation Rate	Cohort 2023: Annual Target	Cohort 2023: Met Target	Cohort 2022: 5-Year Graduation Rate	Cohort 2022: Annual Target	Cohort 2022: Met Target
Districtwide	90.8%	89.2%	Met Target	89.2%	N	N
White	88.6%	78.0%	Met Target	77.3%	N	N
Hispanic	91.9%	89.3%	Met Target	89.0%	N	N
Black or African American	87.1%	90.9%	Not Met	91.6%	N	N
Asian, Native Hawaiian, or Pacific Islander	100.0%	95.0%	Met Goal	95.1%	N	N
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	*	**	**	*	**	**
Economically Disadvantaged Students	93.1%	91.4%	Met Target	91.9%	N	N
Students with Disabilities	73.2%	67.9%	Met Target	66.7%	N	N
Multilingual Learners	72.7%	**	**	94.4%	**	**

Graduation/ Postsecondary

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Graduation Pathways

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

Graduation Pathway	% of Graduates Meeting ELA Requirements by Pathway	% of Graduates Meeting Math Requirements by Pathway
Statewide Assessment	80.4%	43.6%
Substitute Competency Test	17.6%	53.4%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements Specified in IEP	1.0%	2.0%
Unknown/Other	1.0%	1.0%

Dropout Rate Trends

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

School Year	District Rate	State Rate
2023-2024	0.5%	1.0%
2022-2023	0.6%	1.2%
2021-2022	0.4%	1.2%

Graduation/ Postsecondary

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

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

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

Apprenticeship

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

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

Climate and Environment

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

Chronic Absenteeism Trends

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The ESSA Target: State Average for Grades Served column is the target used for ESSA accountability purposes. It reflects the statewide average for students in the grades offered by the district. Each student group has the same target based on all students, so the same ESSA Target will appear for all student groups. The last column shows whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").
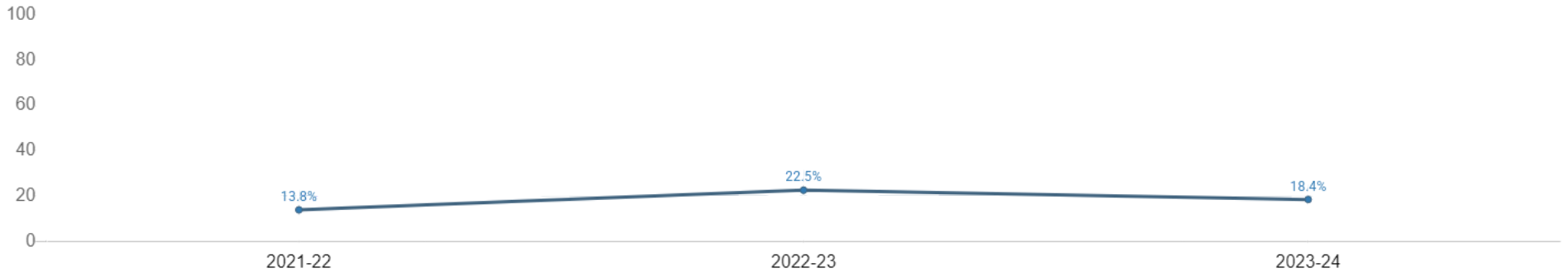
Performance Measure	2021-22	2022-23	2023-24
Chronic Absenteeism Rate	13.8%	22.5%	18.4%
ESSA Target (State Average for Grades Served)	18.1%	16.6%	14.9%
Met ESSA Target	Met	Not Met	Not Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%

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Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year.The ESSA Target: State Average for Grades Served column is the target used for ESSA accountability purposes. It reflects the statewide average for students in the grades offered by the district. Each student group has the same target based on all students, so the same ESSA Target will appear for all student groups. The last column shows whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").
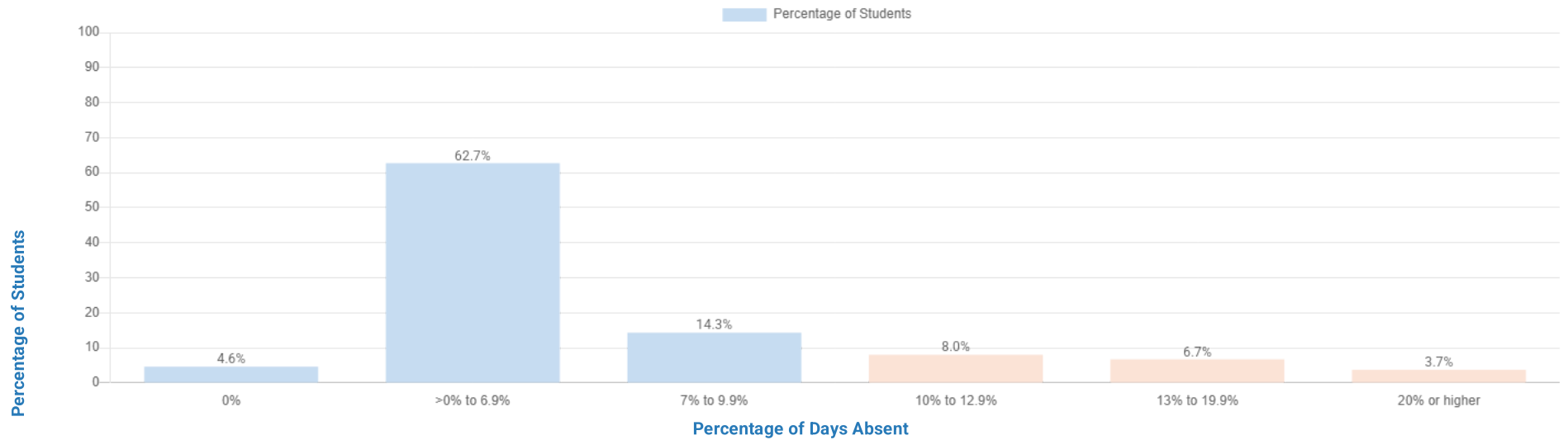
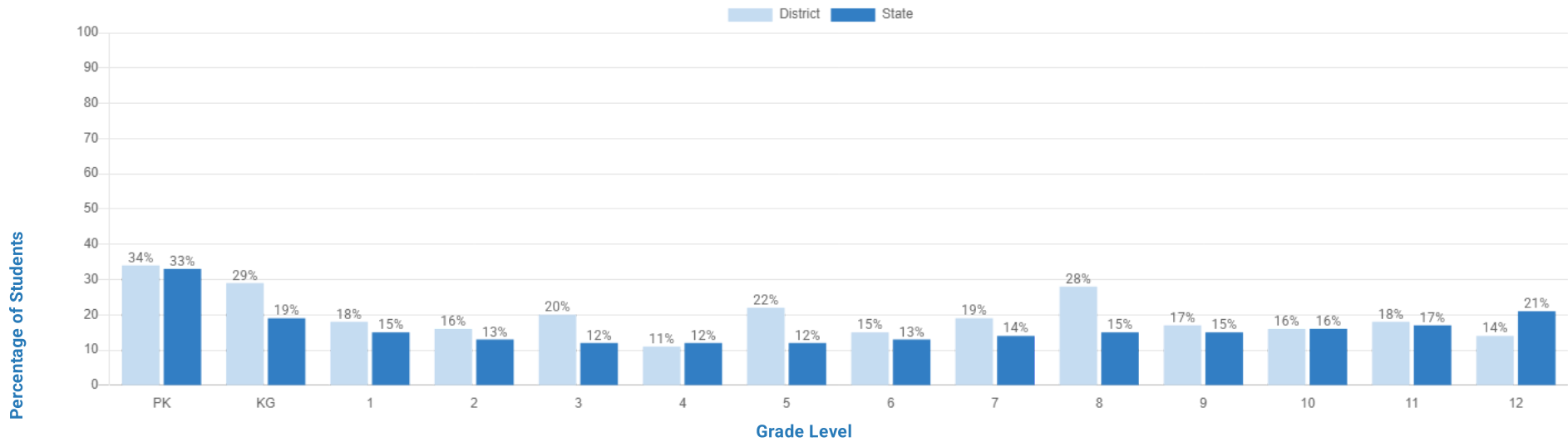| Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	634	18.4%	14.9%	Not Met
White	86	19.5%	14.9%	Not Met
Hispanic	286	19.4%	14.9%	Not Met
Black or African American	179	16.8%	14.9%	Not Met
Asian, Native Hawaiian, or Pacific Islander	62	17.8%	14.9%	Not Met
American Indian or Alaska Native	6	16.7%	14.9%	Not Met
Two or More Races	15	18.1%	14.9%	Not Met
Female	*	19.8%		
Male	*	17.2%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	265	20.0%	14.9%	Not Met
Students with Disabilities	178	23.5%	14.9%	Not Met
Multilingual Learners	31	17.5%	14.9%	Not Met
Students Experiencing Homelessness	20	31.7%		
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.

Percentage of Days Absent	Percentage of Students
0%	4.6%
>0% to 6.9%	62.7%
7% to 9.9%	14.3%
10% to 12.9%	8.0%
13% to 19.9%	6.7%
20% or higher	3.7%

Climate and Environment

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Chronic Absenteeism by Grade

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

Climate and Environment

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

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	21
Weapons	5
Vandalism	4
Substances	31
Harassment, Intimidation, Bullying (HIB)	11
Total Unique Incidents	72
Incidents Per 100 Students Enrolled	1.92

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	2
Weapons	2
Vandalism	3
Substances	8
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Climate and Environment

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

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Student Disciplinary Removals: By Student Group

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

Student Group	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
White	1	0%	10	2%	10	2%	0	0%	0	0%
Hispanic	9	1%	29	2%	37	2%	4	0%	0	0%
Black or African American	6	1%	34	3%	39	3%	2	0%	0	0%
Asian	0	0%	2	1%	2	1%	2	1%	0	0%
Native Hawaiian or Pacific Islander	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0%	1	2%	1	2%	0	0%	0	0%
Two or more races	2	2%	1	1%	2	2%	0	0%	0	0%
Female	*	0%	*	2%	*	2%	*	0%	*	0%
Male	*	1%	*	2%	*	3%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	9	1%	41	2%	49	3%	4	0%	0	0%
Students with disabilities	10	1%	16	2%	24	3%	1	0%	0	0%

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Student Disciplinary Removals: By Grade Level

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

Grade	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Districtwide	20	1%	77	2%	93	2%	10	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%	1	0%	0	0%
4	0	0%	0	0%	0	0%	0	0%	0	0%
5	1	0%	3	1%	4	2%	0	0%	0	0%
6	0	0%	5	2%	5	2%	0	0%	0	0%
7	0	0%	9	3%	9	3%	0	0%	0	0%
8	2	1%	3	1%	5	2%	1	0%	0	0%
9	3	1%	14	4%	16	5%	2	1%	0	0%
10	7	2%	9	3%	15	5%	2	1%	0	0%
11	3	1%	22	6%	25	7%	1	0%	0	0%
12	2	1%	12	4%	12	4%	1	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	13	0%	2	0%	3	0%	7	0%	2	0%	0	0%	0	0%
White	3	1%	<5	<5.00%	<5	<5.00%	2	0%	<5	<5.00%	0	0%	0	0%
Hispanic	4	0%	<5	<5.00%	<5	<5.00%	1	0%	<5	<5.00%	0	0%	0	0%
Black or African American	6	1%	<5	<5.00%	<5	<5.00%	4	0%	<5	<5.00%	0	0%	0	0%
Asian	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%
Native Hawaiian or Pacific Islander	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%
American Indian or Alaska Native	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%
Two or more races	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%
Female	*	0%	*	<5.00%	*	<5.00%	*	0%	*	<5.00%	*	0%	*	0%
Male	*	0%	*	<5.00%	*	<5.00%	*	0%	*	<5.00%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	5	0%	<5	<5.00%	<5	<5.00%	3	0%	<5	<5.00%	0	0%	0	0%
Students with disabilities	4	1%	<5	<5.00%	<5	<5.00%	2	0%	<5	<5.00%	0	0%	0	0%

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

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	13	0%	2	0%	3	0%	7	0%	2	0%	0	0%	0	0%
PK	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%
KG	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%
1	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%
2	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%
3	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%
4	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%
5	1	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%
6	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%
7	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%
8	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%
9	3	1%	<5	<5.00%	<5	<5.00%	1	0%	<5	<5.00%	0	0%	0	0%
10	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%
11	6	2%	<5	<5.00%	<5	<5.00%	4	1%	<5	<5.00%	0	0%	0	0%
12	3	1%	<5	<5.00%	<5	<5.00%	2	1%	<5	<5.00%	0	0%	0	0%

Climate and Environment

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

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

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

Student Group	# of Students Arrested	% of Students Arrested	# of students involved in at least one violent incident that led to arrest	% of students involved in a violent incident that led to arrest	# of students involved in at least one vandalism incident that led to arrest	% of students involved in a vandalism incident that led to arrest	# of students involved in at least one substance related incident that led to arrest	% of students involved in a substance related incident that led to arrest	# of students involved in at least one weapons related incident that led to arrest	% of students involved in a weapons related incident that led to arrest	# of students involved in at least one HIB incident that led to arrest	% of students involved in an HIB incident that led to arrest	# of students involved in at least one other type of incident that led to arrest	% of students involved in an other type of incident that led to arrest
Districtwide	3	0%	0	0%	3	0%	0	0%	0	0%	0	0%	0	0%
White	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
Hispanic	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
Black or African American	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
Asian	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
Native Hawaiian or Pacific Islander	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
Two or more races	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
Female	*	<5.00%	*	0%	*	<5.00%	*	0%	*	0%	*	0%	*	0%
Male	*	<5.00%	*	0%	*	<5.00%	*	0%	*	0%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
Students with disabilities	<5	<5.00%	0	0%	<5	<5.00%	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	3	0%	0	0%	3	0%	0	0%	0	0%	0	0%	0	0%
PK	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
KG	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
1	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
2	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
3	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
4	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
5	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
6	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
7	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
8	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
9	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
10	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
11	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
12	<5	<5.00%	0	0%	<5	<5.00%	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
342

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, of 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	384	119,239
Average years experience in public schools	12.1	12.6
Average years experience in district	11.0	11.3
Number of Teachers with 4 or more years experience in the district	270	87,243
Percentage of Teachers with 4 or more years experience in the district	71.1%	73.6%
Number of out-of-field teachers	19	2,931
Percentage of out-of-field teachers	4.9%	2.5%
Number of Teachers with Provisional Credentials	43	9,065
Percentage of Teachers with Provisional Credentials	11.1%	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	42	10,170
Average years experience in public schools	13.4	16.2
Average years experience in district	10.3	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	60.0%	76.8%

Staff Counts

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

Staff Category	District: Total Staff Members	State: Total Staff Members
Teachers	384	119,239
Administrators	42	10,170
Librarians/Media Specialists	3	1,160
Nurses	8	3,025
School Counselors	12	4,673
Child Study Team Members	40	9,654
School Psychologists	10	2,185
School Social Workers	10	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, of 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	10:1
Students to Administrators	89:1
Teachers to Administrators	9:1
Students to Librarians/Media Specialists †	1251:1
Students to Nurses †	469:1
Students to Counselors †	313:1
Students to Child Study Team Members †,††	19:1
Students to School Psychologists †	375:1
Students to School Social Workers †	375:1
Students to Student Assistance Coordinators †	3753:1
Students to School Safety Specialists †	3753:1

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

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

Teachers and Administrators – Demographics

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

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	48.0%	76.0%	50-60%	48.0%	77.0%	57.0%
Male	52.0%	24.0%	40-50%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤10%	≤1%	≤1%	≤1%
White	12.4%	56.8%	35.7%	38.2%	81.8%	74.5%
Hispanic	44.0%	18.8%	19.0%	34.0%	8.6%	8.6%
Black or African American	30.1%	16.9%	42.9%	14.2%	6.4%	14.4%
Asian	9.4%	7.3%	2.4%	10.1%	2.5%	1.6%
American Indian or Alaska Native	1.0%	0.0%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.8%	0.3%	0.0%	0.2%	0.4%	0.5%
Two or More Races	2.3%	0.0%	0.0%	3.1%	0.3%	0.4%

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

Bachelor's Degree

Teacher 29.5%
Admin N/A

Master's Degree

Teacher 69.5%
Admin 95.0%

Doctoral Degree
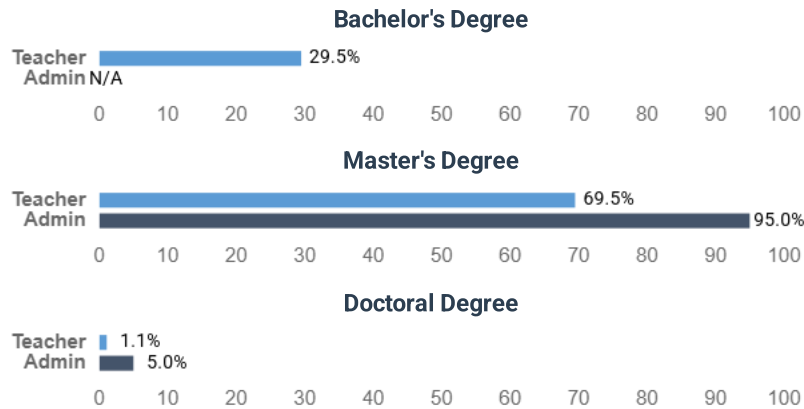
Teacher 1.1%
Admin 5.0%

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	96.3%	89.5%
2022-23 Administrators: Same district 2023-24	94.9%	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, of 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)	156	85-90%	10-15%	≤5%	51.9%	21.8%	19.2%	7.1%	0.0%	0.0%	0.0%	63.9%	30.3%	69.0%	0.6%
English/Language Arts/Literacy	37	70-80%	20-30%	≤10%	62.2%	16.2%	16.2%	5.4%	0.0%	0.0%	0.0%	89.2%	29.7%	70.3%	0.0%
English to Speakers of Other Languages	5	*	*	*	40.0%	60.0%	0.0%	0.0%	0.0%	0.0%	0.0%	40.0%	40.0%	60.0%	0.0%
Mathematics	40	70-80%	20-30%	≤10%	67.5%	15.0%	15.0%	2.5%	0.0%	0.0%	0.0%	67.5%	25.0%	72.5%	2.5%
Science	19	60-80%	20-40%	≤20%	42.1%	10.5%	21.1%	26.3%	0.0%	0.0%	0.0%	94.7%	5.3%	89.5%	5.3%
Social Studies/History	21	40-60%	40-60%	≤20%	57.1%	4.8%	23.8%	9.5%	4.8%	0.0%	0.0%	90.5%	19.0%	81.0%	0.0%
World Language	19	>80%	≤20%	≤20%	21.1%	68.4%	10.5%	0.0%	0.0%	0.0%	0.0%	70.6%	52.9%	47.1%	0.0%
Visual and Performing Arts	25	60-80%	20-40%	≤20%	64.0%	4.0%	16.0%	16.0%	0.0%	0.0%	0.0%	70.8%	45.8%	54.2%	0.0%
Health/Physical Education	23	40-60%	40-60%	≤20%	82.6%	4.3%	8.7%	4.3%	0.0%	0.0%	0.0%	60.9%	34.8%	65.2%	0.0%
Family & Consumer Sciences	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
Financial Literacy	7	*	*	*	85.7%	14.3%	0.0%	0.0%	0.0%	0.0%	0.0%	85.7%	0.0%	100.0%	0.0%
Business	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Computer Science/IT	4	*	*	*	75.0%	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Industrial Arts	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Career and Technical Education	2	*	*	*	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%	50.0%	0.0%
Special Education	96	80-85%	15-20%	≤5%	66.7%	9.4%	18.8%	5.2%	0.0%	0.0%	0.0%	68.8%	24.0%	75.0%	1.0%
Bilingual	2	*	*	*	50.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%

Per-Pupil Expenditures

Per-Pupil Expenditures by Source

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

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

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

Link to District Summary of 2023-24 School-Level Per Pupil Expenditures by Source

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

Teaneck Twp	Federal	State & Local	Total	ADE**
District Level Total Expenditures	$1,124	$22,701	$23,825	3,684.6
District Level Central Expenditures		$1,444	$1,444	3,684.6
Teaneck High School	$1,012	$21,231	$22,243	1,256.6
Benjamin Franklin Middle School	$1,039	$22,788	$23,827	486.5
Thomas Jefferson Middle School	$1,032	$20,622	$21,654	522.5
William Cullen Bryant School	$930	$21,118	$22,048	285.8
Nathaniel Hawthorne Elementary School	$971	$20,073	$21,044	325.0
James Russell Lowell Elementary School	$1,050	$21,665	$22,715	300.1
John Greenleaf Whittier Elementary School	$939	$17,995	$18,934	373.8
theodora Smiley Lacey Elementary School	$1,092	$29,733	$30,825	134.3
-				

Teaneck School District

(03-5150)

2023-2024

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.

Teaneck School District

(03-5150)

2023-2024

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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.

Teaneck School District

(03-5150)

2023-2024

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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 Acountability Indicator	2021-22	2022-23	2023-24
ELA Proficiency	48.9%	53.1%	50.6%
Math Proficiency	30.3%	32.1%	33.8%
ELA Growth†	69	51	46
Math Growth†	32	50	41
4-Year Graduation Rate (Prior Year)††	83.6%	88.9%	90.8%
5-Year Graduation Rate (Prior Year)††	93.1%	84.4%	89.2%
Progress toward English Language Proficiency	45.9%	42.5%	53.6%
Chronic Absenteeism	13.8%	22.5%	18.4%

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

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

Accountability

Accountability Summary by Student Group - 2023-24 School Year

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

For more information about accountability determinations, indicators, and annual targets, see the NJDOE Accountability page.

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

†Target was met within a confidence interval.

Narrative

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

Highlights:

- The district established an Early College High School program with Bergen County Community College. Students will be able to graduate with their high school diploma and an associated degree.
- The District has launched a weekly newsletter to share important updates, celebrations and initiatives with community stakeholders. The letter goes out electronically every Wednesday.
- The District has partnered with Holy Name Hospital to create a medical magnet school program at Hawthorne Elementary School.

Mission, Vision, Theme:

Mission: The Teaneck Public School District educates and empowers students by providing a high-quality, rigorous educational experience that prepares students for success within a diverse, global society. Vision: The Teaneck Advantage: Educational Excellence for All

Awards, Recognition, Accomplishments:

Teaneck Public Schools received over $4 million in Pre-School Education Aid from the NJDOE, which enabled us to continue providing high-quality education to our youngest learners. The District continued to implement a five-year (2019-2024) $3.3 million School Climate Transformation Grant from the U.S. DOE. Fairleigh Dickinson University and the District partnered, for the third year, on a project which enabled high school students to earn dual credit over the summer. Through the Bayer Fund and the National Environmental Education Foundation, we completed Phase II of the Greening STEM Demonstration Project for both middle schools. The project offered hands-on STEM learning activities focused on local watershed health that was developed by school and Teaneck Creek Conservancy staff.

Narrative

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Courses, Curriculum, Instruction:

Teaneck teachers deliver a core curriculum that fulfills the district's mission to help prepare students for future success. The Office of Curriculum & Instruction supports schools by providing rigorous, standards-based curricula in all content areas and by offering ongoing professional development for teachers and administrators on critical instructional strategies that will help them address the needs of their diverse learners. The high school offers 24 Adv. Placement courses, in addition to providing students with an opportunity to enroll in a competitive Technology-Enriched Academy for Mathematics and Science.

Sports and Athletics:

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

In addition to the sports listed, Teaneck High School also offers Rowing (Crew) to boys and girls. At the middle school level, Cross Country, Soccer, and Basketball are offered for boys and girls. Skiing is offered as an activity/club at the middle school level for boys and girls.

Clubs and Activities:

Teaneck Public Schools offers a wide range of activities and clubs for our middle school and high school students, including band, chess club, computer club, chorus, dance, drama, environmental science, literary magazine, math team, National Honor Society, National Junior Honor Society, newspaper, orchestra, intramurals, student council, and yearbook, to name but a few.

Narrative

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Before and After School Programs:

The Teaneck Community Education Center (TCEC) offers Before and After School Programs at the elementary and middle schools. The TCEC also offers Camp Kookooskoos for children entering Kindergarten through 8th grade during the first six weeks of summer and offers before and after-care for working parents during that program.

Staff and Professional Learning:

Teachers and administrators in Teaneck Public Schools participate in ongoing professional development and professional learning communities. Professional development is offered on instructional design, curricular pacing, data disaggregation and differentiated instruction opportunities, and instructional practices designed to promoted mastery.

Postsecondary Information:

Seniors continued the tradition of pursuing higher education and commitment to academic excellence and success. The average GPA for the graduating Class of 2021 was 3.295 with 78 students with a GPA of 4.0 or higher. Acceptances from Top Universities such as Wesleyan, Clemson University, New York University, NJIT, Northeastern University. Prestigious Public Universities are Rutgers University, Penn State University, Temple, University of Connecticut, University of Delaware. Post-secondary plans include 65.16% attending 4-year college/university. 20.08% attending a 2-year college, 12.3% pursuing technical/trade school or career and 2.46% join the military. Programs included College Fair, Instant Decision Day, Financial Aid program, and college search workshops. Over 62 colleges/universities participated in programs. In partnership with Horizon Education, students also had the opportunity to enroll in an SAT Prep Program. Qualifying students also receive fee waivers for SAT.

Narrative

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Student Supports and Services:

The Teaneck Public Schools utilizes a high intensity tutoring model to support multilingual learners. The program consists of daily developmental second-language program of at least one period of instruction based on a student's language proficiency. For students with disabilities, the Child Study Teams develop an Individualized Education Plan (IEP). Intervention services are available for learners who are in need of support. Other student supports are noted on the district website.

Student Health and Wellness:

The District's Comprehensive Health and Physical Education curricula teaches students about the importance of health, wellness, exercise and teamwork. Students participate in physical education classes which provide students with both physical and mental wellness opportunities. The Federal Breakfast and Lunch program is provided at each school for eligible students.

Parent and Community Involvement:

There are active Parent Teacher Organizations/Associations at each school. Parents of students with disabilities are encouraged to participate with the district in support of their student's education (https://www.teaneckschools.org/ParentsGuardians.aspx). Principals and content supervisors sponsor parent literacy and math nights to assist families in supporting learning within the home. The district website has "For Families" and "Community" sections. The families section includes how to register for Family Access, which provides real-time information about a student's performance. The district utilizes focus groups to involve all stakeholders in shaping the direction of the district; and offers a Volunteer Program in which community members can support the schools with tutoring or other initiatives, as they arise.

Narrative

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Facilities:

The Teaneck Board of Education is committed to sustaining our eight school buildings, which range in age from 63 to 100 years old. We have a comprehensive Facilities plan and have been working to budget and complete work for all emergent projects and projects that have the most impact on the education process of the district. Over the past 4 years we have been able to open a new Kindergarten School)Theodora Smiley Lacey, expand our pre-k program via the PEEA grant, implement an $8 million ESIP and perform much-needed technology upgrades to our infrastructure. Each school has a library, art room, gymnasium, and computer lab(s). The middle schools and high school each have an auditorium with multiple computer labs.

School Safety:

The Teaneck Board of Education puts the safety of students and staff first. Each school has a school safety team that meets regularly to review safety procedures and address concerns. Each school has an Emergency Management Plan and they participate in monthly emergency drills. The district works with the Teaneck Police Department, the Bergen County Prosecutor's Office, and the NJ State Troopers to review our safety plans and to remain vigilant in keeping our students safe.

Technology and STEM:

Our curriculum has embedded technology projects aimed at modifying, augmenting, and redefining learning for students. Students use Google Chromebooks, desktop computers, and iPads. Both middle schools science classes received 3D printers and the science department staff received training in how to incorporate the use of 3D printers in their instruction. The high school offers the following computer science courses: AP Computer Science Principles, Arduino Explorations, and 3D Printing and Modeling. These courses provide hands-on, and relevant use of technology and STEM applications to our students. All of the Computer Science Labs at the high school received digital interactive boards allowing teachers to expand the digital platform for students to interact with the classroom and the instruction.

Narrative

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Early Childhood Education:

The Teaneck Early Childhood Department provides a high-quality Pre-K program to its students by implementing a comprehensive, NJ State-approved curriculum, Tools of the Mind. We focus on all aspects of child development including cognitive, social, emotional, and physical. By utilizing ongoing performance-based assessment (Teaching Strategies Gold), students' needs are met individually through scaffolded learning. Our teachers are provided with ongoing professional development and receive classroom support from Instructional Coaches, Preschool Intervention Referral Specialists, Early Childhood Supervisor, and District Administration.

Attendance:

Funding was used in the following ways to best support our students, families, and staff: Enhance our indoor air quality; To support a streamlined process for COVID contact tracking and reporting; Summer enrichment & recreational programs; Assistive and Interactive Technology; iPads for students and speech and language specialists; Promethean boards for multiple disabilities special education classrooms; Parent/Guardian virtual support workshops; Staff virtual professional development; CST Workshops - PK to grade 12 programs; Multisensory reading interventionist support of emerging readers grades 9-12; ISPIRE targeted reading intervention program; Formation of STEM workspaces; Compensatory Education as per IEP team determination to address interruption in services; Additional Child Study Team support in the summer for meetings and evaluations; Art and Music Therapy-to support student's physical, mental, and emotional well-being; Reading & Math Learning Acceleration/Credit Recovery.