Moorestown Township Public School District (05-3360)

2023-2024

County: Burlington

District: Moorestown Township Public School District

📍 803 North Stanwick Road
Moorestown, NJ 08057

Superintendent: Dr. Courtney McNeely

District Website

📞 856-778-6600 x18001

3,917
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

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

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	Burlington
District	Moorestown Township Public School District
Superintendent Name	Dr. Courtney McNeely
Address	803 North Stanwick Road, Moorestown, NJ 08057
Phone Number	856-778-6600 x18001
Email Address	cmcneely@mtps.com
Website	www.mtps.com
Facebook	https://www.facebook.com/Moorestown-Township-Public-Schools-917703535009798/

Moorestown Township Public School District

(05-3360)

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

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
George C. Baker Elementary School	PK-03
Mary E. Roberts Elementary School	PK-03
Moorestown High School	09-12
Moorestown Upper Elementary School	04-06
South Valley Elementary School	PK-03
William Allen Middle School	07-08

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	103	108	100
KG	240	249	243
1	233	257	272
2	257	266	266
3	258	265	269
4	300	276	278
5	269	310	292
6	299	285	321
7	314	309	303
8	298	314	314
9	324	302	301
10	317	325	300
11	317	321	327
12	326	317	331
Total	3,855	3,904	3,917

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	7.9%	9.4%	9.1%
Students with Disabilities	20.0%	22.2%	21.5%
Multilingual Learners	1.6%	1.8%	2.4%
Students Experiencing Homelessness	0.3%	0.6%	0.3%
Students in Foster Care	0.2%	0.1%	0.1%
Military-Connected Students	0.5%	0.6%	0.6%
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	65.5%	65.4%	64.8%
Hispanic	7.5%	8.0%	8.4%
Black or African American	5.8%	5.6%	5.1%
Asian	13.5%	13.5%	14.2%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two Or More Races	7.5%	7.4%	7.4%

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	99	101	94
PK - Full Day	4	7	6
KG - Half Day	240	248	243
KG - Full Day	0	1	0

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.
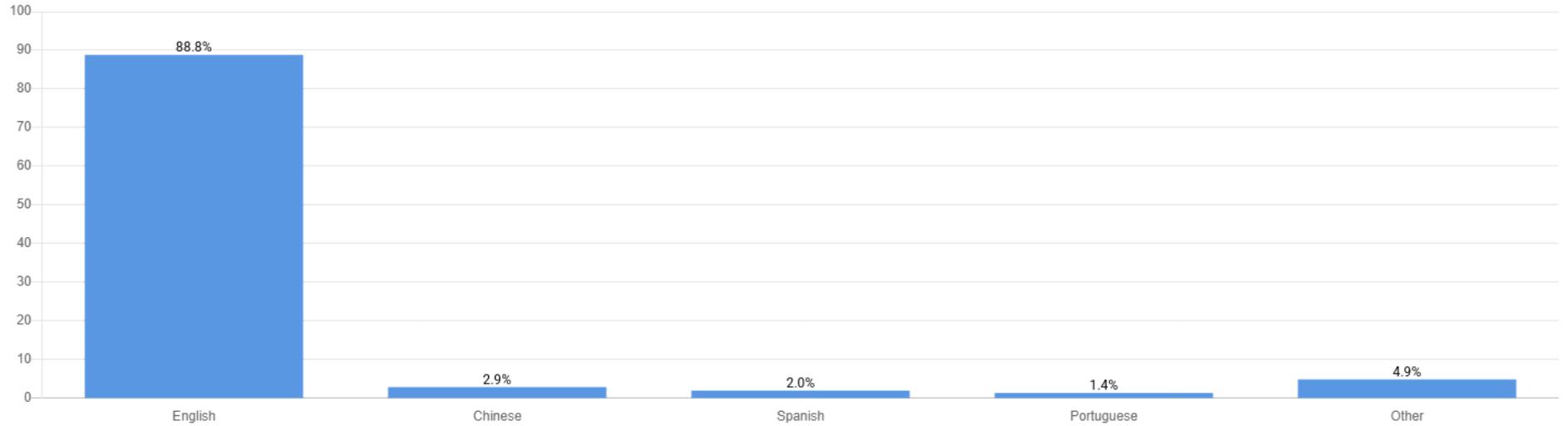
Enrollment Status	2021-22	2022-23	2023-24
Full Time Students	3,855	3,904	3,917
Shared Time Students	0	0	0
Full Time Equivalent	3,855	3,904	3,917

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	88.8%
Chinese	2.9%
Spanish	2.0%
Portuguese	1.4%
Other	4.9%

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

Student Growth

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

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

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

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

### Student Growth Trends and Progress

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

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

ELA Median Student Growth Percentile
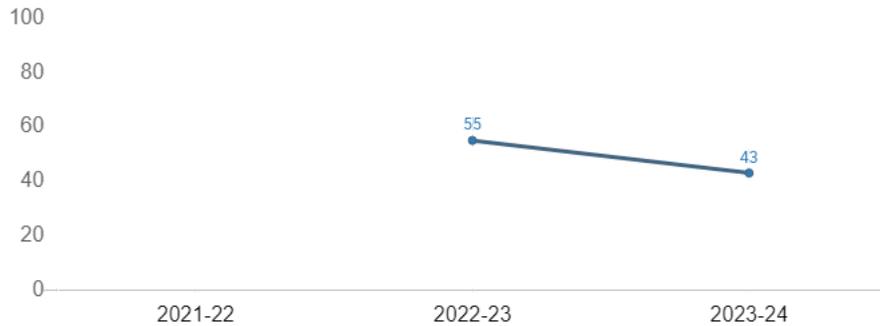
Math Median Student Growth Percentile
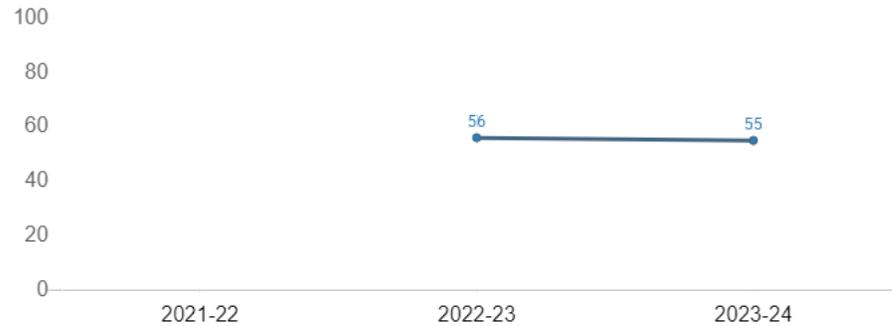
Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Median Student Growth Percentile		55	43		56	55
Met Standard (40-59.5)?		Met Standard	Met Standard		Met Standard	Met Standard
Statewide: Median Student Growth Percentile		50	50		50	50

Student Growth

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

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

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

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

Student Growth

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

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	43	50	Met Standard	55	50	Met Standard
White	41	50	Met Standard	55	51	Met Standard
Hispanic	44	49	Met Standard	56	48	Met Standard
Black or African American	40	47	Met Standard	46	46	Met Standard
Asian, Native Hawaiian, or Pacific Islander	47.5	59	Met Standard	57.5	60	Met Standard
American Indian or Alaska Native	N	50	**	N	50	**
Two or More Races	53	50	Met Standard	58.5	51	Met Standard
Female	48	52		55	50	
Male	39	48		56	50	
Non-Binary/Undesignated Gender	N	44		N	45.5	
Economically Disadvantaged Students	41	48	Met Standard	37	48	Not Met
Students with Disabilities	37	43	Not Met	48.5	44	Met Standard
Multilingual Learners	52	50	Met Standard	61	50	Exceeds Standard
Students Experiencing Homelessness	*	43		*	45	
Students in Foster Care	*	40		*	47	
Military-Connected Students	*	47.5		*	51	
Migrant Students	N	53		N	44	

Student Growth

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

A student's SGP falls between 1 and 99 and can be grouped into three levels. An SGP below 35 indicates low growth, an SGP between 35 and 65 indicates typical growth, and an SGP greater than 65 indicates high growth. If the SGPs for all students are ordered from smallest to largest, the mSGP is the percentile in the middle of the list.
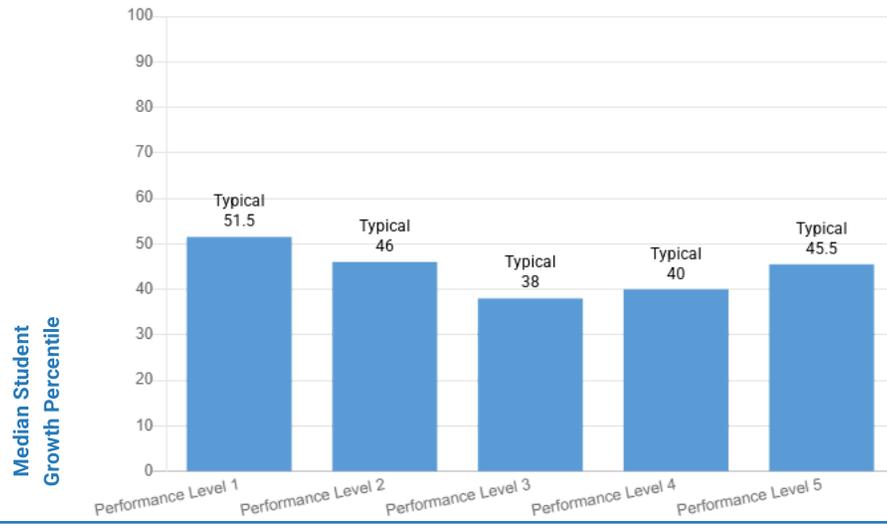
The NJDOE Student Growth page has more information about SGPs and mSGPs, including a video that explains how both SGPs and mSGPs are calculated.

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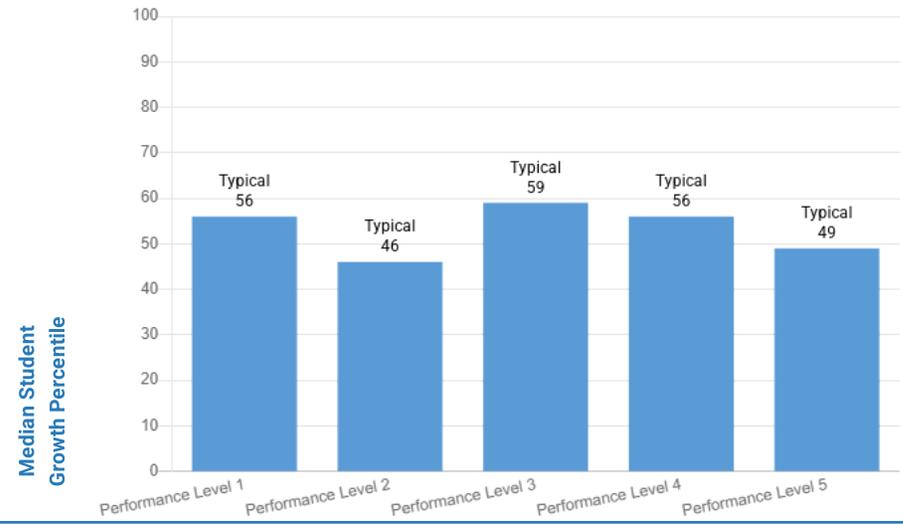
Student Growth by Performance Level

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

ELA

Performance Level	mSGP
Performance Level 1	Typical 51.5
Performance Level 2	Typical 46
Performance Level 3	Typical 38
Performance Level 4	Typical 40
Performance Level 5	Typical 45.5

Math

Performance Level	mSGP
Performance Level 1	Typical 56
Performance Level 2	Typical 46
Performance Level 3	Typical 59
Performance Level 4	Typical 56
Performance Level 5	Typical 49

Student Growth

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

A student's SGP falls between 1 and 99 and can be grouped into three levels. An SGP below 35 indicates low growth, an SGP between 35 and 65 indicates typical growth, and an SGP greater than 65 indicates high growth. If the SGPs for all students are ordered from smallest to largest, the mSGP is the percentile in the middle of the list.
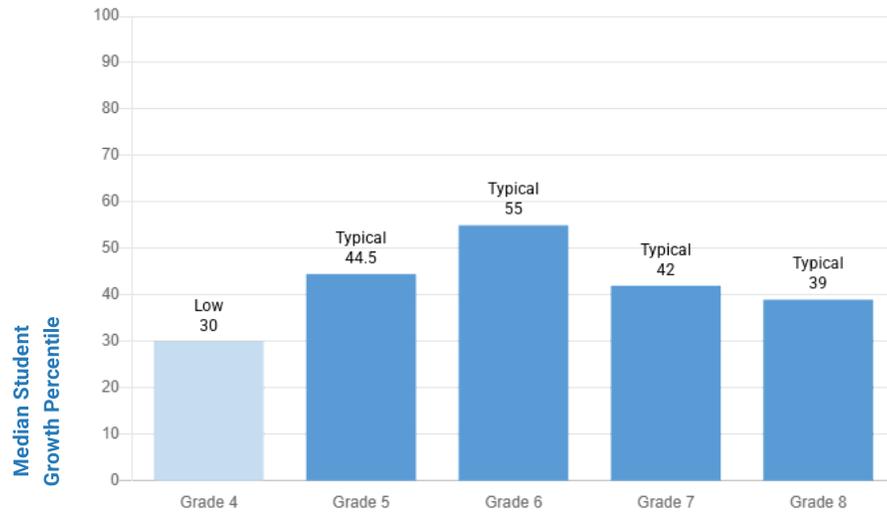
The NJDOE Student Growth page has more information about SGPs and mSGPs, including a video that explains how both SGPs and mSGPs are calculated.

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

Student Growth by Grade

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

ELA — Median Student Growth Percentile by grade:
- Grade 4: Low 30
- Grade 5: Typical 44.5
- Grade 6: Typical 55
- Grade 7: Typical 42
- Grade 8: Typical 39
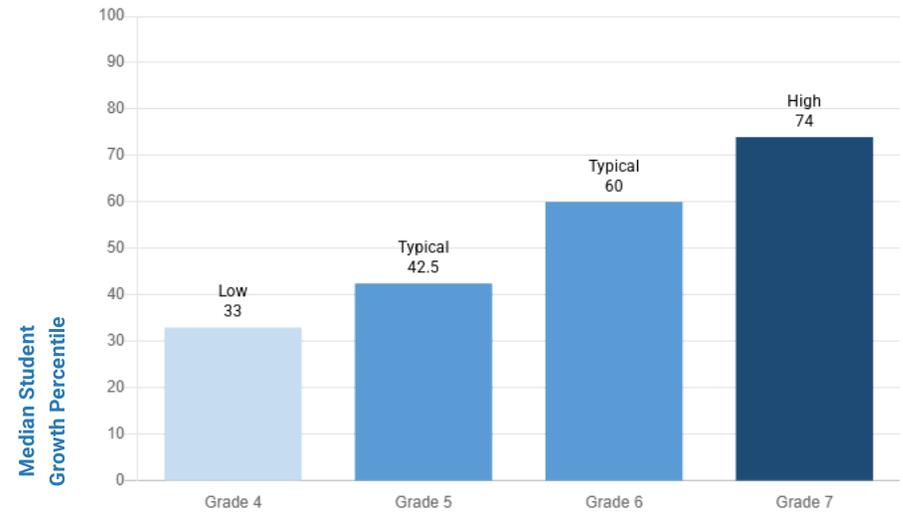
Math — Median Student Growth Percentile by grade:
- Grade 4: Low 33
- Grade 5: Typical 42.5
- Grade 6: Typical 60
- Grade 7: High 74

Academic Achievement

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

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

English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability
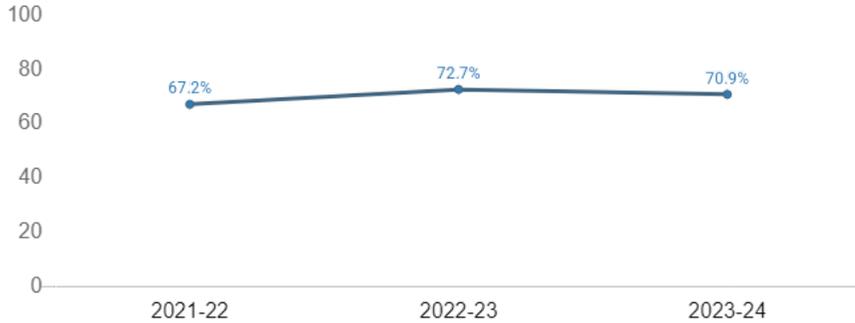
Math Proficiency Rate for Federal Accountability
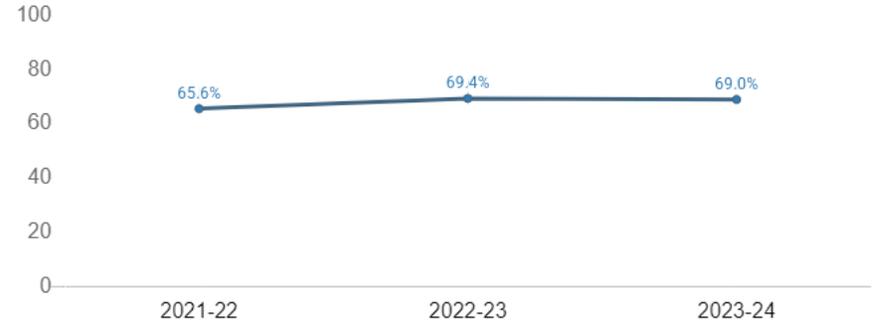
Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	98.9%	98.8%	98.8%	98.8%	99.1%	98.9%
Proficiency Rate for Federal Accountability	67.2%	72.7%	70.9%	65.6%	69.4%	69.0%
Annual Target	63.3%	64.3%	73.6%	59.3%	60.6%	70.4%
Met Annual Target?	Met Target	Met Target	Not Met	Met Target	Met Target	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.

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.

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

English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	2,040	98.8%	70.9%	52.2%	70.9%	73.6%	Not Met
White	1,304	98.6%	72.9%	61.8%	72.9%	75.4%	Not Met
Hispanic	155	97.6%	54.2%	38%	54.2%	55.1%	Met Target†
Black or African American	*	99.1%	40.7%	35.9%	40.7%	49.3%	Not Met
Asian, Native Hawaiian, or Pacific Islander	314	99.7%	80.6%	79.9%	80.6%	84.6%	Met Goal
American Indian or Alaska Native	*	*	*	51.2%	*	**	**
Two or More Races	159	100%	73%	59.4%	73%	73.7%	Met Target†
Female	*	99%	77.6%	57.7%	77.6%		
Male	*	98.6%	64.5%	47%	64.5%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	175	96.3%	37.7%	34.6%	37.7%	43.3%	Met Target†
Non-Economically Disadvantaged Students	1,865	99.1%	74%	62.8%	74%		
Students with Disabilities	486	97.8%	33.3%	19.8%	33.3%	35.8%	Met Target†
Students without Disabilities	1,554	99.1%	82.7%	59.4%	82.7%		
Multilingual Learners	60	95.5%	30%	23.1%	30%	43.6%	Not Met
Non-Multilingual Learners	1,980	98.9%	72.2%	56.2%	72.2%		
Students Experiencing Homelessness	*	*	*	21.9%	*		
Students in Foster Care	*	*	*	19.3%	*		
Military-Connected Students	10	100%	90%	48.2%	90%		
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

Y-axis: Percentage of Students Meeting/Exceeding Expectations

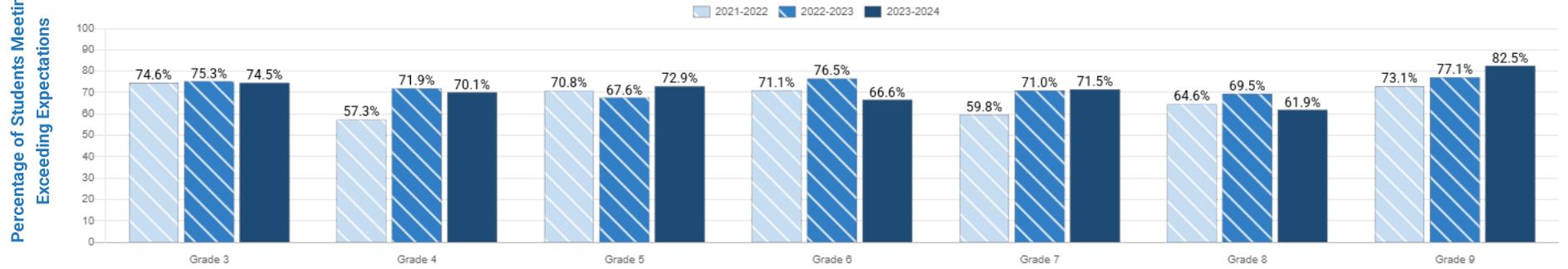| Grade	2021-2022	2022-2023	2023-2024
Grade 3	74.6%	75.3%	74.5%
Grade 4	57.3%	71.9%	70.1%
Grade 5	70.8%	67.6%	72.9%
Grade 6	71.1%	76.5%	66.6%
Grade 7	59.8%	71.0%	71.5%
Grade 8	64.6%	69.5%	61.9%
Grade 9	73.1%	77.1%	82.5%

13 of 93

Academic Achievement

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

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

English Language Arts Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	263	777	741	7%	7%	11%	50%	24%	75%	44%
White	173	773	751	8%	10%	10%	53%	19%	72%	53%
Hispanic	12	772	724	17%	0%	17%	33%	33%	67%	29%
Black or African American	*	734	725	27%	0%	27%	45%	0%	45%	29%
Asian, Native Hawaiian, or Pacific Islander	*	799	770	2%	0%	12%	40%	47%	86%	70%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	46%
Two or More Races	24	790	751	0%	4%	8%	58%	29%	88%	52%
Female	*	780	746	6%	4%	12%	50%	27%	77%	48%
Male	*	773	736	8%	11%	10%	50%	21%	72%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	19	741	722	21%	5%	26%	42%	5%	47%	26%
Non-Economically Disadvantaged Students	244	780	753	6%	7%	10%	51%	26%	77%	55%
Students with Disabilities	62	734	710	27%	19%	18%	27%	8%	35%	18%
Students without Disabilities	201	790	747	1%	3%	9%	57%	29%	87%	49%
Multilingual Learners	10	726	704	20%	10%	60%	10%	0%	10%	13%
Non-Multilingual Learners	253	779	746	7%	7%	9%	52%	25%	77%	48%
Students Experiencing Homelessness	*	*	707	*	*	*	*	*	*	18%
Students in Foster Care	*	*	711	*	*	*	*	*	*	18%
Military-Connected Students	*	*	739	*	*	*	*	*	*	41%
Migrant Students	*	*	688	*	*	*	*	*	*	*

Academic Achievement

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

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

English Language Arts Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	274	766	749	5%	9%	15%	44%	26%	70%	51%
White	180	764	758	6%	8%	16%	46%	24%	71%	61%
Hispanic	22	759	734	9%	9%	18%	41%	23%	64%	35%
Black or African American	*	735	733	8%	33%	33%	17%	8%	25%	34%
Asian, Native Hawaiian, or Pacific Islander	38	775	776	3%	5%	8%	53%	32%	84%	78%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	51%
Two or More Races	22	786	757	0%	14%	14%	27%	45%	73%	60%
Female	*	769	752	5%	6%	16%	44%	30%	74%	54%
Male	*	763	745	5%	13%	15%	44%	23%	67%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	25	738	731	12%	28%	28%	24%	8%	32%	32%
Non-Economically Disadvantaged Students	249	768	760	4%	8%	14%	46%	28%	74%	63%
Students with Disabilities	69	737	720	19%	29%	14%	28%	10%	38%	21%
Students without Disabilities	205	775	755	0%	3%	16%	49%	32%	81%	57%
Multilingual Learners	*	*	711	*	*	*	*	*	*	13%
Non-Multilingual Learners	*	767	753	4%	10%	14%	45%	27%	72%	55%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	20%
Students in Foster Care	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	*	*	747	*	*	*	*	*	*	49%
Migrant Students	*	*	713	*	*	*	*	*	*	23%

Academic Achievement

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

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

English Language Arts Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	291	769	750	5%	5%	18%	51%	22%	73%	52%
White	175	767	760	5%	3%	19%	53%	19%	72%	63%
Hispanic	*	736	736	13%	19%	25%	44%	0%	44%	37%
Black or African American	19	754	734	5%	11%	32%	42%	11%	53%	35%
Asian, Native Hawaiian, or Pacific Islander	59	779	778	3%	5%	7%	56%	29%	85%	80%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	22	792	757	0%	0%	14%	36%	50%	86%	60%
Female	*	780	755	1%	3%	14%	50%	31%	82%	57%
Male	*	759	745	8%	6%	21%	52%	13%	65%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	29	745	732	10%	14%	24%	45%	7%	52%	33%
Non-Economically Disadvantaged Students	262	772	761	4%	4%	17%	52%	23%	75%	64%
Students with Disabilities	69	741	719	14%	14%	32%	30%	9%	39%	20%
Students without Disabilities	222	777	756	2%	2%	13%	58%	26%	83%	59%
Multilingual Learners	*	*	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	770	754	4%	5%	18%	52%	22%	74%	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	317	764	751	5%	8%	20%	40%	26%	67%	53%
White	200	767	760	2%	8%	18%	46%	26%	72%	63%
Hispanic	27	748	738	7%	15%	30%	37%	11%	48%	39%
Black or African American	*	743	735	9%	22%	30%	26%	13%	39%	35%
Asian, Native Hawaiian, or Pacific Islander	40	770	778	13%	3%	18%	28%	40%	68%	82%
American Indian or Alaska Native	*	*	748	*	*	*	*	*	*	49%
Two or More Races	27	767	758	11%	0%	22%	30%	37%	67%	60%
Female	*	771	756	5%	4%	18%	39%	34%	73%	59%
Male	*	759	746	5%	11%	22%	41%	21%	62%	48%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	30	724	735	33%	10%	30%	23%	3%	27%	35%
Non-Economically Disadvantaged Students	287	768	761	2%	8%	19%	42%	29%	71%	65%
Students with Disabilities	83	733	719	17%	17%	40%	24%	2%	27%	17%
Students without Disabilities	234	775	758	1%	5%	13%	46%	35%	81%	60%
Multilingual Learners	*	*	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	765	754	5%	7%	20%	41%	27%	68%	57%
Students Experiencing Homelessness	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	724	*	*	*	*	*	*	22%
Military-Connected Students	*	*	754	*	*	*	*	*	*	55%
Migrant Students	*	*	712	*	*	*	*	*	*	29%

Academic Achievement

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

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

English Language Arts Assessment - Performance By Grade: Grade 7

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	298	770	752	3%	8%	17%	41%	31%	71%	54%
White	188	770	761	2%	5%	17%	47%	28%	76%	64%
Hispanic	22	749	737	14%	14%	32%	23%	18%	41%	39%
Black or African American	*	746	734	7%	33%	27%	7%	27%	33%	37%
Asian, Native Hawaiian, or Pacific Islander	51	786	785	0%	8%	12%	29%	51%	80%	84%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	51%
Two or More Races	22	765	759	0%	14%	14%	55%	18%	73%	60%
Female	*	777	758	2%	6%	14%	39%	39%	78%	60%
Male	*	762	746	3%	11%	21%	43%	22%	64%	48%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	23	735	734	13%	26%	30%	22%	9%	30%	36%
Non-Economically Disadvantaged Students	275	773	762	2%	7%	16%	43%	32%	75%	64%
Students with Disabilities	66	735	715	12%	23%	33%	30%	2%	32%	18%
Students without Disabilities	232	780	759	0%	4%	13%	44%	39%	83%	61%
Multilingual Learners	*	*	700	*	*	*	*	*	*	*
Non-Multilingual Learners	*	771	756	3%	7%	17%	42%	31%	73%	58%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	21%
Students in Foster Care	*	*	712	*	*	*	*	*	*	17%
Military-Connected Students	*	*	747	*	*	*	*	*	*	50%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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

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

English Language Arts Assessment - Performance By Grade: Grade 8

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	302	764	751	5%	10%	23%	38%	24%	62%	53%
White	180	762	760	5%	12%	22%	38%	23%	61%	62%
Hispanic	25	743	736	4%	16%	40%	32%	8%	40%	39%
Black or African American	*	745	735	15%	8%	38%	38%	0%	38%	37%
Asian, Native Hawaiian, or Pacific Islander	58	780	783	2%	5%	16%	38%	40%	78%	82%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	52%
Two or More Races	26	770	757	8%	8%	19%	38%	27%	65%	59%
Female	*	773	759	2%	7%	20%	38%	33%	72%	60%
Male	*	755	743	8%	14%	26%	37%	15%	52%	46%
Non-binary/undesignated gender	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	29	740	734	3%	28%	28%	38%	3%	41%	36%
Non-Economically Disadvantaged Students	273	767	761	5%	8%	22%	38%	26%	64%	63%
Students with Disabilities	55	725	713	22%	33%	31%	11%	4%	15%	16%
Students without Disabilities	247	773	758	1%	5%	21%	44%	29%	72%	60%
Multilingual Learners	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	765	755	5%	10%	23%	38%	24%	63%	56%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	23%
Students in Foster Care	*	*	708	*	*	*	*	*	*	14%
Military-Connected Students	*	*	743	*	*	*	*	*	*	43%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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

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

English Language Arts Assessment - Performance By Grade: Grade 9

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	302	777	755	3%	6%	9%	45%	37%	82%	58%
White	204	778	764	2%	4%	7%	49%	37%	86%	67%
Hispanic	37	765	741	5%	8%	14%	51%	22%	73%	45%
Black or African American	*	755	737	8%	15%	15%	46%	15%	62%	40%
Asian, Native Hawaiian, or Pacific Islander	30	790	789	0%	0%	10%	33%	57%	90%	87%
American Indian or Alaska Native	*	*	757	*	*	*	*	*	*	59%
Two or More Races	18	777	761	6%	17%	17%	11%	50%	61%	64%
Female	*	784	762	1%	3%	8%	46%	42%	88%	64%
Male	*	768	747	5%	8%	10%	44%	32%	76%	51%
Non-binary/undesignated gender	*	*	774	*	*	*	*	*	*	77%
Economically Disadvantaged Students	22	741	738	18%	14%	18%	36%	14%	50%	41%
Non-Economically Disadvantaged Students	280	779	764	2%	5%	8%	46%	39%	85%	67%
Students with Disabilities	64	742	717	14%	19%	14%	50%	3%	53%	19%
Students without Disabilities	238	786	761	0%	2%	8%	44%	46%	90%	64%
Multilingual Learners	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	777	758	3%	5%	9%	46%	38%	83%	61%
Students Experiencing Homelessness	*	*	721	*	*	*	*	*	*	25%
Students in Foster Care	*	*	714	*	*	*	*	*	*	20%
Military-Connected Students	*	*	749	*	*	*	*	*	*	51%
Migrant Students	*	*	683	*	*	*	*	*	*	*

Academic Achievement

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

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

Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	2,041	98.9%	69%	40.2%	69%	70.4%	Met Target†
White	1,303	98.6%	70.3%	51.1%	70.3%	72.5%	Not Met
Hispanic	154	97%	48.1%	24.2%	48.1%	52.8%	Met Target†
Black or African American	*	100%	33.9%	20.1%	33.9%	33.1%	Met Target
Asian, Native Hawaiian, or Pacific Islander	315	100%	83.2%	74.4%	83.2%	82%	Met Goal
American Indian or Alaska Native	*	*	*	42%	*	**	**
Two or More Races	160	100%	74.4%	48.9%	74.4%	75.2%	Met Target†
Female	*	99.2%	67.9%	38.4%	67.9%		
Male	*	98.5%	70%	42%	70%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	175	96.8%	30.3%	21.7%	30.3%	37.6%	Not Met
Non-Economically Disadvantaged Students	1,866	99.1%	72.6%	51.5%	72.6%		
Students with Disabilities	486	98%	34.6%	16.6%	34.6%	34%	Met Target
Students without Disabilities	1,555	99.1%	79.7%	45.4%	79.7%		
Multilingual Learners	63	100%	38.1%	18.7%	38.1%	44.5%	Met Target†
Non-Multilingual Learners	1,978	98.8%	70%	43.5%	70%		
Students Experiencing Homelessness	*	*	*	12.9%	*		
Students in Foster Care	*	*	*	12.4%	*		
Military-Connected Students	10	100%	80%	38.8%	80%		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.
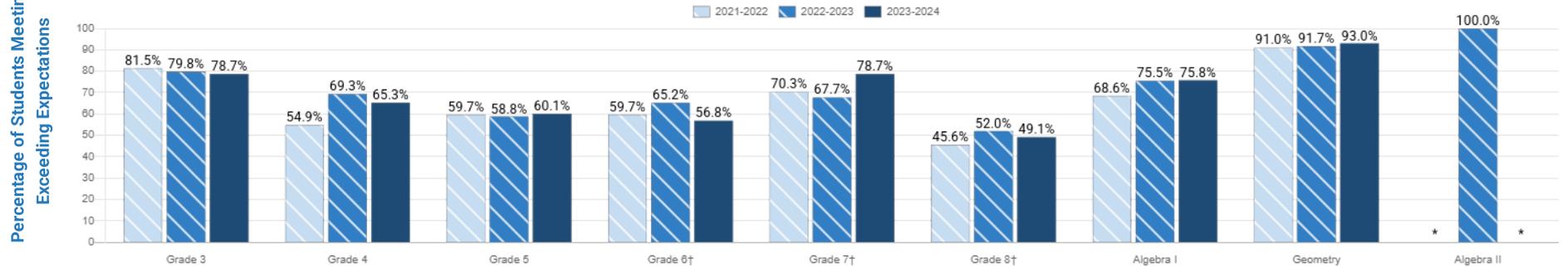
NJ SCHOOL PERFORMANCE REPORT

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.

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

Mathematics Assessment - Performance Trends

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

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

Academic Achievement

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

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

Mathematics Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	263	774	747	3%	5%	13%	43%	35%	79%	48%
White	172	772	757	3%	5%	12%	52%	28%	80%	60%
Hispanic	*	763	732	8%	17%	17%	25%	33%	58%	31%
Black or African American	*	736	728	17%	17%	42%	17%	8%	25%	27%
Asian, Native Hawaiian, or Pacific Islander	*	793	776	0%	2%	9%	26%	63%	88%	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	51%
Two or More Races	24	783	755	0%	0%	13%	38%	50%	88%	56%
Female	*	771	744	4%	5%	11%	50%	30%	80%	45%
Male	*	778	749	2%	5%	15%	36%	41%	77%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	19	755	729	0%	16%	32%	42%	11%	53%	28%
Non-Economically Disadvantaged Students	244	776	758	4%	4%	11%	43%	37%	81%	60%
Students with Disabilities	63	744	725	14%	14%	27%	29%	16%	44%	25%
Students without Disabilities	200	784	751	0%	2%	9%	48%	42%	90%	52%
Multilingual Learners	10	749	722	0%	0%	40%	60%	0%	60%	20%
Non-Multilingual Learners	253	775	751	4%	5%	12%	43%	37%	79%	52%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	17%
Students in Foster Care	*	*	719	*	*	*	*	*	*	18%
Military-Connected Students	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	727	*	*	*	*	*	*	12%

Academic Achievement

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

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

Mathematics Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	274	759	744	6%	8%	21%	53%	13%	65%	45%
White	180	758	754	5%	8%	22%	56%	9%	65%	57%
Hispanic	22	740	730	14%	9%	32%	45%	0%	45%	28%
Black or African American	*	726	726	25%	33%	25%	17%	0%	17%	24%
Asian, Native Hawaiian, or Pacific Islander	38	779	773	0%	3%	13%	53%	32%	84%	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	50%
Two or More Races	22	772	752	5%	0%	14%	55%	27%	82%	54%
Female	*	754	743	8%	10%	20%	53%	10%	62%	43%
Male	*	763	746	4%	6%	22%	52%	15%	68%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	25	738	727	16%	16%	40%	24%	4%	28%	25%
Non-Economically Disadvantaged Students	249	761	755	5%	7%	19%	55%	14%	69%	58%
Students with Disabilities	69	737	722	19%	25%	17%	33%	6%	39%	21%
Students without Disabilities	205	766	749	1%	2%	22%	59%	15%	74%	50%
Multilingual Learners	*	*	718	*	*	*	*	*	*	14%
Non-Multilingual Learners	*	760	748	5%	8%	20%	54%	13%	67%	49%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	15%
Students in Foster Care	*	*	716	*	*	*	*	*	*	15%
Military-Connected Students	*	*	744	*	*	*	*	*	*	43%
Migrant Students	*	*	721	*	*	*	*	*	*	17%

Academic Achievement

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

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

Mathematics Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	291	758	741	4%	11%	25%	42%	18%	60%	40%
White	175	757	751	3%	10%	32%	40%	15%	55%	53%
Hispanic	*	733	726	19%	19%	25%	38%	0%	38%	23%
Black or African American	19	735	722	16%	21%	21%	37%	5%	42%	19%
Asian, Native Hawaiian, or Pacific Islander	59	772	772	3%	8%	12%	46%	31%	76%	76%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	22	775	748	0%	9%	5%	59%	27%	86%	49%
Female	*	762	739	3%	9%	23%	45%	20%	65%	38%
Male	*	755	742	6%	12%	26%	40%	16%	56%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	29	733	724	17%	21%	28%	31%	3%	34%	20%
Non-Economically Disadvantaged Students	262	761	752	3%	10%	24%	44%	19%	63%	53%
Students with Disabilities	69	731	717	16%	30%	25%	22%	7%	29%	16%
Students without Disabilities	222	767	746	1%	5%	25%	49%	21%	70%	45%
Multilingual Learners	*	*	711	*	*	*	*	*	*	*
Non-Multilingual Learners	*	759	744	4%	10%	25%	43%	18%	61%	44%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	12%
Students in Foster Care	*	*	714	*	*	*	*	*	*	10%
Military-Connected Students	*	*	741	*	*	*	*	*	*	40%
Migrant Students	*	*	724	*	*	*	*	*	*	27%

Academic Achievement

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

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

Mathematics Assessment - Performance By Grade: Grade 6

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	315	754	737	8%	11%	25%	41%	16%	57%	36%
White	199	756	746	4%	9%	27%	49%	12%	60%	47%
Hispanic	26	742	723	12%	27%	27%	19%	15%	35%	20%
Black or African American	*	720	718	35%	13%	30%	17%	4%	22%	15%
Asian, Native Hawaiian, or Pacific Islander	40	772	768	3%	8%	18%	35%	38%	73%	73%
American Indian or Alaska Native	*	*	735	*	*	*	*	*	*	33%
Two or More Races	27	755	743	15%	11%	15%	30%	30%	59%	45%
Female	*	751	736	8%	11%	29%	39%	14%	52%	34%
Male	*	756	738	7%	11%	21%	42%	18%	61%	38%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	30	717	721	37%	17%	37%	7%	3%	10%	17%
Non-Economically Disadvantaged Students	285	758	747	5%	10%	24%	44%	18%	62%	48%
Students with Disabilities	82	725	714	23%	26%	32%	16%	4%	20%	12%
Students without Disabilities	233	764	741	2%	6%	22%	49%	21%	70%	41%
Multilingual Learners	*	*	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	754	740	7%	11%	24%	41%	16%	58%	39%
Students Experiencing Homelessness	*	*	711	*	*	*	*	*	*	*
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	739	*	*	*	*	*	*	37%
Migrant Students	*	*	704	*	*	*	*	*	*	13%

Academic Achievement

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

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

Mathematics Assessment - Performance By Grade: Grade 7

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	291	766	739	2%	7%	12%	56%	23%	79%	37%
White	187	768	748	2%	4%	10%	63%	21%	84%	50%
Hispanic	22	752	728	0%	23%	27%	32%	18%	50%	23%
Black or African American	*	735	724	20%	20%	20%	40%	0%	40%	18%
Asian, Native Hawaiian, or Pacific Islander	46	775	764	0%	7%	4%	52%	37%	89%	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	21	762	743	0%	10%	24%	43%	24%	67%	44%
Female	*	763	738	3%	8%	14%	57%	19%	75%	36%
Male	*	769	739	2%	6%	9%	55%	27%	82%	39%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	24	734	726	13%	29%	21%	38%	0%	38%	20%
Non-Economically Disadvantaged Students	267	769	747	1%	5%	11%	58%	25%	82%	48%
Students with Disabilities	65	742	716	11%	22%	26%	35%	6%	42%	12%
Students without Disabilities	226	773	743	0%	3%	8%	62%	27%	89%	43%
Multilingual Learners	*	*	714	*	*	*	*	*	*	*
Non-Multilingual Learners	*	767	741	2%	6%	11%	57%	23%	80%	40%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	11%
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	740	*	*	*	*	*	*	39%
Migrant Students	*	*	708	*	*	*	*	*	*	*

Academic Achievement

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

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

Mathematics Assessment - Performance By Grade: Grade 8

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	169	743	719	16%	10%	25%	47%	2%	49%	19%
White	106	745	729	12%	12%	24%	50%	2%	52%	27%
Hispanic	21	737	713	19%	5%	29%	48%	0%	48%	13%
Black or African American	*	723	707	40%	10%	10%	40%	0%	40%	10%
Asian, Native Hawaiian, or Pacific Islander	18	754	740	11%	11%	22%	44%	11%	56%	40%
American Indian or Alaska Native	*	*	722	*	*	*	*	*	*	21%
Two or More Races	14	735	722	29%	0%	43%	29%	0%	29%	22%
Female	*	743	719	14%	9%	32%	41%	3%	45%	19%
Male	*	743	719	18%	11%	17%	52%	1%	54%	20%
Non-binary/undesignated gender	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	27	728	711	30%	7%	37%	26%	0%	26%	12%
Non-Economically Disadvantaged Students	142	746	725	13%	11%	23%	51%	3%	54%	25%
Students with Disabilities	47	711	702	49%	11%	26%	15%	0%	15%	*
Students without Disabilities	122	756	724	3%	10%	25%	59%	3%	62%	23%
Multilingual Learners	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	745	721	15%	10%	25%	48%	2%	50%	21%
Students Experiencing Homelessness	*	*	704	*	*	*	*	*	*	*
Students in Foster Care	*	*	696	*	*	*	*	*	*	*
Military-Connected Students	*	*	722	*	*	*	*	*	*	19%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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

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

Mathematics Assessment - Performance By Test: Algebra I

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

This includes any students who were enrolled in an Algebra I course and took the Algebra I assessment in grades 7 through 12. Students in sixth grade who were enrolled in Algebra I course were required to take both the Algebra I and Grade 6 mathematics assessment. The results of their Algebra I assessment are not included in these results but will be reported when the student 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	310	772	738	4%	6%	14%	58%	17%	76%	40%
White	187	770	748	3%	4%	16%	65%	11%	76%	51%
Hispanic	*	749	723	6%	14%	29%	49%	3%	51%	23%
Black or African American	*	745	719	13%	27%	13%	47%	0%	47%	19%
Asian, Native Hawaiian, or Pacific Islander	53	801	773	0%	2%	4%	47%	47%	94%	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	*	780	746	5%	10%	0%	50%	35%	85%	49%
Female	*	771	737	4%	6%	18%	54%	18%	72%	39%
Male	*	775	739	3%	7%	10%	63%	17%	80%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	*	745	722	17%	9%	35%	30%	9%	39%	22%
Non-Economically Disadvantaged Students	*	775	747	2%	6%	13%	61%	18%	79%	50%
Students with Disabilities	*	741	710	15%	19%	19%	44%	3%	47%	11%
Students without Disabilities	*	781	743	0%	3%	13%	62%	21%	84%	45%
Multilingual Learners	*	*	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	773	741	4%	6%	13%	59%	18%	77%	43%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	13%
Students in Foster Care	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	696	*	*	*	*	*	*	*

Academic Achievement

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

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

Mathematics Assessment - Performance By Test: Geometry

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

This includes any students who were enrolled in a Geometry course and took the Geometry assessment in grades 7 through 12. Students in sixth grade who were enrolled in a Geometry course were required to take both the Geometry and Grade 6 mathematics assessment. The results of their Geometry assessment are not included in these results but will be reported when the student 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	129	773	750	0%	0%	7%	67%	26%	93%	53%
White	*	770	752	0%	0%	9%	74%	17%	91%	57%
Hispanic	*	*	735	*	*	*	*	*	*	29%
Black or African American	*	*	733	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	782	765	0%	0%	0%	48%	52%	100%	77%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	66%
Two or More Races	*	*	756	*	*	*	*	*	*	63%
Female	*	770	748	0%	0%	12%	67%	21%	88%	50%
Male	*	776	752	0%	0%	2%	68%	31%	98%	57%
Non-binary/undesignated gender	*	*	752	*	*	*	*	*	*	60%
Economically Disadvantaged Students	*	*	734	*	*	*	*	*	*	28%
Non-Economically Disadvantaged Students	*	773	754	0%	0%	7%	67%	26%	93%	60%
Students with Disabilities	*	*	727	*	*	*	*	*	*	24%
Students without Disabilities	*	773	751	0%	0%	7%	66%	26%	93%	54%
Multilingual Learners	*	*	716	*	*	*	*	*	*	11%
Non-Multilingual Learners	*	773	751	0%	0%	7%	67%	26%	93%	55%
Students Experiencing Homelessness	*	*	727	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	743	*	*	*	*	*	*	44%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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

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

Mathematics Assessment - Performance By Test: Algebra II

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

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

Academic Achievement

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

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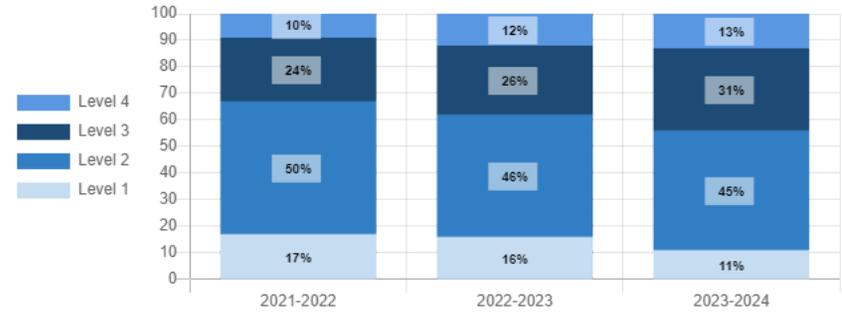
DLM Alternate Assessment - Participation

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

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

Academic Achievement

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	# Students with Overall Score Below 4.5	% Students with Overall Score Below 4.5	# Students with Overall Score of 4.5 or Above	% Students with Overall Score 4.5 or Above
0-2	47	*	>90%	*	<10%
3-4	27	24	88.9%	3	11.1%
5 or more	13	11	84.6%	2	15.4%

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.

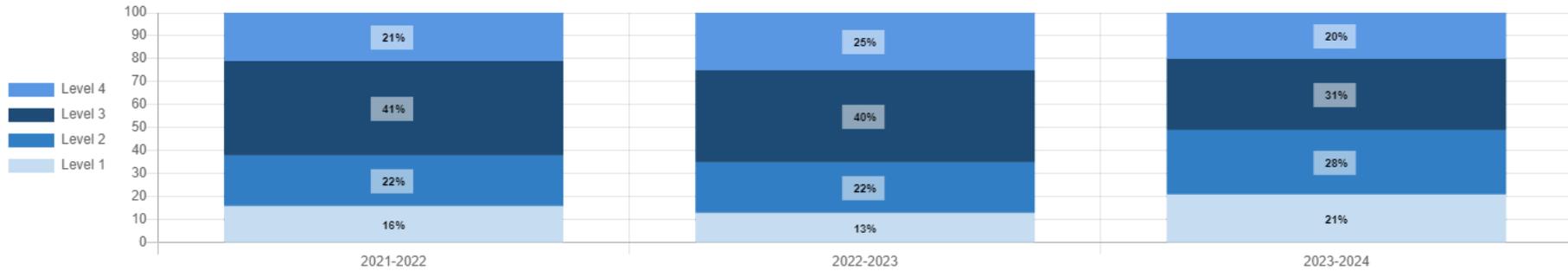| Student Group	Percent of English learners making expected growth to proficiency	Annual Target	Met Target?
Schoolwide/Multilingual Learners	36.5%	22.7%	Met Goal

† 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.

	Level 4	Level 3	Level 2	Level 1
2021-2022	18%	31%	32%	19%
2022-2023	15%	35%	33%	17%
2023-2024	21%	37%	30%	11%
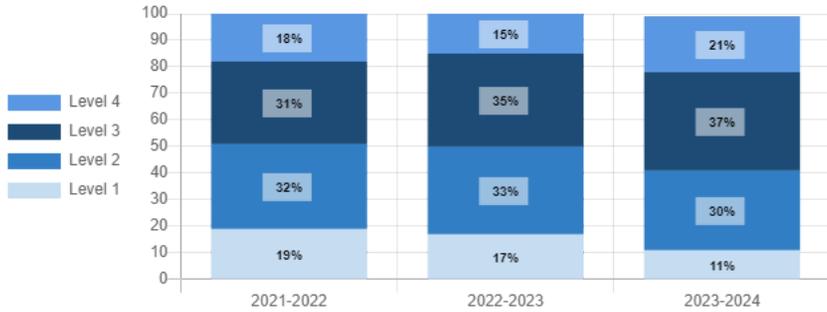
NJSLA Science Assessment: Grade 8 Summary

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

	Level 4	Level 3	Level 2	Level 1
2021-2022	10%	24%	50%	17%
2022-2023	12%	26%	46%	16%
2023-2024	13%	31%	45%	11%

Academic Achievement

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

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

NJSLA Science Assessment: Grade 11 Summary

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

Academic Achievement

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

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

NJSLA Science Assessment: Grade 5

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	11%	30%	37%	21%	35%	37%	21%	6%
White	11%	32%	36%	21%	22%	42%	28%	8%
Hispanic	31%	38%	31%	0%	51%	36%	12%	2%
Black or African American	26%	32%	37%	5%	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	7%	26%	40%	28%	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	0%	23%	45%	32%	27%	36%	27%	10%
Female	8%	32%	33%	26%	35%	39%	20%	6%
Male	14%	29%	41%	16%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	28%	45%	21%	7%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	10%	29%	39%	23%	24%	39%	28%	10%
Students with Disabilities	35%	35%	26%	3%	64%	27%	8%	2%
Students without Disabilities	4%	29%	40%	27%	30%	39%	24%	7%
Multilingual Learners	*	*	*	*	78%	20%	2%	0%
Non-Multilingual Learners	11%	31%	37%	21%	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%

NJ SCHOOL PERFORMANCE REPORT

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	11%	45%	31%	13%	36%	45%	14%	5%
White	10%	44%	34%	11%	23%	52%	19%	6%
Hispanic	15%	62%	23%	0%	51%	42%	6%	1%
Black or African American	31%	38%	23%	8%	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	8%	36%	32%	24%	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	8%	54%	19%	19%	27%	46%	19%	8%
Female	10%	46%	29%	15%	35%	47%	13%	4%
Male	12%	43%	34%	11%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	16%	71%	13%	0%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	11%	42%	33%	14%	26%	48%	19%	7%
Students with Disabilities	35%	51%	12%	2%	67%	29%	3%	1%
Students without Disabilities	6%	43%	36%	16%	30%	48%	16%	6%
Multilingual Learners	*	*	*	*	75%	24%	1%	0%
Non-Multilingual Learners	10%	45%	32%	13%	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	21%	28%	31%	20%	45%	27%	19%	9%
White	20%	30%	31%	19%	34%	30%	26%	11%
Hispanic	25%	40%	25%	10%	61%	25%	11%	3%
Black or African American	60%	30%	10%	0%	64%	24%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	3%	18%	35%	44%	17%	23%	33%	28%
American Indian or Alaska Native	*	*	*	*	54%	21%	19%	6%
Two or More Races	26%	19%	37%	19%	38%	26%	25%	11%
Female	17%	29%	30%	25%	43%	29%	20%	7%
Male	26%	27%	31%	15%	47%	24%	18%	10%
Non-binary/undesignated gender	*	*	*	*	26%	28%	30%	16%
Economically Disadvantaged Students	48%	32%	16%	3%	63%	24%	11%	2%
Non-Economically Disadvantaged Students	18%	28%	32%	22%	37%	28%	24%	12%
Students with Disabilities	46%	39%	12%	4%	77%	16%	5%	1%
Students without Disabilities	16%	26%	35%	24%	40%	28%	22%	10%
Multilingual Learners	*	*	*	*	88%	10%	1%	0%
Non-Multilingual Learners	20%	29%	31%	20%	42%	28%	21%	9%
Students Experiencing Homelessness	*	*	*	*	72%	19%	8%	1%
Students in Foster Care	*	*	*	*	76%	18%	5%	1%
Military-Connected Students	*	*	*	*	48%	29%	17%	7%
Migrant Students	*	*	*	*	*	*	*	*

Academic Achievement

Graduation Proficiency Assessment (NJGPA) Trends

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

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

ELA Graduation Ready Rate

Math Graduation Ready Rate
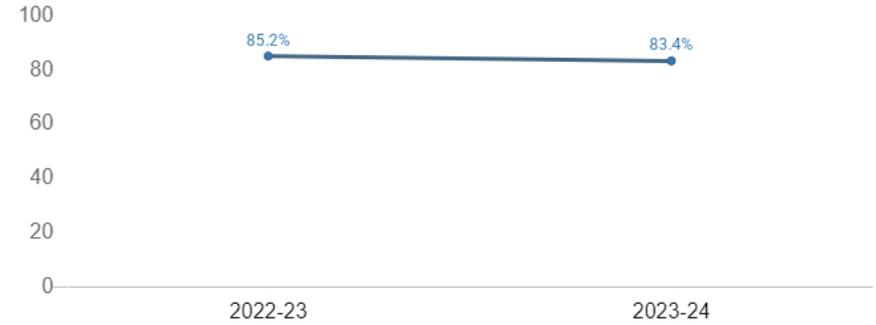
Performance Measure	2022-23 ELA	2023-24 ELA	2022-23 Math	2023-24 Math
Graduation Ready Rate	>90%	>90%	85.2%	83.4%
Statewide Graduation Ready Rate	80.5%	82.5%	55.0%	55.6%

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	314	>90%	82.5%	313	83.4%	55.6%
White	211	>90%	90%	211	87.2%	69.1%
Hispanic	23	87%	72.3%	23	65.2%	38%
Black or African American	*	89.5%	73.6%	*	36.8%	33.1%
Asian, Native Hawaiian, or Pacific Islander	34	>90%	>90%	34	>90%	87.9%
American Indian or Alaska Native	*	*	76.2%	*	*	43.8%
Two or More Races	27	>90%	87.5%	26	88.5%	62%
Female	*	>90%	86.9%	*	84.2%	56.6%
Male	*	>90%	78.3%	*	82.6%	54.7%
Non-binary/undesignated gender	*	*	87.7%	*	*	69.9%
Economically Disadvantaged Students	32	84.4%	71.7%	32	56.3%	36%
Non-Economically Disadvantaged Students	282	>90%	87.6%	281	86.5%	65.1%
Students with Disabilities	59	89.8%	53.6%	58	43.1%	18.2%
Students without Disabilities	255	>90%	87.4%	255	>90%	62%
Multilingual Learners	*	*	24.4%	*	*	12.5%
Non-Multilingual Learners	*	>90%	86.5%	*	85%	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	94.3%	80.7%
12th graders taking SAT in 2023-2024 or prior years	74.6%	62.7%
12th graders taking ACT in 2023-2024 or prior years	22.1%	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	531	459	Grade 10: 430 Grade 11: 460	78%	54%
PSAT 10/NMSQT - Math	531	454	Grade 10: 480 Grade 11: 510	62%	32%
SAT - Reading and Writing	608	530	480	90%	65%
SAT - Math	607	519	530	78%	46%
ACT - Reading	28	24	22	85%	63%
ACT - English	27	24	18	96%	76%
ACT - Math	26	23	22	78%	58%
ACT - Science	26	23	23	77%	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 58.8%
State 35.9%

Students taking one or more AP or IB exam

District 44.8%
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 39.5%
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 15.3%
State 26.9%

NJ SCHOOL PERFORMANCE REPORT

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	58.8%	15.3%	35.9%	26.9%
White	61.0%	17.2%	41.8%	33.0%
Hispanic	41.7%	2.1%	23.2%	20.9%
Black or African American	16.7%	8.3%	20.3%	17.4%
Asian, Native Hawaiian, or Pacific Islander	77.8%	15.3%	70.5%	32.5%
American Indian or Alaska Native	N	N	30.4%	28.6%
Two or More Races	58.1%	16.3%	41.0%	29.0%
Female	63.4%	16.6%	41.4%	30.2%
Male	54.5%	14.2%	30.6%	23.7%
Non-Binary/Undesignated Gender	*	*	42.9%	28.4%
Economically Disadvantaged Students	18.3%	3.3%	22.8%	20.2%
Students with Disabilities	15.6%	6.3%	4.8%	10.9%
Multilingual Learners	0.0%	0.0%	9.8%	8.8%
Students experiencing homelessness	*	*	12.6%	15.1%
Students in Foster Care	N	N	4.5%	10.6%
Military-Connected Students	*	*	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	8	0
AP 3-D Art and Design	1	1
AP Art History	23	17
AP Biology	40	27
AP Calculus AB	43	28
AP Calculus BC	18	16
AP Chemistry	34	26
AP Chinese Languages: Language and Culture	0	4
AP Computer Science A	32	19
AP Computer Science Principles	0	8
AP Drawing	0	7
AP English Language and Composition	72	72
AP English Literature and Composition	131	54
AP Environmental Science	81	38
AP European History	36	13
AP French Language and Culture	6	2
AP Macroeconomics	52	37
AP Microeconomics	54	26
AP Music Theory	13	13
AP Physics 1	105	73
AP Physics 2	15	5
AP Physics C: Electricity and Magnetism	17	8

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 Physics C: Mechanics	30	21
AP Psychology	128	103
AP Spanish Language and Culture	9	7
AP Statistics	46	32
AP U.S. Government and Politics	105	94
AP U.S. History	116	104
Total Exams taken		855
Exams with scores of at least 3 on AP exams or 4 on IB exams		743

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
Korean	*	*
Portuguese	*	*
Spanish	*	*
Tagalog	*	*
Turkish	*	*
Total Seals Earned	14	
Total Unique Students Earning Seals	12	3.6%
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	0.0%
State	7.6%

CTE Concentrators

(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

District	0.0%
State	10.4%

College and Career Readiness

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

Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	District: % CTE Participants	District: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Districtwide	0.0%	0.0%	7.6%	10.4%
White	0.0%	0.0%	6.1%	10.0%
Hispanic	0.0%	0.0%	9.3%	10.8%
Black or African American	0.0%	0.0%	9.5%	10.7%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.5%	10.5%
American Indian or Alaska Native	*	*	8.3%	8.8%
Two or More Races	0.0%	0.0%	7.5%	10.1%
Female	0.0%	0.0%	7.5%	10.9%
Male	0.0%	0.0%	7.7%	9.9%
Non-Binary/Undesignated Gender	*	*	8.9%	15.2%
Economically Disadvantaged Students	0.0%	0.0%	9.8%	10.7%
Students with Disabilities	0.0%	0.0%	6.0%	7.9%
Multilingual Learners	0.0%	0.0%	8.0%	3.5%
Students experiencing homelessness	*	*	7.7%	6.2%
Students in Foster Care	*	*	5.9%	6.7%
Military-Connected Students	*	*	12.6%	15.8%
Migrant Students	*	*	2.3%	0.0%

College and Career Readiness

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

Work-Based Learning Participation by Career Cluster

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

Career Cluster	Number of Students Participating in Work-Based Learning	Percentage of Students Participating in Work-Based Learning
Total	N	N

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
Total	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

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	325
7	8	0	0	0	0	0	300
8	129	8	0	0	0	0	186
9	179	122	10	0	0	0	2
10	3	164	131	13	3	2	9
11	2	11	168	123	13	3	15
12	0	2	10	66	114	41	122
Total	321	307	319	202	130	46	959
Enrolled in AP/IB Course					61	46	0
Enrolled in Dual Enrollment Course	0	0	0	0	14	10	1

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.

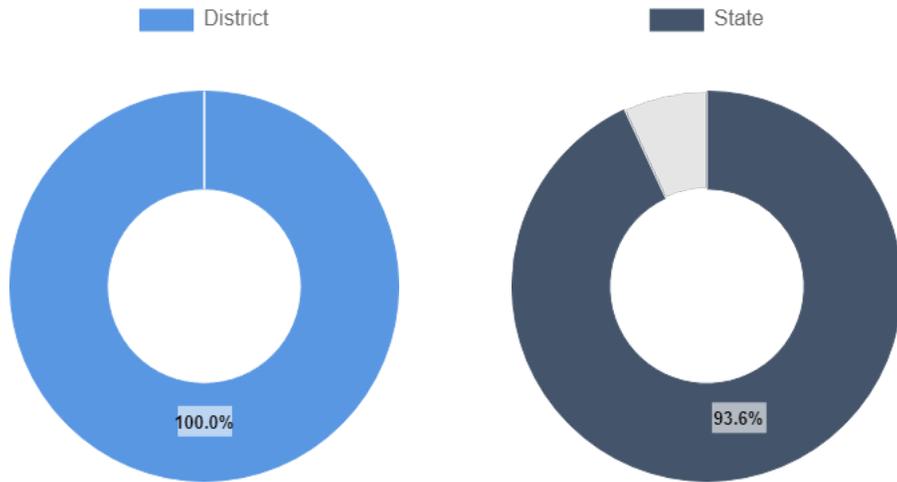| Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	301	0	0	3	4	2
10	10	278	0	6	4	10
11	18	34	0	95	129	59
12	22	7	0	84	96	123
Total	351	319	0	188	233	194
Enrolled in AP/IB Course	40	34		81	166	0
Enrolled in Dual Enrollment Course	9	7	0	13	30	0

College and Career Readiness

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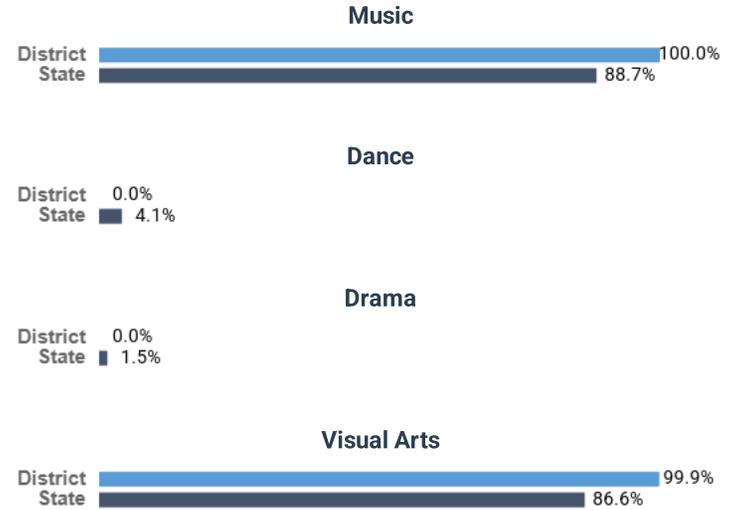
Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	304	3	0	0	0	2
10	4	287	7	0	0	8
11	5	222	50	1	7	101
12	1	15	72	203	60	47
Total	314	527	129	204	67	158
Enrolled in AP/IB Course	0	116	106	128		140
Enrolled in Dual Enrollment Course	0	43	23	28	0	24

World Languages - Course Participation

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

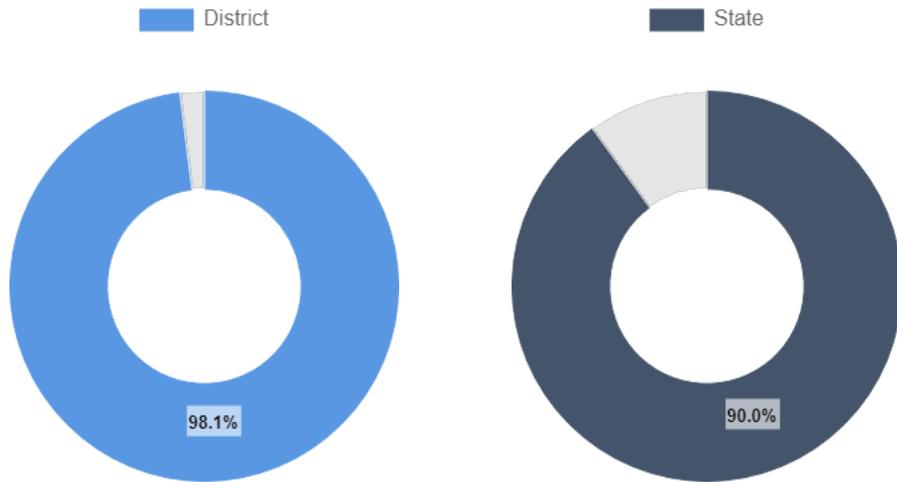| Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	324	0	0	0	0	0	0
7	127	57	0	54	0	0	0
8	166	46	0	37	0	0	0
9	222	30	0	27	1	0	2
10	219	37	0	16	0	1	21
11	181	24	0	28	0	0	15
12	30	8	0	2	0	0	14
Total	1,269	202	0	164	1	1	52
Enrolled in AP/IB Course	9	6	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	280	62	0	44	0	0	1

NJ SCHOOL PERFORMANCE REPORT

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.
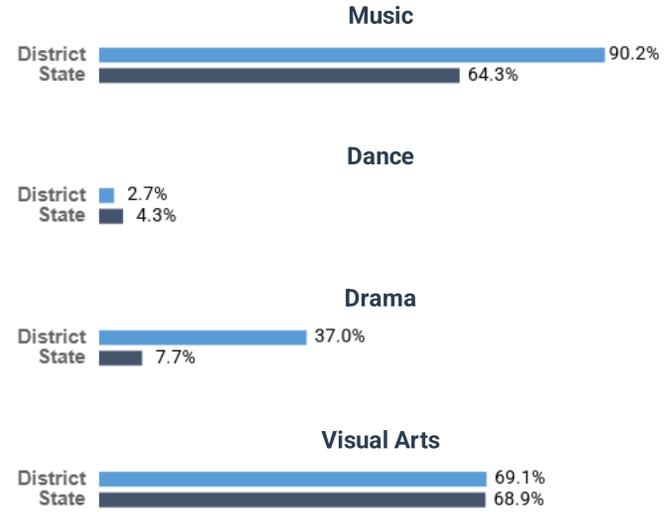
Computer Science – Course Participation

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.

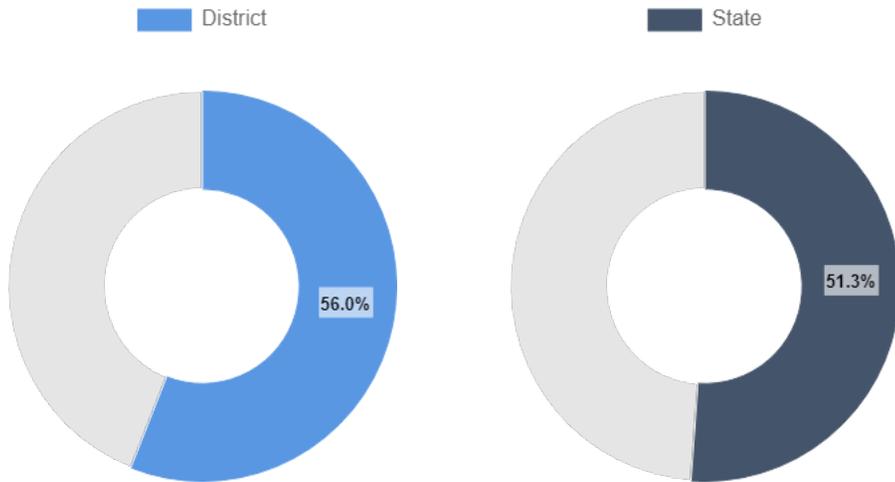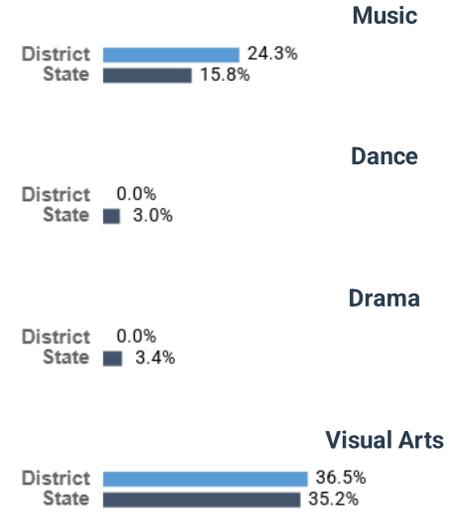| Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
KG	N	N	N	N	N	N	N
1	N	N	N	N	N	N	N
2	N	N	N	N	N	N	N
3	N	N	N	N	N	N	N
4	N	N	N	N	N	N	N
5	N	N	N	N	N	N	N
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
9	17	0	0	0	0	0	0
10	24	0	0	0	0	0	0
11	17	0	0	0	0	0	0
12	16	0	0	0	0	0	0
Total	74	0	0	0	0	0	0
Enrolled in AP/IB Course	32	0		0			0
Enrolled in Dual Enrollment Course	15	0	0	0	0	0	0

College and Career Readiness

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

Visual and Performing Arts – Course Participation

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

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

- District
- State

District: 100.0%
State: 93.6%

Students enrolled in one or more classes by discipline:

Music
- District: 100.0%
- State: 88.7%

Dance
- District: 0.0%
- State: 4.1%

Drama
- District: 0.0%
- State: 1.5%

Visual Arts
- District: 99.9%
- 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: 98.1%

State: 90.0%

Students enrolled in one or more classes by discipline:

Music
District 90.2%
State 64.3%

Dance
District 2.7%
State 4.3%

Drama
District 37.0%
State 7.7%

Visual Arts
District 69.1%
State 68.9%

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

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 State

56.0%   51.3%

Students enrolled in one or more classes by discipline:

Music
District 24.3%
State 15.8%

Dance
District 0.0%
State 3.0%

Drama
District 0.0%
State 3.4%

Visual Arts
District 36.5%
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   1.7%
State   4.6%

Graduation/ Postsecondary

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

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

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

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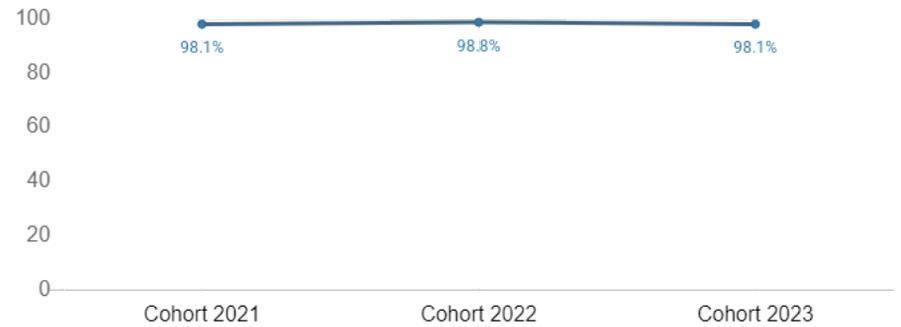
Graduation Rate Trends and Progress

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

4-Year Graduation Rate Trends
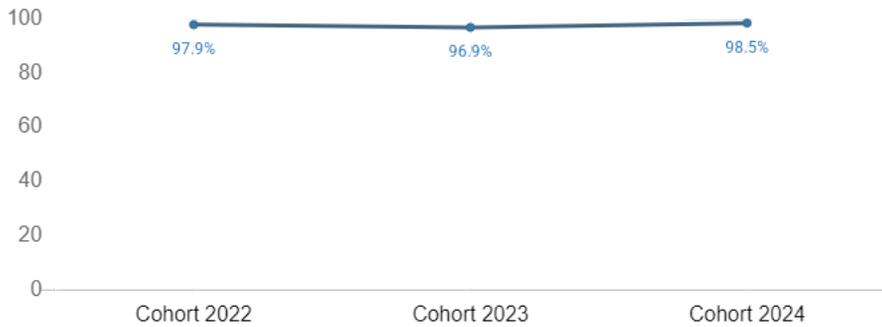
5-Year Graduation Rate Trends

Performance Measure	Cohort 2022 4-Year Rate	Cohort 2023 4-Year Rate	Cohort 2024 4-Year Rate	Cohort 2021 5-Year Rate	Cohort 2022 5-Year Rate	Cohort 2023 5-Year Rate
Graduation Rate	97.9%	96.9%	98.5%	98.1%	98.8%	98.1%
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	98.5%	1.5%	0.0%	91.3%	3.8%	4.9%
White	99.1%	0.9%	0.0%	95.0%	2.6%	2.5%
Hispanic	96.0%	4.0%	0.0%	86.9%	4.9%	8.3%
Black or African American	94.1%	5.9%	0.0%	86.5%	6.0%	7.5%
Asian, Native Hawaiian, or Pacific Islander	97.3%	2.7%	0.0%	96.7%	2.3%	1.0%
American Indian or Alaska Native	N	N	N	91.7%	3.8%	4.5%
Two or More Races	100.0%	0.0%	0.0%	92.3%	3.5%	4.3%
Female	98.8%	1.3%	0.0%	93.1%	2.8%	4.1%
Male	98.2%	1.8%	0.0%	89.5%	4.7%	5.7%
Non-Binary/Undesignated Gender	N	N	N	86.7%	3.3%	10.0%
Economically Disadvantaged Students	97.8%	2.2%	0.0%	87.1%	5.3%	7.7%
Students with Disabilities	95.2%	4.8%	0.0%	80.7%	12.5%	6.8%
Multilingual Learners	*	*	*	78.9%	7.5%	13.6%
Students experiencing homelessness	N	N	N	74.5%	11.2%	14.3%
Students in Foster Care	*	*	*	61.6%	13.1%	25.3%
Military-Connected Students	*	*	*	94.5%	2.3%	3.1%
Migrant Students	N	N	N	88.2%	3.9%	7.9%

Graduation/ Postsecondary

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

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

To be included as a graduate in the federal version of the graduation rate, students must have 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	98.1%	1.2%	0.6%	92.6%	1.7%	5.6%
White	98.5%	1.0%	0.5%	95.9%	1.5%	2.6%
Hispanic	96.0%	4.0%	0.0%	88.2%	1.9%	9.9%
Black or African American	93.5%	3.2%	3.2%	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	N	N	N	92.5%	0.0%	7.5%
Two or More Races	100.0%	0.0%	0.0%	94.7%	1.0%	4.3%
Female	99.4%	0.6%	0.0%	94.4%	1.2%	4.4%
Male	97.0%	1.8%	1.2%	91.0%	2.2%	6.8%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	96.2%	3.8%	0.0%	88.8%	2.0%	9.2%
Students with Disabilities	91.5%	6.8%	1.7%	84.1%	8.2%	7.7%
Multilingual Learners	*	*	*	78.0%	2.0%	20.0%
Students experiencing homelessness	*	*	*	78.0%	3.9%	18.1%
Students in Foster Care	N	N	N	67.0%	7.5%	25.5%
Military-Connected Students	*	*	*	96.0%	0.8%	3.1%
Migrant Students	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	98.8%	0.6%	0.6%	99.4%	93.2%	1.0%	5.8%	94.2%
White	98.7%	0.8%	0.4%	99.6%	96.4%	0.9%	2.7%	97.3%
Hispanic	94.4%	0.0%	5.6%	94.4%	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	N	N	N	N	93.6%	0.8%	5.6%	94.4%
Two or More Races	100.0%	0.0%	0.0%	100.0%	92.9%	1.3%	5.9%	94.1%
Female	99.4%	0.6%	0.0%	100.0%	95.0%	0.6%	4.4%	95.6%
Male	98.2%	0.6%	1.2%	98.8%	91.5%	1.4%	7.1%	92.9%
Non-Binary/Undesignated Gender	N	N	N	N	*	*	*	*
Economically Disadvantaged Students	97.6%	0.0%	2.4%	97.6%	88.8%	1.1%	10.2%	89.8%
Students with Disabilities	97.5%	2.5%	0.0%	100.0%	86.6%	5.4%	8.0%	92.0%
Multilingual Learners	*	*	*	*	77.6%	0.6%	21.9%	78.1%
Students experiencing homelessness	*	*	*	*	76.2%	1.4%	22.4%	77.6%
Students in Foster Care	N	N	N	N	64.1%	3.5%	32.4%	67.6%
Military-Connected Students	*	*	*	*	92.9%	1.7%	5.4%	94.6%
Migrant Students	N	N	N	N	67.1%	2.4%	30.5%	69.5%

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2020-2021 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students with disabilities who did not meet some or all graduation requirements because of a 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	98.2%	98.1%	98.8%	87.7%	91.8%	87.0%
White	99.1%	98.5%	98.7%	91.5%	95.0%	90.0%
Hispanic	96.0%	96.0%	94.4%	83.3%	87.4%	82.1%
Black or African American	88.2%	93.5%	100.0%	80.9%	87.6%	80.8%
Asian, Native Hawaiian, or Pacific Islander	97.3%	100.0%	100.0%	96.1%	97.3%	96.6%
American Indian or Alaska Native	N	N	N	84.1%	92.5%	86.4%
Two or More Races	100.0%	100.0%	100.0%	89.0%	93.0%	86.2%
Female	98.8%	99.4%	99.4%	90.5%	93.7%	90.6%
Male	97.6%	97.0%	98.2%	85.2%	90.0%	83.7%
Non-Binary/Undesignated Gender	N	N	N	83.3%	*	*
Economically Disadvantaged Students	95.7%	96.2%	97.6%	82.6%	87.8%	81.4%
Students with Disabilities	93.7%	91.5%	97.5%	60.2%	79.2%	51.8%
Multilingual Learners	*	*	*	77.6%	77.6%	75.7%
Students experiencing homelessness	N	*	*	67.0%	76.2%	64.6%
Students in Foster Care	*	N	N	50.4%	61.9%	47.1%
Military-Connected Students	*	*	*	91.4%	94.9%	88.4%
Migrant Students	N	N	N	85.5%	64.3%	64.6%

Graduation/ Postsecondary

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

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

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

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	96.9%	95.0%	Met Goal	98.8%	N	Met Goal
White	97.6%	95.0%	Met Goal	98.7%	N	Met Goal
Hispanic	92.0%	N	N	94.4%	**	**
Black or African American	90.3%	95.0%	Not Met	100.0%	N	Met Goal
Asian, Native Hawaiian, or Pacific Islander	100.0%	95.0%	Met Goal	100.0%	N	Met Goal
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	100.0%	95.0%	Met Goal	100.0%	N	Met Goal
Economically Disadvantaged Students	92.3%	95.0%	Not Met	97.6%	N	Met Goal
Students with Disabilities	89.8%	94.9%	Not Met	97.5%	N	Met Goal
Multilingual Learners	*	**	**	*	**	**

Graduation/ Postsecondary

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

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

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

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

Graduation Pathways

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

Graduation Pathway	% of Graduates Meeting ELA Requirements by Pathway	% of Graduates Meeting Math Requirements by Pathway
Statewide Assessment	95.3%	84.7%
Substitute Competency Test	2.2%	9.7%
Portfolio Appeals Process	1.3%	4.4%
Alternate Requirements Specified in IEP	0.3%	0.3%
Unknown/Other	0.9%	0.9%

Dropout Rate Trends

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

School Year	District Rate	State Rate
2023-2024	0.0%	1.0%
2022-2023	0.2%	1.2%
2021-2022	0.0%	1.2%

Graduation/ Postsecondary

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

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

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

Apprenticeship

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

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

Moorestown Township Public School District

(05-3360)

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

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").
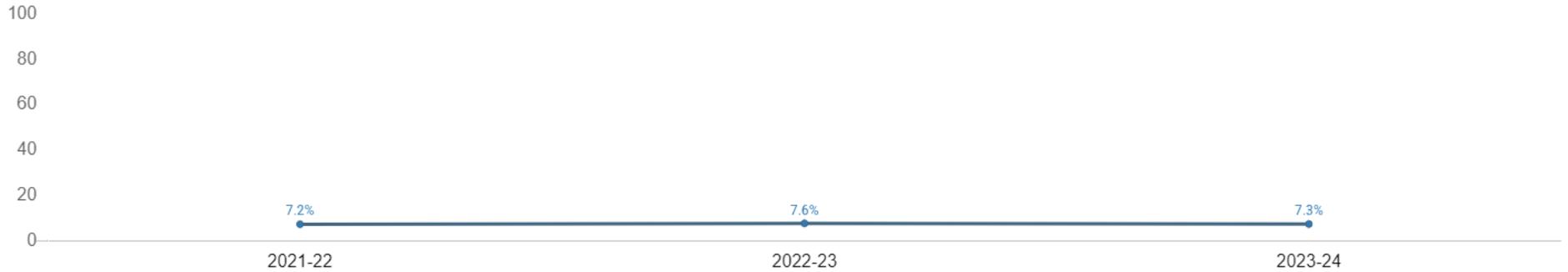
Performance Measure	2021-22	2022-23	2023-24
Chronic Absenteeism Rate	7.2%	7.6%	7.3%
ESSA Target (State Average for Grades Served)	18.1%	16.6%	14.9%
Met ESSA Target	Met	Met	Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Climate and Environment

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

Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year.The ESSA Target: State Average for Grades Served column is the target used for ESSA accountability purposes. It reflects the statewide average for students in the grades offered by the district. Each student group has the same target based on all students, so the same ESSA Target will appear for all student groups. The last column shows whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").
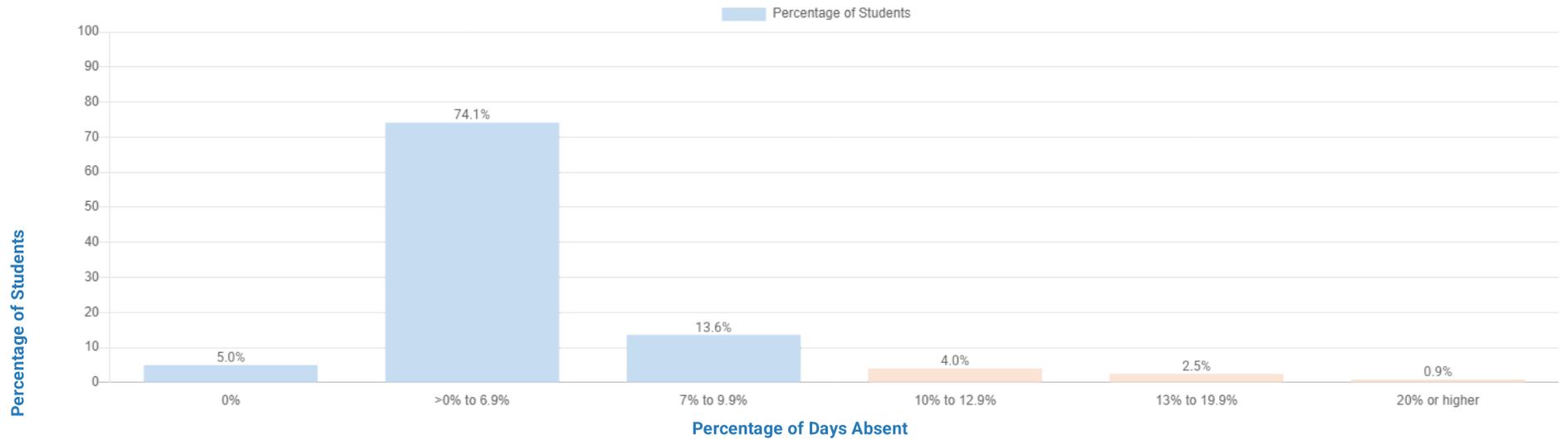
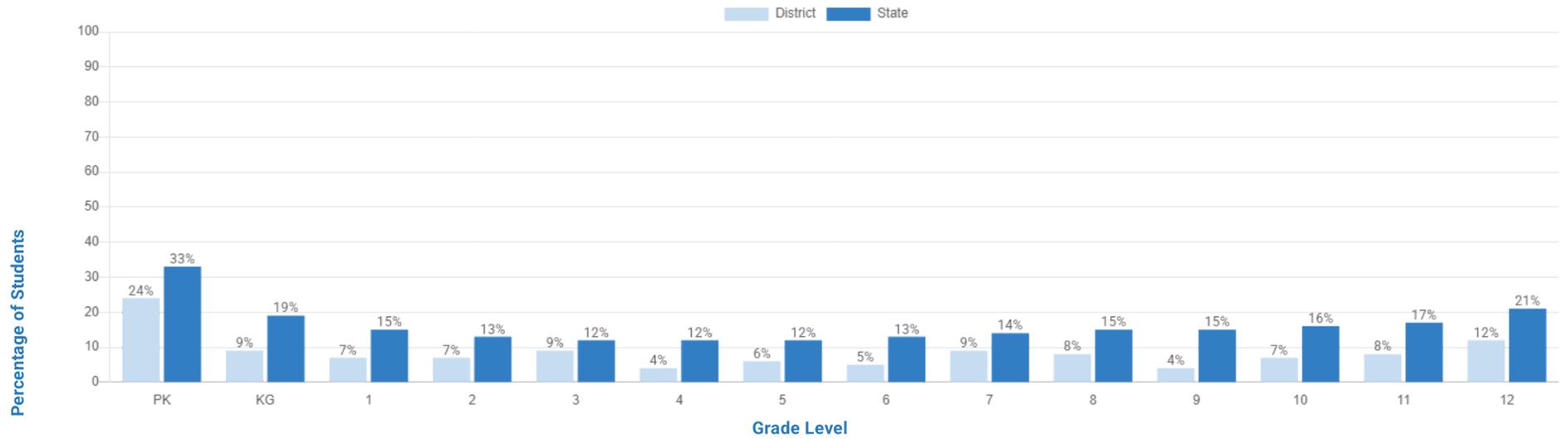| Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	279	7.3%	14.9%	Met
White	160	6.4%	14.9%	Met
Hispanic	39	12.7%	14.9%	Met
Black or African American	*	16.8%	14.9%	Not Met
Asian, Native Hawaiian, or Pacific Islander	23	4.2%	14.9%	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	24	8.4%	14.9%	Met
Female	*	7.4%		
Male	*	7.2%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	68	19.9%	14.9%	Not Met
Students with Disabilities	110	13.5%	14.9%	Met
Multilingual Learners	16	17.2%	14.9%	Not Met
Students Experiencing Homelessness	*	*		
Students in Foster Care	*	*		
Military-Connected Students	9	19.1%		
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%	5.0%
>0% to 6.9%	74.1%
7% to 9.9%	13.6%
10% to 12.9%	4.0%
13% to 19.9%	2.5%
20% or higher	0.9%

Climate and Environment

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

Chronic Absenteeism by Grade

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

NJ SCHOOL PERFORMANCE REPORT

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	20
Weapons	4
Vandalism	4
Substances	14
Harassment, Intimidation, Bullying (HIB)	12
Total Unique Incidents	54
Incidents Per 100 Students Enrolled	1.38

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	4
Weapons	2
Vandalism	2
Substances	9
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1

Climate and Environment

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

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	1	2	3
Religion	0	0	0
Ancestry	1	0	1
Gender	1	3	4
Sexual Orientation	2	8	10
Disability	1	2	3
Other	0	1	1
No Identified Nature	19		19

Climate and Environment

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

Student Disciplinary Removals: By Student Group

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

Student Group	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
White	33	1%	26	1%	50	2%	<5	<5.00%	0	0%
Hispanic	10	3%	9	3%	15	4%	<5	<5.00%	0	0%
Black or African American	14	6%	13	6%	23	11%	<5	<5.00%	0	0%
Asian	6	1%	5	1%	11	2%	<5	<5.00%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
Two or more races	5	2%	4	1%	9	3%	<5	<5.00%	0	0%
Female	*	1%	*	1%	*	1%	*	<5.00%	*	0%
Male	*	3%	*	2%	*	4%	*	<5.00%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	29	7%	24	6%	43	10%	<5	<5.00%	0	0%
Students with disabilities	37	4%	29	3%	57	7%	<5	<5.00%	0	0%

NJ SCHOOL PERFORMANCE REPORT

Climate and Environment

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

Student Disciplinary Removals: By Grade Level

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

Grade	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Districtwide	68	2%	58	1%	109	3%	1	0%	0	0%
PK	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
KG	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
1	0	0%	1	0%	1	0%	<5	<5.00%	0	0%
2	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
3	0	0%	3	1%	3	1%	<5	<5.00%	0	0%
4	1	0%	2	1%	3	1%	<5	<5.00%	0	0%
5	3	1%	5	2%	7	2%	<5	<5.00%	0	0%
6	21	6%	5	2%	25	8%	<5	<5.00%	0	0%
7	3	1%	5	2%	8	3%	<5	<5.00%	0	0%
8	10	3%	6	2%	14	4%	<5	<5.00%	0	0%
9	9	3%	9	3%	15	5%	<5	<5.00%	0	0%
10	4	1%	7	2%	7	2%	<5	<5.00%	0	0%
11	11	3%	6	2%	13	4%	<5	<5.00%	0	0%
12	6	2%	8	2%	12	4%	<5	<5.00%	0	0%

Moorestown Township Public School District

(05-3360)

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

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	17	0%	4	0%	2	0%	9	0%	2	0%	0	0%	1	0%
White	10	0%	<5	<5.00%	<5	<5.00%	8	0%	<5	<5.00%	0	0%	<5	<5.00%
Hispanic	1	0%	<5	<5.00%	<5	<5.00%	1	0%	<5	<5.00%	0	0%	<5	<5.00%
Black or African American	4	2%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
Asian	1	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	1	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
Female	*	0%	*	<5.00%	*	<5.00%	*	0%	*	<5.00%	*	0%	*	<5.00%
Male	*	1%	*	<5.00%	*	<5.00%	*	0%	*	<5.00%	*	0%	*	<5.00%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	5	1%	<5	<5.00%	<5	<5.00%	1	0%	<5	<5.00%	0	0%	<5	<5.00%
Students with disabilities	5	1%	<5	<5.00%	<5	<5.00%	2	0%	<5	<5.00%	0	0%	<5	<5.00%

NJ SCHOOL PERFORMANCE REPORT

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	17	0%	4	0%	2	0%	9	0%	2	0%	0	0%	1	0%
PK	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
KG	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
1	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
2	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
3	1	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
4	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
5	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
6	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
7	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
8	1	0%	<5	<5.00%	<5	<5.00%	1	0%	<5	<5.00%	0	0%	<5	<5.00%
9	3	1%	<5	<5.00%	<5	<5.00%	1	0%	<5	<5.00%	0	0%	<5	<5.00%
10	2	1%	<5	<5.00%	<5	<5.00%	1	0%	<5	<5.00%	0	0%	<5	<5.00%
11	2	1%	<5	<5.00%	<5	<5.00%	1	0%	<5	<5.00%	0	0%	<5	<5.00%
12	8	2%	<5	<5.00%	<5	<5.00%	5	2%	<5	<5.00%	0	0%	<5	<5.00%

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

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

Student Group	# of Students Arrested	% of Students Arrested	# of students involved in at least one violent incident that led to arrest	% of students involved in a violent incident that led to arrest	# of students involved in at least one vandalism incident that led to arrest	% of students involved in a vandalism incident that led to arrest	# of students involved in at least one substance related incident that led to arrest	% of students involved in a substance related incident that led to arrest	# of students involved in at least one weapons related incident that led to arrest	% of students involved in a weapons related incident that led to arrest	# of students involved in at least one HIB incident that led to arrest	% of students involved in an HIB incident that led to arrest	# of students involved in at least one other type of incident that led to arrest	% of students involved in an other type of incident that led to arrest
Districtwide	1	0%	0	0%	1	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	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
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	1	0%	0	0%	1	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
221

Moorestown Township Public School District

(05-3360)

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

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.

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, 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	350	119,239
Average years experience in public schools	14.5	12.6
Average years experience in district	12.6	11.3
Number of Teachers with 4 or more years experience in the district	283	87,243
Percentage of Teachers with 4 or more years experience in the district	80.9%	73.6%
Number of out-of-field teachers	5	2,931
Percentage of out-of-field teachers	1.4%	2.5%
Number of Teachers with Provisional Credentials	24	9,065
Percentage of Teachers with Provisional Credentials	6.9%	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	26	10,170
Average years experience in public schools	19.8	16.2
Average years experience in district	11.5	12.5
Number of Administrators with 4 or more years experience in the district	22	7,734
Percentage of Administrators with 4 or more years experience in the district	84.6%	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	350	119,239
Administrators	26	10,170
Librarians/Media Specialists	6	1,160
Nurses	7	3,025
School Counselors	15	4,673
Child Study Team Members	22	9,654
School Psychologists	7	2,185
School Social Workers	3	2,750
Student Assistance Coordinators	N	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
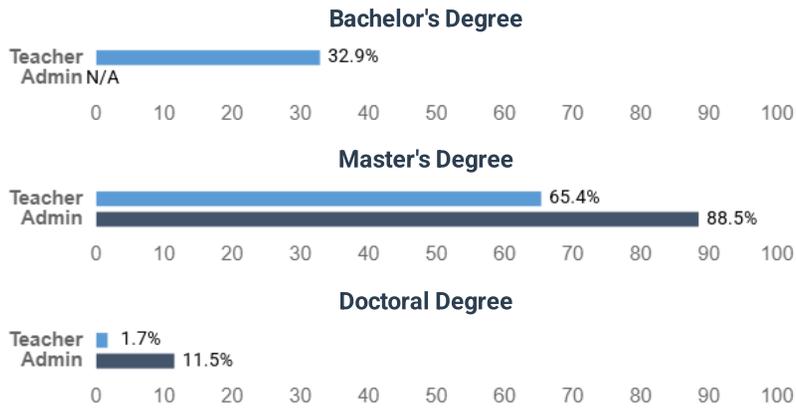
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. 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	11:1
Students to Administrators	151:1
Teachers to Administrators	13:1
Students to Librarians/Media Specialists †	653:1
Students to Nurses †	560:1
Students to Counselors †	261:1
Students to Child Study Team Members †,††	38:1
Students to School Psychologists †	560:1
Students to School Social Workers †	1306:1
Students to Student Assistance Coordinators †	N
Students to School Safety Specialists †	3917:1

† 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%	75.0%	40-60%	48.0%	77.0%	57.0%
Male	52.0%	25.0%	40-60%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤20%	≤1%	≤1%	≤1%
White	64.8%	93.7%	73.1%	38.2%	81.8%	74.5%
Hispanic	8.4%	0.9%	11.5%	34.0%	8.6%	8.6%
Black or African American	5.1%	3.7%	7.7%	14.2%	6.4%	14.4%
Asian	14.2%	1.1%	3.8%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.0%	0.0%	3.8%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.1%	0.6%	0.0%	0.2%	0.4%	0.5%
Two or More Races	7.4%	0.0%	0.0%	3.1%	0.3%	0.4%

NJ SCHOOL PERFORMANCE REPORT

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: 32.9%

Admin: N/A

Master's Degree

Teacher: 65.4%

Admin: 88.5%

Doctoral Degree

Teacher: 1.7%

Admin: 11.5%

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	90.0%	89.5%
2022-23 Administrators: Same district 2023-24	84.6%	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)	135	90-95%	5-10%	≤5%	95.6%	0.0%	3.0%	0.7%	0.7%	0.0%	0.0%	83.7%	34.8%	64.4%	0.7%
English/Language Arts/Literacy	24	>80%	≤20%	≤20%	91.7%	0.0%	8.3%	0.0%	0.0%	0.0%	0.0%	79.2%	29.2%	70.8%	0.0%
English to Speakers of Other Languages	3	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	33.3%	0.0%	100.0%	0.0%
Mathematics	21	60-80%	20-40%	≤20%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	95.2%	9.5%	85.7%	4.8%
Science	21	40-60%	40-60%	≤20%	95.2%	0.0%	4.8%	0.0%	0.0%	0.0%	0.0%	90.5%	19.0%	76.2%	4.8%
Social Studies/History	21	20-40%	60-80%	≤20%	95.2%	0.0%	4.8%	0.0%	0.0%	0.0%	0.0%	95.2%	33.3%	57.1%	9.5%
World Language	16	60-80%	20-40%	≤20%	87.5%	12.5%	0.0%	0.0%	0.0%	0.0%	0.0%	75.0%	25.0%	68.8%	6.3%
Visual and Performing Arts	27	60-80%	20-40%	≤20%	92.6%	0.0%	0.0%	3.7%	3.7%	0.0%	0.0%	74.1%	55.6%	44.4%	0.0%
Health/Physical Education	19	40-60%	40-60%	≤20%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	89.5%	31.6%	68.4%	0.0%
Family & Consumer Sciences	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	4	*	*	*	50.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	100.0%	25.0%	75.0%	0.0%
Computer Science/IT	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Industrial Arts	5	*	*	*	80.0%	0.0%	20.0%	0.0%	0.0%	0.0%	0.0%	40.0%	60.0%	40.0%	0.0%
Career and Technical Education	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Special Education	86	80-85%	15-20%	≤5%	90.7%	1.2%	4.7%	2.3%	1.2%	0.0%	0.0%	76.7%	29.1%	70.9%	0.0%
Bilingual	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N

Accountability

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

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

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

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

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

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

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

Accountability

Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

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

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

Accountability

ESSA Accountability Progress

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

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

ESSA Acountability Indicator	2021-22	2022-23	2023-24
ELA Proficiency	67.2%	72.7%	70.9%
Math Proficiency	65.6%	69.4%	69.0%
ELA Growth†	39	55	43
Math Growth†	63	56	55
4-Year Graduation Rate (Prior Year)††	96.9%	97.9%	96.9%
5-Year Graduation Rate (Prior Year)††	98.0%	97.5%	98.8%
Progress toward English Language Proficiency	32.4%	47.3%	36.5%
Chronic Absenteeism	7.2%	7.6%	7.3%

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

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

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 Goal	Met Goal	Met Goal	Met
White	Not Met	Not Met	Met Standard	Met Standard	Met Goal	Met Goal		Met
Hispanic	Met Target†	Met Target†	Met Standard	Met Standard	N	**		Met
Black or African American	Not Met	Met Target	Met Standard	Met Standard	Not Met	Met Goal		Not Met
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	Met Standard	Met Standard	Met Goal	Met Goal		Met
American Indian or Alaska Native	**	**	**	**	**	**		**
Two or More Races	Met Target†	Met Target†	Met Standard	Met Standard	Met Goal	Met Goal		Met
Economically Disadvantaged Students	Met Target†	Not Met	Met Standard	Not Met	Not Met	Met Goal		Not Met
Students with Disabilities	Met Target†	Met Target	Not Met	Met Standard	Not Met	Met Goal		Met
Multilingual Learners	Not Met	Met Target†	Met Standard	Exceeds 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.

Mission, Vision, Theme:

MTPS Mission Statement : The Moorestown Township Public Schools, in collaboration with the community, provides opportunities and experiences based on academic, emotional, and social foundations to develop life-ready learners who contribute to and embrace an ever-changing and diverse society. MTPS Vision Statement: Moorestown Township Public School students will be ethical, curious, innovative, and productive citizens who have the resiliency and the courage to be difference makers who shape their futures, build diverse relationships and perspectives, and lead fulfilling lives.

Awards, Recognition, Accomplishments:

Our students excel in academics, athletics and in participating in community service. WAMS and MHS were recognized as a Bronze Medalist as a Future Ready School.

Courses, Curriculum, Instruction:

MTPS believes that our curriculum is supporting and developing "World Class Learners." We are dedicated and committed to providing a learning experience that allows every student full access to a comprehensive and balanced curriculum. All children are encouraged to succeed, gaining self-esteem and confidence to become independent learners who will develop a life-long love of learning and the ability and willingness to engage in critical thinking and rational debate. Learning experiences will allow for the development of diverse skills necessary to succeed in a global and technologically-connected community, particularly with skills of creativity and innovation. English/ Language Arts, Mathematics, Science, Technology skills and a World Language is balanced with opportunities to learn about the humanities, physical development altruism, and the fine and performing arts.

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.

Clubs and Activities:

MTPS offers numerous and varied opportunities for students to excel in all areas of endeavor. Through comprehensive academic and athletic programs, as well as in the arts, the district is committed to the notion that all students can excel. Moorestown has been a powerhouse in most sports, boasting numerous state championships, including tennis, field hockey, lacrosse, and football. In addition to its athletic success, the district has also been distinguished by its exceptional performing arts program. District vocal and instrumental ensembles continue to perform regular garner accolades throughout the region. Major theatrical productions include a dramatic presentation in the fall and a musical in the spring. Moorestown students are always well represented in state competition, by virtue of their artistic expertise, and creative talents.

Before and After School Programs:

MTPS offers an Extended Day Care Program for our students in grades K-6. More information about this program can be found on our website at: http://www.mtps.com/for_parent/extended_day_care_program

Staff and Professional Learning:

We believe it is imperative to expand our knowledge & skills necessary to implement the best educational practices. The strengthening of our practices is by way of professional development based on district goals: Culture of innovation to facilitate authentic growth & development of engaged, learners; Targeted instruction & interventions tailored to learners' needs; Promote self-awareness, responsibility & mindfulness to provide the foundation for competent local and global citizenship.

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.

Parent and Community Involvement:

Partnership is exemplified by the vibrant support afforded the schools by the Moorestown community. In particular, the district is exceptionally served by an active Home & School organization, which provides a plethora of fundraising opportunities. Additionally, the district's work is enhanced by a variety of organizations dedicated to the students of the district. These organizations include Moore Arts, PACE (Gifted and Talented Committee), SpEAC (Special Education Advisory Committee), and the Moorestown Educational Foundation. The school community partnership is exemplified by Moorestown students' long-standing commitment to community service.Our parents can access their child's records through our Genesis Parent Portal: https://parents.mtps.com

Facilities:

The Moorestown Township Public Schools are located in a charming, tree-lined suburb less than 20 minutes from Philadelphia. Inspired by its Quaker tradition, the town continues to be a beacon of civility and prides itself on its small town intimacy. The district consists of six schools, three K-3 elementary schools, one upper elementary school serving students in 4 through 6 grades, one middle school housing 7th and 8th grade students and one state of the art high school with grades 9-12. MTPS strives to provide high quality, challenging programs for its 3,900 students at a reasonable cost.

School Safety:

The Moorestown Township Public Schools and its staff work diligently to maintain a safe school environment. The schools have implemented comprehensive safety plans including: security vestibules, safety entry systems, identification badges, closed circuit video systems, an app for enhanced communications, in addition to a variety of existing protocols. We are also pleased to announce receipt of a Burlington County Board of Chosen Freeholder's Grant recently received that will further enhance the Moorestown Township High School.

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.

Technology and STEM:

Use of technology plays a key role in achieving academic and administrative goals throughout the district. Classrooms are outfitted with standardized technology resources per grade level such as LCD projectors, document cameras, and interactive whiteboards. Students in grades 2-12 have access to 1-to-1 laptops or Chromebooks, and other grade levels have access to shared laptop, Chromebook, and/or iPad carts as well as desktop computer labs. The use of technology is infused into our curriculum allowing for our students interact with peers both in and outside of their classroom.

Attendance:

Several actions were taken to help students and staff through the pandemic. All students were offered a computerized device to take home if they didn't have one at home and were not part of a grade already covered by our existing 1-to-1 device take-home program. MTPS also acquired Verizon "hotspot" devices to loan to students who did not have Internet access at home. Staff were also offered a device to take home if they didn't have one they could use, or were not already provided a laptop by the district. During the pandemic, remote and hybrid learning continued through the use of Zoom, Google Meet, Google Classroom, online curriculum sites, and other general purpose websites tied into the curriculum. ESSER funding was used to extend learning opportunities through a summer engagement program, to purchase instructional software and services to support learning and the purchase of personal protective equipment and sanitization equipment and supplies for facilities.

Narrative

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

Other Information:

We continue to operate under our MTPS Strategic Plan for 2019-2022. Three areas of focus are: World Class Learner of which the primary goal is to sustain and expand our system of education to ensure all stakeholders are learners and as critical thinkers and problem solvers, make an impact locally, nationally, and globally; Social and Emotional Learning with a primary goal to provide a learning community that recognizes and develops the value/contributions of all students while developing their social and emotional skills, attitudes and behaviors, in order to prepare them to contribute to and thrive in an inclusive, diverse and evolving global society. MTPS will promote communication and awareness among internal and external stakeholders to create a culture of collaboration and connectedness.