



Pemberton Township School District (05-4050)

2023-2024

County: Burlington

Superintendent: Mr. Jeffrey Havers

District: Pemberton Township School District

[District Website](#)

1 Egbert St.

609-893-8141 x 1003

Pemberton, NJ 08068



4,288
Total Students



PK-12
Grades Offered

Overview & Resources

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

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

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

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

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

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

Overview & Resources

District Contact Information

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

Type	Contact Information
County	Burlington
District	Pemberton Township School District
Superintendent Name	Mr. Jeffrey Havers
Address	1 Egbert St., Pemberton, NJ 08068
Phone Number	609-893-8141 x 1003
Email Address	jhavers@pemb.org
Website	www.pemberton.k12.nj.us
Facebook	https://www.facebook.com/PembertonSchools/
Twitter	https://x.com/PembertonSchool

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
Denbo Crichton School	KG-05
Fort Dix Elementary School	PK-05
Helen A. Fort Middle School	07-08
Howard L. Emmons	KG-02
Joseph S. Stackhouse School	KG-02
Marcus W. Newcomb Middle School	06-06
Pemberton Early Childhood Education Center	PK-PK
Pemberton Township High School	09-12
Samuel T. Busansky School	03-05

Demographics

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

Enrollment Trends by Grade

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

Grade	2021-22	2022-23	2023-24
PK	507	513	549
KG	291	328	310
1	296	316	325
2	339	285	301
3	301	331	290
4	297	294	330
5	314	285	307
6	290	311	281
7	320	287	296
8	331	317	281
9	282	290	248
10	234	250	272
11	239	226	246
12	202	268	252
Total	4,243	4,301	4,288

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%	48.0%	48.0%
Male	51.0%	52.0%	52.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	50.1%	58.6%	62.0%
Students with Disabilities	19.7%	20.0%	20.6%
Multilingual Learners	1.6%	2.1%	3.1%
Students Experiencing Homelessness	0.8%	2.0%	2.6%
Students in Foster Care	0.6%	0.5%	0.4%
Military-Connected Students	14.6%	13.0%	13.5%
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	48.1%	47.4%	46.0%
Hispanic	20.7%	21.5%	22.8%
Black or African American	21.6%	20.9%	19.7%
Asian	1.5%	1.3%	1.2%
Native Hawaiian or Pacific Islander	0.2%	0.4%	0.3%
American Indian or Alaska Native	0.2%	0.2%	0.2%
Two Or More Races	7.6%	8.3%	9.7%

Demographics

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Enrollment Trends by Full / Half Day PK and KG

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

Grade	2021-22	2022-23	2023-24
PK - Half Day	0	0	0
PK - Full Day	507	513	549
KG - Half Day	0	0	0
KG - Full Day	291	328	310

Enrollment Trends by Full and Shared Time Status

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

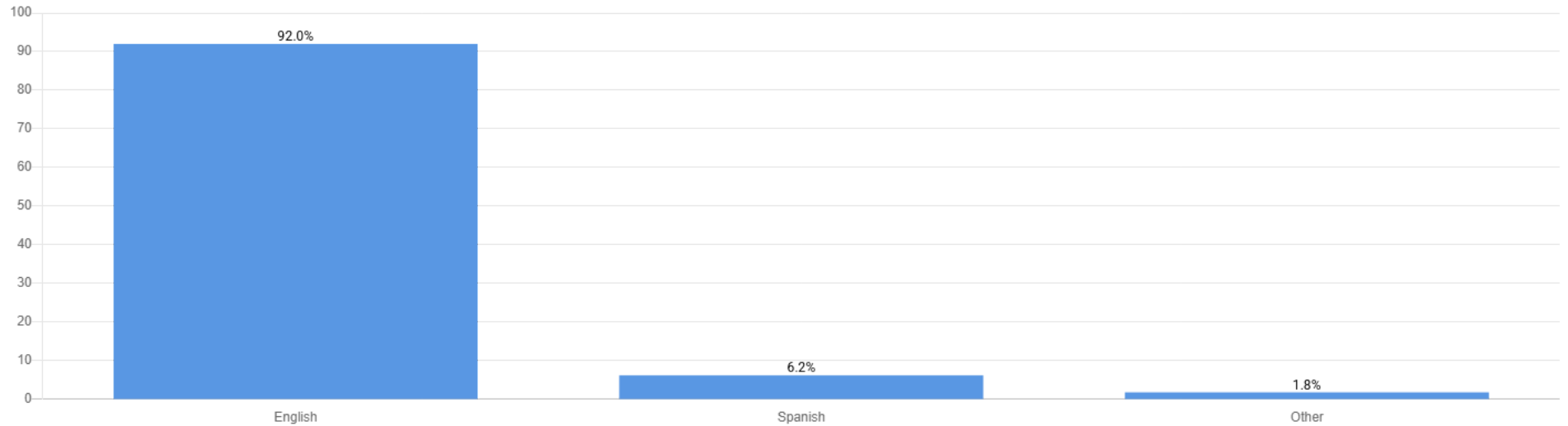
Enrollment Status	2021-22	2022-23	2023-24
Full Time Students	4,243	4,301	4,288
Shared Time Students	0	0	0
Full Time Equivalent	4,243	4,301	4,288

Demographics

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

Enrollment by Home Language

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



Student Growth

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

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

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

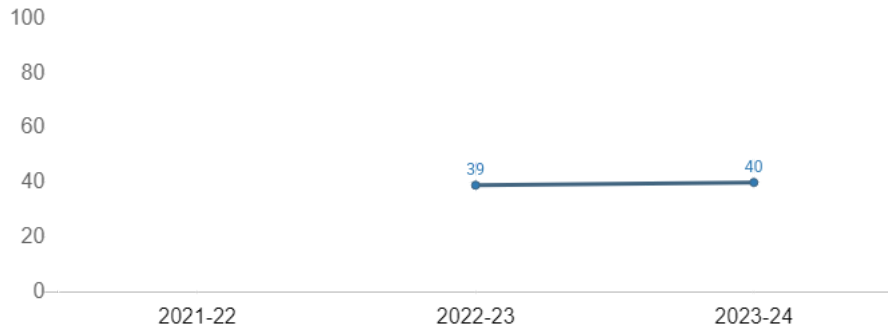
Important Note for 2023-24: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022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

Student Growth Trends and Progress

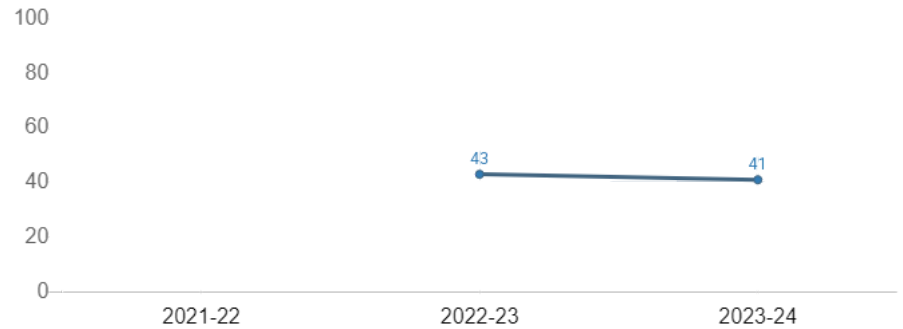
These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Median Student Growth Percentile		39	40		43	41
Met Standard (40-59.5)?		Not Met	Met Standard		Met Standard	Met Standard
Statewide: Median Student Growth Percentile		50	50		50	50

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

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Student Growth

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

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	40	50	Met Standard	41	50	Met Standard
White	40	50	Met Standard	36	51	Not Met
Hispanic	40.5	49	Met Standard	45.5	48	Met Standard
Black or African American	41	47	Met Standard	39	46	Not Met
Asian, Native Hawaiian, or Pacific Islander	57	59	**	37.5	60	**
American Indian or Alaska Native	N	50	**	N	50	**
Two or More Races	42	50	Met Standard	45	51	Met Standard
Female	45	52		41	50	
Male	38	48		40.5	50	
Non-Binary/Undesignated Gender	N	44		N	45.5	
Economically Disadvantaged Students	39.5	48	Not Met	39	48	Not Met
Students with Disabilities	33	43	Not Met	34	44	Not Met
Multilingual Learners	38	50	Not Met	49	50	Met Standard
Students Experiencing Homelessness	37	43		44.5	45	
Students in Foster Care	*	40		*	47	
Military-Connected Students	52	47.5		44	51	
Migrant Students	N	53		N	44	

Student Growth

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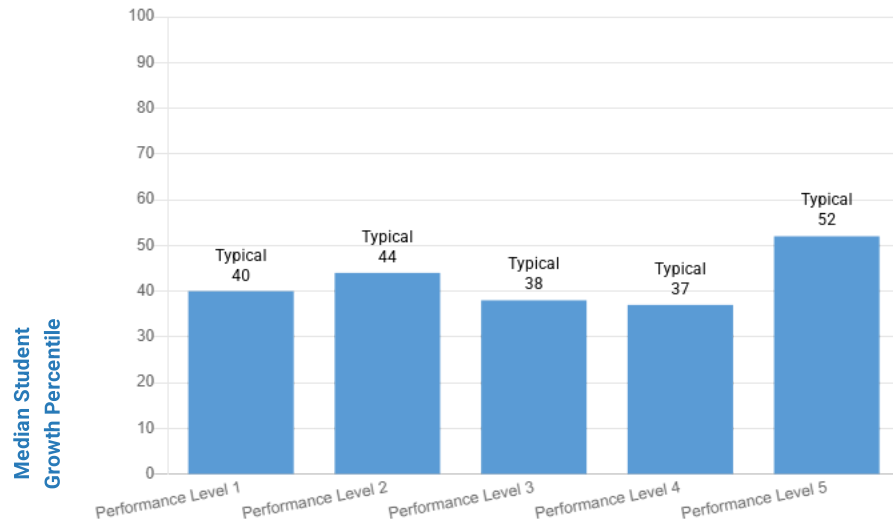
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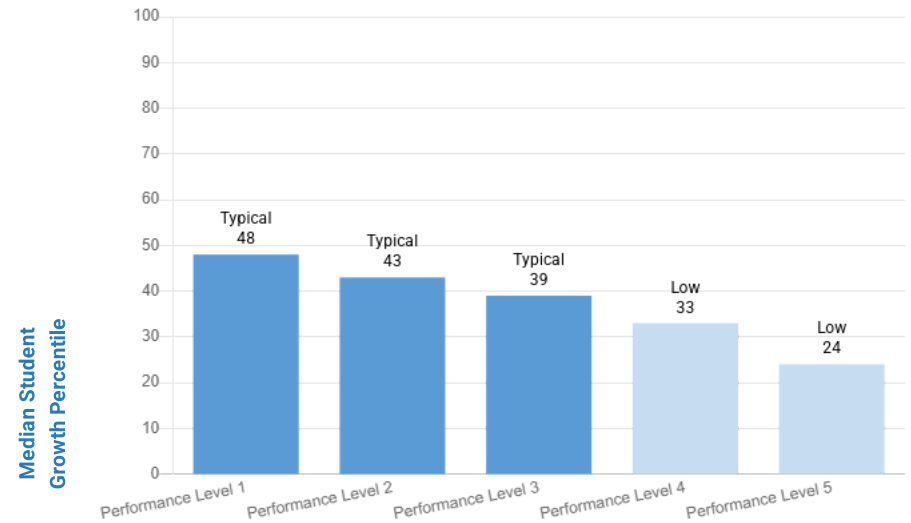
Student Growth by Performance Level

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

ELA



Math



Student Growth

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

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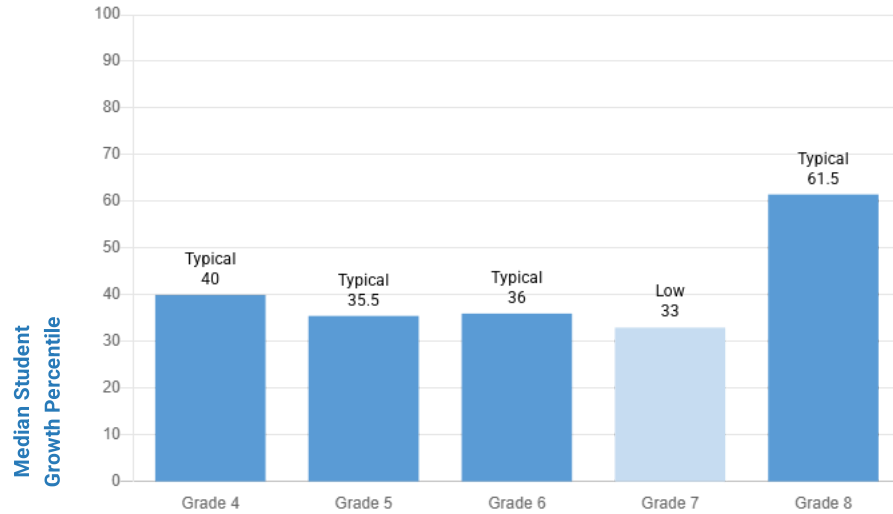
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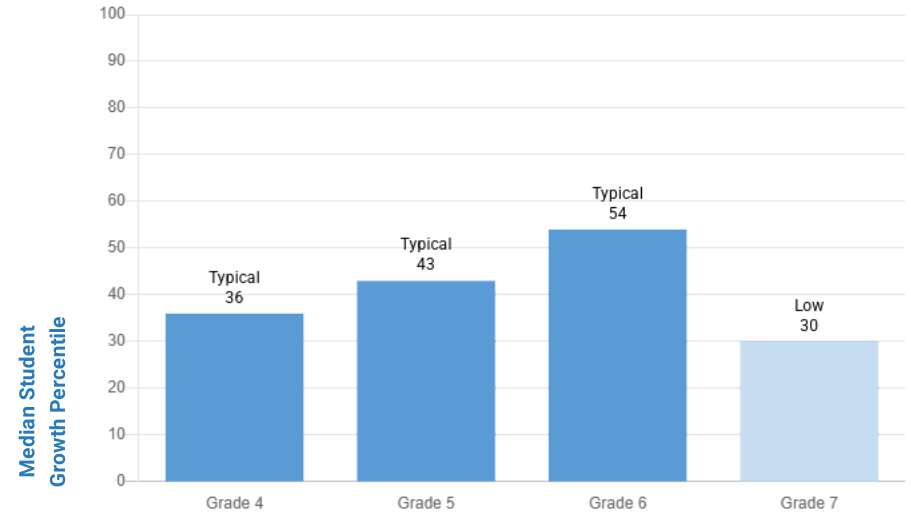
Student Growth by Grade

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

ELA



Math



Academic Achievement

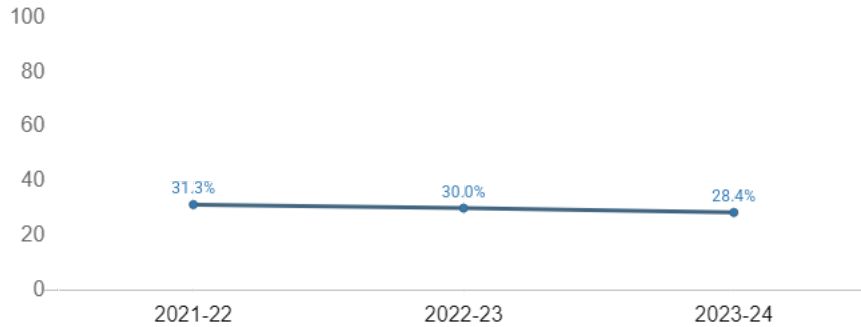
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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

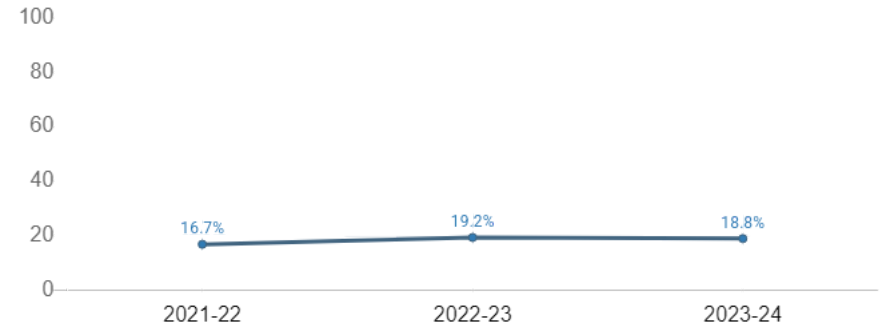
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	95.8%	98.7%	98.7%	97.4%	98.7%	98.7%
Proficiency Rate for Federal Accountability	31.3%	30.0%	28.4%	16.7%	19.2%	18.8%
Annual Target	41.3%	43.7%	32.3%	35.3%	38.1%	21.9%
Met Annual Target?	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

† Target was met within a confidence interval.

Academic Achievement

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	1,958	98.7%	28.4%	52.2%	28.4%	32.3%	Not Met
White	926	98.6%	29%	61.8%	29%	34%	Not Met
Hispanic	419	99.3%	28.6%	38%	28.6%	33.1%	Not Met
Black or African American	393	97.9%	25.2%	35.9%	25.2%	26.9%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	100%	48%	79.9%	48%	50.1%	Met Target†
American Indian or Alaska Native	*	*	*	51.2%	*	**	**
Two or More Races	191	99%	29.3%	59.4%	29.3%	31.9%	Met Target†
Female	*	98.6%	36.4%	57.7%	36.4%		
Male	*	98.7%	21.6%	47%	21.6%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	1,203	98.7%	24.5%	34.6%	24.5%	26.4%	Met Target†
Non-Economically Disadvantaged Students	755	98.7%	34.7%	62.8%	34.7%		
Students with Disabilities	462	98.4%	<10%	19.8%	<10%	12.8%	Not Met
Students without Disabilities	1,496	98.7%	35%	59.4%	35%		
Multilingual Learners	53	100%	13.2%	23.1%	13.2%	22.3%	Not Met
Non-Multilingual Learners	1,905	98.6%	28.9%	56.2%	28.9%		
Students Experiencing Homelessness	44	94.4%	<10%	21.9%	<10%		
Students in Foster Care	10	100%	10%	19.3%	10%		
Military-Connected Students	212	99.6%	35.8%	48.2%	35.8%		
Migrant Students	*	*	*	13.3%	*		

† Target was met within a confidence interval.

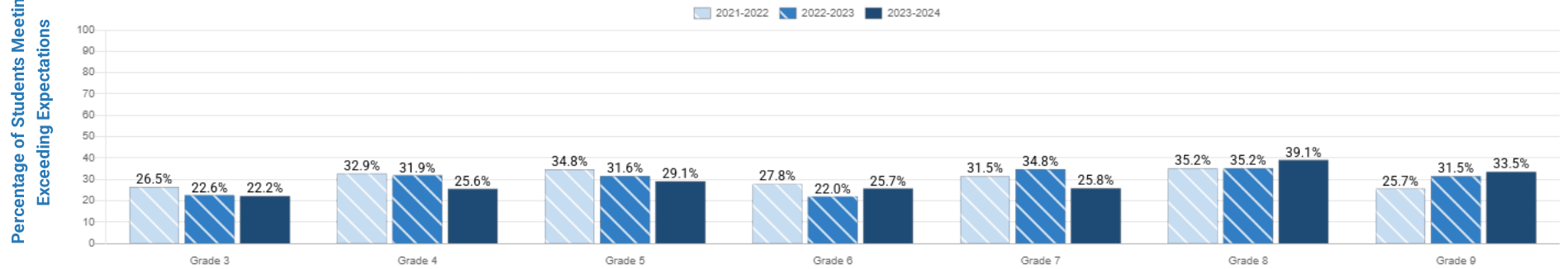
Academic Achievement

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

English Language Arts Assessment - Performance Trends

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



Academic Achievement

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

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English Language Arts Assessment - Performance By Grade: Grade 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	288	717	741	35%	20%	23%	22%	1%	22%	44%
White	122	717	751	35%	20%	23%	21%	1%	22%	53%
Hispanic	*	718	724	33%	21%	21%	24%	0%	24%	29%
Black or African American	*	715	725	35%	17%	30%	17%	0%	17%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	*	*	*	*	*	*	70%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	46%
Two or More Races	*	715	751	35%	23%	19%	23%	0%	23%	52%
Female	*	716	746	37%	15%	20%	28%	0%	28%	48%
Male	*	717	736	33%	25%	25%	16%	1%	17%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	174	717	722	34%	21%	22%	22%	1%	23%	26%
Non-Economically Disadvantaged Students	114	717	753	35%	20%	24%	21%	0%	21%	55%
Students with Disabilities	*	693	710	*	*	*	*	*	*	18%
Students without Disabilities	*	723	747	29%	18%	26%	26%	1%	27%	49%
Multilingual Learners	11	688	704	*	*	*	*	*	*	13%
Non-Multilingual Learners	277	718	746	34%	20%	23%	22%	1%	23%	48%
Students Experiencing Homelessness	10	684	707	*	*	*	*	*	*	18%
Students in Foster Care	*	*	711	*	*	*	*	*	*	18%
Military-Connected Students	51	717	739	29%	24%	25%	20%	2%	22%	41%
Migrant Students	*	*	688	*	*	*	*	*	*	*

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	332	726	749	21%	27%	26%	23%	2%	26%	51%
White	156	725	758	24%	27%	23%	24%	3%	26%	61%
Hispanic	*	724	734	21%	25%	39%	12%	4%	16%	35%
Black or African American	*	725	733	17%	35%	19%	29%	0%	29%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	51%
Two or More Races	*	731	757	20%	26%	17%	35%	2%	37%	60%
Female	*	732	752	15%	27%	25%	30%	3%	33%	54%
Male	*	720	745	27%	28%	26%	17%	2%	19%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	720	731	26%	31%	24%	16%	3%	19%	32%
Non-Economically Disadvantaged Students	*	735	760	15%	23%	27%	33%	2%	35%	63%
Students with Disabilities	*	704	720	*	*	*	*	*	*	21%
Students without Disabilities	*	732	755	15%	25%	29%	28%	3%	31%	57%
Multilingual Learners	10	703	711	*	*	*	*	*	*	13%
Non-Multilingual Learners	322	727	753	20%	27%	26%	24%	2%	26%	55%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	20%
Students in Foster Care	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	54	743	747	11%	13%	35%	37%	4%	41%	49%
Migrant Students	*	*	713	*	*	*	*	*	*	23%

Academic Achievement

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

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English Language Arts Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	309	728	750	24%	21%	26%	26%	3%	29%	52%
White	147	730	760	24%	18%	27%	27%	4%	31%	63%
Hispanic	*	726	736	20%	30%	24%	24%	1%	26%	37%
Black or African American	*	719	734	41%	8%	27%	22%	2%	24%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	*	733	757	14%	32%	22%	30%	3%	32%	60%
Female	*	738	755	16%	23%	18%	38%	5%	43%	57%
Male	*	718	745	32%	19%	32%	15%	1%	16%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	182	722	732	31%	21%	23%	23%	2%	25%	33%
Non-Economically Disadvantaged Students	127	737	761	15%	20%	29%	31%	4%	35%	64%
Students with Disabilities	*	702	719	*	*	*	*	*	*	20%
Students without Disabilities	*	736	756	15%	20%	29%	33%	3%	36%	59%
Multilingual Learners	*	*	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	728	754	24%	21%	26%	26%	3%	29%	57%
Students Experiencing Homelessness	*	*	718	*	*	*	*	*	*	22%
Students in Foster Care	*	*	721	*	*	*	*	*	*	20%
Military-Connected Students	38	746	747	5%	18%	29%	47%	0%	47%	48%
Migrant Students	*	*	721	*	*	*	*	*	*	20%

Academic Achievement

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

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English Language Arts Assessment - Performance By Grade: Grade 6

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	276	730	751	20%	25%	29%	22%	3%	26%	53%
White	128	729	760	22%	24%	28%	23%	3%	26%	63%
Hispanic	63	738	738	11%	29%	30%	25%	5%	30%	39%
Black or African American	50	725	735	22%	32%	22%	24%	0%	24%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	748	*	*	*	*	*	*	49%
Two or More Races	29	726	758	28%	14%	45%	7%	7%	14%	60%
Female	*	735	756	16%	26%	27%	25%	6%	31%	59%
Male	*	725	746	25%	25%	30%	20%	1%	20%	48%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	179	726	735	25%	25%	27%	21%	2%	22%	35%
Non-Economically Disadvantaged Students	97	738	761	11%	26%	31%	26%	6%	32%	65%
Students with Disabilities	60	705	719	*	*	*	*	*	*	17%
Students without Disabilities	216	737	758	12%	23%	34%	28%	4%	31%	60%
Multilingual Learners	*	*	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	731	754	19%	26%	29%	23%	3%	26%	57%
Students Experiencing Homelessness	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	724	*	*	*	*	*	*	22%
Military-Connected Students	28	748	754	4%	21%	29%	39%	7%	46%	55%
Migrant Students	*	*	712	*	*	*	*	*	*	29%

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 7

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	295	725	752	28%	22%	24%	18%	8%	26%	54%
White	149	724	761	29%	23%	21%	19%	8%	27%	64%
Hispanic	65	727	737	31%	17%	25%	17%	11%	28%	39%
Black or African American	56	723	734	27%	21%	29%	16%	7%	23%	37%
Asian, Native Hawaiian, or Pacific Islander	*	*	785	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	51%
Two or More Races	18	719	759	22%	28%	39%	11%	0%	11%	60%
Female	*	733	758	22%	17%	27%	23%	11%	34%	60%
Male	*	718	746	33%	26%	22%	13%	6%	19%	48%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	196	720	734	31%	23%	24%	16%	6%	21%	36%
Non-Economically Disadvantaged Students	99	734	762	23%	18%	24%	21%	13%	34%	64%
Students with Disabilities	74	690	715	*	*	*	*	*	*	18%
Students without Disabilities	221	736	759	14%	24%	29%	22%	10%	33%	61%
Multilingual Learners	*	*	700	*	*	*	*	*	*	*
Non-Multilingual Learners	*	725	756	28%	22%	24%	18%	8%	26%	58%
Students Experiencing Homelessness	10	698	717	*	*	*	*	*	*	21%
Students in Foster Care	*	*	712	*	*	*	*	*	*	17%
Military-Connected Students	27	734	747	11%	33%	33%	15%	7%	22%	50%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 8

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	284	735	751	25%	17%	19%	29%	10%	39%	53%
White	127	736	760	24%	17%	23%	28%	8%	36%	62%
Hispanic	53	740	736	23%	21%	11%	28%	17%	45%	39%
Black or African American	80	728	735	28%	16%	24%	25%	8%	33%	37%
Asian, Native Hawaiian, or Pacific Islander	*	*	783	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	52%
Two or More Races	18	749	757	22%	11%	6%	44%	17%	61%	59%
Female	*	749	759	12%	17%	23%	32%	16%	48%	60%
Male	*	724	743	36%	16%	16%	27%	5%	32%	46%
Non-binary/undesignated gender	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	165	731	734	28%	18%	21%	25%	8%	34%	36%
Non-Economically Disadvantaged Students	119	742	761	21%	15%	18%	34%	12%	46%	63%
Students with Disabilities	62	691	713	*	*	*	*	*	*	16%
Students without Disabilities	222	748	758	11%	17%	24%	35%	13%	48%	60%
Multilingual Learners	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	736	755	24%	17%	20%	30%	10%	40%	56%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	23%
Students in Foster Care	*	*	708	*	*	*	*	*	*	14%
Military-Connected Students	14	734	743	29%	21%	21%	14%	14%	29%	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](#).

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English Language Arts Assessment - Performance By Grade: Grade 9

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	245	727	755	27%	25%	15%	29%	5%	33%	58%
White	115	728	764	26%	27%	11%	29%	7%	36%	67%
Hispanic	48	735	741	27%	8%	21%	42%	2%	44%	45%
Black or African American	71	720	737	25%	37%	15%	20%	3%	23%	40%
Asian, Native Hawaiian, or Pacific Islander	*	*	789	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	757	*	*	*	*	*	*	59%
Two or More Races	*	*	761	*	*	*	*	*	*	64%
Female	*	734	762	23%	23%	13%	31%	10%	41%	64%
Male	*	721	747	29%	27%	16%	27%	1%	28%	51%
Non-binary/undesignated gender	*	*	774	*	*	*	*	*	*	77%
Economically Disadvantaged Students	150	723	738	29%	29%	13%	27%	2%	29%	41%
Non-Economically Disadvantaged Students	95	734	764	23%	20%	17%	31%	9%	40%	67%
Students with Disabilities	57	700	717	*	*	*	*	*	*	19%
Students without Disabilities	188	735	761	20%	22%	17%	35%	6%	41%	64%
Multilingual Learners	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	727	758	26%	26%	15%	29%	5%	34%	61%
Students Experiencing Homelessness	*	*	721	*	*	*	*	*	*	25%
Students in Foster Care	*	*	714	*	*	*	*	*	*	20%
Military-Connected Students	14	750	749	0%	14%	29%	50%	7%	57%	51%
Migrant Students	*	*	683	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	1,945	98.7%	18.8%	40.2%	18.8%	21.9%	Not Met
White	919	98.6%	19.3%	51.1%	19.3%	24.8%	Not Met
Hispanic	419	99.3%	19.8%	24.2%	19.8%	21.6%	Met Target†
Black or African American	389	98.1%	14.9%	20.1%	14.9%	14%	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	100%	28%	74.4%	28%	40.7%	Met Target†
American Indian or Alaska Native	*	*	*	42%	*	**	**
Two or More Races	189	98.5%	21.2%	48.9%	21.2%	22.6%	Met Target†
Female	*	98.6%	18.9%	38.4%	18.9%		
Male	*	98.7%	18.7%	42%	18.7%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	1,192	98.7%	15.1%	21.7%	15.1%	16.8%	Met Target†
Non-Economically Disadvantaged Students	753	98.6%	24.7%	51.5%	24.7%		
Students with Disabilities	460	98.4%	<10%	16.6%	<10%	11.9%	Not Met
Students without Disabilities	1,485	98.7%	22.8%	45.4%	22.8%		
Multilingual Learners	57	100%	<10%	18.7%	<10%	8.9%	Met Target†
Non-Multilingual Learners	1,888	98.6%	19.1%	43.5%	19.1%		
Students Experiencing Homelessness	47	91.5%	<10%	12.9%	<10%		
Students in Foster Care	11	100%	<10%	12.4%	<10%		
Military-Connected Students	212	99.6%	34.4%	38.8%	34.4%		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

Report Key:

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

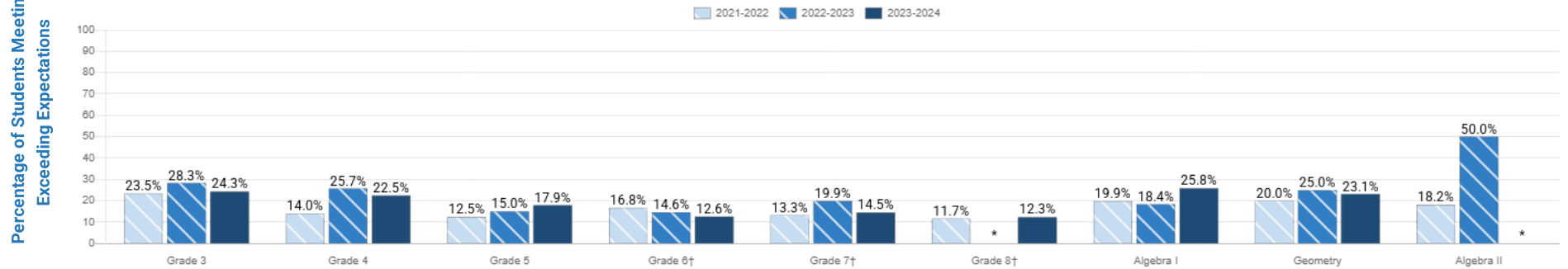
Academic Achievement

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Mathematics Assessment - Performance Trends

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



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

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	288	727	747	22%	23%	31%	23%	2%	24%	48%
White	122	727	757	22%	21%	37%	18%	2%	20%	60%
Hispanic	*	729	732	21%	20%	35%	21%	3%	24%	31%
Black or African American	*	724	728	20%	33%	20%	28%	0%	28%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	51%
Two or More Races	*	727	755	25%	23%	21%	31%	0%	31%	56%
Female	*	721	744	28%	27%	26%	20%	0%	20%	45%
Male	*	732	749	17%	19%	35%	25%	3%	28%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	174	725	729	23%	28%	26%	21%	2%	24%	28%
Non-Economically Disadvantaged Students	114	729	758	21%	16%	38%	25%	1%	25%	60%
Students with Disabilities	*	712	725	*	*	*	*	*	*	25%
Students without Disabilities	*	731	751	18%	23%	30%	27%	2%	29%	52%
Multilingual Learners	11	711	722	*	*	*	*	*	*	20%
Non-Multilingual Learners	277	727	751	21%	23%	31%	23%	2%	25%	52%
Students Experiencing Homelessness	10	700	717	*	*	*	*	*	*	17%
Students in Foster Care	*	*	719	*	*	*	*	*	*	18%
Military-Connected Students	51	735	746	20%	18%	22%	37%	4%	41%	47%
Migrant Students	*	*	727	*	*	*	*	*	*	12%

Academic Achievement

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

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Mathematics Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	333	723	744	22%	32%	23%	22%	0%	23%	45%
White	156	724	754	24%	29%	21%	24%	1%	25%	57%
Hispanic	*	721	730	21%	34%	27%	18%	0%	18%	28%
Black or African American	*	720	726	26%	40%	17%	17%	0%	17%	24%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	50%
Two or More Races	*	729	752	13%	33%	26%	28%	0%	28%	54%
Female	*	723	743	24%	33%	18%	24%	0%	24%	43%
Male	*	724	746	20%	32%	27%	20%	1%	21%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	717	727	28%	35%	22%	15%	1%	16%	25%
Non-Economically Disadvantaged Students	*	732	755	14%	29%	24%	32%	0%	32%	58%
Students with Disabilities	*	707	722	*	*	*	*	*	*	21%
Students without Disabilities	*	728	749	17%	31%	26%	26%	0%	27%	50%
Multilingual Learners	11	705	718	*	*	*	*	*	*	14%
Non-Multilingual Learners	322	724	748	22%	32%	23%	23%	0%	23%	49%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	15%
Students in Foster Care	*	*	716	*	*	*	*	*	*	15%
Military-Connected Students	54	745	744	6%	15%	37%	41%	2%	43%	43%
Migrant Students	*	*	721	*	*	*	*	*	*	17%

Academic Achievement

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

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Mathematics Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	307	723	741	19%	32%	32%	17%	1%	18%	40%
White	147	727	751	14%	30%	32%	22%	1%	24%	53%
Hispanic	*	720	726	19%	32%	38%	11%	0%	11%	23%
Black or African American	*	712	722	38%	29%	21%	13%	0%	13%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	*	722	748	14%	42%	31%	8%	6%	14%	49%
Female	*	724	739	17%	34%	29%	18%	2%	20%	38%
Male	*	722	742	21%	29%	34%	15%	1%	16%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	181	718	724	23%	33%	31%	14%	0%	14%	20%
Non-Economically Disadvantaged Students	126	730	752	13%	30%	33%	21%	3%	24%	53%
Students with Disabilities	*	705	717	*	*	*	*	*	*	16%
Students without Disabilities	*	728	746	12%	31%	35%	20%	2%	21%	45%
Multilingual Learners	*	*	711	*	*	*	*	*	*	*
Non-Multilingual Learners	*	723	744	19%	32%	31%	17%	1%	18%	44%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	12%
Students in Foster Care	*	*	714	*	*	*	*	*	*	10%
Military-Connected Students	38	738	741	5%	21%	42%	32%	0%	32%	40%
Migrant Students	*	*	724	*	*	*	*	*	*	27%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 6

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	277	720	737	21%	35%	31%	12%	1%	13%	36%
White	128	721	746	20%	38%	29%	13%	1%	13%	47%
Hispanic	64	726	723	17%	30%	34%	17%	2%	19%	20%
Black or African American	50	711	718	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	*	*	*	*	*	*	73%
American Indian or Alaska Native	*	*	735	*	*	*	*	*	*	33%
Two or More Races	29	720	743	21%	45%	21%	10%	3%	14%	45%
Female	*	718	736	25%	34%	31%	10%	1%	10%	34%
Male	*	723	738	17%	37%	31%	14%	2%	15%	38%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	180	717	721	*	*	*	*	*	*	17%
Non-Economically Disadvantaged Students	97	727	747	12%	32%	37%	19%	0%	19%	48%
Students with Disabilities	60	707	714	*	*	*	*	*	*	12%
Students without Disabilities	217	724	741	17%	32%	37%	13%	1%	14%	41%
Multilingual Learners	*	*	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	721	740	21%	36%	31%	12%	1%	13%	39%
Students Experiencing Homelessness	*	*	711	*	*	*	*	*	*	*
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	28	739	739	11%	14%	39%	32%	4%	36%	37%
Migrant Students	*	*	704	*	*	*	*	*	*	13%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 7

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	297	720	739	22%	38%	26%	13%	1%	14%	37%
White	149	721	748	21%	36%	30%	12%	1%	13%	50%
Hispanic	66	721	728	24%	36%	21%	15%	3%	18%	23%
Black or African American	57	716	724	*	*	*	*	*	*	18%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	18	714	743	*	*	*	*	*	*	44%
Female	*	721	738	21%	36%	27%	15%	0%	15%	36%
Male	*	719	739	23%	39%	25%	11%	3%	14%	39%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	198	715	726	25%	42%	24%	9%	1%	10%	20%
Non-Economically Disadvantaged Students	99	730	747	16%	29%	30%	21%	3%	24%	48%
Students with Disabilities	74	703	716	*	*	*	*	*	*	12%
Students without Disabilities	223	726	743	14%	38%	29%	17%	2%	19%	43%
Multilingual Learners	*	*	714	*	*	*	*	*	*	*
Non-Multilingual Learners	*	720	741	21%	38%	26%	13%	1%	15%	40%
Students Experiencing Homelessness	10	704	716	*	*	*	*	*	*	11%
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	27	726	740	11%	30%	41%	19%	0%	19%	39%
Migrant Students	*	*	708	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 8

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	252	711	719	37%	34%	17%	12%	1%	12%	19%
White	110	713	729	30%	35%	25%	10%	1%	11%	27%
Hispanic	47	718	713	30%	40%	9%	21%	0%	21%	13%
Black or African American	75	705	707	49%	31%	9%	9%	1%	11%	10%
Asian, Native Hawaiian, or Pacific Islander	*	*	740	*	*	*	*	*	*	40%
American Indian or Alaska Native	*	*	722	*	*	*	*	*	*	21%
Two or More Races	15	704	722	*	*	*	*	*	*	22%
Female	*	716	719	28%	41%	19%	11%	1%	12%	19%
Male	*	707	719	43%	29%	15%	12%	1%	13%	20%
Non-binary/undesignated gender	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	152	709	711	42%	32%	13%	12%	1%	13%	12%
Non-Economically Disadvantaged Students	100	715	725	28%	37%	23%	11%	1%	12%	25%
Students with Disabilities	62	689	702	*	*	*	*	*	*	*
Students without Disabilities	190	718	724	24%	39%	20%	15%	1%	16%	23%
Multilingual Learners	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	711	721	36%	35%	17%	12%	1%	12%	21%
Students Experiencing Homelessness	*	*	704	*	*	*	*	*	*	*
Students in Foster Care	*	*	696	*	*	*	*	*	*	*
Military-Connected Students	13	707	722	54%	23%	8%	15%	0%	15%	19%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Performance By Test: Algebra I

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

This includes any students who were enrolled in an Algebra I course and took the Algebra I assessment in grades 7 through 12. Students in sixth grade who were enrolled in Algebra I course were required to take both the Algebra I and Grade 6 mathematics assessment. The results of their Algebra I assessment are not included in these results but will be reported when the student 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	240	723	738	28%	31%	15%	24%	2%	26%	40%
White	112	727	748	22%	36%	18%	21%	3%	24%	51%
Hispanic	*	724	723	24%	33%	12%	31%	0%	31%	23%
Black or African American	*	714	719	38%	26%	15%	20%	2%	21%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	*	*	746	*	*	*	*	*	*	49%
Female	*	724	737	30%	26%	13%	29%	1%	30%	39%
Male	*	723	739	25%	35%	17%	20%	2%	22%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	143	720	722	31%	31%	15%	22%	1%	22%	22%
Non-Economically Disadvantaged Students	97	729	747	23%	31%	15%	28%	3%	31%	50%
Students with Disabilities	*	698	710	*	*	*	*	*	*	11%
Students without Disabilities	*	731	743	20%	30%	18%	30%	2%	32%	45%
Multilingual Learners	*	*	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	724	741	27%	31%	16%	24%	2%	26%	43%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	13%
Students in Foster Care	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	732	734	7%	29%	36%	29%	0%	29%	31%
Migrant Students	*	*	696	*	*	*	*	*	*	*

Academic Achievement

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

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Mathematics Assessment - Performance By Test: Geometry

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	13	732	750	8%	15%	54%	23%	0%	23%	53%
White	*	*	752	*	*	*	*	*	*	57%
Hispanic	*	*	735	*	*	*	*	*	*	29%
Black or African American	*	*	733	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	66%
Two or More Races	*	*	756	*	*	*	*	*	*	63%
Female	*	731	748	9%	18%	45%	27%	0%	27%	50%
Male	*	*	752	*	*	*	*	*	*	57%
Non-binary/undesignated gender	*	*	752	*	*	*	*	*	*	60%
Economically Disadvantaged Students	*	*	734	*	*	*	*	*	*	28%
Non-Economically Disadvantaged Students	*	*	754	*	*	*	*	*	*	60%
Students with Disabilities	*	*	727	*	*	*	*	*	*	24%
Students without Disabilities	*	734	751	8%	8%	58%	25%	0%	25%	54%
Multilingual Learners	*	*	716	*	*	*	*	*	*	11%
Non-Multilingual Learners	*	732	751	8%	15%	54%	23%	0%	23%	55%
Students Experiencing Homelessness	*	*	727	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	743	*	*	*	*	*	*	44%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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

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Mathematics Assessment - Performance By Test: Algebra II

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	*	*	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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	ELA: Participation Rate	Math: # Students Tested	Math: Participation Rate
3	*	*	*	*
4	*	*	*	*
5	10	100.0%	10	100.0%
6	*	*	*	*
7	*	*	*	*
8	*	*	*	*
11	*	*	*	*

Academic Achievement

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

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English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	# Students with Overall Score Below 4.5	% Students with Overall Score Below 4.5	# Students with Overall Score of 4.5 or Above	% Students with Overall Score 4.5 or Above
0-2	56	*	>90%	*	<10%
3-4	22	*	>90%	*	<10%
5 or more	*	*	*	*	*

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	42.3%	22.7%	Met Goal

† Target was met within a confidence interval.

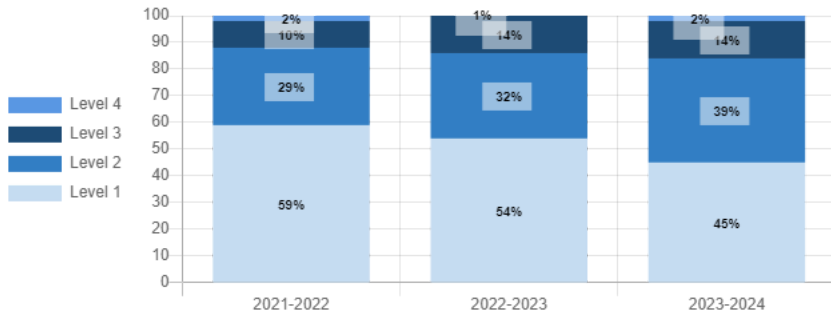
Academic Achievement

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

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

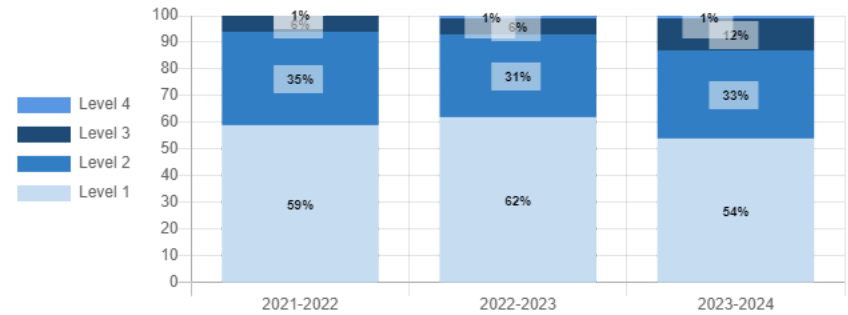
NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 8 Summary

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



Report Key:

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

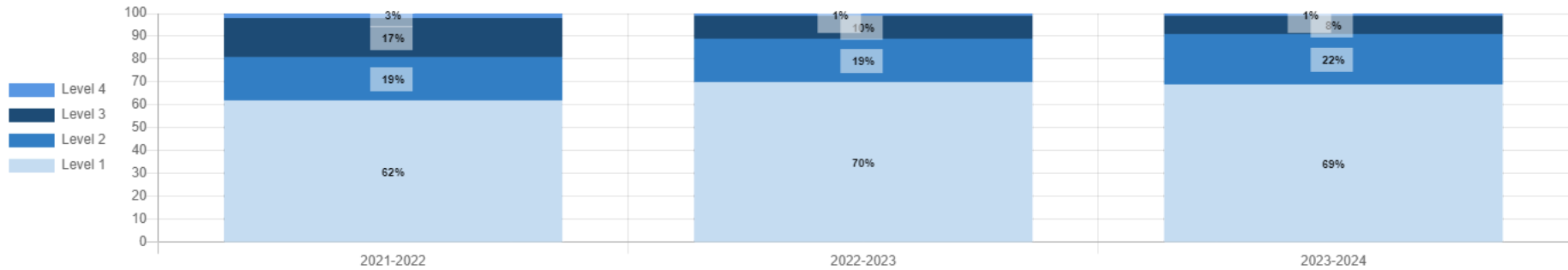
Academic Achievement

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

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

NJSLA Science Assessment: Grade 11 Summary

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



Academic Achievement

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

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

NJSLA Science Assessment: Grade 5

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	45%	39%	14%	2%	35%	37%	21%	6%
White	33%	45%	19%	3%	22%	42%	28%	8%
Hispanic	58%	30%	12%	0%	51%	36%	12%	2%
Black or African American	61%	33%	6%	0%	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	41%	49%	5%	5%	27%	36%	27%	10%
Female	43%	38%	16%	3%	35%	39%	20%	6%
Male	46%	41%	11%	1%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	52%	37%	10%	1%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	34%	43%	20%	3%	24%	39%	28%	10%
Students with Disabilities	69%	26%	6%	0%	64%	27%	8%	2%
Students without Disabilities	38%	44%	16%	3%	30%	39%	24%	7%
Multilingual Learners	*	*	*	*	78%	20%	2%	0%
Non-Multilingual Learners	45%	39%	14%	2%	30%	39%	23%	7%
Students Experiencing Homelessness	*	*	*	*	68%	25%	6%	1%
Students in Foster Care	*	*	*	*	67%	28%	3%	1%
Military-Connected Students	21%	50%	26%	3%	30%	42%	23%	5%
Migrant Students	*	*	*	*	73%	27%	0%	0%

Academic Achievement

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

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

NJSLA Science Assessment: Grade 8

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	54%	33%	12%	1%	36%	45%	14%	5%
White	52%	33%	14%	2%	23%	52%	19%	6%
Hispanic	52%	33%	15%	0%	51%	42%	6%	1%
Black or African American	63%	29%	6%	1%	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	41%	41%	12%	6%	27%	46%	19%	8%
Female	49%	38%	12%	1%	35%	47%	13%	4%
Male	58%	28%	12%	2%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	62%	28%	9%	1%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	44%	39%	15%	2%	26%	48%	19%	7%
Students with Disabilities	*	*	*	*	67%	29%	3%	1%
Students without Disabilities	44%	39%	15%	2%	30%	48%	16%	6%
Multilingual Learners	*	*	*	*	75%	24%	1%	0%
Non-Multilingual Learners	54%	33%	12%	1%	32%	47%	15%	5%
Students Experiencing Homelessness	*	*	*	*	66%	32%	2%	0%
Students in Foster Care	*	*	*	*	80%	19%	1%	0%
Military-Connected Students	64%	21%	14%	0%	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	69%	22%	8%	1%	45%	27%	19%	9%
White	65%	23%	11%	1%	34%	30%	26%	11%
Hispanic	69%	23%	6%	2%	61%	25%	11%	3%
Black or African American	71%	23%	4%	1%	64%	24%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	17%	23%	33%	28%
American Indian or Alaska Native	*	*	*	*	54%	21%	19%	6%
Two or More Races	*	*	*	*	38%	26%	25%	11%
Female	60%	30%	10%	1%	43%	29%	20%	7%
Male	76%	16%	6%	2%	47%	24%	18%	10%
Non-binary/undesignated gender	*	*	*	*	26%	28%	30%	16%
Economically Disadvantaged Students	74%	19%	6%	1%	63%	24%	11%	2%
Non-Economically Disadvantaged Students	62%	27%	11%	1%	37%	28%	24%	12%
Students with Disabilities	90%	8%	2%	0%	77%	16%	5%	1%
Students without Disabilities	62%	27%	10%	2%	40%	28%	22%	10%
Multilingual Learners	*	*	*	*	88%	10%	1%	0%
Non-Multilingual Learners	68%	23%	8%	1%	42%	28%	21%	9%
Students Experiencing Homelessness	*	*	*	*	72%	19%	8%	1%
Students in Foster Care	*	*	*	*	76%	18%	5%	1%
Military-Connected Students	63%	25%	13%	0%	48%	29%	17%	7%
Migrant Students	*	*	*	*	*	*	*	*

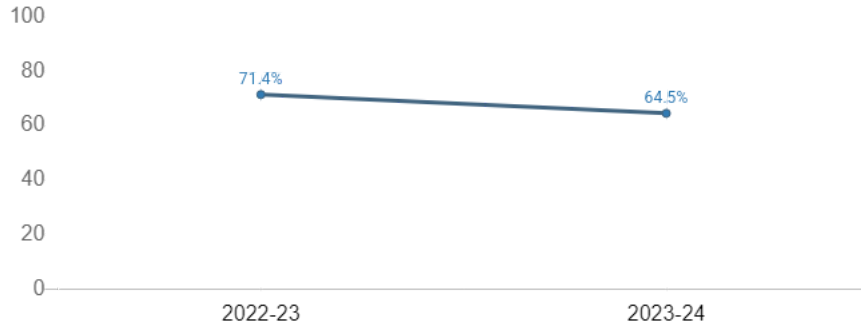
Academic Achievement

Graduation Proficiency Assessment (NJGPA) Trends

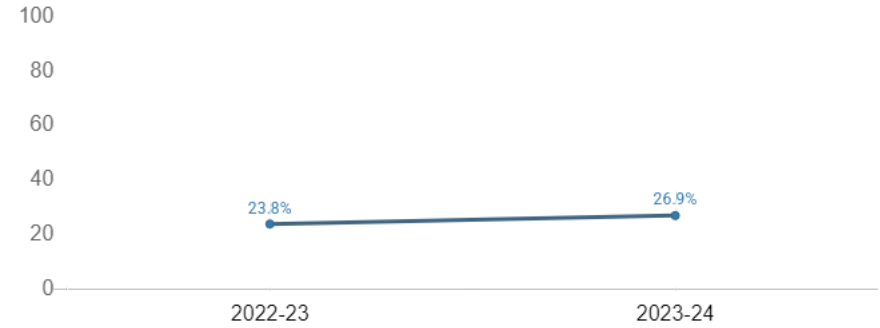
These graphs show trends in performance on the New Jersey Graduation Proficiency Assessment (NJGPA) for the last two years. Students are identified as either Graduation Ready or Not Yet Graduation Ready for both English Language Arts (ELA) and mathematics based on their scores on the assessment. These 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	71.4%	64.5%	23.8%	26.9%
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	245	64.5%	82.5%	245	26.9%	55.6%
White	112	62.5%	90%	112	29.5%	69.1%
Hispanic	47	68.1%	72.3%	47	27.7%	38%
Black or African American	72	65.3%	73.6%	72	20.8%	33.1%
Asian, Native Hawaiian, or Pacific Islander	*	*	>90%	*	*	87.9%
American Indian or Alaska Native	*	*	76.2%	*	*	43.8%
Two or More Races	*	*	87.5%	*	*	62%
Female	*	78.2%	86.9%	*	32.8%	56.6%
Male	*	51.6%	78.3%	*	21.4%	54.7%
Non-binary/undesignated gender	*	*	87.7%	*	*	69.9%
Economically Disadvantaged Students	143	62.2%	71.7%	143	23.1%	36%
Non-Economically Disadvantaged Students	102	67.6%	87.6%	102	32.4%	65.1%
Students with Disabilities	60	21.7%	53.6%	60	<10%	18.2%
Students without Disabilities	185	78.4%	87.4%	185	33.5%	62%
Multilingual Learners	*	*	24.4%	*	*	12.5%
Non-Multilingual Learners	*	65%	86.5%	*	27.2%	58.8%
Students experiencing homelessness	*	*	58.6%	*	*	23%
Students in Foster Care	*	*	44.3%	*	*	22.6%
Military-Connected Students	16	75%	82%	16	31.3%	48.1%
Migrant Students	*	*	50%	*	*	25.5%

College and Career Readiness

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

PSAT, SAT, & ACT - Participation

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

Participation Type	District Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2023-2024	100.0%	80.7%
12th graders taking SAT in 2023-2024 or prior years	21.4%	62.7%
12th graders taking ACT in 2023-2024 or prior years	0.0%	7.8%

PSAT, SAT, & ACT - Performance

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

Participation Type	District Average Score	State Average Score	College Readiness Benchmarks	District - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	408	459	Grade 10: 430 Grade 11: 460	36%	54%
PSAT 10/NMSQT - Math	395	454	Grade 10: 480 Grade 11: 510	10%	32%
SAT - Reading and Writing	496	530	480	56%	65%
SAT - Math	471	519	530	26%	46%
ACT - Reading	N	24	22	N	63%
ACT - English	N	24	18	N	76%
ACT - Math	N	23	22	N	58%
ACT - Science	N	23	23	N	55%

College and Career Readiness

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

AP/IB Coursework – Participation and Performance

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

Students enrolled in one or more AP or IB course



Students taking one or more AP or IB exam

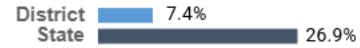


Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exam



Dual Enrollment Coursework - Participation

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



College and Career Readiness

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

AP/IB and Dual Enrollment Participation by Student Group

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

Student Group	% Enrolled in one or more AP or IB course	% Enrolled in one or more Dual Enrollment course	State: % Enrolled in one or more AP or IB course	State: % Enrolled in one or more Dual Enrollment course
Districtwide	22.9%	7.4%	35.9%	26.9%
White	21.9%	9.4%	41.8%	33.0%
Hispanic	23.2%	4.0%	23.2%	20.9%
Black or African American	23.3%	6.8%	20.3%	17.4%
Asian, Native Hawaiian, or Pacific Islander	28.6%	14.3%	70.5%	32.5%
American Indian or Alaska Native	*	*	30.4%	28.6%
Two or More Races	15.4%	0.0%	41.0%	29.0%
Female	30.9%	9.6%	41.4%	30.2%
Male	15.4%	5.6%	30.6%	23.7%
Non-Binary/Undesignated Gender	*	*	42.9%	28.4%
Economically Disadvantaged Students	15.0%	3.6%	22.8%	20.2%
Students with Disabilities	0.0%	0.0%	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	*	*	4.5%	10.6%
Military-Connected Students	32.4%	8.8%	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 Biology	6	6
AP Calculus AB	14	12
AP Chemistry	6	4
AP Computer Science A	4	4
AP Drawing	6	6
AP English Language and Composition	38	36
AP English Literature and Composition	27	25
AP Environmental Science	13	13
AP Human Geography	26	26
AP Music Theory	8	6
AP Physics C: Mechanics	6	6
AP Psychology	29	27
AP Statistics	21	21
AP U.S. History	11	10
Total Exams taken		202
Exams with scores of at least 3 on AP exams or 4 on IB exams		88

College and Career Readiness

Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy	Percentage of 12th Graders
Arabic	*	*
Spanish	*	*
Total Seals Earned	*	
Total Unique Students Earning Seals	*	*
Current and Former Multilingual Learners Earning Seals	0	0.0%†

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

College and Career Readiness

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

Career and Technical Education Participation

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

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

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



College and Career Readiness

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

Career and Technical Education Participation by Student Group

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

Student Group	District: % CTE Participants	District: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Districtwide	46.9%	21.2%	7.6%	10.4%
White	44.8%	20.3%	6.1%	10.0%
Hispanic	52.2%	21.9%	9.3%	10.8%
Black or African American	46.3%	23.2%	9.5%	10.7%
Asian, Native Hawaiian, or Pacific Islander	47.8%	13.0%	5.5%	10.5%
American Indian or Alaska Native	*	*	8.3%	8.8%
Two or More Races	46.7%	16.7%	7.5%	10.1%
Female	47.3%	22.3%	7.5%	10.9%
Male	46.3%	20.3%	7.7%	9.9%
Non-Binary/Undesignated Gender	*	*	8.9%	15.2%
Economically Disadvantaged Students	51.0%	21.5%	9.8%	10.7%
Students with Disabilities	44.1%	22.3%	6.0%	7.9%
Multilingual Learners	47.6%	19.0%	8.0%	3.5%
Students experiencing homelessness	55.6%	11.1%	7.7%	6.2%
Students in Foster Care	*	*	5.9%	6.7%
Military-Connected Students	48.0%	16.0%	12.6%	15.8%
Migrant Students	*	*	2.3%	0.0%

College and Career Readiness

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

Work-Based Learning Participation by Career Cluster

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

Career Cluster	Number of Students Participating in Work-Based Learning	Percentage of Students Participating in Work-Based Learning
Agriculture, Food & Natural Resources	13	11.9%
Architecture & Construction	*	*
Arts, A/V Technology & Communications	14	7.9%
Health Science	55	41.4%
Hospitality & Tourism	43	16.1%
Human Services	*	*
Information Technology	*	*
Law, Public Safety, Corrections & Security	*	*
Manufacturing	*	*
Marketing	*	*
Total	127	18.3%

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  1.7%
 State  2.2%

College and Career Readiness

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

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	109	*	*
Architecture & Construction	*	*	*
Arts, A/V Technology & Communications	177	*	*
Health Science	133	17	23
Hospitality & Tourism	267	*	*
Human Services	*	*	*
Information Technology	*	*	*
Law, Public Safety, Corrections & Security	*	*	*
Manufacturing	*	*	*
Marketing	*	*	*
Total	693	17	23

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	295
7	0	0	0	0	0	0	159
8	32	0	0	0	0	0	234
9	245	26	8	0	0	0	1
10	33	243	34	12	0	2	8
11	1	18	119	17	4	5	102
12	1	6	12	20	13	20	69
Total	312	293	173	49	17	27	868
Enrolled in AP/IB Course					14	21	0
Enrolled in Dual Enrollment Course	0	0	0	8	4	6	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	15	0	0	91	15	149
10	254	10	0	24	6	14
11	35	131	0	39	3	60
12	10	22	0	17	11	52
Total	314	163	0	171	35	275
Enrolled in AP/IB Course	6	6		13	6	0
Enrolled in Dual Enrollment Course	25	10	0	0	8	3

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	254	15	0	0	0	2
10	32	255	18	5	5	21
11	7	239	17	36	8	13
12	1	41	9	25	16	26
Total	294	550	44	66	29	62
Enrolled in AP/IB Course	0	11	0	29		26
Enrolled in Dual Enrollment Course	0	6	0	0	7	5

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	222	0	0	0	0	0	0
7	218	0	0	0	0	0	0
8	141	0	0	0	0	0	0
9	22	24	0	0	0	0	0
10	57	52	0	0	0	0	0
11	46	38	0	0	0	0	0
12	27	15	0	0	0	0	0
Total	733	129	0	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	1	4	0	0	0	0	0
Enrolled in Level 3 or Higher	12	17	0	0	0	0	0

College and Career Readiness

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

Computer Science – Course Participation

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

Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
KG	N	N	N	N	N	N	N
1	N	N	N	N	N	N	N
2	N	N	N	N	N	N	N
3	N	N	N	N	N	N	N
4	N	N	N	N	N	N	N
5	N	N	N	N	N	N	N
6	222	0	0	0	0	0	0
7	261	0	0	0	0	0	0
8	221	0	0	0	0	0	0
9	N	N	N	N	N	N	N
10	N	N	N	N	N	N	N
11	3	0	0	0	0	0	0
12	1	0	0	0	0	0	0
Total	708	0	0	0	0	0	0
Enrolled in AP/IB Course	4	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

College and Career Readiness

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

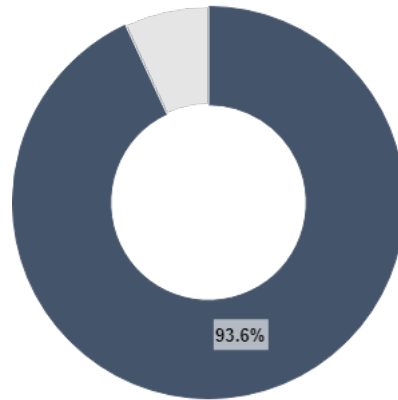
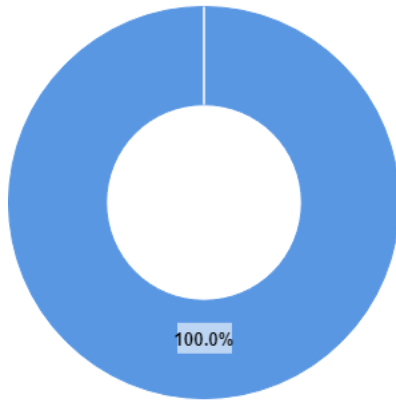
Visual and Performing Arts – Course Participation

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

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

District

State



Students enrolled in one or more classes by discipline:

Music



Dance



Drama



Visual Arts



College and Career Readiness

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

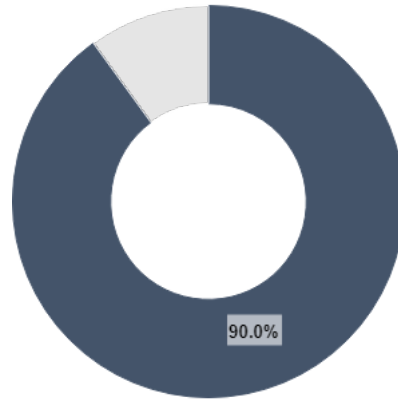
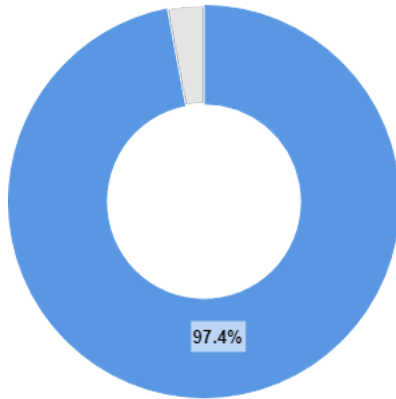
Visual and Performing Arts – Course Participation

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

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

District

State



Students enrolled in one or more classes by discipline:

Music



Dance



Drama



Visual Arts



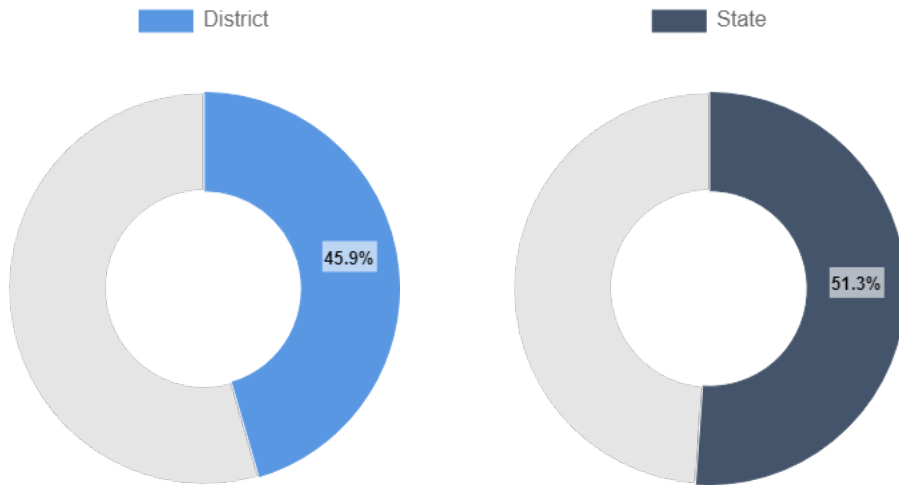
College and Career Readiness

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

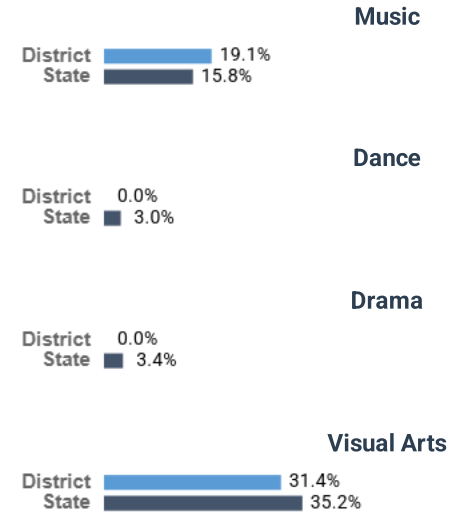
Visual and Performing Arts – Course Participation

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

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



Students enrolled in one or more classes by discipline:



College and Career Readiness

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

Structured Learning Experiences Participation

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

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

Structured Learning Experiences



Graduation/ Postsecondary

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

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

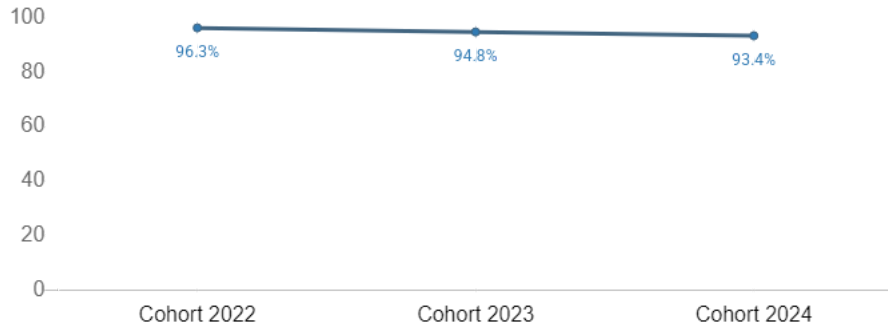
To be included as a graduate in the federal version of the graduation rate, students must have met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless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

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

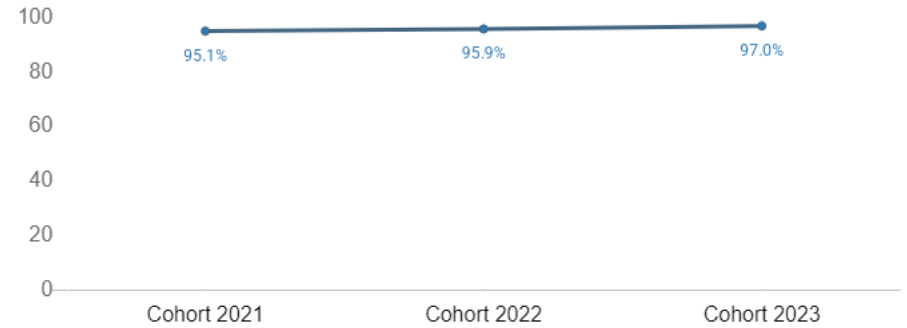
Graduation Rate Trends and Progress

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

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2022 4-Year Rate	Cohort 2023 4-Year Rate	Cohort 2024 4-Year Rate	Cohort 2021 5-Year Rate	Cohort 2022 5-Year Rate	Cohort 2023 5-Year Rate
Graduation Rate	96.3%	94.8%	93.4%	95.1%	95.9%	97.0%
Statewide Graduation Rate	90.9%	91.1%	91.3%	92.5%	92.7%	92.6%

Graduation/ Postsecondary

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

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

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

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

Cohort 2024 4-Year Graduation Cohort Profile

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

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	93.4%	5.4%	1.2%	91.3%	3.8%	4.9%
White	92.4%	5.9%	1.7%	95.0%	2.6%	2.5%
Hispanic	96.1%	3.9%	0.0%	86.9%	4.9%	8.3%
Black or African American	94.7%	4.0%	1.3%	86.5%	6.0%	7.5%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	96.7%	2.3%	1.0%
American Indian or Alaska Native	*	*	*	91.7%	3.8%	4.5%
Two or More Races	*	*	*	92.3%	3.5%	4.3%
Female	93.9%	5.2%	0.9%	93.1%	2.8%	4.1%
Male	93.1%	5.6%	1.4%	89.5%	4.7%	5.7%
Non-Binary/Undesignated Gender	N	N	N	86.7%	3.3%	10.0%
Economically Disadvantaged Students	93.9%	4.4%	1.7%	87.1%	5.3%	7.7%
Students with Disabilities	86.2%	12.1%	1.7%	80.7%	12.5%	6.8%
Multilingual Learners	*	*	*	78.9%	7.5%	13.6%
Students experiencing homelessness	91.7%	0.0%	8.3%	74.5%	11.2%	14.3%
Students in Foster Care	*	*	*	61.6%	13.1%	25.3%
Military-Connected Students	87.5%	12.5%	0.0%	94.5%	2.3%	3.1%
Migrant Students	N	N	N	88.2%	3.9%	7.9%

Graduation/ Postsecondary

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

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

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

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

Cohort 2023 5-Year Graduation Cohort Profile

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

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	97.0%	1.5%	1.5%	92.6%	1.7%	5.6%
White	97.1%	1.5%	1.5%	95.9%	1.5%	2.6%
Hispanic	96.5%	0.0%	3.5%	88.2%	1.9%	9.9%
Black or African American	96.8%	3.2%	0.0%	88.9%	2.5%	8.7%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	97.5%	1.3%	1.2%
American Indian or Alaska Native	N	N	N	92.5%	0.0%	7.5%
Two or More Races	*	*	*	94.7%	1.0%	4.3%
Female	96.1%	2.4%	1.6%	94.4%	1.2%	4.4%
Male	97.9%	0.7%	1.4%	91.0%	2.2%	6.8%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	95.6%	2.2%	2.2%	88.8%	2.0%	9.2%
Students with Disabilities	92.2%	6.3%	1.6%	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	*	*	*	67.0%	7.5%	25.5%
Military-Connected Students	100.0%	0.0%	0.0%	96.0%	0.8%	3.1%
Migrant Students	N	N	N	66.7%	10.7%	22.6%

Graduation/ Postsecondary

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

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

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

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

Cohort 2022 6-Year Graduation Cohort Profile

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

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

Student Group	Graduates	Continuing	Non-Continuing	High School Persistence (Graduates + Continuing)	State: Graduates	State: Continuing Students	State: Non-Continuing Students	State: High School Persistence (Graduates + Continuing)
Districtwide	96.7%	1.6%	1.6%	98.4%	93.2%	1.0%	5.8%	94.2%
White	97.5%	1.7%	0.8%	99.2%	96.4%	0.9%	2.7%	97.3%
Hispanic	95.7%	2.2%	2.2%	97.8%	88.2%	1.0%	10.8%	89.2%
Black or African American	96.8%	0.0%	3.2%	96.8%	89.6%	1.4%	9.0%	91.0%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	98.1%	0.8%	1.0%	99.0%
American Indian or Alaska Native	*	*	*	*	93.6%	0.8%	5.6%	94.4%
Two or More Races	*	*	*	*	92.9%	1.3%	5.9%	94.1%
Female	98.3%	0.9%	0.9%	99.1%	95.0%	0.6%	4.4%	95.6%
Male	95.3%	2.3%	2.3%	97.7%	91.5%	1.4%	7.1%	92.9%
Non-Binary/Undesignated Gender	N	N	N	N	*	*	*	*
Economically Disadvantaged Students	97.9%	0.0%	2.1%	97.9%	88.8%	1.1%	10.2%	89.8%
Students with Disabilities	89.7%	6.9%	3.4%	96.6%	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	*	*	*	*	64.1%	3.5%	32.4%	67.6%
Military-Connected Students	100.0%	0.0%	0.0%	100.0%	92.9%	1.7%	5.4%	94.6%
Migrant Students	N	N	N	N	67.1%	2.4%	30.5%	69.5%

Graduation/ Postsecondary

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

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

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

Federal Graduation Rates

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

Student Group	2024 4-Year Federal Graduation	2023 5-Year Federal Graduation	2022 6-Year Federal Graduation	State: 2024 4-Year Federal Graduation	State: 2023 5-Year Federal Graduation	State: 2022 6-Year Federal Graduation
	Rate	Rate	Rate	Rate	Rate	Rate
Districtwide	92.3%	96.3%	95.1%	87.7%	91.8%	87.0%
White	91.5%	96.4%	95.0%	91.5%	95.0%	90.0%
Hispanic	96.1%	96.5%	95.7%	83.3%	87.4%	82.1%
Black or African American	92.0%	95.2%	96.8%	80.9%	87.6%	80.8%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	96.1%	97.3%	96.6%
American Indian or Alaska Native	*	N	*	84.1%	92.5%	86.4%
Two or More Races	*	*	*	89.0%	93.0%	86.2%
Female	93.0%	95.3%	97.4%	90.5%	93.7%	90.6%
Male	91.7%	97.2%	93.0%	85.2%	90.0%	83.7%
Non-Binary/Undesignated Gender	N	N	N	83.3%	*	*
Economically Disadvantaged Students	93.4%	94.5%	95.8%	82.6%	87.8%	81.4%
Students with Disabilities	81.0%	89.1%	82.8%	60.2%	79.2%	51.8%
Multilingual Learners	*	*	*	77.6%	77.6%	75.7%
Students experiencing homelessness	83.3%	*	*	67.0%	76.2%	64.6%
Students in Foster Care	*	*	*	50.4%	61.9%	47.1%
Military-Connected Students	87.5%	100.0%	100.0%	91.4%	94.9%	88.4%
Migrant Students	N	N	N	85.5%	64.3%	64.6%

Graduation/ Postsecondary

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

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

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

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

Accountability Graduation Rates

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

Student Group	Cohort 2023: 4-Year Graduation Rate	Cohort 2023: Annual Target	Cohort 2023: Met Target	Cohort 2022: 5-Year Graduation Rate	Cohort 2022: Annual Target	Cohort 2022: Met Target
Districtwide	94.8%	94.6%	Met Target	94.3%	N	N
White	94.9%	94.9%	Met Target	95.0%	N	N
Hispanic	93.2%	93.4%	Not Met	93.5%	N	N
Black or African American	95.2%	95.0%	Met Goal	96.8%	N	Met Goal
Asian, Native Hawaiian, or Pacific Islander	*	**	**	*	**	**
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	*	**	**	*	**	**
Economically Disadvantaged Students	93.0%	95.0%	Not Met	94.4%	N	N
Students with Disabilities	86.2%	79.6%	Met Target	81.0%	N	N
Multilingual Learners	*	**	**	*	**	**

Report Key:

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

Graduation/ Postsecondary

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

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Graduation Pathways

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

Graduation Pathway	% of Graduates Meeting ELA Requirements by Pathway	% of Graduates Meeting Math Requirements by Pathway
Statewide Assessment	70.2%	29.3%
Substitute Competency Test	7.0%	33.1%
Portfolio Appeals Process	16.1%	31.0%
Alternate Requirements Specified in IEP	1.2%	1.2%
Unknown/Other	5.4%	5.4%

Dropout Rate Trends

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

School Year	District Rate	State Rate
2023-2024	0.0%	1.0%
2022-2023	0.4%	1.2%
2021-2022	0.2%	1.2%

Graduation/ Postsecondary

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

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

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

Apprenticeship

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

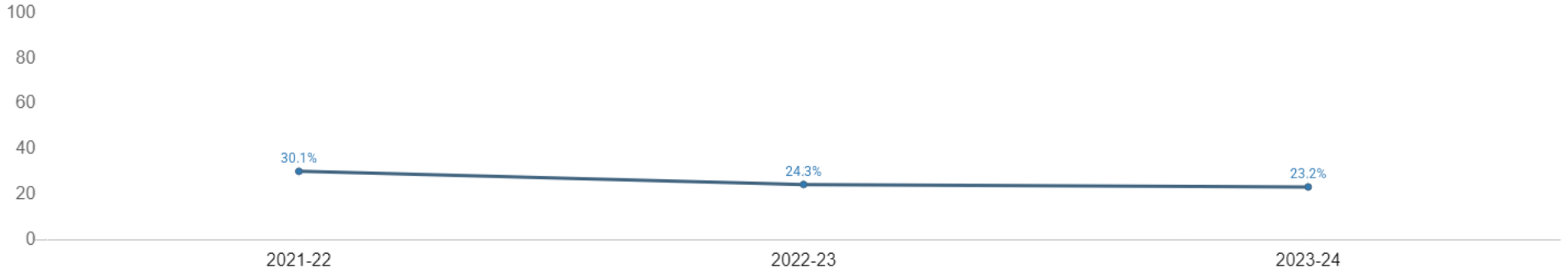
Year of Graduation	Graduates enrolled in apprenticeship programs
2023	*
2022	*
2021	*
2020	*
2019	*
2018	*
2017	*
2016	*

Climate and Environment

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

Chronic Absenteeism Trends

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



Performance Measure	2021-22	2022-23	2023-24
Chronic Absenteeism Rate	30.1%	24.3%	23.2%
ESSA Target (State Average for Grades Served)	18.1%	16.6%	14.9%
Met ESSA Target	Not Met	Not Met	Not Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%

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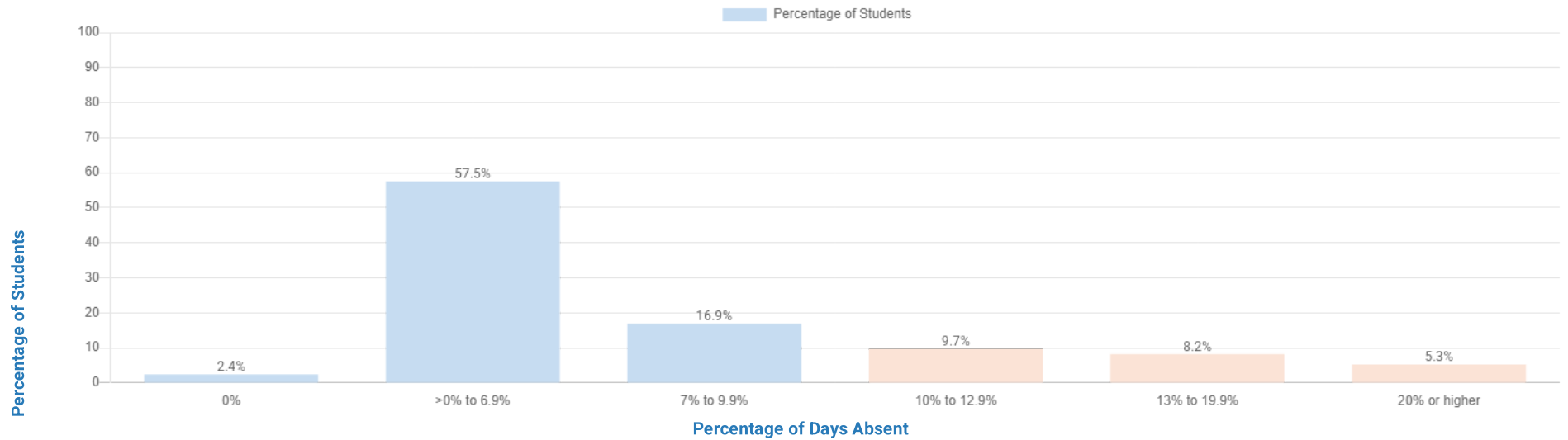
Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	870	23.2%	14.9%	Not Met
White	401	23.2%	14.9%	Not Met
Hispanic	175	21.1%	14.9%	Not Met
Black or African American	180	23.6%	14.9%	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	12.7%	14.9%	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	103	28.6%	14.9%	Not Met
Female	*	21.9%		
Male	*	24.4%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	609	26.7%	14.9%	Not Met
Students with Disabilities	259	30.3%	14.9%	Not Met
Multilingual Learners	13	15.1%	14.9%	Not Met
Students Experiencing Homelessness	62	54.9%		
Students in Foster Care	4	14.8%		
Military-Connected Students	58	12.4%		
Migrant Students	*	*		

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Percentage of Days Absent

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



Report Key:

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** Accountability calculations require 20 or more students

N No Data is available to display

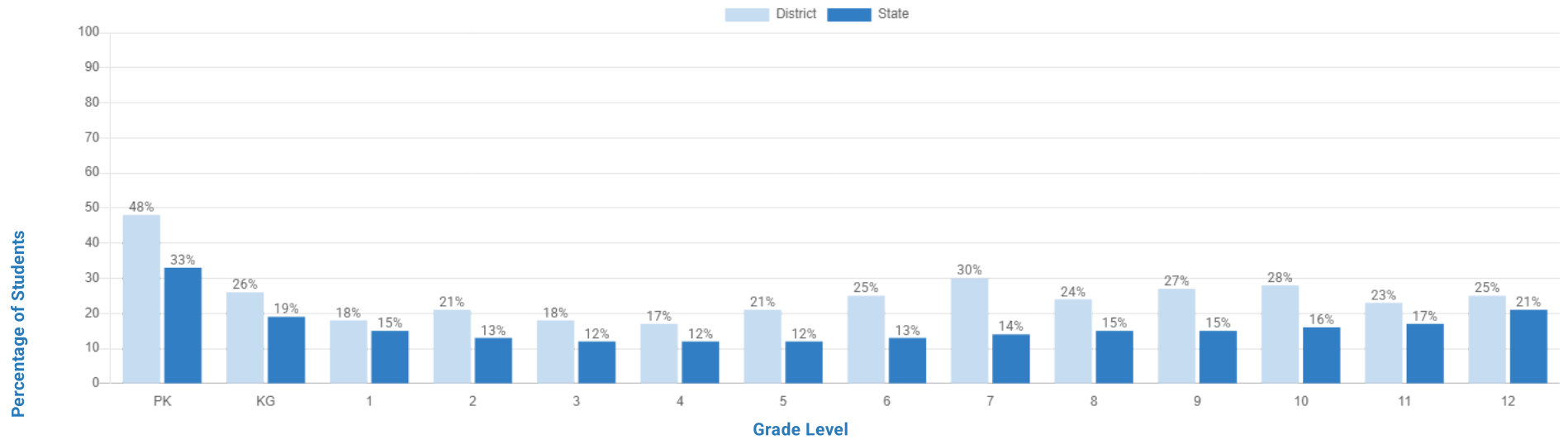
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Chronic Absenteeism by Grade

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



Climate and Environment

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	98
Weapons	7
Vandalism	8
Substances	39
Harassment, Intimidation, Bullying (HIB)	66
Total Unique Incidents	214
Incidents Per 100 Students Enrolled	4.99

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	7
Weapons	1
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	4
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	18	16	34
Religion	0	0	0
Ancestry	4	0	4
Gender	3	8	11
Sexual Orientation	2	4	6
Disability	0	6	6
Other	23	39	62
No Identified Nature	45		45

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Student Disciplinary Removals: By Student Group

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

Student Group	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
White	30	1%	60	3%	70	3%	<5	<5.00%	0	0%
Hispanic	10	1%	26	2%	29	3%	<5	<5.00%	0	0%
Black or African American	15	2%	52	6%	57	6%	<5	<5.00%	0	0%
Asian	1	1%	1	1%	2	3%	<5	<5.00%	0	0%
Native Hawaiian or Pacific Islander	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
American Indian or Alaska Native	0	0%	2	18%	2	18%	<5	<5.00%	0	0%
Two or more races	8	2%	14	3%	16	4%	<5	<5.00%	0	0%
Female	*	1%	*	3%	*	3%	*	<5.00%	*	0%
Male	*	2%	*	4%	*	4%	*	<5.00%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	47	2%	109	4%	124	4%	<5	<5.00%	0	0%
Students with disabilities	15	2%	39	4%	46	5%	<5	<5.00%	0	0%

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Student Disciplinary Removals: By Grade Level

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

Grade	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Districtwide	64	1%	156	3%	177	4%	4	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%	0	0%	0	0%	<5	<5.00%	0	0%
2	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
3	1	0%	0	0%	1	0%	<5	<5.00%	0	0%
4	3	1%	1	0%	3	1%	<5	<5.00%	0	0%
5	0	0%	4	1%	4	1%	<5	<5.00%	0	0%
6	24	8%	25	8%	33	11%	<5	<5.00%	0	0%
7	3	1%	30	9%	31	10%	<5	<5.00%	0	0%
8	4	1%	22	7%	23	8%	<5	<5.00%	0	0%
9	11	4%	25	9%	27	10%	<5	<5.00%	0	0%
10	5	2%	22	7%	23	8%	<5	<5.00%	0	0%
11	13	5%	18	7%	23	9%	<5	<5.00%	0	0%
12	0	0%	8	3%	8	3%	<5	<5.00%	0	0%

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Students Involved in Police Notifications: By Student Group

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

Student Group	# of Students involved in at least one incident	% of Students involved in at least one incident	# of Students involved in at least one violent incident	% of Students involved in at least one violent incident	# of Students involved in at least one vandalism incident	% of Students involved in at least one vandalism incident	# of Students involved in at least one substance related incident	% of Students involved in at least one substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in at least one weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in at least one HIB incident	# of Students involved in at least one other incident type	% of Students involved in at least one other incident type
Districtwide	14	0%	7	0%	0	0%	2	0%	1	0%	3	0%	1	0%
White	5	0%	1	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	<5	<5.00%
Hispanic	2	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	<5	<5.00%
Black or African American	5	1%	4	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	<5	<5.00%
Asian	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	<5	<5.00%
Native Hawaiian or Pacific Islander	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	<5	<5.00%
American Indian or Alaska Native	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	<5	<5.00%
Two or more races	2	0%	2	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	<5	<5.00%
Female	*	0%	*	0%	*	0%	*	<5.00%	*	<5.00%	*	<5.00%	*	<5.00%
Male	*	0%	*	0%	*	0%	*	<5.00%	*	<5.00%	*	<5.00%	*	<5.00%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	9	0%	5	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	<5	<5.00%
Students with disabilities	4	0%	1	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	<5	<5.00%

Climate and Environment

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

Students 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	14	0%	7	0%	0	0%	2	0%	1	0%	3	0%	1	0%
PK	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	<5	<5.00%
KG	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	<5	<5.00%
1	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	<5	<5.00%
2	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	<5	<5.00%
3	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	<5	<5.00%
4	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	<5	<5.00%
5	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	<5	<5.00%
6	1	0%	1	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	<5	<5.00%
7	1	0%	1	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	<5	<5.00%
8	1	0%	1	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	<5	<5.00%
9	2	1%	1	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	<5	<5.00%
10	2	1%	1	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	<5	<5.00%
11	4	2%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	<5	<5.00%
12	3	1%	2	1%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	<5	<5.00%

Climate and Environment

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

Students Arrested by Type of Incident Leading to Arrest: By 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%	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%
Native Hawaiian or Pacific Islander	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%
Two or more races	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	*	<5.00%	*	<5.00%	*	0%	*	0%	*	0%	*	0%	*	0%
Male	*	<5.00%	*	<5.00%	*	0%	*	0%	*	0%	*	0%	*	0%
Non- Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with disabilities	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%

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

Climate and Environment

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

School Days Missed due to Out-of-School Suspensions

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

School Days Missed due to Out-of-School Suspensions

814

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, or if the teacher has an expired certificate.

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

Teachers – Experience

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

Category	Teachers in District	Teachers in State
Total Number of teachers	372	119,239
Average years experience in public schools	14.9	12.6
Average years experience in district	13.4	11.3
Number of Teachers with 4 or more years experience in the district	308	87,243
Percentage of Teachers with 4 or more years experience in the district	82.8%	73.6%
Number of out-of-field teachers	6	2,931
Percentage of out-of-field teachers	1.6%	2.5%
Number of Teachers with Provisional Credentials	42	9,065
Percentage of Teachers with Provisional Credentials	11.3%	7.6%

Administrators – Experience

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

Category	Admin. in District	Admin. in State
Total Number of administrators	33	10,170
Average years experience in public schools	15.4	16.2
Average years experience in district	12.2	12.5
Number of Administrators with 4 or more years experience in the district	27	7,734
Percentage of Administrators with 4 or more years experience in the district	81.8%	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	372	119,239
Administrators	33	10,170
Librarians/Media Specialists	2	1,160
Nurses	21	3,025
School Counselors	17	4,673
Child Study Team Members	29	9,654
School Psychologists	8	2,185
School Social Workers	7	2,750
Student Assistance Coordinators	N	400
School Safety Specialists	2	681

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Student and Staff Ratios

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

Ratio	District Ratio
Students to Teachers	12:1
Students to Administrators	130:1
Teachers to Administrators	11:1
Students to Librarians/Media Specialists †	2144:1
Students to Nurses †	204:1
Students to Counselors †	252:1
Students to Child Study Team Members †,††	30:1
Students to School Psychologists †	536:1
Students to School Social Workers †	613:1
Students to Student Assistance Coordinators †	N
Students to School Safety Specialists †	2144:1

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

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

Teachers and Administrators – Demographics

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

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	48.0%	80.0%	60-70%	48.0%	77.0%	57.0%
Male	52.0%	20.0%	30-40%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤10%	≤1%	≤1%	≤1%
White	46.0%	86.8%	78.8%	38.2%	81.8%	74.5%
Hispanic	22.8%	3.5%	3.0%	34.0%	8.6%	8.6%
Black or African American	19.7%	8.3%	18.2%	14.2%	6.4%	14.4%
Asian	1.2%	1.1%	0.0%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.2%	0.3%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.4%	0.5%
Two or More Races	9.7%	0.0%	0.0%	3.1%	0.3%	0.4%

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

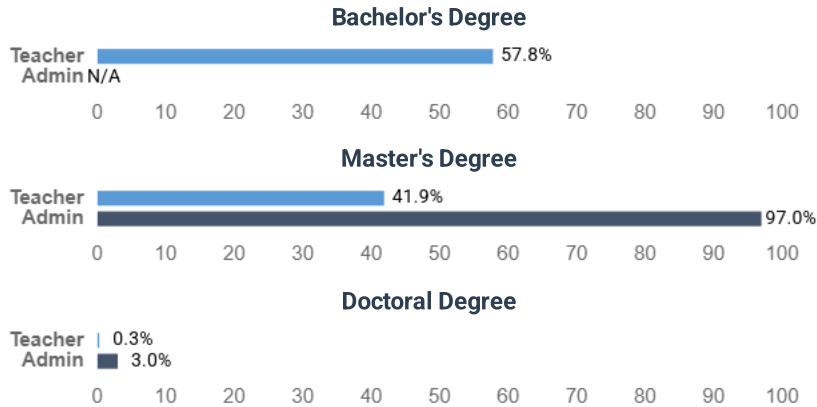
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district.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

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

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

Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2022-23 Teachers: Same district 2023-24	87.9%	89.5%
2022-23 Administrators: Same district 2023-24	80.6%	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, or if the teacher has an expired certificate.

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

Teachers by Subject Area

This table shows the counts of teachers by subject area with gender breakdown, experience, and level of education. The staff counts in this table reflect staff assignments as submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Note that some teachers may teach in multiple subject areas and may be counted more than once in this table, or they may only be counted in their primary subject area. Additionally, in many elementary schools, teachers are not assigned to specific subject areas, so they will appear in the Elementary (Not Subject Specific) category and not in the other subject areas, but that does not mean those subjects are not being taught in the school. Special Education and Bilingual teachers are generally assigned to a subject area and also either special education or bilingual, so those teachers will be counted in multiple subject areas.

Subject Area	Total Number of Teachers	% Female	% Male	% Non-binary or Undesignated Gender	% White	% Hispanic	% Black or African American	% Asian	% Native Hawaiian, Pacific Islander	% American Indian or Native American	% Two or More Races	% 4 or more years experience in the district	% Bachelor's Degree(Highest Degree)	% Master's Degree(Highest Degree)	% Doctoral Degree(Highest Degree)
Elementary (Not Subject Specific)	155	90-95%	5-10%	≤5%	89.0%	3.9%	6.5%	0.6%	0.0%	0.0%	0.0%	87.7%	59.4%	40.6%	0.0%
English/Language Arts/Literacy	37	80-90%	10-20%	≤10%	81.1%	0.0%	18.9%	0.0%	0.0%	0.0%	0.0%	75.7%	45.9%	51.4%	2.7%
English to Speakers of Other Languages	4	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Mathematics	24	40-60%	40-60%	≤20%	83.3%	4.2%	12.5%	0.0%	0.0%	0.0%	0.0%	87.5%	50.0%	50.0%	0.0%
Science	16	60-80%	20-40%	≤20%	87.5%	0.0%	12.5%	0.0%	0.0%	0.0%	0.0%	87.5%	62.5%	37.5%	0.0%
Social Studies/History	16	20-40%	60-80%	≤20%	93.8%	6.3%	0.0%	0.0%	0.0%	0.0%	0.0%	81.3%	43.8%	56.3%	0.0%
World Language	8	*	*	*	62.5%	25.0%	12.5%	0.0%	0.0%	0.0%	0.0%	62.5%	25.0%	75.0%	0.0%
Visual and Performing Arts	16	40-60%	40-60%	≤20%	93.8%	0.0%	6.3%	0.0%	0.0%	0.0%	0.0%	93.8%	81.3%	18.8%	0.0%
Health/Physical Education	21	40-60%	40-60%	≤20%	76.2%	4.8%	19.0%	0.0%	0.0%	0.0%	0.0%	81.0%	66.7%	33.3%	0.0%
Family & Consumer Sciences	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Computer Science/IT	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
Industrial Arts	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	100.0%	0.0%	0.0%
Career and Technical Education	6	*	*	*	83.3%	0.0%	16.7%	0.0%	0.0%	0.0%	0.0%	100.0%	50.0%	50.0%	0.0%
Special Education	79	90-95%	5-10%	≤5%	87.3%	3.8%	3.8%	3.8%	0.0%	1.3%	0.0%	72.2%	63.3%	36.7%	0.0%
Bilingual	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N

Report Key:

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

Per-Pupil Expenditures

Per-Pupil Expenditures by Source

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

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

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

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

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

Pemberton Twp	Federal	State & Local	Total	ADE**
District Level Total Expenditures	\$1,667	\$20,716	\$22,383	4,292.8
District Level Central Expenditures		\$4,101	\$4,101	4,292.8
Helen A. Fort Middle School	\$2,360	\$17,782	\$20,142	584.4
Pemberton Township High School	\$1,842	\$18,515	\$20,357	1,005.6
Howard L. Emmons	\$1,188	\$15,251	\$16,439	293.6
Fort Dix Elementary School	\$1,141	\$12,442	\$13,583	309.2
Samuel T. Busansky School	\$1,884	\$14,843	\$16,727	301.5
Joseph S. Stackhouse School	\$1,641	\$16,282	\$17,923	212.7
Pemberton Early Childhood Education Center	\$1,018	\$21,402	\$22,420	461.3
Marcus W. Newcomb Middle School	\$1,713	\$16,426	\$18,139	281.1
Denbo Crichton School	\$1,606	\$13,704	\$15,310	843.4
-				

Accountability

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

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

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

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

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

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

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

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.

County Code	County Name	District Code	District Name	School Code	School Name	Status for 2025-26 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2025-26 School Year
05	Burlington	4050	Pemberton Township School District	050	Helen A. Fort Middle School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;

Accountability

ESSA Accountability Progress

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

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

ESSA Accountability Indicator	2021-22	2022-23	2023-24
ELA Proficiency	31.3%	30.0%	28.4%
Math Proficiency	16.7%	19.2%	18.8%
ELA Growth†	56	39	40
Math Growth†	55	43	41
4-Year Graduation Rate (Prior Year)††	93.3%	94.6%	94.8%
5-Year Graduation Rate (Prior Year)††	93.0%	94.8%	94.3%
Progress toward English Language Proficiency	27.5%	44.1%	42.3%
Chronic Absenteeism	30.1%	24.3%	23.2%

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

†Target was met within a confidence interval.

Narrative

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



Highlights:

- Pemberton Township Schools is home to schools designated as National Schools of Character and New Jersey State Schools of Character.
- Our 1-to-1 initiative gives students from kindergarten through high school access to digital resources, feedback and course content.
- We have been proudly serving the military community for over 100 years, and our schools have been designated as NJDOE Purple Star Schools for our exceptional support of military students and families.



Mission, Vision, Theme:

Pemberton Learning Community: Pursuing Excellence, One Child at a Time.



Awards, Recognition, Accomplishments:

Character Education is a priority at Pemberton Township Schools, with all schools participating in comprehensive, creative character education programs. These efforts have resulted in the majority of our schools earning the designation National School of Character, and all nine of our schools being named a NJ State School of Character. In addition, every school has been named a Purple Star School by the NJ Department of Education, in recognition of our exceptional support of our Military Families! Three National Honor Societies from elementary through high school recognize our highest achieving academic students and service-oriented leaders. Students excel in the arts and athletics, earning regional honors and recognition. Technology is infused throughout the curriculum, with our 1-to-1 initiative providing students from kindergarten through 12th grade with personal iPads or Chromebooks.

Narrative

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Courses, Curriculum, Instruction:

Our rigorous secondary academic curriculum includes Advanced Placement and College Acceleration Program courses, an esteemed JROTC program, and a robust selection of Career and Technical Education Programs. Three academies offer students further options to explore possible career pathways both for students attending higher education institutions and those seeking employment after graduation. In addition, our students have a variety of extracurricular and co-curricular opportunities that expand student interest and focus. Our elementary math, ELA, science, and social studies programs include both print and digital components, and Interactive Displays, iPads, Chromebooks and laptops are integrated throughout the curriculum. Academic mastery intervention and a gifted & talented education program are also provided across grade levels



Before and After School Programs:

Before and After Care is offered to children in preschool through 5th grade, through the Champions Before and After School Program. The 21st Century program is offered to students in grades 3-5 and provides enrichment activities, homework help, snacks and transportation home.



Staff and Professional Learning:

Our professional development programs include a mentoring program for new teachers, character education, Creating Trauma Sensitive Schools and creating high functioning Professional Learning Communities (PLCs). The goal of our PD program is to equip teachers with tools that maximize student learning. Through the PLCs, teachers collaborate through action research to create common formative assessments, analyze results, create action plans, and share best practices. The Trauma Sensitive Schools initiative focuses on the social-emotional child development of students so that learning can be optimized. First year staff member PD includes several days of training and monthly meetings geared to new teacher challenges. Targeted PD sessions are also offered for 2nd and 3rd year teachers. In addition, a robust Mindfulness framework focuses on developing the whole child. Strengthening teachers as "warm demanders" is a central focus of the district's professional development program.

Narrative

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Student Supports and Services:

We provide a comprehensive range of supports and services to promote student success. Each building is equipped with an Intervention and Referral Services team dedicated to identifying and assisting students facing academic or behavioral challenges through a multi-tiered system of support. As a Trauma-Sensitive District, we emphasize students' social-emotional development by fostering a safe, supportive environment where they can build meaningful relationships with adults and peers. Our school counselors provide a developmentally appropriate guidance curriculum, facilitate individual planning, and offer both individual and group counseling services. To further support our community, we partner with Care Solace, a mental health care coordination service, which connects students, staff, and families with high-quality counseling and care, ensuring that they receive the assistance they need when challenges arise.



Student Health and Wellness:

Our District Wellness Committee, composed of administrators, staff members, students and community members, supports our district in promoting healthy behaviors. We participate in the National School Breakfast and Lunch program during the school year and the Summer Meal Program during the summer and are 100% compliant in serving school meals and snacks that meet the Federal Nutrition Standards. K-12 students participate in physical education and health classes and our elementary and middle school students participate in recess each day, which gives them the opportunity to engage in physical activity and play. We celebrate School Wellness Week every March and hold fun and educational programs and activities designed to promote healthy eating, exercise, and overall wellness. In addition, several of our schools have partnered with SNAP Ed Nutrition Educators from Rutgers Cooperative Extension of Burlington County to offer nutrition and cooking classes and create school gardens.



Parent and Community Involvement:

The parent-school relationship is enhanced by a wide-ranging communication strategy that includes an expedient mass notification system that includes phone, text and email messaging, district and school websites, and informative social media. The Genesis Parent Portal provides parents with detailed course and attendance records as well as current grades, obligations, forms, health and contact information. Working together with active and involved PTOs in our schools, we continue to foster parent support to enhance the school experience for every student. Students and staff alike form collaborative relationships with community members and first responders, and actively participate in community programs, township events and holiday festivities. We offer many parent workshops on a variety of topics. Our goal continues to be to strengthen the school-home relationship to improve the student experience.

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

Narrative

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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers. Each of our district schools utilize individual climate surveys to discover strengths and points of pride, as well as to address areas in need of improvement. The surveys are conducted annually or bi-annually and results are shared with faculty and the community.



Facilities:

Pemberton Township Schools is committed to maintaining safe, efficient and comfortable learning and working environments throughout our district.



School Safety:

All district staff members are trained in school safety, fire, and evacuation drills. Unannounced fire and emergency drills are conducted in each building on a random basis each month. Our district security system is outfitted with the latest technologies, and we staff our buildings with highly qualified security personnel. Security staff are trained in CPR, advanced lifesaving skills, and de-escalation tactics, and each building has a designated and trained cardiac response team. We maintain a very close working relationship with local first responders, who have unfettered access to our buildings during emergency situations.

Narrative

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Technology and STEM:

Through our 1-to-1 initiative, every student has continual access to digital resources, assessment feedback and course content. Secondary students have the opportunity to engage in hands-on learning in the Makerspace STEAM lab, which features 3D printers, VR glasses, Chromebooks, iPads, and Interactive TVs. Students in grades 3-5 take Innovation Lab (STEM) as a special, an interdisciplinary course designed to engage students in hands-on, collaborative learning while mastering mathematical, science, and artistic concepts. All students in grades K-12 have a one-to-one device to provide greater access to digital components of our curricular resources in math, ELA and science. In our preschool program, a STEM program has been added to enable our early learners the opportunity to engage in STEM activities that foster inquiry and exploration through play. Finally, every homeroom is outfitted with an interactive board and sound amplification system that is utilized by the teacher



Early Childhood Education:

Pemberton Township Schools provides a free, full day preschool education program for three and four-year olds. All classes have a maximum of 15 students and are led by certified early childhood teachers. We offer several different types of multi-age classrooms to provide appropriate support for children that receive special education. The school day runs from 9:10 am-3:30 pm, and transportation is provided for all children in the preschool program. Our preschool program is fully funded by the state of New Jersey.

Narrative

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Other Information:

Pemberton Township Schools serves over 4,500 students from Pemberton Township, Pemberton Borough and Joint Base McGuire-Dix-Lakehurst. We have been proudly serving the military community for over 100 years. With approximately 20% of our student population being part of an active military family, we provide programs, support and celebrations tailored to the unique needs and challenges of the military student. Every one of our schools has been named a Purple Star School by the NJ Department of Education, in recognition of our unending support, service, and commitment to our Military Families. Our nine schools provide a quality, comprehensive education for all students and include a dedicated early childhood education center, five elementary schools, two middle schools, and one high school. The majority of our schools carry the designation of National School of Character, and all nine of our schools are a NJ State School of Character. These designations affirm our commitment to character education, as we strive to build a climate of respect throughout all of our schools, focusing on the social-emotional and character development of all our students. Our full spectrum of technology-infused academics is enhanced by extensive enrichment studies, an excellent special needs program, winning athletic programs, outstanding theater and music programs, a broad range of extra-curricular activities, and caring support services. As a participant in the NJ State School Choice program, we have the opportunity to welcome students from outside our district who apply to enroll in our schools.