



Black Horse Pike Regional School District (07-0390)

2023-2024

County: Camden

Superintendent: Dr. Brian Repici

District: Black Horse Pike Regional School District

[District Website](#)

580 Erial Road
Blackwood, NJ 08012

856-227-4106 x8001



3,415
Total Students



09-12
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	Camden
District	Black Horse Pike Regional School District
Superintendent Name	Dr. Brian Repici
Address	580 Erial Road, Blackwood, NJ 08012
Phone Number	856-227-4106 x8001
Email Address	brepici@bhprsd.org
Website	www.bhprsd.org
Facebook	https://www.facebook.com/bhprsd/

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
Highland Regional High School	09-12
Timber Creek Regional High School	09-12
Triton Regional High School	09-12

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
9	934	884	838
10	787	907	851
11	829	778	871
12	845	919	855
Total	3,395	3,488	3,415

Enrollment Trends by Student Group

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

Student Group	2021-22	2022-23	2023-24
Female	49.0%	49.0%	49.0%
Male	51.0%	51.0%	51.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	21.0%	31.3%	34.3%
Students with Disabilities	17.3%	17.3%	16.4%
Multilingual Learners	1.6%	1.8%	2.4%
Students Experiencing Homelessness	1.0%	1.5%	1.4%
Students in Foster Care	0.5%	0.4%	0.4%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial And Ethnic Group	2021-22	2022-23	2023-24
White	51.0%	48.9%	47.4%
Hispanic	12.9%	13.6%	14.9%
Black or African American	25.3%	25.6%	26.7%
Asian	6.4%	6.5%	6.4%
Native Hawaiian or Pacific Islander	0.3%	0.2%	0.2%
American Indian or Alaska Native	0.2%	0.3%	0.4%
Two Or More Races	3.9%	4.9%	4.0%

Demographics

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Enrollment Trends by Full and Shared Time Status

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

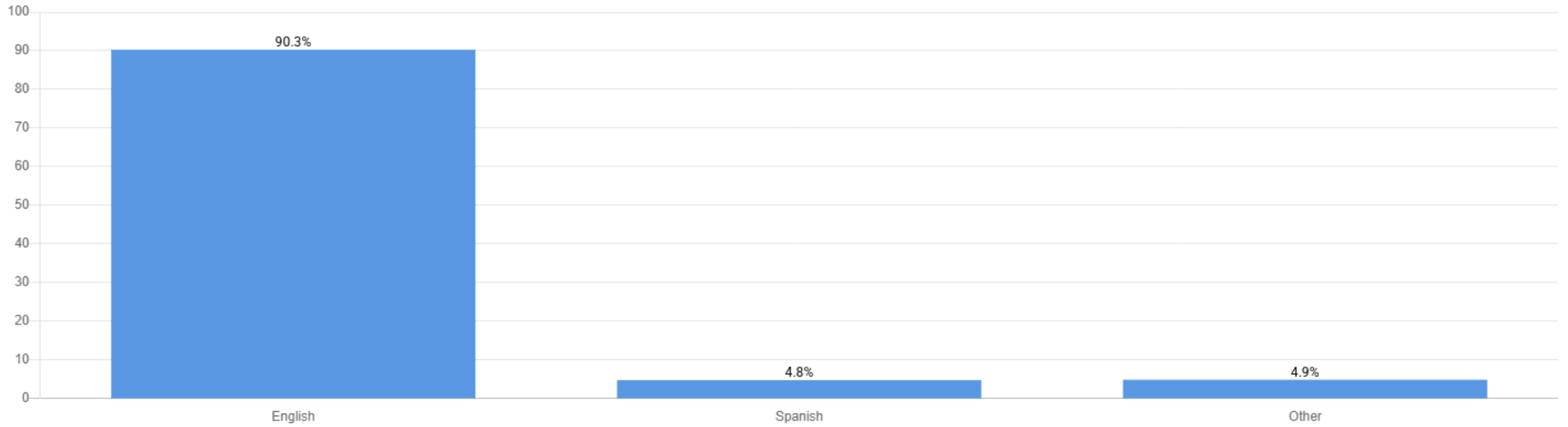
Enrollment Status	2021-22	2022-23	2023-24
Full Time Students	3,395	3,488	3,415
Shared Time Students	0	0	0
Full Time Equivalent	3,395	3,488	3,415

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.



Academic Achievement

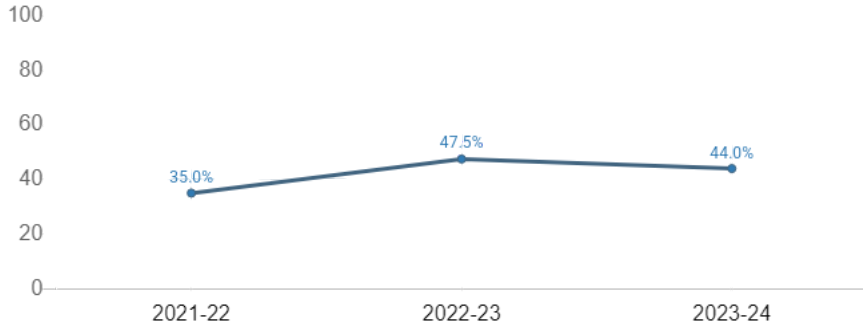
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For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2024 Accountability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

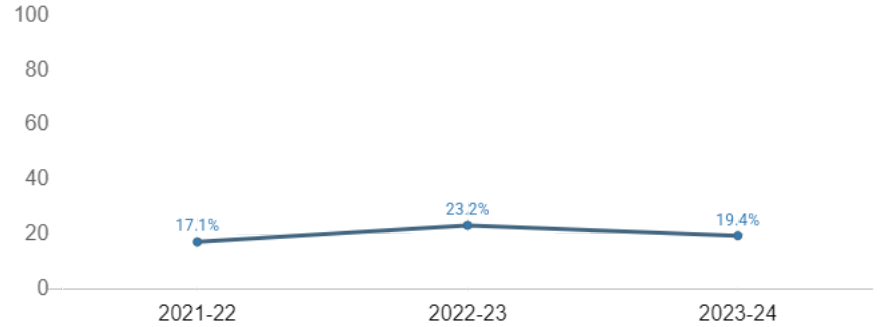
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	98.8%	97.1%	97.8%	97.2%	97.3%	97.3%
Proficiency Rate for Federal Accountability	35.0%	47.5%	44.0%	17.1%	23.2%	19.4%
Annual Target	37.9%	40.5%	49.3%	32.6%	35.6%	25.8%
Met Annual Target?	Not Met	Met Target	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	780	97.8%	44%	52.2%	44%	49.3%	Not Met
White	389	97.5%	50.9%	61.8%	50.9%	54.1%	Met Target†
Hispanic	114	97.5%	36%	38%	36%	31.7%	Met Target
Black or African American	221	98.3%	33%	35.9%	33%	43.6%	Not Met
Asian, Native Hawaiian, or Pacific Islander	42	100%	61.9%	79.9%	61.9%	76.8%	Not Met
American Indian or Alaska Native	*	*	*	51.2%	*	**	**
Two or More Races	*	91.7%	27.3%	59.4%	26.3%	**	**
Female	*	97%	54.1%	57.7%	54.1%		
Male	*	98.4%	35.5%	47%	35.5%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	249	97.3%	32.1%	34.6%	32.1%	38.9%	Not Met
Non-Economically Disadvantaged Students	531	98%	49.5%	62.8%	49.5%		
Students with Disabilities	134	95.9%	11.2%	19.8%	11.2%	15.3%	Met Target†
Students without Disabilities	646	98.2%	50.8%	59.4%	50.8%		
Multilingual Learners	19	95.2%	<10%	23.1%	<10%	**	**
Non-Multilingual Learners	761	97.9%	45.1%	56.2%	45.1%		
Students Experiencing Homelessness	*	*	*	21.9%	*		
Students in Foster Care	*	*	*	19.3%	*		
Military-Connected Students	*	*	*	48.2%	*		
Migrant Students	*	*	*	13.3%	*		

† Target was met within a confidence interval.

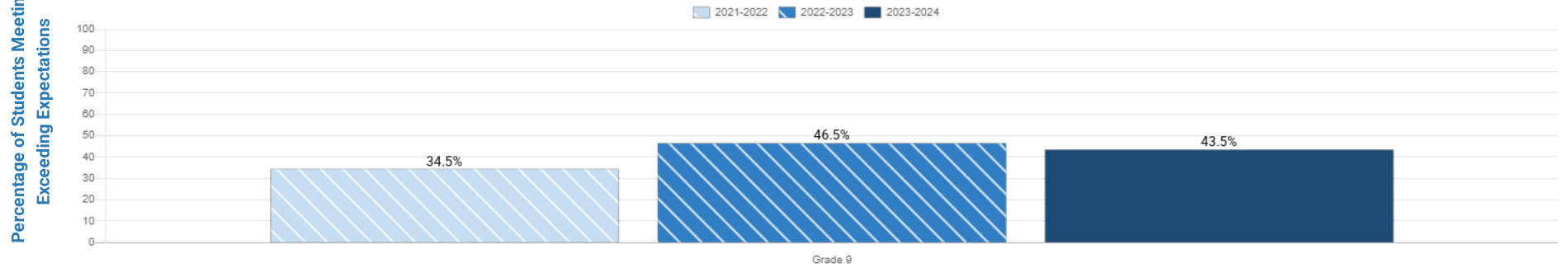
Academic Achievement

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English Language Arts Assessment - Performance Trends

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



Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 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	784	740	755	17%	19%	21%	33%	10%	43%	58%
White	392	747	764	13%	17%	20%	37%	14%	51%	67%
Hispanic	117	730	741	22%	25%	17%	32%	4%	36%	45%
Black or African American	221	732	737	20%	21%	27%	26%	5%	32%	40%
Asian, Native Hawaiian, or Pacific Islander	*	759	789	12%	7%	17%	41%	22%	63%	87%
American Indian or Alaska Native	*	*	757	*	*	*	*	*	*	59%
Two or More Races	*	716	761	50%	10%	10%	30%	0%	30%	64%
Female	*	750	762	11%	16%	19%	39%	14%	54%	64%
Male	*	733	747	22%	21%	22%	28%	7%	35%	51%
Non-binary/undesignated gender	*	*	774	*	*	*	*	*	*	77%
Economically Disadvantaged Students	250	730	738	23%	24%	23%	27%	4%	31%	41%
Non-Economically Disadvantaged Students	534	745	764	14%	16%	20%	36%	13%	49%	67%
Students with Disabilities	124	701	717	*	*	*	*	*	*	19%
Students without Disabilities	660	748	761	10%	18%	23%	38%	12%	50%	64%
Multilingual Learners	19	689	701	*	*	*	*	*	*	*
Non-Multilingual Learners	765	742	758	15%	19%	21%	34%	10%	45%	61%
Students Experiencing Homelessness	10	721	721	10%	60%	20%	10%	0%	10%	25%
Students in Foster Care	*	*	714	*	*	*	*	*	*	20%
Military-Connected Students	*	*	749	*	*	*	*	*	*	51%
Migrant Students	*	*	683	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	778	97.3%	19.4%	40.2%	19.4%	25.8%	Not Met
White	394	97.8%	25.6%	51.1%	25.6%	30.7%	Not Met
Hispanic	122	99.2%	13.1%	24.2%	13.1%	17.1%	Met Target†
Black or African American	206	96.4%	<10%	20.1%	<10%	18.3%	Not Met
Asian, Native Hawaiian, or Pacific Islander	43	95.6%	34.9%	74.4%	34.9%	37.3%	Met Target†
American Indian or Alaska Native	*	*	*	42%	*	**	**
Two or More Races	*	83.3%	<10%	48.9%	<10%	**	**
Female	*	96%	17%	38.4%	17%		
Male	*	98.4%	21.4%	42%	21.4%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	237	96.4%	12.2%	21.7%	12.2%	18.4%	Not Met
Non-Economically Disadvantaged Students	541	97.7%	22.6%	51.5%	22.6%		
Students with Disabilities	126	93.6%	<10%	16.6%	<10%	10.3%	Not Met
Students without Disabilities	652	98.1%	22.2%	45.4%	22.2%		
Multilingual Learners	30	96.9%	<10%	18.7%	<10%	N	N
Non-Multilingual Learners	748	97.3%	20.2%	43.5%	20.2%		
Students Experiencing Homelessness	*	*	*	12.9%	*		
Students in Foster Care	*	*	*	12.4%	*		
Military-Connected Students	*	*	*	38.8%	*		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

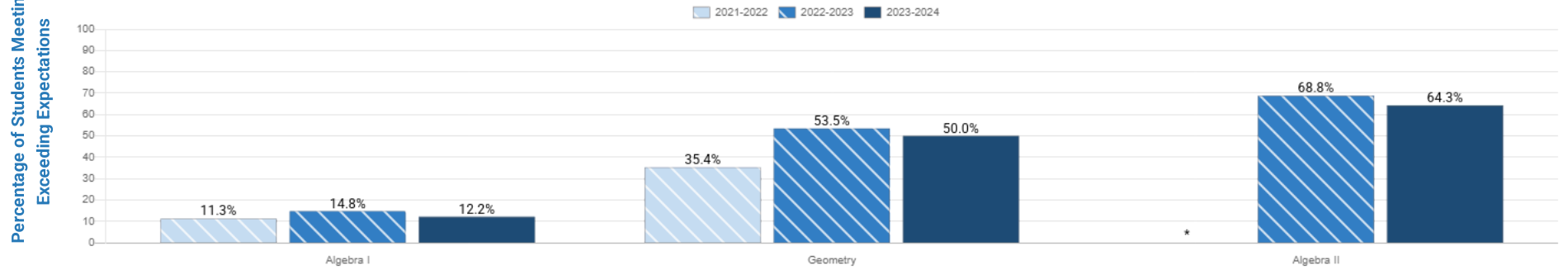
Academic Achievement

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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 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	641	719	738	22%	34%	31%	12%	0%	12%	40%
White	305	723	748	18%	35%	30%	16%	0%	16%	51%
Hispanic	116	717	723	29%	27%	33%	11%	0%	11%	23%
Black or African American	188	716	719	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	23	723	773	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	*	*	746	*	*	*	*	*	*	49%
Female	*	719	737	20%	40%	29%	11%	0%	11%	39%
Male	*	720	739	24%	29%	33%	13%	0%	13%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	218	715	722	28%	37%	26%	10%	0%	10%	22%
Non-Economically Disadvantaged Students	423	722	747	19%	33%	34%	13%	0%	13%	50%
Students with Disabilities	114	703	710	*	*	*	*	*	*	11%
Students without Disabilities	527	723	743	18%	33%	35%	14%	0%	14%	45%
Multilingual Learners	30	699	705	*	*	*	*	*	*	*
Non-Multilingual Learners	611	720	741	21%	34%	32%	13%	0%	13%	43%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	13%
Students in Foster Care	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	696	*	*	*	*	*	*	*

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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	126	748	750	0%	7%	43%	50%	0%	50%	53%
White	82	749	752	0%	5%	44%	51%	0%	51%	57%
Hispanic	*	*	735	*	*	*	*	*	*	29%
Black or African American	15	738	733	0%	13%	60%	27%	0%	27%	26%
Asian, Native Hawaiian, or Pacific Islander	17	754	765	0%	12%	18%	71%	0%	71%	77%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	66%
Two or More Races	*	*	756	*	*	*	*	*	*	63%
Female	*	747	748	0%	5%	54%	41%	0%	41%	50%
Male	*	750	752	0%	9%	32%	58%	0%	58%	57%
Non-binary/undesignated gender	*	*	752	*	*	*	*	*	*	60%
Economically Disadvantaged Students	18	744	734	0%	11%	50%	39%	0%	39%	28%
Non-Economically Disadvantaged Students	108	749	754	0%	6%	42%	52%	0%	52%	60%
Students with Disabilities	*	*	727	*	*	*	*	*	*	24%
Students without Disabilities	*	749	751	0%	6%	43%	50%	0%	50%	54%
Multilingual Learners	*	*	716	*	*	*	*	*	*	11%
Non-Multilingual Learners	*	748	751	0%	7%	43%	50%	0%	50%	55%
Students Experiencing Homelessness	*	*	727	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	743	*	*	*	*	*	*	44%
Migrant Students	*	*	*	*	*	*	*	*	*	*

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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.

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	14	765	770	0%	0%	36%	64%	0%	64%	73%
White	10	773	771	0%	0%	20%	80%	0%	80%	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	*	765	777	0%	0%	36%	64%	0%	64%	80%
Students with Disabilities	*	*	752	*	*	*	*	*	*	54%
Students without Disabilities	*	765	771	0%	0%	36%	64%	0%	64%	73%
Multilingual Learners	*	*	706	*	*	*	*	*	*	14%
Non-Multilingual Learners	*	765	772	0%	0%	36%	64%	0%	64%	75%
Students Experiencing Homelessness	*	*	*	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	744	*	*	*	*	*	*	59%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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

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

DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	ELA: Participation Rate	Math: # Students Tested	Math: Participation Rate
11	16	100.0%	16	100.0%

Academic Achievement

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	# Students with Overall Score Below 4.5	% Students with Overall Score Below 4.5	# Students with Overall Score of 4.5 or Above	% Students with Overall Score 4.5 or Above
0-2	59	*	>90%	*	<10%
3-4	20	*	>90%	*	<10%
5 or more	N	N	N	N	N

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	28.8%	22.7%	Met Goal

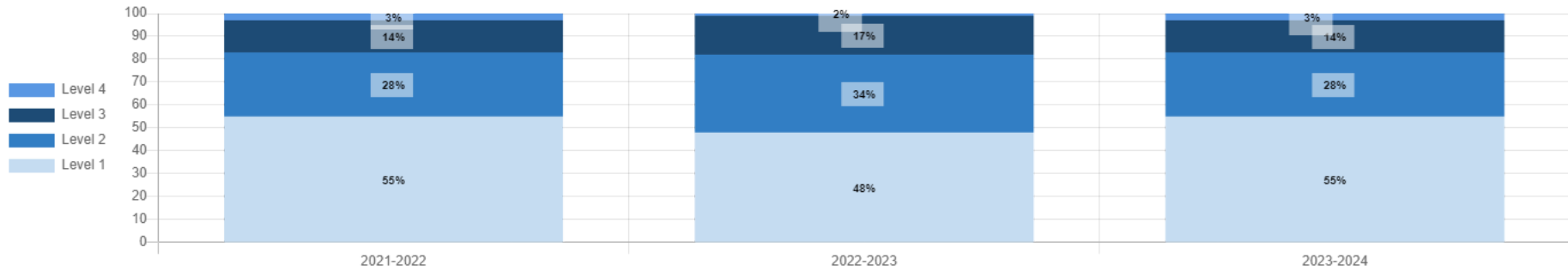
† Target was met within a confidence interval.

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 11 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

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	55%	28%	14%	3%	45%	27%	19%	9%
White	47%	29%	19%	5%	34%	30%	26%	11%
Hispanic	78%	17%	5%	0%	61%	25%	11%	3%
Black or African American	62%	29%	9%	0%	64%	24%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	32%	39%	21%	7%	17%	23%	33%	28%
American Indian or Alaska Native	*	*	*	*	54%	21%	19%	6%
Two or More Races	54%	33%	13%	0%	38%	26%	25%	11%
Female	50%	32%	16%	2%	43%	29%	20%	7%
Male	60%	24%	12%	4%	47%	24%	18%	10%
Non-binary/undesignated gender	*	*	*	*	26%	28%	30%	16%
Economically Disadvantaged Students	64%	25%	11%	1%	63%	24%	11%	2%
Non-Economically Disadvantaged Students	52%	30%	15%	4%	37%	28%	24%	12%
Students with Disabilities	85%	11%	3%	1%	77%	16%	5%	1%
Students without Disabilities	49%	31%	16%	3%	40%	28%	22%	10%
Multilingual Learners	*	*	*	*	88%	10%	1%	0%
Non-Multilingual Learners	54%	29%	14%	3%	42%	28%	21%	9%
Students Experiencing Homelessness	64%	18%	18%	0%	72%	19%	8%	1%
Students in Foster Care	*	*	*	*	76%	18%	5%	1%
Military-Connected Students	*	*	*	*	48%	29%	17%	7%
Migrant Students	*	*	*	*	*	*	*	*

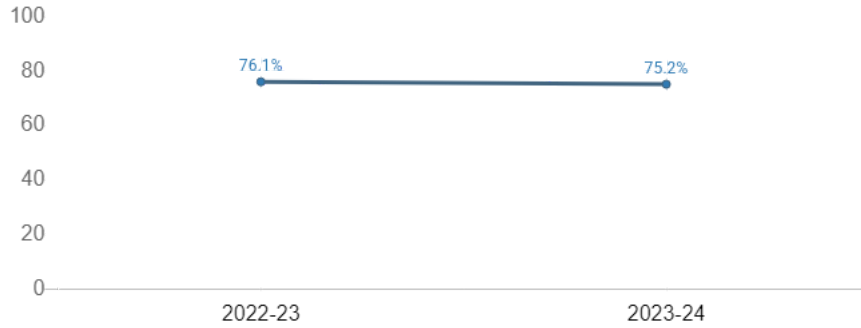
Academic Achievement

Graduation Proficiency Assessment (NJGPA) Trends

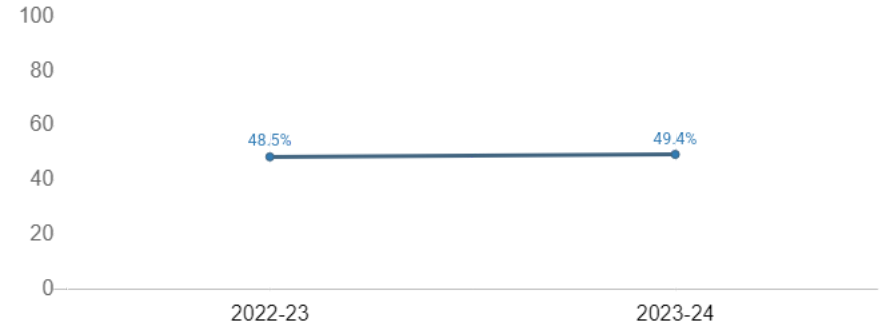
These graphs show trends in performance on the New Jersey Graduation Proficiency Assessment (NJGPA) for the last two years. Students are identified as either Graduation Ready or Not Yet Graduation Ready for both English Language Arts (ELA) and mathematics based on their scores on the assessment. These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

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

ELA Graduation Ready Rate



Math Graduation Ready Rate



Performance Measure	2022-23 ELA	2023-24 ELA	2022-23 Math	2023-24 Math
Graduation Ready Rate	76.1%	75.2%	48.5%	49.4%
Statewide Graduation Ready Rate	80.5%	82.5%	55.0%	55.6%

Academic Achievement

Graduation Proficiency Assessment (NJGPA) : Grade 11

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

Student Group	ELA Valid Scores	District % Graduation Ready: ELA	State % Graduation Ready: ELA	Math Valid Scores	District % Graduation Ready: Math	State % Graduation Ready: Math
Districtwide	860	75.2%	82.5%	862	49.4%	55.6%
White	401	81.5%	90%	401	59.9%	69.1%
Hispanic	127	63%	72.3%	127	30.7%	38%
Black or African American	233	68.2%	73.6%	233	34.8%	33.1%
Asian, Native Hawaiian, or Pacific Islander	59	86.4%	>90%	61	72.1%	87.9%
American Indian or Alaska Native	*	*	76.2%	*	*	43.8%
Two or More Races	*	75.7%	87.5%	*	59.5%	62%
Female	*	82.5%	86.9%	*	51.8%	56.6%
Male	*	68%	78.3%	*	47.4%	54.7%
Non-binary/undesignated gender	*	*	87.7%	*	*	69.9%
Economically Disadvantaged Students	240	63.3%	71.7%	240	37.9%	36%
Non-Economically Disadvantaged Students	620	79.8%	87.6%	622	53.9%	65.1%
Students with Disabilities	129	34.1%	53.6%	129	12.4%	18.2%
Students without Disabilities	731	82.5%	87.4%	733	55.9%	62%
Multilingual Learners	19	15.8%	24.4%	19	<10%	12.5%
Non-Multilingual Learners	841	76.6%	86.5%	843	50.4%	58.8%
Students experiencing homelessness	15	73.3%	58.6%	15	40%	23%
Students in Foster Care	*	*	44.3%	*	*	22.6%
Military-Connected Students	*	*	82%	*	*	48.1%
Migrant Students	*	*	50%	*	*	25.5%

College and Career Readiness

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

PSAT, SAT, & ACT - Participation

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

Participation Type	District Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2023-2024	94.1%	80.7%
12th graders taking SAT in 2023-2024 or prior years	65.5%	62.7%
12th graders taking ACT in 2023-2024 or prior years	0.6%	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	425	459	Grade 10: 430 Grade 11: 460	40%	54%
PSAT 10/NMSQT - Math	424	454	Grade 10: 480 Grade 11: 510	16%	32%
SAT - Reading and Writing	503	530	480	62%	65%
SAT - Math	478	519	530	27%	46%
ACT - Reading	*	24	22	*	63%
ACT - English	*	24	18	*	76%
ACT - Math	*	23	22	*	58%
ACT - Science	*	23	23	*	55%

College and Career Readiness

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

AP/IB Coursework – Participation and Performance

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

Students enrolled in one or more AP or IB course



Students taking one or more AP or IB exam



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



Dual Enrollment Coursework - Participation

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



College and Career Readiness

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

AP/IB and Dual Enrollment Participation by Student Group

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

Student Group	% Enrolled in one or more AP or IB course	% Enrolled in one or more Dual Enrollment course	State: % Enrolled in one or more AP or IB course	State: % Enrolled in one or more Dual Enrollment course
Districtwide	23.8%	48.6%	35.9%	26.9%
White	27.6%	51.2%	41.8%	33.0%
Hispanic	13.5%	35.7%	23.2%	20.9%
Black or African American	15.1%	43.2%	20.3%	17.4%
Asian, Native Hawaiian, or Pacific Islander	50.8%	70.5%	70.5%	32.5%
American Indian or Alaska Native	*	*	30.4%	28.6%
Two or More Races	22.4%	55.3%	41.0%	29.0%
Female	30.1%	52.6%	41.4%	30.2%
Male	17.4%	44.2%	30.6%	23.7%
Non-Binary/Undesignated Gender	*	*	42.9%	28.4%
Economically Disadvantaged Students	15.2%	37.4%	22.8%	20.2%
Students with Disabilities	1.8%	16.2%	4.8%	10.9%
Multilingual Learners	0.0%	9.1%	9.8%	8.8%
Students experiencing homelessness	15.4%	26.9%	12.6%	15.1%
Students in Foster Care	*	*	4.5%	10.6%
Military-Connected Students	N	N	30.1%	29.2%
Migrant Students	N	N	0.0%	7.1%

College and Career Readiness

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

AP/IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP 2-D Art and Design	13	7
AP Biology	134	107
AP Calculus AB	48	27
AP Chemistry	21	10
AP English Language and Composition	147	114
AP English Literature and Composition	132	44
AP Environmental Science	17	11
AP Music Theory	14	3
AP Physics 1	34	18
AP Psychology	84	33
AP Statistics	49	29
AP U.S. Government and Politics	66	24
AP U.S. History	167	113
Total Exams taken		540
Exams with scores of at least 3 on AP exams or 4 on IB exams		305

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	*	*
French	10	1.2%
Haitian Creole	*	*
Hindi	*	*
Italian	*	*
Korean	*	*
Spanish	52	6.1%
Turkish	*	*
Total Seals Earned	74	
Total Unique Students Earning Seals	70	8.2%
Current and Former Multilingual Learners Earning Seals	*	*†

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

College and Career Readiness

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

Career and Technical Education Participation

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

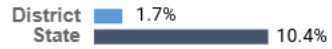
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

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



College and Career Readiness

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

Career and Technical Education Participation by Student Group

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

Student Group	District: % CTE Participants	District: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Districtwide	11.1%	1.7%	7.6%	10.4%
White	12.5%	2.4%	6.1%	10.0%
Hispanic	8.3%	1.0%	9.3%	10.8%
Black or African American	11.6%	0.9%	9.5%	10.7%
Asian, Native Hawaiian, or Pacific Islander	8.9%	2.7%	5.5%	10.5%
American Indian or Alaska Native	7.1%	0.0%	8.3%	8.8%
Two or More Races	5.8%	0.0%	7.5%	10.1%
Female	4.7%	0.2%	7.5%	10.9%
Male	17.3%	3.1%	7.7%	9.9%
Non-Binary/Undesignated Gender	0.0%	0.0%	8.9%	15.2%
Economically Disadvantaged Students	9.5%	1.3%	9.8%	10.7%
Students with Disabilities	8.2%	1.2%	6.0%	7.9%
Multilingual Learners	2.5%	0.0%	8.0%	3.5%
Students experiencing homelessness	6.4%	0.0%	7.7%	6.2%
Students in Foster Care	0.0%	0.0%	5.9%	6.7%
Military-Connected Students	*	*	12.6%	15.8%
Migrant Students	*	*	2.3%	0.0%

College and Career Readiness

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

Work-Based Learning Participation by Career Cluster

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

Career Cluster	Number of Students Participating in Work-Based Learning	Percentage of Students Participating in Work-Based Learning
Architecture & Construction	46	10.6%
Business Management & Administration	*	*
Education & Training	*	*
Manufacturing	*	*
Marketing	*	*
Total	46	10.5%

College and Career Readiness

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

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

District	0.0%
State	2.2%

College and Career Readiness

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

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	432	*	*
Business Management & Administration	*	*	*
Education & Training	*	*	*
Manufacturing	*	*	*
Marketing	*	*	*
Total	437	*	*

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
9	633	128	16	0	0	0	369
10	49	537	162	13	0	2	89
11	35	100	547	141	6	25	80
12	5	26	53	52	70	233	291
Total	722	791	778	206	76	260	829
Enrolled in AP/IB Course					48	49	0
Enrolled in Dual Enrollment Course	0	0	0	0	29	246	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	22	1	24	16	620	19
10	400	363	28	14	35	29
11	383	37	17	235	26	190
12	15	15	4	49	26	202
Total	820	416	73	314	707	440
Enrolled in AP/IB Course	134	21		17	34	0
Enrolled in Dual Enrollment Course	134	21	0	17	34	87

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	622	54	0	5	4	12
10	14	759	0	6	4	14
11	7	806	0	151	28	45
12	6	142	0	159	45	101
Total	649	1,761	0	321	81	172
Enrolled in AP/IB Course	0	167	0	84		66
Enrolled in Dual Enrollment Course	0	167	0	84	0	66

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
9	286	72	91	0	0	0	0
10	434	84	117	0	0	0	0
11	282	50	58	0	0	0	0
12	130	32	37	0	0	0	0
Total	1,132	238	303	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	244	51	67	0	0	0	0
Enrolled in Level 3 or Higher	244	51	67	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
9	N	N	N	N	N	N	N
10	N	N	N	N	N	N	N
11	N	N	N	N	N	N	N
12	12	0	0	0	0	0	0
Total	12	0	0	0	0	0	0
Enrolled in AP/IB Course	0	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

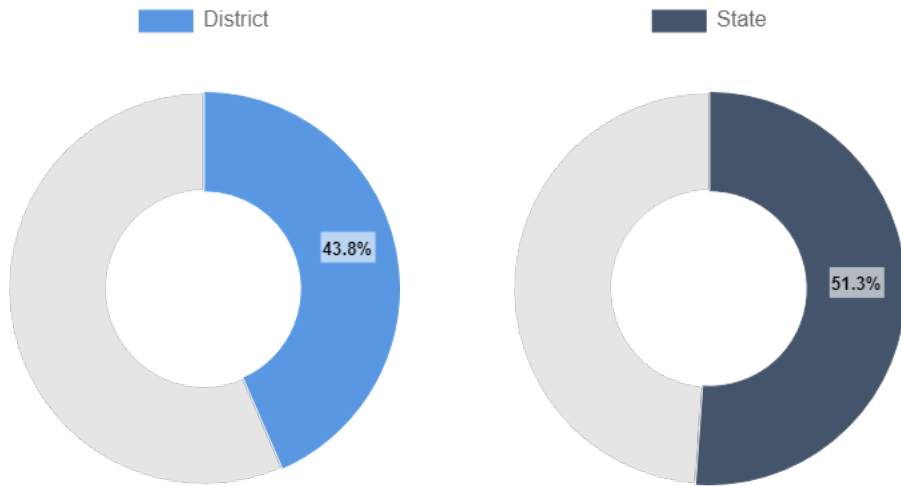
College and Career Readiness

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.

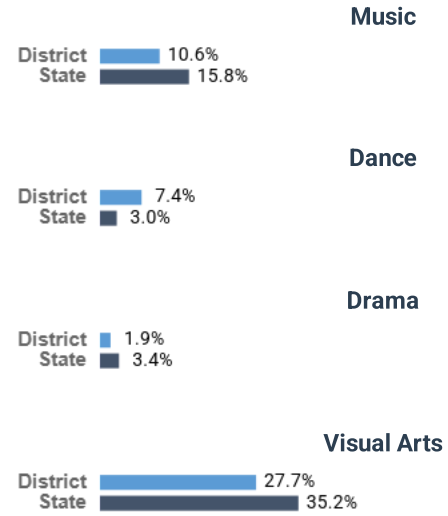
Visual and Performing Arts – Course Participation

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



Students enrolled in one or more classes by discipline:



College and Career Readiness

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

Structured Learning Experiences Participation

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

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

Structured Learning Experiences



Graduation/ Postsecondary

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

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

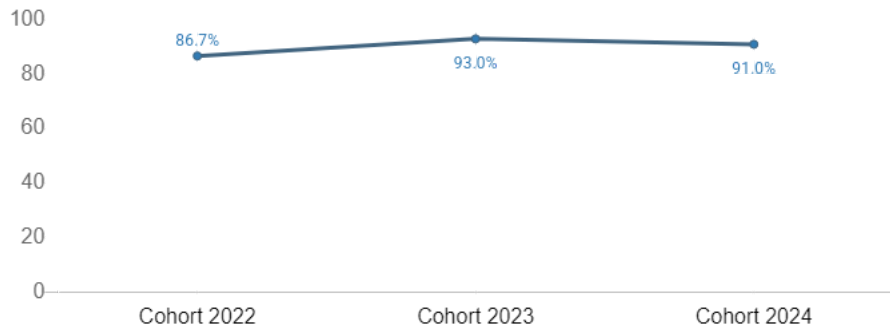
To be included as a graduate in the federal version of the graduation rate, students must have meet state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless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

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

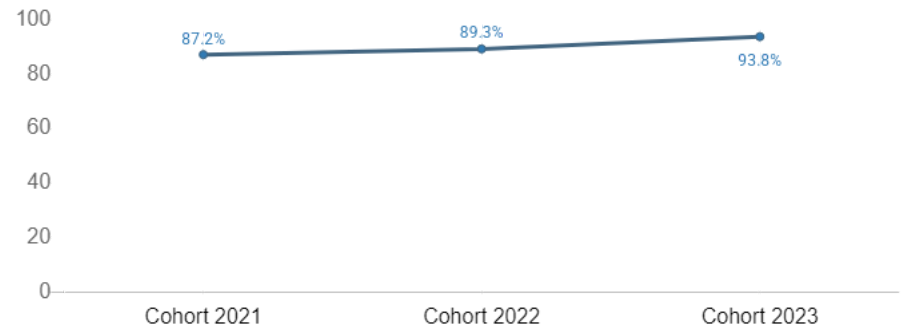
Graduation Rate Trends and Progress

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

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2022 4-Year Rate	Cohort 2023 4-Year Rate	Cohort 2024 4-Year Rate	Cohort 2021 5-Year Rate	Cohort 2022 5-Year Rate	Cohort 2023 5-Year Rate
Graduation Rate	86.7%	93.0%	91.0%	87.2%	89.3%	93.8%
Statewide Graduation Rate	90.9%	91.1%	91.3%	92.5%	92.7%	92.6%

Graduation/ Postsecondary

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

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

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

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

Cohort 2024 4-Year Graduation Cohort Profile

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

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	91.0%	4.0%	4.9%	91.3%	3.8%	4.9%
White	90.0%	4.6%	5.5%	95.0%	2.6%	2.5%
Hispanic	89.6%	4.0%	6.4%	86.9%	4.9%	8.3%
Black or African American	92.7%	3.6%	3.6%	86.5%	6.0%	7.5%
Asian, Native Hawaiian, or Pacific Islander	92.1%	4.8%	3.2%	96.7%	2.3%	1.0%
American Indian or Alaska Native	*	*	*	91.7%	3.8%	4.5%
Two or More Races	95.5%	0.0%	4.5%	92.3%	3.5%	4.3%
Female	92.3%	3.8%	3.8%	93.1%	2.8%	4.1%
Male	89.8%	4.2%	6.0%	89.5%	4.7%	5.7%
Non-Binary/Undesignated Gender	N	N	N	86.7%	3.3%	10.0%
Economically Disadvantaged Students	87.9%	5.5%	6.6%	87.1%	5.3%	7.7%
Students with Disabilities	75.8%	16.1%	8.1%	80.7%	12.5%	6.8%
Multilingual Learners	85.2%	3.7%	11.1%	78.9%	7.5%	13.6%
Students experiencing homelessness	81.8%	13.6%	4.5%	74.5%	11.2%	14.3%
Students in Foster Care	60.0%	10.0%	30.0%	61.6%	13.1%	25.3%
Military-Connected Students	N	N	N	94.5%	2.3%	3.1%
Migrant Students	*	*	*	88.2%	3.9%	7.9%

Graduation/ Postsecondary

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

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

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

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

Cohort 2023 5-Year Graduation Cohort Profile

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

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	93.8%	1.5%	4.7%	92.6%	1.7%	5.6%
White	94.2%	2.0%	3.8%	95.9%	1.5%	2.6%
Hispanic	97.0%	0.0%	3.0%	88.2%	1.9%	9.9%
Black or African American	90.0%	1.7%	8.3%	88.9%	2.5%	8.7%
Asian, Native Hawaiian, or Pacific Islander	98.3%	0.0%	1.7%	97.5%	1.3%	1.2%
American Indian or Alaska Native	*	*	*	92.5%	0.0%	7.5%
Two or More Races	95.1%	0.0%	4.9%	94.7%	1.0%	4.3%
Female	95.5%	0.9%	3.6%	94.4%	1.2%	4.4%
Male	92.1%	2.1%	5.8%	91.0%	2.2%	6.8%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	90.3%	1.0%	8.7%	88.8%	2.0%	9.2%
Students with Disabilities	85.9%	7.6%	6.5%	84.1%	8.2%	7.7%
Multilingual Learners	100.0%	0.0%	0.0%	78.0%	2.0%	20.0%
Students experiencing homelessness	89.7%	0.0%	10.3%	78.0%	3.9%	18.1%
Students in Foster Care	*	*	*	67.0%	7.5%	25.5%
Military-Connected Students	N	N	N	96.0%	0.8%	3.1%
Migrant Students	N	N	N	66.7%	10.7%	22.6%

Graduation/ Postsecondary

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

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

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

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

Cohort 2022 6-Year Graduation Cohort Profile

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

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

Student Group	Graduates	Continuing	Non-Continuing	High School Persistence (Graduates + Continuing)	State: Graduates	State: Continuing Students	State: Non-Continuing Students	State: High School Persistence (Graduates + Continuing)
Districtwide	90.1%	1.7%	8.2%	91.8%	93.2%	1.0%	5.8%	94.2%
White	90.5%	2.1%	7.5%	92.5%	96.4%	0.9%	2.7%	97.3%
Hispanic	86.0%	0.8%	13.2%	86.8%	88.2%	1.0%	10.8%	89.2%
Black or African American	90.8%	0.8%	8.3%	91.7%	89.6%	1.4%	9.0%	91.0%
Asian, Native Hawaiian, or Pacific Islander	95.4%	1.5%	3.1%	96.9%	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	91.9%	1.5%	6.6%	93.4%	95.0%	0.6%	4.4%	95.6%
Male	88.3%	2.0%	9.8%	90.2%	91.5%	1.4%	7.1%	92.9%
Non-Binary/Undesignated Gender	N	N	N	N	*	*	*	*
Economically Disadvantaged Students	87.0%	1.0%	12.0%	88.0%	88.8%	1.1%	10.2%	89.8%
Students with Disabilities	79.0%	8.0%	13.0%	87.0%	86.6%	5.4%	8.0%	92.0%
Multilingual Learners	81.8%	0.0%	18.2%	81.8%	77.6%	0.6%	21.9%	78.1%
Students experiencing homelessness	82.4%	0.0%	17.6%	82.4%	76.2%	1.4%	22.4%	77.6%
Students in Foster Care	*	*	*	*	64.1%	3.5%	32.4%	67.6%
Military-Connected Students	*	*	*	*	92.9%	1.7%	5.4%	94.6%
Migrant Students	N	N	N	N	67.1%	2.4%	30.5%	69.5%

Graduation/ Postsecondary

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

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

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

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

Federal Graduation Rates

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

Student Group	2024 4-Year Federal Graduation	2023 5-Year Federal Graduation	2022 6-Year Federal Graduation	State: 2024 4-Year Federal Graduation	State: 2023 5-Year Federal Graduation	State: 2022 6-Year Federal Graduation
	Rate	Rate	Rate	Rate	Rate	Rate
Districtwide	83.8%	92.2%	78.4%	87.7%	91.8%	87.0%
White	83.1%	93.2%	80.1%	91.5%	95.0%	90.0%
Hispanic	81.6%	94.0%	71.9%	83.3%	87.4%	82.1%
Black or African American	83.6%	87.4%	75.4%	80.9%	87.6%	80.8%
Asian, Native Hawaiian, or Pacific Islander	87.3%	98.3%	92.3%	96.1%	97.3%	96.6%
American Indian or Alaska Native	*	*	*	84.1%	92.5%	86.4%
Two or More Races	93.2%	95.1%	*	89.0%	93.0%	86.2%
Female	86.9%	93.7%	82.9%	90.5%	93.7%	90.6%
Male	80.6%	90.9%	74.0%	85.2%	90.0%	83.7%
Non-Binary/Undesignated Gender	N	N	N	83.3%	*	*
Economically Disadvantaged Students	78.3%	87.3%	70.1%	82.6%	87.8%	81.4%
Students with Disabilities	32.2%	78.3%	25.5%	60.2%	79.2%	51.8%
Multilingual Learners	81.5%	100.0%	77.3%	77.6%	77.6%	75.7%
Students experiencing homelessness	77.3%	89.7%	70.6%	67.0%	76.2%	64.6%
Students in Foster Care	40.0%	*	*	50.4%	61.9%	47.1%
Military-Connected Students	N	N	*	91.4%	94.9%	88.4%
Migrant Students	*	N	N	85.5%	64.3%	64.6%

Graduation/ Postsecondary

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

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

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

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

Accountability Graduation Rates

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

Student Group	Cohort 2023: 4-Year Graduation Rate	Cohort 2023: Annual Target	Cohort 2023: Met Target	Cohort 2022: 5-Year Graduation Rate	Cohort 2022: Annual Target	Cohort 2022: Met Target
Districtwide	91.9%	76.6%	Met Target	78.2%	N	N
White	92.8%	79.8%	Met Target	80.0%	N	N
Hispanic	93.0%	67.3%	Met Target	70.8%	N	N
Black or African American	87.3%	71.1%	Met Target	75.1%	N	N
Asian, Native Hawaiian, or Pacific Islander	98.3%	92.3%	Met Goal	92.3%	N	N
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	95.1%	N	Met Goal	*	**	**
Economically Disadvantaged Students	86.8%	67.3%	Met Target	69.6%	N	N
Students with Disabilities	78.3%	23.1%	Met Target	24.6%	N	N
Multilingual Learners	100.0%	**	**	72.7%	N	N

Report Key:

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

Graduation/ Postsecondary

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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	76.1%	50.6%
Substitute Competency Test	14.4%	29.8%
Portfolio Appeals Process	3.1%	11.8%
Alternate Requirements Specified in IEP	5.4%	6.9%
Unknown/Other	1.0%	1.0%

Dropout Rate Trends

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

School Year	District Rate	State Rate
2023-2024	1.1%	1.0%
2022-2023	1.0%	1.2%
2021-2022	1.4%	1.2%

Graduation/ Postsecondary

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

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

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

Apprenticeship

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

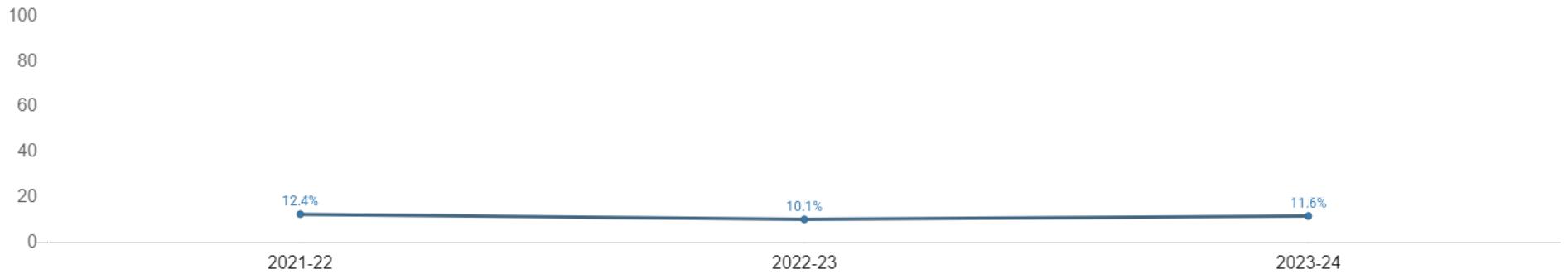
Year of Graduation	Graduates enrolled in apprenticeship programs
2023	*
2022	*
2021	*
2020	*
2019	*
2018	*
2017	21
2016	10

Climate and Environment

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

Chronic Absenteeism Trends

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



Performance Measure	2021-22	2022-23	2023-24
Chronic Absenteeism Rate	12.4%	10.1%	11.6%
ESSA Target (State Average for Grades Served)	19.8%	18.1%	17.2%
Met ESSA Target	Met	Met	Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%

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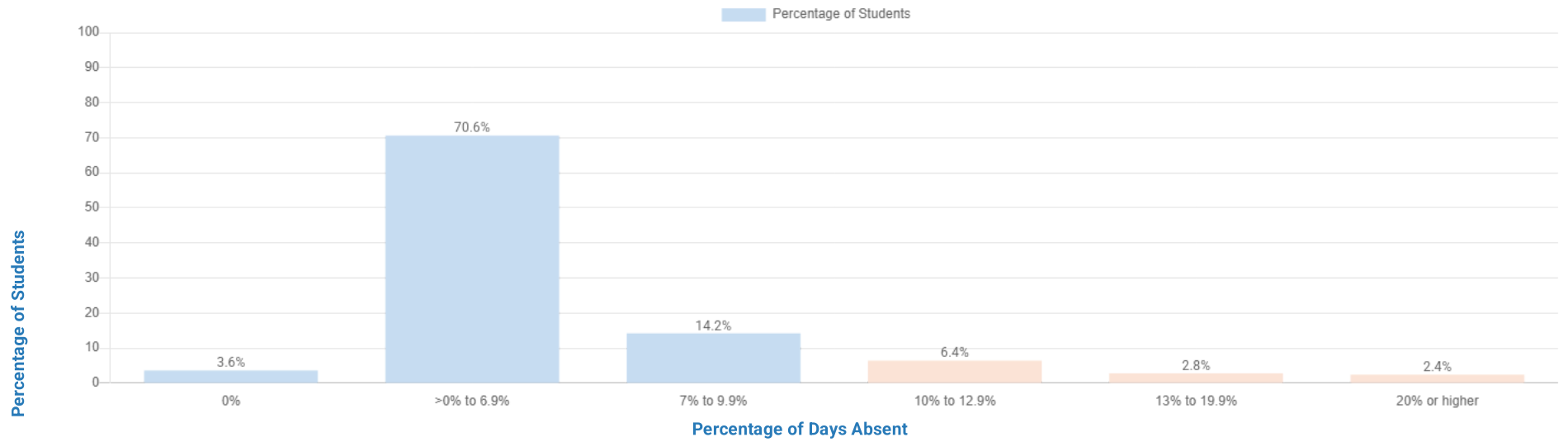
Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	403	11.6%	17.2%	Met
White	192	11.6%	17.2%	Met
Hispanic	62	12.1%	17.2%	Met
Black or African American	116	12.8%	17.2%	Met
Asian, Native Hawaiian, or Pacific Islander	18	8.0%	17.2%	Met
American Indian or Alaska Native	0	0.0%	**	**
Two or More Races	15	10.8%	17.2%	Met
Female	210	12.6%		
Male	191	10.7%		
Non-Binary/Undesignated Gender	2	20.0%		
Economically Disadvantaged Students	184	15.9%	17.2%	Met
Students with Disabilities	126	19.9%	17.2%	Not Met
Multilingual Learners	5	6.2%	17.2%	Met
Students Experiencing Homelessness	8	17.4%		
Students in Foster Care	1	8.3%		
Military-Connected Students	*	*		
Migrant Students	*	*		

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Percentage of Days Absent

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

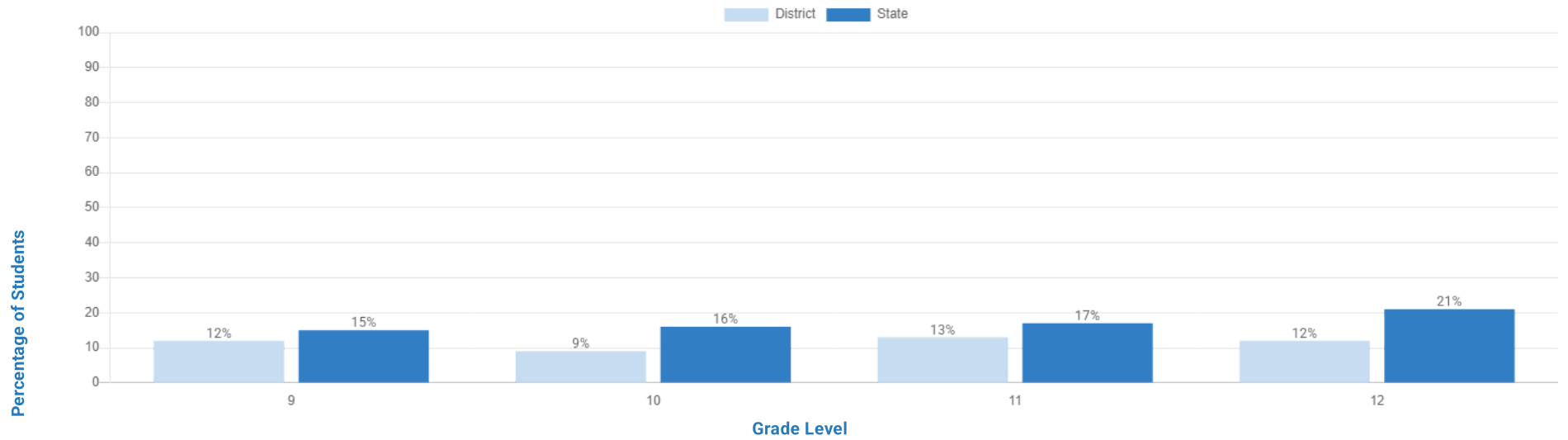


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Chronic Absenteeism by Grade

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



Climate and Environment

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	61
Weapons	8
Vandalism	8
Substances	84
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	171
Incidents Per 100 Students Enrolled	5.01

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	41
Weapons	8
Vandalism	5
Substances	23
Harassment, Intimidation, Bullying (HIB)	4
Other Incidents Leading to Removal	11

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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	1	3	4
Religion	0	0	0
Ancestry	1	0	1
Gender	0	2	2
Sexual Orientation	0	1	1
Disability	0	0	0
Other	4	8	12
No Identified Nature	16		16

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Student Disciplinary Removals: By Student Group

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

Student Group	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
White	<5	<5.00%	67	4%	67	4%	4	0%	<5	<5.00%
Hispanic	<5	<5.00%	50	9%	51	9%	3	1%	<5	<5.00%
Black or African American	<5	<5.00%	146	15%	147	15%	7	1%	<5	<5.00%
Asian	<5	<5.00%	6	3%	6	3%	0	0%	<5	<5.00%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
Two or more races	<5	<5.00%	19	14%	19	14%	1	1%	<5	<5.00%
Female	<5	<5.00%	122	7%	122	7%	10	1%	<5	<5.00%
Male	<5	<5.00%	165	9%	167	9%	5	0%	<5	<5.00%
Non-Binary/Undesignated Gender	<5	<5.00%	1	9%	1	9%	0	0%	<5	<5.00%
Economically Disadvantaged Students	<5	<5.00%	168	14%	170	14%	4	0%	<5	<5.00%
Students with disabilities	<5	<5.00%	78	13%	78	13%	3	1%	<5	<5.00%

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Student Disciplinary Removals: By Grade Level

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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	4	0%	290	8%	292	8%	15	0%	1	0%
9	<5	<5.00%	104	12%	106	12%	8	1%	<5	<5.00%
10	<5	<5.00%	69	8%	69	8%	3	0%	<5	<5.00%
11	<5	<5.00%	77	8%	77	8%	3	0%	<5	<5.00%
12	<5	<5.00%	38	4%	38	4%	1	0%	<5	<5.00%

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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	135	4%	80	2%	7	0%	24	1%	9	0%	6	0%	16	0%
White	36	2%	11	1%	1	0%	10	1%	3	0%	4	0%	9	1%
Hispanic	24	4%	16	3%	0	0%	4	1%	3	1%	1	0%	2	0%
Black or African American	66	7%	49	5%	6	1%	8	1%	1	0%	1	0%	3	0%
Asian	4	2%	1	0%	0	0%	1	0%	2	1%	0	0%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	3	2%	2	1%	0	0%	0	0%	0	0%	0	0%	2	1%
Female	60	3%	40	2%	0	0%	11	1%	1	0%	2	0%	9	1%
Male	74	4%	39	2%	7	0%	13	1%	8	0%	4	0%	7	0%
Non-Binary/Undesignated Gender	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged Students	70	6%	50	4%	6	0%	8	1%	5	0%	2	0%	6	0%
Students with disabilities	37	6%	22	4%	2	0%	7	1%	3	1%	3	1%	5	1%

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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	135	4%	80	2%	7	0%	24	1%	9	0%	6	0%	16	0%
9	55	6%	32	4%	6	1%	8	1%	3	0%	2	0%	7	1%
10	35	4%	23	3%	0	0%	5	1%	3	0%	2	0%	6	1%
11	30	3%	15	2%	0	0%	8	1%	2	0%	2	0%	3	0%
12	14	2%	9	1%	1	0%	3	0%	1	0%	0	0%	0	0%

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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	41	1%	35	1%	0	0%	0	0%	1	0%	0	0%	5	0%
White	4	0%	3	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
Hispanic	6	1%	6	1%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
Black or African American	28	3%	24	2%	0	0%	0	0%	<5	<5.00%	0	0%	4	0%
Asian	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	2	1%	1	1%	0	0%	0	0%	<5	<5.00%	0	0%	1	1%
Female	28	2%	26	1%	0	0%	0	0%	<5	<5.00%	0	0%	2	0%
Male	12	1%	8	0%	0	0%	0	0%	<5	<5.00%	0	0%	3	0%
Non-Binary/Undesignated Gender	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
Economically Disadvantaged Students	25	2%	24	2%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
Students with disabilities	7	1%	7	1%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%

Climate and Environment

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

Students Arrested by Type of Incident Leading to Arrest: By 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	41	1%	35	1%	0	0%	0	0%	1	0%	0	0%	5	0%
9	23	3%	21	2%	0	0%	0	0%	<5	<5.00%	0	0%	2	0%
10	9	1%	7	1%	0	0%	0	0%	<5	<5.00%	0	0%	1	0%
11	4	0%	2	0%	0	0%	0	0%	<5	<5.00%	0	0%	2	0%
12	4	0%	4	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%

Report Key:

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

Climate and Environment

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

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

1,868

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:

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- ** 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	295	119,239
Average years experience in public schools	14.6	12.6
Average years experience in district	12.2	11.3
Number of Teachers with 4 or more years experience in the district	232	87,243
Percentage of Teachers with 4 or more years experience in the district	78.9%	73.6%
Number of out-of-field teachers	11	2,931
Percentage of out-of-field teachers	3.7%	2.5%
Number of Teachers with Provisional Credentials	24	9,065
Percentage of Teachers with Provisional Credentials	8.1%	7.6%

Administrators – Experience

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

Category	Admin. in District	Admin. in State
Total Number of administrators	37	10,170
Average years experience in public schools	17.2	16.2
Average years experience in district	11.7	12.5
Number of Administrators with 4 or more years experience in the district	28	7,734
Percentage of Administrators with 4 or more years experience in the district	75.7%	76.8%

Staff Counts

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

Staff Category	District: Total Staff Members	State: Total Staff Members
Teachers	295	119,239
Administrators	37	10,170
Librarians/Media Specialists	3	1,160
Nurses	4	3,025
School Counselors	21	4,673
Child Study Team Members	12	9,654
School Psychologists	4	2,185
School Social Workers	4	2,750
Student Assistance Coordinators	4	400
School Safety Specialists	1	681

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Student and Staff Ratios

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

Ratio	District Ratio
Students to Teachers	12:1
Students to Administrators	92:1
Teachers to Administrators	8:1
Students to Librarians/Media Specialists †	1138:1
Students to Nurses †	854:1
Students to Counselors †	163:1
Students to Child Study Team Members †,††	47:1
Students to School Psychologists †	854:1
Students to School Social Workers †	854:1
Students to Student Assistance Coordinators †	854:1
Students to School Safety Specialists †	3415:1

† 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	49.0%	55-60%	50-60%	48.0%	77.0%	57.0%
Male	51.0%	40-45%	40-50%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤5%	≤10%	≤1%	≤1%	≤1%
White	47.4%	92.5%	89.2%	38.2%	81.8%	74.5%
Hispanic	14.9%	2.7%	0.0%	34.0%	8.6%	8.6%
Black or African American	26.7%	3.1%	10.8%	14.2%	6.4%	14.4%
Asian	6.4%	0.0%	0.0%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.4%	1.7%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.4%	0.5%
Two or More Races	4.0%	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

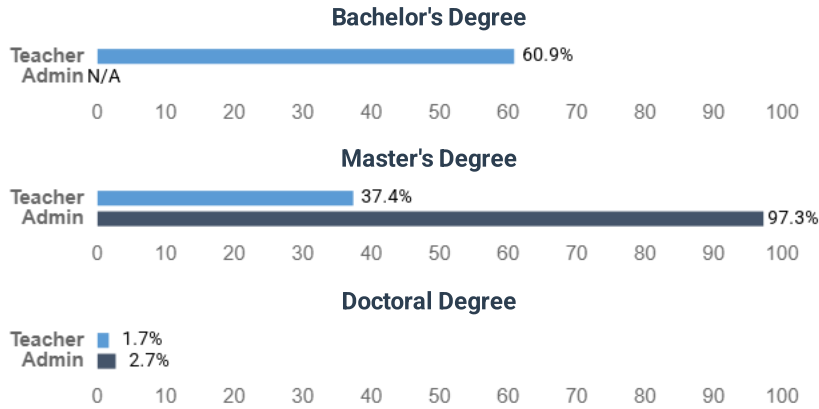
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. 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	92.1%	89.5%
2022-23 Administrators: Same district 2023-24	91.7%	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)	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	50.0%	50.0%	0.0%
English/Language Arts/Literacy	44	80-90%	10-20%	≤10%	95.5%	2.3%	2.3%	0.0%	0.0%	0.0%	0.0%	79.5%	54.5%	45.5%	0.0%
English to Speakers of Other Languages	3	*	*	*	66.7%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	33.3%	66.7%	0.0%
Mathematics	41	70-80%	20-30%	≤10%	97.6%	0.0%	0.0%	0.0%	0.0%	2.4%	0.0%	85.4%	63.4%	36.6%	0.0%
Science	34	40-50%	50-60%	≤10%	91.2%	2.9%	2.9%	0.0%	0.0%	2.9%	0.0%	76.5%	44.1%	47.1%	8.8%
Social Studies/History	29	20-40%	60-80%	≤20%	93.1%	0.0%	6.9%	0.0%	0.0%	0.0%	0.0%	72.4%	48.3%	48.3%	3.4%
World Language	17	>80%	≤20%	≤20%	52.9%	29.4%	11.8%	0.0%	0.0%	5.9%	0.0%	82.4%	52.9%	47.1%	0.0%
Visual and Performing Arts	24	60-80%	20-40%	≤20%	91.7%	0.0%	4.2%	0.0%	0.0%	4.2%	0.0%	87.5%	79.2%	20.8%	0.0%
Health/Physical Education	28	40-60%	40-60%	≤20%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	92.9%	82.1%	17.9%	0.0%
Family & Consumer Sciences	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%
Financial Literacy	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%	0.0%
Business	7	*	*	*	85.7%	0.0%	14.3%	0.0%	0.0%	0.0%	0.0%	57.1%	28.6%	71.4%	0.0%
Computer Science/IT	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Industrial Arts	11	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	90.9%	100.0%	0.0%	0.0%
Career and Technical Education	3	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	33.3%	66.7%	33.3%	0.0%
Special Education	61	55-60%	40-45%	≤5%	98.4%	0.0%	0.0%	0.0%	0.0%	1.6%	0.0%	70.0%	61.7%	36.7%	1.7%
Bilingual	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N

Per-Pupil Expenditures

Per-Pupil Expenditures by Source

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

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

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

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

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

Black Horse Pike Regional	Federal	State & Local	Total	ADE**
District Level Total Expenditures	\$1,753	\$18,648	\$20,401	3,420.9
District Level Central Expenditures		\$4,274	\$4,274	3,420.9
Highland Regional High School	\$1,756	\$13,633	\$15,389	1,174.0
Timber Creek Regional High School	\$1,431	\$15,216	\$16,647	1,124.8
Triton Regional High School	\$2,074	\$14,305	\$16,379	1,122.1

Report Key:

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- N No Data is available to display
- † This indicates a table specific note, see note below table

Accountability

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

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

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

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

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

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

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

Accountability

Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

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

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

Accountability

ESSA Accountability Progress

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

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

ESSA Accountability Indicator	2021-22	2022-23	2023-24
ELA Proficiency	35.0%	47.5%	44.0%
Math Proficiency	17.1%	23.2%	19.4%
ELA Growth†	N	N	N
Math Growth†	N	N	N
4-Year Graduation Rate (Prior Year)††	83.4%	75.8%	91.9%
5-Year Graduation Rate (Prior Year)††	89.5%	84.8%	78.2%
Progress toward English Language Proficiency	8.3%	21.7%	28.8%
Chronic Absenteeism	12.4%	10.1%	11.6%

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

†Target was met within a confidence interval.

Narrative

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Highlights:

- The Black Horse Pike Regional School District is a New Jersey DOE recognized Lighthouse District for illuminating the pathway toward academic growth and student success.
- We offer 17 Advanced Placement courses and all four major Visual and Performing Arts Classes: Dance, Music, Visual Art, and Dramatic Studies. We also have innovative programs like our STEAM Academy.
- We believe that wellness is essential to whole child development, therefore, we created a therapeutic-based program at Camden County College to service students with specific social-emotional needs.



Mission, Vision, Theme:

Our mission is to educate a diverse population in an atmosphere consistent with the ideals of a free and democratic society. We are committed to an exemplary educational program, based upon the Core Curriculum Content Standards as adopted by the State Board of Education. It is the expectation of this district that all pupils achieve the New Jersey Student Learning Standards, NJ Common Core Standards and Next Generation Science Standards, at all levels.



Awards, Recognition, Accomplishments:

The Black Horse Pike Regional School District is a New Jersey Department of Education recognized Lighthouse District for illuminating the pathway toward academic growth and student success with diverse student groups. We are only one (1) of a handful of school districts in the entire State to receive this award. We are home to three New Jersey and National Green Ribbon High Schools for excellence in environmental stewardship. Additionally, all three schools are Sustainable Jersey Bronze certified and the District has been awarded a wellness grant to care for staff and students. We also offer one of the only therapeutic-based educational programs for students in the South Jersey Region. It is called C.A.R.E. (Center for Alternative & Restorative Education) and is held at the Camden County College campus.

Narrative

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Courses, Curriculum, Instruction:

We partner with Camden County College to offer 10 certificated programs including Baking and Pastry, Culinary Arts, Automotive, Cosmetology, Carpentry Technology, Electrical Residential, Pharmacy Technician, Hydro Technology (Plumbing), Heating, Ventilation, Air Conditioning (HVAC), and Welding. Dual Credit opportunities through College Now include Certified Nursing Assistant, Multi-Skilled Tech, Computer Aided Machining Technology, Industrial Controls, Medical Coding, Automotive, Vet Tech, Criminal Justice, Studio Art, Business, Computer Graphics, and Education. Additional Career Exploration is available through internships, work study programs, and the finishing trades. Our Program of Studies explains all of the curricular opportunities available in our district for all students. <https://www.bhprsd.org/Page/681>



Sports and Athletics:

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

Each school offers 22 competitive, varsity-level athletic teams in the Tri-County Conference and competitive E-Sports. We are home to South Jersey Group 4 and Group 3 Championships, Girls Winter Track State Record holders, recent Conference titles in Football, Track, Boys and Girls Cross Country, and Track, and over 70 student-athletes who were awarded All-Conference honors. We are also home to several current and former Coaches of the Year.



Clubs and Activities:

We offer 48 co-curricular clubs that serve a diverse student population. Some of those clubs include: Academic Challenge, African American Club, Art, Broadcasting and Television, Jazz Band, Vocal Choir, Chess, Dance, Green Team, Dramatic Productions (Fall & Spring), Gay/Straight Alliance, STEAM, Student Council, Interact, Key, World Language Clubs, Yearbook, Literary Magazine, National Honor Society, and Renaissance. We offer a diverse array of extra-curricular offerings so there are opportunities for everyone.

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Before and After School Programs:

Our schools offer academic tutoring programs, advanced placement test preparation tutoring, and SAT preparation programs. There are academic supports in place, like reading specialists, math and ELA intervention coaches, and academic success coaches.



Staff and Professional Learning:

Once a month, embedded within staff members' workdays, are opportunities to collaborate and professionally develop. Additionally, we devote \$30,000 towards staff members having the opportunity to attend outside professional development. We held over 20 summer PD workshops and over 30 PD workshops during the course of the school year designed and delivered by our own staff. Our entire staff performs State-mandatory training through the Global Compliance Network.



Postsecondary Information:

Over 90% of our students graduate from our high schools and over 80% of those graduates go on to a two or four-year college or university. We have students attending every major university, like Harvard, Penn, United States Naval Academy, NYU, Universities of Delaware, Florida, Michigan, Maryland, North Carolina, and many other performing and visual art schools across the country. Additionally, we are extremely proud of our graduates who decided to serve in our Armed Forces. We also have many of our graduates go from our Camden County College workforce partnership into a certificated career path, like cosmetology and automotive technology. I encourage students to research all of our Career Investment Programs at this link: <https://www.bhprsd.org/Page/3886>

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Student Supports and Services:

The district offers the full continuum of special education services for students with disabilities. We have a complete Child Study Team and a team of school counselors in each school, as well as a Director of Special Services and three special services supervisors. We have a full-time BCBA within the district to support students with autism spectrum disorder and to consult with staff and parents. Our para-professionals and teachers are trained in verbal de-escalation techniques to assist our students with challenging behaviors and emotionality.



Student Health and Wellness:

We believe that wellness of mind and body is essential to whole child development, therefore, we have integrated mindfulness studies in our freshman seminar class and Physical Education classes. The District received a \$10,000 grant from Sustainable Jersey for Schools for our professional development focus on staff wellness. This enables us to offer mindfulness courses, cooking classes, and financial health classes to our staff. We also partnered with CareSolace to provide greater access to mental health resources for students, their families, and our staff members.



Parent and Community Involvement:

All of the schools have parent organizations, booster organizations, and/or parents that participate in school or district-wide parent programs, like substance abuse prevention programs, Theatrical Productions, Art and Music Shows, and Community Literacy Events. Each school has several service clubs that perform community service like feeding the hungry, packaging goods for service men and women, and contributing to community-organized events.

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Facilities:

Triton is 67 years old, Highland is 57 years old and Timber Creek is 23 years old. We have upgraded the following within the last 5 years: a culinary kitchen; athletic field surfaces; 5 science labs; gymnasium flooring and lighting; Triton's medical office; dance studios; engineering & robotics labs; self-contained special needs classrooms; converted over 31,000 lights to LED lighting; installed HVAC systems; renovated stage floors; replaced all windows and doors; renovated a music classroom; upgraded a broadcasting room; replaced the Highland and Triton stadium bleachers, and we will continue to upgrade our facilities in order to provide the best learning environment for our students. We are in the process of renovating a school counseling suite, a library media center, and an auditorium.



School Safety:

We believe that School Safety starts with student and staff wellness, so we have embedded opportunities throughout the school year to increase self-awareness, self-management through mindfulness, social awareness, responsible decision-making, and relationship skills through school-wide programs, curricula, and emphasis on social-emotional well-being and restorative practices. All staff members are trained in emergency management procedures and we exercise school safety drills in accordance with the New Jersey Department of Education expectations. We have an active and well-trained Behavioral Wellness Team (Threat Assessment) in place that collaborates with local law enforcement.



Technology and STEM:

Our district has a 1:1 Chromebook initiative where all teachers and students utilize Google Classroom for everyday learning. Some online resources are discipline-specific such as DESMOS (Math), GISMOS & VERNIER (Science). Each school also has a S.T.E.A.M. academy. Students enter this academy in their junior year. They develop a capstone project to be presented in their senior year at Camden County College. Additionally, our Department of Technology offers a District Tech Challenge among technology classes throughout the district. You can learn more about our 18th Tech Challenge at <https://drive.google.com/file/d/1c-kdhlsx2labEQ-kHi5bpNUmstUGtPN/view?fbclid=IwAR21PRrmzpLOH0hBXhPejC6CNXnky2c24ka8gYpH9VhIU4pellfP5uKqT6M>.

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The District operates a therapeutic based education program at Camden County College called the Center for Alternative and Restorative Education (C.A.R.E.). The C.A.R.E. Program is designed to provide students with a safe, supported, and comfortable learning space designed to minimize distractions in a shortened school day while increasing student's abilities to self-regulate emotions, be present in the moment, process information effectively, and demonstrate successful acquisition of knowledge. We designed C.A.R.E. at Camden County College because we wanted to provide an alternative and restorative learning environment for individuals who require additional therapeutic supports in order to maximize their social, emotional, behavioral, and academic potential.

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

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Other Information:

We are also home to an Air Force Junior Recruitment Officers Training Corps (AFJROTC) Program based at Highland Regional High School. Students residing anywhere in our District can attend Highland either full day or 1/2 day each year to participate in the program. The Air Force JROTC Program is taught by two decorated Air Force veterans who empower their cadets to take on leadership roles and participate in JROTC activities, competitions, and community service. Opportunities include, but are not limited to, Archery, Cybersecurity, Remote Controlled Aircrafts (Drones), Robotics, Marksmanship, and Raiders Physical Fitness.