Camden City School District (07-0680)

2023-2024

County: Camden

District: Camden City School District

📍 1033 Cambridge Street
Camden, NJ 08105

Superintendent: Mrs. Katrina McCombs

District Website

📞 856-966-2040

7,046
Total Students

PK-12
Grades Offered

Overview & Resources

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

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

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

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

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

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

Overview & Resources

District Contact Information

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

Type	Contact Information
County	Camden
District	Camden City School District
Superintendent Name	Mrs. Katrina McCombs
Address	1033 Cambridge Street, Camden, NJ 08105
Phone Number	856-966-2040
Email Address	kmccombs@camden.k12.nj.us
Website	www.camdencityschools.org
Facebook	https://www.facebook.com/CamdenPublicSchools
Twitter	https://twitter.com/CamdenSchools

NJ SCHOOL PERFORMANCE REPORT

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
Camden Big Picture Learning Academy	09-12
Camden High School	09-12
Cooper's Poynt Family School	PK-08
Creative Arts High School	09-12
Dr. Charles E. Brimm Medical Arts High School	09-12
Dr. Henry H. Davis Elementary School	PK-08
Eastside High School	09-12
Forest Hill School	KG-05
Henry B. Wilson Family School	KG-08
Martha F. Wilson Early Childhood Development Center	PK-PK
Morgan Village Middle School	06-08
Octavius V. Catto Community Family School	PK-08
Riletta Twyne Cream Early Childhood Center	PK-03
Thomas H. Dudley Family School	PK-08
Veterans Memorial Family School	PK-08
Yorkship Elementary School	PK-05

Demographics

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

Enrollment Trends by Grade

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

Grade	2021-22	2022-23	2023-24
PK	1,680	1,831	1,752
KG	424	433	468
1	448	466	455
2	448	419	451
3	441	424	414
4	413	405	413
5	421	375	403
6	381	384	354
7	415	402	376
8	404	421	428
9	474	400	409
10	293	393	369
11	331	343	401
12	363	309	353
Total	6,936	7,005	7,046

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	48.0%	48.0%	48.0%
Male	52.0%	52.0%	52.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	51.6%	54.4%	54.4%
Students with Disabilities	13.0%	13.6%	15.9%
Multilingual Learners	11.2%	12.8%	15.7%
Students Experiencing Homelessness	2.6%	4.1%	6.4%
Students in Foster Care	1.1%	0.4%	0.7%
Military-Connected Students	0.1%	0.1%	0.1%
Migrant Students	0.1%	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	0.8%	1.1%	1.2%
Hispanic	54.4%	54.4%	56.2%
Black or African American	43.1%	42.6%	40.8%
Asian	0.8%	0.9%	0.8%
Native Hawaiian or Pacific Islander	0.3%	0.2%	0.2%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two Or More Races	0.5%	0.6%	0.8%

Demographics

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Enrollment Trends by Full / Half Day PK and KG

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

Grade	2021-22	2022-23	2023-24
PK - Half Day	0	0	0
PK - Full Day	1,680	1,831	1,752
KG - Half Day	0	0	0
KG - Full Day	424	433	468

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.
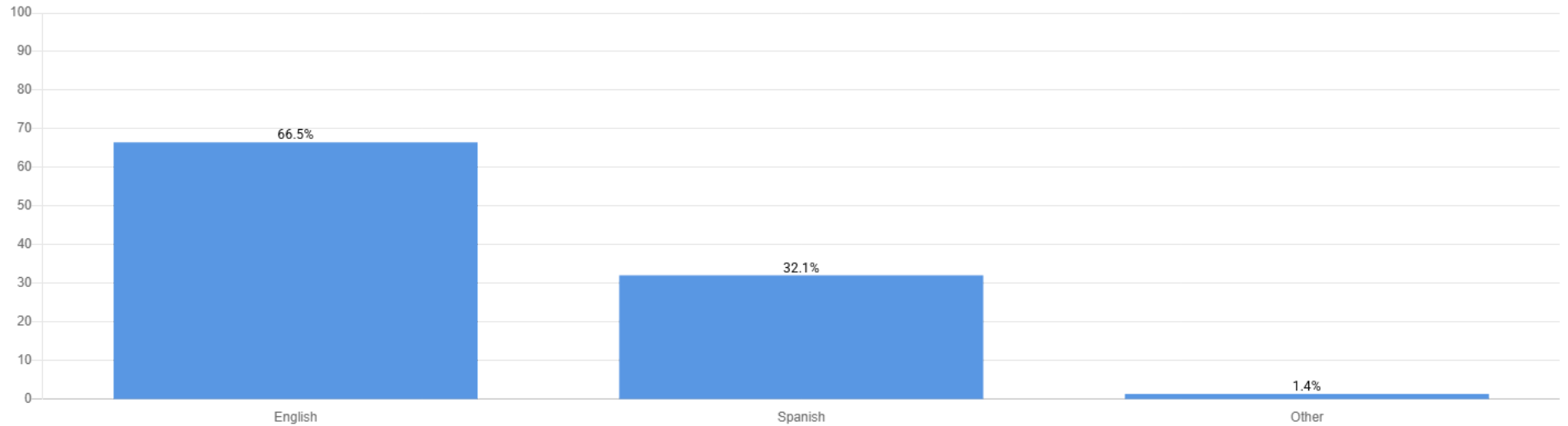
Enrollment Status	2021-22	2022-23	2023-24
Full Time Students	6,936	7,005	7,046
Shared Time Students	0	0	0
Full Time Equivalent	6,936	7,005	7,046

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

Demographics

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

Enrollment by Home Language

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

Language	Percentage
English	66.5%
Spanish	32.1%
Other	1.4%

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

Student Growth

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

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

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

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

Student Growth Trends and Progress

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

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ELA Median Student Growth Percentile
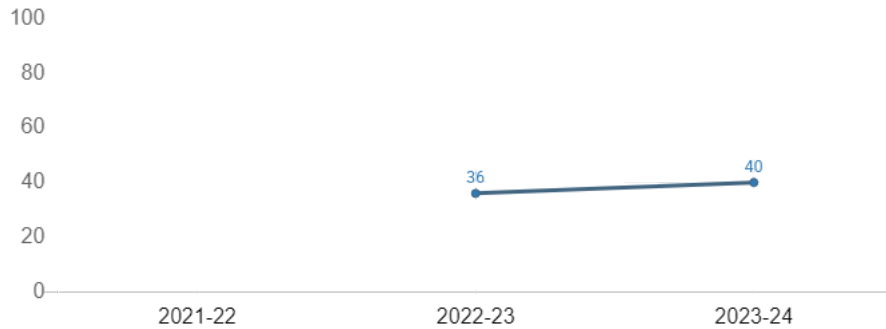
Math Median Student Growth Percentile
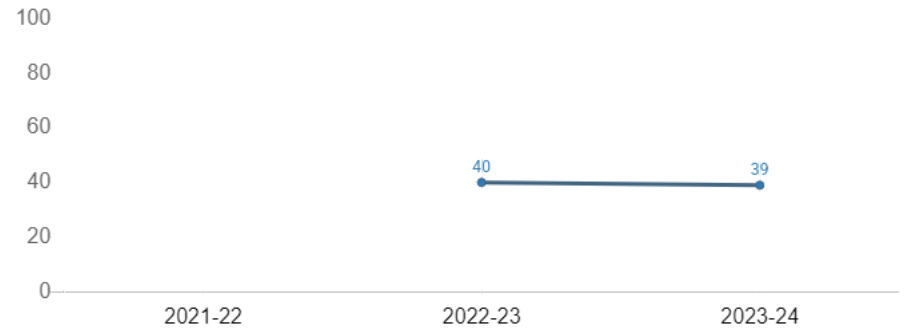
Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Median Student Growth Percentile		36	40		40	39
Met Standard (40-59.5)?		Not Met	Met Standard		Met Standard	Not Met
Statewide: Median Student Growth Percentile		50	50		50	50

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

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Student Growth

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

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	40	50	Met Standard	39	50	Not Met
White	27	50	**	33	51	**
Hispanic	43	49	Met Standard	43	48	Met Standard
Black or African American	36	47	Not Met	35	46	Not Met
Asian, Native Hawaiian, or Pacific Islander	62	59	Exceeds Standard	59	60	**
American Indian or Alaska Native	N	50	**	N	50	**
Two or More Races	26	50	**	24	51	**
Female	44	52		40.5	50	
Male	37	48		38	50	
Non-Binary/Undesignated Gender	N	44		N	45.5	
Economically Disadvantaged Students	40	48	Met Standard	37	48	Not Met
Students with Disabilities	30	43	Not Met	37	44	Not Met
Multilingual Learners	43	50	Met Standard	44	50	Met Standard
Students Experiencing Homelessness	44	43		54.5	45	
Students in Foster Care	*	40		*	47	
Military-Connected Students	N	47.5		N	51	
Migrant Students	N	53		N	44	

Student Growth

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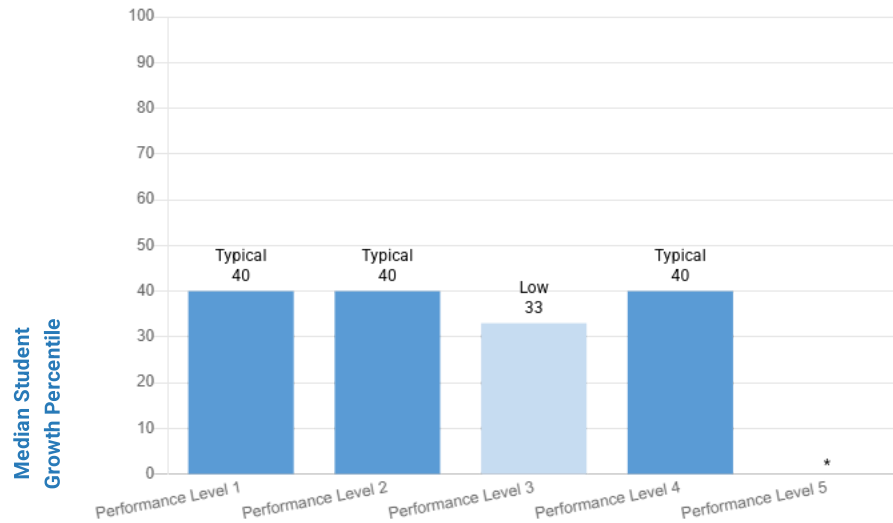
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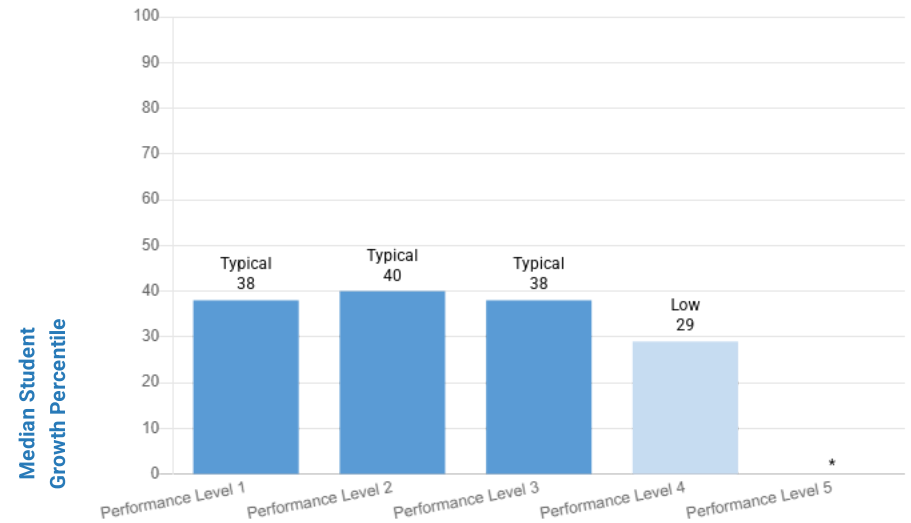
Student Growth by Performance Level

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

ELA — Median Student Growth Percentile: Performance Level 1: Typical 40; Performance Level 2: Typical 40; Performance Level 3: Low 33; Performance Level 4: Typical 40; Performance Level 5: *

Math — Median Student Growth Percentile: Performance Level 1: Typical 38; Performance Level 2: Typical 40; Performance Level 3: Typical 38; Performance Level 4: Low 29; Performance Level 5: *

Student Growth

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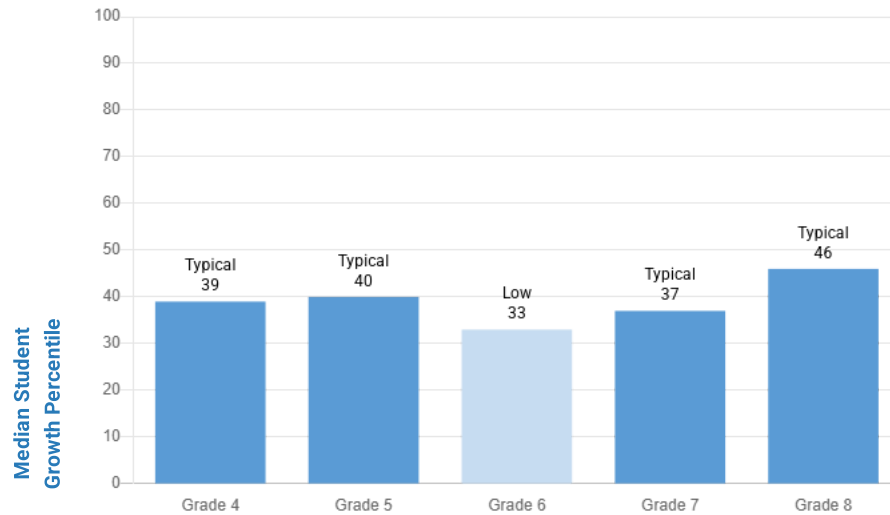
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Student Growth by Grade

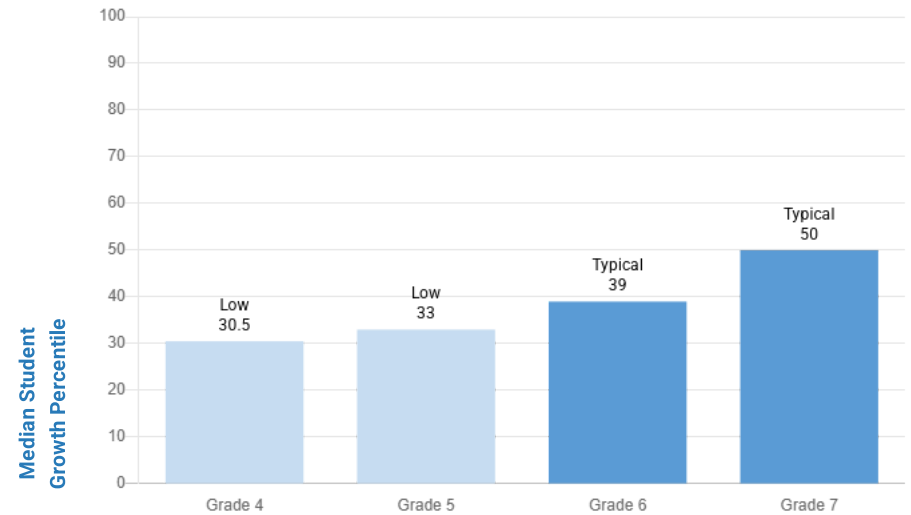These graphs show the median Student Growth Percentile for students in each grade for English Language Arts (ELA) and mathematics.

ELA — Median Student Growth Percentile by grade: Grade 4 Typical 39, Grade 5 Typical 40, Grade 6 Low 33, Grade 7 Typical 37, Grade 8 Typical 46.

Math — Median Student Growth Percentile by grade: Grade 4 Low 30.5, Grade 5 Low 33, Grade 6 Typical 39, Grade 7 Typical 50.

Academic Achievement

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

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

English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability
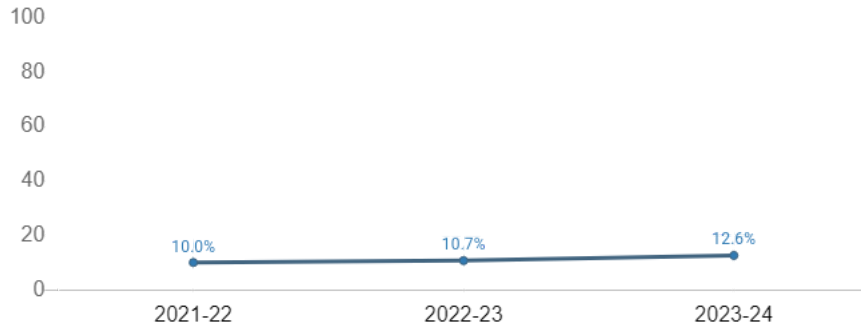
Math Proficiency Rate for Federal Accountability

Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	91.3%	93.7%	94.6%	91.1%	93.8%	95.2%
Proficiency Rate for Federal Accountability	10.0%	10.7%	12.6%	<10%	<10%	<10%
Annual Target	25.2%	28.6%	13.7%	21.4%	25.0%	10.0%
Met Annual Target?	Not Met	Not Met	Met Target†	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

† Target was met within a confidence interval.

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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	2,428	94.6%	12.6%	52.2%	12.6%	13.7%	Met Target†
White	*	100%	<10%	61.8%	<10%	6.7%	Met Target†
Hispanic	1,367	95.5%	12.9%	38%	12.9%	13.9%	Met Target†
Black or African American	975	94%	11.8%	35.9%	11.7%	13.2%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	28	100%	28.6%	79.9%	28.6%	34.3%	Met Target†
American Indian or Alaska Native	*	*	*	51.2%	*	**	**
Two or More Races	31	75%	12.9%	59.4%	10.5%	N	N
Female	*	95.4%	14.9%	57.7%	14.9%		
Male	*	94%	10.5%	47%	10.5%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	1,396	96.2%	12.7%	34.6%	12.7%	12.7%	Met Target
Non-Economically Disadvantaged Students	1,032	92.7%	12.4%	62.8%	12.2%		
Students with Disabilities	544	96.5%	<10%	19.8%	<10%	9%	Met Target†
Students without Disabilities	1,884	94.1%	14%	59.4%	14%		
Multilingual Learners	491	96.7%	<10%	23.1%	<10%	8.1%	Met Target†
Non-Multilingual Learners	1,937	94.2%	13.8%	56.2%	13.8%		
Students Experiencing Homelessness	68	82.6%	10.3%	21.9%	<10%		
Students in Foster Care	13	93.7%	<10%	19.3%	<10%		
Military-Connected Students	*	*	*	48.2%	*		
Migrant Students	*	*	*	13.3%	*		

† Target was met within a confidence interval.

Academic Achievement

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

English Language Arts Assessment - Performance Trends

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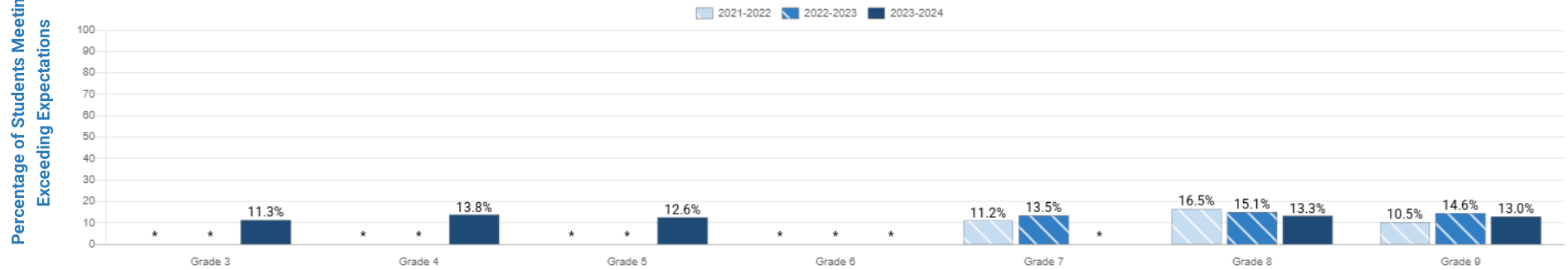
Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	355	702	741	50%	23%	16%	11%	0%	11%	44%
White	*	*	751	*	*	*	*	*	*	53%
Hispanic	*	699	724	*	*	*	*	*	*	29%
Black or African American	144	707	725	45%	22%	18%	15%	1%	15%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	*	*	*	*	*	*	70%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	46%
Two or More Races	*	*	751	*	*	*	*	*	*	52%
Female	*	703	746	50%	23%	14%	12%	1%	13%	48%
Male	*	702	736	51%	22%	17%	10%	0%	10%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	703	722	48%	25%	16%	11%	0%	11%	26%
Non-Economically Disadvantaged Students	*	702	753	53%	19%	16%	11%	1%	12%	55%
Students with Disabilities	55	678	710	*	*	*	*	*	*	18%
Students without Disabilities	300	707	747	45%	24%	18%	13%	0%	13%	49%
Multilingual Learners	71	687	704	*	*	*	*	*	*	13%
Non-Multilingual Learners	284	706	746	45%	25%	18%	12%	0%	12%	48%
Students Experiencing Homelessness	20	703	707	60%	15%	15%	10%	0%	10%	18%
Students in Foster Care	*	*	711	*	*	*	*	*	*	18%
Military-Connected Students	*	*	739	*	*	*	*	*	*	41%
Migrant Students	*	*	688	*	*	*	*	*	*	*

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	378	713	749	37%	27%	23%	13%	1%	14%	51%
White	*	*	758	*	*	*	*	*	*	61%
Hispanic	204	715	734	35%	29%	21%	13%	2%	15%	35%
Black or African American	165	711	733	37%	25%	26%	12%	0%	12%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	51%
Two or More Races	*	*	757	*	*	*	*	*	*	60%
Female	*	716	752	33%	25%	27%	12%	1%	14%	54%
Male	*	710	745	40%	28%	18%	13%	1%	14%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	713	731	37%	26%	25%	11%	1%	12%	32%
Non-Economically Disadvantaged Students	*	714	760	36%	27%	20%	15%	1%	17%	63%
Students with Disabilities	60	692	720	*	*	*	*	*	*	21%
Students without Disabilities	318	717	755	31%	27%	25%	15%	1%	16%	57%
Multilingual Learners	60	703	711	*	*	*	*	*	*	13%
Non-Multilingual Learners	318	715	753	35%	24%	26%	14%	1%	15%	55%
Students Experiencing Homelessness	12	698	719	*	*	*	*	*	*	20%
Students in Foster Care	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	*	*	747	*	*	*	*	*	*	49%
Migrant Students	*	*	713	*	*	*	*	*	*	23%

Academic Achievement

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

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

English Language Arts Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	356	708	750	41%	31%	15%	12%	1%	13%	52%
White	*	*	760	*	*	*	*	*	*	63%
Hispanic	208	710	736	37%	34%	15%	14%	0%	14%	37%
Black or African American	134	706	734	49%	25%	16%	10%	1%	10%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	*	*	757	*	*	*	*	*	*	60%
Female	*	713	755	35%	36%	13%	15%	0%	15%	57%
Male	*	705	745	46%	26%	17%	9%	1%	10%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	201	710	732	40%	31%	15%	14%	0%	14%	33%
Non-Economically Disadvantaged Students	155	707	761	43%	31%	16%	10%	1%	10%	64%
Students with Disabilities	71	690	719	*	*	*	*	*	*	20%
Students without Disabilities	285	713	756	34%	33%	18%	14%	1%	15%	59%
Multilingual Learners	78	701	705	*	*	*	*	*	*	*
Non-Multilingual Learners	278	710	754	40%	29%	16%	14%	1%	15%	57%
Students Experiencing Homelessness	*	*	718	*	*	*	*	*	*	22%
Students in Foster Care	*	*	721	*	*	*	*	*	*	20%
Military-Connected Students	*	*	747	*	*	*	*	*	*	48%
Migrant Students	*	*	721	*	*	*	*	*	*	20%

Academic Achievement

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

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English Language Arts Assessment - Performance By Grade: Grade 6

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	310	710	751	*	*	*	*	*	*	53%
White	*	*	760	*	*	*	*	*	*	63%
Hispanic	*	710	738	*	*	*	*	*	*	39%
Black or African American	*	710	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	748	*	*	*	*	*	*	49%
Two or More Races	*	*	758	*	*	*	*	*	*	60%
Female	*	714	756	*	*	*	*	*	*	59%
Male	*	708	746	*	*	*	*	*	*	48%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	178	711	735	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	132	709	761	*	*	*	*	*	*	65%
Students with Disabilities	64	698	719	*	*	*	*	*	*	17%
Students without Disabilities	246	713	758	*	*	*	*	*	*	60%
Multilingual Learners	62	696	707	*	*	*	*	*	*	*
Non-Multilingual Learners	248	714	754	*	*	*	*	*	*	57%
Students Experiencing Homelessness	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	724	*	*	*	*	*	*	22%
Military-Connected Students	*	*	754	*	*	*	*	*	*	55%
Migrant Students	*	*	712	*	*	*	*	*	*	29%

Academic Achievement

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

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English Language Arts Assessment - Performance By Grade: Grade 7

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	332	702	752	*	*	*	*	*	*	54%
White	*	*	761	*	*	*	*	*	*	64%
Hispanic	188	699	737	*	*	*	*	*	*	39%
Black or African American	134	704	734	48%	25%	15%	12%	0%	12%	37%
Asian, Native Hawaiian, or Pacific Islander	*	*	785	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	51%
Two or More Races	*	*	759	*	*	*	*	*	*	60%
Female	*	705	758	*	*	*	*	*	*	60%
Male	*	699	746	*	*	*	*	*	*	48%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	169	705	734	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	163	698	762	*	*	*	*	*	*	64%
Students with Disabilities	72	683	715	*	*	*	*	*	*	18%
Students without Disabilities	260	707	759	43%	26%	20%	10%	0%	10%	61%
Multilingual Learners	65	690	700	*	*	*	*	*	*	*
Non-Multilingual Learners	267	705	756	*	*	*	*	*	*	58%
Students Experiencing Homelessness	11	689	717	*	*	*	*	*	*	21%
Students in Foster Care	*	*	712	*	*	*	*	*	*	17%
Military-Connected Students	*	*	747	*	*	*	*	*	*	50%
Migrant Students	*	*	*	*	*	*	*	*	*	*

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

Academic Achievement

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

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English Language Arts Assessment - Performance By Grade: Grade 8

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	399	708	751	46%	23%	18%	13%	1%	13%	53%
White	*	*	760	*	*	*	*	*	*	62%
Hispanic	*	709	736	46%	21%	17%	15%	1%	16%	39%
Black or African American	*	705	735	*	*	*	*	*	*	37%
Asian, Native Hawaiian, or Pacific Islander	*	*	783	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	52%
Two or More Races	*	*	757	*	*	*	*	*	*	59%
Female	*	715	759	37%	22%	23%	18%	1%	19%	60%
Male	*	702	743	*	*	*	*	*	*	46%
Non-binary/undesignated gender	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	228	709	734	44%	22%	20%	13%	1%	14%	36%
Non-Economically Disadvantaged Students	171	706	761	48%	24%	16%	12%	1%	12%	63%
Students with Disabilities	91	687	713	*	*	*	*	*	*	16%
Students without Disabilities	308	714	758	36%	26%	21%	16%	1%	17%	60%
Multilingual Learners	66	691	701	*	*	*	*	*	*	*
Non-Multilingual Learners	333	711	755	41%	25%	19%	14%	1%	15%	56%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	23%
Students in Foster Care	*	*	708	*	*	*	*	*	*	14%
Military-Connected Students	*	*	743	*	*	*	*	*	*	43%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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

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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	361	711	755	41%	24%	22%	12%	1%	13%	58%
White	*	*	764	*	*	*	*	*	*	67%
Hispanic	154	711	741	44%	20%	23%	12%	1%	13%	45%
Black or African American	184	713	737	36%	28%	23%	13%	0%	13%	40%
Asian, Native Hawaiian, or Pacific Islander	*	*	789	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	757	*	*	*	*	*	*	59%
Two or More Races	17	701	761	59%	24%	6%	12%	0%	12%	64%
Female	*	718	762	29%	28%	24%	17%	1%	19%	64%
Male	*	706	747	*	*	*	*	*	*	51%
Non-binary/undesignated gender	*	*	774	*	*	*	*	*	*	77%
Economically Disadvantaged Students	190	711	738	41%	25%	22%	12%	1%	12%	41%
Non-Economically Disadvantaged Students	171	711	764	40%	24%	22%	13%	1%	14%	67%
Students with Disabilities	60	697	717	*	*	*	*	*	*	19%
Students without Disabilities	301	714	761	37%	25%	23%	14%	1%	15%	64%
Multilingual Learners	28	689	701	*	*	*	*	*	*	*
Non-Multilingual Learners	333	713	758	38%	24%	23%	14%	1%	14%	61%
Students Experiencing Homelessness	*	*	721	*	*	*	*	*	*	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	2,513	95.2%	<10%	40.2%	<10%	10%	Not Met
White	*	96.6%	<10%	51.1%	<10%	11.6%	Not Met
Hispanic	1,456	95.6%	<10%	24.2%	<10%	11.3%	Not Met
Black or African American	971	94.8%	<10%	20.1%	<10%	7.8%	Not Met
Asian, Native Hawaiian, or Pacific Islander	27	100%	25.9%	74.4%	25.9%	37.2%	Met Target†
American Indian or Alaska Native	*	*	*	42%	*	**	**
Two or More Races	32	84.8%	<10%	48.9%	<10%	N	N
Female	*	96%	<10%	38.4%	<10%		
Male	*	94.6%	<10%	42%	<10%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	1,388	96.3%	<10%	21.7%	<10%	9%	Met Target†
Non-Economically Disadvantaged Students	1,125	94%	<10%	51.5%	<10%		
Students with Disabilities	538	96.7%	<10%	16.6%	<10%	10.8%	Not Met
Students without Disabilities	1,975	94.8%	<10%	45.4%	<10%		
Multilingual Learners	581	97%	<10%	18.7%	<10%	10.4%	Not Met
Non-Multilingual Learners	1,932	94.7%	<10%	43.5%	<10%		
Students Experiencing Homelessness	121	87.9%	<10%	12.9%	<10%		
Students in Foster Care	13	93.7%	<10%	12.4%	<10%		
Military-Connected Students	*	*	*	38.8%	*		
Migrant Students	*	*	*	<10%	*		

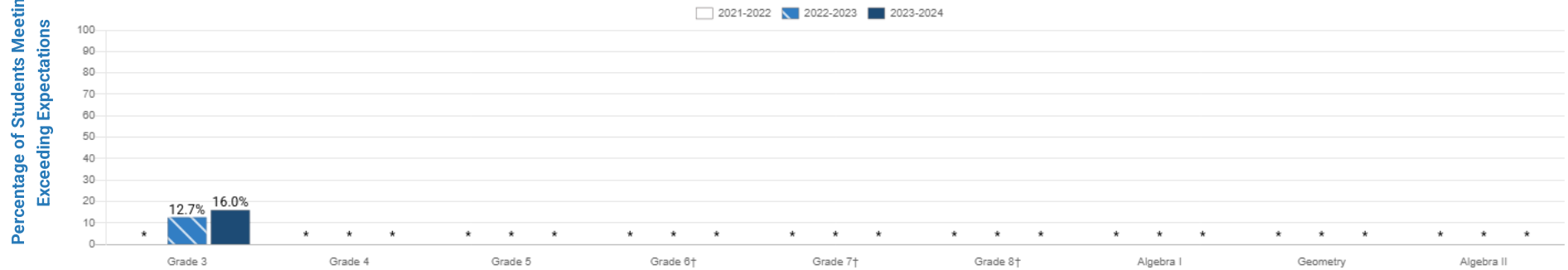† Target was met within a confidence interval.

Academic Achievement

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

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Mathematics Assessment - Performance Trends

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

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

Academic Achievement

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

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Mathematics Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	388	712	747	41%	21%	22%	15%	1%	16%	48%
White	*	*	757	*	*	*	*	*	*	60%
Hispanic	*	712	732	39%	23%	23%	14%	1%	15%	31%
Black or African American	143	711	728	45%	18%	20%	17%	0%	17%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	51%
Two or More Races	*	*	755	*	*	*	*	*	*	56%
Female	*	710	744	41%	23%	22%	15%	0%	15%	45%
Male	*	714	749	40%	19%	23%	16%	2%	18%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	712	729	38%	22%	25%	14%	0%	14%	28%
Non-Economically Disadvantaged Students	*	711	758	44%	19%	19%	16%	2%	18%	60%
Students with Disabilities	55	691	725	*	*	*	*	*	*	25%
Students without Disabilities	333	715	751	36%	22%	24%	17%	1%	18%	52%
Multilingual Learners	93	710	722	42%	22%	24%	12%	1%	13%	20%
Non-Multilingual Learners	295	712	751	40%	21%	22%	16%	1%	17%	52%
Students Experiencing Homelessness	29	708	717	45%	28%	14%	14%	0%	14%	17%
Students in Foster Care	*	*	719	*	*	*	*	*	*	18%
Military-Connected Students	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	727	*	*	*	*	*	*	12%

Academic Achievement

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

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Mathematics Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	398	709	744	42%	30%	18%	10%	0%	10%	45%
White	*	*	754	*	*	*	*	*	*	57%
Hispanic	225	713	730	31%	37%	20%	12%	0%	12%	28%
Black or African American	164	703	726	*	*	*	*	*	*	24%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	50%
Two or More Races	*	*	752	*	*	*	*	*	*	54%
Female	*	707	743	*	*	*	*	*	*	43%
Male	*	711	746	41%	27%	21%	12%	0%	12%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	706	727	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	714	755	34%	34%	20%	13%	0%	13%	58%
Students with Disabilities	60	698	722	*	*	*	*	*	*	21%
Students without Disabilities	338	711	749	39%	30%	20%	10%	0%	10%	50%
Multilingual Learners	79	716	718	22%	43%	24%	11%	0%	11%	14%
Non-Multilingual Learners	319	707	748	*	*	*	*	*	*	49%
Students Experiencing Homelessness	21	712	716	*	*	*	*	*	*	15%
Students in Foster Care	*	*	716	*	*	*	*	*	*	15%
Military-Connected Students	*	*	744	*	*	*	*	*	*	43%
Migrant Students	*	*	721	*	*	*	*	*	*	17%

Academic Achievement

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

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Mathematics Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	378	702	741	*	*	*	*	*	*	40%
White	*	*	751	*	*	*	*	*	*	53%
Hispanic	228	707	726	*	*	*	*	*	*	23%
Black or African American	134	693	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	*	*	748	*	*	*	*	*	*	49%
Female	*	702	739	*	*	*	*	*	*	38%
Male	*	702	742	*	*	*	*	*	*	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	206	700	724	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	172	705	752	*	*	*	*	*	*	53%
Students with Disabilities	72	685	717	*	*	*	*	*	*	16%
Students without Disabilities	306	706	746	*	*	*	*	*	*	45%
Multilingual Learners	93	709	711	*	*	*	*	*	*	*
Non-Multilingual Learners	285	700	744	*	*	*	*	*	*	44%
Students Experiencing Homelessness	13	698	712	*	*	*	*	*	*	12%
Students in Foster Care	*	*	714	*	*	*	*	*	*	10%
Military-Connected Students	*	*	741	*	*	*	*	*	*	40%
Migrant Students	*	*	724	*	*	*	*	*	*	27%

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Academic Achievement

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

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

Mathematics Assessment - Performance By Grade: Grade 6

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	329	703	737	*	*	*	*	*	*	36%
White	*	*	746	*	*	*	*	*	*	47%
Hispanic	*	706	723	*	*	*	*	*	*	20%
Black or African American	*	698	718	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	*	*	*	*	*	*	73%
American Indian or Alaska Native	*	*	735	*	*	*	*	*	*	33%
Two or More Races	*	*	743	*	*	*	*	*	*	45%
Female	*	701	736	*	*	*	*	*	*	34%
Male	*	705	738	*	*	*	*	*	*	38%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	177	704	721	*	*	*	*	*	*	17%
Non-Economically Disadvantaged Students	152	702	747	*	*	*	*	*	*	48%
Students with Disabilities	63	699	714	*	*	*	*	*	*	12%
Students without Disabilities	266	704	741	*	*	*	*	*	*	41%
Multilingual Learners	82	696	707	*	*	*	*	*	*	*
Non-Multilingual Learners	247	706	740	*	*	*	*	*	*	39%
Students Experiencing Homelessness	11	695	711	*	*	*	*	*	*	*
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	739	*	*	*	*	*	*	37%
Migrant Students	*	*	704	*	*	*	*	*	*	13%

NJ SCHOOL PERFORMANCE REPORT

Academic Achievement

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

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Mathematics Assessment - Performance By Grade: Grade 7

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	357	710	739	*	*	*	*	*	*	37%
White	*	*	748	*	*	*	*	*	*	50%
Hispanic	213	709	728	*	*	*	*	*	*	23%
Black or African American	134	708	724	*	*	*	*	*	*	18%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	*	*	743	*	*	*	*	*	*	44%
Female	*	708	738	*	*	*	*	*	*	36%
Male	*	711	739	*	*	*	*	*	*	39%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	170	710	726	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	187	709	747	*	*	*	*	*	*	48%
Students with Disabilities	71	697	716	*	*	*	*	*	*	12%
Students without Disabilities	286	713	743	*	*	*	*	*	*	43%
Multilingual Learners	90	707	714	*	*	*	*	*	*	*
Non-Multilingual Learners	267	710	741	*	*	*	*	*	*	40%
Students Experiencing Homelessness	18	705	716	*	*	*	*	*	*	11%
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	740	*	*	*	*	*	*	39%
Migrant Students	*	*	708	*	*	*	*	*	*	*

Academic Achievement

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

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Mathematics Assessment - Performance By Grade: Grade 8

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	283	690	719	*	*	*	*	*	*	19%
White	*	*	729	*	*	*	*	*	*	27%
Hispanic	190	691	713	*	*	*	*	*	*	13%
Black or African American	93	686	707	*	*	*	*	*	*	10%
Asian, Native Hawaiian, or Pacific Islander	*	*	740	*	*	*	*	*	*	40%
American Indian or Alaska Native	*	*	722	*	*	*	*	*	*	21%
Two or More Races	*	*	722	*	*	*	*	*	*	22%
Female	*	692	719	*	*	*	*	*	*	19%
Male	*	688	719	*	*	*	*	*	*	20%
Non-binary/undesignated gender	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	143	690	711	*	*	*	*	*	*	12%
Non-Economically Disadvantaged Students	140	689	725	*	*	*	*	*	*	25%
Students with Disabilities	83	682	702	*	*	*	*	*	*	*
Students without Disabilities	200	693	724	*	*	*	*	*	*	23%
Multilingual Learners	77	689	701	*	*	*	*	*	*	*
Non-Multilingual Learners	206	690	721	*	*	*	*	*	*	21%
Students Experiencing Homelessness	15	690	704	*	*	*	*	*	*	*
Students in Foster Care	*	*	696	*	*	*	*	*	*	*
Military-Connected Students	*	*	722	*	*	*	*	*	*	19%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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

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Mathematics Assessment - Performance By Test: Algebra I

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	462	703	738	*	*	*	*	*	*	40%
White	*	*	748	*	*	*	*	*	*	51%
Hispanic	237	705	723	*	*	*	*	*	*	23%
Black or African American	201	700	719	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	17	693	746	*	*	*	*	*	*	49%
Female	*	702	737	*	*	*	*	*	*	39%
Male	*	703	739	*	*	*	*	*	*	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	235	703	722	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	227	702	747	*	*	*	*	*	*	50%
Students with Disabilities	64	696	710	*	*	*	*	*	*	11%
Students without Disabilities	398	704	743	*	*	*	*	*	*	45%
Multilingual Learners	57	695	705	*	*	*	*	*	*	*
Non-Multilingual Learners	405	704	741	*	*	*	*	*	*	43%
Students Experiencing Homelessness	16	691	712	*	*	*	*	*	*	13%
Students in Foster Care	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	696	*	*	*	*	*	*	*

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

Academic Achievement

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

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Mathematics Assessment - Performance By Test: Geometry

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	58	714	750	*	*	*	*	*	*	53%
White	*	*	752	*	*	*	*	*	*	57%
Hispanic	21	720	735	14%	52%	19%	14%	0%	14%	29%
Black or African American	31	713	733	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	66%
Two or More Races	*	*	756	*	*	*	*	*	*	63%
Female	*	716	748	24%	42%	24%	11%	0%	11%	50%
Male	*	710	752	*	*	*	*	*	*	57%
Non-binary/undesignated gender	*	*	752	*	*	*	*	*	*	60%
Economically Disadvantaged Students	27	707	734	*	*	*	*	*	*	28%
Non-Economically Disadvantaged Students	31	720	754	*	*	*	*	*	*	60%
Students with Disabilities	*	*	727	*	*	*	*	*	*	24%
Students without Disabilities	*	714	751	*	*	*	*	*	*	54%
Multilingual Learners	*	*	716	*	*	*	*	*	*	11%
Non-Multilingual Learners	*	715	751	*	*	*	*	*	*	55%
Students Experiencing Homelessness	*	*	727	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	743	*	*	*	*	*	*	44%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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

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Mathematics Assessment - Performance By Test: Algebra II

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

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

Academic Achievement

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

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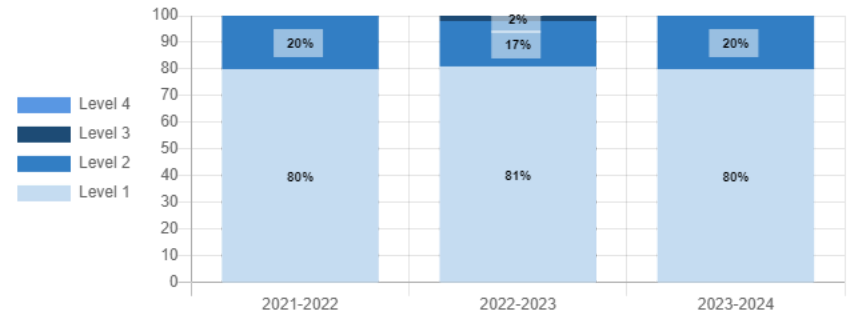
DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	ELA: Participation Rate	Math: # Students Tested	Math: Participation Rate
3	22	100.0%	22	100.0%
4	18	100.0%	18	100.0%
5	24	100.0%	24	100.0%
6	21	100.0%	20	100.0%
7	13	100.0%	13	100.0%
8	13	100.0%	13	100.0%
11	15	100.0%	15	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	536	*	>90%	*	<10%
3-4	300	*	>90%	*	<10%
5 or more	189	170	89.9%	19	10.1%

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.

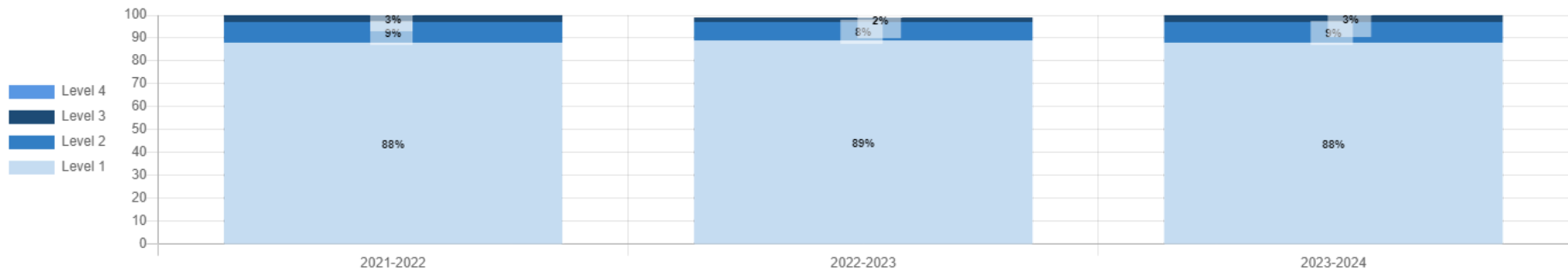| Student Group	Percent of English learners making expected growth to proficiency	Annual Target	Met Target?
Schoolwide/Multilingual Learners	13%	22.7%	Not Met

† Target was met within a confidence interval.

Academic Achievement

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

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

NJSLA Science Assessment: Grade 5 Summary

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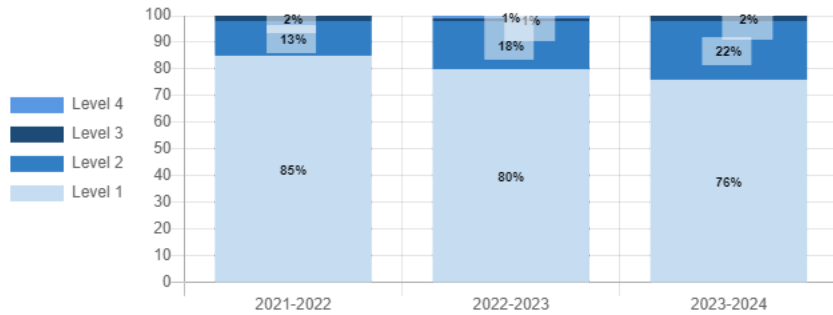
NJSLA Science Assessment: Grade 8 Summary

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

Academic Achievement

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

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

NJSLA Science Assessment: Grade 11 Summary

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

Academic Achievement

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

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

NJSLA Science Assessment: Grade 5

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	76%	22%	2%	0%	35%	37%	21%	6%
White	*	*	*	*	22%	42%	28%	8%
Hispanic	75%	23%	3%	0%	51%	36%	12%	2%
Black or African American	77%	21%	2%	0%	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	*	*	*	*	27%	36%	27%	10%
Female	77%	22%	2%	0%	35%	39%	20%	6%
Male	75%	22%	3%	0%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	77%	21%	2%	0%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	74%	23%	3%	0%	24%	39%	28%	10%
Students with Disabilities	89%	11%	0%	0%	64%	27%	8%	2%
Students without Disabilities	72%	25%	3%	0%	30%	39%	24%	7%
Multilingual Learners	82%	18%	0%	0%	78%	20%	2%	0%
Non-Multilingual Learners	73%	23%	3%	0%	30%	39%	23%	7%
Students Experiencing Homelessness	88%	8%	4%	0%	68%	25%	6%	1%
Students in Foster Care	*	*	*	*	67%	28%	3%	1%
Military-Connected Students	*	*	*	*	30%	42%	23%	5%
Migrant Students	*	*	*	*	73%	27%	0%	0%

Academic Achievement

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

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

NJSLA Science Assessment: Grade 8

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	80%	20%	0%	0%	36%	45%	14%	5%
White	*	*	*	*	23%	52%	19%	6%
Hispanic	78%	21%	1%	0%	51%	42%	6%	1%
Black or African American	83%	17%	0%	0%	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	*	*	*	*	27%	46%	19%	8%
Female	75%	25%	0%	0%	35%	47%	13%	4%
Male	83%	16%	1%	0%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	79%	20%	0%	0%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	80%	19%	1%	0%	26%	48%	19%	7%
Students with Disabilities	*	*	*	*	67%	29%	3%	1%
Students without Disabilities	77%	23%	1%	0%	30%	48%	16%	6%
Multilingual Learners	88%	12%	0%	0%	75%	24%	1%	0%
Non-Multilingual Learners	77%	22%	1%	0%	32%	47%	15%	5%
Students Experiencing Homelessness	80%	20%	0%	0%	66%	32%	2%	0%
Students in Foster Care	*	*	*	*	80%	19%	1%	0%
Military-Connected Students	*	*	*	*	40%	47%	10%	3%
Migrant Students	*	*	*	*	*	*	*	*

Academic Achievement

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

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

NJSLA Science Assessment: Grade 11

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	88%	9%	3%	0%	45%	27%	19%	9%
White	*	*	*	*	34%	30%	26%	11%
Hispanic	89%	7%	4%	0%	61%	25%	11%	3%
Black or African American	87%	10%	3%	0%	64%	24%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	17%	23%	33%	28%
American Indian or Alaska Native	*	*	*	*	54%	21%	19%	6%
Two or More Races	*	*	*	*	38%	26%	25%	11%
Female	89%	7%	4%	0%	43%	29%	20%	7%
Male	87%	10%	3%	0%	47%	24%	18%	10%
Non-binary/undesignated gender	*	*	*	*	26%	28%	30%	16%
Economically Disadvantaged Students	89%	9%	2%	0%	63%	24%	11%	2%
Non-Economically Disadvantaged Students	87%	8%	4%	0%	37%	28%	24%	12%
Students with Disabilities	*	*	*	*	77%	16%	5%	1%
Students without Disabilities	86%	10%	4%	0%	40%	28%	22%	10%
Multilingual Learners	*	*	*	*	88%	10%	1%	0%
Non-Multilingual Learners	86%	10%	4%	0%	42%	28%	21%	9%
Students Experiencing Homelessness	*	*	*	*	72%	19%	8%	1%
Students in Foster Care	*	*	*	*	76%	18%	5%	1%
Military-Connected Students	*	*	*	*	48%	29%	17%	7%
Migrant Students	*	*	*	*	*	*	*	*

Academic Achievement

Graduation Proficiency Assessment (NJGPA) Trends

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

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

ELA Graduation Ready Rate
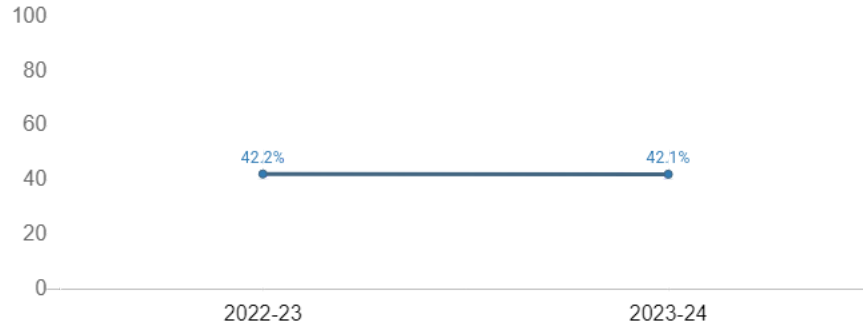
Math Graduation Ready Rate
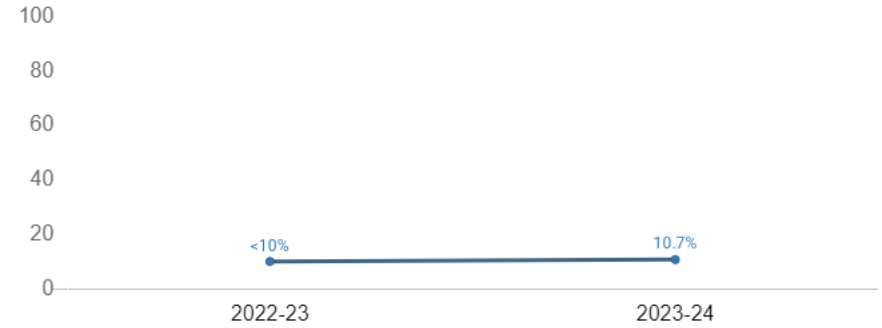
Performance Measure	2022-23 ELA	2023-24 ELA	2022-23 Math	2023-24 Math
Graduation Ready Rate	42.2%	42.1%	<10%	10.7%
Statewide Graduation Ready Rate	80.5%	82.5%	55.0%	55.6%

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	380	42.1%	82.5%	383	10.7%	55.6%
White	*	*	90%	*	*	69.1%
Hispanic	183	34.4%	72.3%	188	<10%	38%
Black or African American	191	49.7%	73.6%	189	17.5%	33.1%
Asian, Native Hawaiian, or Pacific Islander	*	*	>90%	*	*	87.9%
American Indian or Alaska Native	*	*	76.2%	*	*	43.8%
Two or More Races	*	*	87.5%	*	*	62%
Female	*	48.6%	86.9%	*	13.5%	56.6%
Male	*	36%	78.3%	*	<10%	54.7%
Non-binary/undesignated gender	*	*	87.7%	*	*	69.9%
Economically Disadvantaged Students	177	45.2%	71.7%	177	11.3%	36%
Non-Economically Disadvantaged Students	203	39.4%	87.6%	206	10.2%	65.1%
Students with Disabilities	49	20.4%	53.6%	49	<10%	18.2%
Students without Disabilities	331	45.3%	87.4%	334	12%	62%
Multilingual Learners	55	12.7%	24.4%	58	<10%	12.5%
Non-Multilingual Learners	325	47.1%	86.5%	325	12%	58.8%
Students experiencing homelessness	15	13.3%	58.6%	16	<10%	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	77.9%	80.7%
12th graders taking SAT in 2023-2024 or prior years	84.4%	62.7%
12th graders taking ACT in 2023-2024 or prior years	0.0%	7.8%

PSAT, SAT, & ACT - Performance

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

Participation Type	District Average Score	State Average Score	College Readiness Benchmarks	District - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	344	459	Grade 10: 430 Grade 11: 460	13%	54%
PSAT 10/NMSQT - Math	341	454	Grade 10: 480 Grade 11: 510	*	32%
SAT - Reading and Writing	377	530	480	12%	65%
SAT - Math	368	519	530	*	46%
ACT - Reading	N	24	22	N	63%
ACT - English	N	24	18	N	76%
ACT - Math	N	23	22	N	58%
ACT - Science	N	23	23	N	55%

College and Career Readiness

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

AP/IB Coursework – Participation and Performance

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

Students enrolled in one or more AP or IB course

District 22.3%
State 35.9%

Students taking one or more AP or IB exam

District 14.6%
State 30.8%

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

District *
State 23.0%

Dual Enrollment Coursework - Participation

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

District 24.0%
State 26.9%

College and Career Readiness

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

AP/IB and Dual Enrollment Participation by Student Group

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

Student Group	% Enrolled in one or more AP or IB course	% Enrolled in one or more Dual Enrollment course	State: % Enrolled in one or more AP or IB course	State: % Enrolled in one or more Dual Enrollment course
Districtwide	22.3%	24.0%	35.9%	26.9%
White	*	*	41.8%	33.0%
Hispanic	18.7%	19.5%	23.2%	20.9%
Black or African American	23.6%	26.0%	20.3%	17.4%
Asian, Native Hawaiian, or Pacific Islander	*	*	70.5%	32.5%
American Indian or Alaska Native	N	N	30.4%	28.6%
Two or More Races	*	*	41.0%	29.0%
Female	26.7%	26.4%	41.4%	30.2%
Male	16.4%	20.1%	30.6%	23.7%
Non-Binary/Undesignated Gender	N	N	42.9%	28.4%
Economically Disadvantaged Students	17.4%	24.5%	22.8%	20.2%
Students with Disabilities	4.3%	5.4%	4.8%	10.9%
Multilingual Learners	18.4%	14.4%	9.8%	8.8%
Students experiencing homelessness	8.2%	12.2%	12.6%	15.1%
Students in Foster Care	*	*	4.5%	10.6%
Military-Connected Students	*	*	30.1%	29.2%
Migrant Students	N	N	0.0%	7.1%

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

College and Career Readiness

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 African American Studies (Pilot 2 - 2023-24)	1	13
AP Biology	11	2
AP Calculus BC	1	0
AP Drawing	15	0
AP English Language and Composition	52	26
AP English Literature and Composition	43	40
AP Environmental Science	14	11
AP French Language and Culture	0	18
AP Music Theory	8	3
AP Precalculus	62	43
AP Seminar	0	1
AP Spanish Language and Culture	32	20
AP U.S. Government and Politics	11	6
AP U.S. History	4	4
AP World History: Modern	5	0
Total Exams taken		187
Exams with scores of at least 3 on AP exams or 4 on IB exams		29

College and Career Readiness

Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy	Percentage of 12th Graders
Spanish	29	8.2%
Total Seals Earned	29	
Total Unique Students Earning Seals	29	8.2%
Current and Former Multilingual Learners Earning Seals	26	38.8%†

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

College and Career Readiness

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

Career and Technical Education Participation

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

CTE Participants

(completed only one course in an approved CTE program)

District 34.3%
State 7.6%

CTE Concentrators

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

District 5.2%
State 10.4%

College and Career Readiness

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

Career and Technical Education Participation by Student Group

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

Student Group	District: % CTE Participants	District: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Districtwide	34.3%	5.2%	7.6%	10.4%
White	30.8%	7.7%	6.1%	10.0%
Hispanic	35.3%	4.4%	9.3%	10.8%
Black or African American	33.6%	5.8%	9.5%	10.7%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.5%	10.5%
American Indian or Alaska Native	*	*	8.3%	8.8%
Two or More Races	*	*	7.5%	10.1%
Female	30.3%	5.9%	7.5%	10.9%
Male	37.9%	4.4%	7.7%	9.9%
Non-Binary/Undesignated Gender	*	*	8.9%	15.2%
Economically Disadvantaged Students	35.2%	5.9%	9.8%	10.7%
Students with Disabilities	29.5%	3.5%	6.0%	7.9%
Multilingual Learners	37.3%	1.6%	8.0%	3.5%
Students experiencing homelessness	47.4%	3.1%	7.7%	6.2%
Students in Foster Care	18.2%	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
Agriculture, Food & Natural Resources	*	*
Architecture & Construction	*	*
Arts, A/V Technology & Communications	*	*
Business Management & Administration	*	*
Health Science	20	13.8%
Human Services	*	*
Information Technology	*	*
Manufacturing	*	*
Marketing	*	*
Science, Technology, Engineering & Mathematics	*	*
Transportation, Distribution & Logistics	*	*
Total	20	3.3%

College and Career Readiness

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

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

District ▬ 1.8%
State ▬ 2.2%

College and Career Readiness

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

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	*	*	*
Architecture & Construction	156	*	*
Arts, A/V Technology & Communications	30	*	*
Business Management & Administration	154	*	*
Health Science	145	21	27
Human Services	*	*	*
Information Technology	44	*	*
Manufacturing	*	*	*
Marketing	*	*	*
Science, Technology, Engineering & Mathematics	38	*	*
Transportation, Distribution & Logistics	34	*	*
Total	605	27	33

College and Career Readiness

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Grade Level and Other Math
6	0	0	0	0	0	0	381
7	0	0	0	0	0	0	407
8	164	0	0	0	0	0	314
9	306	60	7	0	0	0	173
10	20	239	46	0	0	0	70
11	21	33	286	31	0	0	24
12	6	15	33	131	0	0	13
Total	517	347	372	162	0	0	1,382
Enrolled in AP/IB Course					0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	27	22	0	0	412	20
10	168	187	0	0	38	9
11	202	163	0	0	44	58
12	59	36	0	14	28	43
Total	456	408	0	14	522	130
Enrolled in AP/IB Course	11	0		14	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

College and Career Readiness

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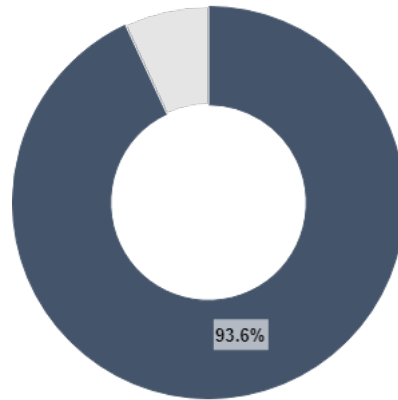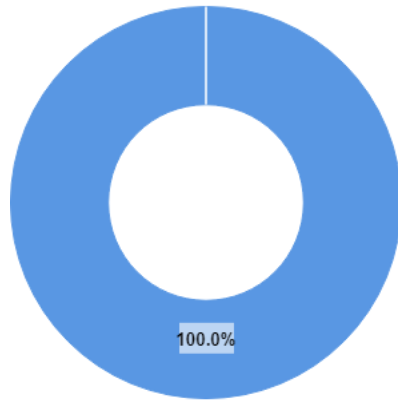
Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	416	26	0	0	0	108
10	30	323	0	0	0	35
11	16	350	0	0	0	51
12	20	104	0	0	0	135
Total	482	803	0	0	0	329
Enrolled in AP/IB Course	5	4	0	0		10
Enrolled in Dual Enrollment Course	0	0	0	0	0	67

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	209	0	0	0	0	0	0
7	202	0	0	0	0	0	0
8	242	0	0	0	0	0	0
9	152	0	0	0	0	1	0
10	138	0	0	0	0	30	0
11	126	0	0	0	0	7	0
12	125	0	0	0	0	12	0
Total	1,194	0	0	0	0	50	0
Enrolled in AP/IB Course	32	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	82	0	0	0	0	2	0

College and Career Readiness

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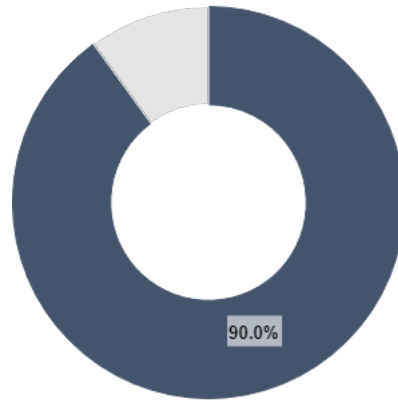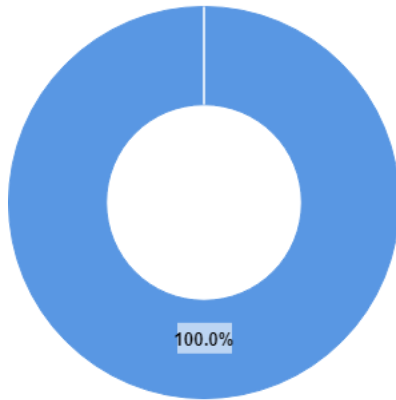
Computer Science – Course Participation

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

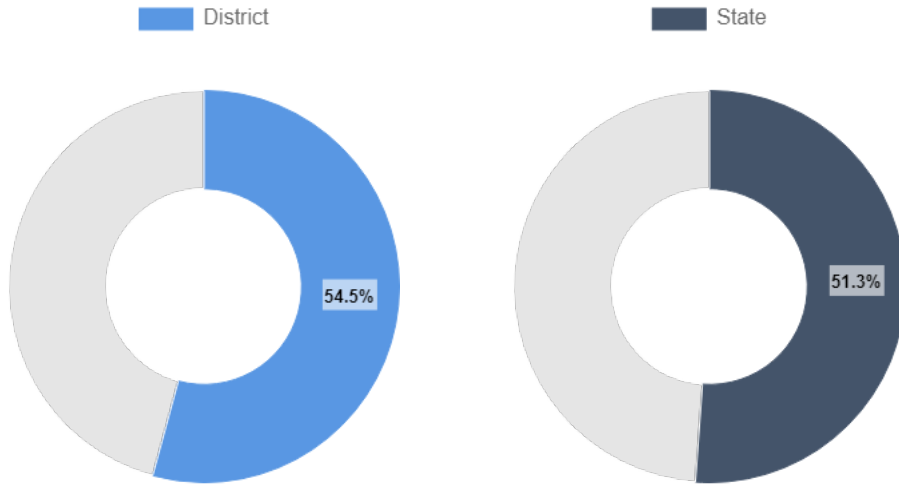| Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
KG	N	N	N	N	N	N	N
1	N	N	N	N	N	N	N
2	N	N	N	N	N	N	N
3	N	N	N	N	N	N	N
4	N	N	N	N	N	N	N
5	N	N	N	N	N	N	N
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
9	N	N	N	N	N	N	N
10	N	N	N	N	N	N	N
11	N	N	N	N	N	N	N
12	N	N	N	N	N	N	N
Total	0	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.
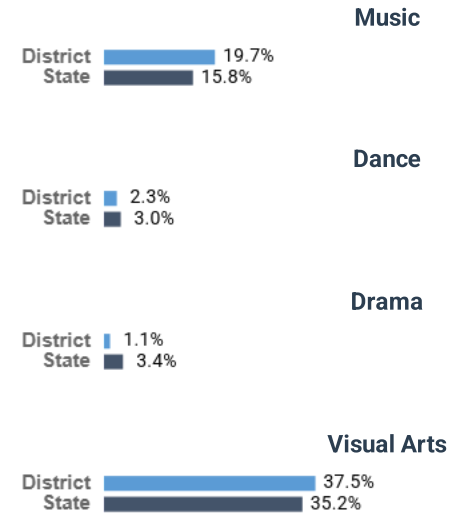
Visual and Performing Arts – Course Participation

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

Students enrolled in one or more classes by discipline:

Legend: District, State

District: 100.0%

State: 93.6%

Music

District 66.9%

State 88.7%

Dance

District 0.0%

State 4.1%

Drama

District 0.3%

State 1.5%

Visual Arts

District 100.0%

State 86.6%

College and Career Readiness

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

Visual and Performing Arts – Course Participation

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

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

District

State

100.0%

90.0%

Students enrolled in one or more classes by discipline:

Music

District 81.6%
State 64.3%

Dance

District 0.0%
State 4.3%

Drama

District 0.0%
State 7.7%

Visual Arts

District 82.3%
State 68.9%

College and Career Readiness

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

Visual and Performing Arts – Course Participation

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

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

District 54.5%

State 51.3%

Students enrolled in one or more classes by discipline:

Music

District 19.7%
State 15.8%

Dance

District 2.3%
State 3.0%

Drama

District 1.1%
State 3.4%

Visual Arts

District 37.5%
State 35.2%

College and Career Readiness

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

Structured Learning Experiences Participation

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

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

Structured Learning Experiences

District ▮ 0.5%

State ▬▬▬ 4.6%

Graduation/ Postsecondary

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

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

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

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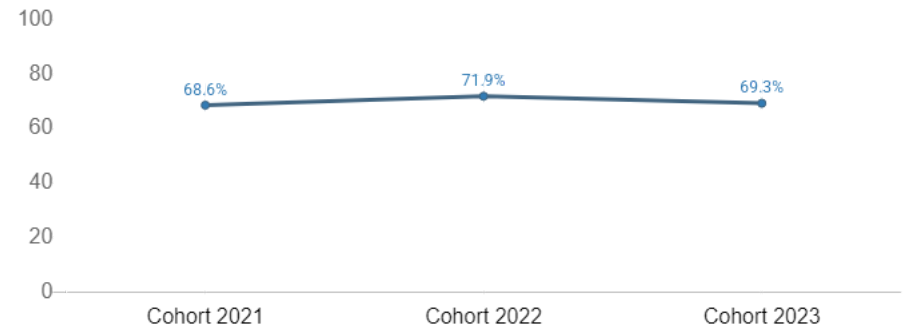
Graduation Rate Trends and Progress

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

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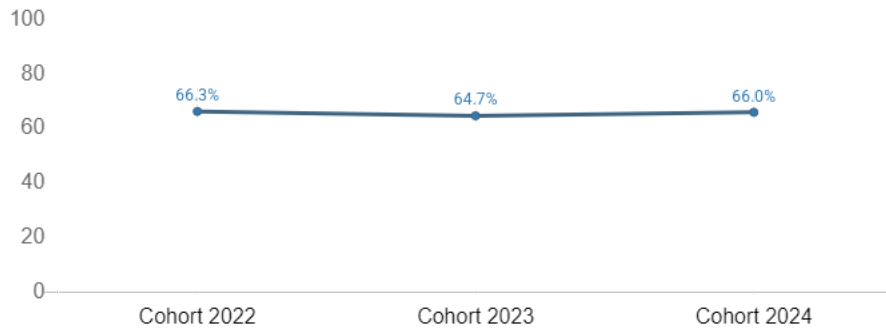
5-Year Graduation Rate Trends

Performance Measure	Cohort 2022 4-Year Rate	Cohort 2023 4-Year Rate	Cohort 2024 4-Year Rate	Cohort 2021 5-Year Rate	Cohort 2022 5-Year Rate	Cohort 2023 5-Year Rate
Graduation Rate	66.3%	64.7%	66.0%	68.6%	71.9%	69.3%
Statewide Graduation Rate	90.9%	91.1%	91.3%	92.5%	92.7%	92.6%

Graduation/ Postsecondary

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

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

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

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

Cohort 2024 4-Year Graduation Cohort Profile

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

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	66.0%	10.5%	23.6%	91.3%	3.8%	4.9%
White	*	*	*	95.0%	2.6%	2.5%
Hispanic	60.3%	12.9%	26.8%	86.9%	4.9%	8.3%
Black or African American	71.5%	7.9%	20.7%	86.5%	6.0%	7.5%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	96.7%	2.3%	1.0%
American Indian or Alaska Native	N	N	N	91.7%	3.8%	4.5%
Two or More Races	*	*	*	92.3%	3.5%	4.3%
Female	74.4%	7.9%	17.7%	93.1%	2.8%	4.1%
Male	58.1%	12.9%	29.0%	89.5%	4.7%	5.7%
Non-Binary/Undesignated Gender	N	N	N	86.7%	3.3%	10.0%
Economically Disadvantaged Students	65.7%	11.8%	22.4%	87.1%	5.3%	7.7%
Students with Disabilities	48.7%	21.8%	29.4%	80.7%	12.5%	6.8%
Multilingual Learners	57.6%	9.4%	32.9%	78.9%	7.5%	13.6%
Students experiencing homelessness	56.5%	13.0%	30.4%	74.5%	11.2%	14.3%
Students in Foster Care	*	*	*	61.6%	13.1%	25.3%
Military-Connected Students	*	*	*	94.5%	2.3%	3.1%
Migrant Students	N	N	N	88.2%	3.9%	7.9%

Camden City School District

(07-0680)

2023-2024

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Graduation/ Postsecondary

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

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

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

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

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	69.3%	3.6%	27.1%	92.6%	1.7%	5.6%
White	*	*	*	95.9%	1.5%	2.6%
Hispanic	59.9%	2.1%	38.0%	88.2%	1.9%	9.9%
Black or African American	78.5%	4.8%	16.7%	88.9%	2.5%	8.7%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	97.5%	1.3%	1.2%
American Indian or Alaska Native	N	N	N	92.5%	0.0%	7.5%
Two or More Races	*	*	*	94.7%	1.0%	4.3%
Female	75.5%	1.3%	23.1%	94.4%	1.2%	4.4%
Male	64.1%	5.5%	30.4%	91.0%	2.2%	6.8%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	71.2%	3.4%	25.5%	88.8%	2.0%	9.2%
Students with Disabilities	67.2%	7.2%	25.6%	84.1%	8.2%	7.7%
Multilingual Learners	44.4%	1.4%	54.2%	78.0%	2.0%	20.0%
Students experiencing homelessness	65.9%	0.0%	34.1%	78.0%	3.9%	18.1%
Students in Foster Care	73.3%	6.7%	20.0%	67.0%	7.5%	25.5%
Military-Connected Students	N	N	N	96.0%	0.8%	3.1%
Migrant Students	*	*	*	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	72.8%	0.8%	26.4%	73.6%	93.2%	1.0%	5.8%	94.2%
White	*	*	*	*	96.4%	0.9%	2.7%	97.3%
Hispanic	61.6%	1.4%	37.0%	63.0%	88.2%	1.0%	10.8%	89.2%
Black or African American	81.1%	0.3%	18.5%	81.5%	89.6%	1.4%	9.0%	91.0%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	98.1%	0.8%	1.0%	99.0%
American Indian or Alaska Native	N	N	N	N	93.6%	0.8%	5.6%	94.4%
Two or More Races	*	*	*	*	92.9%	1.3%	5.9%	94.1%
Female	82.1%	0.4%	17.4%	82.6%	95.0%	0.6%	4.4%	95.6%
Male	65.6%	1.0%	33.3%	66.7%	91.5%	1.4%	7.1%	92.9%
Non-Binary/Undesignated Gender	N	N	N	N	*	*	*	*
Economically Disadvantaged Students	75.5%	0.7%	23.8%	76.2%	88.8%	1.1%	10.2%	89.8%
Students with Disabilities	67.5%	1.3%	31.2%	68.8%	86.6%	5.4%	8.0%	92.0%
Multilingual Learners	47.2%	1.4%	51.4%	48.6%	77.6%	0.6%	21.9%	78.1%
Students experiencing homelessness	48.9%	0.0%	51.1%	48.9%	76.2%	1.4%	22.4%	77.6%
Students in Foster Care	46.2%	7.7%	46.2%	53.8%	64.1%	3.5%	32.4%	67.6%
Military-Connected Students	N	N	N	N	92.9%	1.7%	5.4%	94.6%
Migrant Students	N	N	N	N	67.1%	2.4%	30.5%	69.5%

Graduation/ Postsecondary

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

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

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

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

Federal Graduation Rates

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

Student Group	2024 4-Year Federal Graduation Rate	2023 5-Year Federal Graduation Rate	2022 6-Year Federal Graduation Rate	State: 2024 4-Year Federal Graduation Rate	State: 2023 5-Year Federal Graduation Rate	State: 2022 6-Year Federal Graduation Rate
Districtwide	64.4%	68.7%	71.3%	87.7%	91.8%	87.0%
White	*	*	*	91.5%	95.0%	90.0%
Hispanic	58.5%	59.1%	60.2%	83.3%	87.4%	82.1%
Black or African American	70.2%	78.1%	79.4%	80.9%	87.6%	80.8%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	96.1%	97.3%	96.6%
American Indian or Alaska Native	N	N	N	84.1%	92.5%	86.4%
Two or More Races	*	*	*	89.0%	93.0%	86.2%
Female	74.0%	75.1%	80.8%	90.5%	93.7%	90.6%
Male	55.5%	63.4%	63.9%	85.2%	90.0%	83.7%
Non-Binary/Undesignated Gender	N	N	N	83.3%	*	*
Economically Disadvantaged Students	64.2%	70.4%	74.5%	82.6%	87.8%	81.4%
Students with Disabilities	42.0%	64.8%	62.3%	60.2%	79.2%	51.8%
Multilingual Learners	56.5%	44.4%	45.8%	77.6%	77.6%	75.7%
Students experiencing homelessness	56.5%	65.9%	46.7%	67.0%	76.2%	64.6%
Students in Foster Care	*	73.3%	46.2%	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	65.1%	66.1%	Not Met	70.4%	N	N
White	*	**	**	*	**	**
Hispanic	55.2%	55.7%	Not Met	60.1%	N	N
Black or African American	74.4%	73.9%	Met Target	78.4%	N	N
Asian, Native Hawaiian, or Pacific Islander	*	**	**	*	**	**
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	*	**	**	*	**	**
Economically Disadvantaged Students	66.1%	69.8%	Not Met	73.7%	N	N
Students with Disabilities	60.5%	54.8%	Met Target	61.6%	N	N
Multilingual Learners	40.0%	42.6%	Not Met	45.8%	N	N

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	41.5%	14.7%
Substitute Competency Test	6.6%	27.7%
Portfolio Appeals Process	42.4%	48.1%
Alternate Requirements Specified in IEP	2.3%	2.3%
Unknown/Other	7.2%	7.2%

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	8.4%	1.0%
2022-2023	10.2%	1.2%
2021-2022	14.0%	1.2%

Graduation/ Postsecondary

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

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

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

Apprenticeship

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

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

Climate and Environment

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

Chronic Absenteeism Trends

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The ESSA Target: State Average for Grades Served column is the target used for ESSA accountability purposes. It reflects the statewide average for students in the grades offered by the district. Each student group has the same target based on all students, so the same ESSA Target will appear for all student groups. The last column shows whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").
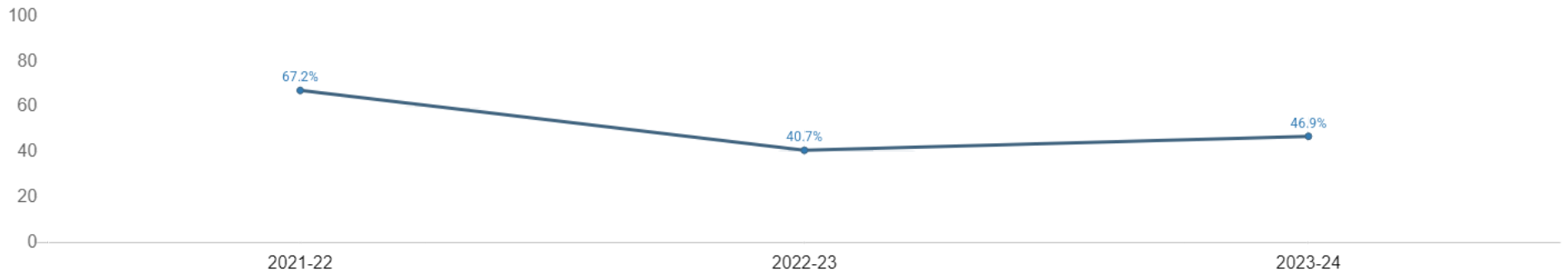
Performance Measure	2021-22	2022-23	2023-24
Chronic Absenteeism Rate	67.2%	40.7%	46.9%
ESSA Target (State Average for Grades Served)	18.1%	16.6%	14.9%
Met ESSA Target	Not Met	Not Met	Not Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%

Climate and Environment

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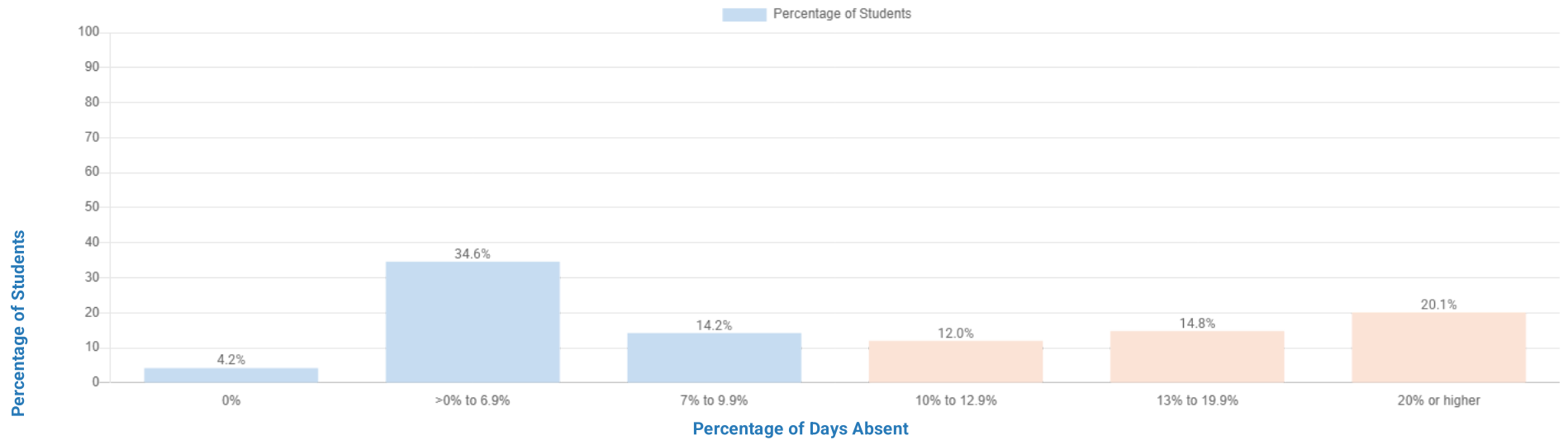
Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	2,522	46.9%	14.9%	Not Met
White	29	50.9%	14.9%	Not Met
Hispanic	1,302	43.9%	14.9%	Not Met
Black or African American	1,155	51.1%	14.9%	Not Met
Asian, Native Hawaiian, or Pacific Islander	11	22.0%	14.9%	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	57.1%	14.9%	Not Met
Female	*	47.6%		
Male	*	46.3%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	1,796	54.8%	14.9%	Not Met
Students with Disabilities	479	45.5%	14.9%	Not Met
Multilingual Learners	338	30.8%	14.9%	Not Met
Students Experiencing Homelessness	200	47.4%		
Students in Foster Care	22	41.5%		
Military-Connected Students	*	*		
Migrant Students	*	*		

Climate and Environment

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

Percentage of Days Absent

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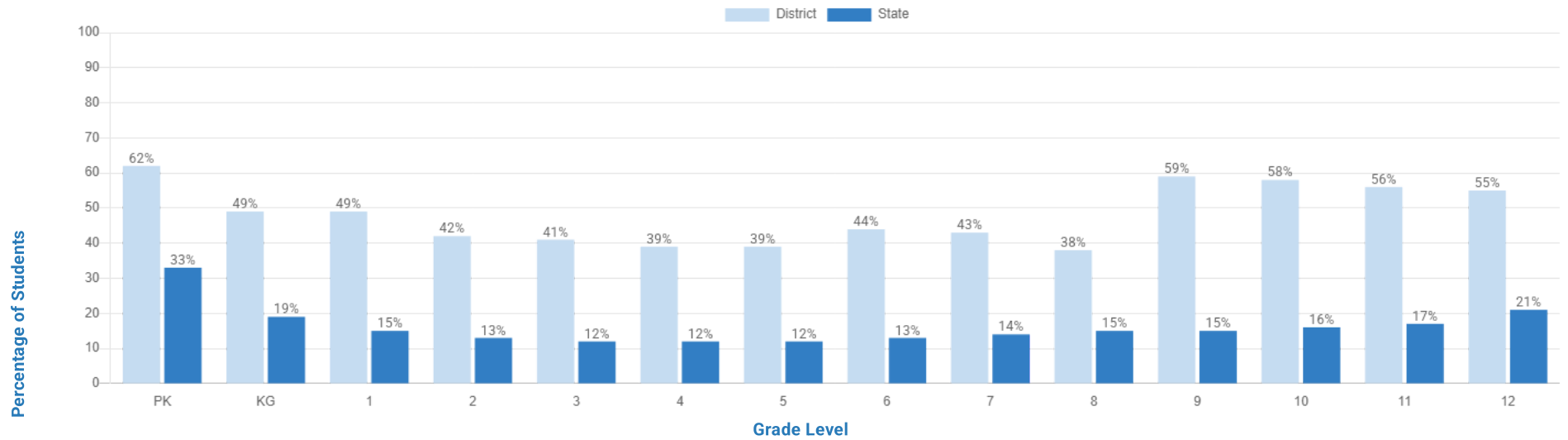
Climate and Environment

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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	64
Weapons	16
Vandalism	4
Substances	24
Harassment, Intimidation, Bullying (HIB)	11
Total Unique Incidents	117
Incidents Per 100 Students Enrolled	1.66

Police Notifications

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

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

Climate and Environment

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	2	2
Religion	0	0	0
Ancestry	0	1	1
Gender	0	1	1
Sexual Orientation	0	3	3
Disability	0	0	0
Other	0	9	9
No Identified Nature	61		61

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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	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic	3	0%	17	0%	19	1%	1	0%	0	0%
Black or African American	7	0%	48	2%	54	2%	5	0%	0	0%
Asian	0	0%	0	0%	0	0%	0	0%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
Two or more races	0	0%	0	0%	0	0%	0	0%	0	0%
Female	*	0%	*	1%	*	1%	*	0%	*	0%
Male	*	0%	*	1%	*	1%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	8	0%	50	1%	57	1%	3	0%	0	0%
Students with disabilities	3	0%	13	1%	14	1%	4	0%	0	0%

Camden City School District

(07-0680)

2023-2024

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

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Student Disciplinary Removals: By Grade Level

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

Grade	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Districtwide	10	0%	66	1%	74	1%	6	0%	0	0%
PK	0	0%	0	0%	0	0%	0	0%	0	0%
KG	0	0%	0	0%	0	0%	1	0%	0	0%
1	0	0%	0	0%	0	0%	0	0%	0	0%
2	0	0%	1	0%	1	0%	0	0%	0	0%
3	0	0%	0	0%	0	0%	0	0%	0	0%
4	0	0%	0	0%	0	0%	0	0%	0	0%
5	1	0%	2	0%	3	1%	0	0%	0	0%
6	0	0%	8	2%	8	2%	0	0%	0	0%
7	2	0%	7	2%	7	2%	0	0%	0	0%
8	4	1%	3	1%	7	2%	0	0%	0	0%
9	1	0%	16	3%	17	3%	4	1%	0	0%
10	2	0%	9	2%	11	3%	0	0%	0	0%
11	0	0%	15	3%	15	3%	1	0%	0	0%
12	0	0%	4	1%	4	1%	0	0%	0	0%

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Students Involved in Police Notifications: By Student Group

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

Student Group	# of Students involved in at least one incident	% of Students involved in at least one incident	# of Students involved in at least one violent incident	% of Students involved in at least one violent incident	# of Students involved in at least one vandalism incident	% of Students involved in at least one vandalism incident	# of Students involved in at least one substance related incident	% of Students involved in at least one substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in at least one weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in at least one HIB incident	# of Students involved in at least one other incident type	% of Students involved in at least one other incident type
Districtwide	22	0%	16	0%	1	0%	0	0%	2	0%	0	0%	3	0%
White	0	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
Hispanic	4	0%	3	0%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
Black or African American	18	1%	13	0%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
Asian	0	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	0	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
Female	*	0%	*	0%	*	<5.00%	*	0%	*	<5.00%	*	0%	*	<5.00%
Male	*	0%	*	0%	*	<5.00%	*	0%	*	<5.00%	*	0%	*	<5.00%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	16	0%	12	0%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
Students with disabilities	5	0%	3	0%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%

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Students Involved in Police Notifications: By Grade Level

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

Grade	# of Students involved in at least one incident	% involved in an incident	# of Students involved in at least one violent incident	% of Students involved in a violent incident	# of Students involved in at least one vandalism incident	% of Students involved in a vandalism incident that led to police notification	# of Students involved in at least one substance related incident	% of Students involved in a substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in a weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in an HIB incident that led to police notification	# of Students involved in at least one other incident type	% of Students involved in an other incident type
Districtwide	22	0%	16	0%	1	0%	0	0%	2	0%	0	0%	3	0%
PK	0	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
KG	0	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
1	0	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
2	1	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
3	0	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
4	0	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
5	0	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
6	2	1%	0	0%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
7	0	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
8	5	1%	4	1%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
9	5	1%	4	1%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
10	4	1%	3	1%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
11	5	1%	5	1%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
12	0	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%

Climate and Environment

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

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

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

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

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
373

Climate and Environment

Student Access to Technology and Internet

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

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Teachers – Experience

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

Category	Teachers in District	Teachers in State
Total Number of teachers	684	119,239
Average years experience in public schools	12.9	12.6
Average years experience in district	12.9	11.3
Number of Teachers with 4 or more years experience in the district	502	87,243
Percentage of Teachers with 4 or more years experience in the district	73.4%	73.6%
Number of out-of-field teachers	12	2,931
Percentage of out-of-field teachers	1.8%	2.5%
Number of Teachers with Provisional Credentials	40	9,065
Percentage of Teachers with Provisional Credentials	5.8%	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	62	10,170
Average years experience in public schools	17.9	16.2
Average years experience in district	17.9	12.5
Number of Administrators with 4 or more years experience in the district	58	7,734
Percentage of Administrators with 4 or more years experience in the district	93.5%	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	684	119,239
Administrators	62	10,170
Librarians/Media Specialists	2	1,160
Nurses	26	3,025
School Counselors	16	4,673
Child Study Team Members	53	9,654
School Psychologists	10	2,185
School Social Workers	15	2,750
Student Assistance Coordinators	N	400
School Safety Specialists	1	681

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Student and Staff Ratios

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

Ratio	District Ratio
Students to Teachers	10:1
Students to Administrators	114:1
Teachers to Administrators	11:1
Students to Librarians/Media Specialists †	3523:1
Students to Nurses †	271:1
Students to Counselors †	440:1
Students to Child Study Team Members †,††	21:1
Students to School Psychologists †	705:1
Students to School Social Workers †	470:1
Students to Student Assistance Coordinators †	N
Students to School Safety Specialists †	7046:1

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

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

Teachers and Administrators – Demographics

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

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	48.0%	76.0%	80-85%	48.0%	77.0%	57.0%
Male	52.0%	24.0%	15-20%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤5%	≤1%	≤1%	≤1%
White	1.2%	49.7%	30.6%	38.2%	81.8%	74.5%
Hispanic	56.2%	7.5%	6.5%	34.0%	8.6%	8.6%
Black or African American	40.8%	5.4%	3.2%	14.2%	6.4%	14.4%
Asian	0.8%	2.0%	1.6%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.1%	0.1%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.2%	34.9%	58.1%	0.2%	0.4%	0.5%
Two or More Races	0.8%	0.3%	0.0%	3.1%	0.3%	0.4%

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher: 91.2%
Admin: N/A

Master's Degree

Teacher: 8.3%
Admin: 100.0%

Doctoral Degree
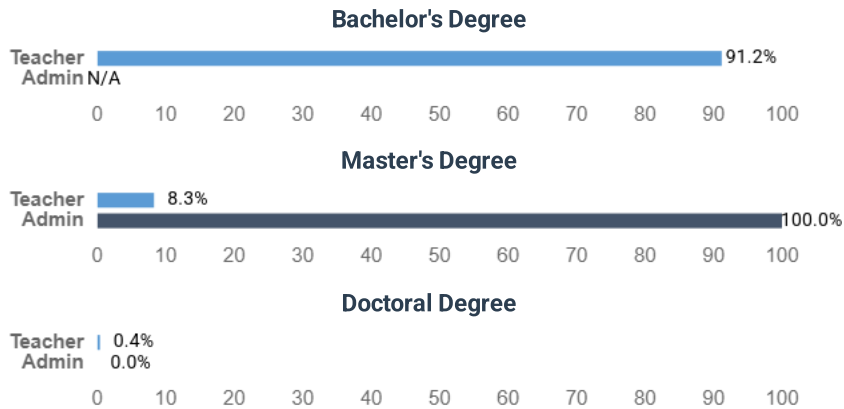
Teacher: 0.4%
Admin: 0.0%

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

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

Job Type	District	State
2022-23 Teachers: Same district 2023-24	91.2%	89.5%
2022-23 Administrators: Same district 2023-24	75.0%	87.9%

Camden City School District

(07-0680)

2023-2024

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

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Teachers by Subject Area

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

Subject Area	Total Number of Teachers	% Female	% Male	% Non-binary or Undesignated Gender	% White	% Hispanic	% Black or African American	% Asian	% Native Hawaiian, Pacific Islander	% American Indian or Native American	% Two or More Races	% 4 or more years experience in the district	% Bachelor's Degree(Highest Degree)	% Master's Degree(Highest Degree)	% Doctoral Degree(Highest Degree)
Elementary (Not Subject Specific)	267	90-95%	5-10%	≤5%	51.7%	5.6%	6.4%	1.1%	34.1%	0.4%	0.7%	69.3%	91.4%	8.2%	0.4%
English/Language Arts/Literacy	56	70-80%	20-30%	≤10%	51.8%	1.8%	7.1%	0.0%	39.3%	0.0%	0.0%	69.6%	89.3%	10.7%	0.0%
English to Speakers of Other Languages	24	>80%	≤20%	≤20%	58.3%	12.5%	4.2%	0.0%	25.0%	0.0%	0.0%	75.0%	91.7%	8.3%	0.0%
Mathematics	36	60-70%	30-40%	≤10%	50.0%	0.0%	0.0%	11.1%	38.9%	0.0%	0.0%	86.1%	100.0%	0.0%	0.0%
Science	27	60-80%	20-40%	≤20%	40.7%	11.1%	3.7%	3.7%	40.7%	0.0%	0.0%	81.5%	81.5%	18.5%	0.0%
Social Studies/History	35	30-40%	60-70%	≤10%	57.1%	11.4%	11.4%	0.0%	20.0%	0.0%	0.0%	71.4%	88.6%	8.6%	2.9%
World Language	17	60-80%	20-40%	≤20%	29.4%	58.8%	0.0%	5.9%	5.9%	0.0%	0.0%	64.7%	70.6%	29.4%	0.0%
Visual and Performing Arts	39	50-60%	40-50%	≤10%	56.4%	10.3%	2.6%	0.0%	30.8%	0.0%	0.0%	64.1%	87.2%	10.3%	2.6%
Health/Physical Education	47	30-40%	60-70%	≤10%	70.2%	6.4%	0.0%	2.1%	21.3%	0.0%	0.0%	66.0%	97.9%	2.1%	0.0%
Family & Consumer Sciences	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Financial Literacy	1	*	*	*	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%
Business	3	*	*	*	33.3%	0.0%	0.0%	0.0%	66.7%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
Computer Science/IT	8	*	*	*	37.5%	12.5%	0.0%	0.0%	50.0%	0.0%	0.0%	75.0%	100.0%	0.0%	0.0%
Industrial Arts	4	*	*	*	25.0%	25.0%	25.0%	0.0%	25.0%	0.0%	0.0%	75.0%	75.0%	25.0%	0.0%
Career and Technical Education	5	*	*	*	60.0%	20.0%	20.0%	0.0%	0.0%	0.0%	0.0%	20.0%	80.0%	20.0%	0.0%
Special Education	123	85-90%	10-15%	≤5%	37.4%	4.9%	6.5%	3.3%	48.0%	0.0%	0.0%	82.9%	91.1%	8.9%	0.0%
Bilingual	29	>80%	≤20%	≤20%	51.7%	41.4%	3.4%	0.0%	3.4%	0.0%	0.0%	69.0%	96.6%	3.4%	0.0%

Per-Pupil Expenditures

Per-Pupil Expenditures by Source

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

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

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

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

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

Camden City	Federal	State & Local	Total	ADE**
District Level Total Expenditures	$17,080	$22,555	$39,634	5,964.4
District Level Central Expenditures		$1,556	$1,556	5,964.4
Early Childhood Development Center	$15,553	$15,492	$31,045	279.9
Dr. Charles E. Brimm Medical Arts High School	$16,953	$24,455	$41,408	177.3
Camden High School	$16,842	$18,900	$35,742	393.6
East Side High School	$16,383	$20,582	$36,965	594.4
Veterans Memorial Family School	$16,605	$22,300	$38,905	458.1
Octavio V. Catto Community Family School	$16,673	$20,449	$37,122	603.7
Cooper S Poynt Family School	$16,951	$23,151	$40,102	401.7
Riletta Twyne Cream Early Childhood Center	$16,294	$16,330	$32,624	337.8
Dr. Henry H. Davis Elementary School	$16,857	$21,438	$38,295	517.8
Thomas H. Dudley Family School	$16,758	$19,493	$36,251	589.2
Forest Hill School	$17,215	$20,037	$37,252	304.7
Creative Arts High School	$16,565	$27,103	$43,668	202.8
Camden Big Picture Learning Academy	$16,508	$21,068	$37,576	156.3
Morgan Village Middle School	$17,374	$22,829	$40,203	214.0
Henry B. Wilson Family School	$17,540	$18,334	$35,874	408.3
Yorkship Elementary School	$17,139	$22,659	$39,798	325.0
-				

Accountability

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

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

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

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

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

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

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

Accountability

Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

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

County Code	County Name	District Code	District Name	School Code	School Name	Status for 2025-26 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2025-26 School Year
07	Camden	0680	Camden City School District	030	Camden High School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
07	Camden	0680	Camden City School District	040	Eastside High School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
07	Camden	0680	Camden City School District	080	Veterans Memorial Family School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
07	Camden	0680	Camden City School District	145	Octavius V. Catto Community Family School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
07	Camden	0680	Camden City School District	175	Riletta Twyne Cream Early Childhood Center	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
07	Camden	0680	Camden City School District	190	Thomas H. Dudley Family School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
07	Camden	0680	Camden City School District	205	Forest Hill School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
07	Camden	0680	Camden City School District	306	Morgan Village Middle School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
07	Camden	0680	Camden City School District	350	Henry B. Wilson Family School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
07	Camden	0680	Camden City School District	360	Yorkship Elementary School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	

Accountability

ESSA Accountability Progress

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

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

ESSA Acountability Indicator	2021-22	2022-23	2023-24
ELA Proficiency	10.0%	10.7%	12.6%
Math Proficiency	<10%	<10%	<10%
ELA Growth†	69	36	40
Math Growth†	58	40	39
4-Year Graduation Rate (Prior Year)††	55.7%	64.8%	65.1%
5-Year Graduation Rate (Prior Year)††	72.4%	65.5%	70.4%
Progress toward English Language Proficiency	9.0%	11.2%	13.0%
Chronic Absenteeism	67.2%	40.7%	46.9%

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

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

Accountability

Accountability Summary by Student Group - 2023-24 School Year

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

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

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

†Target was met within a confidence interval.

Narrative

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

Mission, Vision, Theme:

All Camden Students will attend a high quality school where they are valued, challenged, and prepared for college and careers that positively impact their community and the world.

Courses, Curriculum, Instruction:

Camden schools are improving teaching and learning in every classroom through the introduction of school literacy goals, and by placing a Reading Interventionist in every K-8 school to ensure every child is reading on grade level by 3rd grade. The District will improve the quality of instruction in every Camden classroom this year by giving school leaders more operational support, allowing them to focus 100 percent of their time on teacher coaching and ensuring instructional excellence.

Sports and Athletics:

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

Camden's two comprehensive high schools offer world-class athletics programs, run by hardworking Athletics Directors who support student athletes for success in Statewide tournaments and beyond. Camden students are regularly recruited to play NCAA Division I football and basketball.

Narrative

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Clubs and Activities:

Camden schools offer students a variety of District-led afternoon and summer programs. From Chess Club to Media Club and the Young Moguls Entrepreneurship Club, Camden schools offer students a safe place to learn, grow, and discover their passions after school hours. Over the summer, high school internships, bilingual summer school, and a District-wide K-8 summer program ensure all Camden students remain safe and academically engaged over the summer months.

Staff and Professional Learning:

All CCSD teachers receive weekly 1-1 coaching in instructional best practice from their building administrators. Schools hold 90-minute training sessions with their staff twice a month. Teachers take part in five mandatory professional development days a year, and are offered an additional two optional training days on specific topics like differentiated instruction and classroom time management. In 2016/17 all school-based staffed were trained in restorative justice and trauma-informed care.

Postsecondary Information:

Camden's Office of College and Career Readiness supports high school guidance staff to encourage college applications and acceptance. High school students receive in-school SAT and ACT prep, and all juniors and seniors take the PSAT and SAT in school for free. Students recieve support in securing financial aid during the District's two FAFSA Week celebrations, which occur in the fall and spring.

Narrative

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Student Supports and Services:

Camden City School District offers specilized programs to support all students who receive special services and English Language Learners. With a committed staff of certified teachers, behavioral specialsts, and paraprofessionals, CCSD has a strong teacher:pupil ratio which allows students to receive the individualized support they need to be successful.

Student Health and Wellness:

The School Based Youth Services program provides health and wellness supports to students in eight Camden Schools. Guidance and crisis counselling, health clinics, and personal care support are available. Camden's five Community Schools offer students health clinics, dental check ups, and other regular wellbeing services.

Parent and Community Involvement:

Camden's District Parent Advisory Council meets regularly for updates and training. The Bilingual Parent Advisory Council and Special Education Parent Advisory Councils provide similar opportunities for parents of students with special educational needs. Each school has a Family and Operations Coordinator who is responsible for advocating for families and connecting them with local services. Each Family Operations Coordinator has their own parent led Parent Advisory Council whose purpose is to advocate at the school level and provide updates to the Parent District Advisory Council. We bring the Parent Advisory council together with the Bilingual and Special Education Parent Advisory Councils for the general District Parent Advisory council meeting, so that all parents can receive the same District updates. The Bilingual and Special Needs Councils then have the opportunity to break into separate groups to discuss any specific updates that are relevant to their individualized groups.

NJ SCHOOL PERFORMANCE REPORT

Camden City School District

(07-0680)

2023-2024

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

Narrative

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

Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers. Parents, staff, and students take the State of New Jersey school climate survey each Spring.

Facilities:

The School Development Authority has completed and opened a $133mn new high school campus that is the home of four small learning academies.

Narrative

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Other Information:

In 2013, Camden City School District's administration was tasked with improving academic outcomes and providing a quality education for all Camden students. Interventions included the introduction of renaissance schools, intensive reading and math curriculum for students, and increased individuals coaching for faculty and staff. Since the implementing the interventions, the district's graduation rate has risen from 49 to 70 percent, student proficiency rates are increasing faster than the state average and suspensions have fallen by 53 percent. Today, under the leadership of Superintendent McCombs, the district continues to use innovative approaches to ensure equity across the City's schools and create conditions for success that will close the achievement gap. The district is committed to Putting Students First.