



Vineland Public School District (11-5390)

2023-2024

County: Cumberland
District: Vineland Public School District
61 W Landis Ave
Vineland, NJ 08360-8122

Superintendent: Mr. Alfonso Llano
[District Website](#)
856-794-6700 x2012



10,287
Total Students



PK-12
Grades Offered

Notes from the New Jersey Department of Education:
Due to a data submission issue, the 2022-2023 percentage of economically disadvantaged students may be inaccurate. Please contact the district for more information.

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	Cumberland
District	Vineland Public School District
Superintendent Name	Mr. Alfonso Llano
Address	61 W Landis Ave, Vineland, NJ 08360-8122
Phone Number	856-794-6700 x2012
Email Address	allano@vineland.org
Website	www.vineland.org
Facebook	https://www.facebook.com/VinelandPublicSchools/

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
Anthony Rossi Elementary School	KG-05
Casimer M. Dallago Jr. Impact Center	PK-PK
Dane Barse Elementary School	KG-05
Dr. William Mennies Elementary School	KG-05
Edward Johnstone Middle School	06-08
Gloria M. Sabater Elementary School	KG-05
John H. Winslow Elementary School	KG-05
Marie Durand Elementary School	KG-05
Pauline J. Petway Elementary School	KG-05
Sgt. Dominick Pilla Middle School	06-08
Solve D'Ippolito Elementary School	KG-05
Thomas W. Wallace Jr. Middle School	06-08
Veterans Memorial Middle	06-08
Vineland Senior High School	09-12

Demographics

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

Enrollment Trends by Grade

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

Grade	2021-22	2022-23	2023-24
PK	1,126	1,147	1,096
KG	640	688	654
1	641	685	705
2	666	642	674
3	712	679	657
4	701	732	684
5	729	710	758
6	801	755	740
7	780	809	756
8	853	791	818
9	771	748	676
10	653	725	738
11	611	611	676
12	550	651	655
Total	10,234	10,373	10,287

Enrollment Trends by Student Group

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

Student Group	2021-22	2022-23	2023-24
Female	49.0%	48.0%	48.0%
Male	51.0%	52.0%	52.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	45.2%	0.1%	61.0%
Students with Disabilities	19.4%	19.6%	20.4%
Multilingual Learners	10.7%	11.5%	17.4%
Students Experiencing Homelessness	1.0%	2.2%	2.4%
Students in Foster Care	0.7%	0.3%	0.3%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.1%	0.1%	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	19.2%	18.8%	18.0%
Hispanic	62.1%	62.3%	62.7%
Black or African American	13.6%	13.6%	14.0%
Asian	1.9%	1.8%	1.8%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.0%
American Indian or Alaska Native	0.3%	0.3%	0.2%
Two Or More Races	2.6%	3.0%	3.2%

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	1,126	1,147	1,096
KG - Half Day	0	0	0
KG - Full Day	640	688	654

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.

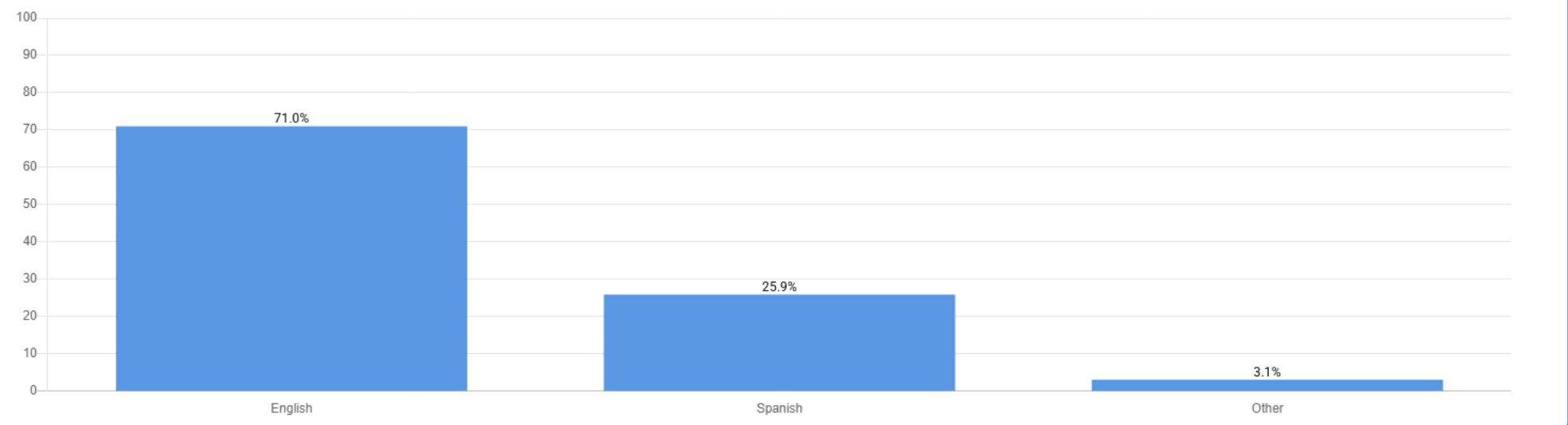
Enrollment Status	2021-22	2022-23	2023-24
Full Time Students	10,234	10,373	10,287
Shared Time Students	0	0	0
Full Time Equivalent	10,234	10,373	10,287

Demographics

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

Enrollment by Home Language

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



Student Growth

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

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

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

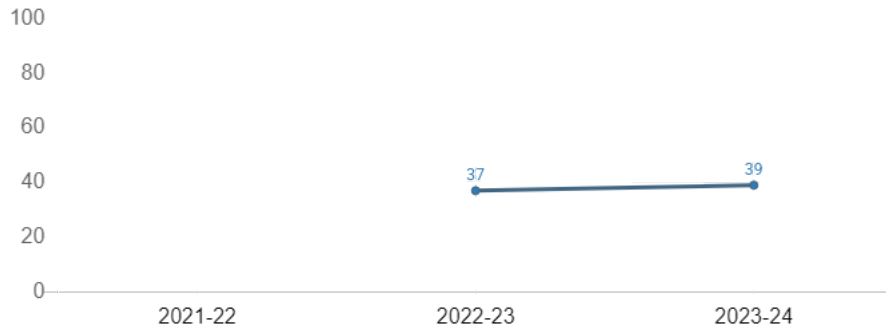
Important Note for 2023-24: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022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

Student Growth Trends and Progress

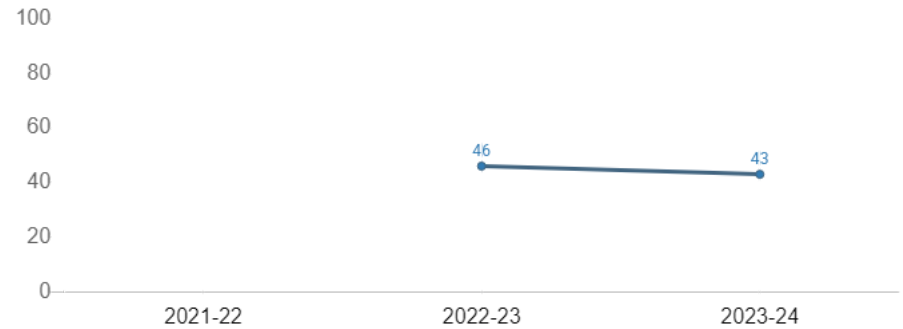
These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Median Student Growth Percentile		37	39		46	43
Met Standard (40-59.5)?		Not Met	Not Met		Met Standard	Met Standard
Statewide: Median Student Growth Percentile		50	50		50	50

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

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Student Growth

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

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	39	50	Not Met	43	50	Met Standard
White	42	50	Met Standard	47	51	Met Standard
Hispanic	38	49	Not Met	42	48	Met Standard
Black or African American	38	47	Not Met	43	46	Met Standard
Asian, Native Hawaiian, or Pacific Islander	53.5	59	Met Standard	52	60	Met Standard
American Indian or Alaska Native	*	50	**	*	50	**
Two or More Races	38	50	Not Met	38	51	Not Met
Female	41	52		44	50	
Male	37	48		42	50	
Non-Binary/Undesignated Gender	N	44		N	45.5	
Economically Disadvantaged Students	38	48	Not Met	41	48	Met Standard
Students with Disabilities	35	43	Not Met	35	44	Not Met
Multilingual Learners	37	50	Not Met	39	50	Not Met
Students Experiencing Homelessness	39	43		38.5	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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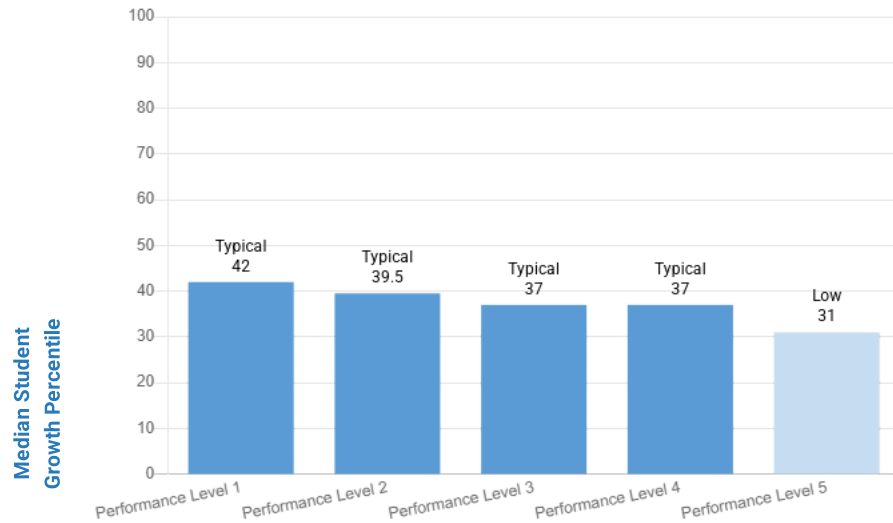
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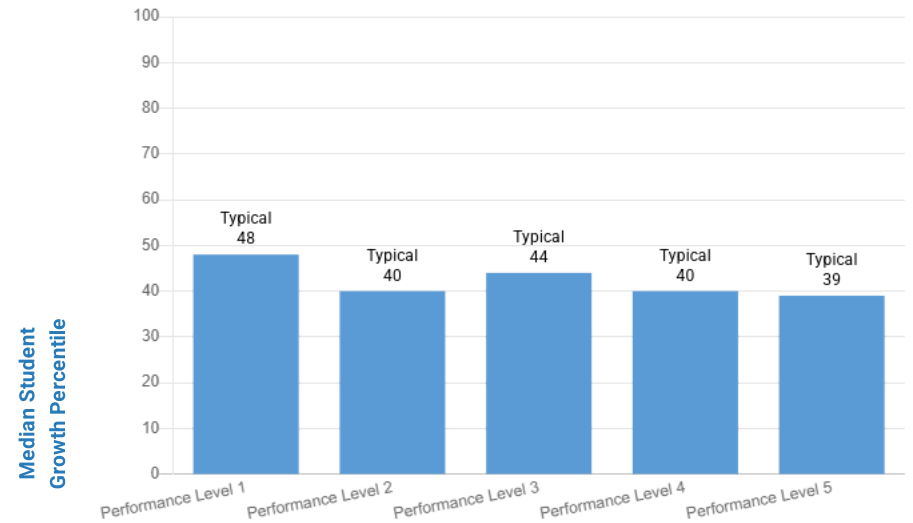
Student Growth by Performance Level

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



Math



Student Growth

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

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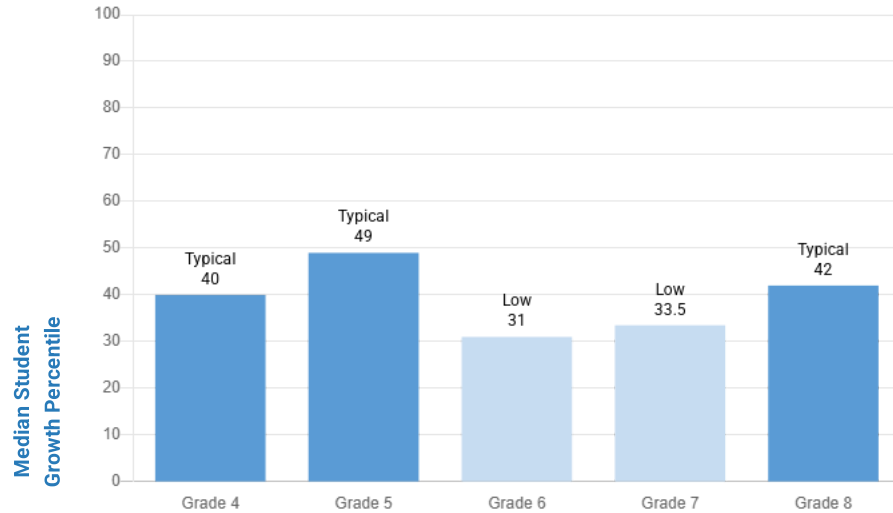
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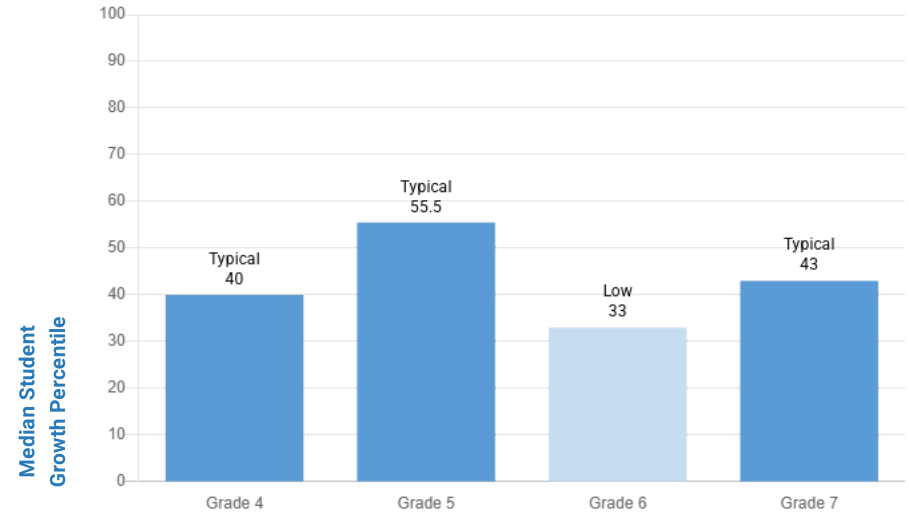
Student Growth by Grade

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

ELA



Math



Academic Achievement

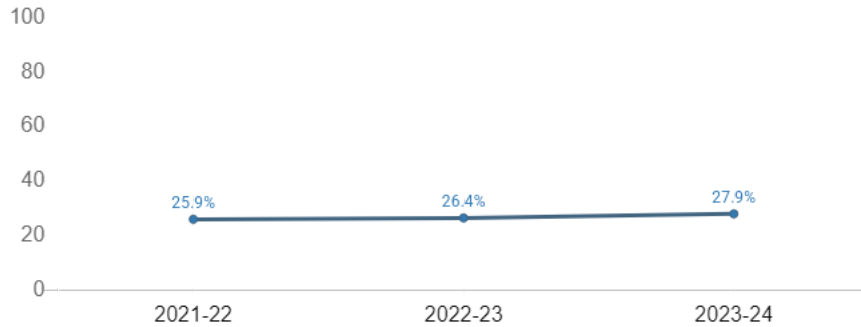
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOEs Assessment page](#).

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.

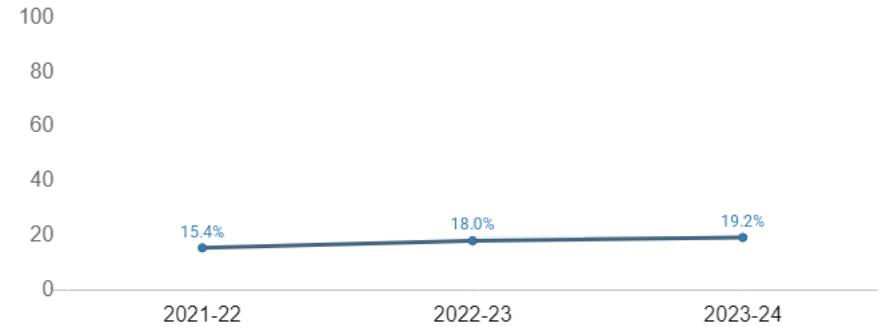
English Language Arts and Mathematics Performance Trends

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	97.9%	96.8%	97.9%	97.8%	97.0%	98.1%
Proficiency Rate for Federal Accountability	25.9%	26.4%	27.9%	15.4%	18.0%	19.2%
Annual Target	41.2%	43.6%	28.9%	36.4%	39.1%	20.7%
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.

Academic Achievement

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	4,797	97.9%	27.9%	52.2%	27.9%	28.9%	Met Target†
White	875	97.4%	43.1%	61.8%	43.1%	40.6%	Met Target
Hispanic	3,020	98.1%	23.8%	38%	23.8%	25.5%	Not Met
Black or African American	631	98.4%	22.5%	35.9%	22.5%	23.5%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	95	99%	57.9%	79.9%	57.9%	55.7%	Met Target
American Indian or Alaska Native	12	92.3%	25%	51.2%	24.2%	**	**
Two or More Races	164	95.5%	25.6%	59.4%	25.6%	29%	Met Target†
Female	*	97.7%	31.9%	57.7%	31.9%		
Male	*	98.2%	24.1%	47%	24.1%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	3,083	97.9%	21.4%	34.6%	21.4%	11.7%	Met Target
Non-Economically Disadvantaged Students	1,714	97.9%	39.7%	62.8%	39.7%		
Students with Disabilities	1,060	96.9%	10.4%	19.8%	10.4%	12.6%	Not Met
Students without Disabilities	3,737	98.2%	32.9%	59.4%	32.9%		
Multilingual Learners	771	98.7%	<10%	23.1%	<10%	12%	Not Met
Non-Multilingual Learners	4,026	97.8%	31.8%	56.2%	31.8%		
Students Experiencing Homelessness	87	97.1%	23%	21.9%	23%		
Students in Foster Care	*	*	*	19.3%	*		
Military-Connected Students	*	*	*	48.2%	*		
Migrant Students	*	*	*	13.3%	*		

† Target was met within a confidence interval.

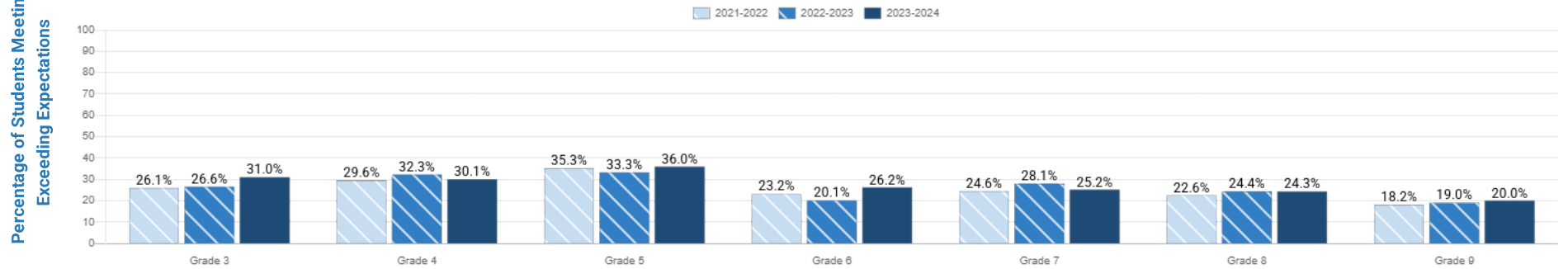
Academic Achievement

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English Language Arts Assessment - Performance Trends

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



Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 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	619	726	741	27%	20%	22%	30%	1%	31%	44%
White	118	739	751	21%	17%	15%	45%	2%	47%	53%
Hispanic	392	723	724	28%	22%	23%	26%	1%	27%	29%
Black or African American	72	721	725	33%	18%	25%	24%	0%	24%	29%
Asian, Native Hawaiian, or Pacific Islander	*	769	770	8%	0%	23%	46%	23%	69%	70%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	46%
Two or More Races	22	725	751	32%	14%	23%	32%	0%	32%	52%
Female	*	730	746	27%	18%	18%	34%	2%	36%	48%
Male	*	722	736	27%	22%	25%	26%	1%	26%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	718	722	33%	23%	21%	22%	0%	23%	26%
Non-Economically Disadvantaged Students	*	741	753	16%	15%	23%	43%	3%	46%	55%
Students with Disabilities	117	698	710	*	*	*	*	*	*	18%
Students without Disabilities	502	733	747	20%	20%	24%	34%	2%	36%	49%
Multilingual Learners	87	693	704	*	*	*	*	*	*	13%
Non-Multilingual Learners	532	732	746	23%	19%	23%	34%	2%	35%	48%
Students Experiencing Homelessness	10	724	707	50%	0%	20%	30%	0%	30%	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	654	731	749	20%	22%	28%	26%	5%	30%	51%
White	114	745	758	9%	16%	29%	39%	7%	46%	61%
Hispanic	421	727	734	25%	21%	26%	23%	4%	27%	35%
Black or African American	84	727	733	14%	31%	35%	17%	4%	20%	34%
Asian, Native Hawaiian, or Pacific Islander	*	742	776	8%	33%	17%	42%	0%	42%	78%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	51%
Two or More Races	23	743	757	13%	17%	35%	30%	4%	35%	60%
Female	*	733	752	19%	20%	31%	24%	5%	30%	54%
Male	*	729	745	22%	24%	24%	27%	4%	31%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	726	731	25%	24%	27%	21%	4%	24%	32%
Non-Economically Disadvantaged Students	*	741	760	12%	17%	30%	35%	6%	41%	63%
Students with Disabilities	*	706	720	*	*	*	*	*	*	21%
Students without Disabilities	*	738	755	13%	20%	31%	30%	6%	36%	57%
Multilingual Learners	95	699	711	*	*	*	*	*	*	13%
Non-Multilingual Learners	559	737	753	15%	20%	30%	30%	5%	35%	55%
Students Experiencing Homelessness	17	724	719	24%	24%	24%	29%	0%	29%	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](#).

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English Language Arts Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	722	734	750	20%	19%	25%	33%	3%	36%	52%
White	119	743	760	14%	17%	20%	42%	7%	49%	63%
Hispanic	481	730	736	22%	20%	26%	31%	2%	33%	37%
Black or African American	77	731	734	19%	18%	32%	29%	1%	30%	35%
Asian, Native Hawaiian, or Pacific Islander	*	762	778	0%	0%	29%	64%	7%	71%	80%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	30	742	757	20%	17%	27%	30%	7%	37%	60%
Female	*	737	755	18%	16%	26%	37%	3%	40%	57%
Male	*	731	745	22%	22%	25%	29%	3%	32%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	726	732	26%	21%	24%	28%	1%	29%	33%
Non-Economically Disadvantaged Students	*	747	761	8%	15%	27%	42%	7%	49%	64%
Students with Disabilities	164	708	719	42%	30%	15%	13%	0%	13%	20%
Students without Disabilities	558	741	756	13%	16%	29%	39%	4%	43%	59%
Multilingual Learners	78	693	705	*	*	*	*	*	*	*
Non-Multilingual Learners	644	739	754	14%	18%	27%	37%	3%	40%	57%
Students Experiencing Homelessness	18	731	718	17%	28%	17%	39%	0%	39%	22%
Students in Foster Care	*	*	721	*	*	*	*	*	*	20%
Military-Connected Students	*	*	747	*	*	*	*	*	*	48%
Migrant Students	*	*	721	*	*	*	*	*	*	20%

Academic Achievement

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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	705	726	751	24%	28%	22%	22%	5%	26%	53%
White	143	741	760	14%	21%	20%	37%	8%	45%	63%
Hispanic	430	723	738	26%	28%	24%	19%	3%	21%	39%
Black or African American	94	715	735	33%	32%	21%	9%	5%	14%	35%
Asian, Native Hawaiian, or Pacific Islander	*	769	778	8%	8%	8%	54%	23%	77%	82%
American Indian or Alaska Native	*	*	748	*	*	*	*	*	*	49%
Two or More Races	24	725	758	17%	46%	17%	17%	4%	21%	60%
Female	*	728	756	21%	28%	23%	23%	5%	27%	59%
Male	*	725	746	26%	27%	22%	21%	5%	25%	48%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	453	719	735	28%	31%	24%	16%	1%	17%	35%
Non-Economically Disadvantaged Students	252	740	761	16%	21%	19%	33%	11%	43%	65%
Students with Disabilities	*	701	719	*	*	*	*	*	*	17%
Students without Disabilities	*	733	758	17%	27%	26%	25%	5%	31%	60%
Multilingual Learners	84	696	707	*	*	*	*	*	*	*
Non-Multilingual Learners	621	731	754	19%	27%	24%	25%	5%	30%	57%
Students Experiencing Homelessness	13	714	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	724	*	*	*	*	*	*	22%
Military-Connected Students	*	*	754	*	*	*	*	*	*	55%
Migrant Students	*	*	712	*	*	*	*	*	*	29%

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 7

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	734	723	752	28%	21%	26%	22%	4%	25%	54%
White	111	743	761	15%	6%	30%	39%	10%	49%	64%
Hispanic	462	719	737	30%	25%	25%	18%	2%	20%	39%
Black or African American	110	716	734	35%	24%	20%	18%	3%	21%	37%
Asian, Native Hawaiian, or Pacific Islander	*	748	785	13%	0%	25%	56%	6%	63%	84%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	51%
Two or More Races	34	723	759	21%	24%	44%	9%	3%	12%	60%
Female	*	731	758	21%	20%	30%	24%	6%	30%	60%
Male	*	715	746	34%	22%	22%	20%	1%	21%	48%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	472	716	734	33%	24%	26%	16%	2%	18%	36%
Non-Economically Disadvantaged Students	262	735	762	19%	16%	27%	32%	6%	39%	64%
Students with Disabilities	*	696	715	*	*	*	*	*	*	18%
Students without Disabilities	*	729	759	21%	21%	29%	25%	4%	29%	61%
Multilingual Learners	75	687	700	*	*	*	*	*	*	*
Non-Multilingual Learners	659	727	756	24%	20%	28%	24%	4%	28%	58%
Students Experiencing Homelessness	16	701	717	*	*	*	*	*	*	21%
Students in Foster Care	*	*	712	*	*	*	*	*	*	17%
Military-Connected Students	*	*	747	*	*	*	*	*	*	50%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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

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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	777	723	751	29%	23%	24%	21%	3%	24%	53%
White	158	740	760	13%	17%	29%	35%	5%	41%	62%
Hispanic	475	718	736	34%	24%	23%	16%	3%	19%	39%
Black or African American	*	719	735	32%	25%	22%	19%	2%	21%	37%
Asian, Native Hawaiian, or Pacific Islander	18	749	783	6%	17%	22%	44%	11%	56%	82%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	52%
Two or More Races	*	718	757	31%	19%	31%	19%	0%	19%	59%
Female	*	729	759	24%	22%	23%	26%	5%	31%	60%
Male	*	718	743	34%	23%	25%	16%	2%	18%	46%
Non-binary/undesignated gender	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	470	717	734	34%	24%	24%	16%	2%	18%	36%
Non-Economically Disadvantaged Students	307	733	761	20%	20%	25%	29%	5%	35%	63%
Students with Disabilities	*	698	713	*	*	*	*	*	*	16%
Students without Disabilities	*	729	758	21%	23%	27%	25%	4%	29%	60%
Multilingual Learners	73	694	701	*	*	*	*	*	*	*
Non-Multilingual Learners	704	726	755	25%	23%	25%	23%	4%	27%	56%
Students Experiencing Homelessness	14	698	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	624	718	755	30%	27%	24%	18%	2%	20%	58%
White	104	723	764	20%	30%	25%	23%	2%	25%	67%
Hispanic	378	716	741	32%	28%	22%	17%	2%	18%	45%
Black or African American	115	718	737	33%	21%	24%	21%	1%	22%	40%
Asian, Native Hawaiian, or Pacific Islander	*	730	789	30%	10%	40%	10%	10%	20%	87%
American Indian or Alaska Native	*	*	757	*	*	*	*	*	*	59%
Two or More Races	16	723	761	19%	31%	31%	19%	0%	19%	64%
Female	*	727	762	20%	25%	28%	24%	3%	26%	64%
Male	*	709	747	39%	28%	19%	13%	1%	14%	51%
Non-binary/undesignated gender	*	*	774	*	*	*	*	*	*	77%
Economically Disadvantaged Students	405	715	738	32%	29%	22%	16%	1%	18%	41%
Non-Economically Disadvantaged Students	219	723	764	26%	22%	26%	23%	2%	25%	67%
Students with Disabilities	140	698	717	*	*	*	*	*	*	19%
Students without Disabilities	484	723	761	24%	24%	28%	22%	2%	24%	64%
Multilingual Learners	106	693	701	*	*	*	*	*	*	*
Non-Multilingual Learners	518	723	758	24%	26%	26%	22%	2%	24%	61%
Students Experiencing Homelessness	14	723	721	29%	14%	36%	14%	7%	21%	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	4,821	98.1%	19.2%	40.2%	19.2%	20.7%	Not Met
White	886	97.7%	31.9%	51.1%	31.9%	30.7%	Met Target
Hispanic	3,036	98.3%	16%	24.2%	16%	18%	Not Met
Black or African American	626	98.1%	12%	20.1%	12%	14%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	96	99%	46.9%	74.4%	46.9%	46.3%	Met Target
American Indian or Alaska Native	12	92.3%	25%	42%	24.2%	**	**
Two or More Races	165	96%	21.8%	48.9%	21.8%	23.5%	Met Target†
Female	*	97.9%	16.7%	38.4%	16.7%		
Male	*	98.3%	21.7%	42%	21.7%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	3,099	98.1%	14.7%	21.7%	14.7%	15.9%	Not Met
Non-Economically Disadvantaged Students	1,722	98.1%	27.4%	51.5%	27.4%		
Students with Disabilities	1,057	96.8%	<10%	16.6%	<10%	11%	Not Met
Students without Disabilities	3,764	98.5%	22.1%	45.4%	22.1%		
Multilingual Learners	804	98.6%	10.6%	18.7%	10.6%	14%	Not Met
Non-Multilingual Learners	4,017	98%	21%	43.5%	21%		
Students Experiencing Homelessness	88	95.4%	12.5%	12.9%	12.5%		
Students in Foster Care	*	*	*	12.4%	*		
Military-Connected Students	*	*	*	38.8%	*		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

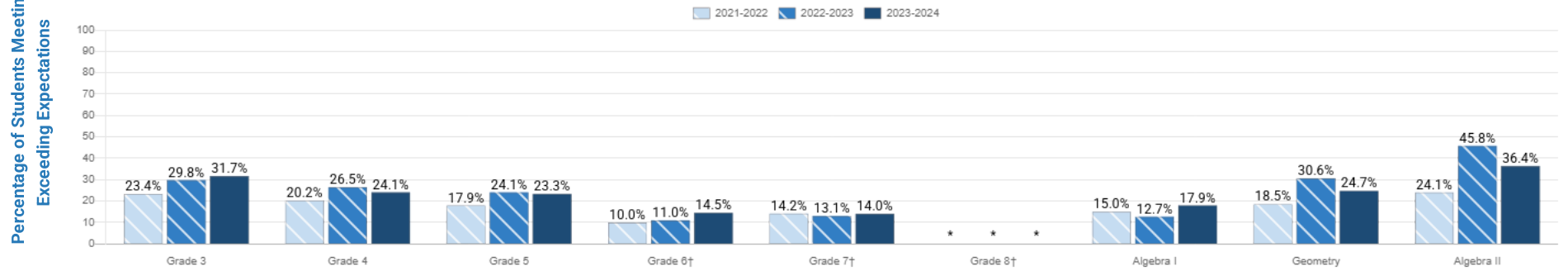
Academic Achievement

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

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Mathematics Assessment - Performance Trends

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



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

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	628	735	747	12%	25%	31%	27%	5%	32%	48%
White	120	746	757	8%	18%	23%	43%	8%	51%	60%
Hispanic	399	733	732	11%	27%	35%	24%	3%	27%	31%
Black or African American	72	725	728	17%	33%	31%	18%	1%	19%	27%
Asian, Native Hawaiian, or Pacific Islander	*	767	776	0%	0%	23%	54%	23%	77%	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	51%
Two or More Races	22	734	755	27%	18%	27%	14%	14%	27%	56%
Female	*	731	744	16%	28%	29%	24%	3%	27%	45%
Male	*	739	749	8%	22%	33%	30%	7%	36%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	730	729	15%	27%	34%	21%	3%	24%	28%
Non-Economically Disadvantaged Students	*	746	758	7%	21%	26%	37%	9%	46%	60%
Students with Disabilities	117	719	725	25%	38%	21%	13%	3%	15%	25%
Students without Disabilities	511	739	751	9%	22%	33%	30%	5%	35%	52%
Multilingual Learners	96	729	722	13%	26%	41%	20%	1%	21%	20%
Non-Multilingual Learners	532	736	751	12%	25%	30%	28%	5%	34%	52%
Students Experiencing Homelessness	11	728	717	18%	36%	9%	36%	0%	36%	17%
Students in Foster Care	*	*	719	*	*	*	*	*	*	18%
Military-Connected Students	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	727	*	*	*	*	*	*	12%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	661	730	744	14%	27%	34%	22%	2%	24%	45%
White	114	741	754	7%	18%	38%	34%	3%	37%	57%
Hispanic	428	728	730	16%	29%	35%	20%	1%	21%	28%
Black or African American	84	723	726	19%	36%	29%	17%	0%	17%	24%
Asian, Native Hawaiian, or Pacific Islander	*	751	773	0%	17%	33%	50%	0%	50%	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	50%
Two or More Races	23	736	752	17%	22%	30%	22%	9%	30%	54%
Female	*	727	743	16%	30%	33%	20%	1%	20%	43%
Male	*	733	746	13%	24%	35%	25%	2%	28%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	727	727	16%	30%	35%	18%	1%	19%	25%
Non-Economically Disadvantaged Students	*	737	755	11%	23%	32%	31%	3%	34%	58%
Students with Disabilities	*	712	722	*	*	*	*	*	*	21%
Students without Disabilities	*	736	749	9%	24%	38%	26%	2%	28%	50%
Multilingual Learners	103	719	718	18%	39%	32%	11%	0%	11%	14%
Non-Multilingual Learners	558	732	748	14%	25%	35%	25%	2%	27%	49%
Students Experiencing Homelessness	16	722	716	31%	31%	13%	19%	6%	25%	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	731	729	741	14%	32%	31%	21%	3%	23%	40%
White	120	740	751	11%	22%	28%	34%	6%	40%	53%
Hispanic	487	726	726	16%	33%	32%	17%	1%	18%	23%
Black or African American	79	725	722	11%	46%	29%	11%	3%	14%	19%
Asian, Native Hawaiian, or Pacific Islander	*	762	772	0%	7%	14%	71%	7%	79%	76%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	30	733	748	7%	40%	23%	20%	10%	30%	49%
Female	*	727	739	13%	35%	33%	17%	1%	19%	38%
Male	*	731	742	15%	29%	28%	24%	4%	28%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	724	724	17%	36%	30%	15%	2%	17%	20%
Non-Economically Disadvantaged Students	*	738	752	7%	26%	32%	31%	4%	35%	53%
Students with Disabilities	163	712	717	*	*	*	*	*	*	16%
Students without Disabilities	568	734	746	9%	29%	35%	25%	3%	27%	45%
Multilingual Learners	88	706	711	*	*	*	*	*	*	*
Non-Multilingual Learners	643	732	744	11%	31%	33%	23%	3%	26%	44%
Students Experiencing Homelessness	19	726	712	5%	42%	37%	16%	0%	16%	12%
Students in Foster Care	*	*	714	*	*	*	*	*	*	10%
Military-Connected Students	*	*	741	*	*	*	*	*	*	40%
Migrant Students	*	*	724	*	*	*	*	*	*	27%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 6

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	719	717	737	28%	36%	22%	13%	1%	14%	36%
White	147	729	746	18%	26%	31%	23%	2%	25%	47%
Hispanic	438	714	723	29%	38%	21%	11%	0%	11%	20%
Black or African American	95	708	718	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	754	768	21%	14%	7%	29%	29%	57%	73%
American Indian or Alaska Native	*	*	735	*	*	*	*	*	*	33%
Two or More Races	24	715	743	25%	46%	17%	13%	0%	13%	45%
Female	*	715	736	29%	38%	22%	11%	1%	12%	34%
Male	*	719	738	27%	35%	22%	15%	2%	17%	38%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	463	711	721	*	*	*	*	*	*	17%
Non-Economically Disadvantaged Students	256	728	747	16%	30%	29%	21%	3%	24%	48%
Students with Disabilities	*	702	714	*	*	*	*	*	*	12%
Students without Disabilities	*	721	741	23%	37%	23%	15%	2%	17%	41%
Multilingual Learners	99	696	707	*	*	*	*	*	*	*
Non-Multilingual Learners	620	720	740	23%	36%	25%	15%	1%	16%	39%
Students Experiencing Homelessness	15	703	711	*	*	*	*	*	*	*
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	739	*	*	*	*	*	*	37%
Migrant Students	*	*	704	*	*	*	*	*	*	13%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 7

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	684	721	739	19%	37%	30%	14%	0%	14%	37%
White	98	733	748	10%	28%	36%	26%	1%	27%	50%
Hispanic	445	719	728	20%	38%	29%	13%	0%	13%	23%
Black or African American	105	716	724	*	*	*	*	*	*	18%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	28	719	743	*	*	*	*	*	*	44%
Female	*	722	738	15%	39%	31%	14%	1%	15%	36%
Male	*	720	739	23%	35%	29%	13%	0%	13%	39%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	460	718	726	22%	41%	26%	12%	0%	12%	20%
Non-Economically Disadvantaged Students	224	727	747	14%	29%	38%	18%	0%	18%	48%
Students with Disabilities	*	701	716	*	*	*	*	*	*	12%
Students without Disabilities	*	725	743	12%	37%	35%	16%	0%	16%	43%
Multilingual Learners	80	712	714	*	*	*	*	*	*	*
Non-Multilingual Learners	604	722	741	18%	35%	31%	15%	0%	15%	40%
Students Experiencing Homelessness	14	704	716	*	*	*	*	*	*	11%
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	740	*	*	*	*	*	*	39%
Migrant Students	*	*	708	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 8

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	598	703	719	*	*	*	*	*	*	19%
White	*	709	729	39%	34%	14%	13%	0%	13%	27%
Hispanic	*	702	713	*	*	*	*	*	*	13%
Black or African American	*	698	707	*	*	*	*	*	*	10%
Asian, Native Hawaiian, or Pacific Islander	*	*	740	*	*	*	*	*	*	40%
American Indian or Alaska Native	*	*	722	*	*	*	*	*	*	21%
Two or More Races	14	705	722	43%	36%	7%	14%	0%	14%	22%
Female	*	702	719	*	*	*	*	*	*	19%
Male	*	703	719	*	*	*	*	*	*	20%
Non-binary/undesignated gender	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	*	701	711	*	*	*	*	*	*	12%
Non-Economically Disadvantaged Students	*	705	725	*	*	*	*	*	*	25%
Students with Disabilities	*	692	702	*	*	*	*	*	*	*
Students without Disabilities	*	706	724	*	*	*	*	*	*	23%
Multilingual Learners	75	699	701	*	*	*	*	*	*	*
Non-Multilingual Learners	523	703	721	*	*	*	*	*	*	21%
Students Experiencing Homelessness	14	700	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 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	778	717	738	32%	29%	21%	18%	0%	18%	40%
White	166	726	748	24%	22%	25%	30%	0%	30%	51%
Hispanic	442	714	723	35%	31%	19%	15%	0%	15%	23%
Black or African American	124	712	719	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	731	773	14%	29%	29%	29%	0%	29%	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	22	719	746	36%	32%	9%	18%	5%	23%	49%
Female	*	717	737	30%	30%	24%	16%	0%	16%	39%
Male	*	717	739	33%	28%	19%	20%	0%	20%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	461	712	722	36%	31%	19%	14%	0%	14%	22%
Non-Economically Disadvantaged Students	317	723	747	25%	26%	25%	23%	0%	24%	50%
Students with Disabilities	147	698	710	*	*	*	*	*	*	11%
Students without Disabilities	631	721	743	25%	29%	24%	21%	0%	21%	45%
Multilingual Learners	110	698	705	*	*	*	*	*	*	*
Non-Multilingual Learners	668	720	741	28%	28%	23%	21%	0%	21%	43%
Students Experiencing Homelessness	13	698	712	*	*	*	*	*	*	13%
Students in Foster Care	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	696	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Performance By Test: Geometry

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

This includes any students who were enrolled in a Geometry course and took the Geometry assessment in grades 7 through 12. Students in sixth grade who were enrolled in a Geometry course were required to take both the Geometry and Grade 6 mathematics assessment. The results of their Geometry assessment are not included in these results but will be reported when the student 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	73	738	750	3%	19%	53%	23%	1%	25%	53%
White	24	738	752	0%	17%	58%	25%	0%	25%	57%
Hispanic	32	737	735	3%	19%	59%	19%	0%	19%	29%
Black or African American	*	*	733	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	66%
Two or More Races	*	*	756	*	*	*	*	*	*	63%
Female	*	734	748	3%	25%	55%	18%	0%	18%	50%
Male	*	742	752	3%	12%	52%	30%	3%	33%	57%
Non-binary/undesignated gender	*	*	752	*	*	*	*	*	*	60%
Economically Disadvantaged Students	31	735	734	0%	29%	55%	13%	3%	16%	28%
Non-Economically Disadvantaged Students	42	740	754	5%	12%	52%	31%	0%	31%	60%
Students with Disabilities	*	*	727	*	*	*	*	*	*	24%
Students without Disabilities	*	738	751	3%	19%	53%	23%	1%	25%	54%
Multilingual Learners	*	*	716	*	*	*	*	*	*	11%
Non-Multilingual Learners	*	738	751	3%	19%	53%	23%	1%	25%	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	11	737	770	36%	18%	9%	27%	9%	36%	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	*	737	771	36%	18%	9%	27%	9%	36%	73%
Multilingual Learners	*	*	706	*	*	*	*	*	*	14%
Non-Multilingual Learners	*	737	772	36%	18%	9%	27%	9%	36%	75%
Students Experiencing Homelessness	*	*	*	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	744	*	*	*	*	*	*	59%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	ELA: Participation Rate	Math: # Students Tested	Math: Participation Rate
3	26	100.0%	26	100.0%
4	24	100.0%	24	100.0%
5	22	100.0%	22	100.0%
6	15	100.0%	15	100.0%
7	14	100.0%	14	100.0%
8	13	100.0%	13	100.0%
11	*	*	*	*

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 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	377	*	>90%	*	<10%
3-4	277	*	>90%	*	<10%
5 or more	478	*	>90%	*	<10%

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	14.2%	22.7%	Not Met

† Target was met within a confidence interval.

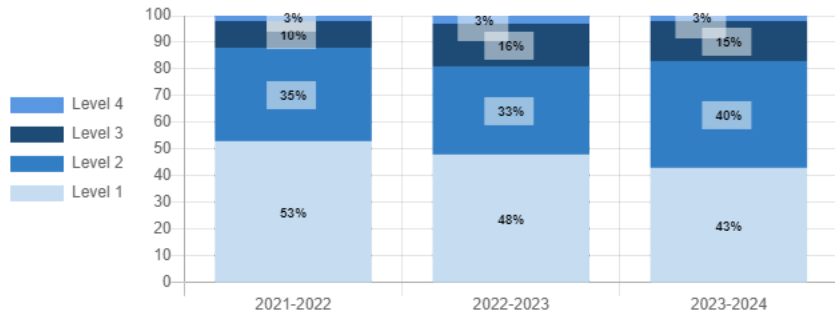
Academic Achievement

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.

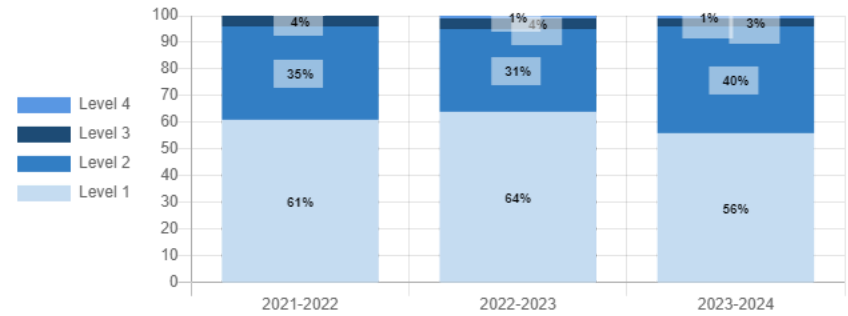
NJSLA Science Assessment: Grade 5 Summary

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.



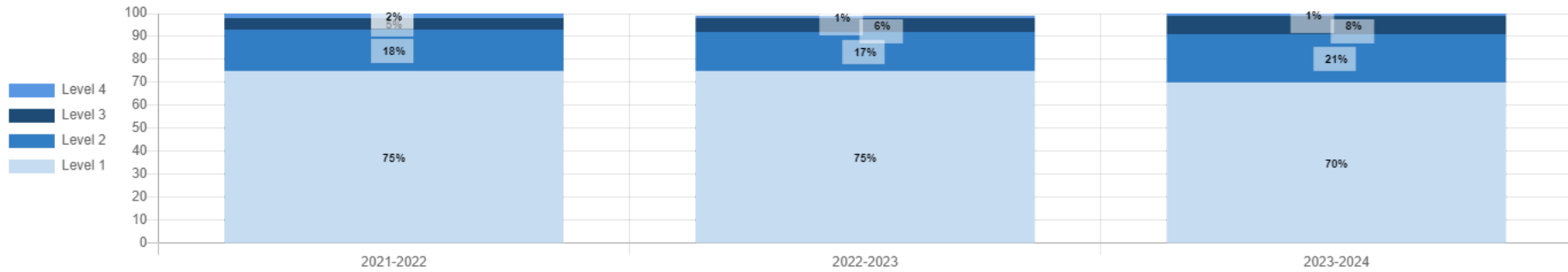
Academic Achievement

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.

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NJSLA Science Assessment: Grade 5

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	43%	40%	15%	3%	35%	37%	21%	6%
White	27%	48%	22%	4%	22%	42%	28%	8%
Hispanic	46%	39%	13%	2%	51%	36%	12%	2%
Black or African American	51%	39%	9%	0%	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	14%	43%	43%	0%	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	42%	26%	16%	16%	27%	36%	27%	10%
Female	44%	44%	11%	2%	35%	39%	20%	6%
Male	42%	36%	19%	3%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	50%	39%	10%	2%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	30%	42%	24%	5%	24%	39%	28%	10%
Students with Disabilities	70%	22%	7%	1%	64%	27%	8%	2%
Students without Disabilities	35%	45%	17%	3%	30%	39%	24%	7%
Multilingual Learners	78%	22%	0%	0%	78%	20%	2%	0%
Non-Multilingual Learners	38%	42%	17%	3%	30%	39%	23%	7%
Students Experiencing Homelessness	56%	28%	17%	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	56%	40%	3%	1%	36%	45%	14%	5%
White	32%	61%	6%	1%	23%	52%	19%	6%
Hispanic	63%	34%	3%	0%	51%	42%	6%	1%
Black or African American	65%	33%	2%	0%	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	28%	50%	17%	6%	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	53%	47%	0%	0%	27%	46%	19%	8%
Female	54%	42%	4%	0%	35%	47%	13%	4%
Male	57%	39%	3%	1%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	63%	34%	2%	0%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	45%	49%	5%	1%	26%	48%	19%	7%
Students with Disabilities	77%	22%	1%	0%	67%	29%	3%	1%
Students without Disabilities	51%	44%	4%	1%	30%	48%	16%	6%
Multilingual Learners	77%	23%	0%	0%	75%	24%	1%	0%
Non-Multilingual Learners	53%	42%	4%	1%	32%	47%	15%	5%
Students Experiencing Homelessness	85%	15%	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	70%	21%	8%	1%	45%	27%	19%	9%
White	51%	28%	19%	2%	34%	30%	26%	11%
Hispanic	77%	18%	5%	1%	61%	25%	11%	3%
Black or African American	69%	22%	10%	0%	64%	24%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	23%	46%	31%	0%	17%	23%	33%	28%
American Indian or Alaska Native	*	*	*	*	54%	21%	19%	6%
Two or More Races	*	*	*	*	38%	26%	25%	11%
Female	71%	20%	9%	1%	43%	29%	20%	7%
Male	70%	22%	8%	0%	47%	24%	18%	10%
Non-binary/undesignated gender	*	*	*	*	26%	28%	30%	16%
Economically Disadvantaged Students	79%	14%	7%	0%	63%	24%	11%	2%
Non-Economically Disadvantaged Students	59%	29%	11%	1%	37%	28%	24%	12%
Students with Disabilities	88%	9%	3%	1%	77%	16%	5%	1%
Students without Disabilities	65%	24%	10%	1%	40%	28%	22%	10%
Multilingual Learners	*	*	*	*	88%	10%	1%	0%
Non-Multilingual Learners	66%	23%	10%	1%	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	*	*	*	*	*	*	*	*

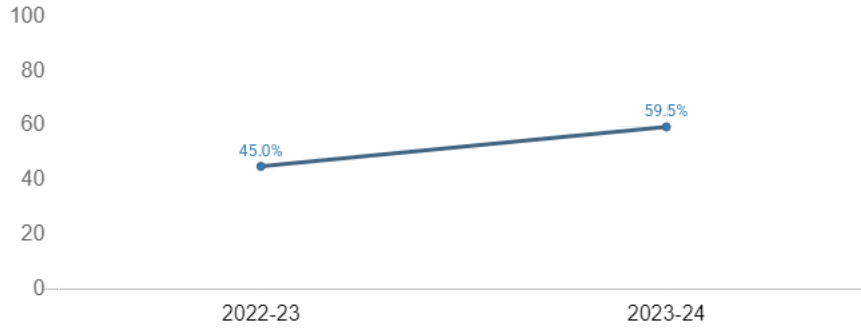
Academic Achievement

Graduation Proficiency Assessment (NJGPA) Trends

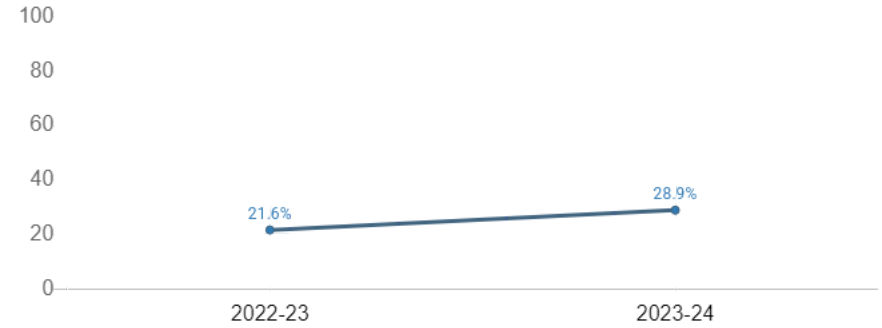
These graphs show trends in performance on the New Jersey Graduation Proficiency Assessment (NJGPA) for the last two years. Students are identified as either Graduation Ready or Not Yet Graduation Ready for both English Language Arts (ELA) and mathematics based on their scores on the assessment. These 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	45.0%	59.5%	21.6%	28.9%
Statewide Graduation Ready Rate	80.5%	82.5%	55.0%	55.6%

Academic Achievement

Graduation Proficiency Assessment (NJGPA) : Grade 11

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

Student Group	ELA Valid Scores	District % Graduation Ready: ELA	State % Graduation Ready: ELA	Math Valid Scores	District % Graduation Ready: Math	State % Graduation Ready: Math
Districtwide	647	59.5%	82.5%	637	28.9%	55.6%
White	109	68.8%	90%	106	37.7%	69.1%
Hispanic	405	56%	72.3%	403	25.3%	38%
Black or African American	107	57.9%	73.6%	104	29.8%	33.1%
Asian, Native Hawaiian, or Pacific Islander	15	>90%	>90%	15	60%	87.9%
American Indian or Alaska Native	*	*	76.2%	*	*	43.8%
Two or More Races	*	60%	87.5%	*	*	62%
Female	*	68.2%	86.9%	*	25.1%	56.6%
Male	*	52.6%	78.3%	*	31.9%	54.7%
Non-binary/undesignated gender	*	*	87.7%	*	*	69.9%
Economically Disadvantaged Students	368	54.3%	71.7%	362	24.6%	36%
Non-Economically Disadvantaged Students	279	66.3%	87.6%	275	34.5%	65.1%
Students with Disabilities	137	30.7%	53.6%	133	<10%	18.2%
Students without Disabilities	510	67.3%	87.4%	504	34.1%	62%
Multilingual Learners	81	12.3%	24.4%	82	<10%	12.5%
Non-Multilingual Learners	566	66.3%	86.5%	555	32.1%	58.8%
Students experiencing homelessness	10	30%	58.6%	*	*	23%
Students in Foster Care	*	*	44.3%	*	*	22.6%
Military-Connected Students	*	*	82%	*	*	48.1%
Migrant Students	*	*	50%	*	*	25.5%

College and Career Readiness

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

PSAT, SAT, & ACT - Participation

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

Participation Type	District Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2023-2024	30.2%	80.7%
12th graders taking SAT in 2023-2024 or prior years	39.5%	62.7%
12th graders taking ACT in 2023-2024 or prior years	0.5%	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	409	459	Grade 10: 430 Grade 11: 460	23%	54%
PSAT 10/NMSQT - Math	407	454	Grade 10: 480 Grade 11: 510	*	32%
SAT - Reading and Writing	458	530	480	36%	65%
SAT - Math	433	519	530	15%	46%
ACT - Reading	*	24	22	*	63%
ACT - English	*	24	18	*	76%
ACT - Math	*	23	22	*	58%
ACT - Science	*	23	23	*	55%

College and Career Readiness

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

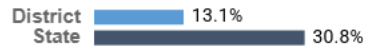
AP/IB Coursework – Participation and Performance

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

Students enrolled in one or more AP or IB course



Students taking one or more AP or IB exam



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



Dual Enrollment Coursework - Participation

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



College and Career Readiness

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

AP/IB and Dual Enrollment Participation by Student Group

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

Student Group	% Enrolled in one or more AP or IB course	% Enrolled in one or more Dual Enrollment course	State: % Enrolled in one or more AP or IB course	State: % Enrolled in one or more Dual Enrollment course
Districtwide	17.7%	0.9%	35.9%	26.9%
White	33.5%	0.9%	41.8%	33.0%
Hispanic	11.9%	1.0%	23.2%	20.9%
Black or African American	17.9%	0.9%	20.3%	17.4%
Asian, Native Hawaiian, or Pacific Islander	64.0%	0.0%	70.5%	32.5%
American Indian or Alaska Native	*	*	30.4%	28.6%
Two or More Races	10.0%	0.0%	41.0%	29.0%
Female	23.0%	1.4%	41.4%	30.2%
Male	13.3%	0.5%	30.6%	23.7%
Non-Binary/Undesignated Gender	N	N	42.9%	28.4%
Economically Disadvantaged Students	13.2%	1.4%	22.8%	20.2%
Students with Disabilities	6.3%	0.0%	4.8%	10.9%
Multilingual Learners	2.6%	7.9%	9.8%	8.8%
Students experiencing homelessness	3.7%	0.0%	12.6%	15.1%
Students in Foster Care	*	*	4.5%	10.6%
Military-Connected Students	N	N	30.1%	29.2%
Migrant Students	N	N	0.0%	7.1%

College and Career Readiness

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

AP/IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP 2-D Art and Design	0	7
AP Biology	15	11
AP Calculus AB	21	4
AP Chemistry	39	26
AP Computer Science A	0	2
AP Drawing	16	1
AP English Language and Composition	88	59
AP English Literature and Composition	94	30
AP Environmental Science	0	6
AP European History	22	14
AP French Language and Culture	0	4
AP Italian Language and Culture	0	5
AP Physics 1	14	9
AP Psychology	70	28
AP Research	29	13
AP Seminar	0	43
AP Spanish Language and Culture	0	14
AP Statistics	14	2
AP U.S. Government and Politics	17	14
AP U.S. History	160	25
AP World History: Modern	107	23
Total Exams taken		340

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
Exams with scores of at least 3 on AP exams or 4 on IB exams		125

College and Career Readiness

Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy	Percentage of 12th Graders
American Sign Language	*	*
Italian	*	*
Russian	*	*
Spanish	57	8.7%
Ukrainian	*	*
Total Seals Earned	66	
Total Unique Students Earning Seals	61	9.3%
Current and Former Multilingual Learners Earning Seals	42	28.4%†

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

College and Career Readiness

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

Career and Technical Education Participation

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

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

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



College and Career Readiness

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

Career and Technical Education Participation by Student Group

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

Student Group	District: % CTE Participants	District: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Districtwide	14.9%	7.6%	7.6%	10.4%
White	14.1%	8.1%	6.1%	10.0%
Hispanic	14.5%	7.1%	9.3%	10.8%
Black or African American	16.2%	8.1%	9.5%	10.7%
Asian, Native Hawaiian, or Pacific Islander	12.8%	10.6%	5.5%	10.5%
American Indian or Alaska Native	*	*	8.3%	8.8%
Two or More Races	18.5%	9.3%	7.5%	10.1%
Female	12.7%	5.2%	7.5%	10.9%
Male	16.8%	9.6%	7.7%	9.9%
Non-Binary/Undesignated Gender	*	*	8.9%	15.2%
Economically Disadvantaged Students	15.4%	6.9%	9.8%	10.7%
Students with Disabilities	13.5%	6.2%	6.0%	7.9%
Multilingual Learners	3.6%	1.9%	8.0%	3.5%
Students experiencing homelessness	9.5%	4.8%	7.7%	6.2%
Students in Foster Care	0.0%	0.0%	5.9%	6.7%
Military-Connected Students	*	*	12.6%	15.8%
Migrant Students	*	*	2.3%	0.0%

College and Career Readiness

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

Work-Based Learning Participation by Career Cluster

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

Career Cluster	Number of Students Participating in Work-Based Learning	Percentage of Students Participating in Work-Based Learning
Agriculture, Food & Natural Resources	128	100.0%
Architecture & Construction	80	100.0%
Arts, A/V Technology & Communications	329	100.0%
Health Science	*	*
Science, Technology, Engineering & Mathematics	*	*
Transportation, Distribution & Logistics	78	100.0%
Total	615	99.7%

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 ■ 1.1%
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	128	*	*
Architecture & Construction	80	*	*
Arts, A/V Technology & Communications	329	*	*
Health Science	*	*	*
Information Technology	0	*	*
Science, Technology, Engineering & Mathematics	*	*	*
Transportation, Distribution & Logistics	78	29	29
Total	617	30	30

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	742
7	61	0	0	0	0	0	688
8	159	44	0	0	0	0	644
9	660	39	13	0	0	0	20
10	67	650	47	1	0	0	26
11	4	83	535	29	6	3	48
12	2	11	113	76	30	11	230
Total	953	827	708	106	36	14	2,398
Enrolled in AP/IB Course					21	14	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	58	0	542	93	11	0
10	611	24	42	6	27	1
11	31	324	11	1	286	59
12	25	45	18	7	181	118
Total	725	393	613	107	505	178
Enrolled in AP/IB Course	15	39		0	14	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	622	59	0	1	1	62
10	48	744	0	1	0	24
11	28	624	0	77	21	84
12	30	101	0	110	64	183
Total	728	1,528	0	189	86	353
Enrolled in AP/IB Course	107	160	0	70		39
Enrolled in Dual Enrollment Course	0	0	0	0	0	18

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	0	0	0	0	0	0	728
7	0	0	0	0	0	0	752
8	0	0	0	0	0	0	797
9	377	86	85	0	35	0	97
10	335	61	75	0	15	0	86
11	138	41	33	0	10	0	46
12	112	29	31	10	5	0	35
Total	962	217	224	10	65	0	2,541
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	101	43	32	10	9	0	35

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	3	0	0	0	0	0	0
10	8	0	0	0	0	0	0
11	23	0	0	0	0	0	0
12	25	0	0	0	0	0	0
Total	59	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

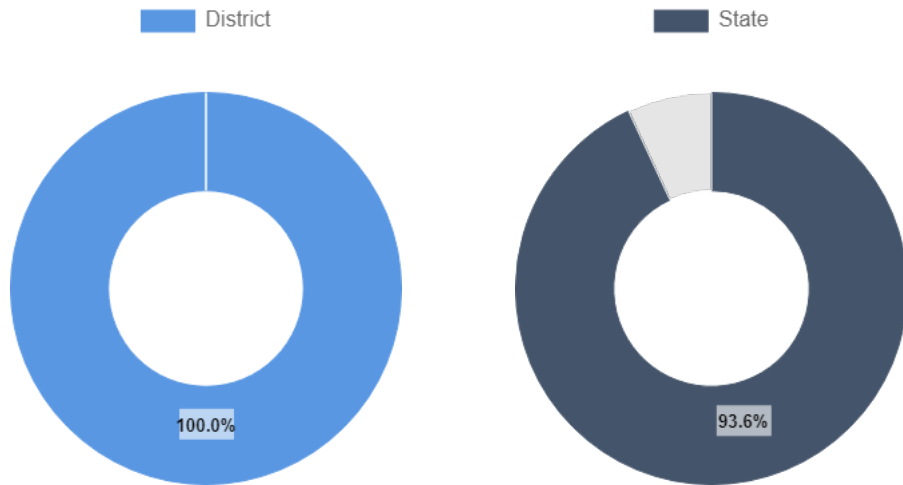
College and Career Readiness

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.

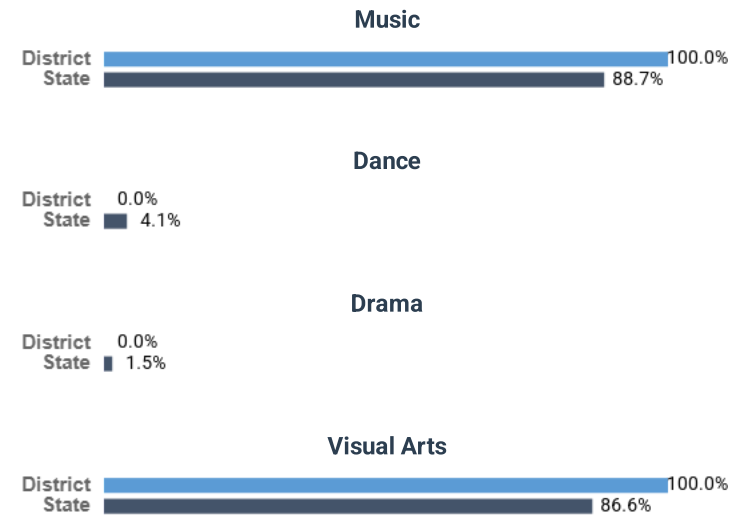
Visual and Performing Arts – Course Participation

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:



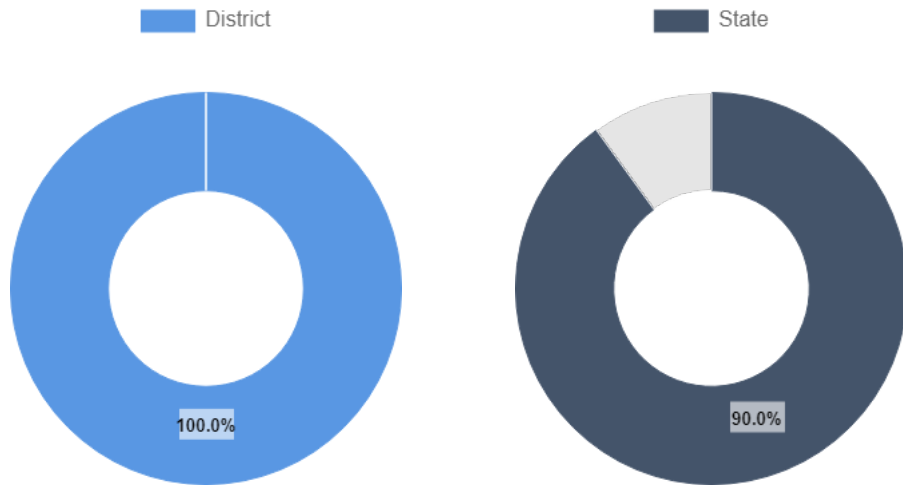
College and Career Readiness

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.

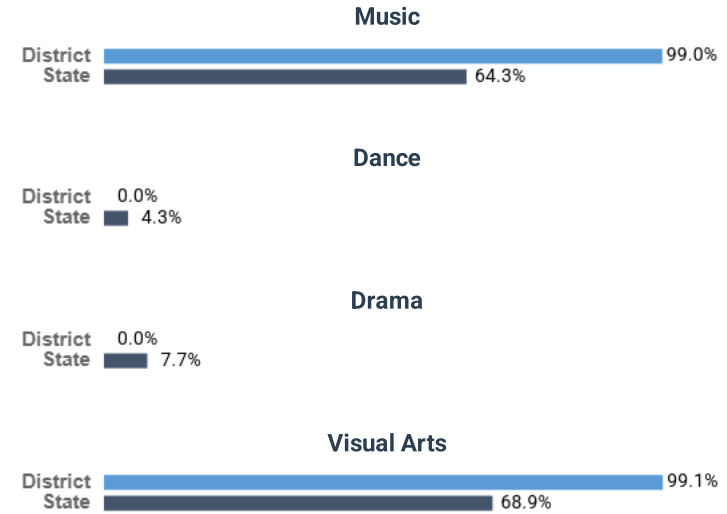
Visual and Performing Arts – Course Participation

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



Students enrolled in one or more classes by discipline:



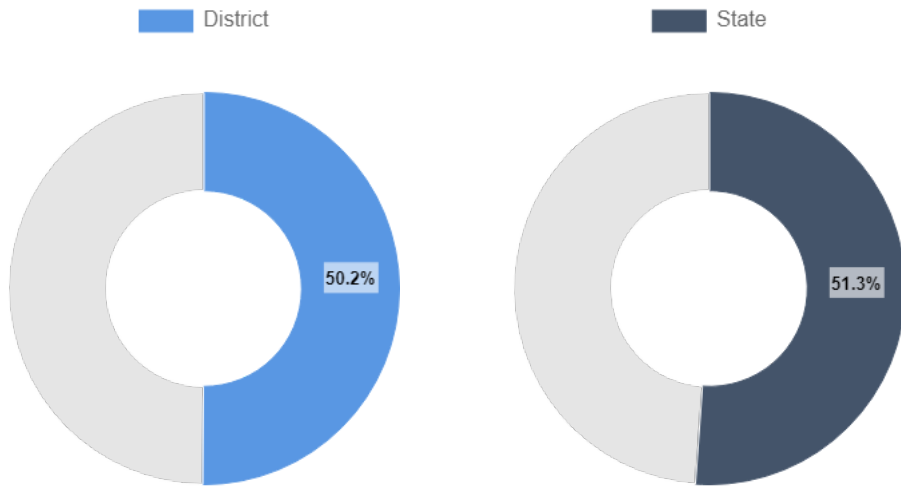
College and Career Readiness

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

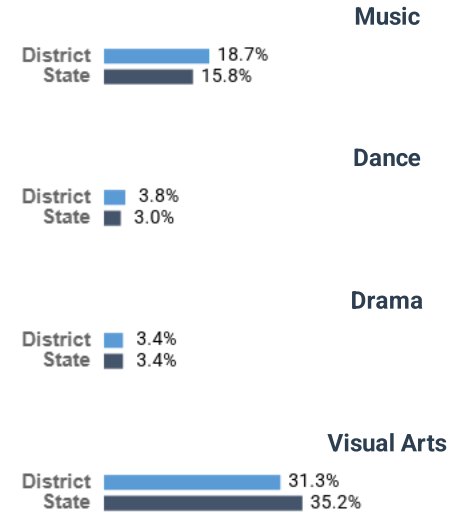
Visual and Performing Arts – Course Participation

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

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



Students enrolled in one or more classes by discipline:



College and Career Readiness

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

Structured Learning Experiences Participation

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

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

Structured Learning Experiences



Graduation/ Postsecondary

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

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

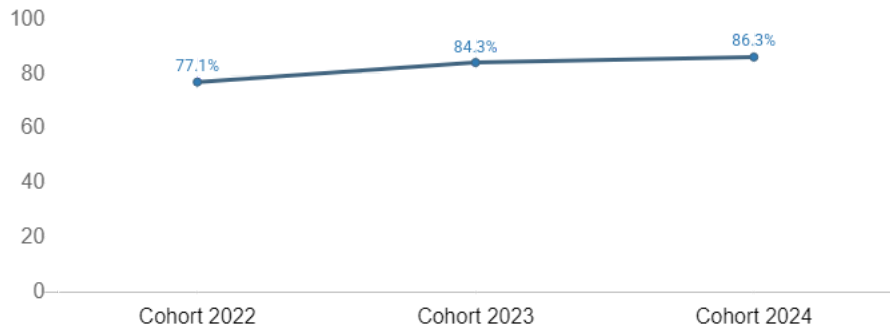
To be included as a graduate in the federal version of the graduation rate, students must have meet state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless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

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

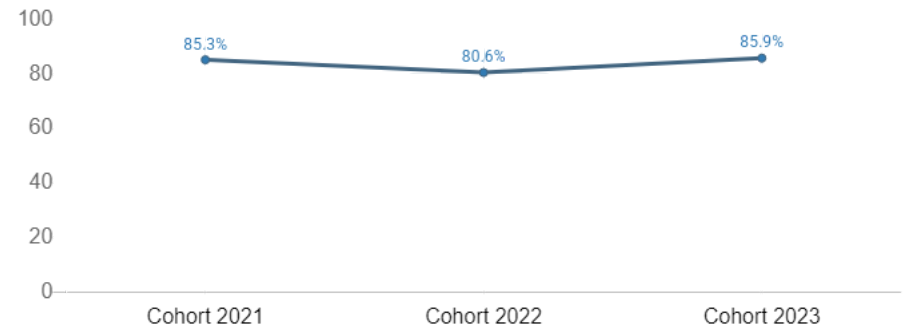
Graduation Rate Trends and Progress

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

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2022 4-Year Rate	Cohort 2023 4-Year Rate	Cohort 2024 4-Year Rate	Cohort 2021 5-Year Rate	Cohort 2022 5-Year Rate	Cohort 2023 5-Year Rate
Graduation Rate	77.1%	84.3%	86.3%	85.3%	80.6%	85.9%
Statewide Graduation Rate	90.9%	91.1%	91.3%	92.5%	92.7%	92.6%

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 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	86.3%	6.0%	7.7%	91.3%	3.8%	4.9%
White	82.3%	9.2%	8.5%	95.0%	2.6%	2.5%
Hispanic	85.2%	6.5%	8.3%	86.9%	4.9%	8.3%
Black or African American	92.9%	2.4%	4.7%	86.5%	6.0%	7.5%
Asian, Native Hawaiian, or Pacific Islander	100.0%	0.0%	0.0%	96.7%	2.3%	1.0%
American Indian or Alaska Native	*	*	*	91.7%	3.8%	4.5%
Two or More Races	80.0%	0.0%	20.0%	92.3%	3.5%	4.3%
Female	89.0%	4.4%	6.6%	93.1%	2.8%	4.1%
Male	84.1%	7.3%	8.6%	89.5%	4.7%	5.7%
Non-Binary/Undesignated Gender	N	N	N	86.7%	3.3%	10.0%
Economically Disadvantaged Students	85.1%	6.4%	8.5%	87.1%	5.3%	7.7%
Students with Disabilities	79.2%	10.9%	9.9%	80.7%	12.5%	6.8%
Multilingual Learners	90.6%	7.8%	1.6%	78.9%	7.5%	13.6%
Students experiencing homelessness	72.0%	16.0%	12.0%	74.5%	11.2%	14.3%
Students in Foster Care	*	*	*	61.6%	13.1%	25.3%
Military-Connected Students	N	N	N	94.5%	2.3%	3.1%
Migrant Students	*	*	*	88.2%	3.9%	7.9%

Graduation/ Postsecondary

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

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

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

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

Cohort 2023 5-Year Graduation Cohort Profile

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

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	85.9%	2.7%	11.5%	92.6%	1.7%	5.6%
White	83.6%	3.1%	13.3%	95.9%	1.5%	2.6%
Hispanic	86.4%	1.8%	11.8%	88.2%	1.9%	9.9%
Black or African American	86.1%	5.2%	8.7%	88.9%	2.5%	8.7%
Asian, Native Hawaiian, or Pacific Islander	89.5%	5.3%	5.3%	97.5%	1.3%	1.2%
American Indian or Alaska Native	N	N	N	92.5%	0.0%	7.5%
Two or More Races	81.8%	0.0%	18.2%	94.7%	1.0%	4.3%
Female	87.5%	2.5%	10.1%	94.4%	1.2%	4.4%
Male	84.1%	2.9%	12.9%	91.0%	2.2%	6.8%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	84.6%	2.2%	13.2%	88.8%	2.0%	9.2%
Students with Disabilities	71.6%	11.1%	17.3%	84.1%	8.2%	7.7%
Multilingual Learners	89.3%	0.0%	10.7%	78.0%	2.0%	20.0%
Students experiencing homelessness	75.0%	5.0%	20.0%	78.0%	3.9%	18.1%
Students in Foster Care	*	*	*	67.0%	7.5%	25.5%
Military-Connected Students	*	*	*	96.0%	0.8%	3.1%
Migrant Students	N	N	N	66.7%	10.7%	22.6%

Graduation/ Postsecondary

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

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

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

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

Cohort 2022 6-Year Graduation Cohort Profile

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

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

Student Group	Graduates	Continuing	Non-Continuing	High School Persistence (Graduates + Continuing)	State: Graduates	State: Continuing Students	State: Non-Continuing Students	State: High School Persistence (Graduates + Continuing)
Districtwide	81.2%	1.4%	17.4%	82.6%	93.2%	1.0%	5.8%	94.2%
White	80.9%	2.7%	16.4%	83.6%	96.4%	0.9%	2.7%	97.3%
Hispanic	80.8%	1.0%	18.2%	81.8%	88.2%	1.0%	10.8%	89.2%
Black or African American	82.1%	2.1%	15.8%	84.2%	89.6%	1.4%	9.0%	91.0%
Asian, Native Hawaiian, or Pacific Islander	100.0%	0.0%	0.0%	100.0%	98.1%	0.8%	1.0%	99.0%
American Indian or Alaska Native	*	*	*	*	93.6%	0.8%	5.6%	94.4%
Two or More Races	*	*	*	*	92.9%	1.3%	5.9%	94.1%
Female	88.2%	1.2%	10.6%	89.4%	95.0%	0.6%	4.4%	95.6%
Male	73.5%	1.6%	24.8%	75.2%	91.5%	1.4%	7.1%	92.9%
Non-Binary/Undesignated Gender	N	N	N	N	*	*	*	*
Economically Disadvantaged Students	80.2%	0.8%	19.0%	81.0%	88.8%	1.1%	10.2%	89.8%
Students with Disabilities	70.8%	5.6%	23.6%	76.4%	86.6%	5.4%	8.0%	92.0%
Multilingual Learners	71.8%	0.0%	28.2%	71.8%	77.6%	0.6%	21.9%	78.1%
Students experiencing homelessness	71.9%	0.0%	28.1%	71.9%	76.2%	1.4%	22.4%	77.6%
Students in Foster Care	*	*	*	*	64.1%	3.5%	32.4%	67.6%
Military-Connected Students	N	N	N	N	92.9%	1.7%	5.4%	94.6%
Migrant Students	*	*	*	*	67.1%	2.4%	30.5%	69.5%

Graduation/ Postsecondary

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

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

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

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

Federal Graduation Rates

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

Student Group	2024 4-Year Federal Graduation	2023 5-Year Federal Graduation	2022 6-Year Federal Graduation	State: 2024 4-Year Federal Graduation	State: 2023 5-Year Federal Graduation	State: 2022 6-Year Federal Graduation
	Rate	Rate	Rate	Rate	Rate	Rate
Districtwide	70.7%	85.0%	68.0%	87.7%	91.8%	87.0%
White	75.4%	82.0%	68.2%	91.5%	95.0%	90.0%
Hispanic	67.4%	85.9%	67.9%	83.3%	87.4%	82.1%
Black or African American	75.6%	84.3%	65.3%	80.9%	87.6%	80.8%
Asian, Native Hawaiian, or Pacific Islander	100.0%	89.5%	100.0%	96.1%	97.3%	96.6%
American Indian or Alaska Native	*	N	*	84.1%	92.5%	86.4%
Two or More Races	70.0%	81.8%	*	89.0%	93.0%	86.2%
Female	77.6%	87.2%	78.5%	90.5%	93.7%	90.6%
Male	65.2%	82.6%	56.5%	85.2%	90.0%	83.7%
Non-Binary/Undesignated Gender	N	N	N	83.3%	*	*
Economically Disadvantaged Students	68.2%	83.4%	66.1%	82.6%	87.8%	81.4%
Students with Disabilities	21.4%	67.9%	17.4%	60.2%	79.2%	51.8%
Multilingual Learners	79.7%	89.3%	59.2%	77.6%	77.6%	75.7%
Students experiencing homelessness	44.0%	75.0%	50.0%	67.0%	76.2%	64.6%
Students in Foster Care	*	*	*	50.4%	61.9%	47.1%
Military-Connected Students	N	*	N	91.4%	94.9%	88.4%
Migrant Students	*	N	*	85.5%	64.3%	64.6%

Graduation/ Postsecondary

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

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

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

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Accountability Graduation Rates

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

Student Group	Cohort 2023: 4-Year Graduation Rate	Cohort 2023: Annual Target	Cohort 2023: Met Target	Cohort 2022: 5-Year Graduation Rate	Cohort 2022: Annual Target	Cohort 2022: Met Target
Districtwide	84.0%	65.4%	Met Target	67.6%	N	N
White	82.0%	67.9%	Met Target	68.2%	N	N
Hispanic	84.1%	64.1%	Met Target	67.6%	N	N
Black or African American	85.1%	64.8%	Met Target	64.6%	N	N
Asian, Native Hawaiian, or Pacific Islander	89.5%	**	**	94.7%	**	**
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	81.8%	**	**	*	**	**
Economically Disadvantaged Students	82.4%	62.7%	Met Target	65.7%	N	N
Students with Disabilities	66.7%	17.6%	Met Target	17.3%	N	N
Multilingual Learners	85.7%	55.2%	Met Target	57.7%	N	N

Report Key:

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

Graduation/ Postsecondary

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Graduation Pathways

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

Graduation Pathway	% of Graduates Meeting ELA Requirements by Pathway	% of Graduates Meeting Math Requirements by Pathway
Statewide Assessment	53.0%	28.3%
Substitute Competency Test	14.5%	20.8%
Portfolio Appeals Process	15.0%	29.9%
Alternate Requirements Specified in IEP	13.8%	17.2%
Unknown/Other	3.7%	3.7%

Dropout Rate Trends

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

School Year	District Rate	State Rate
2023-2024	1.5%	1.0%
2022-2023	1.0%	1.2%
2021-2022	1.8%	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.

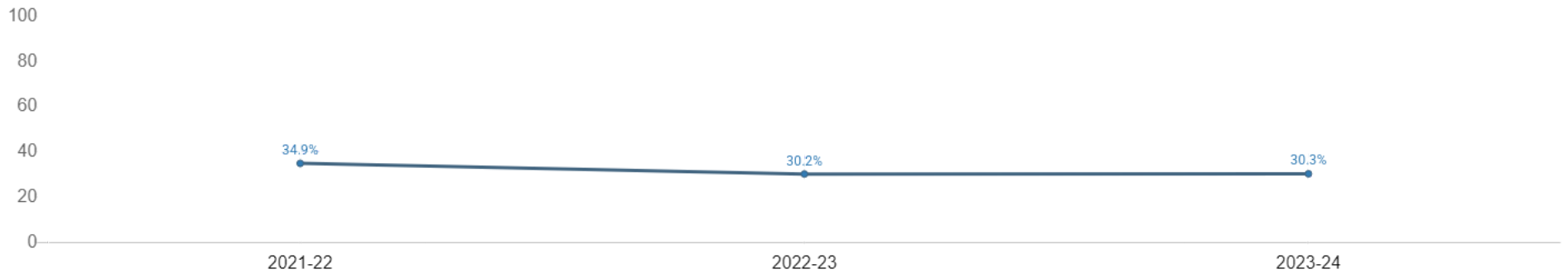
Year of Graduation	Graduates enrolled in apprenticeship programs
2023	*
2022	*
2021	*
2020	*
2019	*
2018	*
2017	*
2016	*

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	34.9%	30.2%	30.3%
ESSA Target (State Average for Grades Served)	18.1%	16.6%	14.9%
Met ESSA Target	Not Met	Not Met	Not Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%

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Chronic Absenteeism

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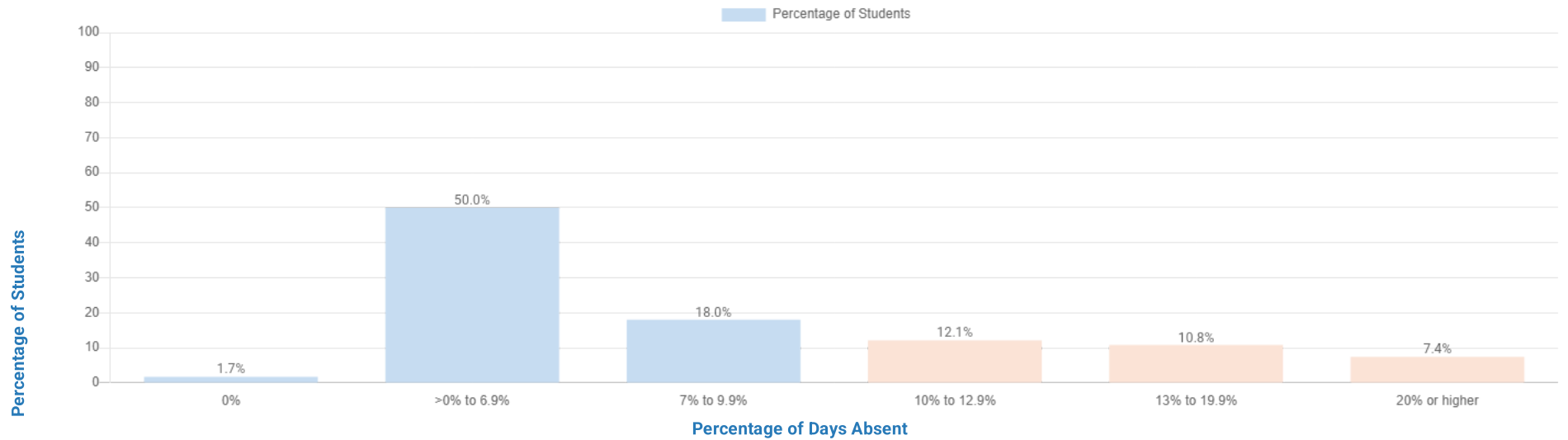
Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	2,786	30.3%	14.9%	Not Met
White	428	25.7%	14.9%	Not Met
Hispanic	1,824	31.7%	14.9%	Not Met
Black or African American	421	32.8%	14.9%	Not Met
Asian, Native Hawaiian, or Pacific Islander	22	12.7%	14.9%	Met
American Indian or Alaska Native	9	37.5%	14.9%	Not Met
Two or More Races	82	28.5%	14.9%	Not Met
Female	*	30.5%		
Male	*	30.2%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	1,989	33.2%	14.9%	Not Met
Students with Disabilities	773	38.2%	14.9%	Not Met
Multilingual Learners	329	24.6%	14.9%	Not Met
Students Experiencing Homelessness	96	44.2%		
Students in Foster Care	20	64.5%		
Military-Connected Students	*	*		
Migrant Students	*	*		

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Percentage of Days Absent

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

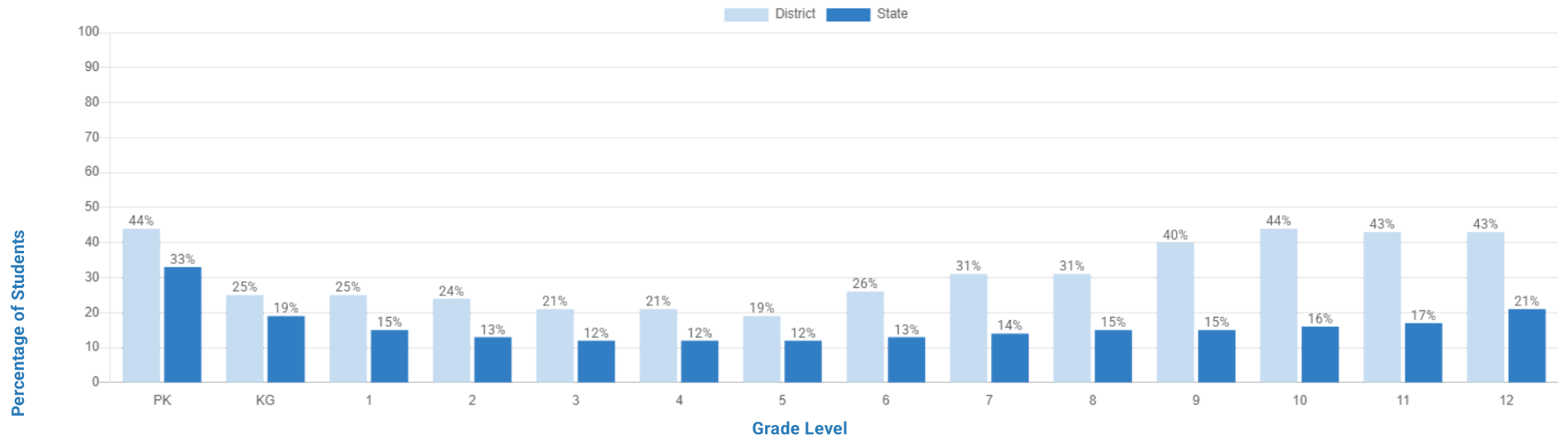


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Chronic Absenteeism by Grade

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



Climate and Environment

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	170
Weapons	13
Vandalism	30
Substances	131
Harassment, Intimidation, Bullying (HIB)	62
Total Unique Incidents	405
Incidents Per 100 Students Enrolled	3.94

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	12
Weapons	6
Vandalism	1
Substances	24
Harassment, Intimidation, Bullying (HIB)	8
Other Incidents Leading to Removal	2

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	11	12
Religion	0	0	0
Ancestry	0	1	1
Gender	1	8	9
Sexual Orientation	3	4	7
Disability	0	9	9
Other	6	34	40
No Identified Nature	12		12

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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	175	10%	93	5%	215	12%	<5	<5.00%	0	0%
Hispanic	842	13%	468	7%	1,055	17%	<5	<5.00%	0	0%
Black or African American	270	19%	185	13%	340	24%	<5	<5.00%	0	0%
Asian	7	4%	2	1%	8	4%	<5	<5.00%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
Two or more races	27	9%	23	8%	42	14%	<5	<5.00%	0	0%
Female	*	11%	*	6%	*	14%	*	<5.00%	*	0%
Male	*	15%	*	9%	*	19%	*	<5.00%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	933	14%	589	9%	1,191	18%	<5	<5.00%	0	0%
Students with disabilities	297	15%	218	11%	388	20%	<5	<5.00%	0	0%

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Student Disciplinary Removals: By Grade Level

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

Grade	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Districtwide	1,376	14%	788	8%	1,724	17%	3	0%	0	0%
PK	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
KG	0	0%	7	1%	7	1%	<5	<5.00%	0	0%
1	0	0%	7	1%	7	1%	<5	<5.00%	0	0%
2	2	0%	4	1%	6	1%	<5	<5.00%	0	0%
3	2	0%	17	2%	19	3%	<5	<5.00%	0	0%
4	4	1%	43	6%	46	6%	<5	<5.00%	0	0%
5	5	1%	33	4%	34	4%	<5	<5.00%	0	0%
6	151	20%	91	12%	191	25%	<5	<5.00%	0	0%
7	168	21%	129	16%	219	28%	<5	<5.00%	0	0%
8	142	17%	85	10%	179	21%	<5	<5.00%	0	0%
9	313	43%	117	16%	338	47%	<5	<5.00%	0	0%
10	255	32%	98	12%	284	35%	<5	<5.00%	0	0%
11	155	21%	95	13%	187	26%	<5	<5.00%	0	0%
12	127	19%	48	7%	149	22%	<5	<5.00%	0	0%

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Students Involved in Police Notifications: By Student Group

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

Student Group	# of Students involved in at least one incident	% of Students involved in at least one incident	# of Students involved in at least one violent incident	% of Students involved in at least one violent incident	# of Students involved in at least one vandalism incident	% of Students involved in at least one vandalism incident	# of Students involved in at least one substance related incident	% of Students involved in at least one substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in at least one weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in at least one HIB incident	# of Students involved in at least one other incident type	% of Students involved in at least one other incident type
Districtwide	51	1%	12	0%	1	0%	24	0%	6	0%	10	0%	2	0%
White	6	0%	2	0%	<5	<5.00%	2	0%	0	0%	2	0%	<5	<5.00%
Hispanic	29	0%	7	0%	<5	<5.00%	12	0%	6	0%	5	0%	<5	<5.00%
Black or African American	16	1%	3	0%	<5	<5.00%	10	1%	0	0%	3	0%	<5	<5.00%
Asian	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	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%	0	0%	0	0%	<5	<5.00%
Female	*	0%	*	0%	*	<5.00%	*	0%	*	0%	*	0%	*	<5.00%
Male	*	1%	*	0%	*	<5.00%	*	0%	*	0%	*	0%	*	<5.00%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	37	1%	11	0%	<5	<5.00%	15	0%	5	0%	8	0%	<5	<5.00%
Students with disabilities	10	1%	4	0%	<5	<5.00%	5	0%	0	0%	1	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 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	% of Students involved in an other incident
Districtwide	51	1%	12	0%	1	0%	24	0%	6	0%	10	0%	2	0%
PK	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%
KG	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%
1	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%
2	1	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%
3	1	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%
4	4	1%	2	0%	<5	<5.00%	0	0%	2	0%	1	0%	<5	<5.00%
5	7	1%	2	0%	<5	<5.00%	3	0%	1	0%	1	0%	<5	<5.00%
6	4	1%	1	0%	<5	<5.00%	0	0%	0	0%	3	0%	<5	<5.00%
7	6	1%	3	0%	<5	<5.00%	2	0%	0	0%	2	0%	<5	<5.00%
8	10	1%	3	0%	<5	<5.00%	5	1%	2	0%	1	0%	<5	<5.00%
9	3	0%	0	0%	<5	<5.00%	2	0%	0	0%	1	0%	<5	<5.00%
10	3	0%	1	0%	<5	<5.00%	1	0%	0	0%	1	0%	<5	<5.00%
11	10	1%	0	0%	<5	<5.00%	9	1%	1	0%	0	0%	<5	<5.00%
12	2	0%	0	0%	<5	<5.00%	2	0%	0	0%	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%	1	0%	0	0%	0	0%	1	0%	1	0%	0	0%
White	<5	<5.00%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
Hispanic	<5	<5.00%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
Black or African American	<5	<5.00%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
Asian	<5	<5.00%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	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%	<5	<5.00%	0	0%
Female	*	<5.00%	*	<5.00%	*	0%	*	0%	*	<5.00%	*	<5.00%	*	0%
Male	*	<5.00%	*	<5.00%	*	0%	*	0%	*	<5.00%	*	<5.00%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	<5	<5.00%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
Students with disabilities	<5	<5.00%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	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%	1	0%	0	0%	0	0%	1	0%	1	0%	0	0%
PK	<5	<5.00%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
KG	<5	<5.00%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
1	<5	<5.00%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
2	<5	<5.00%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
3	<5	<5.00%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
4	<5	<5.00%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
5	<5	<5.00%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
6	<5	<5.00%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
7	<5	<5.00%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
8	<5	<5.00%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
9	<5	<5.00%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
10	<5	<5.00%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
11	<5	<5.00%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
12	<5	<5.00%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%

Report Key:

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

Climate and Environment

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

School Days Missed due to Out-of-School Suspensions

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

School Days Missed due to Out-of-School Suspensions

4,165

Report Key:

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

Climate and Environment

Student Access to Technology and Internet

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

Report Key:

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

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Teachers – Experience

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

Category	Teachers in District	Teachers in State
Total Number of teachers	699	119,239
Average years experience in public schools	14.9	12.6
Average years experience in district	14.9	11.3
Number of Teachers with 4 or more years experience in the district	559	87,243
Percentage of Teachers with 4 or more years experience in the district	80.0%	73.6%
Number of out-of-field teachers	34	2,931
Percentage of out-of-field teachers	4.9%	2.5%
Number of Teachers with Provisional Credentials	15	9,065
Percentage of Teachers with Provisional Credentials	2.1%	7.6%

Administrators – Experience

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

Category	Admin. in District	Admin. in State
Total Number of administrators	51	10,170
Average years experience in public schools	16.3	16.2
Average years experience in district	16.0	12.5
Number of Administrators with 4 or more years experience in the district	43	7,734
Percentage of Administrators with 4 or more years experience in the district	84.3%	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	699	119,239
Administrators	51	10,170
Librarians/Media Specialists	10	1,160
Nurses	13	3,025
School Counselors	29	4,673
Child Study Team Members	55	9,654
School Psychologists	9	2,185
School Social Workers	25	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, or if the teacher has an expired certificate.

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

Student and Staff Ratios

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

Ratio	District Ratio
Students to Teachers	15:1
Students to Administrators	202:1
Teachers to Administrators	14:1
Students to Librarians/Media Specialists †	1029:1
Students to Nurses †	791:1
Students to Counselors †	355:1
Students to Child Study Team Members †,††	38:1
Students to School Psychologists †	1143:1
Students to School Social Workers †	411:1
Students to Student Assistance Coordinators †	N
Students to School Safety Specialists †	10287:1

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

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

Teachers and Administrators – Demographics

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

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	48.0%	80.0%	60-70%	48.0%	77.0%	57.0%
Male	52.0%	20.0%	30-40%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤10%	≤1%	≤1%	≤1%
White	18.0%	82.1%	68.6%	38.2%	81.8%	74.5%
Hispanic	62.7%	12.2%	23.5%	34.0%	8.6%	8.6%
Black or African American	14.0%	4.9%	7.8%	14.2%	6.4%	14.4%
Asian	1.8%	0.6%	0.0%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.1%	0.0%	0.2%	0.4%	0.5%
Two or More Races	3.2%	0.1%	0.0%	3.1%	0.3%	0.4%

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

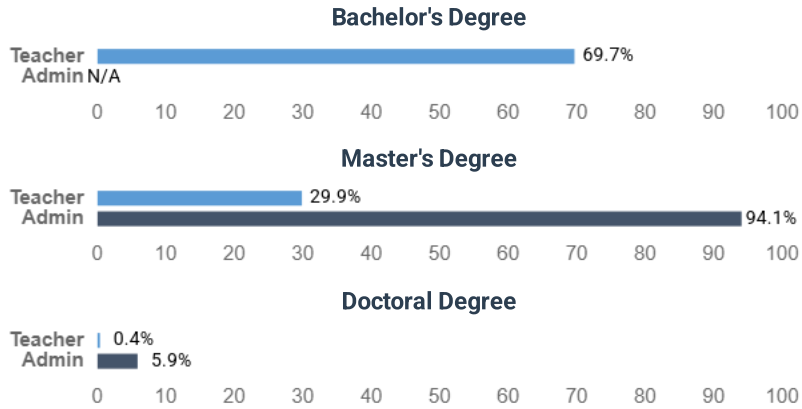
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district.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

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

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

Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2022-23 Teachers: Same district 2023-24	90.7%	89.5%
2022-23 Administrators: Same district 2023-24	94.1%	87.9%

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Teachers by Subject Area

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

Subject Area	Total Number of Teachers	% Female	% Male	% Non-binary or Undesignated Gender	% White	% Hispanic	% Black or African American	% Asian	% Native Hawaiian, Pacific Islander	% American Indian or Native American	% Two or More Races	% 4 or more years experience in the district	% Bachelor's Degree(Highest Degree)	% Master's Degree(Highest Degree)	% Doctoral Degree(Highest Degree)
Elementary (Not Subject Specific)	251	90-95%	5-10%	≤5%	80.5%	13.1%	5.6%	0.8%	0.0%	0.0%	0.0%	80.1%	76.5%	23.5%	0.0%
English/Language Arts/Literacy	119	80-85%	15-20%	≤5%	73.1%	22.7%	4.2%	0.0%	0.0%	0.0%	0.0%	80.7%	67.2%	32.8%	0.0%
English to Speakers of Other Languages	18	>80%	≤20%	≤20%	66.7%	22.2%	0.0%	11.1%	0.0%	0.0%	0.0%	72.2%	44.4%	55.6%	0.0%
Mathematics	85	70-75%	25-30%	≤5%	83.5%	9.4%	7.1%	0.0%	0.0%	0.0%	0.0%	81.2%	67.1%	32.9%	0.0%
Science	81	75-80%	20-25%	≤5%	80.2%	11.1%	7.4%	0.0%	0.0%	0.0%	1.2%	80.2%	63.0%	37.0%	0.0%
Social Studies/History	76	60-65%	35-40%	≤5%	81.6%	10.5%	7.9%	0.0%	0.0%	0.0%	0.0%	82.9%	69.7%	28.9%	1.3%
World Language	29	>80%	≤20%	≤20%	37.9%	58.6%	3.4%	0.0%	0.0%	0.0%	0.0%	82.8%	62.1%	37.9%	0.0%
Visual and Performing Arts	41	70-80%	20-30%	≤10%	90.2%	7.3%	2.4%	0.0%	0.0%	0.0%	0.0%	70.7%	70.7%	29.3%	0.0%
Health/Physical Education	39	30-40%	60-70%	≤10%	89.7%	5.1%	5.1%	0.0%	0.0%	0.0%	0.0%	87.2%	82.1%	17.9%	0.0%
Family & Consumer Sciences	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	4	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	75.0%	50.0%	50.0%	0.0%
Computer Science/IT	1	*	*	*	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
Industrial Arts	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	50.0%	50.0%	0.0%
Career and Technical Education	7	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	42.9%	100.0%	0.0%	0.0%
Special Education	185	85-90%	10-15%	≤5%	83.8%	10.3%	5.4%	0.0%	0.5%	0.0%	0.0%	80.0%	66.5%	32.4%	1.1%
Bilingual	28	>80%	≤20%	≤20%	17.9%	75.0%	0.0%	7.1%	0.0%	0.0%	0.0%	75.0%	57.1%	42.9%	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.

Vineland City	Federal	State & Local	Total	ADE**
District Level Total Expenditures	\$1,447	\$16,716	\$18,163	9,504.9
District Level Central Expenditures		\$670	\$670	9,504.9
Vineland Senior High School	\$1,479	\$14,842	\$16,321	2,769.1
Veterans Memorial Middle	\$1,606	\$16,239	\$17,845	623.4
Anthony Rossi Elementary School	\$1,486	\$16,902	\$18,388	613.7
Gloria M Sabater Elementary School	\$1,657	\$15,880	\$17,537	689.9
Dane Barse Elementary School	\$1,527	\$20,884	\$22,411	234.9
John H. Winslow Elementary School	\$1,517	\$16,426	\$17,943	479.9
Johnstone Elementary School	\$1,193	\$16,107	\$17,300	295.4
Marie Durand Elementary School	\$1,521	\$15,276	\$16,797	516.4
Casimer M. Dallago Jr. Impact Center		\$20,109	\$20,109	328.2
Solve D Ippolito Elementary School	\$1,537	\$17,329	\$18,866	514.5
Dr. William Mennies Elementary School	\$1,572	\$15,620	\$17,192	561.7
Pauline J. Petway Elementary School	\$1,478	\$16,764	\$18,242	489.5
Thomas W. Wallace Jr. Middle School	\$1,621	\$15,482	\$17,103	730.9
Sgt. Dominick Pilla Middle School	\$1,207	\$16,302	\$17,509	657.4

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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
11	Cumberland	5390	Vineland Public School District	050	Vineland Senior High School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
11	Cumberland	5390	Vineland Public School District	060	Veterans Memorial Middle	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
11	Cumberland	5390	Vineland Public School District	115	John H. Winslow Elementary School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
11	Cumberland	5390	Vineland Public School District	280	Thomas W. Wallace Jr. Middle School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
11	Cumberland	5390	Vineland Public School District	301	Sgt. Dominick Pilla Middle School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Two or More Races;

Accountability

ESSA Accountability Progress

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

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

ESSA Accountability Indicator	2021-22	2022-23	2023-24
ELA Proficiency	25.9%	26.4%	27.9%
Math Proficiency	15.4%	18.0%	19.2%
ELA Growth†	44	37	39
Math Growth†	26	46	43
4-Year Graduation Rate (Prior Year)††	80.7%	64.1%	84.0%
5-Year Graduation Rate (Prior Year)††	85.2%	83.2%	67.6%
Progress toward English Language Proficiency	17.8%	17.1%	14.2%
Chronic Absenteeism	34.9%	30.2%	30.3%

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

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

Accountability

Accountability Summary by Student Group - 2023-24 School Year

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

For more information about accountability determinations, indicators, and annual targets, see the [NJDOE Accountability page](#).

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

†Target was met within a confidence interval.

Narrative

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- Our goal is to ensure a safe, creative, stimulating and caring environment which promotes self-esteem, sound character, responsibility and respect for diversity.
- Our students are offered a rich, challenging and comprehensive curriculum from pre-kindergarten through adult opportunities including rigorous academic and career pathways.
- We strive to facilitate the educational, physical, social and emotional growth of our culturally diverse population and to prepare students for life in the twenty-first century.



The Vineland Public Schools' Board of Education and Administration support fair and equitable treatment of all persons. We support social justice for all citizens. Our district strives to provide high quality education and comprehensive academic support services to all students regardless of race, creed, or color. We seek a learning environment which welcomes all children and challenges them to do their very best. We exist to help prepare Vineland children for the rigors of higher education and/or a rewarding employment career. We realize that learning is enhanced when diverse ideas and viewpoints are exchanged in an educational setting. Similarly, we welcome a rich and diverse pool of qualified applicants for each employment opportunity within Vineland Public Schools. Our mission is to effectively teach and support our multicultural student population with talented and dedicated instructors, support staff and administrators.



Vineland Public Schools' awards, recognitions and accomplishments consists of Starfish and Giraffe awards, Cum Laude, Magna Cum Laude and Summa Cum Laude, National Honor Society, Seal of Biliteracy, Safety Patrol and many more. The Athletic Department has received numerous awards including several students who have signed National Letters of Intent to participate in their sport at the college level and drafted into the NFL. Our students attend the most prestigious universities in the country and go on to become entrepreneurs and beyond.

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Courses, Curriculum, Instruction:

Vineland Public Schools offers a rich, challenging, and comprehensive curriculum, from pre-kindergarten through adult opportunities. The curriculum is designed to provide students with many learning experiences that will enable them to succeed and attain fulfillment. During the 5-year Curriculum Quality Assurance cycle, committees made up of teachers, administrators, parents, and community representatives study each curriculum area, review and research the most successful programs nationwide, and recommend changes to assure that the curriculum meets the needs of students and society. With the support of local and federal funds the district has embarked on a mission to provide the most current resources for all teachers with a focus on language arts, mathematics, CTE, and special population support throughout the foreseeable future. Teams of teachers, administrators, and parents are actively engaged in providing feedback and support for all district initiatives.



Sports and Athletics:

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

The Athletic Department takes great pride in the high level of athleticism of the young people on our teams. We are most proud of the sportsmanship that our student-athletes display while participating in their individual games and meets. The coaching staff at Vineland High School also devotes a great deal of time and effort into building and continuing their programs' success. It is a goal of the Athletic Department that we, as a whole, participate in local service projects to give back to the community that has given so much to our student-athletes.



Clubs and Activities:

Our teachers devote a great deal of time and effort into building and continuing their programs' success. It is a goal of the clubs and other activities to be inclusive and build participation in local service projects to give back to the community. Clubs and activities are available for all students in the district. These clubs engage students in academic, physical, and social learning opportunities within the school and the community. Clubs and activities focus on developing students' capabilities as well-rounded, confident community leaders.

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Before and After School Programs:

The Before and After Care program extends your child's learning day in a fun and meaningful way! Our program focuses on character development and healthy living, children experience academic, physical, and social activities, under the supervision of positive, caring role models. Parents enjoy peace of mind knowing their school-age children have safe, healthy options before and after school. After school Programs provide academic intervention, healthy activities, and enrichment opportunities throughout the school year, boosting their grades and reducing their risk-taking behaviors.



Staff and Professional Learning:

Vineland Public Schools believes that high-quality professional development is essential to helping all children learn to high levels. The purpose of professional development implementation in the Vineland Public School District is to support our educators in applying professional learning in the classroom. To effectively support this implementation, administrators construct mechanisms that guide and assist teachers in their day-to-day teaching improvement efforts. The process begins with dedicated educators positively embracing professional learning concepts and intervention strategies.



Postsecondary Information:

Vineland Public Schools believes that all children learn to high levels that prepare them for post secondary opportunities and experiences. Students in the district are encouraged to explore all possible post secondary opportunities including college, career, or military. Articulation agreements are in place with several local college and universities. High school students have numerous opportunities to receive post-secondary credits through high school level course work. In addition, students are able to take a track of courses which will lead to an Associate Degree in Math or Science prior to completion of their high school requirements.

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Student Supports and Services:

The special education program in Vineland is an extensive and comprehensive program which services approximately 2,000 students, 200 of whom only receive Speech and Language services. The special education program is a support program to the general education program. The State Standards form the basis of the special education curriculum and are adapted and modified to meet the needs of individual students. Special education services are provided in the general education classroom, the resource room, and in self-contained programs.



Student Health and Wellness:

Vineland Public Schools participates in the National School Lunch Program, the School Breakfast Program and the After School Snack Program. These federally funded programs allow the district to provide nutritious, low-cost meals to all students, regardless of income. The school-age care program extends the children's learning day in a fun and meaningful way with a focus on character development and healthy living. The district has implemented a CompleteCare clinic in Vineland High School that services health and wellness needs of all students throughout our school community.



Parent and Community Involvement:

The Vineland Public School District's strategic plan and resulting mission statements of each school is evidence of the active community involvement that shapes the vision and mission of our school district. We began our strategic planning process with more than one hundred educators, parents, students, and community members coming together to share ideas and create goals based on a unified vision for the direction of our district. Five goals emerged from the committee's work, which is shared on our website and through annual community share-out meetings. The district continues to expand on early success with continued community outreach. In addition, we host community partners throughout the year as part of our Community Partner Action Committee. The aim being to provide a venue where resources and information can be shared to support of our students and their families.

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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers. Positive school culture has the potential to affect the learning environment of all students. Creating a culture of learning requires careful attention to communication and collaboration. The district promotes tolerance and anti-bullying efforts and continues to support character education.



Facilities:

The goal of the Facilities and Maintenance department is to provide a safe environment for students and a safe workplace for school employees. This is done through the inspection, maintenance and repair of district buildings and grounds. The department is also responsible for the planning and construction of improvements to the existing school facilities, the acquisition of new school property, the planning and construction of new school facilities, ensuring school safety issues are addressed, and monitoring funding sources.



School Safety:

Our District's Safety and Security teams are dedicated to ensuring a safe, secure, disruptive-free learning environment for all who attend Vineland Public Schools. The Board of Education believes that each student should be treated as an individual, responsible for his/her behavior. The District's Discipline Policy recognizes the need for the orderly conduct of the schools and guides students with a few sensible rules of conduct, focusing on safety and respect for the rights and property of others. Disciplinary action, when necessary, will be firm, fair, progressive and consistent to be most effective in changing behavior.

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Technology and STEM:

Vineland Public Schools has implemented a BYOD policy and 1:1 program that has identified numerous benefits to students and staff. These benefits include preparing students for college and career, appealing to the learning styles of 21st-century learners, fostering student ownership of their learning, allowing real-time access to information, providing easier access to online instructional materials, supplementing school resources and equipment, and facilitating the transition between home and school resources. In addition, the STEM philosophy is incorporated in the curriculum across the content areas and is a focus of study in all academic settings.



Early Childhood Education:

With over 1,200 students, the Vineland Preschool Program offers free preschool for all Vineland residents. The program is comprised of 88 inclusive classrooms and delivered at a variety of locations including two in-district locations, two Head Starts, and seven contracted private providers. Thirty-five percent of our students are dual language learners. Ninety-nine percent of our P4 students leave "kindergarten ready". Class size is limited to 15 students with six hours of instruction. The acclaimed High Scope curriculum is used and assesses development in eight content areas comprising 34 key concept items for early learning. It is aligned with the New Jersey Preschool Teaching and Learning Standards and national standards. Program fidelity, consistency and quality is maintained through direct district administrative oversight and with the support of the Preschool Instructional Coaches and Preschool Intervention and Referral Specialists.

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Other Information:

Our construction trades program has progressed to six full sections designed to enhance the interest and cultivate the growth of students in academic and professional experiences. The curriculum for the program was developed to facilitate academic growth and creativity within the trades. The program is located at Vineland High School South and provides students with experiences in all aspects of construction trades. We look forward to expanding our CTE programs and are preparing to offer a Cybersecurity pathway during SY 25/26.