



East Orange School District (13-1210)

2023-2024

County: Essex

District: East Orange School District



199 4th Ave

East Orange, NJ 07017

Superintendent: Dr. Christopher Irving

[District Website](#)



973-266-5760



9,477
Total Students



PK-12
Grades Offered

Overview & Resources

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

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

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

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

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

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

Overview & Resources

District Contact Information

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

Type	Contact Information
County	Essex
District	East Orange School District
Superintendent Name	Dr. Christopher Irving
Address	199 4th Ave, East Orange, NJ 07017
Phone Number	973-266-5760
Email Address	christopher.irving@eastorange.k12.nj.us
Website	www.eastorange.k12.nj.us
Facebook	https://www.facebook.com/eastorangesd

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Overview & Resources

Schools in this District

Click on a school name below to access the detailed school-level report for each school.

School Name	Grades Offered
Althea Gibson Academy	PK-KG
Benjamin Banneker Academy	PK-08
Cicely L. Tyson Community Elementary School	PK-05
Cicely L. Tyson Community Middle/High School	06-12
Dionne Warwick Institute	PK-05
East Orange Campus High School	09-12
East Orange STEM Academy High School	06-12
Ecole Toussaint Louverture	PK-05
Edward T. Bowser, Sr. School of Excellence	PK-05
Gordon Parks Academy	PK-02
J. Garfield Jackson Sr. Academy	PK-05
John L. Costley Middle School	07-08
Johnnie L. Cochran Jr. Academy	KG-05
Langston Hughes Elementary School	PK-05
Mildred Barry Garvin Elementary	PK-05
Patrick F. Healy Middle School	07-08
Shelia Y. Oliver Academy	PK-08
Sojourner Truth Middle School	06-06
Wahlstrom Early Childhood Academy	PK-KG
Whitney E. Houston Academy	PK-08

Demographics

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

Enrollment Trends by Grade

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

Grade	2021-22	2022-23	2023-24
PK	1,161	1,274	1,284
KG	594	577	658
1	579	619	598
2	569	577	641
3	641	592	576
4	612	648	610
5	595	636	659
6	625	596	632
7	638	621	598
8	635	643	633
9	662	629	629
10	627	674	658
11	571	627	681
12	592	590	620
Total	9,101	9,303	9,477

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%	50.0%	50.0%
Male	51.0%	50.0%	50.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	54.0%	57.8%	50.9%
Students with Disabilities	13.2%	12.6%	12.8%
Multilingual Learners	5.4%	6.4%	9.8%
Students Experiencing Homelessness	0.8%	0.7%	0.5%
Students in Foster Care	0.5%	0.3%	0.2%
Military-Connected Students	0.1%	0.1%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial And Ethnic Group	2021-22	2022-23	2023-24
White	0.6%	0.9%	2.0%
Hispanic	14.2%	15.6%	16.5%
Black or African American	83.8%	81.9%	79.7%
Asian	0.1%	0.2%	0.2%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.3%
American Indian or Alaska Native	0.3%	0.3%	0.4%
Two Or More Races	0.8%	0.9%	0.9%

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	1,161	1,274	1,284
KG - Half Day	0	0	0
KG - Full Day	594	577	658

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.

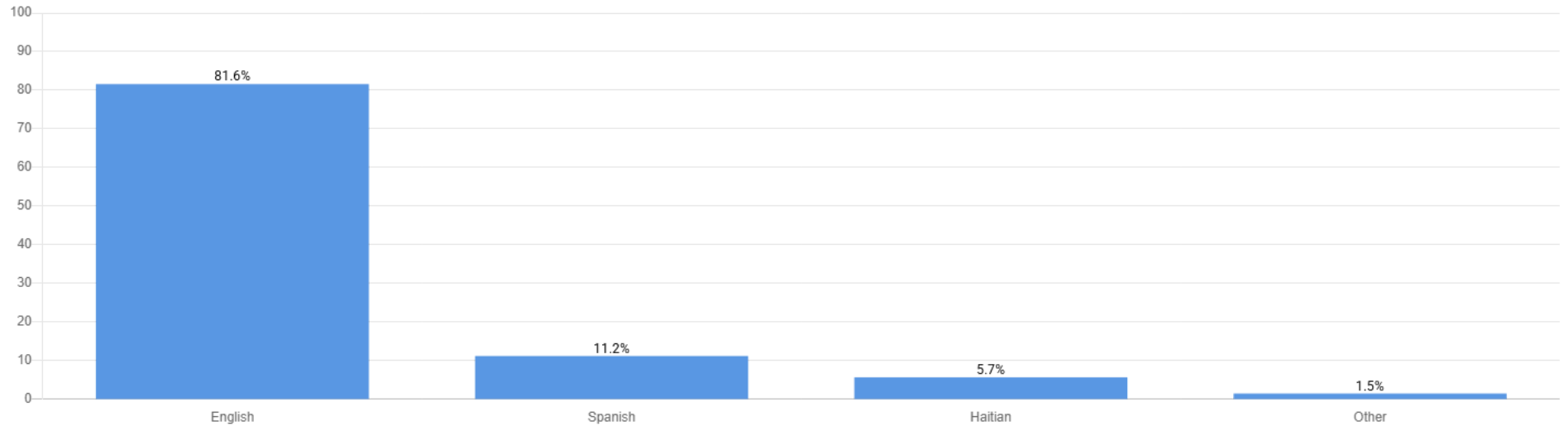
Enrollment Status	2021-22	2022-23	2023-24
Full Time Students	9,096	9,301	9,478
Shared Time Students	10	3	1
Full Time Equivalent	9,101	9,303	9,479

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.

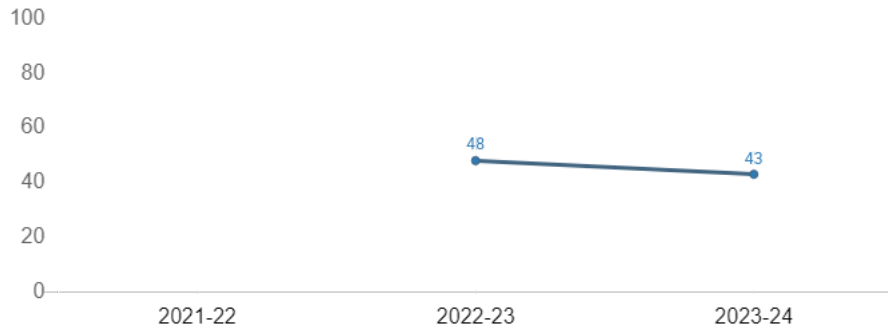
Important Note for 2023-24: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022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

Student Growth Trends and Progress

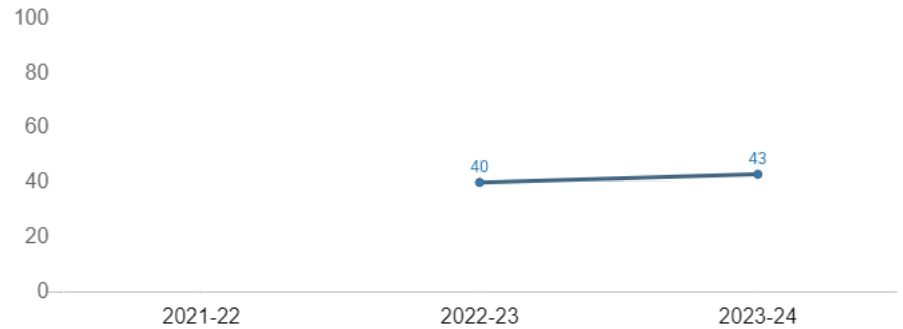
These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

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		48	43		40	43
Met Standard (40-59.5)?		Met Standard	Met Standard		Met Standard	Met Standard
Statewide: Median Student Growth Percentile		50	50		50	50

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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	43	50	Met Standard	43	50	Met Standard
White	55.5	50	Met Standard	47	51	Met Standard
Hispanic	44	49	Met Standard	47	48	Met Standard
Black or African American	42	47	Met Standard	42	46	Met Standard
Asian, Native Hawaiian, or Pacific Islander	54	59	**	37.5	60	**
American Indian or Alaska Native	58	50	**	*	50	**
Two or More Races	64	50	**	26.5	51	**
Female	46	52		44	50	
Male	40	48		42	50	
Non-Binary/Undesignated Gender	N	44		N	45.5	
Economically Disadvantaged Students	43	48	Met Standard	44	48	Met Standard
Students with Disabilities	41.5	43	Met Standard	47	44	Met Standard
Multilingual Learners	31	50	Not Met	51	50	Met Standard
Students Experiencing Homelessness	22	43		57	45	
Students in Foster Care	*	40		*	47	
Military-Connected Students	*	47.5		*	51	
Migrant Students	N	53		N	44	

Student Growth

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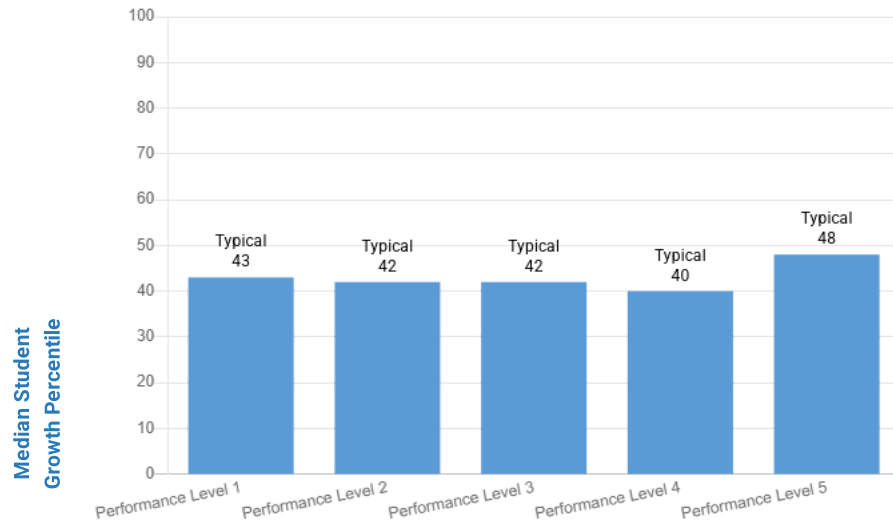
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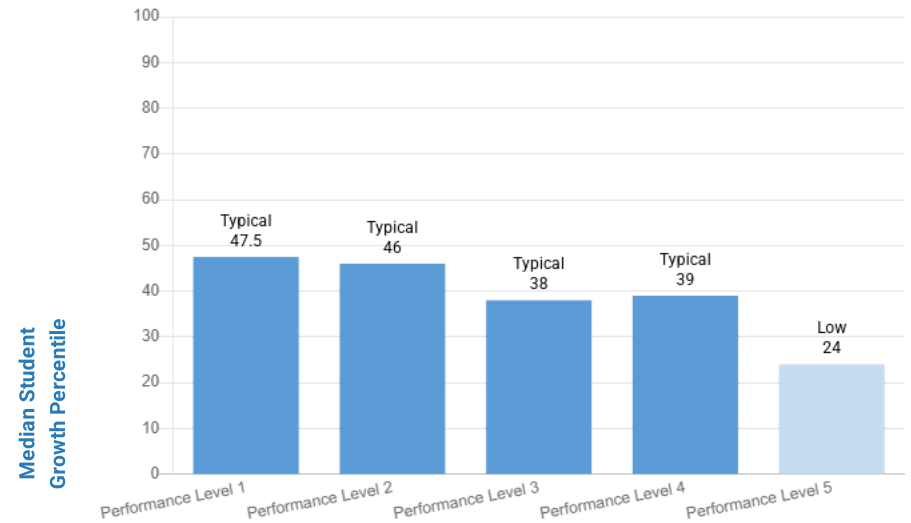
Student Growth by Performance Level

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

ELA



Math



Student Growth

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

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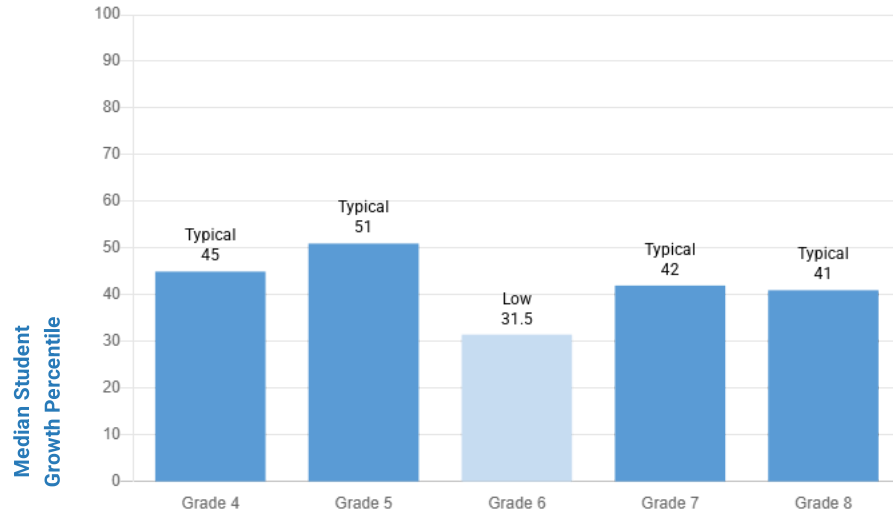
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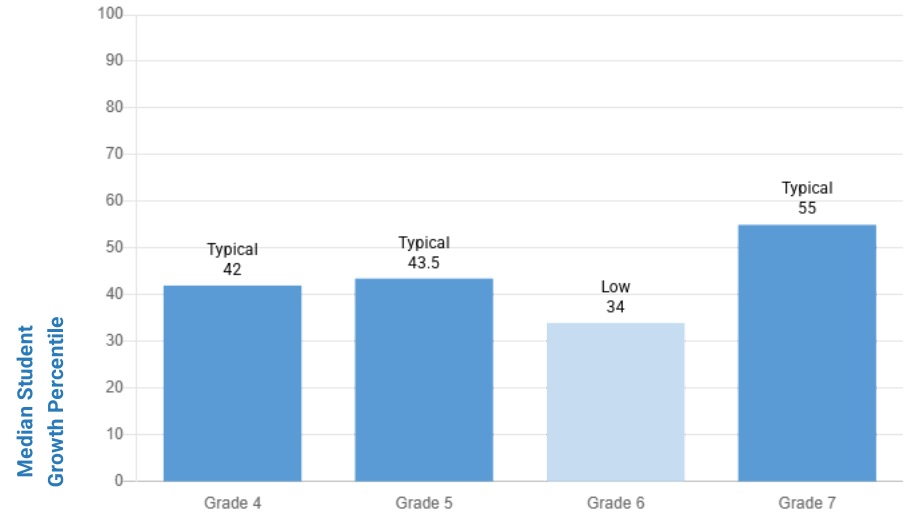
Student Growth by Grade

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

ELA



Math



Academic Achievement

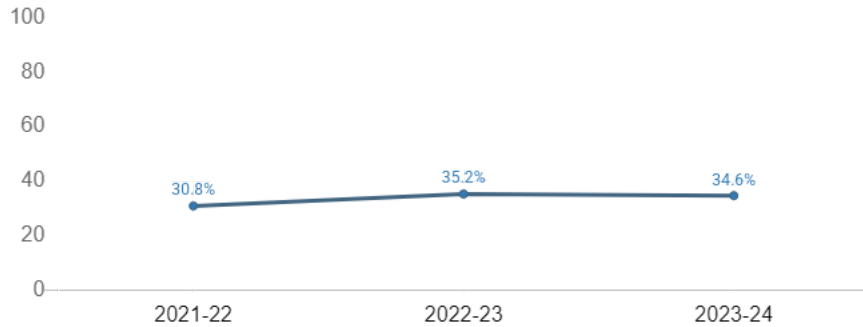
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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

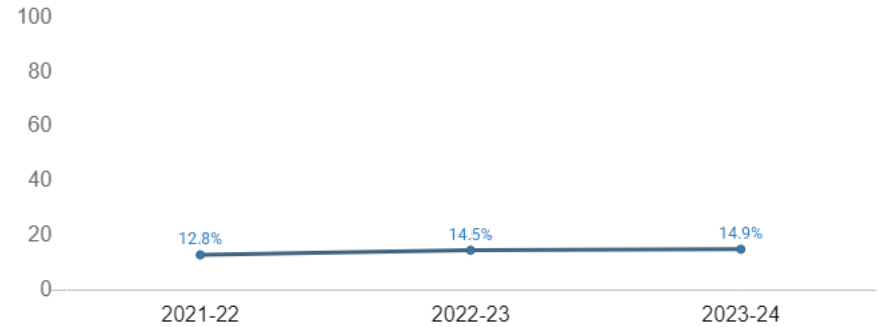
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	98.4%	98.6%	99.0%	97.7%	98.6%	99.1%
Proficiency Rate for Federal Accountability	30.8%	35.2%	34.6%	12.8%	14.5%	14.9%
Annual Target	43.0%	45.3%	37.4%	32.0%	35.0%	17.4%
Met Annual Target?	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

† Target was met within a confidence interval.

Academic Achievement

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	3,975	99%	34.6%	52.2%	34.6%	37.4%	Not Met
White	42	100%	35.7%	61.8%	35.7%	45.4%	Met Target†
Hispanic	619	99.4%	29.9%	38%	29.9%	33.5%	Not Met
Black or African American	3,245	98.9%	35.4%	35.9%	35.4%	37.8%	Not Met
Asian, Native Hawaiian, or Pacific Islander	20	100%	40%	79.9%	40%	N	N
American Indian or Alaska Native	15	93.7%	46.7%	51.2%	46.1%	**	**
Two or More Races	34	100%	32.4%	59.4%	32.4%	48.5%	Not Met
Female	*	99.1%	39.3%	57.7%	39.3%		
Male	*	98.9%	29.9%	47%	29.9%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	1,966	98.9%	32.8%	34.6%	32.8%	36%	Not Met
Non-Economically Disadvantaged Students	2,009	99.2%	36.3%	62.8%	36.3%		
Students with Disabilities	544	97.1%	16.2%	19.8%	16.2%	17.8%	Met Target†
Students without Disabilities	3,431	99.3%	37.5%	59.4%	37.5%		
Multilingual Learners	246	99.2%	<10%	23.1%	<10%	19.9%	Not Met
Non-Multilingual Learners	3,729	99%	36.3%	56.2%	36.3%		
Students Experiencing Homelessness	25	96.7%	32%	21.9%	32%		
Students in Foster Care	*	*	*	19.3%	*		
Military-Connected Students	*	*	*	48.2%	*		
Migrant Students	*	*	*	13.3%	*		

† Target was met within a confidence interval.

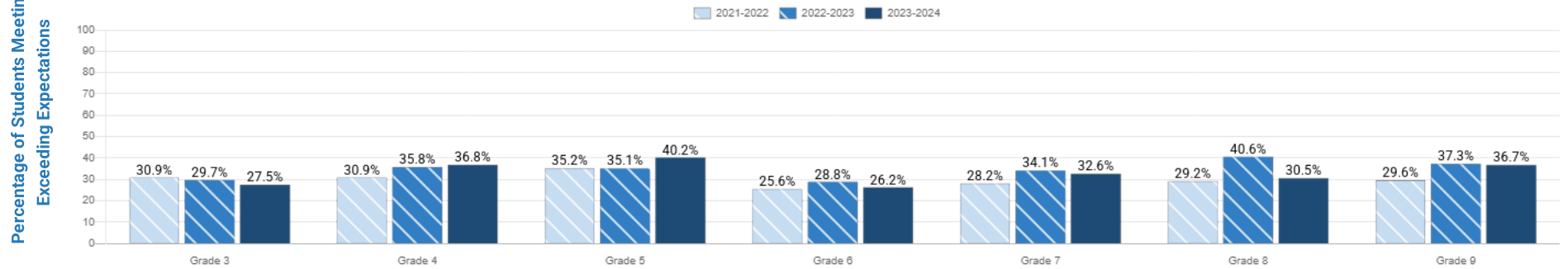
Academic Achievement

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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	535	722	741	36%	18%	19%	23%	4%	27%	44%
White	*	*	751	*	*	*	*	*	*	53%
Hispanic	101	711	724	44%	21%	17%	18%	1%	19%	29%
Black or African American	416	724	725	33%	18%	19%	25%	5%	29%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	*	*	*	*	*	*	70%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	46%
Two or More Races	*	*	751	*	*	*	*	*	*	52%
Female	*	724	746	32%	21%	19%	25%	3%	28%	48%
Male	*	719	736	40%	16%	18%	22%	5%	27%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	299	715	722	40%	19%	18%	20%	3%	22%	26%
Non-Economically Disadvantaged Students	236	730	753	29%	18%	19%	28%	6%	34%	55%
Students with Disabilities	45	686	710	*	*	*	*	*	*	18%
Students without Disabilities	490	725	747	32%	19%	20%	25%	4%	29%	49%
Multilingual Learners	41	682	704	*	*	*	*	*	*	13%
Non-Multilingual Learners	494	725	746	33%	18%	20%	25%	4%	30%	48%
Students Experiencing Homelessness	*	*	707	*	*	*	*	*	*	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	546	733	749	21%	21%	21%	29%	8%	37%	51%
White	10	701	758	50%	20%	20%	10%	0%	10%	61%
Hispanic	96	726	734	30%	23%	15%	26%	6%	32%	35%
Black or African American	428	735	733	18%	21%	22%	31%	7%	38%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	51%
Two or More Races	*	*	757	*	*	*	*	*	*	60%
Female	*	738	752	19%	19%	21%	31%	10%	41%	54%
Male	*	728	745	24%	24%	20%	28%	5%	33%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	319	730	731	23%	23%	18%	29%	6%	35%	32%
Non-Economically Disadvantaged Students	227	738	760	19%	19%	23%	29%	10%	39%	63%
Students with Disabilities	52	694	720	*	*	*	*	*	*	21%
Students without Disabilities	494	737	755	17%	21%	21%	32%	8%	40%	57%
Multilingual Learners	32	688	711	*	*	*	*	*	*	13%
Non-Multilingual Learners	514	736	753	18%	21%	22%	31%	8%	39%	55%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	20%
Students in Foster Care	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	*	*	747	*	*	*	*	*	*	49%
Migrant Students	*	*	713	*	*	*	*	*	*	23%

Academic Achievement

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

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

English Language Arts Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	607	737	750	21%	17%	21%	32%	8%	40%	52%
White	*	*	760	*	*	*	*	*	*	63%
Hispanic	98	730	736	31%	19%	19%	21%	9%	31%	37%
Black or African American	498	738	734	20%	17%	21%	34%	8%	42%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	*	*	757	*	*	*	*	*	*	60%
Female	*	743	755	16%	17%	22%	34%	11%	45%	57%
Male	*	731	745	27%	18%	20%	30%	6%	35%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	339	732	732	26%	19%	19%	28%	7%	35%	33%
Non-Economically Disadvantaged Students	268	744	761	16%	15%	23%	36%	10%	46%	64%
Students with Disabilities	67	698	719	*	*	*	*	*	*	20%
Students without Disabilities	540	742	756	17%	16%	22%	35%	9%	45%	59%
Multilingual Learners	31	686	705	*	*	*	*	*	*	*
Non-Multilingual Learners	576	740	754	18%	18%	22%	34%	9%	42%	57%
Students Experiencing Homelessness	*	*	718	*	*	*	*	*	*	22%
Students in Foster Care	*	*	721	*	*	*	*	*	*	20%
Military-Connected Students	*	*	747	*	*	*	*	*	*	48%
Migrant Students	*	*	721	*	*	*	*	*	*	20%

Academic Achievement

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

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English Language Arts Assessment - Performance By Grade: Grade 6

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	588	729	751	20%	23%	31%	23%	3%	26%	53%
White	12	716	760	42%	0%	42%	17%	0%	17%	63%
Hispanic	96	725	738	27%	20%	25%	27%	1%	28%	39%
Black or African American	469	730	735	17%	24%	32%	23%	3%	26%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	748	*	*	*	*	*	*	49%
Two or More Races	*	*	758	*	*	*	*	*	*	60%
Female	*	733	756	16%	21%	32%	27%	4%	30%	59%
Male	*	724	746	23%	24%	31%	20%	2%	22%	48%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	282	730	735	20%	21%	33%	23%	3%	26%	35%
Non-Economically Disadvantaged Students	306	728	761	19%	24%	30%	24%	3%	26%	65%
Students with Disabilities	54	713	719	*	*	*	*	*	*	17%
Students without Disabilities	534	730	758	19%	21%	32%	25%	3%	28%	60%
Multilingual Learners	48	693	707	*	*	*	*	*	*	*
Non-Multilingual Learners	540	732	754	16%	22%	33%	25%	3%	28%	57%
Students Experiencing Homelessness	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	724	*	*	*	*	*	*	22%
Military-Connected Students	*	*	754	*	*	*	*	*	*	55%
Migrant Students	*	*	712	*	*	*	*	*	*	29%

Academic Achievement

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

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English Language Arts Assessment - Performance By Grade: Grade 7

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	555	731	752	24%	22%	21%	23%	10%	33%	54%
White	*	*	761	*	*	*	*	*	*	64%
Hispanic	99	725	737	33%	17%	19%	21%	9%	30%	39%
Black or African American	439	731	734	22%	23%	22%	23%	10%	33%	37%
Asian, Native Hawaiian, or Pacific Islander	*	*	785	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	51%
Two or More Races	*	*	759	*	*	*	*	*	*	60%
Female	*	738	758	19%	19%	22%	27%	13%	40%	60%
Male	*	722	746	30%	24%	21%	18%	6%	25%	48%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	257	729	734	24%	24%	20%	26%	7%	32%	36%
Non-Economically Disadvantaged Students	298	732	762	25%	19%	23%	20%	12%	33%	64%
Students with Disabilities	54	701	715	*	*	*	*	*	*	18%
Students without Disabilities	501	734	759	22%	19%	23%	25%	11%	36%	61%
Multilingual Learners	39	675	700	*	*	*	*	*	*	*
Non-Multilingual Learners	516	735	756	20%	22%	23%	25%	10%	35%	58%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	21%
Students in Foster Care	*	*	712	*	*	*	*	*	*	17%
Military-Connected Students	*	*	747	*	*	*	*	*	*	50%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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

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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	590	728	751	27%	19%	24%	24%	7%	31%	53%
White	*	*	760	*	*	*	*	*	*	62%
Hispanic	76	715	736	39%	24%	16%	20%	1%	21%	39%
Black or African American	501	731	735	25%	18%	25%	25%	7%	32%	37%
Asian, Native Hawaiian, or Pacific Islander	*	*	783	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	52%
Two or More Races	*	*	757	*	*	*	*	*	*	59%
Female	*	736	759	22%	16%	24%	29%	10%	38%	60%
Male	*	722	743	31%	22%	23%	20%	4%	23%	46%
Non-binary/undesignated gender	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	*	726	734	27%	21%	24%	23%	6%	28%	36%
Non-Economically Disadvantaged Students	*	730	761	27%	17%	23%	25%	7%	32%	63%
Students with Disabilities	64	694	713	*	*	*	*	*	*	16%
Students without Disabilities	526	733	758	22%	18%	26%	26%	7%	34%	60%
Multilingual Learners	38	700	701	*	*	*	*	*	*	*
Non-Multilingual Learners	552	730	755	25%	18%	24%	25%	7%	32%	56%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	23%
Students in Foster Care	*	*	708	*	*	*	*	*	*	14%
Military-Connected Students	*	*	743	*	*	*	*	*	*	43%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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

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English Language Arts Assessment - Performance By Grade: Grade 9

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	578	733	755	22%	20%	21%	28%	9%	37%	58%
White	*	*	764	*	*	*	*	*	*	67%
Hispanic	80	728	741	25%	24%	18%	29%	5%	34%	45%
Black or African American	482	734	737	23%	19%	21%	28%	9%	37%	40%
Asian, Native Hawaiian, or Pacific Islander	*	*	789	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	757	*	*	*	*	*	*	59%
Two or More Races	*	*	761	*	*	*	*	*	*	64%
Female	*	740	762	17%	18%	23%	33%	10%	43%	64%
Male	*	727	747	28%	21%	20%	23%	7%	31%	51%
Non-binary/undesignated gender	*	*	774	*	*	*	*	*	*	77%
Economically Disadvantaged Students	249	734	738	22%	20%	20%	29%	9%	38%	41%
Non-Economically Disadvantaged Students	329	733	764	23%	19%	22%	27%	9%	36%	67%
Students with Disabilities	*	697	717	*	*	*	*	*	*	19%
Students without Disabilities	*	739	761	18%	18%	22%	32%	10%	42%	64%
Multilingual Learners	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	733	758	22%	20%	21%	28%	9%	37%	61%
Students Experiencing Homelessness	*	*	721	*	*	*	*	*	*	25%
Students in Foster Care	*	*	714	*	*	*	*	*	*	20%
Military-Connected Students	*	*	749	*	*	*	*	*	*	51%
Migrant Students	*	*	683	*	*	*	*	*	*	*

Academic Achievement

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

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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	3,976	99.1%	14.9%	40.2%	14.9%	17.4%	Not Met
White	57	100%	10.5%	51.1%	10.5%	17.6%	Not Met
Hispanic	645	99.7%	14.7%	24.2%	14.7%	17.3%	Not Met
Black or African American	3,206	99%	14.9%	20.1%	14.9%	17.3%	Not Met
Asian, Native Hawaiian, or Pacific Islander	19	100%	26.3%	74.4%	26.3%	**	**
American Indian or Alaska Native	15	93.7%	26.7%	42%	26.3%	**	**
Two or More Races	34	100%	20.6%	48.9%	20.6%	25.2%	Met Target†
Female	*	99.3%	14%	38.4%	14%		
Male	*	99%	15.8%	42%	15.8%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	1,973	99%	13.8%	21.7%	13.8%	17.1%	Not Met
Non-Economically Disadvantaged Students	2,003	99.3%	16.1%	51.5%	16.1%		
Students with Disabilities	539	97.2%	13.7%	16.6%	13.7%	14.8%	Met Target†
Students without Disabilities	3,437	99.4%	15.1%	45.4%	15.1%		
Multilingual Learners	315	99.5%	<10%	18.7%	<10%	10.8%	Not Met
Non-Multilingual Learners	3,661	99.1%	15.6%	43.5%	15.6%		
Students Experiencing Homelessness	26	96.8%	15.4%	12.9%	15.4%		
Students in Foster Care	*	*	*	12.4%	*		
Military-Connected Students	*	*	*	38.8%	*		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

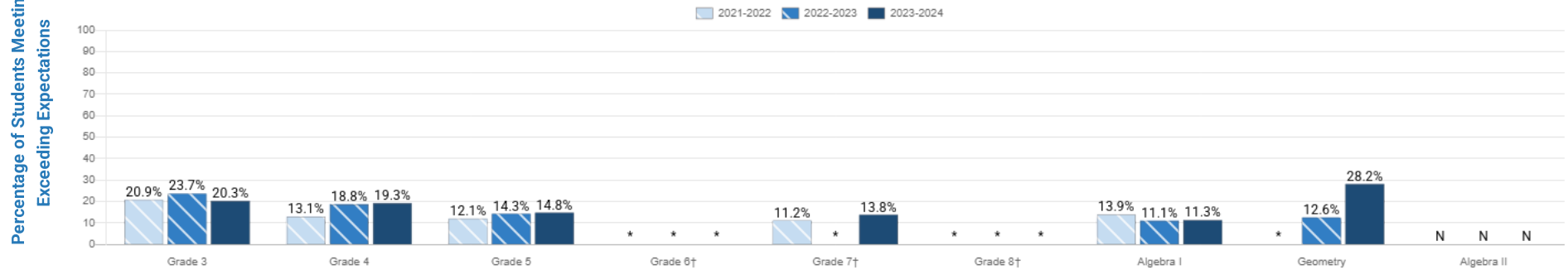
Academic Achievement

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

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

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Mathematics Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	558	723	747	27%	24%	29%	18%	3%	20%	48%
White	10	712	757	50%	20%	20%	10%	0%	10%	60%
Hispanic	111	715	732	34%	28%	21%	17%	0%	17%	31%
Black or African American	425	725	728	24%	24%	31%	18%	3%	21%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	51%
Two or More Races	*	*	755	*	*	*	*	*	*	56%
Female	*	720	744	29%	26%	26%	17%	1%	18%	45%
Male	*	726	749	24%	22%	32%	18%	4%	22%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	316	717	729	33%	24%	28%	14%	2%	16%	28%
Non-Economically Disadvantaged Students	242	730	758	19%	24%	31%	23%	4%	26%	60%
Students with Disabilities	45	705	725	56%	18%	16%	9%	2%	11%	25%
Students without Disabilities	513	724	751	24%	25%	30%	19%	3%	21%	52%
Multilingual Learners	63	710	722	37%	30%	24%	10%	0%	10%	20%
Non-Multilingual Learners	495	724	751	25%	23%	30%	19%	3%	22%	52%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	17%
Students in Foster Care	*	*	719	*	*	*	*	*	*	18%
Military-Connected Students	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	727	*	*	*	*	*	*	12%

Academic Achievement

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

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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	581	722	744	26%	32%	23%	18%	1%	19%	45%
White	18	717	754	33%	17%	39%	11%	0%	11%	57%
Hispanic	108	723	730	19%	38%	27%	14%	2%	16%	28%
Black or African American	443	722	726	26%	32%	22%	19%	1%	20%	24%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	50%
Two or More Races	*	*	752	*	*	*	*	*	*	54%
Female	*	723	743	25%	32%	22%	20%	1%	21%	43%
Male	*	721	746	27%	32%	24%	16%	2%	18%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	344	719	727	27%	35%	23%	15%	0%	15%	25%
Non-Economically Disadvantaged Students	237	726	755	24%	28%	23%	23%	3%	25%	58%
Students with Disabilities	52	701	722	*	*	*	*	*	*	21%
Students without Disabilities	529	724	749	24%	31%	25%	19%	1%	21%	50%
Multilingual Learners	64	710	718	*	*	*	*	*	*	14%
Non-Multilingual Learners	517	724	748	24%	32%	23%	20%	1%	21%	49%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	15%
Students in Foster Care	*	*	716	*	*	*	*	*	*	15%
Military-Connected Students	*	*	744	*	*	*	*	*	*	43%
Migrant Students	*	*	721	*	*	*	*	*	*	17%

Academic Achievement

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

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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	636	718	741	27%	34%	25%	14%	1%	15%	40%
White	11	719	751	*	*	*	*	*	*	53%
Hispanic	109	717	726	24%	41%	22%	12%	1%	13%	23%
Black or African American	511	718	722	27%	32%	25%	14%	1%	15%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	*	*	748	*	*	*	*	*	*	49%
Female	*	719	739	24%	36%	24%	14%	1%	15%	38%
Male	*	717	742	29%	32%	25%	14%	1%	15%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	357	716	724	29%	36%	22%	13%	0%	14%	20%
Non-Economically Disadvantaged Students	279	721	752	24%	32%	28%	14%	2%	16%	53%
Students with Disabilities	67	699	717	*	*	*	*	*	*	16%
Students without Disabilities	569	720	746	25%	33%	26%	15%	1%	16%	45%
Multilingual Learners	59	702	711	*	*	*	*	*	*	*
Non-Multilingual Learners	577	720	744	24%	34%	26%	15%	1%	16%	44%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	12%
Students in Foster Care	*	*	714	*	*	*	*	*	*	10%
Military-Connected Students	*	*	741	*	*	*	*	*	*	40%
Migrant Students	*	*	724	*	*	*	*	*	*	27%

Academic Achievement

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

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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	619	712	737	*	*	*	*	*	*	36%
White	17	718	746	*	*	*	*	*	*	47%
Hispanic	110	716	723	*	*	*	*	*	*	20%
Black or African American	481	711	718	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	*	*	*	*	*	*	73%
American Indian or Alaska Native	*	*	735	*	*	*	*	*	*	33%
Two or More Races	*	*	743	*	*	*	*	*	*	45%
Female	*	713	736	*	*	*	*	*	*	34%
Male	*	712	738	*	*	*	*	*	*	38%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	290	711	721	*	*	*	*	*	*	17%
Non-Economically Disadvantaged Students	329	714	747	*	*	*	*	*	*	48%
Students with Disabilities	55	709	714	*	*	*	*	*	*	12%
Students without Disabilities	564	713	741	*	*	*	*	*	*	41%
Multilingual Learners	72	708	707	*	*	*	*	*	*	*
Non-Multilingual Learners	547	713	740	*	*	*	*	*	*	39%
Students Experiencing Homelessness	*	*	711	*	*	*	*	*	*	*
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	739	*	*	*	*	*	*	37%
Migrant Students	*	*	704	*	*	*	*	*	*	13%

Academic Achievement

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

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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	580	721	739	19%	39%	28%	13%	1%	14%	37%
White	*	*	748	*	*	*	*	*	*	50%
Hispanic	115	725	728	12%	39%	33%	16%	0%	16%	23%
Black or African American	448	720	724	21%	40%	25%	13%	1%	14%	18%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	*	*	743	*	*	*	*	*	*	44%
Female	*	722	738	20%	38%	28%	13%	1%	14%	36%
Male	*	721	739	18%	41%	28%	13%	0%	13%	39%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	265	720	726	20%	43%	26%	11%	0%	11%	20%
Non-Economically Disadvantaged Students	315	723	747	19%	36%	30%	15%	1%	16%	48%
Students with Disabilities	54	711	716	*	*	*	*	*	*	12%
Students without Disabilities	526	723	743	18%	38%	28%	14%	1%	15%	43%
Multilingual Learners	64	715	714	*	*	*	*	*	*	*
Non-Multilingual Learners	516	722	741	18%	39%	28%	14%	1%	15%	40%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	11%
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	740	*	*	*	*	*	*	39%
Migrant Students	*	*	708	*	*	*	*	*	*	*

Academic Achievement

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

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

Mathematics Assessment - Performance By Grade: Grade 8

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	499	697	719	*	*	*	*	*	*	19%
White	*	*	729	*	*	*	*	*	*	27%
Hispanic	75	696	713	*	*	*	*	*	*	13%
Black or African American	*	697	707	*	*	*	*	*	*	10%
Asian, Native Hawaiian, or Pacific Islander	*	*	740	*	*	*	*	*	*	40%
American Indian or Alaska Native	*	*	722	*	*	*	*	*	*	21%
Two or More Races	*	*	722	*	*	*	*	*	*	22%
Female	*	698	719	*	*	*	*	*	*	19%
Male	*	697	719	*	*	*	*	*	*	20%
Non-binary/undesignated gender	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	205	697	711	*	*	*	*	*	*	12%
Non-Economically Disadvantaged Students	294	698	725	*	*	*	*	*	*	25%
Students with Disabilities	66	689	702	*	*	*	*	*	*	*
Students without Disabilities	433	698	724	*	*	*	*	*	*	23%
Multilingual Learners	57	688	701	*	*	*	*	*	*	*
Non-Multilingual Learners	442	698	721	*	*	*	*	*	*	21%
Students Experiencing Homelessness	*	*	704	*	*	*	*	*	*	*
Students in Foster Care	*	*	696	*	*	*	*	*	*	*
Military-Connected Students	*	*	722	*	*	*	*	*	*	19%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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

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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	542	713	738	31%	37%	21%	11%	0%	11%	40%
White	*	*	748	*	*	*	*	*	*	51%
Hispanic	83	710	723	31%	41%	16%	12%	0%	12%	23%
Black or African American	443	714	719	31%	36%	22%	11%	0%	11%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	*	*	746	*	*	*	*	*	*	49%
Female	*	712	737	32%	37%	20%	11%	0%	11%	39%
Male	*	714	739	30%	37%	22%	12%	0%	12%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	229	713	722	29%	40%	20%	12%	0%	12%	22%
Non-Economically Disadvantaged Students	313	713	747	33%	35%	22%	11%	0%	11%	50%
Students with Disabilities	72	695	710	*	*	*	*	*	*	11%
Students without Disabilities	470	716	743	27%	37%	24%	12%	0%	12%	45%
Multilingual Learners	*	*	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	713	741	31%	37%	21%	11%	0%	11%	43%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	13%
Students in Foster Care	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	696	*	*	*	*	*	*	*

Academic Achievement

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

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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	85	737	750	2%	27%	42%	27%	1%	28%	53%
White	*	*	752	*	*	*	*	*	*	57%
Hispanic	13	738	735	0%	23%	54%	23%	0%	23%	29%
Black or African American	*	736	733	3%	28%	41%	27%	1%	28%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	66%
Two or More Races	*	*	756	*	*	*	*	*	*	63%
Female	*	733	748	2%	36%	40%	22%	0%	22%	50%
Male	*	741	752	3%	18%	45%	33%	3%	35%	57%
Non-binary/undesignated gender	*	*	752	*	*	*	*	*	*	60%
Economically Disadvantaged Students	42	734	734	5%	33%	40%	19%	2%	21%	28%
Non-Economically Disadvantaged Students	43	740	754	0%	21%	44%	35%	0%	35%	60%
Students with Disabilities	*	*	727	*	*	*	*	*	*	24%
Students without Disabilities	*	737	751	2%	27%	42%	27%	1%	28%	54%
Multilingual Learners	*	*	716	*	*	*	*	*	*	11%
Non-Multilingual Learners	*	737	751	2%	27%	42%	27%	1%	28%	55%
Students Experiencing Homelessness	*	*	727	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	743	*	*	*	*	*	*	44%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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

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Mathematics Assessment - Performance By Test: Algebra II

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

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

Academic Achievement

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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	ELA: Participation Rate	Math: # Students Tested	Math: Participation Rate
3	26	100.0%	26	100.0%
4	31	96.9%	31	96.9%
5	26	100.0%	26	100.0%
6	26	100.0%	26	100.0%
7	28	100.0%	28	100.0%
8	24	100.0%	24	100.0%
11	17	94.4%	17	94.4%

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	517	*	>90%	*	<10%
3-4	121	*	>90%	*	<10%
5 or more	134	*	>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	19.7%	22.7%	Met Target†

† Target was met within a confidence interval.

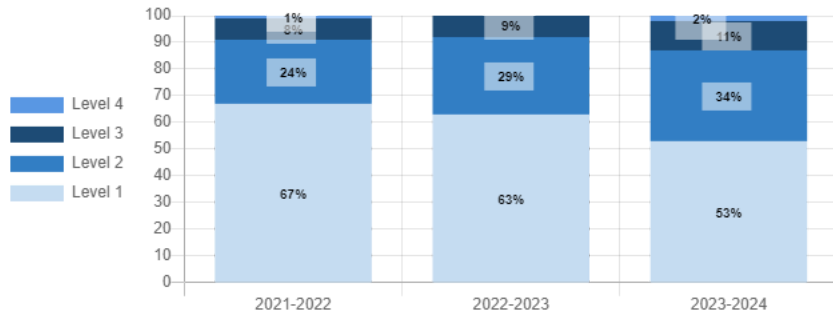
Academic Achievement

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

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

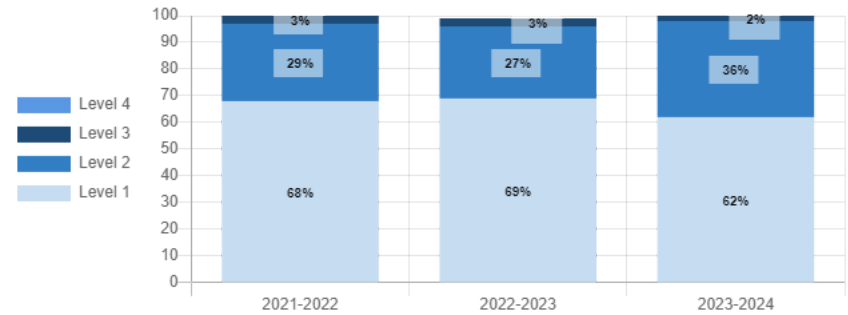
NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 8 Summary

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



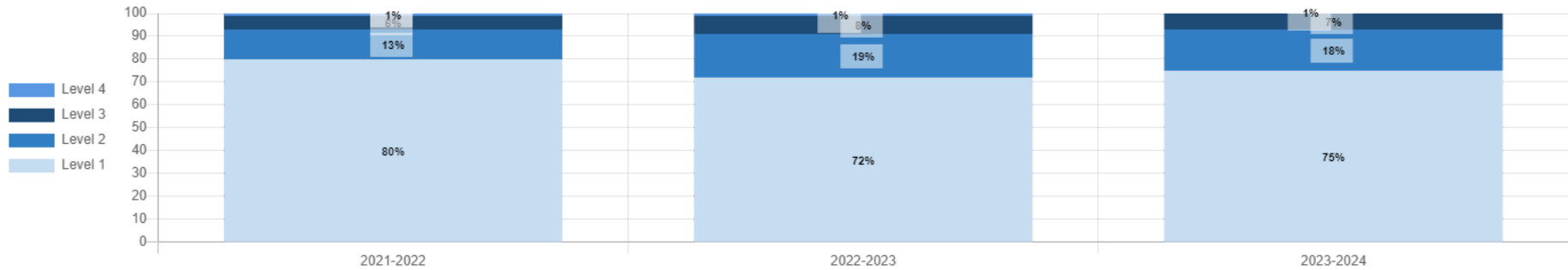
Academic Achievement

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

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

NJSLA Science Assessment: Grade 11 Summary

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



Academic Achievement

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

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

NJSLA Science Assessment: Grade 5

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	53%	34%	11%	2%	35%	37%	21%	6%
White	62%	23%	15%	0%	22%	42%	28%	8%
Hispanic	60%	29%	8%	3%	51%	36%	12%	2%
Black or African American	52%	35%	12%	2%	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	*	*	*	*	27%	36%	27%	10%
Female	53%	33%	12%	2%	35%	39%	20%	6%
Male	54%	35%	10%	2%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	56%	31%	10%	2%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	50%	37%	12%	2%	24%	39%	28%	10%
Students with Disabilities	87%	10%	3%	0%	64%	27%	8%	2%
Students without Disabilities	49%	37%	12%	2%	30%	39%	24%	7%
Multilingual Learners	86%	12%	2%	0%	78%	20%	2%	0%
Non-Multilingual Learners	50%	36%	12%	2%	30%	39%	23%	7%
Students Experiencing Homelessness	*	*	*	*	68%	25%	6%	1%
Students in Foster Care	*	*	*	*	67%	28%	3%	1%
Military-Connected Students	*	*	*	*	30%	42%	23%	5%
Migrant Students	*	*	*	*	73%	27%	0%	0%

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	62%	36%	2%	0%	36%	45%	14%	5%
White	*	*	*	*	23%	52%	19%	6%
Hispanic	65%	34%	1%	0%	51%	42%	6%	1%
Black or African American	61%	37%	2%	0%	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	*	*	*	*	27%	46%	19%	8%
Female	64%	35%	1%	0%	35%	47%	13%	4%
Male	60%	37%	2%	0%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	61%	38%	1%	0%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	62%	35%	2%	0%	26%	48%	19%	7%
Students with Disabilities	82%	18%	0%	0%	67%	29%	3%	1%
Students without Disabilities	60%	38%	2%	0%	30%	48%	16%	6%
Multilingual Learners	75%	25%	0%	0%	75%	24%	1%	0%
Non-Multilingual Learners	61%	37%	2%	0%	32%	47%	15%	5%
Students Experiencing Homelessness	*	*	*	*	66%	32%	2%	0%
Students in Foster Care	*	*	*	*	80%	19%	1%	0%
Military-Connected Students	*	*	*	*	40%	47%	10%	3%
Migrant Students	*	*	*	*	*	*	*	*

Academic Achievement

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

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

NJSLA Science Assessment: Grade 11

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	75%	18%	7%	1%	45%	27%	19%	9%
White	80%	10%	10%	0%	34%	30%	26%	11%
Hispanic	81%	11%	7%	1%	61%	25%	11%	3%
Black or African American	74%	19%	7%	1%	64%	24%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	17%	23%	33%	28%
American Indian or Alaska Native	*	*	*	*	54%	21%	19%	6%
Two or More Races	58%	33%	8%	0%	38%	26%	25%	11%
Female	71%	22%	7%	0%	43%	29%	20%	7%
Male	78%	14%	7%	1%	47%	24%	18%	10%
Non-binary/undesignated gender	*	*	*	*	26%	28%	30%	16%
Economically Disadvantaged Students	78%	17%	5%	0%	63%	24%	11%	2%
Non-Economically Disadvantaged Students	73%	18%	8%	1%	37%	28%	24%	12%
Students with Disabilities	*	*	*	*	77%	16%	5%	1%
Students without Disabilities	73%	19%	7%	1%	40%	28%	22%	10%
Multilingual Learners	86%	8%	6%	0%	88%	10%	1%	0%
Non-Multilingual Learners	74%	19%	7%	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	*	*	*	*	*	*	*	*

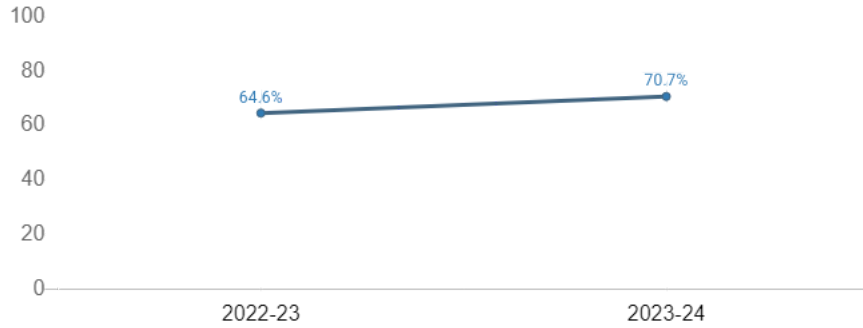
Academic Achievement

Graduation Proficiency Assessment (NJGPA) Trends

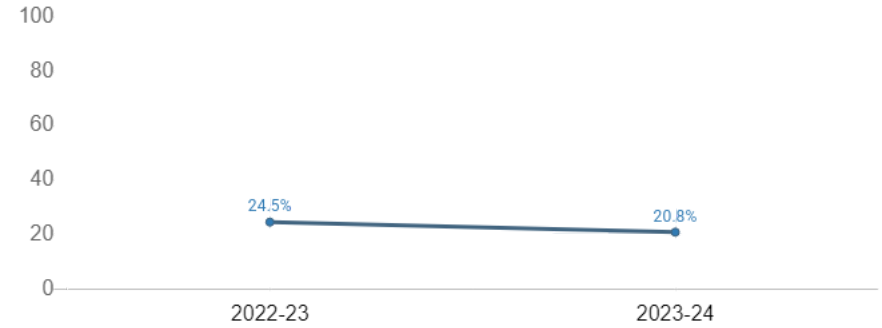
These graphs show trends in performance on the New Jersey Graduation Proficiency Assessment (NJGPA) for the last two years. Students are identified as either Graduation Ready or Not Yet Graduation Ready for both English Language Arts (ELA) and mathematics based on their scores on the assessment. These 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	64.6%	70.7%	24.5%	20.8%
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	662	70.7%	82.5%	658	20.8%	55.6%
White	10	40%	90%	10	30%	69.1%
Hispanic	101	47.5%	72.3%	101	<10%	38%
Black or African American	541	75.6%	73.6%	537	22.2%	33.1%
Asian, Native Hawaiian, or Pacific Islander	*	*	>90%	*	*	87.9%
American Indian or Alaska Native	*	*	76.2%	*	*	43.8%
Two or More Races	*	*	87.5%	*	*	62%
Female	*	75.2%	86.9%	*	22.2%	56.6%
Male	*	66.2%	78.3%	*	19.5%	54.7%
Non-binary/undesignated gender	*	*	87.7%	*	*	69.9%
Economically Disadvantaged Students	242	67.8%	71.7%	240	18.8%	36%
Non-Economically Disadvantaged Students	420	72.4%	87.6%	418	22%	65.1%
Students with Disabilities	69	34.8%	53.6%	69	<10%	18.2%
Students without Disabilities	593	74.9%	87.4%	589	22.8%	62%
Multilingual Learners	65	40%	24.4%	64	<10%	12.5%
Non-Multilingual Learners	597	74%	86.5%	594	22.2%	58.8%
Students experiencing homelessness	*	*	58.6%	*	*	23%
Students in Foster Care	*	*	44.3%	*	*	22.6%
Military-Connected Students	*	*	82%	*	*	48.1%
Migrant Students	*	*	50%	*	*	25.5%

College and Career Readiness

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

PSAT, SAT, & ACT - Participation

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

Participation Type	District Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2023-2024	82.7%	80.7%
12th graders taking SAT in 2023-2024 or prior years	84.8%	62.7%
12th graders taking ACT in 2023-2024 or prior years	0.8%	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	386	459	Grade 10: 430 Grade 11: 460	26%	54%
PSAT 10/NMSQT - Math	370	454	Grade 10: 480 Grade 11: 510	*	32%
SAT - Reading and Writing	434	530	480	30%	65%
SAT - Math	406	519	530	10%	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	9.1%	0.0%	35.9%	26.9%
White	5.3%	0.0%	41.8%	33.0%
Hispanic	13.0%	0.0%	23.2%	20.9%
Black or African American	8.4%	0.0%	20.3%	17.4%
Asian, Native Hawaiian, or Pacific Islander	*	*	70.5%	32.5%
American Indian or Alaska Native	*	*	30.4%	28.6%
Two or More Races	*	*	41.0%	29.0%
Female	12.9%	0.0%	41.4%	30.2%
Male	5.6%	0.0%	30.6%	23.7%
Non-Binary/Undesignated Gender	N	N	42.9%	28.4%
Economically Disadvantaged Students	9.1%	0.0%	22.8%	20.2%
Students with Disabilities	0.0%	0.0%	4.8%	10.9%
Multilingual Learners	7.9%	0.0%	9.8%	8.8%
Students experiencing homelessness	*	*	12.6%	15.1%
Students in Foster Care	N	N	4.5%	10.6%
Military-Connected Students	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	7	11
AP African American Studies (Pilot 2 - 2023-24)	0	19
AP Biology	0	31
AP Calculus AB	11	18
AP Chemistry	14	24
AP Computer Science A	9	10
AP Computer Science Principles	4	11
AP English Language and Composition	32	31
AP English Literature and Composition	22	52
AP Physics 1	17	16
AP Spanish Language and Culture	14	14
AP Statistics	0	30
AP U.S. Government and Politics	6	6
AP U.S. History	39	31
Total Exams taken		304
Exams with scores of at least 3 on AP exams or 4 on IB exams		121

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
French	*	*
Haitian Creole	*	*
Spanish	22	3.5%
Total Seals Earned	26	
Total Unique Students Earning Seals	26	4.2%
Current and Former Multilingual Learners Earning Seals	17	24.3%†

†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	9.7%	9.5%	7.6%	10.4%
White	3.1%	0.0%	6.1%	10.0%
Hispanic	9.1%	6.2%	9.3%	10.8%
Black or African American	9.8%	10.3%	9.5%	10.7%
Asian, Native Hawaiian, or Pacific Islander	20.0%	0.0%	5.5%	10.5%
American Indian or Alaska Native	*	*	8.3%	8.8%
Two or More Races	10.0%	0.0%	7.5%	10.1%
Female	10.0%	10.6%	7.5%	10.9%
Male	9.4%	8.4%	7.7%	9.9%
Non-Binary/Undesignated Gender	*	*	8.9%	15.2%
Economically Disadvantaged Students	11.7%	9.6%	9.8%	10.7%
Students with Disabilities	6.8%	6.5%	6.0%	7.9%
Multilingual Learners	6.6%	1.4%	8.0%	3.5%
Students experiencing homelessness	8.3%	16.7%	7.7%	6.2%
Students in Foster Care	*	*	5.9%	6.7%
Military-Connected Students	*	*	12.6%	15.8%
Migrant Students	*	*	2.3%	0.0%

College and Career Readiness

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

Work-Based Learning Participation by Career Cluster

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

Career Cluster	Number of Students Participating in Work-Based Learning	Percentage of Students Participating in Work-Based Learning
Arts, A/V Technology & Communications	62	66.0%
Business Management & Administration	52	37.4%
Finance	23	56.1%
Health Science	60	65.2%
Hospitality & Tourism	*	*
Human Services	10	31.3%
Information Technology	*	*
Manufacturing	17	38.6%
Science, Technology, Engineering & Mathematics	*	*
Transportation, Distribution & Logistics	41	78.8%
Total	266	53.4%

College and Career Readiness

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

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

District 0.0%
 State 2.2%

College and Career Readiness

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

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Arts, A/V Technology & Communications	94	*	*
Business Management & Administration	139	*	*
Finance	41	*	*
Health Science	92	*	*
Hospitality & Tourism	*	*	*
Human Services	32	*	*
Information Technology	*	*	*
Manufacturing	44	*	*
Science, Technology, Engineering & Mathematics	*	*	*
Transportation, Distribution & Logistics	52	*	*
Total	498	*	*

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	527
7	0	0	0	0	0	0	398
8	106	0	0	0	0	0	388
9	508	91	5	0	0	0	361
10	6	477	74	2	0	0	361
11	3	21	432	36	5	0	76
12	3	11	31	20	15	0	12
Total	626	600	542	58	20	0	2,123
Enrolled in AP/IB Course					11	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	16	3	168	0	425	0
10	332	177	11	0	43	0
11	109	418	7	0	19	0
12	29	24	7	0	18	0
Total	486	622	193	0	505	0
Enrolled in AP/IB Course	0	14		0	17	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	602	15	0	0	0	0
10	17	605	0	0	0	0
11	10	610	0	0	2	6
12	6	102	0	0	22	191
Total	635	1,332	0	0	24	197
Enrolled in AP/IB Course	0	39	0	0		6
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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	305	0	0	0	0	0	1
7	42	0	0	0	0	0	0
8	50	0	0	0	0	0	0
9	85	31	0	0	0	0	0
10	279	102	0	0	0	0	0
11	258	150	0	0	0	0	0
12	52	36	0	0	0	0	0
Total	1,071	319	0	0	0	0	1
Enrolled in AP/IB Course	14	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	42	16	0	0	0	0	0

College and Career Readiness

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

Computer Science – Course Participation

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

Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
KG	N	N	N	N	N	N	N
1	N	N	N	N	N	N	N
2	N	N	N	N	N	N	N
3	N	N	N	N	N	N	N
4	N	N	N	N	N	N	N
5	N	N	N	N	N	N	N
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
9	27	0	0	0	0	0	0
10	9	0	0	14	0	0	0
11	29	1	0	0	0	0	0
12	5	3	0	1	0	0	0
Total	70	4	0	15	0	0	0
Enrolled in AP/IB Course	9	4		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

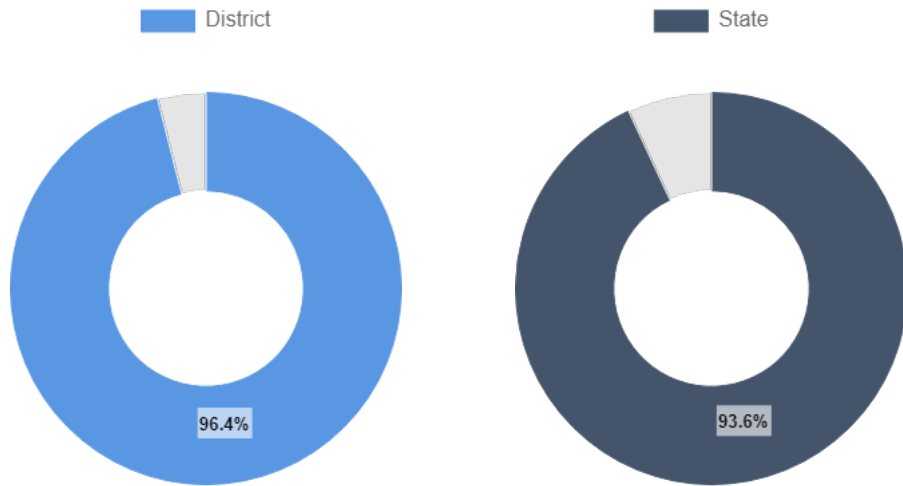
College and Career Readiness

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.

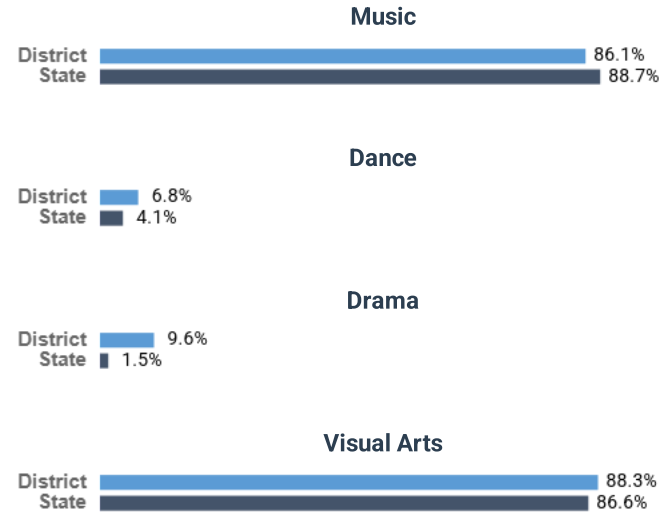
Visual and Performing Arts – Course Participation

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:



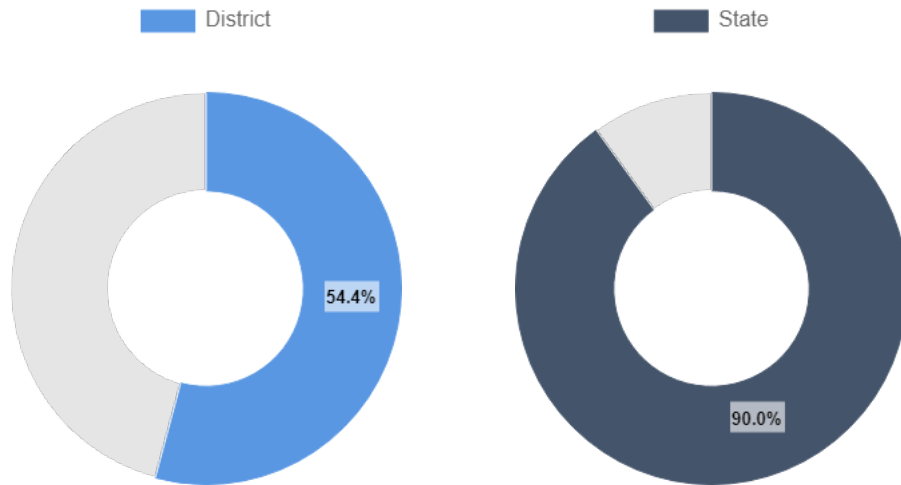
College and Career Readiness

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.

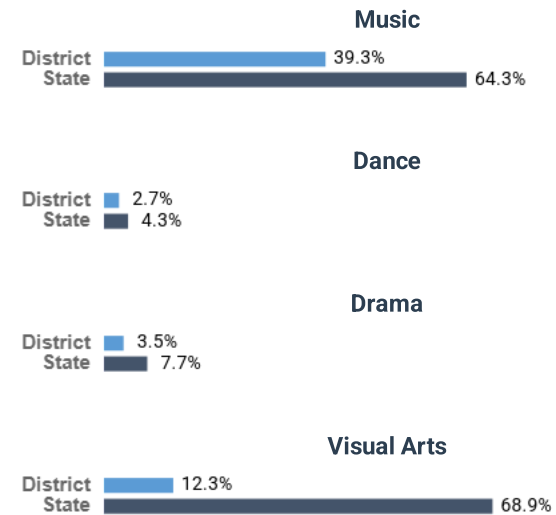
Visual and Performing Arts – Course Participation

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:



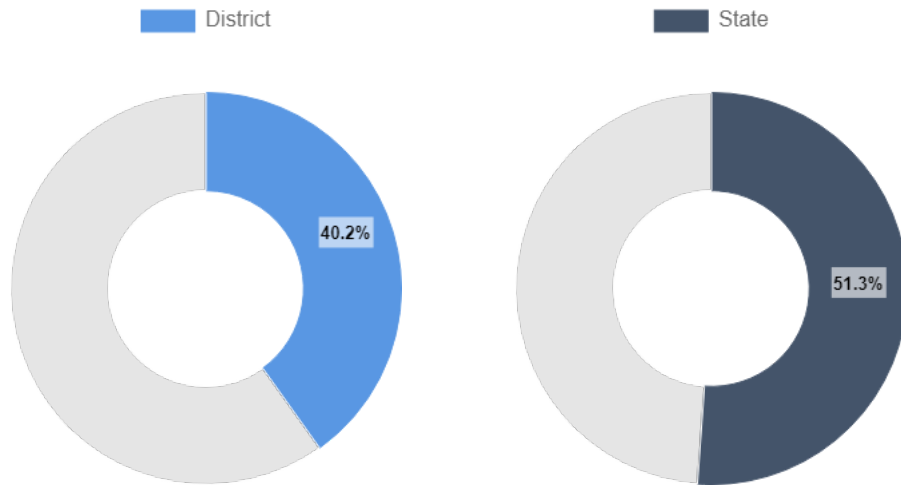
College and Career Readiness

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.

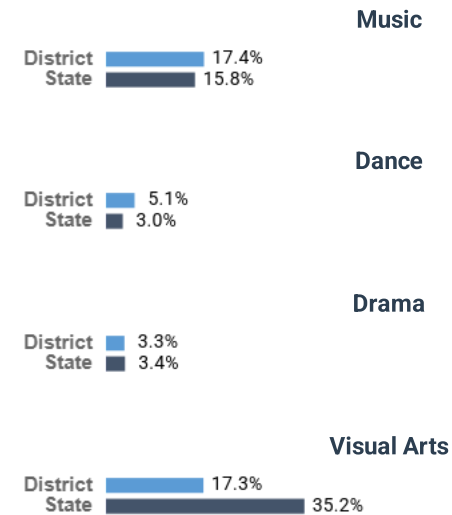
Visual and Performing Arts – Course Participation

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.

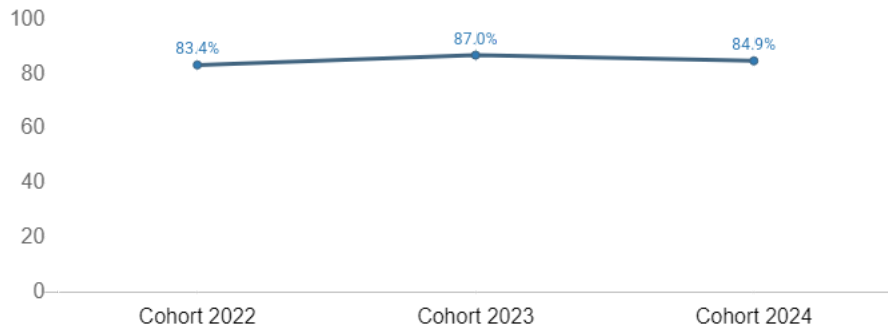
To be included as a graduate in the federal version of the graduation rate, students must have met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless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

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

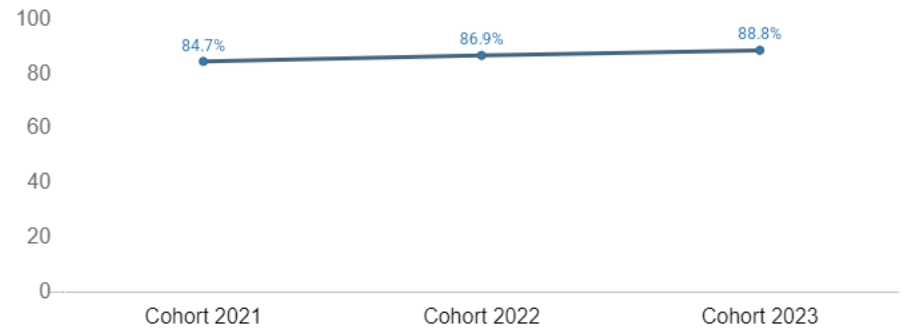
Graduation Rate Trends and Progress

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

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2022 4-Year Rate	Cohort 2023 4-Year Rate	Cohort 2024 4-Year Rate	Cohort 2021 5-Year Rate	Cohort 2022 5-Year Rate	Cohort 2023 5-Year Rate
Graduation Rate	83.4%	87.0%	84.9%	84.7%	86.9%	88.8%
Statewide Graduation Rate	90.9%	91.1%	91.3%	92.5%	92.7%	92.6%

Graduation/ Postsecondary

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

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

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

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

Cohort 2024 4-Year Graduation Cohort Profile

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

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	84.9%	3.4%	11.7%	91.3%	3.8%	4.9%
White	*	*	*	95.0%	2.6%	2.5%
Hispanic	76.5%	5.9%	17.6%	86.9%	4.9%	8.3%
Black or African American	86.6%	2.8%	10.6%	86.5%	6.0%	7.5%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	96.7%	2.3%	1.0%
American Indian or Alaska Native	N	N	N	91.7%	3.8%	4.5%
Two or More Races	N	N	N	92.3%	3.5%	4.3%
Female	88.0%	3.0%	9.0%	93.1%	2.8%	4.1%
Male	82.2%	3.7%	14.1%	89.5%	4.7%	5.7%
Non-Binary/Undesignated Gender	N	N	N	86.7%	3.3%	10.0%
Economically Disadvantaged Students	87.3%	3.7%	9.0%	87.1%	5.3%	7.7%
Students with Disabilities	70.4%	15.3%	14.3%	80.7%	12.5%	6.8%
Multilingual Learners	71.7%	8.3%	20.0%	78.9%	7.5%	13.6%
Students experiencing homelessness	88.2%	5.9%	5.9%	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	N	N	N	88.2%	3.9%	7.9%

Graduation/ Postsecondary

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

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

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

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

Cohort 2023 5-Year Graduation Cohort Profile

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

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	88.8%	0.9%	10.3%	92.6%	1.7%	5.6%
White	*	*	*	95.9%	1.5%	2.6%
Hispanic	85.5%	0.0%	14.5%	88.2%	1.9%	9.9%
Black or African American	89.6%	1.1%	9.3%	88.9%	2.5%	8.7%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	97.5%	1.3%	1.2%
American Indian or Alaska Native	*	*	*	92.5%	0.0%	7.5%
Two or More Races	*	*	*	94.7%	1.0%	4.3%
Female	91.3%	0.0%	8.7%	94.4%	1.2%	4.4%
Male	86.3%	1.8%	11.9%	91.0%	2.2%	6.8%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	88.4%	0.9%	10.7%	88.8%	2.0%	9.2%
Students with Disabilities	79.4%	6.2%	14.4%	84.1%	8.2%	7.7%
Multilingual Learners	86.9%	0.0%	13.1%	78.0%	2.0%	20.0%
Students experiencing homelessness	85.0%	0.0%	15.0%	78.0%	3.9%	18.1%
Students in Foster Care	*	*	*	67.0%	7.5%	25.5%
Military-Connected Students	N	N	N	96.0%	0.8%	3.1%
Migrant Students	N	N	N	66.7%	10.7%	22.6%

Graduation/ Postsecondary

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

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

To be included as a graduate in the federal version of the graduation rate, students must have 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	87.5%	1.1%	11.4%	88.6%	93.2%	1.0%	5.8%	94.2%
White	*	*	*	*	96.4%	0.9%	2.7%	97.3%
Hispanic	83.8%	1.3%	15.0%	85.0%	88.2%	1.0%	10.8%	89.2%
Black or African American	87.9%	1.1%	11.0%	89.0%	89.6%	1.4%	9.0%	91.0%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	98.1%	0.8%	1.0%	99.0%
American Indian or Alaska Native	*	*	*	*	93.6%	0.8%	5.6%	94.4%
Two or More Races	*	*	*	*	92.9%	1.3%	5.9%	94.1%
Female	90.1%	0.6%	9.3%	90.7%	95.0%	0.6%	4.4%	95.6%
Male	85.1%	1.5%	13.4%	86.6%	91.5%	1.4%	7.1%	92.9%
Non-Binary/Undesignated Gender	N	N	N	N	*	*	*	*
Economically Disadvantaged Students	87.8%	1.2%	11.0%	89.0%	88.8%	1.1%	10.2%	89.8%
Students with Disabilities	80.9%	6.1%	13.0%	87.0%	86.6%	5.4%	8.0%	92.0%
Multilingual Learners	84.1%	0.0%	15.9%	84.1%	77.6%	0.6%	21.9%	78.1%
Students experiencing homelessness	76.9%	0.0%	23.1%	76.9%	76.2%	1.4%	22.4%	77.6%
Students in Foster Care	*	*	*	*	64.1%	3.5%	32.4%	67.6%
Military-Connected Students	*	*	*	*	92.9%	1.7%	5.4%	94.6%
Migrant Students	N	N	N	N	67.1%	2.4%	30.5%	69.5%

Graduation/ Postsecondary

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

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

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

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

Federal Graduation Rates

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

Student Group	2024 4-Year Federal Graduation	2023 5-Year Federal Graduation	2022 6-Year Federal Graduation	State: 2024 4-Year Federal Graduation	State: 2023 5-Year Federal Graduation	State: 2022 6-Year Federal Graduation
	Rate	Rate	Rate	Rate	Rate	Rate
Districtwide	77.4%	88.4%	84.5%	87.7%	91.8%	87.0%
White	*	*	*	91.5%	95.0%	90.0%
Hispanic	68.6%	85.5%	81.3%	83.3%	87.4%	82.1%
Black or African American	79.2%	89.2%	84.9%	80.9%	87.6%	80.8%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	96.1%	97.3%	96.6%
American Indian or Alaska Native	N	*	*	84.1%	92.5%	86.4%
Two or More Races	N	*	*	89.0%	93.0%	86.2%
Female	83.4%	90.7%	88.2%	90.5%	93.7%	90.6%
Male	72.1%	86.3%	80.9%	85.2%	90.0%	83.7%
Non-Binary/Undesignated Gender	N	N	N	83.3%	*	*
Economically Disadvantaged Students	79.0%	88.2%	84.8%	82.6%	87.8%	81.4%
Students with Disabilities	16.3%	77.3%	63.5%	60.2%	79.2%	51.8%
Multilingual Learners	71.7%	86.9%	84.1%	77.6%	77.6%	75.7%
Students experiencing homelessness	76.5%	85.0%	69.2%	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	N	N	85.5%	64.3%	64.6%

Graduation/ Postsecondary

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

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

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

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

Accountability Graduation Rates

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

Student Group	Cohort 2023: 4-Year Graduation Rate	Cohort 2023: Annual Target	Cohort 2023: Met Target	Cohort 2022: 5-Year Graduation Rate	Cohort 2022: Annual Target	Cohort 2022: Met Target
Districtwide	87.0%	80.0%	Met Target	84.2%	N	N
White	*	**	**	*	**	**
Hispanic	85.5%	77.9%	Met Target	82.3%	N	N
Black or African American	87.8%	80.2%	Met Target	84.5%	N	N
Asian, Native Hawaiian, or Pacific Islander	*	**	**	*	**	**
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	*	**	**	*	**	**
Economically Disadvantaged Students	86.7%	80.1%	Met Target	84.8%	N	N
Students with Disabilities	74.5%	50.6%	Met Target	63.5%	N	N
Multilingual Learners	86.9%	84.3%	Met Target	84.1%	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	65.1%	25.6%
Substitute Competency Test	9.5%	23.1%
Portfolio Appeals Process	16.3%	41.9%
Alternate Requirements Specified in IEP	8.7%	8.8%
Unknown/Other	0.5%	0.5%

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	2.7%	1.0%
2022-2023	4.3%	1.2%
2021-2022	4.7%	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.

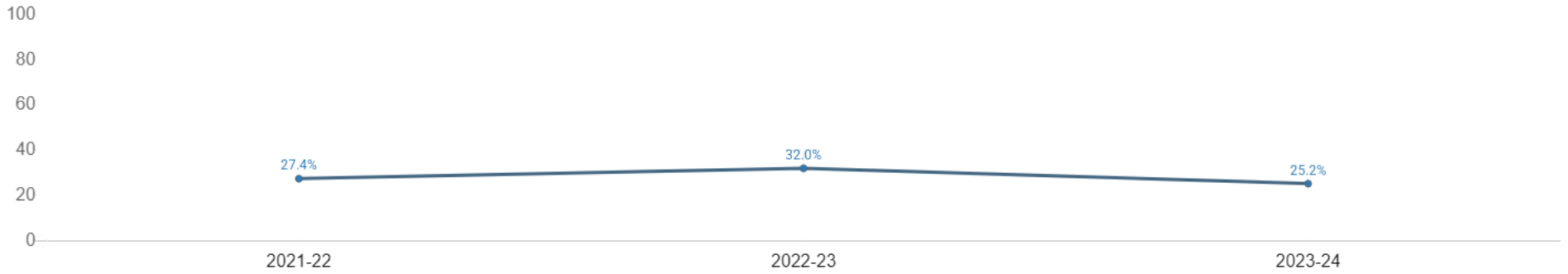
Year of Graduation	Graduates enrolled in apprenticeship programs
2023	*
2022	*
2021	*
2020	*
2019	*
2018	*
2017	*
2016	*

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	27.4%	32.0%	25.2%
ESSA Target (State Average for Grades Served)	18.1%	16.6%	14.9%
Met ESSA Target	Not Met	Not Met	Not Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%

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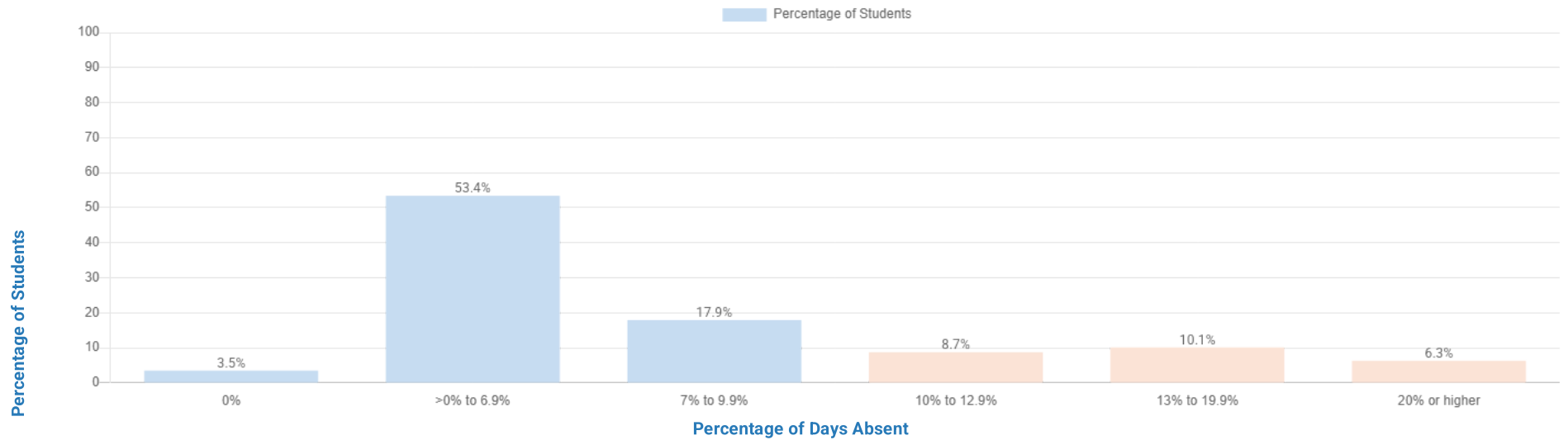
Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	2,085	25.2%	14.9%	Not Met
White	49	34.0%	14.9%	Not Met
Hispanic	385	28.1%	14.9%	Not Met
Black or African American	1,612	24.3%	14.9%	Not Met
Asian, Native Hawaiian, or Pacific Islander	8	19.0%	14.9%	Not Met
American Indian or Alaska Native	7	25.9%	14.9%	Not Met
Two or More Races	24	35.3%	14.9%	Not Met
Female	*	25.3%		
Male	*	25.0%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	1,148	26.8%	14.9%	Not Met
Students with Disabilities	335	28.7%	14.9%	Not Met
Multilingual Learners	188	21.1%	14.9%	Not Met
Students Experiencing Homelessness	32	41.0%		
Students in Foster Care	3	18.8%		
Military-Connected Students	*	*		
Migrant Students	*	*		

Climate and Environment

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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.

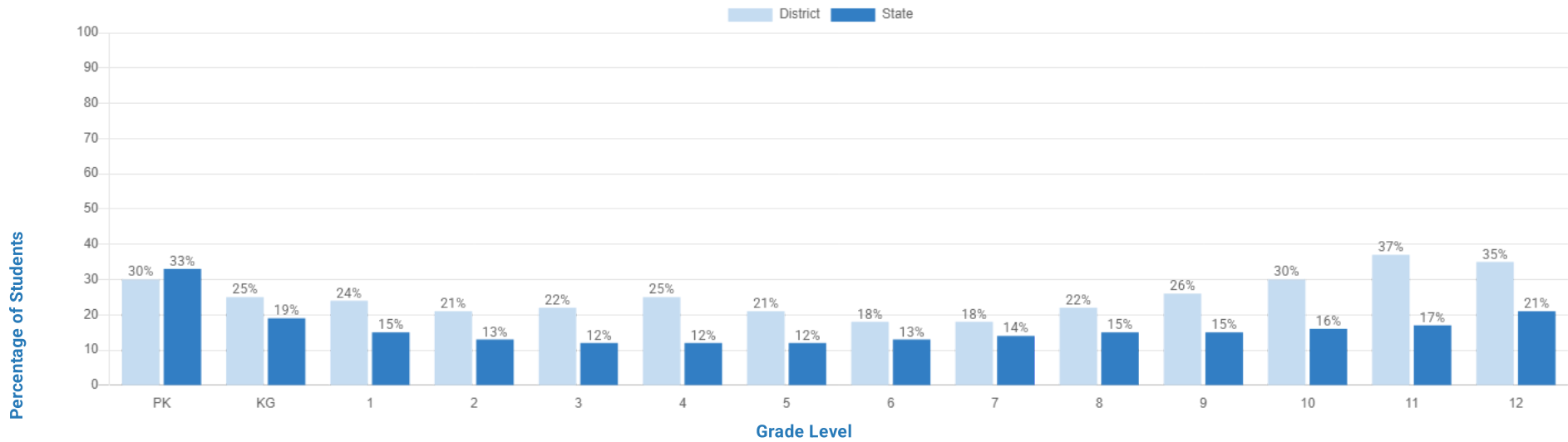


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Chronic Absenteeism by Grade

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	269
Weapons	17
Vandalism	17
Substances	72
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	381
Incidents Per 100 Students Enrolled	4.02

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	9
Weapons	6
Vandalism	0
Substances	11
Harassment, Intimidation, Bullying (HIB)	2
Other Incidents Leading to Removal	1

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	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	8	8
No Identified Nature	36		36

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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	1	0%	1	0%	2	1%	0	0%	0	0%
Hispanic	11	1%	41	2%	49	3%	0	0%	0	0%
Black or African American	100	1%	474	6%	527	7%	0	0%	0	0%
Asian	1	4%	1	4%	2	8%	0	0%	0	0%
Native Hawaiian or Pacific Islander	0	0%	1	4%	1	4%	0	0%	0	0%
American Indian or Alaska Native	0	0%	3	8%	3	8%	0	0%	0	0%
Two or more races	0	0%	3	4%	3	4%	0	0%	0	0%
Female	*	1%	*	4%	*	5%	*	0%	*	0%
Male	*	1%	*	6%	*	7%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	67	1%	356	6%	388	6%	0	0%	0	0%
Students with disabilities	11	1%	71	6%	78	7%	0	0%	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	116	1%	549	6%	615	6%	0	0%	0	0%
PK	0	0%	0	0%	0	0%	0	0%	0	0%
KG	0	0%	3	0%	3	0%	0	0%	0	0%
1	0	0%	0	0%	0	0%	0	0%	0	0%
2	0	0%	5	1%	5	1%	0	0%	0	0%
3	1	0%	18	3%	18	3%	0	0%	0	0%
4	0	0%	21	3%	21	3%	0	0%	0	0%
5	0	0%	51	7%	51	7%	0	0%	0	0%
6	0	0%	68	10%	68	10%	0	0%	0	0%
7	38	6%	78	12%	99	15%	0	0%	0	0%
8	45	7%	98	15%	121	18%	0	0%	0	0%
9	5	1%	58	8%	61	9%	0	0%	0	0%
10	15	2%	46	6%	55	8%	0	0%	0	0%
11	7	1%	49	7%	54	7%	0	0%	0	0%
12	2	0%	29	4%	31	5%	0	0%	0	0%

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Students Involved in Police Notifications: By Student Group

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

Student Group	# of Students involved in at least one incident	% of Students involved in at least one incident	# of Students involved in at least one violent incident	% of Students involved in at least one violent incident	# of Students involved in at least one vandalism incident	% of Students involved in at least one vandalism incident	# of Students involved in at least one substance related incident	% of Students involved in at least one substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in at least one weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in at least one HIB incident	# of Students involved in at least one other incident type	% of Students involved in at least one other incident type
Districtwide	43	0%	12	0%	0	0%	18	0%	6	0%	5	0%	3	0%
White	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
Hispanic	4	0%	1	0%	0	0%	2	0%	0	0%	0	0%	<5	<5.00%
Black or African American	38	0%	10	0%	0	0%	16	0%	6	0%	5	0%	<5	<5.00%
Asian	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
Native Hawaiian or Pacific Islander	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
American Indian or Alaska Native	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
Two or more races	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
Female	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%	*	<5.00%
Male	*	1%	*	0%	*	0%	*	0%	*	0%	*	0%	*	<5.00%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	27	0%	8	0%	0	0%	12	0%	4	0%	2	0%	<5	<5.00%
Students with disabilities	8	1%	1	0%	0	0%	1	0%	2	0%	4	0%	<5	<5.00%

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

Students Involved in Police Notifications: By Grade Level

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

Grade	# of Students involved in at least one incident	% involved in an incident	# of Students involved in at least one violent incident	% of Students involved in a violent incident	# of Students involved in at least one vandalism incident	% of Students involved in a vandalism incident that led to police notification	# of Students involved in at least one substance related incident	% of Students involved in a substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in a weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in an HIB incident that led to police notification	# of Students involved in at least one other incident type	% of Students involved in an other incident type
Districtwide	43	0%	12	0%	0	0%	18	0%	6	0%	5	0%	3	0%
PK	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
KG	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
1	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
2	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
3	1	0%	1	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
4	2	0%	0	0%	0	0%	0	0%	1	0%	1	0%	<5	<5.00%
5	3	0%	0	0%	0	0%	1	0%	2	0%	0	0%	<5	<5.00%
6	11	2%	9	1%	0	0%	2	0%	0	0%	0	0%	<5	<5.00%
7	4	1%	0	0%	0	0%	1	0%	2	0%	0	0%	<5	<5.00%
8	9	1%	1	0%	0	0%	7	1%	1	0%	0	0%	<5	<5.00%
9	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
10	6	1%	0	0%	0	0%	4	1%	0	0%	2	0%	<5	<5.00%
11	6	1%	0	0%	0	0%	3	0%	0	0%	2	0%	<5	<5.00%
12	0	0%	0	0%	0	0%	0	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	2	0%	0	0%	0	0%	2	0%	0	0%	0	0%	0	0%
White	<5	<5.00%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%
Hispanic	<5	<5.00%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%
Black or African American	<5	<5.00%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%
Asian	<5	<5.00%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%
Native Hawaiian or Pacific Islander	<5	<5.00%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%
American Indian or Alaska Native	<5	<5.00%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%
Two or more races	<5	<5.00%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%
Female	*	<5.00%	*	0%	*	0%	*	<5.00%	*	0%	*	0%	*	0%
Male	*	<5.00%	*	0%	*	0%	*	<5.00%	*	0%	*	0%	*	0%
Non- Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	<5	<5.00%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%
Students with disabilities	<5	<5.00%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%

Climate and Environment

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

Students Arrested by Type of Incident Leading to Arrest: By Grade Level

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

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

Climate and Environment

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

School Days Missed due to Out-of-School Suspensions

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

School Days Missed due to Out-of-School Suspensions

2,693

Climate and Environment

Student Access to Technology and Internet

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

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, 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	698	119,239
Average years experience in public schools	16.3	12.6
Average years experience in district	13.5	11.3
Number of Teachers with 4 or more years experience in the district	574	87,243
Percentage of Teachers with 4 or more years experience in the district	82.2%	73.6%
Number of out-of-field teachers	16	2,931
Percentage of out-of-field teachers	2.3%	2.5%
Number of Teachers with Provisional Credentials	29	9,065
Percentage of Teachers with Provisional Credentials	4.2%	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	66	10,170
Average years experience in public schools	20.9	16.2
Average years experience in district	18.2	12.5
Number of Administrators with 4 or more years experience in the district	56	7,734
Percentage of Administrators with 4 or more years experience in the district	84.8%	76.8%

Staff Counts

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

Staff Category	District: Total Staff Members	State: Total Staff Members
Teachers	698	119,239
Administrators	66	10,170
Librarians/Media Specialists	5	1,160
Nurses	19	3,025
School Counselors	32	4,673
Child Study Team Members	69	9,654
School Psychologists	7	2,185
School Social Workers	45	2,750
Student Assistance Coordinators	1	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	14:1
Students to Administrators	144:1
Teachers to Administrators	11:1
Students to Librarians/Media Specialists †	1896:1
Students to Nurses †	499:1
Students to Counselors †	296:1
Students to Child Study Team Members †,††	18:1
Students to School Psychologists †	1354:1
Students to School Social Workers †	211:1
Students to Student Assistance Coordinators †	9479:1
Students to School Safety Specialists †	9479:1

† 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	50.0%	74.0%	65-70%	48.0%	77.0%	57.0%
Male	50.0%	26.0%	30-35%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤5%	≤1%	≤1%	≤1%
White	2.0%	26.1%	15.2%	38.2%	81.8%	74.5%
Hispanic	16.5%	9.2%	6.1%	34.0%	8.6%	8.6%
Black or African American	79.7%	61.9%	77.3%	14.2%	6.4%	14.4%
Asian	0.2%	2.6%	1.5%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.4%	0.3%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.4%	0.5%
Two or More Races	0.9%	0.0%	0.0%	3.1%	0.3%	0.4%

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

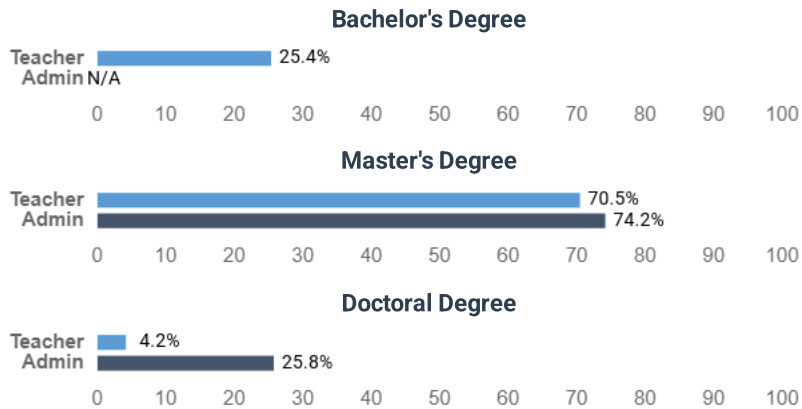
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district.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

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

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

Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2022-23 Teachers: Same district 2023-24	88.8%	89.5%
2022-23 Administrators: Same district 2023-24	88.5%	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)	281	85-90%	10-15%	≤5%	21.0%	7.1%	69.4%	1.8%	0.0%	0.7%	0.0%	84.7%	23.8%	73.3%	2.8%
English/Language Arts/Literacy	60	85-90%	5-10%	≤5%	23.3%	16.7%	58.3%	1.7%	0.0%	0.0%	0.0%	78.3%	33.3%	63.3%	3.3%
English to Speakers of Other Languages	11	*	*	*	18.2%	27.3%	45.5%	9.1%	0.0%	0.0%	0.0%	81.8%	18.2%	72.7%	9.1%
Mathematics	51	50-60%	40-50%	≤10%	29.4%	2.0%	62.7%	5.9%	0.0%	0.0%	0.0%	84.3%	17.6%	76.5%	5.9%
Science	36	50-60%	40-50%	≤10%	22.2%	11.1%	63.9%	2.8%	0.0%	0.0%	0.0%	86.1%	25.0%	66.7%	8.3%
Social Studies/History	39	40-50%	50-60%	≤10%	35.9%	2.6%	59.0%	2.6%	0.0%	0.0%	0.0%	74.4%	25.6%	66.7%	7.7%
World Language	24	60-80%	20-40%	≤20%	8.3%	66.7%	25.0%	0.0%	0.0%	0.0%	0.0%	91.7%	29.2%	70.8%	0.0%
Visual and Performing Arts	52	60-70%	30-40%	≤10%	50.0%	0.0%	46.2%	3.8%	0.0%	0.0%	0.0%	78.8%	42.3%	55.8%	1.9%
Health/Physical Education	41	30-40%	60-70%	≤10%	58.5%	7.3%	34.1%	0.0%	0.0%	0.0%	0.0%	68.3%	46.3%	48.8%	4.9%
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	*	*	*	25.0%	0.0%	75.0%	0.0%	0.0%	0.0%	0.0%	75.0%	25.0%	75.0%	0.0%
Computer Science/IT	27	40-60%	40-60%	≤20%	11.1%	18.5%	66.7%	3.7%	0.0%	0.0%	0.0%	81.5%	14.8%	77.8%	7.4%
Industrial Arts	3	*	*	*	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	33.3%	66.7%	0.0%
Career and Technical Education	9	*	*	*	0.0%	11.1%	77.8%	11.1%	0.0%	0.0%	0.0%	55.6%	55.6%	44.4%	0.0%
Special Education	65	75-80%	15-20%	≤5%	15.4%	4.6%	75.4%	4.6%	0.0%	0.0%	0.0%	89.2%	15.4%	78.5%	6.2%
Bilingual	9	*	*	*	22.2%	44.4%	33.3%	0.0%	0.0%	0.0%	0.0%	88.9%	22.2%	77.8%	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.

East Orange	Federal	State & Local	Total	ADE**
District Level Total Expenditures	\$1,751	\$20,668	\$22,420	8,781.5
District Level Central Expenditures	\$653	\$3,467	\$4,120	8,781.5
East Orange Stem Academy High School	\$1,175	\$17,871	\$19,046	604.8
East Orange Campus High School	\$1,052	\$16,489	\$17,541	1,750.6
Edward T. Bowser, Sr. School of Excellence	\$821	\$13,829	\$14,650	574.6
Shelia Y. Oliver Academy	\$1,139	\$15,976	\$17,115	438.3
John L. Costley Middle School	\$1,104	\$19,922	\$21,026	336.7
Langston Hughes Elementary School	\$1,077	\$15,076	\$16,153	569.4
Whitney E. Houston Academy	\$1,143	\$21,448	\$22,591	323.3
Benjamin Banneker Academy	\$1,093	\$15,091	\$16,184	507.2
Patrick F. Healy Middle School	\$1,071	\$17,488	\$18,559	335.8
Mildred Barry Garvin Elementary	\$1,146	\$16,803	\$17,949	252.5
Althea Gibson Academy	\$1,231	\$17,770	\$19,001	137.2
Dionne Warwick Institute	\$1,098	\$16,440	\$17,538	412.6
Ecole Toussaint Louverture	\$1,036	\$18,098	\$19,134	265.4
Gordon Parks Academy	\$1,007	\$16,325	\$17,332	294.0
Sojourner Truth Middle School	\$1,060	\$17,967	\$19,027	278.2
Cicely L. Tyson Community Elementary School	\$1,219	\$15,327	\$16,546	491.4
Cicely L. Tyson Community Middle/High School	\$1,134	\$21,625	\$22,759	692.6

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).

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[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.

East Orange	Federal	State & Local	Total	ADE**
J. Garfield Jackson Sr. Academy	\$1,327	\$19,862	\$21,189	233.3
Johnnie L. Cochran Jr. Academy	\$905	\$24,237	\$25,142	123.9
Wahlstrom Early Childhood Academy	\$1,035	\$15,482	\$16,517	159.5

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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
13	Essex	1210	East Orange School District	035	East Orange Campus High School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Hispanic;
13	Essex	1210	East Orange School District	050	Edward T. Bowser, Sr. School of Excellence	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Hispanic; Black or African American;
13	Essex	1210	East Orange School District	120	Ecole Toussaint Louverture	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
13	Essex	1210	East Orange School District	135	Sojourner Truth Middle School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
13	Essex	1210	East Orange School District	140	Cicely L. Tyson Community Elementary School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	

Accountability

ESSA Accountability Progress

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

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

ESSA Accountability Indicator	2021-22	2022-23	2023-24
ELA Proficiency	30.8%	35.2%	34.6%
Math Proficiency	12.8%	14.5%	14.9%
ELA Growth†	21	48	43
Math Growth†	58	40	43
4-Year Graduation Rate (Prior Year)††	83.5%	79.3%	87.0%
5-Year Graduation Rate (Prior Year)††	86.0%	84.6%	84.2%
Progress toward English Language Proficiency	21.6%	17.3%	19.7%
Chronic Absenteeism	27.4%	32.0%	25.2%

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

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

Accountability

Accountability Summary by Student Group - 2023-24 School Year

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

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

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

†Target was met within a confidence interval.

Narrative

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



Highlights:

- The East Orange School District consists of 20 schools and 1 specialized program serving more than 9,000 students from preschool through high school.
- Our diverse schools and educational programs work in concert with our teachers and staff to provide the best education possible for each of the children in our charge.
- Our schools and community are committed to developing programs that meet the diverse academic and social needs of our student body.



Mission, Vision, Theme:

The East Orange School District aspires to be the educational model of excellence for learning institutions within the state of New Jersey. Mission Statement: The East Orange School District will prepare all students to be productive and contributing members of a competitive global society. We will provide positive and family-friendly learning environments that include rigorous, relevant, and innovative programming so that all students can develop into well-rounded individuals who capitalize upon their unique abilities to meet the demands of an ever-competitive 21st century global society.



Awards, Recognition, Accomplishments:

The East Orange School District is the home of one of the five recipients of the 2023 NEA Foundation Horace Mann Award for Teaching Excellence. Gilder Lehrman Institute of American History also awarded one of our Social Studies the 2023 New Jersey History Teacher of the Year. Out of 131 scholars across New Jersey, in October 2023, a STEM Academy student was named one of the Governor's STEM Scholars for the year. Also, one of our esteem administrators is the recipient of the 2022-2023 New Jersey Visionary Educator's Award.

Narrative

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Courses, Curriculum, Instruction:

The East Orange School District provides diverse curricula and instructional programs aligned to the New Jersey Student Learning Standards that are designed to support college and career readiness for all learners. In accordance with Board-approved policies, responsiveness to individual students' needs is core to the District's course and curriculum development, ensuring that differentiation is embedded to support a diverse student population inclusive of but limited to: struggling students, multi-lingual learners, and gifted and talented students.



Sports and Athletics:

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

The East Orange School District is extremely proud of the accomplishments of all our sport programs. Our student-athletes have a rich tradition of winning on and off the field/courts; and our players have graduated to include doctors, educators, military, and professional athletes. We live by the model "Cultivating JAGUARS WITH PHENOMENAL WILL AND SKILL." Which is a mantra that is embedded into each student-athlete that we hope will carry them on to all their future endeavors.



Clubs and Activities:

There are a variety of clubs and activities offered for all students. Elementary students (K-5) are introduced to government and community services through participating on the Student council. Books clubs, virtual and in-person, are held across all grade levels and focus on the theme "I read books that look like me" to foster student identity, confidence, and respect for community differences. As the District continues to support culturally responsive awareness, diversity clubs have been implemented in all of our high schools. Students in grades 6-12 are able to select a club of their choice ranging from CTE, STEM, and Arts, as well as those developed based on student interest.

Narrative

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Before and After School Programs:

Our district values the effect of out-of-school time programs on the academic success of our students. To that end, we provide a number of before-school, after-school, and Saturday programs to provide students with additional time to practice tasks in literacy and mathematics. Our early childhood centers implement a before-school program where students receive tutoring and social-emotional activities. Our after-school and Saturday programs expose elementary and middle school students to careers in science, technology, engineering, and mathematics through project-based and inquiry learning activities. Finally, our out-of-school time programs emphasize family engagement through events and workshops designed to provide parents with strategies to support their children in literacy, mathematics, and science. Parent engagement is fostered through both virtual and in-person opportunities.



Staff and Professional Learning:

The Office of Staff Development's central purpose is to provide learning opportunities for all educators to improve teaching practices and increase student achievement and engagement. We accomplish this by hosting Professional Learning Communities (PLCs), book studies, research groups, and by facilitating workshops during and after school. Through personalized development opportunities, our teachers are exposed to innovative practices that serve to increase their pedagogical knowledge to assist them with the delivery of academic content. Our training calendar includes but is not limited to topics such as culturally relevant teaching, engaging strategies, and the integration of technology. We are dedicated to retaining high-quality teachers by selecting model teachers who share best practices in teaching and learning.



Student Supports and Services:

Our primary goal is to foster a nurturing and empowering environment for each student in the East Orange School District. Our dedicated team is committed to providing timely intervention and referral services, ensuring that students facing challenges in learning, behavior, academics, or health receive the support they need. At our core, we believe in the power of tiered and multiple systems of support (MTSS) to help students maximize their learning experience. We understand that early detection is key, which is why we offer social and emotional learning assessments to identify any gaps in academic achievement and social behavioral development. To also enhance the support we offer, we have introduced a remarkable opportunity - third-party counseling for those in need. This program requires only a simple permission form from parents or guardians, allowing students to access the additional support they may need.

Narrative

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Student Health and Wellness:

Our district places a strong emphasis on social and emotional wellness, recognizing that the emotional well-being of our students is vital for their success. We offer various initiatives and programs to support this. In our district, we are dedicated to nurturing not only the academic growth but also the emotional health of our students, ensuring that they have every opportunity to thrive.



Parent and Community Involvement:

The EOSD are deeply committed to supporting our students and their families in every way possible. Our district is dedicated to creating a nurturing and supportive environment for our students and their families, ensuring that every child has the opportunity to succeed and thrive.



Facilities:

During 2022, over 80 projects took place in the East Orange School District and there are many more projects to come. The district installed UVC lighting in all bathrooms and nurses' office district wide. We are undergoing a complete upgrade and replacement of all fire alarm systems throughout the entire school district. Resolving boiler and heating concerns is a major project the district is currently working on as well. Several schools are under active construction for new boiler installations. HVAC systems have been addressed throughout the district, which includes repair or replacement of existing equipment. The district underwent roof assessments for all buildings. We have replaced and repaired many roofs within the district. Several other schools are in line for either full or partial roof replacements.

Narrative

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School Safety:

The East Orange School District takes school safety seriously and adheres to the NJ drill law, establishing safe and secure school environments and increasing a schools capacity to respond in the event of crises. School safety and security plans address all safety drill procedures, hazards, and follows the phases of crisis management planning. These plans are updated and reviewed annually with staff and students. Schools work collaboratively with School Security Guards and School Resource Officers (SRO) to promote safe school communities. District Staff and community partners work with School level personnel to promote best practices with monitoring school drills and providing feedback after a drill. The School District provides workshops for all staff and students to stay current with safety trends and procedures.



Technology and STEM:

The EOSD takes an interdisciplinary approach where students apply STEM concepts to real world experiences. Our K-8 computer courses include coding and computational thinking modules. Intro to Computer Science, AP Computer Science, AP Computer Science Principles, Drone Applications, Architecture & Design, and Cyber Security is just a few of our high school offerings. We implemented the following STEM Pathways: Engineering, Human computer Interaction, Science, health and Medicine, and Corporate and Mathematical Innovation. We have a cross-content approach to technology.



Early Childhood Education:

The East Orange School District PreK Program is designed to provide equitable, high-quality, and developmentally appropriate learning experiences that will enhance school readiness. East Orange residents' youngest learners are afforded the opportunity to enroll in the district's six-hour full day program if the child will turn three or four years old by October 1. The district offers a mixed delivery program which allows families the option to choose. The PreK program is offered in thirteen district schools, and collaborates with six community providers and Head Start. The Early Childhood Department is committed to ensuring our program is inclusive, with placing great focus and emphasis on supporting the whole child in the areas of social-emotional, physical and cognitive development. The goal of the all the early childhood stakeholders is to strive daily to ensure each learner's educational experience.

Narrative

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EOSD has used the Elementary and Secondary School Emergency Relief (ESSER) funds to provide extended day as well as extended year opportunities to address learning loss. Our after-school PATH program provides 3 hours of tutoring, homework assistance, math intervention, and STEAM PLBs that continue to engage students in meaningful and relevant 21st century opportunities. Since the pandemic, we have held full-day summer programs during the entire month of July for our K-8 populations, and boast that almost 2000 students have reported annually. The focus during the Summer not only includes literacy and math, but we also incorporate the Arts, STEM-related projects, and CTE programs that foster an interest in post-secondary careers. For our high schools, the funds have been used to enhance our Career & Technical Education programs in the comprehensive building and to incorporate innovative programs and pathways for our STEM Academy students.