Livingston Board of Education School District (13-2730)

2023-2024

County: Essex

District: Livingston Board of Education School District

11 Foxcroft Drive
Livingston, NJ 07039

Superintendent: Dr. Daniel Fishbein

District Website

973-535-8000 x8010

6,476
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

Report Key:
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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	Livingston Board of Education School District
Superintendent Name	Dr. Daniel Fishbein
Address	11 Foxcroft Drive, Livingston, NJ 07039
Phone Number	973-535-8000 x8010
Email Address	dfishbein@livingston.org
Website	www.livingston.org
Facebook	https://www.facebook.com/LivSchools
Twitter	https://twitter.com/LivSchools

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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
Burnet Hill Elementary School	PK-05
Collins Elementary School	KG-05
Harrison Elementary School	KG-05
Heritage Middle School	07-08
Hillside Elementary School	KG-05
Livingston High School	09-12
Mount Pleasant Elementary School	KG-05
Mount Pleasant Middle School	06-06
Riker Hill Elementary School	KG-05

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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	85	80	64
KG	418	391	452
1	404	471	401
2	434	438	505
3	468	462	467
4	473	507	483
5	471	490	527
6	488	487	490
7	498	505	494
8	520	509	513
9	514	530	505
10	502	524	530
11	502	500	534
12	457	512	511
Total	6,234	6,406	6,476

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	47.0%	47.0%	48.0%
Male	53.0%	53.0%	52.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	1.8%	1.9%	2.3%
Students with Disabilities	15.8%	16.8%	15.7%
Multilingual Learners	2.0%	2.7%	2.2%
Students Experiencing Homelessness	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial And Ethnic Group	2021-22	2022-23	2023-24
White	48.1%	45.7%	42.9%
Hispanic	5.0%	5.4%	5.6%
Black or African American	4.0%	4.2%	4.3%
Asian	38.8%	40.5%	42.8%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.1%
American Indian or Alaska Native	0.3%	0.3%	0.4%
Two Or More Races	3.6%	3.7%	3.9%

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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	48	35	0
PK - Full Day	37	45	64
KG - Half Day	0	0	0
KG - Full Day	418	391	452

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2021-22	2022-23	2023-24
Full Time Students	6,260	6,416	6,485
Shared Time Students	0	0	0
Full Time Equivalent	6,260	6,416	6,485

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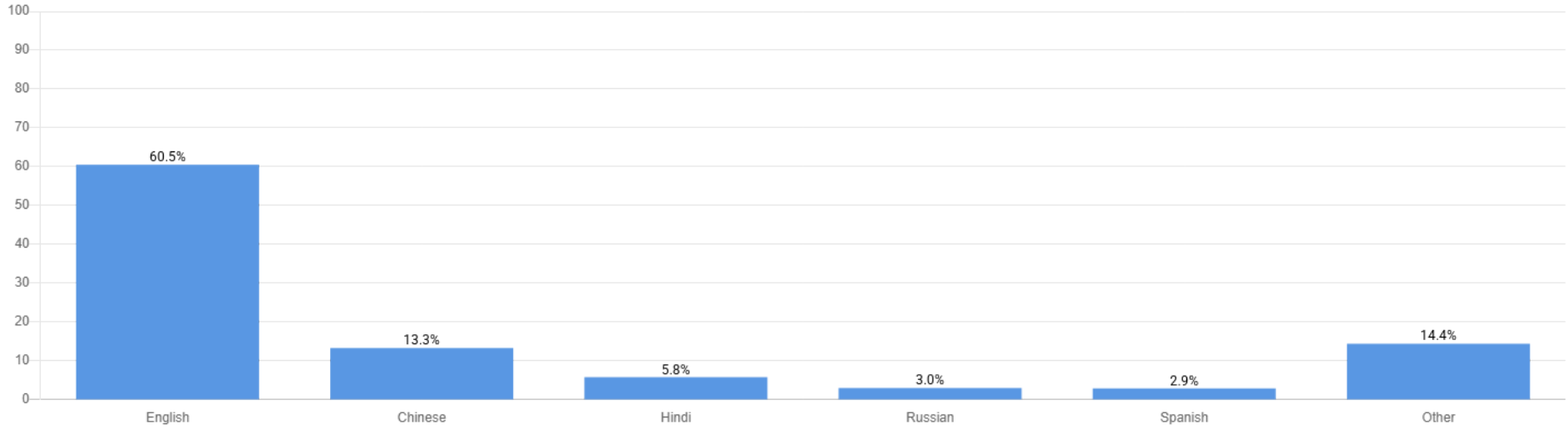
Enrollment by Home Language

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.



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Student Growth

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

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

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

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

Student Growth Trends and Progress

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

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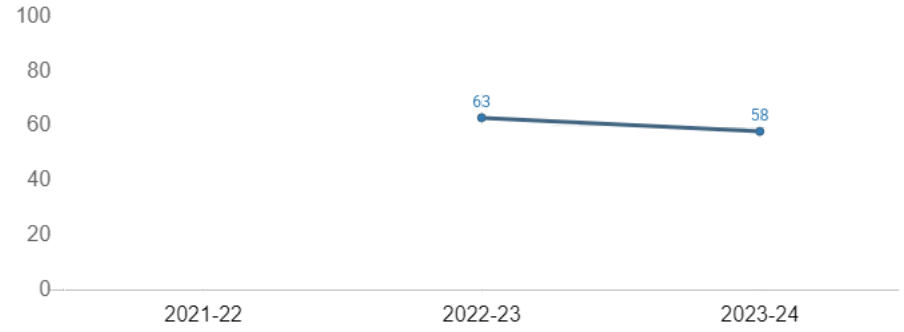
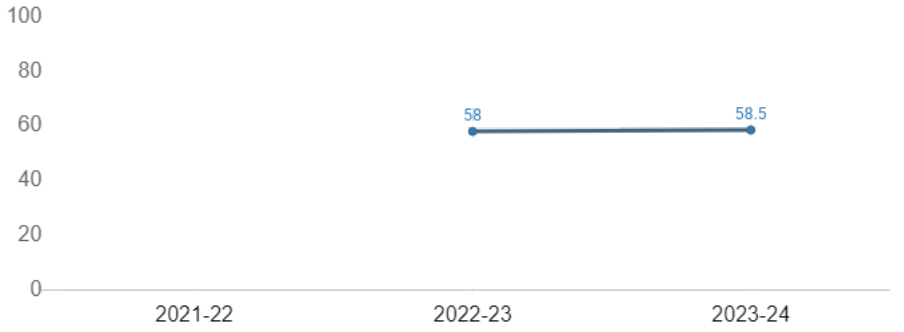
ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Median Student Growth Percentile		63	58		58	58.5
Met Standard (40-59.5)?		Exceeds Standard	Met Standard		Met Standard	Met Standard
Statewide: Median Student Growth Percentile		50	50		50	50

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

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Student Growth

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

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	58	50	Met Standard	58.5	50	Met Standard
White	55	50	Met Standard	53	51	Met Standard
Hispanic	53	49	Met Standard	53.5	48	Met Standard
Black or African American	57	47	Met Standard	55	46	Met Standard
Asian, Native Hawaiian, or Pacific Islander	64	59	Exceeds Standard	64	60	Exceeds Standard
American Indian or Alaska Native	*	50	**	*	50	**
Two or More Races	54	50	Met Standard	57	51	Met Standard
Female	61	52		60	50	
Male	56.5	48		57	50	
Non-Binary/Undesignated Gender	*	44		N	45.5	
Economically Disadvantaged Students	48	48	Met Standard	61	48	Exceeds Standard
Students with Disabilities	54	43	Met Standard	48	44	Met Standard
Multilingual Learners	60	50	Exceeds Standard	62	50	Exceeds Standard
Students Experiencing Homelessness	*	43		*	45	
Students in Foster Care	N	40		N	47	
Military-Connected Students	N	47.5		N	51	
Migrant Students	N	53		N	44	

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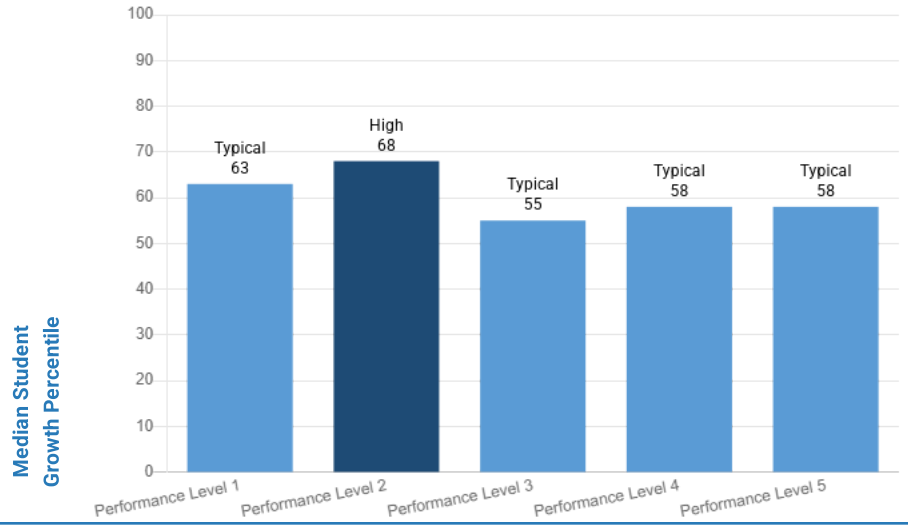
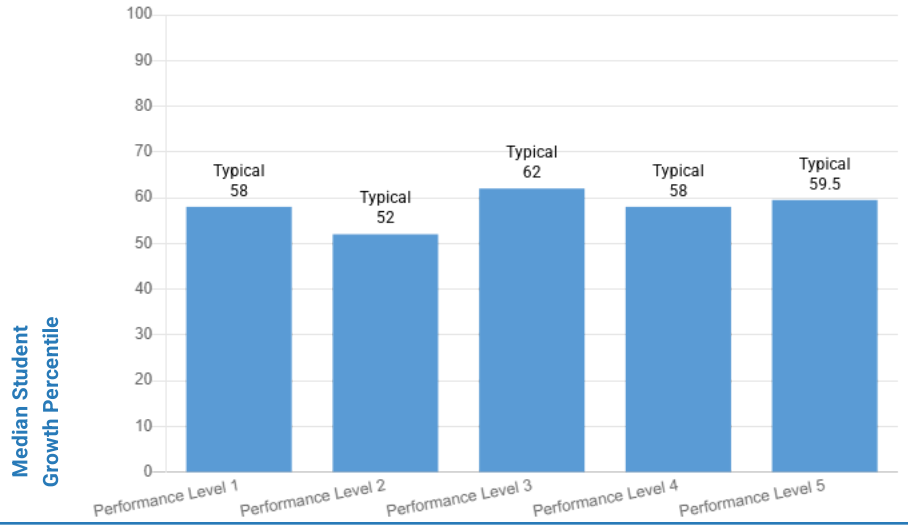
Student Growth by Performance Level

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



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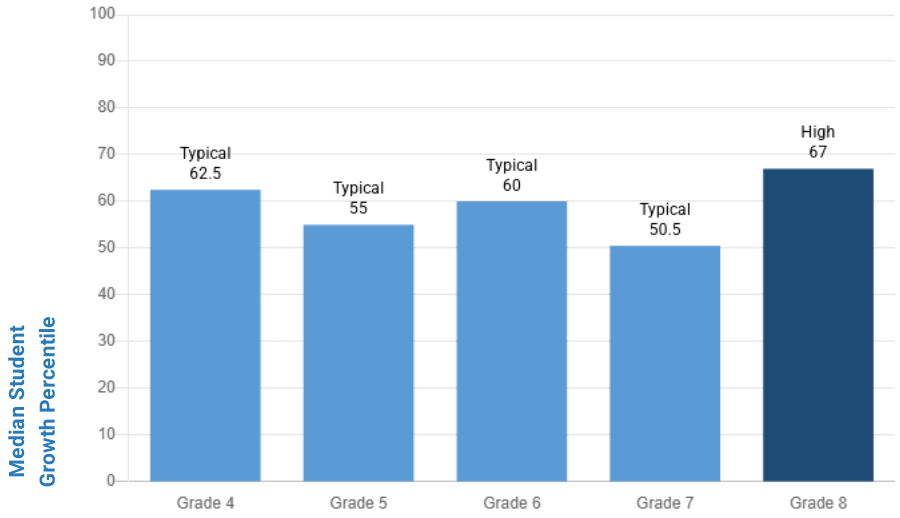
Student Growth by Grade

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

ELA



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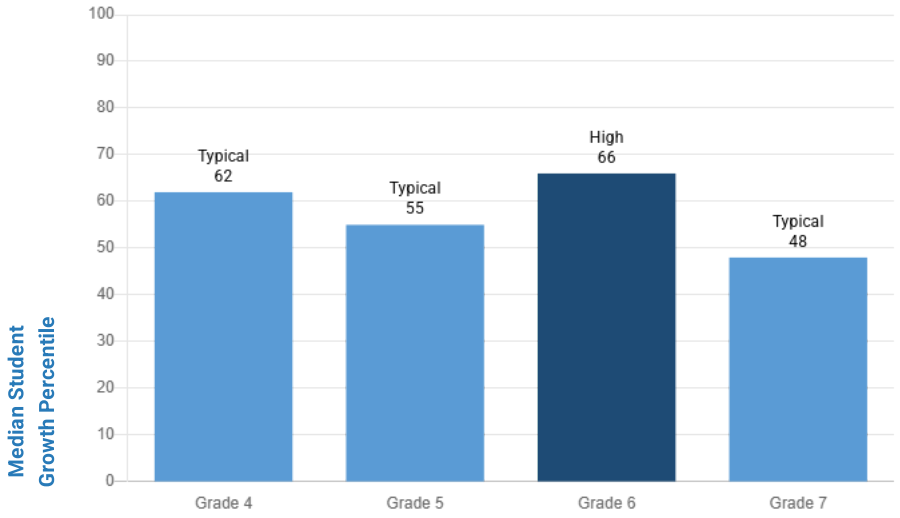

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Academic Achievement

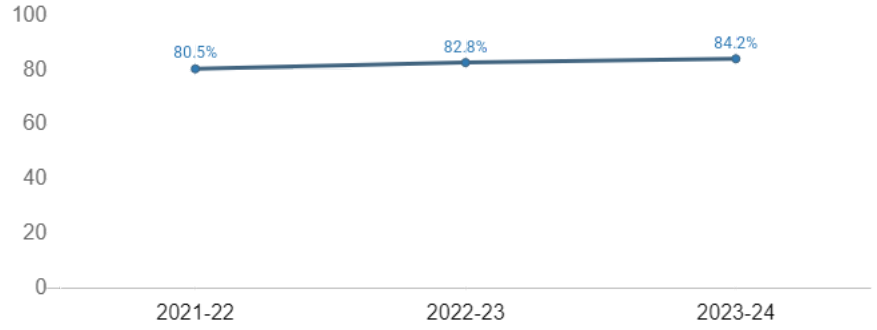
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the NJDOE's Assessment page.

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.

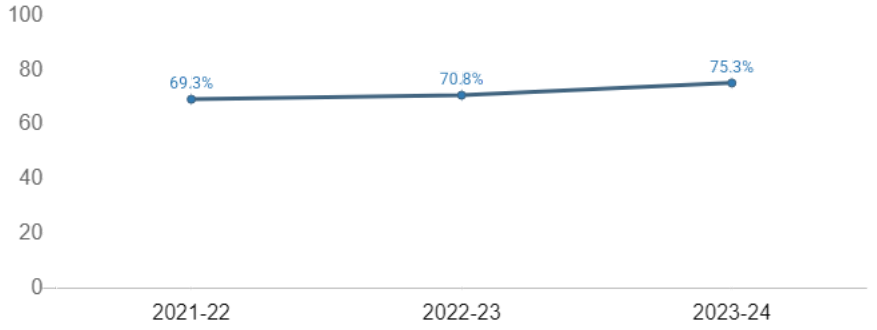
English Language Arts and Mathematics Performance Trends

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	99.5%	99.5%	99.4%	99.5%	99.5%	99.5%
Proficiency Rate for Federal Accountability	80.5%	82.8%	84.2%	69.3%	70.8%	75.3%
Annual Target	71.8%	72.3%	83.4%	63.8%	64.8%	71.8%
Met Annual Target?	Met Goal	Met Goal	Met Goal	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	3,409	99.4%	84.2%	52.2%	84.2%	83.4%	Met Goal
White	1,388	99.1%	79.1%	61.8%	79.1%	78.3%	Met Target
Hispanic	197	97.5%	69.5%	38%	69.5%	65.6%	Met Target
Black or African American	154	98.8%	66.2%	35.9%	66.2%	65.1%	Met Target
Asian, Native Hawaiian, or Pacific Islander	1,525	99.8%	92.9%	79.9%	92.9%	92.9%	Met Goal
American Indian or Alaska Native	*	*	*	51.2%	*	**	**
Two or More Races	*	100%	81.8%	59.4%	81.8%	86.7%	Met Goal
Female	*	99.5%	88.8%	57.7%	88.8%		
Male	*	99.2%	80%	47%	80%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	87	100%	46%	34.6%	46%	44.3%	Met Target
Non-Economically Disadvantaged Students	3,322	99.4%	85.2%	62.8%	85.2%		
Students with Disabilities	529	98%	41.6%	19.8%	41.6%	40.6%	Met Target
Students without Disabilities	2,880	99.6%	92.1%	59.4%	92.1%		
Multilingual Learners	171	99.4%	78.4%	23.1%	78.4%	73.5%	Met Target
Non-Multilingual Learners	3,238	99.4%	84.6%	56.2%	84.6%		
Students Experiencing Homelessness	*	*	*	21.9%	*		
Students in Foster Care	*	*	*	19.3%	*		
Military-Connected Students	*	*	*	48.2%	*		
Migrant Students	*	*	*	13.3%	*		

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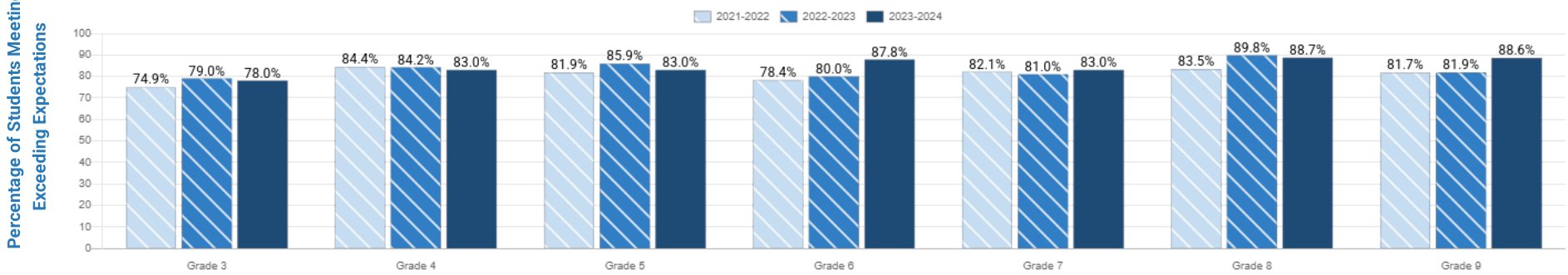
English Language Arts Assessment - Performance Trends

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.



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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	455	786	741	6%	4%	12%	43%	35%	78%	44%
White	154	770	751	7%	6%	16%	53%	18%	70%	53%
Hispanic	29	760	724	10%	17%	24%	21%	28%	48%	29%
Black or African American	*	742	725	31%	8%	15%	23%	23%	46%	29%
Asian, Native Hawaiian, or Pacific Islander	229	803	770	3%	0%	7%	41%	48%	90%	70%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	46%
Two or More Races	29	781	751	7%	3%	21%	38%	31%	69%	52%
Female	*	793	746	4%	3%	11%	41%	41%	82%	48%
Male	*	779	736	7%	5%	14%	45%	28%	74%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	10	741	722	40%	10%	0%	40%	10%	50%	26%
Non-Economically Disadvantaged Students	445	787	753	5%	4%	13%	43%	35%	79%	55%
Students with Disabilities	67	732	710	31%	16%	16%	30%	6%	36%	18%
Students without Disabilities	388	795	747	1%	2%	12%	46%	40%	85%	49%
Multilingual Learners	*	*	704	*	*	*	*	*	*	13%
Non-Multilingual Learners	*	786	746	6%	4%	12%	44%	35%	78%	48%
Students Experiencing Homelessness	*	*	707	*	*	*	*	*	*	18%
Students in Foster Care	*	*	711	*	*	*	*	*	*	18%
Military-Connected Students	*	*	739	*	*	*	*	*	*	41%
Migrant Students	*	*	688	*	*	*	*	*	*	*

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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	476	788	749	2%	2%	13%	32%	51%	83%	51%
White	165	770	758	5%	3%	19%	42%	30%	73%	61%
Hispanic	25	778	734	4%	4%	16%	32%	44%	76%	35%
Black or African American	*	776	733	0%	5%	20%	45%	30%	75%	34%
Asian, Native Hawaiian, or Pacific Islander	244	802	776	0%	1%	8%	24%	67%	91%	78%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	51%
Two or More Races	*	776	757	0%	5%	15%	35%	45%	80%	60%
Female	*	792	752	2%	1%	8%	33%	56%	89%	54%
Male	*	783	745	2%	3%	17%	31%	46%	77%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	14	744	731	14%	7%	36%	36%	7%	43%	32%
Non-Economically Disadvantaged Students	462	789	760	2%	2%	12%	32%	52%	84%	63%
Students with Disabilities	63	739	720	14%	13%	40%	25%	8%	33%	21%
Students without Disabilities	413	795	755	0%	0%	9%	33%	57%	91%	57%
Multilingual Learners	10	756	711	10%	0%	30%	60%	0%	60%	13%
Non-Multilingual Learners	466	788	753	2%	2%	12%	32%	52%	83%	55%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	20%
Students in Foster Care	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	*	*	747	*	*	*	*	*	*	49%
Migrant Students	*	*	713	*	*	*	*	*	*	23%

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Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	523	783	750	2%	5%	10%	46%	37%	83%	52%
White	205	770	760	3%	8%	16%	49%	23%	72%	63%
Hispanic	31	765	736	13%	6%	10%	52%	19%	71%	37%
Black or African American	32	764	734	3%	9%	16%	59%	13%	72%	35%
Asian, Native Hawaiian, or Pacific Islander	226	800	778	0%	1%	3%	43%	53%	96%	80%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	*	788	757	0%	7%	11%	36%	46%	82%	60%
Female	*	793	755	1%	3%	8%	42%	46%	88%	57%
Male	*	775	745	4%	6%	11%	50%	29%	79%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	14	743	732	21%	14%	21%	36%	7%	43%	33%
Non-Economically Disadvantaged Students	509	784	761	2%	5%	9%	47%	37%	84%	64%
Students with Disabilities	*	745	719	10%	20%	27%	37%	6%	43%	20%
Students without Disabilities	*	792	756	1%	2%	6%	49%	43%	92%	59%
Multilingual Learners	*	*	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	784	754	3%	5%	9%	46%	37%	83%	57%
Students Experiencing Homelessness	*	*	718	*	*	*	*	*	*	22%
Students in Foster Care	*	*	721	*	*	*	*	*	*	20%
Military-Connected Students	*	*	747	*	*	*	*	*	*	48%
Migrant Students	*	*	721	*	*	*	*	*	*	20%

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Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 6

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	485	787	751	1%	3%	8%	40%	48%	88%	53%
White	196	776	760	2%	5%	13%	46%	35%	81%	63%
Hispanic	31	765	738	3%	16%	6%	52%	23%	74%	39%
Black or African American	*	755	735	12%	12%	12%	47%	18%	65%	35%
Asian, Native Hawaiian, or Pacific Islander	222	802	778	0%	0%	3%	31%	66%	97%	82%
American Indian or Alaska Native	*	*	748	*	*	*	*	*	*	49%
Two or More Races	19	786	758	0%	0%	5%	58%	37%	95%	60%
Female	*	790	756	1%	4%	5%	36%	54%	90%	59%
Male	*	783	746	1%	3%	10%	44%	42%	86%	48%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	12	758	735	8%	33%	0%	33%	25%	58%	35%
Non-Economically Disadvantaged Students	473	787	761	1%	3%	8%	40%	48%	89%	65%
Students with Disabilities	75	746	719	7%	16%	29%	40%	8%	48%	17%
Students without Disabilities	410	794	758	0%	1%	4%	40%	55%	95%	60%
Multilingual Learners	*	*	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	787	754	1%	3%	8%	40%	48%	88%	57%
Students Experiencing Homelessness	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	724	*	*	*	*	*	*	22%
Military-Connected Students	*	*	754	*	*	*	*	*	*	55%
Migrant Students	*	*	712	*	*	*	*	*	*	29%

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Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 7

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	488	784	752	2%	5%	11%	31%	52%	83%	54%
White	193	774	761	2%	6%	15%	39%	38%	77%	64%
Hispanic	27	768	737	4%	11%	15%	26%	44%	70%	39%
Black or African American	28	763	734	7%	11%	11%	36%	36%	71%	37%
Asian, Native Hawaiian, or Pacific Islander	217	798	785	1%	2%	6%	21%	70%	91%	84%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	51%
Two or More Races	*	787	759	0%	0%	15%	40%	45%	85%	60%
Female	*	790	758	1%	3%	7%	34%	55%	89%	60%
Male	*	780	746	3%	6%	14%	27%	51%	78%	48%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	11	739	734	18%	27%	18%	9%	27%	36%	36%
Non-Economically Disadvantaged Students	477	786	762	1%	4%	10%	31%	53%	84%	64%
Students with Disabilities	74	743	715	9%	22%	32%	24%	12%	36%	18%
Students without Disabilities	414	792	759	0%	1%	7%	32%	60%	91%	61%
Multilingual Learners	*	*	700	*	*	*	*	*	*	*
Non-Multilingual Learners	*	785	756	1%	4%	11%	31%	53%	84%	58%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	21%
Students in Foster Care	*	*	712	*	*	*	*	*	*	17%
Military-Connected Students	*	*	747	*	*	*	*	*	*	50%
Migrant Students	*	*	*	*	*	*	*	*	*	*

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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	505	791	751	1%	3%	7%	40%	49%	89%	53%
White	228	783	760	1%	4%	7%	48%	40%	88%	62%
Hispanic	30	759	736	7%	13%	20%	43%	17%	60%	39%
Black or African American	27	769	735	4%	15%	22%	22%	37%	59%	37%
Asian, Native Hawaiian, or Pacific Islander	208	805	783	0%	0%	2%	35%	63%	97%	82%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	52%
Two or More Races	*	808	757	0%	0%	9%	18%	73%	91%	59%
Female	*	797	759	0%	1%	5%	37%	56%	94%	60%
Male	*	784	743	2%	5%	8%	43%	41%	84%	46%
Non-binary/undesignated gender	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	18	745	734	17%	17%	28%	28%	11%	39%	36%
Non-Economically Disadvantaged Students	487	792	761	1%	3%	6%	41%	50%	91%	63%
Students with Disabilities	70	749	713	9%	14%	23%	46%	9%	54%	16%
Students without Disabilities	435	797	758	0%	1%	4%	39%	55%	94%	60%
Multilingual Learners	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	791	755	1%	3%	7%	40%	49%	89%	56%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	23%
Students in Foster Care	*	*	708	*	*	*	*	*	*	14%
Military-Connected Students	*	*	743	*	*	*	*	*	*	43%
Migrant Students	*	*	*	*	*	*	*	*	*	*

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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	500	791	755	1%	3%	7%	34%	55%	89%	58%
White	246	784	764	2%	2%	9%	42%	45%	87%	67%
Hispanic	25	787	741	4%	0%	4%	44%	48%	92%	45%
Black or African American	21	760	737	0%	19%	29%	29%	24%	52%	40%
Asian, Native Hawaiian, or Pacific Islander	195	803	789	1%	2%	4%	23%	72%	94%	87%
American Indian or Alaska Native	*	*	757	*	*	*	*	*	*	59%
Two or More Races	*	781	761	0%	0%	17%	50%	33%	83%	64%
Female	*	797	762	2%	1%	6%	30%	61%	91%	64%
Male	*	785	747	1%	4%	9%	37%	49%	86%	51%
Non-binary/undesignated gender	*	*	774	*	*	*	*	*	*	77%
Economically Disadvantaged Students	12	759	738	0%	33%	17%	17%	33%	50%	41%
Non-Economically Disadvantaged Students	488	792	764	1%	2%	7%	34%	55%	90%	67%
Students with Disabilities	69	746	717	7%	13%	35%	38%	7%	45%	19%
Students without Disabilities	431	798	761	0%	1%	3%	33%	62%	96%	64%
Multilingual Learners	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	791	758	1%	2%	7%	34%	55%	89%	61%
Students Experiencing Homelessness	*	*	721	*	*	*	*	*	*	25%
Students in Foster Care	*	*	714	*	*	*	*	*	*	20%
Military-Connected Students	*	*	749	*	*	*	*	*	*	51%
Migrant Students	*	*	683	*	*	*	*	*	*	*

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Academic Achievement

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	3,427	99.5%	75.3%	40.2%	75.3%	71.8%	Met Target
White	1,394	99.3%	64.4%	51.1%	64.4%	61.3%	Met Target
Hispanic	198	97.6%	54.5%	24.2%	54.5%	52.7%	Met Target
Black or African American	155	98.8%	42.6%	20.1%	42.6%	38.5%	Met Target
Asian, Native Hawaiian, or Pacific Islander	1,534	99.9%	91.3%	74.4%	91.3%	89.5%	Met Goal
American Indian or Alaska Native	*	*	*	42%	*	**	**
Two or More Races	*	100%	74.6%	48.9%	74.6%	73.2%	Met Target
Female	*	99.6%	75.1%	38.4%	75.1%		
Male	*	99.4%	75.6%	42%	75.6%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	87	100%	33.3%	21.7%	33.3%	28.6%	Met Target
Non-Economically Disadvantaged Students	3,340	99.5%	76.4%	51.5%	76.4%		
Students with Disabilities	532	98.7%	30.5%	16.6%	30.5%	29.3%	Met Target
Students without Disabilities	2,895	99.6%	83.6%	45.4%	83.6%		
Multilingual Learners	183	99.5%	74.3%	18.7%	74.3%	70.8%	Met Target
Non-Multilingual Learners	3,244	99.5%	75.4%	43.5%	75.4%		
Students Experiencing Homelessness	*	*	*	12.9%	*		
Students in Foster Care	*	*	*	12.4%	*		
Military-Connected Students	*	*	*	38.8%	*		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

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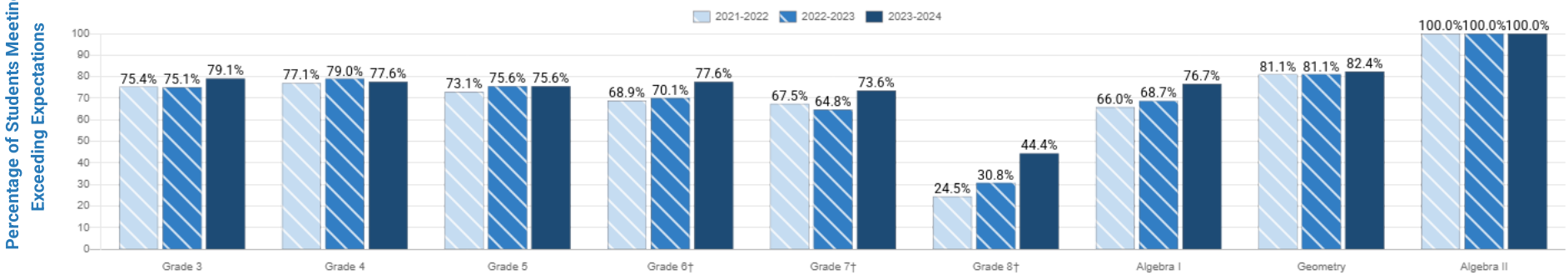
Mathematics Assessment - Performance Trends

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.

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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	460	782	747	2%	6%	13%	37%	43%	79%	48%
White	156	768	757	1%	8%	22%	43%	26%	69%	60%
Hispanic	29	752	732	7%	14%	31%	38%	10%	48%	31%
Black or African American	*	736	728	31%	8%	31%	15%	15%	31%	27%
Asian, Native Hawaiian, or Pacific Islander	232	798	776	0%	3%	4%	33%	60%	93%	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	51%
Two or More Races	29	777	755	0%	14%	14%	38%	34%	72%	56%
Female	*	781	744	2%	6%	12%	41%	39%	80%	45%
Male	*	782	749	1%	6%	15%	32%	46%	78%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	10	745	729	20%	20%	10%	20%	30%	50%	28%
Non-Economically Disadvantaged Students	450	782	758	1%	6%	13%	37%	43%	80%	60%
Students with Disabilities	67	745	725	6%	30%	27%	21%	16%	37%	25%
Students without Disabilities	393	788	751	1%	2%	11%	39%	47%	86%	52%
Multilingual Learners	10	776	722	0%	10%	20%	20%	50%	70%	20%
Non-Multilingual Learners	450	782	751	2%	6%	13%	37%	42%	79%	52%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	17%
Students in Foster Care	*	*	719	*	*	*	*	*	*	18%
Military-Connected Students	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	727	*	*	*	*	*	*	12%

Report Key:
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N No Data is available to display
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Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	478	777	744	1%	6%	15%	48%	29%	78%	45%
White	166	761	754	2%	8%	23%	55%	11%	66%	57%
Hispanic	25	758	730	0%	24%	16%	40%	20%	60%	28%
Black or African American	*	747	726	0%	20%	40%	35%	5%	40%	24%
Asian, Native Hawaiian, or Pacific Islander	245	792	773	0%	2%	6%	47%	45%	92%	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	50%
Two or More Races	*	765	752	0%	10%	30%	40%	20%	60%	54%
Female	*	775	743	1%	6%	17%	50%	26%	76%	43%
Male	*	778	746	1%	7%	13%	47%	33%	79%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	14	729	727	0%	50%	29%	21%	0%	21%	25%
Non-Economically Disadvantaged Students	464	778	755	1%	5%	15%	49%	30%	79%	58%
Students with Disabilities	64	738	722	6%	30%	33%	25%	6%	31%	21%
Students without Disabilities	414	783	749	0%	3%	12%	52%	33%	85%	50%
Multilingual Learners	11	749	718	0%	27%	9%	55%	9%	64%	14%
Non-Multilingual Learners	467	777	748	1%	6%	15%	48%	30%	78%	49%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	15%
Students in Foster Care	*	*	716	*	*	*	*	*	*	15%
Military-Connected Students	*	*	744	*	*	*	*	*	*	43%
Migrant Students	*	*	721	*	*	*	*	*	*	17%

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Academic Achievement

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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	524	772	741	2%	8%	14%	45%	31%	76%	40%
White	205	758	751	1%	13%	21%	52%	12%	64%	53%
Hispanic	31	750	726	6%	19%	19%	42%	13%	55%	23%
Black or African American	32	751	722	3%	19%	28%	41%	9%	50%	19%
Asian, Native Hawaiian, or Pacific Islander	227	791	772	2%	1%	4%	41%	52%	93%	76%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	*	769	748	4%	7%	18%	39%	32%	71%	49%
Female	*	773	739	2%	7%	15%	47%	30%	77%	38%
Male	*	771	742	2%	10%	13%	43%	31%	75%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	14	741	724	0%	50%	21%	21%	7%	29%	20%
Non-Economically Disadvantaged Students	510	773	752	2%	7%	14%	46%	31%	77%	53%
Students with Disabilities	*	739	717	10%	29%	27%	26%	9%	34%	16%
Students without Disabilities	*	779	746	0%	4%	11%	49%	35%	84%	45%
Multilingual Learners	*	*	711	*	*	*	*	*	*	*
Non-Multilingual Learners	*	772	744	2%	8%	14%	45%	31%	76%	44%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	12%
Students in Foster Care	*	*	714	*	*	*	*	*	*	10%
Military-Connected Students	*	*	741	*	*	*	*	*	*	40%
Migrant Students	*	*	724	*	*	*	*	*	*	27%

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Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 6

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	487	772	737	1%	6%	15%	49%	28%	78%	36%
White	197	758	746	3%	11%	21%	51%	14%	65%	47%
Hispanic	31	750	723	3%	19%	23%	48%	6%	55%	20%
Black or African American	*	743	718	6%	12%	35%	41%	6%	47%	15%
Asian, Native Hawaiian, or Pacific Islander	223	789	768	0%	0%	6%	46%	48%	93%	73%
American Indian or Alaska Native	*	*	735	*	*	*	*	*	*	33%
Two or More Races	19	771	743	0%	0%	11%	79%	11%	89%	45%
Female	*	770	736	2%	7%	14%	52%	25%	77%	34%
Male	*	774	738	1%	6%	15%	46%	32%	78%	38%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	12	749	721	8%	33%	8%	33%	17%	50%	17%
Non-Economically Disadvantaged Students	475	772	747	1%	6%	15%	50%	29%	78%	48%
Students with Disabilities	75	737	714	7%	31%	33%	23%	7%	29%	12%
Students without Disabilities	412	778	741	0%	2%	11%	54%	32%	86%	41%
Multilingual Learners	*	*	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	772	740	1%	6%	15%	49%	28%	78%	39%
Students Experiencing Homelessness	*	*	711	*	*	*	*	*	*	*
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	739	*	*	*	*	*	*	37%
Migrant Students	*	*	704	*	*	*	*	*	*	13%

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Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 7

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	439	765	739	2%	7%	17%	52%	22%	74%	37%
White	186	756	748	3%	9%	28%	51%	10%	61%	50%
Hispanic	27	754	728	7%	15%	11%	48%	19%	67%	23%
Black or African American	28	742	724	7%	25%	18%	43%	7%	50%	18%
Asian, Native Hawaiian, or Pacific Islander	175	779	764	0%	2%	7%	54%	37%	91%	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	*	773	743	0%	5%	10%	55%	30%	85%	44%
Female	*	763	738	2%	6%	19%	53%	20%	73%	36%
Male	*	766	739	2%	8%	16%	50%	24%	75%	39%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	11	730	726	18%	27%	27%	18%	9%	27%	20%
Non-Economically Disadvantaged Students	428	766	747	2%	7%	17%	53%	22%	75%	48%
Students with Disabilities	71	731	716	13%	28%	30%	28%	1%	30%	12%
Students without Disabilities	368	771	743	0%	3%	15%	56%	26%	82%	43%
Multilingual Learners	*	*	714	*	*	*	*	*	*	*
Non-Multilingual Learners	*	765	741	2%	7%	17%	52%	22%	74%	40%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	11%
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	740	*	*	*	*	*	*	39%
Migrant Students	*	*	708	*	*	*	*	*	*	*

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Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 8

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	198	740	719	11%	17%	28%	42%	2%	44%	19%
White	112	742	729	9%	16%	26%	47%	2%	49%	27%
Hispanic	24	732	713	17%	21%	38%	25%	0%	25%	13%
Black or African American	22	724	707	23%	23%	32%	23%	0%	23%	10%
Asian, Native Hawaiian, or Pacific Islander	36	751	740	8%	11%	25%	50%	6%	56%	40%
American Indian or Alaska Native	*	*	722	*	*	*	*	*	*	21%
Two or More Races	*	*	722	*	*	*	*	*	*	22%
Female	*	744	719	9%	12%	29%	48%	2%	50%	19%
Male	*	737	719	14%	22%	26%	36%	2%	39%	20%
Non-binary/undesignated gender	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	14	719	711	21%	36%	29%	14%	0%	14%	12%
Non-Economically Disadvantaged Students	184	742	725	10%	15%	28%	45%	2%	47%	25%
Students with Disabilities	65	724	702	25%	28%	26%	22%	0%	22%	*
Students without Disabilities	133	749	724	5%	11%	29%	53%	3%	56%	23%
Multilingual Learners	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	741	721	10%	17%	28%	43%	2%	45%	21%
Students Experiencing Homelessness	*	*	704	*	*	*	*	*	*	*
Students in Foster Care	*	*	696	*	*	*	*	*	*	*
Military-Connected Students	*	*	722	*	*	*	*	*	*	19%
Migrant Students	*	*	*	*	*	*	*	*	*	*

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Academic Achievement

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Mathematics Assessment - Performance By Test: Algebra I

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	524	775	738	2%	5%	16%	56%	21%	77%	40%
White	254	764	748	2%	6%	24%	60%	7%	68%	51%
Hispanic	*	753	723	0%	10%	35%	55%	0%	55%	23%
Black or African American	*	737	719	21%	21%	21%	33%	4%	38%	19%
Asian, Native Hawaiian, or Pacific Islander	213	795	773	0%	1%	4%	53%	41%	94%	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	*	767	746	0%	8%	15%	77%	0%	77%	49%
Female	*	770	737	2%	5%	17%	62%	13%	76%	39%
Male	*	779	739	2%	4%	16%	51%	27%	78%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	11	734	722	27%	27%	9%	18%	18%	36%	22%
Non-Economically Disadvantaged Students	513	776	747	2%	4%	16%	57%	21%	78%	50%
Students with Disabilities	*	733	710	14%	23%	37%	20%	6%	26%	11%
Students without Disabilities	*	782	743	0%	2%	13%	62%	23%	85%	45%
Multilingual Learners	*	*	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	775	741	2%	5%	16%	56%	20%	77%	43%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	13%
Students in Foster Care	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	696	*	*	*	*	*	*	*

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Mathematics Assessment - Performance By Test: Geometry

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	307	770	750	0%	1%	16%	55%	28%	82%	53%
White	*	759	752	1%	2%	26%	63%	9%	72%	57%
Hispanic	*	765	735	0%	0%	15%	69%	15%	85%	29%
Black or African American	*	*	733	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	169	778	765	0%	0%	9%	49%	43%	91%	77%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	66%
Two or More Races	*	*	756	*	*	*	*	*	*	63%
Female	*	766	748	1%	1%	21%	53%	24%	76%	50%
Male	*	773	752	0%	1%	12%	56%	31%	87%	57%
Non-binary/undesignated gender	*	*	752	*	*	*	*	*	*	60%
Economically Disadvantaged Students	*	*	734	*	*	*	*	*	*	28%
Non-Economically Disadvantaged Students	*	770	754	0%	1%	16%	55%	28%	83%	60%
Students with Disabilities	*	*	727	*	*	*	*	*	*	24%
Students without Disabilities	*	770	751	0%	1%	16%	55%	28%	83%	54%
Multilingual Learners	*	*	716	*	*	*	*	*	*	11%
Non-Multilingual Learners	*	770	751	0%	1%	16%	55%	28%	83%	55%
Students Experiencing Homelessness	*	*	727	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	743	*	*	*	*	*	*	44%
Migrant Students	*	*	*	*	*	*	*	*	*	*

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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	37	811	770	0%	0%	0%	49%	51%	100%	73%
White	*	*	771	*	*	*	*	*	*	75%
Hispanic	*	*	736	*	*	*	*	*	*	37%
Black or African American	*	*	736	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	32	815	785	0%	0%	0%	41%	59%	100%	88%
American Indian or Alaska Native	*	*	775	*	*	*	*	*	*	83%
Two or More Races	*	*	773	*	*	*	*	*	*	74%
Female	*	806	765	0%	0%	0%	67%	33%	100%	68%
Male	*	815	776	0%	0%	0%	36%	64%	100%	78%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	733	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	811	777	0%	0%	0%	49%	51%	100%	80%
Students with Disabilities	*	*	752	*	*	*	*	*	*	54%
Students without Disabilities	*	811	771	0%	0%	0%	49%	51%	100%	73%
Multilingual Learners	*	*	706	*	*	*	*	*	*	14%
Non-Multilingual Learners	*	811	772	0%	0%	0%	49%	51%	100%	75%
Students Experiencing Homelessness	*	*	*	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	744	*	*	*	*	*	*	59%
Migrant Students	*	*	*	*	*	*	*	*	*	*

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Academic Achievement

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

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

DLM Alternate Assessment - Participation

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

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

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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	107	73	68.2%	34	31.8%
3-4	16	8	50%	8	50%
5 or more	*	*	*	*	*

English Language Progress to Proficiency

This table shows the percentage of multilingual learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English learners making expected growth to proficiency	Annual Target	Met Target?
Schoolwide/Multilingual Learners	82.2%	22.7%	Met Goal

† Target was met within a confidence interval.

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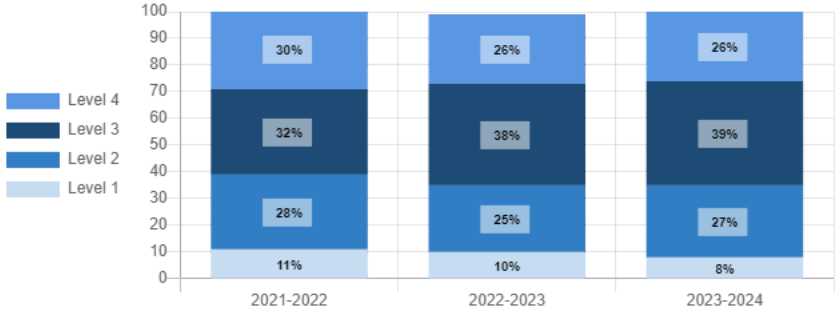
Academic Achievement

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 websitefor 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.

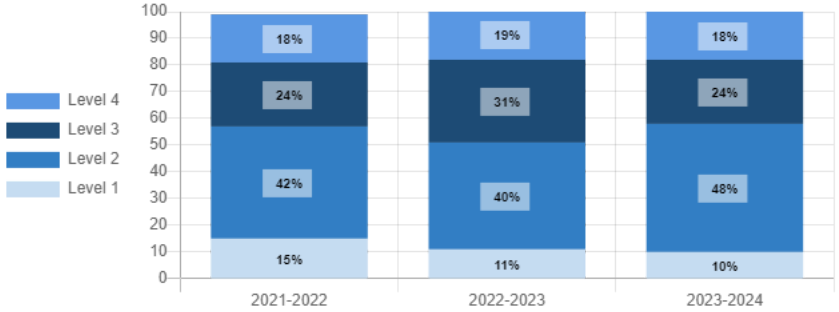
NJSLA Science Assessment: Grade 5 Summary

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.



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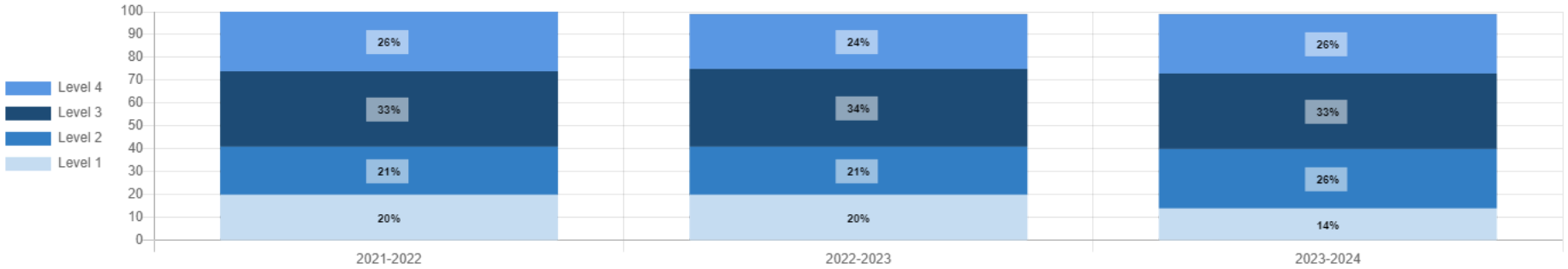
NJSLA Science Assessment: Grade 11 Summary

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



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Academic Achievement

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NJSLA Science Assessment: Grade 5

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	8%	27%	39%	26%	35%	37%	21%	6%
White	13%	36%	39%	12%	22%	42%	28%	8%
Hispanic	19%	32%	32%	16%	51%	36%	12%	2%
Black or African American	9%	50%	31%	9%	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	2%	14%	41%	43%	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	4%	29%	36%	32%	27%	36%	27%	10%
Female	7%	24%	42%	27%	35%	39%	20%	6%
Male	9%	28%	36%	26%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	29%	50%	21%	0%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	7%	26%	40%	27%	24%	39%	28%	10%
Students with Disabilities	33%	42%	18%	6%	64%	27%	8%	2%
Students without Disabilities	3%	23%	44%	31%	30%	39%	24%	7%
Multilingual Learners	*	*	*	*	78%	20%	2%	0%
Non-Multilingual Learners	8%	27%	39%	27%	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%

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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	10%	48%	24%	18%	36%	45%	14%	5%
White	11%	63%	19%	7%	23%	52%	19%	6%
Hispanic	29%	52%	13%	6%	51%	42%	6%	1%
Black or African American	41%	48%	11%	0%	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	3%	32%	31%	33%	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	9%	27%	45%	18%	27%	46%	19%	8%
Female	10%	54%	24%	13%	35%	47%	13%	4%
Male	11%	43%	23%	23%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	61%	28%	0%	11%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	9%	48%	25%	18%	26%	48%	19%	7%
Students with Disabilities	36%	54%	9%	1%	67%	29%	3%	1%
Students without Disabilities	6%	47%	26%	21%	30%	48%	16%	6%
Multilingual Learners	*	*	*	*	75%	24%	1%	0%
Non-Multilingual Learners	10%	48%	24%	18%	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	*	*	*	*	*	*	*	*

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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	14%	26%	33%	26%	45%	27%	19%	9%
White	18%	32%	35%	16%	34%	30%	26%	11%
Hispanic	14%	45%	36%	5%	61%	25%	11%	3%
Black or African American	43%	26%	22%	9%	64%	24%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	5%	16%	33%	46%	17%	23%	33%	28%
American Indian or Alaska Native	*	*	*	*	54%	21%	19%	6%
Two or More Races	19%	25%	25%	31%	38%	26%	25%	11%
Female	14%	29%	35%	22%	43%	29%	20%	7%
Male	14%	24%	32%	30%	47%	24%	18%	10%
Non-binary/undesignated gender	*	*	*	*	26%	28%	30%	16%
Economically Disadvantaged Students	*	*	*	*	63%	24%	11%	2%
Non-Economically Disadvantaged Students	14%	26%	34%	26%	37%	28%	24%	12%
Students with Disabilities	47%	30%	17%	5%	77%	16%	5%	1%
Students without Disabilities	7%	25%	37%	31%	40%	28%	22%	10%
Multilingual Learners	*	*	*	*	88%	10%	1%	0%
Non-Multilingual Learners	14%	26%	34%	26%	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	*	*	*	*	*	*	*	*

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Academic Achievement

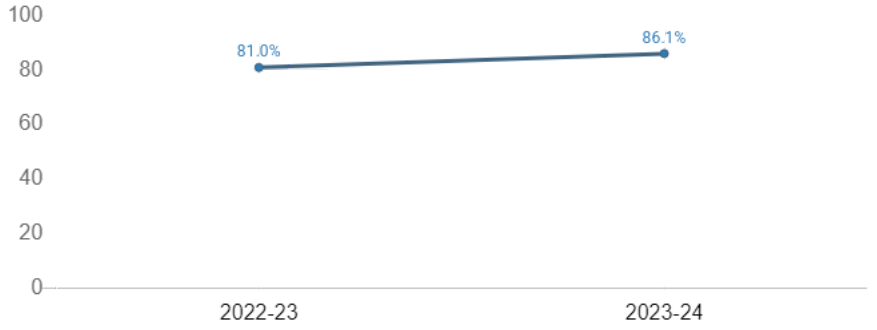
Graduation Proficiency Assessment (NJGPA) Trends

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	>90%	>90%	81.0%	86.1%
Statewide Graduation Ready Rate	80.5%	82.5%	55.0%	55.6%

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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	531	>90%	82.5%	531	86.1%	55.6%
White	280	>90%	90%	280	82.5%	69.1%
Hispanic	22	>90%	72.3%	22	81.8%	38%
Black or African American	23	87%	73.6%	23	43.5%	33.1%
Asian, Native Hawaiian, or Pacific Islander	189	>90%	>90%	189	>90%	87.9%
American Indian or Alaska Native	*	*	76.2%	*	*	43.8%
Two or More Races	*	>90%	87.5%	*	>90%	62%
Female	*	>90%	86.9%	*	83.9%	56.6%
Male	*	>90%	78.3%	*	87.9%	54.7%
Non-binary/undesignated gender	*	*	87.7%	*	*	69.9%
Economically Disadvantaged Students	*	*	71.7%	*	*	36%
Non-Economically Disadvantaged Students	*	>90%	87.6%	*	86.5%	65.1%
Students with Disabilities	91	78%	53.6%	91	53.8%	18.2%
Students without Disabilities	440	>90%	87.4%	440	>90%	62%
Multilingual Learners	*	*	24.4%	*	*	12.5%
Non-Multilingual Learners	*	>90%	86.5%	*	86%	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%

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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	60.7%	80.7%
12th graders taking SAT in 2023-2024 or prior years	61.4%	62.7%
12th graders taking ACT in 2023-2024 or prior years	33.3%	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	570	459	Grade 10: 430 Grade 11: 460	90%	54%
PSAT 10/NMSQT - Math	562	454	Grade 10: 480 Grade 11: 510	72%	32%
SAT - Reading and Writing	650	530	480	96%	65%
SAT - Math	651	519	530	84%	46%
ACT - Reading	27	24	22	81%	63%
ACT - English	27	24	18	92%	76%
ACT - Math	25	23	22	74%	58%
ACT - Science	26	23	23	72%	55%

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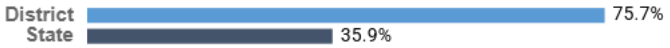
College and Career Readiness

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

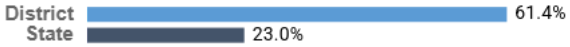
This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.

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.

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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	75.7%	20.7%	35.9%	26.9%
White	71.4%	25.3%	41.8%	33.0%
Hispanic	56.9%	25.5%	23.2%	20.9%
Black or African American	31.0%	7.1%	20.3%	17.4%
Asian, Native Hawaiian, or Pacific Islander	91.4%	14.4%	70.5%	32.5%
American Indian or Alaska Native	*	*	30.4%	28.6%
Two or More Races	62.1%	17.2%	41.0%	29.0%
Female	79.3%	21.7%	41.4%	30.2%
Male	72.4%	19.6%	30.6%	23.7%
Non-Binary/Undesignated Gender	N	N	42.9%	28.4%
Economically Disadvantaged Students	38.9%	0.0%	22.8%	20.2%
Students with Disabilities	33.7%	19.5%	4.8%	10.9%
Multilingual Learners	*	*	9.8%	8.8%
Students experiencing homelessness	N	N	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%

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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	66	70
AP 3-D Art and Design	7	6
AP African American Studies (Pilot 2 - 2023-24)	0	36
AP Art History	17	15
AP Biology	70	69
AP Calculus AB	96	87
AP Calculus BC	51	52
AP Chemistry	58	52
AP Chinese Languages: Language and Culture	27	38
AP Comparative Government and Politics	53	44
AP Computer Science A	106	104
AP Computer Science Principles	152	132
AP Drawing	12	2
AP English Language and Composition	112	109
AP English Literature and Composition	79	56
AP Environmental Science	32	32
AP European History	17	13
AP French Language and Culture	17	15
AP Human Geography	132	117
AP Italian Language and Culture	7	5
AP Macroeconomics	0	111
AP Microeconomics	201	174

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College and Career Readiness

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AP/IB Courses Offered

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AP/IB Course	Students Enrolled	Students Tested
AP Music Theory	15	14
AP Physics 1	180	148
AP Physics 2	39	36
AP Physics C: Electricity and Magnetism	16	15
AP Physics C: Mechanics	31	30
AP Precalculus	168	142
AP Psychology	316	255
AP Research	41	40
AP Seminar	38	38
AP Spanish Language and Culture	25	23
AP Statistics	126	118
AP U.S. Government and Politics	128	104
AP U.S. History	86	81
AP World History: Modern	31	22
Total Exams taken		2,405
Exams with scores of at least 3 on AP exams or 4 on IB exams		2,159

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College and Career Readiness

Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy	Percentage of 12th Graders
Chinese	17	3.3%
French	*	*
Hindi	*	*
Italian	*	*
Russian	*	*
Spanish	39	7.6%
Total Seals Earned	63	
Total Unique Students Earning Seals	59	11.5%
Current and Former Multilingual Learners Earning Seals	11	45.8%†

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

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College and Career Readiness

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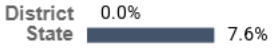
Career and Technical Education Participation

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)

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College and Career Readiness

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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	0.0%	0.0%	7.6%	10.4%
White	0.0%	0.0%	6.1%	10.0%
Hispanic	0.0%	0.0%	9.3%	10.8%
Black or African American	0.0%	0.0%	9.5%	10.7%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.5%	10.5%
American Indian or Alaska Native	*	*	8.3%	8.8%
Two or More Races	0.0%	0.0%	7.5%	10.1%
Female	0.0%	0.0%	7.5%	10.9%
Male	0.0%	0.0%	7.7%	9.9%
Non-Binary/Undesignated Gender	*	*	8.9%	15.2%
Economically Disadvantaged Students	0.0%	0.0%	9.8%	10.7%
Students with Disabilities	0.0%	0.0%	6.0%	7.9%
Multilingual Learners	0.0%	0.0%	8.0%	3.5%
Students experiencing homelessness	*	*	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%

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College and Career Readiness

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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
Total	N	N

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College and Career Readiness

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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

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
Total	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.

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	498
7	50	0	0	0	0	0	448
8	271	46	0	0	0	0	204
9	212	260	37	0	0	0	0
10	11	194	292	71	2	7	14
11	0	6	156	292	38	32	44
12	0	0	12	75	268	87	121
Total	544	506	497	438	308	126	1,329
Enrolled in AP/IB Course					147	126	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	509	0	0	0	0	0
10	81	418	0	94	59	20
11	70	72	0	140	324	39
12	159	50	0	38	127	128
Total	819	540	0	272	510	187
Enrolled in AP/IB Course	70	58		32	253	0
Enrolled in Dual Enrollment Course	68	0	0	17	0	44

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College and Career Readiness

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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	508	0	0	0	0	0
10	15	527	11	0	0	109
11	8	531	146	45	29	81
12	44	17	91	348	42	211
Total	575	1,075	248	393	71	401
Enrolled in AP/IB Course	31	86	201	316		315
Enrolled in Dual Enrollment Course	0	0	0	0	0	47

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	322	149	0	0	0	0	0
7	264	112	49	0	0	37	0
8	275	97	87	0	0	34	0
9	334	91	41	0	0	41	0
10	326	79	65	0	0	37	0
11	225	69	47	0	0	38	0
12	54	31	7	0	0	19	0
Total	1,800	628	296	0	0	206	0
Enrolled in AP/IB Course	25	17	7	0	0	27	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	466	143	93	0	0	63	0

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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	0	449	0	0	0	0	0
1	0	404	0	0	0	0	0
2	0	506	0	0	0	0	0
3	0	467	0	0	0	0	0
4	0	482	0	0	0	0	0
5	0	527	0	0	0	0	0
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	21	30	0	0	0	0	0
10	46	9	0	0	0	0	0
11	38	115	0	0	0	0	0
12	63	53	0	0	0	0	0
Total	168	3,042	0	0	0	0	0
Enrolled in AP/IB Course	106	152		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

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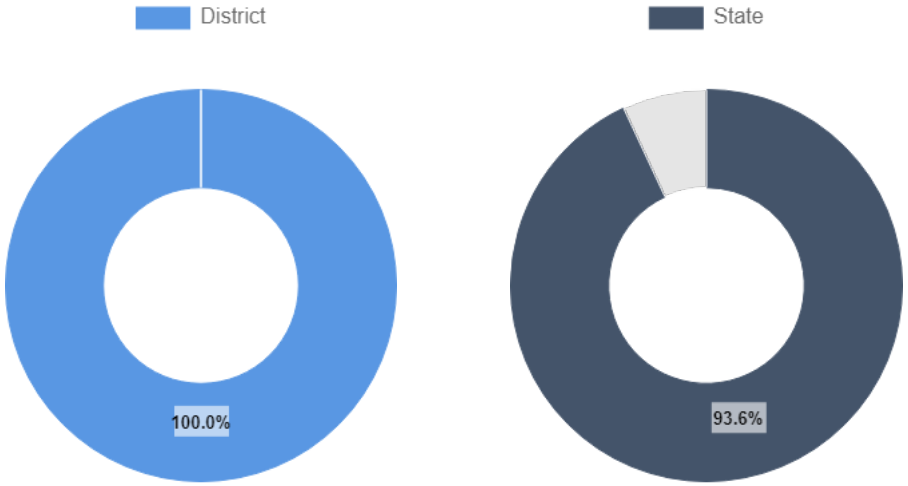
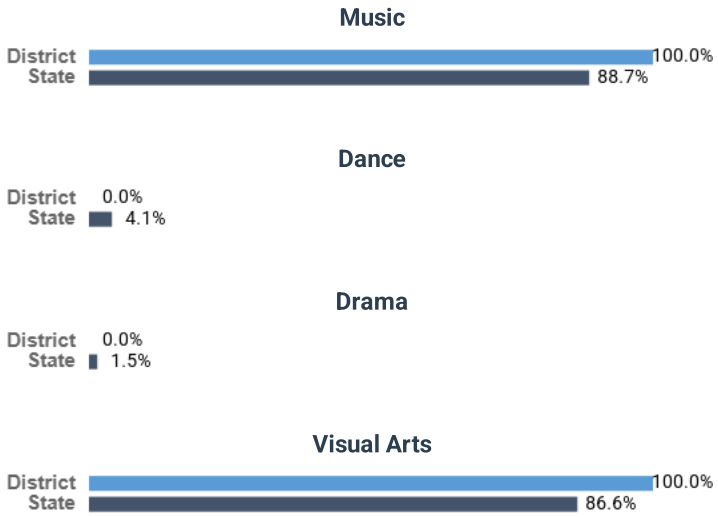
Visual and Performing Arts – Course Participation

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:



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College and Career Readiness

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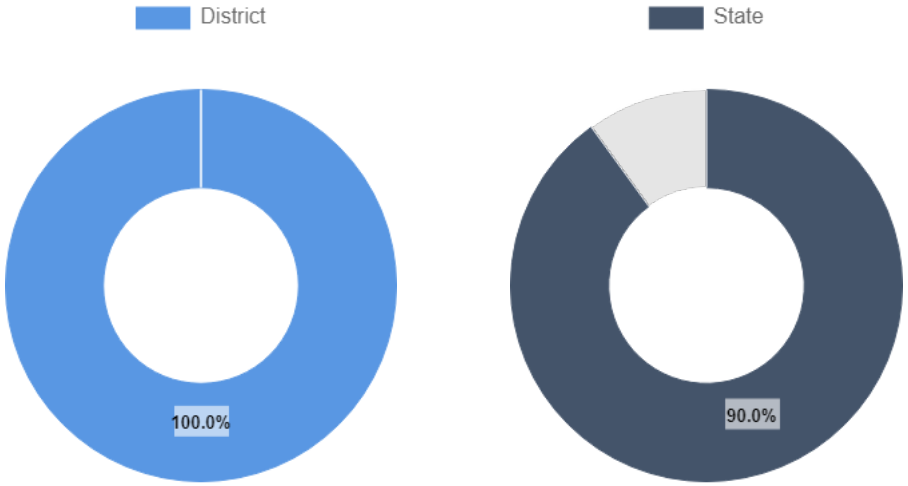
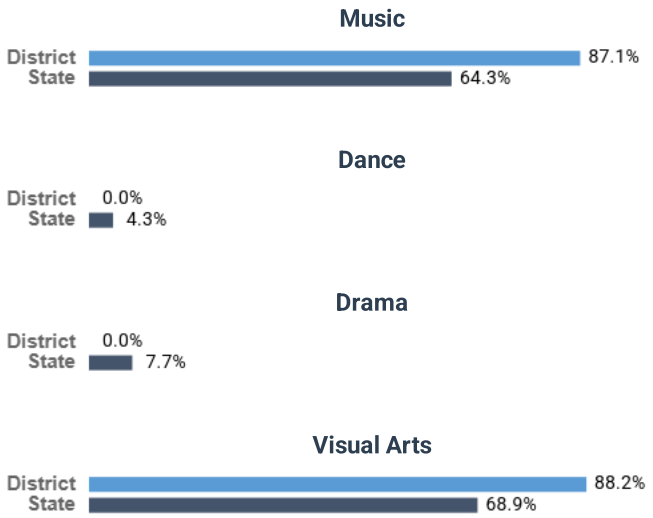
Visual and Performing Arts – Course Participation

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:



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College and Career Readiness

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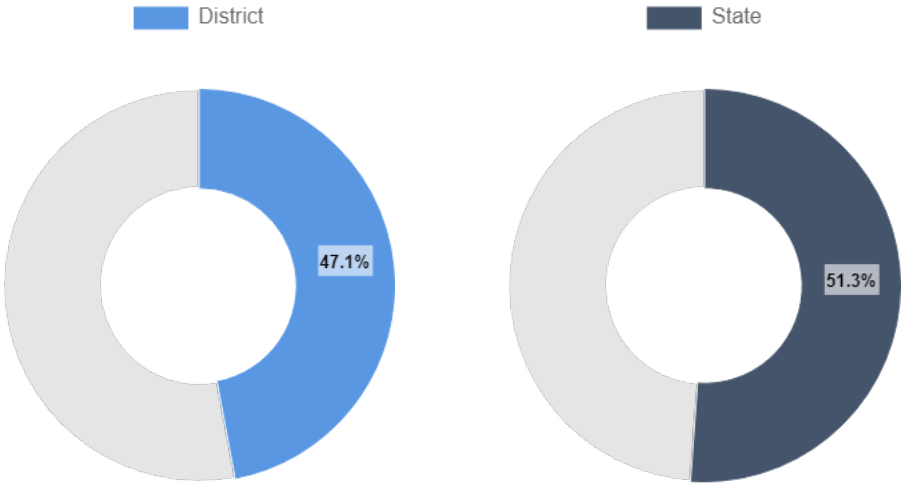
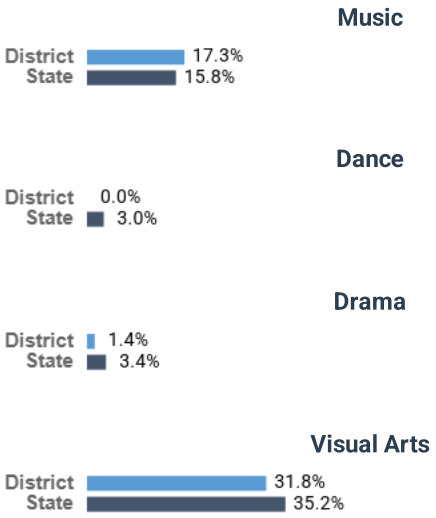
Visual and Performing Arts – Course Participation

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:



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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

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Graduation/ Postsecondary

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

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

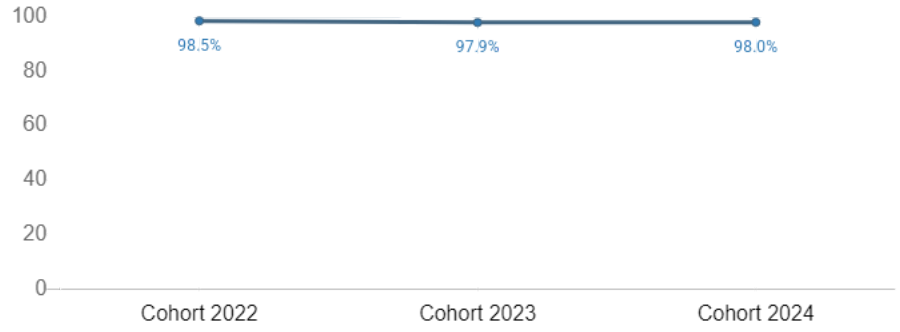
To be included as a graduate in the federal version of the graduation rate, students must have meet state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless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

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

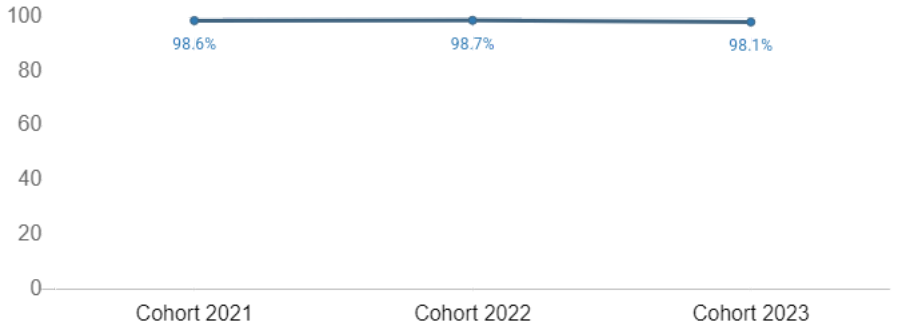
Graduation Rate Trends and Progress

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

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2022 4-Year Rate	Cohort 2023 4-Year Rate	Cohort 2024 4-Year Rate	Cohort 2021 5-Year Rate	Cohort 2022 5-Year Rate	Cohort 2023 5-Year Rate
Graduation Rate	98.5%	97.9%	98.0%	98.6%	98.7%	98.1%
Statewide Graduation Rate	90.9%	91.1%	91.3%	92.5%	92.7%	92.6%

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Graduation/ Postsecondary

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

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

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

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

Cohort 2024 4-Year Graduation Cohort Profile

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

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	98.0%	1.6%	0.4%	91.3%	3.8%	4.9%
White	97.9%	1.4%	0.7%	95.0%	2.6%	2.5%
Hispanic	96.7%	3.3%	0.0%	86.9%	4.9%	8.3%
Black or African American	100.0%	0.0%	0.0%	86.5%	6.0%	7.5%
Asian, Native Hawaiian, or Pacific Islander	98.2%	1.8%	0.0%	96.7%	2.3%	1.0%
American Indian or Alaska Native	N	N	N	91.7%	3.8%	4.5%
Two or More Races	100.0%	0.0%	0.0%	92.3%	3.5%	4.3%
Female	99.2%	0.4%	0.4%	93.1%	2.8%	4.1%
Male	96.9%	2.8%	0.4%	89.5%	4.7%	5.7%
Non-Binary/Undesignated Gender	N	N	N	86.7%	3.3%	10.0%
Economically Disadvantaged Students	100.0%	0.0%	0.0%	87.1%	5.3%	7.7%
Students with Disabilities	90.7%	8.2%	1.0%	80.7%	12.5%	6.8%
Multilingual Learners	*	*	*	78.9%	7.5%	13.6%
Students experiencing homelessness	N	N	N	74.5%	11.2%	14.3%
Students in Foster Care	N	N	N	61.6%	13.1%	25.3%
Military-Connected Students	*	*	*	94.5%	2.3%	3.1%
Migrant Students	N	N	N	88.2%	3.9%	7.9%

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Graduation/ Postsecondary

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

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

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

Cohort 2023 5-Year Graduation Cohort Profile

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

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	98.1%	1.2%	0.8%	92.6%	1.7%	5.6%
White	98.4%	1.3%	0.3%	95.9%	1.5%	2.6%
Hispanic	94.4%	5.6%	0.0%	88.2%	1.9%	9.9%
Black or African American	95.2%	4.8%	0.0%	88.9%	2.5%	8.7%
Asian, Native Hawaiian, or Pacific Islander	98.0%	0.0%	2.0%	97.5%	1.3%	1.2%
American Indian or Alaska Native	*	*	*	92.5%	0.0%	7.5%
Two or More Races	100.0%	0.0%	0.0%	94.7%	1.0%	4.3%
Female	98.7%	0.4%	0.9%	94.4%	1.2%	4.4%
Male	97.5%	1.8%	0.7%	91.0%	2.2%	6.8%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	93.8%	6.3%	0.0%	88.8%	2.0%	9.2%
Students with Disabilities	93.9%	6.1%	0.0%	84.1%	8.2%	7.7%
Multilingual Learners	*	*	*	78.0%	2.0%	20.0%
Students experiencing homelessness	N	N	N	78.0%	3.9%	18.1%
Students in Foster Care	N	N	N	67.0%	7.5%	25.5%
Military-Connected Students	*	*	*	96.0%	0.8%	3.1%
Migrant Students	N	N	N	66.7%	10.7%	22.6%

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Graduation/ Postsecondary

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

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

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

Cohort 2022 6-Year Graduation Cohort Profile

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

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

Student Group	Graduates	Continuing	Non-Continuing	High School Persistence (Graduates + Continuing)	State: Graduates	State: Continuing Students	State: Non-Continuing Students	State: High School Persistence (Graduates + Continuing)
Districtwide	98.9%	0.7%	0.4%	99.6%	93.2%	1.0%	5.8%	94.2%
White	98.8%	0.8%	0.4%	99.6%	96.4%	0.9%	2.7%	97.3%
Hispanic	100.0%	0.0%	0.0%	100.0%	88.2%	1.0%	10.8%	89.2%
Black or African American	100.0%	0.0%	0.0%	100.0%	89.6%	1.4%	9.0%	91.0%
Asian, Native Hawaiian, or Pacific Islander	98.6%	0.7%	0.7%	99.3%	98.1%	0.8%	1.0%	99.0%
American Indian or Alaska Native	N	N	N	N	93.6%	0.8%	5.6%	94.4%
Two or More Races	100.0%	0.0%	0.0%	100.0%	92.9%	1.3%	5.9%	94.1%
Female	99.5%	0.5%	0.0%	100.0%	95.0%	0.6%	4.4%	95.6%
Male	98.4%	0.8%	0.8%	99.2%	91.5%	1.4%	7.1%	92.9%
Non-Binary/Undesignated Gender	N	N	N	N	*	*	*	*
Economically Disadvantaged Students	88.9%	11.1%	0.0%	100.0%	88.8%	1.1%	10.2%	89.8%
Students with Disabilities	92.4%	4.5%	3.0%	97.0%	86.6%	5.4%	8.0%	92.0%
Multilingual Learners	*	*	*	*	77.6%	0.6%	21.9%	78.1%
Students experiencing homelessness	N	N	N	N	76.2%	1.4%	22.4%	77.6%
Students in Foster Care	N	N	N	N	64.1%	3.5%	32.4%	67.6%
Military-Connected Students	N	N	N	N	92.9%	1.7%	5.4%	94.6%
Migrant Students	N	N	N	N	67.1%	2.4%	30.5%	69.5%

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Graduation/ Postsecondary

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

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

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Federal Graduation Rates

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

Student Group	2024 4-Year Federal Graduation Rate	2023 5-Year Federal Graduation Rate	2022 6-Year Federal Graduation Rate	State: 2024 4-Year Federal Graduation Rate	State: 2023 5-Year Federal Graduation Rate	State: 2022 6-Year Federal Graduation Rate
Districtwide	98.0%	98.1%	98.5%	87.7%	91.8%	87.0%
White	97.9%	98.4%	98.0%	91.5%	95.0%	90.0%
Hispanic	96.7%	94.4%	100.0%	83.3%	87.4%	82.1%
Black or African American	100.0%	95.2%	100.0%	80.9%	87.6%	80.8%
Asian, Native Hawaiian, or Pacific Islander	98.2%	98.0%	98.6%	96.1%	97.3%	96.6%
American Indian or Alaska Native	N	*	N	84.1%	92.5%	86.4%
Two or More Races	100.0%	100.0%	100.0%	89.0%	93.0%	86.2%
Female	99.2%	98.7%	99.0%	90.5%	93.7%	90.6%
Male	96.9%	97.5%	98.0%	85.2%	90.0%	83.7%
Non-Binary/Undesignated Gender	N	N	N	83.3%	*	*
Economically Disadvantaged Students	100.0%	93.8%	88.9%	82.6%	87.8%	81.4%
Students with Disabilities	90.7%	93.9%	89.4%	60.2%	79.2%	51.8%
Multilingual Learners	*	*	*	77.6%	77.6%	75.7%
Students experiencing homelessness	N	N	N	67.0%	76.2%	64.6%
Students in Foster Care	N	N	N	50.4%	61.9%	47.1%
Military-Connected Students	*	*	N	91.4%	94.9%	88.4%
Migrant Students	N	N	N	85.5%	64.3%	64.6%

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Graduation/ Postsecondary

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

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Accountability Graduation Rates

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

Student Group	Cohort 2023: 4-Year Graduation Rate	Cohort 2023: Annual Target	Cohort 2023: Met Target	Cohort 2022: 5-Year Graduation Rate	Cohort 2022: Annual Target	Cohort 2022: Met Target
Districtwide	97.9%	95.0%	Met Goal	98.5%	N	Met Goal
White	98.1%	95.0%	Met Goal	98.0%	N	Met Goal
Hispanic	94.4%	**	**	100.0%	N	Met Goal
Black or African American	100.0%	N	Met Goal	100.0%	**	**
Asian, Native Hawaiian, or Pacific Islander	97.3%	95.0%	Met Goal	98.6%	N	Met Goal
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	100.0%	**	**	100.0%	**	**
Economically Disadvantaged Students	100.0%	**	**	88.9%	**	**
Students with Disabilities	93.9%	88.4%	Met Target	89.4%	N	N
Multilingual Learners	*	**	**	*	**	**

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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	93.5%	81.3%
Substitute Competency Test	6.5%	18.8%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements Specified in IEP	0.0%	0.0%
Unknown/Other	0.0%	0.0%

Dropout Rate Trends

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

School Year	District Rate	State Rate
2023-2024	0.0%	1.0%
2022-2023	0.1%	1.2%
2021-2022	0.2%	1.2%

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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	*

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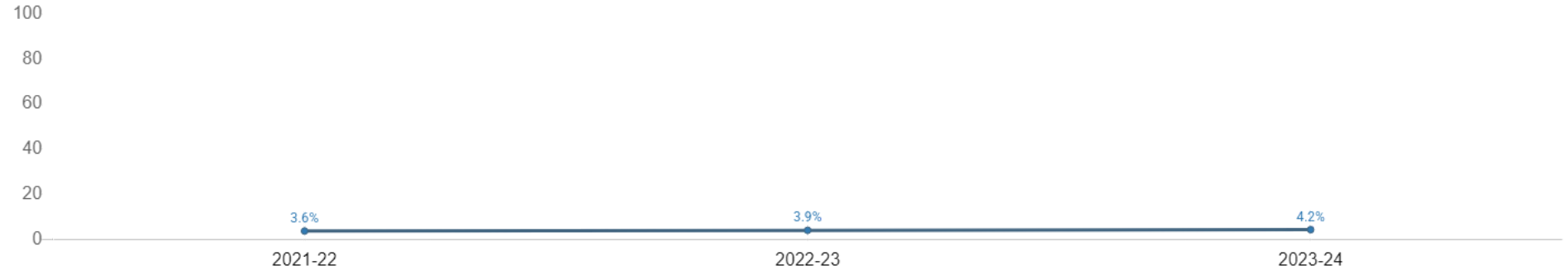
Climate and Environment

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	3.6%	3.9%	4.2%
ESSA Target (State Average for Grades Served)	18.1%	16.6%	14.9%
Met ESSA Target	Met	Met	Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%

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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

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").

Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	272	4.2%	14.9%	Met
White	149	5.4%	14.9%	Met
Hispanic	31	8.5%	14.9%	Met
Black or African American	16	5.8%	14.9%	Met
Asian, Native Hawaiian, or Pacific Islander	63	2.3%	14.9%	Met
American Indian or Alaska Native	0	0.0%	14.9%	Met
Two or More Races	13	5.2%	14.9%	Met
Female	*	4.6%		
Male	*	3.9%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	22	15.2%	14.9%	Not Met
Students with Disabilities	82	8.1%	14.9%	Met
Multilingual Learners	11	7.5%	14.9%	Met
Students Experiencing Homelessness	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	*	*		

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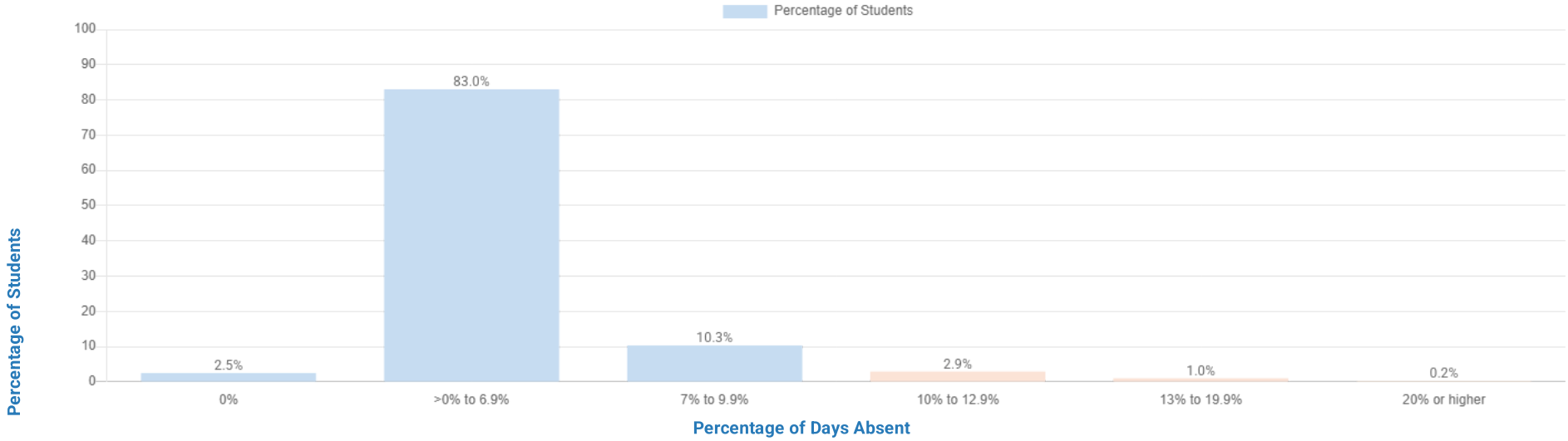
Percentage of Days Absent

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



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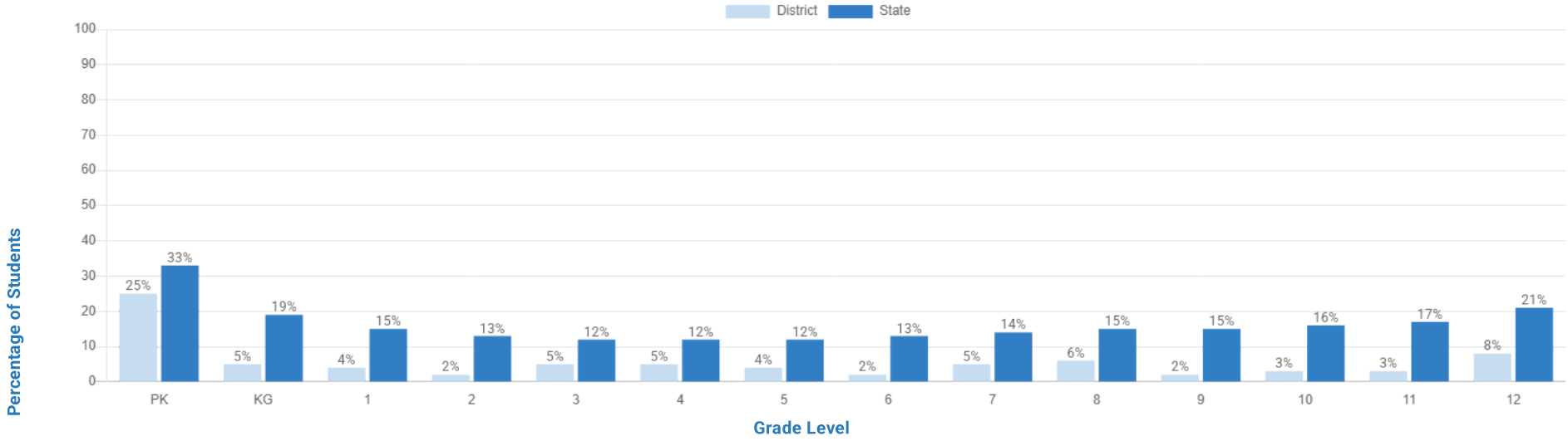
Chronic Absenteeism by Grade

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



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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	28
Weapons	0
Vandalism	8
Substances	18
Harassment, Intimidation, Bullying (HIB)	30
Total Unique Incidents	81
Incidents Per 100 Students Enrolled	1.25

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	11	12
Religion	0	5	5
Ancestry	0	1	1
Gender	0	2	2
Sexual Orientation	0	1	1
Disability	0	0	0
Other	4	10	14
No Identified Nature	26		26

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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	15	1%	21	1%	28	1%	<5	<5.00%	0	0%
Hispanic	2	1%	6	2%	6	2%	<5	<5.00%	0	0%
Black or African American	7	2%	8	3%	11	4%	<5	<5.00%	0	0%
Asian	11	0%	12	0%	14	0%	<5	<5.00%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
Two or more races	1	0%	1	0%	2	1%	<5	<5.00%	0	0%
Female	*	0%	*	0%	*	0%	*	<5.00%	*	0%
Male	*	1%	*	1%	*	1%	*	<5.00%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	3	2%	2	1%	5	3%	<5	<5.00%	0	0%
Students with disabilities	14	1%	19	2%	25	3%	<5	<5.00%	0	0%

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Student Disciplinary Removals: By Grade Level

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

Grade	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Districtwide	36	1%	48	1%	61	1%	1	0%	0	0%
PK	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
KG	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
1	0	0%	3	1%	3	1%	<5	<5.00%	0	0%
2	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
3	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
4	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
5	2	0%	0	0%	2	0%	<5	<5.00%	0	0%
6	1	0%	5	1%	5	1%	<5	<5.00%	0	0%
7	0	0%	2	0%	2	0%	<5	<5.00%	0	0%
8	0	0%	4	1%	4	1%	<5	<5.00%	0	0%
9	13	3%	11	2%	17	3%	<5	<5.00%	0	0%
10	8	1%	9	2%	11	2%	<5	<5.00%	0	0%
11	10	2%	12	2%	13	2%	<5	<5.00%	0	0%
12	2	0%	2	0%	4	1%	<5	<5.00%	0	0%

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Students Involved in Police Notifications: By Student Group

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

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

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Students Involved in Police Notifications: By Grade Level

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

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

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

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

Student Group	# of Students Arrested	% of Students Arrested	# of students involved in at least one violent incident that led to arrest	% of students involved in a violent incident that led to arrest	# of students involved in at least one vandalism incident that led to arrest	% of students involved in a vandalism incident that led to arrest	# of students involved in at least one substance related incident that led to arrest	% of students involved in a substance related incident that led to arrest	# of students involved in at least one weapons related incident that led to arrest	% of students involved in a weapons related incident that led to arrest	# of students involved in at least one HIB incident that led to arrest	% of students involved in an HIB incident that led to arrest	# of students involved in at least one other type of incident that led to arrest	% of students involved in an other type of incident that led to arrest
Districtwide	1	0%	0	0%	1	0%	0	0%	0	0%	0	0%	0	0%
White	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
Hispanic	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
Black or African American	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
Asian	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
Female	*	<5.00%	*	0%	*	<5.00%	*	0%	*	0%	*	0%	*	0%
Male	*	<5.00%	*	0%	*	<5.00%	*	0%	*	0%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
Students with disabilities	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%

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Climate and Environment

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

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

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

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

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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
137

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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.

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Staff

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

Key terms for staff data:
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.
Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.
Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Teachers – Experience

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

Category	Teachers in District	Teachers in State
Total Number of teachers	542	119,239
Average years experience in public schools	10.8	12.6
Average years experience in district	10.1	11.3
Number of Teachers with 4 or more years experience in the district	372	87,243
Percentage of Teachers with 4 or more years experience in the district	68.6%	73.6%
Number of out-of-field teachers	12	2,931
Percentage of out-of-field teachers	2.2%	2.5%
Number of Teachers with Provisional Credentials	79	9,065
Percentage of Teachers with Provisional Credentials	14.6%	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	38	10,170
Average years experience in public schools	11.7	16.2
Average years experience in district	9.7	12.5
Number of Administrators with 4 or more years experience in the district	29	7,734
Percentage of Administrators with 4 or more years experience in the district	76.3%	76.8%

Staff Counts

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

Staff Category	District: Total Staff Members	State: Total Staff Members
Teachers	542	119,239
Administrators	38	10,170
Librarians/Media Specialists	8	1,160
Nurses	8	3,025
School Counselors	26	4,673
Child Study Team Members	33	9,654
School Psychologists	13	2,185
School Social Workers	6	2,750
Student Assistance Coordinators	3	400
School Safety Specialists	1	681

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Staff

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Key terms for staff data:
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.
Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.
Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Student and Staff Ratios

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

Ratio	District Ratio
Students to Teachers	12:1
Students to Administrators	171:1
Teachers to Administrators	14:1
Students to Librarians/Media Specialists †	811:1
Students to Nurses †	811:1
Students to Counselors †	249:1
Students to Child Study Team Members †,††	31:1
Students to School Psychologists †	499:1
Students to School Social Workers †	1081:1
Students to Student Assistance Coordinators †	2162:1
Students to School Safety Specialists †	6485:1

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

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

Teachers and Administrators – Demographics

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

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	48.0%	77.0%	60-70%	48.0%	77.0%	57.0%
Male	52.0%	23.0%	30-40%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤10%	≤1%	≤1%	≤1%
White	42.9%	87.6%	84.2%	38.2%	81.8%	74.5%
Hispanic	5.6%	5.9%	7.9%	34.0%	8.6%	8.6%
Black or African American	4.3%	1.5%	5.3%	14.2%	6.4%	14.4%
Asian	42.8%	5.0%	0.0%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.4%	0.5%
Two or More Races	3.9%	0.0%	2.6%	3.1%	0.3%	0.4%

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Staff

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

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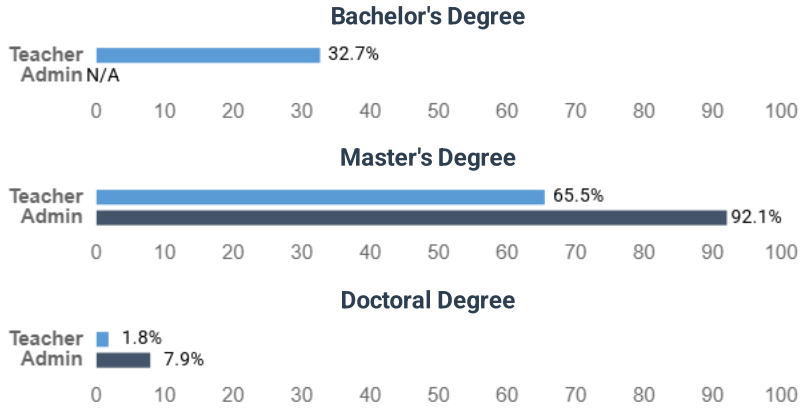
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.
Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.
Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2022-23 Teachers: Same district 2023-24	91.1%	89.5%
2022-23 Administrators: Same district 2023-24	92.7%	87.9%

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Staff

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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)	140	90-95%	5-10%	≤5%	94.3%	2.9%	0.0%	2.9%	0.0%	0.0%	0.0%	71.4%	34.3%	65.7%	0.0%
English/Language Arts/Literacy	45	80-90%	10-20%	≤10%	91.1%	0.0%	2.2%	6.7%	0.0%	0.0%	0.0%	62.2%	26.7%	64.4%	8.9%
English to Speakers of Other Languages	9	*	*	*	66.7%	11.1%	0.0%	22.2%	0.0%	0.0%	0.0%	77.8%	11.1%	88.9%	0.0%
Mathematics	41	70-80%	20-30%	≤10%	87.8%	0.0%	0.0%	12.2%	0.0%	0.0%	0.0%	73.2%	29.3%	70.7%	0.0%
Science	40	60-70%	20-30%	≤10%	90.0%	5.0%	0.0%	5.0%	0.0%	0.0%	0.0%	70.0%	20.0%	72.5%	7.5%
Social Studies/History	35	50-60%	40-50%	≤10%	94.3%	2.9%	2.9%	0.0%	0.0%	0.0%	0.0%	74.3%	34.3%	60.0%	5.7%
World Language	32	80-90%	10-20%	≤10%	40.6%	43.8%	9.4%	6.3%	0.0%	0.0%	0.0%	65.6%	34.4%	65.6%	0.0%
Visual and Performing Arts	38	60-70%	30-40%	≤10%	84.2%	2.6%	2.6%	10.5%	0.0%	0.0%	0.0%	63.2%	55.3%	44.7%	0.0%
Health/Physical Education	37	40-50%	50-60%	≤10%	94.6%	5.4%	0.0%	0.0%	0.0%	0.0%	0.0%	73.0%	43.2%	54.1%	2.7%
Family & Consumer Sciences	4	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	75.0%	25.0%	75.0%	0.0%
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	13	*	*	*	76.9%	7.7%	0.0%	15.4%	0.0%	0.0%	0.0%	30.8%	30.8%	69.2%	0.0%
Computer Science/IT	1	*	*	*	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
Industrial Arts	8	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	62.5%	50.0%	50.0%	0.0%
Career and Technical Education	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	50.0%	50.0%	0.0%
Special Education	92	90-95%	5-10%	≤5%	90.2%	5.4%	2.2%	2.2%	0.0%	0.0%	0.0%	68.5%	27.2%	72.8%	0.0%
Bilingual	1	*	*	*	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%

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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.

Livingston Twp	Federal	State & Local	Total	ADE**
District Level Total Expenditures	$402	$18,028	$18,430	6,440.5
District Level Central Expenditures		$852	$852	6,440.5
Livingston High School	$443	$18,491	$18,934	2,074.6
Heritage Middle School	$381	$17,274	$17,655	1,004.0
Mount Pleasant Middle School	$379	$17,091	$17,470	486.0
Burnet Hill Elementary School	$383	$16,884	$17,267	474.5
Collins Elementary School	$383	$16,066	$16,449	468.0
Harrison Elementary School	$383	$16,054	$16,437	513.1
Hillside Elementary School	$383	$16,104	$16,487	492.8
Mount Pleasant Elementary School	$382	$16,042	$16,424	436.5
Riker Hill Elementary School	$385	$16,097	$16,482	491.1

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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.

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Accountability

Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

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

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

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Accountability

ESSA Accountability Progress

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

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

ESSA Acountability Indicator	2021-22	2022-23	2023-24
ELA Proficiency	80.5%	82.8%	84.2%
Math Proficiency	69.3%	70.8%	75.3%
ELA Growth†	63	63	58
Math Growth†	77	58	58
4-Year Graduation Rate (Prior Year)††	98.2%	98.2%	97.9%
5-Year Graduation Rate (Prior Year)††	99.2%	98.4%	98.5%
Progress toward English Language Proficiency	80.6%	87.4%	82.2%
Chronic Absenteeism	3.6%	3.9%	4.2%

†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.

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

Accountability

Accountability Summary by Student Group - 2023-24 School Year

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

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

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

†Target was met within a confidence interval.

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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:

- n/a
- n/a
- n/a

Sports and Athletics:

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

Staff and Professional Learning:

The LPS provides a rich and varied professional development catalog at the district, building, and department levels with more than 50 courses offered. Faculty members engage in a minimum of weekly collaborative learning in small groups to achieve the goals defined in our Strategic Plan in addition to enrolling in after school classes. The focus in the 21-22 school year continues to focus on Culturally Responsive Classroom, and Social Emotional Learning, in addition to Student Engagement in the Remote and Hybrid Setting, Synchronous vs. Asycnhronous Instruction, Differentiated and Individualized Learning, Mindfulness, Quality Assessment, Student Engagement, and Questioning and Inquiry.

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Student Supports and Services:

The LPS provides a full continuum of supports for all students including ESL at all levels, Special Education and Related Services are available with best practices noted in our P.R.I.D.E. Pre-K program, Multiply Disabled Programs from Pre-K through age 21, 18-21 Transition Programming, Career Internship Program at LHS, LINKS programs for students with social-emotional needs K-12, & a vibrant college preparatory program in a small learning setting at our Monmouth Court Campus for LHS students.

Student Health and Wellness:

The district is committed to providing students with an excellent educational experience while being mindful of their overall health. Curriculum ensures the safety and well-being of all students by building their skills in managing decision making, thinking and acting responsibly, and considering choices for their lives. Topics include but are not limited to wellness, substance abuse, social emotional learning, becoming an upstander, and managing life stressors. Efforts are made to embed health and wellness across the curriculum including the importance of mindfulness practices. Healthy choices are taught as an important life skill within the School Counseling Health and PE curriculum.

Parent and Community Involvement:

The district values the involvement of all stakeholders and works to partner with parents and the community to provide students with an excellent education. College/career forums and parent workshops are regularly offered. Schools work with groups on leadership programs and social/emotional and equity topics. Community outreach and support for families with ESL needs is part of our full system of support. Our district enjoys collaborative relationships with community partners such as our Parent-Teacher Council, SEPAC, and Equity Teams at the disrict level and building levels.

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Climate Surveys:

Is a Climate Survey Used: No; LPS has developed district and BOE goals in the area of equity and inclusion since the 2019-2020 school year. To assist the district in better understanding the areas in which to focus this work, we conducted equity climate surveys with our community in the spring of 2021 and 2022. This survey was shared with our parents via an online system for gathering feedback on questions specific to their child(ren)'s experience in our schools. Students were invited to participate in focus groups on multiple topics that are relevant to them. During the 2021-2022 school year, the LPS engaged in a full year strategic planning process during which all members of our community were provided with a climate survey. All results were gathered by the district, analyzed by relevant stakeholders, and utilized in planning for future areas of focus in our schools. Survey data has proven useful in designing district goals, budget priorities, staff development of our staff, and curricular initiatives.

Technology and STEM:

Computer programming/literacy, and STEM Innovation/Design are integrated into the elementary curriculum. For the elementary schools, teacher training has been ongoing since 2015 in the Next Generation Science Standards and STEAM. The 1:1 computer initiative has enabled teachers to infuse technology into instruction at the elementary, middle and high school levels. This includes using class management/instruction/productivity apps, modeling/simulation programs and probeware for data collection and analysis. Makerspaces have emerged, allowing students to experiment and create as they problem-solve. All students participate in a Tech and Business/Computers course in grades 6, 7, & 8. AP Computer Science A and CS Principles are currently offered at the high school level. LHS Students can take a wide variety of STEM-related electives in the Science, Math, Technology/ Design/Engineering, Art, Music, and Business areas and have access to wide variety of Makerspace/CNC equipment.

Early Childhood Education:

The LPS offers a pre-k program for students ages three through five. These programs run daily with full day and half day options. The programs are housed in an elementary school to allow for maximal opportunities to integrate with peers and be a part of a larger school environment. Students within our pre-K program have the opportunity to access both general education and/or special education based upon their needs. Special opportunities such as media center, physical education, and music education all provide a balanced and rich learning environment for our littlest learners.