



Millburn Township School District (13-3190)

2023-2024

County: Essex

District: Millburn Township School District

434 Millburn Avenue
Millburn, NJ 07041

Superintendent: Dr. Kate Diskin

[District Website](#)

973-376-3600 x151



4,703
Total Students



PK-12
Grades Offered

Overview & Resources

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

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

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

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

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

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

Overview & Resources

District Contact Information

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

Type	Contact Information
County	Essex
District	Millburn Township School District
Superintendent Name	Dr. Kate Diskin
Address	434 Millburn Avenue, Millburn, NJ 07041
Phone Number	973-376-3600 x151
Email Address	kate.diskin@millburn.org
Website	www.millburn.org

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
Deerfield School	KG-04
Glenwood School	KG-04
Hartshorn School	KG-04
Millburn High School	09-12
Millburn Middle School	06-08
South Mountain School	PK-04
Washington School	05-05
Wyoming School	KG-04

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	61	64	55
KG	346	281	283
1	357	378	302
2	357	379	388
3	396	372	394
4	377	400	367
5	382	395	413
6	380	366	375
7	384	390	360
8	400	385	384
9	370	366	364
10	312	365	353
11	331	304	357
12	320	341	308
Total	4,773	4,786	4,703

Enrollment Trends by Student Group

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

Student Group	2021-22	2022-23	2023-24
Female	48.0%	48.0%	48.0%
Male	52.0%	52.0%	52.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	0.9%	1.3%	1.8%
Students with Disabilities	13.3%	13.1%	13.2%
Multilingual Learners	1.5%	2.0%	2.1%
Students Experiencing Homelessness	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.2%	0.1%	0.1%
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	42.1%	39.1%	36.7%
Hispanic	4.7%	4.9%	4.9%
Black or African American	2.4%	2.4%	2.4%
Asian	43.7%	46.3%	48.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two Or More Races	6.9%	7.2%	7.5%

Demographics

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Enrollment Trends by Full / Half Day PK and KG

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

Grade	2021-22	2022-23	2023-24
PK - Half Day	48	47	45
PK - Full Day	13	17	10
KG - Half Day	0	0	0
KG - Full Day	346	281	283

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.

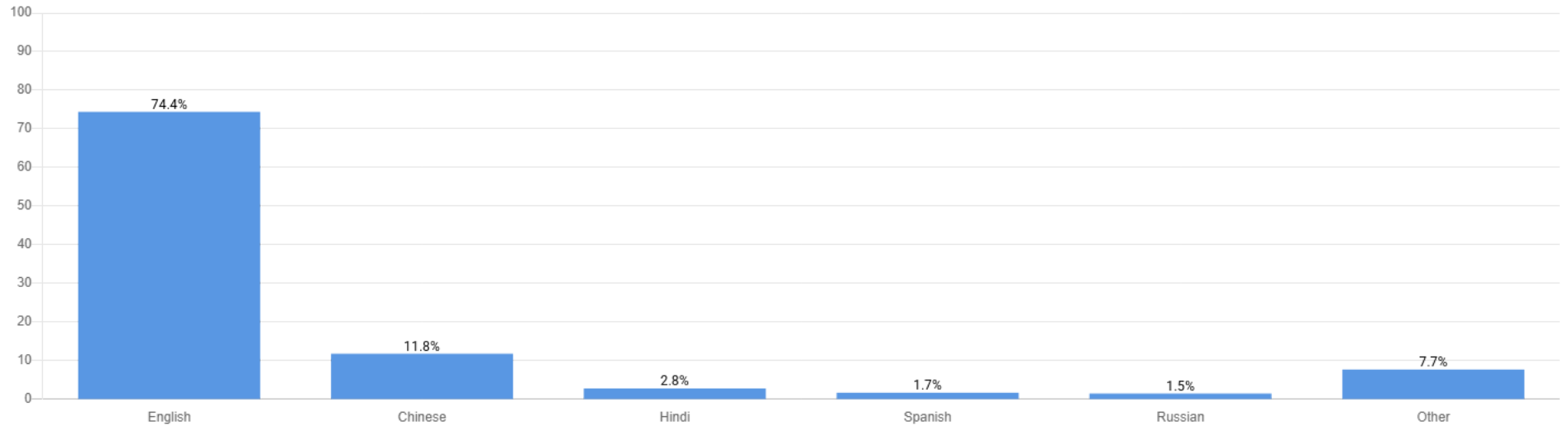
Enrollment Status	2021-22	2022-23	2023-24
Full Time Students	4,770	4,782	4,699
Shared Time Students	6	5	6
Full Time Equivalent	4,773	4,785	4,702

Demographics

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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.



Student Growth

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

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

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

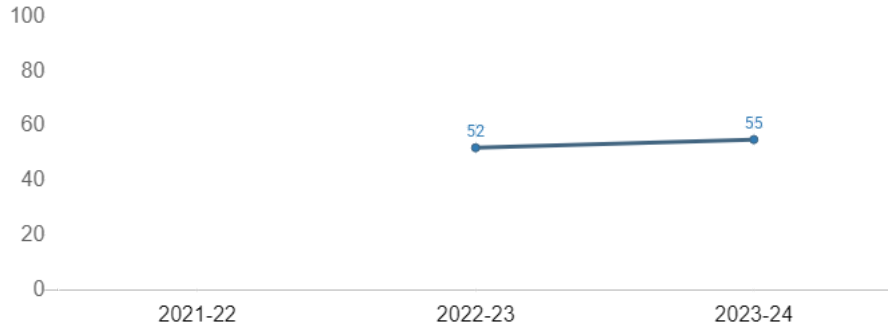
Important Note for 2023-24: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022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

Student Growth Trends and Progress

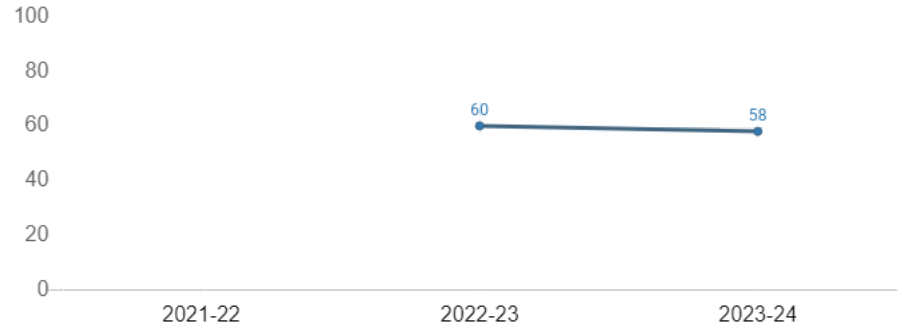
These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Median Student Growth Percentile		52	55		60	58
Met Standard (40-59.5)?		Met Standard	Met Standard		Exceeds 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	55	50	Met Standard	58	50	Met Standard
White	52	50	Met Standard	54	51	Met Standard
Hispanic	50.5	49	Met Standard	54.5	48	Met Standard
Black or African American	37	47	Not Met	37	46	Not Met
Asian, Native Hawaiian, or Pacific Islander	59	59	Met Standard	61	60	Exceeds Standard
American Indian or Alaska Native	*	50	**	*	50	**
Two or More Races	52	50	Met Standard	61	51	Exceeds Standard
Female	58	52		57	50	
Male	52	48		58	50	
Non-Binary/Undesignated Gender	N	44		N	45.5	
Economically Disadvantaged Students	51	48	Met Standard	47.5	48	Met Standard
Students with Disabilities	41	43	Met Standard	49	44	Met Standard
Multilingual Learners	67	50	Exceeds Standard	62	50	Exceeds Standard
Students Experiencing Homelessness	*	43		*	45	
Students in Foster Care	N	40		N	47	
Military-Connected Students	*	47.5		*	51	
Migrant Students	N	53		N	44	

Student Growth

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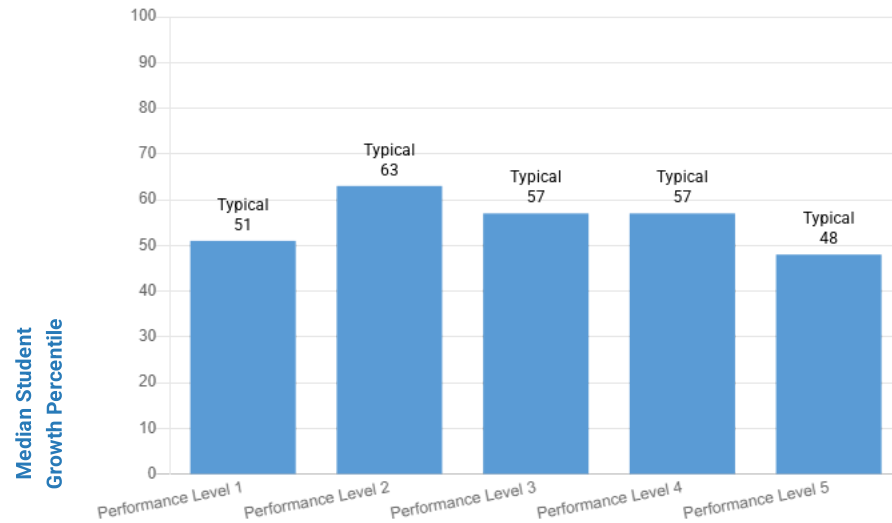
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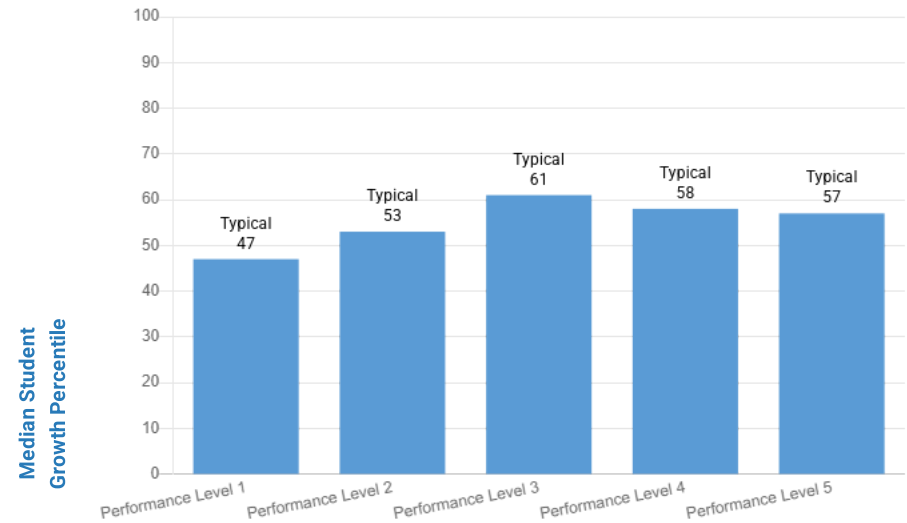
Student Growth by Performance Level

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

ELA



Math



Student Growth

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

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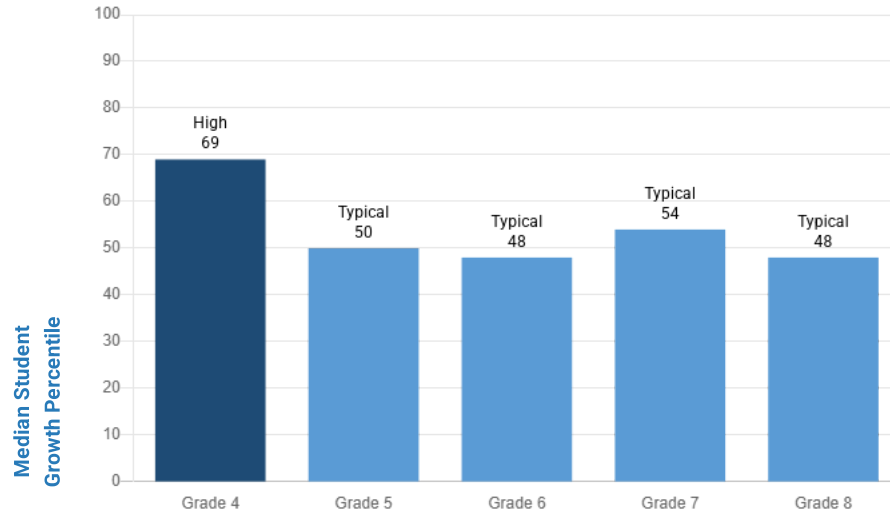
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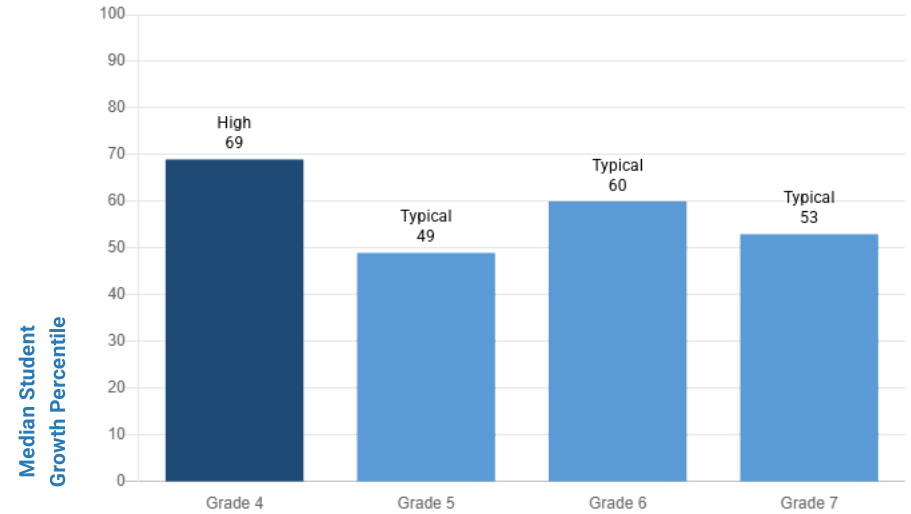
Student Growth by Grade

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

ELA



Math



Academic Achievement

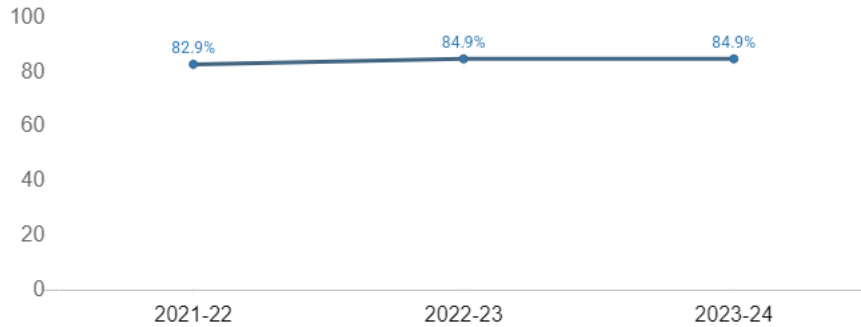
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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

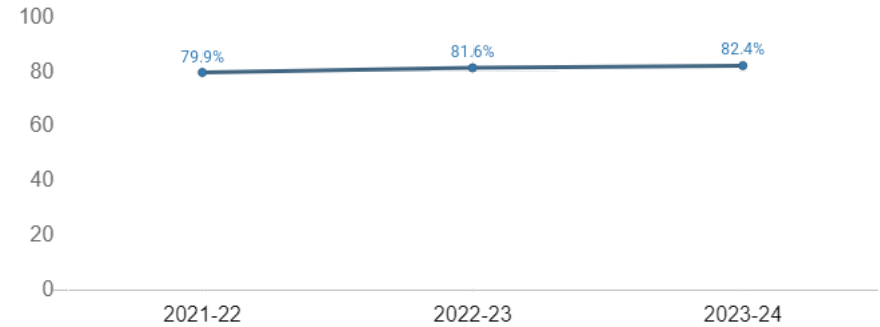
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	98.3%	99.1%	98.3%	97.8%	99.2%	98.2%
Proficiency Rate for Federal Accountability	82.9%	84.9%	84.9%	79.9%	81.6%	82.4%
Annual Target	74.9%	75.2%	85.4%	72.5%	72.9%	82.2%
Met Annual Target?	Met Goal	Met Goal	Met Goal	Met Target	Met Goal	Met Goal
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

† Target was met within a confidence interval.

Academic Achievement

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	2,579	98.3%	84.9%	52.2%	84.9%	85.4%	Met Goal
White	898	96.2%	77.5%	61.8%	77.5%	79.4%	Met Target†
Hispanic	125	98.5%	74.4%	38%	74.4%	68.3%	Met Target
Black or African American	*	100%	67.2%	35.9%	67.2%	63.8%	Met Target
Asian, Native Hawaiian, or Pacific Islander	1,291	99.5%	91.6%	79.9%	91.6%	93%	Met Goal
American Indian or Alaska Native	*	*	*	51.2%	*	**	**
Two or More Races	193	99.5%	87%	59.4%	87%	85.3%	Met Goal
Female	*	99%	88.4%	57.7%	88.4%		
Male	*	97.6%	81.5%	47%	81.5%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	48	98%	35.4%	34.6%	35.4%	38.8%	Met Target†
Non-Economically Disadvantaged Students	2,531	98.3%	85.8%	62.8%	85.8%		
Students with Disabilities	365	96.1%	43.3%	19.8%	43.3%	46.8%	Met Target†
Students without Disabilities	2,214	98.6%	91.7%	59.4%	91.7%		
Multilingual Learners	122	97.6%	68%	23.1%	68%	73.3%	Met Target†
Non-Multilingual Learners	2,457	98.3%	85.7%	56.2%	85.7%		
Students Experiencing Homelessness	*	*	*	21.9%	*		
Students in Foster Care	*	*	*	19.3%	*		
Military-Connected Students	*	*	*	48.2%	*		
Migrant Students	*	*	*	13.3%	*		

† Target was met within a confidence interval.

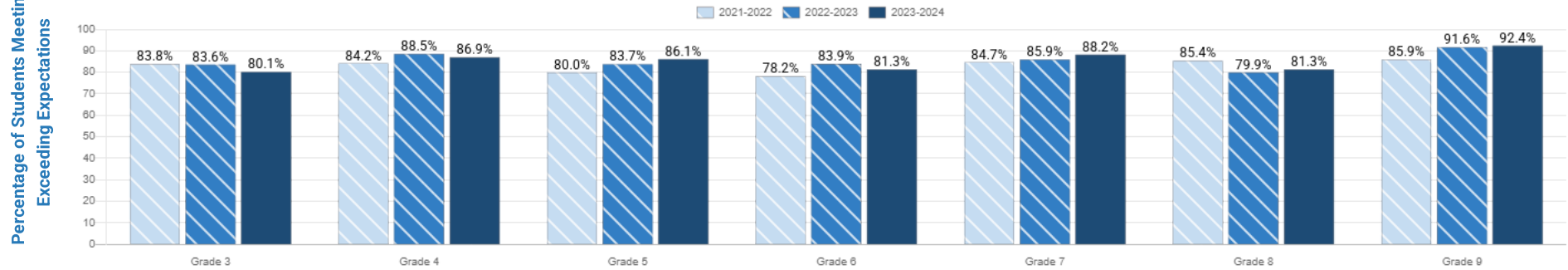
Academic Achievement

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English Language Arts Assessment - Performance Trends

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



Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 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	386	782	741	4%	2%	14%	57%	23%	80%	44%
White	119	766	751	7%	4%	24%	52%	13%	65%	53%
Hispanic	14	778	724	14%	0%	0%	71%	14%	86%	29%
Black or African American	*	*	725	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	218	791	770	1%	2%	11%	57%	29%	86%	70%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	46%
Two or More Races	28	791	751	0%	0%	4%	71%	25%	96%	52%
Female	*	791	746	3%	3%	8%	54%	32%	86%	48%
Male	*	774	736	4%	2%	19%	60%	15%	75%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	722	*	*	*	*	*	*	26%
Non-Economically Disadvantaged Students	*	783	753	3%	2%	14%	57%	23%	80%	55%
Students with Disabilities	46	737	710	22%	9%	37%	30%	2%	33%	18%
Students without Disabilities	340	788	747	1%	1%	11%	61%	26%	86%	49%
Multilingual Learners	*	*	704	*	*	*	*	*	*	13%
Non-Multilingual Learners	*	783	746	3%	2%	14%	57%	23%	80%	48%
Students Experiencing Homelessness	*	*	707	*	*	*	*	*	*	18%
Students in Foster Care	*	*	711	*	*	*	*	*	*	18%
Military-Connected Students	*	*	739	*	*	*	*	*	*	41%
Migrant Students	*	*	688	*	*	*	*	*	*	*

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	366	788	749	1%	3%	9%	34%	53%	87%	51%
White	121	774	758	2%	5%	17%	43%	34%	77%	61%
Hispanic	16	781	734	0%	13%	0%	44%	44%	88%	35%
Black or African American	*	*	733	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	190	797	776	1%	2%	4%	28%	65%	94%	78%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	51%
Two or More Races	32	790	757	0%	3%	9%	28%	59%	88%	60%
Female	*	789	752	1%	3%	9%	31%	56%	87%	54%
Male	*	787	745	1%	4%	9%	36%	50%	87%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	731	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	789	760	1%	3%	9%	34%	54%	88%	63%
Students with Disabilities	43	753	720	5%	19%	30%	23%	23%	47%	21%
Students without Disabilities	323	792	755	0%	1%	6%	35%	57%	92%	57%
Multilingual Learners	*	*	711	*	*	*	*	*	*	13%
Non-Multilingual Learners	*	789	753	1%	3%	9%	34%	54%	88%	55%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	20%
Students in Foster Care	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	*	*	747	*	*	*	*	*	*	49%
Migrant Students	*	*	713	*	*	*	*	*	*	23%

Academic Achievement

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

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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	410	781	750	1%	3%	10%	56%	30%	86%	52%
White	135	776	760	1%	4%	11%	59%	24%	83%	63%
Hispanic	18	764	736	0%	0%	33%	56%	11%	67%	37%
Black or African American	*	738	734	7%	21%	36%	36%	0%	36%	35%
Asian, Native Hawaiian, or Pacific Islander	207	789	778	1%	1%	4%	57%	37%	94%	80%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	35	779	757	0%	6%	9%	54%	31%	86%	60%
Female	*	783	755	1%	5%	9%	49%	37%	86%	57%
Male	*	779	745	1%	1%	10%	64%	23%	87%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	732	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	782	761	1%	2%	9%	57%	30%	87%	64%
Students with Disabilities	58	748	719	7%	14%	31%	41%	7%	48%	20%
Students without Disabilities	352	786	756	0%	1%	6%	59%	34%	92%	59%
Multilingual Learners	*	*	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	782	754	1%	2%	9%	57%	30%	87%	57%
Students Experiencing Homelessness	*	*	718	*	*	*	*	*	*	22%
Students in Foster Care	*	*	721	*	*	*	*	*	*	20%
Military-Connected Students	*	*	747	*	*	*	*	*	*	48%
Migrant Students	*	*	721	*	*	*	*	*	*	20%

Academic Achievement

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

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English Language Arts Assessment - Performance By Grade: Grade 6

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	363	776	751	2%	4%	13%	47%	35%	81%	53%
White	113	769	760	3%	7%	19%	44%	27%	71%	63%
Hispanic	25	765	738	4%	4%	24%	44%	24%	68%	39%
Black or African American	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	178	784	778	2%	1%	7%	47%	44%	90%	82%
American Indian or Alaska Native	*	*	748	*	*	*	*	*	*	49%
Two or More Races	39	774	758	5%	0%	10%	54%	31%	85%	60%
Female	*	782	756	1%	3%	9%	45%	41%	86%	59%
Male	*	771	746	4%	4%	16%	48%	29%	77%	48%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	11	744	735	9%	9%	36%	36%	9%	45%	35%
Non-Economically Disadvantaged Students	352	777	761	2%	3%	12%	47%	36%	82%	65%
Students with Disabilities	58	743	719	10%	16%	40%	24%	10%	34%	17%
Students without Disabilities	305	782	758	1%	1%	8%	51%	39%	90%	60%
Multilingual Learners	*	*	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	777	754	2%	3%	13%	47%	35%	82%	57%
Students Experiencing Homelessness	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	724	*	*	*	*	*	*	22%
Military-Connected Students	*	*	754	*	*	*	*	*	*	55%
Migrant Students	*	*	712	*	*	*	*	*	*	29%

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 7

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	348	786	752	2%	1%	8%	36%	53%	88%	54%
White	122	774	761	3%	3%	14%	48%	32%	80%	64%
Hispanic	16	762	737	13%	0%	25%	31%	31%	63%	39%
Black or African American	*	*	734	*	*	*	*	*	*	37%
Asian, Native Hawaiian, or Pacific Islander	177	798	785	1%	0%	4%	22%	73%	95%	84%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	51%
Two or More Races	23	787	759	0%	0%	0%	65%	35%	100%	60%
Female	*	791	758	1%	0%	7%	34%	58%	91%	60%
Male	*	782	746	3%	3%	9%	38%	47%	85%	48%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	*	*	734	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	787	762	2%	1%	8%	36%	53%	89%	64%
Students with Disabilities	62	748	715	13%	6%	24%	48%	8%	56%	18%
Students without Disabilities	286	795	759	0%	0%	5%	33%	62%	95%	61%
Multilingual Learners	*	*	700	*	*	*	*	*	*	*
Non-Multilingual Learners	*	787	756	2%	1%	8%	36%	53%	89%	58%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	21%
Students in Foster Care	*	*	712	*	*	*	*	*	*	17%
Military-Connected Students	*	*	747	*	*	*	*	*	*	50%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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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	358	777	751	3%	4%	11%	49%	32%	81%	53%
White	133	769	760	5%	5%	14%	53%	23%	76%	62%
Hispanic	21	760	736	10%	10%	19%	43%	19%	62%	39%
Black or African American	*	*	735	*	*	*	*	*	*	37%
Asian, Native Hawaiian, or Pacific Islander	172	787	783	1%	2%	7%	48%	42%	90%	82%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	52%
Two or More Races	22	776	757	5%	5%	27%	32%	32%	64%	59%
Female	*	785	759	1%	4%	9%	50%	37%	87%	60%
Male	*	768	743	6%	4%	15%	49%	26%	75%	46%
Non-binary/undesignated gender	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	12	730	734	25%	17%	17%	42%	0%	42%	36%
Non-Economically Disadvantaged Students	346	779	761	3%	3%	11%	50%	33%	83%	63%
Students with Disabilities	44	732	713	23%	11%	34%	27%	5%	32%	16%
Students without Disabilities	314	783	758	1%	3%	8%	53%	36%	88%	60%
Multilingual Learners	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	778	755	3%	3%	12%	50%	32%	82%	56%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	23%
Students in Foster Care	*	*	708	*	*	*	*	*	*	14%
Military-Connected Students	*	*	743	*	*	*	*	*	*	43%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 9

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	354	789	755	1%	2%	5%	45%	47%	92%	58%
White	154	780	764	1%	3%	6%	52%	38%	90%	67%
Hispanic	18	788	741	0%	6%	6%	33%	56%	89%	45%
Black or African American	*	778	737	0%	0%	7%	64%	29%	93%	40%
Asian, Native Hawaiian, or Pacific Islander	154	798	789	1%	2%	2%	36%	59%	95%	87%
American Indian or Alaska Native	*	*	757	*	*	*	*	*	*	59%
Two or More Races	*	787	761	0%	0%	7%	57%	36%	93%	64%
Female	*	797	762	1%	1%	3%	35%	60%	95%	64%
Male	*	781	747	1%	4%	6%	54%	36%	90%	51%
Non-binary/undesignated gender	*	*	774	*	*	*	*	*	*	77%
Economically Disadvantaged Students	*	*	738	*	*	*	*	*	*	41%
Non-Economically Disadvantaged Students	*	790	764	1%	2%	4%	45%	48%	93%	67%
Students with Disabilities	40	754	717	3%	13%	28%	53%	5%	58%	19%
Students without Disabilities	314	793	761	1%	1%	2%	44%	53%	97%	64%
Multilingual Learners	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	790	758	0%	2%	4%	46%	48%	94%	61%
Students Experiencing Homelessness	*	*	721	*	*	*	*	*	*	25%
Students in Foster Care	*	*	714	*	*	*	*	*	*	20%
Military-Connected Students	*	*	749	*	*	*	*	*	*	51%
Migrant Students	*	*	683	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	2,595	98.2%	82.4%	40.2%	82.4%	82.2%	Met Goal
White	904	96.3%	72.6%	51.1%	72.6%	74%	Met Target†
Hispanic	126	97%	61.9%	24.2%	61.9%	58.4%	Met Target
Black or African American	*	100%	43.3%	20.1%	43.3%	48.5%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	1,301	99.4%	92.5%	74.4%	92.5%	92.7%	Met Goal
American Indian or Alaska Native	*	*	*	42%	*	**	**
Two or More Races	192	99.5%	86.5%	48.9%	86.5%	83.6%	Met Goal
Female	*	98.9%	79.8%	38.4%	79.8%		
Male	*	97.5%	84.8%	42%	84.8%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	49	98%	28.6%	21.7%	28.6%	26.8%	Met Target
Non-Economically Disadvantaged Students	2,546	98.2%	83.4%	51.5%	83.4%		
Students with Disabilities	368	95.9%	43.2%	16.6%	43.2%	43.9%	Met Target†
Students without Disabilities	2,227	98.6%	88.8%	45.4%	88.8%		
Multilingual Learners	137	97.3%	68.6%	18.7%	68.6%	73%	Met Target†
Non-Multilingual Learners	2,458	98.3%	83.1%	43.5%	83.1%		
Students Experiencing Homelessness	*	*	*	12.9%	*		
Students in Foster Care	*	*	*	12.4%	*		
Military-Connected Students	*	*	*	38.8%	*		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

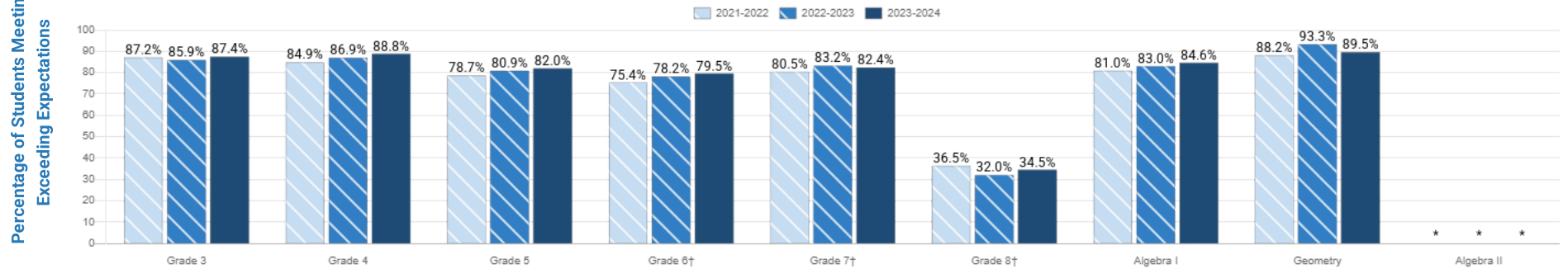
Academic Achievement

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

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Mathematics Assessment - Performance Trends

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



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

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	390	788	747	2%	3%	8%	37%	51%	87%	48%
White	121	773	757	3%	4%	12%	50%	31%	80%	60%
Hispanic	16	753	732	13%	6%	19%	44%	19%	63%	31%
Black or African American	*	*	728	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	218	799	776	0%	2%	4%	30%	64%	94%	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	51%
Two or More Races	28	791	755	0%	0%	7%	36%	57%	93%	56%
Female	*	787	744	2%	3%	8%	36%	50%	87%	45%
Male	*	789	749	1%	3%	8%	37%	51%	88%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	729	*	*	*	*	*	*	28%
Non-Economically Disadvantaged Students	*	788	758	2%	3%	8%	37%	51%	88%	60%
Students with Disabilities	48	750	725	13%	15%	19%	33%	21%	54%	25%
Students without Disabilities	342	793	751	0%	1%	6%	37%	55%	92%	52%
Multilingual Learners	*	*	722	*	*	*	*	*	*	20%
Non-Multilingual Learners	*	789	751	2%	3%	8%	37%	52%	88%	52%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	17%
Students in Foster Care	*	*	719	*	*	*	*	*	*	18%
Military-Connected Students	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	727	*	*	*	*	*	*	12%

Academic Achievement

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

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Mathematics Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	366	787	744	2%	2%	7%	49%	40%	89%	45%
White	121	773	754	2%	5%	16%	55%	22%	78%	57%
Hispanic	16	765	730	6%	0%	19%	69%	6%	75%	28%
Black or African American	*	*	726	*	*	*	*	*	*	24%
Asian, Native Hawaiian, or Pacific Islander	190	798	773	1%	0%	2%	43%	54%	97%	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	50%
Two or More Races	32	787	752	0%	6%	0%	47%	47%	94%	54%
Female	*	783	743	3%	4%	8%	50%	36%	85%	43%
Male	*	791	746	1%	1%	6%	48%	45%	92%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	727	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	788	755	1%	2%	6%	49%	41%	90%	58%
Students with Disabilities	43	754	722	9%	14%	19%	44%	14%	58%	21%
Students without Disabilities	323	791	749	1%	1%	6%	49%	44%	93%	50%
Multilingual Learners	*	*	718	*	*	*	*	*	*	14%
Non-Multilingual Learners	*	787	748	1%	2%	7%	49%	41%	90%	49%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	15%
Students in Foster Care	*	*	716	*	*	*	*	*	*	15%
Military-Connected Students	*	*	744	*	*	*	*	*	*	43%
Migrant Students	*	*	721	*	*	*	*	*	*	17%

Academic Achievement

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

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Mathematics Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	411	778	741	1%	5%	12%	44%	38%	82%	40%
White	135	767	751	1%	7%	20%	47%	24%	72%	53%
Hispanic	18	755	726	0%	17%	28%	44%	11%	56%	23%
Black or African American	*	739	722	21%	14%	36%	14%	14%	29%	19%
Asian, Native Hawaiian, or Pacific Islander	208	791	772	0%	1%	4%	42%	51%	94%	76%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	35	779	748	0%	6%	9%	51%	34%	86%	49%
Female	*	774	739	3%	5%	18%	42%	33%	75%	38%
Male	*	783	742	0%	4%	7%	46%	43%	89%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	724	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	779	752	1%	4%	12%	45%	38%	83%	53%
Students with Disabilities	58	745	717	9%	22%	22%	40%	7%	47%	16%
Students without Disabilities	353	784	746	0%	2%	10%	45%	43%	88%	45%
Multilingual Learners	*	*	711	*	*	*	*	*	*	*
Non-Multilingual Learners	*	779	744	1%	4%	11%	45%	39%	83%	44%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	12%
Students in Foster Care	*	*	714	*	*	*	*	*	*	10%
Military-Connected Students	*	*	741	*	*	*	*	*	*	40%
Migrant Students	*	*	724	*	*	*	*	*	*	27%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 6

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	370	773	737	1%	6%	13%	46%	33%	79%	36%
White	114	758	746	2%	11%	19%	56%	12%	68%	47%
Hispanic	24	757	723	0%	0%	33%	63%	4%	67%	20%
Black or African American	*	*	718	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	185	787	768	0%	3%	7%	37%	53%	90%	73%
American Indian or Alaska Native	*	*	735	*	*	*	*	*	*	33%
Two or More Races	39	772	743	3%	13%	5%	54%	26%	79%	45%
Female	*	770	736	2%	6%	17%	46%	30%	76%	34%
Male	*	776	738	1%	7%	9%	46%	36%	83%	38%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	12	739	721	17%	25%	17%	42%	0%	42%	17%
Non-Economically Disadvantaged Students	358	774	747	1%	6%	13%	46%	34%	81%	48%
Students with Disabilities	58	741	714	5%	29%	28%	28%	10%	38%	12%
Students without Disabilities	312	779	741	1%	2%	10%	50%	38%	87%	41%
Multilingual Learners	13	760	707	8%	15%	23%	23%	31%	54%	*
Non-Multilingual Learners	357	774	740	1%	6%	12%	47%	33%	80%	39%
Students Experiencing Homelessness	*	*	711	*	*	*	*	*	*	*
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	739	*	*	*	*	*	*	37%
Migrant Students	*	*	704	*	*	*	*	*	*	13%

Academic Achievement

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

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Mathematics Assessment - Performance By Grade: Grade 7

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	352	775	739	1%	6%	11%	45%	37%	82%	37%
White	123	761	748	2%	11%	15%	56%	16%	72%	50%
Hispanic	16	749	728	13%	13%	25%	31%	19%	50%	23%
Black or African American	*	*	724	*	*	*	*	*	*	18%
Asian, Native Hawaiian, or Pacific Islander	180	788	764	1%	2%	4%	39%	54%	93%	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	23	774	743	0%	0%	17%	43%	39%	83%	44%
Female	*	770	738	1%	7%	11%	50%	31%	81%	36%
Male	*	780	739	2%	5%	10%	40%	44%	84%	39%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	*	*	726	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	776	747	1%	6%	10%	46%	38%	83%	48%
Students with Disabilities	62	739	716	6%	31%	32%	26%	5%	31%	12%
Students without Disabilities	290	783	743	0%	0%	6%	49%	44%	93%	43%
Multilingual Learners	*	*	714	*	*	*	*	*	*	*
Non-Multilingual Learners	*	776	741	1%	6%	10%	45%	38%	83%	40%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	11%
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	740	*	*	*	*	*	*	39%
Migrant Students	*	*	708	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 8

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	110	740	719	5%	22%	39%	33%	2%	35%	19%
White	58	738	729	5%	17%	47%	31%	0%	31%	27%
Hispanic	12	736	713	8%	33%	33%	25%	0%	25%	13%
Black or African American	*	*	707	*	*	*	*	*	*	10%
Asian, Native Hawaiian, or Pacific Islander	27	749	740	0%	22%	33%	37%	7%	44%	40%
American Indian or Alaska Native	*	*	722	*	*	*	*	*	*	21%
Two or More Races	*	*	722	*	*	*	*	*	*	22%
Female	*	739	719	5%	17%	50%	27%	2%	28%	19%
Male	*	741	719	4%	28%	26%	40%	2%	42%	20%
Non-binary/undesignated gender	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	10	713	711	*	*	*	*	*	*	12%
Non-Economically Disadvantaged Students	100	743	725	3%	19%	40%	36%	2%	38%	25%
Students with Disabilities	35	726	702	11%	37%	29%	20%	3%	23%	*
Students without Disabilities	75	746	724	1%	15%	44%	39%	1%	40%	23%
Multilingual Learners	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	741	721	5%	20%	40%	34%	2%	36%	21%
Students Experiencing Homelessness	*	*	704	*	*	*	*	*	*	*
Students in Foster Care	*	*	696	*	*	*	*	*	*	*
Military-Connected Students	*	*	722	*	*	*	*	*	*	19%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Performance By Test: Algebra I

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	364	781	738	1%	3%	12%	62%	23%	85%	40%
White	143	769	748	3%	3%	16%	70%	8%	78%	51%
Hispanic	18	763	723	0%	0%	33%	67%	0%	67%	23%
Black or African American	*	743	719	0%	30%	30%	40%	0%	40%	19%
Asian, Native Hawaiian, or Pacific Islander	174	795	773	0%	2%	5%	57%	37%	94%	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	*	789	746	0%	0%	11%	56%	33%	89%	49%
Female	*	780	737	2%	3%	11%	63%	22%	84%	39%
Male	*	783	739	1%	3%	12%	61%	23%	85%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	*	*	722	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	*	782	747	1%	2%	11%	63%	23%	85%	50%
Students with Disabilities	*	750	710	7%	11%	24%	59%	0%	59%	11%
Students without Disabilities	*	786	743	0%	2%	10%	63%	26%	88%	45%
Multilingual Learners	*	*	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	782	741	1%	2%	12%	63%	22%	85%	43%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	13%
Students in Foster Care	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	696	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Performance By Test: Geometry

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	237	772	750	0%	0%	10%	63%	27%	89%	53%
White	86	764	752	0%	1%	17%	72%	9%	81%	57%
Hispanic	*	*	735	*	*	*	*	*	*	29%
Black or African American	*	*	733	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	125	780	765	0%	0%	5%	53%	42%	95%	77%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	66%
Two or More Races	12	765	756	*	*	*	*	*	100%	63%
Female	*	771	748	0%	0%	10%	67%	23%	90%	50%
Male	*	773	752	0%	1%	10%	59%	30%	89%	57%
Non-binary/undesignated gender	*	*	752	*	*	*	*	*	*	60%
Economically Disadvantaged Students	*	*	734	*	*	*	*	*	*	28%
Non-Economically Disadvantaged Students	*	772	754	0%	0%	10%	63%	27%	89%	60%
Students with Disabilities	*	*	727	*	*	*	*	*	*	24%
Students without Disabilities	*	772	751	0%	0%	9%	64%	27%	91%	54%
Multilingual Learners	*	*	716	*	*	*	*	*	*	11%
Non-Multilingual Learners	*	772	751	0%	0%	10%	63%	27%	90%	55%
Students Experiencing Homelessness	*	*	727	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	743	*	*	*	*	*	*	44%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Performance By Test: Algebra II

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

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

Academic Achievement

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DLM Alternate Assessment - Participation

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

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

Academic Achievement

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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	75	50	66.7%	25	33.3%
3-4	15	6	40%	9	60%
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	90.5%	22.7%	Met Goal

† Target was met within a confidence interval.

Report Key:

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

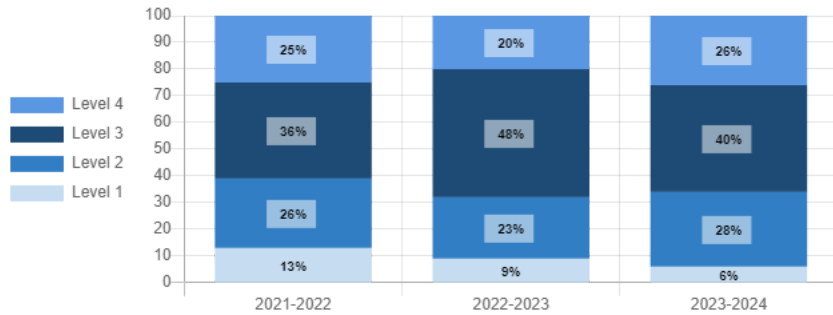
Academic Achievement

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

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

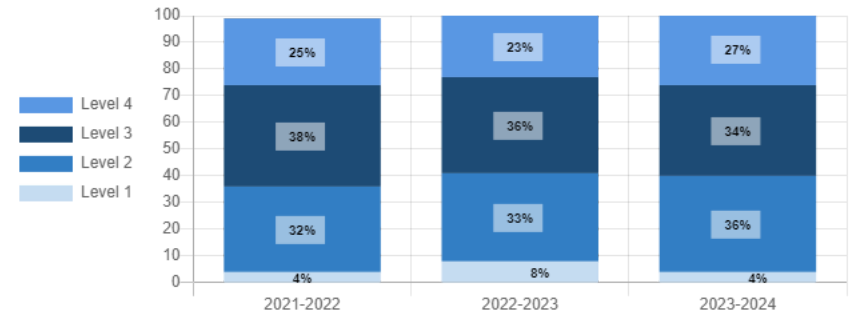
NJSLA Science Assessment: Grade 5 Summary

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.



Report Key:

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

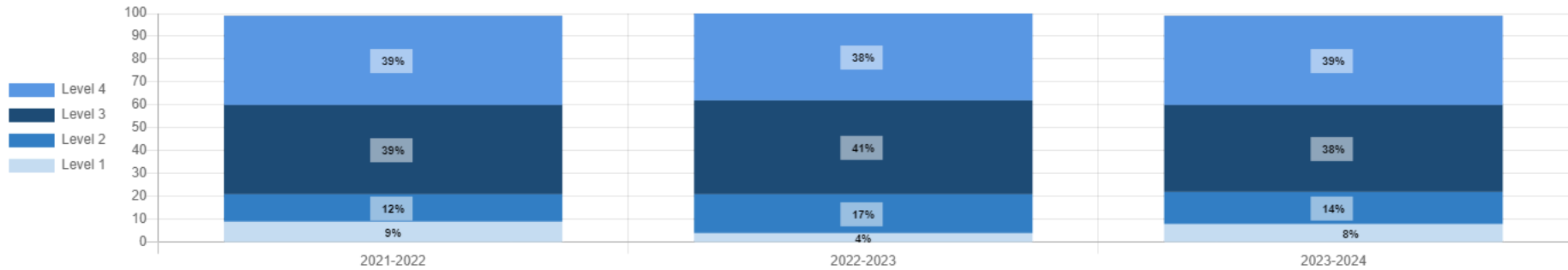
Academic Achievement

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

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

NJSLA Science Assessment: Grade 11 Summary

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



Academic Achievement

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

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

NJSLA Science Assessment: Grade 5

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	6%	28%	40%	26%	35%	37%	21%	6%
White	9%	36%	41%	14%	22%	42%	28%	8%
Hispanic	11%	44%	28%	17%	51%	36%	12%	2%
Black or African American	50%	21%	21%	7%	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	1%	22%	42%	35%	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	6%	29%	37%	29%	27%	36%	27%	10%
Female	8%	32%	37%	24%	35%	39%	20%	6%
Male	5%	25%	43%	27%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	*	*	54%	35%	10%	1%
Non-Economically Disadvantaged Students	5%	28%	41%	25%	24%	39%	28%	10%
Students with Disabilities	28%	41%	28%	3%	64%	27%	8%	2%
Students without Disabilities	3%	26%	42%	29%	30%	39%	24%	7%
Multilingual Learners	*	*	*	*	78%	20%	2%	0%
Non-Multilingual Learners	5%	28%	41%	26%	30%	39%	23%	7%
Students Experiencing Homelessness	*	*	*	*	68%	25%	6%	1%
Students in Foster Care	*	*	*	*	67%	28%	3%	1%
Military-Connected Students	*	*	*	*	30%	42%	23%	5%
Migrant Students	*	*	*	*	73%	27%	0%	0%

Academic Achievement

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

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

NJSLA Science Assessment: Grade 8

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	4%	36%	34%	27%	36%	45%	14%	5%
White	5%	41%	39%	16%	23%	52%	19%	6%
Hispanic	10%	48%	33%	10%	51%	42%	6%	1%
Black or African American	*	*	*	*	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	2%	29%	32%	38%	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	0%	36%	27%	36%	27%	46%	19%	8%
Female	3%	39%	34%	25%	35%	47%	13%	4%
Male	5%	32%	34%	29%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	31%	46%	15%	8%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	3%	35%	34%	28%	26%	48%	19%	7%
Students with Disabilities	20%	55%	20%	5%	67%	29%	3%	1%
Students without Disabilities	1%	33%	36%	30%	30%	48%	16%	6%
Multilingual Learners	*	*	*	*	75%	24%	1%	0%
Non-Multilingual Learners	3%	36%	34%	27%	32%	47%	15%	5%
Students Experiencing Homelessness	*	*	*	*	66%	32%	2%	0%
Students in Foster Care	*	*	*	*	80%	19%	1%	0%
Military-Connected Students	*	*	*	*	40%	47%	10%	3%
Migrant Students	*	*	*	*	*	*	*	*

Academic Achievement

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

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

NJSLA Science Assessment: Grade 11

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	8%	14%	38%	39%	45%	27%	19%	9%
White	9%	17%	44%	30%	34%	30%	26%	11%
Hispanic	13%	33%	33%	20%	61%	25%	11%	3%
Black or African American	*	*	*	*	64%	24%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	5%	7%	32%	55%	17%	23%	33%	28%
American Indian or Alaska Native	*	*	*	*	54%	21%	19%	6%
Two or More Races	17%	22%	35%	26%	38%	26%	25%	11%
Female	6%	19%	43%	32%	43%	29%	20%	7%
Male	10%	10%	34%	45%	47%	24%	18%	10%
Non-binary/undesignated gender	*	*	*	*	26%	28%	30%	16%
Economically Disadvantaged Students	*	*	*	*	63%	24%	11%	2%
Non-Economically Disadvantaged Students	8%	14%	38%	39%	37%	28%	24%	12%
Students with Disabilities	37%	33%	27%	4%	77%	16%	5%	1%
Students without Disabilities	4%	11%	40%	45%	40%	28%	22%	10%
Multilingual Learners	*	*	*	*	88%	10%	1%	0%
Non-Multilingual Learners	8%	14%	38%	39%	42%	28%	21%	9%
Students Experiencing Homelessness	*	*	*	*	72%	19%	8%	1%
Students in Foster Care	*	*	*	*	76%	18%	5%	1%
Military-Connected Students	*	*	*	*	48%	29%	17%	7%
Migrant Students	*	*	*	*	*	*	*	*

Academic Achievement

Graduation Proficiency Assessment (NJGPA) Trends

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

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

ELA Graduation Ready Rate



Math Graduation Ready Rate



Performance Measure	2022-23 ELA	2023-24 ELA	2022-23 Math	2023-24 Math
Graduation Ready Rate	>90%	>90%	>90%	>90%
Statewide Graduation Ready Rate	80.5%	82.5%	55.0%	55.6%

Academic Achievement

Graduation Proficiency Assessment (NJGPA) : Grade 11

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

Student Group	ELA Valid Scores	District % Graduation Ready: ELA	State % Graduation Ready: ELA	Math Valid Scores	District % Graduation Ready: Math	State % Graduation Ready: Math
Districtwide	358	>90%	82.5%	359	>90%	55.6%
White	166	>90%	90%	166	>90%	69.1%
Hispanic	14	>90%	72.3%	14	78.6%	38%
Black or African American	*	*	73.6%	*	*	33.1%
Asian, Native Hawaiian, or Pacific Islander	148	>90%	>90%	149	>90%	87.9%
American Indian or Alaska Native	*	*	76.2%	*	*	43.8%
Two or More Races	22	>90%	87.5%	22	>90%	62%
Female	*	>90%	86.9%	*	>90%	56.6%
Male	*	>90%	78.3%	*	>90%	54.7%
Non-binary/undesignated gender	*	*	87.7%	*	*	69.9%
Economically Disadvantaged Students	*	*	71.7%	*	*	36%
Non-Economically Disadvantaged Students	*	>90%	87.6%	*	>90%	65.1%
Students with Disabilities	52	86.5%	53.6%	52	71.2%	18.2%
Students without Disabilities	306	>90%	87.4%	307	>90%	62%
Multilingual Learners	*	*	24.4%	*	*	12.5%
Non-Multilingual Learners	*	>90%	86.5%	*	>90%	58.8%
Students experiencing homelessness	*	*	58.6%	*	*	23%
Students in Foster Care	*	*	44.3%	*	*	22.6%
Military-Connected Students	*	*	82%	*	*	48.1%
Migrant Students	*	*	50%	*	*	25.5%

College and Career Readiness

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

PSAT, SAT, & ACT - Participation

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

Participation Type	District Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2023-2024	75.5%	80.7%
12th graders taking SAT in 2023-2024 or prior years	59.2%	62.7%
12th graders taking ACT in 2023-2024 or prior years	31.2%	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	615	459	Grade 10: 430 Grade 11: 460	95%	54%
PSAT 10/NMSQT - Math	612	454	Grade 10: 480 Grade 11: 510	86%	32%
SAT - Reading and Writing	682	530	480	98%	65%
SAT - Math	700	519	530	95%	46%
ACT - Reading	31	24	22	95%	63%
ACT - English	30	24	18	100%	76%
ACT - Math	29	23	22	92%	58%
ACT - Science	29	23	23	94%	55%

College and Career Readiness

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

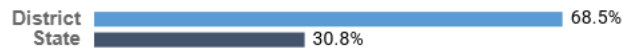
AP/IB Coursework – Participation and Performance

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

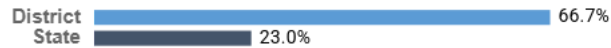
Students enrolled in one or more AP or IB course



Students taking one or more AP or IB exam



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



Dual Enrollment Coursework - Participation

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



College and Career Readiness

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

AP/IB and Dual Enrollment Participation by Student Group

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

Student Group	% Enrolled in one or more AP or IB course	% Enrolled in one or more Dual Enrollment course	State: % Enrolled in one or more AP or IB course	State: % Enrolled in one or more Dual Enrollment course
Districtwide	67.3%	0.0%	35.9%	26.9%
White	56.4%	0.0%	41.8%	33.0%
Hispanic	50.0%	0.0%	23.2%	20.9%
Black or African American	38.9%	0.0%	20.3%	17.4%
Asian, Native Hawaiian, or Pacific Islander	85.3%	0.0%	70.5%	32.5%
American Indian or Alaska Native	N	N	30.4%	28.6%
Two or More Races	62.5%	0.0%	41.0%	29.0%
Female	72.3%	0.0%	41.4%	30.2%
Male	63.2%	0.0%	30.6%	23.7%
Non-Binary/Undesignated Gender	*	*	42.9%	28.4%
Economically Disadvantaged Students	*	*	22.8%	20.2%
Students with Disabilities	1.6%	0.0%	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	*	*	30.1%	29.2%
Migrant Students	N	N	0.0%	7.1%

College and Career Readiness

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

AP/IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP 2-D Art and Design	0	4
AP 3-D Art and Design	39	4
AP Art History	34	36
AP Biology	40	72
AP Calculus AB	49	54
AP Calculus BC	39	44
AP Chemistry	45	71
AP Chinese Languages: Language and Culture	22	40
AP Comparative Government and Politics	50	52
AP Computer Science A	77	79
AP Computer Science Principles	88	93
AP Drawing	27	2
AP Economics	38	0
AP English Language and Composition	92	95
AP English Literature and Composition	81	82
AP Environmental Science	43	46
AP European History	71	73
AP French Language and Culture	35	36
AP Human Geography	10	12
AP Italian Language and Culture	16	16
AP Latin (Virgil, Catullus and Horace)	7	7
AP Macroeconomics	57	98

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 Microeconomics	0	41
AP Music Theory	2	3
AP Physics 1	40	54
AP Physics 2	0	44
AP Physics C: Electricity and Magnetism	8	9
AP Physics C: Mechanics	0	11
AP Precalculus	0	113
AP Psychology	139	141
AP Spanish Language and Culture	73	75
AP Spanish Literature and Culture	9	8
AP Statistics	108	111
AP U.S. Government and Politics	64	68
AP U.S. History	57	63
Total Exams taken		1,757
Exams with scores of at least 3 on AP exams or 4 on IB exams		1,667

College and Career Readiness

Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy	Percentage of 12th Graders
Chinese	*	*
French	13	4.2%
Italian	*	*
Latin	*	*
Spanish	46	15.0%
Total Seals Earned	67	
Total Unique Students Earning Seals	67	21.8%
Current and Former Multilingual Learners Earning Seals	*	**†

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

College and Career Readiness

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

Career and Technical Education Participation

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

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

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



College and Career Readiness

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

Career and Technical Education Participation by Student Group

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

Student Group	District: % CTE Participants	District: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Districtwide	0.0%	0.2%	7.6%	10.4%
White	0.0%	0.2%	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%	0.1%	5.5%	10.5%
American Indian or Alaska Native	*	*	8.3%	8.8%
Two or More Races	0.0%	1.6%	7.5%	10.1%
Female	0.0%	0.1%	7.5%	10.9%
Male	0.0%	0.3%	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%	2.1%	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%

College and Career Readiness

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

Work-Based Learning Participation by Career Cluster

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

Career Cluster	Number of Students Participating in Work-Based Learning	Percentage of Students Participating in Work-Based Learning
Architecture & Construction	*	*
Arts, A/V Technology & Communications	*	*
Education & Training	*	*
Hospitality & Tourism	*	*
Transportation, Distribution & Logistics	*	*
Total	*	*

College and Career Readiness

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

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

District | 0.1%
 State ■ 2.2%

College and Career Readiness

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

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	*	*	*
Arts, A/V Technology & Communications	*	*	*
Education & Training	*	*	*
Health Science	0	*	*
Hospitality & Tourism	*	*	*
Transportation, Distribution & Logistics	*	*	*
Total	*	*	*

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	369
7	0	0	0	0	0	0	356
8	262	0	0	0	0	0	116
9	99	238	5	1	0	0	19
10	14	79	258	2	0	0	1
11	1	8	78	225	3	101	40
12	1	1	4	19	179	21	91
Total	377	326	345	247	182	122	992
Enrolled in AP/IB Course					88	108	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	0	0	0	17	0	357
10	350	0	0	12	0	27
11	5	329	0	9	17	38
12	1	15	0	62	198	17
Total	356	344	0	100	215	439
Enrolled in AP/IB Course	40	45		43	48	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

College and Career Readiness

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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	353	1	23	0	13	25
10	1	352	22	32	24	119
11	1	352	9	45	24	98
12	0	8	107	249	16	123
Total	355	713	161	326	77	365
Enrolled in AP/IB Course	0	57	95	139		192
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	197	103	0	0	0	0	0
7	176	113	0	0	0	0	0
8	217	107	0	0	0	0	0
9	164	74	75	20	0	27	0
10	182	63	65	18	0	35	0
11	184	67	57	15	0	23	0
12	102	35	23	13	0	14	0
Total	1,222	562	220	66	0	99	0
Enrolled in AP/IB Course	82	35	16	7	0	22	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	344	129	49	11	0	39	0

College and Career Readiness

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

Computer Science – Course Participation

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

Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
KG	N	N	N	N	N	N	N
1	N	N	N	N	N	N	N
2	N	N	N	N	N	N	N
3	N	N	N	N	N	N	N
4	N	N	N	N	N	N	N
5	N	N	N	N	N	N	N
6	N	N	N	N	N	N	N
7	221	0	0	0	0	0	0
8	N	N	N	N	N	N	N
9	76	0	0	0	0	0	0
10	134	2	0	0	0	0	0
11	68	48	0	0	0	0	0
12	22	38	0	0	0	0	0
Total	521	88	0	0	0	0	0
Enrolled in AP/IB Course	77	88		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

College and Career Readiness

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

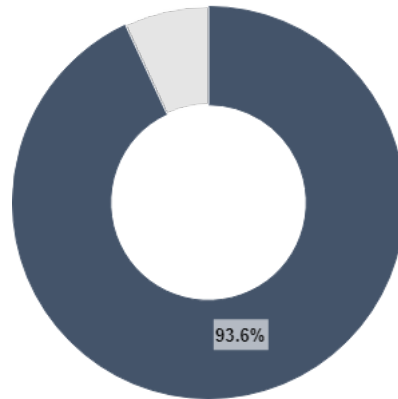
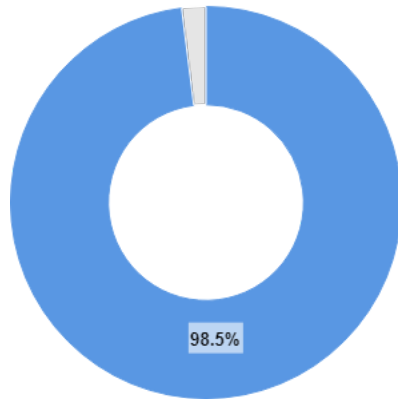
Visual and Performing Arts – Course Participation

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

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

District

State



Students enrolled in one or more classes by discipline:

Music



Dance



Drama



Visual Arts



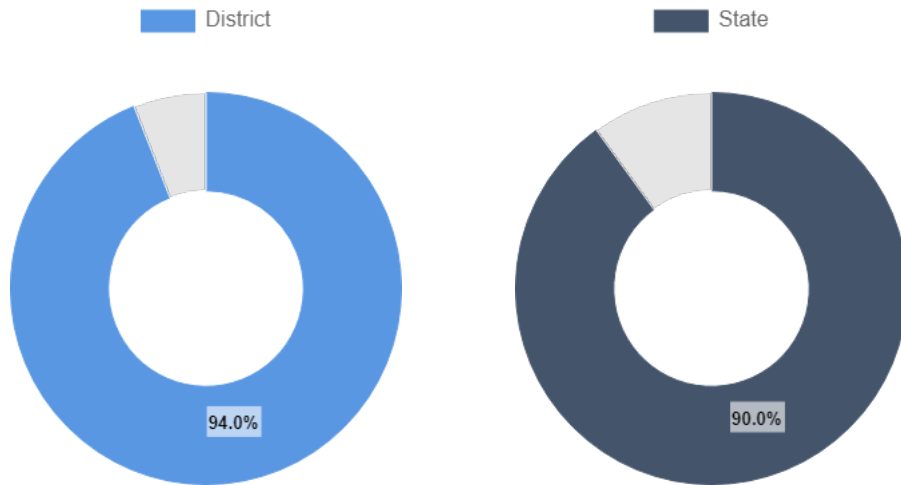
College and Career Readiness

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

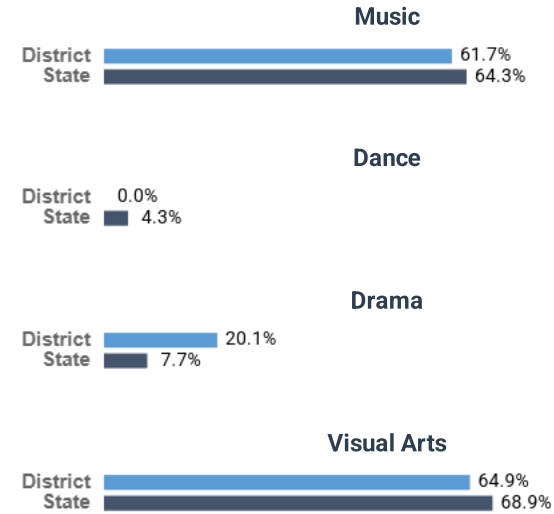
Visual and Performing Arts – Course Participation

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

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



Students enrolled in one or more classes by discipline:



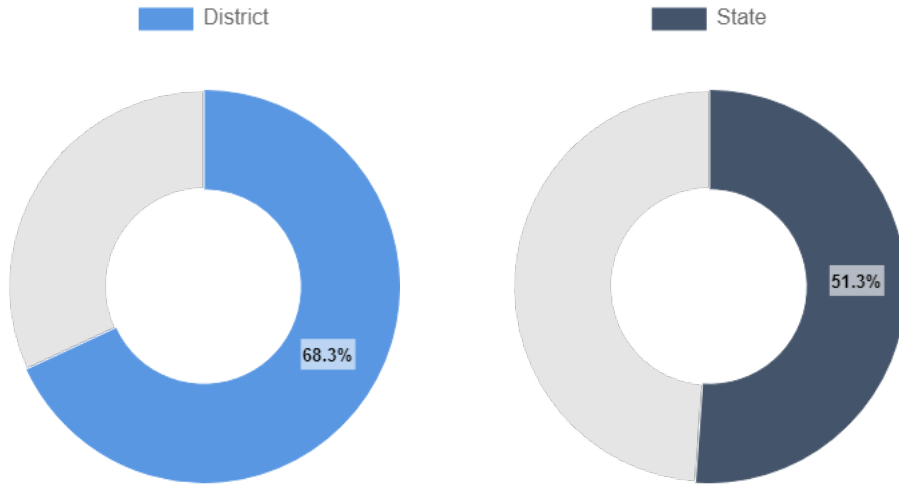
College and Career Readiness

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

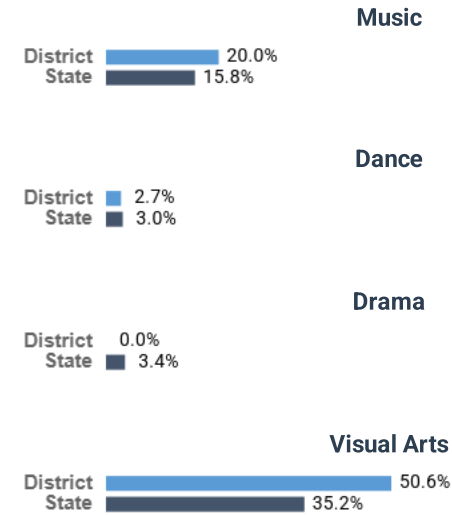
Visual and Performing Arts – Course Participation

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

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



Students enrolled in one or more classes by discipline:



College and Career Readiness

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

Structured Learning Experiences Participation

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

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

Structured Learning Experiences

District 0.0%
State 4.6%

Graduation/ Postsecondary

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

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

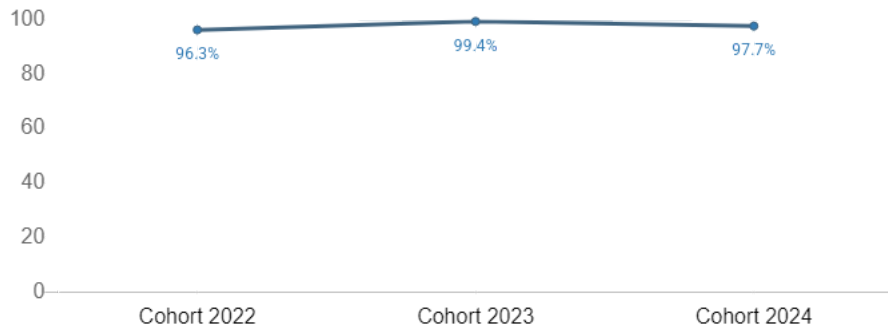
To be included as a graduate in the federal version of the graduation rate, students must have met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless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

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

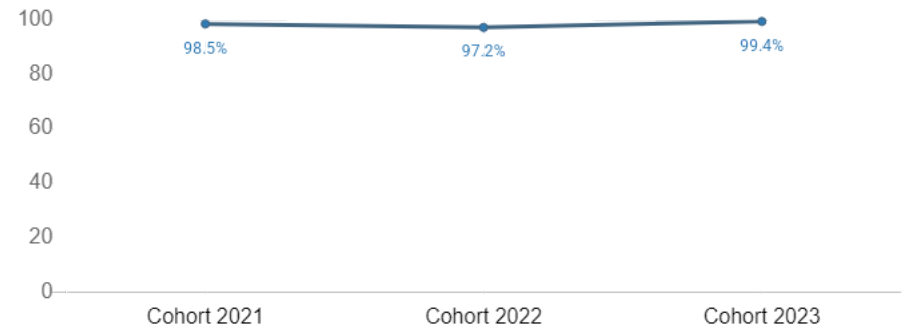
Graduation Rate Trends and Progress

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

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2022 4-Year Rate	Cohort 2023 4-Year Rate	Cohort 2024 4-Year Rate	Cohort 2021 5-Year Rate	Cohort 2022 5-Year Rate	Cohort 2023 5-Year Rate
Graduation Rate	96.3%	99.4%	97.7%	98.5%	97.2%	99.4%
Statewide Graduation Rate	90.9%	91.1%	91.3%	92.5%	92.7%	92.6%

Graduation/ Postsecondary

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

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

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

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

Cohort 2024 4-Year Graduation Cohort Profile

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

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	97.7%	1.9%	0.3%	91.3%	3.8%	4.9%
White	97.0%	2.4%	0.6%	95.0%	2.6%	2.5%
Hispanic	93.3%	6.7%	0.0%	86.9%	4.9%	8.3%
Black or African American	90.0%	10.0%	0.0%	86.5%	6.0%	7.5%
Asian, Native Hawaiian, or Pacific Islander	100.0%	0.0%	0.0%	96.7%	2.3%	1.0%
American Indian or Alaska Native	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	98.6%	0.7%	0.7%	93.1%	2.8%	4.1%
Male	97.0%	3.0%	0.0%	89.5%	4.7%	5.7%
Non-Binary/Undesignated Gender	N	N	N	86.7%	3.3%	10.0%
Economically Disadvantaged Students	*	*	*	87.1%	5.3%	7.7%
Students with Disabilities	84.4%	13.3%	2.2%	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%

Graduation/ Postsecondary

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

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

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

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

Cohort 2023 5-Year Graduation Cohort Profile

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

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	99.4%	0.6%	0.0%	92.6%	1.7%	5.6%
White	100.0%	0.0%	0.0%	95.9%	1.5%	2.6%
Hispanic	100.0%	0.0%	0.0%	88.2%	1.9%	9.9%
Black or African American	*	*	*	88.9%	2.5%	8.7%
Asian, Native Hawaiian, or Pacific Islander	98.1%	1.9%	0.0%	97.5%	1.3%	1.2%
American Indian or Alaska Native	N	N	N	92.5%	0.0%	7.5%
Two or More Races	100.0%	0.0%	0.0%	94.7%	1.0%	4.3%
Female	99.4%	0.6%	0.0%	94.4%	1.2%	4.4%
Male	99.4%	0.6%	0.0%	91.0%	2.2%	6.8%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	*	*	*	88.8%	2.0%	9.2%
Students with Disabilities	96.0%	4.0%	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%

Graduation/ Postsecondary

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

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

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

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

Cohort 2022 6-Year Graduation Cohort Profile

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

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

Student Group	Graduates	Continuing	Non-Continuing	High School Persistence (Graduates + Continuing)	State: Graduates	State: Continuing Students	State: Non-Continuing Students	State: High School Persistence (Graduates + Continuing)
Districtwide	97.6%	0.9%	1.5%	98.5%	93.2%	1.0%	5.8%	94.2%
White	98.9%	0.5%	0.5%	99.5%	96.4%	0.9%	2.7%	97.3%
Hispanic	81.3%	6.3%	12.5%	87.5%	88.2%	1.0%	10.8%	89.2%
Black or African American	80.0%	0.0%	20.0%	80.0%	89.6%	1.4%	9.0%	91.0%
Asian, Native Hawaiian, or Pacific Islander	99.0%	1.0%	0.0%	100.0%	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	97.9%	0.7%	1.4%	98.6%	95.0%	0.6%	4.4%	95.6%
Male	97.3%	1.1%	1.6%	98.4%	91.5%	1.4%	7.1%	92.9%
Non-Binary/Undesignated Gender	N	N	N	N	*	*	*	*
Economically Disadvantaged Students	93.3%	0.0%	6.7%	93.3%	88.8%	1.1%	10.2%	89.8%
Students with Disabilities	94.6%	5.4%	0.0%	100.0%	86.6%	5.4%	8.0%	92.0%
Multilingual Learners	100.0%	0.0%	0.0%	100.0%	77.6%	0.6%	21.9%	78.1%
Students experiencing homelessness	*	*	*	*	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	*	*	*	*	92.9%	1.7%	5.4%	94.6%
Migrant Students	N	N	N	N	67.1%	2.4%	30.5%	69.5%

Graduation/ Postsecondary

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

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

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

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

Federal Graduation Rates

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

Student Group	2024 4-Year Federal Graduation	2023 5-Year Federal Graduation	2022 6-Year Federal Graduation	State: 2024 4-Year Federal Graduation	State: 2023 5-Year Federal Graduation	State: 2022 6-Year Federal Graduation
	Rate	Rate	Rate	Rate	Rate	Rate
Districtwide	96.5%	99.1%	91.7%	87.7%	91.8%	87.0%
White	94.5%	99.5%	91.5%	91.5%	95.0%	90.0%
Hispanic	93.3%	100.0%	68.8%	83.3%	87.4%	82.1%
Black or African American	90.0%	*	60.0%	80.9%	87.6%	80.8%
Asian, Native Hawaiian, or Pacific Islander	100.0%	98.1%	97.9%	96.1%	97.3%	96.6%
American Indian or Alaska Native	N	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	97.9%	98.8%	91.6%	90.5%	93.7%	90.6%
Male	95.2%	99.4%	91.8%	85.2%	90.0%	83.7%
Non-Binary/Undesignated Gender	N	N	N	83.3%	*	*
Economically Disadvantaged Students	*	*	53.3%	82.6%	87.8%	81.4%
Students with Disabilities	75.6%	94.0%	60.7%	60.2%	79.2%	51.8%
Multilingual Learners	*	*	90.9%	77.6%	77.6%	75.7%
Students experiencing homelessness	N	N	*	67.0%	76.2%	64.6%
Students in Foster Care	N	N	N	50.4%	61.9%	47.1%
Military-Connected Students	*	*	*	91.4%	94.9%	88.4%
Migrant Students	N	N	N	85.5%	64.3%	64.6%

Graduation/ Postsecondary

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

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

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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	99.1%	91.3%	Met Goal	91.7%	N	N
White	99.5%	91.6%	Met Goal	91.5%	N	N
Hispanic	100.0%	**	**	68.8%	**	**
Black or African American	*	**	**	60.0%	**	**
Asian, Native Hawaiian, or Pacific Islander	98.1%	95.0%	Met Goal	97.9%	N	Met Goal
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	100.0%	N	Met Goal	100.0%	**	**
Economically Disadvantaged Students	*	**	**	53.3%	**	**
Students with Disabilities	94.0%	58.7%	Met Target	60.7%	N	N
Multilingual Learners	*	**	**	90.9%	**	**

Report Key:

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

Graduation/ Postsecondary

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

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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	88.8%	84.5%
Substitute Competency Test	10.2%	14.2%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements Specified in IEP	1.0%	1.3%
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	0.0%	1.2%
2021-2022	0.1%	1.2%

Graduation/ Postsecondary

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

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

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

Apprenticeship

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

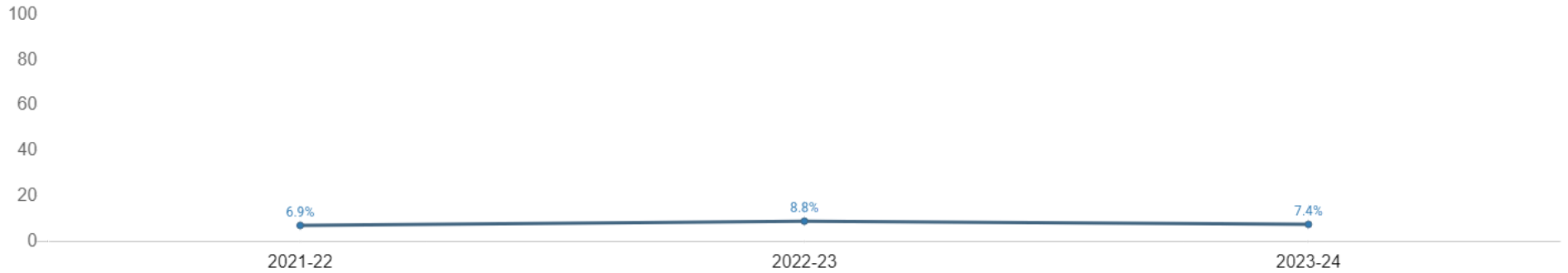
Year of Graduation	Graduates enrolled in apprenticeship programs
2023	*
2022	*
2021	*
2020	*
2019	*
2018	*
2017	*
2016	*

Climate and Environment

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

Chronic Absenteeism Trends

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



Performance Measure	2021-22	2022-23	2023-24
Chronic Absenteeism Rate	6.9%	8.8%	7.4%
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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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").

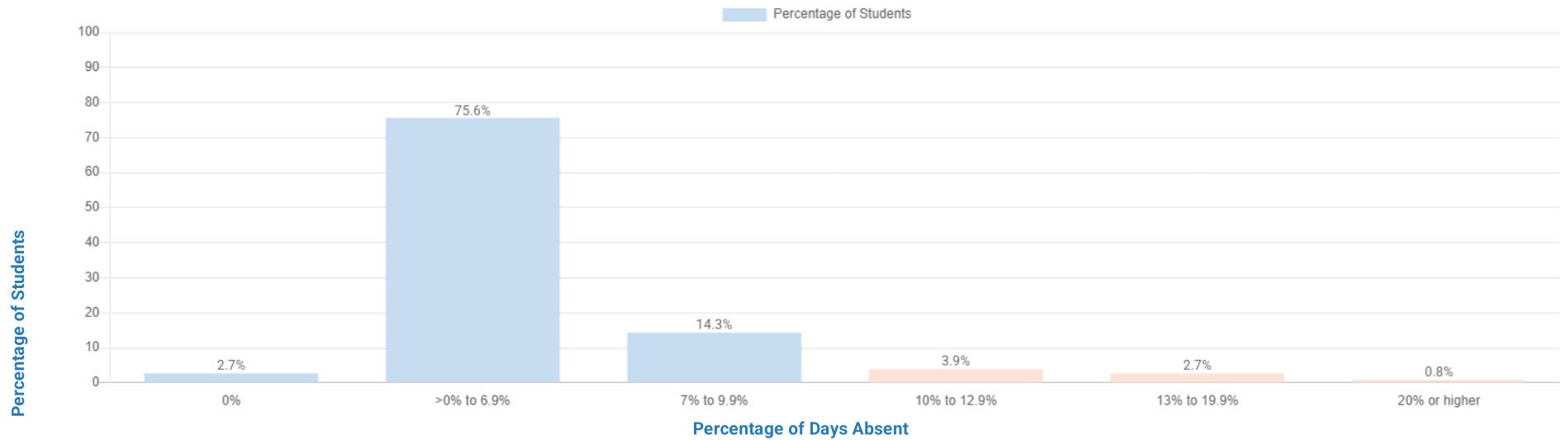
Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	343	7.4%	14.9%	Met
White	182	10.6%	14.9%	Met
Hispanic	18	7.9%	14.9%	Met
Black or African American	*	10.7%	14.9%	Met
Asian, Native Hawaiian, or Pacific Islander	107	4.8%	14.9%	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	24	6.9%	14.9%	Met
Female	*	7.7%		
Male	*	7.1%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	11	13.3%	14.9%	Met
Students with Disabilities	65	10.6%	14.9%	Met
Multilingual Learners	10	10.3%	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.

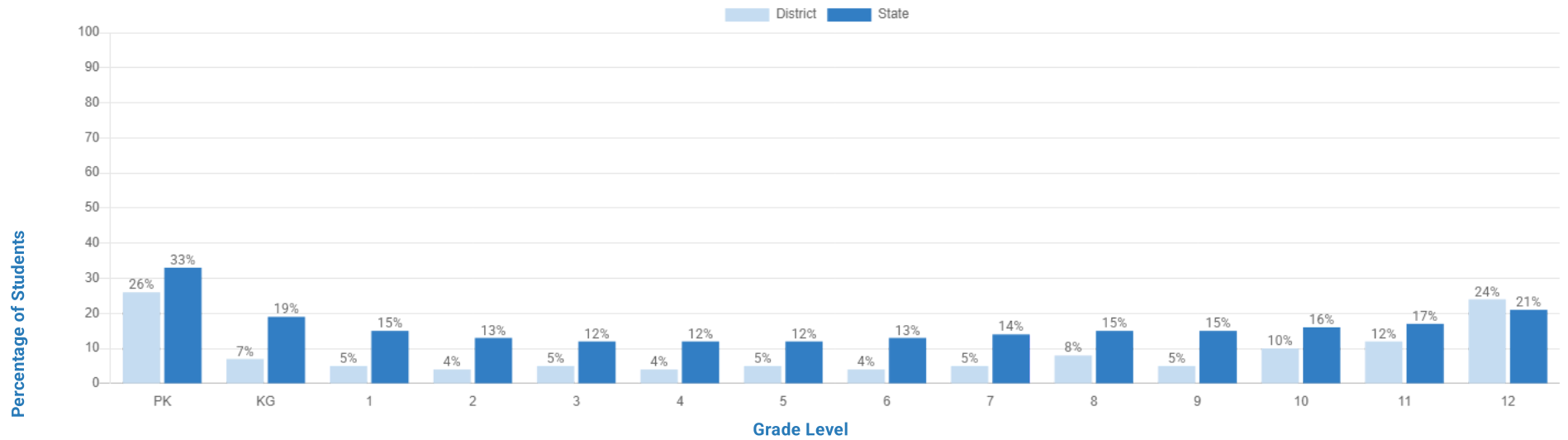


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Chronic Absenteeism by Grade

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



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	5
Weapons	0
Vandalism	1
Substances	3
Harassment, Intimidation, Bullying (HIB)	12
Total Unique Incidents	21
Incidents Per 100 Students Enrolled	0.45

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	3
Weapons	0
Vandalism	1
Substances	2
Harassment, Intimidation, Bullying (HIB)	3
Other Incidents Leading to Removal	1

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	2	7	9
Religion	1	0	1
Ancestry	0	0	0
Gender	1	0	1
Sexual Orientation	0	3	3
Disability	0	0	0
Other	2	2	4
No Identified Nature	15		15

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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	3	0%	8	0%	10	1%	0	0%	0	0%
Hispanic	0	0%	1	0%	1	0%	0	0%	0	0%
Black or African American	1	1%	4	3%	5	4%	0	0%	0	0%
Asian	3	0%	15	1%	18	1%	0	0%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
Two or more races	0	0%	4	1%	4	1%	0	0%	0	0%
Female	*	0%	*	0%	*	0%	*	0%	*	0%
Male	*	0%	*	1%	*	1%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	1	1%	3	3%	4	4%	0	0%	0	0%
Students with disabilities	2	0%	10	1%	11	2%	0	0%	0	0%

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Student Disciplinary Removals: By Grade Level

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Grade	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Districtwide	7	0%	32	1%	38	1%	0	0%	0	0%
PK	0	0%	0	0%	0	0%	0	0%	0	0%
KG	0	0%	0	0%	0	0%	0	0%	0	0%
1	0	0%	0	0%	0	0%	0	0%	0	0%
2	0	0%	0	0%	0	0%	0	0%	0	0%
3	0	0%	4	1%	4	1%	0	0%	0	0%
4	0	0%	2	1%	2	1%	0	0%	0	0%
5	3	1%	1	0%	4	1%	0	0%	0	0%
6	2	1%	9	2%	11	3%	0	0%	0	0%
7	0	0%	4	1%	4	1%	0	0%	0	0%
8	1	0%	6	2%	6	2%	0	0%	0	0%
9	0	0%	2	1%	2	1%	0	0%	0	0%
10	1	0%	1	0%	2	1%	0	0%	0	0%
11	0	0%	2	1%	2	1%	0	0%	0	0%
12	0	0%	1	0%	1	0%	0	0%	0	0%

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Students Involved in Police Notifications: By Student Group

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

Student Group	# of Students involved in at least one incident	% of Students involved in at least one incident	# of Students involved in at least one violent incident	% of Students involved in at least one violent incident	# of Students involved in at least one vandalism incident	% of Students involved in at least one vandalism incident	# of Students involved in at least one substance related incident	% of Students involved in at least one substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in at least one weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in at least one HIB incident	# of Students involved in at least one other incident type	% of Students involved in at least one other incident type
Districtwide	15	0%	3	0%	1	0%	2	0%	0	0%	7	0%	4	0%
White	4	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	1	0%	<5	<5.00%
Hispanic	1	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	1	0%	<5	<5.00%
Black or African American	3	2%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	1	1%	<5	<5.00%
Asian	4	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	2	0%	<5	<5.00%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	3	1%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	2	1%	<5	<5.00%
Female	*	0%	*	<5.00%	*	<5.00%	*	<5.00%	*	0%	*	0%	*	<5.00%
Male	*	1%	*	<5.00%	*	<5.00%	*	<5.00%	*	0%	*	0%	*	<5.00%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	2	2%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	1	1%	<5	<5.00%
Students with disabilities	5	1%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	1	0%	<5	<5.00%

Climate and Environment

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

Students Involved in Police Notifications: By Grade Level

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

Grade	# of Students involved in at least one incident	% involved in an incident	# of Students involved in at least one violent incident	% of Students involved in a violent incident	# of Students involved in at least one vandalism incident	% of Students involved in a vandalism incident that led to police notification	# of Students involved in at least one substance related incident	% of Students involved in a substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in a weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in an HIB incident that led to police notification	# of Students involved in at least one other incident type	% of Students involved in an other incident type
Districtwide	15	0%	3	0%	1	0%	2	0%	0	0%	7	0%	4	0%
PK	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	0	0%	<5	<5.00%
KG	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	0	0%	<5	<5.00%
1	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	0	0%	<5	<5.00%
2	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	0	0%	<5	<5.00%
3	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	0	0%	<5	<5.00%
4	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	0	0%	<5	<5.00%
5	1	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	1	0%	<5	<5.00%
6	5	1%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	5	1%	<5	<5.00%
7	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	0	0%	<5	<5.00%
8	4	1%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	0	0%	<5	<5.00%
9	1	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	0	0%	<5	<5.00%
10	2	1%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	1	0%	<5	<5.00%
11	2	1%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	0	0%	<5	<5.00%
12	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	0	0%	<5	<5.00%

Climate and Environment

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

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

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

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

Climate and Environment

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

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

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

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

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Climate and Environment

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

School Days Missed due to Out-of-School Suspensions

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

School Days Missed due to Out-of-School Suspensions

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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.

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Teachers – Experience

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

Category	Teachers in District	Teachers in State
Total Number of teachers	433	119,239
Average years experience in public schools	12.6	12.6
Average years experience in district	11.7	11.3
Number of Teachers with 4 or more years experience in the district	327	87,243
Percentage of Teachers with 4 or more years experience in the district	75.5%	73.6%
Number of out-of-field teachers	3	2,931
Percentage of out-of-field teachers	0.7%	2.5%
Number of Teachers with Provisional Credentials	53	9,065
Percentage of Teachers with Provisional Credentials	12.2%	7.6%

Administrators – Experience

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

Category	Admin. in District	Admin. in State
Total Number of administrators	35	10,170
Average years experience in public schools	15.1	16.2
Average years experience in district	13.8	12.5
Number of Administrators with 4 or more years experience in the district	30	7,734
Percentage of Administrators with 4 or more years experience in the district	85.7%	76.8%

Staff Counts

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

Staff Category	District: Total Staff Members	State: Total Staff Members
Teachers	433	119,239
Administrators	35	10,170
Librarians/Media Specialists	5	1,160
Nurses	9	3,025
School Counselors	12	4,673
Child Study Team Members	35	9,654
School Psychologists	12	2,185
School Social Workers	7	2,750
Student Assistance Coordinators	1	400
School Safety Specialists	1	681

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Student and Staff Ratios

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

Ratio	District Ratio
Students to Teachers	11:1
Students to Administrators	134:1
Teachers to Administrators	12:1
Students to Librarians/Media Specialists †	940:1
Students to Nurses †	522:1
Students to Counselors †	392:1
Students to Child Study Team Members †,††	18:1
Students to School Psychologists †	392:1
Students to School Social Workers †	672:1
Students to Student Assistance Coordinators †	4702:1
Students to School Safety Specialists †	4702:1

† 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%	81.0%	50-60%	48.0%	77.0%	57.0%
Male	52.0%	19.0%	30-40%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤10%	≤1%	≤1%	≤1%
White	36.7%	89.8%	91.4%	38.2%	81.8%	74.5%
Hispanic	4.9%	4.8%	2.9%	34.0%	8.6%	8.6%
Black or African American	2.4%	0.5%	0.0%	14.2%	6.4%	14.4%
Asian	48.3%	4.2%	5.7%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.7%	0.0%	0.2%	0.4%	0.5%
Two or More Races	7.5%	0.0%	0.0%	3.1%	0.3%	0.4%

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

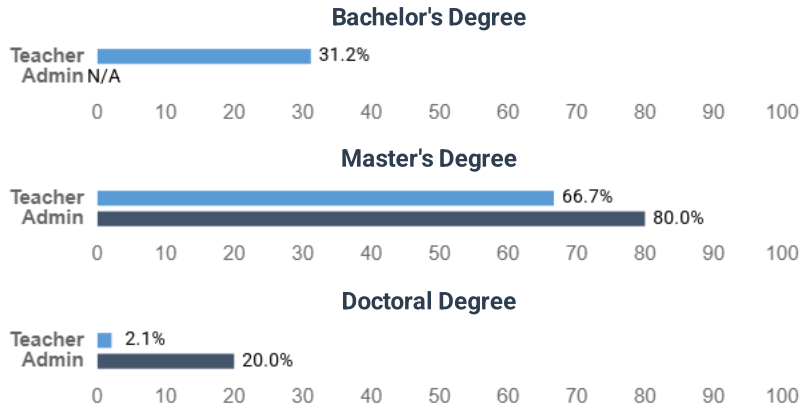
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district.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

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

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

Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2022-23 Teachers: Same district 2023-24	92.7%	89.5%
2022-23 Administrators: Same district 2023-24	94.3%	87.9%

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Teachers by Subject Area

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

Subject Area	Total Number of Teachers	% Female	% Male	% Non-binary or Undesignated Gender	% White	% Hispanic	% Black or African American	% Asian	% Native Hawaiian, Pacific Islander	% American Indian or Native American	% Two or More Races	% 4 or more years experience in the district	% Bachelor's Degree(Highest Degree)	% Master's Degree(Highest Degree)	% Doctoral Degree(Highest Degree)
Elementary (Not Subject Specific)	143	90-95%	5-10%	≤5%	94.4%	3.5%	0.0%	2.1%	0.0%	0.0%	0.0%	78.3%	25.2%	74.1%	0.7%
English/Language Arts/Literacy	34	>90%	≤10%	≤10%	88.2%	0.0%	2.9%	8.8%	0.0%	0.0%	0.0%	61.8%	35.3%	55.9%	8.8%
English to Speakers of Other Languages	6	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	66.7%	50.0%	50.0%	0.0%
Mathematics	33	70-80%	20-30%	≤10%	84.8%	6.1%	0.0%	9.1%	0.0%	0.0%	0.0%	72.7%	33.3%	66.7%	0.0%
Science	31	50-60%	40-50%	≤10%	80.6%	6.5%	3.2%	6.5%	3.2%	0.0%	0.0%	77.4%	35.5%	61.3%	3.2%
Social Studies/History	33	50-60%	40-50%	≤10%	97.0%	0.0%	0.0%	3.0%	0.0%	0.0%	0.0%	87.9%	15.2%	75.8%	9.1%
World Language	28	>80%	≤20%	≤20%	71.4%	25.0%	0.0%	3.6%	0.0%	0.0%	0.0%	82.1%	32.1%	64.3%	3.6%
Visual and Performing Arts	34	70-80%	20-30%	≤10%	79.4%	8.8%	0.0%	11.8%	0.0%	0.0%	0.0%	58.8%	50.0%	50.0%	0.0%
Health/Physical Education	25	20-40%	40-60%	≤20%	96.0%	4.0%	0.0%	0.0%	0.0%	0.0%	0.0%	88.0%	52.0%	48.0%	0.0%
Family & Consumer Sciences	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	3	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	33.3%	66.7%	0.0%
Computer Science/IT	3	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	66.7%	33.3%	0.0%
Industrial Arts	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Career and Technical Education	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Special Education	68	90-95%	5-10%	≤5%	92.6%	2.9%	0.0%	1.5%	2.9%	0.0%	0.0%	72.1%	25.0%	75.0%	0.0%
Bilingual	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N

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](#).

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

Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

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

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

Accountability

ESSA Accountability Progress

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

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

ESSA Accountability Indicator	2021-22	2022-23	2023-24
ELA Proficiency	82.9%	84.9%	84.9%
Math Proficiency	79.9%	81.6%	82.4%
ELA Growth†	53	52	55
Math Growth†	87	60	58
4-Year Graduation Rate (Prior Year)††	97.6%	91.1%	99.1%
5-Year Graduation Rate (Prior Year)††	98.1%	97.6%	91.7%
Progress toward English Language Proficiency	82.4%	74.1%	90.5%
Chronic Absenteeism	6.9%	8.8%	7.4%

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

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

Accountability

Accountability Summary by Student Group - 2023-24 School Year

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

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

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

Narrative

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



Highlights:

- The Millburn Township Public School English as a Second Language (ESL) program stands as a cornerstone in supporting our diverse community and multilingual learners.



Mission, Vision, Theme:

The mission of the Millburn Township School District, reflecting our commitment to the pursuit of excellence, is to educate students to be successful and engaged citizens of an ever-changing world through outstanding teaching, challenging programs, and enriching experiences in a safe, nurturing learning environment.



Awards, Recognition, Accomplishments:

Millburn High School is consistently recognized as one of the most outstanding secondary schools in the state and the nation. 99% of graduating seniors attend four-year colleges. It is always highly ranked in state and national publications. Millburn Middle School and the Elementary Schools are consistently ranked high in satisfaction surveys based on academic success.

Narrative

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Courses, Curriculum, Instruction:

The Millburn School District takes a meticulous approach to developing curriculum and courses that support student academic achievement. The district designs comprehensive curricula across diverse subject areas through rigorous standards, innovative teaching methodologies, and a commitment to individualized learning. Collaborations among educators, administrators, and curriculum specialists ensure alignment with state standards while fostering a dynamic and engaging learning experience. Flexibility in course offerings allows for exploration and enrichment, catering to various learning styles and interests. Furthermore, the district frequently revises and updates its curriculum to integrate new research and advancements in pedagogy, ensuring that students are equipped with relevant knowledge and skills necessary for success in an ever-evolving world. By prioritizing a robust and adaptive curriculum, the Millburn School District remains dedicated to nurturing a learning environment.



Before and After School Programs:

Two organizations provide before and after-school programming in our district schools for students in grades K-8. AlphaBEST provides programs at Deerfield, Hartshorn, South Mountain, and Wyoming Schools. The SAM After School Program, located at Glenwood, is available to all district families, elementary school through middle school.



Staff and Professional Learning:

Teacher and school professional learning in the Millburn Township Public Schools is the foundation for fostering student academic growth and implementing best practices within educational settings. Millburn educators gain access to cutting-edge methodologies, innovative teaching strategies, and the latest research-backed approaches by investing in continuous professional development. This ongoing learning equips teachers with the tools and insights necessary to adapt to evolving student needs, effectively differentiate instruction, and create inclusive learning environments. Moreover, it cultivates a culture of collaboration and shared expertise among faculty, disseminating successful practices across the school community. When teachers engage in professional learning, they refine their skills and gain a deeper understanding of student learning processes, leading to tailored interventions that address individual student challenges.

Narrative

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Postsecondary Information:

98 - 99% of our students attend college



Student Supports and Services:

The Millburn Township Public Schools Department of Special Services, in compliance with the New Jersey Administrative Code, provides quality education in the least restrictive environment to its students who are educationally disabled and require special education services. Emphasis is placed on facilitating inclusion in general education settings to the fullest extent possible. Programs are assessed on an ongoing basis to ensure that student's individual needs are met. A range of placement options is available in accordance with Individual Education Plans. Special Services Staff is composed of experts in their fields who are dedicated to developing education plans and delivering services vital to meeting each student's needs. Our staff consists of Child Study Team case managers and related services providers. Our Special Education Teachers are expert, enthusiastic and committed to providing the highest level of education available.



Student Health and Wellness:

The district is committed to ensuring the health and safety of students and staff. All schools have dedicated nurses and student service support systems. There is a guidance team at the middle and high schools. The Say Something Anonymous Reporting System is available in Millburn to provide our students, parents, staff, and community with another way to identify, intervene, and get help for individuals at risk of hurting themselves or others. Our message to students is always to talk to a parent or trusted adult for assistance. But in some cases an anonymous outlet may be the only way to get the help someone needs

Narrative

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Parent and Community Involvement:

The Millburn School District is fortunate to have a very active and involved parent community. Each school has its own Parent Teacher Organization that works closely with the school administrators to provide student enrichment activities, support, and appreciation for teachers and staff. The Superintendent meets monthly with the PTO Presidents to share school district initiatives and hear from them about parent concerns. The school district also has an Education Foundation that raises funds through generous community donations to maintain and enhance the high quality of a Millburn, New Jersey public school education by encouraging creativity and innovation. The school district works closely with the Foundation's Board to achieve these goals. The district administration and the Board of Education work jointly with the township leaders to coordinate responses to all issues impacting the schools and the community



Facilities:

The district is committed to maintaining facilities. The Board has identified a schedule to allow for new issuances of bonds as prior debt service expires, to allow for continued funding for capital improvements while maintaining a level debt service schedule. This "Investing in Excellence" meets the aspirations of the community and the competitive educational needs of our students. In November 2023 a bond referendum was approved that included upgrades throughout the District. Many recent projects addressed upgrades to District HVAC systems to allow for more efficient energy usage in the future. Projects are completing from a January 2020 Bond referendum and the Board received approval for state-funded grants to complete HVAC upgrades at the High School, Washington Elementary School and Wyoming Elementary School. Funding for HVAC projects was also obtained to fund additional upgrades at the Millburn Middle School and at the Education Center.



School Safety:

The Millburn Township Public School District is dedicated to creating a safe and nurturing environment for students and staff. The district employs various strategies and initiatives to ensure safety within its schools. Implementing comprehensive safety protocols, including emergency preparedness plans and regular safety drills is a priority. Additionally, the district collaborates closely with local law enforcement and emergency services to ensure a rapid and effective response in case of any emergencies. Technology plays a role, too, with the utilization of security systems and monitoring tools to maintain a secure environment. Moreover, the district emphasizes a culture of inclusivity and respect, promoting anti-bullying initiatives and fostering a positive school climate. Regular training and professional development for staff regarding safety procedures and mental health awareness contribute to maintaining a supportive environment for students and educators.

Narrative

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Technology and STEM:

The Technology Department will continue to work in tandem with the district's other key departments, namely the curriculum and instruction and superintendent's office to implement the district's technology-infused curriculum with the focus on 21st Century skills across our school buildings. We will be continuing our 1:1 Chromebook initiative in select grades. We will also be adjusting our technology offerings as part of our in-district's professional learning offerings to keep up with educational trends and also tweaking the roles of our technology facilitators so that they may serve more in the role of coach to our teachers. We continue to enhance our teachers' capacity with technology integration by offering job-embedded professional learning tied to district goals and individual teachers' needs.



Early Childhood Education:

The Millburn Township Public Schools' Preschool Integrated Program is located at the South Mountain Elementary School. The unique program is comprised of children with special needs as well as typically developing preschool children from the township. A general Preschool Curriculum is followed by all students. The District charges a monthly fee for the comprehensive services that are provided for all regular education students attending the Integrated Preschool Program. As with any school-aged resident child, Millburn Township School District provides a full continuum of services for students aged three to five years old who are found eligible for special education and related services through the evaluation process.



Attendance:

In New Jersey, ESSER / ARP (Elementary and Secondary School Emergency Relief) funding have been instrumental in bolstering student growth across various domains within the Millburn Township Schools. These funds have been strategically allocated to enhance educational experiences, providing critical resources and support systems. Funds have been used to facilitate student support and summer programming, which provide personalized attention to students' academic needs. Additionally, investments in technology infrastructure have ensured equitable access to digital learning tools, fostering technological literacy and innovation among students. Mental health and counseling services have also received attention, promoting emotional well-being and creating a conducive environment for learning. Moreover, professional development opportunities for educators have been expanded, empowering them with new methodologies and approaches to cater to diverse student needs effectively.

Narrative

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Other Information:

Millburn Township Public School District has Intervention and Referral Services (I&RS) Teams at all district schools. The I&RS Team is available to assess students brought to their attention for social, emotional, or educational needs. The I&RS Team receives referrals from building principals, counselors, Child Study Team members, and teachers. The Intervention and Referral Services Team is consulted as a pre-referral intervention to the special education evaluation process.