Newark Public School District (13-3570)

2023-2024

County: Essex

District: Newark Public School District

📍 765 Broad Street
Newark, NJ 07102

Superintendent: Mr. Roger Leon

District Website

📞 973-733-7334

43,810
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

NJ SCHOOL PERFORMANCE REPORT

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	Newark Public School District
Superintendent Name	Mr. Roger Leon
Address	765 Broad Street, Newark, NJ 07102
Phone Number	973-733-7334
Email Address	rleon@nps.k12.nj.us
Website	www.nps.k12.nj.us
Facebook	https://www.facebook.com/NewarkPublicSchools/
Twitter	https://twitter.com/NPSvoices

NJ SCHOOL PERFORMANCE REPORT

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Overview & Resources

Schools in this District

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

School Name	Grades Offered
Abington Avenue School	PK-08
American History High School	09-12
Ann Street School	KG-08
Arts High School	09-12
Avon Avenue School	PK-08
Bard Early College High School	09-12
Barringer High School	09-12
Belmont Runyon Elementary School	PK-08
Bruce Street School	PK-08
Camden Street Elementary School	PK-08
Central High School	09-12
Chancellor Avenue School	PK-08
Dr. E. Alma Flagg School	PK-08
Dr. William H. Horton Elementary School	PK-08
Eagle Academy for Young Men of Newark	09-12
Early Childhood School - North	PK-PK
East Side High School	09-12
East Ward Elementary School	PK-06
Elliott Street Elementary School	PK-08
First Avenue School	PK-08
Fourteenth Avenue School	PK-08
Franklin Elementary School	PK-08
George Washington Carver Elementary School	PK-08
Grover Cleveland Elementary School	PK-08
Harriet Tubman Elementary School	PK-08
Hawkins Street School	KG-08
Hawthorne Avenue School	PK-08
Ironbound Academy Elementary School	KG-05
Ivy Hill Elementary School	PK-08
John F. Kennedy School	PK-12

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Overview & Resources

Schools in this District

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School Name	Grades Offered
Lafayette Street School	PK-08
Lincoln Elementary School	PK-08
Louise A. Spencer Elementary School	PK-08
Luis Muñoz Marin Elementary School	PK-08
Malcolm X Shabazz High School	09-12
McKinley Elementary School	PK-08
Michelle Obama Elementary School	PK-04
Mt Vernon Place School	PK-08
Nelson Mandela Elementary School	PK-03
Newark Sch of Data Science and Information Technology	09-11
Newark School of Fashion & Design	09-11
Newark School of Global Studies	09-12
Newark Vocational High School	09-12
NJ Regional Day School - Newark	KG-12
Oliver Street School	PK-08
Park Elementary School	PK-08
Peshine Avenue School	PK-08
Quitman Street School	PK-08
Rafael Hernandez School	PK-08
Ridge Street School	PK-08
Roberto Clemente Elementary School	PK-08
Salome Ureña Elementary School	PK-08
Science Park High School	07-12
Sir Isaac Newton Elementary School	PK-04
South 17th Street School	PK-08
South Street Elementary School	PK-08
Speedway Avenue School	PK-08
Sussex Avenue School	PK-08
Technology High School	09-12
Thirteenth Avenue School	PK-08

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
University High School	08-12
Weequahic High School	09-12
West Side High School	09-12
Wilson Avenue School	KG-08

Demographics

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

Enrollment Trends by Grade

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

Grade	2021-22	2022-23	2023-24
PK	6,337	6,671	6,710
KG	2,618	2,668	2,934
1	2,516	2,729	2,831
2	2,638	2,603	2,865
3	2,708	2,650	2,760
4	2,766	2,711	2,751
5	2,687	2,747	2,813
6	2,719	2,704	2,900
7	2,796	2,770	2,828
8	3,031	3,038	2,952
9	2,948	3,113	3,054
10	2,641	2,830	2,996
11	2,338	2,513	2,829
12	2,417	2,501	2,587
Total	41,160	42,248	43,810

Enrollment Trends by Student Group

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

Student Group	2021-22	2022-23	2023-24
Female	49.0%	49.0%	49.0%
Male	51.0%	51.0%	51.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	73.2%	74.9%	71.3%
Students with Disabilities	16.4%	16.2%	15.9%
Multilingual Learners	21.7%	24.2%	27.2%
Students Experiencing Homelessness	0.6%	1.0%	1.3%
Students in Foster Care	0.6%	0.3%	0.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial And Ethnic Group	2021-22	2022-23	2023-24
White	7.2%	6.5%	6.1%
Hispanic	54.7%	56.9%	59.2%
Black or African American	36.7%	34.9%	33.0%
Asian	0.8%	0.7%	0.7%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.3%	0.3%	0.4%
Two Or More Races	0.0%	0.4%	0.3%

Demographics

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Enrollment Trends by Full / Half Day PK and KG

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

Grade	2021-22	2022-23	2023-24
PK - Half Day	0	0	0
PK - Full Day	6,337	6,671	6,710
KG - Half Day	0	0	0
KG - Full Day	2,618	2,668	2,934

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	41,160	42,248	43,810
Shared Time Students	0	0	0
Full Time Equivalent	41,160	42,248	43,810

NJ SCHOOL PERFORMANCE REPORT

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.

Language	Percentage
English	47.9%
Spanish	40.2%
Portuguese	9.3%
Haitian	1.0%
Other	1.6%

Student Growth

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

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

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

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

Student Growth Trends and Progress

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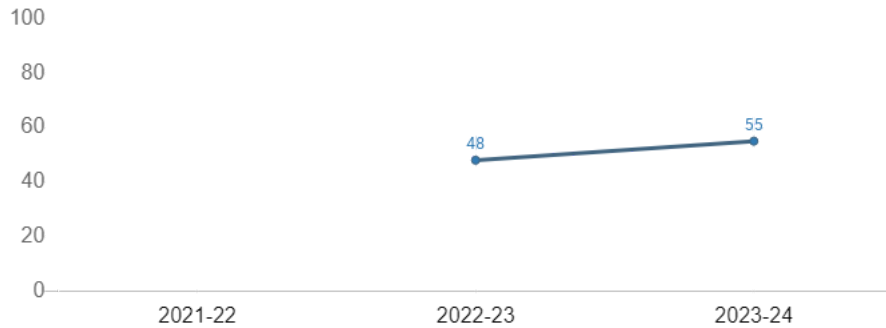
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ELA Median Student Growth Percentile

Math Median Student Growth Percentile
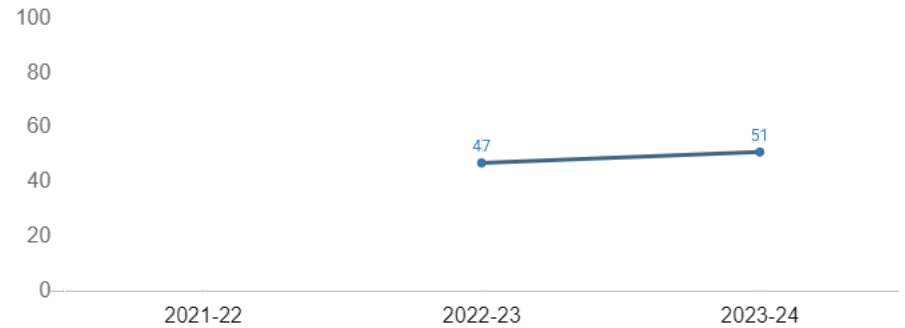
Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Median Student Growth Percentile		48	55		47	51
Met Standard (40-59.5)?		Met Standard	Met Standard		Met Standard	Met Standard
Statewide: Median Student Growth Percentile		50	50		50	50

Newark Public School District

(13-3570)

2023-2024

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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	51	50	Met Standard
White	61	50	Exceeds Standard	53	51	Met Standard
Hispanic	56	49	Met Standard	52	48	Met Standard
Black or African American	52	47	Met Standard	48	46	Met Standard
Asian, Native Hawaiian, or Pacific Islander	62	59	Exceeds Standard	68	60	Exceeds Standard
American Indian or Alaska Native	57	50	Met Standard	53	50	Met Standard
Two or More Races	53	50	Met Standard	62	51	Exceeds Standard
Female	57	52		50	50	
Male	54	48		52	50	
Non-Binary/Undesignated Gender	N	44		N	45.5	
Economically Disadvantaged Students	55	48	Met Standard	51	48	Met Standard
Students with Disabilities	45	43	Met Standard	46	44	Met Standard
Multilingual Learners	56	50	Met Standard	54	50	Met Standard
Students Experiencing Homelessness	*	43		*	45	
Students in Foster Care	47.5	40		28	47	
Military-Connected Students	*	47.5		*	51	
Migrant Students	N	53		N	44	

![NJ SCHOOL PERFORMANCE REPORT logo]

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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.

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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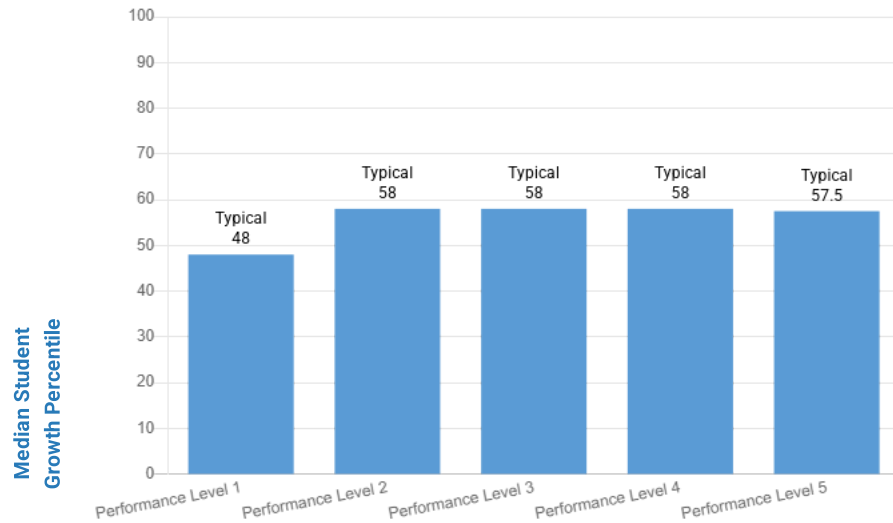
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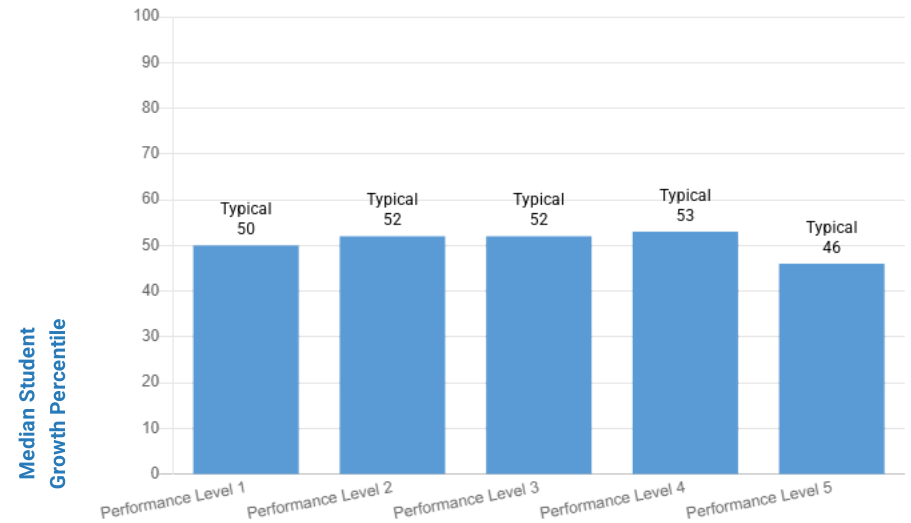
Student Growth by Grade

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

ELA — Median Student Growth Percentile by grade: Grade 4 Typical 45, Grade 5 Typical 51, Grade 6 Typical 60, Grade 7 Typical 58, Grade 8 Typical 59.
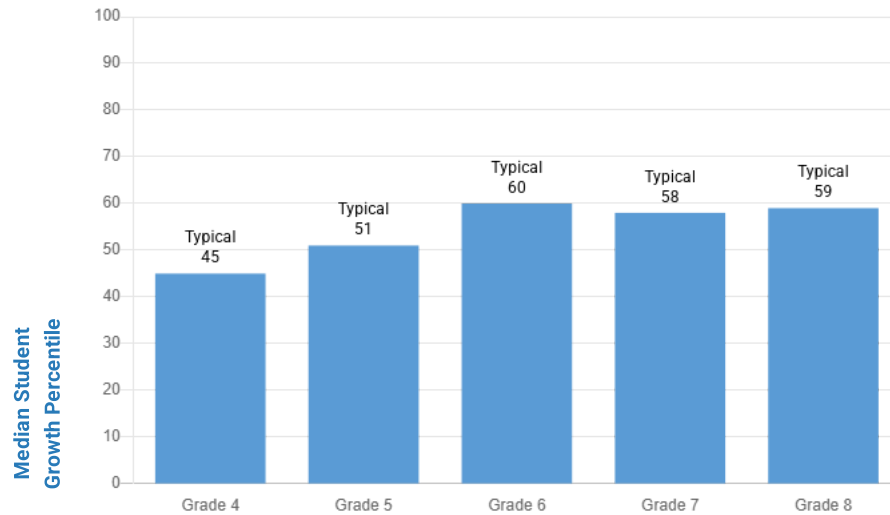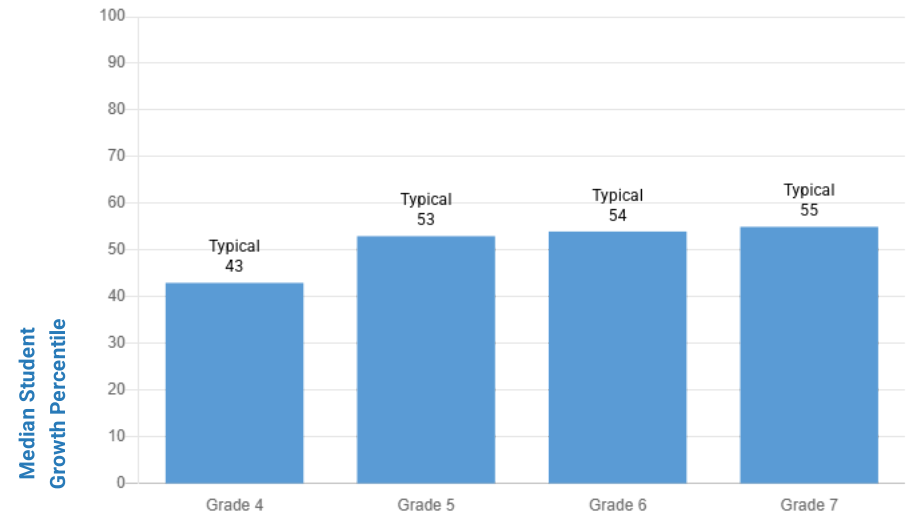
Math — Median Student Growth Percentile by grade: Grade 4 Typical 43, Grade 5 Typical 53, Grade 6 Typical 54, Grade 7 Typical 55.

Newark Public School District

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Academic Achievement

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

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

English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability
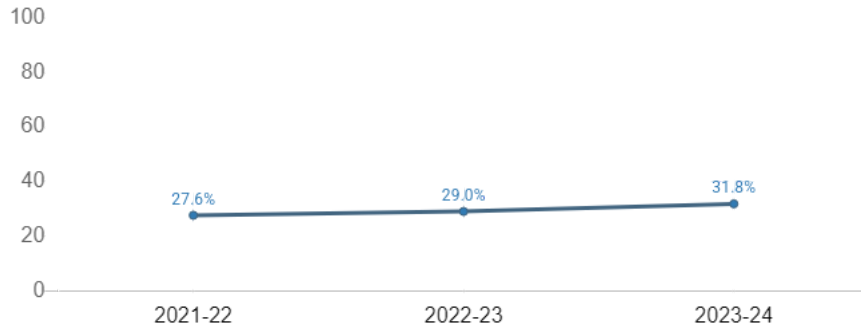
Math Proficiency Rate for Federal Accountability
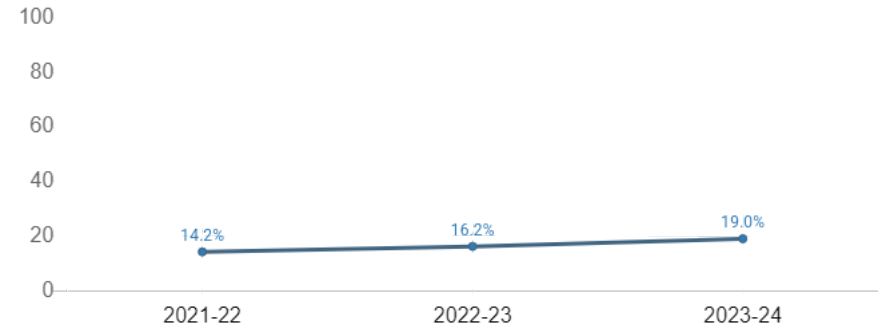
Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	99.1%	99.3%	99.1%	99.1%	99.1%	99.1%
Proficiency Rate for Federal Accountability	27.6%	29.0%	31.8%	14.2%	16.2%	19.0%
Annual Target	39.2%	41.7%	31.4%	33.4%	36.3%	19.0%
Met Annual Target?	Not Met	Not Met	Met Target	Not Met	Not Met	Met Target
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	17,841	99.1%	31.8%	52.2%	31.8%	31.4%	Met Target
White	1,479	99.3%	39.2%	61.8%	39.2%	36.6%	Met Target
Hispanic	10,462	99.4%	32.1%	38%	32.1%	32.3%	Met Target†
Black or African American	5,607	98.5%	28.5%	35.9%	28.5%	28.2%	Met Target
Asian, Native Hawaiian, or Pacific Islander	196	99%	53.6%	79.9%	53.6%	51.4%	Met Target
American Indian or Alaska Native	45	92.2%	35.6%	51.2%	34.3%	38.5%	Met Target†
Two or More Races	52	98.3%	36.5%	59.4%	36.5%	N	N
Female	*	99.1%	36.5%	57.7%	36.5%		
Male	*	99.1%	27.4%	47%	27.4%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	15,330	99.2%	30.7%	34.6%	30.7%	30.6%	Met Target
Non-Economically Disadvantaged Students	2,511	98.7%	38.7%	62.8%	38.7%		
Students with Disabilities	3,297	98%	12.8%	19.8%	12.8%	13.8%	Met Target†
Students without Disabilities	14,544	99.3%	36.1%	59.4%	36.1%		
Multilingual Learners	6,178	99.7%	20.6%	23.1%	20.6%	19.1%	Met Target
Non-Multilingual Learners	11,663	98.8%	37.8%	56.2%	37.8%		
Students Experiencing Homelessness	*	*	*	21.9%	*		
Students in Foster Care	36	100%	25%	19.3%	25%		
Military-Connected Students	*	*	*	48.2%	*		
Migrant Students	*	*	*	13.3%	*		

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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.

Legend: 2021-2022, 2022-2023, 2023-2024

Grade	2021-2022	2022-2023	2023-2024
Grade 3	19.0%	19.1%	23.4%
Grade 4	22.4%	22.2%	25.6%
Grade 5	24.7%	25.3%	26.8%
Grade 6	26.9%	26.9%	32.3%
Grade 7	33.0%	36.8%	34.7%
Grade 8	31.8%	37.3%	37.9%
Grade 9	31.4%	32.4%	38.1%

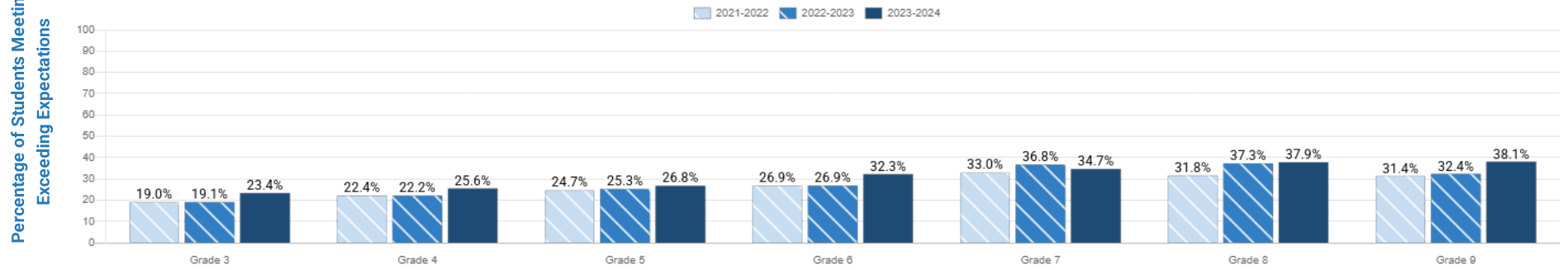Y-axis: Percentage of Students Meeting/Exceeding Expectations

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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	2,432	716	741	41%	18%	17%	21%	3%	23%	44%
White	265	727	751	33%	18%	15%	28%	5%	33%	53%
Hispanic	1,445	714	724	43%	18%	17%	20%	2%	23%	29%
Black or African American	676	713	725	43%	18%	18%	18%	3%	21%	29%
Asian, Native Hawaiian, or Pacific Islander	26	751	770	12%	19%	31%	23%	15%	38%	70%
American Indian or Alaska Native	10	720	743	30%	30%	10%	30%	0%	30%	46%
Two or More Races	10	713	751	40%	10%	30%	20%	0%	20%	52%
Female	*	721	746	38%	17%	17%	25%	4%	28%	48%
Male	*	711	736	44%	19%	18%	17%	2%	19%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	2,111	715	722	42%	18%	17%	21%	3%	23%	26%
Non-Economically Disadvantaged Students	321	718	753	39%	19%	18%	21%	3%	24%	55%
Students with Disabilities	353	691	710	*	*	*	*	*	*	18%
Students without Disabilities	2,079	720	747	37%	18%	18%	23%	3%	26%	49%
Multilingual Learners	850	697	704	58%	19%	12%	10%	0%	10%	13%
Non-Multilingual Learners	1,582	726	746	32%	17%	20%	26%	4%	31%	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	2,441	723	749	32%	22%	20%	20%	5%	26%	51%
White	234	730	758	27%	22%	18%	26%	7%	33%	61%
Hispanic	1,459	723	734	31%	22%	20%	21%	5%	26%	35%
Black or African American	710	719	733	35%	23%	21%	17%	5%	21%	34%
Asian, Native Hawaiian, or Pacific Islander	23	743	776	13%	22%	26%	17%	22%	39%	78%
American Indian or Alaska Native	*	739	751	20%	20%	20%	30%	10%	40%	51%
Two or More Races	*	*	757	*	*	*	*	*	*	60%
Female	*	724	752	30%	22%	22%	21%	5%	26%	54%
Male	*	722	745	33%	23%	18%	20%	6%	26%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	2,138	722	731	32%	23%	20%	20%	5%	25%	32%
Non-Economically Disadvantaged Students	303	729	760	29%	20%	19%	23%	9%	32%	63%
Students with Disabilities	375	700	720	*	*	*	*	*	*	21%
Students without Disabilities	2,066	727	755	27%	22%	22%	23%	6%	29%	57%
Multilingual Learners	780	703	711	*	*	*	*	*	*	13%
Non-Multilingual Learners	1,661	732	753	23%	20%	23%	27%	8%	34%	55%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	20%
Students in Foster Care	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	*	*	747	*	*	*	*	*	*	49%
Migrant Students	*	*	713	*	*	*	*	*	*	23%

NJ SCHOOL PERFORMANCE REPORT

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	2,507	724	750	31%	21%	21%	23%	4%	27%	52%
White	224	734	760	25%	18%	20%	31%	6%	37%	63%
Hispanic	1,503	725	736	31%	21%	21%	24%	4%	27%	37%
Black or African American	738	719	734	34%	23%	21%	19%	2%	22%	35%
Asian, Native Hawaiian, or Pacific Islander	32	753	778	6%	19%	19%	41%	16%	56%	80%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	*	*	757	*	*	*	*	*	*	60%
Female	*	729	755	27%	21%	22%	27%	5%	31%	57%
Male	*	719	745	35%	22%	21%	20%	3%	22%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	2,188	723	732	31%	21%	21%	23%	3%	26%	33%
Non-Economically Disadvantaged Students	319	729	761	28%	20%	22%	25%	5%	30%	64%
Students with Disabilities	433	704	719	50%	26%	13%	9%	1%	10%	20%
Students without Disabilities	2,074	728	756	27%	20%	23%	26%	4%	30%	59%
Multilingual Learners	685	700	705	*	*	*	*	*	*	*
Non-Multilingual Learners	1,822	733	754	22%	20%	23%	30%	5%	35%	57%
Students Experiencing Homelessness	*	*	718	*	*	*	*	*	*	22%
Students in Foster Care	*	*	721	*	*	*	*	*	*	20%
Military-Connected Students	*	*	747	*	*	*	*	*	*	48%
Migrant Students	*	*	721	*	*	*	*	*	*	20%

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

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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	2,573	732	751	23%	21%	24%	26%	7%	32%	53%
White	191	739	760	17%	24%	20%	29%	10%	39%	63%
Hispanic	1,508	732	738	24%	19%	23%	27%	7%	34%	39%
Black or African American	830	727	735	24%	23%	26%	23%	4%	27%	35%
Asian, Native Hawaiian, or Pacific Islander	30	754	778	7%	23%	17%	30%	23%	53%	82%
American Indian or Alaska Native	*	*	748	*	*	*	*	*	*	49%
Two or More Races	*	719	758	30%	40%	0%	30%	0%	30%	60%
Female	*	737	756	19%	19%	24%	30%	8%	38%	59%
Male	*	726	746	27%	22%	24%	22%	5%	27%	48%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	2,220	731	735	23%	21%	25%	26%	6%	31%	35%
Non-Economically Disadvantaged Students	353	737	761	21%	19%	21%	27%	12%	39%	65%
Students with Disabilities	443	705	719	*	*	*	*	*	*	17%
Students without Disabilities	2,130	737	758	18%	19%	25%	30%	8%	37%	60%
Multilingual Learners	632	705	707	*	*	*	*	*	*	*
Non-Multilingual Learners	1,941	740	754	15%	18%	26%	32%	9%	41%	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	2,525	731	752	27%	17%	22%	24%	11%	35%	54%
White	211	738	761	24%	14%	19%	27%	16%	43%	64%
Hispanic	1,548	730	737	28%	17%	20%	24%	11%	35%	39%
Black or African American	730	729	734	25%	18%	25%	22%	9%	31%	37%
Asian, Native Hawaiian, or Pacific Islander	22	757	785	18%	9%	14%	36%	23%	59%	84%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	51%
Two or More Races	*	736	759	36%	9%	0%	18%	36%	55%	60%
Female	*	738	758	20%	17%	22%	27%	13%	41%	60%
Male	*	724	746	33%	17%	21%	20%	9%	29%	48%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	2,172	730	734	27%	17%	22%	23%	10%	33%	36%
Non-Economically Disadvantaged Students	353	737	762	23%	15%	19%	28%	15%	42%	64%
Students with Disabilities	431	702	715	53%	22%	15%	9%	1%	10%	18%
Students without Disabilities	2,094	737	759	21%	16%	23%	27%	13%	40%	61%
Multilingual Learners	682	700	700	*	*	*	*	*	*	*
Non-Multilingual Learners	1,843	742	756	17%	15%	24%	30%	15%	45%	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	2,664	735	751	23%	19%	19%	28%	10%	38%	53%
White	217	742	760	19%	17%	18%	33%	12%	46%	62%
Hispanic	1,522	735	736	24%	18%	19%	29%	10%	39%	39%
Black or African American	877	732	735	23%	23%	20%	26%	8%	34%	37%
Asian, Native Hawaiian, or Pacific Islander	33	760	783	9%	9%	27%	21%	33%	55%	82%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	52%
Two or More Races	*	*	757	*	*	*	*	*	*	59%
Female	*	740	759	20%	19%	18%	31%	12%	43%	60%
Male	*	729	743	27%	20%	21%	26%	7%	33%	46%
Non-binary/undesignated gender	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	2,245	734	734	23%	20%	20%	28%	9%	37%	36%
Non-Economically Disadvantaged Students	419	740	761	22%	15%	19%	30%	15%	44%	63%
Students with Disabilities	424	709	713	45%	24%	15%	14%	2%	16%	16%
Students without Disabilities	2,240	740	758	19%	19%	20%	31%	11%	42%	60%
Multilingual Learners	645	705	701	47%	26%	16%	10%	0%	10%	*
Non-Multilingual Learners	2,019	744	755	16%	17%	20%	34%	13%	47%	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	2,681	734	755	24%	19%	19%	28%	11%	38%	58%
White	142	742	764	25%	11%	17%	30%	17%	47%	67%
Hispanic	*	733	741	27%	17%	18%	26%	11%	38%	45%
Black or African American	1,025	734	737	20%	22%	21%	29%	8%	36%	40%
Asian, Native Hawaiian, or Pacific Islander	35	757	789	9%	17%	6%	46%	23%	69%	87%
American Indian or Alaska Native	*	*	757	*	*	*	*	*	*	59%
Two or More Races	*	*	761	*	*	*	*	*	*	64%
Female	*	741	762	19%	17%	19%	31%	14%	45%	64%
Male	*	726	747	29%	21%	18%	24%	7%	31%	51%
Non-binary/undesignated gender	*	*	774	*	*	*	*	*	*	77%
Economically Disadvantaged Students	2,154	732	738	25%	20%	19%	26%	10%	36%	41%
Non-Economically Disadvantaged Students	527	740	764	23%	17%	16%	32%	13%	45%	67%
Students with Disabilities	417	703	717	*	*	*	*	*	*	19%
Students without Disabilities	2,264	740	761	20%	17%	19%	31%	12%	44%	64%
Multilingual Learners	550	697	701	*	*	*	*	*	*	*
Non-Multilingual Learners	2,131	743	758	16%	17%	21%	33%	13%	46%	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	18,661	99.1%	19%	40.2%	19%	19%	Met Target
White	1,521	99.4%	27.4%	51.1%	27.4%	24.7%	Met Target
Hispanic	11,173	99.5%	19.9%	24.2%	19.9%	20.9%	Not Met
Black or African American	5,671	98.6%	14%	20.1%	14%	13.6%	Met Target
Asian, Native Hawaiian, or Pacific Islander	198	99.5%	42.4%	74.4%	42.4%	39.9%	Met Target
American Indian or Alaska Native	46	90.6%	26.1%	42%	24.7%	28%	Met Target†
Two or More Races	52	96.8%	17.3%	48.9%	17.3%	N	N
Female	*	99.2%	17.2%	38.4%	17.2%		
Male	*	99.1%	20.7%	42%	20.7%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	15,910	99.2%	18.4%	21.7%	18.4%	18.9%	Met Target†
Non-Economically Disadvantaged Students	2,751	98.7%	22.3%	51.5%	22.3%		
Students with Disabilities	3,308	98.1%	<10%	16.6%	<10%	11.6%	Not Met
Students without Disabilities	15,353	99.4%	20.9%	45.4%	20.9%		
Multilingual Learners	6,957	99.6%	14.6%	18.7%	14.6%	14.2%	Met Target
Non-Multilingual Learners	11,704	98.9%	21.6%	43.5%	21.6%		
Students Experiencing Homelessness	*	*	*	12.9%	*		
Students in Foster Care	35	97.7%	<10%	12.4%	<10%		
Military-Connected Students	*	*	*	38.8%	*		
Migrant Students	*	*	*	<10%	*		

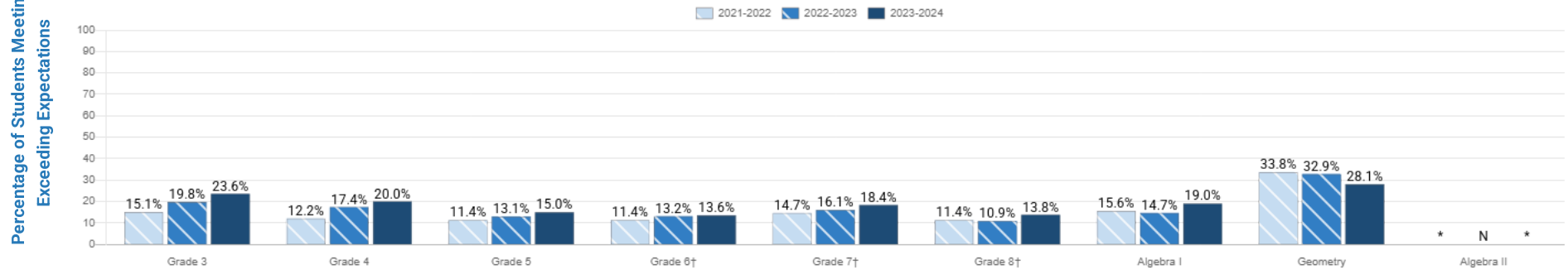† Target was met within a confidence interval.

Academic Achievement

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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.

Legend: 2021-2022 | 2022-2023 | 2023-2024

	Grade 3	Grade 4	Grade 5	Grade 6†	Grade 7†	Grade 8†	Algebra I	Geometry	Algebra II
2021-2022	15.1%	12.2%	11.4%	11.4%	14.7%	11.4%	15.6%	33.8%	*
2022-2023	19.8%	17.4%	13.1%	13.2%	16.1%	10.9%	14.7%	32.9%	N
2023-2024	23.6%	20.0%	15.0%	13.6%	18.4%	13.8%	19.0%	28.1%	*

Percentage of Students Meeting/Exceeding Expectations

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

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Mathematics Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	2,656	723	747	28%	24%	24%	20%	3%	24%	48%
White	276	732	757	20%	25%	22%	26%	6%	32%	60%
Hispanic	1,642	724	732	28%	23%	25%	20%	4%	24%	31%
Black or African American	689	716	728	34%	28%	20%	17%	2%	18%	27%
Asian, Native Hawaiian, or Pacific Islander	28	751	776	18%	7%	25%	36%	14%	50%	79%
American Indian or Alaska Native	10	734	753	20%	20%	30%	30%	0%	30%	51%
Two or More Races	11	703	755	*	*	*	*	*	*	56%
Female	*	722	744	29%	26%	24%	18%	3%	21%	45%
Male	*	724	749	28%	23%	23%	22%	4%	26%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	2,279	723	729	28%	25%	24%	20%	3%	23%	28%
Non-Economically Disadvantaged Students	377	724	758	30%	23%	22%	21%	5%	25%	60%
Students with Disabilities	354	708	725	43%	27%	18%	11%	1%	12%	25%
Students without Disabilities	2,302	725	751	26%	24%	24%	22%	4%	25%	52%
Multilingual Learners	1,032	717	722	33%	26%	25%	15%	1%	16%	20%
Non-Multilingual Learners	1,624	727	751	26%	23%	23%	24%	5%	28%	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	2,626	720	744	31%	28%	21%	19%	1%	20%	45%
White	241	733	754	18%	27%	24%	27%	4%	31%	57%
Hispanic	1,624	721	730	28%	29%	22%	20%	1%	21%	28%
Black or African American	723	712	726	42%	26%	19%	13%	1%	13%	24%
Asian, Native Hawaiian, or Pacific Islander	23	735	773	13%	30%	26%	30%	0%	30%	77%
American Indian or Alaska Native	*	740	746	20%	0%	50%	10%	20%	30%	50%
Two or More Races	*	*	752	*	*	*	*	*	*	54%
Female	*	718	743	32%	29%	22%	16%	1%	17%	43%
Male	*	722	746	29%	27%	21%	21%	2%	23%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	2,266	719	727	31%	29%	21%	19%	1%	20%	25%
Non-Economically Disadvantaged Students	360	721	755	31%	24%	24%	17%	4%	21%	58%
Students with Disabilities	375	706	722	*	*	*	*	*	*	21%
Students without Disabilities	2,251	722	749	28%	27%	23%	20%	2%	22%	50%
Multilingual Learners	946	711	718	36%	33%	20%	10%	0%	10%	14%
Non-Multilingual Learners	1,680	724	748	28%	25%	22%	23%	2%	25%	49%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	15%
Students in Foster Care	*	*	716	*	*	*	*	*	*	15%
Military-Connected Students	*	*	744	*	*	*	*	*	*	43%
Migrant Students	*	*	721	*	*	*	*	*	*	17%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	2,692	717	741	29%	33%	22%	14%	1%	15%	40%
White	232	724	751	21%	32%	26%	20%	0%	21%	53%
Hispanic	1,671	719	726	26%	33%	24%	15%	2%	17%	23%
Black or African American	745	708	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	34	745	772	12%	18%	26%	35%	9%	44%	76%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	*	*	748	*	*	*	*	*	*	49%
Female	*	716	739	29%	34%	24%	12%	1%	13%	38%
Male	*	718	742	30%	33%	21%	15%	2%	17%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	2,336	717	724	29%	34%	22%	14%	1%	15%	20%
Non-Economically Disadvantaged Students	356	718	752	29%	32%	22%	14%	3%	17%	53%
Students with Disabilities	431	705	717	*	*	*	*	*	*	16%
Students without Disabilities	2,261	719	746	26%	33%	24%	15%	1%	16%	45%
Multilingual Learners	848	709	711	*	*	*	*	*	*	*
Non-Multilingual Learners	1,844	720	744	27%	31%	23%	17%	2%	19%	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	2,802	715	737	31%	35%	21%	12%	1%	14%	36%
White	205	722	746	24%	31%	27%	15%	2%	18%	47%
Hispanic	1,701	718	723	26%	36%	22%	15%	1%	15%	20%
Black or African American	851	707	718	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	30	736	768	20%	23%	17%	30%	10%	40%	73%
American Indian or Alaska Native	*	*	735	*	*	*	*	*	*	33%
Two or More Races	*	712	743	*	*	*	*	*	*	45%
Female	*	715	736	30%	36%	22%	11%	1%	12%	34%
Male	*	715	738	31%	34%	20%	13%	1%	15%	38%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	2,397	715	721	31%	35%	20%	12%	1%	13%	17%
Non-Economically Disadvantaged Students	405	717	747	30%	30%	25%	13%	2%	15%	48%
Students with Disabilities	446	702	714	*	*	*	*	*	*	12%
Students without Disabilities	2,356	718	741	27%	34%	23%	14%	1%	15%	41%
Multilingual Learners	815	705	707	*	*	*	*	*	*	*
Non-Multilingual Learners	1,987	719	740	26%	33%	24%	16%	2%	17%	39%
Students Experiencing Homelessness	*	*	711	*	*	*	*	*	*	*
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	739	*	*	*	*	*	*	37%
Migrant Students	*	*	704	*	*	*	*	*	*	13%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 7

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	2,721	723	739	20%	36%	26%	16%	2%	18%	37%
White	218	733	748	17%	26%	29%	24%	5%	29%	50%
Hispanic	1,719	724	728	18%	36%	27%	16%	2%	18%	23%
Black or African American	748	718	724	25%	39%	22%	13%	1%	14%	18%
Asian, Native Hawaiian, or Pacific Islander	22	748	764	5%	23%	18%	41%	14%	55%	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	*	739	743	10%	40%	10%	30%	10%	40%	44%
Female	*	723	738	20%	37%	26%	15%	2%	17%	36%
Male	*	724	739	20%	35%	26%	17%	3%	20%	39%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	2,329	723	726	21%	37%	25%	16%	2%	18%	20%
Non-Economically Disadvantaged Students	392	727	747	17%	32%	28%	20%	3%	23%	48%
Students with Disabilities	434	708	716	*	*	*	*	*	*	12%
Students without Disabilities	2,287	726	743	17%	35%	28%	18%	2%	21%	43%
Multilingual Learners	844	713	714	*	*	*	*	*	*	*
Non-Multilingual Learners	1,877	728	741	17%	32%	28%	20%	3%	23%	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	2,546	711	719	41%	30%	15%	12%	2%	14%	19%
White	174	711	729	37%	31%	15%	16%	2%	17%	27%
Hispanic	1,487	712	713	39%	31%	16%	12%	2%	14%	13%
Black or African American	843	707	707	46%	29%	12%	11%	1%	12%	10%
Asian, Native Hawaiian, or Pacific Islander	27	736	740	30%	11%	26%	19%	15%	33%	40%
American Indian or Alaska Native	*	*	722	*	*	*	*	*	*	21%
Two or More Races	*	*	722	*	*	*	*	*	*	22%
Female	*	710	719	42%	32%	14%	11%	2%	13%	19%
Male	*	711	719	40%	29%	16%	13%	2%	15%	20%
Non-binary/undesignated gender	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	2,142	710	711	41%	30%	15%	12%	2%	13%	12%
Non-Economically Disadvantaged Students	404	711	725	41%	32%	12%	14%	1%	16%	25%
Students with Disabilities	419	695	702	*	*	*	*	*	*	*
Students without Disabilities	2,127	714	724	37%	32%	16%	13%	2%	15%	23%
Multilingual Learners	813	703	701	*	*	*	*	*	*	*
Non-Multilingual Learners	1,733	714	721	38%	29%	16%	15%	2%	17%	21%
Students Experiencing Homelessness	*	*	704	*	*	*	*	*	*	*
Students in Foster Care	*	*	696	*	*	*	*	*	*	*
Military-Connected Students	*	*	722	*	*	*	*	*	*	19%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Newark Public School District

(13-3570)

2023-2024

Academic Achievement

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Mathematics Assessment - Performance By Test: Algebra I

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	2,966	717	738	34%	29%	18%	18%	1%	19%	40%
White	164	731	748	24%	24%	18%	30%	4%	34%	51%
Hispanic	1,748	717	723	33%	29%	18%	19%	1%	20%	23%
Black or African American	1,004	713	719	37%	29%	18%	15%	0%	15%	19%
Asian, Native Hawaiian, or Pacific Islander	37	736	773	19%	19%	27%	32%	3%	35%	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	*	*	746	*	*	*	*	*	*	49%
Female	*	718	737	31%	31%	19%	19%	1%	19%	39%
Male	*	716	739	36%	27%	18%	18%	1%	19%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	2,288	717	722	34%	28%	19%	18%	1%	19%	22%
Non-Economically Disadvantaged Students	678	717	747	33%	31%	17%	19%	1%	19%	50%
Students with Disabilities	425	697	710	*	*	*	*	*	*	11%
Students without Disabilities	2,541	720	743	30%	29%	20%	21%	1%	21%	45%
Multilingual Learners	785	700	705	*	*	*	*	*	*	*
Non-Multilingual Learners	2,181	723	741	28%	26%	21%	23%	1%	24%	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 in in grade 9.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	302	736	750	8%	23%	42%	26%	2%	28%	53%
White	37	744	752	0%	11%	46%	41%	3%	43%	57%
Hispanic	175	735	735	9%	22%	43%	23%	3%	26%	29%
Black or African American	82	731	733	10%	29%	39%	21%	1%	22%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	66%
Two or More Races	*	*	756	*	*	*	*	*	*	63%
Female	*	734	748	10%	20%	45%	24%	2%	26%	50%
Male	*	737	752	4%	26%	38%	28%	3%	31%	57%
Non-binary/undesignated gender	*	*	752	*	*	*	*	*	*	60%
Economically Disadvantaged Students	223	733	734	9%	26%	41%	21%	3%	24%	28%
Non-Economically Disadvantaged Students	79	742	754	4%	13%	43%	39%	1%	41%	60%
Students with Disabilities	*	*	727	*	*	*	*	*	*	24%
Students without Disabilities	*	736	751	6%	23%	42%	26%	2%	29%	54%
Multilingual Learners	27	713	716	*	*	*	*	*	*	11%
Non-Multilingual Learners	275	738	751	6%	19%	44%	28%	3%	31%	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

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

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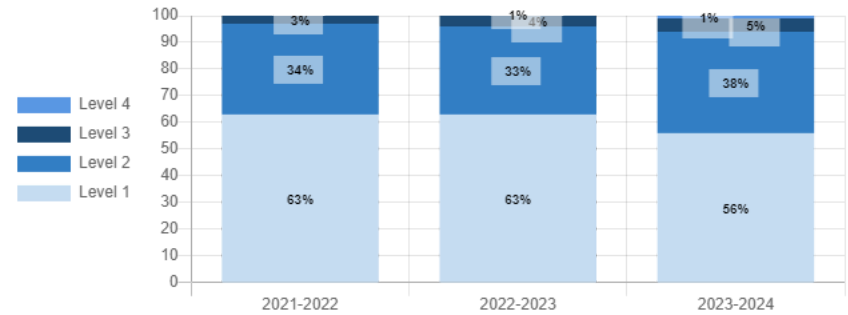
DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	ELA: Participation Rate	Math: # Students Tested	Math: Participation Rate
3	75	98.7%	75	98.7%
4	84	97.7%	83	97.6%
5	67	98.5%	68	100.0%
6	83	100.0%	83	100.0%
7	67	97.1%	67	100.0%
8	63	95.5%	63	95.5%
11	58	93.5%	58	93.5%

Academic Achievement

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

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

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of multilingual learner students taking the ACCESS for ELLs Assessment for English language proficiency and the number and percentage of students tested who received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	# Students with Overall Score Below 4.5	% Students with Overall Score Below 4.5	# Students with Overall Score of 4.5 or Above	% Students with Overall Score 4.5 or Above
0-2	4,808	*	>90%	*	<10%
3-4	3,401	*	>90%	*	<10%
5 or more	2,959	*	>90%	*	<10%

English Language Progress to Proficiency

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

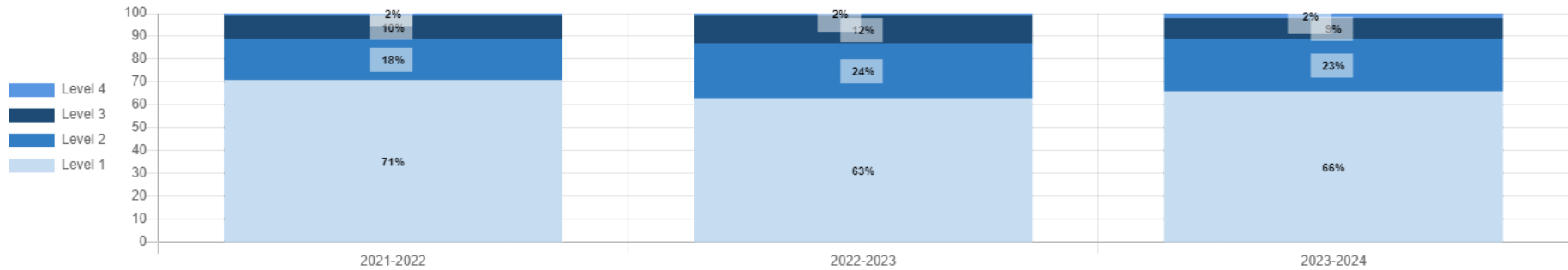| Student Group	Percent of English learners making expected growth to proficiency	Annual Target	Met Target?
Schoolwide/Multilingual Learners	23.8%	22.7%	Met Target

† Target was met within a confidence interval.

Academic Achievement

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

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

NJSLA Science Assessment: Grade 5 Summary

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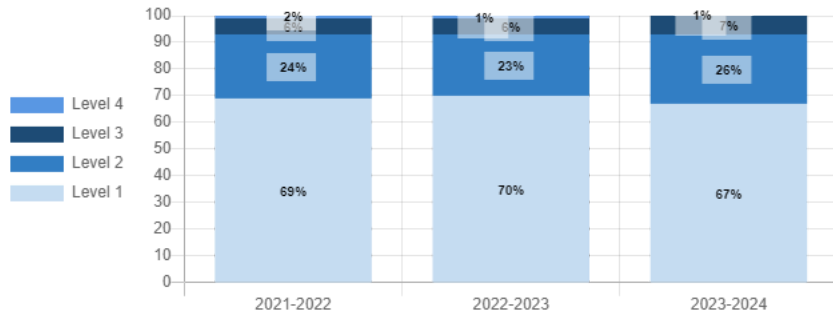
NJSLA Science Assessment: Grade 8 Summary

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

Academic Achievement

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

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

NJSLA Science Assessment: Grade 11 Summary

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

Academic Achievement

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

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

NJSLA Science Assessment: Grade 5

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	67%	26%	7%	1%	35%	37%	21%	6%
White	52%	35%	10%	3%	22%	42%	28%	8%
Hispanic	67%	25%	7%	1%	51%	36%	12%	2%
Black or African American	73%	23%	3%	0%	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	28%	50%	17%	6%	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	*	*	*	*	27%	36%	27%	10%
Female	66%	27%	6%	1%	35%	39%	20%	6%
Male	67%	24%	7%	1%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	67%	26%	7%	1%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	68%	25%	6%	1%	24%	39%	28%	10%
Students with Disabilities	84%	13%	2%	0%	64%	27%	8%	2%
Students without Disabilities	64%	28%	7%	1%	30%	39%	24%	7%
Multilingual Learners	84%	15%	1%	0%	78%	20%	2%	0%
Non-Multilingual Learners	59%	31%	9%	1%	30%	39%	23%	7%
Students Experiencing Homelessness	75%	17%	8%	0%	68%	25%	6%	1%
Students in Foster Care	*	*	*	*	67%	28%	3%	1%
Military-Connected Students	*	*	*	*	30%	42%	23%	5%
Migrant Students	*	*	*	*	73%	27%	0%	0%

Academic Achievement

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

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

NJSLA Science Assessment: Grade 8

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	56%	38%	5%	1%	36%	45%	14%	5%
White	47%	41%	9%	3%	23%	52%	19%	6%
Hispanic	55%	40%	5%	1%	51%	42%	6%	1%
Black or African American	61%	34%	4%	0%	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	33%	48%	12%	6%	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	46%	54%	0%	0%	27%	46%	19%	8%
Female	56%	40%	4%	0%	35%	47%	13%	4%
Male	56%	37%	6%	1%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	56%	39%	5%	1%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	56%	37%	6%	1%	26%	48%	19%	7%
Students with Disabilities	76%	22%	1%	0%	67%	29%	3%	1%
Students without Disabilities	53%	41%	6%	1%	30%	48%	16%	6%
Multilingual Learners	73%	27%	1%	0%	75%	24%	1%	0%
Non-Multilingual Learners	50%	43%	7%	1%	32%	47%	15%	5%
Students Experiencing Homelessness	65%	35%	0%	0%	66%	32%	2%	0%
Students in Foster Care	*	*	*	*	80%	19%	1%	0%
Military-Connected Students	*	*	*	*	40%	47%	10%	3%
Migrant Students	*	*	*	*	*	*	*	*

Academic Achievement

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

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

NJSLA Science Assessment: Grade 11

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	66%	23%	9%	2%	45%	27%	19%	9%
White	42%	30%	23%	6%	34%	30%	26%	11%
Hispanic	68%	21%	9%	2%	61%	25%	11%	3%
Black or African American	67%	24%	8%	1%	64%	24%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	38%	31%	19%	12%	17%	23%	33%	28%
American Indian or Alaska Native	*	*	*	*	54%	21%	19%	6%
Two or More Races	60%	33%	7%	0%	38%	26%	25%	11%
Female	64%	25%	10%	1%	43%	29%	20%	7%
Male	68%	21%	9%	2%	47%	24%	18%	10%
Non-binary/undesignated gender	*	*	*	*	26%	28%	30%	16%
Economically Disadvantaged Students	66%	23%	9%	2%	63%	24%	11%	2%
Non-Economically Disadvantaged Students	66%	22%	10%	2%	37%	28%	24%	12%
Students with Disabilities	88%	8%	3%	0%	77%	16%	5%	1%
Students without Disabilities	63%	25%	10%	2%	40%	28%	22%	10%
Multilingual Learners	88%	12%	0%	0%	88%	10%	1%	0%
Non-Multilingual Learners	60%	26%	12%	2%	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
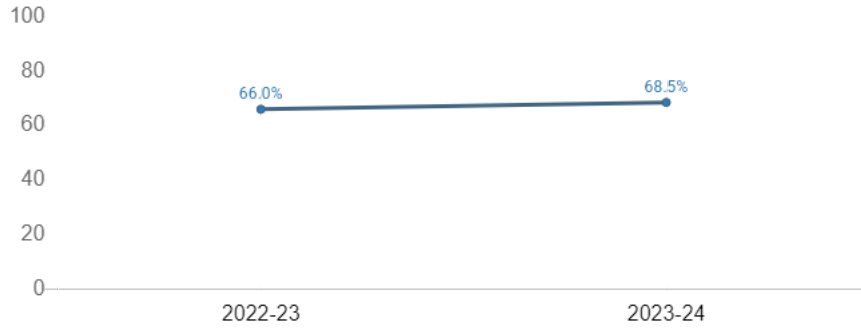
Math Graduation Ready Rate
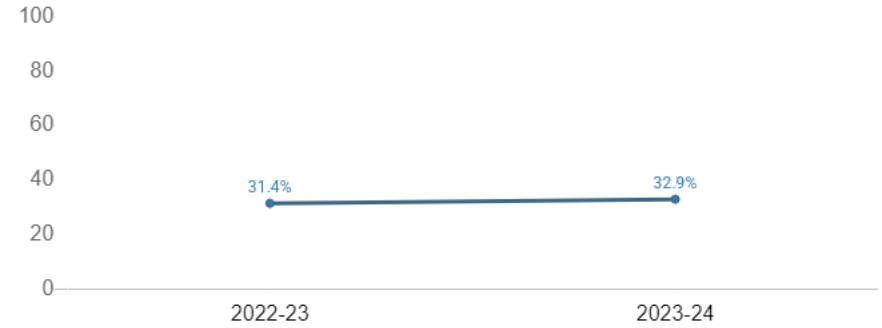
Performance Measure	2022-23 ELA	2023-24 ELA	2022-23 Math	2023-24 Math
Graduation Ready Rate	66.0%	68.5%	31.4%	32.9%
Statewide Graduation Ready Rate	80.5%	82.5%	55.0%	55.6%

Academic Achievement

Graduation Proficiency Assessment (NJGPA) : Grade 11

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

Student Group	ELA Valid Scores	District % Graduation Ready: ELA	State % Graduation Ready: ELA	Math Valid Scores	District % Graduation Ready: Math	State % Graduation Ready: Math
Districtwide	2,516	68.5%	82.5%	2,587	32.9%	55.6%
White	145	80.7%	90%	145	57.9%	69.1%
Hispanic	1,321	64%	72.3%	1,384	33.2%	38%
Black or African American	1,000	71.8%	73.6%	1,008	28.2%	33.1%
Asian, Native Hawaiian, or Pacific Islander	25	84%	>90%	25	64%	87.9%
American Indian or Alaska Native	13	76.9%	76.2%	13	15.4%	43.8%
Two or More Races	12	>90%	87.5%	12	41.7%	62%
Female	*	75.3%	86.9%	*	34%	56.6%
Male	*	62.1%	78.3%	*	31.8%	54.7%
Non-binary/undesignated gender	*	*	87.7%	*	*	69.9%
Economically Disadvantaged Students	*	70.2%	71.7%	1,776	32.5%	36%
Non-Economically Disadvantaged Students	*	64.6%	87.6%	811	33.5%	65.1%
Students with Disabilities	312	41.7%	53.6%	312	10.6%	18.2%
Students without Disabilities	2,204	72.3%	87.4%	2,275	35.9%	62%
Multilingual Learners	501	25%	24.4%	561	12.1%	12.5%
Non-Multilingual Learners	2,015	79.3%	86.5%	2,026	38.6%	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	88.5%	80.7%
12th graders taking SAT in 2023-2024 or prior years	100.0%	62.7%
12th graders taking ACT in 2023-2024 or prior years	1.2%	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	385	459	Grade 10: 430 Grade 11: 460	28%	54%
PSAT 10/NMSQT - Math	391	454	Grade 10: 480 Grade 11: 510	14%	32%
SAT - Reading and Writing	429	530	480	25%	65%
SAT - Math	416	519	530	14%	46%
ACT - Reading	20	24	22	28%	63%
ACT - English	20	24	18	63%	76%
ACT - Math	18	23	22	28%	58%
ACT - Science	19	23	23	22%	55%

College and Career Readiness

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

AP/IB Coursework – Participation and Performance

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

Students enrolled in one or more AP or IB course

District 27.1%
State 35.9%

Students taking one or more AP or IB exam

District 24.0%
State 30.8%

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

District 11.6%
State 23.0%

Dual Enrollment Coursework - Participation

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

District 17.4%
State 26.9%

College and Career Readiness

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

AP/IB and Dual Enrollment Participation by Student Group

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

Student Group	% Enrolled in one or more AP or IB course	% Enrolled in one or more Dual Enrollment course	State: % Enrolled in one or more AP or IB course	State: % Enrolled in one or more Dual Enrollment course
Districtwide	27.1%	17.4%	35.9%	26.9%
White	43.9%	24.9%	41.8%	33.0%
Hispanic	26.8%	18.3%	23.2%	20.9%
Black or African American	23.2%	14.4%	20.3%	17.4%
Asian, Native Hawaiian, or Pacific Islander	50.8%	24.6%	70.5%	32.5%
American Indian or Alaska Native	5.0%	5.0%	30.4%	28.6%
Two or More Races	26.1%	17.4%	41.0%	29.0%
Female	30.7%	19.7%	41.4%	30.2%
Male	22.7%	14.9%	30.6%	23.7%
Non-Binary/Undesignated Gender	N	N	42.9%	28.4%
Economically Disadvantaged Students	27.2%	17.8%	22.8%	20.2%
Students with Disabilities	4.4%	6.5%	4.8%	10.9%
Multilingual Learners	10.7%	13.6%	9.8%	8.8%
Students experiencing homelessness	16.3%	8.7%	12.6%	15.1%
Students in Foster Care	*	*	4.5%	10.6%
Military-Connected Students	N	N	30.1%	29.2%
Migrant Students	N	N	0.0%	7.1%

College and Career Readiness

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

AP/IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP 2-D Art and Design	41	22
AP African American Studies (Pilot 2 - 2023-24)	0	105
AP Biology	96	83
AP Calculus AB	170	119
AP Calculus BC	8	5
AP Chemistry	53	47
AP Chinese Languages: Language and Culture	18	15
AP Computer Science A	63	44
AP Computer Science Principles	166	160
AP Drawing	30	19
AP English Language and Composition	358	332
AP English Literature and Composition	348	285
AP Environmental Science	62	61
AP French Language and Culture	21	21
AP Human Geography	31	27
AP Macroeconomics	30	13
AP Music Theory	8	8
AP Physics 1	65	58
AP Physics C	23	0
AP Physics C: Mechanics	0	21
AP Precalculus	294	264
AP Psychology	54	50

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 Seminar	525	479
AP Spanish Language and Culture	168	128
AP Spanish Literature and Culture	25	18
AP Statistics	117	95
AP U.S. Government and Politics	55	46
AP U.S. History	226	181
IB Biology	16	9
IB Chemistry	35	17
IB Global Politics	6	6
IB History	35	17
IB Language A: Literature—English	35	17
IB Language B—French	18	5
IB Language B—Portuguese	44	3
IB Language B—Spanish	37	9
IB Mathematics: Analysis and Approaches	17	16
IB Physics	7	0
IB Theory of Knowledge	35	18
Total Exams taken		2,823
Exams with scores of at least 3 on AP exams or 4 on IB exams		1,184

College and Career Readiness

Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy	Percentage of 12th Graders
Arabic	*	*
Chinese	*	*
French	11	0.4%
Portuguese	64	2.5%
Spanish	193	7.5%
Total Seals Earned	271	
Total Unique Students Earning Seals	266	10.3%
Current and Former Multilingual Learners Earning Seals	203	21.9%†

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

College and Career Readiness

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

Career and Technical Education Participation

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

CTE Participants
(completed only one course in an approved CTE program)

District 9.0%
State 7.6%

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

District 12.5%
State 10.4%

College and Career Readiness

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

Career and Technical Education Participation by Student Group

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

Student Group	District: % CTE Participants	District: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Districtwide	9.0%	12.5%	7.6%	10.4%
White	10.7%	12.5%	6.1%	10.0%
Hispanic	9.3%	12.1%	9.3%	10.8%
Black or African American	8.3%	13.1%	9.5%	10.7%
Asian, Native Hawaiian, or Pacific Islander	11.4%	15.4%	5.5%	10.5%
American Indian or Alaska Native	2.7%	12.2%	8.3%	8.8%
Two or More Races	6.8%	15.9%	7.5%	10.1%
Female	9.1%	13.1%	7.5%	10.9%
Male	8.9%	12.0%	7.7%	9.9%
Non-Binary/Undesignated Gender	*	*	8.9%	15.2%
Economically Disadvantaged Students	9.8%	13.6%	9.8%	10.7%
Students with Disabilities	7.2%	7.8%	6.0%	7.9%
Multilingual Learners	8.5%	6.5%	8.0%	3.5%
Students experiencing homelessness	3.2%	18.8%	7.7%	6.2%
Students in Foster Care	4.2%	8.3%	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	142	97.9%
Arts, A/V Technology & Communications	614	98.2%
Business Management & Administration	41	62.1%
Education & Training	107	56.6%
Finance	*	*
Government & Public Administration	*	*
Health Science	330	98.8%
Hospitality & Tourism	401	96.6%
Human Services	65	87.8%
Information Technology	131	100.0%
Law, Public Safety, Corrections & Security	191	78.3%
Manufacturing	*	*
Science, Technology, Engineering & Mathematics	213	96.4%
Transportation, Distribution & Logistics	19	90.5%
Total	2,256	91.4%

College and Career Readiness

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

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

District 1.7%
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	145	28	28
Arts, A/V Technology & Communications	625	*	*
Business Management & Administration	66	*	*
Education & Training	189	*	*
Finance	*	*	*
Government & Public Administration	*	*	*
Health Science	334	87	87
Hospitality & Tourism	415	*	*
Human Services	74	*	*
Information Technology	131	79	79
Law, Public Safety, Corrections & Security	244	*	*
Manufacturing	*	*	*
Science, Technology, Engineering & Mathematics	221	*	*
Transportation, Distribution & Logistics	21	11	11
Total	2,469	200	211

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	3,093
7	10	0	0	0	0	0	3,011
8	328	0	0	0	0	0	2,813
9	3,032	354	57	3	0	0	47
10	211	2,999	667	61	1	23	61
11	79	159	2,322	695	29	480	310
12	66	69	165	1,048	456	546	727
Total	3,726	3,581	3,211	1,807	486	1,049	10,062
Enrolled in AP/IB Course					176	117	17
Enrolled in Dual Enrollment Course	0	0	0	6	18	3	142

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	3,193	13	0	49	151	0
10	197	157	0	50	3,036	47
11	189	2,810	0	60	221	36
12	362	299	0	575	177	292
Total	3,941	3,279	0	734	3,585	375
Enrolled in AP/IB Course	112	88		62	95	0
Enrolled in Dual Enrollment Course	104	24	0	9	0	158

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.
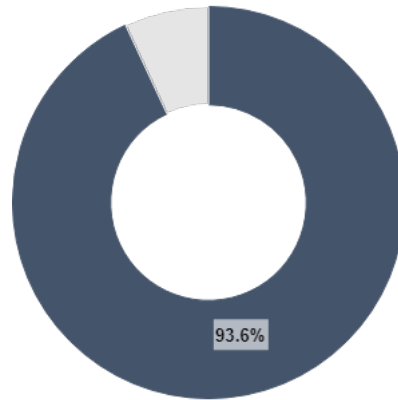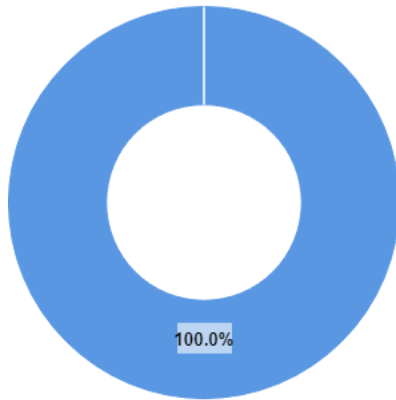
Social Studies and History - Course Participation

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	3,184	191	11	0	2	351
10	140	3,207	68	0	14	441
11	188	2,995	102	62	121	863
12	115	455	671	220	55	1,850
Total	3,627	6,848	852	282	192	3,505
Enrolled in AP/IB Course	35	226	30	54		118
Enrolled in Dual Enrollment Course	120	45	169	234	192	573

World Languages - Course Participation

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

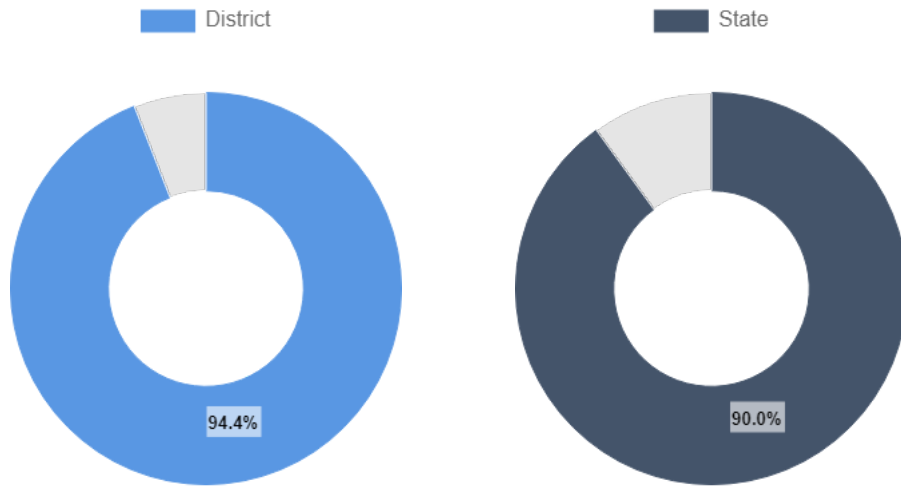| Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	1,998
7	0	0	0	0	0	0	1,753
8	1	0	0	0	0	0	1,929
9	2,424	411	0	47	0	240	386
10	2,315	403	0	36	0	220	261
11	568	69	0	1	0	107	133
12	424	29	0	1	0	66	142
Total	5,732	912	0	85	0	633	6,602
Enrolled in AP/IB Course	229	39	0	0	0	18	44
Enrolled in Dual Enrollment Course	131	0	0	0	0	0	0
Enrolled in Level 3 or Higher	1,058	0	0	0	0	118	254

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.
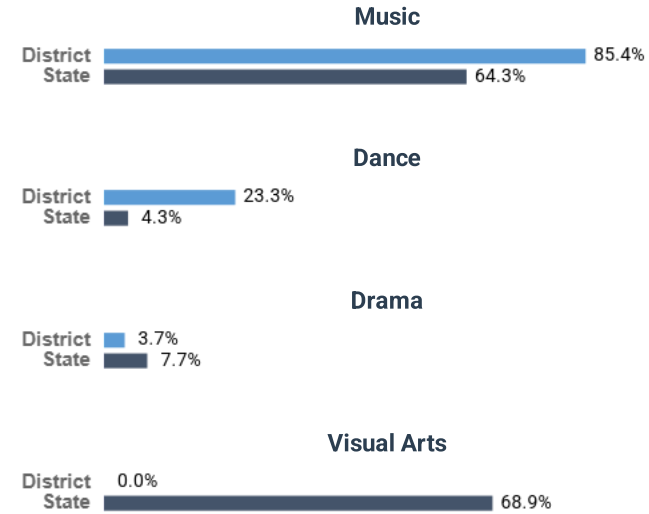
Computer Science – Course Participation

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.

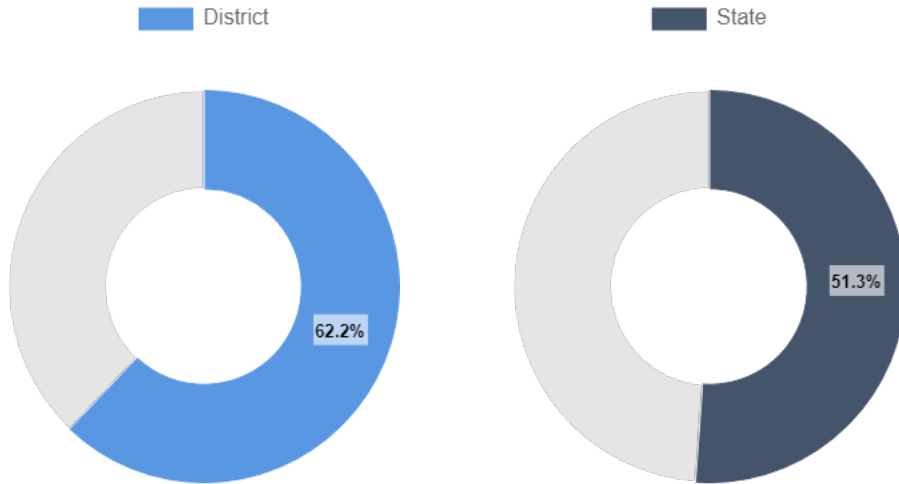| Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
KG	0	0	2	0	0	0	0
1	0	0	869	0	0	0	0
2	0	0	2	0	0	0	0
3	N	N	N	N	N	N	N
4	N	N	N	N	N	N	N
5	N	N	N	N	N	N	N
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
9	175	0	0	0	0	0	90
10	387	35	0	0	77	0	6
11	652	55	3	4	83	0	2
12	305	76	31	0	33	0	0
Total	1,519	166	907	4	193	0	98
Enrolled in AP/IB Course	63	166		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	21	0	0

![NJ SCHOOL PERFORMANCE REPORT]

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.
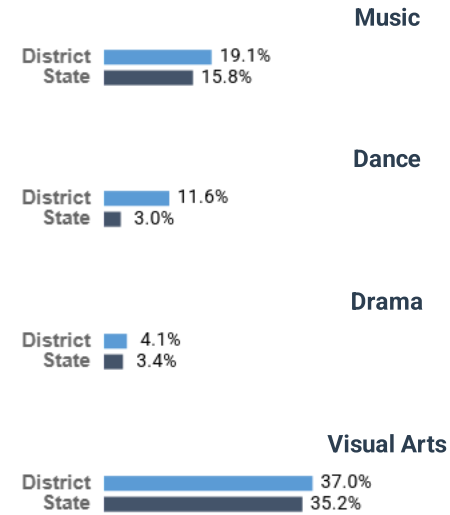
Visual and Performing Arts – Course Participation

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

District — 100.0%

State — 93.6%

Students enrolled in one or more classes by discipline:

Music
District: 100.0%
State: 88.7%

Dance
District: 38.3%
State: 4.1%

Drama
District: 7.1%
State: 1.5%

Visual Arts
District: 0.0%
State: 86.6%

College and Career Readiness

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

Visual and Performing Arts – Course Participation

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

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

District

State

94.4%

90.0%

Students enrolled in one or more classes by discipline:

Music

District 85.4%
State 64.3%

Dance

District 23.3%
State 4.3%

Drama

District 3.7%
State 7.7%

Visual Arts

District 0.0%
State 68.9%

College and Career Readiness

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

Visual and Performing Arts – Course Participation

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

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

District

State

District: 62.2%

State: 51.3%

Students enrolled in one or more classes by discipline:

Music
District 19.1%
State 15.8%

Dance
District 11.6%
State 3.0%

Drama
District 4.1%
State 3.4%

Visual Arts
District 37.0%
State 35.2%

College and Career Readiness

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

Structured Learning Experiences Participation

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

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

Structured Learning Experiences

District ■ 1.1%
State ▬ 4.6%

Graduation/ Postsecondary

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

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

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

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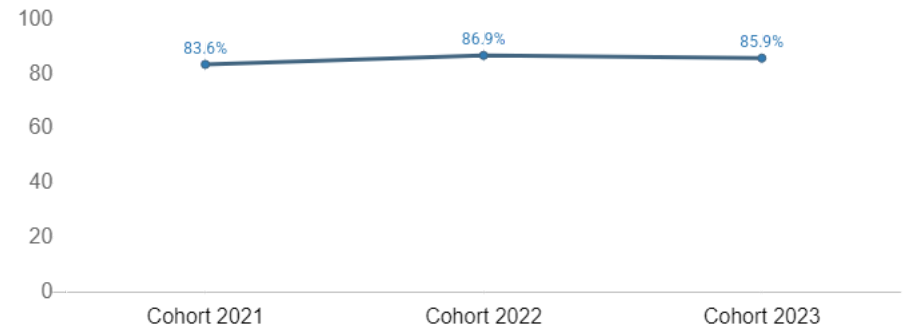
Graduation Rate Trends and Progress

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

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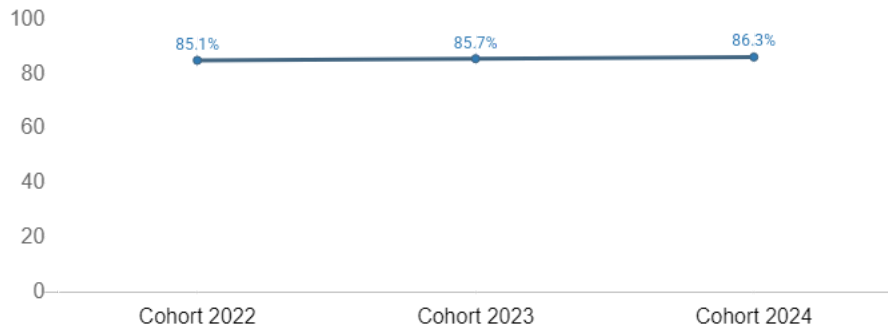
5-Year Graduation Rate Trends

Performance Measure	Cohort 2022 4-Year Rate	Cohort 2023 4-Year Rate	Cohort 2024 4-Year Rate	Cohort 2021 5-Year Rate	Cohort 2022 5-Year Rate	Cohort 2023 5-Year Rate
Graduation Rate	85.1%	85.7%	86.3%	83.6%	86.9%	85.9%
Statewide Graduation Rate	90.9%	91.1%	91.3%	92.5%	92.7%	92.6%

Graduation/ Postsecondary

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

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

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

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

Cohort 2024 4-Year Graduation Cohort Profile

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

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	86.3%	4.8%	8.9%	91.3%	3.8%	4.9%
White	92.5%	3.0%	4.5%	95.0%	2.6%	2.5%
Hispanic	87.5%	4.7%	7.8%	86.9%	4.9%	8.3%
Black or African American	83.3%	5.3%	11.4%	86.5%	6.0%	7.5%
Asian, Native Hawaiian, or Pacific Islander	90.6%	3.1%	6.3%	96.7%	2.3%	1.0%
American Indian or Alaska Native	*	*	*	91.7%	3.8%	4.5%
Two or More Races	*	*	*	92.3%	3.5%	4.3%
Female	89.9%	3.5%	6.6%	93.1%	2.8%	4.1%
Male	82.9%	6.0%	11.1%	89.5%	4.7%	5.7%
Non-Binary/Undesignated Gender	*	*	*	86.7%	3.3%	10.0%
Economically Disadvantaged Students	87.4%	4.3%	8.3%	87.1%	5.3%	7.7%
Students with Disabilities	72.8%	13.7%	13.5%	80.7%	12.5%	6.8%
Multilingual Learners	85.5%	6.6%	7.9%	78.9%	7.5%	13.6%
Students experiencing homelessness	80.8%	7.1%	12.1%	74.5%	11.2%	14.3%
Students in Foster Care	72.0%	12.0%	16.0%	61.6%	13.1%	25.3%
Military-Connected Students	*	*	*	94.5%	2.3%	3.1%
Migrant Students	*	*	*	88.2%	3.9%	7.9%

Graduation/ Postsecondary

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

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

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

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

Cohort 2023 5-Year Graduation Cohort Profile

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

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	85.9%	3.5%	10.7%	92.6%	1.7%	5.6%
White	90.4%	4.5%	5.1%	95.9%	1.5%	2.6%
Hispanic	87.7%	2.6%	9.7%	88.2%	1.9%	9.9%
Black or African American	82.7%	4.4%	12.9%	88.9%	2.5%	8.7%
Asian, Native Hawaiian, or Pacific Islander	94.1%	0.0%	5.9%	97.5%	1.3%	1.2%
American Indian or Alaska Native	*	*	*	92.5%	0.0%	7.5%
Two or More Races	*	*	*	94.7%	1.0%	4.3%
Female	88.9%	2.5%	8.6%	94.4%	1.2%	4.4%
Male	83.1%	4.3%	12.5%	91.0%	2.2%	6.8%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	87.2%	3.3%	9.5%	88.8%	2.0%	9.2%
Students with Disabilities	73.6%	11.3%	15.1%	84.1%	8.2%	7.7%
Multilingual Learners	85.4%	3.0%	11.6%	78.0%	2.0%	20.0%
Students experiencing homelessness	80.0%	8.0%	12.0%	78.0%	3.9%	18.1%
Students in Foster Care	65.5%	6.9%	27.6%	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 meet state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless of their graduation cohort. The graduation assessment requirements for the classes of 2022 through 2024 have differed as a result of executive orders in response to the pandemic and new legislation. As a result, the calculation of the federal version of the graduation rate has also changed.

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

Cohort 2022 6-Year Graduation Cohort Profile

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

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

Student Group	Graduates	Continuing	Non-Continuing	High School Persistence (Graduates + Continuing)	State: Graduates	State: Continuing Students	State: Non-Continuing Students	State: High School Persistence (Graduates + Continuing)
Districtwide	87.3%	2.3%	10.4%	89.6%	93.2%	1.0%	5.8%	94.2%
White	94.6%	1.6%	3.8%	96.2%	96.4%	0.9%	2.7%	97.3%
Hispanic	88.6%	2.1%	9.3%	90.7%	88.2%	1.0%	10.8%	89.2%
Black or African American	84.7%	2.7%	12.6%	87.4%	89.6%	1.4%	9.0%	91.0%
Asian, Native Hawaiian, or Pacific Islander	93.9%	0.0%	6.1%	93.9%	98.1%	0.8%	1.0%	99.0%
American Indian or Alaska Native	*	*	*	*	93.6%	0.8%	5.6%	94.4%
Two or More Races	*	*	*	*	92.9%	1.3%	5.9%	94.1%
Female	91.0%	1.2%	7.8%	92.2%	95.0%	0.6%	4.4%	95.6%
Male	83.9%	3.4%	12.8%	87.2%	91.5%	1.4%	7.1%	92.9%
Non-Binary/Undesignated Gender	N	N	N	N	*	*	*	*
Economically Disadvantaged Students	88.2%	2.2%	9.7%	90.3%	88.8%	1.1%	10.2%	89.8%
Students with Disabilities	74.6%	11.5%	13.9%	86.1%	86.6%	5.4%	8.0%	92.0%
Multilingual Learners	86.0%	1.4%	12.6%	87.4%	77.6%	0.6%	21.9%	78.1%
Students experiencing homelessness	57.4%	9.3%	33.3%	66.7%	76.2%	1.4%	22.4%	77.6%
Students in Foster Care	40.0%	0.0%	60.0%	40.0%	64.1%	3.5%	32.4%	67.6%
Military-Connected Students	89.2%	3.2%	7.6%	92.4%	92.9%	1.7%	5.4%	94.6%
Migrant Students	*	*	*	*	67.1%	2.4%	30.5%	69.5%

Graduation/ Postsecondary

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

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

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

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

Federal Graduation Rates

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

Student Group	2024 4-Year Federal Graduation Rate	2023 5-Year Federal Graduation Rate	2022 6-Year Federal Graduation Rate	State: 2024 4-Year Federal Graduation Rate	State: 2023 5-Year Federal Graduation Rate	State: 2022 6-Year Federal Graduation Rate
Districtwide	81.0%	85.8%	85.8%	87.7%	91.8%	87.0%
White	86.9%	90.4%	94.1%	91.5%	95.0%	90.0%
Hispanic	83.6%	87.7%	87.7%	83.3%	87.4%	82.1%
Black or African American	76.0%	82.6%	82.5%	80.9%	87.6%	80.8%
Asian, Native Hawaiian, or Pacific Islander	87.5%	94.1%	93.9%	96.1%	97.3%	96.6%
American Indian or Alaska Native	*	*	*	84.1%	92.5%	86.4%
Two or More Races	*	*	*	89.0%	93.0%	86.2%
Female	85.8%	88.8%	90.1%	90.5%	93.7%	90.6%
Male	76.3%	83.1%	81.9%	85.2%	90.0%	83.7%
Non-Binary/Undesignated Gender	*	N	N	83.3%	*	*
Economically Disadvantaged Students	81.5%	87.2%	86.8%	82.6%	87.8%	81.4%
Students with Disabilities	42.3%	73.4%	66.5%	60.2%	79.2%	51.8%
Multilingual Learners	82.4%	85.4%	85.8%	77.6%	77.6%	75.7%
Students experiencing homelessness	73.7%	78.7%	51.9%	67.0%	76.2%	64.6%
Students in Foster Care	52.0%	65.5%	40.0%	50.4%	61.9%	47.1%
Military-Connected Students	*	*	86.6%	91.4%	94.9%	88.4%
Migrant Students	*	N	*	85.5%	64.3%	64.6%

Graduation/ Postsecondary

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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	85.8%	84.1%	Met Target	85.7%	N	N
White	92.7%	93.6%	Not Met	94.6%	N	N
Hispanic	87.5%	86.1%	Met Target	87.6%	N	N
Black or African American	82.3%	80.5%	Met Target	82.4%	N	N
Asian, Native Hawaiian, or Pacific Islander	94.1%	**	**	93.9%	N	N
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	*	**	**	*	**	**
Economically Disadvantaged Students	87.1%	85.2%	Met Target	86.7%	N	N
Students with Disabilities	73.2%	63.9%	Met Target	65.9%	N	N
Multilingual Learners	85.9%	84.1%	Met Target	86.1%	N	N

NJ SCHOOL PERFORMANCE REPORT

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	66.4%	38.6%
Substitute Competency Test	4.8%	15.4%
Portfolio Appeals Process	22.6%	39.0%
Alternate Requirements Specified in IEP	5.0%	5.8%
Unknown/Other	1.2%	1.2%

Dropout Rate Trends

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

School Year	District Rate	State Rate
2023-2024	2.4%	1.0%
2022-2023	2.1%	1.2%
2021-2022	2.6%	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	12
2017	14
2016	10

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").
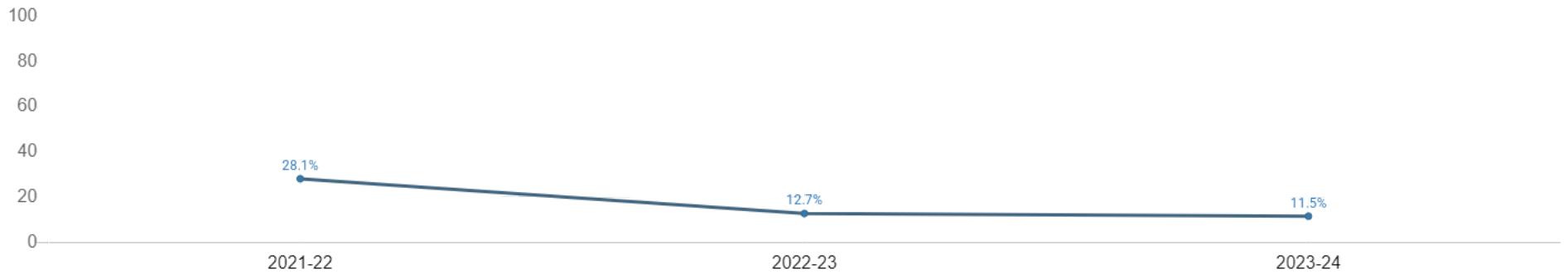
Performance Measure	2021-22	2022-23	2023-24
Chronic Absenteeism Rate	28.1%	12.7%	11.5%
ESSA Target (State Average for Grades Served)	18.1%	16.6%	14.9%
Met ESSA Target	Not Met	Met	Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%

Climate and Environment

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Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year.The ESSA Target: State Average for Grades Served column is the target used for ESSA accountability purposes. It reflects the statewide average for students in the grades offered by the district. Each student group has the same target based on all students, so the same ESSA Target will appear for all student groups. The last column shows whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").
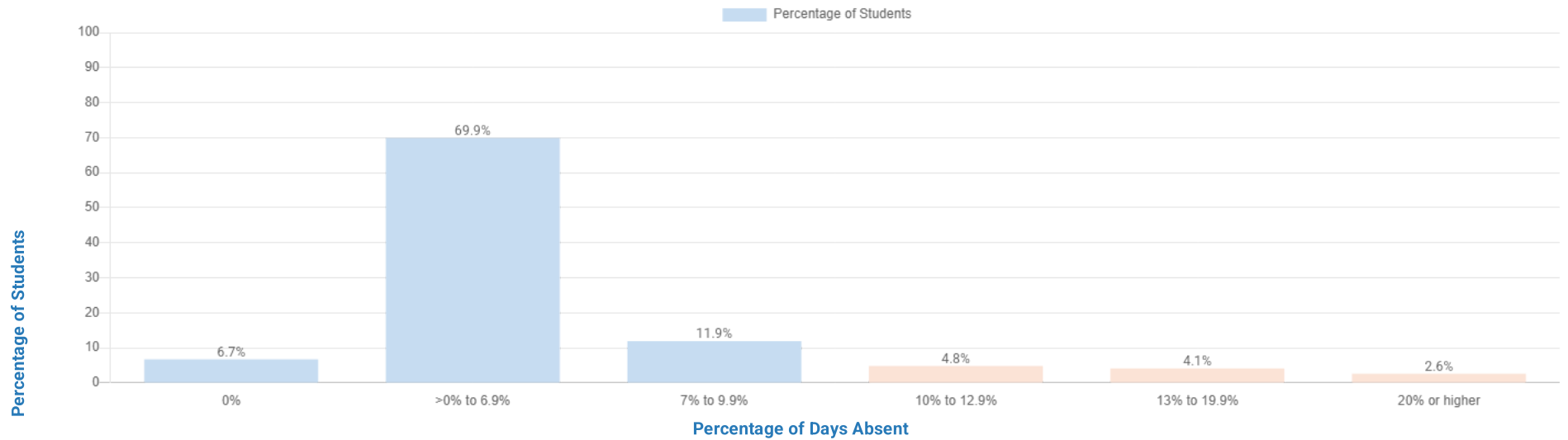
Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	4,252	11.5%	14.9%	Met
White	147	6.3%	14.9%	Met
Hispanic	2,291	10.3%	14.9%	Met
Black or African American	1,750	14.9%	14.9%	Met
Asian, Native Hawaiian, or Pacific Islander	31	8.3%	14.9%	Met
American Indian or Alaska Native	17	12.0%	14.9%	Met
Two or More Races	16	12.5%	14.9%	Met
Female	*	11.5%		
Male	*	11.5%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	3,155	11.0%	14.9%	Met
Students with Disabilities	948	15.4%	14.9%	Not Met
Multilingual Learners	1,065	9.1%	14.9%	Met
Students Experiencing Homelessness	138	26.4%		
Students in Foster Care	9	11.5%		
Military-Connected Students	*	*		
Migrant Students	*	*		

Climate and Environment

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

Percentage of Days Absent

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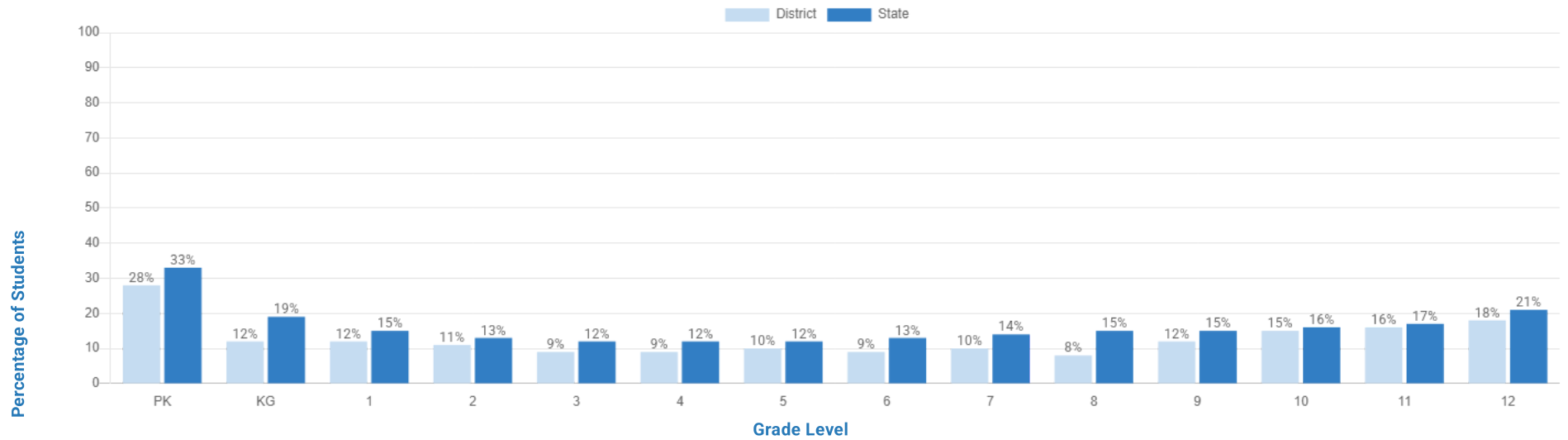
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Chronic Absenteeism by Grade

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

Grade Level	District	State
PK	28%	33%
KG	12%	19%
1	12%	15%
2	11%	13%
3	9%	12%
4	9%	12%
5	10%	12%
6	9%	13%
7	10%	14%
8	8%	15%
9	12%	15%
10	15%	16%
11	16%	17%
12	18%	21%

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	409
Weapons	40
Vandalism	30
Substances	70
Harassment, Intimidation, Bullying (HIB)	192
Total Unique Incidents	670
Incidents Per 100 Students Enrolled	1.53

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	9
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	13
Other Incidents Leading to Removal	0

Newark Public School District

(13-3570)

2023-2024

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Climate and Environment

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	17	17
Religion	0	1	1
Ancestry	0	0	0
Gender	1	36	37
Sexual Orientation	2	12	14
Disability	0	7	7
Other	3	167	170
No Identified Nature	114		114

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.

Student Disciplinary Removals: By Student Group

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

Student Group	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
White	15	1%	13	0%	27	1%	1	0%	0	0%
Hispanic	89	0%	162	1%	237	1%	19	0%	0	0%
Black or African American	53	0%	202	1%	241	2%	19	0%	0	0%
Asian	1	0%	0	0%	1	0%	0	0%	0	0%
Native Hawaiian or Pacific Islander	0	0%	1	1%	1	1%	0	0%	0	0%
American Indian or Alaska Native	0	0%	0	0%	0	0%	0	0%	0	0%
Two or more races	0	0%	0	0%	0	0%	0	0%	0	0%
Female	*	0%	*	1%	*	1%	*	0%	*	0%
Male	*	0%	*	1%	*	1%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	129	0%	310	1%	412	1%	35	0%	0	0%
Students with disabilities	23	0%	80	1%	97	2%	8	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.

Student Disciplinary Removals: By Grade Level

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

Grade	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Districtwide	165	0%	395	1%	531	1%	40	0%	0	0%
PK	0	0%	0	0%	0	0%	0	0%	0	0%
KG	0	0%	2	0%	2	0%	0	0%	0	0%
1	0	0%	4	0%	4	0%	0	0%	0	0%
2	1	0%	2	0%	3	0%	1	0%	0	0%
3	12	0%	4	0%	14	0%	3	0%	0	0%
4	7	0%	15	1%	22	1%	4	0%	0	0%
5	28	1%	35	1%	58	2%	1	0%	0	0%
6	26	1%	50	2%	71	2%	4	0%	0	0%
7	26	1%	63	2%	81	3%	11	0%	0	0%
8	31	1%	58	2%	85	3%	7	0%	0	0%
9	11	0%	58	2%	66	2%	2	0%	0	0%
10	8	0%	48	1%	54	2%	2	0%	0	0%
11	4	0%	21	1%	25	1%	2	0%	0	0%
12	4	0%	18	1%	22	1%	2	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 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	30	0%	16	0%	0	0%	0	0%	0	0%	19	0%	11	0%
White	3	0%	0	0%	0	0%	0	0%	0	0%	0	0%	3	0%
Hispanic	8	0%	3	0%	0	0%	0	0%	0	0%	4	0%	4	0%
Black or African American	18	0%	12	0%	0	0%	0	0%	0	0%	15	0%	3	0%
Asian	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Native Hawaiian or Pacific Islander	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
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	25	0%	14	0%	0	0%	0	0%	0	0%	18	0%	7	0%
Students with disabilities	7	0%	5	0%	0	0%	0	0%	0	0%	6	0%	1	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 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	30	0%	16	0%	0	0%	0	0%	0	0%	19	0%	11	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	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	0%
2	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
3	1	0%	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%
4	5	0%	0	0%	0	0%	0	0%	0	0%	0	0%	5	0%
5	1	0%	1	0%	0	0%	0	0%	0	0%	1	0%	0	0%
6	6	0%	4	0%	0	0%	0	0%	0	0%	6	0%	0	0%
7	3	0%	2	0%	0	0%	0	0%	0	0%	2	0%	1	0%
8	2	0%	1	0%	0	0%	0	0%	0	0%	2	0%	0	0%
9	3	0%	3	0%	0	0%	0	0%	0	0%	3	0%	0	0%
10	5	0%	3	0%	0	0%	0	0%	0	0%	3	0%	2	0%
11	2	0%	1	0%	0	0%	0	0%	0	0%	1	0%	1	0%
12	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 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	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
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%

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.

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%

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
1,148

Climate and Environment

Student Access to Technology and Internet

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

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Teachers – Experience

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

Category	Teachers in District	Teachers in State
Total Number of teachers	2,965	119,239
Average years experience in public schools	9.3	12.6
Average years experience in district	9.1	11.3
Number of Teachers with 4 or more years experience in the district	1,792	87,243
Percentage of Teachers with 4 or more years experience in the district	60.4%	73.6%
Number of out-of-field teachers	100	2,931
Percentage of out-of-field teachers	3.4%	2.5%
Number of Teachers with Provisional Credentials	166	9,065
Percentage of Teachers with Provisional Credentials	5.6%	7.6%

Administrators – Experience

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

Category	Admin. in District	Admin. in State
Total Number of administrators	489	10,170
Average years experience in public schools	15.6	16.2
Average years experience in district	15.4	12.5
Number of Administrators with 4 or more years experience in the district	426	7,734
Percentage of Administrators with 4 or more years experience in the district	87.1%	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	2,965	119,239
Administrators	489	10,170
Librarians/Media Specialists	14	1,160
Nurses	93	3,025
School Counselors	95	4,673
Child Study Team Members	336	9,654
School Psychologists	37	2,185
School Social Workers	162	2,750
Student Assistance Coordinators	N	400
School Safety Specialists	1	681

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Student and Staff Ratios

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

Ratio	District Ratio
Students to Teachers	15:1
Students to Administrators	90:1
Teachers to Administrators	6:1
Students to Librarians/Media Specialists †	3129:1
Students to Nurses †	471:1
Students to Counselors †	461:1
Students to Child Study Team Members †,††	21:1
Students to School Psychologists †	1184:1
Students to School Social Workers †	270:1
Students to Student Assistance Coordinators †	N
Students to School Safety Specialists †	43810:1

† 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	49.0%	74.0%	76.0%	48.0%	77.0%	57.0%
Male	51.0%	26.0%	24.0%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%	≤1%	≤1%	≤1%
White	6.1%	38.4%	32.7%	38.2%	81.8%	74.5%
Hispanic	59.2%	22.9%	19.4%	34.0%	8.6%	8.6%
Black or African American	33.0%	33.6%	43.6%	14.2%	6.4%	14.4%
Asian	0.7%	3.8%	2.9%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.4%	0.2%	0.2%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.2%	0.3%	0.2%	0.2%	0.4%	0.5%
Two or More Races	0.3%	0.7%	1.0%	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, of if the teacher has an expired certificate.

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher: 61.2%
Admin: N/A

Master's Degree

Teacher: 36.3%
Admin: 93.5%

Doctoral Degree
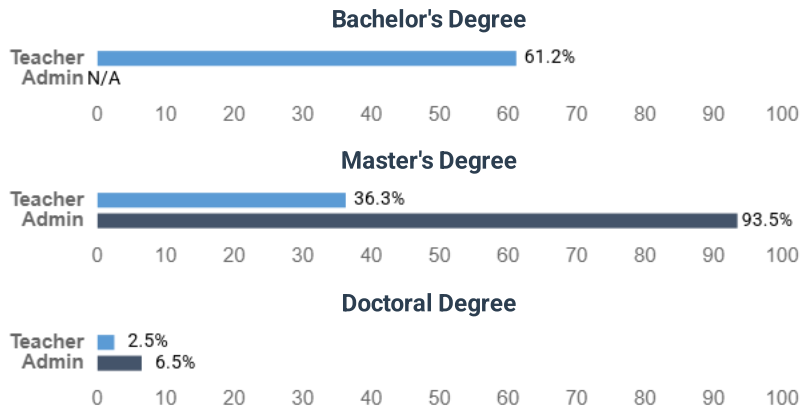
Teacher: 2.5%
Admin: 6.5%

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	80.4%	89.5%
2022-23 Administrators: Same district 2023-24	86.0%	87.9%

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

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.

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

Teachers by Subject Area

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

Subject Area	Total Number of Teachers	% Female	% Male	% Non-binary or Undesignated Gender	% White	% Hispanic	% Black or African American	% Asian	% Native Hawaiian, Pacific Islander	% American Indian or Native American	% Two or More Races	% 4 or more years experience in the district	% Bachelor's Degree(Highest Degree)	% Master's Degree(Highest Degree)	% Doctoral Degree(Highest Degree)
Elementary (Not Subject Specific)	1,049	88.0%	12.0%	≤1%	36.7%	24.9%	35.6%	2.2%	0.2%	0.1%	0.4%	59.4%	68.8%	30.2%	1.0%
English/Language Arts/Literacy	366	77.0%	23.0%	≤1%	35.2%	47.5%	16.1%	0.8%	0.0%	0.3%	0.0%	59.6%	65.3%	33.3%	1.4%
English to Speakers of Other Languages	190	80-85%	15-20%	≤5%	37.4%	45.3%	14.2%	2.6%	0.5%	0.0%	0.0%	53.7%	55.3%	43.7%	1.1%
Mathematics	131	55-60%	40-45%	≤5%	32.8%	19.1%	32.1%	14.5%	0.0%	1.5%	0.0%	55.0%	58.0%	38.2%	3.8%
Science	128	50-55%	45-50%	≤5%	28.9%	15.6%	31.3%	21.1%	0.0%	0.0%	3.1%	53.1%	46.1%	44.5%	9.4%
Social Studies/History	121	40-45%	55-60%	≤5%	58.7%	17.4%	19.8%	3.3%	0.0%	0.8%	0.0%	54.5%	62.0%	33.1%	5.0%
World Language	108	75-80%	20-25%	≤5%	23.1%	58.3%	9.3%	8.3%	0.9%	0.0%	0.0%	60.2%	60.2%	34.3%	5.6%
Visual and Performing Arts	202	55-60%	40-45%	≤5%	46.0%	15.3%	34.2%	3.0%	1.0%	0.0%	0.5%	61.9%	67.3%	29.2%	3.5%
Health/Physical Education	160	25-30%	70-75%	≤5%	61.3%	16.3%	21.3%	0.6%	0.0%	0.0%	0.6%	67.5%	71.3%	26.3%	2.5%
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	10	*	*	*	30.0%	10.0%	60.0%	0.0%	0.0%	0.0%	0.0%	70.0%	50.0%	50.0%	0.0%
Computer Science/IT	36	60-70%	30-40%	≤10%	33.3%	11.1%	38.9%	8.3%	0.0%	0.0%	8.3%	55.6%	52.8%	47.2%	0.0%
Industrial Arts	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
Career and Technical Education	44	40-50%	50-60%	≤10%	38.6%	22.7%	36.4%	0.0%	2.3%	0.0%	0.0%	43.2%	70.5%	22.7%	6.8%
Special Education	519	82.0%	18.0%	≤1%	32.6%	13.7%	49.5%	2.3%	0.6%	0.2%	1.2%	65.5%	48.7%	48.6%	2.7%
Bilingual	230	85-90%	10-15%	≤5%	28.7%	65.7%	5.2%	0.4%	0.0%	0.0%	0.0%	59.1%	68.3%	31.3%	0.4%

Per-Pupil Expenditures

Per-Pupil Expenditures by Source

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

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

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

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

Newark City	Federal	State & Local	Total	ADE**
District Level Total Expenditures	$4,786	$20,876	$25,662	39,259.8
Newark Evening Educational Center				
District Level Central Expenditures		$3,953	$3,953	39,259.8
Arts High School	$7,433	$24,029	$31,462	594.6
Barringer High School	$3,773	$14,390	$18,163	1,803.3
Central High School	$6,395	$22,189	$28,584	893.9
East Side High School	$3,467	$13,863	$17,330	2,091.2
Newark Vocational High School	$6,777	$22,952	$29,729	584.0
Malcolm X Shabazz High School	$19,009	$40,133	$59,142	359.3
Science Park High School	$6,433	$18,655	$25,088	961.8
Technology High School	$6,088	$18,940	$25,028	651.8
University High School	$7,389	$23,965	$31,354	440.9
Weequahic High School	$8,744	$23,603	$32,347	541.2
West Side High School	$5,538	$21,874	$27,412	601.1
American History High School	$6,846	$25,121	$31,967	376.4
Abington Avenue School	$2,441	$12,361	$14,802	850.5
Ann Street School	$2,231	$11,263	$13,494	1,257.4
Avon Avenue School	$13,028	$6,311	$19,339	525.5
Belmont Runyon Elementary School	$4,901	$18,512	$23,413	547.9
Bruce Street School	$18,179	$66,531	$84,710	38.2
-				

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Per-Pupil Expenditures

Per-Pupil Expenditures by Source

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Newark City	Federal	State & Local	Total	ADE**
Luis Muñoz Marin Elementary School	$5,441	$17,038	$22,479	801.4
East Ward Elementary School	$2,901	$7,991	$10,892	771.1
Bard Early College High School	$1,681	$13,684	$15,365	376.0
Eagle Academy For Young Men of Newark	$5,663	$26,470	$32,133	167.1
Camden Street Elementary School	$6,365	$19,038	$25,403	642.7
Sir Isaac Newton Elementary School	$8,577	$23,382	$31,959	222.5
Early Childhood School - North	$4,276	$194,252	$198,528	78.6
Salome Ureña Elementary School	$3,766	$18,285	$22,051	491.0
Newark School of Global Studies	$5,228	$19,359	$24,587	375.1
Newark School of Fashion And Design	$4,149	$19,255	$23,404	218.0
Newark Sch of Data Science And Information Technol	$3,031	$15,972	$19,003	303.4
Michelle Obama Elementary School	$7,231	$22,014	$29,245	169.2
Ironbound Academy Elementary School	$3,356	$16,177	$19,533	265.2
Nelson Mandela Elementary School	$5,744	$16,735	$22,479	146.3
Chancellor Avenue School	$3,097	$12,824	$15,921	624.1
Grover Cleveland Elementary School	$7,606	$23,149	$30,755	326.9
Peshine Avenue School	$5,030	$17,059	$22,089	571.0
Elliott Street Elementary School	$3,763	$13,775	$17,538	893.6
First Avenue School	$4,263	$15,277	$19,540	1,051.4
Dr. E. Alma Flagg School	$8,257	$23,104	$31,361	557.9
-				-

Per-Pupil Expenditures

Per-Pupil Expenditures by Source

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

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Newark City	Federal	State & Local	Total	ADE**
Fourteenth Avenue School	$11,029	$41,333	$52,362	98.0
Franklin Elementary School	$3,397	$13,187	$16,584	748.2
George Washington Carver Elementary School	$6,819	$18,575	$25,394	619.2
Dr. William H. Horton Elementary School	$3,166	$13,960	$17,126	727.6
Harriet Tubman Elementary School	$4,390	$17,477	$21,867	317.9
Hawkins Street School	$4,107	$14,948	$19,055	707.5
Hawthorne Avenue School	$2,919	$14,612	$17,531	448.1
John F. Kennedy School	$7,928	$51,607	$59,535	133.9
Lafayette Street School	$1,497	$8,793	$10,290	1,235.3
Lincoln Elementary School	$9,935	$22,580	$32,515	472.0
Louise A. Spencer Elementary School	$6,055	$17,915	$23,970	826.1
Mckinley Elementary School	$3,759	$18,355	$22,114	832.5
Ivy Hill Elementary School	$5,250	$21,139	$26,389	483.1
Mt Vernon Place School	$4,541	$13,012	$17,553	873.2
Rafael Hernandez School	$4,458	$16,844	$21,302	686.8
Park Elementary School	$4,004	$14,840	$18,844	771.1
Oliver Street School	$2,894	$13,061	$15,955	1,041.6
Quitman Street School	$3,640	$13,793	$17,433	775.1
Ridge Street School	$2,685	$15,386	$18,071	608.6
Roberto Clemente Elementary School	$4,833	$15,570	$20,403	722.6
-				-

Per-Pupil Expenditures

Per-Pupil Expenditures by Source

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Newark City	Federal	State & Local	Total	ADE**
South Street Elementary School	$3,856	$14,306	$18,162	877.7
South 17th Street School	$5,992	$22,566	$28,558	332.8
Speedway Avenue School	$5,635	$18,620	$24,255	547.0
Sussex Avenue School	$866	$9,593	$10,459	561.6
Thirteenth Avenue School	$6,806	$19,271	$26,077	602.2
Wilson Avenue School	$2,658	$12,216	$14,874	1,038.7
-				

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.

Newark Public School District

(13-3570)

2023-2024

Report Key:

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Accountability

Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

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

County Code	County Name	District Code	District Name	School Code	School Name	Status for 2025-26 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2025-26 School Year
13	Essex	3570	Newark Public School District	020	Barringer High School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
13	Essex	3570	Newark Public School District	050	Malcolm X Shabazz High School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
13	Essex	3570	Newark Public School District	330	Chancellor Avenue School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Students with Disabilities;
13	Essex	3570	Newark Public School District	350	Grover Cleveland Elementary School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
13	Essex	3570	Newark Public School District	370	Peshine Avenue School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2026	Students with Disabilities;
13	Essex	3570	Newark Public School District	605	Quitman Street School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
13	Essex	3570	Newark Public School District	710	Sussex Avenue School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
13	Essex	3570	Newark Public School District	715	Thirteenth Avenue School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	

Newark Public School District

(13-3570)

2023-2024

Report Key:

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Accountability

ESSA Accountability Progress

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

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

ESSA Acountability Indicator	2021-22	2022-23	2023-24
ELA Proficiency	27.6%	29.0%	31.8%
Math Proficiency	14.2%	16.2%	19.0%
ELA Growth†	34	48	55
Math Growth†	20	47	51
4-Year Graduation Rate (Prior Year)††	80.9%	83.6%	85.8%
5-Year Graduation Rate (Prior Year)††	83.6%	83.0%	85.7%
Progress toward English Language Proficiency	23.3%	23.4%	23.8%
Chronic Absenteeism	28.1%	12.7%	11.5%

†An alternate measure of growth was used for the 2021-2022 school year because median student growth percentiles were not available.
††The graduation rates in this table reflect the rates used for the accountability process for the given year, which are the rates from the prior school year.

Accountability

Accountability Summary by Student Group - 2023-24 School Year

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

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

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

†Target was met within a confidence interval.

Narrative

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Highlights:

- The Newark School district offers AP courses & its International Baccalaureate programs provide evidence that the district is preparing students to make positive impacts across the globe.
- The Newark School district has Career & Technical Education Academies at its high schools in a variety of fields including, culinary arts, hospitality & tourism, allied health, cosmetology & business.
- The Newark School district's extracurricular programs boast state & county champions. Clubs & activities like debate teams & chess clubs provide students an opportunity to travel internationally.

Mission, Vision, Theme:

The Newark School District is the largest and one of the oldest school systems in New Jersey. Its origin dates back to 1676. Barringer High School, in Newark's North Ward, is the third oldest public high school in the nation. The racial and ethnic diversity of the city provides a rich educational experience for pre-kindergarten to secondary school students. The district continues to revise its services to meet the changing needs of students.

Awards, Recognition, Accomplishments:

The district has schools recognized by US News and World Report for excellence, has received many grants and awards including from the Victoria Foundation, Renew the Arts, VH1 Save the Music, Disney in Schools, the Panasonic Foundation, Verizon Innovative Learning, as well as the NJ Department of Education and the US Department of Education. The district is also the home the National Debater of the Year, student athletes that have been recognized as All-American and All State, several State Championships, as well as numerous accomplishments in many nationally recognized clubs and activities.

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Sports and Athletics:

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

Our district is proud to be the home of several league, county and state championship teams, as well as several all state, all county and all league student athletes at the high school level. The district also has a robust elementary school athletic program.

Clubs and Activities:

Activity and club offerings vary from school to school but include Band, Boy Scouts, Chess Club, Chorus, Dance, Debate, Drama, Girl Scouts, Girls Who Code, Math Club, Mentoring, National Junior Honor Society, National Honor Society, Student Council, Robotics, STEM, Student Council, Yearbook, Yoga and Young Entrepreneurs.

Before and After School Programs:

Our district has various before and after school programs run by both the district and outside providers.

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Staff and Professional Learning:

All educators in Newark Public Schools participate in weekly Professional Learning Communities (PLCs), as well as grade level meetings. The PLCs are organized through cycles informed by the research of Bronwyn Ryrie Jones and Simon Breakspear (2021). These sessions include teachers identifying problems of practice based on a data review, attending to the problem through changes/revisions in curriculum, practice, assessment. Central offices also offer teachers after school supports that are both virtual and in person. As a recent example, elementary teachers met to unpack an upcoming curricular unit. Additionally, monthly meetings of high school department chairs across all subject areas, VPs, and elementary ELA and mathematics staff developers occur. Principals meet monthly with the Superintendent and central office leads, as well as again in their School Leadership Teams.

Postsecondary Information:

District graduates sought various postsecondary opportunities. Many district graduates attend 2 and 4 year schools throughout NJ and the country including prestigious universities such as Brown, M.I.T., UPENN, Rutgers, NJIT, Montclair, Stevens Institute of Technology and many others. Students received many academic scholarship opportunities and graduates additionally enlisted in the United States Military or joined the workforce directly after graduation.

Student Supports and Services:

Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs. Highly specialized programs for students with greater needs are available including transitional services. Bilingual education and ESL is available in the district. Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs, as well as, part-time bilingual education. The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and/or tailored second language acquisition. I&RS services are available for students in need of academic, social, or emotional support as well as school counselors, academic support and interventions, OT/PT. Our school app can be found on the Apple App Store or Google Play.

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Student Health and Wellness:

Our school provides students with healthy and nutritious foods encouraging the consumption of fresh fruits and vegetables, low fat milk and whole grains for students to select and consume all components of the school meal. Students also engage in nutrition education and are provided with the opportunity to engage in daily physical activity. We have a health a nutrition student group facilitated by the school nurse and food services that allow student input in the school food choice options.

Parent and Community Involvement:

Parents are an equal partner in the education of our students and we are proud to work with numerous parent and community stakeholders as well as city, state, and national businesses, educational and philanthropical groups to help our students receive the best opportunities to learn and grow.

Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers.

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Facilities:

With historic buildings dating from 1848 and new facilities opened as recently as 2018, the district is proud to provide learning facilities that in addition to classroom learning space include athletic fields, auditoriums, career technical education spaces, computer labs, dance studieos, gymnasiums, makerspace/robotics labs, media centers, music rooms, pools, science labs, television production studios and many other educational spaces.

School Safety:

Our school is a 1:1 student to laptop computing environment. Most of our classrooms are equipped with SMARTBoards and other projection devices. Technology is incorporated into the curriculum in a balanced approach with online and offline activities to assist our students develop the 21st century skills including collaboration, communication, and critical thinking and meet the NJ DOE State Technology standards. Students access technology both in- and out-of-school through several district-adopted digital content and online productivity suites including Google Classroom, Google Suite for Education, Microsoft Office, Newsela, Learning Ally, and the SMART Learning Suite as well as e-textbooks and interactive resources connected to our content areas. Students also engage in computer science and coding lessons to develop computational thinking and problem solving skills to better prepare them for the growing demand of computing careers.

Technology and STEM:

Our students and staff regularly participate in both fire and security drills. The drills ensure preparedness for a wide spectrum of emergencies. In addition, we installed a LobbyGuard system in our building. The system assists with visitor management and flags registered Megan's Offenders upon entry into our school. Additionally, we participate in Newark Cares, a program in partnership with the Newark Police Division and the US Drug Enforcement Agency. The program is designed to alert our administrators anytime a student has been involved in, or exposed to, a traumatic experience. Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students, staff, visitors, and property.

NJ SCHOOL PERFORMANCE REPORT

Narrative

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Early Childhood Education:

Our schools offer a full-day pre-kindergarten program for all Newark residents who turn 3- or 4- years of age by October 1st. In addition, any child with an individualized education plan (IEP) is able to enroll and attend preschool as soon as they turn 3-years old. Each preschool classroom is staff with at least one teacher and one teacher aide for a maximum of fifteen students. The preschool day is aligned with the school district's 6-hour day. Preschool programs are funded by New Jersey Preschool Education Aid and/or Federal Head Start funds.

Attendance:

Prior Year Chronic Absence: Students who missed 10% of school in the prior school year are prioritized for extra support and incentives. Analyze Attendance Data: Data on absences was used to notice which students have satisfactory attendance (less than 5% absent), have at-risk attendance (5-9% absent), and chronic absence (>10% absent). Knowing which students fall into these bands inform strategies for reducing chronic absence, and indicate the level of support that may be needed.?Case Manage Students: We will continue to case manage students that were absent 18-25 days. Surveys and parent/student conferences will be utilized to determine the obstacles to good attendance. Based on this data, Student Attendance Improvement (Action Plans) will be created to mitigate absences. Contact: Maintaining current contact information is essential for connecting with students and families, especially those who might need support. Parent workshops targeting the youngest students will increase.

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Other Information:

The standard schedule for students in all schools 8:20 a.m. - 3:05 p.m. All schools have a centralized homepage where important information is posted. Social media platforms such as Facebook, Instagram and Twitter are also utilized to communicate important information, special events, and reminders. We also utilize the Blackboard telephone communication system to notify families of emergency school closings. All students in (PreK to 12th Grade) are required to wear a school uniform. The clothing guidelines and colors can be found at www.nps.k12.nj.us/sci. Admissions information for all Newark Board of Education schools can be found at www.NewarkEnrolls.org