



# Bayonne School District (17-0220)

2023-2024

County: Hudson  
District: Bayonne School District  
669 Avenue A  
Bayonne, NJ 07002

Superintendent: Mr. John Niesz

[District Website](#)

201-858-5814



**10,434**  
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](mailto:reportcard@doe.nj.gov) with any questions about the reports

## Overview & Resources

### District Contact Information

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

Type	Contact Information
County	Hudson
District	Bayonne School District
Superintendent Name	Mr. John Niesz
Address	669 Avenue A, Bayonne, NJ 07002
Phone Number	<a href="tel:201-858-5814">201-858-5814</a>
Email Address	<a href="mailto:jniesz@bboed.org">jniesz@bboed.org</a>
Website	<a href="http://www.bboed.org">www.bboed.org</a>
Facebook	<a href="https://www.facebook.com/bboed/">https://www.facebook.com/bboed/</a>
Twitter	<a href="https://twitter.com/BayonneBOE">https://twitter.com/BayonneBOE</a>

## 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
<a href="#">Bayonne Alternative High School</a>	09-12
<a href="#">Bayonne High School</a>	09-12
<a href="#">Henry E. Harris Community School</a>	PK-08
<a href="#">Horace Mann Community School</a>	PK-08
<a href="#">John M. Bailey Community School</a>	PK-08
<a href="#">Lincoln Community School #5</a>	PK-08
<a href="#">Mary J. Donohoe Community School</a>	PK-08
<a href="#">Nicholas Oresko Community School</a>	PK-08
<a href="#">Philip G. Vroom Community School</a>	PK-08
<a href="#">Walter F. Robinson Community School</a>	PK-08
<a href="#">Washington Community School #9</a>	PK-08
<a href="#">William Shemin Midtown Community School #8</a>	PK-08
<a href="#">Woodrow Wilson Community School</a>	PK-08

## Demographics

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

### Enrollment Trends by Grade

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

Grade	2021-22	2022-23	2023-24
PK	845	903	1,025
KG	687	685	692
1	708	736	717
2	698	730	748
3	732	715	722
4	716	766	718
5	710	751	767
6	694	748	759
7	830	716	779
8	752	845	747
9	778	773	773
10	651	692	681
11	544	610	656
12	539	606	650
<b>Total</b>	<b>9,884</b>	<b>10,276</b>	<b>10,434</b>

### Enrollment Trends by Student Group

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

Student Group	2021-22	2022-23	2023-24
Female	47.0%	48.0%	48.0%
Male	53.0%	52.0%	52.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	49.4%	55.5%	58.3%
Students with Disabilities	15.9%	15.9%	15.7%
Multilingual Learners	7.4%	9.2%	10.8%
Students Experiencing Homelessness	0.3%	0.3%	0.7%
Students in Foster Care	0.1%	0.1%	0.1%
Military-Connected Students	1.4%	0.9%	0.8%
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	41.8%	42.5%	42.9%
Hispanic	31.4%	29.7%	28.8%
Black or African American	14.2%	15.2%	15.4%
Asian	8.0%	7.8%	8.1%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.3%
American Indian or Alaska Native	0.5%	0.6%	0.6%
Two Or More Races	3.9%	3.8%	3.9%

## Demographics

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### Enrollment Trends by Full / Half Day PK and KG

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

Grade	2021-22	2022-23	2023-24
PK - Half Day	0	0	0
PK - Full Day	845	903	1,025
KG - Half Day	0	0	0
KG - Full Day	687	685	692

### Enrollment Trends by Full and Shared Time Status

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

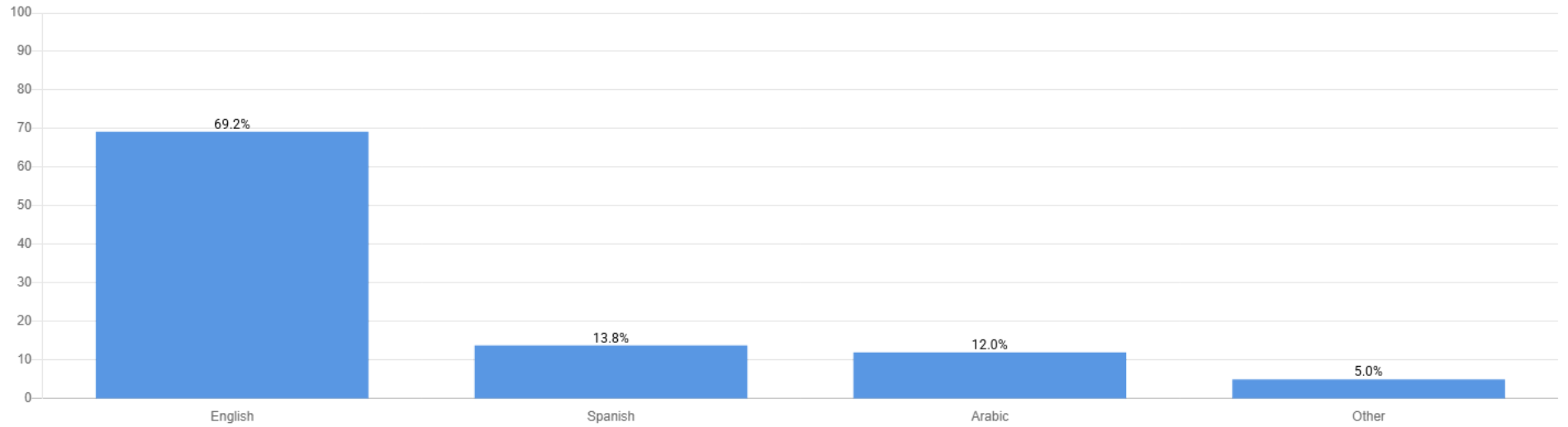
Enrollment Status	2021-22	2022-23	2023-24
Full Time Students	9,718	10,121	10,240
Shared Time Students	365	308	386
Full Time Equivalent	9,901	10,275	10,433

## Demographics

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### Enrollment by Home Language

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



## Student Growth

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

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

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

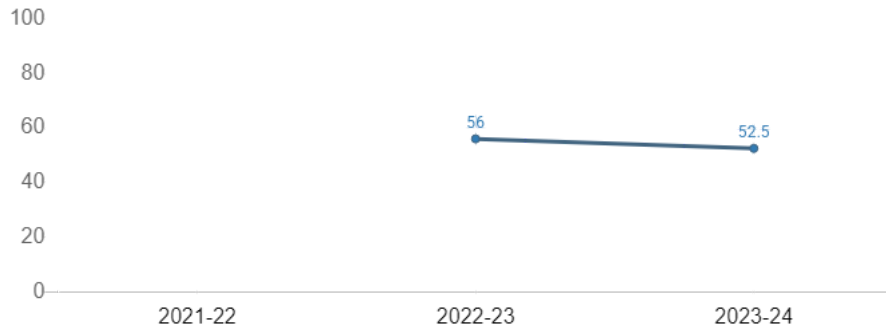
**Important Note for 2023-24:** Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022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

### Student Growth Trends and Progress

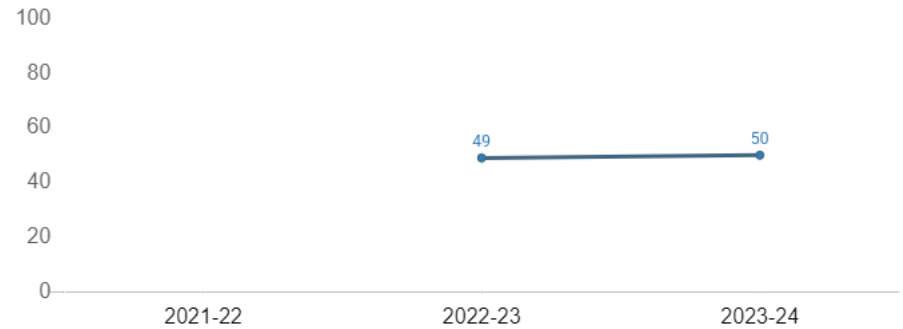
These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

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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		56	52.5		49	50
Met Standard (40-59.5)?		Met Standard	Met Standard		Met Standard	Met Standard
Statewide: Median Student Growth Percentile		50	50		50	50

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### Student Growth

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

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	52.5	50	Met Standard	50	50	Met Standard
White	54	50	Met Standard	52	51	Met Standard
Hispanic	50	49	Met Standard	47	48	Met Standard
Black or African American	49	47	Met Standard	46	46	Met Standard
Asian, Native Hawaiian, or Pacific Islander	63	59	Exceeds Standard	59	60	Met Standard
American Indian or Alaska Native	*	50	**	*	50	**
Two or More Races	50	50	Met Standard	51	51	Met Standard
Female	55	52		49	50	
Male	49.5	48		52	50	
Non-Binary/Undesignated Gender	*	44		*	45.5	
Economically Disadvantaged Students	52	48	Met Standard	48	48	Met Standard
Students with Disabilities	40	43	Met Standard	39	44	Not Met
Multilingual Learners	51.5	50	Met Standard	49	50	Met Standard
Students Experiencing Homelessness	45	43		47	45	
Students in Foster Care	*	40		*	47	
Military-Connected Students	35	47.5		35	51	
Migrant Students	N	53		N	44	

## Student Growth

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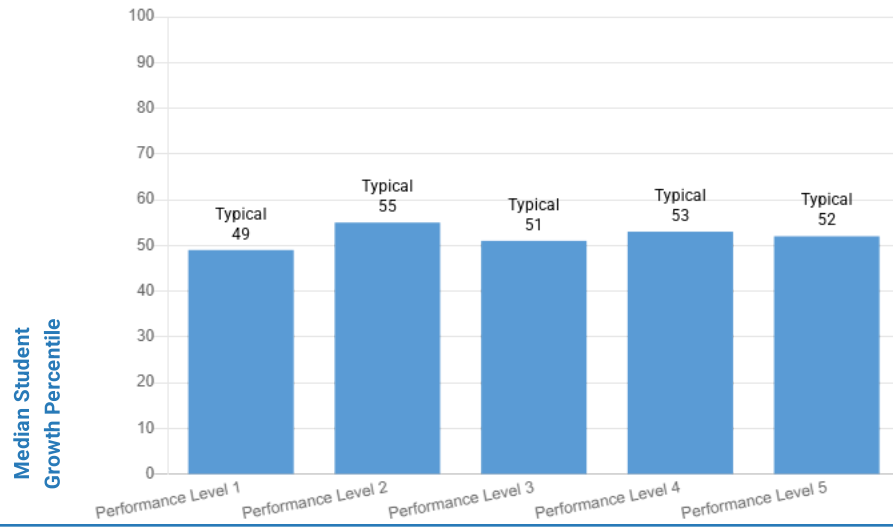
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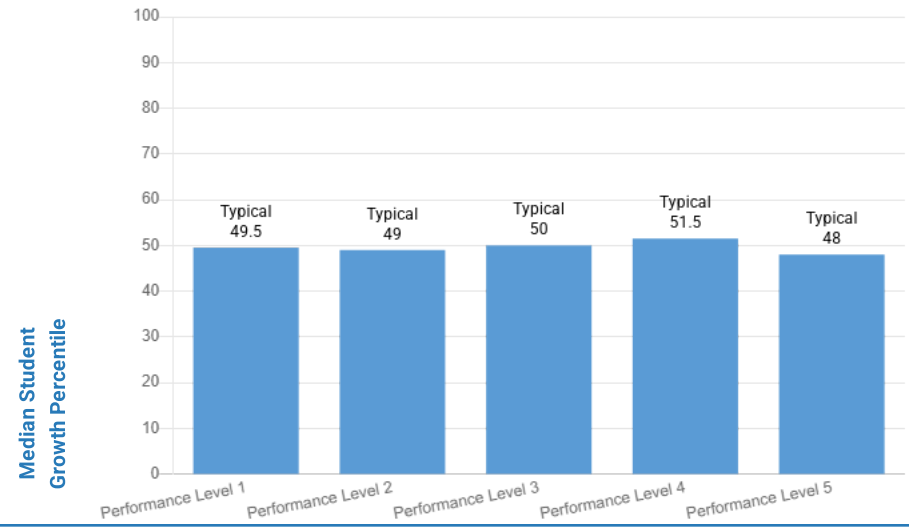
### Student Growth by Performance Level

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

#### ELA



#### Math



## Student Growth

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

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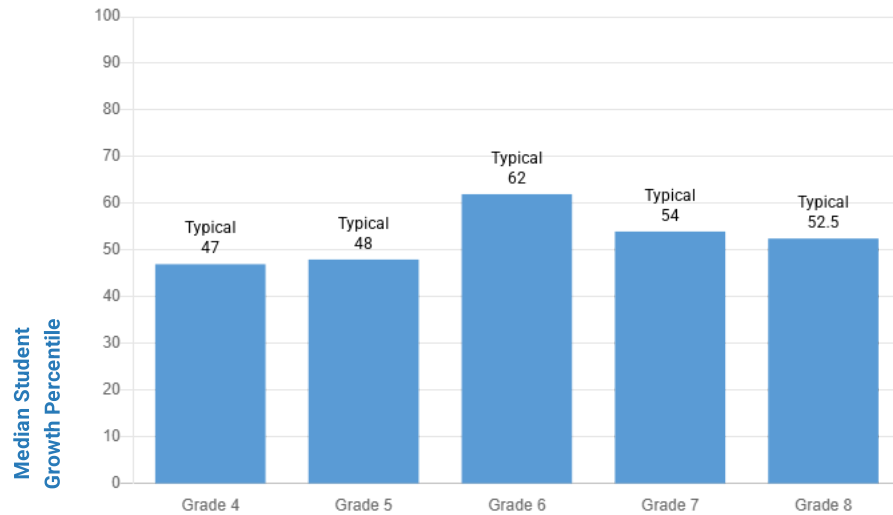
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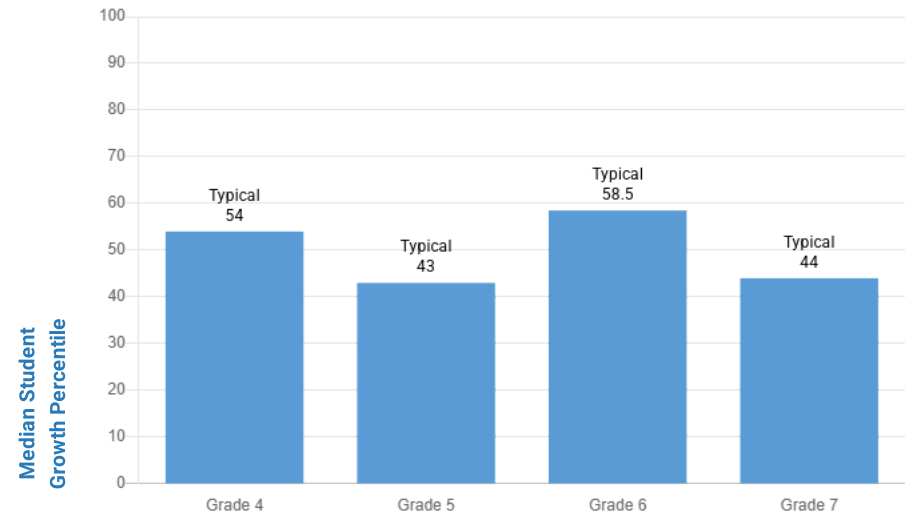
### Student Growth by Grade

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

#### ELA



#### Math



## Academic Achievement

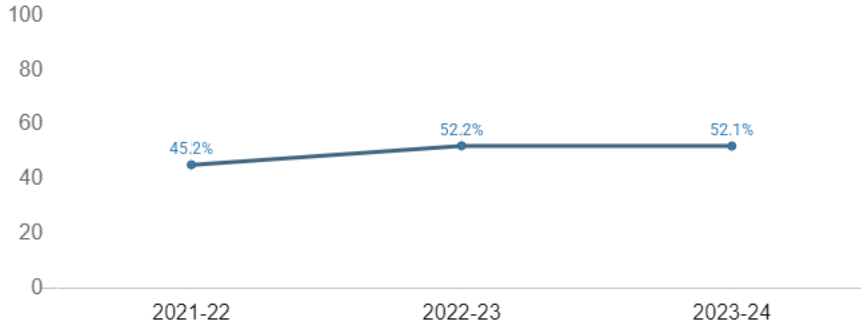
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOEs Assessment page](#).

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

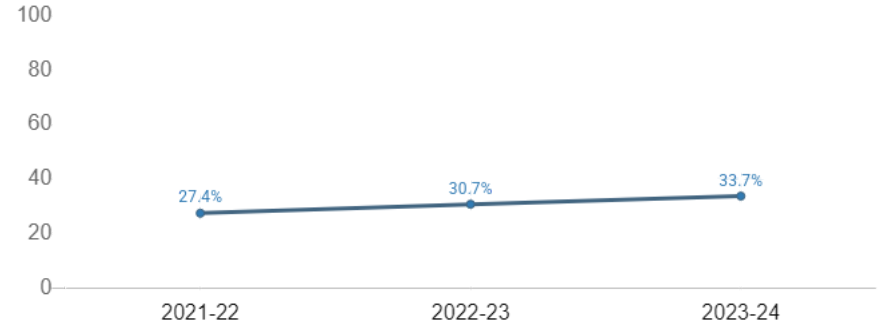
### English Language Arts and Mathematics Performance Trends

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

**ELA Proficiency Rate for Federal Accountability**



**Math Proficiency Rate for Federal Accountability**



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	98.3%	98.4%	98.1%	97.9%	99.0%	98.3%
Proficiency Rate for Federal Accountability	45.2%	52.2%	52.1%	27.4%	30.7%	33.7%
Annual Target	53.3%	54.9%	53.8%	44.9%	47.1%	33.0%
Met Annual Target?	Not Met	Not Met	Not Met	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.

## Academic Achievement

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### English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	4,921	98.1%	52.1%	52.2%	52.1%	53.8%	Not Met
White	2,013	98.6%	54.5%	61.8%	54.5%	56.7%	Not Met
Hispanic	1,575	97.8%	46.5%	38%	46.5%	49.3%	Not Met
Black or African American	707	96.7%	43.8%	35.9%	43.8%	42.9%	Met Target
Asian, Native Hawaiian, or Pacific Islander	413	98.4%	75.1%	79.9%	75.1%	76.4%	Met Target†
American Indian or Alaska Native	24	100%	20.8%	51.2%	20.8%	22.7%	Met Target†
Two or More Races	189	99%	58.7%	59.4%	58.7%	58.6%	Met Target
Female	*	97.8%	57.9%	57.7%	57.9%		
Male	*	98.4%	46.9%	47%	46.9%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	2,770	98.5%	46.7%	34.6%	46.7%	48.9%	Not Met
Non-Economically Disadvantaged Students	2,151	97.5%	59.1%	62.8%	59.1%		
Students with Disabilities	776	96.2%	12%	19.8%	12%	17.5%	Not Met
Students without Disabilities	4,145	98.4%	59.6%	59.4%	59.6%		
Multilingual Learners	592	97.6%	29.1%	23.1%	29.1%	32.9%	Not Met
Non-Multilingual Learners	4,329	98.1%	55.3%	56.2%	55.3%		
Students Experiencing Homelessness	24	92.6%	33.3%	21.9%	32.4%		
Students in Foster Care	*	*	*	19.3%	*		
Military-Connected Students	35	100%	28.6%	48.2%	28.6%		
Migrant Students	*	*	*	13.3%	*		

† Target was met within a confidence interval.

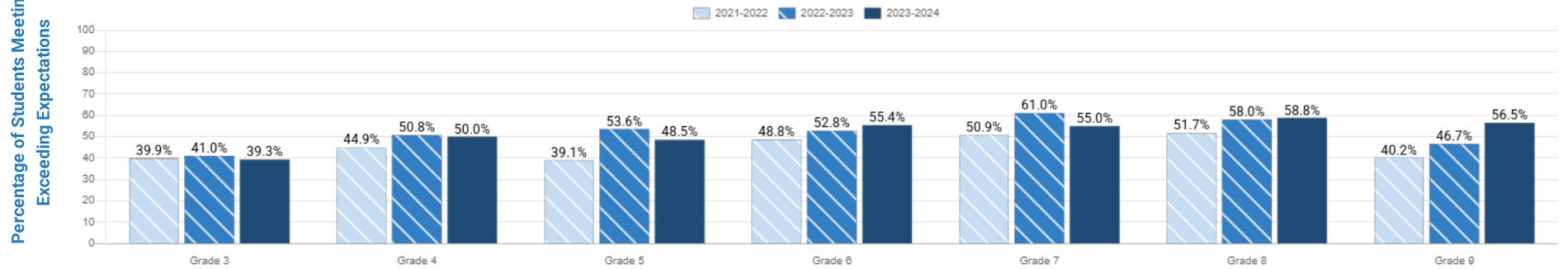
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### English Language Arts Assessment - Performance Trends

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



## Academic Achievement

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### English Language Arts Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	689	737	741	23%	18%	20%	33%	7%	39%	44%
White	314	741	751	21%	15%	21%	33%	9%	42%	53%
Hispanic	182	732	724	26%	18%	20%	31%	4%	35%	29%
Black or African American	102	719	725	30%	25%	17%	26%	1%	27%	29%
Asian, Native Hawaiian, or Pacific Islander	57	762	770	7%	12%	23%	46%	12%	58%	70%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	46%
Two or More Races	*	746	751	11%	22%	22%	33%	11%	44%	52%
Female	*	741	746	19%	16%	22%	36%	7%	43%	48%
Male	*	733	736	26%	20%	19%	29%	7%	35%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	730	722	27%	19%	21%	28%	5%	33%	26%
Non-Economically Disadvantaged Students	*	746	753	17%	16%	20%	38%	9%	47%	55%
Students with Disabilities	89	687	710	*	*	*	*	*	*	18%
Students without Disabilities	600	744	747	16%	18%	22%	37%	8%	45%	49%
Multilingual Learners	71	704	704	54%	25%	10%	10%	1%	11%	13%
Non-Multilingual Learners	618	741	746	19%	17%	22%	35%	7%	43%	48%
Students Experiencing Homelessness	*	*	707	*	*	*	*	*	*	18%
Students in Foster Care	*	*	711	*	*	*	*	*	*	18%
Military-Connected Students	*	*	739	*	*	*	*	*	*	41%
Migrant Students	*	*	688	*	*	*	*	*	*	*

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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	672	747	749	13%	14%	23%	36%	14%	50%	51%
White	*	751	758	11%	14%	22%	36%	18%	54%	61%
Hispanic	192	738	734	17%	16%	28%	33%	5%	39%	35%
Black or African American	102	738	733	17%	18%	26%	32%	7%	39%	34%
Asian, Native Hawaiian, or Pacific Islander	64	775	776	2%	2%	14%	50%	33%	83%	78%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	51%
Two or More Races	*	749	757	21%	0%	16%	53%	11%	63%	60%
Female	*	751	752	8%	15%	24%	38%	14%	52%	54%
Male	*	744	745	18%	12%	22%	35%	13%	48%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	394	741	731	17%	17%	22%	35%	10%	45%	32%
Non-Economically Disadvantaged Students	278	756	760	8%	9%	25%	38%	19%	58%	63%
Students with Disabilities	99	710	720	45%	20%	18%	14%	2%	16%	21%
Students without Disabilities	573	754	755	8%	12%	24%	40%	16%	56%	57%
Multilingual Learners	64	723	711	28%	28%	16%	23%	5%	28%	13%
Non-Multilingual Learners	608	750	753	12%	12%	24%	38%	14%	52%	55%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	20%
Students in Foster Care	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	*	*	747	*	*	*	*	*	*	49%
Migrant Students	*	*	713	*	*	*	*	*	*	23%

## Academic Achievement

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

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### English Language Arts Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	732	747	750	14%	14%	24%	40%	8%	48%	52%
White	294	748	760	12%	12%	27%	39%	10%	49%	63%
Hispanic	*	742	736	15%	17%	22%	40%	5%	45%	37%
Black or African American	99	737	734	21%	18%	24%	31%	5%	36%	35%
Asian, Native Hawaiian, or Pacific Islander	62	768	778	5%	5%	19%	52%	19%	71%	80%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	*	754	757	10%	10%	17%	53%	10%	63%	60%
Female	*	752	755	8%	15%	22%	44%	10%	54%	57%
Male	*	742	745	19%	13%	25%	36%	7%	43%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	404	739	732	19%	16%	25%	34%	6%	40%	33%
Non-Economically Disadvantaged Students	328	756	761	7%	12%	22%	48%	12%	59%	64%
Students with Disabilities	98	710	719	45%	22%	18%	14%	0%	14%	20%
Students without Disabilities	634	752	756	9%	13%	24%	44%	10%	54%	59%
Multilingual Learners	73	713	705	*	*	*	*	*	*	*
Non-Multilingual Learners	659	750	754	11%	13%	23%	44%	9%	53%	57%
Students Experiencing Homelessness	*	*	718	*	*	*	*	*	*	22%
Students in Foster Care	*	*	721	*	*	*	*	*	*	20%
Military-Connected Students	12	719	747	33%	17%	33%	8%	8%	17%	48%
Migrant Students	*	*	721	*	*	*	*	*	*	20%

## Academic Achievement

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

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### English Language Arts Assessment - Performance By Grade: Grade 6

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	729	751	751	12%	12%	20%	39%	17%	55%	53%
White	287	752	760	11%	12%	20%	39%	18%	56%	63%
Hispanic	235	747	738	15%	12%	20%	40%	13%	52%	39%
Black or African American	109	744	735	13%	17%	25%	34%	12%	46%	35%
Asian, Native Hawaiian, or Pacific Islander	63	773	778	6%	2%	14%	46%	32%	78%	82%
American Indian or Alaska Native	*	*	748	*	*	*	*	*	*	49%
Two or More Races	*	761	758	3%	15%	21%	39%	21%	61%	60%
Female	*	757	756	10%	11%	20%	39%	20%	60%	59%
Male	*	747	746	14%	14%	21%	38%	13%	52%	48%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	414	746	735	15%	14%	20%	38%	13%	51%	35%
Non-Economically Disadvantaged Students	315	758	761	8%	10%	21%	39%	22%	61%	65%
Students with Disabilities	120	711	719	45%	23%	17%	13%	2%	15%	17%
Students without Disabilities	609	760	758	6%	10%	21%	44%	20%	63%	60%
Multilingual Learners	61	707	707	*	*	*	*	*	*	*
Non-Multilingual Learners	668	756	754	10%	10%	20%	42%	18%	60%	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	753	750	752	15%	10%	20%	34%	21%	55%	54%
White	*	756	761	13%	8%	17%	37%	25%	62%	64%
Hispanic	*	742	737	15%	13%	26%	33%	12%	46%	39%
Black or African American	103	738	734	25%	11%	17%	28%	18%	47%	37%
Asian, Native Hawaiian, or Pacific Islander	58	781	785	7%	2%	7%	31%	53%	84%	84%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	51%
Two or More Races	*	738	759	15%	19%	26%	37%	4%	41%	60%
Female	*	759	758	8%	11%	17%	39%	25%	64%	60%
Male	*	742	746	21%	10%	22%	30%	17%	47%	48%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	428	744	734	18%	12%	20%	31%	18%	49%	36%
Non-Economically Disadvantaged Students	325	758	762	10%	8%	19%	38%	24%	63%	64%
Students with Disabilities	116	701	715	52%	22%	15%	9%	2%	11%	18%
Students without Disabilities	637	759	759	8%	8%	21%	38%	24%	63%	61%
Multilingual Learners	70	702	700	49%	19%	19%	14%	0%	14%	*
Non-Multilingual Learners	683	755	756	11%	10%	20%	36%	23%	59%	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	702	755	751	13%	11%	17%	40%	19%	59%	53%
White	285	760	760	9%	8%	21%	39%	22%	62%	62%
Hispanic	*	746	736	16%	16%	15%	38%	14%	52%	39%
Black or African American	106	748	735	17%	11%	16%	40%	16%	56%	37%
Asian, Native Hawaiian, or Pacific Islander	53	772	783	6%	11%	6%	47%	30%	77%	82%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	52%
Two or More Races	*	761	757	10%	10%	17%	38%	24%	62%	59%
Female	*	763	759	9%	10%	15%	43%	23%	67%	60%
Male	*	747	743	17%	13%	19%	36%	15%	51%	46%
Non-binary/undesignated gender	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	347	751	734	14%	14%	19%	33%	19%	52%	36%
Non-Economically Disadvantaged Students	355	759	761	12%	8%	15%	46%	19%	65%	63%
Students with Disabilities	86	705	713	48%	27%	12%	14%	0%	14%	16%
Students without Disabilities	616	762	758	8%	9%	18%	43%	22%	65%	60%
Multilingual Learners	70	707	701	47%	24%	14%	13%	1%	14%	*
Non-Multilingual Learners	632	760	755	9%	10%	17%	43%	21%	64%	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	735	752	755	16%	12%	15%	35%	21%	56%	58%
White	*	757	764	13%	12%	15%	35%	25%	60%	67%
Hispanic	*	743	741	23%	11%	17%	33%	16%	50%	45%
Black or African American	*	747	737	14%	17%	17%	41%	12%	53%	40%
Asian, Native Hawaiian, or Pacific Islander	*	776	789	7%	9%	9%	34%	41%	76%	87%
American Indian or Alaska Native	*	*	757	*	*	*	*	*	*	59%
Two or More Races	*	763	761	14%	7%	7%	41%	31%	72%	64%
Female	*	758	762	11%	11%	17%	37%	24%	62%	64%
Male	*	746	747	21%	13%	14%	34%	18%	52%	51%
Non-binary/undesignated gender	*	*	774	*	*	*	*	*	*	77%
Economically Disadvantaged Students	*	748	738	20%	13%	14%	35%	19%	54%	41%
Non-Economically Disadvantaged Students	*	758	764	11%	10%	17%	37%	24%	61%	67%
Students with Disabilities	*	704	717	49%	26%	15%	8%	2%	10%	19%
Students without Disabilities	*	762	761	9%	9%	15%	41%	25%	67%	64%
Multilingual Learners	*	705	701	54%	18%	8%	19%	1%	20%	*
Non-Multilingual Learners	*	757	758	12%	11%	16%	37%	23%	61%	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	5,053	98.3%	33.7%	40.2%	33.7%	33%	Met Target
White	2,086	98.7%	40.5%	51.1%	40.5%	39.2%	Met Target
Hispanic	1,626	98.2%	23.6%	24.2%	23.6%	24.3%	Met Target†
Black or African American	706	96.8%	21.8%	20.1%	21.8%	20.1%	Met Target
Asian, Native Hawaiian, or Pacific Islander	421	98.2%	58.4%	74.4%	58.4%	58.8%	Met Target†
American Indian or Alaska Native	24	100%	16.7%	42%	16.7%	22.7%	Met Target†
Two or More Races	190	99.5%	37.9%	48.9%	37.9%	37.6%	Met Target
Female	*	98.1%	31.4%	38.4%	31.4%		
Male	*	98.4%	35.8%	42%	35.8%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	2,878	98.6%	29.7%	21.7%	29.7%	29.4%	Met Target
Non-Economically Disadvantaged Students	2,175	97.8%	39.1%	51.5%	39.1%		
Students with Disabilities	775	96.6%	<10%	16.6%	<10%	11.6%	Not Met
Students without Disabilities	4,278	98.6%	38.4%	45.4%	38.4%		
Multilingual Learners	726	98%	23%	18.7%	23%	23.7%	Met Target†
Non-Multilingual Learners	4,327	98.3%	35.5%	43.5%	35.5%		
Students Experiencing Homelessness	25	92.9%	16%	12.9%	15.6%		
Students in Foster Care	*	*	*	12.4%	*		
Military-Connected Students	35	97.6%	20%	38.8%	20%		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

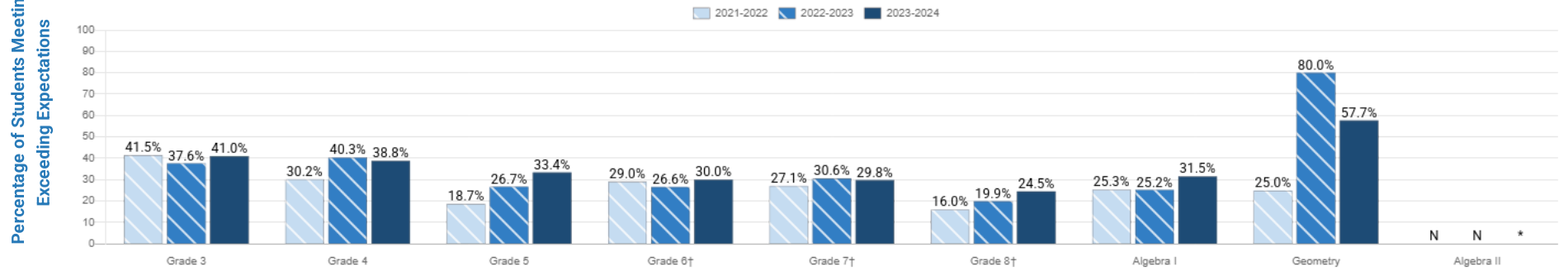
## Academic Achievement

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

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### Mathematics Assessment - Performance Trends

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



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

## Academic Achievement

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### Mathematics Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	715	741	747	12%	19%	28%	33%	8%	41%	48%
White	326	747	757	9%	16%	26%	38%	10%	48%	60%
Hispanic	192	732	732	17%	20%	33%	25%	4%	29%	31%
Black or African American	105	726	728	19%	30%	26%	24%	1%	25%	27%
Asian, Native Hawaiian, or Pacific Islander	58	768	776	2%	9%	21%	47%	22%	69%	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	51%
Two or More Races	*	750	755	7%	19%	26%	37%	11%	48%	56%
Female	*	738	744	12%	21%	30%	32%	5%	37%	45%
Male	*	745	749	12%	17%	26%	34%	11%	45%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	737	729	14%	22%	27%	30%	7%	37%	28%
Non-Economically Disadvantaged Students	*	747	758	9%	15%	29%	37%	10%	47%	60%
Students with Disabilities	89	711	725	*	*	*	*	*	*	25%
Students without Disabilities	626	746	751	8%	16%	30%	36%	9%	46%	52%
Multilingual Learners	91	728	722	24%	19%	34%	19%	4%	23%	20%
Non-Multilingual Learners	624	743	751	10%	19%	27%	35%	9%	44%	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	703	741	744	10%	19%	32%	35%	4%	39%	45%
White	*	747	754	7%	16%	30%	43%	5%	48%	57%
Hispanic	207	730	730	17%	22%	35%	26%	0%	26%	28%
Black or African American	102	731	726	12%	26%	39%	21%	2%	23%	24%
Asian, Native Hawaiian, or Pacific Islander	66	763	773	0%	5%	29%	56%	11%	67%	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	50%
Two or More Races	*	741	752	5%	32%	32%	21%	11%	32%	54%
Female	*	740	743	8%	21%	35%	33%	3%	36%	43%
Male	*	742	746	12%	17%	30%	37%	4%	41%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	415	737	727	12%	21%	32%	32%	3%	34%	25%
Non-Economically Disadvantaged Students	288	747	755	7%	15%	33%	40%	5%	45%	58%
Students with Disabilities	98	713	722	33%	36%	18%	13%	0%	13%	21%
Students without Disabilities	605	745	749	6%	16%	35%	39%	4%	43%	50%
Multilingual Learners	91	730	718	25%	18%	30%	24%	3%	27%	14%
Non-Multilingual Learners	612	743	748	8%	19%	33%	37%	4%	41%	49%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	15%
Students in Foster Care	*	*	716	*	*	*	*	*	*	15%
Military-Connected Students	*	*	744	*	*	*	*	*	*	43%
Migrant Students	*	*	721	*	*	*	*	*	*	17%

## Academic Achievement

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

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### Mathematics Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	754	736	741	12%	25%	30%	29%	4%	33%	40%
White	303	740	751	8%	24%	28%	37%	3%	40%	53%
Hispanic	*	730	726	15%	27%	35%	21%	2%	23%	23%
Black or African American	100	726	722	21%	29%	25%	19%	6%	25%	19%
Asian, Native Hawaiian, or Pacific Islander	63	755	772	2%	14%	30%	41%	13%	54%	76%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	*	740	748	13%	20%	27%	27%	13%	40%	49%
Female	*	732	739	13%	25%	34%	25%	3%	28%	38%
Male	*	739	742	10%	24%	27%	33%	6%	39%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	420	730	724	16%	28%	30%	24%	3%	27%	20%
Non-Economically Disadvantaged Students	334	743	752	6%	21%	31%	35%	6%	42%	53%
Students with Disabilities	98	706	717	*	*	*	*	*	*	16%
Students without Disabilities	656	740	746	7%	23%	32%	33%	5%	37%	45%
Multilingual Learners	95	721	711	23%	38%	22%	16%	1%	17%	*
Non-Multilingual Learners	659	738	744	10%	23%	31%	31%	5%	36%	44%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	12%
Students in Foster Care	*	*	714	*	*	*	*	*	*	10%
Military-Connected Students	12	725	741	17%	42%	25%	8%	8%	17%	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	754	733	737	17%	22%	31%	25%	5%	30%	36%
White	303	737	746	14%	19%	31%	29%	6%	35%	47%
Hispanic	242	727	723	18%	26%	33%	22%	0%	22%	20%
Black or African American	111	721	718	29%	27%	28%	14%	3%	16%	15%
Asian, Native Hawaiian, or Pacific Islander	63	755	768	5%	11%	25%	41%	17%	59%	73%
American Indian or Alaska Native	*	*	735	*	*	*	*	*	*	33%
Two or More Races	*	736	743	15%	18%	36%	21%	9%	30%	45%
Female	*	730	736	18%	23%	31%	23%	4%	27%	34%
Male	*	735	738	16%	21%	31%	27%	6%	32%	38%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	436	728	721	20%	24%	32%	20%	4%	24%	17%
Non-Economically Disadvantaged Students	318	739	747	13%	19%	30%	31%	6%	38%	48%
Students with Disabilities	119	704	714	*	*	*	*	*	*	12%
Students without Disabilities	635	738	741	10%	21%	34%	29%	6%	34%	41%
Multilingual Learners	84	716	707	32%	25%	31%	11%	1%	12%	*
Non-Multilingual Learners	670	735	740	15%	22%	31%	27%	5%	32%	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	772	733	739	12%	30%	28%	25%	5%	30%	37%
White	*	740	748	7%	25%	30%	33%	5%	38%	50%
Hispanic	*	725	728	16%	35%	30%	17%	2%	19%	23%
Black or African American	104	724	724	20%	36%	26%	14%	4%	18%	18%
Asian, Native Hawaiian, or Pacific Islander	61	756	764	5%	20%	13%	36%	26%	62%	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	*	724	743	22%	33%	22%	22%	0%	22%	44%
Female	*	733	738	11%	34%	26%	25%	5%	29%	36%
Male	*	733	739	14%	26%	30%	25%	6%	30%	39%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	443	730	726	13%	32%	28%	23%	4%	26%	20%
Non-Economically Disadvantaged Students	329	737	747	11%	27%	27%	27%	7%	34%	48%
Students with Disabilities	114	704	716	*	*	*	*	*	*	12%
Students without Disabilities	658	738	743	7%	27%	31%	28%	6%	34%	43%
Multilingual Learners	89	712	714	*	*	*	*	*	*	*
Non-Multilingual Learners	683	736	741	11%	28%	28%	27%	6%	33%	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	621	723	719	26%	27%	22%	23%	1%	24%	19%
White	242	728	729	22%	28%	20%	29%	2%	31%	27%
Hispanic	*	718	713	29%	26%	27%	18%	0%	18%	13%
Black or African American	98	714	707	32%	33%	19%	16%	0%	16%	10%
Asian, Native Hawaiian, or Pacific Islander	39	738	740	21%	18%	26%	26%	10%	36%	40%
American Indian or Alaska Native	*	*	722	*	*	*	*	*	*	21%
Two or More Races	*	729	722	33%	14%	14%	38%	0%	38%	22%
Female	*	723	719	24%	27%	26%	22%	1%	23%	19%
Male	*	723	719	28%	27%	19%	24%	2%	26%	20%
Non-binary/undesignated gender	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	328	721	711	28%	26%	23%	21%	2%	23%	12%
Non-Economically Disadvantaged Students	293	726	725	24%	28%	21%	25%	1%	27%	25%
Students with Disabilities	88	699	702	*	*	*	*	*	*	*
Students without Disabilities	533	727	724	23%	26%	24%	26%	2%	27%	23%
Multilingual Learners	93	706	701	44%	37%	10%	9%	1%	10%	*
Non-Multilingual Learners	528	726	721	23%	25%	25%	26%	2%	27%	21%
Students Experiencing Homelessness	*	*	704	*	*	*	*	*	*	*
Students in Foster Care	*	*	696	*	*	*	*	*	*	*
Military-Connected Students	*	*	722	*	*	*	*	*	*	19%
Migrant Students	*	*	*	*	*	*	*	*	*	*

## Academic Achievement

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### Mathematics Assessment - Performance By Test: Algebra I

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	836	729	738	23%	24%	21%	30%	2%	31%	40%
White	312	734	748	21%	19%	22%	35%	3%	38%	51%
Hispanic	298	721	723	28%	30%	19%	21%	1%	22%	23%
Black or African American	119	723	719	25%	29%	24%	23%	0%	23%	19%
Asian, Native Hawaiian, or Pacific Islander	64	748	773	14%	13%	20%	48%	5%	53%	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	*	741	746	14%	19%	22%	39%	6%	44%	49%
Female	*	729	737	22%	24%	24%	28%	2%	30%	39%
Male	*	729	739	24%	24%	18%	31%	2%	33%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	500	725	722	26%	26%	21%	27%	1%	28%	22%
Non-Economically Disadvantaged Students	336	735	747	19%	22%	21%	34%	3%	37%	50%
Students with Disabilities	137	693	710	*	*	*	*	*	*	11%
Students without Disabilities	699	736	743	15%	24%	23%	35%	2%	38%	45%
Multilingual Learners	110	710	705	*	*	*	*	*	*	*
Non-Multilingual Learners	726	732	741	22%	20%	22%	33%	2%	35%	43%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	13%
Students in Foster Care	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	696	*	*	*	*	*	*	*

## Academic Achievement

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### Mathematics Assessment - Performance By Test: Geometry

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	52	753	750	0%	6%	37%	56%	2%	58%	53%
White	*	752	752	0%	3%	40%	57%	0%	57%	57%
Hispanic	*	*	735	*	*	*	*	*	*	29%
Black or African American	*	*	733	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	756	765	0%	9%	27%	55%	9%	64%	77%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	66%
Two or More Races	*	*	756	*	*	*	*	*	*	63%
Female	*	751	748	0%	5%	45%	50%	0%	50%	50%
Male	*	754	752	0%	6%	31%	59%	3%	63%	57%
Non-binary/undesignated gender	*	*	752	*	*	*	*	*	*	60%
Economically Disadvantaged Students	*	752	734	0%	8%	38%	50%	4%	54%	28%
Non-Economically Disadvantaged Students	*	754	754	0%	4%	35%	62%	0%	62%	60%
Students with Disabilities	*	*	727	*	*	*	*	*	*	24%
Students without Disabilities	*	753	751	0%	6%	37%	56%	2%	58%	54%
Multilingual Learners	*	*	716	*	*	*	*	*	*	11%
Non-Multilingual Learners	*	755	751	0%	2%	35%	60%	2%	63%	55%
Students Experiencing Homelessness	*	*	727	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	743	*	*	*	*	*	*	44%
Migrant Students	*	*	*	*	*	*	*	*	*	*

## Academic Achievement

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### Mathematics Assessment - Performance By Test: Algebra II

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

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

# Academic Achievement

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## DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	ELA: Participation Rate	Math: # Students Tested	Math: Participation Rate
3	*	*	*	*
4	13	100.0%	13	100.0%
5	15	93.8%	15	93.8%
6	*	*	*	*
7	*	*	*	*
8	13	86.7%	13	86.7%
11	*	*	*	*

**Report Key:**

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

## Academic Achievement

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### English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	# Students with Overall Score Below 4.5	% Students with Overall Score Below 4.5	# Students with Overall Score of 4.5 or Above	% Students with Overall Score 4.5 or Above
0-2	641	*	>90%	*	<10%
3-4	225	*	>90%	*	<10%
5 or more	190	171	90%	19	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	33.6%	22.7%	Met Goal

† Target was met within a confidence interval.

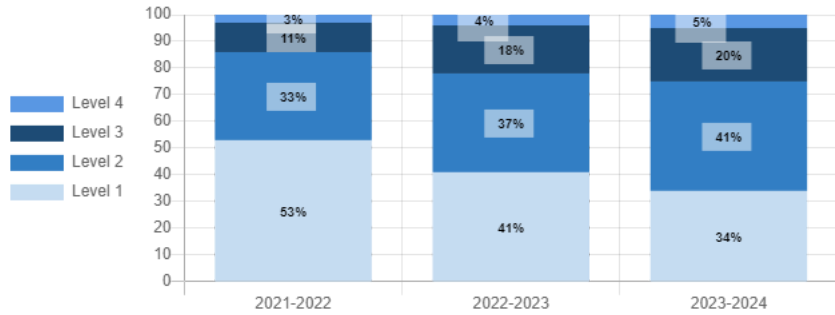
## Academic Achievement

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

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

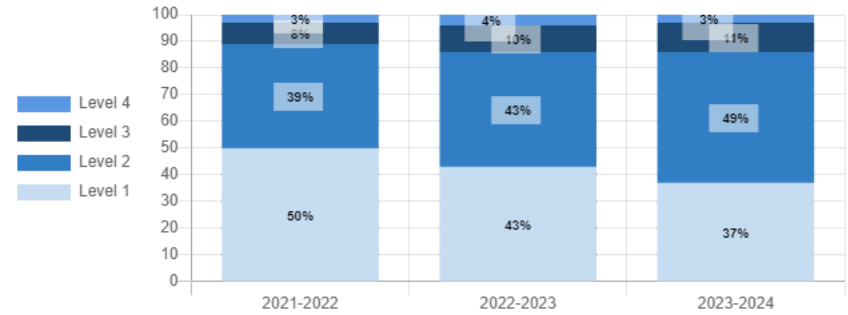
### NJSLA Science Assessment: Grade 5 Summary

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



### NJSLA Science Assessment: Grade 8 Summary

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

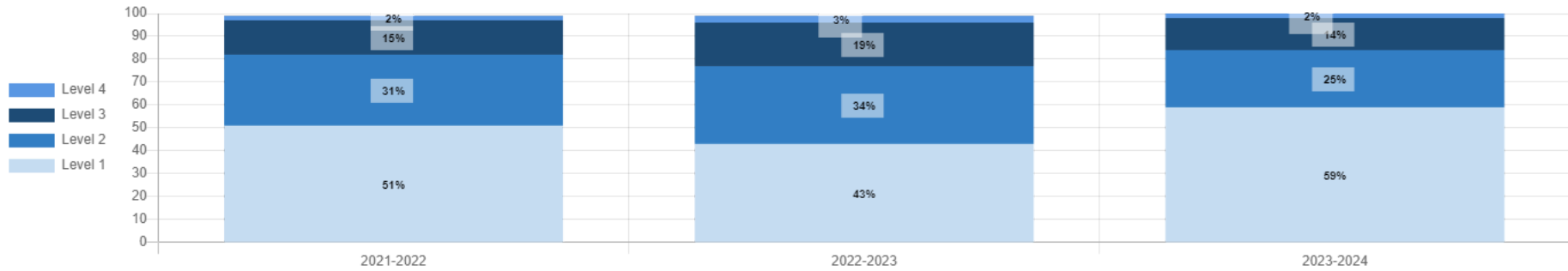


## Academic Achievement

The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students who took the Dynamic Learning Maps (DLM) Science assessment. Visit the [assessment reports page](#) for DLM results. For detailed information showing comparisons of the percentage of students performing at each of the four NJSLA-Science performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2024 Accountability Data in the School & District Accountability section.

### NJSLA Science Assessment: Grade 11 Summary

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



## Academic Achievement

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

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### NJSLA Science Assessment: Grade 5

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	34%	41%	20%	5%	35%	37%	21%	6%
White	31%	43%	21%	5%	22%	42%	28%	8%
Hispanic	38%	42%	16%	4%	51%	36%	12%	2%
Black or African American	43%	34%	17%	6%	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	17%	38%	35%	10%	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	24%	38%	31%	7%	27%	36%	27%	10%
Female	34%	44%	17%	5%	35%	39%	20%	6%
Male	33%	38%	23%	6%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	41%	41%	16%	2%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	24%	41%	26%	9%	24%	39%	28%	10%
Students with Disabilities	73%	19%	8%	0%	64%	27%	8%	2%
Students without Disabilities	28%	44%	22%	6%	30%	39%	24%	7%
Multilingual Learners	67%	28%	5%	0%	78%	20%	2%	0%
Non-Multilingual Learners	29%	43%	23%	6%	30%	39%	23%	7%
Students Experiencing Homelessness	*	*	*	*	68%	25%	6%	1%
Students in Foster Care	*	*	*	*	67%	28%	3%	1%
Military-Connected Students	58%	33%	8%	0%	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	37%	49%	11%	3%	36%	45%	14%	5%
White	31%	53%	13%	4%	23%	52%	19%	6%
Hispanic	45%	46%	7%	3%	51%	42%	6%	1%
Black or African American	42%	50%	6%	1%	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	28%	43%	24%	6%	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	32%	36%	29%	4%	27%	46%	19%	8%
Female	34%	54%	9%	3%	35%	47%	13%	4%
Male	40%	44%	14%	3%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	41%	48%	9%	2%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	33%	49%	14%	4%	26%	48%	19%	7%
Students with Disabilities	71%	27%	1%	1%	67%	29%	3%	1%
Students without Disabilities	32%	52%	13%	3%	30%	48%	16%	6%
Multilingual Learners	70%	28%	2%	0%	75%	24%	1%	0%
Non-Multilingual Learners	32%	52%	13%	3%	32%	47%	15%	5%
Students Experiencing Homelessness	*	*	*	*	66%	32%	2%	0%
Students in Foster Care	*	*	*	*	80%	19%	1%	0%
Military-Connected Students	*	*	*	*	40%	47%	10%	3%
Migrant Students	*	*	*	*	*	*	*	*

## Academic Achievement

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

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

### NJSLA Science Assessment: Grade 11

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	59%	25%	14%	2%	45%	27%	19%	9%
White	52%	26%	19%	3%	34%	30%	26%	11%
Hispanic	68%	22%	8%	1%	61%	25%	11%	3%
Black or African American	66%	23%	10%	1%	64%	24%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	33%	31%	29%	7%	17%	23%	33%	28%
American Indian or Alaska Native	*	*	*	*	54%	21%	19%	6%
Two or More Races	45%	45%	9%	0%	38%	26%	25%	11%
Female	60%	26%	12%	2%	43%	29%	20%	7%
Male	57%	24%	16%	3%	47%	24%	18%	10%
Non-binary/undesignated gender	*	*	*	*	26%	28%	30%	16%
Economically Disadvantaged Students	62%	23%	13%	2%	63%	24%	11%	2%
Non-Economically Disadvantaged Students	54%	27%	17%	3%	37%	28%	24%	12%
Students with Disabilities	87%	11%	2%	0%	77%	16%	5%	1%
Students without Disabilities	54%	27%	16%	3%	40%	28%	22%	10%
Multilingual Learners	88%	7%	5%	0%	88%	10%	1%	0%
Non-Multilingual Learners	54%	27%	16%	3%	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	*	*	*	*	*	*	*	*

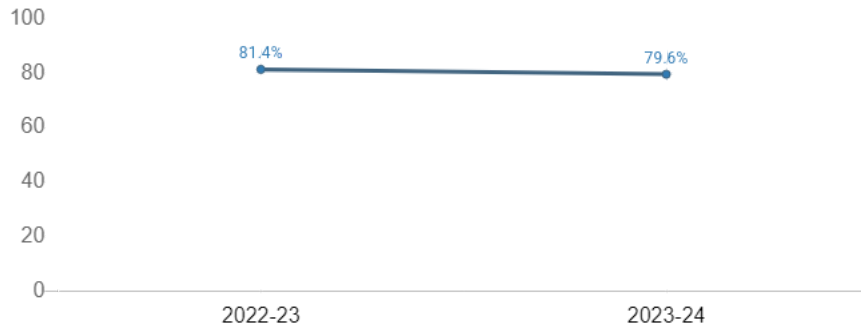
## Academic Achievement

### Graduation Proficiency Assessment (NJGPA) Trends

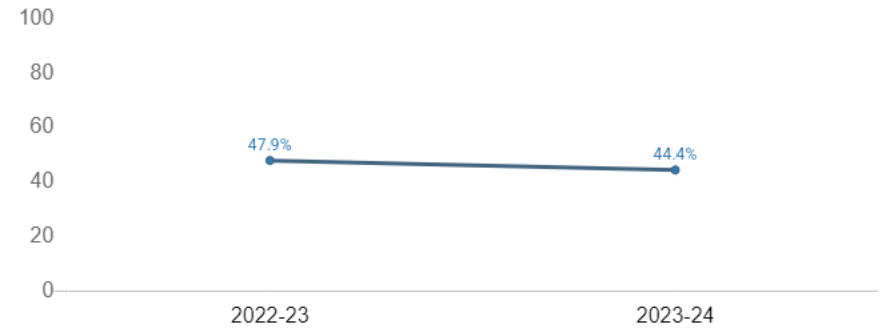
These graphs show trends in performance on the New Jersey Graduation Proficiency Assessment (NJGPA) for the last two years. Students are identified as either Graduation Ready or Not Yet Graduation Ready for both English Language Arts (ELA) and mathematics based on their scores on the assessment. These 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	81.4%	79.6%	47.9%	44.4%
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	663	79.6%	82.5%	662	44.4%	55.6%
White	*	85.3%	90%	*	56.2%	69.1%
Hispanic	*	71.7%	72.3%	*	29.3%	38%
Black or African American	*	77%	73.6%	*	38.1%	33.1%
Asian, Native Hawaiian, or Pacific Islander	*	>90%	>90%	*	70.7%	87.9%
American Indian or Alaska Native	*	*	76.2%	*	*	43.8%
Two or More Races	*	83.3%	87.5%	*	25%	62%
Female	*	83.7%	86.9%	*	41.8%	56.6%
Male	*	76.2%	78.3%	*	46.4%	54.7%
Non-binary/undesignated gender	*	*	87.7%	*	*	69.9%
Economically Disadvantaged Students	384	76%	71.7%	384	44%	36%
Non-Economically Disadvantaged Students	279	84.6%	87.6%	278	45%	65.1%
Students with Disabilities	*	35.7%	53.6%	*	<10%	18.2%
Students without Disabilities	*	87.3%	87.4%	*	50.9%	62%
Multilingual Learners	*	46.4%	24.4%	*	32.5%	12.5%
Non-Multilingual Learners	*	84.5%	86.5%	*	46.1%	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	92.1%	80.7%
12th graders taking SAT in 2023-2024 or prior years	92.4%	62.7%
12th graders taking ACT in 2023-2024 or prior years	1.8%	7.8%

### PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students who scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	District Average Score	State Average Score	College Readiness Benchmarks	District - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	413	459	Grade 10: 430 Grade 11: 460	35%	54%
PSAT 10/NMSQT - Math	413	454	Grade 10: 480 Grade 11: 510	14%	32%
SAT - Reading and Writing	462	530	480	41%	65%
SAT - Math	451	519	530	23%	46%
ACT - Reading	23	24	22	67%	63%
ACT - English	21	24	18	67%	76%
ACT - Math	20	23	22	42%	58%
ACT - Science	20	23	23	25%	55%

## College and Career Readiness

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

### AP/IB Coursework – Participation and Performance

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

#### Students enrolled in one or more AP or IB course



#### Students taking one or more AP or IB exam



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



### Dual Enrollment Coursework - Participation

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



## College and Career Readiness

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### AP/IB and Dual Enrollment Participation by Student Group

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

Student Group	% Enrolled in one or more AP or IB course	% Enrolled in one or more Dual Enrollment course	State: % Enrolled in one or more AP or IB course	State: % Enrolled in one or more Dual Enrollment course
Districtwide	16.8%	0.8%	35.9%	26.9%
White	24.6%	1.3%	41.8%	33.0%
Hispanic	6.9%	0.0%	23.2%	20.9%
Black or African American	8.4%	0.0%	20.3%	17.4%
Asian, Native Hawaiian, or Pacific Islander	36.3%	3.8%	70.5%	32.5%
American Indian or Alaska Native	*	*	30.4%	28.6%
Two or More Races	26.1%	0.0%	41.0%	29.0%
Female	23.3%	1.2%	41.4%	30.2%
Male	11.4%	0.4%	30.6%	23.7%
Non-Binary/Undesignated Gender	*	*	42.9%	28.4%
Economically Disadvantaged Students	15.4%	1.0%	22.8%	20.2%
Students with Disabilities	0.9%	0.0%	4.8%	10.9%
Multilingual Learners	1.5%	0.0%	9.8%	8.8%
Students experiencing homelessness	9.1%	0.0%	12.6%	15.1%
Students in Foster Care	*	*	4.5%	10.6%
Military-Connected Students	*	*	30.1%	29.2%
Migrant Students	N	N	0.0%	7.1%

## College and Career Readiness

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

### AP/IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	35	35
AP Calculus AB	28	28
AP Calculus BC	5	5
AP Chemistry	6	6
AP Chinese Languages: Language and Culture	0	1
AP Computer Science A	21	12
AP Computer Science Principles	0	13
AP English Language and Composition	43	43
AP English Literature and Composition	106	52
AP European History	3	0
AP Human Geography	15	15
AP Macroeconomics	10	14
AP Microeconomics	0	4
AP Music Theory	6	6
AP Physics 1	0	24
AP Physics 2	0	4
AP Physics C: Electricity and Magnetism	0	2
AP Physics C: Mechanics	0	1
AP Precalculus	0	64
AP Psychology	71	71
AP Statistics	18	17
AP U.S. Government and Politics	7	7

## College and Career Readiness

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AP/IB Course	Students Enrolled	Students Tested
AP U.S. History	118	58
Total Exams taken		482
Exams with scores of at least 3 on AP exams or 4 on IB exams		280

## College and Career Readiness

### Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy	Percentage of 12th Graders
Arabic	15	2.3%
French	*	*
Italian	*	*
Spanish	15	2.3%
<b>Total Seals Earned</b>	<b>33</b>	
<b>Total Unique Students Earning Seals</b>	<b>33</b>	<b>5.1%</b>
<b>Current and Former Multilingual Learners Earning Seals</b>	<b>*</b>	<b>*†</b>

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

## College and Career Readiness

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

### Career and Technical Education Participation

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

#### CTE Participants

(completed only one course in an approved CTE program)



#### CTE Concentrators

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



## College and Career Readiness

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### Career and Technical Education Participation by Student Group

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

Student Group	District: % CTE Participants	District: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Districtwide	4.0%	3.1%	7.6%	10.4%
White	3.5%	3.2%	6.1%	10.0%
Hispanic	4.1%	3.5%	9.3%	10.8%
Black or African American	5.2%	3.6%	9.5%	10.7%
Asian, Native Hawaiian, or Pacific Islander	2.3%	0.5%	5.5%	10.5%
American Indian or Alaska Native	8.1%	5.4%	8.3%	8.8%
Two or More Races	4.3%	0.0%	7.5%	10.1%
Female	2.8%	3.4%	7.5%	10.9%
Male	5.0%	2.8%	7.7%	9.9%
Non-Binary/Undesignated Gender	*	*	8.9%	15.2%
Economically Disadvantaged Students	4.0%	3.2%	9.8%	10.7%
Students with Disabilities	6.7%	5.0%	6.0%	7.9%
Multilingual Learners	3.2%	3.7%	8.0%	3.5%
Students experiencing homelessness	0.0%	0.0%	7.7%	6.2%
Students in Foster Care	*	*	5.9%	6.7%
Military-Connected Students	2.9%	2.9%	12.6%	15.8%
Migrant Students	*	*	2.3%	0.0%

## College and Career Readiness

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### Work-Based Learning Participation by Career Cluster

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

Career Cluster	Number of Students Participating in Work-Based Learning	Percentage of Students Participating in Work-Based Learning
Architecture & Construction	*	*
Human Services	*	*
<b>Total</b>	*	*

## College and Career Readiness

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

### Industry-Valued Credentials

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

#### Students Earning Industry-Valued Credentials

District	0.0%
State	2.2%

## College and Career Readiness

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

### Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	239	*	*
Human Services	149	*	*
<b>Total</b>	<b>388</b>	<b>*</b>	<b>*</b>

## 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	756
7	0	0	0	0	0	0	773
8	108	0	0	0	0	0	628
9	743	73	1	0	0	0	13
10	40	607	48	0	0	0	31
11	10	54	553	32	9	4	18
12	1	9	66	147	24	50	104
<b>Total</b>	902	743	668	179	33	54	2,323
Enrolled in AP/IB Course					33	18	0
Enrolled in Dual Enrollment Course	0	0	9	2	0	0	0

### Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	791	19	0	5	1	14
10	32	611	0	22	47	14
11	11	89	0	421	166	17
12	40	33	0	85	40	83
<b>Total</b>	874	752	0	533	254	128
Enrolled in AP/IB Course	35	6		0	0	0
Enrolled in Dual Enrollment Course	0	9	0	0	0	0

## College and Career Readiness

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

### Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	798	18	0	0	0	15
10	61	649	3	3	1	19
11	37	642	21	61	9	35
12	19	109	33	104	16	53
<b>Total</b>	<b>915</b>	<b>1,418</b>	<b>57</b>	<b>168</b>	<b>26</b>	<b>122</b>
Enrolled in AP/IB Course	0	118	10	71		24
Enrolled in Dual Enrollment Course	0	0	10	0	0	3

### 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	710
7	0	0	0	0	0	0	772
8	0	0	0	0	0	0	731
9	467	91	47	18	0	0	0
10	483	82	33	25	0	0	0
11	316	60	14	15	0	0	0
12	160	31	6	17	0	0	0
<b>Total</b>	<b>1,426</b>	<b>264</b>	<b>100</b>	<b>75</b>	<b>0</b>	<b>0</b>	<b>2,213</b>
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	22	0	0	0	0	0
Enrolled in Level 3 or Higher	284	72	0	35	0	0	0

## College and Career Readiness

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

### Computer Science – Course Participation

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

Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
KG	N	N	N	N	N	N	N
1	N	N	N	N	N	N	N
2	N	N	N	N	N	N	N
3	N	N	N	N	N	N	N
4	N	N	N	N	N	N	N
5	N	N	N	N	N	N	N
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
9	41	0	0	0	0	0	0
10	27	0	0	0	0	0	0
11	38	0	0	0	0	0	0
12	70	0	0	0	0	0	0
<b>Total</b>	176	0	0	0	0	0	0
Enrolled in AP/IB Course	21	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

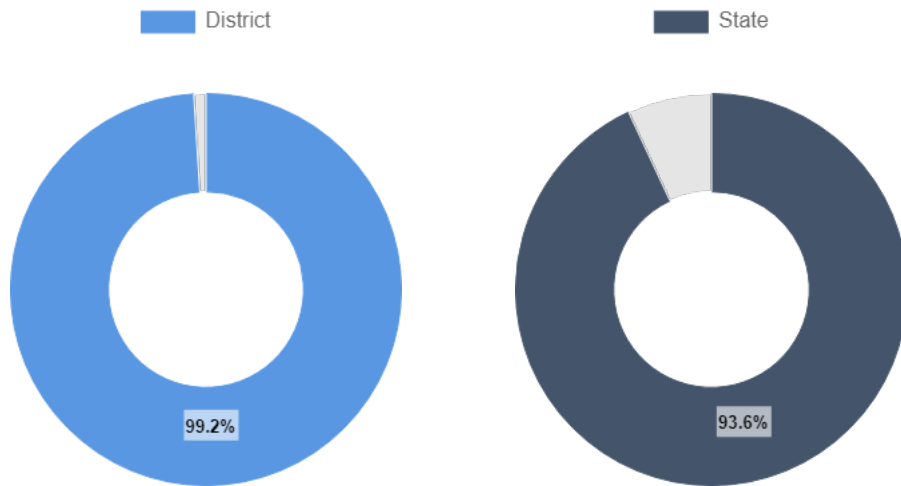
## College and Career Readiness

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

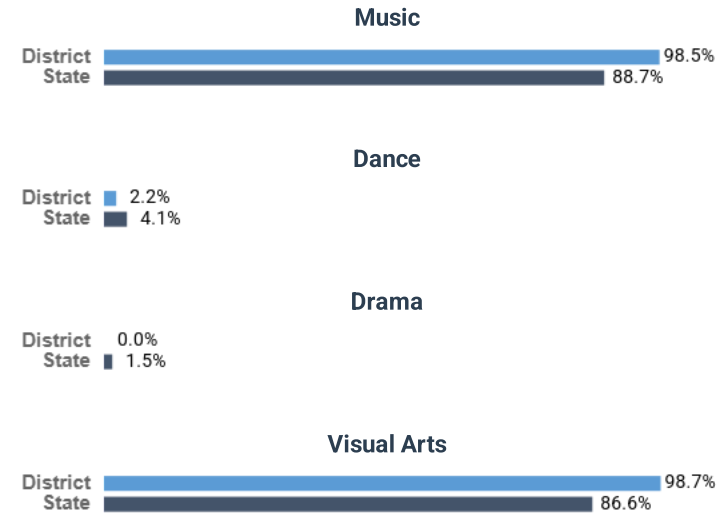
### Visual and Performing Arts – Course Participation

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

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



**Students enrolled in one or more classes by discipline:**



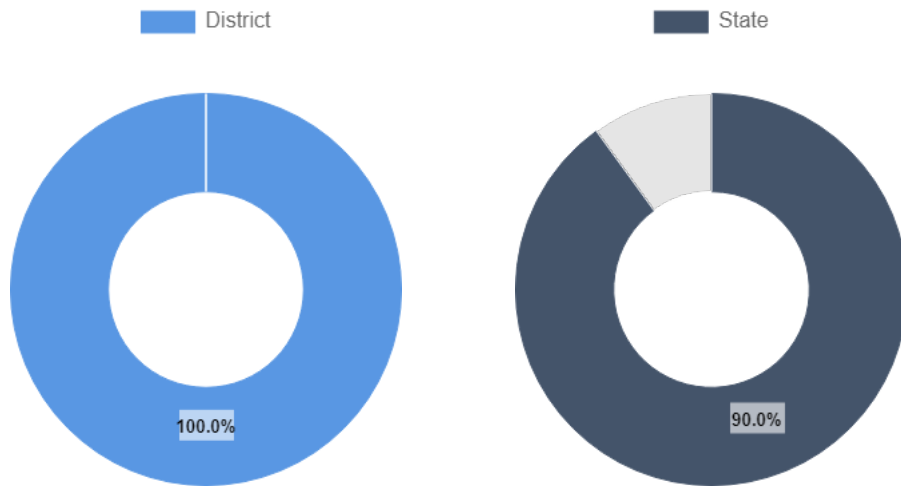
## College and Career Readiness

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

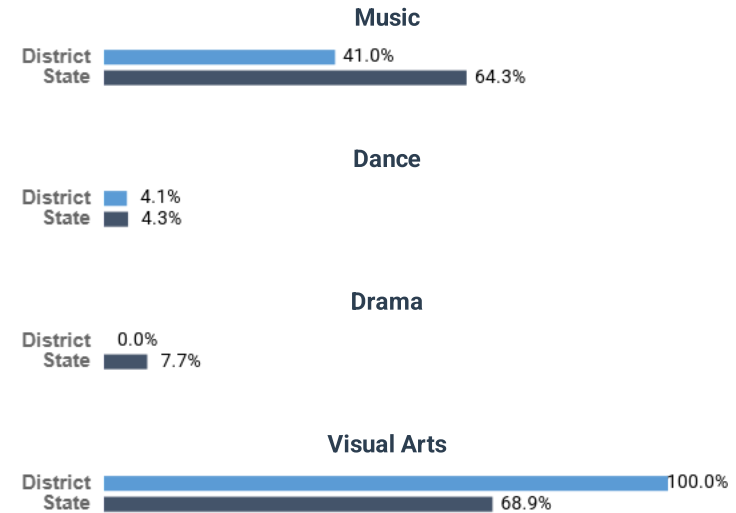
### Visual and Performing Arts – Course Participation

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

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



**Students enrolled in one or more classes by discipline:**



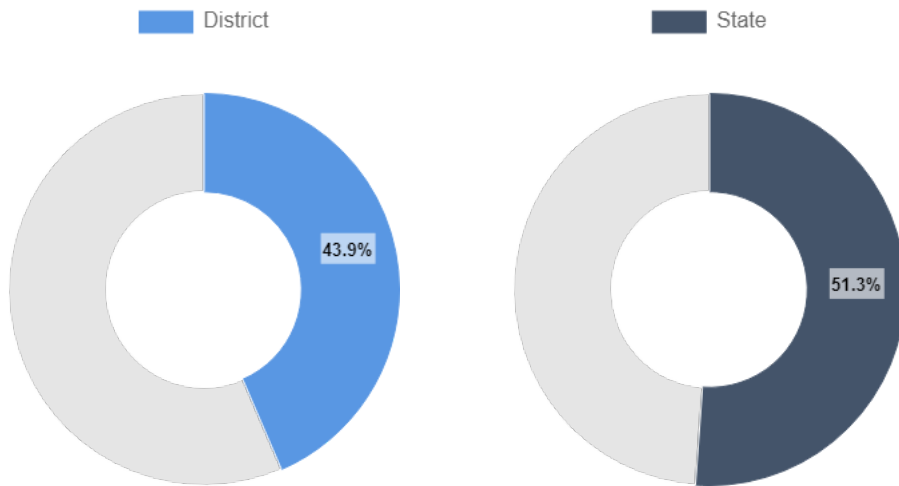
## College and Career Readiness

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

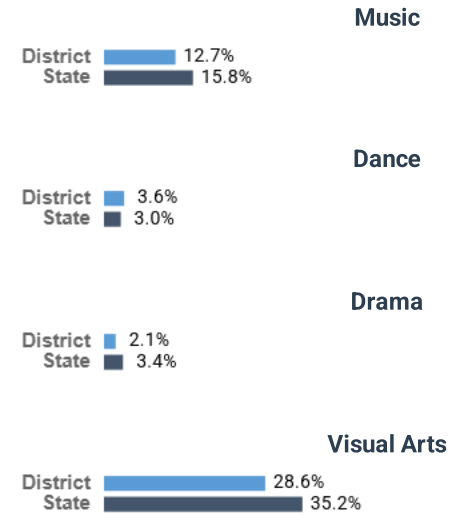
### Visual and Performing Arts – Course Participation

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

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



**Students enrolled in one or more classes by discipline:**



## College and Career Readiness

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

### Structured Learning Experiences Participation

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

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

### Structured Learning Experiences



## Graduation/ Postsecondary

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

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

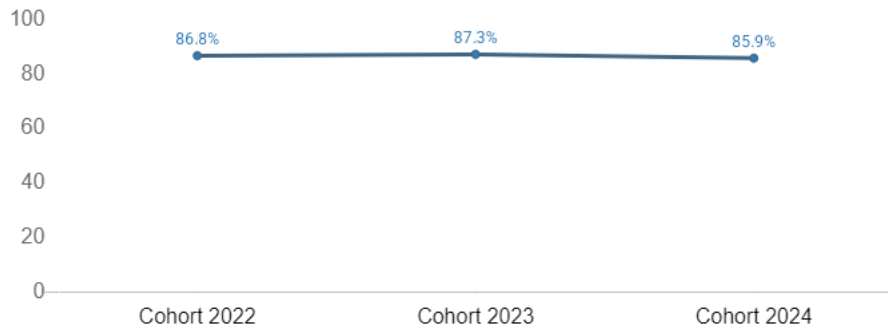
To be included as a graduate in the federal version of the graduation rate, students must have meet state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless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

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

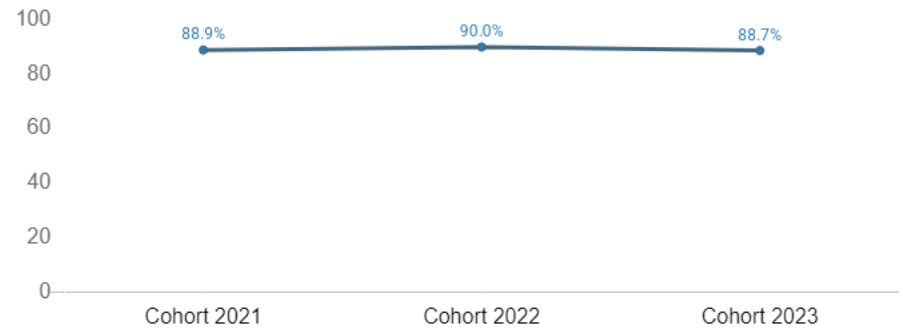
### Graduation Rate Trends and Progress

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

#### 4-Year Graduation Rate Trends



#### 5-Year Graduation Rate Trends



Performance Measure	Cohort 2022 4-Year Rate	Cohort 2023 4-Year Rate	Cohort 2024 4-Year Rate	Cohort 2021 5-Year Rate	Cohort 2022 5-Year Rate	Cohort 2023 5-Year Rate
Graduation Rate	86.8%	87.3%	85.9%	88.9%	90.0%	88.7%
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 modification or exemption in their Individualized Education Program (IEP) may not be counted as graduates in the calculation of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this was only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

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

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

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

### 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	85.9%	8.5%	5.6%	91.3%	3.8%	4.9%
White	89.1%	6.9%	4.0%	95.0%	2.6%	2.5%
Hispanic	83.5%	10.5%	6.0%	86.9%	4.9%	8.3%
Black or African American	80.2%	10.8%	9.0%	86.5%	6.0%	7.5%
Asian, Native Hawaiian, or Pacific Islander	97.1%	2.9%	0.0%	96.7%	2.3%	1.0%
American Indian or Alaska Native	*	*	*	91.7%	3.8%	4.5%
Two or More Races	84.0%	4.0%	12.0%	92.3%	3.5%	4.3%
Female	90.3%	6.0%	3.6%	93.1%	2.8%	4.1%
Male	82.0%	10.7%	7.3%	89.5%	4.7%	5.7%
Non-Binary/Undesignated Gender	N	N	N	86.7%	3.3%	10.0%
Economically Disadvantaged Students	85.0%	8.6%	6.4%	87.1%	5.3%	7.7%
Students with Disabilities	66.7%	24.4%	8.9%	80.7%	12.5%	6.8%
Multilingual Learners	83.8%	10.0%	6.3%	78.9%	7.5%	13.6%
Students experiencing homelessness	*	*	*	74.5%	11.2%	14.3%
Students in Foster Care	*	*	*	61.6%	13.1%	25.3%
Military-Connected Students	*	*	*	94.5%	2.3%	3.1%
Migrant Students	N	N	N	88.2%	3.9%	7.9%

## Graduation/ Postsecondary

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

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

To be included as a graduate in the federal version of the graduation rate, students must have 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	88.7%	3.6%	7.7%	92.6%	1.7%	5.6%
White	93.4%	2.3%	4.2%	95.9%	1.5%	2.6%
Hispanic	83.0%	6.3%	10.7%	88.2%	1.9%	9.9%
Black or African American	86.7%	1.2%	12.0%	88.9%	2.5%	8.7%
Asian, Native Hawaiian, or Pacific Islander	100.0%	0.0%	0.0%	97.5%	1.3%	1.2%
American Indian or Alaska Native	*	*	*	92.5%	0.0%	7.5%
Two or More Races	90.0%	0.0%	10.0%	94.7%	1.0%	4.3%
Female	91.6%	1.3%	7.1%	94.4%	1.2%	4.4%
Male	86.1%	5.7%	8.2%	91.0%	2.2%	6.8%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	87.5%	4.0%	8.5%	88.8%	2.0%	9.2%
Students with Disabilities	68.7%	18.3%	13.0%	84.1%	8.2%	7.7%
Multilingual Learners	87.2%	0.0%	12.8%	78.0%	2.0%	20.0%
Students experiencing homelessness	*	*	*	78.0%	3.9%	18.1%
Students in Foster Care	*	*	*	67.0%	7.5%	25.5%
Military-Connected Students	100.0%	0.0%	0.0%	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 modification or exemption in their Individualized Education Program (IEP) may not be counted as graduates in the calculation of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this was only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

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

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

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

### 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	91.6%	1.5%	6.9%	93.1%	93.2%	1.0%	5.8%	94.2%
White	96.7%	0.9%	2.3%	97.7%	96.4%	0.9%	2.7%	97.3%
Hispanic	86.4%	2.2%	11.4%	88.6%	88.2%	1.0%	10.8%	89.2%
Black or African American	91.4%	1.4%	7.1%	92.9%	89.6%	1.4%	9.0%	91.0%
Asian, Native Hawaiian, or Pacific Islander	97.5%	0.0%	2.5%	97.5%	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	100.0%	0.0%	0.0%	100.0%	92.9%	1.3%	5.9%	94.1%
Female	95.1%	0.0%	4.9%	95.1%	95.0%	0.6%	4.4%	95.6%
Male	88.6%	2.7%	8.7%	91.3%	91.5%	1.4%	7.1%	92.9%
Non-Binary/Undesignated Gender	N	N	N	N	*	*	*	*
Economically Disadvantaged Students	90.5%	1.4%	8.2%	91.8%	88.8%	1.1%	10.2%	89.8%
Students with Disabilities	75.0%	8.0%	17.0%	83.0%	86.6%	5.4%	8.0%	92.0%
Multilingual Learners	91.7%	0.0%	8.3%	91.7%	77.6%	0.6%	21.9%	78.1%
Students experiencing homelessness	*	*	*	*	76.2%	1.4%	22.4%	77.6%
Students in Foster Care	*	*	*	*	64.1%	3.5%	32.4%	67.6%
Military-Connected Students	*	*	*	*	92.9%	1.7%	5.4%	94.6%
Migrant Students	N	N	N	N	67.1%	2.4%	30.5%	69.5%

## Graduation/ Postsecondary

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

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

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

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

### Federal Graduation Rates

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

Student Group	2024 4-Year Federal Graduation	2023 5-Year Federal Graduation	2022 6-Year Federal Graduation	State: 2024 4-Year Federal Graduation	State: 2023 5-Year Federal Graduation	State: 2022 6-Year Federal Graduation
	Rate	Rate	Rate	Rate	Rate	Rate
Districtwide	85.4%	88.6%	90.5%	87.7%	91.8%	87.0%
White	88.7%	93.1%	96.7%	91.5%	95.0%	90.0%
Hispanic	83.1%	83.0%	83.8%	83.3%	87.4%	82.1%
Black or African American	79.3%	86.7%	91.4%	80.9%	87.6%	80.8%
Asian, Native Hawaiian, or Pacific Islander	97.1%	100.0%	97.5%	96.1%	97.3%	96.6%
American Indian or Alaska Native	*	*	*	84.1%	92.5%	86.4%
Two or More Races	84.0%	90.0%	100.0%	89.0%	93.0%	86.2%
Female	90.0%	91.6%	94.7%	90.5%	93.7%	90.6%
Male	81.5%	85.8%	86.8%	85.2%	90.0%	83.7%
Non-Binary/Undesignated Gender	N	N	N	83.3%	*	*
Economically Disadvantaged Students	84.6%	87.3%	88.9%	82.6%	87.8%	81.4%
Students with Disabilities	64.2%	67.8%	68.8%	60.2%	79.2%	51.8%
Multilingual Learners	82.5%	87.2%	91.7%	77.6%	77.6%	75.7%
Students experiencing homelessness	*	*	*	67.0%	76.2%	64.6%
Students in Foster Care	*	*	*	50.4%	61.9%	47.1%
Military-Connected Students	*	100.0%	*	91.4%	94.9%	88.4%
Migrant Students	N	N	N	85.5%	64.3%	64.6%

## Graduation/ Postsecondary

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

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

To be included as a graduate in the federal version of the graduation rate, students must have 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](#).

### Accountability Graduation Rates

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

Student Group	Cohort 2023: 4-Year Graduation Rate	Cohort 2023: Annual Target	Cohort 2023: Met Target	Cohort 2022: 5-Year Graduation Rate	Cohort 2022: Annual Target	Cohort 2022: Met Target
Districtwide	87.3%	86.4%	Met Target	89.2%	N	N
White	92.3%	94.0%	Not Met	95.8%	N	N
Hispanic	82.0%	78.3%	Met Target	81.6%	N	N
Black or African American	82.1%	87.3%	Not Met	91.4%	N	N
Asian, Native Hawaiian, or Pacific Islander	100.0%	95.0%	Met Goal	97.5%	N	Met Goal
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	90.0%	**	**	100.0%	N	Met Goal
Economically Disadvantaged Students	86.1%	84.3%	Met Target	87.3%	N	N
Students with Disabilities	66.7%	65.3%	Met Target	66.7%	N	N
Multilingual Learners	83.3%	87.0%	Not Met	90.0%	N	N

## 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	80.8%	51.4%
Substitute Competency Test	2.3%	13.5%
Portfolio Appeals Process	15.5%	33.6%
Alternate Requirements Specified in IEP	0.5%	0.5%
Unknown/Other	1.0%	1.0%

### Dropout Rate Trends

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

School Year	District Rate	State Rate
2023-2024	3.1%	1.0%
2022-2023	1.9%	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.

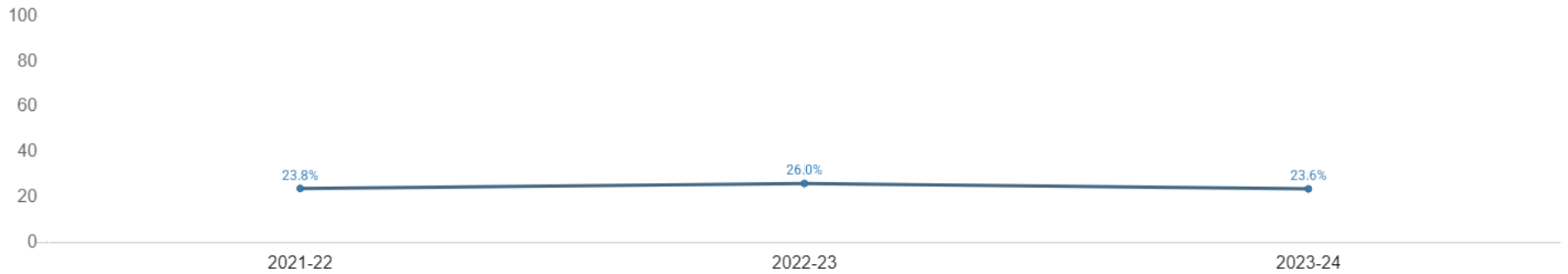
Year of Graduation	Graduates enrolled in apprenticeship programs
2023	*
2022	*
2021	*
2020	*
2019	*
2018	*
2017	*
2016	*

## Climate and Environment

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

### Chronic Absenteeism Trends

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



Performance Measure	2021-22	2022-23	2023-24
Chronic Absenteeism Rate	23.8%	26.0%	23.6%
ESSA Target (State Average for Grades Served)	18.1%	16.6%	14.9%
Met ESSA Target	Not Met	Not Met	Not Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%

**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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### 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").

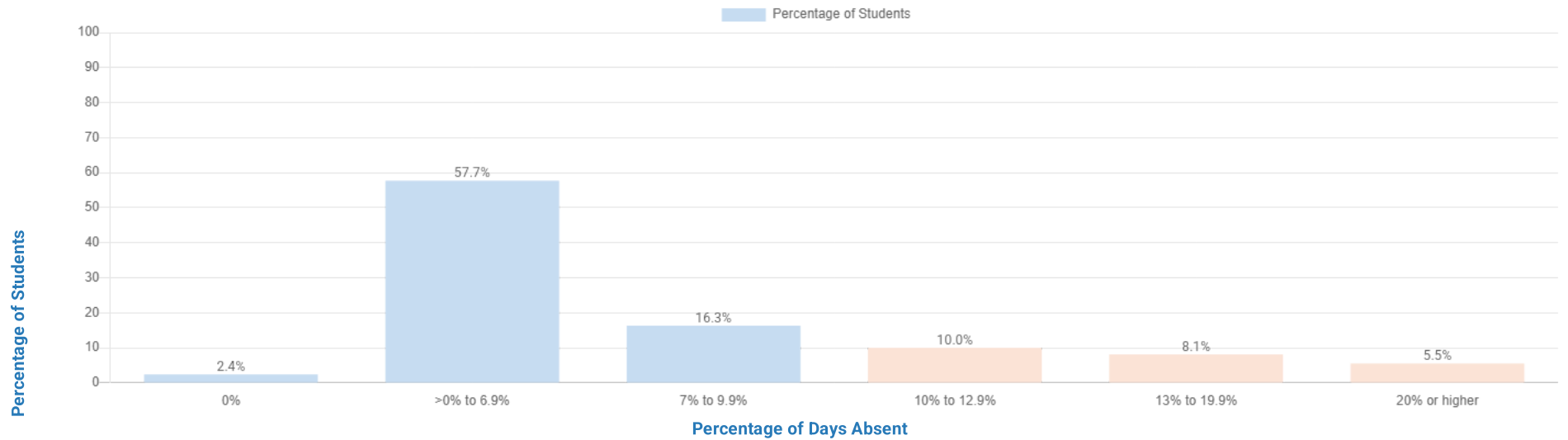
Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	2,271	23.6%	14.9%	Not Met
White	756	18.6%	14.9%	Not Met
Hispanic	805	27.9%	14.9%	Not Met
Black or African American	503	33.8%	14.9%	Not Met
Asian, Native Hawaiian, or Pacific Islander	94	12.6%	14.9%	Met
American Indian or Alaska Native	9	16.7%	14.9%	Not Met
Two or More Races	104	27.6%	14.9%	Not Met
Female	*	22.6%		
Male	*	24.5%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	1,458	25.4%	14.9%	Not Met
Students with Disabilities	584	37.5%	14.9%	Not Met
Multilingual Learners	229	20.1%	14.9%	Not Met
Students Experiencing Homelessness	49	67.1%		
Students in Foster Care	5	45.5%		
Military-Connected Students	27	26.5%		
Migrant Students	*	*		

## Climate and Environment

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### Percentage of Days Absent

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

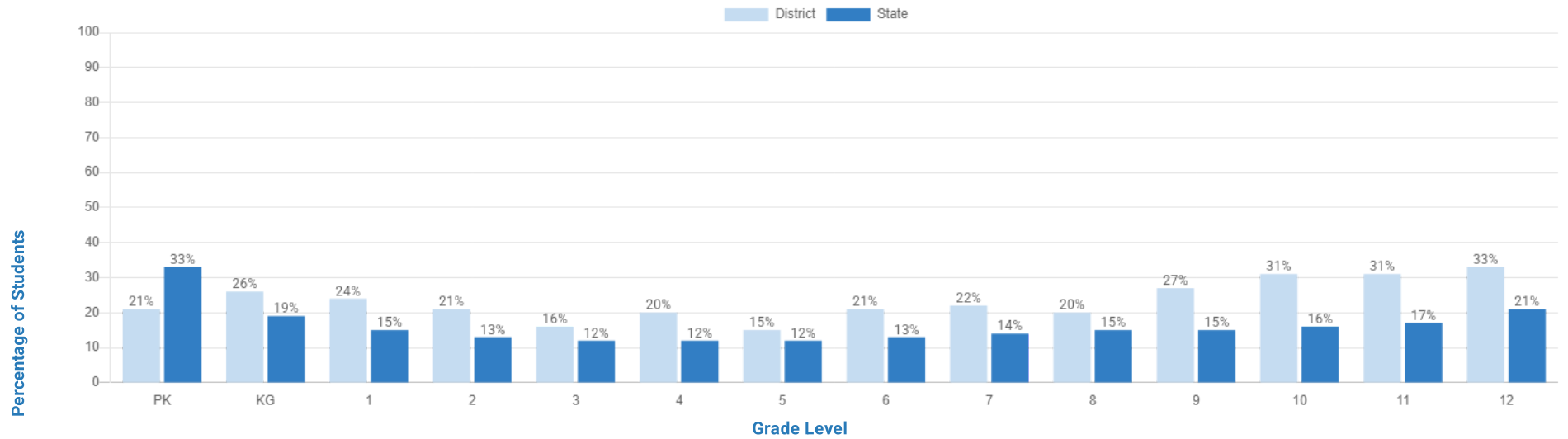


## Climate and Environment

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**Chronic Absenteeism by Grade**

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



## Climate and Environment

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

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	65
Weapons	11
Vandalism	8
Substances	22
Harassment, Intimidation, Bullying (HIB)	41
<b>Total Unique Incidents</b>	<b>145</b>
Incidents Per 100 Students Enrolled	1.39

### 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	16
Weapons	9
Vandalism	5
Substances	11
Harassment, Intimidation, Bullying (HIB)	4
Other Incidents Leading to Removal	4

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### Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	4	8	12
Religion	0	1	1
Ancestry	2	3	5
Gender	1	1	2
Sexual Orientation	3	5	8
Disability	1	2	3
Other	4	26	30
No Identified Nature	56		56

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### Student Disciplinary Removals: By Student Group

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

Student Group	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
White	<5	<5.00%	43	1%	43	1%	1	0%	0	0%
Hispanic	<5	<5.00%	56	2%	56	2%	2	0%	0	0%
Black or African American	<5	<5.00%	61	3%	62	4%	1	0%	0	0%
Asian	<5	<5.00%	3	0%	3	0%	0	0%	0	0%
Native Hawaiian or Pacific Islander	<5	<5.00%	2	5%	2	5%	0	0%	0	0%
American Indian or Alaska Native	<5	<5.00%	2	3%	2	3%	0	0%	0	0%
Two or more races	<5	<5.00%	7	2%	7	2%	1	0%	0	0%
Female	*	<5.00%	*	1%	*	1%	*	0%	*	0%
Male	*	<5.00%	*	2%	*	2%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	<5	<5.00%	127	2%	128	2%	4	0%	0	0%
Students with disabilities	<5	<5.00%	53	3%	53	3%	3	0%	0	0%

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### Student Disciplinary Removals: By Grade Level

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

Grade	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Districtwide	1	0%	178	2%	179	2%	5	0%	0	0%
PK	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
KG	<5	<5.00%	1	0%	1	0%	0	0%	0	0%
1	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
2	<5	<5.00%	1	0%	1	0%	0	0%	0	0%
3	<5	<5.00%	4	1%	4	1%	1	0%	0	0%
4	<5	<5.00%	4	1%	4	1%	1	0%	0	0%
5	<5	<5.00%	12	1%	12	1%	1	0%	0	0%
6	<5	<5.00%	26	3%	26	3%	0	0%	0	0%
7	<5	<5.00%	17	2%	18	2%	2	0%	0	0%
8	<5	<5.00%	20	3%	20	3%	0	0%	0	0%
9	<5	<5.00%	18	2%	18	2%	0	0%	0	0%
10	<5	<5.00%	28	4%	28	4%	0	0%	0	0%
11	<5	<5.00%	25	3%	25	3%	0	0%	0	0%
12	<5	<5.00%	18	3%	18	3%	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 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	57	1%	21	0%	5	0%	12	0%	9	0%	5	0%	7	0%
White	17	0%	6	0%	2	0%	2	0%	3	0%	2	0%	2	0%
Hispanic	19	1%	6	0%	1	0%	5	0%	4	0%	1	0%	2	0%
Black or African American	14	1%	7	0%	1	0%	3	0%	1	0%	1	0%	2	0%
Asian	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Native Hawaiian or Pacific Islander	1	2%	0	0%	0	0%	1	2%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	1%	1	1%	0	0%	0	0%	0	0%	0	0%	0	0%
Two or more races	3	1%	1	0%	1	0%	0	0%	0	0%	1	0%	1	0%
Female	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%
Male	*	1%	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	44	1%	17	0%	4	0%	8	0%	6	0%	5	0%	5	0%
Students with disabilities	23	1%	11	1%	4	0%	3	0%	3	0%	0	0%	4	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	57	1%	21	0%	5	0%	12	0%	9	0%	5	0%	7	0%
PK	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
KG	1	0%	1	0%	1	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	3	0%	0	0%	0	0%	0	0%	0	0%	1	0%	2	0%
4	2	0%	2	0%	0	0%	0	0%	0	0%	0	0%	0	0%
5	3	0%	1	0%	0	0%	0	0%	1	0%	1	0%	0	0%
6	9	1%	2	0%	0	0%	2	0%	3	0%	2	0%	0	0%
7	7	1%	2	0%	1	0%	0	0%	2	0%	1	0%	1	0%
8	8	1%	0	0%	2	0%	4	1%	1	0%	0	0%	2	0%
9	4	0%	2	0%	0	0%	1	0%	0	0%	0	0%	1	0%
10	4	1%	4	1%	0	0%	0	0%	0	0%	0	0%	0	0%
11	8	1%	4	1%	1	0%	2	0%	0	0%	0	0%	1	0%
12	6	1%	3	0%	0	0%	2	0%	1	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	8	0%	3	0%	2	0%	0	0%	2	0%	0	0%	2	0%
White	1	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
Hispanic	4	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
Black or African American	3	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
Asian	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
Native Hawaiian or Pacific Islander	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
American Indian or Alaska Native	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
Two or more races	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
Female	*	0%	*	<5.00%	*	<5.00%	*	0%	*	<5.00%	*	0%	*	<5.00%
Male	*	0%	*	<5.00%	*	<5.00%	*	0%	*	<5.00%	*	0%	*	<5.00%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	6	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
Students with disabilities	5	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%

## Climate and Environment

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

### Students Arrested by Type of Incident Leading to Arrest: By 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	8	0%	3	0%	2	0%	0	0%	2	0%	0	0%	2	0%
PK	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
KG	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
1	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
2	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
3	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
4	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
5	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
6	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
7	1	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
8	1	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
9	1	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
10	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
11	4	1%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
12	1	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	<5	<5.00%

**Report Key:**

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

## Climate and Environment

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

### School Days Missed due to Out-of-School Suspensions

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

#### School Days Missed due to Out-of-School Suspensions

1,578

## Climate and Environment

### Student Access to Technology and Internet

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

## Staff

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

**Key terms for staff data:**

**Teachers:** All classroom teachers

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

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

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

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

### Teachers – Experience

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

Category	Teachers in District	Teachers in State
Total Number of teachers	828	119,239
Average years experience in public schools	11.6	12.6
Average years experience in district	10.9	11.3
Number of Teachers with 4 or more years experience in the district	600	87,243
Percentage of Teachers with 4 or more years experience in the district	72.5%	73.6%
Number of out-of-field teachers	12	2,931
Percentage of out-of-field teachers	1.4%	2.5%
Number of Teachers with Provisional Credentials	95	9,065
Percentage of Teachers with Provisional Credentials	11.5%	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	59	10,170
Average years experience in public schools	21.1	16.2
Average years experience in district	20.0	12.5
Number of Administrators with 4 or more years experience in the district	53	7,734
Percentage of Administrators with 4 or more years experience in the district	89.8%	76.8%

### Staff Counts

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

Staff Category	District: Total Staff Members	State: Total Staff Members
Teachers	828	119,239
Administrators	59	10,170
Librarians/Media Specialists	2	1,160
Nurses	12	3,025
School Counselors	52	4,673
Child Study Team Members	63	9,654
School Psychologists	12	2,185
School Social Workers	19	2,750
Student Assistance Coordinators	N	400
School Safety Specialists	2	681

## Staff

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

**Key terms for staff data:**

**Teachers:** All classroom teachers

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

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

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

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

### Student and Staff Ratios

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

Ratio	District Ratio
Students to Teachers	13:1
Students to Administrators	177:1
Teachers to Administrators	14:1
Students to Librarians/Media Specialists †	5217:1
Students to Nurses †	869:1
Students to Counselors †	201:1
Students to Child Study Team Members †,††	26:1
Students to School Psychologists †	869:1
Students to School Social Workers †	549:1
Students to Student Assistance Coordinators †	N
Students to School Safety Specialists †	5217:1

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

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

### Teachers and Administrators – Demographics

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

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	48.0%	78.0%	50-60%	48.0%	77.0%	57.0%
Male	52.0%	22.0%	40-50%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤10%	≤1%	≤1%	≤1%
White	42.9%	83.8%	88.1%	38.2%	81.8%	74.5%
Hispanic	28.8%	10.6%	3.4%	34.0%	8.6%	8.6%
Black or African American	15.4%	3.9%	8.5%	14.2%	6.4%	14.4%
Asian	8.1%	1.3%	0.0%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.6%	0.0%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.3%	0.2%	0.0%	0.2%	0.4%	0.5%
Two or More Races	3.9%	0.1%	0.0%	3.1%	0.3%	0.4%

## Staff

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

**Key terms for staff data:**

**Teachers:** All classroom teachers

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

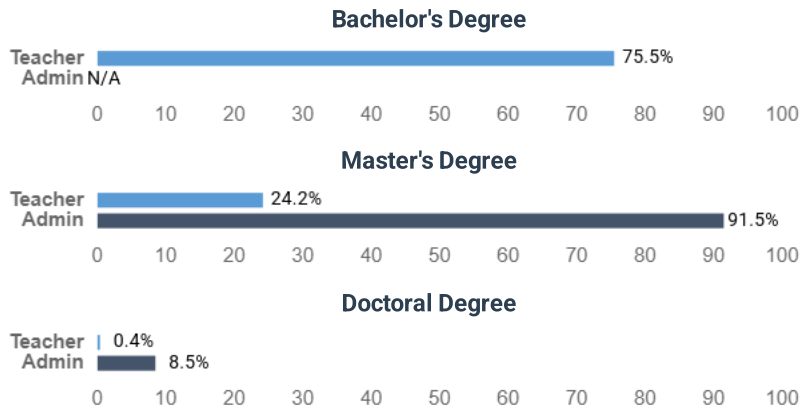
**Experience:** Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given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

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

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

### Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2022-23 Teachers: Same district 2023-24	89.7%	89.5%
2022-23 Administrators: Same district 2023-24	94.5%	87.9%

## Staff

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

**Key terms for staff data:**

**Teachers:** All classroom teachers

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

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

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

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

### Teachers by Subject Area

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

Subject Area	Total Number of Teachers	% Female	% Male	% Non-binary or Undesignated Gender	% White	% Hispanic	% Black or African American	% Asian	% Native Hawaiian, Pacific Islander	% American Indian or Native American	% Two or More Races	% 4 or more years experience in the district	% Bachelor's Degree(Highest Degree)	% Master's Degree(Highest Degree)	% Doctoral Degree(Highest Degree)
Elementary (Not Subject Specific)	339	93.0%	7.0%	≤1%	85.8%	10.6%	2.4%	0.6%	0.6%	0.0%	0.0%	73.2%	81.4%	18.6%	0.0%
English/Language Arts/Literacy	45	80-90%	10-20%	≤10%	73.3%	15.6%	6.7%	4.4%	0.0%	0.0%	0.0%	64.4%	75.6%	24.4%	0.0%
English to Speakers of Other Languages	18	>80%	≤20%	≤20%	83.3%	16.7%	0.0%	0.0%	0.0%	0.0%	0.0%	44.4%	77.8%	22.2%	0.0%
Mathematics	53	60-70%	30-40%	≤10%	83.0%	9.4%	3.8%	3.8%	0.0%	0.0%	0.0%	84.9%	81.1%	17.0%	1.9%
Science	34	70-80%	20-30%	≤10%	85.3%	5.9%	2.9%	5.9%	0.0%	0.0%	0.0%	76.5%	61.8%	32.4%	5.9%
Social Studies/History	47	40-50%	50-60%	≤10%	87.2%	2.1%	8.5%	0.0%	0.0%	0.0%	2.1%	61.7%	61.7%	38.3%	0.0%
World Language	17	>80%	≤20%	≤20%	52.9%	47.1%	0.0%	0.0%	0.0%	0.0%	0.0%	76.5%	64.7%	35.3%	0.0%
Visual and Performing Arts	46	70-80%	20-30%	≤10%	89.1%	10.9%	0.0%	0.0%	0.0%	0.0%	0.0%	65.2%	60.9%	39.1%	0.0%
Health/Physical Education	40	20-30%	70-80%	≤10%	87.5%	2.5%	10.0%	0.0%	0.0%	0.0%	0.0%	75.0%	80.0%	20.0%	0.0%
Family & Consumer Sciences	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%	0.0%
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	7	*	*	*	71.4%	14.3%	14.3%	0.0%	0.0%	0.0%	0.0%	85.7%	71.4%	28.6%	0.0%
Computer Science/IT	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
Industrial Arts	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Career and Technical Education	7	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	28.6%	100.0%	0.0%	0.0%
Special Education	167	75-80%	20-25%	≤5%	82.0%	10.8%	5.4%	1.8%	0.0%	0.0%	0.0%	76.6%	72.5%	27.5%	0.0%
Bilingual	27	>80%	≤20%	≤20%	74.1%	25.9%	0.0%	0.0%	0.0%	0.0%	0.0%	59.3%	77.8%	22.2%	0.0%

## Per-Pupil Expenditures

### Per-Pupil Expenditures by Source

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

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Annual Comprehensive Financial Report \(ACFR\) and Auditor Management Reports \(AMRs\)](#).

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

[Link to District Summary of 2023-24 School-Level Per Pupil Expenditures by Source](#)

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

Bayonne City	Federal	State & Local	Total	ADE**
District Level Total Expenditures	\$2,260	\$18,572	\$20,833	10,001.6
District Level Central Expenditures	\$1,241	\$5,498	\$6,739	10,001.6
Bayonne Alternative High School	\$370	\$4,201	\$4,571	160.0
Bayonne High School		\$20,290	\$20,290	2,602.9
Walter F. Robinson Community School	\$1,089	\$7,644	\$8,733	919.8
John M. Bailey Community School	\$1,449	\$10,740	\$12,189	639.8
Henry E. Harris Community School	\$1,332	\$10,669	\$12,001	638.1
Horace Mann Community School	\$1,224	\$9,388	\$10,612	669.9
Lincoln Community School #5	\$1,819	\$14,978	\$16,797	482.8
Mary J Donohoe Community School	\$1,750	\$9,267	\$11,017	483.0
William Shemin Midtown Community School #8	\$976	\$10,196	\$11,172	1,200.3
Philip G. Vroom Community School	\$2,108	\$12,586	\$14,694	431.2
Washington Community School #9	\$1,464	\$11,526	\$12,990	667.6
Woodrow Wilson Community School	\$1,281	\$12,896	\$14,177	720.3
Nicholas Oresko Community School	\$2,047	\$10,181	\$12,228	385.9

**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

## Accountability

**New Jersey's Every Student Succeeds Act (ESSA) Accountability System** New Jersey's school accountability system identifies schools in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). Based on New Jersey's [approved ESSA state plan](#), NJDOE will identify schools in the following four federal categories every three years:

- **Comprehensive Support and Improvement (CSI): Overall Low Performing:**
  - Title I schools with a summative score in the bottom 5% of Title I schools.
- **Comprehensive Support and Improvement (CSI): Low Graduation Rate:**
  - All high schools with a four-year graduation rate of 67% or less
- **Additional Targeted Support and Improvement: Low Performing Student Group (ATSI):**
  - All schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
- **Comprehensive Support and Improvement (CSI): Chronically Low Performing:**
  - Title I schools identified as Additional Targeted Support and Improvement; Low Performing Student Group (ATSI) that are identified for three or more consecutive years, i.e., ATSI schools that do not meet exit criteria.

Annually, NJDOE will identify schools in the following federal category:

- **Targeted Support and Improvement: Consistently Underperforming Student Group (TSI):**
  - All schools with one or more student groups that missed annual targets or standards for all indicators for two years in a row

For purposes of ESSA accountability, only schools and student groups with data for 20 or more students are included in calculations.

The NJDOE identified schools for CSI and ATSI status in fall 2023 based on data from the 2022-2023 school year, so the NJDOE did not identify schools for CSI or ATSI status based on 2023-2024 school year data. The NJDOE only identified schools for TSI status based on data from the 2023-2024 school year.

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, how federal accountability status is determined, and additional data, see the [NJDOE accountability page](#).

## Accountability

### Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

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

County Code	County Name	District Code	District Name	School Code	School Name	Status for 2025-26 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2025-26 School Year
17	Hudson	0220	Bayonne School District	010	<a href="#">Bayonne Alternative High School</a>	Comprehensive Support and Improvement	Low Graduation Rate (CSI)	2027	
17	Hudson	0220	Bayonne School District	030	<a href="#">Walter F. Robinson Community School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;

## Accountability

### ESSA Accountability Progress

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

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

ESSA Accountability Indicator	2021-22	2022-23	2023-24
ELA Proficiency	45.2%	52.2%	52.1%
Math Proficiency	27.4%	30.7%	33.7%
ELA Growth†	58	56	52
Math Growth†	42	49	50
4-Year Graduation Rate (Prior Year)††	85.4%	86.0%	87.3%
5-Year Graduation Rate (Prior Year)††	89.4%	87.8%	89.2%
Progress toward English Language Proficiency	35.9%	28.3%	33.6%
Chronic Absenteeism	23.8%	26.0%	23.6%

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

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

## Accountability

### Accountability Summary by Student Group - 2023-24 School Year

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

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

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

†Target was met within a confidence interval.

## Narrative

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



### Mission, Vision, Theme:

The Bayonne Public School District is a large and diverse community which prepares all students to develop their intellectual, emotional, aesthetic, social, and physical abilities, in a safe and welcoming environment. These goals are accomplished by providing outstanding, comprehensive learning opportunities through which students define skills and concepts, acquire knowledge, achieve personal excellence, realize their unique gifts, and become responsible and productive citizens. Our mission is to provide a positive school climate and culture which fosters learning, inclusivity, and positive youth development that results in productive and fulfilling lives for every student. We are firm believers in lifelong learning and as such adopted the community education concept which encourages the use of all facilities throughout the year. The coordination with community resources, business partnerships, and outside agencies is vital to our commitment of providing the finest educational program.



### Awards, Recognition, Accomplishments:

The Bayonne School District has an impressive list of ongoing academic accomplishments and innovative programs. The Bayonne School District currently includes three nationally named Blue Ribbon Schools of Excellence, four designated Star Schools, and recognition from the state as one of the most technologically advanced school districts. Additionally, two schools were the recipients of the Governor's School of Excellence Award.



### Courses, Curriculum, Instruction:

Our curriculum is constantly changing as we stay up to date with the ever-changing demands of our society. We utilize a variety of research-based methods and materials to meet the needs and abilities of our students. We are committed to raising academic standards through the implementation of the New Jersey Student Learning Standards. By raising standards and helping students develop critical thinking skills, students will achieve greater academic success.

## Narrative

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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), Football (Boys), Golf (Boys & Girls), Ice Hockey (Coed), 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)

The Bayonne School District believes strongly that our athletic program should represent the same level of excellence and diversity that is fostered throughout the district, thereby providing the opportunity and encouragement for each student athlete to reach his/her fullest intellectual and athletic potential.



### Clubs and Activities:

All twelve schools have a variety of clubs and activities that are supervised by school staff members. Other innovative programs in the district include the annual Academic Challenge and Spelling Bees, a STEM showcase, Fire Bowl, a forensics competition, Chess Challenge, Junior Robotics and a district wide student council leadership program.



### Before and After School Programs:

The Bayonne School District is a firm believer in lifelong learning and as such, adopted the Community Education concept; which encourages the use of all facilities throughout the year. The coordination with community resources, business partnerships, and outside agencies is vital to our commitment of providing the finest educational programs. All eleven elementary schools are designated as Community Schools. We offer a Community Education program after school hours at various locations, including a professional level ice rink located on the campus Bayonne High School.

## Narrative

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### Staff and Professional Learning:

The Superintendent of Schools, Central Office staff, administrators, and staff continuously meet to review, monitor, and update the district's curriculum development guides and programs and analyze both the assessment programs and results. With the advent of TEACH NJ Act, administrators also review teacher observation data and discuss the Danielson Framework for Teaching rubrics to provide calibration activities to ensure inter-rater reliability for administrators involved in Achieve NJ. The district continues to provide specific and targeted professional development to support staff members and inform instructional practices. By prioritizing professional learning and fostering collaborative opportunities, our district strives to create a dynamic and supportive environment for both teachers and students.



### Postsecondary Information:

Courses are offered in both college preparatory and non-college preparatory subjects. Enrollment in Advanced Placement and Honors courses is by faculty recommendation. Students can waive into Honors and AP courses without restriction. BHS offers 22 AP courses and 22 Honors courses with no limit to the number of AP courses a student can take. The majority of our students, comprising nearly 80%, choose to pursue higher education by attending a college or university, reflecting a strong commitment to academic advancement. Additionally, approximately 7% of our students opt for trade schools, highlighting diverse pathways to success. Beyond traditional academic routes, our institution takes pride in the consistent representation of students in all branches of the armed forces, showcasing a dedication to service and a recognition of the varied career trajectories our students pursue. This well-rounded approach underscores our commitment to providing a supportive and inclusive environment.



### Student Supports and Services:

The goal of the Special Services Department is to ensure that all children receive an educational program designed to meet his/her individual needs. Our dedicated teachers, teacher aides, child study teams, related services providers, counselors, behaviorists, psychologist and leadership team work collaboratively to meet the academic, emotional, and social needs of students in a supportive and respectful environment. Classified students are provided with a multitude of educational support programs in an afterschool forum. Struggling readers and those diagnosed with dyslexia are provided with either small group or individual Orton or Wilson reading instruction. All elementary self-contained LD teachers are working with the Multi-Sensory Reading Specialists in order to implement key elements of the Wilson Reading Program to meet the individual needs of each student. Project Support counselors provide both individual and group counseling sessions for all social-emotional needs.

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### Student Health and Wellness:

The goal of the Health and Physical Education Department is to create a physically educated person who participates in health enhancing activities while demonstrating competence in selected motor skills, assesses and maintains physical fitness, applies healthy life choices, and exhibits appropriate personal/social sportsmanship while participating in physical activity.



### Parent and Community Involvement:

The Bayonne School District has implemented an array of innovative programs and developed partnerships with institutions of higher learning (HCCC, NJCU, & NJIT), local civic organizations (Bayonne Education Foundation, Rotary, & Veterans); as well as local businesses (IMTT, CarePoint, Barnabas Health, and BCB Bank), which have made the Bayonne Schools a highly successful urban school district. All 12 schools have active PTO/PTA/PTC.



### Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Parents. To gain valuable insights into our school's climate and culture, the Bayonne School District developed a comprehensive survey that covers various aspects, including safety, inclusivity, communication, and overall satisfaction. The hope of the survey was to allow participants a chance to positively influence the future direction of our school district and help us identify areas that require improvement.

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### Facilities:

The Bayonne School District boasts a professional level ice rink. Included on the Bayonne High School campus is the Bayonne Educational Network Television Studio (BEN-TV), a culinary room, an automotive center, a cosmetology studio, life skills rooms for special needs students, and a Strength and Conditioning Center for athletes.



### School Safety:

The Bayonne School District plans and runs 2 monthly fire drills and 1 monthly school safety drill that are mandated by the state. The district works with the Bayonne Police Dept, Bayonne Fire Dept, and Bayonne OEM to ensure the safety of all staff and students. Our district is always working to find best practices in school safety from districts around the state. Bayonne also has worked with the Hudson County Prosecutor's Office Safety Planning Division to evaluate and assess the district's facilities and practices. Three district employees have been certified as School Safety Specialists. The District Safety Team upgraded their School Safety and Security Plan into a digital format that was shared with all employees electronically again this year. The district purchased and equipped all 11 elementary schools and BHS with metal detectors. Every student, staff member and visitor must pass through the metal detector before entering a school building.



### Technology and STEM:

The Bayonne School district offers a variety of STEM based opportunities for students. Initiatives include elementary robotics and district wide scientific research competitions. To provide students with opportunities to explore coding and robotics beyond the classroom, all elementary schools offer after school programs. K-8 Technology education integrates design thinking, computer programming, and artificial intelligence as well as career readiness, life literacies, key skills and SEL competencies. At the secondary level, there are a variety of STEM based courses offered to students including Engineering and Scientific Research. Participation in academic competitions is encouraged through a variety of enrichment programs such as Science League, Physics Olympics, STEM Showcase, and Robotics.

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### Early Childhood Education:

The Bayonne Early Childhood Department's mission is to provide a safe, nurturing, age-appropriate and high-quality learning environment for its students in a full day setting for 3 and 4 year old students. A professionally prepared staff implements the High Scope Curriculum. The High Scope Curriculum integrates social-emotional learning content with other academic areas and gives children daily opportunities to practice skills such as emotional self-regulation and problem-solving. Teachers further support social development by helping children learn how to resolve interpersonal conflicts. Children's interests and choices are at the heart of High Scope programs. By making plans and following through on their intentions, children are taking the first step in the learning process and constructing their own knowledge through interactions with the world around them.



### Attendance:

As a school district, we are acutely aware of the significant impacts of chronic absenteeism on overall success for our students. We continue to work diligently not only at the district level but at the school level to implement early warning systems, increase family engagement, and implement data-driven decision making to ensure we provide the appropriate, timely support of all students. As a result of these efforts, we are working towards marked improvement in student attendance while understanding the unique challenges that many students and families encounter on a daily basis. We will continue to monitor our progress and make adjustments as needed to ensure that all students have the opportunity to succeed.

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### Other Information:

The Bayonne School District has twelve public schools that serve approximately 10,500 students in grades pre-kindergarten through twelve; including a district wide gifted and talented program; as well as a rigorous honors program at BHS. We are proud to continue our 1:1 take home Chromebook initiative. The technology available for our students allows for enhanced student learning and prepares them for the future by incorporating real life assignments with resources at their fingertips. As the enrollment continues to grow, the Bayonne School District continues to be highly responsive to the needs of both students and the community. The district looks to maintain and build partnerships that provide learning opportunities for a diverse and ever changing population that clings fast to traditions, and simultaneously delves into new experiences with enthusiasm and determination.