



# Harrison Public Schools (17-2060)

2023-2024

County: Hudson  
District: Harrison Public Schools  
501 Hamilton Street  
Harrison, NJ 07029

Superintendent: Mrs. Maureen Kroog, Ed.D.

[District Website](#)

973-483-4627



2,548  
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	Harrison Public Schools
Superintendent Name	Mrs. Maureen Kroog, Ed.D.
Address	501 Hamilton Street, Harrison, NJ 07029
Phone Number	<a href="tel:973-483-4627">973-483-4627</a>
Email Address	<a href="mailto:maureen.kroog@staff.harrisonschools.org">maureen.kroog@staff.harrisonschools.org</a>
Website	<a href="http://www.harrisonschools.org">www.harrisonschools.org</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="#">Hamilton Intermediate School</a>	04-05
<a href="#">Harrison High School</a>	09-12
<a href="#">Kennedy Elementary School</a>	PK-01
<a href="#">Lincoln Elementary School</a>	02-03
<a href="#">Washington Middle School</a>	06-08

## 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	318	331	330
KG	149	182	155
1	146	150	180
2	136	148	146
3	128	135	154
4	133	140	148
5	148	151	141
6	164	155	163
7	162	167	159
8	155	169	181
9	189	204	211
10	188	187	207
11	182	201	191
12	158	168	182
<b>Total</b>	<b>2,356</b>	<b>2,488</b>	<b>2,548</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	48.0%	48.0%	48.0%
Male	52.0%	52.0%	52.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	76.7%	79.2%	81.2%
Students with Disabilities	16.5%	16.0%	16.1%
Multilingual Learners	24.7%	30.0%	32.8%
Students Experiencing Homelessness	0.3%	0.9%	1.3%
Students in Foster Care	0.1%	0.0%	0.0%
Military-Connected Students	0.3%	0.3%	0.3%
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	10.3%	8.5%	8.9%
Hispanic	77.2%	80.2%	79.8%
Black or African American	3.4%	3.2%	3.3%
Asian	8.6%	7.6%	7.8%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%
Two Or More Races	0.5%	0.4%	0.2%

## 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	318	331	330
KG - Half Day	0	0	0
KG - Full Day	149	182	155

### 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.

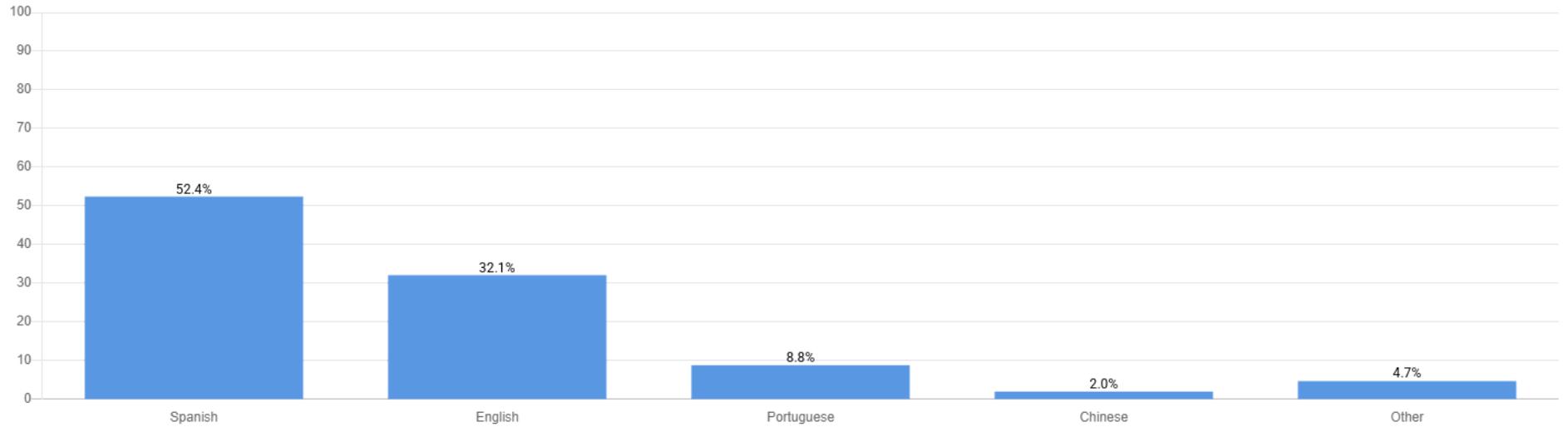
Enrollment Status	2021-22	2022-23	2023-24
Full Time Students	2,356	2,488	2,548
Shared Time Students	0	0	0
Full Time Equivalent	2,356	2,488	2,548

## Demographics

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

### Enrollment by Home Language

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



## Student Growth

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

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

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

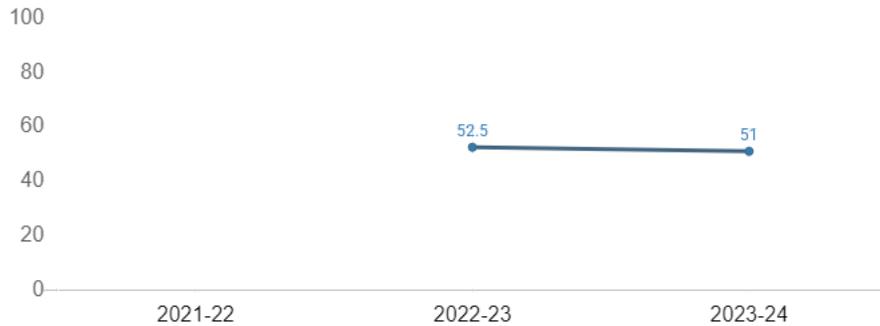
**Important Note for 2023-24:** Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022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

### Student Growth Trends and Progress

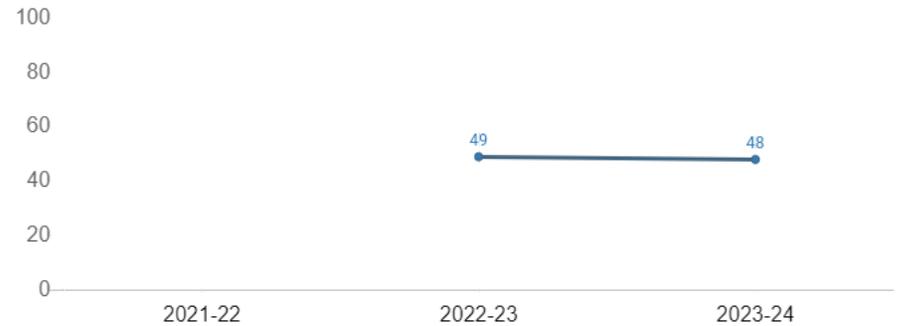
These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

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

**ELA Median Student Growth Percentile**



**Math Median Student Growth Percentile**



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Median Student Growth Percentile		52.5	51		49	48
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	51	50	Met Standard	48	50	Met Standard
White	47	50	Met Standard	36	51	Not Met
Hispanic	50	49	Met Standard	50.5	48	Met Standard
Black or African American	35	47	**	30	46	**
Asian, Native Hawaiian, or Pacific Islander	56	59	Met Standard	41	60	Met Standard
American Indian or Alaska Native	N	50	**	N	50	**
Two or More Races	N	50	**	N	51	**
Female	50	52		44	50	
Male	51.5	48		50	50	
Non-Binary/Undesignated Gender	N	44		N	45.5	
Economically Disadvantaged Students	49	48	Met Standard	48	48	Met Standard
Students with Disabilities	47.5	43	Met Standard	43	44	Met Standard
Multilingual Learners	49	50	Met Standard	59	50	Met Standard
Students Experiencing Homelessness	*	43		*	45	
Students in Foster Care	N	40		N	47	
Military-Connected Students	*	47.5		*	51	
Migrant Students	N	53		N	44	

## Student Growth

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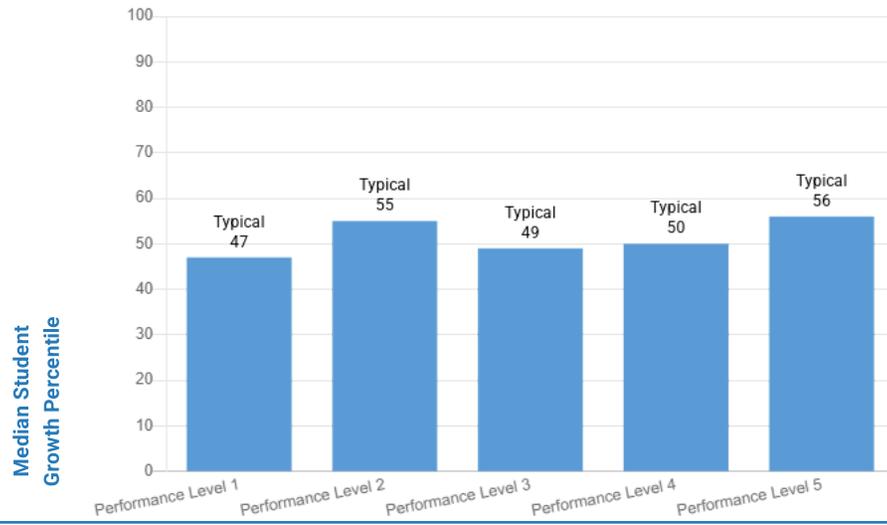
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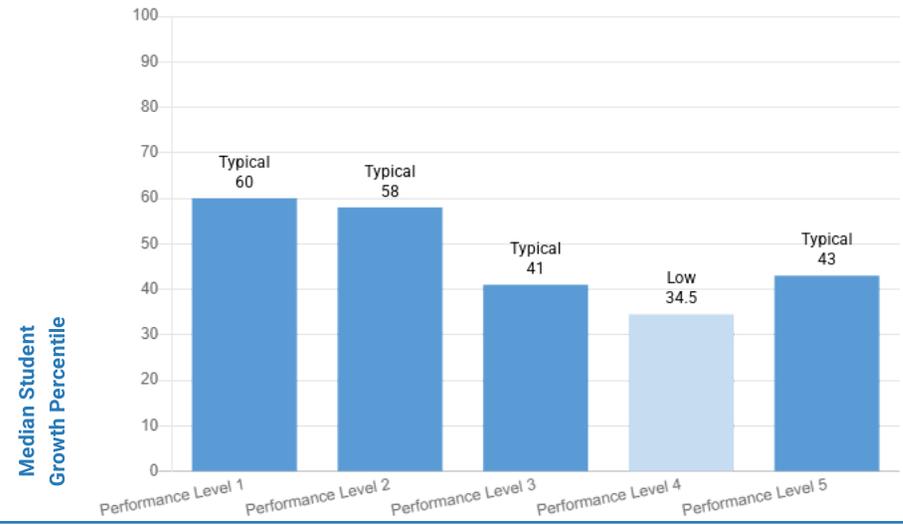
### Student Growth by Performance Level

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

#### ELA



#### Math



## Student Growth

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

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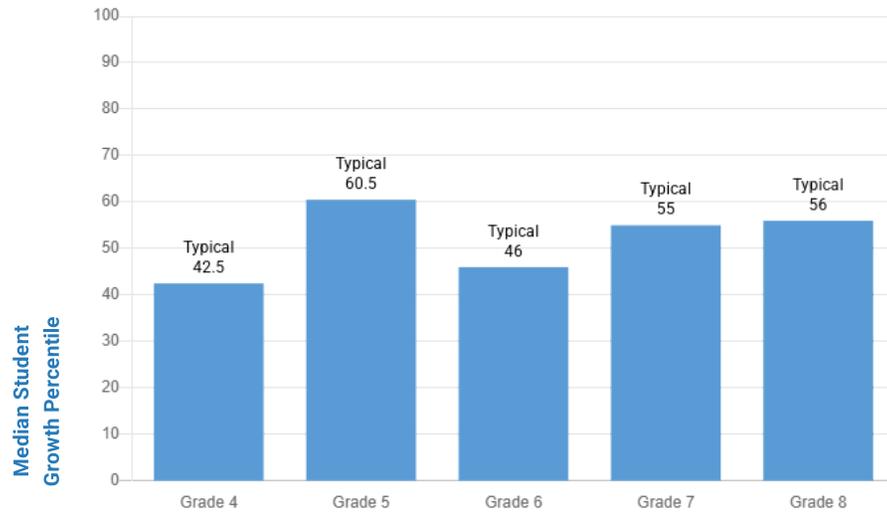
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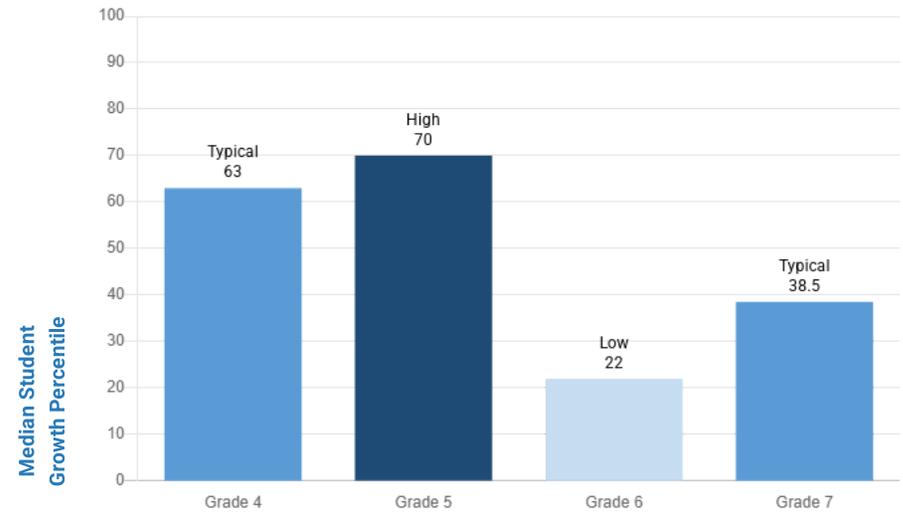
### Student Growth by Grade

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

#### ELA



#### Math



## Academic Achievement

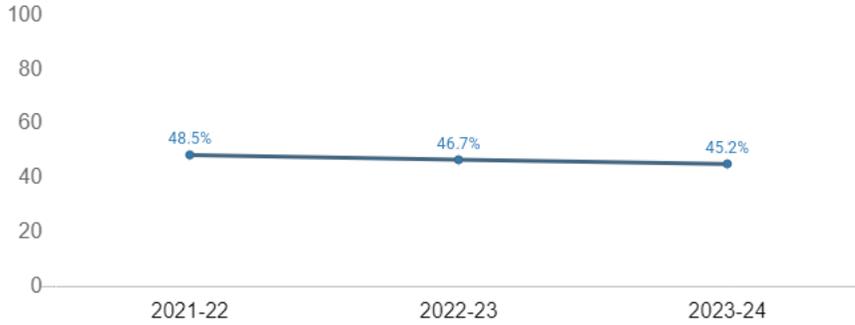
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOEs Assessment page](#).

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.

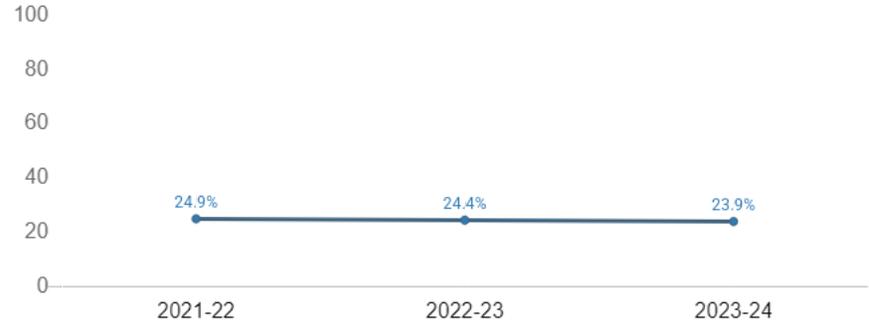
### English Language Arts and Mathematics Performance Trends

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	99.4%	98.2%	99.1%	99.4%	97.8%	98.9%
Proficiency Rate for Federal Accountability	48.5%	46.7%	45.2%	24.9%	24.4%	23.9%
Annual Target	47.4%	49.4%	48.5%	36.9%	39.6%	26.9%
Met Annual Target?	Met Target	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

† Target was met within a confidence interval.

## Academic Achievement

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### English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	1,019	99.1%	45.2%	52.2%	45.2%	48.5%	Not Met
White	90	97.9%	40%	61.8%	40%	54.2%	Not Met
Hispanic	831	99.1%	43.1%	38%	43.1%	45.4%	Met Target†
Black or African American	36	100%	50%	35.9%	50%	42.7%	Met Target
Asian, Native Hawaiian, or Pacific Islander	62	100%	79%	79.9%	79%	74.1%	Met Target
American Indian or Alaska Native	*	*	*	51.2%	*	**	**
Two or More Races	*	*	*	59.4%	*	**	**
Female	*	99.4%	47.2%	57.7%	47.2%		
Male	*	98.8%	43.4%	47%	43.4%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	844	99%	41.5%	34.6%	41.5%	44.9%	Not Met
Non-Economically Disadvantaged Students	175	99.5%	63.4%	62.8%	63.4%		
Students with Disabilities	186	99%	25.3%	19.8%	25.3%	25%	Met Target
Students without Disabilities	833	99.1%	49.7%	59.4%	49.7%		
Multilingual Learners	325	98.8%	23.4%	23.1%	23.4%	25%	Met Target†
Non-Multilingual Learners	694	99.2%	55.5%	56.2%	55.5%		
Students Experiencing Homelessness	*	*	*	21.9%	*		
Students in Foster Care	*	*	*	19.3%	*		
Military-Connected Students	*	*	*	48.2%	*		
Migrant Students	*	*	*	13.3%	*		

† Target was met within a confidence interval.

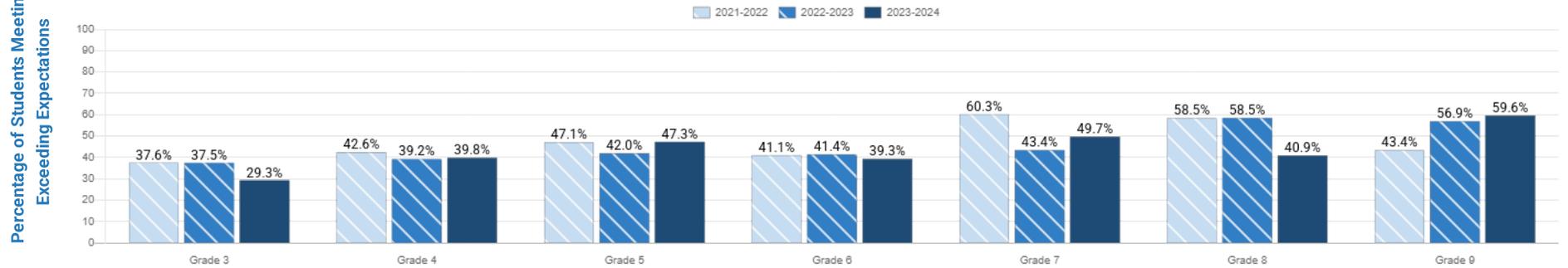
## Academic Achievement

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### English Language Arts Assessment - Performance Trends

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



## Academic Achievement

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	140	724	741	29%	19%	23%	28%	1%	29%	44%
White	*	*	751	*	*	*	*	*	*	53%
Hispanic	118	722	724	32%	18%	22%	26%	2%	28%	29%
Black or African American	*	*	725	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	*	*	*	*	*	*	70%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	46%
Two or More Races	*	*	751	*	*	*	*	*	*	52%
Female	*	730	746	23%	20%	25%	30%	3%	33%	48%
Male	*	720	736	34%	18%	22%	27%	0%	27%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	120	720	722	34%	19%	23%	23%	2%	24%	26%
Non-Economically Disadvantaged Students	20	752	753	0%	15%	25%	60%	0%	60%	55%
Students with Disabilities	28	706	710	46%	14%	18%	21%	0%	21%	18%
Students without Disabilities	112	729	747	25%	20%	24%	29%	2%	31%	49%
Multilingual Learners	40	700	704	63%	3%	23%	10%	3%	13%	13%
Non-Multilingual Learners	100	734	746	16%	25%	23%	35%	1%	36%	48%
Students Experiencing Homelessness	*	*	707	*	*	*	*	*	*	18%
Students in Foster Care	*	*	711	*	*	*	*	*	*	18%
Military-Connected Students	*	*	739	*	*	*	*	*	*	41%
Migrant Students	*	*	688	*	*	*	*	*	*	*

## Academic Achievement

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### English Language Arts Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	128	735	749	21%	16%	23%	32%	8%	40%	51%
White	12	746	758	8%	25%	33%	17%	17%	33%	61%
Hispanic	102	732	734	23%	17%	25%	30%	6%	36%	35%
Black or African American	*	*	733	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	11	756	776	18%	0%	9%	55%	18%	73%	78%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	51%
Two or More Races	*	*	757	*	*	*	*	*	*	60%
Female	*	735	752	19%	17%	28%	30%	6%	36%	54%
Male	*	736	745	24%	14%	19%	34%	10%	44%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	103	728	731	24%	18%	25%	28%	4%	32%	32%
Non-Economically Disadvantaged Students	25	766	760	8%	4%	16%	48%	24%	72%	63%
Students with Disabilities	19	719	720	42%	5%	16%	37%	0%	37%	21%
Students without Disabilities	109	738	755	17%	17%	25%	31%	9%	40%	57%
Multilingual Learners	30	695	711	*	*	*	*	*	*	13%
Non-Multilingual Learners	98	747	753	11%	11%	26%	42%	10%	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	129	746	750	11%	16%	26%	41%	6%	47%	52%
White	12	734	760	25%	8%	33%	33%	0%	33%	63%
Hispanic	107	746	736	9%	19%	24%	44%	4%	48%	37%
Black or African American	*	*	734	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	*	*	757	*	*	*	*	*	*	60%
Female	*	744	755	10%	21%	24%	39%	6%	45%	57%
Male	*	749	745	11%	11%	27%	44%	6%	50%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	102	744	732	11%	18%	27%	41%	3%	44%	33%
Non-Economically Disadvantaged Students	27	757	761	11%	11%	19%	41%	19%	59%	64%
Students with Disabilities	24	718	719	*	*	*	*	*	*	20%
Students without Disabilities	105	753	756	7%	14%	23%	49%	8%	56%	59%
Multilingual Learners	20	706	705	*	*	*	*	*	*	*
Non-Multilingual Learners	109	754	754	6%	12%	27%	49%	7%	56%	57%
Students Experiencing Homelessness	*	*	718	*	*	*	*	*	*	22%
Students in Foster Care	*	*	721	*	*	*	*	*	*	20%
Military-Connected Students	*	*	747	*	*	*	*	*	*	48%
Migrant Students	*	*	721	*	*	*	*	*	*	20%

## Academic Achievement

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

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	150	735	751	21%	17%	23%	33%	7%	39%	53%
White	16	724	760	31%	25%	25%	6%	13%	19%	63%
Hispanic	120	733	738	22%	16%	23%	35%	4%	39%	39%
Black or African American	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	11	772	778	9%	0%	9%	55%	27%	82%	82%
American Indian or Alaska Native	*	*	748	*	*	*	*	*	*	49%
Two or More Races	*	*	758	*	*	*	*	*	*	60%
Female	*	733	756	24%	14%	22%	32%	8%	39%	59%
Male	*	736	746	19%	19%	23%	34%	5%	39%	48%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	127	732	735	24%	17%	23%	31%	6%	36%	35%
Non-Economically Disadvantaged Students	23	750	761	4%	17%	22%	43%	13%	57%	65%
Students with Disabilities	29	715	719	31%	41%	14%	14%	0%	14%	17%
Students without Disabilities	121	739	758	19%	11%	25%	37%	8%	45%	60%
Multilingual Learners	35	694	707	*	*	*	*	*	*	*
Non-Multilingual Learners	115	747	754	7%	18%	24%	42%	9%	50%	57%
Students Experiencing Homelessness	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	724	*	*	*	*	*	*	22%
Military-Connected Students	*	*	754	*	*	*	*	*	*	55%
Migrant Students	*	*	712	*	*	*	*	*	*	29%

## Academic Achievement

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

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### English Language Arts Assessment - Performance By Grade: Grade 7

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	145	747	752	12%	10%	28%	36%	14%	50%	54%
White	20	760	761	5%	10%	30%	40%	15%	55%	64%
Hispanic	113	741	737	15%	11%	29%	35%	10%	45%	39%
Black or African American	*	*	734	*	*	*	*	*	*	37%
Asian, Native Hawaiian, or Pacific Islander	10	794	785	0%	0%	0%	40%	60%	100%	84%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	51%
Two or More Races	*	*	759	*	*	*	*	*	*	60%
Female	*	756	758	6%	9%	31%	34%	20%	54%	60%
Male	*	741	746	18%	11%	25%	38%	9%	46%	48%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	116	741	734	16%	12%	28%	34%	9%	44%	36%
Non-Economically Disadvantaged Students	29	772	762	0%	3%	24%	41%	31%	72%	64%
Students with Disabilities	18	738	715	0%	22%	56%	22%	0%	22%	18%
Students without Disabilities	127	749	759	14%	9%	24%	38%	16%	54%	61%
Multilingual Learners	28	698	700	*	*	*	*	*	*	*
Non-Multilingual Learners	117	759	756	3%	7%	30%	44%	17%	61%	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	159	741	751	23%	18%	18%	23%	18%	41%	53%
White	12	742	760	25%	17%	25%	8%	25%	33%	62%
Hispanic	132	738	736	23%	19%	19%	24%	14%	39%	39%
Black or African American	*	*	735	*	*	*	*	*	*	37%
Asian, Native Hawaiian, or Pacific Islander	12	781	783	17%	0%	8%	25%	50%	75%	82%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	52%
Two or More Races	*	*	757	*	*	*	*	*	*	59%
Female	*	758	759	11%	11%	20%	30%	27%	57%	60%
Male	*	727	743	33%	22%	17%	18%	10%	28%	46%
Non-binary/undesignated gender	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	134	736	734	25%	19%	19%	22%	15%	37%	36%
Non-Economically Disadvantaged Students	25	767	761	12%	8%	16%	32%	32%	64%	63%
Students with Disabilities	31	712	713	42%	29%	16%	6%	6%	13%	16%
Students without Disabilities	128	748	758	19%	15%	19%	27%	20%	48%	60%
Multilingual Learners	34	699	701	*	*	*	*	*	*	*
Non-Multilingual Learners	125	752	755	15%	14%	20%	28%	22%	50%	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	178	750	755	13%	12%	15%	46%	14%	60%	58%
White	13	750	764	0%	15%	23%	62%	0%	62%	67%
Hispanic	147	747	741	16%	13%	15%	43%	14%	56%	45%
Black or African American	11	762	737	9%	0%	9%	73%	9%	82%	40%
Asian, Native Hawaiian, or Pacific Islander	*	*	789	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	757	*	*	*	*	*	*	59%
Two or More Races	*	*	761	*	*	*	*	*	*	64%
Female	*	754	762	10%	17%	12%	44%	18%	62%	64%
Male	*	747	747	17%	7%	18%	47%	11%	57%	51%
Non-binary/undesignated gender	*	*	774	*	*	*	*	*	*	77%
Economically Disadvantaged Students	152	749	738	14%	12%	14%	46%	13%	59%	41%
Non-Economically Disadvantaged Students	26	754	764	8%	12%	19%	42%	19%	62%	67%
Students with Disabilities	18	720	717	33%	17%	28%	22%	0%	22%	19%
Students without Disabilities	160	753	761	11%	11%	14%	48%	16%	64%	64%
Multilingual Learners	35	701	701	*	*	*	*	*	*	*
Non-Multilingual Learners	143	762	758	6%	4%	17%	55%	17%	73%	61%
Students Experiencing Homelessness	*	*	721	*	*	*	*	*	*	25%
Students in Foster Care	*	*	714	*	*	*	*	*	*	20%
Military-Connected Students	*	*	749	*	*	*	*	*	*	51%
Migrant Students	*	*	683	*	*	*	*	*	*	*

## Academic Achievement

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

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### Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	1,088	98.9%	23.9%	40.2%	23.9%	26.9%	Not Met
White	92	98%	31.5%	51.1%	31.5%	30.2%	Met Target
Hispanic	894	98.9%	20.5%	24.2%	20.5%	23.4%	Not Met
Black or African American	36	100%	25%	20.1%	25%	13.2%	Met Target
Asian, Native Hawaiian, or Pacific Islander	66	100%	59.1%	74.4%	59.1%	67.3%	Met Target†
American Indian or Alaska Native	*	*	*	42%	*	**	**
Two or More Races	*	*	*	48.9%	*	**	**
Female	*	99.5%	20.1%	38.4%	20.1%		
Male	*	98.4%	27.5%	42%	27.5%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	909	99%	20.8%	21.7%	20.8%	23.5%	Not Met
Non-Economically Disadvantaged Students	179	98.4%	39.7%	51.5%	39.7%		
Students with Disabilities	185	98.5%	17.3%	16.6%	17.3%	18.4%	Met Target†
Students without Disabilities	903	99%	25.2%	45.4%	25.2%		
Multilingual Learners	392	98.7%	17.1%	18.7%	17.1%	19.2%	Met Target†
Non-Multilingual Learners	696	99.1%	27.7%	43.5%	27.7%		
Students Experiencing Homelessness	10	100%	10%	12.9%	10%		
Students in Foster Care	*	*	*	12.4%	*		
Military-Connected Students	*	*	*	38.8%	*		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

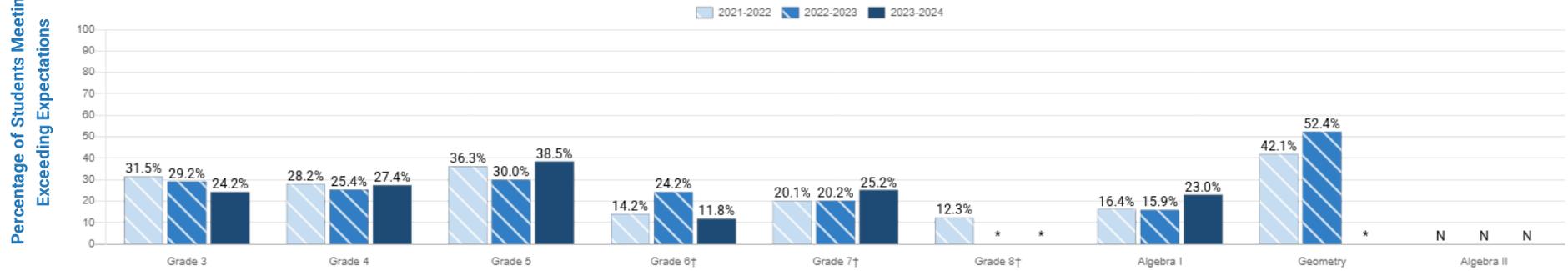
## Academic Achievement

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

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### Mathematics Assessment - Performance Trends

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



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

## Academic Achievement

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

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	153	732	747	10%	30%	36%	20%	4%	24%	48%
White	*	*	757	*	*	*	*	*	*	60%
Hispanic	127	732	732	10%	31%	33%	21%	4%	25%	31%
Black or African American	*	*	728	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	11	744	776	0%	18%	45%	27%	9%	36%	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	51%
Two or More Races	*	*	755	*	*	*	*	*	*	56%
Female	*	729	744	13%	28%	38%	19%	1%	21%	45%
Male	*	735	749	7%	32%	34%	21%	6%	27%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	132	730	729	11%	32%	35%	18%	4%	22%	28%
Non-Economically Disadvantaged Students	21	743	758	0%	19%	43%	33%	5%	38%	60%
Students with Disabilities	28	721	725	*	*	*	*	*	*	25%
Students without Disabilities	125	734	751	10%	25%	37%	23%	5%	28%	52%
Multilingual Learners	49	724	722	12%	37%	39%	10%	2%	12%	20%
Non-Multilingual Learners	104	736	751	9%	27%	35%	25%	5%	30%	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	146	733	744	8%	35%	30%	25%	2%	27%	45%
White	13	746	754	0%	23%	31%	46%	0%	46%	57%
Hispanic	118	729	730	8%	40%	31%	19%	2%	21%	28%
Black or African American	*	*	726	*	*	*	*	*	*	24%
Asian, Native Hawaiian, or Pacific Islander	12	763	773	0%	8%	25%	58%	8%	67%	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	50%
Two or More Races	*	*	752	*	*	*	*	*	*	54%
Female	*	729	743	7%	42%	27%	21%	2%	23%	43%
Male	*	738	746	8%	26%	34%	31%	2%	32%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	120	729	727	9%	38%	32%	19%	2%	21%	25%
Non-Economically Disadvantaged Students	26	754	755	0%	19%	23%	54%	4%	58%	58%
Students with Disabilities	19	729	722	11%	32%	42%	16%	0%	16%	21%
Students without Disabilities	127	734	749	7%	35%	28%	27%	2%	29%	50%
Multilingual Learners	47	716	718	*	*	*	*	*	*	14%
Non-Multilingual Learners	99	741	748	3%	27%	31%	35%	3%	38%	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	135	743	741	4%	26%	32%	31%	7%	39%	40%
White	12	744	751	0%	42%	17%	33%	8%	42%	53%
Hispanic	113	741	726	4%	26%	33%	33%	4%	37%	23%
Black or African American	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	*	*	748	*	*	*	*	*	*	49%
Female	*	738	739	6%	30%	35%	23%	7%	30%	38%
Male	*	750	742	2%	22%	28%	41%	8%	48%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	108	739	724	5%	29%	31%	32%	3%	35%	20%
Non-Economically Disadvantaged Students	27	762	752	0%	15%	33%	26%	26%	52%	53%
Students with Disabilities	24	723	717	8%	54%	25%	13%	0%	13%	16%
Students without Disabilities	111	748	746	3%	20%	33%	35%	9%	44%	45%
Multilingual Learners	26	719	711	15%	54%	19%	12%	0%	12%	*
Non-Multilingual Learners	109	749	744	1%	19%	35%	36%	9%	45%	44%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	12%
Students in Foster Care	*	*	714	*	*	*	*	*	*	10%
Military-Connected Students	*	*	741	*	*	*	*	*	*	40%
Migrant Students	*	*	724	*	*	*	*	*	*	27%

## Academic Achievement

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### Mathematics Assessment - Performance By Grade: Grade 6

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	161	719	737	20%	43%	25%	10%	2%	12%	36%
White	16	713	746	*	*	*	*	*	*	47%
Hispanic	131	718	723	21%	41%	26%	11%	1%	11%	20%
Black or African American	*	*	718	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	11	742	768	0%	45%	27%	9%	18%	27%	73%
American Indian or Alaska Native	*	*	735	*	*	*	*	*	*	33%
Two or More Races	*	*	743	*	*	*	*	*	*	45%
Female	*	715	736	*	*	*	*	*	*	34%
Male	*	723	738	19%	38%	27%	14%	2%	16%	38%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	138	718	721	22%	43%	23%	9%	1%	11%	17%
Non-Economically Disadvantaged Students	23	727	747	9%	39%	35%	13%	4%	17%	48%
Students with Disabilities	29	712	714	*	*	*	*	*	*	12%
Students without Disabilities	132	721	741	18%	42%	27%	11%	2%	14%	41%
Multilingual Learners	46	707	707	*	*	*	*	*	*	*
Non-Multilingual Learners	115	724	740	15%	42%	29%	12%	3%	15%	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	151	734	739	9%	25%	41%	21%	4%	25%	37%
White	20	736	748	5%	35%	20%	40%	0%	40%	50%
Hispanic	119	730	728	10%	25%	48%	14%	3%	17%	23%
Black or African American	*	*	724	*	*	*	*	*	*	18%
Asian, Native Hawaiian, or Pacific Islander	10	781	764	0%	0%	0%	70%	30%	100%	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	*	*	743	*	*	*	*	*	*	44%
Female	*	731	738	9%	28%	46%	16%	1%	18%	36%
Male	*	736	739	10%	22%	37%	25%	6%	31%	39%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	122	729	726	11%	28%	45%	15%	2%	16%	20%
Non-Economically Disadvantaged Students	29	755	747	3%	10%	24%	48%	14%	62%	48%
Students with Disabilities	18	719	716	22%	33%	28%	17%	0%	17%	12%
Students without Disabilities	133	736	743	8%	23%	43%	22%	5%	26%	43%
Multilingual Learners	34	716	714	*	*	*	*	*	*	*
Non-Multilingual Learners	117	739	741	7%	18%	44%	26%	5%	32%	40%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	11%
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	740	*	*	*	*	*	*	39%
Migrant Students	*	*	708	*	*	*	*	*	*	*

## Academic Achievement

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

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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	151	705	719	*	*	*	*	*	*	19%
White	10	710	729	40%	40%	10%	10%	0%	10%	27%
Hispanic	133	705	713	*	*	*	*	*	*	13%
Black or African American	*	*	707	*	*	*	*	*	*	10%
Asian, Native Hawaiian, or Pacific Islander	*	*	740	*	*	*	*	*	*	40%
American Indian or Alaska Native	*	*	722	*	*	*	*	*	*	21%
Two or More Races	*	*	722	*	*	*	*	*	*	22%
Female	*	702	719	*	*	*	*	*	*	19%
Male	*	706	719	*	*	*	*	*	*	20%
Non-binary/undesignated gender	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	132	705	711	*	*	*	*	*	*	12%
Non-Economically Disadvantaged Students	19	705	725	*	*	*	*	*	*	25%
Students with Disabilities	30	700	702	*	*	*	*	*	*	*
Students without Disabilities	121	706	724	*	*	*	*	*	*	23%
Multilingual Learners	48	698	701	*	*	*	*	*	*	*
Non-Multilingual Learners	103	708	721	*	*	*	*	*	*	21%
Students Experiencing Homelessness	*	*	704	*	*	*	*	*	*	*
Students in Foster Care	*	*	696	*	*	*	*	*	*	*
Military-Connected Students	*	*	722	*	*	*	*	*	*	19%
Migrant Students	*	*	*	*	*	*	*	*	*	*

## Academic Achievement

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

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

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	248	725	738	19%	32%	26%	23%	0%	23%	40%
White	*	730	748	13%	27%	27%	33%	0%	33%	51%
Hispanic	206	721	723	21%	35%	27%	17%	0%	17%	23%
Black or African American	*	738	719	9%	18%	36%	36%	0%	36%	19%
Asian, Native Hawaiian, or Pacific Islander	16	761	773	6%	6%	13%	75%	0%	75%	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	*	*	746	*	*	*	*	*	*	49%
Female	*	727	737	17%	29%	29%	25%	0%	25%	39%
Male	*	722	739	20%	35%	24%	20%	1%	20%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	*	724	722	19%	32%	26%	22%	0%	22%	22%
Non-Economically Disadvantaged Students	*	727	747	18%	29%	26%	24%	3%	26%	50%
Students with Disabilities	*	704	710	*	*	*	*	*	*	11%
Students without Disabilities	*	726	743	17%	31%	27%	24%	0%	24%	45%
Multilingual Learners	*	709	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	733	741	14%	24%	31%	31%	1%	32%	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	*	*	750	*	*	*	*	*	*	53%
White	*	*	752	*	*	*	*	*	*	57%
Hispanic	*	*	735	*	*	*	*	*	*	29%
Black or African American	*	*	733	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	66%
Two or More Races	*	*	756	*	*	*	*	*	*	63%
Female	*	*	748	*	*	*	*	*	*	50%
Male	*	*	752	*	*	*	*	*	*	57%
Non-binary/undesignated gender	*	*	752	*	*	*	*	*	*	60%
Economically Disadvantaged Students	*	*	734	*	*	*	*	*	*	28%
Non-Economically Disadvantaged Students	*	*	754	*	*	*	*	*	*	60%
Students with Disabilities	*	*	727	*	*	*	*	*	*	24%
Students without Disabilities	*	*	751	*	*	*	*	*	*	54%
Multilingual Learners	*	*	716	*	*	*	*	*	*	11%
Non-Multilingual Learners	*	*	751	*	*	*	*	*	*	55%
Students Experiencing Homelessness	*	*	727	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	743	*	*	*	*	*	*	44%
Migrant Students	*	*	*	*	*	*	*	*	*	*

## Academic Achievement

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

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

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

## Academic Achievement

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### DLM Alternate Assessment - Participation

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

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

## 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	388	*	>90%	*	<10%
3-4	173	*	>90%	*	<10%
5 or more	42	*	>90%	*	<10%

### English Language Progress to Proficiency

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

Student Group	Percent of English learners making expected growth to proficiency	Annual Target	Met Target?
Schoolwide/Multilingual Learners	37.7%	22.7%	Met Goal

† Target was met within a confidence interval.

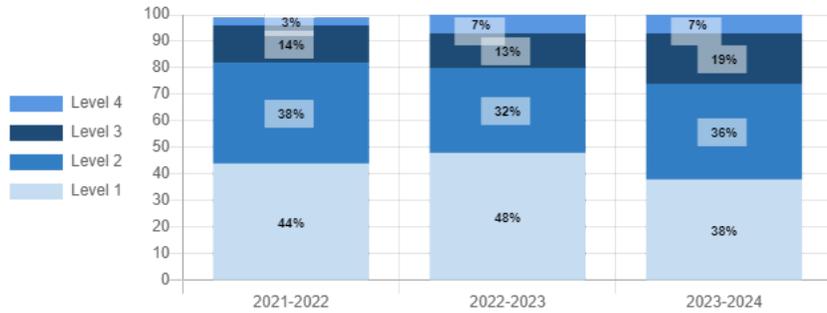
## Academic Achievement

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.

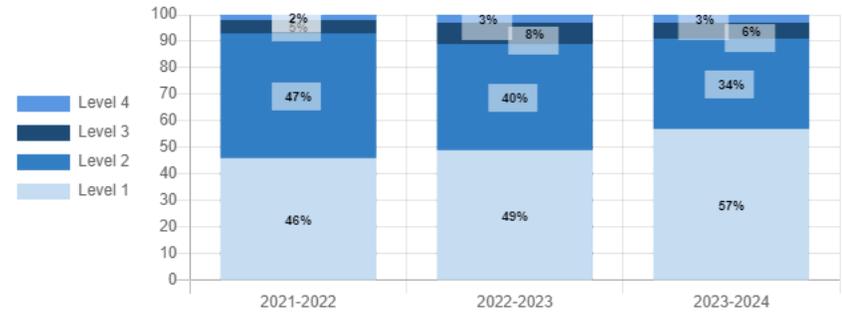
### NJSLA Science Assessment: Grade 5 Summary

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.

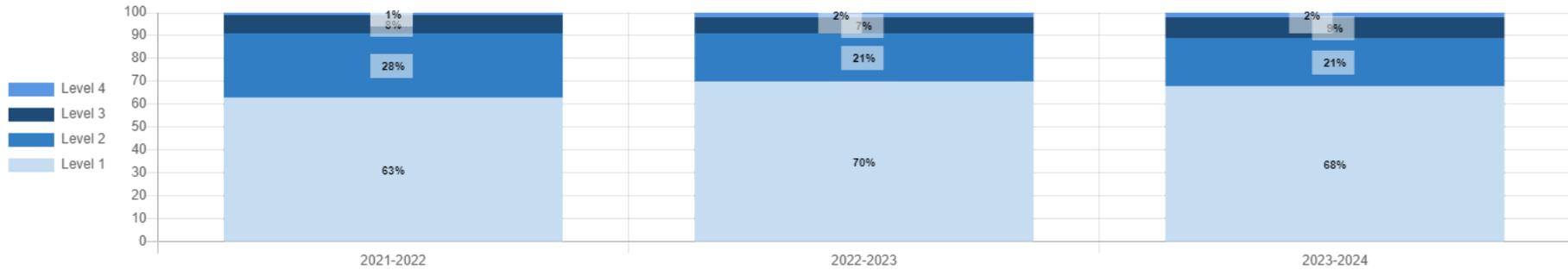


## Academic Achievement

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.

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

### NJSLA Science Assessment: Grade 5

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	38%	36%	19%	7%	35%	37%	21%	6%
White	42%	42%	8%	8%	22%	42%	28%	8%
Hispanic	39%	36%	22%	3%	51%	36%	12%	2%
Black or African American	*	*	*	*	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	*	*	*	*	27%	36%	27%	10%
Female	46%	37%	11%	6%	35%	39%	20%	6%
Male	28%	36%	28%	8%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	42%	37%	19%	2%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	21%	32%	21%	25%	24%	39%	28%	10%
Students with Disabilities	67%	29%	4%	0%	64%	27%	8%	2%
Students without Disabilities	32%	38%	23%	8%	30%	39%	24%	7%
Multilingual Learners	73%	23%	4%	0%	78%	20%	2%	0%
Non-Multilingual Learners	29%	39%	23%	8%	30%	39%	23%	7%
Students Experiencing Homelessness	*	*	*	*	68%	25%	6%	1%
Students in Foster Care	*	*	*	*	67%	28%	3%	1%
Military-Connected Students	*	*	*	*	30%	42%	23%	5%
Migrant Students	*	*	*	*	73%	27%	0%	0%

## Academic Achievement

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

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

### NJSLA Science Assessment: Grade 8

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	57%	34%	6%	3%	36%	45%	14%	5%
White	58%	33%	0%	8%	23%	52%	19%	6%
Hispanic	60%	34%	5%	1%	51%	42%	6%	1%
Black or African American	*	*	*	*	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	25%	33%	25%	17%	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	*	*	*	*	27%	46%	19%	8%
Female	53%	37%	5%	5%	35%	47%	13%	4%
Male	61%	32%	6%	1%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	60%	33%	6%	1%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	42%	42%	4%	13%	26%	48%	19%	7%
Students with Disabilities	83%	17%	0%	0%	67%	29%	3%	1%
Students without Disabilities	52%	38%	7%	3%	30%	48%	16%	6%
Multilingual Learners	80%	18%	2%	0%	75%	24%	1%	0%
Non-Multilingual Learners	48%	41%	7%	4%	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	68%	21%	9%	2%	45%	27%	19%	9%
White	*	*	*	*	34%	30%	26%	11%
Hispanic	69%	22%	7%	2%	61%	25%	11%	3%
Black or African American	*	*	*	*	64%	24%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	17%	23%	33%	28%
American Indian or Alaska Native	*	*	*	*	54%	21%	19%	6%
Two or More Races	*	*	*	*	38%	26%	25%	11%
Female	64%	27%	8%	1%	43%	29%	20%	7%
Male	70%	18%	9%	3%	47%	24%	18%	10%
Non-binary/undesignated gender	*	*	*	*	26%	28%	30%	16%
Economically Disadvantaged Students	71%	20%	8%	1%	63%	24%	11%	2%
Non-Economically Disadvantaged Students	33%	39%	17%	11%	37%	28%	24%	12%
Students with Disabilities	76%	12%	12%	0%	77%	16%	5%	1%
Students without Disabilities	67%	22%	8%	2%	40%	28%	22%	10%
Multilingual Learners	*	*	*	*	88%	10%	1%	0%
Non-Multilingual Learners	53%	31%	13%	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	*	*	*	*	*	*	*	*

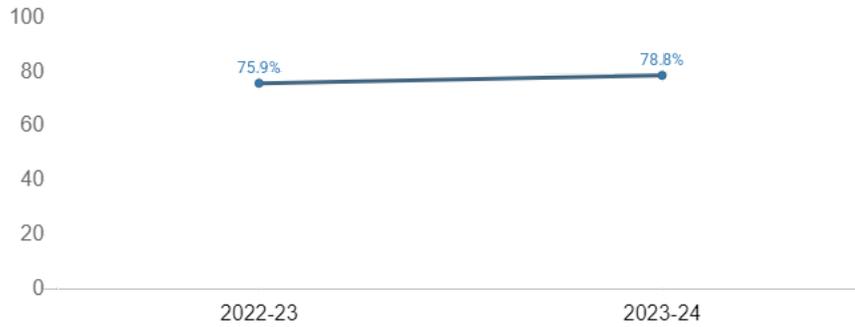
## Academic Achievement

### Graduation Proficiency Assessment (NJGPA) Trends

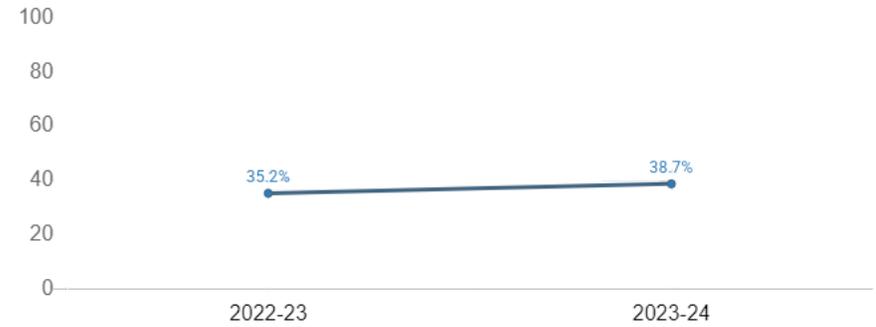
These graphs show trends in performance on the New Jersey Graduation Proficiency Assessment (NJGPA) for the last two years. Students are identified as either Graduation Ready or Not Yet Graduation Ready for both English Language Arts (ELA) and mathematics based on their scores on the assessment. These 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	75.9%	78.8%	35.2%	38.7%
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	170	78.8%	82.5%	181	38.7%	55.6%
White	*	*	90%	*	*	69.1%
Hispanic	150	79.3%	72.3%	162	38.3%	38%
Black or African American	*	*	73.6%	*	*	33.1%
Asian, Native Hawaiian, or Pacific Islander	*	*	>90%	*	*	87.9%
American Indian or Alaska Native	*	*	76.2%	*	*	43.8%
Two or More Races	*	*	87.5%	*	*	62%
Female	*	81.4%	86.9%	*	41.3%	56.6%
Male	*	77%	78.3%	*	36.8%	54.7%
Non-binary/undesignated gender	*	*	87.7%	*	*	69.9%
Economically Disadvantaged Students	151	77.5%	71.7%	161	36.6%	36%
Non-Economically Disadvantaged Students	19	89.5%	87.6%	20	55%	65.1%
Students with Disabilities	16	56.3%	53.6%	16	25%	18.2%
Students without Disabilities	154	81.2%	87.4%	165	40%	62%
Multilingual Learners	45	40%	24.4%	56	12.5%	12.5%
Non-Multilingual Learners	125	>90%	86.5%	125	50.4%	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	18.3%	80.7%
12th graders taking SAT in 2023-2024 or prior years	42.9%	62.7%
12th graders taking ACT in 2023-2024 or prior years	1.6%	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	438	459	Grade 10: 430 Grade 11: 460	36%	54%
PSAT 10/NMSQT - Math	437	454	Grade 10: 480 Grade 11: 510	19%	32%
SAT - Reading and Writing	493	530	480	51%	65%
SAT - Math	472	519	530	26%	46%
ACT - Reading	*	24	22	*	63%
ACT - English	*	24	18	*	76%
ACT - Math	*	23	22	*	58%
ACT - Science	*	23	23	*	55%

## College and Career Readiness

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

### AP/IB Coursework – Participation and Performance

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

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



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



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



### Dual Enrollment Coursework - Participation

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



## College and Career Readiness

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

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

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

Student Group	% Enrolled in one or more AP or IB course	% Enrolled in one or more Dual Enrollment course	State: % Enrolled in one or more AP or IB course	State: % Enrolled in one or more Dual Enrollment course
Districtwide	27.1%	3.8%	35.9%	26.9%
White	32.5%	10.0%	41.8%	33.0%
Hispanic	25.6%	2.6%	23.2%	20.9%
Black or African American	9.1%	9.1%	20.3%	17.4%
Asian, Native Hawaiian, or Pacific Islander	52.9%	5.9%	70.5%	32.5%
American Indian or Alaska Native	N	N	30.4%	28.6%
Two or More Races	N	N	41.0%	29.0%
Female	34.3%	5.4%	41.4%	30.2%
Male	21.3%	2.4%	30.6%	23.7%
Non-Binary/Undesignated Gender	N	N	42.9%	28.4%
Economically Disadvantaged Students	24.8%	2.8%	22.8%	20.2%
Students with Disabilities	0.0%	2.3%	4.8%	10.9%
Multilingual Learners	10.0%	0.0%	9.8%	8.8%
Students experiencing homelessness	*	*	12.6%	15.1%
Students in Foster Care	N	N	4.5%	10.6%
Military-Connected Students	*	*	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	0	5
AP Calculus AB	4	4
AP Chemistry	32	31
AP Computer Science A	7	7
AP Computer Science Principles	28	29
AP English Language and Composition	20	21
AP English Literature and Composition	17	17
AP Environmental Science	0	10
AP Physics 1	0	5
AP Spanish Language and Culture	34	33
AP Spanish Literature and Culture	6	6
AP Statistics	11	11
AP U.S. History	0	15
<b>Total Exams taken</b>		194
<b>Exams with scores of at least 3 on AP exams or 4 on IB exams</b>		85

## 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	*	*
Portuguese	*	*
Spanish	65	35.7%
<b>Total Seals Earned</b>	<b>72</b>	
<b>Total Unique Students Earning Seals</b>	<b>71</b>	<b>39.0%</b>
<b>Current and Former Multilingual Learners Earning Seals</b>	<b>50</b>	<b>55.6%†</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

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

### Career and Technical Education Participation by Student Group

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

Student Group	District: % CTE Participants	District: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Districtwide	8.5%	3.7%	7.6%	10.4%
White	8.3%	2.8%	6.1%	10.0%
Hispanic	8.8%	3.8%	9.3%	10.8%
Black or African American	10.7%	7.1%	9.5%	10.7%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.5%	10.5%
American Indian or Alaska Native	*	*	8.3%	8.8%
Two or More Races	*	*	7.5%	10.1%
Female	8.2%	3.8%	7.5%	10.9%
Male	8.7%	3.5%	7.7%	9.9%
Non-Binary/Undesignated Gender	*	*	8.9%	15.2%
Economically Disadvantaged Students	8.6%	3.6%	9.8%	10.7%
Students with Disabilities	23.3%	4.4%	6.0%	7.9%
Multilingual Learners	6.1%	2.2%	8.0%	3.5%
Students experiencing homelessness	*	*	7.7%	6.2%
Students in Foster Care	*	*	5.9%	6.7%
Military-Connected Students	*	*	12.6%	15.8%
Migrant Students	*	*	2.3%	0.0%

## College and Career Readiness

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

### Work-Based Learning Participation by Career Cluster

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

Career Cluster	Number of Students Participating in Work-Based Learning	Percentage of Students Participating in Work-Based Learning
Health Science	*	*
Hospitality & Tourism	*	*
<b>Total</b>	<b>95</b>	<b>99.0%</b>

**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

## 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



## 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
Health Science	*	*	*
Hospitality & Tourism	*	*	*
<b>Total</b>	<b>96</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	164
7	0	0	0	0	0	0	164
8	25	0	0	0	0	0	182
9	195	12	0	0	0	0	0
10	22	153	23	0	0	0	5
11	19	17	84	12	0	5	60
12	1	14	7	26	4	6	88
<b>Total</b>	262	196	114	38	4	11	663
Enrolled in AP/IB Course					4	11	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

### Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	13	1	7	0	0	0
10	167	11	0	0	0	0
11	19	144	0	0	1	0
12	7	40	0	0	47	0
<b>Total</b>	206	196	7	0	48	0
Enrolled in AP/IB Course	0	32		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

## College and Career Readiness

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

### Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	77	5	1	0	0	0
10	10	101	6	0	0	8
11	1	107	21	0	0	9
12	3	22	58	14	14	62
<b>Total</b>	<b>91</b>	<b>235</b>	<b>86</b>	<b>14</b>	<b>14</b>	<b>79</b>
Enrolled in AP/IB Course	0	0	0	0		0
Enrolled in Dual Enrollment Course	0	0	0	0	14	14

### 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	126	0	0	0	0	0
7	0	106	0	0	0	0	0
8	1	120	0	0	0	0	0
9	132	0	0	0	0	17	0
10	97	0	0	0	0	37	0
11	46	0	0	0	0	1	0
12	17	0	0	0	0	6	0
<b>Total</b>	<b>293</b>	<b>352</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>61</b>	<b>0</b>
Enrolled in AP/IB Course	40	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	141	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.

### 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	9	0	0	0	2	0	0
10	0	9	0	0	19	0	0
11	7	12	0	0	10	0	0
12	4	7	0	0	24	0	0
<b>Total</b>	20	28	0	0	55	0	0
Enrolled in AP/IB Course	7	28		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

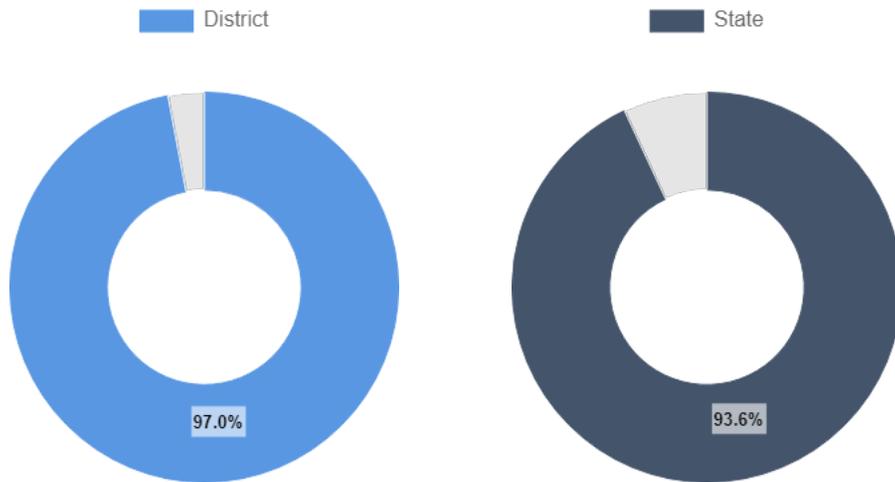
## College and Career Readiness

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.

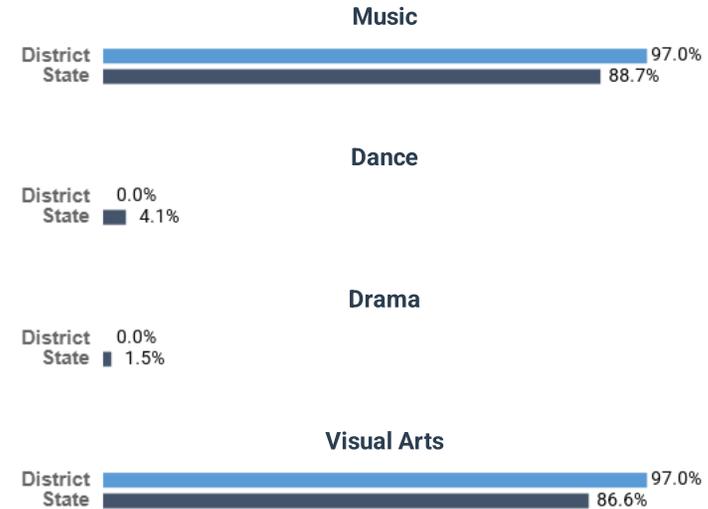
### Visual and Performing Arts – Course Participation

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:**



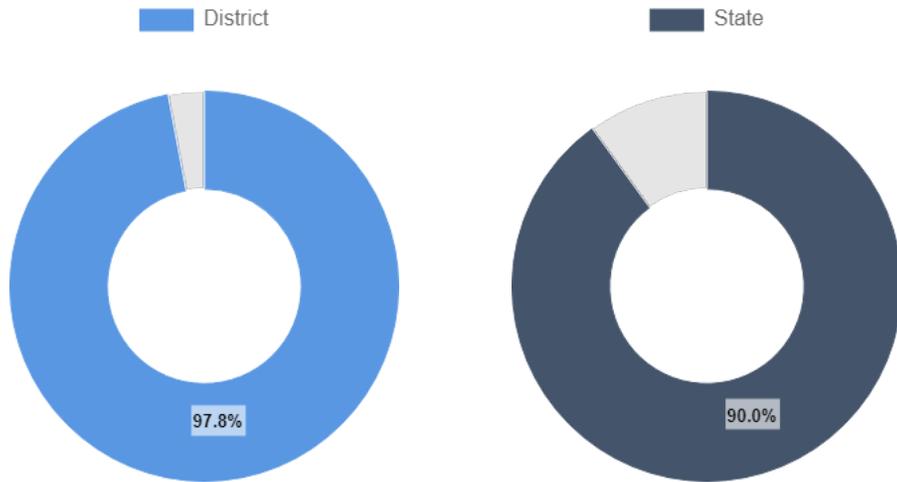
## College and Career Readiness

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.

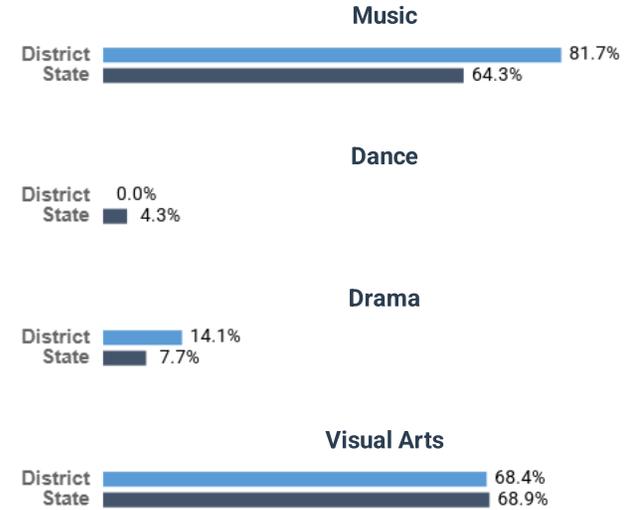
### Visual and Performing Arts – Course Participation

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:**



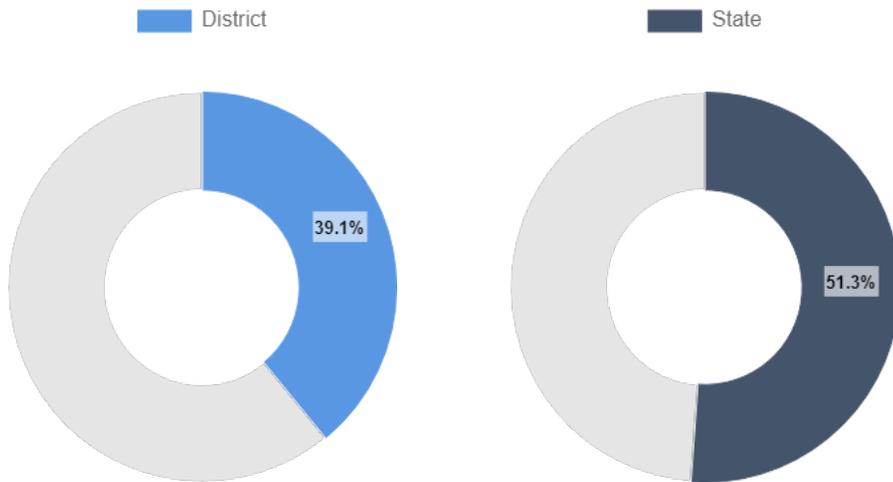
## College and Career Readiness

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.

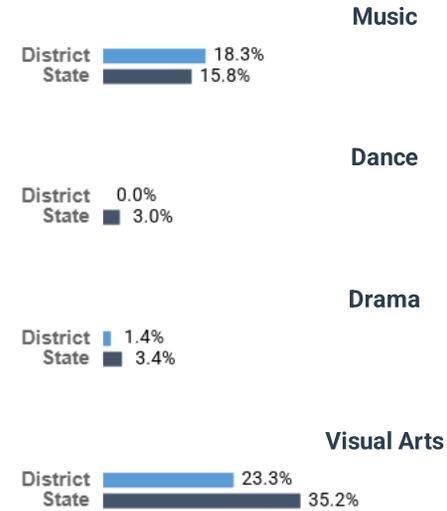
### Visual and Performing Arts – Course Participation

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.

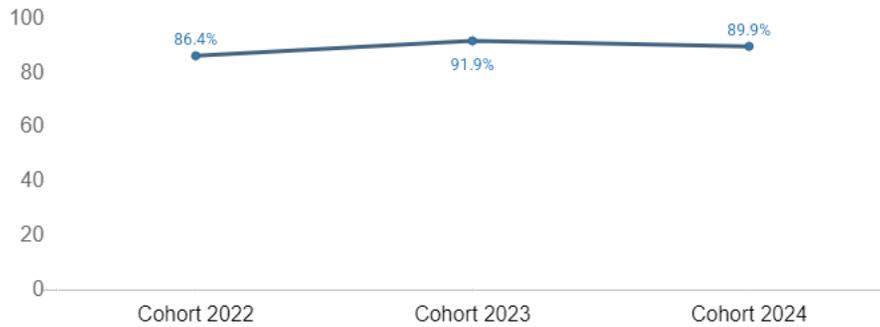
To be included as a graduate in the federal version of the graduation rate, students must have meet state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless 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](#).

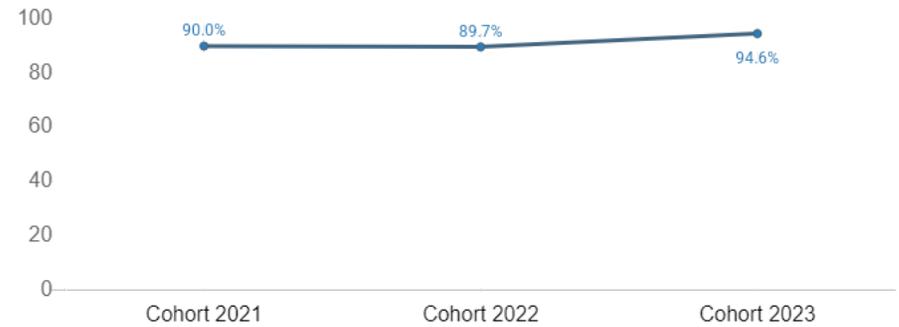
### Graduation Rate Trends and Progress

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	86.4%	91.9%	89.9%	90.0%	89.7%	94.6%
Statewide Graduation Rate	90.9%	91.1%	91.3%	92.5%	92.7%	92.6%

**Report Key:**

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

## Graduation/ Postsecondary

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

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	89.9%	7.6%	2.5%	91.3%	3.8%	4.9%
White	91.2%	5.9%	2.9%	95.0%	2.6%	2.5%
Hispanic	90.5%	6.8%	2.7%	86.9%	4.9%	8.3%
Black or African American	*	*	*	86.5%	6.0%	7.5%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	96.7%	2.3%	1.0%
American Indian or Alaska Native	N	N	N	91.7%	3.8%	4.5%
Two or More Races	N	N	N	92.3%	3.5%	4.3%
Female	90.2%	8.7%	1.1%	93.1%	2.8%	4.1%
Male	89.6%	6.6%	3.8%	89.5%	4.7%	5.7%
Non-Binary/Undesignated Gender	N	N	N	86.7%	3.3%	10.0%
Economically Disadvantaged Students	90.3%	6.8%	2.8%	87.1%	5.3%	7.7%
Students with Disabilities	86.2%	13.8%	0.0%	80.7%	12.5%	6.8%
Multilingual Learners	90.0%	6.0%	4.0%	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	94.6%	0.0%	5.4%	92.6%	1.7%	5.6%
White	89.5%	0.0%	10.5%	95.9%	1.5%	2.6%
Hispanic	94.7%	0.0%	5.3%	88.2%	1.9%	9.9%
Black or African American	*	*	*	88.9%	2.5%	8.7%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	97.5%	1.3%	1.2%
American Indian or Alaska Native	N	N	N	92.5%	0.0%	7.5%
Two or More Races	*	*	*	94.7%	1.0%	4.3%
Female	97.3%	0.0%	2.7%	94.4%	1.2%	4.4%
Male	92.8%	0.0%	7.2%	91.0%	2.2%	6.8%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	94.0%	0.0%	6.0%	88.8%	2.0%	9.2%
Students with Disabilities	96.4%	0.0%	3.6%	84.1%	8.2%	7.7%
Multilingual Learners	86.5%	0.0%	13.5%	78.0%	2.0%	20.0%
Students experiencing homelessness	*	*	*	78.0%	3.9%	18.1%
Students in Foster Care	N	N	N	67.0%	7.5%	25.5%
Military-Connected Students	N	N	N	96.0%	0.8%	3.1%
Migrant Students	N	N	N	66.7%	10.7%	22.6%

## Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2020-2021 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students with disabilities who did not meet some or all graduation requirements because of a 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	92.9%	1.6%	5.4%	94.6%	93.2%	1.0%	5.8%	94.2%
White	93.5%	0.0%	6.5%	93.5%	96.4%	0.9%	2.7%	97.3%
Hispanic	92.1%	2.2%	5.8%	94.2%	88.2%	1.0%	10.8%	89.2%
Black or African American	*	*	*	*	89.6%	1.4%	9.0%	91.0%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	98.1%	0.8%	1.0%	99.0%
American Indian or Alaska Native	N	N	N	N	93.6%	0.8%	5.6%	94.4%
Two or More Races	*	*	*	*	92.9%	1.3%	5.9%	94.1%
Female	94.1%	2.0%	4.0%	96.0%	95.0%	0.6%	4.4%	95.6%
Male	91.6%	1.2%	7.2%	92.8%	91.5%	1.4%	7.1%	92.9%
Non-Binary/Undesignated Gender	N	N	N	N	*	*	*	*
Economically Disadvantaged Students	93.9%	0.6%	5.5%	94.5%	88.8%	1.1%	10.2%	89.8%
Students with Disabilities	86.1%	8.3%	5.6%	94.4%	86.6%	5.4%	8.0%	92.0%
Multilingual Learners	90.5%	0.0%	9.5%	90.5%	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	*	*	*	*	67.1%	2.4%	30.5%	69.5%

## Graduation/ Postsecondary

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

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

To be included as a graduate in the federal version of the graduation rate, students must have 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	89.9%	94.0%	79.3%	87.7%	91.8%	87.0%
White	91.2%	89.5%	71.0%	91.5%	95.0%	90.0%
Hispanic	90.5%	94.0%	81.3%	83.3%	87.4%	82.1%
Black or African American	*	*	*	80.9%	87.6%	80.8%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	96.1%	97.3%	96.6%
American Indian or Alaska Native	N	N	N	84.1%	92.5%	86.4%
Two or More Races	N	*	*	89.0%	93.0%	86.2%
Female	90.2%	97.3%	87.1%	90.5%	93.7%	90.6%
Male	89.6%	91.9%	69.9%	85.2%	90.0%	83.7%
Non-Binary/Undesignated Gender	N	N	N	83.3%	*	*
Economically Disadvantaged Students	90.3%	93.4%	81.1%	82.6%	87.8%	81.4%
Students with Disabilities	86.2%	92.9%	16.7%	60.2%	79.2%	51.8%
Multilingual Learners	90.0%	86.5%	90.5%	77.6%	77.6%	75.7%
Students experiencing homelessness	*	*	*	67.0%	76.2%	64.6%
Students in Foster Care	*	N	*	50.4%	61.9%	47.1%
Military-Connected Students	*	N	*	91.4%	94.9%	88.4%
Migrant Students	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 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](#).

### 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	91.4%	75.4%	Met Target	77.3%	N	N
White	89.5%	**	**	67.7%	N	N
Hispanic	91.4%	77.1%	Met Target	79.3%	N	N
Black or African American	*	**	**	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	**	**	*	**	**
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	*	**	**	*	**	**
Economically Disadvantaged Students	90.5%	77.0%	Met Target	79.4%	N	N
Students with Disabilities	89.3%	17.7%	Met Target	16.7%	N	N
Multilingual Learners	83.8%	77.0%	Met Target	88.1%	N	N

**Report Key:**

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

## Graduation/ Postsecondary

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### Graduation Pathways

This table shows the percentage of Cohort 2024 graduates who met the [high school graduation assessment requirements](#) through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	% of Graduates Meeting ELA Requirements by Pathway	% of Graduates Meeting Math Requirements by Pathway
Statewide Assessment	75.3%	44.9%
Substitute Competency Test	1.7%	10.1%
Portfolio Appeals Process	23.0%	44.9%
Alternate Requirements Specified in IEP	0.0%	0.0%
Unknown/Other	0.0%	0.0%

### Dropout Rate Trends

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

School Year	District Rate	State Rate
2023-2024	0.1%	1.0%
2022-2023	0.5%	1.2%
2021-2022	0.4%	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.

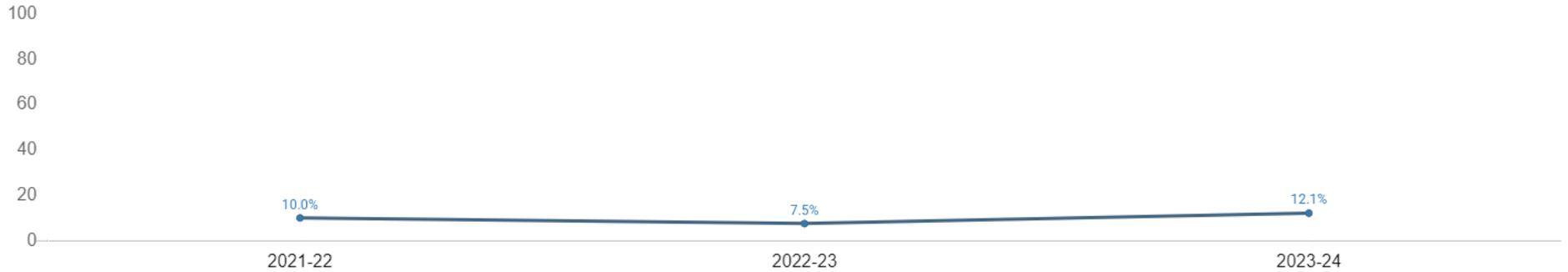
Year of Graduation	Graduates enrolled in apprenticeship programs
2023	*
2022	*
2021	*
2020	*
2019	*
2018	*
2017	*
2016	*

## 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	10.0%	7.5%	12.1%
ESSA Target (State Average for Grades Served)	18.1%	16.6%	14.9%
Met ESSA Target	Met	Met	Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%

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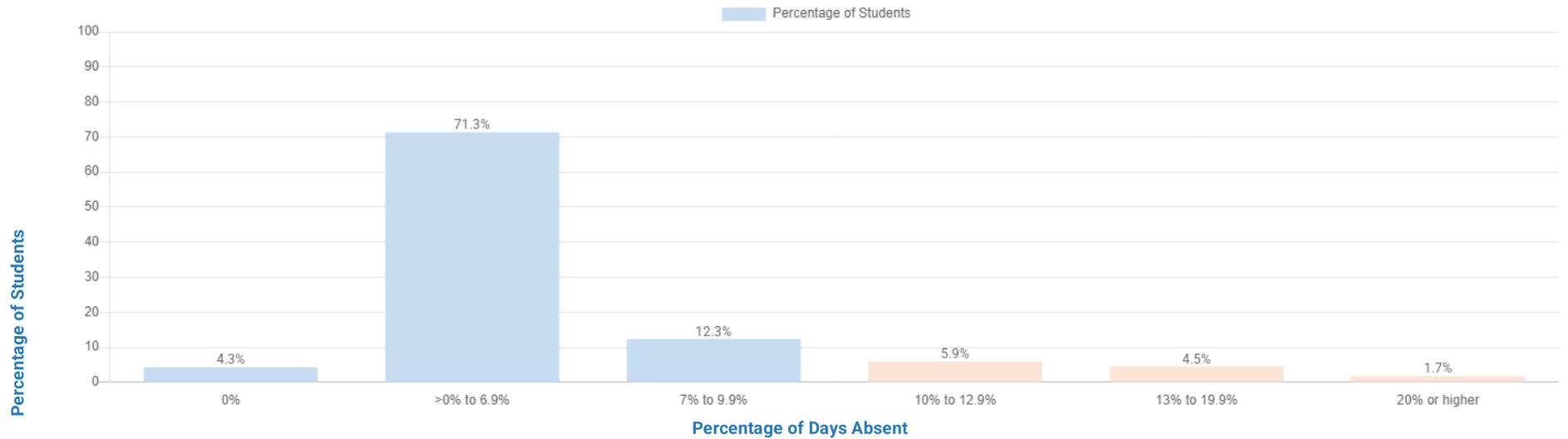
Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	268	12.1%	14.9%	Met
White	27	13.7%	14.9%	Met
Hispanic	217	12.0%	14.9%	Met
Black or African American	12	18.5%	14.9%	Not Met
Asian, Native Hawaiian, or Pacific Islander	12	8.8%	14.9%	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	*	11.9%		
Male	*	12.2%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	221	12.1%	14.9%	Met
Students with Disabilities	90	23.2%	14.9%	Not Met
Multilingual Learners	62	9.6%	14.9%	Met
Students Experiencing Homelessness	7	21.2%		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	*	*		

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### Percentage of Days Absent

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

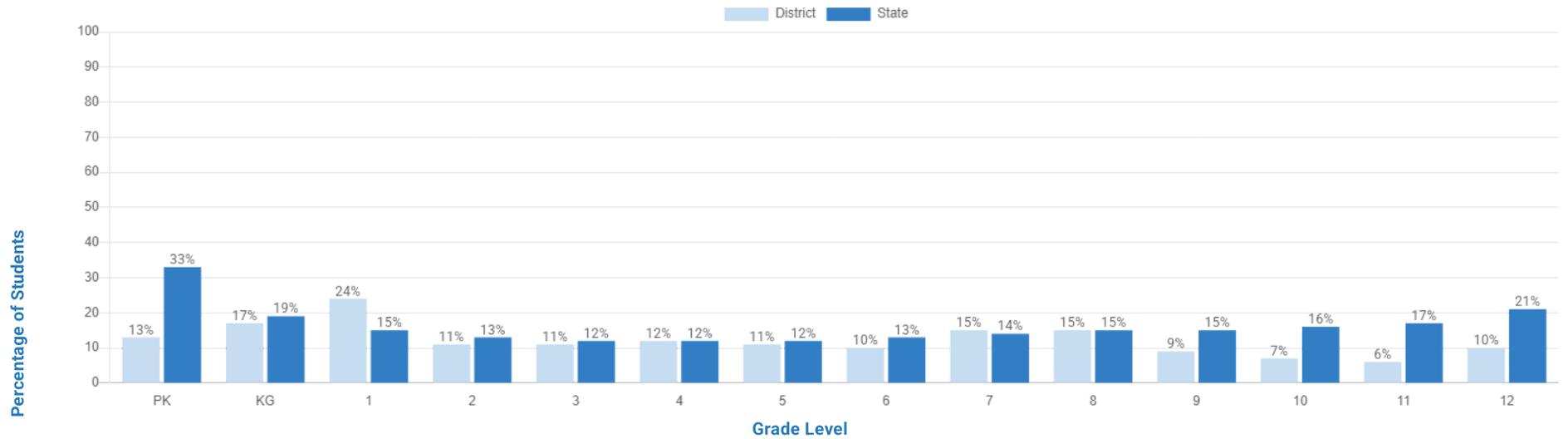


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**Chronic Absenteeism by Grade**

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



## Climate and Environment

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

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

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

Incident Type	Number of Incidents
Violence	14
Weapons	2
Vandalism	0
Substances	17
Harassment, Intimidation, Bullying (HIB)	12
<b>Total Unique Incidents</b>	<b>44</b>
Incidents Per 100 Students Enrolled	1.73

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

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

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and 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	1	2	3
Religion	0	0	0
Ancestry	0	0	0
Gender	0	2	2
Sexual Orientation	0	2	2
Disability	0	0	0
Other	0	7	7
No Identified Nature	23		23

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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%	4	2%	4	2%	0	0%	0	0%
Hispanic	<5	<5.00%	83	4%	84	4%	0	0%	0	0%
Black or African American	<5	<5.00%	11	15%	11	15%	0	0%	0	0%
Asian	<5	<5.00%	2	1%	2	1%	0	0%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
Two or more races	*	*	*	*	*	*	*	*	*	*
Female	*	<5.00%	*	2%	*	2%	*	0%	*	0%
Male	*	<5.00%	*	6%	*	6%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	<5	<5.00%	90	4%	91	4%	0	0%	0	0%
Students with disabilities	<5	<5.00%	19	5%	20	6%	0	0%	0	0%

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### Student Disciplinary Removals: By Grade Level

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

Grade	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Districtwide	3	0%	101	4%	102	4%	0	0%	0	0%
PK	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
KG	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
1	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
2	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
3	<5	<5.00%	3	2%	3	2%	0	0%	0	0%
4	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
5	<5	<5.00%	1	1%	1	1%	0	0%	0	0%
6	<5	<5.00%	9	5%	9	5%	0	0%	0	0%
7	<5	<5.00%	7	4%	7	4%	0	0%	0	0%
8	<5	<5.00%	11	6%	11	6%	0	0%	0	0%
9	<5	<5.00%	23	10%	23	10%	0	0%	0	0%
10	<5	<5.00%	12	5%	12	5%	0	0%	0	0%
11	<5	<5.00%	15	7%	16	8%	0	0%	0	0%
12	<5	<5.00%	19	10%	19	10%	0	0%	0	0%

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### Students Involved in Police Notifications: By Student Group

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

Student Group	# of Students involved in at least one incident	% of Students involved in at least one incident	# of Students involved in at least one violent incident	% of Students involved in at least one violent incident	# of Students involved in at least one vandalism incident	% of Students involved in at least one vandalism incident	# of Students involved in at least one substance related incident	% of Students involved in at least one substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in at least one weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in at least one HIB incident	# of Students involved in at least one other incident type	% of Students involved in at least one other incident type
Districtwide	11	0%	8	0%	0	0%	0	0%	2	0%	1	0%	2	0%
White	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
Hispanic	9	0%	6	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
Black or African American	2	3%	2	3%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
Asian	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Female	*	0%	*	0%	*	0%	*	0%	*	<5.00%	*	<5.00%	*	<5.00%
Male	*	1%	*	0%	*	0%	*	0%	*	<5.00%	*	<5.00%	*	<5.00%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	9	0%	6	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
Students with disabilities	1	0%	1	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%

## Climate and Environment

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

### Students Involved in Police Notifications: By Grade Level

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

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

## Climate and Environment

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

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

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

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

## Climate and Environment

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

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

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

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

**Report Key:**

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

## Climate and Environment

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

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

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

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

281

**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

### 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	176	119,239
Average years experience in public schools	14.6	12.6
Average years experience in district	12.9	11.3
Number of Teachers with 4 or more years experience in the district	141	87,243
Percentage of Teachers with 4 or more years experience in the district	80.1%	73.6%
Number of out-of-field teachers	6	2,931
Percentage of out-of-field teachers	3.4%	2.5%
Number of Teachers with Provisional Credentials	9	9,065
Percentage of Teachers with Provisional Credentials	5.1%	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	19	10,170
Average years experience in public schools	22.4	16.2
Average years experience in district	12.2	12.5
Number of Administrators with 4 or more years experience in the district	17	7,734
Percentage of Administrators with 4 or more years experience in the district	89.5%	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	176	119,239
Administrators	19	10,170
Librarians/Media Specialists	N	1,160
Nurses	6	3,025
School Counselors	3	4,673
Child Study Team Members	15	9,654
School Psychologists	2	2,185
School Social Workers	10	2,750
Student Assistance Coordinators	N	400
School Safety Specialists	1	681

## Staff

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

**Key terms for staff data:**

**Teachers:** All classroom teachers

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

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

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

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

### Student and Staff Ratios

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

Ratio	District Ratio
Students to Teachers	14:1
Students to Administrators	134:1
Teachers to Administrators	9:1
Students to Librarians/Media Specialists †	N
Students to Nurses †	425:1
Students to Counselors †	849:1
Students to Child Study Team Members †,††	27:1
Students to School Psychologists †	1274:1
Students to School Social Workers †	255:1
Students to Student Assistance Coordinators †	N
Students to School Safety Specialists †	2548:1

† 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%	70-75%	40-60%	48.0%	77.0%	57.0%
Male	52.0%	25-30%	40-60%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤5%	≤20%	≤1%	≤1%	≤1%
White	8.9%	83.0%	89.5%	38.2%	81.8%	74.5%
Hispanic	79.8%	13.6%	10.5%	34.0%	8.6%	8.6%
Black or African American	3.3%	1.7%	0.0%	14.2%	6.4%	14.4%
Asian	7.8%	1.1%	0.0%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.1%	0.6%	0.0%	0.2%	0.4%	0.5%
Two or More Races	0.2%	0.0%	0.0%	3.1%	0.3%	0.4%

## Staff

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

**Key terms for staff data:**

**Teachers:** All classroom teachers

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

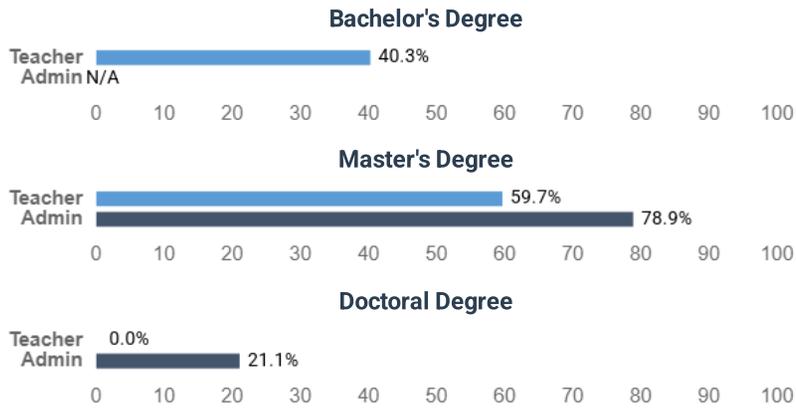
**Experience:** Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given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

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

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

### Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2022-23 Teachers: Same district 2023-24	94.3%	89.5%
2022-23 Administrators: Same district 2023-24	94.4%	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)	55	>90%	≤10%	≤10%	87.3%	10.9%	0.0%	1.8%	0.0%	0.0%	0.0%	87.3%	49.1%	50.9%	0.0%
English/Language Arts/Literacy	17	>80%	≤20%	≤20%	94.1%	5.9%	0.0%	0.0%	0.0%	0.0%	0.0%	88.2%	41.2%	58.8%	0.0%
English to Speakers of Other Languages	11	*	*	*	63.6%	36.4%	0.0%	0.0%	0.0%	0.0%	0.0%	45.5%	27.3%	72.7%	0.0%
Mathematics	17	40-60%	40-60%	≤20%	82.4%	17.6%	0.0%	0.0%	0.0%	0.0%	0.0%	64.7%	29.4%	70.6%	0.0%
Science	12	*	*	*	91.7%	0.0%	0.0%	8.3%	0.0%	0.0%	0.0%	83.3%	8.3%	91.7%	0.0%
Social Studies/History	13	*	*	*	76.9%	23.1%	0.0%	0.0%	0.0%	0.0%	0.0%	92.3%	30.8%	69.2%	0.0%
World Language	6	*	*	*	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	50.0%	50.0%	0.0%
Visual and Performing Arts	10	*	*	*	90.0%	10.0%	0.0%	0.0%	0.0%	0.0%	0.0%	60.0%	40.0%	60.0%	0.0%
Health/Physical Education	11	*	*	*	72.7%	9.1%	9.1%	0.0%	9.1%	0.0%	0.0%	100.0%	63.6%	36.4%	0.0%
Family & Consumer Sciences	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	1	*	*	*	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%
Computer Science/IT	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	50.0%	50.0%	0.0%
Industrial Arts	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Career and Technical Education	2	*	*	*	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%
Special Education	28	>80%	≤20%	≤20%	92.9%	7.1%	0.0%	0.0%	0.0%	0.0%	0.0%	78.6%	42.9%	57.1%	0.0%
Bilingual	8	*	*	*	75.0%	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%	75.0%	12.5%	87.5%	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.

Harrison Town	Federal	State & Local	Total	ADE**
District Level Total Expenditures	\$1,108	\$19,180	\$20,288	2,146.3
District Level Central Expenditures		\$1,128	\$1,128	2,146.3
Harrison High School	\$536	\$14,482	\$15,018	763.0
Lincoln Elementary School	\$1,797	\$21,704	\$23,501	286.6
Hamilton Intermediate School	\$2,831	\$20,087	\$22,918	278.2
Washington Middle School	\$708	\$17,068	\$17,776	478.4
Kennedy Elementary School	\$965	\$22,708	\$23,673	340.0

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## Accountability

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

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

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

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

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

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

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

## Accountability

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

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

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

## Accountability

### ESSA Accountability Progress

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

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

ESSA Accountability Indicator	2021-22	2022-23	2023-24
ELA Proficiency	48.5%	46.7%	45.2%
Math Proficiency	24.9%	24.4%	23.9%
ELA Growth†	54	52	51
Math Growth†	52	49	48
4-Year Graduation Rate (Prior Year)††	70.9%	74.5%	91.4%
5-Year Graduation Rate (Prior Year)††	91.4%	73.9%	77.3%
Progress toward English Language Proficiency	40.4%	44.5%	37.7%
Chronic Absenteeism	10.0%	7.5%	12.1%

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

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

## Accountability

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

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

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

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

†Target was met within a confidence interval.

## Narrative

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



### Highlights:

- Harrison School District integrates technology into all classes with 1:1 Chromebook access. All subject areas utilize Google Classroom and strive toward 21st Century skills.
- 87% of graduates pursue post-secondary training; 3% join US military Extensive after-school Clubs, Sports, Activities, Credit Recovery, and Academic Support. Technology is part of each school day.
- Ranked by US News as one of top 4 regular public high schools in Hudson County; Computer Science Female Diversity Award, College Board National Recognition, NJ Seal of Biliteracy, 7 yrs.



### Mission, Vision, Theme:

Harrison School District serves a multicultural PreK-12th grade student population through partnerships with teachers, parents/guardians and the community by providing 21st Century Skills and comprehensive educational programs, which encourage all students to reach their full potential; Welcome the challenge of higher order thinking; Become well-adjusted, productive, and contributing citizens; Take pride in community and country, show concern for the environment; and Develop self-esteem and respect for others.



### Awards, Recognition, Accomplishments:

Harrison District has received the following distinctions; NJDOE School Climate and Transformation Project for both the High School and Middle Schools, St. Jude's Children's Research Hospital Fundraiser, Camp Fatima of NJ Fundraiser, Partnerships with Newark Beth Israel Hospital for a Wellness Program, Jr Achievement of NJ for Elementary Financial Literacy, 2016 911 Tribute Center Award Winner. Harrison High School 2013 National Blue Ribbon distinction, ranked by Newsweek - America's Top 500 High Schools in 2017, The State of NJ has recognized our students by awarding 25% of the class of 2023 the NJ State Seal of Bi-literacy. The Class of 2023 took an astounding 212 College Board exams over 14 subjects. 2018/2019 NJDOE Performance Division recognition for strong improvement in state assessments, STOP Violence Grant for SEL Learning. Participated in the USDA Fresh Fruits and Vegetables Program and Pinwheels for Peace. WMS awarded

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### Courses, Curriculum, Instruction:

Harrison School District utilizes a Balanced Literacy Program which includes Reader's & Writer's Workshop. NGSS is used for Science instruction, Grades K - 8 are using an online Science curriculum in partnership with the New Jersey Center for Teaching and Learning. Grades K-8 use Envision Math with an online component for teachers and students. Grades K-8 are currently using Savvas MyWorld for Social Studies which has an extensive online component. Our district has various online subscriptions such as IXL, Learning A-Z, Newsela, Prodigy, ReadWorks, Commonlit, and READ 180, System 44 by Scholastic. Our District offers advanced math, advanced English Language Arts, STEAM, and Algebra 1 & 2. Harrison High School offers a certification program in Hospitality through Prostart (US Restaurant Association). HHS offers 14 advanced placement courses, 4 dual-credit college courses, an engineering academy, and a vocational training program in hospitality management.



### Sports and Athletics:

Sports Offered: Baseball (Boys & Girls), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross Country (Boys & Girls), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Volleyball (Boys & Girls)



### Before and After School Programs:

Harrison School District offers a Gifted and Talented Program which provides students with opportunities to compete in intellectual competitions in Hudson County. In addition, the students create projects that include Maker Space and environmental lessons from the Meadowlands Environmental Center. The district offers a free Summer Enrichment Program, Prek-K Summer Transition Program, and an after school band and chorus program. The Family Friendly Program is offered which has academic support and homework assistance. Counseling, Homework, and Intervention Program for Special Education Students is held four days a week. All schools have active Parent Teacher/Student Organizations. Harrison High School offers a Peer Leaders Group run by School Counselors that serves the school and local community. Harrison High School offers an after-school ESL "Cafe" to enhance language acquisition. The district offers free before and after care for students in grades K-3.

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### Postsecondary Information:

Within the Class of 2023, 85%-seven percent of graduates pursue post-secondary training, and 58% of the class enrolled in four-year colleges. In support of post-secondary endeavors, Harrison High School annually hosts FAFSA workshops, financial aid seminars, on-site college admissions sessions, college representative visits, and college admissions panels.



### Parent and Community Involvement:

Harrison School District has Parent Teacher/Student Organizations who raise money for student events and activities. The parents have access to the parent portal for student grades. School Websites are updated for daily happenings. Harrison High School utilizes Naviance (a future planning and data management tool) to follow academic progress with parents and students. Harrison High School Seniors visit the local senior citizen center to play games and spend time with the members of the center. Washington Middle School's Dance Team visits the local senior citizen center to perform for the holidays. Hamilton School's Parent Prom is attended by parents and children yearly. Lincoln school partners with the Harrison Fire Department for fire prevention demonstrations. The district schools partner with local ELKS for positive role models. The Schools work in conjunction with local daycare centers for butterfly release and participates in the yearly PinWheels for Peace demonstration.



### Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Teachers. Harrison High School and Washington Middle School have completed the School Climate Transformation Project in conjunction with Rutgers University and the NJDOE, frequent student and parent surveys completed via district wide google docs program include test preferences, school climate, bullying and harassment surveys, as well as school wide polls and questionnaires. All schools in the district participate in student, parent, and staff climate surveys. New Initiatives, protocol, and policies are driven by these important surveys.

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### Facilities:

Kennedy Elementary School is a new, state-of-the-art facility which opened its doors during the 2020-21 school year. The school has 22 classrooms, a cafeteria with a full kitchen/auditorium with a performance stage, 1 computer lab, a gymnasium, a music room, a media center/multi-purpose room, a science/art project lab, and several small group classrooms. Kennedy School is fully air-conditioned. Lincoln Elementary School was built in 1924. The school has 31 classrooms. The building was renovated in 1980. Hamilton Intermediate School has 2 courtyards and a large gym. Washington Middle School has a 650 seat auditorium, indoor pool, 150 seat cafeteria, enclosed courtyard with outside seating and butterfly garden. Harrison High School is a state-of-the-art facility with a multi-sport athletic complex, fitness center, dance studio, 600 seat auditorium, indoor pool, and culinary arts training center.



### School Safety:

The Harrison School District has a comprehensive School Safety and Security Plan (SSSP) designed with the help of law enforcement, emergency management, public health officials and other key stakeholders. The Office of the Superintendent of Schools, in conjunction with the Coordinator of School Safety and Security, facilitates a review and update of the SSSP on an annual basis. The plan includes procedures to respond to critical incidents ranging from bomb threats, fires and gas leaks, to active shooter situations. The plan details protocols to follow for lockdowns, sheltering-in-place, and medical emergency drills. The Coordinator of School Safety and Security conducts annual training on the SSSP for all district employees and school substitutes and the plan is accessible from a secure portal on the district website. All administrators and team members have trained their staff on the Behavioral Threat Assessment Management.



### Technology and STEM:

Harrison offers STEAM courses in grades K-12. Kennedy and Lincoln schools have STEM classes that focus on using the design process to teach 21st Century skills. Hamilton and Lincoln schools hold STEAM Makerspace programs for students in grades 2-5. Washington Middle School has a STEAM program for grades 6-8. The students are working on makerspace activities, lego robotics, and SeaPerch Kits From the U.S. Navy. Our STEAM Program films a weekly, student created greenscreen broadcast that is distributed to all students and staff. Harrison HS has a STEAM program, now in its eleventh year with a fully equipped STEM lab where students build machines and robots. Our faculty are engineers and architects from the field, train our STEM students on design principles, coding, and research. Graduates of the HHS STEM Acad. study engineering and computer science at top universities in 22/23, we began the process of designating a STEM and computer science programs as recognized CTE programs.

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### Early Childhood Education:

The Harrison School District offers a free, high-quality Preschool Program for its resident three and four year olds. Harrison has an in-district program as well as contracting with private centers to provide these services. This program serves approximately 300 students within each school year. Our intensive, high-quality program includes all of the essential components of an effective preschool education such as: a research-based developmentally appropriate preschool curriculum which is monitored by Early Childhood Master Teachers, limited class size, supportive and nurturing environments, assistants within each class setting, and organized activities. The program also focuses on implementing strategies to facilitate and enhance a child's transition into Kindergarten. The teachers are highly qualified, NJ certificated, and experienced. Professional Development sessions are carefully planned and well-executed. We also have a strong home school connection.



### Attendance:

Harrison School students received world-class instruction five days a week throughout the pandemic. Every day teachers have staggered office hours to provide students with small groups and one/one assistance. Post pandemic we use many forms of formative and summative data to measure progress and assess student needs. Students are afforded an opportunity to take extracurricular and for-credit classes after school and during summer school. The district is working with the Hudson County Health office to provide job-embedded SEL to all staff and students. Social-emotional and mental health services are delivered to all students throughout the year.

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### Other Information:

The Harrison School District is located in a small culturally diverse urban community which affords the student population of 2,500 the ability to walk to their neighborhood schools and develop a strong sense of pride in their community. The District is composed of 5 PreK centers, Kennedy School grades PreK-2, Lincoln School grades 2-3, Hamilton School grades 4-5, Washington Middle School grades 6-8, and Harrison High School grades 9-12. It is the goal of the District to meet the individual learning needs of each student in order to develop their unique potential. By developing relationships with teachers, parents and the community-at-large, all constituents work toward encouraging the students to use higher order thinking, develop their innate self-efficacy, and become well-adjusted, productive and contributing citizens, who are able to confront the challenges of a technological society. The District is continually assessing and revising its comprehensive 21st Century curriculum to ensure that students and teachers are guaranteed a viable and aligned curriculum which focuses on authentic experiences. Teachers are being continually trained on the importance of using data to inform instructional practices, and benchmark assessments are administered to determine the level of student understanding of core skills. The District has refined the professional development plan based on data from each school's SciP team and teacher surveys. All workshops have been designed to support the curriculum and instructional needs of the staff as well as virtual teaching and learning. Our comprehensive breakfast program has been recognized by the NJ Department of Agriculture. The District also provides a PreK-K summer transition program where students attend a two week program to ease the transition into Kindergarten and the new before and after care program for students in grades K-3. The District is constantly striving to provide a sound education to all students.