



# Jersey City Public Schools (17-2390)

2023-2024

County: Hudson

District: Jersey City Public Schools

346 Claremont Avenue  
Jersey City, NJ 07305-1634

Superintendent: Dr. Norma Fernandez

[District Website](#)

201-915-6201



**26,179**  
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	Jersey City Public Schools
Superintendent Name	Dr. Norma Fernandez
Address	346 Claremont Avenue, Jersey City, NJ 07305-1634
Phone Number	<a href="tel:201-915-6201">201-915-6201</a>
Email Address	<a href="mailto:nfernandez2@jcboe.org">nfernandez2@jcboe.org</a>
Website	<a href="http://www.jcboe.org">www.jcboe.org</a>
Facebook	<a href="https://www.facebook.com/TheSchoolDistrictOfJerseyCity">https://www.facebook.com/TheSchoolDistrictOfJerseyCity</a>
Twitter	<a href="https://twitter.com/jcps_district">https://twitter.com/jcps_district</a>

**Report Key:**

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

## Overview & Resources

### Schools in this District

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

School Name	Grades Offered
<a href="#">Academy I</a>	06-08
<a href="#">Alexander D. Sullivan School</a>	PK-05
<a href="#">Alfred Zampella School</a>	PK-08
<a href="#">Chaplain Charles Watters School</a>	PK-08
<a href="#">Charles E. Trefurt School</a>	PK-05
<a href="#">Christa McAuliffe School</a>	PK-08
<a href="#">Cornelia F. Bradford School</a>	PK-05
<a href="#">Dr Ronald McNair High School</a>	09-12
<a href="#">Dr. Charles P. DeFuccio School</a>	PK-08
<a href="#">Dr. Maya Angelou Elementary School</a>	PK-05
<a href="#">Dr. Michael Conti School</a>	PK-08
<a href="#">Dr. Paul Rafalides School</a>	PK-04
<a href="#">Ezra L. Nolan School</a>	06-08
<a href="#">Frank R. Conwell School</a>	PK-05
<a href="#">Franklin L. Williams School</a>	06-08
<a href="#">Gladys Nunery School</a>	PK-05
<a href="#">Henry Snyder High School</a>	09-12
<a href="#">Infinity Institute</a>	06-12
<a href="#">Innovation High School</a>	09-12
<a href="#">James F. Murray School</a>	KG-08
<a href="#">James J. Ferris High School</a>	09-12
<a href="#">Joseph H. Brensinger School</a>	PK-08
<a href="#">Jotham W. Wakeman School</a>	PK-05
<a href="#">Julia A. Barnes School</a>	PK-03
<a href="#">Liberty High School</a>	09-12
<a href="#">Lincoln High School</a>	09-12
<a href="#">Mahatma K. Gandhi School</a>	PK-08
<a href="#">Martin Center for the Arts</a>	PK-08
<a href="#">Martin Luther King, Jr. School</a>	PK-08
<a href="#">Middle School # 4</a>	06-08

## Overview & Resources

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School Name	Grades Offered
<a href="#">Nicolaus Copernicus School</a>	PK-05
<a href="#">Ollie Culbreth, Jr. School</a>	PK-08
<a href="#">Patricia M. Noonan School, PS #26</a>	PK-05
<a href="#">President Barack Obama Elementary School</a>	PK-08
<a href="#">Rafael Cordero y Molina</a>	PK-08
<a href="#">Regional Day School</a>	PK-12
<a href="#">Rev. Dr. Ercel F. Webb School</a>	PK-05
<a href="#">Whitney M. Young, Jr. School</a>	PK-08
<a href="#">William L. Dickinson High School</a>	09-12

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## Demographics

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

### Enrollment Trends by Grade

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

Grade	2021-22	2022-23	2023-24
PK	3,848	4,032	4,054
KG	1,888	1,855	1,956
1	1,892	1,881	1,866
2	1,786	1,859	1,878
3	1,813	1,737	1,797
4	1,883	1,796	1,717
5	1,766	1,817	1,747
6	1,763	1,704	1,693
7	1,743	1,716	1,679
8	1,911	1,743	1,725
9	2,087	1,985	1,800
10	1,434	1,619	1,510
11	1,377	1,281	1,345
12	1,434	1,383	1,412
<b>Total</b>	<b>26,625</b>	<b>26,408</b>	<b>26,179</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%	49.0%
Male	51.0%	52.0%	51.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	51.3%	50.4%	58.2%
Students with Disabilities	12.9%	13.8%	14.4%
Multilingual Learners	15.5%	16.0%	17.0%
Students Experiencing Homelessness	1.5%	1.9%	2.4%
Students in Foster Care	0.4%	0.1%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial And Ethnic Group	2021-22	2022-23	2023-24
White	15.1%	15.7%	16.3%
Hispanic	38.3%	38.4%	38.5%
Black or African American	26.4%	25.3%	24.2%
Asian	17.4%	17.5%	17.9%
Native Hawaiian or Pacific Islander	0.9%	1.0%	0.9%
American Indian or Alaska Native	0.2%	0.3%	0.3%
Two Or More Races	1.7%	1.9%	2.0%

## 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 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	3,848	4,032	4,054
KG - Half Day	0	0	0
KG - Full Day	1,888	1,855	1,956

### 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	26,625	26,408	26,179
Shared Time Students	0	0	0
Full Time Equivalent	26,625	26,408	26,179

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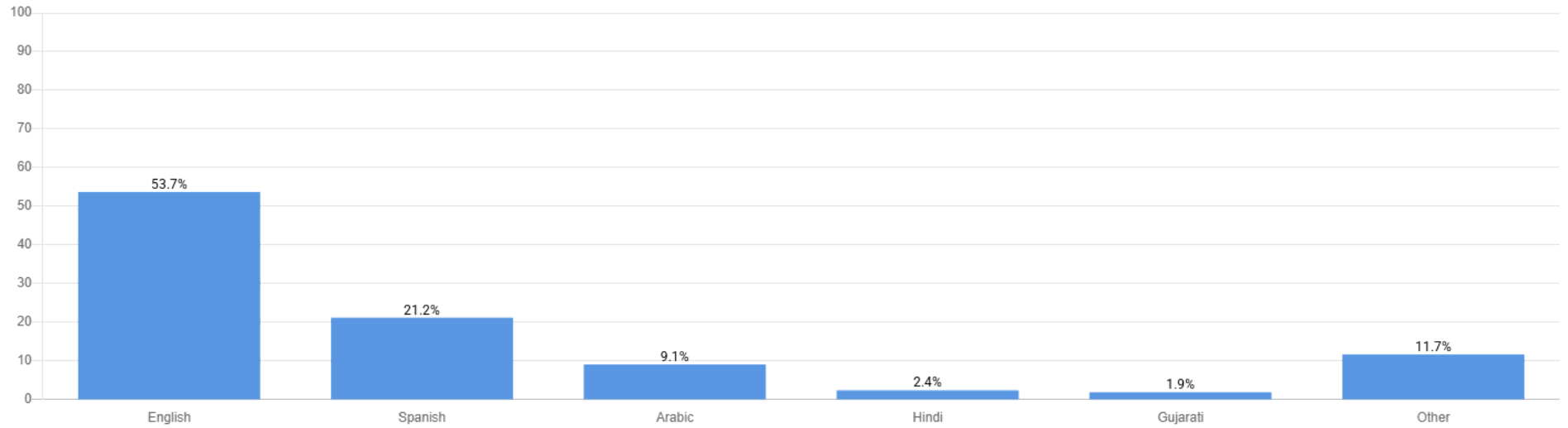
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## Demographics

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### Enrollment by Home Language

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



## Student Growth

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

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

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

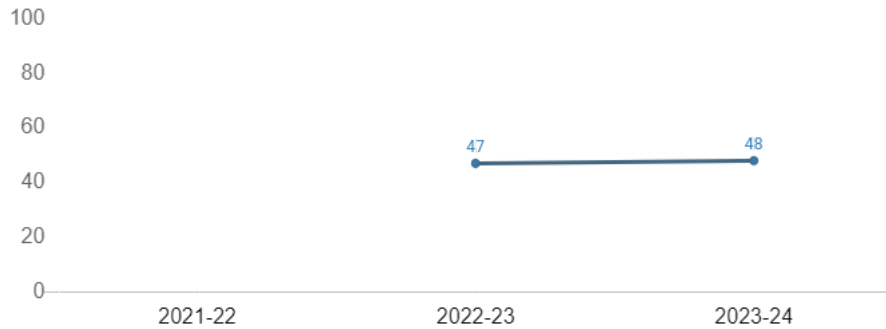
**Important Note for 2023-24:** Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022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

### Student Growth Trends and Progress

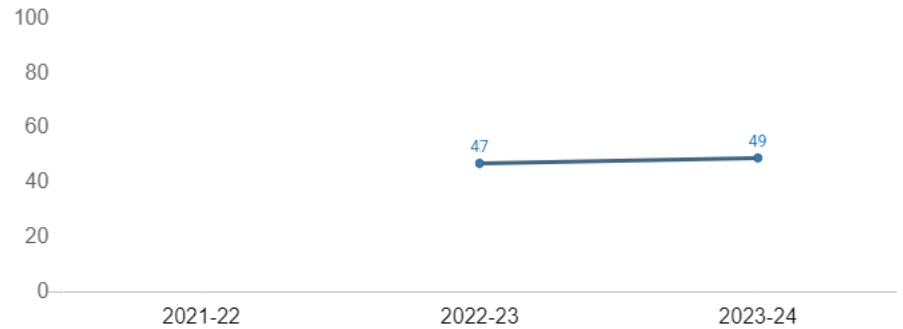
These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

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

**ELA Median Student Growth Percentile**



**Math Median Student Growth Percentile**



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Median Student Growth Percentile		47	48		47	49
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	48	50	Met Standard	49	50	Met Standard
White	51	50	Met Standard	53.5	51	Met Standard
Hispanic	47	49	Met Standard	48	48	Met Standard
Black or African American	42	47	Met Standard	41	46	Met Standard
Asian, Native Hawaiian, or Pacific Islander	57	59	Met Standard	62	60	Exceeds Standard
American Indian or Alaska Native	73	50	**	53	50	**
Two or More Races	49	50	Met Standard	44	51	Met Standard
Female	50	52		48	50	
Male	46	48		50	50	
Non-Binary/Undesignated Gender	*	44		*	45.5	
Economically Disadvantaged Students	45	48	Met Standard	46	48	Met Standard
Students with Disabilities	37	43	Not Met	40	44	Met Standard
Multilingual Learners	44	50	Met Standard	48	50	Met Standard
Students Experiencing Homelessness	40	43		42	45	
Students in Foster Care	*	40		*	47	
Military-Connected Students	N	47.5		N	51	
Migrant Students	N	53		N	44	

## Student Growth

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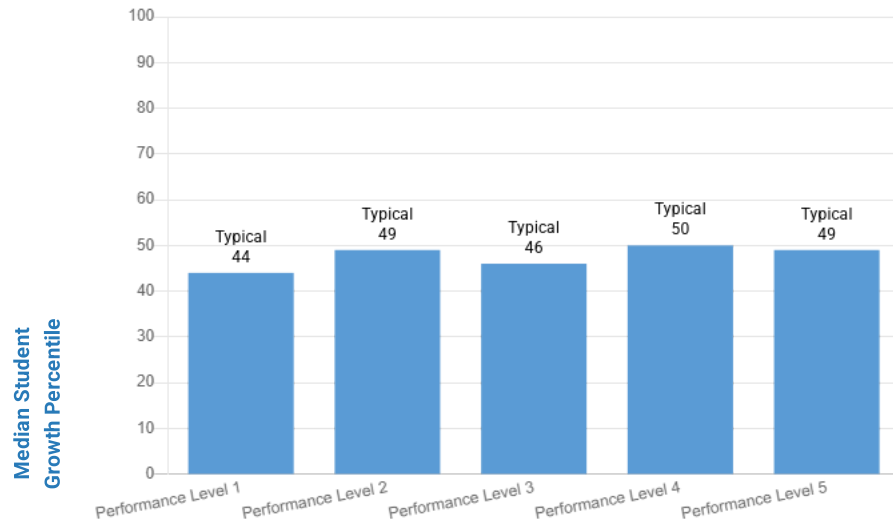
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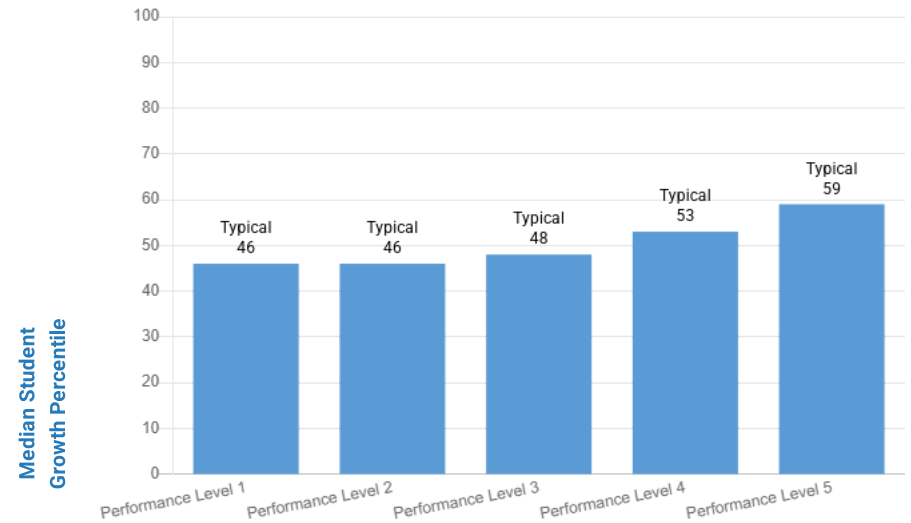
### Student Growth by Performance Level

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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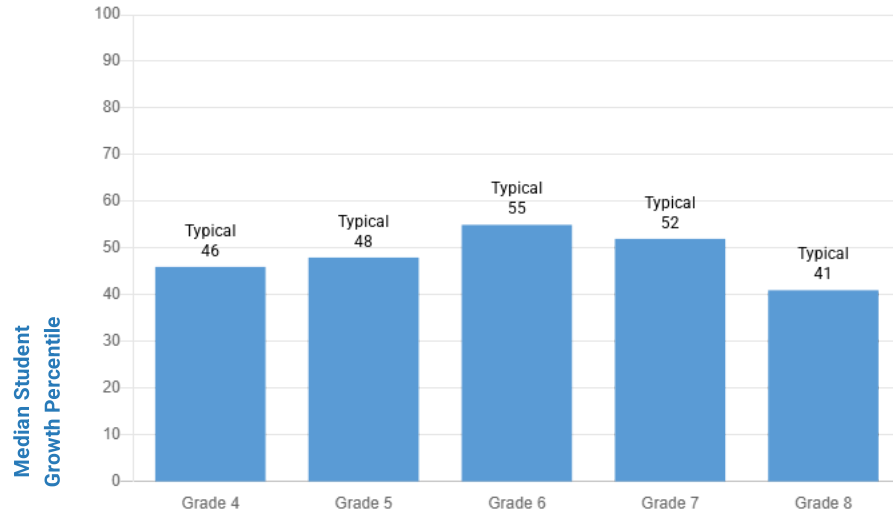
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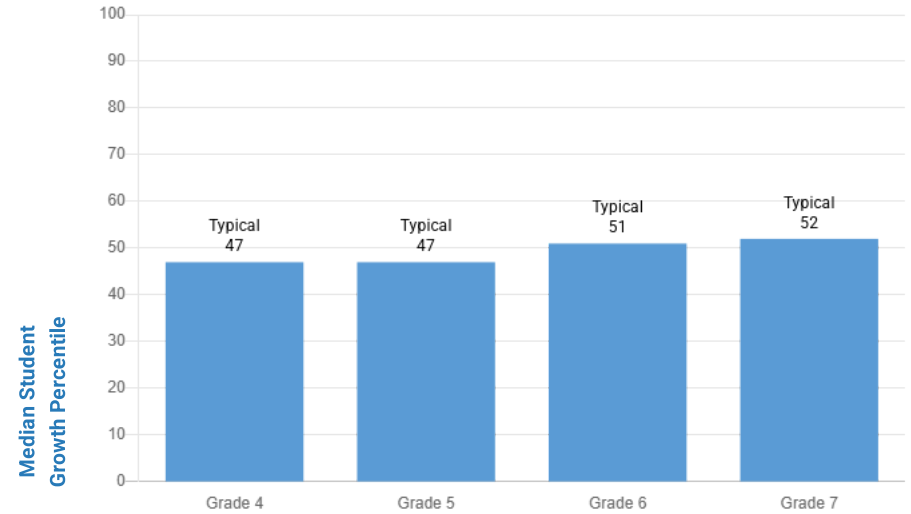
### Student Growth by Grade

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

#### ELA



#### Math



## Academic Achievement

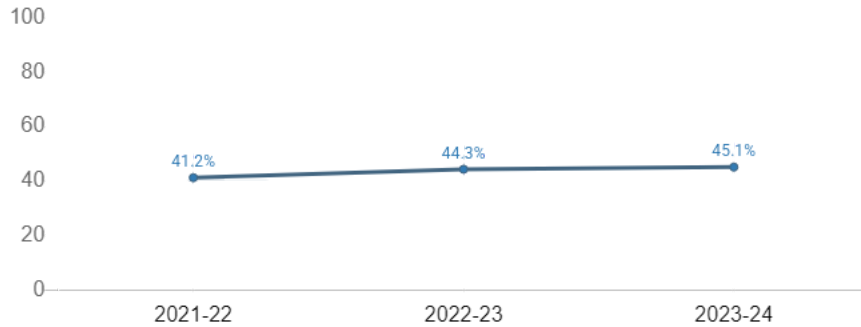
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOEs Assessment page](#).

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.

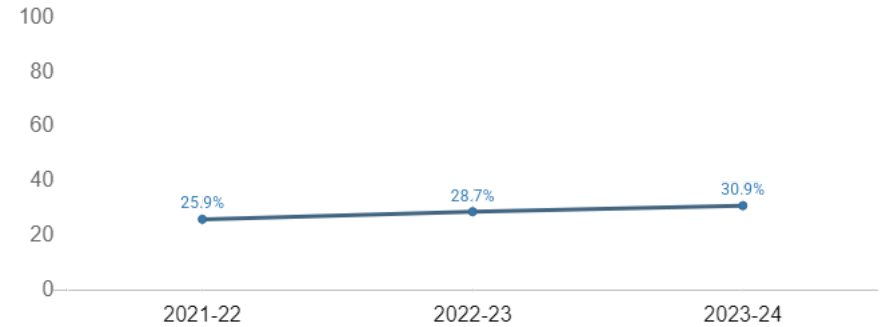
### English Language Arts and Mathematics Performance Trends

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	97.7%	97.5%	97.9%	98.0%	97.8%	98.4%
Proficiency Rate for Federal Accountability	41.2%	44.3%	45.1%	25.9%	28.7%	30.9%
Annual Target	48.6%	50.5%	46.2%	40.9%	43.3%	31.1%
Met Annual Target?	Not Met	Not Met	Not Met	Not Met	Not Met	Met Target†
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

† Target was met within a confidence interval.

## Academic Achievement

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### English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	10,905	97.9%	45.1%	52.2%	45.1%	46.2%	Not Met
White	1,693	98.6%	53.5%	61.8%	53.5%	55.1%	Met Target†
Hispanic	4,502	97.7%	38.2%	38%	38.2%	40.3%	Not Met
Black or African American	2,588	96.6%	27%	35.9%	27%	29%	Not Met
Asian, Native Hawaiian, or Pacific Islander	1,905	99.4%	77.2%	79.9%	77.2%	75.5%	Met Target
American Indian or Alaska Native	26	100%	57.7%	51.2%	57.7%	59.7%	Met Target†
Two or More Races	191	98%	59.7%	59.4%	59.7%	59.2%	Met Target
Female	*	98.2%	49.3%	57.7%	49.3%		
Male	*	97.6%	41.1%	47%	41.1%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	6,307	97.7%	35.3%	34.6%	35.3%	38.5%	Not Met
Non-Economically Disadvantaged Students	4,598	98.1%	58.7%	62.8%	58.7%		
Students with Disabilities	1,763	94.5%	11.8%	19.8%	11.8%	16.7%	Not Met
Students without Disabilities	9,142	98.6%	51.6%	59.4%	51.6%		
Multilingual Learners	1,735	98.3%	12.6%	23.1%	12.6%	31.5%	Not Met
Non-Multilingual Learners	9,170	97.8%	51.3%	56.2%	51.3%		
Students Experiencing Homelessness	261	94.6%	21.1%	21.9%	21%		
Students in Foster Care	15	93.7%	26.7%	19.3%	26.7%		
Military-Connected Students	*	*	*	48.2%	*		
Migrant Students	*	*	*	13.3%	*		

† Target was met within a confidence interval.

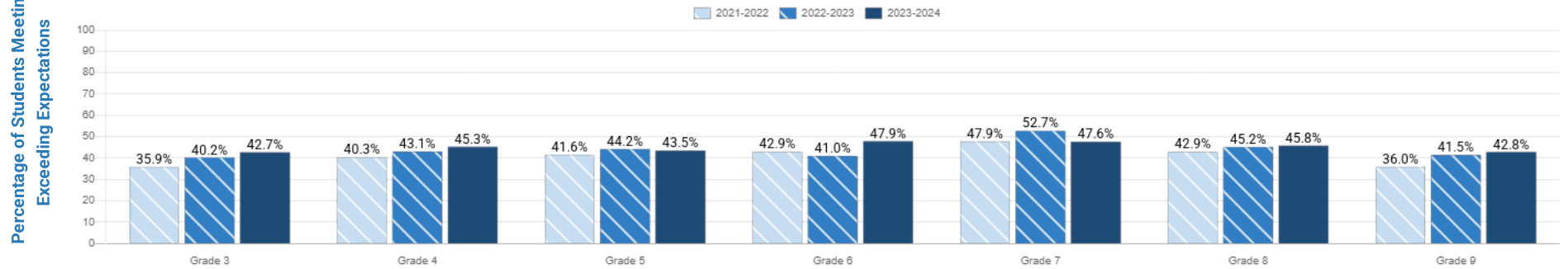
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### English Language Arts Assessment - Performance Trends

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



## Academic Achievement

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	1,638	739	741	27%	14%	17%	33%	10%	43%	44%
White	287	752	751	16%	14%	16%	43%	11%	54%	53%
Hispanic	*	726	724	32%	17%	19%	28%	4%	31%	29%
Black or African American	365	713	725	44%	18%	17%	20%	2%	22%	29%
Asian, Native Hawaiian, or Pacific Islander	326	779	770	6%	5%	13%	48%	28%	75%	70%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	46%
Two or More Races	*	767	751	21%	7%	7%	34%	31%	66%	52%
Female	*	743	746	22%	16%	17%	34%	11%	45%	48%
Male	*	735	736	31%	12%	16%	31%	9%	40%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	723	722	36%	17%	16%	28%	3%	31%	26%
Non-Economically Disadvantaged Students	*	760	753	15%	10%	17%	39%	19%	58%	55%
Students with Disabilities	196	693	710	*	*	*	*	*	*	18%
Students without Disabilities	1,442	745	747	22%	13%	18%	36%	11%	47%	49%
Multilingual Learners	299	710	704	47%	18%	15%	20%	0%	20%	13%
Non-Multilingual Learners	1,339	746	746	22%	13%	17%	36%	12%	48%	48%
Students Experiencing Homelessness	42	696	707	62%	12%	12%	14%	0%	14%	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	1,582	744	749	19%	16%	19%	27%	19%	45%	51%
White	244	748	758	18%	14%	20%	25%	22%	48%	61%
Hispanic	*	735	734	21%	21%	21%	27%	10%	37%	35%
Black or African American	354	728	733	29%	19%	21%	26%	6%	31%	34%
Asian, Native Hawaiian, or Pacific Islander	294	780	776	4%	6%	12%	30%	49%	78%	78%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	51%
Two or More Races	*	755	757	23%	5%	18%	18%	36%	55%	60%
Female	*	747	752	18%	14%	20%	29%	19%	48%	54%
Male	*	742	745	20%	19%	18%	24%	19%	43%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	885	732	731	24%	20%	22%	27%	8%	34%	32%
Non-Economically Disadvantaged Students	697	760	760	13%	12%	15%	27%	32%	59%	63%
Students with Disabilities	207	703	720	50%	29%	12%	8%	2%	10%	21%
Students without Disabilities	1,375	750	755	15%	15%	20%	30%	21%	51%	57%
Multilingual Learners	326	717	711	36%	23%	23%	15%	3%	19%	13%
Non-Multilingual Learners	1,256	751	753	15%	15%	18%	30%	23%	52%	55%
Students Experiencing Homelessness	37	723	719	30%	22%	27%	16%	5%	22%	20%
Students in Foster Care	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	*	*	747	*	*	*	*	*	*	49%
Migrant Students	*	*	713	*	*	*	*	*	*	23%



## Academic Achievement

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	1,615	741	750	20%	18%	19%	32%	11%	44%	52%
White	259	749	760	17%	16%	15%	37%	15%	52%	63%
Hispanic	675	735	736	23%	18%	21%	32%	6%	39%	37%
Black or African American	382	722	734	31%	24%	21%	20%	4%	24%	35%
Asian, Native Hawaiian, or Pacific Islander	266	774	778	3%	9%	13%	44%	30%	74%	80%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	*	765	757	7%	17%	13%	43%	20%	63%	60%
Female	*	747	755	15%	16%	20%	37%	12%	48%	57%
Male	*	736	745	25%	19%	17%	28%	11%	39%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	954	731	732	25%	21%	20%	29%	6%	34%	33%
Non-Economically Disadvantaged Students	661	756	761	13%	13%	17%	37%	19%	57%	64%
Students with Disabilities	230	702	719	*	*	*	*	*	*	20%
Students without Disabilities	1,385	748	756	15%	17%	19%	36%	13%	50%	59%
Multilingual Learners	271	705	705	*	*	*	*	*	*	*
Non-Multilingual Learners	1,344	749	754	15%	15%	19%	37%	14%	51%	57%
Students Experiencing Homelessness	52	721	718	31%	23%	19%	25%	2%	27%	22%
Students in Foster Care	*	*	721	*	*	*	*	*	*	20%
Military-Connected Students	*	*	747	*	*	*	*	*	*	48%
Migrant Students	*	*	721	*	*	*	*	*	*	20%

## Academic Achievement

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	1,560	747	751	17%	15%	20%	31%	17%	48%	53%
White	261	759	760	10%	12%	18%	34%	26%	61%	63%
Hispanic	*	740	738	17%	15%	26%	32%	9%	41%	39%
Black or African American	362	724	735	30%	23%	23%	19%	5%	23%	35%
Asian, Native Hawaiian, or Pacific Islander	262	784	778	4%	3%	7%	40%	46%	86%	82%
American Indian or Alaska Native	*	*	748	*	*	*	*	*	*	49%
Two or More Races	*	750	758	22%	19%	15%	15%	30%	44%	60%
Female	*	752	756	14%	14%	20%	31%	21%	52%	59%
Male	*	742	746	20%	15%	21%	30%	14%	44%	48%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	911	737	735	21%	18%	23%	28%	10%	38%	35%
Non-Economically Disadvantaged Students	649	761	761	11%	10%	16%	34%	28%	62%	65%
Students with Disabilities	215	706	719	*	*	*	*	*	*	17%
Students without Disabilities	1,345	753	758	12%	13%	20%	34%	20%	54%	60%
Multilingual Learners	219	710	707	46%	24%	20%	7%	3%	10%	*
Non-Multilingual Learners	1,341	753	754	12%	13%	21%	34%	20%	54%	57%
Students Experiencing Homelessness	35	720	724	40%	17%	14%	26%	3%	29%	23%
Students in Foster Care	*	*	724	*	*	*	*	*	*	22%
Military-Connected Students	*	*	754	*	*	*	*	*	*	55%
Migrant Students	*	*	712	*	*	*	*	*	*	29%

## Academic Achievement

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	1,547	746	752	18%	15%	20%	26%	21%	48%	54%
White	241	758	761	12%	12%	20%	26%	31%	57%	64%
Hispanic	660	739	737	20%	16%	24%	27%	14%	41%	39%
Black or African American	366	725	734	28%	22%	19%	23%	8%	31%	37%
Asian, Native Hawaiian, or Pacific Islander	241	780	785	3%	7%	10%	32%	49%	80%	84%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	51%
Two or More Races	*	771	759	8%	14%	17%	19%	42%	61%	60%
Female	*	752	758	14%	14%	21%	27%	24%	51%	60%
Male	*	740	746	21%	16%	19%	26%	18%	44%	48%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	896	734	734	23%	17%	23%	24%	13%	37%	36%
Non-Economically Disadvantaged Students	651	762	762	10%	12%	15%	29%	32%	62%	64%
Students with Disabilities	220	703	715	*	*	*	*	*	*	18%
Students without Disabilities	1,327	753	759	12%	14%	20%	30%	24%	54%	61%
Multilingual Learners	225	707	700	42%	23%	23%	11%	1%	12%	*
Non-Multilingual Learners	1,322	752	756	13%	14%	19%	29%	25%	54%	58%
Students Experiencing Homelessness	37	715	717	32%	35%	16%	14%	3%	16%	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	1,621	743	751	24%	14%	16%	29%	17%	46%	53%
White	218	755	760	13%	13%	18%	34%	22%	56%	62%
Hispanic	683	735	736	29%	15%	17%	27%	12%	40%	39%
Black or African American	395	720	735	35%	20%	20%	20%	5%	25%	37%
Asian, Native Hawaiian, or Pacific Islander	293	780	783	6%	4%	10%	39%	41%	79%	82%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	52%
Two or More Races	*	767	757	7%	10%	17%	34%	31%	66%	59%
Female	*	751	759	18%	13%	17%	31%	21%	52%	60%
Male	*	735	743	30%	15%	16%	26%	13%	39%	46%
Non-binary/undesignated gender	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	*	729	734	32%	17%	18%	23%	11%	34%	36%
Non-Economically Disadvantaged Students	*	760	761	13%	10%	15%	37%	26%	62%	63%
Students with Disabilities	234	695	713	*	*	*	*	*	*	16%
Students without Disabilities	1,387	751	758	17%	13%	17%	32%	20%	52%	60%
Multilingual Learners	232	699	701	*	*	*	*	*	*	*
Non-Multilingual Learners	1,389	750	755	18%	13%	16%	33%	20%	53%	56%
Students Experiencing Homelessness	47	708	719	49%	11%	23%	17%	0%	17%	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	1,314	739	755	26%	18%	13%	23%	20%	43%	58%
White	159	751	764	21%	10%	16%	26%	26%	52%	67%
Hispanic	*	730	741	31%	19%	15%	24%	11%	36%	45%
Black or African American	374	724	737	33%	26%	11%	19%	11%	30%	40%
Asian, Native Hawaiian, or Pacific Islander	*	779	789	9%	7%	9%	26%	49%	75%	87%
American Indian or Alaska Native	*	*	757	*	*	*	*	*	*	59%
Two or More Races	*	761	761	18%	18%	18%	5%	41%	45%	64%
Female	*	746	762	21%	19%	13%	25%	22%	47%	64%
Male	*	733	747	31%	17%	13%	21%	18%	39%	51%
Non-binary/undesignated gender	*	*	774	*	*	*	*	*	*	77%
Economically Disadvantaged Students	750	734	738	28%	19%	14%	23%	15%	39%	41%
Non-Economically Disadvantaged Students	564	747	764	24%	16%	12%	22%	26%	48%	67%
Students with Disabilities	184	702	717	*	*	*	*	*	*	19%
Students without Disabilities	1,130	745	761	22%	17%	13%	25%	23%	48%	64%
Multilingual Learners	187	696	701	*	*	*	*	*	*	*
Non-Multilingual Learners	1,127	747	758	21%	17%	14%	25%	23%	49%	61%
Students Experiencing Homelessness	30	708	721	43%	27%	17%	10%	3%	13%	25%
Students in Foster Care	*	*	714	*	*	*	*	*	*	20%
Military-Connected Students	*	*	749	*	*	*	*	*	*	51%
Migrant Students	*	*	683	*	*	*	*	*	*	*

## Academic Achievement

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### Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	11,112	98.4%	30.9%	40.2%	30.9%	31.1%	Met Target†
White	1,761	99%	42.4%	51.1%	42.4%	42%	Met Target
Hispanic	4,608	98.2%	20.3%	24.2%	20.3%	22.4%	Not Met
Black or African American	2,593	97.4%	12.5%	20.1%	12.5%	14.2%	Not Met
Asian, Native Hawaiian, or Pacific Islander	1,930	99.6%	68.1%	74.4%	68.1%	64.4%	Met Target
American Indian or Alaska Native	28	100%	50%	42%	50%	31%	Met Target
Two or More Races	192	97.1%	49%	48.9%	49%	50.4%	Met Target†
Female	*	98.6%	29.1%	38.4%	29.1%		
Male	*	98.1%	32.5%	42%	32.5%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	6,410	98.2%	21.2%	21.7%	21.2%	23.2%	Not Met
Non-Economically Disadvantaged Students	4,702	98.6%	44%	51.5%	44%		
Students with Disabilities	1,745	95.1%	<10%	16.6%	<10%	13.3%	Not Met
Students without Disabilities	9,367	99%	34.8%	45.4%	34.8%		
Multilingual Learners	2,015	99%	12%	18.7%	12%	24%	Not Met
Non-Multilingual Learners	9,097	98.2%	35%	43.5%	35%		
Students Experiencing Homelessness	258	94.9%	<10%	12.9%	<10%		
Students in Foster Care	14	93.3%	<10%	12.4%	<10%		
Military-Connected Students	*	*	*	38.8%	*		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

**Report Key:**

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

N No Data is available to display

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

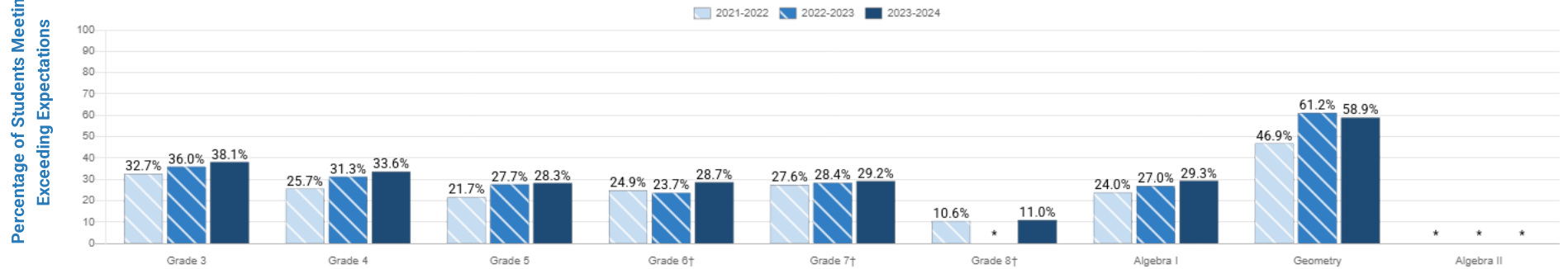
## Academic Achievement

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### Mathematics Assessment - Performance Trends

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



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

## Academic Achievement

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	1,715	739	747	19%	20%	23%	24%	14%	38%	48%
White	308	750	757	13%	12%	24%	34%	16%	51%	60%
Hispanic	*	727	732	22%	26%	28%	21%	4%	24%	31%
Black or African American	369	715	728	33%	28%	24%	13%	2%	15%	27%
Asian, Native Hawaiian, or Pacific Islander	345	777	776	3%	7%	15%	35%	40%	75%	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	51%
Two or More Races	*	760	755	17%	10%	17%	10%	47%	57%	56%
Female	*	739	744	18%	20%	26%	24%	13%	36%	45%
Male	*	740	749	20%	20%	21%	25%	15%	40%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	725	729	24%	25%	26%	20%	5%	25%	28%
Non-Economically Disadvantaged Students	*	756	758	12%	14%	21%	30%	24%	54%	60%
Students with Disabilities	198	707	725	42%	30%	18%	8%	2%	10%	25%
Students without Disabilities	1,517	743	751	16%	18%	24%	26%	15%	42%	52%
Multilingual Learners	377	725	722	24%	24%	29%	19%	4%	23%	20%
Non-Multilingual Learners	1,338	743	751	17%	19%	22%	26%	16%	42%	52%
Students Experiencing Homelessness	44	710	717	41%	25%	23%	11%	0%	11%	17%
Students in Foster Care	*	*	719	*	*	*	*	*	*	18%
Military-Connected Students	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	727	*	*	*	*	*	*	12%



## Academic Achievement

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### Mathematics Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	1,653	736	744	19%	25%	23%	24%	9%	34%	45%
White	260	745	754	13%	18%	28%	28%	13%	41%	57%
Hispanic	*	726	730	22%	32%	25%	20%	2%	22%	28%
Black or African American	358	719	726	29%	30%	23%	17%	1%	18%	24%
Asian, Native Hawaiian, or Pacific Islander	307	773	773	5%	9%	15%	40%	32%	71%	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	50%
Two or More Races	*	741	752	27%	5%	27%	27%	14%	41%	54%
Female	*	735	743	20%	25%	23%	23%	9%	32%	43%
Male	*	737	746	17%	24%	23%	26%	10%	35%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	914	725	727	23%	28%	27%	20%	2%	22%	25%
Non-Economically Disadvantaged Students	739	750	755	14%	20%	18%	30%	18%	48%	58%
Students with Disabilities	208	707	722	*	*	*	*	*	*	21%
Students without Disabilities	1,445	741	749	15%	23%	24%	27%	10%	37%	50%
Multilingual Learners	397	722	718	25%	31%	25%	16%	2%	19%	14%
Non-Multilingual Learners	1,256	741	748	17%	22%	22%	27%	11%	38%	49%
Students Experiencing Homelessness	36	712	716	33%	36%	19%	11%	0%	11%	15%
Students in Foster Care	*	*	716	*	*	*	*	*	*	15%
Military-Connected Students	*	*	744	*	*	*	*	*	*	43%
Migrant Students	*	*	721	*	*	*	*	*	*	17%

## Academic Achievement

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	1,694	730	741	21%	31%	19%	20%	8%	28%	40%
White	276	737	751	14%	26%	26%	27%	8%	34%	53%
Hispanic	714	722	726	23%	36%	21%	17%	2%	19%	23%
Black or African American	389	711	722	35%	39%	14%	11%	1%	12%	19%
Asian, Native Hawaiian, or Pacific Islander	281	767	772	7%	11%	16%	36%	31%	66%	76%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	*	742	748	23%	19%	13%	26%	19%	45%	49%
Female	*	730	739	19%	33%	21%	21%	6%	27%	38%
Male	*	730	742	24%	29%	18%	20%	9%	29%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	971	721	724	26%	35%	20%	16%	2%	19%	20%
Non-Economically Disadvantaged Students	723	742	752	16%	25%	18%	26%	15%	41%	53%
Students with Disabilities	230	702	717	*	*	*	*	*	*	16%
Students without Disabilities	1,464	734	746	17%	30%	20%	23%	9%	32%	45%
Multilingual Learners	350	710	711	*	*	*	*	*	*	*
Non-Multilingual Learners	1,344	735	744	19%	27%	20%	24%	10%	34%	44%
Students Experiencing Homelessness	52	710	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	1,620	728	737	25%	25%	21%	20%	8%	29%	36%
White	273	744	746	12%	18%	23%	36%	11%	47%	47%
Hispanic	*	720	723	24%	34%	25%	14%	2%	16%	20%
Black or African American	367	705	718	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	270	766	768	6%	7%	19%	38%	31%	69%	73%
American Indian or Alaska Native	*	*	735	*	*	*	*	*	*	33%
Two or More Races	*	738	743	30%	26%	4%	15%	26%	41%	45%
Female	*	728	736	25%	27%	21%	21%	7%	27%	34%
Male	*	729	738	25%	24%	21%	20%	10%	30%	38%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	950	719	721	31%	28%	22%	16%	3%	19%	17%
Non-Economically Disadvantaged Students	670	742	747	16%	21%	20%	26%	16%	42%	48%
Students with Disabilities	212	700	714	*	*	*	*	*	*	12%
Students without Disabilities	1,408	733	741	20%	24%	23%	23%	10%	32%	41%
Multilingual Learners	284	708	707	*	*	*	*	*	*	*
Non-Multilingual Learners	1,336	733	740	21%	23%	22%	23%	10%	33%	39%
Students Experiencing Homelessness	34	706	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	1,620	732	739	18%	30%	22%	21%	8%	29%	37%
White	255	743	748	12%	20%	25%	33%	11%	44%	50%
Hispanic	698	725	728	17%	38%	24%	17%	3%	20%	23%
Black or African American	372	712	724	*	*	*	*	*	*	18%
Asian, Native Hawaiian, or Pacific Islander	253	762	764	8%	9%	16%	40%	27%	67%	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	*	753	743	5%	26%	18%	28%	23%	51%	44%
Female	*	730	738	17%	33%	23%	20%	7%	27%	36%
Male	*	733	739	19%	28%	22%	22%	9%	31%	39%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	940	724	726	21%	36%	23%	17%	3%	20%	20%
Non-Economically Disadvantaged Students	680	742	747	14%	23%	21%	27%	14%	42%	48%
Students with Disabilities	218	703	716	*	*	*	*	*	*	12%
Students without Disabilities	1,402	736	743	13%	30%	24%	24%	9%	33%	43%
Multilingual Learners	299	714	714	*	*	*	*	*	*	*
Non-Multilingual Learners	1,321	736	741	17%	27%	22%	25%	10%	34%	40%
Students Experiencing Homelessness	37	712	716	*	*	*	*	*	*	11%
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	740	*	*	*	*	*	*	39%
Migrant Students	*	*	708	*	*	*	*	*	*	*

## Academic Achievement

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### Mathematics Assessment - Performance By Grade: Grade 8

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	1,061	706	719	50%	26%	13%	8%	3%	11%	19%
White	139	724	729	32%	29%	19%	12%	8%	20%	27%
Hispanic	449	700	713	*	*	*	*	*	*	13%
Black or African American	344	694	707	*	*	*	*	*	*	10%
Asian, Native Hawaiian, or Pacific Islander	111	742	740	22%	15%	23%	25%	14%	40%	40%
American Indian or Alaska Native	*	*	722	*	*	*	*	*	*	21%
Two or More Races	*	714	722	50%	6%	25%	13%	6%	19%	22%
Female	*	704	719	*	*	*	*	*	*	19%
Male	*	707	719	49%	24%	13%	10%	4%	14%	20%
Non-binary/undesignated gender	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	675	702	711	*	*	*	*	*	*	12%
Non-Economically Disadvantaged Students	386	713	725	42%	24%	17%	11%	5%	16%	25%
Students with Disabilities	220	687	702	*	*	*	*	*	*	*
Students without Disabilities	841	711	724	44%	27%	16%	9%	4%	13%	23%
Multilingual Learners	226	699	701	*	*	*	*	*	*	*
Non-Multilingual Learners	835	708	721	48%	25%	14%	9%	3%	12%	21%
Students Experiencing Homelessness	44	693	704	*	*	*	*	*	*	*
Students in Foster Care	*	*	696	*	*	*	*	*	*	*
Military-Connected Students	*	*	722	*	*	*	*	*	*	19%
Migrant Students	*	*	*	*	*	*	*	*	*	*

## Academic Achievement

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

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	1,644	727	738	30%	26%	15%	23%	6%	29%	40%
White	207	739	748	23%	17%	19%	33%	8%	41%	51%
Hispanic	716	717	723	34%	31%	17%	18%	1%	19%	23%
Black or African American	381	708	719	45%	30%	12%	12%	1%	13%	19%
Asian, Native Hawaiian, or Pacific Islander	311	766	773	7%	15%	14%	43%	21%	64%	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	*	742	746	26%	17%	9%	39%	9%	48%	49%
Female	*	728	737	29%	26%	14%	24%	6%	30%	39%
Male	*	727	739	30%	25%	16%	23%	6%	29%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	885	719	722	34%	28%	16%	19%	3%	22%	22%
Non-Economically Disadvantaged Students	759	737	747	25%	23%	14%	28%	9%	38%	50%
Students with Disabilities	178	699	710	*	*	*	*	*	*	11%
Students without Disabilities	1,466	731	743	27%	25%	16%	26%	7%	32%	45%
Multilingual Learners	297	697	705	*	*	*	*	*	*	*
Non-Multilingual Learners	1,347	734	741	25%	24%	16%	28%	7%	35%	43%
Students Experiencing Homelessness	31	705	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	270	753	750	4%	11%	25%	49%	10%	59%	53%
White	47	751	752	6%	6%	21%	64%	2%	66%	57%
Hispanic	81	742	735	5%	17%	38%	38%	1%	40%	29%
Black or African American	38	741	733	5%	24%	32%	39%	0%	39%	26%
Asian, Native Hawaiian, or Pacific Islander	93	767	765	2%	4%	16%	51%	27%	77%	77%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	66%
Two or More Races	*	*	756	*	*	*	*	*	*	63%
Female	*	749	748	4%	15%	29%	44%	8%	52%	50%
Male	*	756	752	4%	8%	21%	53%	13%	66%	57%
Non-binary/undesignated gender	*	*	752	*	*	*	*	*	*	60%
Economically Disadvantaged Students	126	749	734	4%	13%	29%	48%	6%	54%	28%
Non-Economically Disadvantaged Students	144	756	754	5%	10%	22%	49%	15%	63%	60%
Students with Disabilities	*	*	727	*	*	*	*	*	*	24%
Students without Disabilities	*	753	751	4%	12%	25%	48%	10%	59%	54%
Multilingual Learners	*	*	716	*	*	*	*	*	*	11%
Non-Multilingual Learners	*	754	751	2%	11%	26%	50%	11%	61%	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	13	696	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	*	696	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	65	98.5%	64	98.5%
4	52	100.0%	51	100.0%
5	51	98.1%	51	98.1%
6	62	100.0%	61	98.4%
7	53	100.0%	52	100.0%
8	59	100.0%	59	100.0%
11	27	93.1%	26	92.9%

## Academic Achievement

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

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

### English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	# Students with Overall Score Below 4.5	% Students with Overall Score Below 4.5	# Students with Overall Score of 4.5 or Above	% Students with Overall Score 4.5 or Above
0-2	1,808	*	>90%	*	<10%
3-4	840	*	>90%	*	<10%
5 or more	1,217	1,080	88.7%	137	11.3%

### 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	29.3%	22.7%	Met Goal

† Target was met within a confidence interval.

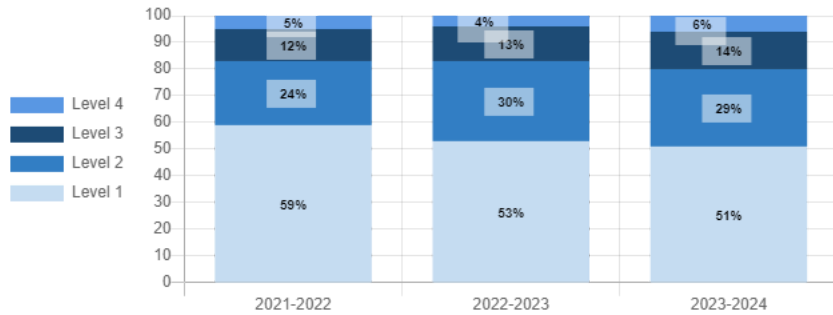
## Academic Achievement

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.

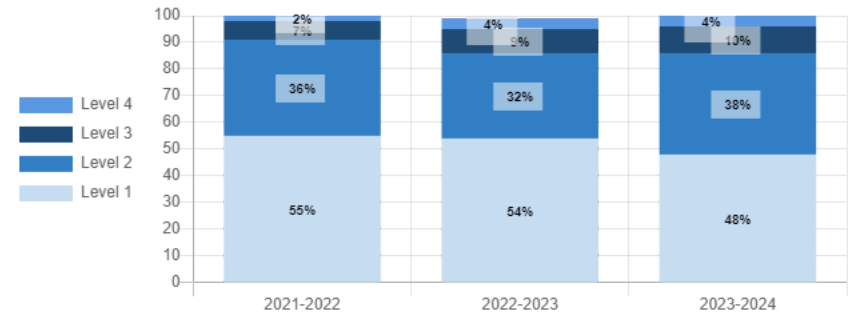
### NJSLA Science Assessment: Grade 5 Summary

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.



**Report Key:**

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 \*\* Accountability calculations require 20 or more students  
 N No Data is available to display  
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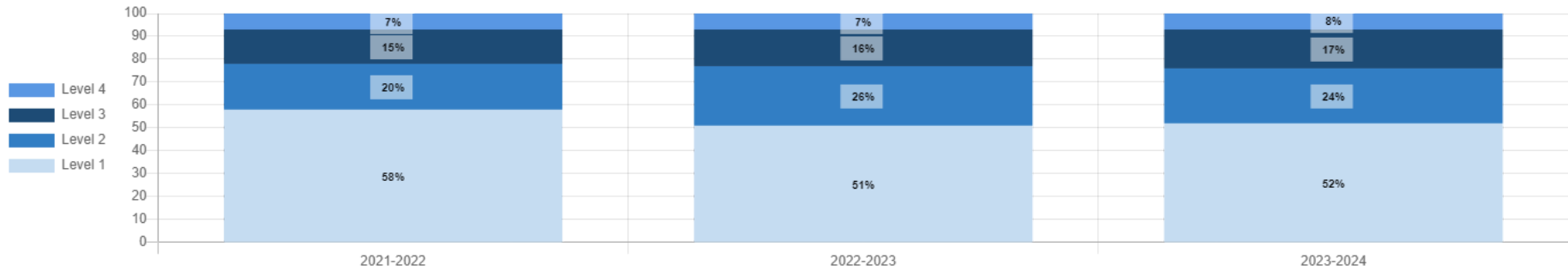
## Academic Achievement

The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science 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	51%	29%	14%	6%	35%	37%	21%	6%
White	47%	29%	15%	9%	22%	42%	28%	8%
Hispanic	54%	34%	10%	1%	51%	36%	12%	2%
Black or African American	70%	23%	6%	1%	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	21%	26%	32%	21%	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	35%	29%	16%	19%	27%	36%	27%	10%
Female	49%	32%	13%	5%	35%	39%	20%	6%
Male	53%	26%	14%	7%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	59%	30%	9%	2%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	40%	28%	20%	11%	24%	39%	28%	10%
Students with Disabilities	86%	13%	1%	0%	64%	27%	8%	2%
Students without Disabilities	45%	32%	16%	7%	30%	39%	24%	7%
Multilingual Learners	79%	20%	1%	0%	78%	20%	2%	0%
Non-Multilingual Learners	44%	32%	17%	8%	30%	39%	23%	7%
Students Experiencing Homelessness	70%	24%	6%	0%	68%	25%	6%	1%
Students in Foster Care	*	*	*	*	67%	28%	3%	1%
Military-Connected Students	*	*	*	*	30%	42%	23%	5%
Migrant Students	*	*	*	*	73%	27%	0%	0%

## Academic Achievement

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

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

### NJSLA Science Assessment: Grade 8

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	48%	38%	10%	4%	36%	45%	14%	5%
White	38%	41%	17%	3%	23%	52%	19%	6%
Hispanic	52%	41%	6%	1%	51%	42%	6%	1%
Black or African American	71%	25%	3%	1%	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	17%	46%	20%	17%	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	28%	45%	17%	10%	27%	46%	19%	8%
Female	47%	40%	9%	4%	35%	47%	13%	4%
Male	49%	35%	10%	5%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	58%	36%	5%	1%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	35%	41%	16%	8%	26%	48%	19%	7%
Students with Disabilities	85%	14%	1%	0%	67%	29%	3%	1%
Students without Disabilities	42%	42%	11%	5%	30%	48%	16%	6%
Multilingual Learners	75%	24%	0%	0%	75%	24%	1%	0%
Non-Multilingual Learners	42%	41%	12%	5%	32%	47%	15%	5%
Students Experiencing Homelessness	74%	26%	0%	0%	66%	32%	2%	0%
Students in Foster Care	*	*	*	*	80%	19%	1%	0%
Military-Connected Students	*	*	*	*	40%	47%	10%	3%
Migrant Students	*	*	*	*	*	*	*	*

## Academic Achievement

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

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

### NJSLA Science Assessment: Grade 11

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	52%	24%	17%	8%	45%	27%	19%	9%
White	44%	22%	21%	13%	34%	30%	26%	11%
Hispanic	58%	27%	13%	2%	61%	25%	11%	3%
Black or African American	67%	21%	8%	3%	64%	24%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	25%	23%	30%	22%	17%	23%	33%	28%
American Indian or Alaska Native	*	*	*	*	54%	21%	19%	6%
Two or More Races	41%	7%	30%	22%	38%	26%	25%	11%
Female	50%	26%	16%	7%	43%	29%	20%	7%
Male	52%	21%	17%	9%	47%	24%	18%	10%
Non-binary/undesignated gender	*	*	*	*	26%	28%	30%	16%
Economically Disadvantaged Students	57%	23%	15%	5%	63%	24%	11%	2%
Non-Economically Disadvantaged Students	47%	24%	18%	12%	37%	28%	24%	12%
Students with Disabilities	*	*	*	*	77%	16%	5%	1%
Students without Disabilities	46%	26%	18%	9%	40%	28%	22%	10%
Multilingual Learners	81%	16%	3%	0%	88%	10%	1%	0%
Non-Multilingual Learners	46%	25%	19%	10%	42%	28%	21%	9%
Students Experiencing Homelessness	85%	15%	0%	0%	72%	19%	8%	1%
Students in Foster Care	*	*	*	*	76%	18%	5%	1%
Military-Connected Students	*	*	*	*	48%	29%	17%	7%
Migrant Students	*	*	*	*	*	*	*	*

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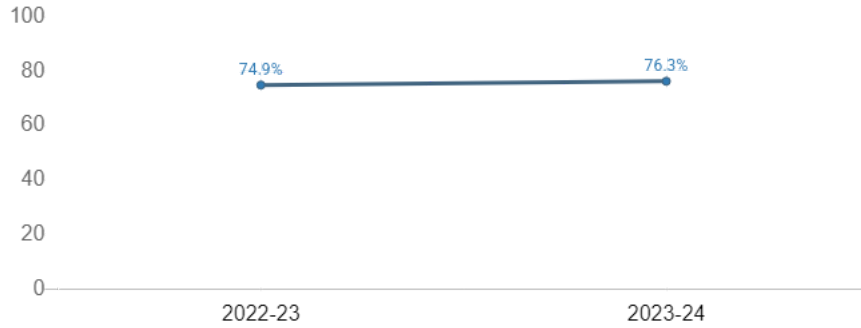
## Academic Achievement

### Graduation Proficiency Assessment (NJGPA) Trends

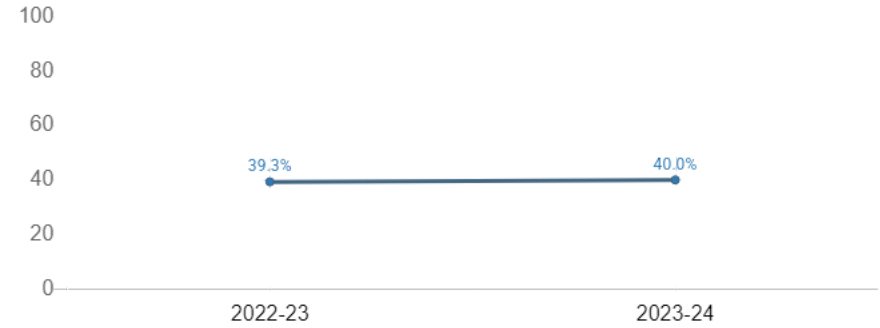
These graphs show trends in performance on the New Jersey Graduation Proficiency Assessment (NJGPA) for the last two years. Students are identified as either Graduation Ready or Not Yet Graduation Ready for both English Language Arts (ELA) and mathematics based on their scores on the assessment. These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

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

**ELA Graduation Ready Rate**



**Math Graduation Ready Rate**



Performance Measure	2022-23 ELA	2023-24 ELA	2022-23 Math	2023-24 Math
Graduation Ready Rate	74.9%	76.3%	39.3%	40.0%
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	1,319	76.3%	82.5%	1,309	40%	55.6%
White	182	81.9%	90%	181	56.9%	69.1%
Hispanic	*	67.3%	72.3%	*	26%	38%
Black or African American	*	74%	73.6%	*	26.7%	33.1%
Asian, Native Hawaiian, or Pacific Islander	253	>90%	>90%	252	72.2%	87.9%
American Indian or Alaska Native	*	*	76.2%	*	*	43.8%
Two or More Races	*	85.7%	87.5%	*	59.3%	62%
Female	*	81.2%	86.9%	*	41.4%	56.6%
Male	*	71.5%	78.3%	*	38.8%	54.7%
Non-binary/undesignated gender	*	*	87.7%	*	*	69.9%
Economically Disadvantaged Students	623	74.6%	71.7%	621	36.2%	36%
Non-Economically Disadvantaged Students	696	77.7%	87.6%	688	43.5%	65.1%
Students with Disabilities	155	36.8%	53.6%	156	<10%	18.2%
Students without Disabilities	1,164	81.5%	87.4%	1,153	44.8%	62%
Multilingual Learners	191	31.9%	24.4%	191	15.7%	12.5%
Non-Multilingual Learners	1,128	83.8%	86.5%	1,118	44.2%	58.8%
Students experiencing homelessness	23	52.2%	58.6%	22	13.6%	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	91.2%	80.7%
12th graders taking SAT in 2023-2024 or prior years	92.4%	62.7%
12th graders taking ACT in 2023-2024 or prior years	1.3%	7.8%

### PSAT, SAT, & ACT - Performance

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

Participation Type	District Average Score	State Average Score	College Readiness Benchmarks	District - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	425	459	Grade 10: 430 Grade 11: 460	39%	54%
PSAT 10/NMSQT - Math	426	454	Grade 10: 480 Grade 11: 510	23%	32%
SAT - Reading and Writing	467	530	480	37%	65%
SAT - Math	453	519	530	23%	46%
ACT - Reading	28	24	22	84%	63%
ACT - English	27	24	18	89%	76%
ACT - Math	27	23	22	84%	58%
ACT - Science	24	23	23	63%	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	30.2%	22.5%	35.9%	26.9%
White	37.2%	22.7%	41.8%	33.0%
Hispanic	25.9%	30.8%	23.2%	20.9%
Black or African American	13.4%	10.6%	20.3%	17.4%
Asian, Native Hawaiian, or Pacific Islander	56.4%	20.1%	70.5%	32.5%
American Indian or Alaska Native	30.8%	38.5%	30.4%	28.6%
Two or More Races	54.9%	13.7%	41.0%	29.0%
Female	33.9%	23.6%	41.4%	30.2%
Male	26.2%	20.4%	30.6%	23.7%
Non-Binary/Undesignated Gender	N	N	42.9%	28.4%
Economically Disadvantaged Students	24.1%	25.7%	22.8%	20.2%
Students with Disabilities	2.2%	11.7%	4.8%	10.9%
Multilingual Learners	14.3%	43.9%	9.8%	8.8%
Students experiencing homelessness	17.5%	19.3%	12.6%	15.1%
Students in Foster Care	*	*	4.5%	10.6%
Military-Connected Students	N	N	30.1%	29.2%
Migrant Students	N	N	0.0%	7.1%

## College and Career Readiness

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

### AP/IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP 2-D Art and Design	0	8
AP African American Studies (Pilot 2 - 2023-24)	0	17
AP Art History	23	12
AP Biology	33	33
AP Calculus AB	64	57
AP Calculus BC	79	78
AP Chemistry	51	52
AP Chinese Languages: Language and Culture	4	6
AP Comparative Government and Politics	0	1
AP Computer Science A	40	37
AP Computer Science Principles	143	135
AP Drawing	2	15
AP English Language and Composition	197	174
AP English Literature and Composition	169	167
AP Environmental Science	73	73
AP French Language and Culture	9	8
AP Human Geography	111	100
AP Macroeconomics	89	84
AP Microeconomics	74	70
AP Music Theory	14	14
AP Physics 1	45	45
AP Physics C	28	0

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## College and Career Readiness

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AP/IB Course	Students Enrolled	Students Tested
AP Physics C: Electricity and Magnetism	0	7
AP Physics C: Mechanics	0	30
AP Precalculus	0	190
AP Psychology	0	5
AP Research	0	77
AP Seminar	0	77
AP Spanish Language and Culture	144	140
AP Spanish Literature and Culture	22	11
AP Statistics	124	111
AP U.S. Government and Politics	34	32
AP U.S. History	154	144
AP World History: Modern	0	111
Total Exams taken		2,121
Exams with scores of at least 3 on AP exams or 4 on IB exams		1,450

## 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	25	1.8%
Bengali	*	*
Chinese	*	*
Dari	*	*
Filipino	*	*
French	*	*
Gujarati	*	*
Haitian Creole	*	*
Jamaican Creole English	*	*
Spanish	119	8.4%
Urdu	*	*
Total Seals Earned	164	
Total Unique Students Earning Seals	164	11.6%
Current and Former Multilingual Learners Earning Seals	100	26.1%†

†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	15.1%	17.5%	7.6%	10.4%
White	13.3%	13.2%	6.1%	10.0%
Hispanic	16.9%	20.2%	9.3%	10.8%
Black or African American	17.1%	18.4%	9.5%	10.7%
Asian, Native Hawaiian, or Pacific Islander	9.5%	13.4%	5.5%	10.5%
American Indian or Alaska Native	5.4%	13.5%	8.3%	8.8%
Two or More Races	12.0%	12.0%	7.5%	10.1%
Female	15.6%	15.6%	7.5%	10.9%
Male	14.8%	19.2%	7.7%	9.9%
Non-Binary/Undesignated Gender	*	*	8.9%	15.2%
Economically Disadvantaged Students	17.1%	18.7%	9.8%	10.7%
Students with Disabilities	17.1%	13.9%	6.0%	7.9%
Multilingual Learners	19.8%	9.5%	8.0%	3.5%
Students experiencing homelessness	18.8%	14.4%	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%

**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](#).

### 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
Agriculture, Food & Natural Resources	*	*
Architecture & Construction	341	100.0%
Arts, A/V Technology & Communications	128	98.5%
Business Management & Administration	255	99.6%
Finance	322	100.0%
Government & Public Administration	150	100.0%
Health Science	*	*
Hospitality & Tourism	238	98.3%
Human Services	211	100.0%
Information Technology	137	97.2%
Marketing	135	100.0%
Transportation, Distribution & Logistics	48	100.0%
<b>Total</b>	<b>1,965</b>	<b>99.3%</b>

## College and Career Readiness

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

### Industry-Valued Credentials

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

#### Students Earning Industry-Valued Credentials

District 0.0%  
 State 2.2%

## College and Career Readiness

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

### Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	*	*	*
Architecture & Construction	341	*	*
Arts, A/V Technology & Communications	130	*	*
Business Management & Administration	256	*	*
Finance	322	*	*
Government & Public Administration	150	*	*
Health Science	*	*	*
Hospitality & Tourism	242	*	*
Human Services	211	*	*
Information Technology	141	*	*
Marketing	135	*	*
Transportation, Distribution & Logistics	48	*	*
<b>Total</b>	<b>1,979</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	1,801
7	0	0	0	0	0	0	1,756
8	639	0	0	0	0	0	1,205
9	1,556	15	20	0	0	0	584
10	55	46	366	1	0	1	1,214
11	10	1	1,084	176	17	54	126
12	16	0	153	108	152	160	210
<b>Total</b>	2,276	62	1,623	285	169	215	6,896
Enrolled in AP/IB Course					142	124	0
Enrolled in Dual Enrollment Course	0	0	79	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	1,605	372	0	36	27	46
10	249	1,270	0	133	27	55
11	79	794	2	388	123	97
12	56	173	9	270	64	177
<b>Total</b>	1,989	2,609	11	827	241	375
Enrolled in AP/IB Course	33	51		73	73	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	1,365	671	0	3	0	76
10	250	1,404	0	61	0	61
11	1,000	354	60	69	0	173
12	189	264	103	163	0	285
<b>Total</b>	<b>2,804</b>	<b>2,693</b>	<b>163</b>	<b>296</b>	<b>0</b>	<b>595</b>
Enrolled in AP/IB Course	0	154	163	0		141
Enrolled in Dual Enrollment Course	7	0	0	0	0	7

### 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	1,096	0	0	0	0	166	326
7	1,089	0	0	0	0	132	324
8	1,122	0	0	0	0	125	307
9	625	75	62	0	0	113	0
10	613	124	48	0	0	163	0
11	580	152	44	0	0	103	0
12	417	70	35	0	0	17	0
<b>Total</b>	<b>5,542</b>	<b>421</b>	<b>189</b>	<b>0</b>	<b>0</b>	<b>819</b>	<b>957</b>
Enrolled in AP/IB Course	161	9	0	0	0	4	0
Enrolled in Dual Enrollment Course	157	0	0	0	0	0	0
Enrolled in Level 3 or Higher	160	48	0	0	0	51	0

**Report Key:**

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\*\* 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

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	11	1	0	0	0	0	0
10	22	77	0	0	30	0	38
11	59	25	0	0	7	0	0
12	83	40	0	0	0	0	6
Total	175	143	0	0	37	0	44
Enrolled in AP/IB Course	40	143		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

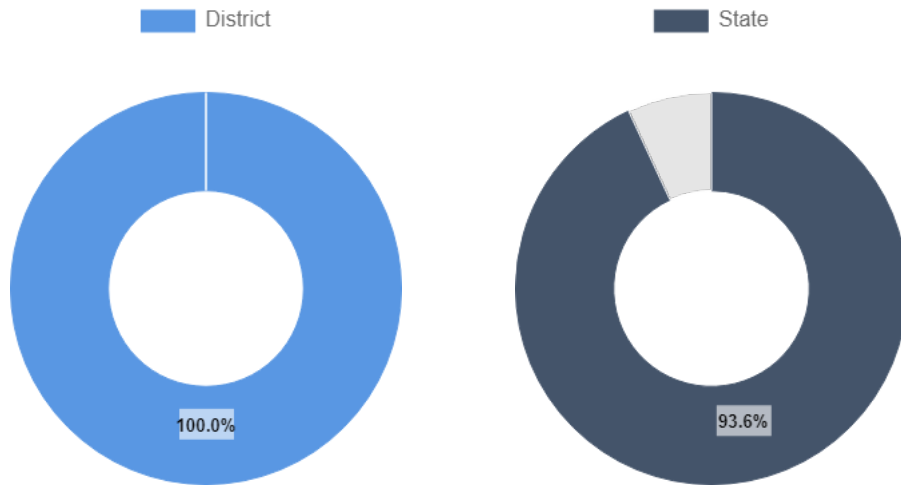
## College and Career Readiness

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.

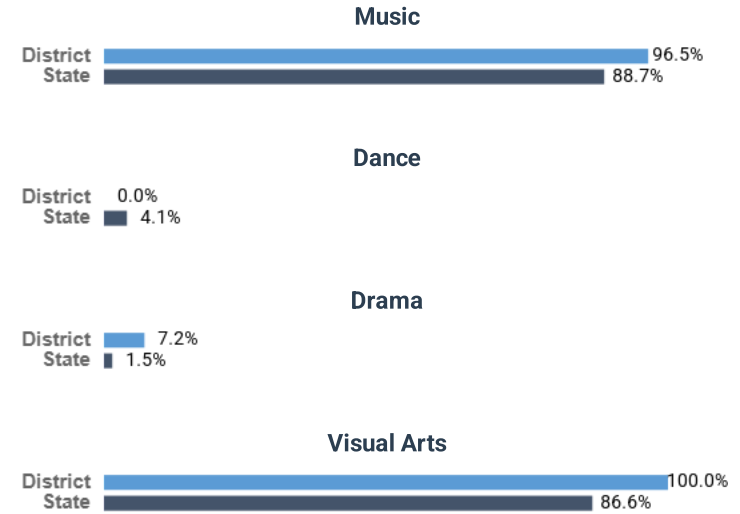
### Visual and Performing Arts – Course Participation

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.

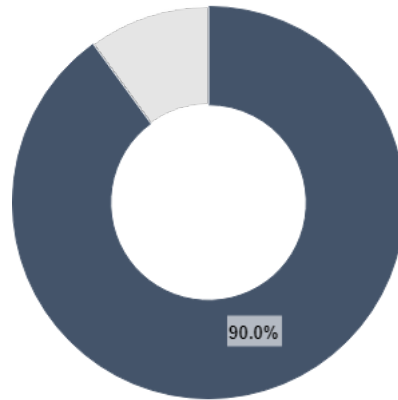
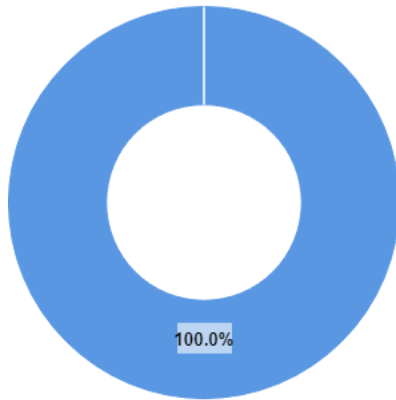
### Visual and Performing Arts – Course Participation

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**

District

State



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

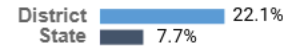
#### Music



#### Dance



#### Drama



#### Visual Arts



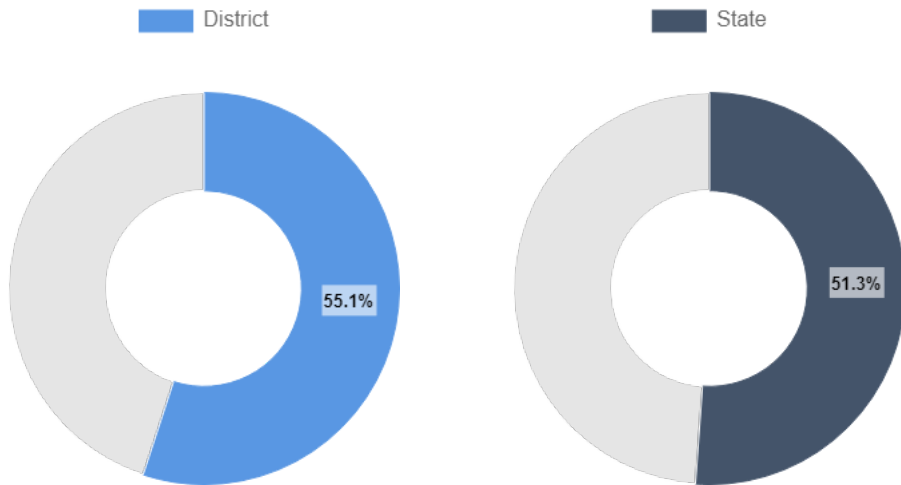
## College and Career Readiness

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

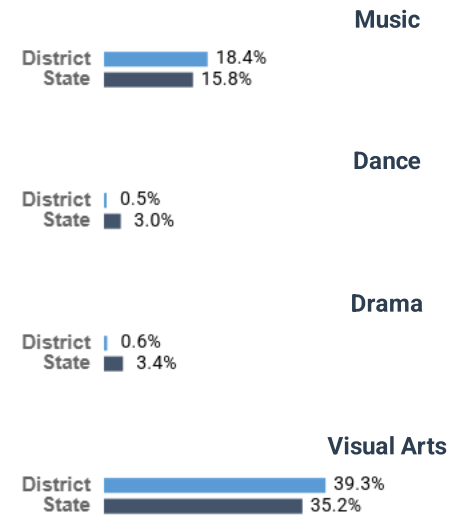
### Visual and Performing Arts – Course Participation

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

**Grades 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



**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.

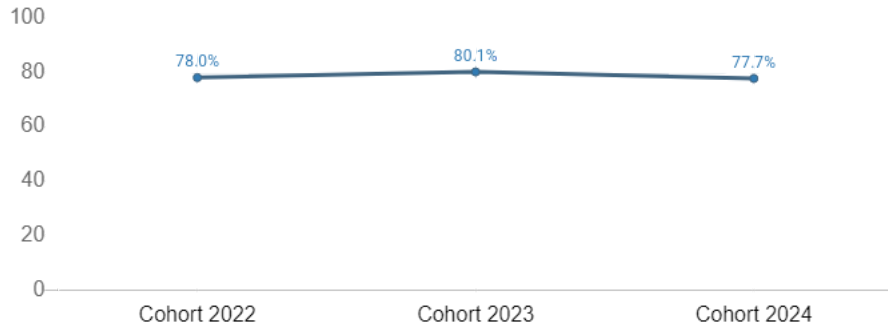
To be included as a graduate in the federal version of the graduation rate, students must have meet state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless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

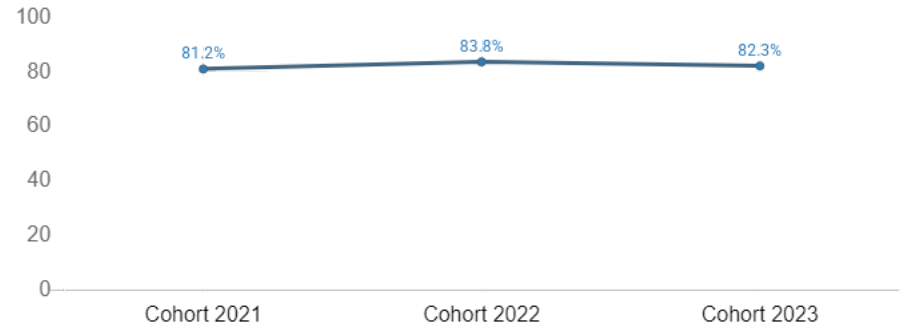
### Graduation Rate Trends and Progress

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	78.0%	80.1%	77.7%	81.2%	83.8%	82.3%
Statewide Graduation Rate	90.9%	91.1%	91.3%	92.5%	92.7%	92.6%

## Graduation/ Postsecondary

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

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

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

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

### Cohort 2024 4-Year Graduation Cohort Profile

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

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	77.7%	8.3%	14.0%	91.3%	3.8%	4.9%
White	86.5%	7.2%	6.3%	95.0%	2.6%	2.5%
Hispanic	74.6%	11.0%	14.4%	86.9%	4.9%	8.3%
Black or African American	72.8%	6.9%	20.3%	86.5%	6.0%	7.5%
Asian, Native Hawaiian, or Pacific Islander	88.3%	5.0%	6.7%	96.7%	2.3%	1.0%
American Indian or Alaska Native	*	*	*	91.7%	3.8%	4.5%
Two or More Races	86.7%	6.7%	6.7%	92.3%	3.5%	4.3%
Female	81.9%	6.7%	11.4%	93.1%	2.8%	4.1%
Male	74.2%	9.6%	16.2%	89.5%	4.7%	5.7%
Non-Binary/Undesignated Gender	N	N	N	86.7%	3.3%	10.0%
Economically Disadvantaged Students	77.4%	9.3%	13.3%	87.1%	5.3%	7.7%
Students with Disabilities	56.4%	22.2%	21.5%	80.7%	12.5%	6.8%
Multilingual Learners	75.3%	9.6%	15.1%	78.9%	7.5%	13.6%
Students experiencing homelessness	67.4%	8.7%	23.9%	74.5%	11.2%	14.3%
Students in Foster Care	53.8%	23.1%	23.1%	61.6%	13.1%	25.3%
Military-Connected Students	N	N	N	94.5%	2.3%	3.1%
Migrant Students	*	*	*	88.2%	3.9%	7.9%

## Graduation/ Postsecondary

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

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

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

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

### Cohort 2023 5-Year Graduation Cohort Profile

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

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	82.3%	5.8%	12.0%	92.6%	1.7%	5.6%
White	86.8%	7.1%	6.0%	95.9%	1.5%	2.6%
Hispanic	81.8%	5.9%	12.4%	88.2%	1.9%	9.9%
Black or African American	77.1%	5.9%	17.0%	88.9%	2.5%	8.7%
Asian, Native Hawaiian, or Pacific Islander	90.5%	4.0%	5.6%	97.5%	1.3%	1.2%
American Indian or Alaska Native	*	*	*	92.5%	0.0%	7.5%
Two or More Races	83.3%	16.7%	0.0%	94.7%	1.0%	4.3%
Female	85.6%	4.3%	10.1%	94.4%	1.2%	4.4%
Male	79.1%	7.2%	13.7%	91.0%	2.2%	6.8%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	82.6%	6.2%	11.2%	88.8%	2.0%	9.2%
Students with Disabilities	63.9%	21.3%	14.8%	84.1%	8.2%	7.7%
Multilingual Learners	79.4%	7.2%	13.4%	78.0%	2.0%	20.0%
Students experiencing homelessness	76.9%	2.6%	20.5%	78.0%	3.9%	18.1%
Students in Foster Care	*	*	*	67.0%	7.5%	25.5%
Military-Connected Students	*	*	*	96.0%	0.8%	3.1%
Migrant Students	N	N	N	66.7%	10.7%	22.6%

## Graduation/ Postsecondary

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

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

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

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

### Cohort 2022 6-Year Graduation Cohort Profile

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

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

Student Group	Graduates	Continuing	Non-Continuing	High School Persistence (Graduates + Continuing)	State: Graduates	State: Continuing Students	State: Non-Continuing Students	State: High School Persistence (Graduates + Continuing)
Districtwide	84.1%	3.7%	12.2%	87.8%	93.2%	1.0%	5.8%	94.2%
White	90.8%	0.5%	8.7%	91.3%	96.4%	0.9%	2.7%	97.3%
Hispanic	79.7%	4.8%	15.6%	84.4%	88.2%	1.0%	10.8%	89.2%
Black or African American	80.4%	4.8%	14.7%	85.3%	89.6%	1.4%	9.0%	91.0%
Asian, Native Hawaiian, or Pacific Islander	95.2%	1.4%	3.4%	96.6%	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	88.2%	5.9%	5.9%	94.1%	92.9%	1.3%	5.9%	94.1%
Female	88.1%	2.8%	9.1%	90.9%	95.0%	0.6%	4.4%	95.6%
Male	80.7%	4.4%	14.8%	85.2%	91.5%	1.4%	7.1%	92.9%
Non-Binary/Undesignated Gender	N	N	N	N	*	*	*	*
Economically Disadvantaged Students	83.7%	4.1%	12.2%	87.8%	88.8%	1.1%	10.2%	89.8%
Students with Disabilities	70.1%	13.1%	16.8%	83.2%	86.6%	5.4%	8.0%	92.0%
Multilingual Learners	78.0%	4.9%	17.0%	83.0%	77.6%	0.6%	21.9%	78.1%
Students experiencing homelessness	60.0%	0.0%	40.0%	60.0%	76.2%	1.4%	22.4%	77.6%
Students in Foster Care	38.5%	0.0%	61.5%	38.5%	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	77.6%	82.2%	78.3%	87.7%	91.8%	87.0%
White	86.1%	86.8%	86.7%	91.5%	95.0%	90.0%
Hispanic	74.6%	81.6%	74.0%	83.3%	87.4%	82.1%
Black or African American	72.6%	77.1%	71.0%	80.9%	87.6%	80.8%
Asian, Native Hawaiian, or Pacific Islander	88.3%	90.5%	93.8%	96.1%	97.3%	96.6%
American Indian or Alaska Native	*	*	N	84.1%	92.5%	86.4%
Two or More Races	86.7%	83.3%	88.2%	89.0%	93.0%	86.2%
Female	81.7%	85.6%	83.2%	90.5%	93.7%	90.6%
Male	74.0%	79.0%	74.2%	85.2%	90.0%	83.7%
Non-Binary/Undesignated Gender	N	N	N	83.3%	*	*
Economically Disadvantaged Students	77.3%	82.5%	77.1%	82.6%	87.8%	81.4%
Students with Disabilities	55.6%	63.5%	34.7%	60.2%	79.2%	51.8%
Multilingual Learners	75.3%	79.4%	76.5%	77.6%	77.6%	75.7%
Students experiencing homelessness	65.2%	74.4%	56.0%	67.0%	76.2%	64.6%
Students in Foster Care	53.8%	*	30.8%	50.4%	61.9%	47.1%
Military-Connected Students	N	*	*	91.4%	94.9%	88.4%
Migrant Students	*	N	*	85.5%	64.3%	64.6%



## Graduation/ Postsecondary

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

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### Accountability Graduation Rates

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

Student Group	Cohort 2023: 4-Year Graduation Rate	Cohort 2023: Annual Target	Cohort 2023: Met Target	Cohort 2022: 5-Year Graduation Rate	Cohort 2022: Annual Target	Cohort 2022: Met Target
Districtwide	80.1%	73.6%	Met Target	78.0%	N	N
White	84.7%	81.7%	Met Target	86.7%	N	N
Hispanic	78.4%	68.1%	Met Target	73.6%	N	N
Black or African American	75.5%	66.6%	Met Target	70.6%	N	N
Asian, Native Hawaiian, or Pacific Islander	90.8%	91.3%	Not Met	93.8%	N	N
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	75.0%	**	**	82.4%	**	**
Economically Disadvantaged Students	80.5%	72.7%	Met Target	77.1%	N	N
Students with Disabilities	59.7%	29.2%	Met Target	33.3%	N	N
Multilingual Learners	77.0%	66.7%	Met Target	76.1%	N	N

**Report Key:**

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 \*\* 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	68.7%	38.1%
Substitute Competency Test	5.1%	22.1%
Portfolio Appeals Process	24.4%	38.0%
Alternate Requirements Specified in IEP	0.2%	0.2%
Unknown/Other	1.7%	1.7%

### 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	1.7%	1.0%
2022-2023	2.4%	1.2%
2021-2022	1.0%	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.

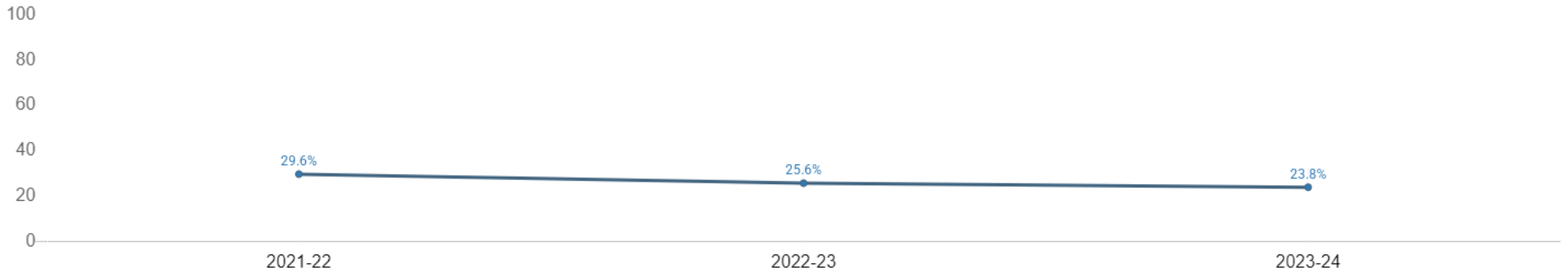
Year of Graduation	Graduates enrolled in apprenticeship programs
2023	*
2022	*
2021	*
2020	*
2019	*
2018	*
2017	*
2016	*

## 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	29.6%	25.6%	23.8%
ESSA Target (State Average for Grades Served)	18.1%	16.6%	14.9%
Met ESSA Target	Not Met	Not Met	Not Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%

**Report Key:**

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**N** No Data is available to display

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## Climate and Environment

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### Chronic Absenteeism

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

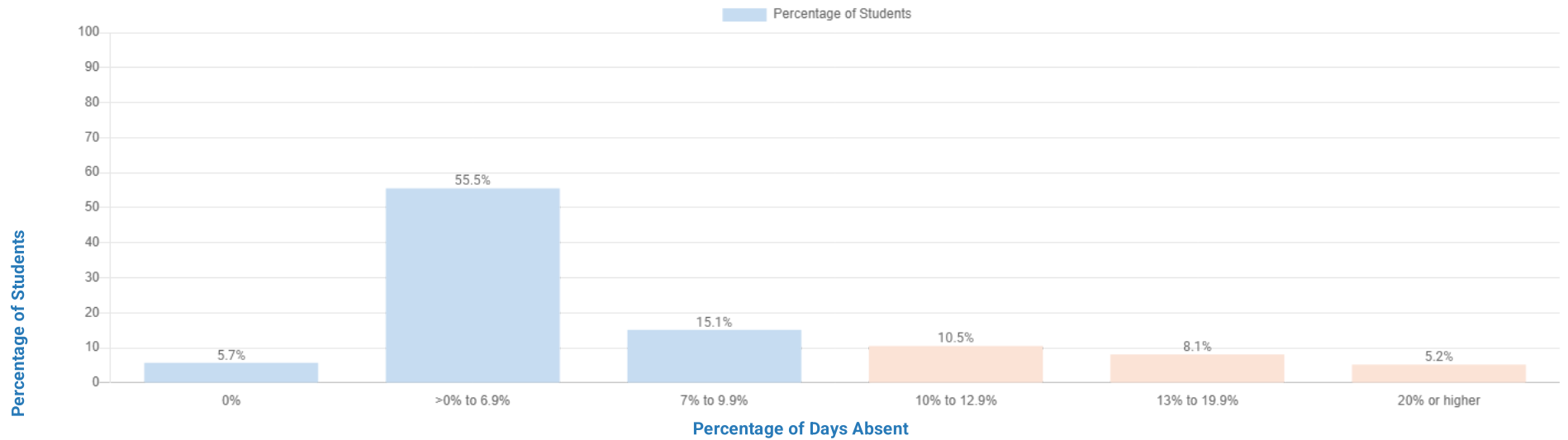
Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	5,277	23.8%	14.9%	Not Met
White	575	16.4%	14.9%	Not Met
Hispanic	2,318	26.4%	14.9%	Not Met
Black or African American	1,897	34.4%	14.9%	Not Met
Asian, Native Hawaiian, or Pacific Islander	394	10.1%	14.9%	Met
American Indian or Alaska Native	13	17.1%	14.9%	Not Met
Two or More Races	80	19.3%	14.9%	Not Met
Female	*	23.3%		
Male	*	24.2%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	3,990	28.5%	14.9%	Not Met
Students with Disabilities	1,231	34.6%	14.9%	Not Met
Multilingual Learners	794	19.5%	14.9%	Not Met
Students Experiencing Homelessness	338	53.1%		
Students in Foster Care	17	44.7%		
Military-Connected Students	*	*		
Migrant Students	*	*		

## Climate and Environment

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### Percentage of Days Absent

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



**Report Key:**

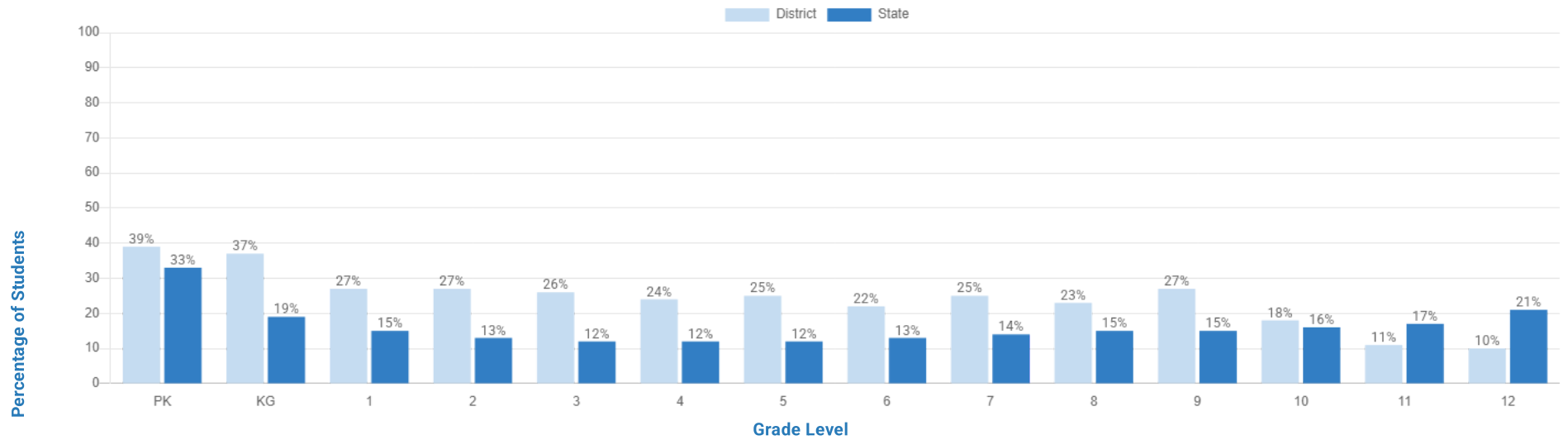
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## Climate and Environment

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### Chronic Absenteeism by Grade

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



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## Climate and Environment

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

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

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

Incident Type	Number of Incidents
Violence	409
Weapons	36
Vandalism	69
Substances	199
Harassment, Intimidation, Bullying (HIB)	102
Total Unique Incidents	800
Incidents Per 100 Students Enrolled	3.06

### 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	55
Weapons	17
Vandalism	5
Substances	31
Harassment, Intimidation, Bullying (HIB)	14
Other Incidents Leading to Removal	5



## 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.

### 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	10	12	22
Religion	2	2	4
Ancestry	2	2	4
Gender	1	15	16
Sexual Orientation	3	12	15
Disability	4	14	18
Other	17	64	81
No Identified Nature	117		117

## Climate and Environment

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

### Student Disciplinary Removals: By Student Group

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

Student Group	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
White	9	0%	63	1%	67	2%	6	0%	0	0%
Hispanic	40	0%	300	3%	321	3%	27	0%	0	0%
Black or African American	44	1%	476	7%	488	7%	42	1%	0	0%
Asian	3	0%	24	0%	27	1%	2	0%	0	0%
Native Hawaiian or Pacific Islander	0	0%	2	1%	2	1%	0	0%	0	0%
American Indian or Alaska Native	0	0%	2	2%	2	2%	0	0%	0	0%
Two or more races	0	0%	10	2%	10	2%	0	0%	0	0%
Female	*	0%	*	2%	*	2%	*	0%	*	0%
Male	*	0%	*	4%	*	5%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	81	0%	719	4%	751	4%	58	0%	0	0%
Students with disabilities	29	1%	211	6%	215	7%	20	1%	0	0%

## Climate and Environment

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

### Student Disciplinary Removals: By Grade Level

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

Grade	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Districtwide	100	0%	894	3%	937	3%	79	0%	0	0%
PK	1	0%	0	0%	1	0%	0	0%	0	0%
KG	1	0%	13	1%	13	1%	3	0%	0	0%
1	1	0%	13	1%	14	1%	3	0%	0	0%
2	3	0%	21	1%	23	1%	6	0%	0	0%
3	6	0%	52	3%	55	3%	0	0%	0	0%
4	8	0%	61	3%	66	4%	1	0%	0	0%
5	12	1%	84	4%	90	5%	1	0%	0	0%
6	9	0%	109	6%	111	6%	12	1%	0	0%
7	9	0%	133	7%	140	8%	17	1%	0	0%
8	12	1%	122	7%	125	7%	13	1%	0	0%
9	25	1%	144	7%	151	7%	10	0%	0	0%
10	5	0%	62	4%	63	4%	7	0%	0	0%
11	3	0%	35	2%	36	2%	1	0%	0	0%
12	1	0%	28	2%	29	2%	3	0%	0	0%

## Climate and Environment

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

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

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

Student Group	# of Students involved in at least one incident	% of Students involved in at least one incident	# of Students involved in at least one violent incident	% of Students involved in at least one violent incident	# of Students involved in at least one vandalism incident	% of Students involved in at least one vandalism incident	# of Students involved in at least one substance related incident	% of Students involved in at least one substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in at least one weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in at least one HIB incident	# of Students involved in at least one other incident type	% of Students involved in at least one other incident type
Districtwide	160	1%	82	0%	6	0%	34	0%	25	0%	24	0%	11	0%
White	8	0%	3	0%	0	0%	2	0%	4	0%	1	0%	0	0%
Hispanic	40	0%	19	0%	4	0%	9	0%	6	0%	6	0%	2	0%
Black or African American	101	2%	58	1%	2	0%	20	0%	13	0%	14	0%	8	0%
Asian	8	0%	1	0%	0	0%	2	0%	1	0%	3	0%	1	0%
Native Hawaiian or Pacific Islander	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Two or more races	1	0%	0	0%	0	0%	0	0%	1	0%	0	0%	0	0%
Female	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%
Male	*	1%	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	120	1%	66	0%	3	0%	23	0%	17	0%	19	0%	10	0%
Students with disabilities	35	1%	25	1%	3	0%	1	0%	5	0%	7	0%	1	0%

## Climate and Environment

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

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

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

Grade	# of Students involved in at least one incident	% involved in an incident	# of Students involved in at least one violent incident	% of Students involved in a violent incident	# of Students involved in at least one vandalism incident	% of Students involved in a vandalism incident that led to police notification	# of Students involved in at least one substance related incident	% of Students involved in a substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in a weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in an HIB incident that led to police notification	# of Students involved in at least one other incident type	% of Students involved in an other incident type
Districtwide	160	1%	82	0%	6	0%	34	0%	25	0%	24	0%	11	0%
PK	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
KG	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
1	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
2	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
3	3	0%	1	0%	1	0%	0	0%	0	0%	1	0%	0	0%
4	2	0%	1	0%	0	0%	0	0%	1	0%	0	0%	0	0%
5	8	0%	1	0%	0	0%	3	0%	0	0%	5	0%	0	0%
6	10	1%	4	0%	0	0%	0	0%	2	0%	3	0%	1	0%
7	25	1%	11	1%	0	0%	1	0%	6	0%	8	0%	3	0%
8	13	1%	6	0%	2	0%	0	0%	3	0%	2	0%	3	0%
9	61	3%	38	2%	3	0%	16	1%	10	0%	2	0%	2	0%
10	21	1%	15	1%	0	0%	6	0%	1	0%	3	0%	0	0%
11	3	0%	1	0%	0	0%	2	0%	0	0%	0	0%	0	0%
12	12	1%	3	0%	0	0%	5	0%	2	0%	0	0%	2	0%

## Climate and Environment

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

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

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

Student Group	# of Students Arrested	% of Students Arrested	# of students involved in at least one violent incident that led to arrest	% of students involved in a violent incident that led to arrest	# of students involved in at least one vandalism incident that led to arrest	% of students involved in a vandalism incident that led to arrest	# of students involved in at least one substance related incident that led to arrest	% of students involved in a substance related incident that led to arrest	# of students involved in at least one weapons related incident that led to arrest	% of students involved in a weapons related incident that led to arrest	# of students involved in at least one HIB incident that led to arrest	% of students involved in an HIB incident that led to arrest	# of students involved in at least one other type of incident that led to arrest	% of students involved in an other type of incident that led to arrest
Districtwide	17	0%	10	0%	3	0%	2	0%	1	0%	0	0%	1	0%
White	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%
Hispanic	4	0%	1	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%
Black or African American	11	0%	9	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%
Asian	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%
Native Hawaiian or Pacific Islander	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%
American Indian or Alaska Native	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%
Two or more races	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%
Female	*	0%	*	0%	*	<5.00%	*	<5.00%	*	<5.00%	*	0%	*	<5.00%
Male	*	0%	*	0%	*	<5.00%	*	<5.00%	*	<5.00%	*	0%	*	<5.00%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	11	0%	7	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%
Students with disabilities	5	0%	1	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%

## Climate and Environment

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

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

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

Grade	# of Students Arrested	% of Students Arrested	# of Students involved in at least one violent incident that led to arrest	% involved in a violent incident that led to arrest	# of Students involved in at least one vandalism incident that led to arrest	% involved in a vandalism incident that led to arrest	# of Students involved in at least one substance related incident that led to arrest	% involved in a substance related incident that led to arrest	# of Students involved in at least one weapons related incident that led to arrest	% involved in a weapons related incident that led to arrest	# of Students involved in at least one HIB incident that led to arrest	% involved in an HIB incident that led to arrest	# of Students involved in at least one other type incident that led to arrest	% involved in an other type incident that led to arrest
Districtwide	17	0%	10	0%	3	0%	2	0%	1	0%	0	0%	1	0%
PK	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%
KG	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%
1	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%
2	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%
3	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%
4	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%
5	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%
6	1	0%	1	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%
7	1	0%	1	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%
8	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%
9	11	1%	7	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%
10	1	0%	1	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%
11	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%
12	1	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%

**Report Key:**

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

## Climate and Environment

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

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

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

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

3,880



## 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.

**Report Key:**

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

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

## Staff

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

**Key terms for staff data:**
**Teachers:** All classroom teachers

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

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

**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	2,199	119,239
Average years experience in public schools	16.0	12.6
Average years experience in district	15.9	11.3
Number of Teachers with 4 or more years experience in the district	1,834	87,243
Percentage of Teachers with 4 or more years experience in the district	83.4%	73.6%
Number of out-of-field teachers	102	2,931
Percentage of out-of-field teachers	4.6%	2.5%
Number of Teachers with Provisional Credentials	43	9,065
Percentage of Teachers with Provisional Credentials	2%	7.6%

### Administrators – Experience

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

Category	Admin. in District	Admin. in State
Total Number of administrators	146	10,170
Average years experience in public schools	22.5	16.2
Average years experience in district	22.5	12.5
Number of Administrators with 4 or more years experience in the district	144	7,734
Percentage of Administrators with 4 or more years experience in the district	98.6%	76.8%

### Staff Counts

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

Staff Category	District: Total Staff Members	State: Total Staff Members
Teachers	2,199	119,239
Administrators	146	10,170
Librarians/Media Specialists	13	1,160
Nurses	59	3,025
School Counselors	68	4,673
Child Study Team Members	199	9,654
School Psychologists	66	2,185
School Social Workers	71	2,750
Student Assistance Coordinators	3	400
School Safety Specialists	2	681

**Report Key:**

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

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

## Staff

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

**Key terms for staff data:**
**Teachers:** All classroom teachers

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

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

**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	12:1
Students to Administrators	179:1
Teachers to Administrators	15:1
Students to Librarians/Media Specialists †	2014:1
Students to Nurses †	444:1
Students to Counselors †	385:1
Students to Child Study Team Members †,††	19:1
Students to School Psychologists †	397:1
Students to School Social Workers †	369:1
Students to Student Assistance Coordinators †	8726:1
Students to School Safety Specialists †	13090:1

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

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

### Teachers and Administrators – Demographics

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

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	49.0%	74.0%	65-70%	48.0%	77.0%	57.0%
Male	51.0%	26.0%	30-35%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤5%	≤1%	≤1%	≤1%
White	16.3%	51.4%	48.6%	38.2%	81.8%	74.5%
Hispanic	38.5%	22.3%	17.8%	34.0%	8.6%	8.6%
Black or African American	24.2%	17.4%	30.1%	14.2%	6.4%	14.4%
Asian	17.9%	7.6%	3.4%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.3%	0.7%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.9%	0.5%	0.0%	0.2%	0.4%	0.5%
Two or More Races	2.0%	0.0%	0.0%	3.1%	0.3%	0.4%

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## Staff

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**Key terms for staff data:**
**Teachers:** All classroom teachers

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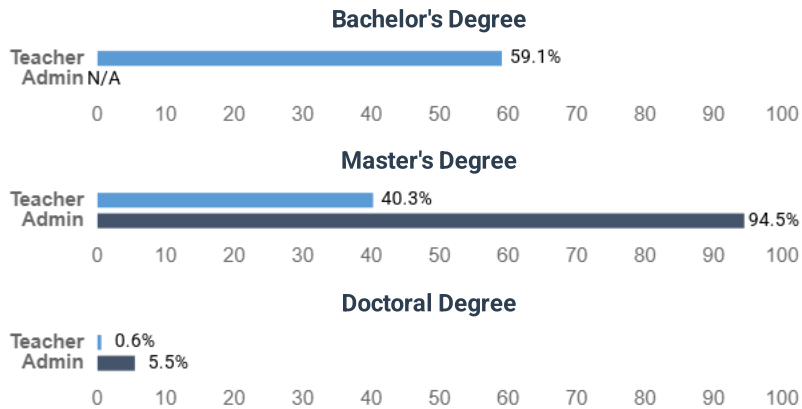
**Experience:** Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given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

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

### Teachers 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	95.2%	89.5%
2022-23 Administrators: Same district 2023-24	95.9%	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)	804	92.0%	8.0%	≤1%	52.9%	21.5%	17.2%	7.6%	0.1%	0.7%	0.0%	82.6%	64.3%	35.5%	0.1%
English/Language Arts/Literacy	173	70-75%	25-30%	≤5%	60.1%	24.3%	8.7%	5.8%	1.2%	0.0%	0.0%	82.1%	61.8%	38.2%	0.0%
English to Speakers of Other Languages	85	85-90%	10-15%	≤5%	43.5%	37.6%	2.4%	11.8%	2.4%	2.4%	0.0%	85.9%	45.9%	52.9%	1.2%
Mathematics	136	60-65%	35-40%	≤5%	50.0%	22.1%	10.3%	14.7%	0.7%	2.2%	0.0%	89.7%	51.5%	48.5%	0.0%
Science	78	45-50%	50-55%	≤5%	48.7%	17.9%	14.1%	14.1%	2.6%	2.6%	0.0%	78.2%	44.9%	47.4%	7.7%
Social Studies/History	82	30-35%	65-70%	≤5%	68.3%	14.6%	13.4%	1.2%	1.2%	1.2%	0.0%	72.0%	64.6%	32.9%	2.4%
World Language	79	75-80%	20-25%	≤5%	13.9%	69.6%	7.6%	8.9%	0.0%	0.0%	0.0%	83.5%	41.8%	57.0%	1.3%
Visual and Performing Arts	115	45-50%	50-55%	≤5%	60.0%	17.4%	13.9%	7.8%	0.9%	0.0%	0.0%	78.3%	64.3%	34.8%	0.9%
Health/Physical Education	95	30-35%	65-70%	≤5%	60.0%	24.2%	14.7%	1.1%	0.0%	0.0%	0.0%	77.9%	68.4%	31.6%	0.0%
Family & Consumer Sciences	1	*	*	*	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	19	40-60%	40-60%	≤20%	42.1%	5.3%	52.6%	0.0%	0.0%	0.0%	0.0%	52.6%	73.7%	26.3%	0.0%
Computer Science/IT	1	*	*	*	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Industrial Arts	6	*	*	*	66.7%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	50.0%	50.0%	0.0%
Career and Technical Education	22	60-80%	20-40%	≤20%	22.7%	22.7%	54.5%	0.0%	0.0%	0.0%	0.0%	50.0%	76.2%	23.8%	0.0%
Special Education	370	79.0%	21.0%	≤1%	47.6%	17.3%	26.5%	8.1%	0.5%	0.0%	0.0%	86.5%	53.2%	46.8%	0.0%
Bilingual	45	>90%	≤10%	≤10%	15.6%	57.8%	4.4%	17.8%	2.2%	2.2%	0.0%	57.8%	66.7%	31.1%	2.2%

## 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.

Jersey City	Federal	State & Local	Total	ADE**
District Level Total Expenditures	\$2,701	\$21,871	\$24,572	23,351.0
Infinity Institute	\$5,412	\$23,033	\$28,445	278.2
District Level Central Expenditures		\$966	\$966	23,351.0
Adult Evening High School				
Henry Snyder High School	\$2,659	\$21,519	\$24,178	643.6
James J Ferris High School	\$1,547	\$16,084	\$17,631	1,270.1
Lincoln High School	\$2,278	\$17,576	\$19,854	786.3
Dr Ronald McNair High School	\$2,308	\$18,855	\$21,163	697.2
William L Dickinson High School	\$1,219	\$13,827	\$15,046	1,729.5
Liberty High School	\$8,052	\$42,257	\$50,309	187.7
Academy I	\$3,571	\$19,371	\$22,942	433.0
Frank R Conwell School	\$3,455	\$24,975	\$28,430	465.4
Middle School # 4	\$2,284	\$16,443	\$18,727	740.1
Dr. Michael Conti School	\$2,399	\$19,846	\$22,245	672.6
Charles E. Trefurt School	\$2,371	\$21,506	\$23,877	691.8
Martin Luther King, Jr. School	\$2,378	\$21,016	\$23,394	736.8
Julia A. Barnes School	\$4,688	\$31,556	\$36,244	322.2
Franklin L. Williams School	\$2,078	\$16,422	\$18,500	910.4
Ollie Culbreth, Jr. School	\$4,606	\$32,342	\$36,948	347.8
Whitney M. Young, Jr. School	\$3,005	\$26,425	\$29,430	565.2
-				

## Per-Pupil Expenditures

### Per-Pupil Expenditures by Source

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Jersey City	Federal	State & Local	Total	ADE**
Dr. Maya Angelou Elementary School	\$2,647	\$19,135	\$21,782	622.5
Rev. Dr. Ercel F. Webb School	\$2,651	\$22,218	\$24,869	623.6
Mahatma K. Gandhi School	\$1,968	\$19,915	\$21,883	873.5
Chaplain Charles Watters School	\$3,027	\$21,772	\$24,799	547.5
Nicolaus Copernicus School	\$3,187	\$23,904	\$27,091	510.4
Alfred Zampella School	\$3,008	\$23,501	\$26,509	607.0
Christa McAuliffe School	\$2,230	\$17,871	\$20,101	903.8
Gladys Nunery School	\$5,637	\$33,118	\$38,755	272.4
Dr. Paul Rafalides School	\$4,751	\$30,343	\$35,094	330.4
President Barack Obama Elementary School	\$4,295	\$29,359	\$33,654	366.5
Rafael Cordero Y Molina	\$2,216	\$20,393	\$22,609	730.4
Innovation High School	\$5,343	\$28,083	\$33,426	279.8
Patricia M. Noonan School, Ps #26	\$2,840	\$22,998	\$25,838	536.8
Alexander D. Sullivan School	\$2,514	\$20,950	\$23,464	637.0
Dr. Charles P. Defuccio School	\$5,485	\$39,626	\$45,111	278.6
Cornelia F. Bradford School	\$1,382	\$11,230	\$12,612	1,048.1
Ezra L. Nolan School	\$7,224	\$34,556	\$41,780	210.4
Martin Center For the Arts	\$4,124	\$28,071	\$32,195	384.2
James F. Murray School	\$2,837	\$21,440	\$24,277	583.9
Joseph H. Brensinger School	\$1,941	\$17,317	\$19,258	968.5
-				

## Per-Pupil Expenditures

### Per-Pupil Expenditures by Source

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

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

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Jersey City	Federal	State & Local	Total	ADE**
Jotham W. Wakeman School	\$2,929	\$24,346	\$27,275	557.8
-				



## Accountability

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

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

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

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

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

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

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

## Accountability

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

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

County Code	County Name	District Code	District Name	School Code	School Name	Status for 2025-26 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2025-26 School Year
17	Hudson	2390	Jersey City Public Schools	050	<a href="#">Henry Snyder High School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
17	Hudson	2390	Jersey City Public Schools	070	<a href="#">Lincoln High School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
17	Hudson	2390	Jersey City Public Schools	080	<a href="#">William L Dickinson High School</a>	Comprehensive Support and Improvement	Low Graduation Rate (CSI)	2027	
17	Hudson	2390	Jersey City Public Schools	105	<a href="#">Middle School # 4</a>	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2026	Students with Disabilities;
17	Hudson	2390	Jersey City Public Schools	140	<a href="#">Martin Luther King, Jr. School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
17	Hudson	2390	Jersey City Public Schools	160	<a href="#">Ollie Culbreth, Jr. School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Hispanic;
17	Hudson	2390	Jersey City Public Schools	170	<a href="#">Whitney M. Young, Jr. School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
17	Hudson	2390	Jersey City Public Schools	210	<a href="#">Mahatma K. Gandhi School</a>	Comprehensive Support and Improvement	Chronically Low Performing Student Group (CSI)	2027	Hispanic;
17	Hudson	2390	Jersey City Public Schools	220	<a href="#">Chaplain Charles Watters School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
17	Hudson	2390	Jersey City Public Schools	320	<a href="#">Alexander D. Sullivan School</a>	Comprehensive Support and Improvement	Chronically Low Performing Student Group (CSI)	2027	Hispanic; Black or African American; Students with Disabilities;
17	Hudson	2390	Jersey City Public Schools	345	<a href="#">Ezra L. Nolan School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
17	Hudson	2390	Jersey City Public Schools	347	<a href="#">Martin Center for the Arts</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	

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**N** No Data is available to display  
 † This indicates a table specific note, see note below table

## 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	41.2%	44.3%	45.1%
Math Proficiency	25.9%	28.7%	30.9%
ELA Growth†	48	47	48
Math Growth†	50	47	49
4-Year Graduation Rate (Prior Year)††	77.9%	72.7%	80.1%
5-Year Graduation Rate (Prior Year)††	79.6%	80.3%	78.0%
Progress toward English Language Proficiency	28.0%	27.2%	29.3%
Chronic Absenteeism	29.6%	25.6%	23.8%

†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.

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\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

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

## Accountability

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

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

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

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

†Target was met within a confidence interval.

**Report Key:**

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

## 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:

- Highly diverse district committed to Excellence and Equity for all students
- Strong STEM, STEAM and Arts Programs that run from PK-12
- Home of #1 School in NJ and National Blue Ribbon schools



### Mission, Vision, Theme:

The Jersey City Public School District is committed to excellence and equity for all students. We provide rigorous programs, targeted interventions, enrichment opportunities, talented and caring educators and strong home/school partnerships to ensure that our students are college and career ready. We serve 28,000 students from diverse backgrounds in 40 schools. 28% of our students are African-American, 38% Latino, 18% Asian and 13% White. Our students speak over 40 languages and come from all parts of the globe. Our diversity is one of our great strengths as all of our schools expose students to global perspectives and multicultural experiences. Over the last 6 years, the Jersey City Public Schools has seen gains in proficiency in every tested grade and an increase in its 4-year graduation rate which is now near 80%, up from 67% in 2012. We have greatly expanded our AP programs and college opportunities, increased CTE programs expanded STEM opportunities at all levels.



### Awards, Recognition, Accomplishments:

Our students have won national and regional academic competitions. We have had finalists in the Regeneron Science Talent Search, the National Merit Scholarship competition, the Scholastic Arts competition to name a few of our recent accomplishments.

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### Courses, Curriculum, Instruction:

We offer a wide range of course options including programming for gifted and talented students (HOPE classes), many 1:1 laptop initiatives, targeted interventions based on student need, Bi-Lingual and ESL courses, Dual Language program in Spanish and English, Dual Enrollment programs with local colleges, and are ever expanding our AP and CTE offerings.



### Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Football (Boys), Golf (Boys), Gymnastics (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls)  
In addition to Varsity teams, we have many club sports and a Middle School Sports program



### Clubs and Activities:

Our schools offer a wide range of clubs and Activities

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### Before and After School Programs:

We offer a number of before and after school program. Our Morning Stars and Casper programs offer childcare before and after school for children through grades 5. Many of our schools offer after school enrichment programs and academic support programs. We also offer a wide range of after school activities and programs based on student interest.



### Staff and Professional Learning:

Our teachers work in Professional Learning Communities to address the needs of their students and to deepen their instructional practice. We also offer support on curriculum, pedagogy and interventions.




### Postsecondary Information:

Many of our high school students get the opportunity to take college courses through our AP programs and College partnerships. Many of our students attend college after high school while others pursue trade schools, employment or careers in the military.


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**Student Supports and Services:**

All schools have Guidance Counselors, Child Study Teams and SAC, as well as other resources to support all learners.



**Parent and Community Involvement:**

We value parent involvement and support PTOs and PTAs in our schools. We also provide translation services and hold an annual Parents as Partners Conference



**Climate Surveys:**

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



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### Technology and STEM:

We offer STEM and STEAM programs in all schools providing opportunities as early as Pre-K. We have a robust partnership with the Liberty Science Center and Students2Science.



### Early Childhood Education:

We offer universal Pre-K to children as young as 3 and have one of the oldest and most respected programs in the country.