



Union City School District (17-5240)

2023-2024

County: Hudson
District: Union City School District
3912 Bergen Turnpike
Union City, NJ 07087

Superintendent: Mrs. Silvia Abbato

[District Website](#)

201-348-5851



12,866
Total Students



PK-12
Grades Offered

Overview & Resources

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

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

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

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

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

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

Overview & Resources

District Contact Information

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

Type	Contact Information
County	Hudson
District	Union City School District
Superintendent Name	Mrs. Silvia Abbato
Address	3912 Bergen Turnpike, Union City, NJ 07087
Phone Number	201-348-5851
Email Address	sabbato@ucboe.us
Website	www.ucboe.us
Facebook	https://www.facebook.com/profile.php?id=100063681725657
Twitter	https://x.com/schools_uc

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
Colin Powell Elementary School	KG-05
Emerson Middle School	06-08
Eugenio Maria de Hostos Center for Early Childhood Education	PK-KG
George Washington Elementary School	KG-06
Hudson Elementary School	PK-03
Jefferson Elementary School	PK-04
Jose Marti STEM Academy	09-12
Robert Waters Elementary School	PK-06
Sara M. Gilmore Academy	01-08
Theodore Roosevelt Elementary School	KG-06
Thomas A Edison Elementary School	PK-06
Union City High School	09-12
Union Hill Middle School	07-08
Veterans' Memorial Elementary School	PK-05

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	1,505	1,567	1,532
KG	840	750	822
1	831	877	780
2	855	856	859
3	846	834	807
4	870	839	832
5	891	856	857
6	883	910	866
7	842	894	888
8	860	853	917
9	1,013	941	903
10	884	973	924
11	855	868	987
12	926	889	892
Total	12,901	12,907	12,866

Enrollment Trends by Student Group

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

Student Group	2021-22	2022-23	2023-24
Female	49.0%	49.0%	49.0%
Male	51.0%	51.0%	51.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	84.0%	84.3%	82.4%
Students with Disabilities	8.9%	9.4%	10.2%
Multilingual Learners	33.7%	35.2%	37.1%
Students Experiencing Homelessness	0.1%	0.4%	0.6%
Students in Foster Care	0.1%	0.1%	0.1%
Military-Connected Students	0.5%	0.4%	0.4%
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	2.2%	2.4%	2.3%
Hispanic	94.9%	94.9%	94.9%
Black or African American	1.5%	1.3%	1.4%
Asian	1.3%	1.4%	1.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two Or More Races	0.0%	0.0%	0.0%

Report Key:

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

Demographics

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Enrollment Trends by Full / Half Day PK and KG

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

Grade	2021-22	2022-23	2023-24
PK - Half Day	0	0	0
PK - Full Day	1,505	1,567	1,532
KG - Half Day	0	0	0
KG - Full Day	840	750	822

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.

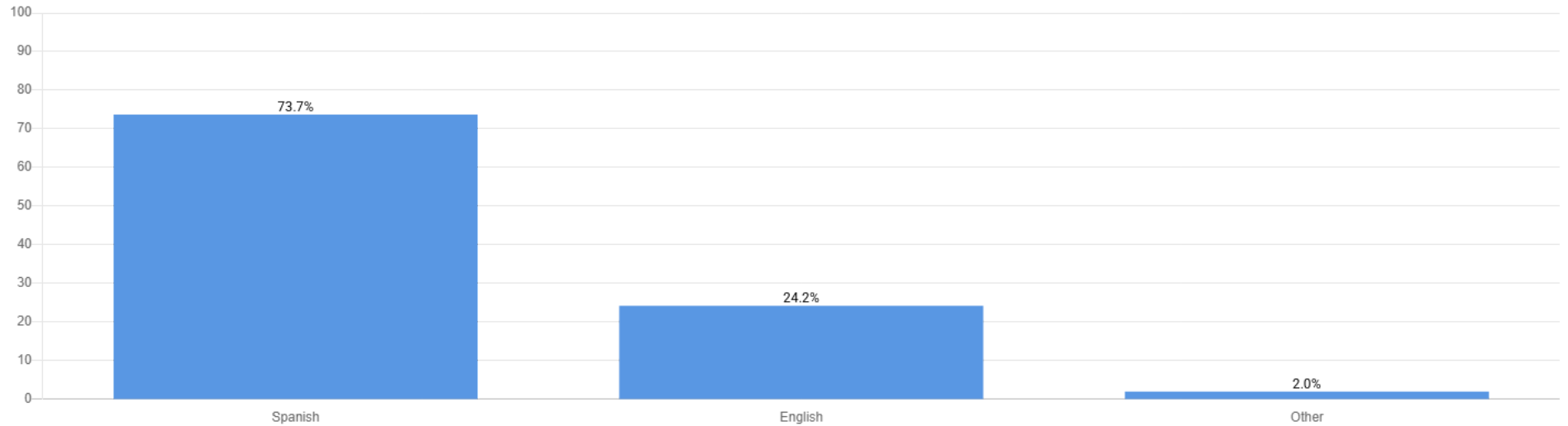
Enrollment Status	2021-22	2022-23	2023-24
Full Time Students	12,901	12,907	12,866
Shared Time Students	0	0	0
Full Time Equivalent	12,901	12,907	12,866

Demographics

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

Enrollment by Home Language

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



Student Growth

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

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

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

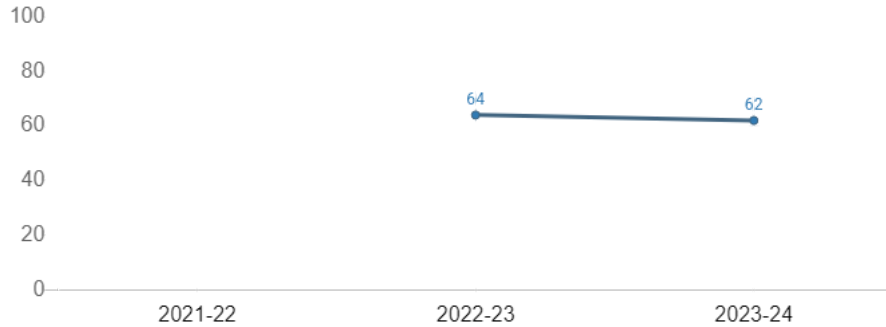
Important Note for 2023-24: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022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

Student Growth Trends and Progress

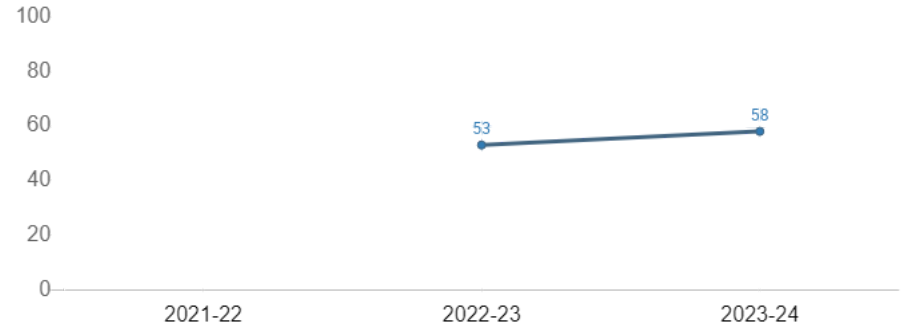
These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Median Student Growth Percentile		64	62		53	58
Met Standard (40-59.5)?		Exceeds Standard	Exceeds 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	62	50	Exceeds Standard	58	50	Met Standard
White	71	50	Exceeds Standard	49	51	Met Standard
Hispanic	61	49	Exceeds Standard	58	48	Met Standard
Black or African American	59.5	47	Met Standard	55.5	46	Met Standard
Asian, Native Hawaiian, or Pacific Islander	65	59	Exceeds Standard	49.5	60	Met Standard
American Indian or Alaska Native	N	50	**	N	50	**
Two or More Races	N	50	**	N	51	**
Female	64	52		56	50	
Male	59	48		60	50	
Non-Binary/Undesignated Gender	N	44		N	45.5	
Economically Disadvantaged Students	61	48	Exceeds Standard	59	48	Met Standard
Students with Disabilities	44	43	Met Standard	48	44	Met Standard
Multilingual Learners	61	50	Exceeds Standard	58	50	Met Standard
Students Experiencing Homelessness	75	43		56	45	
Students in Foster Care	*	40		*	47	
Military-Connected Students	59	47.5		76.5	51	
Migrant Students	N	53		N	44	

Student Growth

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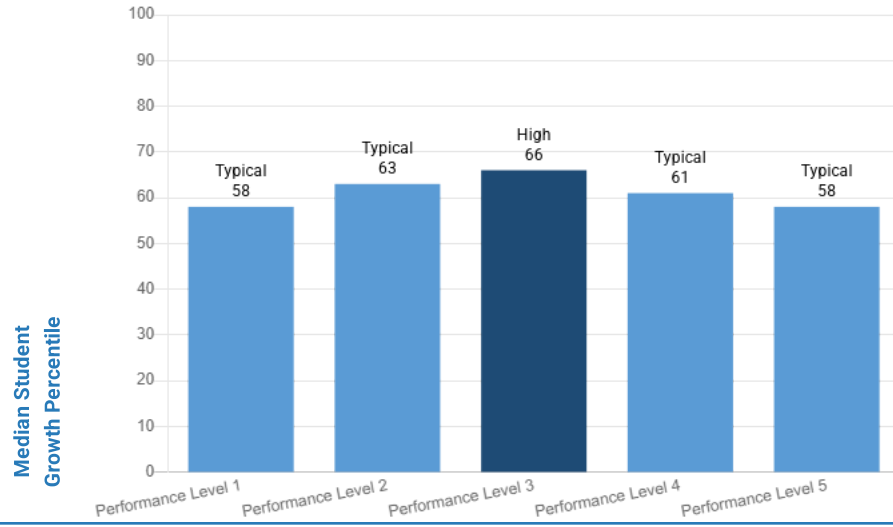
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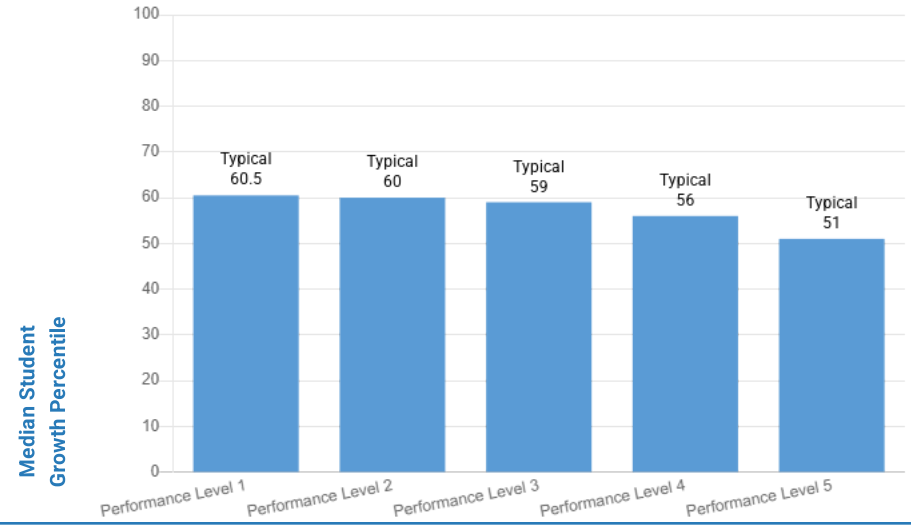
Student Growth by Performance Level

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

ELA



Math



Student Growth

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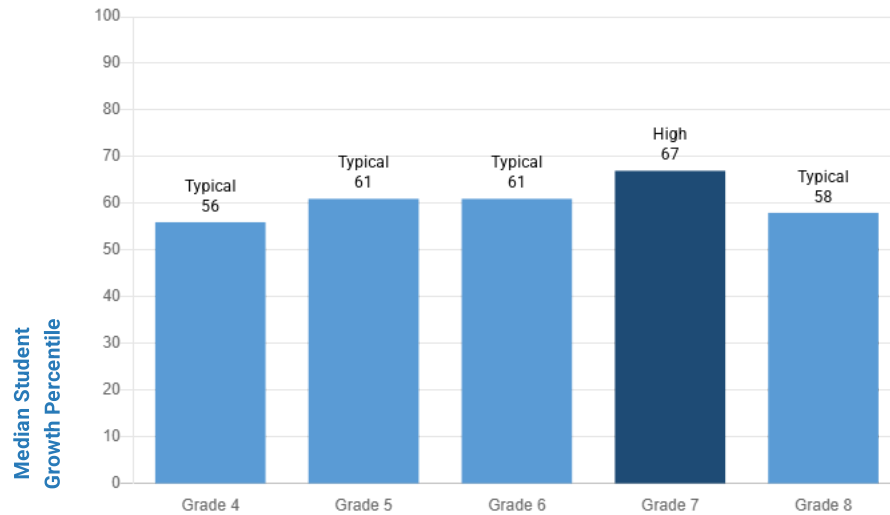
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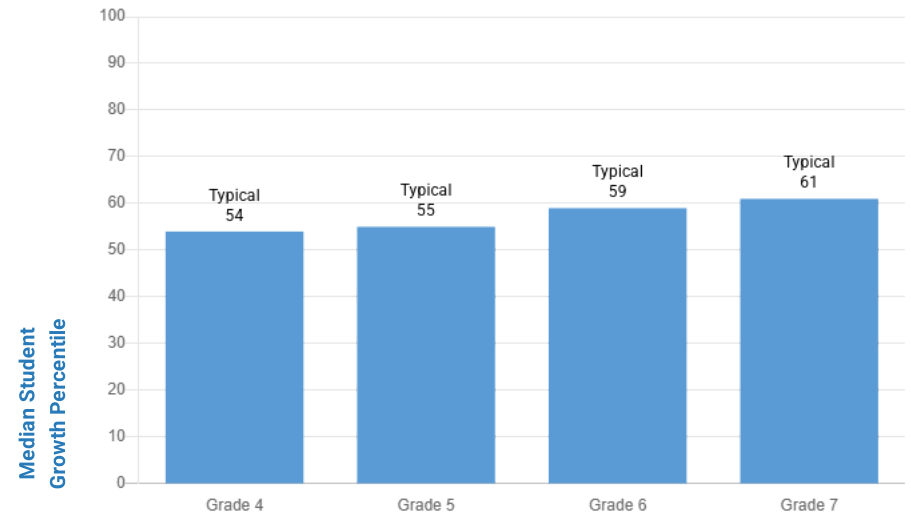
Student Growth by Grade

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

ELA



Math



Academic Achievement

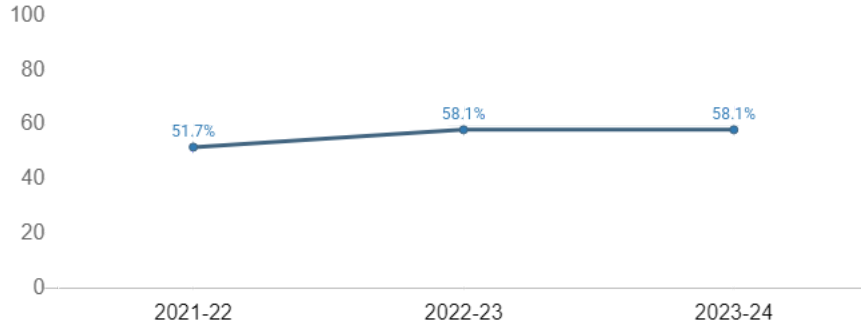
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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

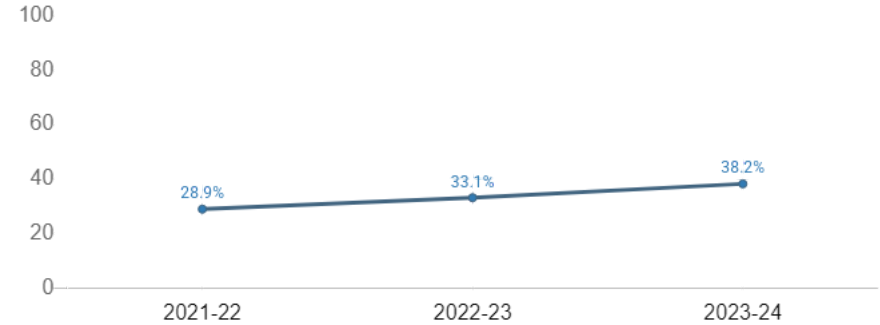
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	98.0%	97.5%	99.0%	97.4%	97.6%	99.0%
Proficiency Rate for Federal Accountability	51.7%	58.1%	58.1%	28.9%	33.1%	38.2%
Annual Target	51.5%	53.3%	59.5%	39.8%	42.4%	35.3%
Met Annual Target?	Met Target	Met Target	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	5,680	99%	58.1%	52.2%	58.1%	59.5%	Not Met
White	119	99.2%	73.9%	61.8%	73.9%	74%	Met Target†
Hispanic	5,395	99%	57.2%	38%	57.2%	58.8%	Not Met
Black or African American	86	97.8%	68.6%	35.9%	68.6%	68.2%	Met Target
Asian, Native Hawaiian, or Pacific Islander	80	100%	81.3%	79.9%	81.3%	82.2%	Met Goal
American Indian or Alaska Native	*	*	*	51.2%	*	**	**
Two or More Races	*	*	*	59.4%	*	**	**
Female	*	99.2%	62.5%	57.7%	62.5%		
Male	*	98.8%	53.7%	47%	53.7%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	4,909	99%	55.9%	34.6%	55.9%	57.4%	Not Met
Non-Economically Disadvantaged Students	771	99.1%	71.7%	62.8%	71.7%		
Students with Disabilities	563	94.7%	16.3%	19.8%	16.2%	19.1%	Not Met
Students without Disabilities	5,117	99.5%	62.7%	59.4%	62.7%		
Multilingual Learners	3,165	99.7%	47.7%	23.1%	47.7%	49.7%	Not Met
Non-Multilingual Learners	2,515	98.2%	71.1%	56.2%	71.1%		
Students Experiencing Homelessness	35	100%	42.9%	21.9%	42.9%		
Students in Foster Care	*	*	*	19.3%	*		
Military-Connected Students	28	100%	71.4%	48.2%	71.4%		
Migrant Students	*	*	*	13.3%	*		

† Target was met within a confidence interval.

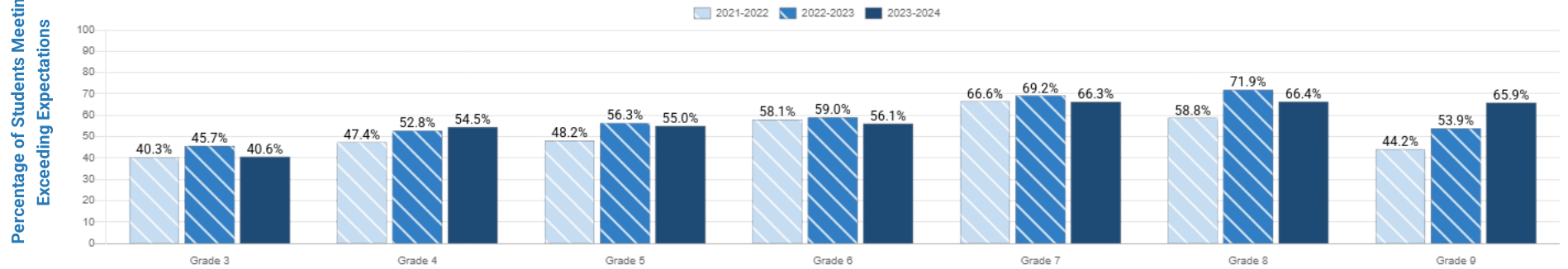
Academic Achievement

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English Language Arts Assessment - Performance Trends

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



Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	773	737	741	24%	17%	18%	32%	8%	41%	44%
White	15	787	751	13%	0%	7%	40%	40%	80%	53%
Hispanic	726	735	724	25%	18%	19%	32%	7%	39%	29%
Black or African American	18	747	725	22%	17%	17%	28%	17%	44%	29%
Asian, Native Hawaiian, or Pacific Islander	14	775	770	7%	7%	7%	50%	29%	79%	70%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	46%
Two or More Races	*	*	751	*	*	*	*	*	*	52%
Female	*	740	746	22%	15%	21%	33%	9%	42%	48%
Male	*	735	736	25%	19%	16%	32%	8%	40%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	673	735	722	25%	18%	18%	32%	7%	39%	26%
Non-Economically Disadvantaged Students	100	754	753	14%	13%	22%	36%	15%	51%	55%
Students with Disabilities	73	691	710	*	*	*	*	*	*	18%
Students without Disabilities	700	742	747	20%	17%	19%	35%	9%	44%	49%
Multilingual Learners	400	723	704	29%	23%	20%	25%	3%	28%	13%
Non-Multilingual Learners	373	753	746	18%	11%	17%	40%	15%	54%	48%
Students Experiencing Homelessness	*	*	707	*	*	*	*	*	*	18%
Students in Foster Care	*	*	711	*	*	*	*	*	*	18%
Military-Connected Students	*	*	739	*	*	*	*	*	*	41%
Migrant Students	*	*	688	*	*	*	*	*	*	*

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	778	753	749	13%	13%	19%	34%	20%	54%	51%
White	22	780	758	9%	0%	5%	32%	55%	86%	61%
Hispanic	722	751	734	14%	14%	20%	34%	18%	52%	35%
Black or African American	17	764	733	0%	12%	12%	53%	24%	76%	34%
Asian, Native Hawaiian, or Pacific Islander	17	792	776	6%	6%	0%	29%	59%	88%	78%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	51%
Two or More Races	*	*	757	*	*	*	*	*	*	60%
Female	*	755	752	12%	13%	17%	36%	22%	58%	54%
Male	*	750	745	15%	14%	20%	32%	18%	51%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	749	731	15%	14%	19%	34%	18%	52%	32%
Non-Economically Disadvantaged Students	*	775	760	2%	9%	17%	34%	38%	72%	63%
Students with Disabilities	60	710	720	45%	30%	10%	13%	2%	15%	21%
Students without Disabilities	718	756	755	11%	12%	19%	36%	22%	58%	57%
Multilingual Learners	*	731	711	25%	20%	23%	27%	5%	33%	13%
Non-Multilingual Learners	*	766	753	7%	10%	16%	38%	30%	68%	55%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	20%
Students in Foster Care	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	*	*	747	*	*	*	*	*	*	49%
Migrant Students	*	*	713	*	*	*	*	*	*	23%

Academic Achievement

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

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English Language Arts Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	803	752	750	15%	11%	19%	39%	16%	55%	52%
White	14	759	760	21%	7%	7%	36%	29%	64%	63%
Hispanic	760	751	736	15%	11%	20%	39%	15%	54%	37%
Black or African American	17	766	734	6%	18%	12%	47%	18%	65%	35%
Asian, Native Hawaiian, or Pacific Islander	12	779	778	8%	8%	17%	17%	50%	67%	80%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	*	*	757	*	*	*	*	*	*	60%
Female	*	759	755	9%	9%	20%	46%	17%	62%	57%
Male	*	746	745	19%	13%	19%	34%	15%	49%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	749	732	16%	12%	20%	38%	14%	52%	33%
Non-Economically Disadvantaged Students	*	772	761	8%	3%	15%	46%	28%	74%	64%
Students with Disabilities	61	699	719	*	*	*	*	*	*	20%
Students without Disabilities	742	756	756	11%	10%	20%	42%	17%	59%	59%
Multilingual Learners	*	720	705	32%	22%	23%	22%	1%	23%	*
Non-Multilingual Learners	*	764	754	8%	7%	18%	46%	21%	67%	57%
Students Experiencing Homelessness	*	*	718	*	*	*	*	*	*	22%
Students in Foster Care	*	*	721	*	*	*	*	*	*	20%
Military-Connected Students	*	*	747	*	*	*	*	*	*	48%
Migrant Students	*	*	721	*	*	*	*	*	*	20%

Academic Achievement

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

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English Language Arts Assessment - Performance By Grade: Grade 6

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	808	753	751	13%	10%	21%	37%	19%	56%	53%
White	17	765	760	6%	18%	24%	12%	41%	53%	63%
Hispanic	773	752	738	13%	10%	21%	38%	18%	56%	39%
Black or African American	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	10	785	778	0%	20%	10%	0%	70%	70%	82%
American Indian or Alaska Native	*	*	748	*	*	*	*	*	*	49%
Two or More Races	*	*	758	*	*	*	*	*	*	60%
Female	*	757	756	12%	9%	21%	37%	21%	58%	59%
Male	*	749	746	14%	11%	21%	37%	17%	54%	48%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	*	749	735	14%	11%	22%	36%	16%	53%	35%
Non-Economically Disadvantaged Students	*	775	761	8%	3%	13%	40%	36%	76%	65%
Students with Disabilities	77	710	719	*	*	*	*	*	*	17%
Students without Disabilities	731	758	758	10%	8%	21%	40%	21%	61%	60%
Multilingual Learners	*	711	707	47%	17%	19%	15%	1%	17%	*
Non-Multilingual Learners	*	763	754	5%	9%	21%	42%	23%	65%	57%
Students Experiencing Homelessness	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	724	*	*	*	*	*	*	22%
Military-Connected Students	*	*	754	*	*	*	*	*	*	55%
Migrant Students	*	*	712	*	*	*	*	*	*	29%

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 7

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	849	763	752	9%	8%	17%	35%	32%	66%	54%
White	14	771	761	0%	7%	21%	36%	36%	71%	64%
Hispanic	818	762	737	9%	8%	17%	35%	31%	66%	39%
Black or African American	10	792	734	0%	0%	10%	40%	50%	90%	37%
Asian, Native Hawaiian, or Pacific Islander	*	*	785	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	51%
Two or More Races	*	*	759	*	*	*	*	*	*	60%
Female	*	768	758	7%	7%	17%	34%	36%	70%	60%
Male	*	757	746	11%	10%	17%	35%	27%	63%	48%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	724	760	734	10%	8%	17%	36%	29%	65%	36%
Non-Economically Disadvantaged Students	125	778	762	3%	6%	15%	26%	49%	75%	64%
Students with Disabilities	*	728	715	19%	29%	27%	21%	4%	25%	18%
Students without Disabilities	*	766	759	8%	6%	16%	36%	34%	70%	61%
Multilingual Learners	*	709	700	43%	22%	21%	13%	2%	15%	*
Non-Multilingual Learners	*	773	756	3%	6%	16%	39%	37%	76%	58%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	21%
Students in Foster Care	*	*	712	*	*	*	*	*	*	17%
Military-Connected Students	*	*	747	*	*	*	*	*	*	50%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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

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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	866	763	751	9%	10%	15%	41%	26%	66%	53%
White	20	778	760	10%	0%	10%	45%	35%	80%	62%
Hispanic	833	762	736	9%	10%	15%	41%	25%	66%	39%
Black or African American	*	*	735	*	*	*	*	*	*	37%
Asian, Native Hawaiian, or Pacific Islander	*	*	783	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	52%
Two or More Races	*	*	757	*	*	*	*	*	*	59%
Female	*	770	759	7%	9%	10%	43%	31%	74%	60%
Male	*	757	743	11%	10%	19%	39%	21%	60%	46%
Non-binary/undesignated gender	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	761	761	734	9%	10%	16%	41%	23%	64%	36%
Non-Economically Disadvantaged Students	105	779	761	6%	6%	8%	36%	45%	81%	63%
Students with Disabilities	*	721	713	28%	25%	28%	14%	5%	19%	16%
Students without Disabilities	*	768	758	7%	8%	14%	43%	28%	71%	60%
Multilingual Learners	*	719	701	32%	28%	18%	19%	4%	23%	*
Non-Multilingual Learners	*	773	755	4%	6%	14%	46%	31%	76%	56%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	23%
Students in Foster Care	*	*	708	*	*	*	*	*	*	14%
Military-Connected Students	*	*	743	*	*	*	*	*	*	43%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 9

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	839	764	755	12%	9%	13%	34%	32%	66%	58%
White	*	777	764	11%	6%	0%	39%	44%	83%	67%
Hispanic	795	763	741	12%	9%	14%	33%	32%	65%	45%
Black or African American	*	753	737	8%	15%	8%	62%	8%	69%	40%
Asian, Native Hawaiian, or Pacific Islander	13	806	789	0%	0%	8%	15%	77%	92%	87%
American Indian or Alaska Native	*	*	757	*	*	*	*	*	*	59%
Two or More Races	*	*	761	*	*	*	*	*	*	64%
Female	*	771	762	8%	9%	13%	34%	37%	71%	64%
Male	*	756	747	16%	9%	14%	33%	27%	61%	51%
Non-binary/undesignated gender	*	*	774	*	*	*	*	*	*	77%
Economically Disadvantaged Students	724	762	738	12%	10%	14%	34%	31%	65%	41%
Non-Economically Disadvantaged Students	115	772	764	10%	6%	10%	34%	40%	74%	67%
Students with Disabilities	*	724	717	31%	20%	20%	24%	5%	29%	19%
Students without Disabilities	*	768	761	10%	8%	13%	35%	35%	70%	64%
Multilingual Learners	*	706	701	45%	27%	15%	11%	2%	13%	*
Non-Multilingual Learners	*	775	758	5%	6%	13%	38%	38%	76%	61%
Students Experiencing Homelessness	*	*	721	*	*	*	*	*	*	25%
Students in Foster Care	*	*	714	*	*	*	*	*	*	20%
Military-Connected Students	*	*	749	*	*	*	*	*	*	51%
Migrant Students	*	*	683	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	5,813	99%	38.2%	40.2%	38.2%	35.3%	Met Target
White	121	99.2%	57.9%	51.1%	57.9%	58.7%	Met Target†
Hispanic	5,524	99%	37.1%	24.2%	37.1%	34.4%	Met Target
Black or African American	87	97.8%	43.7%	20.1%	43.7%	39.4%	Met Target
Asian, Native Hawaiian, or Pacific Islander	81	98.8%	75.3%	74.4%	75.3%	69.5%	Met Target
American Indian or Alaska Native	*	*	*	42%	*	**	**
Two or More Races	*	*	*	48.9%	*	**	**
Female	*	99.2%	35.2%	38.4%	35.2%		
Male	*	98.7%	41.1%	42%	41.1%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	5,034	98.9%	35.8%	21.7%	35.8%	33.4%	Met Target
Non-Economically Disadvantaged Students	779	99.3%	53.1%	51.5%	53.1%		
Students with Disabilities	566	94.9%	12.2%	16.6%	12.1%	12.9%	Met Target†
Students without Disabilities	5,247	99.5%	41%	45.4%	41%		
Multilingual Learners	3,295	99.6%	33.4%	18.7%	33.4%	31.6%	Met Target
Non-Multilingual Learners	2,518	98.2%	44.3%	43.5%	44.3%		
Students Experiencing Homelessness	37	100%	29.7%	12.9%	29.7%		
Students in Foster Care	*	*	*	12.4%	*		
Military-Connected Students	28	100%	53.6%	38.8%	53.6%		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

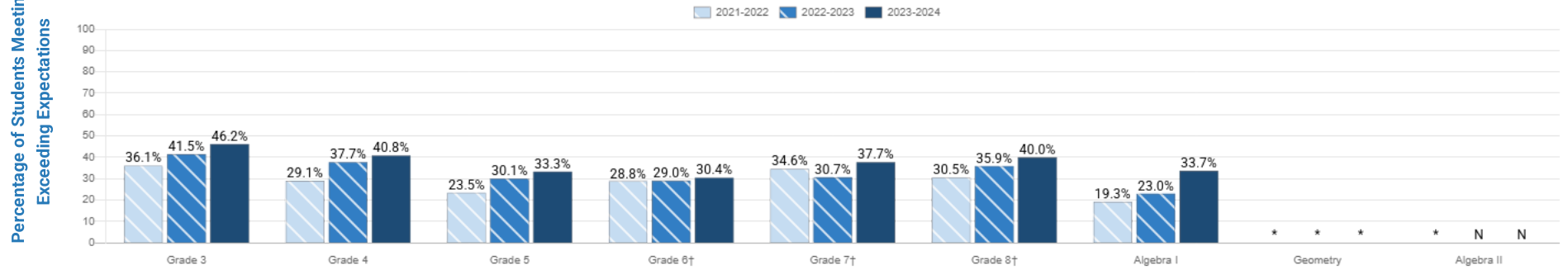
Academic Achievement

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

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Mathematics Assessment - Performance Trends

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



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

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	798	748	747	8%	16%	30%	34%	12%	46%	48%
White	15	776	757	13%	0%	7%	27%	53%	80%	60%
Hispanic	750	746	732	8%	17%	31%	34%	11%	45%	31%
Black or African American	19	749	728	5%	16%	26%	37%	16%	53%	27%
Asian, Native Hawaiian, or Pacific Islander	14	785	776	0%	0%	7%	50%	43%	93%	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	51%
Two or More Races	*	*	755	*	*	*	*	*	*	56%
Female	*	746	744	9%	16%	31%	34%	10%	44%	45%
Male	*	750	749	7%	16%	28%	34%	14%	49%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	696	746	729	9%	17%	30%	34%	10%	44%	28%
Non-Economically Disadvantaged Students	102	762	758	2%	11%	28%	36%	23%	59%	60%
Students with Disabilities	74	722	725	24%	30%	27%	16%	3%	19%	25%
Students without Disabilities	724	750	751	6%	15%	30%	36%	13%	49%	52%
Multilingual Learners	*	742	722	9%	17%	35%	33%	7%	40%	20%
Non-Multilingual Learners	*	754	751	7%	16%	24%	36%	18%	54%	52%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	17%
Students in Foster Care	*	*	719	*	*	*	*	*	*	18%
Military-Connected Students	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	727	*	*	*	*	*	*	12%

Academic Achievement

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

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Mathematics Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	822	743	744	9%	21%	30%	34%	6%	41%	45%
White	22	763	754	9%	5%	18%	59%	9%	68%	57%
Hispanic	766	742	730	9%	22%	30%	33%	6%	39%	28%
Black or African American	17	743	726	12%	0%	41%	47%	0%	47%	24%
Asian, Native Hawaiian, or Pacific Islander	17	772	773	6%	0%	12%	59%	24%	82%	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	50%
Two or More Races	*	*	752	*	*	*	*	*	*	54%
Female	*	740	743	9%	24%	31%	31%	4%	36%	43%
Male	*	748	746	8%	17%	28%	38%	9%	47%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	741	727	10%	23%	29%	33%	6%	38%	25%
Non-Economically Disadvantaged Students	*	758	755	4%	6%	33%	45%	11%	56%	58%
Students with Disabilities	60	727	722	22%	28%	27%	22%	2%	23%	21%
Students without Disabilities	762	745	749	8%	20%	30%	35%	7%	42%	50%
Multilingual Learners	*	730	718	14%	30%	30%	24%	1%	25%	14%
Non-Multilingual Learners	*	752	748	5%	14%	29%	41%	10%	51%	49%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	15%
Students in Foster Care	*	*	716	*	*	*	*	*	*	15%
Military-Connected Students	*	*	744	*	*	*	*	*	*	43%
Migrant Students	*	*	721	*	*	*	*	*	*	17%

Academic Achievement

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

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Mathematics Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	846	738	741	8%	28%	31%	28%	6%	33%	40%
White	16	758	751	13%	6%	19%	38%	25%	63%	53%
Hispanic	800	737	726	8%	29%	31%	27%	5%	32%	23%
Black or African American	18	748	722	6%	11%	50%	22%	11%	33%	19%
Asian, Native Hawaiian, or Pacific Islander	12	762	772	8%	17%	0%	50%	25%	75%	76%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	*	*	748	*	*	*	*	*	*	49%
Female	*	737	739	6%	29%	36%	24%	5%	29%	38%
Male	*	739	742	10%	26%	26%	31%	6%	37%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	735	724	9%	29%	32%	25%	4%	29%	20%
Non-Economically Disadvantaged Students	*	754	752	2%	19%	20%	45%	14%	59%	53%
Students with Disabilities	61	710	717	*	*	*	*	*	*	16%
Students without Disabilities	785	740	746	7%	25%	32%	29%	6%	36%	45%
Multilingual Learners	*	725	711	15%	35%	37%	12%	1%	13%	*
Non-Multilingual Learners	*	744	744	6%	24%	28%	35%	8%	42%	44%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	12%
Students in Foster Care	*	*	714	*	*	*	*	*	*	10%
Military-Connected Students	*	*	741	*	*	*	*	*	*	40%
Migrant Students	*	*	724	*	*	*	*	*	*	27%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 6

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	848	734	737	13%	29%	28%	26%	4%	30%	36%
White	18	743	746	22%	11%	22%	28%	17%	44%	47%
Hispanic	810	733	723	13%	30%	28%	26%	3%	29%	20%
Black or African American	*	*	718	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	12	770	768	0%	8%	25%	25%	42%	67%	73%
American Indian or Alaska Native	*	*	735	*	*	*	*	*	*	33%
Two or More Races	*	*	743	*	*	*	*	*	*	45%
Female	*	733	736	12%	31%	28%	24%	4%	28%	34%
Male	*	734	738	13%	27%	27%	29%	4%	33%	38%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	*	732	721	13%	30%	29%	25%	3%	28%	17%
Non-Economically Disadvantaged Students	*	746	747	9%	22%	21%	38%	11%	48%	48%
Students with Disabilities	77	705	714	*	*	*	*	*	*	12%
Students without Disabilities	771	737	741	10%	27%	29%	29%	5%	33%	41%
Multilingual Learners	*	721	707	23%	35%	27%	14%	1%	15%	*
Non-Multilingual Learners	*	737	740	10%	28%	28%	30%	5%	35%	39%
Students Experiencing Homelessness	*	*	711	*	*	*	*	*	*	*
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	739	*	*	*	*	*	*	37%
Migrant Students	*	*	704	*	*	*	*	*	*	13%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 7

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	878	742	739	6%	22%	34%	32%	6%	38%	37%
White	14	748	748	7%	7%	36%	50%	0%	50%	50%
Hispanic	847	742	728	6%	23%	34%	31%	6%	37%	23%
Black or African American	10	748	724	0%	20%	10%	70%	0%	70%	18%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	*	*	743	*	*	*	*	*	*	44%
Female	*	740	738	6%	25%	33%	30%	5%	35%	36%
Male	*	744	739	6%	19%	34%	33%	7%	40%	39%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	752	741	726	7%	23%	35%	29%	6%	35%	20%
Non-Economically Disadvantaged Students	126	749	747	5%	17%	25%	45%	8%	53%	48%
Students with Disabilities	*	716	716	*	*	*	*	*	*	12%
Students without Disabilities	*	744	743	4%	20%	35%	34%	7%	40%	43%
Multilingual Learners	*	740	714	7%	26%	35%	25%	6%	32%	*
Non-Multilingual Learners	*	742	741	6%	21%	33%	33%	6%	39%	40%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	11%
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	740	*	*	*	*	*	*	39%
Migrant Students	*	*	708	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 8

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	897	744	719	15%	24%	22%	27%	13%	40%	19%
White	20	752	729	5%	20%	20%	45%	10%	55%	27%
Hispanic	864	743	713	15%	24%	22%	26%	13%	39%	13%
Black or African American	*	*	707	*	*	*	*	*	*	10%
Asian, Native Hawaiian, or Pacific Islander	*	*	740	*	*	*	*	*	*	40%
American Indian or Alaska Native	*	*	722	*	*	*	*	*	*	21%
Two or More Races	*	*	722	*	*	*	*	*	*	22%
Female	*	743	719	12%	26%	24%	26%	12%	38%	19%
Male	*	745	719	17%	22%	20%	27%	14%	42%	20%
Non-binary/undesignated gender	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	790	742	711	15%	25%	22%	26%	12%	38%	12%
Non-Economically Disadvantaged Students	107	758	725	10%	17%	18%	32%	23%	55%	25%
Students with Disabilities	*	713	702	36%	36%	18%	11%	0%	11%	*
Students without Disabilities	*	747	724	12%	22%	22%	28%	15%	43%	23%
Multilingual Learners	*	747	701	15%	21%	22%	24%	18%	42%	*
Non-Multilingual Learners	*	743	721	15%	24%	22%	27%	12%	40%	21%
Students Experiencing Homelessness	*	*	704	*	*	*	*	*	*	*
Students in Foster Care	*	*	696	*	*	*	*	*	*	*
Military-Connected Students	*	*	722	*	*	*	*	*	*	19%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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

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Mathematics Assessment - Performance By Test: Algebra I

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	885	733	738	18%	25%	23%	32%	2%	34%	40%
White	17	743	748	18%	12%	18%	53%	0%	53%	51%
Hispanic	843	732	723	19%	25%	23%	31%	2%	33%	23%
Black or African American	12	719	719	17%	42%	25%	17%	0%	17%	19%
Asian, Native Hawaiian, or Pacific Islander	13	772	773	0%	8%	23%	54%	15%	69%	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	*	*	746	*	*	*	*	*	*	49%
Female	*	732	737	20%	22%	27%	30%	1%	31%	39%
Male	*	733	739	17%	28%	19%	33%	3%	36%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	770	731	722	19%	25%	23%	31%	2%	33%	22%
Non-Economically Disadvantaged Students	115	742	747	10%	21%	28%	37%	3%	41%	50%
Students with Disabilities	81	704	710	46%	28%	14%	11%	1%	12%	11%
Students without Disabilities	804	735	743	16%	24%	24%	34%	2%	36%	45%
Multilingual Learners	166	719	705	24%	34%	27%	14%	1%	15%	*
Non-Multilingual Learners	719	736	741	17%	23%	23%	35%	3%	38%	43%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	13%
Students in Foster Care	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	696	*	*	*	*	*	*	*

Academic Achievement

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

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Mathematics Assessment - Performance By Test: Geometry

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

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

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

Academic Achievement

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

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Mathematics Assessment - Performance By Test: Algebra II

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

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

Academic Achievement

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

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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	11	91.7%	11	91.7%
4	10	90.9%	10	90.9%
5	11	100.0%	11	100.0%
6	19	100.0%	19	100.0%
7	13	92.9%	13	92.9%
8	*	*	*	*
11	11	84.6%	11	84.6%

Academic Achievement

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

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English Language 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	1,217	*	>90%	*	<10%
3-4	1,162	*	>90%	*	<10%
5 or more	1,035	*	>90%	*	<10%

English Language Progress to Proficiency

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

Student Group	Percent of English learners making expected growth to proficiency	Annual Target	Met Target?
Schoolwide/Multilingual Learners	28.6%	22.7%	Met Goal

† Target was met within a confidence interval.

Report Key:

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

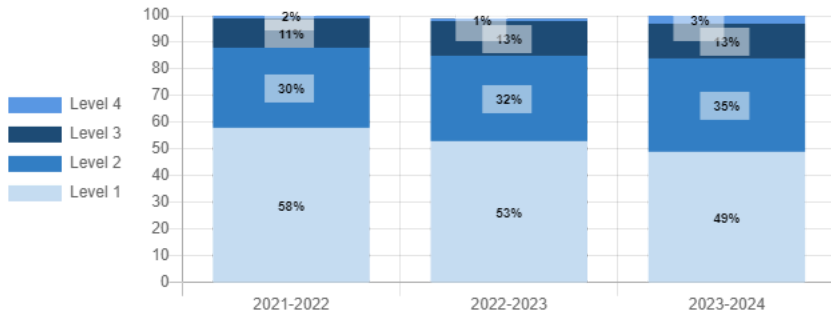
Academic Achievement

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

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

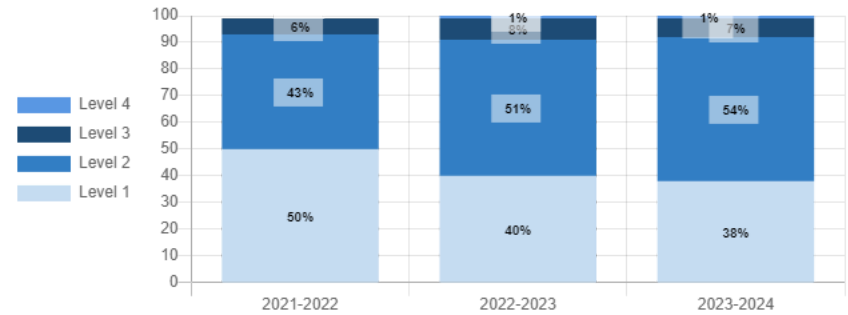
NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 8 Summary

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



Report Key:

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

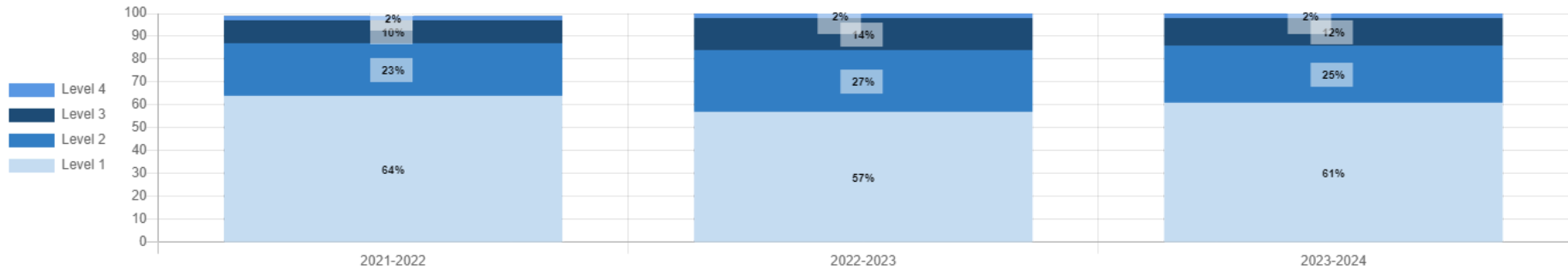
Academic Achievement

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

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

NJSLA Science Assessment: Grade 11 Summary

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



Academic Achievement

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

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NJSLA Science Assessment: Grade 5

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

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

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
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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 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	38%	54%	7%	1%	36%	45%	14%	5%
White	20%	70%	10%	0%	23%	52%	19%	6%
Hispanic	39%	53%	7%	0%	51%	42%	6%	1%
Black or African American	*	*	*	*	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	*	*	*	*	27%	46%	19%	8%
Female	36%	58%	5%	1%	35%	47%	13%	4%
Male	40%	50%	9%	0%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	41%	52%	7%	0%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	20%	65%	12%	3%	26%	48%	19%	7%
Students with Disabilities	74%	26%	0%	0%	67%	29%	3%	1%
Students without Disabilities	35%	56%	8%	1%	30%	48%	16%	6%
Multilingual Learners	39%	54%	7%	1%	75%	24%	1%	0%
Non-Multilingual Learners	38%	54%	8%	0%	32%	47%	15%	5%
Students Experiencing Homelessness	*	*	*	*	66%	32%	2%	0%
Students in Foster Care	*	*	*	*	80%	19%	1%	0%
Military-Connected Students	*	*	*	*	40%	47%	10%	3%
Migrant Students	*	*	*	*	*	*	*	*

Academic Achievement

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

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

NJSLA Science Assessment: Grade 11

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	61%	25%	12%	2%	45%	27%	19%	9%
White	36%	36%	29%	0%	34%	30%	26%	11%
Hispanic	61%	25%	12%	2%	61%	25%	11%	3%
Black or African American	*	*	*	*	64%	24%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	20%	40%	20%	20%	17%	23%	33%	28%
American Indian or Alaska Native	*	*	*	*	54%	21%	19%	6%
Two or More Races	*	*	*	*	38%	26%	25%	11%
Female	57%	27%	13%	2%	43%	29%	20%	7%
Male	65%	22%	11%	1%	47%	24%	18%	10%
Non-binary/undesignated gender	*	*	*	*	26%	28%	30%	16%
Economically Disadvantaged Students	62%	26%	11%	1%	63%	24%	11%	2%
Non-Economically Disadvantaged Students	52%	20%	23%	5%	37%	28%	24%	12%
Students with Disabilities	83%	13%	4%	0%	77%	16%	5%	1%
Students without Disabilities	59%	26%	13%	2%	40%	28%	22%	10%
Multilingual Learners	85%	14%	1%	0%	88%	10%	1%	0%
Non-Multilingual Learners	57%	27%	14%	2%	42%	28%	21%	9%
Students Experiencing Homelessness	*	*	*	*	72%	19%	8%	1%
Students in Foster Care	*	*	*	*	76%	18%	5%	1%
Military-Connected Students	*	*	*	*	48%	29%	17%	7%
Migrant Students	*	*	*	*	*	*	*	*

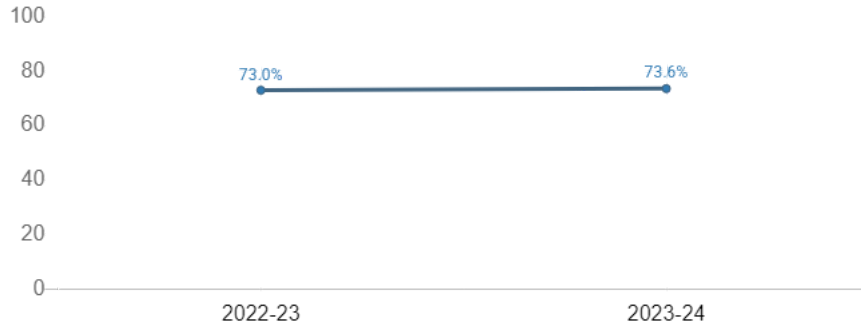
Academic Achievement

Graduation Proficiency Assessment (NJGPA) Trends

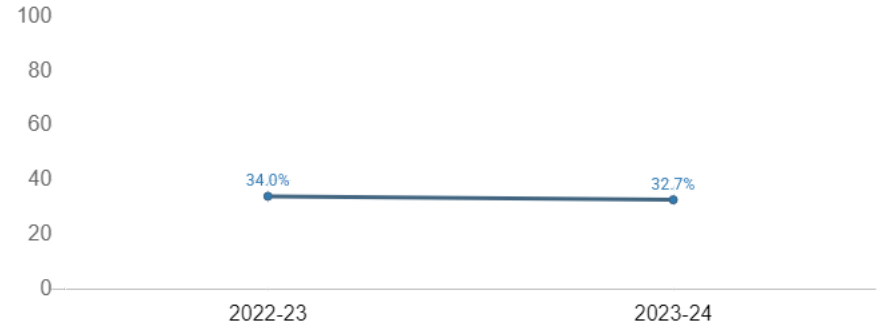
These graphs show trends in performance on the New Jersey Graduation Proficiency Assessment (NJGPA) for the last two years. Students are identified as either Graduation Ready or Not Yet Graduation Ready for both English Language Arts (ELA) and mathematics based on their scores on the assessment. These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

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

ELA Graduation Ready Rate



Math Graduation Ready Rate



Performance Measure	2022-23 ELA	2023-24 ELA	2022-23 Math	2023-24 Math
Graduation Ready Rate	73.0%	73.6%	34.0%	32.7%
Statewide Graduation Ready Rate	80.5%	82.5%	55.0%	55.6%

Academic Achievement

Graduation Proficiency Assessment (NJGPA) : Grade 11

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

Student Group	ELA Valid Scores	District % Graduation Ready: ELA	State % Graduation Ready: ELA	Math Valid Scores	District % Graduation Ready: Math	State % Graduation Ready: Math
Districtwide	934	73.6%	82.5%	934	32.7%	55.6%
White	15	73.3%	90%	15	53.3%	69.1%
Hispanic	891	73.4%	72.3%	891	32.1%	38%
Black or African American	*	72.2%	73.6%	*	16.7%	33.1%
Asian, Native Hawaiian, or Pacific Islander	10	90%	>90%	10	80%	87.9%
American Indian or Alaska Native	*	*	76.2%	*	*	43.8%
Two or More Races	*	*	87.5%	*	*	62%
Female	*	79.2%	86.9%	*	36.9%	56.6%
Male	*	67.8%	78.3%	*	28.3%	54.7%
Non-binary/undesignated gender	*	*	87.7%	*	*	69.9%
Economically Disadvantaged Students	825	72.7%	71.7%	825	31.8%	36%
Non-Economically Disadvantaged Students	109	79.8%	87.6%	109	39.4%	65.1%
Students with Disabilities	*	52.5%	53.6%	*	<10%	18.2%
Students without Disabilities	*	75.5%	87.4%	*	34.9%	62%
Multilingual Learners	*	19.1%	24.4%	*	11.8%	12.5%
Non-Multilingual Learners	*	84.1%	86.5%	*	36.7%	58.8%
Students experiencing homelessness	*	*	58.6%	*	*	23%
Students in Foster Care	*	*	44.3%	*	*	22.6%
Military-Connected Students	*	*	82%	*	*	48.1%
Migrant Students	*	*	50%	*	*	25.5%

College and Career Readiness

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

PSAT, SAT, & ACT - Participation

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

Participation Type	District Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2023-2024	84.1%	80.7%
12th graders taking SAT in 2023-2024 or prior years	84.6%	62.7%
12th graders taking ACT in 2023-2024 or prior years	0.6%	7.8%

PSAT, SAT, & ACT - Performance

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

Participation Type	District Average Score	State Average Score	College Readiness Benchmarks	District - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	408	459	Grade 10: 430 Grade 11: 460	31%	54%
PSAT 10/NMSQT - Math	412	454	Grade 10: 480 Grade 11: 510	13%	32%
SAT - Reading and Writing	457	530	480	40%	65%
SAT - Math	438	519	530	18%	46%
ACT - Reading	*	24	22	*	63%
ACT - English	*	24	18	*	76%
ACT - Math	*	23	22	*	58%
ACT - Science	*	23	23	*	55%

Report Key:

* Data is not displayed in order to protect student privacy
 ** Accountability calculations require 20 or more students
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College and Career Readiness

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

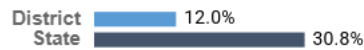
AP/IB Coursework – Participation and Performance

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

Students enrolled in one or more AP or IB course



Students taking one or more AP or IB exam



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



Dual Enrollment Coursework - Participation

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



College and Career Readiness

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AP/IB and Dual Enrollment Participation by Student Group

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

Student Group	% Enrolled in one or more AP or IB course	% Enrolled in one or more Dual Enrollment course	State: % Enrolled in one or more AP or IB course	State: % Enrolled in one or more Dual Enrollment course
Districtwide	12.1%	4.5%	35.9%	26.9%
White	15.2%	3.0%	41.8%	33.0%
Hispanic	11.8%	4.6%	23.2%	20.9%
Black or African American	2.9%	0.0%	20.3%	17.4%
Asian, Native Hawaiian, or Pacific Islander	57.1%	7.1%	70.5%	32.5%
American Indian or Alaska Native	N	N	30.4%	28.6%
Two or More Races	N	N	41.0%	29.0%
Female	16.7%	4.8%	41.4%	30.2%
Male	7.7%	4.2%	30.6%	23.7%
Non-Binary/Undesignated Gender	N	N	42.9%	28.4%
Economically Disadvantaged Students	11.8%	4.7%	22.8%	20.2%
Students with Disabilities	0.0%	0.9%	4.8%	10.9%
Multilingual Learners	8.3%	0.3%	9.8%	8.8%
Students experiencing homelessness	7.1%	0.0%	12.6%	15.1%
Students in Foster Care	*	*	4.5%	10.6%
Military-Connected Students	7.1%	0.0%	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	10
AP Biology	48	48
AP Calculus AB	0	10
AP Calculus BC	13	4
AP Chemistry	16	15
AP Computer Science A	8	8
AP Computer Science Principles	14	14
AP Drawing	10	0
AP English Language and Composition	40	39
AP English Literature and Composition	15	15
AP Environmental Science	11	11
AP Physics 1	16	16
AP Physics C: Electricity and Magnetism	0	8
AP Physics C: Mechanics	0	8
AP Precalculus	16	16
AP Seminar	13	13
AP Spanish Language and Culture	51	49
AP Spanish Literature and Culture	6	6
AP Statistics	7	9
AP U.S. Government and Politics	18	18
AP U.S. History	16	17
Total Exams taken		334

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
Exams with scores of at least 3 on AP exams or 4 on IB exams		260

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
Italian	*	*
Spanish	167	18.7%
Total Seals Earned	*	
Total Unique Students Earning Seals	*	18.7%
Current and Former Multilingual Learners Earning Seals	140	22.6%†

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

College and Career Readiness

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

Career and Technical Education Participation

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

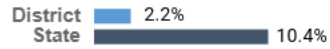
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

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



College and Career Readiness

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Career and Technical Education Participation by Student Group

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

Student Group	District: % CTE Participants	District: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Districtwide	3.9%	2.2%	7.6%	10.4%
White	4.6%	3.1%	6.1%	10.0%
Hispanic	3.9%	2.3%	9.3%	10.8%
Black or African American	0.0%	0.0%	9.5%	10.7%
Asian, Native Hawaiian, or Pacific Islander	2.9%	0.0%	5.5%	10.5%
American Indian or Alaska Native	*	*	8.3%	8.8%
Two or More Races	*	*	7.5%	10.1%
Female	4.8%	2.2%	7.5%	10.9%
Male	3.0%	2.2%	7.7%	9.9%
Non-Binary/Undesignated Gender	*	*	8.9%	15.2%
Economically Disadvantaged Students	3.8%	2.3%	9.8%	10.7%
Students with Disabilities	2.1%	1.5%	6.0%	7.9%
Multilingual Learners	0.9%	0.3%	8.0%	3.5%
Students experiencing homelessness	0.0%	0.0%	7.7%	6.2%
Students in Foster Care	*	*	5.9%	6.7%
Military-Connected Students	5.0%	0.0%	12.6%	15.8%
Migrant Students	*	*	2.3%	0.0%

College and Career Readiness

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

Work-Based Learning Participation by Career Cluster

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

Career Cluster	Number of Students Participating in Work-Based Learning	Percentage of Students Participating in Work-Based Learning
Business Management & Administration	*	*
Education & Training	18	100.0%
Health Science	*	*
Hospitality & Tourism	83	100.0%
Human Services	*	*
Information Technology	*	*
Science, Technology, Engineering & Mathematics	16	22.5%
Total	127	56.2%

College and Career Readiness

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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

District  1.6%
 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
Business Management & Administration	*	*	*
Education & Training	18	*	*
Health Science	34	22	22
Hospitality & Tourism	83	*	*
Human Services	*	*	*
Information Technology	18	*	*
Science, Technology, Engineering & Mathematics	71	23	23
Total	226	60	60

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	659
7	0	0	0	0	0	0	887
8	0	0	0	0	0	0	915
9	708	100	0	0	0	0	0
10	9	816	177	1	0	0	0
11	6	20	842	118	0	4	0
12	0	9	37	195	67	21	0
Total	723	945	1,056	314	67	25	2,461
Enrolled in AP/IB Course					13	7	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	776	4	0	25	0	11
10	163	588	0	52	1	48
11	58	335	1	12	97	453
12	24	43	0	1	46	291
Total	1,021	970	1	90	144	803
Enrolled in AP/IB Course	48	16		11	16	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	18

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	682	4	0	0	0	59
10	19	887	0	0	0	138
11	7	963	0	0	0	135
12	6	129	0	18	0	108
Total	714	1,983	0	18	0	440
Enrolled in AP/IB Course	0	16	0	0		18
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	262	0	0	0	0	0	221
7	822	0	0	0	0	0	0
8	838	0	0	0	0	0	0
9	611	0	220	0	0	21	0
10	639	0	198	0	0	15	0
11	448	0	85	0	0	11	0
12	137	0	35	0	0	3	0
Total	3,757	0	538	0	0	50	221
Enrolled in AP/IB Course	56	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	142	0	43	0	0	7	0

College and Career Readiness

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

Computer Science – Course Participation

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

Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
KG	N	N	N	N	N	N	N
1	N	N	N	N	N	N	N
2	N	N	N	N	N	N	N
3	N	N	N	N	N	N	N
4	N	N	N	N	N	N	N
5	N	N	N	N	N	N	N
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
9	15	0	0	0	4	0	0
10	36	0	0	0	4	0	0
11	79	7	0	0	0	0	0
12	73	7	0	0	10	0	0
Total	203	14	0	0	18	0	0
Enrolled in AP/IB Course	8	14		0			0
Enrolled in Dual Enrollment Course	29	0	0	0	0	0	0

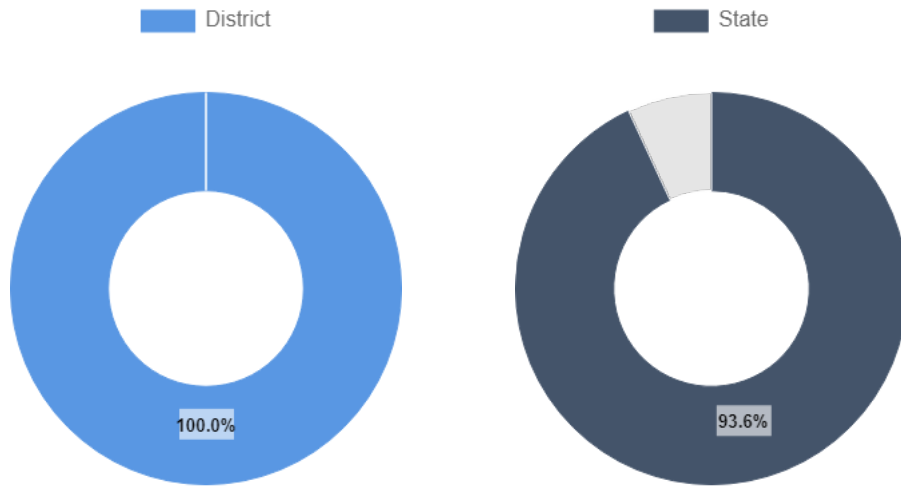
College and Career Readiness

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.

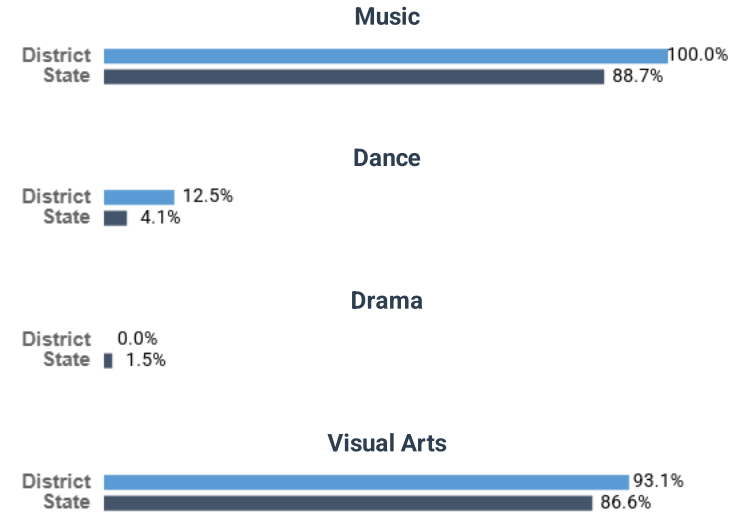
Visual and Performing Arts – Course Participation

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.

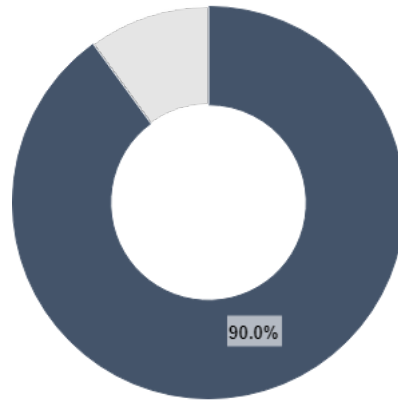
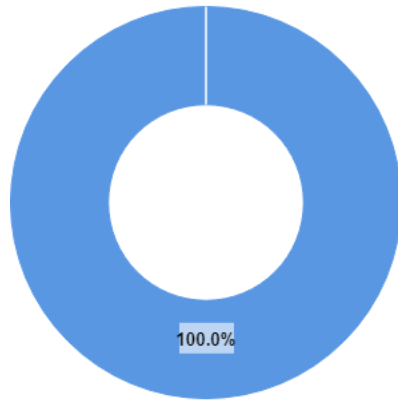
Visual and Performing Arts – Course Participation

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



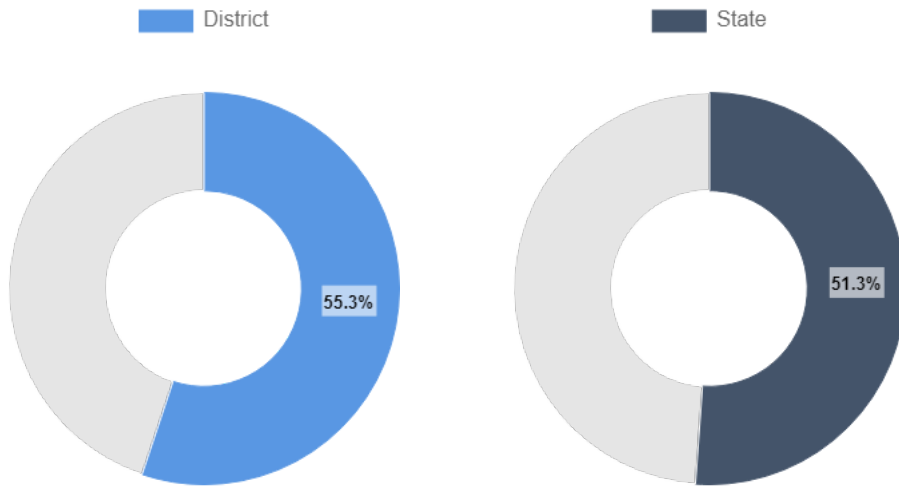
College and Career Readiness

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.

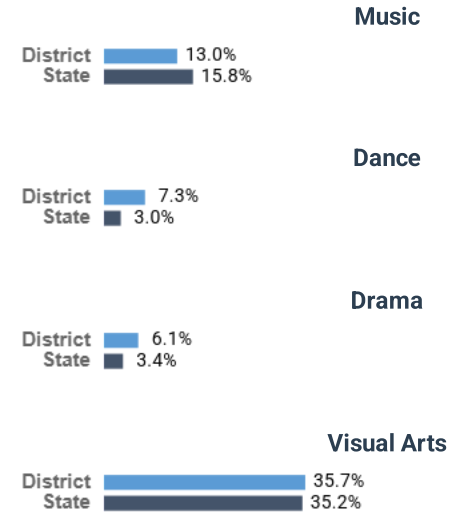
Visual and Performing Arts – Course Participation

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:



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

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

Structured Learning Experiences Participation

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

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

Structured Learning Experiences



Graduation/ Postsecondary

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

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

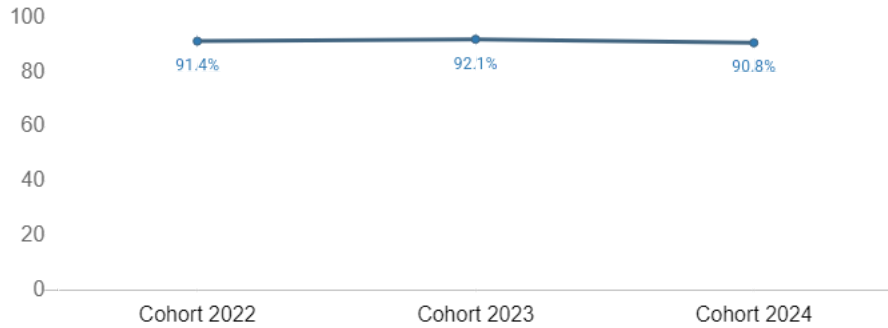
To be included as a graduate in the federal version of the graduation rate, students must have meet state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless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

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

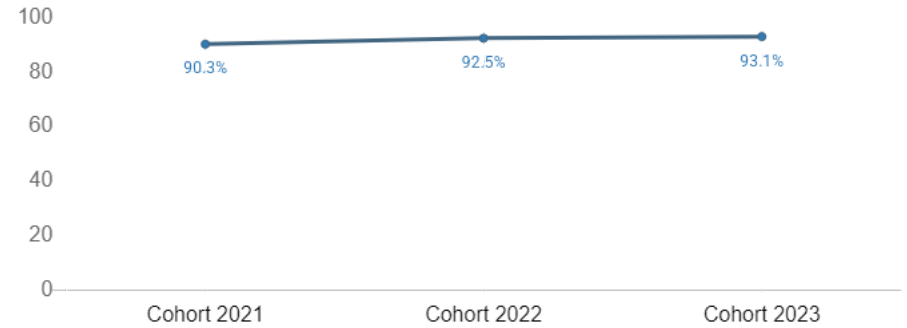
Graduation Rate Trends and Progress

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

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2022 4-Year Rate	Cohort 2023 4-Year Rate	Cohort 2024 4-Year Rate	Cohort 2021 5-Year Rate	Cohort 2022 5-Year Rate	Cohort 2023 5-Year Rate
Graduation Rate	91.4%	92.1%	90.8%	90.3%	92.5%	93.1%
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	90.8%	3.0%	6.2%	91.3%	3.8%	4.9%
White	87.5%	6.3%	6.3%	95.0%	2.6%	2.5%
Hispanic	90.8%	2.9%	6.3%	86.9%	4.9%	8.3%
Black or African American	91.7%	8.3%	0.0%	86.5%	6.0%	7.5%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	96.7%	2.3%	1.0%
American Indian or Alaska Native	N	N	N	91.7%	3.8%	4.5%
Two or More Races	*	*	*	92.3%	3.5%	4.3%
Female	92.9%	2.3%	4.8%	93.1%	2.8%	4.1%
Male	88.9%	3.7%	7.4%	89.5%	4.7%	5.7%
Non-Binary/Undesignated Gender	N	N	N	86.7%	3.3%	10.0%
Economically Disadvantaged Students	90.9%	3.1%	6.0%	87.1%	5.3%	7.7%
Students with Disabilities	68.0%	24.3%	7.8%	80.7%	12.5%	6.8%
Multilingual Learners	89.6%	2.5%	8.0%	78.9%	7.5%	13.6%
Students experiencing homelessness	*	*	*	74.5%	11.2%	14.3%
Students in Foster Care	*	*	*	61.6%	13.1%	25.3%
Military-Connected Students	*	*	*	94.5%	2.3%	3.1%
Migrant Students	N	N	N	88.2%	3.9%	7.9%

Graduation/ Postsecondary

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

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

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

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

Cohort 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	93.1%	1.4%	5.5%	92.6%	1.7%	5.6%
White	76.9%	15.4%	7.7%	95.9%	1.5%	2.6%
Hispanic	93.8%	1.0%	5.2%	88.2%	1.9%	9.9%
Black or African American	64.7%	11.8%	23.5%	88.9%	2.5%	8.7%
Asian, Native Hawaiian, or Pacific Islander	100.0%	0.0%	0.0%	97.5%	1.3%	1.2%
American Indian or Alaska Native	N	N	N	92.5%	0.0%	7.5%
Two or More Races	*	*	*	94.7%	1.0%	4.3%
Female	94.4%	1.5%	4.1%	94.4%	1.2%	4.4%
Male	91.8%	1.3%	6.9%	91.0%	2.2%	6.8%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	93.2%	1.4%	5.4%	88.8%	2.0%	9.2%
Students with Disabilities	78.6%	13.3%	8.2%	84.1%	8.2%	7.7%
Multilingual Learners	91.1%	0.0%	8.9%	78.0%	2.0%	20.0%
Students experiencing homelessness	*	*	*	78.0%	3.9%	18.1%
Students in Foster Care	*	*	*	67.0%	7.5%	25.5%
Military-Connected Students	*	*	*	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	92.6%	1.1%	6.3%	93.7%	93.2%	1.0%	5.8%	94.2%
White	95.7%	0.0%	4.3%	95.7%	96.4%	0.9%	2.7%	97.3%
Hispanic	92.5%	1.1%	6.4%	93.6%	88.2%	1.0%	10.8%	89.2%
Black or African American	*	*	*	*	89.6%	1.4%	9.0%	91.0%
Asian, Native Hawaiian, or Pacific Islander	100.0%	0.0%	0.0%	100.0%	98.1%	0.8%	1.0%	99.0%
American Indian or Alaska Native	N	N	N	N	93.6%	0.8%	5.6%	94.4%
Two or More Races	N	N	N	N	92.9%	1.3%	5.9%	94.1%
Female	95.0%	0.6%	4.4%	95.6%	95.0%	0.6%	4.4%	95.6%
Male	90.2%	1.5%	8.3%	91.7%	91.5%	1.4%	7.1%	92.9%
Non-Binary/Undesignated Gender	N	N	N	N	*	*	*	*
Economically Disadvantaged Students	92.5%	1.1%	6.4%	93.6%	88.8%	1.1%	10.2%	89.8%
Students with Disabilities	82.6%	9.2%	8.3%	91.7%	86.6%	5.4%	8.0%	92.0%
Multilingual Learners	84.5%	0.5%	14.9%	85.1%	77.6%	0.6%	21.9%	78.1%
Students experiencing homelessness	*	*	*	*	76.2%	1.4%	22.4%	77.6%
Students in Foster Care	*	*	*	*	64.1%	3.5%	32.4%	67.6%
Military-Connected Students	*	*	*	*	92.9%	1.7%	5.4%	94.6%
Migrant Students	N	N	N	N	67.1%	2.4%	30.5%	69.5%

Graduation/ Postsecondary

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

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

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

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

Federal Graduation Rates

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

Student Group	2024 4-Year Federal Graduation	2023 5-Year Federal Graduation	2022 6-Year Federal Graduation	State: 2024 4-Year Federal Graduation	State: 2023 5-Year Federal Graduation	State: 2022 6-Year Federal Graduation
	Rate	Rate	Rate	Rate	Rate	Rate
Districtwide	90.5%	93.0%	92.1%	87.7%	91.8%	87.0%
White	87.5%	76.9%	95.7%	91.5%	95.0%	90.0%
Hispanic	90.5%	93.7%	91.9%	83.3%	87.4%	82.1%
Black or African American	91.7%	64.7%	*	80.9%	87.6%	80.8%
Asian, Native Hawaiian, or Pacific Islander	*	100.0%	100.0%	96.1%	97.3%	96.6%
American Indian or Alaska Native	N	N	N	84.1%	92.5%	86.4%
Two or More Races	*	*	N	89.0%	93.0%	86.2%
Female	92.9%	94.2%	94.8%	90.5%	93.7%	90.6%
Male	88.2%	91.8%	89.4%	85.2%	90.0%	83.7%
Non-Binary/Undesignated Gender	N	N	N	83.3%	*	*
Economically Disadvantaged Students	90.6%	93.1%	91.9%	82.6%	87.8%	81.4%
Students with Disabilities	65.0%	77.6%	78.0%	60.2%	79.2%	51.8%
Multilingual Learners	89.6%	91.1%	84.0%	77.6%	77.6%	75.7%
Students experiencing homelessness	*	*	*	67.0%	76.2%	64.6%
Students in Foster Care	*	*	*	50.4%	61.9%	47.1%
Military-Connected Students	*	*	*	91.4%	94.9%	88.4%
Migrant Students	N	N	N	85.5%	64.3%	64.6%

Graduation/ Postsecondary

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

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

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

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

Accountability Graduation Rates

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

Student Group	Cohort 2023: 4-Year Graduation Rate	Cohort 2023: Annual Target	Cohort 2023: Met Target	Cohort 2022: 5-Year Graduation Rate	Cohort 2022: Annual Target	Cohort 2022: Met Target
Districtwide	92.0%	91.2%	Met Target	92.1%	N	N
White	76.9%	**	**	95.7%	N	N
Hispanic	92.6%	91.0%	Met Target	91.9%	N	N
Black or African American	68.8%	**	**	*	**	**
Asian, Native Hawaiian, or Pacific Islander	100.0%	**	**	100.0%	**	**
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	*	**	**	*	**	**
Economically Disadvantaged Students	92.1%	91.1%	Met Target	91.8%	N	N
Students with Disabilities	76.8%	76.7%	Met Target	78.0%	N	N
Multilingual Learners	88.6%	82.8%	Met Target	83.9%	N	N

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Graduation/ Postsecondary

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

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Graduation Pathways

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

Graduation Pathway	% of Graduates Meeting ELA Requirements by Pathway	% of Graduates Meeting Math Requirements by Pathway
Statewide Assessment	71.1%	36.4%
Substitute Competency Test	6.0%	26.3%
Portfolio Appeals Process	22.2%	36.6%
Alternate Requirements Specified in IEP	0.4%	0.4%
Unknown/Other	0.4%	0.4%

Dropout Rate Trends

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

School Year	District Rate	State Rate
2023-2024	0.7%	1.0%
2022-2023	1.1%	1.2%
2021-2022	0.8%	1.2%

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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.

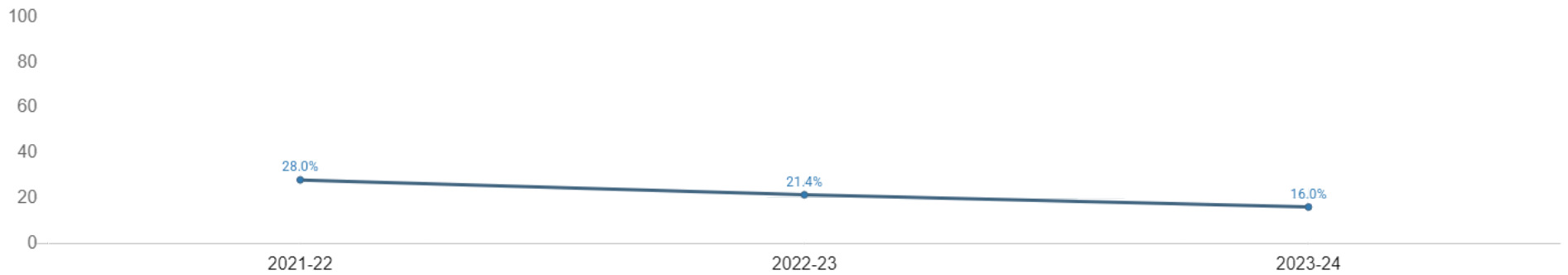
Year of Graduation	Graduates enrolled in apprenticeship programs
2023	*
2022	*
2021	*
2020	*
2019	*
2018	*
2017	*
2016	*

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	28.0%	21.4%	16.0%
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%

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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").

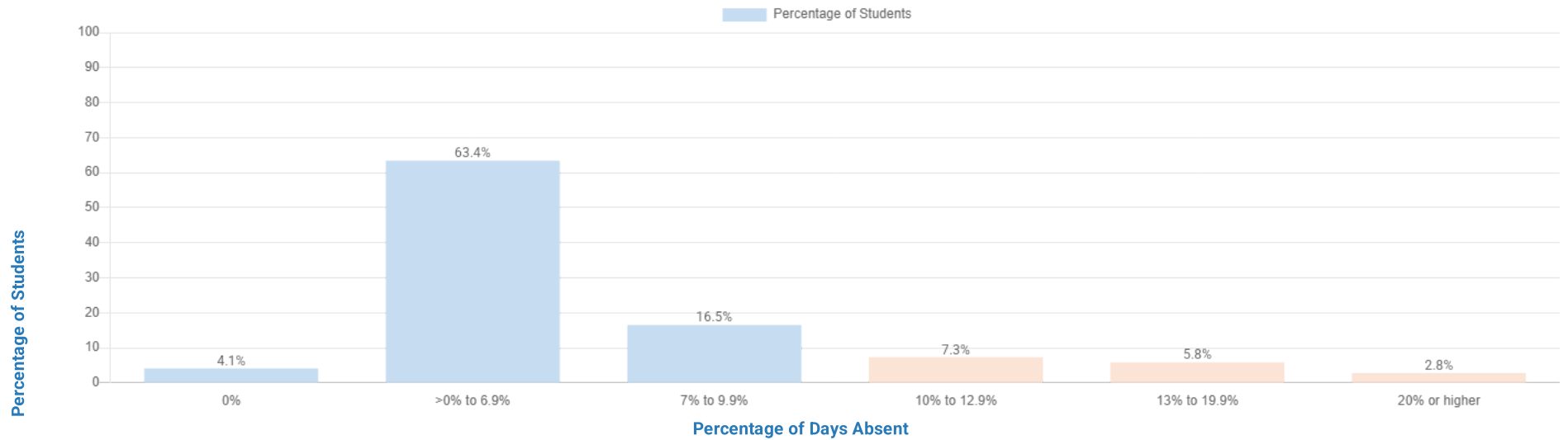
Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	1,813	16.0%	14.9%	Not Met
White	43	17.5%	14.9%	Not Met
Hispanic	1,734	16.1%	14.9%	Not Met
Black or African American	26	14.9%	14.9%	Met
Asian, Native Hawaiian, or Pacific Islander	10	7.0%	14.9%	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	*	15.4%		
Male	*	16.6%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	1,535	16.3%	14.9%	Not Met
Students with Disabilities	344	26.7%	14.9%	Not Met
Multilingual Learners	517	14.6%	14.9%	Met
Students Experiencing Homelessness	29	36.3%		
Students in Foster Care	4	33.3%		
Military-Connected Students	9	15.3%		
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:

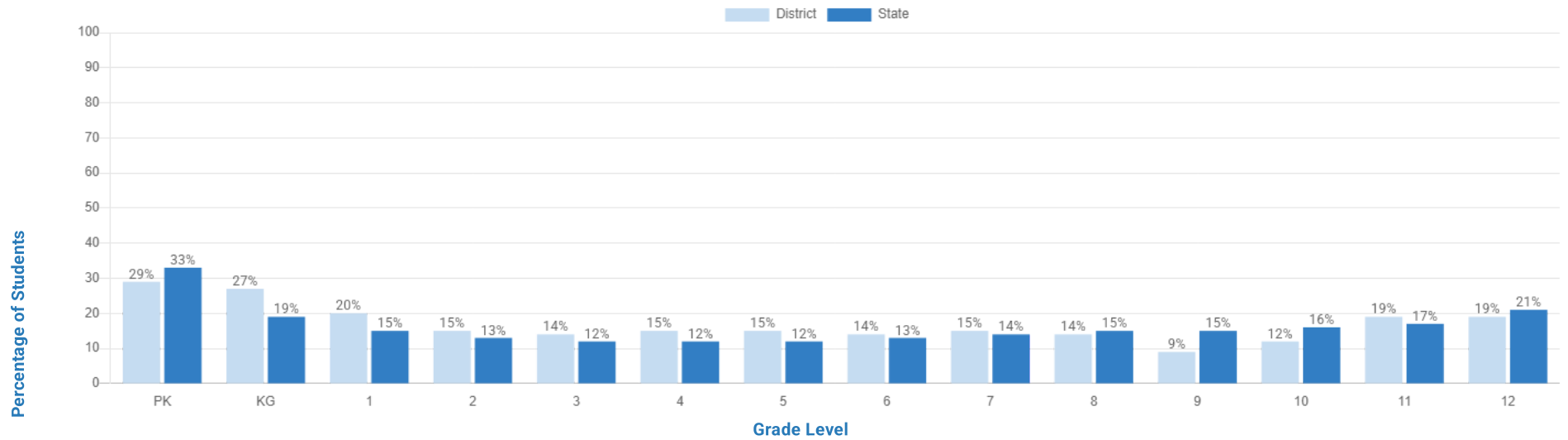
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Chronic Absenteeism by Grade

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	8
Weapons	3
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	13
Total Unique Incidents	25
Incidents Per 100 Students Enrolled	0.19

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	3	3
Religion	0	0	0
Ancestry	0	0	0
Gender	0	3	3
Sexual Orientation	0	4	4
Disability	0	0	0
Other	0	10	10
No Identified Nature	0		0

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Student Disciplinary Removals: By Student Group

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

Student Group	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
White	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
Hispanic	<5	<5.00%	14	0%	16	0%	0	0%	0	0%
Black or African American	<5	<5.00%	1	1%	1	1%	0	0%	0	0%
Asian	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
Two or more races	*	*	*	*	*	*	*	*	*	*
Female	*	<5.00%	*	0%	*	0%	*	0%	*	0%
Male	*	<5.00%	*	0%	*	0%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	<5	<5.00%	15	0%	17	0%	0	0%	0	0%
Students with disabilities	<5	<5.00%	2	0%	2	0%	0	0%	0	0%

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Student Disciplinary Removals: By Grade Level

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

Grade	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Districtwide	3	0%	16	0%	18	0%	0	0%	0	0%
PK	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
KG	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
1	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
2	<5	<5.00%	3	0%	3	0%	0	0%	0	0%
3	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
4	<5	<5.00%	1	0%	2	0%	0	0%	0	0%
5	<5	<5.00%	3	0%	3	0%	0	0%	0	0%
6	<5	<5.00%	5	1%	5	1%	0	0%	0	0%
7	<5	<5.00%	1	0%	2	0%	0	0%	0	0%
8	<5	<5.00%	1	0%	1	0%	0	0%	0	0%
9	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
10	<5	<5.00%	1	0%	1	0%	0	0%	0	0%
11	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
12	<5	<5.00%	0	0%	0	0%	0	0%	0	0%

Climate and Environment

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

Students 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	3	0%	0	0%	0	0%	0	0%	2	0%	1	0%	0	0%
White	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
Hispanic	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
Black or African American	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
Asian	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Female	*	<5.00%	*	0%	*	0%	*	0%	*	<5.00%	*	<5.00%	*	0%
Male	*	<5.00%	*	0%	*	0%	*	0%	*	<5.00%	*	<5.00%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
Students with disabilities	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	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 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	3	0%	0	0%	0	0%	0	0%	2	0%	1	0%	0	0%
PK	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
KG	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
1	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
2	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
3	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
4	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
5	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
6	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
7	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
8	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
9	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
10	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
11	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
12	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%

Climate and Environment

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

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

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

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

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Climate and Environment

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

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

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

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

Climate and Environment

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

School Days Missed due to Out-of-School Suspensions

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

School Days Missed due to Out-of-School Suspensions

39

Report Key:

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

Climate and Environment

Student Access to Technology and Internet

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

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Teachers – Experience

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

Category	Teachers in District	Teachers in State
Total Number of teachers	882	119,239
Average years experience in public schools	13.1	12.6
Average years experience in district	12.9	11.3
Number of Teachers with 4 or more years experience in the district	709	87,243
Percentage of Teachers with 4 or more years experience in the district	80.4%	73.6%
Number of out-of-field teachers	30	2,931
Percentage of out-of-field teachers	3.4%	2.5%
Number of Teachers with Provisional Credentials	52	9,065
Percentage of Teachers with Provisional Credentials	5.9%	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	89	10,170
Average years experience in public schools	22.3	16.2
Average years experience in district	22.2	12.5
Number of Administrators with 4 or more years experience in the district	85	7,734
Percentage of Administrators with 4 or more years experience in the district	95.5%	76.8%

Staff Counts

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

Staff Category	District: Total Staff Members	State: Total Staff Members
Teachers	882	119,239
Administrators	89	10,170
Librarians/Media Specialists	2	1,160
Nurses	18	3,025
School Counselors	25	4,673
Child Study Team Members	69	9,654
School Psychologists	13	2,185
School Social Workers	35	2,750
Student Assistance Coordinators	1	400
School Safety Specialists	1	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	15:1
Students to Administrators	145:1
Teachers to Administrators	10:1
Students to Librarians/Media Specialists †	6433:1
Students to Nurses †	715:1
Students to Counselors †	515:1
Students to Child Study Team Members †,††	19:1
Students to School Psychologists †	990:1
Students to School Social Workers †	368:1
Students to Student Assistance Coordinators †	12866:1
Students to School Safety Specialists †	12866:1

† 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%	75.0%	55-60%	48.0%	77.0%	57.0%
Male	51.0%	25.0%	40-45%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤5%	≤1%	≤1%	≤1%
White	2.3%	48.2%	53.9%	38.2%	81.8%	74.5%
Hispanic	94.9%	48.6%	43.8%	34.0%	8.6%	8.6%
Black or African American	1.4%	1.9%	2.2%	14.2%	6.4%	14.4%
Asian	1.3%	0.2%	0.0%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.4%	0.5%
Two or More Races	0.0%	1.0%	0.0%	3.1%	0.3%	0.4%

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

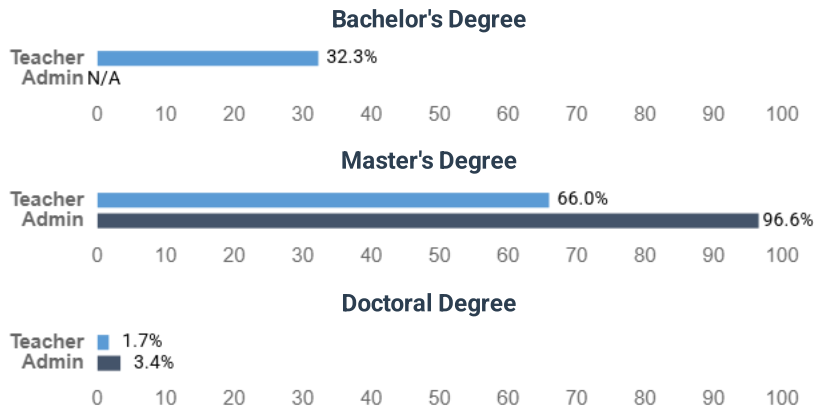
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. 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 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	93.0%	89.5%
2022-23 Administrators: Same district 2023-24	96.6%	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)	381	92.0%	8.0%	≤1%	46.2%	51.7%	1.3%	0.0%	0.0%	0.0%	0.8%	82.4%	27.0%	71.9%	1.0%
English/Language Arts/Literacy	53	80-90%	10-20%	≤10%	60.4%	34.0%	1.9%	1.9%	0.0%	0.0%	1.9%	81.1%	18.9%	81.1%	0.0%
English to Speakers of Other Languages	17	>80%	≤20%	≤20%	35.3%	64.7%	0.0%	0.0%	0.0%	0.0%	0.0%	76.5%	17.6%	82.4%	0.0%
Mathematics	65	50-55%	45-50%	≤5%	47.7%	46.2%	3.1%	0.0%	0.0%	0.0%	3.1%	70.8%	32.8%	64.1%	3.1%
Science	46	50-60%	40-50%	≤10%	50.0%	43.5%	6.5%	0.0%	0.0%	0.0%	0.0%	65.2%	50.0%	50.0%	0.0%
Social Studies/History	39	20-30%	70-80%	≤10%	46.2%	53.8%	0.0%	0.0%	0.0%	0.0%	0.0%	74.4%	30.8%	69.2%	0.0%
World Language	40	70-80%	10-20%	≤10%	15.0%	80.0%	0.0%	2.5%	0.0%	0.0%	2.5%	75.0%	43.6%	53.8%	2.6%
Visual and Performing Arts	59	50-60%	40-50%	≤10%	59.3%	37.3%	3.4%	0.0%	0.0%	0.0%	0.0%	74.6%	27.1%	69.5%	3.4%
Health/Physical Education	35	10-20%	70-80%	≤10%	45.7%	51.4%	0.0%	0.0%	0.0%	0.0%	2.9%	88.6%	40.0%	57.1%	2.9%
Family & Consumer Sciences	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	7	*	*	*	14.3%	71.4%	14.3%	0.0%	0.0%	0.0%	0.0%	71.4%	28.6%	71.4%	0.0%
Computer Science/IT	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Industrial Arts	2	*	*	*	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Career and Technical Education	1	*	*	*	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
Special Education	105	75-80%	20-25%	≤5%	60.0%	36.2%	2.9%	0.0%	0.0%	0.0%	1.0%	84.8%	47.6%	47.6%	4.8%
Bilingual	65	90-95%	5-10%	≤5%	10.8%	89.2%	0.0%	0.0%	0.0%	0.0%	0.0%	90.8%	28.1%	70.3%	1.6%

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.

Union City	Federal	State & Local	Total	ADE**
District Level Total Expenditures	\$3,893	\$20,305	\$24,199	11,641.3
District Level Central Expenditures		\$5,418	\$5,418	11,641.3
Union City Evening High School				
Jose Marti Stem Academy	\$3,886	\$19,569	\$23,455	596.1
Union City High School	\$3,987	\$13,156	\$17,143	3,086.0
Thomas A Edison Elementary School	\$4,155	\$17,918	\$22,073	797.7
Hudson Elementary School	\$3,948	\$18,129	\$22,077	305.5
Jefferson Elementary School	\$3,607	\$20,530	\$24,137	305.5
Emerson Middle School	\$3,846	\$13,242	\$17,088	1,037.4
theodore Roosevelt Elementary School	\$3,969	\$13,802	\$17,771	890.3
Veterans Memorial Elementary School	\$3,771	\$14,957	\$18,728	535.0
George Washington Elementary School	\$3,999	\$13,697	\$17,696	780.1
Robert Waters Elementary School	\$3,916	\$14,455	\$18,371	1,013.5
Sara M. Gilmore Academy	\$3,553	\$16,346	\$19,899	392.3
Eugenio Maria De Hostos Center For Early Childhood	\$3,581	\$18,128	\$21,709	301.4
Union Hill Middle School	\$3,943	\$13,561	\$17,504	906.1
Colin Powell Elementary School	\$3,464	\$16,443	\$19,907	694.5
-				

Accountability

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

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

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

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

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

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

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

Accountability

Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

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

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

Report Key:

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

Accountability

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	51.7%	58.1%	58.1%
Math Proficiency	28.9%	33.1%	38.2%
ELA Growth†	85	64	62
Math Growth†	69	53	58
4-Year Graduation Rate (Prior Year)††	88.5%	91.0%	92.0%
5-Year Graduation Rate (Prior Year)††	90.7%	90.0%	92.1%
Progress toward English Language Proficiency	20.9%	27.3%	28.6%
Chronic Absenteeism	28.0%	21.4%	16.0%

†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.

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Accountability

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	Exceeds Standard	Met Standard	Met Target	N	Met Goal	Not Met
White	Met Target†	Met Target†	Exceeds Standard	Met Standard	**	N		Not Met
Hispanic	Not Met	Met Target	Exceeds Standard	Met Standard	Met Target	N		Not Met
Black or African American	Met Target	Met Target	Met Standard	Met Standard	**	**		Met
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Target	Exceeds Standard	Met Standard	**	**		Met
American Indian or Alaska Native	**	**	**	**	**	**		**
Two or More Races	**	**	**	**	**	**		**
Economically Disadvantaged Students	Not Met	Met Target	Exceeds Standard	Met Standard	Met Target	N		Not Met
Students with Disabilities	Not Met	Met Target†	Met Standard	Met Standard	Met Target	N		Not Met
Multilingual Learners	Not Met	Met Target	Exceeds Standard	Met Standard	Met Target	N	Met Goal	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:

- During the 2023-2024 School Year, we expanded our Advanced Placement and Dual Enrollment offerings to promote rigorous course offerings and college readiness.
- During the 2023-2024 School Year, new district data teams were formed to analyze Accountability Profiles at each school. Challenging but achievable goals were set for students and staff.
- During the 2023-2024 School Year, Union City Public Schools continued its emphasis on STEM education. New and continuing programs were offered.



Mission, Vision, Theme:

Students must cultivate the skills necessary to solve real-world problems, reason critically, and establish meaningful logical connections, which are essential for academic success and lifelong learning. A primary focus of the district is the promotion of early literacy, starting with foundational pre-reading skills and progressing through the five critical dimensions of reading-phonemic awareness, phonics, fluency, vocabulary, and comprehension within the primary grades. This comprehensive approach ensures a strong literacy foundation for continued success across all subject areas. Equally vital is the district's mathematics initiative, designed to support conceptual understanding, procedural fluency, and problem-solving skills.



Awards, Recognition, Accomplishments:

The Union City School District has been highlighted as a high-performing school district not only at the state level but nationally as well. Chronicled in "Improbable Scholars," a book by Dr. David Kirp from the University of Berkeley, California, identified the Union City School District as a model for sustained academic achievement. The Early Childhood Center, which opened 17 years ago, continues to be a model for Early Childhood Education. Union City Schools continue to bring state-of-the-art programs to our students. Gilmore School continues to be identified as a National Blue Ribbon School. Jose Marti STEM Academy was recently designated as a National Blue Ribbon School, receiving the Lighthouse Award for Excellence.

Narrative

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Courses, Curriculum, Instruction:

Students must cultivate the skills necessary to solve real-world problems, reason critically, and establish meaningful logical connections, which are essential for academic success and lifelong learning. A primary focus of the district is the promotion of early literacy, starting with foundational pre-reading skills and progressing through the five critical dimensions of reading-phonemic awareness, phonics, fluency, vocabulary, and comprehension- within the primary grades. This comprehensive approach ensures a strong literacy foundation for continued success across all subject areas.



Sports and Athletics:

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

We are very proud of our sports teams and the support that our student athletes receive from the coaches, school staff, parents, and community. Our sports teams performed extremely well including: Football: 2023 NJSIAA North 2 Group 5 State Champions/ 2023 Freedom White Division Champions Boys Bowling: 2024 HCIAL Champions/ 2024 HCIAL North Champions Girls Bowling: 2024 HCIAL Champions/ 2024 Hudson County Champions Girls Basketball: 2024 HCIAL Division Champions Girls Swimming: 2024 HCIAL Champions Boys Outdoor Track: 2024 North Hudson Champions Girls Outdoor Track: 2024 Hudson County Relay Champions/ 2024 North Hudson Champions/ 2024 Hudson County Champions Baseball: 2024 Hudson County Champions Unified Sports: 2024 Unified Spring Track - NJSIAA State Champions Girls Varsity Volleyball: 2024 HCIAL Champions



Clubs and Activities:

Union City Public Schools offer a wide variety of extended day clubs and activities. Some highlights include: Mini Model Congress, Robotics, Flight Simulation, HOSA, Hiking Club, Student Council, DECA, Poetry, Debate, School Newspaper, Scientific Research, and MiniMed

Narrative

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Before and After School Programs:

The Union City Public Schools offer a variety of site-based after-school programs, including 21st Century and SES (Supplemental Educational Services). Through Title 4 Funding, we have been able to offer various Innovative Programs such as Symphonic Band, Health and Nutrition Classes, Sculpture, Engineering, Guitar, and additional foreign language offerings. These programs provide a wide range of remedial and enrichment opportunities for students and families. They also provide access to technology, homework assistance, and supplemental nutrition.



Staff and Professional Learning:

The district remains committed to fully implementing professional development initiatives driven by comprehensive analysis of student achievement data to address the needs of all stakeholders and stakeholder groups, including multilingual learners, students with special needs, and gifted and talented learners. These efforts support all students from pre-kindergarten through grade 12. Key focus areas include alignment with the New Jersey Student Learning Standards. Professional growth is supported through consultants, job-embedded opportunities, and an expanded range of professional development offerings within the district, including supplemental tracks tailored to district priorities. The use of Frontline provides teachers and academic leaders with a centralized platform to effectively manage evaluations, walkthroughs, student growth objectives, and professional development plans, ensuring a strategic and inclusive approach to instructional improvement.



Postsecondary Information:

Union City Public Schools offers a wide range of rigorous course selections designed to prepare students for post secondary education. These include Honors, Advanced Placement, and Dual Enrollment Courses. We also offer the PSAT and SAT to students free of charge during the school day.

Narrative

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Student Supports and Services:

Academic Coaches work with Special Needs students and English Language Learners. Math Coaches and ELA Coaches provide assistance in those content areas. The coaches provide professional development and assist in building teacher capacity to address academic achievement. They promote a structured, student-centered approach utilizing research-based strategies, techniques, and interventions. The coaches model effective lessons and partner with teachers to implement standards-based lessons.



Student Health and Wellness:

The district employs School Social Workers as well as Substance Abuse Coordinators and Psychologists to provide services to families both during and after school. In addition, we look for proactive ways to address student health and wellness. We have held Community Health Fairs to provide students and families with immunizations, health screenings, and school physicals. The district purchased Halo Smart Sensors and trained staff in best-practices in supporting a drug-free school environment. Parent University Courses were offered to assist families in need of support. We hosted a Saturday Social Emotional Learning Fair for Staff Including Workshops on creating a Trauma-Informed School Setting. In partnership with the High School Culinary Arts Department, we provided family workshops on creating healthy, nutritious, affordable meals.



Parent and Community Involvement:

Our schools have parent liaisons who provide a necessary link between the teachers and the parents. They also bring programs and activities to the schools that enable our parents to become our partners in the education of their children. Various workshops and training opportunities are also provided.

Narrative

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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Parents. Parental surveys are conducted at the school level. Parents are cooperative and active members of our school community. Parents have access to student grades through the Power School parent portal and students communicate with teachers through Google Classroom and Schoology. The school has an "Open Door Policy" to assist the community of learners.



Facilities:

The Union City School District prides itself on its school facilities. They meet the state code with well-equipped rooms for all content areas. Our buildings are kept in excellent condition by our maintenance department and our security staff.



School Safety:

Our High Schools and Middle Schools were outfitted with the Evolve weapons detection system. This is a state of the art technology that is utilized for optimum security. All staff are trained on the proper procedures for school security drills pursuant to 18A:41-7. Security drills are practiced once per month. Each drill is followed by a round table discussion to identify any areas in need of improvement. Schools work closely with full-time School Resource Officers (SRO) to identify and mitigate any safety or security issues. All school security guards follow schedules to ensure that they are strategically positioned to maximize their effectiveness.

Narrative

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Technology and STEM:

The district has provided students with Chromebooks. Students are able to access curriculum materials and conduct research seamlessly both in school and at home. We have outfitted our STEM labs with the latest equipment and we continue to evaluate new and emerging technologies to prepare our students with the skillsets needed for the modern workforce.



Early Childhood Education:

All eligible three- and four-year-olds in Union City have access to free preschool. The Union City Board of Education partners with a variety of high-quality community providers to ensure that students are effectively transitioned and academically prepared for kindergarten. The district's Early Childhood Program has been highlighted statewide and nationally for its accomplishments.