Hamilton Township Public School District (21-1950)

2023-2024

County: Mercer

District: Hamilton Township Public School District

⦿ 90 Park Avenue
Hamilton, NJ 08690

Superintendent: Dr. Scott Rocco

District Website

📞 609-631-4100 x3058

12,189
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	Mercer
District	Hamilton Township Public School District
Superintendent Name	Dr. Scott Rocco
Address	90 Park Avenue, Hamilton, NJ 08690
Phone Number	609-631-4100 x3058
Email Address	srocco@htsdnj.org
Website	www.htsdnj.org
Facebook	https://www.facebook.com/WeAreHTSD
Twitter	https://twitter.com/wearehtsd

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
Albert E Grice Middle School	06-08
Alexander Elementary School	KG-05
Emily C. Reynolds Middle School	06-08
George E. Wilson Elementary School	KG-05
Greenwood Elementary School	KG-05
Hamilton East - Steinert	09-12
Hamilton North - Nottingham	09-12
Hamilton West-Watson	09-12
Kisthardt Elementary School	KG-05
Klockner Elementary School	PK-05
Kuser Elementary School	PK-05
Lalor Elementary School	PK-05
Langtree Elementary School	KG-05
McGalliard Elementary School	KG-05
Mercerville Elementary School	KG-05
Morgan Elementary School	KG-05
Richard C Crockett Middle School	06-08
Robinson Elementary School	KG-05
Sayen Elementary School	KG-05
Sunnybrae Elementary School	KG-05
University Heights Elementary School	PK-05
Yardville Elementary School	PK-05
Yardville Heights Elementary School	KG-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	238	290	292
KG	822	867	831
1	832	844	920
2	827	865	866
3	848	835	904
4	858	884	864
5	902	896	904
6	866	914	899
7	955	901	937
8	917	990	950
9	1,003	1,051	1,153
10	894	910	1,001
11	858	824	837
12	810	824	831
Total	11,630	11,895	12,189

Enrollment Trends by Student Group

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

Student Group	2021-22	2022-23	2023-24
Female	48.0%	48.0%	48.0%
Male	52.0%	52.0%	52.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	42.2%	44.7%	46.5%
Students with Disabilities	16.4%	17.2%	16.7%
Multilingual Learners	6.0%	6.9%	9.0%
Students Experiencing Homelessness	0.5%	1.0%	1.4%
Students in Foster Care	0.1%	0.1%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.1%	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	37.1%	35.2%	33.4%
Hispanic	39.0%	40.8%	42.4%
Black or African American	16.9%	16.9%	17.1%
Asian	3.4%	3.3%	3.1%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.1%
American Indian or Alaska Native	0.1%	0.1%	0.0%
Two Or More Races	3.6%	3.7%	3.9%

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

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	192	231	248
PK - Full Day	46	59	44
KG - Half Day	0	0	0
KG - Full Day	822	867	831

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.
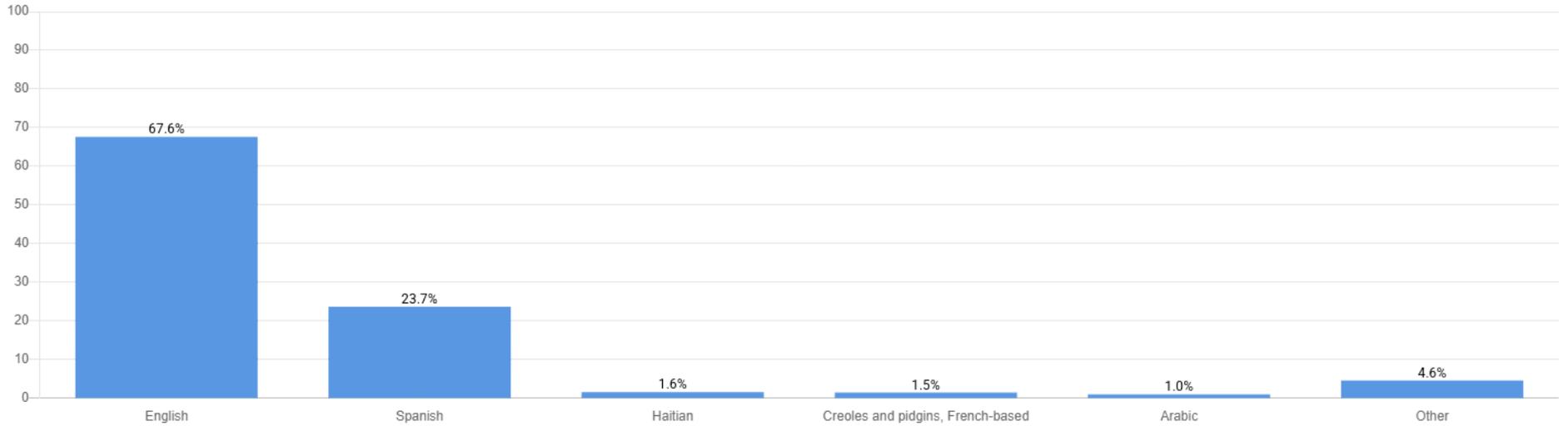
Enrollment Status	2021-22	2022-23	2023-24
Full Time Students	11,486	11,742	12,048
Shared Time Students	285	304	280
Full Time Equivalent	11,629	11,894	12,188

Demographics

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Enrollment by Home Language

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

Home Language	Percentage
English	67.6%
Spanish	23.7%
Haitian	1.6%
Creoles and pidgins, French-based	1.5%
Arabic	1.0%
Other	4.6%

Student Growth

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

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

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

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

Student Growth Trends and Progress

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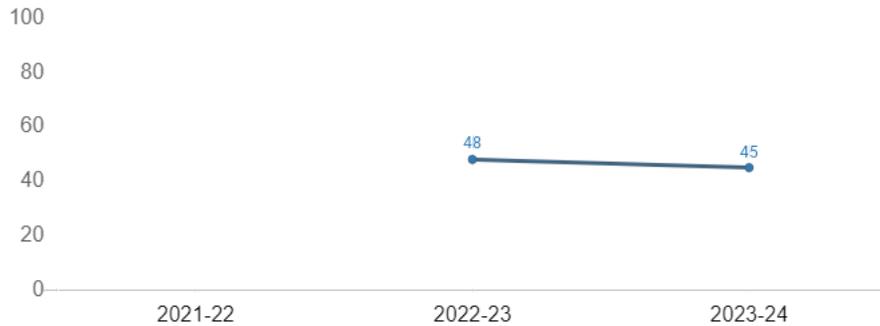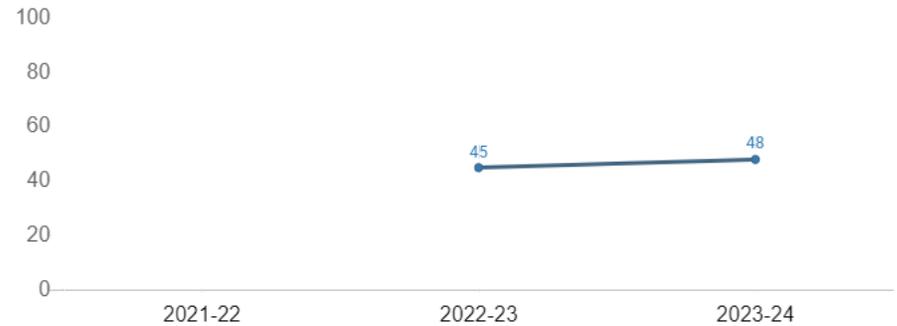
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ELA Median Student Growth Percentile

Math Median Student Growth Percentile

Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Median Student Growth Percentile		48	45		45	48
Met Standard (40-59.5)?		Met Standard	Met Standard		Met Standard	Met Standard
Statewide: Median Student Growth Percentile		50	50		50	50

NJ SCHOOL PERFORMANCE REPORT

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Student Growth

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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	45	50	Met Standard	48	50	Met Standard
White	43	50	Met Standard	48	51	Met Standard
Hispanic	46	49	Met Standard	47	48	Met Standard
Black or African American	46	47	Met Standard	49	46	Met Standard
Asian, Native Hawaiian, or Pacific Islander	47	59	Met Standard	51	60	Met Standard
American Indian or Alaska Native	*	50	**	*	50	**
Two or More Races	48	50	Met Standard	50	51	Met Standard
Female	46	52		48	50	
Male	43	48		48	50	
Non-Binary/Undesignated Gender	N	44		N	45.5	
Economically Disadvantaged Students	46	48	Met Standard	48	48	Met Standard
Students with Disabilities	41	43	Met Standard	45	44	Met Standard
Multilingual Learners	48	50	Met Standard	49	50	Met Standard
Students Experiencing Homelessness	*	43		*	45	
Students in Foster Care	*	40		*	47	
Military-Connected Students	N	47.5		N	51	
Migrant Students	N	53		N	44	

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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.

NJ SCHOOL PERFORMANCE REPORT

Student Growth

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

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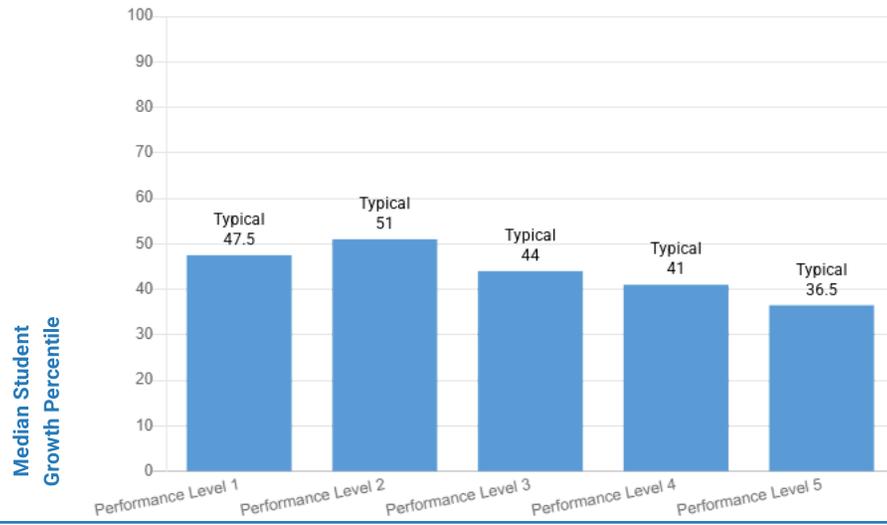
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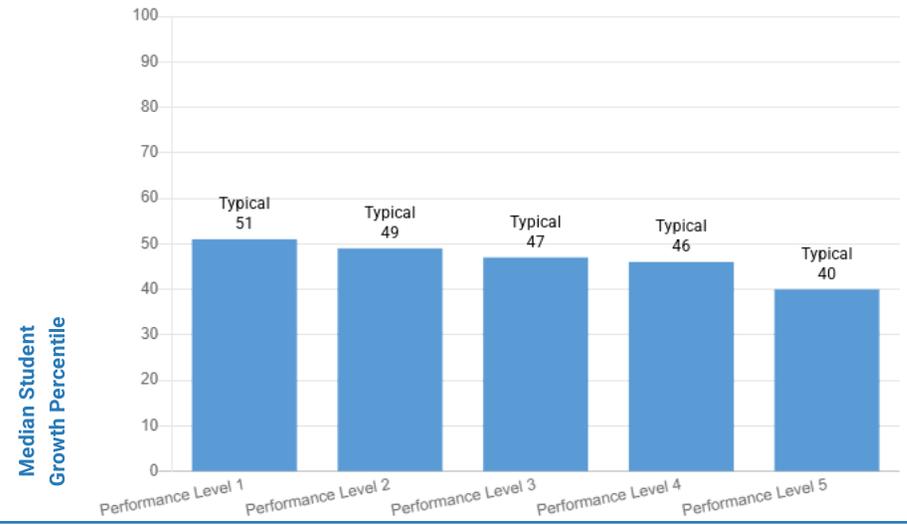
Student Growth by Grade

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

ELA — Median Student Growth Percentile: Grade 4 Typical 45, Grade 5 Typical 52, Grade 6 Typical 43.5, Grade 7 Typical 37, Grade 8 Typical 46
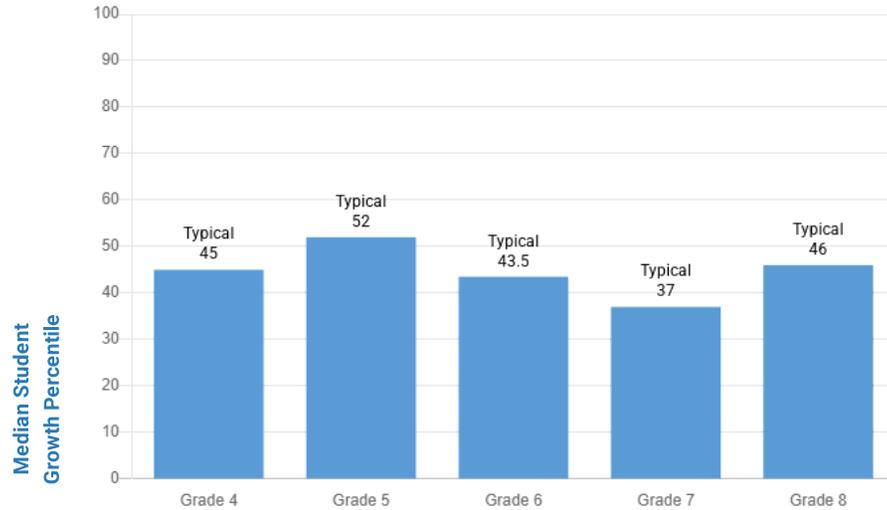
Math — Median Student Growth Percentile: Grade 4 Typical 43, Grade 5 Typical 53, Grade 6 Typical 59, Grade 7 Typical 40

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, distr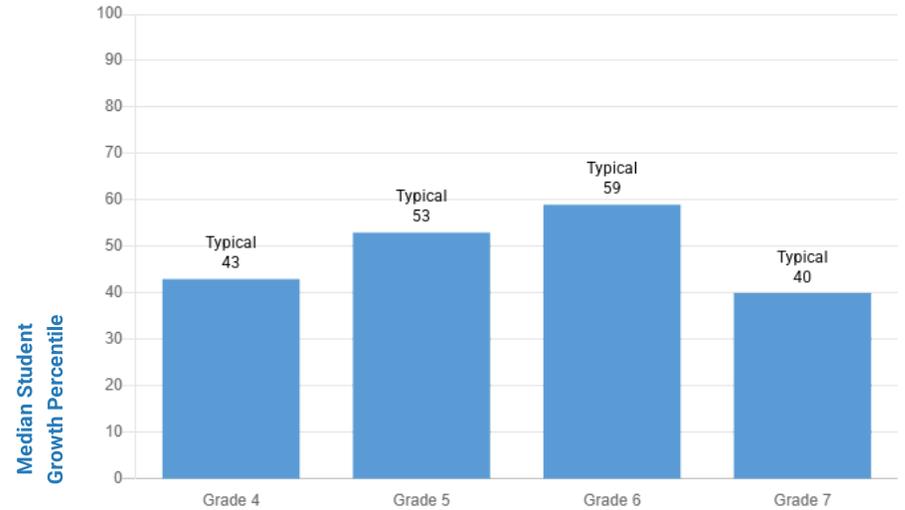ict and state-level, see data available on our NJDOE Accountability webpage under 2024 Accountability Data in the School & District Accountability section.

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
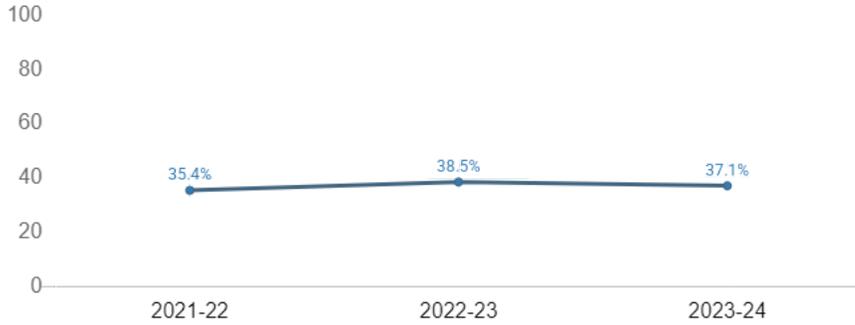
2021-22	2022-23	2023-24
35.4%	38.5%	37.1%

Math Proficiency Rate for Federal Accountability

2021-22	2022-23	2023-24
24.6%	24.7%	25.7%
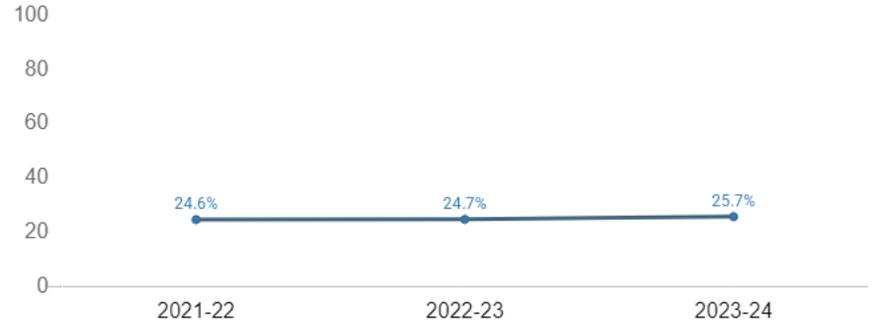
Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	98.5%	98.5%	98.7%	98.4%	98.5%	98.5%
Proficiency Rate for Federal Accountability	35.4%	38.5%	37.1%	24.6%	24.7%	25.7%
Annual Target	54.5%	56.1%	40.6%	45.7%	47.8%	27.2%
Met Annual Target?	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

† Target was met within a confidence interval.

Academic Achievement

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 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	6,193	98.7%	37.1%	52.2%	37.1%	40.6%	Not Met
White	2,146	98.3%	49.1%	61.8%	49.1%	52.2%	Not Met
Hispanic	2,640	99%	29.1%	38%	29.1%	32.8%	Not Met
Black or African American	986	98.5%	28.8%	35.9%	28.8%	29.6%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	99.5%	50.6%	79.9%	50.6%	61.9%	Not Met
American Indian or Alaska Native	*	*	*	51.2%	*	**	**
Two or More Races	243	98.8%	43.6%	59.4%	43.6%	43.5%	Met Target
Female	*	98.8%	44%	57.7%	44%		
Male	*	98.5%	30.6%	47%	30.6%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	2,948	98.8%	26.3%	34.6%	26.3%	28.8%	Not Met
Non-Economically Disadvantaged Students	3,245	98.6%	46.9%	62.8%	46.9%		
Students with Disabilities	1,176	96.9%	<10%	19.8%	<10%	11.8%	Not Met
Students without Disabilities	5,017	99.1%	43.8%	59.4%	43.8%		
Multilingual Learners	680	98.7%	12.5%	23.1%	12.5%	17%	Not Met
Non-Multilingual Learners	5,513	98.7%	40.2%	56.2%	40.2%		
Students Experiencing Homelessness	*	*	*	21.9%	*		
Students in Foster Care	*	*	*	19.3%	*		
Military-Connected Students	*	*	*	48.2%	*		
Migrant Students	*	*	*	13.3%	*		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Academic Achievement

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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 Assessment - Performance Trends

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

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

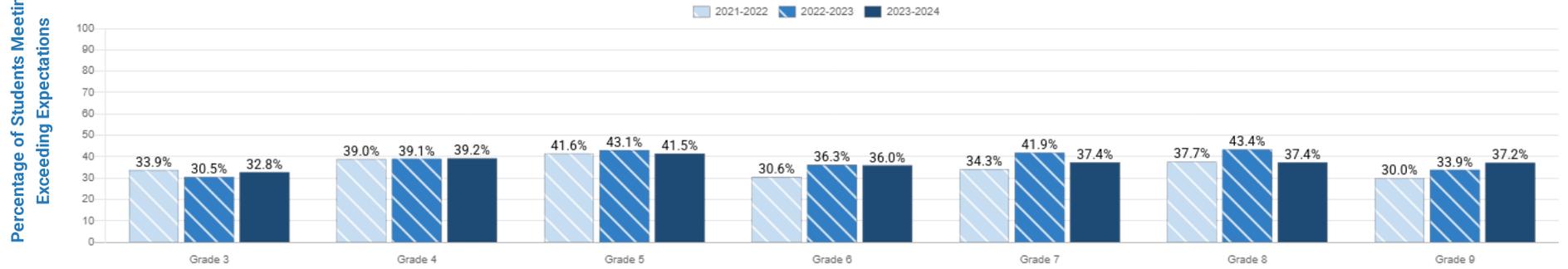| Grade	2021-2022	2022-2023	2023-2024
Grade 3	33.9%	30.5%	32.8%
Grade 4	39.0%	39.1%	39.2%
Grade 5	41.6%	43.1%	41.5%
Grade 6	30.6%	36.3%	36.0%
Grade 7	34.3%	41.9%	37.4%
Grade 8	37.7%	43.4%	37.4%
Grade 9	30.0%	33.9%	37.2%

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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	850	730	741	24%	19%	24%	30%	3%	33%	44%
White	294	745	751	11%	15%	25%	46%	4%	49%	53%
Hispanic	365	719	724	32%	23%	24%	20%	1%	21%	29%
Black or African American	133	724	725	31%	23%	23%	20%	5%	24%	29%
Asian, Native Hawaiian, or Pacific Islander	*	746	770	21%	0%	32%	42%	5%	47%	70%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	46%
Two or More Races	39	739	751	18%	21%	18%	41%	3%	44%	52%
Female	*	734	746	21%	20%	22%	35%	2%	37%	48%
Male	*	727	736	26%	19%	26%	26%	3%	29%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	412	719	722	31%	24%	25%	19%	1%	20%	26%
Non-Economically Disadvantaged Students	438	741	753	17%	15%	23%	41%	4%	45%	55%
Students with Disabilities	132	704	710	52%	14%	17%	15%	1%	16%	18%
Students without Disabilities	718	735	747	18%	20%	25%	33%	3%	36%	49%
Multilingual Learners	56	687	704	*	*	*	*	*	*	13%
Non-Multilingual Learners	794	733	746	20%	20%	25%	32%	3%	35%	48%
Students Experiencing Homelessness	*	*	707	*	*	*	*	*	*	18%
Students in Foster Care	*	*	711	*	*	*	*	*	*	18%
Military-Connected Students	*	*	739	*	*	*	*	*	*	41%
Migrant Students	*	*	688	*	*	*	*	*	*	*

Hamilton Township Public School District
(21-1950)
2023-2024

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

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 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	823	737	749	18%	17%	26%	33%	6%	39%	51%
White	272	750	758	9%	10%	26%	44%	10%	55%	61%
Hispanic	349	729	734	24%	20%	28%	25%	3%	28%	35%
Black or African American	138	729	733	23%	20%	26%	26%	5%	31%	34%
Asian, Native Hawaiian, or Pacific Islander	*	751	776	12%	12%	16%	48%	12%	60%	78%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	51%
Two or More Races	39	742	757	13%	26%	13%	41%	8%	49%	60%
Female	*	740	752	16%	17%	25%	35%	8%	42%	54%
Male	*	734	745	21%	16%	27%	32%	5%	36%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	417	726	731	25%	22%	27%	24%	2%	26%	32%
Non-Economically Disadvantaged Students	406	749	760	11%	11%	25%	43%	10%	53%	63%
Students with Disabilities	177	706	720	*	*	*	*	*	*	21%
Students without Disabilities	646	746	755	9%	15%	28%	40%	8%	48%	57%
Multilingual Learners	40	695	711	*	*	*	*	*	*	13%
Non-Multilingual Learners	783	739	753	16%	16%	27%	35%	6%	41%	55%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	20%
Students in Foster Care	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	*	*	747	*	*	*	*	*	*	49%
Migrant Students	*	*	713	*	*	*	*	*	*	23%

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	863	741	750	15%	15%	29%	36%	5%	41%	52%
White	304	752	760	8%	13%	25%	46%	8%	55%	63%
Hispanic	368	733	736	20%	16%	31%	30%	2%	33%	37%
Black or African American	124	736	734	17%	23%	25%	29%	6%	35%	35%
Asian, Native Hawaiian, or Pacific Islander	*	750	778	13%	3%	39%	39%	6%	45%	80%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	36	743	757	11%	8%	42%	36%	3%	39%	60%
Female	*	746	755	13%	14%	26%	40%	7%	47%	57%
Male	*	737	745	16%	16%	31%	33%	3%	36%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	434	730	732	23%	20%	29%	25%	2%	28%	33%
Non-Economically Disadvantaged Students	429	753	761	7%	10%	28%	48%	8%	55%	64%
Students with Disabilities	167	710	719	45%	24%	19%	12%	0%	12%	20%
Students without Disabilities	696	749	756	8%	13%	31%	42%	6%	49%	59%
Multilingual Learners	34	695	705	*	*	*	*	*	*	*
Non-Multilingual Learners	829	743	754	13%	15%	29%	38%	5%	43%	57%
Students Experiencing Homelessness	*	*	718	*	*	*	*	*	*	22%
Students in Foster Care	*	*	721	*	*	*	*	*	*	20%
Military-Connected Students	*	*	747	*	*	*	*	*	*	48%
Migrant Students	*	*	721	*	*	*	*	*	*	20%

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 6

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	860	738	751	12%	20%	31%	32%	4%	36%	53%
White	305	744	760	8%	18%	32%	37%	5%	42%	63%
Hispanic	375	733	738	14%	22%	33%	27%	3%	30%	39%
Black or African American	132	732	735	19%	21%	26%	29%	5%	34%	35%
Asian, Native Hawaiian, or Pacific Islander	*	750	778	0%	13%	38%	50%	0%	50%	82%
American Indian or Alaska Native	*	*	748	*	*	*	*	*	*	49%
Two or More Races	*	747	758	10%	23%	19%	39%	10%	48%	60%
Female	*	743	756	8%	18%	31%	36%	6%	43%	59%
Male	*	732	746	16%	23%	32%	27%	2%	30%	48%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	425	730	735	16%	25%	31%	26%	2%	28%	35%
Non-Economically Disadvantaged Students	435	745	761	8%	16%	31%	37%	7%	44%	65%
Students with Disabilities	159	710	719	*	*	*	*	*	*	17%
Students without Disabilities	701	744	758	7%	17%	33%	38%	5%	43%	60%
Multilingual Learners	28	694	707	*	*	*	*	*	*	*
Non-Multilingual Learners	832	739	754	11%	20%	32%	33%	4%	37%	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	900	735	752	19%	17%	26%	29%	8%	37%	54%
White	310	750	761	8%	16%	22%	41%	13%	54%	64%
Hispanic	372	726	737	27%	21%	25%	22%	6%	28%	39%
Black or African American	152	724	734	30%	12%	33%	23%	2%	25%	37%
Asian, Native Hawaiian, or Pacific Islander	34	751	785	9%	12%	29%	35%	15%	50%	84%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	51%
Two or More Races	*	745	759	3%	25%	34%	25%	13%	38%	60%
Female	*	745	758	15%	13%	25%	36%	13%	48%	60%
Male	*	726	746	24%	22%	27%	23%	4%	27%	48%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	408	727	734	25%	20%	27%	22%	6%	28%	36%
Non-Economically Disadvantaged Students	492	742	762	15%	15%	24%	35%	11%	46%	64%
Students with Disabilities	144	703	715	*	*	*	*	*	*	18%
Students without Disabilities	756	742	759	13%	16%	27%	33%	10%	43%	61%
Multilingual Learners	*	677	700	*	*	*	*	*	*	*
Non-Multilingual Learners	*	738	756	16%	17%	27%	31%	9%	39%	58%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	21%
Students in Foster Care	*	*	712	*	*	*	*	*	*	17%
Military-Connected Students	*	*	747	*	*	*	*	*	*	50%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 8

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	906	735	751	19%	19%	25%	32%	5%	37%	53%
White	308	746	760	9%	18%	24%	42%	7%	49%	62%
Hispanic	392	727	736	25%	21%	24%	28%	3%	30%	39%
Black or African American	146	729	735	23%	21%	27%	25%	5%	29%	37%
Asian, Native Hawaiian, or Pacific Islander	*	741	783	16%	24%	12%	36%	12%	48%	82%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	52%
Two or More Races	*	745	757	14%	14%	31%	26%	14%	40%	59%
Female	*	743	759	13%	14%	27%	37%	8%	45%	60%
Male	*	727	743	23%	24%	23%	27%	3%	30%	46%
Non-binary/undesignated gender	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	419	726	734	26%	20%	26%	24%	4%	27%	36%
Non-Economically Disadvantaged Students	487	743	761	12%	19%	23%	39%	7%	46%	63%
Students with Disabilities	154	700	713	*	*	*	*	*	*	16%
Students without Disabilities	752	742	758	12%	17%	27%	38%	6%	44%	60%
Multilingual Learners	*	676	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	738	755	15%	20%	26%	34%	6%	39%	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	1,003	734	755	19%	21%	23%	30%	7%	37%	58%
White	324	743	764	14%	16%	25%	35%	10%	45%	67%
Hispanic	444	728	741	23%	23%	23%	28%	4%	32%	45%
Black or African American	168	727	737	21%	29%	21%	22%	6%	28%	40%
Asian, Native Hawaiian, or Pacific Islander	*	749	789	13%	10%	17%	40%	20%	60%	87%
American Indian or Alaska Native	*	*	757	*	*	*	*	*	*	59%
Two or More Races	36	747	761	3%	14%	33%	44%	6%	50%	64%
Female	*	742	762	12%	19%	23%	37%	9%	46%	64%
Male	*	727	747	24%	23%	24%	25%	5%	29%	51%
Non-binary/undesignated gender	*	*	774	*	*	*	*	*	*	77%
Economically Disadvantaged Students	448	727	738	23%	25%	23%	26%	4%	29%	41%
Non-Economically Disadvantaged Students	555	740	764	15%	17%	24%	34%	9%	43%	67%
Students with Disabilities	151	704	717	*	*	*	*	*	*	19%
Students without Disabilities	852	739	761	14%	19%	24%	35%	8%	43%	64%
Multilingual Learners	58	683	701	*	*	*	*	*	*	*
Non-Multilingual Learners	945	737	758	15%	21%	25%	32%	7%	39%	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	6,334	98.5%	25.7%	40.2%	25.7%	27.2%	Not Met
White	2,157	98.4%	38.6%	51.1%	38.6%	37.8%	Met Target
Hispanic	2,726	98.7%	17%	24.2%	17%	19.7%	Not Met
Black or African American	1,031	97.9%	16.8%	20.1%	16.8%	18%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	99.5%	45.5%	74.4%	45.5%	45%	Met Target
American Indian or Alaska Native	*	*	*	42%	*	**	**
Two or More Races	242	98.8%	31.8%	48.9%	31.8%	32.3%	Met Target†
Female	*	98.5%	24.5%	38.4%	24.5%		
Male	*	98.5%	26.8%	42%	26.8%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	3,064	98.5%	15.5%	21.7%	15.5%	17.4%	Not Met
Non-Economically Disadvantaged Students	3,270	98.5%	35.3%	51.5%	35.3%		
Students with Disabilities	1,173	96.7%	<10%	16.6%	<10%	10%	Not Met
Students without Disabilities	5,161	98.9%	29.6%	45.4%	29.6%		
Multilingual Learners	826	97.6%	<10%	18.7%	<10%	11.3%	Not Met
Non-Multilingual Learners	5,508	98.6%	28.5%	43.5%	28.5%		
Students Experiencing Homelessness	*	*	*	12.9%	*		
Students in Foster Care	*	*	*	12.4%	*		
Military-Connected Students	*	*	*	38.8%	*		
Migrant Students	*	*	*	<10%	*		

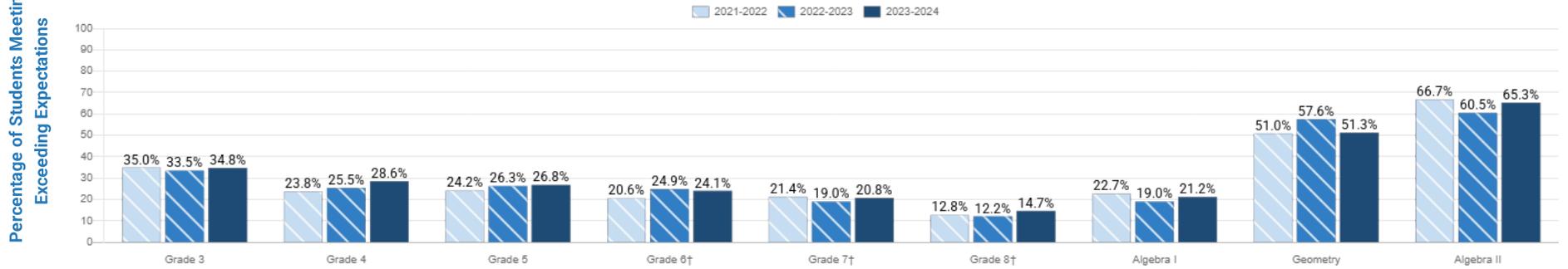† Target was met within a confidence interval.

Academic Achievement

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Mathematics Assessment - Performance Trends

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

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

	2021-2022	2022-2023	2023-2024
Grade 3	35.0%	33.5%	34.8%
Grade 4	23.8%	25.5%	28.6%
Grade 5	24.2%	26.3%	26.8%
Grade 6†	20.6%	24.9%	24.1%
Grade 7†	21.4%	19.0%	20.8%
Grade 8†	12.8%	12.2%	14.7%
Algebra I	22.7%	19.0%	21.2%
Geometry	51.0%	57.6%	51.3%
Algebra II	66.7%	60.5%	65.3%

† 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	873	735	747	16%	21%	27%	29%	6%	35%	48%
White	295	751	757	6%	13%	31%	40%	10%	51%	60%
Hispanic	379	725	732	22%	27%	27%	21%	3%	24%	31%
Black or African American	140	726	728	25%	25%	24%	19%	7%	26%	27%
Asian, Native Hawaiian, or Pacific Islander	*	751	776	5%	25%	10%	50%	10%	60%	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	51%
Two or More Races	39	735	755	21%	18%	23%	31%	8%	38%	56%
Female	*	732	744	17%	24%	29%	28%	3%	31%	45%
Male	*	739	749	15%	19%	26%	29%	10%	39%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	430	726	729	22%	27%	28%	19%	4%	23%	28%
Non-Economically Disadvantaged Students	443	745	758	11%	16%	26%	37%	9%	46%	60%
Students with Disabilities	132	720	725	35%	26%	16%	19%	5%	23%	25%
Students without Disabilities	741	738	751	13%	21%	29%	30%	7%	37%	52%
Multilingual Learners	79	704	722	*	*	*	*	*	*	20%
Non-Multilingual Learners	794	738	751	13%	21%	28%	31%	7%	38%	52%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	17%
Students in Foster Care	*	*	719	*	*	*	*	*	*	18%
Military-Connected Students	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	727	*	*	*	*	*	*	12%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	854	730	744	18%	27%	26%	27%	2%	29%	45%
White	276	743	754	8%	17%	32%	40%	3%	43%	57%
Hispanic	368	721	730	25%	34%	23%	18%	0%	19%	28%
Black or African American	144	722	726	22%	35%	22%	20%	1%	21%	24%
Asian, Native Hawaiian, or Pacific Islander	*	743	773	12%	15%	31%	31%	12%	42%	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	50%
Two or More Races	40	734	752	18%	18%	30%	33%	3%	35%	54%
Female	*	729	743	17%	29%	27%	26%	2%	27%	43%
Male	*	730	746	20%	25%	25%	28%	2%	30%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	439	720	727	27%	32%	24%	17%	1%	17%	25%
Non-Economically Disadvantaged Students	415	740	755	9%	22%	29%	38%	3%	40%	58%
Students with Disabilities	177	709	722	*	*	*	*	*	*	21%
Students without Disabilities	677	735	749	13%	25%	29%	32%	2%	34%	50%
Multilingual Learners	71	700	718	*	*	*	*	*	*	14%
Non-Multilingual Learners	783	732	748	15%	27%	27%	29%	2%	31%	49%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	15%
Students in Foster Care	*	*	716	*	*	*	*	*	*	15%
Military-Connected Students	*	*	744	*	*	*	*	*	*	43%
Migrant Students	*	*	721	*	*	*	*	*	*	17%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	887	730	741	16%	29%	28%	23%	4%	27%	40%
White	305	742	751	9%	21%	29%	35%	7%	42%	53%
Hispanic	381	721	726	23%	32%	28%	16%	1%	17%	23%
Black or African American	134	724	722	20%	34%	24%	19%	3%	22%	19%
Asian, Native Hawaiian, or Pacific Islander	*	739	772	10%	39%	16%	23%	13%	35%	76%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	36	727	748	6%	42%	39%	14%	0%	14%	49%
Female	*	729	739	16%	31%	29%	22%	3%	25%	38%
Male	*	730	742	17%	28%	27%	25%	4%	29%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	455	719	724	25%	34%	26%	13%	2%	15%	20%
Non-Economically Disadvantaged Students	432	741	752	7%	24%	29%	34%	6%	39%	53%
Students with Disabilities	167	703	717	*	*	*	*	*	*	16%
Students without Disabilities	720	736	746	10%	28%	31%	27%	4%	32%	45%
Multilingual Learners	59	701	711	*	*	*	*	*	*	*
Non-Multilingual Learners	828	732	744	14%	29%	28%	25%	4%	29%	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	880	729	737	15%	31%	30%	22%	2%	24%	36%
White	306	736	746	9%	28%	30%	29%	4%	33%	47%
Hispanic	384	725	723	16%	37%	27%	19%	1%	20%	20%
Black or African American	142	720	718	25%	28%	35%	11%	1%	12%	15%
Asian, Native Hawaiian, or Pacific Islander	*	746	768	6%	6%	44%	38%	6%	44%	73%
American Indian or Alaska Native	*	*	735	*	*	*	*	*	*	33%
Two or More Races	*	742	743	10%	26%	26%	26%	13%	39%	45%
Female	*	729	736	14%	33%	29%	22%	2%	23%	34%
Male	*	729	738	16%	29%	30%	22%	3%	25%	38%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	441	722	721	19%	37%	31%	13%	0%	13%	17%
Non-Economically Disadvantaged Students	439	736	747	11%	26%	28%	31%	4%	35%	48%
Students with Disabilities	159	709	714	*	*	*	*	*	*	12%
Students without Disabilities	721	733	741	11%	29%	32%	26%	3%	28%	41%
Multilingual Learners	47	702	707	*	*	*	*	*	*	*
Non-Multilingual Learners	833	730	740	13%	31%	31%	23%	2%	25%	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	870	727	739	16%	33%	30%	20%	1%	21%	37%
White	281	738	748	8%	20%	35%	33%	3%	36%	50%
Hispanic	370	721	728	21%	39%	27%	12%	1%	13%	23%
Black or African American	161	717	724	22%	44%	24%	10%	0%	10%	18%
Asian, Native Hawaiian, or Pacific Islander	*	737	764	14%	14%	38%	34%	0%	34%	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	*	732	743	7%	38%	34%	21%	0%	21%	44%
Female	*	727	738	15%	32%	32%	21%	0%	21%	36%
Male	*	726	739	18%	34%	28%	19%	2%	20%	39%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	420	720	726	22%	38%	28%	12%	0%	12%	20%
Non-Economically Disadvantaged Students	450	732	747	12%	28%	32%	27%	2%	29%	48%
Students with Disabilities	143	709	716	*	*	*	*	*	*	12%
Students without Disabilities	727	730	743	12%	32%	32%	23%	1%	24%	43%
Multilingual Learners	63	705	714	*	*	*	*	*	*	*
Non-Multilingual Learners	807	728	741	15%	32%	31%	21%	1%	22%	40%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	11%
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	740	*	*	*	*	*	*	39%
Migrant Students	*	*	708	*	*	*	*	*	*	*

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

Academic Achievement

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Mathematics Assessment - Performance 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	794	713	719	35%	30%	20%	14%	0%	15%	19%
White	236	725	729	24%	25%	27%	24%	0%	24%	27%
Hispanic	374	709	713	37%	36%	17%	10%	0%	10%	13%
Black or African American	142	702	707	*	*	*	*	*	*	10%
Asian, Native Hawaiian, or Pacific Islander	*	731	740	25%	6%	38%	31%	0%	31%	40%
American Indian or Alaska Native	*	*	722	*	*	*	*	*	*	21%
Two or More Races	26	717	722	31%	27%	23%	19%	0%	19%	22%
Female	*	714	719	34%	30%	22%	14%	0%	14%	19%
Male	*	712	719	36%	30%	18%	15%	1%	15%	20%
Non-binary/undesignated gender	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	406	707	711	43%	31%	16%	10%	0%	11%	12%
Non-Economically Disadvantaged Students	388	720	725	27%	29%	25%	19%	0%	19%	25%
Students with Disabilities	153	700	702	*	*	*	*	*	*	*
Students without Disabilities	641	716	724	31%	31%	22%	17%	0%	17%	23%
Multilingual Learners	62	687	701	*	*	*	*	*	*	*
Non-Multilingual Learners	732	715	721	32%	31%	22%	15%	0%	16%	21%
Students Experiencing Homelessness	*	*	704	*	*	*	*	*	*	*
Students in Foster Care	*	*	696	*	*	*	*	*	*	*
Military-Connected Students	*	*	722	*	*	*	*	*	*	19%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Performance By Test: Algebra I

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	1,060	722	738	29%	27%	23%	20%	2%	21%	40%
White	317	736	748	15%	23%	27%	31%	3%	34%	51%
Hispanic	*	714	723	35%	29%	24%	11%	1%	12%	23%
Black or African American	187	711	719	40%	29%	17%	14%	0%	14%	19%
Asian, Native Hawaiian, or Pacific Islander	*	749	773	12%	12%	19%	58%	0%	58%	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	36	738	746	14%	22%	19%	42%	3%	44%	49%
Female	*	722	737	29%	28%	23%	20%	1%	21%	39%
Male	*	722	739	29%	26%	24%	20%	2%	22%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	480	713	722	35%	30%	23%	12%	0%	12%	22%
Non-Economically Disadvantaged Students	580	729	747	24%	24%	24%	26%	3%	29%	50%
Students with Disabilities	145	701	710	*	*	*	*	*	*	11%
Students without Disabilities	915	725	743	25%	26%	25%	22%	2%	24%	45%
Multilingual Learners	135	697	705	*	*	*	*	*	*	*
Non-Multilingual Learners	925	725	741	25%	26%	26%	22%	2%	24%	43%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	13%
Students in Foster Care	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	696	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Performance By Test: Geometry

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	156	749	750	5%	12%	32%	45%	6%	51%	53%
White	83	752	752	5%	8%	27%	54%	6%	60%	57%
Hispanic	39	743	735	10%	13%	38%	31%	8%	38%	29%
Black or African American	14	738	733	0%	29%	43%	29%	0%	29%	26%
Asian, Native Hawaiian, or Pacific Islander	12	762	765	0%	0%	33%	50%	17%	67%	77%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	66%
Two or More Races	*	*	756	*	*	*	*	*	*	63%
Female	*	748	748	4%	15%	31%	45%	5%	50%	50%
Male	*	750	752	6%	8%	33%	45%	8%	53%	57%
Non-binary/undesignated gender	*	*	752	*	*	*	*	*	*	60%
Economically Disadvantaged Students	40	739	734	15%	18%	28%	35%	5%	40%	28%
Non-Economically Disadvantaged Students	116	752	754	2%	9%	34%	48%	7%	55%	60%
Students with Disabilities	*	*	727	*	*	*	*	*	*	24%
Students without Disabilities	*	750	751	3%	12%	32%	46%	7%	53%	54%
Multilingual Learners	*	*	716	*	*	*	*	*	*	11%
Non-Multilingual Learners	*	749	751	5%	12%	32%	45%	6%	52%	55%
Students Experiencing Homelessness	*	*	727	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	743	*	*	*	*	*	*	44%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Hamilton Township Public School District

(21-1950)

2023-2024

Report Key:

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** Accountability calculations require 20 or more students

N No Data is available to display

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Academic Achievement

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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	49	755	770	6%	6%	22%	61%	4%	65%	73%
White	30	763	771	0%	7%	30%	57%	7%	63%	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	*	745	765	16%	0%	21%	63%	0%	63%	68%
Male	*	761	776	0%	10%	23%	60%	7%	67%	78%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	733	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	757	777	5%	7%	21%	62%	5%	67%	80%
Students with Disabilities	*	*	752	*	*	*	*	*	*	54%
Students without Disabilities	*	756	771	4%	6%	23%	63%	4%	67%	73%
Multilingual Learners	*	*	706	*	*	*	*	*	*	14%
Non-Multilingual Learners	*	755	772	6%	6%	22%	61%	4%	65%	75%
Students Experiencing Homelessness	*	*	*	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	744	*	*	*	*	*	*	59%
Migrant Students	*	*	*	*	*	*	*	*	*	*

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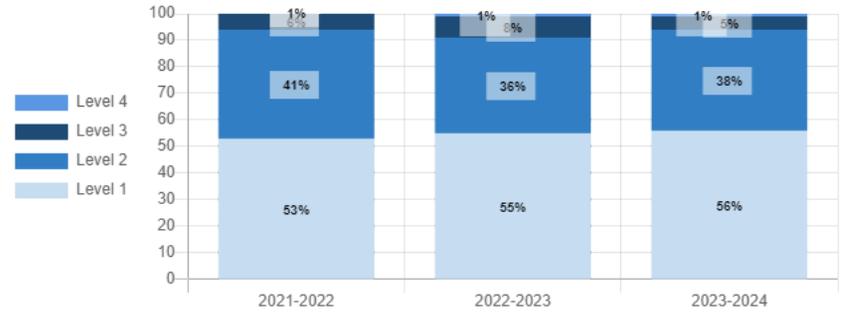
DLM Alternate Assessment - Participation

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	21	100.0%	21	100.0%
4	15	100.0%	15	100.0%
5	16	100.0%	16	94.1%
6	16	100.0%	16	100.0%
7	15	100.0%	15	100.0%
8	15	100.0%	15	100.0%
11	11	91.7%	11	91.7%

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Academic Achievement

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

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

English Language 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	698	*	>90%	*	<10%
3-4	175	*	>90%	*	<10%
5 or more	45	*	>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	33.5%	22.7%	Met Goal

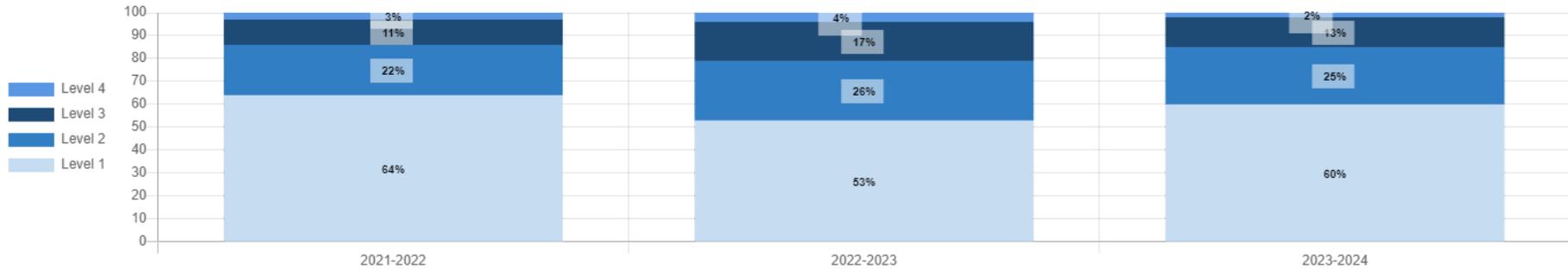† Target was met within a confidence interval.

Academic Achievement

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

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

NJSLA Science Assessment: Grade 5 Summary

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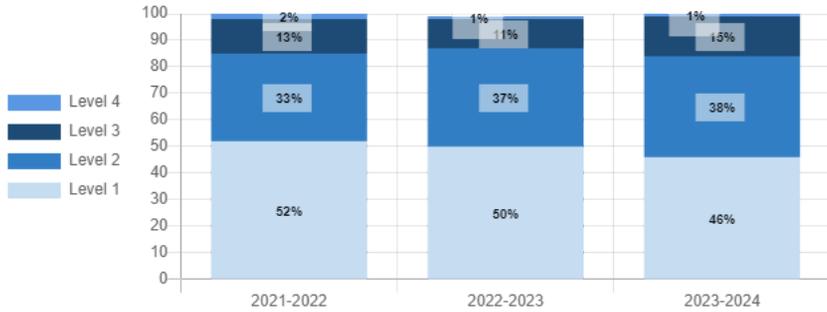
NJSLA Science Assessment: Grade 8 Summary

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

Report Key:
* 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.

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

NJSLA Science Assessment: Grade 5

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	46%	38%	15%	1%	35%	37%	21%	6%
White	32%	40%	24%	3%	22%	42%	28%	8%
Hispanic	54%	38%	8%	0%	51%	36%	12%	2%
Black or African American	56%	31%	13%	1%	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	32%	45%	16%	6%	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	50%	39%	11%	0%	27%	36%	27%	10%
Female	48%	37%	14%	2%	35%	39%	20%	6%
Male	44%	39%	15%	1%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	61%	31%	7%	1%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	30%	46%	22%	2%	24%	39%	28%	10%
Students with Disabilities	78%	18%	4%	0%	64%	27%	8%	2%
Students without Disabilities	39%	43%	17%	2%	30%	39%	24%	7%
Multilingual Learners	88%	12%	0%	0%	78%	20%	2%	0%
Non-Multilingual Learners	43%	40%	16%	2%	30%	39%	23%	7%
Students Experiencing Homelessness	*	*	*	*	68%	25%	6%	1%
Students in Foster Care	*	*	*	*	67%	28%	3%	1%
Military-Connected Students	*	*	*	*	30%	42%	23%	5%
Migrant Students	*	*	*	*	73%	27%	0%	0%

Academic Achievement

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

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

NJSLA Science Assessment: Grade 8

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	56%	38%	5%	1%	36%	45%	14%	5%
White	40%	51%	8%	1%	23%	52%	19%	6%
Hispanic	65%	32%	3%	1%	51%	42%	6%	1%
Black or African American	72%	25%	3%	0%	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	44%	36%	20%	0%	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	46%	46%	6%	3%	27%	46%	19%	8%
Female	55%	40%	4%	1%	35%	47%	13%	4%
Male	57%	36%	6%	1%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	70%	26%	3%	1%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	45%	48%	7%	1%	26%	48%	19%	7%
Students with Disabilities	81%	17%	1%	0%	67%	29%	3%	1%
Students without Disabilities	51%	42%	6%	1%	30%	48%	16%	6%
Multilingual Learners	*	*	*	*	75%	24%	1%	0%
Non-Multilingual Learners	53%	40%	5%	1%	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	60%	25%	13%	2%	45%	27%	19%	9%
White	49%	31%	18%	3%	34%	30%	26%	11%
Hispanic	67%	22%	10%	1%	61%	25%	11%	3%
Black or African American	67%	24%	8%	0%	64%	24%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	45%	10%	30%	15%	17%	23%	33%	28%
American Indian or Alaska Native	*	*	*	*	54%	21%	19%	6%
Two or More Races	65%	19%	12%	4%	38%	26%	25%	11%
Female	55%	27%	16%	2%	43%	29%	20%	7%
Male	63%	24%	11%	2%	47%	24%	18%	10%
Non-binary/undesignated gender	*	*	*	*	26%	28%	30%	16%
Economically Disadvantaged Students	68%	23%	8%	1%	63%	24%	11%	2%
Non-Economically Disadvantaged Students	55%	27%	16%	2%	37%	28%	24%	12%
Students with Disabilities	88%	9%	3%	0%	77%	16%	5%	1%
Students without Disabilities	55%	28%	15%	2%	40%	28%	22%	10%
Multilingual Learners	87%	11%	2%	0%	88%	10%	1%	0%
Non-Multilingual Learners	58%	26%	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
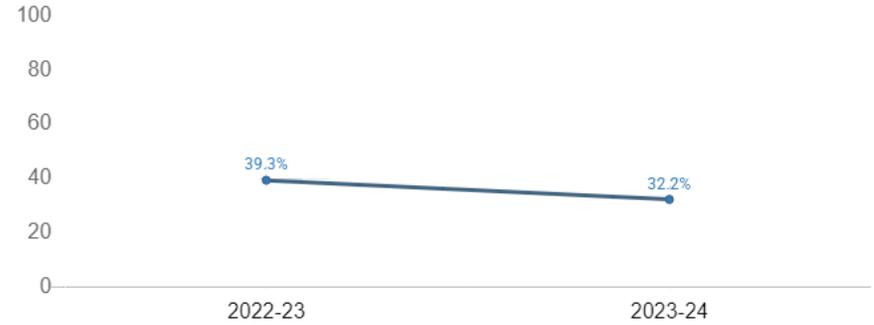
Performance Measure	2022-23 ELA	2023-24 ELA	2022-23 Math	2023-24 Math
Graduation Ready Rate	66.7%	67.2%	39.3%	32.2%
Statewide Graduation Ready Rate	80.5%	82.5%	55.0%	55.6%

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	930	67.2%	82.5%	930	32.2%	55.6%
White	325	77.8%	90%	324	47.2%	69.1%
Hispanic	388	63.1%	72.3%	389	23.7%	38%
Black or African American	172	52.9%	73.6%	172	18%	33.1%
Asian, Native Hawaiian, or Pacific Islander	*	81%	>90%	*	71.4%	87.9%
American Indian or Alaska Native	*	*	76.2%	*	*	43.8%
Two or More Races	24	79.2%	87.5%	24	33.3%	62%
Female	*	77.2%	86.9%	*	34.9%	56.6%
Male	*	59.1%	78.3%	*	30%	54.7%
Non-binary/undesignated gender	*	*	87.7%	*	*	69.9%
Economically Disadvantaged Students	359	62.4%	71.7%	358	22.9%	36%
Non-Economically Disadvantaged Students	571	70.2%	87.6%	572	37.9%	65.1%
Students with Disabilities	149	26.2%	53.6%	149	<10%	18.2%
Students without Disabilities	781	75%	87.4%	781	37.3%	62%
Multilingual Learners	72	18.1%	24.4%	72	<10%	12.5%
Non-Multilingual Learners	858	71.3%	86.5%	858	34.1%	58.8%
Students experiencing homelessness	*	*	58.6%	*	*	23%
Students in Foster Care	*	*	44.3%	*	*	22.6%
Military-Connected Students	*	*	82%	*	*	48.1%
Migrant Students	*	*	50%	*	*	25.5%

College and Career Readiness

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

PSAT, SAT, & ACT - Participation

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

Participation Type	District Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2023-2024	100.0%	80.7%
12th graders taking SAT in 2023-2024 or prior years	41.2%	62.7%
12th graders taking ACT in 2023-2024 or prior years	2.8%	7.8%

PSAT, SAT, & ACT - Performance

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

Participation Type	District Average Score	State Average Score	College Readiness Benchmarks	District - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	412	459	Grade 10: 430 Grade 11: 460	39%	54%
PSAT 10/NMSQT - Math	410	454	Grade 10: 480 Grade 11: 510	16%	32%
SAT - Reading and Writing	535	530	480	74%	65%
SAT - Math	526	519	530	51%	46%
ACT - Reading	23	24	22	57%	63%
ACT - English	22	24	18	74%	76%
ACT - Math	22	23	22	48%	58%
ACT - Science	21	23	23	35%	55%

Hamilton Township Public School District
(21-1950)
2023-2024

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

College and Career Readiness

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

AP/IB Coursework – Participation and Performance

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

Students enrolled in one or more AP or IB course

District 28.9%
State 35.9%

Students taking one or more AP or IB exam

District 28.3%
State 30.8%

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

District 14.8%
State 23.0%

Dual Enrollment Coursework - Participation

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

District 10.0%
State 26.9%

NJ SCHOOL PERFORMANCE REPORT

College and Career Readiness

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

AP/IB and Dual Enrollment Participation by Student Group

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

Student Group	% Enrolled in one or more AP or IB course	% Enrolled in one or more Dual Enrollment course	State: % Enrolled in one or more AP or IB course	State: % Enrolled in one or more Dual Enrollment course
Districtwide	28.9%	10.0%	35.9%	26.9%
White	38.6%	16.0%	41.8%	33.0%
Hispanic	20.3%	5.1%	23.2%	20.9%
Black or African American	18.4%	5.8%	20.3%	17.4%
Asian, Native Hawaiian, or Pacific Islander	72.2%	20.6%	70.5%	32.5%
American Indian or Alaska Native	N	N	30.4%	28.6%
Two or More Races	32.2%	6.9%	41.0%	29.0%
Female	38.3%	13.1%	41.4%	30.2%
Male	21.1%	7.3%	30.6%	23.7%
Non-Binary/Undesignated Gender	N	N	42.9%	28.4%
Economically Disadvantaged Students	19.0%	5.7%	22.8%	20.2%
Students with Disabilities	1.2%	0.8%	4.8%	10.9%
Multilingual Learners	4.5%	0.9%	9.8%	8.8%
Students experiencing homelessness	9.5%	0.0%	12.6%	15.1%
Students in Foster Care	*	*	4.5%	10.6%
Military-Connected Students	N	N	30.1%	29.2%
Migrant Students	N	N	0.0%	7.1%

College and Career Readiness

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

AP/IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP 2-D Art and Design	11	7
AP 3-D Art and Design	6	6
AP Biology	54	53
AP Calculus AB	85	81
AP Calculus BC	38	38
AP Chemistry	15	15
AP Chinese Languages: Language and Culture	0	1
AP Computer Science A	32	30
AP Computer Science Principles	0	16
AP Drawing	3	4
AP English Language and Composition	112	110
AP English Literature and Composition	53	52
AP Environmental Science	93	93
AP European History	50	50
AP French Language and Culture	2	2
AP German Language and Culture	9	5
AP Italian Language and Culture	1	1
AP Microeconomics	18	18
AP Music Theory	7	7
AP Physics 1	0	27
AP Physics 2	28	27
AP Psychology	153	152

College and Career Readiness

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AP/IB Course	Students Enrolled	Students Tested
AP Spanish Language and Culture	43	42
AP Statistics	27	26
AP U.S. Government and Politics	26	25
AP U.S. History	176	175
Total Exams taken		1,063
Exams with scores of at least 3 on AP exams or 4 on IB exams		485

College and Career Readiness

Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy	Percentage of 12th Graders
Arabic	*	*
Bengali	*	*
Chinese	*	*
French	*	*
Haitian Creole	*	*
Italian	*	*
Korean	*	*
Polish	*	*
Portuguese	*	*
Punjabi	*	*
Spanish	80	9.6%
Turkish	*	*
Urdu	*	*
Yoruba	*	*
Total Seals Earned	105	
Total Unique Students Earning Seals	102	12.3%
Current and Former Multilingual Learners Earning Seals	34	29.4%†

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

College and Career Readiness

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

Career and Technical Education Participation

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

CTE Participants

(completed only one course in an approved CTE program)

District	11.4%
State	7.6%

CTE Concentrators

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

District	5.1%
State	10.4%

College and Career Readiness

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

Career and Technical Education Participation by Student Group

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

Student Group	District: % CTE Participants	District: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Districtwide	11.4%	5.1%	7.6%	10.4%
White	11.4%	6.9%	6.1%	10.0%
Hispanic	11.8%	4.4%	9.3%	10.8%
Black or African American	10.5%	4.1%	9.5%	10.7%
Asian, Native Hawaiian, or Pacific Islander	10.1%	1.7%	5.5%	10.5%
American Indian or Alaska Native	*	*	8.3%	8.8%
Two or More Races	12.1%	1.7%	7.5%	10.1%
Female	10.9%	4.5%	7.5%	10.9%
Male	11.8%	5.5%	7.7%	9.9%
Non-Binary/Undesignated Gender	*	*	8.9%	15.2%
Economically Disadvantaged Students	10.3%	1.8%	9.8%	10.7%
Students with Disabilities	7.4%	8.0%	6.0%	7.9%
Multilingual Learners	3.4%	0.2%	8.0%	3.5%
Students experiencing homelessness	7.6%	2.5%	7.7%	6.2%
Students in Foster Care	*	*	5.9%	6.7%
Military-Connected Students	*	*	12.6%	15.8%
Migrant Students	*	*	2.3%	0.0%

College and Career Readiness

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

Work-Based Learning Participation by Career Cluster

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

Career Cluster	Number of Students Participating in Work-Based Learning	Percentage of Students Participating in Work-Based Learning
Agriculture, Food & Natural Resources	*	*
Architecture & Construction	55	100.0%
Arts, A/V Technology & Communications	11	100.0%
Business Management & Administration	*	*
Finance	*	*
Health Science	25	100.0%
Hospitality & Tourism	21	100.0%
Human Services	37	100.0%
Information Technology	*	*
Law, Public Safety, Corrections & Security	30	100.0%
Marketing	*	*
Science, Technology, Engineering & Mathematics	*	*
Transportation, Distribution & Logistics	57	100.0%
Total	253	33.6%

College and Career Readiness

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

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

District   1.0%

State   2.2%

College and Career Readiness

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

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	*	*	*
Architecture & Construction	55	*	*
Arts, A/V Technology & Communications	11	11	19
Business Management & Administration	113	*	*
Finance	27	*	*
Health Science	25	42	42
Hospitality & Tourism	21	*	*
Human Services	37	18	18
Information Technology	*	*	*
Law, Public Safety, Corrections & Security	30	*	*
Marketing	360	*	*
Science, Technology, Engineering & Mathematics	*	*	*
Transportation, Distribution & Logistics	57	*	*
Total	753	74	88

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	832
7	51	0	0	0	0	0	817
8	98	32	0	0	0	0	753
9	885	152	51	0	0	0	587
10	92	657	145	41	2	0	59
11	30	68	406	129	23	13	228
12	1	20	101	60	133	150	285
Total	1,157	929	703	230	158	163	3,561
Enrolled in AP/IB Course					123	27	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.

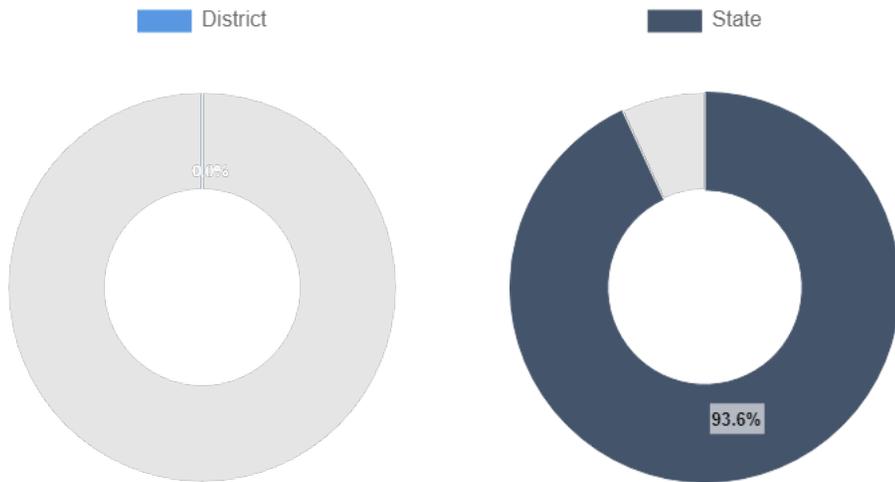| Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	225	26	0	879	0	7
10	710	211	0	42	3	42
11	63	445	0	69	89	254
12	88	79	0	56	63	253
Total	1,086	761	0	1,046	155	556
Enrolled in AP/IB Course	54	15		93	28	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

College and Career Readiness

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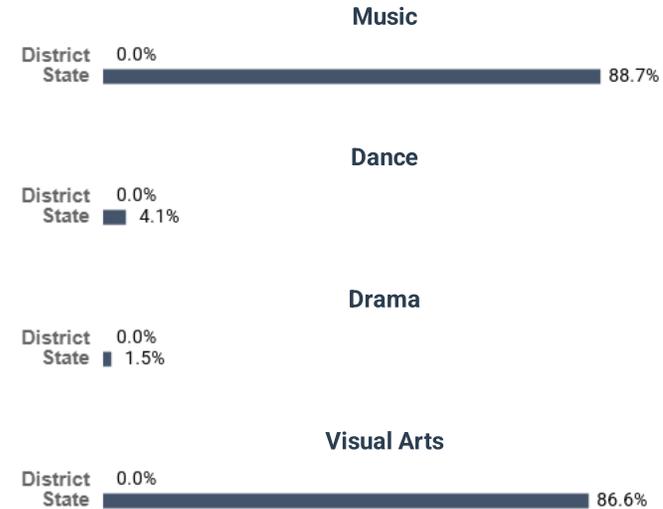
Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	36	1,084	0	4	10	37
10	51	940	1	122	99	183
11	653	131	6	157	116	168
12	136	83	11	195	93	260
Total	876	2,238	18	478	318	648
Enrolled in AP/IB Course	0	176	18	153		75
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.

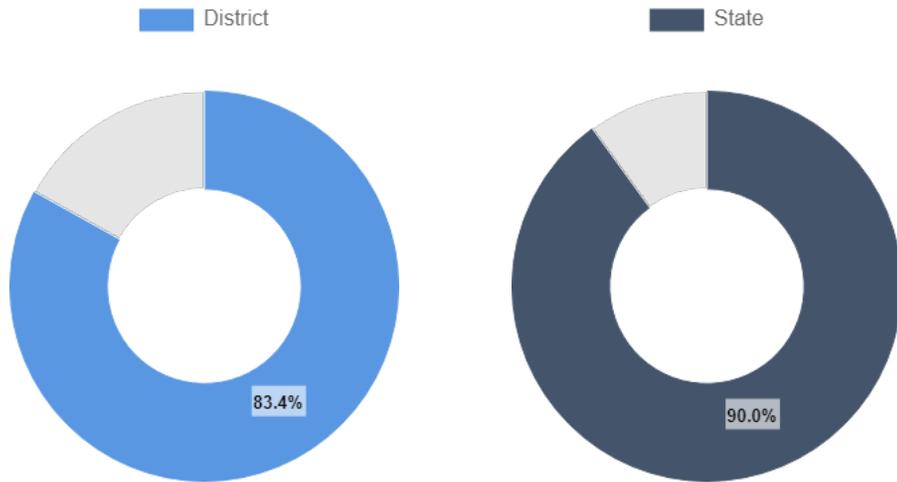| Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	682	0	0	0	0	0	0
7	737	0	0	0	0	0	0
8	48	0	0	0	0	0	0
9	502	124	97	0	27	0	0
10	579	89	94	0	47	0	0
11	268	54	73	0	11	0	0
12	122	19	31	0	12	0	0
Total	2,938	286	295	0	97	0	0
Enrolled in AP/IB Course	43	2	1	0	9	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	374	46	84	0	7	0	0

College and Career Readiness

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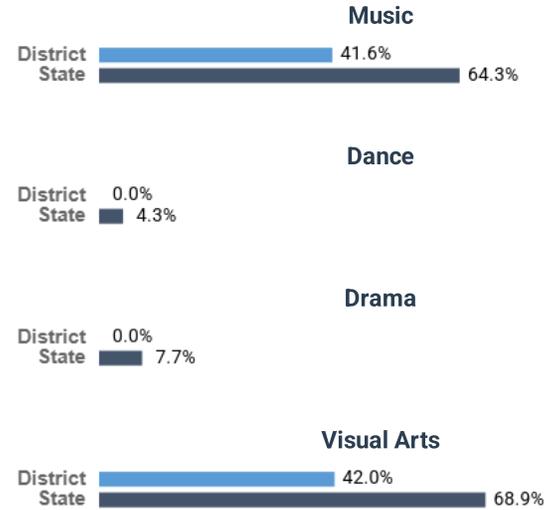
Computer Science – Course Participation

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

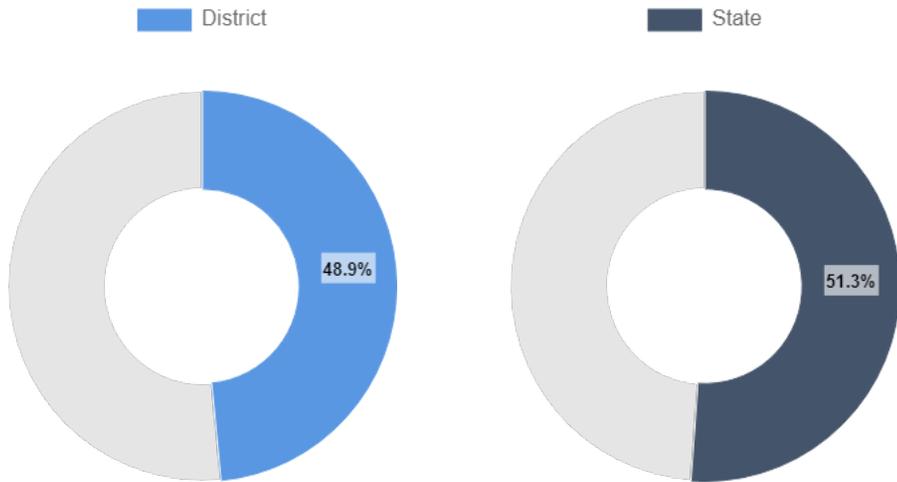| Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
KG	N	N	N	N	N	N	N
1	N	N	N	N	N	N	N
2	N	N	N	N	N	N	N
3	N	N	N	N	N	N	N
4	N	N	N	N	N	N	N
5	N	N	N	N	N	N	N
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
9	40	0	0	0	0	0	0
10	45	0	0	0	0	0	0
11	35	0	0	0	0	0	0
12	46	0	0	0	0	0	0
Total	166	0	0	0	0	0	0
Enrolled in AP/IB Course	32	0		0		0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

College and Career Readiness

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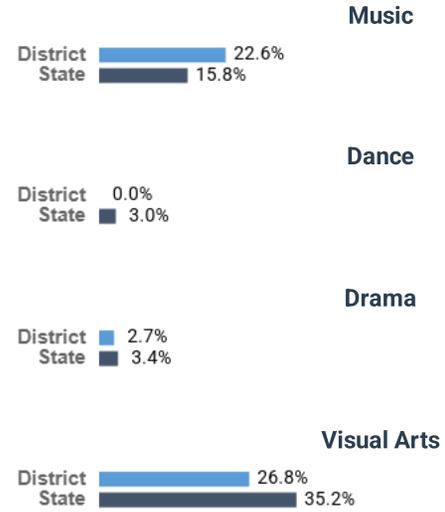
Visual and Performing Arts – Course Participation

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

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

District

State

0.0%

93.6%

Students enrolled in one or more classes by discipline:

Music

District 0.0%

State 88.7%

Dance

District 0.0%

State 4.1%

Drama

District 0.0%

State 1.5%

Visual Arts

District 0.0%

State 86.6%

College and Career Readiness

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

Visual and Performing Arts – Course Participation

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

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

District
State

District: 83.4%
State: 90.0%

Students enrolled in one or more classes by discipline:

Music
District 41.6%
State 64.3%

Dance
District 0.0%
State 4.3%

Drama
District 0.0%
State 7.7%

Visual Arts
District 42.0%
State 68.9%

NJ SCHOOL PERFORMANCE REPORT

College and Career Readiness

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

Visual and Performing Arts – Course Participation

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

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

District

State

District: 48.9%

State: 51.3%

Students enrolled in one or more classes by discipline:

Music
District 22.6%
State 15.8%

Dance
District 0.0%
State 3.0%

Drama
District 2.7%
State 3.4%

Visual Arts
District 26.8%
State 35.2%

College and Career Readiness

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

Structured Learning Experiences Participation

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

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

Structured Learning Experiences

District   9.8%
State   4.6%

Graduation/ Postsecondary

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

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

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

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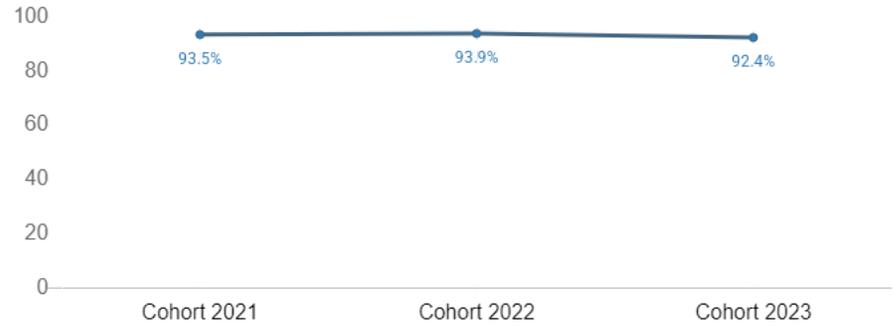
Graduation Rate Trends and Progress

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

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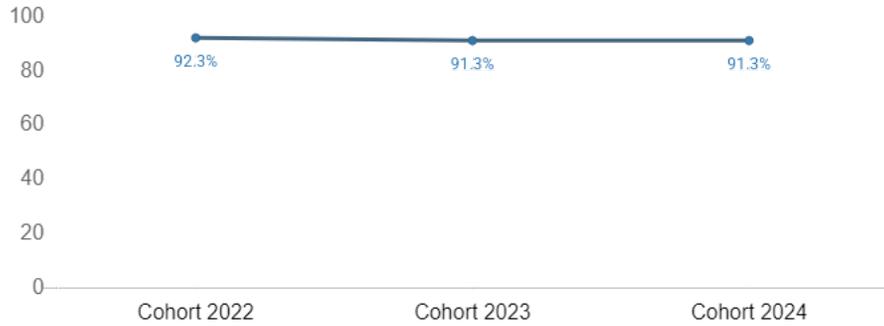
5-Year Graduation Rate Trends

Performance Measure	Cohort 2022 4-Year Rate	Cohort 2023 4-Year Rate	Cohort 2024 4-Year Rate	Cohort 2021 5-Year Rate	Cohort 2022 5-Year Rate	Cohort 2023 5-Year Rate
Graduation Rate	92.3%	91.3%	91.3%	93.5%	93.9%	92.4%
Statewide Graduation Rate	90.9%	91.1%	91.3%	92.5%	92.7%	92.6%

Hamilton Township Public School District

(21-1950)

2023-2024

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Graduation/ Postsecondary

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

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

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

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

Cohort 2024 4-Year Graduation Cohort Profile

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

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	91.3%	3.3%	5.3%	91.3%	3.8%	4.9%
White	93.9%	2.5%	3.7%	95.0%	2.6%	2.5%
Hispanic	89.5%	3.4%	7.1%	86.9%	4.9%	8.3%
Black or African American	89.1%	4.6%	6.3%	86.5%	6.0%	7.5%
Asian, Native Hawaiian, or Pacific Islander	94.1%	5.9%	0.0%	96.7%	2.3%	1.0%
American Indian or Alaska Native	N	N	N	91.7%	3.8%	4.5%
Two or More Races	86.4%	4.5%	9.1%	92.3%	3.5%	4.3%
Female	93.2%	1.8%	5.0%	93.1%	2.8%	4.1%
Male	89.8%	4.5%	5.6%	89.5%	4.7%	5.7%
Non-Binary/Undesignated Gender	N	N	N	86.7%	3.3%	10.0%
Economically Disadvantaged Students	87.8%	4.9%	7.3%	87.1%	5.3%	7.7%
Students with Disabilities	86.6%	9.1%	4.3%	80.7%	12.5%	6.8%
Multilingual Learners	78.8%	8.1%	13.1%	78.9%	7.5%	13.6%
Students experiencing homelessness	*	*	*	74.5%	11.2%	14.3%
Students in Foster Care	N	N	N	61.6%	13.1%	25.3%
Military-Connected Students	N	N	N	94.5%	2.3%	3.1%
Migrant Students	*	*	*	88.2%	3.9%	7.9%

Graduation/ Postsecondary

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

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

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

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

Cohort 2023 5-Year Graduation Cohort Profile

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

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	92.4%	1.7%	5.9%	92.6%	1.7%	5.6%
White	93.7%	1.1%	5.2%	95.9%	1.5%	2.6%
Hispanic	90.0%	2.4%	7.6%	88.2%	1.9%	9.9%
Black or African American	94.6%	1.1%	4.3%	88.9%	2.5%	8.7%
Asian, Native Hawaiian, or Pacific Islander	94.7%	2.6%	2.6%	97.5%	1.3%	1.2%
American Indian or Alaska Native	N	N	N	92.5%	0.0%	7.5%
Two or More Races	88.2%	5.9%	5.9%	94.7%	1.0%	4.3%
Female	95.2%	0.9%	3.9%	94.4%	1.2%	4.4%
Male	89.9%	2.5%	7.6%	91.0%	2.2%	6.8%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	90.2%	2.4%	7.3%	88.8%	2.0%	9.2%
Students with Disabilities	86.3%	5.7%	8.0%	84.1%	8.2%	7.7%
Multilingual Learners	87.3%	5.9%	6.9%	78.0%	2.0%	20.0%
Students experiencing homelessness	90.9%	9.1%	0.0%	78.0%	3.9%	18.1%
Students in Foster Care	*	*	*	67.0%	7.5%	25.5%
Military-Connected Students	N	N	N	96.0%	0.8%	3.1%
Migrant Students	N	N	N	66.7%	10.7%	22.6%

Graduation/ Postsecondary

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

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

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

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

Cohort 2022 6-Year Graduation Cohort Profile

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

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

Student Group	Graduates	Continuing	Non-Continuing	High School Persistence (Graduates + Continuing)	State: Graduates	State: Continuing Students	State: Non-Continuing Students	State: High School Persistence (Graduates + Continuing)
Districtwide	94.2%	1.1%	4.6%	95.4%	93.2%	1.0%	5.8%	94.2%
White	95.6%	1.5%	3.0%	97.0%	96.4%	0.9%	2.7%	97.3%
Hispanic	92.6%	0.9%	6.5%	93.5%	88.2%	1.0%	10.8%	89.2%
Black or African American	93.8%	1.0%	5.2%	94.8%	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	*	*	*	*	93.6%	0.8%	5.6%	94.4%
Two or More Races	84.6%	0.0%	15.4%	84.6%	92.9%	1.3%	5.9%	94.1%
Female	96.0%	0.6%	3.4%	96.6%	95.0%	0.6%	4.4%	95.6%
Male	92.6%	1.6%	5.8%	94.2%	91.5%	1.4%	7.1%	92.9%
Non-Binary/Undesignated Gender	N	N	N	N	*	*	*	*
Economically Disadvantaged Students	90.7%	1.8%	7.6%	92.4%	88.8%	1.1%	10.2%	89.8%
Students with Disabilities	85.4%	5.9%	8.6%	91.4%	86.6%	5.4%	8.0%	92.0%
Multilingual Learners	82.5%	0.0%	17.5%	82.5%	77.6%	0.6%	21.9%	78.1%
Students experiencing homelessness	*	*	*	*	76.2%	1.4%	22.4%	77.6%
Students in Foster Care	*	*	*	*	64.1%	3.5%	32.4%	67.6%
Military-Connected Students	*	*	*	*	92.9%	1.7%	5.4%	94.6%
Migrant Students	*	*	*	*	67.1%	2.4%	30.5%	69.5%

Graduation/ Postsecondary

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

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

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

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

Federal Graduation Rates

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

Student Group	2024 4-Year Federal Graduation Rate	2023 5-Year Federal Graduation Rate	2022 6-Year Federal Graduation Rate	State: 2024 4-Year Federal Graduation Rate	State: 2023 5-Year Federal Graduation Rate	State: 2022 6-Year Federal Graduation Rate
Districtwide	78.1%	91.7%	82.3%	87.7%	91.8%	87.0%
White	80.3%	93.4%	84.0%	91.5%	95.0%	90.0%
Hispanic	76.3%	89.0%	79.3%	83.3%	87.4%	82.1%
Black or African American	74.3%	93.5%	81.3%	80.9%	87.6%	80.8%
Asian, Native Hawaiian, or Pacific Islander	88.2%	94.7%	97.3%	96.1%	97.3%	96.6%
American Indian or Alaska Native	N	N	*	84.1%	92.5%	86.4%
Two or More Races	81.8%	88.2%	76.9%	89.0%	93.0%	86.2%
Female	82.8%	94.8%	88.1%	90.5%	93.7%	90.6%
Male	74.4%	88.9%	76.9%	85.2%	90.0%	83.7%
Non-Binary/Undesignated Gender	N	N	N	83.3%	*	*
Economically Disadvantaged Students	73.9%	89.2%	75.8%	82.6%	87.8%	81.4%
Students with Disabilities	16.1%	82.3%	22.7%	60.2%	79.2%	51.8%
Multilingual Learners	74.7%	87.3%	78.9%	77.6%	77.6%	75.7%
Students experiencing homelessness	*	90.9%	*	67.0%	76.2%	64.6%
Students in Foster Care	N	*	*	50.4%	61.9%	47.1%
Military-Connected Students	N	N	*	91.4%	94.9%	88.4%
Migrant Students	*	N	*	85.5%	64.3%	64.6%

Graduation/ Postsecondary

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

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Accountability Graduation Rates

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

Student Group	Cohort 2023: 4-Year Graduation Rate	Cohort 2023: Annual Target	Cohort 2023: Met Target	Cohort 2022: 5-Year Graduation Rate	Cohort 2022: Annual Target	Cohort 2022: Met Target
Districtwide	90.9%	81.1%	Met Target	82.1%	N	N
White	93.4%	82.8%	Met Target	84.0%	N	N
Hispanic	87.6%	77.7%	Met Target	78.4%	N	N
Black or African American	91.9%	80.1%	Met Target	81.7%	N	N
Asian, Native Hawaiian, or Pacific Islander	94.7%	95.0%	Not Met	97.3%	N	Met Goal
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	93.8%	**	**	76.9%	**	**
Economically Disadvantaged Students	88.1%	74.7%	Met Target	75.7%	N	N
Students with Disabilities	81.7%	21.7%	Met Target	22.8%	N	N
Multilingual Learners	83.0%	71.2%	Met Target	77.2%	N	N

Graduation/ Postsecondary

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

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Graduation Pathways

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

Graduation Pathway	% of Graduates Meeting ELA Requirements by Pathway	% of Graduates Meeting Math Requirements by Pathway
Statewide Assessment	73.5%	76.8%
Substitute Competency Test	15.7%	5.2%
Portfolio Appeals Process	8.8%	16.0%
Alternate Requirements Specified in IEP	1.2%	1.2%
Unknown/Other	0.8%	0.8%

Dropout Rate Trends

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

School Year	District Rate	State Rate
2023-2024	1.8%	1.0%
2022-2023	1.3%	1.2%
2021-2022	1.2%	1.2%

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

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	13
2018	12
2017	18
2016	17

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 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").
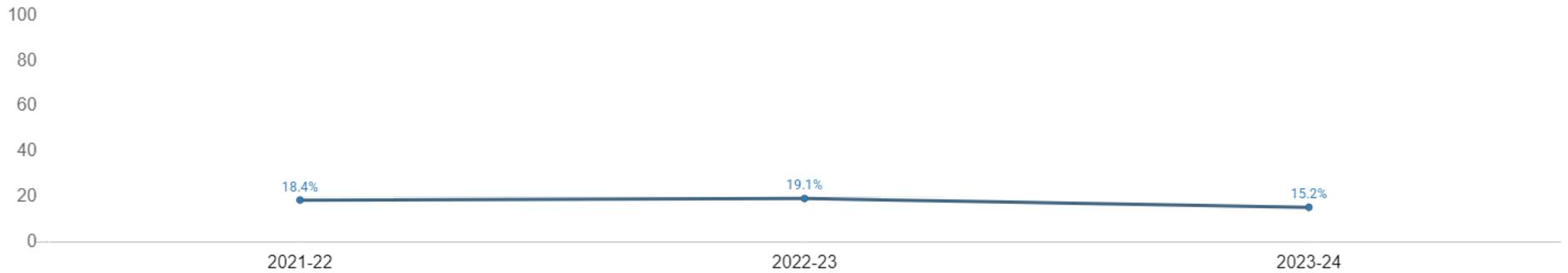
Performance Measure	2021-22	2022-23	2023-24
Chronic Absenteeism Rate	18.4%	19.1%	15.2%
ESSA Target (State Average for Grades Served)	18.1%	16.6%	14.9%
Met ESSA Target	Not Met	Not Met	Not Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%

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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").
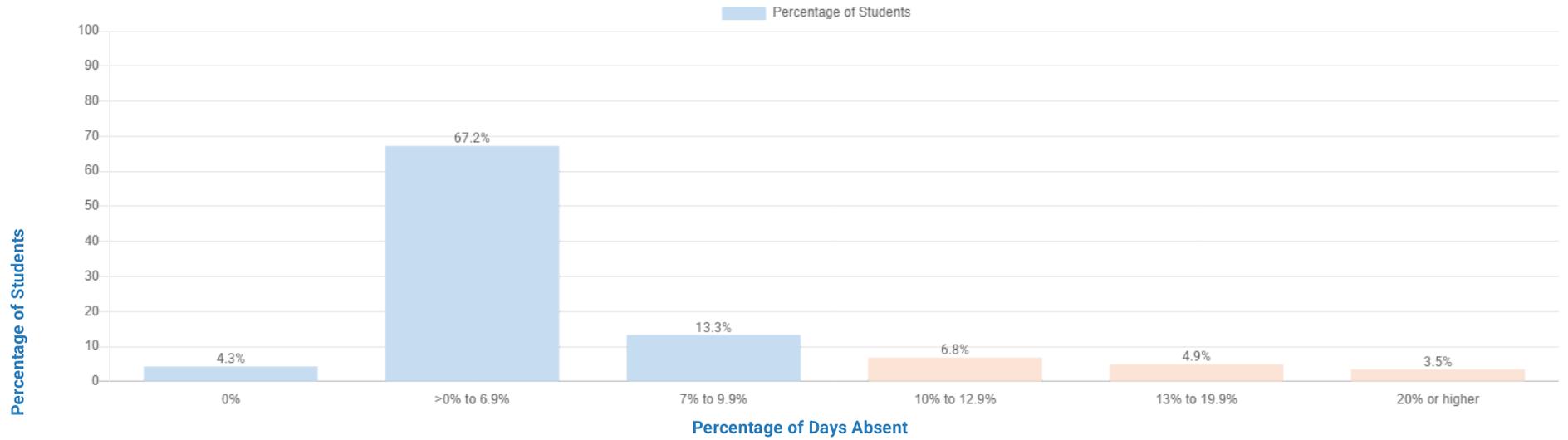
Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	1,843	15.2%	14.9%	Not Met
White	446	10.9%	14.9%	Met
Hispanic	925	18.2%	14.9%	Not Met
Black or African American	347	16.9%	14.9%	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	11.2%	14.9%	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	83	18.1%	14.9%	Not Met
Female	*	15.2%		
Male	*	15.3%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	1,134	20.2%	14.9%	Not Met
Students with Disabilities	444	21.9%	14.9%	Not Met
Multilingual Learners	173	16.2%	14.9%	Not Met
Students Experiencing Homelessness	67	38.5%		
Students in Foster Care	7	70.0%		
Military-Connected Students	*	*		
Migrant Students	*	*		

Climate and Environment

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Percentage of Days Absent

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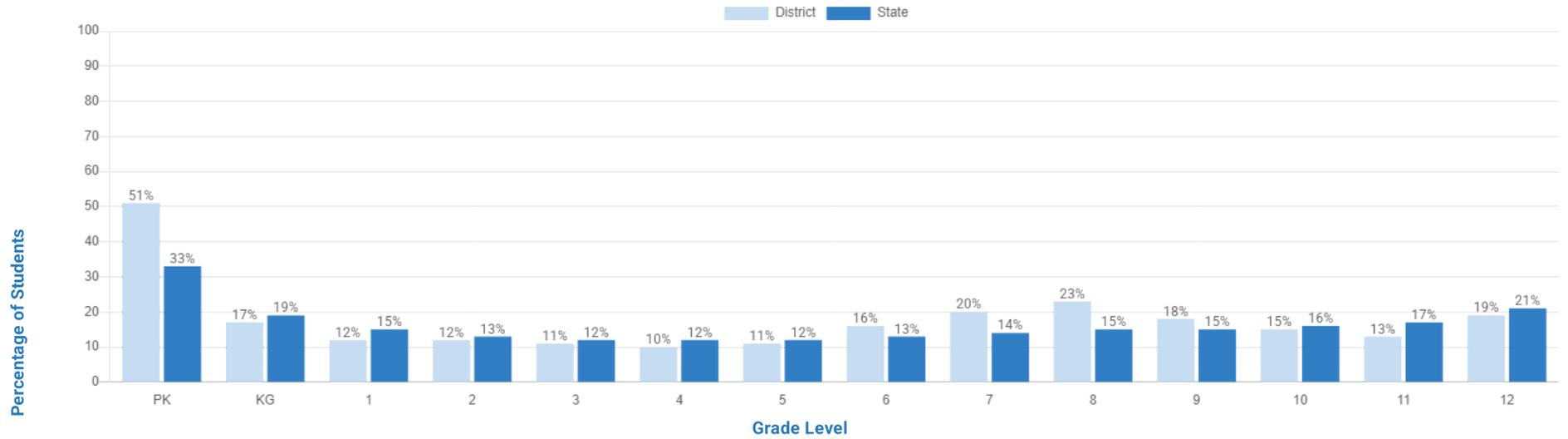

Percentage of Days Absent	Percentage of Students
0%	4.3%
>0% to 6.9%	67.2%
7% to 9.9%	13.3%
10% to 12.9%	6.8%
13% to 19.9%	4.9%
20% or higher	3.5%

Climate and Environment

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Chronic Absenteeism by Grade

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

Grade Level	District	State
PK	51%	33%
KG	17%	19%
1	12%	15%
2	12%	13%
3	11%	12%
4	10%	12%
5	11%	12%
6	16%	13%
7	20%	14%
8	23%	15%
9	18%	15%
10	15%	16%
11	13%	17%
12	19%	21%

Climate and Environment

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	179
Weapons	15
Vandalism	29
Substances	85
Harassment, Intimidation, Bullying (HIB)	76
Total Unique Incidents	383
Incidents Per 100 Students Enrolled	3.14

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	47
Weapons	9
Vandalism	13
Substances	56
Harassment, Intimidation, Bullying (HIB)	14
Other Incidents Leading to Removal	30

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	24	17	41
Religion	1	2	3
Ancestry	0	3	3
Gender	0	9	9
Sexual Orientation	3	16	19
Disability	0	5	5
Other	8	38	46
No Identified Nature	57		57

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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	52	1%	148	4%	173	4%	2	0%	0	0%
Hispanic	144	3%	376	7%	440	8%	3	0%	0	0%
Black or African American	114	5%	245	11%	290	13%	3	0%	0	0%
Asian	6	1%	10	2%	13	3%	0	0%	0	0%
Native Hawaiian or Pacific Islander	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0%	1	10%	1	10%	0	0%	0	0%
Two or more races	10	2%	30	6%	34	7%	0	0%	0	0%
Female	*	2%	*	5%	*	5%	*	0%	*	0%
Male	*	3%	*	8%	*	9%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	251	4%	588	9%	691	10%	7	0%	0	0%
Students with disabilities	89	4%	196	10%	229	11%	6	0%	0	0%

Climate and Environment

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

Student Disciplinary Removals: By Grade Level

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

Grade	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Districtwide	330	3%	816	6%	960	7%	8	0%	0	0%
PK	0	0%	0	0%	0	0%	0	0%	0	0%
KG	0	0%	2	0%	2	0%	0	0%	0	0%
1	0	0%	4	0%	4	0%	0	0%	0	0%
2	1	0%	1	0%	2	0%	0	0%	0	0%
3	3	0%	12	1%	13	1%	1	0%	0	0%
4	4	0%	19	2%	22	2%	0	0%	0	0%
5	7	1%	41	4%	47	5%	1	0%	0	0%
6	84	9%	116	12%	155	17%	0	0%	0	0%
7	90	9%	159	16%	196	20%	0	0%	0	0%
8	84	9%	144	15%	183	19%	1	0%	0	0%
9	27	2%	138	11%	145	12%	4	0%	0	0%
10	15	1%	75	7%	80	8%	0	0%	0	0%
11	8	1%	60	6%	62	7%	1	0%	0	0%
12	3	0%	39	4%	40	4%	0	0%	0	0%

Hamilton Township Public School District

(21-1950)

2023-2024

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Climate and Environment

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	202	2%	66	1%	14	0%	66	1%	12	0%	16	0%	47	0%
White	37	1%	9	0%	3	0%	10	0%	6	0%	5	0%	10	0%
Hispanic	87	2%	27	0%	6	0%	34	1%	0	0%	8	0%	21	0%
Black or African American	66	3%	22	1%	5	0%	21	1%	4	0%	3	0%	14	1%
Asian	2	0%	1	0%	0	0%	0	0%	1	0%	0	0%	0	0%
Native Hawaiian or Pacific Islander	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Two or more races	8	2%	6	1%	0	0%	1	0%	1	0%	0	0%	1	0%
Female	*	1%	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%
Male	*	2%	*	1%	*	0%	*	1%	*	0%	*	0%	*	1%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	154	2%	51	1%	11	0%	51	1%	9	0%	11	0%	35	1%
Students with disabilities	61	3%	17	1%	2	0%	20	1%	1	0%	9	0%	20	1%

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	202	2%	66	1%	14	0%	66	1%	12	0%	16	0%	47	0%
PK	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
KG	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	0%
1	1	0%	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%
2	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	0%
3	6	1%	2	0%	0	0%	0	0%	3	0%	1	0%	1	0%
4	9	1%	4	0%	0	0%	1	0%	2	0%	2	0%	4	0%
5	17	2%	3	0%	1	0%	1	0%	2	0%	5	1%	11	1%
6	7	1%	3	0%	0	0%	4	0%	0	0%	0	0%	0	0%
7	14	1%	5	1%	2	0%	5	1%	0	0%	1	0%	1	0%
8	20	2%	4	0%	2	0%	6	1%	2	0%	6	1%	0	0%
9	55	4%	26	2%	3	0%	14	1%	2	0%	0	0%	12	1%
10	36	3%	6	1%	2	0%	19	2%	0	0%	0	0%	11	1%
11	22	2%	8	1%	1	0%	11	1%	1	0%	0	0%	3	0%
12	11	1%	4	0%	3	0%	5	1%	0	0%	0	0%	1	0%

Climate and Environment

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

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

Climate and Environment

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

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

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

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

Climate and Environment

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

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
5,343

Climate and Environment

Student Access to Technology and Internet

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

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Teachers – Experience

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

Category	Teachers in District	Teachers in State
Total Number of teachers	983	119,239
Average years experience in public schools	11.9	12.6
Average years experience in district	11.9	11.3
Number of Teachers with 4 or more years experience in the district	767	87,243
Percentage of Teachers with 4 or more years experience in the district	78.1%	73.6%
Number of out-of-field teachers	13	2,931
Percentage of out-of-field teachers	1.3%	2.5%
Number of Teachers with Provisional Credentials	119	9,065
Percentage of Teachers with Provisional Credentials	12.1%	7.6%

Administrators – Experience

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

Category	Admin. in District	Admin. in State
Total Number of administrators	66	10,170
Average years experience in public schools	14.0	16.2
Average years experience in district	14.0	12.5
Number of Administrators with 4 or more years experience in the district	53	7,734
Percentage of Administrators with 4 or more years experience in the district	80.3%	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	983	119,239
Administrators	66	10,170
Librarians/Media Specialists	13	1,160
Nurses	25	3,025
School Counselors	52	4,673
Child Study Team Members	71	9,654
School Psychologists	19	2,185
School Social Workers	16	2,750
Student Assistance Coordinators	7	400
School Safety Specialists	1	681

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Student and Staff Ratios

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

Ratio	District Ratio
Students to Teachers	12:1
Students to Administrators	185:1
Teachers to Administrators	15:1
Students to Librarians/Media Specialists †	938:1
Students to Nurses †	488:1
Students to Counselors †	234:1
Students to Child Study Team Members †,††	29:1
Students to School Psychologists †	641:1
Students to School Social Workers †	762:1
Students to Student Assistance Coordinators †	1741:1
Students to School Safety Specialists †	12188:1

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

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

Teachers and Administrators – Demographics

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

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	48.0%	78.0%	55-60%	48.0%	77.0%	57.0%
Male	52.0%	22.0%	40-45%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤5%	≤1%	≤1%	≤1%
White	33.4%	91.7%	80.3%	38.2%	81.8%	74.5%
Hispanic	42.4%	3.6%	7.6%	34.0%	8.6%	8.6%
Black or African American	17.1%	3.2%	10.6%	14.2%	6.4%	14.4%
Asian	3.1%	1.5%	1.5%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.4%	0.5%
Two or More Races	3.9%	0.1%	0.0%	3.1%	0.3%	0.4%

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher: 67.7%
Admin: N/A

Master's Degree

Teacher: 31.3%
Admin: 93.9%

Doctoral Degree
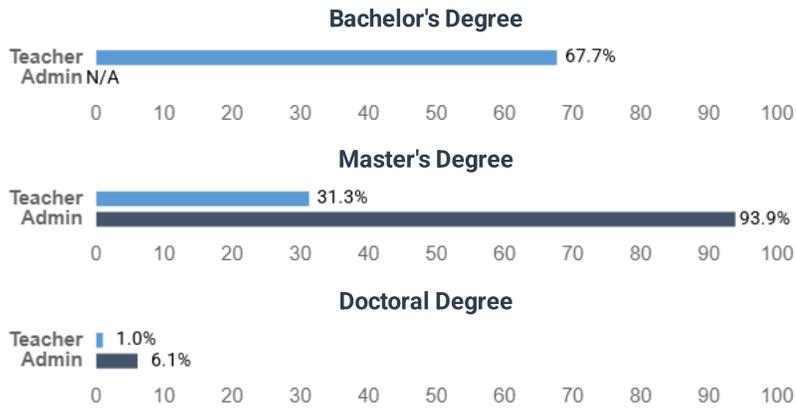
Teacher: 1.0%
Admin: 6.1%

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	90.7%	89.5%
2022-23 Administrators: Same district 2023-24	90.6%	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, of if the teacher has an expired certificate.

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

Teachers 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)	397	94.0%	6.0%	≤1%	91.4%	4.5%	2.8%	1.3%	0.0%	0.0%	0.0%	77.3%	73.0%	26.8%	0.3%
English/Language Arts/Literacy	97	85-90%	10-15%	≤5%	95.9%	1.0%	2.1%	0.0%	0.0%	0.0%	1.0%	80.4%	59.8%	38.1%	2.1%
English to Speakers of Other Languages	18	>80%	≤20%	≤20%	88.9%	5.6%	0.0%	5.6%	0.0%	0.0%	0.0%	77.8%	44.4%	55.6%	0.0%
Mathematics	90	70-75%	25-30%	≤5%	94.4%	1.1%	2.2%	2.2%	0.0%	0.0%	0.0%	87.8%	64.4%	35.6%	0.0%
Science	58	70-80%	20-30%	≤10%	93.1%	3.4%	0.0%	3.4%	0.0%	0.0%	0.0%	86.2%	58.6%	32.8%	8.6%
Social Studies/History	67	35-40%	60-65%	≤5%	92.5%	1.5%	3.0%	3.0%	0.0%	0.0%	0.0%	86.6%	67.2%	31.3%	1.5%
World Language	25	60-80%	≤20%	≤20%	68.0%	16.0%	12.0%	4.0%	0.0%	0.0%	0.0%	72.0%	32.0%	68.0%	0.0%
Visual and Performing Arts	66	65-70%	30-35%	≤5%	90.9%	4.5%	4.5%	0.0%	0.0%	0.0%	0.0%	78.8%	71.2%	27.3%	1.5%
Health/Physical Education	68	40-45%	55-60%	≤5%	89.7%	2.9%	5.9%	1.5%	0.0%	0.0%	0.0%	76.1%	82.1%	17.9%	0.0%
Family & Consumer Sciences	3	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	10	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	80.0%	50.0%	50.0%	0.0%
Computer Science/IT	9	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	88.9%	44.4%	55.6%	0.0%
Industrial Arts	13	*	*	*	84.6%	0.0%	7.7%	7.7%	0.0%	0.0%	0.0%	92.3%	76.9%	23.1%	0.0%
Career and Technical Education	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Special Education	202	85-90%	10-15%	≤5%	95.5%	2.0%	2.5%	0.0%	0.0%	0.0%	0.0%	72.8%	68.3%	31.7%	0.0%
Bilingual	3	*	*	*	66.7%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	33.3%	33.3%	66.7%	0.0%

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** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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.

Hamilton Twp	Federal	State & Local	Total	ADE**
District Level Total Expenditures	$896	$15,826	$16,722	12,083.5
District Level Central Expenditures	$0	$2,272	$2,272	12,083.5
Hamilton East - Steinert	$677	$14,357	$15,034	1,399.7
Hamilton North - Nottingham	$675	$15,951	$16,626	1,041.7
Hamilton West-Watson	$690	$13,568	$14,258	1,362.0
Albert E Grice Middle School	$1,038	$11,772	$12,810	969.1
Emily C. Reynolds Middle School	$687	$12,265	$12,952	960.0
Richard C Crockett Middle School	$1,028	$13,114	$14,142	834.7
Alexander Elementary School	$679	$14,439	$15,118	316.1
George E. Wilson Elementary School	$1,501	$9,786	$11,287	501.8
Greenwood Elementary School	$1,448	$12,603	$14,051	264.9
Kisthardt Elementary School	$1,328	$14,137	$15,465	241.9
Klockner Elementary School	$784	$12,243	$13,027	273.3
Kuser Elementary School	$1,468	$10,241	$11,709	483.0
Lalor Elementary School	$1,648	$11,207	$12,855	345.4
Langtree Elementary School	$729	$13,762	$14,491	345.7
Mcgalliard Elementary School	$682	$12,431	$13,113	296.6
Mercerville Elementary School	$690	$12,028	$12,718	341.9
Morgan Elementary School	$680	$18,603	$19,283	278.4

Per-Pupil Expenditures

Per-Pupil Expenditures by Source

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

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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.

Hamilton Twp	Federal	State & Local	Total	ADE**
Robinson Elementary School	$683	$12,717	$13,400	376.7
Sayen Elementary School	$691	$13,999	$14,690	256.9
Sunnybrae Elementary School	$695	$18,621	$19,316	278.1
University Heights Elementary School	$694	$19,953	$20,647	318.3
Yardville Elementary School	$669	$12,727	$13,396	338.3
Yardville Heights Elementary School	$760	$15,867	$16,627	258.9
-				

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.

NJ SCHOOL PERFORMANCE REPORT

Accountability

Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

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

County Code	County Name	District Code	District Name	School Code	School Name	Status for 2025-26 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2025-26 School Year
21	Mercer	1950	Hamilton Township Public School District	105	George E. Wilson Elementary School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2026	Students with Disabilities;
21	Mercer	1950	Hamilton Township Public School District	170	Kuser Elementary School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Students with Disabilities;

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 Acountability Indicator	2021-22	2022-23	2023-24
ELA Proficiency	35.4%	38.5%	37.1%
Math Proficiency	24.6%	24.7%	25.7%
ELA Growth†	35	48	45
Math Growth†	31	45	48
4-Year Graduation Rate (Prior Year)††	91.0%	80.5%	90.9%
5-Year Graduation Rate (Prior Year)††	92.8%	92.2%	82.1%
Progress toward English Language Proficiency	23.5%	29.8%	33.5%
Chronic Absenteeism	18.4%	19.1%	15.2%

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

Accountability

Accountability Summary by Student Group - 2023-24 School Year

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

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

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

†Target was met within a confidence interval.

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:

- District awarded two All Kids Thrive Grants to combat absenteeism in all of our schools and approved a new five year strategic plan with the theme of: Hamilton Opens Pathways to Excellence (HOPE).
- Multiple schools awarded State and National School of Character designation.
- A facilities referendum was passed in 2017 to provide needed repairs and upgrades to all schools in the district. Those repairs and upgrades continue to be worked on across the district.

Mission, Vision, Theme:

Mission: The Hamilton Township School District is dedicated to providing an academic experience that helps to foster the success of all students in a supportive and encouraging environment. We will challenge our students to be confident, skilled communicators who set and exceed their own goals. Our Vision: We believe preparation for life goes beyond what we learn in the classroom, and the power of a strong community with a united goal will help prepare our students for an outstanding future.

Awards, Recognition, Accomplishments:

HTSD was recognized for academic, extra curricular, and athletic achievements in the elementary and secondary divisions. Among those achievements are: NJ State and National Schools of Character for four elementary schools, Math Counts and SIGMA Mathematical League Merit Recipients at the middle schools, and numerous awards and recognition for academics, extra-curricular and athletics at the high schools.

Narrative

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Courses, Curriculum, Instruction:

Hamilton Township School District provides a comprehensive K through 12th grade program with updated curricula, increased use of educational technology in the classroom, and student-centered instructional techniques. Programming for students includes classes in the five course subjects, a robust related arts program, Gifted and Talented classes, Honors classes, and Advanced Placement classes. In addition, the district provides a variety of support programs to help all learners. Our district also uses technology to improve learning and enhance instruction through the implementation of Google Apps for Education.

Sports and Athletics:

Hamilton Township School District provides clubs and activities at the elementary level. The middle school has re-establish a sports program for each season at each of our schools, and each high school has a comprehensive athletic program where teams compete through the NJSIAA. In addition two of our high schools have Unified Teams.

Clubs and Activities:

Clubs and activities are throughout the school district from the elementary level to the high school. At the elementary level examples include Safety Patrol, Early Act Club, Chorus, Band, Family STEM nights. At the middle school level examples include Aviation, Drama, Robotics, Photography, Red Cross, STEM, Yearbook, and Comic Book Clubs. At the high school there is a comprehensive list of clubs including the district-wide Hamilton NEWS club made up of students from all three high schools.

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Before and After School Programs:

Hamilton Township School District is serviced by both the CYO and YMCA at our elementary schools. Both provide before and after school services for our students.

Staff and Professional Learning:

Certified and non-certified staff engage in a variety of professional development opportunities during the district's professional development days, before school, after school and programming outside of the district. Two of the highlights of the district's professional learning is the Professional Development Catalogue of trainings available to all district personnel throughout the year and technology training conducted by the District Technology Trainers.

Postsecondary Information:

Each high school hosts college fairs and financial aid events for students. Students graduating from our high schools go on to 2 and 4 year colleges, vocational training, the military and work. The vast majority of those students went on to college with approximately 85.6%of the Class of 2019 attending a 2 or 4 year college. The remainder of the class was as follows; approximately 2.4% attended vocational training, 2.5% entered the military, 8.43% entered the workforce, and 1.06% were undecided.

Narrative

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Student Supports and Services:

Student support services range from a full Student Services Department that provides special education, OT, PT and Speech services to ESL programming. In addition all three high schools offer free after school tutoring to students.

Student Health and Wellness:

Students in K through 12th grade engage in health and wellness programs in their physical education and health classes. In addition to traditional programming, students engage in yoga activities, walk-a-thons, and fun runs. One of our elementary schools also has a running club for students, parents, and staff.

Parent and Community Involvement:

Parent and community involvement is present from elementary through high school. Each school has an active PTA where parents volunteer their time, run events, and work with the school's administration and staff. At the high school level parents participate in sports, band, and theater booster clubs. Community members participate in a variety of committees. One example is the Human Relations Committee which has a focus on district equity in curricula, discipline, and hiring practices.

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Narrative

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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers. Culture and climate surveys are distributed to students, parents, and teachers in each school at the beginning and end of each year. Results of each school's initial survey are analyzed and a plan for the year is developed. The year concludes with a survey assessing progress made on the culture and climate plan.

Facilities:

Hamilton Township School District has 24 facilities where students receive an education. It also has facilities for Board of Education employees, Special Services Department and the Facilities Department. The average age of the 24 school facilities is over 76 years old and of those schools, six are over 100 years old.

School Safety:

Security upgrades have been made as part of the district referendum, each school completes the monthly mandated security drills, and the district has three school safety specialists who completed the New Jersey Department of Education's training program. The district has four School Safety Specialists who have completed the NJDOE's endorsement program.

Narrative

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Technology and STEM:

Each middle school has a First Lego League and each high school has a Robotics team. Elementary schools have STEAM lessons. Each high school has an E-Sports Team and a Virtual Reality Lab.

Hamilton Township Public School District

(21-1950)

2023-2024

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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.

Other Information:

The Hamilton Township School District (HTSD) is located in Hamilton Township, Mercer County, New Jersey. It is the ninth largest school district in the state; however, we are a suburban school district, located between Princeton and Trenton. HTSD is comprised of a diverse group of nearly 11,600 students in 23 schools and an alternative education program, which include 3 high schools, 3 middle schools, and 17 elementary schools. We also operate one special education alternative program for middle/high school students. Students are taught and cared for by close to 1,750 certified and non-certified staff members. Our school district budget is approximately 210 million dollars. HTSD has educated the hearts and minds of its students for over 100 years. Our new strategic plan and mission statement, provide the template for the district's theme of Hamilton Opens Pathways to Excellence (HOPE). Our schools reflect the nation's drive for academic excellence, offering a comprehensive curriculum developed to meet the needs of all Hamilton's students. Teachers are closely involved in curriculum improvement and staff development programs, including professional learning communities, designed to advance effective instruction. Student involvement in HTSD is plentiful, with two out of every three students participating in the visual and performing arts, athletics or some other extracurricular activity. Many opportunities for community service and service learning are provided as well. Students are not only participating in these activities, but demonstrating their commitment to excellence and good character traits. Numerous individual and team awards, and various forms of recognition, give evidence to their talent and dedication.