Freehold Regional High School District (25-1650)

2023-2024

County: Monmouth

District: Freehold Regional High School District

📍 11 Pine Street
Administration Building
Englishtown, NJ 07726-1513

Superintendent: Dr. Nicole Hazel

District Website

📞 732-792-7300 x8502

👥 **9,947**
Total Students

🏫

09-12
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

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

Overview & Resources

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	Monmouth
District	Freehold Regional High School District
Superintendent Name	Dr. Nicole Hazel
Address	11 Pine Street, Administration Building , Englishtown, NJ 07726-1513
Phone Number	732-792-7300 x8502
Email Address	nhazel@frhsd.com
Website	www.frhsd.com
Facebook	https://www.facebook.com/FreeholdRegional/
Twitter	https://x.com/FreeholdRegHSD

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
Colts Neck High School	09-12
Freehold Borough High School	09-12
Freehold Township High School	09-12
Howell High School	09-12
Manalapan High School	09-12
Marlboro High School	09-12

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Demographics

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

Enrollment Trends by Grade

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

Grade	2021-22	2022-23	2023-24
9	2,591	2,485	2,338
10	2,544	2,623	2,491
11	2,506	2,477	2,552
12	2,621	2,582	2,566
Total	10,262	10,167	9,947

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	11.1%	12.8%	15.0%
Students with Disabilities	15.5%	15.5%	15.3%
Multilingual Learners	1.6%	2.4%	2.6%
Students Experiencing Homelessness	0.2%	0.3%	0.4%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.6%	0.6%	0.8%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial And Ethnic Group	2021-22	2022-23	2023-24
White	69.7%	68.4%	67.5%
Hispanic	15.7%	16.7%	17.7%
Black or African American	3.4%	3.5%	3.4%
Asian	9.0%	9.2%	9.0%
Native Hawaiian or Pacific Islander	0.2%	0.1%	0.1%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two Or More Races	1.8%	1.9%	2.1%

Demographics

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

Enrollment Trends by Full 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	10,136	10,040	9,821
Shared Time Students	249	254	249
Full Time Equivalent	10,261	10,167	9,946

Demographics

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

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total. To see this data in a table, click the Table View option below the chart.
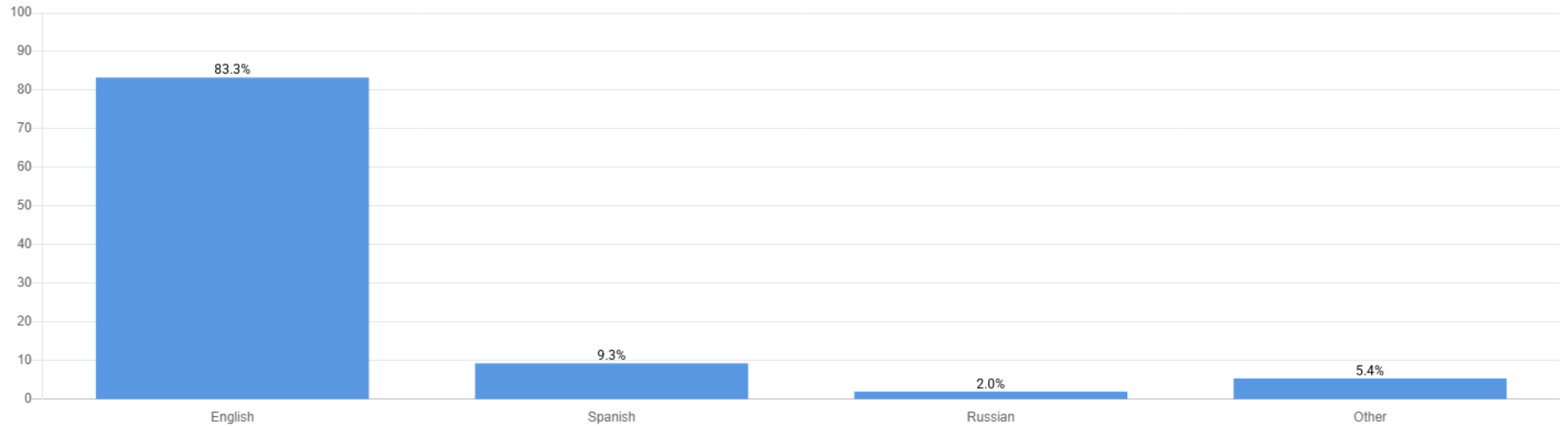
| English	Spanish	Russian	Other
83.3%	9.3%	2.0%	5.4%

Academic Achievement

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

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

English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability
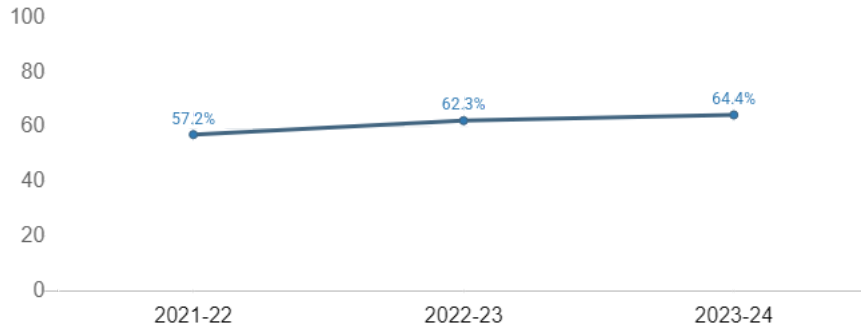
Math Proficiency Rate for Federal Accountability
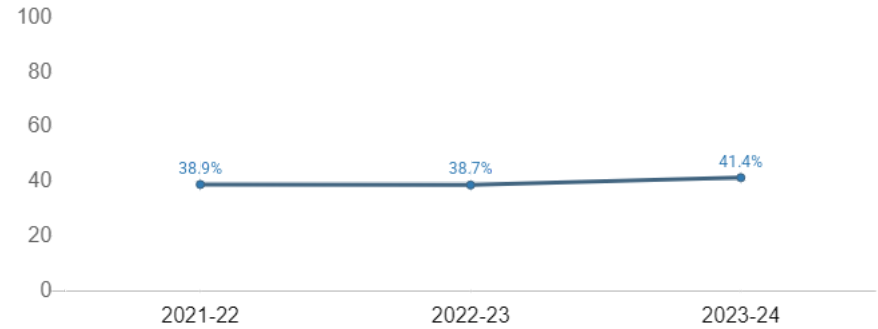
Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	98.6%	98.2%	98.3%	97.5%	97.8%	98.4%
Proficiency Rate for Federal Accountability	57.2%	62.3%	64.4%	38.9%	38.7%	41.4%
Annual Target	33.0%	35.9%	63.6%	25.9%	29.3%	40.7%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

† Target was met within a confidence interval.

Academic Achievement

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	2,288	98.3%	64.4%	52.2%	64.4%	63.6%	Met Target
White	1,567	98.6%	65.5%	61.8%	65.5%	66.1%	Met Target†
Hispanic	406	96.5%	50.5%	38%	50.5%	44.7%	Met Target
Black or African American	79	98.7%	50.6%	35.9%	50.6%	49.6%	Met Target
Asian, Native Hawaiian, or Pacific Islander	185	99.5%	88.6%	79.9%	88.6%	83.4%	Met Goal
American Indian or Alaska Native	*	*	*	51.2%	*	**	**
Two or More Races	*	100%	71.4%	59.4%	71.4%	65.4%	Met Target
Female	*	98.2%	72.3%	57.7%	72.3%		
Male	*	98.5%	56.4%	47%	56.4%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	368	97.4%	46.5%	34.6%	46.5%	41.6%	Met Target
Non-Economically Disadvantaged Students	1,920	98.5%	67.8%	62.8%	67.8%		
Students with Disabilities	378	97.2%	23%	19.8%	23%	26.7%	Not Met
Students without Disabilities	1,910	98.5%	72.6%	59.4%	72.6%		
Multilingual Learners	40	100%	17.5%	23.1%	17.5%	N	N
Non-Multilingual Learners	2,248	98.3%	65.2%	56.2%	65.2%		
Students Experiencing Homelessness	*	*	*	21.9%	*		
Students in Foster Care	*	*	*	19.3%	*		
Military-Connected Students	16	100%	62.5%	48.2%	62.5%		
Migrant Students	*	*	*	13.3%	*		

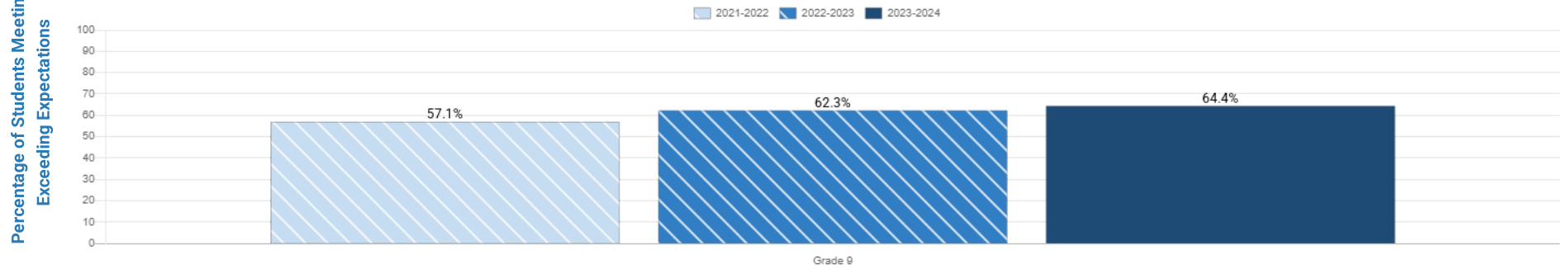† Target was met within a confidence interval.

Academic Achievement

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English Language Arts Assessment - Performance Trends

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

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 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	2,241	760	755	7%	11%	18%	42%	23%	64%	58%
White	1,535	762	764	6%	10%	17%	43%	23%	66%	67%
Hispanic	395	745	741	13%	14%	24%	38%	11%	49%	45%
Black or African American	71	746	737	7%	23%	23%	37%	11%	48%	40%
Asian, Native Hawaiian, or Pacific Islander	*	786	789	1%	4%	7%	39%	49%	88%	87%
American Indian or Alaska Native	*	*	757	*	*	*	*	*	*	59%
Two or More Races	*	765	761	6%	10%	14%	37%	33%	71%	64%
Female	*	768	762	5%	9%	14%	43%	29%	72%	64%
Male	*	753	747	9%	13%	21%	40%	16%	56%	51%
Non-binary/undesignated gender	*	*	774	*	*	*	*	*	*	77%
Economically Disadvantaged Students	357	740	738	16%	17%	22%	34%	11%	44%	41%
Non-Economically Disadvantaged Students	1,884	764	764	5%	10%	17%	43%	25%	68%	67%
Students with Disabilities	322	718	717	24%	37%	23%	15%	1%	16%	19%
Students without Disabilities	1,919	768	761	4%	7%	17%	46%	27%	73%	64%
Multilingual Learners	41	709	701	46%	22%	12%	15%	5%	20%	*
Non-Multilingual Learners	2,200	761	758	6%	11%	18%	42%	23%	65%	61%
Students Experiencing Homelessness	*	*	721	*	*	*	*	*	*	25%
Students in Foster Care	*	*	714	*	*	*	*	*	*	20%
Military-Connected Students	18	757	749	11%	6%	22%	39%	22%	61%	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	2,268	98.4%	41.4%	40.2%	41.4%	40.7%	Met Target
White	1,488	98.7%	44%	51.1%	44%	42.6%	Met Target
Hispanic	453	97.5%	24.3%	24.2%	24.3%	24.2%	Met Target
Black or African American	75	95%	28%	20.1%	28%	23.1%	Met Target
Asian, Native Hawaiian, or Pacific Islander	195	99.5%	65.6%	74.4%	65.6%	64.4%	Met Target
American Indian or Alaska Native	*	*	*	42%	*	**	**
Two or More Races	*	100%	45.1%	48.9%	45.1%	38.5%	Met Target
Female	*	98.8%	40.1%	38.4%	40.1%		
Male	*	98.2%	42.4%	42%	42.4%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	381	97.7%	22%	21.7%	22%	25.9%	Not Met
Non-Economically Disadvantaged Students	1,887	98.5%	45.3%	51.5%	45.3%		
Students with Disabilities	389	96.8%	21.1%	16.6%	21.1%	19.1%	Met Target
Students without Disabilities	1,879	98.7%	45.6%	45.4%	45.6%		
Multilingual Learners	60	93.1%	<10%	18.7%	<10%	11.2%	Not Met
Non-Multilingual Learners	2,208	98.6%	42.3%	43.5%	42.3%		
Students Experiencing Homelessness	12	100%	25%	12.9%	25%		
Students in Foster Care	*	*	*	12.4%	*		
Military-Connected Students	12	100%	33.3%	38.8%	33.3%		
Migrant Students	*	*	*	<10%	*		

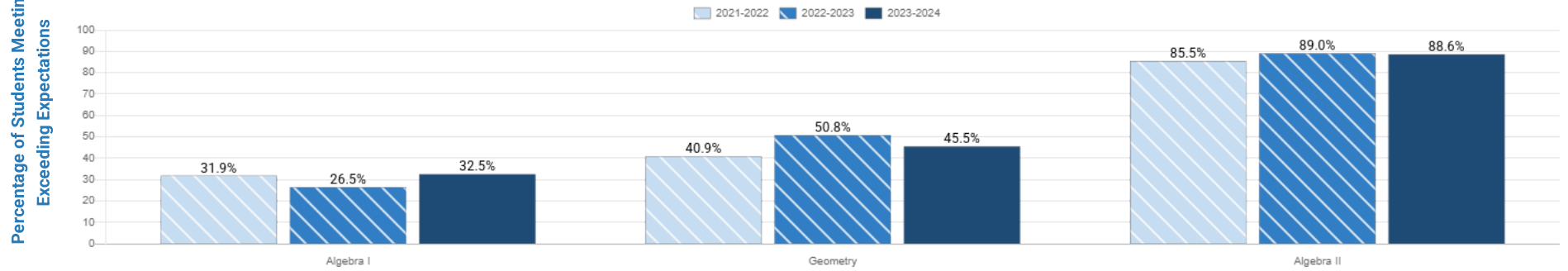† Target was met within a confidence interval.

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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

Y-axis: Percentage of Students Meeting/Exceeding Expectations

Algebra I: 31.9%, 26.5%, 32.5%
Geometry: 40.9%, 50.8%, 45.5%
Algebra II: 85.5%, 89.0%, 88.6%

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

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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	1,451	734	738	13%	23%	32%	32%	0%	33%	40%
White	916	738	748	9%	20%	34%	37%	0%	37%	51%
Hispanic	355	721	723	24%	32%	27%	18%	0%	18%	23%
Black or African American	55	725	719	16%	35%	29%	20%	0%	20%	19%
Asian, Native Hawaiian, or Pacific Islander	85	751	773	6%	13%	28%	49%	4%	53%	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	*	735	746	15%	21%	29%	32%	3%	35%	49%
Female	*	734	737	12%	24%	32%	32%	0%	32%	39%
Male	*	734	739	13%	22%	31%	32%	0%	33%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	304	721	722	22%	35%	27%	15%	1%	15%	22%
Non-Economically Disadvantaged Students	1,147	737	747	10%	20%	33%	37%	0%	37%	50%
Students with Disabilities	320	716	710	29%	34%	26%	12%	0%	12%	11%
Students without Disabilities	1,131	739	743	8%	20%	33%	38%	1%	38%	45%
Multilingual Learners	62	707	705	*	*	*	*	*	*	*
Non-Multilingual Learners	1,389	735	741	12%	22%	32%	33%	0%	34%	43%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	13%
Students in Foster Care	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	696	*	*	*	*	*	*	*

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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	594	747	750	1%	7%	46%	44%	2%	45%	53%
White	433	748	752	1%	6%	47%	45%	1%	46%	57%
Hispanic	78	740	735	1%	21%	47%	31%	0%	31%	29%
Black or African American	*	733	733	10%	10%	60%	20%	0%	20%	26%
Asian, Native Hawaiian, or Pacific Islander	57	756	765	0%	2%	37%	56%	5%	61%	77%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	66%
Two or More Races	15	746	756	0%	7%	40%	47%	7%	53%	63%
Female	*	745	748	1%	8%	47%	43%	0%	43%	50%
Male	*	750	752	1%	6%	44%	45%	3%	48%	57%
Non-binary/undesignated gender	*	*	752	*	*	*	*	*	*	60%
Economically Disadvantaged Students	64	740	734	3%	20%	48%	27%	2%	28%	28%
Non-Economically Disadvantaged Students	530	748	754	1%	6%	46%	46%	2%	48%	60%
Students with Disabilities	*	*	727	*	*	*	*	*	*	24%
Students without Disabilities	*	748	751	1%	7%	46%	44%	2%	46%	54%
Multilingual Learners	*	*	716	*	*	*	*	*	*	11%
Non-Multilingual Learners	*	747	751	1%	7%	46%	44%	2%	46%	55%
Students Experiencing Homelessness	*	*	727	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	743	*	*	*	*	*	*	44%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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

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.

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	176	775	770	1%	1%	10%	84%	5%	89%	73%
White	104	776	771	1%	2%	7%	85%	6%	90%	75%
Hispanic	13	770	736	0%	0%	23%	77%	0%	77%	37%
Black or African American	*	*	736	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	53	775	785	0%	0%	11%	83%	6%	89%	88%
American Indian or Alaska Native	*	*	775	*	*	*	*	*	*	83%
Two or More Races	*	*	773	*	*	*	*	*	*	74%
Female	*	774	765	0%	0%	14%	83%	3%	86%	68%
Male	*	776	776	1%	2%	6%	84%	7%	91%	78%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	733	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	776	777	1%	1%	10%	83%	5%	89%	80%
Students with Disabilities	*	*	752	*	*	*	*	*	*	54%
Students without Disabilities	*	775	771	1%	1%	10%	84%	5%	89%	73%
Multilingual Learners	*	*	706	*	*	*	*	*	*	14%
Non-Multilingual Learners	*	775	772	1%	1%	10%	83%	5%	89%	75%
Students Experiencing Homelessness	*	*	*	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	744	*	*	*	*	*	*	59%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	ELA: Participation Rate	Math: # Students Tested	Math: Participation Rate
11	59	98.3%	66	98.5%

Academic Achievement

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

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English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	# Students with Overall Score Below 4.5	% Students with Overall Score Below 4.5	# Students with Overall Score of 4.5 or Above	% Students with Overall Score 4.5 or Above
0-2	197	*	>90%	*	<10%
3-4	55	*	>90%	*	<10%
5 or more	N	N	N	N	N

English Language Progress to Proficiency

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

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

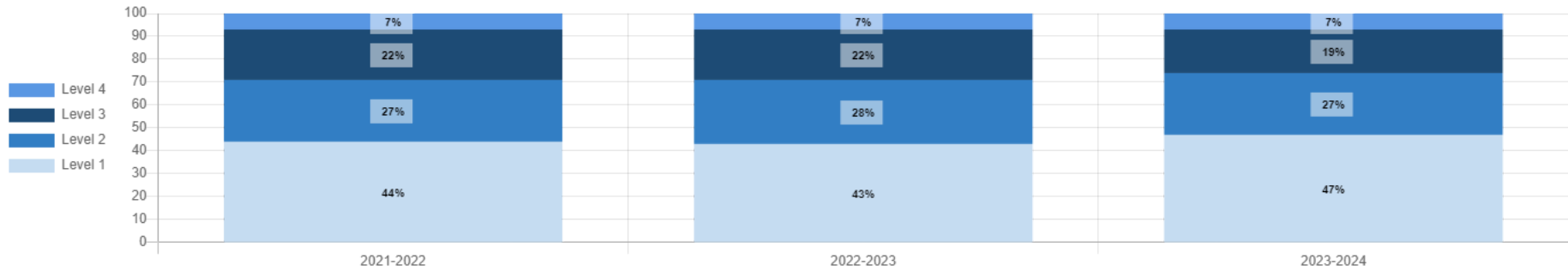† Target was met within a confidence interval.

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 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	47%	27%	19%	7%	45%	27%	19%	9%
White	44%	29%	20%	8%	34%	30%	26%	11%
Hispanic	61%	23%	12%	4%	61%	25%	11%	3%
Black or African American	62%	21%	10%	6%	64%	24%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	38%	19%	31%	13%	17%	23%	33%	28%
American Indian or Alaska Native	*	*	*	*	54%	21%	19%	6%
Two or More Races	36%	34%	26%	3%	38%	26%	25%	11%
Female	45%	28%	21%	6%	43%	29%	20%	7%
Male	49%	25%	17%	9%	47%	24%	18%	10%
Non-binary/undesignated gender	*	*	*	*	26%	28%	30%	16%
Economically Disadvantaged Students	63%	24%	11%	2%	63%	24%	11%	2%
Non-Economically Disadvantaged Students	45%	27%	20%	8%	37%	28%	24%	12%
Students with Disabilities	75%	18%	4%	2%	77%	16%	5%	1%
Students without Disabilities	43%	28%	21%	8%	40%	28%	22%	10%
Multilingual Learners	85%	12%	3%	0%	88%	10%	1%	0%
Non-Multilingual Learners	46%	27%	19%	7%	42%	28%	21%	9%
Students Experiencing Homelessness	*	*	*	*	72%	19%	8%	1%
Students in Foster Care	*	*	*	*	76%	18%	5%	1%
Military-Connected Students	50%	22%	22%	6%	48%	29%	17%	7%
Migrant Students	*	*	*	*	*	*	*	*

Academic Achievement

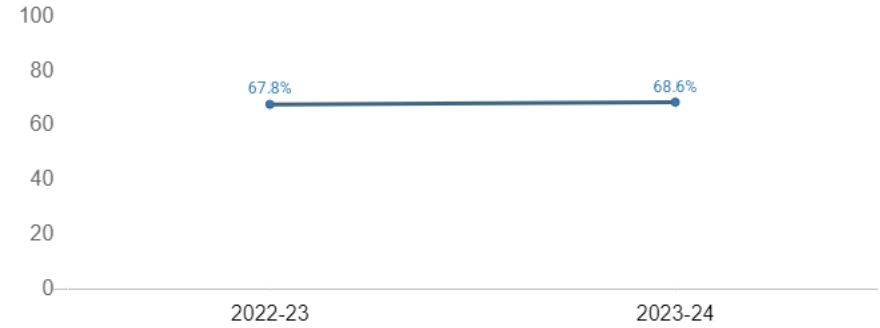## Graduation Proficiency Assessment (NJGPA) Trends

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
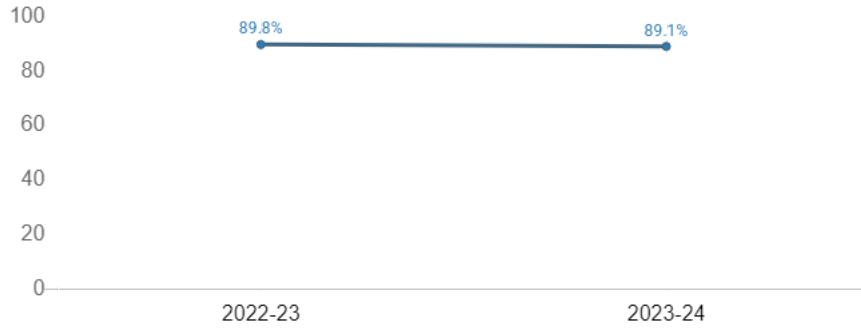
Math Graduation Ready Rate

Performance Measure	2022-23 ELA	2023-24 ELA	2022-23 Math	2023-24 Math
Graduation Ready Rate	89.8%	89.1%	67.8%	68.6%
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	2,559	89.1%	82.5%	2,561	68.6%	55.6%
White	1,727	>90%	90%	1,725	72.5%	69.1%
Hispanic	435	75.6%	72.3%	439	47.2%	38%
Black or African American	102	71.6%	73.6%	102	43.1%	33.1%
Asian, Native Hawaiian, or Pacific Islander	230	>90%	>90%	230	>90%	87.9%
American Indian or Alaska Native	*	*	76.2%	*	*	43.8%
Two or More Races	*	>90%	87.5%	*	67.7%	62%
Female	*	>90%	86.9%	*	68.8%	56.6%
Male	*	85.7%	78.3%	*	68.4%	54.7%
Non-binary/undesignated gender	*	*	87.7%	*	*	69.9%
Economically Disadvantaged Students	310	71.3%	71.7%	314	44.6%	36%
Non-Economically Disadvantaged Students	2,249	>90%	87.6%	2,247	71.9%	65.1%
Students with Disabilities	356	60.1%	53.6%	350	26%	18.2%
Students without Disabilities	2,203	>90%	87.4%	2,211	75.3%	62%
Multilingual Learners	58	32.8%	24.4%	65	20%	12.5%
Non-Multilingual Learners	2,501	>90%	86.5%	2,496	69.8%	58.8%
Students experiencing homelessness	*	*	58.6%	*	*	23%
Students in Foster Care	*	*	44.3%	*	*	22.6%
Military-Connected Students	16	87.5%	82%	16	56.3%	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	65.1%	62.7%
12th graders taking ACT in 2023-2024 or prior years	7.1%	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	476	459	Grade 10: 430 Grade 11: 460	64%	54%
PSAT 10/NMSQT - Math	474	454	Grade 10: 480 Grade 11: 510	40%	32%
SAT - Reading and Writing	573	530	480	86%	65%
SAT - Math	569	519	530	66%	46%
ACT - Reading	25	24	22	71%	63%
ACT - English	24	24	18	82%	76%
ACT - Math	24	23	22	69%	58%
ACT - Science	24	23	23	60%	55%

College and Career Readiness

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

AP/IB Coursework – Participation and Performance

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

Students enrolled in one or more AP or IB course

District 55.9%
State 35.9%

Students taking one or more AP or IB exam

District 45.4%
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 33.2%
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 21.1%
State 26.9%

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	55.9%	21.1%	35.9%	26.9%
White	58.4%	23.5%	41.8%	33.0%
Hispanic	35.0%	13.8%	23.2%	20.9%
Black or African American	34.5%	11.7%	20.3%	17.4%
Asian, Native Hawaiian, or Pacific Islander	83.7%	21.1%	70.5%	32.5%
American Indian or Alaska Native	*	*	30.4%	28.6%
Two or More Races	55.0%	18.0%	41.0%	29.0%
Female	63.7%	26.0%	41.4%	30.2%
Male	48.8%	16.8%	30.6%	23.7%
Non-Binary/Undesignated Gender	53.3%	6.7%	42.9%	28.4%
Economically Disadvantaged Students	29.7%	12.7%	22.8%	20.2%
Students with Disabilities	5.9%	4.4%	4.8%	10.9%
Multilingual Learners	4.6%	0.8%	9.8%	8.8%
Students experiencing homelessness	21.6%	16.2%	12.6%	15.1%
Students in Foster Care	*	*	4.5%	10.6%
Military-Connected Students	39.1%	19.6%	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	4	8
AP Biology	236	229
AP Calculus AB	318	266
AP Calculus BC	194	195
AP Chemistry	213	204
AP Chinese Languages: Language and Culture	2	5
AP Comparative Government and Politics	30	28
AP Computer Science A	162	143
AP Computer Science Principles	266	213
AP Drawing	25	12
AP English Language and Composition	853	792
AP English Literature and Composition	629	458
AP Environmental Science	387	322
AP European History	64	44
AP French Language and Culture	11	0
AP Human Geography	25	22
AP Italian Language and Culture	19	13
AP Latin (Virgil, Catullus and Horace)	6	6
AP Macroeconomics	256	201
AP Microeconomics	298	270
AP Music Theory	0	3
AP Physics 1	506	462

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.

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AP/IB Course	Students Enrolled	Students Tested
AP Physics 2	63	54
AP Physics C: Electricity and Magnetism	25	30
AP Physics C: Mechanics	46	49
AP Precalculus	0	2
AP Psychology	811	604
AP Research	31	31
AP Seminar	31	30
AP Spanish Language and Culture	89	79
AP Statistics	455	379
AP U.S. Government and Politics	255	202
AP U.S. History	919	855
AP World History: Modern	31	31
IB Biology	35	17
IB Classical Languages—Latin	14	9
IB Design Technology	55	26
IB Environmental Systems and Societies	13	13
IB History	103	53
IB Langage A: Literature - Hungarian	0	1
IB Language A: Literature—English	103	53
IB Language B—Italian	13	6
IB Language B—Spanish	74	37
IB Mathematics: Analysis and Approaches	34	17

College and Career Readiness

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AP/IB Course	Students Enrolled	Students Tested
IB Mathematics: Applications and Interpretation	69	36
IB Music	1	1
IB Physics	23	4
IB Theory of Knowledge	103	53
IB Visual Arts	47	26
Total Exams taken		6,594
Exams with scores of at least 3 on AP exams or 4 on IB exams		4,444

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
Albanian	*	*
Bengali	*	*
Chinese	*	*
Filipino	*	*
French	*	*
Haitian Creole	*	*
Hebrew	*	*
Hindi	*	*
Hungarian	*	*
Italian	*	*
Latin	*	*
Marathi	*	*
Polish	*	*
Portuguese	*	*
Russian	*	*
Spanish	85	3.3%
Swedish	*	*
Ukrainian	*	*
Vietnamese	*	*
Total Seals Earned	135	

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

College and Career Readiness

Seal of Biliteracy

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Language	Students Earning a Seal of Biliteracy	Percentage of 12th Graders
Total Unique Students Earning Seals	130	5.1%
Current and Former Multilingual Learners Earning Seals	29	47.5%†

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

College and Career Readiness

Seal of Biliteracy

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Language	Students Earning a Seal of Biliteracy	Percentage of 12th Graders

†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 3.9%
State 7.6%

CTE Concentrators

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

District 7.8%
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	3.9%	7.8%	7.6%	10.4%
White	3.7%	7.7%	6.1%	10.0%
Hispanic	3.6%	8.3%	9.3%	10.8%
Black or African American	4.8%	6.0%	9.5%	10.7%
Asian, Native Hawaiian, or Pacific Islander	4.9%	8.9%	5.5%	10.5%
American Indian or Alaska Native	0.0%	14.8%	8.3%	8.8%
Two or More Races	5.5%	5.0%	7.5%	10.1%
Female	3.9%	8.2%	7.5%	10.9%
Male	3.9%	7.3%	7.7%	9.9%
Non-Binary/Undesignated Gender	4.8%	14.3%	8.9%	15.2%
Economically Disadvantaged Students	4.5%	6.8%	9.8%	10.7%
Students with Disabilities	4.0%	8.7%	6.0%	7.9%
Multilingual Learners	0.0%	0.2%	8.0%	3.5%
Students experiencing homelessness	8.0%	2.7%	7.7%	6.2%
Students in Foster Care	*	*	5.9%	6.7%
Military-Connected Students	6.5%	14.9%	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	60	53.6%
Architecture & Construction	45	93.8%
Arts, A/V Technology & Communications	49	96.1%
Government & Public Administration	203	98.1%
Health Science	220	100.0%
Hospitality & Tourism	150	91.5%
Human Services	61	98.4%
Information Technology	63	31.2%
Law, Public Safety, Corrections & Security	20	26.7%
Manufacturing	*	*
Marketing	*	*
Science, Technology, Engineering & Mathematics	72	98.6%
Transportation, Distribution & Logistics	28	54.9%
Total	981	76.8%

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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	1.6%
State	2.2%

College and Career Readiness

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

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	112	*	*
Architecture & Construction	48	10	10
Arts, A/V Technology & Communications	51	*	*
Government & Public Administration	207	*	*
Health Science	220	110	110
Hospitality & Tourism	164	30	30
Human Services	62	28	28
Information Technology	202	*	*
Law, Public Safety, Corrections & Security	75	*	13
Manufacturing	*	*	*
Marketing	*	*	*
Science, Technology, Engineering & Mathematics	73	*	*
Transportation, Distribution & Logistics	51	*	*
Total	1,277	197	202

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
9	44	2,108	176	0	0	0	43
10	1,380	111	756	207	0	83	41
11	58	19	1,378	708	176	30	159
12	10	10	73	415	439	839	603
Total	1,492	2,248	2,383	1,330	615	952	846
Enrolled in AP/IB Course					512	455	103
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	1

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	2,259	1	0	3	0	41
10	58	2,378	0	7	2	74
11	152	134	0	776	1,402	258
12	151	110	0	322	220	865
Total	2,620	2,623	0	1,108	1,624	1,238
Enrolled in AP/IB Course	270	213		400	660	55
Enrolled in Dual Enrollment Course	60	0	0	0	0	60

College and Career Readiness

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

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	2,183	15	28	0	0	156
10	71	2,347	35	36	29	264
11	98	2,465	139	314	111	554
12	68	205	182	899	431	1,095
Total	2,420	5,032	384	1,249	571	2,069
Enrolled in AP/IB Course	134	919	381	811		462
Enrolled in Dual Enrollment Course	3	317	3	86	27	18

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
9	1,602	1	350	94	0	0	0
10	1,738	26	346	151	0	15	0
11	999	27	207	90	0	12	0
12	253	13	79	51	0	1	1
Total	4,592	67	982	386	0	28	1
Enrolled in AP/IB Course	163	11	32	20	0	2	0
Enrolled in Dual Enrollment Course	1	0	0	0	0	0	1
Enrolled in Level 3 or Higher	1,245	56	232	104	0	13	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.

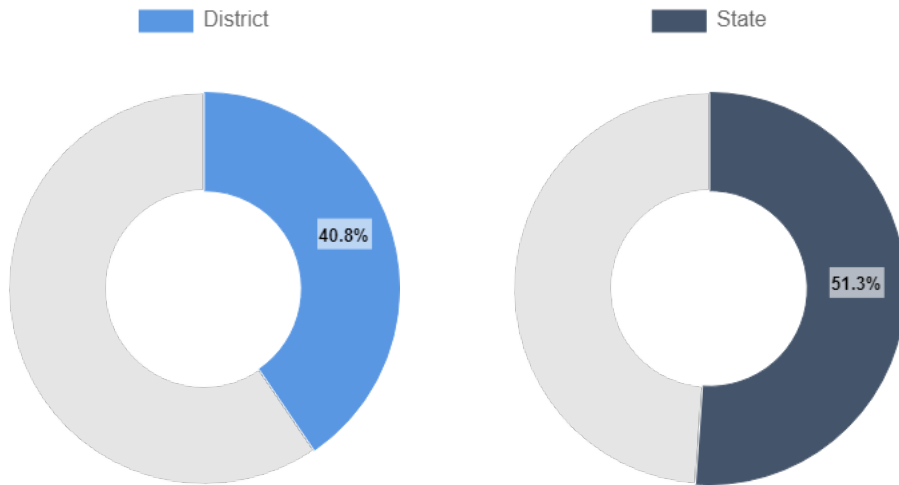| Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	0	50	0	0	0	0	14
10	51	10	0	0	0	0	95
11	77	61	0	0	0	0	24
12	102	145	0	0	0	0	113
Total	230	266	0	0	0	0	246
Enrolled in AP/IB Course	162	266		0			0
Enrolled in Dual 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.
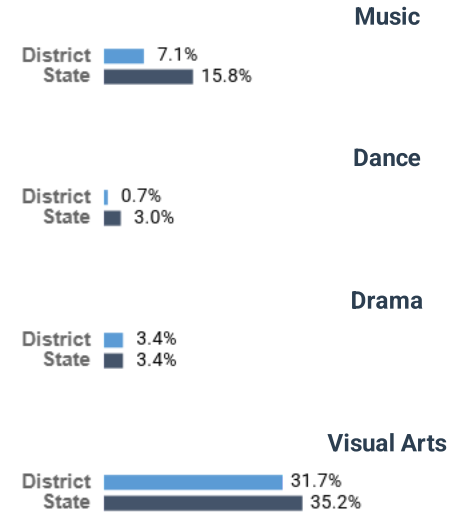
Visual and Performing Arts – Course Participation

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

District

State

District: 40.8%

State: 51.3%

Students enrolled in one or more classes by discipline:

Music
District 7.1%
State 15.8%

Dance
District 0.7%
State 3.0%

Drama
District 3.4%
State 3.4%

Visual Arts
District 31.7%
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   4.4%
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.
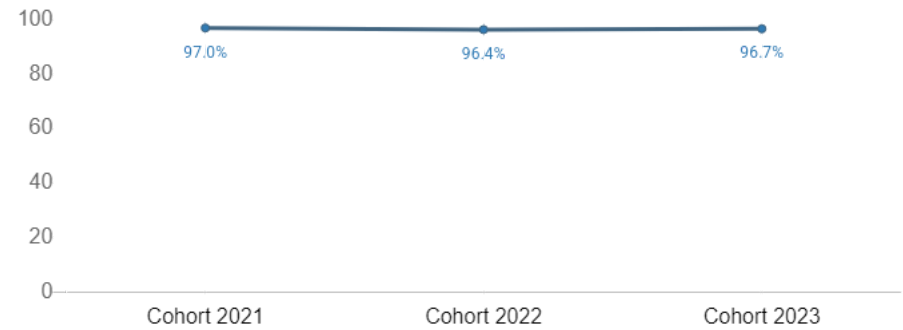
Graduation Rate Trends and Progress

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
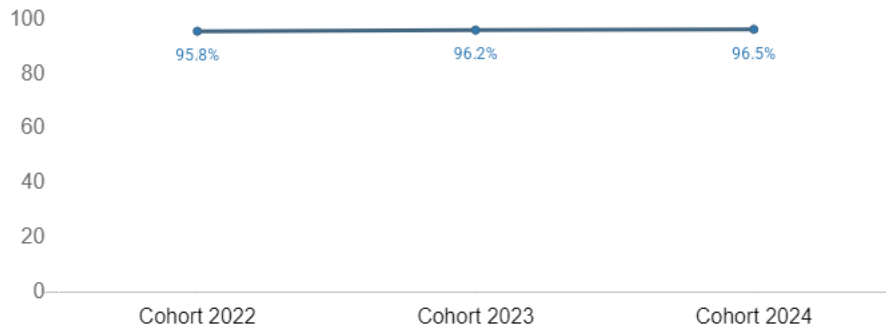
5-Year Graduation Rate Trends

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	95.8%	96.2%	96.5%	97.0%	96.4%	96.7%
Statewide Graduation Rate	90.9%	91.1%	91.3%	92.5%	92.7%	92.6%

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2020-2021 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students with disabilities who did not meet some or all graduation requirements because of a 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	96.5%	1.8%	1.7%	91.3%	3.8%	4.9%
White	97.5%	1.6%	0.9%	95.0%	2.6%	2.5%
Hispanic	92.4%	2.3%	5.3%	86.9%	4.9%	8.3%
Black or African American	93.5%	3.3%	3.3%	86.5%	6.0%	7.5%
Asian, Native Hawaiian, or Pacific Islander	97.4%	2.1%	0.4%	96.7%	2.3%	1.0%
American Indian or Alaska Native	*	*	*	91.7%	3.8%	4.5%
Two or More Races	97.7%	2.3%	0.0%	92.3%	3.5%	4.3%
Female	97.1%	1.5%	1.5%	93.1%	2.8%	4.1%
Male	96.0%	2.1%	1.9%	89.5%	4.7%	5.7%
Non-Binary/Undesignated Gender	N	N	N	86.7%	3.3%	10.0%
Economically Disadvantaged Students	92.8%	2.7%	4.6%	87.1%	5.3%	7.7%
Students with Disabilities	89.1%	8.7%	2.2%	80.7%	12.5%	6.8%
Multilingual Learners	81.6%	5.3%	13.2%	78.9%	7.5%	13.6%
Students experiencing homelessness	90.9%	0.0%	9.1%	74.5%	11.2%	14.3%
Students in Foster Care	*	*	*	61.6%	13.1%	25.3%
Military-Connected Students	100.0%	0.0%	0.0%	94.5%	2.3%	3.1%
Migrant Students	N	N	N	88.2%	3.9%	7.9%

	Freehold Regional High School District	Report Key:
	(25-1650)	* Data is not displayed in order to protect student privacy
	2023-2024	** 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 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	96.7%	1.5%	1.8%	92.6%	1.7%	5.6%
White	97.3%	1.6%	1.1%	95.9%	1.5%	2.6%
Hispanic	93.6%	1.2%	5.3%	88.2%	1.9%	9.9%
Black or African American	94.0%	1.2%	4.8%	88.9%	2.5%	8.7%
Asian, Native Hawaiian, or Pacific Islander	98.0%	1.6%	0.4%	97.5%	1.3%	1.2%
American Indian or Alaska Native	N	N	N	92.5%	0.0%	7.5%
Two or More Races	97.6%	0.0%	2.4%	94.7%	1.0%	4.3%
Female	97.5%	1.0%	1.5%	94.4%	1.2%	4.4%
Male	95.9%	2.0%	2.2%	91.0%	2.2%	6.8%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	93.6%	0.4%	6.0%	88.8%	2.0%	9.2%
Students with Disabilities	87.8%	8.8%	3.4%	84.1%	8.2%	7.7%
Multilingual Learners	90.3%	0.0%	9.7%	78.0%	2.0%	20.0%
Students experiencing homelessness	100.0%	0.0%	0.0%	78.0%	3.9%	18.1%
Students in Foster Care	*	*	*	67.0%	7.5%	25.5%
Military-Connected Students	91.7%	0.0%	8.3%	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	96.7%	1.1%	2.2%	97.8%	93.2%	1.0%	5.8%	94.2%
White	97.2%	1.4%	1.4%	98.6%	96.4%	0.9%	2.7%	97.3%
Hispanic	92.8%	0.2%	7.0%	93.0%	88.2%	1.0%	10.8%	89.2%
Black or African American	95.4%	0.0%	4.6%	95.4%	89.6%	1.4%	9.0%	91.0%
Asian, Native Hawaiian, or Pacific Islander	99.2%	0.8%	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	100.0%	0.0%	0.0%	100.0%	92.9%	1.3%	5.9%	94.1%
Female	97.7%	0.6%	1.7%	98.3%	95.0%	0.6%	4.4%	95.6%
Male	95.8%	1.6%	2.7%	97.3%	91.5%	1.4%	7.1%	92.9%
Non-Binary/Undesignated Gender	N	N	N	N	*	*	*	*
Economically Disadvantaged Students	92.4%	0.9%	6.7%	93.3%	88.8%	1.1%	10.2%	89.8%
Students with Disabilities	89.4%	6.2%	4.4%	95.6%	86.6%	5.4%	8.0%	92.0%
Multilingual Learners	78.3%	0.0%	21.7%	78.3%	77.6%	0.6%	21.9%	78.1%
Students experiencing homelessness	100.0%	0.0%	0.0%	100.0%	76.2%	1.4%	22.4%	77.6%
Students in Foster Care	*	*	*	*	64.1%	3.5%	32.4%	67.6%
Military-Connected Students	100.0%	0.0%	0.0%	100.0%	92.9%	1.7%	5.4%	94.6%
Migrant Students	N	N	N	N	67.1%	2.4%	30.5%	69.5%

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2020-2021 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students with disabilities who did not meet some or all graduation requirements because of a 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	89.5%	96.3%	86.8%	87.7%	91.8%	87.0%
White	90.7%	97.0%	87.8%	91.5%	95.0%	90.0%
Hispanic	82.7%	92.8%	75.7%	83.3%	87.4%	82.1%
Black or African American	80.4%	92.9%	86.2%	80.9%	87.6%	80.8%
Asian, Native Hawaiian, or Pacific Islander	96.2%	98.0%	97.9%	96.1%	97.3%	96.6%
American Indian or Alaska Native	*	N	*	84.1%	92.5%	86.4%
Two or More Races	88.6%	97.6%	83.3%	89.0%	93.0%	86.2%
Female	92.3%	97.3%	91.1%	90.5%	93.7%	90.6%
Male	87.0%	95.4%	82.7%	85.2%	90.0%	83.7%
Non-Binary/Undesignated Gender	N	N	N	83.3%	*	*
Economically Disadvantaged Students	77.5%	93.0%	72.9%	82.6%	87.8%	81.4%
Students with Disabilities	48.7%	85.7%	34.1%	60.2%	79.2%	51.8%
Multilingual Learners	80.3%	88.7%	75.0%	77.6%	77.6%	75.7%
Students experiencing homelessness	59.1%	100.0%	91.7%	67.0%	76.2%	64.6%
Students in Foster Care	*	*	*	50.4%	61.9%	47.1%
Military-Connected Students	93.8%	91.7%	85.0%	91.4%	94.9%	88.4%
Migrant Students	N	N	N	85.5%	64.3%	64.6%

Graduation/ Postsecondary

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

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

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

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

Accountability Graduation Rates

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

Student Group	Cohort 2023: 4-Year Graduation Rate	Cohort 2023: Annual Target	Cohort 2023: Met Target	Cohort 2022: 5-Year Graduation Rate	Cohort 2022: Annual Target	Cohort 2022: Met Target
Districtwide	96.1%	86.4%	Met Goal	86.7%	N	N
White	96.9%	87.6%	Met Goal	87.7%	N	N
Hispanic	92.4%	74.9%	Met Target	75.7%	N	N
Black or African American	92.9%	85.6%	Met Target	86.2%	N	N
Asian, Native Hawaiian, or Pacific Islander	97.6%	95.0%	Met Goal	97.9%	N	Met Goal
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	97.6%	83.8%	Met Goal	83.3%	N	N
Economically Disadvantaged Students	92.4%	71.7%	Met Target	72.9%	N	N
Students with Disabilities	85.5%	35.1%	Met Target	33.9%	N	N
Multilingual Learners	87.1%	67.9%	Met Target	75.0%	N	N

Graduation/ Postsecondary

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

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Graduation Pathways

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

Graduation Pathway	% of Graduates Meeting ELA Requirements by Pathway	% of Graduates Meeting Math Requirements by Pathway
Statewide Assessment	89.5%	68.9%
Substitute Competency Test	4.7%	21.3%
Portfolio Appeals Process	2.1%	3.6%
Alternate Requirements Specified in IEP	3.6%	6.1%
Unknown/Other	0.1%	0.1%

Dropout Rate Trends

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

School Year	District Rate	State Rate
2023-2024	0.4%	1.0%
2022-2023	0.5%	1.2%
2021-2022	0.6%	1.2%

Graduation/ Postsecondary

Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse (NSC), which collects data from at least 97% of higher education institutions nationwide. New Jersey graduates are matched to postsecondary enrollment data by NSC each year. While most students who enroll in a postsecondary institution each year are able to be matched by NSC, there are some students each year who cannot be matched. Some reasons that students may not be matched are: 1. Postsecondary enrollment cannot be shared with the NJDOE if students request a FERPA block on their postsecondary enrollment records; 2. Students who attend a college or university outside of the United States are not included in NSC data; 3. Certain colleges or universities may not participate in sharing data with NSC or may fail to report data for a certain semester or a certain group of students; and 4. NSC may not be able to match a student's name or date of birth in NJ SMART to the information provided by the postsecondary institution(s) with a high level of confidence.

In 2023, NSC implemented an additional manual review process to reduce the number of students who do not match due to #4 above, which may result in NSC matching additional students to postsecondary records moving forward. As a result, the NJDOE is not including trend data from prior to 2022-2023 in the reports.

Note for 2023-2024: Postsecondary enrollment data for the 2023-2024 school year is not yet available. The NJDOE expects to release the data in the coming months. Please refer to the 2022-2023 reports for the most recently available postsecondary enrollment rates.

Apprenticeship

This table shows, by year of graduation, the number of graduates who were enrolled into United States Department of Labor (USDOL) registered apprenticeship programs as of June 2024. This only includes students who enrolled in an apprenticeship program in New Jersey after high school graduation.

| Year of Graduation	Graduates enrolled in apprenticeship programs
2023	*
2022	13
2021	21
2020	17
2019	19
2018	19
2017	12
2016	21

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").
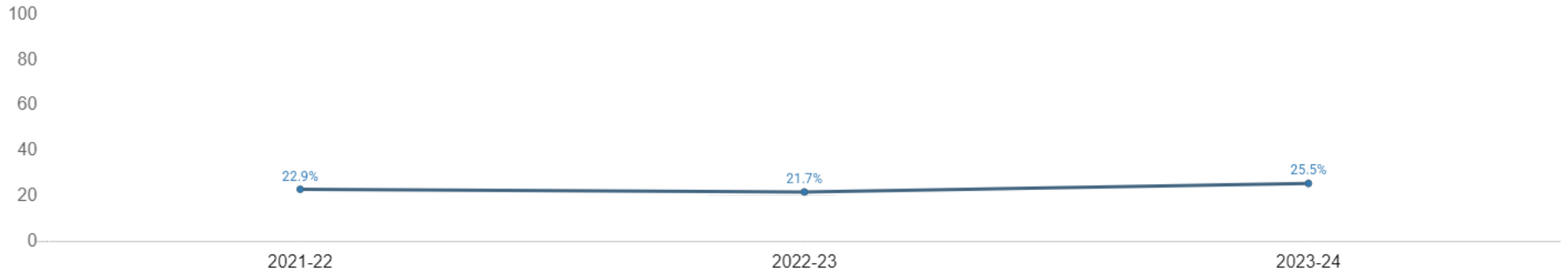
Performance Measure	2021-22	2022-23	2023-24
Chronic Absenteeism Rate	22.9%	21.7%	25.5%
ESSA Target (State Average for Grades Served)	19.8%	18.1%	17.2%
Met ESSA Target	Not Met	Not Met	Not Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Climate and Environment

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Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The ESSA Target: State Average for Grades Served column is the target used for ESSA accountability purposes. It reflects the statewide average for students in the grades offered by the district. Each student group has the same target based on all students, so the same ESSA Target will appear for all student groups. The last column shows whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").
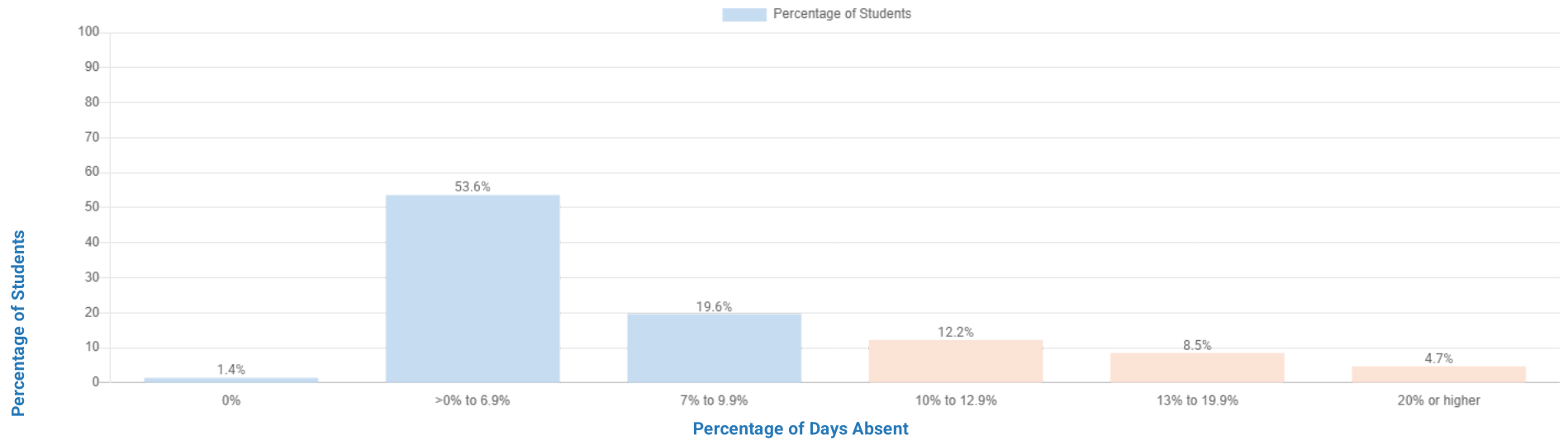
Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	2,591	25.5%	17.2%	Not Met
White	1,796	26.1%	17.2%	Not Met
Hispanic	527	29.2%	17.2%	Not Met
Black or African American	83	23.4%	17.2%	Not Met
Asian, Native Hawaiian, or Pacific Islander	126	13.9%	17.2%	Met
American Indian or Alaska Native	7	50.0%	**	**
Two or More Races	52	24.2%	17.2%	Not Met
Female	1,305	26.8%		
Male	1,279	24.2%		
Non-Binary/Undesignated Gender	7	33.3%		
Economically Disadvantaged Students	518	34.2%	17.2%	Not Met
Students with Disabilities	573	33.5%	17.2%	Not Met
Multilingual Learners	93	36.2%	17.2%	Not Met
Students Experiencing Homelessness	16	44.4%		
Students in Foster Care	*	*		
Military-Connected Students	30	28.3%		
Migrant Students	*	*		

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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.

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 Students

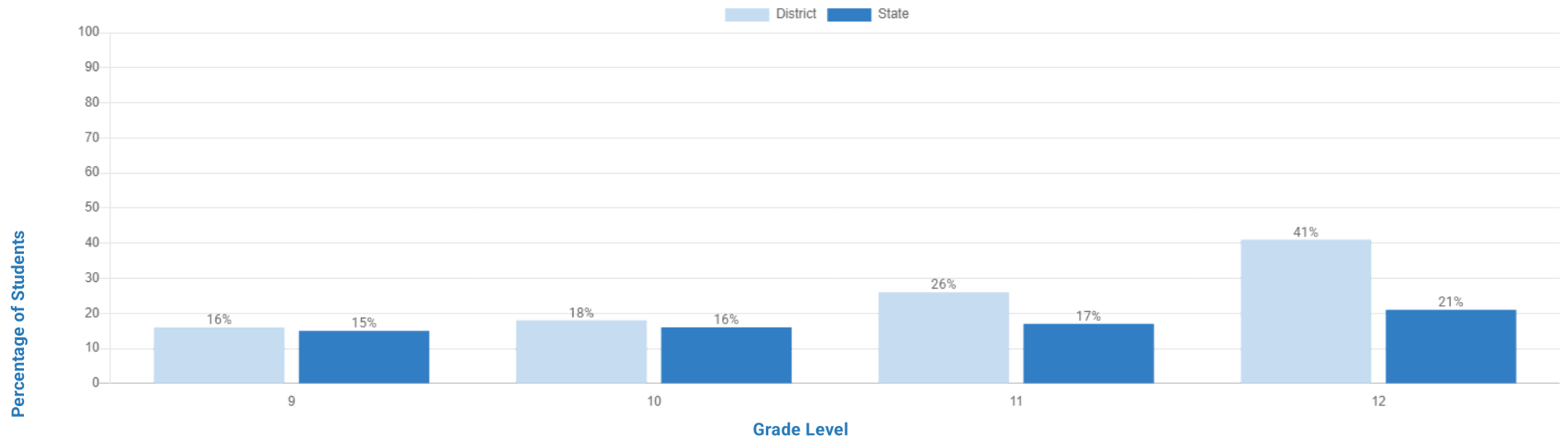| Percentage of Days Absent	Percentage of Students
0%	1.4%
>0% to 6.9%	53.6%
7% to 9.9%	19.6%
10% to 12.9%	12.2%
13% to 19.9%	8.5%
20% or higher	4.7%

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 by Grade

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

Climate and Environment

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	43
Weapons	1
Vandalism	3
Substances	62
Harassment, Intimidation, Bullying (HIB)	72
Total Unique Incidents	181
Incidents Per 100 Students Enrolled	1.82

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	25
Weapons	1
Vandalism	1
Substances	46
Harassment, Intimidation, Bullying (HIB)	19
Other Incidents Leading to Removal	3

Climate and Environment

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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	6	20	26
Religion	2	7	9
Ancestry	2	11	13
Gender	2	13	15
Sexual Orientation	2	13	15
Disability	0	8	8
Other	7	29	36
No Identified Nature	34		34

Climate and Environment

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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	95	1%	98	1%	153	2%	<5	<5.00%	0	0%
Hispanic	59	3%	62	3%	98	5%	<5	<5.00%	0	0%
Black or African American	12	3%	17	5%	25	7%	<5	<5.00%	0	0%
Asian	6	1%	6	1%	11	1%	<5	<5.00%	0	0%
Native Hawaiian or Pacific Islander	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
American Indian or Alaska Native	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
Two or more races	1	0%	6	3%	7	3%	<5	<5.00%	0	0%
Female	39	1%	43	1%	66	1%	<5	<5.00%	0	0%
Male	134	3%	145	3%	227	4%	<5	<5.00%	0	0%
Non-Binary/Undesignated Gender	0	0%	1	4%	1	4%	<5	<5.00%	0	0%
Economically Disadvantaged Students	68	4%	69	4%	111	6%	<5	<5.00%	0	0%
Students with disabilities	59	4%	57	3%	96	6%	<5	<5.00%	0	0%

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Student Disciplinary Removals: By Grade Level

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

Grade	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Districtwide	173	2%	191	2%	296	3%	1	0%	0	0%
9	53	2%	52	2%	86	4%	<5	<5.00%	0	0%
10	49	2%	43	2%	74	3%	<5	<5.00%	0	0%
11	41	2%	55	2%	75	3%	<5	<5.00%	0	0%
12	30	1%	39	1%	59	2%	<5	<5.00%	0	0%

Climate and Environment

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

Students Involved in Police Notifications: By 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	103	1%	31	0%	1	0%	47	0%	1	0%	21	0%	5	0%
White	53	1%	16	0%	<5	<5.00%	26	0%	<5	<5.00%	11	0%	0	0%
Hispanic	32	2%	9	0%	<5	<5.00%	17	1%	<5	<5.00%	7	0%	1	0%
Black or African American	9	2%	5	1%	<5	<5.00%	2	1%	<5	<5.00%	0	0%	1	0%
Asian	4	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%	2	0%	2	0%
Native Hawaiian or Pacific Islander	0	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%
American Indian or Alaska Native	0	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%
Two or more races	4	2%	1	0%	<5	<5.00%	1	0%	<5	<5.00%	1	0%	1	0%
Female	18	0%	2	0%	<5	<5.00%	11	0%	<5	<5.00%	3	0%	1	0%
Male	83	2%	29	1%	<5	<5.00%	34	1%	<5	<5.00%	18	0%	4	0%
Non-Binary/Undesignated Gender	1	4%	0	0%	<5	<5.00%	1	4%	<5	<5.00%	0	0%	0	0%
Economically Disadvantaged Students	38	2%	14	1%	<5	<5.00%	16	1%	<5	<5.00%	8	0%	1	0%
Students with disabilities	33	2%	13	1%	<5	<5.00%	10	1%	<5	<5.00%	8	0%	2	0%

Climate and Environment

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

Students 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	103	1%	31	0%	1	0%	47	0%	1	0%	21	0%	5	0%
9	27	1%	10	0%	<5	<5.00%	9	0%	<5	<5.00%	7	0%	1	0%
10	23	1%	8	0%	<5	<5.00%	9	0%	<5	<5.00%	4	0%	2	0%
11	33	1%	9	0%	<5	<5.00%	17	1%	<5	<5.00%	6	0%	2	0%
12	19	1%	4	0%	<5	<5.00%	11	0%	<5	<5.00%	4	0%	0	0%

Climate and Environment

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

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

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

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

Climate and Environment

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

Students 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	2	0%	1	0%	0	0%	1	0%	0	0%	0	0%	0	0%
9	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%
10	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%
11	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%
12	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%

Climate and Environment

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

School Days Missed due to Out-of-School Suspensions

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

School Days Missed due to Out-of-School Suspensions
1,078

Climate and Environment

Student Access to Technology and Internet

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

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

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, 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	689	119,239
Average years experience in public schools	15.2	12.6
Average years experience in district	14.0	11.3
Number of Teachers with 4 or more years experience in the district	589	87,243
Percentage of Teachers with 4 or more years experience in the district	85.5%	73.6%
Number of out-of-field teachers	1	2,931
Percentage of out-of-field teachers	0.1%	2.5%
Number of Teachers with Provisional Credentials	25	9,065
Percentage of Teachers with Provisional Credentials	3.6%	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	70	10,170
Average years experience in public schools	21.5	16.2
Average years experience in district	13.6	12.5
Number of Administrators with 4 or more years experience in the district	62	7,734
Percentage of Administrators with 4 or more years experience in the district	88.6%	76.8%

Staff Counts

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

Staff Category	District: Total Staff Members	State: Total Staff Members
Teachers	689	119,239
Administrators	70	10,170
Librarians/Media Specialists	1	1,160
Nurses	54	3,025
School Counselors	36	4,673
Child Study Team Members	30	9,654
School Psychologists	13	2,185
School Social Workers	7	2,750
Student Assistance Coordinators	6	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	14:1
Students to Administrators	142:1
Teachers to Administrators	10:1
Students to Librarians/Media Specialists †	9946:1
Students to Nurses †	184:1
Students to Counselors †	276:1
Students to Child Study Team Members †,††	51:1
Students to School Psychologists †	765:1
Students to School Social Workers †	1421:1
Students to Student Assistance Coordinators †	1658:1
Students to School Safety Specialists †	9946:1

† 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%	63.0%	55-60%	48.0%	77.0%	57.0%
Male	52.0%	37.0%	35-40%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤5%	≤1%	≤1%	≤1%
White	67.5%	92.7%	91.4%	38.2%	81.8%	74.5%
Hispanic	17.7%	4.6%	2.9%	34.0%	8.6%	8.6%
Black or African American	3.4%	0.6%	5.7%	14.2%	6.4%	14.4%
Asian	9.0%	1.9%	0.0%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.0%	0.2%	0.4%	0.5%
Two or More Races	2.1%	0.0%	0.0%	3.1%	0.3%	0.4%

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

Staff

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

Key terms for staff data:
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
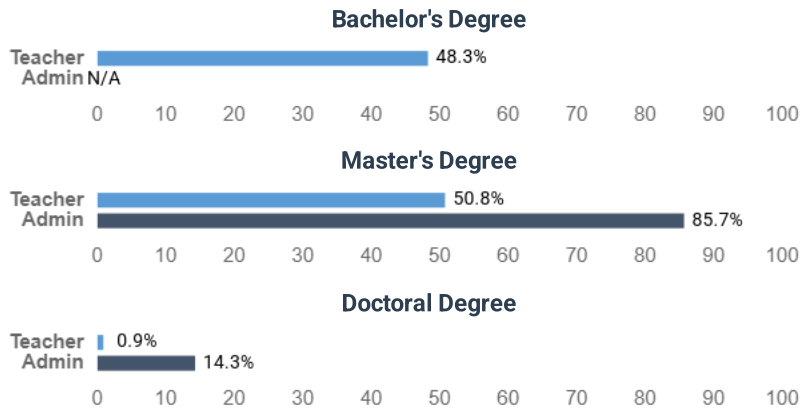**Experience:** Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.
Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, 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: 48.3%
Admin: N/A

Master's Degree
Teacher: 50.8%
Admin: 85.7%

Doctoral Degree
Teacher: 0.9%
Admin: 14.3%

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

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

Job Type	District	State
2022-23 Teachers: Same district 2023-24	93.2%	89.5%
2022-23 Administrators: Same district 2023-24	94.4%	87.9%

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, 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)	23	60-80%	20-40%	≤20%	95.7%	4.3%	0.0%	0.0%	0.0%	0.0%	0.0%	95.7%	60.9%	39.1%	0.0%
English/Language Arts/Literacy	114	75-80%	20-25%	≤5%	95.6%	0.9%	1.8%	1.8%	0.0%	0.0%	0.0%	87.7%	36.8%	61.4%	1.8%
English to Speakers of Other Languages	4	*	*	*	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	25.0%	75.0%	0.0%
Mathematics	115	65-70%	30-35%	≤5%	96.5%	1.7%	0.0%	1.7%	0.0%	0.0%	0.0%	83.5%	52.2%	47.8%	0.0%
Science	105	55-60%	35-40%	≤5%	89.5%	5.7%	0.0%	3.8%	1.0%	0.0%	0.0%	75.2%	49.5%	48.6%	1.9%
Social Studies/History	114	40-45%	55-60%	≤5%	96.5%	1.8%	0.0%	1.8%	0.0%	0.0%	0.0%	92.1%	43.0%	57.0%	0.0%
World Language	54	80-90%	10-20%	≤10%	68.5%	29.6%	0.0%	1.9%	0.0%	0.0%	0.0%	92.6%	29.6%	66.7%	3.7%
Visual and Performing Arts	35	60-70%	30-40%	≤10%	91.4%	2.9%	2.9%	2.9%	0.0%	0.0%	0.0%	80.0%	45.7%	54.3%	0.0%
Health/Physical Education	62	40-45%	55-60%	≤5%	98.4%	0.0%	1.6%	0.0%	0.0%	0.0%	0.0%	91.9%	71.0%	29.0%	0.0%
Family & Consumer Sciences	8	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	62.5%	62.5%	37.5%	0.0%
Financial Literacy	8	*	*	*	87.5%	12.5%	0.0%	0.0%	0.0%	0.0%	0.0%	87.5%	37.5%	62.5%	0.0%
Business	19	40-60%	40-60%	≤20%	94.7%	5.3%	0.0%	0.0%	0.0%	0.0%	0.0%	78.9%	47.4%	52.6%	0.0%
Computer Science/IT	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
Industrial Arts	22	40-60%	40-60%	≤20%	90.9%	4.5%	0.0%	4.5%	0.0%	0.0%	0.0%	90.9%	63.6%	36.4%	0.0%
Career and Technical Education	6	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%	50.0%	0.0%
Special Education	146	65-70%	30-35%	≤5%	96.6%	2.1%	0.0%	0.7%	0.7%	0.0%	0.0%	85.6%	53.4%	46.6%	0.0%
Bilingual	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%

Per-Pupil Expenditures

Per-Pupil Expenditures by Source

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

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

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

Link to District Summary of 2023-24 School-Level Per Pupil Expenditures by Source

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

Freehold Regional	Federal	State & Local	Total	ADE**
District Level Total Expenditures	$405	$15,817	$16,222	9,906.0
District Level Central Expenditures		$564	$564	9,906.0
Colts Neck High School	$425	$15,249	$15,674	1,411.9
Freehold Borough High School	$673	$15,254	$15,927	1,341.1
Freehold Township High School	$424	$15,249	$15,673	1,878.6
Howell High School	$325	$15,253	$15,578	1,851.4
Manalapan High School	$325	$15,253	$15,578	1,696.8
Marlboro High School	$325	$15,257	$15,582	1,726.1
-				

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Accountability

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

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

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

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

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

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

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

Accountability

Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

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

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

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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	57.2%	62.3%	64.4%
Math Proficiency	38.9%	38.7%	41.4%
ELA Growth†	N	N	N
Math Growth†	N	N	N
4-Year Graduation Rate (Prior Year)††	96.0%	86.0%	96.1%
5-Year Graduation Rate (Prior Year)††	97.1%	96.3%	86.7%
Progress toward English Language Proficiency	10.5%	16.3%	28.6%
Chronic Absenteeism	22.9%	21.7%	25.5%

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

- FRHSD forms a diverse and supportive community offering innovative and comprehensive programs for all students.FRHSD is accredited by the Middle States Association of Colleges and Schools.
- Twelve Magnet Programs and two International Baccalaureate (IB) Programs inspire students to maximize their potential in particular fields of study and career interests.
- The FRHSD serves over 10,000 students in 6 comprehensive high schools across 200 square miles in western Monmouth County.

Mission, Vision, Theme:

The Schools of the Freehold Regional High School District form a diverse and supportive community offering innovative and comprehensive programs that inspire students to maximize their potential, preparing them to navigate an evolving global society.

Awards, Recognition, Accomplishments:

The FRHSD was presented with 3 distinguished awards from the New Jersey School Public Relations Association. Forbes Magazine selected the FRHSD as a Best Employer in NJ. Freehold and Manalapan High Schools have received the College Boards AP Computer Science Female Diversity Award for attaining female representation in AP Computer Science helping to close the gender gap. FRHSD received a Building Capacity for Careers Pathway grant from the NJDOE.FRHSD continues to be recognized by the College Board for its commitment to AP opportunities to all students. The College Board announced that all six of the Freehold Regional High School District's schools have been named to the 2024 Advanced Placement Program (AP) School Honor Roll: Colts Neck High School - Silver; Freehold High School - Bronze; Freehold Township High School - Silver; Howell High School - Silver; Manalapan High School - Silver; Marlboro High School - Bronze.

NJ SCHOOL PERFORMANCE REPORT

Narrative

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Courses, Curriculum, Instruction:

FRHSD is committed to developing programs that promote student learning and academic success, leading to college and career readiness. Challenging and relevant curricular opportunities are offered in Business Administration, World Languages, English Language Arts, Family & Consumer Sciences, Health & Physical Education, Math, Music, Science, Social Studies and Technology including 23 AP courses. Unique to FRHSD are the twelve Magnet Programs which provide a unique learning community. These four-year programs allow students to pursue their passions in particular fields of study and career interests. FRHSD has two CTE Career Pathway Programs, the Health Professions Pathway and the Web Design Pathway. These programs provide students with the opportunity to earn industry credentials and college credits. Two of our high schools offer the International Baccalaureate (IB) Diploma Program (DP).

Sports and Athletics:

Each FRHSD school offers a variety of athletic programs available to students from ninth through twelfth grade.

Clubs and Activities:

The FRHSD offers a wide selection of extracurricular opportunities with over 60 programs and clubs appealing to a variety of students and their interests.

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Before and After School Programs:

Before and after-school tutoring programs are offered at all schools and offer valuable academic support and enrichment opportunities for all students. These programs typically provide individualized or small-group instruction in core subjects and focus on standardized test preparation, including for the NJGPA or SAT.

Staff and Professional Learning:

A multitude of professional learning opportunities are available to staff including Professional Learning Communities, ScIP committee programs, district-wide collaborative workshops, as well as training offered by professional organizations. All professional learning endeavors seek to maximize opportunities for students to develop important college and career readiness skills essential in a complex global society: critical thinking, collaboration, communication, and creativity. Staff are also provided professional development in Restorative Practices to proactively support the culture and climate of the school. School Counselors and Child Study Team Members enhanced their school-based counseling skills and group facilitation skills through on-going consultation and professional development on group facilitation, stress reduction tools, and executive functioning skills.

Postsecondary Information:

The Counseling Department provides students and parents with individualized information on college and career planning. A College and Career Counselor supports each Guidance Counselor as they collaboratively develop customized post-secondary paths for students based on the District's Guidance Road Map. Students in Grades 9, 10, and 11 are administered the PSAT during the school day. Additionally, FRHSD hosts college and career planning events including; a College Fair, 9th and 10th Grade Post-Secondary Planning, 11th Grade College Panel, 11th Grade College Planning Night, Senior Application Night, Financial Aid Planning, Career and Job Fair, and the College Application Boot-Camp.

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Student Supports and Services:

Students are supported by a comprehensive counseling staff including School Counselors, Student Assistance Coordinator, College and Career Counselor, and Guidance Supervisor. Students with an Individualized Education Plan are also served by members of the Child Study Team including; School Psychologist, Social Worker, Learning Disabilities Teacher Consultant, Special Education Supervisor, and Behaviorist.

Student Health and Wellness:

Students participate in a Health and Physical Education program that encourages positive student choices over the course of their high school career and beyond. Athletes are supported by the Athletic Trainer while the School Nurse provides required care and health information to all students. Students meet individually and in small groups with their School Counselor, have access to a Student Assistance Coordinator and other mental health experts who assist students with developing coping and resiliency skills. The District developed a clinician-based support program to address student mental health issues ranging from discipline to anxiety to depression.

Parent and Community Involvement:

FRHSD prioritizes parent and community partnerships. The District's Special Education Advisory Council (SEAC) is a collaborative team of parents and district and school personnel that work to bring resources and information to parents of students with disabilities. Parents are provided with access to student grades and additional student information through the Genesis Parent Portal available at www.frhsd.com.

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Facilities:

The FRHSD is located in western Monmouth County. Our sending schools cover an area of over 200 square miles. We educate approximately 10,000 students in our six high schools; Colts Neck High School, Freehold High School, Freehold Township High School, Howell High School, Manalapan High School and Marlboro High School. These comprehensive high schools feature modernized learning spaces, Magnet Programs, athletic facilities, and technology for a world class educational experience.

School Safety:

The Freehold Regional High School District maintains a safe environment that prioritizes student learning through community partnerships, regular safety and security drills, comprehensive technology, a full-time security staff, and law enforcement officers.

Technology and STEM:

The Freehold Regional High School District has been recognized as Future Ready as our students use a multitude of tools to transform their learning. All students are issued a Chromebook. In addition, students have access to computers, 3D Printers and laser engravers among many other technology tools. The faculty are supported by a team of Teacher Coaches who are leaders in using technology to transform learning in the classroom. Students have access to a robust range of technology, science, and engineering courses as well as clubs and activities during their high school career. The District hosts a 24-hour Hackathon, titled HackFRee. Designed as an invention marathon, HackFRee provides approximately 200 FRHSD students the opportunity to engage in collaborative computer programming and design.

NJ SCHOOL PERFORMANCE REPORT

Freehold Regional High School District
(25-1650)
2023-2024

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Other Information:

The Freehold Regional High School District is committed to developing programs that promote student learning and academic success, leading to college and career readiness. Curriculum is developed in collaboration with the school community in order to provide modern learning experiences for students. They incorporate opportunities for students to develop important college and career readiness skills essential in a complex global society: critical thinking, collaboration, communication, and creativity. All curricula are aligned to the New Jersey Student Learning Standards and incorporate student-centered instructional practices that are challenging, meaningful, and relevant, respecting students' individual learning needs. A diverse district curriculum is available for students to satisfy high school graduation requirements and to select elective courses offering the opportunity for exploration of individual interests. Unique to FRHSD are the twelve Magnet Programs. These four-year programs allow students to pursue their passions in particular fields of study and career interests. Students and faculty join together to form a unique learning community located within the comprehensive high school setting. All programs include in-depth study of targeted courses on an advanced level, with many courses meeting the requirements of Advanced Placement or college-level work. Programs prepare students to directly enter the workforce, or attend a post-secondary technical program, or attend a two-or four-year college. FRHSD offers 23 Advanced Placement courses, which require students to perform at a college level of proficiency. Two of our high schools also offer the International Baccalaureate (IB) Diploma Program; a comprehensive and rigorous pre-university course of studies for highly motivated 11th and 12th graders.