



County: Monmouth

District: Middletown Township Public School District

834 Leonardville Road
2nd floor
Leonardo, NJ 07737



8,791
Total Students



PK-12
Grades Offered

Middletown Township Public School District (25-3160)

2023-2024

Superintendent: Dr. Jessica Alfone

[District Website](#)

732-671-3850 x1002

Overview & Resources

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

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

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

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

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

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

Overview & Resources

District Contact Information

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

Type	Contact Information
County	Monmouth
District	Middletown Township Public School District
Superintendent Name	Dr. Jessica Alfone
Address	834 Leonardville Road, 2nd floor , Leonardo, NJ 07737
Phone Number	732-671-3850 x1002
Email Address	alfonej@middletownk12.org
Website	www.middletownk12.org
Facebook	https://www.facebook.com/MiddletownTPS
Twitter	https://twitter.com/MTPSpride



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
Bayshore Middle School	06-08
Bayview Elementary School	KG-05
Fairview Elementary School	PK-05
Harmony Elementary School	PK-05
Leonardo Elementary School	KG-05
Lincroft Elementary School	KG-05
Middletown High School North	09-12
Middletown High School South	09-12
Middletown Village Elementary School	PK-05
Navesink Elementary School	KG-05
New Monmouth Elementary School	KG-05
Nut Swamp Elementary School	KG-05
Ocean Avenue Elementary School	PK-05
River Plaza Elementary School	KG-05
Thompson Middle School	06-08
Thorne Middle School	06-08

Demographics

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

Enrollment Trends by Grade

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

Grade	2021-22	2022-23	2023-24
PK	237	247	242
KG	642	636	637
1	615	661	644
2	602	619	674
3	671	617	614
4	643	686	620
5	635	649	684
6	722	641	649
7	675	723	648
8	760	685	722
9	691	677	622
10	704	688	683
11	671	670	662
12	795	699	690
Total	9,063	8,898	8,791

Enrollment Trends by Student Group

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

Student Group	2021-22	2022-23	2023-24
Female	49.0%	49.0%	49.0%
Male	51.0%	51.0%	51.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	7.9%	10.7%	10.8%
Students with Disabilities	22.1%	22.1%	22.3%
Multilingual Learners	0.9%	0.8%	0.8%
Students Experiencing Homelessness	0.4%	0.4%	0.3%
Students in Foster Care	0.2%	0.0%	0.0%
Military-Connected Students	0.4%	0.5%	0.4%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial And Ethnic Group	2021-22	2022-23	2023-24
White	82.3%	81.9%	81.4%
Hispanic	10.3%	10.6%	10.9%
Black or African American	1.6%	1.6%	1.7%
Asian	2.1%	2.0%	2.1%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.1%
Two Or More Races	3.5%	3.7%	3.7%

Demographics

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Enrollment Trends by Full / Half Day PK and KG

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

Grade	2021-22	2022-23	2023-24
PK - Half Day	184	188	135
PK - Full Day	53	59	107
KG - Half Day	0	0	0
KG - Full Day	642	636	637

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.

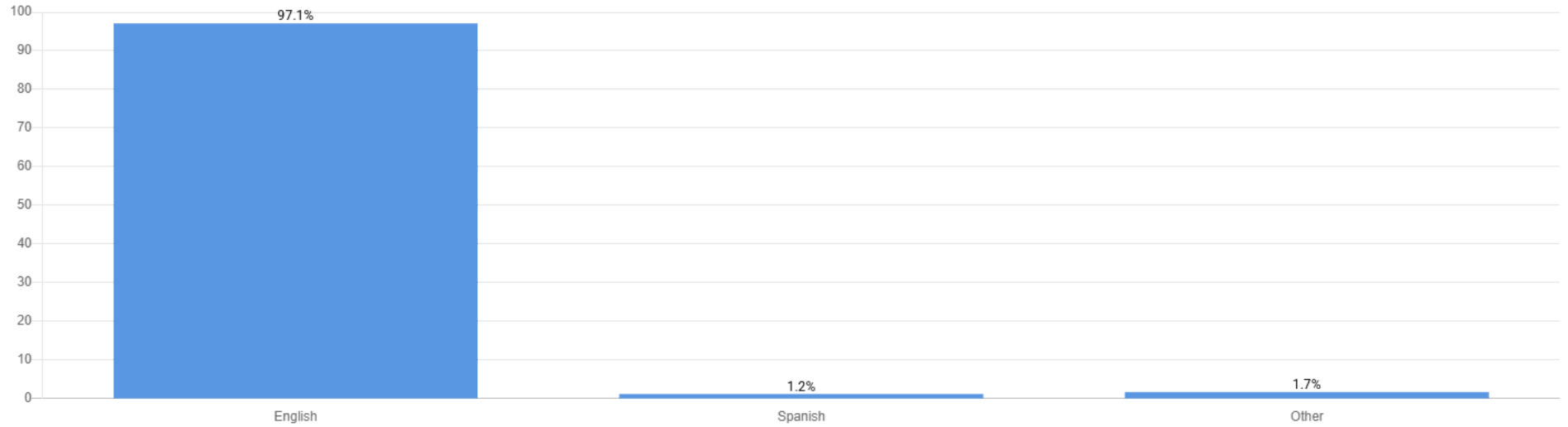
Enrollment Status	2021-22	2022-23	2023-24
Full Time Students	8,997	8,828	8,717
Shared Time Students	130	137	145
Full Time Equivalent	9,062	8,97	8,790

Demographics

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Enrollment by Home Language

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



Student Growth

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

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

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

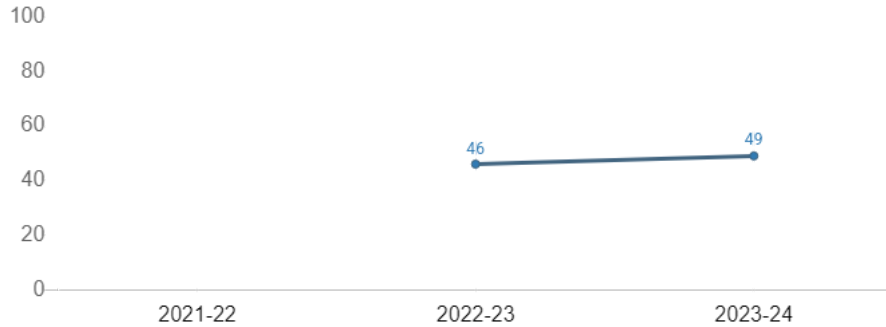
Important Note for 2023-24: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022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

Student Growth Trends and Progress

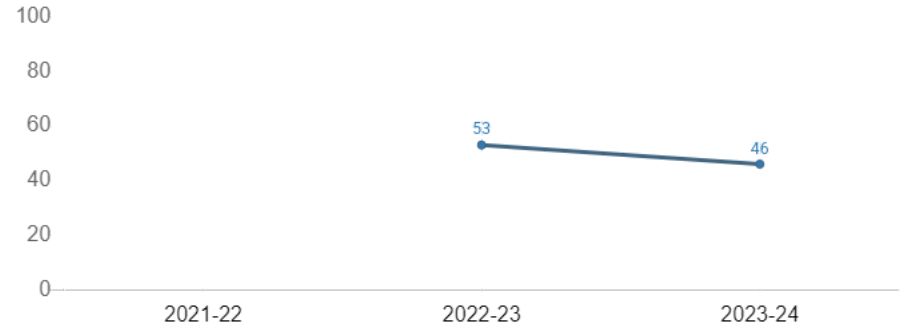
These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Median Student Growth Percentile		46	49		53	46
Met Standard (40-59.5)?		Met Standard	Met Standard		Met Standard	Met Standard
Statewide: Median Student Growth Percentile		50	50		50	50

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

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Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	49	50	Met Standard	46	50	Met Standard
White	49	50	Met Standard	46	51	Met Standard
Hispanic	43.5	49	Met Standard	38	48	Not Met
Black or African American	35	47	Not Met	44	46	Met Standard
Asian, Native Hawaiian, or Pacific Islander	51	59	Met Standard	56	60	Met Standard
American Indian or Alaska Native	*	50	**	*	50	**
Two or More Races	53	50	Met Standard	48	51	Met Standard
Female	51	52		45	50	
Male	46	48		47	50	
Non-Binary/Undesignated Gender	N	44		N	45.5	
Economically Disadvantaged Students	41	48	Met Standard	34.5	48	Not Met
Students with Disabilities	41	43	Met Standard	44.5	44	Met Standard
Multilingual Learners	39	50	Not Met	45	50	Met Standard
Students Experiencing Homelessness	*	43		*	45	
Students in Foster Care	*	40		*	47	
Military-Connected Students	45	47.5		46	51	
Migrant Students	N	53		N	44	

Student Growth

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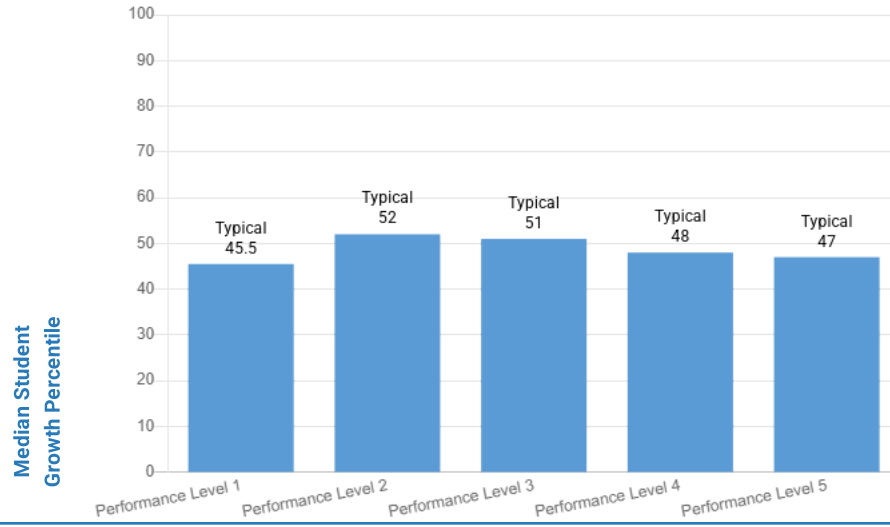
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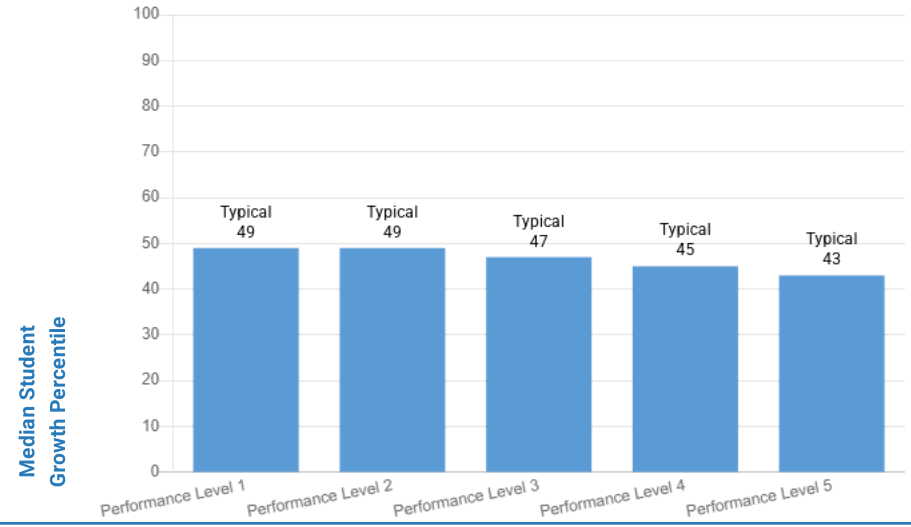
Student Growth by Performance Level

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

ELA



Math



Student Growth

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

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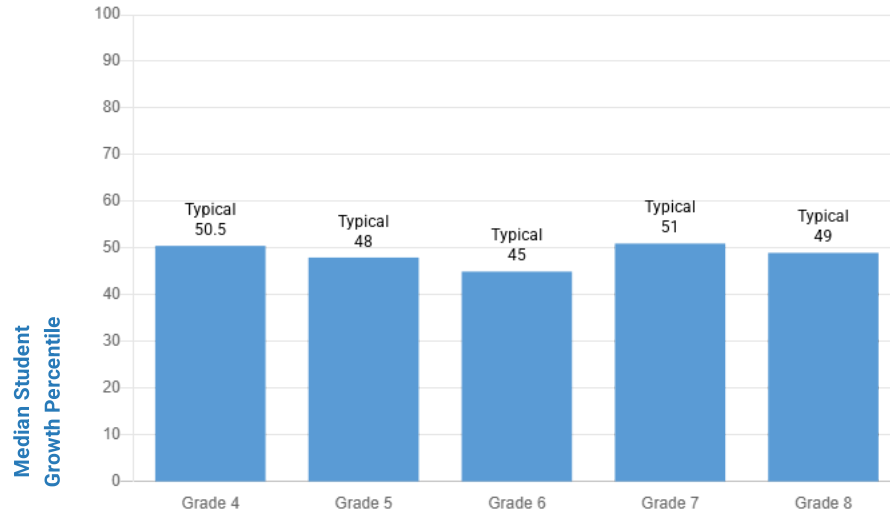
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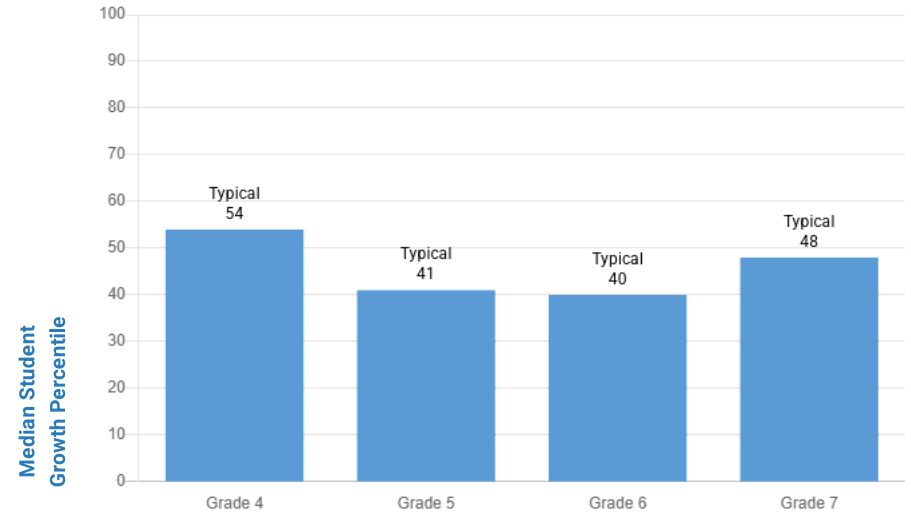
Student Growth by Grade

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

ELA



Math



Academic Achievement

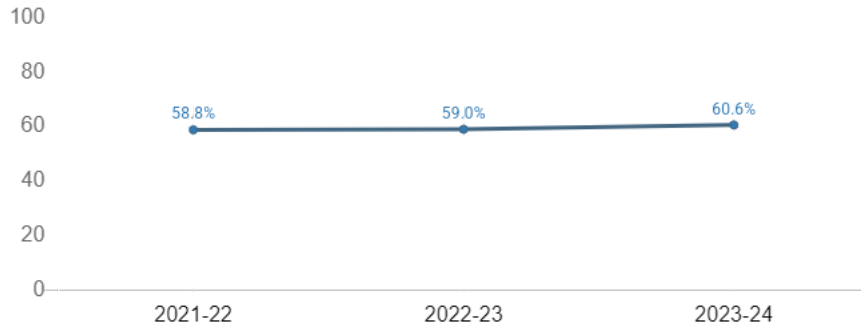
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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.

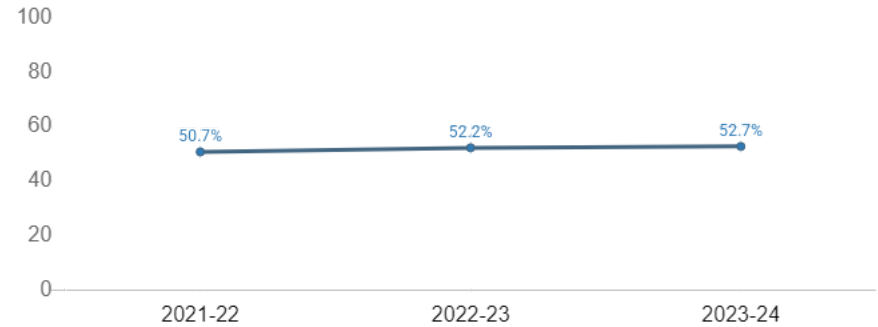
English Language Arts and Mathematics Performance Trends

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	99.0%	99.6%	99.4%	99.2%	99.4%	99.3%
Proficiency Rate for Federal Accountability	58.8%	59.0%	60.6%	50.7%	52.2%	52.7%
Annual Target	61.4%	62.5%	60.4%	56.2%	57.7%	53.8%
Met Annual Target?	Not Met	Not Met	Met Target	Not Met	Not Met	Met Target†
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

† Target was met within a confidence interval.

Academic Achievement

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	4,520	99.4%	60.6%	52.2%	60.6%	60.4%	Met Target
White	3,672	99.4%	61.7%	61.8%	61.7%	60.5%	Met Target
Hispanic	490	99.2%	49.8%	38%	49.8%	54.7%	Not Met
Black or African American	*	96.2%	34.7%	35.9%	34.7%	45.9%	Not Met
Asian, Native Hawaiian, or Pacific Islander	90	100%	71.1%	79.9%	71.1%	73.6%	Met Target†
American Indian or Alaska Native	*	*	*	51.2%	*	**	**
Two or More Races	191	100%	73.8%	59.4%	73.8%	71.6%	Met Target
Female	*	99%	67.2%	57.7%	67.2%		
Male	*	99.7%	54.4%	47%	54.4%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	487	98.8%	32.6%	34.6%	32.6%	35.1%	Met Target†
Non-Economically Disadvantaged Students	4,033	99.5%	64%	62.8%	64%		
Students with Disabilities	1,010	98.8%	20.9%	19.8%	20.9%	22.2%	Met Target†
Students without Disabilities	3,510	99.5%	72.1%	59.4%	72.1%		
Multilingual Learners	66	100%	36.4%	23.1%	36.4%	35%	Met Target
Non-Multilingual Learners	4,454	99.4%	61%	56.2%	61%		
Students Experiencing Homelessness	12	92.9%	25%	21.9%	24.2%		
Students in Foster Care	*	*	*	19.3%	*		
Military-Connected Students	18	100%	61.1%	48.2%	61.1%		
Migrant Students	*	*	*	13.3%	*		

† Target was met within a confidence interval.

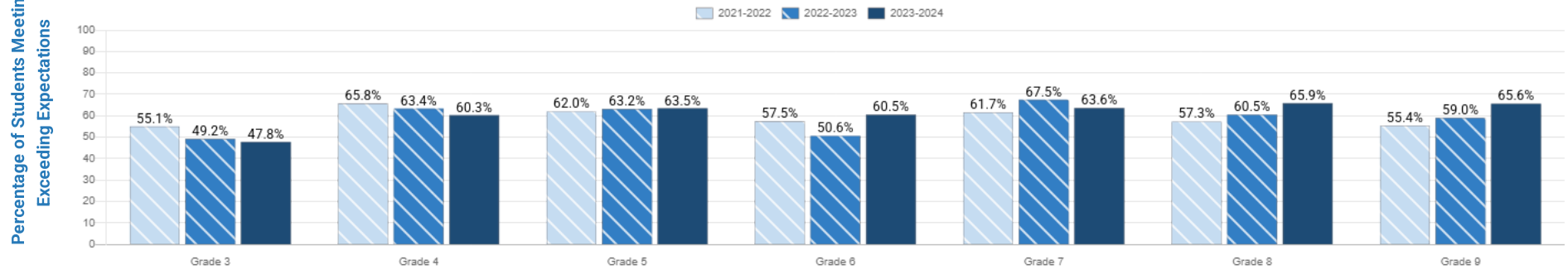
Academic Achievement

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English Language Arts Assessment - Performance Trends

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



Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	607	747	741	11%	15%	26%	43%	5%	48%	44%
White	498	749	751	10%	14%	27%	44%	5%	49%	53%
Hispanic	67	735	724	15%	25%	24%	36%	0%	36%	29%
Black or African American	*	*	725	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	10	762	770	0%	0%	40%	50%	10%	60%	70%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	46%
Two or More Races	23	750	751	17%	9%	17%	52%	4%	57%	52%
Female	*	752	746	9%	12%	27%	45%	7%	52%	48%
Male	*	742	736	13%	19%	25%	41%	2%	43%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	66	724	722	23%	29%	20%	29%	0%	29%	26%
Non-Economically Disadvantaged Students	541	750	753	10%	14%	27%	45%	5%	50%	55%
Students with Disabilities	116	715	710	38%	22%	24%	16%	0%	16%	18%
Students without Disabilities	491	755	747	5%	14%	26%	49%	6%	55%	49%
Multilingual Learners	12	733	704	17%	25%	25%	33%	0%	33%	13%
Non-Multilingual Learners	595	747	746	11%	15%	26%	43%	5%	48%	48%
Students Experiencing Homelessness	*	*	707	*	*	*	*	*	*	18%
Students in Foster Care	*	*	711	*	*	*	*	*	*	18%
Military-Connected Students	*	*	739	*	*	*	*	*	*	41%
Migrant Students	*	*	688	*	*	*	*	*	*	*

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	610	758	749	4%	12%	24%	44%	17%	60%	51%
White	486	757	758	3%	11%	26%	43%	16%	60%	61%
Hispanic	73	752	734	7%	22%	16%	41%	14%	55%	35%
Black or African American	*	*	733	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	17	772	776	0%	12%	12%	47%	29%	76%	78%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	51%
Two or More Races	28	775	757	0%	4%	18%	54%	25%	79%	60%
Female	*	760	752	3%	11%	23%	44%	19%	63%	54%
Male	*	756	745	4%	12%	25%	43%	15%	58%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	54	740	731	13%	24%	30%	22%	11%	33%	32%
Non-Economically Disadvantaged Students	556	759	760	3%	11%	24%	46%	17%	63%	63%
Students with Disabilities	136	730	720	15%	29%	28%	26%	2%	28%	21%
Students without Disabilities	474	766	755	1%	7%	23%	49%	21%	70%	57%
Multilingual Learners	*	*	711	*	*	*	*	*	*	13%
Non-Multilingual Learners	*	758	753	4%	11%	24%	44%	17%	61%	55%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	20%
Students in Foster Care	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	*	*	747	*	*	*	*	*	*	49%
Migrant Students	*	*	713	*	*	*	*	*	*	23%

Academic Achievement

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

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English Language Arts Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	676	759	750	5%	10%	22%	52%	12%	63%	52%
White	554	760	760	4%	10%	21%	53%	12%	65%	63%
Hispanic	76	752	736	8%	11%	26%	47%	8%	55%	37%
Black or African American	11	744	734	9%	27%	27%	18%	18%	36%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	26	764	757	4%	4%	15%	69%	8%	77%	60%
Female	*	765	755	2%	6%	24%	50%	17%	67%	57%
Male	*	754	745	6%	13%	20%	53%	7%	61%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	73	730	732	18%	25%	26%	30%	1%	32%	33%
Non-Economically Disadvantaged Students	603	762	761	3%	8%	21%	55%	13%	67%	64%
Students with Disabilities	134	727	719	20%	29%	25%	25%	1%	26%	20%
Students without Disabilities	542	767	756	1%	6%	21%	58%	14%	73%	59%
Multilingual Learners	*	*	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	759	754	5%	10%	21%	52%	12%	64%	57%
Students Experiencing Homelessness	*	*	718	*	*	*	*	*	*	22%
Students in Foster Care	*	*	721	*	*	*	*	*	*	20%
Military-Connected Students	*	*	747	*	*	*	*	*	*	48%
Migrant Students	*	*	721	*	*	*	*	*	*	20%

Academic Achievement

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

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English Language Arts Assessment - Performance By Grade: Grade 6

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	641	757	751	6%	12%	21%	44%	16%	61%	53%
White	517	757	760	6%	11%	21%	45%	16%	62%	63%
Hispanic	71	752	738	7%	17%	25%	38%	13%	51%	39%
Black or African American	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	13	776	778	0%	8%	8%	46%	38%	85%	82%
American Indian or Alaska Native	*	*	748	*	*	*	*	*	*	49%
Two or More Races	32	761	758	6%	9%	19%	44%	22%	66%	60%
Female	*	764	756	3%	9%	17%	50%	21%	71%	59%
Male	*	749	746	9%	15%	25%	38%	12%	50%	48%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	*	736	735	18%	20%	25%	32%	5%	37%	35%
Non-Economically Disadvantaged Students	*	759	761	5%	11%	21%	46%	18%	64%	65%
Students with Disabilities	140	721	719	24%	36%	25%	15%	1%	16%	17%
Students without Disabilities	501	767	758	2%	5%	20%	52%	21%	73%	60%
Multilingual Learners	*	*	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	757	754	6%	12%	21%	44%	16%	61%	57%
Students Experiencing Homelessness	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	724	*	*	*	*	*	*	22%
Military-Connected Students	*	*	754	*	*	*	*	*	*	55%
Migrant Students	*	*	712	*	*	*	*	*	*	29%

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 7

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	637	760	752	8%	7%	22%	38%	25%	64%	54%
White	512	761	761	6%	6%	23%	39%	26%	65%	64%
Hispanic	66	749	737	12%	11%	27%	30%	20%	50%	39%
Black or African American	*	727	734	27%	18%	27%	27%	0%	27%	37%
Asian, Native Hawaiian, or Pacific Islander	16	766	785	6%	0%	31%	31%	31%	63%	84%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	51%
Two or More Races	31	774	759	10%	3%	0%	52%	35%	87%	60%
Female	*	766	758	3%	5%	22%	39%	30%	69%	60%
Male	*	754	746	12%	8%	22%	37%	21%	58%	48%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	77	730	734	25%	18%	31%	18%	8%	26%	36%
Non-Economically Disadvantaged Students	560	764	762	5%	5%	21%	41%	28%	69%	64%
Students with Disabilities	142	721	715	29%	21%	29%	19%	2%	21%	18%
Students without Disabilities	495	771	759	1%	2%	20%	44%	32%	76%	61%
Multilingual Learners	*	*	700	*	*	*	*	*	*	*
Non-Multilingual Learners	*	760	756	7%	7%	22%	38%	25%	64%	58%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	21%
Students in Foster Care	*	*	712	*	*	*	*	*	*	17%
Military-Connected Students	*	*	747	*	*	*	*	*	*	50%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 8

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	706	761	751	7%	8%	19%	46%	20%	66%	53%
White	570	761	760	7%	9%	17%	47%	20%	67%	62%
Hispanic	76	756	736	5%	9%	29%	43%	13%	57%	39%
Black or African American	15	734	735	20%	20%	33%	13%	13%	27%	37%
Asian, Native Hawaiian, or Pacific Islander	*	799	783	0%	0%	9%	36%	55%	91%	82%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	52%
Two or More Races	34	771	757	6%	3%	18%	50%	24%	74%	59%
Female	*	772	759	4%	5%	15%	48%	28%	76%	60%
Male	*	751	743	10%	12%	22%	45%	11%	56%	46%
Non-binary/undesignated gender	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	*	735	734	20%	21%	24%	27%	8%	35%	36%
Non-Economically Disadvantaged Students	*	764	761	6%	7%	18%	48%	21%	69%	63%
Students with Disabilities	154	719	713	29%	25%	24%	21%	0%	21%	16%
Students without Disabilities	552	773	758	1%	4%	17%	53%	25%	78%	60%
Multilingual Learners	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	761	755	7%	8%	19%	46%	20%	66%	56%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	23%
Students in Foster Care	*	*	708	*	*	*	*	*	*	14%
Military-Connected Students	*	*	743	*	*	*	*	*	*	43%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 9

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	617	761	755	6%	11%	18%	45%	21%	66%	58%
White	513	762	764	6%	10%	17%	46%	21%	67%	67%
Hispanic	61	748	741	5%	26%	20%	41%	8%	49%	45%
Black or African American	*	768	737	0%	0%	33%	33%	33%	67%	40%
Asian, Native Hawaiian, or Pacific Islander	*	780	789	0%	0%	27%	27%	47%	73%	87%
American Indian or Alaska Native	*	*	757	*	*	*	*	*	*	59%
Two or More Races	*	777	761	0%	6%	6%	50%	38%	88%	64%
Female	*	769	762	4%	7%	16%	43%	29%	73%	64%
Male	*	753	747	7%	15%	20%	46%	13%	59%	51%
Non-binary/undesignated gender	*	*	774	*	*	*	*	*	*	77%
Economically Disadvantaged Students	64	742	738	16%	20%	20%	36%	8%	44%	41%
Non-Economically Disadvantaged Students	553	763	764	5%	10%	17%	46%	23%	68%	67%
Students with Disabilities	142	725	717	21%	32%	25%	18%	4%	23%	19%
Students without Disabilities	475	772	761	1%	5%	16%	52%	26%	79%	64%
Multilingual Learners	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	761	758	6%	11%	18%	44%	21%	66%	61%
Students Experiencing Homelessness	*	*	721	*	*	*	*	*	*	25%
Students in Foster Care	*	*	714	*	*	*	*	*	*	20%
Military-Connected Students	*	*	749	*	*	*	*	*	*	51%
Migrant Students	*	*	683	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	4,511	99.3%	52.7%	40.2%	52.7%	53.8%	Met Target†
White	3,665	99.3%	53.5%	51.1%	53.5%	54%	Met Target†
Hispanic	493	99.4%	43.6%	24.2%	43.6%	46.9%	Met Target†
Black or African American	*	97.2%	20.3%	20.1%	20.3%	27.8%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	95	99%	71.6%	74.4%	71.6%	78.6%	Met Target†
American Indian or Alaska Native	*	*	*	42%	*	**	**
Two or More Races	187	100%	63.6%	48.9%	63.6%	66.1%	Met Target†
Female	*	99.2%	50.4%	38.4%	50.4%		
Male	*	99.4%	54.8%	42%	54.8%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	480	98.2%	22.9%	21.7%	22.9%	28.2%	Not Met
Non-Economically Disadvantaged Students	4,031	99.4%	56.3%	51.5%	56.3%		
Students with Disabilities	990	98.3%	18.8%	16.6%	18.8%	21.1%	Not Met
Students without Disabilities	3,521	99.6%	62.3%	45.4%	62.3%		
Multilingual Learners	63	98.5%	39.7%	18.7%	39.7%	46.3%	Met Target†
Non-Multilingual Learners	4,448	99.3%	52.9%	43.5%	52.9%		
Students Experiencing Homelessness	11	92.3%	<10%	12.9%	<10%		
Students in Foster Care	*	*	*	12.4%	*		
Military-Connected Students	20	100%	50%	38.8%	50%		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

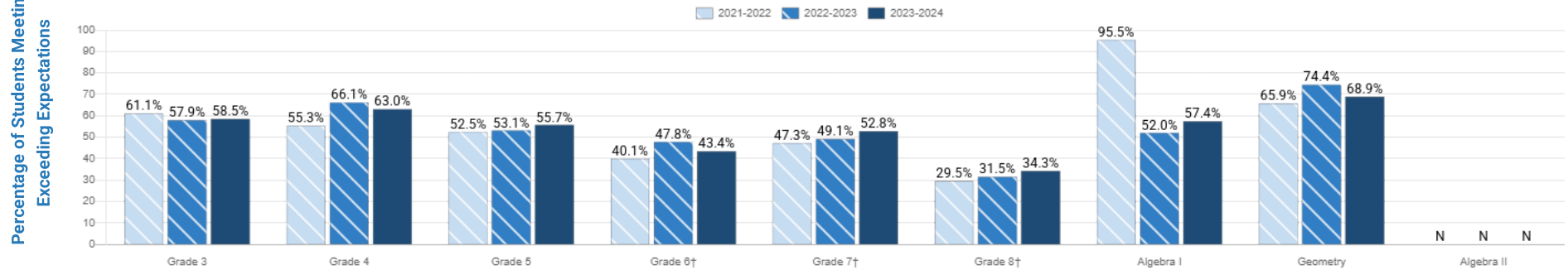
Academic Achievement

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

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Mathematics Assessment - Performance Trends

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



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

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	609	755	747	6%	11%	24%	42%	16%	58%	48%
White	499	757	757	5%	10%	23%	45%	16%	61%	60%
Hispanic	67	743	732	7%	19%	28%	34%	10%	45%	31%
Black or African American	*	*	728	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	11	777	776	0%	9%	9%	45%	36%	82%	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	51%
Two or More Races	23	762	755	4%	4%	39%	22%	30%	52%	56%
Female	*	752	744	6%	12%	27%	42%	12%	54%	45%
Male	*	760	749	5%	10%	21%	42%	21%	63%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	66	732	729	21%	27%	18%	27%	6%	33%	28%
Non-Economically Disadvantaged Students	543	758	758	4%	10%	25%	44%	17%	62%	60%
Students with Disabilities	117	728	725	19%	26%	26%	26%	2%	28%	25%
Students without Disabilities	492	762	751	3%	8%	24%	46%	20%	66%	52%
Multilingual Learners	13	747	722	15%	15%	15%	31%	23%	54%	20%
Non-Multilingual Learners	596	756	751	6%	11%	24%	42%	16%	59%	52%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	17%
Students in Foster Care	*	*	719	*	*	*	*	*	*	18%
Military-Connected Students	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	727	*	*	*	*	*	*	12%

Academic Achievement

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

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Mathematics Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	611	757	744	3%	13%	22%	55%	8%	63%	45%
White	486	757	754	2%	12%	22%	56%	8%	64%	57%
Hispanic	74	747	730	5%	20%	24%	46%	4%	50%	28%
Black or African American	*	*	726	*	*	*	*	*	*	24%
Asian, Native Hawaiian, or Pacific Islander	17	779	773	0%	6%	12%	53%	29%	82%	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	50%
Two or More Races	28	772	752	0%	4%	18%	64%	14%	79%	54%
Female	*	753	743	4%	15%	21%	53%	7%	60%	43%
Male	*	760	746	1%	11%	22%	56%	9%	65%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	54	738	727	15%	19%	30%	35%	2%	37%	25%
Non-Economically Disadvantaged Students	557	759	755	1%	12%	21%	57%	9%	66%	58%
Students with Disabilities	136	735	722	10%	29%	32%	29%	1%	30%	21%
Students without Disabilities	475	763	749	1%	8%	19%	62%	10%	72%	50%
Multilingual Learners	*	*	718	*	*	*	*	*	*	14%
Non-Multilingual Learners	*	757	748	2%	13%	22%	55%	8%	63%	49%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	15%
Students in Foster Care	*	*	716	*	*	*	*	*	*	15%
Military-Connected Students	*	*	744	*	*	*	*	*	*	43%
Migrant Students	*	*	721	*	*	*	*	*	*	17%

Academic Achievement

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

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Mathematics Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	677	752	741	7%	12%	25%	46%	9%	56%	40%
White	554	753	751	6%	12%	25%	47%	10%	57%	53%
Hispanic	77	742	726	12%	16%	32%	34%	6%	40%	23%
Black or African American	11	726	722	45%	9%	9%	27%	9%	36%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	26	755	748	4%	12%	12%	69%	4%	73%	49%
Female	*	751	739	6%	12%	27%	48%	7%	55%	38%
Male	*	753	742	7%	12%	24%	45%	11%	56%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	74	725	724	26%	20%	34%	19%	1%	20%	20%
Non-Economically Disadvantaged Students	603	755	752	4%	11%	24%	50%	10%	60%	53%
Students with Disabilities	134	724	717	25%	30%	23%	18%	4%	22%	16%
Students without Disabilities	543	759	746	2%	8%	26%	53%	11%	64%	45%
Multilingual Learners	10	737	711	0%	30%	40%	30%	0%	30%	*
Non-Multilingual Learners	667	752	744	7%	12%	25%	47%	9%	56%	44%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	12%
Students in Foster Care	*	*	714	*	*	*	*	*	*	10%
Military-Connected Students	*	*	741	*	*	*	*	*	*	40%
Migrant Students	*	*	724	*	*	*	*	*	*	27%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 6

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	641	743	737	4%	22%	30%	38%	5%	43%	36%
White	517	743	746	4%	22%	30%	38%	5%	44%	47%
Hispanic	71	740	723	3%	25%	34%	34%	4%	38%	20%
Black or African American	*	*	718	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	13	769	768	0%	8%	15%	54%	23%	77%	73%
American Indian or Alaska Native	*	*	735	*	*	*	*	*	*	33%
Two or More Races	32	744	743	3%	19%	31%	41%	6%	47%	45%
Female	*	743	736	3%	20%	37%	35%	4%	39%	34%
Male	*	744	738	4%	25%	24%	41%	6%	47%	38%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	*	726	721	8%	39%	38%	13%	1%	14%	17%
Non-Economically Disadvantaged Students	*	746	747	3%	20%	29%	41%	6%	47%	48%
Students with Disabilities	139	720	714	12%	53%	22%	13%	0%	13%	12%
Students without Disabilities	502	750	741	1%	14%	33%	45%	7%	52%	41%
Multilingual Learners	*	*	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	743	740	4%	23%	30%	38%	5%	44%	39%
Students Experiencing Homelessness	*	*	711	*	*	*	*	*	*	*
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	739	*	*	*	*	*	*	37%
Migrant Students	*	*	704	*	*	*	*	*	*	13%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 7

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	640	751	739	4%	16%	27%	42%	11%	53%	37%
White	513	752	748	3%	15%	27%	43%	12%	54%	50%
Hispanic	67	744	728	7%	24%	30%	31%	7%	39%	23%
Black or African American	*	726	724	17%	33%	33%	17%	0%	17%	18%
Asian, Native Hawaiian, or Pacific Islander	16	766	764	0%	19%	19%	38%	25%	63%	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	31	758	743	3%	3%	26%	55%	13%	68%	44%
Female	*	749	738	2%	19%	32%	38%	9%	47%	36%
Male	*	754	739	6%	13%	23%	45%	13%	58%	39%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	77	723	726	14%	47%	21%	16%	3%	18%	20%
Non-Economically Disadvantaged Students	563	755	747	2%	12%	28%	45%	12%	58%	48%
Students with Disabilities	143	721	716	17%	43%	27%	10%	2%	13%	12%
Students without Disabilities	497	760	743	0%	8%	27%	51%	14%	64%	43%
Multilingual Learners	*	*	714	*	*	*	*	*	*	*
Non-Multilingual Learners	*	752	741	3%	16%	28%	42%	11%	53%	40%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	11%
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	740	*	*	*	*	*	*	39%
Migrant Students	*	*	708	*	*	*	*	*	*	*

Academic Achievement

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

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Mathematics Assessment - Performance By Grade: Grade 8

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	498	734	719	15%	23%	27%	32%	2%	34%	19%
White	404	735	729	15%	23%	27%	33%	2%	35%	27%
Hispanic	60	732	713	13%	25%	30%	30%	2%	32%	13%
Black or African American	14	710	707	36%	36%	14%	14%	0%	14%	10%
Asian, Native Hawaiian, or Pacific Islander	*	*	740	*	*	*	*	*	*	40%
American Indian or Alaska Native	*	*	722	*	*	*	*	*	*	21%
Two or More Races	19	741	722	11%	21%	21%	42%	5%	47%	22%
Female	*	735	719	14%	23%	25%	36%	2%	38%	19%
Male	*	733	719	17%	23%	29%	29%	2%	31%	20%
Non-binary/undesignated gender	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	*	712	711	33%	41%	14%	9%	3%	13%	12%
Non-Economically Disadvantaged Students	*	737	725	13%	21%	29%	36%	2%	38%	25%
Students with Disabilities	150	709	702	40%	33%	17%	10%	1%	11%	*
Students without Disabilities	348	745	724	5%	19%	32%	42%	3%	45%	23%
Multilingual Learners	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	734	721	15%	23%	27%	32%	2%	34%	21%
Students Experiencing Homelessness	*	*	704	*	*	*	*	*	*	*
Students in Foster Care	*	*	696	*	*	*	*	*	*	*
Military-Connected Students	*	*	722	*	*	*	*	*	*	19%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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

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Mathematics Assessment - Performance By Test: Algebra I

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	674	755	738	5%	11%	26%	54%	4%	57%	40%
White	550	754	748	6%	11%	26%	53%	3%	57%	51%
Hispanic	73	754	723	5%	14%	25%	51%	5%	56%	23%
Black or African American	*	*	719	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	24	766	773	0%	4%	29%	63%	4%	67%	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	22	772	746	5%	5%	9%	73%	9%	82%	49%
Female	*	753	737	6%	14%	26%	52%	3%	55%	39%
Male	*	758	739	5%	9%	26%	55%	5%	60%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	62	739	722	8%	21%	40%	29%	2%	31%	22%
Non-Economically Disadvantaged Students	612	757	747	5%	10%	24%	56%	4%	60%	50%
Students with Disabilities	124	725	710	21%	27%	32%	20%	0%	20%	11%
Students without Disabilities	550	762	743	2%	8%	24%	61%	5%	66%	45%
Multilingual Learners	*	*	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	755	741	5%	11%	26%	54%	4%	58%	43%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	13%
Students in Foster Care	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	696	*	*	*	*	*	*	*

Academic Achievement

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

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Mathematics Assessment - Performance By Test: Geometry

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	132	756	750	1%	0%	30%	67%	2%	69%	53%
White	*	756	752	1%	0%	31%	66%	2%	68%	57%
Hispanic	*	*	735	*	*	*	*	*	*	29%
Black or African American	*	*	733	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	66%
Two or More Races	*	*	756	*	*	*	*	*	*	63%
Female	*	757	748	0%	0%	25%	72%	3%	75%	50%
Male	*	755	752	1%	0%	35%	63%	0%	63%	57%
Non-binary/undesignated gender	*	*	752	*	*	*	*	*	*	60%
Economically Disadvantaged Students	*	*	734	*	*	*	*	*	*	28%
Non-Economically Disadvantaged Students	*	756	754	1%	0%	31%	67%	2%	69%	60%
Students with Disabilities	*	*	727	*	*	*	*	*	*	24%
Students without Disabilities	*	756	751	1%	0%	30%	67%	2%	69%	54%
Multilingual Learners	*	*	716	*	*	*	*	*	*	11%
Non-Multilingual Learners	*	756	751	1%	0%	30%	67%	2%	69%	55%
Students Experiencing Homelessness	*	*	727	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	743	*	*	*	*	*	*	44%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Performance By Test: Algebra II

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

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

Academic Achievement

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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	ELA: Participation Rate	Math: # Students Tested	Math: Participation Rate
3	*	*	*	*
4	*	*	*	*
5	*	*	*	*
6	*	*	10	100.0%
7	9	90.0%	9	90.0%
8	10	100.0%	10	100.0%
11	*	*	*	*

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	32	*	>90%	*	<10%
3-4	23	19	82.6%	4	17.4%
5 or more	14	11	78.6%	3	21.4%

English Language Progress to Proficiency

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

Student Group	Percent of English learners making expected growth to proficiency	Annual Target	Met Target?
Schoolwide/Multilingual Learners	37.3%	22.7%	Met Goal

† Target was met within a confidence interval.

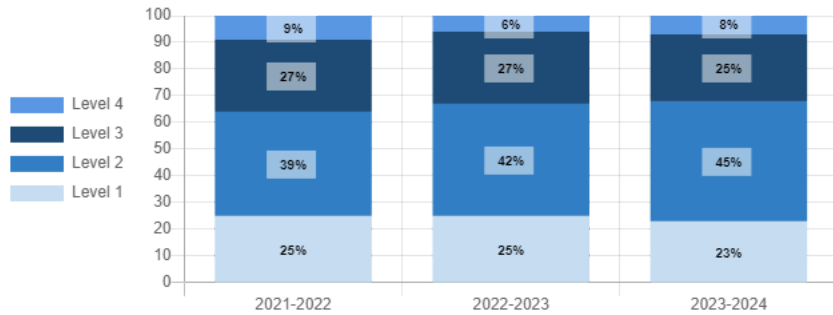
Academic Achievement

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

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

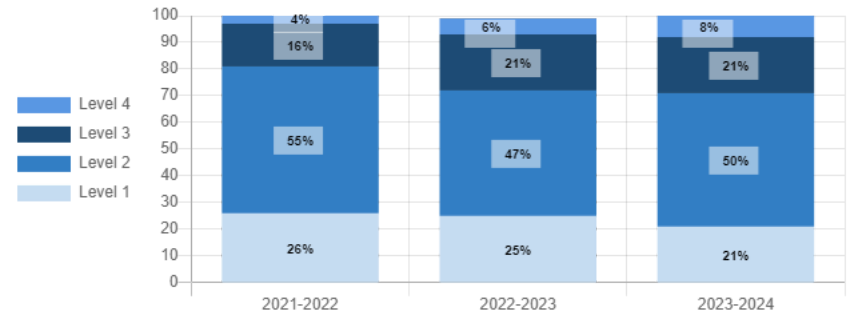
NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 8 Summary

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



Report Key:

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

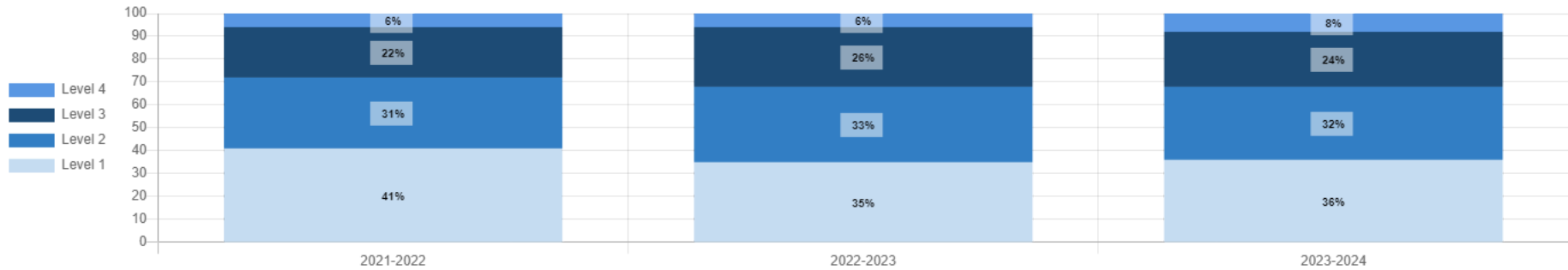
Academic Achievement

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

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

NJSLA Science Assessment: Grade 11 Summary

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



Academic Achievement

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

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NJSLA Science Assessment: Grade 5

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	23%	45%	25%	8%	35%	37%	21%	6%
White	22%	44%	26%	8%	22%	42%	28%	8%
Hispanic	36%	38%	21%	5%	51%	36%	12%	2%
Black or African American	64%	27%	0%	9%	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	8%	69%	23%	0%	27%	36%	27%	10%
Female	23%	46%	23%	8%	35%	39%	20%	6%
Male	24%	43%	26%	7%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	50%	38%	11%	1%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	20%	45%	26%	8%	24%	39%	28%	10%
Students with Disabilities	60%	31%	7%	3%	64%	27%	8%	2%
Students without Disabilities	14%	48%	29%	9%	30%	39%	24%	7%
Multilingual Learners	40%	60%	0%	0%	78%	20%	2%	0%
Non-Multilingual Learners	23%	44%	25%	8%	30%	39%	23%	7%
Students Experiencing Homelessness	*	*	*	*	68%	25%	6%	1%
Students in Foster Care	*	*	*	*	67%	28%	3%	1%
Military-Connected Students	*	*	*	*	30%	42%	23%	5%
Migrant Students	*	*	*	*	73%	27%	0%	0%

Academic Achievement

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

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

NJSLA Science Assessment: Grade 8

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	21%	50%	21%	8%	36%	45%	14%	5%
White	20%	51%	21%	8%	23%	52%	19%	6%
Hispanic	26%	51%	17%	5%	51%	42%	6%	1%
Black or African American	73%	7%	20%	0%	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	0%	36%	55%	9%	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	9%	50%	35%	6%	27%	46%	19%	8%
Female	19%	52%	23%	6%	35%	47%	13%	4%
Male	23%	48%	20%	9%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	48%	35%	15%	1%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	18%	52%	22%	8%	26%	48%	19%	7%
Students with Disabilities	61%	32%	4%	3%	67%	29%	3%	1%
Students without Disabilities	10%	55%	26%	9%	30%	48%	16%	6%
Multilingual Learners	*	*	*	*	75%	24%	1%	0%
Non-Multilingual Learners	21%	50%	21%	8%	32%	47%	15%	5%
Students Experiencing Homelessness	*	*	*	*	66%	32%	2%	0%
Students in Foster Care	*	*	*	*	80%	19%	1%	0%
Military-Connected Students	*	*	*	*	40%	47%	10%	3%
Migrant Students	*	*	*	*	*	*	*	*

Academic Achievement

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

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

NJSLA Science Assessment: Grade 11

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	36%	32%	24%	8%	45%	27%	19%	9%
White	35%	33%	23%	9%	34%	30%	26%	11%
Hispanic	39%	28%	26%	7%	61%	25%	11%	3%
Black or African American	73%	20%	7%	0%	64%	24%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	25%	25%	38%	13%	17%	23%	33%	28%
American Indian or Alaska Native	*	*	*	*	54%	21%	19%	6%
Two or More Races	21%	21%	50%	7%	38%	26%	25%	11%
Female	34%	34%	26%	6%	43%	29%	20%	7%
Male	38%	29%	21%	11%	47%	24%	18%	10%
Non-binary/undesignated gender	*	*	*	*	26%	28%	30%	16%
Economically Disadvantaged Students	54%	25%	16%	4%	63%	24%	11%	2%
Non-Economically Disadvantaged Students	34%	33%	25%	9%	37%	28%	24%	12%
Students with Disabilities	72%	24%	4%	1%	77%	16%	5%	1%
Students without Disabilities	26%	34%	30%	10%	40%	28%	22%	10%
Multilingual Learners	*	*	*	*	88%	10%	1%	0%
Non-Multilingual Learners	36%	32%	24%	8%	42%	28%	21%	9%
Students Experiencing Homelessness	*	*	*	*	72%	19%	8%	1%
Students in Foster Care	*	*	*	*	76%	18%	5%	1%
Military-Connected Students	*	*	*	*	48%	29%	17%	7%
Migrant Students	*	*	*	*	*	*	*	*

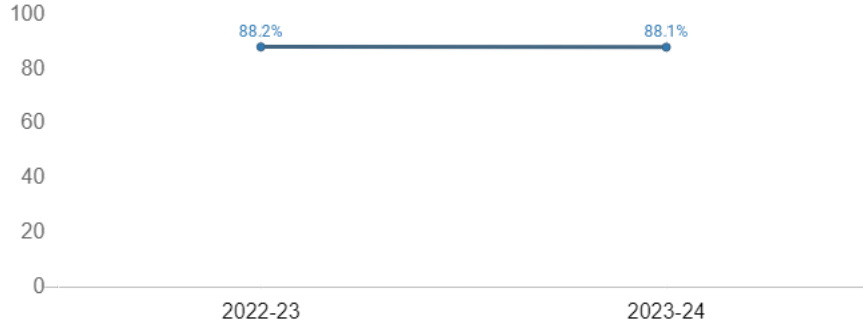
Academic Achievement

Graduation Proficiency Assessment (NJGPA) Trends

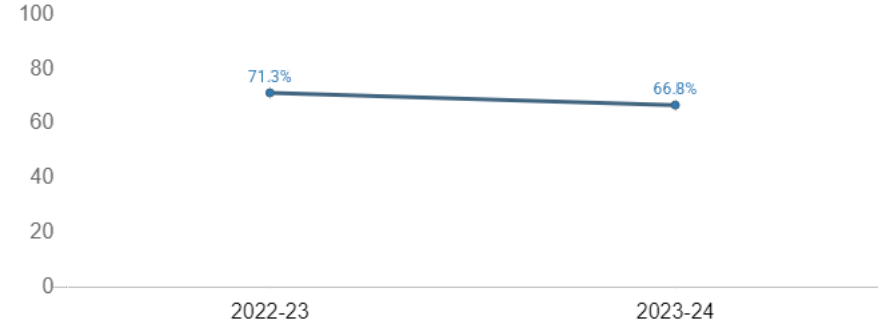
These graphs show trends in performance on the New Jersey Graduation Proficiency Assessment (NJGPA) for the last two years. Students are identified as either Graduation Ready or Not Yet Graduation Ready for both English Language Arts (ELA) and mathematics based on their scores on the assessment. These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

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

ELA Graduation Ready Rate



Math Graduation Ready Rate



Performance Measure	2022-23 ELA	2023-24 ELA	2022-23 Math	2023-24 Math
Graduation Ready Rate	88.2%	88.1%	71.3%	66.8%
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	680	88.1%	82.5%	681	66.8%	55.6%
White	562	89.5%	90%	562	68.3%	69.1%
Hispanic	72	84.7%	72.3%	72	61.1%	38%
Black or African American	*	60%	73.6%	*	26.7%	33.1%
Asian, Native Hawaiian, or Pacific Islander	*	82.4%	>90%	*	72.2%	87.9%
American Indian or Alaska Native	*	*	76.2%	*	*	43.8%
Two or More Races	*	85.7%	87.5%	*	71.4%	62%
Female	*	>90%	86.9%	*	66.4%	56.6%
Male	*	82.8%	78.3%	*	67.1%	54.7%
Non-binary/undesignated gender	*	*	87.7%	*	*	69.9%
Economically Disadvantaged Students	71	80.3%	71.7%	71	40.8%	36%
Non-Economically Disadvantaged Students	609	89%	87.6%	610	69.8%	65.1%
Students with Disabilities	149	60.4%	53.6%	149	22.8%	18.2%
Students without Disabilities	531	>90%	87.4%	532	79.1%	62%
Multilingual Learners	*	*	24.4%	*	*	12.5%
Non-Multilingual Learners	*	88.2%	86.5%	*	66.9%	58.8%
Students experiencing homelessness	*	*	58.6%	*	*	23%
Students in Foster Care	*	*	44.3%	*	*	22.6%
Military-Connected Students	*	*	82%	*	*	48.1%
Migrant Students	*	*	50%	*	*	25.5%

College and Career Readiness

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

PSAT, SAT, & ACT - Participation

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

Participation Type	District Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2023-2024	98.0%	80.7%
12th graders taking SAT in 2023-2024 or prior years	65.9%	62.7%
12th graders taking ACT in 2023-2024 or prior years	9.1%	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	471	459	Grade 10: 430 Grade 11: 460	61%	54%
PSAT 10/NMSQT - Math	468	454	Grade 10: 480 Grade 11: 510	37%	32%
SAT - Reading and Writing	559	530	480	83%	65%
SAT - Math	556	519	530	63%	46%
ACT - Reading	24	24	22	60%	63%
ACT - English	22	24	18	76%	76%
ACT - Math	22	23	22	51%	58%
ACT - Science	22	23	23	49%	55%

College and Career Readiness

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

AP/IB Coursework – Participation and Performance

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

Students enrolled in one or more AP or IB course



Students taking one or more AP or IB exam



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



Dual Enrollment Coursework - Participation

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



College and Career Readiness

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

AP/IB and Dual Enrollment Participation by Student Group

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

Student Group	% Enrolled in one or more AP or IB course	% Enrolled in one or more Dual Enrollment course	State: % Enrolled in one or more AP or IB course	State: % Enrolled in one or more Dual Enrollment course
Districtwide	52.0%	56.2%	35.9%	26.9%
White	54.0%	57.5%	41.8%	33.0%
Hispanic	40.3%	45.0%	23.2%	20.9%
Black or African American	14.5%	21.8%	20.3%	17.4%
Asian, Native Hawaiian, or Pacific Islander	64.7%	70.6%	70.5%	32.5%
American Indian or Alaska Native	N	N	30.4%	28.6%
Two or More Races	46.2%	65.4%	41.0%	29.0%
Female	58.0%	62.7%	41.4%	30.2%
Male	45.3%	48.7%	30.6%	23.7%
Non-Binary/Undesignated Gender	*	*	42.9%	28.4%
Economically Disadvantaged Students	22.7%	33.2%	22.8%	20.2%
Students with Disabilities	10.6%	21.3%	4.8%	10.9%
Multilingual Learners	*	*	9.8%	8.8%
Students experiencing homelessness	*	*	12.6%	15.1%
Students in Foster Care	N	N	4.5%	10.6%
Military-Connected Students	*	*	30.1%	29.2%
Migrant Students	N	N	0.0%	7.1%

College and Career Readiness

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

AP/IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP 2-D Art and Design	0	24
AP Art History	0	5
AP Biology	30	22
AP Calculus AB	101	95
AP Calculus BC	24	29
AP Chemistry	57	46
AP Computer Science A	57	19
AP Computer Science Principles	21	54
AP Economics	89	0
AP English Language and Composition	130	108
AP English Literature and Composition	141	68
AP Environmental Science	155	127
AP European History	11	6
AP French Language and Culture	17	1
AP Human Geography	149	125
AP Macroeconomics	0	47
AP Microeconomics	0	55
AP Music Theory	12	7
AP Physics 1	77	73
AP Physics C	10	0
AP Physics C: Electricity and Magnetism	15	23
AP Physics C: Mechanics	0	24

College and Career Readiness

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AP/IB Course	Students Enrolled	Students Tested
AP Precalculus	0	65
AP Psychology	246	180
AP Spanish Language and Culture	4	6
AP Spanish Literature and Culture	6	0
AP Statistics	129	121
AP U.S. Government and Politics	40	22
AP U.S. History	36	31
AP World History: Modern	19	17
IB Visual Arts	31	0
Total Exams taken		1,400
Exams with scores of at least 3 on AP exams or 4 on IB exams		887

College and Career Readiness

Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy	Percentage of 12th Graders
French	*	*
Italian	*	*
Portuguese	*	*
Spanish	*	*
Total Seals Earned	19	
Total Unique Students Earning Seals	17	2.5%
Current and Former Multilingual Learners Earning Seals	*	**†

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

College and Career Readiness

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

Career and Technical Education Participation

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

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

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



College and Career Readiness

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

Career and Technical Education Participation by Student Group

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

Student Group	District: % CTE Participants	District: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Districtwide	5.2%	10.4%	7.6%	10.4%
White	5.4%	10.5%	6.1%	10.0%
Hispanic	4.7%	10.5%	9.3%	10.8%
Black or African American	10.0%	5.6%	9.5%	10.7%
Asian, Native Hawaiian, or Pacific Islander	3.5%	9.9%	5.5%	10.5%
American Indian or Alaska Native	*	*	8.3%	8.8%
Two or More Races	0.0%	9.7%	7.5%	10.1%
Female	4.1%	8.1%	7.5%	10.9%
Male	6.5%	13.0%	7.7%	9.9%
Non-Binary/Undesignated Gender	*	*	8.9%	15.2%
Economically Disadvantaged Students	4.8%	8.3%	9.8%	10.7%
Students with Disabilities	6.8%	9.4%	6.0%	7.9%
Multilingual Learners	*	*	8.0%	3.5%
Students experiencing homelessness	*	*	7.7%	6.2%
Students in Foster Care	*	*	5.9%	6.7%
Military-Connected Students	10.0%	30.0%	12.6%	15.8%
Migrant Students	*	*	2.3%	0.0%

College and Career Readiness

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

Work-Based Learning Participation by Career Cluster

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

Career Cluster	Number of Students Participating in Work-Based Learning	Percentage of Students Participating in Work-Based Learning
Agriculture, Food & Natural Resources	18	100.0%
Architecture & Construction	41	100.0%
Arts, A/V Technology & Communications	*	*
Business Management & Administration	10	2.9%
Health Science	*	*
Hospitality & Tourism	17	100.0%
Human Services	*	*
Manufacturing	*	*
Marketing	*	*
Transportation, Distribution & Logistics	26	100.0%
Total	143	29.4%

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](#).

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

District 0.4%
 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	18	*	*
Architecture & Construction	41	*	*
Arts, A/V Technology & Communications	*	*	*
Business Management & Administration	343	*	*
Health Science	*	*	*
Hospitality & Tourism	17	*	*
Human Services	16	*	*
Manufacturing	*	*	*
Marketing	*	*	*
Transportation, Distribution & Logistics	26	*	*
Total	487	19	19

College and Career Readiness

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Grade Level and Other Math
6	0	0	0	0	0	0	649
7	0	0	0	0	0	0	648
8	208	0	0	0	0	0	512
9	1	623	0	0	0	0	7
10	471	40	167	2	0	0	19
11	15	3	450	115	60	6	21
12	0	0	11	130	93	210	225
Total	695	666	628	247	153	216	2,081
Enrolled in AP/IB Course					125	129	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	11

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	529	0	0	2	0	7
10	42	450	0	155	4	34
11	40	120	0	192	226	139
12	41	18	0	87	45	278
Total	652	588	0	436	275	458
Enrolled in AP/IB Course	30	57		155	102	0
Enrolled in Dual Enrollment Course	30	0	0	0	0	59

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	621	1	569	1	9	65
10	21	654	92	85	10	73
11	172	488	41	161	30	128
12	4	47	58	327	26	149
Total	818	1,190	760	574	75	415
Enrolled in AP/IB Course	19	36	89	246		198
Enrolled in Dual Enrollment Course	0	36	89	134	0	33

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	638	636	0	0	0	0	3
7	490	145	0	0	0	0	3
8	496	99	0	0	0	0	122
9	282	54	160	10	0	0	77
10	288	41	167	25	0	0	107
11	214	47	82	10	0	0	60
12	61	39	69	4	0	0	21
Total	2,469	1,061	478	49	0	0	393
Enrolled in AP/IB Course	10	17	0	0	0	0	0
Enrolled in Dual Enrollment Course	10	17	66	2	0	0	0
Enrolled in Level 3 or Higher	499	120	142	10	0	0	36

College and Career Readiness

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

Computer Science – Course Participation

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

Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
KG	N	N	N	N	N	N	N
1	N	N	N	N	N	N	N
2	N	N	N	N	N	N	N
3	N	N	N	N	N	N	N
4	N	N	N	N	N	N	N
5	N	N	N	N	N	N	N
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	0	0	572	0	0	0	0
9	6	0	0	0	0	1	0
10	39	2	0	0	0	1	0
11	31	9	0	0	0	0	0
12	24	10	0	0	0	0	0
Total	100	21	572	0	0	2	0
Enrolled in AP/IB Course	57	21		0			0
Enrolled in Dual Enrollment Course	19	0	0	0	0	0	0

College and Career Readiness

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

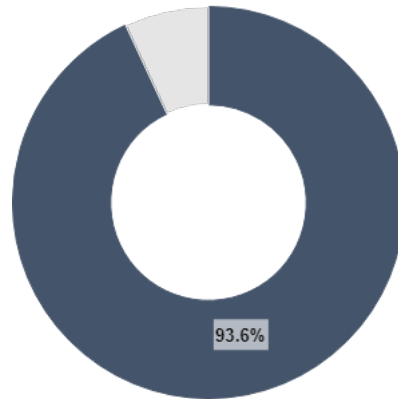
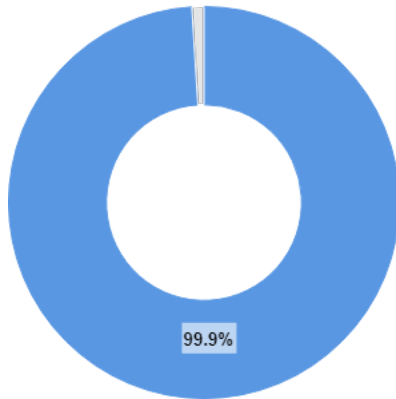
Visual and Performing Arts – Course Participation

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

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

District

State



Students enrolled in one or more classes by discipline:

Music



Dance



Drama



Visual Arts



College and Career Readiness

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

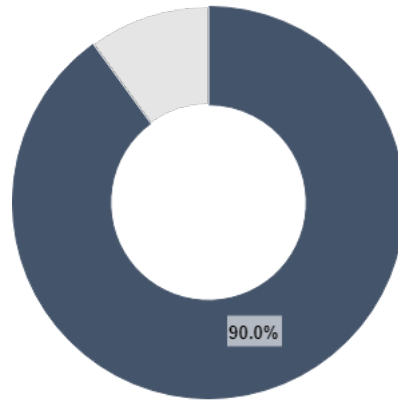
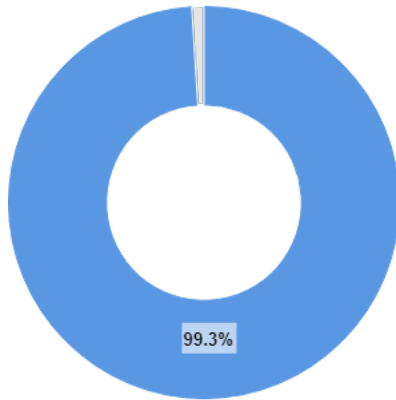
Visual and Performing Arts – Course Participation

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

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

District

State



Students enrolled in one or more classes by discipline:

Music



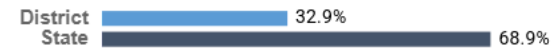
Dance



Drama



Visual Arts



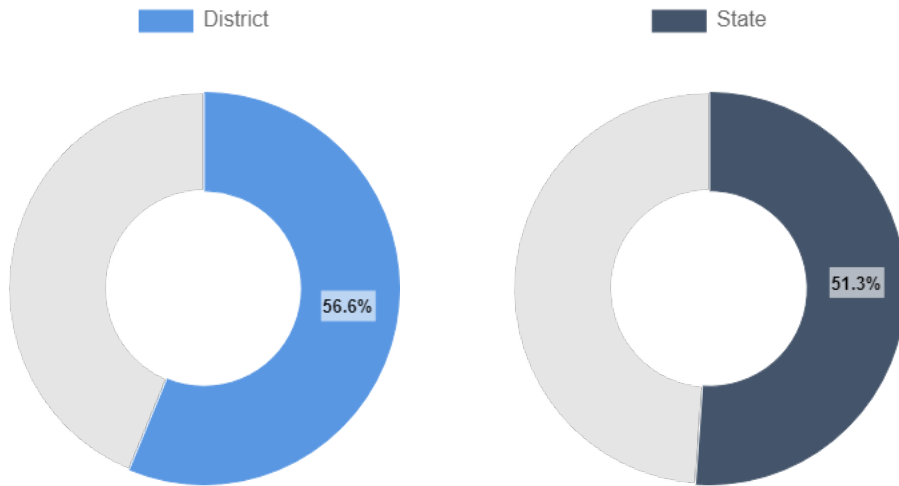
College and Career Readiness

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

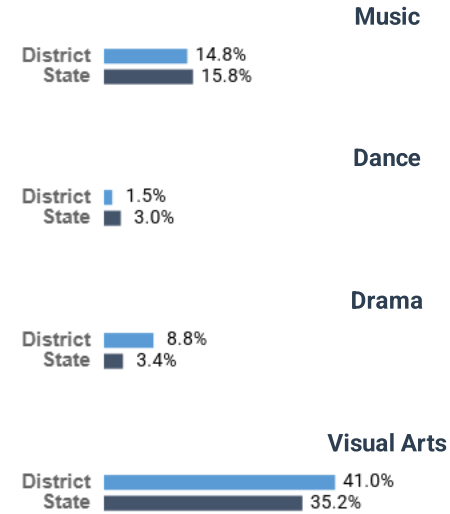
Visual and Performing Arts – Course Participation

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

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



Students enrolled in one or more classes by discipline:



College and Career Readiness

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

Structured Learning Experiences Participation

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

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

Structured Learning Experiences

District 0.0%
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.

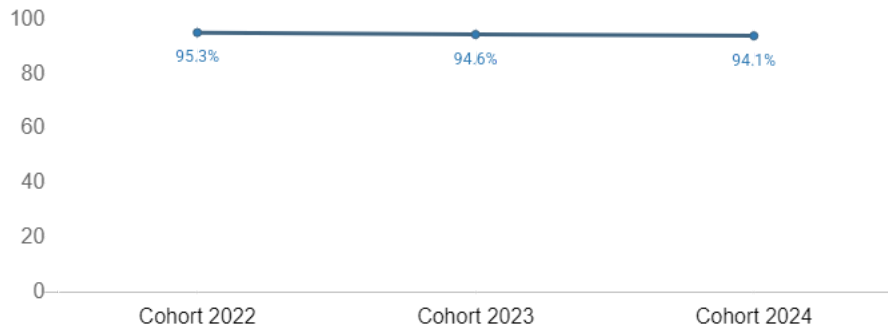
To be included as a graduate in the federal version of the graduation rate, students must have met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless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

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

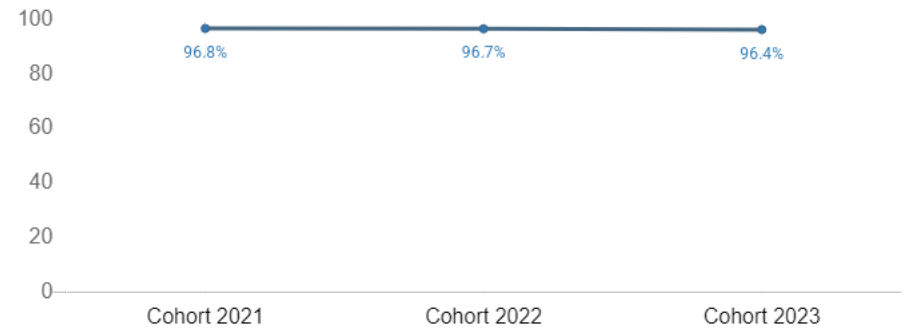
Graduation Rate Trends and Progress

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	95.3%	94.6%	94.1%	96.8%	96.7%	96.4%
Statewide Graduation Rate	90.9%	91.1%	91.3%	92.5%	92.7%	92.6%

Graduation/ Postsecondary

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

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

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

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

Cohort 2024 4-Year Graduation Cohort Profile

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

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	94.1%	2.9%	2.9%	91.3%	3.8%	4.9%
White	94.3%	2.8%	2.9%	95.0%	2.6%	2.5%
Hispanic	93.4%	1.6%	4.9%	86.9%	4.9%	8.3%
Black or African American	91.7%	8.3%	0.0%	86.5%	6.0%	7.5%
Asian, Native Hawaiian, or Pacific Islander	88.9%	11.1%	0.0%	96.7%	2.3%	1.0%
American Indian or Alaska Native	N	N	N	91.7%	3.8%	4.5%
Two or More Races	100.0%	0.0%	0.0%	92.3%	3.5%	4.3%
Female	95.9%	2.2%	1.9%	93.1%	2.8%	4.1%
Male	92.2%	3.7%	4.0%	89.5%	4.7%	5.7%
Non-Binary/Undesignated Gender	N	N	N	86.7%	3.3%	10.0%
Economically Disadvantaged Students	80.4%	11.6%	8.0%	87.1%	5.3%	7.7%
Students with Disabilities	79.8%	12.5%	7.7%	80.7%	12.5%	6.8%
Multilingual Learners	*	*	*	78.9%	7.5%	13.6%
Students experiencing homelessness	*	*	*	74.5%	11.2%	14.3%
Students in Foster Care	*	*	*	61.6%	13.1%	25.3%
Military-Connected Students	*	*	*	94.5%	2.3%	3.1%
Migrant Students	*	*	*	88.2%	3.9%	7.9%

Graduation/ Postsecondary

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

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

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

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

Cohort 2023 5-Year Graduation Cohort Profile

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

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	96.4%	1.1%	2.5%	92.6%	1.7%	5.6%
White	96.4%	1.1%	2.4%	95.9%	1.5%	2.6%
Hispanic	93.8%	1.5%	4.6%	88.2%	1.9%	9.9%
Black or African American	*	*	*	88.9%	2.5%	8.7%
Asian, Native Hawaiian, or Pacific Islander	100.0%	0.0%	0.0%	97.5%	1.3%	1.2%
American Indian or Alaska Native	N	N	N	92.5%	0.0%	7.5%
Two or More Races	100.0%	0.0%	0.0%	94.7%	1.0%	4.3%
Female	96.5%	0.9%	2.6%	94.4%	1.2%	4.4%
Male	96.3%	1.3%	2.4%	91.0%	2.2%	6.8%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	86.5%	1.0%	12.5%	88.8%	2.0%	9.2%
Students with Disabilities	89.8%	4.8%	5.4%	84.1%	8.2%	7.7%
Multilingual Learners	N	N	N	78.0%	2.0%	20.0%
Students experiencing homelessness	*	*	*	78.0%	3.9%	18.1%
Students in Foster Care	*	*	*	67.0%	7.5%	25.5%
Military-Connected Students	*	*	*	96.0%	0.8%	3.1%
Migrant Students	N	N	N	66.7%	10.7%	22.6%

Graduation/ Postsecondary

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

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

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

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

Cohort 2022 6-Year Graduation Cohort Profile

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

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

Student Group	Graduates	Continuing	Non-Continuing	High School Persistence (Graduates + Continuing)	State: Graduates	State: Continuing Students	State: Non-Continuing Students	State: High School Persistence (Graduates + Continuing)
Districtwide	97.2%	0.6%	2.3%	97.7%	93.2%	1.0%	5.8%	94.2%
White	97.3%	0.5%	2.2%	97.8%	96.4%	0.9%	2.7%	97.3%
Hispanic	93.4%	1.6%	4.9%	95.1%	88.2%	1.0%	10.8%	89.2%
Black or African American	100.0%	0.0%	0.0%	100.0%	89.6%	1.4%	9.0%	91.0%
Asian, Native Hawaiian, or Pacific Islander	100.0%	0.0%	0.0%	100.0%	98.1%	0.8%	1.0%	99.0%
American Indian or Alaska Native	*	*	*	*	93.6%	0.8%	5.6%	94.4%
Two or More Races	*	*	*	*	92.9%	1.3%	5.9%	94.1%
Female	99.3%	0.0%	0.7%	99.3%	95.0%	0.6%	4.4%	95.6%
Male	94.9%	1.2%	3.9%	96.1%	91.5%	1.4%	7.1%	92.9%
Non-Binary/Undesignated Gender	N	N	N	N	*	*	*	*
Economically Disadvantaged Students	92.4%	1.0%	6.7%	93.3%	88.8%	1.1%	10.2%	89.8%
Students with Disabilities	90.0%	2.4%	7.7%	92.3%	86.6%	5.4%	8.0%	92.0%
Multilingual Learners	*	*	*	*	77.6%	0.6%	21.9%	78.1%
Students experiencing homelessness	*	*	*	*	76.2%	1.4%	22.4%	77.6%
Students in Foster Care	N	N	N	N	64.1%	3.5%	32.4%	67.6%
Military-Connected Students	*	*	*	*	92.9%	1.7%	5.4%	94.6%
Migrant Students	N	N	N	N	67.1%	2.4%	30.5%	69.5%

Graduation/ Postsecondary

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

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

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

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

Federal Graduation Rates

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

Student Group	2024 4-Year Federal Graduation	2023 5-Year Federal Graduation	2022 6-Year Federal Graduation	State: 2024 4-Year Federal Graduation	State: 2023 5-Year Federal Graduation	State: 2022 6-Year Federal Graduation
	Rate	Rate	Rate	Rate	Rate	Rate
Districtwide	84.6%	95.1%	84.7%	87.7%	91.8%	87.0%
White	84.9%	95.6%	85.3%	91.5%	95.0%	90.0%
Hispanic	82.0%	92.3%	77.0%	83.3%	87.4%	82.1%
Black or African American	75.0%	*	85.7%	80.9%	87.6%	80.8%
Asian, Native Hawaiian, or Pacific Islander	83.3%	100.0%	93.3%	96.1%	97.3%	96.6%
American Indian or Alaska Native	N	N	*	84.1%	92.5%	86.4%
Two or More Races	100.0%	93.8%	*	89.0%	93.0%	86.2%
Female	87.5%	95.1%	87.6%	90.5%	93.7%	90.6%
Male	81.6%	95.2%	81.7%	85.2%	90.0%	83.7%
Non-Binary/Undesignated Gender	N	N	N	83.3%	*	*
Economically Disadvantaged Students	55.4%	81.7%	71.4%	82.6%	87.8%	81.4%
Students with Disabilities	39.3%	84.3%	39.7%	60.2%	79.2%	51.8%
Multilingual Learners	*	N	*	77.6%	77.6%	75.7%
Students experiencing homelessness	*	*	*	67.0%	76.2%	64.6%
Students in Foster Care	*	*	N	50.4%	61.9%	47.1%
Military-Connected Students	*	*	*	91.4%	94.9%	88.4%
Migrant Students	*	N	N	85.5%	64.3%	64.6%

Graduation/ Postsecondary

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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.

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Accountability Graduation Rates

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

Student Group	Cohort 2023: 4-Year Graduation Rate	Cohort 2023: Annual Target	Cohort 2023: Met Target	Cohort 2022: 5-Year Graduation Rate	Cohort 2022: Annual Target	Cohort 2022: Met Target
Districtwide	94.6%	84.2%	Met Target	84.6%	N	N
White	95.3%	84.9%	Met Goal	85.2%	N	N
Hispanic	90.8%	77.5%	Met Target	77.0%	N	N
Black or African American	*	**	**	85.7%	**	**
Asian, Native Hawaiian, or Pacific Islander	93.8%	**	**	93.3%	**	**
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	93.8%	**	**	*	**	**
Economically Disadvantaged Students	81.0%	70.3%	Met Target	70.8%	N	N
Students with Disabilities	82.8%	35.8%	Met Target	39.5%	N	N
Multilingual Learners	*	**	**	*	**	**

Report Key:

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

Graduation/ Postsecondary

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

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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	65.6%	52.5%
Substitute Competency Test	28.0%	36.6%
Portfolio Appeals Process	0.6%	1.8%
Alternate Requirements Specified in IEP	5.8%	9.1%
Unknown/Other	0.0%	0.0%

Dropout Rate Trends

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

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

Graduation/ Postsecondary

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

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

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

Apprenticeship

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

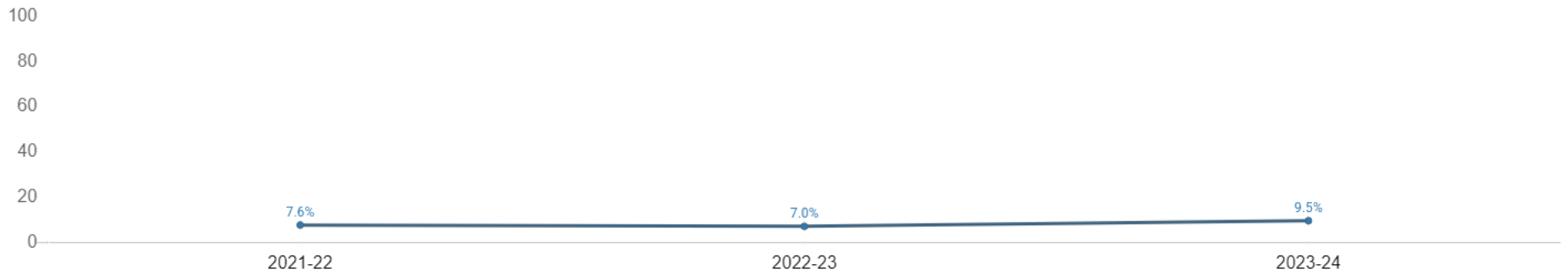
Year of Graduation	Graduates enrolled in apprenticeship programs
2023	*
2022	*
2021	*
2020	*
2019	*
2018	*
2017	*
2016	14

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	7.6%	7.0%	9.5%
ESSA Target (State Average for Grades Served)	18.1%	16.6%	14.9%
Met ESSA Target	Met	Met	Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%

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Chronic Absenteeism

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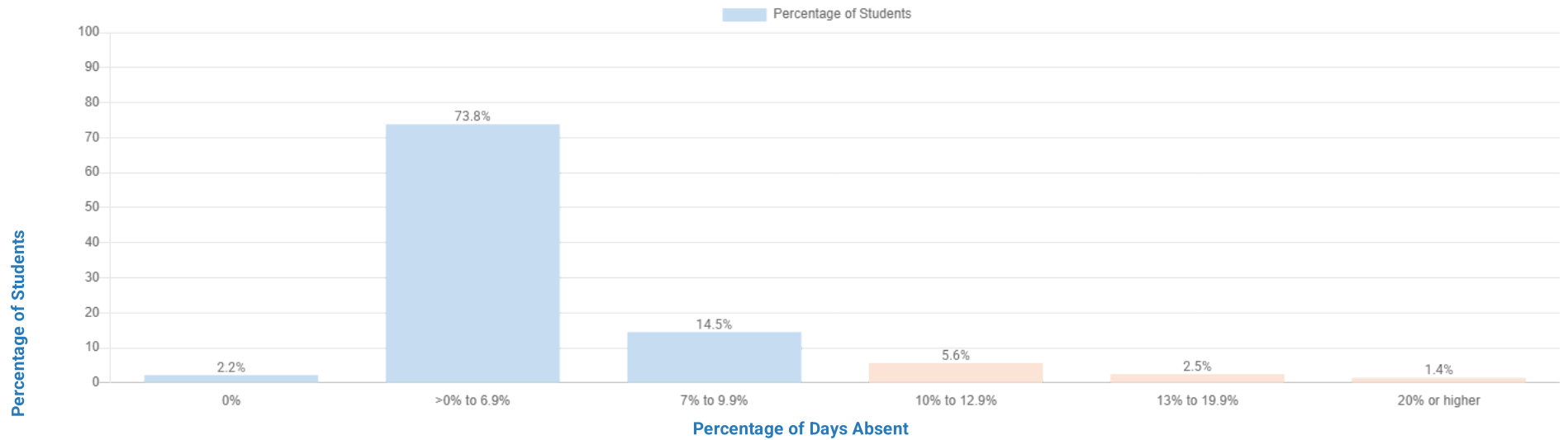
Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	818	9.5%	14.9%	Met
White	640	9.1%	14.9%	Met
Hispanic	114	12.2%	14.9%	Met
Black or African American	*	23.1%	14.9%	Not Met
Asian, Native Hawaiian, or Pacific Islander	12	6.4%	14.9%	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	16	5.1%	14.9%	Met
Female	*	10.1%		
Male	*	8.8%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	225	24.1%	14.9%	Not Met
Students with Disabilities	313	16.4%	14.9%	Not Met
Multilingual Learners	4	5.8%	14.9%	Met
Students Experiencing Homelessness	14	50.0%		
Students in Foster Care	*	*		
Military-Connected Students	11	15.5%		
Migrant Students	*	*		

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Percentage of Days Absent

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

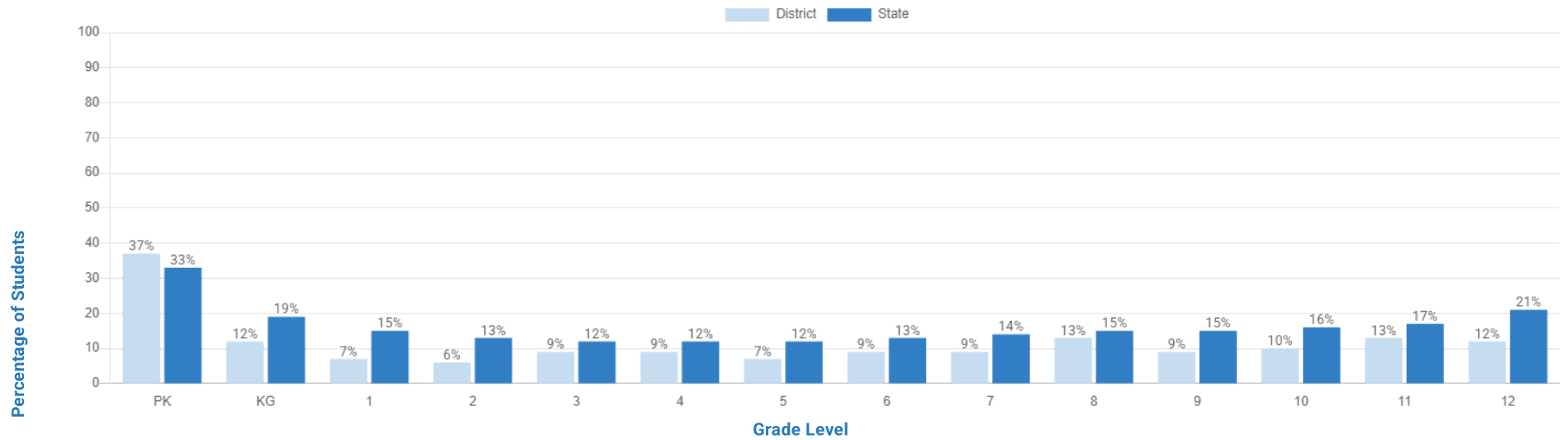


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Chronic Absenteeism by Grade

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



Climate and Environment

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	38
Weapons	1
Vandalism	2
Substances	46
Harassment, Intimidation, Bullying (HIB)	44
Total Unique Incidents	131
Incidents Per 100 Students Enrolled	1.49

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	11
Weapons	0
Vandalism	1
Substances	23
Harassment, Intimidation, Bullying (HIB)	16
Other Incidents Leading to Removal	11

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	27	10	37
Religion	2	2	4
Ancestry	3	3	6
Gender	5	2	7
Sexual Orientation	8	10	18
Disability	11	5	16
Other	26	16	42
No Identified Nature	131		131

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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	167	2%	108	1%	222	3%	<5	<5.00%	0	0%
Hispanic	36	4%	27	3%	49	5%	<5	<5.00%	0	0%
Black or African American	15	9%	11	7%	20	12%	<5	<5.00%	0	0%
Asian	4	2%	4	2%	5	3%	<5	<5.00%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
Two or more races	6	2%	5	2%	8	2%	<5	<5.00%	0	0%
Female	*	1%	*	1%	*	2%	*	<5.00%	*	0%
Male	*	4%	*	3%	*	5%	*	<5.00%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	73	6%	54	5%	92	8%	<5	<5.00%	0	0%
Students with disabilities	102	5%	82	4%	138	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	234	3%	163	2%	314	3%	1	0%	0	0%
PK	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
KG	0	0%	2	0%	2	0%	<5	<5.00%	0	0%
1	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
2	0	0%	2	0%	2	0%	<5	<5.00%	0	0%
3	0	0%	5	1%	5	1%	<5	<5.00%	0	0%
4	0	0%	3	0%	3	0%	<5	<5.00%	0	0%
5	3	0%	4	1%	6	1%	<5	<5.00%	0	0%
6	34	5%	14	2%	38	6%	<5	<5.00%	0	0%
7	42	6%	19	3%	51	8%	<5	<5.00%	0	0%
8	33	5%	22	3%	38	5%	<5	<5.00%	0	0%
9	34	5%	27	4%	46	7%	<5	<5.00%	0	0%
10	33	5%	27	4%	47	7%	<5	<5.00%	0	0%
11	32	5%	23	3%	46	7%	<5	<5.00%	0	0%
12	19	3%	9	1%	22	3%	<5	<5.00%	0	0%

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Students Involved in Police Notifications: By Student Group

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

Student Group	# of Students involved in at least one incident	% of Students involved in at least one incident	# of Students involved in at least one violent incident	% of Students involved in at least one violent incident	# of Students involved in at least one vandalism incident	% of Students involved in at least one vandalism incident	# of Students involved in at least one substance related incident	% of Students involved in at least one substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in at least one weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in at least one HIB incident	# of Students involved in at least one other incident type	% of Students involved in at least one other incident type
Districtwide	92	1%	17	0%	1	0%	24	0%	0	0%	18	0%	35	0%
White	63	1%	10	0%	<5	<5.00%	13	0%	0	0%	14	0%	27	0%
Hispanic	17	2%	4	0%	<5	<5.00%	7	1%	0	0%	3	0%	4	0%
Black or African American	4	2%	1	1%	<5	<5.00%	1	1%	0	0%	0	0%	2	1%
Asian	2	1%	1	1%	<5	<5.00%	0	0%	0	0%	0	0%	1	1%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	3	1%	0	0%	<5	<5.00%	1	0%	0	0%	1	0%	1	0%
Female	*	0%	*	0%	*	<5.00%	*	0%	*	0%	*	0%	*	0%
Male	*	2%	*	0%	*	<5.00%	*	0%	*	0%	*	0%	*	1%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	20	2%	3	0%	<5	<5.00%	7	1%	0	0%	2	0%	9	1%
Students with disabilities	29	1%	8	0%	<5	<5.00%	9	0%	0	0%	3	0%	9	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	92	1%	17	0%	1	0%	24	0%	0	0%	18	0%	35	0%
PK	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
KG	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
1	1	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	1	0%
2	5	1%	0	0%	<5	<5.00%	0	0%	0	0%	1	0%	4	1%
3	4	1%	0	0%	<5	<5.00%	0	0%	0	0%	4	1%	0	0%
4	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
5	1	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	1	0%
6	9	1%	0	0%	<5	<5.00%	0	0%	0	0%	1	0%	8	1%
7	22	3%	4	1%	<5	<5.00%	1	0%	0	0%	5	1%	13	2%
8	9	1%	1	0%	<5	<5.00%	5	1%	0	0%	0	0%	3	0%
9	13	2%	1	0%	<5	<5.00%	9	1%	0	0%	2	0%	1	0%
10	10	1%	2	0%	<5	<5.00%	2	0%	0	0%	3	0%	4	1%
11	11	2%	6	1%	<5	<5.00%	3	0%	0	0%	2	0%	0	0%
12	4	1%	2	0%	<5	<5.00%	2	0%	0	0%	0	0%	0	0%

Climate and Environment

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

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

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

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

Climate and Environment

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

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

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

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

Climate and Environment

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

School Days Missed due to Out-of-School Suspensions

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

School Days Missed due to Out-of-School Suspensions

343

Report Key:

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

Climate and Environment

Student Access to Technology and Internet

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

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Teachers – Experience

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

Category	Teachers in District	Teachers in State
Total Number of teachers	773	119,239
Average years experience in public schools	14.6	12.6
Average years experience in district	12.3	11.3
Number of Teachers with 4 or more years experience in the district	621	87,243
Percentage of Teachers with 4 or more years experience in the district	80.3%	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	37	9,065
Percentage of Teachers with Provisional Credentials	4.8%	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	48	10,170
Average years experience in public schools	20.2	16.2
Average years experience in district	13.1	12.5
Number of Administrators with 4 or more years experience in the district	41	7,734
Percentage of Administrators with 4 or more years experience in the district	85.4%	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	773	119,239
Administrators	48	10,170
Librarians/Media Specialists	3	1,160
Nurses	18	3,025
School Counselors	27	4,673
Child Study Team Members	82	9,654
School Psychologists	20	2,185
School Social Workers	18	2,750
Student Assistance Coordinators	5	400
School Safety Specialists	1	681

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Student and Staff Ratios

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

Ratio	District Ratio
Students to Teachers	11:1
Students to Administrators	183:1
Teachers to Administrators	16:1
Students to Librarians/Media Specialists †	2930:1
Students to Nurses †	488:1
Students to Counselors †	326:1
Students to Child Study Team Members †,††	24:1
Students to School Psychologists †	439:1
Students to School Social Workers †	488:1
Students to Student Assistance Coordinators †	1758:1
Students to School Safety Specialists †	8790:1

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

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

Teachers and Administrators – Demographics

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

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	49.0%	80.0%	40-50%	48.0%	77.0%	57.0%
Male	51.0%	20.0%	50-60%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤10%	≤1%	≤1%	≤1%
White	81.4%	97.5%	100.0%	38.2%	81.8%	74.5%
Hispanic	10.9%	1.7%	0.0%	34.0%	8.6%	8.6%
Black or African American	1.7%	0.5%	0.0%	14.2%	6.4%	14.4%
Asian	2.1%	0.3%	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%	0.0%	0.0%	0.2%	0.4%	0.5%
Two or More Races	3.7%	0.0%	0.0%	3.1%	0.3%	0.4%

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

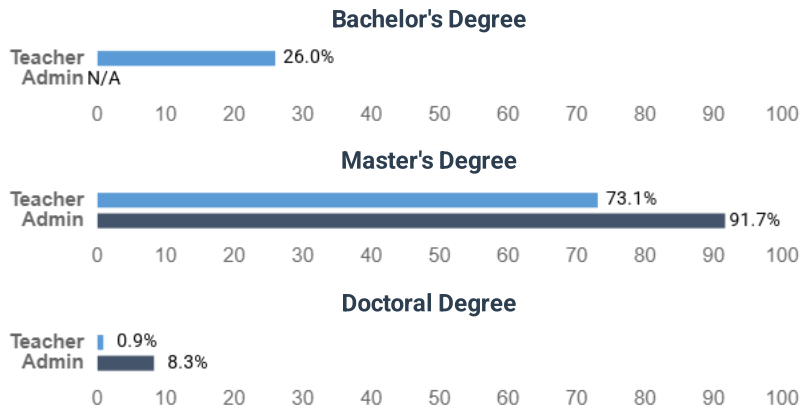
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district.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

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

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

Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2022-23 Teachers: Same district 2023-24	91.7%	89.5%
2022-23 Administrators: Same district 2023-24	93.8%	87.9%

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Teachers by Subject Area

This table shows the counts of teachers by subject area with gender breakdown, experience, and level of education. The staff counts in this table reflect staff assignments as submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Note that some teachers may teach in multiple subject areas and may be counted more than once in this table, or they may only be counted in their primary subject area. Additionally, in many elementary schools, teachers are not assigned to specific subject areas, so they will appear in the Elementary (Not Subject Specific) category and not in the other subject areas, but that does not mean those subjects are not being taught in the school. Special Education and Bilingual teachers are generally assigned to a subject area and also either special education or bilingual, so those teachers will be counted in multiple subject areas.

Subject Area	Total Number of Teachers	% Female	% Male	% Non-binary or Undesignated Gender	% White	% Hispanic	% Black or African American	% Asian	% Native Hawaiian, Pacific Islander	% American Indian or Native American	% Two or More Races	% 4 or more years experience in the district	% Bachelor's Degree(Highest Degree)	% Master's Degree(Highest Degree)	% Doctoral Degree(Highest Degree)
Elementary (Not Subject Specific)	275	>95%	≤5%	≤5%	97.1%	1.8%	0.7%	0.4%	0.0%	0.0%	0.0%	77.5%	32.0%	67.6%	0.4%
English/Language Arts/Literacy	68	80-85%	15-20%	≤5%	98.5%	1.5%	0.0%	0.0%	0.0%	0.0%	0.0%	82.4%	16.2%	83.8%	0.0%
English to Speakers of Other Languages	4	*	*	*	75.0%	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%	75.0%	0.0%	100.0%	0.0%
Mathematics	84	70-75%	20-25%	≤5%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	89.3%	20.2%	79.8%	0.0%
Science	57	60-70%	30-40%	≤10%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	84.2%	24.6%	70.2%	5.3%
Social Studies/History	66	45-50%	45-50%	≤5%	98.5%	0.0%	1.5%	0.0%	0.0%	0.0%	0.0%	83.3%	21.2%	78.8%	0.0%
World Language	35	>90%	≤10%	≤10%	94.3%	5.7%	0.0%	0.0%	0.0%	0.0%	0.0%	85.7%	22.9%	74.3%	2.9%
Visual and Performing Arts	33	70-80%	20-30%	≤10%	97.0%	3.0%	0.0%	0.0%	0.0%	0.0%	0.0%	87.9%	21.2%	78.8%	0.0%
Health/Physical Education	54	30-40%	60-70%	≤10%	94.4%	3.7%	1.9%	0.0%	0.0%	0.0%	0.0%	81.5%	29.6%	70.4%	0.0%
Family & Consumer Sciences	6	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	83.3%	16.7%	83.3%	0.0%
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	6	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	83.3%	16.7%	83.3%	0.0%
Computer Science/IT	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Industrial Arts	4	*	*	*	75.0%	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%	75.0%	25.0%	75.0%	0.0%
Career and Technical Education	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Special Education	201	80-85%	15-20%	≤5%	98.5%	1.0%	0.0%	0.5%	0.0%	0.0%	0.0%	73.6%	29.9%	69.2%	1.0%
Bilingual	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N

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.

Middletown Twp	Federal	State & Local	Total	ADE**
District Level Total Expenditures	\$264	\$18,581	\$18,845	8,763.6
District Level Central Expenditures		\$833	\$833	8,763.6
Middletown High School North	\$310	\$18,404	\$18,714	1,266.3
Middletown High School South	\$224	\$18,407	\$18,631	1,394.0
Bayshore Middle School	\$287	\$22,798	\$23,085	536.3
Thompson Middle School	\$223	\$16,460	\$16,683	855.2
Thorne Middle School	\$320	\$20,594	\$20,914	620.3
Bayview Elementary School	\$284	\$22,955	\$23,239	334.8
Ocean Avenue Elementary School	\$399	\$18,541	\$18,940	280.0
Fairview Elementary School	\$220	\$17,071	\$17,291	304.8
Harmony Elementary School	\$284	\$17,214	\$17,498	488.1
Leonardo Elementary School	\$297	\$17,162	\$17,459	269.6
Lincroft Elementary School	\$221	\$12,594	\$12,815	494.3
Middletown Village Elementary School	\$221	\$15,787	\$16,008	440.4
Navesink Elementary School	\$222	\$18,887	\$19,109	205.1
New Monmouth Elementary School	\$292	\$17,370	\$17,662	510.8
Nut Swamp Elementary School	\$221	\$12,603	\$12,824	502.8
River Plaza Elementary School	\$223	\$15,827	\$16,050	260.9

Accountability

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

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

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

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

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

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

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

Accountability

Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

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

County Code	County Name	District Code	District Name	School Code	School Name	Status for 2025-26 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2025-26 School Year
25	Monmouth	3160	Middletown Township Public School District	059	Thorne Middle School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;

Accountability

ESSA Accountability Progress

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

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

ESSA Accountability Indicator	2021-22	2022-23	2023-24
ELA Proficiency	58.8%	59.0%	60.6%
Math Proficiency	50.7%	52.2%	52.7%
ELA Growth†	67	46	49
Math Growth†	73	53	46
4-Year Graduation Rate (Prior Year)††	91.7%	83.7%	94.6%
5-Year Graduation Rate (Prior Year)††	96.4%	92.6%	84.6%
Progress toward English Language Proficiency	53.7%	53.8%	37.3%
Chronic Absenteeism	7.6%	7.0%	9.5%

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

†Target was met within a confidence interval.

Narrative

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



Highlights:

- The Middletown Township Public Schools offer extensive courses and learning opportunities that address state requirements, as well as students' unique interests.
- The instruction that accompanies these courses is individualized and differentiated, supporting the development of each learner.
- We also offer significant athletic and co-curricular programs that foster the development of versatile students who are prepared for future success.



Mission, Vision, Theme:

The Middletown Township Public School District, in partnership with our resourceful and historically rich community, provides students with a rigorous and relevant education, rooted in state and federal learning standards, motivating them to recognize and develop their full potential as responsible citizens, contributing to an ever-evolving global society.



Awards, Recognition, Accomplishments:

Middletown Township Public Schools has earned NJ Future Ready Certification-Silver Status with Distinction. Our District was one of only four districts in the state to earn Future Ready Schools New Jersey inaugural Silver District Distinction. This distinction acknowledges Middletown commitment to authentic learning and its willingness to share best practices with colleagues from all over the state. The district has received the ASBO Certificate of Excellence in Financial Reporting for seven years, demonstrating its commitment to fiscal integrity and transparency.

Narrative

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Courses, Curriculum, Instruction:

Middletown implements Readers and Writers Workshop, a rigorous model of literacy instruction focused on individual student learning goals. Students at all levels develop conceptual understandings of mathematics through exploration and engaging student driven activities. Numerous interactive digital platforms challenge and motivate students to further develop their math skills. The Next Generation Science Standards are implemented at all levels. Students conduct investigations, solve problems and engage in discussions about science as they learn to use evidence to support their claims. K-12 students explore their interests in numerous elective and special area courses which promote career readiness and provide opportunities for interdisciplinary learning. At the high school level, students may also choose from 27 AP courses, dual enrollment opportunities, and 31 honors courses, as well as our humanities, STEM and business pathways and Art Academy program.



Sports and Athletics:

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

Our school community values our comprehensive athletic program as an integral part of the total school experience. Interscholastic participation develops good citizenship and healthy lifestyles, fosters involvement of a diverse population and promotes positive school-community relations. Middletown offers a variety of interscholastic competitive sports for middle school students, and NJSIAA sponsored high school sports including Freshman, Junior Varsity, and Varsity levels.



Clubs and Activities:

Our school community believes that a diversity of co-curricular activities provides students additional opportunities to develop leadership capacities and good organizational skills, aids in the socialization of pupils, and enables them to explore a wider range of individual interests than might be available in the regular curricular program. Our K-12 students participate in over 100 student organizations.

Narrative

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Before and After School Programs:

The district partners with the YMCA to provide students with the opportunity to participate in enrichment activities before & after school. Students gain confidence while engaging in social, emotional and literacy activities that develop their skills.



Staff and Professional Learning:

Teachers are engaged in purposeful and personalized professional learning experiences throughout the year. Within the district, structures have been put in place to support teachers as they participate in professional growth opportunities such as independent studies, personalized reflective practice experiences, job-embedded professional learning, micro-credentialing and teacher-facilitated conversations as they work towards individualized professional learning goals. All teachers also participate on an ongoing basis in Professional Learning Community work, which is spearheaded by the leadership of designated Learning Design Teams within each building. Learning Design Teams lead building-level experiences, through a PLC-like structure, that stimulate professional dialogue to inform decision-making and increase instructional capacity to positively impact student outcomes.



Postsecondary Information:

Our high schools host numerous events for students and parents to prepare for college and career, such as informational visits of college and military representatives, NCAA Nights, Financial Aid Nights, Career Fairs, and Kick-Off to College Application Night. Annually, we administer PSAT testing to all 10th & 11th grader students and SAT Prep courses are offered. Nearly 90 percent of our graduates attend college, which include Harvard, Dartmouth, Boston College, Cornell, Columbia, University of Pennsylvania, The College of New Jersey, Rutgers, New York University, Boston University, Seton Hall University, Stevens Institute of Technology, Lehigh University, out of State colleges and universities as well as our local community college, Brookdale, and many others.

Narrative

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Student Supports and Services:

Students with disabilities are supported in the least restrictive environment via a continuum of services including supplemental aids and services, resource support, and self-contained programs along with speech, OT, PT, counseling services, assistive technology, and other supports. General education students are assisted with small group tiered instruction and extra-help sessions. I&RS consists of multidisciplinary teams and a tiered intervention model which follows NJ's MTSS model to address academic, behavioral, and/or social-emotional domains. The district has created procedures for referrals to guide teams through the process. ELL students are supported by the ESL teaching staff. The district receives Title III funding which provides additional support for all stakeholders. During Fiscal Year 2023-2024, funding is allocated for additional supplies and resources to enhance instructional delivery to ML students, staff professional development, and supplies for parent outreach.



Student Health and Wellness:

Our district has highly dedicated school nursing staff. Our 11 elementary schools and 3 middle schools each have a full time certified school nurse. Both high schools each have two certified school nurses. In addition to our health and physical education curriculum for all students, we offer daily recess at the elementary level, nutrition and fitness activities and programs such as the school gardens, walking clubs (Girls in Motion) and fitness challenges as well as interscholastic and intramural sports to promote healthy eating and life-long fitness habits. During the school day, our students are offered nutritious meals for breakfast and lunch that align with state regulations as well as the National school lunch program. Our nurses work with local agencies to help identify and relieve food insecurity at home through local resources such as BPC food pantry programs and holiday meal assistance via MHIO.



Facilities:

The District's 2024-2025 facilities budget includes required maintenance per the District's Comprehensive Maintenance Plan. The District's buildings average 77 years old. Most spaces in the District's approximately 1.4 million square foot footprint are air conditioned.

Narrative

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School Safety:

The Middletown School District focuses on student and staff safety as its top priority. We work collaboratively with law enforcement and all emergency management partners to develop and carry out our strategic school safety and security plans and continue to ensure maximum effectiveness and efficiency in allocating security resources. The district, in full cooperation with the Middletown Township Police Department, has added Class 3 Police Officers in all educational facilities to further strengthen safety and ensure immediate response to critical threat events. The Middletown School District continues to utilize its professional and collaborative behavioral threat assessment process and teams. The district's process mirrors the recommendations and requirements of our state partners. The district complies with all safety and security requirements determined by NJDOE.



Technology and STEM:

Initiatives leveraging technology and STEM are supported through daily, innovative practices. Instructional technology, including hardware and software are embedded into activities across all content areas and grade levels. Students extend their use of technology through specific coursework and pathways in the areas of computer science, biotechnology, digital art, engineering, coding and robotics. After school clubs (Environmental Club, E-Sports, Math Team, Science Club, Maker Club) keep students engaged in STEM beyond the school day. Our schools are equipped for 21st century learners. Technology (interactive displays, Chromebooks, iPads, document cameras) are utilized to engage learners and enhance learning. Students in grades 3-12 have been assigned a Chromebook and actively work in a 1:1 digital environment. Teachers and students are exploring powerful new AI tools to infuse this emerging technology into their practice to extend their learning and understanding.



Early Childhood Education:

The Middletown Township School District's preschool program provides our 3 and 4 year olds with a developmentally appropriate learning experience utilizing The Creative Curriculum-Teaching Strategies GOLD, a scientifically researched-based program approved by the NJDOE, Division of Early Childhood Education and aligns with NJ Preschool Teaching and Learning Standards. Typically developing and special needs students attend school in an inclusive or a self-contained environment where hands-on learning experiences develop and nurture their academic, language and social skills. Our preschool students attend school daily for either a half or full day session. Enrollment is based on an application and lottery process, as well as eligibility for special education services. Students accepted through the lottery pay monthly tuition and families can apply for income eligibility tuition assistance. Students not accepted into the program through the lottery, are placed on a waiting list.

Narrative

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Our district values regular, daily student attendance as a cornerstone to academic achievement, student connectedness, and family engagement. Therefore, our district has developed, implemented, and communicated to the community expectations and tools to convey the significant importance of student's presence in school. Administrators, teaching staff, and counselors work collaboratively to engage students and families, monitor concerns, and provide additional support. We believe early intervention, combined with supportive strategies, are the most effective path towards maintaining regular attendance.