Dover Public School District (27-1110)

2023-2024

County: Morris

District: Dover Public School District

21 Belmont Ave
Dover, NJ 07801

Superintendent: Mr. Luis Jaime

District Website

973-989-2000

3,610
Total Students

PK-12
Grades Offered

Overview & Resources

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

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

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

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

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

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

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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	Morris
District	Dover Public School District
Superintendent Name	Mr. Luis Jaime
Address	21 Belmont Ave, Dover, NJ 07801
Phone Number	973-989-2000
Email Address	ljaime@dover-nj.org
Website	https://dover-nj.org
Facebook	https://www.facebook.com/doverschools/
Twitter	https://twitter.com/PublicDover

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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
Academy Street Elementary School	PK-06
Dover High School	09-12
Dover Middle School	07-08
East Dover Elementary School	PK-06
North Dover Elementary School	PK-06

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Demographics

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

Enrollment Trends by Grade

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

Grade	2021-22	2022-23	2023-24
PK	309	360	352
KG	210	219	209
1	220	230	222
2	223	224	245
3	220	235	237
4	229	221	238
5	212	226	225
6	230	214	240
7	275	266	235
8	263	279	264
9	355	300	314
10	262	332	280
11	267	244	307
12	221	257	242
Total	3,496	3,607	3,610

Enrollment Trends by Student Group

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

Student Group	2021-22	2022-23	2023-24
Female	48.0%	48.0%	48.0%
Male	52.0%	52.0%	52.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	68.0%	69.4%	76.0%
Students with Disabilities	13.6%	13.6%	13.8%
Multilingual Learners	22.2%	29.4%	34.7%
Students Experiencing Homelessness	0.8%	1.8%	2.2%
Students in Foster Care	0.0%	0.1%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.1%

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	4.3%	3.8%	3.8%
Hispanic	89.8%	90.7%	91.0%
Black or African American	3.9%	3.7%	3.3%
Asian	1.6%	1.4%	1.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two Or More Races	0.4%	0.4%	0.5%

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Enrollment Trends by Full / Half Day PK and KG

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

Grade	2021-22	2022-23	2023-24
PK - Half Day	0	0	0
PK - Full Day	309	360	352
KG - Half Day	0	0	0
KG - Full Day	210	219	209

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	3,483	3,583	3,577
Shared Time Students	25	48	65
Full Time Equivalent	3,496	3,607	3,610

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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.

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Student Growth

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

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

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

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

Student Growth Trends and Progress

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

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ELA Median Student Growth Percentile

Math Median Student Growth Percentile

Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Median Student Growth Percentile		51	53		50	51
Met Standard (40-59.5)?		Met Standard	Met Standard		Met Standard	Met Standard
Statewide: Median Student Growth Percentile		50	50		50	50

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Student Growth

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

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	53	50	Met Standard	51	50	Met Standard
White	60.5	50	Exceeds Standard	62.5	51	Exceeds Standard
Hispanic	52	49	Met Standard	51	48	Met Standard
Black or African American	61	47	Exceeds Standard	36	46	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	59	**	*	60	**
American Indian or Alaska Native	N	50	**	N	50	**
Two or More Races	*	50	**	*	51	**
Female	55	52		50	50	
Male	51	48		53	50	
Non-Binary/Undesignated Gender	N	44		N	45.5	
Economically Disadvantaged Students	53	48	Met Standard	51	48	Met Standard
Students with Disabilities	49	43	Met Standard	48	44	Met Standard
Multilingual Learners	44	50	Met Standard	58	50	Met Standard
Students Experiencing Homelessness	*	43		17	45	
Students in Foster Care	N	40		N	47	
Military-Connected Students	N	47.5		N	51	
Migrant Students	N	53		*	44	

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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 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

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Student Growth

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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

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Academic Achievement

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

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

English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

Math Proficiency Rate for Federal Accountability

Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	98.4%	99.2%	99.4%	97.8%	99.0%	99.5%
Proficiency Rate for Federal Accountability	39.7%	39.1%	37.5%	23.5%	24.1%	23.2%
Annual Target	61.4%	62.5%	41.1%	50.6%	52.5%	26.6%
Met Annual Target?	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

† Target was met within a confidence interval.

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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	1,562	99.4%	37.5%	52.2%	37.5%	41.1%	Not Met
White	59	100%	55.9%	61.8%	55.9%	60.8%	Met Target†
Hispanic	1,419	99.5%	36.3%	38%	36.3%	39.8%	Not Met
Black or African American	58	98.4%	43.1%	35.9%	43.1%	43.8%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	18	100%	55.6%	79.9%	55.6%	**	**
American Indian or Alaska Native	*	*	*	51.2%	*	**	**
Two or More Races	*	*	*	59.4%	*	**	**
Female	*	99.5%	43.9%	57.7%	43.9%		
Male	*	99.4%	31.4%	47%	31.4%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	927	99.5%	34.1%	34.6%	34.1%	37.7%	Not Met
Non-Economically Disadvantaged Students	635	99.4%	42.5%	62.8%	42.5%		
Students with Disabilities	267	99.3%	12.7%	19.8%	12.7%	17.3%	Not Met
Students without Disabilities	1,295	99.5%	42.6%	59.4%	42.6%		
Multilingual Learners	415	99.1%	<10%	23.1%	<10%	13.4%	Not Met
Non-Multilingual Learners	1,147	99.6%	47.7%	56.2%	47.7%		
Students Experiencing Homelessness	17	100%	11.8%	21.9%	11.8%		
Students in Foster Care	*	*	*	19.3%	*		
Military-Connected Students	*	*	*	48.2%	*		
Migrant Students	*	*	*	13.3%	*		

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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.

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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	214	712	741	39%	21%	21%	19%	0%	19%	44%
White	*	*	751	*	*	*	*	*	*	53%
Hispanic	195	711	724	40%	20%	22%	17%	1%	18%	29%
Black or African American	*	*	725	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	*	*	*	*	*	*	70%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	46%
Two or More Races	*	*	751	*	*	*	*	*	*	52%
Female	*	723	746	26%	22%	28%	23%	1%	24%	48%
Male	*	702	736	51%	19%	15%	15%	0%	15%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	141	711	722	38%	23%	25%	13%	1%	14%	26%
Non-Economically Disadvantaged Students	73	716	753	41%	15%	15%	29%	0%	29%	55%
Students with Disabilities	39	689	710	*	*	*	*	*	*	18%
Students without Disabilities	175	717	747	33%	22%	23%	22%	1%	22%	49%
Multilingual Learners	72	689	704	*	*	*	*	*	*	13%
Non-Multilingual Learners	142	724	746	27%	21%	24%	27%	1%	28%	48%
Students Experiencing Homelessness	*	*	707	*	*	*	*	*	*	18%
Students in Foster Care	*	*	711	*	*	*	*	*	*	18%
Military-Connected Students	*	*	739	*	*	*	*	*	*	41%
Migrant Students	*	*	688	*	*	*	*	*	*	*

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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	220	728	749	28%	20%	21%	24%	7%	31%	51%
White	*	*	758	*	*	*	*	*	*	61%
Hispanic	210	726	734	30%	20%	20%	24%	6%	30%	35%
Black or African American	*	*	733	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	51%
Two or More Races	*	*	757	*	*	*	*	*	*	60%
Female	*	732	752	25%	19%	22%	26%	8%	34%	54%
Male	*	723	745	32%	21%	19%	21%	6%	27%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	139	728	731	27%	22%	19%	25%	6%	31%	32%
Non-Economically Disadvantaged Students	81	727	760	30%	16%	23%	22%	9%	31%	63%
Students with Disabilities	*	699	720	*	*	*	*	*	*	21%
Students without Disabilities	*	733	755	23%	19%	23%	27%	8%	35%	57%
Multilingual Learners	69	697	711	*	*	*	*	*	*	13%
Non-Multilingual Learners	151	742	753	13%	19%	26%	33%	9%	42%	55%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	20%
Students in Foster Care	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	*	*	747	*	*	*	*	*	*	49%
Migrant Students	*	*	713	*	*	*	*	*	*	23%

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Academic Achievement

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

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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	209	736	750	25%	15%	21%	31%	8%	39%	52%
White	10	745	760	20%	0%	30%	40%	10%	50%	63%
Hispanic	187	734	736	26%	17%	20%	29%	7%	37%	37%
Black or African American	11	752	734	9%	9%	27%	45%	9%	55%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	*	*	757	*	*	*	*	*	*	60%
Female	*	742	755	19%	16%	20%	35%	10%	45%	57%
Male	*	728	745	32%	15%	22%	26%	5%	31%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	128	736	732	23%	15%	23%	32%	6%	38%	33%
Non-Economically Disadvantaged Students	81	735	761	27%	16%	17%	30%	10%	40%	64%
Students with Disabilities	*	712	719	44%	19%	22%	14%	0%	14%	20%
Students without Disabilities	*	740	756	21%	14%	21%	35%	9%	44%	59%
Multilingual Learners	57	702	705	*	*	*	*	*	*	*
Non-Multilingual Learners	152	748	754	11%	15%	23%	40%	11%	51%	57%
Students Experiencing Homelessness	*	*	718	*	*	*	*	*	*	22%
Students in Foster Care	*	*	721	*	*	*	*	*	*	20%
Military-Connected Students	*	*	747	*	*	*	*	*	*	48%
Migrant Students	*	*	721	*	*	*	*	*	*	20%

Report Key:
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N No Data is available to display
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Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 6

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	214	741	751	18%	11%	25%	33%	13%	46%	53%
White	*	*	760	*	*	*	*	*	*	63%
Hispanic	197	740	738	20%	12%	23%	33%	12%	45%	39%
Black or African American	10	759	735	0%	0%	50%	30%	20%	50%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	748	*	*	*	*	*	*	49%
Two or More Races	*	*	758	*	*	*	*	*	*	60%
Female	*	747	756	15%	13%	21%	34%	17%	51%	59%
Male	*	736	746	22%	10%	28%	32%	9%	41%	48%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	119	734	735	23%	13%	25%	31%	8%	39%	35%
Non-Economically Disadvantaged Students	95	750	761	13%	8%	24%	35%	20%	55%	65%
Students with Disabilities	33	712	719	36%	30%	18%	12%	3%	15%	17%
Students without Disabilities	181	746	758	15%	8%	26%	36%	15%	51%	60%
Multilingual Learners	*	692	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	751	754	7%	11%	27%	40%	16%	55%	57%
Students Experiencing Homelessness	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	724	*	*	*	*	*	*	22%
Military-Connected Students	*	*	754	*	*	*	*	*	*	55%
Migrant Students	*	*	712	*	*	*	*	*	*	29%

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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	209	746	752	17%	15%	23%	24%	22%	45%	54%
White	13	767	761	15%	23%	8%	8%	46%	54%	64%
Hispanic	180	742	737	17%	15%	26%	23%	18%	42%	39%
Black or African American	*	*	734	*	*	*	*	*	*	37%
Asian, Native Hawaiian, or Pacific Islander	*	*	785	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	51%
Two or More Races	*	*	759	*	*	*	*	*	*	60%
Female	*	754	758	13%	8%	24%	27%	27%	55%	60%
Male	*	739	746	20%	20%	22%	21%	17%	38%	48%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	109	738	734	18%	17%	27%	25%	14%	39%	36%
Non-Economically Disadvantaged Students	100	754	762	15%	13%	19%	23%	30%	53%	64%
Students with Disabilities	31	713	715	35%	35%	16%	10%	3%	13%	18%
Students without Disabilities	178	751	759	13%	11%	24%	26%	25%	51%	61%
Multilingual Learners	40	694	700	*	*	*	*	*	*	*
Non-Multilingual Learners	169	758	756	7%	14%	23%	30%	27%	56%	58%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	21%
Students in Foster Care	*	*	712	*	*	*	*	*	*	17%
Military-Connected Students	*	*	747	*	*	*	*	*	*	50%
Migrant Students	*	*	*	*	*	*	*	*	*	*

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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	249	743	751	20%	14%	18%	33%	14%	47%	53%
White	17	744	760	24%	6%	24%	29%	18%	47%	62%
Hispanic	221	742	736	20%	16%	17%	33%	14%	47%	39%
Black or African American	*	*	735	*	*	*	*	*	*	37%
Asian, Native Hawaiian, or Pacific Islander	*	*	783	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	52%
Two or More Races	*	*	757	*	*	*	*	*	*	59%
Female	*	744	759	20%	13%	16%	38%	13%	51%	60%
Male	*	741	743	20%	16%	22%	28%	15%	43%	46%
Non-binary/undesignated gender	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	111	743	734	20%	14%	20%	30%	16%	46%	36%
Non-Economically Disadvantaged Students	138	742	761	20%	14%	17%	36%	12%	48%	63%
Students with Disabilities	36	722	713	22%	25%	33%	19%	0%	19%	16%
Students without Disabilities	213	746	758	20%	13%	16%	35%	16%	52%	60%
Multilingual Learners	51	688	701	*	*	*	*	*	*	*
Non-Multilingual Learners	198	757	755	7%	13%	22%	41%	18%	59%	56%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	23%
Students in Foster Care	*	*	708	*	*	*	*	*	*	14%
Military-Connected Students	*	*	743	*	*	*	*	*	*	43%
Migrant Students	*	*	*	*	*	*	*	*	*	*

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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	273	729	755	30%	21%	16%	25%	9%	34%	58%
White	*	*	764	*	*	*	*	*	*	67%
Hispanic	248	728	741	30%	21%	16%	25%	8%	33%	45%
Black or African American	*	*	737	*	*	*	*	*	*	40%
Asian, Native Hawaiian, or Pacific Islander	*	*	789	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	757	*	*	*	*	*	*	59%
Two or More Races	*	*	761	*	*	*	*	*	*	64%
Female	*	737	762	24%	16%	17%	34%	10%	43%	64%
Male	*	723	747	34%	24%	16%	18%	9%	27%	51%
Non-binary/undesignated gender	*	*	774	*	*	*	*	*	*	77%
Economically Disadvantaged Students	207	728	738	30%	21%	15%	25%	9%	33%	41%
Non-Economically Disadvantaged Students	66	732	764	27%	20%	18%	24%	11%	35%	67%
Students with Disabilities	43	705	717	*	*	*	*	*	*	19%
Students without Disabilities	230	733	761	26%	20%	17%	27%	11%	38%	64%
Multilingual Learners	71	695	701	*	*	*	*	*	*	*
Non-Multilingual Learners	202	741	758	18%	19%	20%	31%	12%	44%	61%
Students Experiencing Homelessness	*	*	721	*	*	*	*	*	*	25%
Students in Foster Care	*	*	714	*	*	*	*	*	*	20%
Military-Connected Students	*	*	749	*	*	*	*	*	*	51%
Migrant Students	*	*	683	*	*	*	*	*	*	*

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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	1,618	99.5%	23.2%	40.2%	23.2%	26.6%	Not Met
White	60	100%	48.3%	51.1%	48.3%	47.3%	Met Target
Hispanic	1,474	99.6%	22%	24.2%	22%	25.6%	Not Met
Black or African American	58	98.4%	17.2%	20.1%	17.2%	24.8%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	18	100%	50%	74.4%	50%	**	**
American Indian or Alaska Native	*	*	*	42%	*	**	**
Two or More Races	*	*	*	48.9%	*	**	**
Female	*	99.5%	23.5%	38.4%	23.5%		
Male	*	99.6%	23%	42%	23%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	984	99.6%	20.4%	21.7%	20.4%	23.7%	Not Met
Non-Economically Disadvantaged Students	634	99.4%	27.6%	51.5%	27.6%		
Students with Disabilities	268	99.3%	<10%	16.6%	<10%	13.9%	Not Met
Students without Disabilities	1,350	99.6%	26.4%	45.4%	26.4%		
Multilingual Learners	474	99.3%	12%	18.7%	12%	15.4%	Not Met
Non-Multilingual Learners	1,144	99.7%	27.9%	43.5%	27.9%		
Students Experiencing Homelessness	20	100%	<10%	12.9%	<10%		
Students in Foster Care	*	*	*	12.4%	*		
Military-Connected Students	*	*	*	38.8%	*		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

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Mathematics Assessment - Performance Trends

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

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

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Mathematics Assessment - Performance By 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	234	724	747	25%	25%	28%	21%	2%	23%	48%
White	*	*	757	*	*	*	*	*	*	60%
Hispanic	215	723	732	24%	26%	28%	20%	2%	22%	31%
Black or African American	*	*	728	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	51%
Two or More Races	*	*	755	*	*	*	*	*	*	56%
Female	*	727	744	19%	29%	30%	21%	2%	22%	45%
Male	*	721	749	30%	21%	25%	21%	2%	23%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	160	720	729	30%	23%	28%	19%	1%	19%	28%
Non-Economically Disadvantaged Students	74	732	758	14%	30%	27%	26%	4%	30%	60%
Students with Disabilities	39	699	725	56%	21%	13%	10%	0%	10%	25%
Students without Disabilities	195	729	751	18%	26%	31%	23%	2%	25%	52%
Multilingual Learners	92	715	722	33%	29%	24%	14%	0%	14%	20%
Non-Multilingual Learners	142	729	751	20%	22%	30%	25%	3%	28%	52%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	17%
Students in Foster Care	*	*	719	*	*	*	*	*	*	18%
Military-Connected Students	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	727	*	*	*	*	*	*	12%

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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	238	726	744	18%	33%	31%	16%	2%	18%	45%
White	*	*	754	*	*	*	*	*	*	57%
Hispanic	228	725	730	18%	34%	31%	16%	1%	17%	28%
Black or African American	*	*	726	*	*	*	*	*	*	24%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	50%
Two or More Races	*	*	752	*	*	*	*	*	*	54%
Female	*	726	743	17%	36%	29%	16%	2%	18%	43%
Male	*	726	746	19%	30%	33%	17%	1%	18%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	154	725	727	16%	35%	33%	14%	1%	16%	25%
Non-Economically Disadvantaged Students	84	727	755	20%	30%	27%	20%	2%	23%	58%
Students with Disabilities	*	702	722	*	*	*	*	*	*	21%
Students without Disabilities	*	730	749	13%	31%	35%	19%	2%	21%	50%
Multilingual Learners	86	712	718	*	*	*	*	*	*	14%
Non-Multilingual Learners	152	734	748	9%	30%	36%	22%	3%	25%	49%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	15%
Students in Foster Care	*	*	716	*	*	*	*	*	*	15%
Military-Connected Students	*	*	744	*	*	*	*	*	*	43%
Migrant Students	*	*	721	*	*	*	*	*	*	17%

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Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	229	728	741	14%	32%	33%	16%	5%	21%	40%
White	10	739	751	10%	20%	20%	40%	10%	50%	53%
Hispanic	207	728	726	14%	32%	33%	15%	5%	20%	23%
Black or African American	11	721	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	*	*	748	*	*	*	*	*	*	49%
Female	*	728	739	12%	33%	36%	14%	4%	18%	38%
Male	*	728	742	17%	31%	29%	18%	6%	24%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	146	726	724	16%	32%	30%	18%	4%	22%	20%
Non-Economically Disadvantaged Students	83	731	752	12%	31%	37%	12%	7%	19%	53%
Students with Disabilities	*	707	717	31%	53%	6%	8%	3%	11%	16%
Students without Disabilities	*	732	746	11%	28%	38%	17%	6%	23%	45%
Multilingual Learners	75	717	711	*	*	*	*	*	*	*
Non-Multilingual Learners	154	734	744	10%	31%	32%	19%	7%	27%	44%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	12%
Students in Foster Care	*	*	714	*	*	*	*	*	*	10%
Military-Connected Students	*	*	741	*	*	*	*	*	*	40%
Migrant Students	*	*	724	*	*	*	*	*	*	27%

Report Key:
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N No Data is available to display
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Academic Achievement

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

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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	238	727	737	18%	27%	34%	19%	2%	21%	36%
White	*	*	746	*	*	*	*	*	*	47%
Hispanic	221	726	723	19%	28%	32%	19%	2%	21%	20%
Black or African American	10	737	718	0%	20%	60%	20%	0%	20%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	*	*	*	*	*	*	73%
American Indian or Alaska Native	*	*	735	*	*	*	*	*	*	33%
Two or More Races	*	*	743	*	*	*	*	*	*	45%
Female	*	727	736	18%	28%	32%	21%	1%	22%	34%
Male	*	727	738	17%	26%	36%	17%	3%	21%	38%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	142	720	721	23%	32%	29%	16%	1%	17%	17%
Non-Economically Disadvantaged Students	96	737	747	10%	20%	42%	24%	4%	28%	48%
Students with Disabilities	33	706	714	*	*	*	*	*	*	12%
Students without Disabilities	205	730	741	13%	28%	36%	21%	2%	23%	41%
Multilingual Learners	*	707	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	734	740	11%	23%	38%	25%	3%	28%	39%
Students Experiencing Homelessness	*	*	711	*	*	*	*	*	*	*
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	739	*	*	*	*	*	*	37%
Migrant Students	*	*	704	*	*	*	*	*	*	13%

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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	239	734	739	13%	26%	30%	28%	4%	31%	37%
White	13	747	748	8%	8%	31%	54%	0%	54%	50%
Hispanic	209	732	728	13%	28%	30%	24%	4%	28%	23%
Black or African American	10	735	724	20%	20%	10%	50%	0%	50%	18%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	*	*	743	*	*	*	*	*	*	44%
Female	*	737	738	11%	23%	30%	34%	2%	36%	36%
Male	*	732	739	14%	28%	30%	22%	5%	28%	39%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	137	729	726	18%	27%	31%	22%	3%	25%	20%
Non-Economically Disadvantaged Students	102	741	747	7%	25%	28%	35%	5%	40%	48%
Students with Disabilities	31	715	716	*	*	*	*	*	*	12%
Students without Disabilities	208	737	743	12%	24%	28%	32%	4%	36%	43%
Multilingual Learners	69	719	714	23%	35%	28%	14%	0%	14%	*
Non-Multilingual Learners	170	740	741	9%	22%	31%	33%	5%	38%	40%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	11%
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	740	*	*	*	*	*	*	39%
Migrant Students	*	*	708	*	*	*	*	*	*	*

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Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 8

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	194	710	719	*	*	*	*	*	*	19%
White	12	720	729	25%	42%	17%	17%	0%	17%	27%
Hispanic	173	710	713	*	*	*	*	*	*	13%
Black or African American	*	*	707	*	*	*	*	*	*	10%
Asian, Native Hawaiian, or Pacific Islander	*	*	740	*	*	*	*	*	*	40%
American Indian or Alaska Native	*	*	722	*	*	*	*	*	*	21%
Two or More Races	*	*	722	*	*	*	*	*	*	22%
Female	*	708	719	*	*	*	*	*	*	19%
Male	*	714	719	*	*	*	*	*	*	20%
Non-binary/undesignated gender	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	95	709	711	*	*	*	*	*	*	12%
Non-Economically Disadvantaged Students	99	712	725	*	*	*	*	*	*	25%
Students with Disabilities	35	701	702	*	*	*	*	*	*	*
Students without Disabilities	159	712	724	*	*	*	*	*	*	23%
Multilingual Learners	61	701	701	*	*	*	*	*	*	*
Non-Multilingual Learners	133	715	721	*	*	*	*	*	*	21%
Students Experiencing Homelessness	*	*	704	*	*	*	*	*	*	*
Students in Foster Care	*	*	696	*	*	*	*	*	*	*
Military-Connected Students	*	*	722	*	*	*	*	*	*	19%
Migrant Students	*	*	*	*	*	*	*	*	*	*

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Mathematics Assessment - Performance By Test: Algebra I

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	305	726	738	24%	31%	17%	26%	2%	28%	40%
White	12	747	748	17%	17%	8%	58%	0%	58%	51%
Hispanic	277	725	723	25%	31%	18%	24%	2%	26%	23%
Black or African American	10	718	719	30%	40%	10%	20%	0%	20%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	*	*	746	*	*	*	*	*	*	49%
Female	*	733	737	16%	31%	21%	31%	1%	32%	39%
Male	*	721	739	30%	31%	14%	22%	2%	24%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	213	720	722	28%	34%	17%	20%	1%	21%	22%
Non-Economically Disadvantaged Students	92	740	747	16%	24%	17%	40%	2%	42%	50%
Students with Disabilities	*	696	710	*	*	*	*	*	*	11%
Students without Disabilities	*	731	743	18%	32%	18%	30%	2%	31%	45%
Multilingual Learners	*	710	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	731	741	23%	24%	18%	33%	2%	35%	43%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	13%
Students in Foster Care	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	696	*	*	*	*	*	*	*

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Mathematics Assessment - Performance By Test: Geometry

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	37	743	750	0%	14%	49%	38%	0%	38%	53%
White	*	*	752	*	*	*	*	*	*	57%
Hispanic	32	743	735	0%	16%	50%	34%	0%	34%	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	*	742	748	0%	13%	47%	40%	0%	40%	50%
Male	*	744	752	0%	14%	50%	36%	0%	36%	57%
Non-binary/undesignated gender	*	*	752	*	*	*	*	*	*	60%
Economically Disadvantaged Students	*	742	734	0%	14%	55%	31%	0%	31%	28%
Non-Economically Disadvantaged Students	*	*	754	*	*	*	*	*	*	60%
Students with Disabilities	*	*	727	*	*	*	*	*	*	24%
Students without Disabilities	*	743	751	0%	14%	47%	39%	0%	39%	54%
Multilingual Learners	*	*	716	*	*	*	*	*	*	11%
Non-Multilingual Learners	*	743	751	0%	14%	49%	38%	0%	38%	55%
Students Experiencing Homelessness	*	*	727	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	743	*	*	*	*	*	*	44%
Migrant Students	*	*	*	*	*	*	*	*	*	*

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Academic Achievement

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Mathematics Assessment - Performance By Test: Algebra II

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	*	*	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	*	*	*	*	*	*	*	*	*	*

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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	*	*	*	*
7	*	*	*	*
8	*	*	*	*
11	*	*	*	*

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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	584	*	>90%	*	<10%
3-4	400	*	>90%	*	<10%
5 or more	186	167	89.8%	19	10.2%

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	27.4%	22.7%	Met Target

† Target was met within a confidence interval.

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Academic Achievement

The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science websitefor 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.

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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.

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Academic Achievement

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

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

NJSLA Science Assessment: Grade 5

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	53%	32%	12%	3%	35%	37%	21%	6%
White	30%	50%	20%	0%	22%	42%	28%	8%
Hispanic	56%	29%	11%	3%	51%	36%	12%	2%
Black or African American	18%	64%	18%	0%	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	*	*	*	*	27%	36%	27%	10%
Female	52%	35%	11%	2%	35%	39%	20%	6%
Male	54%	29%	13%	4%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	54%	32%	12%	3%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	52%	33%	11%	4%	24%	39%	28%	10%
Students with Disabilities	75%	19%	6%	0%	64%	27%	8%	2%
Students without Disabilities	49%	34%	13%	4%	30%	39%	24%	7%
Multilingual Learners	74%	22%	4%	0%	78%	20%	2%	0%
Non-Multilingual Learners	43%	37%	16%	5%	30%	39%	23%	7%
Students Experiencing Homelessness	*	*	*	*	68%	25%	6%	1%
Students in Foster Care	*	*	*	*	67%	28%	3%	1%
Military-Connected Students	*	*	*	*	30%	42%	23%	5%
Migrant Students	*	*	*	*	73%	27%	0%	0%

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Academic Achievement

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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	54%	37%	6%	3%	36%	45%	14%	5%
White	29%	47%	18%	6%	23%	52%	19%	6%
Hispanic	56%	37%	4%	3%	51%	42%	6%	1%
Black or African American	*	*	*	*	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	*	*	*	*	27%	46%	19%	8%
Female	58%	36%	5%	1%	35%	47%	13%	4%
Male	50%	39%	6%	5%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	56%	38%	3%	3%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	53%	37%	8%	2%	26%	48%	19%	7%
Students with Disabilities	82%	18%	0%	0%	67%	29%	3%	1%
Students without Disabilities	50%	40%	7%	3%	30%	48%	16%	6%
Multilingual Learners	77%	20%	2%	2%	75%	24%	1%	0%
Non-Multilingual Learners	47%	43%	7%	3%	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	*	*	*	*	*	*	*	*

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Academic Achievement

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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	58%	27%	12%	3%	45%	27%	19%	9%
White	50%	33%	17%	0%	34%	30%	26%	11%
Hispanic	60%	27%	10%	3%	61%	25%	11%	3%
Black or African American	62%	23%	15%	0%	64%	24%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	17%	25%	33%	25%	17%	23%	33%	28%
American Indian or Alaska Native	*	*	*	*	54%	21%	19%	6%
Two or More Races	*	*	*	*	38%	26%	25%	11%
Female	56%	33%	9%	1%	43%	29%	20%	7%
Male	59%	21%	15%	5%	47%	24%	18%	10%
Non-binary/undesignated gender	*	*	*	*	26%	28%	30%	16%
Economically Disadvantaged Students	60%	26%	10%	4%	63%	24%	11%	2%
Non-Economically Disadvantaged Students	53%	29%	16%	2%	37%	28%	24%	12%
Students with Disabilities	75%	25%	0%	0%	77%	16%	5%	1%
Students without Disabilities	56%	27%	13%	3%	40%	28%	22%	10%
Multilingual Learners	84%	16%	0%	0%	88%	10%	1%	0%
Non-Multilingual Learners	50%	30%	16%	4%	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	*	*	*	*	*	*	*	*

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Academic Achievement

Graduation Proficiency Assessment (NJGPA) Trends

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

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

ELA Graduation Ready Rate

Math Graduation Ready Rate

Performance Measure	2022-23 ELA	2023-24 ELA	2022-23 Math	2023-24 Math
Graduation Ready Rate	68.7%	73.1%	38.2%	34.2%
Statewide Graduation Ready Rate	80.5%	82.5%	55.0%	55.6%

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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	309	73.1%	82.5%	322	34.2%	55.6%
White	18	77.8%	90%	18	38.9%	69.1%
Hispanic	265	70.9%	72.3%	278	31.3%	38%
Black or African American	12	>90%	73.6%	12	41.7%	33.1%
Asian, Native Hawaiian, or Pacific Islander	12	>90%	>90%	12	83.3%	87.9%
American Indian or Alaska Native	*	*	76.2%	*	*	43.8%
Two or More Races	*	*	87.5%	*	*	62%
Female	*	74.1%	86.9%	*	31.2%	56.6%
Male	*	72.2%	78.3%	*	36.9%	54.7%
Non-binary/undesignated gender	*	*	87.7%	*	*	69.9%
Economically Disadvantaged Students	193	68.9%	71.7%	205	28.3%	36%
Non-Economically Disadvantaged Students	116	80.2%	87.6%	117	44.4%	65.1%
Students with Disabilities	30	53.3%	53.6%	30	<10%	18.2%
Students without Disabilities	279	75.3%	87.4%	292	37%	62%
Multilingual Learners	63	14.3%	24.4%	75	<10%	12.5%
Non-Multilingual Learners	246	88.2%	86.5%	247	42.9%	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%

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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	79.2%	80.7%
12th graders taking SAT in 2023-2024 or prior years	100.0%	62.7%
12th graders taking ACT in 2023-2024 or prior years	0.0%	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	417	459	Grade 10: 430 Grade 11: 460	35%	54%
PSAT 10/NMSQT - Math	422	454	Grade 10: 480 Grade 11: 510	13%	32%
SAT - Reading and Writing	444	530	480	31%	65%
SAT - Math	433	519	530	15%	46%
ACT - Reading	N	24	22	N	63%
ACT - English	N	24	18	N	76%
ACT - Math	N	23	22	N	58%
ACT - Science	N	23	23	N	55%

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College and Career Readiness

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

AP/IB Coursework – Participation and Performance

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

Students enrolled in one or more AP or IB course

Students taking one or more AP or IB exam

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

Dual Enrollment Coursework - Participation

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

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College and Career Readiness

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AP/IB and Dual Enrollment Participation by Student Group

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

Student Group	% Enrolled in one or more AP or IB course	% Enrolled in one or more Dual Enrollment course	State: % Enrolled in one or more AP or IB course	State: % Enrolled in one or more Dual Enrollment course
Districtwide	28.8%	11.3%	35.9%	26.9%
White	37.5%	21.9%	41.8%	33.0%
Hispanic	27.8%	9.2%	23.2%	20.9%
Black or African American	8.5%	21.3%	20.3%	17.4%
Asian, Native Hawaiian, or Pacific Islander	64.0%	48.0%	70.5%	32.5%
American Indian or Alaska Native	N	N	30.4%	28.6%
Two or More Races	*	*	41.0%	29.0%
Female	34.3%	13.1%	41.4%	30.2%
Male	22.5%	9.6%	30.6%	23.7%
Non-Binary/Undesignated Gender	N	N	42.9%	28.4%
Economically Disadvantaged Students	28.2%	10.3%	22.8%	20.2%
Students with Disabilities	0.0%	5.9%	4.8%	10.9%
Multilingual Learners	22.1%	1.4%	9.8%	8.8%
Students experiencing homelessness	36.4%	9.1%	12.6%	15.1%
Students in Foster Care	N	N	4.5%	10.6%
Military-Connected Students	N	N	30.1%	29.2%
Migrant Students	*	*	0.0%	7.1%

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College and Career Readiness

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

AP/IB 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 Biology	9	7
AP Calculus AB	0	12
AP Calculus BC	9	7
AP Computer Science A	10	8
AP Economics	29	0
AP English Language and Composition	15	14
AP English Literature and Composition	39	37
AP Environmental Science	0	4
AP Macroeconomics	0	27
AP Microeconomics	0	26
AP Physics 1	35	21
AP Psychology	19	15
AP Research	7	6
AP Seminar	23	21
AP Spanish Language and Culture	48	41
AP Spanish Literature and Culture	22	12
AP Statistics	18	12
AP U.S. Government and Politics	19	17
AP U.S. History	29	26
AP World History: Modern	30	26
Total Exams taken		339
Exams with scores of at least 3 on AP exams or 4 on IB exams		184

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College and Career Readiness

Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy	Percentage of 12th Graders
Spanish	116	48.0%
Total Seals Earned	116	
Total Unique Students Earning Seals	116	48.0%
Current and Former Multilingual Learners Earning Seals	52	61.9%†

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

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College and Career Readiness

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

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)

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Career and Technical Education Participation by Student Group

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

Student Group	District: % CTE Participants	District: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Districtwide	0.0%	5.3%	7.6%	10.4%
White	0.0%	9.1%	6.1%	10.0%
Hispanic	0.0%	4.8%	9.3%	10.8%
Black or African American	0.0%	6.3%	9.5%	10.7%
Asian, Native Hawaiian, or Pacific Islander	0.0%	13.2%	5.5%	10.5%
American Indian or Alaska Native	*	*	8.3%	8.8%
Two or More Races	*	*	7.5%	10.1%
Female	0.0%	5.9%	7.5%	10.9%
Male	0.0%	4.8%	7.7%	9.9%
Non-Binary/Undesignated Gender	*	*	8.9%	15.2%
Economically Disadvantaged Students	0.0%	3.3%	9.8%	10.7%
Students with Disabilities	0.0%	6.5%	6.0%	7.9%
Multilingual Learners	0.0%	0.9%	8.0%	3.5%
Students experiencing homelessness	0.0%	4.8%	7.7%	6.2%
Students in Foster Care	*	*	5.9%	6.7%
Military-Connected Students	*	*	12.6%	15.8%
Migrant Students	*	*	2.3%	0.0%

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College and Career Readiness

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

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
Architecture & Construction	*	*
Arts, A/V Technology & Communications	28	100.0%
Education & Training	*	*
Health Science	*	*
Hospitality & Tourism	*	*
Human Services	*	*
Information Technology	*	*
Law, Public Safety, Corrections & Security	*	*
Manufacturing	*	*
Science, Technology, Engineering & Mathematics	*	*
Transportation, Distribution & Logistics	*	*
Total	49	52.7%

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College and Career Readiness

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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

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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
Architecture & Construction	*	*	*
Arts, A/V Technology & Communications	28	*	*
Education & Training	*	*	*
Health Science	*	*	*
Hospitality & Tourism	*	*	*
Human Services	15	*	*
Information Technology	*	10	10
Law, Public Safety, Corrections & Security	*	*	*
Manufacturing	*	*	*
Science, Technology, Engineering & Mathematics	*	*	*
Transportation, Distribution & Logistics	18	*	*
Total	93	34	34

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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	249
7	0	0	0	0	0	0	252
8	69	0	0	0	0	0	207
9	270	58	13	0	0	0	86
10	29	207	57	6	0	11	55
11	8	44	227	42	14	36	54
12	2	12	65	40	36	51	124
Total	378	321	362	88	50	98	1,027
Enrolled in AP/IB Course					9	18	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	42	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	255	9	0	3	0	67
10	19	236	0	5	0	45
11	17	53	0	36	149	105
12	37	13	0	36	14	52
Total	328	311	0	80	163	269
Enrolled in AP/IB Course	9	0		0	35	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	13

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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	12	271	0	0	0	16
10	13	56	0	3	1	227
11	241	17	8	28	5	83
12	49	19	21	49	15	84
Total	315	363	29	80	21	410
Enrolled in AP/IB Course	30	29	29	19		19
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	243
7	243	0	0	0	0	0	0
8	266	0	0	0	0	0	0
9	235	0	0	0	0	0	0
10	216	0	0	0	0	0	0
11	100	0	0	0	0	0	0
12	40	0	0	0	0	0	0
Total	1,100	0	0	0	0	0	243
Enrolled in AP/IB Course	69	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	21	0	0	0	0	0	0

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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	0	267	0	0	0
9	2	0	0	0	0	0	116
10	6	0	0	0	0	0	29
11	2	0	0	0	0	0	33
12	6	0	0	0	0	0	27
Total	16	0	0	267	0	0	205
Enrolled in AP/IB Course	10	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

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College and Career Readiness

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

Visual and Performing Arts – Course Participation

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

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

Students enrolled in one or more classes by discipline:

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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

Students enrolled in one or more classes by discipline:

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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:

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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

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Graduation/ Postsecondary

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

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

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

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

Graduation Rate Trends and Progress

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

4-Year Graduation Rate Trends

5-Year Graduation Rate Trends

Performance Measure	Cohort 2022 4-Year Rate	Cohort 2023 4-Year Rate	Cohort 2024 4-Year Rate	Cohort 2021 5-Year Rate	Cohort 2022 5-Year Rate	Cohort 2023 5-Year Rate
Graduation Rate	82.9%	79.3%	86.6%	89.2%	85.8%	81.9%
Statewide Graduation Rate	90.9%	91.1%	91.3%	92.5%	92.7%	92.6%

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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.

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

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

Cohort 2024 4-Year Graduation Cohort Profile

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

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	86.6%	4.1%	9.3%	91.3%	3.8%	4.9%
White	100.0%	0.0%	0.0%	95.0%	2.6%	2.5%
Hispanic	85.2%	4.7%	10.2%	86.9%	4.9%	8.3%
Black or African American	92.3%	0.0%	7.7%	86.5%	6.0%	7.5%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	96.7%	2.3%	1.0%
American Indian or Alaska Native	N	N	N	91.7%	3.8%	4.5%
Two or More Races	*	*	*	92.3%	3.5%	4.3%
Female	90.4%	3.0%	6.7%	93.1%	2.8%	4.1%
Male	83.2%	5.2%	11.6%	89.5%	4.7%	5.7%
Non-Binary/Undesignated Gender	N	N	N	86.7%	3.3%	10.0%
Economically Disadvantaged Students	88.5%	3.4%	8.1%	87.1%	5.3%	7.7%
Students with Disabilities	81.0%	14.3%	4.8%	80.7%	12.5%	6.8%
Multilingual Learners	74.2%	6.7%	19.1%	78.9%	7.5%	13.6%
Students experiencing homelessness	75.0%	25.0%	0.0%	74.5%	11.2%	14.3%
Students in Foster Care	N	N	N	61.6%	13.1%	25.3%
Military-Connected Students	*	*	*	94.5%	2.3%	3.1%
Migrant Students	*	*	*	88.2%	3.9%	7.9%

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Graduation/ Postsecondary

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

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

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

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

Cohort 2023 5-Year Graduation Cohort Profile

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

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	81.9%	1.8%	16.3%	92.6%	1.7%	5.6%
White	81.3%	6.3%	12.5%	95.9%	1.5%	2.6%
Hispanic	81.0%	1.7%	17.3%	88.2%	1.9%	9.9%
Black or African American	100.0%	0.0%	0.0%	88.9%	2.5%	8.7%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	97.5%	1.3%	1.2%
American Indian or Alaska Native	*	*	*	92.5%	0.0%	7.5%
Two or More Races	*	*	*	94.7%	1.0%	4.3%
Female	89.6%	1.3%	9.1%	94.4%	1.2%	4.4%
Male	75.1%	2.3%	22.6%	91.0%	2.2%	6.8%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	82.5%	1.1%	16.4%	88.8%	2.0%	9.2%
Students with Disabilities	71.4%	8.6%	20.0%	84.1%	8.2%	7.7%
Multilingual Learners	59.6%	2.9%	37.5%	78.0%	2.0%	20.0%
Students experiencing homelessness	46.2%	0.0%	53.8%	78.0%	3.9%	18.1%
Students in Foster Care	*	*	*	67.0%	7.5%	25.5%
Military-Connected Students	N	N	N	96.0%	0.8%	3.1%
Migrant Students	*	*	*	66.7%	10.7%	22.6%

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Graduation/ Postsecondary

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

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

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

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

Cohort 2022 6-Year Graduation Cohort Profile

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

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

Student Group	Graduates	Continuing	Non-Continuing	High School Persistence (Graduates + Continuing)	State: Graduates	State: Continuing Students	State: Non-Continuing Students	State: High School Persistence (Graduates + Continuing)
Districtwide	85.8%	0.4%	13.8%	86.2%	93.2%	1.0%	5.8%	94.2%
White	100.0%	0.0%	0.0%	100.0%	96.4%	0.9%	2.7%	97.3%
Hispanic	84.2%	0.4%	15.4%	84.6%	88.2%	1.0%	10.8%	89.2%
Black or African American	93.3%	0.0%	6.7%	93.3%	89.6%	1.4%	9.0%	91.0%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	98.1%	0.8%	1.0%	99.0%
American Indian or Alaska Native	N	N	N	N	93.6%	0.8%	5.6%	94.4%
Two or More Races	*	*	*	*	92.9%	1.3%	5.9%	94.1%
Female	87.3%	0.7%	11.9%	88.1%	95.0%	0.6%	4.4%	95.6%
Male	84.3%	0.0%	15.7%	84.3%	91.5%	1.4%	7.1%	92.9%
Non-Binary/Undesignated Gender	N	N	N	N	*	*	*	*
Economically Disadvantaged Students	87.0%	0.0%	13.0%	87.0%	88.8%	1.1%	10.2%	89.8%
Students with Disabilities	89.3%	3.6%	7.1%	92.9%	86.6%	5.4%	8.0%	92.0%
Multilingual Learners	58.0%	0.0%	42.0%	58.0%	77.6%	0.6%	21.9%	78.1%
Students experiencing homelessness	62.5%	0.0%	37.5%	62.5%	76.2%	1.4%	22.4%	77.6%
Students in Foster Care	*	*	*	*	64.1%	3.5%	32.4%	67.6%
Military-Connected Students	N	N	N	N	92.9%	1.7%	5.4%	94.6%
Migrant Students	*	*	*	*	67.1%	2.4%	30.5%	69.5%

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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.

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

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

Federal Graduation Rates

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

Student Group	2024 4-Year Federal Graduation Rate	2023 5-Year Federal Graduation Rate	2022 6-Year Federal Graduation Rate	State: 2024 4-Year Federal Graduation Rate	State: 2023 5-Year Federal Graduation Rate	State: 2022 6-Year Federal Graduation Rate
Districtwide	85.5%	81.9%	80.6%	87.7%	91.8%	87.0%
White	100.0%	81.3%	94.1%	91.5%	95.0%	90.0%
Hispanic	84.0%	81.0%	79.8%	83.3%	87.4%	82.1%
Black or African American	92.3%	100.0%	73.3%	80.9%	87.6%	80.8%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	96.1%	97.3%	96.6%
American Indian or Alaska Native	N	*	N	84.1%	92.5%	86.4%
Two or More Races	*	*	*	89.0%	93.0%	86.2%
Female	88.1%	89.6%	84.3%	90.5%	93.7%	90.6%
Male	83.2%	75.1%	76.9%	85.2%	90.0%	83.7%
Non-Binary/Undesignated Gender	N	N	N	83.3%	*	*
Economically Disadvantaged Students	87.6%	82.5%	82.4%	82.6%	87.8%	81.4%
Students with Disabilities	73.8%	71.4%	39.3%	60.2%	79.2%	51.8%
Multilingual Learners	74.2%	59.6%	56.5%	77.6%	77.6%	75.7%
Students experiencing homelessness	75.0%	46.2%	62.5%	67.0%	76.2%	64.6%
Students in Foster Care	N	*	*	50.4%	61.9%	47.1%
Military-Connected Students	*	N	N	91.4%	94.9%	88.4%
Migrant Students	*	*	*	85.5%	64.3%	64.6%

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Graduation/ Postsecondary

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

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

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

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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	79.3%	78.4%	Met Target	80.6%	N	N
White	81.3%	**	**	94.1%	**	**
Hispanic	78.0%	78.0%	Met Target	79.8%	N	N
Black or African American	100.0%	**	**	73.3%	**	**
Asian, Native Hawaiian, or Pacific Islander	*	**	**	*	**	**
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	*	**	**	*	**	**
Economically Disadvantaged Students	80.8%	79.5%	Met Target	82.4%	N	N
Students with Disabilities	71.4%	33.7%	Met Target	39.3%	N	N
Multilingual Learners	52.9%	52.5%	Met Target	56.5%	N	N

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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	66.9%	39.4%
Substitute Competency Test	14.7%	31.9%
Portfolio Appeals Process	15.1%	25.5%
Alternate Requirements Specified in IEP	1.2%	1.2%
Unknown/Other	2.0%	2.0%

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	3.6%	1.0%
2022-2023	4.3%	1.2%
2021-2022	2.3%	1.2%

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Graduation/ Postsecondary

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

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

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

Apprenticeship

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

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

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Climate and Environment

Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The NJDOE used input from stakeholders to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

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	17.4%	13.2%	11.7%
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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Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	387	11.7%	14.9%	Met
White	22	15.8%	14.9%	Not Met
Hispanic	342	11.4%	14.9%	Met
Black or African American	20	17.2%	14.9%	Not Met
Asian, Native Hawaiian, or Pacific Islander	2	4.8%	14.9%	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	6.7%	**	**
Female	*	11.9%		
Male	*	11.6%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	293	11.6%	14.9%	Met
Students with Disabilities	75	14.9%	14.9%	Met
Multilingual Learners	172	14.2%	14.9%	Met
Students Experiencing Homelessness	19	27.1%		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
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.

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Climate and Environment

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	36
Weapons	6
Vandalism	7
Substances	10
Harassment, Intimidation, Bullying (HIB)	45
Total Unique Incidents	102
Incidents Per 100 Students Enrolled	2.83

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	23
Weapons	5
Vandalism	3
Substances	4
Harassment, Intimidation, Bullying (HIB)	17
Other Incidents Leading to Removal	12

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	9	9	18
Religion	0	2	2
Ancestry	3	2	5
Gender	8	2	10
Sexual Orientation	6	5	11
Disability	4	6	10
Other	29	30	59
No Identified Nature	32		32

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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	6	4%	8	6%	12	9%	0	0%	0	0%
Hispanic	114	4%	88	3%	171	5%	0	0%	0	0%
Black or African American	9	7%	13	11%	17	14%	0	0%	0	0%
Asian	1	2%	1	2%	1	2%	0	0%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
Two or more races	1	5%	1	5%	1	5%	0	0%	0	0%
Female	*	2%	*	2%	*	3%	*	0%	*	0%
Male	*	5%	*	4%	*	8%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	94	3%	88	3%	153	5%	0	0%	0	0%
Students with disabilities	23	5%	26	6%	40	9%	0	0%	0	0%

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Student Disciplinary Removals: By Grade Level

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

Grade	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Districtwide	137	4%	112	3%	208	6%	0	0%	0	0%
PK	0	0%	0	0%	0	0%	0	0%	0	0%
KG	0	0%	0	0%	0	0%	0	0%	0	0%
1	0	0%	1	0%	1	0%	0	0%	0	0%
2	0	0%	1	0%	1	0%	0	0%	0	0%
3	0	0%	7	3%	7	3%	0	0%	0	0%
4	0	0%	5	2%	5	2%	0	0%	0	0%
5	2	1%	6	3%	8	3%	0	0%	0	0%
6	17	7%	12	5%	26	10%	0	0%	0	0%
7	17	7%	8	3%	19	8%	0	0%	0	0%
8	15	5%	19	7%	27	10%	0	0%	0	0%
9	24	7%	13	4%	32	9%	0	0%	0	0%
10	23	8%	14	5%	30	10%	0	0%	0	0%
11	13	4%	11	3%	20	6%	0	0%	0	0%
12	20	7%	14	5%	26	10%	0	0%	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	115	3%	34	1%	3	0%	8	0%	6	0%	33	1%	46	1%
White	7	5%	2	1%	<5	<5.00%	0	0%	0	0%	5	4%	2	1%
Hispanic	94	3%	26	1%	<5	<5.00%	6	0%	6	0%	25	1%	39	1%
Black or African American	11	9%	5	4%	<5	<5.00%	1	1%	0	0%	2	2%	5	4%
Asian	1	2%	0	0%	<5	<5.00%	0	0%	0	0%	1	2%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	1	5%	1	5%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
Female	*	2%	*	1%	*	<5.00%	*	0%	*	0%	*	1%	*	1%
Male	*	4%	*	1%	*	<5.00%	*	0%	*	0%	*	1%	*	1%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	82	3%	25	1%	<5	<5.00%	5	0%	6	0%	24	1%	32	1%
Students with disabilities	21	5%	8	2%	<5	<5.00%	0	0%	0	0%	6	1%	12	3%

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

Climate and Environment

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

Students Involved in Police Notifications: By 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	115	3%	34	1%	3	0%	8	0%	6	0%	33	1%	46	1%
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	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
2	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
3	2	1%	1	0%	<5	<5.00%	0	0%	0	0%	0	0%	1	0%
4	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
5	4	2%	0	0%	<5	<5.00%	0	0%	0	0%	1	0%	3	1%
6	16	6%	0	0%	<5	<5.00%	0	0%	0	0%	14	6%	2	1%
7	11	4%	0	0%	<5	<5.00%	3	1%	2	1%	5	2%	1	0%
8	15	5%	7	3%	<5	<5.00%	0	0%	0	0%	6	2%	4	1%
9	26	7%	10	3%	<5	<5.00%	1	0%	0	0%	1	0%	14	4%
10	11	4%	5	2%	<5	<5.00%	1	0%	2	1%	0	0%	4	1%
11	13	4%	6	2%	<5	<5.00%	0	0%	0	0%	3	1%	9	3%
12	16	6%	5	2%	<5	<5.00%	2	1%	2	1%	3	1%	8	3%

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Climate and Environment

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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	14	0%	8	0%	0	0%	0	0%	0	0%	0	0%	6	0%
White	2	1%	1	1%	0	0%	0	0%	0	0%	0	0%	1	1%
Hispanic	11	0%	7	0%	0	0%	0	0%	0	0%	0	0%	4	0%
Black or African American	1	1%	0	0%	0	0%	0	0%	0	0%	0	0%	1	1%
Asian	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%
Male	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	10	0%	6	0%	0	0%	0	0%	0	0%	0	0%	4	0%
Students with disabilities	5	1%	2	0%	0	0%	0	0%	0	0%	0	0%	3	1%

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Climate and Environment

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

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	14	0%	8	0%	0	0%	0	0%	0	0%	0	0%	6	0%
PK	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
KG	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
1	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
2	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
3	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
4	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
5	2	1%	0	0%	0	0%	0	0%	0	0%	0	0%	2	1%
6	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
7	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
8	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
9	4	1%	3	1%	0	0%	0	0%	0	0%	0	0%	1	0%
10	2	1%	2	1%	0	0%	0	0%	0	0%	0	0%	0	0%
11	4	1%	3	1%	0	0%	0	0%	0	0%	0	0%	1	0%
12	2	1%	0	0%	0	0%	0	0%	0	0%	0	0%	2	1%

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Climate and Environment

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

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
360

Report Key:
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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.

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Staff

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

Key terms for staff data:
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.
Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.
Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Teachers – Experience

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

Category	Teachers in District	Teachers in State
Total Number of teachers	272	119,239
Average years experience in public schools	12.0	12.6
Average years experience in district	9.7	11.3
Number of Teachers with 4 or more years experience in the district	144	87,243
Percentage of Teachers with 4 or more years experience in the district	62.6%	73.6%
Number of out-of-field teachers	7	2,931
Percentage of out-of-field teachers	2.6%	2.5%
Number of Teachers with Provisional Credentials	30	9,065
Percentage of Teachers with Provisional Credentials	11%	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	29	10,170
Average years experience in public schools	17.1	16.2
Average years experience in district	10.3	12.5
Number of Administrators with 4 or more years experience in the district	14	7,734
Percentage of Administrators with 4 or more years experience in the district	56.0%	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	272	119,239
Administrators	29	10,170
Librarians/Media Specialists	3	1,160
Nurses	6	3,025
School Counselors	9	4,673
Child Study Team Members	22	9,654
School Psychologists	3	2,185
School Social Workers	6	2,750
Student Assistance Coordinators	1	400
School Safety Specialists	1	681

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Staff

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

Key terms for staff data:
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.
Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.
Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Student and Staff Ratios

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

Ratio	District Ratio
Students to Teachers	13:1
Students to Administrators	124:1
Teachers to Administrators	9:1
Students to Librarians/Media Specialists †	1203:1
Students to Nurses †	602:1
Students to Counselors †	401:1
Students to Child Study Team Members †,††	23:1
Students to School Psychologists †	1203:1
Students to School Social Workers †	602:1
Students to Student Assistance Coordinators †	3610:1
Students to School Safety Specialists †	3610:1

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

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

Teachers and Administrators – Demographics

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

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	48.0%	80-85%	40-60%	48.0%	77.0%	57.0%
Male	52.0%	15-20%	40-60%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤5%	≤20%	≤1%	≤1%	≤1%
White	3.8%	75.0%	69.0%	38.2%	81.8%	74.5%
Hispanic	91.0%	19.1%	24.1%	34.0%	8.6%	8.6%
Black or African American	3.3%	1.5%	3.4%	14.2%	6.4%	14.4%
Asian	1.3%	1.8%	0.0%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.0%	0.7%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.4%	3.4%	0.2%	0.4%	0.5%
Two or More Races	0.5%	1.5%	0.0%	3.1%	0.3%	0.4%

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Staff

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Teachers: All classroom teachers
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Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.
Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.
Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Teachers and Administrators - Level of Education

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

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	77.7%	89.5%
2022-23 Administrators: Same district 2023-24	75.0%	87.9%

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Staff

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

Teachers 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)	113	90-95%	5-10%	≤5%	69.0%	27.4%	3.5%	0.0%	0.0%	0.0%	0.0%	67.6%	47.7%	51.4%	0.9%
English/Language Arts/Literacy	19	>80%	≤20%	≤20%	84.2%	5.3%	0.0%	5.3%	0.0%	0.0%	5.3%	57.1%	52.6%	47.4%	0.0%
English to Speakers of Other Languages	10	*	*	*	80.0%	0.0%	0.0%	10.0%	0.0%	10.0%	0.0%	22.2%	30.0%	70.0%	0.0%
Mathematics	22	60-80%	20-40%	≤20%	72.7%	22.7%	0.0%	0.0%	0.0%	4.5%	0.0%	57.1%	40.9%	54.5%	4.5%
Science	14	*	*	*	78.6%	7.1%	0.0%	7.1%	0.0%	0.0%	7.1%	58.3%	50.0%	50.0%	0.0%
Social Studies/History	15	20-40%	60-80%	≤20%	93.3%	0.0%	0.0%	0.0%	0.0%	0.0%	6.7%	81.8%	35.7%	64.3%	0.0%
World Language	8	*	*	*	37.5%	50.0%	0.0%	12.5%	0.0%	0.0%	0.0%	42.9%	62.5%	37.5%	0.0%
Visual and Performing Arts	17	60-80%	20-40%	≤20%	76.5%	17.6%	0.0%	0.0%	0.0%	0.0%	5.9%	93.3%	82.4%	17.6%	0.0%
Health/Physical Education	17	40-60%	40-60%	≤20%	76.5%	17.6%	0.0%	5.9%	0.0%	0.0%	0.0%	64.3%	82.4%	17.6%	0.0%
Family & Consumer Sciences	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	N	0.0%	100.0%	0.0%
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	4	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	66.7%	50.0%	50.0%	0.0%
Computer Science/IT	2	*	*	*	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	N	50.0%	50.0%	0.0%
Industrial Arts	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Career and Technical Education	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Special Education	41	>90%	≤10%	≤10%	85.4%	12.2%	0.0%	0.0%	2.4%	0.0%	0.0%	40.0%	39.0%	61.0%	0.0%
Bilingual	31	80-90%	10-20%	≤10%	25.8%	71.0%	0.0%	3.2%	0.0%	0.0%	0.0%	18.5%	50.0%	50.0%	0.0%

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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.

Dover Town	Federal	State & Local	Total	ADE**
District Level Total Expenditures	$2,011	$19,710	$21,720	3,247.5
District Level Central Expenditures		$5,095	$5,095	3,247.5
Dover High School		$12,614	$12,614	1,140.1
Academy Street Elementary School		$15,080	$15,080	546.3
East Dover Elementary School		$15,369	$15,369	437.2
Dover Middle School		$15,910	$15,910	487.1
North Dover Elementary School		$16,289	$16,289	636.8

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Accountability

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

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

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

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

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

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

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

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Accountability

Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

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

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

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Accountability

ESSA Accountability Progress

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

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

ESSA Acountability Indicator	2021-22	2022-23	2023-24
ELA Proficiency	39.7%	39.1%	37.5%
Math Proficiency	23.5%	24.1%	23.2%
ELA Growth†	2	51	53
Math Growth†	4	50	51
4-Year Graduation Rate (Prior Year)††	87.2%	77.7%	79.3%
5-Year Graduation Rate (Prior Year)††	93.1%	88.5%	80.6%
Progress toward English Language Proficiency	21.3%	24.2%	27.4%
Chronic Absenteeism	17.4%	13.2%	11.7%

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

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Accountability

Accountability Summary by Student Group - 2023-24 School Year

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

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

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

†Target was met within a confidence interval.

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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.

Mission, Vision, Theme:

Working together as a community, our mission is to welcome all and provide opportunities for our students in a safe and accepting learning environment to become creative, empathetic, resilient, and who choose to make an impact.

Courses, Curriculum, Instruction:

Dual Language Immersion Program (Kindergarten-grade 2); Bilingual program; Full day 3 and 4-year old preschool; (17)-AP course offerings; Gifted & Talented program; UbD; Approved CTE program in Graphic Design. Dual Enrollment College/HS Credit Programs with William Paterson University and The County College of Morris: Aspiring Educators program through William Paterson University. Robust summer programming and enrichment for all grade levels.

Before and After School Programs:

Elementary Schools host multiple after school programs including - Project Safe, Extended Day tutoring services, Extracurricular Clubs, as well as Breakfast programs prior to the start of the school day.

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Staff and Professional Learning:

Job-embedded and sustained coaching is provided to all K-6 teachers for reading and writing workshop, Dover Professional Coaches provide support for integrated technology training, ESL strategies for district teachers, and inclusion techniques for students with IEP's. Targeted Sheltered English Instruction training, Trauma-Informed training, SLE training, and dual language immersion coaching.

Student Health and Wellness:

Full nursing services in all schools, trained staff in each school for AED and CPR. AED are devices located in all district facilities, district provided breakfast and lunch for all preschool students, districtwide breakfast program, SAC, and clinical mental health services provided by Rutgers Behavioral Health for all schools.

School Safety:

Each district school utilizes the Standard Response Protocol twice a month to simulate fire, safety, and various situational scenarios. The Dover School District works in close partnership with the Dover police department in all matters of school and student safety. District Schools also enjoy the presence of SLEO III officers employed by the Dover Police Department and assigned to district schools.

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Technology and STEM:

Full 1:1 Apple Device Program for students K-12. Google Suite utilized by students and staff and the newly initiated Canvas student learning system for grades 7-12. Hot spots are provided for all families requiring internet. The district was accepted into the Amazon Future Engineers Program and Project Stem. Dover High School's student programming includes Robotics, Computer Programming 1 and 2, Final Cut Pro 1 and 2, and AP Computer Science A.

Early Childhood Education:

As a recipient of the Preschool Education Aid (PEA) grant, the Dover School District offers a comprehensive full-day preschool program to over 300 three and four-year old North residents. The preschool program is provided free to all Dover residents enrolling a child that is three or four years old. The program provides for a structured 6-hour academic school day with class size limited to 15 students. All students participating in the preschool program are provided a free nutritionally balanced breakfast and lunch embedded into the daily schedule.The Dover Preschool is held at twelve locations with transportation provided to any program outside Dover. An after care program is offered at the DELC II to any three or four year old enrolled Dover preschool student.