



County: Morris

District: Mount Olive Township School District

227 US Highway 206
Suite 10
Flanders, NJ 07836



4,838
Total Students



PK-12
Grades Offered

Mount Olive Township School District (27-3450)

2023-2024

Superintendent: Dr. Sumit Bangia

[District Website](#)

973-691-4008 X8101

Overview & Resources

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

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

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

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

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

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

Overview & Resources

District Contact Information

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

Type	Contact Information
County	Morris
District	Mount Olive Township School District
Superintendent Name	Dr. Sumit Bangia
Address	227 US Highway 206, Suite 10 , Flanders, NJ 07836
Phone Number	973-691-4008 X8101
Email Address	sumit.bangia@motsd.org
Website	https://www.motsd.org/
Facebook	https://www.facebook.com/MountOliveTSD/
Twitter	https://twitter.com/mountolivetsd?lang=en

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
Chester M. Stephens Elementary School	KG-05
Mount Olive High School	09-12
Mount Olive Middle School	06-08
Mountain View Elementary School	PK-05
Sandshore Rd. Elementary School	KG-05
Tinc Rd. Elementary School	KG-05

Demographics

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

Enrollment Trends by Grade

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

Grade	2021-22	2022-23	2023-24
PK	93	157	149
KG	305	337	310
1	321	329	357
2	351	332	330
3	321	357	349
4	352	339	351
5	347	369	357
6	351	374	382
7	373	361	381
8	376	382	377
9	372	381	383
10	356	377	389
11	351	343	360
12	380	382	363
Total	4,649	4,820	4,838

Enrollment Trends by Student Group

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

Student Group	2021-22	2022-23	2023-24
Female	49.0%	49.0%	48.0%
Male	51.0%	51.0%	52.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	9.5%	17.8%	18.8%
Students with Disabilities	17.8%	18.5%	19.1%
Multilingual Learners	3.7%	4.4%	4.7%
Students Experiencing Homelessness	0.2%	0.6%	0.9%
Students in Foster Care	0.3%	0.1%	0.1%
Military-Connected Students	0.5%	0.7%	0.9%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial And Ethnic Group	2021-22	2022-23	2023-24
White	54.7%	53.3%	51.7%
Hispanic	20.7%	21.5%	22.0%
Black or African American	7.0%	6.9%	7.0%
Asian	14.0%	14.4%	14.8%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.1%
American Indian or Alaska Native	0.2%	0.2%	0.1%
Two Or More Races	3.5%	3.7%	4.3%

Demographics

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Enrollment Trends by Full / Half Day PK and KG

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

Grade	2021-22	2022-23	2023-24
PK - Half Day	85	145	148
PK - Full Day	8	12	1
KG - Half Day	0	0	0
KG - Full Day	305	337	310

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.

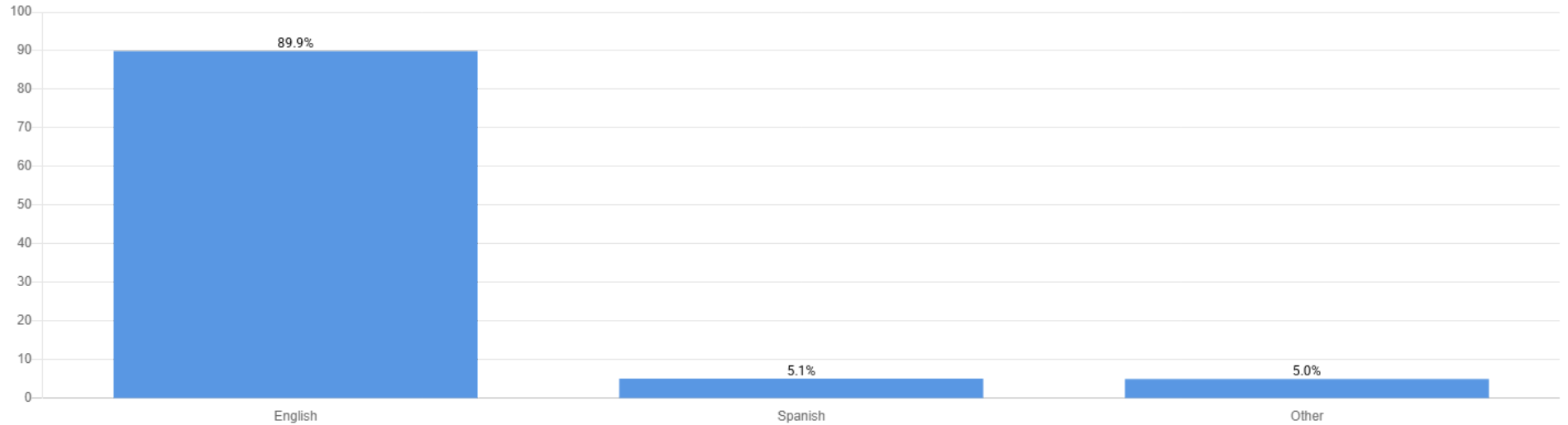
Enrollment Status	2021-22	2022-23	2023-24
Full Time Students	4,631	4,805	4,824
Shared Time Students	35	29	27
Full Time Equivalent	4,649	4,820	4,838

Demographics

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

Enrollment by Home Language

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



Student Growth

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

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

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

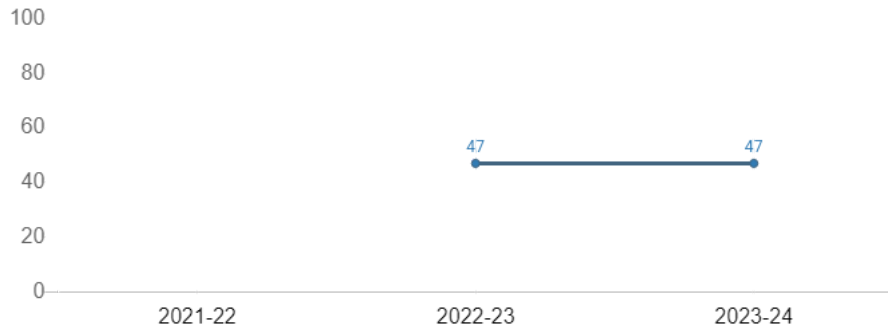
Important Note for 2023-24: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022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

Student Growth Trends and Progress

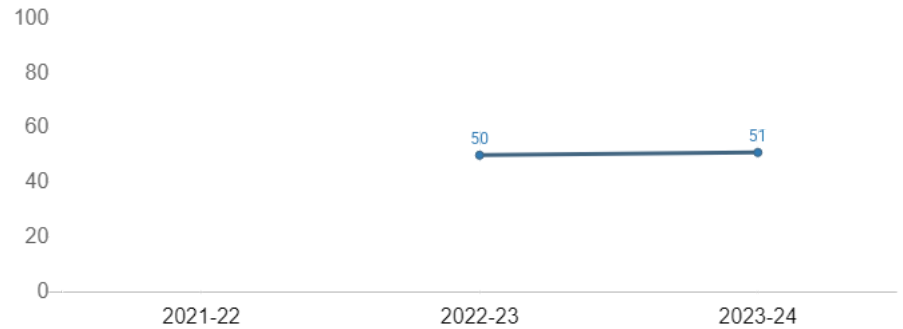
These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Median Student Growth Percentile		47	47		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	47	50	Met Standard	51	50	Met Standard
White	45	50	Met Standard	51	51	Met Standard
Hispanic	46	49	Met Standard	48	48	Met Standard
Black or African American	45	47	Met Standard	51	46	Met Standard
Asian, Native Hawaiian, or Pacific Islander	55.5	59	Met Standard	57	60	Met Standard
American Indian or Alaska Native	*	50	**	*	50	**
Two or More Races	42	50	Met Standard	58	51	Met Standard
Female	48	52		51	50	
Male	46	48		52	50	
Non-Binary/Undesignated Gender	N	44		N	45.5	
Economically Disadvantaged Students	42	48	Met Standard	50	48	Met Standard
Students with Disabilities	37	43	Not Met	44	44	Met Standard
Multilingual Learners	49	50	Met Standard	54	50	Met Standard
Students Experiencing Homelessness	22.5	43		44.5	45	
Students in Foster Care	*	40		*	47	
Military-Connected Students	43	47.5		64	51	
Migrant Students	N	53		N	44	

Student Growth

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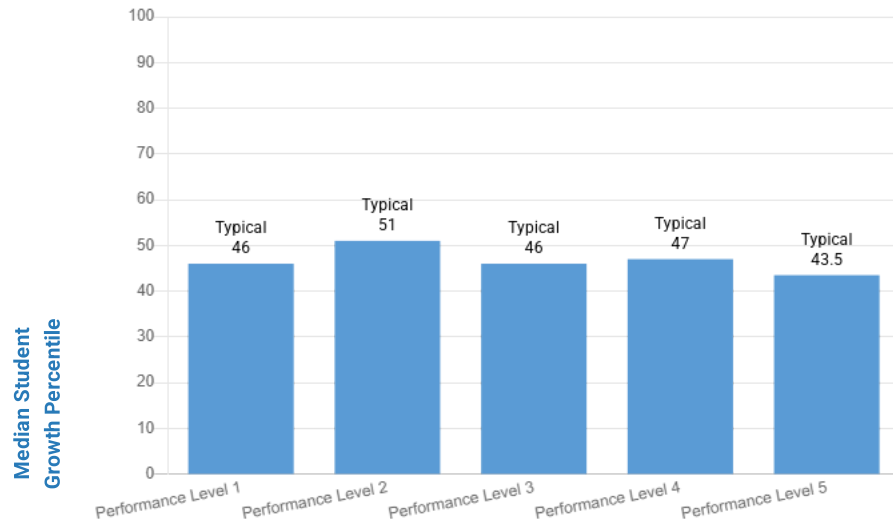
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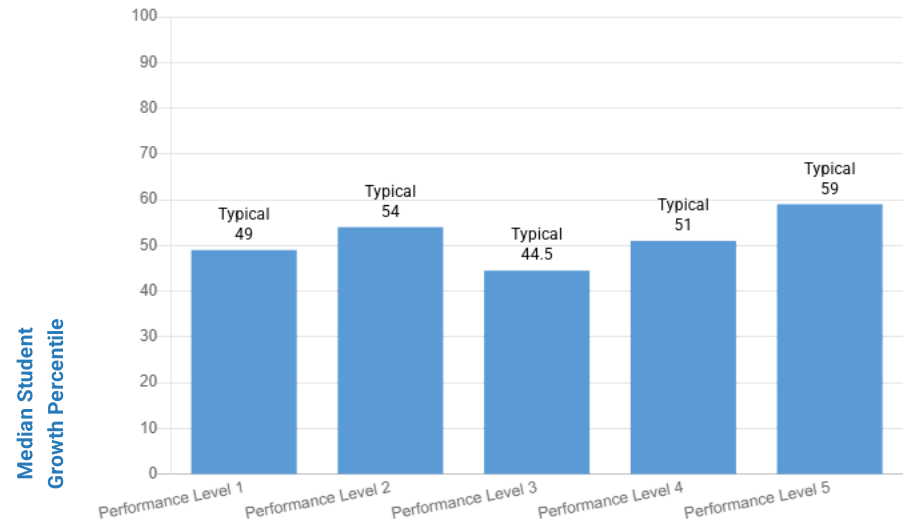
Student Growth by Performance Level

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

ELA



Math



Student Growth

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

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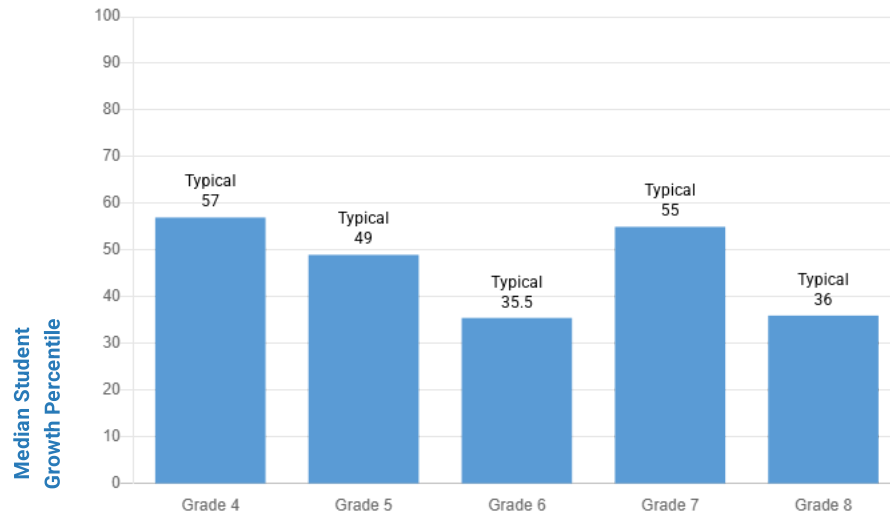
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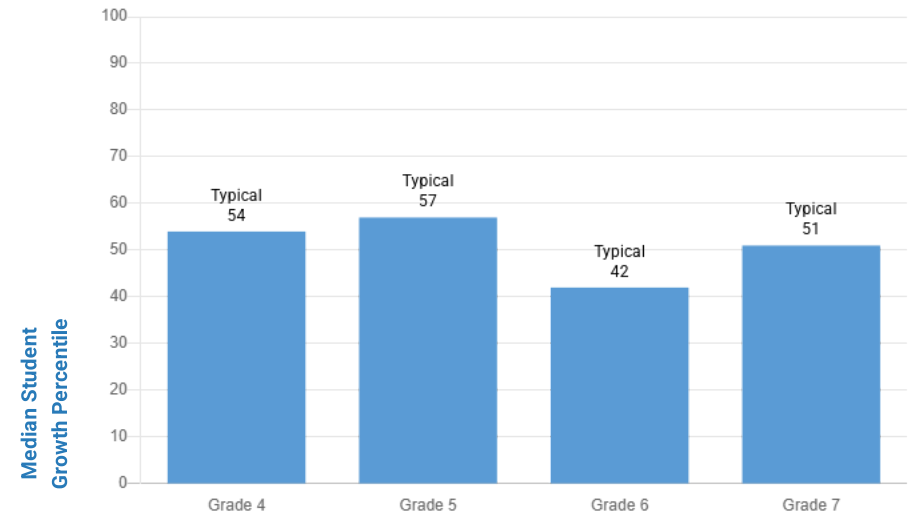
Student Growth by Grade

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

ELA



Math



Academic Achievement

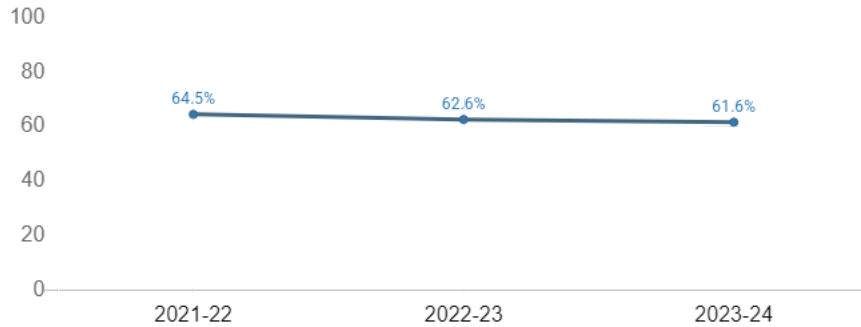
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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

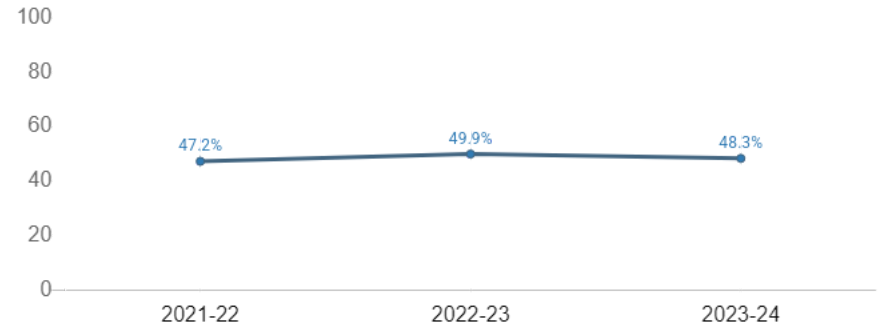
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	98.4%	98.7%	98.9%	98.0%	98.3%	98.9%
Proficiency Rate for Federal Accountability	64.5%	62.6%	61.6%	47.2%	49.9%	48.3%
Annual Target	77.8%	77.9%	63.8%	65.2%	66.1%	51.6%
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.

Academic Achievement

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	2,483	98.9%	61.6%	52.2%	61.6%	63.8%	Not Met
White	1,314	98.7%	62.6%	61.8%	62.6%	63.9%	Met Target†
Hispanic	496	99%	47%	38%	47%	50.6%	Met Target†
Black or African American	177	98.9%	53.7%	35.9%	53.7%	55.5%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	386	99.7%	79%	79.9%	79%	84.2%	Not Met
American Indian or Alaska Native	*	*	*	51.2%	*	**	**
Two or More Races	*	99.1%	69.5%	59.4%	69.5%	72.3%	Met Target†
Female	*	98.8%	68.4%	57.7%	68.4%		
Male	*	99.1%	55.1%	47%	55.1%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	457	98.8%	46%	34.6%	46%	48.5%	Met Target†
Non-Economically Disadvantaged Students	2,026	99%	65.2%	62.8%	65.2%		
Students with Disabilities	438	97.2%	16.9%	19.8%	16.9%	23.6%	Not Met
Students without Disabilities	2,045	99.3%	71.2%	59.4%	71.2%		
Multilingual Learners	165	98.9%	35.2%	23.1%	35.2%	45.7%	Not Met
Non-Multilingual Learners	2,318	98.9%	63.5%	56.2%	63.5%		
Students Experiencing Homelessness	20	100%	50%	21.9%	50%		
Students in Foster Care	*	*	*	19.3%	*		
Military-Connected Students	20	100%	50%	48.2%	50%		
Migrant Students	*	*	*	13.3%	*		

† Target was met within a confidence interval.

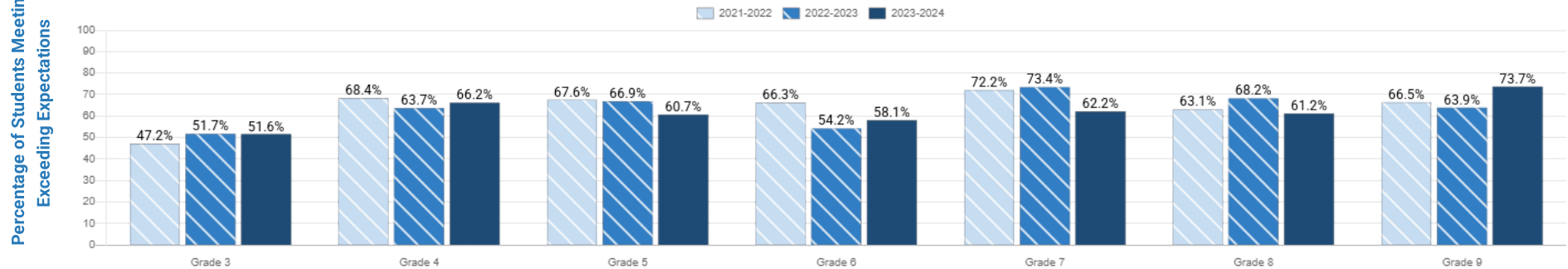
Academic Achievement

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English Language Arts Assessment - Performance Trends

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



Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	339	748	741	12%	13%	23%	47%	4%	52%	44%
White	181	749	751	13%	11%	24%	48%	5%	52%	53%
Hispanic	73	734	724	19%	18%	26%	36%	1%	37%	29%
Black or African American	18	747	725	6%	22%	17%	56%	0%	56%	29%
Asian, Native Hawaiian, or Pacific Islander	*	763	770	7%	9%	18%	57%	9%	66%	70%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	46%
Two or More Races	*	*	751	*	*	*	*	*	*	52%
Female	*	753	746	10%	11%	26%	45%	7%	53%	48%
Male	*	744	736	15%	15%	19%	49%	1%	50%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	735	722	20%	19%	21%	39%	1%	40%	26%
Non-Economically Disadvantaged Students	*	752	753	10%	12%	23%	49%	5%	55%	55%
Students with Disabilities	70	715	710	36%	26%	19%	17%	3%	20%	18%
Students without Disabilities	269	757	747	6%	10%	24%	55%	5%	60%	49%
Multilingual Learners	26	715	704	38%	19%	23%	19%	0%	19%	13%
Non-Multilingual Learners	313	751	746	10%	12%	23%	50%	5%	54%	48%
Students Experiencing Homelessness	*	*	707	*	*	*	*	*	*	18%
Students in Foster Care	*	*	711	*	*	*	*	*	*	18%
Military-Connected Students	*	*	739	*	*	*	*	*	*	41%
Migrant Students	*	*	688	*	*	*	*	*	*	*

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	346	762	749	5%	9%	20%	43%	23%	66%	51%
White	166	761	758	5%	10%	20%	45%	20%	65%	61%
Hispanic	82	756	734	7%	11%	18%	48%	16%	63%	35%
Black or African American	22	751	733	0%	23%	32%	32%	14%	45%	34%
Asian, Native Hawaiian, or Pacific Islander	*	776	776	3%	1%	16%	41%	38%	79%	78%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	51%
Two or More Races	*	*	757	*	*	*	*	*	*	60%
Female	*	764	752	4%	8%	20%	47%	21%	68%	54%
Male	*	761	745	6%	10%	19%	40%	25%	65%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	67	746	731	12%	16%	15%	49%	7%	57%	32%
Non-Economically Disadvantaged Students	279	766	760	4%	7%	21%	42%	27%	68%	63%
Students with Disabilities	*	725	720	23%	28%	23%	23%	2%	25%	21%
Students without Disabilities	*	770	755	1%	5%	19%	48%	27%	75%	57%
Multilingual Learners	14	694	711	*	*	*	*	*	*	13%
Non-Multilingual Learners	332	765	753	3%	8%	20%	45%	23%	69%	55%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	20%
Students in Foster Care	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	*	*	747	*	*	*	*	*	*	49%
Migrant Students	*	*	713	*	*	*	*	*	*	23%

Academic Achievement

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

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English Language Arts Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	338	756	750	7%	11%	22%	51%	9%	61%	52%
White	178	757	760	4%	10%	22%	58%	7%	65%	63%
Hispanic	75	741	736	13%	19%	28%	33%	7%	40%	37%
Black or African American	28	749	734	14%	14%	18%	46%	7%	54%	35%
Asian, Native Hawaiian, or Pacific Islander	49	778	778	6%	0%	12%	59%	22%	82%	80%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	*	*	757	*	*	*	*	*	*	60%
Female	*	761	755	5%	8%	19%	58%	10%	68%	57%
Male	*	752	745	9%	13%	24%	46%	9%	55%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	747	732	13%	10%	33%	33%	10%	43%	33%
Non-Economically Disadvantaged Students	*	759	761	6%	11%	19%	56%	9%	65%	64%
Students with Disabilities	60	719	719	27%	30%	27%	15%	2%	17%	20%
Students without Disabilities	278	764	756	3%	6%	21%	59%	11%	70%	59%
Multilingual Learners	*	*	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	757	754	7%	11%	21%	52%	10%	62%	57%
Students Experiencing Homelessness	*	*	718	*	*	*	*	*	*	22%
Students in Foster Care	*	*	721	*	*	*	*	*	*	20%
Military-Connected Students	*	*	747	*	*	*	*	*	*	48%
Migrant Students	*	*	721	*	*	*	*	*	*	20%

Academic Achievement

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

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English Language Arts Assessment - Performance By Grade: Grade 6

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	370	756	751	4%	13%	24%	42%	16%	58%	53%
White	201	756	760	3%	11%	26%	48%	12%	60%	63%
Hispanic	71	742	738	11%	20%	28%	30%	11%	41%	39%
Black or African American	*	743	735	6%	31%	25%	31%	6%	38%	35%
Asian, Native Hawaiian, or Pacific Islander	55	776	778	2%	4%	16%	38%	40%	78%	82%
American Indian or Alaska Native	*	*	748	*	*	*	*	*	*	49%
Two or More Races	27	755	758	0%	22%	19%	41%	19%	59%	60%
Female	*	761	756	2%	11%	20%	47%	20%	67%	59%
Male	*	751	746	7%	15%	28%	38%	13%	51%	48%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	71	741	735	10%	24%	27%	30%	10%	39%	35%
Non-Economically Disadvantaged Students	299	759	761	3%	11%	24%	45%	18%	63%	65%
Students with Disabilities	63	720	719	17%	41%	24%	17%	0%	17%	17%
Students without Disabilities	307	763	758	2%	7%	24%	47%	20%	66%	60%
Multilingual Learners	10	697	707	*	*	*	*	*	*	*
Non-Multilingual Learners	360	757	754	3%	13%	24%	43%	17%	60%	57%
Students Experiencing Homelessness	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	724	*	*	*	*	*	*	22%
Military-Connected Students	*	*	754	*	*	*	*	*	*	55%
Migrant Students	*	*	712	*	*	*	*	*	*	29%

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 7

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	368	762	752	7%	12%	19%	32%	30%	62%	54%
White	205	762	761	5%	13%	20%	36%	26%	62%	64%
Hispanic	66	743	737	17%	12%	27%	26%	18%	44%	39%
Black or African American	31	755	734	10%	16%	16%	29%	29%	58%	37%
Asian, Native Hawaiian, or Pacific Islander	53	790	785	4%	4%	8%	26%	58%	85%	84%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	51%
Two or More Races	*	775	759	0%	8%	17%	33%	42%	75%	60%
Female	*	771	758	5%	9%	15%	34%	38%	72%	60%
Male	*	755	746	10%	15%	22%	30%	23%	54%	48%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	70	742	734	16%	17%	24%	30%	13%	43%	36%
Non-Economically Disadvantaged Students	298	767	762	5%	10%	17%	33%	34%	67%	64%
Students with Disabilities	55	716	715	29%	25%	33%	7%	5%	13%	18%
Students without Disabilities	313	771	759	4%	9%	16%	36%	35%	71%	61%
Multilingual Learners	12	683	700	*	*	*	*	*	*	*
Non-Multilingual Learners	356	765	756	5%	11%	19%	33%	31%	64%	58%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	21%
Students in Foster Care	*	*	712	*	*	*	*	*	*	17%
Military-Connected Students	*	*	747	*	*	*	*	*	*	50%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 8

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	369	760	751	7%	9%	23%	42%	20%	61%	53%
White	189	762	760	6%	8%	24%	38%	23%	61%	62%
Hispanic	68	744	736	9%	18%	32%	34%	7%	41%	39%
Black or African American	30	749	735	7%	13%	20%	53%	7%	60%	37%
Asian, Native Hawaiian, or Pacific Islander	54	773	783	6%	4%	9%	56%	26%	81%	82%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	52%
Two or More Races	*	773	757	4%	0%	21%	50%	25%	75%	59%
Female	*	770	759	2%	5%	23%	46%	24%	70%	60%
Male	*	751	743	11%	13%	23%	38%	15%	53%	46%
Non-binary/undesignated gender	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	69	748	734	6%	16%	30%	33%	14%	48%	36%
Non-Economically Disadvantaged Students	300	763	761	7%	8%	21%	44%	21%	64%	63%
Students with Disabilities	54	716	713	28%	31%	30%	9%	2%	11%	16%
Students without Disabilities	315	768	758	3%	5%	22%	47%	23%	70%	60%
Multilingual Learners	11	702	701	*	*	*	*	*	*	*
Non-Multilingual Learners	358	762	755	5%	8%	24%	43%	20%	63%	56%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	23%
Students in Foster Care	*	*	708	*	*	*	*	*	*	14%
Military-Connected Students	*	*	743	*	*	*	*	*	*	43%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 9

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	365	773	755	4%	8%	14%	38%	36%	74%	58%
White	200	774	764	2%	9%	17%	37%	37%	74%	67%
Hispanic	61	750	741	15%	13%	11%	46%	15%	61%	45%
Black or African American	28	763	737	7%	11%	14%	50%	18%	68%	40%
Asian, Native Hawaiian, or Pacific Islander	58	799	789	2%	0%	9%	26%	64%	90%	87%
American Indian or Alaska Native	*	*	757	*	*	*	*	*	*	59%
Two or More Races	*	770	761	6%	0%	17%	50%	28%	78%	64%
Female	*	781	762	4%	4%	10%	41%	41%	82%	64%
Male	*	764	747	5%	12%	18%	34%	30%	64%	51%
Non-binary/undesignated gender	*	*	774	*	*	*	*	*	*	77%
Economically Disadvantaged Students	55	753	738	11%	15%	24%	29%	22%	51%	41%
Non-Economically Disadvantaged Students	310	776	764	3%	6%	13%	40%	38%	78%	67%
Students with Disabilities	55	728	717	18%	27%	35%	16%	4%	20%	19%
Students without Disabilities	310	781	761	2%	4%	11%	42%	41%	83%	64%
Multilingual Learners	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	774	758	3%	8%	14%	39%	36%	75%	61%
Students Experiencing Homelessness	*	*	721	*	*	*	*	*	*	25%
Students in Foster Care	*	*	714	*	*	*	*	*	*	20%
Military-Connected Students	*	*	749	*	*	*	*	*	*	51%
Migrant Students	*	*	683	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	2,496	98.9%	48.3%	40.2%	48.3%	51.6%	Not Met
White	1,321	98.6%	49.5%	51.1%	49.5%	52.7%	Not Met
Hispanic	502	99.2%	29.5%	24.2%	29.5%	35.2%	Not Met
Black or African American	177	98.9%	35%	20.1%	35%	35.2%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	387	99.5%	74.2%	74.4%	74.2%	77.6%	Met Target†
American Indian or Alaska Native	*	*	*	42%	*	**	**
Two or More Races	*	98.2%	51.9%	48.9%	51.9%	56.4%	Met Target†
Female	*	98.8%	45.5%	38.4%	45.5%		
Male	*	98.9%	51.1%	42%	51.1%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	455	98.1%	33.4%	21.7%	33.4%	33.1%	Met Target
Non-Economically Disadvantaged Students	2,041	99%	51.6%	51.5%	51.6%		
Students with Disabilities	433	97.1%	15.5%	16.6%	15.5%	22.4%	Not Met
Students without Disabilities	2,063	99.2%	55.2%	45.4%	55.2%		
Multilingual Learners	176	99%	33%	18.7%	33%	41%	Not Met
Non-Multilingual Learners	2,320	98.9%	49.5%	43.5%	49.5%		
Students Experiencing Homelessness	20	100%	25%	12.9%	25%		
Students in Foster Care	*	*	*	12.4%	*		
Military-Connected Students	20	95.2%	35%	38.8%	35%		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

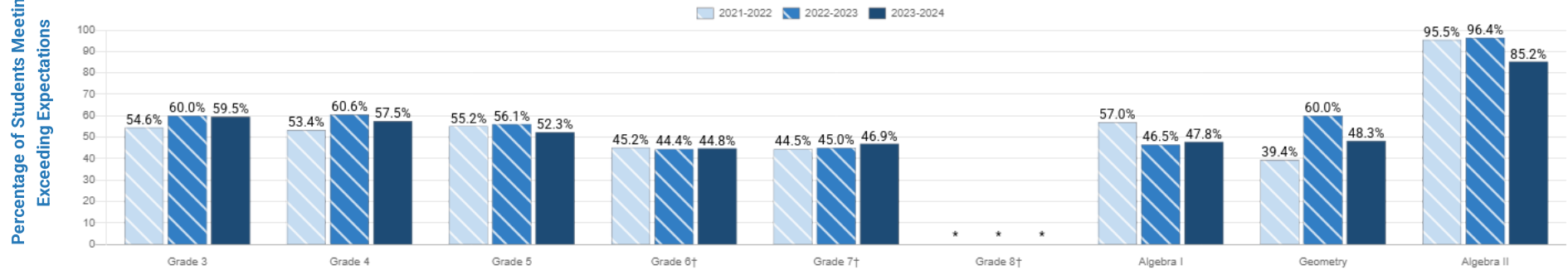
Academic Achievement

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

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Mathematics Assessment - Performance Trends

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



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

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	341	759	747	6%	11%	23%	40%	19%	60%	48%
White	181	761	757	6%	12%	19%	41%	22%	63%	60%
Hispanic	74	740	732	8%	15%	43%	31%	3%	34%	31%
Black or African American	19	753	728	11%	11%	21%	47%	11%	58%	27%
Asian, Native Hawaiian, or Pacific Islander	*	776	776	2%	4%	13%	46%	36%	82%	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	51%
Two or More Races	*	*	755	*	*	*	*	*	*	56%
Female	*	756	744	6%	10%	28%	40%	16%	56%	45%
Male	*	762	749	5%	12%	19%	41%	23%	64%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	743	729	13%	18%	25%	35%	10%	44%	28%
Non-Economically Disadvantaged Students	*	763	758	4%	9%	23%	42%	22%	64%	60%
Students with Disabilities	70	732	725	17%	31%	24%	20%	7%	27%	25%
Students without Disabilities	271	766	751	3%	6%	23%	45%	23%	68%	52%
Multilingual Learners	27	732	722	11%	26%	37%	26%	0%	26%	20%
Non-Multilingual Learners	314	761	751	5%	10%	22%	41%	21%	62%	52%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	17%
Students in Foster Care	*	*	719	*	*	*	*	*	*	18%
Military-Connected Students	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	727	*	*	*	*	*	*	12%

Academic Achievement

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

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Mathematics Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	348	756	744	5%	12%	25%	44%	14%	57%	45%
White	166	755	754	6%	11%	25%	44%	14%	58%	57%
Hispanic	84	746	730	8%	14%	37%	31%	10%	40%	28%
Black or African American	22	742	726	5%	18%	45%	32%	0%	32%	24%
Asian, Native Hawaiian, or Pacific Islander	*	772	773	0%	7%	9%	63%	21%	84%	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	50%
Two or More Races	*	*	752	*	*	*	*	*	*	54%
Female	*	751	743	5%	16%	29%	40%	11%	50%	43%
Male	*	760	746	5%	9%	22%	48%	16%	64%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	67	744	727	7%	21%	31%	34%	6%	40%	25%
Non-Economically Disadvantaged Students	281	758	755	5%	10%	24%	46%	15%	62%	58%
Students with Disabilities	*	722	722	25%	28%	28%	18%	0%	18%	21%
Students without Disabilities	*	763	749	1%	9%	25%	49%	16%	66%	50%
Multilingual Learners	16	705	718	*	*	*	*	*	*	14%
Non-Multilingual Learners	332	758	748	3%	11%	25%	46%	14%	60%	49%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	15%
Students in Foster Care	*	*	716	*	*	*	*	*	*	15%
Military-Connected Students	*	*	744	*	*	*	*	*	*	43%
Migrant Students	*	*	721	*	*	*	*	*	*	17%

Academic Achievement

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

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Mathematics Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	344	753	741	4%	17%	27%	40%	13%	52%	40%
White	179	754	751	2%	15%	29%	45%	9%	54%	53%
Hispanic	79	737	726	10%	29%	29%	24%	8%	32%	23%
Black or African American	28	743	722	4%	14%	43%	36%	4%	39%	19%
Asian, Native Hawaiian, or Pacific Islander	50	779	772	4%	6%	6%	44%	40%	84%	76%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	*	*	748	*	*	*	*	*	*	49%
Female	*	751	739	2%	17%	29%	45%	8%	53%	38%
Male	*	755	742	6%	16%	25%	35%	17%	52%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	741	724	7%	26%	33%	27%	7%	34%	20%
Non-Economically Disadvantaged Students	*	756	752	4%	14%	25%	43%	14%	57%	53%
Students with Disabilities	61	725	717	13%	39%	28%	18%	2%	20%	16%
Students without Disabilities	283	759	746	2%	12%	27%	44%	15%	59%	45%
Multilingual Learners	13	710	711	*	*	*	*	*	*	*
Non-Multilingual Learners	331	755	744	3%	16%	26%	41%	13%	54%	44%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	12%
Students in Foster Care	*	*	714	*	*	*	*	*	*	10%
Military-Connected Students	*	*	741	*	*	*	*	*	*	40%
Migrant Students	*	*	724	*	*	*	*	*	*	27%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 6

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	375	745	737	6%	19%	30%	38%	7%	45%	36%
White	201	746	746	3%	18%	33%	40%	6%	46%	47%
Hispanic	73	732	723	14%	27%	34%	23%	1%	25%	20%
Black or African American	*	737	718	18%	12%	24%	47%	0%	47%	15%
Asian, Native Hawaiian, or Pacific Islander	58	763	768	3%	9%	21%	47%	21%	67%	73%
American Indian or Alaska Native	*	*	735	*	*	*	*	*	*	33%
Two or More Races	26	743	743	0%	35%	23%	38%	4%	42%	45%
Female	*	746	736	3%	16%	39%	38%	3%	41%	34%
Male	*	745	738	8%	22%	22%	38%	10%	48%	38%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	73	732	721	10%	33%	33%	23%	1%	25%	17%
Non-Economically Disadvantaged Students	302	749	747	5%	16%	29%	41%	8%	50%	48%
Students with Disabilities	63	719	714	19%	41%	30%	10%	0%	10%	12%
Students without Disabilities	312	751	741	3%	15%	30%	44%	8%	52%	41%
Multilingual Learners	16	711	707	*	*	*	*	*	*	*
Non-Multilingual Learners	359	747	740	4%	18%	31%	39%	7%	47%	39%
Students Experiencing Homelessness	*	*	711	*	*	*	*	*	*	*
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	739	*	*	*	*	*	*	37%
Migrant Students	*	*	704	*	*	*	*	*	*	13%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 7

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	341	745	739	5%	16%	32%	40%	6%	47%	37%
White	195	747	748	3%	15%	33%	42%	7%	49%	50%
Hispanic	69	734	728	10%	23%	33%	33%	0%	33%	23%
Black or African American	28	737	724	11%	21%	36%	25%	7%	32%	18%
Asian, Native Hawaiian, or Pacific Islander	37	762	764	0%	5%	24%	57%	14%	70%	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	*	758	743	0%	9%	27%	55%	9%	64%	44%
Female	*	744	738	4%	19%	34%	39%	5%	44%	36%
Male	*	747	739	6%	14%	30%	42%	7%	50%	39%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	70	734	726	9%	29%	33%	27%	3%	30%	20%
Non-Economically Disadvantaged Students	271	748	747	4%	13%	32%	44%	7%	51%	48%
Students with Disabilities	56	721	716	16%	39%	29%	16%	0%	16%	12%
Students without Disabilities	285	750	743	2%	12%	33%	45%	8%	53%	43%
Multilingual Learners	15	714	714	*	*	*	*	*	*	*
Non-Multilingual Learners	326	747	741	4%	15%	33%	42%	7%	49%	40%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	11%
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	740	*	*	*	*	*	*	39%
Migrant Students	*	*	708	*	*	*	*	*	*	*

Academic Achievement

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

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Mathematics Assessment - Performance By Grade: Grade 8

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	147	712	719	*	*	*	*	*	*	19%
White	70	717	729	*	*	*	*	*	*	27%
Hispanic	40	702	713	*	*	*	*	*	*	13%
Black or African American	18	713	707	28%	33%	28%	11%	0%	11%	10%
Asian, Native Hawaiian, or Pacific Islander	10	710	740	*	*	*	*	*	*	40%
American Indian or Alaska Native	*	*	722	*	*	*	*	*	*	21%
Two or More Races	*	*	722	*	*	*	*	*	*	22%
Female	*	712	719	*	*	*	*	*	*	19%
Male	*	712	719	*	*	*	*	*	*	20%
Non-binary/undesignated gender	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	36	705	711	39%	42%	8%	11%	0%	11%	12%
Non-Economically Disadvantaged Students	111	714	725	*	*	*	*	*	*	25%
Students with Disabilities	50	706	702	*	*	*	*	*	*	*
Students without Disabilities	97	715	724	*	*	*	*	*	*	23%
Multilingual Learners	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	713	721	*	*	*	*	*	*	21%
Students Experiencing Homelessness	*	*	704	*	*	*	*	*	*	*
Students in Foster Care	*	*	696	*	*	*	*	*	*	*
Military-Connected Students	*	*	722	*	*	*	*	*	*	19%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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

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Mathematics Assessment - Performance By Test: Algebra I

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	379	750	738	4%	19%	29%	41%	6%	48%	40%
White	203	748	748	3%	22%	28%	44%	3%	47%	51%
Hispanic	61	733	723	7%	30%	38%	26%	0%	26%	23%
Black or African American	*	740	719	14%	24%	28%	31%	3%	34%	19%
Asian, Native Hawaiian, or Pacific Islander	*	776	773	0%	3%	21%	50%	26%	76%	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	*	752	746	7%	4%	36%	46%	7%	54%	49%
Female	*	748	737	4%	17%	31%	42%	5%	47%	39%
Male	*	751	739	4%	21%	26%	41%	8%	49%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	63	734	722	10%	24%	35%	32%	0%	32%	22%
Non-Economically Disadvantaged Students	316	753	747	3%	18%	28%	43%	8%	51%	50%
Students with Disabilities	*	723	710	12%	43%	29%	16%	0%	16%	11%
Students without Disabilities	*	753	743	3%	15%	29%	45%	7%	52%	45%
Multilingual Learners	*	*	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	750	741	4%	19%	29%	42%	6%	48%	43%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	13%
Students in Foster Care	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	696	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Performance By Test: Geometry

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

This includes any students who were enrolled in a Geometry course and took the Geometry assessment in grades 7 through 12. Students in sixth grade who were enrolled in a Geometry course were required to take both the Geometry and Grade 6 mathematics assessment. The results of their Geometry assessment are not included in these results but will be reported when the student 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	211	747	750	2%	12%	37%	44%	5%	48%	53%
White	122	744	752	2%	15%	37%	43%	3%	46%	57%
Hispanic	21	738	735	0%	19%	57%	24%	0%	24%	29%
Black or African American	14	738	733	7%	14%	50%	29%	0%	29%	26%
Asian, Native Hawaiian, or Pacific Islander	47	761	765	0%	2%	23%	62%	13%	74%	77%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	66%
Two or More Races	*	*	756	*	*	*	*	*	*	63%
Female	*	745	748	2%	15%	40%	38%	5%	43%	50%
Male	*	749	752	2%	9%	34%	51%	4%	55%	57%
Non-binary/undesignated gender	*	*	752	*	*	*	*	*	*	60%
Economically Disadvantaged Students	20	741	734	5%	15%	40%	40%	0%	40%	28%
Non-Economically Disadvantaged Students	191	748	754	2%	12%	37%	44%	5%	49%	60%
Students with Disabilities	*	*	727	*	*	*	*	*	*	24%
Students without Disabilities	*	747	751	2%	12%	37%	44%	5%	49%	54%
Multilingual Learners	*	*	716	*	*	*	*	*	*	11%
Non-Multilingual Learners	*	747	751	2%	12%	37%	44%	5%	48%	55%
Students Experiencing Homelessness	*	*	727	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	743	*	*	*	*	*	*	44%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Performance By Test: Algebra II

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	27	780	770	0%	4%	11%	63%	22%	85%	73%
White	*	782	771	0%	0%	10%	70%	20%	90%	75%
Hispanic	*	*	736	*	*	*	*	*	*	37%
Black or African American	*	*	736	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	793	785	0%	0%	0%	60%	40%	100%	88%
American Indian or Alaska Native	*	*	775	*	*	*	*	*	*	83%
Two or More Races	*	*	773	*	*	*	*	*	*	74%
Female	*	*	765	*	*	*	*	*	*	68%
Male	*	782	776	0%	4%	13%	57%	26%	83%	78%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	733	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	780	777	0%	4%	12%	60%	24%	84%	80%
Students with Disabilities	*	*	752	*	*	*	*	*	*	54%
Students without Disabilities	*	778	771	0%	4%	12%	65%	19%	85%	73%
Multilingual Learners	*	*	706	*	*	*	*	*	*	14%
Non-Multilingual Learners	*	780	772	0%	4%	11%	63%	22%	85%	75%
Students Experiencing Homelessness	*	*	*	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	744	*	*	*	*	*	*	59%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	ELA: Participation Rate	Math: # Students Tested	Math: Participation Rate
3	*	*	*	*
4	*	*	*	*
5	*	*	*	*
6	*	*	*	*
7	*	*	*	*
8	*	*	*	*
11	*	*	*	*

Academic Achievement

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

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English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	# Students with Overall Score Below 4.5	% Students with Overall Score Below 4.5	# Students with Overall Score of 4.5 or Above	% Students with Overall Score 4.5 or Above
0-2	161	*	>90%	*	<10%
3-4	46	*	>90%	*	<10%
5 or more	14	*	>90%	*	<10%

English Language Progress to Proficiency

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

Student Group	Percent of English learners making expected growth to proficiency	Annual Target	Met Target?
Schoolwide/Multilingual Learners	40.9%	22.7%	Met Goal

† Target was met within a confidence interval.

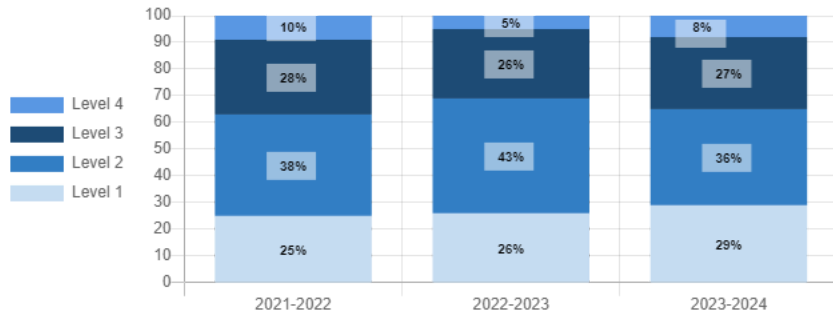
Academic Achievement

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

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

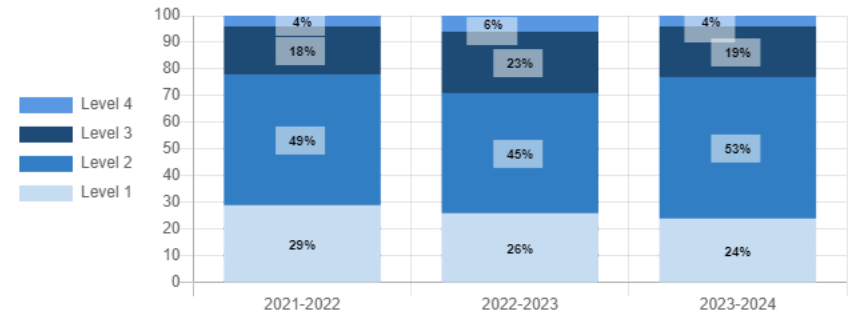
NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 8 Summary

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



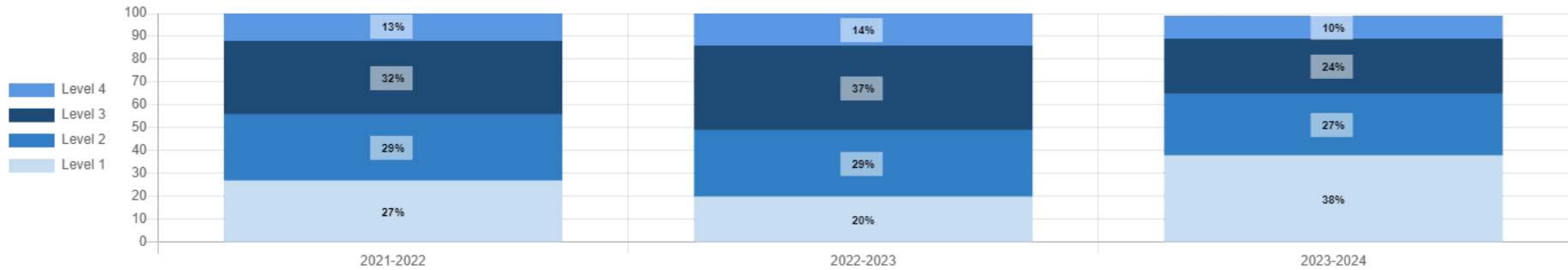
Academic Achievement

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

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

NJSLA Science Assessment: Grade 11 Summary

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



Academic Achievement

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

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

NJSLA Science Assessment: Grade 5

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	29%	36%	27%	8%	35%	37%	21%	6%
White	22%	45%	28%	4%	22%	42%	28%	8%
Hispanic	54%	29%	12%	5%	51%	36%	12%	2%
Black or African American	36%	32%	32%	0%	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	12%	22%	38%	28%	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	*	*	*	*	27%	36%	27%	10%
Female	26%	43%	26%	5%	35%	39%	20%	6%
Male	32%	31%	27%	10%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	40%	40%	14%	6%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	27%	36%	30%	8%	24%	39%	28%	10%
Students with Disabilities	72%	21%	5%	2%	64%	27%	8%	2%
Students without Disabilities	20%	40%	31%	9%	30%	39%	24%	7%
Multilingual Learners	82%	18%	0%	0%	78%	20%	2%	0%
Non-Multilingual Learners	28%	37%	27%	8%	30%	39%	23%	7%
Students Experiencing Homelessness	*	*	*	*	68%	25%	6%	1%
Students in Foster Care	*	*	*	*	67%	28%	3%	1%
Military-Connected Students	*	*	*	*	30%	42%	23%	5%
Migrant Students	*	*	*	*	73%	27%	0%	0%

Academic Achievement

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

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

NJSLA Science Assessment: Grade 8

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	24%	53%	19%	4%	36%	45%	14%	5%
White	20%	53%	23%	4%	23%	52%	19%	6%
Hispanic	40%	53%	7%	0%	51%	42%	6%	1%
Black or African American	33%	53%	13%	0%	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	17%	54%	20%	9%	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	18%	46%	21%	14%	27%	46%	19%	8%
Female	24%	54%	19%	3%	35%	47%	13%	4%
Male	25%	51%	19%	5%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	37%	51%	10%	1%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	21%	53%	21%	5%	26%	48%	19%	7%
Students with Disabilities	65%	31%	2%	2%	67%	29%	3%	1%
Students without Disabilities	17%	56%	22%	5%	30%	48%	16%	6%
Multilingual Learners	45%	55%	0%	0%	75%	24%	1%	0%
Non-Multilingual Learners	24%	53%	19%	4%	32%	47%	15%	5%
Students Experiencing Homelessness	*	*	*	*	66%	32%	2%	0%
Students in Foster Care	*	*	*	*	80%	19%	1%	0%
Military-Connected Students	*	*	*	*	40%	47%	10%	3%
Migrant Students	*	*	*	*	*	*	*	*

Academic Achievement

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

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

NJSLA Science Assessment: Grade 11

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	38%	27%	24%	10%	45%	27%	19%	9%
White	32%	29%	27%	12%	34%	30%	26%	11%
Hispanic	49%	28%	18%	5%	61%	25%	11%	3%
Black or African American	61%	23%	10%	6%	64%	24%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	23%	13%	45%	20%	17%	23%	33%	28%
American Indian or Alaska Native	*	*	*	*	54%	21%	19%	6%
Two or More Races	36%	50%	7%	7%	38%	26%	25%	11%
Female	31%	32%	29%	7%	43%	29%	20%	7%
Male	44%	22%	20%	14%	47%	24%	18%	10%
Non-binary/undesignated gender	*	*	*	*	26%	28%	30%	16%
Economically Disadvantaged Students	62%	26%	8%	3%	63%	24%	11%	2%
Non-Economically Disadvantaged Students	33%	28%	28%	12%	37%	28%	24%	12%
Students with Disabilities	85%	15%	0%	0%	77%	16%	5%	1%
Students without Disabilities	31%	29%	28%	12%	40%	28%	22%	10%
Multilingual Learners	*	*	*	*	88%	10%	1%	0%
Non-Multilingual Learners	37%	28%	25%	11%	42%	28%	21%	9%
Students Experiencing Homelessness	*	*	*	*	72%	19%	8%	1%
Students in Foster Care	*	*	*	*	76%	18%	5%	1%
Military-Connected Students	*	*	*	*	48%	29%	17%	7%
Migrant Students	*	*	*	*	*	*	*	*

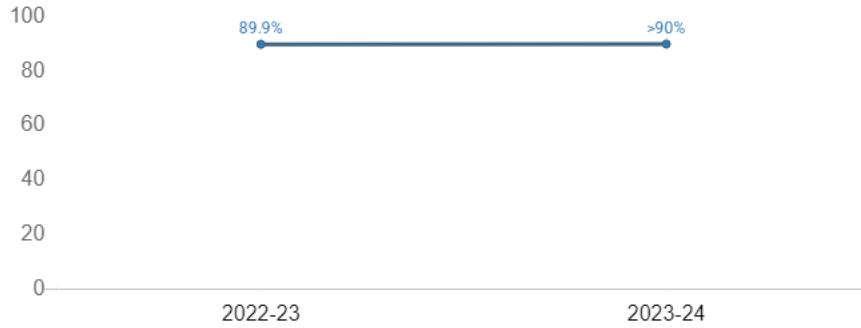
Academic Achievement

Graduation Proficiency Assessment (NJGPA) Trends

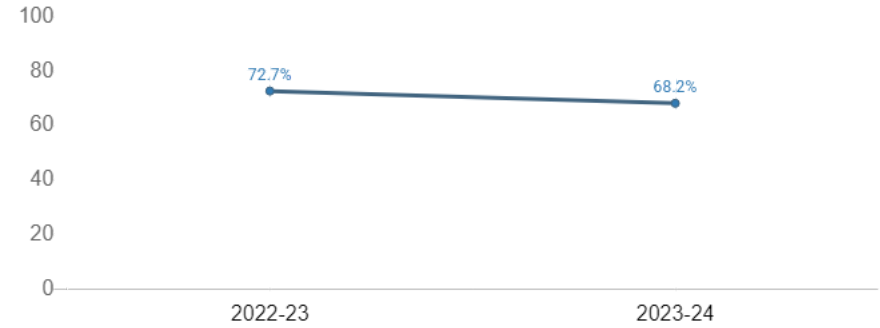
These graphs show trends in performance on the New Jersey Graduation Proficiency Assessment (NJGPA) for the last two years. Students are identified as either Graduation Ready or Not Yet Graduation Ready for both English Language Arts (ELA) and mathematics based on their scores on the assessment. These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

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

ELA Graduation Ready Rate



Math Graduation Ready Rate



Performance Measure	2022-23 ELA	2023-24 ELA	2022-23 Math	2023-24 Math
Graduation Ready Rate	89.9%	>90%	72.7%	68.2%
Statewide Graduation Ready Rate	80.5%	82.5%	55.0%	55.6%

Academic Achievement

Graduation Proficiency Assessment (NJGPA) : Grade 11

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

Student Group	ELA Valid Scores	District % Graduation Ready: ELA	State % Graduation Ready: ELA	Math Valid Scores	District % Graduation Ready: Math	State % Graduation Ready: Math
Districtwide	358	>90%	82.5%	355	68.2%	55.6%
White	182	>90%	90%	180	73.9%	69.1%
Hispanic	88	89.8%	72.3%	87	52.9%	38%
Black or African American	32	>90%	73.6%	32	50%	33.1%
Asian, Native Hawaiian, or Pacific Islander	41	>90%	>90%	41	>90%	87.9%
American Indian or Alaska Native	*	*	76.2%	*	*	43.8%
Two or More Races	*	>90%	87.5%	*	60%	62%
Female	*	>90%	86.9%	*	69.8%	56.6%
Male	*	>90%	78.3%	*	67%	54.7%
Non-binary/undesignated gender	*	*	87.7%	*	*	69.9%
Economically Disadvantaged Students	61	83.6%	71.7%	60	41.7%	36%
Non-Economically Disadvantaged Students	297	>90%	87.6%	295	73.6%	65.1%
Students with Disabilities	43	69.8%	53.6%	43	14%	18.2%
Students without Disabilities	315	>90%	87.4%	312	75.6%	62%
Multilingual Learners	*	*	24.4%	*	*	12.5%
Non-Multilingual Learners	*	>90%	86.5%	*	69.2%	58.8%
Students experiencing homelessness	*	*	58.6%	*	*	23%
Students in Foster Care	*	*	44.3%	*	*	22.6%
Military-Connected Students	*	*	82%	*	*	48.1%
Migrant Students	*	*	50%	*	*	25.5%

College and Career Readiness

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

PSAT, SAT, & ACT - Participation

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

Participation Type	District Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2023-2024	55.4%	80.7%
12th graders taking SAT in 2023-2024 or prior years	67.6%	62.7%
12th graders taking ACT in 2023-2024 or prior years	17.4%	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	515	459	Grade 10: 430 Grade 11: 460	77%	54%
PSAT 10/NMSQT - Math	509	454	Grade 10: 480 Grade 11: 510	51%	32%
SAT - Reading and Writing	559	530	480	78%	65%
SAT - Math	549	519	530	53%	46%
ACT - Reading	24	24	22	63%	63%
ACT - English	22	24	18	78%	76%
ACT - Math	23	23	22	60%	58%
ACT - Science	23	23	23	46%	55%

College and Career Readiness

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

AP/IB Coursework – Participation and Performance

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

Students enrolled in one or more AP or IB course



Students taking one or more AP or IB exam



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



Dual Enrollment Coursework - Participation

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



College and Career Readiness

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

AP/IB and Dual Enrollment Participation by Student Group

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

Student Group	% Enrolled in one or more AP or IB course	% Enrolled in one or more Dual Enrollment course	State: % Enrolled in one or more AP or IB course	State: % Enrolled in one or more Dual Enrollment course
Districtwide	47.1%	1.0%	35.9%	26.9%
White	48.4%	1.2%	41.8%	33.0%
Hispanic	32.0%	0.0%	23.2%	20.9%
Black or African American	26.7%	0.0%	20.3%	17.4%
Asian, Native Hawaiian, or Pacific Islander	80.7%	2.3%	70.5%	32.5%
American Indian or Alaska Native	N	N	30.4%	28.6%
Two or More Races	46.5%	0.0%	41.0%	29.0%
Female	55.9%	0.9%	41.4%	30.2%
Male	38.8%	1.1%	30.6%	23.7%
Non-Binary/Undesignated Gender	*	*	42.9%	28.4%
Economically Disadvantaged Students	25.2%	0.0%	22.8%	20.2%
Students with Disabilities	1.8%	0.0%	4.8%	10.9%
Multilingual Learners	9.1%	0.0%	9.8%	8.8%
Students experiencing homelessness	*	*	12.6%	15.1%
Students in Foster Care	*	*	4.5%	10.6%
Military-Connected Students	*	*	30.1%	29.2%
Migrant Students	N	N	0.0%	7.1%

College and Career Readiness

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

AP/IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP 2-D Art and Design	0	7
AP Biology	35	33
AP Calculus AB	84	77
AP Calculus BC	16	15
AP Chemistry	29	29
AP Computer Science A	22	18
AP Computer Science Principles	29	28
AP Drawing	7	0
AP Economics	45	0
AP English Language and Composition	103	99
AP English Literature and Composition	77	57
AP Environmental Science	20	14
AP European History	18	14
AP French Language and Culture	0	6
AP Human Geography	54	45
AP Macroeconomics	0	36
AP Microeconomics	0	36
AP Music Theory	3	3
AP Physics 1	12	11
AP Physics C	16	0
AP Physics C: Mechanics	0	16
AP Psychology	121	93

College and Career Readiness

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AP/IB Courses Offered

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AP/IB Course	Students Enrolled	Students Tested
AP Research	20	19
AP Seminar	33	32
AP Spanish Language and Culture	18	14
AP Statistics	46	37
AP U.S. Government and Politics	13	11
AP U.S. History	46	44
AP World History: Modern	29	26
Total Exams taken		820
Exams with scores of at least 3 on AP exams or 4 on IB exams		629

College and Career Readiness

Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy	Percentage of 12th Graders
Albanian	*	*
Filipino	*	*
Hindi	*	*
Polish	*	*
Spanish	15	4.1%
Ukrainian	*	*
Total Seals Earned	22	
Total Unique Students Earning Seals	22	6.1%
Current and Former Multilingual Learners Earning Seals	*	*†

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

College and Career Readiness

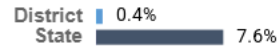
This section contains information about participation in approved Career and Technical Education (CTE) programs, work-based learning, and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, and the Perkins State-Wide Performance Data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

Career and Technical Education Participation

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

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

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



College and Career Readiness

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

Career and Technical Education Participation by Student Group

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

Student Group	District: % CTE Participants	District: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Districtwide	0.4%	0.9%	7.6%	10.4%
White	0.1%	0.9%	6.1%	10.0%
Hispanic	0.3%	1.0%	9.3%	10.8%
Black or African American	0.0%	0.8%	9.5%	10.7%
Asian, Native Hawaiian, or Pacific Islander	1.5%	1.0%	5.5%	10.5%
American Indian or Alaska Native	*	*	8.3%	8.8%
Two or More Races	1.9%	1.0%	7.5%	10.1%
Female	0.7%	0.6%	7.5%	10.9%
Male	0.1%	1.2%	7.7%	9.9%
Non-Binary/Undesignated Gender	*	*	8.9%	15.2%
Economically Disadvantaged Students	0.4%	1.0%	9.8%	10.7%
Students with Disabilities	0.0%	1.4%	6.0%	7.9%
Multilingual Learners	0.0%	0.0%	8.0%	3.5%
Students experiencing homelessness	0.0%	0.0%	7.7%	6.2%
Students in Foster Care	*	*	5.9%	6.7%
Military-Connected Students	0.0%	0.0%	12.6%	15.8%
Migrant Students	*	*	2.3%	0.0%

College and Career Readiness

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

Work-Based Learning Participation by Career Cluster

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

Career Cluster	Number of Students Participating in Work-Based Learning	Percentage of Students Participating in Work-Based Learning
Architecture & Construction	*	*
Arts, A/V Technology & Communications	*	*
Finance	*	*
Health Science	*	*
Hospitality & Tourism	*	*
Human Services	*	*
Information Technology	*	*
Law, Public Safety, Corrections & Security	*	*
Manufacturing	*	*
Science, Technology, Engineering & Mathematics	*	*
Transportation, Distribution & Logistics	*	*
Total	*	*

College and Career Readiness

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

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

District  0.4%
 State  2.2%

College and Career Readiness

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

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	*	*	*
Arts, A/V Technology & Communications	*	*	*
Business Management & Administration	0	*	*
Finance	*	*	*
Health Science	*	*	*
Hospitality & Tourism	*	*	*
Human Services	*	*	*
Information Technology	*	*	*
Law, Public Safety, Corrections & Security	*	*	*
Manufacturing	*	*	*
Science, Technology, Engineering & Mathematics	*	*	*
Transportation, Distribution & Logistics	*	*	*
Total	33	12	12

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	1	0	0	0	0	0	375
7	31	0	0	0	0	0	338
8	195	0	27	0	0	0	148
9	104	214	9	1	0	0	64
10	21	134	154	22	7	0	67
11	1	68	95	150	37	7	10
12	0	1	56	45	105	73	54
Total	353	417	341	218	149	80	1,056
Enrolled in AP/IB Course					100	46	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	2	0	0	0	277	90
10	1	371	0	1	7	19
11	311	30	0	4	6	41
12	43	5	0	39	21	166
Total	357	406	0	44	311	316
Enrolled in AP/IB Course	35	29		20	28	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

College and Career Readiness

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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	368	2	0	0	0	31
10	11	368	5	0	0	54
11	3	350	13	55	0	38
12	2	28	27	89	27	134
Total	384	748	45	144	27	257
Enrolled in AP/IB Course	29	46	45	121		83
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	312	0	0	0	0	0	0
7	0	301	0	0	0	0	0
8	259	50	0	0	0	0	0
9	218	55	58	0	0	0	0
10	282	33	45	0	0	0	0
11	165	34	46	0	0	0	0
12	21	7	21	0	0	0	0
Total	1,257	480	170	0	0	0	0
Enrolled in AP/IB Course	18	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	300	61	57	0	0	0	0

College and Career Readiness

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

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	0	305	0	110	0	0	0
8	0	1	0	0	0	0	0
9	63	4	7	0	0	0	0
10	19	13	2	0	0	0	0
11	23	5	2	0	0	0	0
12	52	7	2	0	0	0	0
Total	157	335	13	110	0	0	0
Enrolled in AP/IB Course	22	29		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

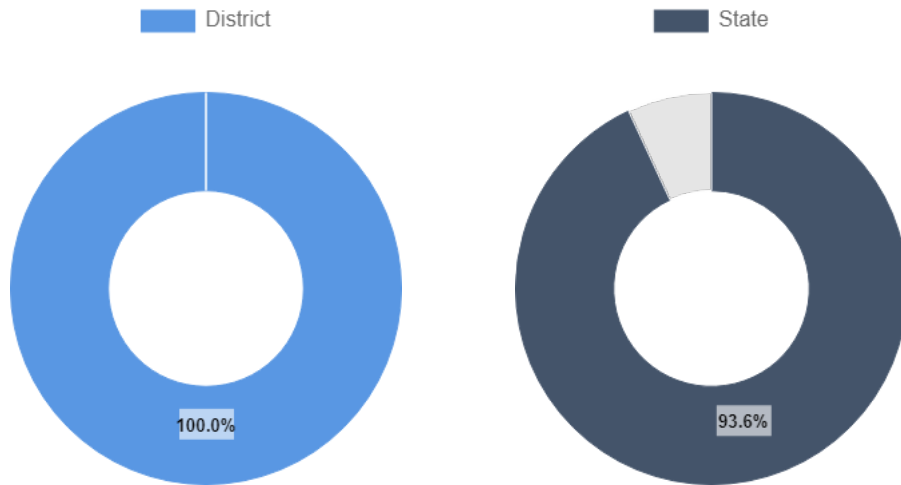
College and Career Readiness

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

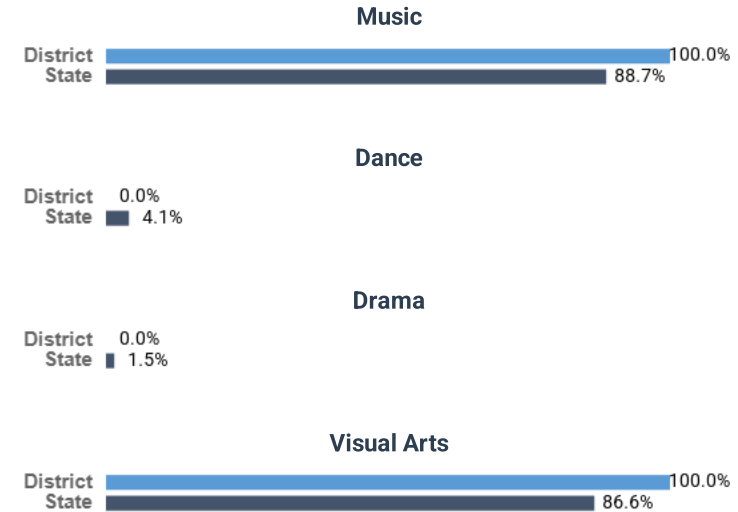
Visual and Performing Arts – Course Participation

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

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



Students enrolled in one or more classes by discipline:



College and Career Readiness

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

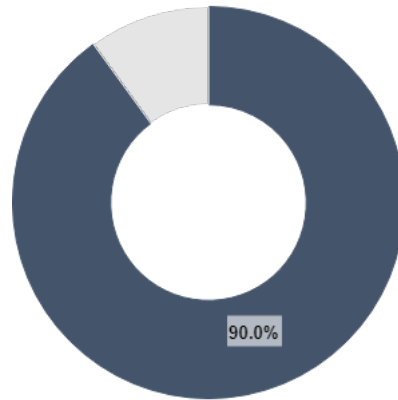
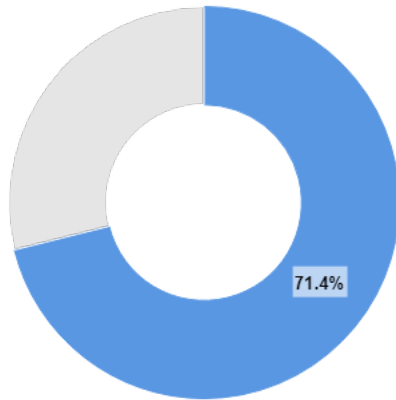
Visual and Performing Arts – Course Participation

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

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

District

State



Students enrolled in one or more classes by discipline:

Music



Dance



Drama



Visual Arts



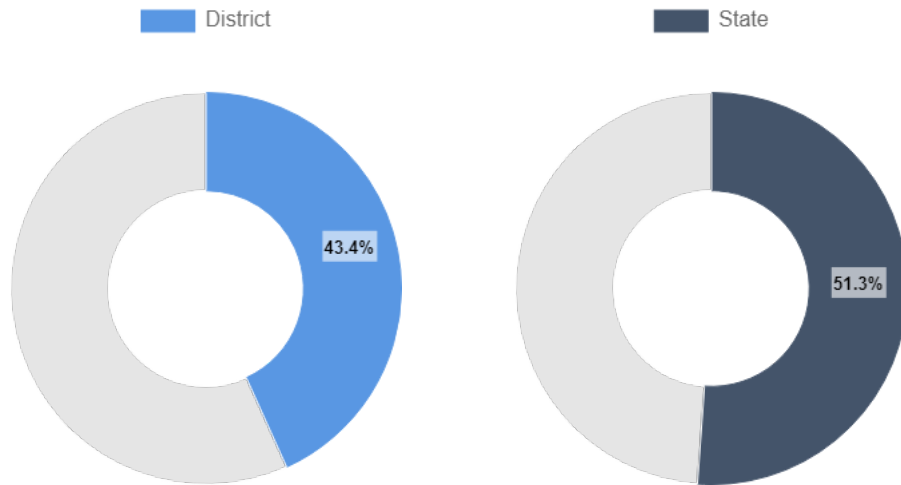
College and Career Readiness

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

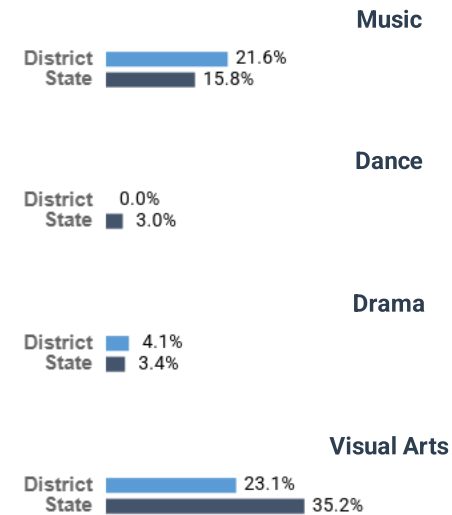
Visual and Performing Arts – Course Participation

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

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



Students enrolled in one or more classes by discipline:



College and Career Readiness

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

Structured Learning Experiences Participation

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

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

Structured Learning Experiences

District 0.0%
State 4.6%

Graduation/ Postsecondary

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

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

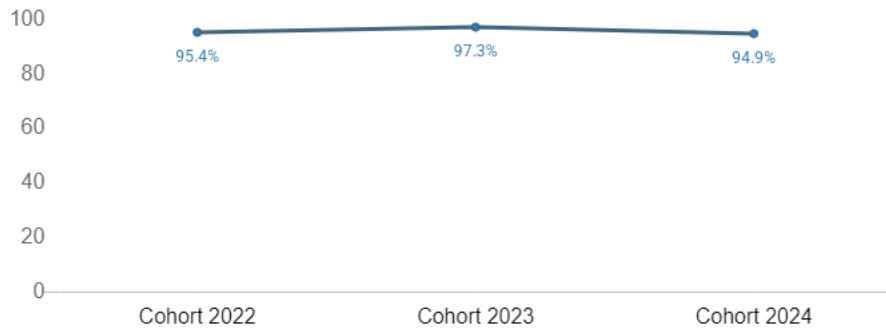
To be included as a graduate in the federal version of the graduation rate, students must have met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless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

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

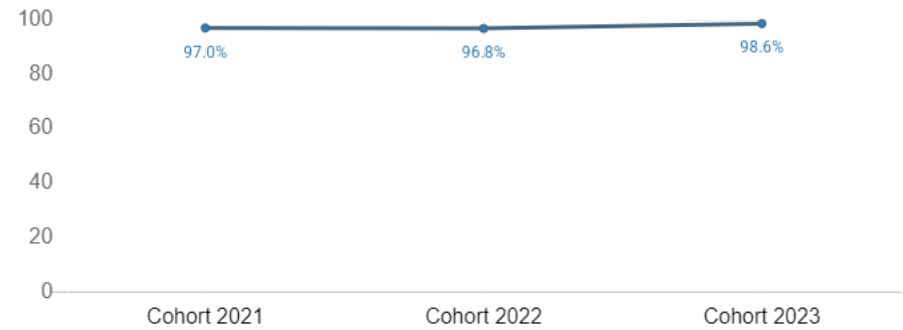
Graduation Rate Trends and Progress

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

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2022 4-Year Rate	Cohort 2023 4-Year Rate	Cohort 2024 4-Year Rate	Cohort 2021 5-Year Rate	Cohort 2022 5-Year Rate	Cohort 2023 5-Year Rate
Graduation Rate	95.4%	97.3%	94.9%	97.0%	96.8%	98.6%
Statewide Graduation Rate	90.9%	91.1%	91.3%	92.5%	92.7%	92.6%

Graduation/ Postsecondary

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

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

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

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

Cohort 2024 4-Year Graduation Cohort Profile

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

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	94.9%	3.7%	1.4%	91.3%	3.8%	4.9%
White	94.4%	3.7%	1.9%	95.0%	2.6%	2.5%
Hispanic	94.3%	4.3%	1.4%	86.9%	4.9%	8.3%
Black or African American	95.0%	5.0%	0.0%	86.5%	6.0%	7.5%
Asian, Native Hawaiian, or Pacific Islander	97.9%	2.1%	0.0%	96.7%	2.3%	1.0%
American Indian or Alaska Native	N	N	N	91.7%	3.8%	4.5%
Two or More Races	*	*	*	92.3%	3.5%	4.3%
Female	97.1%	2.9%	0.0%	93.1%	2.8%	4.1%
Male	92.9%	4.4%	2.7%	89.5%	4.7%	5.7%
Non-Binary/Undesignated Gender	N	N	N	86.7%	3.3%	10.0%
Economically Disadvantaged Students	91.0%	6.0%	3.0%	87.1%	5.3%	7.7%
Students with Disabilities	75.4%	19.3%	5.3%	80.7%	12.5%	6.8%
Multilingual Learners	*	*	*	78.9%	7.5%	13.6%
Students experiencing homelessness	*	*	*	74.5%	11.2%	14.3%
Students in Foster Care	*	*	*	61.6%	13.1%	25.3%
Military-Connected Students	*	*	*	94.5%	2.3%	3.1%
Migrant Students	N	N	N	88.2%	3.9%	7.9%

Graduation/ Postsecondary

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

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

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

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

Cohort 2023 5-Year Graduation Cohort Profile

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

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	98.6%	0.5%	0.8%	92.6%	1.7%	5.6%
White	99.1%	0.5%	0.5%	95.9%	1.5%	2.6%
Hispanic	98.6%	0.0%	1.4%	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	95.8%	2.1%	2.1%	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	99.5%	0.0%	0.5%	94.4%	1.2%	4.4%
Male	97.8%	1.1%	1.1%	91.0%	2.2%	6.8%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	96.8%	1.6%	1.6%	88.8%	2.0%	9.2%
Students with Disabilities	93.2%	3.4%	3.4%	84.1%	8.2%	7.7%
Multilingual Learners	90.9%	0.0%	9.1%	78.0%	2.0%	20.0%
Students experiencing homelessness	*	*	*	78.0%	3.9%	18.1%
Students in Foster Care	*	*	*	67.0%	7.5%	25.5%
Military-Connected Students	*	*	*	96.0%	0.8%	3.1%
Migrant Students	N	N	N	66.7%	10.7%	22.6%

Graduation/ Postsecondary

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

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

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

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

Cohort 2022 6-Year Graduation Cohort Profile

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

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

Student Group	Graduates	Continuing	Non-Continuing	High School Persistence (Graduates + Continuing)	State: Graduates	State: Continuing Students	State: Non-Continuing Students	State: High School Persistence (Graduates + Continuing)
Districtwide	97.3%	1.4%	1.4%	98.6%	93.2%	1.0%	5.8%	94.2%
White	97.6%	1.4%	1.0%	99.0%	96.4%	0.9%	2.7%	97.3%
Hispanic	95.2%	1.2%	3.6%	96.4%	88.2%	1.0%	10.8%	89.2%
Black or African American	100.0%	0.0%	0.0%	100.0%	89.6%	1.4%	9.0%	91.0%
Asian, Native Hawaiian, or Pacific Islander	97.8%	2.2%	0.0%	100.0%	98.1%	0.8%	1.0%	99.0%
American Indian or Alaska Native	N	N	N	N	93.6%	0.8%	5.6%	94.4%
Two or More Races	*	*	*	*	92.9%	1.3%	5.9%	94.1%
Female	96.3%	2.1%	1.6%	98.4%	95.0%	0.6%	4.4%	95.6%
Male	98.3%	0.6%	1.1%	98.9%	91.5%	1.4%	7.1%	92.9%
Non-Binary/Undesignated Gender	N	N	N	N	*	*	*	*
Economically Disadvantaged Students	95.7%	2.9%	1.4%	98.6%	88.8%	1.1%	10.2%	89.8%
Students with Disabilities	88.3%	8.3%	3.3%	96.7%	86.6%	5.4%	8.0%	92.0%
Multilingual Learners	*	*	*	*	77.6%	0.6%	21.9%	78.1%
Students experiencing homelessness	*	*	*	*	76.2%	1.4%	22.4%	77.6%
Students in Foster Care	N	N	N	N	64.1%	3.5%	32.4%	67.6%
Military-Connected Students	*	*	*	*	92.9%	1.7%	5.4%	94.6%
Migrant Students	N	N	N	N	67.1%	2.4%	30.5%	69.5%

Graduation/ Postsecondary

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

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

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

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

Federal Graduation Rates

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

Student Group	2024 4-Year Federal Graduation	2023 5-Year Federal Graduation	2022 6-Year Federal Graduation	State: 2024 4-Year Federal Graduation	State: 2023 5-Year Federal Graduation	State: 2022 6-Year Federal Graduation
	Rate	Rate	Rate	Rate	Rate	Rate
Districtwide	94.4%	98.1%	91.4%	87.7%	91.8%	87.0%
White	93.5%	98.6%	93.8%	91.5%	95.0%	90.0%
Hispanic	94.3%	97.2%	85.5%	83.3%	87.4%	82.1%
Black or African American	95.0%	100.0%	88.5%	80.9%	87.6%	80.8%
Asian, Native Hawaiian, or Pacific Islander	97.9%	95.8%	95.6%	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	97.1%	99.5%	94.2%	90.5%	93.7%	90.6%
Male	91.8%	96.7%	88.4%	85.2%	90.0%	83.7%
Non-Binary/Undesignated Gender	N	N	N	83.3%	*	*
Economically Disadvantaged Students	89.6%	96.8%	82.9%	82.6%	87.8%	81.4%
Students with Disabilities	71.9%	89.8%	51.7%	60.2%	79.2%	51.8%
Multilingual Learners	*	90.9%	*	77.6%	77.6%	75.7%
Students experiencing homelessness	*	*	*	67.0%	76.2%	64.6%
Students in Foster Care	*	*	N	50.4%	61.9%	47.1%
Military-Connected Students	*	*	*	91.4%	94.9%	88.4%
Migrant Students	N	N	N	85.5%	64.3%	64.6%

Graduation/ Postsecondary

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

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Accountability Graduation Rates

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

Student Group	Cohort 2023: 4-Year Graduation Rate	Cohort 2023: Annual Target	Cohort 2023: Met Target	Cohort 2022: 5-Year Graduation Rate	Cohort 2022: Annual Target	Cohort 2022: Met Target
Districtwide	97.0%	90.5%	Met Goal	91.4%	N	N
White	97.7%	92.9%	Met Goal	93.8%	N	N
Hispanic	95.7%	84.7%	Met Goal	85.5%	N	N
Black or African American	95.5%	88.8%	Met Goal	88.5%	N	N
Asian, Native Hawaiian, or Pacific Islander	95.8%	93.6%	Met Goal	95.6%	N	N
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	*	**	**	*	**	**
Economically Disadvantaged Students	93.5%	79.6%	Met Target	82.9%	N	N
Students with Disabilities	84.5%	50.3%	Met Target	51.7%	N	N
Multilingual Learners	90.0%	**	**	*	**	**

Report Key:

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

Graduation/ Postsecondary

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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	88.8%	73.7%
Substitute Competency Test	2.1%	9.8%
Portfolio Appeals Process	8.6%	16.3%
Alternate Requirements Specified in IEP	0.6%	0.3%
Unknown/Other	0.0%	0.0%

Dropout Rate Trends

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

School Year	District Rate	State Rate
2023-2024	0.3%	1.0%
2022-2023	0.0%	1.2%
2021-2022	0.1%	1.2%

Graduation/ Postsecondary

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

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

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

Apprenticeship

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

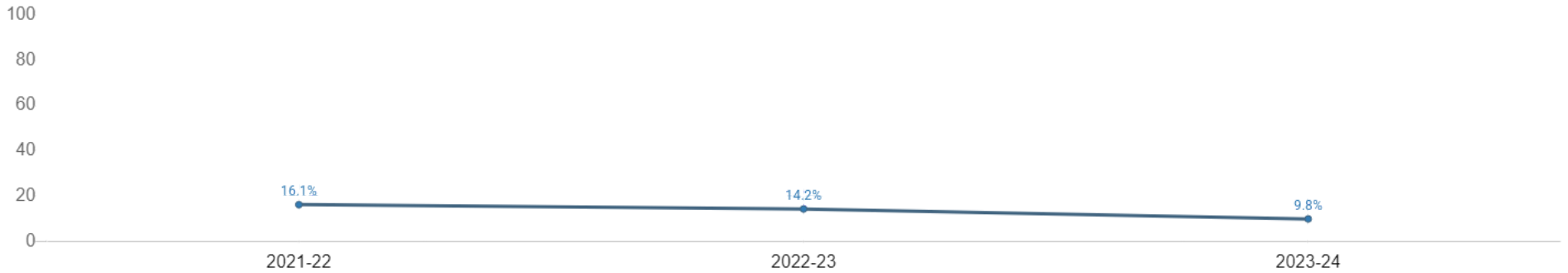
Year of Graduation	Graduates enrolled in apprenticeship programs
2023	*
2022	*
2021	*
2020	*
2019	*
2018	*
2017	*
2016	*

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	16.1%	14.2%	9.8%
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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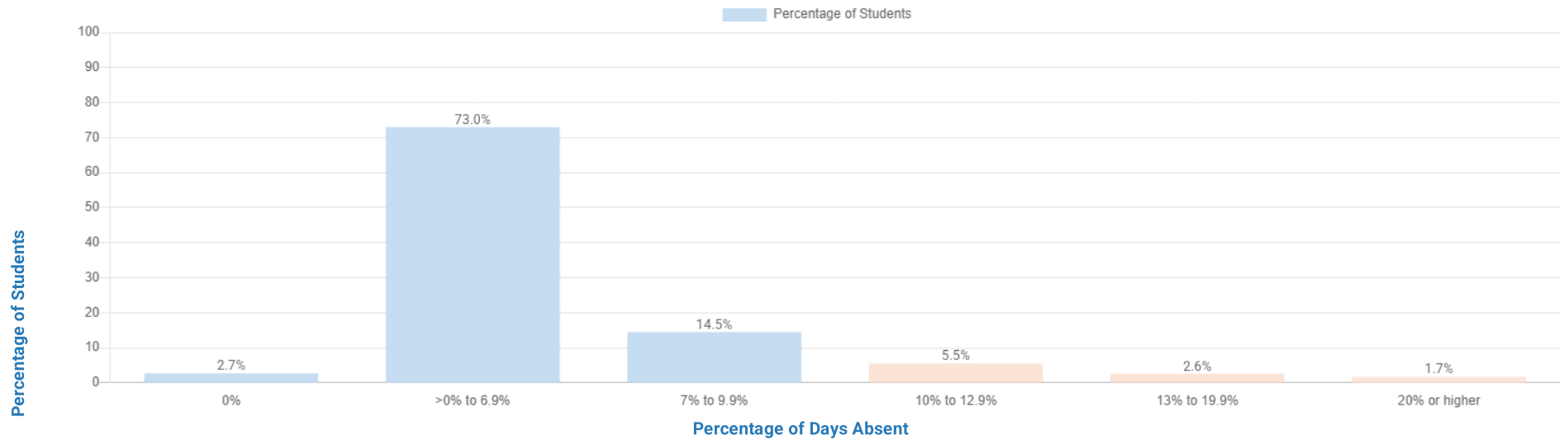
Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	457	9.8%	14.9%	Met
White	220	9.0%	14.9%	Met
Hispanic	149	14.8%	14.9%	Met
Black or African American	22	6.7%	14.9%	Met
Asian, Native Hawaiian, or Pacific Islander	43	6.2%	14.9%	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	10.9%	14.9%	Met
Female	*	9.7%		
Male	*	9.9%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	138	15.6%	14.9%	Not Met
Students with Disabilities	124	14.9%	14.9%	Met
Multilingual Learners	23	10.0%	14.9%	Met
Students Experiencing Homelessness	12	29.3%		
Students in Foster Care	*	*		
Military-Connected Students	15	18.8%		
Migrant Students	*	*		

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Percentage of Days Absent

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

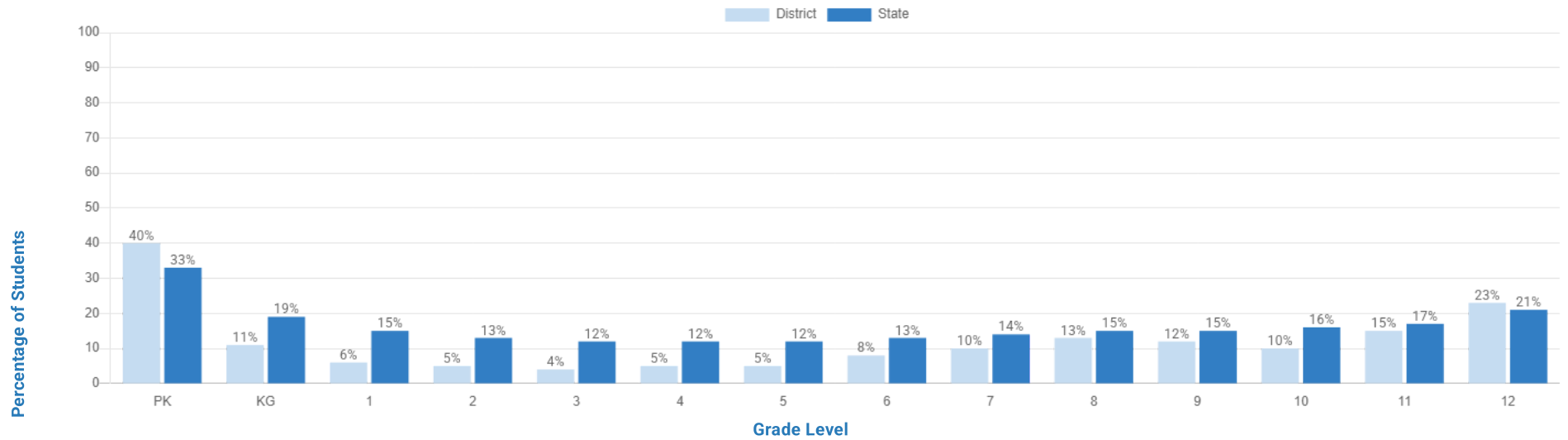


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Chronic Absenteeism by Grade

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



Climate and Environment

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	36
Weapons	1
Vandalism	2
Substances	68
Harassment, Intimidation, Bullying (HIB)	51
Total Unique Incidents	158
Incidents Per 100 Students Enrolled	3.27

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	16
Weapons	1
Vandalism	1
Substances	36
Harassment, Intimidation, Bullying (HIB)	13
Other Incidents Leading to Removal	15

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	61	16	77
Religion	5	0	5
Ancestry	2	1	3
Gender	11	4	15
Sexual Orientation	22	3	25
Disability	15	8	23
Other	37	23	60
No Identified Nature	106		106

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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	67	3%	57	2%	85	3%	2	0%	0	0%
Hispanic	39	3%	42	4%	54	5%	6	1%	0	0%
Black or African American	14	4%	19	5%	25	7%	2	1%	0	0%
Asian	4	1%	5	1%	6	1%	0	0%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
Two or more races	0	0%	3	1%	3	1%	0	0%	0	0%
Female	*	1%	*	2%	*	2%	*	0%	*	0%
Male	*	4%	*	3%	*	5%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	51	5%	49	5%	68	6%	7	1%	0	0%
Students with disabilities	33	4%	38	4%	48	5%	3	0%	0	0%

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Student Disciplinary Removals: By Grade Level

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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	126	3%	129	3%	177	4%	10	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%	0	0%	0	0%	0	0%	0	0%
2	0	0%	0	0%	0	0%	0	0%	0	0%
3	0	0%	0	0%	0	0%	0	0%	0	0%
4	0	0%	0	0%	0	0%	0	0%	0	0%
5	1	0%	0	0%	1	0%	0	0%	0	0%
6	9	2%	11	3%	15	4%	0	0%	0	0%
7	23	6%	20	5%	37	9%	0	0%	0	0%
8	7	2%	11	3%	14	4%	1	0%	0	0%
9	19	5%	22	6%	26	7%	3	1%	0	0%
10	20	5%	23	6%	26	7%	4	1%	0	0%
11	22	6%	23	6%	28	7%	1	0%	0	0%
12	23	6%	16	4%	26	7%	1	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	107	2%	23	0%	1	0%	22	0%	1	0%	12	0%	62	1%
White	51	2%	6	0%	<5	<5.00%	7	0%	<5	<5.00%	4	0%	37	1%
Hispanic	36	3%	13	1%	<5	<5.00%	10	1%	<5	<5.00%	5	0%	16	1%
Black or African American	11	3%	4	1%	<5	<5.00%	3	1%	<5	<5.00%	1	0%	4	1%
Asian	7	1%	0	0%	<5	<5.00%	1	0%	<5	<5.00%	1	0%	5	1%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	2	1%	0	0%	<5	<5.00%	1	0%	<5	<5.00%	1	0%	0	0%
Female	*	2%	*	0%	*	<5.00%	*	0%	*	<5.00%	*	0%	*	1%
Male	*	3%	*	0%	*	<5.00%	*	1%	*	<5.00%	*	0%	*	2%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	48	4%	10	1%	<5	<5.00%	10	1%	<5	<5.00%	5	0%	31	3%
Students with disabilities	30	3%	4	0%	<5	<5.00%	8	1%	<5	<5.00%	4	0%	17	2%

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	107	2%	23	0%	1	0%	22	0%	1	0%	12	0%	62	1%
PK	0	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%
KG	0	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%
1	0	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%
2	0	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%
3	2	1%	0	0%	<5	<5.00%	0	0%	<5	<5.00%	1	0%	1	0%
4	5	1%	0	0%	<5	<5.00%	0	0%	<5	<5.00%	2	1%	3	1%
5	7	2%	0	0%	<5	<5.00%	0	0%	<5	<5.00%	1	0%	6	2%
6	12	3%	2	1%	<5	<5.00%	0	0%	<5	<5.00%	2	1%	9	2%
7	14	4%	3	1%	<5	<5.00%	1	0%	<5	<5.00%	3	1%	8	2%
8	9	2%	5	1%	<5	<5.00%	0	0%	<5	<5.00%	2	1%	3	1%
9	23	6%	3	1%	<5	<5.00%	7	2%	<5	<5.00%	0	0%	14	4%
10	23	6%	6	2%	<5	<5.00%	12	3%	<5	<5.00%	0	0%	11	3%
11	7	2%	4	1%	<5	<5.00%	1	0%	<5	<5.00%	0	0%	4	1%
12	5	1%	0	0%	<5	<5.00%	1	0%	<5	<5.00%	1	0%	3	1%

Climate and Environment

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

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

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

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

Climate and Environment

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

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

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

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

Climate and Environment

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

School Days Missed due to Out-of-School Suspensions

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

School Days Missed due to Out-of-School Suspensions

647

Climate and Environment

Student Access to Technology and Internet

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

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Teachers – Experience

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

Category	Teachers in District	Teachers in State
Total Number of teachers	440	119,239
Average years experience in public schools	11.1	12.6
Average years experience in district	11.1	11.3
Number of Teachers with 4 or more years experience in the district	306	87,243
Percentage of Teachers with 4 or more years experience in the district	75.7%	73.6%
Number of out-of-field teachers	39	2,931
Percentage of out-of-field teachers	8.9%	2.5%
Number of Teachers with Provisional Credentials	65	9,065
Percentage of Teachers with Provisional Credentials	14.8%	7.6%

Administrators – Experience

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

Category	Admin. in District	Admin. in State
Total Number of administrators	29	10,170
Average years experience in public schools	13.5	16.2
Average years experience in district	12.6	12.5
Number of Administrators with 4 or more years experience in the district	21	7,734
Percentage of Administrators with 4 or more years experience in the district	75.0%	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	440	119,239
Administrators	29	10,170
Librarians/Media Specialists	5	1,160
Nurses	7	3,025
School Counselors	22	4,673
Child Study Team Members	37	9,654
School Psychologists	9	2,185
School Social Workers	11	2,750
Student Assistance Coordinators	2	400
School Safety Specialists	1	681

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Student and Staff Ratios

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

Ratio	District Ratio
Students to Teachers	11:1
Students to Administrators	167:1
Teachers to Administrators	15:1
Students to Librarians/Media Specialists †	968:1
Students to Nurses †	691:1
Students to Counselors †	220:1
Students to Child Study Team Members †,††	25:1
Students to School Psychologists †	538:1
Students to School Social Workers †	440:1
Students to Student Assistance Coordinators †	2419:1
Students to School Safety Specialists †	4838:1

† 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%	81.0%	40-60%	48.0%	77.0%	57.0%
Male	52.0%	19.0%	40-60%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤20%	≤1%	≤1%	≤1%
White	51.7%	94.8%	93.1%	38.2%	81.8%	74.5%
Hispanic	22.0%	2.3%	0.0%	34.0%	8.6%	8.6%
Black or African American	7.0%	1.4%	3.4%	14.2%	6.4%	14.4%
Asian	14.8%	1.4%	3.4%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.1%	0.2%	0.0%	0.2%	0.4%	0.5%
Two or More Races	4.3%	0.0%	0.0%	3.1%	0.3%	0.4%

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

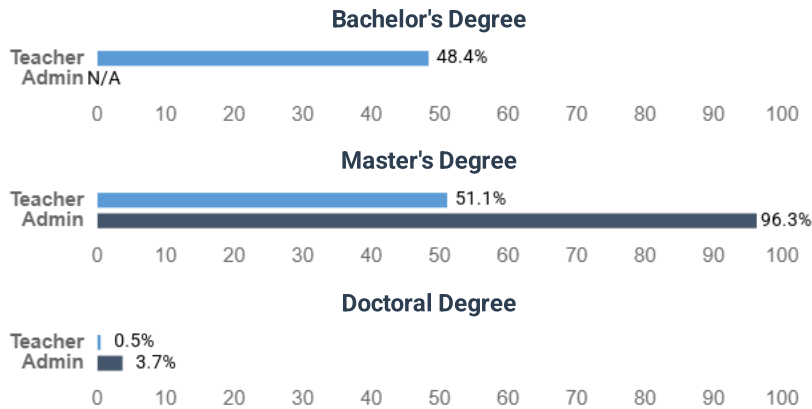
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district.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

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

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

Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2022-23 Teachers: Same district 2023-24	92.5%	89.5%
2022-23 Administrators: Same district 2023-24	86.7%	87.9%

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Teachers by Subject Area

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

Subject Area	Total Number of Teachers	% Female	% Male	% Non-binary or Undesignated Gender	% White	% Hispanic	% Black or African American	% Asian	% Native Hawaiian, Pacific Islander	% American Indian or Native American	% Two or More Races	% 4 or more years experience in the district	% Bachelor's Degree(Highest Degree)	% Master's Degree(Highest Degree)	% Doctoral Degree(Highest Degree)
Elementary (Not Subject Specific)	119	>95%	≤5%	≤5%	99.2%	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	71.0%	47.0%	53.0%	0.0%
English/Language Arts/Literacy	39	80-90%	10-20%	≤10%	94.9%	2.6%	0.0%	2.6%	0.0%	0.0%	0.0%	86.5%	43.2%	56.8%	0.0%
English to Speakers of Other Languages	8	*	*	*	87.5%	0.0%	0.0%	12.5%	0.0%	0.0%	0.0%	83.3%	60.0%	40.0%	0.0%
Mathematics	32	70-80%	20-30%	≤10%	93.8%	3.1%	3.1%	0.0%	0.0%	0.0%	0.0%	83.3%	51.7%	48.3%	0.0%
Science	29	60-80%	20-40%	≤20%	89.7%	3.4%	3.4%	3.4%	0.0%	0.0%	0.0%	57.1%	50.0%	50.0%	0.0%
Social Studies/History	26	40-60%	40-60%	≤20%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	80.0%	59.1%	36.4%	4.5%
World Language	15	60-80%	≤20%	≤20%	60.0%	33.3%	6.7%	0.0%	0.0%	0.0%	0.0%	93.3%	46.7%	53.3%	0.0%
Visual and Performing Arts	29	40-60%	40-60%	≤20%	96.6%	0.0%	0.0%	3.4%	0.0%	0.0%	0.0%	84.6%	40.7%	59.3%	0.0%
Health/Physical Education	23	40-60%	40-60%	≤20%	95.7%	0.0%	4.3%	0.0%	0.0%	0.0%	0.0%	87.0%	45.5%	54.5%	0.0%
Family & Consumer Sciences	3	*	*	*	33.3%	0.0%	33.3%	33.3%	0.0%	0.0%	0.0%	100.0%	33.3%	66.7%	0.0%
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	3	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	66.7%	66.7%	33.3%	0.0%
Computer Science/IT	3	*	*	*	66.7%	0.0%	0.0%	33.3%	0.0%	0.0%	0.0%	66.7%	33.3%	33.3%	33.3%
Industrial Arts	3	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
Career and Technical Education	3	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	66.7%	33.3%	66.7%	0.0%
Special Education	108	85-90%	10-15%	≤5%	97.2%	0.9%	0.9%	0.0%	0.9%	0.0%	0.0%	68.4%	50.6%	49.4%	0.0%
Bilingual	1	*	*	*	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	N	N	N

Per-Pupil Expenditures

Per-Pupil Expenditures by Source

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

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

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

[Link to District Summary of 2023-24 School-Level Per Pupil Expenditures by Source](#)

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

Mount Olive Twp	Federal	State & Local	Total	ADE**
District Level Total Expenditures	\$489	\$21,107	\$21,596	4,778.9
District Level Central Expenditures		\$962	\$962	4,778.9
Mount Olive High School	\$434	\$20,258	\$20,692	1,491.1
Mount Olive Middle School	\$322	\$19,243	\$19,565	1,132.5
Chester M. Stephens Elementary School	\$558	\$16,743	\$17,301	717.1
Mountain View Elementary School	\$825	\$23,048	\$23,873	543.1
Sandshore Rd. Elementary School	\$550	\$22,279	\$22,829	435.9
Tinc Rd. Elementary School	\$514	\$21,864	\$22,378	459.2
-				

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

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](#).

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Accountability

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.

Accountability

ESSA Accountability Progress

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

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

ESSA Accountability Indicator	2021-22	2022-23	2023-24
ELA Proficiency	64.5%	62.6%	61.6%
Math Proficiency	47.2%	49.9%	48.3%
ELA Growth†	9	47	47
Math Growth†	20	50	51
4-Year Graduation Rate (Prior Year)††	91.4%	90.3%	97.0%
5-Year Graduation Rate (Prior Year)††	94.1%	92.3%	91.4%
Progress toward English Language Proficiency	48.8%	49.6%	40.9%
Chronic Absenteeism	16.1%	14.2%	9.8%

†An alternate measure of growth was used for the 2021-2022 school year because median student growth percentiles were not available.

††The graduation rates in this table reflect the rates used for the accountability process for the given year, which are the rates from the prior school year.

Accountability

Accountability Summary by Student Group - 2023-24 School Year

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

For more information about accountability determinations, indicators, and annual targets, see the [NJDOE Accountability page](#).

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

†Target was met within a confidence interval.

Narrative

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



Highlights:

- The Mount Olive Township School District is ranked in the top 4% of public schools in the nation by Niche.com with an A rating.
- The Mount Olive Township School District is dedicated to educating the whole child by providing the safest and most innovative learning environment
- We provide 1-1 technology, offer social emotional supports, rigorous academics, and a myriad of afterschool and enrichment activities.



Mission, Vision, Theme:

Mount Olive School District Strategic Goals are 1) Provide the most innovative and safe learning environment for the entire District community; 2) Institutionalize personalized learning to provide ALL learners with rigorous and relevant academic experiences that produce Future Ready graduates; 3) Establish and enhance social-emotional learning programs to develop the ?EQ? of ALL learners; 4) Recruit, develop, and retain the most highly skilled and diverse workforce to serve the entire District community; 5) Embrace multimedia communication strategies to engage the entire District community in celebrating its success and advancing strategic initiatives; and 6) Ensure compliance, transparency, and fiscal responsibility of District programs and operations. The Mount Olive School District promotes the Rigor Relevance Framework as a primary pedagogical model with a strong focus on personalization and differentiation.



Awards, Recognition, Accomplishments:

All six Mount Olive schools were recognized for their commitment to harnessing the power of instructional technology and were certified as ?Future Ready? by Future Ready Schools-New Jersey. Special Olympics has named Mount Olive High School as a National Unified Champion School. The honor, awarded to just five high schools in the state, recognizes MOHS? commitment to inclusion and its unified sports program. Students without disabilities train and compete as teammates. Data recently released by the College Board shows that more Mount Olive High School students are taking and passing advanced placement exams than ever before.

Narrative

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Courses, Curriculum, Instruction:

The Mount Olive School District promotes the Rigor Relevance Framework as a primary pedagogical model with a strong focus on personalization and differentiation. The Mount Olive School District uses the Understanding by Design curriculum framework developed by Grant Wiggins and Jay McTighe. This framework is based on a ?backwards design? model, teacher reflection, using big ideas, and teaching meaningful and transferable skills. Our teachers map their curriculum units and plan their formative and summative assessments via Rubicon Atlas.



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys & Girls), Golf (Boys & Girls), Gymnastics (Girls), Ice Hockey (Coed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys & Girls)
The Mount Olive Township School District has added many new sports including Flag Football, Unified Soccer, and Girls on the Run.



Clubs and Activities:

Mount Olive School District offers over 100 clubs and activities that span across all grade levels. The clubs include; Robotics, M.A.T.E, Theater Arts Production, Best Buddies Program, Unified Sports, Debate, FBLA, DECA, TSA, Marauder Monthly, Gay-Straight Alliance, and many more. Mount Olive hosts an annual Art Invitational and an annual Fall Play and Spring Musical. Students also participate in the Teen Arts Festival Model UN, NJ Math League Competition, NJ Special Olympics, Future Cities, Winterguard, and Science League.

Narrative

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Before and After School Programs:

Mount Olive School District offers before and after school programming throughout the school district. We offer the MOSA (Mount Olive Success Academy, K-8) as a Tier II intervention, ASPIRE for Gifted and Talented, peer-to-peer tutoring, individualized graduation pathways, home instruction, and homework clubs. Our high school students have opportunities to participate in work-study programs with a job coach that extends beyond the school day. The district-run before and after school programs augment and expand on the regular school day programming, offering tutoring services (free of charge) for ALL students, including students with IEPs, 504 Plans, and our ELL populations.



Staff and Professional Learning:

Mount Olive School District is unique and offers an abundance of summer professional development for our staff that includes Blended Learning, Social-Emotional Learning, Response to Intervention, Inclusionary Practices and Differentiation, Co-Teaching Methodology, Curriculum Mapping, Social Studies Citizenship Lab, Best Practices for Advanced Placement, Data Analysis, Disciplinary literacy, Guided Math, Basics of Computer Science, and Google Suite Training with the option to become Google Certified. Our staff participated in over 3,000 hours of professional development.



Postsecondary Information:

Mount Olive School District provides a wide variety of Post Secondary Supports such as individual college and career counseling, ACT and SAT testing, hosts numerous college fairs, and involves parents in Financial Aid presentations.

Narrative

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Student Supports and Services:

Mount Olive School District provides students with a host of intervention and support programs and resources that include; Response to Intervention, the Tier II Mount Olive Success Academy, K-8, peer-to-peer tutoring, in-school tutoring, ELA and Math academic intervention programs during the school day, Reading Specialists, and personalized learning software for ALL students. The District ESL program is designed to meet our students' linguistic, academic, and affective needs. It provides ELLs with the instruction necessary to allow them to progress through school at a rate commensurate with their native English-speaking peers and to make the best use of District and community resources. In addition, we offer a Full- Inclusion Extended School Year program. Mount Olive is a full-inclusion school district. All of the supports and services are available for ALL students, including students with IEPs, 504 Plans, and our ELL populations.



Student Health and Wellness:

Mount Olive is committed to the health and wellness of each student and incorporates programs such as classes in nutrition, a breakfast program, physical education and health classes, and recess at the primary level.



Parent and Community Involvement:

Each Mount Olive school offers a multitude of parent involvement and engagement activities that include; Parent Teacher Organizations, Parent Teacher Associations, Parent Clubs, Booster Clubs, and SEPAG (Special Education Advisory Group). In addition, all elementary and middle school students hold parent-teacher conferences twice per year, one that is entirely led by the student. All schools have social media accounts and send home weekly S'mores Newsletters. All parents have access to their child's SIS (Student Information System) portal. Each school hosts a Back to School Night. The high school offers College Admissions and Financial Aid seminars. The superintendent hosts Parent Universities that cover the topics of, Response to Intervention, College Board Advanced Placement Opportunities, and Inclusionary Practices.

Narrative

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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers.



Facilities:

Mount Olive School District has modern, newly renovated school facilities and state-of-the-art technologies that include a Financial Literacy Center, Biotechnology Lab, Maker-Space, M.A.T.E. Lab, Anatomage lab, Recording Studio, Marauder Air Dome, and a Football Stadium. All schools are equipped with air conditioning and over 1G of WiFi. 100% Merv 13 Filters district wide, and District wide LED Lighting.



School Safety:

The Mount Olive School District has been named as the safest school district in Morris County for two years in a row, by Morris County Focus magazine. Of the 41 Morris County School Districts surveyed, Mount Olive was ranked number one because of its thorough security measures both inside and outside of its school buildings. Currently there are 15 armed retired police officers employed by the Board of Education who are assigned throughout the different schools. In addition, armed security officers are present for evening sports and various after hour events held on school grounds. Furthermore, all of the transportation vehicles are equipped with cameras and have the ability to capture vehicles who improperly pass a stopped school bus. Finally, Mount Olive was one of the first school district's to be in compliance with Alyssa's law.

Narrative

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Technology and STEM:

We are a 1-1-1 district where all students have Chromebooks and internet access. Classrooms have interactive display boards, doc cameras, and surround sound. CNC machines, 3D printers, ticker devices, Anatomage 3D tables, Zspace, and VR are in our Makerspaces. Achieve 3000, Lexia, Learning A-Z, ST Math, Kuta, Inspire, Impact, and Brown University are used in content areas. STEAM classes include drones, robotics, product design, unified makers, 3D printing, digital design and fabrication, MillStone sandbox, digital art, and innovation. Computer science courses are Scratch, Python, Java, AP Principles, and AP Concepts courses. Ozobots, Spheros, and Arduinos are integrated in library time. Vex, Tetrix, FRC, and Do-Bots are also used. STEAM clubs are Robotics, Drones, Computer Programming, and the Hackathon. STEAM programs include TSA, Science Olympiad, STEAM Tank, STEAM Nights, STEAM camp, MATE ROV (underwater robotics team), Marauders Make, and Project Invent.



Early Childhood Education:

We have 12 sections of Pre-K which include Preschool Disabled, ABA pre-K and Integrated PreK.



Attendance:

Evidence-based interventions used to address learning loss include Academic & Behavioral RTI supports for students. Trained teams evaluated the performance of students and identified needs to be fulfilled by interventionists. We assisted students who fell in the at-risk, not meeting, or partially meeting range on benchmark assessments. These students participated in our Summer Learning Intervention program. Based on the results and other assessment data, students received targeted interventions that addressed academic & SEL areas of weaknesses and received small group differentiated instruction. Progress monitoring data provided insight on the interventions and opportunities to adjust and monitor the targeted intervention. We purchased instructional materials and progress monitoring program that assisted in goal setting and interventions to close achievement gaps.