



Parsippany-Troy Hills Township School District (27-3950)

2023-2024

County: Morris

District: Parsippany-Troy Hills Township School District

292 Parsippany Road
Parsippany, NJ 07054

Superintendent: Dr. Robert Sutter

[District Website](#)

973-263-7250



7,140
Total Students



PK-12
Grades Offered

Overview & Resources

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

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

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

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

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

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

Overview & Resources

District Contact Information

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

Type	Contact Information
County	Morris
District	Parsippany-Troy Hills Township School District
Superintendent Name	Dr. Robert Sutter
Address	292 Parsippany Road, Parsippany, NJ 07054
Phone Number	973-263-7250
Email Address	superintendent@pthsd.net
Website	www.pthsd.k12.nj.us

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
Brooklawn Middle School	06-08
Central Middle School	06-08
Eastlake Elementary School	PK-05
Intervale Elementary School	KG-05
Knollwood Elementary School	KG-05
Lake Hiawatha Elementary School	PK-05
Lake Parsippany Elementary School	KG-05
Littleton Elementary School	KG-05
Mount Tabor Elementary School	KG-05
Northvail Elementary School	KG-05
Parsippany High School	09-12
Parsippany Hills High School	09-12
Rockaway Meadow Elementary School	KG-05
Troy Hills 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	186	215	217
KG	511	551	541
1	520	513	559
2	548	546	528
3	571	557	547
4	533	574	573
5	540	548	578
6	552	548	557
7	576	567	550
8	569	580	564
9	441	471	530
10	498	450	465
11	471	480	435
12	492	479	496
Total	7,008	7,079	7,140

Enrollment Trends by Student Group

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

Student Group	2021-22	2022-23	2023-24
Female	48.0%	49.0%	48.0%
Male	52.0%	51.0%	52.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	8.6%	14.9%	15.9%
Students with Disabilities	15.0%	15.3%	15.9%
Multilingual Learners	7.5%	8.3%	8.4%
Students Experiencing Homelessness	0.2%	0.3%	0.4%
Students in Foster Care	0.1%	0.0%	0.1%
Military-Connected Students	0.2%	0.3%	0.5%
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	32.9%	31.8%	30.3%
Hispanic	15.2%	16.4%	16.8%
Black or African American	3.4%	3.3%	3.4%
Asian	45.3%	45.4%	46.1%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.1%
American Indian or Alaska Native	0.2%	0.1%	0.2%
Two Or More Races	2.9%	2.9%	3.0%

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	64	83	85
PK - Full Day	122	132	132
KG - Half Day	0	0	0
KG - Full Day	511	551	541

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.

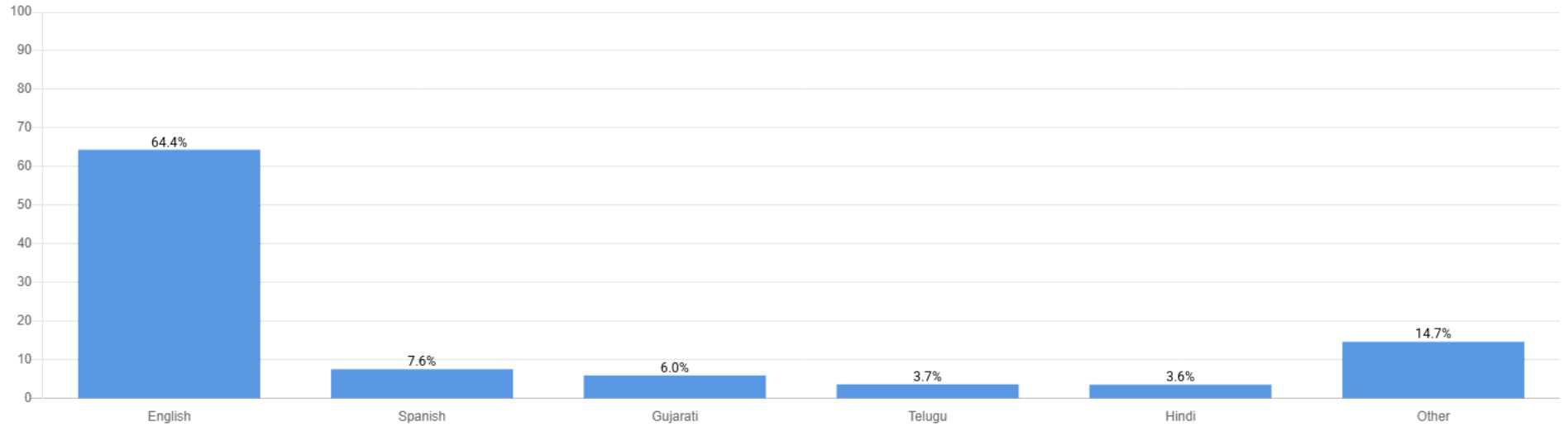
Enrollment Status	2021-22	2022-23	2023-24
Full Time Students	7,034	7,102	7,137
Shared Time Students	39	47	51
Full Time Equivalent	7,054	7,126	7,163

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.

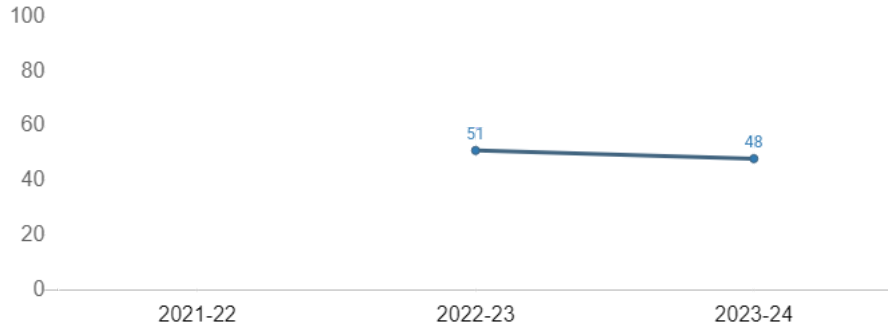
Important Note for 2023-24: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022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

Student Growth Trends and Progress

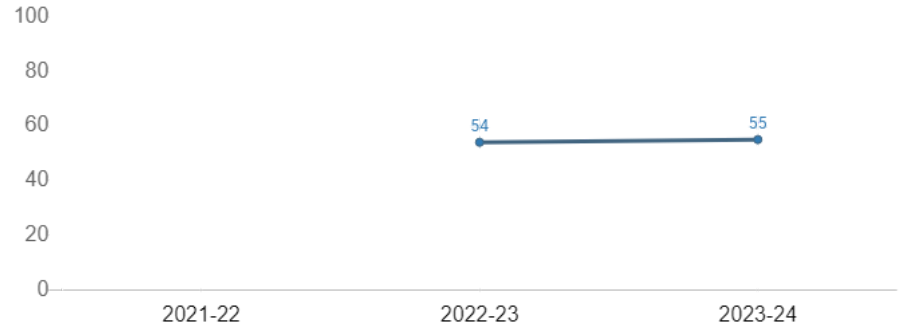
These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

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		51	48		54	55
Met Standard (40-59.5)?		Met Standard	Met Standard		Met Standard	Met Standard
Statewide: Median Student Growth Percentile		50	50		50	50

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

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Student Growth

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

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	48	50	Met Standard	55	50	Met Standard
White	42	50	Met Standard	48	51	Met Standard
Hispanic	38	49	Not Met	48	48	Met Standard
Black or African American	48.5	47	Met Standard	49	46	Met Standard
Asian, Native Hawaiian, or Pacific Islander	56	59	Met Standard	62	60	Exceeds Standard
American Indian or Alaska Native	*	50	**	*	50	**
Two or More Races	47	50	Met Standard	46	51	Met Standard
Female	49	52		55	50	
Male	47	48		55	50	
Non-Binary/Undesignated Gender	N	44		N	45.5	
Economically Disadvantaged Students	37	48	Not Met	46.5	48	Met Standard
Students with Disabilities	38	43	Not Met	37	44	Not Met
Multilingual Learners	48	50	Met Standard	55	50	Met Standard
Students Experiencing Homelessness	*	43		*	45	
Students in Foster Care	*	40		*	47	
Military-Connected Students	47	47.5		54	51	
Migrant Students	N	53		N	44	

Student Growth

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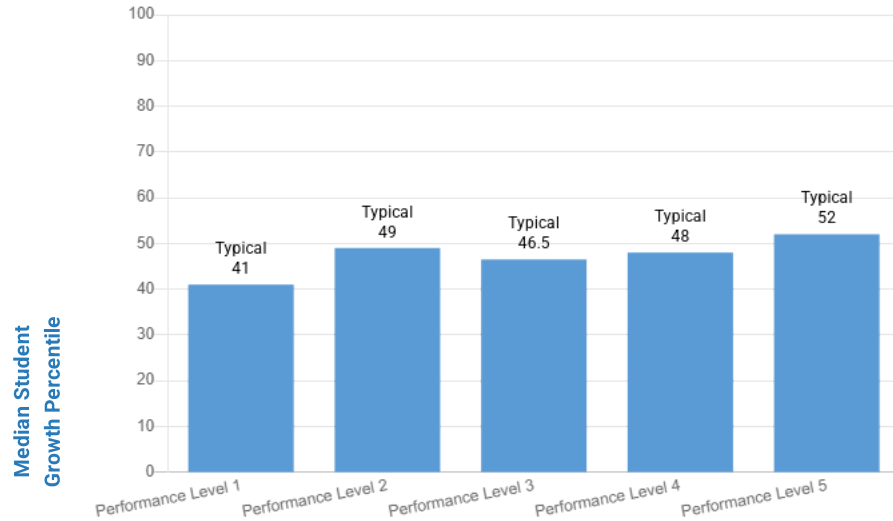
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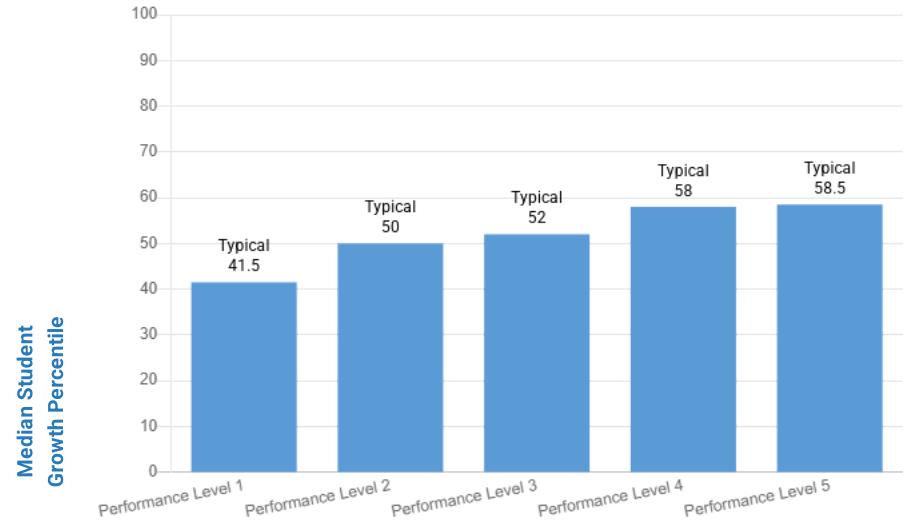
Student Growth by Performance Level

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

ELA



Math



Student Growth

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

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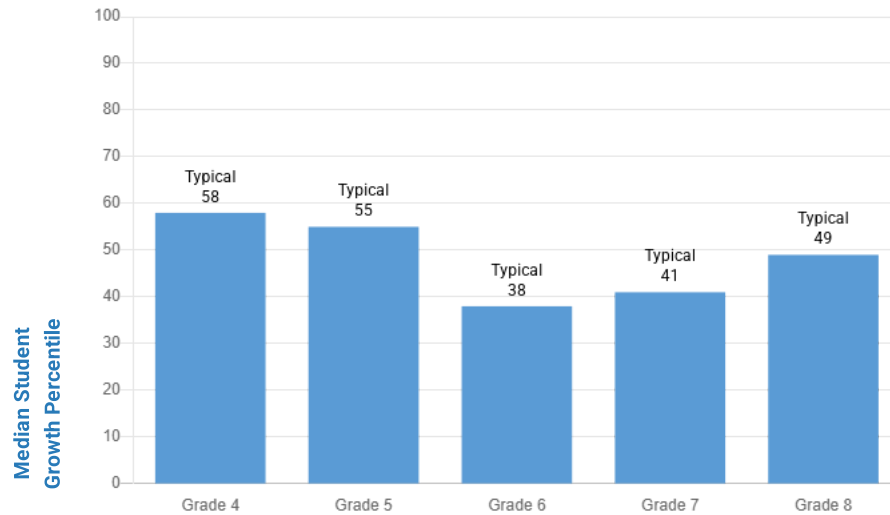
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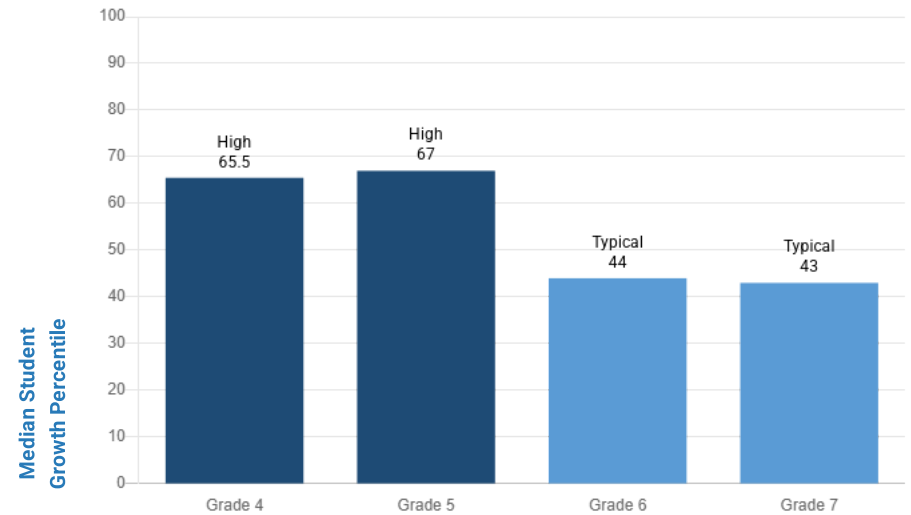
Student Growth by Grade

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

ELA



Math



Academic Achievement

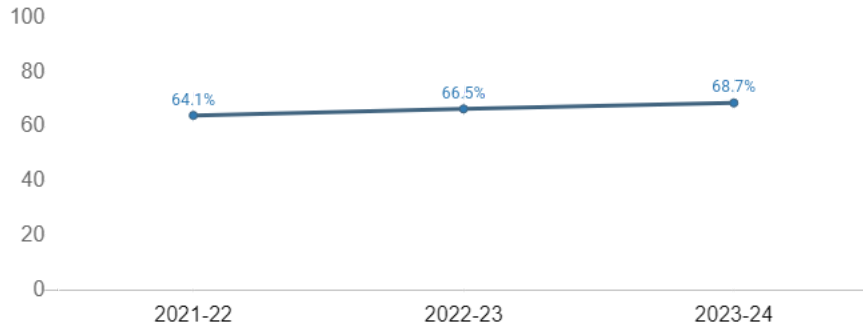
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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

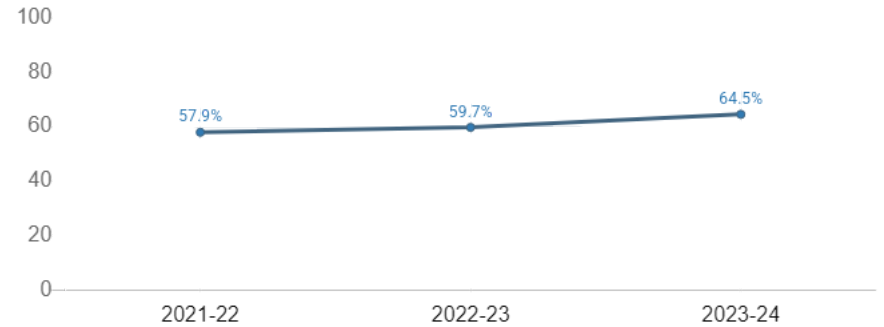
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	99.1%	99.2%	99.1%	98.9%	98.9%	98.9%
Proficiency Rate for Federal Accountability	64.1%	66.5%	68.7%	57.9%	59.7%	64.5%
Annual Target	70.3%	70.9%	67.6%	64.9%	65.8%	61.0%
Met Annual Target?	Not Met	Not Met	Met Target	Not Met	Not Met	Met Target
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

† Target was met within a confidence interval.

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Academic Achievement

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

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English Language Arts Assessment - 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	3,728	99.1%	68.7%	52.2%	68.7%	67.6%	Met Target
White	1,150	97.8%	61.7%	61.8%	61.7%	60.2%	Met Target
Hispanic	573	99.3%	43.3%	38%	43.3%	46.2%	Met Target†
Black or African American	131	100%	61.1%	35.9%	61.1%	54%	Met Target
Asian, Native Hawaiian, or Pacific Islander	1,753	99.7%	81.7%	79.9%	81.7%	81.1%	Met Goal
American Indian or Alaska Native	*	*	*	51.2%	*	**	**
Two or More Races	*	100%	72.9%	59.4%	72.9%	70.6%	Met Target
Female	*	99.2%	74.3%	57.7%	74.3%		
Male	*	99%	63.5%	47%	63.5%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	548	98.2%	41.4%	34.6%	41.4%	41.3%	Met Target
Non-Economically Disadvantaged Students	3,180	99.2%	73.4%	62.8%	73.4%		
Students with Disabilities	553	96.2%	18.3%	19.8%	18.3%	20.7%	Met Target†
Students without Disabilities	3,175	99.6%	77.4%	59.4%	77.4%		
Multilingual Learners	523	98.9%	48.4%	23.1%	48.4%	53.8%	Not Met
Non-Multilingual Learners	3,205	99.1%	72%	56.2%	72%		
Students Experiencing Homelessness	14	93.3%	21.4%	21.9%	21%		
Students in Foster Care	*	*	*	19.3%	*		
Military-Connected Students	20	90.9%	35%	48.2%	33.5%		
Migrant Students	*	*	*	13.3%	*		

† Target was met within a confidence interval.

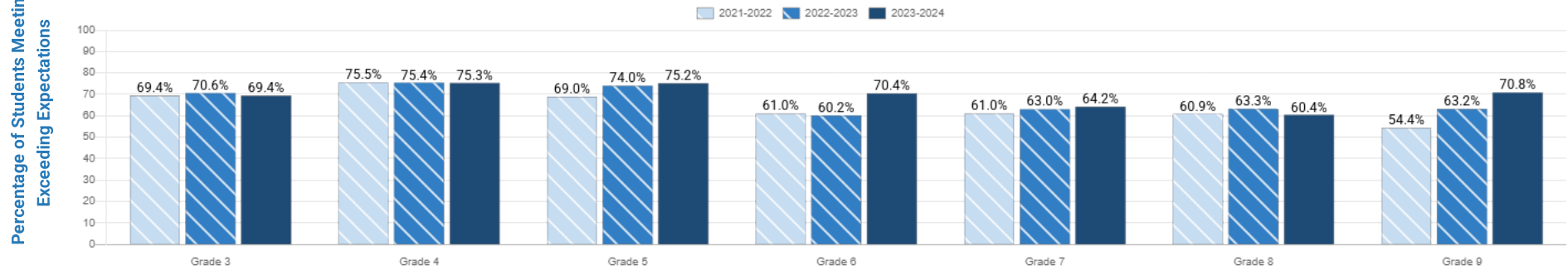
Academic Achievement

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English Language Arts Assessment - Performance Trends

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



Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 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	529	766	741	7%	7%	17%	58%	12%	69%	44%
White	147	761	751	4%	10%	22%	60%	5%	65%	53%
Hispanic	72	730	724	26%	10%	24%	40%	0%	40%	29%
Black or African American	22	759	725	5%	18%	23%	41%	14%	55%	29%
Asian, Native Hawaiian, or Pacific Islander	272	776	770	3%	5%	12%	63%	17%	80%	70%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	46%
Two or More Races	*	796	751	0%	0%	13%	47%	40%	87%	52%
Female	*	768	746	6%	8%	15%	56%	15%	71%	48%
Male	*	763	736	8%	7%	19%	60%	8%	67%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	68	731	722	24%	16%	18%	41%	1%	43%	26%
Non-Economically Disadvantaged Students	461	771	753	4%	6%	16%	60%	13%	73%	55%
Students with Disabilities	56	714	710	36%	25%	21%	18%	0%	18%	18%
Students without Disabilities	473	772	747	3%	5%	16%	63%	13%	75%	49%
Multilingual Learners	45	720	704	31%	20%	20%	29%	0%	29%	13%
Non-Multilingual Learners	484	770	746	4%	6%	16%	61%	13%	73%	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	551	772	749	5%	4%	16%	41%	34%	75%	51%
White	130	767	758	5%	4%	18%	44%	30%	74%	61%
Hispanic	86	748	734	14%	9%	27%	33%	17%	50%	35%
Black or African American	19	754	733	11%	11%	21%	32%	26%	58%	34%
Asian, Native Hawaiian, or Pacific Islander	300	782	776	2%	3%	11%	42%	42%	84%	78%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	51%
Two or More Races	*	774	757	7%	0%	7%	50%	36%	86%	60%
Female	*	775	752	3%	4%	14%	42%	36%	78%	54%
Male	*	768	745	7%	4%	17%	40%	33%	73%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	92	741	731	15%	14%	30%	25%	15%	40%	32%
Non-Economically Disadvantaged Students	459	778	760	3%	2%	13%	44%	38%	82%	63%
Students with Disabilities	62	722	720	27%	23%	31%	10%	10%	19%	21%
Students without Disabilities	489	778	755	2%	2%	14%	45%	38%	82%	57%
Multilingual Learners	39	720	711	31%	28%	21%	18%	3%	21%	13%
Non-Multilingual Learners	512	776	753	3%	2%	15%	43%	37%	79%	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	564	773	750	3%	7%	15%	49%	26%	75%	52%
White	175	762	760	5%	10%	15%	58%	13%	70%	63%
Hispanic	72	750	736	6%	18%	25%	43%	8%	51%	37%
Black or African American	24	758	734	0%	13%	33%	46%	8%	54%	35%
Asian, Native Hawaiian, or Pacific Islander	*	788	778	2%	2%	9%	47%	40%	87%	80%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	*	769	757	0%	6%	29%	35%	29%	65%	60%
Female	*	781	755	1%	4%	12%	50%	32%	82%	57%
Male	*	765	745	5%	10%	17%	48%	20%	68%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	81	750	732	10%	16%	28%	30%	16%	46%	33%
Non-Economically Disadvantaged Students	483	777	761	2%	6%	12%	52%	28%	80%	64%
Students with Disabilities	81	729	719	15%	30%	27%	28%	0%	28%	20%
Students without Disabilities	483	780	756	1%	3%	12%	53%	30%	83%	59%
Multilingual Learners	22	714	705	*	*	*	*	*	*	*
Non-Multilingual Learners	542	775	754	2%	6%	14%	51%	27%	78%	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	541	764	751	4%	7%	18%	49%	22%	70%	53%
White	180	757	760	4%	10%	23%	49%	14%	63%	63%
Hispanic	88	743	738	11%	17%	24%	43%	5%	48%	39%
Black or African American	*	746	735	27%	7%	7%	47%	13%	60%	35%
Asian, Native Hawaiian, or Pacific Islander	241	778	778	1%	2%	12%	51%	34%	85%	82%
American Indian or Alaska Native	*	*	748	*	*	*	*	*	*	49%
Two or More Races	*	770	758	0%	6%	25%	44%	25%	69%	60%
Female	*	768	756	4%	7%	15%	48%	26%	74%	59%
Male	*	760	746	5%	7%	21%	49%	18%	67%	48%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	78	736	735	18%	14%	32%	32%	4%	36%	35%
Non-Economically Disadvantaged Students	463	769	761	2%	6%	16%	52%	25%	76%	65%
Students with Disabilities	70	719	719	26%	34%	26%	13%	1%	14%	17%
Students without Disabilities	471	771	758	1%	3%	17%	54%	25%	79%	60%
Multilingual Learners	*	*	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	765	754	3%	7%	18%	50%	22%	72%	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	528	760	752	9%	11%	16%	35%	29%	64%	54%
White	150	747	761	13%	13%	22%	37%	15%	53%	64%
Hispanic	78	730	737	21%	22%	27%	23%	8%	31%	39%
Black or African American	21	759	734	0%	19%	10%	48%	24%	71%	37%
Asian, Native Hawaiian, or Pacific Islander	264	776	785	5%	6%	9%	36%	44%	80%	84%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	51%
Two or More Races	*	759	759	0%	7%	27%	53%	13%	67%	60%
Female	*	764	758	7%	10%	13%	37%	33%	69%	60%
Male	*	756	746	11%	12%	18%	34%	26%	60%	48%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	80	728	734	25%	21%	19%	30%	5%	35%	36%
Non-Economically Disadvantaged Students	448	765	762	6%	9%	15%	36%	33%	69%	64%
Students with Disabilities	88	710	715	*	*	*	*	*	*	18%
Students without Disabilities	440	770	759	3%	8%	13%	42%	34%	75%	61%
Multilingual Learners	*	693	700	*	*	*	*	*	*	*
Non-Multilingual Learners	*	762	756	7%	11%	16%	36%	30%	67%	58%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	21%
Students in Foster Care	*	*	712	*	*	*	*	*	*	17%
Military-Connected Students	*	*	747	*	*	*	*	*	*	50%
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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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	548	762	751	6%	11%	23%	38%	23%	60%	53%
White	181	747	760	11%	13%	29%	35%	12%	47%	62%
Hispanic	76	744	736	8%	20%	34%	28%	11%	38%	39%
Black or African American	*	758	735	0%	9%	27%	64%	0%	64%	37%
Asian, Native Hawaiian, or Pacific Islander	263	779	783	2%	7%	14%	41%	35%	76%	82%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	52%
Two or More Races	*	750	757	6%	18%	24%	47%	6%	53%	59%
Female	*	772	759	4%	9%	16%	40%	31%	71%	60%
Male	*	753	743	7%	13%	29%	36%	15%	51%	46%
Non-binary/undesignated gender	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	65	734	734	15%	22%	34%	20%	9%	29%	36%
Non-Economically Disadvantaged Students	483	766	761	5%	10%	21%	40%	24%	65%	63%
Students with Disabilities	67	721	713	28%	25%	27%	18%	1%	19%	16%
Students without Disabilities	481	768	758	3%	9%	22%	41%	26%	66%	60%
Multilingual Learners	11	713	701	*	*	*	*	*	*	*
Non-Multilingual Learners	537	763	755	5%	11%	22%	39%	23%	62%	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	507	766	755	4%	10%	16%	44%	27%	71%	58%
White	183	762	764	3%	11%	20%	45%	21%	66%	67%
Hispanic	102	745	741	7%	20%	29%	32%	12%	44%	45%
Black or African American	*	762	737	0%	21%	5%	58%	16%	74%	40%
Asian, Native Hawaiian, or Pacific Islander	180	782	789	2%	2%	7%	47%	42%	89%	87%
American Indian or Alaska Native	*	*	757	*	*	*	*	*	*	59%
Two or More Races	23	772	761	9%	4%	4%	48%	35%	83%	64%
Female	*	773	762	3%	7%	13%	45%	32%	77%	64%
Male	*	761	747	5%	12%	18%	43%	23%	65%	51%
Non-binary/undesignated gender	*	*	774	*	*	*	*	*	*	77%
Economically Disadvantaged Students	86	748	738	10%	14%	21%	43%	12%	55%	41%
Non-Economically Disadvantaged Students	421	770	764	2%	9%	15%	44%	30%	74%	67%
Students with Disabilities	78	725	717	14%	35%	31%	21%	0%	21%	19%
Students without Disabilities	429	774	761	2%	5%	13%	48%	32%	80%	64%
Multilingual Learners	*	704	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	768	758	3%	9%	16%	45%	28%	73%	61%
Students Experiencing Homelessness	*	*	721	*	*	*	*	*	*	25%
Students in Foster Care	*	*	714	*	*	*	*	*	*	20%
Military-Connected Students	*	*	749	*	*	*	*	*	*	51%
Migrant Students	*	*	683	*	*	*	*	*	*	*

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 - 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	3,760	98.9%	64.5%	40.2%	64.5%	61%	Met Target
White	1,154	97.8%	55.8%	51.1%	55.8%	52.4%	Met Target
Hispanic	571	98.5%	34.9%	24.2%	34.9%	32.4%	Met Target
Black or African American	132	100%	46.2%	20.1%	46.2%	42.5%	Met Target
Asian, Native Hawaiian, or Pacific Islander	1,782	99.6%	81%	74.4%	81%	78.3%	Met Goal
American Indian or Alaska Native	*	*	*	42%	*	**	**
Two or More Races	*	100%	64.4%	48.9%	64.4%	62%	Met Target
Female	*	98.9%	64.4%	38.4%	64.4%		
Male	*	98.9%	64.6%	42%	64.6%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	553	97.8%	33.3%	21.7%	33.3%	29.8%	Met Target
Non-Economically Disadvantaged Students	3,207	99.1%	69.9%	51.5%	69.9%		
Students with Disabilities	553	96.3%	15.2%	16.6%	15.2%	17.5%	Met Target†
Students without Disabilities	3,207	99.4%	73.1%	45.4%	73.1%		
Multilingual Learners	558	98.2%	50.5%	18.7%	50.5%	49.8%	Met Target
Non-Multilingual Learners	3,202	99%	67%	43.5%	67%		
Students Experiencing Homelessness	15	93.7%	33.3%	12.9%	32.9%		
Students in Foster Care	*	*	*	12.4%	*		
Military-Connected Students	18	85.7%	11.1%	38.8%	10%		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

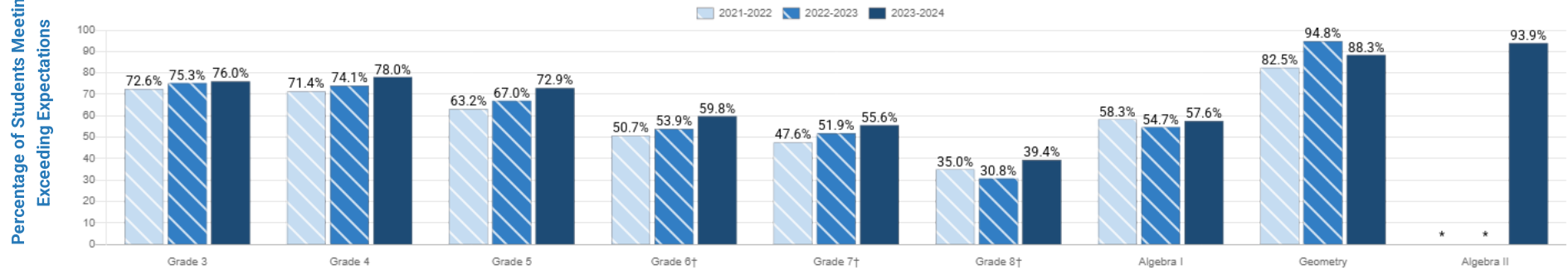
Academic Achievement

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Mathematics Assessment - Performance Trends

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



† 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	538	773	747	4%	5%	15%	44%	32%	76%	48%
White	149	766	757	2%	5%	21%	52%	20%	72%	60%
Hispanic	75	740	732	15%	12%	35%	32%	7%	39%	31%
Black or African American	22	762	728	5%	9%	27%	36%	23%	59%	27%
Asian, Native Hawaiian, or Pacific Islander	276	786	776	2%	3%	7%	43%	46%	88%	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	51%
Two or More Races	*	779	755	0%	0%	0%	73%	27%	100%	56%
Female	*	770	744	2%	7%	18%	45%	27%	72%	45%
Male	*	776	749	5%	3%	12%	44%	37%	80%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	72	737	729	17%	14%	33%	32%	4%	36%	28%
Non-Economically Disadvantaged Students	466	778	758	2%	4%	12%	46%	36%	82%	60%
Students with Disabilities	57	728	725	25%	19%	25%	28%	4%	32%	25%
Students without Disabilities	481	778	751	1%	4%	14%	46%	35%	81%	52%
Multilingual Learners	54	736	722	19%	17%	28%	31%	6%	37%	20%
Non-Multilingual Learners	484	777	751	2%	4%	14%	46%	35%	80%	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	559	772	744	4%	6%	11%	55%	23%	78%	45%
White	131	763	754	4%	3%	23%	59%	11%	70%	57%
Hispanic	86	747	730	13%	21%	14%	44%	8%	52%	28%
Black or African American	19	746	726	11%	16%	16%	58%	0%	58%	24%
Asian, Native Hawaiian, or Pacific Islander	307	784	773	2%	3%	5%	55%	35%	90%	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	50%
Two or More Races	*	763	752	0%	7%	21%	64%	7%	71%	54%
Female	*	773	743	2%	8%	12%	52%	26%	78%	43%
Male	*	770	746	6%	5%	11%	57%	21%	78%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	94	739	727	15%	21%	21%	39%	3%	43%	25%
Non-Economically Disadvantaged Students	465	778	755	2%	3%	9%	58%	28%	85%	58%
Students with Disabilities	62	724	722	32%	23%	18%	23%	5%	27%	21%
Students without Disabilities	497	778	749	1%	4%	11%	59%	26%	84%	50%
Multilingual Learners	48	737	718	17%	27%	23%	27%	6%	33%	14%
Non-Multilingual Learners	511	775	748	3%	5%	10%	57%	25%	82%	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	569	770	741	1%	8%	18%	44%	29%	73%	40%
White	176	758	751	0%	11%	26%	50%	13%	63%	53%
Hispanic	71	747	726	6%	18%	27%	39%	10%	49%	23%
Black or African American	24	753	722	0%	17%	25%	54%	4%	58%	19%
Asian, Native Hawaiian, or Pacific Islander	*	786	772	1%	2%	9%	40%	47%	88%	76%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	*	755	748	0%	12%	29%	53%	6%	59%	49%
Female	*	771	739	0%	7%	18%	47%	27%	74%	38%
Male	*	769	742	2%	9%	17%	41%	30%	72%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	82	749	724	4%	20%	29%	35%	12%	48%	20%
Non-Economically Disadvantaged Students	487	774	752	1%	6%	16%	46%	32%	77%	53%
Students with Disabilities	80	731	717	9%	33%	36%	19%	4%	23%	16%
Students without Disabilities	489	777	746	0%	4%	15%	48%	33%	81%	45%
Multilingual Learners	28	730	711	7%	39%	29%	25%	0%	25%	*
Non-Multilingual Learners	541	772	744	1%	6%	17%	45%	30%	75%	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	547	755	737	6%	10%	24%	46%	14%	60%	36%
White	179	748	746	6%	15%	27%	49%	4%	53%	47%
Hispanic	90	729	723	18%	24%	34%	21%	2%	23%	20%
Black or African American	*	738	718	13%	13%	33%	33%	7%	40%	15%
Asian, Native Hawaiian, or Pacific Islander	246	770	768	2%	2%	18%	53%	26%	79%	73%
American Indian or Alaska Native	*	*	735	*	*	*	*	*	*	33%
Two or More Races	*	757	743	6%	13%	13%	63%	6%	69%	45%
Female	*	753	736	5%	13%	25%	44%	12%	57%	34%
Male	*	756	738	7%	8%	22%	48%	15%	63%	38%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	80	723	721	26%	24%	28%	21%	1%	23%	17%
Non-Economically Disadvantaged Students	467	760	747	3%	8%	23%	50%	16%	66%	48%
Students with Disabilities	70	711	714	*	*	*	*	*	*	12%
Students without Disabilities	477	761	741	2%	7%	24%	52%	16%	68%	41%
Multilingual Learners	*	709	707	44%	13%	31%	13%	0%	13%	*
Non-Multilingual Learners	*	756	740	5%	10%	24%	47%	14%	61%	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	498	751	739	7%	13%	23%	42%	13%	56%	37%
White	149	744	748	8%	16%	28%	42%	5%	48%	50%
Hispanic	77	727	728	18%	30%	29%	23%	0%	23%	23%
Black or African American	*	746	724	14%	5%	27%	41%	14%	55%	18%
Asian, Native Hawaiian, or Pacific Islander	235	764	764	3%	7%	19%	47%	23%	71%	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	*	749	743	7%	13%	13%	67%	0%	67%	44%
Female	*	750	738	9%	12%	24%	43%	12%	55%	36%
Male	*	752	739	6%	15%	23%	42%	14%	56%	39%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	82	730	726	15%	32%	28%	22%	4%	26%	20%
Non-Economically Disadvantaged Students	416	755	747	6%	10%	23%	46%	15%	62%	48%
Students with Disabilities	88	718	716	*	*	*	*	*	*	12%
Students without Disabilities	410	758	743	3%	8%	22%	51%	15%	66%	43%
Multilingual Learners	*	713	714	*	*	*	*	*	*	*
Non-Multilingual Learners	*	753	741	6%	13%	23%	45%	14%	59%	40%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	11%
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	740	*	*	*	*	*	*	39%
Migrant Students	*	*	708	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 8

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	358	737	719	16%	20%	24%	36%	4%	39%	19%
White	142	731	729	19%	20%	29%	31%	1%	32%	27%
Hispanic	70	727	713	20%	29%	26%	26%	0%	26%	13%
Black or African American	*	739	707	0%	40%	20%	40%	0%	40%	10%
Asian, Native Hawaiian, or Pacific Islander	124	751	740	13%	12%	19%	47%	10%	56%	40%
American Indian or Alaska Native	*	*	722	*	*	*	*	*	*	21%
Two or More Races	12	736	722	8%	33%	25%	33%	0%	33%	22%
Female	*	737	719	18%	20%	22%	35%	5%	40%	19%
Male	*	737	719	14%	21%	26%	37%	2%	39%	20%
Non-binary/undesignated gender	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	62	722	711	24%	31%	23%	23%	0%	23%	12%
Non-Economically Disadvantaged Students	296	741	725	15%	18%	25%	39%	4%	43%	25%
Students with Disabilities	67	709	702	42%	30%	15%	12%	1%	13%	*
Students without Disabilities	291	744	724	10%	18%	26%	41%	4%	45%	23%
Multilingual Learners	*	709	701	37%	32%	21%	11%	0%	11%	*
Non-Multilingual Learners	*	739	721	15%	19%	24%	37%	4%	41%	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	578	755	738	7%	15%	21%	49%	9%	58%	40%
White	195	747	748	7%	17%	24%	51%	2%	52%	51%
Hispanic	96	730	723	16%	27%	30%	26%	1%	27%	23%
Black or African American	*	726	719	21%	16%	47%	16%	0%	16%	19%
Asian, Native Hawaiian, or Pacific Islander	244	773	773	2%	8%	12%	60%	17%	77%	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	24	758	746	4%	21%	21%	33%	21%	54%	49%
Female	*	752	737	7%	16%	20%	52%	5%	57%	39%
Male	*	757	739	6%	15%	21%	46%	12%	58%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	79	729	722	16%	33%	25%	23%	3%	25%	22%
Non-Economically Disadvantaged Students	499	759	747	5%	12%	20%	53%	10%	63%	50%
Students with Disabilities	80	713	710	*	*	*	*	*	*	11%
Students without Disabilities	498	761	743	3%	11%	20%	56%	10%	66%	45%
Multilingual Learners	18	718	705	33%	39%	6%	22%	0%	22%	*
Non-Multilingual Learners	560	756	741	6%	14%	21%	50%	9%	59%	43%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	13%
Students in Foster Care	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	696	*	*	*	*	*	*	*

Academic Achievement

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

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Mathematics Assessment - Performance By Test: Geometry

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	137	774	750	0%	2%	9%	58%	30%	88%	53%
White	23	767	752	0%	4%	13%	70%	13%	83%	57%
Hispanic	*	*	735	*	*	*	*	*	*	29%
Black or African American	*	*	733	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	105	777	765	0%	0%	8%	57%	35%	92%	77%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	66%
Two or More Races	*	*	756	*	*	*	*	*	*	63%
Female	*	771	748	0%	3%	12%	61%	25%	86%	50%
Male	*	777	752	0%	1%	7%	56%	35%	91%	57%
Non-binary/undesignated gender	*	*	752	*	*	*	*	*	*	60%
Economically Disadvantaged Students	*	*	734	*	*	*	*	*	*	28%
Non-Economically Disadvantaged Students	*	775	754	0%	2%	8%	58%	31%	89%	60%
Students with Disabilities	*	*	727	*	*	*	*	*	*	24%
Students without Disabilities	*	774	751	0%	2%	9%	58%	30%	88%	54%
Multilingual Learners	*	*	716	*	*	*	*	*	*	11%
Non-Multilingual Learners	*	774	751	0%	2%	9%	58%	30%	88%	55%
Students Experiencing Homelessness	*	*	727	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	743	*	*	*	*	*	*	44%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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

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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	33	791	770	0%	3%	3%	61%	33%	94%	73%
White	*	*	771	*	*	*	*	*	*	75%
Hispanic	*	*	736	*	*	*	*	*	*	37%
Black or African American	*	*	736	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	799	785	0%	0%	0%	60%	40%	100%	88%
American Indian or Alaska Native	*	*	775	*	*	*	*	*	*	83%
Two or More Races	*	*	773	*	*	*	*	*	*	74%
Female	*	782	765	0%	6%	6%	75%	13%	88%	68%
Male	*	798	776	0%	0%	0%	47%	53%	100%	78%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	733	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	791	777	0%	3%	3%	61%	32%	94%	80%
Students with Disabilities	*	*	752	*	*	*	*	*	*	54%
Students without Disabilities	*	791	771	0%	3%	3%	61%	33%	94%	73%
Multilingual Learners	*	*	706	*	*	*	*	*	*	14%
Non-Multilingual Learners	*	791	772	0%	3%	3%	61%	33%	94%	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	11	100.0%	11	100.0%
4	*	*	*	*
5	*	*	*	*
6	11	91.7%	11	91.7%
7	11	91.7%	11	91.7%
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	372	330	88.7%	42	11.3%
3-4	111	*	>90%	*	<10%
5 or more	64	57	89.1%	7	10.9%

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	49.7%	22.7%	Met Goal

† Target was met within a confidence interval.

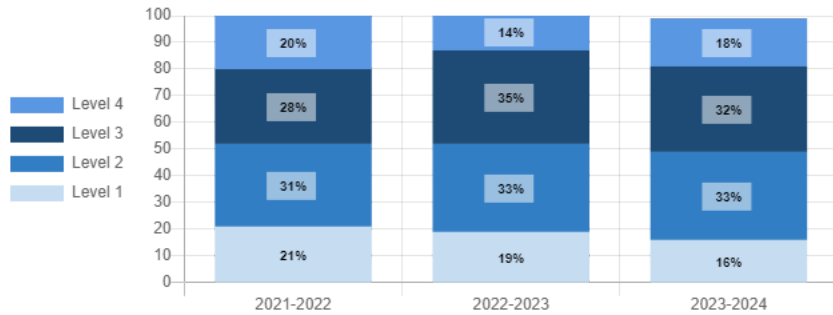
Academic Achievement

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.

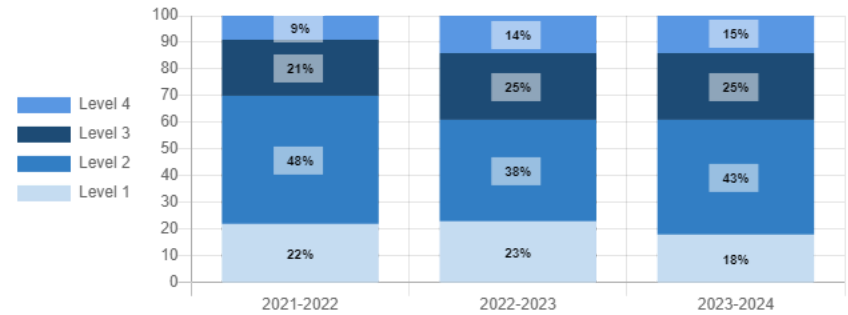
NJSLA Science Assessment: Grade 5 Summary

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.



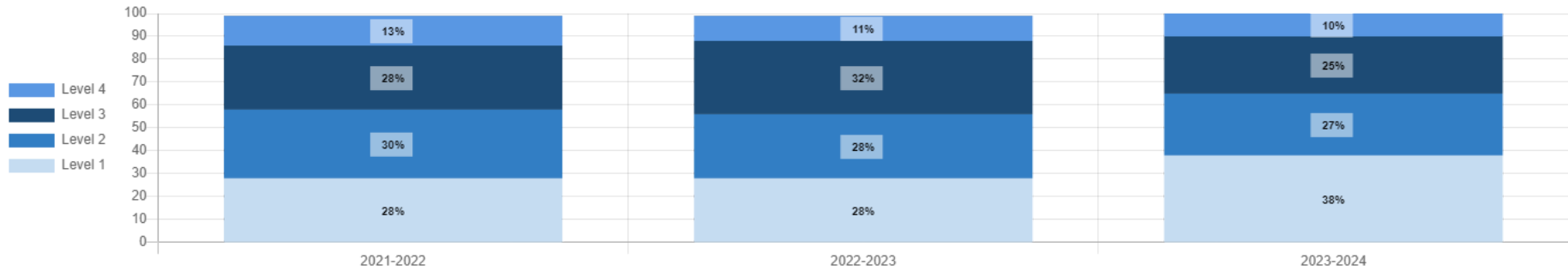
Academic Achievement

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.

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NJSLA Science Assessment: Grade 5

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	16%	33%	32%	18%	35%	37%	21%	6%
White	19%	43%	27%	11%	22%	42%	28%	8%
Hispanic	33%	43%	14%	10%	51%	36%	12%	2%
Black or African American	33%	46%	21%	0%	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	8%	23%	42%	27%	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	35%	35%	24%	6%	27%	36%	27%	10%
Female	10%	40%	35%	15%	35%	39%	20%	6%
Male	22%	27%	30%	22%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	33%	45%	11%	11%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	14%	31%	36%	19%	24%	39%	28%	10%
Students with Disabilities	52%	36%	11%	1%	64%	27%	8%	2%
Students without Disabilities	10%	33%	36%	21%	30%	39%	24%	7%
Multilingual Learners	71%	29%	0%	0%	78%	20%	2%	0%
Non-Multilingual Learners	13%	33%	34%	19%	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	18%	43%	25%	15%	36%	45%	14%	5%
White	26%	49%	18%	7%	23%	52%	19%	6%
Hispanic	29%	52%	14%	5%	51%	42%	6%	1%
Black or African American	18%	64%	9%	9%	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	9%	36%	32%	24%	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	29%	29%	41%	0%	27%	46%	19%	8%
Female	19%	42%	25%	14%	35%	47%	13%	4%
Male	17%	44%	24%	15%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	44%	41%	15%	0%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	14%	43%	26%	17%	26%	48%	19%	7%
Students with Disabilities	53%	39%	6%	2%	67%	29%	3%	1%
Students without Disabilities	13%	43%	27%	16%	30%	48%	16%	6%
Multilingual Learners	63%	37%	0%	0%	75%	24%	1%	0%
Non-Multilingual Learners	16%	43%	26%	15%	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%	25%	10%	45%	27%	19%	9%
White	33%	27%	33%	7%	34%	30%	26%	11%
Hispanic	60%	25%	9%	6%	61%	25%	11%	3%
Black or African American	57%	21%	21%	0%	64%	24%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	26%	30%	28%	16%	17%	23%	33%	28%
American Indian or Alaska Native	*	*	*	*	54%	21%	19%	6%
Two or More Races	*	*	*	*	38%	26%	25%	11%
Female	30%	32%	28%	10%	43%	29%	20%	7%
Male	44%	24%	24%	9%	47%	24%	18%	10%
Non-binary/undesignated gender	*	*	*	*	26%	28%	30%	16%
Economically Disadvantaged Students	57%	25%	17%	2%	63%	24%	11%	2%
Non-Economically Disadvantaged Students	32%	28%	28%	12%	37%	28%	24%	12%
Students with Disabilities	72%	16%	9%	2%	77%	16%	5%	1%
Students without Disabilities	30%	30%	29%	11%	40%	28%	22%	10%
Multilingual Learners	*	*	*	*	88%	10%	1%	0%
Non-Multilingual Learners	34%	29%	27%	10%	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	*	*	*	*	*	*	*	*

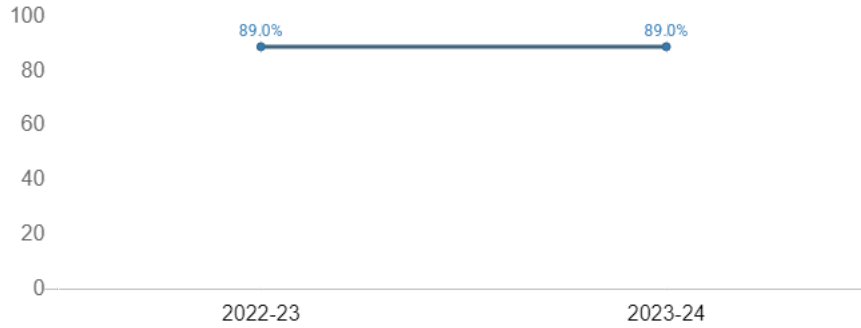
Academic Achievement

Graduation Proficiency Assessment (NJGPA) Trends

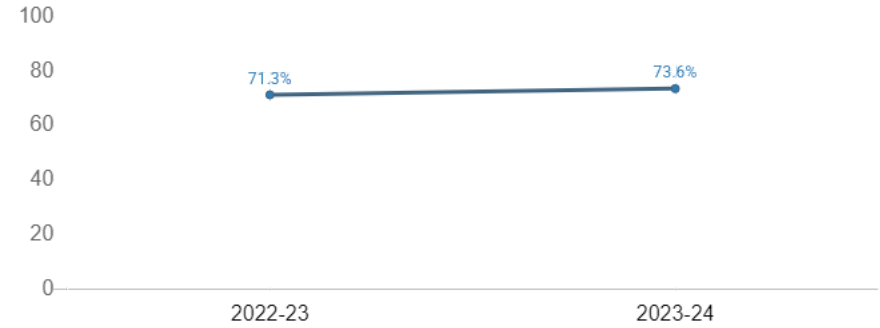
These graphs show trends in performance on the New Jersey Graduation Proficiency Assessment (NJGPA) for the last two years. Students are identified as either Graduation Ready or Not Yet Graduation Ready for both English Language Arts (ELA) and mathematics based on their scores on the assessment. These 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	89.0%	89.0%	71.3%	73.6%
Statewide Graduation Ready Rate	80.5%	82.5%	55.0%	55.6%

Academic Achievement

Graduation Proficiency Assessment (NJGPA) : Grade 11

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

Student Group	ELA Valid Scores	District % Graduation Ready: ELA	State % Graduation Ready: ELA	Math Valid Scores	District % Graduation Ready: Math	State % Graduation Ready: Math
Districtwide	446	89%	82.5%	450	73.6%	55.6%
White	154	>90%	90%	155	74.2%	69.1%
Hispanic	75	72%	72.3%	77	40.3%	38%
Black or African American	*	68.4%	73.6%	*	31.6%	33.1%
Asian, Native Hawaiian, or Pacific Islander	180	>90%	>90%	181	>90%	87.9%
American Indian or Alaska Native	*	*	76.2%	*	*	43.8%
Two or More Races	*	88.9%	87.5%	*	77.8%	62%
Female	*	>90%	86.9%	*	75.5%	56.6%
Male	*	87.1%	78.3%	*	71.8%	54.7%
Non-binary/undesignated gender	*	*	87.7%	*	*	69.9%
Economically Disadvantaged Students	78	76.9%	71.7%	82	50%	36%
Non-Economically Disadvantaged Students	368	>90%	87.6%	368	78.8%	65.1%
Students with Disabilities	67	64.2%	53.6%	67	19.4%	18.2%
Students without Disabilities	379	>90%	87.4%	383	83%	62%
Multilingual Learners	14	<10%	24.4%	*	<10%	12.5%
Non-Multilingual Learners	432	>90%	86.5%	*	76.6%	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	67.2%	80.7%
12th graders taking SAT in 2023-2024 or prior years	67.4%	62.7%
12th graders taking ACT in 2023-2024 or prior years	5.7%	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	496	459	Grade 10: 430 Grade 11: 460	71%	54%
PSAT 10/NMSQT - Math	493	454	Grade 10: 480 Grade 11: 510	49%	32%
SAT - Reading and Writing	581	530	480	87%	65%
SAT - Math	579	519	530	67%	46%
ACT - Reading	25	24	22	68%	63%
ACT - English	24	24	18	86%	76%
ACT - Math	24	23	22	61%	58%
ACT - Science	23	23	23	68%	55%

Report Key:

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

College and Career Readiness

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

AP/IB Coursework – Participation and Performance

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

Students enrolled in one or more AP or IB course



Students taking one or more AP or IB exam

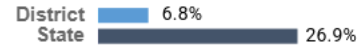


Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exam



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

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AP/IB and Dual Enrollment Participation by Student Group

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

Student Group	% Enrolled in one or more AP or IB course	% Enrolled in one or more Dual Enrollment course	State: % Enrolled in one or more AP or IB course	State: % Enrolled in one or more Dual Enrollment course
Districtwide	58.5%	6.8%	35.9%	26.9%
White	52.9%	7.2%	41.8%	33.0%
Hispanic	31.4%	2.2%	23.2%	20.9%
Black or African American	32.5%	0.0%	20.3%	17.4%
Asian, Native Hawaiian, or Pacific Islander	79.5%	9.3%	70.5%	32.5%
American Indian or Alaska Native	N	N	30.4%	28.6%
Two or More Races	66.7%	8.7%	41.0%	29.0%
Female	66.8%	6.2%	41.4%	30.2%
Male	50.2%	7.3%	30.6%	23.7%
Non-Binary/Undesignated Gender	N	N	42.9%	28.4%
Economically Disadvantaged Students	38.6%	1.8%	22.8%	20.2%
Students with Disabilities	9.8%	2.3%	4.8%	10.9%
Multilingual Learners	6.1%	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	17	11
AP 3-D Art and Design	11	9
AP Art History	7	6
AP Biology	61	52
AP Calculus AB	64	63
AP Calculus BC	30	30
AP Chemistry	30	24
AP Chinese Languages: Language and Culture	0	5
AP Computer Science A	49	48
AP Computer Science Principles	108	87
AP Drawing	4	1
AP Economics	123	0
AP English Language and Composition	93	88
AP English Literature and Composition	90	75
AP Environmental Science	41	17
AP European History	27	14
AP French Language and Culture	10	10
AP Human Geography	51	28
AP Italian Language and Culture	22	21
AP Macroeconomics	0	104
AP Microeconomics	0	102
AP Music Theory	4	3

College and Career Readiness

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AP/IB Course	Students Enrolled	Students Tested
AP Physics 1	0	2
AP Physics C	29	0
AP Physics C: Electricity and Magnetism	0	21
AP Physics C: Mechanics	0	31
AP Precalculus	0	5
AP Psychology	176	131
AP Research	12	12
AP Seminar	34	33
AP Spanish Language and Culture	75	53
AP Statistics	117	92
AP U.S. Government and Politics	36	21
AP U.S. History	118	117
AP World History: Modern	1	0
Total Exams taken		1,316
Exams with scores of at least 3 on AP exams or 4 on IB exams		998

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
Chinese	*	*
French	10	2.0%
Hindi	*	*
Italian	21	4.2%
Spanish	67	13.5%
Total Seals Earned	100	
Total Unique Students Earning Seals	99	20.0%
Current and Former Multilingual Learners Earning Seals	13	16.6%†

†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.

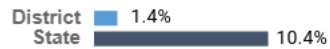
CTE Participants

(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	0.0%	1.4%	7.6%	10.4%
White	0.0%	1.9%	6.1%	10.0%
Hispanic	0.0%	1.3%	9.3%	10.8%
Black or African American	0.0%	0.0%	9.5%	10.7%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.9%	5.5%	10.5%
American Indian or Alaska Native	*	*	8.3%	8.8%
Two or More Races	0.0%	2.2%	7.5%	10.1%
Female	0.0%	1.6%	7.5%	10.9%
Male	0.0%	1.2%	7.7%	9.9%
Non-Binary/Undesignated Gender	*	*	8.9%	15.2%
Economically Disadvantaged Students	0.0%	0.8%	9.8%	10.7%
Students with Disabilities	0.0%	1.9%	6.0%	7.9%
Multilingual Learners	0.0%	0.0%	8.0%	3.5%
Students experiencing homelessness	*	*	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	*	*
Education & Training	*	*
Health Science	13	100.0%
Hospitality & Tourism	*	*
Human Services	*	*
Information Technology	*	*
Law, Public Safety, Corrections & Security	*	*
Manufacturing	*	*
Science, Technology, Engineering & Mathematics	*	*
Transportation, Distribution & Logistics	*	*
Total	20	38.5%

College and Career Readiness

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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

District | 0.2%
 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	*	*	*
Education & Training	*	*	*
Health Science	13	*	*
Hospitality & Tourism	*	*	*
Human Services	*	*	*
Information Technology	*	*	*
Law, Public Safety, Corrections & Security	*	*	*
Manufacturing	*	*	*
Science, Technology, Engineering & Mathematics	*	*	*
Transportation, Distribution & Logistics	*	*	*
Total	52	*	*

College and Career Readiness

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Grade Level and Other Math
6	0	0	0	0	0	0	576
7	38	0	0	0	0	0	524
8	142	58	0	0	0	0	378
9	400	82	33	0	0	0	31
10	17	319	159	0	1	0	27
11	5	22	234	0	3	30	197
12	3	6	33	0	135	87	195
Total	605	487	459	0	139	117	1,928
Enrolled in AP/IB Course					94	117	0
Enrolled in Dual Enrollment Course	0	0	0	0	18	14	26

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	517	1	0	0	0	45
10	30	427	0	0	0	48
11	22	40	0	6	390	52
12	45	34	0	35	63	154
Total	614	502	0	41	453	299
Enrolled in AP/IB Course	61	30		41	29	0
Enrolled in Dual Enrollment Course	0	0	0	0	14	5

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	538	1	0	0	0	21
10	15	447	1	1	2	58
11	15	431	58	98	13	58
12	1	47	64	113	23	183
Total	569	926	123	212	38	320
Enrolled in AP/IB Course	1	118	123	176		108
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	354	75	80	0	0	0	0
7	341	79	54	0	0	0	0
8	356	88	77	0	0	0	0
9	362	53	86	0	0	1	0
10	291	47	75	0	0	0	0
11	201	31	48	0	0	0	0
12	135	11	46	0	0	0	0
Total	2,040	384	466	0	0	1	0
Enrolled in AP/IB Course	75	10	22	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	478	68	115	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	269	0	0	0	0	0	0
8	323	0	0	0	0	0	0
9	80	29	0	0	4	0	22
10	48	38	0	0	7	0	14
11	62	10	0	0	9	0	9
12	61	31	0	0	8	0	18
Total	843	108	0	0	28	0	63
Enrolled in AP/IB Course	49	108		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

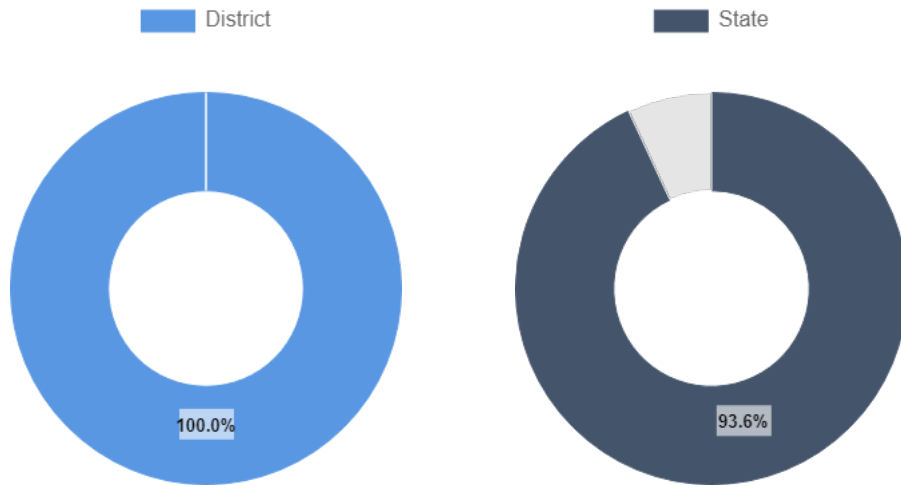
College and Career Readiness

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.

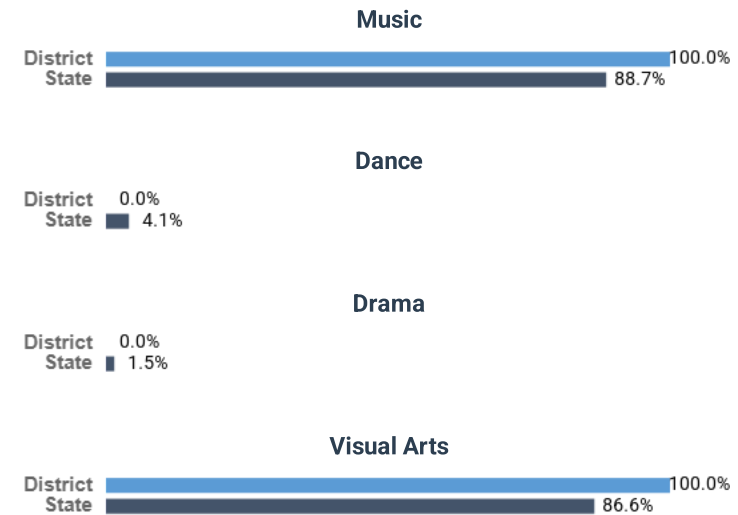
Visual and Performing Arts – Course Participation

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.

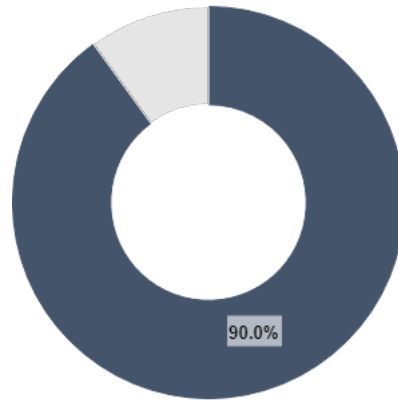
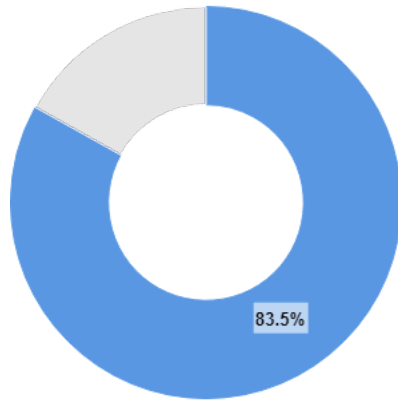
Visual and Performing Arts – Course Participation

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



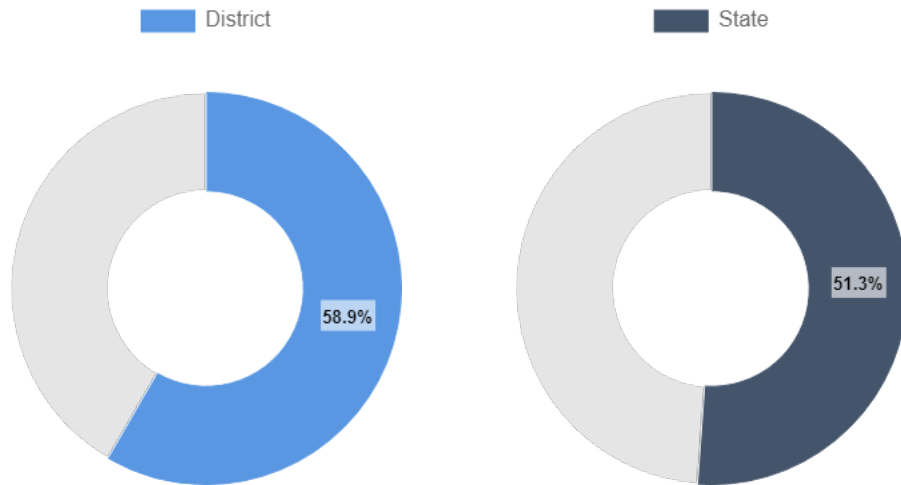
College and Career Readiness

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.

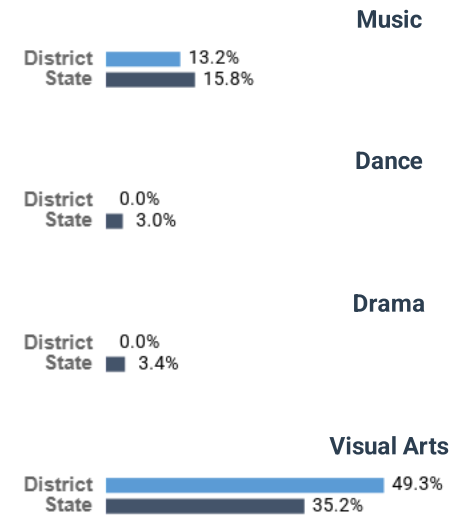
Visual and Performing Arts – Course Participation

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

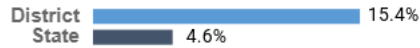
Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English 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



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.

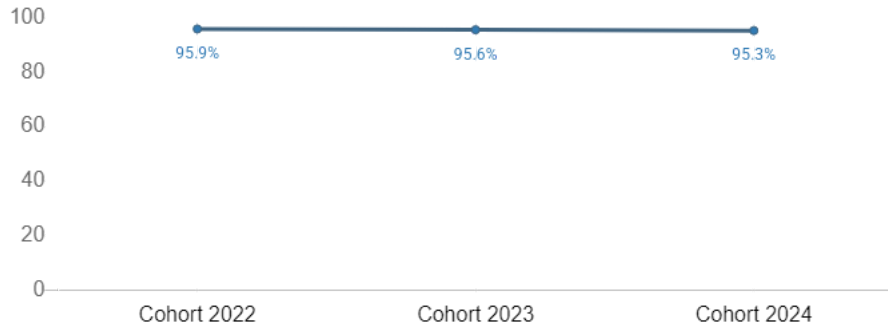
To be included as a graduate in the federal version of the graduation rate, students must have met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless 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](#).

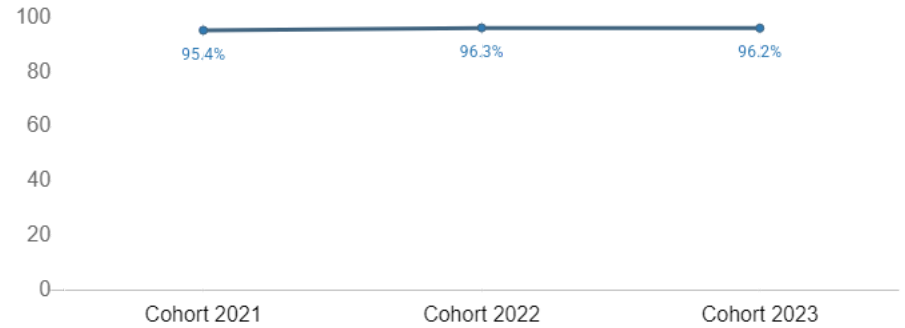
Graduation Rate Trends and Progress

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	95.9%	95.6%	95.3%	95.4%	96.3%	96.2%
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	95.3%	3.7%	1.0%	91.3%	3.8%	4.9%
White	95.9%	2.6%	1.5%	95.0%	2.6%	2.5%
Hispanic	91.7%	6.4%	1.8%	86.9%	4.9%	8.3%
Black or African American	91.3%	8.7%	0.0%	86.5%	6.0%	7.5%
Asian, Native Hawaiian, or Pacific Islander	97.0%	3.0%	0.0%	96.7%	2.3%	1.0%
American Indian or Alaska Native	N	N	N	91.7%	3.8%	4.5%
Two or More Races	100.0%	0.0%	0.0%	92.3%	3.5%	4.3%
Female	95.7%	3.1%	1.2%	93.1%	2.8%	4.1%
Male	94.9%	4.3%	0.8%	89.5%	4.7%	5.7%
Non-Binary/Undesignated Gender	N	N	N	86.7%	3.3%	10.0%
Economically Disadvantaged Students	89.2%	8.3%	2.5%	87.1%	5.3%	7.7%
Students with Disabilities	83.5%	13.9%	2.5%	80.7%	12.5%	6.8%
Multilingual Learners	72.0%	24.0%	4.0%	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	96.2%	1.6%	2.2%	92.6%	1.7%	5.6%
White	98.2%	0.0%	1.8%	95.9%	1.5%	2.6%
Hispanic	87.7%	4.1%	8.2%	88.2%	1.9%	9.9%
Black or African American	89.5%	10.5%	0.0%	88.9%	2.5%	8.7%
Asian, Native Hawaiian, or Pacific Islander	97.7%	1.7%	0.6%	97.5%	1.3%	1.2%
American Indian or Alaska Native	N	N	N	92.5%	0.0%	7.5%
Two or More Races	100.0%	0.0%	0.0%	94.7%	1.0%	4.3%
Female	97.1%	1.2%	1.6%	94.4%	1.2%	4.4%
Male	95.3%	2.0%	2.7%	91.0%	2.2%	6.8%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	92.7%	3.6%	3.6%	88.8%	2.0%	9.2%
Students with Disabilities	86.3%	10.0%	3.8%	84.1%	8.2%	7.7%
Multilingual Learners	88.5%	0.0%	11.5%	78.0%	2.0%	20.0%
Students experiencing homelessness	*	*	*	78.0%	3.9%	18.1%
Students in Foster Care	*	*	*	67.0%	7.5%	25.5%
Military-Connected Students	*	*	*	96.0%	0.8%	3.1%
Migrant Students	N	N	N	66.7%	10.7%	22.6%

Graduation/ Postsecondary

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

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

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

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

Cohort 2022 6-Year Graduation Cohort Profile

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

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

Student Group	Graduates	Continuing	Non-Continuing	High School Persistence (Graduates + Continuing)	State: Graduates	State: Continuing Students	State: Non-Continuing Students	State: High School Persistence (Graduates + Continuing)
Districtwide	96.5%	1.8%	1.8%	98.2%	93.2%	1.0%	5.8%	94.2%
White	94.2%	3.8%	1.9%	98.1%	96.4%	0.9%	2.7%	97.3%
Hispanic	96.6%	0.0%	3.4%	96.6%	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	98.4%	0.5%	1.1%	98.9%	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	100.0%	0.0%	0.0%	100.0%	92.9%	1.3%	5.9%	94.1%
Female	99.1%	0.0%	0.9%	99.1%	95.0%	0.6%	4.4%	95.6%
Male	94.2%	3.3%	2.5%	97.5%	91.5%	1.4%	7.1%	92.9%
Non-Binary/Undesignated Gender	N	N	N	N	*	*	*	*
Economically Disadvantaged Students	91.9%	3.0%	5.1%	94.9%	88.8%	1.1%	10.2%	89.8%
Students with Disabilities	88.4%	10.5%	1.2%	98.8%	86.6%	5.4%	8.0%	92.0%
Multilingual Learners	76.2%	4.8%	19.0%	81.0%	77.6%	0.6%	21.9%	78.1%
Students experiencing homelessness	*	*	*	*	76.2%	1.4%	22.4%	77.6%
Students in Foster Care	*	*	*	*	64.1%	3.5%	32.4%	67.6%
Military-Connected Students	*	*	*	*	92.9%	1.7%	5.4%	94.6%
Migrant Students	N	N	N	N	67.1%	2.4%	30.5%	69.5%

Report Key:

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** Accountability calculations require 20 or more students

N No Data is available to display

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

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	95.1%	96.0%	95.7%	87.7%	91.8%	87.0%
White	95.4%	97.8%	93.3%	91.5%	95.0%	90.0%
Hispanic	91.7%	87.7%	94.3%	83.3%	87.4%	82.1%
Black or African American	91.3%	89.5%	100.0%	80.9%	87.6%	80.8%
Asian, Native Hawaiian, or Pacific Islander	97.0%	97.7%	98.4%	96.1%	97.3%	96.6%
American Indian or Alaska Native	N	N	N	84.1%	92.5%	86.4%
Two or More Races	100.0%	100.0%	100.0%	89.0%	93.0%	86.2%
Female	95.3%	97.1%	99.1%	90.5%	93.7%	90.6%
Male	94.9%	94.9%	92.7%	85.2%	90.0%	83.7%
Non-Binary/Undesignated Gender	N	N	N	83.3%	*	*
Economically Disadvantaged Students	88.3%	92.7%	88.9%	82.6%	87.8%	81.4%
Students with Disabilities	82.3%	85.0%	83.7%	60.2%	79.2%	51.8%
Multilingual Learners	72.0%	88.5%	76.2%	77.6%	77.6%	75.7%
Students experiencing homelessness	*	*	*	67.0%	76.2%	64.6%
Students in Foster Care	*	*	*	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

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.

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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	95.6%	95.0%	Met Goal	95.5%	N	N
White	97.3%	93.4%	Met Goal	93.3%	N	N
Hispanic	86.3%	93.3%	Not Met	94.3%	N	N
Black or African American	89.5%	**	**	93.3%	**	**
Asian, Native Hawaiian, or Pacific Islander	97.7%	95.0%	Met Goal	98.4%	N	Met Goal
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	100.0%	**	**	100.0%	**	**
Economically Disadvantaged Students	91.7%	87.3%	Met Target	88.0%	N	N
Students with Disabilities	83.8%	82.4%	Met Target	82.8%	N	N
Multilingual Learners	84.6%	72.4%	Met Target	76.2%	N	N

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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	89.8%	74.1%
Substitute Competency Test	7.6%	17.6%
Portfolio Appeals Process	1.6%	7.3%
Alternate Requirements Specified in IEP	0.2%	0.2%
Unknown/Other	0.8%	0.8%

Dropout Rate Trends

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

School Year	District Rate	State Rate
2023-2024	0.3%	1.0%
2022-2023	0.2%	1.2%
2021-2022	0.3%	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.

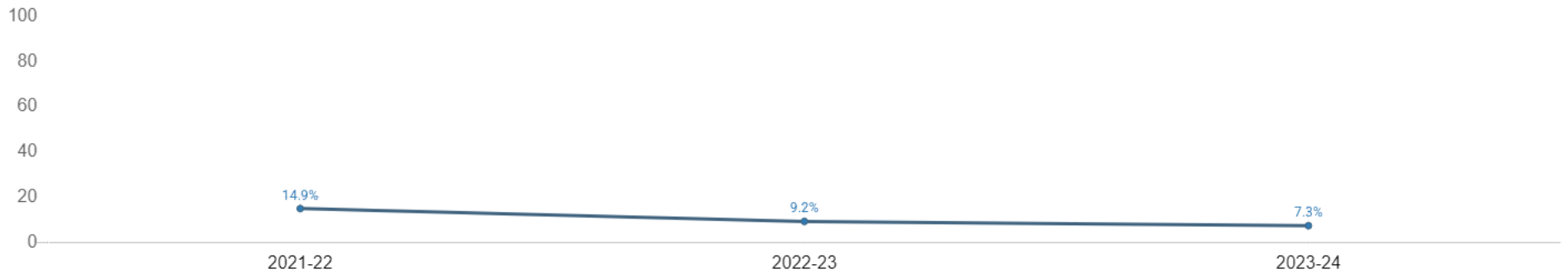
Year of Graduation	Graduates enrolled in apprenticeship programs
2023	*
2022	*
2021	*
2020	*
2019	*
2018	*
2017	*
2016	*

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	14.9%	9.2%	7.3%
ESSA Target (State Average for Grades Served)	18.1%	16.6%	14.9%
Met ESSA Target	Met	Met	Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%

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Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The ESSA Target: State Average for Grades Served column is the target used for ESSA accountability purposes. It reflects the statewide average for students in the grades offered by the district. Each student group has the same target based on all students, so the same ESSA Target will appear for all student groups. The last column shows whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

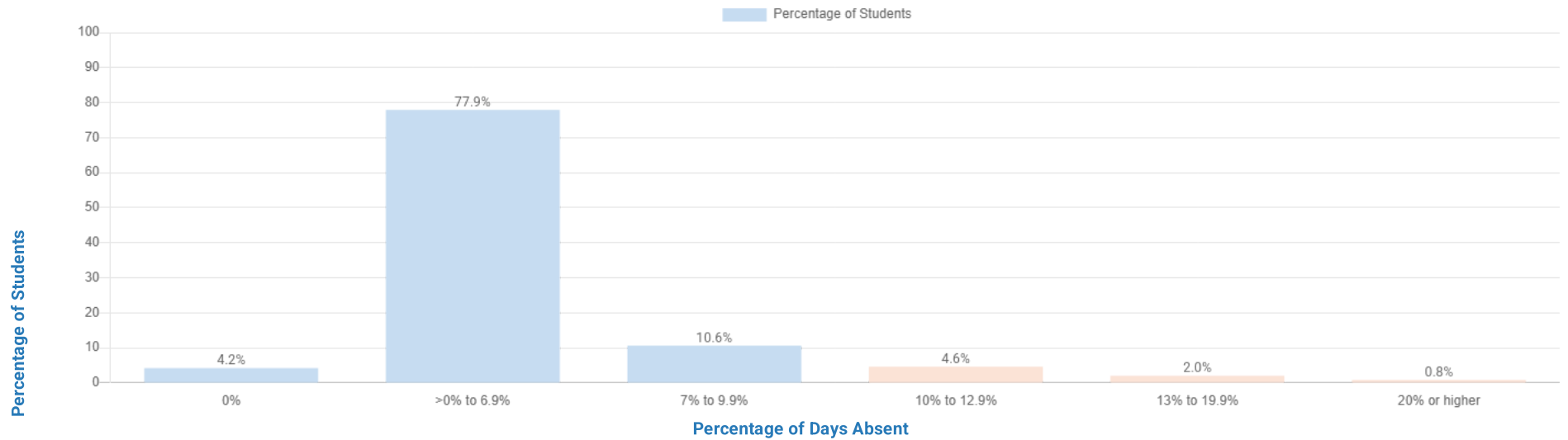
Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	508	7.3%	14.9%	Met
White	144	6.8%	14.9%	Met
Hispanic	147	12.6%	14.9%	Met
Black or African American	12	4.9%	14.9%	Met
Asian, Native Hawaiian, or Pacific Islander	190	6.0%	14.9%	Met
American Indian or Alaska Native	2	13.3%	**	**
Two or More Races	13	6.0%	14.9%	Met
Female	*	7.4%		
Male	*	7.3%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	170	15.3%	14.9%	Not Met
Students with Disabilities	130	12.2%	14.9%	Met
Multilingual Learners	95	15.5%	14.9%	Not Met
Students Experiencing Homelessness	4	15.4%		
Students in Foster Care	*	*		
Military-Connected Students	6	13.3%		
Migrant Students	*	*		

Climate and Environment

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Percentage of Days Absent

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

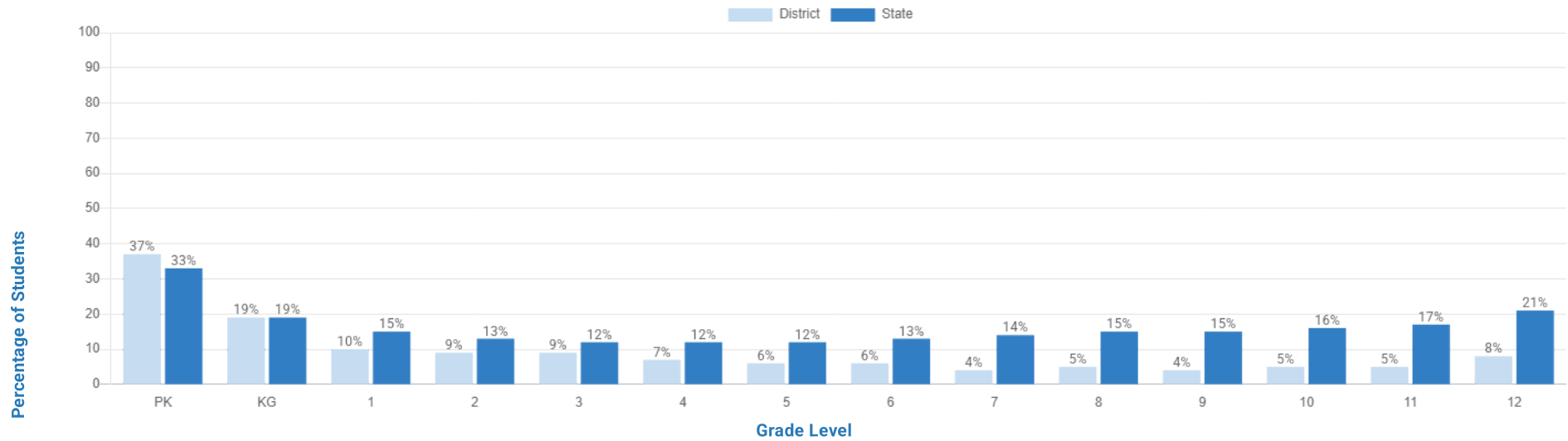


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Chronic Absenteeism by Grade

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	53
Weapons	4
Vandalism	3
Substances	36
Harassment, Intimidation, Bullying (HIB)	58
Total Unique Incidents	154
Incidents Per 100 Students Enrolled	2.15

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	40
Weapons	4
Vandalism	2
Substances	35
Harassment, Intimidation, Bullying (HIB)	27
Other Incidents Leading to Removal	1

Climate and Environment

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and 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	10	23	33
Religion	2	1	3
Ancestry	2	0	2
Gender	2	9	11
Sexual Orientation	2	7	9
Disability	1	10	11
Other	8	19	27
No Identified Nature	24		24

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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	39	2%	35	2%	63	3%	0	0%	0	0%
Hispanic	41	3%	37	3%	65	5%	0	0%	0	0%
Black or African American	18	7%	14	5%	25	9%	0	0%	0	0%
Asian	20	1%	22	1%	35	1%	0	0%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
Two or more races	5	2%	4	2%	6	3%	0	0%	0	0%
Female	*	1%	*	1%	*	2%	*	0%	*	0%
Male	*	2%	*	2%	*	4%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	44	3%	45	3%	72	5%	0	0%	0	0%
Students with disabilities	44	4%	42	3%	67	6%	0	0%	0	0%

Climate and Environment

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Student Disciplinary Removals: By Grade Level

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

Grade	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Districtwide	128	2%	116	2%	203	3%	0	0%	0	0%
PK	0	0%	0	0%	0	0%	0	0%	0	0%
KG	0	0%	0	0%	0	0%	0	0%	0	0%
1	0	0%	1	0%	1	0%	0	0%	0	0%
2	0	0%	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	4	1%	3	0%	7	1%	0	0%	0	0%
6	15	3%	8	1%	20	3%	0	0%	0	0%
7	15	3%	7	1%	20	4%	0	0%	0	0%
8	17	3%	16	3%	24	4%	0	0%	0	0%
9	15	3%	16	3%	26	5%	0	0%	0	0%
10	13	3%	24	5%	29	6%	0	0%	0	0%
11	29	6%	24	5%	43	9%	0	0%	0	0%
12	15	3%	13	3%	24	5%	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 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	149	2%	52	1%	2	0%	33	0%	4	0%	45	1%	29	0%
White	56	3%	11	0%	<5	<5.00%	11	0%	<5	<5.00%	24	1%	13	1%
Hispanic	37	3%	15	1%	<5	<5.00%	11	1%	<5	<5.00%	8	1%	7	1%
Black or African American	19	7%	10	4%	<5	<5.00%	4	2%	<5	<5.00%	5	2%	4	2%
Asian	28	1%	12	0%	<5	<5.00%	4	0%	<5	<5.00%	7	0%	3	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	4	2%	3	1%	<5	<5.00%	0	0%	<5	<5.00%	1	0%	1	0%
Female	*	1%	*	0%	*	<5.00%	*	0%	*	<5.00%	*	0%	*	0%
Male	*	3%	*	1%	*	<5.00%	*	0%	*	<5.00%	*	1%	*	1%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	46	3%	19	1%	<5	<5.00%	10	1%	<5	<5.00%	10	1%	10	1%
Students with disabilities	44	4%	16	1%	<5	<5.00%	15	1%	<5	<5.00%	9	1%	6	0%

Climate and Environment

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

Students Involved in Police Notifications: By Grade Level

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

Grade	# of Students involved in at least one incident	% involved in an incident	# of Students involved in at least one violent incident	% of Students involved in a violent incident	# of Students involved in at least one vandalism incident	% of Students involved in a vandalism incident that led to police notification	# of Students involved in at least one substance related incident	% of Students involved in a substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in a weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in an HIB incident that led to police notification	# of Students involved in at least one other incident	% of Students involved in an other incident
Districtwide	149	2%	52	1%	2	0%	33	0%	4	0%	45	1%	29	0%
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	0	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%
4	1	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%	1	0%	0	0%
5	2	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%	1	0%	1	0%
6	15	3%	7	1%	<5	<5.00%	0	0%	<5	<5.00%	7	1%	1	0%
7	11	2%	3	1%	<5	<5.00%	0	0%	<5	<5.00%	6	1%	0	0%
8	24	4%	13	2%	<5	<5.00%	0	0%	<5	<5.00%	10	2%	1	0%
9	24	4%	5	1%	<5	<5.00%	3	1%	<5	<5.00%	11	2%	6	1%
10	25	5%	14	3%	<5	<5.00%	8	2%	<5	<5.00%	3	1%	7	1%
11	28	6%	8	2%	<5	<5.00%	12	3%	<5	<5.00%	3	1%	9	2%
12	14	3%	1	0%	<5	<5.00%	7	1%	<5	<5.00%	3	1%	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	1	0%	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%
White	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
Hispanic	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
Black or African American	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
Asian	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
Female	*	<5.00%	*	0%	*	0%	*	0%	*	0%	*	<5.00%	*	0%
Male	*	<5.00%	*	0%	*	0%	*	0%	*	0%	*	<5.00%	*	0%
Non- Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
Students with disabilities	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%

Climate and Environment

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

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

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

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

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

458

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	642	119,239
Average years experience in public schools	13.1	12.6
Average years experience in district	12.9	11.3
Number of Teachers with 4 or more years experience in the district	522	87,243
Percentage of Teachers with 4 or more years experience in the district	81.3%	73.6%
Number of out-of-field teachers	3	2,931
Percentage of out-of-field teachers	0.5%	2.5%
Number of Teachers with Provisional Credentials	8	9,065
Percentage of Teachers with Provisional Credentials	1.2%	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	41	10,170
Average years experience in public schools	10.9	16.2
Average years experience in district	10.0	12.5
Number of Administrators with 4 or more years experience in the district	34	7,734
Percentage of Administrators with 4 or more years experience in the district	82.9%	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	642	119,239
Administrators	41	10,170
Librarians/Media Specialists	15	1,160
Nurses	14	3,025
School Counselors	26	4,673
Child Study Team Members	58	9,654
School Psychologists	15	2,185
School Social Workers	15	2,750
Student Assistance Coordinators	3	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	175:1
Teachers to Administrators	16:1
Students to Librarians/Media Specialists †	478:1
Students to Nurses †	512:1
Students to Counselors †	275:1
Students to Child Study Team Members †,††	20:1
Students to School Psychologists †	478:1
Students to School Social Workers †	478:1
Students to Student Assistance Coordinators †	2388:1
Students to School Safety Specialists †	7163:1

† 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%	40-50%	48.0%	77.0%	57.0%
Male	52.0%	19.0%	50-60%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤10%	≤1%	≤1%	≤1%
White	30.3%	93.8%	92.7%	38.2%	81.8%	74.5%
Hispanic	16.8%	2.0%	4.9%	34.0%	8.6%	8.6%
Black or African American	3.4%	0.6%	2.4%	14.2%	6.4%	14.4%
Asian	46.1%	3.4%	0.0%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.2%	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	3.0%	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

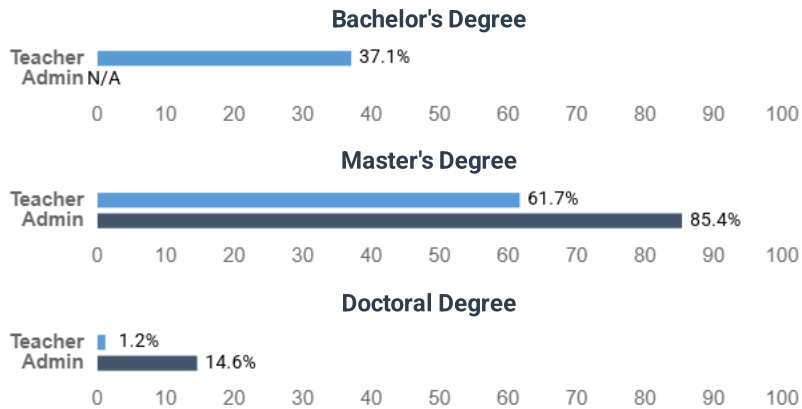
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. 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	95.2%	89.5%
2022-23 Administrators: Same district 2023-24	95.2%	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)	170	>95%	≤5%	≤5%	95.9%	1.2%	0.6%	2.4%	0.0%	0.0%	0.0%	77.1%	51.8%	48.2%	0.0%
English/Language Arts/Literacy	42	80-90%	10-20%	≤10%	97.6%	0.0%	0.0%	2.4%	0.0%	0.0%	0.0%	97.6%	23.8%	71.4%	4.8%
English to Speakers of Other Languages	18	>80%	≤20%	≤20%	77.8%	5.6%	0.0%	16.7%	0.0%	0.0%	0.0%	88.9%	11.1%	88.9%	0.0%
Mathematics	58	70-80%	20-30%	≤10%	93.1%	0.0%	0.0%	6.9%	0.0%	0.0%	0.0%	84.5%	20.7%	79.3%	0.0%
Science	45	80-90%	10-20%	≤10%	88.9%	2.2%	0.0%	8.9%	0.0%	0.0%	0.0%	91.1%	37.8%	60.0%	2.2%
Social Studies/History	38	40-50%	50-60%	≤10%	97.4%	2.6%	0.0%	0.0%	0.0%	0.0%	0.0%	94.7%	21.1%	76.3%	2.6%
World Language	34	>90%	≤10%	≤10%	79.4%	17.6%	2.9%	0.0%	0.0%	0.0%	0.0%	82.4%	41.2%	55.9%	2.9%
Visual and Performing Arts	44	70-80%	20-30%	≤10%	97.7%	0.0%	0.0%	2.3%	0.0%	0.0%	0.0%	81.8%	43.2%	54.5%	2.3%
Health/Physical Education	41	40-50%	50-60%	≤10%	95.1%	0.0%	2.4%	2.4%	0.0%	0.0%	0.0%	87.8%	29.3%	70.7%	0.0%
Family & Consumer Sciences	6	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	83.3%	16.7%	83.3%	0.0%
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	9	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	77.8%	33.3%	55.6%	11.1%
Computer Science/IT	5	*	*	*	80.0%	0.0%	0.0%	20.0%	0.0%	0.0%	0.0%	80.0%	0.0%	100.0%	0.0%
Industrial Arts	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	50.0%	50.0%	0.0%
Career and Technical Education	2	*	*	*	50.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%	50.0%	0.0%
Special Education	144	85-90%	10-15%	≤5%	94.4%	1.4%	0.0%	3.5%	0.7%	0.0%	0.0%	71.5%	36.1%	63.2%	0.7%
Bilingual	12	*	*	*	83.3%	8.3%	0.0%	8.3%	0.0%	0.0%	0.0%	75.0%	16.7%	83.3%	0.0%

Accountability

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

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

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

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

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

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

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

Accountability

Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

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

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

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	64.1%	66.5%	68.7%
Math Proficiency	57.9%	59.7%	64.5%
ELA Growth†	49	51	48
Math Growth†	39	54	55
4-Year Graduation Rate (Prior Year)††	94.0%	95.1%	95.6%
5-Year Graduation Rate (Prior Year)††	96.5%	94.0%	95.5%
Progress toward English Language Proficiency	44.9%	52.0%	49.7%
Chronic Absenteeism	14.9%	9.2%	7.3%

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

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

Accountability

Accountability Summary by Student Group - 2023-24 School Year

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

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

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

†Target was met within a confidence interval.

Narrative

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



Mission, Vision, Theme:

The mission of the Parsippany-Troy Hills Township School District, in partnership with families and the greater community, is to challenge and nurture all students academically and to develop confident learners who are compassionate, generous, appreciative, and invested in their diverse world. This will be accomplished through innovative opportunities inspiring life-long learning, critical thinking and problem solving, creative exploration, critical thinking, community service, and democratic collaboration among students and staff



Awards, Recognition, Accomplishments:

Teachers of the Year, Best Community for Music Education 2019, 2020, 2021, 2022, 2023, 2024 National Merit Awards, Academic Decathlon, PTA Reflections Program, NASC National Gold Council of Excellence Award, Conference champions and numerous sport awards.



Courses, Curriculum, Instruction:

In grades 9-12, we offer a comprehensive college preparatory program that includes a wide range of AP and Honors courses, as well as a diverse selection of electives across all curricular areas. Additionally, our students have access to a robust online program (VHS), featuring a multitude of subjects. Our STEM Pathways program gives students the unique opportunity to focus their high school studies on science, technology, engineering, and mathematics. Through partnerships with local higher education institutions, such as NJIT, students can also earn college credit for select courses completed during high school. At the Middle School level, we provide accelerated courses in Math, Social Studies, English Language Arts, and Science. In Preschool through Grade 5, we utilize the Reading and Writing Workshop approach and the Envision Math program to build foundational skills.

Narrative

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Sports and Athletics:

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

Parsippany High School offers 23 athletic teams. PHS athletic successes include: two athletes qualified for the Meet of Champions for Track and Field and one athlete qualified for the Region tournament in wrestling. Parsippany Hills High School won conference divisional championships in football. Boys spring track were county relay and county champions in 2024. Several individuals in tennis, wrestling and track succeeded at the county and state level.



Clubs and Activities:

Co-curricular opportunities allow our students to excel in music, drama, visual arts, service learning, and academic tournaments. At the high school level Academic Decathlon state winner for several years, we go to states and nationals in FBLA, FCCLA, DECA. Our music program is outstanding. We have state, regional and national winners. Gold Band award recipients for the last several years. Our well-rounded student body have many ways to display their talents, much to the delight of our parents and community residents.



Staff and Professional Learning:

We have centered much of our professional development around two key district strategic goals: deeper learning and wellness. To support these initiatives, our administrators have participated in numerous courses, attended conferences, and engaged with literature on deeper thinking and visible thinking strategies. This knowledge has been shared with staff through department meetings, building-level initiatives, and a district-wide deeper thinking focus group. Additionally, we continue to prioritize student wellness and social-emotional learning by working closely with our teachers to integrate equity, opportunity, empathy, and kindness into both instruction and classroom management. Our efforts extend to building procedures as well. We also emphasize the importance of teacher collaboration, dedicating time for colleagues to work, plan, and evaluate together.

Narrative

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Postsecondary Information:

Parsippany-Troy Hills is proud of the fact that 94% of our graduating seniors attend college. The majority of academic programs offered are college preparatory and our counseling department focuses on preparing students for higher education opportunities. Our district covers the cost of the PSAT for sophomore students and offers SAT preparation courses, engaging Advanced Placement courses, dual enrollment opportunities with area colleges, Virtual HS Courses, Senior Internship Program, and STEM Pathways Program.



Student Supports and Services:

Special Education Programs: Preschool Disabled, Language Learning Disabilities Program, Multiply Disabled, Emotional Regulation Impairment (ERI) Program, Transition Program for 18 and over Students, Pull Out Resource Support Program, In-class Resource Support. Support Services From: Physical Therapist, Occupational Therapist, Speech and Language Therapist, Teacher of the Deaf and Hard of Hearing, Behaviorist, School Counselor, Social Worker, School Psychologist, LDT-C, Family & Community Liaisons, Reading Specialist, Basic Skills Math Instructor. Additional: Supplemental ELA/Math Instruction, ESL Homework Club, Intervention and Referral Services, Character Education, College and Career Counseling. ELL students are provided at least one full period of ESL instruction per day from a certified ESL teacher. Students in High-Intensity ESL programs receive 2 periods of ESL per day from a certified ESL teacher.



Student Health and Wellness:

School Breakfast program is offered. Students engage in Physical Education and Health at the high school level every day for 56 minutes (based on a rotating block schedule) and at the middle school level every day for 46 minutes. At elementary, students have PE twice a week for 30 minutes and receive health instruction plus brain breaks/SEL three times a week for 30 minutes from the classroom teacher. Students also engage in 30 minutes of daily recess. There is a Certified Food Handler as the Food Service Manager. Standards based nutrition education is offered in a variety of subjects. District wide Social-Emotional Learning Committee meets regularly to support Student Health and Wellness.

Narrative

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Other Information:

Our district has established ambitious Strategic Planning Goals which call for our learning community to: 1) Members of our learning community will design student-centered opportunities that require active student engagement and the authentic connection to real life experiences that strengthen creative problem-solving, critical thinking, leadership, community service, and social impact; 2) Members of our learning community will receive support for social and emotional awareness and mental and physical health in order to flourish, demonstrate empathy, and celebrate the diversity of all. Our annual District Goals address these important tenets and provide opportunities for teachers, administrators, parents, support staff, and students to work together in support of student learning. Our goals are providing our students with social, emotional and academic success.