



Jackson Township School District (29-2360)

2023-2024

County: Ocean

District: Jackson Township School District

151 Don Connor Boulevard
Jackson, NJ 08527-3497

Superintendent: Mrs. Nicole Pormilli

[District Website](#)

732-833-4601



7,652
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	Ocean
District	Jackson Township School District
Superintendent Name	Mrs. Nicole Pormilli
Address	151 Don Connor Boulevard, Jackson, NJ 08527-3497
Phone Number	732-833-4601
Email Address	npormilli@jacksonsd.org
Website	www.jacksonsd.org
Facebook	https://www.facebook.com/JacksonSchoolDistrictNJ/

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
Carl W. Goetz Middle School	06-08
Christa McAuliffe Middle School	06-08
Crawford-Rodriguez Elementary School	PK-05
Elms Elementary School	PK-05
Howard C. Johnson Elementary School	PK-05
Jackson Liberty High School	09-12
Jackson Memorial High School	09-12
Lucy N. Holman Elementary School	PK-05
Switlik Elementary School	PK-05
Sylvia Rosenauer Elementary School	PK-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	291	422	523
KG	416	450	458
1	466	432	465
2	470	484	461
3	494	485	502
4	489	508	515
5	558	506	521
6	554	569	526
7	570	574	591
8	659	575	586
9	648	628	593
10	657	661	639
11	620	625	640
12	680	648	632
Total	7,572	7,567	7,652

Enrollment Trends by Student Group

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

Student Group	2021-22	2022-23	2023-24
Female	49.0%	49.0%	49.0%
Male	51.0%	51.0%	51.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	28.3%	29.8%	36.6%
Students with Disabilities	17.6%	17.5%	16.3%
Multilingual Learners	6.0%	8.2%	11.1%
Students Experiencing Homelessness	0.1%	0.5%	0.2%
Students in Foster Care	0.2%	0.1%	0.0%
Military-Connected Students	0.3%	0.2%	0.4%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial And Ethnic Group	2021-22	2022-23	2023-24
White	63.5%	59.5%	54.4%
Hispanic	24.9%	28.7%	33.3%
Black or African American	5.9%	5.9%	6.3%
Asian	3.0%	3.0%	2.8%
Native Hawaiian or Pacific Islander	0.1%	0.2%	0.2%
American Indian or Alaska Native	0.1%	0.2%	0.2%
Two Or More Races	2.4%	2.6%	2.9%

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	0	0	0
PK - Full Day	291	422	523
KG - Half Day	0	0	0
KG - Full Day	416	450	458

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.

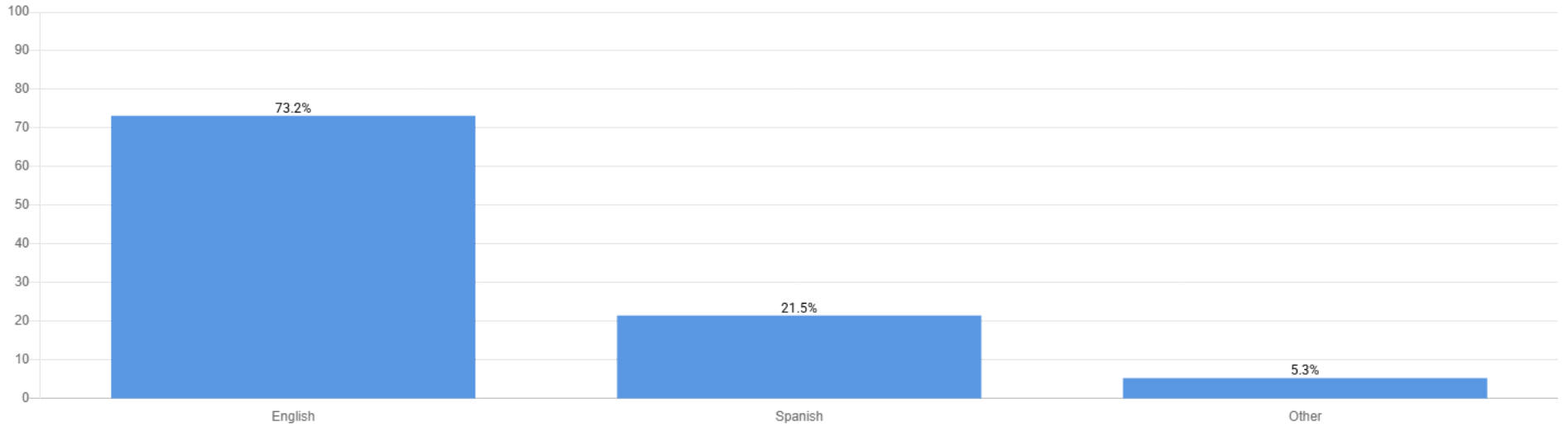
Enrollment Status	2021-22	2022-23	2023-24
Full Time Students	7,542	7,545	7,592
Shared Time Students	166	159	188
Full Time Equivalent	7,625	7,625	7,686

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.

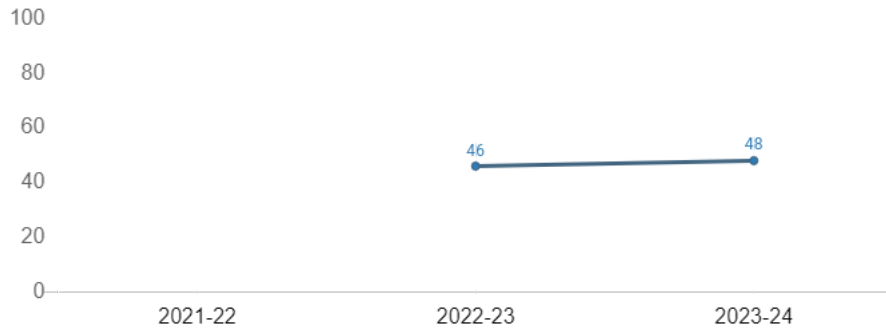
Important Note for 2023-24: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022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

Student Growth Trends and Progress

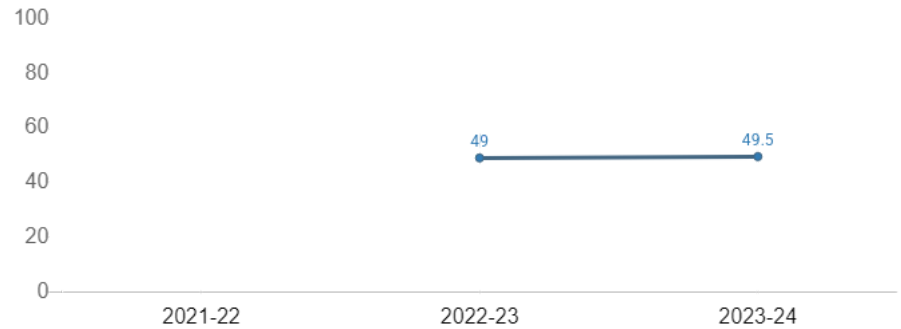
These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

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ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Median Student Growth Percentile		46	48		49	49.5
Met Standard (40-59.5)?		Met Standard	Met Standard		Met Standard	Met Standard
Statewide: Median Student Growth Percentile		50	50		50	50

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Student Growth

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

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	48	50	Met Standard	49.5	50	Met Standard
White	49	50	Met Standard	51	51	Met Standard
Hispanic	45	49	Met Standard	48	48	Met Standard
Black or African American	44	47	Met Standard	43	46	Met Standard
Asian, Native Hawaiian, or Pacific Islander	61	59	Exceeds Standard	65.5	60	Exceeds Standard
American Indian or Alaska Native	*	50	**	*	50	**
Two or More Races	53	50	Met Standard	40	51	Met Standard
Female	53	52		51	50	
Male	44	48		48	50	
Non-Binary/Undesignated Gender	*	44		*	45.5	
Economically Disadvantaged Students	44	48	Met Standard	50	48	Met Standard
Students with Disabilities	45	43	Met Standard	48	44	Met Standard
Multilingual Learners	44	50	Met Standard	52	50	Met Standard
Students Experiencing Homelessness	*	43		*	45	
Students in Foster Care	N	40		N	47	
Military-Connected Students	*	47.5		*	51	
Migrant Students	*	53		*	44	

Student Growth

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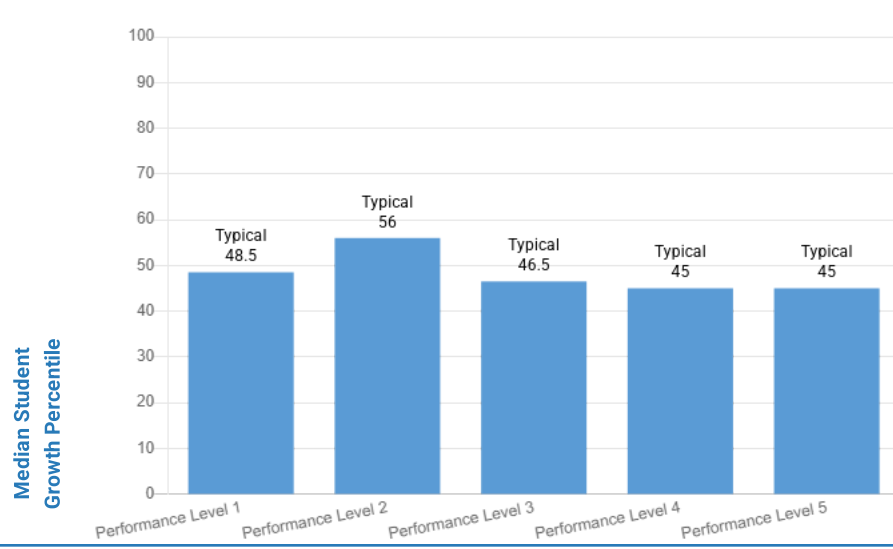
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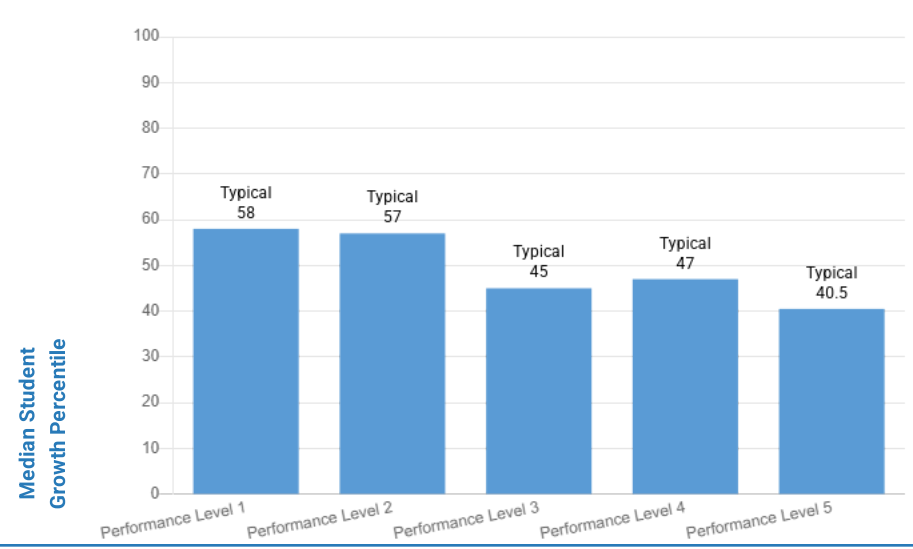
Student Growth by Performance Level

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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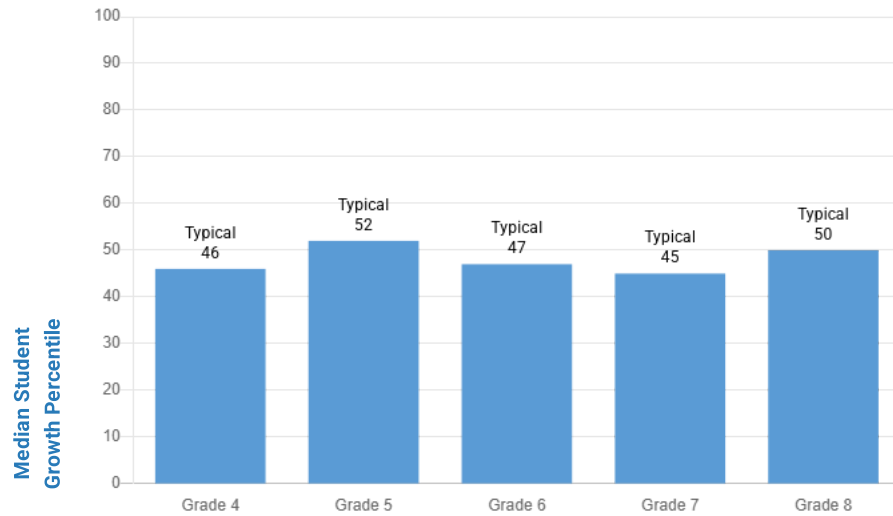
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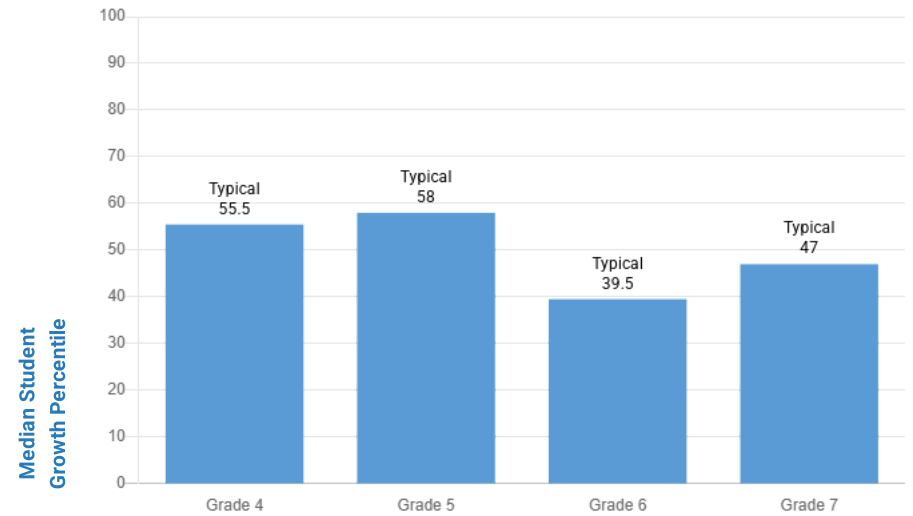
Student Growth by Grade

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

ELA



Math



Academic Achievement

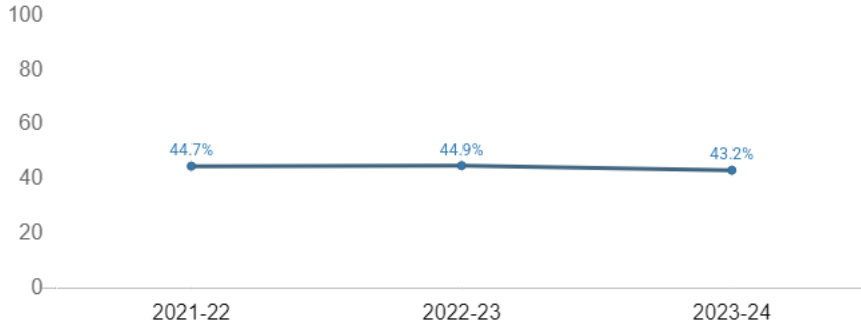
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOEs Assessment page](#).

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

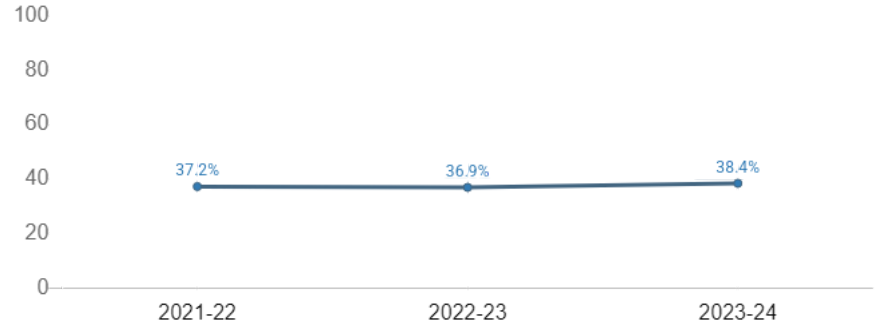
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	98.6%	96.8%	97.8%	98.1%	96.7%	97.3%
Proficiency Rate for Federal Accountability	44.7%	44.9%	43.2%	37.2%	36.9%	38.4%
Annual Target	58.5%	59.8%	46.7%	52.2%	53.9%	39.0%
Met Annual Target?	Not Met	Not Met	Not Met	Not Met	Not Met	Met Target†
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

† Target was met within a confidence interval.

Academic Achievement

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	3,556	97.8%	43.2%	52.2%	43.2%	46.7%	Not Met
White	1,977	97.3%	50.5%	61.8%	50.5%	52.1%	Met Target†
Hispanic	1,102	98.4%	29.6%	38%	29.6%	34.5%	Not Met
Black or African American	240	97.7%	37.9%	35.9%	37.9%	41.7%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	100%	56.9%	79.9%	56.9%	62.6%	Met Target†
American Indian or Alaska Native	*	*	*	51.2%	*	**	**
Two or More Races	122	97.7%	45.9%	59.4%	45.9%	46.6%	Met Target†
Female	*	97.4%	49.1%	57.7%	49.1%		
Male	*	98.1%	37.2%	47%	37.2%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	1,179	97.5%	28.4%	34.6%	28.4%	33.7%	Not Met
Non-Economically Disadvantaged Students	2,377	97.9%	50.6%	62.8%	50.6%		
Students with Disabilities	627	93.9%	14%	19.8%	13.9%	16.4%	Not Met
Students without Disabilities	2,929	98.6%	49.5%	59.4%	49.5%		
Multilingual Learners	427	98.5%	<10%	23.1%	<10%	12.1%	Not Met
Non-Multilingual Learners	3,129	97.7%	47.8%	56.2%	47.8%		
Students Experiencing Homelessness	*	*	*	21.9%	*		
Students in Foster Care	*	*	*	19.3%	*		
Military-Connected Students	11	92.3%	54.5%	48.2%	52.6%		
Migrant Students	*	*	*	13.3%	*		

† Target was met within a confidence interval.

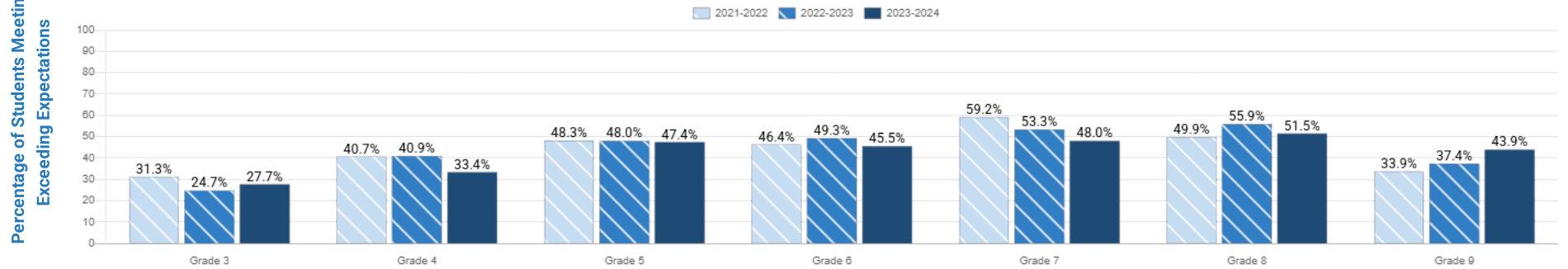
Academic Achievement

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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	484	725	741	29%	19%	24%	25%	2%	28%	44%
White	250	731	751	23%	20%	25%	30%	3%	33%	53%
Hispanic	164	713	724	43%	21%	16%	18%	1%	19%	29%
Black or African American	38	737	725	16%	16%	37%	26%	5%	32%	29%
Asian, Native Hawaiian, or Pacific Islander	*	733	770	15%	23%	23%	38%	0%	38%	70%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	46%
Two or More Races	17	724	751	35%	6%	41%	18%	0%	18%	52%
Female	*	731	746	27%	17%	23%	30%	3%	33%	48%
Male	*	720	736	32%	22%	24%	20%	1%	22%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	190	714	722	39%	20%	22%	17%	1%	18%	26%
Non-Economically Disadvantaged Students	294	732	753	23%	19%	24%	31%	3%	34%	55%
Students with Disabilities	*	696	710	*	*	*	*	*	*	18%
Students without Disabilities	*	732	747	21%	20%	26%	30%	3%	33%	49%
Multilingual Learners	67	692	704	*	*	*	*	*	*	13%
Non-Multilingual Learners	417	730	746	23%	20%	25%	29%	3%	31%	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	488	735	749	16%	22%	28%	28%	5%	33%	51%
White	*	743	758	8%	17%	30%	38%	6%	44%	61%
Hispanic	152	721	734	28%	28%	28%	15%	2%	17%	35%
Black or African American	41	725	733	22%	34%	29%	7%	7%	15%	34%
Asian, Native Hawaiian, or Pacific Islander	*	753	776	15%	15%	15%	38%	15%	54%	78%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	51%
Two or More Races	20	732	757	15%	25%	20%	35%	5%	40%	60%
Female	*	738	752	12%	23%	31%	29%	6%	35%	54%
Male	*	731	745	20%	22%	26%	28%	4%	32%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	177	720	731	29%	27%	28%	13%	3%	16%	32%
Non-Economically Disadvantaged Students	311	743	760	9%	20%	28%	37%	6%	43%	63%
Students with Disabilities	*	715	720	37%	28%	13%	20%	1%	22%	21%
Students without Disabilities	*	739	755	12%	21%	31%	30%	6%	36%	57%
Multilingual Learners	59	697	711	*	*	*	*	*	*	13%
Non-Multilingual Learners	429	740	753	10%	21%	31%	32%	6%	38%	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	502	743	750	14%	14%	24%	43%	4%	47%	52%
White	281	749	760	10%	10%	26%	48%	6%	54%	63%
Hispanic	155	733	736	21%	21%	24%	32%	2%	34%	37%
Black or African American	31	738	734	16%	23%	19%	39%	3%	42%	35%
Asian, Native Hawaiian, or Pacific Islander	*	764	778	0%	8%	17%	75%	0%	75%	80%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	22	738	757	18%	14%	23%	45%	0%	45%	60%
Female	*	747	755	12%	13%	24%	46%	6%	52%	57%
Male	*	740	745	16%	16%	25%	41%	2%	43%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	164	731	732	24%	18%	27%	28%	2%	30%	33%
Non-Economically Disadvantaged Students	338	749	761	9%	12%	23%	51%	5%	56%	64%
Students with Disabilities	90	718	719	39%	19%	24%	16%	2%	18%	20%
Students without Disabilities	412	749	756	8%	13%	24%	49%	5%	54%	59%
Multilingual Learners	30	695	705	*	*	*	*	*	*	*
Non-Multilingual Learners	472	746	754	11%	14%	25%	46%	4%	50%	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	495	745	751	10%	17%	28%	37%	8%	45%	53%
White	268	751	760	6%	14%	29%	41%	10%	51%	63%
Hispanic	159	733	738	18%	20%	29%	30%	3%	33%	39%
Black or African American	28	742	735	7%	29%	18%	36%	11%	46%	35%
Asian, Native Hawaiian, or Pacific Islander	*	752	778	5%	11%	26%	47%	11%	58%	82%
American Indian or Alaska Native	*	*	748	*	*	*	*	*	*	49%
Two or More Races	*	753	758	5%	25%	15%	35%	20%	55%	60%
Female	*	753	756	7%	14%	24%	43%	12%	55%	59%
Male	*	736	746	13%	20%	32%	30%	5%	35%	48%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	170	735	735	15%	23%	26%	31%	5%	36%	35%
Non-Economically Disadvantaged Students	325	750	761	7%	14%	28%	40%	10%	50%	65%
Students with Disabilities	77	719	719	23%	31%	31%	14%	0%	14%	17%
Students without Disabilities	418	750	758	7%	14%	27%	41%	10%	51%	60%
Multilingual Learners	*	702	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	748	754	7%	15%	29%	39%	9%	48%	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	564	746	752	14%	15%	23%	33%	15%	48%	54%
White	296	756	761	8%	13%	20%	37%	22%	59%	64%
Hispanic	197	731	737	21%	19%	27%	26%	7%	32%	39%
Black or African American	37	740	734	16%	19%	27%	30%	8%	38%	37%
Asian, Native Hawaiian, or Pacific Islander	*	770	785	13%	0%	19%	38%	31%	69%	84%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	51%
Two or More Races	*	742	759	17%	6%	33%	33%	11%	44%	60%
Female	*	753	758	11%	14%	21%	31%	23%	54%	60%
Male	*	739	746	17%	16%	26%	34%	8%	42%	48%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	187	730	734	21%	21%	28%	24%	6%	30%	36%
Non-Economically Disadvantaged Students	377	754	762	10%	11%	21%	37%	20%	57%	64%
Students with Disabilities	95	715	715	32%	28%	24%	15%	1%	16%	18%
Students without Disabilities	469	753	759	10%	12%	23%	36%	18%	55%	61%
Multilingual Learners	35	692	700	*	*	*	*	*	*	*
Non-Multilingual Learners	529	750	756	10%	15%	24%	35%	16%	51%	58%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	21%
Students in Foster Care	*	*	712	*	*	*	*	*	*	17%
Military-Connected Students	*	*	747	*	*	*	*	*	*	50%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 8

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	548	750	751	11%	14%	24%	37%	14%	51%	53%
White	313	758	760	6%	10%	24%	43%	16%	60%	62%
Hispanic	171	736	736	20%	19%	25%	29%	8%	36%	39%
Black or African American	34	738	735	15%	24%	26%	26%	9%	35%	37%
Asian, Native Hawaiian, or Pacific Islander	*	763	783	6%	13%	13%	44%	25%	69%	82%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	52%
Two or More Races	*	768	757	7%	7%	14%	29%	43%	71%	59%
Female	*	756	759	6%	14%	23%	41%	16%	57%	60%
Male	*	743	743	17%	13%	24%	34%	12%	46%	46%
Non-binary/undesignated gender	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	175	736	734	19%	22%	23%	26%	9%	35%	36%
Non-Economically Disadvantaged Students	373	756	761	8%	10%	24%	43%	16%	59%	63%
Students with Disabilities	83	709	713	*	*	*	*	*	*	16%
Students without Disabilities	465	757	758	6%	12%	23%	43%	16%	59%	60%
Multilingual Learners	27	702	701	*	*	*	*	*	*	*
Non-Multilingual Learners	521	752	755	9%	13%	24%	39%	15%	54%	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	561	742	755	13%	20%	23%	34%	10%	44%	58%
White	310	749	764	10%	17%	22%	37%	13%	50%	67%
Hispanic	177	729	741	21%	27%	24%	24%	4%	28%	45%
Black or African American	37	743	737	14%	14%	16%	46%	11%	57%	40%
Asian, Native Hawaiian, or Pacific Islander	*	757	789	5%	14%	27%	27%	27%	55%	87%
American Indian or Alaska Native	*	*	757	*	*	*	*	*	*	59%
Two or More Races	*	747	761	0%	20%	27%	53%	0%	53%	64%
Female	*	748	762	12%	16%	22%	38%	12%	51%	64%
Male	*	737	747	15%	24%	24%	30%	7%	37%	51%
Non-binary/undesignated gender	*	*	774	*	*	*	*	*	*	77%
Economically Disadvantaged Students	175	731	738	21%	25%	22%	26%	6%	33%	41%
Non-Economically Disadvantaged Students	386	748	764	10%	18%	23%	37%	12%	49%	67%
Students with Disabilities	90	713	717	*	*	*	*	*	*	19%
Students without Disabilities	471	748	761	10%	18%	22%	39%	12%	51%	64%
Multilingual Learners	33	700	701	*	*	*	*	*	*	*
Non-Multilingual Learners	528	745	758	11%	19%	24%	36%	11%	46%	61%
Students Experiencing Homelessness	*	*	721	*	*	*	*	*	*	25%
Students in Foster Care	*	*	714	*	*	*	*	*	*	20%
Military-Connected Students	*	*	749	*	*	*	*	*	*	51%
Migrant Students	*	*	683	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	3,537	97.3%	38.4%	40.2%	38.4%	39%	Met Target†
White	1,967	97%	46.5%	51.1%	46.5%	46%	Met Target
Hispanic	1,100	98%	24.5%	24.2%	24.5%	24.3%	Met Target
Black or African American	237	95.7%	28.3%	20.1%	28.3%	33.3%	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	99.1%	57.9%	74.4%	57.9%	52.4%	Met Target
American Indian or Alaska Native	*	*	*	42%	*	**	**
Two or More Races	120	96.9%	34.2%	48.9%	34.2%	33.9%	Met Target
Female	*	97%	37.2%	38.4%	37.2%		
Male	*	97.6%	39.5%	42%	39.5%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	1,174	96.6%	25.1%	21.7%	25.1%	24.9%	Met Target
Non-Economically Disadvantaged Students	2,363	97.7%	45%	51.5%	45%		
Students with Disabilities	621	92.7%	14.5%	16.6%	14.2%	16.4%	Met Target†
Students without Disabilities	2,916	98.3%	43.5%	45.4%	43.5%		
Multilingual Learners	445	98.3%	14.2%	18.7%	14.2%	13.1%	Met Target
Non-Multilingual Learners	3,092	97.1%	41.9%	43.5%	41.9%		
Students Experiencing Homelessness	*	*	*	12.9%	*		
Students in Foster Care	*	*	*	12.4%	*		
Military-Connected Students	10	91.7%	60%	38.8%	57.1%		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

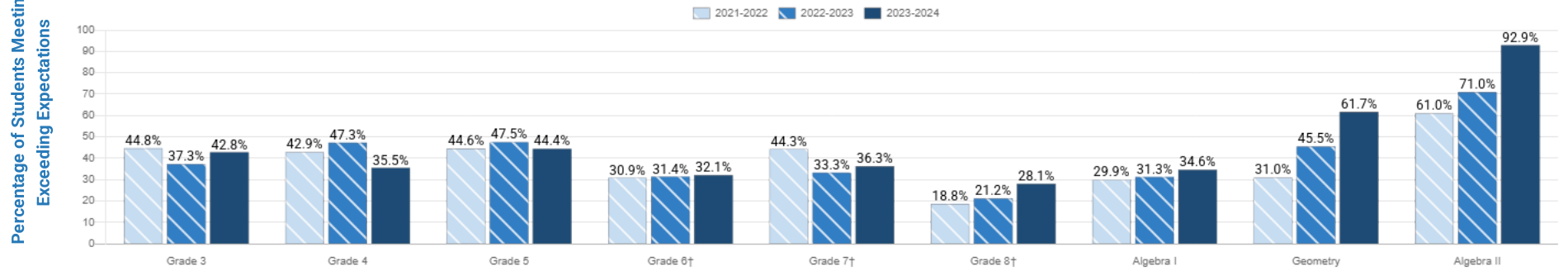
Academic Achievement

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

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Mathematics Assessment - Performance Trends

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



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

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	491	741	747	14%	18%	26%	35%	7%	43%	48%
White	249	748	757	8%	16%	25%	40%	10%	50%	60%
Hispanic	173	729	732	24%	19%	27%	27%	3%	30%	31%
Black or African American	37	742	728	11%	16%	32%	35%	5%	41%	27%
Asian, Native Hawaiian, or Pacific Islander	*	759	776	0%	8%	15%	69%	8%	77%	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	51%
Two or More Races	17	737	755	12%	29%	18%	35%	6%	41%	56%
Female	*	740	744	14%	19%	25%	33%	8%	41%	45%
Male	*	741	749	14%	16%	26%	38%	6%	44%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	197	729	729	22%	22%	25%	28%	3%	30%	28%
Non-Economically Disadvantaged Students	294	749	758	9%	14%	26%	40%	11%	51%	60%
Students with Disabilities	*	717	725	32%	34%	18%	15%	2%	17%	25%
Students without Disabilities	*	746	751	10%	14%	28%	40%	9%	49%	52%
Multilingual Learners	75	717	722	35%	24%	23%	19%	0%	19%	20%
Non-Multilingual Learners	416	745	751	10%	16%	26%	38%	9%	47%	52%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	17%
Students in Foster Care	*	*	719	*	*	*	*	*	*	18%
Military-Connected Students	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	727	*	*	*	*	*	*	12%

Academic Achievement

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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	504	738	744	11%	23%	31%	33%	3%	36%	45%
White	*	748	754	5%	14%	34%	43%	4%	47%	57%
Hispanic	167	725	730	19%	32%	28%	20%	1%	21%	28%
Black or African American	42	729	726	12%	38%	21%	29%	0%	29%	24%
Asian, Native Hawaiian, or Pacific Islander	*	761	773	0%	23%	31%	23%	23%	46%	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	50%
Two or More Races	20	728	752	15%	35%	35%	15%	0%	15%	54%
Female	*	738	743	9%	30%	23%	34%	3%	37%	43%
Male	*	739	746	12%	17%	37%	31%	3%	34%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	188	726	727	15%	33%	32%	19%	1%	20%	25%
Non-Economically Disadvantaged Students	316	746	755	8%	17%	30%	41%	4%	45%	58%
Students with Disabilities	*	719	722	30%	25%	29%	15%	1%	17%	21%
Students without Disabilities	*	742	749	7%	23%	31%	36%	3%	39%	50%
Multilingual Learners	72	716	718	*	*	*	*	*	*	14%
Non-Multilingual Learners	432	742	748	9%	20%	31%	37%	3%	41%	49%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	15%
Students in Foster Care	*	*	716	*	*	*	*	*	*	15%
Military-Connected Students	*	*	744	*	*	*	*	*	*	43%
Migrant Students	*	*	721	*	*	*	*	*	*	17%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	511	745	741	8%	20%	27%	34%	10%	44%	40%
White	281	754	751	4%	15%	25%	43%	13%	56%	53%
Hispanic	164	732	726	15%	25%	30%	24%	5%	29%	23%
Black or African American	31	732	722	6%	39%	32%	19%	3%	23%	19%
Asian, Native Hawaiian, or Pacific Islander	*	769	772	0%	0%	42%	25%	33%	58%	76%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	22	735	748	14%	32%	23%	23%	9%	32%	49%
Female	*	743	739	7%	23%	28%	33%	9%	42%	38%
Male	*	747	742	9%	17%	27%	35%	12%	47%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	171	733	724	15%	29%	27%	23%	6%	29%	20%
Non-Economically Disadvantaged Students	340	751	752	5%	15%	28%	39%	13%	52%	53%
Students with Disabilities	90	721	717	23%	32%	26%	16%	3%	19%	16%
Students without Disabilities	421	750	746	5%	17%	28%	38%	12%	50%	45%
Multilingual Learners	39	703	711	*	*	*	*	*	*	*
Non-Multilingual Learners	472	748	744	6%	18%	29%	36%	11%	48%	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	507	736	737	10%	25%	33%	29%	3%	32%	36%
White	267	743	746	6%	19%	33%	37%	5%	42%	47%
Hispanic	172	724	723	17%	34%	32%	16%	1%	17%	20%
Black or African American	28	726	718	18%	29%	25%	29%	0%	29%	15%
Asian, Native Hawaiian, or Pacific Islander	*	738	768	5%	16%	58%	21%	0%	21%	73%
American Indian or Alaska Native	*	*	735	*	*	*	*	*	*	33%
Two or More Races	*	740	743	5%	25%	30%	35%	5%	40%	45%
Female	*	735	736	11%	25%	30%	31%	3%	34%	34%
Male	*	736	738	9%	24%	36%	26%	4%	30%	38%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	178	727	721	13%	34%	30%	22%	1%	23%	17%
Non-Economically Disadvantaged Students	329	740	747	8%	20%	35%	33%	5%	37%	48%
Students with Disabilities	76	718	714	*	*	*	*	*	*	12%
Students without Disabilities	431	739	741	8%	22%	34%	32%	4%	36%	41%
Multilingual Learners	44	706	707	*	*	*	*	*	*	*
Non-Multilingual Learners	463	738	740	8%	22%	35%	31%	4%	35%	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	548	739	739	9%	22%	33%	32%	4%	36%	37%
White	279	746	748	5%	15%	35%	41%	5%	46%	50%
Hispanic	204	729	728	12%	31%	32%	24%	0%	24%	23%
Black or African American	33	733	724	15%	30%	30%	18%	6%	24%	18%
Asian, Native Hawaiian, or Pacific Islander	*	755	764	7%	7%	21%	50%	14%	64%	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	*	736	743	22%	22%	22%	22%	11%	33%	44%
Female	*	739	738	8%	23%	33%	32%	3%	35%	36%
Male	*	739	739	9%	22%	32%	33%	4%	37%	39%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	188	729	726	11%	32%	36%	19%	2%	21%	20%
Non-Economically Disadvantaged Students	360	744	747	8%	17%	31%	39%	5%	44%	48%
Students with Disabilities	93	723	716	26%	28%	30%	14%	2%	16%	12%
Students without Disabilities	455	742	743	5%	21%	33%	36%	4%	40%	43%
Multilingual Learners	41	716	714	*	*	*	*	*	*	*
Non-Multilingual Learners	507	741	741	8%	20%	33%	35%	4%	39%	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	438	727	719	23%	26%	23%	26%	2%	28%	19%
White	231	734	729	16%	21%	28%	33%	1%	35%	27%
Hispanic	161	715	713	36%	28%	17%	17%	2%	19%	13%
Black or African American	27	721	707	15%	48%	26%	7%	4%	11%	10%
Asian, Native Hawaiian, or Pacific Islander	10	742	740	0%	40%	10%	50%	0%	50%	40%
American Indian or Alaska Native	*	*	722	*	*	*	*	*	*	21%
Two or More Races	*	*	722	*	*	*	*	*	*	22%
Female	*	725	719	22%	30%	24%	23%	1%	24%	19%
Male	*	729	719	23%	21%	22%	30%	3%	33%	20%
Non-binary/undesignated gender	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	161	717	711	34%	29%	17%	18%	2%	20%	12%
Non-Economically Disadvantaged Students	277	733	725	16%	24%	27%	31%	2%	33%	25%
Students with Disabilities	82	709	702	45%	28%	12%	13%	1%	15%	*
Students without Disabilities	356	731	724	18%	25%	26%	29%	2%	31%	23%
Multilingual Learners	36	703	701	50%	31%	8%	11%	0%	11%	*
Non-Multilingual Learners	402	729	721	20%	25%	25%	28%	2%	30%	21%
Students Experiencing Homelessness	*	*	704	*	*	*	*	*	*	*
Students in Foster Care	*	*	696	*	*	*	*	*	*	*
Military-Connected Students	*	*	722	*	*	*	*	*	*	19%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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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	541	736	738	14%	27%	25%	33%	2%	35%	40%
White	302	744	748	9%	25%	22%	40%	3%	44%	51%
Hispanic	*	721	723	26%	30%	27%	17%	0%	17%	23%
Black or African American	42	735	719	5%	31%	36%	29%	0%	29%	19%
Asian, Native Hawaiian, or Pacific Islander	16	759	773	0%	13%	19%	63%	6%	69%	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	*	735	746	8%	46%	15%	31%	0%	31%	49%
Female	*	734	737	15%	27%	25%	31%	2%	33%	39%
Male	*	738	739	13%	27%	24%	34%	2%	36%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	167	725	722	21%	34%	22%	23%	0%	23%	22%
Non-Economically Disadvantaged Students	374	741	747	10%	24%	26%	37%	3%	40%	50%
Students with Disabilities	85	711	710	*	*	*	*	*	*	11%
Students without Disabilities	456	741	743	10%	25%	25%	38%	2%	40%	45%
Multilingual Learners	35	711	705	*	*	*	*	*	*	*
Non-Multilingual Learners	506	738	741	12%	26%	25%	34%	2%	36%	43%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	13%
Students in Foster Care	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	696	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Performance By Test: Geometry

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	120	754	750	1%	0%	38%	55%	7%	62%	53%
White	*	755	752	1%	0%	39%	53%	7%	60%	57%
Hispanic	12	747	735	0%	0%	42%	58%	0%	58%	29%
Black or African American	*	*	733	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	10	761	765	0%	0%	20%	60%	20%	80%	77%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	66%
Two or More Races	*	*	756	*	*	*	*	*	*	63%
Female	*	751	748	0%	0%	41%	57%	2%	59%	50%
Male	*	757	752	2%	0%	34%	53%	12%	64%	57%
Non-binary/undesignated gender	*	*	752	*	*	*	*	*	*	60%
Economically Disadvantaged Students	*	*	734	*	*	*	*	*	*	28%
Non-Economically Disadvantaged Students	*	755	754	0%	0%	38%	56%	6%	62%	60%
Students with Disabilities	*	*	727	*	*	*	*	*	*	24%
Students without Disabilities	*	754	751	1%	0%	38%	55%	6%	61%	54%
Multilingual Learners	*	*	716	*	*	*	*	*	*	11%
Non-Multilingual Learners	*	754	751	1%	0%	38%	55%	7%	62%	55%
Students Experiencing Homelessness	*	*	727	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	743	*	*	*	*	*	*	44%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Performance By Test: Algebra II

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	14	771	770	0%	7%	0%	86%	7%	93%	73%
White	11	763	771	*	*	*	*	*	91%	75%
Hispanic	*	*	736	*	*	*	*	*	*	37%
Black or African American	*	*	736	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	785	*	*	*	*	*	*	88%
American Indian or Alaska Native	*	*	775	*	*	*	*	*	*	83%
Two or More Races	*	*	773	*	*	*	*	*	*	74%
Female	*	*	765	*	*	*	*	*	*	68%
Male	*	773	776	0%	8%	0%	83%	8%	92%	78%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	733	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	769	777	0%	8%	0%	85%	8%	92%	80%
Students with Disabilities	*	*	752	*	*	*	*	*	*	54%
Students without Disabilities	*	775	771	*	*	*	*	*	100%	73%
Multilingual Learners	*	*	706	*	*	*	*	*	*	14%
Non-Multilingual Learners	*	771	772	0%	7%	0%	86%	7%	93%	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	6	60.0%	6	60.0%
4	*	*	*	*
5	*	*	*	*
6	8	80.0%	8	80.0%
7	7	63.6%	7	63.6%
8	*	*	*	*
11	*	*	*	*

Academic Achievement

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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	537	*	>90%	*	<10%
3-4	123	*	>90%	*	<10%
5 or more	44	*	>90%	*	<10%

English Language Progress to Proficiency

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

Student Group	Percent of English learners making expected growth to proficiency	Annual Target	Met Target?
Schoolwide/Multilingual Learners	32.2%	22.7%	Met Goal

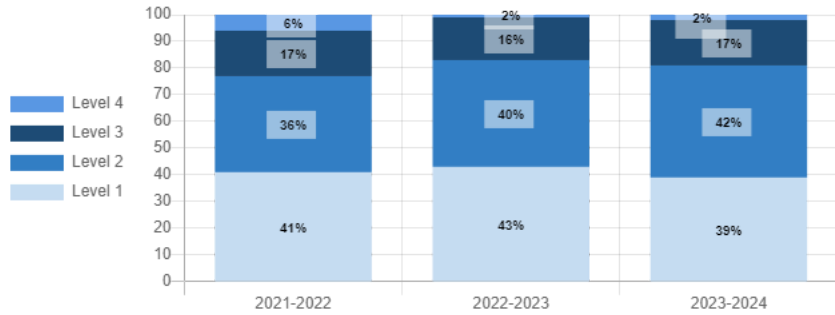
† Target was met within a confidence interval.

Academic Achievement

The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students who took the Dynamic Learning Maps (DLM) Science assessment. Visit the [assessment reports page](#) for DLM results. For detailed information showing comparisons of the percentage of students performing at each of the four NJSLA-Science performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2024 Accountability Data in the School & District Accountability section.

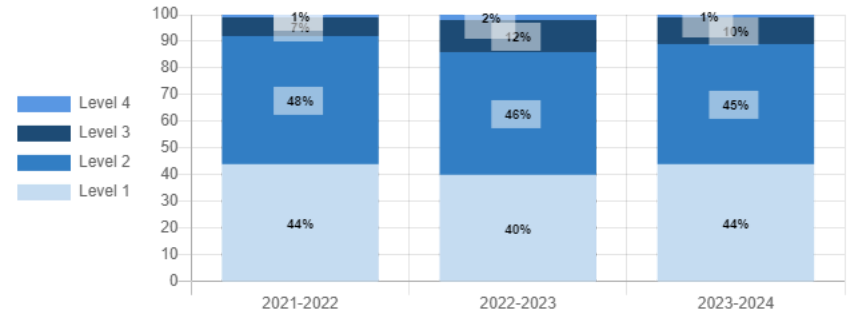
NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 8 Summary

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



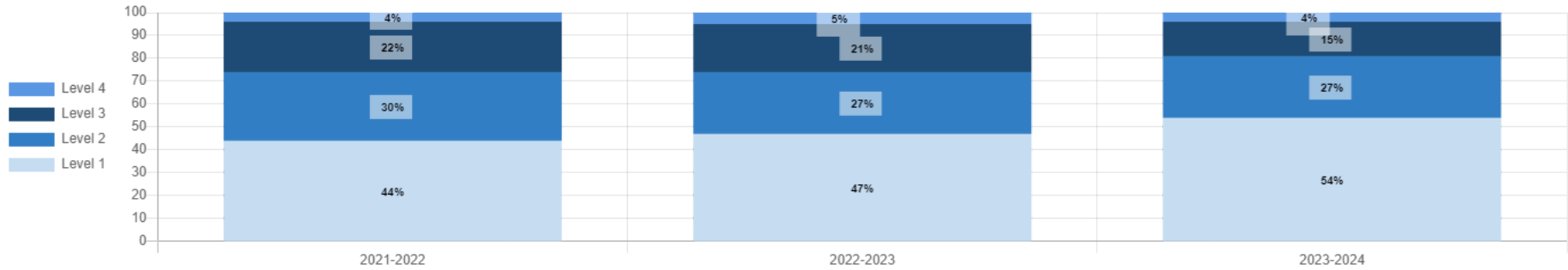
Academic Achievement

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

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

NJSLA Science Assessment: Grade 11 Summary

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



Academic Achievement

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

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

NJSLA Science Assessment: Grade 5

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	39%	42%	17%	2%	35%	37%	21%	6%
White	28%	47%	22%	3%	22%	42%	28%	8%
Hispanic	54%	34%	10%	2%	51%	36%	12%	2%
Black or African American	52%	35%	13%	0%	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	17%	50%	33%	0%	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	50%	45%	5%	0%	27%	36%	27%	10%
Female	36%	47%	16%	2%	35%	39%	20%	6%
Male	41%	38%	19%	3%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	55%	34%	11%	1%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	30%	46%	20%	3%	24%	39%	28%	10%
Students with Disabilities	63%	31%	4%	1%	64%	27%	8%	2%
Students without Disabilities	33%	45%	20%	2%	30%	39%	24%	7%
Multilingual Learners	*	*	*	*	78%	20%	2%	0%
Non-Multilingual Learners	34%	46%	19%	2%	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	44%	45%	10%	1%	36%	45%	14%	5%
White	33%	52%	12%	2%	23%	52%	19%	6%
Hispanic	62%	33%	5%	0%	51%	42%	6%	1%
Black or African American	58%	36%	6%	0%	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	44%	44%	13%	0%	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	21%	57%	14%	7%	27%	46%	19%	8%
Female	46%	45%	8%	0%	35%	47%	13%	4%
Male	42%	44%	11%	3%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	66%	28%	5%	0%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	33%	53%	12%	2%	26%	48%	19%	7%
Students with Disabilities	78%	19%	2%	0%	67%	29%	3%	1%
Students without Disabilities	38%	49%	11%	2%	30%	48%	16%	6%
Multilingual Learners	89%	11%	0%	0%	75%	24%	1%	0%
Non-Multilingual Learners	41%	47%	10%	2%	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	54%	27%	15%	4%	45%	27%	19%	9%
White	47%	30%	19%	5%	34%	30%	26%	11%
Hispanic	69%	23%	7%	1%	61%	25%	11%	3%
Black or African American	69%	19%	9%	3%	64%	24%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	29%	29%	19%	24%	17%	23%	33%	28%
American Indian or Alaska Native	*	*	*	*	54%	21%	19%	6%
Two or More Races	*	*	*	*	38%	26%	25%	11%
Female	52%	31%	15%	2%	43%	29%	20%	7%
Male	55%	24%	14%	6%	47%	24%	18%	10%
Non-binary/undesignated gender	*	*	*	*	26%	28%	30%	16%
Economically Disadvantaged Students	71%	19%	7%	3%	63%	24%	11%	2%
Non-Economically Disadvantaged Students	47%	31%	18%	5%	37%	28%	24%	12%
Students with Disabilities	86%	11%	2%	1%	77%	16%	5%	1%
Students without Disabilities	49%	30%	17%	5%	40%	28%	22%	10%
Multilingual Learners	86%	14%	0%	0%	88%	10%	1%	0%
Non-Multilingual Learners	52%	28%	15%	4%	42%	28%	21%	9%
Students Experiencing Homelessness	*	*	*	*	72%	19%	8%	1%
Students in Foster Care	*	*	*	*	76%	18%	5%	1%
Military-Connected Students	*	*	*	*	48%	29%	17%	7%
Migrant Students	*	*	*	*	*	*	*	*

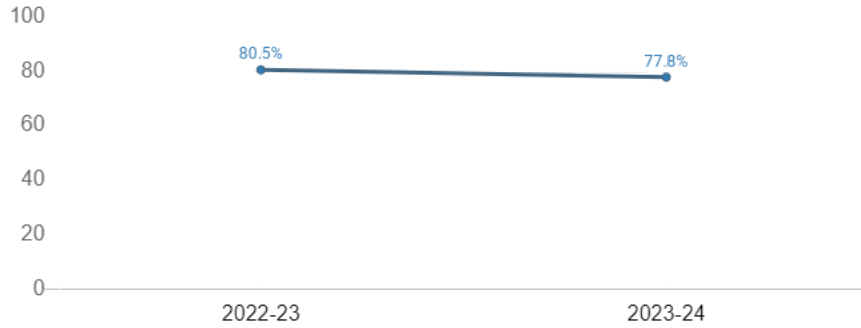
Academic Achievement

Graduation Proficiency Assessment (NJGPA) Trends

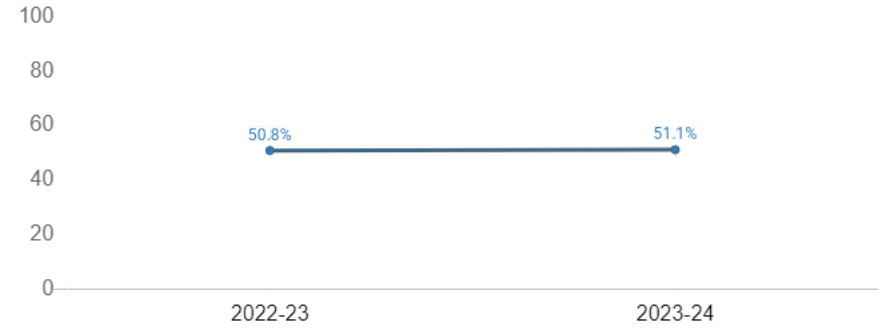
These graphs show trends in performance on the New Jersey Graduation Proficiency Assessment (NJGPA) for the last two years. Students are identified as either Graduation Ready or Not Yet Graduation Ready for both English Language Arts (ELA) and mathematics based on their scores on the assessment. These 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	80.5%	77.8%	50.8%	51.1%
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	653	77.8%	82.5%	658	51.1%	55.6%
White	397	82.9%	90%	396	59.6%	69.1%
Hispanic	197	65.5%	72.3%	203	31%	38%
Black or African American	32	71.9%	73.6%	32	43.8%	33.1%
Asian, Native Hawaiian, or Pacific Islander	*	>90%	>90%	*	90%	87.9%
American Indian or Alaska Native	*	*	76.2%	*	*	43.8%
Two or More Races	*	*	87.5%	*	*	62%
Female	*	84.8%	86.9%	*	51%	56.6%
Male	*	71.7%	78.3%	*	51%	54.7%
Non-binary/undesignated gender	*	*	87.7%	*	*	69.9%
Economically Disadvantaged Students	178	65.2%	71.7%	182	31.9%	36%
Non-Economically Disadvantaged Students	475	82.5%	87.6%	476	58.4%	65.1%
Students with Disabilities	95	38.9%	53.6%	95	10.5%	18.2%
Students without Disabilities	558	84.4%	87.4%	563	57.9%	62%
Multilingual Learners	28	14.3%	24.4%	35	11.4%	12.5%
Non-Multilingual Learners	625	80.6%	86.5%	623	53.3%	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	45.6%	80.7%
12th graders taking SAT in 2023-2024 or prior years	52.4%	62.7%
12th graders taking ACT in 2023-2024 or prior years	2.1%	7.8%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students who scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	District Average Score	State Average Score	College Readiness Benchmarks	District - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	438	459	Grade 10: 430 Grade 11: 460	43%	54%
PSAT 10/NMSQT - Math	439	454	Grade 10: 480 Grade 11: 510	21%	32%
SAT - Reading and Writing	542	530	480	77%	65%
SAT - Math	528	519	530	49%	46%
ACT - Reading	22	24	22	46%	63%
ACT - English	22	24	18	85%	76%
ACT - Math	22	23	22	62%	58%
ACT - Science	21	23	23	38%	55%

College and Career Readiness

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

AP/IB Coursework – Participation and Performance

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

Students enrolled in one or more AP or IB course



Students taking one or more AP or IB exam



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



Dual Enrollment Coursework - Participation

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



College and Career Readiness

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

AP/IB and Dual Enrollment Participation by Student Group

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

Student Group	% Enrolled in one or more AP or IB course	% Enrolled in one or more Dual Enrollment course	State: % Enrolled in one or more AP or IB course	State: % Enrolled in one or more Dual Enrollment course
Districtwide	29.2%	1.6%	35.9%	26.9%
White	34.6%	2.3%	41.8%	33.0%
Hispanic	14.0%	0.3%	23.2%	20.9%
Black or African American	18.6%	0.0%	20.3%	17.4%
Asian, Native Hawaiian, or Pacific Islander	65.0%	0.0%	70.5%	32.5%
American Indian or Alaska Native	*	*	30.4%	28.6%
Two or More Races	14.3%	0.0%	41.0%	29.0%
Female	35.5%	2.0%	41.4%	30.2%
Male	23.1%	1.2%	30.6%	23.7%
Non-Binary/Undesignated Gender	*	*	42.9%	28.4%
Economically Disadvantaged Students	16.4%	0.3%	22.8%	20.2%
Students with Disabilities	3.9%	0.0%	4.8%	10.9%
Multilingual Learners	0.0%	0.0%	9.8%	8.8%
Students experiencing homelessness	*	*	12.6%	15.1%
Students in Foster Care	N	N	4.5%	10.6%
Military-Connected Students	*	*	30.1%	29.2%
Migrant Students	N	N	0.0%	7.1%

College and Career Readiness

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

AP/IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP 2-D Art and Design	0	7
AP 3-D Art and Design	0	1
AP Art History	7	0
AP Biology	57	53
AP Calculus AB	49	45
AP Calculus BC	22	22
AP Chemistry	57	56
AP Computer Science A	51	19
AP Computer Science Principles	0	26
AP Drawing	29	25
AP English Language and Composition	83	81
AP English Literature and Composition	15	15
AP Environmental Science	36	26
AP Macroeconomics	44	43
AP Microeconomics	21	20
AP Music Theory	9	9
AP Physics C	22	0
AP Physics C: Mechanics	16	31
AP Psychology	146	139
AP Spanish Language and Culture	8	8
AP Statistics	61	62
AP U.S. Government and Politics	50	48

College and Career Readiness

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AP/IB Course	Students Enrolled	Students Tested
AP U.S. History	50	50
AP World History: Modern	0	11
Total Exams taken		797
Exams with scores of at least 3 on AP exams or 4 on IB exams		509

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
Spanish	*	*
Total Seals Earned	*	
Total Unique Students Earning Seals	*	*
Current and Former Multilingual Learners Earning Seals	0	0.0%†

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

College and Career Readiness

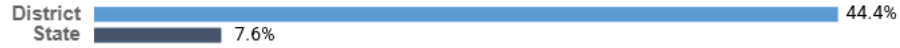
This section contains information about participation in approved Career and Technical Education (CTE) programs, work-based learning, and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, and the Perkins State-Wide Performance Data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



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

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Career and Technical Education Participation by Student Group

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

Student Group	District: % CTE Participants	District: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Districtwide	44.4%	10.1%	7.6%	10.4%
White	44.4%	11.4%	6.1%	10.0%
Hispanic	44.2%	7.7%	9.3%	10.8%
Black or African American	40.2%	10.6%	9.5%	10.7%
Asian, Native Hawaiian, or Pacific Islander	54.7%	9.3%	5.5%	10.5%
American Indian or Alaska Native	*	*	8.3%	8.8%
Two or More Races	44.7%	7.4%	7.5%	10.1%
Female	38.4%	8.5%	7.5%	10.9%
Male	49.8%	11.6%	7.7%	9.9%
Non-Binary/Undesignated Gender	*	*	8.9%	15.2%
Economically Disadvantaged Students	45.4%	6.7%	9.8%	10.7%
Students with Disabilities	37.3%	11.0%	6.0%	7.9%
Multilingual Learners	32.3%	0.9%	8.0%	3.5%
Students experiencing homelessness	*	*	7.7%	6.2%
Students in Foster Care	*	*	5.9%	6.7%
Military-Connected Students	*	*	12.6%	15.8%
Migrant Students	*	*	2.3%	0.0%

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	29	96.7%
Arts, A/V Technology & Communications	18	3.4%
Education & Training	*	*
Finance	*	*
Government & Public Administration	*	*
Health Science	19	100.0%
Hospitality & Tourism	14	100.0%
Human Services	24	100.0%
Information Technology	*	*
Manufacturing	16	5.8%
Science, Technology, Engineering & Mathematics	*	*
Transportation, Distribution & Logistics	37	100.0%
Total	165	11.4%

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		1.7%
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	30	25	25
Arts, A/V Technology & Communications	527	*	*
Education & Training	70	*	*
Finance	134	*	*
Government & Public Administration	81	*	*
Health Science	19	12	12
Hospitality & Tourism	14	*	*
Human Services	24	15	15
Information Technology	110	*	*
Manufacturing	277	*	*
Science, Technology, Engineering & Mathematics	125	*	*
Transportation, Distribution & Logistics	37	22	22
Total	1,448	86	86

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	538
7	23	0	0	0	0	0	588
8	92	29	0	0	0	0	494
9	431	108	31	0	0	0	75
10	34	469	84	48	0	0	34
11	28	58	412	96	44	19	31
12	6	20	46	52	58	202	32
Total	614	684	573	196	102	221	1,792
Enrolled in AP/IB Course					71	61	0
Enrolled in Dual Enrollment Course	0	0	0	0	2	2	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	593	34	0	0	0	7
10	58	535	9	19	1	26
11	86	84	4	129	242	205
12	176	35	3	39	68	104
Total	913	688	16	187	311	342
Enrolled in AP/IB Course	57	57		36	38	0
Enrolled in Dual Enrollment Course	3	7	0	0	9	0

College and Career Readiness

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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	582	5	0	4	0	14
10	50	586	0	31	50	29
11	15	615	8	92	64	90
12	14	88	42	187	117	166
Total	661	1,294	50	314	231	299
Enrolled in AP/IB Course	0	50	50	146		50
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	8	0	0	0	0	0	504
7	9	0	0	0	0	0	566
8	87	0	0	0	0	0	460
9	363	53	92	0	0	0	0
10	383	48	106	0	0	0	0
11	120	6	34	0	0	0	0
12	56	11	6	0	0	0	0
Total	1,026	118	238	0	0	0	1,530
Enrolled in AP/IB Course	8	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	158	7	21	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	0	477	0	0	0	0	0
1	0	490	0	0	0	0	0
2	0	482	0	0	0	0	0
3	0	536	0	0	0	0	0
4	0	540	0	0	0	0	0
5	0	543	0	0	0	0	0
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	90	0	0	0	0	0	0
9	63	0	0	0	0	0	0
10	43	0	0	0	0	0	0
11	36	0	0	0	0	0	1
12	74	0	0	0	0	0	4
Total	306	3,068	0	0	0	0	5
Enrolled in AP/IB Course	51	0		0			0
Enrolled in Dual Enrollment Course	1	0	0	0	0	0	0

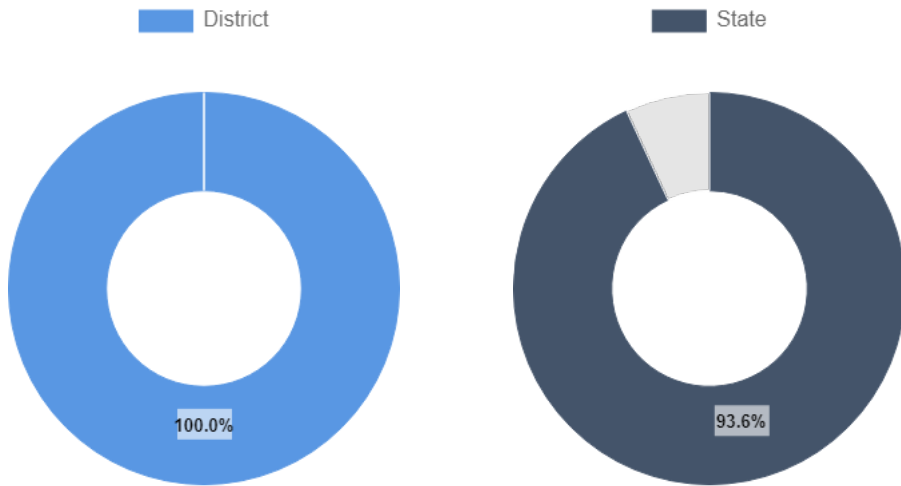
College and Career Readiness

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.

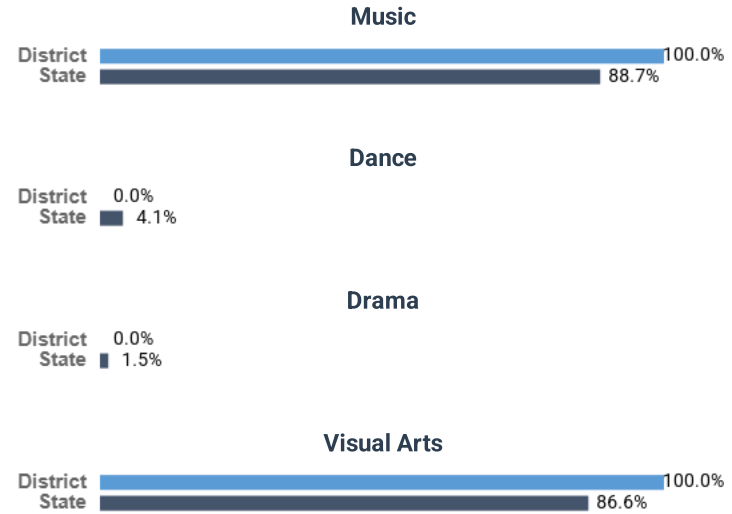
Visual and Performing Arts – Course Participation

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:



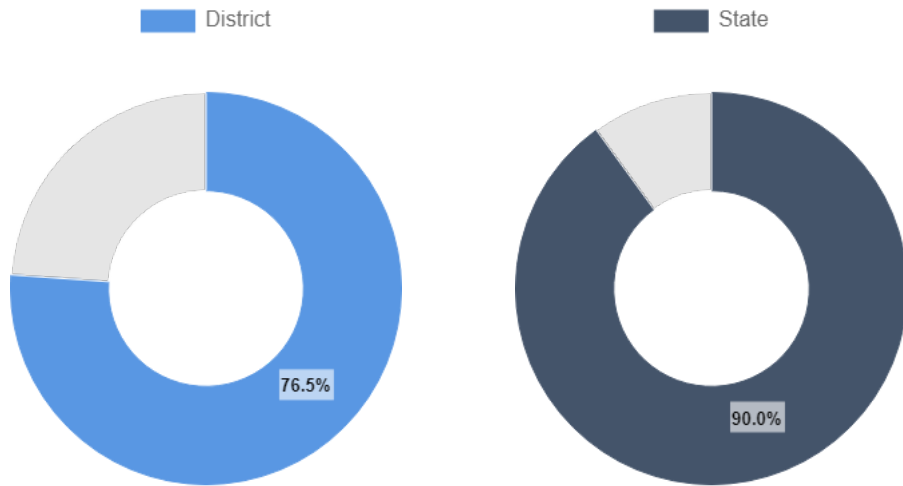
College and Career Readiness

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.

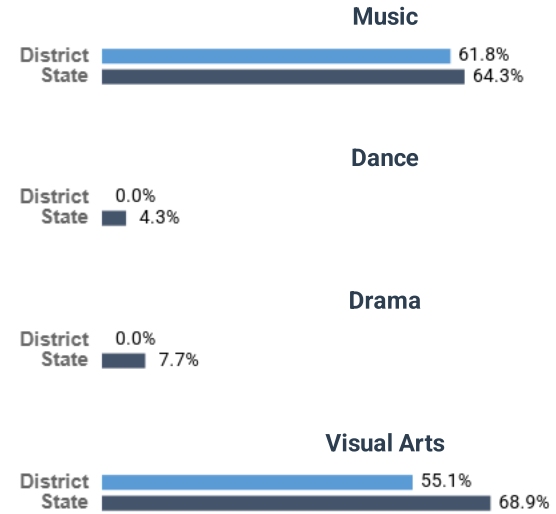
Visual and Performing Arts – Course Participation

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



Students enrolled in one or more classes by discipline:



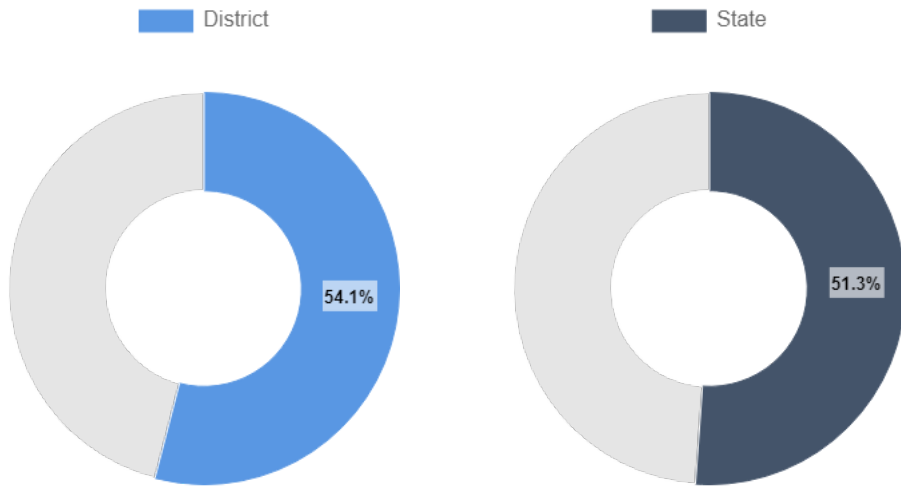
College and Career Readiness

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.

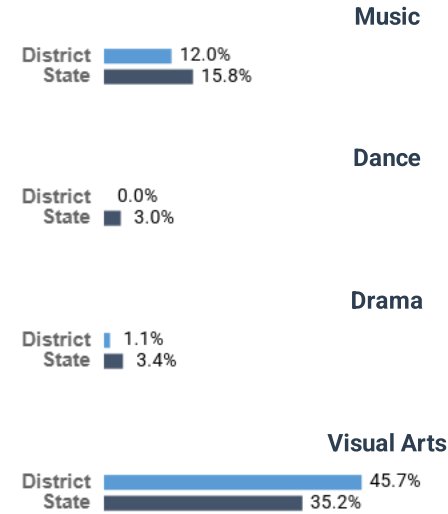
Visual and Performing Arts – Course Participation

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 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.

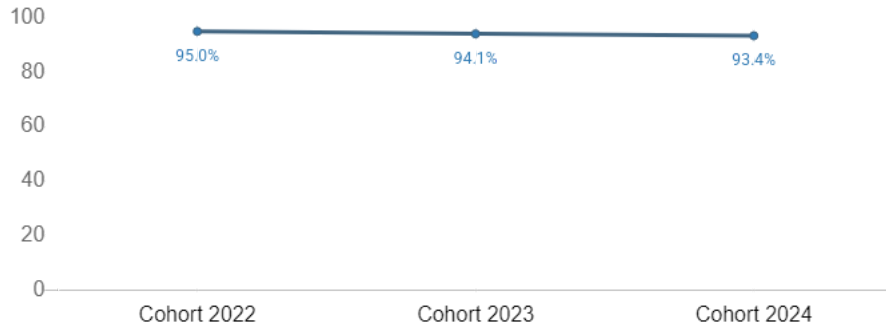
To be included as a graduate in the federal version of the graduation rate, students must have meet state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless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

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

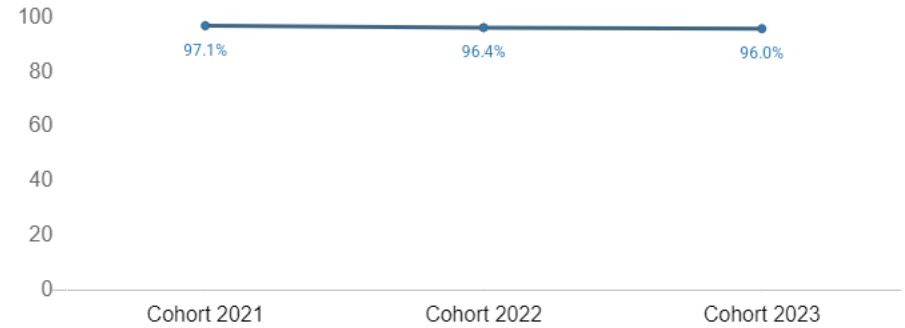
Graduation Rate Trends and Progress

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

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2022 4-Year Rate	Cohort 2023 4-Year Rate	Cohort 2024 4-Year Rate	Cohort 2021 5-Year Rate	Cohort 2022 5-Year Rate	Cohort 2023 5-Year Rate
Graduation Rate	95.0%	94.1%	93.4%	97.1%	96.4%	96.0%
Statewide Graduation Rate	90.9%	91.1%	91.3%	92.5%	92.7%	92.6%

Report Key:

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

Graduation/ Postsecondary

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

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	93.4%	3.8%	2.8%	91.3%	3.8%	4.9%
White	96.3%	1.5%	2.2%	95.0%	2.6%	2.5%
Hispanic	83.4%	11.7%	4.9%	86.9%	4.9%	8.3%
Black or African American	100.0%	0.0%	0.0%	86.5%	6.0%	7.5%
Asian, Native Hawaiian, or Pacific Islander	100.0%	0.0%	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	*	*	*	92.3%	3.5%	4.3%
Female	94.9%	1.8%	3.3%	93.1%	2.8%	4.1%
Male	92.1%	5.7%	2.3%	89.5%	4.7%	5.7%
Non-Binary/Undesignated Gender	N	N	N	86.7%	3.3%	10.0%
Economically Disadvantaged Students	85.9%	9.4%	4.7%	87.1%	5.3%	7.7%
Students with Disabilities	85.6%	14.4%	0.0%	80.7%	12.5%	6.8%
Multilingual Learners	75.0%	17.5%	7.5%	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%

Report Key:

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Graduation/ Postsecondary

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

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

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

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

Cohort 2023 5-Year Graduation Cohort Profile

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

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	96.0%	1.4%	2.6%	92.6%	1.7%	5.6%
White	96.8%	1.3%	1.9%	95.9%	1.5%	2.6%
Hispanic	93.8%	2.5%	3.8%	88.2%	1.9%	9.9%
Black or African American	94.1%	0.0%	5.9%	88.9%	2.5%	8.7%
Asian, Native Hawaiian, or Pacific Islander	100.0%	0.0%	0.0%	97.5%	1.3%	1.2%
American Indian or Alaska Native	N	N	N	92.5%	0.0%	7.5%
Two or More Races	*	*	*	94.7%	1.0%	4.3%
Female	96.9%	1.6%	1.6%	94.4%	1.2%	4.4%
Male	95.2%	1.3%	3.5%	91.0%	2.2%	6.8%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	91.6%	2.7%	5.8%	88.8%	2.0%	9.2%
Students with Disabilities	87.9%	6.8%	5.3%	84.1%	8.2%	7.7%
Multilingual Learners	88.9%	0.0%	11.1%	78.0%	2.0%	20.0%
Students experiencing homelessness	*	*	*	78.0%	3.9%	18.1%
Students in Foster Care	N	N	N	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 meet state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless of their graduation cohort. The graduation assessment requirements for the classes of 2022 through 2024 have differed as a result of executive orders in response to the pandemic and new legislation. As a result, the calculation of the federal version of the graduation rate has also changed.

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

Cohort 2022 6-Year Graduation Cohort Profile

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

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

Student Group	Graduates	Continuing	Non-Continuing	High School Persistence (Graduates + Continuing)	State: Graduates	State: Continuing Students	State: Non-Continuing Students	State: High School Persistence (Graduates + Continuing)
Districtwide	96.7%	0.6%	2.8%	97.2%	93.2%	1.0%	5.8%	94.2%
White	97.7%	0.6%	1.8%	98.2%	96.4%	0.9%	2.7%	97.3%
Hispanic	90.6%	0.9%	8.5%	91.5%	88.2%	1.0%	10.8%	89.2%
Black or African American	98.1%	0.0%	1.9%	98.1%	89.6%	1.4%	9.0%	91.0%
Asian, Native Hawaiian, or Pacific Islander	100.0%	0.0%	0.0%	100.0%	98.1%	0.8%	1.0%	99.0%
American Indian or Alaska Native	N	N	N	N	93.6%	0.8%	5.6%	94.4%
Two or More Races	*	*	*	*	92.9%	1.3%	5.9%	94.1%
Female	98.3%	0.3%	1.4%	98.6%	95.0%	0.6%	4.4%	95.6%
Male	95.1%	0.8%	4.1%	95.9%	91.5%	1.4%	7.1%	92.9%
Non-Binary/Undesignated Gender	N	N	N	N	*	*	*	*
Economically Disadvantaged Students	93.9%	0.5%	5.6%	94.4%	88.8%	1.1%	10.2%	89.8%
Students with Disabilities	90.1%	2.7%	7.2%	92.8%	86.6%	5.4%	8.0%	92.0%
Multilingual Learners	76.5%	5.9%	17.6%	82.4%	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%

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	91.6%	94.9%	90.0%	87.7%	91.8%	87.0%
White	95.3%	96.5%	92.2%	91.5%	95.0%	90.0%
Hispanic	81.0%	90.6%	83.8%	83.3%	87.4%	82.1%
Black or African American	87.1%	94.1%	79.2%	80.9%	87.6%	80.8%
Asian, Native Hawaiian, or Pacific Islander	100.0%	96.4%	93.5%	96.1%	97.3%	96.6%
American Indian or Alaska Native	N	N	N	84.1%	92.5%	86.4%
Two or More Races	*	*	*	89.0%	93.0%	86.2%
Female	93.7%	95.6%	93.5%	90.5%	93.7%	90.6%
Male	89.5%	94.4%	86.5%	85.2%	90.0%	83.7%
Non-Binary/Undesignated Gender	N	N	N	83.3%	*	*
Economically Disadvantaged Students	82.5%	89.8%	83.2%	82.6%	87.8%	81.4%
Students with Disabilities	73.1%	82.6%	46.8%	60.2%	79.2%	51.8%
Multilingual Learners	75.0%	88.9%	76.5%	77.6%	77.6%	75.7%
Students experiencing homelessness	*	*	*	67.0%	76.2%	64.6%
Students in Foster Care	*	N	*	50.4%	61.9%	47.1%
Military-Connected Students	*	*	*	91.4%	94.9%	88.4%
Migrant Students	N	N	N	85.5%	64.3%	64.6%

Graduation/ Postsecondary

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.

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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	93.8%	88.7%	Met Target	89.8%	N	N
White	96.1%	91.4%	Met Goal	92.2%	N	N
Hispanic	88.1%	81.8%	Met Target	83.8%	N	N
Black or African American	91.2%	74.0%	Met Target	77.4%	N	N
Asian, Native Hawaiian, or Pacific Islander	96.4%	93.6%	Met Goal	93.5%	N	N
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	*	**	**	*	**	**
Economically Disadvantaged Students	87.5%	81.5%	Met Target	83.2%	N	N
Students with Disabilities	79.4%	47.9%	Met Target	45.9%	N	N
Multilingual Learners	80.8%	N	N	76.5%	**	**

Report Key:

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

Graduation/ Postsecondary

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

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Graduation Pathways

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

Graduation Pathway	% of Graduates Meeting ELA Requirements by Pathway	% of Graduates Meeting Math Requirements by Pathway
Statewide Assessment	80.4%	51.4%
Substitute Competency Test	7.9%	26.5%
Portfolio Appeals Process	9.7%	19.8%
Alternate Requirements Specified in IEP	1.6%	1.9%
Unknown/Other	0.5%	0.5%

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	0.6%	1.0%
2022-2023	0.5%	1.2%
2021-2022	0.8%	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.

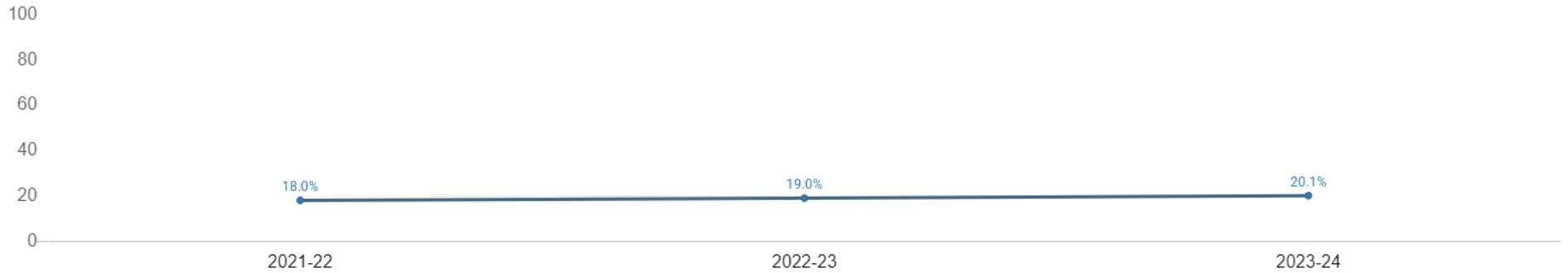
Year of Graduation	Graduates enrolled in apprenticeship programs
2023	*
2022	*
2021	*
2020	*
2019	*
2018	11
2017	20
2016	10

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	18.0%	19.0%	20.1%
ESSA Target (State Average for Grades Served)	18.1%	16.6%	14.9%
Met ESSA Target	Met	Not Met	Not 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").

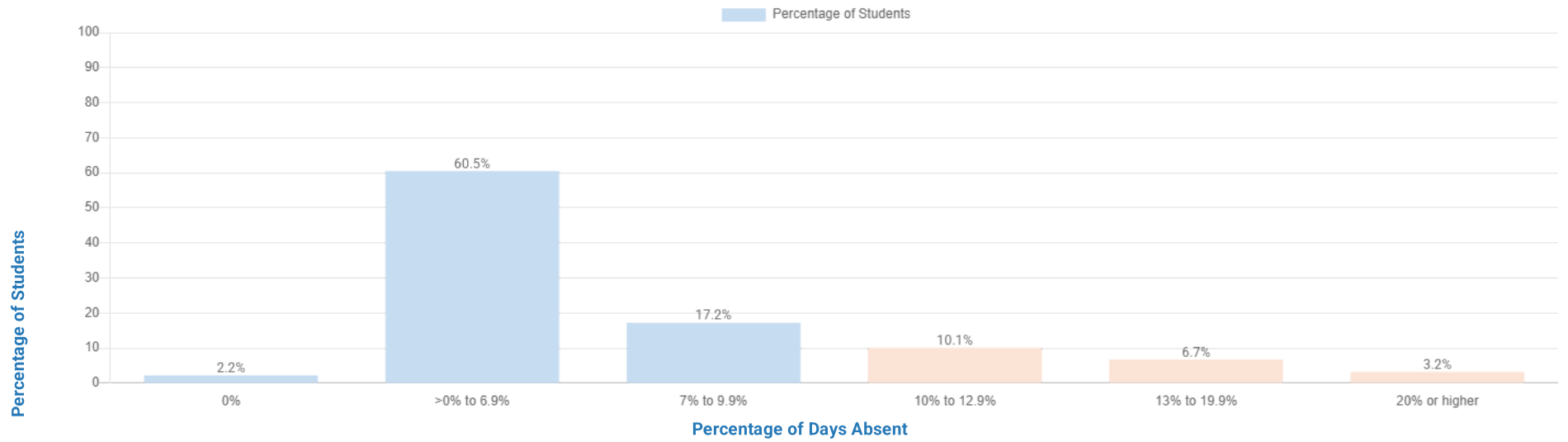
Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	1,441	20.1%	14.9%	Not Met
White	712	18.0%	14.9%	Not Met
Hispanic	581	24.7%	14.9%	Not Met
Black or African American	80	17.9%	14.9%	Not Met
Asian, Native Hawaiian, or Pacific Islander	30	14.3%	14.9%	Met
American Indian or Alaska Native	1	9.1%	**	**
Two or More Races	37	18.4%	14.9%	Not Met
Female	728	20.8%		
Male	711	19.4%		
Non-Binary/Undesignated Gender	2	18.2%		
Economically Disadvantaged Students	699	26.8%	14.9%	Not Met
Students with Disabilities	294	24.3%	14.9%	Not Met
Multilingual Learners	193	24.2%	14.9%	Not Met
Students Experiencing Homelessness	10	76.9%		
Students in Foster Care	*	*		
Military-Connected Students	13	22.8%		
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.

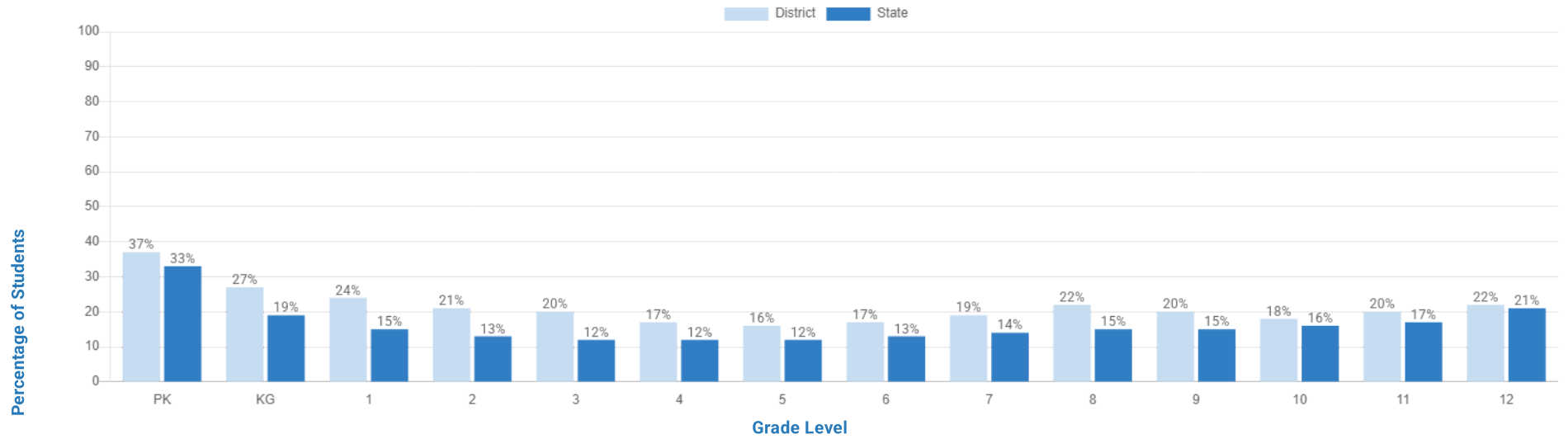


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Chronic Absenteeism by Grade

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	44
Weapons	8
Vandalism	8
Substances	46
Harassment, Intimidation, Bullying (HIB)	42
Total Unique Incidents	148
Incidents Per 100 Students Enrolled	1.93

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	12
Weapons	6
Vandalism	0
Substances	39
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	20

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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	0	18	18
Religion	0	4	4
Ancestry	0	9	9
Gender	0	2	2
Sexual Orientation	0	4	4
Disability	0	1	1
Other	0	21	21
No Identified Nature	49		49

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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	193	4%	83	2%	236	5%	0	0%	0	0%
Hispanic	163	6%	125	5%	241	9%	0	0%	0	0%
Black or African American	33	7%	17	3%	39	8%	0	0%	0	0%
Asian	3	1%	3	1%	4	2%	0	0%	0	0%
Native Hawaiian or Pacific Islander	1	7%	0	0%	1	7%	0	0%	0	0%
American Indian or Alaska Native	1	7%	0	0%	1	7%	0	0%	0	0%
Two or more races	9	4%	4	2%	11	5%	0	0%	0	0%
Female	113	3%	75	2%	158	4%	0	0%	0	0%
Male	290	7%	157	4%	375	9%	0	0%	0	0%
Non-Binary/Undesignated Gender	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged Students	213	7%	148	5%	296	9%	0	0%	0	0%
Students with disabilities	98	8%	53	4%	119	9%	0	0%	0	0%

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Student Disciplinary Removals: By Grade Level

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Grade	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Districtwide	403	5%	235	3%	536	7%	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%	0	0%	0	0%	0	0%	0	0%
2	1	0%	1	0%	2	0%	0	0%	0	0%
3	0	0%	1	0%	1	0%	0	0%	0	0%
4	0	0%	4	1%	4	1%	0	0%	0	0%
5	1	0%	1	0%	2	0%	0	0%	0	0%
6	38	7%	21	4%	46	8%	0	0%	0	0%
7	59	10%	36	6%	74	12%	0	0%	0	0%
8	52	8%	29	5%	68	11%	0	0%	0	0%
9	76	12%	49	8%	109	18%	0	0%	0	0%
10	61	9%	43	6%	83	12%	0	0%	0	0%
11	56	8%	28	4%	75	11%	0	0%	0	0%
12	59	8%	19	3%	69	10%	0	0%	0	0%

Climate and Environment

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Students Involved in Police Notifications: By Student Group

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

Student Group	# of Students involved in at least one incident	% of Students involved in at least one incident	# of Students involved in at least one violent incident	% of Students involved in at least one violent incident	# of Students involved in at least one vandalism incident	% of Students involved in at least one vandalism incident	# of Students involved in at least one substance related incident	% of Students involved in at least one substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in at least one weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in at least one HIB incident	# of Students involved in at least one other incident type	% of Students involved in at least one other incident type
Districtwide	83	1%	22	0%	0	0%	42	1%	5	0%	1	0%	19	0%
White	22	1%	0	0%	0	0%	15	0%	0	0%	<5	<5.00%	7	0%
Hispanic	53	2%	20	1%	0	0%	25	1%	3	0%	<5	<5.00%	8	0%
Black or African American	8	2%	2	0%	0	0%	2	0%	2	0%	<5	<5.00%	4	1%
Asian	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
Native Hawaiian or Pacific Islander	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
American Indian or Alaska Native	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
Two or more races	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
Female	28	1%	13	0%	0	0%	15	0%	1	0%	<5	<5.00%	0	0%
Male	55	1%	9	0%	0	0%	27	1%	4	0%	<5	<5.00%	19	0%
Non-Binary/Undesignated Gender	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
Economically Disadvantaged Students	59	2%	19	1%	0	0%	29	1%	2	0%	<5	<5.00%	11	0%
Students with disabilities	17	1%	5	0%	0	0%	8	1%	1	0%	<5	<5.00%	7	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 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	83	1%	22	0%	0	0%	42	1%	5	0%	1	0%	19	0%
PK	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
KG	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
1	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
2	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
3	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
4	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
5	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
6	2	0%	0	0%	0	0%	1	0%	0	0%	<5	<5.00%	1	0%
7	13	2%	7	1%	0	0%	3	0%	1	0%	<5	<5.00%	2	0%
8	13	2%	4	1%	0	0%	7	1%	2	0%	<5	<5.00%	1	0%
9	14	2%	1	0%	0	0%	6	1%	0	0%	<5	<5.00%	7	1%
10	20	3%	5	1%	0	0%	14	2%	2	0%	<5	<5.00%	2	0%
11	13	2%	0	0%	0	0%	9	1%	0	0%	<5	<5.00%	4	1%
12	8	1%	5	1%	0	0%	2	0%	0	0%	<5	<5.00%	2	0%

Climate and Environment

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

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

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

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

Climate and Environment

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

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

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

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

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

966

Report Key:

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

Climate and Environment

Student Access to Technology and Internet

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

Report Key:

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

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, 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	604	119,239
Average years experience in public schools	15.0	12.6
Average years experience in district	12.8	11.3
Number of Teachers with 4 or more years experience in the district	473	87,243
Percentage of Teachers with 4 or more years experience in the district	78.6%	73.6%
Number of out-of-field teachers	5	2,931
Percentage of out-of-field teachers	0.8%	2.5%
Number of Teachers with Provisional Credentials	55	9,065
Percentage of Teachers with Provisional Credentials	9.1%	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	37	10,170
Average years experience in public schools	23.0	16.2
Average years experience in district	15.1	12.5
Number of Administrators with 4 or more years experience in the district	33	7,734
Percentage of Administrators with 4 or more years experience in the district	91.7%	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	604	119,239
Administrators	37	10,170
Librarians/Media Specialists	8	1,160
Nurses	10	3,025
School Counselors	23	4,673
Child Study Team Members	47	9,654
School Psychologists	11	2,185
School Social Workers	9	2,750
Student Assistance Coordinators	4	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	13:1
Students to Administrators	208:1
Teachers to Administrators	16:1
Students to Librarians/Media Specialists †	961:1
Students to Nurses †	769:1
Students to Counselors †	334:1
Students to Child Study Team Members †,††	27:1
Students to School Psychologists †	699:1
Students to School Social Workers †	854:1
Students to Student Assistance Coordinators †	1922:1
Students to School Safety Specialists †	7686:1

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

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

Teachers and Administrators – Demographics

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

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	49.0%	77.0%	40-50%	48.0%	77.0%	57.0%
Male	51.0%	23.0%	50-60%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤10%	≤1%	≤1%	≤1%
White	54.4%	92.9%	86.5%	38.2%	81.8%	74.5%
Hispanic	33.3%	4.6%	2.7%	34.0%	8.6%	8.6%
Black or African American	6.3%	2.0%	8.1%	14.2%	6.4%	14.4%
Asian	2.8%	0.2%	2.7%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.2%	0.2%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.4%	0.5%
Two or More Races	2.9%	0.2%	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

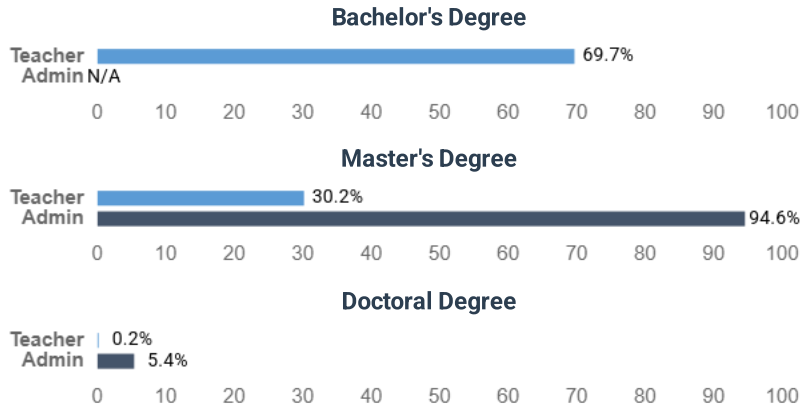
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. 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	87.9%	89.5%
2022-23 Administrators: Same district 2023-24	90.0%	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)	186	90-95%	5-10%	≤5%	96.8%	1.6%	1.6%	0.0%	0.0%	0.0%	0.0%	69.9%	78.0%	22.0%	0.0%
English/Language Arts/Literacy	54	80-90%	10-20%	≤10%	90.7%	7.4%	1.9%	0.0%	0.0%	0.0%	0.0%	92.6%	59.3%	40.7%	0.0%
English to Speakers of Other Languages	13	*	*	*	69.2%	15.4%	7.7%	7.7%	0.0%	0.0%	0.0%	58.3%	46.2%	53.8%	0.0%
Mathematics	54	70-80%	20-30%	≤10%	94.4%	3.7%	1.9%	0.0%	0.0%	0.0%	0.0%	79.6%	59.3%	40.7%	0.0%
Science	37	50-60%	40-50%	≤10%	97.3%	2.7%	0.0%	0.0%	0.0%	0.0%	0.0%	81.1%	64.9%	32.4%	2.7%
Social Studies/History	33	30-40%	60-70%	≤10%	84.8%	3.0%	12.1%	0.0%	0.0%	0.0%	0.0%	87.9%	66.7%	33.3%	0.0%
World Language	16	>80%	≤20%	≤20%	50.0%	43.8%	6.3%	0.0%	0.0%	0.0%	0.0%	81.3%	62.5%	37.5%	0.0%
Visual and Performing Arts	35	70-80%	20-30%	≤10%	88.6%	5.7%	2.9%	0.0%	0.0%	0.0%	2.9%	80.0%	68.6%	31.4%	0.0%
Health/Physical Education	37	40-50%	50-60%	≤10%	97.3%	2.7%	0.0%	0.0%	0.0%	0.0%	0.0%	91.7%	83.3%	16.7%	0.0%
Family & Consumer Sciences	6	*	*	*	66.7%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	50.0%	50.0%	0.0%
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	8	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	62.5%	50.0%	50.0%	0.0%
Computer Science/IT	12	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	50.0%	50.0%	0.0%
Industrial Arts	5	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	80.0%	100.0%	0.0%	0.0%
Career and Technical Education	3	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	66.7%	100.0%	0.0%	0.0%
Special Education	155	80-85%	15-20%	≤5%	96.8%	1.9%	0.6%	0.0%	0.0%	0.6%	0.0%	81.3%	66.5%	33.5%	0.0%
Bilingual	8	*	*	*	62.5%	12.5%	12.5%	12.5%	0.0%	0.0%	0.0%	62.5%	50.0%	50.0%	0.0%

Per-Pupil Expenditures

Per-Pupil Expenditures by Source

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

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

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

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

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

Jackson Twp	Federal	State & Local	Total	ADE**
District Level Total Expenditures	\$1,049	\$16,884	\$17,933	7,555.8
District Level Central Expenditures		\$558	\$558	7,555.8
Jackson Memorial High School	\$724	\$15,846	\$16,570	1,447.8
Jackson Liberty High School	\$958	\$16,438	\$17,396	1,042.0
Crawford-Rodriguez Elementary School	\$1,277	\$18,705	\$19,982	586.3
Elms Elementary School	\$605	\$15,774	\$16,379	728.6
Sylvia Rosenauer Elementary School	\$1,707	\$16,655	\$18,362	254.0
Howard C. Johnson Elementary School	\$1,263	\$19,680	\$20,943	396.2
Lucy N. Holman Elementary School	\$1,404	\$17,083	\$18,487	539.4
Christa McAuliffe Middle School	\$1,214	\$17,586	\$18,800	667.8
Switlik Elementary School	\$638	\$13,607	\$14,245	877.6
Carl W. Goetz Middle School	\$648	\$15,652	\$16,300	1,016.2

Report Key:

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- N No Data is available to display
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Accountability

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

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

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

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

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

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

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

Accountability

Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

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

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

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	44.7%	44.9%	43.2%
Math Proficiency	37.2%	36.9%	38.4%
ELA Growth†	53	46	48
Math Growth†	43	49	50
4-Year Graduation Rate (Prior Year)††	91.1%	88.4%	93.8%
5-Year Graduation Rate (Prior Year)††	94.2%	91.7%	89.8%
Progress toward English Language Proficiency	29.8%	26.4%	32.2%
Chronic Absenteeism	18.0%	19.0%	20.1%

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

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

Accountability

Accountability Summary by Student Group - 2023-24 School Year

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

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

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

†Target was met within a confidence interval.

Narrative

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



Highlights:

- The Jackson School District created four Academies of Learning (STEM, Digital Media, Business, Visual & Performing Arts) to offer students focused pathways of instruction.
- We demonstrate a strong commitment to Social Emotional Learning by offering the support, programs and communication opportunities students need to grow academically and emotionally.
- The entire district community is centered on creating a diverse and inclusive learning environment.



Mission, Vision, Theme:

The Jackson School District is a partnership of dedicated staff, learners and community members committed to developing the unique abilities of each student through compelling learning experiences in a safe and nurturing environment. Our comprehensive, engaging and technology-enriched programs inspire, educate and motivate students to become independent, creative and critical thinkers who will thrive in a diverse, evolving, global society.



Sports and Athletics:

The Jackson School District believes athletics and extra-curricular activities are valuable to a student's collective educational experience and to creating a culture of leadership, sportsmanship and initiative.

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Clubs and Activities:

The Jackson School District boasts a wide range of co-curricular offerings, such as Science League, Math League, Percussion Advisor, Class Advisors, Color Guard, School Musicals, Woodwind Choir, World Language Club, Yearbook, Student Council, Drama Club, Band, Jazz Ensemble, and FBLA. Additionally, the district proudly offers more than 75 volunteer clubs that address specific student interests.



Before and After School Programs:

The Jackson Childcare Academy is a safe and nurturing program for children ranging from K-8th Grade. A dedicated staff of certified teachers and paraprofessionals create rich and rewarding experiences filled with age-appropriate activities, homework assistance, and caring relationships. Children are involved in small group learning activities while forming positive relationships that promote growth and achievement.



Staff and Professional Learning:

The Jackson School District is committed to providing meaningful and collaborative opportunities for our staff. Throughout all areas of our curriculum, we provide tools and training to help teachers ensure a rigorous and comprehensive learning experience throughout a student's career. Professional learning includes both in-district and out-of-district experiences, as well as job-embedded collaborative work that is designed to capitalize on the innovative talent within our own educational community.

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Postsecondary Information:

Programs to assist students in applying for college include sponsoring PSAT testing for each student, identifying students who need fee waivers, evening SAT prep courses at a nominal fee, and offering the SAT at a district school. Our district graduation rate is 97%. The class of 2024 was offered \$15.6 million in scholarships, and was awarded \$158,310 funded by the Jackson Township High School Scholarship Committee through the generosity of the Jackson community and businesses. Utilizing the Naviance program helps streamline the intricate application process and identify future goals and major. District-sponsored college preparation and financial aid programs assist parents in securing the most aid possible.



Student Supports and Services:

The Jackson School District schools have a comprehensive approach to supporting diverse learners, offering programs and interventions based on research and identified best practices. Specialized instruction is offered to English Language Learners. Special needs programs support the least restrictive environment requirements and include inclusion programs, small group instruction and self-contained specialized instructional programs.



Student Health and Wellness:

District and school-based health and wellness committees ensure that all Jackson students participate in a comprehensive, sequential health and physical education program. This program focuses on the development of knowledge and skills, which influence life-long healthy behaviors within the context of self, family, school and the local and global communities. This sequence includes direct instruction in health and physical education and daily structured recess for all elementary students.

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Parent and Community Involvement:

Parent involvement is actively encouraged through parent-school organizations within all ten Jackson schools. All parents have access to key information, such as grades and schedules through the online parent portal. Additionally, the Special Education Advisory Committee (SEAC) provides input to the district on issues concerning students with disabilities and encourages proactive collaboration between parents and school district personnel regarding matters pertaining to special education.



Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers. All Jackson schools annually survey all stakeholders on the topic of school culture. Survey data is shared with school planning committees such as School Improvement Panels (SciPs) and staff, as well as parent organization groups. Data is used to support existing practices and plan for identified needs.



Facilities:

Jackson students benefit from investments the district and Board of Education have made in our technology, our curriculum and our facilities - all of which will have a real and lasting impact on how our students learn. Through these investments and with the commitment and dedication of our teachers, staff and parents, we are committed to advancing student achievement and to being an active leader in the evolution of education. The district has implemented a district-wide \$27 MILLION ESIP (Energy Savings Improvement Project) that involves replacing and improving inefficient building mechanicals and adding energy-saving tools. These projects are funded solely by energy savings.

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School Safety:

In the Jackson School District, we believe a safe school community is achieved through a collective effort of parents, staff, students and the community. We work collaboratively with the police department, school resource officers, and our school staff to ensure a safe and secure learning experience.



Technology and STEM:

Students use the latest technology to create and solve real world concerns through design challenges. Students work interactively using the scientific method to solve complex problems with a variety of solutions. Students have access to chromebooks and Active Panels. Through elective courses and unified arts classes students are engaged with technology using various software programs and are exposed to computer coding programs. The district offers a selective STEM Academy for students who want to pursue a specialized pathway in STEM instruction.



Early Childhood Education:

The Jackson School District offers a free Preschool Inclusion Program and an educational environment that provides parents of students who are 3 and 4 years old a developmentally appropriate early learning experience within the school district. Special needs and typically developing pre-schoolers come together in an inclusive classroom where language, academic and social skills are developed in a nurturing environment. The district earned a \$3.1 million grant from the state of New Jersey to offer this program for free to Jackson parents and to expand the enrollment in this program.

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SEL is embedded by design into the Jackson School District's curriculum and instruction. SEL is a process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Through the support of CASEL (Collaboration for Academic Social and Emotional Learning) and Responsive Classroom approaches, our schools and staff utilize a number of methods to deliver engaging experiences and lessons and to encourage social-emotional health and abilities in our students. In addition to implementing evidence-based practices in our classrooms, we also offer opportunities during the school day for students to seek assistance, interact with peers and connect with trusted adults through a "Daily Meeting" at the elementary level, "Advisory Period" at the middle school level and "Common Lunch" period at the high school level.