



Toms River Regional School District (29-5190)

2023-2024

County: Ocean

District: Toms River Regional School District

1144 Hooper Avenue
Toms River, NJ 08753

Superintendent: Mr. Michael Citta

[District Website](#)

732-505-5500



14,379
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	Toms River Regional School District
Superintendent Name	Mr. Michael Citta
Address	1144 Hooper Avenue, Toms River, NJ 08753
Phone Number	732-505-5500
Email Address	mcitta@trschoools.com
Website	www.trschools.com
Facebook	http://www.facebook.com/Toms-River-Regional-School-District-130499970433878
Twitter	https://twitter.com/wearetrschoools

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

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
Beachwood Elementary School	KG-05
Cedar Grove Elementary School	PK-05
East Dover Elementary School	KG-05
Hooper Avenue Elementary School	KG-05
Joseph A. Citta Elementary School	PK-05
North Dover Elementary School	KG-05
Pine Beach Elementary School	KG-05
Silver Bay Elementary School	PK-05
South Toms River Elementary School	KG-05
Toms River High School East	09-12
Toms River High School North	09-12
Toms River High School South	09-12
Toms River Intermediate School East	06-08
Toms River Intermediate School North	06-08
Toms River Intermediate School South	06-08
Walnut Street Elementary School	KG-05
Washington Street Elementary School	KG-05
West Dover Elementary School	KG-05

Demographics

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

Enrollment Trends by Grade

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

Grade	2021-22	2022-23	2023-24
PK	427	458	462
KG	971	966	939
1	988	1,005	999
2	975	1,013	1,025
3	1,017	987	1,024
4	1,005	1,044	1,009
5	1,097	1,049	1,067
6	1,109	1,122	1,065
7	1,116	1,111	1,137
8	1,203	1,152	1,126
9	1,194	1,189	1,100
10	1,194	1,210	1,197
11	1,069	1,120	1,116
12	1,133	1,073	1,113
Total	14,498	14,499	14,379

Enrollment Trends by Student Group

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

Student Group	2021-22	2022-23	2023-24
Female	49.0%	49.0%	48.0%
Male	51.0%	51.0%	52.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	28.6%	34.5%	36.7%
Students with Disabilities	19.6%	20.8%	21.3%
Multilingual Learners	3.5%	5.2%	6.3%
Students Experiencing Homelessness	0.9%	1.2%	1.1%
Students in Foster Care	0.2%	0.2%	0.2%
Military-Connected Students	0.0%	0.0%	0.0%
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	63.4%	60.7%	58.9%
Hispanic	23.6%	26.2%	27.7%
Black or African American	5.5%	5.6%	5.7%
Asian	3.5%	3.4%	3.3%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.1%
American Indian or Alaska Native	0.1%	0.0%	0.1%
Two Or More Races	3.9%	4.0%	4.2%

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	274	288	297
PK - Full Day	153	170	165
KG - Half Day	0	0	0
KG - Full Day	971	966	939

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.

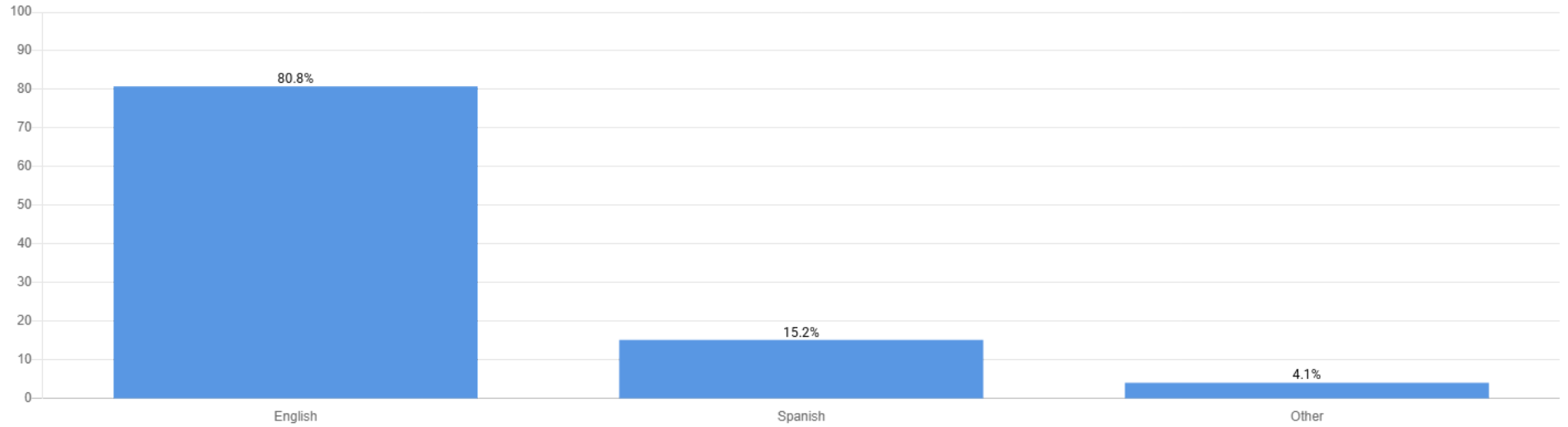
Enrollment Status	2021-22	2022-23	2023-24
Full Time Students	14,331	14,328	14,261
Shared Time Students	331	340	389
Full Time Equivalent	14,497	14,498	14,456

Demographics

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

Enrollment by Home Language

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



Student Growth

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

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

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

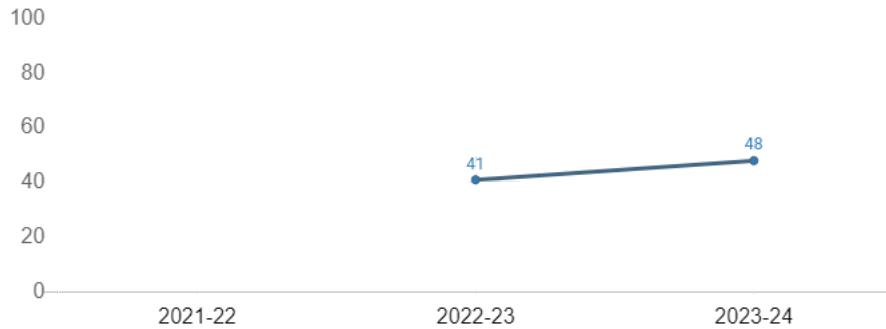
Important Note for 2023-24: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022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

Student Growth Trends and Progress

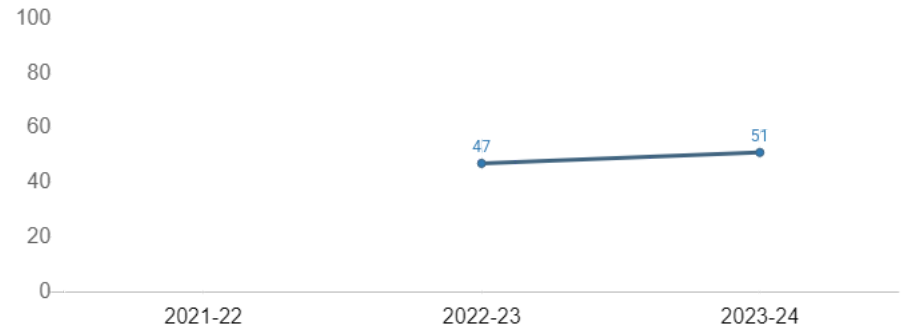
These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Median Student Growth Percentile		41	48		47	51
Met Standard (40-59.5)?		Met Standard	Met Standard		Met Standard	Met Standard
Statewide: Median Student Growth Percentile		50	50		50	50

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

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Student Growth

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

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	48	50	Met Standard	51	50	Met Standard
White	50	50	Met Standard	51	51	Met Standard
Hispanic	44	49	Met Standard	51	48	Met Standard
Black or African American	40	47	Met Standard	46	46	Met Standard
Asian, Native Hawaiian, or Pacific Islander	60	59	Exceeds Standard	58	60	Met Standard
American Indian or Alaska Native	*	50	**	*	50	**
Two or More Races	45	50	Met Standard	49	51	Met Standard
Female	49	52		50	50	
Male	46	48		51	50	
Non-Binary/Undesignated Gender	N	44		N	45.5	
Economically Disadvantaged Students	43	48	Met Standard	51	48	Met Standard
Students with Disabilities	40	43	Met Standard	46	44	Met Standard
Multilingual Learners	44	50	Met Standard	48	50	Met Standard
Students Experiencing Homelessness	31	43		48.5	45	
Students in Foster Care	*	40		*	47	
Military-Connected Students	N	47.5		N	51	
Migrant Students	N	53		N	44	

Student Growth

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

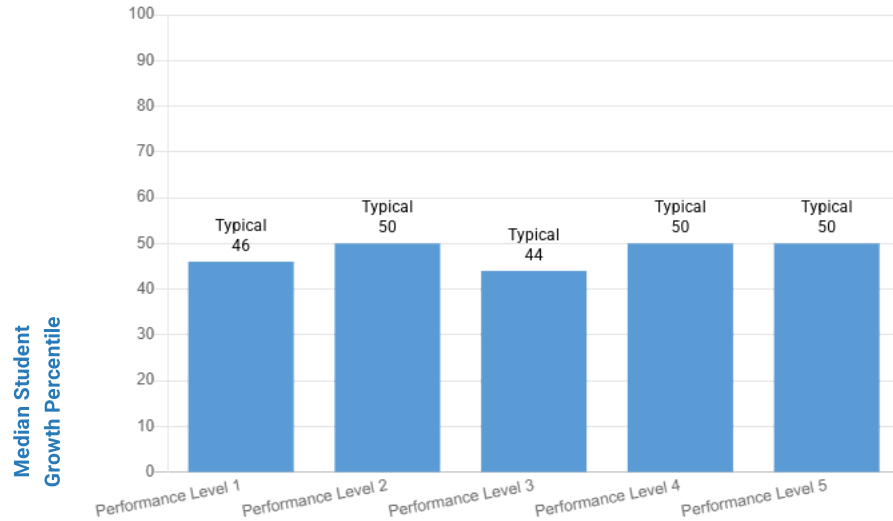
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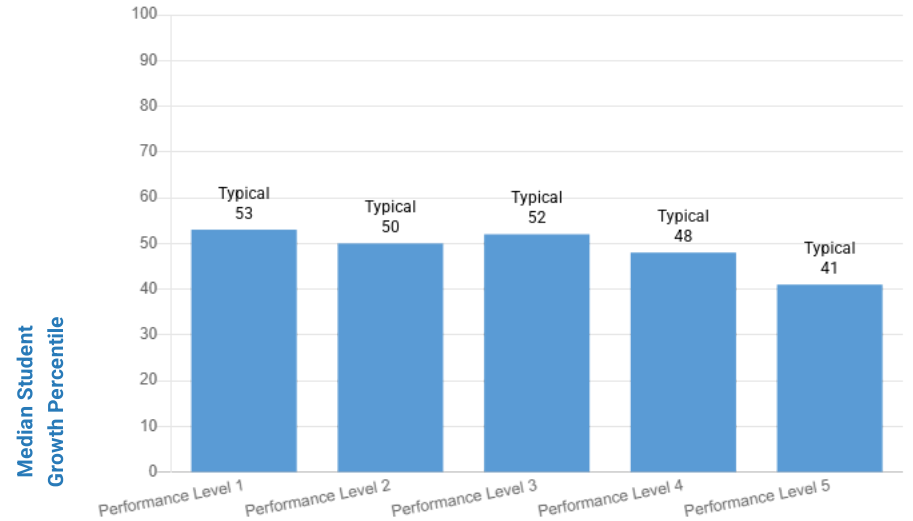
Student Growth by Performance Level

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

ELA



Math



Student Growth

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

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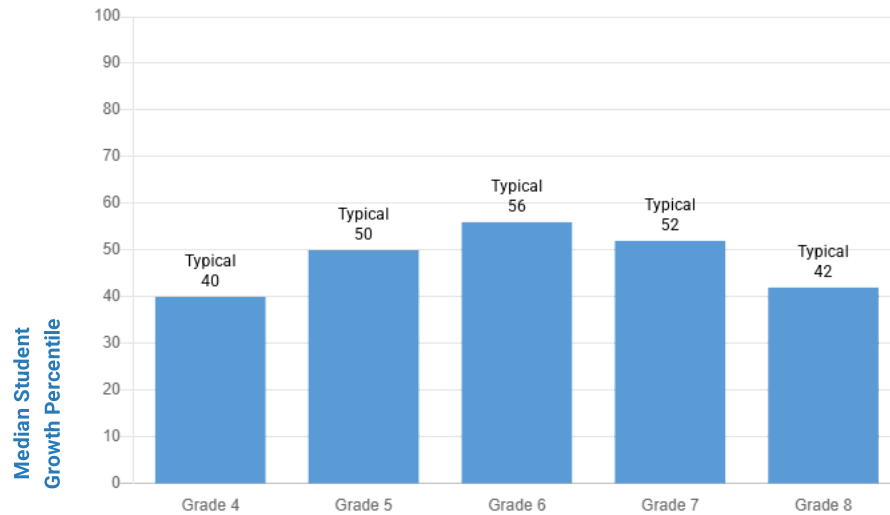
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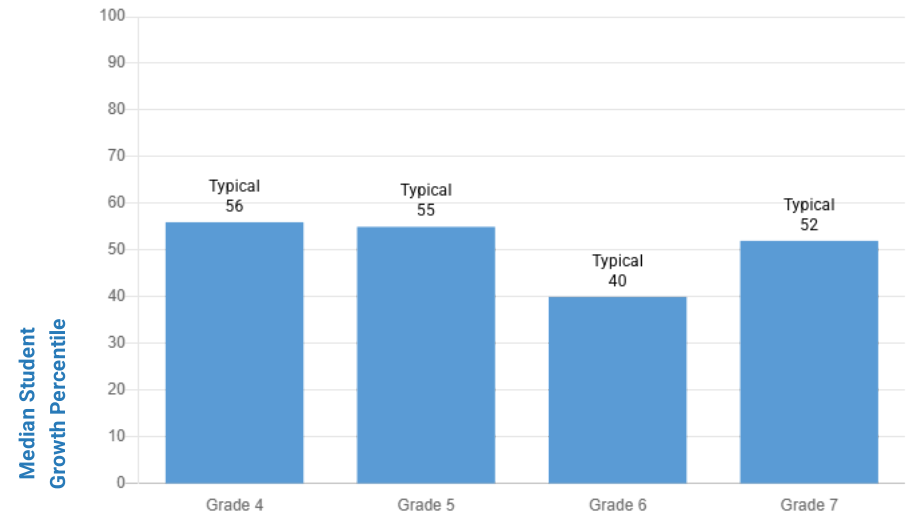
Student Growth by Grade

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

ELA



Math



Academic Achievement

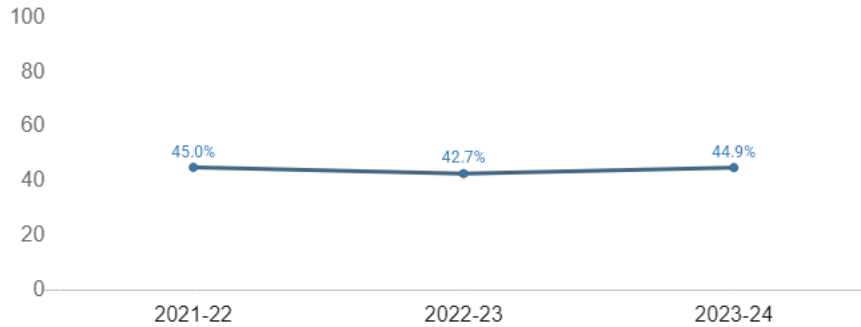
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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

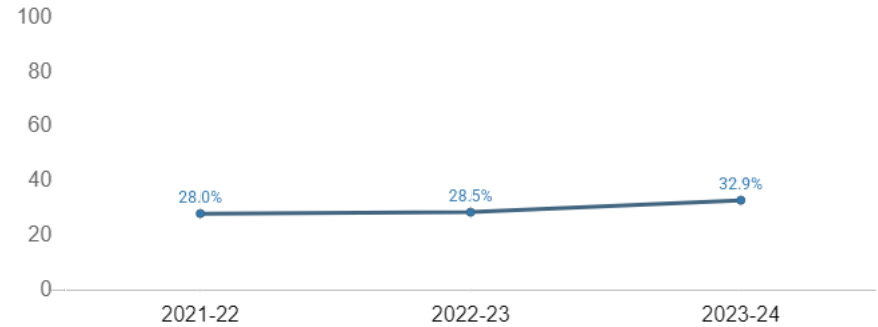
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	98.7%	98.6%	98.9%	98.4%	98.6%	98.9%
Proficiency Rate for Federal Accountability	45.0%	42.7%	44.9%	28.0%	28.5%	32.9%
Annual Target	55.3%	56.8%	44.6%	46.2%	48.4%	30.9%
Met Annual Target?	Not Met	Not Met	Met Target	Not Met	Not Met	Met Target
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

† Target was met within a confidence interval.

Academic Achievement

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	7,233	98.9%	44.9%	52.2%	44.9%	44.6%	Met Target
White	4,324	98.9%	51.2%	61.8%	51.2%	50%	Met Target
Hispanic	1,943	99.2%	30.9%	38%	30.9%	30.7%	Met Target
Black or African American	397	99%	28.5%	35.9%	28.5%	30.2%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	99.3%	73.5%	79.9%	73.5%	69.6%	Met Target
American Indian or Alaska Native	*	*	*	51.2%	*	**	**
Two or More Races	309	97.2%	42.7%	59.4%	42.7%	43.4%	Met Target†
Female	*	98.7%	51.3%	57.7%	51.3%		
Male	*	99.2%	38.8%	47%	38.8%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	2,659	98.8%	30.3%	34.6%	30.3%	29.5%	Met Target
Non-Economically Disadvantaged Students	4,574	99%	53.4%	62.8%	53.4%		
Students with Disabilities	1,545	97.8%	12.4%	19.8%	12.4%	16.1%	Not Met
Students without Disabilities	5,688	99.2%	53.8%	59.4%	53.8%		
Multilingual Learners	455	99.8%	12.3%	23.1%	12.3%	17.7%	Not Met
Non-Multilingual Learners	6,778	98.9%	47.1%	56.2%	47.1%		
Students Experiencing Homelessness	69	96.2%	18.8%	21.9%	18.8%		
Students in Foster Care	14	94.1%	14.3%	19.3%	14.3%		
Military-Connected Students	*	*	*	48.2%	*		
Migrant Students	*	*	*	13.3%	*		

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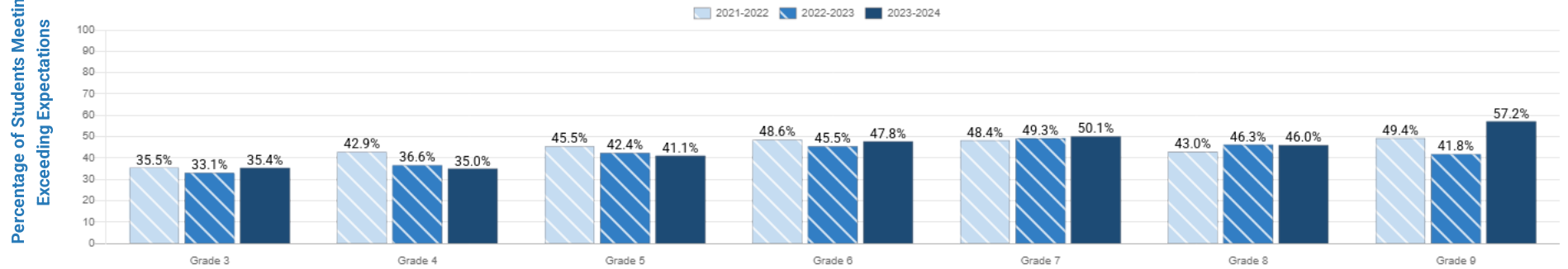
Academic Achievement

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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	984	732	741	23%	19%	23%	32%	3%	35%	44%
White	605	738	751	18%	19%	24%	37%	3%	40%	53%
Hispanic	276	718	724	37%	17%	21%	24%	1%	25%	29%
Black or African American	45	725	725	20%	31%	27%	20%	2%	22%	29%
Asian, Native Hawaiian, or Pacific Islander	37	758	770	11%	16%	16%	41%	16%	57%	70%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	46%
Two or More Races	*	727	751	20%	30%	20%	30%	0%	30%	52%
Female	*	738	746	17%	19%	22%	38%	4%	42%	48%
Male	*	726	736	29%	19%	24%	26%	2%	29%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	385	719	722	35%	21%	23%	19%	2%	22%	26%
Non-Economically Disadvantaged Students	599	741	753	16%	18%	23%	41%	4%	44%	55%
Students with Disabilities	200	699	710	55%	22%	14%	9%	1%	10%	18%
Students without Disabilities	784	740	747	15%	18%	25%	38%	4%	42%	49%
Multilingual Learners	84	694	704	*	*	*	*	*	*	13%
Non-Multilingual Learners	900	736	746	19%	19%	23%	35%	3%	38%	48%
Students Experiencing Homelessness	11	714	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	987	735	749	20%	17%	28%	28%	6%	35%	51%
White	561	741	758	14%	16%	28%	34%	7%	41%	61%
Hispanic	*	722	734	29%	21%	29%	17%	3%	21%	35%
Black or African American	60	715	733	43%	18%	22%	15%	2%	17%	34%
Asian, Native Hawaiian, or Pacific Islander	*	768	776	0%	6%	26%	47%	21%	68%	78%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	51%
Two or More Races	64	736	757	19%	14%	28%	31%	8%	39%	60%
Female	*	738	752	17%	17%	28%	30%	7%	38%	54%
Male	*	731	745	24%	16%	28%	27%	5%	32%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	391	721	731	30%	20%	29%	18%	2%	21%	32%
Non-Economically Disadvantaged Students	596	743	760	13%	15%	28%	35%	9%	44%	63%
Students with Disabilities	*	705	720	51%	20%	19%	9%	1%	10%	21%
Students without Disabilities	*	743	755	11%	16%	31%	34%	8%	42%	57%
Multilingual Learners	67	703	711	*	*	*	*	*	*	13%
Non-Multilingual Learners	920	737	753	18%	16%	29%	30%	7%	37%	55%
Students Experiencing Homelessness	13	706	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	1,024	740	750	15%	17%	27%	37%	4%	41%	52%
White	606	746	760	11%	15%	28%	41%	5%	46%	63%
Hispanic	278	728	736	23%	21%	28%	27%	1%	28%	37%
Black or African American	54	716	734	33%	31%	19%	15%	2%	17%	35%
Asian, Native Hawaiian, or Pacific Islander	*	769	778	3%	5%	16%	61%	16%	76%	80%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	48	744	757	10%	17%	23%	46%	4%	50%	60%
Female	*	745	755	11%	17%	25%	41%	6%	47%	57%
Male	*	735	745	18%	17%	30%	32%	3%	35%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	392	728	732	22%	20%	30%	26%	1%	27%	33%
Non-Economically Disadvantaged Students	632	747	761	10%	15%	25%	43%	6%	50%	64%
Students with Disabilities	226	710	719	44%	26%	19%	11%	1%	12%	20%
Students without Disabilities	798	749	756	7%	14%	30%	44%	5%	49%	59%
Multilingual Learners	27	693	705	*	*	*	*	*	*	*
Non-Multilingual Learners	997	741	754	13%	17%	27%	38%	5%	42%	57%
Students Experiencing Homelessness	15	713	718	33%	40%	7%	20%	0%	20%	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	1,027	746	751	13%	16%	24%	36%	12%	48%	53%
White	601	752	760	11%	14%	19%	40%	15%	56%	63%
Hispanic	286	734	738	19%	19%	31%	25%	6%	31%	39%
Black or African American	*	733	735	16%	21%	35%	21%	7%	28%	35%
Asian, Native Hawaiian, or Pacific Islander	*	764	778	0%	15%	17%	44%	24%	68%	82%
American Indian or Alaska Native	*	*	748	*	*	*	*	*	*	49%
Two or More Races	*	752	758	2%	10%	33%	50%	5%	55%	60%
Female	*	752	756	8%	15%	24%	39%	14%	53%	59%
Male	*	741	746	17%	17%	23%	32%	11%	43%	48%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	390	733	735	19%	21%	26%	30%	4%	34%	35%
Non-Economically Disadvantaged Students	637	754	761	9%	13%	22%	39%	17%	56%	65%
Students with Disabilities	198	712	719	40%	32%	17%	10%	1%	11%	17%
Students without Disabilities	829	754	758	6%	12%	25%	42%	15%	57%	60%
Multilingual Learners	*	692	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	748	754	11%	16%	24%	37%	13%	49%	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	1,092	748	752	15%	14%	21%	30%	20%	50%	54%
White	644	756	761	11%	11%	20%	33%	25%	58%	64%
Hispanic	299	733	737	23%	17%	23%	26%	10%	36%	39%
Black or African American	61	731	734	23%	23%	18%	26%	10%	36%	37%
Asian, Native Hawaiian, or Pacific Islander	*	770	785	3%	5%	21%	36%	36%	72%	84%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	51%
Two or More Races	*	734	759	19%	23%	21%	29%	8%	38%	60%
Female	*	754	758	11%	13%	19%	33%	24%	57%	60%
Male	*	742	746	19%	15%	23%	28%	16%	44%	48%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	395	731	734	24%	21%	23%	24%	9%	33%	36%
Non-Economically Disadvantaged Students	697	757	762	10%	10%	20%	34%	26%	60%	64%
Students with Disabilities	213	706	715	46%	25%	16%	11%	2%	13%	18%
Students without Disabilities	879	758	759	7%	11%	22%	35%	24%	59%	61%
Multilingual Learners	35	697	700	*	*	*	*	*	*	*
Non-Multilingual Learners	1,057	750	756	14%	14%	21%	31%	20%	52%	58%
Students Experiencing Homelessness	11	726	717	27%	18%	27%	18%	9%	27%	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	1,072	745	751	17%	14%	23%	31%	15%	46%	53%
White	661	752	760	13%	12%	21%	35%	19%	54%	62%
Hispanic	273	729	736	23%	21%	27%	21%	7%	29%	39%
Black or African American	59	725	735	34%	15%	25%	19%	7%	25%	37%
Asian, Native Hawaiian, or Pacific Islander	*	776	783	0%	6%	9%	60%	26%	86%	82%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	52%
Two or More Races	*	734	757	32%	7%	25%	25%	11%	36%	59%
Female	*	755	759	11%	12%	22%	36%	20%	56%	60%
Male	*	734	743	23%	17%	24%	25%	10%	36%	46%
Non-binary/undesignated gender	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	364	729	734	27%	17%	23%	25%	7%	32%	36%
Non-Economically Disadvantaged Students	708	753	761	12%	13%	22%	34%	19%	53%	63%
Students with Disabilities	192	702	713	*	*	*	*	*	*	16%
Students without Disabilities	880	754	758	9%	13%	23%	36%	18%	55%	60%
Multilingual Learners	24	699	701	*	*	*	*	*	*	*
Non-Multilingual Learners	1,048	746	755	16%	14%	23%	31%	16%	47%	56%
Students Experiencing Homelessness	14	713	719	43%	14%	14%	29%	0%	29%	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	1,076	754	755	10%	13%	20%	39%	18%	57%	58%
White	634	761	764	6%	11%	19%	41%	22%	64%	67%
Hispanic	288	740	741	17%	17%	23%	35%	9%	43%	45%
Black or African American	*	741	737	17%	17%	20%	36%	10%	46%	40%
Asian, Native Hawaiian, or Pacific Islander	45	774	789	4%	4%	11%	44%	36%	80%	87%
American Indian or Alaska Native	*	*	757	*	*	*	*	*	*	59%
Two or More Races	*	748	761	13%	16%	21%	32%	18%	50%	64%
Female	*	762	762	8%	9%	18%	43%	22%	65%	64%
Male	*	747	747	12%	17%	22%	35%	15%	50%	51%
Non-binary/undesignated gender	*	*	774	*	*	*	*	*	*	77%
Economically Disadvantaged Students	350	741	738	16%	17%	23%	35%	9%	44%	41%
Non-Economically Disadvantaged Students	726	760	764	7%	11%	18%	41%	23%	64%	67%
Students with Disabilities	195	718	717	28%	35%	21%	14%	2%	16%	19%
Students without Disabilities	881	762	761	6%	8%	20%	44%	22%	66%	64%
Multilingual Learners	45	701	701	49%	31%	9%	11%	0%	11%	*
Non-Multilingual Learners	1,031	756	758	8%	12%	20%	40%	19%	59%	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	7,307	98.9%	32.9%	40.2%	32.9%	30.9%	Met Target
White	4,329	98.9%	39.1%	51.1%	39.1%	35.7%	Met Target
Hispanic	1,999	99.1%	20.8%	24.2%	20.8%	19.3%	Met Target
Black or African American	399	98.4%	14.3%	20.1%	14.3%	13.3%	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	99.3%	55.6%	74.4%	55.6%	53.5%	Met Target
American Indian or Alaska Native	*	*	*	42%	*	**	**
Two or More Races	311	97.8%	28.3%	48.9%	28.3%	32.8%	Not Met
Female	*	98.6%	32.3%	38.4%	32.3%		
Male	*	99.2%	33.4%	42%	33.4%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	2,704	98.7%	19.9%	21.7%	19.9%	18.7%	Met Target
Non-Economically Disadvantaged Students	4,603	99%	40.5%	51.5%	40.5%		
Students with Disabilities	1,546	97.8%	10.9%	16.6%	10.9%	13.7%	Not Met
Students without Disabilities	5,761	99.2%	38.8%	45.4%	38.8%		
Multilingual Learners	527	99.3%	13.1%	18.7%	13.1%	13.9%	Met Target†
Non-Multilingual Learners	6,780	98.9%	34.4%	43.5%	34.4%		
Students Experiencing Homelessness	69	97.5%	11.6%	12.9%	11.6%		
Students in Foster Care	14	100%	<10%	12.4%	<10%		
Military-Connected Students	*	*	*	38.8%	*		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

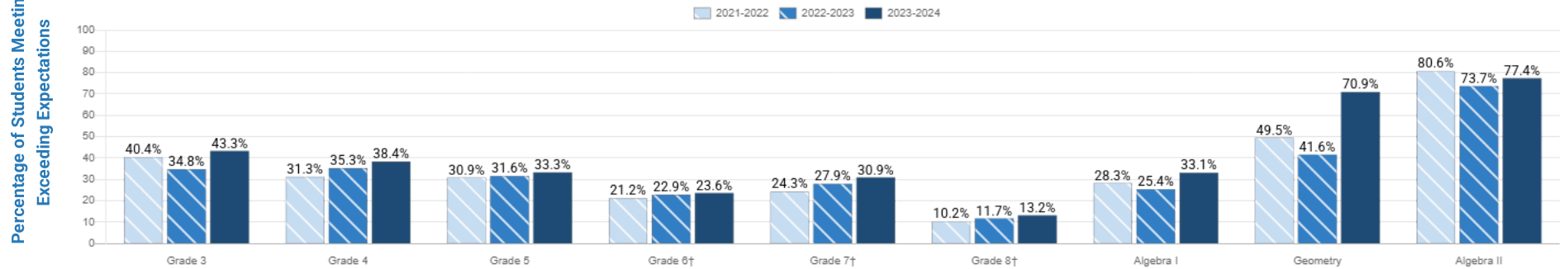
Academic Achievement

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	1,001	743	747	11%	17%	29%	34%	10%	43%	48%
White	607	749	757	7%	13%	29%	39%	12%	50%	60%
Hispanic	290	730	732	18%	26%	28%	24%	5%	29%	31%
Black or African American	46	727	728	17%	20%	43%	20%	0%	20%	27%
Asian, Native Hawaiian, or Pacific Islander	37	769	776	8%	3%	16%	46%	27%	73%	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	51%
Two or More Races	*	737	755	10%	30%	30%	25%	5%	30%	56%
Female	*	742	744	11%	19%	29%	33%	8%	41%	45%
Male	*	744	749	11%	15%	29%	34%	12%	45%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	392	732	729	17%	24%	29%	26%	4%	30%	28%
Non-Economically Disadvantaged Students	609	750	758	7%	12%	29%	39%	13%	52%	60%
Students with Disabilities	200	720	725	29%	26%	26%	17%	3%	19%	25%
Students without Disabilities	801	749	751	6%	15%	30%	38%	11%	49%	52%
Multilingual Learners	99	718	722	28%	27%	26%	18%	0%	18%	20%
Non-Multilingual Learners	902	746	751	9%	16%	29%	35%	11%	46%	52%
Students Experiencing Homelessness	11	731	717	18%	9%	45%	27%	0%	27%	17%
Students in Foster Care	*	*	719	*	*	*	*	*	*	18%
Military-Connected Students	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	727	*	*	*	*	*	*	12%

Academic Achievement

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

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Mathematics Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	997	738	744	13%	21%	27%	34%	4%	38%	45%
White	560	745	754	9%	16%	28%	42%	5%	47%	57%
Hispanic	*	726	730	20%	32%	23%	24%	1%	25%	28%
Black or African American	60	718	726	25%	38%	22%	15%	0%	15%	24%
Asian, Native Hawaiian, or Pacific Islander	*	762	773	3%	0%	38%	44%	15%	59%	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	50%
Two or More Races	64	739	752	9%	23%	33%	31%	3%	34%	54%
Female	*	738	743	13%	23%	27%	33%	4%	37%	43%
Male	*	739	746	13%	20%	27%	36%	4%	40%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	398	725	727	18%	32%	30%	19%	1%	20%	25%
Non-Economically Disadvantaged Students	599	747	755	10%	14%	25%	45%	6%	51%	58%
Students with Disabilities	*	716	722	32%	33%	21%	13%	0%	13%	21%
Students without Disabilities	*	745	749	7%	18%	29%	41%	5%	46%	50%
Multilingual Learners	78	711	718	*	*	*	*	*	*	14%
Non-Multilingual Learners	919	741	748	11%	21%	27%	37%	4%	41%	49%
Students Experiencing Homelessness	13	707	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	1,047	736	741	12%	26%	29%	28%	5%	33%	40%
White	606	742	751	7%	24%	30%	33%	6%	39%	53%
Hispanic	296	725	726	20%	31%	28%	20%	2%	21%	23%
Black or African American	56	714	722	30%	38%	20%	11%	2%	13%	19%
Asian, Native Hawaiian, or Pacific Islander	*	760	772	7%	5%	27%	44%	17%	61%	76%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	48	741	748	6%	19%	40%	29%	6%	35%	49%
Female	*	736	739	10%	27%	30%	28%	5%	33%	38%
Male	*	736	742	13%	24%	29%	28%	6%	34%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	408	725	724	17%	33%	29%	18%	2%	20%	20%
Non-Economically Disadvantaged Students	639	743	752	8%	21%	29%	35%	7%	42%	53%
Students with Disabilities	226	713	717	31%	41%	16%	10%	1%	11%	16%
Students without Disabilities	821	742	746	6%	21%	33%	33%	6%	39%	45%
Multilingual Learners	48	701	711	*	*	*	*	*	*	*
Non-Multilingual Learners	999	738	744	10%	25%	30%	29%	5%	35%	44%
Students Experiencing Homelessness	15	708	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	1,044	728	737	17%	30%	30%	20%	4%	24%	36%
White	605	733	746	13%	28%	30%	25%	4%	29%	47%
Hispanic	297	719	723	26%	32%	28%	11%	2%	13%	20%
Black or African American	*	719	718	24%	38%	24%	10%	3%	14%	15%
Asian, Native Hawaiian, or Pacific Islander	*	743	768	2%	22%	29%	39%	7%	46%	73%
American Indian or Alaska Native	*	*	735	*	*	*	*	*	*	33%
Two or More Races	*	730	743	7%	35%	42%	12%	5%	16%	45%
Female	*	727	736	16%	31%	30%	20%	3%	23%	34%
Male	*	729	738	17%	28%	30%	20%	4%	25%	38%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	399	719	721	23%	37%	27%	11%	2%	13%	17%
Non-Economically Disadvantaged Students	645	734	747	13%	25%	32%	26%	4%	30%	48%
Students with Disabilities	200	706	714	*	*	*	*	*	*	12%
Students without Disabilities	844	733	741	11%	28%	33%	23%	4%	28%	41%
Multilingual Learners	*	700	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	730	740	15%	30%	31%	21%	4%	25%	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	1,075	735	739	11%	27%	31%	27%	4%	31%	37%
White	614	740	748	7%	23%	32%	33%	5%	38%	50%
Hispanic	312	726	728	16%	34%	31%	16%	2%	19%	23%
Black or African American	63	716	724	24%	49%	16%	11%	0%	11%	18%
Asian, Native Hawaiian, or Pacific Islander	*	751	764	0%	14%	35%	46%	5%	51%	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	*	732	743	19%	19%	33%	27%	2%	29%	44%
Female	*	735	738	9%	29%	33%	26%	3%	29%	36%
Male	*	735	739	12%	26%	29%	29%	4%	33%	39%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	402	725	726	17%	37%	29%	15%	2%	18%	20%
Non-Economically Disadvantaged Students	673	741	747	7%	22%	32%	34%	4%	39%	48%
Students with Disabilities	213	713	716	*	*	*	*	*	*	12%
Students without Disabilities	862	740	743	6%	23%	34%	32%	5%	37%	43%
Multilingual Learners	*	715	714	*	*	*	*	*	*	*
Non-Multilingual Learners	*	736	741	10%	26%	31%	28%	4%	32%	40%
Students Experiencing Homelessness	11	724	716	18%	27%	36%	18%	0%	18%	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	855	714	719	30%	33%	24%	13%	1%	13%	19%
White	473	719	729	23%	34%	27%	15%	1%	16%	27%
Hispanic	272	708	713	43%	31%	15%	11%	0%	12%	13%
Black or African American	57	709	707	*	*	*	*	*	*	10%
Asian, Native Hawaiian, or Pacific Islander	*	727	740	*	*	*	*	*	*	40%
American Indian or Alaska Native	*	*	722	*	*	*	*	*	*	21%
Two or More Races	36	706	722	*	*	*	*	*	*	22%
Female	*	715	719	30%	33%	24%	13%	0%	13%	19%
Male	*	714	719	31%	32%	24%	13%	1%	14%	20%
Non-binary/undesignated gender	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	343	709	711	*	*	*	*	*	*	12%
Non-Economically Disadvantaged Students	512	718	725	26%	33%	24%	16%	1%	17%	25%
Students with Disabilities	190	694	702	*	*	*	*	*	*	*
Students without Disabilities	665	720	724	23%	33%	28%	16%	1%	17%	23%
Multilingual Learners	*	703	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	715	721	30%	32%	24%	13%	1%	13%	21%
Students Experiencing Homelessness	15	709	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	1,177	734	738	15%	25%	27%	32%	1%	33%	40%
White	691	740	748	10%	23%	26%	40%	1%	41%	51%
Hispanic	322	721	723	26%	29%	29%	15%	0%	16%	23%
Black or African American	68	719	719	26%	29%	28%	16%	0%	16%	19%
Asian, Native Hawaiian, or Pacific Islander	54	749	773	7%	11%	24%	57%	0%	57%	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	*	732	746	20%	24%	22%	32%	2%	34%	49%
Female	*	734	737	13%	28%	26%	33%	1%	33%	39%
Male	*	734	739	17%	22%	28%	32%	1%	33%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	*	724	722	23%	28%	27%	21%	1%	22%	22%
Non-Economically Disadvantaged Students	*	738	747	12%	23%	27%	38%	1%	38%	50%
Students with Disabilities	192	705	710	*	*	*	*	*	*	11%
Students without Disabilities	985	739	743	11%	21%	30%	38%	1%	39%	45%
Multilingual Learners	82	708	705	*	*	*	*	*	*	*
Non-Multilingual Learners	1,095	736	741	14%	24%	27%	34%	1%	35%	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	175	757	750	0%	3%	26%	66%	5%	71%	53%
White	*	758	752	0%	3%	24%	68%	4%	72%	57%
Hispanic	12	764	735	0%	0%	8%	67%	25%	92%	29%
Black or African American	*	*	733	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	11	753	765	0%	0%	45%	55%	0%	55%	77%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	66%
Two or More Races	*	*	756	*	*	*	*	*	*	63%
Female	*	756	748	0%	4%	27%	63%	6%	69%	50%
Male	*	759	752	0%	1%	26%	69%	5%	73%	57%
Non-binary/undesignated gender	*	*	752	*	*	*	*	*	*	60%
Economically Disadvantaged Students	24	755	734	0%	4%	38%	50%	8%	58%	28%
Non-Economically Disadvantaged Students	151	758	754	0%	3%	25%	68%	5%	73%	60%
Students with Disabilities	*	*	727	*	*	*	*	*	*	24%
Students without Disabilities	*	757	751	0%	3%	27%	66%	5%	71%	54%
Multilingual Learners	*	*	716	*	*	*	*	*	*	11%
Non-Multilingual Learners	*	757	751	0%	3%	26%	66%	5%	71%	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	31	760	770	3%	0%	19%	77%	0%	77%	73%
White	19	753	771	5%	0%	32%	63%	0%	63%	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	*	760	765	0%	0%	10%	90%	0%	90%	68%
Male	*	759	776	5%	0%	24%	71%	0%	71%	78%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	733	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	760	777	3%	0%	20%	77%	0%	77%	80%
Students with Disabilities	*	*	752	*	*	*	*	*	*	54%
Students without Disabilities	*	760	771	3%	0%	19%	77%	0%	77%	73%
Multilingual Learners	*	*	706	*	*	*	*	*	*	14%
Non-Multilingual Learners	*	760	772	3%	0%	19%	77%	0%	77%	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	18	94.7%	18	94.7%
4	15	93.8%	16	94.1%
5	24	96.0%	24	96.0%
6	14	100.0%	14	100.0%
7	26	100.0%	26	100.0%
8	10	100.0%	10	100.0%
11	19	95.0%	19	95.0%

Report Key:

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

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	551	*	>90%	*	<10%
3-4	211	*	>90%	*	<10%
5 or more	52	46	88.5%	6	11.5%

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	26.4%	22.7%	Met Target

† Target was met within a confidence interval.

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

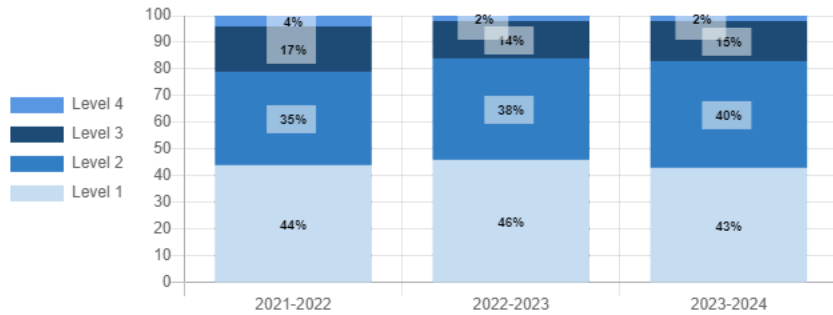
Academic Achievement

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

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

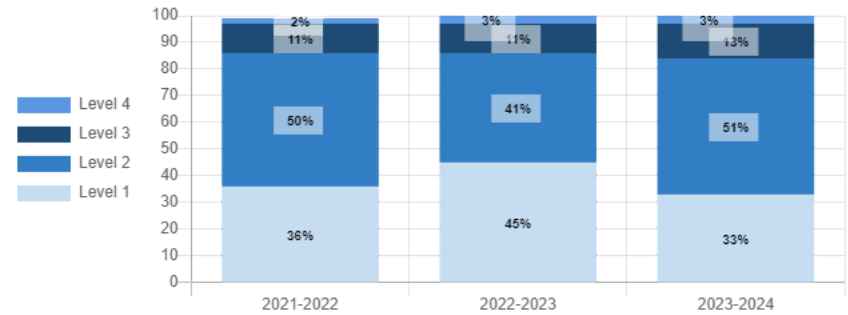
NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 8 Summary

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



Report Key:

* Data is not displayed in order to protect student privacy
 ** Accountability calculations require 20 or more students
 N No Data is available to display
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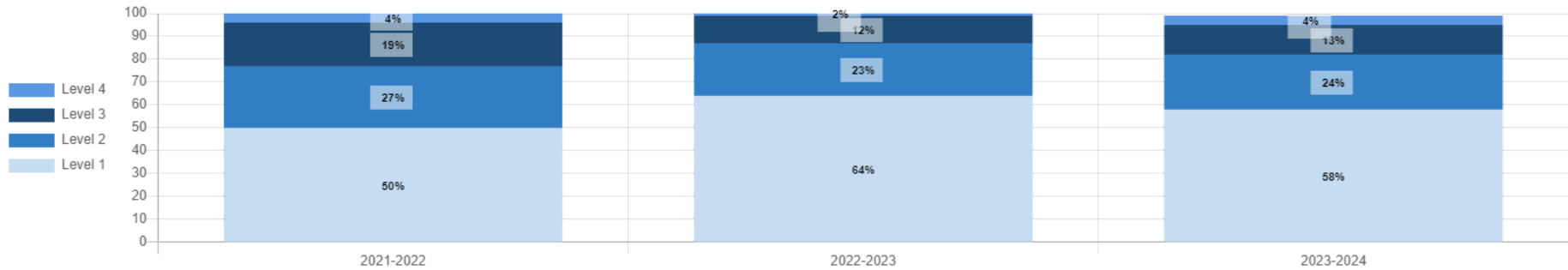
Academic Achievement

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NJSLA Science Assessment: Grade 11 Summary

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



Academic Achievement

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

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NJSLA Science Assessment: Grade 5

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	43%	40%	15%	2%	35%	37%	21%	6%
White	34%	46%	17%	2%	22%	42%	28%	8%
Hispanic	58%	34%	6%	1%	51%	36%	12%	2%
Black or African American	73%	20%	7%	0%	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	24%	34%	37%	5%	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	45%	31%	22%	2%	27%	36%	27%	10%
Female	43%	40%	15%	2%	35%	39%	20%	6%
Male	43%	40%	15%	2%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	59%	34%	6%	1%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	33%	44%	20%	2%	24%	39%	28%	10%
Students with Disabilities	74%	21%	4%	1%	64%	27%	8%	2%
Students without Disabilities	35%	46%	18%	2%	30%	39%	24%	7%
Multilingual Learners	87%	11%	2%	0%	78%	20%	2%	0%
Non-Multilingual Learners	41%	42%	15%	2%	30%	39%	23%	7%
Students Experiencing Homelessness	69%	31%	0%	0%	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.

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NJSLA Science Assessment: Grade 8

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	33%	51%	13%	3%	36%	45%	14%	5%
White	27%	52%	17%	4%	23%	52%	19%	6%
Hispanic	46%	47%	5%	1%	51%	42%	6%	1%
Black or African American	49%	44%	7%	0%	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	3%	60%	34%	3%	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	39%	50%	7%	5%	27%	46%	19%	8%
Female	31%	54%	13%	3%	35%	47%	13%	4%
Male	35%	47%	14%	4%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	45%	48%	6%	1%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	27%	52%	17%	4%	26%	48%	19%	7%
Students with Disabilities	75%	24%	1%	1%	67%	29%	3%	1%
Students without Disabilities	24%	57%	16%	4%	30%	48%	16%	6%
Multilingual Learners	81%	19%	0%	0%	75%	24%	1%	0%
Non-Multilingual Learners	31%	52%	14%	3%	32%	47%	15%	5%
Students Experiencing Homelessness	50%	50%	0%	0%	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.

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NJSLA Science Assessment: Grade 11

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	58%	24%	13%	4%	45%	27%	19%	9%
White	54%	24%	17%	5%	34%	30%	26%	11%
Hispanic	69%	24%	6%	2%	61%	25%	11%	3%
Black or African American	63%	31%	6%	0%	64%	24%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	32%	27%	30%	11%	17%	23%	33%	28%
American Indian or Alaska Native	*	*	*	*	54%	21%	19%	6%
Two or More Races	75%	13%	9%	3%	38%	26%	25%	11%
Female	58%	27%	13%	2%	43%	29%	20%	7%
Male	59%	22%	14%	5%	47%	24%	18%	10%
Non-binary/undesignated gender	*	*	*	*	26%	28%	30%	16%
Economically Disadvantaged Students	68%	23%	8%	1%	63%	24%	11%	2%
Non-Economically Disadvantaged Students	54%	25%	16%	5%	37%	28%	24%	12%
Students with Disabilities	83%	13%	4%	0%	77%	16%	5%	1%
Students without Disabilities	54%	27%	15%	5%	40%	28%	22%	10%
Multilingual Learners	87%	8%	6%	0%	88%	10%	1%	0%
Non-Multilingual Learners	57%	25%	14%	4%	42%	28%	21%	9%
Students Experiencing Homelessness	75%	8%	17%	0%	72%	19%	8%	1%
Students in Foster Care	*	*	*	*	76%	18%	5%	1%
Military-Connected Students	*	*	*	*	48%	29%	17%	7%
Migrant Students	*	*	*	*	*	*	*	*

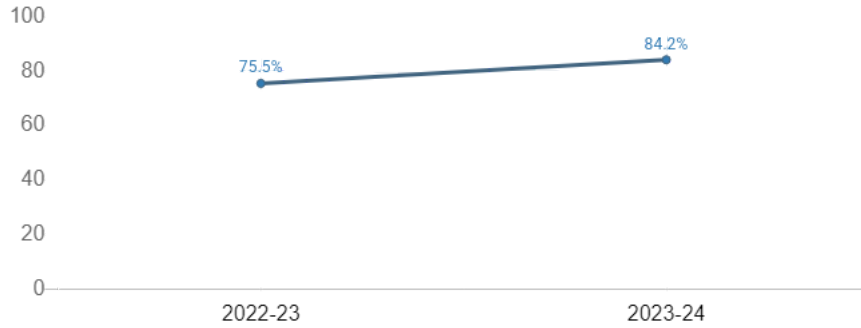
Academic Achievement

Graduation Proficiency Assessment (NJGPA) Trends

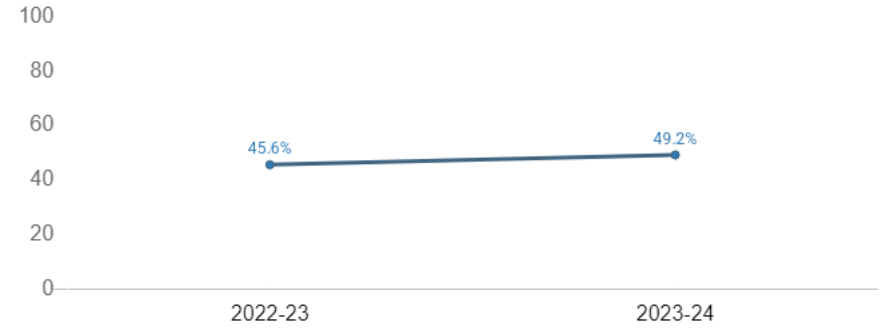
These graphs show trends in performance on the New Jersey Graduation Proficiency Assessment (NJGPA) for the last two years. Students are identified as either Graduation Ready or Not Yet Graduation Ready for both English Language Arts (ELA) and mathematics based on their scores on the assessment. These 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	75.5%	84.2%	45.6%	49.2%
Statewide Graduation Ready Rate	80.5%	82.5%	55.0%	55.6%

Academic Achievement

Graduation Proficiency Assessment (NJGPA) : Grade 11

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

Student Group	ELA Valid Scores	District % Graduation Ready: ELA	State % Graduation Ready: ELA	Math Valid Scores	District % Graduation Ready: Math	State % Graduation Ready: Math
Districtwide	1,186	84.2%	82.5%	1,186	49.2%	55.6%
White	701	89.2%	90%	700	56.3%	69.1%
Hispanic	329	76%	72.3%	330	36.1%	38%
Black or African American	77	75.3%	73.6%	77	29.9%	33.1%
Asian, Native Hawaiian, or Pacific Islander	*	>90%	>90%	*	82.2%	87.9%
American Indian or Alaska Native	*	*	76.2%	*	*	43.8%
Two or More Races	*	70.6%	87.5%	*	29.4%	62%
Female	*	88.9%	86.9%	*	52.2%	56.6%
Male	*	79.7%	78.3%	*	46.2%	54.7%
Non-binary/undesignated gender	*	*	87.7%	*	*	69.9%
Economically Disadvantaged Students	364	73.4%	71.7%	364	32.4%	36%
Non-Economically Disadvantaged Students	822	89.1%	87.6%	822	56.6%	65.1%
Students with Disabilities	192	52.6%	53.6%	193	11.9%	18.2%
Students without Disabilities	994	>90%	87.4%	993	56.4%	62%
Multilingual Learners	51	31.4%	24.4%	52	13.5%	12.5%
Non-Multilingual Learners	1,135	86.6%	86.5%	1,134	50.8%	58.8%
Students experiencing homelessness	12	66.7%	58.6%	12	50%	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	94.3%	80.7%
12th graders taking SAT in 2023-2024 or prior years	40.2%	62.7%
12th graders taking ACT in 2023-2024 or prior years	4.9%	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	433	459	Grade 10: 430 Grade 11: 460	44%	54%
PSAT 10/NMSQT - Math	431	454	Grade 10: 480 Grade 11: 510	19%	32%
SAT - Reading and Writing	539	530	480	76%	65%
SAT - Math	531	519	530	53%	46%
ACT - Reading	23	24	22	49%	63%
ACT - English	22	24	18	82%	76%
ACT - Math	22	23	22	55%	58%
ACT - Science	22	23	23	44%	55%

Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
N No Data is available to display
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College and Career Readiness

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

AP/IB Coursework – Participation and Performance

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

Students enrolled in one or more AP or IB course



Students taking one or more AP or IB exam



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



Dual Enrollment Coursework - Participation

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



College and Career Readiness

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AP/IB and Dual Enrollment Participation by Student Group

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

Student Group	% Enrolled in one or more AP or IB course	% Enrolled in one or more Dual Enrollment course	State: % Enrolled in one or more AP or IB course	State: % Enrolled in one or more Dual Enrollment course
Districtwide	30.1%	47.7%	35.9%	26.9%
White	36.2%	56.3%	41.8%	33.0%
Hispanic	15.6%	28.4%	23.2%	20.9%
Black or African American	15.8%	30.9%	20.3%	17.4%
Asian, Native Hawaiian, or Pacific Islander	56.0%	67.4%	70.5%	32.5%
American Indian or Alaska Native	*	*	30.4%	28.6%
Two or More Races	22.6%	36.5%	41.0%	29.0%
Female	33.8%	52.8%	41.4%	30.2%
Male	26.4%	42.2%	30.6%	23.7%
Non-Binary/Undesignated Gender	N	N	42.9%	28.4%
Economically Disadvantaged Students	14.1%	27.7%	22.8%	20.2%
Students with Disabilities	0.9%	10.5%	4.8%	10.9%
Multilingual Learners	1.0%	4.0%	9.8%	8.8%
Students experiencing homelessness	13.6%	36.4%	12.6%	15.1%
Students in Foster Care	*	*	4.5%	10.6%
Military-Connected Students	N	N	30.1%	29.2%
Migrant Students	N	N	0.0%	7.1%

College and Career Readiness

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

AP/IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP 2-D Art and Design	0	7
AP Biology	99	99
AP Calculus AB	82	70
AP Calculus BC	0	9
AP Chemistry	47	44
AP Computer Science A	28	28
AP Drawing	15	8
AP English Language and Composition	282	270
AP English Literature and Composition	129	128
AP Environmental Science	235	234
AP Macroeconomics	31	31
AP Microeconomics	35	32
AP Music Theory	8	8
AP Physics 1	0	18
AP Physics 2	0	3
AP Physics C	19	0
AP Physics C: Electricity and Magnetism	0	1
AP Physics C: Mechanics	0	1
AP Psychology	0	3
AP Research	13	13
AP Seminar	30	73
AP Spanish Language and Culture	0	11

College and Career Readiness

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AP/IB Course	Students Enrolled	Students Tested
AP Statistics	118	115
AP U.S. Government and Politics	111	106
AP U.S. History	190	187
Total Exams taken		1,499
Exams with scores of at least 3 on AP exams or 4 on IB exams		973

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
Arabic	*	*
French	*	*
German	*	*
Polish	*	*
Russian	*	*
Spanish	88	7.9%
Swahili	*	*
Tagalog	*	*
Ukrainian	*	*
Total Seals Earned	102	
Total Unique Students Earning Seals	100	9.0%
Current and Former Multilingual Learners Earning Seals	24	46.2%†

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

College and Career Readiness

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

Career and Technical Education Participation

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

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

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



College and Career Readiness

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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	15.9%	10.1%	7.6%	10.4%
White	16.4%	11.9%	6.1%	10.0%
Hispanic	14.4%	8.0%	9.3%	10.8%
Black or African American	13.9%	6.9%	9.5%	10.7%
Asian, Native Hawaiian, or Pacific Islander	21.4%	9.1%	5.5%	10.5%
American Indian or Alaska Native	*	*	8.3%	8.8%
Two or More Races	17.2%	3.6%	7.5%	10.1%
Female	15.7%	9.0%	7.5%	10.9%
Male	16.2%	11.2%	7.7%	9.9%
Non-Binary/Undesignated Gender	*	*	8.9%	15.2%
Economically Disadvantaged Students	15.6%	6.2%	9.8%	10.7%
Students with Disabilities	15.9%	10.8%	6.0%	7.9%
Multilingual Learners	12.6%	3.0%	8.0%	3.5%
Students experiencing homelessness	16.3%	6.1%	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

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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	62	13.2%
Arts, A/V Technology & Communications	44	15.2%
Business Management & Administration	*	*
Education & Training	*	*
Finance	*	*
Government & Public Administration	*	*
Health Science	27	100.0%
Hospitality & Tourism	31	100.0%
Human Services	39	100.0%
Information Technology	20	14.8%
Manufacturing	29	30.9%
Science, Technology, Engineering & Mathematics	*	*
Transportation, Distribution & Logistics	67	100.0%
Total	325	24.2%

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

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  1.8%
 State  2.2%

Report Key:

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

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	469	38	38
Arts, A/V Technology & Communications	289	*	*
Business Management & Administration	38	*	*
Education & Training	*	*	*
Finance	102	*	*
Government & Public Administration	47	*	*
Health Science	27	15	15
Hospitality & Tourism	31	*	*
Human Services	39	28	28
Information Technology	135	35	35
Manufacturing	94	*	*
Science, Technology, Engineering & Mathematics	*	*	*
Transportation, Distribution & Logistics	67	39	39
Total	1,343	163	163

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	11	0	0	0	0	1,073
7	34	0	0	0	0	0	1,138
8	216	33	0	0	0	0	912
9	963	145	34	0	0	0	96
10	116	929	166	36	0	1	8
11	46	97	823	179	26	22	25
12	23	33	115	284	104	171	154
Total	1,398	1,248	1,138	499	130	194	3,406
Enrolled in AP/IB Course					82	118	0
Enrolled in Dual Enrollment Course	0	0	0	299	0	194	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	163	0	914	34	1	24
10	950	182	90	6	0	43
11	91	477	13	124	126	391
12	101	50	12	202	100	585
Total	1,305	709	1,029	366	227	1,043
Enrolled in AP/IB Course	99	47		235	19	0
Enrolled in Dual Enrollment Course	33	0	0	0	0	116

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	1,109	6	0	0	0	48
10	75	1,141	0	1	0	26
11	32	1,167	35	99	0	48
12	242	179	0	281	0	282
Total	1,458	2,493	35	381	0	404
Enrolled in AP/IB Course	0	190	35	0		111
Enrolled in Dual Enrollment Course	0	67	35	202	0	4

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	1,054
7	0	0	0	0	0	0	1,130
8	0	0	0	0	0	0	1,117
9	817	132	0	0	63	0	1
10	768	121	0	0	69	0	0
11	445	82	0	0	49	0	0
12	148	29	0	0	19	0	0
Total	2,178	364	0	0	200	0	3,302
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	416	86	0	0	48	0	0

College and Career Readiness

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

Computer Science – Course Participation

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

Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
KG	N	N	N	N	N	N	N
1	N	N	N	N	N	N	N
2	N	N	N	N	N	N	N
3	N	N	N	N	N	N	N
4	N	N	N	N	N	N	N
5	N	N	N	N	N	N	N
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
9	17	0	0	0	0	0	0
10	27	0	0	0	0	0	0
11	51	0	0	0	0	0	0
12	62	0	0	0	0	0	0
Total	157	0	0	0	0	0	0
Enrolled in AP/IB Course	28	0		0			0
Enrolled in Dual Enrollment Course	148	0	0	0	0	0	0

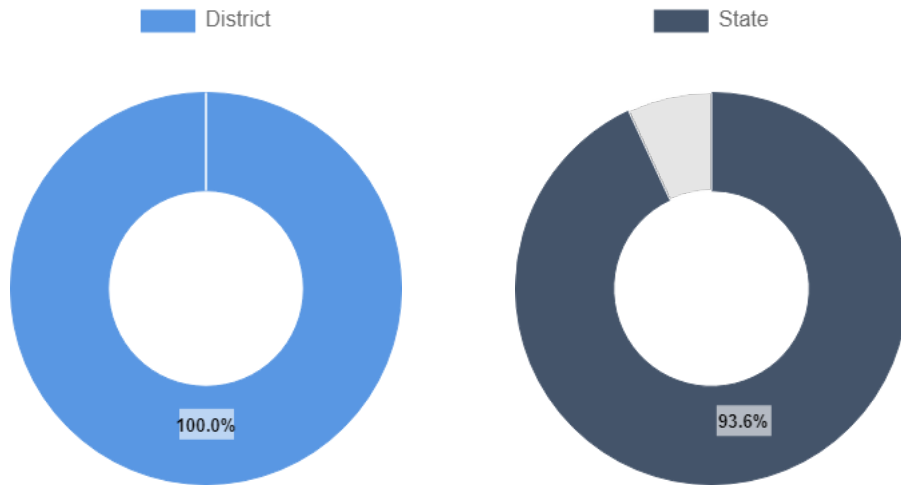
College and Career Readiness

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

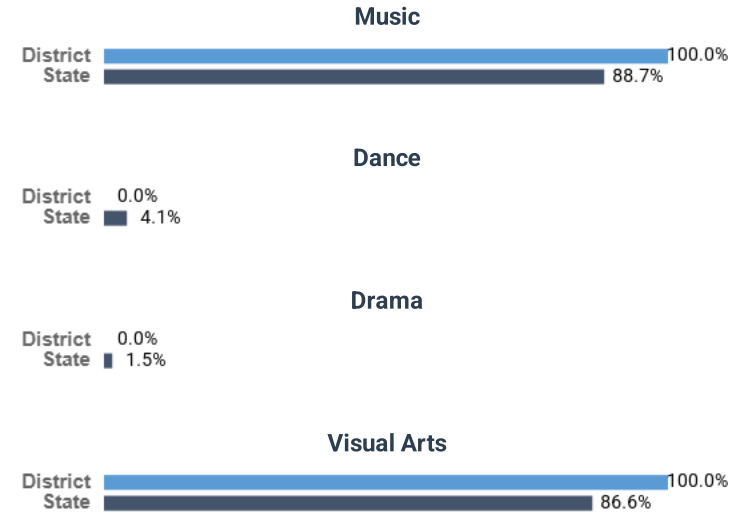
Visual and Performing Arts – Course Participation

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

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



Students enrolled in one or more classes by discipline:



College and Career Readiness

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

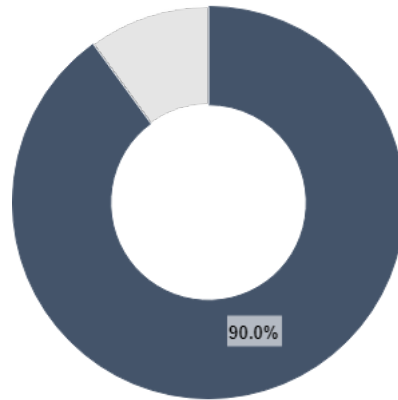
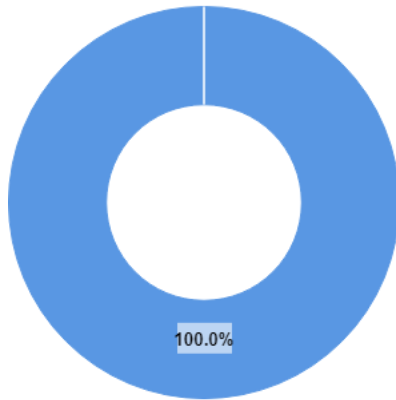
Visual and Performing Arts – Course Participation

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

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

District

State



Students enrolled in one or more classes by discipline:

Music



Dance



Drama



Visual Arts



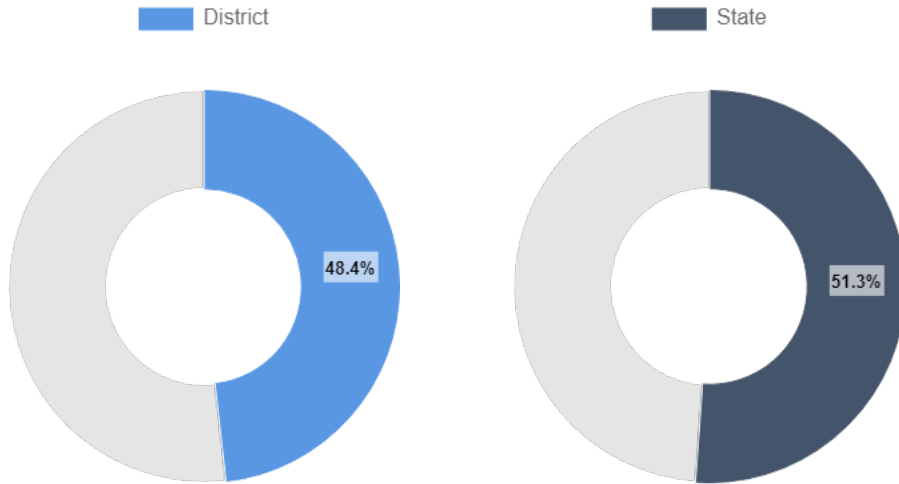
College and Career Readiness

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

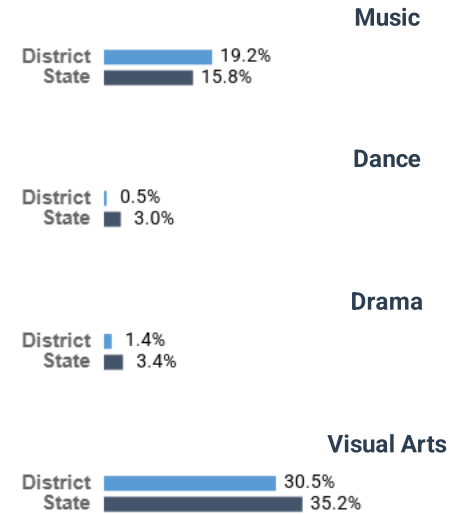
Visual and Performing Arts – Course Participation

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

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



Students enrolled in one or more classes by discipline:



College and Career Readiness

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

Structured Learning Experiences Participation

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

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

Structured Learning Experiences



Graduation/ Postsecondary

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

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

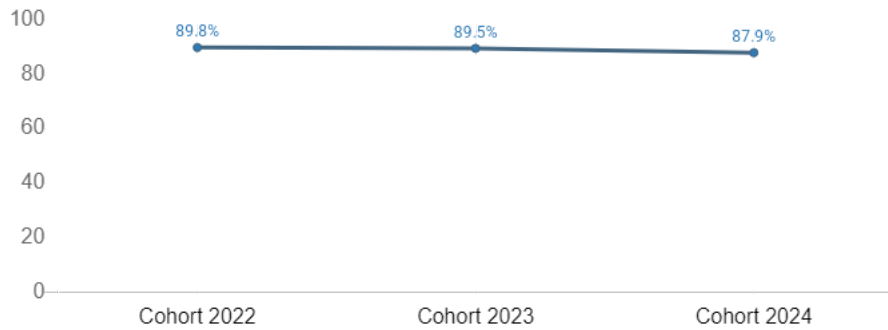
To be included as a graduate in the federal version of the graduation rate, students must have met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless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

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

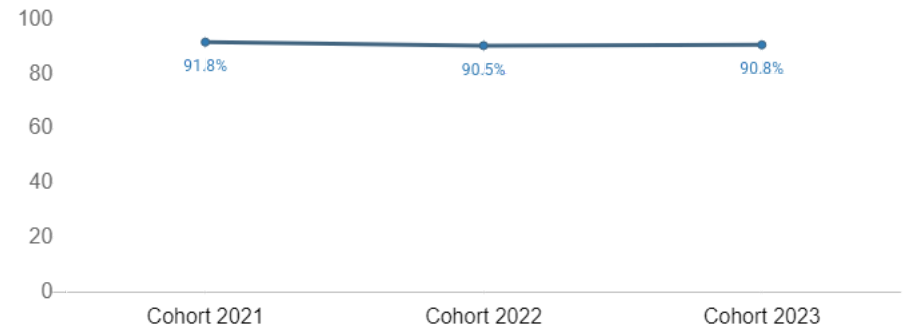
Graduation Rate Trends and Progress

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

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2022 4-Year Rate	Cohort 2023 4-Year Rate	Cohort 2024 4-Year Rate	Cohort 2021 5-Year Rate	Cohort 2022 5-Year Rate	Cohort 2023 5-Year Rate
Graduation Rate	89.8%	89.5%	87.9%	91.8%	90.5%	90.8%
Statewide Graduation Rate	90.9%	91.1%	91.3%	92.5%	92.7%	92.6%

Graduation/ Postsecondary

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

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

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

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

Cohort 2024 4-Year Graduation Cohort Profile

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

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	87.9%	3.9%	8.2%	91.3%	3.8%	4.9%
White	90.4%	2.8%	6.7%	95.0%	2.6%	2.5%
Hispanic	81.9%	7.1%	11.0%	86.9%	4.9%	8.3%
Black or African American	86.6%	4.9%	8.5%	86.5%	6.0%	7.5%
Asian, Native Hawaiian, or Pacific Islander	92.0%	2.0%	6.0%	96.7%	2.3%	1.0%
American Indian or Alaska Native	*	*	*	91.7%	3.8%	4.5%
Two or More Races	76.7%	0.0%	23.3%	92.3%	3.5%	4.3%
Female	88.7%	2.8%	8.5%	93.1%	2.8%	4.1%
Male	87.2%	4.9%	8.0%	89.5%	4.7%	5.7%
Non-Binary/Undesignated Gender	N	N	N	86.7%	3.3%	10.0%
Economically Disadvantaged Students	80.0%	6.3%	13.7%	87.1%	5.3%	7.7%
Students with Disabilities	77.4%	13.7%	8.8%	80.7%	12.5%	6.8%
Multilingual Learners	67.8%	13.6%	18.6%	78.9%	7.5%	13.6%
Students experiencing homelessness	64.5%	16.1%	19.4%	74.5%	11.2%	14.3%
Students in Foster Care	*	*	*	61.6%	13.1%	25.3%
Military-Connected Students	N	N	N	94.5%	2.3%	3.1%
Migrant Students	N	N	N	88.2%	3.9%	7.9%

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2020-2021 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students with disabilities who did not meet some or all graduation requirements because of a 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 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	90.8%	0.9%	8.3%	92.6%	1.7%	5.6%
White	92.6%	0.8%	6.6%	95.9%	1.5%	2.6%
Hispanic	86.7%	1.0%	12.2%	88.2%	1.9%	9.9%
Black or African American	88.0%	1.3%	10.7%	88.9%	2.5%	8.7%
Asian, Native Hawaiian, or Pacific Islander	92.3%	2.6%	5.1%	97.5%	1.3%	1.2%
American Indian or Alaska Native	N	N	N	92.5%	0.0%	7.5%
Two or More Races	87.9%	0.0%	12.1%	94.7%	1.0%	4.3%
Female	92.8%	0.7%	6.5%	94.4%	1.2%	4.4%
Male	88.7%	1.2%	10.1%	91.0%	2.2%	6.8%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	81.8%	1.9%	16.4%	88.8%	2.0%	9.2%
Students with Disabilities	77.4%	5.6%	16.9%	84.1%	8.2%	7.7%
Multilingual Learners	82.6%	2.2%	15.2%	78.0%	2.0%	20.0%
Students experiencing homelessness	62.1%	3.4%	34.5%	78.0%	3.9%	18.1%
Students in Foster Care	*	*	*	67.0%	7.5%	25.5%
Military-Connected Students	*	*	*	96.0%	0.8%	3.1%
Migrant Students	N	N	N	66.7%	10.7%	22.6%

Graduation/ Postsecondary

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

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

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

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

Cohort 2022 6-Year Graduation Cohort Profile

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

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

Student Group	Graduates	Continuing	Non-Continuing	High School Persistence (Graduates + Continuing)	State: Graduates	State: Continuing Students	State: Non-Continuing Students	State: High School Persistence (Graduates + Continuing)
Districtwide	91.1%	1.2%	7.7%	92.3%	93.2%	1.0%	5.8%	94.2%
White	92.9%	1.0%	6.1%	93.9%	96.4%	0.9%	2.7%	97.3%
Hispanic	87.9%	1.2%	10.9%	89.1%	88.2%	1.0%	10.8%	89.2%
Black or African American	75.7%	1.4%	22.9%	77.1%	89.6%	1.4%	9.0%	91.0%
Asian, Native Hawaiian, or Pacific Islander	96.0%	2.0%	2.0%	98.0%	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	93.3%	3.3%	3.3%	96.7%	92.9%	1.3%	5.9%	94.1%
Female	93.5%	0.8%	5.8%	94.2%	95.0%	0.6%	4.4%	95.6%
Male	88.7%	1.6%	9.7%	90.3%	91.5%	1.4%	7.1%	92.9%
Non-Binary/Undesignated Gender	N	N	N	N	*	*	*	*
Economically Disadvantaged Students	81.7%	2.3%	16.0%	84.0%	88.8%	1.1%	10.2%	89.8%
Students with Disabilities	81.3%	6.4%	12.3%	87.7%	86.6%	5.4%	8.0%	92.0%
Multilingual Learners	80.0%	3.3%	16.7%	83.3%	77.6%	0.6%	21.9%	78.1%
Students experiencing homelessness	64.3%	3.6%	32.1%	67.9%	76.2%	1.4%	22.4%	77.6%
Students in Foster Care	*	*	*	*	64.1%	3.5%	32.4%	67.6%
Military-Connected Students	N	N	N	N	92.9%	1.7%	5.4%	94.6%
Migrant Students	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	86.4%	90.5%	80.7%	87.7%	91.8%	87.0%
White	89.7%	92.1%	83.0%	91.5%	95.0%	90.0%
Hispanic	79.7%	86.7%	75.7%	83.3%	87.4%	82.1%
Black or African American	80.5%	88.0%	60.0%	80.9%	87.6%	80.8%
Asian, Native Hawaiian, or Pacific Islander	92.0%	92.3%	92.0%	96.1%	97.3%	96.6%
American Indian or Alaska Native	*	N	N	84.1%	92.5%	86.4%
Two or More Races	76.7%	87.9%	86.7%	89.0%	93.0%	86.2%
Female	87.9%	92.5%	86.2%	90.5%	93.7%	90.6%
Male	85.0%	88.4%	75.2%	85.2%	90.0%	83.7%
Non-Binary/Undesignated Gender	N	N	N	83.3%	*	*
Economically Disadvantaged Students	77.2%	81.3%	66.9%	82.6%	87.8%	81.4%
Students with Disabilities	69.0%	75.1%	21.5%	60.2%	79.2%	51.8%
Multilingual Learners	67.8%	82.6%	76.7%	77.6%	77.6%	75.7%
Students experiencing homelessness	61.3%	62.1%	46.4%	67.0%	76.2%	64.6%
Students in Foster Care	*	*	*	50.4%	61.9%	47.1%
Military-Connected Students	N	*	N	91.4%	94.9%	88.4%
Migrant Students	N	N	N	85.5%	64.3%	64.6%

Graduation/ Postsecondary

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

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

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

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Accountability Graduation Rates

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

Student Group	Cohort 2023: 4-Year Graduation Rate	Cohort 2023: Annual Target	Cohort 2023: Met Target	Cohort 2022: 5-Year Graduation Rate	Cohort 2022: Annual Target	Cohort 2022: Met Target
Districtwide	89.5%	80.5%	Met Target	80.6%	N	N
White	91.4%	83.1%	Met Target	83.0%	N	N
Hispanic	84.6%	74.3%	Met Target	75.4%	N	N
Black or African American	88.0%	60.1%	Met Target	59.2%	N	N
Asian, Native Hawaiian, or Pacific Islander	92.3%	92.1%	Met Target	92.0%	N	N
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	87.9%	87.0%	Met Target	86.7%	N	N
Economically Disadvantaged Students	80.1%	65.9%	Met Target	66.7%	N	N
Students with Disabilities	73.0%	22.7%	Met Target	21.3%	N	N
Multilingual Learners	71.7%	71.0%	Met Target	76.7%	N	N

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** Accountability calculations require 20 or more students

N No Data is available to display

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

Graduation/ Postsecondary

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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	79.2%	48.1%
Substitute Competency Test	13.0%	34.9%
Portfolio Appeals Process	6.4%	15.4%
Alternate Requirements Specified in IEP	1.4%	1.6%
Unknown/Other	0.0%	0.0%

Dropout Rate Trends

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

School Year	District Rate	State Rate
2023-2024	1.2%	1.0%
2022-2023	1.5%	1.2%
2021-2022	1.4%	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.

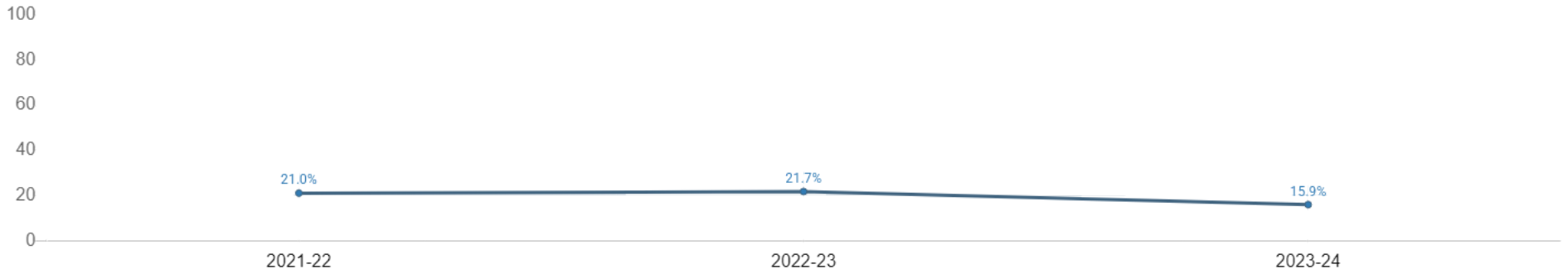
Year of Graduation	Graduates enrolled in apprenticeship programs
2023	*
2022	*
2021	*
2020	11
2019	13
2018	13
2017	23
2016	19

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	21.0%	21.7%	15.9%
ESSA Target (State Average for Grades Served)	18.1%	16.6%	14.9%
Met ESSA Target	Not 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	2,245	15.9%	14.9%	Not Met
White	1,154	13.9%	14.9%	Met
Hispanic	767	19.5%	14.9%	Not Met
Black or African American	172	21.4%	14.9%	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	6.0%	14.9%	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	122	20.9%	14.9%	Not Met
Female	*	16.0%		
Male	*	15.8%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	1,232	24.0%	14.9%	Not Met
Students with Disabilities	674	23.2%	14.9%	Not Met
Multilingual Learners	178	20.0%	14.9%	Not Met
Students Experiencing Homelessness	77	48.7%		
Students in Foster Care	5	16.1%		
Military-Connected Students	*	*		
Migrant Students	*	*		

Report Key:

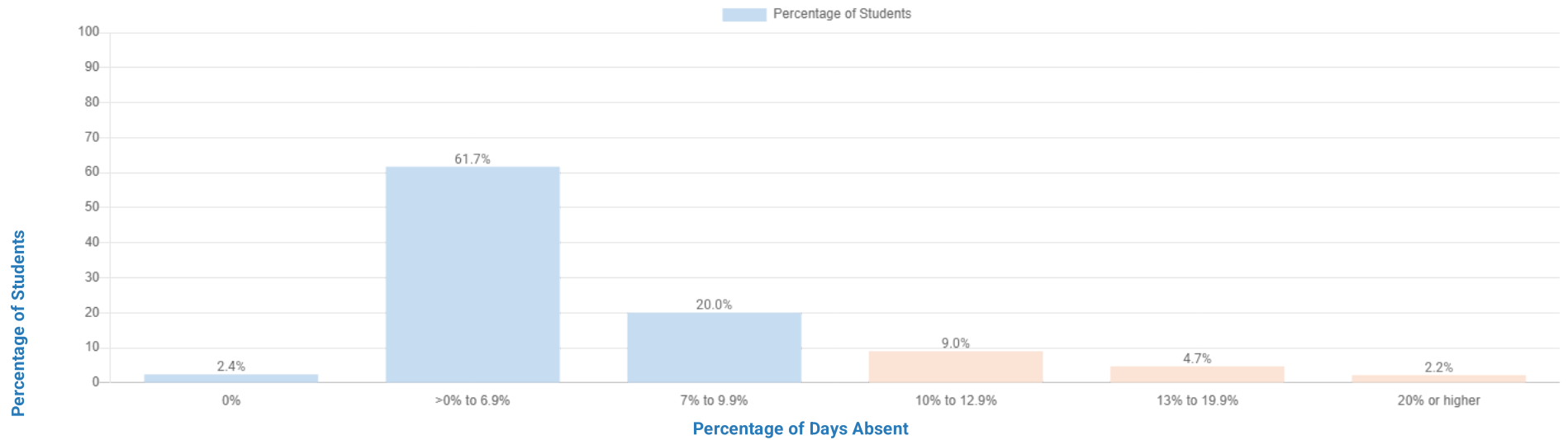
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Percentage of Days Absent

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

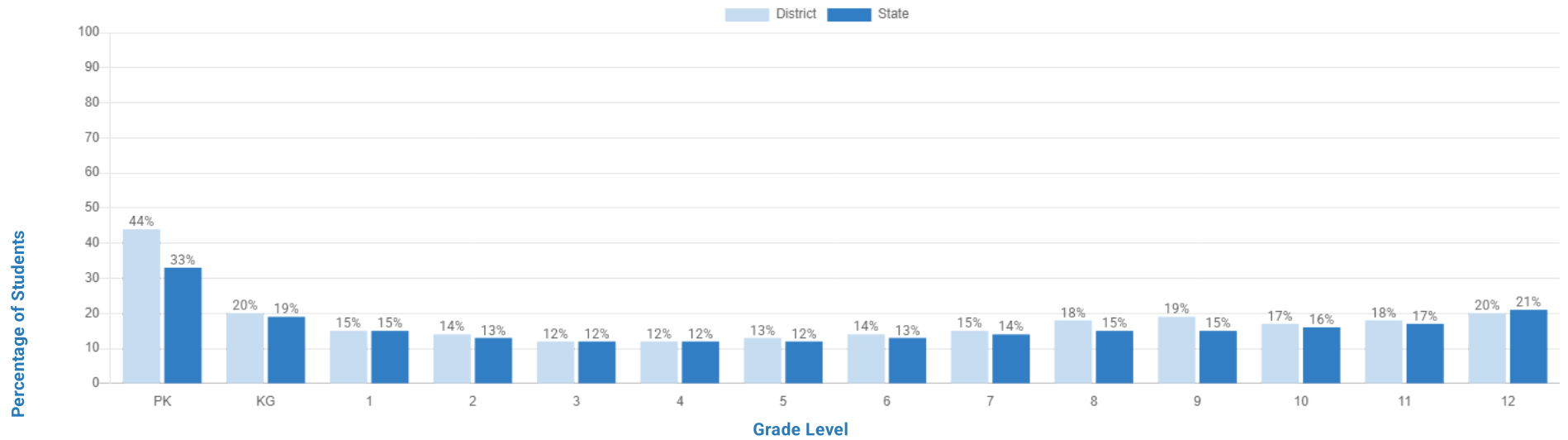


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Chronic Absenteeism by Grade

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



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Climate and Environment

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	198
Weapons	9
Vandalism	29
Substances	100
Harassment, Intimidation, Bullying (HIB)	93
Total Unique Incidents	426
Incidents Per 100 Students Enrolled	2.95

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	34
Weapons	7
Vandalism	7
Substances	60
Harassment, Intimidation, Bullying (HIB)	8
Other Incidents Leading to Removal	1

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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	22	22
Religion	0	2	2
Ancestry	0	7	7
Gender	0	17	17
Sexual Orientation	0	6	6
Disability	0	6	6
Other	0	55	55
No Identified Nature	201		201

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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	13	0%	301	3%	309	4%	0	0%	0	0%
Hispanic	11	0%	258	6%	266	6%	0	0%	0	0%
Black or African American	4	0%	98	11%	100	11%	0	0%	0	0%
Asian	0	0%	10	2%	10	2%	0	0%	0	0%
Native Hawaiian or Pacific Islander	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0%	0	0%	0	0%	0	0%	0	0%
Two or more races	0	0%	31	5%	31	5%	0	0%	0	0%
Female	*	0%	*	3%	*	3%	*	0%	*	0%
Male	*	0%	*	6%	*	6%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	15	0%	429	7%	439	7%	0	0%	0	0%
Students with disabilities	13	0%	218	7%	227	8%	0	0%	0	0%

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Student Disciplinary Removals: By Grade Level

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

Grade	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Districtwide	28	0%	706	5%	724	5%	0	0%	0	0%
PK	0	0%	0	0%	0	0%	0	0%	0	0%
KG	0	0%	2	0%	2	0%	0	0%	0	0%
1	0	0%	3	0%	3	0%	0	0%	0	0%
2	0	0%	1	0%	1	0%	0	0%	0	0%
3	3	0%	2	0%	5	0%	0	0%	0	0%
4	0	0%	8	1%	8	1%	0	0%	0	0%
5	1	0%	7	1%	8	1%	0	0%	0	0%
6	1	0%	78	7%	79	7%	0	0%	0	0%
7	10	1%	100	8%	106	9%	0	0%	0	0%
8	4	0%	118	10%	120	10%	0	0%	0	0%
9	2	0%	139	12%	140	12%	0	0%	0	0%
10	3	0%	107	9%	108	9%	0	0%	0	0%
11	0	0%	68	5%	68	5%	0	0%	0	0%
12	4	0%	65	5%	68	5%	0	0%	0	0%

Climate and Environment

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

Students Involved in Police Notifications: By Student Group

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

Student Group	# of Students involved in at least one incident	% of Students involved in at least one incident	# of Students involved in at least one violent incident	% of Students involved in at least one violent incident	# of Students involved in at least one vandalism incident	% of Students involved in at least one vandalism incident	# of Students involved in at least one substance related incident	% of Students involved in at least one substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in at least one weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in at least one HIB incident	# of Students involved in at least one other incident type	% of Students involved in at least one other incident type
Districtwide	129	1%	42	0%	7	0%	59	0%	7	0%	8	0%	11	0%
White	63	1%	20	0%	4	0%	26	0%	2	0%	5	0%	6	0%
Hispanic	38	1%	10	0%	0	0%	22	1%	3	0%	2	0%	3	0%
Black or African American	19	2%	7	1%	2	0%	8	1%	2	0%	1	0%	0	0%
Asian	3	1%	1	0%	1	0%	1	0%	0	0%	0	0%	0	0%
Native Hawaiian or Pacific Islander	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Two or more races	5	1%	4	1%	0	0%	2	0%	0	0%	0	0%	1	0%
Female	*	1%	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%
Male	*	1%	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	68	1%	22	0%	4	0%	35	1%	2	0%	3	0%	4	0%
Students with disabilities	39	1%	17	1%	3	0%	15	0%	1	0%	2	0%	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 Involved in Police Notifications: By Grade Level

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

Grade	# of Students involved in at least one incident	% involved in an incident	# of Students involved in at least one violent incident	% of Students involved in a violent incident	# of Students involved in at least one vandalism incident	% of Students involved in a vandalism incident that led to police notification	# of Students involved in at least one substance related incident	% of Students involved in a substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in a weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in an HIB incident that led to police notification	# of Students involved in at least one other incident type	% of Students involved in an other incident type
Districtwide	129	1%	42	0%	7	0%	59	0%	7	0%	8	0%	11	0%
PK	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
KG	1	0%	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%
1	2	0%	1	0%	0	0%	0	0%	0	0%	1	0%	0	0%
2	2	0%	1	0%	0	0%	0	0%	0	0%	1	0%	0	0%
3	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
4	1	0%	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%
5	3	0%	0	0%	0	0%	0	0%	0	0%	1	0%	2	0%
6	4	0%	2	0%	0	0%	0	0%	1	0%	1	0%	1	0%
7	7	1%	0	0%	1	0%	2	0%	0	0%	2	0%	2	0%
8	14	1%	5	0%	0	0%	9	1%	0	0%	0	0%	2	0%
9	35	3%	18	2%	1	0%	14	1%	3	0%	1	0%	0	0%
10	26	2%	9	1%	2	0%	13	1%	1	0%	1	0%	0	0%
11	16	1%	2	0%	3	0%	11	1%	0	0%	0	0%	0	0%
12	17	1%	2	0%	0	0%	10	1%	2	0%	0	0%	3	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	4	0%	0	0%	0	0%	0	0%	1	0%	1	0%	2	0%
White	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
Hispanic	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
Black or African American	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
Asian	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
Native Hawaiian or Pacific Islander	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
American Indian or Alaska Native	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
Two or more races	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
Female	*	<5.00%	*	0%	*	0%	*	0%	*	<5.00%	*	<5.00%	*	<5.00%
Male	*	<5.00%	*	0%	*	0%	*	0%	*	<5.00%	*	<5.00%	*	<5.00%
Non- Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
Students with disabilities	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<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	4	0%	0	0%	0	0%	0	0%	1	0%	1	0%	2	0%
PK	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
KG	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
1	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
2	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
3	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
4	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
5	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
6	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
7	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
8	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
9	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
10	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
11	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<5	<5.00%
12	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	<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

4,325

Climate and Environment

Student Access to Technology and Internet

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

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Teachers – Experience

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

Category	Teachers in District	Teachers in State
Total Number of teachers	1,115	119,239
Average years experience in public schools	15.8	12.6
Average years experience in district	14.3	11.3
Number of Teachers with 4 or more years experience in the district	943	87,243
Percentage of Teachers with 4 or more years experience in the district	84.6%	73.6%
Number of out-of-field teachers	7	2,931
Percentage of out-of-field teachers	0.6%	2.5%
Number of Teachers with Provisional Credentials	95	9,065
Percentage of Teachers with Provisional Credentials	8.5%	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	66	10,170
Average years experience in public schools	23.3	16.2
Average years experience in district	20.0	12.5
Number of Administrators with 4 or more years experience in the district	65	7,734
Percentage of Administrators with 4 or more years experience in the district	98.5%	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	1,115	119,239
Administrators	66	10,170
Librarians/Media Specialists	3	1,160
Nurses	31	3,025
School Counselors	42	4,673
Child Study Team Members	68	9,654
School Psychologists	14	2,185
School Social Workers	13	2,750
Student Assistance Coordinators	5	400
School Safety Specialists	1	681

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Student and Staff Ratios

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

Ratio	District Ratio
Students to Teachers	13:1
Students to Administrators	219:1
Teachers to Administrators	17:1
Students to Librarians/Media Specialists †	4819:1
Students to Nurses †	466:1
Students to Counselors †	344:1
Students to Child Study Team Members †,††	45:1
Students to School Psychologists †	1033:1
Students to School Social Workers †	1112:1
Students to Student Assistance Coordinators †	2891:1
Students to School Safety Specialists †	14456:1

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

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

Teachers and Administrators – Demographics

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

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	48.0%	77.0%	45-50%	48.0%	77.0%	57.0%
Male	52.0%	23.0%	50-55%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤5%	≤1%	≤1%	≤1%
White	58.9%	98.4%	98.5%	38.2%	81.8%	74.5%
Hispanic	27.7%	1.3%	0.0%	34.0%	8.6%	8.6%
Black or African American	5.7%	0.1%	1.5%	14.2%	6.4%	14.4%
Asian	3.3%	0.3%	0.0%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.4%	0.5%
Two or More Races	4.2%	0.0%	0.0%	3.1%	0.3%	0.4%

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

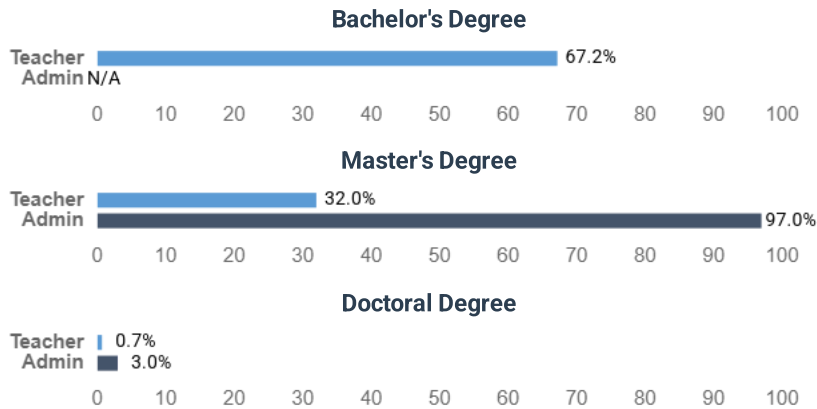
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. 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 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	94.1%	89.5%
2022-23 Administrators: Same district 2023-24	95.5%	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)	344	93.0%	7.0%	≤1%	99.4%	0.0%	0.3%	0.3%	0.0%	0.0%	0.0%	78.7%	75.6%	24.1%	0.3%
English/Language Arts/Literacy	131	85-90%	10-15%	≤5%	99.2%	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	87.8%	61.8%	37.4%	0.8%
English to Speakers of Other Languages	18	>80%	≤20%	≤20%	94.4%	5.6%	0.0%	0.0%	0.0%	0.0%	0.0%	77.8%	55.6%	38.9%	5.6%
Mathematics	134	80-85%	15-20%	≤5%	99.3%	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	87.3%	67.2%	32.8%	0.0%
Science	92	70-75%	25-30%	≤5%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	89.1%	57.6%	40.2%	2.2%
Social Studies/History	92	40-45%	55-60%	≤5%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	95.7%	58.7%	39.1%	2.2%
World Language	39	80-90%	10-20%	≤10%	79.5%	20.5%	0.0%	0.0%	0.0%	0.0%	0.0%	97.4%	53.8%	46.2%	0.0%
Visual and Performing Arts	69	65-70%	30-35%	≤5%	97.1%	1.4%	0.0%	1.4%	0.0%	0.0%	0.0%	89.9%	73.5%	25.0%	1.5%
Health/Physical Education	82	40-45%	55-60%	≤5%	98.8%	1.2%	0.0%	0.0%	0.0%	0.0%	0.0%	92.7%	81.7%	18.3%	0.0%
Family & Consumer Sciences	4	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
Financial Literacy	6	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	83.3%	16.7%	0.0%
Business	7	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	71.4%	71.4%	28.6%	0.0%
Computer Science/IT	26	40-60%	40-60%	≤20%	92.3%	7.7%	0.0%	0.0%	0.0%	0.0%	0.0%	84.6%	69.2%	30.8%	0.0%
Industrial Arts	15	20-40%	60-80%	≤20%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	60.0%	53.3%	46.7%	0.0%
Career and Technical Education	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Special Education	224	85-90%	10-15%	≤5%	99.1%	0.4%	0.0%	0.4%	0.0%	0.0%	0.0%	77.6%	65.2%	34.4%	0.4%
Bilingual	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N

Per-Pupil Expenditures

Per-Pupil Expenditures by Source

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

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

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

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

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

Toms River Regional	Federal	State & Local	Total	ADE**
District Level Total Expenditures	\$1,245	\$14,938	\$16,184	14,281.2
District Level Central Expenditures	\$717	\$5,729	\$6,446	14,281.2
Toms River High School East	\$137	\$9,917	\$10,054	1,373.4
Toms River High School North	\$114	\$9,252	\$9,366	1,874.5
Toms River High School South	\$113	\$9,006	\$9,119	1,287.4
Toms River Intermediate School East	\$47	\$8,963	\$9,010	1,273.7
Toms River Intermediate School South	\$565	\$9,598	\$10,163	1,094.7
Toms River Intermediate School North	\$825	\$10,142	\$10,967	937.9
Beachwood Elementary School	\$557	\$8,966	\$9,523	483.7
Cedar Grove Elementary School	\$494	\$9,328	\$9,822	968.2
Joseph A. Citta Elementary School	\$1,231	\$8,002	\$9,233	529.8
East Dover Elementary School	\$883	\$9,204	\$10,087	601.8
Hooper Avenue Elementary School	\$403	\$8,339	\$8,742	699.2
North Dover Elementary School	\$1,229	\$8,962	\$10,191	383.4
Pine Beach Elementary School	\$1,038	\$8,918	\$9,956	391.0
Silver Bay Elementary School	\$114	\$9,829	\$9,943	602.6
South Toms River Elementary School	\$1,247	\$10,423	\$11,670	309.2
Walnut Street Elementary School	\$1,137	\$8,181	\$9,318	720.4
Washington Street Elementary School	\$815	\$8,220	\$9,035	336.4

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

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).

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

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Toms River Regional	Federal	State & Local	Total	ADE**
West Dover Elementary School	\$620	\$9,243	\$9,863	413.9
-				

Accountability

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

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

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

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

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

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

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

Accountability

Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

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

County Code	County Name	District Code	District Name	School Code	School Name	Status for 2025-26 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2025-26 School Year
29	Ocean	5190	Toms River Regional School District	050	Toms River High School South	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
29	Ocean	5190	Toms River Regional School District	120	West Dover Elementary School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Hispanic;

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	45.0%	42.7%	44.9%
Math Proficiency	28.0%	28.5%	32.9%
ELA Growth†	38	41	48
Math Growth†	42	47	51
4-Year Graduation Rate (Prior Year)††	86.3%	79.9%	89.5%
5-Year Graduation Rate (Prior Year)††	92.4%	87.2%	80.6%
Progress toward English Language Proficiency	29.9%	30.4%	26.4%
Chronic Absenteeism	21.0%	21.7%	15.9%

†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.

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Accountability

Accountability Summary by Student Group - 2023-24 School Year

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

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

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

- Our districtwide attendance campaign, which focused on increasing daily attendance in all schools, was a huge success.
- Tier 1 efforts to foster academic growth in mathematics across K-12 were a success.
- Activities to support mental health and wellness for students and staff proved to be rewarding.



Mission, Vision, Theme:

Toms River Regional Schools is a community of dedicated students, professional staff, and supportive community members. Together we are committed to providing an innovative and rigorous educational experience that aligns with and exceeds New Jersey Student Learning Standards; respects the dignity and safety of every person in the school community; recognizes and nurtures the unique talents, interests, and experiences of each individual; and develops students into lifelong learners who are socially responsible and confident, who each value diversity, and are able to adapt to the present and future challenges of a complex world.



Awards, Recognition, Accomplishments:

In 2020, Data compiler Niche ranked Toms River Regional Schools in the top third of NJ school districts. In 2020, for the second cycle in a row, the NJDOE designated TRRS as a "Highly Effective Organization" through the QSAC review. For the first time ever, the district surpassed its annual grant totals, reaching approximately \$1.1 million in competitive grants during the 2020-21 school year, with more funding and excellent programs on tap for 2021-22. This included Perkins funding as well. Additionally, the district received the ASBO Certificate of Excellence for six years in a row.

Narrative

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Courses, Curriculum, Instruction:

The TRRS curriculum creates the structure to help students master learning standards using a research-based approach that drives student inquiry, encourages creativity, and prepares students for college and careers. The curriculum continues to embrace authentic experiences from pre-kindergarten to 12th grade through innovative technology tools, standards aligned programs, resources, a variety of extracurricular opportunities, and community involvement. We offer nine career-oriented programs at three high school Career Academies, apprenticeships, summer programs, Gifted and Talented Education, and PreK to age 21 special education programs. Millions of dollars have been invested in technology upgrades and infrastructure over the past seven years. Professional development has been expanded and has provided opportunities for our staff to grow. To predict and prepare for college success, the PSAT is offered to sophomores and juniors free of charge, supporting achievement on the SAT.



Sports and Athletics:

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

Our district has 30 competitive sports programs encompassing all three seasons. Our school competes in the Shore Conference, an athletic conference made up of private and public schools at the Jersey Shore covering both Ocean and Monmouth Counties. Our programs' success is not only measured by the many championships won at both the local and state level during the 2020-21 school year and into this 2021-2022 school year, but also by the number of students actively participating in our programs, despite the circumstances created by the pandemic. Students were able to continue participating in many activities virtually.



Clubs and Activities:

In all of our schools, extra- and co-curricular activities have expanded in variety, breadth, and even rigor. The district aspires to reach as many students as possible in providing experiences that connect students with each other, their schools, and the outside world. Clubs and activities reflect changing student interests. Summer programs, often grant-funded, offer enrichment and basic skills support for elementary and secondary students. Many of our competitive teams are top-ranked (ex. marching band) and improved their standings this year (ex. robotics). Relationships and partnerships with community organizations (ex. Naval Research Command, RWJBarnabas Health, Chamber of Commerce), foundations (ex. Grunins, Hovnanians), and individuals have greatly supported these activities.

Narrative

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Before and After School Programs:

Before and after school programs are available for elementary children to provide working parents with flexibility. Busing is provided from grades 6-12 to support after school activities. High School students work after school with elementary students, offering career field experiences, tutorial programs, and support on homework and advanced studies. Many high school students participate in sports and after school academic programs, like Authentic Science Research, where students meet with scientist mentors in the field of education and/or industry to pursue study in their area of interest, and can earn college credit. During the 2020-21 school year, funding enabled the district to address potential learning loss created by the COVID pandemic through a variety of before and after school targeted programs, including ACCEL and credit-recovery, as well as enrichment programs during the summer months.



Staff and Professional Learning:

Caring, committed, and highly effective teachers are the district's greatest assets. Improvement of instruction is informed by staff committees, surveys, standards, observation, and research. Professional learning is always geared toward the achievement of district annual goals. Available opportunities and resources include in-and out-of-district workshops and conferences; articulation meetings, memberships in consortia; paid consultants; online webinars; and community events with built in training. Opportunities are supported through local funds, grants, sponsorships, and partnerships. In 2019-20, the district significantly increased teacher choice on scheduled full and half-day PD days, and several schools offered "edcamp" style opportunities, run by teachers for their peers. Toms River Regional schools also provides new staff with a series of induction professional development opportunities. These workshops help to facilitate and promote positive professional growth experiences.



Postsecondary Information:

The district has numerous programs to support students in making informed college and career choices, including NJCAN, career days, and workshops on applications, financial aid, and school choice. It offered all 10th and 11th grade students the PSAT free of charge and supports administration of and success on the SAT and ACT. Nearly 78% of the class of 2020 is attending post-secondary education, 12.2% directly entered the job market, and 2.5% entered the armed forces. In addition, guidance counselors implement organized efforts to keep students informed about college opportunities, scholarships and grants and special events, including a variety of virtual planning nights during the 20-21 school year.

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Student Supports and Services:

A priority of Toms River Regional Schools is always to meet the many needs of all of our learners pre-k through grade 12. TRRS has invested and created model programs for basic skills, ELL, Title 1, and special education students. All programs are focused on providing academic support and providing social and emotional learning supports that assist our students in being successful both inside and outside of the classroom.



Student Health and Wellness:

Physical Education and health classes exceed the state minimum. Student participation in athletics is high and at the secondary level are supported by fitness equipment. The district has its own food service, which works with building teams to assure that policies and practices align with standards. The curriculum at every level teaches students about healthy food and life choices. Even teacher workshops have begun to include options on wellness and mindfulness.



Parent and Community Involvement:

The district family believes that it takes a village to raise a child, and therefore, communication, partnerships, outreach and collaboration with our community are primary goals. Parents can access live information for each child's progress through an online portal. The district website continued to be enhanced in 2020-21, with new functionality and more exciting content than ever before, providing access to hundreds of resources for our school community. Across the district, social media platforms and parent contact programs such as Class Dojo and Remind are used by all. The 2020-21 school year taught us how to stay connected while at home. Schools produced inspirational videos, surprised families with lawn signs, coordinated teacher drive-bys, or held virtual meetings for students to interact with one another during school closures. These activities were meant to help keep spirits high, bring smiles to students' faces, and keep families connected to their school community.

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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers. The district uses the NJ School Climate Survey for students and staff. It is administered annually and the results are used to identify issues and areas of concern and to develop programs to enhance school climate. Results are also incorporated into the administrator evaluation and improvement process. Overall, school leaders are pleased with positive trends in areas of focus and are identifying and actively addressing areas in need of improvement.



Facilities:

Much progress has been made addressing issues in maintenance and repairs. In 2015, the district undertook a full facilities assessment which identified high priority areas for health/ safety and educational considerations. Last year, these were further refined and developed into an implementation plan which includes funding through ESIP and a referendum. The 147 million dollar referendum was passed overwhelmingly by the regional towns constituents. Since Toms River voters approved a bond referendum in January 2019, work for the Rebuilding our Schools Initiative as well as through the cost-neutral Energy Savings Improvement Program has been nonstop, and is transforming district buildings from the inside out. Projects include rooftop renovations, extensive paving projects at each school, new energy efficient boilers, updated flooring, air conditioning each of our buildings and security projects including additional cameras and vestibules.



School Safety:

School Safety is a priority and enhancements continue to be made at each of our school buildings. All High Schools are patrolled by a School Resource Officer and several School Safety Officers. The intermediate schools have School Resource Officers as well. Furthermore, all of our elementary schools now have Class III officers or an armed School Safety Officers. Through the Rebuilding our Schools Initiative, Toms River Regional Schools has made vast upgrades to security by adding additional cameras, keyless entry systems and vestibules have been designed as part of our upgrades. Our district has a Security Coordinator with 27 security guards who monitor our properties and assist with special events. We take great pride in our positive working relationships with the police departments of Toms River, Beachwood, Pine Beach, and South Toms River.

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Narrative

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Technology and STEM:

With increasingly fewer funds, the district continues to upgrade building access to the internet, cybersecurity protections, building wifi, and access to thousands of shared computing devices. Resources are maximized through the use of the Google Suite, with nearly 18,000 user accounts; internal professional development and support by tech teachers and supervisors; and successful grant applications, which accounted for more than half a million dollars in funding for STEAM programs in 2020-2021. Thousands of students participate in Computers Science Education Week, NJ STEM Week, and Digital Learning Day.



Early Childhood Education:

Together our school community Toms River Regional Schools has built a foundation to enable each student to succeed. Our mission in preschool is to empower and teach our students to become productive and lifelong learners as they begin their educational journey. Toms River Regional Schools has 26 preschool classrooms for children with special needs throughout the District. In 2020-21, preschool classrooms were located in Beachwood, Cedar Grove Elementary School/Early Learning Center, East Dover, Hooper Avenue, Pine Beach and Silver Bay Elementary School, educating over 250 preschool disabled students district-wide. The programs include preschool autism, preschool multiply disabled, preschool disabled, and general education preschool. Throughout the five buildings, there are 26 teachers and over 50 paraprofessionals supporting the Early Childhood programs.



Attendance:

The districtwide attendance campaign "I Show Up. I count," was a huge success in all locations. Buildings created committees comprised of multiple stakeholders and met monthly to target attendance recognition, school engagement and intervention procedures for at-risk students. Consistency in the implementation, coupled with ongoing communication efforts, can be touted for the significant decrease in chronic absenteeism.

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.



Other Information:

The Toms River Regional School District annual goals build upon those in previous years, with objectives dedicated to learning, curriculum, technology, finance, and community. Its current goals focus on a Response to Intervention and using our resources to meet the many academic, and social/emotional needs of all of our learners. The district is known nationally as a leader and its staff present annually at over a dozen local and regional major conferences on authentic learning, STEAM, problem based learning, effective uses of technology, arts integration, sustainability, program funding, cybersecurity, and other topics. It has been a leader across the state for innovateNJ, Future Ready Schools, NJ Makers Day, SustainableJersey, and Computer Science Week / Hour of Code. It is the founder of the Jersey Shore Makerfest, which has drawn over 4000 participants every October for the past four years. Its full day kindergarten initiative was launched with little budget impact and lauded by the NJ Department of Education. Courses and resources developed for the high school Career Academies benefit all students, including the creation of two facilities in 2018 funded by the Hirair and Anna Hovnanian Foundation: a Business and Real Estate Incubator in the Business Academy and a Body Lab for Anatomy, Physiology, Forensics, and Biomedicine at the STEAM Academy. In their second year, the Academies also have programs unique in the state: the School of Digital Arts (with a Mixed Reality lab) in the Arts Academy, a School of Real Estate (with the a Business Incubator) in Business, and a School of Environmental Sustainability (with the Poseidon lab, located on the Toms River) in the STEAM Academy. In 2017, the district began discussing a massive funding initiative with the community: a referendum to embark on nearly \$150 million in critical repairs and upgrades to each of its 23 properties.