



# Passaic County Technical-Vocational School District (31-3995)

2023-2024

County: Passaic

Superintendent: Dr. Joseph Sabbath

District: Passaic County Technical-Vocational School District

[District Website](#)

45 Reinhardt Road  
Wayne, NJ 07470-2210

973-389-4209



4,517  
Total Students



09-12  
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](mailto: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	Passaic
District	Passaic County Technical-Vocational School District
Superintendent Name	Dr. Joseph Sabbath
Address	45 Reinhardt Road, Wayne, NJ 07470-2210
Phone Number	<a href="tel:973-389-4209">973-389-4209</a>
Email Address	<a href="mailto:jsabbath@pctvs.org">jsabbath@pctvs.org</a>
Website	<a href="http://www.pctvs.org">www.pctvs.org</a>
Facebook	<a href="https://www.facebook.com/PCT11">https://www.facebook.com/PCT11</a>
Twitter	<a href="https://www.twitter.com/PCT11">https://www.twitter.com/PCT11</a>

## 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
<a href="#">Passaic County Technical Institute</a>	09-12
<a href="#">Passaic County Technical Institute STEM Academy</a>	09-12

## 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
9	1,152	1,116	1,275
10	1,098	1,128	1,102
11	1,057	1,052	1,098
12	1,070	1,033	1,042
<b>Total</b>	<b>4,377</b>	<b>4,329</b>	<b>4,517</b>

### 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	54.0%	54.0%	53.0%
Male	46.0%	45.0%	47.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	54.4%	51.5%	51.2%
Students with Disabilities	10.2%	9.9%	10.2%
Multilingual Learners	0.7%	0.6%	0.8%
Students Experiencing Homelessness	0.0%	0.0%	0.1%
Students in Foster Care	0.0%	0.0%	0.1%
Military-Connected Students	0.4%	0.5%	0.4%
Migrant Students	0.1%	0.1%	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	21.6%	21.2%	20.7%
Hispanic	57.0%	56.8%	56.7%
Black or African American	8.6%	8.7%	8.9%
Asian	10.8%	11.1%	11.5%
Native Hawaiian or Pacific Islander	0.0%	0.1%	0.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%
Two Or More Races	1.9%	2.1%	2.1%

## Demographics

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### Enrollment Trends by Full and Shared Time Status

This table shows the number of full- and shared-time students for the last three years. The full-time equivalent is the number of full-time students plus half the number of shared-time students.

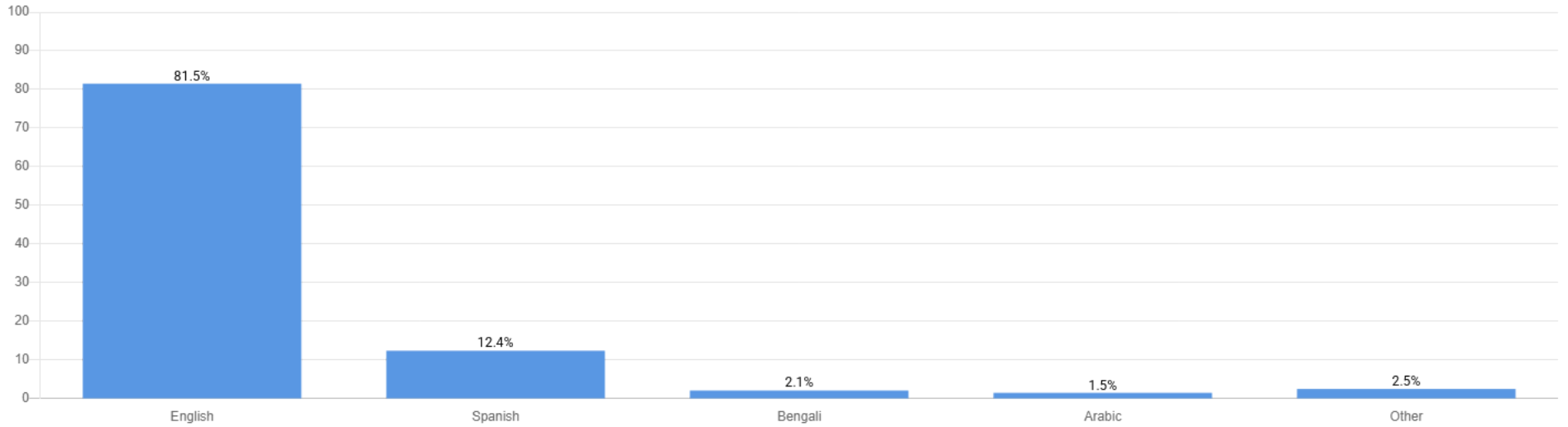
Enrollment Status	2021-22	2022-23	2023-24
Full Time Students	4,377	4,329	4,517
Shared Time Students	0	0	0
Full Time Equivalent	4,377	4,329	4,517

## 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.



## Academic Achievement

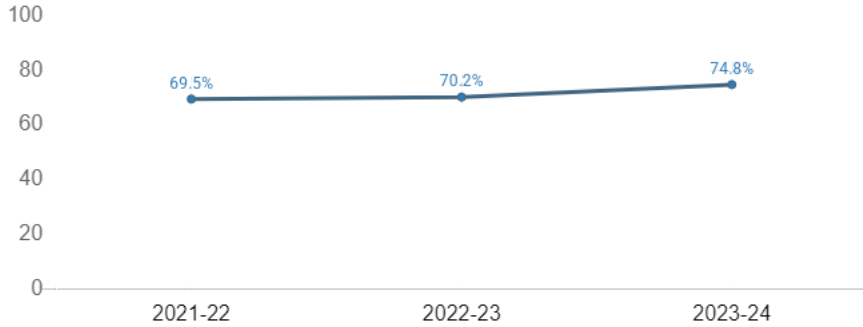
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOEs Assessment page](#).

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

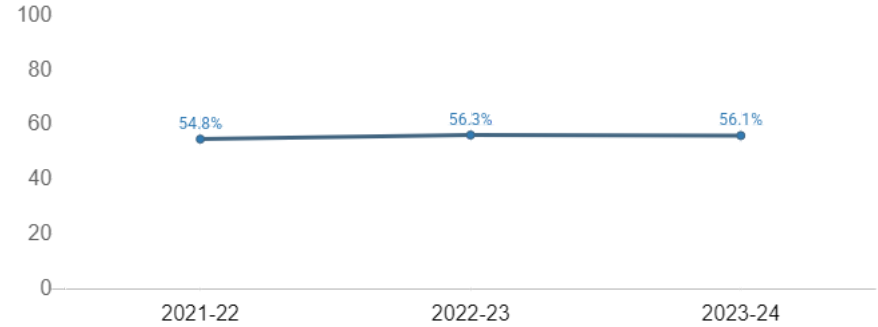
### English Language Arts and Mathematics Performance Trends

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

**ELA Proficiency Rate for Federal Accountability**



**Math Proficiency Rate for Federal Accountability**



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	99.8%	99.8%	99.9%	99.8%	99.8%	99.6%
Proficiency Rate for Federal Accountability	69.5%	70.2%	74.8%	54.8%	56.3%	56.1%
Annual Target	63.9%	64.9%	71.2%	50.8%	52.6%	57.8%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	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	1,273	99.9%	74.8%	52.2%	74.8%	71.2%	Met Target
White	268	99.6%	76.9%	61.8%	76.9%	67.8%	Met Target
Hispanic	709	100%	72.4%	38%	72.4%	69.5%	Met Target
Black or African American	127	100%	65.4%	35.9%	65.4%	62.7%	Met Target
Asian, Native Hawaiian, or Pacific Islander	141	100%	91.5%	79.9%	91.5%	92.5%	Met Goal
American Indian or Alaska Native	*	*	*	51.2%	*	**	**
Two or More Races	*	100%	75%	59.4%	75%	67.8%	Met Target
Female	*	99.8%	80.6%	57.7%	80.6%		
Male	*	100%	68.8%	47%	68.8%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	624	100%	72.6%	34.6%	72.6%	70.1%	Met Target
Non-Economically Disadvantaged Students	649	99.8%	76.9%	62.8%	76.9%		
Students with Disabilities	134	100%	27.6%	19.8%	27.6%	17.8%	Met Target
Students without Disabilities	1,139	99.9%	80.3%	59.4%	80.3%		
Multilingual Learners	23	100%	43.5%	23.1%	43.5%	N	N
Non-Multilingual Learners	1,250	99.9%	75.4%	56.2%	75.4%		
Students Experiencing Homelessness	*	*	*	21.9%	*		
Students in Foster Care	*	*	*	19.3%	*		
Military-Connected Students	*	*	*	48.2%	*		
Migrant Students	*	*	*	13.3%	*		

† Target was met within a confidence interval.

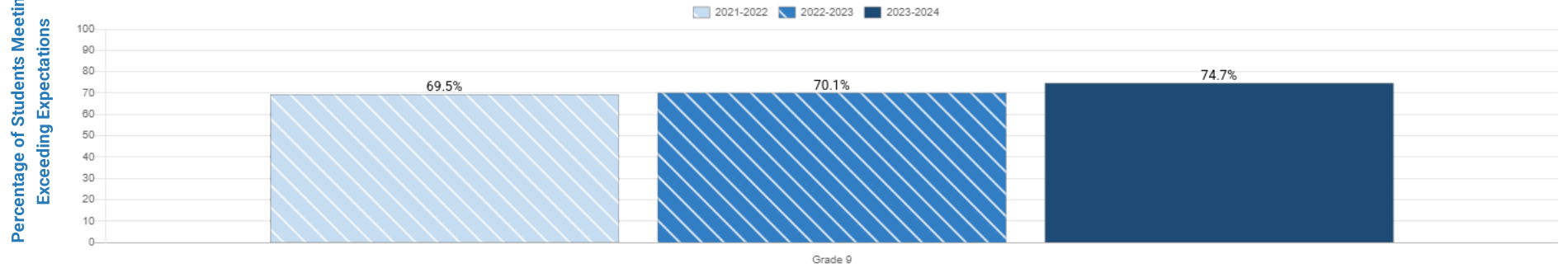
## Academic Achievement

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### English Language Arts Assessment - Performance Trends

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



## Academic Achievement

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### English Language Arts Assessment - Performance By Grade: Grade 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	1,275	769	755	5%	7%	13%	47%	28%	75%	58%
White	269	776	764	3%	5%	16%	41%	36%	77%	67%
Hispanic	709	765	741	5%	8%	15%	51%	21%	72%	45%
Black or African American	128	757	737	11%	9%	15%	45%	20%	65%	40%
Asian, Native Hawaiian, or Pacific Islander	141	787	789	1%	5%	3%	46%	45%	91%	87%
American Indian or Alaska Native	*	*	757	*	*	*	*	*	*	59%
Two or More Races	*	779	761	7%	14%	4%	18%	57%	75%	64%
Female	*	775	762	3%	5%	11%	48%	32%	81%	64%
Male	*	763	747	6%	10%	15%	46%	23%	69%	51%
Non-binary/undesignated gender	*	*	774	*	*	*	*	*	*	77%
Economically Disadvantaged Students	624	766	738	5%	8%	14%	50%	23%	73%	41%
Non-Economically Disadvantaged Students	651	773	764	4%	7%	13%	45%	32%	77%	67%
Students with Disabilities	*	727	717	21%	24%	28%	27%	1%	27%	19%
Students without Disabilities	*	774	761	3%	6%	11%	49%	31%	80%	64%
Multilingual Learners	*	747	701	4%	9%	43%	43%	0%	43%	*
Non-Multilingual Learners	*	770	758	5%	7%	13%	47%	28%	75%	61%
Students Experiencing Homelessness	*	*	721	*	*	*	*	*	*	25%
Students in Foster Care	*	*	714	*	*	*	*	*	*	20%
Military-Connected Students	*	*	749	*	*	*	*	*	*	51%
Migrant Students	*	*	683	*	*	*	*	*	*	*

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### Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	1,261	99.6%	56.1%	40.2%	56.1%	57.8%	Met Target†
White	267	99.3%	70.4%	51.1%	70.4%	59.8%	Met Target
Hispanic	701	99.6%	49.9%	24.2%	49.9%	55.6%	Not Met
Black or African American	124	100%	41.9%	20.1%	41.9%	41.8%	Met Target
Asian, Native Hawaiian, or Pacific Islander	141	100%	70.9%	74.4%	70.9%	79%	Not Met
American Indian or Alaska Native	*	*	*	42%	*	**	**
Two or More Races	*	100%	64.3%	48.9%	64.3%	48.5%	Met Target
Female	*	99.5%	54.6%	38.4%	54.6%		
Male	*	99.7%	57.7%	42%	57.7%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	623	99.8%	48.3%	21.7%	48.3%	54.2%	Not Met
Non-Economically Disadvantaged Students	638	99.4%	63.8%	51.5%	63.8%		
Students with Disabilities	123	97.6%	17.9%	16.6%	17.9%	12.1%	Met Target
Students without Disabilities	1,138	99.8%	60.3%	45.4%	60.3%		
Multilingual Learners	23	100%	34.8%	18.7%	34.8%	N	N
Non-Multilingual Learners	1,238	99.6%	56.5%	43.5%	56.5%		
Students Experiencing Homelessness	*	*	*	12.9%	*		
Students in Foster Care	*	*	*	12.4%	*		
Military-Connected Students	*	*	*	38.8%	*		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

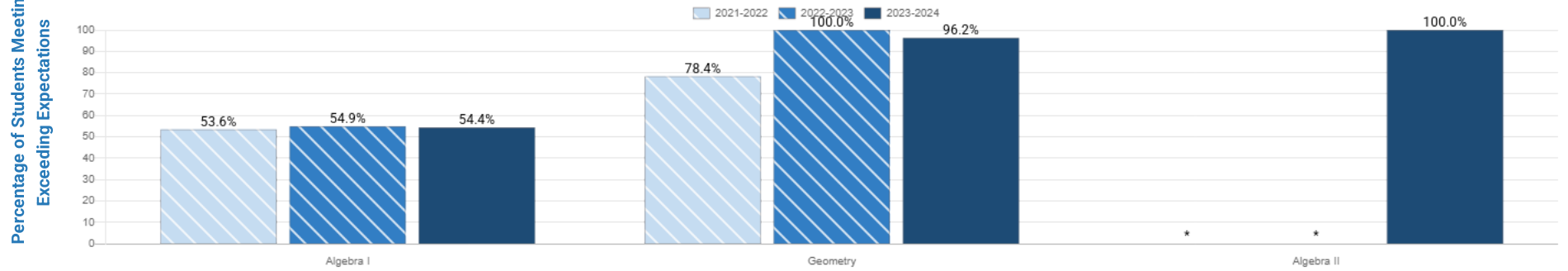
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### Mathematics Assessment - Performance Trends

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



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

## 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	1,214	752	738	6%	13%	27%	50%	4%	54%	40%
White	251	761	748	3%	9%	20%	63%	6%	68%	51%
Hispanic	693	748	723	6%	15%	29%	46%	3%	49%	23%
Black or African American	124	740	719	15%	14%	31%	41%	0%	41%	19%
Asian, Native Hawaiian, or Pacific Islander	121	763	773	2%	9%	22%	57%	10%	67%	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	*	759	746	12%	8%	20%	44%	16%	60%	49%
Female	*	750	737	6%	14%	27%	50%	3%	53%	39%
Male	*	753	739	6%	11%	27%	50%	5%	56%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	605	747	722	8%	15%	30%	44%	3%	47%	22%
Non-Economically Disadvantaged Students	609	756	747	4%	11%	23%	57%	5%	62%	50%
Students with Disabilities	*	724	710	20%	29%	33%	18%	0%	18%	11%
Students without Disabilities	*	755	743	4%	11%	26%	54%	5%	59%	45%
Multilingual Learners	*	734	705	9%	26%	30%	35%	0%	35%	*
Non-Multilingual Learners	*	752	741	6%	13%	27%	51%	4%	55%	43%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	13%
Students in Foster Care	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	696	*	*	*	*	*	*	*

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### Mathematics Assessment - Performance By Test: Geometry

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

This includes any students who were enrolled in a Geometry course and took the Geometry assessment in grades 7 through 12. Students in sixth grade who were enrolled in a Geometry course were required to take both the Geometry and Grade 6 mathematics assessment. The results of their Geometry assessment are not included in these results but will be reported when the student 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	26	772	750	0%	0%	4%	81%	15%	96%	53%
White	13	774	752	0%	0%	0%	77%	23%	100%	57%
Hispanic	*	*	735	*	*	*	*	*	*	29%
Black or African American	*	*	733	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	66%
Two or More Races	*	*	756	*	*	*	*	*	*	63%
Female	*	771	748	*	*	*	*	*	100%	50%
Male	*	773	752	0%	0%	7%	67%	27%	93%	57%
Non-binary/undesignated gender	*	*	752	*	*	*	*	*	*	60%
Economically Disadvantaged Students	11	773	734	*	*	*	*	*	100%	28%
Non-Economically Disadvantaged Students	15	772	754	0%	0%	7%	73%	20%	93%	60%
Students with Disabilities	*	*	727	*	*	*	*	*	*	24%
Students without Disabilities	*	772	751	0%	0%	4%	81%	15%	96%	54%
Multilingual Learners	*	*	716	*	*	*	*	*	*	11%
Non-Multilingual Learners	*	772	751	0%	0%	4%	81%	15%	96%	55%
Students Experiencing Homelessness	*	*	727	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	743	*	*	*	*	*	*	44%
Migrant Students	*	*	*	*	*	*	*	*	*	*

## Academic Achievement

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

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.

### 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	23	800	770	0%	0%	0%	61%	39%	100%	73%
White	*	*	771	*	*	*	*	*	*	75%
Hispanic	*	*	736	*	*	*	*	*	*	37%
Black or African American	*	*	736	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	805	785	0%	0%	0%	54%	46%	100%	88%
American Indian or Alaska Native	*	*	775	*	*	*	*	*	*	83%
Two or More Races	*	*	773	*	*	*	*	*	*	74%
Female	*	*	765	*	*	*	*	*	*	68%
Male	*	805	776	0%	0%	0%	50%	50%	100%	78%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	733	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	805	777	0%	0%	0%	56%	44%	100%	80%
Students with Disabilities	*	*	752	*	*	*	*	*	*	54%
Students without Disabilities	*	800	771	0%	0%	0%	61%	39%	100%	73%
Multilingual Learners	*	*	706	*	*	*	*	*	*	14%
Non-Multilingual Learners	*	800	772	0%	0%	0%	61%	39%	100%	75%
Students Experiencing Homelessness	*	*	*	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	744	*	*	*	*	*	*	59%
Migrant Students	*	*	*	*	*	*	*	*	*	*

# Academic Achievement

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

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.

### 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
11	N	N	N	N

## Academic Achievement

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

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### English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	# Students with Overall Score Below 4.5	% Students with Overall Score Below 4.5	# Students with Overall Score of 4.5 or Above	% Students with Overall Score 4.5 or Above
0-2	31	23	74.2%	8	25.8%
3-4	*	*	*	*	*
5 or more	N	N	N	N	N

### English Language Progress to Proficiency

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

Student Group	Percent of English learners making expected growth to proficiency	Annual Target	Met Target?
Schoolwide/Multilingual Learners	32.4%	22.7%	Met Goal

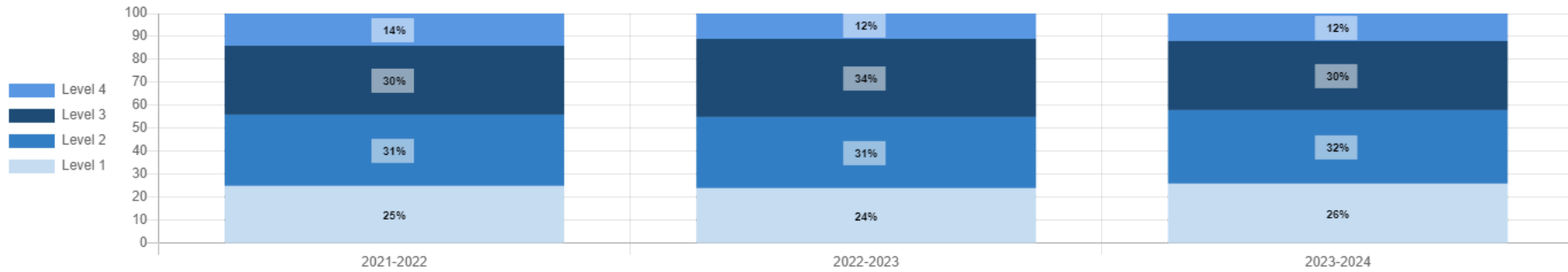
† Target was met within a confidence interval.

## Academic Achievement

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

### NJSLA Science Assessment: Grade 11 Summary

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



## Academic Achievement

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

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

### NJSLA Science Assessment: Grade 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	26%	32%	30%	12%	45%	27%	19%	9%
White	20%	27%	37%	16%	34%	30%	26%	11%
Hispanic	30%	34%	27%	9%	61%	25%	11%	3%
Black or African American	37%	40%	17%	5%	64%	24%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	10%	27%	41%	21%	17%	23%	33%	28%
American Indian or Alaska Native	*	*	*	*	54%	21%	19%	6%
Two or More Races	22%	17%	50%	11%	38%	26%	25%	11%
Female	26%	38%	29%	8%	43%	29%	20%	7%
Male	27%	24%	32%	17%	47%	24%	18%	10%
Non-binary/undesignated gender	*	*	*	*	26%	28%	30%	16%
Economically Disadvantaged Students	28%	34%	30%	9%	63%	24%	11%	2%
Non-Economically Disadvantaged Students	24%	30%	31%	15%	37%	28%	24%	12%
Students with Disabilities	68%	27%	4%	1%	77%	16%	5%	1%
Students without Disabilities	21%	32%	33%	13%	40%	28%	22%	10%
Multilingual Learners	*	*	*	*	88%	10%	1%	0%
Non-Multilingual Learners	26%	32%	30%	12%	42%	28%	21%	9%
Students Experiencing Homelessness	*	*	*	*	72%	19%	8%	1%
Students in Foster Care	*	*	*	*	76%	18%	5%	1%
Military-Connected Students	*	*	*	*	48%	29%	17%	7%
Migrant Students	*	*	*	*	*	*	*	*

## Academic Achievement

### Graduation Proficiency Assessment (NJGPA) Trends

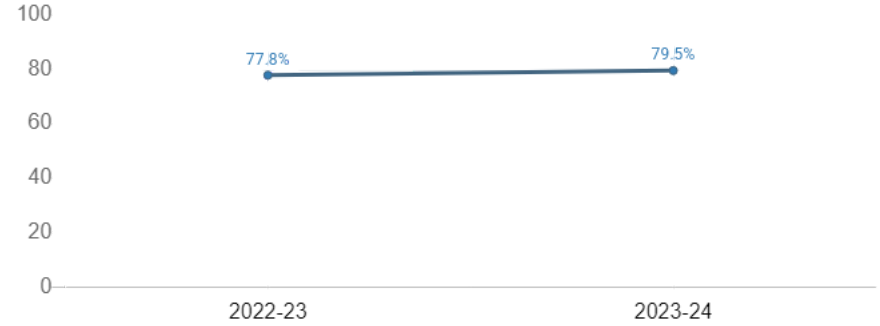
These graphs show trends in performance on the New Jersey Graduation Proficiency Assessment (NJGPA) for the last two years. Students are identified as either Graduation Ready or Not Yet Graduation Ready for both English Language Arts (ELA) and mathematics based on their scores on the assessment. These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

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

**ELA Graduation Ready Rate**



**Math Graduation Ready Rate**



Performance Measure	2022-23 ELA	2023-24 ELA	2022-23 Math	2023-24 Math
Graduation Ready Rate	>90%	>90%	77.8%	79.5%
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	1,096	>90%	82.5%	1,095	79.5%	55.6%
White	245	>90%	90%	245	83.3%	69.1%
Hispanic	589	>90%	72.3%	589	77.1%	38%
Black or African American	109	86.2%	73.6%	108	68.5%	33.1%
Asian, Native Hawaiian, or Pacific Islander	135	>90%	>90%	135	>90%	87.9%
American Indian or Alaska Native	*	*	76.2%	*	*	43.8%
Two or More Races	*	88.9%	87.5%	*	72.2%	62%
Female	*	>90%	86.9%	*	78.5%	56.6%
Male	*	>90%	78.3%	*	81%	54.7%
Non-binary/undesignated gender	*	*	87.7%	*	*	69.9%
Economically Disadvantaged Students	546	>90%	71.7%	545	79.1%	36%
Non-Economically Disadvantaged Students	550	>90%	87.6%	550	80%	65.1%
Students with Disabilities	*	64%	53.6%	*	29.7%	18.2%
Students without Disabilities	*	>90%	87.4%	*	85.2%	62%
Multilingual Learners	*	*	24.4%	*	*	12.5%
Non-Multilingual Learners	*	>90%	86.5%	*	79.6%	58.8%
Students experiencing homelessness	*	*	58.6%	*	*	23%
Students in Foster Care	*	*	44.3%	*	*	22.6%
Military-Connected Students	*	*	82%	*	*	48.1%
Migrant Students	*	*	50%	*	*	25.5%

## College and Career Readiness

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

### PSAT, SAT, & ACT - Participation

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

Participation Type	District Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2023-2024	26.0%	80.7%
12th graders taking SAT in 2023-2024 or prior years	66.6%	62.7%
12th graders taking ACT in 2023-2024 or prior years	10.3%	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	525	459	Grade 10: 430 Grade 11: 460	77%	54%
PSAT 10/NMSQT - Math	523	454	Grade 10: 480 Grade 11: 510	54%	32%
SAT - Reading and Writing	553	530	480	79%	65%
SAT - Math	551	519	530	59%	46%
ACT - Reading	23	24	22	53%	63%
ACT - English	23	24	18	83%	76%
ACT - Math	22	23	22	52%	58%
ACT - Science	22	23	23	47%	55%

## College and Career Readiness

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

### AP/IB Coursework – Participation and Performance

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

#### Students enrolled in one or more AP or IB course



#### Students taking one or more AP or IB exam



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



### Dual Enrollment Coursework - Participation

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



## College and Career Readiness

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

### AP/IB and Dual Enrollment Participation by Student Group

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

Student Group	% Enrolled in one or more AP or IB course	% Enrolled in one or more Dual Enrollment course	State: % Enrolled in one or more AP or IB course	State: % Enrolled in one or more Dual Enrollment course
Districtwide	28.6%	80.7%	35.9%	26.9%
White	33.0%	84.2%	41.8%	33.0%
Hispanic	23.1%	78.6%	23.2%	20.9%
Black or African American	16.2%	74.3%	20.3%	17.4%
Asian, Native Hawaiian, or Pacific Islander	56.3%	89.3%	70.5%	32.5%
American Indian or Alaska Native	*	*	30.4%	28.6%
Two or More Races	25.7%	82.9%	41.0%	29.0%
Female	28.8%	82.6%	41.4%	30.2%
Male	28.3%	78.6%	30.6%	23.7%
Non-Binary/Undesignated Gender	*	*	42.9%	28.4%
Economically Disadvantaged Students	25.7%	80.6%	22.8%	20.2%
Students with Disabilities	3.5%	47.5%	4.8%	10.9%
Multilingual Learners	*	*	9.8%	8.8%
Students experiencing homelessness	*	*	12.6%	15.1%
Students in Foster Care	*	*	4.5%	10.6%
Military-Connected Students	*	*	30.1%	29.2%
Migrant Students	N	N	0.0%	7.1%

## College and Career Readiness

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

### AP/IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	106	71
AP Calculus AB	49	49
AP Calculus BC	68	72
AP Chemistry	10	46
AP Chinese Languages: Language and Culture	0	2
AP Computer Science A	83	82
AP Computer Science Principles	105	60
AP English Language and Composition	33	83
AP English Literature and Composition	120	118
AP Environmental Science	68	69
AP Macroeconomics	27	29
AP Microeconomics	0	1
AP Physics C: Electricity and Magnetism	0	3
AP Physics C: Mechanics	35	37
AP Precalculus	102	102
AP Psychology	124	123
AP Research	19	19
AP Seminar	48	47
AP Spanish Language and Culture	75	76
AP Statistics	109	110
AP U.S. Government and Politics	52	52
AP U.S. History	44	44

## College and Career Readiness

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AP/IB Course	Students Enrolled	Students Tested
Total Exams taken		1,295
Exams with scores of at least 3 on AP exams or 4 on IB exams		1,077

## 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
Polish	*	*
Spanish	39	3.7%
<b>Total Seals Earned</b>	*	
<b>Total Unique Students Earning Seals</b>	*	3.8%
<b>Current and Former Multilingual Learners Earning Seals</b>	*	*†

†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	28.2%	70.8%	7.6%	10.4%
White	28.9%	70.5%	6.1%	10.0%
Hispanic	27.6%	71.0%	9.3%	10.8%
Black or African American	31.3%	68.0%	9.5%	10.7%
Asian, Native Hawaiian, or Pacific Islander	27.4%	71.9%	5.5%	10.5%
American Indian or Alaska Native	*	*	8.3%	8.8%
Two or More Races	30.1%	69.9%	7.5%	10.1%
Female	26.8%	72.3%	7.5%	10.9%
Male	29.9%	69.0%	7.7%	9.9%
Non-Binary/Undesignated Gender	*	*	8.9%	15.2%
Economically Disadvantaged Students	27.7%	71.1%	9.8%	10.7%
Students with Disabilities	30.6%	67.0%	6.0%	7.9%
Multilingual Learners	47.1%	23.5%	8.0%	3.5%
Students experiencing homelessness	*	*	7.7%	6.2%
Students in Foster Care	*	*	5.9%	6.7%
Military-Connected Students	16.3%	83.7%	12.6%	15.8%
Migrant Students	*	*	2.3%	0.0%

## College and Career Readiness

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

### Work-Based Learning Participation by Career Cluster

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

Career Cluster	Number of Students Participating in Work-Based Learning	Percentage of Students Participating in Work-Based Learning
Architecture & Construction	27	11.9%
Arts, A/V Technology & Communications	12	2.1%
Business Management & Administration	46	47.4%
Finance	160	82.1%
Health Science	57	11.4%
Hospitality & Tourism	68	31.8%
Human Services	51	12.2%
Information Technology	130	25.0%
Law, Public Safety, Corrections & Security	53	14.2%
Manufacturing	24	16.8%
Marketing	89	64.0%
Science, Technology, Engineering & Mathematics	173	19.4%
Transportation, Distribution & Logistics	86	43.9%
<b>Total</b>	<b>976</b>	<b>21.8%</b>

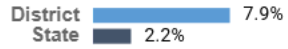
## College and Career Readiness

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### Industry-Valued Credentials

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

#### Students Earning Industry-Valued Credentials



## 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	226	*	*
Arts, A/V Technology & Communications	562	*	*
Business Management & Administration	97	*	*
Finance	195	*	*
Health Science	501	320	320
Hospitality & Tourism	214	*	*
Human Services	418	*	*
Information Technology	519	*	*
Law, Public Safety, Corrections & Security	374	12	12
Manufacturing	143	21	21
Marketing	139	*	*
Science, Technology, Engineering & Mathematics	890	*	*
Transportation, Distribution & Logistics	196	*	*
<b>Total</b>	<b>4,474</b>	<b>357</b>	<b>357</b>

## 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
9	1,165	121	23	0	0	0	177
10	13	850	299	8	1	83	75
11	0	84	734	202	32	195	172
12	0	0	4	191	177	74	84
<b>Total</b>	<b>1,178</b>	<b>1,055</b>	<b>1,060</b>	<b>401</b>	<b>210</b>	<b>352</b>	<b>508</b>
Enrolled in AP/IB Course					117	109	0
Enrolled in Dual Enrollment Course	0	0	0	102	139	19	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	1,057	165	0	0	0	99
10	67	938	0	0	195	112
11	155	15	0	37	909	221
12	55	9	1	150	52	316
<b>Total</b>	<b>1,334</b>	<b>1,127</b>	<b>1</b>	<b>187</b>	<b>1,156</b>	<b>748</b>
Enrolled in AP/IB Course	106	10		68	35	0
Enrolled in Dual Enrollment Course	146	214	0	0	204	486

## 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	1,221	0	0	0	0	0
10	6	1	18	181	1	175
11	2	969	6	150	14	113
12	0	1,004	59	389	152	217
<b>Total</b>	<b>1,229</b>	<b>1,974</b>	<b>83</b>	<b>720</b>	<b>167</b>	<b>505</b>
Enrolled in AP/IB Course	0	44	27	124		52
Enrolled in Dual Enrollment Course	0	411	0	426	153	146

### 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
9	430	62	0	0	0	28	137
10	652	141	0	0	0	43	220
11	309	64	0	0	0	29	174
12	192	35	0	0	0	25	110
<b>Total</b>	<b>1,583</b>	<b>302</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>125</b>	<b>641</b>
Enrolled in AP/IB Course	75	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	138	29	0	0	0	14	127
Enrolled in Level 3 or Higher	113	29	0	0	0	39	71

## 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
9	72	44	0	0	0	0	22
10	38	61	0	0	22	0	0
11	92	0	0	1	24	0	0
12	67	0	0	26	13	0	23
<b>Total</b>	<b>269</b>	<b>105</b>	<b>0</b>	<b>27</b>	<b>59</b>	<b>0</b>	<b>45</b>
Enrolled in AP/IB Course	83	105		0			0
Enrolled in Dual Enrollment Course	103	0	0	0	0	0	0

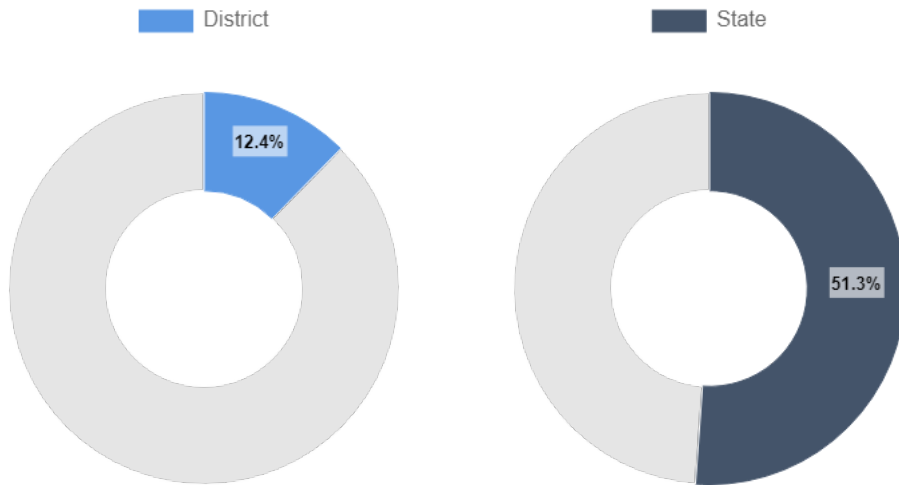
## College and Career Readiness

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.

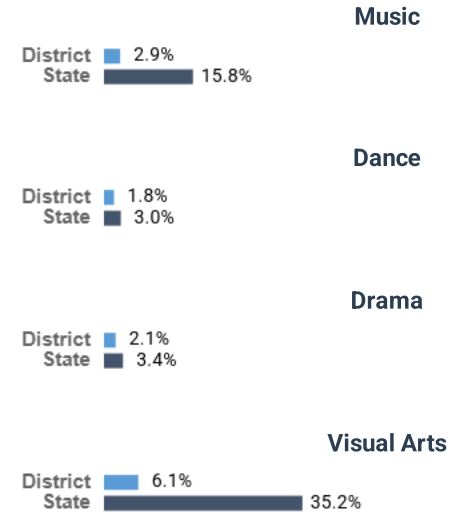
### Visual and Performing Arts – Course Participation

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 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 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.

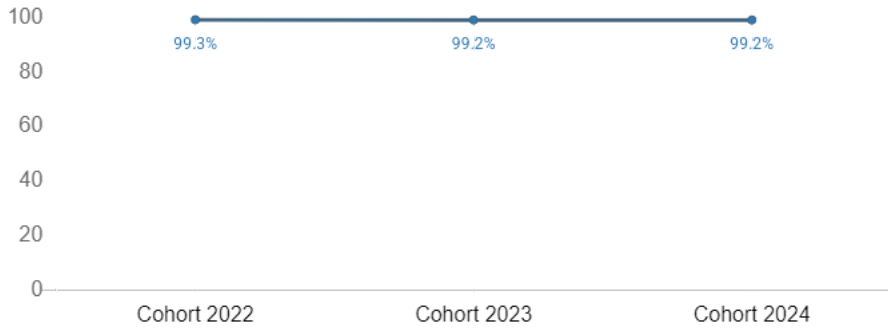
To be included as a graduate in the federal version of the graduation rate, students must have met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless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

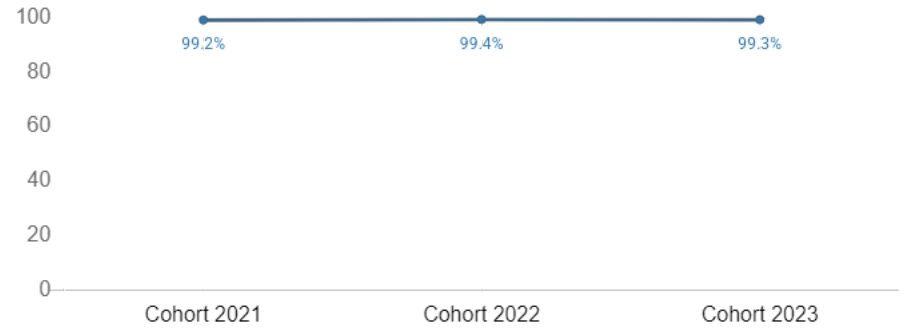
### Graduation Rate Trends and Progress

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	99.3%	99.2%	99.2%	99.2%	99.4%	99.3%
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 modification or exemption in their Individualized Education Program (IEP) may not be counted as graduates in the calculation of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this was only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

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

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

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

### Cohort 2024 4-Year Graduation Cohort Profile

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

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	99.2%	0.1%	0.7%	91.3%	3.8%	4.9%
White	100.0%	0.0%	0.0%	95.0%	2.6%	2.5%
Hispanic	98.9%	0.2%	1.0%	86.9%	4.9%	8.3%
Black or African American	100.0%	0.0%	0.0%	86.5%	6.0%	7.5%
Asian, Native Hawaiian, or Pacific Islander	99.1%	0.0%	0.9%	96.7%	2.3%	1.0%
American Indian or Alaska Native	*	*	*	91.7%	3.8%	4.5%
Two or More Races	100.0%	0.0%	0.0%	92.3%	3.5%	4.3%
Female	98.9%	0.2%	0.9%	93.1%	2.8%	4.1%
Male	99.6%	0.0%	0.4%	89.5%	4.7%	5.7%
Non-Binary/Undesignated Gender	*	*	*	86.7%	3.3%	10.0%
Economically Disadvantaged Students	99.4%	0.0%	0.6%	87.1%	5.3%	7.7%
Students with Disabilities	98.9%	0.0%	1.1%	80.7%	12.5%	6.8%
Multilingual Learners	100.0%	0.0%	0.0%	78.9%	7.5%	13.6%
Students experiencing homelessness	*	*	*	74.5%	11.2%	14.3%
Students in Foster Care	N	N	N	61.6%	13.1%	25.3%
Military-Connected Students	*	*	*	94.5%	2.3%	3.1%
Migrant Students	*	*	*	88.2%	3.9%	7.9%

## 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	99.3%	0.0%	0.7%	92.6%	1.7%	5.6%
White	99.6%	0.0%	0.4%	95.9%	1.5%	2.6%
Hispanic	99.0%	0.0%	1.0%	88.2%	1.9%	9.9%
Black or African American	100.0%	0.0%	0.0%	88.9%	2.5%	8.7%
Asian, Native Hawaiian, or Pacific Islander	100.0%	0.0%	0.0%	97.5%	1.3%	1.2%
American Indian or Alaska Native	N	N	N	92.5%	0.0%	7.5%
Two or More Races	100.0%	0.0%	0.0%	94.7%	1.0%	4.3%
Female	99.1%	0.0%	0.9%	94.4%	1.2%	4.4%
Male	99.6%	0.0%	0.4%	91.0%	2.2%	6.8%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	99.1%	0.0%	0.9%	88.8%	2.0%	9.2%
Students with Disabilities	99.1%	0.0%	0.9%	84.1%	8.2%	7.7%
Multilingual Learners	*	*	*	78.0%	2.0%	20.0%
Students experiencing homelessness	*	*	*	78.0%	3.9%	18.1%
Students in Foster Care	N	N	N	67.0%	7.5%	25.5%
Military-Connected Students	*	*	*	96.0%	0.8%	3.1%
Migrant Students	*	*	*	66.7%	10.7%	22.6%

## Graduation/ Postsecondary

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

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

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

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

### Cohort 2022 6-Year Graduation Cohort Profile

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

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

Student Group	Graduates	Continuing	Non-Continuing	High School Persistence (Graduates + Continuing)	State: Graduates	State: Continuing Students	State: Non-Continuing Students	State: High School Persistence (Graduates + Continuing)
Districtwide	99.4%	0.0%	0.6%	99.4%	93.2%	1.0%	5.8%	94.2%
White	100.0%	0.0%	0.0%	100.0%	96.4%	0.9%	2.7%	97.3%
Hispanic	99.2%	0.0%	0.8%	99.2%	88.2%	1.0%	10.8%	89.2%
Black or African American	100.0%	0.0%	0.0%	100.0%	89.6%	1.4%	9.0%	91.0%
Asian, Native Hawaiian, or Pacific Islander	99.1%	0.0%	0.9%	99.1%	98.1%	0.8%	1.0%	99.0%
American Indian or Alaska Native	*	*	*	*	93.6%	0.8%	5.6%	94.4%
Two or More Races	100.0%	0.0%	0.0%	100.0%	92.9%	1.3%	5.9%	94.1%
Female	99.7%	0.0%	0.3%	99.7%	95.0%	0.6%	4.4%	95.6%
Male	99.2%	0.0%	0.8%	99.2%	91.5%	1.4%	7.1%	92.9%
Non-Binary/Undesignated Gender	N	N	N	N	*	*	*	*
Economically Disadvantaged Students	99.2%	0.0%	0.8%	99.2%	88.8%	1.1%	10.2%	89.8%
Students with Disabilities	100.0%	0.0%	0.0%	100.0%	86.6%	5.4%	8.0%	92.0%
Multilingual Learners	100.0%	0.0%	0.0%	100.0%	77.6%	0.6%	21.9%	78.1%
Students experiencing homelessness	*	*	*	*	76.2%	1.4%	22.4%	77.6%
Students in Foster Care	N	N	N	N	64.1%	3.5%	32.4%	67.6%
Military-Connected Students	*	*	*	*	92.9%	1.7%	5.4%	94.6%
Migrant Students	N	N	N	N	67.1%	2.4%	30.5%	69.5%

## Graduation/ Postsecondary

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

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

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

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

### Federal Graduation Rates

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

Student Group	2024 4-Year Federal Graduation	2023 5-Year Federal Graduation	2022 6-Year Federal Graduation	State: 2024 4-Year Federal Graduation	State: 2023 5-Year Federal Graduation	State: 2022 6-Year Federal Graduation
	Rate	Rate	Rate	Rate	Rate	Rate
Districtwide	99.2%	99.3%	99.4%	87.7%	91.8%	87.0%
White	100.0%	99.6%	100.0%	91.5%	95.0%	90.0%
Hispanic	98.9%	99.0%	99.2%	83.3%	87.4%	82.1%
Black or African American	100.0%	100.0%	100.0%	80.9%	87.6%	80.8%
Asian, Native Hawaiian, or Pacific Islander	99.1%	100.0%	99.1%	96.1%	97.3%	96.6%
American Indian or Alaska Native	*	N	*	84.1%	92.5%	86.4%
Two or More Races	100.0%	100.0%	100.0%	89.0%	93.0%	86.2%
Female	98.9%	99.1%	99.7%	90.5%	93.7%	90.6%
Male	99.6%	99.6%	99.2%	85.2%	90.0%	83.7%
Non-Binary/Undesignated Gender	*	N	N	83.3%	*	*
Economically Disadvantaged Students	99.4%	99.1%	99.2%	82.6%	87.8%	81.4%
Students with Disabilities	98.9%	99.1%	100.0%	60.2%	79.2%	51.8%
Multilingual Learners	100.0%	*	100.0%	77.6%	77.6%	75.7%
Students experiencing homelessness	*	*	*	67.0%	76.2%	64.6%
Students in Foster Care	N	N	N	50.4%	61.9%	47.1%
Military-Connected Students	*	*	*	91.4%	94.9%	88.4%
Migrant Students	*	*	N	85.5%	64.3%	64.6%

## Graduation/ Postsecondary

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

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

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

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](#).

### 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	99.2%	95.0%	Met Goal	99.4%	N	Met Goal
White	99.6%	95.0%	Met Goal	100.0%	N	Met Goal
Hispanic	98.8%	95.0%	Met Goal	99.2%	N	Met Goal
Black or African American	100.0%	95.0%	Met Goal	100.0%	N	Met Goal
Asian, Native Hawaiian, or Pacific Islander	100.0%	95.0%	Met Goal	99.1%	N	Met Goal
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	100.0%	N	Met Goal	100.0%	**	**
Economically Disadvantaged Students	99.0%	95.0%	Met Goal	99.2%	N	Met Goal
Students with Disabilities	98.1%	95.0%	Met Goal	100.0%	N	Met Goal
Multilingual Learners	*	**	**	100.0%	**	**

**Report Key:**

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

## Graduation/ Postsecondary

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### Graduation Pathways

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

Graduation Pathway	% of Graduates Meeting ELA Requirements by Pathway	% of Graduates Meeting Math Requirements by Pathway
Statewide Assessment	95.4%	83.0%
Substitute Competency Test	0.6%	5.1%
Portfolio Appeals Process	4.0%	11.9%
Alternate Requirements Specified in IEP	0.0%	0.0%
Unknown/Other	0.0%	0.0%

### Dropout Rate Trends

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

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

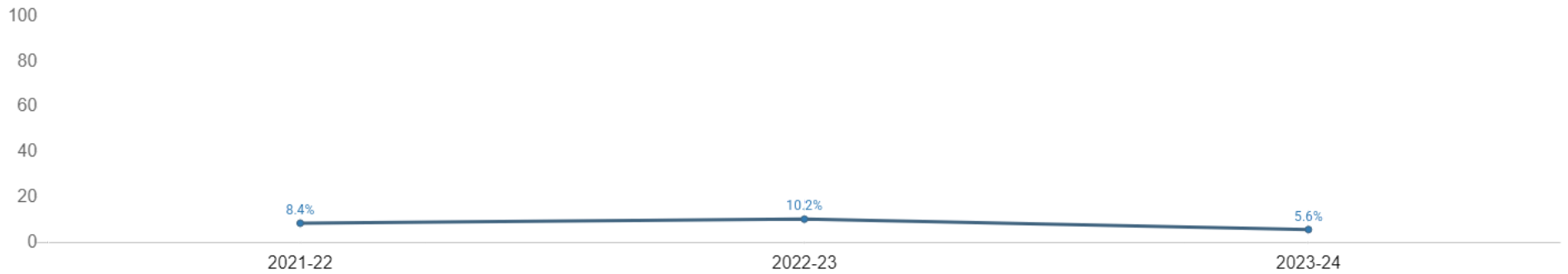
Year of Graduation	Graduates enrolled in apprenticeship programs
2023	*
2022	*
2021	10
2020	10
2019	*
2018	*
2017	*
2016	*

## Climate and Environment

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

### Chronic Absenteeism Trends

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



Performance Measure	2021-22	2022-23	2023-24
Chronic Absenteeism Rate	8.4%	10.2%	5.6%
ESSA Target (State Average for Grades Served)	19.8%	18.1%	17.2%
Met ESSA Target	Met	Met	Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%

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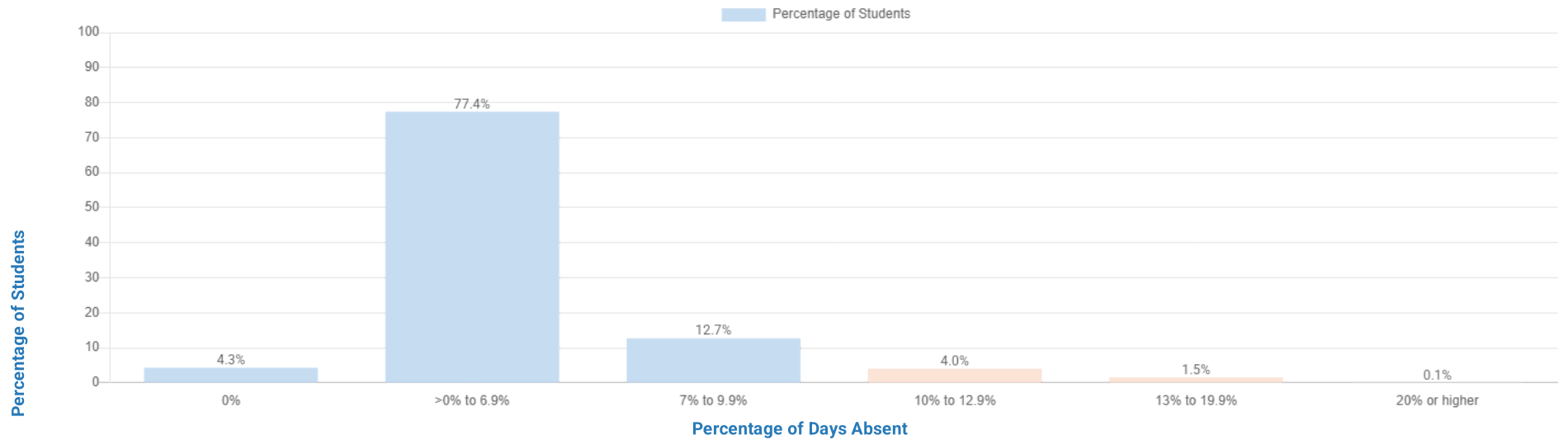
Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	254	5.6%	17.2%	Met
White	51	5.5%	17.2%	Met
Hispanic	147	5.7%	17.2%	Met
Black or African American	29	7.3%	17.2%	Met
Asian, Native Hawaiian, or Pacific Islander	22	4.2%	17.2%	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	4.3%	17.2%	Met
Female	*	5.9%		
Male	*	5.3%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	148	6.4%	17.2%	Met
Students with Disabilities	39	8.5%	17.2%	Met
Multilingual Learners	0	0.0%	17.2%	Met
Students Experiencing Homelessness	*	*		
Students in Foster Care	*	*		
Military-Connected Students	6	14.0%		
Migrant Students	*	*		

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### Percentage of Days Absent

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

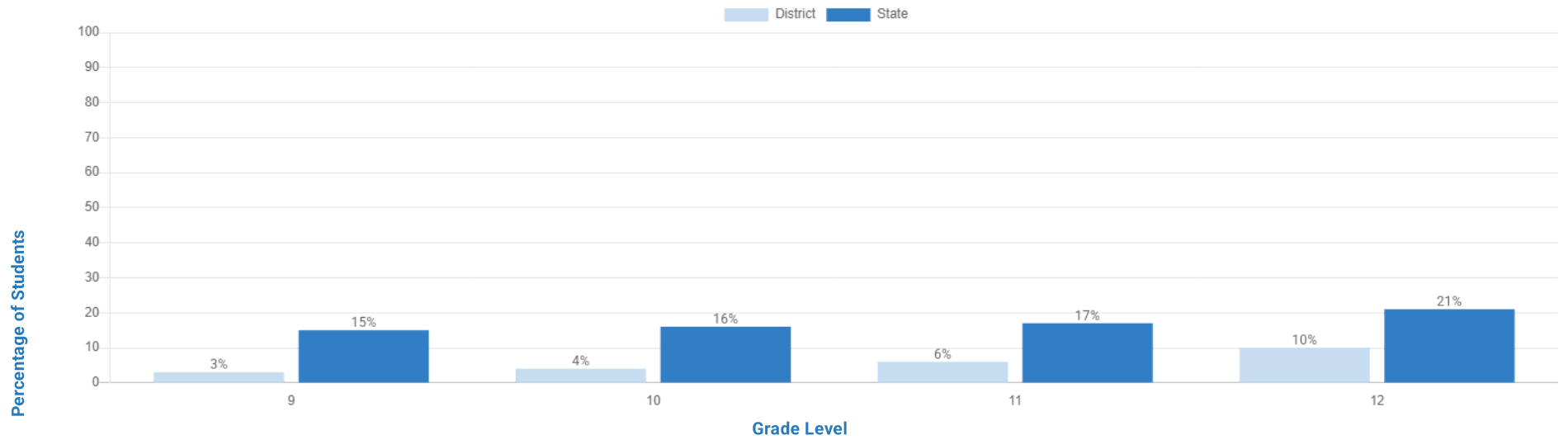


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**Chronic Absenteeism by Grade**

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



## Climate and Environment

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

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	29
Weapons	6
Vandalism	7
Substances	53
Harassment, Intimidation, Bullying (HIB)	22
<b>Total Unique Incidents</b>	<b>116</b>
Incidents Per 100 Students Enrolled	2.57

### 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	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
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	1	6	7
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	2	2
Disability	0	5	5
Other	0	21	21
No Identified Nature	23		23

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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	36	4%	28	3%	52	5%	0	0%	0	0%
Hispanic	112	4%	77	3%	158	6%	0	0%	0	0%
Black or African American	37	9%	28	7%	55	13%	0	0%	0	0%
Asian	9	2%	4	1%	11	2%	0	0%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
Two or more races	5	5%	3	3%	5	5%	0	0%	0	0%
Female	*	3%	*	2%	*	4%	*	0%	*	0%
Male	*	6%	*	4%	*	9%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	121	5%	84	4%	167	7%	0	0%	0	0%
Students with disabilities	37	8%	24	5%	53	12%	0	0%	0	0%

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### Student Disciplinary Removals: By Grade Level

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Grade	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Districtwide	199	4%	140	3%	281	6%	0	0%	0	0%
9	80	6%	56	4%	106	8%	0	0%	0	0%
10	57	5%	54	5%	89	8%	0	0%	0	0%
11	29	3%	13	1%	41	4%	0	0%	0	0%
12	33	3%	17	2%	45	4%	0	0%	0	0%

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### Students Involved in Police Notifications: By Student Group

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

Student Group	# of Students involved in at least one incident	% of Students involved in at least one incident	# of Students involved in at least one violent incident	% of Students involved in at least one violent incident	# of Students involved in at least one vandalism incident	% of Students involved in at least one vandalism incident	# of Students involved in at least one substance related incident	% of Students involved in at least one substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in at least one weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in at least one HIB incident	# of Students involved in at least one other incident type	% of Students involved in at least one other incident type
Districtwide	11	0%	8	0%	0	0%	0	0%	0	0%	0	0%	3	0%
White	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
Hispanic	10	0%	7	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
Black or African American	1	0%	1	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
Asian	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
Female	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%	*	<5.00%
Male	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%	*	<5.00%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	8	0%	5	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
Students with disabilities	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%

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### 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	11	0%	8	0%	0	0%	0	0%	0	0%	0	0%	3	0%
9	8	1%	6	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
10	3	0%	2	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
11	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
12	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%

## Climate and Environment

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

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

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

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

## Climate and Environment

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

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

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

Grade	# of Students Arrested	% of Students Arrested	# of Students involved in at least one violent incident that led to arrest	% involved in a violent incident that led to arrest	# of Students involved in at least one vandalism incident that led to arrest	% involved in a vandalism incident that led to arrest	# of Students involved in at least one substance related incident that led to arrest	% involved in a substance related incident that led to arrest	# of Students involved in at least one weapons related incident that led to arrest	% involved in a weapons related incident that led to arrest	# of Students involved in at least one HIB incident that led to arrest	% involved in an HIB incident that led to arrest	# of Students involved in at least one other type incident that led to arrest	% involved in an other type incident that led to arrest
Districtwide	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
9	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
10	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
11	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
12	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

## Climate and Environment

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

### School Days Missed due to Out-of-School Suspensions

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

#### School Days Missed due to Out-of-School Suspensions

1,208

## 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	383	119,239
Average years experience in public schools	9.5	12.6
Average years experience in district	9.3	11.3
Number of Teachers with 4 or more years experience in the district	265	87,243
Percentage of Teachers with 4 or more years experience in the district	69.2%	73.6%
Number of out-of-field teachers	12	2,931
Percentage of out-of-field teachers	3.1%	2.5%
Number of Teachers with Provisional Credentials	39	9,065
Percentage of Teachers with Provisional Credentials	10.2%	7.6%

### Administrators – Experience

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

Category	Admin. in District	Admin. in State
Total Number of administrators	31	10,170
Average years experience in public schools	16.7	16.2
Average years experience in district	13.5	12.5
Number of Administrators with 4 or more years experience in the district	29	7,734
Percentage of Administrators with 4 or more years experience in the district	93.5%	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	383	119,239
Administrators	31	10,170
Librarians/Media Specialists	2	1,160
Nurses	10	3,025
School Counselors	19	4,673
Child Study Team Members	17	9,654
School Psychologists	6	2,185
School Social Workers	3	2,750
Student Assistance Coordinators	6	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	12:1
Students to Administrators	146:1
Teachers to Administrators	12:1
Students to Librarians/Media Specialists †	2259:1
Students to Nurses †	452:1
Students to Counselors †	238:1
Students to Child Study Team Members †,††	27:1
Students to School Psychologists †	753:1
Students to School Social Workers †	1506:1
Students to Student Assistance Coordinators †	753:1
Students to School Safety Specialists †	4517:1

† 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	53.0%	56.0%	30-40%	48.0%	77.0%	57.0%
Male	47.0%	44.0%	60-70%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤10%	≤1%	≤1%	≤1%
White	20.7%	70.8%	71.0%	38.2%	81.8%	74.5%
Hispanic	56.7%	17.2%	12.9%	34.0%	8.6%	8.6%
Black or African American	8.9%	7.0%	12.9%	14.2%	6.4%	14.4%
Asian	11.5%	4.4%	3.2%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.0%	0.3%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.1%	0.3%	0.0%	0.2%	0.4%	0.5%
Two or More Races	2.1%	0.0%	0.0%	3.1%	0.3%	0.4%

## Staff

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

**Key terms for staff data:**

**Teachers:** All classroom teachers

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

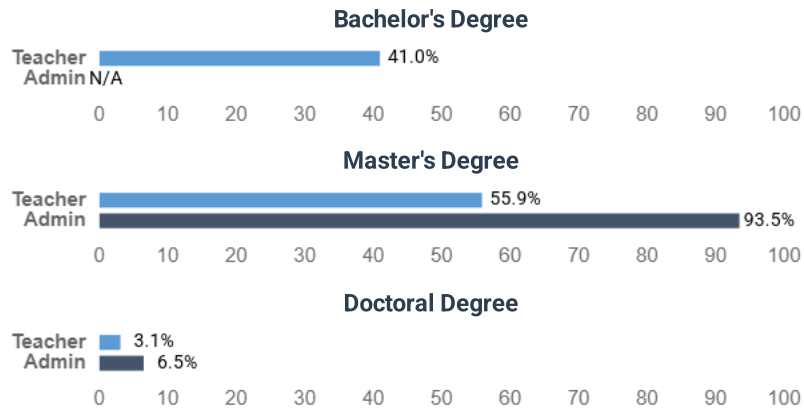
**Experience:** Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given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

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

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

### Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2022-23 Teachers: Same district 2023-24	95.1%	89.5%
2022-23 Administrators: Same district 2023-24	96.7%	87.9%

## Staff

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

**Key terms for staff data:**

**Teachers:** All classroom teachers

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

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

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

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

### Teachers by Subject Area

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

Subject Area	Total Number of Teachers	% Female	% Male	% Non-binary or Undesignated Gender	% White	% Hispanic	% Black or African American	% Asian	% Native Hawaiian, Pacific Islander	% American Indian or Native American	% Two or More Races	% 4 or more years experience in the district	% Bachelor's Degree(Highest Degree)	% Master's Degree(Highest Degree)	% Doctoral Degree(Highest Degree)
Elementary (Not Subject Specific)	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
English/Language Arts/Literacy	67	65-70%	30-35%	≤5%	76.1%	13.4%	9.0%	1.5%	0.0%	0.0%	0.0%	68.7%	26.9%	73.1%	0.0%
English to Speakers of Other Languages	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Mathematics	59	60-70%	30-40%	≤10%	72.9%	20.3%	1.7%	5.1%	0.0%	0.0%	0.0%	71.2%	27.1%	72.9%	0.0%
Science	43	50-60%	40-50%	≤10%	69.8%	7.0%	14.0%	9.3%	0.0%	0.0%	0.0%	69.8%	27.9%	65.1%	7.0%
Social Studies/History	46	40-50%	40-50%	≤10%	76.1%	17.4%	6.5%	0.0%	0.0%	0.0%	0.0%	71.7%	34.8%	65.2%	0.0%
World Language	23	>80%	≤20%	≤20%	21.7%	60.9%	0.0%	13.0%	0.0%	4.3%	0.0%	87.0%	43.5%	56.5%	0.0%
Visual and Performing Arts	5	*	*	*	40.0%	40.0%	20.0%	0.0%	0.0%	0.0%	0.0%	100.0%	60.0%	40.0%	0.0%
Health/Physical Education	33	40-50%	50-60%	≤10%	81.8%	12.1%	3.0%	3.0%	0.0%	0.0%	0.0%	72.7%	36.4%	63.6%	0.0%
Family & Consumer Sciences	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	13	*	*	*	69.2%	15.4%	7.7%	7.7%	0.0%	0.0%	0.0%	69.2%	30.8%	69.2%	0.0%
Computer Science/IT	13	*	*	*	46.2%	23.1%	7.7%	23.1%	0.0%	0.0%	0.0%	53.8%	53.8%	46.2%	0.0%
Industrial Arts	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Career and Technical Education	81	40-45%	55-60%	≤5%	77.8%	11.1%	8.6%	1.2%	1.2%	0.0%	0.0%	60.5%	72.8%	16.0%	11.1%
Special Education	28	60-80%	20-40%	≤20%	71.4%	10.7%	14.3%	3.6%	0.0%	0.0%	0.0%	82.1%	28.6%	71.4%	0.0%
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.

Passaic County Vocational	Federal	State & Local	Total	ADE**
District Level Total Expenditures	\$2,734	\$23,105	\$25,839	4,516.0
District Level Central Expenditures		\$1,488	\$1,488	4,516.0
Passaic County Technical Institute	\$3,342	\$23,542	\$26,884	3,475.0
Diana C. Lobosco Stem Academy	\$704	\$15,191	\$15,895	1,041.0
-				

**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

## Accountability

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

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

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

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

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

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

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

**Report Key:**

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

## Accountability

### Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

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

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

## Accountability

### ESSA Accountability Progress

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

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

ESSA Accountability Indicator	2021-22	2022-23	2023-24
ELA Proficiency	69.5%	70.2%	74.8%
Math Proficiency	54.8%	56.3%	56.1%
ELA Growth†	N	N	N
Math Growth†	N	N	N
4-Year Graduation Rate (Prior Year)††	98.8%	99.3%	99.2%
5-Year Graduation Rate (Prior Year)††	99.0%	99.0%	99.4%
Progress toward English Language Proficiency	21.7%	58.3%	32.4%
Chronic Absenteeism	8.4%	10.2%	5.6%

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

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

## Accountability

### Accountability Summary by Student Group - 2023-24 School Year

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

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

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

†Target was met within a confidence interval.

## Narrative

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### Highlights:

- PCTVS is the largest Career & Technical Education district in the state with two high schools: Passaic County Technical Institute and Passaic County Technical Institute STEM Academy.
- Technology is at the forefront of learning at PCTVS. The district offers a chromebook device for each student that supports access to a high quality learning environment and technology resources.
- Students can earn college credits through dual enrollment courses, participate in advanced placement classes and obtain industry valued credentials that give them a competitive edge after graduation.



### Mission, Vision, Theme:

We are a diverse, progressive learning community that promotes educational excellence by challenging our students to become knowledgeable, productive and socially conscious members of a global society through quality educational programs delivered by a highly skilled and dedicated staff in a nurturing environment.



### Awards, Recognition, Accomplishments:

The 2023-2024 enrollment for PCTVS was 4,566 students. The year's theme, "Be Bold, Be Brilliant, Be Bulldogs!", celebrated the beginning of a new school year ready to continue our commitment to work together as an energized cohesive school community in a positive, productive and rewarding learning environment. Campus tours were conducted on select Saturdays welcoming prospective students and their parents to view our state of the art campus and numerous CTE programs. PCTVS is proud of its strong patriotic culture and partners with Wreaths Across America, the national patriotic organization whose mission to Remember, Honor and Teach is carried out through the annual wreath laying ceremonies across the nation. PCTVS is the only school district in the County to partner with this worthy cause which has grown in both adult and student volunteer membership. The district's LPN program graduated 38 Licensed Practical Nurses through its day and evening programs through the Adult Division.

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### Courses, Curriculum, Instruction:

PCTVS is Passaic County's premier career and technical education school district. Our two high schools provide in-demand career-training aligned with a rigorous academic curriculum. PCTVS prepares students for career and college readiness, including opportunities for advanced workforce entry and acceptance at some of the nation's finest four-year colleges and universities. Honors and AP courses are offered in English, Mathematics, Science, and Social Studies, World Language and Computer Science. Recognizing the value of preparing our students to succeed in a global society PCTVS includes American Sign Language, Arabic, Chinese, Japanese, French, Italian, and Spanish language studies in our curriculum.



### Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Fencing (Boys & Girls), Field Hockey (Girls), Football (Coed), Golf (Boys & Girls), Ice Hockey (Coed), Lacrosse (Boys & Girls), Skiing (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 (Boys & Girls)

In 2023-2024 PCTVS Athletics launched its inaugural Girls Wrestling season. In 2023-2024 the following accomplishments were made: State Champions in Football (NJSIAA North 1 Group 5, State Champions in Girls Bowling (NJSIAA North 1 Group 4) and State Champions in Boys Swimming (NJSIAA-North 1A Champions- Three Peat). PCCA County Champions in Girls and Boys Bowling, Girls and Boys Swimming, Girls and Boys Indoor Track, Ice Hockey, Girls Golf, Boys and Girls Spring Track and Field. Big North Liberty Divisional Championships in Girls Soccer, Boys and Girls Swimming, Girls and Boys Indoor Track, Wrestling, Baseball, Boys Golf, Girls and Boys Spring Track, also NJSFC Freedom Blue Division winners in Football. NJTAC Tech tournament champions in Boys Soccer, Girls Swimming and Boys Swimming, and Girls Volleyball. Noteable career milestones for M.Demarest PCCA Coach of the Year in Passaic County and C. Kiernna 100 Victories.



### Clubs and Activities:

There are 54 clubs and career & technical student organizations at PCTVS. They include: Health Occupations Students of America, SkillsUSA, End Racism and Sexism Everywhere, PRIDE, Leaders Emerging Among Peers, Lindsey Meyer Teen Institute, Reserve Officers Training Corps, Student Council Interact, Mock Trial, Pro-Start, Future Business Leaders of America, Future Education Association, Book Club, Yearbook, Astronomy, Gifted and Talented, Engineering, E-Sports, Environmental Science, History club, Choir, Color Guard, Concert Band, Marching Band, Jazz Band, Dance Club, Performing Arts Club, Sign Language Club, International Thespian Society, National Honor Society, RHO Kappa National Honor Society, National Honor Society for Dance Arts, Tri-M Music Honor Society, World Language Honor Society, Chess Club, Muslim Student Association, Christian Student Association, Hindu Student Association, Grade Level Classes, Speech and Debate, Upstanders.

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### Before and After School Programs:

PCTVS provides a range of before and after-school programs to support students' social, emotional, and academic well-being. Each morning throughout the school year, all students have access to the Wellness Center and the Morning Assistance Program. For after-school academic support, students can participate in the Supplemental Educational Services program, attend the Academic Assistance Program for extra help, or collaborate with peers in the Collaborative Learning and Study Program. Additional after-school offerings include the College Preparatory Program and the SEL/Wellness Program.



### Staff and Professional Learning:

During the 2023-2024 school year, PCTVS has successfully met all state professional development requirements, demonstrating a robust commitment to enhancing staff skills to better serve students. Administrators participated in group professional development sessions focusing on topics such as Section 504 and Intervention and Referral Services (I&RS), providing a foundation for understanding compliance and best practices in supporting students with diverse needs. Teaching staff and educational specialists engaged in collaborative PD opportunities, both in-person and virtual, to address the district's broader goals and priorities. Staff members also attended tailored professional development events to deepen their expertise, ensuring that learning opportunities addressed specific educational, social, and emotional needs across the district. Continuous professional support was provided to staff by the Social Emotional Learning (SEL) Lead Teacher and Instructional Technology Coach.



### Postsecondary Information:

PCTVS equips students with the skills and knowledge to excel in their college, career, and life pursuits. Our graduates are well-prepared for post-secondary education, with the majority continuing their studies at four-year or two-year colleges, universities, and technical schools or serving in the United States Armed Forces. Through a strong foundation in advanced academics and hands-on learning, our students consistently gain acceptance to some of the nation's most prestigious institutions, reflecting the district's commitment to excellence and future readiness.

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### Student Supports and Services:

All students have access to counseling for academic, career, college planning, and emotional support. The I&RS Committee develops individualized plans for students needing extra assistance. Basic skills programs target foundational academic skills to help students meet grade-level expectations and build confidence. Students with disabilities receive dedicated support services for academic and social/emotional needs. English Language Learners in grades 9-11 get specialized English instruction. After-school academic help is available through Supplemental Educational Services and the Academic Assistance Program, along with an online tutoring platform for core and AP subjects. The Morning Assistance Program offers guidance on task organization and time management. The Wellness Center provides social-emotional learning services, while the School-Based Youth Services Program (SBYSP) offers free tutoring, mentoring, counseling, and recreational activities.



### Student Health and Wellness:

PCTVS is staffed with ten full-time nurses. Free and Reduced breakfast and lunch are offered to eligible students. Students are enrolled in a physical education classes that meet all state requirements. The district employs six student assistance coordinators for students who need assistance in developing coping skills, making positive lifestyle choices, avoiding risky behaviors, and succeeding in attaining their personal goals. There is also a district crisis counselor dedicated for special education students and meeting their personal needs. Weight training rooms are available to students throughout the year. The district offers yearly student wellness days with health-conscious activities and informational exhibits. Our new Wellness Center offers our students social and emotional learning activities during and after school hours.



### Parent and Community Involvement:

Eleven Parent Engagement meetings were held this school year. Topics included: college preparatory information, mental health, anxiety (English, Spanish, Arabic), health life choices/substance abuse, and financial aid information. Parent Surveys were sent to families to gauge the interest of the topics. The PTSOs from both high schools hold monthly meetings with the assistance of the administration. A school community liaison is employed to assist all families. A Title I Parents' meeting is held to discuss Title I and explain how the district utilizes Title I funding. Three separate cultural appreciation assemblies occur throughout the year for parents: Hispanic Heritage Assembly, African American History Celebration, & Asian-Pacific Heritage Assembly. Corporate and trade organizations serve on advisory committees for each of our vocational areas. The district partners with the Department of Children and Family to offer a Teen Center on Campus for additional student supports.

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### Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers. In the 2023-2024 school year, PCTVS conducted a comprehensive School Climate Survey across the district, including PCTI and the PCTI STEM Academy. Gathering feedback from a diverse group of stakeholders-students, staff, and parents-the survey provided valuable insights into the school community's perceptions. Results indicated overall positive feedback on district initiatives to address Harassment, Intimidation, and Bullying (HIB) and efforts to foster a supportive, inclusive school climate. This feedback will help drive continued improvements and ensure a welcoming environment for all members of the PCTVS community.



### Facilities:

PCTVS offers state-of-the-art academic and Career and Technical Education (CTE) facilities equipped with innovative technology that meets industry standards. The district features a modern black box theater, four cafeterias, two media centers, a theater-sized auditorium, maker space, lecture halls, a full-service restaurant, "Chez Technique," a fully operational bank, and Vision's Salon. Our athletic facilities include fields for baseball, football, soccer, tennis, and lacrosse, along with a track, basketball courts, a competition-size indoor pool, a weight room, and an indoor running track. Newly completed projects include the Biotechnology Innovation Center, Cold Spring Harbor Labs, HX Expansion, and Bulldog Barber Shops. Safety/Security upgrades include window safety film, ProtectED bulletproof bookcases, and additional access controls.



### School Safety:

The Campus Security Team is proactive by taking steps to assure the safety and protection of the students and staff. District campus security utilizes both inside and outside personnel and is also outfitted with Security cameras. The district employs three uniformed active SROs, including five armed security personnel (retired law enforcement). The security team receives extensive training in School Shooter Response drills with additional training during the school year, including two weeks during the summer. Automated lockdown buttons are installed throughout the district and activate a shutdown of all electronic doors sending communication alerts to local law enforcement. In compliance with Alyssa's law, district phones and panic buttons in key locations send silent alerts directly to local law enforcement and armed personnel on campus. Window safety film and ProtectED bulletproof bookcases have been installed as an additional layer of protection in the event of an emergency.

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### Technology and STEM:

PCTVS is a 1:1 student to laptop district. Instructors use a platform-based Learning Management System in addition to cutting-edge software to support the curriculum. Classrooms are outfitted with smartboards and other CTE program technologies that meet or exceed industry standards. Students participate in various Career Technical Student Organizations and STEM related clubs such as SkillsUSA National, NJ Chapter of Health Occupations Students of America, Engineering Club, Environmental Club, Astronomy Club, Video Production Club, and Cold Spring Harbor Labs. Students also experience real-world technology through work based learning opportunities. The district offers Saturday and Summer STEM Academies for prospective students.



### Attendance:

In the 2023-2024 school year, PCTVS implemented a range of targeted strategies to improve student attendance and promote consistent engagement across the district. Key initiatives included enhanced communication with families, individualized support plans for students with chronic absenteeism, and increased collaboration with counselors and other staff to address underlying attendance barriers. PCTVS strengthened attendance policies and embarked on an awareness campaign. These efforts reflect the district's commitment to fostering student success through a focus on regular, active participation in the school community. ARP ESSER funds supported a continuum of services, including hiring additional staff to address students' social, emotional, and academic needs. Assessment tools were used to evaluate learning loss, and support services were provided through extended day programs during the school year and summer, focusing on students' social, emotional, and educational needs.

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### Other Information:

Due to our rigorous Career & Technical as well as Academic programs, PCTI STEM students graduate with a total of 167.5 credits (47.5 more than is required by the NJDOE). The school day starts at 8:10 am and ends at 2:56 pm. The district uses an Affirmative Action officer to oversee compliance with state and federal laws, including, but not limited to, N.J.A.C. 6A:7, Managing for Equality and Equity in Educational Programs and Title IX of the Educational Amendments of 1972 (sex/gender equity in the field of education). The Communications Office produces a seasonal newsletter, Tech Life, which embraces the many achievements and recognitions of both students, alumni and staff. The Tech Life newsletter is sent to student's household, faculty, staff, retirees, alumni, business partners and county agencies. Information is also disseminated through the District's comprehensive website, the new Tech Life district app, on campus digital monitors as well as through active engagement in social media platforms. Eighth grade students can apply to the PCTI STEM Academy through an online application process. Applicants are accepted to their chosen CTE program via a review of their academic, discipline, attendance records and standardized test scores. A school uniform policy is outlined on the school website and is strictly enforced. Students are provided with a handbook to assist them with compliance to the code of conduct. Students are provided with a school issued chromebook to use as a student at PCTI STEM. Transportation is provided by the sending school districts. The Passaic County Technical Institute Educational Foundation contributes thousands of dollars in scholarships for district graduates. Numerous other scholarships are provided to graduates by community businesses and private donations.