NJ SCHOOL PERFORMANCE REPORT

Bridgewater-Raritan Regional School District (35-0555)
2023-2024

County: Somerset

District: Bridgewater-Raritan Regional School District

📍 836 Newmans Lane
Martinsville, NJ 08836

Superintendent: Mr. Robert Beers

District Website

📞 908-685-2777x937198

👥 **7,925**
Total Students

🏫 **PK-12**
Grades Offered

Overview & Resources

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

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

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

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	Somerset
District	Bridgewater-Raritan Regional School District
Superintendent Name	Mr. Robert Beers
Address	836 Newmans Lane, Martinsville, NJ 08836
Phone Number	908-685-2777x937198
Email Address	rbeers@brrsd.org
Website	www.brrsd.org

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
Adamsville Primary School	PK-04
Bradley Gardens Primary School	PK-04
Bridgewater-Raritan High School	09-12
Bridgewater-Raritan Middle School	07-08
Crim Primary School	KG-04
Eisenhower Intermediate School	05-06
Hamilton Primary School	KG-04
Hillside Intermediate School	05-06
John F. Kennedy Primary School	KG-04
Milltown Primary School	PK-04
Van Holten Primary School	KG-04

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

Demographics

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

Enrollment Trends by Grade

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

Grade	2021-22	2022-23	2023-24
PK	146	195	196
KG	397	344	350
1	518	561	525
2	544	544	566
3	591	547	566
4	551	598	576
5	611	570	599
6	607	624	577
7	715	618	634
8	688	725	632
9	703	665	690
10	652	686	653
11	633	651	677
12	688	650	684
Total	8,044	7,978	7,925

Enrollment Trends by Student Group

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

Student Group	2021-22	2022-23	2023-24
Female	48.0%	48.0%	48.0%
Male	52.0%	52.0%	52.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	7.9%	11.8%	12.1%
Students with Disabilities	15.9%	16.2%	17.0%
Multilingual Learners	3.6%	4.0%	4.6%
Students Experiencing Homelessness	0.2%	0.3%	0.2%
Students in Foster Care	0.1%	0.1%	0.0%
Military-Connected Students	0.0%	0.0%	0.1%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial And Ethnic Group	2021-22	2022-23	2023-24
White	42.4%	41.5%	40.3%
Hispanic	19.2%	19.4%	20.2%
Black or African American	3.3%	3.5%	3.9%
Asian	30.4%	30.9%	30.7%
Native Hawaiian or Pacific Islander	0.5%	0.4%	0.4%
American Indian or Alaska Native	0.5%	0.5%	0.5%
Two Or More Races	3.6%	3.8%	4.1%

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Enrollment Trends by Full / Half Day PK and KG

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

Grade	2021-22	2022-23	2023-24
PK - Half Day	97	138	141
PK - Full Day	49	57	55
KG - Half Day	365	329	328
KG - Full Day	32	15	22

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.
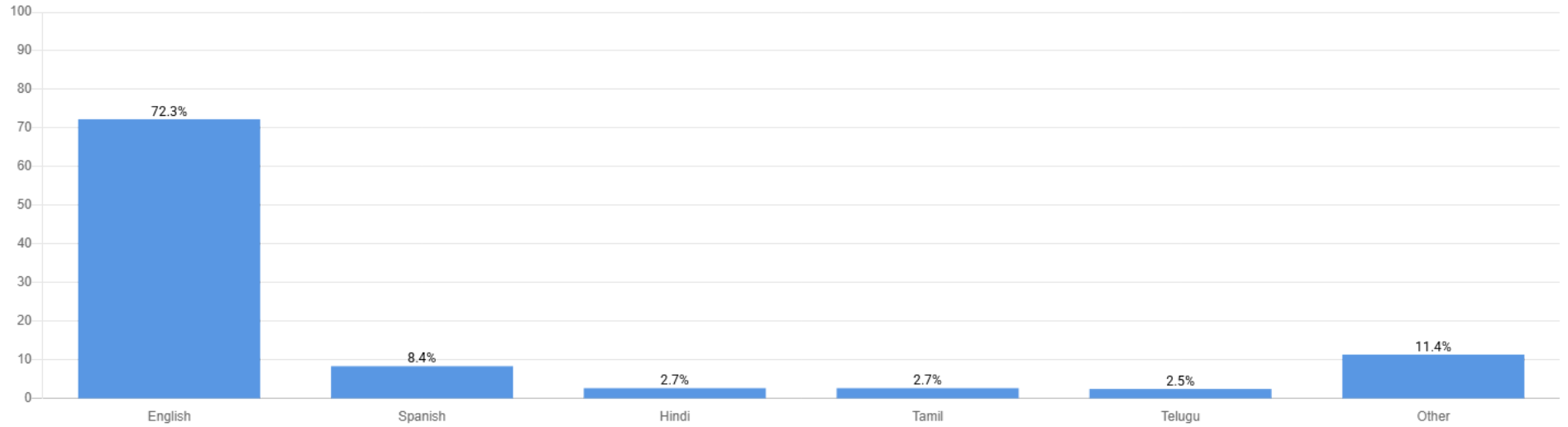
Enrollment Status	2021-22	2022-23	2023-24
Full Time Students	8,003	7,941	7,885
Shared Time Students	81	72	78
Full Time Equivalent	8,044	7,977	7,924

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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.

Language	Percentage
English	72.3%
Spanish	8.4%
Hindi	2.7%
Tamil	2.7%
Telugu	2.5%
Other	11.4%

Student Growth

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

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

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

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

Student Growth Trends and Progress

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

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ELA Median Student Growth Percentile
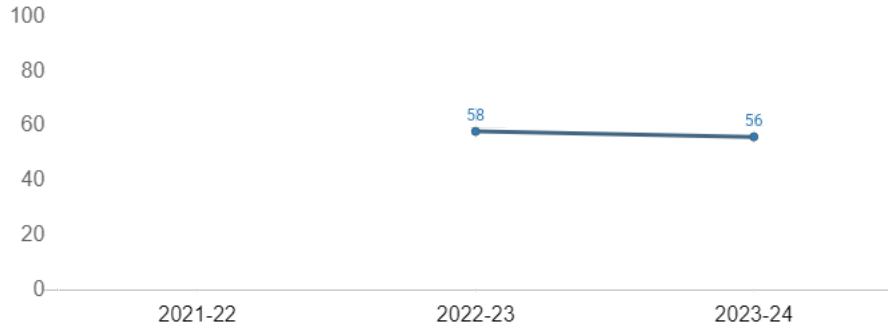
Math Median Student Growth Percentile
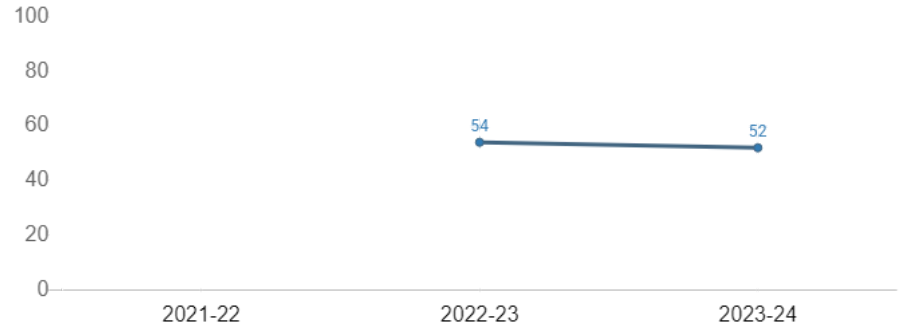
Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Median Student Growth Percentile		58	56		54	52
Met Standard (40-59.5)?		Met Standard	Met Standard		Met Standard	Met Standard
Statewide: Median Student Growth Percentile		50	50		50	50

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Student Growth

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

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	56	50	Met Standard	52	50	Met Standard
White	54	50	Met Standard	50	51	Met Standard
Hispanic	50	49	Met Standard	47	48	Met Standard
Black or African American	35	47	Not Met	34	46	Not Met
Asian, Native Hawaiian, or Pacific Islander	66	59	Exceeds Standard	59.5	60	Met Standard
American Indian or Alaska Native	53	50	**	46	50	**
Two or More Races	55.5	50	Met Standard	52	51	Met Standard
Female	58	52		51	50	
Male	54	48		53	50	
Non-Binary/Undesignated Gender	N	44		N	45.5	
Economically Disadvantaged Students	47	48	Met Standard	42	48	Met Standard
Students with Disabilities	49	43	Met Standard	42	44	Met Standard
Multilingual Learners	62.5	50	Exceeds Standard	48.5	50	Met Standard
Students Experiencing Homelessness	N	43		N	45	
Students in Foster Care	N	40		N	47	
Military-Connected Students	*	47.5		*	51	
Migrant Students	N	53		N	44	

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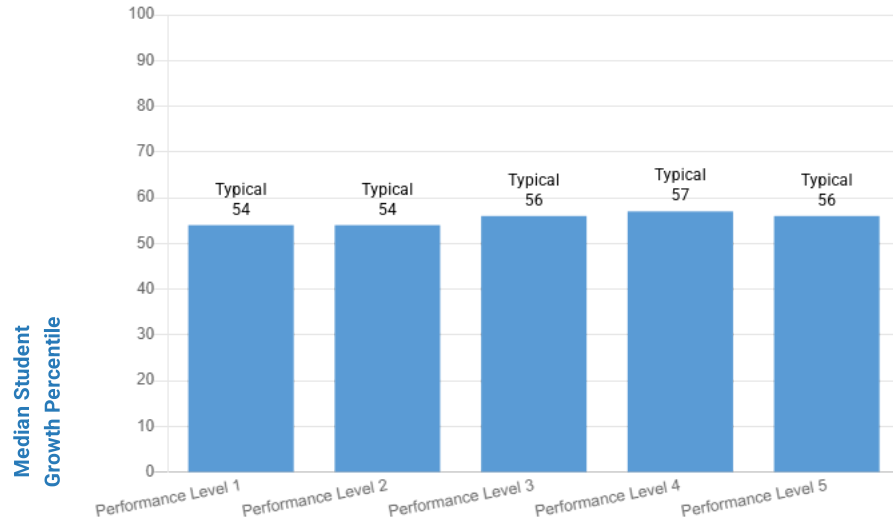
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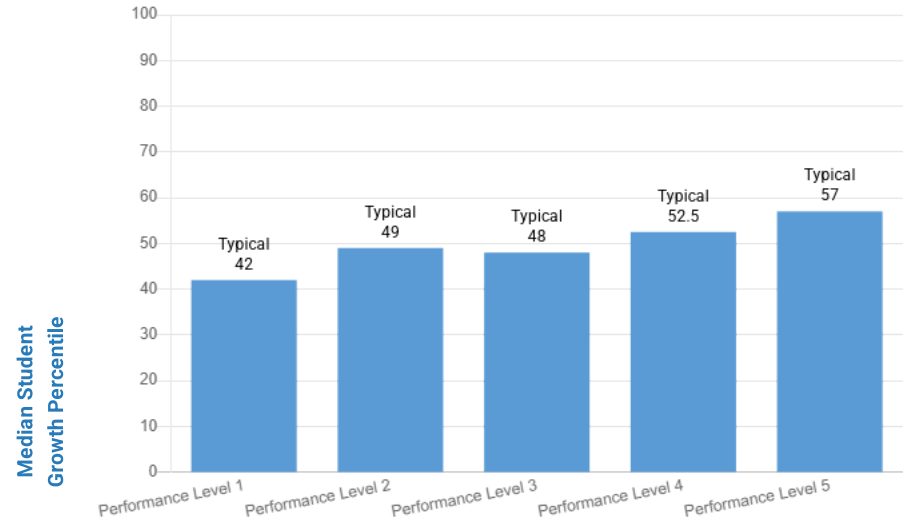
Student Growth by Performance Level

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

ELA — Median Student Growth Percentile

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5
Typical 54	Typical 54	Typical 56	Typical 57	Typical 56

Math — Median Student Growth Percentile

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5
Typical 42	Typical 49	Typical 48	Typical 52.5	Typical 57

Student Growth

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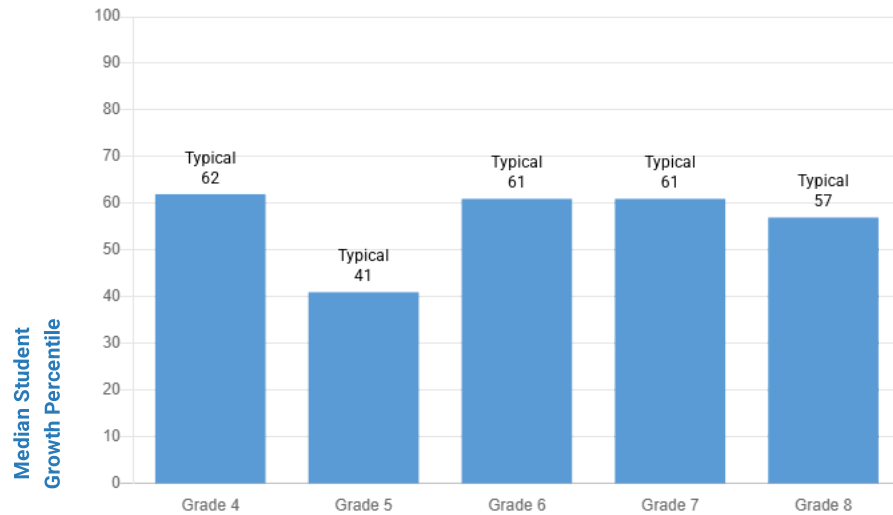
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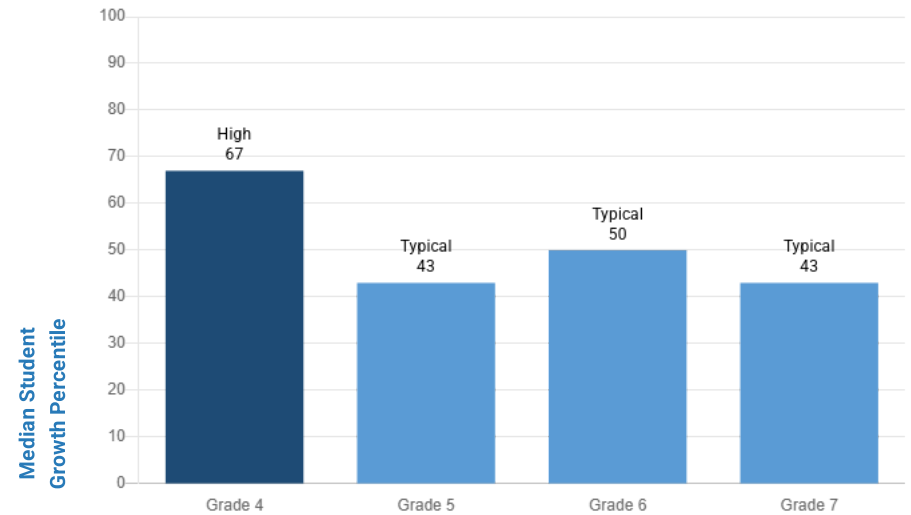
Student Growth by Grade

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

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Academic Achievement

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

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

English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability
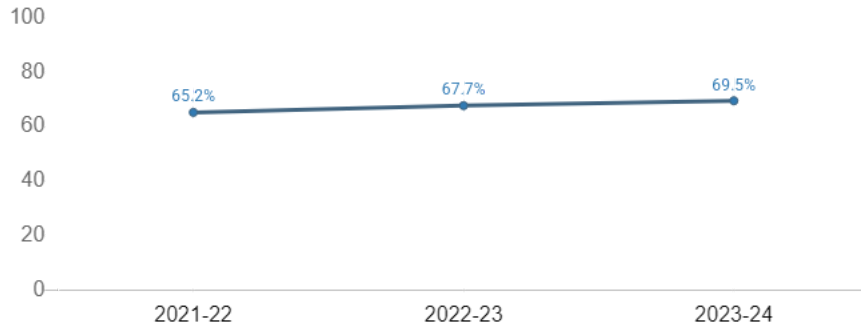
Math Proficiency Rate for Federal Accountability
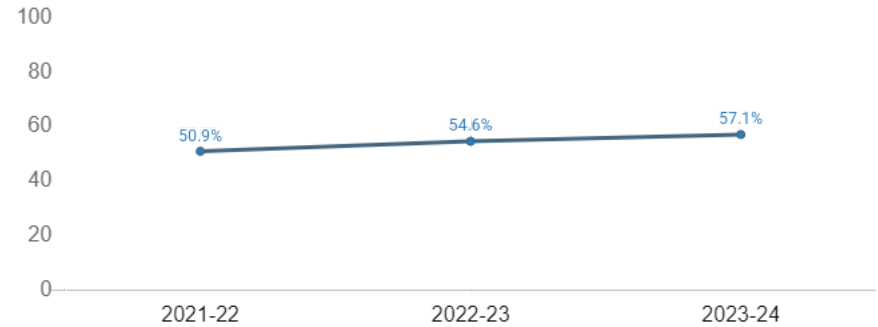
Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	99.1%	99.1%	99.3%	99.0%	99.0%	99.3%
Proficiency Rate for Federal Accountability	65.2%	67.7%	69.5%	50.9%	54.6%	57.1%
Annual Target	71.1%	71.7%	68.8%	65.9%	66.8%	56.1%
Met Annual Target?	Not Met	Not Met	Met Target	Not Met	Not Met	Met Target
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

† Target was met within a confidence interval.

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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	4,173	99.3%	69.5%	52.2%	69.5%	68.8%	Met Target
White	1,716	99%	68.6%	61.8%	68.6%	66.7%	Met Target
Hispanic	804	99.4%	50.5%	38%	50.5%	49.6%	Met Target
Black or African American	145	99.4%	41.4%	35.9%	41.4%	45.2%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	1,292	99.6%	85.6%	79.9%	85.6%	85.4%	Met Goal
American Indian or Alaska Native	23	100%	73.9%	51.2%	73.9%	69.3%	Met Target
Two or More Races	193	99%	68.4%	59.4%	68.4%	70.5%	Met Target†
Female	*	99.3%	75.6%	57.7%	75.6%		
Male	*	99.2%	63.7%	47%	63.7%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	422	98.6%	40.5%	34.6%	40.5%	37.3%	Met Target
Non-Economically Disadvantaged Students	3,751	99.4%	72.7%	62.8%	72.7%		
Students with Disabilities	637	97.6%	25.7%	19.8%	25.7%	25%	Met Target
Students without Disabilities	3,536	99.6%	77.3%	59.4%	77.3%		
Multilingual Learners	205	100%	43.9%	23.1%	43.9%	45%	Met Target†
Non-Multilingual Learners	3,968	99.2%	70.8%	56.2%	70.8%		
Students Experiencing Homelessness	*	*	*	21.9%	*		
Students in Foster Care	*	*	*	19.3%	*		
Military-Connected Students	*	*	*	48.2%	*		
Migrant Students	*	*	*	13.3%	*		

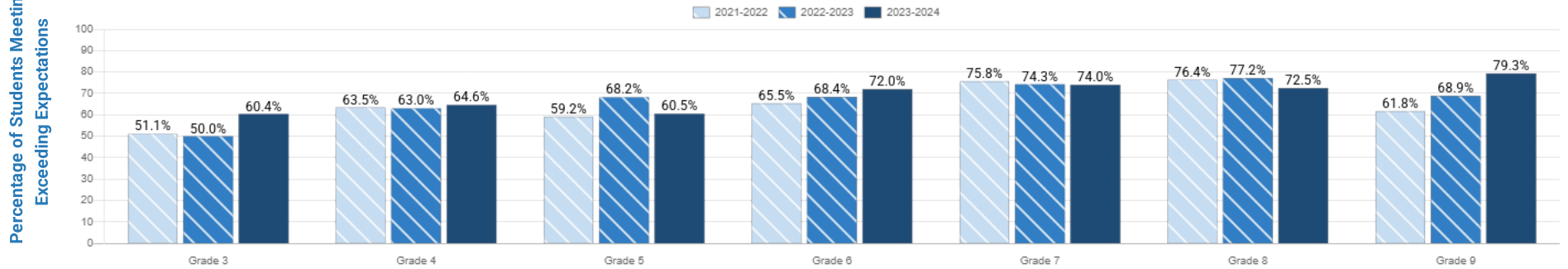† Target was met within a confidence interval.

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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.

Legend: 2021-2022 | 2022-2023 | 2023-2024

Percentage of Students Meeting/Exceeding Expectations

Grade	2021-2022	2022-2023	2023-2024
Grade 3	51.1%	50.0%	60.4%
Grade 4	63.5%	63.0%	64.6%
Grade 5	59.2%	68.2%	60.5%
Grade 6	65.5%	68.4%	72.0%
Grade 7	75.8%	74.3%	74.0%
Grade 8	76.4%	77.2%	72.5%
Grade 9	61.8%	68.9%	79.3%

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English Language Arts Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	556	760	741	10%	12%	18%	47%	13%	60%	44%
White	230	757	751	9%	11%	21%	48%	10%	59%	53%
Hispanic	107	737	724	21%	17%	21%	37%	4%	41%	29%
Black or African American	*	743	725	5%	18%	36%	41%	0%	41%	29%
Asian, Native Hawaiian, or Pacific Islander	154	779	770	2%	8%	12%	53%	24%	77%	70%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	46%
Two or More Races	41	765	751	15%	12%	7%	46%	20%	66%	52%
Female	*	767	746	8%	9%	16%	50%	17%	67%	48%
Male	*	753	736	11%	14%	21%	44%	9%	54%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	60	735	722	15%	30%	18%	32%	5%	37%	26%
Non-Economically Disadvantaged Students	496	763	753	9%	9%	18%	49%	14%	63%	55%
Students with Disabilities	98	720	710	38%	18%	18%	23%	2%	26%	18%
Students without Disabilities	458	768	747	3%	10%	18%	52%	16%	68%	49%
Multilingual Learners	27	724	704	22%	30%	22%	26%	0%	26%	13%
Non-Multilingual Learners	529	761	746	9%	11%	18%	48%	14%	62%	48%
Students Experiencing Homelessness	*	*	707	*	*	*	*	*	*	18%
Students in Foster Care	*	*	711	*	*	*	*	*	*	18%
Military-Connected Students	*	*	739	*	*	*	*	*	*	41%
Migrant Students	*	*	688	*	*	*	*	*	*	*

Academic Achievement

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

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

English Language Arts Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	568	763	749	5%	8%	22%	39%	25%	65%	51%
White	*	761	758	4%	6%	25%	47%	18%	65%	61%
Hispanic	102	746	734	8%	20%	32%	27%	13%	40%	35%
Black or African American	*	738	733	11%	17%	44%	17%	11%	28%	34%
Asian, Native Hawaiian, or Pacific Islander	164	781	776	4%	4%	9%	38%	45%	83%	78%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	51%
Two or More Races	31	758	757	10%	0%	29%	42%	19%	61%	60%
Female	*	767	752	4%	7%	18%	41%	29%	70%	54%
Male	*	759	745	5%	9%	26%	37%	21%	59%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	56	733	731	18%	14%	41%	21%	5%	27%	32%
Non-Economically Disadvantaged Students	512	766	760	4%	7%	20%	41%	27%	69%	63%
Students with Disabilities	*	735	720	16%	20%	32%	26%	6%	32%	21%
Students without Disabilities	*	769	755	2%	5%	20%	42%	30%	72%	57%
Multilingual Learners	23	733	711	13%	26%	30%	30%	0%	30%	13%
Non-Multilingual Learners	545	764	753	5%	7%	22%	40%	26%	66%	55%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	20%
Students in Foster Care	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	*	*	747	*	*	*	*	*	*	49%
Migrant Students	*	*	713	*	*	*	*	*	*	23%

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	590	755	750	6%	11%	22%	52%	9%	61%	52%
White	239	755	760	2%	12%	26%	55%	5%	60%	63%
Hispanic	114	733	736	20%	21%	25%	31%	3%	33%	37%
Black or African American	*	725	734	25%	15%	35%	25%	0%	25%	35%
Asian, Native Hawaiian, or Pacific Islander	176	771	778	2%	3%	13%	66%	16%	82%	80%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	*	765	757	5%	10%	21%	44%	21%	64%	60%
Female	*	761	755	5%	7%	21%	53%	13%	66%	57%
Male	*	750	745	8%	15%	22%	50%	5%	56%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	76	726	732	22%	28%	24%	24%	3%	26%	33%
Non-Economically Disadvantaged Students	514	760	761	4%	9%	22%	56%	10%	66%	64%
Students with Disabilities	92	723	719	26%	27%	25%	21%	1%	22%	20%
Students without Disabilities	498	761	756	3%	8%	21%	57%	10%	68%	59%
Multilingual Learners	*	706	705	39%	39%	6%	17%	0%	17%	*
Non-Multilingual Learners	*	757	754	5%	10%	22%	53%	9%	62%	57%
Students Experiencing Homelessness	*	*	718	*	*	*	*	*	*	22%
Students in Foster Care	*	*	721	*	*	*	*	*	*	20%
Military-Connected Students	*	*	747	*	*	*	*	*	*	48%
Migrant Students	*	*	721	*	*	*	*	*	*	20%

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 6

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	571	768	751	4%	7%	17%	46%	26%	72%	53%
White	222	764	760	5%	7%	20%	52%	17%	69%	63%
Hispanic	114	756	738	4%	11%	26%	46%	13%	59%	39%
Black or African American	18	728	735	28%	17%	28%	28%	0%	28%	35%
Asian, Native Hawaiian, or Pacific Islander	198	783	778	2%	5%	8%	40%	46%	86%	82%
American Indian or Alaska Native	*	*	748	*	*	*	*	*	*	49%
Two or More Races	*	771	758	0%	12%	6%	59%	24%	82%	60%
Female	*	776	756	1%	5%	14%	48%	33%	81%	59%
Male	*	761	746	7%	10%	20%	44%	20%	64%	48%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	58	747	735	9%	17%	24%	45%	5%	50%	35%
Non-Economically Disadvantaged Students	513	770	761	4%	6%	16%	46%	28%	74%	65%
Students with Disabilities	83	727	719	24%	25%	27%	23%	1%	24%	17%
Students without Disabilities	488	775	758	1%	4%	15%	50%	30%	80%	60%
Multilingual Learners	12	711	707	*	*	*	*	*	*	*
Non-Multilingual Learners	559	769	754	4%	6%	16%	47%	27%	74%	57%
Students Experiencing Homelessness	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	724	*	*	*	*	*	*	22%
Military-Connected Students	*	*	754	*	*	*	*	*	*	55%
Migrant Students	*	*	712	*	*	*	*	*	*	29%

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 7

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	630	774	752	5%	5%	16%	36%	38%	74%	54%
White	238	766	761	5%	5%	19%	43%	28%	71%	64%
Hispanic	121	758	737	9%	10%	21%	37%	22%	60%	39%
Black or African American	*	760	734	18%	5%	14%	36%	27%	64%	37%
Asian, Native Hawaiian, or Pacific Islander	214	791	785	2%	3%	8%	30%	57%	87%	84%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	51%
Two or More Races	29	780	759	0%	7%	21%	24%	48%	72%	60%
Female	*	780	758	4%	5%	13%	36%	42%	78%	60%
Male	*	768	746	6%	5%	18%	36%	34%	70%	48%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	43	744	734	16%	16%	19%	35%	14%	49%	36%
Non-Economically Disadvantaged Students	587	776	762	5%	4%	15%	36%	39%	76%	64%
Students with Disabilities	76	724	715	29%	20%	32%	14%	5%	20%	18%
Students without Disabilities	554	780	759	2%	3%	13%	39%	42%	81%	61%
Multilingual Learners	*	*	700	*	*	*	*	*	*	*
Non-Multilingual Learners	*	775	756	5%	5%	16%	37%	38%	75%	58%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	21%
Students in Foster Care	*	*	712	*	*	*	*	*	*	17%
Military-Connected Students	*	*	747	*	*	*	*	*	*	50%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 8

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	622	771	751	5%	7%	15%	42%	30%	73%	53%
White	271	767	760	3%	6%	18%	52%	21%	73%	62%
Hispanic	111	744	736	16%	16%	20%	37%	11%	48%	39%
Black or African American	26	742	735	8%	12%	42%	35%	4%	38%	37%
Asian, Native Hawaiian, or Pacific Islander	188	796	783	1%	2%	6%	35%	56%	91%	82%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	52%
Two or More Races	*	776	757	8%	8%	13%	29%	42%	71%	59%
Female	*	778	759	4%	5%	12%	43%	36%	79%	60%
Male	*	765	743	6%	9%	18%	42%	25%	67%	46%
Non-binary/undesignated gender	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	56	746	734	9%	21%	27%	32%	11%	43%	36%
Non-Economically Disadvantaged Students	566	774	761	5%	6%	14%	43%	32%	75%	63%
Students with Disabilities	75	724	713	25%	25%	25%	20%	4%	24%	16%
Students without Disabilities	547	778	758	2%	5%	14%	45%	34%	79%	60%
Multilingual Learners	11	690	701	*	*	*	*	*	*	*
Non-Multilingual Learners	611	773	755	4%	6%	16%	43%	31%	74%	56%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	23%
Students in Foster Care	*	*	708	*	*	*	*	*	*	14%
Military-Connected Students	*	*	743	*	*	*	*	*	*	43%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 9

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	699	779	755	4%	6%	10%	36%	43%	79%	58%
White	273	777	764	3%	6%	11%	42%	38%	80%	67%
Hispanic	153	755	741	10%	10%	19%	43%	18%	61%	45%
Black or African American	30	746	737	10%	13%	23%	47%	7%	53%	40%
Asian, Native Hawaiian, or Pacific Islander	229	802	789	2%	3%	2%	24%	69%	93%	87%
American Indian or Alaska Native	*	*	757	*	*	*	*	*	*	59%
Two or More Races	*	783	761	8%	8%	0%	31%	54%	85%	64%
Female	*	786	762	3%	5%	8%	34%	50%	84%	64%
Male	*	772	747	6%	7%	12%	39%	36%	74%	51%
Non-binary/undesignated gender	*	*	774	*	*	*	*	*	*	77%
Economically Disadvantaged Students	79	742	738	16%	16%	16%	42%	9%	51%	41%
Non-Economically Disadvantaged Students	620	784	764	3%	5%	10%	35%	47%	83%	67%
Students with Disabilities	86	726	717	20%	28%	28%	23%	1%	24%	19%
Students without Disabilities	613	787	761	2%	3%	8%	38%	49%	87%	64%
Multilingual Learners	13	708	701	*	*	*	*	*	*	*
Non-Multilingual Learners	686	781	758	4%	5%	10%	37%	44%	81%	61%
Students Experiencing Homelessness	*	*	721	*	*	*	*	*	*	25%
Students in Foster Care	*	*	714	*	*	*	*	*	*	20%
Military-Connected Students	*	*	749	*	*	*	*	*	*	51%
Migrant Students	*	*	683	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	4,210	99.3%	57.1%	40.2%	57.1%	56.1%	Met Target
White	1,724	99%	53.3%	51.1%	53.3%	50.4%	Met Target
Hispanic	823	99.1%	33.3%	24.2%	33.3%	32.7%	Met Target
Black or African American	146	99.4%	29.5%	20.1%	29.5%	22.7%	Met Target
Asian, Native Hawaiian, or Pacific Islander	1,301	99.8%	79.2%	74.4%	79.2%	80.4%	Met Target†
American Indian or Alaska Native	23	100%	65.2%	42%	65.2%	60.5%	Met Target
Two or More Races	193	99%	64.2%	48.9%	64.2%	66.1%	Met Target†
Female	*	99.2%	55.1%	38.4%	55.1%		
Male	*	99.3%	59%	42%	59%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	432	98.2%	26.4%	21.7%	26.4%	24.5%	Met Target
Non-Economically Disadvantaged Students	3,778	99.4%	60.6%	51.5%	60.6%		
Students with Disabilities	643	97.9%	22.2%	16.6%	22.2%	22.6%	Met Target†
Students without Disabilities	3,567	99.5%	63.4%	45.4%	63.4%		
Multilingual Learners	231	98.4%	36.8%	18.7%	36.8%	38.9%	Met Target†
Non-Multilingual Learners	3,979	99.3%	58.3%	43.5%	58.3%		
Students Experiencing Homelessness	*	*	*	12.9%	*		
Students in Foster Care	*	*	*	12.4%	*		
Military-Connected Students	*	*	*	38.8%	*		
Migrant Students	*	*	*	<10%	*		

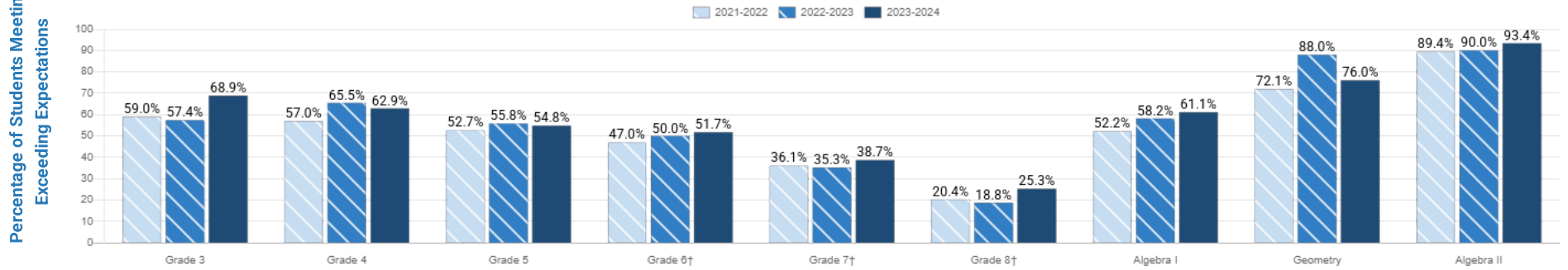† Target was met within a confidence interval.

Academic Achievement

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

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Mathematics Assessment - Performance Trends

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

Legend: 2021-2022, 2022-2023, 2023-2024

Percentage of Students Meeting or Exceeding Expectations:

Exam	2021-2022	2022-2023	2023-2024
Grade 3	59.0%	57.4%	68.9%
Grade 4	57.0%	65.5%	62.9%
Grade 5	52.7%	55.8%	54.8%
Grade 6†	47.0%	50.0%	51.7%
Grade 7†	36.1%	35.3%	38.7%
Grade 8†	20.4%	18.8%	25.3%
Algebra I	52.2%	58.2%	61.1%
Geometry	72.1%	88.0%	76.0%
Algebra II	89.4%	90.0%	93.4%

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

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	563	766	747	4%	7%	20%	42%	27%	69%	48%
White	231	764	757	2%	8%	20%	47%	23%	69%	60%
Hispanic	*	745	732	12%	12%	29%	39%	8%	47%	31%
Black or African American	*	747	728	5%	9%	32%	50%	5%	55%	27%
Asian, Native Hawaiian, or Pacific Islander	155	786	776	1%	3%	11%	39%	47%	86%	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	51%
Two or More Races	41	768	755	10%	2%	20%	29%	39%	68%	56%
Female	*	764	744	4%	7%	23%	40%	26%	66%	45%
Male	*	768	749	4%	7%	17%	44%	28%	72%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	62	744	729	10%	6%	39%	39%	6%	45%	28%
Non-Economically Disadvantaged Students	501	769	758	4%	7%	18%	43%	29%	72%	60%
Students with Disabilities	98	732	725	20%	16%	31%	26%	7%	33%	25%
Students without Disabilities	465	773	751	1%	5%	18%	46%	31%	77%	52%
Multilingual Learners	34	739	722	12%	15%	35%	38%	0%	38%	20%
Non-Multilingual Learners	529	768	751	4%	6%	19%	42%	29%	71%	52%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	17%
Students in Foster Care	*	*	719	*	*	*	*	*	*	18%
Military-Connected Students	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	727	*	*	*	*	*	*	12%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	571	760	744	3%	13%	21%	48%	15%	63%	45%
White	*	757	754	3%	11%	22%	55%	9%	64%	57%
Hispanic	102	742	730	5%	25%	34%	28%	7%	35%	28%
Black or African American	*	725	726	17%	28%	39%	17%	0%	17%	24%
Asian, Native Hawaiian, or Pacific Islander	167	778	773	2%	7%	10%	50%	32%	81%	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	50%
Two or More Races	31	758	752	0%	13%	23%	58%	6%	65%	54%
Female	*	759	743	3%	12%	21%	51%	13%	64%	43%
Male	*	761	746	3%	14%	21%	45%	17%	62%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	56	731	727	13%	30%	36%	18%	4%	21%	25%
Non-Economically Disadvantaged Students	515	763	755	2%	11%	19%	51%	16%	67%	58%
Students with Disabilities	*	736	722	12%	32%	25%	26%	6%	32%	21%
Students without Disabilities	*	765	749	1%	9%	20%	53%	17%	70%	50%
Multilingual Learners	26	733	718	12%	38%	15%	31%	4%	35%	14%
Non-Multilingual Learners	545	761	748	3%	12%	21%	49%	15%	64%	49%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	15%
Students in Foster Care	*	*	716	*	*	*	*	*	*	15%
Military-Connected Students	*	*	744	*	*	*	*	*	*	43%
Migrant Students	*	*	721	*	*	*	*	*	*	17%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	593	751	741	8%	15%	22%	41%	14%	55%	40%
White	239	748	751	5%	15%	30%	42%	8%	50%	53%
Hispanic	117	727	726	21%	29%	27%	18%	5%	23%	23%
Black or African American	*	721	722	25%	30%	25%	15%	5%	20%	19%
Asian, Native Hawaiian, or Pacific Islander	176	773	772	2%	4%	13%	53%	27%	81%	76%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	*	766	748	3%	13%	5%	56%	23%	79%	49%
Female	*	749	739	7%	17%	25%	42%	9%	51%	38%
Male	*	753	742	9%	13%	20%	39%	19%	58%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	78	719	724	31%	32%	18%	14%	5%	19%	20%
Non-Economically Disadvantaged Students	515	756	752	4%	12%	23%	45%	16%	60%	53%
Students with Disabilities	92	717	717	35%	25%	20%	16%	4%	21%	16%
Students without Disabilities	501	758	746	3%	13%	23%	45%	16%	61%	45%
Multilingual Learners	*	702	711	57%	24%	5%	14%	0%	14%	*
Non-Multilingual Learners	*	753	744	6%	15%	23%	42%	15%	56%	44%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	12%
Students in Foster Care	*	*	714	*	*	*	*	*	*	10%
Military-Connected Students	*	*	741	*	*	*	*	*	*	40%
Migrant Students	*	*	724	*	*	*	*	*	*	27%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 6

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	572	752	737	6%	14%	28%	37%	15%	52%	36%
White	222	743	746	5%	19%	36%	32%	8%	40%	47%
Hispanic	115	736	723	8%	20%	40%	29%	3%	32%	20%
Black or African American	18	720	718	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	198	772	768	3%	5%	13%	48%	31%	79%	73%
American Indian or Alaska Native	*	*	735	*	*	*	*	*	*	33%
Two or More Races	*	755	743	6%	12%	18%	59%	6%	65%	45%
Female	*	752	736	4%	13%	31%	38%	14%	52%	34%
Male	*	752	738	7%	15%	26%	35%	16%	51%	38%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	58	732	721	14%	19%	40%	26%	2%	28%	17%
Non-Economically Disadvantaged Students	514	754	747	5%	14%	27%	38%	16%	54%	48%
Students with Disabilities	83	715	714	30%	39%	19%	11%	1%	12%	12%
Students without Disabilities	489	758	741	1%	10%	30%	41%	17%	58%	41%
Multilingual Learners	13	716	707	*	*	*	*	*	*	*
Non-Multilingual Learners	559	753	740	5%	14%	28%	38%	15%	53%	39%
Students Experiencing Homelessness	*	*	711	*	*	*	*	*	*	*
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	739	*	*	*	*	*	*	37%
Migrant Students	*	*	704	*	*	*	*	*	*	13%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 7

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	460	741	739	5%	22%	34%	36%	3%	39%	37%
White	208	742	748	3%	20%	38%	36%	3%	39%	50%
Hispanic	113	734	728	4%	35%	35%	26%	1%	27%	23%
Black or African American	20	739	724	10%	25%	20%	45%	0%	45%	18%
Asian, Native Hawaiian, or Pacific Islander	98	749	764	4%	13%	30%	47%	6%	53%	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	*	737	743	18%	18%	29%	35%	0%	35%	44%
Female	*	740	738	4%	24%	39%	31%	2%	33%	36%
Male	*	742	739	6%	20%	31%	40%	4%	43%	39%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	40	723	726	20%	30%	38%	13%	0%	13%	20%
Non-Economically Disadvantaged Students	420	743	747	3%	21%	34%	38%	3%	41%	48%
Students with Disabilities	74	717	716	22%	43%	24%	9%	1%	11%	12%
Students without Disabilities	386	746	743	2%	18%	36%	41%	3%	44%	43%
Multilingual Learners	10	714	714	*	*	*	*	*	*	*
Non-Multilingual Learners	450	742	741	5%	21%	35%	36%	3%	40%	40%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	11%
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	740	*	*	*	*	*	*	39%
Migrant Students	*	*	708	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 8

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	359	729	719	16%	25%	33%	25%	1%	25%	19%
White	182	735	729	10%	21%	38%	30%	1%	31%	27%
Hispanic	93	717	713	28%	31%	27%	14%	0%	14%	13%
Black or African American	22	717	707	*	*	*	*	*	*	10%
Asian, Native Hawaiian, or Pacific Islander	50	731	740	14%	24%	32%	30%	0%	30%	40%
American Indian or Alaska Native	*	*	722	*	*	*	*	*	*	21%
Two or More Races	*	735	722	20%	20%	30%	20%	10%	30%	22%
Female	*	727	719	16%	26%	34%	24%	0%	24%	19%
Male	*	730	719	16%	24%	32%	25%	2%	27%	20%
Non-binary/undesignated gender	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	49	717	711	24%	35%	29%	12%	0%	12%	12%
Non-Economically Disadvantaged Students	310	730	725	15%	24%	34%	26%	1%	27%	25%
Students with Disabilities	70	709	702	41%	26%	19%	14%	0%	14%	*
Students without Disabilities	289	733	724	10%	25%	37%	27%	1%	28%	23%
Multilingual Learners	19	700	701	*	*	*	*	*	*	*
Non-Multilingual Learners	340	730	721	15%	24%	34%	26%	1%	27%	21%
Students Experiencing Homelessness	*	*	704	*	*	*	*	*	*	*
Students in Foster Care	*	*	696	*	*	*	*	*	*	*
Military-Connected Students	*	*	722	*	*	*	*	*	*	19%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Performance By Test: Algebra I

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

This includes any students who were enrolled in an Algebra I course and took the Algebra I assessment in grades 7 through 12. Students in sixth grade who were enrolled in Algebra I course were required to take both the Algebra I and Grade 6 mathematics assessment. The results of their Algebra I assessment are not included in these results but will be reported when the student in 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	718	755	738	6%	13%	20%	56%	5%	61%	40%
White	271	752	748	3%	13%	24%	59%	1%	60%	51%
Hispanic	160	734	723	13%	26%	29%	32%	1%	33%	23%
Black or African American	*	729	719	27%	18%	24%	27%	3%	30%	19%
Asian, Native Hawaiian, or Pacific Islander	230	775	773	3%	2%	10%	75%	10%	86%	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	*	771	746	5%	9%	18%	50%	18%	68%	49%
Female	*	753	737	7%	14%	22%	52%	6%	58%	39%
Male	*	757	739	6%	12%	19%	60%	4%	64%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	89	728	722	18%	27%	27%	28%	0%	28%	22%
Non-Economically Disadvantaged Students	629	759	747	4%	11%	19%	60%	6%	66%	50%
Students with Disabilities	*	718	710	26%	35%	21%	17%	1%	18%	11%
Students without Disabilities	*	760	743	3%	9%	20%	62%	5%	68%	45%
Multilingual Learners	*	720	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	756	741	6%	12%	20%	57%	5%	62%	43%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	13%
Students in Foster Care	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	696	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Performance By Test: Geometry

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

This includes any students who were enrolled in a Geometry course and took the Geometry assessment in grades 7 through 12. Students in sixth grade who were enrolled in a Geometry course were required to take both the Geometry and Grade 6 mathematics assessment. The results of their Geometry assessment are not included in these results but will be reported when the student in 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	258	765	750	0%	2%	22%	60%	16%	76%	53%
White	86	757	752	0%	2%	31%	62%	5%	66%	57%
Hispanic	*	768	735	0%	0%	11%	72%	17%	89%	29%
Black or African American	*	*	733	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	135	770	765	0%	2%	16%	58%	24%	82%	77%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	66%
Two or More Races	13	764	756	0%	0%	31%	54%	15%	69%	63%
Female	*	762	748	0%	4%	25%	57%	14%	70%	50%
Male	*	767	752	0%	1%	18%	63%	18%	81%	57%
Non-binary/undesignated gender	*	*	752	*	*	*	*	*	*	60%
Economically Disadvantaged Students	*	*	734	*	*	*	*	*	*	28%
Non-Economically Disadvantaged Students	*	765	754	0%	2%	21%	60%	17%	76%	60%
Students with Disabilities	*	*	727	*	*	*	*	*	*	24%
Students without Disabilities	*	765	751	0%	2%	22%	60%	16%	76%	54%
Multilingual Learners	*	*	716	*	*	*	*	*	*	11%
Non-Multilingual Learners	*	765	751	0%	2%	22%	60%	16%	76%	55%
Students Experiencing Homelessness	*	*	727	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	743	*	*	*	*	*	*	44%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Performance By Test: Algebra II

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	182	787	770	1%	0%	6%	74%	20%	93%	73%
White	43	775	771	0%	0%	9%	81%	9%	91%	75%
Hispanic	11	781	736	0%	0%	9%	82%	9%	91%	37%
Black or African American	*	*	736	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	124	793	785	1%	0%	4%	71%	24%	95%	88%
American Indian or Alaska Native	*	*	775	*	*	*	*	*	*	83%
Two or More Races	*	*	773	*	*	*	*	*	*	74%
Female	*	787	765	0%	0%	6%	73%	21%	94%	68%
Male	*	788	776	1%	0%	7%	74%	18%	92%	78%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	733	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	787	777	1%	0%	6%	73%	20%	93%	80%
Students with Disabilities	*	*	752	*	*	*	*	*	*	54%
Students without Disabilities	*	788	771	1%	0%	6%	73%	20%	93%	73%
Multilingual Learners	*	*	706	*	*	*	*	*	*	14%
Non-Multilingual Learners	*	787	772	1%	0%	6%	74%	20%	93%	75%
Students Experiencing Homelessness	*	*	*	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	744	*	*	*	*	*	*	59%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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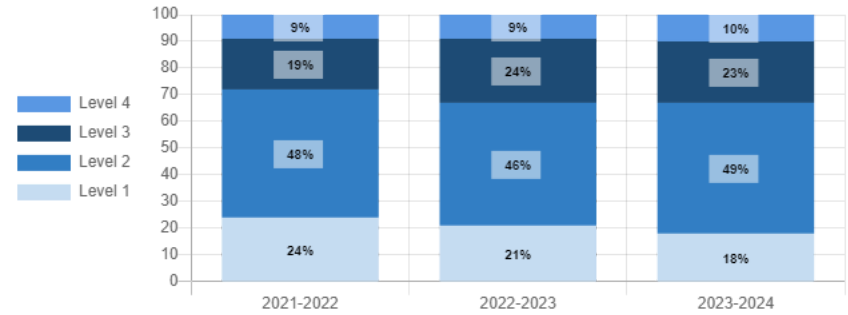
DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	ELA: Participation Rate	Math: # Students Tested	Math: Participation Rate
3	*	*	*	*
4	*	*	*	*
5	8	80.0%	8	80.0%
6	11	100.0%	11	100.0%
7	*	*	*	*
8	*	*	*	*
11	*	*	*	*

Academic Achievement

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English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	# Students with Overall Score Below 4.5	% Students with Overall Score Below 4.5	# Students with Overall Score of 4.5 or Above	% Students with Overall Score 4.5 or Above
0-2	201	169	84.1%	32	15.9%
3-4	83	74	89.2%	9	10.8%
5 or more	36	30	83.3%	6	16.7%

English Language Progress to Proficiency

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

Student Group	Percent of English learners making expected growth to proficiency	Annual Target	Met Target?
Schoolwide/Multilingual Learners	49.3%	22.7%	Met Goal

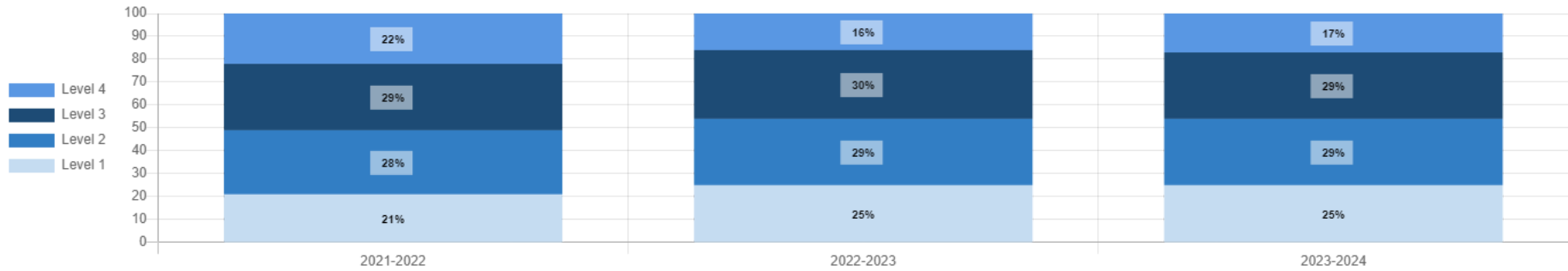† Target was met within a confidence interval.

Academic Achievement

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

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

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.
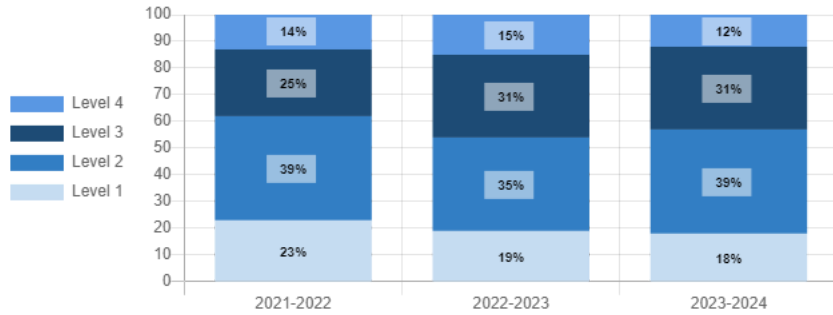
NJSLA Science Assessment: Grade 8 Summary

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

34 of 92

Academic Achievement

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

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NJSLA Science Assessment: Grade 11 Summary

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

Academic Achievement

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

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NJSLA Science Assessment: Grade 5

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	18%	39%	31%	12%	35%	37%	21%	6%
White	14%	47%	31%	8%	22%	42%	28%	8%
Hispanic	41%	38%	15%	7%	51%	36%	12%	2%
Black or African American	50%	30%	20%	0%	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	7%	31%	42%	20%	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	10%	31%	41%	18%	27%	36%	27%	10%
Female	18%	39%	31%	11%	35%	39%	20%	6%
Male	18%	38%	31%	12%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	53%	36%	8%	4%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	13%	39%	35%	13%	24%	39%	28%	10%
Students with Disabilities	54%	29%	14%	2%	64%	27%	8%	2%
Students without Disabilities	12%	40%	34%	14%	30%	39%	24%	7%
Multilingual Learners	71%	19%	10%	0%	78%	20%	2%	0%
Non-Multilingual Learners	16%	39%	32%	12%	30%	39%	23%	7%
Students Experiencing Homelessness	*	*	*	*	68%	25%	6%	1%
Students in Foster Care	*	*	*	*	67%	28%	3%	1%
Military-Connected Students	*	*	*	*	30%	42%	23%	5%
Migrant Students	*	*	*	*	73%	27%	0%	0%

Academic Achievement

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

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

NJSLA Science Assessment: Grade 8

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	18%	49%	23%	10%	36%	45%	14%	5%
White	15%	57%	23%	4%	23%	52%	19%	6%
Hispanic	38%	47%	11%	4%	51%	42%	6%	1%
Black or African American	38%	54%	8%	0%	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	7%	40%	31%	21%	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	21%	25%	29%	25%	27%	46%	19%	8%
Female	18%	55%	19%	8%	35%	47%	13%	4%
Male	18%	44%	26%	12%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	42%	46%	11%	2%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	16%	49%	24%	11%	26%	48%	19%	7%
Students with Disabilities	53%	38%	8%	1%	67%	29%	3%	1%
Students without Disabilities	14%	50%	25%	11%	30%	48%	16%	6%
Multilingual Learners	84%	16%	0%	0%	75%	24%	1%	0%
Non-Multilingual Learners	16%	50%	24%	10%	32%	47%	15%	5%
Students Experiencing Homelessness	*	*	*	*	66%	32%	2%	0%
Students in Foster Care	*	*	*	*	80%	19%	1%	0%
Military-Connected Students	*	*	*	*	40%	47%	10%	3%
Migrant Students	*	*	*	*	*	*	*	*

NJ SCHOOL PERFORMANCE REPORT

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	25%	29%	29%	17%	45%	27%	19%	9%
White	25%	28%	31%	15%	34%	30%	26%	11%
Hispanic	41%	38%	17%	4%	61%	25%	11%	3%
Black or African American	48%	34%	14%	3%	64%	24%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	8%	22%	37%	33%	17%	23%	33%	28%
American Indian or Alaska Native	*	*	*	*	54%	21%	19%	6%
Two or More Races	22%	28%	39%	11%	38%	26%	25%	11%
Female	24%	30%	31%	15%	43%	29%	20%	7%
Male	25%	28%	28%	20%	47%	24%	18%	10%
Non-binary/undesignated gender	*	*	*	*	26%	28%	30%	16%
Economically Disadvantaged Students	57%	29%	12%	3%	63%	24%	11%	2%
Non-Economically Disadvantaged Students	21%	29%	32%	19%	37%	28%	24%	12%
Students with Disabilities	64%	24%	10%	1%	77%	16%	5%	1%
Students without Disabilities	17%	29%	33%	20%	40%	28%	22%	10%
Multilingual Learners	*	*	*	*	88%	10%	1%	0%
Non-Multilingual Learners	22%	29%	30%	18%	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
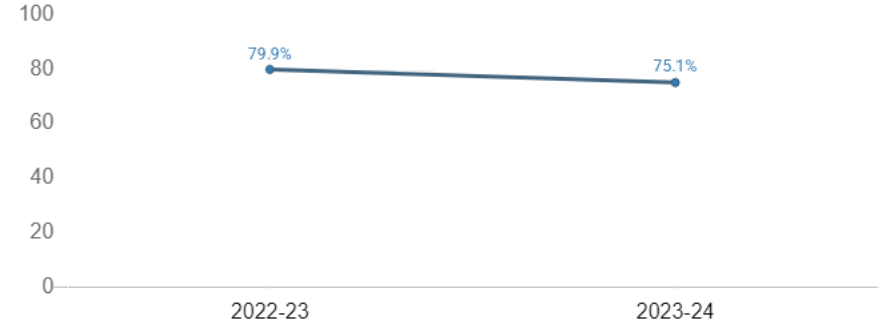
Performance Measure	2022-23 ELA	2023-24 ELA	2022-23 Math	2023-24 Math
Graduation Ready Rate	>90%	>90%	79.9%	75.1%
Statewide Graduation Ready Rate	80.5%	82.5%	55.0%	55.6%

Academic Achievement

Graduation Proficiency Assessment (NJGPA) : Grade 11

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

Student Group	ELA Valid Scores	District % Graduation Ready: ELA	State % Graduation Ready: ELA	Math Valid Scores	District % Graduation Ready: Math	State % Graduation Ready: Math
Districtwide	683	>90%	82.5%	683	75.1%	55.6%
White	301	>90%	90%	300	76%	69.1%
Hispanic	141	83%	72.3%	141	53.2%	38%
Black or African American	29	65.5%	73.6%	30	43.3%	33.1%
Asian, Native Hawaiian, or Pacific Islander	191	>90%	>90%	191	>90%	87.9%
American Indian or Alaska Native	*	*	76.2%	*	*	43.8%
Two or More Races	*	80%	87.5%	*	65%	62%
Female	*	>90%	86.9%	*	72.7%	56.6%
Male	*	89.3%	78.3%	*	77.2%	54.7%
Non-binary/undesignated gender	*	*	87.7%	*	*	69.9%
Economically Disadvantaged Students	79	68.4%	71.7%	80	28.8%	36%
Non-Economically Disadvantaged Students	604	>90%	87.6%	603	81.3%	65.1%
Students with Disabilities	111	73%	53.6%	111	29.7%	18.2%
Students without Disabilities	572	>90%	87.4%	572	83.9%	62%
Multilingual Learners	19	<10%	24.4%	19	<10%	12.5%
Non-Multilingual Learners	664	>90%	86.5%	664	77.1%	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	97.4%	80.7%
12th graders taking SAT in 2023-2024 or prior years	71.8%	62.7%
12th graders taking ACT in 2023-2024 or prior years	10.2%	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	514	459	Grade 10: 430 Grade 11: 460	72%	54%
PSAT 10/NMSQT - Math	512	454	Grade 10: 480 Grade 11: 510	53%	32%
SAT - Reading and Writing	612	530	480	91%	65%
SAT - Math	613	519	530	75%	46%
ACT - Reading	27	24	22	77%	63%
ACT - English	27	24	18	93%	76%
ACT - Math	27	23	22	74%	58%
ACT - Science	26	23	23	73%	55%

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

College and Career Readiness

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

AP/IB Coursework – Participation and Performance

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

Students enrolled in one or more AP or IB course

District 47.4%
State 35.9%

Students taking one or more AP or IB exam

District 40.1%
State 30.8%

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

District 37.0%
State 23.0%

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.
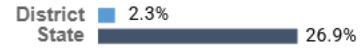
District 2.3%
State 26.9%

College and Career Readiness

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AP/IB and Dual Enrollment Participation by Student Group

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

Student Group	% Enrolled in one or more AP or IB course	% Enrolled in one or more Dual Enrollment course	State: % Enrolled in one or more AP or IB course	State: % Enrolled in one or more Dual Enrollment course
Districtwide	47.4%	2.3%	35.9%	26.9%
White	38.7%	3.1%	41.8%	33.0%
Hispanic	18.4%	2.5%	23.2%	20.9%
Black or African American	22.9%	5.7%	20.3%	17.4%
Asian, Native Hawaiian, or Pacific Islander	81.3%	0.7%	70.5%	32.5%
American Indian or Alaska Native	*	*	30.4%	28.6%
Two or More Races	52.6%	0.0%	41.0%	29.0%
Female	53.7%	1.9%	41.4%	30.2%
Male	42.0%	2.6%	30.6%	23.7%
Non-Binary/Undesignated Gender	*	*	42.9%	28.4%
Economically Disadvantaged Students	15.4%	1.3%	22.8%	20.2%
Students with Disabilities	3.3%	0.8%	4.8%	10.9%
Multilingual Learners	5.3%	0.0%	9.8%	8.8%
Students experiencing homelessness	*	*	12.6%	15.1%
Students in Foster Care	*	*	4.5%	10.6%
Military-Connected Students	*	*	30.1%	29.2%
Migrant Students	N	N	0.0%	7.1%

College and Career Readiness

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

AP/IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Art History	16	3
AP Biology	63	58
AP Calculus AB	88	77
AP Calculus BC	115	126
AP Chemistry	72	65
AP Chinese Languages: Language and Culture	15	15
AP Comparative Government and Politics	0	1
AP Computer Science A	84	89
AP Computer Science Principles	75	71
AP Drawing	10	10
AP English Language and Composition	148	147
AP English Literature and Composition	138	66
AP Environmental Science	91	76
AP European History	16	6
AP French Language and Culture	21	14
AP German Language and Culture	5	1
AP Human Geography	0	1
AP Italian Language and Culture	14	5
AP Latin (Virgil, Catullus and Horace)	25	16
AP Macroeconomics	130	105
AP Microeconomics	105	86
AP Music Theory	7	6

College and Career Readiness

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AP/IB Course	Students Enrolled	Students Tested
AP Physics 1	91	70
AP Physics 2	19	7
AP Physics C	41	0
AP Physics C: Electricity and Magnetism	0	25
AP Physics C: Mechanics	0	35
AP Precalculus	0	1
AP Psychology	176	137
AP Research	32	9
AP Seminar	104	79
AP Spanish Language and Culture	46	24
AP Statistics	179	150
AP U.S. Government and Politics	47	27
AP U.S. History	175	70
Total Exams taken		1,678
Exams with scores of at least 3 on AP exams or 4 on IB exams		1,523

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 multiligual learners who earned a Seal. Visit the **NJDOE Seal of Biliteracy website** for more information.

Language	Students Earning a Seal of Biliteracy	Percentage of 12th Graders
Chinese	*	*
French	19	2.8%
Hindi	*	*
Italian	*	*
Latin	12	1.8%
Polish	*	*
Russian	*	*
Spanish	32	4.7%
Tamil	*	*
Total Seals Earned	80	
Total Unique Students Earning Seals	68	9.9%
Current and Former Multilingual Learners Earning Seals	*	*†

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

College and Career Readiness

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

Career and Technical Education Participation

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

CTE Participants
(completed only one course in an approved CTE program)

District ■ 0.8%

State ▬ 7.6%

CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)
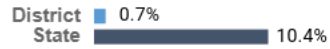
District ■ 0.7%

State ▬ 10.4%

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	0.8%	0.7%	7.6%	10.4%
White	1.2%	1.2%	6.1%	10.0%
Hispanic	0.5%	0.7%	9.3%	10.8%
Black or African American	0.5%	0.0%	9.5%	10.7%
Asian, Native Hawaiian, or Pacific Islander	0.6%	0.2%	5.5%	10.5%
American Indian or Alaska Native	*	*	8.3%	8.8%
Two or More Races	0.0%	0.0%	7.5%	10.1%
Female	0.7%	0.8%	7.5%	10.9%
Male	0.9%	0.6%	7.7%	9.9%
Non-Binary/Undesignated Gender	*	*	8.9%	15.2%
Economically Disadvantaged Students	1.0%	0.3%	9.8%	10.7%
Students with Disabilities	1.1%	0.7%	6.0%	7.9%
Multilingual Learners	0.0%	0.0%	8.0%	3.5%
Students experiencing homelessness	*	*	7.7%	6.2%
Students in Foster Care	*	*	5.9%	6.7%
Military-Connected Students	*	*	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
Agriculture, Food & Natural Resources	*	*
Architecture & Construction	*	*
Arts, A/V Technology & Communications	*	*
Business Management & Administration	*	*
Health Science	*	*
Hospitality & Tourism	*	*
Human Services	*	*
Law, Public Safety, Corrections & Security	*	*
Manufacturing	*	*
Transportation, Distribution & Logistics	*	*
Total	28	35.4%

College and Career Readiness

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

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

District	0.6%
State	2.2%

College and Career Readiness

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

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	*	*	*
Architecture & Construction	*	13	13
Arts, A/V Technology & Communications	21	*	*
Business Management & Administration	*	*	*
Health Science	*	*	*
Hospitality & Tourism	*	*	*
Human Services	*	*	*
Law, Public Safety, Corrections & Security	*	*	*
Manufacturing	*	*	*
Transportation, Distribution & Logistics	*	*	*
Total	79	31	33

College and Career Readiness

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Grade Level and Other Math
6	0	0	0	0	0	0	576
7	171	0	0	0	0	0	463
8	122	149	0	0	0	0	359
9	410	108	167	14	0	0	7
10	36	302	159	136	20	28	9
11	9	45	288	157	147	39	21
12	0	6	38	94	236	215	160
Total	748	610	652	401	403	282	1,595
Enrolled in AP/IB Course					203	179	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

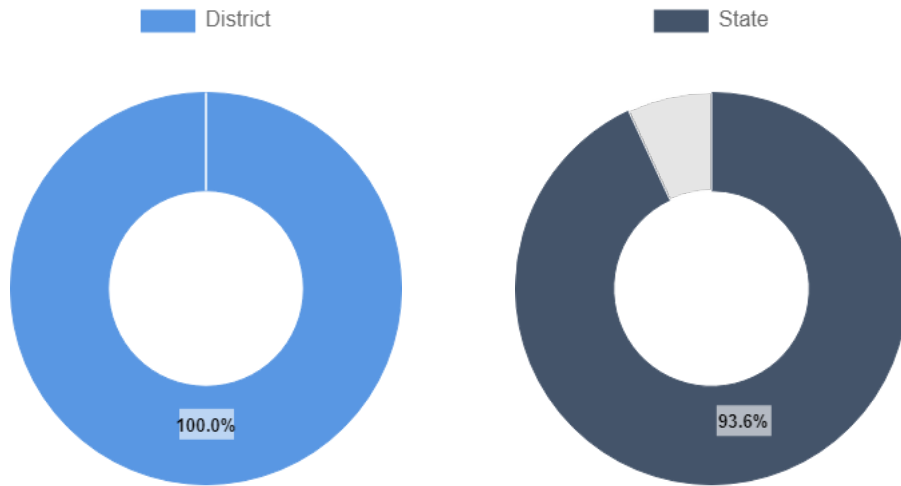| Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	684	0	2	1	0	2
10	38	610	3	0	1	109
11	39	65	219	80	230	88
12	32	71	43	35	152	104
Total	793	746	267	116	383	303
Enrolled in AP/IB Course	63	72		91	149	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

College and Career Readiness

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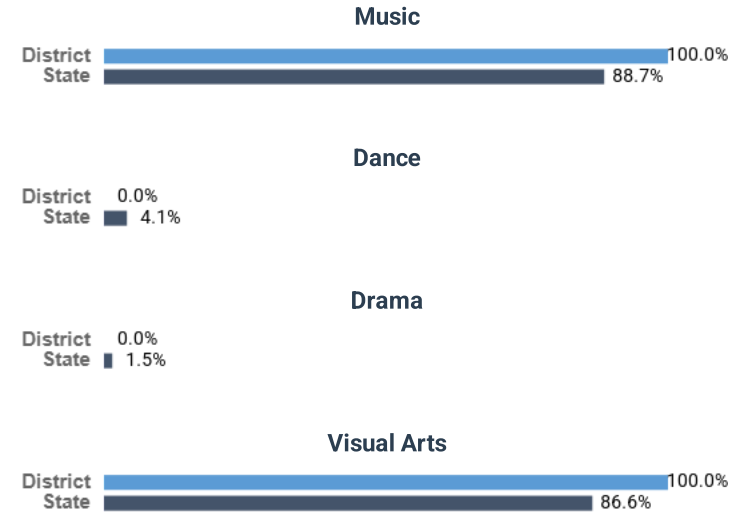
Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	685	4	64	0	1	30
10	23	627	47	33	7	28
11	10	659	99	127	12	42
12	1	54	158	152	23	116
Total	719	1,344	368	312	43	216
Enrolled in AP/IB Course	0	175	215	176		63
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	548	0	0	0	0	0	0
7	286	168	83	75	0	0	0
8	233	170	68	48	0	0	0
9	374	118	62	46	7	14	3
10	359	104	58	45	9	15	3
11	269	72	52	28	32	34	2
12	124	69	22	36	7	16	1
Total	2,193	701	345	278	55	79	9
Enrolled in AP/IB Course	46	21	14	25	5	15	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	560	205	80	72	30	36	0

College and Career Readiness

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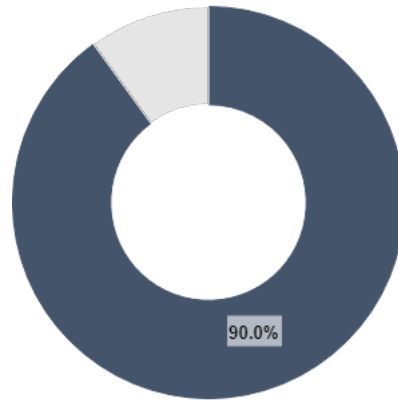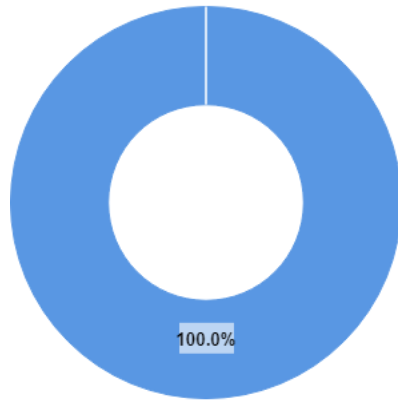
Computer Science – Course Participation

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

Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
KG	N	N	N	N	N	N	N
1	N	N	N	N	N	N	N
2	N	N	N	N	N	N	N
3	N	N	N	N	N	N	N
4	N	N	N	N	N	N	N
5	N	N	N	N	N	N	N
6	N	N	N	N	N	N	N
7	0	7	625	0	0	0	0
8	0	625	0	0	0	0	0
9	156	7	0	0	0	0	41
10	93	40	0	0	0	0	35
11	69	23	0	0	0	0	42
12	70	6	0	0	0	0	54
Total	388	708	625	0	0	0	172
Enrolled in AP/IB Course	84	75		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

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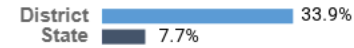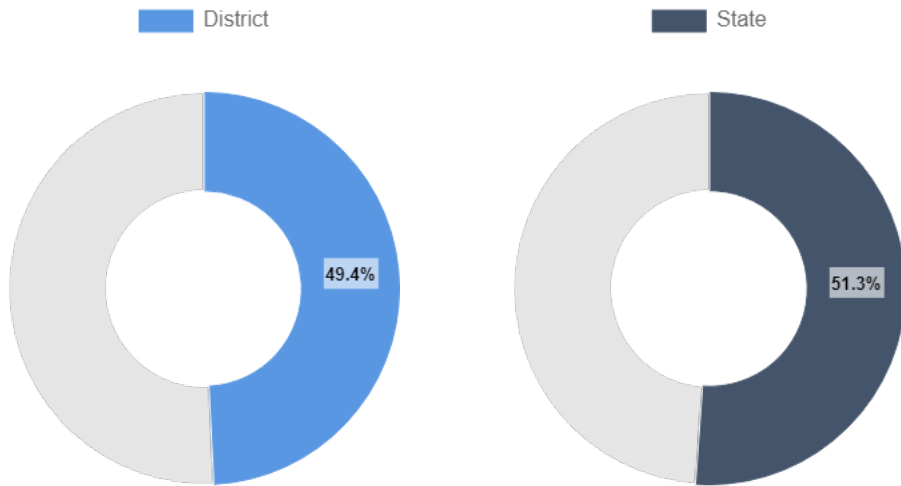
College and Career Readiness

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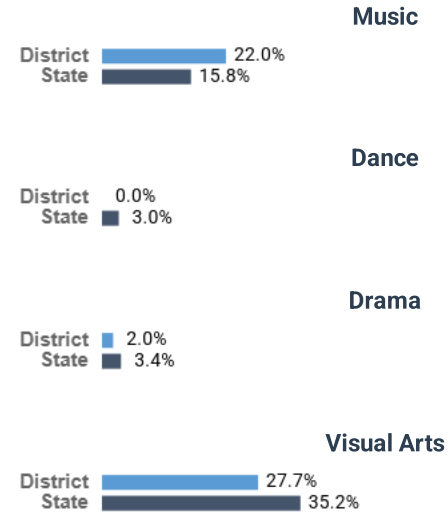
Visual and Performing Arts – Course Participation

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

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

District

State

District 100.0%

State 93.6%

Students enrolled in one or more classes by discipline:

Music
District 100.0%
State 88.7%

Dance
District 0.0%
State 4.1%

Drama
District 0.0%
State 1.5%

Visual Arts
District 100.0%
State 86.6%

College and Career Readiness

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

Visual and Performing Arts – Course Participation

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

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

Students enrolled in one or more classes by discipline:

Music
District 99.7%
State 64.3%

Dance
District 0.0%
State 4.3%

Drama
District 33.9%
State 7.7%

Visual Arts
District 99.7%
State 68.9%

District 100.0%
State 90.0%

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

District

State

49.4%

51.3%

Students enrolled in one or more classes by discipline:

Music

District 22.0%

State 15.8%

Dance

District 0.0%

State 3.0%

Drama

District 2.0%

State 3.4%

Visual Arts

District 27.7%

State 35.2%

College and Career Readiness

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

Structured Learning Experiences Participation

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

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

Structured Learning Experiences

District | 1.8%
State | 4.6%

NJ SCHOOL PERFORMANCE REPORT

Graduation/ Postsecondary

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

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

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

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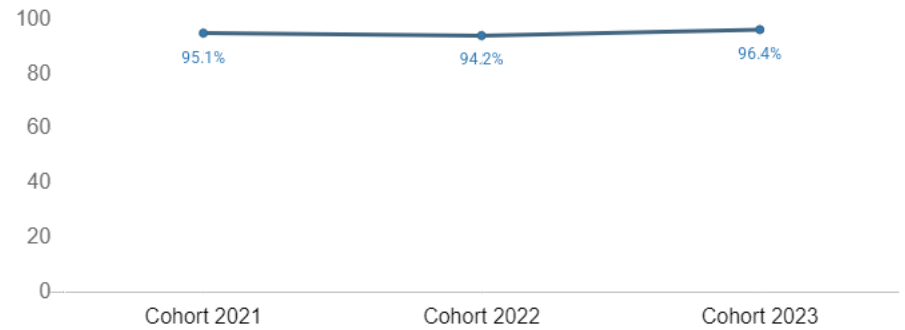
Graduation Rate Trends and Progress

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

4-Year Graduation Rate Trends
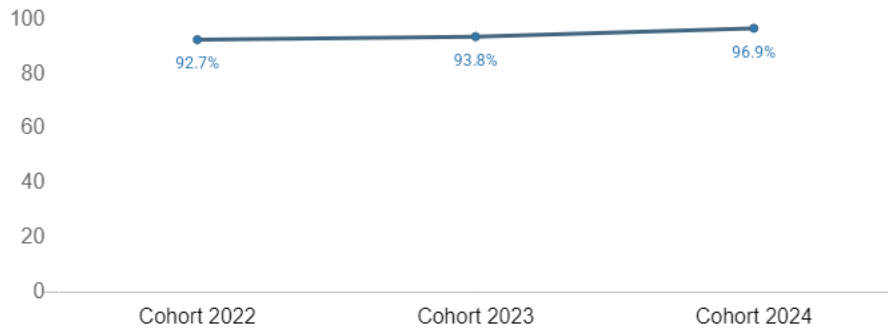
5-Year Graduation Rate Trends

Performance Measure	Cohort 2022 4-Year Rate	Cohort 2023 4-Year Rate	Cohort 2024 4-Year Rate	Cohort 2021 5-Year Rate	Cohort 2022 5-Year Rate	Cohort 2023 5-Year Rate
Graduation Rate	92.7%	93.8%	96.9%	95.1%	94.2%	96.4%
Statewide Graduation Rate	90.9%	91.1%	91.3%	92.5%	92.7%	92.6%

Graduation/ Postsecondary

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

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

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

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

Cohort 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	96.9%	1.8%	1.3%	91.3%	3.8%	4.9%
White	96.8%	1.4%	1.8%	95.0%	2.6%	2.5%
Hispanic	94.3%	3.6%	2.1%	86.9%	4.9%	8.3%
Black or African American	95.2%	0.0%	4.8%	86.5%	6.0%	7.5%
Asian, Native Hawaiian, or Pacific Islander	98.6%	1.4%	0.0%	96.7%	2.3%	1.0%
American Indian or Alaska Native	*	*	*	91.7%	3.8%	4.5%
Two or More Races	*	*	*	92.3%	3.5%	4.3%
Female	96.2%	1.6%	2.2%	93.1%	2.8%	4.1%
Male	97.5%	1.9%	0.6%	89.5%	4.7%	5.7%
Non-Binary/Undesignated Gender	N	N	N	86.7%	3.3%	10.0%
Economically Disadvantaged Students	90.7%	4.6%	4.6%	87.1%	5.3%	7.7%
Students with Disabilities	87.9%	7.5%	4.7%	80.7%	12.5%	6.8%
Multilingual Learners	75.0%	16.7%	8.3%	78.9%	7.5%	13.6%
Students experiencing homelessness	*	*	*	74.5%	11.2%	14.3%
Students in Foster Care	*	*	*	61.6%	13.1%	25.3%
Military-Connected Students	*	*	*	94.5%	2.3%	3.1%
Migrant Students	N	N	N	88.2%	3.9%	7.9%

Graduation/ Postsecondary

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

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

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

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

Cohort 2023 5-Year Graduation Cohort Profile

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

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	96.4%	1.6%	1.9%	92.6%	1.7%	5.6%
White	95.8%	2.9%	1.3%	95.9%	1.5%	2.6%
Hispanic	93.8%	0.8%	5.5%	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	98.6%	0.5%	1.0%	97.5%	1.3%	1.2%
American Indian or Alaska Native	N	N	N	92.5%	0.0%	7.5%
Two or More Races	*	*	*	94.7%	1.0%	4.3%
Female	98.8%	0.6%	0.6%	94.4%	1.2%	4.4%
Male	93.8%	2.8%	3.4%	91.0%	2.2%	6.8%
Non-Binary/Undesignated Gender	*	*	*	*	*	*
Economically Disadvantaged Students	91.3%	1.1%	7.6%	88.8%	2.0%	9.2%
Students with Disabilities	83.6%	10.0%	6.4%	84.1%	8.2%	7.7%
Multilingual Learners	82.4%	5.9%	11.8%	78.0%	2.0%	20.0%
Students experiencing homelessness	*	*	*	78.0%	3.9%	18.1%
Students in Foster Care	*	*	*	67.0%	7.5%	25.5%
Military-Connected Students	N	N	N	96.0%	0.8%	3.1%
Migrant Students	N	N	N	66.7%	10.7%	22.6%

Graduation/ Postsecondary

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

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

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

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

Cohort 2022 6-Year Graduation Cohort Profile

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

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

Student Group	Graduates	Continuing	Non-Continuing	High School Persistence (Graduates + Continuing)	State: Graduates	State: Continuing Students	State: Non-Continuing Students	State: High School Persistence (Graduates + Continuing)
Districtwide	94.5%	1.9%	3.6%	96.4%	93.2%	1.0%	5.8%	94.2%
White	94.6%	2.5%	2.8%	97.2%	96.4%	0.9%	2.7%	97.3%
Hispanic	90.4%	0.6%	8.9%	91.1%	88.2%	1.0%	10.8%	89.2%
Black or African American	93.8%	6.3%	0.0%	100.0%	89.6%	1.4%	9.0%	91.0%
Asian, Native Hawaiian, or Pacific Islander	97.3%	1.6%	1.1%	98.9%	98.1%	0.8%	1.0%	99.0%
American Indian or Alaska Native	N	N	N	N	93.6%	0.8%	5.6%	94.4%
Two or More Races	100.0%	0.0%	0.0%	100.0%	92.9%	1.3%	5.9%	94.1%
Female	95.7%	1.4%	2.9%	97.1%	95.0%	0.6%	4.4%	95.6%
Male	93.3%	2.4%	4.3%	95.7%	91.5%	1.4%	7.1%	92.9%
Non-Binary/Undesignated Gender	N	N	N	N	*	*	*	*
Economically Disadvantaged Students	84.2%	1.8%	14.0%	86.0%	88.8%	1.1%	10.2%	89.8%
Students with Disabilities	83.0%	9.5%	7.5%	92.5%	86.6%	5.4%	8.0%	92.0%
Multilingual Learners	82.8%	0.0%	17.2%	82.8%	77.6%	0.6%	21.9%	78.1%
Students experiencing homelessness	*	*	*	*	76.2%	1.4%	22.4%	77.6%
Students in Foster Care	*	*	*	*	64.1%	3.5%	32.4%	67.6%
Military-Connected Students	*	*	*	*	92.9%	1.7%	5.4%	94.6%
Migrant Students	N	N	N	N	67.1%	2.4%	30.5%	69.5%

Graduation/ Postsecondary

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

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

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

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 Rate	2023 5-Year Federal Graduation Rate	2022 6-Year Federal Graduation Rate	State: 2024 4-Year Federal Graduation Rate	State: 2023 5-Year Federal Graduation Rate	State: 2022 6-Year Federal Graduation Rate
Districtwide	93.2%	93.6%	91.6%	87.7%	91.8%	87.0%
White	92.3%	92.2%	91.5%	91.5%	95.0%	90.0%
Hispanic	86.4%	89.8%	85.4%	83.3%	87.4%	82.1%
Black or African American	95.2%	95.0%	93.8%	80.9%	87.6%	80.8%
Asian, Native Hawaiian, or Pacific Islander	98.6%	98.1%	96.2%	96.1%	97.3%	96.6%
American Indian or Alaska Native	*	N	N	84.1%	92.5%	86.4%
Two or More Races	*	*	100.0%	89.0%	93.0%	86.2%
Female	92.6%	94.5%	93.1%	90.5%	93.7%	90.6%
Male	93.6%	92.6%	90.1%	85.2%	90.0%	83.7%
Non-Binary/Undesignated Gender	N	*	N	83.3%	*	*
Economically Disadvantaged Students	82.4%	83.7%	79.8%	82.6%	87.8%	81.4%
Students with Disabilities	64.5%	66.4%	68.7%	60.2%	79.2%	51.8%
Multilingual Learners	75.0%	82.4%	79.3%	77.6%	77.6%	75.7%
Students experiencing homelessness	*	*	*	67.0%	76.2%	64.6%
Students in Foster Care	*	*	*	50.4%	61.9%	47.1%
Military-Connected Students	*	N	*	91.4%	94.9%	88.4%
Migrant Students	N	N	N	85.5%	64.3%	64.6%

Graduation/ Postsecondary

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Accountability Graduation Rates

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

Student Group	Cohort 2023: 4-Year Graduation Rate	Cohort 2023: Annual Target	Cohort 2023: Met Target	Cohort 2022: 5-Year Graduation Rate	Cohort 2022: Annual Target	Cohort 2022: Met Target
Districtwide	92.3%	90.4%	Met Target	91.6%	N	N
White	91.9%	90.6%	Met Target	91.5%	N	N
Hispanic	85.9%	82.7%	Met Target	85.4%	N	N
Black or African American	86.4%	N	N	93.8%	**	**
Asian, Native Hawaiian, or Pacific Islander	97.6%	95.0%	Met Goal	96.2%	N	Met Goal
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	*	**	**	100.0%	**	**
Economically Disadvantaged Students	79.3%	76.2%	Met Target	80.5%	N	N
Students with Disabilities	62.5%	67.4%	Not Met	68.7%	N	N
Multilingual Learners	70.6%	**	**	79.3%	N	N

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	92.8%	80.7%
Substitute Competency Test	5.5%	16.9%
Portfolio Appeals Process	0.2%	0.2%
Alternate Requirements Specified in IEP	1.2%	2.0%
Unknown/Other	0.3%	0.3%

Dropout Rate Trends

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

School Year	District Rate	State Rate
2023-2024	0.3%	1.0%
2022-2023	0.6%	1.2%
2021-2022	1.0%	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	*
2020	*
2019	*
2018	*
2017	*
2016	*

Climate and Environment

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

Chronic Absenteeism Trends

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The ESSA Target: State Average for Grades Served column is the target used for ESSA accountability purposes. It reflects the statewide average for students in the grades offered by the district. Each student group has the same target based on all students, so the same ESSA Target will appear for all student groups. The last column shows whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").
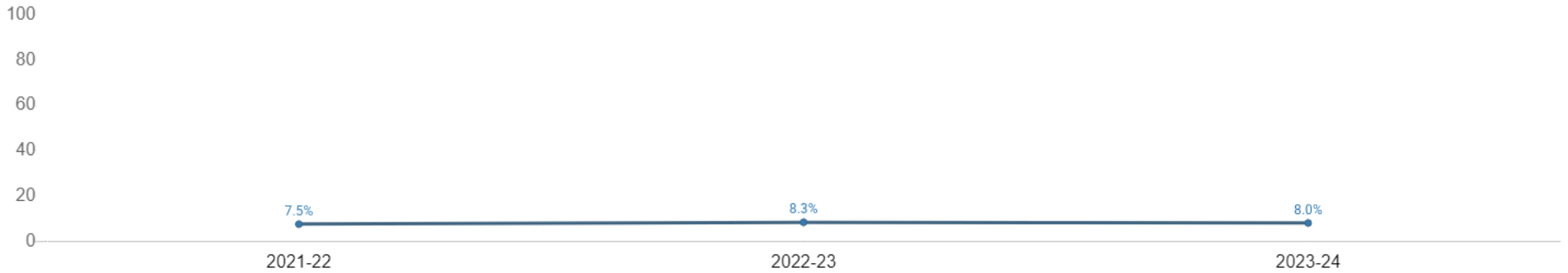
Performance Measure	2021-22	2022-23	2023-24
Chronic Absenteeism Rate	7.5%	8.3%	8.0%
ESSA Target (State Average for Grades Served)	18.1%	16.6%	14.9%
Met ESSA Target	Met	Met	Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%

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Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The ESSA Target: State Average for Grades Served column is the target used for ESSA accountability purposes. It reflects the statewide average for students in the grades offered by the district. Each student group has the same target based on all students, so the same ESSA Target will appear for all student groups. The last column shows whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").
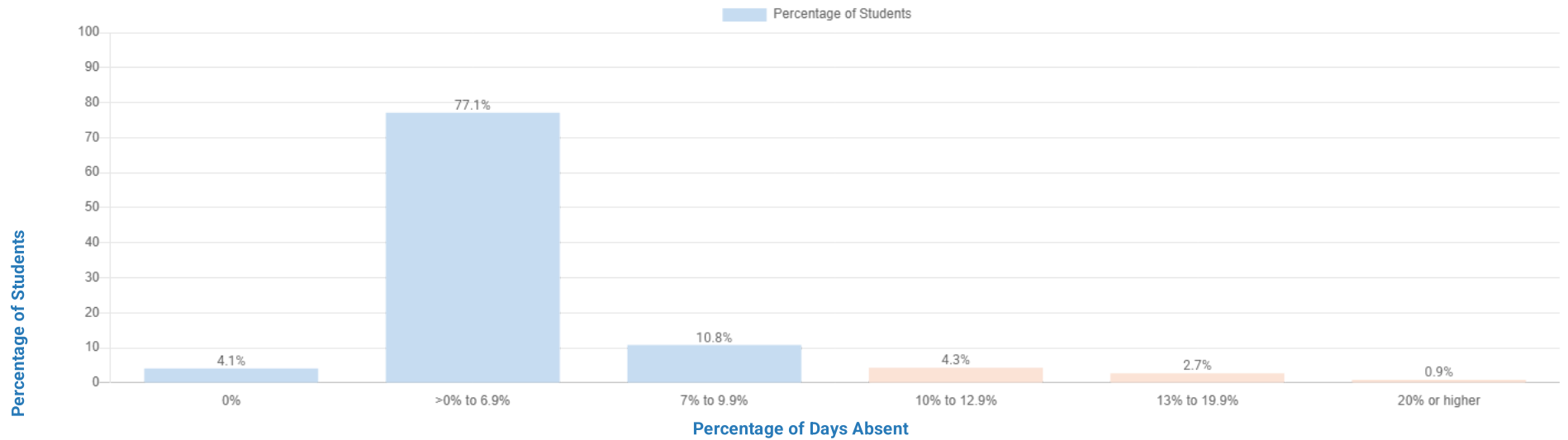
Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	621	8.0%	14.9%	Met
White	255	8.0%	14.9%	Met
Hispanic	190	12.2%	14.9%	Met
Black or African American	40	13.4%	14.9%	Met
Asian, Native Hawaiian, or Pacific Islander	104	4.4%	14.9%	Met
American Indian or Alaska Native	2	4.8%	14.9%	Met
Two or More Races	30	9.5%	14.9%	Met
Female	*	8.4%		
Male	*	7.5%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	175	18.5%	14.9%	Not Met
Students with Disabilities	183	14.5%	14.9%	Met
Multilingual Learners	46	13.0%	14.9%	Met
Students Experiencing Homelessness	5	38.5%		
Students in Foster Care	*	*		
Military-Connected Students	4	20.0%		
Migrant Students	*	*		

Climate and Environment

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Percentage of Days Absent

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

Percentage of Days Absent	Percentage of Students
0%	4.1%
>0% to 6.9%	77.1%
7% to 9.9%	10.8%
10% to 12.9%	4.3%
13% to 19.9%	2.7%
20% or higher	0.9%

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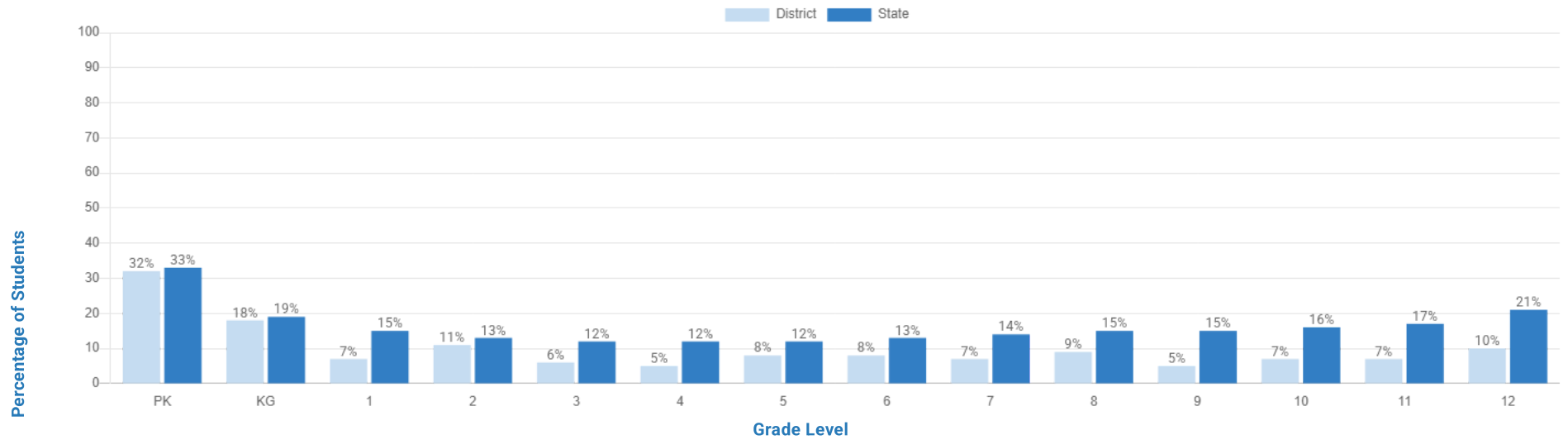**†** This indicates a table specific note, see note below table

Climate and Environment

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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.

Grade Level	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12
District	32%	18%	7%	11%	6%	5%	8%	8%	7%	9%	5%	7%	7%	10%
State	33%	19%	15%	13%	12%	12%	12%	13%	14%	15%	15%	16%	17%	21%

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	26
Weapons	2
Vandalism	11
Substances	33
Harassment, Intimidation, Bullying (HIB)	74
Total Unique Incidents	146
Incidents Per 100 Students Enrolled	1.84

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	2
Weapons	1
Vandalism	3
Substances	14
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	5

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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 Bulling (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	14	39	53
Religion	2	6	8
Ancestry	2	3	5
Gender	1	8	9
Sexual Orientation	3	10	13
Disability	1	10	11
Other	2	15	17
No Identified Nature	27		27

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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	66	2%	44	1%	95	3%	0	0%	0	0%
Hispanic	67	4%	45	3%	87	5%	0	0%	0	0%
Black or African American	15	5%	14	4%	23	7%	0	0%	0	0%
Asian	22	1%	10	0%	29	1%	0	0%	0	0%
Native Hawaiian or Pacific Islander	1	3%	0	0%	1	3%	0	0%	0	0%
American Indian or Alaska Native	1	2%	0	0%	1	2%	0	0%	0	0%
Two or more races	12	4%	1	0%	12	4%	0	0%	0	0%
Female	*	1%	*	1%	*	2%	*	0%	*	0%
Male	*	3%	*	2%	*	4%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	67	6%	46	4%	86	8%	0	0%	0	0%
Students with disabilities	57	4%	41	3%	81	6%	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.

Student Disciplinary Removals: By Grade Level

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

Grade	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Districtwide	185	2%	115	1%	250	3%	0	0%	0	0%
PK	0	0%	0	0%	0	0%	0	0%	0	0%
KG	0	0%	0	0%	0	0%	0	0%	0	0%
1	0	0%	2	0%	2	0%	0	0%	0	0%
2	0	0%	0	0%	0	0%	0	0%	0	0%
3	0	0%	3	1%	3	1%	0	0%	0	0%
4	0	0%	3	1%	3	1%	0	0%	0	0%
5	6	1%	6	1%	10	2%	0	0%	0	0%
6	16	3%	8	1%	20	3%	0	0%	0	0%
7	17	3%	5	1%	22	3%	0	0%	0	0%
8	22	3%	8	1%	26	4%	0	0%	0	0%
9	29	4%	14	2%	37	5%	0	0%	0	0%
10	36	5%	28	4%	54	8%	0	0%	0	0%
11	39	6%	28	4%	48	7%	0	0%	0	0%
12	19	3%	9	1%	23	3%	0	0%	0	0%

Climate and Environment

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

Students Involved in Police Notifications: By Student Group

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

Student Group	# of Students involved in at least one incident	% of Students involved in at least one incident	# of Students involved in at least one violent incident	% of Students involved in at least one violent incident	# of Students involved in at least one vandalism incident	% of Students involved in at least one vandalism incident	# of Students involved in at least one substance related incident	% of Students involved in at least one substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in at least one weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in at least one HIB incident	# of Students involved in at least one other incident type	% of Students involved in at least one other incident type
Districtwide	24	0%	2	0%	3	0%	12	0%	1	0%	0	0%	6	0%
White	13	0%	<5	<5.00%	<5	<5.00%	7	0%	<5	<5.00%	0	0%	4	0%
Hispanic	3	0%	<5	<5.00%	<5	<5.00%	3	0%	<5	<5.00%	0	0%	0	0%
Black or African American	3	1%	<5	<5.00%	<5	<5.00%	1	0%	<5	<5.00%	0	0%	1	0%
Asian	3	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%
Native Hawaiian or Pacific Islander	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%
American Indian or Alaska Native	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%
Two or more races	2	1%	<5	<5.00%	<5	<5.00%	1	0%	<5	<5.00%	0	0%	1	0%
Female	*	0%	*	<5.00%	*	<5.00%	*	0%	*	<5.00%	*	0%	*	0%
Male	*	0%	*	<5.00%	*	<5.00%	*	0%	*	<5.00%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	9	1%	<5	<5.00%	<5	<5.00%	6	1%	<5	<5.00%	0	0%	2	0%
Students with disabilities	11	1%	<5	<5.00%	<5	<5.00%	5	0%	<5	<5.00%	0	0%	5	0%

Climate and Environment

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

Students Involved in Police Notifications: By Grade Level

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

Grade	# of Students involved in at least one incident	% involved in an incident	# of Students involved in at least one violent incident	% of Students involved in a violent incident	# of Students involved in at least one vandalism incident	% of Students involved in a vandalism incident that led to police notification	# of Students involved in at least one substance related incident	% of Students involved in a substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in a weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in an HIB incident that led to police notification	# of Students involved in at least one other incident type	% of Students involved in an other incident type
Districtwide	24	0%	2	0%	3	0%	12	0%	1	0%	0	0%	6	0%
PK	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%
KG	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%
1	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%
2	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%
3	1	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	1	0%
4	1	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	1	0%
5	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%
6	1	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%
7	1	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%
8	5	1%	<5	<5.00%	<5	<5.00%	5	1%	<5	<5.00%	0	0%	0	0%
9	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	0	0%	0	0%
10	9	1%	<5	<5.00%	<5	<5.00%	3	0%	<5	<5.00%	0	0%	4	1%
11	5	1%	<5	<5.00%	<5	<5.00%	3	0%	<5	<5.00%	0	0%	0	0%
12	1	0%	<5	<5.00%	<5	<5.00%	1	0%	<5	<5.00%	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 Student Group

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

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

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

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

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

Climate and Environment

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

School Days Missed due to Out-of-School Suspensions

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

School Days Missed due to Out-of-School Suspensions
595

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, of 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	724	119,239
Average years experience in public schools	14.7	12.6
Average years experience in district	14.5	11.3
Number of Teachers with 4 or more years experience in the district	627	87,243
Percentage of Teachers with 4 or more years experience in the district	86.8%	73.6%
Number of out-of-field teachers	2	2,931
Percentage of out-of-field teachers	0.3%	2.5%
Number of Teachers with Provisional Credentials	4	9,065
Percentage of Teachers with Provisional Credentials	0.6%	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	46	10,170
Average years experience in public schools	10.9	16.2
Average years experience in district	10.6	12.5
Number of Administrators with 4 or more years experience in the district	32	7,734
Percentage of Administrators with 4 or more years experience in the district	69.6%	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	724	119,239
Administrators	46	10,170
Librarians/Media Specialists	11	1,160
Nurses	14	3,025
School Counselors	28	4,673
Child Study Team Members	60	9,654
School Psychologists	17	2,185
School Social Workers	10	2,750
Student Assistance Coordinators	4	400
School Safety Specialists	1	681

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Student and Staff Ratios

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

Ratio	District Ratio
Students to Teachers	11:1
Students to Administrators	172:1
Teachers to Administrators	16:1
Students to Librarians/Media Specialists †	720:1
Students to Nurses †	566:1
Students to Counselors †	283:1
Students to Child Study Team Members †,††	22:1
Students to School Psychologists †	466:1
Students to School Social Workers †	792:1
Students to Student Assistance Coordinators †	1981:1
Students to School Safety Specialists †	7924:1

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

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

Teachers and Administrators – Demographics

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

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	48.0%	77.0%	40-50%	48.0%	77.0%	57.0%
Male	52.0%	23.0%	50-60%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤10%	≤1%	≤1%	≤1%
White	40.3%	94.5%	91.3%	38.2%	81.8%	74.5%
Hispanic	20.2%	2.6%	2.2%	34.0%	8.6%	8.6%
Black or African American	3.9%	0.3%	4.3%	14.2%	6.4%	14.4%
Asian	30.7%	1.8%	0.0%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.5%	0.6%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.4%	0.3%	2.2%	0.2%	0.4%	0.5%
Two or More Races	4.1%	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
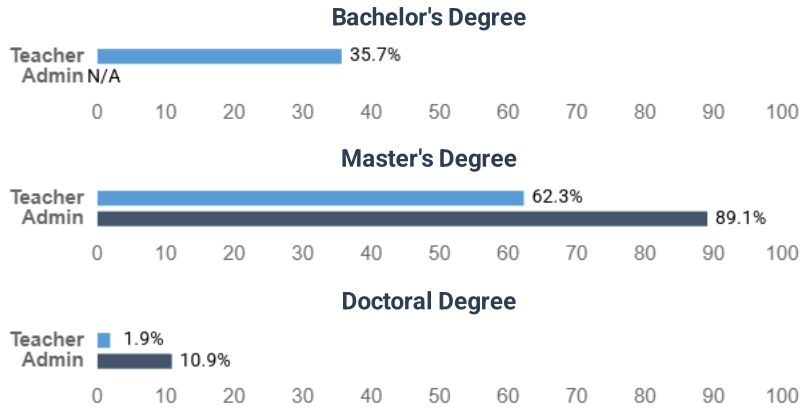
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. 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, of 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.

Bachelor's Degree

Teacher 35.7%
Admin N/A

Master's Degree

Teacher 62.3%
Admin 89.1%

Doctoral Degree

Teacher 1.9%
Admin 10.9%

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	91.4%	89.5%
2022-23 Administrators: Same district 2023-24	90.7%	87.9%

Report Key:
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** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Staff

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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, of 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)	219	90-95%	5-10%	≤5%	95.9%	2.3%	0.5%	0.5%	0.9%	0.0%	0.0%	90.4%	43.4%	55.7%	0.9%
English/Language Arts/Literacy	65	75-80%	20-25%	≤5%	98.5%	1.5%	0.0%	0.0%	0.0%	0.0%	0.0%	87.7%	30.8%	64.6%	4.6%
English to Speakers of Other Languages	23	>80%	≤20%	≤20%	78.3%	0.0%	0.0%	13.0%	0.0%	8.7%	0.0%	69.6%	26.1%	73.9%	0.0%
Mathematics	49	50-60%	40-50%	≤10%	95.9%	2.0%	0.0%	0.0%	0.0%	2.0%	0.0%	89.6%	18.8%	79.2%	2.1%
Science	48	70-80%	20-30%	≤10%	89.6%	2.1%	0.0%	6.3%	0.0%	2.1%	0.0%	77.1%	25.0%	66.7%	8.3%
Social Studies/History	43	40-50%	50-60%	≤10%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	93.0%	25.6%	74.4%	0.0%
World Language	28	>80%	≤20%	≤20%	82.1%	14.3%	0.0%	3.6%	0.0%	0.0%	0.0%	75.0%	35.7%	64.3%	0.0%
Visual and Performing Arts	45	60-70%	30-40%	≤10%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	82.2%	46.7%	51.1%	2.2%
Health/Physical Education	57	40-50%	50-60%	≤10%	98.2%	1.8%	0.0%	0.0%	0.0%	0.0%	0.0%	87.7%	42.1%	57.9%	0.0%
Family & Consumer Sciences	5	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	60.0%	40.0%	0.0%
Financial Literacy	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Business	11	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Computer Science/IT	6	*	*	*	83.3%	0.0%	0.0%	16.7%	0.0%	0.0%	0.0%	100.0%	16.7%	83.3%	0.0%
Industrial Arts	4	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	75.0%	50.0%	50.0%	0.0%
Career and Technical Education	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Special Education	148	85-90%	10-15%	≤5%	91.2%	5.4%	0.7%	2.7%	0.0%	0.0%	0.0%	85.7%	38.8%	59.2%	2.0%
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.

Bridgewater-Raritan Reg	Federal	State & Local	Total	ADE**
District Level Total Expenditures	$235	$19,602	$19,838	7,866.8
Bridgewater-Raritan High School	$239	$17,580	$17,819	2,692.1
District Level Central Expenditures	$5	$766	$771	7,866.8
Bridgewater-Raritan Middle School	$196	$20,147	$20,343	1,258.9
Adamsville Primary School	$306	$18,231	$18,537	492.1
Bradley Gardens Primary School	$185	$20,776	$20,961	273.0
Crim Primary School	$151	$19,212	$19,363	383.3
Eisenhower Intermediate School	$198	$21,653	$21,851	608.9
Hamilton Primary School	$131	$16,310	$16,441	466.1
Hillside Intermediate School	$190	$19,939	$20,129	566.2
John F. Kennedy Primary School	$534	$16,623	$17,157	458.6
Milltown Primary School	$181	$20,302	$20,483	365.1
Van Holten Primary School	$179	$21,074	$21,253	302.6
-				

Accountability

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

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

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

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

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

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

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

Accountability

Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

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

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

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

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 Acountability Indicator	2021-22	2022-23	2023-24
ELA Proficiency	65.2%	67.7%	69.5%
Math Proficiency	50.9%	54.6%	57.1%
ELA Growth†	28	58	56
Math Growth†	16	54	52
4-Year Graduation Rate (Prior Year)††	90.5%	90.2%	92.3%
5-Year Graduation Rate (Prior Year)††	95.9%	92.1%	91.6%
Progress toward English Language Proficiency	45.2%	50.8%	49.3%
Chronic Absenteeism	7.5%	8.3%	8.0%

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

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

Accountability

Accountability Summary by Student Group - 2023-24 School Year

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

For more information about accountability determinations, indicators, and annual targets, see the NJDOE Accountability page.

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

†Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Narrative

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

Highlights:

- The district provides a wide range of comprehensive and equitable programs designed to support the diverse needs of our students.
- Offerings such as G&T, ESL, Career Concentrations, and dual enrollment, ensure that every learner has access to the resources and challenges that best suit their academic and career goals.
- In the primary grades, foundational skills in reading and writing are prioritized for all students. PD is provided to support teachers in implementing the key understandings of the science of reading.

Mission, Vision, Theme:

The Bridgewater-Raritan Regional School District (BRRSD), in collaboration with the community, provides a balanced, challenging, and comprehensive education that meets or exceeds New Jersey Student Learning Standards and empowers every student to achieve their full potential as a lifelong learner and contributing member of society. For more information, visit our website at: https://www.brrsd.org/

Courses, Curriculum, Instruction:

BRRSD provides students with the opportunity to master the NJSLS in a dynamic, challenging environment. Individual growth is nurtured by dedicated staff, a comprehensive curriculum, evidence-based strategies, and a wide range of resources that empower each student to imagine, innovate, question, and explore within safe and supportive spaces. For more information please visit our website: https://www.brrsd.org/page/curriculum

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Sports and Athletics:

BRRSD offers an extensive athletics program that provides students with a wide range of choices and opportunities to excel in sports. From competitive teams to recreational activities, our district fosters physical fitness, teamwork, and leadership skills, allowing students to pursue their passions and develop their athletic abilities in a supportive and inclusive environment. Whether competing at the highest level or exploring a new sport, there's something for every student to engage in and thrive.

Postsecondary Information:

Students in BRRSD excel within the district, consistently surpassing their grade-level peers across nearly all measures of academic achievement and college readiness. Our graduates are regularly accepted into the nation's most prestigious schools and programs. For more information, please visit our high school performance report.

Student Supports and Services:

BRRSD recognizes that every student learns in their own way, which is why each school provides a comprehensive system of support to address the unique needs of all students. Services include: multi-tiered systems of support, English as a second language, services to support students with individualized education plans (IEP), and social and emotional supports.

NJ SCHOOL PERFORMANCE REPORT

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N No Data is available to display
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Student Health and Wellness:

BRRSD is committed to supporting the Health and Wellness of the members of our students. Sound mental health leads to better student attendance, engagement and academic performance. It also allows students to navigate the changing day-to-day realities they face in a positive and productive way. Within the district, curriculum and a comprehensive school-based counseling assists students with stress management, coping and social skills, anger management, conflict resolution, and strategies to deal with grief and loss. When needed, the school counselor may also refer a student to outside professionals if school-based counseling is not sufficient to meet a student's or a student's family's needs.

Parent and Community Involvement:

Parent involvement in schools is a cornerstone of student success. When parents actively engage in their child's education-whether through attending school events, communicating with teachers, assisting with homework, or participating in decision-making-students benefit academically, socially, and emotionally. BRRSD believes by working together, schools and parents can inspire students to reach their full potential. Parental engagement fosters a strong partnership between families and educators, creating a supportive community that values lifelong learning.