



Franklin Township Public School District (35-1610)

2023-2024

County: Somerset

District: Franklin Township Public School District

2301 Route 27
Somerset, NJ 08873

Superintendent: Dr. John Ravally

[District Website](#)

732-873-2400 x 312



7,295
Total Students



PK-12
Grades Offered

Overview & Resources

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

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

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

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

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

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

Overview & Resources

District Contact Information

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

Type	Contact Information
County	Somerset
District	Franklin Township Public School District
Superintendent Name	Dr. John Ravally
Address	2301 Route 27, Somerset, NJ 08873
Phone Number	732-873-2400 x 312
Email Address	jravally@franklinboe.org
Website	www.franklinboe.org
Twitter	https://twitter.com/WNews_FTPS

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
Claremont Elementary School	PK-05
Conerly Road School	PK-05
Elizabeth Avenue School	PK-05
Franklin High School	09-12
Franklin Middle School at Hamilton Street Campus	06-08
Franklin Middle School at Sampson G. Smith Campus	06-08
Franklin Park School	PK-05
Hillcrest School	PK-05
MacAfee Road School	PK-05
Pine Grove Manor School	PK-05

Demographics

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

Enrollment Trends by Grade

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

Grade	2021-22	2022-23	2023-24
PK	516	576	691
KG	550	471	458
1	502	551	478
2	473	524	559
3	492	483	517
4	470	494	496
5	463	477	501
6	478	475	446
7	468	476	471
8	482	489	484
9	622	556	551
10	499	584	550
11	536	490	525
12	523	575	568
Total	7,074	7,221	7,295

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	43.8%	42.6%	43.9%
Students with Disabilities	17.5%	19.4%	20.6%
Multilingual Learners	12.9%	13.7%	15.4%
Students Experiencing Homelessness	1.8%	2.5%	3.0%
Students in Foster Care	0.2%	0.2%	0.2%
Military-Connected Students	0.3%	0.4%	0.4%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial And Ethnic Group	2021-22	2022-23	2023-24
White	10.8%	10.4%	10.1%
Hispanic	37.7%	39.7%	41.3%
Black or African American	33.3%	32.0%	30.3%
Asian	14.6%	14.2%	14.6%
Native Hawaiian or Pacific Islander	0.3%	0.2%	0.2%
American Indian or Alaska Native	0.4%	0.4%	0.4%
Two Or More Races	2.9%	3.1%	3.1%

Demographics

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Enrollment Trends by Full / Half Day PK and KG

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

Grade	2021-22	2022-23	2023-24
PK - Half Day	0	0	0
PK - Full Day	516	576	691
KG - Half Day	0	0	0
KG - Full Day	550	471	458

Enrollment Trends by Full and Shared Time Status

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

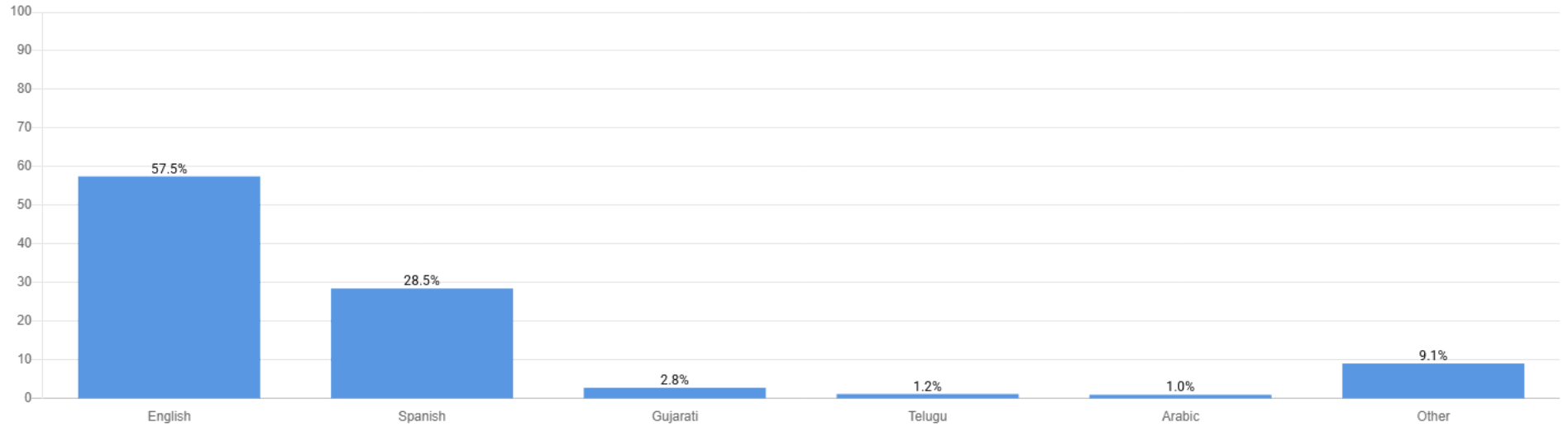
Enrollment Status	2021-22	2022-23	2023-24
Full Time Students	7,115	7,258	7,335
Shared Time Students	15	17	20
Full Time Equivalent	7,123	7,267	7,345

Demographics

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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.



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.

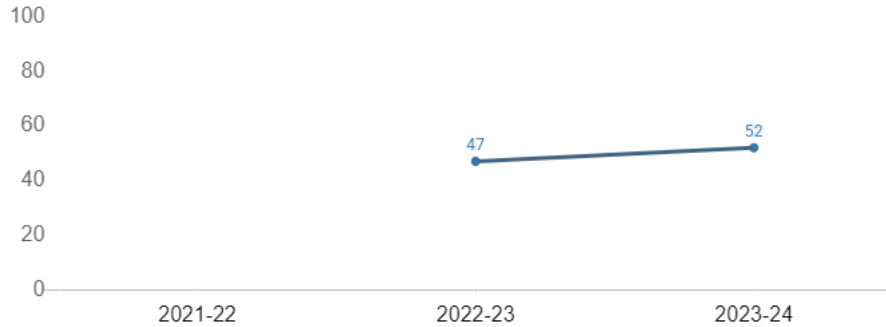
Important Note for 2023-24: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022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

Student Growth Trends and Progress

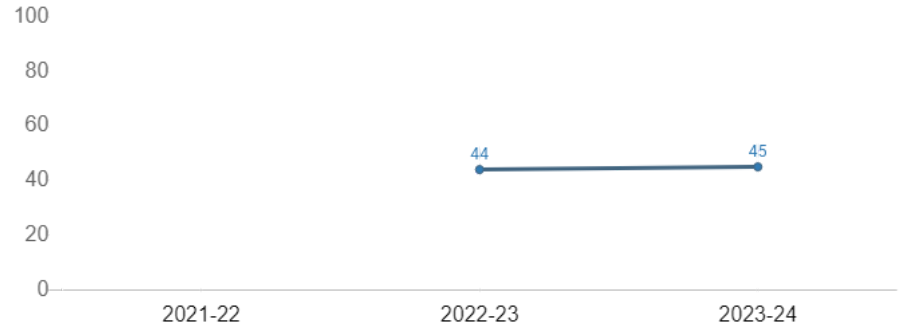
These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

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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		47	52		44	45
Met Standard (40-59.5)?		Met Standard	Met Standard		Met Standard	Met Standard
Statewide: Median Student Growth Percentile		50	50		50	50

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

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Student Growth

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

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	52	50	Met Standard	45	50	Met Standard
White	60	50	Exceeds Standard	56	51	Met Standard
Hispanic	48	49	Met Standard	45	48	Met Standard
Black or African American	51	47	Met Standard	41	46	Met Standard
Asian, Native Hawaiian, or Pacific Islander	68	59	Exceeds Standard	57	60	Met Standard
American Indian or Alaska Native	*	50	**	*	50	**
Two or More Races	50	50	Met Standard	36.5	51	Not Met
Female	53	52		45	50	
Male	51	48		45	50	
Non-Binary/Undesignated Gender	N	44		N	45.5	
Economically Disadvantaged Students	48	48	Met Standard	43	48	Met Standard
Students with Disabilities	44	43	Met Standard	42	44	Met Standard
Multilingual Learners	48	50	Met Standard	48	50	Met Standard
Students Experiencing Homelessness	39.5	43		42	45	
Students in Foster Care	*	40		*	47	
Military-Connected Students	46	47.5		43.5	51	
Migrant Students	N	53		N	44	

Student Growth

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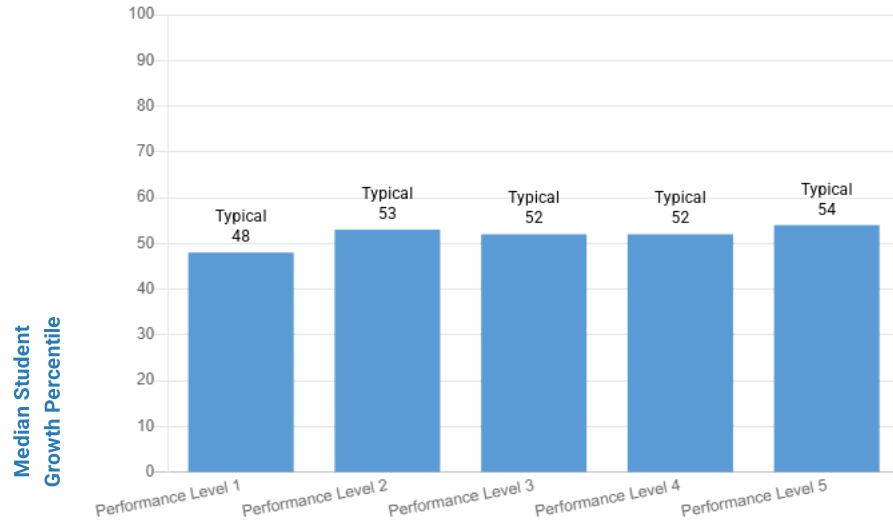
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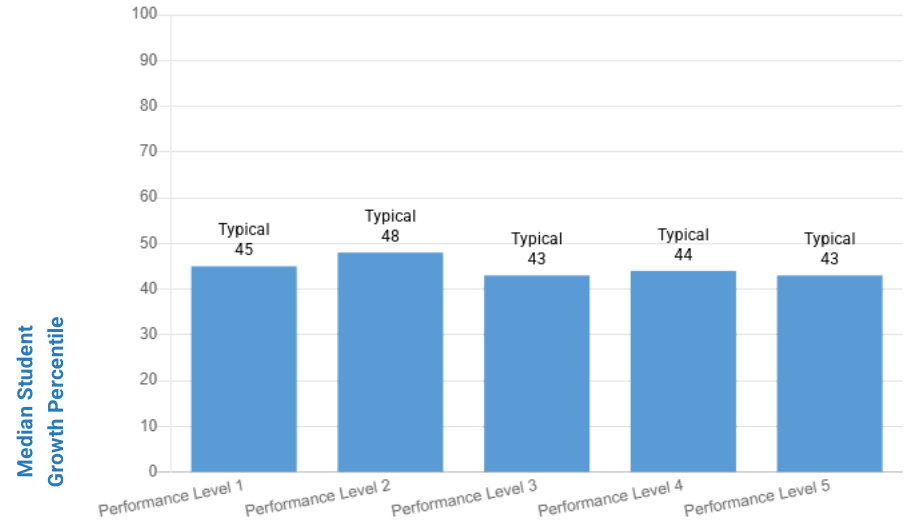
Student Growth by Performance Level

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

ELA



Math



Student Growth

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

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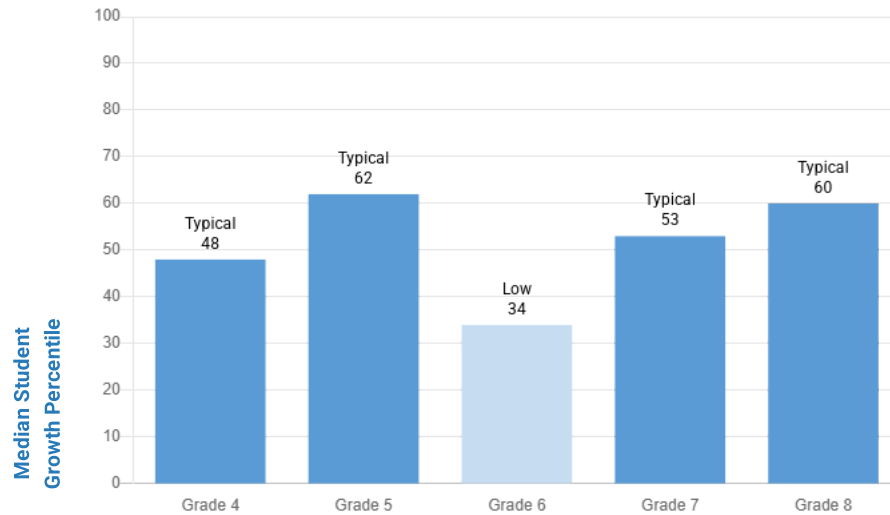
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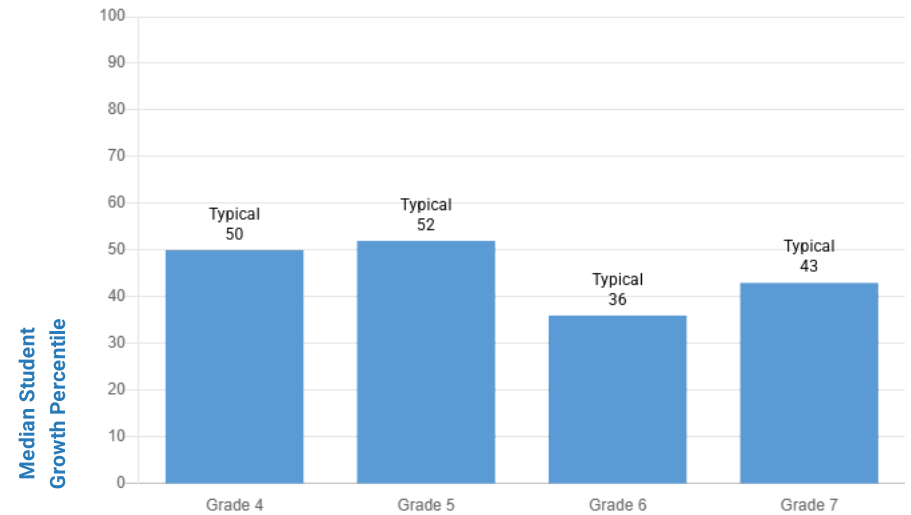
Student Growth by Grade

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

ELA



Math



Academic Achievement

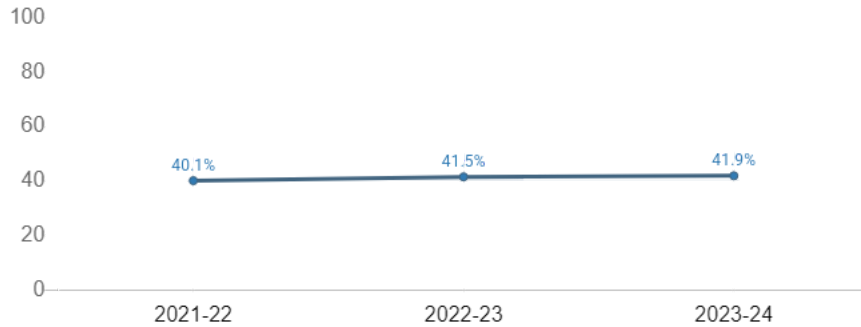
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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

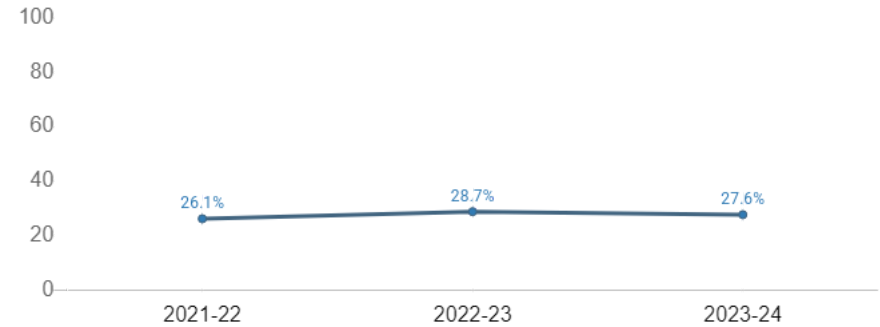
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	98.7%	98.3%	98.5%	98.3%	98.2%	98.6%
Proficiency Rate for Federal Accountability	40.1%	41.5%	41.9%	26.1%	28.7%	27.6%
Annual Target	51.6%	53.4%	43.5%	47.8%	49.8%	31.1%
Met Annual Target?	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

† Target was met within a confidence interval.

Academic Achievement

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	3,250	98.5%	41.9%	52.2%	41.9%	43.5%	Not Met
White	303	98.1%	58.7%	61.8%	58.7%	62%	Met Target†
Hispanic	1,392	98.8%	30.3%	38%	30.3%	33.4%	Not Met
Black or African American	1,057	98.4%	39.9%	35.9%	39.9%	39.5%	Met Target
Asian, Native Hawaiian, or Pacific Islander	396	99.1%	70.5%	79.9%	70.5%	68.6%	Met Target
American Indian or Alaska Native	*	*	*	51.2%	*	**	**
Two or More Races	*	94.1%	61.7%	59.4%	61.1%	58.8%	Met Target
Female	*	98.5%	47.9%	57.7%	47.9%		
Male	*	98.4%	36.3%	47%	36.3%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	1,526	98.7%	28.6%	34.6%	28.6%	31.1%	Not Met
Non-Economically Disadvantaged Students	1,724	98.2%	53.7%	62.8%	53.7%		
Students with Disabilities	732	97.7%	12.4%	19.8%	12.4%	16.4%	Not Met
Students without Disabilities	2,518	98.7%	50.5%	59.4%	50.5%		
Multilingual Learners	654	99%	19%	23.1%	19%	23.2%	Not Met
Non-Multilingual Learners	2,596	98.4%	47.7%	56.2%	47.7%		
Students Experiencing Homelessness	86	96.8%	23.3%	21.9%	23.3%		
Students in Foster Care	*	*	*	19.3%	*		
Military-Connected Students	17	100%	64.7%	48.2%	64.7%		
Migrant Students	*	*	*	13.3%	*		

† Target was met within a confidence interval.

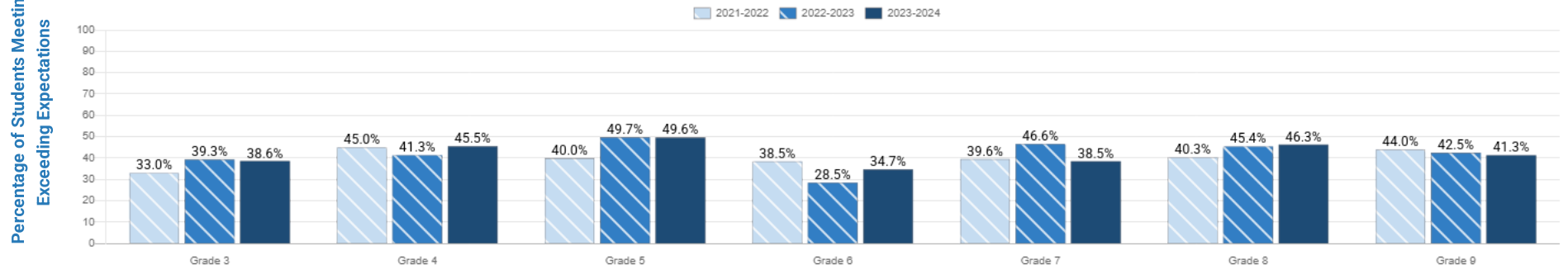
Academic Achievement

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English Language Arts Assessment - Performance Trends

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



Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	495	733	741	25%	17%	19%	34%	4%	39%	44%
White	48	744	751	25%	6%	17%	44%	8%	52%	53%
Hispanic	224	723	724	30%	20%	21%	27%	1%	29%	29%
Black or African American	134	733	725	25%	18%	19%	33%	4%	37%	29%
Asian, Native Hawaiian, or Pacific Islander	75	758	770	9%	12%	17%	49%	12%	61%	70%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	46%
Two or More Races	*	734	751	25%	17%	17%	42%	0%	42%	52%
Female	*	737	746	21%	21%	14%	38%	5%	43%	48%
Male	*	730	736	28%	13%	24%	31%	4%	34%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	721	722	33%	20%	21%	24%	2%	26%	26%
Non-Economically Disadvantaged Students	*	747	753	17%	14%	17%	45%	7%	52%	55%
Students with Disabilities	100	701	710	56%	18%	10%	16%	0%	16%	18%
Students without Disabilities	395	742	747	17%	17%	22%	39%	6%	44%	49%
Multilingual Learners	101	709	704	42%	21%	23%	15%	0%	15%	13%
Non-Multilingual Learners	394	740	746	21%	16%	19%	39%	6%	45%	48%
Students Experiencing Homelessness	12	730	707	17%	33%	8%	42%	0%	42%	18%
Students in Foster Care	*	*	711	*	*	*	*	*	*	18%
Military-Connected Students	*	*	739	*	*	*	*	*	*	41%
Migrant Students	*	*	688	*	*	*	*	*	*	*

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	462	742	749	16%	15%	24%	33%	12%	45%	51%
White	44	758	758	9%	14%	14%	41%	23%	64%	61%
Hispanic	179	729	734	25%	17%	27%	27%	4%	31%	35%
Black or African American	162	741	733	14%	17%	24%	34%	10%	44%	34%
Asian, Native Hawaiian, or Pacific Islander	56	772	776	0%	7%	14%	45%	34%	79%	78%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	51%
Two or More Races	*	750	757	5%	10%	35%	40%	10%	50%	60%
Female	*	747	752	15%	11%	24%	35%	14%	49%	54%
Male	*	738	745	16%	19%	23%	32%	10%	41%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	209	728	731	24%	20%	26%	26%	4%	30%	32%
Non-Economically Disadvantaged Students	253	754	760	9%	12%	21%	40%	19%	58%	63%
Students with Disabilities	*	715	720	33%	30%	21%	13%	3%	16%	21%
Students without Disabilities	*	750	755	11%	11%	24%	39%	15%	54%	57%
Multilingual Learners	70	702	711	*	*	*	*	*	*	13%
Non-Multilingual Learners	392	750	753	10%	13%	24%	38%	14%	52%	55%
Students Experiencing Homelessness	12	723	719	25%	25%	25%	25%	0%	25%	20%
Students in Foster Care	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	*	*	747	*	*	*	*	*	*	49%
Migrant Students	*	*	713	*	*	*	*	*	*	23%

Academic Achievement

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

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English Language Arts Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	476	746	750	16%	14%	20%	41%	9%	50%	52%
White	43	761	760	9%	9%	14%	49%	19%	67%	63%
Hispanic	*	732	736	23%	17%	25%	32%	3%	35%	37%
Black or African American	148	745	734	16%	17%	20%	41%	7%	48%	35%
Asian, Native Hawaiian, or Pacific Islander	66	776	778	2%	3%	15%	55%	26%	80%	80%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	*	757	757	5%	16%	11%	58%	11%	68%	60%
Female	*	750	755	13%	13%	20%	42%	12%	53%	57%
Male	*	742	745	18%	15%	21%	39%	6%	46%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	228	730	732	23%	21%	25%	29%	2%	31%	33%
Non-Economically Disadvantaged Students	248	761	761	9%	8%	16%	51%	16%	67%	64%
Students with Disabilities	108	713	719	45%	19%	17%	15%	4%	19%	20%
Students without Disabilities	368	755	756	7%	13%	21%	48%	11%	59%	59%
Multilingual Learners	72	709	705	*	*	*	*	*	*	*
Non-Multilingual Learners	404	752	754	11%	12%	20%	47%	11%	57%	57%
Students Experiencing Homelessness	10	724	718	30%	10%	40%	20%	0%	20%	22%
Students in Foster Care	*	*	721	*	*	*	*	*	*	20%
Military-Connected Students	*	*	747	*	*	*	*	*	*	48%
Migrant Students	*	*	721	*	*	*	*	*	*	20%

Academic Achievement

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

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English Language Arts Assessment - Performance By Grade: Grade 6

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	432	736	751	18%	20%	27%	27%	8%	35%	53%
White	43	750	760	5%	28%	21%	30%	16%	47%	63%
Hispanic	199	726	738	23%	24%	30%	22%	2%	24%	39%
Black or African American	130	731	735	22%	16%	31%	25%	6%	32%	35%
Asian, Native Hawaiian, or Pacific Islander	44	765	778	7%	14%	16%	32%	32%	64%	82%
American Indian or Alaska Native	*	*	748	*	*	*	*	*	*	49%
Two or More Races	*	771	758	0%	0%	7%	80%	13%	93%	60%
Female	*	742	756	12%	18%	30%	31%	9%	40%	59%
Male	*	730	746	24%	23%	24%	23%	7%	30%	48%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	212	727	735	25%	22%	26%	22%	4%	26%	35%
Non-Economically Disadvantaged Students	220	744	761	11%	19%	27%	31%	11%	43%	65%
Students with Disabilities	99	706	719	*	*	*	*	*	*	17%
Students without Disabilities	333	745	758	8%	20%	29%	32%	10%	42%	60%
Multilingual Learners	*	688	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	739	754	14%	20%	29%	29%	8%	37%	57%
Students Experiencing Homelessness	17	712	724	41%	12%	29%	18%	0%	18%	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	452	739	752	19%	16%	26%	24%	15%	38%	54%
White	35	748	761	9%	11%	26%	43%	11%	54%	64%
Hispanic	200	729	737	24%	20%	30%	17%	11%	28%	39%
Black or African American	154	736	734	19%	17%	26%	28%	10%	38%	37%
Asian, Native Hawaiian, or Pacific Islander	52	775	785	8%	6%	15%	29%	42%	71%	84%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	51%
Two or More Races	*	751	759	27%	9%	18%	0%	45%	45%	60%
Female	*	744	758	18%	15%	23%	23%	21%	44%	60%
Male	*	734	746	20%	17%	29%	25%	9%	33%	48%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	204	726	734	26%	19%	31%	17%	7%	24%	36%
Non-Economically Disadvantaged Students	248	750	762	14%	14%	22%	29%	21%	50%	64%
Students with Disabilities	85	702	715	*	*	*	*	*	*	18%
Students without Disabilities	367	747	759	11%	16%	29%	27%	18%	45%	61%
Multilingual Learners	29	700	700	*	*	*	*	*	*	*
Non-Multilingual Learners	423	742	756	18%	15%	26%	25%	16%	41%	58%
Students Experiencing Homelessness	15	720	717	20%	33%	20%	20%	7%	27%	21%
Students in Foster Care	*	*	712	*	*	*	*	*	*	17%
Military-Connected Students	*	*	747	*	*	*	*	*	*	50%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 8

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	467	746	751	17%	17%	20%	31%	15%	46%	53%
White	48	768	760	2%	10%	29%	33%	25%	58%	62%
Hispanic	193	734	736	22%	22%	20%	28%	8%	36%	39%
Black or African American	163	739	735	19%	19%	20%	31%	11%	42%	37%
Asian, Native Hawaiian, or Pacific Islander	52	784	783	6%	0%	10%	38%	46%	85%	82%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	52%
Two or More Races	*	772	757	9%	0%	27%	36%	27%	64%	59%
Female	*	758	759	10%	14%	18%	35%	23%	58%	60%
Male	*	736	743	22%	19%	22%	28%	10%	37%	46%
Non-binary/undesignated gender	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	201	731	734	26%	20%	23%	22%	8%	30%	36%
Non-Economically Disadvantaged Students	266	757	761	9%	15%	18%	37%	21%	58%	63%
Students with Disabilities	95	702	713	*	*	*	*	*	*	16%
Students without Disabilities	372	757	758	10%	13%	20%	37%	19%	57%	60%
Multilingual Learners	31	697	701	*	*	*	*	*	*	*
Non-Multilingual Learners	436	749	755	14%	17%	21%	33%	17%	49%	56%
Students Experiencing Homelessness	12	722	719	33%	25%	25%	8%	8%	17%	23%
Students in Foster Care	*	*	708	*	*	*	*	*	*	14%
Military-Connected Students	*	*	743	*	*	*	*	*	*	43%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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

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English Language Arts Assessment - Performance By Grade: Grade 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	506	738	755	23%	18%	17%	26%	15%	41%	58%
White	39	770	764	8%	10%	10%	41%	31%	72%	67%
Hispanic	236	724	741	29%	20%	22%	25%	4%	29%	45%
Black or African American	165	735	737	24%	21%	16%	21%	18%	38%	40%
Asian, Native Hawaiian, or Pacific Islander	57	780	789	7%	7%	9%	35%	42%	77%	87%
American Indian or Alaska Native	*	*	757	*	*	*	*	*	*	59%
Two or More Races	*	*	761	*	*	*	*	*	*	64%
Female	*	748	762	15%	15%	22%	27%	21%	48%	64%
Male	*	727	747	32%	21%	12%	26%	9%	35%	51%
Non-binary/undesignated gender	*	*	774	*	*	*	*	*	*	77%
Economically Disadvantaged Students	240	726	738	31%	19%	20%	23%	8%	30%	41%
Non-Economically Disadvantaged Students	266	748	764	16%	17%	15%	29%	22%	51%	67%
Students with Disabilities	85	695	717	*	*	*	*	*	*	19%
Students without Disabilities	421	746	761	16%	16%	18%	32%	18%	49%	64%
Multilingual Learners	48	692	701	*	*	*	*	*	*	*
Non-Multilingual Learners	458	743	758	19%	17%	19%	28%	17%	45%	61%
Students Experiencing Homelessness	13	717	721	31%	38%	15%	8%	8%	15%	25%
Students in Foster Care	*	*	714	*	*	*	*	*	*	20%
Military-Connected Students	*	*	749	*	*	*	*	*	*	51%
Migrant Students	*	*	683	*	*	*	*	*	*	*

Academic Achievement

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

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	3,234	98.6%	27.6%	40.2%	27.6%	31.1%	Not Met
White	309	98.8%	45.3%	51.1%	45.3%	48.9%	Met Target†
Hispanic	1,373	98.6%	19.1%	24.2%	19.1%	21.2%	Not Met
Black or African American	1,042	98.8%	21%	20.1%	21%	25.1%	Not Met
Asian, Native Hawaiian, or Pacific Islander	403	98.8%	57.6%	74.4%	57.6%	58.8%	Met Target†
American Indian or Alaska Native	*	*	*	42%	*	**	**
Two or More Races	*	96.2%	39%	48.9%	39%	46.5%	Met Target†
Female	*	98.5%	27.2%	38.4%	27.2%		
Male	*	98.7%	28.1%	42%	28.1%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	1,503	98.7%	17.5%	21.7%	17.5%	20.6%	Not Met
Non-Economically Disadvantaged Students	1,731	98.6%	36.5%	51.5%	36.5%		
Students with Disabilities	720	97.6%	11.7%	16.6%	11.7%	13.7%	Met Target†
Students without Disabilities	2,514	98.9%	32.2%	45.4%	32.2%		
Multilingual Learners	664	99.3%	16.7%	18.7%	16.7%	20.8%	Not Met
Non-Multilingual Learners	2,570	98.4%	30.5%	43.5%	30.5%		
Students Experiencing Homelessness	81	95.7%	12.3%	12.9%	12.3%		
Students in Foster Care	*	*	*	12.4%	*		
Military-Connected Students	16	100%	37.5%	38.8%	37.5%		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

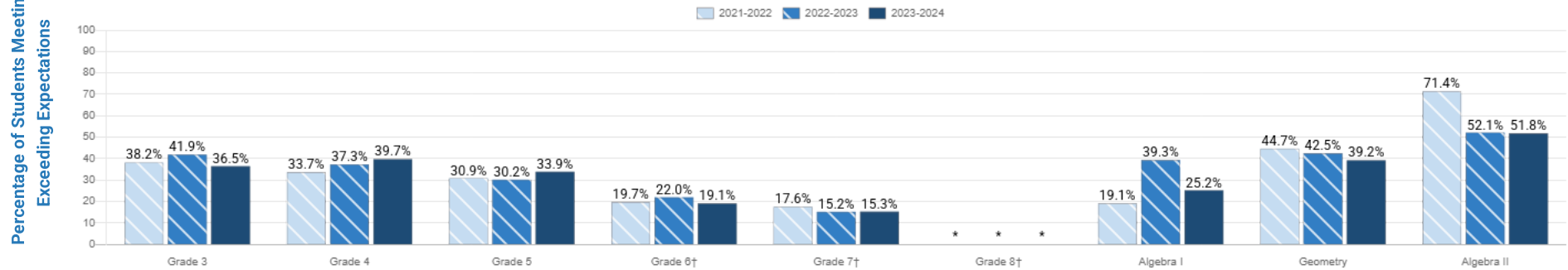
Academic Achievement

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

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Mathematics Assessment - Performance Trends

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



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

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	502	738	747	14%	21%	28%	28%	8%	36%	48%
White	49	747	757	16%	10%	20%	37%	16%	53%	60%
Hispanic	228	731	732	17%	30%	26%	23%	4%	27%	31%
Black or African American	134	734	728	13%	22%	34%	25%	5%	31%	27%
Asian, Native Hawaiian, or Pacific Islander	78	757	776	6%	4%	28%	42%	19%	62%	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	51%
Two or More Races	*	746	755	27%	0%	27%	27%	18%	45%	56%
Female	*	735	744	17%	18%	32%	28%	5%	33%	45%
Male	*	741	749	12%	23%	25%	28%	12%	40%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	257	728	729	19%	27%	29%	22%	3%	25%	28%
Non-Economically Disadvantaged Students	245	748	758	9%	14%	28%	34%	14%	49%	60%
Students with Disabilities	100	718	725	32%	30%	21%	13%	4%	17%	25%
Students without Disabilities	402	743	751	10%	19%	30%	32%	9%	41%	52%
Multilingual Learners	109	724	722	21%	29%	32%	16%	2%	17%	20%
Non-Multilingual Learners	393	742	751	12%	19%	27%	32%	10%	42%	52%
Students Experiencing Homelessness	12	735	717	0%	42%	25%	33%	0%	33%	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	474	741	744	10%	21%	29%	35%	5%	40%	45%
White	46	757	754	0%	15%	20%	65%	0%	65%	57%
Hispanic	187	731	730	15%	27%	30%	26%	2%	28%	28%
Black or African American	163	737	726	10%	23%	35%	28%	4%	33%	24%
Asian, Native Hawaiian, or Pacific Islander	57	769	773	4%	2%	19%	56%	19%	75%	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	50%
Two or More Races	*	749	752	0%	20%	30%	45%	5%	50%	54%
Female	*	739	743	12%	22%	27%	35%	5%	40%	43%
Male	*	743	746	8%	21%	32%	35%	5%	39%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	220	729	727	15%	29%	33%	20%	2%	23%	25%
Non-Economically Disadvantaged Students	254	752	755	5%	15%	26%	48%	7%	54%	58%
Students with Disabilities	*	724	722	16%	44%	22%	17%	2%	19%	21%
Students without Disabilities	*	746	749	8%	15%	31%	40%	5%	45%	50%
Multilingual Learners	82	714	718	*	*	*	*	*	*	14%
Non-Multilingual Learners	392	747	748	6%	18%	30%	41%	6%	46%	49%
Students Experiencing Homelessness	14	714	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	487	735	741	14%	26%	26%	28%	6%	34%	40%
White	43	757	751	5%	12%	21%	51%	12%	63%	53%
Hispanic	*	725	726	20%	32%	26%	20%	2%	21%	23%
Black or African American	150	729	722	14%	29%	33%	21%	3%	24%	19%
Asian, Native Hawaiian, or Pacific Islander	67	763	772	4%	1%	19%	54%	21%	75%	76%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	*	740	748	5%	42%	16%	32%	5%	37%	49%
Female	*	733	739	15%	25%	27%	27%	5%	33%	38%
Male	*	737	742	13%	26%	26%	28%	7%	35%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	238	722	724	20%	35%	26%	17%	1%	18%	20%
Non-Economically Disadvantaged Students	249	747	752	8%	16%	27%	38%	11%	49%	53%
Students with Disabilities	108	712	717	38%	28%	19%	13%	2%	15%	16%
Students without Disabilities	379	741	746	7%	25%	28%	32%	7%	39%	45%
Multilingual Learners	83	710	711	*	*	*	*	*	*	*
Non-Multilingual Learners	404	740	744	11%	22%	27%	32%	7%	40%	44%
Students Experiencing Homelessness	12	722	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	440	724	737	22%	32%	27%	16%	3%	19%	36%
White	44	734	746	11%	30%	27%	27%	5%	32%	47%
Hispanic	205	717	723	26%	36%	28%	11%	0%	11%	20%
Black or African American	131	715	718	28%	35%	27%	10%	0%	10%	15%
Asian, Native Hawaiian, or Pacific Islander	45	758	768	2%	18%	22%	33%	24%	58%	73%
American Indian or Alaska Native	*	*	735	*	*	*	*	*	*	33%
Two or More Races	*	752	743	0%	14%	21%	57%	7%	64%	45%
Female	*	724	736	19%	33%	29%	16%	2%	18%	34%
Male	*	723	738	24%	31%	25%	16%	4%	20%	38%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	218	716	721	29%	34%	27%	10%	0%	10%	17%
Non-Economically Disadvantaged Students	222	732	747	14%	31%	27%	22%	6%	28%	48%
Students with Disabilities	98	704	714	*	*	*	*	*	*	12%
Students without Disabilities	342	729	741	15%	30%	32%	18%	4%	22%	41%
Multilingual Learners	36	698	707	*	*	*	*	*	*	*
Non-Multilingual Learners	404	726	740	18%	33%	28%	17%	3%	21%	39%
Students Experiencing Homelessness	17	706	711	41%	35%	12%	12%	0%	12%	*
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	385	723	739	18%	35%	31%	15%	1%	15%	37%
White	*	737	748	4%	25%	36%	36%	0%	36%	50%
Hispanic	186	721	728	21%	35%	32%	12%	1%	12%	23%
Black or African American	132	719	724	21%	38%	29%	12%	0%	12%	18%
Asian, Native Hawaiian, or Pacific Islander	31	739	764	3%	29%	39%	26%	3%	29%	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	*	*	743	*	*	*	*	*	*	44%
Female	*	722	738	19%	34%	32%	15%	0%	15%	36%
Male	*	724	739	18%	35%	31%	15%	1%	16%	39%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	188	719	726	22%	36%	31%	11%	1%	12%	20%
Non-Economically Disadvantaged Students	197	726	747	15%	34%	32%	18%	1%	19%	48%
Students with Disabilities	81	705	716	*	*	*	*	*	*	12%
Students without Disabilities	304	728	743	10%	37%	36%	17%	1%	18%	43%
Multilingual Learners	35	723	714	14%	37%	37%	11%	0%	11%	*
Non-Multilingual Learners	350	723	741	19%	35%	31%	15%	1%	16%	40%
Students Experiencing Homelessness	14	725	716	7%	43%	36%	14%	0%	14%	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	339	705	719	*	*	*	*	*	*	19%
White	22	712	729	*	*	*	*	*	*	27%
Hispanic	176	705	713	*	*	*	*	*	*	13%
Black or African American	124	702	707	*	*	*	*	*	*	10%
Asian, Native Hawaiian, or Pacific Islander	12	722	740	33%	8%	33%	25%	0%	25%	40%
American Indian or Alaska Native	*	*	722	*	*	*	*	*	*	21%
Two or More Races	*	*	722	*	*	*	*	*	*	22%
Female	*	707	719	*	*	*	*	*	*	19%
Male	*	705	719	*	*	*	*	*	*	20%
Non-binary/undesignated gender	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	179	703	711	*	*	*	*	*	*	12%
Non-Economically Disadvantaged Students	160	708	725	41%	30%	19%	10%	0%	10%	25%
Students with Disabilities	92	695	702	*	*	*	*	*	*	*
Students without Disabilities	247	710	724	37%	34%	19%	10%	0%	10%	23%
Multilingual Learners	44	694	701	*	*	*	*	*	*	*
Non-Multilingual Learners	295	707	721	*	*	*	*	*	*	21%
Students Experiencing Homelessness	12	698	704	*	*	*	*	*	*	*
Students in Foster Care	*	*	696	*	*	*	*	*	*	*
Military-Connected Students	*	*	722	*	*	*	*	*	*	19%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Performance By Test: Algebra I

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	497	726	738	18%	31%	26%	25%	0%	25%	40%
White	*	738	748	6%	29%	29%	35%	0%	35%	51%
Hispanic	202	720	723	23%	34%	25%	17%	0%	17%	23%
Black or African American	168	723	719	20%	32%	25%	23%	0%	23%	19%
Asian, Native Hawaiian, or Pacific Islander	*	746	773	6%	16%	29%	48%	2%	49%	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	*	731	746	6%	31%	38%	25%	0%	25%	49%
Female	*	726	737	18%	31%	27%	24%	0%	24%	39%
Male	*	727	739	18%	30%	26%	26%	0%	26%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	*	720	722	22%	36%	23%	19%	0%	19%	22%
Non-Economically Disadvantaged Students	*	731	747	15%	27%	29%	29%	0%	29%	50%
Students with Disabilities	76	703	710	*	*	*	*	*	*	11%
Students without Disabilities	421	730	743	14%	29%	29%	28%	0%	29%	45%
Multilingual Learners	53	706	705	*	*	*	*	*	*	*
Non-Multilingual Learners	444	729	741	16%	29%	27%	28%	0%	28%	43%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	13%
Students in Foster Care	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	696	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Performance By Test: Geometry

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	125	743	750	1%	16%	44%	37%	2%	39%	53%
White	21	745	752	0%	10%	43%	48%	0%	48%	57%
Hispanic	33	738	735	0%	24%	45%	30%	0%	30%	29%
Black or African American	29	733	733	3%	24%	52%	21%	0%	21%	26%
Asian, Native Hawaiian, or Pacific Islander	*	754	765	0%	9%	29%	54%	9%	63%	77%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	66%
Two or More Races	*	*	756	*	*	*	*	*	*	63%
Female	*	742	748	0%	16%	47%	35%	1%	37%	50%
Male	*	743	752	2%	16%	40%	39%	4%	42%	57%
Non-binary/undesignated gender	*	*	752	*	*	*	*	*	*	60%
Economically Disadvantaged Students	35	737	734	0%	29%	37%	31%	3%	34%	28%
Non-Economically Disadvantaged Students	90	745	754	1%	11%	47%	39%	2%	41%	60%
Students with Disabilities	*	*	727	*	*	*	*	*	*	24%
Students without Disabilities	*	743	751	1%	16%	43%	38%	2%	40%	54%
Multilingual Learners	*	*	716	*	*	*	*	*	*	11%
Non-Multilingual Learners	*	743	751	1%	16%	44%	37%	2%	39%	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	56	752	770	4%	14%	30%	52%	0%	52%	73%
White	*	*	771	*	*	*	*	*	*	75%
Hispanic	*	*	736	*	*	*	*	*	*	37%
Black or African American	16	749	736	6%	13%	31%	50%	0%	50%	36%
Asian, Native Hawaiian, or Pacific Islander	22	751	785	0%	18%	32%	50%	0%	50%	88%
American Indian or Alaska Native	*	*	775	*	*	*	*	*	*	83%
Two or More Races	*	*	773	*	*	*	*	*	*	74%
Female	*	750	765	8%	12%	27%	54%	0%	54%	68%
Male	*	753	776	0%	17%	33%	50%	0%	50%	78%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	733	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	753	777	2%	13%	30%	55%	0%	55%	80%
Students with Disabilities	*	*	752	*	*	*	*	*	*	54%
Students without Disabilities	*	752	771	4%	14%	30%	52%	0%	52%	73%
Multilingual Learners	*	*	706	*	*	*	*	*	*	14%
Non-Multilingual Learners	*	752	772	4%	14%	30%	52%	0%	52%	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	20	95.2%	20	95.2%
4	20	100.0%	20	100.0%
5	16	100.0%	16	100.0%
6	*	*	*	*
7	10	100.0%	10	100.0%
8	*	*	*	*
11	*	*	*	*

Academic Achievement

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

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English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	# Students with Overall Score Below 4.5	% Students with Overall Score Below 4.5	# Students with Overall Score of 4.5 or Above	% Students with Overall Score 4.5 or Above
0-2	445	*	>90%	*	<10%
3-4	222	196	88.3%	26	11.7%
5 or more	171	129	75.4%	42	24.6%

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	39.4%	22.7%	Met Goal

† Target was met within a confidence interval.

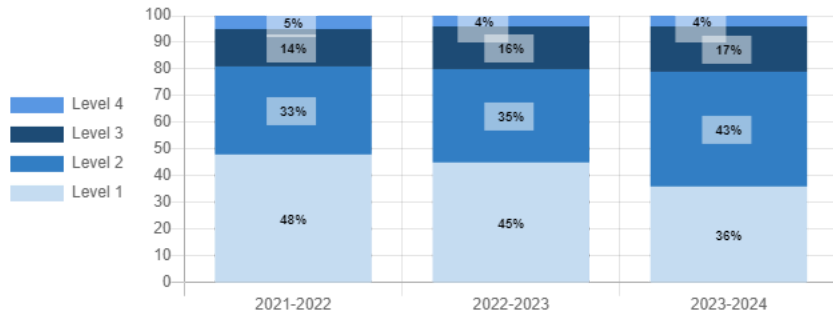
Academic Achievement

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

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

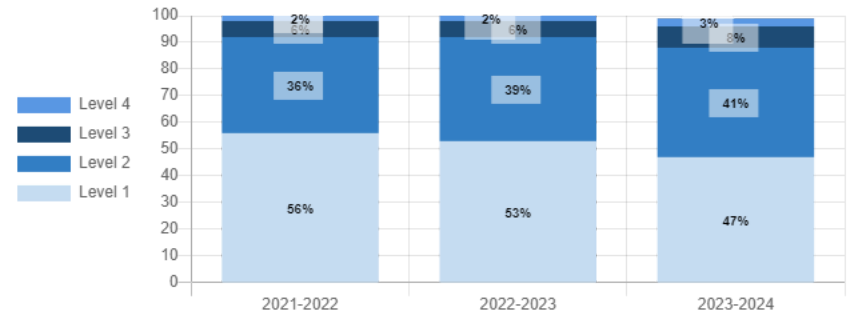
NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 8 Summary

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



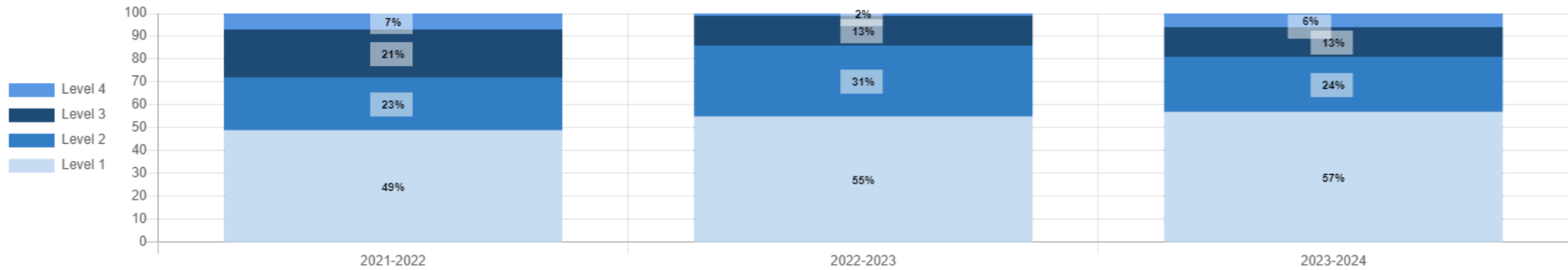
Academic Achievement

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

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

NJSLA Science Assessment: Grade 11 Summary

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



Academic Achievement

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

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NJSLA Science Assessment: Grade 5

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	36%	43%	17%	4%	35%	37%	21%	6%
White	19%	35%	30%	16%	22%	42%	28%	8%
Hispanic	45%	45%	9%	1%	51%	36%	12%	2%
Black or African American	40%	44%	15%	1%	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	10%	40%	39%	10%	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	26%	47%	21%	5%	27%	36%	27%	10%
Female	35%	45%	17%	3%	35%	39%	20%	6%
Male	36%	41%	18%	6%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	49%	43%	8%	0%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	23%	43%	26%	8%	24%	39%	28%	10%
Students with Disabilities	64%	25%	8%	2%	64%	27%	8%	2%
Students without Disabilities	27%	48%	20%	5%	30%	39%	24%	7%
Multilingual Learners	70%	28%	1%	0%	78%	20%	2%	0%
Non-Multilingual Learners	29%	46%	20%	5%	30%	39%	23%	7%
Students Experiencing Homelessness	58%	33%	8%	0%	68%	25%	6%	1%
Students in Foster Care	*	*	*	*	67%	28%	3%	1%
Military-Connected Students	*	*	*	*	30%	42%	23%	5%
Migrant Students	*	*	*	*	73%	27%	0%	0%

Academic Achievement

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

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	47%	41%	8%	3%	36%	45%	14%	5%
White	18%	52%	26%	4%	23%	52%	19%	6%
Hispanic	51%	43%	5%	2%	51%	42%	6%	1%
Black or African American	62%	34%	4%	1%	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	19%	50%	13%	17%	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	27%	45%	27%	0%	27%	46%	19%	8%
Female	44%	45%	9%	2%	35%	47%	13%	4%
Male	50%	38%	8%	4%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	55%	39%	4%	1%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	41%	43%	11%	5%	26%	48%	19%	7%
Students with Disabilities	76%	24%	0%	0%	67%	29%	3%	1%
Students without Disabilities	40%	46%	10%	4%	30%	48%	16%	6%
Multilingual Learners	79%	21%	0%	0%	75%	24%	1%	0%
Non-Multilingual Learners	44%	43%	9%	4%	32%	47%	15%	5%
Students Experiencing Homelessness	50%	50%	0%	0%	66%	32%	2%	0%
Students in Foster Care	*	*	*	*	80%	19%	1%	0%
Military-Connected Students	*	*	*	*	40%	47%	10%	3%
Migrant Students	*	*	*	*	*	*	*	*

Academic Achievement

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

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	57%	24%	13%	6%	45%	27%	19%	9%
White	33%	30%	20%	17%	34%	30%	26%	11%
Hispanic	70%	21%	8%	2%	61%	25%	11%	3%
Black or African American	64%	24%	11%	1%	64%	24%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	23%	34%	26%	18%	17%	23%	33%	28%
American Indian or Alaska Native	*	*	*	*	54%	21%	19%	6%
Two or More Races	59%	0%	29%	12%	38%	26%	25%	11%
Female	55%	27%	15%	4%	43%	29%	20%	7%
Male	59%	21%	12%	8%	47%	24%	18%	10%
Non-binary/undesignated gender	*	*	*	*	26%	28%	30%	16%
Economically Disadvantaged Students	72%	19%	7%	3%	63%	24%	11%	2%
Non-Economically Disadvantaged Students	48%	27%	17%	8%	37%	28%	24%	12%
Students with Disabilities	84%	9%	6%	0%	77%	16%	5%	1%
Students without Disabilities	53%	26%	14%	7%	40%	28%	22%	10%
Multilingual Learners	*	*	*	*	88%	10%	1%	0%
Non-Multilingual Learners	54%	25%	14%	6%	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	*	*	*	*	*	*	*	*

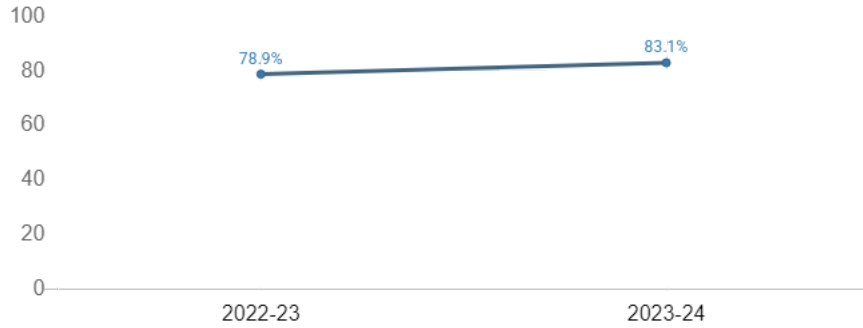
Academic Achievement

Graduation Proficiency Assessment (NJGPA) Trends

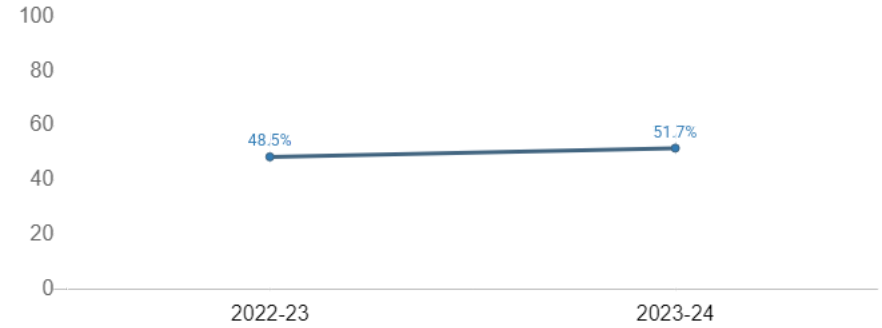
These graphs show trends in performance on the New Jersey Graduation Proficiency Assessment (NJGPA) for the last two years. Students are identified as either Graduation Ready or Not Yet Graduation Ready for both English Language Arts (ELA) and mathematics based on their scores on the assessment. These 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	78.9%	83.1%	48.5%	51.7%
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	528	83.1%	82.5%	534	51.7%	55.6%
White	55	87.3%	90%	55	65.5%	69.1%
Hispanic	219	75.8%	72.3%	225	35.6%	38%
Black or African American	161	84.5%	73.6%	161	49.1%	33.1%
Asian, Native Hawaiian, or Pacific Islander	74	>90%	>90%	74	>90%	87.9%
American Indian or Alaska Native	*	*	76.2%	*	*	43.8%
Two or More Races	*	>90%	87.5%	*	70.6%	62%
Female	*	85.4%	86.9%	*	51.6%	56.6%
Male	*	81.4%	78.3%	*	51.8%	54.7%
Non-binary/undesignated gender	*	*	87.7%	*	*	69.9%
Economically Disadvantaged Students	185	74.1%	71.7%	190	35.8%	36%
Non-Economically Disadvantaged Students	343	88%	87.6%	344	60.5%	65.1%
Students with Disabilities	82	47.6%	53.6%	82	15.9%	18.2%
Students without Disabilities	446	89.7%	87.4%	452	58.2%	62%
Multilingual Learners	31	12.9%	24.4%	37	<10%	12.5%
Non-Multilingual Learners	497	87.5%	86.5%	497	55.1%	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	90.3%	80.7%
12th graders taking SAT in 2023-2024 or prior years	42.3%	62.7%
12th graders taking ACT in 2023-2024 or prior years	3.9%	7.8%

PSAT, SAT, & ACT - Performance

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

Participation Type	District Average Score	State Average Score	College Readiness Benchmarks	District - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	412	459	Grade 10: 430 Grade 11: 460	38%	54%
PSAT 10/NMSQT - Math	419	454	Grade 10: 480 Grade 11: 510	21%	32%
SAT - Reading and Writing	540	530	480	74%	65%
SAT - Math	539	519	530	54%	46%
ACT - Reading	25	24	22	64%	63%
ACT - English	25	24	18	73%	76%
ACT - Math	25	23	22	68%	58%
ACT - Science	23	23	23	59%	55%

College and Career Readiness

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

AP/IB Coursework – Participation and Performance

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

Students enrolled in one or more AP or IB course



Students taking one or more AP or IB exam



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



Dual Enrollment Coursework - Participation

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



College and Career Readiness

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

AP/IB and Dual Enrollment Participation by Student Group

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

Student Group	% Enrolled in one or more AP or IB course	% Enrolled in one or more Dual Enrollment course	State: % Enrolled in one or more AP or IB course	State: % Enrolled in one or more Dual Enrollment course
Districtwide	41.8%	9.7%	35.9%	26.9%
White	62.0%	5.8%	41.8%	33.0%
Hispanic	30.6%	10.9%	23.2%	20.9%
Black or African American	28.7%	8.4%	20.3%	17.4%
Asian, Native Hawaiian, or Pacific Islander	82.2%	10.8%	70.5%	32.5%
American Indian or Alaska Native	*	*	30.4%	28.6%
Two or More Races	67.9%	14.3%	41.0%	29.0%
Female	49.4%	10.7%	41.4%	30.2%
Male	34.7%	8.8%	30.6%	23.7%
Non-Binary/Undesignated Gender	*	*	42.9%	28.4%
Economically Disadvantaged Students	28.7%	10.0%	22.8%	20.2%
Students with Disabilities	7.5%	8.1%	4.8%	10.9%
Multilingual Learners	12.1%	4.5%	9.8%	8.8%
Students experiencing homelessness	26.7%	3.3%	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 African American Studies (Pilot 2 - 2023-24)	0	13
AP Biology	40	34
AP Calculus AB	34	28
AP Calculus BC	25	24
AP Chemistry	37	32
AP Comparative Government and Politics	0	44
AP Computer Science A	14	13
AP Computer Science Principles	18	13
AP English Language and Composition	144	125
AP English Literature and Composition	137	68
AP Environmental Science	4	4
AP French Language and Culture	7	0
AP Latin (Virgil, Catullus and Horace)	14	3
AP Macroeconomics	0	39
AP Microeconomics	48	43
AP Music Theory	9	7
AP Physics 1	24	19
AP Physics C	8	0
AP Physics C: Electricity and Magnetism	0	4
AP Physics C: Mechanics	0	6
AP Psychology	169	87
AP Spanish Language and Culture	30	7

College and Career Readiness

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AP/IB Course	Students Enrolled	Students Tested
AP Spanish Literature and Culture	0	9
AP Statistics	91	60
AP U.S. Government and Politics	71	0
AP U.S. History	99	87
AP World History: Modern	130	89
Total Exams taken		858
Exams with scores of at least 3 on AP exams or 4 on IB exams		473

College and Career Readiness

Seal of Biliteracy

The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. This table shows the number of Seals of Biliteracy earned by language and the percentage of grade 12 students earning a seal in each language. Students may be counted more than once if they earned Seals across more than one language. The table provides the overall number of seals earned and the total unique number of students earning seals. This table also shows the number and percentage of current and former multilingual learners who earned a Seal. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Language	Students Earning a Seal of Biliteracy	Percentage of 12th Graders
Hindi	*	*
Italian	*	*
Japanese	*	*
Latin	*	*
Spanish	49	8.6%
Turkish	*	*
Total Seals Earned	61	
Total Unique Students Earning Seals	61	10.7%
Current and Former Multilingual Learners Earning Seals	26	28.7%†

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

College and Career Readiness

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

Career and Technical Education Participation

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

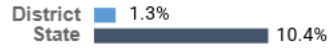
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

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



College and Career Readiness

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

Career and Technical Education Participation by Student Group

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

Student Group	District: % CTE Participants	District: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Districtwide	2.0%	1.3%	7.6%	10.4%
White	1.4%	1.6%	6.1%	10.0%
Hispanic	1.6%	0.8%	9.3%	10.8%
Black or African American	3.0%	1.1%	9.5%	10.7%
Asian, Native Hawaiian, or Pacific Islander	0.7%	1.4%	5.5%	10.5%
American Indian or Alaska Native	*	*	8.3%	8.8%
Two or More Races	4.5%	7.2%	7.5%	10.1%
Female	2.2%	1.6%	7.5%	10.9%
Male	1.7%	1.0%	7.7%	9.9%
Non-Binary/Undesignated Gender	*	*	8.9%	15.2%
Economically Disadvantaged Students	1.1%	0.4%	9.8%	10.7%
Students with Disabilities	2.1%	0.4%	6.0%	7.9%
Multilingual Learners	0.0%	0.0%	8.0%	3.5%
Students experiencing homelessness	0.0%	0.0%	7.7%	6.2%
Students in Foster Care	*	*	5.9%	6.7%
Military-Connected Students	*	*	12.6%	15.8%
Migrant Students	*	*	2.3%	0.0%

College and Career Readiness

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

Work-Based Learning Participation by Career Cluster

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

Career Cluster	Number of Students Participating in Work-Based Learning	Percentage of Students Participating in Work-Based Learning
Architecture & Construction	*	*
Arts, A/V Technology & Communications	59	96.7%
Health Science	*	*
Hospitality & Tourism	*	*
Human Services	*	*
Law, Public Safety, Corrections & Security	*	*
Manufacturing	*	*
Transportation, Distribution & Logistics	*	*
Total	71	87.7%

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 | 0.2%
 State ■ 2.2%

College and Career Readiness

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

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	*	*	*
Arts, A/V Technology & Communications	61	*	*
Health Science	*	*	*
Hospitality & Tourism	*	*	*
Human Services	*	*	*
Law, Public Safety, Corrections & Security	*	*	*
Manufacturing	*	*	*
Transportation, Distribution & Logistics	*	*	*
Total	81	*	*

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	462
7	78	0	0	0	0	0	428
8	90	64	0	0	0	0	356
9	54	489	59	0	0	3	59
10	342	92	84	71	0	10	88
11	35	30	326	78	66	33	16
12	7	10	76	67	35	246	74
Total	606	685	545	216	101	292	1,483
Enrolled in AP/IB Course					59	91	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	29	25	0	0	490	70
10	31	492	0	0	70	42
11	447	61	0	1	43	61
12	160	18	0	3	22	242
Total	667	596	0	4	625	415
Enrolled in AP/IB Course	40	37		4	32	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	14	573	2	5	7	21
10	22	555	4	14	10	103
11	443	93	31	73	18	308
12	69	52	35	158	48	126
Total	548	1,273	72	250	83	558
Enrolled in AP/IB Course	130	99	48	169		71
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	1	87	0	292	0	0	0
7	225	137	0	0	0	0	0
8	285	73	0	79	0	0	0
9	379	83	0	36	0	0	17
10	360	58	0	41	0	0	8
11	200	60	0	33	0	0	10
12	65	32	0	14	0	0	17
Total	1,515	530	0	495	0	0	52
Enrolled in AP/IB Course	30	7	0	14	0	0	0
Enrolled in Dual Enrollment Course	64	0	0	0	0	0	0
Enrolled in Level 3 or Higher	205	73	0	29	0	0	0

College and Career Readiness

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

Computer Science – Course Participation

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

Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
KG	0	487	0	0	0	0	0
1	0	511	0	0	0	0	0
2	0	592	0	0	0	0	0
3	0	549	0	0	0	0	0
4	0	523	0	0	0	0	0
5	0	520	0	0	0	0	0
6	0	6	0	0	0	0	0
7	22	0	0	0	0	0	0
8	29	0	0	0	0	0	0
9	24	4	45	0	0	0	0
10	16	6	33	0	0	0	0
11	6	2	25	0	0	0	0
12	13	6	27	0	0	0	0
Total	110	3,206	130	0	0	0	0
Enrolled in AP/IB Course	14	18		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

College and Career Readiness

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

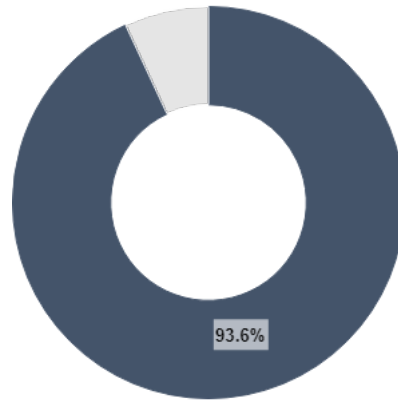
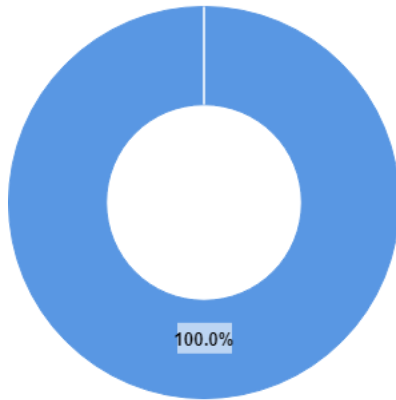
Visual and Performing Arts – Course Participation

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

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

District

State



Students enrolled in one or more classes by discipline:

Music



Dance



Drama



Visual Arts



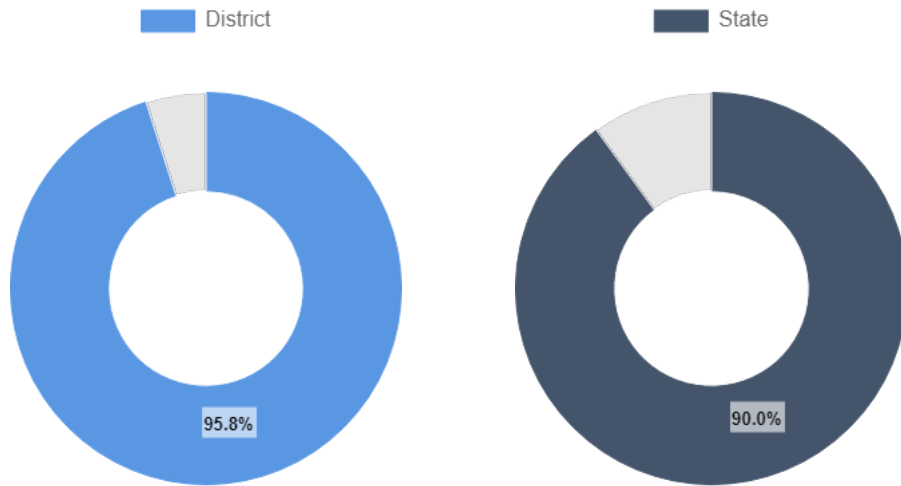
College and Career Readiness

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

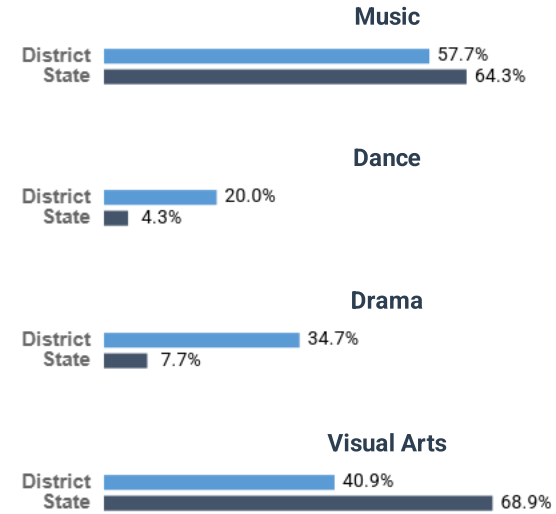
Visual and Performing Arts – Course Participation

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

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



Students enrolled in one or more classes by discipline:



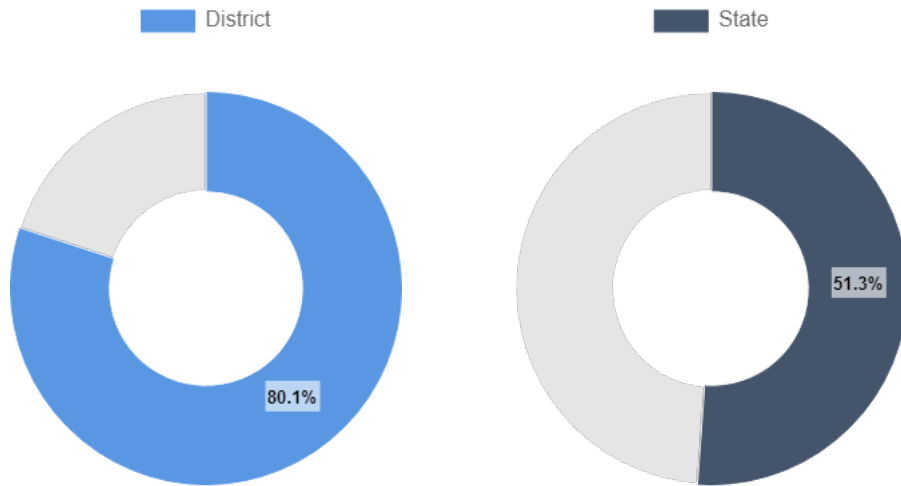
College and Career Readiness

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

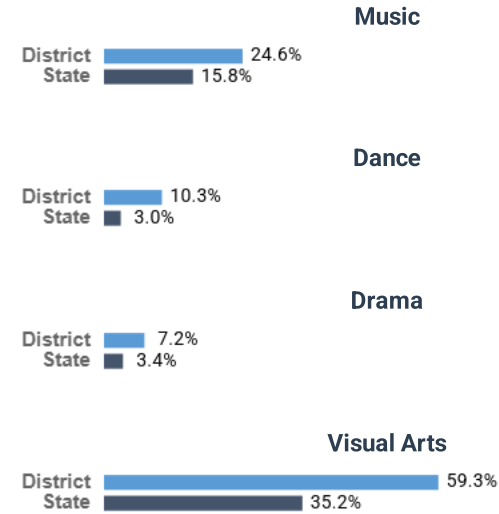
Visual and Performing Arts – Course Participation

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

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



Students enrolled in one or more classes by discipline:



College and Career Readiness

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

Structured Learning Experiences Participation

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

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

Structured Learning Experiences

District		4.9%
State		4.6%

Graduation/ Postsecondary

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

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

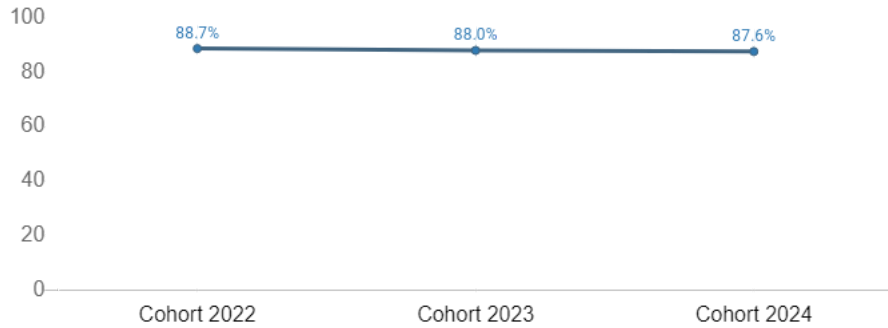
To be included as a graduate in the federal version of the graduation rate, students must have met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless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

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

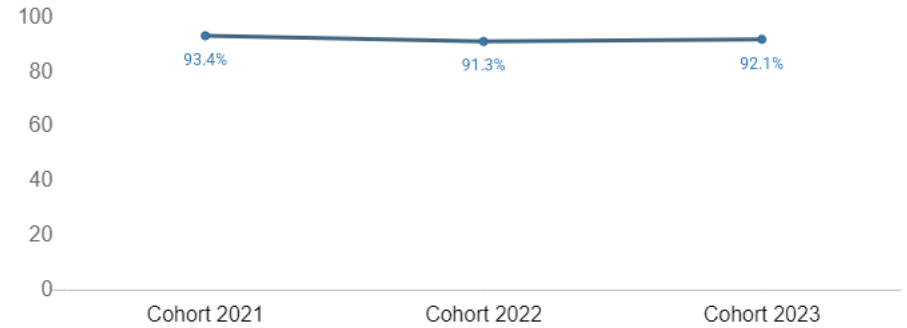
Graduation Rate Trends and Progress

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	88.7%	88.0%	87.6%	93.4%	91.3%	92.1%
Statewide Graduation Rate	90.9%	91.1%	91.3%	92.5%	92.7%	92.6%

Graduation/ Postsecondary

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

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

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

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

Cohort 2024 4-Year Graduation Cohort Profile

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

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	87.6%	7.6%	4.8%	91.3%	3.8%	4.9%
White	91.4%	5.7%	2.9%	95.0%	2.6%	2.5%
Hispanic	82.1%	9.6%	8.3%	86.9%	4.9%	8.3%
Black or African American	91.3%	5.1%	3.6%	86.5%	6.0%	7.5%
Asian, Native Hawaiian, or Pacific Islander	87.8%	11.0%	1.2%	96.7%	2.3%	1.0%
American Indian or Alaska Native	*	*	*	91.7%	3.8%	4.5%
Two or More Races	100.0%	0.0%	0.0%	92.3%	3.5%	4.3%
Female	91.6%	5.1%	3.4%	93.1%	2.8%	4.1%
Male	83.4%	10.2%	6.4%	89.5%	4.7%	5.7%
Non-Binary/Undesignated Gender	N	N	N	86.7%	3.3%	10.0%
Economically Disadvantaged Students	85.4%	8.7%	5.9%	87.1%	5.3%	7.7%
Students with Disabilities	68.3%	26.9%	4.8%	80.7%	12.5%	6.8%
Multilingual Learners	75.7%	16.2%	8.1%	78.9%	7.5%	13.6%
Students experiencing homelessness	64.3%	14.3%	21.4%	74.5%	11.2%	14.3%
Students in Foster Care	*	*	*	61.6%	13.1%	25.3%
Military-Connected Students	*	*	*	94.5%	2.3%	3.1%
Migrant Students	N	N	N	88.2%	3.9%	7.9%

Graduation/ Postsecondary

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

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

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

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

Cohort 2023 5-Year Graduation Cohort Profile

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

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	92.1%	2.9%	4.9%	92.6%	1.7%	5.6%
White	92.3%	3.8%	3.8%	95.9%	1.5%	2.6%
Hispanic	88.1%	2.2%	9.7%	88.2%	1.9%	9.9%
Black or African American	93.8%	4.0%	2.2%	88.9%	2.5%	8.7%
Asian, Native Hawaiian, or Pacific Islander	98.6%	1.4%	0.0%	97.5%	1.3%	1.2%
American Indian or Alaska Native	N	N	N	92.5%	0.0%	7.5%
Two or More Races	*	*	*	94.7%	1.0%	4.3%
Female	94.6%	1.8%	3.6%	94.4%	1.2%	4.4%
Male	90.1%	3.9%	6.0%	91.0%	2.2%	6.8%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	91.1%	2.8%	6.1%	88.8%	2.0%	9.2%
Students with Disabilities	75.3%	14.6%	10.1%	84.1%	8.2%	7.7%
Multilingual Learners	88.1%	3.4%	8.5%	78.0%	2.0%	20.0%
Students experiencing homelessness	80.0%	10.0%	10.0%	78.0%	3.9%	18.1%
Students in Foster Care	*	*	*	67.0%	7.5%	25.5%
Military-Connected Students	*	*	*	96.0%	0.8%	3.1%
Migrant Students	N	N	N	66.7%	10.7%	22.6%

Graduation/ Postsecondary

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

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

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

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

Cohort 2022 6-Year Graduation Cohort Profile

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

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

Student Group	Graduates	Continuing	Non-Continuing	High School Persistence (Graduates + Continuing)	State: Graduates	State: Continuing Students	State: Non-Continuing Students	State: High School Persistence (Graduates + Continuing)
Districtwide	91.8%	2.2%	5.9%	94.1%	93.2%	1.0%	5.8%	94.2%
White	94.0%	3.0%	3.0%	97.0%	96.4%	0.9%	2.7%	97.3%
Hispanic	90.2%	0.0%	9.8%	90.2%	88.2%	1.0%	10.8%	89.2%
Black or African American	91.3%	4.3%	4.3%	95.7%	89.6%	1.4%	9.0%	91.0%
Asian, Native Hawaiian, or Pacific Islander	97.1%	1.4%	1.4%	98.6%	98.1%	0.8%	1.0%	99.0%
American Indian or Alaska Native	*	*	*	*	93.6%	0.8%	5.6%	94.4%
Two or More Races	*	*	*	*	92.9%	1.3%	5.9%	94.1%
Female	94.9%	1.2%	3.9%	96.1%	95.0%	0.6%	4.4%	95.6%
Male	89.0%	3.2%	7.8%	92.2%	91.5%	1.4%	7.1%	92.9%
Non-Binary/Undesignated Gender	N	N	N	N	*	*	*	*
Economically Disadvantaged Students	90.6%	0.4%	9.0%	91.0%	88.8%	1.1%	10.2%	89.8%
Students with Disabilities	78.8%	14.1%	7.1%	92.9%	86.6%	5.4%	8.0%	92.0%
Multilingual Learners	82.0%	2.0%	16.0%	84.0%	77.6%	0.6%	21.9%	78.1%
Students experiencing homelessness	80.0%	0.0%	20.0%	80.0%	76.2%	1.4%	22.4%	77.6%
Students in Foster Care	*	*	*	*	64.1%	3.5%	32.4%	67.6%
Military-Connected Students	*	*	*	*	92.9%	1.7%	5.4%	94.6%
Migrant Students	N	N	N	N	67.1%	2.4%	30.5%	69.5%

Graduation/ Postsecondary

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

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

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

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

Federal Graduation Rates

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

Student Group	2024 4-Year Federal Graduation	2023 5-Year Federal Graduation	2022 6-Year Federal Graduation	State: 2024 4-Year Federal Graduation	State: 2023 5-Year Federal Graduation	State: 2022 6-Year Federal Graduation
	Rate	Rate	Rate	Rate	Rate	Rate
Districtwide	86.9%	92.0%	90.3%	87.7%	91.8%	87.0%
White	90.0%	92.3%	92.5%	91.5%	95.0%	90.0%
Hispanic	81.2%	88.1%	89.6%	83.3%	87.4%	82.1%
Black or African American	90.8%	93.4%	89.4%	80.9%	87.6%	80.8%
Asian, Native Hawaiian, or Pacific Islander	87.8%	98.6%	94.3%	96.1%	97.3%	96.6%
American Indian or Alaska Native	*	N	*	84.1%	92.5%	86.4%
Two or More Races	100.0%	*	*	89.0%	93.0%	86.2%
Female	90.9%	94.6%	94.6%	90.5%	93.7%	90.6%
Male	82.7%	89.8%	86.5%	85.2%	90.0%	83.7%
Non-Binary/Undesignated Gender	N	N	N	83.3%	*	*
Economically Disadvantaged Students	85.0%	90.8%	88.8%	82.6%	87.8%	81.4%
Students with Disabilities	64.4%	74.2%	69.4%	60.2%	79.2%	51.8%
Multilingual Learners	75.7%	88.1%	82.0%	77.6%	77.6%	75.7%
Students experiencing homelessness	64.3%	80.0%	80.0%	67.0%	76.2%	64.6%
Students in Foster Care	*	*	*	50.4%	61.9%	47.1%
Military-Connected Students	*	*	*	91.4%	94.9%	88.4%
Migrant Students	N	N	N	85.5%	64.3%	64.6%

Graduation/ Postsecondary

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

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

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

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

Accountability Graduation Rates

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

Student Group	Cohort 2023: 4-Year Graduation Rate	Cohort 2023: Annual Target	Cohort 2023: Met Target	Cohort 2022: 5-Year Graduation Rate	Cohort 2022: Annual Target	Cohort 2022: Met Target
Districtwide	88.0%	87.7%	Met Target	90.0%	N	N
White	91.0%	92.6%	Not Met	92.5%	N	N
Hispanic	80.2%	84.5%	Not Met	89.6%	N	N
Black or African American	91.6%	87.3%	Met Target	88.5%	N	N
Asian, Native Hawaiian, or Pacific Islander	97.2%	94.3%	Met Goal	94.3%	N	N
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	*	**	**	*	**	**
Economically Disadvantaged Students	85.3%	85.0%	Met Target	88.5%	N	N
Students with Disabilities	72.1%	64.9%	Met Target	67.1%	N	N
Multilingual Learners	71.2%	76.8%	Not Met	82.0%	N	N

Report Key:

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

Graduation/ Postsecondary

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

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Graduation Pathways

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

Graduation Pathway	% of Graduates Meeting ELA Requirements by Pathway	% of Graduates Meeting Math Requirements by Pathway
Statewide Assessment	81.7%	50.0%
Substitute Competency Test	14.6%	21.1%
Portfolio Appeals Process	2.2%	27.4%
Alternate Requirements Specified in IEP	0.8%	0.8%
Unknown/Other	0.8%	0.8%

Dropout Rate Trends

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

School Year	District Rate	State Rate
2023-2024	0.7%	1.0%
2022-2023	0.7%	1.2%
2021-2022	0.7%	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.

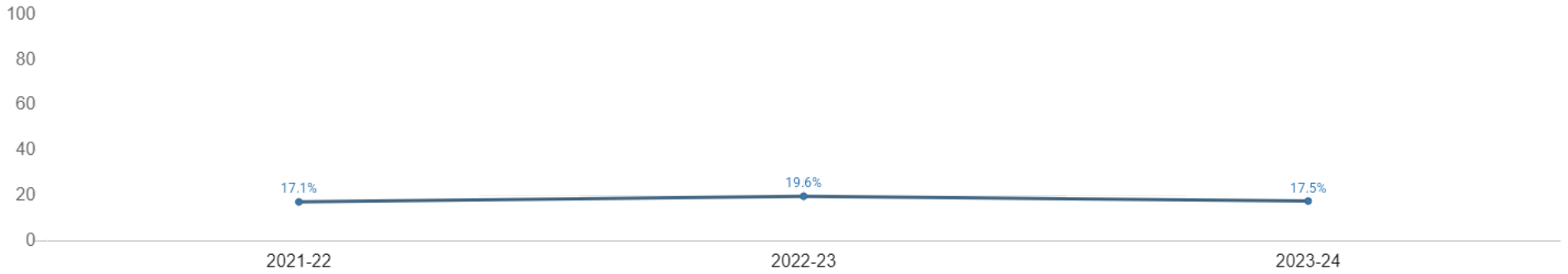
Year of Graduation	Graduates enrolled in apprenticeship programs
2023	*
2022	*
2021	*
2020	*
2019	*
2018	*
2017	*
2016	*

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	17.1%	19.6%	17.5%
ESSA Target (State Average for Grades Served)	18.1%	16.6%	14.9%
Met ESSA Target	Met	Not Met	Not Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%

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Chronic Absenteeism

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

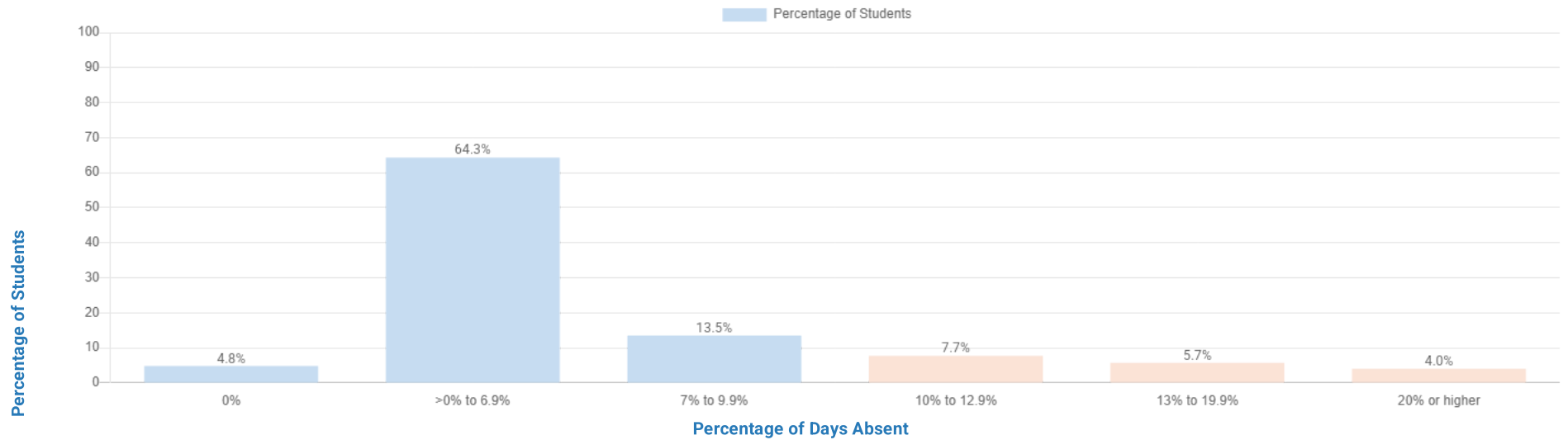
Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	1,160	17.5%	14.9%	Not Met
White	107	15.8%	14.9%	Not Met
Hispanic	563	20.4%	14.9%	Not Met
Black or African American	333	16.1%	14.9%	Not Met
Asian, Native Hawaiian, or Pacific Islander	119	13.0%	14.9%	Met
American Indian or Alaska Native	4	16.0%	14.9%	Not Met
Two or More Races	34	16.7%	14.9%	Not Met
Female	*	17.9%		
Male	*	17.1%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	655	21.7%	14.9%	Not Met
Students with Disabilities	281	19.6%	14.9%	Not Met
Multilingual Learners	166	18.7%	14.9%	Not Met
Students Experiencing Homelessness	93	43.9%		
Students in Foster Care	6	42.9%		
Military-Connected Students	4	9.5%		
Migrant Students	*	*		

Climate and Environment

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Percentage of Days Absent

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

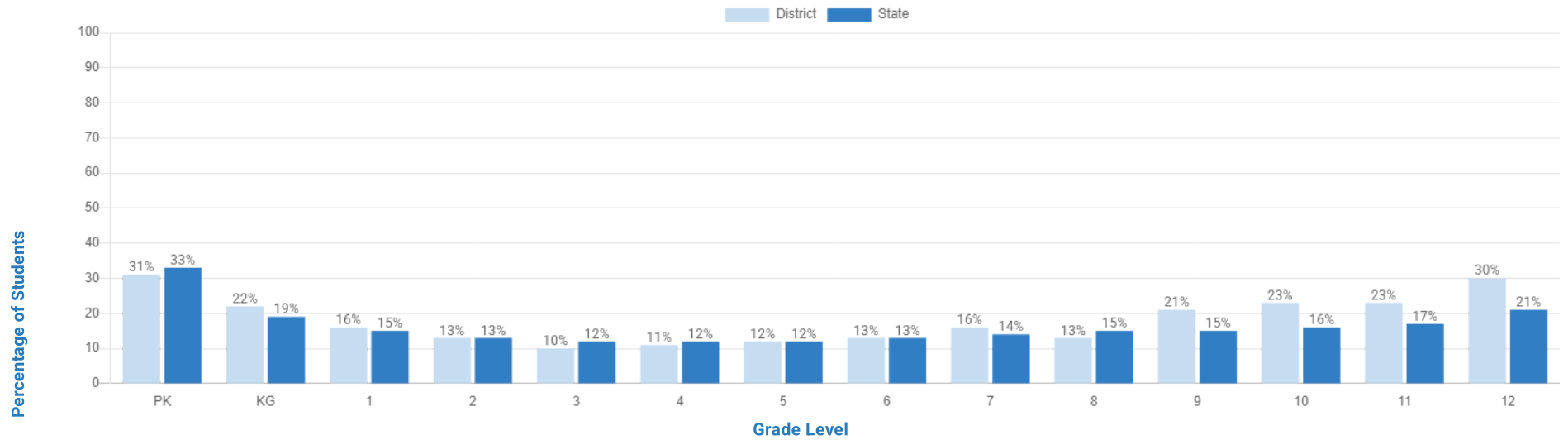


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Chronic Absenteeism by Grade

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



Climate and Environment

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	3
Weapons	10
Vandalism	5
Substances	36
Harassment, Intimidation, Bullying (HIB)	39
Total Unique Incidents	93
Incidents Per 100 Students Enrolled	1.27

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	8
Vandalism	3
Substances	9
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	1

Climate and Environment

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	13	9	22
Religion	1	0	1
Ancestry	2	5	7
Gender	6	8	14
Sexual Orientation	4	6	10
Disability	1	5	6
Other	20	17	37
No Identified Nature	74		74

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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	2	0%	14	2%	15	2%	<5	<5.00%	0	0%
Hispanic	40	1%	135	4%	159	5%	<5	<5.00%	0	0%
Black or African American	60	3%	189	8%	221	10%	<5	<5.00%	0	0%
Asian	4	0%	5	0%	9	1%	<5	<5.00%	0	0%
Native Hawaiian or Pacific Islander	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
American Indian or Alaska Native	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
Two or more races	3	1%	7	3%	8	4%	<5	<5.00%	0	0%
Female	*	1%	*	3%	*	4%	*	<5.00%	*	0%
Male	*	2%	*	6%	*	7%	*	<5.00%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	72	2%	244	6%	284	7%	<5	<5.00%	0	0%
Students with disabilities	33	2%	121	9%	136	10%	<5	<5.00%	0	0%

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Student Disciplinary Removals: By Grade Level

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

Grade	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Districtwide	109	1%	351	5%	413	6%	3	0%	0	0%
PK	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
KG	0	0%	5	1%	5	1%	<5	<5.00%	0	0%
1	0	0%	4	1%	4	1%	<5	<5.00%	0	0%
2	0	0%	4	1%	4	1%	<5	<5.00%	0	0%
3	0	0%	10	2%	10	2%	<5	<5.00%	0	0%
4	0	0%	15	3%	15	3%	<5	<5.00%	0	0%
5	0	0%	18	3%	18	3%	<5	<5.00%	0	0%
6	31	7%	40	8%	64	14%	<5	<5.00%	0	0%
7	35	7%	59	12%	76	15%	<5	<5.00%	0	0%
8	28	6%	53	11%	67	13%	<5	<5.00%	0	0%
9	9	2%	57	10%	61	10%	<5	<5.00%	0	0%
10	1	0%	50	9%	50	9%	<5	<5.00%	0	0%
11	3	1%	21	4%	23	4%	<5	<5.00%	0	0%
12	2	0%	14	2%	15	3%	<5	<5.00%	0	0%

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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	28	0%	2	0%	7	0%	9	0%	8	0%	1	0%	1	0%
White	1	0%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%
Hispanic	14	0%	<5	<5.00%	4	0%	3	0%	6	0%	<5	<5.00%	<5	<5.00%
Black or African American	11	0%	<5	<5.00%	3	0%	4	0%	2	0%	<5	<5.00%	<5	<5.00%
Asian	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%
Native Hawaiian or Pacific Islander	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%
American Indian or Alaska Native	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%
Two or more races	2	1%	<5	<5.00%	0	0%	2	1%	0	0%	<5	<5.00%	<5	<5.00%
Female	*	0%	*	<5.00%	*	0%	*	0%	*	0%	*	<5.00%	*	<5.00%
Male	*	1%	*	<5.00%	*	0%	*	0%	*	0%	*	<5.00%	*	<5.00%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	19	0%	<5	<5.00%	6	0%	5	0%	6	0%	<5	<5.00%	<5	<5.00%
Students with disabilities	11	1%	<5	<5.00%	5	0%	3	0%	2	0%	<5	<5.00%	<5	<5.00%

Climate and Environment

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

Students 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	28	0%	2	0%	7	0%	9	0%	8	0%	1	0%	1	0%
PK	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%
KG	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%
1	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%
2	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%
3	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%
4	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%
5	3	1%	<5	<5.00%	0	0%	0	0%	1	0%	<5	<5.00%	<5	<5.00%
6	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%
7	6	1%	<5	<5.00%	2	0%	1	0%	1	0%	<5	<5.00%	<5	<5.00%
8	5	1%	<5	<5.00%	2	0%	1	0%	2	0%	<5	<5.00%	<5	<5.00%
9	6	1%	<5	<5.00%	2	0%	3	0%	1	0%	<5	<5.00%	<5	<5.00%
10	4	1%	<5	<5.00%	1	0%	3	1%	0	0%	<5	<5.00%	<5	<5.00%
11	3	1%	<5	<5.00%	0	0%	0	0%	3	1%	<5	<5.00%	<5	<5.00%
12	1	0%	<5	<5.00%	0	0%	1	0%	0	0%	<5	<5.00%	<5	<5.00%

Climate and Environment

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

Students Arrested by Type of Incident Leading to Arrest: By 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%	1	0%	0	0%	0	0%
White	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
Hispanic	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
Black or African American	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
Asian	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
Native Hawaiian or Pacific Islander	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
American Indian or Alaska Native	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
Two or more races	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
Female	*	<5.00%	*	0%	*	0%	*	0%	*	<5.00%	*	0%	*	0%
Male	*	<5.00%	*	0%	*	0%	*	0%	*	<5.00%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
Students with disabilities	<5	<5.00%	0	0%	0	0%	0	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 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%	1	0%	0	0%	0	0%
PK	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
KG	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
1	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
2	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
3	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
4	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
5	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
6	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
7	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
8	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
9	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
10	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
11	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%	0	0%
12	<5	<5.00%	0	0%	0	0%	0	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.

School Days Missed due to Out-of-School Suspensions

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

School Days Missed due to Out-of-School Suspensions

1,282

Climate and Environment

Student Access to Technology and Internet

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

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Teachers – Experience

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

Category	Teachers in District	Teachers in State
Total Number of teachers	717	119,239
Average years experience in public schools	10.4	12.6
Average years experience in district	9.0	11.3
Number of Teachers with 4 or more years experience in the district	455	87,243
Percentage of Teachers with 4 or more years experience in the district	63.6%	73.6%
Number of out-of-field teachers	18	2,931
Percentage of out-of-field teachers	2.5%	2.5%
Number of Teachers with Provisional Credentials	118	9,065
Percentage of Teachers with Provisional Credentials	16.4%	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	50	10,170
Average years experience in public schools	12.6	16.2
Average years experience in district	10.3	12.5
Number of Administrators with 4 or more years experience in the district	40	7,734
Percentage of Administrators with 4 or more years experience in the district	81.6%	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	717	119,239
Administrators	50	10,170
Librarians/Media Specialists	10	1,160
Nurses	34	3,025
School Counselors	24	4,673
Child Study Team Members	52	9,654
School Psychologists	6	2,185
School Social Workers	14	2,750
Student Assistance Coordinators	4	400
School Safety Specialists	1	681

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Student and Staff Ratios

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

Ratio	District Ratio
Students to Teachers	10:1
Students to Administrators	147:1
Teachers to Administrators	14:1
Students to Librarians/Media Specialists †	735:1
Students to Nurses †	216:1
Students to Counselors †	306:1
Students to Child Study Team Members †,††	29:1
Students to School Psychologists †	1224:1
Students to School Social Workers †	525:1
Students to Student Assistance Coordinators †	1836:1
Students to School Safety Specialists †	7345:1

† 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%	78.0%	40-50%	48.0%	77.0%	57.0%
Male	52.0%	22.0%	40-50%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤10%	≤1%	≤1%	≤1%
White	10.1%	68.2%	38.0%	38.2%	81.8%	74.5%
Hispanic	41.3%	9.2%	22.0%	34.0%	8.6%	8.6%
Black or African American	30.3%	13.4%	34.0%	14.2%	6.4%	14.4%
Asian	14.6%	8.5%	6.0%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.2%	0.7%	0.0%	0.2%	0.4%	0.5%
Two or More Races	3.1%	0.0%	0.0%	3.1%	0.3%	0.4%

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

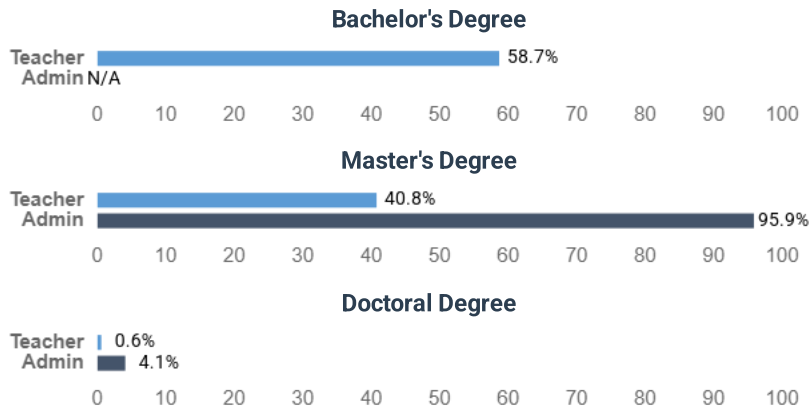
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district.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

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

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

Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2022-23 Teachers: Same district 2023-24	82.2%	89.5%
2022-23 Administrators: Same district 2023-24	87.8%	87.9%

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Teachers by Subject Area

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

Subject Area	Total Number of Teachers	% Female	% Male	% Non-binary or Undesignated Gender	% White	% Hispanic	% Black or African American	% Asian	% Native Hawaiian, Pacific Islander	% American Indian or Native American	% Two or More Races	% 4 or more years experience in the district	% Bachelor's Degree(Highest Degree)	% Master's Degree(Highest Degree)	% Doctoral Degree(Highest Degree)
Elementary (Not Subject Specific)	214	90-95%	5-10%	≤5%	72.9%	8.4%	11.7%	6.5%	0.5%	0.0%	0.0%	63.8%	69.0%	31.0%	0.0%
English/Language Arts/Literacy	62	65-70%	30-35%	≤5%	66.1%	6.5%	16.1%	8.1%	3.2%	0.0%	0.0%	62.9%	53.2%	46.8%	0.0%
English to Speakers of Other Languages	37	>90%	≤10%	≤10%	35.1%	24.3%	5.4%	35.1%	0.0%	0.0%	0.0%	40.5%	45.9%	54.1%	0.0%
Mathematics	50	70-80%	20-30%	≤10%	58.0%	10.0%	10.0%	22.0%	0.0%	0.0%	0.0%	68.0%	46.0%	54.0%	0.0%
Science	48	60-70%	30-40%	≤10%	66.7%	4.2%	10.4%	18.8%	0.0%	0.0%	0.0%	60.4%	33.3%	62.5%	4.2%
Social Studies/History	43	40-50%	50-60%	≤10%	72.1%	9.3%	14.0%	2.3%	2.3%	0.0%	0.0%	57.1%	52.4%	47.6%	0.0%
World Language	19	60-80%	20-40%	≤20%	47.4%	36.8%	15.8%	0.0%	0.0%	0.0%	0.0%	31.6%	52.6%	42.1%	5.3%
Visual and Performing Arts	57	60-70%	30-40%	≤10%	75.4%	14.0%	8.8%	1.8%	0.0%	0.0%	0.0%	56.1%	71.9%	28.1%	0.0%
Health/Physical Education	37	40-50%	50-60%	≤10%	78.4%	2.7%	16.2%	0.0%	2.7%	0.0%	0.0%	78.4%	94.6%	5.4%	0.0%
Family & Consumer Sciences	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	100.0%	0.0%	0.0%
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	9	*	*	*	66.7%	11.1%	11.1%	11.1%	0.0%	0.0%	0.0%	44.4%	11.1%	88.9%	0.0%
Computer Science/IT	2	*	*	*	50.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	100.0%	50.0%	50.0%	0.0%
Industrial Arts	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	50.0%	50.0%	0.0%
Career and Technical Education	1	*	*	*	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
Special Education	143	80-85%	15-20%	≤5%	79.0%	4.9%	10.5%	4.9%	0.7%	0.0%	0.0%	63.6%	56.7%	43.3%	0.0%
Bilingual	7	*	*	*	14.3%	71.4%	0.0%	14.3%	0.0%	0.0%	0.0%	71.4%	42.9%	57.1%	0.0%

Per-Pupil Expenditures

Per-Pupil Expenditures by Source

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

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

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

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

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

Franklin Twp	Federal	State & Local	Total	ADE**
District Level Total Expenditures	\$929	\$21,107	\$22,036	7,026.9
District Level Central Expenditures		\$5,614	\$5,614	7,026.9
Franklin High School	\$772	\$13,433	\$14,205	2,191.0
Conerly Road School	\$721	\$17,787	\$18,508	331.8
Elizabeth Avenue School	\$1,033	\$15,976	\$17,009	556.5
Franklin Park School	\$774	\$17,479	\$18,253	644.4
Hillcrest School	\$1,136	\$15,391	\$16,527	452.8
Macafee Road School	\$747	\$16,547	\$17,294	419.5
Pine Grove Manor School	\$1,274	\$15,964	\$17,238	382.5
Franklin Middle School At Sampson G. Smith Campus	\$1,033	\$15,209	\$16,242	701.4
Franklin Middle School At Hamilton Street Campus	\$1,088	\$16,972	\$18,060	680.2
Claremont Elementary School	\$1,025	\$16,722	\$17,747	667.0
-				

Accountability

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

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

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

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

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

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

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

Accountability

Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

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

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

Accountability

ESSA Accountability Progress

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

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

ESSA Accountability Indicator	2021-22	2022-23	2023-24
ELA Proficiency	40.1%	41.5%	41.9%
Math Proficiency	26.1%	28.7%	27.6%
ELA Growth†	43	47	52
Math Growth†	27	44	45
4-Year Graduation Rate (Prior Year)††	90.3%	87.4%	88.0%
5-Year Graduation Rate (Prior Year)††	93.8%	93.1%	90.0%
Progress toward English Language Proficiency	42.1%	46.9%	39.4%
Chronic Absenteeism	17.1%	19.6%	17.5%

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

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

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Accountability

Accountability Summary by Student Group - 2023-24 School Year

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

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

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

†Target was met within a confidence interval.

Narrative

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



Highlights:

- Franklin Township has been recognized by the NJDOE as a High Performing District since 2018.
- The recent reconfigurations of grades PK-5, 6-8, & 9-12 provide greater continuity and help continue FTPS's mission to foster excellent education and enable students to reach their potential.
- With over 65 languages spoken by its families, FTPS has been called New Jersey's most diverse district, recognized by US News and World Reports as having one of the best high schools in the nation.



Mission, Vision, Theme:

Franklin Township Public Schools is a diverse and unique district, with more than 65 languages spoken by families that send students to its ten schools. The district's mission statement: Franklin Township Public Schools embraces its diversity, fosters excellent educational innovation and empowers all students to achieve their highest potential. The mission statement is realized via the district's innovative curricular programs that provide opportunity for all. This includes robust college and career preparation; Business Marketing, Dance, and Television Production Career/Technical Education programs; an industry-credentialing Advanced Manufacturing program; and a highly innovative curriculum program that prepares students for careers in aviation.



Awards, Recognition, Accomplishments:

Franklin High School was recently recognized by U.S. News and World Report as a Best High School in the Nation, a culmination of many years of promoting academic rigor at FHS and across the district. Similarly, FHS was placed on the AP Honor Roll and was honored by the state for model programs in FVPA and ESL/Bilingual instruction. In 2017-2019, its girls basketball team won the state championship, and in all three years played in the Tournament of Champions Final, winning the TOC in 2017 and 2019. Its boys track team won state championships in 2017 and 2019, while two FHS students were named to the State Executive Board for the Student Council and Paper Mill's Rising Star Award, respectively. The marching band has placed first in the Yamaha Cup and Somerville High School Band Competitions in recent years, while the school's Model UN team continued to dominate in national competitions.

Narrative

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Courses, Curriculum, Instruction:

Curricula include more than 30 AP and dual-enrollment courses; a fully integrated enrichment/G&T program; recent model program status in ESL/Bilingual and Fine, Visual, and Performing Arts; Career & Technical Education programs in TV Production, Dance and Marketing; hands-on STEM and coding opportunities, K-12; and SEL and student choice curricula in K-5. In 2019, the district inaugurated a Health Professions Academy that allows students to take college-level science and healthcare-related courses offered via a partnership with Rutgers University. In 2020, the district accelerated its commitment to addressing equity by adopting an Anti-Racism Policy that helped lay out explicit action steps to develop culturally and linguistically responsive (CLR) curricula and pedagogy in our classrooms. In the past two years, FHS introduced exciting Advanced Manufacturing and Aviation programs.



Sports and Athletics:

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

Franklin Public Schools Athletics offers 22 Interscholastic sports at the High School level. Our teams constantly qualify for state tournaments and compete in some of the best high school facilities in the state of New Jersey. In 2023-2024 Franklin High School will host NJSIAA State Tournaments in Soccer, Volleyball, Wrestling, Unified Sports, and Track and Field. We also offer Unified Esports at the High School level. Our high school athletes go on to compete at the collegiate level in a vast variety of sports at Division 1, Division 2 and Division 3 Level. These schools include MIT, Penn State University, Rutgers University, University of Connecticut, University of Maryland, Colgate University, Campbell University, Delaware Valley University, Wheaton College, Kean University, Stevenson University, Johnson C Smith University, Wilkes University, Harvard University, University of Rhode Island, TCNJ, Drew University, Temple University, Montclair University, and Marist College



Clubs and Activities:

District schools offer a wide range of extracurricular activities, including 59 clubs and programs in the high school alone; programs across the district can be seen in the fine, visual, and performing arts; humanities; world languages; journalism; and STEM/robotics. Students compete regionally and nationally in some programs, including Model U.N., instrumental and vocal music, theatre, and dance. On the elementary level, in addition to C.A.R.E., Morning Clubs Program are offered in all seven elementary schools in including Dance, STEM, Chorus, and many other learning opportunities.

Narrative

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Before and After School Programs:

C.A.R.E. is the Franklin Public School District's before and after school childcare program which is run by Greater Somerset County YMCA, serving students from Pre-Kindergarten to Fifth-Grade. At C.A.R.E, which stands for culture, arts, recreation, and enrichment, students participate in a variety of activities, including snack time, reading, and recreation. Although C.A.R.E. is a program for enrichment and social interaction, staff reinforces concepts learned in school and provides homework time. They integrate character development which includes Emotion Mgmt, Empathy, Personal Development, Relationship Building, and Responsibility. In addition to C.A.R.E., a new Morning Clubs Program was started in all seven elementary schools in the Fall of 2018, in which students can pick up to two before-school activities, including Dance, STEM, Instrumental Music, and many other learning opportunities.



Staff and Professional Learning:

Current district professional development (PD) was identified through a shared process across district stakeholder groups and addresses achievement patterns illustrated in this report. Over the past two years, the district embraced a PD Theme to support a coherent framework for professional learning. In addition, in 2020, the district accelerated its commitment to addressing equity by adopting an Anti-Racism Policy that helped lay out explicit action steps to develop culturally and linguistically responsive (CLR) curricula and pedagogy in our classrooms. In order to enact these steps successfully, teachers and administrators have been engaged in a multi-year learning process to develop expertise in a CLR approach. Throughout the year, staff members receive specialized training within and outside the district in topics such as the science of reading, co-teaching strategies, mathematics practices, and more.



Postsecondary Information:

Over 80% of the district's graduates continue their education at two or four-year schools. While a large number of students attend NJ institutions, many students also attend schools across the country. Students are supported in post-secondary planning via comprehensive and developmentally-appropriate college and career planning throughout their education. This includes individual, small and large-group counseling, and school and community-sourced support.

Narrative

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Student Supports and Services:

District Integrated Student Support Services include comprehensive Special Education and Related Services for Students aged 3 - 21, Tiered Intervention Services, and Model Bilingual/ESL programs. These programs are provided through supplemental interventions, therapeutic services, and comprehensive instructional classroom environments. Additional programs include health services, integrated preschool programs, transition programs, and wrap-around therapeutic mental health programs.



Student Health and Wellness:

The Franklin Township Health and Physical Education Program are dedicated to providing a curriculum in which students apply the skills and knowledge necessary to confidently lead a healthy and active lifestyle. Each school participates in a breakfast program to which all students have access. Students are encouraged to participate in activity breaks and mindfulness as appropriate throughout the school day.



Parent and Community Involvement:

The PTO organizations in each school focus on achievement, school spirit, and student engagement. Each school's PTO supports students and families through various fundraising efforts. Parent Portals are available in all district schools on the website.

Narrative

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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers. As a means of supporting the district's initiative to build more social/emotional learning opportunities for its students, all district schools have used NJDOE culture and climate surveys to support Professional Learning Communities designed to address the culture and climate in each school. In addition, the district utilized ESSER funds to acquire a social/emotional learning platform that enables the district to better assess student needs and develop programs for academic success and social/emotional wellness. In the 2024-2025 SY, the district adopted the NJ SCI (New Jersey School Climate Improvement) platform to gauge its school climate improvement efforts. In addition, all schools participate in the New Jersey Positive Behavior Supports in Schools (NJPBSIS) program.



Facilities:

Thanks to the support of families throughout the township, FTPS schools have recently been given a new look as a result of the One Less Move Referendum. This includes new additions and upgrades throughout the district. In addition, the district successfully opened Claremont Elementary School in September 2018. This state-of-the-art facility allows the district to restructure its present grade levels to eliminate a transition for students, affording all learners well-designed learning spaces. Over the last few years, the District has also focused on security upgrades to all our buildings.



School Safety:

Our schools maintain a comprehensive set of procedures that provide a learning environment that ensures that all students and staff can work and learn safely and securely. We are a Positive Behavior Support (PBS) district and implement the PBS frameworks, focusing on building and maintaining healthy school cultures and climates. The building safety team meets monthly to analyze student data and develop strategies to identify and address student behavior concerns. We also maintain a staff of safety personnel that includes trained safety officers, counselors, mentors, and law enforcement officials that serve as support and role models for students.

Narrative

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Technology and STEM:

FTPS is a Google District where teachers utilize G-Suite. A number of teachers have achieved Google Level 1 and/or Level 2 Certification. The district uses a host of technology resources, such as iReady, Pearson Realize, Link-It, Code.org, Clever Portal, Follett Destiny, IXL, EverFi, GSuite, Seesaw, Common Sense Education, etc. For 2022-2023, FTPS revised 6-12 Computer Science Curricula for 2023-2024 implementation which included AP Computer Science Principles. District Technology Committee oversees a full K-12,1:1 student: device program, K-12; staff members' access Technology/STEM-related guidance via a Tuesday Tech Tip online tech blog, published weekly. The use of Chromebooks, MacBooks, iMacs, and iPad, affords students opportunities to Use Digital Technology Tools effectively in the Classroom and promotes collaboration along the continuum of learning. The District offers rigorous coursework and industry-standard technology to prepare students for college and careers.



Early Childhood Education:

The district offers a comprehensive PreK program in each of our 7 elementary school buildings, private provider child-care sites within the community, as well as a site located at Franklin High School (Early Childhood Lab collaboration). Our PreK instructional Coach/Intervention & Referral Specialists assist teachers in utilizing the HighScope Curriculum, with its 58 developmental key-indicators in 8 content-areas of instruction, as it correlates to the NJ Preschool Teaching and Learning Standards (2014). Our coaches have dual certifications, (P-3/TOSD; P-3/ESL) and are trained in the Pyramid Model, reflective coaching cycles, student (ESI) and classroom (ECERS-3, TPOT) assessments.



Attendance:

Franklin Township Public Schools has utilized a number of evidence-based initiatives, including New Jersey Positive Behavior Supports in Schools (NJPBSIS), as well as a vast array of opportunities, including clubs, sports, performing arts, and other student activities to incentivize daily school attendance.

Narrative

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Other Information:

Franklin Township Public Schools (FTPS) is identified as a High Performing School District by the NJDOE and has one of the best high schools in the nation, according to US News and World Reports. FTPS continues its mission to celebrate its diversity, foster excellent educational innovation, and empower all students to reach their highest potential. The district has shown its commitment to all students with a formal Equity Plan and professional development in this area. With Bilingual/ESL programs noted as Model Programs by the NJDOE, FTPS supports its families, who report over 65 different languages as their native language. FTPS fosters excellent educational innovation with one-to-one student Chromebook access, recognition from Sustainable Jersey, and a truly unique curriculum program that prepares students for careers in aviation. FTPS empowers all students to achieve their highest potential. We continue to expand our high-quality full-day preschool program for three and four-year-old students. Our CTE programs include Dance, Television Production, and Business Marketing. FHS offers more than 30 Advanced Placement and/or Concurrent Enrollment Program courses, a Health Professions Academy and the opportunity to pursue an Advanced Manufacturing Certificate with RVCC. Over \$1 million in scholarships are awarded to our students each year, and our graduates attend universities throughout the nation. FTPS focuses on the whole student, providing opportunities for social-emotional learning and expression as well as mentorship programs. Our RTS Alternative Program provides additional opportunities. FTPS has helped to provide medical access to students through the Zufall Health School-Based Health Center, located on one of our middle school campuses. The district also runs many elementary clubs and middle school athletics/extracurricular activities. At FHS, the athletic teams remain competitive in their divisions and the school's Unified Sports program has expanded.