

County: Sussex

District: Vernon Township School District

625 Route 517

Vernon, NJ 07462



2,923  
Total Students



PK-12  
Grades Offered

2023-2024

Superintendent: Mr. Russell Rogers

[District Website](#)

 973-764-2900 x4365

## Overview & Resources

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

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

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

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

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

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

## Overview & Resources

### District Contact Information

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

Type	Contact Information
County	Sussex
District	Vernon Township School District
Superintendent Name	Mr. Russell Rogers
Address	625 Route 517, Vernon, NJ 07462
Phone Number	<a href="tel:973-764-2900">973-764-2900</a> x4365
Email Address	<a href="mailto:rrogers@vtsd.com">rrogers@vtsd.com</a>
Website	<a href="http://www.vtsd.com">www.vtsd.com</a>
Facebook	<a href="https://www.facebook.com/VernonTwpSD">https://www.facebook.com/VernonTwpSD</a>
Twitter	<a href="https://www.twitter.com/VernonTwpSD">https://www.twitter.com/VernonTwpSD</a>

## Overview & Resources

### Schools in this District

Click on a school name below to access the detailed school-level report for each school.

School Name	Grades Offered
<a href="#">Cedar Mountain Primary School</a>	KG-01
<a href="#">Glen Meadow Middle School</a>	06-08
<a href="#">Lounsbury Hollow School</a>	04-05
<a href="#">Rolling Hills Primary School</a>	02-03
<a href="#">Vernon Township High School</a>	09-12
<a href="#">Walnut Ridge School</a>	PK-PK

## 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	110	122	107
KG	217	219	202
1	179	219	222
2	222	188	223
3	191	227	188
4	203	201	227
5	218	203	201
6	220	216	196
7	205	225	227
8	217	205	226
9	245	209	209
10	233	248	212
11	221	237	240
12	263	231	243
<b>Total</b>	<b>2,944</b>	<b>2,950</b>	<b>2,923</b>

### Enrollment Trends by Student Group

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

Student Group	2021-22	2022-23	2023-24
Female	48.0%	48.0%	49.0%
Male	52.0%	51.0%	51.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	12.2%	19.5%	19.6%
Students with Disabilities	24.3%	24.7%	25.0%
Multilingual Learners	0.8%	2.0%	1.9%
Students Experiencing Homelessness	0.3%	0.5%	0.6%
Students in Foster Care	0.0%	0.1%	0.2%
Military-Connected Students	0.5%	0.5%	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	77.6%	75.6%	74.2%
Hispanic	15.5%	17.4%	18.8%
Black or African American	2.2%	2.3%	2.4%
Asian	1.4%	1.4%	1.3%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.1%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two Or More Races	3.2%	3.0%	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	94	104	87
PK - Full Day	16	18	20
KG - Half Day	0	0	0
KG - Full Day	217	219	202

### 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.

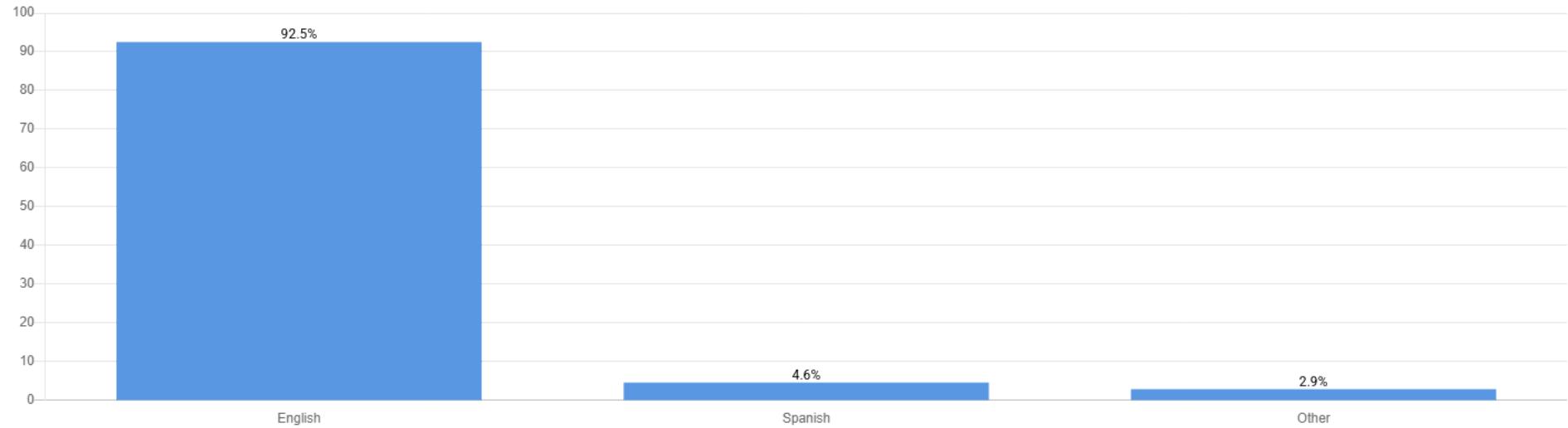
Enrollment Status	2021-22	2022-23	2023-24
Full Time Students	2,941	2,947	2,920
Shared Time Students	3	3	3
Full Time Equivalent	2,943	2,949	2,922

## 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.

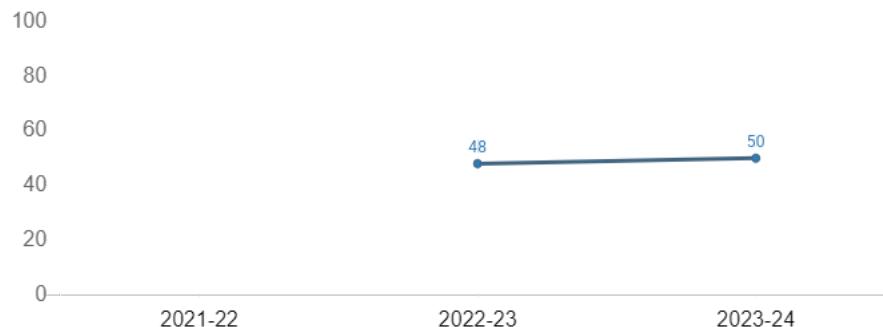
**Important Note for 2023-24:** Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022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

### Student Growth Trends and Progress

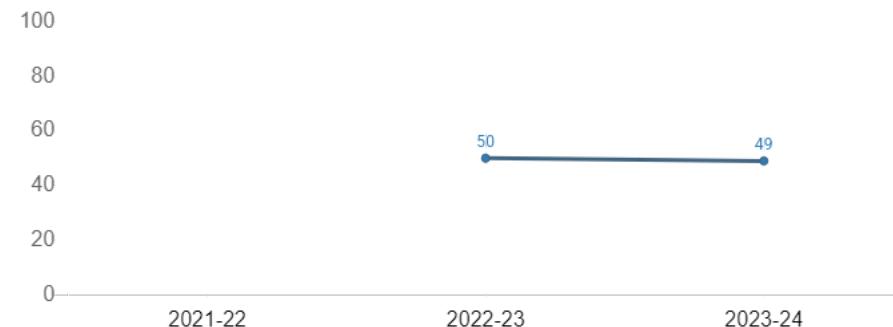
These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

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

#### ELA Median Student Growth Percentile



#### Math Median Student Growth Percentile



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

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### Student Growth

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

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	50	50	Met Standard	49	50	Met Standard
White	51	50	Met Standard	49	51	Met Standard
Hispanic	46	49	Met Standard	46.5	48	Met Standard
Black or African American	41.5	47	Met Standard	51.5	46	Met Standard
Asian, Native Hawaiian, or Pacific Islander	70	59	**	*	60	**
American Indian or Alaska Native	N	50	**	N	50	**
Two or More Races	42.5	50	Met Standard	38.5	51	Not Met
Female	58	52		50	50	
Male	42	48		45	50	
Non-Binary/Undesignated Gender	*	44		*	45.5	
Economically Disadvantaged Students	41	48	Met Standard	42	48	Met Standard
Students with Disabilities	44	43	Met Standard	41	44	Met Standard
Multilingual Learners	39	50	**	49	50	**
Students Experiencing Homelessness	*	43		*	45	
Students in Foster Care	*	40		N	47	
Military-Connected Students	*	47.5		*	51	
Migrant Students	N	53		N	44	

## Student Growth

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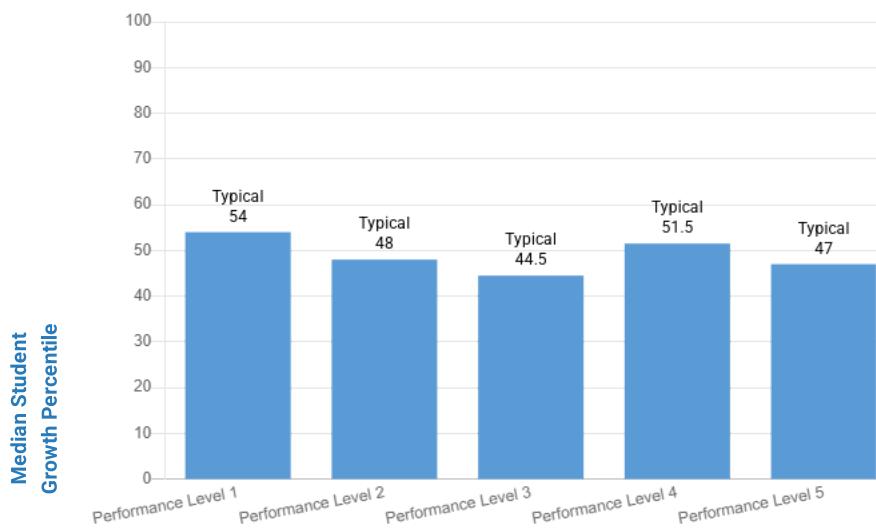
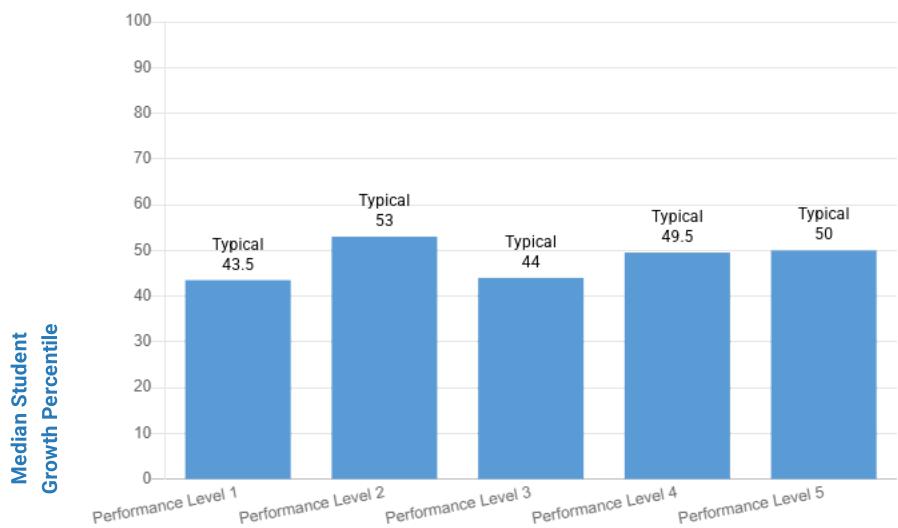
A student's SGP falls between 1 and 99 and can be grouped into three levels. An SGP below 35 indicates low growth, an SGP between 35 and 65 indicates typical growth, and an SGP greater than 65 indicates high growth. If the SGPs for all students are ordered from smallest to largest, the mSGP is the percentile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

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### Student Growth by Performance Level

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

**ELA**

**Math**


## Student Growth

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

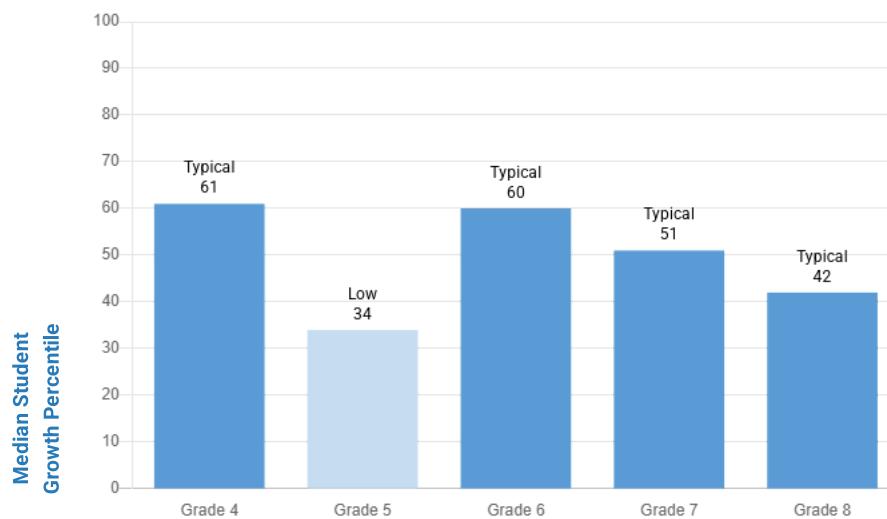
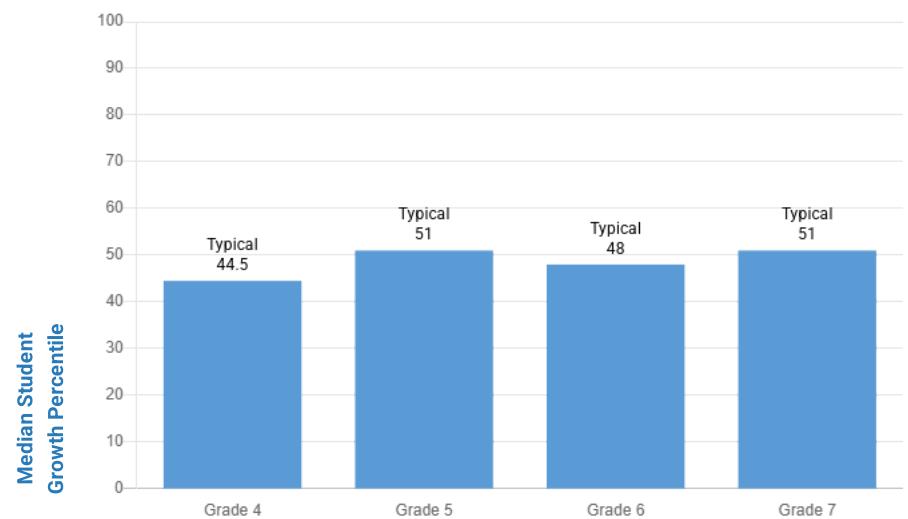
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### Student Growth by Grade

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

**ELA**

**Math**


## Academic Achievement

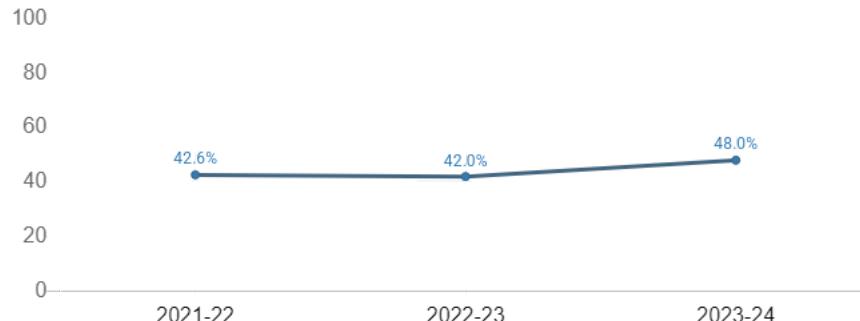
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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.

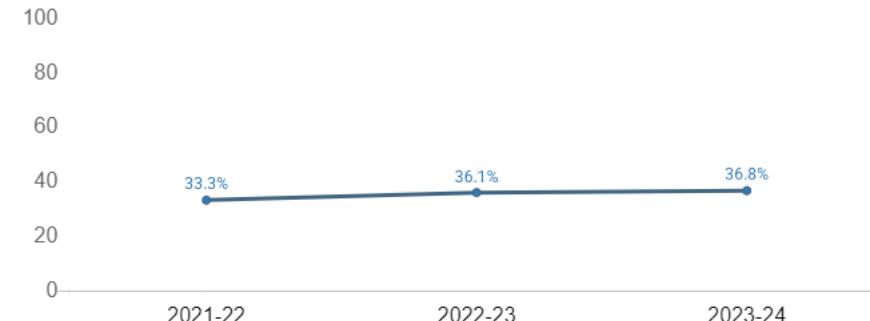
### English Language Arts and Mathematics Performance Trends

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%	99.1%	99.0%	98.0%	97.3%	98.9%
Proficiency Rate for Federal Accountability	42.6%	42.0%	48.0%	33.3%	36.1%	36.8%
Annual Target	62.4%	63.5%	43.9%	50.1%	52.0%	38.2%
Met Annual Target?	Not Met	Not Met	Met Target	Not Met	Not Met	Met Target†
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

† Target was met within a confidence interval.

## Academic Achievement

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### English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	1,432	99%	48%	52.2%	48%	43.9%	Met Target
White	1,079	99.1%	50.5%	61.8%	50.5%	45.4%	Met Target
Hispanic	248	99.6%	41.9%	38%	41.9%	38.3%	Met Target
Black or African American	37	100%	27%	35.9%	27%	28.4%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	85.7%	55.6%	79.9%	50%	N	N
American Indian or Alaska Native	*	*	*	51.2%	*	**	**
Two or More Races	50	98.1%	38%	59.4%	38%	43.2%	Met Target†
Female	*	99.2%	58.1%	57.7%	58.1%		
Male	*	98.8%	38.2%	47%	38.2%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	256	98.5%	31.3%	34.6%	31.3%	32.7%	Met Target†
Non-Economically Disadvantaged Students	1,176	99.1%	51.7%	62.8%	51.7%		
Students with Disabilities	369	97.6%	19.8%	19.8%	19.8%	19.4%	Met Target
Students without Disabilities	1,063	99.4%	57.9%	59.4%	57.9%		
Multilingual Learners	30	100%	20%	23.1%	20%	13%	Met Target
Non-Multilingual Learners	1,402	99%	48.6%	56.2%	48.6%		
Students Experiencing Homelessness	*	*	*	21.9%	*		
Students in Foster Care	*	*	*	19.3%	*		
Military-Connected Students	*	*	*	48.2%	*		
Migrant Students	*	*	*	13.3%	*		

† Target was met within a confidence interval.

## Academic Achievement

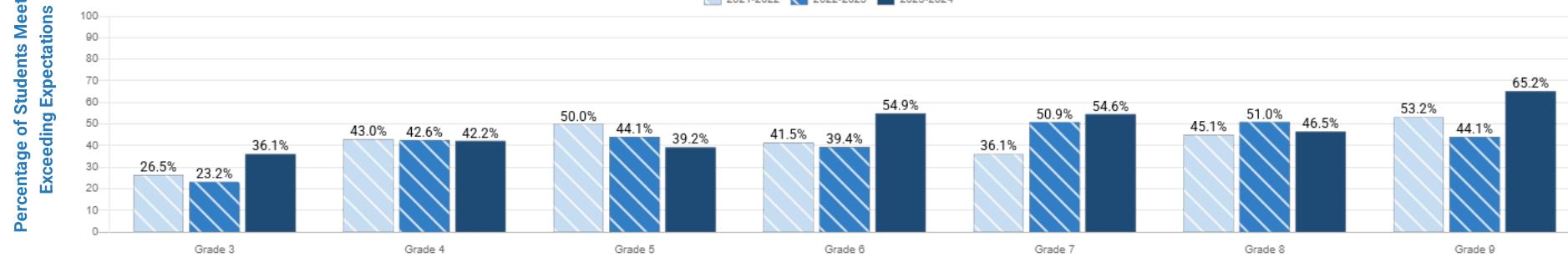
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### English Language Arts Assessment - Performance Trends

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

2021-2022 2022-2023 2023-2024



## 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	183	736	741	18%	19%	27%	35%	1%	36%	44%
White	131	738	751	15%	20%	27%	37%	2%	38%	53%
Hispanic	42	732	724	24%	14%	29%	33%	0%	33%	29%
Black or African American	*	*	725	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	*	*	*	*	*	*	70%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	46%
Two or More Races	*	*	751	*	*	*	*	*	*	52%
Female	*	748	746	11%	14%	24%	48%	3%	51%	48%
Male	*	726	736	23%	22%	30%	25%	0%	25%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	33	728	722	30%	12%	33%	21%	3%	24%	26%
Non-Economically Disadvantaged Students	150	737	753	15%	20%	26%	38%	1%	39%	55%
Students with Disabilities	49	712	710	41%	20%	22%	16%	0%	16%	18%
Students without Disabilities	134	745	747	10%	18%	29%	42%	1%	43%	49%
Multilingual Learners	*	*	704	*	*	*	*	*	*	13%
Non-Multilingual Learners	*	737	746	17%	19%	28%	36%	1%	37%	48%
Students Experiencing Homelessness	*	*	707	*	*	*	*	*	*	18%
Students in Foster Care	*	*	711	*	*	*	*	*	*	18%
Military-Connected Students	*	*	739	*	*	*	*	*	*	41%
Migrant Students	*	*	688	*	*	*	*	*	*	*

## Academic Achievement

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### English Language Arts Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	218	744	749	10%	18%	30%	33%	10%	42%	51%
White	174	744	758	11%	18%	28%	32%	11%	43%	61%
Hispanic	32	747	734	0%	16%	41%	44%	0%	44%	35%
Black or African American	*	*	733	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	51%
Two or More Races	*	*	757	*	*	*	*	*	*	60%
Female	*	749	752	7%	16%	31%	32%	14%	45%	54%
Male	*	739	745	13%	19%	29%	33%	6%	39%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	35	734	731	11%	14%	54%	14%	6%	20%	32%
Non-Economically Disadvantaged Students	183	746	760	10%	19%	25%	36%	10%	46%	63%
Students with Disabilities	61	724	720	26%	28%	23%	18%	5%	23%	21%
Students without Disabilities	157	752	755	4%	14%	32%	38%	11%	50%	57%
Multilingual Learners	*	*	711	*	*	*	*	*	*	13%
Non-Multilingual Learners	*	744	753	10%	18%	29%	33%	10%	43%	55%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	20%
Students in Foster Care	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	*	*	747	*	*	*	*	*	*	49%
Migrant Students	*	*	713	*	*	*	*	*	*	23%

## Academic Achievement

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

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### English Language Arts Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	199	738	750	17%	16%	28%	36%	3%	39%	52%
White	140	743	760	12%	15%	26%	44%	4%	47%	63%
Hispanic	41	727	736	29%	15%	29%	24%	2%	27%	37%
Black or African American	*	*	734	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	*	*	757	*	*	*	*	*	*	60%
Female	*	745	755	11%	13%	31%	42%	4%	45%	57%
Male	*	729	745	25%	19%	25%	28%	2%	31%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	41	720	732	29%	24%	27%	17%	2%	20%	33%
Non-Economically Disadvantaged Students	158	742	761	14%	13%	28%	41%	3%	44%	64%
Students with Disabilities	54	719	719	41%	13%	20%	26%	0%	26%	20%
Students without Disabilities	145	745	756	8%	17%	31%	40%	4%	44%	59%
Multilingual Learners	*	*	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	738	754	17%	15%	27%	37%	3%	40%	57%
Students Experiencing Homelessness	*	*	718	*	*	*	*	*	*	22%
Students in Foster Care	*	*	721	*	*	*	*	*	*	20%
Military-Connected Students	*	*	747	*	*	*	*	*	*	48%
Migrant Students	*	*	721	*	*	*	*	*	*	20%

## Academic Achievement

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

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### English Language Arts Assessment - Performance By Grade: Grade 6

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	195	752	751	6%	16%	23%	39%	15%	55%	53%
White	157	755	760	3%	17%	24%	40%	17%	57%	63%
Hispanic	29	743	738	21%	17%	14%	38%	10%	48%	39%
Black or African American	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	748	*	*	*	*	*	*	49%
Two or More Races	*	*	758	*	*	*	*	*	*	60%
Female	*	764	756	2%	4%	24%	51%	20%	70%	59%
Male	*	741	746	9%	29%	22%	29%	11%	40%	48%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	35	742	735	11%	14%	37%	34%	3%	37%	35%
Non-Economically Disadvantaged Students	160	755	761	4%	17%	20%	41%	18%	59%	65%
Students with Disabilities	50	723	719	18%	40%	24%	14%	4%	18%	17%
Students without Disabilities	145	763	758	1%	8%	23%	48%	19%	68%	60%
Multilingual Learners	*	*	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	753	754	6%	16%	23%	40%	16%	56%	57%
Students Experiencing Homelessness	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	724	*	*	*	*	*	*	22%
Military-Connected Students	*	*	754	*	*	*	*	*	*	55%
Migrant Students	*	*	712	*	*	*	*	*	*	29%

## Academic Achievement

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### English Language Arts Assessment - Performance By Grade: Grade 7

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	218	753	752	13%	8%	25%	30%	25%	55%	54%
White	167	754	761	11%	8%	26%	29%	26%	54%	64%
Hispanic	35	745	737	17%	9%	23%	37%	14%	51%	39%
Black or African American	*	*	734	*	*	*	*	*	*	37%
Asian, Native Hawaiian, or Pacific Islander	*	*	785	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	51%
Two or More Races	*	*	759	*	*	*	*	*	*	60%
Female	*	765	758	6%	3%	25%	35%	31%	65%	60%
Male	*	738	746	21%	13%	24%	24%	18%	42%	48%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	43	741	734	14%	9%	35%	30%	12%	42%	36%
Non-Economically Disadvantaged Students	175	756	762	13%	7%	22%	30%	28%	58%	64%
Students with Disabilities	54	712	715	43%	15%	26%	15%	2%	17%	18%
Students without Disabilities	164	766	759	3%	5%	24%	35%	32%	67%	61%
Multilingual Learners	*	*	700	*	*	*	*	*	*	*
Non-Multilingual Learners	*	753	756	13%	8%	25%	29%	25%	54%	58%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	21%
Students in Foster Care	*	*	712	*	*	*	*	*	*	17%
Military-Connected Students	*	*	747	*	*	*	*	*	*	50%
Migrant Students	*	*	*	*	*	*	*	*	*	*

## Academic Achievement

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### English Language Arts Assessment - Performance By Grade: Grade 8

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	215	745	751	13%	19%	21%	32%	15%	47%	53%
White	154	747	760	12%	18%	19%	36%	15%	51%	62%
Hispanic	37	737	736	19%	24%	19%	22%	16%	38%	39%
Black or African American	*	*	735	*	*	*	*	*	*	37%
Asian, Native Hawaiian, or Pacific Islander	*	*	783	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	52%
Two or More Races	14	748	757	0%	21%	43%	29%	7%	36%	59%
Female	*	758	759	6%	11%	24%	38%	20%	59%	60%
Male	*	733	743	19%	26%	19%	27%	10%	36%	46%
Non-binary/undesignated gender	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	32	732	734	19%	19%	28%	31%	3%	34%	36%
Non-Economically Disadvantaged Students	183	747	761	12%	19%	20%	32%	17%	49%	63%
Students with Disabilities	48	709	713	38%	33%	15%	15%	0%	15%	16%
Students without Disabilities	167	755	758	6%	15%	23%	37%	19%	56%	60%
Multilingual Learners	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	747	755	11%	19%	22%	33%	15%	48%	56%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	23%
Students in Foster Care	*	*	708	*	*	*	*	*	*	14%
Military-Connected Students	*	*	743	*	*	*	*	*	*	43%
Migrant Students	*	*	*	*	*	*	*	*	*	*

## Academic Achievement

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### English Language Arts Assessment - Performance By Grade: Grade 9

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	207	758	755	6%	9%	20%	52%	14%	65%	58%
White	157	755	764	8%	10%	20%	50%	13%	63%	67%
Hispanic	35	762	741	0%	11%	20%	57%	11%	69%	45%
Black or African American	*	*	737	*	*	*	*	*	*	40%
Asian, Native Hawaiian, or Pacific Islander	*	*	789	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	757	*	*	*	*	*	*	59%
Two or More Races	*	*	761	*	*	*	*	*	*	64%
Female	*	767	762	2%	5%	17%	55%	21%	76%	64%
Male	*	749	747	9%	13%	23%	49%	7%	56%	51%
Non-binary/undesignated gender	*	*	774	*	*	*	*	*	*	77%
Economically Disadvantaged Students	35	739	738	11%	17%	26%	46%	0%	46%	41%
Non-Economically Disadvantaged Students	172	761	764	5%	8%	19%	53%	16%	69%	67%
Students with Disabilities	42	727	717	24%	29%	21%	24%	2%	26%	19%
Students without Disabilities	165	765	761	1%	4%	19%	59%	16%	75%	64%
Multilingual Learners	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	758	758	6%	9%	20%	52%	14%	65%	61%
Students Experiencing Homelessness	*	*	721	*	*	*	*	*	*	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	1,434	98.9%	36.8%	40.2%	36.8%	38.2%	Met Target†
White	1,078	99%	39.3%	51.1%	39.3%	40.2%	Met Target†
Hispanic	251	99.6%	28.3%	24.2%	28.3%	31.5%	Met Target†
Black or African American	37	100%	21.6%	20.1%	21.6%	25.7%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	85.7%	38.9%	74.4%	35%	N	N
American Indian or Alaska Native	*	*	*	42%	*	**	**
Two or More Races	50	98.1%	34%	48.9%	34%	35.5%	Met Target†
Female	*	99.2%	37.7%	38.4%	37.7%		
Male	*	98.7%	35.7%	42%	35.7%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	257	98.5%	22.6%	21.7%	22.6%	21.9%	Met Target
Non-Economically Disadvantaged Students	1,177	99%	39.8%	51.5%	39.8%		
Students with Disabilities	366	97.6%	14.8%	16.6%	14.8%	20.1%	Not Met
Students without Disabilities	1,068	99.4%	44.3%	45.4%	44.3%		
Multilingual Learners	34	100%	14.7%	18.7%	14.7%	17.2%	Met Target†
Non-Multilingual Learners	1,400	98.9%	37.3%	43.5%	37.3%		
Students Experiencing Homelessness	*	*	*	12.9%	*		
Students in Foster Care	*	*	*	12.4%	*		
Military-Connected Students	*	*	*	38.8%	*		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

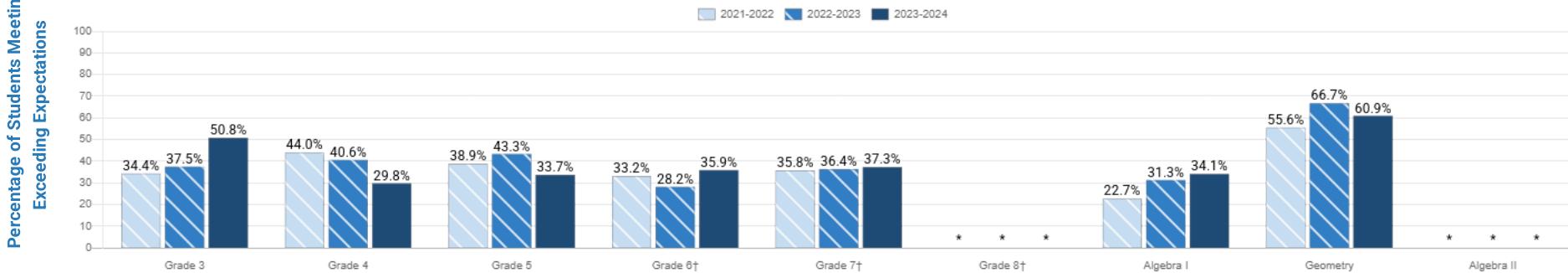
## Academic Achievement

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

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### Mathematics Assessment - Performance Trends

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



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

## Academic Achievement

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

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### Mathematics Assessment - Performance By Grade: Grade 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	185	747	747	8%	16%	26%	42%	9%	51%	48%
White	132	752	757	7%	11%	26%	45%	11%	57%	60%
Hispanic	43	735	732	9%	30%	26%	33%	2%	35%	31%
Black or African American	*	*	728	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	51%
Two or More Races	*	*	755	*	*	*	*	*	*	56%
Female	*	750	744	3%	16%	28%	46%	8%	54%	45%
Male	*	746	749	11%	15%	25%	39%	10%	49%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	34	744	729	3%	26%	24%	41%	6%	47%	28%
Non-Economically Disadvantaged Students	151	748	758	9%	13%	26%	42%	9%	52%	60%
Students with Disabilities	49	731	725	20%	29%	18%	24%	8%	33%	25%
Students without Disabilities	136	753	751	3%	11%	29%	49%	9%	57%	52%
Multilingual Learners	*	*	722	*	*	*	*	*	*	20%
Non-Multilingual Learners	*	748	751	7%	15%	27%	43%	8%	51%	52%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	17%
Students in Foster Care	*	*	719	*	*	*	*	*	*	18%
Military-Connected Students	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	727	*	*	*	*	*	*	12%

## Academic Achievement

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

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### Mathematics Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	218	737	744	6%	29%	35%	29%	1%	30%	45%
White	174	738	754	6%	29%	33%	31%	1%	32%	57%
Hispanic	32	737	730	3%	28%	44%	25%	0%	25%	28%
Black or African American	*	*	726	*	*	*	*	*	*	24%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	50%
Two or More Races	*	*	752	*	*	*	*	*	*	54%
Female	*	736	743	6%	29%	37%	26%	1%	27%	43%
Male	*	738	746	5%	30%	33%	31%	1%	32%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	35	725	727	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	183	740	755	5%	26%	35%	33%	1%	34%	58%
Students with Disabilities	61	726	722	8%	46%	28%	18%	0%	18%	21%
Students without Disabilities	157	741	749	4%	23%	38%	33%	1%	34%	50%
Multilingual Learners	*	*	718	*	*	*	*	*	*	14%
Non-Multilingual Learners	*	737	748	6%	29%	35%	29%	1%	30%	49%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	15%
Students in Foster Care	*	*	716	*	*	*	*	*	*	15%
Military-Connected Students	*	*	744	*	*	*	*	*	*	43%
Migrant Students	*	*	721	*	*	*	*	*	*	17%

## Academic Achievement

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

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### Mathematics Assessment - Performance By Grade: Grade 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	199	737	741	10%	23%	34%	31%	3%	34%	40%
White	140	741	751	8%	20%	32%	36%	4%	40%	53%
Hispanic	41	729	726	12%	27%	41%	17%	2%	20%	23%
Black or African American	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	*	*	748	*	*	*	*	*	*	49%
Female	*	738	739	7%	21%	38%	31%	3%	34%	38%
Male	*	735	742	13%	25%	30%	30%	3%	33%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	41	724	724	15%	37%	34%	15%	0%	15%	20%
Non-Economically Disadvantaged Students	158	740	752	8%	19%	34%	35%	4%	39%	53%
Students with Disabilities	54	723	717	26%	28%	30%	11%	6%	17%	16%
Students without Disabilities	145	742	746	3%	21%	36%	38%	2%	40%	45%
Multilingual Learners	*	*	711	*	*	*	*	*	*	*
Non-Multilingual Learners	*	737	744	9%	23%	34%	31%	3%	34%	44%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	12%
Students in Foster Care	*	*	714	*	*	*	*	*	*	10%
Military-Connected Students	*	*	741	*	*	*	*	*	*	40%
Migrant Students	*	*	724	*	*	*	*	*	*	27%

## Academic Achievement

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### Mathematics Assessment - Performance By Grade: Grade 6

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	195	739	737	9%	25%	30%	29%	7%	36%	36%
White	157	743	746	6%	23%	32%	33%	6%	39%	47%
Hispanic	29	727	723	17%	38%	28%	7%	10%	17%	20%
Black or African American	*	*	718	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	*	*	*	*	*	*	73%
American Indian or Alaska Native	*	*	735	*	*	*	*	*	*	33%
Two or More Races	*	*	743	*	*	*	*	*	*	45%
Female	*	739	736	8%	22%	32%	35%	3%	38%	34%
Male	*	740	738	9%	29%	29%	23%	10%	34%	38%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	35	723	721	23%	31%	23%	23%	0%	23%	17%
Non-Economically Disadvantaged Students	160	743	747	6%	24%	32%	31%	8%	39%	48%
Students with Disabilities	50	717	714	24%	46%	18%	12%	0%	12%	12%
Students without Disabilities	145	747	741	3%	18%	34%	35%	9%	44%	41%
Multilingual Learners	*	*	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	740	740	8%	25%	31%	30%	7%	36%	39%
Students Experiencing Homelessness	*	*	711	*	*	*	*	*	*	*
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	739	*	*	*	*	*	*	37%
Migrant Students	*	*	704	*	*	*	*	*	*	13%

## Academic Achievement

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### Mathematics Assessment - Performance By Grade: Grade 7

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	220	739	739	11%	23%	29%	31%	6%	37%	37%
White	168	740	748	10%	24%	27%	32%	7%	39%	50%
Hispanic	36	731	728	17%	22%	39%	19%	3%	22%	23%
Black or African American	*	*	724	*	*	*	*	*	*	18%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	*	*	743	*	*	*	*	*	*	44%
Female	*	741	738	8%	21%	33%	32%	7%	39%	36%
Male	*	736	739	15%	26%	24%	30%	6%	36%	39%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	45	730	726	11%	36%	29%	24%	0%	24%	20%
Non-Economically Disadvantaged Students	175	741	747	11%	20%	29%	33%	8%	41%	48%
Students with Disabilities	54	712	716	*	*	*	*	*	*	12%
Students without Disabilities	166	748	743	4%	17%	31%	39%	8%	48%	43%
Multilingual Learners	*	*	714	*	*	*	*	*	*	*
Non-Multilingual Learners	*	739	741	11%	23%	28%	31%	6%	38%	40%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	11%
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	740	*	*	*	*	*	*	39%
Migrant Students	*	*	708	*	*	*	*	*	*	*

## Academic Achievement

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

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### Mathematics Assessment - Performance By Grade: Grade 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	22	686	719	*	*	*	*	*	*	19%
White	16	690	729	*	*	*	*	*	*	27%
Hispanic	*	*	713	*	*	*	*	*	*	13%
Black or African American	*	*	707	*	*	*	*	*	*	10%
Asian, Native Hawaiian, or Pacific Islander	*	*	740	*	*	*	*	*	*	40%
American Indian or Alaska Native	*	*	722	*	*	*	*	*	*	21%
Two or More Races	*	*	722	*	*	*	*	*	*	22%
Female	*	*	719	*	*	*	*	*	*	19%
Male	*	686	719	*	*	*	*	*	*	20%
Non-binary/undesignated gender	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	*	*	711	*	*	*	*	*	*	12%
Non-Economically Disadvantaged Students	*	683	725	*	*	*	*	*	*	25%
Students with Disabilities	*	682	702	*	*	*	*	*	*	*
Students without Disabilities	*	*	724	*	*	*	*	*	*	23%
Multilingual Learners	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	687	721	*	*	*	*	*	*	21%
Students Experiencing Homelessness	*	*	704	*	*	*	*	*	*	*
Students in Foster Care	*	*	696	*	*	*	*	*	*	*
Military-Connected Students	*	*	722	*	*	*	*	*	*	19%
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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### 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	370	735	738	15%	22%	29%	31%	3%	34%	40%
White	268	734	748	16%	22%	29%	31%	2%	33%	51%
Hispanic	65	737	723	14%	20%	29%	34%	3%	37%	23%
Black or African American	*	*	719	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	*	730	746	19%	24%	29%	24%	5%	29%	49%
Female	*	735	737	18%	18%	29%	33%	2%	35%	39%
Male	*	734	739	13%	25%	29%	30%	3%	33%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	62	723	722	27%	26%	27%	18%	2%	19%	22%
Non-Economically Disadvantaged Students	308	737	747	13%	21%	29%	34%	3%	37%	50%
Students with Disabilities	66	711	710	*	*	*	*	*	*	11%
Students without Disabilities	304	740	743	11%	18%	31%	36%	3%	39%	45%
Multilingual Learners	11	708	705	*	*	*	*	*	*	*
Non-Multilingual Learners	359	736	741	15%	21%	29%	32%	3%	35%	43%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	13%
Students in Foster Care	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	696	*	*	*	*	*	*	*

## Academic Achievement

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

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### Mathematics Assessment - Performance By 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	23	752	750	4%	0%	35%	61%	0%	61%	53%
White	18	750	752	6%	0%	39%	56%	0%	56%	57%
Hispanic	*	*	735	*	*	*	*	*	*	29%
Black or African American	*	*	733	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	66%
Two or More Races	*	*	756	*	*	*	*	*	*	63%
Female	*	749	748	10%	0%	20%	70%	0%	70%	50%
Male	*	754	752	0%	0%	46%	54%	0%	54%	57%
Non-binary/undesignated gender	*	*	752	*	*	*	*	*	*	60%
Economically Disadvantaged Students	*	*	734	*	*	*	*	*	*	28%
Non-Economically Disadvantaged Students	*	751	754	5%	0%	36%	59%	0%	59%	60%
Students with Disabilities	*	*	727	*	*	*	*	*	*	24%
Students without Disabilities	*	752	751	4%	0%	35%	61%	0%	61%	54%
Multilingual Learners	*	*	716	*	*	*	*	*	*	11%
Non-Multilingual Learners	*	752	751	4%	0%	35%	61%	0%	61%	55%
Students Experiencing Homelessness	*	*	727	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	743	*	*	*	*	*	*	44%
Migrant Students	*	*	*	*	*	*	*	*	*	*

## Academic Achievement

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

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

## Academic Achievement

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### DLM Alternate Assessment - Participation

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

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

## Academic Achievement

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### English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	# Students with Overall Score Below 4.5	% Students with Overall Score Below 4.5	# Students with Overall Score of 4.5 or Above	% Students with Overall Score 4.5 or Above
0-2	44	*	>90%	*	<10%
3-4	17	14	82.4%	3	17.6%
5 or more	*	*	*	*	*

### 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	36%	22.7%	Met Goal
† Target was met within a confidence interval.			

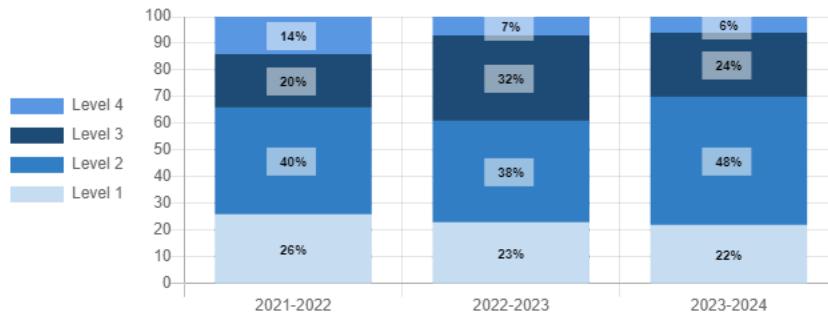
## Academic Achievement

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

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

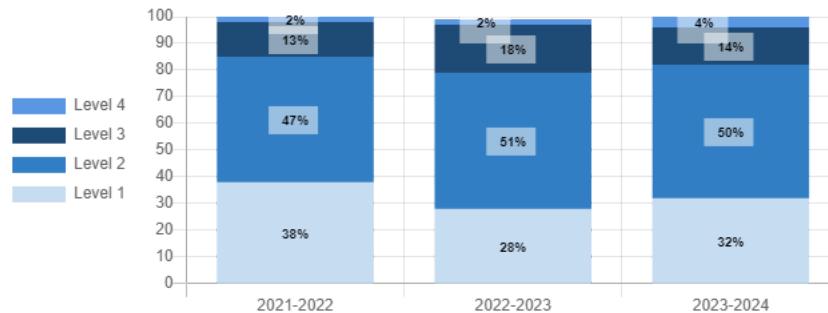
### NJSLA Science Assessment: Grade 5 Summary

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



### NJSLA Science Assessment: Grade 8 Summary

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



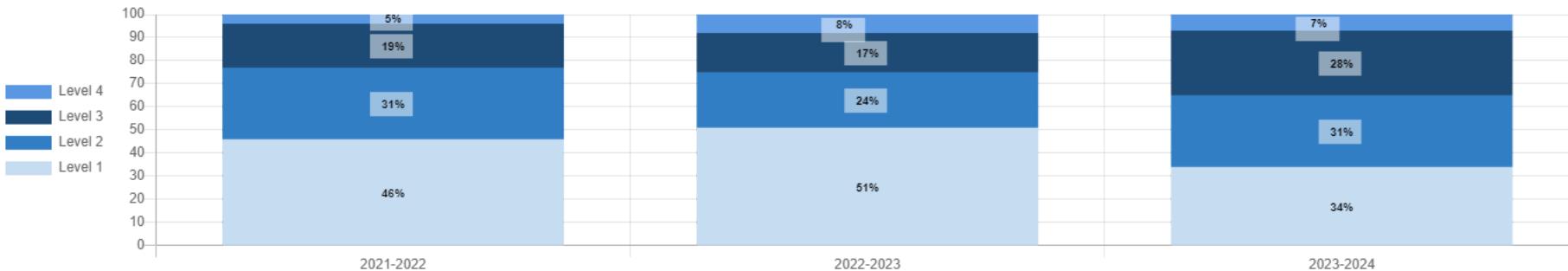
## Academic Achievement

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

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

### NJSLA Science Assessment: Grade 11 Summary

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



## Academic Achievement

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

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

### NJSLA Science Assessment: Grade 5

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	22%	48%	24%	6%	35%	37%	21%	6%
White	16%	46%	31%	6%	22%	42%	28%	8%
Hispanic	33%	51%	10%	5%	51%	36%	12%	2%
Black or African American	*	*	*	*	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	*	*	*	*	27%	36%	27%	10%
Female	21%	50%	24%	5%	35%	39%	20%	6%
Male	24%	45%	24%	6%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	45%	43%	13%	0%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	17%	49%	27%	7%	24%	39%	28%	10%
Students with Disabilities	49%	34%	13%	4%	64%	27%	8%	2%
Students without Disabilities	13%	53%	28%	6%	30%	39%	24%	7%
Multilingual Learners	*	*	*	*	78%	20%	2%	0%
Non-Multilingual Learners	22%	48%	25%	6%	30%	39%	23%	7%
Students Experiencing Homelessness	*	*	*	*	68%	25%	6%	1%
Students in Foster Care	*	*	*	*	67%	28%	3%	1%
Military-Connected Students	*	*	*	*	30%	42%	23%	5%
Migrant Students	*	*	*	*	73%	27%	0%	0%

## Academic Achievement

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

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

### NJSLA Science Assessment: Grade 8

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	32%	50%	14%	4%	36%	45%	14%	5%
White	27%	51%	17%	5%	23%	52%	19%	6%
Hispanic	46%	44%	10%	0%	51%	42%	6%	1%
Black or African American	*	*	*	*	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	36%	57%	0%	7%	27%	46%	19%	8%
Female	32%	47%	18%	2%	35%	47%	13%	4%
Male	32%	52%	10%	5%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	41%	47%	6%	6%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	30%	51%	15%	4%	26%	48%	19%	7%
Students with Disabilities	68%	28%	4%	0%	67%	29%	3%	1%
Students without Disabilities	22%	56%	16%	5%	30%	48%	16%	6%
Multilingual Learners	90%	10%	0%	0%	75%	24%	1%	0%
Non-Multilingual Learners	29%	52%	14%	4%	32%	47%	15%	5%
Students Experiencing Homelessness	*	*	*	*	66%	32%	2%	0%
Students in Foster Care	*	*	*	*	80%	19%	1%	0%
Military-Connected Students	*	*	*	*	40%	47%	10%	3%
Migrant Students	*	*	*	*	*	*	*	*

## Academic Achievement

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

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

### NJSLA Science Assessment: Grade 11

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	34%	31%	28%	7%	45%	27%	19%	9%
White	31%	34%	28%	7%	34%	30%	26%	11%
Hispanic	43%	28%	30%	0%	61%	25%	11%	3%
Black or African American	*	*	*	*	64%	24%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	17%	23%	33%	28%
American Indian or Alaska Native	*	*	*	*	54%	21%	19%	6%
Two or More Races	*	*	*	*	38%	26%	25%	11%
Female	33%	31%	30%	7%	43%	29%	20%	7%
Male	35%	32%	26%	7%	47%	24%	18%	10%
Non-binary/undesignated gender	*	*	*	*	26%	28%	30%	16%
Economically Disadvantaged Students	45%	33%	18%	4%	63%	24%	11%	2%
Non-Economically Disadvantaged Students	31%	31%	30%	7%	37%	28%	24%	12%
Students with Disabilities	69%	25%	3%	3%	77%	16%	5%	1%
Students without Disabilities	28%	33%	33%	8%	40%	28%	22%	10%
Multilingual Learners	*	*	*	*	88%	10%	1%	0%
Non-Multilingual Learners	34%	31%	28%	7%	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	*	*	*	*	*	*	*	*

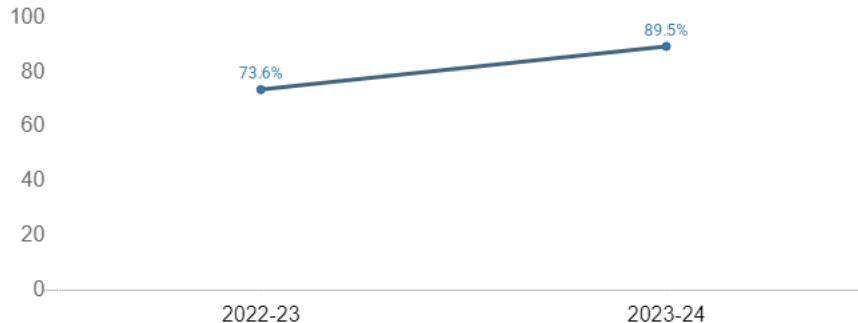
## Academic Achievement

### Graduation Proficiency Assessment (NJGPA) Trends

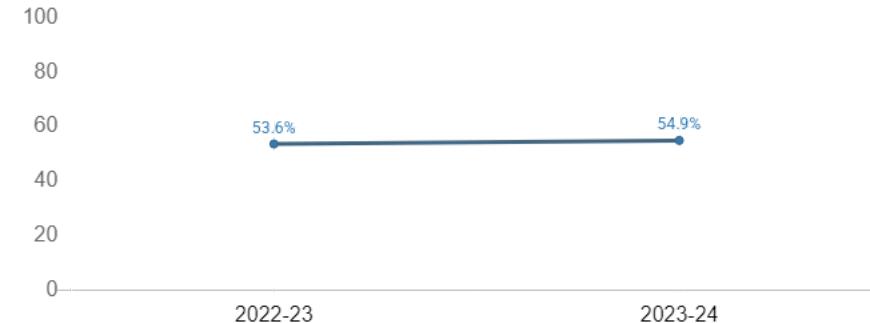
These graphs show trends in performance on the New Jersey Graduation Proficiency Assessment (NJGPA) for the last two years. Students are identified as either Graduation Ready or Not Yet Graduation Ready for both English Language Arts (ELA) and mathematics based on their scores on the assessment. These 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	73.6%	89.5%	53.6%	54.9%
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	237	89.5%	82.5%	237	54.9%	55.6%
White	175	>90%	90%	174	54.6%	69.1%
Hispanic	39	82.1%	72.3%	40	55%	38%
Black or African American	*	*	73.6%	*	*	33.1%
Asian, Native Hawaiian, or Pacific Islander	*	*	>90%	*	*	87.9%
American Indian or Alaska Native	*	*	76.2%	*	*	43.8%
Two or More Races	*	*	87.5%	*	*	62%
Female	*	>90%	86.9%	*	58.7%	56.6%
Male	*	85.5%	78.3%	*	50.9%	54.7%
Non-binary/undesignated gender	*	*	87.7%	*	*	69.9%
Economically Disadvantaged Students	51	74.5%	71.7%	51	39.2%	36%
Non-Economically Disadvantaged Students	186	>90%	87.6%	186	59.1%	65.1%
Students with Disabilities	35	60%	53.6%	35	17.1%	18.2%
Students without Disabilities	202	>90%	87.4%	202	61.4%	62%
Multilingual Learners	*	*	24.4%	*	*	12.5%
Non-Multilingual Learners	*	>90%	86.5%	*	55.4%	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	93.9%	80.7%
12th graders taking SAT in 2023-2024 or prior years	44.5%	62.7%
12th graders taking ACT in 2023-2024 or prior years	6.6%	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	461	459	Grade 10: 430 Grade 11: 460	54%	54%
PSAT 10/NMSQT - Math	447	454	Grade 10: 480 Grade 11: 510	26%	32%
SAT - Reading and Writing	548	530	480	77%	65%
SAT - Math	537	519	530	51%	46%
ACT - Reading	23	24	22	56%	63%
ACT - English	22	24	18	69%	76%
ACT - Math	24	23	22	75%	58%
ACT - Science	24	23	23	75%	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 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	30.3%	12.6%	35.9%	26.9%
White	32.1%	12.7%	41.8%	33.0%
Hispanic	21.8%	8.0%	23.2%	20.9%
Black or African American	21.4%	0.0%	20.3%	17.4%
Asian, Native Hawaiian, or Pacific Islander	54.5%	45.5%	70.5%	32.5%
American Indian or Alaska Native	N	N	30.4%	28.6%
Two or More Races	*	*	41.0%	29.0%
Female	37.7%	16.9%	41.4%	30.2%
Male	23.4%	8.7%	30.6%	23.7%
Non-Binary/Undesignated Gender	N	N	42.9%	28.4%
Economically Disadvantaged Students	17.6%	2.9%	22.8%	20.2%
Students with Disabilities	3.5%	1.2%	4.8%	10.9%
Multilingual Learners	*	*	9.8%	8.8%
Students experiencing homelessness	*	*	12.6%	15.1%
Students in Foster Care	*	*	4.5%	10.6%
Military-Connected Students	N	N	30.1%	29.2%
Migrant Students	N	N	0.0%	7.1%

## College and Career Readiness

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

### AP/IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP 2-D Art and Design	3	0
AP Biology	10	9
AP Calculus AB	19	19
AP Calculus BC	9	7
AP Chemistry	12	12
AP Computer Science Principles	14	10
AP Drawing	0	3
AP English Language and Composition	52	48
AP English Literature and Composition	48	33
AP Environmental Science	15	12
AP Human Geography	16	13
AP Precalculus	25	22
AP Psychology	28	22
AP Spanish Language and Culture	10	9
AP Statistics	11	11
AP U.S. Government and Politics	17	16
AP U.S. History	38	32
<b>Total Exams taken</b>		<b>278</b>
<b>Exams with scores of at least 3 on AP exams or 4 on IB exams</b>		<b>214</b>

## 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
Italian	*	*
Spanish	*	*
<b>Total Seals Earned</b>	<b>*</b>	
<b>Total Unique Students Earning Seals</b>	<b>*</b>	<b>*</b>
<b>Current and Former Multilingual Learners Earning Seals</b>	<b>0</b>	<b>0.0%†</b>

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

## College and Career Readiness

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

### Career and Technical Education Participation

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

#### CTE Participants

(completed only one course in an approved CTE program)



#### CTE Concentrators

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



## College and Career Readiness

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	36.3%	22.5%	7.6%	10.4%
White	36.6%	21.5%	6.1%	10.0%
Hispanic	34.6%	24.2%	9.3%	10.8%
Black or African American	26.1%	34.8%	9.5%	10.7%
Asian, Native Hawaiian, or Pacific Islander	31.3%	37.5%	5.5%	10.5%
American Indian or Alaska Native	*	*	8.3%	8.8%
Two or More Races	57.1%	14.3%	7.5%	10.1%
Female	36.8%	25.6%	7.5%	10.9%
Male	35.8%	19.7%	7.7%	9.9%
Non-Binary/Undesignated Gender	*	*	8.9%	15.2%
Economically Disadvantaged Students	38.3%	18.3%	9.8%	10.7%
Students with Disabilities	25.9%	16.4%	6.0%	7.9%
Multilingual Learners	30.8%	7.7%	8.0%	3.5%
Students experiencing homelessness	*	*	7.7%	6.2%
Students in Foster Care	*	*	5.9%	6.7%
Military-Connected Students	*	*	12.6%	15.8%
Migrant Students	*	*	2.3%	0.0%

## College and Career Readiness

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

### Work-Based Learning Participation by Career Cluster

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

Career Cluster	Number of Students Participating in Work-Based Learning	Percentage of Students Participating in Work-Based Learning
Arts, A/V Technology & Communications	*	*
Health Science	75	98.7%
Hospitality & Tourism	*	*
Human Services	69	100.0%
Information Technology	*	*
Marketing	*	*
Science, Technology, Engineering & Mathematics	*	*
<b>Total</b>	<b>146</b>	<b>27.4%</b>

## 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 0.0%  
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
Arts, A/V Technology & Communications	103	*	*
Health Science	76	*	*
Hospitality & Tourism	158	*	*
Human Services	69	*	*
Information Technology	25	*	*
Marketing	42	*	*
Science, Technology, Engineering & Mathematics	59	*	*
<b>Total</b>	<b>532</b>	<b>*</b>	<b>*</b>

## College and Career Readiness

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

### Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Grade Level and Other Math
6	0	0	0	0	0	0	196
7	0	0	0	0	0	0	226
8	175	14	0	0	0	0	78
9	168	23	9	0	0	0	9
10	8	59	24	10	0	0	117
11	0	2	149	20	11	2	56
12	0	0	6	17	27	47	43
<b>Total</b>	<b>351</b>	<b>98</b>	<b>188</b>	<b>47</b>	<b>38</b>	<b>49</b>	<b>725</b>
Enrolled in AP/IB Course					28	11	0
Enrolled in Dual Enrollment Course	0	0	0	2	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	194	2	9	3	0	0
10	9	97	3	99	1	2
11	2	98	0	14	123	30
12	24	26	0	32	6	36
<b>Total</b>	<b>229</b>	<b>223</b>	<b>12</b>	<b>148</b>	<b>130</b>	<b>68</b>
Enrolled in AP/IB Course	10	12		15	0	0
Enrolled in Dual Enrollment Course	0	0	0	1	0	10

## 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	204	2	0	0	0	9
10	3	194	0	2	0	20
11	1	225	5	14	5	40
12	0	14	21	32	12	77
<b>Total</b>	<b>208</b>	<b>435</b>	<b>26</b>	<b>48</b>	<b>17</b>	<b>146</b>
Enrolled in AP/IB Course	0	38	0	28		32
Enrolled in Dual Enrollment Course	0	0	3	2	1	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	190	0	0	0	0	0	0
7	213	0	0	0	0	0	0
8	30	0	0	0	0	0	0
9	4	0	82	0	0	0	0
10	52	0	24	0	0	0	0
11	49	0	11	0	0	0	0
12	18	0	2	0	0	0	0
<b>Total</b>	<b>556</b>	<b>0</b>	<b>119</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Enrolled in AP/IB Course	10	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	75	0	6	0	0	0	0

## College and Career Readiness

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

### Computer Science – Course Participation

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

Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
KG	N	N	N	N	N	N	N
1	N	N	N	N	N	N	N
2	N	N	N	N	N	N	N
3	N	N	N	N	N	N	N
4	N	N	N	N	N	N	N
5	N	N	N	N	N	N	N
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
9	0	2	0	0	0	0	0
10	0	2	0	0	0	0	0
11	0	8	0	0	0	0	0
12	0	2	0	0	0	0	0
<b>Total</b>	<b>0</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Enrolled in AP/IB Course	0	14		0			0
Enrolled in Dual Enrollment Course	0	1	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.

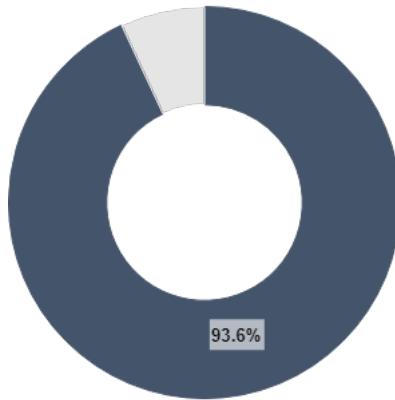
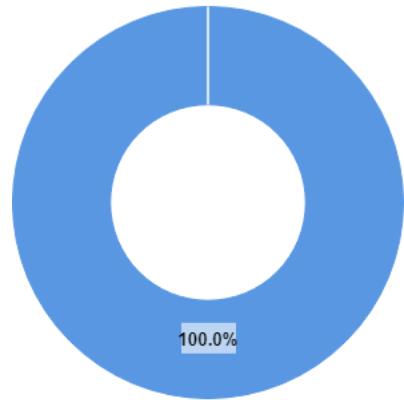
### Visual and Performing Arts – Course Participation

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.

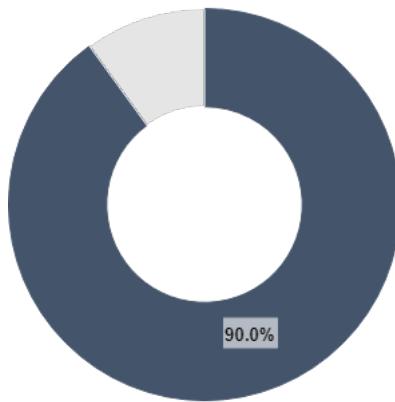
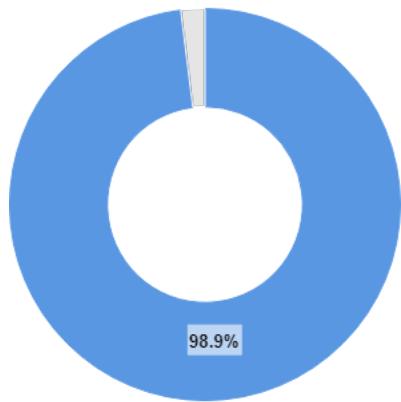
### Visual and Performing Arts – Course Participation

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**

District

State



**Students enrolled in one or more classes by discipline:**

#### Music

District 70.8%  
State 64.3%

#### Dance

District 0.0%  
State 4.3%

#### Drama

District 0.0%  
State 7.7%

#### Visual Arts

District 95.7%  
State 68.9%

## College and Career Readiness

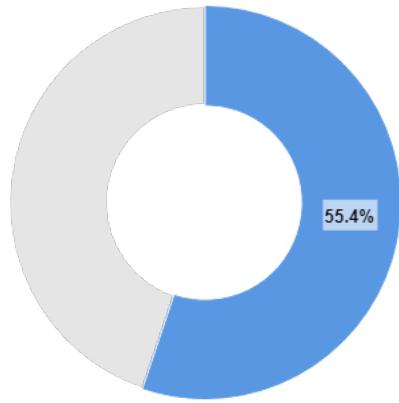
Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English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

### Visual and Performing Arts – Course Participation

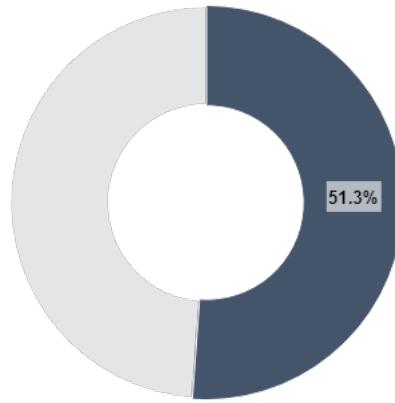
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The second set of charts show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

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

District



State



**Students enrolled in one or more classes by discipline:**

#### Music

District 19.4%  
State 15.8%

#### Dance

District 0.0%  
State 3.0%

#### Drama

District 4.2%  
State 3.4%

#### Visual Arts

District 39.5%  
State 35.2%

## College and Career Readiness

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

### Structured Learning Experiences Participation

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

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

### Structured Learning Experiences



## 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.

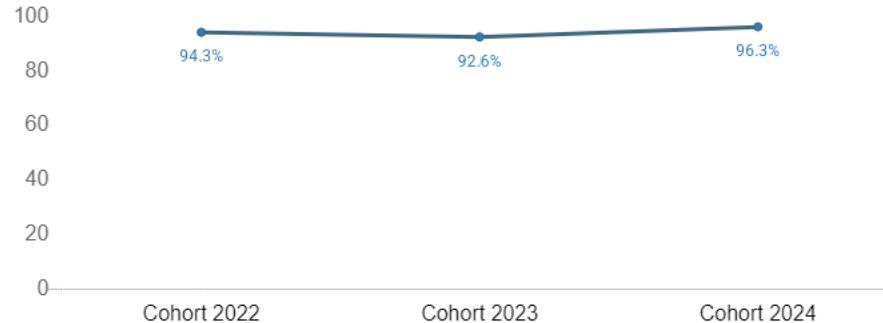
To be included as a graduate in the federal version of the graduation rate, students must have met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless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

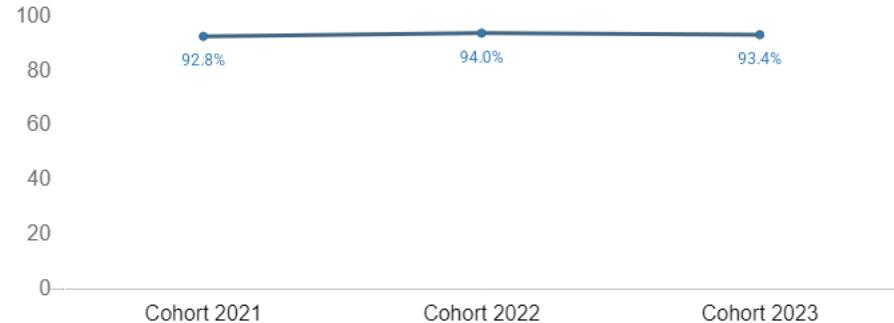
### Graduation Rate Trends and Progress

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	94.3%	92.6%	96.3%	92.8%	94.0%	93.4%
Statewide Graduation Rate	90.9%	91.1%	91.3%	92.5%	92.7%	92.6%

## Graduation/ Postsecondary

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

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

To be included as a graduate in the federal version of the graduation rate, students must have 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	96.3%	2.0%	1.6%	91.3%	3.8%	4.9%
White	97.9%	1.1%	1.1%	95.0%	2.6%	2.5%
Hispanic	89.1%	6.5%	4.3%	86.9%	4.9%	8.3%
Black or African American	*	*	*	86.5%	6.0%	7.5%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	96.7%	2.3%	1.0%
American Indian or Alaska Native	N	N	N	91.7%	3.8%	4.5%
Two or More Races	*	*	*	92.3%	3.5%	4.3%
Female	96.4%	1.8%	1.8%	93.1%	2.8%	4.1%
Male	96.3%	2.2%	1.5%	89.5%	4.7%	5.7%
Non-Binary/Undesignated Gender	N	N	N	86.7%	3.3%	10.0%
Economically Disadvantaged Students	93.4%	4.9%	1.6%	87.1%	5.3%	7.7%
Students with Disabilities	89.6%	6.3%	4.2%	80.7%	12.5%	6.8%
Multilingual Learners	*	*	*	78.9%	7.5%	13.6%
Students experiencing homelessness	*	*	*	74.5%	11.2%	14.3%
Students in Foster Care	*	*	*	61.6%	13.1%	25.3%
Military-Connected Students	N	N	N	94.5%	2.3%	3.1%
Migrant Students	N	N	N	88.2%	3.9%	7.9%

## Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2020-2021 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students with disabilities who did not meet some or all graduation requirements because of a 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	93.4%	3.1%	3.5%	92.6%	1.7%	5.6%
White	93.5%	3.3%	3.3%	95.9%	1.5%	2.6%
Hispanic	93.1%	3.4%	3.4%	88.2%	1.9%	9.9%
Black or African American	*	*	*	88.9%	2.5%	8.7%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	97.5%	1.3%	1.2%
American Indian or Alaska Native	*	*	*	92.5%	0.0%	7.5%
Two or More Races	*	*	*	94.7%	1.0%	4.3%
Female	92.5%	1.1%	6.5%	94.4%	1.2%	4.4%
Male	94.1%	4.4%	1.5%	91.0%	2.2%	6.8%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	88.5%	5.8%	5.8%	88.8%	2.0%	9.2%
Students with Disabilities	80.0%	14.0%	6.0%	84.1%	8.2%	7.7%
Multilingual Learners	*	*	*	78.0%	2.0%	20.0%
Students experiencing homelessness	*	*	*	78.0%	3.9%	18.1%
Students in Foster Care	N	N	N	67.0%	7.5%	25.5%
Military-Connected Students	*	*	*	96.0%	0.8%	3.1%
Migrant Students	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	95.5%	0.4%	4.2%	95.8%	93.2%	1.0%	5.8%	94.2%
White	94.9%	0.5%	4.6%	95.4%	96.4%	0.9%	2.7%	97.3%
Hispanic	100.0%	0.0%	0.0%	100.0%	88.2%	1.0%	10.8%	89.2%
Black or African American	91.7%	0.0%	8.3%	91.7%	89.6%	1.4%	9.0%	91.0%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	98.1%	0.8%	1.0%	99.0%
American Indian or Alaska Native	N	N	N	N	93.6%	0.8%	5.6%	94.4%
Two or More Races	*	*	*	*	92.9%	1.3%	5.9%	94.1%
Female	97.1%	0.0%	2.9%	97.1%	95.0%	0.6%	4.4%	95.6%
Male	93.7%	0.8%	5.6%	94.4%	91.5%	1.4%	7.1%	92.9%
Non-Binary/Undesignated Gender	N	N	N	N	*	*	*	*
Economically Disadvantaged Students	95.7%	0.0%	4.3%	95.7%	88.8%	1.1%	10.2%	89.8%
Students with Disabilities	87.5%	2.1%	10.4%	89.6%	86.6%	5.4%	8.0%	92.0%
Multilingual Learners	*	*	*	*	77.6%	0.6%	21.9%	78.1%
Students experiencing homelessness	*	*	*	*	76.2%	1.4%	22.4%	77.6%
Students in Foster Care	N	N	N	N	64.1%	3.5%	32.4%	67.6%
Military-Connected Students	N	N	N	N	92.9%	1.7%	5.4%	94.6%
Migrant Students	N	N	N	N	67.1%	2.4%	30.5%	69.5%

## Graduation/ Postsecondary

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

To be included as a graduate in the federal version of the graduation rate, students must have 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 Rate	2023 5-Year Federal Graduation Rate	2022 6-Year Federal Graduation Rate	State: 2024 4-Year Federal Graduation Rate	State: 2023 5-Year Federal Graduation Rate	State: 2022 6-Year Federal Graduation Rate
Districtwide	93.9%	93.0%	89.1%	87.7%	91.8%	87.0%
White	95.2%	92.9%	89.4%	91.5%	95.0%	90.0%
Hispanic	87.0%	93.1%	89.7%	83.3%	87.4%	82.1%
Black or African American	*	*	83.3%	80.9%	87.6%	80.8%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	96.1%	97.3%	96.6%
American Indian or Alaska Native	N	*	N	84.1%	92.5%	86.4%
Two or More Races	*	*	*	89.0%	93.0%	86.2%
Female	95.5%	92.5%	93.5%	90.5%	93.7%	90.6%
Male	92.5%	93.4%	84.1%	85.2%	90.0%	83.7%
Non-Binary/Undesignated Gender	N	N	N	83.3%	*	*
Economically Disadvantaged Students	90.2%	88.5%	84.1%	82.6%	87.8%	81.4%
Students with Disabilities	77.1%	78.0%	52.1%	60.2%	79.2%	51.8%
Multilingual Learners	*	*	*	77.6%	77.6%	75.7%
Students experiencing homelessness	*	*	*	67.0%	76.2%	64.6%
Students in Foster Care	*	N	N	50.4%	61.9%	47.1%
Military-Connected Students	N	*	N	91.4%	94.9%	88.4%
Migrant Students	N	N	N	85.5%	64.3%	64.6%

## Graduation/ Postsecondary

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

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

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

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	92.6%	88.9%	Met Target	88.3%	N	N
White	93.4%	89.5%	Met Target	88.9%	N	N
Hispanic	90.0%	86.6%	Met Target	86.2%	N	N
Black or African American	*	**	**	83.3%	**	**
Asian, Native Hawaiian, or Pacific Islander	*	**	**	*	**	**
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	*	**	**	*	**	**
Economically Disadvantaged Students	88.5%	84.6%	Met Target	84.1%	N	N
Students with Disabilities	76.5%	50.8%	Met Target	47.9%	N	N
Multilingual Learners	*	**	**	*	**	**

## 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	76.7%	56.4%
Substitute Competency Test	12.3%	23.3%
Portfolio Appeals Process	10.2%	19.5%
Alternate Requirements Specified in IEP	0.0%	0.0%
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	0.3%	1.0%
2022-2023	0.1%	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.

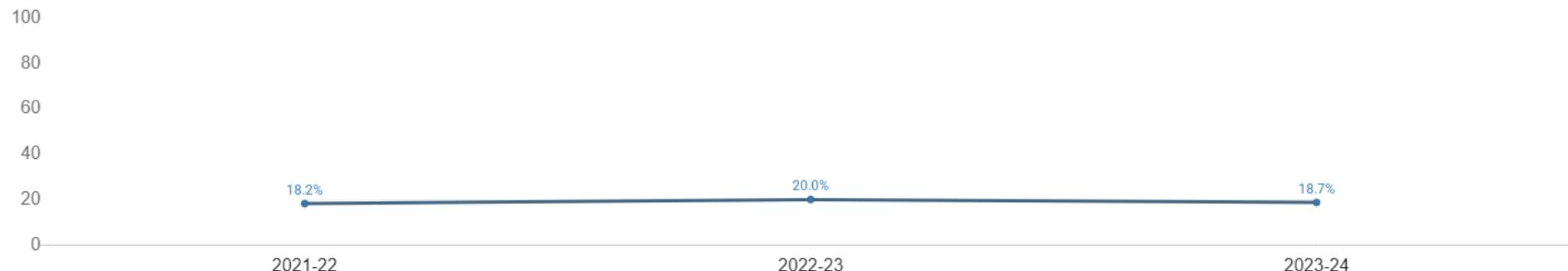
Year of Graduation	Graduates enrolled in apprenticeship programs
2023	*
2022	*
2021	*
2020	*
2019	*
2018	*
2017	*
2016	*

## 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	18.2%	20.0%	18.7%
ESSA Target (State Average for Grades Served)		18.1%	16.6%
Met ESSA Target	Not Met	Not Met	Not Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%

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### Chronic Absenteeism

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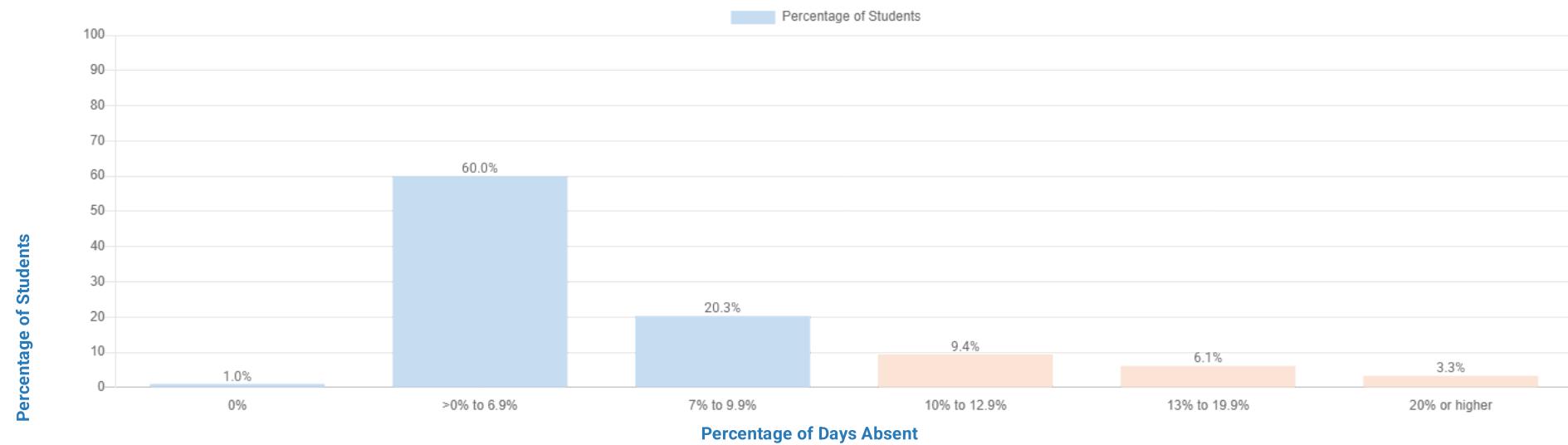
Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	531	18.7%	14.9%	Not Met
White	340	16.2%	14.9%	Not Met
Hispanic	140	26.0%	14.9%	Not Met
Black or African American	17	24.3%	14.9%	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	17.5%	14.9%	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	26	29.2%	14.9%	Not Met
Female	*	19.2%		
Male	*	18.2%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	168	30.2%	14.9%	Not Met
Students with Disabilities	185	27.0%	14.9%	Not Met
Multilingual Learners	16	29.1%	14.9%	Not Met
Students Experiencing Homelessness	9	56.3%		
Students in Foster Care	*	*		
Military-Connected Students	6	26.1%		
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.

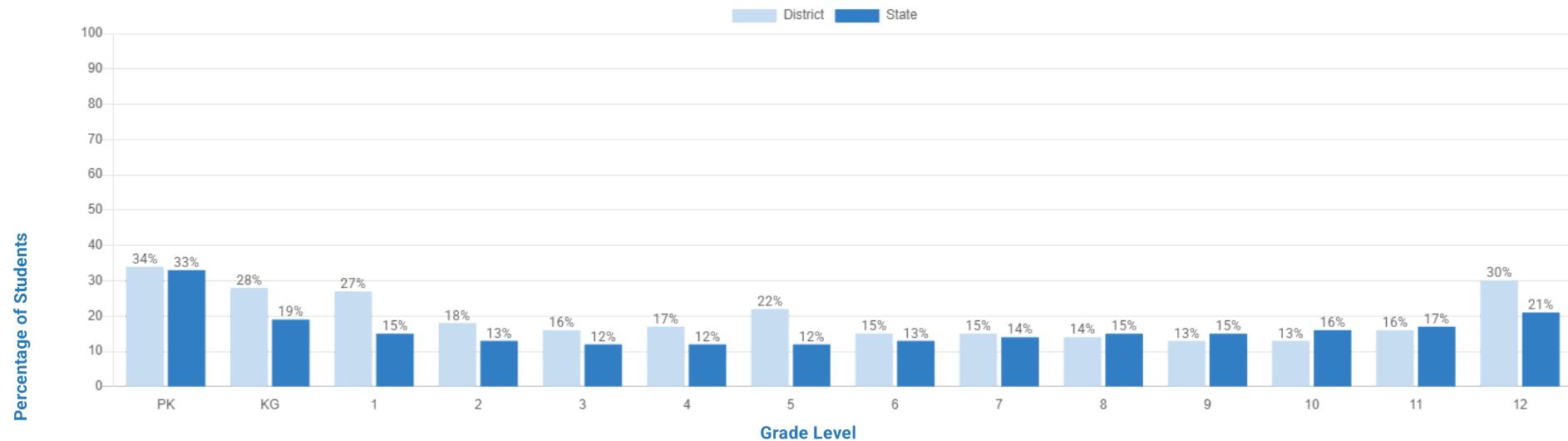


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### Chronic Absenteeism by Grade

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	9
Weapons	1
Vandalism	3
Substances	16
Harassment, Intimidation, Bullying (HIB)	29
<b>Total Unique Incidents</b>	<b>58</b>
Incidents Per 100 Students Enrolled	1.99

### Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	1
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

## 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	3	10	13
Religion	1	0	1
Ancestry	0	0	0
Gender	2	2	4
Sexual Orientation	2	3	5
Disability	0	4	4
Other	7	10	17
No Identified Nature	14		14

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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	151	7%	46	2%	159	7%	0	0%	0	0%
Hispanic	43	8%	14	2%	48	8%	0	0%	0	0%
Black or African American	10	14%	1	1%	10	14%	0	0%	0	0%
Asian	2	5%	0	0%	2	5%	0	0%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
Two or more races	9	10%	3	3%	10	11%	0	0%	0	0%
Female	*	4%	*	1%	*	4%	*	0%	*	0%
Male	*	10%	*	3%	*	11%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	75	11%	18	3%	79	12%	0	0%	0	0%
Students with disabilities	83	12%	32	5%	88	13%	0	0%	0	0%

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### Student Disciplinary Removals: By Grade Level

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Grade	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Districtwide	217	7%	64	2%	231	8%	0	0%	0	0%
PK	0	0%	0	0%	0	0%	0	0%	0	0%
KG	0	0%	0	0%	0	0%	0	0%	0	0%
1	0	0%	0	0%	0	0%	0	0%	0	0%
2	0	0%	0	0%	0	0%	0	0%	0	0%
3	0	0%	0	0%	0	0%	0	0%	0	0%
4	5	2%	0	0%	5	2%	0	0%	0	0%
5	12	6%	2	1%	12	6%	0	0%	0	0%
6	11	6%	1	0%	12	6%	0	0%	0	0%
7	34	15%	3	1%	34	15%	0	0%	0	0%
8	48	21%	7	3%	49	21%	0	0%	0	0%
9	31	14%	17	8%	36	17%	0	0%	0	0%
10	26	12%	10	5%	27	12%	0	0%	0	0%
11	19	8%	9	4%	23	9%	0	0%	0	0%
12	29	12%	15	6%	31	12%	0	0%	0	0%

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

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

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

## Climate and Environment

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

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

## Climate and Environment

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

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

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

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

## Climate and Environment

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

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

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

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

## Climate and Environment

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

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

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

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

230



## Vernon Township School District

(37-5360)

2023-2024

### Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

N No Data is available to display

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

## Climate and Environment

### Student Access to Technology and Internet

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

## 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	236	119,239
Average years experience in public schools	12.9	12.6
Average years experience in district	12.9	11.3
Number of Teachers with 4 or more years experience in the district	186	87,243
Percentage of Teachers with 4 or more years experience in the district	79.8%	73.6%
Number of out-of-field teachers	1	2,931
Percentage of out-of-field teachers	0.4%	2.5%
Number of Teachers with Provisional Credentials	25	9,065
Percentage of Teachers with Provisional Credentials	10.6%	7.6%

### Administrators – Experience

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

Category	Admin. in District	Admin. in State
Total Number of administrators	16	10,170
Average years experience in public schools	11.1	16.2
Average years experience in district	11.1	12.5
Number of Administrators with 4 or more years experience in the district	10	7,734
Percentage of Administrators with 4 or more years experience in the district	62.5%	76.8%

### Staff Counts

This table shows the number of staff members assigned to the district and state across several staff categories. The staff counts in this table reflect data submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Additionally, some staff members may be assigned to the district only, but work in multiple schools in the district. In these cases, the table may show 0 staff members assigned to the school, even though there are district staff members working in the school. The School Safety Specialists data is based on data submitted by districts in the CDS system.

Staff Category	District: Total Staff Members	State: Total Staff Members
Teachers	236	119,239
Administrators	16	10,170
Librarians/Media Specialists	1	1,160
Nurses	6	3,025
School Counselors	10	4,673
Child Study Team Members	21	9,654
School Psychologists	4	2,185
School Social Workers	3	2,750
Student Assistance Coordinators	1	400
School Safety Specialists	1	681

## Staff

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

**Key terms for staff data:**

**Teachers:** All classroom teachers

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

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

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

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

### Student and Staff Ratios

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

Ratio	District Ratio
Students to Teachers	12:1
Students to Administrators	183:1
Teachers to Administrators	15:1
Students to Librarians/Media Specialists †	2922:1
Students to Nurses †	487:1
Students to Counselors †	292:1
Students to Child Study Team Members †,††	35:1
Students to School Psychologists †	730:1
Students to School Social Workers †	974:1
Students to Student Assistance Coordinators †	2922:1
Students to School Safety Specialists †	2922:1

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

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

### Teachers and Administrators – Demographics

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

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	49.0%	70-75%	20-40%	48.0%	77.0%	57.0%
Male	51.0%	25-30%	60-80%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤5%	≤20%	≤1%	≤1%	≤1%
White	74.2%	98.7%	100.0%	38.2%	81.8%	74.5%
Hispanic	18.8%	0.8%	0.0%	34.0%	8.6%	8.6%
Black or African American	2.4%	0.0%	0.0%	14.2%	6.4%	14.4%
Asian	1.3%	0.4%	0.0%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.4%	0.5%
Two or More Races	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.

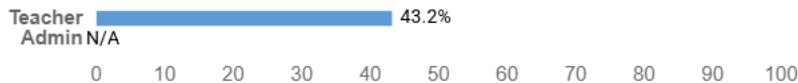
**Out-of-Field:** A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, or if the teacher has an expired certificate.

**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.

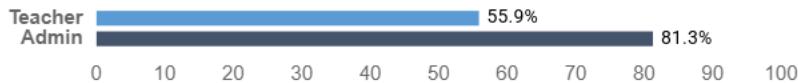
### Teachers and Administrators - Level of Education

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.

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



### 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	79.7%	89.5%
2022-23 Administrators: Same district 2023-24	63.6%	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)	58	>90%	≤10%	≤10%	98.3%	0.0%	0.0%	1.7%	0.0%	0.0%	0.0%	76.8%	48.3%	51.7%	0.0%
English/Language Arts/Literacy	18	>80%	≤20%	≤20%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	76.5%	33.3%	66.7%	0.0%
English to Speakers of Other Languages	2	*	*	*	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%	50.0%	0.0%
Mathematics	22	40-60%	40-60%	≤20%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	86.4%	18.2%	77.3%	4.5%
Science	13	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	76.9%	30.8%	61.5%	7.7%
Social Studies/History	13	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	92.3%	15.4%	84.6%	0.0%
World Language	4	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%	50.0%	50.0%	0.0%
Visual and Performing Arts	21	40-60%	40-60%	≤20%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	76.2%	47.6%	52.4%	0.0%
Health/Physical Education	15	20-40%	60-80%	≤20%	93.3%	6.7%	0.0%	0.0%	0.0%	0.0%	0.0%	93.3%	73.3%	26.7%	0.0%
Family & Consumer Sciences	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
Computer Science/IT	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%
Industrial Arts	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
Career and Technical Education	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
Special Education	72	75-80%	20-25%	≤5%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	80.3%	47.2%	52.8%	0.0%
Bilingual	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N

## Per-Pupil Expenditures

### Per-Pupil Expenditures by Source

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

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

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

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

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

Vernon Twp	Federal	State & Local	Total	ADE**
District Level Total Expenditures	\$850	\$18,063	\$18,913	2,893.5
District Level Central Expenditures		\$4,371	\$4,371	2,893.5
Vernon Township High School	\$921	\$14,568	\$15,489	902.7
Cedar Mountain Primary School	\$294	\$13,737	\$14,031	428.7
Glen Meadow Middle School	\$1,512	\$12,250	\$13,762	642.5
Lounsbury Hollow School	\$670	\$13,775	\$14,445	423.9
Rolling Hills Primary School	\$485	\$12,599	\$13,084	400.7
Walnut Ridge School	\$537	\$19,176	\$19,713	95.0
-				

## 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	42.6%	42.0%	48.0%
Math Proficiency	33.3%	36.1%	36.8%
ELA Growth†	28	48	50
Math Growth†	51	50	49
4-Year Graduation Rate (Prior Year)††	90.9%	88.6%	92.6%
5-Year Graduation Rate (Prior Year)††	94.5%	91.3%	88.3%
Progress toward English Language Proficiency	40.0%	31.0%	36.0%
Chronic Absenteeism	18.2%	20.0%	18.7%

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

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

## Accountability

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

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

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

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

†Target was met within a confidence interval.

## Narrative

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



### Highlights:

- The district in 2023-2024 offered in person learning.
- The district, with BOE support, created a Long Term Facilities Study to address the concerns that many of our buildings have not addressed in the past five years due to state cuts in funding.
- The district hired more ESL teachers and created an ELL Coordinator role to support multilingual learners, ensuring consistent program oversight and addressing academic and linguistic needs.



### Mission, Vision, Theme:

The Vernon Educational Community embraces the seismic changes in education and offers our students real, active opportunities based on pathways in education, whether to work, service to country, community college, trade organizations or four-year undergraduate degrees. We have a comprehensive high school that offers 8 CTE programs as well as 22 AP classes. District wide, we embrace the advent of technology and strive to create classrooms where students are engaged in their learning and challenged to see education as a process instead of a product. To that end, in grades K-12 every child has a Chromebook.



### Awards, Recognition, Accomplishments:

In 2023/2024, 278 exams were administered, with 214 exams having a score of 3 or higher. There were 136 AP students. Of the total number of students taking AP exams, 106 students (78%) earned at least one score of 3 or above. Top students in the past two years were accepted into Penn State, Rensselaer Polytechnic Institute, Embry-Riddle Aeronautical University, Cornell University, Bard College, Bucknell University, Lehigh University, Boston University, Northeastern University, Stevens Institute of Technology, and Vassar College.

## Narrative

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### Courses, Curriculum, Instruction:

Vernon Township High School has a Freshman Academy, Gifted and Talented Program and 34 concurrent credit offerings with Rutgers, Seton Hall University, and Sussex County Community College. The high school has 8 CTE programs including Allied Health, Engineering, Computer Science, Graphic Design, Manufacturing Technology, Marketing, Hospitality, and Cosmetology. The District has a one-to-one Chromebook Initiative in grades K-12 and a Life Skills Program for Special Education Students.



### Sports and Athletics:

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

Vertical response to children staying actively in sports throughout elementary middle and high school. Working in a cooperative manner the township program to keep our students active and competitive. Creating a clear vision of what success might look like for the student athlete from elementary school to high school. To engender parity for all students in each of the sports.



### Clubs and Activities:

Academic Decathalon, Art, Brass Choir, Chamber Orchestra, HOSA, FBLA, DECA, TSA, Chaticleer, Coding Club, Color Guard, Fall and Spring Drama, French, Spanish and Italian Honor Societies, Orchestra, Gay-Straight Alliance, Key Club, Literary Magazine, Marching Band, Math League, Math NHS, Model Congress, Model UN, Music Production, National Honor Society, Tri-Music Honor Society, Art Honor Society.

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### Before and After School Programs:

Stage Crew for the Musical, Wrestling, Baseball, Golf, Jazz Band, Lacrosse, Soccer, Tennis, Volleyball, Weight Room, Basketball, Bowling, Ice Hockey, Indoor and Outdoor Track, Skiing, Stage Crew, Peer, Percussion Ensemble, Robotics, Saxophone Ensemble, Science Honor Society, Student Council, Thespian Honor Society, Tri-M Music Honor Society, Yearbook, Cheerleading, Cross Country, Field Hockey



### Staff and Professional Learning:

The Vernon Township School District offers many professional developmental opportunities for its staff. The district allows teachers 15 credits of graduate work a year which is reimbursed at the state college graduate rate after completing the course (s) with an A or B grade. Vernon Township School District also offers professional classes like the SUmmer Academy in the summer time for its staff. The classes that are offered are taught by staff members including our district instructional coaches and administrators.



### Postsecondary Information:

The Vernon Township School District celebrates the diverse achievements of the Class of 2024. All students have met state graduation requirements, pursuing a variety of academic, professional, and technical paths. Higher Education: 77.9% will attend two- or four-year colleges, including prestigious institutions like Bucknell, Northeastern, Penn State, Virginia Tech, Maryland, and Vassar, studying fields from engineering and biology to business and pre-law. Locally, Sussex County Community College and County College of Morris remain popular. Workforce: 17.9% have secured employment in fields such as cosmetology, plumbing, HVAC, and coding. Trade Schools: 7.7% will attend institutions like Lincoln Tech and Universal Technical Institute. These outcomes showcase the district's commitment to preparing students for success in diverse postsecondary pathways.

## Narrative

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### Student Supports and Services:

Vernon Township Schools have the following programs: preschool inclusion, preschool disabled, Emotional Regulation Classes, ABA classes, Language and Learning Disabled classes, Pull-Out Resource classes, In Class Resource classes and General Ed. classes with support. Life Skills/LLD classes are available at the high school and Glen Meadow. Tutoring and intervention programs are also available. The Child Study Team (CST) at our schools provide support for students who may benefit from additional academic, behavioral or emotional assistance. Through a collaborative approach, the CST works with teachers, parents, and specialists to assess each student's needs and develop tailored strategies and interventions. These may include personalized learning plans, accommodations, or referrals to outside services. The team ensures that every student has the resources and support necessary to succeed academically and socially, fostering a positive and inclusive learning environment for all.



### Student Health and Wellness:

Programs Promoting Student Health and Wellness: The district offers a variety of programs to support the health and wellness of students. These include one-on-one health education sessions, in-class health lessons, informational pamphlets, and referrals to additional services when needed. Students also benefit from nutrition and breakfast programs aligned with the State Child Nutrition Program guidelines. Daily Physical Activity Opportunities: Students engage in diverse physical activities throughout the school day to promote fitness and well-being. These include structured physical education classes, recess, and activities such as walking, running, and playing on the playground. Additional opportunities include access to the weight room, cardio room, and classroom-based physical activities.



### Parent and Community Involvement:

The district prioritizes family engagement through a comprehensive initiative aimed at fostering strong connections between families and our schools. We provide welcome packets for visiting parents, offer building tours for new families, and host open houses to ensure a smooth transition into our school community. Our district-wide communication tools include a mobile app for instant access to news and updates, podcasts shared via instant messenger, and regular reports from buildings and principals posted on our website. To further strengthen family involvement, we host district-wide family nights focusing on Language Arts, Math, and Engineering, offering opportunities for collaborative learning and fun. Additionally, we maintain an active presence on social media platforms such as Facebook and "X" to keep families informed and engaged.

## Narrative

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### Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Parents. All six schools in the district administer a school climate survey that gathers feedback on key areas such as safety, facilities, teacher support, scheduling, availability of extra help, conflict resolution, curriculum, and after-school activities. Overall, the results indicate that parents feel positively about their children's teachers, recognizing them as supportive and attentive to student needs.



### Facilities:

The district consists of six schools, with the oldest being Walnut Ridge (built in 1957) and the newest, Cedar Mountain, constructed in 1986. Over the past seven years, the district has implemented a Library Initiative, upgrading all libraries into state-of-the-art media centers. A comprehensive one-to-one Chromebook program provides devices for all students in grades K-12, with over 2,900 Chromebooks deployed. The district is fully wireless, supported by over 700 access points across all buildings. Additionally, a district-wide initiative is underway to renew and upgrade all instructional interactive boards in each classroom, ensuring cutting-edge technology supports teaching and learning.



### School Safety:

The Vernon Township School District prioritizes safety for all students and staff. A School Resource Officer from the Vernon Police Department is assigned to all schools, supported by a formal agreement. Each school also has an armed retired police officer on-site during school hours. Advanced security measures include camera systems monitoring interiors and some exteriors, with footage archived for 30 days. Schools feature two layers of locked, monitored entrances. Raptor Visitor Management software tracks visitors, cross-referencing a national database of registered sex offenders and issuing alerts for custody concerns. Monthly fire and security drills, including active shooter and lockdown scenarios, are conducted with Vernon Police participation, ensuring preparedness and collaboration.

## Narrative

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### Technology and STEM:

The Vernon Township School District integrates technology education across all grades to prepare students for a digital future. In grades K-5, students learn technology basics, internet safety, and coding. Middle school students expand on these skills through courses like coding and design. At the high school level, students choose from eight Career and Technical Education (CTE) programs, including Engineering, Graphic Arts, Computer Science, and more. They can also join extracurriculars like the award-winning Robotics team. A one-to-one Chromebook program ensures all K-12 students have access to devices. Professional development helps staff integrate technology effectively, supported by a dedicated technology coach to enhance instruction.



### Early Childhood Education:

The Vernon Township School District currently offers a half-day preschool program for 3- and 4-year-olds, serving over 100 students. Approximately half of the enrolled students transition into our program from Early Intervention services and attend tuition-free. General education peers participate at a cost of \$400 per month or \$4,000 per year. The program follows the NJDOE-approved Tools of the Mind curriculum, recognized as an exemplary model of early childhood education. Beginning in the 2024-2025 school year, we are excited to transition to a full-day, tuition-free preschool program, made possible through preschool expansion funding awarded by the state. This initiative will allow us to provide even greater access to high-quality early childhood education, supporting the developmental and academic growth of all students in our community.



### Attendance:

In the summer of 2021, the Vernon Township School District used ESSER funds to create a K-12 Summer Program focused on Acceleration and Enrichment to address COVID-19 learning loss. The program supported students needing multisensory instruction to strengthen foundational skills while introducing concepts for the next grade's literacy and math curriculum. It also provided social-emotional learning (SEL) support, helping students begin the 2021-2022 school year with confidence. Trauma-Informed Teams were established in each school, using the Circle of Courage model to address SEL needs. During the 2021-2022 school year, the district expanded after-school clubs and sports, increasing student participation. Glen Meadow Middle School launched as a 21st Century Community Learning Center (21st CCLC) with NJDOE funding. ESSER funds continue to provide vital academic and SEL supports, ensuring success in and out of the classroom.

## Narrative

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### Other Information:

The Vernon Township School District is proud to offer a wide range of exceptional academic and extracurricular opportunities. You can explore our high school and its offerings in this YouTube video (<https://www.youtube.com/watch?v=Y9Af02GWhug>). As a choice school district, we have 13 seats available for choice students, all of which are currently filled. Our district is fully wireless, and a major one-to-one Chromebook initiative ensures that every student from grades K-12 has their own Chromebook. At the high school, students have access to 22 Advanced Placement (AP) courses and an impressive 34 concurrent credit offerings, providing them with opportunities to earn college credits while in high school. Additionally, we offer eight Career and Technical Education (CTE) programs in Cosmetology, Computer Science, Engineering, Manufacturing Technology, Hospitality Management, Marketing, Graphic Design, and Allied Health. Students interested in coding can participate in after-school coding clubs. The district also boasts a first-rate Theater Program, which features fall and spring productions at the high school and annual productions at the middle school. Our music program is recognized as superior, offering a diverse array of ensembles, including Brass Choir, Orchestra, Marching Band, Les Chanteuses, Choir, Chanticleer, Clarinet Choir, and Chamber Orchestra, enriching the cultural and artistic lives of our students.