



County: Union
District: Elizabeth Public Schools
500 North Broad Street
Elizabeth, NJ 07208



28,351
Total Students



2023-2024
Superintendent: Dr. Olga Hugelmeyer
[District Website](#)
908-436-6131

PK-12
Grades Offered

Overview & Resources

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

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

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

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

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

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

Overview & Resources

District Contact Information

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

Type	Contact Information
County	Union
District	Elizabeth Public Schools
Superintendent Name	Dr. Olga Hugelmeyer
Address	500 North Broad Street, Elizabeth, NJ 07208
Phone Number	908-436-6131
Email Address	hugelmol@epsnj.org
Website	www.epsnj.org
Facebook	https://www.facebook.com/epsnj
Twitter	https://twitter.com/epsBOARD

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
Abraham Lincoln School No. 14	KG-08
Admiral William F. Halsey Jr. Health & Public Safety Academy	09-12
Alexander Hamilton Preparatory Academy	09-12
Benjamin Franklin School No. 13	KG-08
Chessie Dentley Roberts Academy School No. 30	PK-08
Christopher Columbus School No. 15	KG-08
Donald Stewart Early Childhood Center No 51	PK-PK
Dr. Albert Einstein Academy School No. 29	PK-08
Dr. Antonia Pantoja School No. 27	PK-08
Dr. Martin Luther King Jr. Early Childhood Center No 52	PK-PK
Dr. Orlando Edreira Academy School No. 26	PK-08
Elizabeth High School - Frank J. Cicarell Academy	09-12
Elmora School No. 12	PK-08
Frances C. Smith Early Childhood Center No 50	PK-PK
George Washington Academy School No. 1	PK-08
iPrep Academy School No 8	KG-08
J. Christian Bollwage Finance Academy	09-12
Jerome Dunn Academy No 9	KG-08
John E. Dwyer Technology Academy	09-12
John Marshal School No. 20	KG-08
Joseph Battin School No 4	PK-08
Juan Pablo Duarte - Jose Julian Marti School No 28	PK-08
K. Johnson, D. Vaughan, and M. Jackson STEM Academy	09-12
Mabel G. Holmes School No. 5	PK-08
Madison Monroe School No. 16	PK-08
Nicholas Murray Butler Academy School No. 23	KG-08
Nicholas S. Lacorte-Peterstown School No. 3	KG-08
Robert Morris School No. 18	KG-08
Sonia Sotomayor School No 25	KG-08
Terence C. Reilly School No 7	PK-08

Overview & Resources

Schools in this District

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School Name	Grades Offered
Thomas A. Edison Career and Technical Academy	09-12
Thomas Jefferson Arts Academy	09-12
Toussaint L'Ouverture-Marquis de Lafayette School No. 6	PK-08
Victor Mravlag School No. 21	PK-08
William F. Halloran School No. 22	PK-08
Winfield Scott School No. 2	PK-08
Woodrow Wilson School No. 19	PK-08

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	3,129	3,255	3,132
KG	1,885	1,807	1,926
1	1,853	1,965	1,858
2	1,805	1,906	1,986
3	1,870	1,833	1,922
4	1,913	1,881	1,858
5	1,915	1,899	1,925
6	1,918	1,951	1,911
7	2,037	1,948	1,953
8	2,042	2,054	2,013
9	2,376	2,233	2,142
10	1,703	2,059	2,025
11	1,605	1,715	1,951
12	1,591	1,577	1,749
Total	27,642	28,083	28,351

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	50.0%	50.0%	50.0%
Male	50.0%	50.0%	50.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	76.3%	77.2%	78.9%
Students with Disabilities	11.9%	11.8%	12.1%
Multilingual Learners	26.8%	30.0%	33.1%
Students Experiencing Homelessness	0.9%	1.1%	0.8%
Students in Foster Care	0.2%	0.1%	0.1%
Military-Connected Students	0.0%	0.1%	0.1%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial And Ethnic Group	2021-22	2022-23	2023-24
White	7.2%	6.7%	6.4%
Hispanic	75.0%	76.6%	77.1%
Black or African American	15.8%	14.9%	14.8%
Asian	1.7%	1.6%	1.5%
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	0.0%	0.0%	0.0%

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 Full / Half Day PK and KG

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

Grade	2021-22	2022-23	2023-24
PK - Half Day	0	0	0
PK - Full Day	3,129	3,255	3,132
KG - Half Day	0	0	0
KG - Full Day	1,885	1,807	1,926

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.

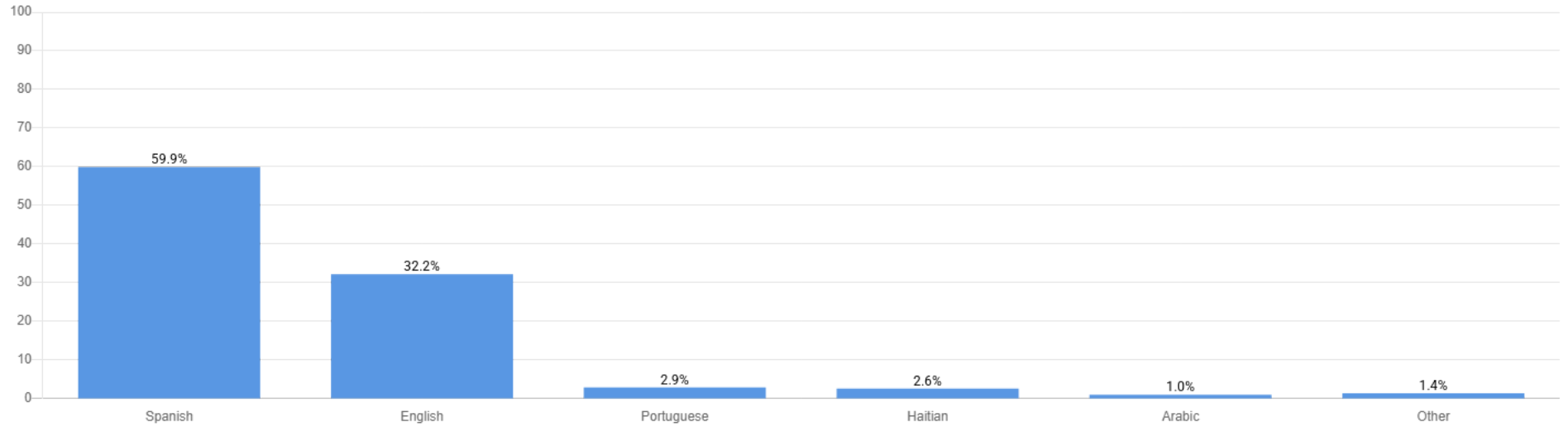
Enrollment Status	2021-22	2022-23	2023-24
Full Time Students	27,640	28,080	28,346
Shared Time Students	2	5	7
Full Time Equivalent	27,641	28,083	28,350

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.

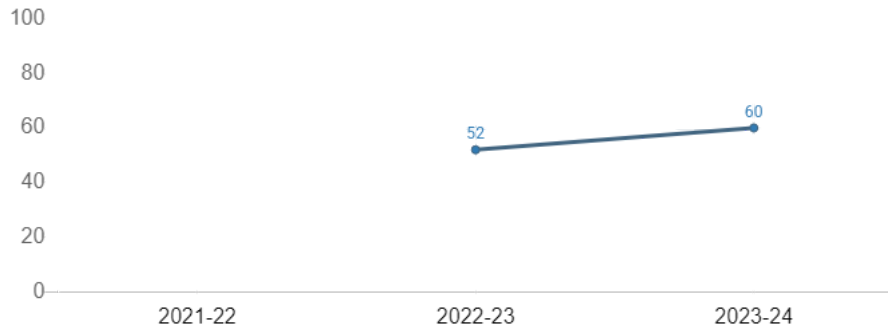
Important Note for 2023-24: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022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

Student Growth Trends and Progress

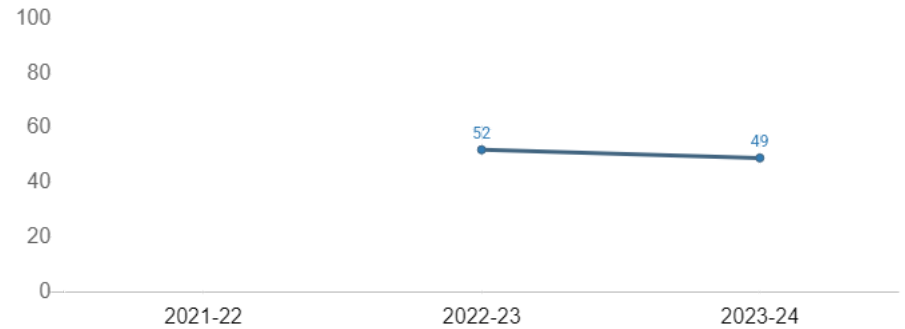
These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

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		52	60		52	49
Met Standard (40-59.5)?		Met Standard	Exceeds 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	60	50	Exceeds Standard	49	50	Met Standard
White	61	50	Exceeds Standard	50	51	Met Standard
Hispanic	60	49	Exceeds Standard	50	48	Met Standard
Black or African American	57	47	Met Standard	43	46	Met Standard
Asian, Native Hawaiian, or Pacific Islander	69.5	59	Exceeds Standard	49.5	60	Met Standard
American Indian or Alaska Native	*	50	**	*	50	**
Two or More Races	N	50	**	N	51	**
Female	61	52		49	50	
Male	58	48		48	50	
Non-Binary/Undesignated Gender	*	44		*	45.5	
Economically Disadvantaged Students	60.5	48	Exceeds Standard	49	48	Met Standard
Students with Disabilities	53	43	Met Standard	38	44	Not Met
Multilingual Learners	59	50	Met Standard	52	50	Met Standard
Students Experiencing Homelessness	64.5	43		25	45	
Students in Foster Care	*	40		*	47	
Military-Connected Students	*	47.5		*	51	
Migrant Students	N	53		N	44	

Student Growth

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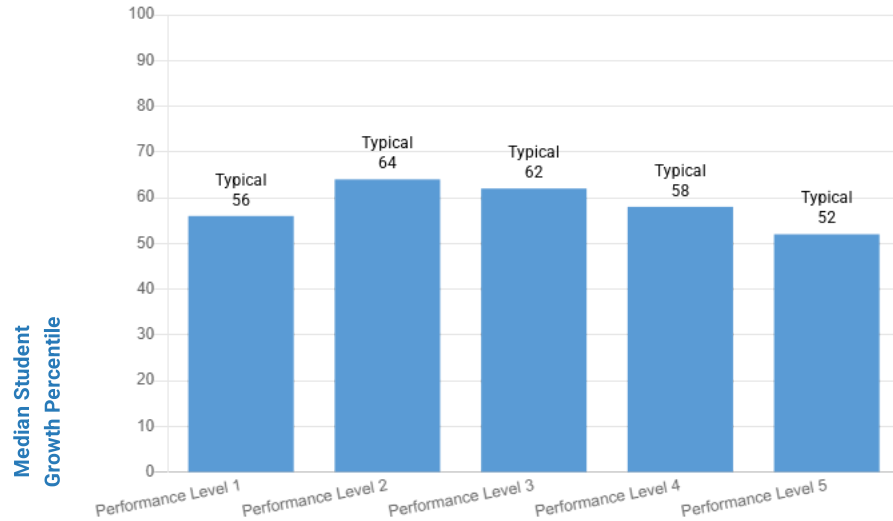
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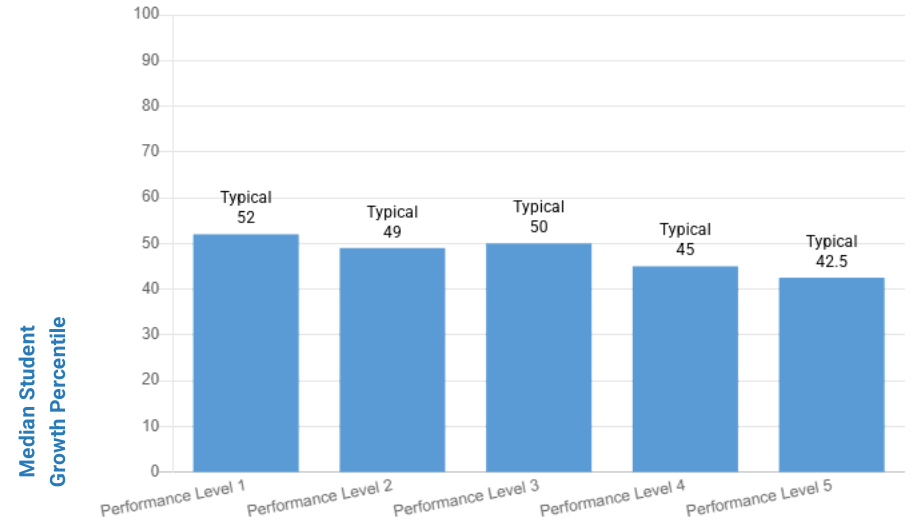
Student Growth by Performance Level

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

ELA



Math



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

Student Growth

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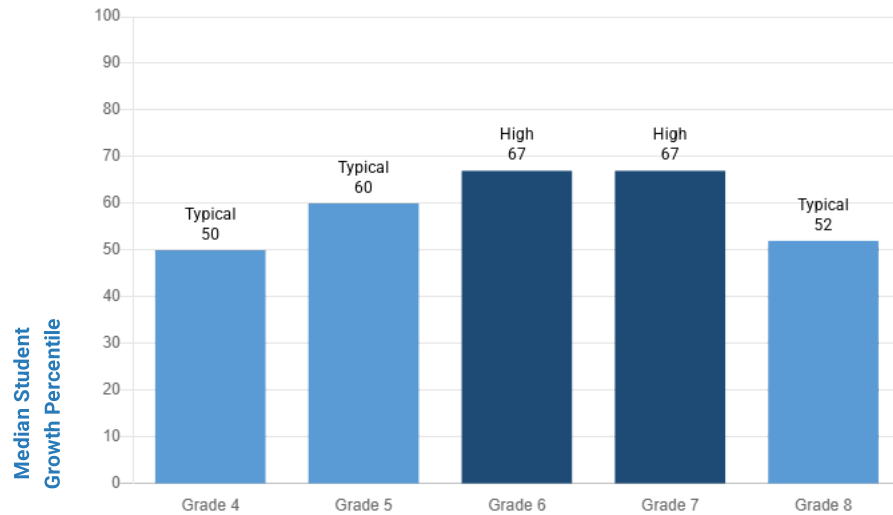
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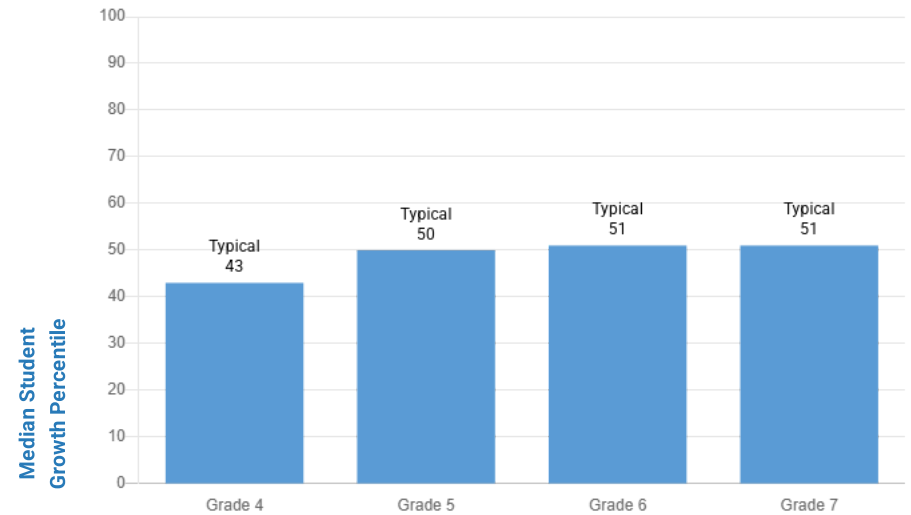
Student Growth by Grade

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

ELA



Math



Academic Achievement

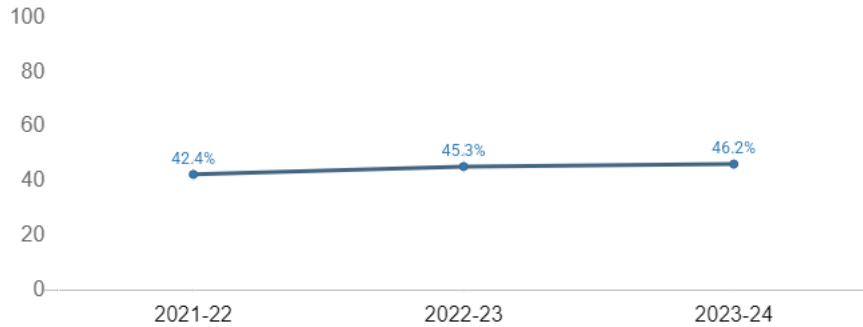
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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.

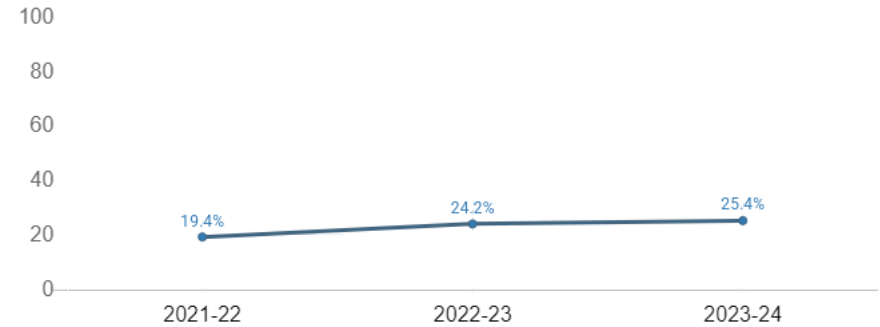
English Language Arts and Mathematics Performance Trends

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	99.1%	99.1%	99.1%	98.4%	98.6%	99.1%
Proficiency Rate for Federal Accountability	42.4%	45.3%	46.2%	19.4%	24.2%	25.4%
Annual Target	49.2%	51.1%	47.1%	38.5%	41.1%	26.7%
Met Annual Target?	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

† Target was met within a confidence interval.

Academic Achievement

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	12,421	99.1%	46.2%	52.2%	46.2%	47.1%	Not Met
White	843	98.6%	60.7%	61.8%	60.7%	59.2%	Met Target
Hispanic	9,490	99.3%	45.1%	38%	45.1%	47%	Not Met
Black or African American	1,857	98.7%	42.2%	35.9%	42.2%	39.6%	Met Target
Asian, Native Hawaiian, or Pacific Islander	224	99.6%	69.6%	79.9%	69.6%	63.9%	Met Target
American Indian or Alaska Native	*	*	*	51.2%	*	**	**
Two or More Races	*	*	*	59.4%	*	**	**
Female	*	99.1%	50.1%	57.7%	50.1%		
Male	*	99.2%	42.3%	47%	42.3%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	8,768	99.2%	44.5%	34.6%	44.5%	45.2%	Met Target†
Non-Economically Disadvantaged Students	3,653	98.9%	50.3%	62.8%	50.3%		
Students with Disabilities	1,538	98.1%	19.6%	19.8%	19.6%	22%	Not Met
Students without Disabilities	10,883	99.3%	50%	59.4%	50%		
Multilingual Learners	4,931	99.6%	29.6%	23.1%	29.6%	31.9%	Not Met
Non-Multilingual Learners	7,490	98.8%	57.1%	56.2%	57.1%		
Students Experiencing Homelessness	55	97%	40%	21.9%	40%		
Students in Foster Care	*	*	*	19.3%	*		
Military-Connected Students	*	*	*	48.2%	*		
Migrant Students	*	*	*	13.3%	*		

† Target was met within a confidence interval.

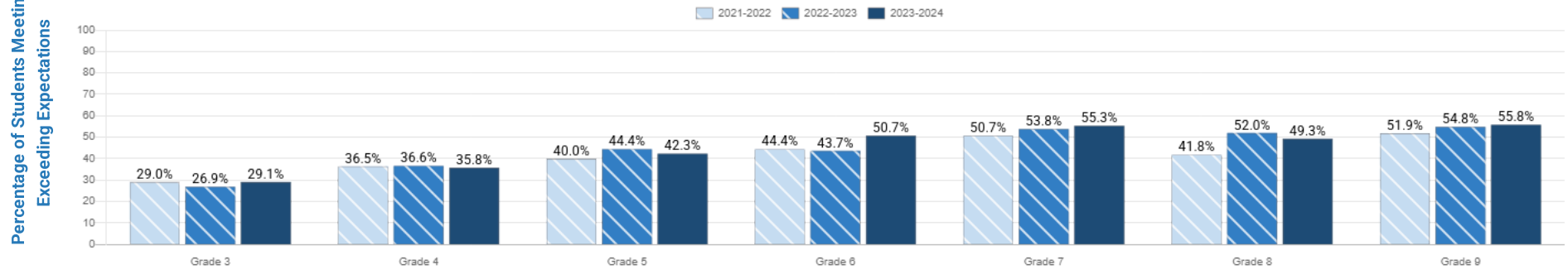
Academic Achievement

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English Language Arts Assessment - Performance Trends

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



Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 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	1,757	724	741	34%	17%	20%	25%	4%	29%	44%
White	128	740	751	20%	22%	16%	37%	6%	43%	53%
Hispanic	1,346	722	724	36%	16%	21%	24%	4%	28%	29%
Black or African American	254	725	725	32%	20%	20%	23%	4%	28%	29%
Asian, Native Hawaiian, or Pacific Islander	28	755	770	7%	18%	18%	46%	11%	57%	70%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	46%
Two or More Races	*	*	751	*	*	*	*	*	*	52%
Female	*	728	746	31%	17%	19%	27%	5%	33%	48%
Male	*	720	736	36%	17%	22%	23%	3%	25%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	1,253	722	722	36%	17%	21%	23%	4%	27%	26%
Non-Economically Disadvantaged Students	504	730	753	28%	17%	20%	29%	5%	34%	55%
Students with Disabilities	197	692	710	*	*	*	*	*	*	18%
Students without Disabilities	1,560	728	747	30%	17%	22%	27%	4%	32%	49%
Multilingual Learners	*	705	704	50%	18%	17%	14%	1%	15%	13%
Non-Multilingual Learners	*	739	746	21%	16%	23%	34%	6%	40%	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	1,686	734	749	21%	21%	22%	27%	9%	36%	51%
White	113	747	758	12%	17%	19%	37%	14%	51%	61%
Hispanic	1,300	733	734	22%	21%	23%	26%	9%	34%	35%
Black or African American	240	732	733	21%	23%	21%	25%	9%	34%	34%
Asian, Native Hawaiian, or Pacific Islander	30	745	776	7%	17%	27%	43%	7%	50%	78%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	51%
Two or More Races	*	*	757	*	*	*	*	*	*	60%
Female	*	736	752	20%	21%	21%	29%	9%	38%	54%
Male	*	732	745	22%	21%	23%	25%	9%	34%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	1,235	731	731	23%	22%	23%	25%	8%	32%	32%
Non-Economically Disadvantaged Students	451	742	760	17%	17%	21%	32%	13%	45%	63%
Students with Disabilities	193	706	720	*	*	*	*	*	*	21%
Students without Disabilities	1,493	738	755	18%	20%	23%	29%	10%	39%	57%
Multilingual Learners	*	716	711	34%	27%	21%	16%	2%	18%	13%
Non-Multilingual Learners	*	747	753	11%	17%	23%	34%	14%	49%	55%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	20%
Students in Foster Care	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	*	*	747	*	*	*	*	*	*	49%
Migrant Students	*	*	713	*	*	*	*	*	*	23%

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	1,771	739	750	21%	15%	22%	34%	8%	42%	52%
White	134	754	760	8%	14%	22%	40%	15%	55%	63%
Hispanic	1,330	738	736	22%	15%	22%	34%	7%	41%	37%
Black or African American	269	734	734	26%	16%	21%	30%	7%	37%	35%
Asian, Native Hawaiian, or Pacific Islander	37	762	778	5%	5%	27%	51%	11%	62%	80%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	*	*	757	*	*	*	*	*	*	60%
Female	*	745	755	16%	14%	23%	38%	9%	47%	57%
Male	*	734	745	26%	17%	20%	31%	6%	37%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	1,275	739	732	21%	16%	22%	35%	7%	42%	33%
Non-Economically Disadvantaged Students	496	742	761	21%	14%	21%	34%	10%	44%	64%
Students with Disabilities	191	712	719	43%	21%	18%	17%	1%	18%	20%
Students without Disabilities	1,580	743	756	18%	15%	22%	37%	9%	45%	59%
Multilingual Learners	591	714	705	40%	22%	22%	15%	1%	16%	*
Non-Multilingual Learners	1,180	752	754	12%	12%	21%	44%	11%	55%	57%
Students Experiencing Homelessness	*	*	718	*	*	*	*	*	*	22%
Students in Foster Care	*	*	721	*	*	*	*	*	*	20%
Military-Connected Students	*	*	747	*	*	*	*	*	*	48%
Migrant Students	*	*	721	*	*	*	*	*	*	20%

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 6

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	1,751	747	751	13%	14%	22%	37%	14%	51%	53%
White	107	766	760	6%	7%	18%	40%	29%	69%	63%
Hispanic	1,354	747	738	13%	14%	22%	38%	13%	51%	39%
Black or African American	262	740	735	15%	20%	25%	29%	11%	40%	35%
Asian, Native Hawaiian, or Pacific Islander	27	769	778	7%	0%	11%	56%	26%	81%	82%
American Indian or Alaska Native	*	*	748	*	*	*	*	*	*	49%
Two or More Races	*	*	758	*	*	*	*	*	*	60%
Female	*	752	756	8%	14%	22%	38%	17%	55%	59%
Male	*	743	746	18%	14%	21%	36%	11%	47%	48%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	1,258	746	735	13%	15%	23%	37%	12%	49%	35%
Non-Economically Disadvantaged Students	493	751	761	13%	12%	20%	35%	19%	55%	65%
Students with Disabilities	180	716	719	34%	26%	26%	12%	2%	14%	17%
Students without Disabilities	1,571	751	758	11%	13%	22%	40%	15%	55%	60%
Multilingual Learners	536	721	707	28%	26%	27%	17%	1%	18%	*
Non-Multilingual Learners	1,215	759	754	7%	9%	20%	46%	19%	65%	57%
Students Experiencing Homelessness	12	741	724	17%	8%	17%	58%	0%	58%	23%
Students in Foster Care	*	*	724	*	*	*	*	*	*	22%
Military-Connected Students	*	*	754	*	*	*	*	*	*	55%
Migrant Students	*	*	712	*	*	*	*	*	*	29%

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 7

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	1,812	751	752	14%	11%	19%	33%	22%	55%	54%
White	109	768	761	8%	9%	9%	33%	40%	73%	64%
Hispanic	1,381	750	737	15%	11%	19%	33%	22%	55%	39%
Black or African American	290	746	734	13%	15%	23%	35%	14%	49%	37%
Asian, Native Hawaiian, or Pacific Islander	30	771	785	7%	7%	10%	47%	30%	77%	84%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	51%
Two or More Races	*	*	759	*	*	*	*	*	*	60%
Female	*	755	758	12%	11%	19%	33%	24%	58%	60%
Male	*	747	746	17%	11%	20%	33%	19%	53%	48%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	1,254	750	734	14%	12%	19%	34%	21%	55%	36%
Non-Economically Disadvantaged Students	558	753	762	15%	9%	20%	32%	25%	56%	64%
Students with Disabilities	183	718	715	36%	18%	26%	14%	6%	20%	18%
Students without Disabilities	1,629	755	759	12%	10%	19%	35%	24%	59%	61%
Multilingual Learners	511	717	700	35%	19%	25%	18%	2%	21%	*
Non-Multilingual Learners	1,301	764	756	6%	8%	17%	39%	30%	69%	58%
Students Experiencing Homelessness	12	744	717	25%	0%	25%	25%	25%	50%	21%
Students in Foster Care	*	*	712	*	*	*	*	*	*	17%
Military-Connected Students	*	*	747	*	*	*	*	*	*	50%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 8

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	1,866	746	751	17%	15%	19%	35%	14%	49%	53%
White	143	762	760	10%	10%	15%	40%	24%	64%	62%
Hispanic	1,457	744	736	18%	15%	19%	34%	13%	48%	39%
Black or African American	236	743	735	15%	17%	21%	37%	10%	47%	37%
Asian, Native Hawaiian, or Pacific Islander	29	775	783	14%	3%	7%	31%	45%	76%	82%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	52%
Two or More Races	*	*	757	*	*	*	*	*	*	59%
Female	*	753	759	13%	13%	18%	38%	18%	56%	60%
Male	*	739	743	21%	17%	20%	32%	11%	43%	46%
Non-binary/undesignated gender	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	1,228	743	734	18%	16%	19%	35%	12%	47%	36%
Non-Economically Disadvantaged Students	638	751	761	15%	13%	19%	36%	18%	54%	63%
Students with Disabilities	182	723	713	23%	29%	27%	19%	3%	21%	16%
Students without Disabilities	1,684	748	758	16%	13%	18%	37%	15%	52%	60%
Multilingual Learners	540	711	701	42%	23%	19%	15%	1%	16%	*
Non-Multilingual Learners	1,326	760	755	7%	11%	19%	43%	20%	63%	56%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	23%
Students in Foster Care	*	*	708	*	*	*	*	*	*	14%
Military-Connected Students	*	*	743	*	*	*	*	*	*	43%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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

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English Language Arts Assessment - Performance By Grade: Grade 9

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	1,889	753	755	16%	12%	17%	32%	24%	56%	58%
White	115	767	764	11%	6%	15%	35%	33%	68%	67%
Hispanic	1,413	752	741	15%	13%	17%	32%	23%	55%	45%
Black or African American	325	747	737	19%	11%	18%	34%	18%	52%	40%
Asian, Native Hawaiian, or Pacific Islander	36	793	789	3%	3%	8%	22%	64%	86%	87%
American Indian or Alaska Native	*	*	757	*	*	*	*	*	*	59%
Two or More Races	*	*	761	*	*	*	*	*	*	64%
Female	*	759	762	13%	10%	17%	32%	28%	60%	64%
Male	*	748	747	18%	14%	16%	32%	20%	52%	51%
Non-binary/undesignated gender	*	*	774	*	*	*	*	*	*	77%
Economically Disadvantaged Students	1,302	753	738	15%	12%	16%	33%	24%	56%	41%
Non-Economically Disadvantaged Students	587	754	764	16%	11%	18%	30%	24%	55%	67%
Students with Disabilities	148	714	717	36%	26%	18%	16%	3%	19%	19%
Students without Disabilities	1,741	756	761	14%	11%	17%	33%	26%	59%	64%
Multilingual Learners	483	718	701	35%	22%	22%	17%	4%	21%	*
Non-Multilingual Learners	1,406	765	758	9%	8%	15%	37%	31%	68%	61%
Students Experiencing Homelessness	13	736	721	23%	8%	31%	38%	0%	38%	25%
Students in Foster Care	*	*	714	*	*	*	*	*	*	20%
Military-Connected Students	*	*	749	*	*	*	*	*	*	51%
Migrant Students	*	*	683	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	13,027	99.1%	25.4%	40.2%	25.4%	26.7%	Not Met
White	853	98.6%	37.7%	51.1%	37.7%	39.8%	Met Target†
Hispanic	10,028	99.3%	25.3%	24.2%	25.3%	26.7%	Not Met
Black or African American	1,911	98.5%	17.5%	20.1%	17.5%	18.8%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	225	99.6%	46.2%	74.4%	46.2%	44.6%	Met Target
American Indian or Alaska Native	*	*	*	42%	*	**	**
Two or More Races	*	*	*	48.9%	*	**	**
Female	*	99.1%	23.2%	38.4%	23.2%		
Male	*	99.1%	27.5%	42%	27.5%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	9,270	99.2%	24.1%	21.7%	24.1%	25.3%	Not Met
Non-Economically Disadvantaged Students	3,757	99%	28.4%	51.5%	28.4%		
Students with Disabilities	1,540	98%	13.7%	16.6%	13.7%	15.9%	Not Met
Students without Disabilities	11,487	99.3%	26.9%	45.4%	26.9%		
Multilingual Learners	5,516	99.7%	20.2%	18.7%	20.2%	21.8%	Not Met
Non-Multilingual Learners	7,511	98.7%	29.1%	43.5%	29.1%		
Students Experiencing Homelessness	55	96.9%	10.9%	12.9%	10.9%		
Students in Foster Care	*	*	*	12.4%	*		
Military-Connected Students	*	*	*	38.8%	*		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

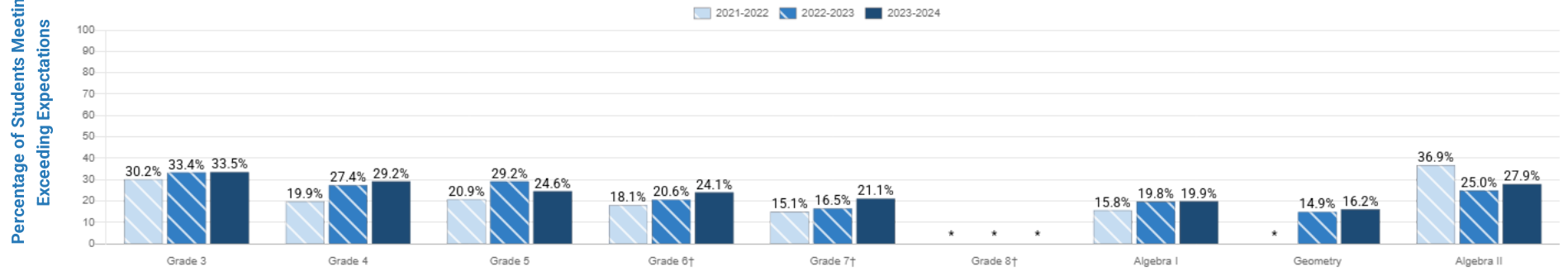
Academic Achievement

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Mathematics Assessment - Performance Trends

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



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

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	1,874	735	747	17%	22%	28%	26%	7%	34%	48%
White	131	749	757	10%	15%	27%	32%	17%	49%	60%
Hispanic	1,450	735	732	16%	22%	29%	27%	6%	33%	31%
Black or African American	264	725	728	28%	23%	24%	19%	6%	25%	27%
Asian, Native Hawaiian, or Pacific Islander	28	766	776	0%	11%	21%	46%	21%	68%	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	51%
Two or More Races	*	*	755	*	*	*	*	*	*	56%
Female	*	733	744	17%	23%	29%	25%	6%	30%	45%
Male	*	738	749	17%	20%	26%	28%	9%	37%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	734	729	17%	23%	29%	25%	7%	31%	28%
Non-Economically Disadvantaged Students	*	739	758	16%	19%	25%	30%	9%	40%	60%
Students with Disabilities	197	715	725	*	*	*	*	*	*	25%
Students without Disabilities	1,677	738	751	15%	20%	28%	28%	8%	36%	52%
Multilingual Learners	*	728	722	20%	24%	32%	22%	3%	24%	20%
Non-Multilingual Learners	*	742	751	14%	20%	24%	30%	11%	42%	52%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	17%
Students in Foster Care	*	*	719	*	*	*	*	*	*	18%
Military-Connected Students	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	727	*	*	*	*	*	*	12%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	1,802	731	744	17%	27%	27%	26%	3%	29%	45%
White	115	743	754	13%	13%	33%	37%	4%	41%	57%
Hispanic	1,401	732	730	16%	28%	27%	26%	3%	29%	28%
Black or African American	252	724	726	24%	30%	23%	21%	2%	23%	24%
Asian, Native Hawaiian, or Pacific Islander	31	738	773	6%	32%	23%	32%	6%	39%	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	50%
Two or More Races	*	*	752	*	*	*	*	*	*	54%
Female	*	730	743	18%	29%	26%	23%	4%	27%	43%
Male	*	733	746	15%	26%	27%	29%	3%	32%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	1,310	730	727	17%	29%	27%	25%	3%	27%	25%
Non-Economically Disadvantaged Students	492	735	755	17%	24%	25%	30%	4%	34%	58%
Students with Disabilities	193	712	722	33%	39%	16%	12%	0%	12%	21%
Students without Disabilities	1,609	734	749	15%	26%	28%	28%	3%	31%	50%
Multilingual Learners	*	723	718	22%	32%	27%	18%	1%	19%	14%
Non-Multilingual Learners	*	739	748	13%	23%	27%	33%	5%	38%	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	1,879	729	741	17%	30%	29%	22%	3%	25%	40%
White	136	741	751	5%	24%	36%	29%	6%	35%	53%
Hispanic	1,429	729	726	16%	31%	29%	22%	3%	25%	23%
Black or African American	276	719	722	28%	31%	24%	16%	1%	17%	19%
Asian, Native Hawaiian, or Pacific Islander	37	745	772	11%	19%	27%	30%	14%	43%	76%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	*	*	748	*	*	*	*	*	*	49%
Female	*	729	739	16%	30%	31%	21%	2%	23%	38%
Male	*	728	742	18%	30%	26%	22%	4%	26%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	1,347	728	724	17%	30%	28%	22%	2%	24%	20%
Non-Economically Disadvantaged Students	532	730	752	16%	30%	29%	21%	4%	25%	53%
Students with Disabilities	190	706	717	45%	33%	11%	11%	0%	11%	16%
Students without Disabilities	1,689	731	746	14%	29%	31%	23%	3%	26%	45%
Multilingual Learners	699	718	711	22%	40%	27%	11%	0%	11%	*
Non-Multilingual Learners	1,180	735	744	14%	24%	29%	28%	4%	33%	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	1,851	726	737	19%	30%	27%	22%	2%	24%	36%
White	108	741	746	9%	22%	23%	38%	7%	45%	47%
Hispanic	1,445	727	723	18%	30%	28%	22%	2%	24%	20%
Black or African American	269	714	718	34%	32%	19%	14%	0%	14%	15%
Asian, Native Hawaiian, or Pacific Islander	28	740	768	11%	14%	36%	32%	7%	39%	73%
American Indian or Alaska Native	*	*	735	*	*	*	*	*	*	33%
Two or More Races	*	*	743	*	*	*	*	*	*	45%
Female	*	726	736	18%	32%	28%	21%	2%	23%	34%
Male	*	727	738	21%	27%	26%	22%	3%	26%	38%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	1,322	726	721	19%	30%	29%	20%	2%	22%	17%
Non-Economically Disadvantaged Students	529	728	747	20%	28%	23%	26%	3%	29%	48%
Students with Disabilities	178	705	714	*	*	*	*	*	*	12%
Students without Disabilities	1,673	729	741	17%	29%	28%	23%	3%	26%	41%
Multilingual Learners	634	716	707	26%	37%	26%	10%	1%	11%	*
Non-Multilingual Learners	1,217	732	740	16%	26%	28%	28%	3%	31%	39%
Students Experiencing Homelessness	13	708	711	*	*	*	*	*	*	*
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	739	*	*	*	*	*	*	37%
Migrant Students	*	*	704	*	*	*	*	*	*	13%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 7

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	1,636	726	739	17%	32%	30%	20%	1%	21%	37%
White	80	735	748	18%	18%	25%	35%	5%	40%	50%
Hispanic	1,268	727	728	16%	31%	31%	21%	1%	22%	23%
Black or African American	264	717	724	24%	40%	26%	10%	0%	10%	18%
Asian, Native Hawaiian, or Pacific Islander	22	739	764	14%	23%	27%	32%	5%	36%	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	*	*	743	*	*	*	*	*	*	44%
Female	*	725	738	14%	38%	30%	17%	1%	18%	36%
Male	*	727	739	20%	26%	29%	22%	2%	25%	39%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	1,156	726	726	17%	32%	30%	19%	1%	21%	20%
Non-Economically Disadvantaged Students	480	727	747	16%	31%	30%	20%	2%	23%	48%
Students with Disabilities	176	708	716	*	*	*	*	*	*	12%
Students without Disabilities	1,460	728	743	14%	32%	31%	21%	2%	23%	43%
Multilingual Learners	595	719	714	22%	36%	28%	12%	1%	13%	*
Non-Multilingual Learners	1,041	730	741	14%	30%	30%	24%	2%	26%	40%
Students Experiencing Homelessness	11	718	716	*	*	*	*	*	*	11%
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	740	*	*	*	*	*	*	39%
Migrant Students	*	*	708	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 8

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	*	*	719	*	*	*	*	*	*	19%
White	*	*	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	*	*	719	*	*	*	*	*	*	20%
Non-binary/undesignated gender	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	*	*	711	*	*	*	*	*	*	12%
Non-Economically Disadvantaged Students	*	*	725	*	*	*	*	*	*	25%
Students with Disabilities	*	*	702	*	*	*	*	*	*	*
Students without Disabilities	*	*	724	*	*	*	*	*	*	23%
Multilingual Learners	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	*	721	*	*	*	*	*	*	21%
Students Experiencing Homelessness	*	*	704	*	*	*	*	*	*	*
Students in Foster Care	*	*	696	*	*	*	*	*	*	*
Military-Connected Students	*	*	722	*	*	*	*	*	*	19%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Performance By Test: Algebra I

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

This includes any students who were enrolled in an Algebra I course and took the Algebra I assessment in grades 7 through 12. Students in sixth grade who were enrolled in Algebra I course were required to take both the Algebra I and Grade 6 mathematics assessment. The results of their Algebra I assessment are not included in these results but will be reported when the student 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	2,312	721	738	27%	29%	24%	19%	1%	20%	40%
White	160	729	748	20%	23%	29%	28%	1%	28%	51%
Hispanic	1,819	721	723	26%	30%	24%	19%	1%	19%	23%
Black or African American	303	713	719	38%	28%	18%	16%	0%	17%	19%
Asian, Native Hawaiian, or Pacific Islander	26	740	773	15%	27%	15%	42%	0%	42%	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	*	*	746	*	*	*	*	*	*	49%
Female	*	720	737	27%	29%	23%	19%	1%	20%	39%
Male	*	721	739	27%	29%	24%	19%	1%	20%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	1,570	720	722	28%	30%	23%	19%	1%	19%	22%
Non-Economically Disadvantaged Students	742	722	747	26%	28%	25%	20%	1%	21%	50%
Students with Disabilities	203	703	710	*	*	*	*	*	*	11%
Students without Disabilities	2,109	722	743	25%	29%	25%	20%	1%	21%	45%
Multilingual Learners	889	711	705	34%	34%	21%	10%	0%	11%	*
Non-Multilingual Learners	1,423	726	741	23%	26%	25%	25%	1%	26%	43%
Students Experiencing Homelessness	10	726	712	30%	30%	20%	20%	0%	20%	13%
Students in Foster Care	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	696	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Performance By Test: Geometry

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	1,859	723	750	18%	35%	31%	16%	1%	16%	53%
White	110	728	752	15%	32%	30%	23%	1%	24%	57%
Hispanic	*	724	735	17%	35%	32%	16%	1%	17%	29%
Black or African American	282	716	733	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	35	749	765	0%	17%	31%	49%	3%	51%	77%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	66%
Two or More Races	*	*	756	*	*	*	*	*	*	63%
Female	*	723	748	18%	35%	32%	15%	0%	15%	50%
Male	*	724	752	18%	35%	30%	16%	1%	17%	57%
Non-binary/undesignated gender	*	*	752	*	*	*	*	*	*	60%
Economically Disadvantaged Students	*	723	734	19%	35%	31%	15%	1%	16%	28%
Non-Economically Disadvantaged Students	*	725	754	16%	35%	31%	17%	1%	17%	60%
Students with Disabilities	132	704	727	*	*	*	*	*	*	24%
Students without Disabilities	1,727	725	751	16%	34%	33%	17%	1%	17%	54%
Multilingual Learners	489	716	716	25%	42%	23%	10%	0%	10%	11%
Non-Multilingual Learners	1,370	726	751	15%	32%	34%	18%	1%	18%	55%
Students Experiencing Homelessness	10	719	727	10%	60%	20%	10%	0%	10%	19%
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	743	*	*	*	*	*	*	44%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Performance By Test: Algebra II

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	312	724	770	31%	21%	20%	27%	1%	28%	73%
White	25	735	771	28%	8%	24%	40%	0%	40%	75%
Hispanic	227	722	736	33%	22%	20%	23%	1%	25%	37%
Black or African American	45	722	736	29%	24%	20%	27%	0%	27%	36%
Asian, Native Hawaiian, or Pacific Islander	15	749	785	13%	13%	13%	60%	0%	60%	88%
American Indian or Alaska Native	*	*	775	*	*	*	*	*	*	83%
Two or More Races	*	*	773	*	*	*	*	*	*	74%
Female	*	719	765	34%	23%	21%	22%	0%	22%	68%
Male	*	730	776	28%	19%	19%	32%	2%	34%	78%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	220	720	733	35%	25%	17%	22%	1%	24%	33%
Non-Economically Disadvantaged Students	92	734	777	23%	12%	27%	38%	0%	38%	80%
Students with Disabilities	*	*	752	*	*	*	*	*	*	54%
Students without Disabilities	*	724	771	31%	21%	20%	27%	1%	28%	73%
Multilingual Learners	101	694	706	*	*	*	*	*	*	14%
Non-Multilingual Learners	211	739	772	16%	18%	26%	38%	1%	40%	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	50	100.0%	50	100.0%
4	58	100.0%	58	100.0%
5	51	98.1%	51	98.1%
6	55	100.0%	55	100.0%
7	45	100.0%	45	100.0%
8	47	100.0%	47	100.0%
11	41	100.0%	41	100.0%

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	3,340	*	>90%	*	<10%
3-4	2,360	*	>90%	*	<10%
5 or more	3,219	2,830	87.9%	389	12.1%

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	25.6%	22.7%	Met Target

† Target was met within a confidence interval.

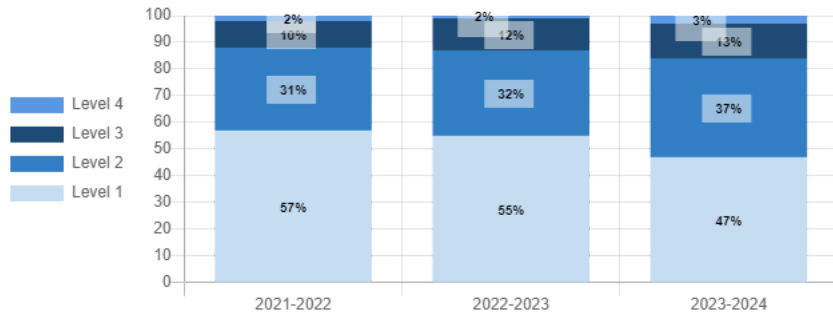
Academic Achievement

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.

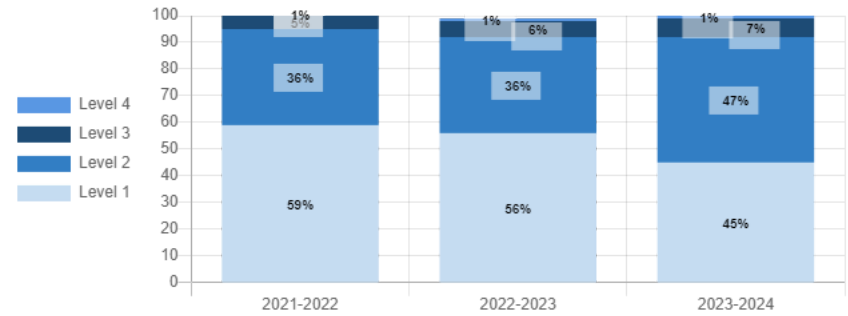
NJSLA Science Assessment: Grade 5 Summary

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.



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

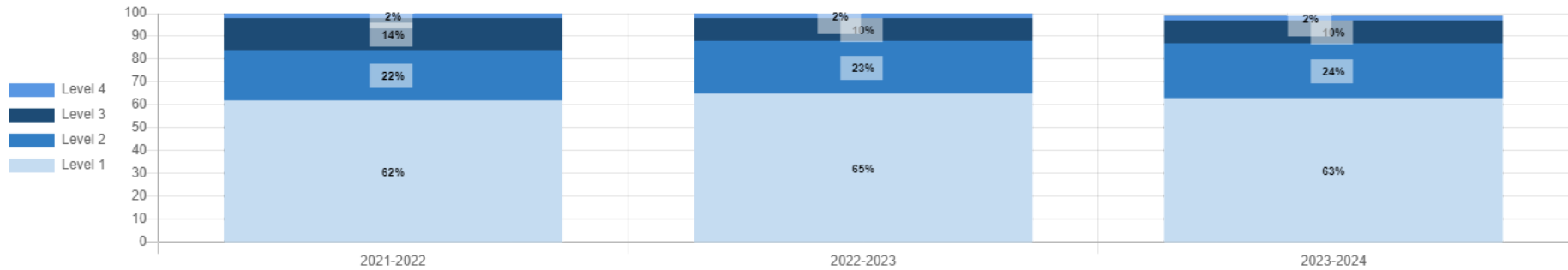
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NJSLA Science Assessment: Grade 11 Summary

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



Academic Achievement

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

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NJSLA Science Assessment: Grade 5

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	47%	37%	13%	3%	35%	37%	21%	6%
White	32%	40%	25%	3%	22%	42%	28%	8%
Hispanic	48%	37%	12%	3%	51%	36%	12%	2%
Black or African American	55%	33%	10%	3%	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	30%	35%	30%	5%	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	*	*	*	*	27%	36%	27%	10%
Female	45%	40%	13%	3%	35%	39%	20%	6%
Male	50%	33%	14%	3%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	49%	36%	13%	3%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	43%	39%	14%	4%	24%	39%	28%	10%
Students with Disabilities	76%	22%	2%	0%	64%	27%	8%	2%
Students without Disabilities	44%	38%	15%	3%	30%	39%	24%	7%
Multilingual Learners	67%	30%	3%	0%	78%	20%	2%	0%
Non-Multilingual Learners	35%	41%	20%	4%	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.

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NJSLA Science Assessment: Grade 8

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	45%	47%	7%	1%	36%	45%	14%	5%
White	36%	44%	12%	8%	23%	52%	19%	6%
Hispanic	44%	48%	6%	1%	51%	42%	6%	1%
Black or African American	58%	37%	5%	0%	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	34%	41%	21%	3%	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	*	*	*	*	27%	46%	19%	8%
Female	45%	47%	7%	1%	35%	47%	13%	4%
Male	46%	46%	7%	1%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	47%	46%	6%	1%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	42%	47%	9%	2%	26%	48%	19%	7%
Students with Disabilities	73%	26%	1%	0%	67%	29%	3%	1%
Students without Disabilities	42%	49%	7%	2%	30%	48%	16%	6%
Multilingual Learners	63%	36%	1%	0%	75%	24%	1%	0%
Non-Multilingual Learners	37%	52%	10%	2%	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

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NJSLA Science Assessment: Grade 11

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	63%	24%	10%	2%	45%	27%	19%	9%
White	42%	26%	26%	7%	34%	30%	26%	11%
Hispanic	63%	25%	10%	2%	61%	25%	11%	3%
Black or African American	76%	16%	7%	1%	64%	24%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	33%	33%	22%	11%	17%	23%	33%	28%
American Indian or Alaska Native	*	*	*	*	54%	21%	19%	6%
Two or More Races	*	*	*	*	38%	26%	25%	11%
Female	61%	29%	9%	1%	43%	29%	20%	7%
Male	65%	20%	11%	4%	47%	24%	18%	10%
Non-binary/undesignated gender	*	*	*	*	26%	28%	30%	16%
Economically Disadvantaged Students	65%	24%	10%	1%	63%	24%	11%	2%
Non-Economically Disadvantaged Students	60%	24%	12%	4%	37%	28%	24%	12%
Students with Disabilities	88%	8%	3%	1%	77%	16%	5%	1%
Students without Disabilities	61%	26%	11%	2%	40%	28%	22%	10%
Multilingual Learners	83%	15%	2%	0%	88%	10%	1%	0%
Non-Multilingual Learners	57%	27%	13%	3%	42%	28%	21%	9%
Students Experiencing Homelessness	86%	14%	0%	0%	72%	19%	8%	1%
Students in Foster Care	*	*	*	*	76%	18%	5%	1%
Military-Connected Students	*	*	*	*	48%	29%	17%	7%
Migrant Students	*	*	*	*	*	*	*	*

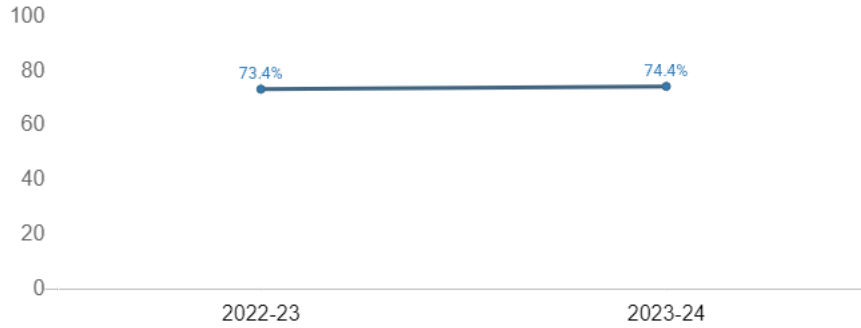
Academic Achievement

Graduation Proficiency Assessment (NJGPA) Trends

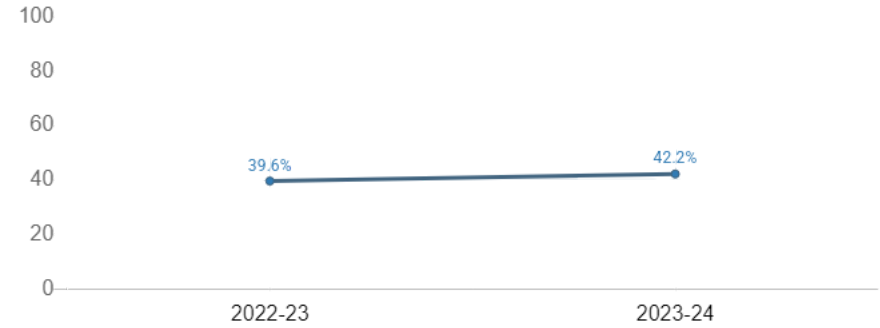
These graphs show trends in performance on the New Jersey Graduation Proficiency Assessment (NJGPA) for the last two years. Students are identified as either Graduation Ready or Not Yet Graduation Ready for both English Language Arts (ELA) and mathematics based on their scores on the assessment. These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

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

ELA Graduation Ready Rate



Math Graduation Ready Rate



Performance Measure	2022-23 ELA	2023-24 ELA	2022-23 Math	2023-24 Math
Graduation Ready Rate	73.4%	74.4%	39.6%	42.2%
Statewide Graduation Ready Rate	80.5%	82.5%	55.0%	55.6%

Academic Achievement

Graduation Proficiency Assessment (NJGPA) : Grade 11

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

Student Group	ELA Valid Scores	District % Graduation Ready: ELA	State % Graduation Ready: ELA	Math Valid Scores	District % Graduation Ready: Math	State % Graduation Ready: Math
Districtwide	2,014	74.4%	82.5%	2,019	42.2%	55.6%
White	117	87.2%	90%	117	63.2%	69.1%
Hispanic	1,558	73.2%	72.3%	1,563	42.6%	38%
Black or African American	302	73.5%	73.6%	302	28.1%	33.1%
Asian, Native Hawaiian, or Pacific Islander	36	>90%	>90%	36	75%	87.9%
American Indian or Alaska Native	*	*	76.2%	*	*	43.8%
Two or More Races	*	*	87.5%	*	*	62%
Female	*	77.2%	86.9%	*	42.4%	56.6%
Male	*	71.7%	78.3%	*	42%	54.7%
Non-binary/undesignated gender	*	*	87.7%	*	*	69.9%
Economically Disadvantaged Students	1,337	73.7%	71.7%	1,338	41.2%	36%
Non-Economically Disadvantaged Students	677	75.8%	87.6%	681	44.2%	65.1%
Students with Disabilities	160	52.5%	53.6%	160	15%	18.2%
Students without Disabilities	1,854	76.3%	87.4%	1,859	44.5%	62%
Multilingual Learners	451	37.9%	24.4%	454	20%	12.5%
Non-Multilingual Learners	1,563	85%	86.5%	1,565	48.6%	58.8%
Students experiencing homelessness	16	68.8%	58.6%	16	<10%	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	89.6%	80.7%
12th graders taking SAT in 2023-2024 or prior years	100.0%	62.7%
12th graders taking ACT in 2023-2024 or prior years	0.2%	7.8%

PSAT, SAT, & ACT - Performance

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

Participation Type	District Average Score	State Average Score	College Readiness Benchmarks	District - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	389	459	Grade 10: 430 Grade 11: 460	29%	54%
PSAT 10/NMSQT - Math	397	454	Grade 10: 480 Grade 11: 510	14%	32%
SAT - Reading and Writing	431	530	480	26%	65%
SAT - Math	424	519	530	14%	46%
ACT - Reading	*	24	22	*	63%
ACT - English	*	24	18	*	76%
ACT - Math	*	23	22	*	58%
ACT - Science	*	23	23	*	55%

Report Key:

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

College and Career Readiness

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

AP/IB Coursework – Participation and Performance

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

Students enrolled in one or more AP or IB course



Students taking one or more AP or IB exam



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



Dual Enrollment Coursework - Participation

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



College and Career Readiness

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AP/IB and Dual Enrollment Participation by Student Group

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

Student Group	% Enrolled in one or more AP or IB course	% Enrolled in one or more Dual Enrollment course	State: % Enrolled in one or more AP or IB course	State: % Enrolled in one or more Dual Enrollment course
Districtwide	50.4%	2.4%	35.9%	26.9%
White	67.0%	1.7%	41.8%	33.0%
Hispanic	49.9%	2.5%	23.2%	20.9%
Black or African American	42.0%	1.9%	20.3%	17.4%
Asian, Native Hawaiian, or Pacific Islander	77.8%	4.8%	70.5%	32.5%
American Indian or Alaska Native	*	*	30.4%	28.6%
Two or More Races	*	*	41.0%	29.0%
Female	54.3%	3.4%	41.4%	30.2%
Male	46.4%	1.4%	30.6%	23.7%
Non-Binary/Undesignated Gender	*	*	42.9%	28.4%
Economically Disadvantaged Students	49.7%	2.6%	22.8%	20.2%
Students with Disabilities	3.8%	0.9%	4.8%	10.9%
Multilingual Learners	32.2%	2.4%	9.8%	8.8%
Students experiencing homelessness	43.3%	3.3%	12.6%	15.1%
Students in Foster Care	N	N	4.5%	10.6%
Military-Connected Students	*	*	30.1%	29.2%
Migrant Students	N	N	0.0%	7.1%

College and Career Readiness

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

AP/IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP 2-D Art and Design	30	39
AP Biology	104	103
AP Calculus AB	144	129
AP Calculus BC	0	14
AP Chemistry	56	55
AP Computer Science A	39	39
AP Computer Science Principles	271	254
AP Drawing	16	3
AP English Language and Composition	712	686
AP English Literature and Composition	370	347
AP Environmental Science	24	23
AP Human Geography	48	46
AP Italian Language and Culture	20	19
AP Macroeconomics	0	173
AP Microeconomics	183	177
AP Physics 1	0	37
AP Physics 2	40	0
AP Physics C: Electricity and Magnetism	0	1
AP Physics C: Mechanics	0	1
AP Precalculus	362	343
AP Psychology	154	148
AP Research	0	33

College and Career Readiness

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AP/IB Course	Students Enrolled	Students Tested
AP Seminar	61	27
AP Spanish Language and Culture	0	355
AP Spanish Literature and Culture	607	173
AP Statistics	223	208
AP U.S. Government and Politics	36	35
AP U.S. History	579	548
AP World History: Modern	166	163
Total Exams taken		4,179
Exams with scores of at least 3 on AP exams or 4 on IB exams		1,257

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
Haitian Creole	*	*
Polish	*	*
Portuguese	20	1.1%
Spanish	281	16.1%
Total Seals Earned	303	
Total Unique Students Earning Seals	303	17.3%
Current and Former Multilingual Learners Earning Seals	220	22.8%†

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

College and Career Readiness

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

Career and Technical Education Participation

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

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

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



College and Career Readiness

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Career and Technical Education Participation by Student Group

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

Student Group	District: % CTE Participants	District: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Districtwide	27.5%	7.7%	7.6%	10.4%
White	25.9%	11.3%	6.1%	10.0%
Hispanic	27.0%	7.2%	9.3%	10.8%
Black or African American	30.0%	8.8%	9.5%	10.7%
Asian, Native Hawaiian, or Pacific Islander	32.1%	4.5%	5.5%	10.5%
American Indian or Alaska Native	*	*	8.3%	8.8%
Two or More Races	*	*	7.5%	10.1%
Female	27.8%	8.7%	7.5%	10.9%
Male	27.2%	6.6%	7.7%	9.9%
Non-Binary/Undesignated Gender	*	*	8.9%	15.2%
Economically Disadvantaged Students	27.4%	7.3%	9.8%	10.7%
Students with Disabilities	26.0%	7.3%	6.0%	7.9%
Multilingual Learners	23.8%	1.9%	8.0%	3.5%
Students experiencing homelessness	30.0%	3.3%	7.7%	6.2%
Students in Foster Care	*	*	5.9%	6.7%
Military-Connected Students	*	*	12.6%	15.8%
Migrant Students	*	*	2.3%	0.0%

College and Career Readiness

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

Work-Based Learning Participation by Career Cluster

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

Career Cluster	Number of Students Participating in Work-Based Learning	Percentage of Students Participating in Work-Based Learning
Architecture & Construction	13	15.3%
Arts, A/V Technology & Communications	190	14.9%
Education & Training	*	*
Finance	*	*
Health Science	44	40.7%
Hospitality & Tourism	36	40.4%
Human Services	20	14.1%
Information Technology	86	15.3%
Law, Public Safety, Corrections & Security	*	*
Manufacturing	*	*
Science, Technology, Engineering & Mathematics	12	7.0%
Transportation, Distribution & Logistics	86	72.3%
Total	492	17.8%

College and Career Readiness

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

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

District  1.4%
 State  2.2%

College and Career Readiness

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

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	85	*	*
Arts, A/V Technology & Communications	1,272	*	*
Education & Training	*	*	*
Finance	154	*	*
Health Science	108	13	13
Hospitality & Tourism	89	*	*
Human Services	142	24	24
Information Technology	563	*	*
Law, Public Safety, Corrections & Security	*	*	*
Manufacturing	63	29	29
Science, Technology, Engineering & Mathematics	171	*	*
Transportation, Distribution & Logistics	119	37	37
Total	2,768	110	110

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	1,910
7	281	0	0	0	0	0	1,673
8	1,684	262	0	0	0	0	68
9	107	1,786	236	3	0	0	69
10	930	85	813	202	0	0	0
11	34	55	982	626	166	38	0
12	17	28	47	128	157	185	43
Total	3,053	2,216	2,078	959	323	223	3,763
Enrolled in AP/IB Course					144	223	0
Enrolled in Dual Enrollment Course	0	0	0	0	15	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	1,729	37	0	31	338	0
10	926	948	0	7	138	7
11	676	1,109	0	18	86	34
12	127	56	0	23	25	48
Total	3,458	2,150	0	79	587	89
Enrolled in AP/IB Course	104	56		24	40	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	11

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	2,004	120	0	0	0	30
10	38	1,737	2	30	0	42
11	34	1,826	14	21	0	1
12	16	435	530	103	0	25
Total	2,092	4,118	546	154	0	98
Enrolled in AP/IB Course	166	579	183	154		84
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	326	0	0	0	0	24	0
7	321	0	0	0	0	22	0
8	1,872	0	0	0	0	18	0
9	292	97	87	0	0	0	0
10	761	279	108	0	0	0	31
11	1,040	245	106	0	0	0	31
12	494	76	45	0	0	0	41
Total	5,106	697	346	0	0	64	103
Enrolled in AP/IB Course	607	0	20	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	115	100	86	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	232	0	0	0	0	0
10	38	5	0	0	12	0	0
11	61	14	0	0	40	0	0
12	23	20	0	0	28	0	0
Total	122	271	0	0	80	0	0
Enrolled in AP/IB Course	39	271		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

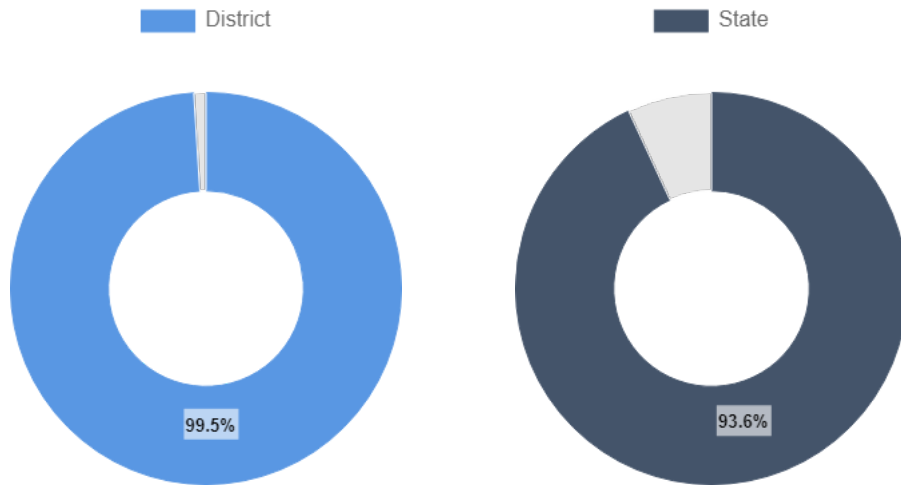
College and Career Readiness

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

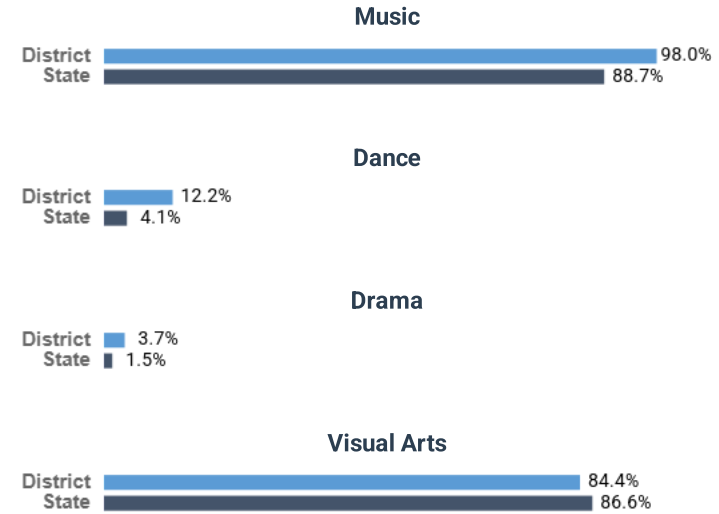
Visual and Performing Arts – Course Participation

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

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



Students enrolled in one or more classes by discipline:



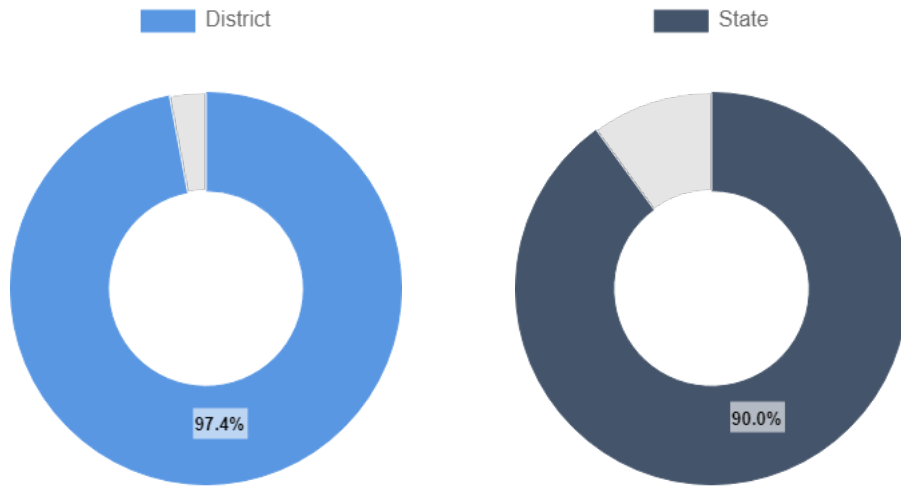
College and Career Readiness

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

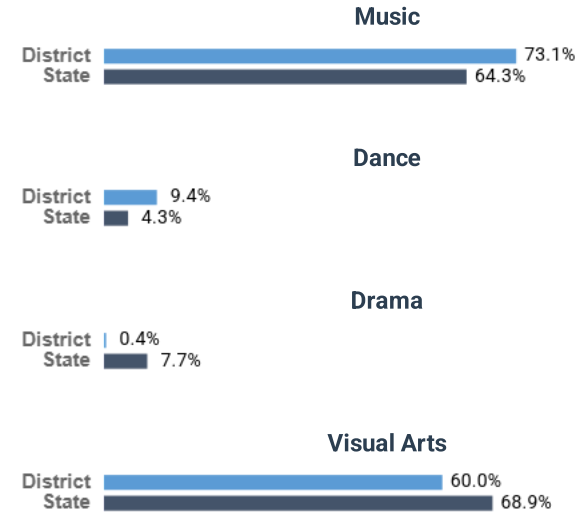
Visual and Performing Arts – Course Participation

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

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



Students enrolled in one or more classes by discipline:



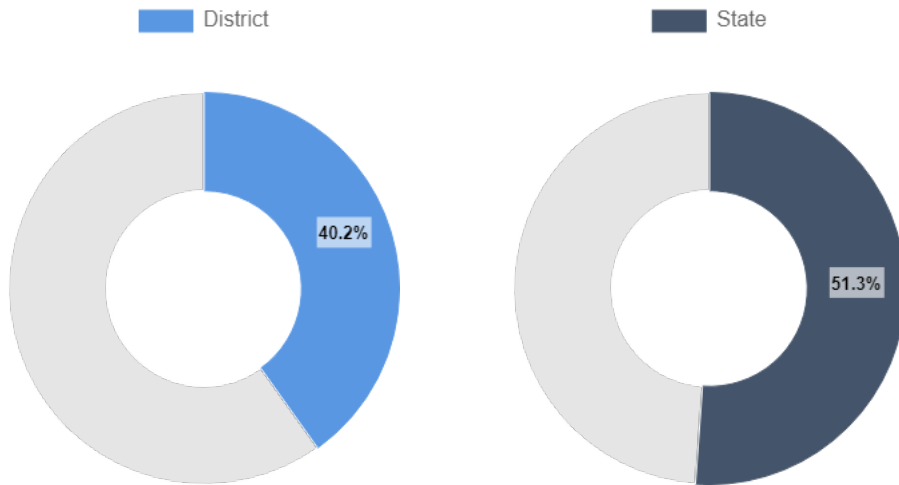
College and Career Readiness

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

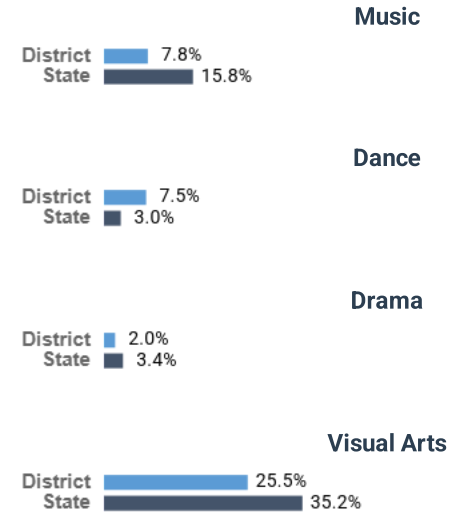
Visual and Performing Arts – Course Participation

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

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



Students enrolled in one or more classes by discipline:



College and Career Readiness

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

Structured Learning Experiences Participation

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

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

Structured Learning Experiences

District | 0.2%
 State  4.6%

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Graduation/ Postsecondary

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

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.

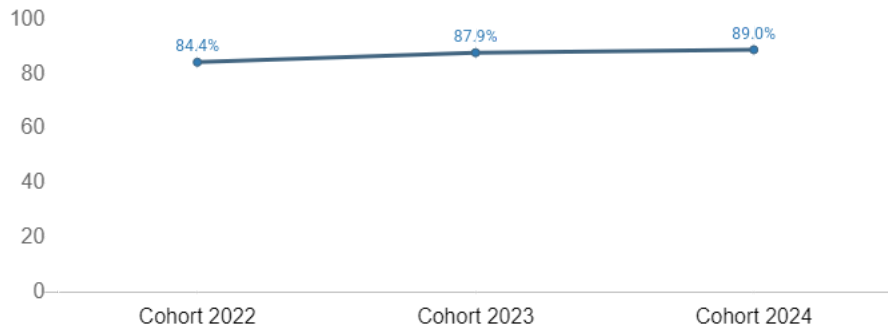
To be included as a graduate in the federal version of the graduation rate, students must have met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless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

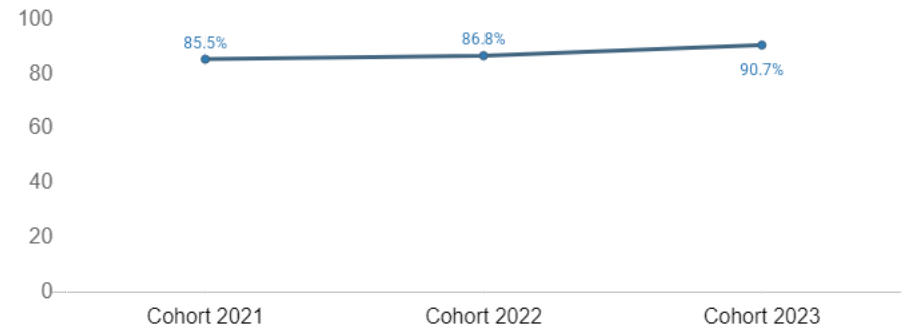
Graduation Rate Trends and Progress

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	84.4%	87.9%	89.0%	85.5%	86.8%	90.7%
Statewide Graduation Rate	90.9%	91.1%	91.3%	92.5%	92.7%	92.6%

Graduation/ Postsecondary

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

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

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

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

Cohort 2024 4-Year Graduation Cohort Profile

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

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	89.0%	4.6%	6.4%	91.3%	3.8%	4.9%
White	87.8%	5.0%	7.2%	95.0%	2.6%	2.5%
Hispanic	89.2%	4.5%	6.3%	86.9%	4.9%	8.3%
Black or African American	87.5%	5.1%	7.4%	86.5%	6.0%	7.5%
Asian, Native Hawaiian, or Pacific Islander	100.0%	0.0%	0.0%	96.7%	2.3%	1.0%
American Indian or Alaska Native	N	N	N	91.7%	3.8%	4.5%
Two or More Races	N	N	N	92.3%	3.5%	4.3%
Female	92.0%	2.7%	5.3%	93.1%	2.8%	4.1%
Male	86.1%	6.4%	7.5%	89.5%	4.7%	5.7%
Non-Binary/Undesignated Gender	*	*	*	86.7%	3.3%	10.0%
Economically Disadvantaged Students	89.4%	4.4%	6.3%	87.1%	5.3%	7.7%
Students with Disabilities	74.2%	16.3%	9.6%	80.7%	12.5%	6.8%
Multilingual Learners	85.4%	6.0%	8.6%	78.9%	7.5%	13.6%
Students experiencing homelessness	72.7%	18.2%	9.1%	74.5%	11.2%	14.3%
Students in Foster Care	*	*	*	61.6%	13.1%	25.3%
Military-Connected Students	*	*	*	94.5%	2.3%	3.1%
Migrant Students	N	N	N	88.2%	3.9%	7.9%

Graduation/ Postsecondary

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

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

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

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

Cohort 2023 5-Year Graduation Cohort Profile

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

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	90.7%	1.9%	7.3%	92.6%	1.7%	5.6%
White	88.6%	6.1%	5.3%	95.9%	1.5%	2.6%
Hispanic	91.3%	1.7%	7.0%	88.2%	1.9%	9.9%
Black or African American	88.6%	1.4%	10.0%	88.9%	2.5%	8.7%
Asian, Native Hawaiian, or Pacific Islander	89.7%	3.4%	6.9%	97.5%	1.3%	1.2%
American Indian or Alaska Native	N	N	N	92.5%	0.0%	7.5%
Two or More Races	*	*	*	94.7%	1.0%	4.3%
Female	92.6%	1.5%	5.9%	94.4%	1.2%	4.4%
Male	89.0%	2.4%	8.6%	91.0%	2.2%	6.8%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	91.2%	1.7%	7.1%	88.8%	2.0%	9.2%
Students with Disabilities	72.2%	12.9%	14.8%	84.1%	8.2%	7.7%
Multilingual Learners	86.5%	2.4%	11.2%	78.0%	2.0%	20.0%
Students experiencing homelessness	88.0%	4.0%	8.0%	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	87.2%	1.1%	11.7%	88.3%	93.2%	1.0%	5.8%	94.2%
White	85.1%	3.7%	11.2%	88.8%	96.4%	0.9%	2.7%	97.3%
Hispanic	87.8%	0.8%	11.4%	88.6%	88.2%	1.0%	10.8%	89.2%
Black or African American	85.4%	0.7%	13.9%	86.1%	89.6%	1.4%	9.0%	91.0%
Asian, Native Hawaiian, or Pacific Islander	84.2%	5.3%	10.5%	89.5%	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	90.5%	0.8%	8.8%	91.2%	95.0%	0.6%	4.4%	95.6%
Male	84.1%	1.4%	14.5%	85.5%	91.5%	1.4%	7.1%	92.9%
Non-Binary/Undesignated Gender	N	N	N	N	*	*	*	*
Economically Disadvantaged Students	87.5%	0.8%	11.7%	88.3%	88.8%	1.1%	10.2%	89.8%
Students with Disabilities	76.4%	9.1%	14.4%	85.6%	86.6%	5.4%	8.0%	92.0%
Multilingual Learners	78.2%	0.5%	21.4%	78.6%	77.6%	0.6%	21.9%	78.1%
Students experiencing homelessness	91.7%	0.0%	8.3%	91.7%	76.2%	1.4%	22.4%	77.6%
Students in Foster Care	*	*	*	*	64.1%	3.5%	32.4%	67.6%
Military-Connected Students	*	*	*	*	92.9%	1.7%	5.4%	94.6%
Migrant Students	*	*	*	*	67.1%	2.4%	30.5%	69.5%

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2020-2021 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students with disabilities who did not meet some or all graduation requirements because of a 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](#).

Federal Graduation Rates

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

Student Group	2024 4-Year Federal Graduation	2023 5-Year Federal Graduation	2022 6-Year Federal Graduation	State: 2024 4-Year Federal Graduation	State: 2023 5-Year Federal Graduation	State: 2022 6-Year Federal Graduation
	Rate	Rate	Rate	Rate	Rate	Rate
Districtwide	88.2%	90.2%	81.1%	87.7%	91.8%	87.0%
White	86.3%	88.6%	78.4%	91.5%	95.0%	90.0%
Hispanic	88.8%	90.9%	82.3%	83.3%	87.4%	82.1%
Black or African American	85.1%	87.2%	76.5%	80.9%	87.6%	80.8%
Asian, Native Hawaiian, or Pacific Islander	100.0%	89.7%	78.9%	96.1%	97.3%	96.6%
American Indian or Alaska Native	N	N	N	84.1%	92.5%	86.4%
Two or More Races	N	*	*	89.0%	93.0%	86.2%
Female	91.3%	92.3%	86.4%	90.5%	93.7%	90.6%
Male	85.3%	88.3%	76.1%	85.2%	90.0%	83.7%
Non-Binary/Undesignated Gender	*	N	N	83.3%	*	*
Economically Disadvantaged Students	88.6%	90.7%	81.6%	82.6%	87.8%	81.4%
Students with Disabilities	67.0%	67.5%	21.2%	60.2%	79.2%	51.8%
Multilingual Learners	85.4%	86.0%	77.3%	77.6%	77.6%	75.7%
Students experiencing homelessness	66.7%	84.0%	66.7%	67.0%	76.2%	64.6%
Students in Foster Care	*	N	*	50.4%	61.9%	47.1%
Military-Connected Students	*	*	*	91.4%	94.9%	88.4%
Migrant Students	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.

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Accountability Graduation Rates

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

Student Group	Cohort 2023: 4-Year Graduation Rate	Cohort 2023: Annual Target	Cohort 2023: Met Target	Cohort 2022: 5-Year Graduation Rate	Cohort 2022: Annual Target	Cohort 2022: Met Target
Districtwide	87.9%	79.4%	Met Target	81.0%	N	N
White	85.2%	78.1%	Met Target	78.9%	N	N
Hispanic	88.7%	80.8%	Met Target	82.2%	N	N
Black or African American	84.8%	72.9%	Met Target	75.8%	N	N
Asian, Native Hawaiian, or Pacific Islander	86.2%	77.1%	Met Target	78.9%	N	N
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	*	**	**	*	**	**
Economically Disadvantaged Students	88.3%	79.9%	Met Target	81.4%	N	N
Students with Disabilities	65.2%	16.8%	Met Target	20.8%	N	N
Multilingual Learners	81.2%	76.0%	Met Target	77.6%	N	N

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Graduation/ Postsecondary

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

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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	73.2%	48.3%
Substitute Competency Test	5.6%	21.2%
Portfolio Appeals Process	20.1%	29.5%
Alternate Requirements Specified in IEP	0.7%	0.7%
Unknown/Other	0.4%	0.4%

Dropout Rate Trends

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

School Year	District Rate	State Rate
2023-2024	1.6%	1.0%
2022-2023	2.0%	1.2%
2021-2022	2.4%	1.2%

Graduation/ Postsecondary

Information about students enrolling in colleges and universities after graduation is collected from the [National Student Clearinghouse \(NSC\)](#), which collects data from at least 97% of higher education institutions nationwide. New Jersey graduates are matched to postsecondary enrollment data by NSC each year. While most students who enroll in a postsecondary institution each year are able to be matched by NSC, there are some students each year who cannot be matched. Some reasons that students may not be matched are: 1. Postsecondary enrollment cannot be shared with the NJDOE if students request a FERPA block on their postsecondary enrollment records; 2. Students who attend a college or university outside of the United States are not included in NSC data; 3. Certain colleges or universities may not participate in sharing data with NSC or may fail to report data for a certain semester or a certain group of students; and 4. NSC may not be able to match a student's name or date of birth in NJ SMART to the information provided by the postsecondary institution(s) with a high level of confidence.

In 2023, NSC implemented an additional manual review process to reduce the number of students who do not match due to #4 above, which may result in NSC matching additional students to postsecondary records moving forward. As a result, the NJDOE is not including trend data from prior to 2022-2023 in the reports.

Note for 2023-2024: Postsecondary enrollment data for the 2023-2024 school year is not yet available. The NJDOE expects to release the data in the coming months. Please refer to the 2022-2023 reports for the most recently available postsecondary enrollment rates.

Apprenticeship

This table shows, by year of graduation, the number of graduates who were enrolled into United States Department of Labor (USDOL) registered apprenticeship programs as of June 2024. This only includes students who enrolled in an apprenticeship program in New Jersey after high school graduation.

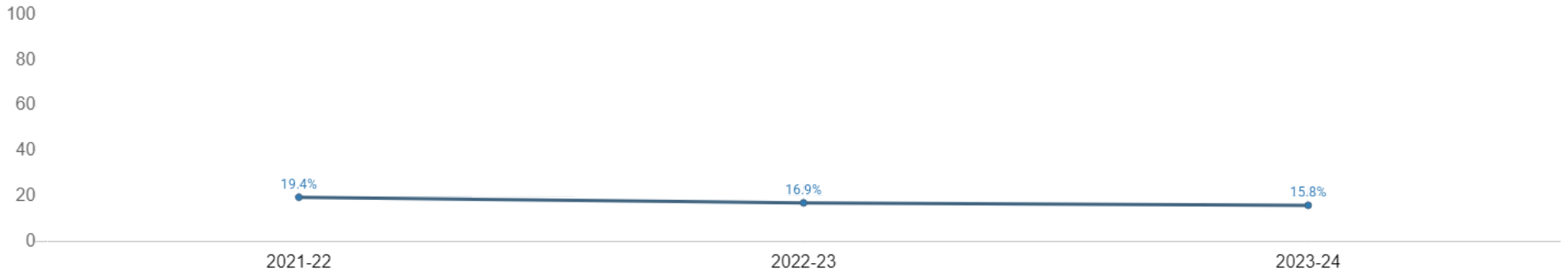
Year of Graduation	Graduates enrolled in apprenticeship programs
2023	*
2022	*
2021	*
2020	*
2019	*
2018	*
2017	*
2016	*

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	19.4%	16.9%	15.8%
ESSA Target (State Average for Grades Served)	18.1%	16.6%	14.9%
Met ESSA Target	Not Met	Not Met	Not Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%

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Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	4,016	15.8%	14.9%	Not Met
White	232	14.1%	14.9%	Met
Hispanic	2,991	15.3%	14.9%	Not Met
Black or African American	751	20.1%	14.9%	Not Met
Asian, Native Hawaiian, or Pacific Islander	36	8.4%	14.9%	Met
American Indian or Alaska Native	*	33.3%	**	**
Two or More Races	*	*	**	**
Female	1,862	14.9%		
Male	2,146	16.7%		
Non-Binary/Undesignated Gender	8	38.1%		
Economically Disadvantaged Students	3,122	15.5%	14.9%	Not Met
Students with Disabilities	887	28.9%	14.9%	Not Met
Multilingual Learners	1,237	13.4%	14.9%	Met
Students Experiencing Homelessness	85	39.9%		
Students in Foster Care	5	41.7%		
Military-Connected Students	5	15.2%		
Migrant Students	*	*		

Report Key:

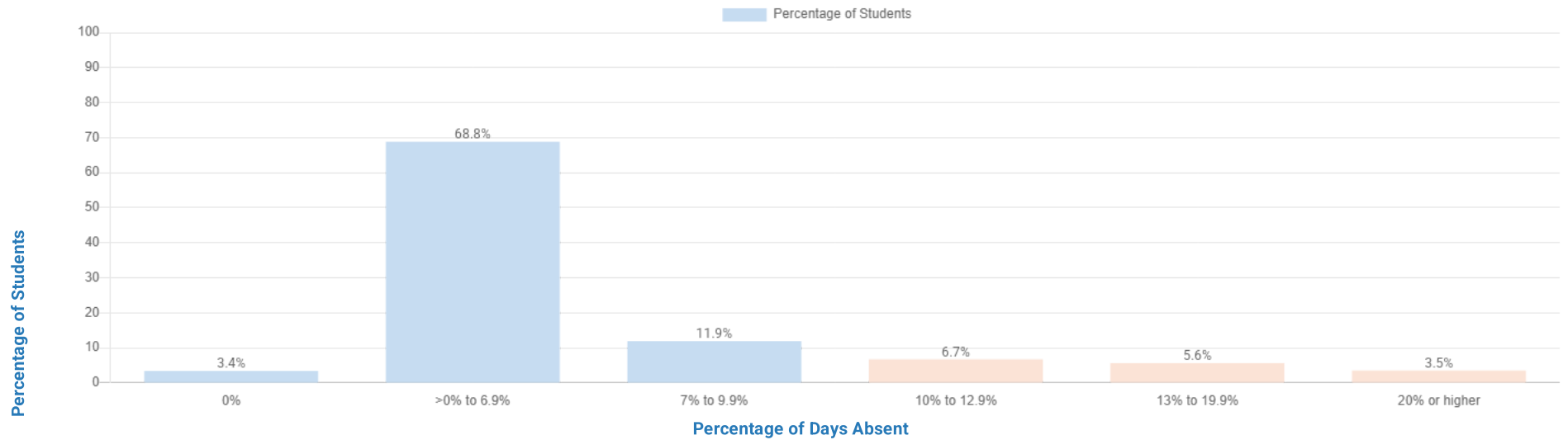
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Percentage of Days Absent

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

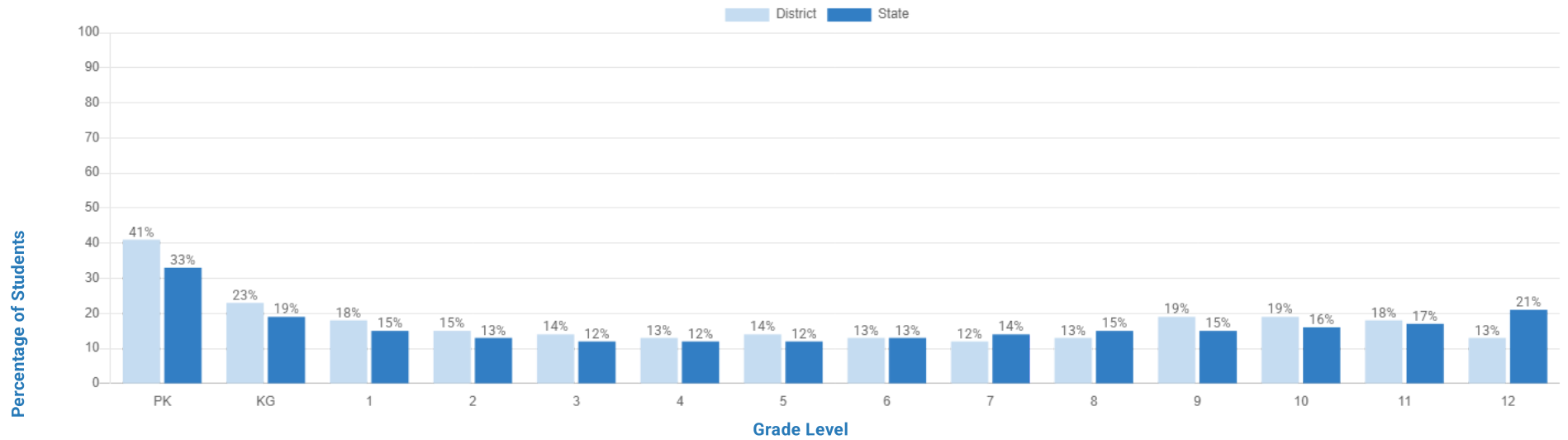


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Chronic Absenteeism by Grade

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



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	663
Weapons	38
Vandalism	99
Substances	400
Harassment, Intimidation, Bullying (HIB)	168
Total Unique Incidents	1,354
Incidents Per 100 Students Enrolled	4.78

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	55
Weapons	17
Vandalism	14
Substances	86
Harassment, Intimidation, Bullying (HIB)	31
Other Incidents Leading to Removal	29

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	15	26	41
Religion	0	5	5
Ancestry	1	5	6
Gender	3	23	26
Sexual Orientation	7	10	17
Disability	2	8	10
Other	51	146	197
No Identified Nature	196		196

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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	8	0%	78	4%	86	4%	<5	<5.00%	0	0%
Hispanic	85	0%	1,050	5%	1,102	5%	<5	<5.00%	0	0%
Black or African American	36	1%	417	9%	436	10%	<5	<5.00%	0	0%
Asian	0	0%	10	2%	10	2%	<5	<5.00%	0	0%
Native Hawaiian or Pacific Islander	0	0%	1	3%	1	3%	<5	<5.00%	0	0%
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
Two or more races	*	*	*	*	*	*	*	*	*	*
Female	42	0%	571	4%	598	4%	<5	<5.00%	0	0%
Male	88	1%	984	7%	1,036	7%	<5	<5.00%	0	0%
Non-Binary/Undesignated Gender	0	0%	2	8%	2	8%	<5	<5.00%	0	0%
Economically Disadvantaged Students	104	0%	1,322	5%	1,382	5%	<5	<5.00%	0	0%
Students with disabilities	16	0%	196	6%	204	6%	<5	<5.00%	0	0%

Climate and Environment

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

Student Disciplinary Removals: By Grade Level

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

Grade	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Districtwide	133	0%	1,586	5%	1,668	6%	4	0%	0	0%
PK	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
KG	0	0%	3	0%	3	0%	<5	<5.00%	0	0%
1	0	0%	6	0%	6	0%	<5	<5.00%	0	0%
2	1	0%	7	0%	7	0%	<5	<5.00%	0	0%
3	6	0%	43	2%	48	2%	<5	<5.00%	0	0%
4	22	1%	61	3%	78	4%	<5	<5.00%	0	0%
5	18	1%	94	5%	106	5%	<5	<5.00%	0	0%
6	16	1%	126	6%	139	7%	<5	<5.00%	0	0%
7	17	1%	197	9%	204	10%	<5	<5.00%	0	0%
8	18	1%	196	9%	205	10%	<5	<5.00%	0	0%
9	11	0%	297	12%	304	13%	<5	<5.00%	0	0%
10	11	0%	239	11%	244	11%	<5	<5.00%	0	0%
11	6	0%	171	8%	174	8%	<5	<5.00%	0	0%
12	4	0%	117	6%	118	6%	<5	<5.00%	0	0%

Climate and Environment

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

Students Involved in Police Notifications: By Student Group

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

Student Group	# of Students involved in at least one incident	% of Students involved in at least one incident	# of Students involved in at least one violent incident	% of Students involved in at least one violent incident	# of Students involved in at least one vandalism incident	% of Students involved in at least one vandalism incident	# of Students involved in at least one substance related incident	% of Students involved in at least one substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in at least one weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in at least one HIB incident	# of Students involved in at least one other incident type	% of Students involved in at least one other incident type
Districtwide	248	1%	76	0%	17	0%	81	0%	17	0%	38	0%	44	0%
White	10	1%	4	0%	1	0%	2	0%	0	0%	2	0%	4	0%
Hispanic	169	1%	52	0%	10	0%	61	0%	13	0%	23	0%	28	0%
Black or African American	61	1%	16	0%	5	0%	18	0%	4	0%	12	0%	10	0%
Asian	3	1%	2	0%	1	0%	0	0%	0	0%	0	0%	0	0%
Native Hawaiian or Pacific Islander	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Female	95	1%	23	0%	7	0%	39	0%	5	0%	14	0%	15	0%
Male	148	1%	51	0%	10	0%	42	0%	12	0%	23	0%	27	0%
Non-Binary/Undesignated Gender	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged Students	210	1%	65	0%	14	0%	68	0%	15	0%	35	0%	36	0%
Students with disabilities	34	1%	8	0%	5	0%	12	0%	2	0%	6	0%	7	0%

Climate and Environment

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

Students Involved in Police Notifications: By Grade Level

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

Grade	# of Students involved in at least one incident	% involved in an incident	# of Students involved in at least one violent incident	% of Students involved in a violent incident	# of Students involved in at least one vandalism incident	% of Students involved in a vandalism incident that led to police notification	# of Students involved in at least one substance related incident	% of Students involved in a substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in a weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in an HIB incident that led to police notification	# of Students involved in at least one other incident type	% of Students involved in an other incident type
Districtwide	248	1%	76	0%	17	0%	81	0%	17	0%	38	0%	44	0%
PK	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
KG	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
1	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
2	1	0%	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%
3	1	0%	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%
4	4	0%	2	0%	0	0%	0	0%	2	0%	0	0%	0	0%
5	13	1%	3	0%	4	0%	0	0%	3	0%	2	0%	3	0%
6	16	1%	3	0%	2	0%	2	0%	3	0%	1	0%	7	0%
7	26	1%	8	0%	0	0%	8	0%	0	0%	5	0%	8	0%
8	31	1%	5	0%	4	0%	9	0%	1	0%	6	0%	7	0%
9	58	2%	22	1%	6	0%	22	1%	2	0%	2	0%	8	0%
10	38	2%	15	1%	1	0%	17	1%	0	0%	4	0%	4	0%
11	25	1%	7	0%	0	0%	11	1%	3	0%	9	0%	1	0%
12	30	2%	8	0%	0	0%	12	1%	3	0%	7	0%	4	0%

Climate and Environment

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

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

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

Student Group	# of Students Arrested	% of Students Arrested	# of students involved in at least one violent incident that led to arrest	% of students involved in a violent incident that led to arrest	# of students involved in at least one vandalism incident that led to arrest	% of students involved in a vandalism incident that led to arrest	# of students involved in at least one substance related incident that led to arrest	% of students involved in a substance related incident that led to arrest	# of students involved in at least one weapons related incident that led to arrest	% of students involved in a weapons related incident that led to arrest	# of students involved in at least one HIB incident that led to arrest	% of students involved in an HIB incident that led to arrest	# of students involved in at least one other type of incident that led to arrest	% of students involved in an other type of incident that led to arrest
Districtwide	2	0%	1	0%	0	0%	0	0%	0	0%	2	0%	0	0%
White	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
Hispanic	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
Black or African American	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
Asian	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
Native Hawaiian or Pacific Islander	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Female	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
Male	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
Non- Binary/Undesignated Gender	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
Economically Disadvantaged Students	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
Students with disabilities	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%

Climate and Environment

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

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

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

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

Report Key:

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

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

8,211

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	2,161	119,239
Average years experience in public schools	12.5	12.6
Average years experience in district	12.5	11.3
Number of Teachers with 4 or more years experience in the district	1,692	87,243
Percentage of Teachers with 4 or more years experience in the district	78.4%	73.6%
Number of out-of-field teachers	24	2,931
Percentage of out-of-field teachers	1.1%	2.5%
Number of Teachers with Provisional Credentials	257	9,065
Percentage of Teachers with Provisional Credentials	11.8%	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	80	10,170
Average years experience in public schools	22.8	16.2
Average years experience in district	22.8	12.5
Number of Administrators with 4 or more years experience in the district	80	7,734
Percentage of Administrators with 4 or more years experience in the district	100.0%	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	2,161	119,239
Administrators	80	10,170
Librarians/Media Specialists	10	1,160
Nurses	60	3,025
School Counselors	51	4,673
Child Study Team Members	165	9,654
School Psychologists	34	2,185
School Social Workers	73	2,750
Student Assistance Coordinators	N	400
School Safety Specialists	1	681

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Student and Staff Ratios

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

Ratio	District Ratio
Students to Teachers	13:1
Students to Administrators	354:1
Teachers to Administrators	27:1
Students to Librarians/Media Specialists †	2835:1
Students to Nurses †	472:1
Students to Counselors †	556:1
Students to Child Study Team Members †,††	21:1
Students to School Psychologists †	834:1
Students to School Social Workers †	388:1
Students to Student Assistance Coordinators †	N
Students to School Safety Specialists †	28350:1

† 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	50.0%	75.0%	60-65%	48.0%	77.0%	57.0%
Male	50.0%	25.0%	35-40%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤5%	≤1%	≤1%	≤1%
White	6.4%	54.2%	55.0%	38.2%	81.8%	74.5%
Hispanic	77.1%	31.9%	25.0%	34.0%	8.6%	8.6%
Black or African American	14.8%	10.4%	20.0%	14.2%	6.4%	14.4%
Asian	1.5%	2.8%	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%	0.4%	0.0%	0.2%	0.4%	0.5%
Two or More Races	0.0%	0.2%	0.0%	3.1%	0.3%	0.4%

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

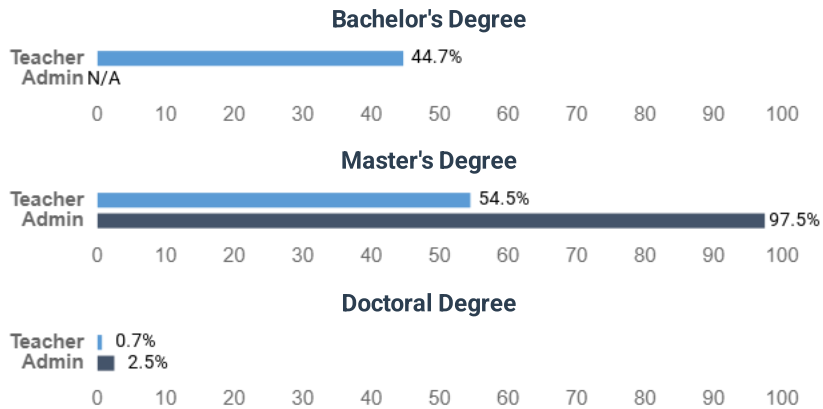
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district.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

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

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

Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2022-23 Teachers: Same district 2023-24	91.8%	89.5%
2022-23 Administrators: Same district 2023-24	95.2%	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)	900	92.0%	8.0%	≤1%	49.3%	38.9%	10.8%	0.9%	0.0%	0.0%	0.1%	82.1%	46.3%	53.1%	0.6%
English/Language Arts/Literacy	325	86.0%	14.0%	≤1%	36.9%	54.8%	6.8%	0.9%	0.6%	0.0%	0.0%	81.2%	39.1%	60.3%	0.6%
English to Speakers of Other Languages	111	85-90%	10-15%	≤5%	34.2%	55.0%	9.0%	1.8%	0.0%	0.0%	0.0%	68.5%	34.2%	64.9%	0.9%
Mathematics	178	55-60%	40-45%	≤5%	45.5%	30.9%	12.4%	9.0%	1.7%	0.0%	0.6%	76.4%	34.8%	64.0%	1.1%
Science	117	60-65%	35-40%	≤5%	38.5%	27.4%	14.5%	17.9%	1.7%	0.0%	0.0%	77.8%	41.0%	55.6%	3.4%
Social Studies/History	123	30-35%	65-70%	≤5%	69.1%	24.4%	4.9%	0.8%	0.0%	0.8%	0.0%	81.3%	51.2%	48.0%	0.8%
World Language	38	70-80%	20-30%	≤10%	28.9%	63.2%	5.3%	0.0%	2.6%	0.0%	0.0%	86.8%	39.5%	60.5%	0.0%
Visual and Performing Arts	139	65-70%	30-35%	≤5%	72.7%	18.0%	5.8%	2.9%	0.0%	0.0%	0.7%	71.9%	46.8%	52.5%	0.7%
Health/Physical Education	142	35-40%	60-65%	≤5%	70.4%	22.5%	7.0%	0.0%	0.0%	0.0%	0.0%	78.9%	60.6%	39.4%	0.0%
Family & Consumer Sciences	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Financial Literacy	3	*	*	*	0.0%	66.7%	33.3%	0.0%	0.0%	0.0%	0.0%	66.7%	66.7%	33.3%	0.0%
Business	1	*	*	*	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Computer Science/IT	11	*	*	*	45.5%	36.4%	18.2%	0.0%	0.0%	0.0%	0.0%	63.6%	63.6%	36.4%	0.0%
Industrial Arts	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
Career and Technical Education	16	40-60%	40-60%	≤20%	75.0%	6.3%	18.8%	0.0%	0.0%	0.0%	0.0%	68.8%	75.0%	25.0%	0.0%
Special Education	226	75-80%	20-25%	≤5%	64.2%	19.5%	14.2%	1.3%	0.4%	0.0%	0.4%	70.5%	33.6%	66.4%	0.0%
Bilingual	334	88.0%	12.0%	≤1%	16.5%	77.2%	5.7%	0.6%	0.0%	0.0%	0.0%	76.6%	33.5%	66.2%	0.3%

Accountability

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

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

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

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

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

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

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

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Accountability

Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

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

County Code	County Name	District Code	District Name	School Code	School Name	Status for 2025-26 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2025-26 School Year
39	Union	1320	Elizabeth Public Schools	315	Juan Pablo Duarte - Jose Julian Marti School No 28	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
39	Union	1320	Elizabeth Public Schools	404	Thomas A. Edison Career and Technical Academy	Comprehensive Support and Improvement	Low Graduation Rate (CSI)	2027	

Report Key:

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

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	42.4%	45.3%	46.2%
Math Proficiency	19.4%	24.2%	25.4%
ELA Growth†	44	52	60
Math Growth†	39	52	49
4-Year Graduation Rate (Prior Year)††	79.2%	78.7%	87.9%
5-Year Graduation Rate (Prior Year)††	85.0%	82.0%	81.0%
Progress toward English Language Proficiency	21.1%	23.8%	25.6%
Chronic Absenteeism	19.4%	16.9%	15.8%

†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	Not Met	Not Met	Exceeds Standard	Met Standard	Met Target	N	Met Target	Not Met
White	Met Target	Met Target†	Exceeds Standard	Met Standard	Met Target	N		Met
Hispanic	Not Met	Not Met	Exceeds Standard	Met Standard	Met Target	N		Not Met
Black or African American	Met Target	Met Target†	Met Standard	Met Standard	Met Target	N		Not Met
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target	Exceeds Standard	Met Standard	Met Target	N		Met
American Indian or Alaska Native	**	**	**	**	**	**		**
Two or More Races	**	**	**	**	**	**		**
Economically Disadvantaged Students	Met Target†	Not Met	Exceeds Standard	Met Standard	Met Target	N		Not Met
Students with Disabilities	Not Met	Not Met	Met Standard	Not Met	Met Target	N		Not Met
Multilingual Learners	Not Met	Not Met	Met Standard	Met Standard	Met Target	N	Met Target	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.



Mission, Vision, Theme:

Elizabeth Public Schools (EPS), guided by its Strategy Map, continues to act upon its promise of providing an innovative and personalized learning environment that ensures that every child achieves excellence, its vision of becoming one of the highest performing urban school districts in the nation, and its goals of college preparedness, career readiness, and on-time graduation for every child.



Awards, Recognition, Accomplishments:

US News & World Report ranked Elizabeth High School - Frank J. Cicarell (EHS - FJC) Academy and Alexander Hamilton Preparatory Academy among the top 45 most challenging high schools and Terence C. Reilly School No. 7 and William F. Halloran School No. 22 among the top 120 middle schools in NJ. John E. Dwyer Technology Academy was among the top 200 most challenging US high schools according to the Jay Mathews Challenge Index. EHS - FJC, Hamilton Preparatory Academy, and Dwyer Technology Academy made the College Board 2023 AP School Honor Roll and received the AP Access Award. Admiral William F. Halsey, Jr. Health and Public Safety Academy Marine Corps Junior Reserve Officers' Training Corps program was designated a Naval Honor School by the Marine Corps Training and Education Command. Nicholas S. La Corte-Peterstown School No. 3, Terence C. Reilly School No. 7, and John E. Dwyer Technology Academy were among 73 US schools named 2024 National School of Character by Character.org.



Courses, Curriculum, Instruction:

EPS is a 1-to-1 school district, providing computer access to every student from grades 3-12 via tablet or laptop. EPS has a full-day Pre-K program (High/Scope) for every single 3 and 4-year old, with classes (15 students or less per teacher) taught by certified teachers. EPS also offers G&T education for grades 2-12, a K-12 bilingual program that has been recognized as a model program by the NJDOE, an extensive catalog of AP courses, IB primary and middle school programs, career themed high schools, and AVID among many innovative instructional programs.

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Sports and Athletics:

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

During the Fall 2022 season, Elizabeth varsity boys soccer won its first outright Union County Tournament championship since 2008 with a 1-0 overtime win. During the 2023-2024 winter season, the Elizabeth boys varsity basketball team won the North 2, Group 4 sectional and Group 4 state championships and the Elizabeth girls varsity basketball team won its first Union County Championship since 1997 with a 59-57 overtime victory. In the Spring, Aniyah Murrell-Sanders was the 2024 Union County Championship in the discus with a throw of 138'8", setting a personal best and breaking the school record that was previously set in 1994 (132).



Clubs and Activities:

EPS creates an arts-rich school culture that provide students access to visual and performance arts education. EPS has expanded opportunities for students through establishing partnerships with fine and performing arts organization such as New Jersey Symphony Orchestra, Jazz House Kids, Mercer Musical Theater Program, and Traveling Guitar Foundation. In 2023-2024, the district was honored with the Best Communities for Music Education designation from the NAMM Foundation for its outstanding commitment to music education. The Elizabeth High School Indoor Percussion ensemble were named the 2024 USBands Scholastic Marching A Champions. The EHS Color Guard earned 1st place at the Mid-Atlantic Indoor Network (MAIN) Championships Competition The artwork of EPS students were included in the Union County and NJ Art Educators Youth Art Month Exhibits.



Before and After School Programs:

The district hosted its after-school program during the 2023-2024 school year in which students received assistance from certified teachers in the areas of reading, language arts, and mathematics and/or participated in extracurricular activities. Teachers also helped students master all-important test-taking strategies in preparation for state and district assessments.

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Staff and Professional Learning:

EPS continued its in-district professional development program. In the 2023-2024 school year, professional development opportunities were provided during the summer, after school, weekends, and on district professional development days. Professional development sessions were delivered in various modalities, including in-person, virtual, and self-pace modules. Teachers received training focusing on instructional strategies and how to implement them in the classroom curriculum. Teachers also received technology trainings on district platforms and systems. Workshops were provided both by EPS staff development employees who themselves have had extensive training and experience as well as educational consultants who are experts in their specific fields.



Postsecondary Information:

The goals of EPS is college preparedness and career readiness for every child. At many district schools, EPS uses Advancement Via Individual Determination (AVID), a research-based instructional model that encourages students to prepare for and participate in a challenging college preparatory curriculum. In addition to enrolling in Honors and AP level courses at the high school level, students receive academic support through a specially designed AVID elective, taught by AVID-trained instructors. EPS is also home to 8 career themed high schools where students can explore a diverse range of career strands to prepare for future college and professional opportunities, including finance, engineering, information technology, construction technology, automotive technology, hospitality and retail services, public safety, health sciences, military leadership, audio and visual media, performing arts, theater, visual arts, biomedical science, and computer science.



Student Supports and Services:

Children in grades K-3 who score in the lowest 25% on formative and summative assessments are provided various interventions including tutoring. Students identified as in need of assistance receive intensive and specifically focused small group instruction. Teachers are trained to diagnose the areas of difficulty of the student and to assist him/her with overcoming these roadblocks in order to foster his/her learning and to help him/her stay on grade level in the area of reading development.

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Student Health and Wellness:

Elizabeth Public Schools' commitment to healthy and caring environments begins with promoting social, intellectual, and physical wellness. The district's mental health team provides a comprehensive program, including strategic, timely, and personal interventions and customized educational experiences, to ensure students have the essential skills for life-long learning, social awareness, and leadership. Students throughout the district are provided breakfast and lunch each day to ensure they are well nourished and prepared for learning. Schools in the district participate in the Fresh Fruits and Vegetables Program. The NJ Department of Agriculture program gives students the opportunity to eat fresh fruits and vegetables as healthy snacks on a routine basis, with the goals of increasing consumption of these nutritious foods and making a difference in children's diets and health both now and in the future.



Parent and Community Involvement:

Elizabeth Public Schools believes that parents and caregivers are both valued partners and active participants in their children's learning. PTO organizations are at schools throughout the district. EPS maintains the PowerSchool Parent portal, providing families the opportunity to track their child's educational progress, including access to information such as absences, tardiness, grades, test scores, assignments, transportation information, school activities, and student schedules. EPS further demonstrated its commitment to strengthening community and family engagement by asking families of students and community organization members to participate in a survey and provide their feedback during the district's development of its most recent strategic plan.



Facilities:

EPS has built and introduced 12 newly constructed school facilities to the district since 2001 and the former Joseph Battin School No. 4 building has been razed to build another new school on the same site. A new school buildings was acquired during 2023-2024 to use as an annex to accommodate increased enrollment throughout the district starting in the 2024-2025 school year. During 2023-20243, EPS worked on and completed capital projects at various schools, including the restoration or replacement of classrooms, bathrooms, lockers, turf fields, and gym floors, among other repairs and upgrades. Painting of buildings, stairwells, and hallways also took place at several schools.

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School Safety:

The health and safety of the EPS learning community is the district's top priority. EPS continues to update its all-encompassing Crisis Response Plan, ensuring all schools and offices stay prepared for any potential security challenges. A district-wide online school security drills reporting system streamlines recordkeeping, provides greater accountability, and provides timely, accurate reports to the NJDOE. The EBOE administers a phone messaging system which allows EPS to instantly alert its entire community in the case of an emergency or special event. EPS received a \$494K Federal Violence Prevention grant from the U.S. Department of Justice for improving school security through evidence-based school safety programs. EPS also became the first school district in the U.S. to mandate Harmony Power Awards as part of its anti-bullying program. Eight EPS schools received gold awards from NJ Safe Routes to School for developing safer, more accessible walking/bicycling pathways for students.



Technology and STEM:

EPS's technology initiative has significantly enhanced teaching and learning while yielding impressive results. EPS is an active innovateNJ participant, an initiative started by the NJDOE to support schools and districts in the exploration and implementation of innovative instructional practices and programs. Elizabeth Public Schools was awarded a \$95K Advanced Computer Science Competitive Grant by the NJDOE which has been used to develop and implement a new computer science course (Developing Augment and Virtual Reality Applications) at John E. Dwyer Technology Academy. In recent years, William F. Halloran School No. 22 became the first HP Spotlight School in the U.S, Terence C. Reilly School No. 7 was named an Apple Distinguished School for the second time, and Katherine Johnson, Dorothy Vaughn, Mary Jackson (JVJ) STEM Academy was among 30 schools across the U.S. to be recognized as a 2023-2024 Microsoft Showcase School.



Early Childhood Education:

Pre-kindergarten classes for three and four-year-olds are available both in-district and in partnership with local childcare providers. All classes are taught by certified team members and class sizes are kept small with no more than 15 students to each teacher. Training in the High/Scope Approach to Early Childhood Education is provided to all new Early Childhood team members, along with refresher courses for more experienced professionals. The High/Scope approach to preschool education enables young children to take initiative and develop their social, intellectual, and physical capacities.

Report Key:

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 ** Accountability calculations require 20 or more students
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Narrative

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Other Information:

All 37 district schools participate in the school uniform program, which began during the 2005-2006 school year with one school and now boasts nearly 29,000 students in uniform. Research has indicated that the use of school uniforms has a positive impact on student achievement and student discipline. EPS operates the "No Bully Zone" webpage on its district website that contains a wealth of information on ways to prevent bullying as well as the steps to take when reporting any incidents of Harassment, Intimidation, and Bullying (HIB). The district uses technology to engage and strengthen its relationship with the community. In addition to its main website, the district maintains Facebook, Instagram, and X pages as well as a YouTube channel on which it streams live EPS events, leveraging the strength of social media to broadcast information to a larger audience. EPS has focused on increasing safety and discipline while creating a loving and caring environment for students.