



# Linden Public School District (39-2660)

2023-2024

County: Union

District: Linden Public School District

2 E. Gibbons Street

Linden, NJ 07036-6500



6,510  
Total Students



PK-12  
Grades Offered

Superintendent: Mrs. Atiya Perkins

[District Website](#)

908-486-2800 x 8008

## Overview & Resources

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

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

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

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

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

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

**Linden Public School District**

(39-2660)

2023-2024

**Report Key:**

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

\*\* Accountability calculations require 20 or more students

N No Data is available to display

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

## 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	Linden Public School District
Superintendent Name	Mrs. Atiya Perkins
Address	2 E. Gibbons Street, Linden, NJ 07036-6500
Phone Number	<a href="tel:9084862800">908-486-2800 x 8008</a>
Email Address	<a href="mailto:aperkins@lindenps.org">aperkins@lindenps.org</a>
Website	<a href="http://www.lindenps.org">www.lindenps.org</a>
Facebook	<a href="https://www.facebook.com/lindenpublicschools/">https://www.facebook.com/lindenpublicschools/</a>
Twitter	<a href="https://twitter.com/LindenSchoolsNJ">https://twitter.com/LindenSchoolsNJ</a>

## Overview & Resources

### Schools in this District

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

School Name	Grades Offered
<a href="#">Joseph E. Soehl Middle School</a>	06-08
<a href="#">Linden High School</a>	09-12
<a href="#">Myles J. McManus Middle School</a>	06-08
<a href="#">Number 1</a>	PK-05
<a href="#">Number 10</a>	PK-05
<a href="#">Number 2</a>	PK-05
<a href="#">Number 4</a>	PK-05
<a href="#">Number 5</a>	PK-05
<a href="#">Number 6</a>	PK-05
<a href="#">Number 8</a>	PK-05
<a href="#">Number 9</a>	PK-05

## Demographics

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

### Enrollment Trends by Grade

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

Grade	2021-22	2022-23	2023-24
PK	384	404	476
KG	411	429	440
1	391	438	458
2	390	417	475
3	448	391	431
4	449	457	408
5	435	472	483
6	473	457	477
7	421	495	463
8	484	461	511
9	439	501	474
10	442	447	518
11	407	460	440
12	426	412	456
<b>Total</b>	<b>6,000</b>	<b>6,241</b>	<b>6,510</b>

### Enrollment Trends by Student Group

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

Student Group	2021-22	2022-23	2023-24
Female	49.0%	48.0%	49.0%
Male	51.0%	52.0%	51.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	49.9%	61.1%	59.5%
Students with Disabilities	16.7%	15.3%	13.8%
Multilingual Learners	10.0%	11.9%	18.5%
Students Experiencing Homelessness	0.6%	0.4%	1.0%
Students in Foster Care	0.4%	0.1%	0.1%
Military-Connected Students	0.3%	0.0%	0.2%
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	16.0%	14.9%	13.0%
Hispanic	47.5%	47.1%	49.9%
Black or African American	31.8%	31.1%	30.6%
Asian	2.5%	2.4%	2.2%
Native Hawaiian or Pacific Islander	0.2%	0.1%	0.2%
American Indian or Alaska Native	0.3%	0.3%	0.3%
Two Or More Races	1.9%	4.1%	3.7%

## 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	384	404	476
KG - Half Day	0	0	0
KG - Full Day	411	429	440

### 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.

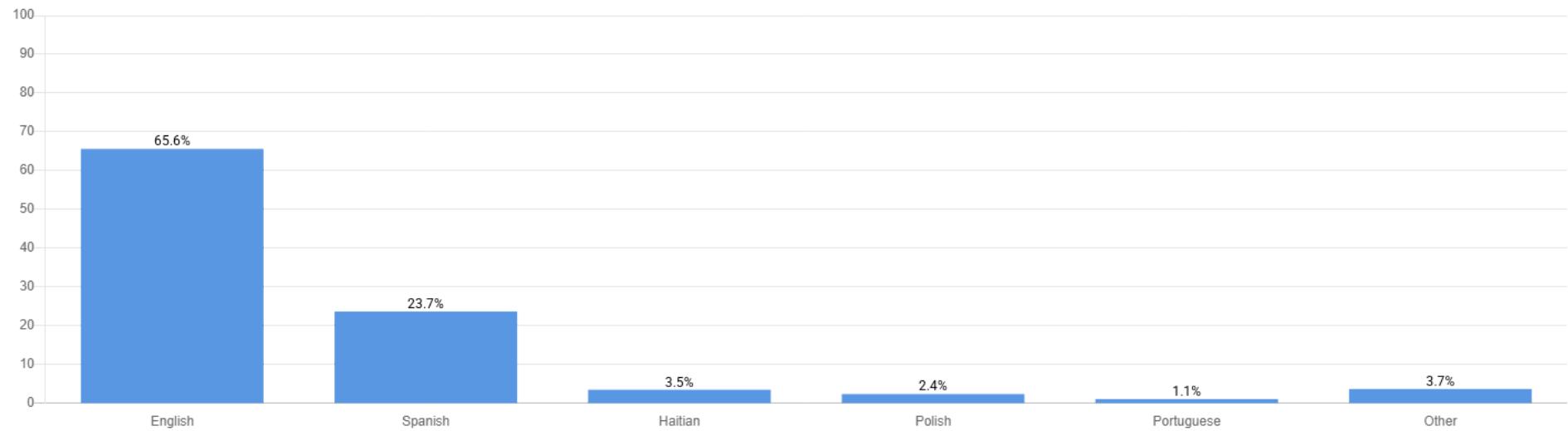
Enrollment Status	2021-22	2022-23	2023-24
Full Time Students	5,977	6,233	6,493
Shared Time Students	45	50	33
Full Time Equivalent	6,000	6,258	6,510

## Demographics

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### Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total. To see this data in a table, click the Table View option below the chart.



## Student Growth

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

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

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

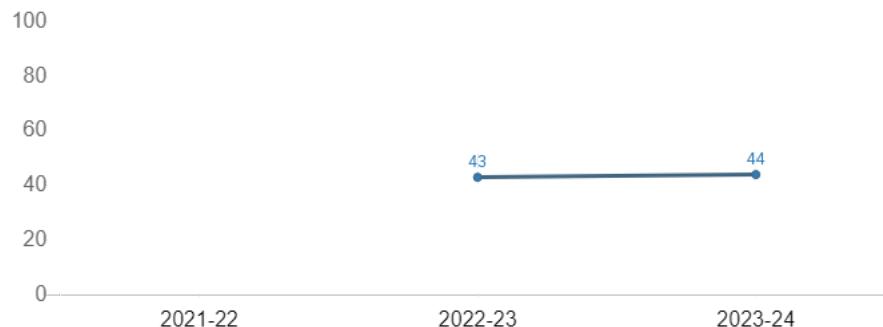
**Important Note for 2023-24:** Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022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

### Student Growth Trends and Progress

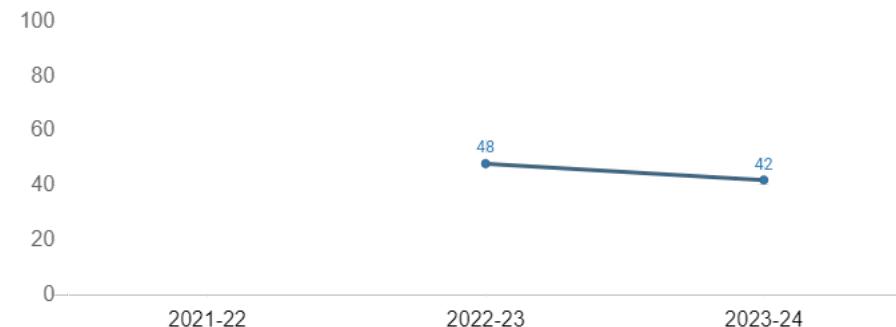
These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

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#### ELA Median Student Growth Percentile



#### Math Median Student Growth Percentile



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Median Student Growth Percentile		43	44		48	42
Met Standard (40-59.5)?		Met Standard	Met Standard		Met Standard	Met Standard
Statewide: Median Student Growth Percentile		50	50		50	50

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### Student Growth

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

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	44	50	Met Standard	42	50	Met Standard
White	48	50	Met Standard	42.5	51	Met Standard
Hispanic	43	49	Met Standard	42	48	Met Standard
Black or African American	43	47	Met Standard	43	46	Met Standard
Asian, Native Hawaiian, or Pacific Islander	48.5	59	Met Standard	36	60	Not Met
American Indian or Alaska Native	*	50	**	*	50	**
Two or More Races	43	50	Met Standard	34.5	51	Not Met
Female	45	52		41	50	
Male	44	48		43	50	
Non-Binary/Undesignated Gender	N	44		N	45.5	
Economically Disadvantaged Students	44	48	Met Standard	42	48	Met Standard
Students with Disabilities	44	43	Met Standard	45	44	Met Standard
Multilingual Learners	48	50	Met Standard	40	50	Met Standard
Students Experiencing Homelessness	32.5	43		54	45	
Students in Foster Care	*	40		N	47	
Military-Connected Students	*	47.5		*	51	
Migrant Students	N	53		N	44	

## Student Growth

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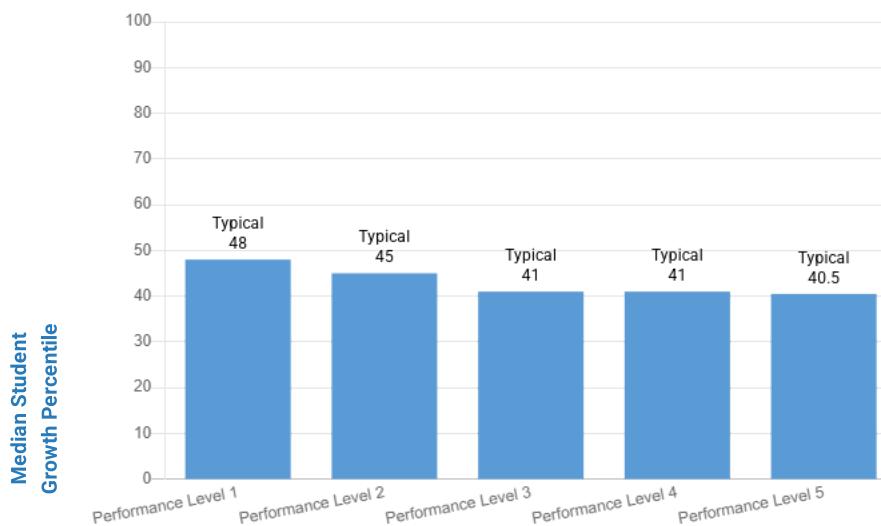
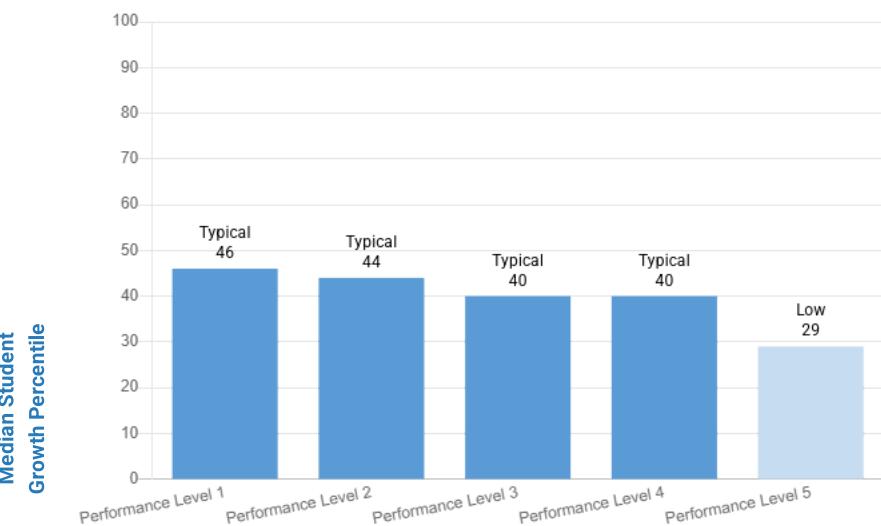
A student's SGP falls between 1 and 99 and can be grouped into three levels. An SGP below 35 indicates low growth, an SGP between 35 and 65 indicates typical growth, and an SGP greater than 65 indicates high growth. If the SGPs for all students are ordered from smallest to largest, the mSGP is the percentile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

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### Student Growth by Performance Level

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

**ELA**

**Math**


## Student Growth

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

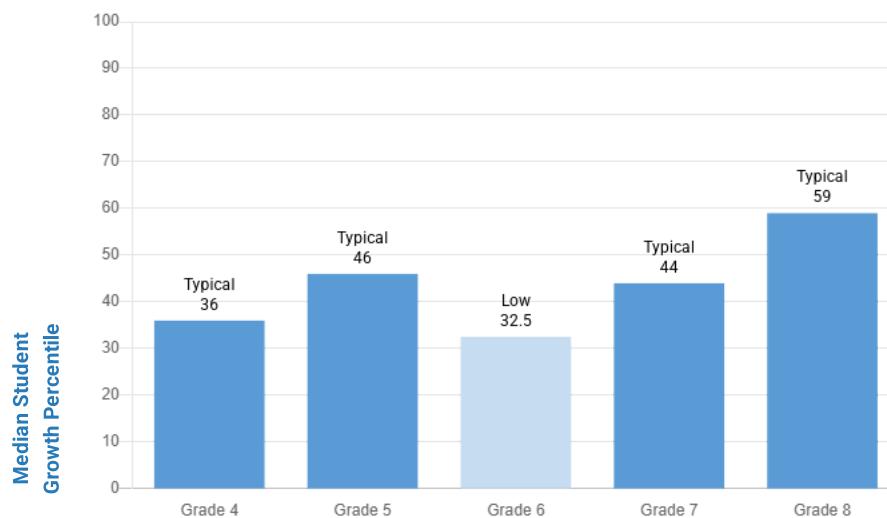
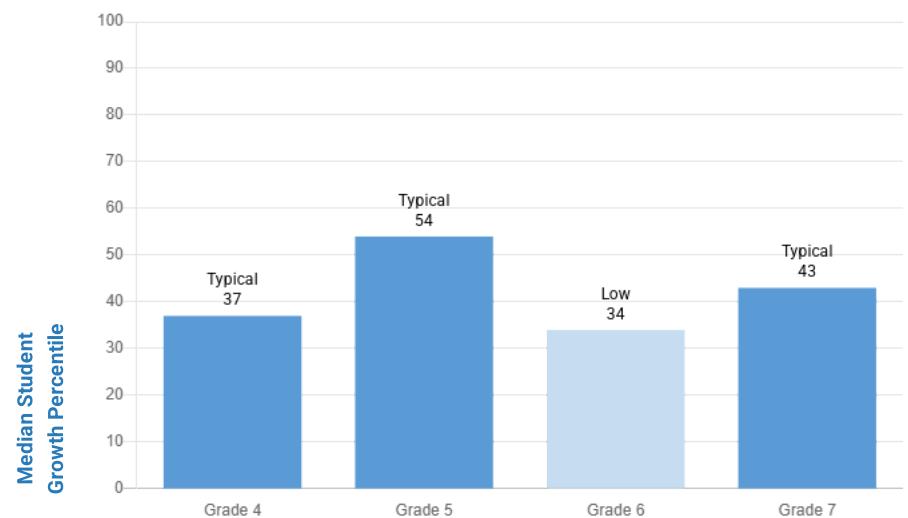
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### Student Growth by Grade

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

**ELA**

**Math**


## Academic Achievement

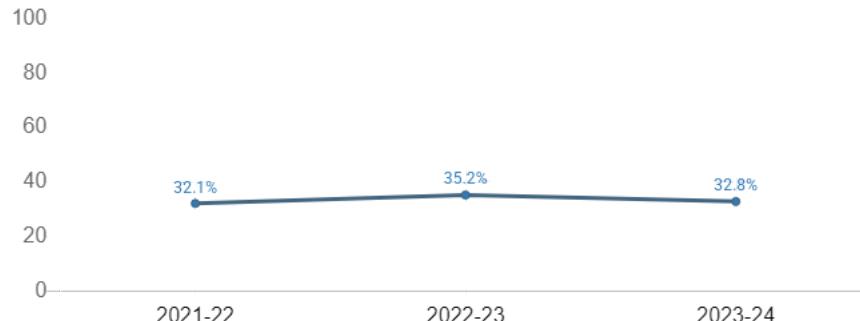
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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

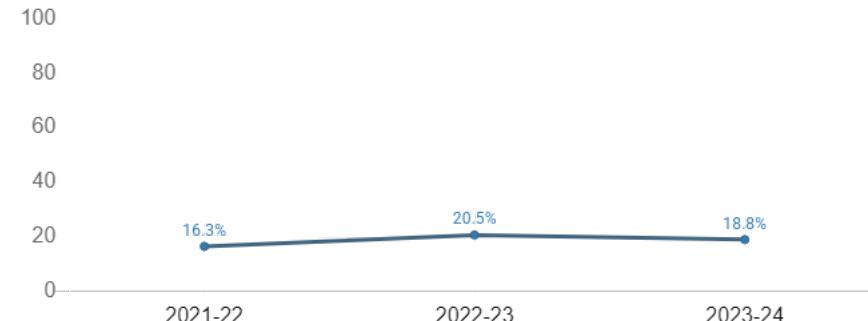
### English Language Arts and Mathematics Performance Trends

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

#### ELA Proficiency Rate for Federal Accountability



#### Math Proficiency Rate for Federal Accountability



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	96.8%	97.1%	98.7%	97.5%	97.6%	98.9%
Proficiency Rate for Federal Accountability	32.1%	35.2%	32.8%	16.3%	20.5%	18.8%
Annual Target	49.0%	50.9%	37.4%	35.4%	38.2%	23.2%
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	2,966	98.7%	32.8%	52.2%	32.8%	37.4%	Not Met
White	415	98.8%	44.6%	61.8%	44.6%	51.6%	Not Met
Hispanic	1,413	98.4%	30.4%	38%	30.4%	34.6%	Not Met
Black or African American	915	99.1%	30.7%	35.9%	30.7%	33.8%	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	98.7%	41.3%	79.9%	41.3%	46.4%	Met Target†
American Indian or Alaska Native	*	*	*	51.2%	*	**	**
Two or More Races	139	99.3%	32.4%	59.4%	32.4%	39.1%	Not Met
Female	*	98.8%	39.4%	57.7%	39.4%		
Male	*	98.7%	26.5%	47%	26.5%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	1,684	98.5%	30.4%	34.6%	30.4%	32.8%	Not Met
Non-Economically Disadvantaged Students	1,282	99%	36%	62.8%	36%		
Students with Disabilities	523	97.5%	<10%	19.8%	<10%	11%	Met Target†
Students without Disabilities	2,443	99%	37.9%	59.4%	37.9%		
Multilingual Learners	464	98.6%	18.1%	23.1%	18.1%	8.9%	Met Target
Non-Multilingual Learners	2,502	98.7%	35.6%	56.2%	35.6%		
Students Experiencing Homelessness	22	95.7%	13.6%	21.9%	13.6%		
Students in Foster Care	*	*	*	19.3%	*		
Military-Connected Students	*	*	*	48.2%	*		
Migrant Students	*	*	*	13.3%	*		

† Target was met within a confidence interval.

## Academic Achievement

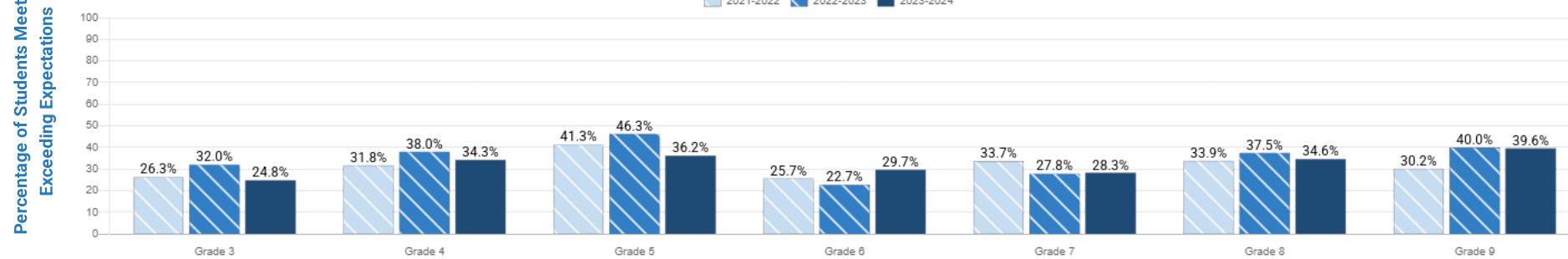
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### English Language Arts Assessment - Performance Trends

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

2021-2022 2022-2023 2023-2024



## Academic Achievement

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### English Language Arts Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	403	721	741	33%	20%	23%	24%	0%	25%	44%
White	54	733	751	15%	31%	24%	28%	2%	30%	53%
Hispanic	218	719	724	35%	17%	25%	23%	0%	23%	29%
Black or African American	100	716	725	38%	20%	18%	24%	0%	24%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	*	*	*	*	*	*	70%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	46%
Two or More Races	21	719	751	33%	19%	19%	29%	0%	29%	52%
Female	*	728	746	27%	15%	25%	33%	0%	33%	48%
Male	*	713	736	39%	25%	20%	15%	1%	16%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	233	718	722	33%	21%	22%	22%	0%	23%	26%
Non-Economically Disadvantaged Students	170	724	753	31%	18%	23%	27%	1%	28%	55%
Students with Disabilities	55	684	710	*	*	*	*	*	*	18%
Students without Disabilities	348	727	747	26%	20%	26%	28%	1%	28%	49%
Multilingual Learners	69	693	704	*	*	*	*	*	*	13%
Non-Multilingual Learners	334	726	746	26%	20%	25%	28%	1%	29%	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	379	733	749	21%	21%	24%	29%	6%	34%	51%
White	53	741	758	11%	23%	28%	30%	8%	38%	61%
Hispanic	171	727	734	24%	22%	27%	26%	2%	27%	35%
Black or African American	123	734	733	24%	21%	17%	29%	9%	38%	34%
Asian, Native Hawaiian, or Pacific Islander	*	759	776	0%	14%	29%	36%	21%	57%	78%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	51%
Two or More Races	17	742	757	12%	12%	29%	47%	0%	47%	60%
Female	*	738	752	16%	22%	20%	35%	7%	42%	54%
Male	*	728	745	26%	19%	28%	22%	4%	26%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	221	728	731	26%	21%	24%	26%	4%	30%	32%
Non-Economically Disadvantaged Students	158	740	760	14%	21%	25%	33%	8%	41%	63%
Students with Disabilities	64	703	720	*	*	*	*	*	*	21%
Students without Disabilities	315	739	755	14%	20%	27%	33%	7%	39%	57%
Multilingual Learners	54	710	711	*	*	*	*	*	*	13%
Non-Multilingual Learners	325	737	753	17%	19%	25%	32%	6%	39%	55%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	20%
Students in Foster Care	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	*	*	747	*	*	*	*	*	*	49%
Migrant Students	*	*	713	*	*	*	*	*	*	23%

## Academic Achievement

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

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	450	738	750	18%	18%	28%	31%	5%	36%	52%
White	58	748	760	14%	12%	21%	47%	7%	53%	63%
Hispanic	217	733	736	20%	19%	27%	29%	4%	33%	37%
Black or African American	141	741	734	16%	19%	30%	28%	7%	35%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	24	744	757	13%	8%	42%	38%	0%	38%	60%
Female	*	744	755	14%	15%	30%	36%	6%	42%	57%
Male	*	732	745	22%	21%	27%	26%	4%	30%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	261	736	732	19%	17%	28%	30%	6%	35%	33%
Non-Economically Disadvantaged Students	189	740	761	16%	19%	28%	33%	4%	38%	64%
Students with Disabilities	67	710	719	*	*	*	*	*	*	20%
Students without Disabilities	383	743	756	13%	16%	30%	36%	6%	41%	59%
Multilingual Learners	48	697	705	*	*	*	*	*	*	*
Non-Multilingual Learners	402	743	754	12%	17%	30%	35%	6%	40%	57%
Students Experiencing Homelessness	*	*	718	*	*	*	*	*	*	22%
Students in Foster Care	*	*	721	*	*	*	*	*	*	20%
Military-Connected Students	*	*	747	*	*	*	*	*	*	48%
Migrant Students	*	*	721	*	*	*	*	*	*	20%

## Academic Achievement

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

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	448	732	751	15%	25%	29%	26%	3%	30%	53%
White	64	736	760	17%	22%	20%	38%	3%	41%	63%
Hispanic	196	730	738	16%	26%	31%	24%	4%	28%	39%
Black or African American	147	731	735	14%	26%	31%	27%	1%	29%	35%
Asian, Native Hawaiian, or Pacific Islander	*	747	778	14%	21%	29%	7%	29%	36%	82%
American Indian or Alaska Native	*	*	748	*	*	*	*	*	*	49%
Two or More Races	27	727	758	15%	33%	33%	19%	0%	19%	60%
Female	*	736	756	11%	22%	33%	30%	4%	33%	59%
Male	*	728	746	20%	29%	26%	23%	3%	26%	48%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	269	730	735	17%	25%	32%	23%	3%	26%	35%
Non-Economically Disadvantaged Students	179	735	761	13%	26%	26%	31%	3%	35%	65%
Students with Disabilities	76	712	719	*	*	*	*	*	*	17%
Students without Disabilities	372	736	758	12%	21%	33%	30%	4%	34%	60%
Multilingual Learners	42	704	707	*	*	*	*	*	*	*
Non-Multilingual Learners	406	735	754	12%	24%	31%	29%	4%	32%	57%
Students Experiencing Homelessness	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	724	*	*	*	*	*	*	22%
Military-Connected Students	*	*	754	*	*	*	*	*	*	55%
Migrant Students	*	*	712	*	*	*	*	*	*	29%

## Academic Achievement

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	435	729	752	22%	20%	30%	21%	8%	28%	54%
White	56	745	761	16%	13%	20%	32%	20%	52%	64%
Hispanic	222	724	737	25%	23%	28%	18%	5%	24%	39%
Black or African American	122	730	734	20%	18%	36%	20%	6%	25%	37%
Asian, Native Hawaiian, or Pacific Islander	*	739	785	20%	20%	20%	30%	10%	40%	84%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	51%
Two or More Races	23	729	759	17%	22%	35%	17%	9%	26%	60%
Female	*	735	758	16%	20%	30%	22%	10%	33%	60%
Male	*	724	746	26%	20%	29%	19%	5%	24%	48%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	243	725	734	25%	19%	32%	19%	5%	24%	36%
Non-Economically Disadvantaged Students	192	734	762	18%	21%	27%	23%	11%	34%	64%
Students with Disabilities	76	709	715	39%	29%	21%	8%	3%	11%	18%
Students without Disabilities	359	733	759	18%	18%	31%	23%	9%	32%	61%
Multilingual Learners	48	686	700	*	*	*	*	*	*	*
Non-Multilingual Learners	387	734	756	15%	21%	33%	23%	9%	31%	58%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	21%
Students in Foster Care	*	*	712	*	*	*	*	*	*	17%
Military-Connected Students	*	*	747	*	*	*	*	*	*	50%
Migrant Students	*	*	*	*	*	*	*	*	*	*

## Academic Achievement

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	483	732	751	23%	22%	20%	28%	7%	35%	53%
White	65	745	760	14%	12%	23%	43%	8%	51%	62%
Hispanic	231	731	736	23%	23%	22%	24%	8%	32%	39%
Black or African American	156	727	735	29%	24%	17%	26%	5%	31%	37%
Asian, Native Hawaiian, or Pacific Islander	*	722	783	33%	25%	8%	33%	0%	33%	82%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	52%
Two or More Races	*	744	757	11%	21%	26%	32%	11%	42%	59%
Female	*	737	759	22%	19%	20%	30%	9%	39%	60%
Male	*	727	743	25%	25%	21%	25%	5%	30%	46%
Non-binary/undesignated gender	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	274	730	734	22%	26%	20%	26%	6%	32%	36%
Non-Economically Disadvantaged Students	209	735	761	25%	16%	21%	30%	8%	38%	63%
Students with Disabilities	83	701	713	*	*	*	*	*	*	16%
Students without Disabilities	400	739	758	18%	20%	22%	32%	9%	40%	60%
Multilingual Learners	58	703	701	*	*	*	*	*	*	*
Non-Multilingual Learners	425	736	755	19%	22%	21%	30%	8%	38%	56%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	23%
Students in Foster Care	*	*	708	*	*	*	*	*	*	14%
Military-Connected Students	*	*	743	*	*	*	*	*	*	43%
Migrant Students	*	*	*	*	*	*	*	*	*	*

## Academic Achievement

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	424	737	755	19%	19%	22%	30%	9%	40%	58%
White	61	746	764	11%	20%	16%	43%	10%	52%	67%
Hispanic	206	740	741	16%	17%	26%	32%	10%	42%	45%
Black or African American	135	726	737	27%	24%	19%	24%	4%	29%	40%
Asian, Native Hawaiian, or Pacific Islander	*	778	789	0%	10%	20%	20%	50%	70%	87%
American Indian or Alaska Native	*	*	757	*	*	*	*	*	*	59%
Two or More Races	11	726	761	36%	9%	18%	27%	9%	36%	64%
Female	*	747	762	13%	16%	21%	38%	12%	50%	64%
Male	*	727	747	25%	22%	23%	23%	6%	29%	51%
Non-binary/undesignated gender	*	*	774	*	*	*	*	*	*	77%
Economically Disadvantaged Students	213	735	738	20%	22%	17%	34%	7%	41%	41%
Non-Economically Disadvantaged Students	211	738	764	19%	17%	27%	27%	11%	38%	67%
Students with Disabilities	69	704	717	*	*	*	*	*	*	19%
Students without Disabilities	355	743	761	15%	17%	22%	35%	11%	46%	64%
Multilingual Learners	40	713	701	43%	23%	18%	18%	0%	18%	*
Non-Multilingual Learners	384	739	758	17%	19%	22%	32%	10%	42%	61%
Students Experiencing Homelessness	*	*	721	*	*	*	*	*	*	25%
Students in Foster Care	*	*	714	*	*	*	*	*	*	20%
Military-Connected Students	*	*	749	*	*	*	*	*	*	51%
Migrant Students	*	*	683	*	*	*	*	*	*	*

## Academic Achievement

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### Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	3,018	98.9%	18.8%	40.2%	18.8%	23.2%	Not Met
White	417	98.9%	27.1%	51.1%	27.1%	34.7%	Not Met
Hispanic	1,450	98.9%	18.2%	24.2%	18.2%	21.1%	Not Met
Black or African American	926	98.7%	15.1%	20.1%	15.1%	19.3%	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	98.7%	34.2%	74.4%	34.2%	37.7%	Met Target†
American Indian or Alaska Native	*	*	*	42%	*	**	**
Two or More Races	140	100%	15.7%	48.9%	15.7%	24.1%	Not Met
Female	*	99%	17.2%	38.4%	17.2%		
Male	*	98.8%	20.3%	42%	20.3%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	1,716	98.6%	16.8%	21.7%	16.8%	19.9%	Not Met
Non-Economically Disadvantaged Students	1,302	99.3%	21.3%	51.5%	21.3%		
Students with Disabilities	527	97.9%	<10%	16.6%	<10%	11.4%	Not Met
Students without Disabilities	2,491	99.1%	21.6%	45.4%	21.6%		
Multilingual Learners	507	98.7%	14.6%	18.7%	14.6%	8.5%	Met Target
Non-Multilingual Learners	2,511	98.9%	19.6%	43.5%	19.6%		
Students Experiencing Homelessness	22	100%	<10%	12.9%	<10%		
Students in Foster Care	*	*	*	12.4%	*		
Military-Connected Students	*	*	*	38.8%	*		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

## Academic Achievement

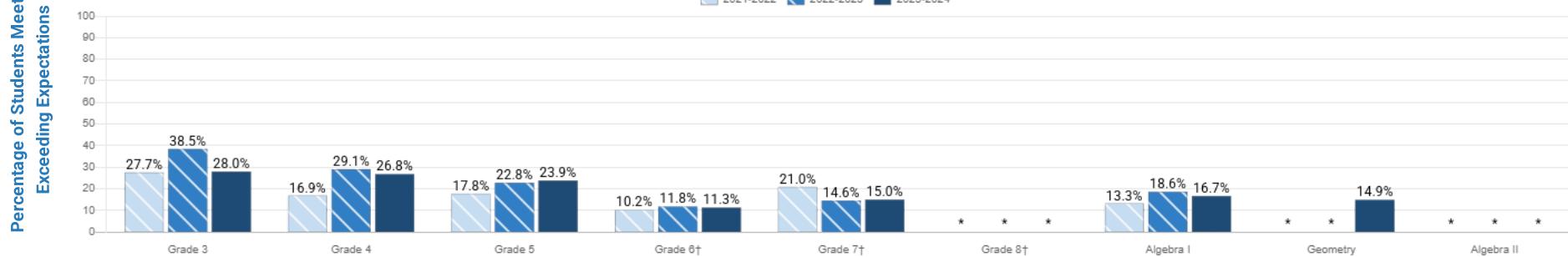
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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### Mathematics Assessment - Performance Trends

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

2021-2022 2022-2023 2023-2024



† 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	421	732	747	14%	24%	33%	26%	2%	28%	48%
White	55	743	757	2%	22%	40%	33%	4%	36%	60%
Hispanic	229	733	732	12%	23%	38%	26%	1%	28%	31%
Black or African American	106	726	728	22%	31%	22%	24%	2%	25%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	51%
Two or More Races	21	724	755	29%	14%	43%	14%	0%	14%	56%
Female	*	732	744	14%	27%	31%	26%	2%	28%	45%
Male	*	733	749	14%	22%	36%	26%	2%	28%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	241	731	729	14%	27%	33%	24%	1%	26%	28%
Non-Economically Disadvantaged Students	180	734	758	14%	21%	34%	28%	3%	31%	60%
Students with Disabilities	55	714	725	*	*	*	*	*	*	25%
Students without Disabilities	366	735	751	13%	21%	35%	29%	2%	31%	52%
Multilingual Learners	85	716	722	29%	27%	31%	13%	0%	13%	20%
Non-Multilingual Learners	336	736	751	10%	24%	34%	29%	2%	32%	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	396	729	744	18%	26%	29%	25%	2%	27%	45%
White	54	742	754	4%	28%	28%	35%	6%	41%	57%
Hispanic	183	723	730	23%	30%	27%	19%	2%	21%	28%
Black or African American	126	729	726	19%	24%	32%	25%	1%	25%	24%
Asian, Native Hawaiian, or Pacific Islander	*	750	773	0%	7%	29%	64%	0%	64%	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	50%
Two or More Races	18	729	752	17%	22%	33%	28%	0%	28%	54%
Female	*	730	743	15%	29%	29%	27%	1%	28%	43%
Male	*	728	746	21%	23%	29%	23%	3%	26%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	227	725	727	21%	28%	30%	21%	0%	21%	25%
Non-Economically Disadvantaged Students	169	735	755	15%	24%	27%	31%	4%	35%	58%
Students with Disabilities	64	711	722	*	*	*	*	*	*	21%
Students without Disabilities	332	732	749	15%	25%	30%	29%	2%	31%	50%
Multilingual Learners	68	707	718	43%	29%	18%	10%	0%	10%	14%
Non-Multilingual Learners	328	733	748	13%	26%	31%	28%	2%	30%	49%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	15%
Students in Foster Care	*	*	716	*	*	*	*	*	*	15%
Military-Connected Students	*	*	744	*	*	*	*	*	*	43%
Migrant Students	*	*	721	*	*	*	*	*	*	17%

## Academic Achievement

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

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### Mathematics Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	476	730	741	13%	29%	34%	22%	2%	24%	40%
White	60	741	751	7%	15%	43%	32%	3%	35%	53%
Hispanic	234	729	726	14%	30%	34%	21%	2%	23%	23%
Black or African American	*	728	722	15%	32%	30%	22%	2%	24%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	24	729	748	*	*	*	*	*	*	49%
Female	*	728	739	11%	32%	36%	20%	0%	21%	38%
Male	*	732	742	14%	26%	33%	23%	4%	27%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	270	731	724	11%	30%	35%	21%	3%	24%	20%
Non-Economically Disadvantaged Students	206	729	752	16%	27%	33%	22%	2%	24%	53%
Students with Disabilities	68	711	717	*	*	*	*	*	*	16%
Students without Disabilities	408	733	746	10%	27%	37%	24%	3%	27%	45%
Multilingual Learners	69	711	711	*	*	*	*	*	*	*
Non-Multilingual Learners	407	733	744	9%	29%	35%	24%	3%	27%	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	459	716	737	27%	37%	24%	11%	1%	11%	36%
White	66	724	746	21%	24%	35%	18%	2%	20%	47%
Hispanic	202	715	723	27%	39%	22%	11%	0%	11%	20%
Black or African American	150	712	718	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	742	768	7%	36%	21%	29%	7%	36%	73%
American Indian or Alaska Native	*	*	735	*	*	*	*	*	*	33%
Two or More Races	27	712	743	*	*	*	*	*	*	45%
Female	*	714	736	29%	40%	21%	10%	0%	10%	34%
Male	*	719	738	25%	34%	27%	12%	1%	13%	38%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	278	714	721	*	*	*	*	*	*	17%
Non-Economically Disadvantaged Students	181	719	747	26%	33%	25%	15%	1%	16%	48%
Students with Disabilities	76	708	714	*	*	*	*	*	*	12%
Students without Disabilities	383	718	741	27%	34%	26%	13%	1%	13%	41%
Multilingual Learners	54	698	707	*	*	*	*	*	*	*
Non-Multilingual Learners	405	719	740	23%	39%	26%	12%	1%	13%	39%
Students Experiencing Homelessness	*	*	711	*	*	*	*	*	*	*
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	739	*	*	*	*	*	*	37%
Migrant Students	*	*	704	*	*	*	*	*	*	13%

## Academic Achievement

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

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	452	722	739	19%	37%	28%	13%	2%	15%	37%
White	57	734	748	14%	21%	33%	28%	4%	32%	50%
Hispanic	230	721	728	18%	38%	31%	11%	1%	13%	23%
Black or African American	129	718	724	23%	40%	25%	11%	1%	12%	18%
Asian, Native Hawaiian, or Pacific Islander	*	715	764	20%	50%	20%	10%	0%	10%	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	24	725	743	21%	42%	17%	17%	4%	21%	44%
Female	*	720	738	20%	39%	28%	12%	1%	13%	36%
Male	*	724	739	19%	36%	29%	15%	2%	17%	39%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	256	718	726	23%	39%	25%	11%	1%	13%	20%
Non-Economically Disadvantaged Students	196	727	747	14%	35%	32%	16%	2%	18%	48%
Students with Disabilities	76	710	716	*	*	*	*	*	*	12%
Students without Disabilities	376	725	743	16%	36%	31%	15%	2%	16%	43%
Multilingual Learners	64	704	714	*	*	*	*	*	*	*
Non-Multilingual Learners	388	725	741	16%	37%	30%	15%	2%	17%	40%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	11%
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	740	*	*	*	*	*	*	39%
Migrant Students	*	*	708	*	*	*	*	*	*	*

## Academic Achievement

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### Mathematics Assessment - Performance By Grade: Grade 8

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	396	704	719	*	*	*	*	*	*	19%
White	45	711	729	*	*	*	*	*	*	27%
Hispanic	200	705	713	*	*	*	*	*	*	13%
Black or African American	127	698	707	*	*	*	*	*	*	10%
Asian, Native Hawaiian, or Pacific Islander	*	*	740	*	*	*	*	*	*	40%
American Indian or Alaska Native	*	*	722	*	*	*	*	*	*	21%
Two or More Races	16	710	722	50%	19%	19%	13%	0%	13%	22%
Female	*	703	719	*	*	*	*	*	*	19%
Male	*	704	719	*	*	*	*	*	*	20%
Non-binary/undesignated gender	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	230	703	711	*	*	*	*	*	*	12%
Non-Economically Disadvantaged Students	166	705	725	*	*	*	*	*	*	25%
Students with Disabilities	83	696	702	*	*	*	*	*	*	*
Students without Disabilities	313	705	724	*	*	*	*	*	*	23%
Multilingual Learners	65	704	701	*	*	*	*	*	*	*
Non-Multilingual Learners	331	704	721	*	*	*	*	*	*	21%
Students Experiencing Homelessness	*	*	704	*	*	*	*	*	*	*
Students in Foster Care	*	*	696	*	*	*	*	*	*	*
Military-Connected Students	*	*	722	*	*	*	*	*	*	19%
Migrant Students	*	*	*	*	*	*	*	*	*	*

## Academic Achievement

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

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### Mathematics Assessment - Performance By Test: Algebra I

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	480	718	738	27%	34%	23%	17%	0%	17%	40%
White	63	729	748	13%	32%	32%	24%	0%	24%	51%
Hispanic	239	718	723	26%	33%	24%	16%	0%	16%	23%
Black or African American	154	712	719	34%	38%	16%	12%	0%	12%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	15	716	746	40%	20%	13%	27%	0%	27%	49%
Female	*	718	737	26%	34%	23%	16%	0%	16%	39%
Male	*	718	739	29%	33%	22%	17%	0%	17%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	257	716	722	29%	35%	21%	14%	0%	14%	22%
Non-Economically Disadvantaged Students	223	720	747	25%	31%	24%	19%	0%	19%	50%
Students with Disabilities	71	697	710	*	*	*	*	*	*	11%
Students without Disabilities	409	721	743	23%	33%	25%	19%	0%	19%	45%
Multilingual Learners	61	708	705	39%	33%	18%	10%	0%	10%	*
Non-Multilingual Learners	419	719	741	26%	34%	23%	18%	0%	18%	43%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	13%
Students in Foster Care	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	696	*	*	*	*	*	*	*

## Academic Achievement

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### Mathematics Assessment - Performance By Test: Geometry

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	74	730	750	5%	28%	51%	15%	0%	15%	53%
White	21	734	752	0%	29%	52%	19%	0%	19%	57%
Hispanic	32	730	735	6%	28%	47%	19%	0%	19%	29%
Black or African American	15	727	733	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	66%
Two or More Races	*	*	756	*	*	*	*	*	*	63%
Female	*	728	748	5%	36%	49%	10%	0%	10%	50%
Male	*	733	752	6%	20%	54%	20%	0%	20%	57%
Non-binary/undesignated gender	*	*	752	*	*	*	*	*	*	60%
Economically Disadvantaged Students	33	729	734	6%	30%	42%	21%	0%	21%	28%
Non-Economically Disadvantaged Students	41	731	754	5%	27%	59%	10%	0%	10%	60%
Students with Disabilities	*	*	727	*	*	*	*	*	*	24%
Students without Disabilities	*	730	751	5%	28%	51%	15%	0%	15%	54%
Multilingual Learners	*	*	716	*	*	*	*	*	*	11%
Non-Multilingual Learners	*	730	751	5%	28%	51%	15%	0%	15%	55%
Students Experiencing Homelessness	*	*	727	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	743	*	*	*	*	*	*	44%
Migrant Students	*	*	*	*	*	*	*	*	*	*

## Academic Achievement

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

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### Mathematics Assessment - Performance By Test: Algebra II

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

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

## Academic Achievement

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### DLM Alternate Assessment - Participation

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

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

## Academic Achievement

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

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 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	600	*	>90%	*	<10%
3-4	202	*	>90%	*	<10%
5 or more	112	92	82.1%	20	17.9%

### 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	33.8%	22.7%	Met Goal
† Target was met within a confidence interval.			

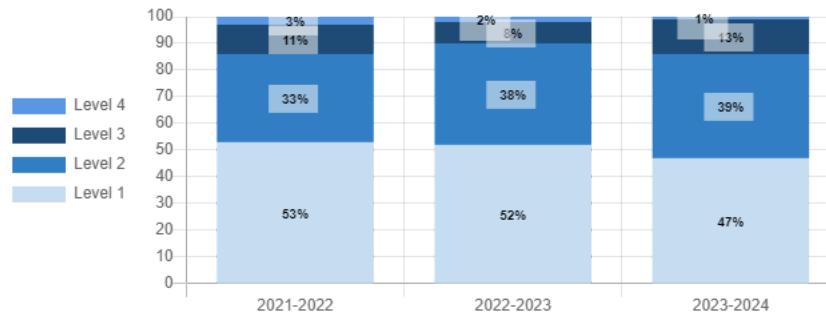
## Academic Achievement

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

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

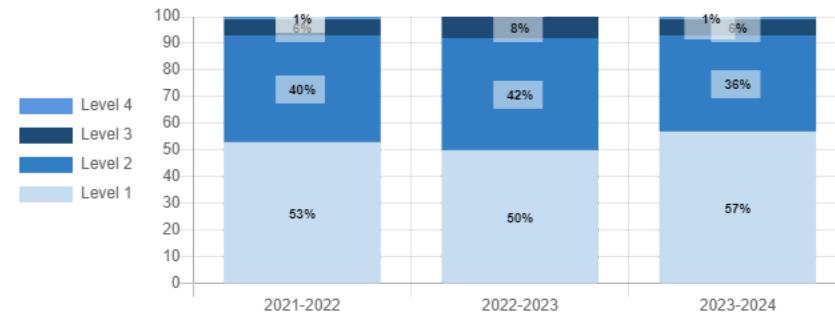
### NJSLA Science Assessment: Grade 5 Summary

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



### NJSLA Science Assessment: Grade 8 Summary

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



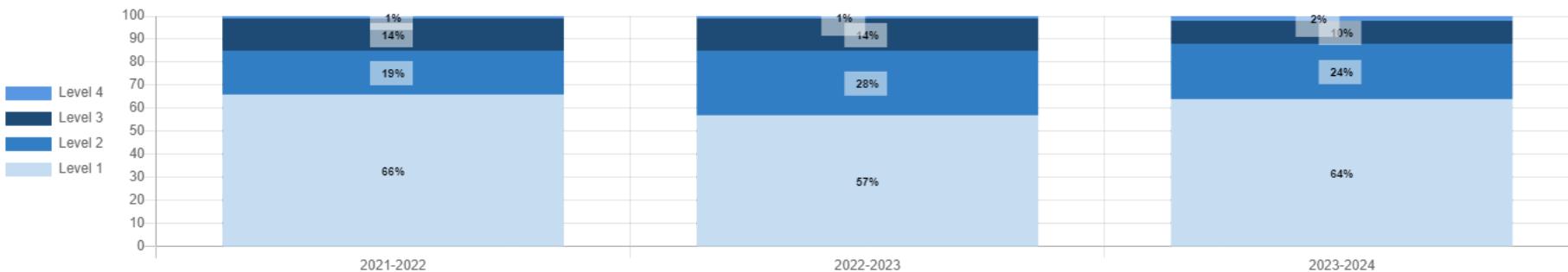
## Academic Achievement

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

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

### NJSLA Science Assessment: Grade 11 Summary

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



## Academic Achievement

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

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

### NJSLA Science Assessment: Grade 5

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	47%	39%	13%	1%	35%	37%	21%	6%
White	26%	54%	16%	3%	22%	42%	28%	8%
Hispanic	51%	37%	12%	0%	51%	36%	12%	2%
Black or African American	52%	34%	12%	1%	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	27%	50%	23%	0%	27%	36%	27%	10%
Female	46%	41%	12%	0%	35%	39%	20%	6%
Male	48%	36%	14%	1%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	46%	40%	14%	1%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	50%	37%	12%	1%	24%	39%	28%	10%
Students with Disabilities	77%	17%	6%	0%	64%	27%	8%	2%
Students without Disabilities	42%	42%	14%	1%	30%	39%	24%	7%
Multilingual Learners	75%	23%	1%	0%	78%	20%	2%	0%
Non-Multilingual Learners	42%	42%	15%	1%	30%	39%	23%	7%
Students Experiencing Homelessness	*	*	*	*	68%	25%	6%	1%
Students in Foster Care	*	*	*	*	67%	28%	3%	1%
Military-Connected Students	*	*	*	*	30%	42%	23%	5%
Migrant Students	*	*	*	*	73%	27%	0%	0%

## Academic Achievement

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

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

### NJSLA Science Assessment: Grade 8

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	57%	36%	6%	1%	36%	45%	14%	5%
White	46%	42%	7%	4%	23%	52%	19%	6%
Hispanic	57%	36%	7%	0%	51%	42%	6%	1%
Black or African American	65%	31%	3%	1%	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	58%	25%	17%	0%	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	40%	50%	10%	0%	27%	46%	19%	8%
Female	58%	38%	4%	0%	35%	47%	13%	4%
Male	57%	33%	9%	2%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	60%	35%	4%	0%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	54%	36%	8%	1%	26%	48%	19%	7%
Students with Disabilities	84%	15%	1%	0%	67%	29%	3%	1%
Students without Disabilities	52%	40%	7%	1%	30%	48%	16%	6%
Multilingual Learners	81%	18%	1%	0%	75%	24%	1%	0%
Non-Multilingual Learners	54%	38%	7%	1%	32%	47%	15%	5%
Students Experiencing Homelessness	*	*	*	*	66%	32%	2%	0%
Students in Foster Care	*	*	*	*	80%	19%	1%	0%
Military-Connected Students	*	*	*	*	40%	47%	10%	3%
Migrant Students	*	*	*	*	*	*	*	*

## Academic Achievement

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

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

### NJSLA Science Assessment: Grade 11

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	64%	24%	10%	2%	45%	27%	19%	9%
White	59%	24%	13%	4%	34%	30%	26%	11%
Hispanic	65%	25%	9%	1%	61%	25%	11%	3%
Black or African American	70%	23%	6%	1%	64%	24%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	17%	23%	33%	28%
American Indian or Alaska Native	*	*	*	*	54%	21%	19%	6%
Two or More Races	33%	33%	33%	0%	38%	26%	25%	11%
Female	61%	28%	9%	2%	43%	29%	20%	7%
Male	68%	20%	10%	2%	47%	24%	18%	10%
Non-binary/undesignated gender	*	*	*	*	26%	28%	30%	16%
Economically Disadvantaged Students	63%	24%	10%	3%	63%	24%	11%	2%
Non-Economically Disadvantaged Students	65%	24%	10%	1%	37%	28%	24%	12%
Students with Disabilities	84%	13%	3%	0%	77%	16%	5%	1%
Students without Disabilities	61%	26%	11%	2%	40%	28%	22%	10%
Multilingual Learners	*	*	*	*	88%	10%	1%	0%
Non-Multilingual Learners	61%	26%	11%	2%	42%	28%	21%	9%
Students Experiencing Homelessness	*	*	*	*	72%	19%	8%	1%
Students in Foster Care	*	*	*	*	76%	18%	5%	1%
Military-Connected Students	*	*	*	*	48%	29%	17%	7%
Migrant Students	*	*	*	*	*	*	*	*

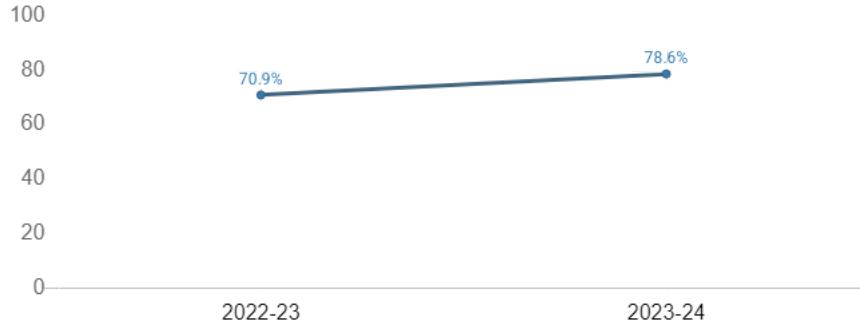
## Academic Achievement

### Graduation Proficiency Assessment (NJGPA) Trends

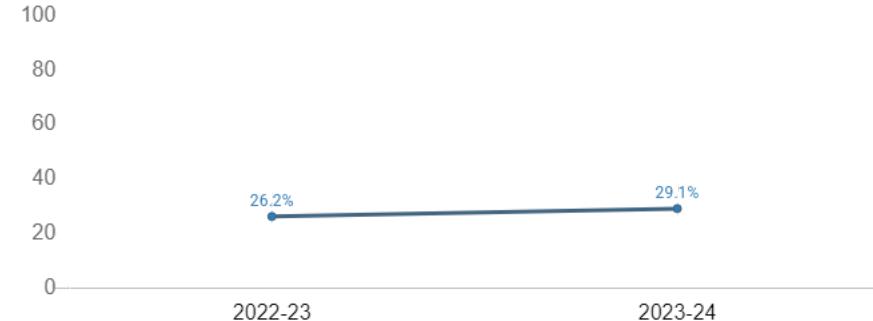
These graphs show trends in performance on the New Jersey Graduation Proficiency Assessment (NJGPA) for the last two years. Students are identified as either Graduation Ready or Not Yet Graduation Ready for both English Language Arts (ELA) and mathematics based on their scores on the assessment. These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

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

**ELA Graduation Ready Rate**



**Math Graduation Ready Rate**



Performance Measure	2022-23 ELA	2023-24 ELA	2022-23 Math	2023-24 Math
Graduation Ready Rate	70.9%	78.6%	26.2%	29.1%
Statewide Graduation Ready Rate	80.5%	82.5%	55.0%	55.6%

## Academic Achievement

### Graduation Proficiency Assessment (NJGPA) : Grade 11

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

Student Group	ELA Valid Scores	District % Graduation Ready: ELA	State % Graduation Ready: ELA	Math Valid Scores	District % Graduation Ready: Math	State % Graduation Ready: Math
Districtwide	439	78.6%	82.5%	433	29.1%	55.6%
White	55	83.6%	90%	55	43.6%	69.1%
Hispanic	213	77%	72.3%	208	26.4%	38%
Black or African American	149	77.9%	73.6%	148	25.7%	33.1%
Asian, Native Hawaiian, or Pacific Islander	*	*	>90%	*	*	87.9%
American Indian or Alaska Native	*	*	76.2%	*	*	43.8%
Two or More Races	12	>90%	87.5%	12	41.7%	62%
Female	*	83.1%	86.9%	*	28.6%	56.6%
Male	*	74.1%	78.3%	*	29.6%	54.7%
Non-binary/undesignated gender	*	*	87.7%	*	*	69.9%
Economically Disadvantaged Students	207	79.7%	71.7%	205	30.2%	36%
Non-Economically Disadvantaged Students	232	77.6%	87.6%	228	28.1%	65.1%
Students with Disabilities	67	55.2%	53.6%	66	15.2%	18.2%
Students without Disabilities	372	82.8%	87.4%	367	31.6%	62%
Multilingual Learners	45	24.4%	24.4%	43	<10%	12.5%
Non-Multilingual Learners	394	84.8%	86.5%	390	31.3%	58.8%
Students experiencing homelessness	*	*	58.6%	*	*	23%
Students in Foster Care	*	*	44.3%	*	*	22.6%
Military-Connected Students	*	*	82%	*	*	48.1%
Migrant Students	*	*	50%	*	*	25.5%

## College and Career Readiness

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

### PSAT, SAT, & ACT - Participation

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

Participation Type	District Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2023-2024	83.8%	80.7%
12th graders taking SAT in 2023-2024 or prior years	33.1%	62.7%
12th graders taking ACT in 2023-2024 or prior years	0.9%	7.8%

### PSAT, SAT, & ACT - Performance

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

Participation Type	District Average Score	State Average Score	College Readiness Benchmarks	District - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	406	459	Grade 10: 430 Grade 11: 460	34%	54%
PSAT 10/NMSQT - Math	399	454	Grade 10: 480 Grade 11: 510	*	32%
SAT - Reading and Writing	509	530	480	68%	65%
SAT - Math	472	519	530	25%	46%
ACT - Reading	*	24	22	*	63%
ACT - English	*	24	18	*	76%
ACT - Math	*	23	22	*	58%
ACT - Science	*	23	23	*	55%

## College and Career Readiness

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

### AP/IB Coursework – Participation and Performance

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

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



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



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



### Dual Enrollment Coursework - Participation

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



## College and Career Readiness

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

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

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

Student Group	% Enrolled in one or more AP or IB course	% Enrolled in one or more Dual Enrollment course	State: % Enrolled in one or more AP or IB course	State: % Enrolled in one or more Dual Enrollment course
Districtwide	29.8%	19.8%	35.9%	26.9%
White	34.7%	22.0%	41.8%	33.0%
Hispanic	30.8%	22.5%	23.2%	20.9%
Black or African American	23.5%	13.7%	20.3%	17.4%
Asian, Native Hawaiian, or Pacific Islander	60.0%	24.0%	70.5%	32.5%
American Indian or Alaska Native	*	*	30.4%	28.6%
Two or More Races	30.8%	24.6%	41.0%	29.0%
Female	37.2%	22.5%	41.4%	30.2%
Male	22.2%	16.7%	30.6%	23.7%
Non-Binary/Undesignated Gender	N	N	42.9%	28.4%
Economically Disadvantaged Students	31.2%	18.9%	22.8%	20.2%
Students with Disabilities	3.6%	16.8%	4.8%	10.9%
Multilingual Learners	3.0%	6.1%	9.8%	8.8%
Students experiencing homelessness	*	*	12.6%	15.1%
Students in Foster Care	*	*	4.5%	10.6%
Military-Connected Students	*	*	30.1%	29.2%
Migrant Students	N	N	0.0%	7.1%

## College and Career Readiness

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

### AP/IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	30	27
AP Calculus AB	19	14
AP English Language and Composition	94	44
AP English Literature and Composition	0	34
AP U.S. History	14	10
IB Biology	22	5
IB Chemistry	34	13
IB History	42	15
IB Language A: Literature—English	90	52
IB Language B—Chinese Languages	14	5
IB Language B—French	9	6
IB Language B—Italian	8	2
IB Language B—Spanish	77	34
IB Mathematics: Analysis and Approaches	20	8
IB Mathematics: Applications and Interpretation	12	11
IB Physics	14	12
IB Psychology	17	17
IB Theory of Knowledge	6	6
<b>Total Exams taken</b>		315
<b>Exams with scores of at least 3 on AP exams or 4 on IB exams</b>		137

## 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
French	*	*
Haitian Creole	*	*
Italian	*	*
Polish	*	*
Portuguese	*	*
Spanish	44	9.6%
<b>Total Seals Earned</b>	<b>64</b>	
<b>Total Unique Students Earning Seals</b>	<b>60</b>	<b>13.2%</b>
<b>Current and Former Multilingual Learners Earning Seals</b>	<b>30</b>	<b>32.1%†</b>

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

## College and Career Readiness

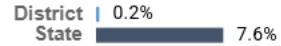
This section contains information about participation in approved Career and Technical Education (CTE) programs, work-based learning, and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, and the Perkins State-Wide Performance Data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

### Career and Technical Education Participation

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

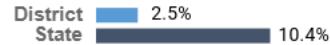
#### CTE Participants

(completed only one course in an approved CTE program)



#### CTE Concentrators

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



## College and Career Readiness

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

### Career and Technical Education Participation by Student Group

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

Student Group	District: % CTE Participants	District: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Districtwide	0.2%	2.5%	7.6%	10.4%
White	0.0%	4.1%	6.1%	10.0%
Hispanic	0.3%	1.8%	9.3%	10.8%
Black or African American	0.3%	2.6%	9.5%	10.7%
Asian, Native Hawaiian, or Pacific Islander	0.0%	4.5%	5.5%	10.5%
American Indian or Alaska Native	*	*	8.3%	8.8%
Two or More Races	0.0%	1.0%	7.5%	10.1%
Female	0.2%	4.1%	7.5%	10.9%
Male	0.3%	0.9%	7.7%	9.9%
Non-Binary/Undesignated Gender	*	*	8.9%	15.2%
Economically Disadvantaged Students	0.2%	1.8%	9.8%	10.7%
Students with Disabilities	0.5%	3.8%	6.0%	7.9%
Multilingual Learners	0.0%	0.0%	8.0%	3.5%
Students experiencing homelessness	2.3%	0.0%	7.7%	6.2%
Students in Foster Care	*	*	5.9%	6.7%
Military-Connected Students	*	*	12.6%	15.8%
Migrant Students	*	*	2.3%	0.0%

## College and Career Readiness

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

### Work-Based Learning Participation by Career Cluster

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

Career Cluster	Number of Students Participating in Work-Based Learning	Percentage of Students Participating in Work-Based Learning
Architecture & Construction	*	*
Arts, A/V Technology & Communications	*	*
Education & Training	*	*
Finance	*	*
Health Science	*	*
Hospitality & Tourism	*	*
Human Services	*	*
Information Technology	*	*
Law, Public Safety, Corrections & Security	*	*
Manufacturing	*	*
Transportation, Distribution & Logistics	*	*
<b>Total</b>	<b>11</b>	<b>16.4%</b>

## College and Career Readiness

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

### Industry-Valued Credentials

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

#### Students Earning Industry-Valued Credentials

District  0.3%  
State  2.2%

## College and Career Readiness

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### Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	*	*	*
Arts, A/V Technology & Communications	*	*	*
Education & Training	*	*	*
Finance	*	*	*
Health Science	*	*	*
Hospitality & Tourism	*	*	*
Human Services	35	*	*
Information Technology	*	*	*
Law, Public Safety, Corrections & Security	*	*	*
Manufacturing	*	*	*
Transportation, Distribution & Logistics	*	*	*
<b>Total</b>	<b>67</b>	<b>13</b>	<b>14</b>

## College and Career Readiness

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

### Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Grade Level and Other Math
6	0	0	0	0	0	0	438
7	0	0	0	0	0	0	431
8	102	0	0	0	0	0	433
9	413	85	1	0	0	0	6
10	33	423	30	2	0	0	69
11	4	37	292	67	2	5	83
12	1	3	78	34	17	8	46
<b>Total</b>	<b>553</b>	<b>548</b>	<b>401</b>	<b>103</b>	<b>19</b>	<b>13</b>	<b>1,506</b>
Enrolled in AP/IB Course					19	0	32
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

### Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	492	4	0	3	1	2
10	42	450	1	21	0	38
11	27	70	29	38	31	339
12	36	24	19	17	27	114
<b>Total</b>	<b>597</b>	<b>548</b>	<b>49</b>	<b>79</b>	<b>59</b>	<b>493</b>
Enrolled in AP/IB Course	51	34		0	14	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

## College and Career Readiness

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

### Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	405	8	23	1	0	2
10	26	508	70	14	1	7
11	46	301	78	62	13	82
12	2	60	76	88	17	118
<b>Total</b>	<b>479</b>	<b>877</b>	<b>247</b>	<b>165</b>	<b>31</b>	<b>209</b>
Enrolled in AP/IB Course	42	14	0	17		6
Enrolled in Dual Enrollment Course	0	0	0	0	0	149

### 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	228	124	71	0	0	62	0
7	220	87	79	0	0	80	0
8	247	107	77	0	0	34	0
9	100	77	57	0	0	33	0
10	187	80	37	0	0	29	0
11	82	19	13	0	0	17	0
12	60	11	3	0	0	6	0
<b>Total</b>	<b>1,124</b>	<b>505</b>	<b>337</b>	<b>0</b>	<b>0</b>	<b>261</b>	<b>0</b>
Enrolled in AP/IB Course	77	9	8	0	0	14	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	39	19	22	0	0	17	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	38	0	0	0	0	0	0
10	23	0	0	0	0	0	0
11	27	0	0	0	0	0	0
12	38	0	0	0	0	0	7
<b>Total</b>	<b>126</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>
Enrolled in AP/IB Course	0	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

## College and Career Readiness

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

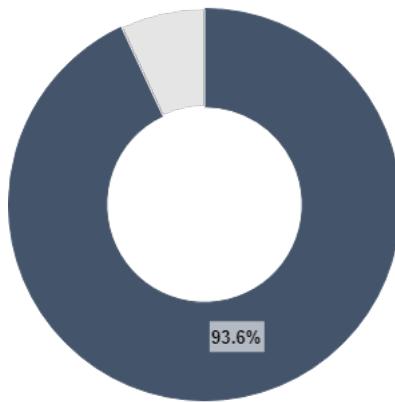
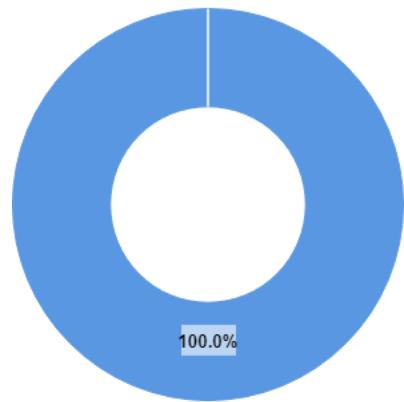
### Visual and Performing Arts – Course Participation

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

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

District

State



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

#### Music



#### Dance



#### Drama



#### Visual Arts



## College and Career Readiness

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

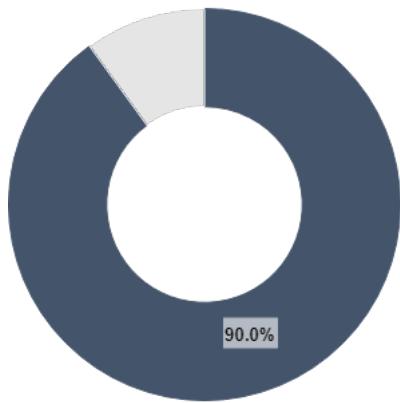
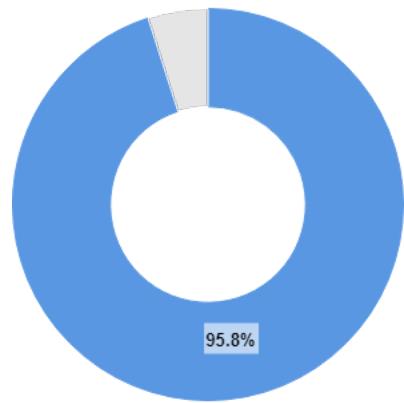
### Visual and Performing Arts – Course Participation

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

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

District

State



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

#### Music

District 73.5%  
State 64.3%

#### Dance

District 0.0%  
State 4.3%

#### Drama

District 21.8%  
State 7.7%

#### Visual Arts

District 47.2%  
State 68.9%

## College and Career Readiness

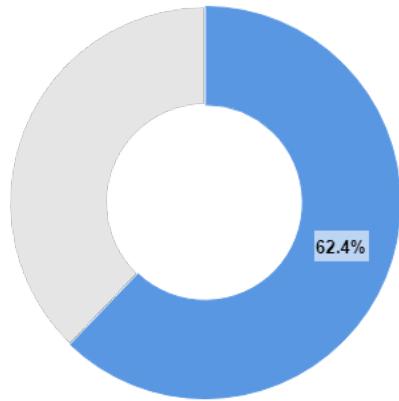
Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English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

### Visual and Performing Arts – Course Participation

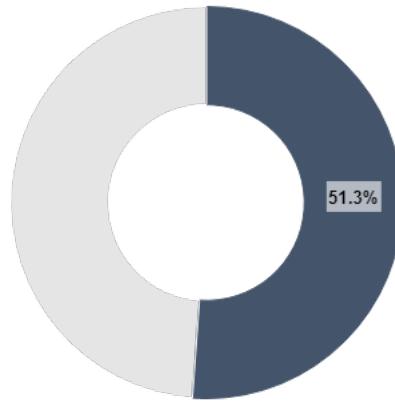
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The second set of charts show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

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

District



State



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

#### Music

District 29.9%  
State 15.8%

#### Dance

District 5.4%  
State 3.0%

#### Drama

District 16.7%  
State 3.4%

#### Visual Arts

District 22.0%  
State 35.2%

## College and Career Readiness

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

### Structured Learning Experiences Participation

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

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

### Structured Learning Experiences



## Graduation/ Postsecondary

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

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

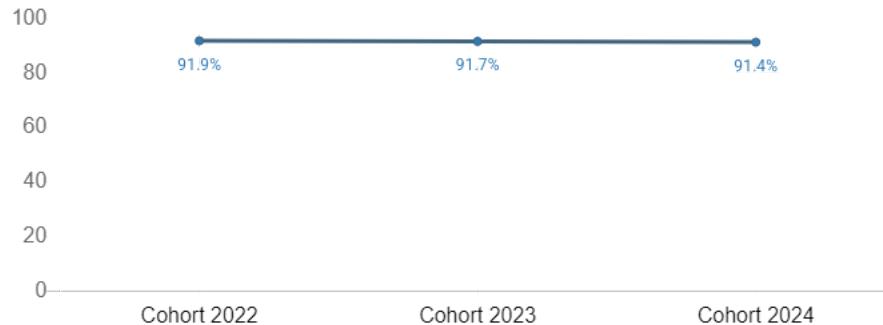
To be included as a graduate in the federal version of the graduation rate, students must have met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless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

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

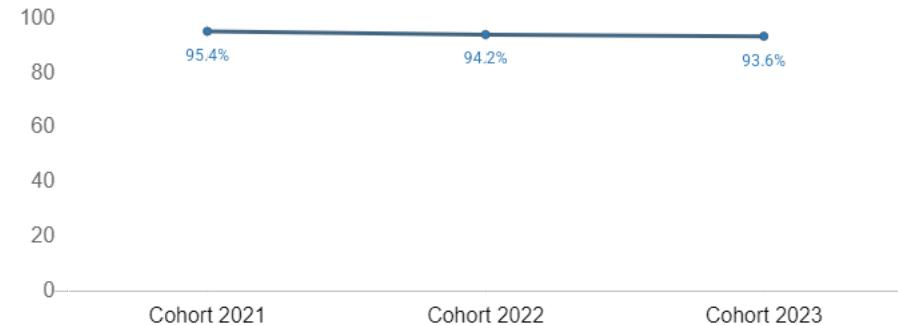
### Graduation Rate Trends and Progress

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

#### 4-Year Graduation Rate Trends



#### 5-Year Graduation Rate Trends



Performance Measure	Cohort 2022 4-Year Rate	Cohort 2023 4-Year Rate	Cohort 2024 4-Year Rate	Cohort 2021 5-Year Rate	Cohort 2022 5-Year Rate	Cohort 2023 5-Year Rate
Graduation Rate	91.9%	91.7%	91.4%	95.4%	94.2%	93.6%
Statewide Graduation Rate	90.9%	91.1%	91.3%	92.5%	92.7%	92.6%

## Graduation/ Postsecondary

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

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

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

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

### Cohort 2024 4-Year Graduation Cohort Profile

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

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	91.4%	4.2%	4.4%	91.3%	3.8%	4.9%
White	89.0%	5.5%	5.5%	95.0%	2.6%	2.5%
Hispanic	91.0%	3.4%	5.6%	86.9%	4.9%	8.3%
Black or African American	92.3%	4.8%	3.0%	86.5%	6.0%	7.5%
Asian, Native Hawaiian, or Pacific Islander	94.1%	5.9%	0.0%	96.7%	2.3%	1.0%
American Indian or Alaska Native	*	*	*	91.7%	3.8%	4.5%
Two or More Races	*	*	*	92.3%	3.5%	4.3%
Female	93.6%	3.0%	3.4%	93.1%	2.8%	4.1%
Male	89.4%	5.3%	5.3%	89.5%	4.7%	5.7%
Non-Binary/Undesignated Gender	N	N	N	86.7%	3.3%	10.0%
Economically Disadvantaged Students	91.8%	4.7%	3.5%	87.1%	5.3%	7.7%
Students with Disabilities	77.3%	15.9%	6.8%	80.7%	12.5%	6.8%
Multilingual Learners	90.2%	3.7%	6.1%	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	93.6%	1.5%	4.9%	92.6%	1.7%	5.6%
White	96.0%	0.0%	4.0%	95.9%	1.5%	2.6%
Hispanic	93.0%	0.5%	6.5%	88.2%	1.9%	9.9%
Black or African American	93.1%	3.1%	3.8%	88.9%	2.5%	8.7%
Asian, Native Hawaiian, or Pacific Islander	90.9%	9.1%	0.0%	97.5%	1.3%	1.2%
American Indian or Alaska Native	*	*	*	92.5%	0.0%	7.5%
Two or More Races	*	*	*	94.7%	1.0%	4.3%
Female	95.2%	0.9%	3.9%	94.4%	1.2%	4.4%
Male	92.0%	2.2%	5.8%	91.0%	2.2%	6.8%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	93.7%	1.2%	5.1%	88.8%	2.0%	9.2%
Students with Disabilities	84.0%	9.3%	6.7%	84.1%	8.2%	7.7%
Multilingual Learners	86.8%	0.0%	13.2%	78.0%	2.0%	20.0%
Students experiencing homelessness	*	*	*	78.0%	3.9%	18.1%
Students in Foster Care	*	*	*	67.0%	7.5%	25.5%
Military-Connected Students	*	*	*	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	94.2%	1.3%	4.5%	95.5%	93.2%	1.0%	5.8%	94.2%
White	98.6%	0.0%	1.4%	98.6%	96.4%	0.9%	2.7%	97.3%
Hispanic	93.4%	0.5%	6.1%	93.9%	88.2%	1.0%	10.8%	89.2%
Black or African American	92.9%	2.9%	4.1%	95.9%	89.6%	1.4%	9.0%	91.0%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	98.1%	0.8%	1.0%	99.0%
American Indian or Alaska Native	*	*	*	*	93.6%	0.8%	5.6%	94.4%
Two or More Races	*	*	*	*	92.9%	1.3%	5.9%	94.1%
Female	96.6%	1.5%	1.9%	98.1%	95.0%	0.6%	4.4%	95.6%
Male	92.3%	1.2%	6.6%	93.4%	91.5%	1.4%	7.1%	92.9%
Non-Binary/Undesignated Gender	N	N	N	N	*	*	*	*
Economically Disadvantaged Students	94.3%	1.0%	4.8%	95.2%	88.8%	1.1%	10.2%	89.8%
Students with Disabilities	87.5%	6.3%	6.3%	93.8%	86.6%	5.4%	8.0%	92.0%
Multilingual Learners	91.5%	0.0%	8.5%	91.5%	77.6%	0.6%	21.9%	78.1%
Students experiencing homelessness	*	*	*	*	76.2%	1.4%	22.4%	77.6%
Students in Foster Care	*	*	*	*	64.1%	3.5%	32.4%	67.6%
Military-Connected Students	*	*	*	*	92.9%	1.7%	5.4%	94.6%
Migrant Students	N	N	N	N	67.1%	2.4%	30.5%	69.5%

## Graduation/ Postsecondary

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 Rate	2023 5-Year Federal Graduation Rate	2022 6-Year Federal Graduation Rate	State: 2024 4-Year Federal Graduation Rate	State: 2023 5-Year Federal Graduation Rate	State: 2022 6-Year Federal Graduation Rate
Districtwide	90.4%	91.4%	82.2%	87.7%	91.8%	87.0%
White	87.7%	93.3%	92.8%	91.5%	95.0%	90.0%
Hispanic	90.2%	92.0%	80.7%	83.3%	87.4%	82.1%
Black or African American	91.1%	89.4%	78.8%	80.9%	87.6%	80.8%
Asian, Native Hawaiian, or Pacific Islander	94.1%	90.9%	*	96.1%	97.3%	96.6%
American Indian or Alaska Native	*	*	*	84.1%	92.5%	86.4%
Two or More Races	*	*	*	89.0%	93.0%	86.2%
Female	93.2%	93.4%	88.3%	90.5%	93.7%	90.6%
Male	87.9%	89.3%	77.2%	85.2%	90.0%	83.7%
Non-Binary/Undesignated Gender	N	N	N	83.3%	*	*
Economically Disadvantaged Students	90.9%	91.3%	80.6%	82.6%	87.8%	81.4%
Students with Disabilities	71.6%	70.7%	29.2%	60.2%	79.2%	51.8%
Multilingual Learners	90.2%	86.8%	87.2%	77.6%	77.6%	75.7%
Students experiencing homelessness	63.6%	*	*	67.0%	76.2%	64.6%
Students in Foster Care	*	*	*	50.4%	61.9%	47.1%
Military-Connected Students	*	*	*	91.4%	94.9%	88.4%
Migrant Students	N	N	N	85.5%	64.3%	64.6%

## Graduation/ Postsecondary

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

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

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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	89.5%	80.9%	Met Target	82.2%	N	N
White	87.8%	92.9%	Not Met	92.8%	N	N
Hispanic	91.0%	78.7%	Met Target	80.7%	N	N
Black or African American	88.1%	77.9%	Met Target	78.8%	N	N
Asian, Native Hawaiian, or Pacific Islander	*	**	**	*	**	**
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	*	**	**	*	**	**
Economically Disadvantaged Students	89.1%	80.1%	Met Target	80.6%	N	N
Students with Disabilities	66.7%	29.4%	Met Target	29.2%	N	N
Multilingual Learners	83.8%	85.5%	Not Met	87.2%	N	N

## Graduation/ Postsecondary

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

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### Graduation Pathways

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

Graduation Pathway	% of Graduates Meeting ELA Requirements by Pathway	% of Graduates Meeting Math Requirements by Pathway
Statewide Assessment	79.8%	31.4%
Substitute Competency Test	0.4%	15.8%
Portfolio Appeals Process	18.2%	51.1%
Alternate Requirements Specified in IEP	1.1%	1.1%
Unknown/Other	0.4%	0.7%

### 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	1.1%	1.0%
2022-2023	1.1%	1.2%
2021-2022	0.9%	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.

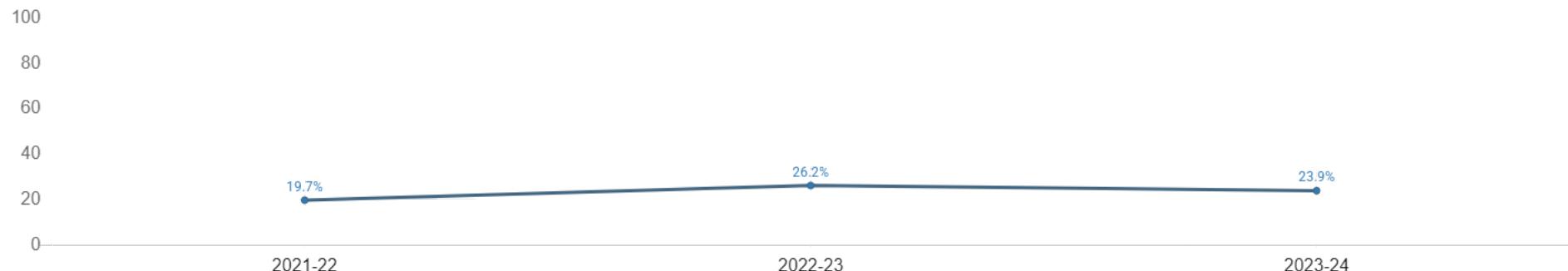
Year of Graduation	Graduates enrolled in apprenticeship programs
2023	*
2022	*
2021	*
2020	*
2019	*
2018	*
2017	*
2016	*

## 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	19.7%	26.2%	23.9%
ESSA Target (State Average for Grades Served)		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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### Chronic Absenteeism

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

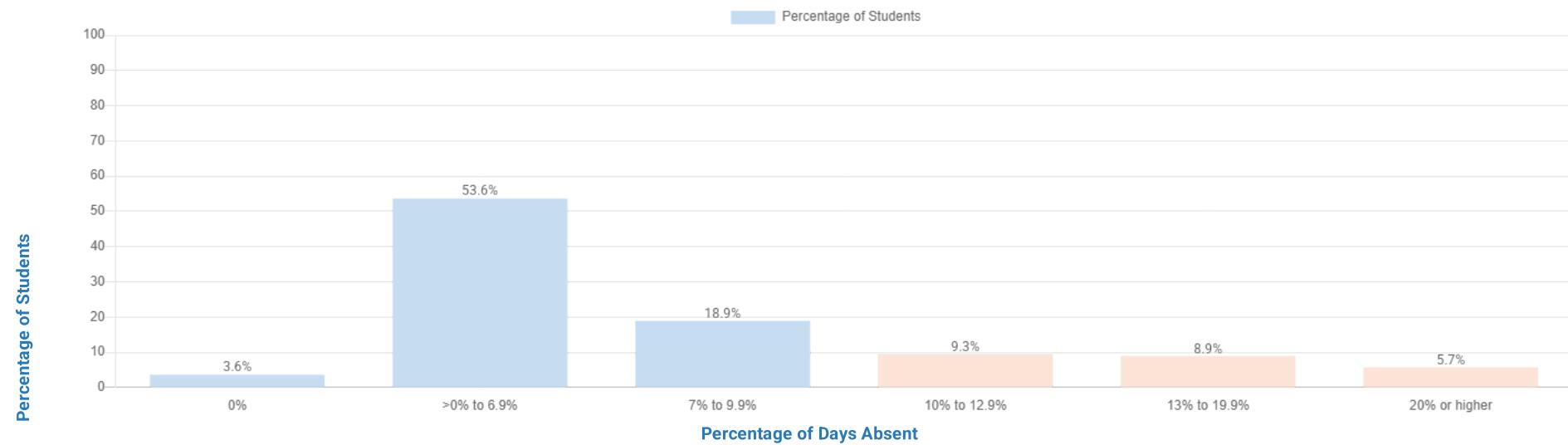
Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	1,452	23.9%	14.9%	Not Met
White	166	20.5%	14.9%	Not Met
Hispanic	767	25.7%	14.9%	Not Met
Black or African American	432	23.0%	14.9%	Not Met
Asian, Native Hawaiian, or Pacific Islander	19	13.3%	14.9%	Met
American Indian or Alaska Native	6	31.6%	**	**
Two or More Races	62	25.7%	14.9%	Not Met
Female	*	23.5%		
Male	*	24.3%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	905	24.9%	14.9%	Not Met
Students with Disabilities	272	29.4%	14.9%	Not Met
Multilingual Learners	229	23.6%	14.9%	Not Met
Students Experiencing Homelessness	37	62.7%		
Students in Foster Care	*	*		
Military-Connected Students	4	21.1%		
Migrant Students	*	*		

## Climate and Environment

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### Percentage of Days Absent

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

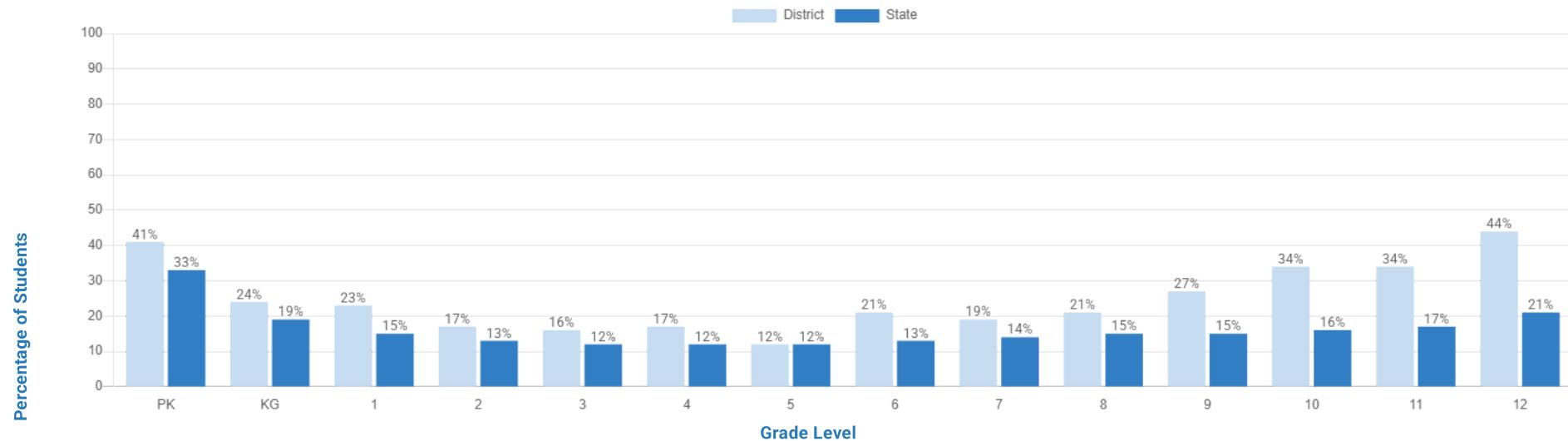


## Climate and Environment

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### Chronic Absenteeism by Grade

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



## 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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	14
<b>Total Unique Incidents</b>	<b>14</b>
Incidents Per 100 Students Enrolled	0.22

### 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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

## Climate and Environment

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### Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	6	7
Religion	0	1	1
Ancestry	0	0	0
Gender	1	0	1
Sexual Orientation	1	2	3
Disability	0	3	3
Other	3	4	7
No Identified Nature	71		71

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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	69	8%	21	2%	79	9%	<5	<5.00%	0	0%
Hispanic	374	11%	112	3%	430	13%	<5	<5.00%	0	0%
Black or African American	320	15%	138	7%	366	17%	<5	<5.00%	0	0%
Asian	4	2%	1	1%	5	3%	<5	<5.00%	0	0%
Native Hawaiian or Pacific Islander	1	10%	1	10%	1	10%	<5	<5.00%	0	0%
American Indian or Alaska Native	4	17%	1	4%	4	17%	<5	<5.00%	0	0%
Two or more races	28	12%	11	5%	33	14%	<5	<5.00%	0	0%
Female	*	9%	*	3%	*	11%	*	<5.00%	*	0%
Male	*	14%	*	5%	*	16%	*	<5.00%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	564	13%	218	5%	657	15%	<5	<5.00%	0	0%
Students with disabilities	120	12%	54	5%	144	15%	<5	<5.00%	0	0%

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### Student Disciplinary Removals: By Grade Level

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

Grade	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Districtwide	816	12%	289	4%	937	14%	1	0%	0	0%
PK	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
KG	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
1	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
2	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
3	1	0%	8	2%	9	2%	<5	<5.00%	0	0%
4	2	0%	9	2%	10	2%	<5	<5.00%	0	0%
5	6	1%	8	2%	10	2%	<5	<5.00%	0	0%
6	58	12%	55	11%	86	17%	<5	<5.00%	0	0%
7	70	14%	58	12%	94	19%	<5	<5.00%	0	0%
8	74	14%	46	9%	91	17%	<5	<5.00%	0	0%
9	157	31%	41	8%	166	32%	<5	<5.00%	0	0%
10	187	34%	33	6%	195	36%	<5	<5.00%	0	0%
11	154	32%	15	3%	159	33%	<5	<5.00%	0	0%
12	91	19%	12	2%	98	20%	<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	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Native Hawaiian or Pacific Islander	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Two or more races	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%
Male	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with disabilities	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

## Climate and Environment

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

### Students Involved in Police Notifications: By Grade Level

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

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

## Climate and Environment

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

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

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

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

## Climate and Environment

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

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

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

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



## Linden Public School District

(39-2660)

2023-2024

### Report Key:

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

\*\* Accountability calculations require 20 or more students

N No Data is available to display

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

## Climate and Environment

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

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

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

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

1,293



## Linden Public School District

(39-2660)

2023-2024

### Report Key:

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

\*\* Accountability calculations require 20 or more students

N No Data is available to display

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

## Climate and Environment

### Student Access to Technology and Internet

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

## Staff

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

### Key terms for staff data:

**Teachers:** All classroom teachers

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

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

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

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

### Teachers – Experience

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

Category	Teachers in District	Teachers in State
Total Number of teachers	534	119,239
Average years experience in public schools	13.0	12.6
Average years experience in district	12.1	11.3
Number of Teachers with 4 or more years experience in the district	446	87,243
Percentage of Teachers with 4 or more years experience in the district	83.5%	73.6%
Number of out-of-field teachers	4	2,931
Percentage of out-of-field teachers	0.7%	2.5%
Number of Teachers with Provisional Credentials	25	9,065
Percentage of Teachers with Provisional Credentials	4.7%	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	44	10,170
Average years experience in public schools	17.0	16.2
Average years experience in district	16.5	12.5
Number of Administrators with 4 or more years experience in the district	38	7,734
Percentage of Administrators with 4 or more years experience in the district	86.4%	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	534	119,239
Administrators	44	10,170
Librarians/Media Specialists	2	1,160
Nurses	16	3,025
School Counselors	13	4,673
Child Study Team Members	54	9,654
School Psychologists	7	2,185
School Social Workers	27	2,750
Student Assistance Coordinators	1	400
School Safety Specialists	1	681

## Staff

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

**Key terms for staff data:**

**Teachers:** All classroom teachers

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

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

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

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

### Student and Staff Ratios

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

Ratio	District Ratio
Students to Teachers	12:1
Students to Administrators	148:1
Teachers to Administrators	12:1
Students to Librarians/Media Specialists †	3255:1
Students to Nurses †	407:1
Students to Counselors †	501:1
Students to Child Study Team Members †,††	17:1
Students to School Psychologists †	930:1
Students to School Social Workers †	241:1
Students to Student Assistance Coordinators †	6510:1
Students to School Safety Specialists †	6510:1

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

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

### Teachers and Administrators – Demographics

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

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	49.0%	77.0%	50-60%	48.0%	77.0%	57.0%
Male	51.0%	23.0%	40-50%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤10%	≤1%	≤1%	≤1%
White	13.0%	77.5%	68.2%	38.2%	81.8%	74.5%
Hispanic	49.9%	9.9%	11.4%	34.0%	8.6%	8.6%
Black or African American	30.6%	9.0%	20.5%	14.2%	6.4%	14.4%
Asian	2.2%	3.2%	0.0%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.4%	0.5%
Two or More Races	3.7%	0.4%	0.0%	3.1%	0.3%	0.4%

## Staff

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

**Key terms for staff data:**

**Teachers:** All classroom teachers

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

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

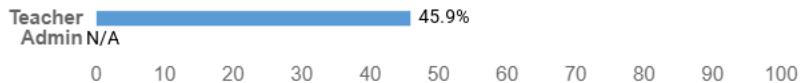
**Out-of-Field:** A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, or if the teacher has an expired certificate.

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

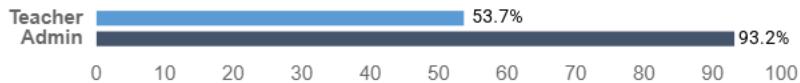
### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2022-23 Teachers: Same district 2023-24	87.0%	89.5%
2022-23 Administrators: Same district 2023-24	81.1%	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)	166	90-95%	5-10%	≤5%	81.9%	6.6%	9.6%	1.2%	0.0%	0.0%	0.6%	79.5%	52.4%	47.6%	0.0%
English/Language Arts/Literacy	43	>90%	≤10%	≤10%	83.7%	9.3%	2.3%	4.7%	0.0%	0.0%	0.0%	79.1%	51.2%	48.8%	0.0%
English to Speakers of Other Languages	21	60-80%	20-40%	≤20%	52.4%	33.3%	14.3%	0.0%	0.0%	0.0%	0.0%	66.7%	19.0%	81.0%	0.0%
Mathematics	30	60-70%	20-30%	≤10%	66.7%	0.0%	23.3%	10.0%	0.0%	0.0%	0.0%	100.0%	53.3%	46.7%	0.0%
Science	30	50-60%	30-40%	≤10%	73.3%	6.7%	10.0%	10.0%	0.0%	0.0%	0.0%	100.0%	33.3%	66.7%	0.0%
Social Studies/History	32	20-30%	70-80%	≤10%	84.4%	9.4%	6.3%	0.0%	0.0%	0.0%	0.0%	78.1%	43.8%	53.1%	3.1%
World Language	26	60-80%	20-40%	≤20%	19.2%	50.0%	15.4%	15.4%	0.0%	0.0%	0.0%	88.5%	42.3%	57.7%	0.0%
Visual and Performing Arts	28	40-60%	40-60%	≤20%	82.1%	7.1%	10.7%	0.0%	0.0%	0.0%	0.0%	67.9%	71.4%	28.6%	0.0%
Health/Physical Education	33	30-40%	60-70%	≤10%	84.8%	9.1%	3.0%	0.0%	0.0%	0.0%	3.0%	78.8%	57.6%	42.4%	0.0%
Family & Consumer Sciences	2	*	*	*	50.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	6	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	16.7%	83.3%	0.0%
Computer Science/IT	5	*	*	*	80.0%	0.0%	20.0%	0.0%	0.0%	0.0%	0.0%	80.0%	20.0%	80.0%	0.0%
Industrial Arts	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	50.0%	50.0%	0.0%
Career and Technical Education	4	*	*	*	75.0%	0.0%	0.0%	25.0%	0.0%	0.0%	0.0%	100.0%	25.0%	75.0%	0.0%
Special Education	89	80-85%	15-20%	≤5%	79.8%	9.0%	10.1%	1.1%	0.0%	0.0%	0.0%	89.9%	41.6%	58.4%	0.0%
Bilingual	27	60-80%	20-40%	≤20%	40.7%	33.3%	14.8%	11.1%	0.0%	0.0%	0.0%	70.4%	33.3%	66.7%	0.0%

## Per-Pupil Expenditures

### Per-Pupil Expenditures by Source

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

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

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

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

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

Linden City	Federal	State & Local	Total	ADE**
District Level Total Expenditures	\$2,017	\$19,459	\$21,476	6,331.8
District Level Central Expenditures		\$7,011	\$7,011	6,331.8
Linden High School	\$736	\$10,403	\$11,139	1,869.6
Myles J. McManus Middle School	\$1,385	\$12,405	\$13,790	685.7
Joseph E. Soehl Middle School	\$2,364	\$10,417	\$12,781	733.4
Number 1	\$2,889	\$13,340	\$16,229	404.6
Number 2	\$2,217	\$13,560	\$15,777	634.5
Number 4	\$2,831	\$12,142	\$14,973	438.1
Number 5	\$3,593	\$13,705	\$17,298	318.5
Number 6	\$2,942	\$14,620	\$17,562	322.2
Number 8	\$2,907	\$15,941	\$18,848	321.4
Number 9	\$2,875	\$15,132	\$18,007	324.7
Number 10	\$3,345	\$17,162	\$20,507	279.1
-				

## Accountability

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

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

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

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

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

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

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

## Accountability

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

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

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

## Accountability

### ESSA Accountability Progress

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

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

ESSA Accountability Indicator	2021-22	2022-23	2023-24
ELA Proficiency	32.1%	35.2%	32.8%
Math Proficiency	16.3%	20.5%	18.8%
ELA Growth†	27	43	44
Math Growth†	38	48	42
4-Year Graduation Rate (Prior Year)††	91.2%	80.3%	89.5%
5-Year Graduation Rate (Prior Year)††	95.0%	94.0%	82.2%
Progress toward English Language Proficiency	38.2%	34.8%	33.8%
Chronic Absenteeism	19.7%	26.2%	23.9%

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

†Target was met within a confidence interval.

## Narrative

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



### Highlights:

- Model ESL District and expansion of ESL programming
- Linden Public Schools offers an academically rigorous course load including Dual Enrollment Courses, the International Baccalaureate Diploma Program (IB) and Advance Placement Courses (AP)
- Linden Public Schools is home to the largest NJROTC program in NJ.



### Mission, Vision, Theme:

The mission of the Linden Public School District is to promote distinction through the infinite resource that is Linden's diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.



### Awards, Recognition, Accomplishments:

The Linden Public School District is recognized by the NJ Department of Education for having a Model ESL Program. Annually, many graduating students receive the Seal of Biliteracy. We are nationally recognized as a Best Community for Music Education. We are proud to offer the prestigious International Baccalaureate Diploma Program at the high school level. Our NJ ROTC unit is a regular recipient of the Distinguished Unit award. We boast nine Apple Distinguished Schools. Elementary School No. 5 has been named as a National Blue Ribbon School. In addition to district wide recognition, many members of our students and staff have been recognized for achievements at the school, county and state levels.

## Narrative

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### Courses, Curriculum, Instruction:

Our educational programs provide students in grades Pre-Kindergarten through 12 with strong comprehensive foundations in all disciplines that are aligned to the NJSLS. Highly qualified teachers and support staff provide instruction that is differentiated to meet the needs of all types of learners. Our one-to-one technology initiative ensures that all of our students are prepared to engage with an ever-changing world.



### Sports and Athletics:

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

LHS is a member of the both the Union County Interscholastic Athletic Conference and the New Jersey State Interscholastic Athletic Association. We offer a wide array of activities that include participation in the North 2, Group 4 area of Northern New Jersey. Student athletes can participate in 25 varsity program offerings, competing against divisional opponents, culminating with most teams completing their seasons in either a county or a state level tournament. With nearly 1200 student athletes in our various programs, we are proud to have them serve as active members in the community. Unified Sports by Special Olympics will be starting this school year. This inclusive program brings together students with intellectual disabilities and those without to participate in sports. This collaboration promotes a culture of inclusion and understanding in schools and communities. Participants experience improved self-esteem, positive shifts in attitude, and strengthened friendships.



### Clubs and Activities:

The Linden Public School District strives to engage as many students as possible in clubs and activities to provide a unique and individualized learning experience. As a result, there are a vast array of extra-curricular activities beyond the academic curriculum that appeal to a variety of student interests. Student activities are designed to support the goal of teaching students to be responsible and engaged members of our community.

## Narrative

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### Before and After School Programs:

All eight elementary schools have Before Care and After Care programs that are licensed child care centers through the Office of Licensing. Joseph E. Soehl Middle School is a federally-funded 21st Century Community Learning Center under the Elementary and Secondary Education Act. Our programs serve over 500 students throughout the district. All programs provide homework support, enrichment, recreational and social activities for students in a safe and nurturing environment. The students are encouraged to make their own choices, be creative, and pursue individual interests.



### Staff and Professional Learning:

All staff are encouraged to remain lifelong learners. Staff professional development is ongoing throughout the year with a variety offerings. Throughout the academic year there are both full-day and half day PD sessions which are built into the district calendar. Weekly building based and departmental collaborative meetings are held to discuss student data as well as review of critical information pertinent to student success. Fiscal resources are budgeted for off-site professional learning opportunities. Every school has an Instructional Leadership Team (ILT). These teams meet monthly for in-depth training regarding data analysis, student performance and teacher instruction. All teachers work regularly within professional learning communities to expand ILT, school and personal instructional goals. The School Improvement Panel (SIP) also works to develop best practices for teacher observations, mentoring and professional development.



### Postsecondary Information:

The Class of 2022 earned a graduation rate of 91.9%. The addition of a College and Career Readiness Counselor has been implemented to support the existing School Counseling Department for the district. Collectively, they provide countless opportunities to students regarding post-secondary offerings such as College Night, Instant Decision days, trips to local colleges and universities/college fairs, and visits from various branches of the military and trade schools. In addition, the district offers various dual enrollment courses providing the opportunity for students to earn college credit while fulfilling high school graduation requirements. The class of 2024 met commencement with 85% of the class committing to a 2 or 4 year college, trade school, or enlisting in the military. In addition, the class of 2024 received a scholarship total amount of \$17,446,946.00

## Narrative

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### Student Supports and Services:

Linden Public Schools believes in educating the whole child and utilizes an array of student support services to achieve this goal. Currently, the district employs school counselors, school social workers, behaviorists, child study team members and a student assistance counselor to support students academically, behaviorally, and with significant health difficulties. In addition, Linden Public Schools works in tandem with community agencies, such as Rutgers University Behavioral Healthcare and NJ4S to provide additional support students require to be successful. To meet the needs of our Multilingual learners, the district is creating a Welcome Center that provides a wide array of resources, and supports to families who are new to Linden Public Schools.



### Student Health and Wellness:

Student Health and Wellness is of the highest priority in all our schools and are important factors in all of our decision making processes. We are committed to providing a school environment that promotes and protects student health and ability to learn by supporting healthy eating, physical activity, and physical literacy. Our LPS nursing department consistently places an emphasis on promoting our students health and wellbeing. Throughout the school year, our school nurses ensure that students have recorded their annual screenings. The school nurses also ensure that our staff receive the most up to date trainings. The nursing department extends their services and knowledge into the classrooms. The Student Services Department provides comprehensive tiered supports including individual and group counseling to meet the needs of the whole child. Students are exposed to social-emotional learning opportunities through class lessons, assemblies and other engaging opportunities.



### Parent and Community Involvement:

The diversity that exists in Linden Public Schools is one that is celebrated throughout the district. Family and community involvement is a key factor in student success. LPS engages with parents and families utilizing a wide variety of means such as: Blackboard Connect, Canvas, Social Media, Class DoJo, email, and various in person events such as Parent Universities. The school district partners closely with community stakeholders to foster a sense of unity, support and collaboration that have a positive impact on student success and the overall school community. We invite you to view the websites, Facebook, X, and Instagram pages of our schools to explore all of the engaging activities our families and community can enjoy.

## 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.



### Facilities:

The Linden Public School District is comprised of eight elementary schools, two middle schools and one high school that spans three buildings. In addition, there are buildings that house Central Registration, the Professional Development Resource Center, the Science Resource Center, Central Administration, the Field House and Maintenance. Renovations and upgrades continue district wide to ensure a safe learning environment for students and staff.



### School Safety:

The mission of the Linden Public School District is supported by the safety procedures and initiatives recently developed by the Board of Education, which have allowed for high-quality learning to occur in safe and secure environments. It is the belief of the district that the issue of school safety is paramount to its operations. In April 2018, the Board of Education adopted new school entry procedures for visitors, designed to ensure the safety and security of all students and staff. Furthermore, the construction of security vestibules began shortly thereafter throughout the entire district. Under a shared services agreement recently adopted by the Linden City Council and Board of Education, the Police Department will establish a Special Law Enforcement Officer (S.L.E.O.) Class III program consisting of four retired police officers to provide security in our largest schools. Security cameras and systems are continually replaced and upgraded using the latest technology.



### Technology and STEM:

The district has implemented a centralized high performing robust network infrastructure so that every student throughout the district will have equitable access to online digital content and learning materials. Our current networking and systems operations are completely centralized and all schools have reliable, secure and timely access to all data and networking systems. As of today, all students K through 12th grade have access to their own district provided Apple device. In total, the district manages just over 7,000 devices. New MacBook Air laptops and iPads are continually upgraded every 3-4 years. As technology continues to evolve, the district's one-to-one program will remain current and incorporate the very latest in educational technology. We continue to remain forward thinking and utilize the latest technology resources to enhance classroom instruction.

## 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.


**Early Childhood Education:**

Students in our Pre-Kindergarten Program are provided with a variety of developmentally appropriate activities through the Tools of the Mind Curriculum. Literacy and language experiences are provided throughout each day and the classroom environment is rich with language and print. Math is also integrated into all daily routines through individual and small group choices, planned experiences, problem solving, and reflection. Students in our Kindergarten Program are explicitly taught literacy through Being a Reader and Being a Writer. Children participate in shared reading and write for a variety of purposes. Phonics instruction is differentiated and taught in small group. Mathematics is taught through the Into Math program.


**Attendance:**

Linden Public Schools provides a targeted focus on student attendance and chronic absenteeism. We have established multi-systemic approaches and policies to target proactive student attendance patterns. These evidenced based approaches are inclusive of the collaborative efforts of parents, school administration, teachers, social workers and counselors, school nurses, attendance officers, and outside community agencies. We strive to foster safe and inclusive learning environments that encourage consistent attendance.

## 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.



### Other Information:

The Linden Public School District is a technology 1:1 district and all students in grades pre-kindergarten through twelve have iPads or laptops provided to them. Communication between the school and home has greatly increased bringing about efforts to provide resources and support to families regularly. Parent workshops, professional development for teachers, and an overall increase in community engagement has advanced the continuum of instruction for our students.