



Township of Union School District (39-5290)

2023-2024

County: Union

District: Township of Union School District

2369 Morris Avenue
Union, NJ 07083

Superintendent: Dr. Gerald Benaquista

[District Website](#)

908-851-6425



7,849
Total Students



PK-12
Grades Offered

Overview & Resources

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

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

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

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

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

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

Overview & Resources

District Contact Information

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

Type	Contact Information
County	Union
District	Township of Union School District
Superintendent Name	Dr. Gerald Benaquista
Address	2369 Morris Avenue, Union, NJ 07083
Phone Number	908-851-6425
Email Address	gbenaquista@twpunionschools.org
Website	www.twpunionschools.org
Facebook	https://www.facebook.com/TUPSchools
Twitter	https://www.facebook.com/TUPSchools

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
Battle Hill Elementary	PK-04
Burnet Middle School	06-08
Connecticut Farms Elementary	PK-04
Franklin Elementary	PK-04
Hannah Caldwell Elementary	PK-04
Jefferson Elementary	05-05
Kawameeh Middle School	06-08
Livingston Elementary	PK-04
Union High School	09-12
Washington Elementary	PK-04

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	401	509	560
KG	467	500	519
1	495	500	525
2	504	515	543
3	531	529	530
4	517	554	540
5	538	522	563
6	557	563	550
7	571	567	578
8	597	593	589
9	608	570	583
10	547	622	585
11	527	535	633
12	580	531	551
Total	7,440	7,610	7,849

Enrollment Trends by Student Group

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

Student Group	2021-22	2022-23	2023-24
Female	48.0%	48.0%	49.0%
Male	52.0%	52.0%	51.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	5.2%	46.4%	46.1%
Students with Disabilities	15.5%	15.8%	16.3%
Multilingual Learners	6.3%	6.2%	7.0%
Students Experiencing Homelessness	0.9%	0.8%	0.8%
Students in Foster Care	0.2%	0.1%	0.2%
Military-Connected Students	0.3%	0.3%	0.3%
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	16.8%	16.1%	15.5%
Hispanic	29.0%	29.9%	30.6%
Black or African American	42.5%	42.2%	42.1%
Asian	8.4%	8.0%	8.1%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.3%
American Indian or Alaska Native	0.1%	0.2%	0.2%
Two Or More Races	2.8%	3.1%	3.2%

Demographics

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Enrollment Trends by Full / Half Day PK and KG

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

Grade	2021-22	2022-23	2023-24
PK - Half Day	2	0	0
PK - Full Day	399	509	560
KG - Half Day	0	0	0
KG - Full Day	467	500	519

Enrollment Trends by Full and Shared Time Status

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

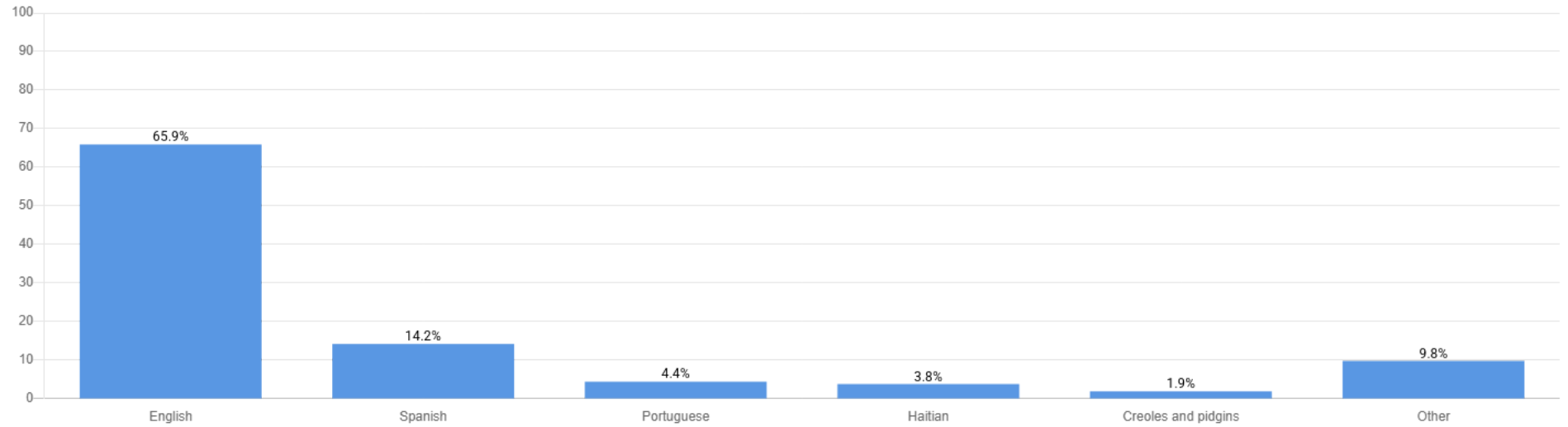
Enrollment Status	2021-22	2022-23	2023-24
Full Time Students	7,415	7,587	7,826
Shared Time Students	49	44	45
Full Time Equivalent	7,440	7,609	7,849

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 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.

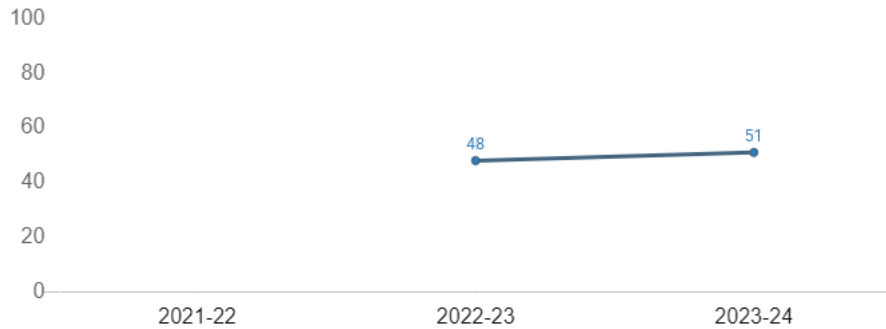
Important Note for 2023-24: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022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

Student Growth Trends and Progress

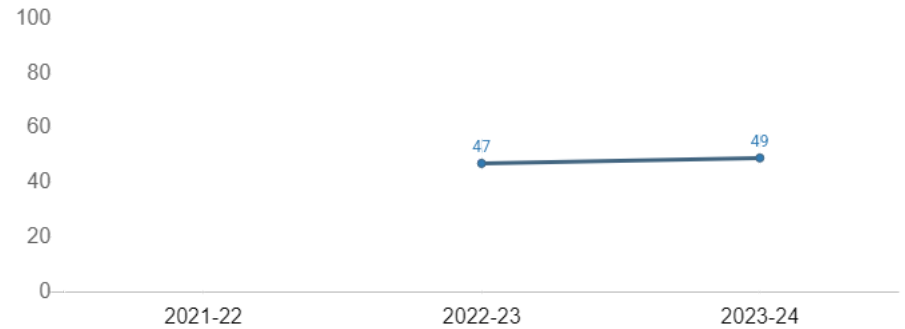
These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

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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		48	51		47	49
Met Standard (40-59.5)?		Met Standard	Met Standard		Met Standard	Met Standard
Statewide: Median Student Growth Percentile		50	50		50	50

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

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Student Growth

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

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	51	50	Met Standard	49	50	Met Standard
White	56	50	Met Standard	55	51	Met Standard
Hispanic	48	49	Met Standard	48	48	Met Standard
Black or African American	47	47	Met Standard	46	46	Met Standard
Asian, Native Hawaiian, or Pacific Islander	63	59	Exceeds Standard	57	60	Met Standard
American Indian or Alaska Native	*	50	**	*	50	**
Two or More Races	61.5	50	Exceeds Standard	63.5	51	Exceeds Standard
Female	54	52		49	50	
Male	47	48		49	50	
Non-Binary/Undesignated Gender	N	44		N	45.5	
Economically Disadvantaged Students	49	48	Met Standard	49	48	Met Standard
Students with Disabilities	40	43	Met Standard	45.5	44	Met Standard
Multilingual Learners	48	50	Met Standard	55	50	Met Standard
Students Experiencing Homelessness	41.5	43		53	45	
Students in Foster Care	*	40		*	47	
Military-Connected Students	*	47.5		*	51	
Migrant Students	N	53		N	44	

Student Growth

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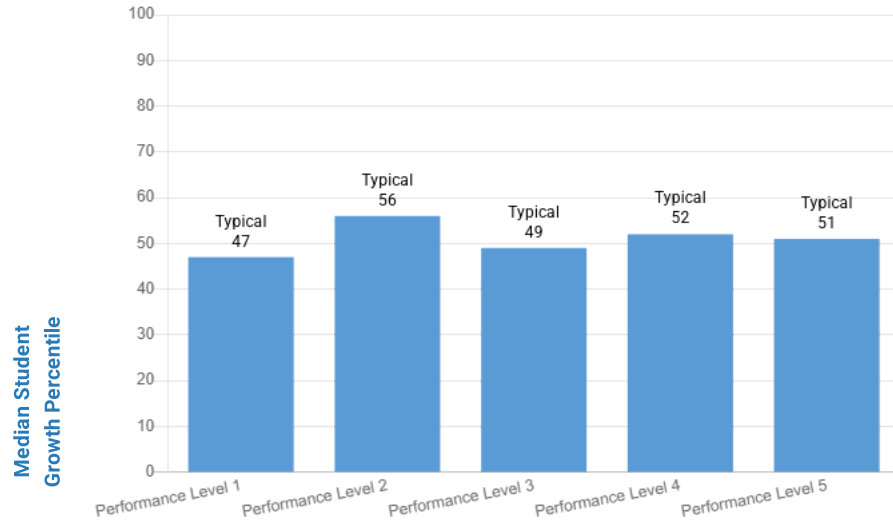
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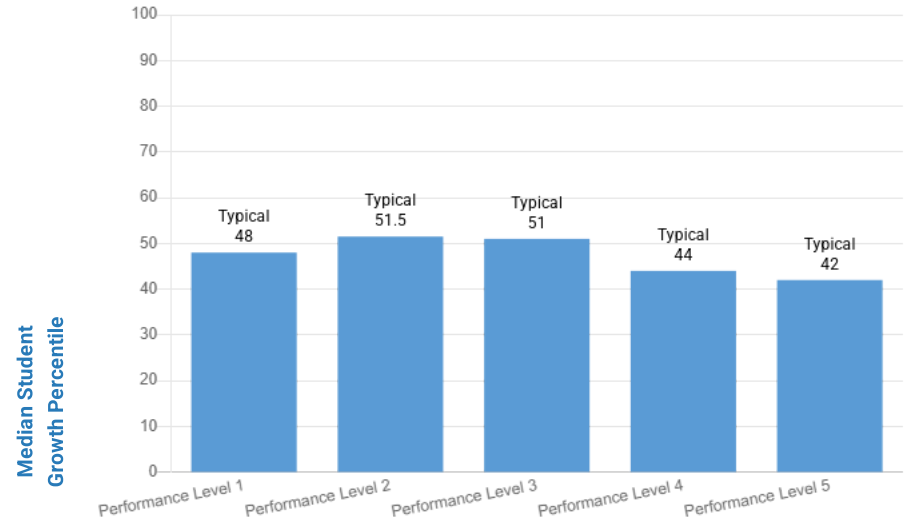
Student Growth by Performance Level

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

ELA



Math



Student Growth

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

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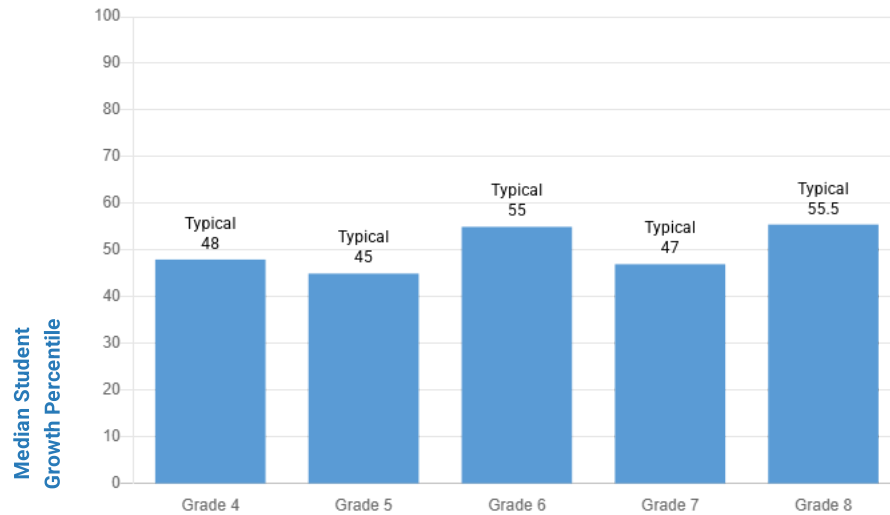
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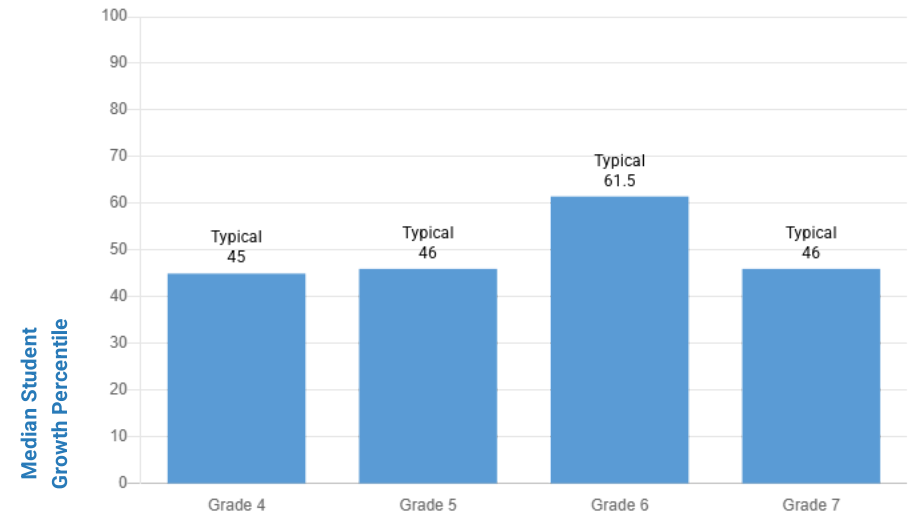
Student Growth by Grade

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

ELA



Math



Academic Achievement

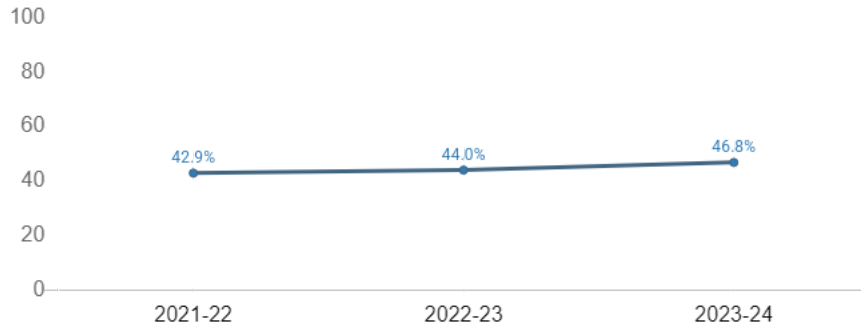
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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

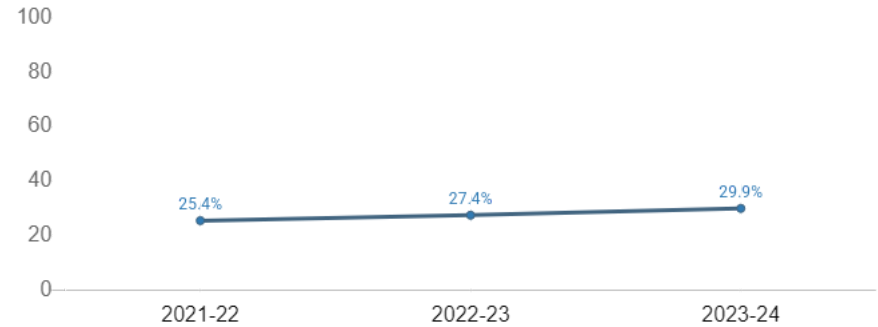
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	99.0%	99.2%	99.1%	98.6%	99.1%	99.0%
Proficiency Rate for Federal Accountability	42.9%	44.0%	46.8%	25.4%	27.4%	29.9%
Annual Target	50.0%	51.9%	45.9%	43.8%	46.1%	29.8%
Met Annual Target?	Not Met	Not Met	Met Target	Not Met	Not Met	Met Target
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

† Target was met within a confidence interval.

Academic Achievement

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	3,760	99.1%	46.8%	52.2%	46.8%	45.9%	Met Target
White	584	98.5%	53.9%	61.8%	53.9%	52.8%	Met Target
Hispanic	1,161	99.4%	45.8%	38%	45.8%	44.7%	Met Target
Black or African American	1,577	98.8%	39.1%	35.9%	39.1%	38.9%	Met Target
Asian, Native Hawaiian, or Pacific Islander	300	100%	72.3%	79.9%	72.3%	68.6%	Met Target
American Indian or Alaska Native	*	*	*	51.2%	*	**	**
Two or More Races	*	100%	58.3%	59.4%	58.3%	55.7%	Met Target
Female	*	98.9%	53.1%	57.7%	53.1%		
Male	*	99.2%	40.7%	47%	40.7%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	1,596	99%	40.4%	34.6%	40.4%	39.8%	Met Target
Non-Economically Disadvantaged Students	2,164	99.1%	51.5%	62.8%	51.5%		
Students with Disabilities	632	99.2%	13.9%	19.8%	13.9%	16.7%	Not Met
Students without Disabilities	3,128	99%	53.4%	59.4%	53.4%		
Multilingual Learners	357	99.7%	24.1%	23.1%	24.1%	27.3%	Met Target†
Non-Multilingual Learners	3,403	99%	49.2%	56.2%	49.2%		
Students Experiencing Homelessness	23	100%	17.4%	21.9%	17.4%		
Students in Foster Care	*	*	*	19.3%	*		
Military-Connected Students	10	100%	50%	48.2%	50%		
Migrant Students	*	*	*	13.3%	*		

† Target was met within a confidence interval.

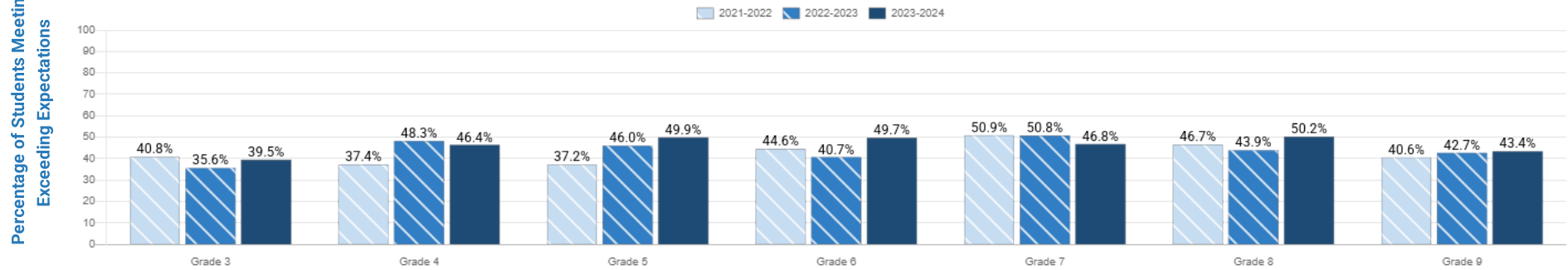
Academic Achievement

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English Language Arts Assessment - Performance Trends

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



Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	511	736	741	22%	16%	23%	35%	4%	40%	44%
White	*	742	751	16%	15%	19%	49%	1%	50%	53%
Hispanic	159	736	724	21%	13%	25%	37%	4%	41%	29%
Black or African American	216	728	725	28%	18%	24%	26%	4%	30%	29%
Asian, Native Hawaiian, or Pacific Islander	33	756	770	6%	18%	21%	45%	9%	55%	70%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	46%
Two or More Races	*	753	751	5%	14%	23%	45%	14%	59%	52%
Female	*	741	746	16%	15%	24%	42%	3%	45%	48%
Male	*	731	736	27%	17%	22%	30%	5%	35%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	229	724	722	31%	16%	24%	27%	3%	29%	26%
Non-Economically Disadvantaged Students	282	745	753	14%	16%	22%	43%	5%	48%	55%
Students with Disabilities	*	693	710	*	*	*	*	*	*	18%
Students without Disabilities	*	744	747	13%	16%	25%	41%	5%	46%	49%
Multilingual Learners	40	697	704	*	*	*	*	*	*	13%
Non-Multilingual Learners	471	739	746	18%	16%	23%	38%	4%	42%	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	528	744	749	14%	13%	26%	35%	12%	46%	51%
White	*	752	758	9%	7%	32%	40%	13%	52%	61%
Hispanic	153	738	734	17%	15%	27%	32%	9%	41%	35%
Black or African American	224	738	733	18%	17%	26%	30%	9%	39%	34%
Asian, Native Hawaiian, or Pacific Islander	42	774	776	0%	5%	12%	55%	29%	83%	78%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	51%
Two or More Races	*	760	757	0%	10%	30%	35%	25%	60%	60%
Female	*	749	752	11%	11%	27%	36%	15%	51%	54%
Male	*	740	745	17%	16%	26%	33%	9%	42%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	233	738	731	18%	17%	26%	31%	9%	39%	32%
Non-Economically Disadvantaged Students	295	749	760	11%	11%	26%	38%	14%	52%	63%
Students with Disabilities	100	711	720	40%	26%	21%	11%	2%	13%	21%
Students without Disabilities	428	752	755	8%	11%	27%	40%	14%	54%	57%
Multilingual Learners	39	712	711	*	*	*	*	*	*	13%
Non-Multilingual Learners	489	747	753	12%	13%	25%	37%	13%	50%	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	541	746	750	10%	16%	24%	44%	6%	50%	52%
White	85	749	760	9%	15%	25%	41%	9%	51%	63%
Hispanic	174	747	736	7%	14%	24%	51%	3%	54%	37%
Black or African American	218	740	734	12%	22%	26%	36%	4%	40%	35%
Asian, Native Hawaiian, or Pacific Islander	43	765	778	9%	2%	14%	63%	12%	74%	80%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	*	767	757	0%	16%	11%	58%	16%	74%	60%
Female	*	753	755	4%	15%	22%	52%	6%	58%	57%
Male	*	740	745	15%	18%	26%	37%	5%	42%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	221	742	732	9%	22%	24%	42%	3%	44%	33%
Non-Economically Disadvantaged Students	320	750	761	10%	13%	24%	46%	8%	54%	64%
Students with Disabilities	62	711	719	39%	32%	16%	13%	0%	13%	20%
Students without Disabilities	479	751	756	6%	14%	25%	48%	6%	55%	59%
Multilingual Learners	16	704	705	*	*	*	*	*	*	*
Non-Multilingual Learners	525	748	754	9%	15%	25%	46%	6%	51%	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	521	749	751	10%	15%	25%	37%	13%	50%	53%
White	73	764	760	3%	10%	25%	38%	25%	63%	63%
Hispanic	153	749	738	11%	16%	22%	38%	13%	51%	39%
Black or African American	236	741	735	14%	17%	28%	33%	8%	41%	35%
Asian, Native Hawaiian, or Pacific Islander	37	771	778	0%	8%	16%	51%	24%	76%	82%
American Indian or Alaska Native	*	*	748	*	*	*	*	*	*	49%
Two or More Races	*	744	758	9%	27%	18%	36%	9%	45%	60%
Female	*	755	756	8%	13%	21%	41%	17%	58%	59%
Male	*	742	746	13%	18%	29%	32%	9%	41%	48%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	229	742	735	9%	21%	29%	35%	6%	41%	35%
Non-Economically Disadvantaged Students	292	754	761	11%	11%	21%	38%	18%	57%	65%
Students with Disabilities	88	712	719	44%	25%	18%	11%	1%	13%	17%
Students without Disabilities	433	756	758	3%	13%	26%	42%	15%	57%	60%
Multilingual Learners	*	711	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	750	754	9%	14%	24%	38%	13%	52%	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	562	744	752	15%	15%	23%	29%	18%	47%	54%
White	83	756	761	8%	13%	23%	29%	27%	55%	64%
Hispanic	173	744	737	15%	16%	22%	28%	20%	47%	39%
Black or African American	235	733	734	21%	16%	29%	27%	7%	34%	37%
Asian, Native Hawaiian, or Pacific Islander	54	772	785	4%	6%	7%	44%	39%	83%	84%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	51%
Two or More Races	*	749	759	18%	24%	0%	29%	29%	59%	60%
Female	*	749	758	14%	15%	19%	30%	22%	52%	60%
Male	*	740	746	17%	15%	27%	29%	13%	42%	48%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	245	738	734	18%	17%	24%	30%	11%	41%	36%
Non-Economically Disadvantaged Students	317	749	762	14%	13%	22%	29%	22%	51%	64%
Students with Disabilities	98	709	715	47%	21%	12%	15%	4%	19%	18%
Students without Disabilities	464	752	759	9%	13%	25%	32%	20%	53%	61%
Multilingual Learners	*	704	700	*	*	*	*	*	*	*
Non-Multilingual Learners	*	746	756	15%	14%	23%	30%	18%	48%	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	576	750	751	14%	11%	24%	33%	17%	50%	53%
White	82	759	760	10%	7%	23%	35%	24%	60%	62%
Hispanic	194	744	736	18%	15%	22%	31%	14%	45%	39%
Black or African American	239	746	735	15%	12%	26%	33%	13%	47%	37%
Asian, Native Hawaiian, or Pacific Islander	44	771	783	5%	5%	23%	41%	27%	68%	82%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	52%
Two or More Races	*	765	757	12%	0%	29%	29%	29%	59%	59%
Female	*	757	759	11%	11%	21%	36%	21%	58%	60%
Male	*	742	743	18%	12%	27%	30%	12%	43%	46%
Non-binary/undesignated gender	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	230	743	734	17%	13%	26%	33%	11%	45%	36%
Non-Economically Disadvantaged Students	346	754	761	13%	10%	23%	33%	21%	54%	63%
Students with Disabilities	88	706	713	50%	18%	18%	11%	2%	14%	16%
Students without Disabilities	488	757	758	8%	10%	25%	37%	19%	57%	60%
Multilingual Learners	35	707	701	*	*	*	*	*	*	*
Non-Multilingual Learners	541	752	755	13%	11%	24%	35%	18%	53%	56%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	23%
Students in Foster Care	*	*	708	*	*	*	*	*	*	14%
Military-Connected Students	*	*	743	*	*	*	*	*	*	43%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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

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English Language Arts Assessment - Performance By Grade: Grade 9

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	549	741	755	16%	17%	24%	33%	11%	43%	58%
White	82	751	764	9%	16%	23%	38%	15%	52%	67%
Hispanic	168	736	741	24%	14%	24%	29%	10%	39%	45%
Black or African American	224	738	737	14%	21%	25%	32%	8%	40%	40%
Asian, Native Hawaiian, or Pacific Islander	51	761	789	6%	8%	22%	45%	20%	65%	87%
American Indian or Alaska Native	*	*	757	*	*	*	*	*	*	59%
Two or More Races	*	732	761	18%	23%	23%	32%	5%	36%	64%
Female	*	745	762	12%	17%	24%	34%	13%	47%	64%
Male	*	737	747	20%	17%	24%	31%	8%	40%	51%
Non-binary/undesignated gender	*	*	774	*	*	*	*	*	*	77%
Economically Disadvantaged Students	242	739	738	17%	18%	25%	30%	10%	40%	41%
Non-Economically Disadvantaged Students	307	743	764	15%	16%	23%	35%	11%	46%	67%
Students with Disabilities	68	711	717	*	*	*	*	*	*	19%
Students without Disabilities	481	746	761	13%	16%	23%	37%	12%	48%	64%
Multilingual Learners	22	697	701	*	*	*	*	*	*	*
Non-Multilingual Learners	527	743	758	14%	17%	24%	34%	11%	45%	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	3,797	99%	29.9%	40.2%	29.9%	29.8%	Met Target
White	584	98.3%	40.8%	51.1%	40.8%	38.3%	Met Target
Hispanic	1,173	99.3%	26.7%	24.2%	26.7%	28.1%	Met Target†
Black or African American	1,601	98.9%	22.4%	20.1%	22.4%	22.1%	Met Target
Asian, Native Hawaiian, or Pacific Islander	301	99.7%	57.5%	74.4%	57.5%	55.7%	Met Target
American Indian or Alaska Native	*	*	*	42%	*	**	**
Two or More Races	*	98.6%	39.4%	48.9%	39.4%	36.4%	Met Target
Female	*	98.8%	28.9%	38.4%	28.9%		
Male	*	99.2%	30.9%	42%	30.9%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	1,614	98.8%	21.7%	21.7%	21.7%	24.1%	Not Met
Non-Economically Disadvantaged Students	2,183	99.1%	36%	51.5%	36%		
Students with Disabilities	632	98.9%	10.8%	16.6%	10.8%	13%	Not Met
Students without Disabilities	3,165	99%	33.7%	45.4%	33.7%		
Multilingual Learners	381	99.5%	16.8%	18.7%	16.8%	19.4%	Met Target†
Non-Multilingual Learners	3,416	98.9%	31.4%	43.5%	31.4%		
Students Experiencing Homelessness	26	100%	11.5%	12.9%	11.5%		
Students in Foster Care	*	*	*	12.4%	*		
Military-Connected Students	10	100%	20%	38.8%	20%		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

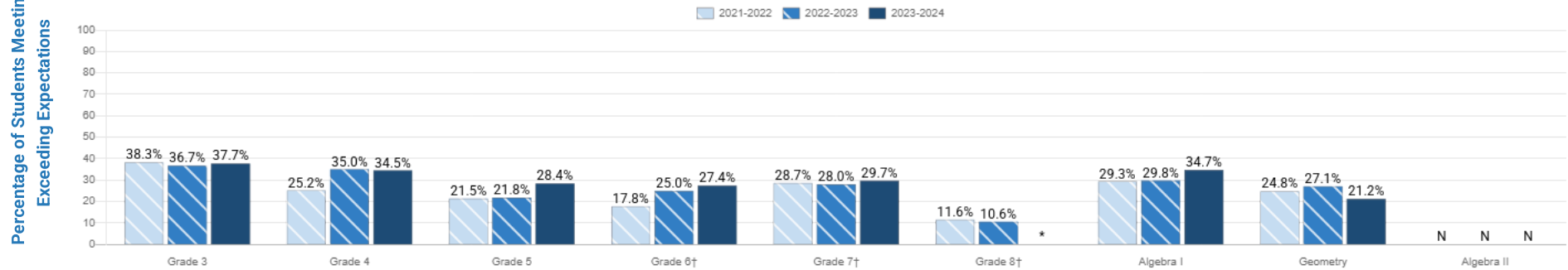
Academic Achievement

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

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Mathematics Assessment - Performance Trends

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



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

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	514	737	747	16%	19%	27%	30%	8%	38%	48%
White	*	745	757	11%	14%	30%	34%	11%	45%	60%
Hispanic	160	741	732	13%	20%	28%	31%	9%	39%	31%
Black or African American	218	728	728	23%	22%	27%	25%	4%	29%	27%
Asian, Native Hawaiian, or Pacific Islander	33	758	776	3%	15%	21%	45%	15%	61%	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	51%
Two or More Races	*	746	755	5%	18%	27%	45%	5%	50%	56%
Female	*	736	744	14%	20%	30%	30%	6%	36%	45%
Male	*	738	749	17%	18%	25%	30%	9%	39%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	230	728	729	23%	22%	28%	24%	3%	27%	28%
Non-Economically Disadvantaged Students	284	745	758	10%	17%	27%	35%	11%	46%	60%
Students with Disabilities	*	705	725	*	*	*	*	*	*	25%
Students without Disabilities	*	744	751	10%	17%	29%	35%	9%	43%	52%
Multilingual Learners	43	712	722	*	*	*	*	*	*	20%
Non-Multilingual Learners	471	740	751	14%	18%	28%	32%	8%	40%	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	536	736	744	15%	21%	29%	31%	3%	35%	45%
White	*	747	754	9%	15%	26%	45%	5%	50%	57%
Hispanic	156	732	730	17%	22%	35%	25%	2%	27%	28%
Black or African American	228	729	726	20%	25%	29%	23%	3%	25%	24%
Asian, Native Hawaiian, or Pacific Islander	43	760	773	5%	7%	19%	58%	12%	70%	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	50%
Two or More Races	*	747	752	5%	15%	25%	55%	0%	55%	54%
Female	*	737	743	13%	20%	31%	33%	3%	36%	43%
Male	*	734	746	18%	21%	29%	29%	4%	33%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	237	730	727	18%	24%	31%	25%	2%	27%	25%
Non-Economically Disadvantaged Students	299	740	755	13%	18%	28%	36%	5%	41%	58%
Students with Disabilities	101	709	722	*	*	*	*	*	*	21%
Students without Disabilities	435	742	749	8%	19%	32%	36%	4%	40%	50%
Multilingual Learners	44	715	718	32%	30%	27%	11%	0%	11%	14%
Non-Multilingual Learners	492	738	748	14%	20%	30%	33%	4%	37%	49%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	15%
Students in Foster Care	*	*	716	*	*	*	*	*	*	15%
Military-Connected Students	*	*	744	*	*	*	*	*	*	43%
Migrant Students	*	*	721	*	*	*	*	*	*	17%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	549	733	741	13%	25%	34%	27%	2%	28%	40%
White	86	738	751	9%	21%	36%	29%	5%	34%	53%
Hispanic	177	734	726	12%	23%	38%	27%	1%	27%	23%
Black or African American	222	726	722	16%	31%	33%	20%	0%	20%	19%
Asian, Native Hawaiian, or Pacific Islander	43	745	772	9%	14%	28%	47%	2%	49%	76%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	*	755	748	5%	11%	16%	53%	16%	68%	49%
Female	*	733	739	11%	23%	40%	25%	1%	26%	38%
Male	*	732	742	14%	27%	28%	28%	3%	30%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	225	727	724	13%	35%	33%	18%	0%	18%	20%
Non-Economically Disadvantaged Students	324	737	752	12%	18%	35%	33%	3%	35%	53%
Students with Disabilities	62	711	717	35%	37%	15%	13%	0%	13%	16%
Students without Disabilities	487	736	746	10%	23%	37%	28%	2%	30%	45%
Multilingual Learners	25	701	711	*	*	*	*	*	*	*
Non-Multilingual Learners	524	734	744	11%	24%	35%	28%	2%	30%	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	530	730	737	17%	25%	31%	25%	2%	27%	36%
White	73	746	746	3%	18%	37%	40%	3%	42%	47%
Hispanic	155	730	723	16%	22%	38%	23%	1%	24%	20%
Black or African American	242	721	718	26%	30%	24%	19%	2%	21%	15%
Asian, Native Hawaiian, or Pacific Islander	38	752	768	5%	8%	24%	58%	5%	63%	73%
American Indian or Alaska Native	*	*	735	*	*	*	*	*	*	33%
Two or More Races	*	725	743	5%	36%	45%	14%	0%	14%	45%
Female	*	730	736	16%	25%	30%	27%	2%	29%	34%
Male	*	729	738	18%	25%	32%	24%	2%	26%	38%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	232	723	721	22%	30%	32%	15%	1%	16%	17%
Non-Economically Disadvantaged Students	298	735	747	14%	20%	30%	34%	2%	36%	48%
Students with Disabilities	86	708	714	40%	35%	13%	12%	1%	13%	12%
Students without Disabilities	444	734	741	13%	23%	34%	28%	2%	30%	41%
Multilingual Learners	*	703	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	731	740	16%	23%	32%	27%	2%	29%	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	566	733	739	12%	30%	28%	25%	5%	30%	37%
White	83	744	748	7%	24%	25%	34%	10%	43%	50%
Hispanic	176	733	728	10%	30%	33%	24%	3%	27%	23%
Black or African American	236	724	724	18%	36%	27%	17%	2%	19%	18%
Asian, Native Hawaiian, or Pacific Islander	55	756	764	4%	13%	20%	44%	20%	64%	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	*	733	743	13%	31%	25%	31%	0%	31%	44%
Female	*	729	738	13%	37%	24%	22%	3%	26%	36%
Male	*	736	739	11%	24%	31%	27%	7%	33%	39%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	247	729	726	13%	33%	33%	17%	4%	21%	20%
Non-Economically Disadvantaged Students	319	736	747	12%	28%	24%	30%	6%	36%	48%
Students with Disabilities	98	711	716	*	*	*	*	*	*	12%
Students without Disabilities	468	737	743	7%	29%	30%	28%	6%	34%	43%
Multilingual Learners	*	717	714	*	*	*	*	*	*	*
Non-Multilingual Learners	*	733	741	12%	30%	28%	25%	5%	31%	40%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	11%
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	740	*	*	*	*	*	*	39%
Migrant Students	*	*	708	*	*	*	*	*	*	*

Academic Achievement

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

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Mathematics Assessment - Performance By Grade: Grade 8

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	379	707	719	42%	32%	16%	9%	1%	10%	19%
White	48	722	729	29%	29%	23%	17%	2%	19%	27%
Hispanic	135	704	713	*	*	*	*	*	*	13%
Black or African American	171	702	707	*	*	*	*	*	*	10%
Asian, Native Hawaiian, or Pacific Islander	15	730	740	13%	33%	7%	47%	0%	47%	40%
American Indian or Alaska Native	*	*	722	*	*	*	*	*	*	21%
Two or More Races	*	724	722	10%	20%	60%	10%	0%	10%	22%
Female	*	704	719	*	*	*	*	*	*	19%
Male	*	710	719	35%	37%	18%	10%	0%	10%	20%
Non-binary/undesignated gender	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	169	706	711	*	*	*	*	*	*	12%
Non-Economically Disadvantaged Students	210	709	725	40%	32%	16%	10%	1%	11%	25%
Students with Disabilities	81	689	702	*	*	*	*	*	*	*
Students without Disabilities	298	712	724	35%	34%	19%	12%	1%	12%	23%
Multilingual Learners	37	701	701	*	*	*	*	*	*	*
Non-Multilingual Learners	342	708	721	41%	32%	17%	10%	1%	10%	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	628	734	738	19%	22%	24%	31%	3%	35%	40%
White	86	743	748	9%	19%	28%	42%	2%	44%	51%
Hispanic	198	731	723	24%	19%	25%	30%	2%	32%	23%
Black or African American	258	730	719	21%	27%	22%	28%	3%	30%	19%
Asian, Native Hawaiian, or Pacific Islander	59	754	773	7%	20%	19%	44%	10%	54%	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	*	730	746	28%	12%	36%	16%	8%	24%	49%
Female	*	734	737	16%	23%	28%	32%	2%	34%	39%
Male	*	734	739	23%	22%	20%	31%	5%	36%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	250	727	722	23%	24%	24%	26%	2%	28%	22%
Non-Economically Disadvantaged Students	378	738	747	17%	21%	23%	35%	4%	39%	50%
Students with Disabilities	74	713	710	38%	31%	20%	9%	1%	11%	11%
Students without Disabilities	554	737	743	17%	21%	24%	34%	4%	38%	45%
Multilingual Learners	28	708	705	*	*	*	*	*	*	*
Non-Multilingual Learners	600	735	741	19%	21%	24%	33%	4%	36%	43%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	13%
Students in Foster Care	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	696	*	*	*	*	*	*	*

Academic Achievement

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

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Mathematics Assessment - Performance By Test: Geometry

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	151	730	750	12%	27%	40%	21%	1%	21%	53%
White	30	741	752	3%	10%	53%	33%	0%	33%	57%
Hispanic	38	726	735	16%	29%	45%	11%	0%	11%	29%
Black or African American	54	727	733	15%	35%	33%	15%	2%	17%	26%
Asian, Native Hawaiian, or Pacific Islander	22	737	765	5%	23%	36%	36%	0%	36%	77%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	66%
Two or More Races	*	*	756	*	*	*	*	*	*	63%
Female	*	725	748	14%	34%	36%	14%	1%	16%	50%
Male	*	736	752	9%	20%	43%	27%	0%	27%	57%
Non-binary/undesignated gender	*	*	752	*	*	*	*	*	*	60%
Economically Disadvantaged Students	68	729	734	15%	29%	35%	19%	1%	21%	28%
Non-Economically Disadvantaged Students	83	731	754	10%	25%	43%	22%	0%	22%	60%
Students with Disabilities	*	*	727	*	*	*	*	*	*	24%
Students without Disabilities	*	730	751	12%	27%	40%	21%	1%	21%	54%
Multilingual Learners	*	*	716	*	*	*	*	*	*	11%
Non-Multilingual Learners	*	731	751	11%	27%	40%	21%	1%	22%	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	15	100.0%	15	100.0%
4	*	*	*	*
5	13	100.0%	13	100.0%
6	*	*	*	*
7	*	*	*	*
8	10	100.0%	10	100.0%
11	11	100.0%	11	100.0%

Academic Achievement

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

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English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	# Students with Overall Score Below 4.5	% Students with Overall Score Below 4.5	# Students with Overall Score of 4.5 or Above	% Students with Overall Score 4.5 or Above
0-2	301	*	>90%	*	<10%
3-4	131	*	>90%	*	<10%
5 or more	77	68	88.3%	9	11.7%

English Language Progress to Proficiency

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

Student Group	Percent of English learners making expected growth to proficiency	Annual Target	Met Target?
Schoolwide/Multilingual Learners	33.6%	22.7%	Met Goal

† Target was met within a confidence interval.

Report Key:

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

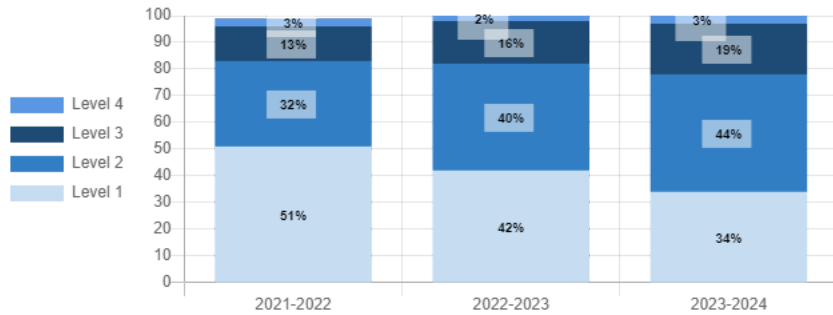
Academic Achievement

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

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

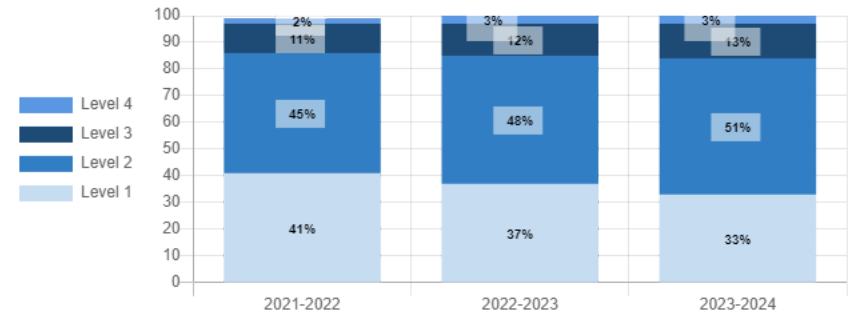
NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 8 Summary

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



Report Key:

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

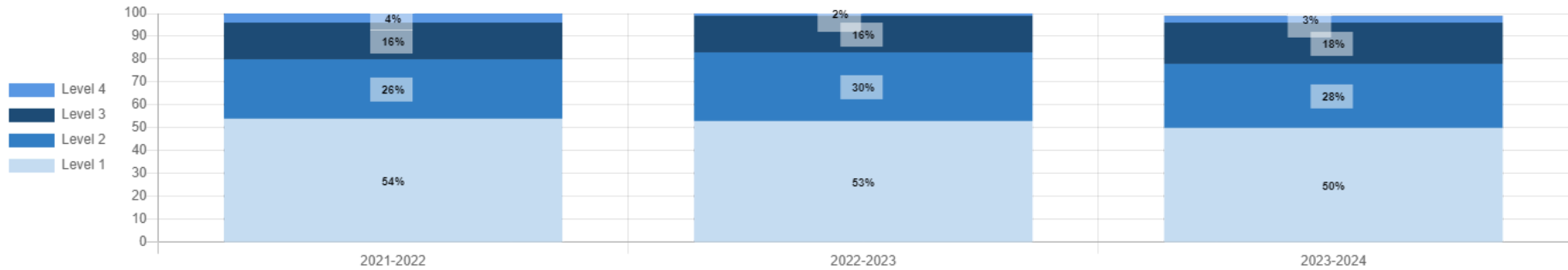
Academic Achievement

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	34%	44%	19%	3%	35%	37%	21%	6%
White	33%	44%	17%	6%	22%	42%	28%	8%
Hispanic	32%	47%	18%	3%	51%	36%	12%	2%
Black or African American	40%	42%	15%	2%	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	19%	47%	30%	5%	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	11%	32%	47%	11%	27%	36%	27%	10%
Female	30%	49%	18%	3%	35%	39%	20%	6%
Male	37%	39%	20%	4%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	40%	42%	17%	1%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	29%	46%	20%	5%	24%	39%	28%	10%
Students with Disabilities	69%	20%	11%	0%	64%	27%	8%	2%
Students without Disabilities	30%	47%	20%	4%	30%	39%	24%	7%
Multilingual Learners	85%	15%	0%	0%	78%	20%	2%	0%
Non-Multilingual Learners	31%	46%	20%	4%	30%	39%	23%	7%
Students Experiencing Homelessness	*	*	*	*	68%	25%	6%	1%
Students in Foster Care	*	*	*	*	67%	28%	3%	1%
Military-Connected Students	*	*	*	*	30%	42%	23%	5%
Migrant Students	*	*	*	*	73%	27%	0%	0%

Academic Achievement

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

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	33%	51%	13%	3%	36%	45%	14%	5%
White	22%	62%	11%	5%	23%	52%	19%	6%
Hispanic	36%	52%	10%	2%	51%	42%	6%	1%
Black or African American	40%	46%	11%	2%	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	9%	49%	33%	9%	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	6%	67%	22%	6%	27%	46%	19%	8%
Female	33%	54%	11%	3%	35%	47%	13%	4%
Male	33%	49%	14%	4%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	38%	51%	10%	1%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	29%	52%	14%	5%	26%	48%	19%	7%
Students with Disabilities	70%	28%	1%	1%	67%	29%	3%	1%
Students without Disabilities	26%	56%	15%	4%	30%	48%	16%	6%
Multilingual Learners	70%	30%	0%	0%	75%	24%	1%	0%
Non-Multilingual Learners	30%	53%	14%	3%	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	50%	28%	18%	3%	45%	27%	19%	9%
White	38%	23%	28%	11%	34%	30%	26%	11%
Hispanic	62%	22%	14%	1%	61%	25%	11%	3%
Black or African American	54%	30%	15%	1%	64%	24%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	21%	42%	30%	7%	17%	23%	33%	28%
American Indian or Alaska Native	*	*	*	*	54%	21%	19%	6%
Two or More Races	47%	26%	21%	5%	38%	26%	25%	11%
Female	49%	27%	21%	3%	43%	29%	20%	7%
Male	51%	29%	16%	4%	47%	24%	18%	10%
Non-binary/undesignated gender	*	*	*	*	26%	28%	30%	16%
Economically Disadvantaged Students	53%	27%	17%	2%	63%	24%	11%	2%
Non-Economically Disadvantaged Students	48%	29%	20%	4%	37%	28%	24%	12%
Students with Disabilities	86%	10%	4%	0%	77%	16%	5%	1%
Students without Disabilities	45%	31%	21%	4%	40%	28%	22%	10%
Multilingual Learners	88%	12%	0%	0%	88%	10%	1%	0%
Non-Multilingual Learners	47%	29%	20%	3%	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	*	*	*	*	*	*	*	*

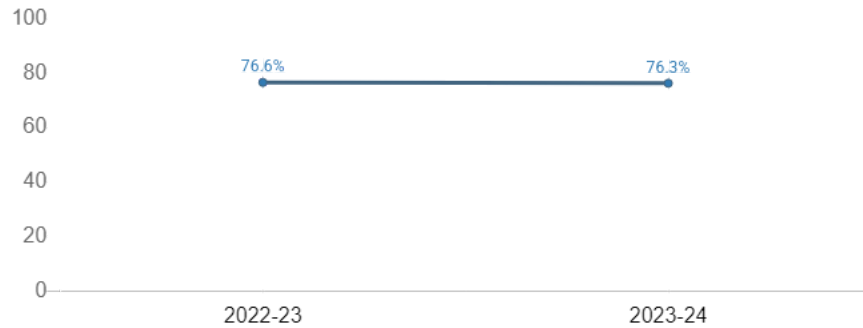
Academic Achievement

Graduation Proficiency Assessment (NJGPA) Trends

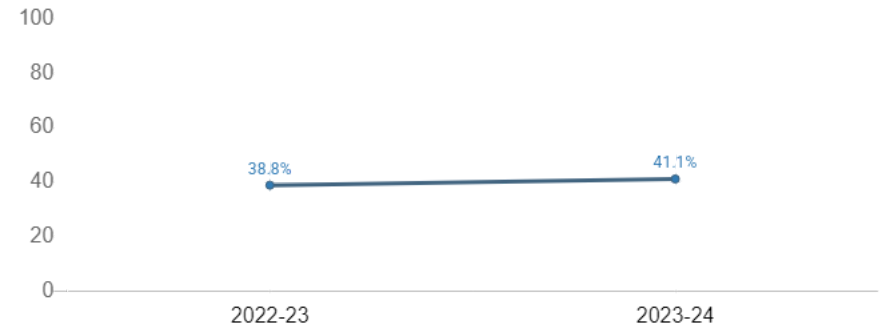
These graphs show trends in performance on the New Jersey Graduation Proficiency Assessment (NJGPA) for the last two years. Students are identified as either Graduation Ready or Not Yet Graduation Ready for both English Language Arts (ELA) and mathematics based on their scores on the assessment. These 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	76.6%	76.3%	38.8%	41.1%
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	621	76.3%	82.5%	623	41.1%	55.6%
White	80	82.5%	90%	80	53.8%	69.1%
Hispanic	168	69%	72.3%	169	33.7%	38%
Black or African American	288	76%	73.6%	288	35.4%	33.1%
Asian, Native Hawaiian, or Pacific Islander	67	88.1%	>90%	67	71.6%	87.9%
American Indian or Alaska Native	*	*	76.2%	*	*	43.8%
Two or More Races	*	77.8%	87.5%	*	31.6%	62%
Female	*	82.9%	86.9%	*	43.8%	56.6%
Male	*	70.7%	78.3%	*	38.8%	54.7%
Non-binary/undesignated gender	*	*	87.7%	*	*	69.9%
Economically Disadvantaged Students	256	72.7%	71.7%	257	37%	36%
Non-Economically Disadvantaged Students	365	78.9%	87.6%	366	44%	65.1%
Students with Disabilities	90	45.6%	53.6%	90	12.2%	18.2%
Students without Disabilities	531	81.5%	87.4%	533	46%	62%
Multilingual Learners	42	16.7%	24.4%	43	11.6%	12.5%
Non-Multilingual Learners	579	80.7%	86.5%	580	43.3%	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	93.6%	80.7%
12th graders taking SAT in 2023-2024 or prior years	49.2%	62.7%
12th graders taking ACT in 2023-2024 or prior years	3.4%	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	426	459	Grade 10: 430 Grade 11: 460	42%	54%
PSAT 10/NMSQT - Math	421	454	Grade 10: 480 Grade 11: 510	18%	32%
SAT - Reading and Writing	518	530	480	68%	65%
SAT - Math	487	519	530	36%	46%
ACT - Reading	20	24	22	42%	63%
ACT - English	19	24	18	58%	76%
ACT - Math	18	23	22	16%	58%
ACT - Science	20	23	23	42%	55%

College and Career Readiness

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

AP/IB Coursework – Participation and Performance

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

Students enrolled in one or more AP or IB course



Students taking one or more AP or IB exam

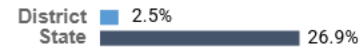


Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exam



Dual Enrollment Coursework - Participation

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



College and Career Readiness

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

AP/IB and Dual Enrollment Participation by Student Group

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

Student Group	% Enrolled in one or more AP or IB course	% Enrolled in one or more Dual Enrollment course	State: % Enrolled in one or more AP or IB course	State: % Enrolled in one or more Dual Enrollment course
Districtwide	29.1%	2.5%	35.9%	26.9%
White	34.9%	2.8%	41.8%	33.0%
Hispanic	24.8%	6.1%	23.2%	20.9%
Black or African American	25.6%	0.9%	20.3%	17.4%
Asian, Native Hawaiian, or Pacific Islander	53.9%	0.9%	70.5%	32.5%
American Indian or Alaska Native	N	N	30.4%	28.6%
Two or More Races	21.1%	0.0%	41.0%	29.0%
Female	35.6%	3.8%	41.4%	30.2%
Male	23.3%	1.4%	30.6%	23.7%
Non-Binary/Undesignated Gender	N	N	42.9%	28.4%
Economically Disadvantaged Students	25.5%	2.5%	22.8%	20.2%
Students with Disabilities	3.2%	2.7%	4.8%	10.9%
Multilingual Learners	4.2%	0.0%	9.8%	8.8%
Students experiencing homelessness	7.1%	0.0%	12.6%	15.1%
Students in Foster Care	N	N	4.5%	10.6%
Military-Connected Students	*	*	30.1%	29.2%
Migrant Students	N	N	0.0%	7.1%

College and Career Readiness

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

AP/IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP 2-D Art and Design	0	11
AP African American Studies (Pilot 2 - 2023-24)	0	19
AP Biology	79	79
AP Calculus AB	24	25
AP Chemistry	17	16
AP Comparative Government and Politics	19	16
AP Computer Science A	0	16
AP Computer Science Principles	58	27
AP Drawing	4	0
AP English Language and Composition	108	70
AP English Literature and Composition	75	104
AP Environmental Science	0	1
AP French Language and Culture	8	4
AP Physics 1	25	24
AP Physics 2	6	6
AP Precalculus	0	26
AP Psychology	88	84
AP Spanish Language and Culture	14	16
AP Statistics	19	14
AP U.S. Government and Politics	65	53
AP U.S. History	98	40
Total Exams taken		651

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
Exams with scores of at least 3 on AP exams or 4 on IB exams		314

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	*	*
Spanish	12	2.2%
Total Seals Earned	*	
Total Unique Students Earning Seals	*	2.4%
Current and Former Multilingual Learners Earning Seals	*	*†

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

College and Career Readiness

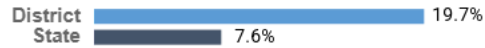
This section contains information about participation in approved Career and Technical Education (CTE) programs, work-based learning, and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, and the Perkins State-Wide Performance Data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

Career and Technical Education Participation

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

CTE Participants

(completed only one course in an approved CTE program)



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	19.7%	3.3%	7.6%	10.4%
White	21.2%	3.2%	6.1%	10.0%
Hispanic	18.9%	3.3%	9.3%	10.8%
Black or African American	18.9%	3.1%	9.5%	10.7%
Asian, Native Hawaiian, or Pacific Islander	23.6%	4.0%	5.5%	10.5%
American Indian or Alaska Native	*	*	8.3%	8.8%
Two or More Races	20.0%	5.0%	7.5%	10.1%
Female	16.0%	3.2%	7.5%	10.9%
Male	23.0%	3.4%	7.7%	9.9%
Non-Binary/Undesignated Gender	*	*	8.9%	15.2%
Economically Disadvantaged Students	18.3%	2.6%	9.8%	10.7%
Students with Disabilities	17.1%	3.6%	6.0%	7.9%
Multilingual Learners	6.6%	0.0%	8.0%	3.5%
Students experiencing homelessness	7.7%	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	*	*
Health Science	*	*
Hospitality & Tourism	*	*
Human Services	*	*
Law, Public Safety, Corrections & Security	*	*
Manufacturing	*	*
Transportation, Distribution & Logistics	*	*
Total	11	2.0%

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](#).

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  0.4%
 State  2.2%

College and Career Readiness

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

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	209	*	*
Arts, A/V Technology & Communications	192	*	*
Education & Training	*	*	*
Health Science	127	*	*
Hospitality & Tourism	16	*	*
Human Services	*	*	*
Law, Public Safety, Corrections & Security	*	*	*
Manufacturing	*	*	*
Transportation, Distribution & Logistics	*	*	*
Total	562	20	22

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	564
7	0	0	0	0	0	0	593
8	209	0	0	0	0	0	406
9	422	152	0	0	0	0	9
10	40	432	125	4	0	0	8
11	19	70	311	98	2	18	157
12	2	19	59	89	39	72	173
Total	692	673	495	191	41	90	1,910
Enrolled in AP/IB Course					24	19	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	176	0	402	0	2	7
10	431	158	13	9	4	9
11	97	339	3	91	56	79
12	23	21	7	70	50	198
Total	727	518	425	170	112	293
Enrolled in AP/IB Course	79	17		0	31	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	572	7	5	0	0	9
10	28	568	9	0	12	19
11	18	622	21	108	7	80
12	14	91	31	97	17	182
Total	632	1,288	66	205	36	290
Enrolled in AP/IB Course	0	98	0	88		83
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	533	0	0	0	0	0	0
7	556	0	0	0	0	0	0
8	109	0	0	0	0	0	0
9	422	89	0	0	36	0	0
10	390	135	0	0	33	0	0
11	330	62	0	0	18	0	0
12	56	18	0	0	2	0	0
Total	2,396	304	0	0	89	0	0
Enrolled in AP/IB Course	14	8	0	0	0	0	0
Enrolled in Dual Enrollment Course	24	0	0	0	0	0	0
Enrolled in Level 3 or Higher	314	30	0	0	11	0	0

College and Career Readiness

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

Computer Science – Course Participation

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

Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
KG	N	N	N	N	N	N	N
1	N	N	N	N	N	N	N
2	N	N	N	N	N	N	N
3	N	N	N	N	N	N	N
4	N	N	N	N	N	N	N
5	N	N	N	N	N	N	N
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
9	17	7	0	0	0	0	0
10	7	17	0	0	0	0	0
11	14	19	0	0	0	0	0
12	6	15	0	0	0	0	0
Total	44	58	0	0	0	0	0
Enrolled in AP/IB Course	0	58		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

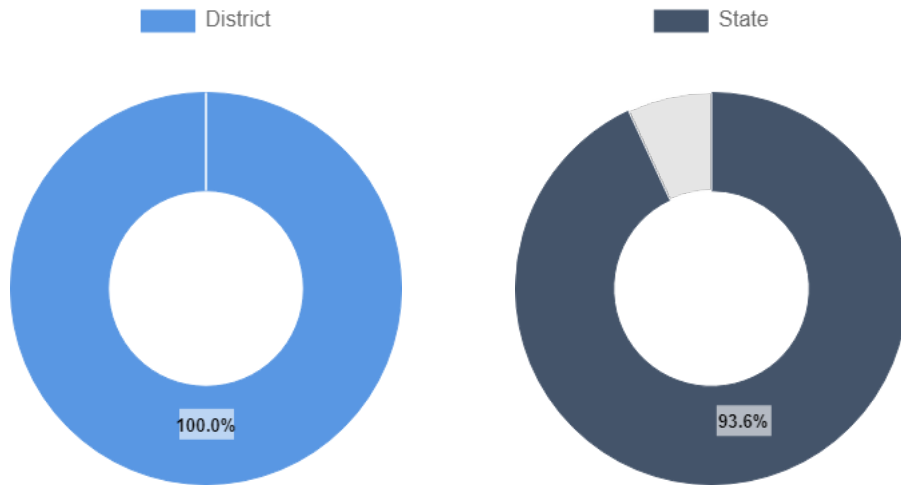
College and Career Readiness

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

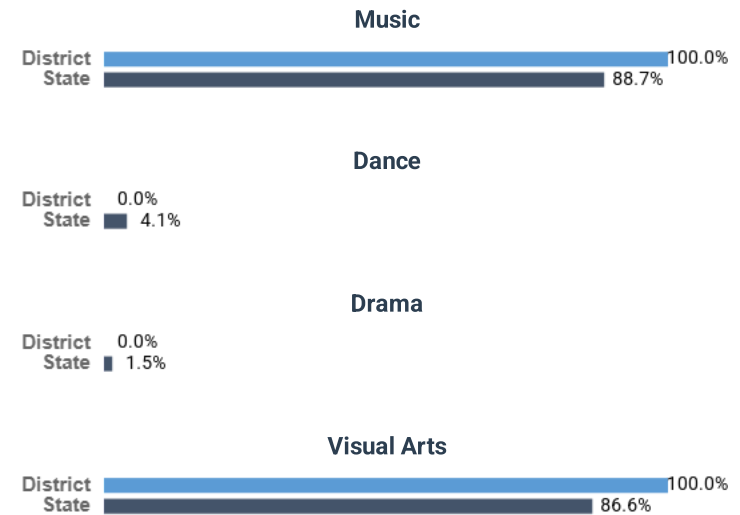
Visual and Performing Arts – Course Participation

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

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



Students enrolled in one or more classes by discipline:



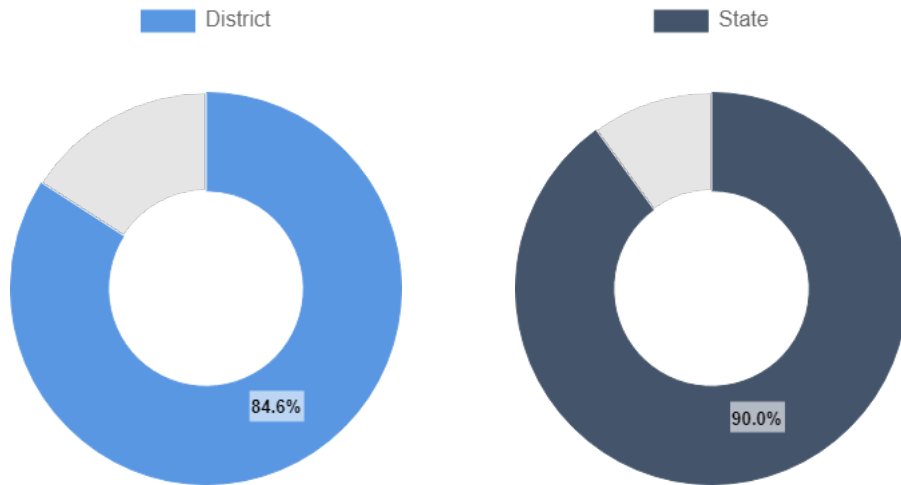
College and Career Readiness

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

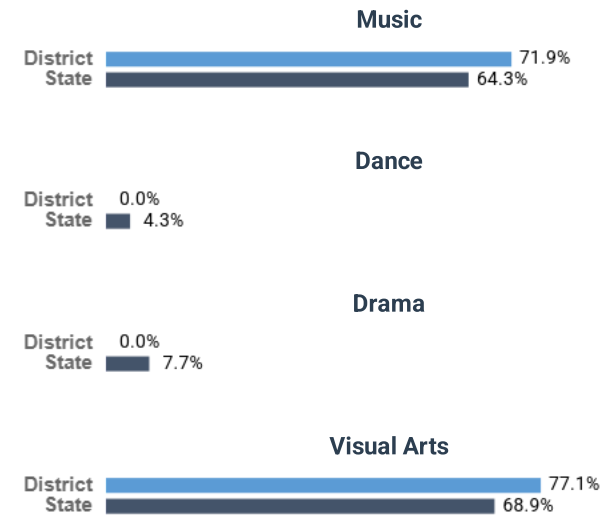
Visual and Performing Arts – Course Participation

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

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



Students enrolled in one or more classes by discipline:



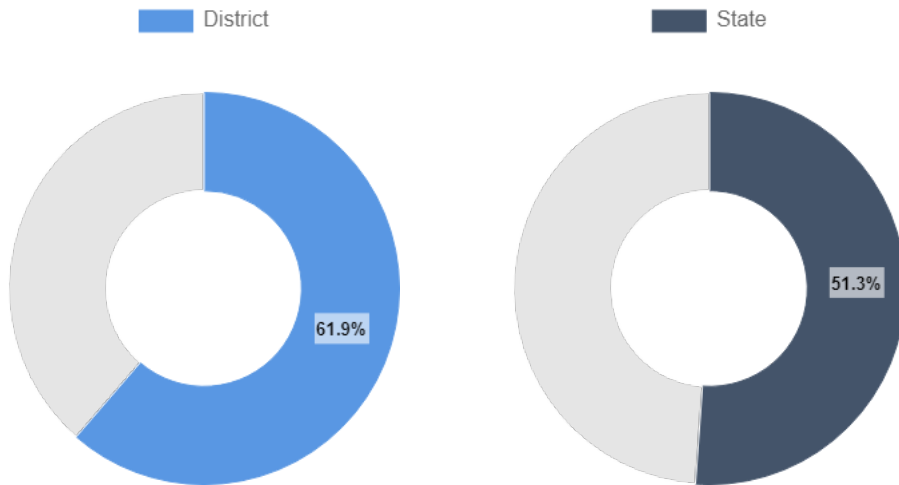
College and Career Readiness

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

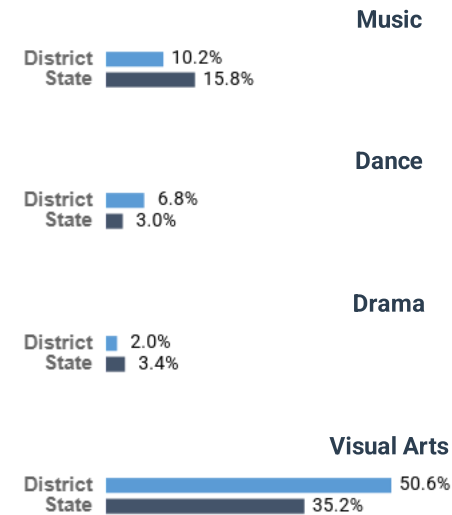
Visual and Performing Arts – Course Participation

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

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



Students enrolled in one or more classes by discipline:



College and Career Readiness

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

Structured Learning Experiences Participation

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

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

Structured Learning Experiences



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.

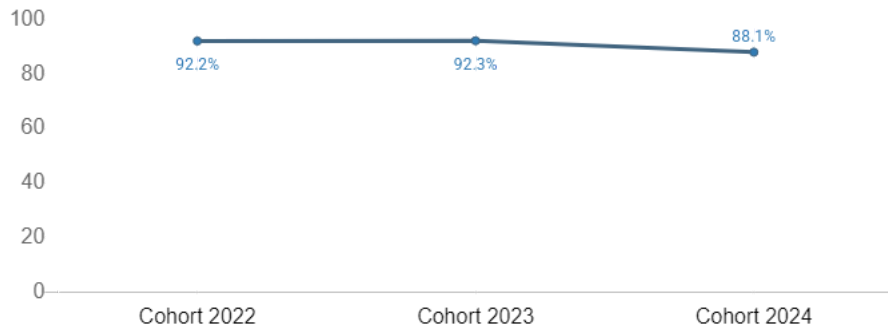
To be included as a graduate in the federal version of the graduation rate, students must have met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless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

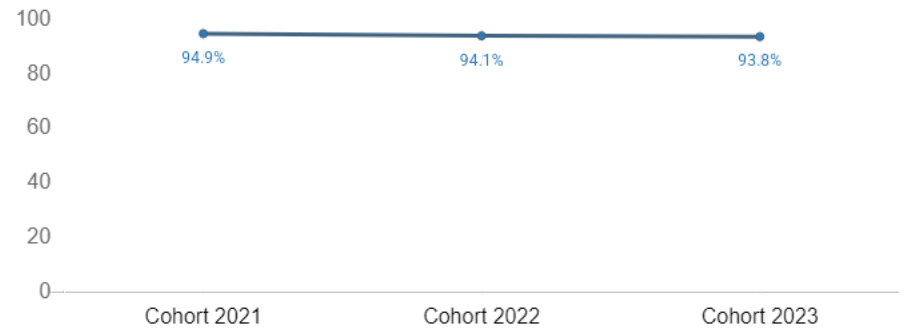
Graduation Rate Trends and Progress

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	92.2%	92.3%	88.1%	94.9%	94.1%	93.8%
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	88.1%	9.1%	2.8%	91.3%	3.8%	4.9%
White	87.0%	10.1%	2.9%	95.0%	2.6%	2.5%
Hispanic	84.5%	11.8%	3.7%	86.9%	4.9%	8.3%
Black or African American	91.5%	6.4%	2.0%	86.5%	6.0%	7.5%
Asian, Native Hawaiian, or Pacific Islander	79.5%	18.2%	2.3%	96.7%	2.3%	1.0%
American Indian or Alaska Native	N	N	N	91.7%	3.8%	4.5%
Two or More Races	91.7%	0.0%	8.3%	92.3%	3.5%	4.3%
Female	88.5%	8.6%	3.0%	93.1%	2.8%	4.1%
Male	87.8%	9.6%	2.6%	89.5%	4.7%	5.7%
Non-Binary/Undesignated Gender	N	N	N	86.7%	3.3%	10.0%
Economically Disadvantaged Students	89.4%	7.9%	2.7%	87.1%	5.3%	7.7%
Students with Disabilities	74.8%	21.4%	3.9%	80.7%	12.5%	6.8%
Multilingual Learners	78.0%	12.2%	9.8%	78.9%	7.5%	13.6%
Students experiencing homelessness	*	*	*	74.5%	11.2%	14.3%
Students in Foster Care	*	*	*	61.6%	13.1%	25.3%
Military-Connected Students	*	*	*	94.5%	2.3%	3.1%
Migrant Students	N	N	N	88.2%	3.9%	7.9%

Graduation/ Postsecondary

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

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

To be included as a graduate in the federal version of the graduation rate, students must have 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	93.8%	2.6%	3.7%	92.6%	1.7%	5.6%
White	93.0%	4.7%	2.3%	95.9%	1.5%	2.6%
Hispanic	96.0%	0.0%	4.0%	88.2%	1.9%	9.9%
Black or African American	92.0%	3.4%	4.5%	88.9%	2.5%	8.7%
Asian, Native Hawaiian, or Pacific Islander	97.3%	2.7%	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	98.0%	1.2%	0.8%	94.4%	1.2%	4.4%
Male	90.3%	3.7%	6.0%	91.0%	2.2%	6.8%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	93.6%	2.0%	4.4%	88.8%	2.0%	9.2%
Students with Disabilities	82.8%	14.1%	3.0%	84.1%	8.2%	7.7%
Multilingual Learners	83.9%	0.0%	16.1%	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	90.9%	0.0%	9.1%	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%	1.5%	4.2%	95.8%	93.2%	1.0%	5.8%	94.2%
White	96.9%	2.1%	1.0%	99.0%	96.4%	0.9%	2.7%	97.3%
Hispanic	91.8%	2.0%	6.1%	93.9%	88.2%	1.0%	10.8%	89.2%
Black or African American	94.5%	1.4%	4.1%	95.9%	89.6%	1.4%	9.0%	91.0%
Asian, Native Hawaiian, or Pacific Islander	98.0%	0.0%	2.0%	98.0%	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	95.1%	1.8%	3.2%	96.8%	95.0%	0.6%	4.4%	95.6%
Male	93.4%	1.3%	5.2%	94.8%	91.5%	1.4%	7.1%	92.9%
Non-Binary/Undesignated Gender	N	N	N	N	*	*	*	*
Economically Disadvantaged Students	91.6%	1.9%	6.5%	93.5%	88.8%	1.1%	10.2%	89.8%
Students with Disabilities	82.6%	7.8%	9.6%	90.4%	86.6%	5.4%	8.0%	92.0%
Multilingual Learners	90.9%	0.0%	9.1%	90.9%	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 modification or exemption in their Individualized Education Program (IEP) may not be counted as graduates in the calculation of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this was only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

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

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

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

Federal Graduation Rates

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

Student Group	2024 4-Year Federal Graduation	2023 5-Year Federal Graduation	2022 6-Year Federal Graduation	State: 2024 4-Year Federal Graduation	State: 2023 5-Year Federal Graduation	State: 2022 6-Year Federal Graduation
	Rate	Rate	Rate	Rate	Rate	Rate
Districtwide	81.4%	93.0%	82.7%	87.7%	91.8%	87.0%
White	84.1%	93.0%	87.5%	91.5%	95.0%	90.0%
Hispanic	77.0%	96.0%	78.9%	83.3%	87.4%	82.1%
Black or African American	83.7%	90.9%	81.4%	80.9%	87.6%	80.8%
Asian, Native Hawaiian, or Pacific Islander	79.5%	97.3%	96.1%	96.1%	97.3%	96.6%
American Indian or Alaska Native	N	*	*	84.1%	92.5%	86.4%
Two or More Races	75.0%	*	*	89.0%	93.0%	86.2%
Female	83.3%	96.7%	86.7%	90.5%	93.7%	90.6%
Male	79.8%	90.0%	79.0%	85.2%	90.0%	83.7%
Non-Binary/Undesignated Gender	N	N	N	83.3%	*	*
Economically Disadvantaged Students	80.8%	92.6%	78.6%	82.6%	87.8%	81.4%
Students with Disabilities	36.9%	78.8%	23.5%	60.2%	79.2%	51.8%
Multilingual Learners	75.6%	83.9%	81.8%	77.6%	77.6%	75.7%
Students experiencing homelessness	*	*	*	67.0%	76.2%	64.6%
Students in Foster Care	*	*	*	50.4%	61.9%	47.1%
Military-Connected Students	*	90.9%	*	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	92.0%	81.4%	Met Target	82.7%	N	N
White	91.9%	85.8%	Met Target	87.5%	N	N
Hispanic	94.7%	80.1%	Met Target	78.9%	N	N
Black or African American	89.8%	78.7%	Met Target	81.4%	N	N
Asian, Native Hawaiian, or Pacific Islander	97.3%	95.0%	Met Goal	96.1%	N	Met Goal
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	*	**	**	*	**	**
Economically Disadvantaged Students	91.0%	77.3%	Met Target	78.9%	N	N
Students with Disabilities	78.0%	24.2%	Met Target	23.5%	N	N
Multilingual Learners	83.9%	82.4%	Met Target	81.8%	N	N

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Graduation/ Postsecondary

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Graduation Pathways

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

Graduation Pathway	% of Graduates Meeting ELA Requirements by Pathway	% of Graduates Meeting Math Requirements by Pathway
Statewide Assessment	46.3%	24.0%
Substitute Competency Test	35.4%	48.0%
Portfolio Appeals Process	11.5%	20.7%
Alternate Requirements Specified in IEP	6.6%	7.0%
Unknown/Other	0.2%	0.2%

Dropout Rate Trends

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

School Year	District Rate	State Rate
2023-2024	0.3%	1.0%
2022-2023	0.7%	1.2%
2021-2022	0.7%	1.2%

Graduation/ Postsecondary

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

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

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

Apprenticeship

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

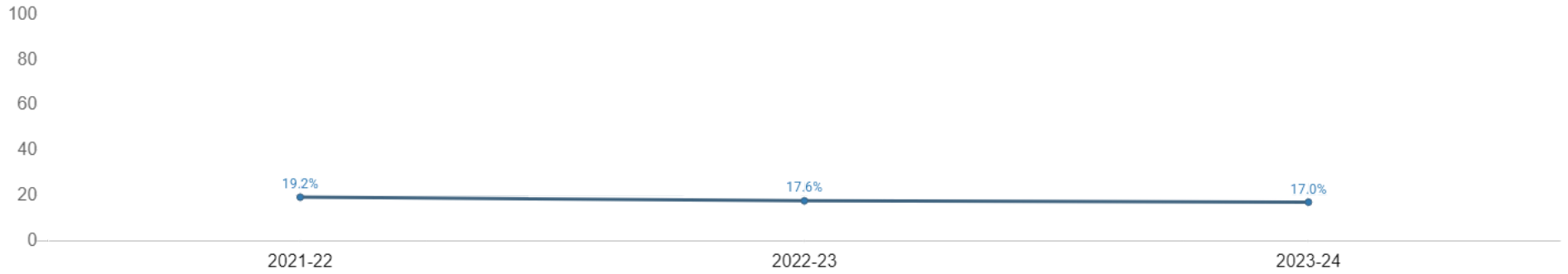
Year of Graduation	Graduates enrolled in apprenticeship programs
2023	*
2022	*
2021	*
2020	*
2019	*
2018	*
2017	*
2016	*

Climate and Environment

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

Chronic Absenteeism Trends

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



Performance Measure	2021-22	2022-23	2023-24
Chronic Absenteeism Rate	19.2%	17.6%	17.0%
ESSA Target (State Average for Grades Served)	18.1%	16.6%	14.9%
Met ESSA Target	Not Met	Not Met	Not Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%

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Chronic Absenteeism

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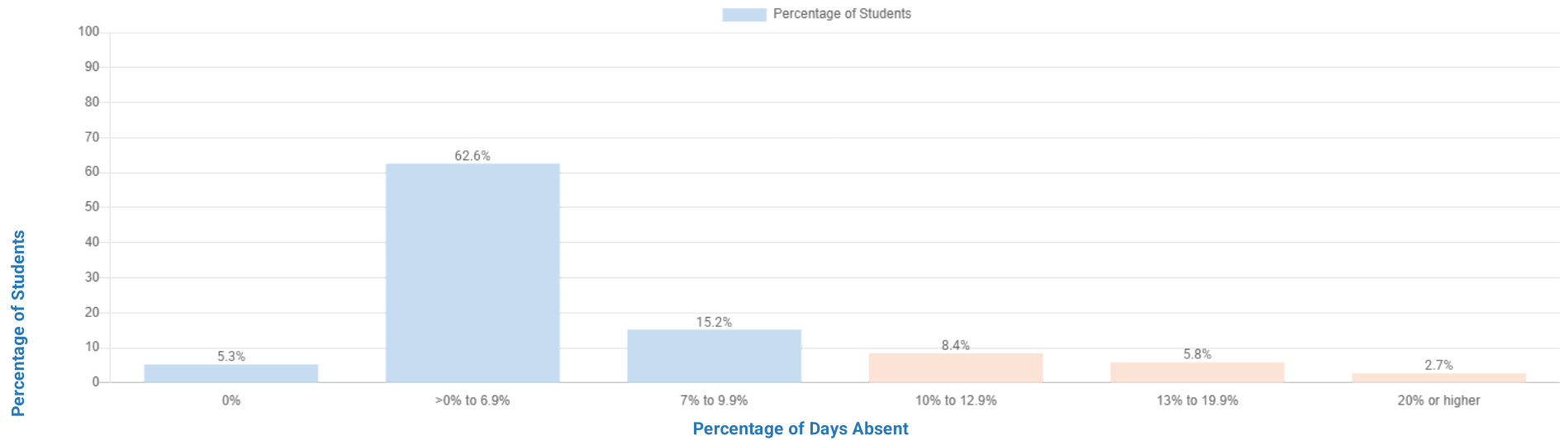
Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	1,252	17.0%	14.9%	Not Met
White	195	16.8%	14.9%	Not Met
Hispanic	453	20.4%	14.9%	Not Met
Black or African American	487	15.5%	14.9%	Not Met
Asian, Native Hawaiian, or Pacific Islander	78	12.8%	14.9%	Met
American Indian or Alaska Native	2	14.3%	**	**
Two or More Races	37	16.1%	14.9%	Not Met
Female	*	17.1%		
Male	*	16.9%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	699	20.2%	14.9%	Not Met
Students with Disabilities	261	20.4%	14.9%	Not Met
Multilingual Learners	93	16.8%	14.9%	Not Met
Students Experiencing Homelessness	19	29.2%		
Students in Foster Care	4	40.0%		
Military-Connected Students	17	28.8%		
Migrant Students	*	*		

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.

Percentage of Days Absent

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

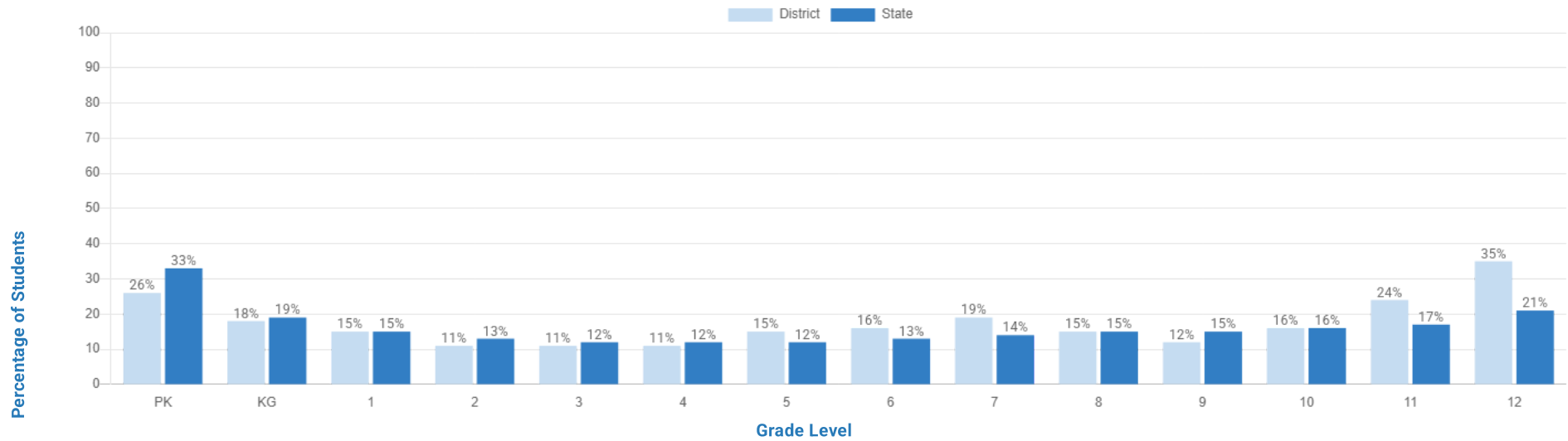


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Chronic Absenteeism by Grade

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



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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.

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	75
Weapons	12
Vandalism	12
Substances	73
Harassment, Intimidation, Bullying (HIB)	92
Total Unique Incidents	262
Incidents Per 100 Students Enrolled	3.34

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	3
Weapons	7
Vandalism	1
Substances	3
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	1

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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	5	13	18
Religion	1	4	5
Ancestry	1	2	3
Gender	0	24	24
Sexual Orientation	0	6	6
Disability	0	6	6
Other	8	49	57
No Identified Nature	26		26

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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	42	3%	30	2%	60	5%	4	0%	0	0%
Hispanic	132	5%	114	5%	220	9%	10	0%	0	0%
Black or African American	265	8%	323	9%	495	14%	20	1%	0	0%
Asian	6	1%	11	2%	16	2%	0	0%	0	0%
Native Hawaiian or Pacific Islander	2	7%	0	0%	2	7%	0	0%	0	0%
American Indian or Alaska Native	0	0%	1	7%	1	7%	0	0%	0	0%
Two or more races	10	4%	16	6%	24	9%	0	0%	0	0%
Female	*	5%	*	4%	*	8%	*	0%	*	0%
Male	*	7%	*	8%	*	12%	*	1%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	297	7%	358	8%	562	13%	22	1%	0	0%
Students with disabilities	93	8%	123	11%	172	15%	4	0%	0	0%

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Student Disciplinary Removals: By Grade Level

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Grade	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Districtwide	463	6%	514	6%	843	10%	34	0%	0	0%
PK	0	0%	0	0%	0	0%	0	0%	0	0%
KG	0	0%	0	0%	0	0%	0	0%	0	0%
1	0	0%	1	0%	1	0%	1	0%	0	0%
2	0	0%	7	1%	7	1%	0	0%	0	0%
3	2	0%	14	3%	15	3%	0	0%	0	0%
4	1	0%	11	2%	12	2%	0	0%	0	0%
5	0	0%	0	0%	0	0%	0	0%	0	0%
6	1	0%	71	13%	71	13%	0	0%	0	0%
7	9	2%	111	19%	112	19%	1	0%	0	0%
8	6	1%	83	14%	85	14%	0	0%	0	0%
9	107	18%	59	10%	132	22%	10	2%	0	0%
10	105	17%	34	5%	117	19%	8	1%	0	0%
11	129	19%	58	8%	154	22%	13	2%	0	0%
12	97	17%	46	8%	112	20%	1	0%	0	0%

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Students Involved in Police Notifications: By Student Group

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

Student Group	# of Students involved in at least one incident	% of Students involved in at least one incident	# of Students involved in at least one violent incident	% of Students involved in at least one violent incident	# of Students involved in at least one vandalism incident	% of Students involved in at least one vandalism incident	# of Students involved in at least one substance related incident	% of Students involved in at least one substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in at least one weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in at least one HIB incident	# of Students involved in at least one other incident type	% of Students involved in at least one other incident type
Districtwide	22	0%	6	0%	1	0%	3	0%	10	0%	1	0%	1	0%
White	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%
Hispanic	6	0%	3	0%	<5	<5.00%	<5	<5.00%	2	0%	<5	<5.00%	<5	<5.00%
Black or African American	14	0%	3	0%	<5	<5.00%	<5	<5.00%	6	0%	<5	<5.00%	<5	<5.00%
Asian	1	0%	0	0%	<5	<5.00%	<5	<5.00%	1	0%	<5	<5.00%	<5	<5.00%
Native Hawaiian or Pacific Islander	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%
American Indian or Alaska Native	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%
Two or more races	1	0%	0	0%	<5	<5.00%	<5	<5.00%	1	0%	<5	<5.00%	<5	<5.00%
Female	*	0%	*	0%	*	<5.00%	*	<5.00%	*	0%	*	<5.00%	*	<5.00%
Male	*	0%	*	0%	*	<5.00%	*	<5.00%	*	0%	*	<5.00%	*	<5.00%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	13	0%	4	0%	<5	<5.00%	<5	<5.00%	7	0%	<5	<5.00%	<5	<5.00%
Students with disabilities	7	1%	2	0%	<5	<5.00%	<5	<5.00%	4	0%	<5	<5.00%	<5	<5.00%

Climate and Environment

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

Students Involved in Police Notifications: By Grade Level

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

Grade	# of Students involved in at least one incident	% involved in an incident	# of Students involved in at least one violent incident	% of Students involved in a violent incident	# of Students involved in at least one vandalism incident	% of Students involved in a vandalism incident that led to police notification	# of Students involved in at least one substance related incident	% of Students involved in a substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in a weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in an HIB incident that led to police notification	# of Students involved in at least one other incident type	% of Students involved in an other incident type
Districtwide	22	0%	6	0%	1	0%	3	0%	10	0%	1	0%	1	0%
PK	1	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%
KG	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%
1	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%
2	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%
3	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%
4	1	0%	0	0%	<5	<5.00%	<5	<5.00%	1	0%	<5	<5.00%	<5	<5.00%
5	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%
6	3	1%	1	0%	<5	<5.00%	<5	<5.00%	2	0%	<5	<5.00%	<5	<5.00%
7	6	1%	1	0%	<5	<5.00%	<5	<5.00%	5	1%	<5	<5.00%	<5	<5.00%
8	7	1%	4	1%	<5	<5.00%	<5	<5.00%	1	0%	<5	<5.00%	<5	<5.00%
9	2	0%	0	0%	<5	<5.00%	<5	<5.00%	1	0%	<5	<5.00%	<5	<5.00%
10	1	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%
11	1	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%
12	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%

Climate and Environment

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

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

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

Student Group	# of Students Arrested	% of Students Arrested	# of students involved in at least one violent incident that led to arrest	% of students involved in a violent incident that led to arrest	# of students involved in at least one vandalism incident that led to arrest	% of students involved in a vandalism incident that led to arrest	# of students involved in at least one substance related incident that led to arrest	% of students involved in a substance related incident that led to arrest	# of students involved in at least one weapons related incident that led to arrest	% of students involved in a weapons related incident that led to arrest	# of students involved in at least one HIB incident that led to arrest	% of students involved in an HIB incident that led to arrest	# of students involved in at least one other type of incident that led to arrest	% of students involved in an other type of incident that led to arrest
Districtwide	8	0%	1	0%	0	0%	0	0%	0	0%	0	0%	7	0%
White	1	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	1	0%
Hispanic	1	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	1	0%
Black or African American	5	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	4	0%
Asian	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%
Native Hawaiian or Pacific Islander	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%
Two or more races	1	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	1	0%
Female	*	0%	*	<5.00%	*	0%	*	0%	*	0%	*	0%	*	0%
Male	*	0%	*	<5.00%	*	0%	*	0%	*	0%	*	0%	*	0%
Non- Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	6	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	5	0%
Students with disabilities	2	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	1	0%

Climate and Environment

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

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

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

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

Climate and Environment

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

School Days Missed due to Out-of-School Suspensions

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

School Days Missed due to Out-of-School Suspensions

3,075

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	603	119,239
Average years experience in public schools	11.7	12.6
Average years experience in district	10.5	11.3
Number of Teachers with 4 or more years experience in the district	448	87,243
Percentage of Teachers with 4 or more years experience in the district	75.4%	73.6%
Number of out-of-field teachers	15	2,931
Percentage of out-of-field teachers	2.5%	2.5%
Number of Teachers with Provisional Credentials	41	9,065
Percentage of Teachers with Provisional Credentials	6.8%	7.6%

Administrators – Experience

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

Category	Admin. in District	Admin. in State
Total Number of administrators	40	10,170
Average years experience in public schools	19.5	16.2
Average years experience in district	17.9	12.5
Number of Administrators with 4 or more years experience in the district	35	7,734
Percentage of Administrators with 4 or more years experience in the district	89.7%	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	603	119,239
Administrators	40	10,170
Librarians/Media Specialists	7	1,160
Nurses	12	3,025
School Counselors	21	4,673
Child Study Team Members	43	9,654
School Psychologists	12	2,185
School Social Workers	14	2,750
Student Assistance Coordinators	4	400
School Safety Specialists	1	681

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Student and Staff Ratios

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

Ratio	District Ratio
Students to Teachers	13:1
Students to Administrators	196:1
Teachers to Administrators	15:1
Students to Librarians/Media Specialists †	1121:1
Students to Nurses †	654:1
Students to Counselors †	374:1
Students to Child Study Team Members †,††	30:1
Students to School Psychologists †	654:1
Students to School Social Workers †	561:1
Students to Student Assistance Coordinators †	1962:1
Students to School Safety Specialists †	7849:1

† 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%	76.0%	50-60%	48.0%	77.0%	57.0%
Male	51.0%	24.0%	40-50%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤10%	≤1%	≤1%	≤1%
White	15.5%	80.4%	72.5%	38.2%	81.8%	74.5%
Hispanic	30.6%	7.0%	5.0%	34.0%	8.6%	8.6%
Black or African American	42.1%	10.1%	22.5%	14.2%	6.4%	14.4%
Asian	8.1%	1.7%	0.0%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.2%	0.7%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.3%	0.2%	0.0%	0.2%	0.4%	0.5%
Two or More Races	3.2%	0.0%	0.0%	3.1%	0.3%	0.4%

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

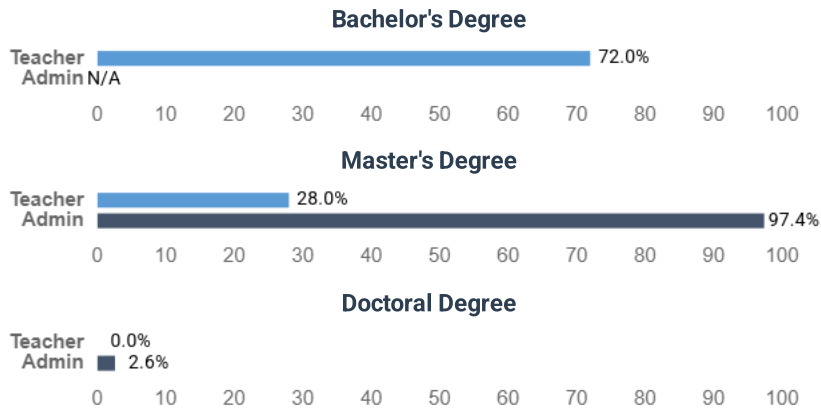
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district.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

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

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

Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2022-23 Teachers: Same district 2023-24	93.7%	89.5%
2022-23 Administrators: Same district 2023-24	91.4%	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)	245	90-95%	5-10%	≤5%	81.6%	3.3%	12.7%	2.0%	0.4%	0.0%	0.0%	72.8%	71.5%	28.5%	0.0%
English/Language Arts/Literacy	53	70-80%	20-30%	≤10%	86.8%	5.7%	5.7%	1.9%	0.0%	0.0%	0.0%	70.6%	62.7%	37.3%	0.0%
English to Speakers of Other Languages	12	*	*	*	91.7%	8.3%	0.0%	0.0%	0.0%	0.0%	0.0%	75.0%	50.0%	50.0%	0.0%
Mathematics	47	60-70%	30-40%	≤10%	72.3%	10.6%	10.6%	4.3%	0.0%	2.1%	0.0%	71.7%	64.4%	35.6%	0.0%
Science	28	60-80%	20-40%	≤20%	96.4%	3.6%	0.0%	0.0%	0.0%	0.0%	0.0%	78.6%	71.4%	28.6%	0.0%
Social Studies/History	36	40-50%	50-60%	≤10%	91.7%	2.8%	5.6%	0.0%	0.0%	0.0%	0.0%	82.9%	76.5%	23.5%	0.0%
World Language	20	>80%	≤20%	≤20%	30.0%	55.0%	5.0%	0.0%	0.0%	10.0%	0.0%	57.9%	73.7%	26.3%	0.0%
Visual and Performing Arts	37	50-60%	40-50%	≤10%	78.4%	10.8%	5.4%	5.4%	0.0%	0.0%	0.0%	66.7%	75.7%	24.3%	0.0%
Health/Physical Education	42	40-50%	50-60%	≤10%	78.6%	7.1%	11.9%	0.0%	0.0%	2.4%	0.0%	82.9%	82.9%	17.1%	0.0%
Family & Consumer Sciences	1	*	*	*	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	4	*	*	*	50.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	75.0%	75.0%	25.0%	0.0%
Computer Science/IT	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
Industrial Arts	3	*	*	*	33.3%	33.3%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	66.7%	33.3%	0.0%
Career and Technical Education	5	*	*	*	80.0%	0.0%	20.0%	0.0%	0.0%	0.0%	0.0%	80.0%	80.0%	20.0%	0.0%
Special Education	119	80-85%	15-20%	≤5%	83.2%	5.0%	10.9%	0.8%	0.0%	0.0%	0.0%	77.3%	73.1%	26.9%	0.0%
Bilingual	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	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.

Union Twp	Federal	State & Local	Total	ADE**
District Level Total Expenditures	\$566	\$16,589	\$17,155	7,731.3
District Level Central Expenditures		\$837	\$837	7,731.3
Union High School	\$605	\$13,024	\$13,629	2,308.2
Burnet Middle School	\$753	\$17,128	\$17,881	958.4
Kawameeh Middle School	\$336	\$19,441	\$19,777	739.3
Battle Hill Elementary	\$400	\$23,439	\$23,839	424.0
Hannah Caldwell Elementary	\$254	\$12,257	\$12,511	820.1
Jefferson Elementary	\$902	\$15,145	\$16,047	561.7
Connecticut Farms Elementary	\$313	\$20,097	\$20,410	426.0
Franklin Elementary	\$1,260	\$16,765	\$18,025	444.4
Livingston Elementary	\$281	\$16,320	\$16,601	475.1
Washington Elementary	\$232	\$15,105	\$15,337	574.2
-				

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.

County Code	County Name	District Code	District Name	School Code	School Name	Status for 2025-26 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2025-26 School Year
39	Union	5290	Township of Union School District	083	Hannah Caldwell Elementary	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Hispanic;



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

Accountability

ESSA Accountability Progress

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

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

ESSA Accountability Indicator	2021-22	2022-23	2023-24
ELA Proficiency	42.9%	44.0%	46.8%
Math Proficiency	25.4%	27.4%	29.9%
ELA Growth†	14	48	51
Math Growth†	8	47	49
4-Year Graduation Rate (Prior Year)††	86.0%	80.8%	92.0%
5-Year Graduation Rate (Prior Year)††	94.8%	86.6%	82.7%
Progress toward English Language Proficiency	28.5%	29.4%	33.6%
Chronic Absenteeism	19.2%	17.6%	17.0%

†An alternate measure of growth was used for the 2021-2022 school year because median student growth percentiles were not available.
††The graduation rates in this table reflect the rates used for the accountability process for the given year, which are the rates from the prior school year.

Accountability

Accountability Summary by Student Group - 2023-24 School Year

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

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

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

- The Township of Union Public School District is comprised of approximately 1,200 employees and serves roughly 7,750 Grades Pre-K through 12 students in a culturally diverse community.
- District programs foster a "small town" atmosphere for students despite the geographic size. The Union community's ongoing support of its schools have helped the district provide an array of programs.
- Union proudly serves a variety of student learning types and styles. All of what the district provides students rest on a strong foundation of social-emotional learning enhancement.



Mission, Vision, Theme:

The mission of the Township of Union Public School District is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment in which every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.



Awards, Recognition, Accomplishments:

Specific district programs have garnered widespread recognition. Students in the drama and musical theatre department annually receive accolades from the Paper Mill Playhouse Rising Star initiative and the Montclair University's Theatre Night Awards project. J.R.O.T.C. in the district has perennially been ranked in the top ten percent out of 1,800 JROTC programs in the nation. The Burnet Middle School eSports Club won the New Jersey State championship in 2021 and continues to place in the top tier of state competitions.

Narrative

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Courses, Curriculum, Instruction:

One of the benefits of a large school district with a "small town feel" is the capacity to offer a rich variety of courses to middle and high school students. The Township of Union continues to expose its young adults to many elective classes, including one of the only cosmetology programs in New Jersey, multiple carpentry classes, and an allied health program and a multitude of different advanced placement programs in the high school. Special partnerships with Kean University and Union County College provide opportunities for high school students to take college-credit bearing courses on both school campuses. The district is known for its storied extracurricular offerings, including almost every organized athletic program the state supports for both middle and high school students, including such activities as baton twirling, bowling, and field hockey.



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cheerleading (Coed), Cross Country (Coed), Field Hockey (Girls), Football (Boys), Golf (Coed), Gymnastics (Girls), Ice Hockey (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)

The Township of Union Public School District takes great pride in its athletics program. With more than twenty varsity sports, offering many organized activities for all types of athletes, the district's teams have excelled in competition. The boys varsity soccer team won the Watchung Conference. The Spring Track won the NJSIAA Tournament of Champions in the 800m. Many students receive college and university scholarships thanks to their performance both on the field and off the field. Athletic coaches commit to helping grow well-rounded athletes who carry themselves with integrity and who honor the importance of a strong work ethic in the classroom and in the community.



Clubs and Activities:

Numerous academic and recreational clubs and activities are offered throughout the district. Our schools excel equally in academic and non-academic extracurricular areas. Our academic, special interest, and service related clubs provide students with an opportunity to develop their talents and leadership ability. Students compete successfully on the regional, state and national levels in oratory contests, competitive exams, academic, scientific, musical, and technical competitions.

Narrative

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Before and After School Programs:

Before and after-school programs are available at all of the district's schools that emphasize social, emotional, and academic growth.



Staff and Professional Learning:

Our educated, enthusiastic, and motivated employees consists of a diverse population of highly trained adults. With multiple professional development opportunities offered to our all personnel throughout the year, our educators remain cognizant of the ever-changing curriculum, teaching methods, and resources available to increase student success.



Postsecondary Information:

Among our recent graduates are students attending such prestigious institutions as University of Pennsylvania, Harvard, Boston College, Boston University, Brandeis, Carnegie Mellon, Cornell, Duke, Georgetown, Howard University, Johns Hopkins, Notre Dame, N.Y.U., Penn State, Spelman College, University of North Carolina at Chapel Hill, University of Virginia, University of Arizona, Arizona State University, U.S. Military Academy, U.S. Air Force Academy, Vanderbilt University, and Villanova University. The majority of our graduates remain in New Jersey, however, with many Union High School graduates attending Rutgers University, The College of New Jersey, Montclair State University, or NJIT.

Narrative

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Student Supports and Services:

With at least one school counselor in every elementary building, and multiple counselors at the middle and high school levels, our students are able to receive support and assistance for not only academic needs, but social and emotional needs as well. There is a designated Anti-Bullying Specialist per building as well as SAC professionals throughout the district. The Township of Union Schools has a first-rate Special Services department dedicated to the needs of all students with disabilities. We also offer an extensive ESL program for students who are English Language Learners.



Student Health and Wellness:

A healthy breakfast and lunch are offered at all schools for the students. All students take physical and health education courses with curricula designed to increase the well-being of the students.



Parent and Community Involvement:

Active parent teacher associations (PTAs) at each school in the district bring together highly dedicated parents and guardians whose sole focus is to provide value-added programs for students and the adults who serve them. The Special Education Advisory Group (SEPAG) is also very active and conducts semi-monthly workshops and meetings for all interested parents and guardians. The district and SEPAG have a collaborative relationship and often partner to provide informative sessions after school hours.

Narrative

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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers. The district Culture and Climate Survey was based on the questions recommended from the State of New Jersey. The overall tone of the data generated was very positive. Parent and student responses indicated they were happy with the schools' overall safety, quality of instruction, and teacher support.



Facilities:

Ten schools serve the township's children. There are seven elementary schools, two middle schools, and one high school. A robust district-based transportation system assists students living specific distances from their respective schools.



School Safety:

TUPS continues to take steps in continuing to positively impact student and staff safety. Most recently, including a district-wide door access control system for all schools, the continuation of the implementation of a district-wide communication system with direct access to 911 and the local police department and alarms to all doors on all schools. All district security officers continue to be trained in the NJ Security Officers License Program with recertification every two years, non-violent crisis training, and the numerous FEMA trainings. TUPS continues to update our emergency policies on a yearly basis; we are in compliance with state and federal laws. A handicapped person's evacuation drill is completed for schools that need training. All schools are equipped with an AED and stair evacuation chair. The district conducts yearly professional development for all staff on security updates and district policies.

Narrative

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Technology and STEM:

Technology is integrated within the curricula to enhance the instructional process. Science, technology, engineering, art, and mathematics (STEAM) projects are infused into much of the district's K-12 curricula. The district has implemented a 1:1 Chromebook initiative for all students. Personnel are regularly provided professional growth support to help apply technology tools and resources to support student learning. Instruction is informed by such areas and products as coding, GSuite, digital citizenship, "fake news," cyber-bullying, and intellectual property. High school students can take three consecutive years of STEAM classes in one of the facility's 2 STEAM laboratories. Courses include: Introduction to Engineering and Principles of Engineering. Middle and high school students can enroll in independent study projects for such subjects and robotics. High school student independent projects include those supported by "Option Two," which provides the opportunity to engage in



Early Childhood Education:

The Township of Union Public Schools preschool program offers full-day preschool both in-district and through partnership with local childcare centers. As a part of the preschool expansion grant, the program consists of classrooms with a maximum of 15 students. Through the implementation of state approved curriculum and class sizes with a maximum of fifteen students, students are supported through content-rich, play based learning. The Creative Curriculum, is both developmentally appropriate and aligned to the Preschool Teaching and Learning.



Attendance:

The Township of Union Public Schools offers a wide variety of academic programs, funded by ESEA and district grants, to decrease learning loss among our students. The district coordinates after school tutoring programs, STEAM enrichment programs, SAT test preparation, mentoring, credit recovery programs, dual admission among others. In addition, the district provides summer programming that focuses on enrichment and SEL strategies.