



Cedar Creek High School (01-1790-060)

2023-2024

County: Atlantic

District: Greater Egg Harbor Regional High School District

1701 New York Ave.
Egg Harbor City, NJ 08215-1606



924
Total Students



09-12
Grades Offered

Principal: Mr. Scott Parker

[School Website](#)

609-593-3560

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

School Contact Information

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

| Type | Contact Information |
|----------------|---|
| County | Atlantic |
| District | Greater Egg Harbor Regional High School District |
| Principal Name | Mr. Scott Parker |
| Address | 1701 New York Ave., Egg Harbor City, NJ 08215-1606 |
| Phone Number | 609-593-3560 |
| Email Address | sparker@gehrhsd.net |
| Website | https://gehrhsdnj.sites.thrillshare.com/o/cchs |
| Facebook | https://www.facebook.com/cedarcreekhs |
| Twitter | https://twitter.com/piratescchs?lang=en |

Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students who attend programs at other schools or 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 |
|--------------|------------|------------|------------|
| 9 | 251 | 253 | 227 |
| 10 | 209 | 249 | 253 |
| 11 | 217 | 203 | 228 |
| 12 | 256 | 222 | 216 |
| Total | 933 | 927 | 924 |

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% | 49.0% | 48.0% |
| Male | 52.0% | 50.0% | 51.0% |
| Non-Binary/Undesignated Gender | ≤1% | ≤1% | ≤1% |
| Economically Disadvantaged Students | 30.7% | 37.3% | 37.4% |
| Students with Disabilities | 13.5% | 14.3% | 14.1% |
| Multilingual Learners | 0.8% | 1.1% | 1.1% |
| Students Experiencing Homelessness | 1.0% | 1.2% | 1.0% |
| Students in Foster Care | 0.2% | 0.3% | 0.0% |
| Military-Connected Students | 2.4% | 2.0% | 1.4% |
| Migrant Students | 0.0% | 0.0% | 0.0% |

Enrollment by Racial and Ethnic Group

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

| Racial And Ethnic Group | 2021-22 | 2022-23 | 2023-24 |
|-------------------------------------|---------|---------|---------|
| White | 60.5% | 58.7% | 57.9% |
| Hispanic | 20.7% | 21.5% | 22.6% |
| Black or African American | 13.2% | 13.4% | 13.6% |
| Asian | 3.1% | 3.3% | 3.5% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0.1% | 0.2% | 0.1% |
| Two Or More Races | 2.5% | 2.9% | 2.3% |

Demographics

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

Enrollment Trends by Full and Shared Time Status

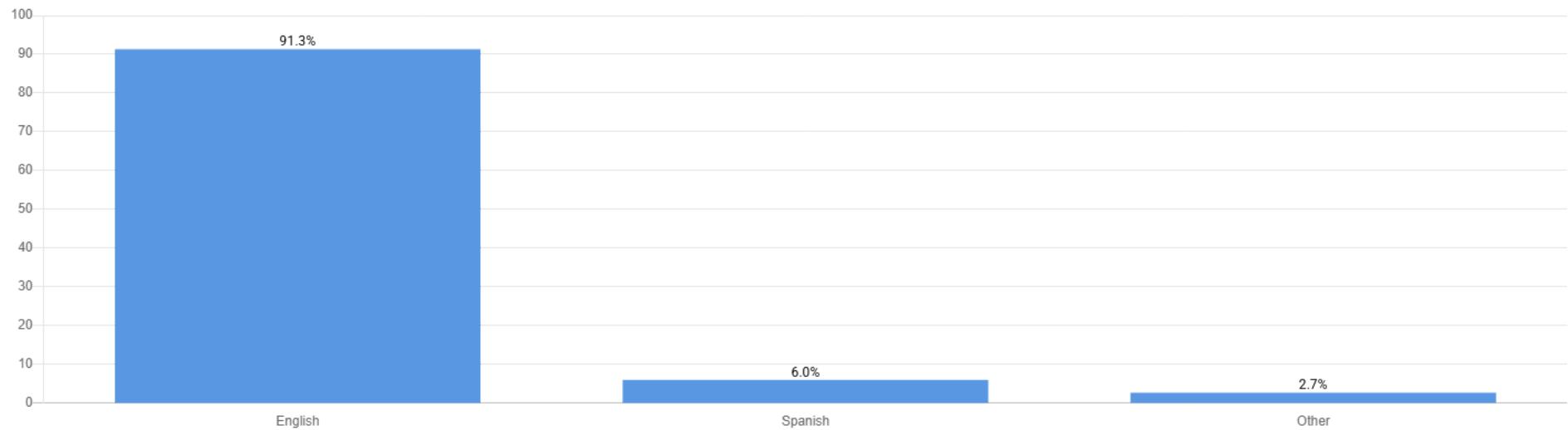
This table shows the number of full- and shared-time students for the last three years. The full-time equivalent is the number of full-time students plus half the number of shared-time students.

| Enrollment Status | 2021-22 | 2022-23 | 2023-24 |
|----------------------|---------|---------|---------|
| Full Time Students | 933 | 927 | 924 |
| Shared Time Students | 0 | 0 | 0 |
| Full Time Equivalent | 933 | 927 | 924 |

Demographics

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

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.



Academic Achievement

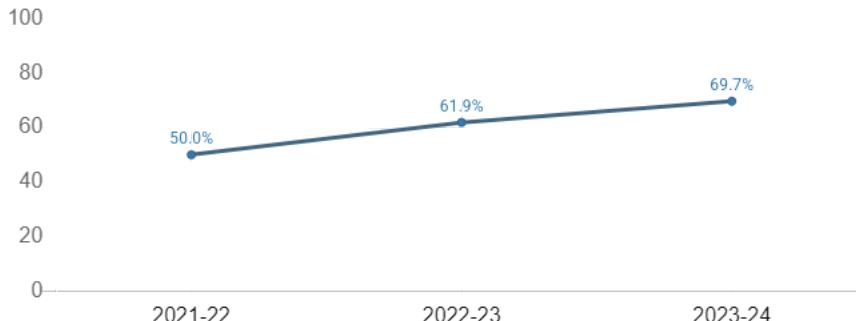
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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

English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



| Performance Measure | 2021-22 ELA | 2022-23 ELA | 2023-24 ELA | 2021-22 Math | 2022-23 Math | 2023-24 Math |
|---|-------------|-------------|-------------|--------------|--------------|--------------|
| Participation Rate | 98.0% | 98.4% | 97.0% | 98.4% | 98.0% | 96.5% |
| Proficiency Rate for Federal Accountability | 50.0% | 61.9% | 69.7% | 23.7% | 23.7% | 28.8% |
| Annual Target | 65.4% | 66.3% | 63.2% | 32.0% | 35.0% | 26.2% |
| Met Annual Target? | Not Met | Met Target† | 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 | School: % of testers met/exceeded expectations | District: % of testers met/exceeded expectations | State: % of testers met/exceeded expectations | Proficiency Rate for Federal Accountability | Annual Target | Met Annual Target |
|---|--------------|---------------------------|--|--|---|---|---------------|-------------------|
| Schoolwide | 221 | 97% | 69.7% | 45.4% | 52.2% | 69.7% | 63.2% | Met Target |
| White | 126 | 96.9% | 73.8% | 53.7% | 61.8% | 73.8% | 70.9% | Met Target |
| Hispanic | 48 | 98% | 72.9% | 41.6% | 38% | 72.9% | 49.2% | Met Target |
| Black or African American | 30 | 94.3% | 36.7% | 25% | 35.9% | 36.2% | 54.5% | Not Met |
| Asian, Native Hawaiian, or Pacific Islander | 13 | 100% | 100% | 74.5% | 79.9% | 100% | ** | ** |
| American Indian or Alaska Native | * | * | * | * | 51.2% | * | ** | ** |
| Two or More Races | * | * | * | 23.8% | 59.4% | * | ** | ** |
| Female | * | 96.4% | 78.6% | 53.9% | 57.7% | 78.6% | | |
| Male | * | 97.5% | 61.9% | 37.8% | 47% | 61.9% | | |
| Non-binary/undesignated gender | * | * | * | * | 69.6% | * | | |
| Economically Disadvantaged Students | 91 | 95.9% | 53.8% | 35.1% | 34.6% | 53.8% | 46.7% | Met Target |
| Non-Economically Disadvantaged Students | 130 | 97.8% | 80.8% | 56% | 62.8% | 80.8% | | |
| Students with Disabilities | 33 | 94.6% | 18.2% | 15% | 19.8% | 18% | 17.2% | Met Target |
| Students without Disabilities | 188 | 97.4% | 78.7% | 52.1% | 59.4% | 78.7% | | |
| Multilingual Learners | * | * | * | 11.1% | 23.1% | * | ** | ** |
| Non-Multilingual Learners | * | 97% | 70.3% | 46.3% | 56.2% | 70.3% | | |
| Students Experiencing Homelessness | * | * | * | * | 21.9% | * | | |
| Students in Foster Care | * | * | * | * | 19.3% | * | | |
| Military-Connected Students | * | * | * | * | 48.2% | * | | |
| Migrant Students | * | * | * | * | 13.3% | * | | |

† Target was met within a confidence interval.

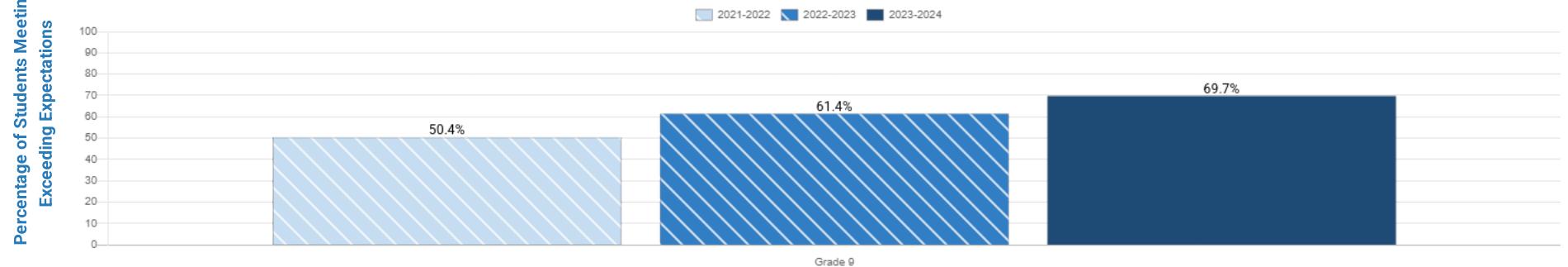
Academic Achievement

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 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 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 | School Mean Scale Score | 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 |
|---|--------------|-------------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|--|
| Schoolwide | 221 | 763 | 743 | 755 | 9% | 9% | 13% | 45% | 25% | 70% | 58% |
| White | 124 | 770 | 752 | 764 | 5% | 6% | 13% | 48% | 28% | 76% | 67% |
| Hispanic | 47 | 759 | 740 | 741 | 11% | 13% | 4% | 53% | 19% | 72% | 45% |
| Black or African American | 33 | 734 | 724 | 737 | 24% | 12% | 30% | 27% | 6% | 33% | 40% |
| Asian, Native Hawaiian, or Pacific Islander | 13 | 796 | 767 | 789 | 0% | 0% | 0% | 38% | 62% | 100% | 87% |
| American Indian or Alaska Native | * | * | * | 757 | * | * | * | * | * | * | 59% |
| Two or More Races | * | * | 727 | 761 | * | * | * | * | * | * | 64% |
| Female | * | 771 | 752 | 762 | 10% | 7% | 6% | 47% | 31% | 78% | 64% |
| Male | * | 756 | 735 | 747 | 9% | 10% | 19% | 43% | 19% | 62% | 51% |
| Non-binary/undesignated gender | * | * | * | 774 | * | * | * | * | * | * | 77% |
| Economically Disadvantaged Students | 92 | 749 | 734 | 738 | 16% | 14% | 16% | 35% | 18% | 53% | 41% |
| Non-Economically Disadvantaged Students | 129 | 773 | 753 | 764 | 4% | 5% | 10% | 52% | 29% | 81% | 67% |
| Students with Disabilities | 31 | 712 | 711 | 717 | 42% | 19% | 23% | 16% | 0% | 16% | 19% |
| Students without Disabilities | 190 | 772 | 750 | 761 | 4% | 7% | 11% | 49% | 29% | 78% | 64% |
| Multilingual Learners | * | * | 711 | 701 | * | * | * | * | * | * | * |
| Non-Multilingual Learners | * | 764 | 744 | 758 | 9% | 8% | 13% | 45% | 25% | 70% | 61% |
| Students Experiencing Homelessness | * | * | 728 | 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 | School: % of testers met/exceeded expectations | District: % of testers met/exceeded expectations | State: % of testers met/exceeded expectations | Proficiency Rate for Federal Accountability | Annual Target | Met Annual Target |
|---|--------------|---------------------------|--|--|---|---|---------------|-------------------|
| Schoolwide | 219 | 96.5% | 28.8% | 20.4% | 40.2% | 28.8% | 26.2% | Met Target |
| White | 127 | 97.7% | 34.6% | 24.7% | 51.1% | 34.6% | 32.2% | Met Target |
| Hispanic | 49 | 96.1% | 20.4% | 17% | 24.2% | 20.4% | 10.5% | Met Target |
| Black or African American | 27 | 93.7% | 11.1% | <10% | 20.1% | 10.9% | 26.7% | Not Met |
| Asian, Native Hawaiian, or Pacific Islander | 13 | 100% | 46.2% | 41.2% | 74.4% | 46.2% | ** | ** |
| American Indian or Alaska Native | * | * | * | * | 42% | * | ** | ** |
| Two or More Races | * | * | * | 10% | 48.9% | * | ** | ** |
| Female | * | 96.4% | 23.3% | 18.7% | 38.4% | 23.3% | | |
| Male | * | 96.7% | 33.6% | 21.9% | 42% | 33.6% | | |
| Non-binary/undesignated gender | * | * | * | * | 47.3% | * | | |
| Economically Disadvantaged Students | 88 | 93.7% | 20.5% | 13.5% | 21.7% | 20.4% | 14.6% | Met Target |
| Non-Economically Disadvantaged Students | 131 | 98.5% | 34.4% | 27.3% | 51.5% | 34.4% | | |
| Students with Disabilities | 31 | 91.7% | <10% | <10% | 16.6% | <10% | 11.4% | Met Target† |
| Students without Disabilities | 188 | 97.4% | 31.9% | 22.7% | 45.4% | 31.9% | | |
| Multilingual Learners | * | * | * | <10% | 18.7% | * | ** | ** |
| Non-Multilingual Learners | * | 96.9% | 29.2% | 20.7% | 43.5% | 29.2% | | |
| Students Experiencing Homelessness | * | * | * | * | 12.9% | * | | |
| Students in Foster Care | * | * | * | * | 12.4% | * | | |
| Military-Connected Students | * | * | * | * | 38.8% | * | | |
| Migrant Students | * | * | * | * | <10% | * | | |

† Target was met within a confidence interval.

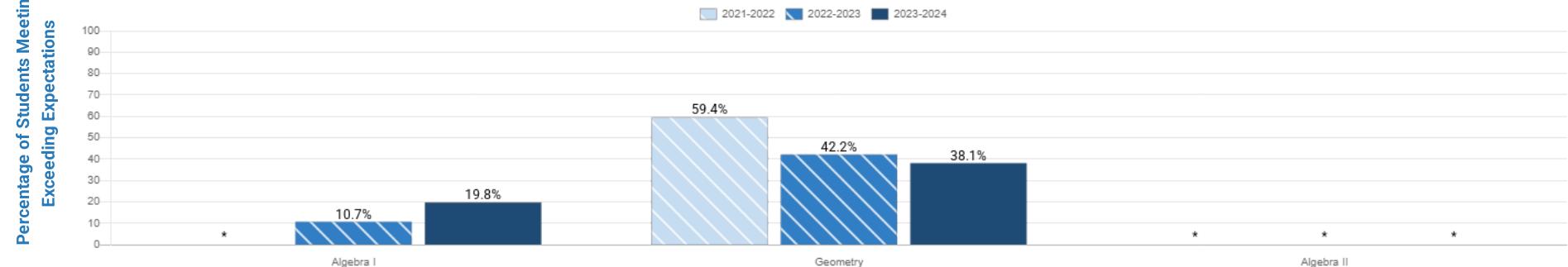
Academic Achievement

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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 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 | School Mean Scale Score | 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 |
|---|--------------|-------------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|--|
| Schoolwide | 121 | 723 | 716 | 738 | 20% | 29% | 31% | 20% | 0% | 20% | 40% |
| White | 64 | 730 | 723 | 748 | 11% | 28% | 34% | 27% | 0% | 27% | 51% |
| Hispanic | 31 | 723 | 716 | 723 | 19% | 26% | 32% | 23% | 0% | 23% | 23% |
| Black or African American | 23 | 702 | 704 | 719 | * | * | * | * | * | * | 19% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 722 | 773 | * | * | * | * | * | * | 77% |
| American Indian or Alaska Native | * | * | * | 737 | * | * | * | * | * | * | 38% |
| Two or More Races | * | * | 716 | 746 | * | * | * | * | * | * | 49% |
| Female | * | 723 | 717 | 737 | 19% | 24% | 37% | 19% | 0% | 19% | 39% |
| Male | * | 722 | 716 | 739 | 20% | 34% | 25% | 20% | 0% | 20% | 41% |
| Non-binary/undesignated gender | * | * | * | 738 | * | * | * | * | * | * | 45% |
| Economically Disadvantaged Students | 68 | 720 | 714 | 722 | 24% | 32% | 28% | 16% | 0% | 16% | 22% |
| Non-Economically Disadvantaged Students | 53 | 726 | 720 | 747 | 15% | 25% | 36% | 25% | 0% | 25% | 50% |
| Students with Disabilities | 29 | 703 | 701 | 710 | * | * | * | * | * | * | 11% |
| Students without Disabilities | 92 | 729 | 721 | 743 | 12% | 26% | 38% | 24% | 0% | 24% | 45% |
| Multilingual Learners | * | * | 704 | 705 | * | * | * | * | * | * | * |
| Non-Multilingual Learners | * | 723 | 717 | 741 | 19% | 28% | 32% | 20% | 0% | 20% | 43% |
| Students Experiencing Homelessness | * | * | * | 712 | * | * | * | * | * | * | 13% |
| Students in Foster Care | * | * | * | 703 | * | * | * | * | * | * | * |
| Military-Connected Students | * | * | * | 734 | * | * | * | * | * | * | 31% |
| Migrant Students | * | * | * | 696 | * | * | * | * | * | * | * |

Academic Achievement

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Mathematics Assessment - Performance By Test: Geometry

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

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

| Student Group | Valid Scores | School Mean Scale Score | 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 |
|---|--------------|-------------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|--|
| Schoolwide | 97 | 744 | 743 | 750 | 0% | 7% | 55% | 37% | 1% | 38% | 53% |
| White | 60 | 746 | 745 | 752 | 0% | 5% | 52% | 43% | 0% | 43% | 57% |
| Hispanic | 17 | 734 | 736 | 735 | 0% | 6% | 82% | 12% | 0% | 12% | 29% |
| Black or African American | * | * | 738 | 733 | * | * | * | * | * | * | 26% |
| Asian, Native Hawaiian, or Pacific Islander | 11 | 754 | 751 | 765 | 0% | 9% | 36% | 45% | 9% | 55% | 77% |
| American Indian or Alaska Native | * | * | * | 753 | * | * | * | * | * | * | 66% |
| Two or More Races | * | * | * | 756 | * | * | * | * | * | * | 63% |
| Female | * | 742 | 742 | 748 | 0% | 7% | 67% | 26% | 0% | 26% | 50% |
| Male | * | 746 | 745 | 752 | 0% | 7% | 45% | 45% | 2% | 47% | 57% |
| Non-binary/undesignated gender | * | * | * | 752 | * | * | * | * | * | * | 60% |
| Economically Disadvantaged Students | 20 | 742 | 741 | 734 | 0% | 0% | 70% | 30% | 0% | 30% | 28% |
| Non-Economically Disadvantaged Students | 77 | 745 | 744 | 754 | 0% | 9% | 51% | 39% | 1% | 40% | 60% |
| Students with Disabilities | * | * | * | 727 | * | * | * | * | * | * | 24% |
| Students without Disabilities | * | 744 | 743 | 751 | 0% | 7% | 55% | 37% | 1% | 38% | 54% |
| Multilingual Learners | * | * | * | 716 | * | * | * | * | * | * | 11% |
| Non-Multilingual Learners | * | 744 | 743 | 751 | 0% | 7% | 55% | 37% | 1% | 38% | 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](#).

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.

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 | School Mean Scale Score | 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 |
|---|--------------|-------------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|--|
| Schoolwide | * | * | * | 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 | * | * | * | * | * | * | * | * | * | * | * |



Cedar Creek High School

(01-1790-060)

2023-2024

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

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.

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 |
|-------|------------------------|-------------------------|-------------------------|--------------------------|
| 11 | * | * | * | * |

Academic Achievement

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

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

English Language Proficiency Test - Participation and Performance

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

| Years in District | # Students Tested | # Students with Overall Score Below 4.5 | % Students with Overall Score Below 4.5 | # Students with Overall Score of 4.5 or Above | % Students with Overall Score 4.5 or Above |
|-------------------|-------------------|---|---|---|--|
| 0-2 | * | * | * | * | * |
| 3-4 | * | * | * | * | * |
| 5 or more | N | N | N | N | N |

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 | * | * | * |
| † Target was met within a confidence interval. | | | |

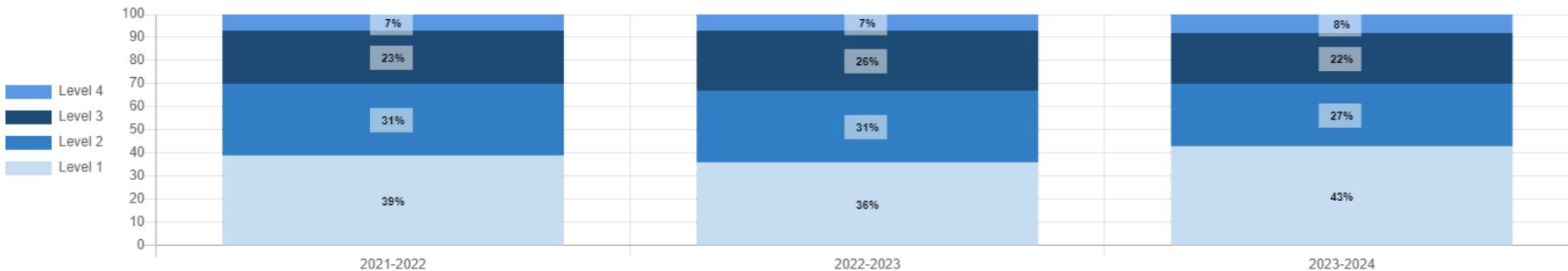
Academic Achievement

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

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

NJSLA Science Assessment: Grade 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 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 | School % Level 1 | School % Level 2 | School % Level 3 | School % Level 4 | State % Level 1 | State % Level 2 | State % Level 3 | State % Level 4 |
|---|------------------|------------------|------------------|------------------|-----------------|-----------------|-----------------|-----------------|
| Schoolwide | 43% | 27% | 22% | 8% | 45% | 27% | 19% | 9% |
| White | 33% | 24% | 32% | 12% | 34% | 30% | 26% | 11% |
| Hispanic | 61% | 32% | 7% | 0% | 61% | 25% | 11% | 3% |
| Black or African American | 64% | 21% | 11% | 4% | 64% | 24% | 10% | 2% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | * | 17% | 23% | 33% | 28% |
| American Indian or Alaska Native | * | * | * | * | 54% | 21% | 19% | 6% |
| Two or More Races | * | * | * | * | 38% | 26% | 25% | 11% |
| Female | 35% | 32% | 26% | 7% | 43% | 29% | 20% | 7% |
| Male | 50% | 22% | 19% | 8% | 47% | 24% | 18% | 10% |
| Non-binary/undesignated gender | * | * | * | * | 26% | 28% | 30% | 16% |
| Economically Disadvantaged Students | 61% | 20% | 13% | 6% | 63% | 24% | 11% | 2% |
| Non-Economically Disadvantaged Students | 31% | 31% | 28% | 9% | 37% | 28% | 24% | 12% |
| Students with Disabilities | 72% | 28% | 0% | 0% | 77% | 16% | 5% | 1% |
| Students without Disabilities | 39% | 27% | 25% | 9% | 40% | 28% | 22% | 10% |
| Multilingual Learners | * | * | * | * | 88% | 10% | 1% | 0% |
| Non-Multilingual Learners | 42% | 27% | 23% | 8% | 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 | * | * | * | * | * | * | * | * |

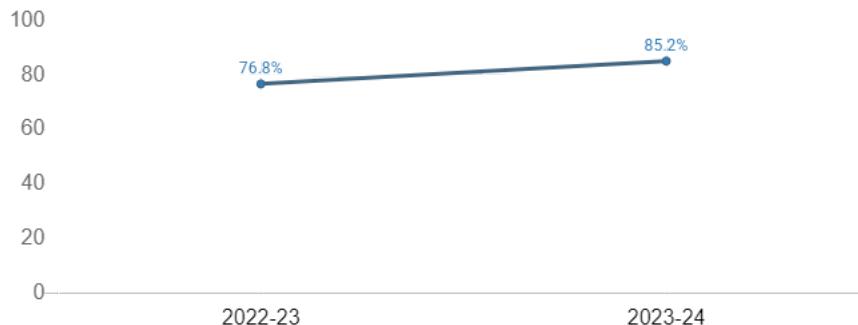
Academic Achievement

Graduation Proficiency Assessment (NJGPA) Trends

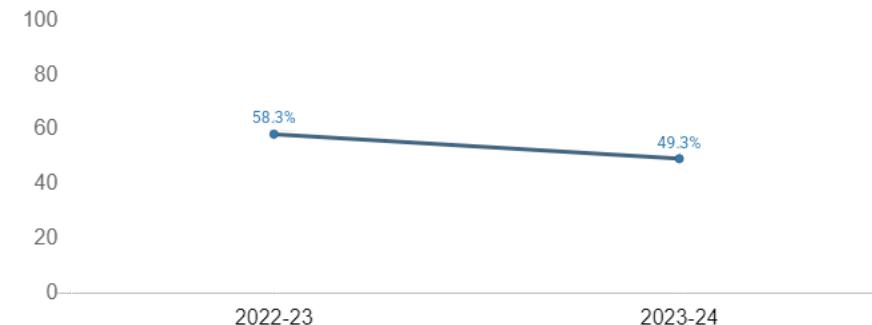
These graphs show trends in performance on the New Jersey Graduation Proficiency Assessment (NJGPA) for the last two years. Students are identified as either Graduation Ready or Not Yet Graduation Ready for both English Language Arts (ELA) and mathematics based on their scores on the assessment. These 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 | 76.8% | 85.2% | 58.3% | 49.3% |
| 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 | School % Graduation Ready: ELA | District % Graduation Ready: ELA | State % Graduation Ready: ELA | Math Valid Scores | School % Graduation Ready: Math | District % Graduation Ready: Math | State % Graduation Ready: Math |
|---|------------------|--------------------------------|----------------------------------|-------------------------------|-------------------|---------------------------------|-----------------------------------|--------------------------------|
| | | | | | | | | |
| Schoolwide | 223 | 85.2% | 80.3% | 82.5% | 219 | 49.3% | 41.2% | 55.6% |
| White | 121 | >90% | 88.4% | 90% | 120 | 66.7% | 54.1% | 69.1% |
| Hispanic | 58 | 79.3% | 77% | 72.3% | 56 | 21.4% | 28.9% | 38% |
| Black or African American | 30 | 70% | 69.8% | 73.6% | 29 | 24.1% | 24.2% | 33.1% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 85% | >90% | * | * | 73.3% | 87.9% |
| American Indian or Alaska Native | * | * | * | 76.2% | * | * | * | 43.8% |
| Two or More Races | * | * | 75% | 87.5% | * | * | 35.3% | 62% |
| Female | * | >90% | 86.9% | 86.9% | * | 48.6% | 42.2% | 56.6% |
| Male | * | 80.2% | 73.5% | 78.3% | * | 50% | 40.2% | 54.7% |
| Non-Binary/Undesignated Gender | * | * | * | 87.7% | * | * | * | 69.9% |
| Economically Disadvantaged Students | 86 | 74.4% | 73.1% | 71.7% | 83 | 27.7% | 28.1% | 36% |
| Non-Economically Disadvantaged Students | 137 | >90% | 86% | 87.6% | 136 | 62.5% | 51.5% | 65.1% |
| Students with Disabilities | 26 | 53.8% | 46.5% | 53.6% | 25 | <10% | <10% | 18.2% |
| Students without Disabilities | 197 | 89.3% | 87.2% | 87.4% | 194 | 55.2% | 48% | 62% |
| Multilingual Learners | * | * | 30.4% | 24.4% | * | * | 13.6% | 12.5% |
| Non-Multilingual Learners | * | 86.4% | 81.8% | 86.5% | * | 49.8% | 42% | 58.8% |
| Students Experiencing Homelessness | * | * | * | 58.6% | * | * | * | 23% |
| Students in Foster Care | * | * | * | 44.3% | * | * | * | 22.6% |
| Military-Connected Students | * | * | >90% | 82% | * | * | 40% | 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 | School Participation Rate | State Participation Rate |
|---|---------------------------|--------------------------|
| 10th and 11th graders taking PSAT 10/NMSQT in 2023-2024 | 100.0% | 80.7% |
| 12th graders taking SAT in 2023-2024 or prior years | 94.0% | 62.7% |
| 12th graders taking ACT in 2023-2024 or prior years | 0.9% | 7.8% |

PSAT, SAT, & ACT - Performance

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

| Participation Type | School Average Score | State Average Score | College Readiness Benchmarks | School - Students Scores at or above Benchmark | State - Students Scores at or above Benchmark |
|-------------------------------------|----------------------|---------------------|------------------------------|--|---|
| PSAT 10/NMSQT - Reading and Writing | 456 | 459 | Grade 10: 430 Grade 11: 460 | 54% | 54% |
| PSAT 10/NMSQT - Math | 452 | 454 | Grade 10: 480 Grade 11: 510 | 30% | 32% |
| SAT - Reading and Writing | 504 | 530 | 480 | 58% | 65% |
| SAT - Math | 481 | 519 | 530 | 38% | 46% |
| ACT - Reading | * | 24 | 22 | * | 63% |
| ACT - English | * | 24 | 18 | * | 76% |
| ACT - Math | * | 23 | 22 | * | 58% |
| ACT - Science | * | 23 | 23 | * | 55% |

College and Career Readiness

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

AP/IB Coursework – Participation and Performance

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

Students enrolled in one or more AP or IB course



Students taking one or more AP or IB exam



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



Dual Enrollment Coursework - Participation

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



College and Career Readiness

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

AP/IB and Dual Enrollment Participation by Student Group

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

| Student Group | % Enrolled in one or more AP or IB course | % Enrolled in one or more Dual Enrollment course | State: % Enrolled in one or more AP or IB course | State: % Enrolled in one or more Dual Enrollment course |
|---|---|--|--|---|
| Schoolwide | 28.6% | 33.1% | 35.9% | 26.9% |
| White | 33.5% | 36.5% | 41.8% | 33.0% |
| Hispanic | 14.4% | 21.6% | 23.2% | 20.9% |
| Black or African American | 16.9% | 28.8% | 20.3% | 17.4% |
| Asian, Native Hawaiian, or Pacific Islander | 92.3% | 53.8% | 70.5% | 32.5% |
| American Indian or Alaska Native | N | N | 30.4% | 28.6% |
| Two or More Races | * | * | 41.0% | 29.0% |
| Female | 36.7% | 35.4% | 41.4% | 30.2% |
| Male | 19.9% | 29.6% | 30.6% | 23.7% |
| Non-Binary/Undesignated Gender | * | * | 42.9% | 28.4% |
| Economically Disadvantaged Students | 14.1% | 26.2% | 22.8% | 20.2% |
| Students with Disabilities | 1.8% | 17.5% | 4.8% | 10.9% |
| Multilingual Learners | * | * | 9.8% | 8.8% |
| Students experiencing homelessness | * | * | 12.6% | 15.1% |
| Students in Foster Care | N | N | 4.5% | 10.6% |
| Military-Connected Students | 63.6% | 18.2% | 30.1% | 29.2% |
| Migrant Students | N | N | 0.0% | 7.1% |

College and Career Readiness

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

AP/IB Courses Offered

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

| AP/IB Course | Students Enrolled | Students Tested |
|---|-------------------|-----------------|
| AP Biology | 18 | 11 |
| AP Calculus AB | 27 | 16 |
| AP Calculus BC | 10 | 3 |
| AP Chemistry | 5 | 2 |
| AP Computer Science Principles | 0 | 12 |
| AP English Language and Composition | 43 | 32 |
| AP English Literature and Composition | 29 | 11 |
| AP Environmental Science | 0 | 13 |
| AP Macroeconomics | 15 | 11 |
| AP Physics C | 13 | 0 |
| AP Physics C: Mechanics | 0 | 2 |
| AP Psychology | 28 | 21 |
| AP Spanish Language and Culture | 8 | 1 |
| AP Statistics | 12 | 3 |
| AP U.S. Government and Politics | 16 | 9 |
| AP U.S. History | 54 | 34 |
| Total Exams taken | | 181 |
| Exams with scores of at least 3 on AP exams or 4 on IB exams | | 128 |

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 |
|---|---------------------------------------|----------------------------|
| American Sign Language | * | * |
| Spanish | * | * |
| Total Seals Earned | * | |
| Total Unique Students Earning Seals | * | * |
| Current and Former Multilingual Learners Earning Seals | 0 | 0.0%† |

†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 | School: % CTE Participants | School: % CTE Concentrators | State: % CTE Participants | State: % CTE Concentrators |
|---|----------------------------|-----------------------------|---------------------------|----------------------------|
| Schoolwide | 18.0% | 18.0% | 7.6% | 10.4% |
| White | 16.8% | 18.5% | 6.1% | 10.0% |
| Hispanic | 20.1% | 12.9% | 9.3% | 10.8% |
| Black or African American | 15.9% | 20.6% | 9.5% | 10.7% |
| Asian, Native Hawaiian, or Pacific Islander | 34.4% | 34.4% | 5.5% | 10.5% |
| American Indian or Alaska Native | * | * | 8.3% | 8.8% |
| Two or More Races | 9.5% | 14.3% | 7.5% | 10.1% |
| Female | 11.4% | 14.1% | 7.5% | 10.9% |
| Male | 24.3% | 21.7% | 7.7% | 9.9% |
| Non-Binary/Undesignated Gender | * | * | 8.9% | 15.2% |
| Economically Disadvantaged Students | 18.8% | 12.4% | 9.8% | 10.7% |
| Students with Disabilities | 13.8% | 13.8% | 6.0% | 7.9% |
| Multilingual Learners | 10.0% | 0.0% | 8.0% | 3.5% |
| Students experiencing homelessness | * | * | 7.7% | 6.2% |
| Students in Foster Care | * | * | 5.9% | 6.7% |
| Military-Connected Students | 30.8% | 69.2% | 12.6% | 15.8% |
| Migrant Students | * | * | 2.3% | 0.0% |

College and Career Readiness

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

Work-Based Learning Participation by Career Cluster

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

| Career Cluster | Number of Students Participating in Work-Based Learning | Percentage of Students Participating in Work-Based Learning |
|--|---|---|
| Arts, A/V Technology & Communications | * | * |
| Business Management & Administration | * | * |
| Hospitality & Tourism | 29 | 17.4% |
| Science, Technology, Engineering & Mathematics | * | * |
| Total | 31 | 9.3% |

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



College and Career Readiness

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

Industry-Valued Credentials by Career Cluster

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

| Career Cluster | Students Enrolled in Program | Students Earning at least one Credential | Total credentials earned |
|--|------------------------------|--|--------------------------|
| Arts, A/V Technology & Communications | * | * | * |
| Business Management & Administration | * | * | * |
| Hospitality & Tourism | 167 | 15 | 15 |
| Science, Technology, Engineering & Mathematics | 163 | 39 | 39 |
| Total | 332 | 54 | 54 |

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 |
|------------------------------------|------------|------------|------------|--------------|-----------|------------|----------------------------|
| 9 | 103 | 104 | 14 | 0 | 0 | 0 | 3 |
| 10 | 5 | 160 | 75 | 17 | 0 | 3 | 5 |
| 11 | 1 | 9 | 149 | 45 | 14 | 10 | 10 |
| 12 | 0 | 4 | 13 | 19 | 43 | 55 | 8 |
| Total | 109 | 277 | 251 | 81 | 57 | 68 | 26 |
| Enrolled in AP/IB Course | | | | | 37 | 12 | 0 |
| Enrolled in Dual Enrollment Course | 0 | 0 | 0 | 30 | 7 | 12 | 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 | 117 | 0 | 0 | 45 | 122 | 3 |
| 10 | 4 | 234 | 0 | 66 | 7 | 0 |
| 11 | 210 | 23 | 0 | 37 | 9 | 13 |
| 12 | 30 | 47 | 0 | 20 | 12 | 63 |
| Total | 361 | 304 | 0 | 168 | 150 | 79 |
| Enrolled in AP/IB Course | 18 | 5 | | 0 | 13 | 0 |
| Enrolled in Dual Enrollment Course | 58 | 58 | 0 | 1 | 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 | 240 | 2 | 0 | 0 | 0 | 0 |
| 10 | 6 | 258 | 4 | 19 | 0 | 14 |
| 11 | 3 | 229 | 7 | 41 | 0 | 19 |
| 12 | 1 | 19 | 4 | 59 | 0 | 52 |
| Total | 250 | 508 | 15 | 119 | 0 | 85 |
| Enrolled in AP/IB Course | 0 | 54 | 15 | 28 | | 16 |
| Enrolled in Dual Enrollment Course | 38 | 55 | 5 | 18 | 0 | 64 |

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 |
|------------------------------------|------------|-----------|----------|----------|-----------|----------|-----------------|
| 9 | 168 | 23 | 0 | 0 | 18 | 0 | 0 |
| 10 | 137 | 33 | 0 | 0 | 28 | 0 | 0 |
| 11 | 22 | 8 | 0 | 0 | 9 | 0 | 0 |
| 12 | 11 | 2 | 0 | 0 | 2 | 0 | 0 |
| Total | 338 | 66 | 0 | 0 | 57 | 0 | 0 |
| Enrolled in AP/IB Course | 8 | 0 | 0 | 0 | 0 | 0 | 0 |
| Enrolled in Dual Enrollment Course | 15 | 0 | 0 | 0 | 1 | 0 | 0 |
| Enrolled in Level 3 or Higher | 26 | 0 | 0 | 0 | 2 | 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 |
|------------------------------------|----------------------|--------------------------------|-------------------|------------------------|------------|---------------------|----------|
| 9 | N | N | N | N | N | N | N |
| 10 | N | N | N | N | N | N | N |
| 11 | N | N | N | N | N | N | N |
| 12 | N | N | N | N | N | N | N |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Enrolled in AP/IB Course | 0 | 0 | | 0 | | | 0 |
| Enrolled in Dual Enrollment Course | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

College and Career Readiness

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

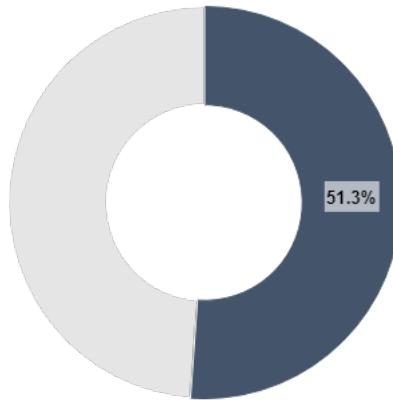
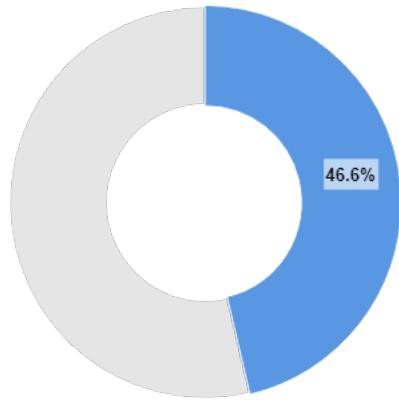
Visual and Performing Arts – Course Participation

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

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

█ School

█ State



Students enrolled in one or more classes by discipline:

Music

School █ 16.3%
State █ 15.8%

Dance

School █ 8.4%
State █ 3.0%

Drama

School █ 6.9%
State █ 3.4%

Visual Arts

School █ 23.3%
State █ 35.2%

College and Career Readiness

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

Structured Learning Experiences Participation

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

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

Structured Learning Experiences



Graduation/ Postsecondary

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

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

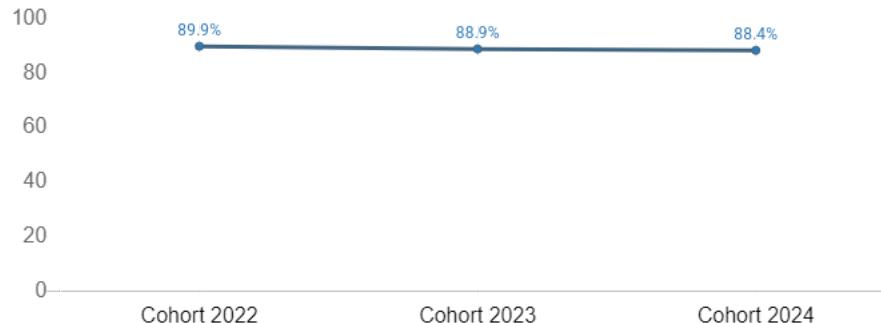
To be included as a graduate in the federal version of the graduation rate, students must have met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless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

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

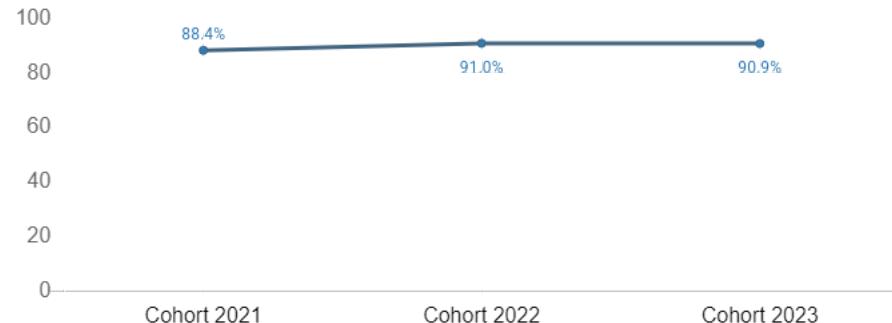
Graduation Rate Trends and Progress

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

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



| Performance Measure | Cohort 2022 4-Year Rate | Cohort 2023 4-Year Rate | Cohort 2024 4-Year Rate | Cohort 2021 5-Year Rate | Cohort 2022 5-Year Rate | Cohort 2023 5-Year Rate |
|---------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| Graduation Rate | 89.9% | 88.9% | 88.4% | 88.4% | 91.0% | 90.9% |
| 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 |
|---|-----------|---------------------|-------------------------|------------------|----------------------------|--------------------------------|
| Schoolwide | 88.4% | 3.9% | 7.7% | 91.3% | 3.8% | 4.9% |
| White | 91.8% | 4.1% | 4.1% | 95.0% | 2.6% | 2.5% |
| Hispanic | 77.1% | 6.3% | 16.7% | 86.9% | 4.9% | 8.3% |
| Black or African American | 86.2% | 0.0% | 13.8% | 86.5% | 6.0% | 7.5% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 96.7% | 2.3% | 1.0% |
| American Indian or Alaska Native | N | N | N | 91.7% | 3.8% | 4.5% |
| Two or More Races | * | * | * | 92.3% | 3.5% | 4.3% |
| Female | 92.6% | 1.6% | 5.7% | 93.1% | 2.8% | 4.1% |
| Male | 83.8% | 6.3% | 9.9% | 89.5% | 4.7% | 5.7% |
| Non-Binary/Undesignated Gender | N | N | N | 86.7% | 3.3% | 10.0% |
| Economically Disadvantaged Students | 79.6% | 4.9% | 15.5% | 87.1% | 5.3% | 7.7% |
| Students with Disabilities | 59.4% | 25.0% | 15.6% | 80.7% | 12.5% | 6.8% |
| Multilingual Learners | * | * | * | 78.9% | 7.5% | 13.6% |
| Students experiencing homelessness | * | * | * | 74.5% | 11.2% | 14.3% |
| Students in Foster Care | N | N | N | 61.6% | 13.1% | 25.3% |
| Military-Connected Students | 81.8% | 0.0% | 18.2% | 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 |
|---|-----------|---------------------|-------------------------|------------------|----------------------------|--------------------------------|
| Schoolwide | 90.9% | 1.2% | 7.9% | 92.6% | 1.7% | 5.6% |
| White | 94.4% | 1.4% | 4.2% | 95.9% | 1.5% | 2.6% |
| Hispanic | 83.3% | 0.0% | 16.7% | 88.2% | 1.9% | 9.9% |
| Black or African American | 85.7% | 2.9% | 11.4% | 88.9% | 2.5% | 8.7% |
| Asian, Native Hawaiian, or Pacific Islander | 100.0% | 0.0% | 0.0% | 97.5% | 1.3% | 1.2% |
| American Indian or Alaska Native | * | * | * | 92.5% | 0.0% | 7.5% |
| Two or More Races | 80.0% | 0.0% | 20.0% | 94.7% | 1.0% | 4.3% |
| Female | 91.1% | 0.8% | 8.1% | 94.4% | 1.2% | 4.4% |
| Male | 90.7% | 1.7% | 7.6% | 91.0% | 2.2% | 6.8% |
| Non-Binary/Undesignated Gender | N | N | N | * | * | * |
| Economically Disadvantaged Students | 84.9% | 1.7% | 13.4% | 88.8% | 2.0% | 9.2% |
| Students with Disabilities | 83.3% | 7.1% | 9.5% | 84.1% | 8.2% | 7.7% |
| Multilingual Learners | * | * | * | 78.0% | 2.0% | 20.0% |
| Students experiencing homelessness | * | * | * | 78.0% | 3.9% | 18.1% |
| Students in Foster Care | * | * | * | 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) |
|---|-----------|------------|----------------|--|------------------|----------------------------|--------------------------------|---|
| Schoolwide | 91.0% | 1.1% | 7.9% | 92.1% | 93.2% | 1.0% | 5.8% | 94.2% |
| White | 92.4% | 1.8% | 5.8% | 94.2% | 96.4% | 0.9% | 2.7% | 97.3% |
| Hispanic | 88.5% | 0.0% | 11.5% | 88.5% | 88.2% | 1.0% | 10.8% | 89.2% |
| Black or African American | 91.7% | 0.0% | 8.3% | 91.7% | 89.6% | 1.4% | 9.0% | 91.0% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | * | 98.1% | 0.8% | 1.0% | 99.0% |
| American Indian or Alaska Native | N | N | N | N | 93.6% | 0.8% | 5.6% | 94.4% |
| Two or More Races | * | * | * | * | 92.9% | 1.3% | 5.9% | 94.1% |
| Female | 94.5% | 0.0% | 5.5% | 94.5% | 95.0% | 0.6% | 4.4% | 95.6% |
| Male | 88.7% | 1.8% | 9.5% | 90.5% | 91.5% | 1.4% | 7.1% | 92.9% |
| Non-Binary/Undesignated Gender | N | N | N | N | * | * | * | * |
| Economically Disadvantaged Students | 86.0% | 1.5% | 12.5% | 87.5% | 88.8% | 1.1% | 10.2% | 89.8% |
| Students with Disabilities | 72.1% | 7.0% | 20.9% | 79.1% | 86.6% | 5.4% | 8.0% | 92.0% |
| Multilingual Learners | * | * | * | * | 77.6% | 0.6% | 21.9% | 78.1% |
| Students experiencing homelessness | * | * | * | * | 76.2% | 1.4% | 22.4% | 77.6% |
| Students in Foster Care | * | * | * | * | 64.1% | 3.5% | 32.4% | 67.6% |
| Military-Connected Students | * | * | * | * | 92.9% | 1.7% | 5.4% | 94.6% |
| Migrant Students | N | N | N | N | 67.1% | 2.4% | 30.5% | 69.5% |

Graduation/ Postsecondary

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

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

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

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

Federal Graduation Rates

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

| Student Group | 2024 4-Year Federal Graduation Rate | 2023 5-Year Federal Graduation Rate | 2022 6-Year Federal Graduation Rate | State: 2024 4-Year Federal Graduation Rate | State: 2023 5-Year Federal Graduation Rate | State: 2022 6-Year Federal Graduation Rate |
|---|--|--|--|---|---|---|
| Schoolwide | 87.6% | 90.1% | 90.6% | 87.7% | 91.8% | 87.0% |
| White | 91.8% | 94.4% | 92.4% | 91.5% | 95.0% | 90.0% |
| Hispanic | 77.1% | 78.6% | 86.9% | 83.3% | 87.4% | 82.1% |
| Black or African American | 79.3% | 85.7% | 91.7% | 80.9% | 87.6% | 80.8% |
| Asian, Native Hawaiian, or Pacific Islander | * | 100.0% | * | 96.1% | 97.3% | 96.6% |
| American Indian or Alaska Native | N | * | N | 84.1% | 92.5% | 86.4% |
| Two or More Races | * | 80.0% | * | 89.0% | 93.0% | 86.2% |
| Female | 91.8% | 91.1% | 94.5% | 90.5% | 93.7% | 90.6% |
| Male | 82.9% | 89.0% | 88.1% | 85.2% | 90.0% | 83.7% |
| Non-Binary/Undesignated Gender | N | N | N | 83.3% | * | * |
| Economically Disadvantaged Students | 78.6% | 83.2% | 85.3% | 82.6% | 87.8% | 81.4% |
| Students with Disabilities | 53.1% | 78.6% | 69.8% | 60.2% | 79.2% | 51.8% |
| Multilingual Learners | * | * | * | 77.6% | 77.6% | 75.7% |
| Students experiencing homelessness | * | * | * | 67.0% | 76.2% | 64.6% |
| Students in Foster Care | N | * | * | 50.4% | 61.9% | 47.1% |
| Military-Connected Students | 81.8% | 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.

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

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

Accountability Graduation Rates

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

| Student Group | Cohort 2023: 4-Year Graduation Rate | Cohort 2023: Annual Target | Cohort 2023: Met Target | Cohort 2022: 5-Year Graduation Rate | Cohort 2022: Annual Target | Cohort 2022: Met Target |
|---|-------------------------------------|----------------------------|-------------------------|-------------------------------------|----------------------------|-------------------------|
| Schoolwide | 88.9% | 89.7% | Not Met | 90.6% | N | N |
| White | 94.4% | 91.4% | Met Target | 92.4% | N | N |
| Hispanic | 78.6% | 85.6% | Not Met | 86.9% | N | N |
| Black or African American | 77.8% | 91.8% | Not Met | 91.7% | N | N |
| Asian, Native Hawaiian, or Pacific Islander | 100.0% | ** | ** | * | ** | ** |
| American Indian or Alaska Native | * | ** | ** | * | ** | ** |
| Two or More Races | 80.0% | ** | ** | * | ** | ** |
| Economically Disadvantaged Students | 80.8% | 85.0% | Not Met | 85.3% | N | N |
| Students with Disabilities | 76.7% | 70.9% | Met Target | 69.8% | N | N |
| Multilingual Learners | * | ** | ** | * | ** | ** |

Graduation/ Postsecondary

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

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 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 | 82.0% | 60.2% |
| Substitute Competency Test | 11.2% | 25.7% |
| Portfolio Appeals Process | 5.3% | 12.6% |
| Alternate Requirements Specified in IEP | 1.0% | 1.0% |
| Unknown/Other | 0.5% | 0.5% |

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 | School Rate | State Rate |
|-------------|-------------|------------|
| 2023-2024 | 1.8% | 1.0% |
| 2022-2023 | 1.6% | 1.2% |
| 2021-2022 | 1.6% | 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 | * |

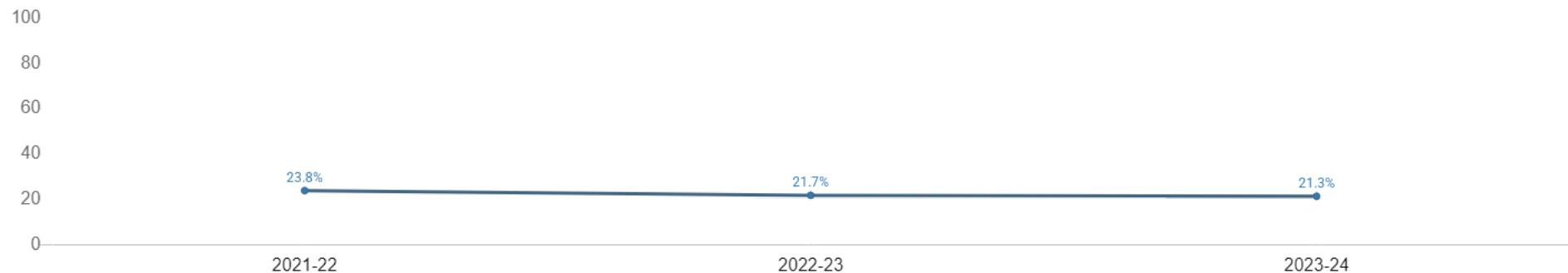
Climate and Environment

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. Pursuant to N.J.S.A. 18A:38-25.1, any school where 10 percent or more of the students enrolled are chronically absent must develop a corrective action plan to improve chronic absenteeism rates. The Requires Corrective Action Plan column in the table indicates whether the school's chronic absenteeism rate is 10% or higher, meaning that the school must complete a corrective action plan. The NJDOE Data-based Decision Making for Addressing Chronic Absenteeism guidance document (found on the [NJDOE attendance page](#) under Chronic Absenteeism) provides districts with guidance on responding to chronic absenteeism and includes sample corrective action plan templates.

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 school. 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 | 23.8% | 21.7% | 21.3% |
| ESSA Target (State Average for Grades Served) | 19.8% | 18.1% | 17.2% |
| Met ESSA Target | Not Met | Not Met | Not Met |
| Statewide Chronic Absenteeism Rate (All Grades) | 18.1% | 16.6% | 14.9% |

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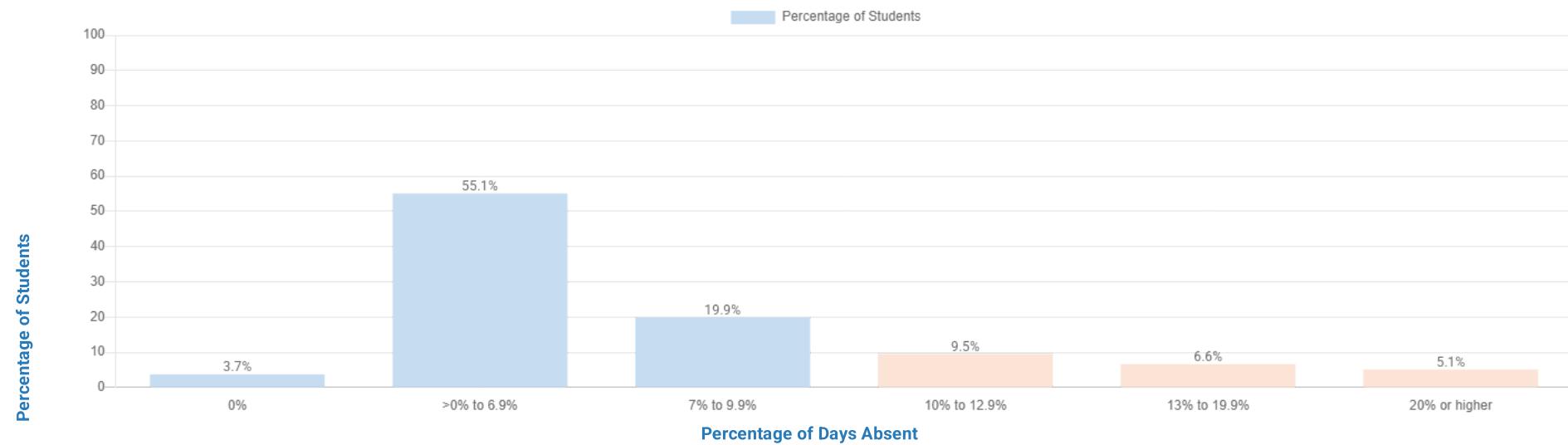
| Student Group | # of Students Chronically Absent | % of Students Chronically Absent | Requires Corrective Action Plan: Schoolwide Rate is 10% or higher | ESSA Target: State Average for Grades Served | Met ESSA Target |
|---|----------------------------------|----------------------------------|---|--|-----------------|
| Schoolwide | 199 | 21.3% | Yes | 17.2% | Not Met |
| White | 100 | 18.4% | | 17.2% | Not Met |
| Hispanic | 55 | 26.4% | | 17.2% | Not Met |
| Black or African American | 36 | 28.1% | | 17.2% | Not Met |
| Asian, Native Hawaiian, or Pacific Islander | 2 | 6.3% | | 17.2% | Met |
| American Indian or Alaska Native | * | * | | ** | ** |
| Two or More Races | * | 27.3% | | 17.2% | Not Met |
| Female | * | 22.0% | | | |
| Male | * | 20.5% | | | |
| Non-Binary/Undesignated Gender | * | * | | | |
| Economically Disadvantaged Students | 106 | 30.2% | | 17.2% | Not Met |
| Students with Disabilities | 39 | 26.9% | | 17.2% | Not Met |
| Multilingual Learners | 7 | 70.0% | | ** | ** |
| Students Experiencing Homelessness | 7 | 70.0% | | | |
| Students in Foster Care | * | * | | | |
| Military-Connected Students | 3 | 10.0% | | | |
| 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.

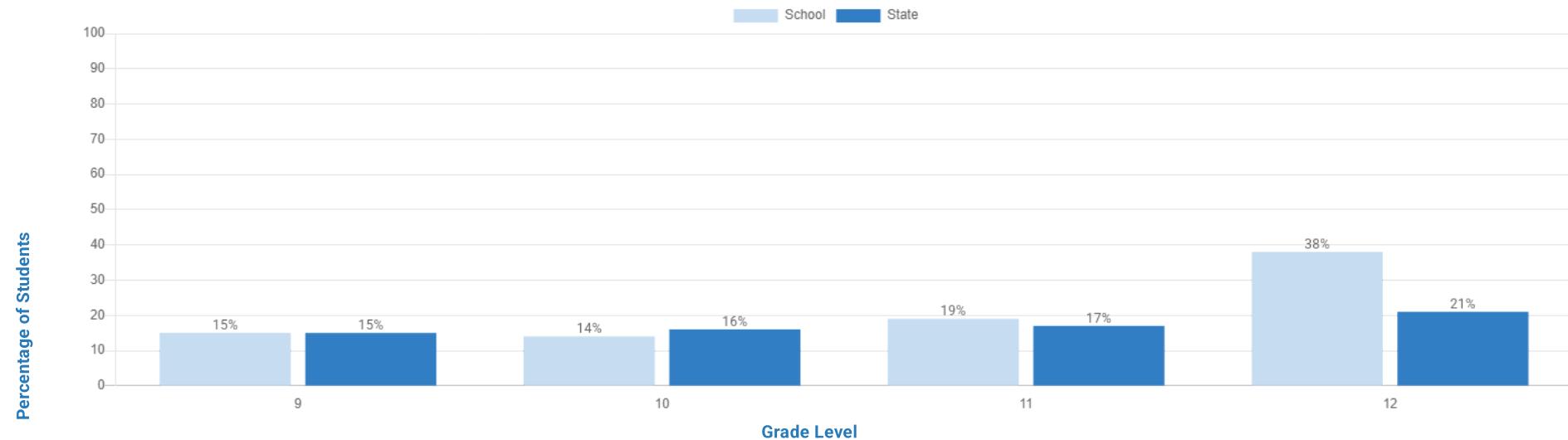


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Chronic Absenteeism by Grade

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



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 | 18 |
| Weapons | 2 |
| Vandalism | 2 |
| Substances | 15 |
| Harassment, Intimidation, Bullying (HIB) | 3 |
| Total Unique Incidents | 40 |
| Incidents Per 100 Students Enrolled | 4.33 |

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 | 10 |
| Weapons | 2 |
| Vandalism | 1 |
| Substances | 10 |
| Harassment, Intimidation, Bullying (HIB) | 0 |
| Other Incidents Leading to Removal | 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.

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 | 0 | 0 | 0 |
| Religion | 0 | 0 | 0 |
| Ancestry | 0 | 0 | 0 |
| Gender | 1 | 0 | 1 |
| Sexual Orientation | 0 | 0 | 0 |
| Disability | 0 | 0 | 0 |
| Other | 5 | 3 | 8 |
| No Identified Nature | 9 | | 9 |

Climate and Environment

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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 the school 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 schoolwide 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 |
|-------------------------------------|--|--|--|--|-----------------------------------|-----------------------------------|---|---|---------------------------------|---------------------------------|
| Schoolwide | 21 | 2% | 71 | 7% | 79 | 8% | 7 | 1% | 0 | 0% |
| White | 9 | 2% | 14 | 3% | 19 | 3% | 0 | 0% | 0 | 0% |
| Hispanic | 3 | 1% | 23 | 10% | 24 | 11% | 3 | 1% | 0 | 0% |
| Black or African American | 9 | 6% | 31 | 22% | 33 | 23% | 3 | 2% | 0 | 0% |
| Asian | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Native Hawaiian or Pacific Islander | * | * | * | * | * | * | * | * | * | * |
| American Indian or Alaska Native | * | * | * | * | * | * | * | * | * | * |
| Two or more races | 0 | 0% | 3 | 14% | 3 | 14% | 1 | 5% | 0 | 0% |
| Female | * | 2% | * | 7% | * | 8% | * | 1% | * | 0% |
| Male | * | 3% | * | 8% | * | 9% | * | 0% | * | 0% |
| Non-Binary/Undesignated Gender | * | * | * | * | * | * | * | * | * | * |
| Economically Disadvantaged Students | 15 | 4% | 55 | 14% | 60 | 15% | 6 | 1% | 0 | 0% |
| Students with disabilities | 7 | 5% | 21 | 15% | 23 | 16% | 2 | 1% | 0 | 0% |

Climate and Environment

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Student Disciplinary Removals: By Grade Level

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

| Grade | # of Students with at least one In-School Suspension | % of Students with at least one In-School Suspension | # of Students with at least one Out-of-School Suspension | % of Students with at least one Out-of-School Suspension | # of Students with Any Suspension | % of Students with Any Suspension | # of Students with a Removal to other education program | % of Students with a Removal to other education program | # of Students with an Expulsion | % of Students with an Expulsion |
|------------|--|--|--|--|-----------------------------------|-----------------------------------|---|---|---------------------------------|---------------------------------|
| Schoolwide | 21 | 2% | 71 | 7% | 79 | 8% | 7 | 1% | 0 | 0% |
| 9 | 12 | 5% | 24 | 10% | 28 | 12% | 1 | 0% | 0 | 0% |
| 10 | 1 | 0% | 18 | 7% | 18 | 7% | 2 | 1% | 0 | 0% |
| 11 | 6 | 3% | 18 | 8% | 20 | 8% | 2 | 1% | 0 | 0% |
| 12 | 2 | 1% | 11 | 5% | 13 | 6% | 2 | 1% | 0 | 0% |

Climate and Environment

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

Students Involved in Police Notifications: By Student Group

This table shows the number and percentage of students who were involved in at least one incident that led to police notification by student group. Information on police notifications is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended the school 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 schoolwide 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 |
|-------------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|--|--|
| Schoolwide | 39 | 4% | 22 | 2% | 1 | 0% | 17 | 2% | 2 | 0% | 0 | 0% | 0 | 0% |
| White | 7 | 1% | 4 | 1% | <5 | <5.00% | 3 | 1% | <5 | <5.00% | 0 | 0% | 0 | 0% |
| Hispanic | 13 | 6% | 6 | 3% | <5 | <5.00% | 7 | 3% | <5 | <5.00% | 0 | 0% | 0 | 0% |
| Black or African American | 17 | 12% | 11 | 8% | <5 | <5.00% | 5 | 4% | <5 | <5.00% | 0 | 0% | 0 | 0% |
| Asian | 0 | 0% | 0 | 0% | <5 | <5.00% | 0 | 0% | <5 | <5.00% | 0 | 0% | 0 | 0% |
| Native Hawaiian or Pacific Islander | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| American Indian or Alaska Native | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Two or more races | 2 | 10% | 1 | 5% | <5 | <5.00% | 2 | 10% | <5 | <5.00% | 0 | 0% | 0 | 0% |
| Female | * | 4% | * | 2% | * | <5.00% | * | 2% | * | <5.00% | * | 0% | * | 0% |
| Male | * | 4% | * | 3% | * | <5.00% | * | 2% | * | <5.00% | * | 0% | * | 0% |
| Non-Binary/Undesignated Gender | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Economically Disadvantaged Students | 31 | 8% | 16 | 4% | <5 | <5.00% | 15 | 4% | <5 | <5.00% | 0 | 0% | 0 | 0% |
| Students with disabilities | 12 | 9% | 7 | 5% | <5 | <5.00% | 7 | 5% | <5 | <5.00% | 0 | 0% | 0 | 0% |

Climate and Environment

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

Students 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 schoolwide were involved to protect student privacy.

| Grade | # of Students involved in at least one incident | % in an incident | # of Students involved in at least one violent incident | % of Students involved in a violent incident | # of Students involved in at least one vandalism incident | % of Students involved in a vandalism incident that led to police notification | # of Students involved in at least one substance related incident | % of Students involved in a substance related incident | # of Students involved in at least one weapons related incident | % of Students involved in a weapons related incident | # of Students involved in at least one HIB incident | % of Students involved in an HIB incident that led to police notification | # of Students involved in at least one other incident | % of Students involved in an other incident type |
|------------|---|------------------|---|--|---|--|---|--|---|--|---|---|---|--|
| Schoolwide | 39 | 4% | 22 | 2% | 1 | 0% | 17 | 2% | 2 | 0% | 0 | 0% | 0 | 0% |
| 9 | 17 | 7% | 6 | 2% | <5 | <5.00% | 10 | 4% | <5 | <5.00% | 0 | 0% | 0 | 0% |
| 10 | 7 | 3% | 6 | 2% | <5 | <5.00% | 1 | 0% | <5 | <5.00% | 0 | 0% | 0 | 0% |
| 11 | 9 | 4% | 5 | 2% | <5 | <5.00% | 4 | 2% | <5 | <5.00% | 0 | 0% | 0 | 0% |
| 12 | 6 | 3% | 5 | 2% | <5 | <5.00% | 2 | 1% | <5 | <5.00% | 0 | 0% | 0 | 0% |

Climate and Environment

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

Students Arrested by Type of Incident Leading to Arrest: By 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 the school 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 schoolwide were involved to protect student privacy.

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

Climate and Environment

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

Students 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 arrests 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 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 schoolwide were involved to protect student privacy.

| Grade | # of Students Arrested | % of Students Arrested | # of Students involved in at least one violent incident that led to arrest | % involved in a violent incident that led to arrest | # of Students involved in at least one vandalism incident that led to arrest | % involved in a vandalism incident that led to arrest | # of Students involved in at least one substance related incident that led to arrest | % involved in a substance related incident that led to arrest | # of Students involved in at least one weapons related incident that led to arrest | % involved in a weapons related incident that led to arrest | # of Students involved in at least one HIB incident that led to arrest | % involved in a HIB incident that led to arrest | # of Students involved in at least one other type incident that led to arrest | % involved in an other type incident that led to arrest |
|------------|------------------------|------------------------|--|---|--|---|--|---|--|---|--|---|---|---|
| Schoolwide | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 9 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 10 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 11 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 12 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

Climate and Environment

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

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

413

Climate and Environment

School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

| Category | School |
|----------------------------------|-----------------|
| Typical Start Time | 7:40 AM |
| Typical End Time | 2:24 PM |
| Length of School Day | 6 Hrs. 44 Mins. |
| Full Time - Instructional Time | 5 Hrs. 46 Mins. |
| Shared Time - Instructional Time | 5 Hrs. 46 Mins. |

Device Ratios

This table shows the student to device ratio, which is the number of students in grades PK-12 per device, including devices designated for instruction, testing, and remote learning. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for online testing and digital learning in grades PreK through 12. This information comes from the elective NJTRAX survey and reflects data submitted as of October 2024, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low student to device ratio due to this policy decision.

| School Year | Student to Device Ratio |
|-------------|-------------------------|
| 2023-2024 | 1:1 |

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 School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 76 | 119,239 |
| Average years experience in public schools | 14.4 | 12.6 |
| Average years experience in district | 13.3 | 11.3 |
| Number of Teachers with 4 or more years experience in the district | 68 | 87,243 |
| Percentage of Teachers with 4 or more years experience in the district | 89.5% | 73.6% |
| Number of out-of-field teachers | 0 | 2,931 |
| Percentage of out-of-field teachers | 0% | 2.5% |
| Number of Teachers with Provisional Credentials | 4 | 9,065 |
| Percentage of Teachers with Provisional Credentials | 5.2% | 7.6% |

Administrators – Experience

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

| Category | Admin. in School | Admin. in State |
|--|------------------|-----------------|
| Total Number of administrators | 7 | 10,170 |
| Average years experience in public schools | 19.3 | 16.2 |
| Average years experience in district | 11.4 | 12.5 |
| Number of Administrators with 4 or more years experience in the district | 6 | 7,734 |
| Percentage of Administrators with 4 or more years experience in the district | 85.7% | 76.8% |

Staff Counts

This table shows the number of staff members assigned to the school, 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 and is not available at the school level because it is a district assigned position.

| Staff Category | School: Total Staff Members | District: Total Staff Members | State: Total Staff Members |
|---------------------------------|-----------------------------|-------------------------------|----------------------------|
| Teachers | 76 | 263 | 119,239 |
| Administrators | 7 | 29 | 10,170 |
| Librarians/Media Specialists | 1 | 2 | 1,160 |
| Nurses | 1 | 7 | 3,025 |
| School Counselors | 4 | 13 | 4,673 |
| Child Study Team Members | 2 | 11 | 9,654 |
| School Psychologists | 1 | 2 | 2,185 |
| School Social Workers | 1 | 4 | 2,750 |
| Student Assistance Coordinators | N | N | 400 |
| School Safety Specialists | N | 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 school and 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 and is not available at the school level because it is a district assigned position.

| Ratio | School Ratio | District Ratio |
|---|--------------|----------------|
| Students to Teachers | 12:1 | 11:1 |
| Students to Administrators | 132:1 | 103:1 |
| Teachers to Administrators | 11:1 | 9:1 |
| Students to Librarians/Media Specialists † | 924:1 | 1496:1 |
| Students to Nurses † | 924:1 | 427:1 |
| Students to Counselors † | 231:1 | 230:1 |
| Students to Child Study Team Members †,†† | 65:1 | 51:1 |
| Students to School Psychologists † | 924:1 | 1496:1 |
| Students to School Social Workers † | 924:1 | 748:1 |
| Students to Student Assistance Coordinators † | N | N |
| Students to School Safety Specialists † | | 2991:1 |

† 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 School | Teachers in School | Administrators in School | Students in State | Teachers in State | Administrators in State |
|-------------------------------------|--------------------|--------------------|--------------------------|-------------------|-------------------|-------------------------|
| Female | 48.0% | 55-60% | * | 48.0% | 77.0% | 57.0% |
| Male | 51.0% | 40-45% | * | 52.0% | 23.0% | 43.0% |
| Non-Binary/Undesignated Gender | ≤1% | ≤5% | * | ≤1% | ≤1% | ≤1% |
| White | 57.9% | 92.1% | 85.7% | 38.2% | 81.8% | 74.5% |
| Hispanic | 22.6% | 2.6% | 0.0% | 34.0% | 8.6% | 8.6% |
| Black or African American | 13.6% | 5.3% | 14.3% | 14.2% | 6.4% | 14.4% |
| Asian | 3.5% | 0.0% | 0.0% | 10.1% | 2.5% | 1.6% |
| American Indian or Alaska Native | 0.1% | 0.0% | 0.0% | 0.2% | 0.1% | 0.0% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.0% | 0.0% | 0.2% | 0.4% | 0.5% |
| Two or More Races | 2.3% | 0.0% | 0.0% | 3.1% | 0.3% | 0.4% |

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

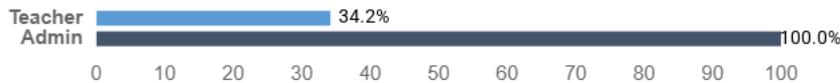
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

| Job Type | District | State |
|---|----------|-------|
| 2022-23 Teachers: Same district 2023-24 | 94.7% | 89.5% |
| 2022-23 Administrators: Same district 2023-24 | 100.0% | 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) | 0 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| English/Language Arts/Literacy | 13 | * | * | * | 92.3% | 0.0% | 7.7% | 0.0% | 0.0% | 0.0% | 0.0% | 92.3% | 53.8% | 46.2% | 0.0% |
| English to Speakers of Other Languages | 1 | * | * | * | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 100.0% | 0.0% | 0.0% |
| Mathematics | 12 | * | * | * | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 100.0% | 66.7% | 33.3% | 0.0% |
| Science | 15 | 20-40% | 40-60% | ≤20% | 93.3% | 0.0% | 6.7% | 0.0% | 0.0% | 0.0% | 0.0% | 80.0% | 86.7% | 13.3% | 0.0% |
| Social Studies/History | 8 | * | * | * | 87.5% | 0.0% | 12.5% | 0.0% | 0.0% | 0.0% | 0.0% | 100.0% | 37.5% | 62.5% | 0.0% |
| World Language | 5 | * | * | * | 60.0% | 40.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 80.0% | 40.0% | 60.0% | 0.0% |
| Visual and Performing Arts | 5 | * | * | * | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 100.0% | 80.0% | 20.0% | 0.0% |
| Health/Physical Education | 8 | * | * | * | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 87.5% | 62.5% | 37.5% | 0.0% |
| Family & Consumer Sciences | 1 | * | * | * | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 100.0% | 100.0% | 0.0% | 0.0% |
| Financial Literacy | 1 | * | * | * | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 100.0% | 0.0% | 100.0% | 0.0% |
| Business | 5 | * | * | * | 80.0% | 0.0% | 20.0% | 0.0% | 0.0% | 0.0% | 0.0% | 80.0% | 20.0% | 80.0% | 0.0% |
| Computer Science/IT | 1 | * | * | * | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 100.0% | 0.0% | 100.0% | 0.0% |
| Industrial Arts | 0 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| Career and Technical Education | 2 | * | * | * | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 100.0% | 100.0% | 0.0% | 0.0% |
| Special Education | 12 | * | * | * | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 100.0% | 58.3% | 41.7% | 0.0% |
| Bilingual | 0 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |

Per-Pupil Expenditures

Per-Pupil Expenditures by Source

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

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage 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.

| Greater Egg Harbor Reg | Federal | State & Local | Total | ADE** |
|-------------------------------------|---------|---------------|----------|---------|
| District Level Total Expenditures | \$1,686 | \$21,117 | \$22,802 | 3,000.2 |
| District Level Central Expenditures | | \$5,035 | \$5,035 | 3,000.2 |
| Absegami High School | \$1,693 | \$15,819 | \$17,512 | 1,130.6 |
| Oakcrest High School | \$1,676 | \$16,665 | \$18,341 | 938.9 |
| Cedar Creek High School | \$1,674 | \$15,812 | \$17,486 | 930.7 |
| - | | | | |

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

ESSA Accountability Status

The table below provides the school's federal school status 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 Accountability page](#) 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.

| | |
|--|---|
| Status for 2025-26 School Year | Not in Status |
| Category of Identification | n/a |
| Year Eligible to Exit Status | n/a |
| Student Group Status: White | |
| Student Group Status: Hispanic | |
| Student Group Status: Black or African American | |
| Student Group Status: Asian, Pacific Islander, Native Hawaiian | |
| Student Group Status: American Indian or Alaska Native | |
| Student Group Status: Two or More Races | |
| Student Group Status: Economically Disadvantaged Students | |
| Student Group Status: Students with Disabilities | |
| Student Group Status: Multilingual Learners | |
| Notes | This school was previously identified for Targeted Support and Improvement (TSI) and has met the criteria to be eligible to exit status, effective June 30, 2025. |

†This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Additional Targeted Support and Improvement.

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 | 50.0% | 61.9% | 69.7% |
| Math Proficiency | 23.7% | 23.7% | 28.8% |
| ELA Growth† | N | N | N |
| Math Growth† | N | N | N |
| 4-Year Graduation Rate (Prior Year)†† | 86.1% | 89.5% | 88.9% |
| 5-Year Graduation Rate (Prior Year)†† | 93.4% | 88.4% | 90.6% |
| Progress toward English Language Proficiency | * | * | * |
| Chronic Absenteeism | 23.8% | 21.7% | 21.3% |

† 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 Indicator Scores and Summative Ratings - 2023-24 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state.

Schools are only identified for comprehensive support and improvement every three years. The NJDOE identified schools for support based on data from the 2022-2023 school year, so schools will not be identified for comprehensive support based on data from the 2023-2024 school year. As a result, this table will not flag whether schools met the identification criteria for comprehensive support and improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see the [NJDOE Accountability page](#).

| ESSA Accountability Indicator | Actual Performance | Indicator Score | Weight |
|---|--------------------|-----------------|--------|
| ELA Proficiency | 69.7% | 58.74 | 17.5% |
| Math Proficiency | 28.8% | 44.02 | 17.5% |
| ELA Growth | N | N | N |
| Math Growth | N | N | N |
| 4-Year Graduation Rate (Prior Year) | 88.9% | 17.79 | 25.0% |
| 5-Year Graduation Rate (Prior Year)† | 90.6% | 56.80 | 25.0% |
| Progress toward English Language Proficiency | * | ** | ** |
| Chronic Absenteeism | 21.3% | 25.13 | 15.0% |
| Summative Score | 40.4 | | |
| Summative Rating (Percentile Rank) | 35.5 | | |
| Comprehensive Support: Overall Low Performing | N/A | | |
| Comprehensive Support: Low Graduation Rate | N/A | | |

† Weights indicated by this symbol were adjusted due to data availability.

††A modified summative score was calculated using only available data.

Accountability

Accountability Summary by Student Group - 2023-24 School Year

The NJDOE is required under ESSA to identify schools for Targeted Support and Improvement (TSI) annually and for Additional Targeted Support and Improvement (ATSI) every three years. Both TSI and ATSI identifications are based on how student groups within schools perform. Schools are identified for ATSI if they have at least one student group that has a summative score that would be in the bottom 5% of Title I schools if it was its own school. Schools are identified for TSI if they have at least one student group that missed annual targets or standards for all indicators for two years in a row. Only student groups that have data for at least 20 students are included in the accountability determinations.

The NJDOE identified schools for ATSI status based on data from the 2022-2023 school year, so schools will not be identified for ATSI status based on data from the 2023-2024 school year. The table below will show the summative score for each student group, but it will not show a cut-off score or indicate that a student group has been identified for ATSI status since it is not an identification year.

Schools will be identified for TSI status based on data from the 2023-2024 school year, since that is required annually. The remaining columns in the table show whether each student group met annual targets or standards for all indicators for the 2023-24 school year. If at least one student group did not meet all targets and also did not meet all targets in the 2022-23 school year, then the school will be identified as requiring TSI.

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

| Student Group | Summative Score | Summative Score Cut-Off for Additional Targeted Support | Requires Additional Targeted Support: Low Performing 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 | Requires Targeted Support: Consistently Underperforming Student Group |
|---|-----------------|---|--|-----------------|------------------|------------|-------------|------------------------|------------------------|--|---------------------|---|
| Schoolwide | | | | Met Target | Met Target | ** | ** | Not Met | N | ** | Not Met | No |
| White | 57.47 | | | Met Target | Met Target | ** | ** | Met Target | N | | Not Met | No |
| Hispanic | 33.77 | | | Met Target | Met Target | ** | ** | Not Met | N | | Not Met | No |
| Black or African American | 25.15 | | | Not Met | Not Met | ** | ** | Not Met | N | | Not Met | No |
| Asian, Native Hawaiian, or Pacific Islander | ** | | | ** | ** | ** | ** | ** | ** | | Met | No |
| American Indian or Alaska Native | ** | | | ** | ** | ** | ** | ** | ** | | ** | No |
| Two or More Races | ** | | | ** | ** | ** | ** | ** | ** | | Not Met | No |
| Economically Disadvantaged Students | 47.03 | | | Met Target | Met Target | ** | ** | Not Met | N | | Not Met | No |
| Students with Disabilities | 48.50 | | | Met Target | Met Target† | ** | ** | Met Target | N | | Not Met | No |
| Multilingual Learners | ** | | | ** | ** | ** | ** | ** | ** | ** | ** | No |

†Target was met within a confidence interval.

Narrative

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Highlights:

- At Greater Egg Harbor Regional, we provide students with "High School Your Way." The programs that we offer allow students to design a high school that fits their interests and needs.
- Early College at Greater Egg Harbor Regional includes an Associate's Degree and 3+3 Bachelor's Degree Program. We provide Free PSAT Exams to sophomores and juniors and free SAT Exams to all Juniors.
- The Greater Egg Harbor Regional High School District offers seven Magnet Programs. Cedar Creek High School offers Engineering and Environmental Science.



Mission, Vision, Theme:

The Greater Egg Harbor Regional High School District is an inclusive community with a dedicated staff of educators creating spaces in classrooms, cafes, gyms, stages, and fields that our students know they belong in. This creates students who are empowered to move into that space and perform openly and confidently; no student should be standing outside, looking in.



Awards, Recognition, Accomplishments:

During the 2023-2024 school year, 181 AP Exams were completed and 46% were eligible to receive college credit with a score of 4 or higher. College Board awarded 14 students with AP Honors for outstanding scores. Three students received a Letter of Commendation for exceptional academic performance based on their 2023 PSAT/ NMSQT exam performance. Nine students received National Rural and Small Town Recognition for their performance on the 2023 PSAT/ NMSQT and two students received the National African American Recognition for their performance on the 2023 PSAT/NMSQT. For the sixth consecutive year, a Cedar Creek student received the International World Food Prize award for contributing to the quality, quantity, or availability of food in the world. Cedar Creek is a member of the Cape Atlantic and West Jersey Football Leagues. Last year our athletic teams won multiple conference and sectional championships. Cedar Creek students were named all-conference, all south jersey, and all state.

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Courses, Curriculum, Instruction:

Our Curriculum and Instruction Program empowers all students to learn and achieve personal excellence, regardless of their individual circumstances. Our program selections boast of high quality courses along with an ample selection of learning opportunities to promote sustainability, citizenship, creativity, enterprise and innovation with supports for Social Emotional Learning. Project Lead the Way is one the nationally recognized and certified STEM providers that support our curriculum in the Engineering and Biomedical Magnet Programs. Students have the opportunity to earn college credits while participating in select courses with dual credit agreements to area Universities and Community Colleges. We offer high quality CTE Programs that provide work based learning experiences for post-secondary career pathways. Our Visual and Performing Arts Programs enhance academic achievement, and social-emotional development through the mediums of visual and theater arts, music and dance.



Sports and Athletics:

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

At Cedar Creek HS, we are proud members of the NJSIAA, Cape Atlantic League and West Jersey Football League. We honor all of our students who are moving on to participate in athletics in college. We currently have two graduates playing in the NFL and several others playing at the Division 1 level. We continue to have students earn athletic scholarships. Last year, Cedar Creek won conference championships and several teams participated in the NJSIAA Sectional Finals. We are currently ranked as the #10 school in NJ for athletics (#1 in South Jersey) according to Niche. Most recently, we completed construction on a new track and multipurpose turf field.



Clubs and Activities:

We offer over 40 clubs and activities for students and an additional 20 athletic teams at three levels. Many clubs compete regionally with great success. Our award-winning Music and Performing Arts programs include Dance, Choir, Band, Marching Band, Theatre, and Musical Productions. If we cannot meet a student's interest, we will consider adding it to our already impressive list. Extracurricular learning is showcased during "PirateTime," a component of our school-wide zero period where students can engage in meaningful social, emotional interactions, get extra help or take up a new hobby. We are extremely proud of the work done in STAR (Students Talking About Racism), a group committed to having uncomfortable discussions about racism in our society. Other unique clubs at Cedar Creek include, Fishing Club, Italian-American Club, and American Sign Language Club. At Cedar Creek, we also offer E-Sports with a dedicated lab. We are proud to have over 68% of our students involved in activi

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Before and After School Programs:

Cedar Creek HS opens the library for use before and after school hours. Additionally, we offer tutorial sessions after school and virtually at night which provides students who stay after school for athletics and activities a chance to get extra help from certified teachers. We also offer "breakfast before the bell" which is free for all students. This year, we added Zero Period. Prior to the start of the academic school day, students have the opportunity to get extra academic help, attend club activities and meetings, and visit teachers. We have seen a very positive impact on relationships, and the ability of students to make up work and get extra help as needed.



Staff and Professional Learning:

Learning is at the heart of all we do in the GEHRHSD. To help ensure teaching and learning occur at the highest levels, our educators engage in a cycle of continuous learning that includes use of data to determine student and educator learning needs, identification of shared goals for student and educator learning, professional learning to extend educators' knowledge of content, content-specific pedagogy, how students learn, and management of classroom environments. This year, we continue to focus on aligning professional learning and support to the New Jersey Student Learning Standards, the (NGSS), and English Language Learner Frameworks, including the Literacy Standards for Science, History/Social Studies and the Technical Subjects-in all content areas. In addition, we continue to focus on refining and creating new courses and pathways in the Career Technical Subjects (CTE) as well as working with our post-secondary partners including local colleges and universities.



Postsecondary Information:

At Cedar Creek High School, 69% of the Class of 2024 attended college, 3% enlisted in the Military, and 26% enrolled in a Technical Trade Program and/or workforce. We host parent and student workshops to assist families in exploring postsecondary options including our Junior Postsecondary night, individual Junior family postsecondary meetings, College and Career Planning 101, and financial aid and FAFSA completion workshops hosted by HESAA. We order and provide fee waivers for students to take the SAT and ACT. We host and financially provide an SAT School Day for all of our students including those who test with accommodations to promote equity and access for our students. The most common college acceptances for class of 2024 included Rowan University, Stockton University, and Rutgers University.

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Student Supports and Services:

Learning is fostered through the development of skills that enable students to function effectively in a changing society. Instruction is developed on the firm belief that every student can learn. Our district offers academic enrichment courses and after school supports for struggling learners. Students with disabilities are enrolled in courses based on their Individualized Education Program (IEP). All courses follow the General Education College Prep Curriculum with use of modifications and adaptations on an individual basis. English Language Learners rapidly progress in English language acquisition through a highly structured course delivered by a caring and committed educators. Counselors work collaboratively to support the learning process and promote academic achievement and social wellbeing with consideration of student ability and learning style. Counselors regularly monitor students' accumulation of credits to ensure they are meeting graduation requirements.



Student Health and Wellness:

Greater Egg Harbor Regional understands the importance of physical and mental health and wellness. Our students receive a Health and Wellness curriculum that includes Teen Mental Health First Aid, Goal Specific Fitness, Movement for a Healthy Lifestyle, and Sports Medicine. Our district works in collaboration with local agencies to provide a comprehensive system of support. We are proactive in educating students about Mental Health and Suicide Prevention by implementing an Emotional Health and Suicide Prevention Curriculum. All Teachers and Administrators at Greater Egg receive training in Mental Health Youth First Aid, a public education program that introduces participants to the unique risk factors and warning signs of mental health problems in adolescents and teaches of the importance of early intervention to help an adolescent in crisis or experiencing a mental health challenge. We offer the Adventure Network Ropes Program.



Parent and Community Involvement:

The Special Education Advisory Committee (SEAC) meets 3 times a year, once in each building. Parents receive invitations to attend meetings on best practices for students in need of support. The meetings consist of building and program updates, presentations from outside agencies, and a host of resources to educate parents on how to provide academic and social emotional support. We also have parents on our school safety and climate committee. We have partnered with local business owners as part of our building a better student initiative. Community members and our students met on several occasions to discuss ways to better serve each other. During the school day, students are exposed to many different careers, skills, and activities.

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Facilities:

Cedar Creek HS opened in 2010. In the last twelve months, Cedar Creek has completed a project that included a turf field, stadium lights, and a new track. We also just added a state-of-the-art Culinary classroom that will give our students an industry like experience. We are upgrading the sound and lighting in our Performing Arts Center in the next couple of months. Cedar Creek is a spacious building full of natural light. Cedar Creek is equipped with the most up to date technology and state-of-the-art facilities for art, drama, chorus, music dance, and media. We have recently completed an extensive solar project that included the installation on panels on the roof, erecting canopies and adding a solar ground away. As with all our district high schools, we have impressive culinary facility upgrades to accommodate more students interested in this course of study.


School Safety:

Creating and maintaining a safe environment for all students and staff is our district's highest priority. We have armed school resource officers in each school as well as security personnel scheduled during the day, after school, and evenings. We have a new video surveillance camera system linked to our police departments, and promote a positive relationship with law enforcement through walk-thrus and shared programs. Technology has recently been put in place for students to anonymously report their concerns to school administrators. In addition, we have a security application that immediately locks down our schools in the event of a school emergency with INSTANT notification to police. Secured kiosks requiring ID were added to the main school entrance to provide a security screening on each visitor before they are permitted to enter the building. Most importantly, we include students and staff in our ongoing dialog following security drills to further refine school safety procedures.


Technology and STEM:

STEM (Science, Technology, Engineering and Mathematics) offerings in our schools are unique interdisciplinary experiences for students. The Magnet Programs offer a comprehensive suite of courses arranged into several pathways of learning such as Engineering, Environmental Science, Biomedical Science, Homeland Security and Public Safety, and Computer Science and Network Technology. Up-incoming 9th grade students that apply to the Magnet Programs will commit to a four-year program of study that requires additional STEM coursework yet is flexible enough to allow for non-STEM electives. Students are immersed in coursework that requires the use of sophisticated technology, integrated projects, professional mentorships, and community service projects while participating in the program and after school clubs. Graduates of the Magnet Program go on to continue their education and research at some of the most prestigious colleges and universities across the country!

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Attendance:

The GEHR District has utilized federal and state funding provided through ESSER and ARP/ESSER to benefit our entire student populations. Within our buildings, upgrades and renovations to HVAC and technology infrastructure totaled more than \$7 million. Additional monies were specified for after-school and evening tutoring, as well as summer enrichment and learning acceleration programs. Finally, the District has committed to providing for staff and student mental health and emotional well-being with the provision of non-duplicated Tier 1, Tier 2, and Tier 3 counselors in each building.

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Other Information:

Cedar Creek HS runs Zero Period daily which gives our students an opportunity to meet with teachers prior to the academic school day. This time is dedicated to opportunities for academic enrichment as well as career exploration through our Career Series. This time is beneficial in creating a positive school climate through strong relationships. We provide a plethora of social/emotional support to our students through our counselors, ESS (Effective School Solutions), and our Atlanticare Health Specialist. We communicate with parents through Thrillshare which allows us to quickly share information via text, phone, email and social media platforms.