



South Street Elementary School (13-3570-640)

2023-2024

County: Essex

Principal: Ms. Sandra Cruz

District: Newark Public School District

[School Website](#)



44-48 Hermon Street
Newark, NJ 07105



973-465-4880



883
Total Students



PK-08
Grades Offered

Overview & Resources

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

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

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

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

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

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

Report Key:

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

Overview & Resources

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	Essex
District	Newark Public School District
Principal Name	Ms. Sandra Cruz
Address	44-48 Hermon Street, Newark, NJ 07105
Phone Number	973-465-4880
Email Address	scruz@nps.k12.nj.us
Website	http://www.nps.k12.nj.us/SQU
Facebook	https://www.facebook.com/pages/South-Street-Elementary-School/126116534100975
Twitter	https://twitter.com/SouthStreetNPS

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
PK	119	123	122
KG	86	79	75
1	86	79	83
2	85	81	80
3	79	79	84
4	88	70	82
5	95	84	77
6	96	87	89
7	93	92	96
8	85	91	95
Total	912	865	883

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	52.0%	53.0%	53.0%
Male	48.0%	47.0%	47.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	84.6%	90.1%	84.8%
Students with Disabilities	14.1%	14.8%	17.0%
Multilingual Learners	41.3%	40.7%	42.4%
Students Experiencing Homelessness	0.1%	0.2%	0.8%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
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	21.9%	21.7%	20.3%
Hispanic	70.8%	70.1%	72.5%
Black or African American	6.1%	6.9%	6.1%
Asian	0.7%	0.7%	0.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.2%
American Indian or Alaska Native	0.4%	0.2%	0.2%
Two Or More Races	0.0%	0.3%	0.2%

Demographics

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Enrollment Trends by Full/Half Day PK and KG

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

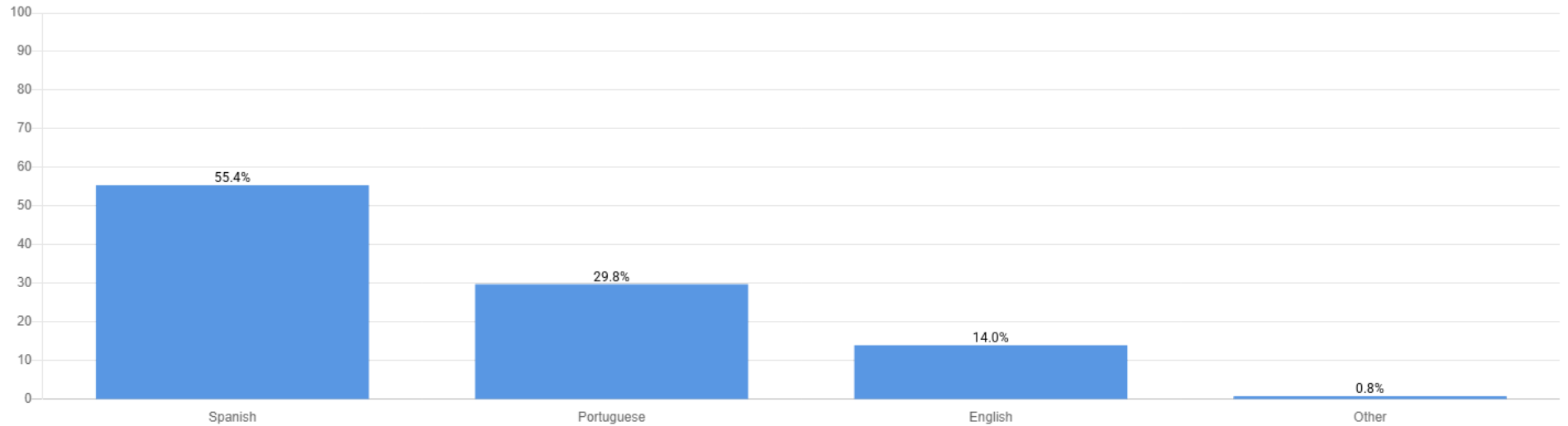
Grade	2021-22	2022-23	2023-24
PK - Half Day	0	0	0
PK - Full Day	119	123	122
KG - Half Day	0	0	0
KG - Full Day	86	79	75

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 by Home Language

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



Student Growth

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

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

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

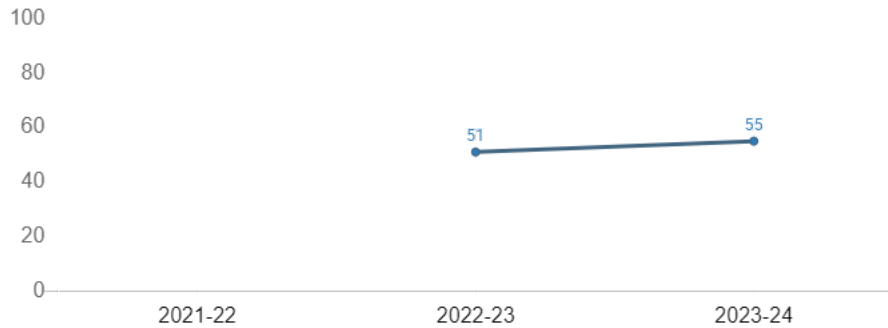
Important Note for 2023-24: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022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

Student Growth Trends and Progress

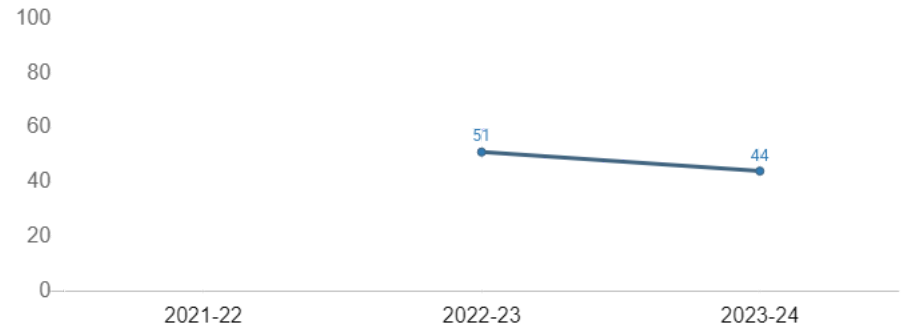
These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

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ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Median Student Growth Percentile		51	55		51	44
Met Standard (40-59.5)?		Met Standard	Met Standard		Met Standard	Met Standard
Statewide: Median Student Growth Percentile		50	50		50	50

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Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	55	55	50	Met Standard	44	51	50	Met Standard
White	63	61	50	Exceeds Standard	43.5	53	51	Met Standard
Hispanic	54	56	49	Met Standard	45	52	48	Met Standard
Black or African American	64.5	52	47	Exceeds Standard	33	48	46	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	62	59	**	*	68	60	**
American Indian or Alaska Native	N	57	50	**	N	53	50	**
Two or More Races	*	53	50	**	*	62	51	**
Female	58	57	52		46	50	50	
Male	52	54	48		38	52	50	
Non-Binary/Undesignated Gender	N	N	44		N	N	45.5	
Economically Disadvantaged Students	54	55	48	Met Standard	43	51	48	Met Standard
Students with Disabilities	51.5	45	43	Met Standard	32	46	44	Not Met
Multilingual Learners	54.5	56	50	Met Standard	47	54	50	Met Standard
Students Experiencing Homelessness	N	*	43		N	*	45	
Students in Foster Care	N	47.5	40		N	28	47	
Military-Connected Students	N	*	47.5		N	*	51	
Migrant Students	N	N	53		N	N	44	

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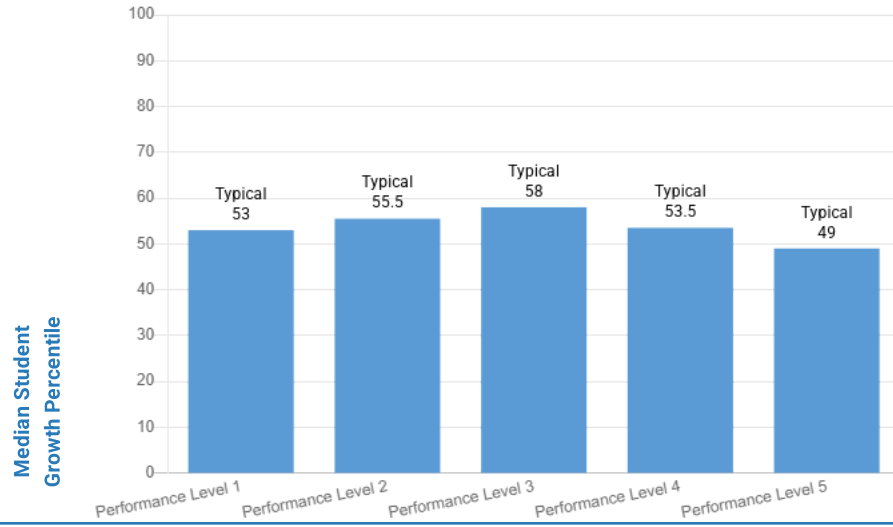
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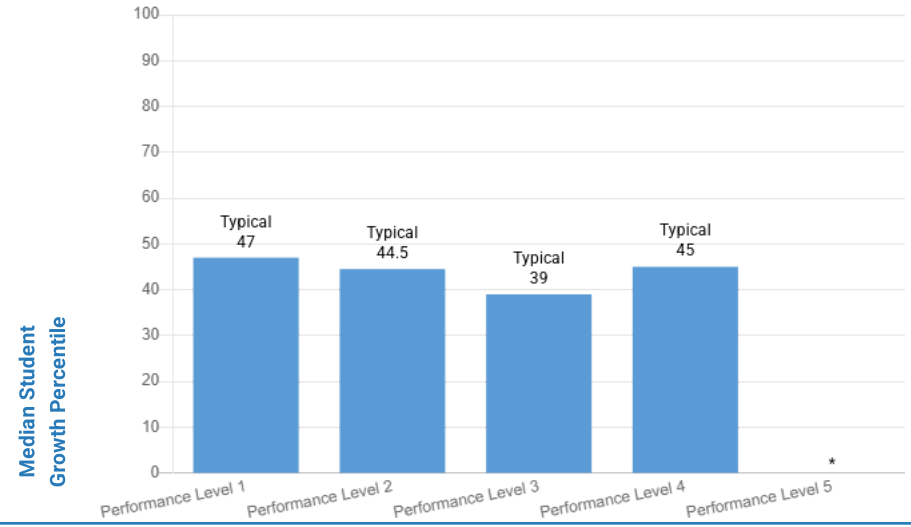
Student Growth by Performance Level

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

ELA



Math



Student Growth

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

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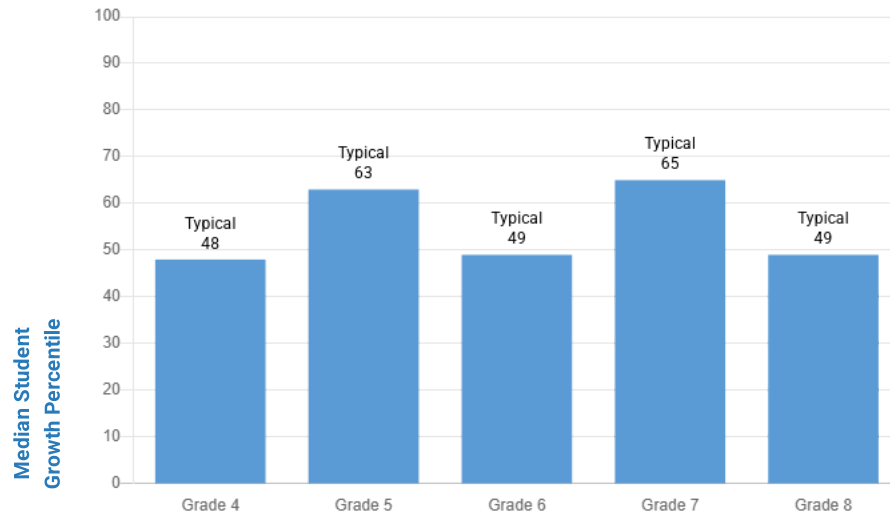
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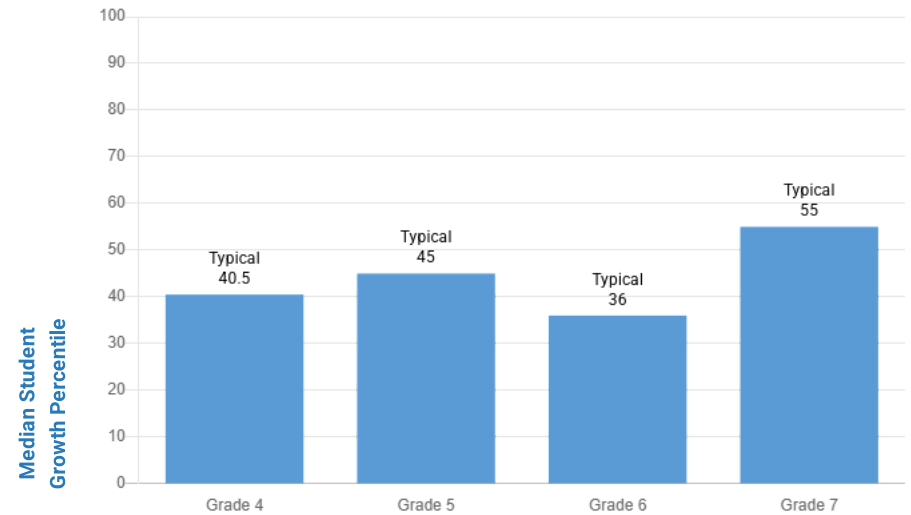
Student Growth by Grade

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

ELA



Math



Academic Achievement

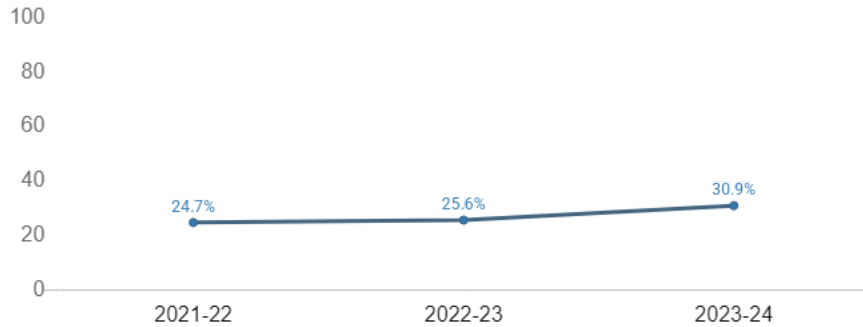
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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

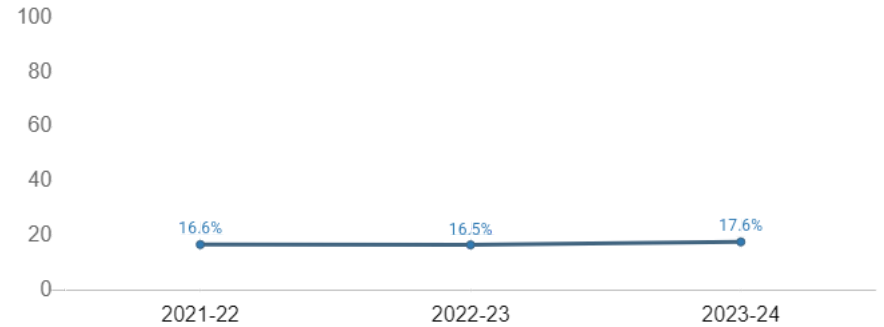
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	100.0%	100.0%	100.0%	99.8%	100.0%	100.0%
Proficiency Rate for Federal Accountability	24.7%	25.6%	30.9%	16.6%	16.5%	17.6%
Annual Target	32.3%	35.3%	28.1%	28.9%	32.1%	19.3%
Met Annual Target?	Not Met	Not Met	Met Target	Not Met	Not Met	Met Target†
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

† Target was met within a confidence interval.

Academic Achievement

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	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	498	100%	30.9%	31.8%	52.2%	30.9%	28.1%	Met Target
White	126	100%	34.9%	39.2%	61.8%	34.9%	23.4%	Met Target
Hispanic	332	100%	29.2%	32.1%	38%	29.2%	28%	Met Target
Black or African American	36	100%	33.3%	28.5%	35.9%	33.3%	45.2%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	53.6%	79.9%	*	**	**
American Indian or Alaska Native	*	*	*	35.6%	51.2%	*	**	**
Two or More Races	*	*	*	36.5%	59.4%	*	**	**
Female	*	100%	34.7%	36.5%	57.7%	34.7%		
Male	*	100%	26.8%	27.4%	47%	26.8%		
Non-binary/undesignated gender	*	*	*	*	69.6%	*		
Economically Disadvantaged Students	436	100%	31%	30.7%	34.6%	31%	31.2%	Met Target†
Non-Economically Disadvantaged Students	62	100%	30.6%	38.7%	62.8%	30.6%		
Students with Disabilities	86	100%	17.4%	12.8%	19.8%	17.4%	13.8%	Met Target
Students without Disabilities	412	100%	33.7%	36.1%	59.4%	33.7%		
Multilingual Learners	273	100%	17.6%	20.6%	23.1%	17.6%	16.3%	Met Target
Non-Multilingual Learners	225	100%	47.1%	37.8%	56.2%	47.1%		
Students Experiencing Homelessness	*	*	*	*	21.9%	*		
Students in Foster Care	*	*	*	25%	19.3%	*		
Military-Connected Students	*	*	*	*	48.2%	*		
Migrant Students	*	*	*	*	13.3%	*		

† Target was met within a confidence interval.

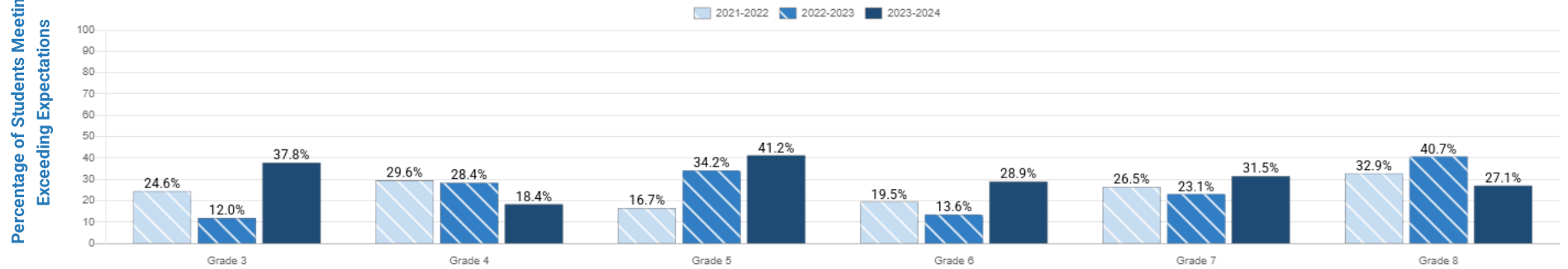
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English Language Arts Assessment - Performance Trends

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



Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	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	74	736	716	741	28%	14%	20%	28%	9%	38%	44%
White	20	748	727	751	20%	10%	15%	40%	15%	55%	53%
Hispanic	50	734	714	724	30%	14%	22%	26%	8%	34%	29%
Black or African American	*	*	713	725	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	751	770	*	*	*	*	*	*	70%
American Indian or Alaska Native	*	*	720	743	*	*	*	*	*	*	46%
Two or More Races	*	*	713	751	*	*	*	*	*	*	52%
Female	*	738	721	746	29%	14%	12%	36%	10%	45%	48%
Male	*	734	711	736	28%	13%	31%	19%	9%	28%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	62	737	715	722	27%	13%	19%	31%	10%	40%	26%
Non-Economically Disadvantaged Students	12	732	718	753	33%	17%	25%	17%	8%	25%	55%
Students with Disabilities	13	720	691	710	38%	15%	31%	15%	0%	15%	18%
Students without Disabilities	61	739	720	747	26%	13%	18%	31%	11%	43%	49%
Multilingual Learners	42	712	697	704	43%	19%	21%	17%	0%	17%	13%
Non-Multilingual Learners	32	767	726	746	9%	6%	19%	44%	22%	66%	48%
Students Experiencing Homelessness	*	*	*	707	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	18%
Military-Connected Students	*	*	*	739	*	*	*	*	*	*	41%
Migrant Students	*	*	*	688	*	*	*	*	*	*	*

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	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	76	723	723	749	25%	26%	30%	17%	1%	18%	51%
White	20	718	730	758	40%	20%	20%	20%	0%	20%	61%
Hispanic	48	724	723	734	21%	29%	33%	15%	2%	17%	35%
Black or African American	*	*	719	733	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	743	776	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	739	751	*	*	*	*	*	*	51%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	*	722	724	752	27%	20%	34%	16%	2%	18%	54%
Male	*	724	722	745	22%	34%	25%	19%	0%	19%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	66	724	722	731	24%	27%	29%	18%	2%	20%	32%
Non-Economically Disadvantaged Students	10	717	729	760	30%	20%	40%	10%	0%	10%	63%
Students with Disabilities	*	*	700	720	*	*	*	*	*	*	21%
Students without Disabilities	*	725	727	755	24%	23%	33%	19%	1%	20%	57%
Multilingual Learners	45	710	703	711	*	*	*	*	*	*	13%
Non-Multilingual Learners	31	741	732	753	3%	23%	39%	32%	3%	35%	55%
Students Experiencing Homelessness	*	*	*	719	*	*	*	*	*	*	20%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	*	*	*	747	*	*	*	*	*	*	49%
Migrant Students	*	*	*	713	*	*	*	*	*	*	23%

Academic Achievement

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

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 By Grade: Grade 5

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

Student Group	Valid Scores	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	68	740	724	750	22%	9%	28%	40%	1%	41%	52%
White	13	718	734	760	54%	8%	8%	31%	0%	31%	63%
Hispanic	52	745	725	736	13%	10%	33%	42%	2%	44%	37%
Black or African American	*	*	719	734	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	753	778	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	53%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	*	747	729	755	10%	14%	24%	52%	0%	52%	57%
Male	*	734	719	745	31%	5%	31%	31%	3%	33%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	740	723	732	21%	9%	29%	39%	2%	41%	33%
Non-Economically Disadvantaged Students	*	*	729	761	*	*	*	*	*	*	64%
Students with Disabilities	12	727	704	719	33%	17%	25%	25%	0%	25%	20%
Students without Disabilities	56	742	728	756	20%	7%	29%	43%	2%	45%	59%
Multilingual Learners	24	719	700	705	46%	8%	25%	21%	0%	21%	*
Non-Multilingual Learners	44	751	733	754	9%	9%	30%	50%	2%	52%	57%
Students Experiencing Homelessness	*	*	*	718	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	20%
Military-Connected Students	*	*	*	747	*	*	*	*	*	*	48%
Migrant Students	*	*	*	721	*	*	*	*	*	*	20%

Academic Achievement

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

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English Language Arts Assessment - Performance By Grade: Grade 6

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

Student Group	Valid Scores	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	83	729	732	751	17%	25%	29%	28%	1%	29%	53%
White	23	732	739	760	17%	30%	17%	35%	0%	35%	63%
Hispanic	53	728	732	738	17%	26%	28%	26%	2%	28%	39%
Black or African American	*	*	727	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	754	778	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	748	*	*	*	*	*	*	49%
Two or More Races	*	*	719	758	*	*	*	*	*	*	60%
Female	*	733	737	756	14%	22%	35%	27%	2%	29%	59%
Male	*	724	726	746	22%	31%	19%	28%	0%	28%	48%
Non-binary/undesignated gender	*	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	*	728	731	735	19%	25%	27%	28%	1%	29%	35%
Non-Economically Disadvantaged Students	*	*	737	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	705	719	*	*	*	*	*	*	17%
Students without Disabilities	*	731	737	758	18%	22%	28%	31%	1%	32%	60%
Multilingual Learners	29	708	705	707	*	*	*	*	*	*	*
Non-Multilingual Learners	54	741	740	754	6%	20%	31%	41%	2%	43%	57%
Students Experiencing Homelessness	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	22%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	55%
Migrant Students	*	*	*	712	*	*	*	*	*	*	29%

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 7

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

Student Group	Valid Scores	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	92	726	731	752	25%	20%	24%	28%	3%	32%	54%
White	24	732	738	761	25%	8%	29%	33%	4%	38%	64%
Hispanic	62	723	730	737	26%	26%	21%	24%	3%	27%	39%
Black or African American	*	*	729	734	*	*	*	*	*	*	37%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	785	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	51%
Two or More Races	*	*	736	759	*	*	*	*	*	*	60%
Female	*	734	738	758	15%	23%	27%	29%	6%	35%	60%
Male	*	716	724	746	38%	15%	20%	28%	0%	28%	48%
Non-binary/undesignated gender	*	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	76	723	730	734	26%	24%	22%	25%	3%	28%	36%
Non-Economically Disadvantaged Students	16	740	737	762	19%	0%	31%	44%	6%	50%	64%
Students with Disabilities	16	713	702	715	31%	25%	31%	13%	0%	13%	18%
Students without Disabilities	76	729	737	759	24%	18%	22%	32%	4%	36%	61%
Multilingual Learners	42	704	700	700	45%	31%	12%	12%	0%	12%	*
Non-Multilingual Learners	50	744	742	756	8%	10%	34%	42%	6%	48%	58%
Students Experiencing Homelessness	*	*	*	717	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	17%
Military-Connected Students	*	*	*	747	*	*	*	*	*	*	50%
Migrant Students	*	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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

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English Language Arts Assessment - Performance By Grade: Grade 8

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

Student Group	Valid Scores	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	96	722	735	751	38%	20%	16%	17%	10%	27%	53%
White	25	731	742	760	24%	24%	24%	16%	12%	28%	62%
Hispanic	60	714	735	736	47%	20%	10%	15%	8%	23%	39%
Black or African American	11	744	732	735	18%	9%	27%	27%	18%	45%	37%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	783	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	52%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	*	728	740	759	30%	19%	16%	21%	14%	35%	60%
Male	*	716	729	743	43%	21%	15%	13%	8%	21%	46%
Non-binary/undesignated gender	*	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	82	720	734	734	39%	21%	13%	17%	10%	27%	36%
Non-Economically Disadvantaged Students	14	730	740	761	29%	14%	29%	14%	14%	29%	63%
Students with Disabilities	17	692	709	713	71%	18%	0%	12%	0%	12%	16%
Students without Disabilities	79	728	740	758	30%	20%	19%	18%	13%	30%	60%
Multilingual Learners	45	696	705	701	*	*	*	*	*	*	*
Non-Multilingual Learners	51	745	744	755	18%	18%	18%	27%	20%	47%	56%
Students Experiencing Homelessness	*	*	*	719	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	14%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	43%
Migrant Students	*	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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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	517	100%	17.6%	19%	40.2%	17.6%	19.3%	Met Target†
White	126	100%	19.8%	27.4%	51.1%	19.8%	16.7%	Met Target
Hispanic	351	100%	17.4%	19.9%	24.2%	17.4%	19%	Met Target†
Black or African American	36	100%	11.1%	14%	20.1%	11.1%	29.7%	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	42.4%	74.4%	*	**	**
American Indian or Alaska Native	*	*	*	26.1%	42%	*	**	**
Two or More Races	*	*	*	17.3%	48.9%	*	**	**
Female	*	100%	16.4%	17.2%	38.4%	16.4%		
Male	*	100%	18.9%	20.7%	42%	18.9%		
Non-binary/undesignated gender	*	*	*	*	47.3%	*		
Economically Disadvantaged Students	454	100%	16.5%	18.4%	21.7%	16.5%	21.1%	Not Met
Non-Economically Disadvantaged Students	63	100%	25.4%	22.3%	51.5%	25.4%		
Students with Disabilities	86	100%	<10%	<10%	16.6%	<10%	9.9%	Met Target†
Students without Disabilities	431	100%	19.3%	20.9%	45.4%	19.3%		
Multilingual Learners	292	100%	<10%	14.6%	18.7%	<10%	14.3%	Not Met
Non-Multilingual Learners	225	100%	27.6%	21.6%	43.5%	27.6%		
Students Experiencing Homelessness	*	*	*	*	12.9%	*		
Students in Foster Care	*	*	*	<10%	12.4%	*		
Military-Connected Students	*	*	*	*	38.8%	*		
Migrant Students	*	*	*	*	<10%	*		

† Target was met within a confidence interval.

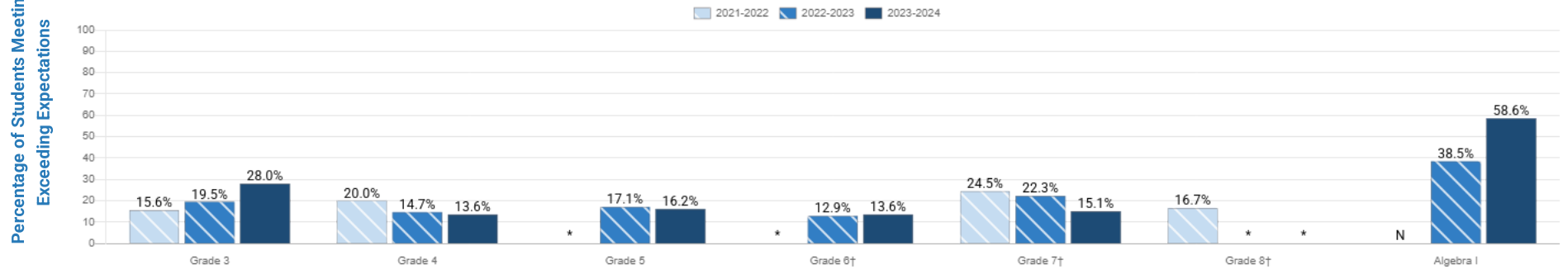
Academic Achievement

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Mathematics Assessment - Performance Trends

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



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

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	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	82	733	723	747	20%	20%	33%	21%	7%	28%	48%
White	20	744	732	757	10%	20%	25%	35%	10%	45%	60%
Hispanic	58	730	724	732	24%	16%	36%	17%	7%	24%	31%
Black or African American	*	*	716	728	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	751	776	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	734	753	*	*	*	*	*	*	51%
Two or More Races	*	*	703	755	*	*	*	*	*	*	56%
Female	*	730	722	744	26%	15%	36%	17%	6%	23%	45%
Male	*	737	724	749	11%	26%	29%	26%	9%	34%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	70	733	723	729	20%	17%	34%	21%	7%	29%	28%
Non-Economically Disadvantaged Students	12	732	724	758	17%	33%	25%	17%	8%	25%	60%
Students with Disabilities	13	733	708	725	15%	23%	46%	8%	8%	15%	25%
Students without Disabilities	69	733	725	751	20%	19%	30%	23%	7%	30%	52%
Multilingual Learners	50	717	717	722	32%	20%	38%	10%	0%	10%	20%
Non-Multilingual Learners	32	757	727	751	0%	19%	25%	38%	19%	56%	52%
Students Experiencing Homelessness	*	*	*	717	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	719	*	*	*	*	*	*	18%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	*	727	*	*	*	*	*	*	12%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	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	81	724	720	744	19%	33%	35%	14%	0%	14%	45%
White	20	734	733	754	10%	20%	50%	20%	0%	20%	57%
Hispanic	53	720	721	730	23%	36%	30%	11%	0%	11%	28%
Black or African American	*	*	712	726	*	*	*	*	*	*	24%
Asian, Native Hawaiian, or Pacific Islander	*	*	735	773	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	740	746	*	*	*	*	*	*	50%
Two or More Races	*	*	*	752	*	*	*	*	*	*	54%
Female	*	720	718	743	25%	33%	29%	13%	0%	13%	43%
Male	*	730	722	746	9%	33%	42%	15%	0%	15%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	71	724	719	727	17%	35%	34%	14%	0%	14%	25%
Non-Economically Disadvantaged Students	10	720	721	755	30%	20%	40%	10%	0%	10%	58%
Students with Disabilities	*	*	706	722	*	*	*	*	*	*	21%
Students without Disabilities	*	725	722	749	17%	32%	36%	15%	0%	15%	50%
Multilingual Learners	50	718	711	718	*	*	*	*	*	*	14%
Non-Multilingual Learners	31	733	724	748	10%	26%	42%	23%	0%	23%	49%
Students Experiencing Homelessness	*	*	*	716	*	*	*	*	*	*	15%
Students in Foster Care	*	*	*	716	*	*	*	*	*	*	15%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	*	*	*	721	*	*	*	*	*	*	17%

Academic Achievement

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

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Mathematics Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	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	74	718	717	741	27%	34%	23%	16%	0%	16%	40%
White	13	705	724	751	*	*	*	*	*	*	53%
Hispanic	58	722	719	726	24%	33%	22%	21%	0%	21%	23%
Black or African American	*	*	708	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	745	772	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	47%
Two or More Races	*	*	*	748	*	*	*	*	*	*	49%
Female	*	718	716	739	27%	33%	24%	15%	0%	15%	38%
Male	*	719	718	742	27%	34%	22%	17%	0%	17%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	717	717	724	27%	34%	24%	14%	0%	14%	20%
Non-Economically Disadvantaged Students	*	*	718	752	*	*	*	*	*	*	53%
Students with Disabilities	12	706	705	717	*	*	*	*	*	*	16%
Students without Disabilities	62	721	719	746	23%	35%	24%	18%	0%	18%	45%
Multilingual Learners	30	715	709	711	27%	47%	13%	13%	0%	13%	*
Non-Multilingual Learners	44	721	720	744	27%	25%	30%	18%	0%	18%	44%
Students Experiencing Homelessness	*	*	*	712	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	714	*	*	*	*	*	*	10%
Military-Connected Students	*	*	*	741	*	*	*	*	*	*	40%
Migrant Students	*	*	*	724	*	*	*	*	*	*	27%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 6

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

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

Student Group	Valid Scores	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	88	713	715	737	33%	43%	10%	13%	1%	14%	36%
White	23	719	722	746	26%	35%	22%	13%	4%	17%	47%
Hispanic	58	712	718	723	33%	47%	7%	14%	0%	14%	20%
Black or African American	*	*	707	718	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	736	768	*	*	*	*	*	*	73%
American Indian or Alaska Native	*	*	*	735	*	*	*	*	*	*	33%
Two or More Races	*	*	712	743	*	*	*	*	*	*	45%
Female	*	713	715	736	29%	48%	10%	13%	0%	13%	34%
Male	*	712	715	738	39%	36%	11%	11%	3%	14%	38%
Non-binary/undesignated gender	*	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	*	713	715	721	33%	43%	11%	13%	1%	14%	17%
Non-Economically Disadvantaged Students	*	*	717	747	*	*	*	*	*	*	48%
Students with Disabilities	*	*	702	714	*	*	*	*	*	*	12%
Students without Disabilities	*	715	718	741	29%	44%	11%	14%	1%	15%	41%
Multilingual Learners	34	704	705	707	*	*	*	*	*	*	*
Non-Multilingual Learners	54	718	719	740	30%	37%	11%	20%	2%	22%	39%
Students Experiencing Homelessness	*	*	*	711	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	739	*	*	*	*	*	*	37%
Migrant Students	*	*	*	704	*	*	*	*	*	*	13%

Academic Achievement

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

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Mathematics Assessment - Performance By Grade: Grade 7

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

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

Student Group	Valid Scores	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	93	722	723	739	25%	31%	29%	14%	1%	15%	37%
White	24	724	733	748	29%	25%	25%	21%	0%	21%	50%
Hispanic	63	722	724	728	25%	30%	32%	11%	2%	13%	23%
Black or African American	*	*	718	724	*	*	*	*	*	*	18%
Asian, Native Hawaiian, or Pacific Islander	*	*	748	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	*	*	*	734	*	*	*	*	*	*	33%
Two or More Races	*	*	739	743	*	*	*	*	*	*	44%
Female	*	724	723	738	25%	27%	31%	17%	0%	17%	36%
Male	*	720	724	739	24%	37%	27%	10%	2%	12%	39%
Non-binary/undesignated gender	*	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	77	720	723	726	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	16	734	727	747	25%	6%	25%	38%	6%	44%	48%
Students with Disabilities	16	716	708	716	31%	31%	25%	13%	0%	13%	12%
Students without Disabilities	77	723	726	743	23%	31%	30%	14%	1%	16%	43%
Multilingual Learners	43	711	713	714	*	*	*	*	*	*	*
Non-Multilingual Learners	50	732	728	741	14%	26%	34%	24%	2%	26%	40%
Students Experiencing Homelessness	*	*	*	716	*	*	*	*	*	*	11%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	740	*	*	*	*	*	*	39%
Migrant Students	*	*	*	708	*	*	*	*	*	*	*

Academic Achievement

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

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Mathematics Assessment - Performance By Grade: Grade 8

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

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

Student Group	Valid Scores	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	69	696	711	719	*	*	*	*	*	*	19%
White	19	697	711	729	*	*	*	*	*	*	27%
Hispanic	44	696	712	713	*	*	*	*	*	*	13%
Black or African American	*	*	707	707	*	*	*	*	*	*	10%
Asian, Native Hawaiian, or Pacific Islander	*	*	736	740	*	*	*	*	*	*	40%
American Indian or Alaska Native	*	*	*	722	*	*	*	*	*	*	21%
Two or More Races	*	*	*	722	*	*	*	*	*	*	22%
Female	*	697	710	719	*	*	*	*	*	*	19%
Male	*	695	711	719	*	*	*	*	*	*	20%
Non-binary/undesignated gender	*	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	59	697	710	711	*	*	*	*	*	*	12%
Non-Economically Disadvantaged Students	10	691	711	725	*	*	*	*	*	*	25%
Students with Disabilities	16	694	695	702	*	*	*	*	*	*	*
Students without Disabilities	53	697	714	724	*	*	*	*	*	*	23%
Multilingual Learners	43	692	703	701	*	*	*	*	*	*	*
Non-Multilingual Learners	26	703	714	721	*	*	*	*	*	*	21%
Students Experiencing Homelessness	*	*	*	704	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	696	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	722	*	*	*	*	*	*	19%
Migrant Students	*	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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

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Mathematics Assessment - Performance By Test: Algebra I

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

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

Student Group	Valid Scores	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	29	751	717	738	3%	7%	31%	55%	3%	59%	40%
White	*	*	731	748	*	*	*	*	*	*	51%
Hispanic	18	756	717	723	0%	11%	17%	67%	6%	72%	23%
Black or African American	*	*	713	719	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	736	773	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	*	737	*	*	*	*	*	*	38%
Two or More Races	*	*	*	746	*	*	*	*	*	*	49%
Female	*	753	718	737	0%	0%	42%	58%	0%	58%	39%
Male	*	749	716	739	6%	12%	24%	53%	6%	59%	41%
Non-binary/undesignated gender	*	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	*	751	717	722	4%	8%	28%	56%	4%	60%	22%
Non-Economically Disadvantaged Students	*	*	717	747	*	*	*	*	*	*	50%
Students with Disabilities	*	*	697	710	*	*	*	*	*	*	11%
Students without Disabilities	*	751	720	743	4%	7%	29%	57%	4%	61%	45%
Multilingual Learners	*	*	700	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	751	723	741	4%	4%	32%	56%	4%	60%	43%
Students Experiencing Homelessness	*	*	*	712	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	*	696	*	*	*	*	*	*	*

Academic Achievement

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

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DLM Alternate Assessment - Participation

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

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

Academic Achievement

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

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English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	# Students with Overall Score Below 4.5	% Students with Overall Score Below 4.5	# Students with Overall Score of 4.5 or Above	% Students with Overall Score 4.5 or Above
0-2	90	*	>90%	*	<10%
3-4	159	*	>90%	*	<10%
5 or more	116	102	87.9%	14	12.1%

English Language Progress to Proficiency

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

Student Group	Percent of English learners making expected growth to proficiency	Annual Target	Met Target?
Schoolwide/Multilingual Learners	33.3%	22.7%	Met Goal

† Target was met within a confidence interval.

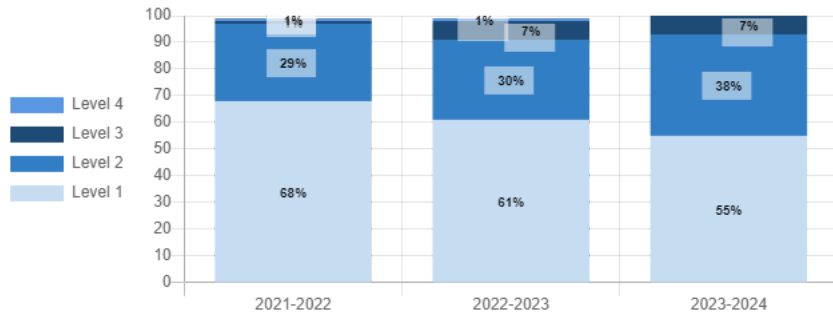
Academic Achievement

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

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

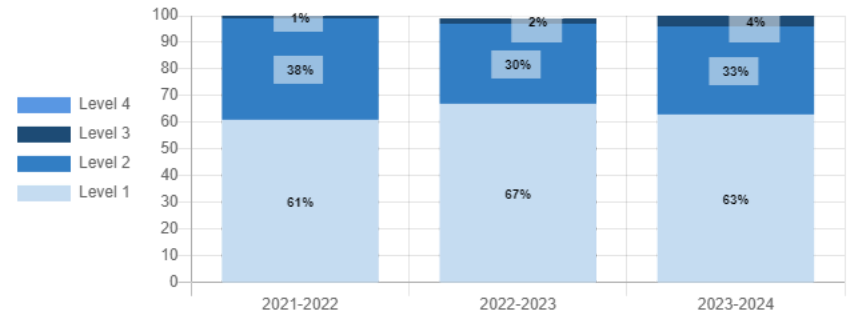
NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 8 Summary

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



Academic Achievement

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

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

NJSLA Science Assessment: Grade 5

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

Student Group	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	55%	38%	7%	0%	35%	37%	21%	6%
White	73%	27%	0%	0%	22%	42%	28%	8%
Hispanic	53%	38%	8%	0%	51%	36%	12%	2%
Black or African American	*	*	*	*	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	*	*	*	*	27%	36%	27%	10%
Female	48%	42%	9%	0%	35%	39%	20%	6%
Male	61%	34%	5%	0%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	54%	39%	7%	0%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	*	*	*	*	24%	39%	28%	10%
Students with Disabilities	73%	18%	9%	0%	64%	27%	8%	2%
Students without Disabilities	52%	41%	6%	0%	30%	39%	24%	7%
Multilingual Learners	70%	23%	7%	0%	78%	20%	2%	0%
Non-Multilingual Learners	45%	48%	7%	0%	30%	39%	23%	7%
Students Experiencing Homelessness	*	*	*	*	68%	25%	6%	1%
Students in Foster Care	*	*	*	*	67%	28%	3%	1%
Military-Connected Students	*	*	*	*	30%	42%	23%	5%
Migrant Students	*	*	*	*	73%	27%	0%	0%

Academic Achievement

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

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

NJSLA Science Assessment: Grade 8

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

Student Group	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	63%	33%	4%	0%	36%	45%	14%	5%
White	67%	29%	4%	0%	23%	52%	19%	6%
Hispanic	63%	35%	2%	0%	51%	42%	6%	1%
Black or African American	55%	27%	18%	0%	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	*	*	*	*	27%	46%	19%	8%
Female	65%	33%	2%	0%	35%	47%	13%	4%
Male	62%	33%	5%	0%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	66%	29%	5%	0%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	47%	53%	0%	0%	26%	48%	19%	7%
Students with Disabilities	71%	29%	0%	0%	67%	29%	3%	1%
Students without Disabilities	62%	33%	5%	0%	30%	48%	16%	6%
Multilingual Learners	83%	17%	0%	0%	75%	24%	1%	0%
Non-Multilingual Learners	45%	47%	8%	0%	32%	47%	15%	5%
Students Experiencing Homelessness	*	*	*	*	66%	32%	2%	0%
Students in Foster Care	*	*	*	*	80%	19%	1%	0%
Military-Connected Students	*	*	*	*	40%	47%	10%	3%
Migrant Students	*	*	*	*	*	*	*	*

College and Career Readiness

Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

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.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	91
7	0	0	99
8	29	0	69
Total	29	0	259

College and Career Readiness

Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

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.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	87
7	0	0	0	0	0	0	96
8	0	0	0	0	0	0	98
Total	0	0	0	0	0	0	281

College and Career Readiness

Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

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.

Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
KG	N	N	N	N	N	N	N
1	N	N	N	N	N	N	N
2	N	N	N	N	N	N	N
3	N	N	N	N	N	N	N
4	N	N	N	N	N	N	N
5	N	N	N	N	N	N	N
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0

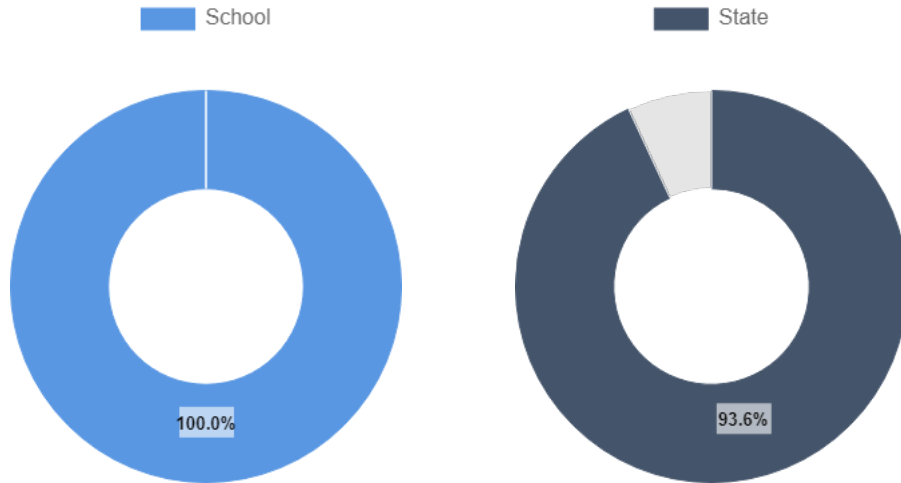
College and Career Readiness

Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

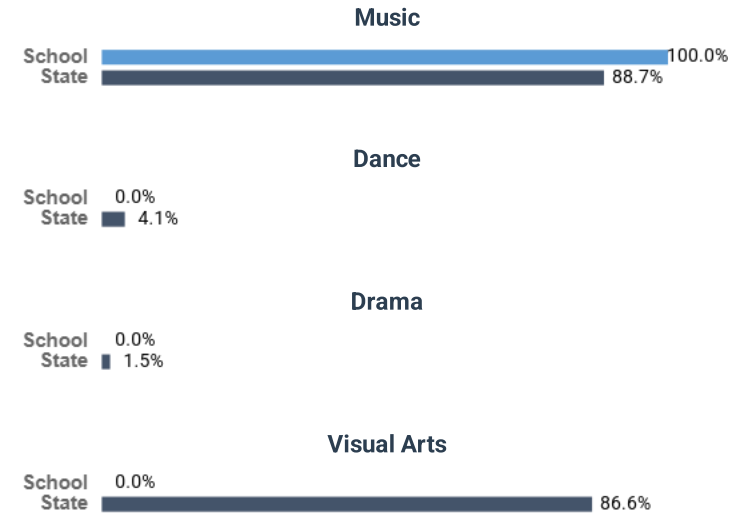
Visual and Performing Arts – Course Participation

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

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



Students enrolled in one or more classes by discipline:



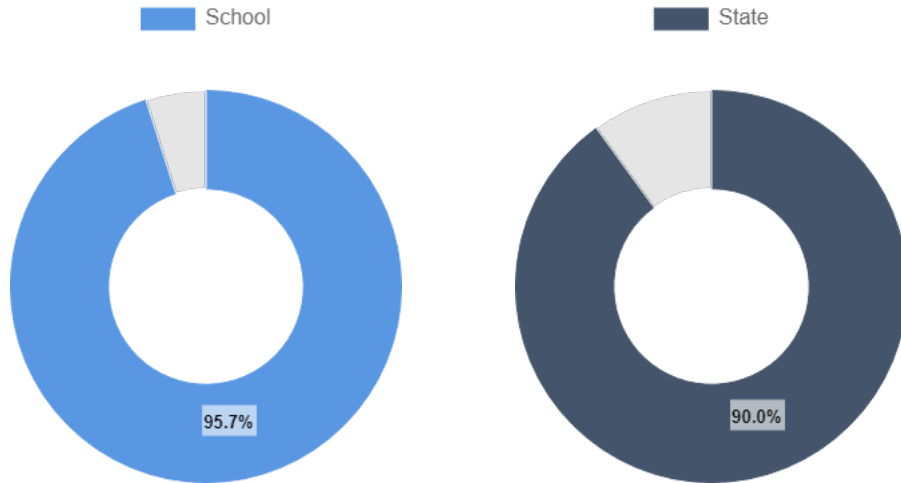
College and Career Readiness

Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

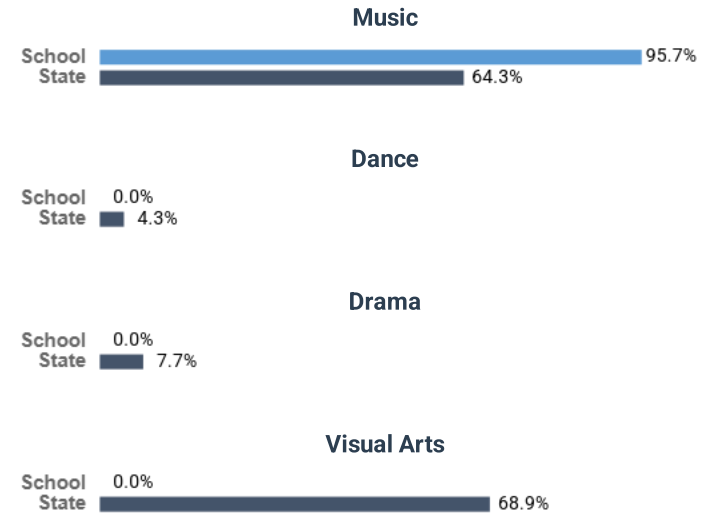
Visual and Performing Arts – Course Participation

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

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



Students enrolled in one or more classes by discipline:



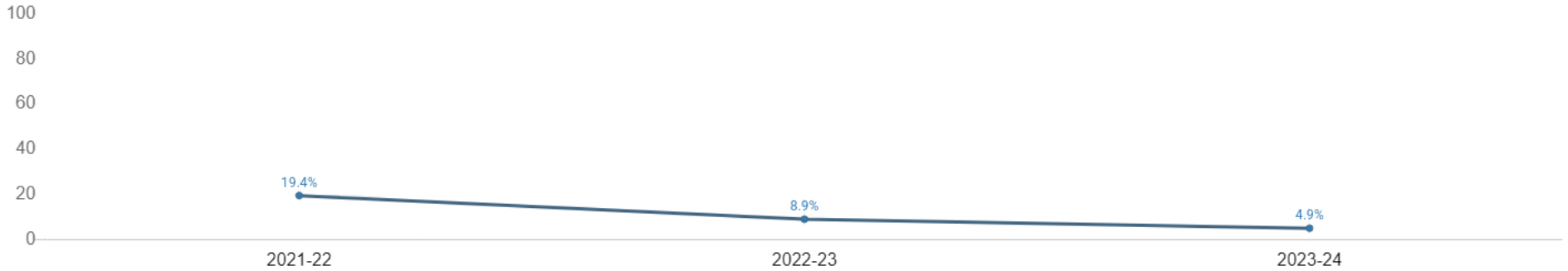
Climate and Environment

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	19.4%	8.9%	4.9%
ESSA Target (State Average for Grades Served)	17.3%	16.0%	13.8%
Met ESSA Target	Not Met	Met	Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%

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Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. 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.

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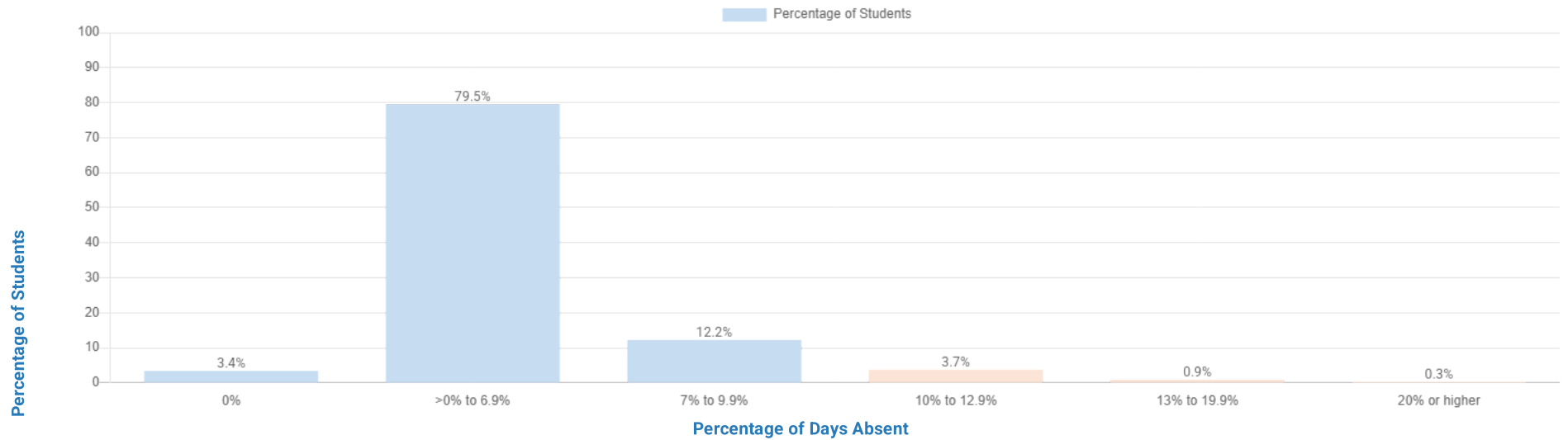
Student Group	# of Students Chronically Absent	% of Students Chronically Absent	Requires Corrective Action Plan: Schoolwide Rate is 10% or higher	ESSA Target: State Average for Grades Served	Met ESSA Target
Schoolwide	37	4.9%	No	13.8%	Met
White	5	3.3%		13.8%	Met
Hispanic	23	4.1%		13.8%	Met
Black or African American	9	19.1%		13.8%	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*		**	**
American Indian or Alaska Native	*	*		**	**
Two or More Races	*	*		**	**
Female	*	4.4%			
Male	*	5.3%			
Non-Binary/Undesignated Gender	*	*			
Economically Disadvantaged Students	28	4.2%		13.8%	Met
Students with Disabilities	8	6.1%		13.8%	Met
Multilingual Learners	17	4.6%		13.8%	Met
Students Experiencing Homelessness	*	*			
Students in Foster Care	*	*			
Military-Connected Students	*	*			
Migrant Students	*	*			

Climate and Environment

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Percentage of Days Absent

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

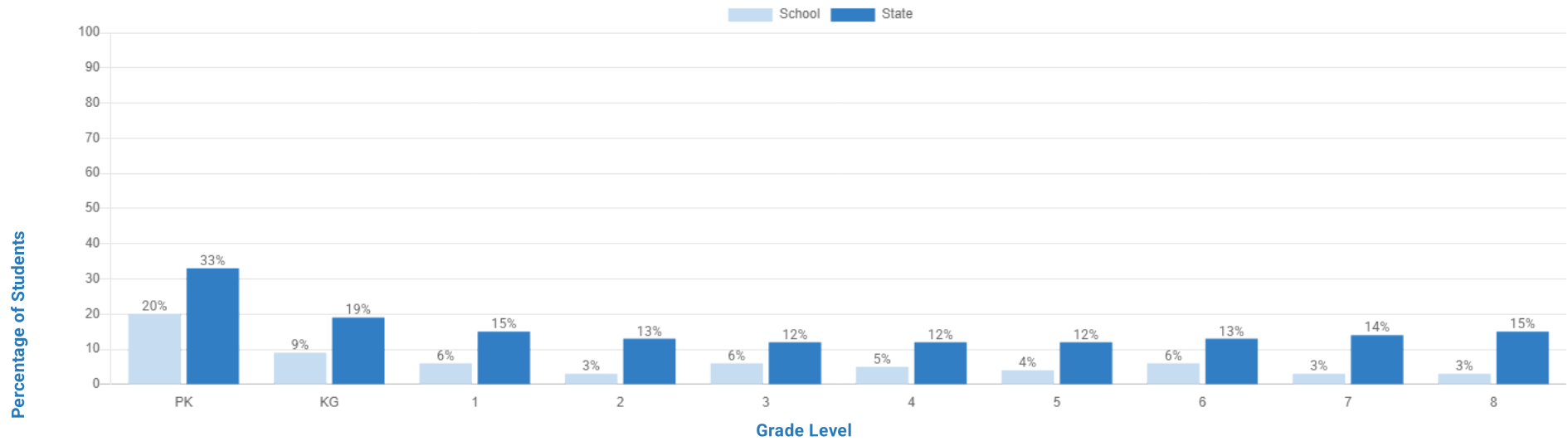


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Chronic Absenteeism by Grade

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



Report Key:

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

Climate and Environment

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

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	8
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	12
Incidents Per 100 Students Enrolled	1.36

Police Notifications

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

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

Report Key:

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** Accountability calculations require 20 or more students

N No Data is available to display

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

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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	0	0%	11	1%	11	1%	0	0%	0	0%
White	0	0%	1	1%	1	1%	0	0%	0	0%
Hispanic	0	0%	6	1%	6	1%	0	0%	0	0%
Black or African American	0	0%	3	5%	3	5%	0	0%	0	0%
Asian	*	*	*	*	*	*	*	*	*	*
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
Two or more races	*	*	*	*	*	*	*	*	*	*
Female	*	0%	*	2%	*	2%	*	0%	*	0%
Male	*	0%	*	0%	*	0%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	0	0%	10	1%	10	1%	0	0%	0	0%
Students with disabilities	0	0%	2	2%	2	2%	0	0%	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	0	0%	11	1%	11	1%	0	0%	0	0%
PK	0	0%	0	0%	0	0%	0	0%	0	0%
KG	0	0%	0	0%	0	0%	0	0%	0	0%
1	0	0%	0	0%	0	0%	0	0%	0	0%
2	0	0%	0	0%	0	0%	0	0%	0	0%
3	0	0%	0	0%	0	0%	0	0%	0	0%
4	0	0%	0	0%	0	0%	0	0%	0	0%
5	0	0%	1	1%	1	1%	0	0%	0	0%
6	0	0%	1	1%	1	1%	0	0%	0	0%
7	0	0%	6	6%	6	6%	0	0%	0	0%
8	0	0%	2	2%	2	2%	0	0%	0	0%

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Students Involved in Police Notifications: By Student Group

This table shows the number and percentage of students who were involved in at least one incident that led to police notification by student group. Information on police notifications is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended 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	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	0%
White	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
Hispanic	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
Black or African American	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Female	*	<5.00%	*	0%	*	0%	*	0%	*	0%	*	0%	*	<5.00%
Male	*	<5.00%	*	0%	*	0%	*	0%	*	0%	*	0%	*	<5.00%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
Students with disabilities	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%

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

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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
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	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	*	*	*	*	*	*	*	*	*	*	*	*	*	*
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%

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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 an HIB incident that led to arrest	# of Students involved in at least one other type incident that led to arrest	% involved in an other type incident that led to arrest
Schoolwide	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
PK	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
KG	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
1	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
2	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
3	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
4	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
5	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
6	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
7	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
8	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

Report Key:

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

Climate and Environment

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

School Days Missed due to Out-of-School Suspensions

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

School Days Missed due to Out-of-School Suspensions

28

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Climate and Environment

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	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs. 30 Mins.
Full Time - Instructional Time	5 Hrs. 36 Mins.
Shared Time - Instructional Time	2 Hrs. 48 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	64	119,239
Average years experience in public schools	11.4	12.6
Average years experience in district	11.0	11.3
Number of Teachers with 4 or more years experience in the district	37	87,243
Percentage of Teachers with 4 or more years experience in the district	57.8%	73.6%
Number of out-of-field teachers	3	2,931
Percentage of out-of-field teachers	4.7%	2.5%
Number of Teachers with Provisional Credentials	2	9,065
Percentage of Teachers with Provisional Credentials	3.1%	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	6	10,170
Average years experience in public schools	16.7	16.2
Average years experience in district	16.7	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	100.0%	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	64	2,965	119,239
Administrators	6	489	10,170
Librarians/Media Specialists	1	14	1,160
Nurses	1	93	3,025
School Counselors	1	95	4,673
Child Study Team Members	5	336	9,654
School Psychologists	1	37	2,185
School Social Workers	2	162	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	14:1	15:1
Students to Administrators	147:1	90:1
Teachers to Administrators	11:1	6:1
Students to Librarians/Media Specialists †	883:1	3129:1
Students to Nurses †	883:1	471:1
Students to Counselors †	883:1	461:1
Students to Child Study Team Members †,††	30:1	21:1
Students to School Psychologists †	883:1	1184:1
Students to School Social Workers †	442:1	270:1
Students to Student Assistance Coordinators †	N	N
Students to School Safety Specialists †		43810:1

† 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	53.0%	85-90%	*	48.0%	77.0%	57.0%
Male	47.0%	10-15%	*	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤5%	*	≤1%	≤1%	≤1%
White	20.3%	51.6%	66.7%	38.2%	81.8%	74.5%
Hispanic	72.5%	31.3%	16.7%	34.0%	8.6%	8.6%
Black or African American	6.1%	15.6%	16.7%	14.2%	6.4%	14.4%
Asian	0.5%	1.6%	0.0%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.4%	0.5%
Two or More Races	0.2%	0.0%	0.0%	3.1%	0.3%	0.4%

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

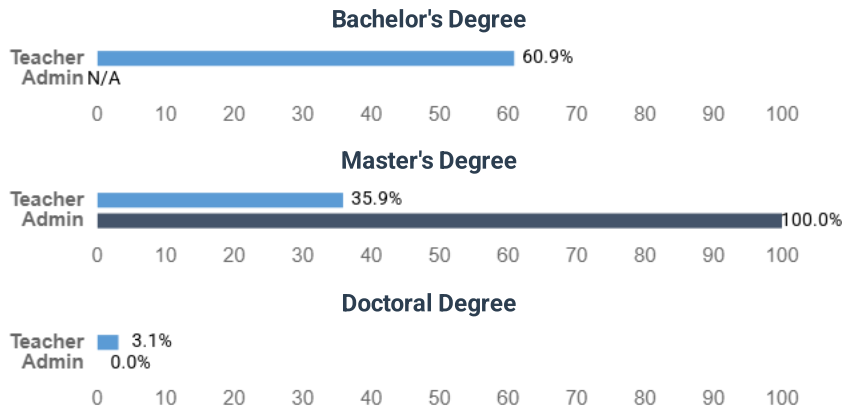
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district.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

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

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

Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2022-23 Teachers: Same district 2023-24	80.4%	89.5%
2022-23 Administrators: Same district 2023-24	86.0%	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)	38	>90%	≤10%	≤10%	47.4%	31.6%	21.1%	0.0%	0.0%	0.0%	0.0%	50.0%	71.1%	26.3%	2.6%
English/Language Arts/Literacy	12	*	*	*	41.7%	58.3%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	66.7%	25.0%	8.3%
English to Speakers of Other Languages	7	*	*	*	42.9%	42.9%	14.3%	0.0%	0.0%	0.0%	0.0%	71.4%	28.6%	57.1%	14.3%
Mathematics	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Science	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Social Studies/History	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
World Language	1	*	*	*	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Visual and Performing Arts	5	*	*	*	60.0%	20.0%	0.0%	20.0%	0.0%	0.0%	0.0%	40.0%	80.0%	20.0%	0.0%
Health/Physical Education	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	50.0%	50.0%	0.0%
Family & Consumer Sciences	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Computer Science/IT	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Industrial Arts	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Career and Technical Education	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Special Education	9	*	*	*	66.7%	22.2%	11.1%	0.0%	0.0%	0.0%	0.0%	66.7%	33.3%	66.7%	0.0%
Bilingual	12	*	*	*	41.7%	58.3%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	66.7%	25.0%	8.3%

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.

Newark City	Federal	State & Local	Total	ADE**
District Level Total Expenditures	\$4,786	\$20,876	\$25,662	39,259.8
Newark Evening Educational Center				
District Level Central Expenditures		\$3,953	\$3,953	39,259.8
Arts High School	\$7,433	\$24,029	\$31,462	594.6
Barringer High School	\$3,773	\$14,390	\$18,163	1,803.3
Central High School	\$6,395	\$22,189	\$28,584	893.9
East Side High School	\$3,467	\$13,863	\$17,330	2,091.2
Newark Vocational High School	\$6,777	\$22,952	\$29,729	584.0
Malcolm X Shabazz High School	\$19,009	\$40,133	\$59,142	359.3
Science Park High School	\$6,433	\$18,655	\$25,088	961.8
Technology High School	\$6,088	\$18,940	\$25,028	651.8
University High School	\$7,389	\$23,965	\$31,354	440.9
Weequahic High School	\$8,744	\$23,603	\$32,347	541.2
West Side High School	\$5,538	\$21,874	\$27,412	601.1
American History High School	\$6,846	\$25,121	\$31,967	376.4
Abington Avenue School	\$2,441	\$12,361	\$14,802	850.5
Ann Street School	\$2,231	\$11,263	\$13,494	1,257.4
Avon Avenue School	\$13,028	\$6,311	\$19,339	525.5
Belmont Runyon Elementary School	\$4,901	\$18,512	\$23,413	547.9
Bruce Street School	\$18,179	\$66,531	\$84,710	38.2
-				

Per-Pupil Expenditures

Per-Pupil Expenditures by Source

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Newark City	Federal	State & Local	Total	ADE**
Luis Muñoz Marin Elementary School	\$5,441	\$17,038	\$22,479	801.4
East Ward Elementary School	\$2,901	\$7,991	\$10,892	771.1
Bard Early College High School	\$1,681	\$13,684	\$15,365	376.0
Eagle Academy For Young Men of Newark	\$5,663	\$26,470	\$32,133	167.1
Camden Street Elementary School	\$6,365	\$19,038	\$25,403	642.7
Sir Isaac Newton Elementary School	\$8,577	\$23,382	\$31,959	222.5
Early Childhood School - North	\$4,276	\$194,252	\$198,528	78.6
Salome Ureña Elementary School	\$3,766	\$18,285	\$22,051	491.0
Newark School of Global Studies	\$5,228	\$19,359	\$24,587	375.1
Newark School of Fashion And Design	\$4,149	\$19,255	\$23,404	218.0
Newark Sch of Data Science And Information Technol	\$3,031	\$15,972	\$19,003	303.4
Michelle Obama Elementary School	\$7,231	\$22,014	\$29,245	169.2
Ironbound Academy Elementary School	\$3,356	\$16,177	\$19,533	265.2
Nelson Mandela Elementary School	\$5,744	\$16,735	\$22,479	146.3
Chancellor Avenue School	\$3,097	\$12,824	\$15,921	624.1
Grover Cleveland Elementary School	\$7,606	\$23,149	\$30,755	326.9
Peshine Avenue School	\$5,030	\$17,059	\$22,089	571.0
Elliott Street Elementary School	\$3,763	\$13,775	\$17,538	893.6
First Avenue School	\$4,263	\$15,277	\$19,540	1,051.4
Dr. E. Alma Flagg School	\$8,257	\$23,104	\$31,361	557.9
-				

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).

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

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Newark City	Federal	State & Local	Total	ADE**
Fourteenth Avenue School	\$11,029	\$41,333	\$52,362	98.0
Franklin Elementary School	\$3,397	\$13,187	\$16,584	748.2
George Washington Carver Elementary School	\$6,819	\$18,575	\$25,394	619.2
Dr. William H. Horton Elementary School	\$3,166	\$13,960	\$17,126	727.6
Harriet Tubman Elementary School	\$4,390	\$17,477	\$21,867	317.9
Hawkins Street School	\$4,107	\$14,948	\$19,055	707.5
Hawthorne Avenue School	\$2,919	\$14,612	\$17,531	448.1
John F. Kennedy School	\$7,928	\$51,607	\$59,535	133.9
Lafayette Street School	\$1,497	\$8,793	\$10,290	1,235.3
Lincoln Elementary School	\$9,935	\$22,580	\$32,515	472.0
Louise A. Spencer Elementary School	\$6,055	\$17,915	\$23,970	826.1
Mckinley Elementary School	\$3,759	\$18,355	\$22,114	832.5
Ivy Hill Elementary School	\$5,250	\$21,139	\$26,389	483.1
Mt Vernon Place School	\$4,541	\$13,012	\$17,553	873.2
Rafael Hernandez School	\$4,458	\$16,844	\$21,302	686.8
Park Elementary School	\$4,004	\$14,840	\$18,844	771.1
Oliver Street School	\$2,894	\$13,061	\$15,955	1,041.6
Quitman Street School	\$3,640	\$13,793	\$17,433	775.1
Ridge Street School	\$2,685	\$15,386	\$18,071	608.6
Roberto Clemente Elementary School	\$4,833	\$15,570	\$20,403	722.6
-				

Report Key:

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

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.

Newark City	Federal	State & Local	Total	ADE**
South Street Elementary School	\$3,856	\$14,306	\$18,162	877.7
South 17th Street School	\$5,992	\$22,566	\$28,558	332.8
Speedway Avenue School	\$5,635	\$18,620	\$24,255	547.0
Sussex Avenue School	\$866	\$9,593	\$10,459	561.6
Thirteenth Avenue School	\$6,806	\$19,271	\$26,077	602.2
Wilson Avenue School	\$2,658	\$12,216	\$14,874	1,038.7
-				

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	

† 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	24.7%	25.6%	30.9%
Math Proficiency	16.6%	16.5%	17.6%
ELA Growth†	80	51	55
Math Growth†	57	51	44
4-Year Graduation Rate (Prior Year)††	N	N	N
5-Year Graduation Rate (Prior Year)††	N	N	N
Progress toward English Language Proficiency	24.3%	28.5%	33.3%
Chronic Absenteeism	19.4%	8.9%	4.9%

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

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

Accountability

Accountability 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	30.9%	20.64	15.0%
Math Proficiency	17.6%	12.68	15.0%
ELA Growth	55	70.80	20.0%
Math Growth	44	21.72	20.0%
4-Year Graduation Rate (Prior Year)†	N	N	N
5-Year Graduation Rate (Prior Year)†	N	N	N
Progress toward English Language Proficiency	33.3%	45.47	20.0%
Chronic Absenteeism	4.9%	89.59	10.0%
Summative Score	41.6		
Summative Rating (Percentile Rank)	35.9		
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†	Met Standard	Met Standard	N	N	Met Goal	Met	No
White	50.51			Met Target	Met Target	Exceeds Standard	Met Standard	N	N		Met	No
Hispanic	43.79			Met Target	Met Target†	Met Standard	Met Standard	N	N		Met	No
Black or African American	32.80			Met Target†	Not Met	Exceeds Standard	Not Met	N	N		Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**			**	**	**	**	N	N		**	No
American Indian or Alaska Native	**			**	**	**	**	N	N		**	No
Two or More Races	**			**	**	**	**	N	N		**	No
Economically Disadvantaged Students	53.43			Met Target†	Not Met	Met Standard	Met Standard	N	N		Met	No
Students with Disabilities	50.22			Met Target	Met Target†	Met Standard	Not Met	N	N		Met	No
Multilingual Learners	49.79			Met Target	Not Met	Met Standard	Met Standard	N	N	Met Goal	Met	No

†Target was met within a confidence interval.

Narrative

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



Highlights:

- We are committed to the total development of children by creating daily learning experiences that foster the whole child.
- We offer Algebra I to 8th grade students,, a selection of elective course for middle school students, and Coding classes to select grades.



Mission, Vision, Theme:

South Street's mission is to inspire a love for learning, a quest for excellence and a compassion for humanity in each child. We are committed to providing engaging learning environments that foster the physical, cognitive, psychological, language, social and ethical development of all children.



Awards, Recognition, Accomplishments:

Recipient of a grant from the Newark Trust for Education's Funders' Collaborative for Safe and Supportive Learning Environment Initiative. This grant allowed us to initiate a school wide Social Emotional Learning committee to create and implement a school wide program.

Narrative

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Courses, Curriculum, Instruction:

All elementary curricula are NBOE Board approved and aligned to the NJ State Learning Standards. Advanced coursework is available in mathematics, science, and language through Algebra I, Spanish AP Language course in middle school for Heritage speakers, and PLTW science modules. Textbooks are newly adopted from 2020 to present. As a recent example, the district adopted Illustrative Mathematics for Kindergarten through Grade 5. Students receive assistance through before and after-school tutoring.



Sports and Athletics:

Sports Offered: Basketball (Boys & Girls), Cheerleading (Girls), Soccer (Boys & Girls)



Clubs and Activities:

National Junior Honor Society, Robotics, Debate, Orchestra, Band, Art, Community Service, Poetry, Art. Drama

Narrative

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Before and After School Programs:

Afterschool Program for Pre-K to 8th Grade Students, Operated by Newark Public Schools



Staff and Professional Learning:

All educators in Newark Public Schools participate in weekly Professional Learning Communities (PLCs), as well as grade level meetings. The PLCs are organized through cycles informed by the research of Bronwyn Rylie Jones and Simon Breakspear (2021). These sessions include teachers identifying problems of practice based on a data review, attending to the problem through changes/revisions in curriculum, practice, assessment. Central offices also offer teachers after school supports that are both virtual and in person. As a recent example, elementary teachers met to unpack an upcoming curricular unit. Additionally, monthly meetings of high school department chairs across all subject areas, VPs, and elementary ELA and mathematics staff developers occur. Principals meet monthly with the Superintendent and central office leads, as well as again in their School Leadership Teams.



Student Supports and Services:

Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs. Highly specialized programs for students with greater needs are available including transitional services. Bilingual education and ESL is available in the district. Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs, as well as, part-time bilingual education. The goal is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and/or tailored second language acquisition. I&RS services are available for students in need of academic, social, or emotional support as well as school counselors, academic support and interventions, OT/PT. Our school app can be found on the Apple App Store or Google Play.

Narrative

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Student Health and Wellness:

Our school provides students with healthy and nutritious foods encouraging the consumption of fresh fruits and vegetables, low fat milk and whole grains for students to select and consume all components of the school meal. Students also engage in nutrition education and are provided with the opportunity to engage in daily physical activity. We have a health a nutrition student group facilitated by the school nurse and food services that allow student input in the school food choice options.



Parent and Community Involvement:

Our school offers two parent workshops per month that focus on various topics to support parental involvement.



Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers. A survey is shared out yearly in the Spring to request input from students, teachers and parents.

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

Narrative

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



Facilities:

Built in 2018 and Features an Auditorium, Media Center, Art room with Kiln and Music Classrooms.



School Safety:

Our students and staff regularly participate in both fire and security drills. The drills ensure preparedness for a wide spectrum of emergencies. In addition, we installed a LobbyGuard system in our building. The system assists with visitor management and flags registered Megan's Offenders upon entry into our school. Additionally, we participate in Newark Cares, a program in partnership with the Newark Police Division and the US Drug Enforcement Agency. The program is designed to alert our administrators anytime a student has been involved in, or exposed to, a traumatic experience. Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students, staff, visitors, and property.



Technology and STEM:

Our school is a 1:1 student to laptop computing environment. Most of our classrooms are equipped with SMARTBoards and other projection devices. Technology is incorporated into the curriculum in a balanced approach with online and offline activities to assist our students develop the 21st century skills including collaboration, communication, and critical thinking and meet the NJ DOE State Technology standards. Students access technology both in- and out-of-school through several district-adopted digital content and online productivity suites including Google Classroom, Google Suite for Education, Microsoft Office, Newsela, Learning Ally, and the SMART Learning Suite as well as e-textbooks and interactive resources connected to our content areas. Students also engage in computer science and coding lessons to develop computational thinking and problem solving skills to better prepare them for the growing demand of computing careers.

Narrative

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Early Childhood Education:

The school offers a full-day pre-kindergarten program for all Newark residents who turn 3- or 4- years of age by October 1st. In addition, any child with an individualized education plan (IEP) is able to enroll and attend preschool as soon as they turn 3-years old. Each preschool classroom is staff with at least one teacher and one teacher aide for a maximum of fifteen students. The preschool day is aligned with the school district's 6-hour day. Preschool programs are funded by New Jersey Preschool Education Aid and/or Federal Head Start funds.



Attendance:

Prior Year Chronic Absence: Students who missed 10% of school in the prior school year are prioritized for extra support and incentives. Analyze Attendance Data: Data on absences was used to notice which students have satisfactory attendance (less than 5% absent), have at-risk attendance (5-9% absent), and chronic absence (>10% absent). Knowing which students fall into these bands inform strategies for reducing chronic absence, and indicate the level of support that may be needed. Case Manage Students: We will continue to case manage students that were absent 18-25 days. Surveys and parent/student conferences will be utilized to determine the obstacles to good attendance. Based on this data, Student Attendance Improvement (Action Plans) will be created to mitigate absences. Contact: Maintaining current contact information is essential for connecting with students and families, especially those who might need support. Parent workshops targeting the youngest students will increase.

Narrative

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



Other Information:

The traditional schedule for students in our elementary schools is 8:15 am - 3:05 pm. All schools have a centralized homepage where important information is posted. Social media platforms such as Facebook and Twitter are also utilized to communicate important information, special events, and reminders. We also utilize the Blackboard telephone communication system to notify families of emergency school closings. All students in (Pre K to 12th Grade) are required to wear a school uniform. The clothing guidelines and colors can be found at www.nps.k12.nj.us/parents/resources/school-uniforms/. Admissions information for all Newark Board of Education schools can be found at www.NewarkEnrolls.org.