

County: Ocean

Jackson Liberty High School (29-2360-025)

2023-2024

Principal: Mr. Geoffrey Brignola

School Website



732-833-4700

1,051
Total Students



09-12 Grades Offered

Overview & Resources

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

. Learn more about the school and the district

District: Jackson Township School District

125 North Hope Chapel Road

Jackson, NJ 08527-3497

- . 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



(29-2360-025) 2023-2024

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Overview & Resources

School Contact Information

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

Туре	Contact Information
County	Ocean
District	Jackson Township School District
Principal Name	Mr. Geoffrey Brignola
Address	125 North Hope Chapel Road, Jackson, NJ 08527-3497
Phone Number	<u>732-833-4700</u>
Email Address	g <u>pbrignola@jacksonsd.org</u>
Website	<u>www.jacksonsd.org/Liberty</u>



(29-2360-025) 2023-2024

Report Key:

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

Demographics

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

Enrollment Trends by Grade

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

Grade	2021-22	2022-23	2023-24
9	271	283	246
10	282	283	278
11	264	275	255
12	272	275	272
Total	1,089	1,116	1,051

Enrollment Trends by Student Group

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

Student Group	2021-22	2022-23	2023-24
Female	48.0%	48.0%	49.0%
Male	52.0%	52.0%	51.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	34.2%	34.1%	40.5%
Students with Disabilities	14.8%	15.6%	14.1%
Multilingual Learners	4.6%	8.6%	9.7%
Students Experiencing Homelessness	0.1%	1.0%	0.3%
Students in Foster Care	0.1%	0.0%	0.0%
Military-Connected Students	0.2%	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	62.1%	55.9%	52.0%
Hispanic	27.8%	34.3%	37.8%
Black or African American	5.7%	4.8%	5.1%
Asian	3.2%	3.3%	2.7%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.3%	0.3%	0.3%
Two Or More Races	0.9%	1.4%	2.2%



(29-2360-025) 2023-2024

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Demographics

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

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2021-22	2022-23	2023-24
Full Time Students	1,051	1,079	1,008
Shared Time Students	75	71	84
Full Time Equivalent	1,089	1,115	1,050



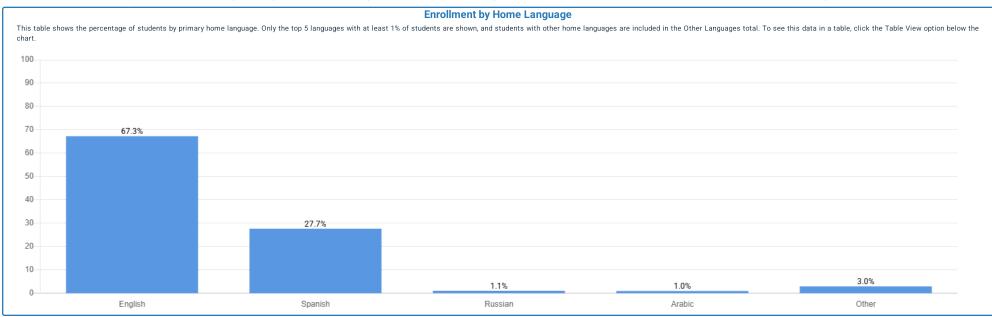
(29-2360-025) 2023-2024

Report Key:

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

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.





(29-2360-025) 2023-2024

Report Key:

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

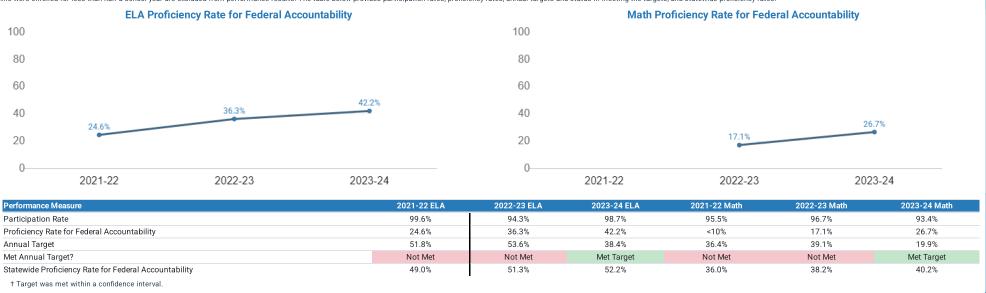
Academic Achievement

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





(29-2360-025) 2023-2024

Report Key:

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

Academic Achievement

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

This table shows performance on statewide assessments for English language arts (ELA) both overall and by students 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 MJDDE Accountability page. More information and additional data can also be found on the MJDDE Accountability page.

Charles Consum	Valid	% of students taking	School: % of testers met/exceeded	District: % of testers met/exceeded	State: % of testers met/exceeded	Proficiency Rate for Federal	Annual	Met Annual
Student Group	Scores	test	expectations	expectations	expectations	Accountability	Target	Target
Schoolwide	225	98.7%	42.2%	43.2%	52.2%	42.2%	38.4%	Met Target
White	116	98.3%	51.7%	50.5%	61.8%	51.7%	47.8%	Met Target
Hispanic	82	98.9%	25.6%	29.6%	38%	25.6%	21%	Met Target
Black or African American	12	100%	50%	37.9%	35.9%	50%	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	56.9%	79.9%	*	**	**
American Indian or Alaska Native	*	*	*	*	51.2%	*	**	**
Two or More Races	*	*	*	45.9%	59.4%	*	**	**
Female	*	97.5%	45.2%	49.1%	57.7%	45.2%		
Male	*	100%	38.5%	37.2%	47%	38.5%		
Non-binary/undesignated gender	*	*	*	*	69.6%	*		
Economically Disadvantaged Students	94	98.1%	34%	28.4%	34.6%	34%	29%	Met Target
Non-Economically Disadvantaged Students	131	99.2%	48.1%	50.6%	62.8%	48.1%		
Students with Disabilities	29	100%	<10%	14%	19.8%	<10%	7.2%	Met Target†
Students without Disabilities	196	98.5%	47.4%	49.5%	59.4%	47.4%		
Multilingual Learners	31	100%	<10%	<10%	23.1%	<10%	3.3%	Not Met
Non-Multilingual Learners	194	98.5%	49%	47.8%	56.2%	49%		
Students Experiencing Homelessness	*	*	*	*	21.9%	*		
Students in Foster Care	*	*	*	*	19.3%	*		
Military-Connected Students	*	*	*	54.5%	48.2%	*		
Migrant Students	*	*	*	*	13.3%	*		

[†] Target was met within a confidence interval.



(29-2360-025) 2023-2024

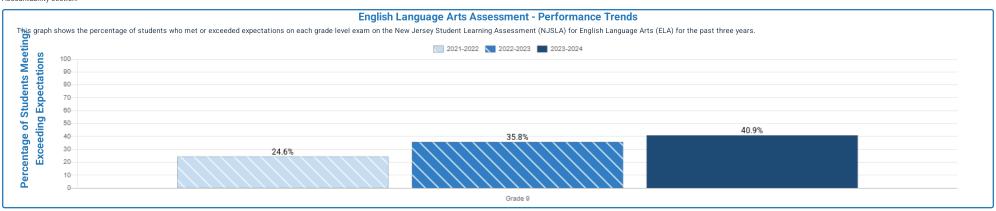
Report Key:

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

Academic Achievement

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

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





(29-2360-025) 2023-2024

Report Key:

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

Academic Achievement

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

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

English Language Arts Assessment - Performance By Grade: Grade 9

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

Student Group	Valid Scores	School Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet			% Level 4: Met	% Level 5: Exceeded expectations	% of testers met or exceeded	State: % of testers met or exceeded expectations
					expectations	expectations	expectations	expectations	•	expectations	<u>.</u>
Schoolwide	232	742	742	755	12%	24%	23%	30%	11%	41%	58%
White	115	752	749	764	6%	19%	23%	37%	14%	51%	67%
Hispanic	89	729	729	741	19%	30%	26%	18%	7%	25%	45%
Black or African American	13	730	743	737	23%	15%	15%	38%	8%	46%	40%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	789	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	*	757	*	*	*	*	*	*	59%
Two or More Races	*	*	747	761	*	*	*	*	*	*	64%
Female	*	742	748	762	14%	24%	18%	34%	10%	44%	64%
Male	*	742	737	747	9%	25%	29%	26%	12%	38%	51%
Non-binary/undesignated gender	*	*	*	774	*	*	*	*	*	*	77%
Economically Disadvantaged Students	101	733	731	738	16%	31%	21%	26%	7%	33%	41%
Non-Economically Disadvantaged Students	131	749	748	764	8%	19%	25%	33%	15%	47%	67%
Students with Disabilities	29	709	713	717	*	*	*	*	*	*	19%
Students without Disabilities	203	746	748	761	10%	21%	23%	33%	13%	46%	64%
Multilingual Learners	19	698	700	701	*	*	*	*	*	*	*
Non-Multilingual Learners	213	746	745	758	8%	23%	24%	32%	12%	45%	61%
Students Experiencing Homelessness	*	*	*	721	*	*	*	*	*	*	25%
Students in Foster Care	*	*	*	714	*	*	*	*	*	*	20%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	51%
Migrant Students	*	*	*	683	*	*	*	*	*	*	*



(29-2360-025) 2023-2024

Report Kev:

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

Academic Achievement

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

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

Mathematics Assessment - 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-ofcourse 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.

Charlent Course	Valid	% of students taking	School: % of testers met/exceeded	District: % of testers met/exceeded	State: % of testers met/exceeded	Proficiency Rate for Federal	Annual	Met Annual
Student Group	Scores	test	expectations	expectations	expectations	Accountability	Target	Target
Schoolwide	216	93.4%	26.9%	38.4%	40.2%	26.7%	19.9%	Met Target
White	116	94.4%	36.2%	46.5%	51.1%	36.2%	23.2%	Met Target
Hispanic	77	93.3%	14.3%	24.5%	24.2%	13.9%	14.1%	Met Target†
Black or African American	10	84.6%	10%	28.3%	20.1%	<10%	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	57.9% 74.4% *		*	**	**
American Indian or Alaska Native	*	*	*	*	42%	*	**	**
Two or More Races	*	*	*	34.2%	48.9%	*	**	**
Female	*	92.6%	23.6%	37.2%	38.4%	23.2%		
Male	*	94.1%	30.5%	39.5%	42%	30.5%		
Non-binary/undesignated gender	*	*	*	*	47.3%	*		
Economically Disadvantaged Students	86	89.2%	20.9%	25.1%	21.7%	20.2%	12.1%	Met Target
Non-Economically Disadvantaged Students	130	96.4%	30.8%	45%	51.5%	30.8%		
Students with Disabilities	25	81.2%	<10%	14.5%	16.6%	<10%	7.7%	Met Target†
Students without Disabilities	191	95.2%	29.8%	43.5%	45.4%	29.8%		
Multilingual Learners	30	89.7%	<10%	14.2%	18.7%	<10%	10.1%	Met Target†
Non-Multilingual Learners	186	94.1%	30.1%	41.9%	43.5%	30.1%		
Students Experiencing Homelessness	*	*	*	*	12.9%	*		
Students in Foster Care	*	*	*	*	12.4%	*		
Military-Connected Students	*	*	*	60%	38.8%	*		
Migrant Students	*	*	*	*	<10%	*		

[†] Target was met within a confidence interval.



(29-2360-025) 2023-2024

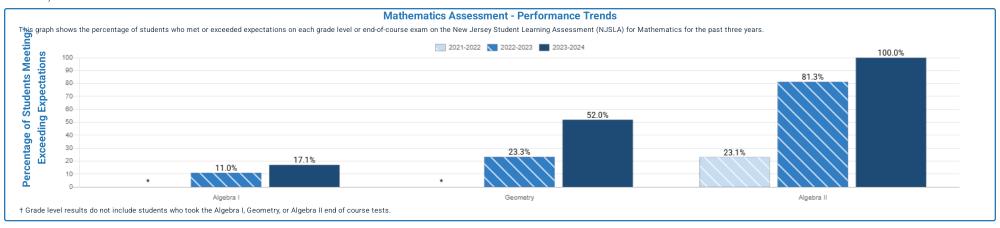
Report Key:

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

Academic Achievement

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

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





(29-2360-025) 2023-2024

Report Key:

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

Academic Achievement

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

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

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 in in grade 9.

Student Group	Valid	School Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet			% Level 4: Met		% of testers met or exceeded	State: % of testers met or exceeded expectations
	Scores				expectations	expectations	expectations	expectations	expectations	expectations	<u> </u>
Schoolwide	187	725	736	738	18%	35%	30%	17%	0%	17%	40%
White	90	730	744	748	12%	37%	27%	24%	0%	24%	51%
Hispanic	78	718	721	723	27%	28%	35%	10%	0%	10%	23%
Black or African American	11	727	735	719	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or	*	*	759	773	*	*	*	*	*	*	77%
Pacific Islander			739	773							/ / /0
American Indian or Alaska	*	*	*	737	*	*	*	*	*	*	38%
Native	^	•		/3/	^	*	•		•	^	38%
Two or More Races	*	*	735	746	*	*	*	*	*	*	49%
emale	*	724	734	737	20%	32%	30%	18%	0%	18%	39%
//ale	*	725	738	739	15%	38%	30%	16%	0%	16%	41%
Non-binary/undesignated	*			700		*				*	4=0:
gender	*	*	*	738	*	*	*	*	*	*	45%
conomically Disadvantaged	0.5	700	705	700	200	0.50	0.00:	4.50	00:	4.60:	200:
Students	85	722	725	722	20%	35%	28%	16%	0%	16%	22%
Non-Economically			=		4.40.	0.40		4.00		4.00	===
Disadvantaged Students	102	727	741	747	16%	34%	32%	18%	0%	18%	50%
tudents with Disabilities	25	714	711	710	*	*	*	*	*	*	11%
Students without Disabilities	162	726	741	743	17%	33%	31%	20%	0%	20%	45%
Multilingual Learners	22	712	711	705	*	*	*	*	*	*	*
Non-Multilingual Learners	165	726	738	741	16%	35%	32%	18%	0%	18%	43%
Students Experiencing											
Iomelessness	*	*	*	712	*	*	*	*	*	*	13%
tudents in Foster Care	*	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	*	696	*	*	*	*	*	*	*



(29-2360-025) 2023-2024

Report Key:

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

Academic Achievement

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

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

Mathematics Assessment - Performance By Test: Geometry

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

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

Student Group	Valid	School Mean	District Mean		% Level 1: Did not yet meet	% Level 2: Partially met	% Level 3: Approached	% Level 4: Met		% of testers met or exceeded	State: % of testers met or
otauciit oroup	Scores	Scale Score	Scale Score	Scale Score	expectations	expectations	expectations	expectations	expectations	expectations	exceeded expectations
Schoolwide	25	746	754	750	4%	0%	44%	48%	4%	52%	53%
White	17	747	755	752	6%	0%	35%	59%	0%	59%	57%
Hispanic	*	*	747	735	*	*	*	*	*	*	29%
Black or African American	*	*	*	733	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	765	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	66%
Two or More Races	*	*	*	756	*	*	*	*	*	*	63%
-emale	*	746	751	748	0%	0%	45%	55%	0%	55%	50%
/ale	*	747	757	752	7%	0%	43%	43%	7%	50%	57%
lon-binary/undesignated jender	*	*	*	752	*	*	*	*	*	*	60%
conomically Disadvantaged tudents	*	*	*	734	*	*	*	*	*	*	28%
on-Economically isadvantaged Students	*	747	755	754	0%	0%	50%	50%	0%	50%	60%
tudents with Disabilities	*	*	*	727	*	*	*	*	*	*	24%
tudents without Disabilities	*	746	754	751	4%	0%	44%	48%	4%	52%	54%
Multilingual Learners	*	*	*	716	*	*	*	*	*	*	11%
Ion-Multilingual Learners	*	746	754	751	4%	0%	44%	48%	4%	52%	55%
tudents Experiencing omelessness	*	*	*	727	*	*	*	*	*	*	19%
tudents in Foster Care	*	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	44%
Migrant Students	*	*	*	*	*	*	*	*	*	*	*



(29-2360-025) 2023-2024

Report Key:

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

Academic Achievement

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

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

Mathematics Assessment - Performance By Test: Algebra II

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

Student Group	Valid	School Mean	District Mean		% Level 1: Did not yet meet			% Level 4: Met	% Level 5: Exceeded	% of testers met or exceeded	State: % of testers met or
State it Gloup	Scores	Scale Score	Scale Score	Scale Score	expectations	expectations	expectations	expectations	expectations	expectations	exceeded expectations
Schoolwide	12	776	771	770	*	*	*	*	*	100%	73%
White	*	*	763	771	*	*	*	*	*	*	75%
Hispanic	*	*	*	736	*	*	*	*	*	*	37%
Black or African American	*	*	*	736	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	785	*	*	*	*	*	*	88%
American Indian or Alaska Native	*	*	*	775	*	*	*	*	*	*	83%
Two or More Races	*	*	*	773	*	*	*	*	*	*	74%
- emale	*	*	*	765	*	*	*	*	*	*	68%
Male	*	780	773	776	0%	0%	0%	90%	10%	100%	78%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
conomically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	775	769	777	*	*	*	*	*	100%	80%
Students with Disabilities	*	*	*	752	*	*	*	*	*	*	54%
tudents without Disabilities	*	776	775	771	*	*	*	*	*	100%	73%
Multilingual Learners	*	*	*	706	*	*	*	*	*	*	14%
Non-Multilingual Learners	*	776	771	772	*	*	*	*	*	100%	75%
tudents Experiencing Iomelessness	*	*	*	*	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	59%
Migrant Students	*	*	*	*	*	*	*	*	*	*	*



(29-2360-025) 2023-2024

Report Key:

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

Academic Achievement

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

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

DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	ELA: Participation Rate	Math: # Students Tested	Math: Participation Rate
11	*	*	*	*



(29-2360-025) 2023-2024

Report Key:

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

Academic Achievement

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

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

English Language Proficiency Test - Participation and Performance

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

Value in District	# Otrodonto Tookad	# Otto doubt with Occord! Occord Balance A 5	Or Observation with Occased Ocean Palace A.F.	# Oto donto with Occord! Occord & For Alberta	0. Other desired and the Original Original A.F. and A.F. and
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	67	*	>90%	*	<10%
3-4	14	*	>90%	*	<10%
5 or more	*	*	*	*	*

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	10.2%	22.7%	Not Met
+ Target was met within a confidence interval			



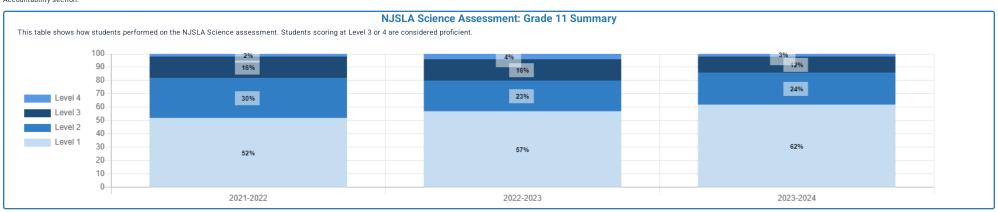
(29-2360-025) 2023-2024

Report Key:

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

Academic Achievement

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 MJDDE Accountability webpage under 2024 Accountability Data in the School & District Accountability section.





(29-2360-025) 2023-2024

Report Key:

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

Academic Achievement

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 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 NJDDE Accountability webpage under 2024 Accountability Data in the School & District Accountability section.

NJSLA Science Assessment: Grade 11

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

Student Group	School % Level 1	School % Level 2	School % Level 3	School % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Schoolwide	62%	24%	12%	3%	45%	27%	19%	9%
White	54%	24%	18%	4%	34%	30%	26%	11%
Hispanic	71%	22%	6%	1%	61%	25%	11%	3%
Black or African American	80%	20%	0%	0%	64%	24%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	17%	23%	33%	28%
American Indian or Alaska Native	*	*	*	*	54%	21%	19%	6%
Two or More Races	*	*	*	*	38%	26%	25%	11%
Female	60%	26%	13%	1%	43%	29%	20%	7%
Male	63%	21%	11%	4%	47%	24%	18%	10%
Non-binary/undesignated gender	*	*	*	*	26%	28%	30%	16%
Economically Disadvantaged Students	71%	19%	7%	3%	63%	24%	11%	2%
Non-Economically Disadvantaged Students	56%	27%	15%	3%	37%	28%	24%	12%
Students with Disabilities	88%	7%	2%	2%	77%	16%	5%	1%
Students without Disabilities	57%	27%	14%	3%	40%	28%	22%	10%
Multilingual Learners	80%	20%	0%	0%	88%	10%	1%	0%
Non-Multilingual Learners	60%	24%	13%	3%	42%	28%	21%	9%
Students Experiencing Homelessness	*	*	*	*	72%	19%	8%	1%
Students in Foster Care	*	*	*	*	76%	18%	5%	1%
Military-Connected Students	*	*	*	*	48%	29%	17%	7%
Migrant Students	*	*	*	*	*	*	*	*



(29-2360-025) 2023-2024

Report Key:

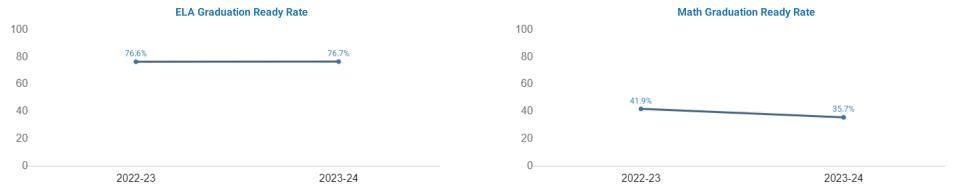
- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

Academic Achievement

Graduation Proficiency Assessment (NJGPA) Trends

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

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



Performance Measure	2022-23 ELA	2023-24 ELA	2022-23 Math	2023-24 Math
Graduation Ready Rate	76.6%	76.7%	41.9%	35.7%
Statewide Graduation Ready Rate	80.5%	82.5%	55.0%	55.6%



(29-2360-025) 2023-2024

Report Key:

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

Academic Achievement

Graduation Proficiency Assessment (NJGPA): Grade 11

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

Student Group	ELA Valid Scores	School % Graduation Ready: ELA	District % Graduation Ready: ELA	State % Graduation Ready: ELA	Math Valid Scores	School % Graduation Ready: Math	District % Graduation Ready: Math	State % Graduation Ready: Math
Schoolwide	266	76.7%	77.8%	82.5%	269	35.7%	51.1%	55.6%
White	140	85%	82.9%	90%	140	43.6%	59.6%	69.1%
Hispanic	105	63.8%	65.5%	72.3%	108	23.1%	31%	38%
Black or African American	15	80%	71.9%	73.6%	15	33.3%	43.8%	33.1%
Asian, Native Hawaiian, or Pacific Islander	*	*	>90%	>90%	*	*	90%	87.9%
American Indian or Alaska Native	*	*	*	76.2%	*	*	*	43.8%
Two or More Races	*	*	*	87.5%	*	*	*	62%
Female	*	79.8%	84.8%	86.9%	*	34.6%	51%	56.6%
Male	*	73.7%	71.7%	78.3%	*	36.7%	51%	54.7%
Non-Binary/Undesignated Gender	*	*	*	87.7%	*	*	*	69.9%
Economically Disadvantaged Students	106	68.9%	65.2%	71.7%	107	23.4%	31.9%	36%
Non-Economically Disadvantaged Students	160	81.9%	82.5%	87.6%	162	43.8%	58.4%	65.1%
Students with Disabilities	44	40.9%	38.9%	53.6%	44	<10%	10.5%	18.2%
Students without Disabilities	222	83.8%	84.4%	87.4%	225	41.8%	57.9%	62%
Multilingual Learners	17	23.5%	14.3%	24.4%	20	10%	11.4%	12.5%
Non-Multilingual Learners	249	80.3%	80.6%	86.5%	249	37.8%	53.3%	58.8%
Students Experiencing Homelessness	*	*	*	58.6%	*	*	*	23%
Students in Foster Care	*	*	*	44.3%	*	*	*	22.6%
Military-Connected Students	*	*	*	82%	*	*	*	48.1%
Migrant Students	*	*	*	50%	*	*	*	25.5%



(29-2360-025) 2023-2024

Report Key:

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

College and Career Readiness

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

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2023-2024	42.4%	80.7%
12th graders taking SAT in 2023-2024 or prior years	47.1%	62.7%
12th graders taking ACT in 2023-2024 or prior years	2.2%	7.8%

PSAT, SAT, & ACT - Performance

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

m and a m	0.1.14	0.1.4	0 11 0 11 0 1 1		
Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	420	459	Grade 10: 430 Grade 11: 460	34%	54%
PSAT 10/NMSQT - Math	420	454	Grade 10: 480 Grade 11: 510	17%	32%
SAT - Reading and Writing	545	530	480	76%	65%
SAT - Math	526	519	530	51%	46%
ACT - Reading	*	24	22	*	63%
ACT - English	*	24	18	*	76%
ACT - Math	*	23	22	*	58%
ACT - Science	*	23	23	*	55%



(29-2360-025) 2023-2024

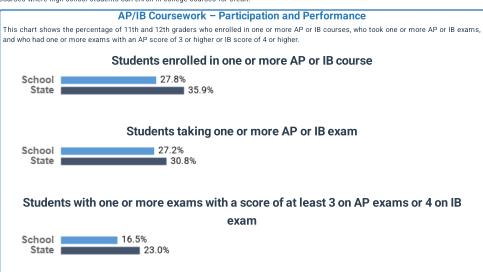
Report Key:

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

College and Career Readiness

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

> School 1.7% State ____







(29-2360-025) 2023-2024

Report Key:

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

College and Career Readiness

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

AP/IB and Dual Enrollment Participation by Student Group

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

0. 1 0	0 F 11 1: AD 1D	0 E 11 1: B IE II .	OL 1 0 E H 1: AD 1D	00.5
Student Group	% Enrolled in one or more AP or IB course	% Enrolled in one or more Dual Enrollment course	State: % Enrolled in one or more AP or IB course	State: % Enrolled in one or more Dual Enrollment course
Schoolwide	27.8%	1.7%	35.9%	26.9%
White	34.2%	2.7%	41.8%	33.0%
Hispanic	15.1%	0.5%	23.2%	20.9%
Black or African American	18.2%	0.0%	20.3%	17.4%
Asian, Native Hawaiian, or Pacific Islander	64.3%	0.0%	70.5%	32.5%
American Indian or Alaska Native	*	*	30.4%	28.6%
Two or More Races	*	*	41.0%	29.0%
Female	30.6%	1.9%	41.4%	30.2%
Male	24.3%	1.5%	30.6%	23.7%
Non-Binary/Undesignated Gender	*	*	42.9%	28.4%
Economically Disadvantaged Students	15.4%	0.0%	22.8%	20.2%
Students with Disabilities	6.8%	0.0%	4.8%	10.9%
Multilingual Learners	0.0%	0.0%	9.8%	8.8%
Students experiencing homelessness	*	*	12.6%	15.1%
Students in Foster Care	N	N	4.5%	10.6%
Military-Connected Students	N	N	30.1%	29.2%
Migrant Students	N	N	0.0%	7.1%



(29-2360-025) 2023-2024

Report Key:

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

College and Career Readiness

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

AP/IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP 2-D Art and Design	0	7
AP 3-D Art and Design	0	1
AP Art History	7	0
AP Biology	13	12
AP Calculus AB	17	15
AP Calculus BC	11	11
AP Chemistry	26	26
AP Computer Science A	15	5
AP Computer Science Principles	0	7
AP Drawing	13	11
AP English Language and Composition	14	13
AP Environmental Science	19	18
AP Macroeconomics	29	29
AP Microeconomics	14	14
AP Music Theory	8	8
AP Physics C	22	0
AP Physics C: Mechanics	1	19
AP Psychology	60	59
AP Statistics	23	25
AP U.S. Government and Politics	14	14
AP U.S. History	0	1
Total Exams taken		295



(29-2360-025) 2023-2024

Report Key:

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

College and Career Readiness

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

AP/IB Courses Offered

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

AP/IB Course

Students Enrolled

Students Tested

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

155



(29-2360-025) 2023-2024

Report Key:

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

College and Career Readiness

Seal of Biliteracy

The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. This table shows the number of Seals of Biliteracy earned by language and the percentage of grade 12 students earning a seal in each language. Students may be counted more than once if they earned Seals across more than one language. The table provides the overall number of seals earned and the total unique number of students earning seals. This table also shows the number and percentage of current and former multiligual learners who earned a Seal. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy	Percentage of 12th Graders			
Spanish	*	*			
Total Seals Earned	*				
Total Unique Students Earning Seals	*	*			
Current and Former Multilingual Learners Earning Seals	0	0.0%†			
†This represents the percentage of 12th grade current and former multilingual learners who have earned a seal.					



(29-2360-025) 2023-2024

Report Key:

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

College and Career Readiness

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

Career and Technical Education Participation

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

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

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





Jackson Liberty High School (29-2360-025) 2023-2024

Report Key:

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

College and Career Readiness

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

Career and Technical Education Participation by Student Group

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

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	46.3%	9.2%	7.6%	10.4%
White	44.7%	11.5%	6.1%	10.0%
Hispanic	47.4%	7.1%	9.3%	10.8%
Black or African American	37.4%	5.6%	9.5%	10.7%
Asian, Native Hawaiian, or Pacific Islander	78.6%	7.1%	5.5%	10.5%
American Indian or Alaska Native	*	*	8.3%	8.8%
Two or More Races	47.8%	4.3%	7.5%	10.1%
Female	39.8%	7.7%	7.5%	10.9%
Male	52.3%	10.8%	7.7%	9.9%
Non-Binary/Undesignated Gender	*	*	8.9%	15.2%
Economically Disadvantaged Students	49.9%	5.6%	9.8%	10.7%
Students with Disabilities	41.9%	8.1%	6.0%	7.9%
Multilingual Learners	32.4%	1.0%	8.0%	3.5%
Students experiencing homelessness	*	*	7.7%	6.2%
Students in Foster Care	*	*	5.9%	6.7%
Military-Connected Students	*	*	12.6%	15.8%
Migrant Students	*	*	2.3%	0.0%



(29-2360-025) 2023-2024

Report Key:

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

College and Career Readiness

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

Work-Based Learning Participation by Career Cluster

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

Career Cluster	Number of Students Participating in Work-Based Learning	Percentage of Students Participating in Work-Based Learning
Architecture & Construction	13	92.9%
Arts, A/V Technology & Communications	*	*
Education & Training	*	*
Finance	*	*
Government & Public Administration	*	*
Health Science	*	*
Hospitality & Tourism	*	*
Human Services	14	100.0%
Information Technology	*	*
Manufacturing	*	*
Science, Technology, Engineering & Mathematics	*	*
Transportation, Distribution & Logistics	18	100.0%
Total	75	12.1%



(29-2360-025) 2023-2024

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

College and Career Readiness

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

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School 2.0% State 2.2%



(29-2360-025) 2023-2024

Report Key:

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

College and Career Readiness

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

Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students who earned one or more industry-valued credentials, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	14	11	11
Arts, A/V Technology & Communications	253	*	*
Education & Training	39	*	*
Finance	53	*	*
Government & Public Administration	22	*	*
Health Science	*	*	*
Hospitality & Tourism	*	*	*
Human Services	14	*	*
Information Technology	48	*	*
Manufacturing	102	*	*
Science, Technology, Engineering & Mathematics	47	*	*
Transportation, Distribution & Logistics	18	13	13
Total	621	43	43



(29-2360-025) 2023-2024

Report Key:

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

College and Career Readiness

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Grade Level and Other Math
9	174	41	15	0	0	0	40
10	14	205	35	17	0	0	17
11	15	29	159	41	16	2	17
12	1	13	20	25	28	61	7
Total	204	288	229	83	44	63	81
Enrolled in AP/IB Course					28	23	0
Enrolled in Dual Enrollment Course	0	0	0	0	2	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	245	19	0	0	0	0
10	28	228	9	18	0	1
11	38	38	4	107	78	36
12	71	18	3	30	34	41
Total	382	303	16	155	112	78
Enrolled in AP/IB Course	13	26		19	23	0
Enrolled in Dual Enrollment Course	0	4	0	0	4	0



(29-2360-025) 2023-2024

Report Key:

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

College and Career Readiness

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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	236	2	0	0	0	1
10	33	250	0	0	18	9
11	8	249	5	35	30	12
12	1	54	28	106	35	54
Total	278	555	33	141	83	76
Enrolled in AP/IB Course	0	0	33	60		14
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	130	22	43	0	0	0	0
10	159	18	42	0	0	0	0
11	37	1	16	0	0	0	0
12	23	8	3	0	0	0	0
Total	349	49	104	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	60	4	11	0	0	0	0



(29-2360-025) 2023-2024

Report Key:

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

College and Career Readiness

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

Computer Science - Course Participation

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

Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	28	0	0	0	0	0	0
10	8	0	0	0	0	0	0
11	10	0	0	0	0	0	1
12	21	0	0	0	0	0	1
Total	67	0	0	0	0	0	2
Enrolled in AP/IB Course	15	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0



(29-2360-025) 2023-2024

Report Key:

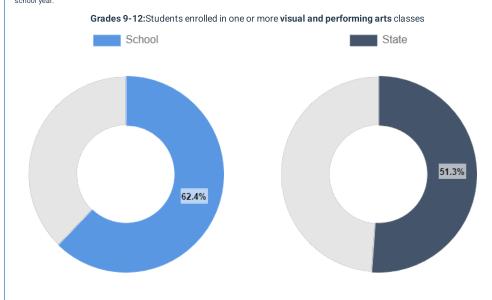
- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

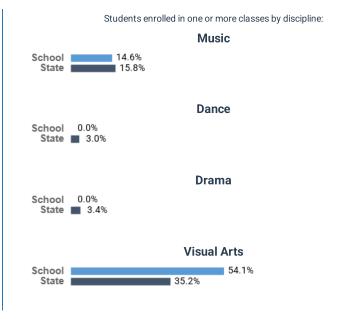
College and Career Readiness

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



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







(29-2360-025) 2023-2024

Report Key:

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

College and Career Readiness

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

Structured Learning Experiences Participation

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

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

Structured Learning Experiences





(29-2360-025) 2023-2024

Report Key:

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

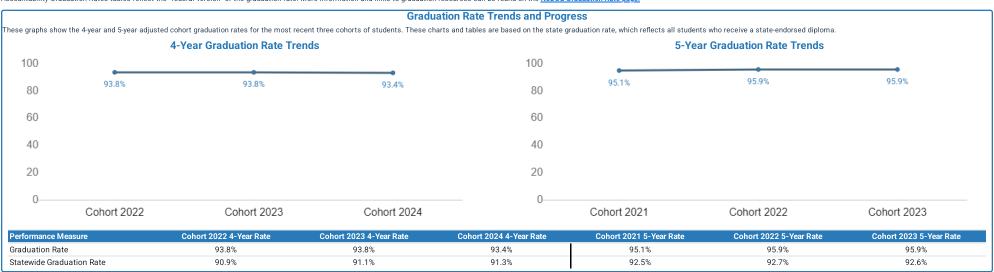
Graduation/Postsecondary

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

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

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

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





(29-2360-025) 2023-2024

Report Key:

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

Graduation/Postsecondary

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

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

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

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

Cohort 2024 4-Year Graduation Cohort Profile

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

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Schoolwide	93.4%	4.1%	2.4%	91.3%	3.8%	4.9%
White	96.4%	1.2%	2.4%	95.0%	2.6%	2.5%
Hispanic	87.1%	10.8%	2.2%	86.9%	4.9%	8.3%
Black or African American	100.0%	0.0%	0.0%	86.5%	6.0%	7.5%
Asian, Native Hawaiian, or Pacific Islander	100.0%	0.0%	0.0%	96.7%	2.3%	1.0%
American Indian or Alaska Native	N	N	N	91.7%	3.8%	4.5%
Two or More Races	*	*	*	92.3%	3.5%	4.3%
Female	96.5%	2.1%	1.4%	93.1%	2.8%	4.1%
Male	90.4%	6.2%	3.4%	89.5%	4.7%	5.7%
Non-Binary/Undesignated Gender	N	N	N	86.7%	3.3%	10.0%
Economically Disadvantaged Students	87.7%	8.5%	3.8%	87.1%	5.3%	7.7%
Students with Disabilities	85.7%	14.3%	0.0%	80.7%	12.5%	6.8%
Multilingual Learners	88.0%	12.0%	0.0%	78.9%	7.5%	13.6%
Students experiencing homelessness	*	*	*	74.5%	11.2%	14.3%
Students in Foster Care	*	*	*	61.6%	13.1%	25.3%
Military-Connected Students	*	*	*	94.5%	2.3%	3.1%
Migrant Students	N	N	N	88.2%	3.9%	7.9%



(29-2360-025) 2023-2024

Report Key:

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

Graduation/Postsecondary

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

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

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

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

Cohort 2023 5-Year Graduation Cohort Profile

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

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Schoolwide	95.9%	0.7%	3.4%	92.6%	1.7%	5.6%
White	96.6%	0.0%	3.4%	95.9%	1.5%	2.6%
Hispanic	94.1%	2.4%	3.5%	88.2%	1.9%	9.9%
Black or African American	93.3%	0.0%	6.7%	88.9%	2.5%	8.7%
Asian, Native Hawaiian, or Pacific Islander	100.0%	0.0%	0.0%	97.5%	1.3%	1.2%
American Indian or Alaska Native	N	N	N	92.5%	0.0%	7.5%
Two or More Races	*	*	*	94.7%	1.0%	4.3%
Female	97.2%	0.7%	2.1%	94.4%	1.2%	4.4%
Male	94.7%	0.7%	4.7%	91.0%	2.2%	6.8%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	94.2%	1.5%	4.4%	88.8%	2.0%	9.2%
Students with Disabilities	93.9%	2.0%	4.1%	84.1%	8.2%	7.7%
Multilingual Learners	88.9%	0.0%	11.1%	78.0%	2.0%	20.0%
Students experiencing homelessness	*	*	*	78.0%	3.9%	18.1%
Students in Foster Care	N	N	N	67.0%	7.5%	25.5%
Military-Connected Students	N	N	N	96.0%	0.8%	3.1%
Migrant Students	N	N	N	66.7%	10.7%	22.6%



(29-2360-025) 2023-2024

Report Key:

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

Graduation/Postsecondary

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

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

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

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

Cohort 2022 6-Year Graduation Cohort Profile

This table shows the percentage of students in the 2022 cohort who graduated, who are still enrolled ("Continuing Students"), or who dropped out of school or are no longer enrolled ("Non-Continuing Students") within six years of entering high school, both overall and by student group. This table is based on the state version of the graduation rate, which reflects all students who received a state-endorsed diploma.

This table also shows a new measure called High School Persistence. This measure represents the percentage of students who have either graduated or remained enrolled after six years of entering high school.

Student Group	Graduates	Continuing	Non-Continuing	High School Persistence (Graduates + Continuing)	State: Graduates	State: Continuing Students	State: Non-Continuing Students	State: High School Persistence (Graduates + Continuing)
Schoolwide	96.2%	0.3%	3.4%	96.6%	93.2%	1.0%	5.8%	94.2%
White	97.9%	0.0%	2.1%	97.9%	96.4%	0.9%	2.7%	97.3%
Hispanic	89.6%	1.5%	9.0%	91.0%	88.2%	1.0%	10.8%	89.2%
Black or African American	100.0%	0.0%	0.0%	100.0%	89.6%	1.4%	9.0%	91.0%
Asian, Native Hawaiian, or Pacific Islander	100.0%	0.0%	0.0%	100.0%	98.1%	0.8%	1.0%	99.0%
American Indian or Alaska Native	N	N	N	N	93.6%	0.8%	5.6%	94.4%
Two or More Races	*	*	*	*	92.9%	1.3%	5.9%	94.1%
Female	97.8%	0.7%	1.4%	98.6%	95.0%	0.6%	4.4%	95.6%
Male	94.8%	0.0%	5.2%	94.8%	91.5%	1.4%	7.1%	92.9%
Non-Binary/Undesignated Gender	N	N	N	N	*	*	*	*
Economically Disadvantaged Students	94.8%	0.9%	4.3%	95.7%	88.8%	1.1%	10.2%	89.8%
Students with Disabilities	91.8%	0.0%	8.2%	91.8%	86.6%	5.4%	8.0%	92.0%
Multilingual Learners	71.4%	7.1%	21.4%	78.6%	77.6%	0.6%	21.9%	78.1%
Students experiencing homelessness	*	*	*	*	76.2%	1.4%	22.4%	77.6%
Students in Foster Care	*	*	*	*	64.1%	3.5%	32.4%	67.6%
Military-Connected Students	*	*	*	*	92.9%	1.7%	5.4%	94.6%
Migrant Students	N	N	N	N	67.1%	2.4%	30.5%	69.5%



(29-2360-025) 2023-2024

Report Key:

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

Graduation/Postsecondary

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

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

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

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

Federal Graduation Rates

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

Student Group	2024 4-Year Federal Graduation Rate	2023 5-Year Federal Graduation Rate	2022 6-Year Federal Graduation Rate	State: 2024 4-Year Federal Graduation Rate	State: 2023 5-Year Federal Graduation Rate	State: 2022 6-Year Federal Graduation Rate
Schoolwide	90.3%	94.9%	87.4%	87.7%	91.8%	87.0%
White	95.2%	96.6%	91.1%	91.5%	95.0%	90.0%
Hispanic	82.8%	90.6%	82.1%	83.3%	87.4%	82.1%
Black or African American	78.6%	93.3%	73.9%	80.9%	87.6%	80.8%
Asian, Native Hawaiian, or Pacific Islander	100.0%	100.0%	80.0%	96.1%	97.3%	96.6%
American Indian or Alaska Native	N	N	N	84.1%	92.5%	86.4%
Two or More Races	*	*	*	89.0%	93.0%	86.2%
Female	94.4%	95.8%	90.6%	90.5%	93.7%	90.6%
Male	86.3%	94.0%	84.4%	85.2%	90.0%	83.7%
Non-Binary/Undesignated Gender	N	N	N	83.3%	*	*
Economically Disadvantaged Students	83.1%	92.0%	84.3%	82.6%	87.8%	81.4%
Students with Disabilities	67.3%	87.8%	38.8%	60.2%	79.2%	51.8%
Multilingual Learners	88.0%	88.9%	71.4%	77.6%	77.6%	75.7%
Students experiencing homelessness	*	*	*	67.0%	76.2%	64.6%
Students in Foster Care	*	N	*	50.4%	61.9%	47.1%
Military-Connected Students	*	N	*	91.4%	94.9%	88.4%
Migrant Students	N	N	N	85.5%	64.3%	64.6%



(29-2360-025) 2023-2024

Report Key:

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

Graduation/Postsecondary

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

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

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

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

Accountability Graduation Rates

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

Student Group	Cohort 2023: 4-Year Graduation Rate	Cohort 2023: Annual Target	Cohort 2023: Met Target	Cohort 2022: 5-Year Graduation Rate	Cohort 2022: Annual Target	Cohort 2022: Met Target
Schoolwide	93.4%	85.7%	Met Target	87.4%	N	N
White	96.0%	90.3%	Met Goal	91.1%	N	N
Hispanic	86.7%	78.3%	Met Target	82.1%	N	N
Black or African American	93.3%	**	**	73.9%	N	N
Asian, Native Hawaiian, or Pacific Islander	100.0%	**	**	80.0%	**	**
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	*	**	**	*	**	**
Economically Disadvantaged Students	89.6%	81.1%	Met Target	84.3%	N	N
Students with Disabilities	83.7%	41.1%	Met Target	38.8%	N	N
Multilingual Learners	86.7%	**	**	71.4%	**	**



(29-2360-025) 2023-2024

Report Key:

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

Graduation/Postsecondary

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

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

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

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

Graduation Pathways

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

Graduation Pathway	% of Graduates Meeting ELA Requirements by Pathway	% of Graduates Meeting Math Requirements by Pathway
Statewide Assessment	76.0%	44.3%
Substitute Competency Test	9.2%	29.9%
Portfolio Appeals Process	11.4%	22.1%
Alternate Requirements Specified in IEP	2.6%	3.0%
Unknown/Other	0.7%	0.7%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2023-2024	1.0%	1.0%
2022-2023	0.9%	1.2%
2021-2022	0.8%	1.2%



(29-2360-025) 2023-2024

Report Key:

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

Graduation/Postsecondary

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

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

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

Apprenticeship

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

Year of Graduation	Graduates enrolled in apprenticeship programs
2023	*
2022	*
2021	*
2020	*
2019	*
2018	*
2017	*
2016	*
4	



(29-2360-025) 2023-2024

Report Key:

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

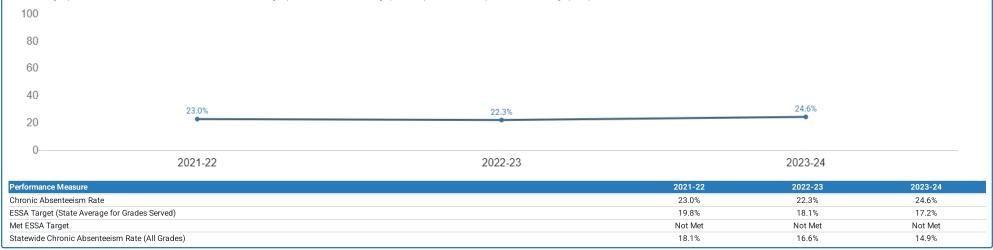
Climate and Environment

Student 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 absetneeism 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").





(29-2360-025) 2023-2024

Report Key:

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

Climate and Environment

Student 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

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").

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	270	24.6%	Yes	17.2%	Not Met
White	125	22.1%		17.2%	Not Met
Hispanic	116	27.4%		17.2%	Not Met
Black or African American	17	30.9%		17.2%	Not Met
Asian, Native Hawaiian, or Pacific Islander	4	13.8%		17.2%	Met
American Indian or Alaska Native	*	*		**	**
Two or More Races	*	30.4%		17.2%	Not Met
Female	*	29.6%			
Male	*	19.9%			
Non-Binary/Undesignated Gender	*	*			
Economically Disadvantaged Students	139	31.0%		17.2%	Not Met
Students with Disabilities	48	27.9%		17.2%	Not Met
Multilingual Learners	31	29.8%		17.2%	Not Met
Students Experiencing Homelessness	*	*			
Students in Foster Care	*	*			
Military-Connected Students	*	*			
Migrant Students	*	*			



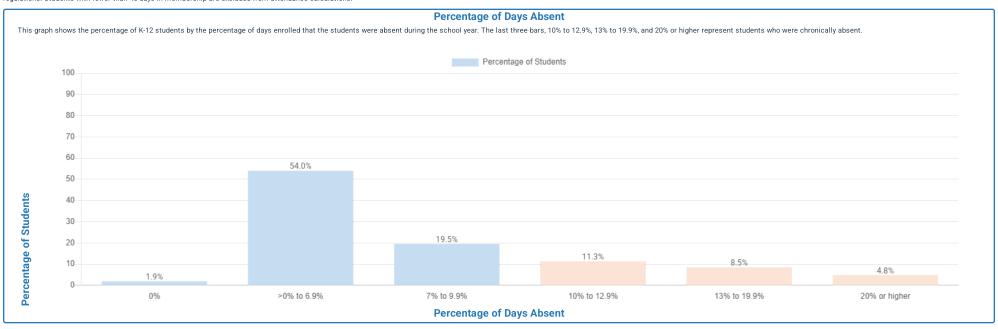
(29-2360-025) 2023-2024

Report Key:

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

Climate and Environment

Student 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.





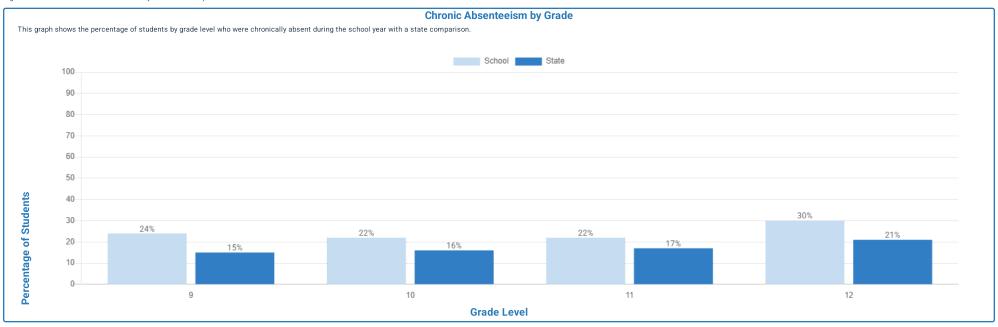
(29-2360-025) 2023-2024

Report Key:

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

Climate and Environment

Student 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.





(29-2360-025) 2023-2024

Report Key:

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

Climate and Environment

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

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	13
Weapons	1
Vandalism	1
Substances	27
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	50
Incidents Per 100 Students Enrolled	4.76

ncident Type	Incidents Reported to Police
/iolence	5
Veapons	1
/andalism	0
Substances	23
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	15



(29-2360-025) 2023-2024

Report Key:

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

Climate and Environment

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

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (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	2	2
Disability	0	0	0
Other	0	8	8
No Identified Nature	6		6



(29-2360-025) 2023-2024

Report Key:

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

Climate and Environment

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

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 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 an Expulsion	% of Students with an Expulsion
Schoolwide	77	7%	81	7%	130	11%	0	0%	0	0%
White	30	5%	26	5%	46	8%	0	0%	0	0%
Hispanic	42	9%	44	10%	71	16%	0	0%	0	0%
Black or African American	3	5%	8	13%	8	13%	0	0%	0	0%
Asian	0	0%	1	3%	1	3%	0	0%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
Two or more races	1	4%	1	4%	2	9%	0	0%	0	0%
Female	*	5%	*	5%	*	8%	*	0%	*	0%
Male	*	8%	*	9%	*	14%	*	0%	*	0%
Non- Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	47	9%	51	10%	81	16%	0	0%	0	0%
Students with disabilities	26	15%	16	9%	31	18%	0	0%	0	0%



(29-2360-025) 2023-2024

Report Key:

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

Climate and Environment

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

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 Out-of-School Suspension						# of Students with an Expulsion	% of Students with an Expulsion
Schoolwide	77	7%	81	7%	130	11%	0	0%	0	0%
9	20	8%	29	11%	42	16%	0	0%	0	0%
10	18	6%	26	9%	32	11%	0	0%	0	0%
11	19	7%	15	5%	29	10%	0	0%	0	0%
12	20	7%	10	3%	26	9%	0	0%	0	0%



(29-2360-025) 2023-2024

Report Key:

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

Climate and Environment

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

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 violent incident	involved in at	# of Students involved in at least one vandalism incident	% of Students involved in at least one vandalism incident	# of Students involved in at least one substance related incident	% of Students involved in at least one substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in at least one weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in at least one HIB incident	# of Students involved in at least one other incident type	% of Students involved in at least one other incident type
Schoolwide	39	3%	9	1%	0	0%	20	2%	1	0%	1	0%	13	1%
White	13	2%	0	0%	0	0%	9	2%	<5	<5.00%	<5	<5.00%	4	1%
Hispanic	23	5%	8	2%	0	0%	9	2%	<5	<5.00%	<5	<5.00%	7	2%
Black or African American	3	5%	1	2%	0	0%	2	3%	<5	<5.00%	<5	<5.00%	2	3%
Asian	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
Female	*	1%	*	1%	*	0%	*	1%	*	<5.00%	*	<5.00%	*	0%
Male	*	5%	*	1%	*	0%	*	3%	*	<5.00%	*	<5.00%	*	2%
Non- Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	23	4%	7	1%	0	0%	10	2%	<5	<5.00%	<5	<5.00%	6	1%
Students with disabilities	8	5%	3	2%	0	0%	5	3%	<5	<5.00%	<5	<5.00%	3	2%



(29-2360-025) 2023-2024

Report Key:

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

Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Students Involved in Police Notifications: By Grade Level

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

	# of Students involved in at least one	involved		involved in a	involved in at least	% of Students involved in a vandalism incident that led to police notification	involved in at least			involved in a	involved in at	% of Students involved in an HIB incident that led to police		involved in an
	incident	incident	incident	incident	incident	ica to police notification	related incident	incident	incident	incident	incident	notification	type	type
Schoolwide	39	3%	9	1%	0	0%	20	2%	1	0%	1	0%	13	1%
9	9	4%	1	0%	0	0%	3	1%	<5	<5.00%	<5	<5.00%	5	2%
10	15	5%	5	2%	0	0%	10	3%	<5	<5.00%	<5	<5.00%	2	1%
11	10	4%	0	0%	0	0%	6	2%	<5	<5.00%	<5	<5.00%	4	1%
12	5	2%	3	1%	0	0%	1	0%	<5	<5.00%	<5	<5.00%	2	1%



(29-2360-025) 2023-2024

Report Key:

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

Climate and Environment

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

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		Students		violent incident	# 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 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	1	0%	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	*	<5.00%	*	<5.00%	*	0%	*	0%	*	0%	*	0%	*	0%
Male	*	<5.00%	*	<5.00%	*	0%	*	0%	*	0%	*	0%	*	0%
Non- Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with disabilities	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%



(29-2360-025) 2023-2024

Report Key:

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

Climate and Environment

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

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	Students	% of Students Arrested	involved in at least	a violent	in at least one	vandalism	# of Students involved in at least one substance related incident that led	substance related	in at least one weapons	weapons related	involved in at least	an HIB	in at least one other	other type
	Alleoteu	Alleoted	that led to arrest	led to arrest	that led to arrest	led to arrest	to arrest	to arrest	to arrest	to arrest	that led to arrest	led to arrest	to arrest	to arrest
Schoolwide	e 1	0%	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%
9	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%
10	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%
11	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%
12	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%



(29-2360-025) 2023-2024

Report Key:

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

Climate and Environment

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

School Days Missed due to Out-of-School Suspensions

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

School Days Missed due to Out-of-School Suspensions

403



(29-2360-025) 2023-2024

Report Key:

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

Climate and Environment

School Day

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

Category	School
Typical Start Time	7:10 AM
Typical End Time	1:33 PM
Length of School Day	6 Hrs. 23 Mins.
Full Time - Instructional Time	5 Hrs. 28 Mins.
Shared Time - Instructional Time	2 Hrs. 50 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.



(29-2360-025) 2023-2024

Report Key:

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

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, of 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.

Catanami	Teachers in	Teachers in
Category	School	State
Total Number of teachers	80	119,239
Average years experience in public schools	15.0	12.6
Average years experience in district	12.0	11.3
Number of Teachers with 4 or more years experience in the district	63	87,243
Percentage of Teachers with 4 or more years experience in the district	79.7%	73.6%
Number of out-of-field teachers	0	2,931
Percentage of out-of-field teachers	0%	2.5%
Number of Teachers with Provisional Credentials	9	9,065
Percentage of Teachers with Provisional Credentials	11.3%	7.6%

Administrators - Experience

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

Category	Admin. in School	Admin. in State
Total Number of administrators	7	10,170
Average years experience in public schools	22.2	16.2
Average years experience in district	11.2	12.5
Number of Administrators with 4 or more years experience in the district	5	7,734
Percentage of Administrators with 4 or more years experience in the district	83.3%	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	80	604	119,239
Administrators	7	37	10,170
Librarians/Media Specialists	1	8	1,160
Nurses	2	10	3,025
School Counselors	4	23	4,673
Child Study Team Members	4	47	9,654
School Psychologists	1	11	2,185
School Social Workers	1	9	2,750
Student Assistance Coordinators	1	4	400
School Safety Specialists	N	1	681



(29-2360-025) 2023-2024

Report Key:

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

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, of 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	13:1	13:1
Students to Administrators	150:1	208:1
Teachers to Administrators	11:1	16:1
Students to Librarians/Media Specialists †	1050:1	961:1
Students to Nurses †	525:1	769:1
Students to Counselors †	263:1	334:1
Students to Child Study Team Members †,††	37:1	27:1
Students to School Psychologists †	1050:1	699:1
Students to School Social Workers †	1050:1	854:1
Students to Student Assistance Coordinators †	1050:1	1922:1
Students to School Safety Specialists †		7686:1

- † 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	49.0%	55-60%	*	48.0%	77.0%	57.0%
Male	51.0%	40-45%	*	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤5%	*	≤1%	≤1%	≤1%
White	52.0%	91.3%	71.4%	38.2%	81.8%	74.5%
Hispanic	37.8%	7.5%	14.3%	34.0%	8.6%	8.6%
Black or African American	5.1%	1.3%	14.3%	14.2%	6.4%	14.4%
Asian	2.7%	0.0%	0.0%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.4%	0.5%
Two or More Races	2.2%	0.0%	0.0%	3.1%	0.3%	0.4%



(29-2360-025) 2023-2024

Report Key:

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

Staff

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

Key terms for staff data:

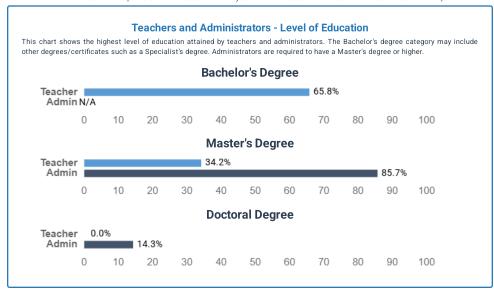
Teachers: All classroom teachers

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, of 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 - One-Year Retention (District Level)

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

Job Type	District	State
2022-23 Teachers: Same district 2023-24	87.9%	89.5%
2022-23 Administrators: Same district 2023-24	90.0%	87.9%



(29-2360-025) 2023-2024

Report Key:

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

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, of 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.

Subject Area	Total Number of Teachers		% e Male	% Non-binary or Undesignated Gender	% White	% Hispanic	% Black or African American	% Asian	% Native Hawaiian, Pacific Islander	% American Indian or Native American		% 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)	3	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	66.7%	33.3%	0.0%
English/Language Arts/Literacy	8	*	*	*	87.5%	12.5%	0.0%	0.0%	0.0%	0.0%	0.0%	87.5%	62.5%	37.5%	0.0%
English to Speakers of Other Languages	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
Mathematics	8	*	*	*	87.5%	12.5%	0.0%	0.0%	0.0%	0.0%	0.0%	75.0%	50.0%	50.0%	0.0%
Science	9	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	66.7%	33.3%	66.7%	0.0%
Social Studies/History	7	*	*	*	85.7%	0.0%	14.3%	0.0%	0.0%	0.0%	0.0%	71.4%	71.4%	28.6%	0.0%
World Language	6	*	*	*	66.7%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	83.3%	66.7%	33.3%	0.0%
Visual and Performing Arts	8	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	75.0%	87.5%	12.5%	0.0%
Health/Physical Education	7	*	*	*	85.7%	14.3%	0.0%	0.0%	0.0%	0.0%	0.0%	83.3%	100.0%	0.0%	0.0%
Family & Consumer Sciences	3	*	*	*	66.7%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	66.7%	33.3%	0.0%
Financial Literacy	0	N	Ν	N	N	N	N	N	N	N	N	N	N	N	N
Business	3	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	66.7%	66.7%	33.3%	0.0%
Computer Science/IT	0	Ν	Ν	N	N	N	N	N	N	N	N	N	N	N	N
Industrial Arts	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
Career and Technical Education	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
Special Education	15	60- 80%	20- 40%	≤20%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	86.7%	66.7%	33.3%	0.0%
Bilingual	0	N	Ν	N	N	N	N	N	N	N	N	N	N	N	N



(29-2360-025) 2023-2024

Report Key:

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

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 <u>NJDOE webpage ESSA School Level Reporting Information</u>. More in-depth information about district and charter school spending can be found in the <u>User Friendly</u>. <u>Budget</u> and the <u>Annual Comprehensive Financial Report (ACFR) and Auditor Management Reports (AMRs)</u>

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.

Jackson Twp	Federal	State & Local	Total	ADE**
District Level Total Expenditures	\$1,049	\$16,884	\$17,933	7,555.8
District Level Central Expenditures		\$558	\$558	7,555.8
Jackson Memorial High School	\$724	\$15,846	\$16,570	1,447.8
Jackson Liberty High School	\$958	\$16,438	\$17,396	1,042.0
Crawford-Rodriguez Elementary School	\$1,277	\$18,705	\$19,982	586.3
Elms Elementary School	\$605	\$15,774	\$16,379	728.6
Sylvia Rosenauer Elementary School	\$1,707	\$16,655	\$18,362	254.0
Howard C. Johnson Elementary School	\$1,263	\$19,680	\$20,943	396.2
Lucy N. Holman Elementary School	\$1,404	\$17,083	\$18,487	539.4
Christa Mcauliffe Middle School	\$1,214	\$17,586	\$18,800	667.8
Switlik Elementary School	\$638	\$13,607	\$14,245	877.6
Carl W. Goetz Middle School	\$648	\$15,652	\$16,300	1,016.2



(29-2360-025) 2023-2024

Report Key:

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

Accountability

New Jersey's Every Student Succeeds Act (ESSA) Accountability SystemNew 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.



(29-2360-025) 2023-2024

Report Key:

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

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 MJDDE Accountability page includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

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

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

ESSA Accountability Progress

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

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

ESSA Acountability Indicator	2021-22	2022-23	2023-24
ELA Proficiency	24.6%	36.3%	42.2%
Math Proficiency	<10%	17.1%	26.7%
ELA Growth†	N	N	N
Math Growth†	N	N	N
4-Year Graduation Rate (Prior Year)††	88.8%	85.3%	93.4%
5-Year Graduation Rate (Prior Year)††	93.5%	89.8%	87.4%
Progress toward English Language Proficiency	22.2%	16.4%	10.2%
Chronic Absenteeism	23.0%	22.3%	24.6%

†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.



(29-2360-025) 2023-2024

Report Key:

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

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	42.2%	21.58	15.0%
Math Proficiency	26.7%	41.58	15.0%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate (Prior Year)†	93.4%	46.63	20.0%
5-Year Graduation Rate (Prior Year)†	87.4%	33.25	20.0%
Progress toward English Language Proficiency	10.2%	20.61	20.0%
Chronic Absenteeism	24.6%	17.11	10.0%
Summative Score	31.3		
Summative Rating (Percentile Rank)	21.6		
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.



(29-2360-025) 2023-2024

Report Key:

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

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, 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, 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, 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, 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, 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, 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, since that is required annually.

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 F	Math Proficiency	ELA 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 I	Met Target	**	**	Met Target	N	Not Met	Not Met	No
White	52.53			Met Target I	Met Target	**	**	Met Goal	N		Not Met	No
Hispanic	22.01			Met Target	Met Target†	**	**	Met Target	N		Not Met	No
Black or African American	**			**	**	**	**	**	N		Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**			**	**	**	**	**	**		Met	No
American Indian or Alaska Native	**			**	**	**	**	**	**		**	No
Two or More Races	**			**	**	**	**	**	**		Not Met	No
Economically Disadvantaged Students	48.04			Met Target I	Met Target	**	**	Met Target	N		Not Met	No
Students with Disabilities	33.55			Met Target†	Met Target†	**	**	Met Target	N		Not Met	No
Multilingual Learners	**			Not Met	Met Target†	**	**	**	**	Not Met	Not Met	No
tTarget was met within a	confidence inte	arval										



(29-2360-025) 2023-2024

Report Key:

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

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.



- The District offers students four Academies of Learning: STEM, Digital Media, Business, Visual & Performing Arts. It also has an award-winning Air Force Junior ROTC program.
- We demonstrate a strong commitment to Social Emotional Learning by offering the support, programs and communication opportunities students need to grow academically and emotionally.
- . The entire district community is centered on creating a diverse and inclusive learning environment.



Mission, Vision, Theme:

The Jackson School District is a partnership of dedicated staff, learners and community members committed to developing the unique abilities of each student through compelling learning experiences in a safe and nurturing environment. Our comprehensive, engaging and technology-enriched programs inspire, educate and motivate students to become independent, creative and critical thinkers who will thrive in a diverse, evolving, global society.



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

The Jackson School District believes athletics and extra-curricular activities are valuable to a student's collective educational experience and to creating a culture of leadership, sportsmanship and initiative.



(29-2360-025) 2023-2024

Report Key:

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

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.



Jackson Liberty High School offers a wide range of co-curricular clubs and activities such as: Art club, Band, Chorus, Class Advisors, Color Guard, Creative Writing Club, Dance, Dart Youth Coalition, DECA, Drama Club, Dungeons and Dragons Club, Environmental Club, FEA, FCA, FBLA, Interact Club, International Thespians, JTV, Key Club, Lighthouse, Lions Roar News Feed, Literary Magazine, Math League, Mock Trial, Model Congress, National Art Honor Society, Business Honor Society, National Math Honor Society, National Honor Society, National Science Honor Society, National Society, National World Language Honor Society, Nations Among Nations, PALs, Red Zone, School Play/Musical, Science League, Ski Club, STEM Club, Student Council, Students Against Destructive Decisions, TSA, Tri-M Honor Society, TV/Movie Production, Voices, World language Club, Yearbook, Yoga Club, Chess Club, Esports Club, Sign Language Club.



The Jackson School District is committed to providing meaningful and collaborative opportunities for our staff. Throughout all areas of our curriculum, we provide tools and training to help teachers ensure a rigorous and comprehensive learning experience throughout a student's career. Professional learning includes both in-district and out-of-district experiences, as well as job-embedded collaborative work that is designed to capitalize on the innovative talent within our own educational community.



Programs to assist students in applying for college include sponsoring PSAT testing for each student, identifying students who need fee waivers, evening SAT prep courses at a nominal fee, and offering the SAT at a district school. Our district graduation rate is 97%. The class of 2024 was offered \$15.6 million in scholarships, and was awarded \$158,310 funded by the Jackson Township High School Scholarship Committee through the generosity of the Jackson community and businesses. Utilizing the Naviance program helps streamline the intricate application process and identify future goals and major. District-sponsored college preparation and financial aid programs assist parents in securing the most aid possible.



(29-2360-025) 2023-2024

Report Key:

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

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.



The Jackson School District schools have a comprehensive approach to supporting diverse learners, offering programs and interventions based on research and identified best practices. Specialized instruction is offered to English Language Learners. Special needs programs support the least restrictive environment requirements and include inclusion programs, small group instruction and self-contained specialized instructional programs.

Student Supports and Services:



District and school-based health and wellness committees ensure that all Jackson students participate in a comprehensive, sequential health and physical education program that focuses on the development of knowledge and skills, which influence life-long healthy behaviors. This sequence includes direct instruction in health and physical education.



Parent and Community Involvement:

Parent involvement is actively encouraged through parent-school organizations within all ten Jackson schools. All parents have access to key information, such as grades and schedules through the online parent portal. Additionally, the Special Education Advisory Committee (SEAC) provides input to the district on issues concerning students with disabilities and encourages proactive collaboration between parents and school district personnel regarding matters pertaining to special education.



(29-2360-025) 2023-2024

Report Key:

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

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.



Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers. All Jackson schools annually survey all stakeholders on the topic of school culture. Survey data is shared with school planning committees such as School Improvement Panels (ScIPs) and staff, as well as parent organization groups. Data is used to support existing practices and plan for identified needs.

Climate Surveys:



Jackson students benefit from investments the district and Board of Education have made in our technology, our curriculum and our facilities - all of which will have a real and lasting impact on how our students learn. Through these investments and with the commitment and dedication of our teachers, staff and parents, we are committed to advancing student achievement and to being an active leader in the evolution of education. The district has implemented a district-wide \$27 MILLION ESIP (Energy Savings Improvement Project) that involves replacing and improving inefficient building mechanicals and adding energy-saving tools. These projects are funded solely by energy savings.



Our students practice monthly security drills such as fire drills, lockdown drills, evacuation drills and active shooter drills. Staff and students are trained in the latest safety techniques to combat unwanted visitors to the school. Our main entrance has a safety vestibule and our receptionist monitors video cameras and memorialize all visitors to the school. Internal and external cameras as well as receptionists, buzz in systems and sign in books are used to memorialize all visitors to the school.



(29-2360-025) 2023-2024

Report Key:

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

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.



All Jackson Liberty students have access to chromebooks. We have a STEM Academy and all of our curricula is geared toward students using higher order thinking for real world applications.



SEL is embedded by design into the Jackson School District's curriculum and instruction. SEL is a process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Through the support of CASEL (Collaboration for Academic Social and Emotional Learning) and Responsive Classroom approaches, our schools and staff utilize a number of methods to deliver engaging experiences and lessons and to encourage social-emotional health and abilities in our students. In addition to implementing evidence-based practices in our classrooms, we also offer opportunities during the school day for students to seek assistance, interact with peers and connect with trusted adults through a "Daily Meeting" at the elementary level, "Advisory Period" at the middle school level and "Common Lunch" period at the high school level.