



1,426,840  
Total Students

## Overview & Resources

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

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

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

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

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

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

## Demographics

### Enrollment Trends by Grade

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

Grade	2021-22	2022-23	2023-24
PK	79,243	86,583	90,981
KG	92,062	92,282	93,543
1	94,913	98,282	97,213
2	97,215	97,493	100,491
3	98,351	99,345	99,411
4	99,490	100,196	100,844
5	100,909	101,274	101,749
6	101,899	102,452	102,426
7	105,138	103,357	103,728
8	106,828	106,575	104,795
9	112,356	110,385	109,616
10	104,519	109,122	107,872
11	101,243	102,852	106,674
12	106,571	105,911	107,497
<b>Total</b>	<b>1,400,737</b>	<b>1,416,109</b>	<b>1,426,840</b>

Enrollment data reflects enrollment reported at the end of the school year.

### 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%	48.0%
Male	52.0%	52.0%	52.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	32.2%	36.6%	38.1%
Students with Disabilities	18.5%	19.0%	19.3%
Multilingual Learners	8.4%	9.4%	10.6%
Students Experiencing Homelessness	0.6%	0.9%	1.1%
Students in Foster Care	0.2%	0.2%	0.2%
Military-Connected Students	0.7%	0.6%	0.6%
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	40.1%	39.1%	38.2%
Hispanic	32.1%	33.1%	34.0%
Black or African American	14.6%	14.4%	14.2%
Asian	10.1%	10.1%	10.1%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.2%	0.2%	0.2%
Two Or More Races	2.7%	2.9%	3.1%

## Demographics

Enrollment data reflects enrollment reported at the end of the school year.

### Enrollment Trends by Full/Half Day PK and KG

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

Grade	2021-22	2022-23	2023-24
PK - Half Day	10,391	9,296	8,627
PK - Full Day	68,852	77,287	82,354
KG - Half Day	4,026	3,034	1,884
KG - Full Day	88,036	89,248	91,659

### 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.

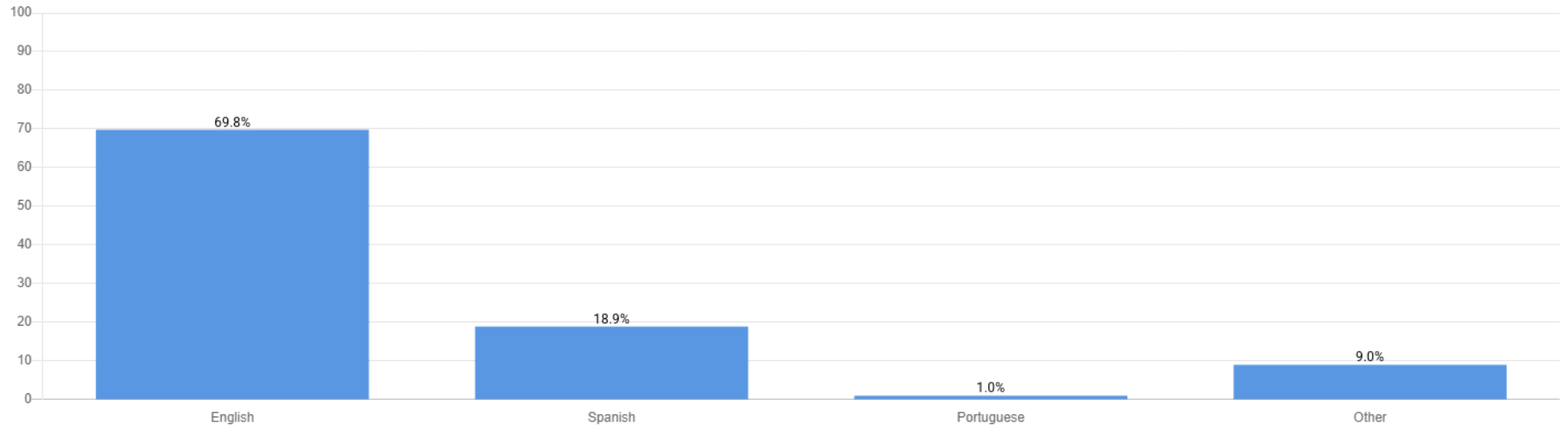
Enrollment Status	2021-22	2022-23	2023-24
Full Time Students	1,397,136	1,412,601	1,422,946
Shared Time Students	10,764	10,926	11,428
Full Time Equivalent	1,402,518	1,418,064	1,428,660

## Demographics

Enrollment data reflects enrollment reported at the end of the school year.

### Enrollment by Home Language

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



## Student Growth

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

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

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

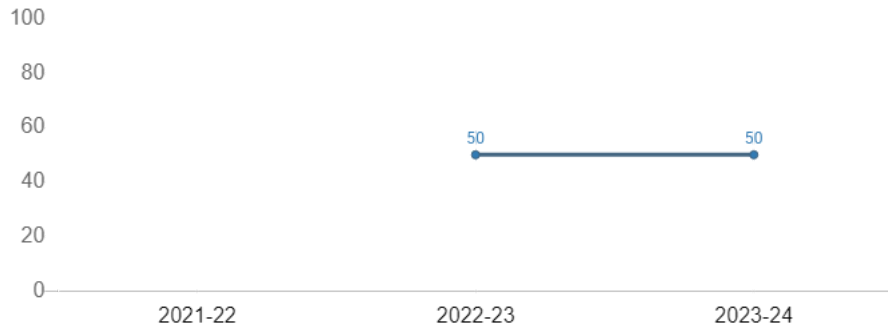
**Important Note for 2023-24:** Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022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

### Student Growth Trends and Progress

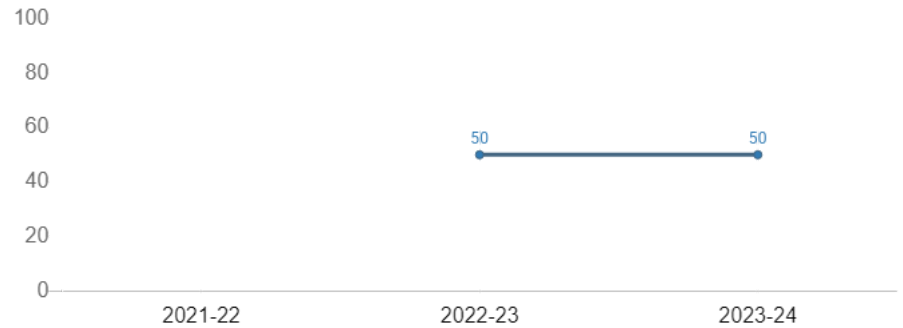
These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

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**ELA Median Student Growth Percentile**



**Math Median Student Growth Percentile**



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Statewide: Median Student Growth Percentile		50	50		50	50

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### Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group.

Student Group	ELA: Statewide Median	Math: Statewide Median
Statewide	50	50
White	50	51
Hispanic	49	48
Black or African American	47	46
Asian, Native Hawaiian, or Pacific Islander	59	60
American Indian or Alaska Native	50	50
Two or More Races	50	51
Female	52	50
Male	48	50
Non-Binary/Undesignated Gender	44	45.5
Economically Disadvantaged Students	48	48
Students with Disabilities	43	44
Multilingual Learners	50	50
Students Experiencing Homelessness	43	45
Students in Foster Care	40	47
Military-Connected Students	47.5	51
Migrant Students	53	44

## Student Growth

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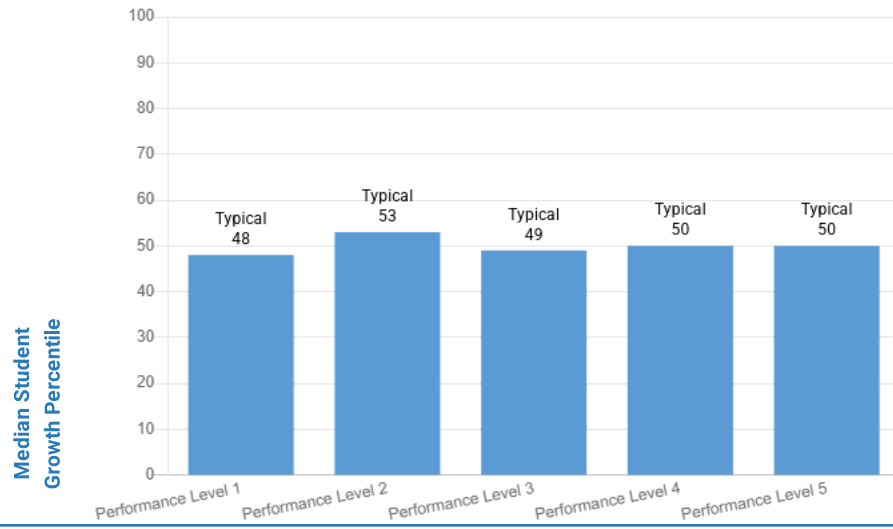
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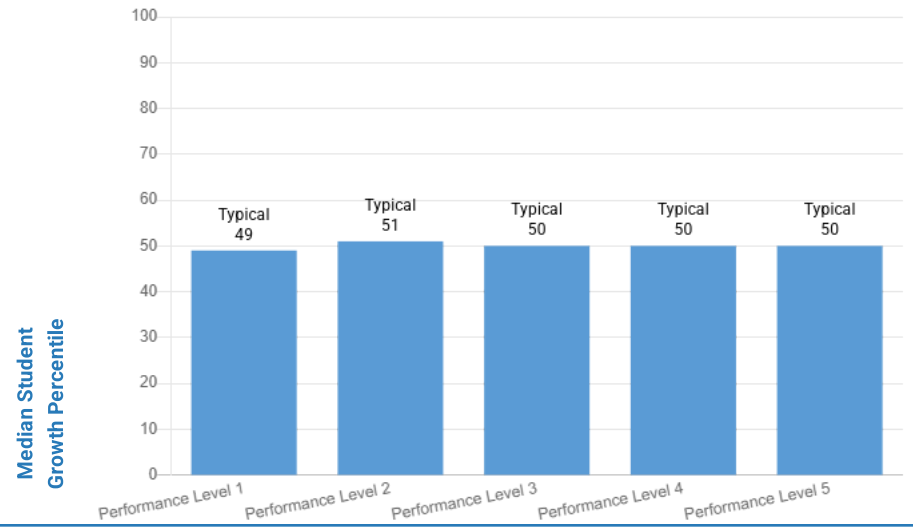
### Student Growth by Performance Level

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

#### ELA



#### Math



## Student Growth

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

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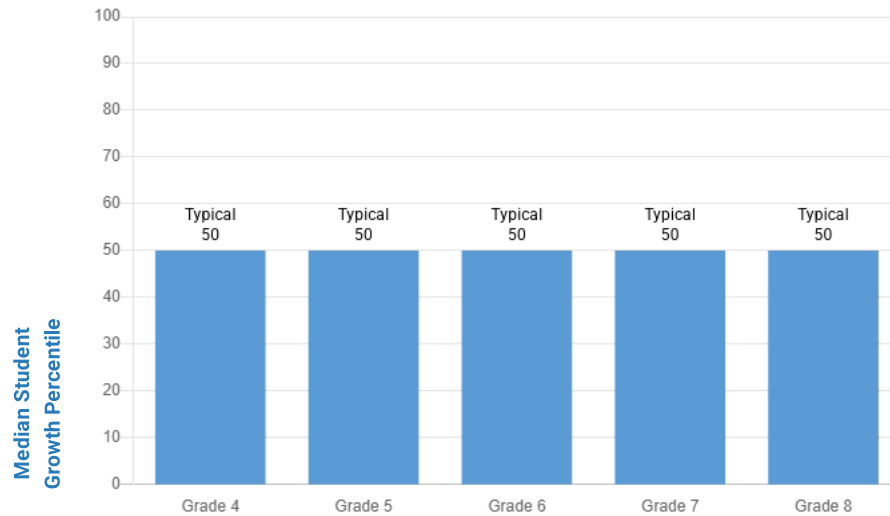
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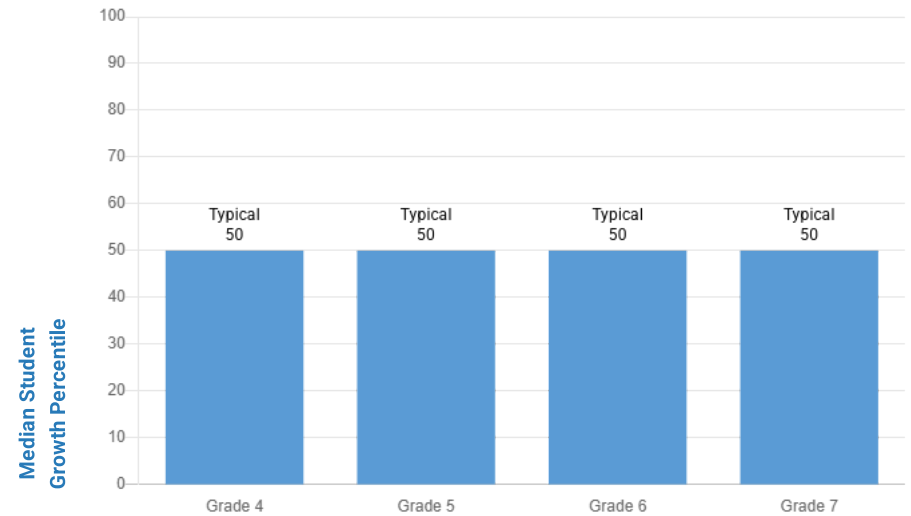
### Student Growth by Grade

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

#### ELA



#### Math





## Academic Achievement

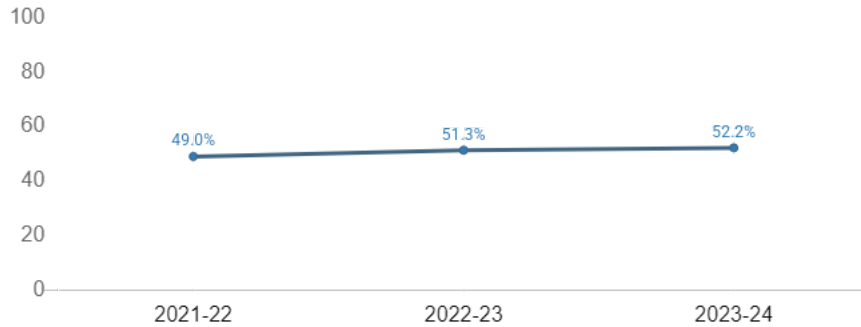
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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

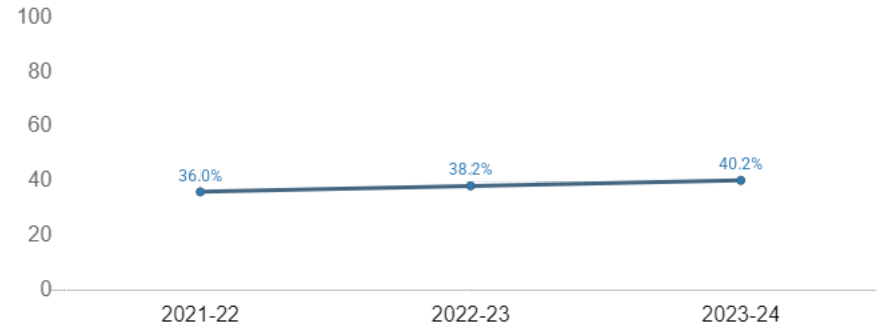
### English Language Arts and Mathematics Performance Trends

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

**ELA Proficiency Rate for Federal Accountability**



**Math Proficiency Rate for Federal Accountability**



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	98.2%	98.5%	98.5%	98.0%	98.3%	98.5%
Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%
Annual Target	57.3%	58.7%	52.9%	49.8%	51.7%	40.3%
Met Annual Target?	Not Met	Not Met	Not Met	Not Met	Not Met	Met Target†

† Target was met within a confidence interval.

## Academic Achievement

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### English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Statewide	669,532	98.5%	52.2%	52.2%	52.9%	Not Met
White	257,795	98.5%	61.8%	61.8%	62%	Met Target†
Hispanic	220,412	98.5%	38%	38%	39.4%	Not Met
Black or African American	95,081	97.9%	35.9%	35.9%	36.2%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	73,460	99.4%	79.9%	79.9%	80.5%	Not Met
American Indian or Alaska Native	1,272	98.1%	51.2%	51.2%	54.3%	Not Met
Two or More Races	21,512	98.3%	59.4%	59.4%	59.6%	Met Target†
Female	326,071	98.6%	57.7%	57.7%		
Male	343,231	98.5%	47%	47%		
Non-binary/undesignated gender	230	93.8%	69.6%	68.7%		
Economically Disadvantaged Students	252,503	98.4%	34.6%	34.6%	35.6%	Not Met
Non-Economically Disadvantaged Students	417,029	98.6%	62.8%	62.8%		
Students with Disabilities	121,331	96.8%	19.8%	19.8%	21.9%	Not Met
Students without Disabilities	548,201	98.9%	59.4%	59.4%		
Multilingual Learners	81,317	98.5%	23.1%	23.1%	26.4%	Not Met
Non-Multilingual Learners	588,215	98.5%	56.2%	56.2%		
Students Experiencing Homelessness	5,112	95.3%	21.9%	21.9%		
Students in Foster Care	787	94.7%	19.3%	19.3%		
Military-Connected Students	3,853	98.8%	48.2%	48.2%		
Migrant Students	60	100%	13.3%	13.3%		

† Target was met within a confidence interval.

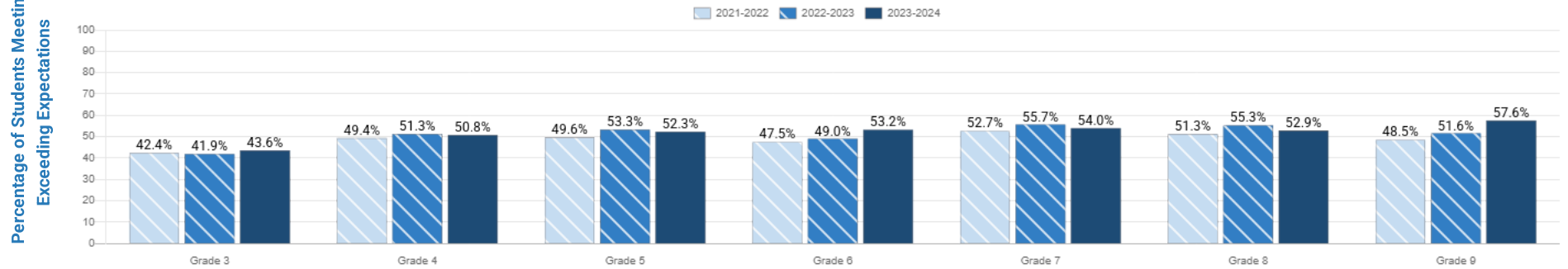
## Academic Achievement

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### English Language Arts Assessment - Performance Trends

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



## Academic Achievement

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

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

Student Group	Valid Scores	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	State: % of testers met or exceeded expectations
Statewide	91,797	741	20%	15%	21%	37%	6%	44%
White	34,849	751	11%	13%	23%	45%	7%	53%
Hispanic	30,600	724	31%	19%	22%	26%	3%	29%
Black or African American	12,484	725	30%	19%	22%	26%	3%	29%
Asian, Native Hawaiian, or Pacific Islander	10,139	770	6%	8%	17%	53%	17%	70%
American Indian or Alaska Native	216	743	21%	14%	19%	38%	8%	46%
Two or More Races	3,509	751	14%	13%	21%	43%	10%	52%
Female	*	746	17%	14%	21%	40%	8%	48%
Male	*	736	22%	16%	22%	34%	5%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	35,789	722	33%	20%	22%	24%	2%	26%
Non-Economically Disadvantaged Students	56,008	753	12%	12%	21%	46%	9%	55%
Students with Disabilities	16,101	710	44%	20%	17%	16%	2%	18%
Students without Disabilities	75,696	747	15%	14%	22%	42%	7%	49%
Multilingual Learners	11,552	704	50%	20%	17%	13%	1%	13%
Non-Multilingual Learners	80,245	746	16%	14%	22%	41%	7%	48%
Students Experiencing Homelessness	781	707	48%	20%	15%	16%	1%	18%
Students in Foster Care	120	711	40%	23%	20%	17%	1%	18%
Military-Connected Students	673	739	17%	16%	26%	36%	5%	41%
Migrant Students	12	688	*	*	*	*	*	*

## Academic Achievement

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### English Language Arts Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	State: % of testers met or exceeded expectations
Statewide	93,589	749	13%	14%	22%	35%	16%	51%
White	35,907	758	7%	10%	22%	42%	20%	61%
Hispanic	30,606	734	21%	19%	24%	27%	8%	35%
Black or African American	13,143	733	21%	21%	24%	27%	7%	34%
Asian, Native Hawaiian, or Pacific Islander	10,418	776	3%	5%	14%	40%	38%	78%
American Indian or Alaska Native	217	751	14%	14%	21%	30%	21%	51%
Two or More Races	3,298	757	9%	12%	19%	38%	21%	60%
Female	*	752	11%	13%	22%	36%	18%	54%
Male	*	745	15%	15%	22%	33%	14%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	36,294	731	23%	21%	25%	25%	6%	32%
Non-Economically Disadvantaged Students	57,295	760	7%	10%	20%	40%	23%	63%
Students with Disabilities	16,845	720	33%	24%	21%	17%	4%	21%
Students without Disabilities	76,744	755	9%	12%	22%	38%	19%	57%
Multilingual Learners	10,330	711	40%	26%	21%	12%	1%	13%
Non-Multilingual Learners	83,259	753	10%	13%	22%	37%	18%	55%
Students Experiencing Homelessness	854	719	32%	26%	22%	17%	3%	20%
Students in Foster Care	102	718	27%	32%	25%	14%	1%	15%
Military-Connected Students	603	747	10%	13%	27%	40%	9%	49%
Migrant Students	13	713	54%	15%	8%	15%	8%	23%

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

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

Student Group	Valid Scores	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	State: % of testers met or exceeded expectations
Statewide	94,748	750	13%	14%	21%	40%	12%	52%
White	35,710	760	6%	10%	20%	49%	14%	63%
Hispanic	31,627	736	21%	18%	24%	32%	6%	37%
Black or African American	13,379	734	21%	20%	24%	30%	5%	35%
Asian, Native Hawaiian, or Pacific Islander	10,561	778	3%	5%	12%	51%	30%	80%
American Indian or Alaska Native	187	754	15%	11%	21%	37%	17%	53%
Two or More Races	3,284	757	9%	12%	19%	44%	15%	60%
Female	*	755	11%	12%	20%	43%	14%	57%
Male	*	745	15%	15%	22%	38%	9%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	36,752	732	22%	20%	24%	29%	4%	33%
Non-Economically Disadvantaged Students	57,996	761	7%	10%	19%	48%	17%	64%
Students with Disabilities	16,640	719	34%	25%	21%	18%	2%	20%
Students without Disabilities	78,108	756	9%	11%	21%	45%	14%	59%
Multilingual Learners	8,323	705	*	*	*	*	*	*
Non-Multilingual Learners	86,425	754	10%	13%	21%	44%	13%	57%
Students Experiencing Homelessness	844	718	34%	24%	20%	20%	1%	22%
Students in Foster Care	123	721	31%	26%	23%	20%	1%	20%
Military-Connected Students	590	747	10%	15%	27%	40%	8%	48%
Migrant Students	10	721	30%	30%	20%	20%	0%	20%

## Academic Achievement

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

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

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

Student Group	Valid Scores	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	State: % of testers met or exceeded expectations
Statewide	95,813	751	11%	14%	22%	37%	16%	53%
White	36,130	760	5%	10%	21%	44%	19%	63%
Hispanic	31,545	738	17%	19%	25%	31%	8%	39%
Black or African American	13,953	735	17%	21%	26%	29%	7%	35%
Asian, Native Hawaiian, or Pacific Islander	10,860	778	2%	4%	12%	43%	39%	82%
American Indian or Alaska Native	175	748	14%	15%	23%	36%	13%	49%
Two or More Races	3,150	758	7%	13%	20%	40%	20%	60%
Female	46,883	756	8%	12%	21%	40%	19%	59%
Male	48,920	746	13%	16%	23%	35%	13%	48%
Non-binary/undesignated gender	10	753	20%	0%	20%	50%	10%	60%
Economically Disadvantaged Students	36,884	735	18%	21%	26%	29%	6%	35%
Non-Economically Disadvantaged Students	58,929	761	6%	10%	20%	43%	22%	65%
Students with Disabilities	16,199	719	31%	28%	23%	15%	2%	17%
Students without Disabilities	79,614	758	7%	11%	22%	42%	19%	60%
Multilingual Learners	6,973	707	*	*	*	*	*	*
Non-Multilingual Learners	88,840	754	8%	13%	22%	40%	17%	57%
Students Experiencing Homelessness	810	724	27%	23%	27%	20%	3%	23%
Students in Foster Care	121	724	25%	24%	29%	21%	1%	22%
Military-Connected Students	606	754	7%	12%	25%	38%	17%	55%
Migrant Students	14	712	57%	14%	0%	29%	0%	29%

## Academic Achievement

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

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

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

Student Group	Valid Scores	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	State: % of testers met or exceeded expectations
Statewide	97,246	752	13%	12%	21%	32%	22%	54%
White	37,497	761	7%	9%	20%	37%	26%	64%
Hispanic	32,170	737	20%	16%	24%	27%	13%	39%
Black or African American	13,704	734	21%	18%	24%	27%	10%	37%
Asian, Native Hawaiian, or Pacific Islander	10,778	785	3%	4%	9%	31%	52%	84%
American Indian or Alaska Native	158	747	17%	15%	18%	34%	16%	51%
Two or More Races	2,939	759	10%	10%	20%	33%	27%	60%
Female	47,388	758	10%	11%	20%	33%	27%	60%
Male	49,828	746	16%	14%	21%	30%	18%	48%
Non-binary/undesignated gender	30	754	3%	10%	33%	33%	20%	53%
Economically Disadvantaged Students	36,013	734	22%	18%	24%	26%	11%	36%
Non-Economically Disadvantaged Students	61,233	762	8%	9%	19%	35%	29%	64%
Students with Disabilities	15,975	715	37%	23%	22%	14%	3%	18%
Students without Disabilities	81,271	759	8%	10%	20%	35%	26%	61%
Multilingual Learners	6,952	700	*	*	*	*	*	*
Non-Multilingual Learners	90,294	756	10%	12%	21%	33%	24%	58%
Students Experiencing Homelessness	768	717	34%	21%	24%	16%	5%	21%
Students in Foster Care	113	712	39%	17%	27%	15%	2%	17%
Military-Connected Students	519	747	12%	12%	27%	36%	14%	50%
Migrant Students	*	*	*	*	*	*	*	*



## Academic Achievement

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

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

Student Group	Valid Scores	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	State: % of testers met or exceeded expectations
Statewide	98,346	751	14%	14%	20%	35%	18%	53%
White	38,019	760	8%	11%	20%	42%	20%	62%
Hispanic	32,105	736	21%	18%	22%	29%	10%	39%
Black or African American	14,306	735	21%	19%	22%	28%	9%	37%
Asian, Native Hawaiian, or Pacific Islander	10,898	783	3%	4%	10%	40%	42%	82%
American Indian or Alaska Native	162	754	14%	15%	19%	27%	26%	52%
Two or More Races	2,856	757	11%	12%	19%	37%	22%	59%
Female	47,942	759	10%	12%	19%	38%	22%	60%
Male	50,345	743	18%	16%	21%	33%	13%	46%
Non-binary/undesignated gender	59	766	3%	7%	27%	41%	22%	63%
Economically Disadvantaged Students	36,003	734	22%	20%	22%	28%	9%	36%
Non-Economically Disadvantaged Students	62,343	761	9%	10%	18%	40%	23%	63%
Students with Disabilities	15,700	713	39%	25%	20%	14%	2%	16%
Students without Disabilities	82,646	758	9%	11%	20%	39%	21%	60%
Multilingual Learners	6,850	701	*	*	*	*	*	*
Non-Multilingual Learners	91,496	755	11%	13%	20%	37%	19%	56%
Students Experiencing Homelessness	793	719	33%	24%	20%	19%	4%	23%
Students in Foster Care	123	708	46%	24%	15%	13%	1%	14%
Military-Connected Students	487	743	14%	19%	24%	32%	11%	43%
Migrant Students	*	*	*	*	*	*	*	*

## Academic Achievement

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

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

Student Group	Valid Scores	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	State: % of testers met or exceeded expectations
Statewide	100,865	755	12%	13%	17%	35%	22%	58%
White	38,554	764	7%	10%	16%	41%	26%	67%
Hispanic	33,535	741	19%	17%	19%	32%	13%	45%
Black or African American	15,012	737	19%	19%	21%	31%	10%	40%
Asian, Native Hawaiian, or Pacific Islander	10,853	789	3%	4%	7%	34%	53%	87%
American Indian or Alaska Native	179	757	14%	9%	18%	34%	25%	59%
Two or More Races	2,732	761	10%	11%	16%	37%	27%	64%
Female	49,073	762	9%	11%	16%	37%	27%	64%
Male	51,671	747	16%	15%	18%	34%	17%	51%
Non-binary/undesignated gender	121	774	2%	6%	15%	42%	35%	77%
Economically Disadvantaged Students	36,402	738	20%	19%	20%	30%	11%	41%
Non-Economically Disadvantaged Students	64,463	764	8%	10%	15%	38%	28%	67%
Students with Disabilities	15,367	717	33%	27%	21%	17%	2%	19%
Students without Disabilities	85,498	761	9%	10%	16%	39%	26%	64%
Multilingual Learners	6,645	701	*	*	*	*	*	*
Non-Multilingual Learners	94,220	758	10%	12%	17%	37%	24%	61%
Students Experiencing Homelessness	693	721	32%	24%	20%	20%	5%	25%
Students in Foster Care	145	714	41%	21%	19%	17%	3%	20%
Military-Connected Students	454	749	8%	19%	22%	37%	14%	51%
Migrant Students	10	683	*	*	*	*	*	*

## Academic Achievement

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### Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Statewide	675,762	98.5%	40.2%	40.2%	40.3%	Met Target†
White	257,994	98.4%	51.1%	51.1%	50.4%	Met Target
Hispanic	225,630	98.5%	24.2%	24.2%	24.8%	Not Met
Black or African American	95,321	97.8%	20.1%	20.1%	20.6%	Not Met
Asian, Native Hawaiian, or Pacific Islander	74,070	99.4%	74.4%	74.4%	74%	Met Target
American Indian or Alaska Native	1,278	98%	42%	42%	42.1%	Met Target†
Two or More Races	21,469	98.2%	48.9%	48.9%	48.2%	Met Target
Female	329,070	98.5%	38.4%	38.4%		
Male	346,455	98.4%	42%	42%		
Non-binary/undesignated gender	237	94.4%	47.3%	47.1%		
Economically Disadvantaged Students	256,429	98.3%	21.7%	21.7%	22.2%	Not Met
Non-Economically Disadvantaged Students	419,333	98.6%	51.5%	51.5%		
Students with Disabilities	120,895	96.5%	16.6%	16.6%	18.5%	Not Met
Students without Disabilities	554,867	98.9%	45.4%	45.4%		
Multilingual Learners	88,973	98.6%	18.7%	18.7%	20.8%	Not Met
Non-Multilingual Learners	586,789	98.4%	43.5%	43.5%		
Students Experiencing Homelessness	5,340	95.3%	12.9%	12.9%		
Students in Foster Care	776	94.2%	12.4%	12.4%		
Military-Connected Students	3,877	98.7%	38.8%	38.8%		
Migrant Students	76	100%	<10%	<10%		

† Target was met within a confidence interval.

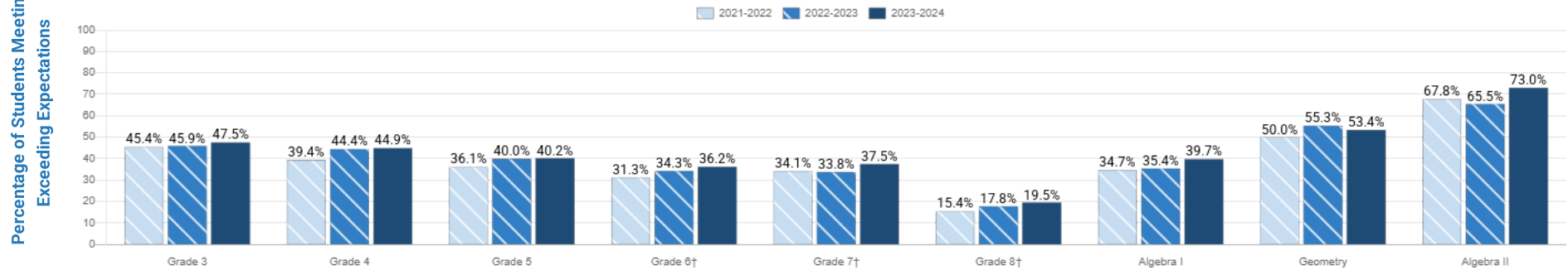
## Academic Achievement

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### Mathematics Assessment - Performance Trends

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



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

## Academic Achievement

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### Mathematics Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	State: % of testers met or exceeded expectations
Statewide	93,870	747	12%	16%	25%	35%	13%	48%
White	35,054	757	6%	11%	23%	44%	16%	60%
Hispanic	32,120	732	18%	23%	29%	26%	5%	31%
Black or African American	12,607	728	22%	23%	27%	23%	4%	27%
Asian, Native Hawaiian, or Pacific Islander	10,355	776	2%	5%	14%	43%	35%	79%
American Indian or Alaska Native	216	753	12%	10%	27%	34%	18%	51%
Two or More Races	3,518	755	9%	12%	23%	37%	19%	56%
Female	*	744	12%	17%	26%	34%	11%	45%
Male	*	749	12%	15%	23%	35%	15%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	36,975	729	20%	24%	29%	24%	4%	28%
Non-Economically Disadvantaged Students	56,895	758	7%	11%	22%	42%	19%	60%
Students with Disabilities	16,126	725	26%	25%	24%	20%	5%	25%
Students without Disabilities	77,744	751	9%	14%	25%	38%	15%	52%
Multilingual Learners	13,431	722	25%	26%	28%	18%	2%	20%
Non-Multilingual Learners	80,439	751	10%	14%	24%	37%	15%	52%
Students Experiencing Homelessness	845	717	32%	28%	22%	16%	2%	17%
Students in Foster Care	121	719	31%	22%	29%	15%	3%	18%
Military-Connected Students	677	746	10%	18%	26%	37%	10%	47%
Migrant Students	17	727	12%	18%	59%	6%	6%	12%

## Academic Achievement

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### Mathematics Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	State: % of testers met or exceeded expectations
Statewide	95,526	744	12%	19%	24%	37%	7%	45%
White	36,091	754	5%	13%	25%	49%	9%	57%
Hispanic	32,052	730	18%	27%	27%	26%	2%	28%
Black or African American	13,258	726	22%	28%	26%	22%	2%	24%
Asian, Native Hawaiian, or Pacific Islander	10,607	773	2%	6%	15%	52%	25%	77%
American Indian or Alaska Native	216	746	11%	19%	20%	43%	7%	50%
Two or More Races	3,302	752	8%	16%	23%	43%	11%	54%
Female	*	743	12%	20%	26%	36%	7%	43%
Male	*	746	11%	18%	23%	39%	8%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	37,416	727	20%	28%	27%	23%	2%	25%
Non-Economically Disadvantaged Students	58,110	755	6%	13%	23%	47%	11%	58%
Students with Disabilities	16,857	722	26%	31%	22%	19%	2%	21%
Students without Disabilities	78,669	749	8%	16%	25%	42%	9%	50%
Multilingual Learners	12,131	718	28%	33%	25%	13%	1%	14%
Non-Multilingual Learners	83,395	748	9%	17%	24%	41%	8%	49%
Students Experiencing Homelessness	926	716	33%	31%	21%	14%	1%	15%
Students in Foster Care	102	716	34%	32%	19%	14%	1%	15%
Military-Connected Students	608	744	8%	17%	31%	39%	4%	43%
Migrant Students	18	721	28%	28%	28%	11%	6%	17%

## Academic Achievement

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

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

Student Group	Valid Scores	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	State: % of testers met or exceeded expectations
Statewide	96,580	741	12%	22%	25%	31%	9%	40%
White	35,864	751	5%	15%	27%	42%	11%	53%
Hispanic	32,977	726	19%	31%	27%	20%	2%	23%
Black or African American	13,516	722	23%	32%	26%	17%	2%	19%
Asian, Native Hawaiian, or Pacific Islander	10,749	772	3%	7%	15%	45%	31%	76%
American Indian or Alaska Native	187	745	10%	22%	20%	34%	13%	47%
Two or More Races	3,287	748	9%	19%	23%	35%	13%	49%
Female	*	739	12%	23%	27%	30%	8%	38%
Male	*	742	13%	21%	24%	32%	11%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	37,836	724	21%	33%	27%	18%	2%	20%
Non-Economically Disadvantaged Students	58,744	752	7%	15%	25%	39%	14%	53%
Students with Disabilities	16,612	717	30%	34%	20%	14%	2%	16%
Students without Disabilities	79,968	746	9%	20%	26%	35%	11%	45%
Multilingual Learners	10,046	711	*	*	*	*	*	*
Non-Multilingual Learners	86,534	744	10%	20%	26%	34%	10%	44%
Students Experiencing Homelessness	903	712	35%	34%	20%	11%	1%	12%
Students in Foster Care	122	714	27%	43%	20%	8%	2%	10%
Military-Connected Students	594	741	10%	20%	29%	35%	5%	40%
Migrant Students	11	724	27%	18%	27%	27%	0%	27%

## Academic Achievement

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### Mathematics Assessment - Performance By Grade: Grade 6

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

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

Student Group	Valid Scores	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	State: % of testers met or exceeded expectations
Statewide	97,556	737	14%	23%	26%	29%	7%	36%
White	36,260	746	6%	17%	29%	39%	8%	47%
Hispanic	32,869	723	21%	32%	27%	18%	2%	20%
Black or African American	14,076	718	28%	33%	24%	14%	1%	15%
Asian, Native Hawaiian, or Pacific Islander	11,015	768	3%	7%	17%	46%	27%	73%
American Indian or Alaska Native	177	735	15%	21%	31%	26%	7%	33%
Two or More Races	3,159	743	10%	21%	24%	34%	10%	45%
Female	47,751	736	14%	24%	27%	28%	6%	34%
Male	49,794	738	14%	23%	25%	30%	8%	38%
Non-binary/undesignated gender	11	733	18%	18%	27%	36%	0%	36%
Economically Disadvantaged Students	37,943	721	23%	34%	26%	16%	2%	17%
Non-Economically Disadvantaged Students	59,613	747	8%	17%	26%	38%	11%	48%
Students with Disabilities	16,167	714	33%	36%	20%	11%	1%	12%
Students without Disabilities	81,389	741	10%	21%	27%	33%	8%	41%
Multilingual Learners	8,671	707	*	*	*	*	*	*
Non-Multilingual Learners	88,885	740	12%	22%	27%	31%	8%	39%
Students Experiencing Homelessness	868	711	*	*	*	*	*	*
Students in Foster Care	119	711	*	*	*	*	*	*
Military-Connected Students	609	739	10%	22%	31%	33%	5%	37%
Migrant Students	16	704	56%	25%	6%	13%	0%	13%



## Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOEs 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 Grade: Grade 7

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

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

Student Group	Valid Scores	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	State: % of testers met or exceeded expectations
Statewide	93,591	739	11%	24%	28%	31%	6%	37%
White	35,852	748	5%	16%	29%	42%	8%	50%
Hispanic	32,894	728	15%	32%	30%	20%	2%	23%
Black or African American	13,592	724	19%	35%	28%	17%	2%	18%
Asian, Native Hawaiian, or Pacific Islander	8,375	764	2%	8%	18%	49%	23%	72%
American Indian or Alaska Native	147	734	16%	24%	27%	29%	3%	33%
Two or More Races	2,731	743	9%	21%	26%	36%	8%	44%
Female	45,941	738	10%	25%	29%	30%	5%	36%
Male	47,621	739	12%	23%	27%	32%	8%	39%
Non-binary/undesignated gender	29	734	17%	28%	17%	31%	7%	38%
Economically Disadvantaged Students	36,478	726	17%	34%	29%	18%	2%	20%
Non-Economically Disadvantaged Students	57,113	747	7%	18%	27%	39%	9%	48%
Students with Disabilities	15,818	716	28%	38%	21%	11%	1%	12%
Students without Disabilities	77,773	743	7%	21%	29%	35%	8%	43%
Multilingual Learners	8,565	714	*	*	*	*	*	*
Non-Multilingual Learners	85,026	741	9%	22%	29%	33%	7%	40%
Students Experiencing Homelessness	808	716	27%	38%	24%	10%	1%	11%
Students in Foster Care	111	711	*	*	*	*	*	*
Military-Connected Students	506	740	8%	21%	33%	33%	6%	39%
Migrant Students	10	708	*	*	*	*	*	*

## Academic Achievement

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

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

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

Student Group	Valid Scores	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	State: % of testers met or exceeded expectations
Statewide	65,967	719	30%	29%	22%	18%	2%	19%
White	23,069	729	19%	26%	27%	26%	2%	27%
Hispanic	25,958	713	36%	32%	19%	12%	1%	13%
Black or African American	11,599	707	44%	30%	15%	10%	1%	10%
Asian, Native Hawaiian, or Pacific Islander	3,469	740	15%	19%	26%	35%	5%	40%
American Indian or Alaska Native	111	722	31%	29%	20%	16%	5%	21%
Two or More Races	1,761	722	28%	26%	24%	20%	2%	22%
Female	32,030	719	29%	30%	22%	18%	1%	19%
Male	33,904	719	31%	28%	21%	18%	2%	20%
Non-binary/undesignated gender	33	732	18%	24%	30%	27%	0%	27%
Economically Disadvantaged Students	29,503	711	38%	31%	18%	11%	1%	12%
Non-Economically Disadvantaged Students	36,464	725	24%	27%	24%	23%	2%	25%
Students with Disabilities	14,324	702	*	*	*	*	*	*
Students without Disabilities	51,643	724	25%	28%	24%	21%	2%	23%
Multilingual Learners	7,151	701	*	*	*	*	*	*
Non-Multilingual Learners	58,816	721	28%	29%	23%	19%	2%	21%
Students Experiencing Homelessness	762	704	*	*	*	*	*	*
Students in Foster Care	114	696	*	*	*	*	*	*
Military-Connected Students	348	722	26%	30%	25%	18%	1%	19%
Migrant Students	*	*	*	*	*	*	*	*

## Academic Achievement

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

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

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

Student Group	Valid Scores	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations
Statewide	105,983	738	17%	21%	22%	36%	4%	40%
White	39,646	748	8%	16%	24%	48%	4%	51%
Hispanic	36,198	723	25%	29%	23%	22%	1%	23%
Black or African American	15,515	719	29%	30%	22%	19%	1%	19%
Asian, Native Hawaiian, or Pacific Islander	11,579	773	3%	7%	13%	60%	17%	77%
American Indian or Alaska Native	190	737	17%	21%	24%	35%	3%	38%
Two or More Races	2,855	746	13%	17%	21%	43%	6%	49%
Female	51,077	737	16%	22%	23%	36%	3%	39%
Male	54,800	739	17%	21%	22%	36%	5%	41%
Non-binary/undesignated gender	106	738	20%	16%	19%	43%	2%	45%
Economically Disadvantaged Students	38,455	722	26%	29%	23%	21%	1%	22%
Non-Economically Disadvantaged Students	67,528	747	11%	17%	22%	45%	6%	50%
Students with Disabilities	15,419	710	39%	33%	17%	10%	1%	11%
Students without Disabilities	90,564	743	13%	19%	23%	40%	4%	45%
Multilingual Learners	9,333	705	*	*	*	*	*	*
Non-Multilingual Learners	96,650	741	14%	20%	23%	39%	4%	43%
Students Experiencing Homelessness	762	712	36%	34%	17%	13%	0%	13%
Students in Foster Care	143	703	*	*	*	*	*	*
Military-Connected Students	508	734	13%	25%	31%	30%	2%	31%
Migrant Students	11	696	*	*	*	*	*	*

## Academic Achievement

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### Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations
Statewide	28,342	750	3%	12%	31%	45%	8%	53%
White	13,075	752	1%	8%	34%	51%	6%	57%
Hispanic	5,994	735	9%	24%	37%	27%	2%	29%
Black or African American	2,156	733	9%	25%	39%	24%	2%	26%
Asian, Native Hawaiian, or Pacific Islander	6,170	765	1%	4%	19%	55%	21%	77%
American Indian or Alaska Native	38	753	3%	13%	18%	61%	5%	66%
Two or More Races	909	756	2%	7%	28%	53%	10%	63%
Female	14,072	748	4%	13%	34%	43%	6%	50%
Male	14,228	752	3%	11%	29%	47%	10%	57%
Non-binary/undesignated gender	42	752	0%	5%	36%	55%	5%	60%
Economically Disadvantaged Students	5,669	734	10%	25%	38%	26%	2%	28%
Non-Economically Disadvantaged Students	22,673	754	2%	8%	30%	50%	10%	60%
Students with Disabilities	973	727	18%	31%	27%	20%	4%	24%
Students without Disabilities	27,369	751	3%	11%	32%	46%	9%	54%
Multilingual Learners	867	716	26%	42%	21%	10%	1%	11%
Non-Multilingual Learners	27,475	751	3%	11%	32%	46%	9%	55%
Students Experiencing Homelessness	52	727	8%	42%	31%	19%	0%	19%
Students in Foster Care	*	*	*	*	*	*	*	*
Military-Connected Students	101	743	6%	15%	36%	41%	3%	44%
Migrant Students	*	*	*	*	*	*	*	*

## Academic Achievement

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

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

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

Student Group	Valid Scores	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations
Statewide	7,194	770	5%	7%	15%	58%	15%	73%
White	2,303	771	2%	5%	18%	64%	11%	75%
Hispanic	1,068	736	21%	20%	22%	34%	3%	37%
Black or African American	365	736	19%	20%	25%	34%	2%	36%
Asian, Native Hawaiian, or Pacific Islander	3,203	785	1%	3%	8%	64%	24%	88%
American Indian or Alaska Native	18	775	0%	6%	11%	67%	17%	83%
Two or More Races	237	773	2%	8%	17%	54%	19%	74%
Female	*	765	6%	9%	17%	57%	11%	68%
Male	*	776	4%	6%	12%	58%	19%	78%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	1,020	733	22%	21%	24%	30%	3%	33%
Non-Economically Disadvantaged Students	6,174	777	2%	5%	13%	62%	17%	80%
Students with Disabilities	91	752	13%	18%	15%	46%	8%	54%
Students without Disabilities	7,103	771	5%	7%	15%	58%	16%	73%
Multilingual Learners	220	706	53%	24%	10%	13%	1%	14%
Non-Multilingual Learners	6,974	772	3%	7%	15%	59%	16%	75%
Students Experiencing Homelessness	*	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	*	*	*	*	*
Military-Connected Students	17	744	18%	18%	6%	59%	0%	59%
Migrant Students	*	*	*	*	*	*	*	*

## Academic Achievement

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

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### DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	ELA: Participation Rate	Math: # Students Tested	Math: Participation Rate
3	1,902	96.4%	1,894	96.3%
4	1,823	96.6%	1,812	96.6%
5	1,714	96.5%	1,713	96.5%
6	1,655	96.5%	1,657	96.4%
7	1,576	96.5%	1,570	96.6%
8	1,449	96.0%	1,438	95.9%
11	1,395	96.1%	1,418	96.2%

## Academic Achievement

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

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### English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	# Students with Overall Score Below 4.5	% Students with Overall Score Below 4.5	# Students with Overall Score of 4.5 or Above	% Students with Overall Score 4.5 or Above
0-2	65,020	*	>90%	*	<10%
3-4	34,161	*	>90%	*	<10%
5 or more	33,593	30,213	89.9%	3,380	10.1%

### English Language Progress to Proficiency

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

Student Group	Percent of English learners making expected growth to proficiency	Annual Target	Met Target?
Schoolwide/Multilingual Learners	29.5%	29.6%	Met Target†

† Target was met within a confidence interval.

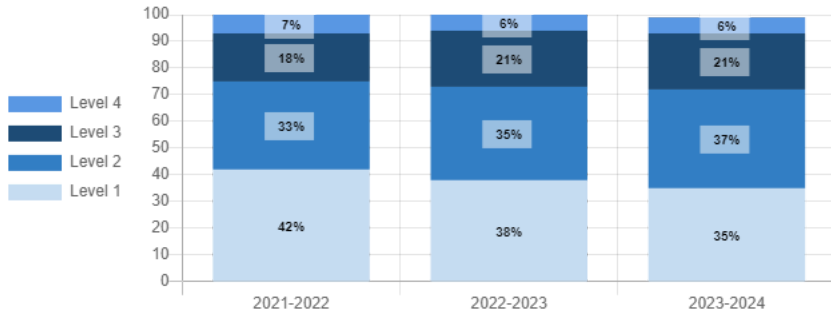
## Academic Achievement

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

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

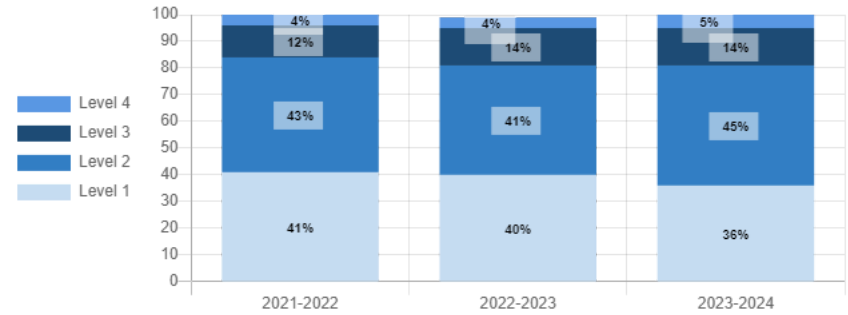
### NJSLA Science Assessment: Grade 5 Summary

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



### NJSLA Science Assessment: Grade 8 Summary

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





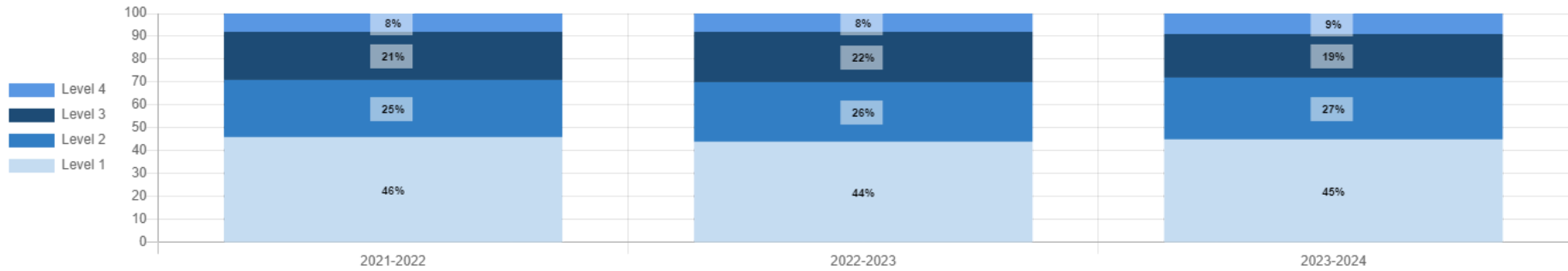
## Academic Achievement

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

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

### NJSLA Science Assessment: Grade 11 Summary

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



## Academic Achievement

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

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

### NJSLA Science Assessment: Grade 5

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

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

## Academic Achievement

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

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

### NJSLA Science Assessment: Grade 8

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

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

## Academic Achievement

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

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

### NJSLA Science Assessment: Grade 11

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

Student Group	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Statewide	45%	27%	19%	9%
White	34%	30%	26%	11%
Hispanic	61%	25%	11%	3%
Black or African American	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	43%	29%	20%	7%
Male	47%	24%	18%	10%
Non-binary/undesignated gender	26%	28%	30%	16%
Economically Disadvantaged Students	63%	24%	11%	2%
Non-Economically Disadvantaged Students	37%	28%	24%	12%
Students with Disabilities	77%	16%	5%	1%
Students without Disabilities	40%	28%	22%	10%
Multilingual Learners	88%	10%	1%	0%
Non-Multilingual Learners	42%	28%	21%	9%
Students Experiencing Homelessness	72%	19%	8%	1%
Students in Foster Care	76%	18%	5%	1%
Military-Connected Students	48%	29%	17%	7%
Migrant Students	*	*	*	*

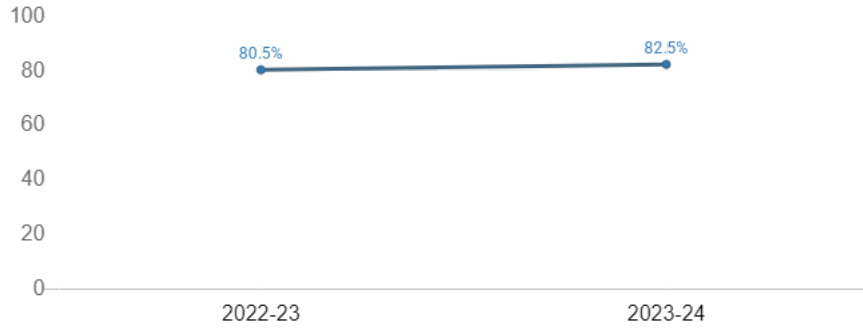
## Academic Achievement

### Graduation Proficiency Assessment (NJGPA) Trends

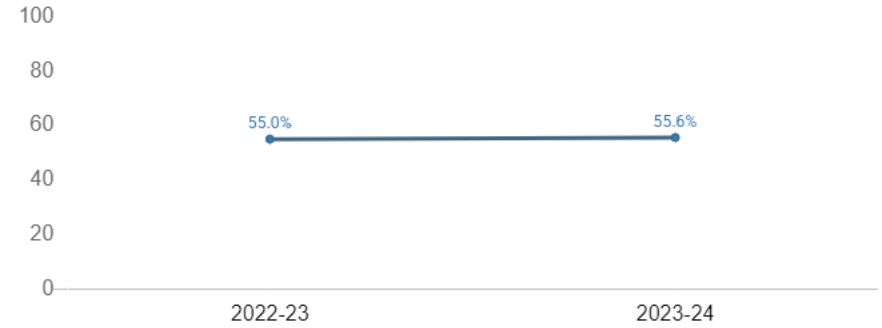
These graphs show trends in performance on the New Jersey Graduation Proficiency Assessment (NJGPA) for the last two years. Students are identified as either Graduation Ready or Not Yet Graduation Ready for both English Language Arts (ELA) and mathematics based on their scores on the assessment. These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

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

#### ELA Graduation Ready Rate



#### Math Graduation Ready Rate



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

## Academic Achievement

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

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

Student Group	ELA Valid Scores	State % Graduation Ready: ELA	Math Valid Scores	State % Graduation Ready: Math
Statewide	102,366	82.5%	102,658	55.6%
White	40,938	90%	40,930	69.1%
Hispanic	33,351	72.3%	33,615	38%
Black or African American	14,480	73.6%	14,491	33.1%
Asian, Native Hawaiian, or Pacific Islander	10,989	>90%	11,020	87.9%
American Indian or Alaska Native	168	76.2%	169	43.8%
Two or More Races	2,440	87.5%	2,433	62%
Female	49,960	86.9%	50,112	56.6%
Male	52,243	78.3%	52,383	54.7%
Non-binary/undesignated gender	163	87.7%	163	69.9%
Economically Disadvantaged Students	33,179	71.7%	33,334	36%
Non-Economically Disadvantaged Students	69,187	87.6%	69,324	65.1%
Students with Disabilities	14,947	53.6%	14,892	18.2%
Students without Disabilities	87,419	87.4%	87,766	62%
Multilingual Learners	6,603	24.4%	6,941	12.5%
Non-Multilingual Learners	95,763	86.5%	95,717	58.8%
Students experiencing homelessness	666	58.6%	673	23%
Students in Foster Care	106	44.3%	106	22.6%
Military-Connected Students	517	82%	518	48.1%
Migrant Students	42	50%	51	25.5%

## Academic Achievement

### National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card. The table below shows the NAEP scores for grades 4 and 8 from the 2022 Reading and Math tests and the 2015 Science test, which are the most recent scores published. For more information, visit the [NAEP website](#).

To see outcomes by student group and grade level for each test, use the following links:

[2024 Reading Grade 4 Student Group Outcomes](#)

[2024 Reading Grade 8 Student Group Outcomes](#)

[2024 Math Grade 4 Student Group Outcomes](#)

[2024 Math Grade 8 Student Group Outcomes](#)

[2015 Science Grade 4 Student Group Outcomes](#)

[2015 Science Grade 8 Student Group Outcomes](#)

Year	Subject	Grade	State Nation	Below Basic	Basic	Proficient	Advanced
2024	Reading	4	State (NJ)	34%	28%	25%	13%
2024	Reading	4	Nation	41%	29%	22%	8%
2024	Reading	8	State (NJ)	27%	34%	31%	7%
2024	Reading	8	Nation	34%	37%	25%	4%
2024	Mathematics	4	State (NJ)	23%	33%	33%	11%
2024	Mathematics	4	Nation	24%	36%	31%	9%
2024	Mathematics	8	State (NJ)	35%	29%	23%	14%
2024	Mathematics	8	Nation	41%	32%	19%	8%
2015	Science	4	State (NJ)	24%	37%	38%	1%
2015	Science	4	Nation	25%	39%	36%	1%
2015	Science	8	State (NJ)	29%	36%	33%	2%
2015	Science	8	Nation	33%	34%	31%	2%

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

### PSAT, SAT, & ACT - Performance

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

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



## College and Career Readiness

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

### AP/IB Coursework – Participation and Performance

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

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

State  35.9%

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

State  30.8%

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

State  23.0%

### Dual Enrollment Coursework - Participation

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

State  26.9%

## College and Career Readiness

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

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

Student Group	% Enrolled in one or more AP or IB course	% Enrolled in one or more Dual Enrollment course
Statewide	35.9%	26.9%
White	41.8%	33.0%
Hispanic	23.2%	20.9%
Black or African American	20.3%	17.4%
Asian, Native Hawaiian, or Pacific Islander	70.5%	32.5%
American Indian or Alaska Native	30.4%	28.6%
Two or More Races	41.0%	29.0%
Female	41.4%	30.2%
Male	30.6%	23.7%
Non-Binary/Undesignated Gender	42.9%	28.4%
Economically Disadvantaged Students	22.8%	20.2%
Students with Disabilities	4.8%	10.9%
Multilingual Learners	9.8%	8.8%
Students experiencing homelessness	12.6%	15.1%
Students in Foster Care	4.5%	10.6%
Military-Connected Students	30.1%	29.2%
Migrant Students	0.0%	7.1%

## College and Career Readiness

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### 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	1,135	1,270
AP 3-D Art and Design	305	175
AP African American Studies (Pilot 2 - 2023-24)	272	528
AP Art History	1,460	989
AP Biology	9,044	7,917
AP Calculus AB	9,988	8,538
AP Calculus BC	4,693	4,970
AP Chemistry	5,419	5,117
AP Chinese Languages: Language and Culture	270	477
AP Comparative Government and Politics	540	449
AP Computer Science A	5,598	4,860
AP Computer Science Principles	6,255	6,649
AP Drawing	1,181	613
AP Economics	760	0
AP English Language and Composition	19,956	18,245
AP English Literature and Composition	15,717	12,021
AP Environmental Science	8,337	7,046
AP European History	1,953	1,431
AP French Language and Culture	1,255	908
AP German Language and Culture	185	157
AP Government	795	0
AP Human Geography	3,262	2,687

## College and Career Readiness

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AP/IB Course	Students Enrolled	Students Tested
AP Italian Language and Culture	501	398
AP Japanese Language and Culture	27	77
AP Latin (Virgil, Catullus and Horace)	355	155
AP Macroeconomics	4,321	5,603
AP Microeconomics	3,908	5,095
AP Music Theory	823	697
AP Physics 1	6,230	6,085
AP Physics 2	1,036	822
AP Physics C	1,830	0
AP Physics C: Electricity and Magnetism	457	1,593
AP Physics C: Mechanics	680	2,548
AP Precalculus	1,662	3,783
AP Psychology	13,709	11,330
AP Research	1,090	1,380
AP Seminar	2,733	3,548
AP Seminar: English	376	0
AP Spanish Language and Culture	5,630	5,038
AP Spanish Literature and Culture	1,124	506
AP Statistics	11,029	9,362
AP U.S. Government and Politics	6,146	5,581
AP U.S. History	20,003	14,472
AP World History: Modern	5,535	5,106

## College and Career Readiness

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AP/IB Course	Students Enrolled	Students Tested
IB Biology	367	194
IB Business Management	185	115
IB Chemistry	243	110
IB Classical Languages—Latin	14	9
IB Computer Science	48	29
IB Dance	10	20
IB Design Technology	71	31
IB Economics	134	69
IB Environmental Systems and Societies	370	150
IB Film	79	39
IB Geography	7	0
IB Global Politics	6	6
IB History	942	430
IB Language A: Literature - Hungarian	0	1
IB Language A: Language and Literature—English	161	0
IB Language A: Language and Literature—French	36	0
IB Language A: Literature—English	1,998	748
IB Language A: Literature—French	1	0
IB Language A: Literature—Spanish	23	0
IB Language Ab Initio—Chinese Languages	113	0
IB Language Ab Initio—Italian	22	0
IB Language Ab Initio—Spanish	48	0

## College and Career Readiness

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AP/IB Course	Students Enrolled	Students Tested
IB Language B—Chinese Languages	37	41
IB Language B—French	128	63
IB Language B—German	0	2
IB Language B—Italian	55	22
IB Language B—Portuguese	44	3
IB Language B—Spanish	956	383
IB Language B—World Language (Other Language)	20	0
IB Literature and Performance	83	0
IB Mathematics: Analysis and Approaches	534	264
IB Mathematics: Applications and Interpretation	598	144
IB Music	133	26
IB Personal and Professional Skills	325	0
IB Physics	299	66
IB Psychology	127	61
IB Sports, Exercise, and Health Science	81	13
IB Theatre	16	5
IB Theory of Knowledge	701	354
IB Visual Arts	239	71
IB World Religions	0	10
Total Exams taken		171,705
Exams with scores of at least 3 on AP exams or 4 on IB exams		124,860

## College and Career Readiness

### Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy	Percentage of 12th Graders
Albanian	13	0.0%
American Sign Language	41	0.0%
Arabic	100	0.1%
Armenian	*	*
Azerbaijani	*	*
Bangla	*	*
Bengali	10	0.0%
Bosnian	*	*
Bulgarian	*	*
Chinese	223	0.2%
Chinese Cantonese	*	*
Croatian	*	*
Danish	*	*
Dari	*	*
Dutch	*	*
Farsi	*	*
Filipino	21	0.0%
French	674	0.6%
Georgian	*	*
German	124	0.1%

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

**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

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Language	Students Earning a Seal of Biliteracy	Percentage of 12th Graders
Greek	*	*
Gujarati	17	0.0%
Haitian Creole	77	0.1%
Hebrew	39	0.0%
Hindi	63	0.1%
Hungarian	*	*
Indonesian	*	*
Italian	255	0.2%
Jamaican Creole English	*	*
Japanese	37	0.0%
Kannada	*	*
Korean	138	0.1%
Latin	128	0.1%
Latvian	*	*
Macedonian	*	*
Malayalam	*	*
Marathi	*	*
Polish	109	0.1%
Portuguese	285	0.3%
Punjabi	13	0.0%

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



## College and Career Readiness

### Seal of Biliteracy

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Language	Students Earning a Seal of Biliteracy	Percentage of 12th Graders
Russian	91	0.1%
Serbian	*	*
Sinhala	*	*
Spanish	8,023	7.5%
Swahili	*	*
Swedish	*	*
Tagalog	*	*
Tamil	13	0.0%
Thai	*	*
Turkish	43	0.0%
Twi	*	*
Ukrainian	36	0.0%
Urdu	20	0.0%
Vietnamese	10	0.0%
Yoruba	*	*
<b>Total Seals Earned</b>	<b>10,672</b>	<b>NA</b>
<b>Total Unique Students Earning Seals</b>	<b>10,303</b>	<b>9.6%</b>
<b>Current and Former Multilingual Learners Earning Seals</b>	<b>2,915</b>	<b>24.3%†</b>

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

## College and Career Readiness

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

### Career and Technical Education Participation

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

#### CTE Participants

(completed only one course in an approved CTE program)

State  7.6%

#### CTE Concentrators

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

State  10.4%

## College and Career Readiness

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### Career and Technical Education Participation by Student Group

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

Student Group	State: % CTE Participants	State: % CTE Concentrators
Statewide	7.6%	10.4%
White	6.1%	10.0%
Hispanic	9.3%	10.8%
Black or African American	9.5%	10.7%
Asian, Native Hawaiian, or Pacific Islander	5.5%	10.5%
American Indian or Alaska Native	8.3%	8.8%
Two or More Races	7.5%	10.1%
Female	7.5%	10.9%
Male	7.7%	9.9%
Non-Binary/Undesignated Gender	8.9%	15.2%
Economically Disadvantaged Students	9.8%	10.7%
Students with Disabilities	6.0%	7.9%
Multilingual Learners	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%

## College and Career Readiness

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### 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
Agriculture, Food & Natural Resources	1,328	47.2%
Architecture & Construction	3,028	47.1%
Arts, A/V Technology & Communications	5,865	43.0%
Business Management & Administration	1,465	41.3%
Education & Training	884	45.2%
Finance	1,554	37.1%
Government & Public Administration	704	55.7%
Health Science	4,212	55.1%
Hospitality & Tourism	4,144	50.8%
Human Services	2,561	60.9%
Information Technology	1,803	36.0%
Law, Public Safety, Corrections & Security	1,109	44.3%
Manufacturing	1,242	51.2%
Marketing	904	33.1%
Science, Technology, Engineering & Mathematics	3,434	44.3%
Transportation, Distribution & Logistics	2,242	63.9%
<b>Total</b>	<b>36,479</b>	<b>46.9%</b>

## College and Career Readiness

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

### Industry-Valued Credentials

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

#### Students Earning Industry-Valued Credentials

State  2.2%

## College and Career Readiness

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

### Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	2,812	*	*
Architecture & Construction	6,423	2,203	2,256
Arts, A/V Technology & Communications	13,653	342	428
Business Management & Administration	3,548	291	313
Education & Training	1,957	*	*
Finance	4,184	46	46
Government & Public Administration	1,263	*	*
Health Science	7,641	2,806	3,126
Hospitality & Tourism	8,150	1,353	1,428
Human Services	4,207	540	540
Information Technology	5,013	568	568
Law, Public Safety, Corrections & Security	2,506	360	574
Manufacturing	2,425	725	776
Marketing	2,735	*	*
Science, Technology, Engineering & Mathematics	7,754	187	187
Transportation, Distribution & Logistics	3,510	766	766
<b>Total</b>	<b>77,781</b>	<b>9,649</b>	<b>11,016</b>

## College and Career Readiness

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

### Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Grade Level and Other Math
6	111	12	0	0	0	0	98,168
7	5,590	131	1	1	0	0	94,235
8	29,364	4,821	408	1	0	0	69,058
9	69,613	27,510	7,312	204	9	102	10,019
10	10,039	61,961	25,913	5,807	454	579	7,762
11	2,033	9,582	53,850	22,005	6,315	3,650	13,476
12	874	2,078	7,705	13,904	17,546	20,327	23,939
Total	117,624	106,095	95,189	41,922	24,324	24,658	316,657
Enrolled in AP/IB Course					14,478	11,029	1,132
Enrolled in Dual Enrollment Course	144	79	1,057	5,013	3,722	4,471	2,365

### 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	68,131	2,217	4,974	12,870	13,307	8,237
10	26,696	65,523	952	4,552	7,480	5,946
11	20,152	27,860	1,481	14,904	33,518	15,303
12	10,299	6,109	1,180	10,991	11,463	24,374
Total	125,278	101,709	8,587	43,317	65,768	53,860
Enrolled in AP/IB Course	9,408	5,662		8,706	10,353	152
Enrolled in Dual Enrollment Course	4,363	4,876	264	1,735	3,374	6,756

## 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	78,100	20,391	1,928	579	352	10,075
10	4,633	96,013	2,267	3,460	1,416	9,741
11	15,966	81,181	5,954	9,858	3,407	16,069
12	4,956	14,682	9,937	18,586	7,590	29,061
<b>Total</b>	<b>103,655</b>	<b>212,267</b>	<b>20,086</b>	<b>32,483</b>	<b>12,765</b>	<b>64,946</b>
Enrolled in AP/IB Course	6,475	20,003	8,066	13,836		13,206
Enrolled in Dual Enrollment Course	2,304	8,767	1,371	5,676	2,506	6,823

### World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	54,051	10,060	3,097	1,680	928	2,249	14,731
7	53,090	9,606	3,077	694	1,072	1,804	10,971
8	53,432	9,139	3,238	679	992	1,401	10,194
9	58,789	10,749	7,005	1,995	1,867	1,997	2,439
10	61,969	11,083	6,630	1,871	1,582	2,118	2,809
11	37,505	7,135	4,011	1,285	1,012	1,523	2,131
12	16,175	3,221	2,137	829	555	777	1,780
<b>Total</b>	<b>335,011</b>	<b>60,993</b>	<b>29,195</b>	<b>9,033</b>	<b>8,008</b>	<b>11,869</b>	<b>45,055</b>
Enrolled in AP/IB Course	7,717	1,420	578	369	185	420	71
Enrolled in Dual Enrollment Course	9,715	2,026	1,111	294	381	246	407
Enrolled in Level 3 or Higher	46,841	10,090	5,572	1,777	1,644	2,156	1,455



## College and Career Readiness

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

### Computer Science – Course Participation

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

Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
KG	0	3,297	305	1,898	0	0	82
1	0	3,410	1,118	2,593	0	0	72
2	0	3,600	283	2,747	0	0	93
3	0	3,644	393	2,499	0	0	73
4	1	3,894	402	3,004	0	0	0
5	50	4,738	633	2,425	0	0	234
6	2,227	2,376	1,333	2,545	16	0	135
7	4,451	2,819	2,410	1,987	9	0	277
8	4,850	3,073	2,023	2,325	63	0	220
9	6,801	2,181	151	366	285	27	673
10	6,740	1,995	113	349	661	44	504
11	6,856	2,039	112	378	668	46	506
12	7,177	2,612	169	455	667	59	721
Total	39,153	39,678	9,445	23,571	2,369	176	3,590
Enrolled in AP/IB Course	5,646	6,255		0			0
Enrolled in Dual Enrollment Course	1,880	401	89	102	216	66	81

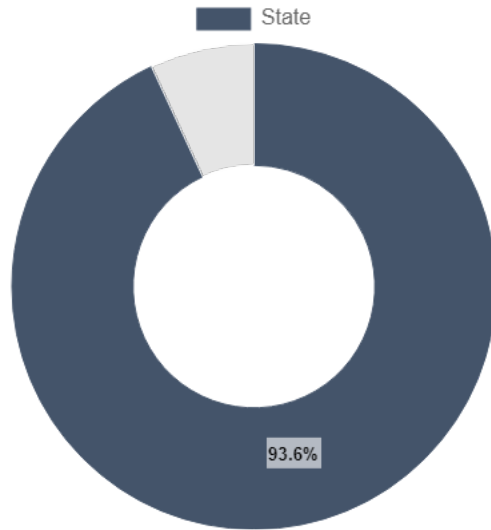
## College and Career Readiness

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

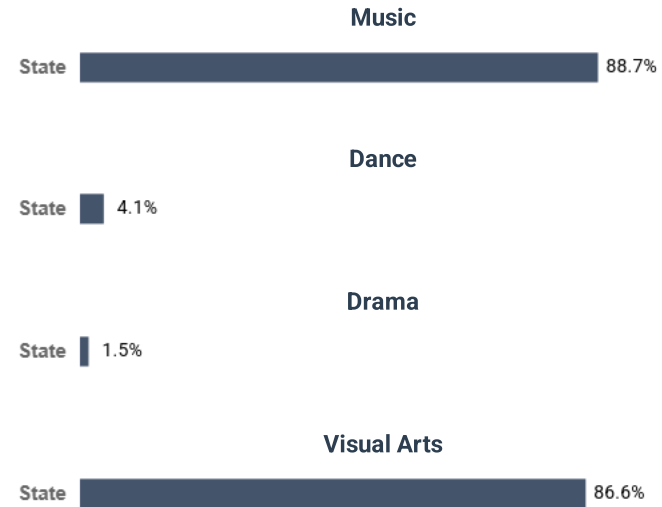
### Visual and Performing Arts – Course Participation

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

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



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



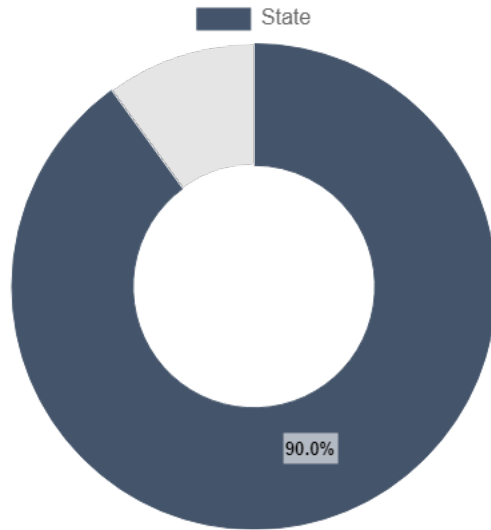
## College and Career Readiness

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

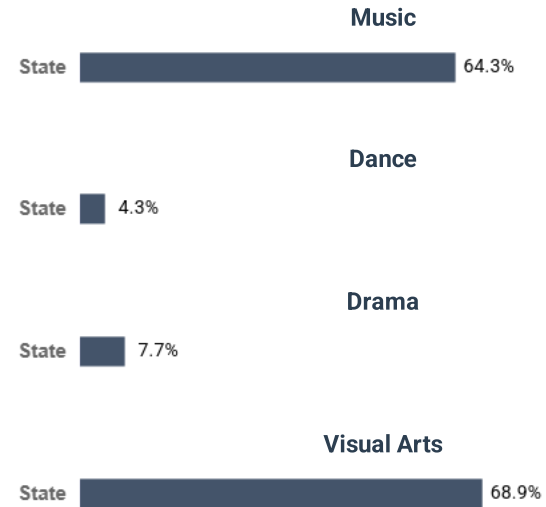
### Visual and Performing Arts – Course Participation

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

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



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



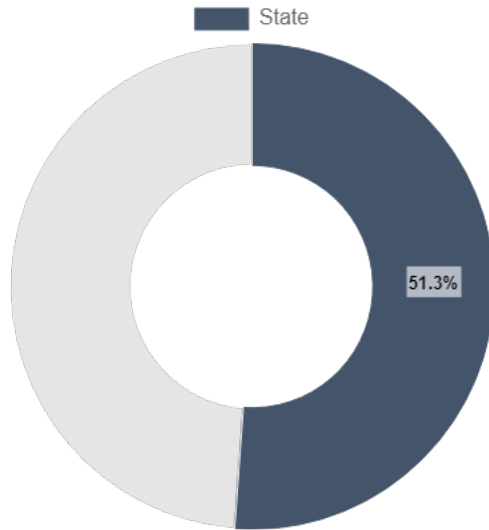
## College and Career Readiness

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

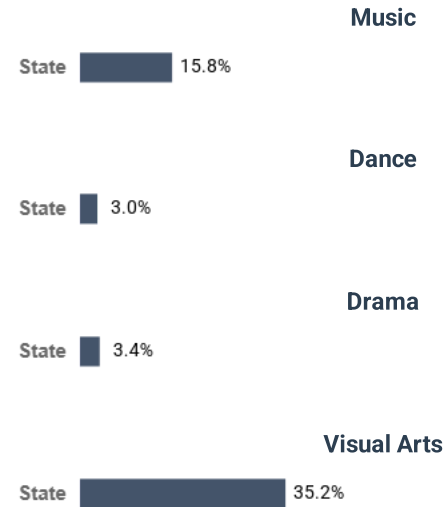
### Visual and Performing Arts – Course Participation

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

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



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



## College and Career Readiness

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

### Structured Learning Experiences Participation

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

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

### Structured Learning Experiences

State  4.6%

## Graduation/ Postsecondary

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

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

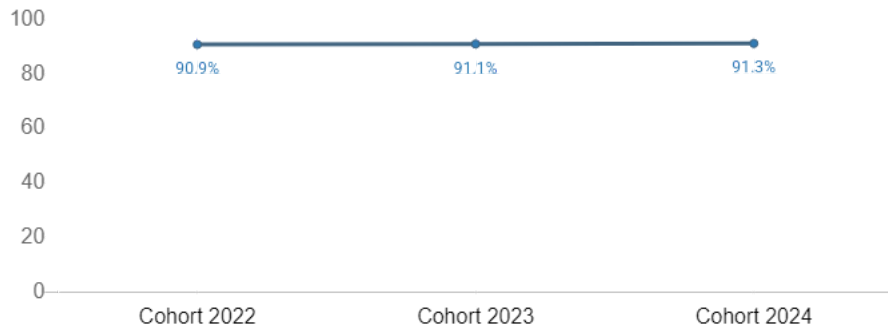
To be included as a graduate in the federal version of the graduation rate, students must have met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless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

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

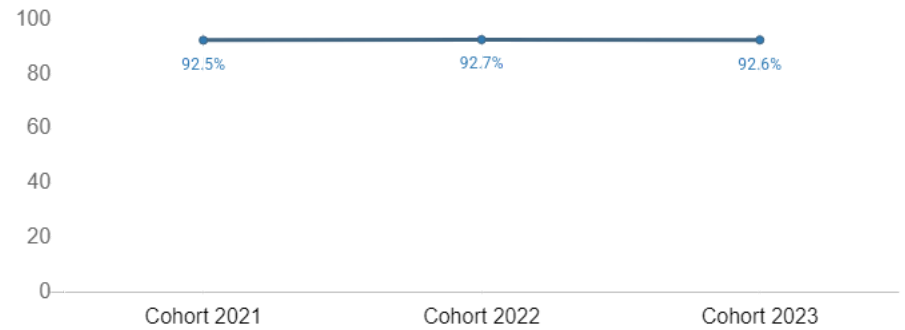
### Graduation Rate Trends and Progress

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

#### 4-Year Graduation Rate Trends



#### 5-Year Graduation Rate Trends



Performance Measure	Cohort 2022 4-Year Rate	Cohort 2023 4-Year Rate	Cohort 2024 4-Year Rate	Cohort 2021 5-Year Rate	Cohort 2022 5-Year Rate	Cohort 2023 5-Year Rate
Statewide Graduation Rate	90.9%	91.1%	91.3%	92.5%	92.7%	92.6%

## Graduation/ Postsecondary

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

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

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

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

### Cohort 2024 4-Year Graduation Cohort Profile

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

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

## Graduation/ Postsecondary

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

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

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

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

### Cohort 2023 5-Year Graduation Cohort Profile

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

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



## Graduation/ Postsecondary

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

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

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

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### 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	State: Graduates	State: Continuing Students	State: Non-Continuing Students	State: High School Persistence (Graduates + Continuing)
Statewide	93.2%	1.0%	5.8%	94.2%
White	96.4%	0.9%	2.7%	97.3%
Hispanic	88.2%	1.0%	10.8%	89.2%
Black or African American	89.6%	1.4%	9.0%	91.0%
Asian, Native Hawaiian, or Pacific Islander	98.1%	0.8%	1.0%	99.0%
American Indian or Alaska Native	93.6%	0.8%	5.6%	94.4%
Two or More Races	92.9%	1.3%	5.9%	94.1%
Female	95.0%	0.6%	4.4%	95.6%
Male	91.5%	1.4%	7.1%	92.9%
Non-Binary/Undesignated Gender	*	*	*	*
Economically Disadvantaged Students	88.8%	1.1%	10.2%	89.8%
Students with Disabilities	86.6%	5.4%	8.0%	92.0%
Multilingual Learners	77.6%	0.6%	21.9%	78.1%
Students experiencing homelessness	76.2%	1.4%	22.4%	77.6%
Students in Foster Care	64.1%	3.5%	32.4%	67.6%
Military-Connected Students	92.9%	1.7%	5.4%	94.6%
Migrant Students	67.1%	2.4%	30.5%	69.5%

## Graduation/ Postsecondary

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

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

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

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

### Federal Graduation Rates

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

Student Group	2024 4-Year Federal Graduation Rate	2023 5-Year Federal Graduation Rate	2022 6-Year Federal Graduation Rate
Statewide	87.7%	91.8%	87.0%
White	91.5%	95.0%	90.0%
Hispanic	83.3%	87.4%	82.1%
Black or African American	80.9%	87.6%	80.8%
Asian, Native Hawaiian, or Pacific Islander	96.1%	97.3%	96.6%
American Indian or Alaska Native	84.1%	92.5%	86.4%
Two or More Races	89.0%	93.0%	86.2%
Female	90.5%	93.7%	90.6%
Male	85.2%	90.0%	83.7%
Non-Binary/Undesignated Gender	83.3%	*	*
Economically Disadvantaged Students	82.6%	87.8%	81.4%
Students with Disabilities	60.2%	79.2%	51.8%
Multilingual Learners	77.6%	77.6%	75.7%
Students experiencing homelessness	67.0%	76.2%	64.6%
Students in Foster Care	50.4%	61.9%	47.1%
Military-Connected Students	91.4%	94.9%	88.4%
Migrant Students	85.5%	64.3%	64.6%

## Graduation/ Postsecondary

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

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

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

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

### Accountability Graduation Rates

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

Student Group	Cohort 2023: 4-Year Graduation Rate	Cohort 2023: Annual Target	Cohort 2023: Met Target	Cohort 2022: 5-Year Graduation Rate	Cohort 2022: Annual Target	Cohort 2022: Met Target
Statewide	90.5%	85.6%	Met Target	86.9%	N	N
White	94.4%	89.3%	Met Target	89.9%	N	N
Hispanic	85.3%	80.0%	Met Target	81.8%	N	N
Black or African American	85.9%	78.5%	Met Target	80.5%	N	N
Asian, Native Hawaiian, or Pacific Islander	96.5%	95.0%	Met Goal	96.6%	N	Met Goal
American Indian or Alaska Native	89.6%	85.2%	Met Target	86.4%	N	N
Two or More Races	91.8%	84.7%	Met Target	85.9%	N	N
Economically Disadvantaged Students	85.9%	79.4%	Met Target	81.2%	N	N
Students with Disabilities	77.4%	50.4%	Met Target	51.4%	N	N
Multilingual Learners	73.4%	71.3%	Met Target	75.4%	N	N

## Graduation/ Postsecondary

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

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

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

### Graduation Pathways

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

Graduation Pathway	% of Graduates Meeting ELA Requirements by Pathway	% of Graduates Meeting Math Requirements by Pathway
Statewide Assessment	79.9%	57.3%
Substitute Competency Test	8.6%	22.3%
Portfolio Appeals Process	8.3%	16.5%
Alternate Requirements Specified in IEP	2.4%	3.2%
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	State Rate
2023-2024	1.0%
2022-2023	1.2%
2021-2022	1.2%

## Graduation/ Postsecondary

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

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

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

### Apprenticeship

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

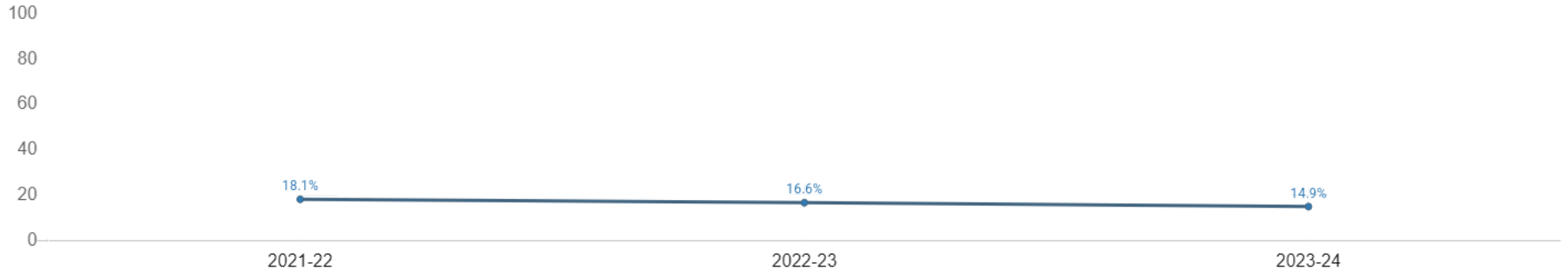
Year of Graduation	Graduates enrolled in apprenticeship programs
2023	198
2022	347
2021	436
2020	575
2019	721
2018	762
2017	936
2016	935

## 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.



#### Performance Measure

Statewide Chronic Absenteeism Rate (All Grades)

2021-22

18.1%

2022-23

16.6%

2023-24

14.9%

## Climate and Environment

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### Chronic Absenteeism

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

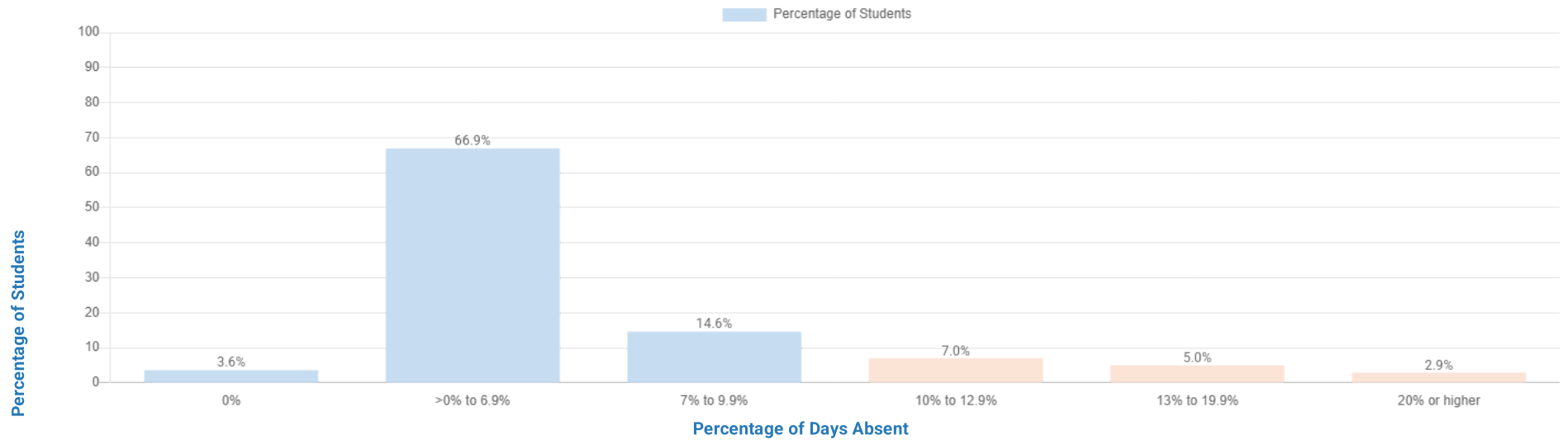
Student Group	# of Students Chronically Absent	% of Students Chronically Absent
Statewide	193,911	14.9%
White	56,668	11.4%
Hispanic	81,004	18.4%
Black or African American	39,519	21.4%
Asian, Native Hawaiian, or Pacific Islander	10,172	7.3%
American Indian or Alaska Native	413	16.3%
Two or More Races	6,135	15.0%
Female	94,443	14.9%
Male	99,298	14.9%
Non-Binary/Undesignated Gender	170	22.4%
Economically Disadvantaged Students	107,280	21.2%
Students with Disabilities	47,719	21.0%
Multilingual Learners	24,274	17.2%
Students Experiencing Homelessness	5,886	40.9%
Students in Foster Care	497	27.4%
Military-Connected Students	1,446	15.0%
Migrant Students	35	14.5%

## Climate and Environment

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

### Percentage of Days Absent

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



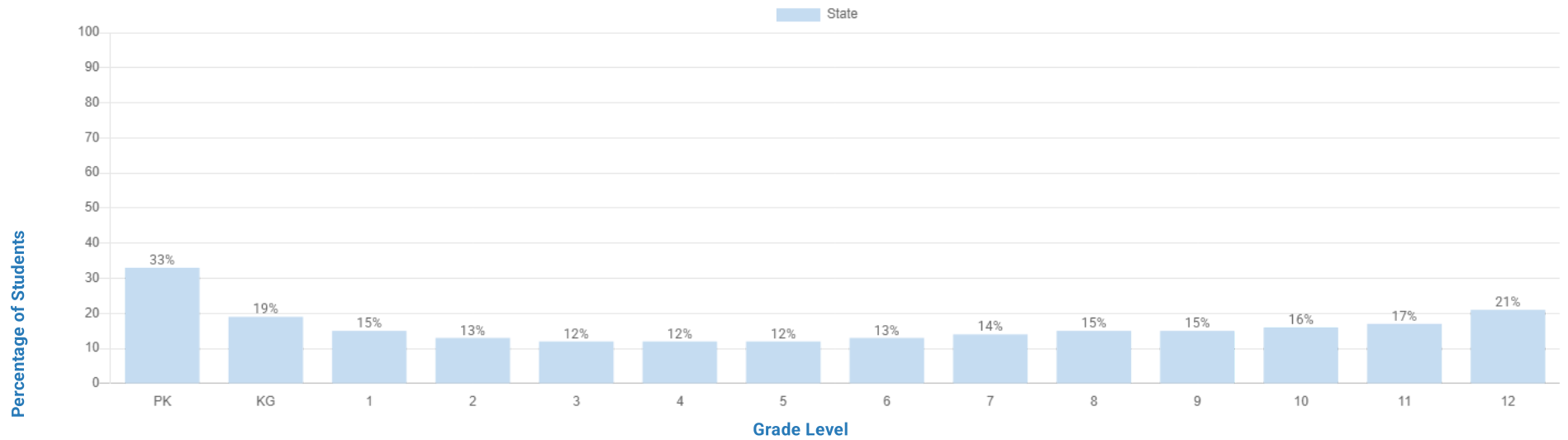


## Climate and Environment

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 by Grade

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



## Climate and Environment

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

### Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	14,365
Weapons	1,146
Vandalism	1,847
Substances	8,047
Harassment, Intimidation, Bullying (HIB)	8,494
Total Unique Incidents	33,526
Incidents Per 100 Students Enrolled	2.35

### Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	2,731
Weapons	661
Vandalism	332
Substances	2,847
Harassment, Intimidation, Bullying (HIB)	1,073
Other Incidents Leading to Removal	930

## Climate and Environment

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

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

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1,369	2,342	3,711
Religion	222	370	592
Ancestry	275	546	821
Gender	368	900	1,268
Sexual Orientation	430	844	1,274
Disability	420	811	1,231
Other	1,884	4,306	6,190
No Identified Nature	8,192		8,192

## Climate and Environment

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### Student Disciplinary Removals: By Student Group

This table shows the number and percentage of students who received in-school suspensions, out-of-school suspensions, removals to other educational programs, and expulsions by student group. Information on disciplinary actions is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). 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 statewide received a type of disciplinary action to protect student privacy.

Student Group	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Statewide	27,965	2%	42,278	3%	59,877	4%	1,099	0%	18	0%
White	8,161	2%	9,130	2%	14,577	3%	237	0%	3	0%
Hispanic	9,960	2%	15,561	3%	22,033	5%	329	0%	3	0%
Black or African American	7,419	4%	14,396	7%	18,413	9%	467	0%	11	0%
Asian	931	1%	1,080	1%	1,757	1%	18	0%	0	0%
Native Hawaiian or Pacific Islander	36	1%	60	2%	82	3%	1	0%	0	0%
American Indian or Alaska Native	65	2%	82	3%	124	4%	1	0%	0	0%
Two or more races	979	2%	1,298	3%	1,877	4%	28	0%	0	0%
Female	8,377	1%	13,890	2%	19,231	3%	318	0%	3	0%
Male	19,160	3%	27,691	4%	39,598	5%	763	0%	14	0%
Non-Binary/Undesignated Gender	14	2%	26	3%	34	4%	0	0%	0	0%
Economically Disadvantaged Students	16,000	3%	27,229	5%	36,654	6%	671	0%	7	0%
Students with disabilities	7,472	3%	11,209	5%	15,339	7%	444	0%	6	0%

## Climate and Environment

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### Student Disciplinary Removals: By Grade Level

This table shows the number and percentage of students who received in-school suspensions, out-of-school suspensions, removals to other educational programs, and expulsions by grade level. Information on disciplinary actions is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). 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 statewide received a type of disciplinary action to protect student privacy.

Grade	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Statewide	27,965	2%	42,278	3%	59,877	4%	1,099	0%	18	0%
PK	1	0%	1	0%	2	0%	5	0%	0	0%
KG	38	0%	248	0%	269	0%	18	0%	0	0%
1	99	0%	322	0%	386	0%	18	0%	0	0%
2	144	0%	393	0%	503	1%	36	0%	0	0%
3	366	0%	897	1%	1,140	1%	40	0%	0	0%
4	616	1%	1,386	1%	1,833	2%	41	0%	0	0%
5	1,186	1%	2,405	2%	3,195	3%	62	0%	0	0%
6	3,101	3%	4,354	4%	6,276	6%	75	0%	3	0%
7	3,734	4%	5,613	5%	7,798	8%	122	0%	2	0%
8	3,634	3%	5,681	5%	7,805	7%	152	0%	1	0%
9	4,567	4%	6,887	6%	9,600	9%	178	0%	3	0%
10	4,051	4%	5,612	5%	8,134	7%	137	0%	5	0%
11	3,310	3%	4,549	4%	6,685	6%	118	0%	3	0%
12	2,704	3%	3,259	3%	5,237	5%	79	0%	0	0%

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### Students Involved in Police Notifications: By Student Group

This table shows the number and percentage of students who were involved in at least one incident that led to police notification by student group. Information on police notifications is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). 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 statewide were involved to protect student privacy.

Student Group	# of Students involved in at least one incident	% of Students involved in at least one incident	# of Students involved in at least one violent incident	% of Students involved in at least one violent incident	# of Students involved in at least one vandalism incident	% of Students involved in at least one vandalism incident	# of Students involved in at least one substance related incident	% of Students involved in at least one substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in at least one weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in at least one HIB incident	# of Students involved in at least one other incident type	% of Students involved in at least one other incident type
Statewide	9,877	1%	3,617	0%	383	0%	2,840	0%	719	0%	1,373	0%	1,817	0%
White	3,015	1%	859	0%	113	0%	856	0%	164	0%	581	0%	678	0%
Hispanic	3,598	1%	1,285	0%	144	0%	1,171	0%	291	0%	425	0%	617	0%
Black or African American	2,434	1%	1,183	1%	94	0%	625	0%	204	0%	224	0%	344	0%
Asian	340	0%	85	0%	18	0%	58	0%	27	0%	82	0%	90	0%
Native Hawaiian or Pacific Islander	22	1%	8	0%	2	0%	4	0%	0	0%	5	0%	6	0%
American Indian or Alaska Native	18	1%	7	0%	0	0%	5	0%	0	0%	2	0%	5	0%
Two or more races	329	1%	144	0%	11	0%	86	0%	26	0%	36	0%	60	0%
Female	3,093	0%	1,187	0%	64	0%	1,019	0%	200	0%	318	0%	505	0%
Male	6,650	1%	2,381	0%	318	0%	1,779	0%	509	0%	1,037	0%	1,294	0%
Non-Binary/Undesignated Gender	13	2%	3	0%	0	0%	7	1%	3	0%	0	0%	1	0%
Economically Disadvantaged Students	5,589	1%	2,292	0%	218	0%	1,587	0%	454	0%	628	0%	939	0%
Students with disabilities	2,850	1%	1,160	0%	145	0%	754	0%	213	0%	366	0%	548	0%

## Climate and Environment

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

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

This table shows the number and percentage of students who were involved in at least one incident that led to police notification by grade level. Information on disciplinary actions is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). 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 statewide were involved to protect student privacy.

Grade	# of Students involved in at least one incident	% involved in an incident	# of Students involved in at least one violent incident	% of Students involved in a violent incident	# of Students involved in at least one vandalism incident	% of Students involved in a vandalism incident that led to police notification	# of Students involved in at least one substance related incident	% of Students involved in a substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in a weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in an HIB incident that led to police notification	# of Students involved in at least one other incident type	% of Students involved in an other incident type
Statewide	9,877	1%	3,617	0%	383	0%	2,840	0%	719	0%	1,373	0%	1,817	0%
PK	6	0%	2	0%	0	0%	1	0%	0	0%	1	0%	2	0%
KG	34	0%	20	0%	5	0%	0	0%	3	0%	1	0%	8	0%
1	70	0%	48	0%	2	0%	1	0%	4	0%	5	0%	13	0%
2	91	0%	45	0%	4	0%	1	0%	9	0%	15	0%	23	0%
3	163	0%	76	0%	9	0%	1	0%	19	0%	37	0%	36	0%
4	234	0%	108	0%	5	0%	12	0%	29	0%	40	0%	61	0%
5	436	0%	132	0%	12	0%	24	0%	52	0%	113	0%	133	0%
6	821	1%	306	0%	27	0%	53	0%	76	0%	223	0%	215	0%
7	1,113	1%	376	0%	48	0%	189	0%	106	0%	229	0%	266	0%
8	1,291	1%	420	0%	58	0%	356	0%	101	0%	208	0%	285	0%
9	1,864	2%	737	1%	78	0%	646	1%	93	0%	199	0%	266	0%
10	1,516	1%	595	1%	56	0%	587	1%	89	0%	128	0%	193	0%
11	1,218	1%	440	0%	45	0%	512	0%	73	0%	98	0%	165	0%
12	899	1%	266	0%	33	0%	422	0%	58	0%	58	0%	134	0%

## Climate and Environment

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

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

This table shows the number and percentage of students in select student groups who were involved in at least one incident that led to their arrest. Information on arrests is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). 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 statewide were involved to protect student privacy.

Student Group	# of Students Arrested	% of Students Arrested	# of students involved in at least one violent incident that led to arrest	% of students involved in a violent incident that led to arrest	# of students involved in at least one vandalism incident that led to arrest	% of students involved in a vandalism incident that led to arrest	# of students involved in at least one substance related incident that led to arrest	% of students involved in a substance related incident that led to arrest	# of students involved in at least one weapons related incident that led to arrest	% of students involved in a weapons related incident that led to arrest	# of students involved in at least one HIB incident that led to arrest	% of students involved in an HIB incident that led to arrest	# of students involved in at least one other type of incident that led to arrest	% of students involved in an other type of incident that led to arrest
Statewide	447	0%	214	0%	27	0%	26	0%	63	0%	44	0%	98	0%
White	85	0%	32	0%	7	0%	7	0%	11	0%	16	0%	19	0%
Hispanic	164	0%	75	0%	11	0%	6	0%	26	0%	17	0%	36	0%
Black or African American	166	0%	93	0%	5	0%	8	0%	25	0%	9	0%	36	0%
Asian	6	0%	0	0%	2	0%	1	0%	0	0%	2	0%	1	0%
Native Hawaiian or Pacific Islander	1	0%	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Two or more races	19	0%	10	0%	2	0%	2	0%	1	0%	0	0%	5	0%
Female	161	0%	90	0%	4	0%	9	0%	18	0%	12	0%	34	0%
Male	279	0%	121	0%	23	0%	15	0%	44	0%	32	0%	63	0%
Non- Binary/Undesignated Gender	1	0%	0	0%	0	0%	0	0%	1	0%	0	0%	0	0%
Economically Disadvantaged Students	295	0%	151	0%	13	0%	14	0%	40	0%	27	0%	64	0%
Students with disabilities	137	0%	59	0%	14	0%	5	0%	25	0%	11	0%	32	0%



## Climate and Environment

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

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

This table shows the number and percentage of students in each grade level who were involved in at least one incident that led to their arrest. Information on disciplinary actions is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). 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 statewide were involved to protect student privacy.

Grade	# of Students Arrested	% of Students Arrested	# of Students involved in at least one violent incident that led to arrest	% involved in a violent incident that led to arrest	# of Students involved in at least one vandalism incident that led to arrest	% involved in a vandalism incident that led to arrest	# of Students involved in at least one substance related incident that led to arrest	% involved in a substance related incident that led to arrest	# of Students involved in at least one weapons related incident that led to arrest	% involved in a weapons related incident that led to arrest	# of Students involved in at least one HIB incident that led to arrest	% involved in an HIB incident that led to arrest	# of Students involved in at least one other type incident that led to arrest	% involved in an other type incident that led to arrest
Statewide	447	0%	214	0%	27	0%	26	0%	63	0%	44	0%	98	0%
PK	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
KG	1	0%	0	0%	0	0%	0	0%	1	0%	0	0%	0	0%
1	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
2	1	0%	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%
3	3	0%	2	0%	0	0%	0	0%	0	0%	2	0%	0	0%
4	2	0%	2	0%	0	0%	0	0%	0	0%	0	0%	0	0%
5	7	0%	2	0%	0	0%	0	0%	1	0%	2	0%	2	0%
6	21	0%	6	0%	0	0%	0	0%	3	0%	5	0%	8	0%
7	36	0%	16	0%	1	0%	3	0%	2	0%	6	0%	9	0%
8	66	0%	21	0%	5	0%	2	0%	14	0%	8	0%	21	0%
9	99	0%	62	0%	11	0%	1	0%	6	0%	4	0%	17	0%
10	82	0%	38	0%	3	0%	12	0%	17	0%	6	0%	12	0%
11	73	0%	38	0%	3	0%	3	0%	9	0%	7	0%	17	0%
12	50	0%	23	0%	4	0%	3	0%	10	0%	4	0%	11	0%

## Climate and Environment

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

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

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

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

206,369

## Climate and Environment

### Student Access to Technology and Internet

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

## Staff

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

**Key terms for staff data:**

**Teachers:** All classroom teachers

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

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

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

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

### Teachers – Experience

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

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

### Administrators – Experience (State Level)

This table shows information about the experience of administrators across the state.

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

### Staff Counts

This table shows the number of staff members in the 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). The School Safety Specialists data is based on data submitted by districts in the CDS system.

Staff Category	State: Total Staff Members
Teachers	119,239
Administrators	10,170
Librarians/Media Specialists	1,160
Nurses	3,025
School Counselors	4,673
Child Study Team Members	9,654
School Psychologists	2,185
School Social Workers	2,750
Student Assistance Coordinators	400
School Safety Specialists	681

## Staff

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

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

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

### Student and Staff Ratios

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

Ratio	State Ratio
Students to Teachers	12:1
Students to Administrators	140:1
Teachers to Administrators	12:1
Students to Librarians/Media Specialists	1232:1
Students to Nurses	472:1
Students to Counselors	306:1
Students to Child Study Team Members ††	28:1
Students to School Psychologists	654:1
Students to School Social Workers	520:1
Students to Student Assistance Coordinators	3572:1
Students to School Safety Specialists	2098:1

†† 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 State	Teachers in State	Administrators in State
Female	48.0%	77.0%	57.0%
Male	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
White	38.2%	81.8%	74.5%
Hispanic	34.0%	8.6%	8.6%
Black or African American	14.2%	6.4%	14.4%
Asian	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.2%	0.4%	0.5%
Two or More Races	3.1%	0.3%	0.4%

## Staff

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

**Key terms for staff data:**

**Teachers:** All classroom teachers

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

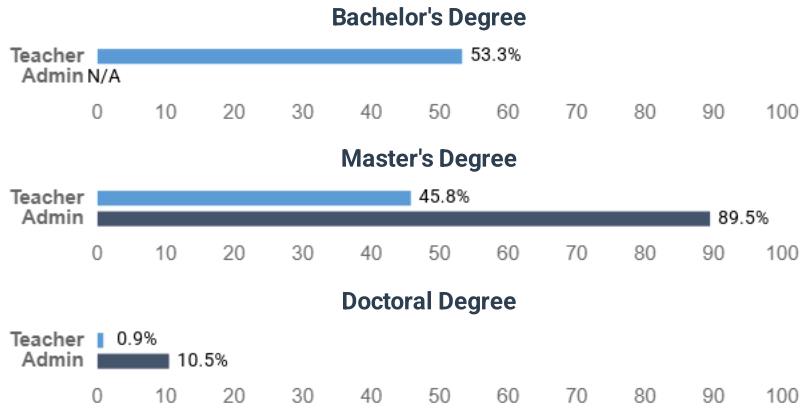
**Experience:** Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given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

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

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

### Teachers and Administrators - Level of Education

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



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

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

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

## Staff

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

**Key terms for staff data:**

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

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

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

### Teachers by Subject Area

This table shows the counts of teachers by subject area with gender breakdown, experience, and level of education. The staff counts in this table reflect staff assignments as submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Note that some teachers may teach in multiple subject areas and may be counted more than once in this table, or they may only be counted in their primary subject area. Additionally, in many elementary schools, teachers are not assigned to specific subject areas, so they will appear in the Elementary (Not Subject Specific) category and not in the other subject areas, but that does not mean those subjects are not being taught in the school. Special Education and Bilingual teachers are generally assigned to a subject area and also either special education or bilingual, so those teachers will be counted in multiple subject areas.

Subject Area	Total Number of Teachers	% Female	% Male	% Non-binary or Undesignated Gender	% White	% Hispanic	% Black or African American	% Asian	% Native Hawaiian, Pacific Islander	% American Indian or Native American	% Two or More Races	% 4 or more years experience in the district	% Bachelor's Degree(Highest Degree)	% Master's Degree(Highest Degree)	% Doctoral Degree(Highest Degree)
Elementary (Not Subject Specific)	41,786	92.0%	8.0%	≤1%	81.2%	8.9%	7.4%	1.9%	0.3%	0.1%	0.2%	71.4%	58.6%	41.1%	0.3%
English/Language Arts/Literacy	11,488	82.0%	18.0%	≤1%	81.1%	10.9%	5.5%	1.7%	0.4%	0.1%	0.3%	77.2%	47.5%	51.4%	1.0%
English to Speakers of Other Languages	2,886	89.0%	11.0%	≤1%	59.4%	26.8%	5.8%	6.8%	0.5%	0.3%	0.3%	65.3%	40.5%	58.6%	0.9%
Mathematics	9,446	69.0%	31.0%	≤1%	82.8%	6.1%	5.4%	4.8%	0.3%	0.3%	0.3%	77.5%	48.5%	50.6%	0.8%
Science	7,223	63.0%	37.0%	≤1%	82.4%	5.6%	5.2%	5.7%	0.4%	0.2%	0.4%	74.5%	43.0%	52.7%	4.4%
Social Studies/History	7,103	42.0%	58.0%	≤1%	87.7%	5.6%	4.7%	1.5%	0.2%	0.1%	0.2%	78.0%	48.8%	49.8%	1.3%
World Language	4,516	84.0%	16.0%	≤1%	52.7%	39.6%	3.2%	4.0%	0.2%	0.2%	0.1%	73.7%	46.5%	51.9%	1.5%
Visual and Performing Arts	7,102	65.0%	35.0%	≤1%	85.2%	6.0%	5.3%	2.7%	0.4%	0.1%	0.3%	70.6%	60.5%	38.4%	1.0%
Health/Physical Education	7,159	41.0%	59.0%	≤1%	88.3%	5.9%	4.8%	0.6%	0.2%	0.1%	0.1%	78.7%	67.0%	32.7%	0.3%
Family & Consumer Sciences	347	95.0%	5.0%	≤1%	89.3%	2.0%	6.4%	1.7%	0.0%	0.3%	0.3%	78.9%	56.4%	43.3%	0.3%
Financial Literacy	206	50-55%	45-50%	≤5%	85.9%	6.8%	6.8%	0.5%	0.0%	0.0%	0.0%	78.5%	39.8%	58.3%	1.9%
Business	970	53.0%	47.0%	≤1%	81.8%	5.7%	10.4%	1.2%	0.5%	0.1%	0.2%	74.3%	46.8%	52.3%	0.9%
Computer Science/IT	941	55.0%	45.0%	≤1%	77.5%	5.7%	11.3%	4.3%	0.5%	0.3%	0.4%	78.7%	44.7%	53.7%	1.6%
Industrial Arts	846	33.0%	67.0%	≤1%	87.0%	5.7%	4.8%	2.1%	0.1%	0.0%	0.2%	75.0%	59.0%	40.5%	0.5%
Career and Technical Education	1,311	44.0%	56.0%	≤1%	81.7%	6.5%	9.6%	1.1%	0.5%	0.4%	0.3%	64.6%	75.0%	22.6%	2.4%
Special Education	23,715	85.0%	15.0%	≤1%	86.8%	4.9%	5.9%	1.8%	0.4%	0.1%	0.2%	71.9%	49.5%	50.1%	0.4%
Bilingual	2,372	88.0%	12.0%	≤1%	31.6%	60.4%	4.3%	3.3%	0.2%	0.1%	0.2%	68.4%	48.6%	50.6%	0.8%

## Staff

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

**Key terms for staff data:**

**Teachers:** All classroom teachers

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

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

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

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

### Statewide Educator Equity Data

This table shows information on the rates at which students are taught by out-of-field, ineffective, and inexperienced teachers, and shows possible educator equity gaps for low income and minority students across New Jersey.

**Key terms for Educator Equity data:** **Out-of-Field Teacher:** An educator who teaches outside his/her area of certification as determined by NJDOE **Ineffective Teacher:** An educator who receives an annual summative evaluation rating of "ineffective" (less than 1.85 out of 4.0) on the AchieveNJ evaluation system, mandated by the TEACHNJ law. Due to data availability, this is based teacher evaluation data for the 2022-2023 school year. **Inexperienced Teacher:** An educator with fewer than four years of prior experience within a given district **Low-Income Student:** A student who is eligible for free or reduced-price lunch, identified as "economically disadvantaged," in New Jersey **Minority Student:** A student of color, which includes the following student groups: American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian/Other Pacific Islander, and two or more races.

Category	Percentage of Students	Percentage of Low Income Students in Title I	Percentage of Non-Low Income Students in Non-Title I Schools	Percentage of Minority Students in Title I Schools	Percentage of Non-Minority Students in Non-Title I Schools
	Overall	Schools	I Schools	Schools	I Schools
Students taught by one or more teachers who are out-of-field	15.35%	19.93%	9.87%	19.01%	9.86%
Students taught by one or more ineffective teacher	0.16%	0.28%	0.00%	0.30%	0.00%
Students taught by one or more inexperienced teacher	81.23%	83.29%	78.68%	83.49%	77.46%



## Per-Pupil Expenditures

### Per-Pupil Expenditures by Source

The link below produces a spreadsheet listing all school-level summaries of the most recently available expenses for regular and special education students taught at schools by district across the state. 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.

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

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

Here is the link to [download all school-level summaries by district](#) in one spreadsheet. 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.

## Accountability

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

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

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

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

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

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

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

## Accountability

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

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

County Code	County Name	District Code	District Name	School Code	School Name	Status for 2025-26 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2025-26 School Year
01	Atlantic	0110	Atlantic City School District	010	<a href="#">Atlantic City High School</a>	Comprehensive Support and Improvement	Low Graduation Rate (CSI)	2027	
01	Atlantic	0110	Atlantic City School District	070	<a href="#">New York Avenue School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
01	Atlantic	0590	Buena Regional School District	300	<a href="#">Dr. J.P. Cleary Elementary School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
01	Atlantic	1300	Egg Harbor City School District	030	<a href="#">Egg Harbor City Community School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
01	Atlantic	4180	Pleasantville Public School District	055	<a href="#">Pleasantville Middle School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
01	Atlantic	4800	Somers Point School District	055	<a href="#">Jordan Road Elementary School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Two or More Races;
05	Burlington	0600	Burlington City Public School District	020	<a href="#">Burlington City High School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
05	Burlington	1030	Delanco Township School District	060	<a href="#">Walnut Street School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
05	Burlington	3430	Mount Holly Township Public School District	060	<a href="#">F.W. Holbein Middle School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
05	Burlington	3920	Palmyra Public School District	300	<a href="#">Palmyra Middle School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
05	Burlington	4050	Pemberton Township School District	050	<a href="#">Helen A. Fort Middle School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
05	Burlington	4450	Riverside Township School District	050	<a href="#">Riverside High School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Hispanic;
05	Burlington	5805	Willingboro Public School District	053	<a href="#">Willingboro High School</a>	Comprehensive Support and Improvement	Low Graduation Rate (CSI)	2027	
07	Camden	0680	Camden City School District	030	<a href="#">Camden High School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
07	Camden	0680	Camden City School District	040	<a href="#">Eastside High School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
07	Camden	0680	Camden City School District	080	<a href="#">Veterans Memorial Family School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	

## Accountability

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County Code	County Name	District Code	District Name	School Code	School Name	Status for 2025-26 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2025-26 School Year
07	Camden	0680	Camden City School District	145	<a href="#">Octavius V. Catto Community Family School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
07	Camden	0680	Camden City School District	175	<a href="#">Riletta Twyne Cream Early Childhood Center</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
07	Camden	0680	Camden City School District	190	<a href="#">Thomas H. Dudley Family School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
07	Camden	0680	Camden City School District	205	<a href="#">Forest Hill School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
07	Camden	0680	Camden City School District	306	<a href="#">Morgan Village Middle School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
07	Camden	0680	Camden City School District	350	<a href="#">Henry B. Wilson Family School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
07	Camden	0680	Camden City School District	360	<a href="#">Yorkship Elementary School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
07	Camden	2560	Lawnside School District	060	<a href="#">Lawnside School District</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
07	Camden	2670	Lindenwold Public School District	005	<a href="#">Lindenwold High School</a>	Comprehensive Support and Improvement	Low Graduation Rate (CSI)	2027	
07	Camden	2670	Lindenwold Public School District	090	<a href="#">Lindenwold Middle School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
07	Camden	4060	Pennsauken Township Board of Education School District	055	<a href="#">Howard M. Phifer Middle School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Students with Disabilities;
07	Camden	5820	Winslow Township School District	010	<a href="#">Winslow Township High School</a>	Comprehensive Support and Improvement	Low Graduation Rate (CSI)	2027	
09	Cape May	3130	Middle Township Public School District	091	<a href="#">Middle Township Elementary #4</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Hispanic;
09	Cape May	5790	Wildwood City School District	060	<a href="#">Glenwood Avenue Elementary School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
09	Cape May	5790	Wildwood City School District	070	<a href="#">Wildwood Middle School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
11	Cumberland	0540	Bridgeton City School District	030	<a href="#">Broad Street School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American; Students with Disabilities;

## Accountability

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

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County Code	County Name	District Code	District Name	School Code	School Name	Status for 2025-26 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2025-26 School Year
11	Cumberland	0540	Bridgeton City School District	050	<a href="#">Buckshutem Road School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
11	Cumberland	0540	Bridgeton City School District	055	<a href="#">Cherry Street School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
11	Cumberland	0540	Bridgeton City School District	060	<a href="#">Indian Ave School</a>	Comprehensive Support and Improvement	Chronically Low Performing Student Group (CSI)	2027	Black or African American;
11	Cumberland	0540	Bridgeton City School District	100	<a href="#">Quarter Mile Lane School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
11	Cumberland	0540	Bridgeton City School District	130	<a href="#">West Avenue School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American; Students with Disabilities;
11	Cumberland	0950	Commercial Township School District	025	<a href="#">Commercial Township School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
11	Cumberland	1460	Fairfield Township School District	070	<a href="#">Fairfield Township School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
11	Cumberland	3230	Millville School District	050	<a href="#">Millville High School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
11	Cumberland	3230	Millville School District	075	<a href="#">Holly Heights Elementary School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Hispanic;
11	Cumberland	3230	Millville School District	077	<a href="#">Lakeside Middle School</a>	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2026	Students with Disabilities;
11	Cumberland	3230	Millville School District	100	<a href="#">Silver Run Elementary School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
11	Cumberland	5390	Vineland Public School District	050	<a href="#">Vineland Senior High School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
11	Cumberland	5390	Vineland Public School District	060	<a href="#">Veterans Memorial Middle</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
11	Cumberland	5390	Vineland Public School District	115	<a href="#">John H. Winslow Elementary School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
11	Cumberland	5390	Vineland Public School District	280	<a href="#">Thomas W. Wallace Jr. Middle School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
11	Cumberland	5390	Vineland Public School District	301	<a href="#">Sgt. Dominick Pilla Middle School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Two or More Races;

## Accountability

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

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County Code	County Name	District Code	District Name	School Code	School Name	Status for 2025-26 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2025-26 School Year
13	Essex	0250	Belleville Public School District	025	<a href="#">Belleville Middle School</a>	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2026	Students with Disabilities;
13	Essex	1210	East Orange School District	035	<a href="#">East Orange Campus High School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Hispanic;
13	Essex	1210	East Orange School District	050	<a href="#">Edward T. Bowser, Sr. School of Excellence</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Hispanic; Black or African American;
13	Essex	1210	East Orange School District	120	<a href="#">Ecole Toussaint Louverture</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
13	Essex	1210	East Orange School District	135	<a href="#">Sojourner Truth Middle School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
13	Essex	1210	East Orange School District	140	<a href="#">Cicely L. Tyson Community Elementary School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
13	Essex	2330	Irvington Public School District	050	<a href="#">Irvington High School</a>	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2026	Multilingual Learners;
13	Essex	2330	Irvington Public School District	135	<a href="#">University Middle School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
13	Essex	3570	Newark Public School District	020	<a href="#">Barringer High School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
13	Essex	3570	Newark Public School District	050	<a href="#">Malcolm X Shabazz High School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
13	Essex	3570	Newark Public School District	330	<a href="#">Chancellor Avenue School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Students with Disabilities;
13	Essex	3570	Newark Public School District	350	<a href="#">Grove Cleveland Elementary School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
13	Essex	3570	Newark Public School District	370	<a href="#">Peshine Avenue School</a>	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2026	Students with Disabilities;
13	Essex	3570	Newark Public School District	605	<a href="#">Quitman Street School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
13	Essex	3570	Newark Public School District	710	<a href="#">Sussex Avenue School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
13	Essex	3570	Newark Public School District	715	<a href="#">Thirteenth Avenue School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	

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County Code	County Name	District Code	District Name	School Code	School Name	Status for 2025-26 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2025-26 School Year
13	Essex	3880	Orange Board Of Education School District	110	<a href="#">Oakwood Avenue Community School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Hispanic;
15	Gloucester	1830	Greenwich Township School District	060	<a href="#">Nehaunsey Middle School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Students with Disabilities;
15	Gloucester	3490	National Park Boro School District	050	<a href="#">National Park School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Students with Disabilities;
15	Gloucester	4020	Paulsboro School District	300	<a href="#">Paulsboro Junior High School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
15	Gloucester	5860	Woodbury City Public School District	110	<a href="#">West End Memorial Elementary School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Hispanic; Black or African American; Students with Disabilities;
17	Hudson	0220	Bayonne School District	010	<a href="#">Bayonne Alternative High School</a>	Comprehensive Support and Improvement	Low Graduation Rate (CSI)	2027	
17	Hudson	0220	Bayonne School District	030	<a href="#">Walter F. Robinson Community School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
17	Hudson	2390	Jersey City Public Schools	050	<a href="#">Henry Snyder High School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
17	Hudson	2390	Jersey City Public Schools	070	<a href="#">Lincoln High School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
17	Hudson	2390	Jersey City Public Schools	080	<a href="#">William L. Dickinson High School</a>	Comprehensive Support and Improvement	Low Graduation Rate (CSI)	2027	
17	Hudson	2390	Jersey City Public Schools	105	<a href="#">Middle School # 4</a>	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2026	Students with Disabilities;
17	Hudson	2390	Jersey City Public Schools	140	<a href="#">Martin Luther King, Jr. School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
17	Hudson	2390	Jersey City Public Schools	160	<a href="#">Ollie Culbreth, Jr. School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Hispanic;
17	Hudson	2390	Jersey City Public Schools	170	<a href="#">Whitney M. Young, Jr. School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
17	Hudson	2390	Jersey City Public Schools	210	<a href="#">Mahatma K. Gandhi School</a>	Comprehensive Support and Improvement	Chronically Low Performing Student Group (CSI)	2027	Hispanic;
17	Hudson	2390	Jersey City Public Schools	220	<a href="#">Chaplain Charles Watters School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	

## Accountability

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County Code	County Name	District Code	District Name	School Code	School Name	Status for 2025-26 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2025-26 School Year
17	Hudson	2390	Jersey City Public Schools	320	<a href="#">Alexander D. Sullivan School</a>	Comprehensive Support and Improvement	Chronically Low Performing Student Group (CSI)	2027	Hispanic; Black or African American; Students with Disabilities;
17	Hudson	2390	Jersey City Public Schools	345	<a href="#">Ezra L. Nolan School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
17	Hudson	2390	Jersey City Public Schools	347	<a href="#">Martin Center for the Arts</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
21	Mercer	1950	Hamilton Township Public School District	105	<a href="#">George E. Wilson Elementary School</a>	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2026	Students with Disabilities;
21	Mercer	1950	Hamilton Township Public School District	170	<a href="#">Kuser Elementary School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Students with Disabilities;
21	Mercer	5210	Trenton Public School District	030	<a href="#">Capital City High School</a>	Comprehensive Support and Improvement	Low Graduation Rate (CSI)	2027	
21	Mercer	5210	Trenton Public School District	050	<a href="#">Trenton Central High School - Main Campus</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
21	Mercer	5210	Trenton Public School District	100	<a href="#">Grace A Dunn Middle School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
21	MERCER	5210	Trenton Public School District	160	<a href="#">Cadwalader Elementary School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
21	Mercer	5210	Trenton Public School District	200	<a href="#">Grant Intermediate School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
21	Mercer	5210	Trenton Public School District	250	<a href="#">Battle Monument Intermediate School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
21	Mercer	5210	Trenton Public School District	270	<a href="#">Clara Parker Intermediate School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
21	Mercer	5210	Trenton Public School District	301	<a href="#">Hedgepeth Williams Intermediate School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
21	Mercer	5210	Trenton Public School District	302	<a href="#">Trenton Central High School-9th Grade Academy</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
21	Mercer	5210	Trenton Public School District	303	<a href="#">Luis Munoz-Rivera Elementary School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
21	Mercer	5210	Trenton Public School District	304	<a href="#">Joyce Kilmer Intermediate School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	



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County Code	County Name	District Code	District Name	School Code	School Name	Status for 2025-26 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2025-26 School Year
21	Mercer	5210	Trenton Public School District	305	<a href="#">Dr. Martin Luther King Middle School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
21	MERCER	5210	Trenton Public School District	306	<a href="#">Joseph Stokes Elementary School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
21	MERCER	5210	Trenton Public School District	307	<a href="#">Arthur J. Holland Middle School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
21	MERCER	5210	Trenton Public School District	308	<a href="#">Thomas Jefferson Intermediate School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
23	Middlesex	1290	Edison Township School District	095	<a href="#">John Marshall Elementary School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
23	Middlesex	2150	Highland Park Boro School District	060	<a href="#">Highland Park Middle School</a>	Comprehensive Support and Improvement	Chronically Low Performing Student Group (CSI)	2027	Black or African American;
23	Middlesex	3530	New Brunswick School District	050	<a href="#">New Brunswick High School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
23	Middlesex	3530	New Brunswick School District	055	<a href="#">New Brunswick Middle School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Multilingual Learners;
23	Middlesex	4090	Perth Amboy Public School District	145	<a href="#">James J. Flynn Elementary School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
23	Middlesex	4830	South Amboy School District	030	<a href="#">South Amboy Middle/High School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American; Students with Disabilities;
23	Middlesex	5850	Woodbridge Township School District	070	<a href="#">Fords Middle School</a>	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2026	Students with Disabilities;
23	Middlesex	5850	Woodbridge Township School District	090	<a href="#">Woodbridge Middle School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
23	Middlesex	5850	Woodbridge Township School District	280	<a href="#">Ross Street Elementary School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
25	Monmouth	0100	Asbury Park School District	010	<a href="#">Asbury Park High School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
25	Monmouth	0100	Asbury Park School District	040	<a href="#">Bradley Elementary School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
25	Monmouth	0100	Asbury Park School District	070	<a href="#">Dr. Martin Luther King, Jr. Middle School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	

## Accountability

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

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

County Code	County Name	District Code	District Name	School Code	School Name	Status for 2025-26 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2025-26 School Year
25	Monmouth	0100	Asbury Park School District	100	<a href="#">Thurgood Marshall Elementary School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
25	Monmouth	2400	Keansburg School District	010	<a href="#">Keansburg High School</a>	Comprehensive Support and Improvement	Low Graduation Rate (CSI)	2027	
25	Monmouth	2400	Keansburg School District	030	<a href="#">Joseph R. Bolger Middle School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Students with Disabilities;
25	Monmouth	2400	Keansburg School District	050	<a href="#">Joseph C. Caruso School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
25	Monmouth	2770	LONG BRANCH PUBLIC SCHOOL District	110	<a href="#">Gregory Elementary School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
25	Monmouth	2770	LONG BRANCH PUBLIC SCHOOL District	300	<a href="#">George L. Catrambone</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
25	Monmouth	3160	Middletown Township Public School District	059	<a href="#">Thorne Middle School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
25	Monmouth	3510	Neptune Township School District	050	<a href="#">Neptune High School</a>	Comprehensive Support and Improvement	Low Graduation Rate (CSI)	2027	
27	Morris	2870	Madison Public School District	100	<a href="#">Madison Junior School</a>	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2026	Students with Disabilities;
29	Ocean	4105	Pinelands Regional School District	060	<a href="#">Pinelands Regional Jr. High School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American; Two or More Races;
29	Ocean	5190	Toms River Regional School District	050	<a href="#">Toms River High School South</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
29	Ocean	5190	Toms River Regional School District	120	<a href="#">West Dover Elementary School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Hispanic;
31	Passaic	3970	Passaic City School District	050	<a href="#">Passaic High School No. 12</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
31	Passaic	3970	Passaic City School District	100	<a href="#">Martin Luther King, Jr. School No. 6</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
31	Passaic	3970	Passaic City School District	305	<a href="#">Ellen Ochoa School Number 22</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
31	Passaic	3970	Passaic City School District	306	<a href="#">Muhammad Ali School Number 23</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	

## Accountability

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

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County Code	County Name	District Code	District Name	School Code	School Name	Status for 2025-26 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2025-26 School Year
31	Passaic	3970	Passaic City School District	307	<a href="#">Mahatma Gandhi School Number 25</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
31	Passaic	4010	Paterson Public School District	040	<a href="#">Eastside High School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
31	Passaic	4010	Paterson Public School District	060	<a href="#">School 2</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
31	Passaic	4010	Paterson Public School District	100	<a href="#">Senator Frank Lautenberg School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
31	Passaic	4010	Paterson Public School District	140	<a href="#">School 10</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
31	Passaic	4010	Paterson Public School District	160	<a href="#">School 12</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
31	Passaic	4010	Paterson Public School District	170	<a href="#">School 13</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
31	Passaic	4010	Paterson Public School District	220	<a href="#">School 18</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
31	Passaic	4010	Paterson Public School District	250	<a href="#">School 21</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
31	Passaic	4010	Paterson Public School District	290	<a href="#">School 26</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
31	Passaic	4010	Paterson Public School District	301	<a href="#">Joseph A. Taub School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
31	Passaic	4010	Paterson Public School District	309	<a href="#">School 16</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
31	Passaic	4010	Paterson Public School District	312	<a href="#">Dr. Martin Luther King, Jr. Educational Complex</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Students with Disabilities;
31	Passaic	4010	Paterson Public School District	316	<a href="#">New Roberto Clemente</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
31	Passaic	4270	Prospect Park Public School District	010	<a href="#">Prospect Park School No. 1</a>	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2026	Students with Disabilities;
31	Passaic	5650	West Milford Township Public School District	055	<a href="#">Macopin Middle School</a>	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2026	Students with Disabilities;

## Accountability

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

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County Code	County Name	District Code	District Name	School Code	School Name	Status for 2025-26 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2025-26 School Year
33	Salem	4070	Penns Grove-Carneys Point Regional School District	080	<a href="#">Paul W. Carleton</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
33	Salem	4070	Penns Grove-Carneys Point Regional School District	105	<a href="#">Penns Grove Middle School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
33	Salem	4630	Salem City School District	070	<a href="#">John Fenwick Academy</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
33	Salem	4630	Salem City School District	090	<a href="#">Salem Middle School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
35	Somerset	3000	Manville School District	065	<a href="#">Alexander Batcho Intermediate School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
35	Somerset	3000	Manville School District	080	<a href="#">Roosevelt School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
35	Somerset	3000	Manville School District	090	<a href="#">Weston Elementary School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
37	Sussex	5100	Sussex-Wantage Regional School District	070	<a href="#">Wantage Elementary School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Hispanic;
39	Union	1320	Elizabeth Public Schools	315	<a href="#">Juan Pablo Duarte - Jose Julian Marti School No 28</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
39	Union	1320	Elizabeth Public Schools	404	<a href="#">Thomas A. Edison Career and Technical Academy</a>	Comprehensive Support and Improvement	Low Graduation Rate (CSI)	2027	
39	Union	2190	Hillside Public School District	085	<a href="#">Walter O. Krumbiegel Middle School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
39	Union	4160	Plainfield Public School District	050	<a href="#">Plainfield High School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
39	Union	4160	Plainfield Public School District	051	<a href="#">Pinnacle Academy High School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
39	Union	4160	Plainfield Public School District	070	<a href="#">Maxson Middle School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
39	Union	4160	Plainfield Public School District	080	<a href="#">Dewitt D. Barlow Elementary School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Students with Disabilities;
39	Union	4160	Plainfield Public School District	140	<a href="#">Evergreen Elementary School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Hispanic;

## Accountability

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

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County Code	County Name	District Code	District Name	School Code	School Name	Status for 2025-26 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2025-26 School Year
39	Union	4160	Plainfield Public School District	170	<a href="#">Charles H. Stillman Elementary School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Hispanic;
39	Union	4290	Rahway Public School District	060	<a href="#">Rahway 7th &amp; 8th Grade Academy</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
39	Union	4290	Rahway Public School District	110	<a href="#">Madison Elementary School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
39	Union	5290	Township of Union School District	083	<a href="#">Hannah Caldwell Elementary</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Hispanic;
41	Warren	0280	Belvidere School District	030	<a href="#">Belvidere Elementary School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Economically Disadvantaged;
41	Warren	4100	Phillipsburg School District	110	<a href="#">Phillipsburg Middle School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American; Two or More Races;
41	Warren	5465	Warren Hills Regional School District	060	<a href="#">Warren Hills Regional Middle School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Economically Disadvantaged;
80	Hudson	6030	The Ethical Community Charter School District	912	<a href="#">The Ethical Community Charter School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
80	Camden	6086	Hope Community Charter School	972	<a href="#">Hope Community Charter School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
80	Cumberland	6089	Compass Academy Charter School	976	<a href="#">Compass Academy Charter School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Hispanic;
80	Hudson	6105	Hudson Arts and Science Charter School	996	<a href="#">Hudson Arts and Science Charter School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Students with Disabilities;
80	Passaic	6106	Philip's Academy Charter School of Paterson	997	<a href="#">Philip's Academy Charter School of Paterson</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Students with Disabilities;
80	Essex	6109	LEAD Charter School	953	<a href="#">LEAD Charter School</a>	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
80	Bergen	6430	Englewood on the Palisades Charter School	930	<a href="#">Englewood on the Palisades Charter School</a>	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2026	Students with Disabilities;
80	Camden	7109	LEAP Academy University Charter School	931	<a href="#">Leap Academy University Charter School</a>	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Students with Disabilities;

## Accountability

### ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. **ELA and Math Proficiency:** Percentage of students who met or exceeded expectations on statewide assessments (NJSLA or DLM) **ELA and Math Growth:** For 2022-23 and 2023-24, this data reflects median student growth percentiles (mSGPs). **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: For 2021-22, an alternate measure of growth was used, called Relative School Improvement Measure (RSIM), which was based on aggregate scale score improvement on the statewide assessments in ELA and mathematics (NJSLA). This measure was only calculated at the school and district level, so state level growth data for 2021-22 is not available.

ESSA Accountability Indicator	2021-22	2022-23	2023-24
ELA Proficiency	49.0%	51.3%	52.2%
Math Proficiency	36.0%	38.2%	40.2%
ELA Growth†		50	50
Math Growth†		50	50
4-Year Graduation Rate (Prior Year)††	88.5%	85.2%	90.5%
5-Year Graduation Rate (Prior Year)††	92.4%	89.9%	86.9%
Progress toward English Language Proficiency	26.6%	28.6%	29.5%
Chronic Absenteeism	18.1%	16.6%	14.9%

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

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