



Fort Lee School District (03-1550)

2022-2023

County: Bergen
District: Fort Lee School District
231 Main Street
3FI
Fort Lee, NJ 07024

Superintendent: Dr. Robert Kravitz
[District Website](#)
201-585-4612 x7501



4,042
Total Students



PK-12
Grades Offered

Overview & Resources

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

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

Important Notes for 2022-23 Reports: The 2022-23 School Performance Reports include all data that was previously reported prior to the COVID-19 pandemic, which includes all assessment, student growth, and accountability data. Data throughout the reports has been impacted by the pandemic in various ways, so the NJDOE recommends caution in comparing data from year to year.

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

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

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

Overview & Resources

District Contact Information

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

Type	Contact Information
County	Bergen
District	Fort Lee School District
Superintendent Name	Dr. Robert Kravitz
Address	231 Main Street, 3Fl , Fort Lee, NJ 07024
Phone Number	201-585-4612 x7501
Email Address	rkravitz@flboe.com
Website	www.flboe.com
Facebook	https://www.facebook.com/fort-lee-public-schools-203180137084857

Overview & Resources

Schools in this District

Click on a school name below to access the detailed school-level report for each school.

School Name	Grades Offered
Fort Lee High School	09-12
Lewis F. Cole Middle School	05-08
School No. 1	KG-04
School No. 2	PK-04
School No. 3	PK-04
School No. 4	KG-04

Demographics

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

Enrollment Trends by Grade

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

Grade	2020-21	2021-22	2022-23
PK	65	70	83
KG	311	313	303
1	322	349	313
2	327	329	338
3	321	310	333
4	313	300	323
5	324	281	287
6	314	309	285
7	343	308	296
8	315	330	305
9	269	287	322
10	276	279	281
11	310	278	284
12	257	309	289
Total	4,067	4,052	4,042

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 for 2020-21, 2021-22, and 2022-23 may show a range, depending on the overall school population size.

Student Group	2020-21	2021-22	2022-23
Female	48.0%	49.0%	49.0%
Male	52.0%	51.0%	51.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	9.5%	8.0%	10.2%
Students with Disabilities	14.4%	14.3%	16.1%
English Learners	10.7%	11.5%	13.4%
Homeless Students	0.3%	0.2%	0.4%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.1%	0.1%	0.1%
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	2020-21	2021-22	2022-23
White	26.3%	25.6%	25.2%
Hispanic	20.2%	20.1%	20.8%
Black or African American	4.5%	4.5%	5.0%
Asian	46.4%	46.7%	45.7%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two Or More Races	2.2%	2.7%	3.0%

Demographics

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

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	2020-21	2021-22	2022-23
PK - Half Day	40	22	31
PK - Full Day	25	48	52
KG - Half Day	0	0	0
KG - Full Day	311	313	303

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.

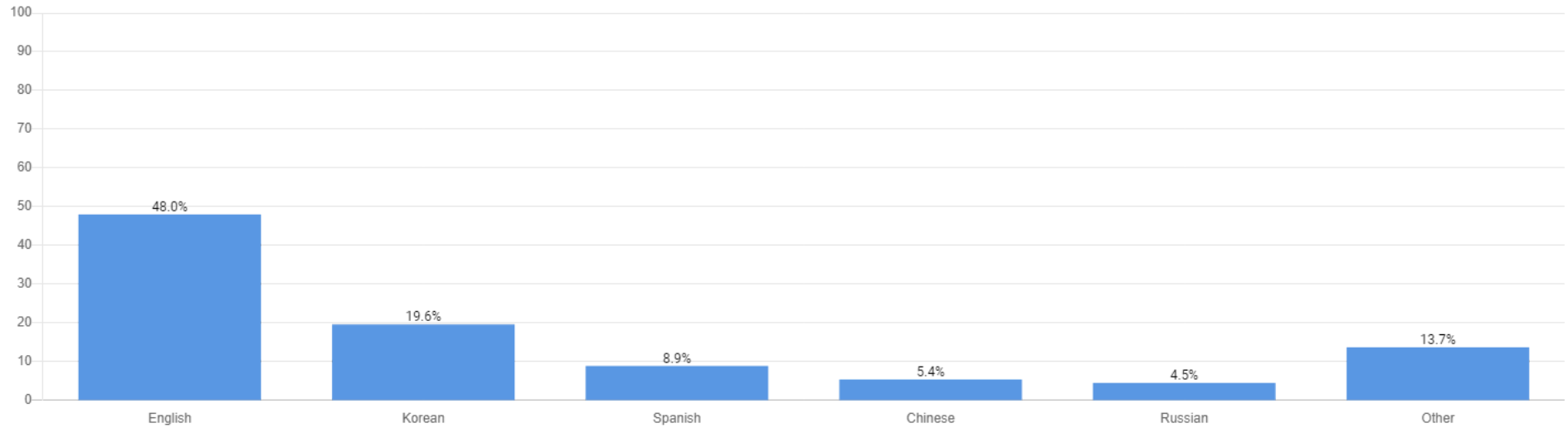
Enrollment Status	2020-21	2021-22	2022-23
Full Time Students	4,067	4,052	4,042
Shared Time Students	0	0	0
Full Time Equivalent	4,067	4,052	4,042

Demographics

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

Enrollment by Home Language

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



Student Growth

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

A student's SGP falls between 1 and 99 and can be grouped into three levels. An mSGP below 35 indicates low growth, an mSGP between 35 and 65 indicates typical growth, and an mSGP 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 2022-23: 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.

Important Note for 2022-23: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2020-21 ELA	2021-22 ELA	2022-23 ELA	2020-21 Math	2021-22 Math	2022-23 Math
Median Student Growth Percentile			57			61
Met Standard (40-59.5)?			Met Standard			Exceeds Standard
Statewide: Median Student Growth Percentile			50			50

Student Growth

Student Growth

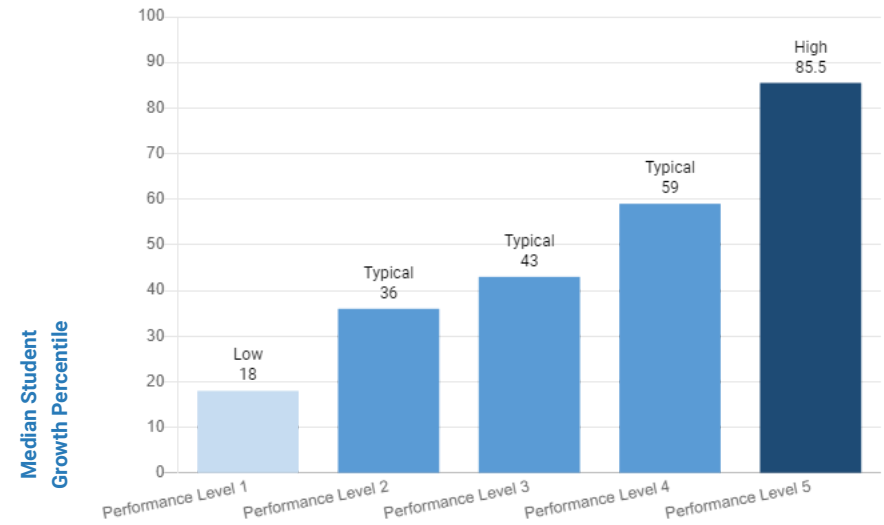
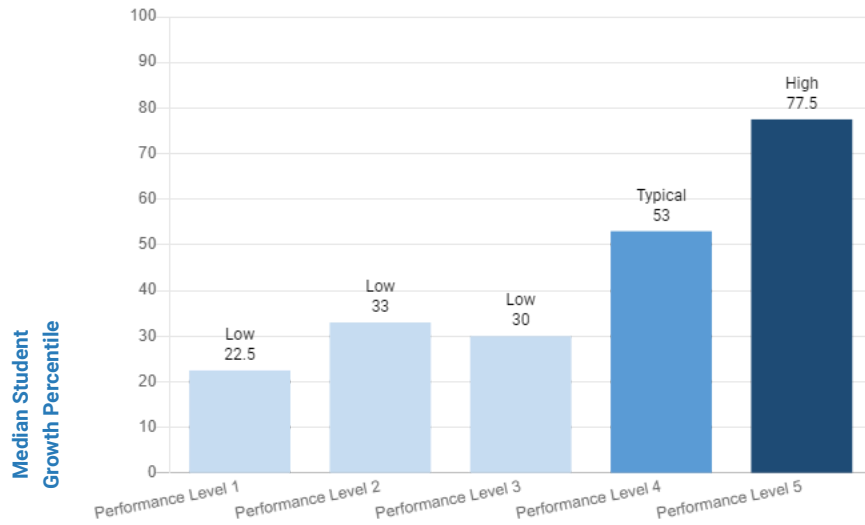
This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	57	50	Met Standard	61	50	Exceeds Standard
White	55	51	Met Standard	58	51	Met Standard
Hispanic	51	47	Met Standard	59	47	Met Standard
Black or African American	54	45	Met Standard	53	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	64	60	Exceeds Standard	66	61	Exceeds Standard
American Indian or Alaska Native	*	54	**	*	49	**
Two or More Races	38	52	Not Met	67.5	51	Exceeds Standard
Female	58	52		59	49	
Male	56	48		64	51	
Non-Binary/Undesignated Gender	N	46.5		N	62	
Economically Disadvantaged Students	49	46	Met Standard	57.5	46	Met Standard
Students with Disabilities	41	40	Met Standard	45.5	42	Met Standard
English Learners	59	47	Met Standard	75	48	Exceeds Standard
Homeless Students	*	42		*	42	
Students in Foster Care	N	42		N	44	
Military-Connected Students	*	50		*	49	
Migrant Students	N	36		N	43	

Student Growth

Student Growth by Performance Level

These graphs show the median Student Growth Percentiles (mSGPs) for students by performance level on the New Jersey Student Learning Assessment (NJSLA) for English language arts (ELA) and mathematics.

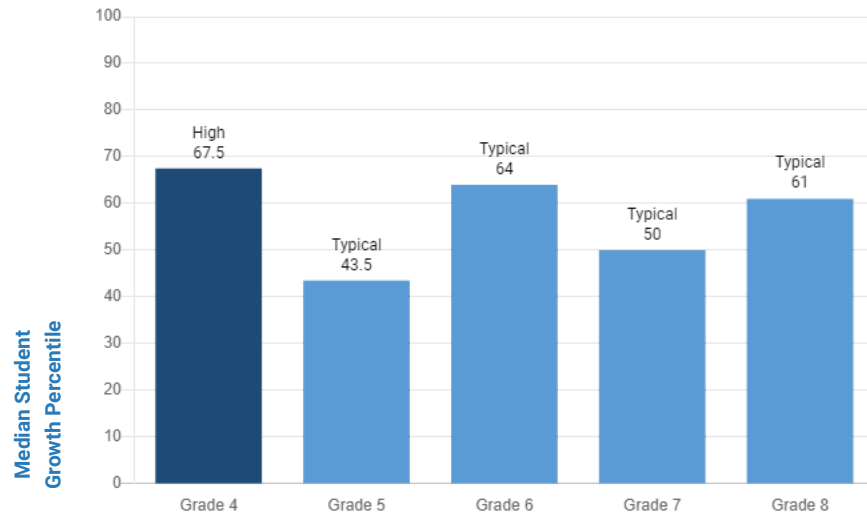


Student Growth

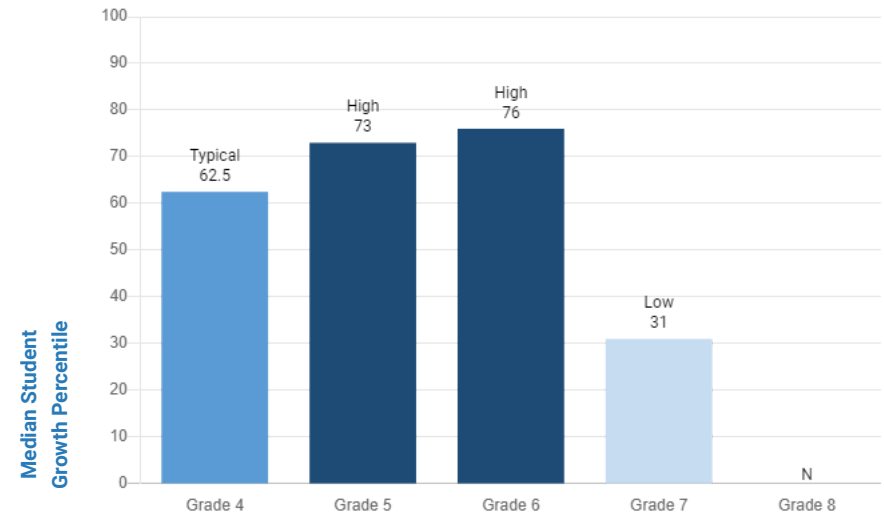
Student Growth by Grade

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](#).

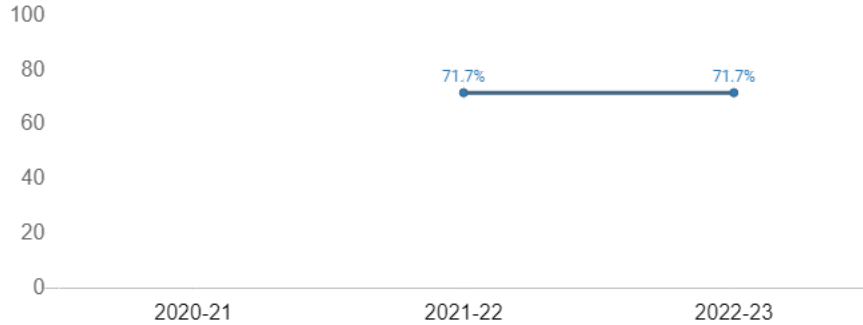
Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

English Language Arts and Mathematics Performance Trends

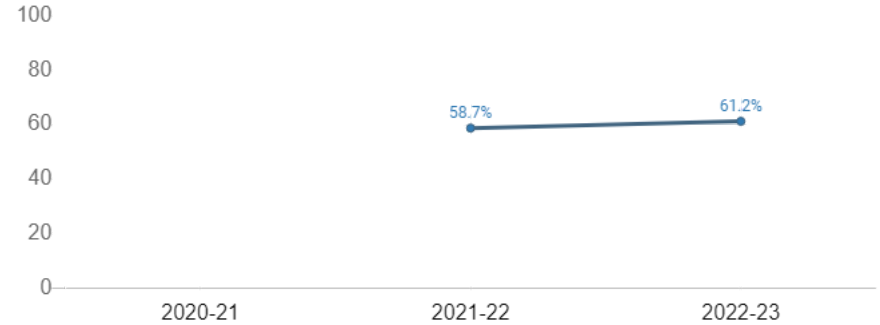
These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the New Jersey Student Learning Assessment (NJSLA) and the DLM alternate assessment for English language arts (ELA) and mathematics. The Proficiency 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.

Important note for 2022-23: Due to the cancellation of statewide assessments in prior years, statewide assessment results are not available for the 2020-21 school year.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2020-21 ELA	2021-22 ELA	2022-23 ELA	2020-21 Math	2021-22 Math	2022-23 Math
Participation Rate		98.6%	98.2%		98.3%	98.0%
Proficiency Rate for Federal Accountability		71.7%	71.7%		58.7%	61.2%
Annual Target		73.4%	73.8%		67.2%	68.0%
Met Annual Target?		Met Target†	Not Met		Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability		49.0%	51.3%		36.0%	38.2%

† Target was met within a confidence interval.

Academic Achievement

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English language arts (ELA) both overall and by student group. It includes the results of students taking both the NJSLA and DLM. NJSLA results 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 progress towards meeting the state's long-term goal of 80% proficiency by 2032. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long-term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see the [NJDOE Accountability page](#). More information and additional data can also be found on the [NJDOE Academic Achievement page](#).

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	2,014	98.2%	71.7%	51.3%	71.7%	73.8%	Not Met
White	522	98%	69.9%	60.7%	69.9%	71.7%	Met Target†
Hispanic	412	97%	55.6%	37.3%	55.6%	57.7%	Met Target†
Black or African American	96	99%	52.1%	34%	52.1%	58.3%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	922	98.6%	82.9%	79.8%	82.9%	80%	Met Goal
American Indian or Alaska Native	*	*	*	52.7%	*	**	**
Two or More Races	*	100%	58.6%	58.2%	58.6%	77.8%	Not Met
Female	*	98.1%	74.5%	56.8%	74.5%		
Male	*	98.2%	69.1%	46%	69.1%		
Non-binary/undesignated gender	*	*	*	62.5%	*		
Economically Disadvantaged Students	340	97.4%	57.6%	33.4%	57.6%	64.9%	Not Met
Non-Economically Disadvantaged Students	1,674	98.3%	74.6%	61.3%	74.6%		
Students with Disabilities	314	94.2%	32.8%	19.2%	32.5%	42.1%	Not Met
Students without Disabilities	1,700	99%	78.9%	58.3%	78.9%		
English Learners	298	96.8%	56%	23.9%	56%	48.2%	Met Target
Non-English Learners	1,716	98.4%	74.5%	54.7%	74.5%		
Homeless Students	*	*	*	23.2%	*		
Students in Foster Care	*	*	*	20.3%	*		
Military-Connected Students	*	*	*	49.2%	*		
Migrant Students	*	*	*	15.9%	*		

† Target was met within a confidence interval.

Academic Achievement

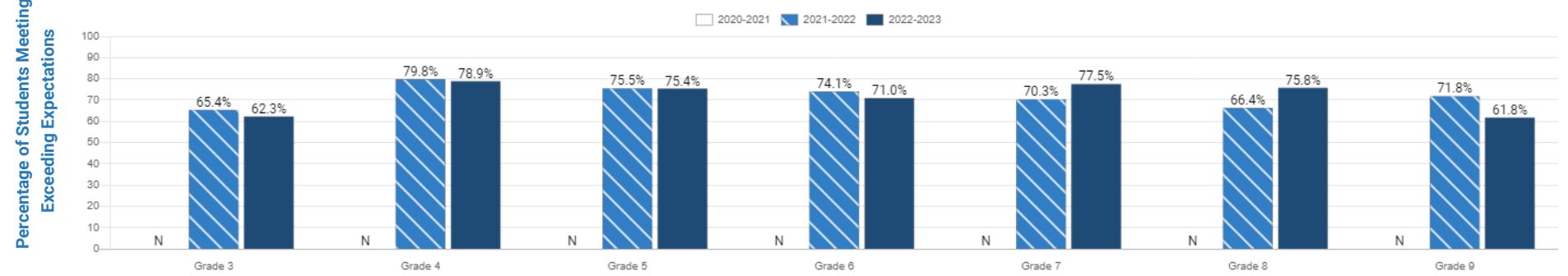
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English Language Arts Assessment - Performance Trends

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.

Important note for 2022-23: Due to the cancellation of statewide assessments in prior years, statewide assessment results are not available for the 2020-21 school year.



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](#).

Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	308	761	739	6%	11%	21%	53%	10%	62%	42%
White	*	758	749	1%	14%	26%	56%	3%	58%	51%
Hispanic	*	740	723	16%	14%	30%	34%	6%	40%	27%
Black or African American	*	739	722	17%	8%	25%	50%	0%	50%	26%
Asian, Native Hawaiian, or Pacific Islander	155	771	768	5%	8%	14%	59%	15%	74%	69%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	52%
Two or More Races	13	764	749	0%	15%	38%	38%	8%	46%	51%
Female	*	769	744	4%	7%	21%	56%	12%	68%	47%
Male	*	753	734	8%	15%	20%	49%	8%	57%	37%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	35	745	719	11%	14%	23%	46%	6%	51%	23%
Non-Economically Disadvantaged Students	273	763	751	5%	11%	21%	53%	10%	64%	53%
Students with Disabilities	36	734	709	19%	22%	22%	33%	3%	36%	18%
Students without Disabilities	272	765	745	4%	10%	21%	55%	11%	66%	47%
English Learners	42	732	703	14%	21%	33%	29%	2%	31%	12%
Non-English Learners	266	766	743	5%	9%	19%	56%	11%	67%	46%
Homeless Students	*	*	708	*	*	*	*	*	*	16%
Students in Foster Care	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	*	*	739	*	*	*	*	*	*	40%
Migrant Students	*	*	701	*	*	*	*	*	*	14%

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 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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	299	777	748	3%	5%	13%	43%	36%	79%	51%
White	77	779	758	0%	4%	17%	39%	40%	79%	62%
Hispanic	*	758	734	7%	9%	20%	49%	15%	64%	36%
Black or African American	19	760	733	5%	11%	21%	42%	21%	63%	34%
Asian, Native Hawaiian, or Pacific Islander	142	787	776	3%	1%	8%	43%	46%	89%	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	55%
Two or More Races	*	*	757	*	*	*	*	*	*	60%
Female	*	783	752	3%	2%	11%	41%	43%	84%	55%
Male	*	770	745	4%	8%	16%	45%	28%	73%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	39	760	731	5%	10%	28%	36%	21%	56%	32%
Non-Economically Disadvantaged Students	260	779	759	3%	4%	11%	44%	38%	82%	63%
Students with Disabilities	*	745	720	14%	17%	24%	36%	10%	45%	22%
Students without Disabilities	*	782	755	1%	3%	12%	44%	40%	84%	58%
English Learners	24	732	712	17%	17%	38%	29%	0%	29%	14%
Non-English Learners	275	781	752	2%	4%	11%	44%	39%	83%	55%
Homeless Students	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	*	*	724	*	*	*	*	*	*	25%
Military-Connected Students	*	*	748	*	*	*	*	*	*	51%
Migrant Students	*	*	697	*	*	*	*	*	*	15%

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](#).

Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	272	769	750	5%	7%	13%	55%	21%	75%	53%
White	79	767	759	5%	6%	13%	59%	16%	76%	64%
Hispanic	47	755	736	11%	11%	19%	49%	11%	60%	39%
Black or African American	*	*	733	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	128	779	777	2%	5%	9%	56%	28%	84%	82%
American Indian or Alaska Native	*	*	752	*	*	*	*	*	*	53%
Two or More Races	11	755	759	9%	27%	9%	36%	18%	55%	62%
Female	*	771	755	5%	8%	13%	52%	22%	74%	58%
Male	*	768	745	6%	6%	12%	57%	19%	76%	48%
Non-binary/undesignated gender	*	*	747	*	*	*	*	*	*	40%
Economically Disadvantaged Students	46	756	732	13%	9%	15%	54%	9%	63%	34%
Non-Economically Disadvantaged Students	226	772	761	4%	7%	12%	55%	23%	78%	65%
Students with Disabilities	49	735	720	20%	24%	22%	24%	8%	33%	20%
Students without Disabilities	223	777	756	2%	3%	10%	61%	23%	85%	60%
English Learners	10	719	707	30%	30%	30%	0%	10%	10%	*
Non-English Learners	262	771	754	4%	6%	12%	57%	21%	78%	57%
Homeless Students	*	*	721	*	*	*	*	*	*	23%
Students in Foster Care	*	*	723	*	*	*	*	*	*	20%
Military-Connected Students	*	*	750	*	*	*	*	*	*	53%
Migrant Students	*	*	717	*	*	*	*	*	*	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](#).

Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	285	776	752	5%	3%	14%	35%	42%	78%	56%
White	76	773	761	5%	5%	16%	33%	41%	74%	65%
Hispanic	63	761	738	8%	3%	22%	46%	21%	67%	41%
Black or African American	15	756	735	7%	0%	33%	47%	13%	60%	38%
Asian, Native Hawaiian, or Pacific Islander	123	787	784	3%	2%	7%	30%	58%	88%	84%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	55%
Two or More Races	*	*	758	*	*	*	*	*	*	62%
Female	*	778	759	4%	4%	13%	33%	46%	79%	62%
Male	*	774	746	5%	3%	16%	37%	39%	76%	50%
Non-binary/undesignated gender	*	*	759	*	*	*	*	*	*	53%
Economically Disadvantaged Students	57	767	735	9%	2%	21%	37%	32%	68%	38%
Non-Economically Disadvantaged Students	228	778	762	4%	4%	13%	35%	45%	80%	66%
Students with Disabilities	49	732	715	22%	8%	41%	20%	8%	29%	18%
Students without Disabilities	236	785	760	1%	2%	9%	38%	50%	88%	63%
English Learners	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	778	756	4%	3%	14%	35%	44%	79%	59%
Homeless Students	*	*	722	*	*	*	*	*	*	25%
Students in Foster Care	*	*	716	*	*	*	*	*	*	19%
Military-Connected Students	*	*	749	*	*	*	*	*	*	54%
Migrant Students	*	*	701	*	*	*	*	*	*	10%

Academic Achievement

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Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

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 progress towards meeting the state's long-term goal of 80% proficiency by 2032. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long-term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see the [NJDOE Accountability page](#). More information and additional data can also be found on the [NJDOE Academic Achievement page](#).

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	2,064	98%	61.2%	38.2%	61.2%	68%	Not Met
White	535	97.7%	57.2%	48.7%	57.2%	65.1%	Not Met
Hispanic	419	96.9%	33.2%	22.2%	33.2%	45.6%	Not Met
Black or African American	98	99.1%	34.7%	17.9%	34.7%	42.6%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	950	98.5%	79.2%	73.1%	79.2%	79%	Met Target
American Indian or Alaska Native	*	*	*	40.1%	*	**	**
Two or More Races	*	100%	51.7%	46.4%	51.7%	70.6%	Not Met
Female	*	98%	59.6%	36.5%	59.6%		
Male	*	98%	62.8%	39.9%	62.8%		
Non-binary/undesignated gender	*	*	*	36.8%	*		
Economically Disadvantaged Students	350	97.2%	42.9%	19.5%	42.9%	52.2%	Not Met
Non-Economically Disadvantaged Students	1,714	98.2%	65%	48.8%	65%		
Students with Disabilities	317	94.5%	26.5%	15.7%	26.3%	39%	Not Met
Students without Disabilities	1,747	98.7%	67.5%	43%	67.5%		
English Learners	345	96.6%	60.6%	18.1%	60.6%	64.4%	Met Target†
Non-English Learners	1,719	98.3%	61.4%	41%	61.4%		
Homeless Students	*	*	*	11.9%	*		
Students in Foster Care	*	*	*	<10%	*		
Military-Connected Students	*	*	*	37.3%	*		
Migrant Students	*	*	*	12.7%	*		

† Target was met within a confidence interval.

Academic Achievement

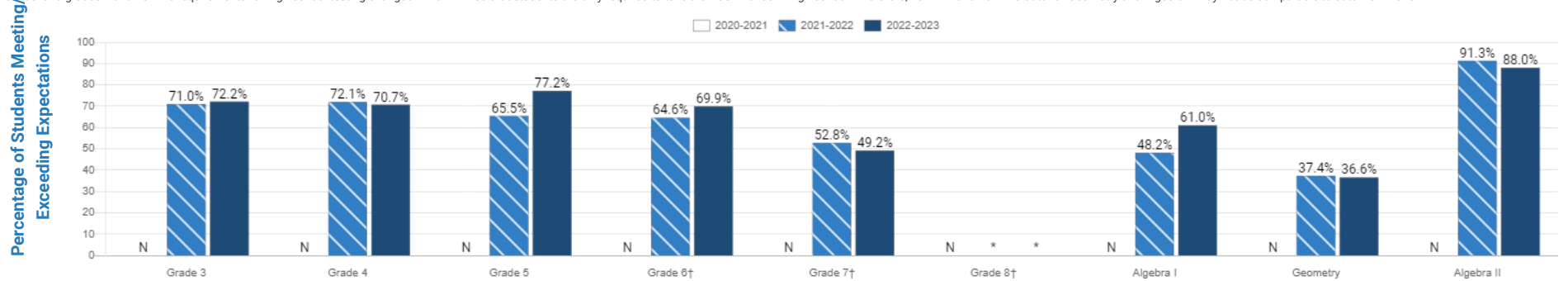
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

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.

Important note for 2022-23: Due to the cancellation of statewide assessments in prior years, statewide assessment results are not available for the 2020-21 school year. Additionally, end-of-course assessment results for Geometry and Algebra II for 2018-19 and prior years included all students in middle school and grades 9 and 10. The requirements for high school testing changed in 2021-22 so that students are only required to take the NJSLA once in high school. Therefore, 2021-22 and 2022-23 data for Geometry and Algebra II may not be comparable to data from 2018-19.



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

Academic Achievement

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

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Mathematics Assessment - Performance By Grade: Grade 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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	320	768	745	3%	6%	19%	49%	23%	72%	46%
White	*	763	756	1%	6%	23%	56%	13%	69%	58%
Hispanic	*	744	731	8%	14%	39%	35%	4%	39%	29%
Black or African American	*	743	725	8%	17%	17%	58%	0%	58%	25%
Asian, Native Hawaiian, or Pacific Islander	165	780	775	1%	4%	11%	48%	36%	85%	77%
American Indian or Alaska Native	*	*	752	*	*	*	*	*	*	57%
Two or More Races	13	766	753	0%	0%	23%	62%	15%	77%	53%
Female	*	770	743	1%	4%	20%	52%	23%	75%	44%
Male	*	767	747	4%	8%	18%	47%	23%	70%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	37	756	727	5%	5%	32%	51%	5%	57%	26%
Non-Economically Disadvantaged Students	283	770	756	2%	6%	17%	49%	25%	74%	58%
Students with Disabilities	36	748	724	6%	31%	25%	25%	14%	39%	24%
Students without Disabilities	284	771	750	2%	3%	18%	52%	24%	76%	50%
English Learners	*	757	721	2%	7%	33%	48%	9%	57%	20%
Non-English Learners	*	771	749	3%	6%	16%	49%	26%	75%	50%
Homeless Students	*	*	716	*	*	*	*	*	*	16%
Students in Foster Care	*	*	718	*	*	*	*	*	*	16%
Military-Connected Students	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	728	*	*	*	*	*	*	25%

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](#).

Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	317	766	743	3%	9%	18%	56%	15%	71%	44%
White	78	766	754	5%	6%	15%	60%	13%	73%	57%
Hispanic	*	747	729	4%	23%	25%	46%	4%	49%	27%
Black or African American	21	742	723	14%	10%	29%	43%	5%	48%	23%
Asian, Native Hawaiian, or Pacific Islander	155	777	773	1%	4%	13%	62%	21%	83%	78%
American Indian or Alaska Native	*	*	750	*	*	*	*	*	*	49%
Two or More Races	*	*	751	*	*	*	*	*	*	54%
Female	*	766	741	3%	9%	19%	53%	16%	69%	42%
Male	*	767	745	3%	8%	16%	60%	13%	73%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	40	756	725	5%	8%	28%	55%	5%	60%	24%
Non-Economically Disadvantaged Students	277	768	754	3%	9%	16%	56%	16%	72%	57%
Students with Disabilities	*	741	720	14%	31%	5%	48%	2%	50%	21%
Students without Disabilities	*	770	748	1%	5%	20%	57%	16%	74%	49%
English Learners	40	745	716	10%	20%	20%	43%	8%	50%	14%
Non-English Learners	277	769	747	2%	7%	17%	58%	16%	74%	48%
Homeless Students	*	*	715	*	*	*	*	*	*	15%
Students in Foster Care	*	*	713	*	*	*	*	*	*	13%
Military-Connected Students	*	*	744	*	*	*	*	*	*	45%
Migrant Students	*	*	712	*	*	*	*	*	*	21%

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](#).

Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	281	772	740	3%	8%	11%	48%	29%	77%	40%
White	83	767	750	1%	11%	12%	54%	22%	76%	52%
Hispanic	47	749	726	6%	17%	26%	43%	9%	51%	23%
Black or African American	*	*	720	*	*	*	*	*	*	18%
Asian, Native Hawaiian, or Pacific Islander	132	786	772	2%	3%	5%	45%	44%	89%	76%
American Indian or Alaska Native	*	*	742	*	*	*	*	*	*	42%
Two or More Races	11	761	749	9%	18%	18%	36%	18%	55%	50%
Female	*	768	739	3%	8%	13%	54%	22%	76%	38%
Male	*	776	741	3%	8%	10%	42%	36%	78%	42%
Non-binary/undesignated gender	*	*	745	*	*	*	*	*	*	45%
Economically Disadvantaged Students	47	754	723	4%	21%	15%	47%	13%	60%	19%
Non-Economically Disadvantaged Students	234	776	751	3%	6%	11%	48%	32%	81%	52%
Students with Disabilities	49	734	719	18%	35%	18%	18%	10%	29%	17%
Students without Disabilities	232	780	745	0%	3%	10%	54%	33%	88%	45%
English Learners	19	763	711	0%	16%	11%	58%	16%	74%	*
Non-English Learners	262	773	743	3%	8%	11%	47%	30%	77%	43%
Homeless Students	*	*	713	*	*	*	*	*	*	11%
Students in Foster Care	*	*	714	*	*	*	*	*	*	10%
Military-Connected Students	*	*	741	*	*	*	*	*	*	39%
Migrant Students	*	*	713	*	*	*	*	*	*	21%

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. Students who took the Algebra I, Geometry, or Algebra II end-of-course assessments are not included in grade level results.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	124	718	716	*	*	*	*	*	*	18%
White	33	715	727	*	*	*	*	*	*	25%
Hispanic	55	723	709	*	*	*	*	*	*	12%
Black or African American	17	707	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	18	723	739	17%	33%	28%	22%	0%	22%	41%
American Indian or Alaska Native	*	*	708	*	*	*	*	*	*	12%
Two or More Races	*	*	719	*	*	*	*	*	*	21%
Female	*	718	717	*	*	*	*	*	*	17%
Male	*	719	716	24%	29%	37%	11%	0%	11%	18%
Non-binary/undesignated gender	*	*	728	*	*	*	*	*	*	28%
Economically Disadvantaged Students	36	721	707	19%	36%	33%	11%	0%	11%	11%
Non-Economically Disadvantaged Students	88	717	723	*	*	*	*	*	*	23%
Students with Disabilities	30	704	699	*	*	*	*	*	*	*
Students without Disabilities	94	723	721	18%	26%	46%	11%	0%	11%	21%
English Learners	16	711	694	38%	31%	19%	13%	0%	13%	*
Non-English Learners	108	719	718	*	*	*	*	*	*	19%
Homeless Students	*	*	700	*	*	*	*	*	*	*
Students in Foster Care	*	*	692	*	*	*	*	*	*	*
Military-Connected Students	*	*	721	*	*	*	*	*	*	22%
Migrant Students	*	*	686	*	*	*	*	*	*	*

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 during the 2022-23 school year 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.

Important Note for 2022-23: The NJDOE recommends caution in comparing the 2022-23 Algebra I performance to data prior to 2019-20, as the population of students taking this assessment has changed as a result of new high school testing requirements. NJSLA data is not available for the 2020-21 school year.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	249	761	738	10%	12%	17%	47%	14%	61%	35%
White	63	754	747	13%	13%	17%	48%	10%	57%	46%
Hispanic	43	730	723	26%	30%	19%	19%	7%	26%	20%
Black or African American	11	735	720	0%	45%	36%	18%	0%	18%	16%
Asian, Native Hawaiian, or Pacific Islander	128	776	773	4%	2%	16%	59%	19%	78%	73%
American Indian or Alaska Native	*	*	732	*	*	*	*	*	*	31%
Two or More Races	*	*	746	*	*	*	*	*	*	44%
Female	*	758	737	10%	12%	21%	46%	11%	57%	34%
Male	*	763	739	9%	12%	14%	48%	16%	64%	37%
Non-binary/undesignated gender	*	*	739	*	*	*	*	*	*	34%
Economically Disadvantaged Students	43	746	722	12%	26%	23%	26%	14%	40%	18%
Non-Economically Disadvantaged Students	206	764	746	9%	9%	16%	52%	14%	66%	44%
Students with Disabilities	*	717	712	38%	38%	9%	13%	3%	16%	*
Students without Disabilities	*	767	742	6%	8%	18%	53%	15%	68%	40%
English Learners	*	732	706	31%	15%	19%	27%	8%	35%	*
Non-English Learners	*	764	740	7%	12%	17%	50%	14%	64%	38%
Homeless Students	*	*	713	*	*	*	*	*	*	11%
Students in Foster Care	*	*	707	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	30%
Migrant Students	*	*	702	*	*	*	*	*	*	*

Academic Achievement

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Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

DLM Alternate Assessment - Participation

This table shows the number 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	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	*	*
7	*	*
8	*	*
9	N	N
10	N	N
11	*	*

Academic Achievement

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

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English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs Assessment for English language proficiency and the 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 4.5 or Above
0-2	364	79.1%	20.9%
3-4	97	77.3%	22.7%
5 or more	41	80.5%	19.5%

English Language Progress to Proficiency

This table shows the percentage of English 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/English Learners	58.1%	27.4%	Met Goal

† Target was met within a confidence interval.

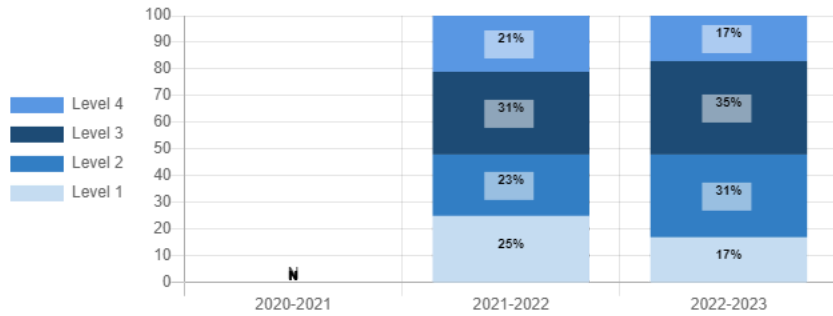
Academic Achievement

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

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.

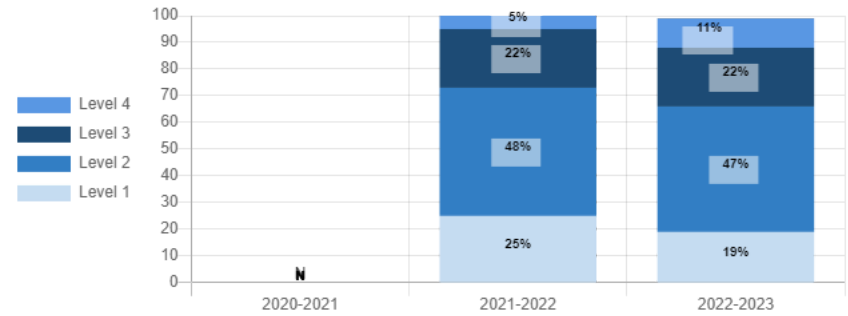
Important note for 2022-23 Reports: Due to the cancellation of statewide assessments in prior years, statewide assessment results are not available for the 2020-21 school year.



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.

Important note for 2022-23 Reports: Due to the cancellation of statewide assessments in prior years, statewide assessment results are not available for the 2020-21 school year.



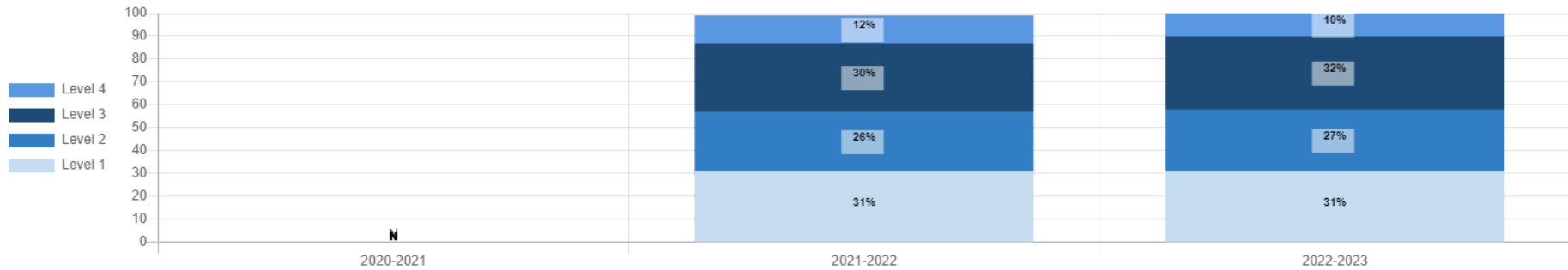
Academic Achievement

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 that took the Dynamic Learning Maps (DLM) Science assessment. Visit the [assessment reports page](#) for DLM results.

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.

Important note for 2022-23 Reports: Due to the cancellation of statewide assessments in prior years, statewide assessment results are not available for the 2020-21 school year.



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 that took the Dynamic Learning Maps (DLM) Science assessment. Visit the [assessment reports page](#) for DLM results.

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	% Level 1	% Level 2	% Level 3	% Level 4
Districtwide	17%	31%	35%	17%
White	17%	35%	33%	16%
Hispanic	28%	38%	26%	9%
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	12%	24%	41%	23%
American Indian or Alaska Native	*	*	*	*
Two or More Races	36%	18%	36%	9%
Female	22%	30%	33%	16%
Male	13%	32%	36%	18%
Non-binary/undesignated gender	*	*	*	*
Economically Disadvantaged Students	32%	23%	34%	11%
Non-Economically Disadvantaged Students	15%	32%	35%	18%
Students with Disabilities	54%	24%	12%	10%
Students without Disabilities	10%	32%	39%	19%
English Learners	53%	37%	0%	11%
Non-English Learners	15%	31%	37%	18%
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
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 that took the Dynamic Learning Maps (DLM) Science assessment. Visit the [assessment reports page](#) for DLM results.

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	% Level 1	% Level 2	% Level 3	% Level 4
Districtwide	19%	47%	22%	11%
White	20%	47%	23%	10%
Hispanic	29%	57%	8%	6%
Black or African American	52%	29%	14%	5%
Asian, Native Hawaiian, or Pacific Islander	7%	47%	30%	17%
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	23%	48%	17%	11%
Male	15%	47%	26%	12%
Non-binary/undesignated gender	*	*	*	*
Economically Disadvantaged Students	19%	55%	21%	5%
Non-Economically Disadvantaged Students	19%	46%	22%	13%
Students with Disabilities	62%	24%	12%	3%
Students without Disabilities	14%	51%	23%	13%
English Learners	30%	70%	0%	0%
Non-English Learners	18%	46%	24%	12%
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
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 that took the Dynamic Learning Maps (DLM) Science assessment. Visit the [assessment reports page](#) for DLM results.

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	% Level 1	% Level 2	% Level 3	% Level 4
Districtwide	31%	27%	32%	10%
White	35%	31%	23%	11%
Hispanic	47%	28%	23%	2%
Black or African American	73%	9%	18%	0%
Asian, Native Hawaiian, or Pacific Islander	13%	27%	45%	15%
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	33%	31%	28%	8%
Male	28%	24%	36%	12%
Non-binary/undesignated gender	*	*	*	*
Economically Disadvantaged Students	33%	30%	30%	8%
Non-Economically Disadvantaged Students	30%	27%	32%	11%
Students with Disabilities	66%	24%	10%	0%
Students without Disabilities	27%	28%	35%	11%
English Learners	70%	20%	10%	0%
Non-English Learners	29%	28%	33%	10%
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	*	*	*	*

Academic Achievement

Graduation Proficiency Assessment (NJGPA) : Grade 11

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

Student Group	ELA Valid Scores	District % Graduation Ready: ELA	State % Graduation Ready: ELA	Math Valid Scores	District % Graduation Ready: Math	State % Graduation Ready: Math
Districtwide	277	>90%	80.5%	282	68.1%	55%
White	92	>90%	88.3%	93	65.6%	68%
Hispanic	57	89.5%	69.4%	57	40.4%	36.3%
Black or African American	12	>90%	68.5%	12	16.7%	30.3%
Asian, Native Hawaiian, or Pacific Islander	112	>90%	>90%	114	>90%	86.8%
American Indian or Alaska Native	*	*	73.1%	*	*	45.9%
Two or More Races	*	*	86.2%	*	*	64.2%
Female	*	>90%	85.4%	*	63.6%	55.9%
Male	*	>90%	75.7%	*	72%	54.2%
Non-binary/undesignated gender	*	*	88.7%	*	*	68.5%
Economically Disadvantaged Students	43	83.7%	67.9%	44	54.5%	34.1%
Non-Economically Disadvantaged Students	234	>90%	85.6%	238	70.6%	63.8%
Students with Disabilities	30	66.7%	47.1%	30	26.7%	17%
Students without Disabilities	247	>90%	86%	252	73%	61.3%
English Learners	*	*	17.7%	12	58.3%	<10%
Non-English Learners	*	>90%	83.6%	270	68.5%	57.7%
Homeless Students	*	*	50.7%	*	*	19.8%
Students in Foster Care	*	*	34.1%	*	*	<10%
Military-Connected Students	*	*	80.2%	*	*	49%
Migrant Students	*	*	27.6%	*	*	15.8%



College and Career Readiness

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

Important Note for 2022-23: As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

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 2022-23 school year. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	District Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2022-2023	94.3%	78.3%
12th graders taking SAT in 2022-2023 or prior years	88.9%	61.9%
12th graders taking ACT in 2022-2023 or prior years	6.9%	7.7%

PSAT, SAT, & ACT - Performance

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

Participation Type	District Average Score	State Average Score	College Readiness Benchmarks	District - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	517	466	Grade 10: 430 Grade 11: 460	75%	56%
PSAT 10/NMSQT - Math	505	462	Grade 10: 480 Grade 11: 510	53%	35%
SAT - Reading and Writing	557	533	480	72%	67%
SAT - Math	558	525	530	55%	48%
ACT - Reading	29	25	22	90%	66%
ACT - English	29	24	18	100%	80%
ACT - Math	28	24	22	95%	63%
ACT - Science	27	24	23	90%	59%

College and Career Readiness

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

AP/IB Coursework – Participation and Performance

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

Students enrolled in one or more AP or IB course



Students taking one or more AP or IB exam



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



Dual Enrollment Coursework - Participation

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



College and Career Readiness

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

AP/IB and Dual Enrollment Participation by Student Group

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

Student Group	% Enrolled in one or more AP or IB course	% Enrolled in one or more Dual Enrollment course	State: % Enrolled in one or more AP or IB course	State: % Enrolled in one or more Dual Enrollment course
Districtwide	48.5%	1.2%	34.9%	24.0%
White	47.7%	0.0%	40.0%	29.8%
Hispanic	24.2%	1.6%	22.4%	17.1%
Black or African American	10.8%	0.0%	19.2%	15.6%
Asian, Native Hawaiian, or Pacific Islander	68.8%	2.2%	68.2%	29.5%
American Indian or Alaska Native	N	N	28.9%	27.4%
Two or More Races	*	*	39.0%	25.8%
Female	53.0%	2.2%	40.2%	27.1%
Male	43.9%	0.3%	29.6%	20.8%
Non-Binary/Undesignated Gender	N	N	35.6%	20.7%
Economically Disadvantaged Students	49.3%	1.3%	21.6%	17.2%
Students with Disabilities	12.9%	0.0%	4.6%	9.0%
English Learners	3.1%	0.0%	9.6%	7.1%
Homeless Students	*	*	10.1%	13.7%
Students In Foster Care	*	*	2.4%	3.3%
Military-Connected Students	*	*	31.1%	25.4%
Migrant Students	N	N	9.4%	25.0%

College and Career Readiness

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

AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	44	41
AP Calculus AB	22	20
AP Calculus BC	16	16
AP Chemistry	7	7
AP Chinese Language and Culture	0	9
AP Computer Science A	15	15
AP Computer Science Principles	2	2
AP English Language and Composition	99	92
AP English Literature and Composition	79	77
AP Japanese Language and Culture	0	18
AP Macroeconomics	42	42
AP Microeconomics	0	40
AP Physics 1	0	25
AP Physics B	26	0
AP Psychology	0	1
AP Spanish Language	25	25
AP Statistics	32	32
AP Studio Art—Two-Dimensional	10	9
AP U.S. Government and Politics	16	15
AP U.S. History	101	92
AP World History: Modern	86	91
IB Film	25	10

Report Key:

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

College and Career Readiness

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

AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
IB History	12	4
IB Language A (English)	61	14
IB Language B—Spanish	25	4
IB Mathematics	28	0
IB Mathematics: Analysis and Approaches	0	26
IB Physics	14	12
IB Theory of Knowledge	33	4
Total Exams taken		743
Exams with scores of at least 3 on AP exams or 4 on IB exams		544

College and Career Readiness

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

Career and Technical Education Participation

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

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

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



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 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.

For additional information about students in approved career and technical education (CTE) programs/programs of study who participated in WBL experiences during the school year, see the new WBL Participation by Career Cluster table.

Structured Learning Experiences



College and Career Readiness

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

Career and Technical Education Participation by Student Group

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

Student Group	District: % CTE Participants	District: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Districtwide	13.2%	9.7%	7.1%	10.5%
White	12.0%	12.3%	5.7%	10.0%
Hispanic	12.9%	5.3%	8.9%	10.9%
Black or African American	13.2%	2.2%	8.5%	11.1%
Asian, Native Hawaiian, or Pacific Islander	13.9%	11.9%	5.8%	10.6%
American Indian or Alaska Native	*	*	6.7%	9.4%
Two or More Races	18.2%	0.0%	6.5%	10.7%
Female	11.6%	9.1%	7.1%	10.9%
Male	14.7%	10.2%	7.2%	10.2%
Non-Binary/Undesignated Gender	*	*	7.3%	13.6%
Economically Disadvantaged Students	12.4%	10.1%	9.4%	11.2%
Students with Disabilities	9.9%	3.3%	5.8%	8.2%
English Learners	6.3%	0.0%	7.0%	3.6%
Homeless Students	*	*	8.5%	5.5%
Students In Foster Care	*	*	4.6%	6.8%
Military-Connected Students	*	*	9.0%	12.5%
Migrant Students	*	*	6.4%	12.8%

College and Career Readiness

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

Work-Based Learning Participation by Career Cluster

This table shows the number 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. 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	Students Participating in Work-Based Learning
Finance	87
Total	87

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College and Career Readiness

This section contains information about participation in approved Career and Technical Education (CTE) programs, Structured Learning Experiences, 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 students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials

District	0.0%
State	1.8%

College and Career Readiness

This section contains information about participation in approved Career and Technical Education (CTE) programs, Structured Learning Experiences, 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
Finance	267	*	*
Health Science	*	*	*
Hospitality & Tourism	*	*	*
Law, Public Safety, Corrections & Security	*	*	*
Total	270	*	*

College and Career Readiness

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Grade Level and Other Math
6	0	0	0	0	0	0	297
7	33	0	0	0	0	0	285
8	160	22	0	0	0	0	139
9	73	231	26	0	0	0	0
10	4	58	205	19	0	0	11
11	1	11	65	181	24	4	17
12	0	3	15	38	91	74	87
Total	271	325	311	238	115	78	836
Enrolled in AP/IB Course					38	32	28
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	85	1	0	247	0	0
10	187	97	0	6	1	5
11	28	199	0	9	59	20
12	33	12	0	2	97	124
Total	333	309	0	264	157	149
Enrolled in AP/IB Course	44	7		0	40	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

College and Career Readiness

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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	16	313	0	0	0	4
10	3	289	30	0	2	2
11	233	54	0	19	8	28
12	16	33	12	90	51	62
Total	268	689	42	109	61	96
Enrolled in AP/IB Course	98	101	42	0		48
Enrolled in Dual Enrollment Course	0	0	0	0	0	7

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	293	0	0	0	0	0	0
7	224	0	0	0	0	0	0
8	252	0	0	0	0	0	0
9	139	0	40	0	0	23	50
10	176	0	17	0	0	6	50
11	131	0	23	0	0	7	25
12	63	0	32	0	0	7	15
Total	1,278	0	112	0	0	43	140
Enrolled in AP/IB Course	50	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	238	0	35	0	0	9	25

College and Career Readiness

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

Computer Science – Course Participation

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

Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
KG	N	N	N	N	N	N	N
1	N	N	N	N	N	N	N
2	N	N	N	N	N	N	N
3	N	N	N	N	N	N	N
4	N	N	N	N	N	N	N
5	N	N	N	N	N	N	N
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
9	33	0	0	0	0	0	0
10	31	0	0	0	0	0	0
11	37	0	0	0	0	0	0
12	34	2	0	0	0	0	0
Total	135	2	0	0	0	0	0
Enrolled in AP/IB Course	15	2		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

College and Career Readiness

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

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. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Language	Students Earning a Seal of Biliteracy	Percentage of 12th Graders
Japanese	*	*
Total Seals Earned	*	NA
Total Unique Students Earning Seals	*	*

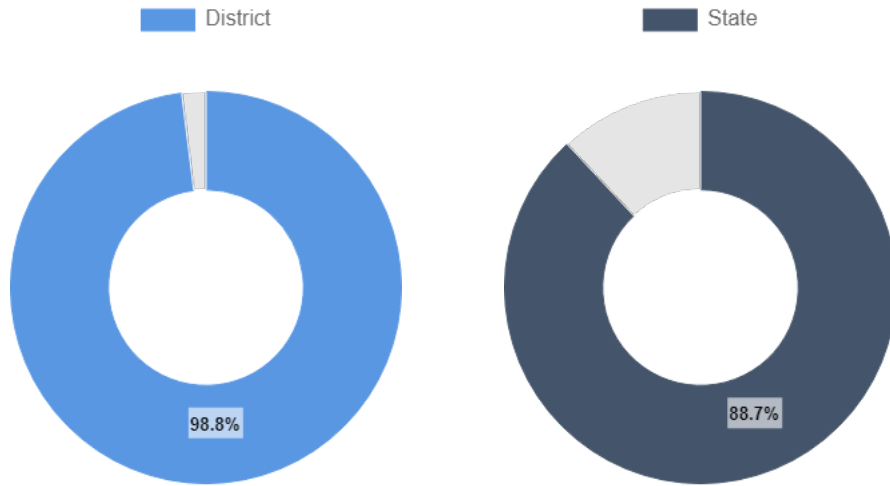
College and Career Readiness

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.

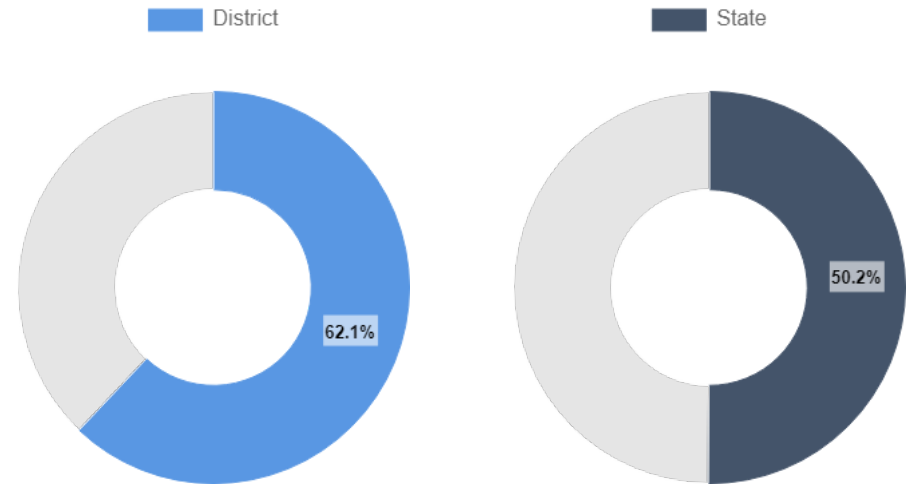
Visual and Performing Arts – Course Participation

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



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



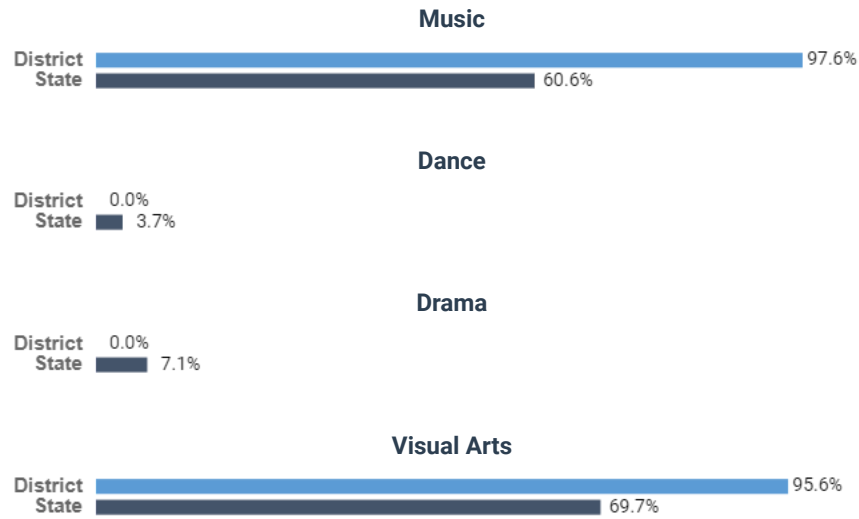
College and Career Readiness

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.

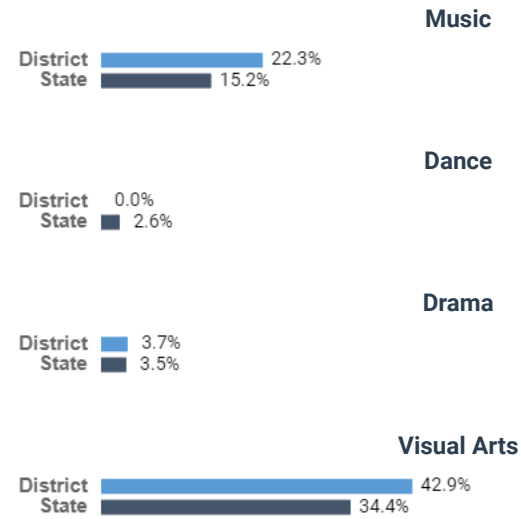
Visual and Performing Arts – Course Participation

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.

Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:



Report Key:

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

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2021-22 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 who did not meet some or all graduation requirements because of modifications or exemptions in their Individualized Education Programs (IEPs) may not be counted as graduates in the calculations of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this is 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 will be 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.

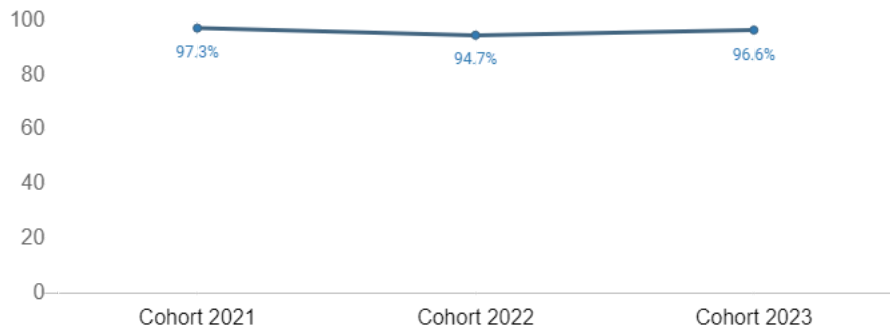
To be included as a graduate in the federal version of the graduation rate, students must have met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless of their graduation cohort. The graduation assessment requirements for the classes of 2021 through 2023 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](#).

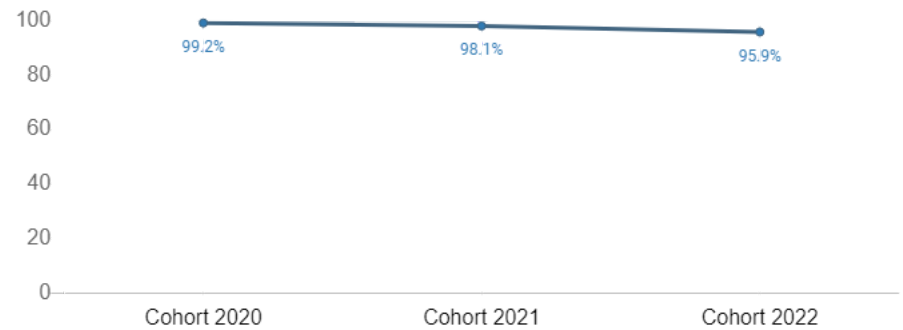
Graduation Rate Trends and Progress

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 2021 4-Year Rate	Cohort 2022 4-Year Rate	Cohort 2023 4-Year Rate	Cohort 2020 5-Year Rate	Cohort 2021 5-Year Rate	Cohort 2022 5-Year Rate
Graduation Rate	97.3%	94.7%	96.6%	99.2%	98.1%	95.9%
Statewide Graduation Rate	90.6%	90.9%	91.1%	92.6%	92.5%	92.7%

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2021-22 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 who did not meet some or all graduation requirements because of modifications or exemptions in their Individualized Education Programs (IEPs) may not be counted as graduates in the calculations of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this is 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 will be 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 2021 through 2023 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 4-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 four years of entering high school, both overall and by student group. This table is based on the state version of the graduation rate, which reflects all students who received a state-endorsed diploma.

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	96.6%	2.0%	1.4%	91.1%	3.8%	5.1%
White	96.5%	2.3%	1.2%	95.0%	2.6%	2.4%
Hispanic	94.6%	1.4%	4.1%	85.8%	5.0%	9.2%
Black or African American	100.0%	0.0%	0.0%	86.7%	5.7%	7.6%
Asian, Native Hawaiian, or Pacific Islander	97.2%	2.8%	0.0%	96.7%	2.2%	1.1%
American Indian or Alaska Native	N	N	N	89.6%	3.7%	6.7%
Two or More Races	*	*	*	93.0%	3.3%	3.7%
Female	98.0%	0.0%	2.0%	93.1%	2.8%	4.1%
Male	95.2%	4.1%	0.7%	89.1%	4.7%	6.1%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	97.5%	1.2%	1.2%	86.6%	5.2%	8.3%
Students with Disabilities	93.3%	6.7%	0.0%	80.5%	12.7%	6.9%
English Learners	92.9%	7.1%	0.0%	73.6%	8.0%	18.4%
Homeless Students	*	*	*	74.6%	9.1%	16.4%
Students in Foster Care	N	N	N	61.7%	14.2%	24.1%
Military-Connected Students	*	*	*	94.8%	2.3%	2.9%
Migrant Students	*	*	*	64.6%	14.6%	20.7%

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2021-22 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 who did not meet some or all graduation requirements because of modifications or exemptions in their Individualized Education Programs (IEPs) may not be counted as graduates in the calculations of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this is 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 will be 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 2021 through 2023 have differed as a result of executive orders in response to the pandemic and new legislation. As a result, the calculation of the federal version of the graduation rate has also changed.

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

Cohort 2022 5-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 five years of entering high school, both overall and by student group. This table is based on the state version of the graduation rate, which reflects all students who received a state-endorsed diploma.

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	95.9%	2.2%	1.9%	92.7%	1.6%	5.7%
White	95.8%	2.1%	2.1%	96.0%	1.3%	2.6%
Hispanic	91.7%	2.8%	5.6%	87.7%	1.8%	10.5%
Black or African American	100.0%	0.0%	0.0%	89.0%	2.3%	8.7%
Asian, Native Hawaiian, or Pacific Islander	97.8%	2.2%	0.0%	97.8%	1.1%	1.0%
American Indian or Alaska Native	*	*	*	93.6%	0.8%	5.6%
Two or More Races	*	*	*	92.3%	1.9%	5.8%
Female	95.9%	2.8%	1.4%	94.7%	1.0%	4.4%
Male	95.9%	1.7%	2.3%	90.9%	2.2%	6.9%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	88.6%	6.8%	4.5%	88.3%	1.8%	9.9%
Students with Disabilities	84.1%	13.6%	2.3%	84.6%	7.7%	7.7%
English Learners	92.3%	0.0%	7.7%	77.1%	1.4%	21.5%
Homeless Students	*	*	*	75.6%	3.0%	21.5%
Students in Foster Care	N	N	N	62.2%	5.6%	32.3%
Military-Connected Students	N	N	N	92.7%	2.2%	5.1%
Migrant Students	N	N	N	67.1%	2.4%	30.5%

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2021-22 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 who did not meet some or all graduation requirements because of modifications or exemptions in their Individualized Education Programs (IEPs) may not be counted as graduates in the calculations of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this is 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 will be 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 2021 through 2023 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 2021 6-Year Graduation Cohort Profile

This table shows the percentage of students in the 2021 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.

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	98.1%	1.2%	0.8%	93.0%	1.2%	5.8%
White	98.6%	0.0%	1.4%	96.3%	1.1%	2.6%
Hispanic	95.3%	3.1%	1.6%	88.1%	1.1%	10.8%
Black or African American	95.5%	4.5%	0.0%	88.5%	1.6%	9.9%
Asian, Native Hawaiian, or Pacific Islander	100.0%	0.0%	0.0%	97.9%	1.0%	1.1%
American Indian or Alaska Native	N	N	N	94.5%	0.8%	4.7%
Two or More Races	*	*	*	93.2%	0.4%	6.4%
Female	99.2%	0.8%	0.0%	94.8%	0.8%	4.5%
Male	97.0%	1.5%	1.5%	91.3%	1.6%	7.2%
Non-Binary/Undesignated Gender	N	N	N	N	N	N
Economically Disadvantaged Students	100.0%	0.0%	0.0%	88.3%	1.2%	10.5%
Students with Disabilities	90.6%	9.4%	0.0%	85.6%	6.2%	8.2%
English Learners	100.0%	0.0%	0.0%	79.0%	0.6%	20.3%
Homeless Students	N	N	N	77.7%	1.8%	20.5%
Students in Foster Care	N	N	N	62.2%	4.0%	33.8%
Military-Connected Students	N	N	N	92.1%	1.1%	6.9%
Migrant Students	N	N	N	66.0%	3.1%	30.9%

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2021-22 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 who did not meet some or all graduation requirements because of modifications or exemptions in their Individualized Education Programs (IEPs) may not be counted as graduates in the calculations of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this is 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 will be 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 2021 through 2023 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 2023 4-year and 2022 5-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. There were no graduation assessment requirements for students graduating with the class of 2023. This means that any students with disabilities in cohort 2023 or cohort 2022 who graduated during the 2023 school year were only required to meet state course and local attendance requirements to be included as graduates. However, any students with disabilities in cohort 2023 or cohort 2022 who graduated during the 2022 school year were required to meet state course, local attendance, and state graduation assessment requirements to be included as graduates. 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 2023-24 school year (along with 2023-24 assessment, growth, and chronic absenteeism data) and will be included in the accountability profiles in fall 2024.

Student Group	2023 4-Year Federal Graduation Rate	2022 5-Year Federal Graduation Rate	State: 2023 4-Year Federal Graduation Rate	State: 2022 5-Year Federal Graduation Rate
Districtwide	95.2%	88.6%	90.5%	86.9%
White	94.2%	89.5%	94.4%	89.9%
Hispanic	93.2%	76.4%	85.3%	81.8%
Black or African American	100.0%	83.3%	85.9%	80.5%
Asian, Native Hawaiian, or Pacific Islander	96.3%	94.8%	96.5%	96.6%
American Indian or Alaska Native	N	*	89.6%	86.4%
Two or More Races	*	*	91.8%	85.9%
Female	96.6%	89.0%	92.7%	90.4%
Male	93.9%	88.4%	88.5%	83.5%
Non-Binary/Undesignated Gender	N	N	*	*
Economically Disadvantaged Students	96.3%	77.3%	85.9%	81.2%
Students with Disabilities	84.4%	31.8%	77.4%	51.4%
English Learners	89.3%	92.3%	73.4%	75.4%
Homeless Students	*	*	73.6%	64.4%
Students in Foster Care	N	N	59.5%	46.0%
Military-Connected Students	*	N	94.2%	88.3%
Migrant Students	*	N	63.4%	64.6%

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2021-22 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 who did not meet some or all graduation requirements because of modifications or exemptions in their Individualized Education Programs (IEPs) may not be counted as graduates in the calculations of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this is 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 will be 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 2021 through 2023 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 2022 4-year and Cohort 2021 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 for 2022, 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 2022: 4-Year Graduation Rate	Cohort 2022: Annual Target	Cohort 2022: Met Target	Cohort 2021: 5-Year Graduation Rate	Cohort 2021: Annual Target	Cohort 2021: Met Target
Districtwide	87.4%	89.4%	Not Met	97.7%	95.0%	Met Goal
White	88.4%	89.1%	Not Met	98.6%	94.4%	Met Goal
Hispanic	76.4%	89.4%	Not Met	95.2%	93.0%	Met Target
Black or African American	83.3%	**	**	95.5%	N	N
Asian, Native Hawaiian, or Pacific Islander	92.6%	93.8%	Not Met	99.0%	95.4%	Met Goal
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	*	**	**	*	**	**
Economically Disadvantaged Students	77.0%	88.3%	Not Met	100.0%	94.0%	Met Goal
Students with Disabilities	31.8%	60.1%	Not Met	90.3%	88.5%	Met Target
English Learners	88.5%	95.0%	Not Met	90.9%	94.8%	Not Met

Report Key:

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- N No Data is available to display
- † This indicates a table specific note, see note below table

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2021-22 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 who did not meet some or all graduation requirements because of modifications or exemptions in their Individualized Education Programs (IEPs) may not be counted as graduates in the calculations of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this is 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 will be 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 2021 through 2023 have differed as a result of executive orders in response to the pandemic and new legislation. As a result, the calculation of the federal version of the graduation rate has also changed.

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

Graduation Pathways

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

Important Note for 2022-23 Reports: There were no graduation assessment requirements for any students who graduated with the class of 2023 as a result of P.L. 2022, c.60, which was signed by Governor Murphy on Tuesday, July 5, 2022. As a result, no graduation pathway data is reported for the 2022-2023 school year.

Dropout Rate Trends

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

School Year	District Rate	State Rate
2022-2023	0.3%	1.2%
2021-2022	0.3%	1.2%
2020-2021	0.0%	1.1%

Graduation/ Postsecondary

Information about students enrolling in colleges and universities after graduation is collected from the [National Student Clearinghouse](#), which collects data from at least 95% of higher education institutions nationwide.

Important Note for 2022-23: Postsecondary enrollment for the 2022-2023 school year has not yet been finalized. It will be released in the coming months.

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 2023. 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
2022	*
2021	*
2020	*
2019	*
2018	*
2017	*
2016	*
2015	*
2014	0

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 New Jersey Department of Education used input from New Jersey communities 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.

Important Note for 2022-23: The NJDOE recommends caution in comparing the 2022-23 chronic absenteeism rates with the rates from prior years as the pandemic has impacted attendance rates over the last several years.

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. The state average column is the target used for accountability purposes and it reflects the statewide average for students in the grades offered by the district. Each student group has the same target based on all students, so the same "state average" will appear for all student groups. The last column shows whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	# of Students Chronically Absent	% of Students Chronically Absent	State Average	Met State Average
Districtwide	542	13.7%	16.6%	Met
White	162	16.0%	16.6%	Met
Hispanic	189	23.0%	16.6%	Not Met
Black or African American	35	18.0%	16.6%	Not Met
Asian, Native Hawaiian, or Pacific Islander	141	7.8%	16.6%	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	11.7%	16.6%	Met
Female	*	14.2%		
Male	*	13.2%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	64	15.8%	16.6%	Met
Students with Disabilities	145	23.2%	16.6%	Not Met
English Learners	73	14.1%	16.6%	Met
Homeless Students	10	55.6%		
Students in Foster Care	*	*		
Military-Connected Students	2	18.2%		
Migrant Students	*	*		

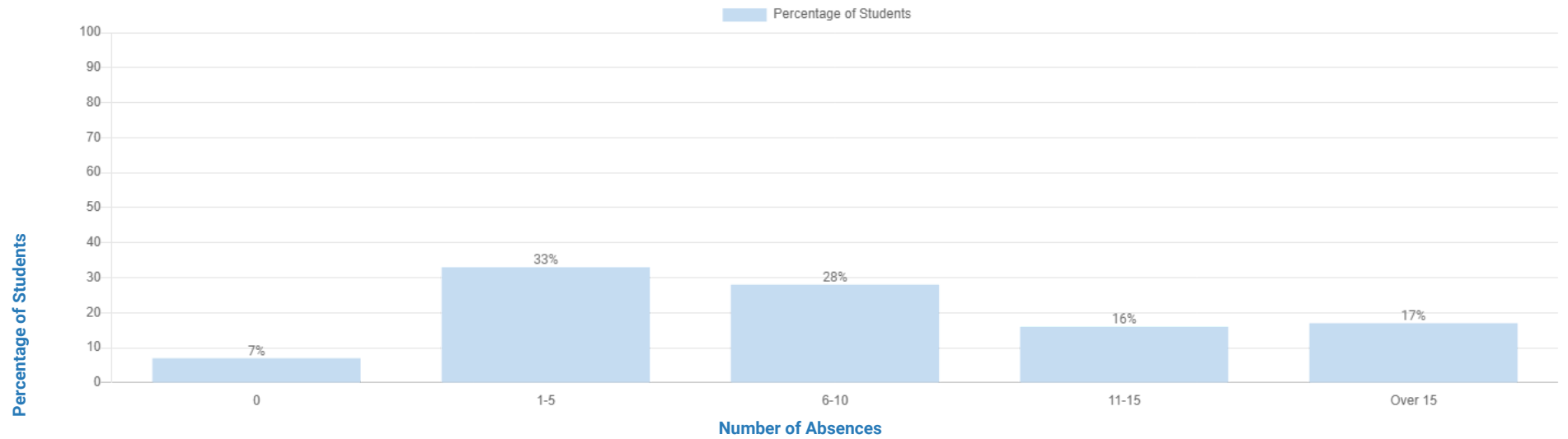
Climate and Environment

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Important Note for 2022-23: The NJDOE recommends caution in comparing the 2022-23 chronic absenteeism rates with the rates from prior years as the pandemic has impacted attendance rates over the last several years.

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



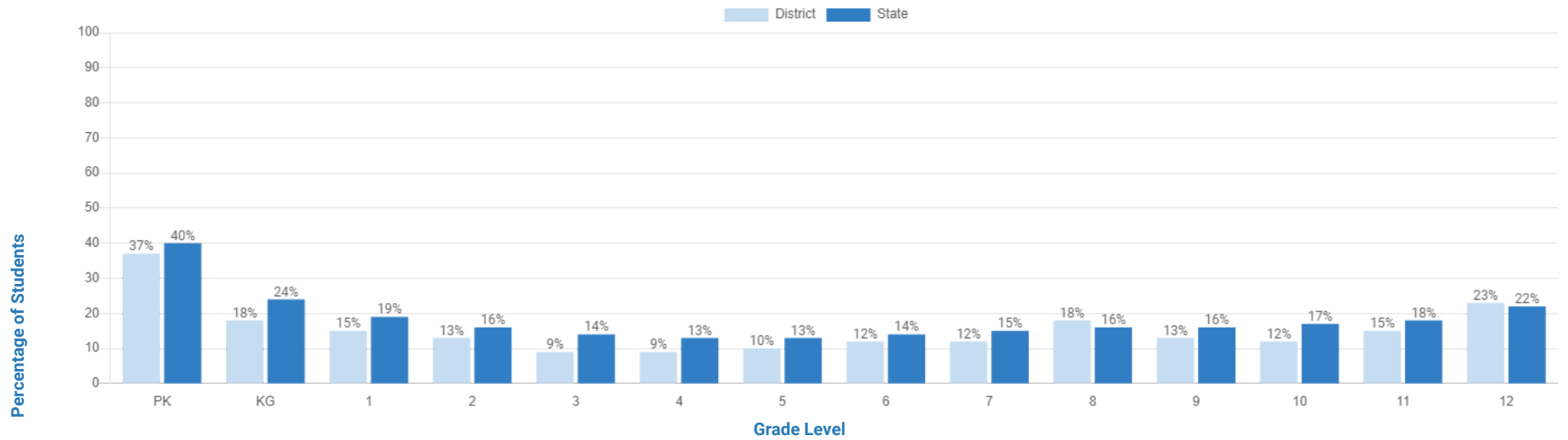
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Important Note for 2022-23: The NJDOE recommends caution in comparing the 2022-23 chronic absenteeism rates with the rates from prior years as the pandemic has impacted attendance rates over the last several years.

Chronic Absenteeism by Grade

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



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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.

Important note for 2022-23: The NJDOE recommends caution in comparing the 2022-23 student safety data with the data from 2020-21 and 2019-20 as the pandemic impacted the data for those years.

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	26
Weapons	5
Vandalism	4
Substances	20
Harassment, Intimidation, Bullying (HIB)	43
Total Unique Incidents	98
Incidents Per 100 Students Enrolled	2.42

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	12
Weapons	1
Vandalism	1
Substances	10
Harassment, Intimidation, Bullying (HIB)	25
Other Incidents Leading to Removal	2

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Important note for 2022-23: The NJDOE recommends caution in comparing the 2022-23 student safety data with the data from 2020-21 and 2019-20 as the pandemic impacted the data for those years.

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	16	19	35
Religion	2	0	2
Ancestry	7	2	9
Gender	0	4	4
Sexual Orientation	3	4	7
Disability	0	2	2
Other	6	25	31
No Identified Nature	83		83

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year. The NJDOE is additionally required to report on the number, percentage, and demographics of students who received removals and that data is available on the [NJDOE website](#).

Removal Type	Number of Students	Percent of Students	School Days Missed due to Out-of-School Suspensions
In-School Suspensions	29	0.7%	437
Out-of-School Suspensions	84	2.1%	
Any Suspension	100	2.5%	
Removal to other education program	1	0.0%	
Expulsion	0	0.0%	
Arrest	3	0.1%	

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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.

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Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Teachers – Experience

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

Category	Teachers in District	Teachers in State
Total Number of teachers	338	118,882
Average years experience in public schools	11.8	12.5
Average years experience in district	11.0	11.3
Number of Teachers with 4 or more years experience in the district	262	88,415
Percentage of Teachers with 4 or more years experience in the district	77.5%	74.8%
Number of out-of-field teachers	3	2,811
Percentage of out-of-field teachers	0.9%	2.4%
Number of Teachers with Provisional Credentials	32	8,605
Percentage of Teachers with Provisional Credentials	9.5%	7.3%

Administrators – Experience

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

Category	Admin. in District	Admin. in State
Total Number of administrators	21	9,952
Average years experience in public schools	15.6	16.1
Average years experience in district	11.4	12.5
Number of Administrators with 4 or more years experience in the district	17	7,675
Percentage of Administrators with 4 or more years experience in the district	81.0%	77.9%

Staff Counts

This table shows the number of staff members assigned to the district and state across several staff categories. The staff counts in this table reflect data submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Additionally, some staff members may be assigned to the district only, but work in multiple schools in the district. In these cases, the table may show 0 staff members assigned to the school, even though there are district staff members working in the school. The School Safety Specialists data is based on data submitted by districts in the CDS system.

Staff Category	District: Total Staff Members	State: Total Staff Members
Teachers	338	118,882
Administrators	21	9,952
Librarians/Media Specialists	6	1,194
Nurses	6	2,960
School Counselors	13	4,519
Child Study Team Members	27	9,367
School Psychologists	7	2,166
School Social Workers	6	2,654
Student Assistance		
Coordinators	1	381
School Safety Specialists	1	694

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Student and Staff Ratios

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

Ratio	District Ratio
Students to Teachers	12:1
Students to Administrators	192:1
Teachers to Administrators	16:1
Students to Librarians/Media Specialists †	674:1
Students to Nurses †	674:1
Students to Counselors †	311:1
Students to Child Study Team Members †,††	24:1
Students to School Psychologists †	577:1
Students to School Social Workers †	674:1
Students to Student Assistance Coordinators †	4042:1
Students to School Safety Specialists †	4042:1

† In some districts, staff members in these roles who work in multiple schools may be assigned only to the district and not to individual schools. As a result, a School Ratio may show N, but there may be district assigned staff working in the school

†† Child Study Team members include school psychologists, school social workers, and learning disabilities teacher consultants, also note that the ratio compares Students with Disabilities instead of all students.

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group. To protect student and staff privacy, gender percentages may show a range, depending on the overall school population size.

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	49.0%	80.0%	40-60%	48.0%	77.0%	57.0%
Male	51.0%	20.0%	40-60%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤20%	≤1%	≤1%	≤1%
White	25.2%	79.3%	66.7%	39.1%	82.2%	74.8%
Hispanic	20.8%	8.0%	19.0%	33.1%	8.3%	8.5%
Black or African American	5.0%	0.3%	9.5%	14.4%	6.3%	14.3%
Asian	45.7%	12.4%	4.8%	10.1%	2.4%	1.4%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.4%	0.6%
Two or More Races	3.0%	0.0%	0.0%	2.9%	0.2%	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

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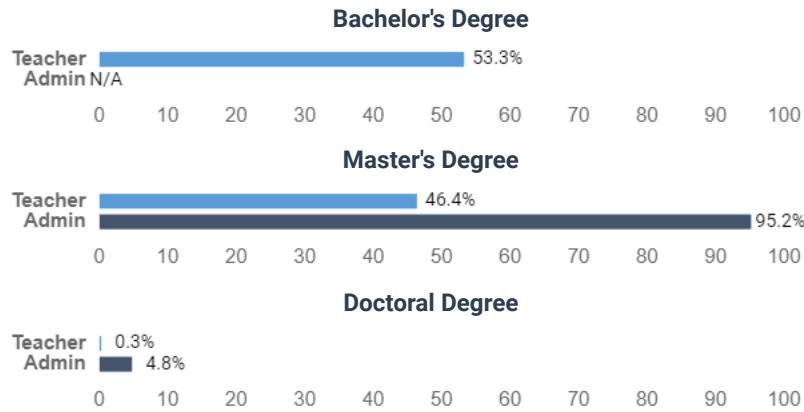
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Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or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

Teachers and Administrators - Level of Education

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



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

This table shows the percentage of teachers and administrators assigned to this district in 2021-22 that were still assigned to this district in 2022-23. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2021-22 Teachers: Same district 2022-23	93.1%	88.4%
2021-22 Administrators: Same district 2022-23	82.6%	86.6%

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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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	148	90-95%	5-10%	≤5%	81.1%	6.1%	0.7%	12.2%	0.0%	0.0%	0.0%	78.4%	53.4%	46.6%	0.0%
English/Language Arts/Literacy	38	80-90%	10-20%	≤10%	76.3%	7.9%	0.0%	15.8%	0.0%	0.0%	0.0%	78.9%	42.1%	57.9%	0.0%
English Speakers or Other Languages	12	*	*	*	50.0%	16.7%	0.0%	33.3%	0.0%	0.0%	0.0%	75.0%	25.0%	75.0%	0.0%
Mathematics	22	60-80%	20-40%	≤20%	81.8%	0.0%	0.0%	18.2%	0.0%	0.0%	0.0%	90.9%	68.2%	31.8%	0.0%
Science	19	60-80%	20-40%	≤20%	68.4%	15.8%	0.0%	15.8%	0.0%	0.0%	0.0%	68.4%	36.8%	57.9%	5.3%
Social Studies/History	19	20-40%	60-80%	≤20%	94.7%	5.3%	0.0%	0.0%	0.0%	0.0%	0.0%	84.2%	52.6%	47.4%	0.0%
World Language	14	*	*	*	42.9%	35.7%	0.0%	21.4%	0.0%	0.0%	0.0%	71.4%	50.0%	50.0%	0.0%
Visual and Performing Arts	22	60-80%	20-40%	≤20%	72.7%	9.1%	0.0%	18.2%	0.0%	0.0%	0.0%	81.8%	50.0%	50.0%	0.0%
Health/Physical Education	21	20-40%	60-80%	≤20%	85.7%	4.8%	0.0%	9.5%	0.0%	0.0%	0.0%	71.4%	85.7%	14.3%	0.0%
Family & Consumer Sciences	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	3	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Computer Science/IT	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	50.0%	50.0%	0.0%
Industrial Arts	3	*	*	*	66.7%	0.0%	0.0%	33.3%	0.0%	0.0%	0.0%	66.7%	66.7%	33.3%	0.0%
Career and Technical Education	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Special Education	76	85-90%	10-15%	≤5%	85.5%	7.9%	0.0%	6.6%	0.0%	0.0%	0.0%	68.4%	56.6%	43.4%	0.0%
Bilingual	12	*	*	*	25.0%	25.0%	0.0%	50.0%	0.0%	0.0%	0.0%	66.7%	16.7%	83.3%	0.0%

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Per-Pupil Expenditures

Per-Pupil Expenditures by Source

The table below summarizes the most recently available expenses for regular and special education students taught at schools in the district. The amounts include both actual personnel and actual non-personnel expenditures and include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities. An overall cost per pupil for a given school can be calculated by adding the Central Expenditures and the Expenditures Not Assigned to a School to the School Level Expenditures reported for that school. The Average Daily Enrollment (ADE**) comes from the 2022-23 School Registry Summary (SRS).

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

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

[Link to District Summary of 2022-23 School-Level Per Pupil Expenditures by Source](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

Fort Lee Boro	Federal	State & Local	Total	ADE**
District Level Total Expenditures	\$922	\$16,788	\$17,710	4,010.2
District Level Central Expenditures	\$403	\$4,037	\$4,440	4,010.2
Fort Lee High School	\$548	\$12,046	\$12,594	1,164.6
School No. 1	\$339	\$12,234	\$12,573	545.8
School No. 2	\$488	\$17,679	\$18,167	369.6
School No. 3	\$338	\$12,297	\$12,635	353.3
School No. 4	\$339	\$11,896	\$12,235	401.2
Lewis F. Cole Middle School	\$667	\$12,568	\$13,235	1,175.7

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Accountability

New Jersey's Every Student Succeeds Act (ESSA) Accountability System New Jersey's school accountability system identifies schools that are 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.
 - The fall 2023 identification is the first year that the NJDOE identified schools in this category.

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.

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](#)

Important Note for 2022-23 Reports: The NJDOE received approval to make a one-time change to the identification timeline under the [COVID-19 State Plan Addendum](#). Under the approved Addendum, the NJDOE identified schools for CSI and ATSI status in both fall 2022 and fall 2023. Schools that were identified for CSI or ATSI status in fall 2022 were eligible to exit status at the end of the 2023-2024 school year if all exit criteria were met. Schools that were identified for CSI or ATSI status in fall 2023 will be eligible to exit status at the end of the 2026-2027 school year if all exit criteria are met. Schools identified for TSI status are eligible to exit annually if exit criteria are met.

The NJDOE resumed using median student growth percentiles (mSGPs) to measure academic progress, or growth, for the 2022-2023 school year. The NJDOE had received approval through the Addendum to use an alternate measure of academic progress, Relative School Improvement Measure (RSIM) for the 2021-2022 school year only because mSGPs were unavailable.

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Accountability

Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

The table below provides the list of schools in the district that have been identified for either comprehensive or targeted support for the 2024-25 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.

There are currently no schools in this district identified as requiring comprehensive or targeted support during the 2024-25 school year.

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, this data reflects median student growth percentiles (mSGPs). For 2021-22, this data shows the Relative School Improvement Measure (RSIM), which was based on aggregate scale score improvement on the statewide assessments in ELA and mathematics (NJSLA), when comparing prior year performance to 2021-22 performance. **Four- and five-year graduation rates:** The adjusted cohort graduation rate **Progress toward English Language Proficiency:** The percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs Assessment for English Language proficiency. **Chronic absenteeism:** The percentage of students who were absent for 10% or more of the days enrolled during the school year.

Important Note for 2022-23: The NJDOE received federal waivers that waived certain assessment and accountability-related requirements for the 2019-20 and 2020-21 school years. As a result, proficiency, growth, and progress toward English language proficiency data is not available for 2020-21. The growth measure used for 2021-22 was an alternate measure used because median student growth percentiles were not available for 2021-22 and the NJDOE resumed using mSGPs for 2022-2023, so growth data for 2021-22 to 2022-23 should not be compared. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

ESSA Accountability Indicator	2020-21	2021-22	2022-23
ELA Proficiency		71.7%	71.7%
Math Proficiency		58.7%	61.2%
ELA Growth		79	57
Math Growth		75	61
4-Year Graduation Rate†	97.3%	94.7%	96.6%
5-Year Graduation Rate†	99.2%	98.1%	95.9%
Progress toward English Language Proficiency		56.3%	58.1%
Chronic Absenteeism	4.6%	10.4%	13.7%

† This table shows the most recent graduation rate for reference, but accountability calculations for a given year use the prior year's graduation rate.

Accountability

Accountability Summary by Student Group - 2022-23 School Year

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

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

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

†Target was met within a confidence interval.

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Narrative

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



Mission, Vision, Theme:

The mission of the Fort Lee Public Schools is to prepare our students to be lifelong learners by ensuring that all students achieve the New Jersey Student Learning Standards and global skills through a safe, comprehensive learning environment that meets the unique needs of each individual, fostering strong parent-community-school partnerships, and creating connections to the real world.



Before and After School Programs:

Right At School is the provider for after school care at all of the District's elementary schools as well as the Lewis F. Cole Intermediate and Middle Schools. Students are offered age appropriate homework help, enrichment activities, and fitness exercises and light snacks are provided. After-school care services are provided each day school is in session, Monday through Friday from 3:00pm to 6:00pm.



Staff and Professional Learning:

The District provides professional development on various topics in large and small group learning communities. During the 2022-2023 school year, we provided training district-wide on lesson planning, data analysis, and MTSS. Staff members were also offered training to address student mental health and wellness. Each year, professional development is offered to elementary staff to support the Reading and Writing Workshop instructional model, as well as implementing the SIOP model to address the needs of our multilingual learners. Additional professional learning topics included implementing the Wilson Foundations program in Kindergarten and first grade, servicing students in need of intervention, and approaches to addressing students in need of behavioral support. All new teachers participate annually in a rigorous orientation and mentoring program.

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Postsecondary Information:

The Class of 2023 had a 98% graduation rate. 90.4% of graduates attended a two or four-year university while the other 9.6% attended technical schools or entered the workforce. Last year, Fort Lee High School seniors had acceptances to five of the Ivy League schools. Fort Lee offers several college planning resources to students and parents, such as the College Panel Night, College Planning Senior Night, the Financial Aid Seminar, and grade-level parent meetings to discuss specific grade-level college planning tasks and multiple one-to-one counselor meetings to meet the needs of our student population.



Student Supports and Services:

Fort Lee offers various support programs and services. Differentiated instruction is embedded in all district curricula. Enrichment opportunities are offered through our Gifted Program, Honors, AP, and IB courses. Summer learning programs, after school tutoring are offered to students as needed and based on eligibility requirements. Eligible students attend the Extended School Year program and receive related services. The District utilizes a tiered system of support for both academic and social emotional support programs. Smart Readers, Basic Skills, and Title I programs are designated for students who demonstrate a need for additional support to meet grade level standards. Guidance counselors in each school further support the academic, social, and emotional needs of students and develop anti-bullying, mental health and social emotional programs.



Student Health and Wellness:

The District offers numerous health and wellness programs and resources for students. Guidance counselors, Student Assistance Counselors (SACs), psychologists, and social workers provide increased support to students in need. Social emotional activities are woven throughout the school day. In grades K-6, morning meetings and advisory periods provide time for these exercises. Reboot, a program that engages students in mindfulness exercises, is implemented in grades K-4. All schools conduct assemblies on wellness topics including stress management, mindfulness, positive self-image, etc. At the Middle School, we implement a peer mentor program using the Wingman Project. At the High School, students participate in mental health workshops and a mentorship program is also available on an as needed basis. Counselors provide individual and group counseling services for at-risk students, teach lessons on wellness topics, and provide social skills groups for elementary students.

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Parent and Community Involvement:

The home school connection is a critical component of student learning in the Fort Lee Schools. Teachers and administrators communicate with parents and provide academic, social and emotional guidance and support to help all children reach their highest potential. School programs and communication with parents are enhanced through strong partnerships with our school's PTAs, Band and Athletic Boosters, and other parent advisory groups. We offer parent presentations on topics such as mental health, substance abuse, college planning, assessment results, and support parents of specific special populations such as English language learners and students with IEPs. Central Office administration keeps lines of communication open with the outside community by way of members of the Board of Education, public presentations, PTA presidents' meetings, the District website and Facebook page. School specific information is communicated via school newsletters and each school's website.



Facilities:

The Fort Lee School District consists of seven school buildings; four elementary buildings (K-4), an intermediate school (5-6), middle school (7-8) and high school (9-12). The elementary schools include School #1, School #2, School #3, and School #4. All elementary schools have had additions to their original structures. The most recent took place in 2017 when seventeen classrooms were added to School #2. The Lewis F. Cole Intermediate School opened September of 2019. Lewis F. Cole Middle School was built in 1958 with its most recent addition completed in 2015. The High School was built in 1928 with additions in 1958 and 1967-68. The district has begun a two-year process to upgrade all ventilation, heating and air conditioning systems in all schools. All schools have security vestibules, media centers, art rooms, cafeterias and/or multi-purpose gymnasiums. The Intermediate School, Middle, and High School have dedicated science labs and Makerspaces.



School Safety:

The Fort Lee Public School District has a wide range of measures and procedures in place to enhance the safety of the students and staff. All of the school buildings have security vestibules equipped with a visitor management software system. Each school entrance is staffed by private security guards in addition to district security personnel patrolling the buildings. All of the schools have security alarms, panic alarms, and surveillance cameras with a direct feed to the local police department. All school staff participate in regular security training and drills. Fire and school emergency drills are conducted as required by law. The District staff display/wear photo ID cards. The local police department conducts daily walk-throughs/perimeter checks at each school and provides two full time school resource officers (SRO). We employ Class III Officers to increase security in our schools.

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Technology and STEM:

Technology is integrated in all curriculum areas and students receive STEAM instruction throughout their K-12 program. We have a 1:1 chromebook program for students in grades 7 - 12. The District increased the number of student devices in grades K-6 so that every student can be equipped with a device, if needed. The District offers many STEAM courses and clubs. STEAM lessons are part of the K-4 Library/Media arts program. There are designated Makerspaces in the intermediate, middle, and high school. The intermediate school offers a STEAM course. In grades 7-8, STEAM courses include Tech Education. STEAM clubs include Computer Club, Math Team, Robotics Team, and the Environmental Club. At Fort Lee High School, STEAM courses include Robotics, Forensics, Computer Programming and C++ Honors, Graphic Design, Science Research Honors, and Botany & Floral Design. STEAM concepts are present in college level courses such as AP Computer Science, AP Chemistry, AP Biology, AP and IB Physics.



Early Childhood Education:

The Fort Lee School District provides full-day and half-day preschool programs to children who meet the criteria for special education classification under the category of Preschool Child with a Disability. Fort Lee also has two tuition-based general education preschool classrooms into which preschool children with disabilities can be mainstreamed for inclusion with typically developing peers. In addition to language enriched classroom environments, students are provided the opportunity to participate in classes such as music, art, and library/media. The preschool program is housed at School #2 and School #3.



Effective and Efficient Use of ESSR Funding:

"In order to address the impact of COVID-19, the Fort Lee School District used ESSER funds to support staffing in the technology and counseling departments to assist with technological needs related to remote learning, and provide mental health supports for students. In order to support instruction, devices and digital learning tools and programs such as IXL, Kami and BrainPop were purchased. Funding supported the District's Summer Bridge Academy for students in grades K-8 as well as SAT prep courses and college prep programs for high school students. Various mental health services were offered to students. Individual and small group counseling was provided to students before/after school as well as during the summer. Mindfulness programs, assemblies and training for staff also provided strategies and resources to support students' mental health and social-emotional needs."