



New Milford Public School District (03-3550)

2021-2022

County: Bergen
District: New Milford Public School District
145 Madison Avenue
New Milford, NJ 07646

Superintendent: Ms. Danielle Shanley
[District Website](#)
201-261-2952 x1125



2,055
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 2021-22 Reports: The 2021-22 School Performance Reports include nearly all data that was previously reported prior to the COVID-19 pandemic, such as assessment results and accountability data. However, the 2021-22 reports will not include student growth as measured by median student growth percentiles (MSGPs) because individual student growth percentiles (SGPs) were not calculated for the 2021-22 school year due to lack of prior test results for the 2019-20 and 2020-21 school years. The student growth section of the reports will include a link to an alternate measure of academic progress that will be used for accountability determinations for the 2021-22 school year. 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.

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 [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	New Milford Public School District
Superintendent Name	Ms. Danielle Shanley
Address	145 Madison Avenue, New Milford, NJ 07646
Phone Number	201-261-2952 x1125
Email Address	dshanley@nmmps.org
Website	www.nmmps.org
Twitter	https://twitter.com/@NMSchools_NJ



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
Berkley Street School	KG-05
Bertrand F. Gibbs Elementary School	KG-05
David E. Owens Middle School	PK-08
New Milford High School	09-12

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	2019-20	2020-21	2021-22
PK	53	48	60
KG	147	150	144
1	170	154	157
2	148	174	155
3	137	146	171
4	150	140	143
5	165	147	149
6	153	155	155
7	160	145	162
8	155	162	156
9	147	140	153
10	166	144	139
11	120	164	143
12	164	131	168
Total	2,035	2,000	2,055

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. 2019-20 was the first year that data was collected for non-binary/undesigned gender and, as a result, data may not be a true representation of the student population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5 and percentages for 2020-21 and 2021-22 may show a range, depending on the overall school population size.

Student Group	2019-20	2020-21	2021-22
Female	48.0%	48.0%	48.0%
Male	52.0%	52.0%	52.0%
Non-Binary/Undesignated Gender	<1%	≤1%	≤1%
Economically Disadvantaged Students	14.0%	8.5%	12.1%
Students with Disabilities	21.2%	19.7%	19.4%
English Learners	3.2%	3.0%	2.7%
Homeless Students	0.0%	0.1%	0.1%
Students in Foster Care	0.0%	0.0%	0.1%
Military-Connected Students	0.3%	0.4%	0.5%
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	2019-20	2020-21	2021-22
White	43.2%	41.1%	40.4%
Hispanic	28.0%	30.2%	30.5%
Black or African American	6.2%	6.4%	6.6%
Asian	14.4%	14.4%	14.7%
Native Hawaiian or Pacific Islander	5.5%	4.8%	4.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two Or More Races	2.7%	3.1%	3.9%

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	2019-20	2020-21	2021-22
PK - Half Day	0	0	0
PK - Full Day	53	48	60
KG - Half Day	0	0	0
KG - Full Day	147	150	144

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.

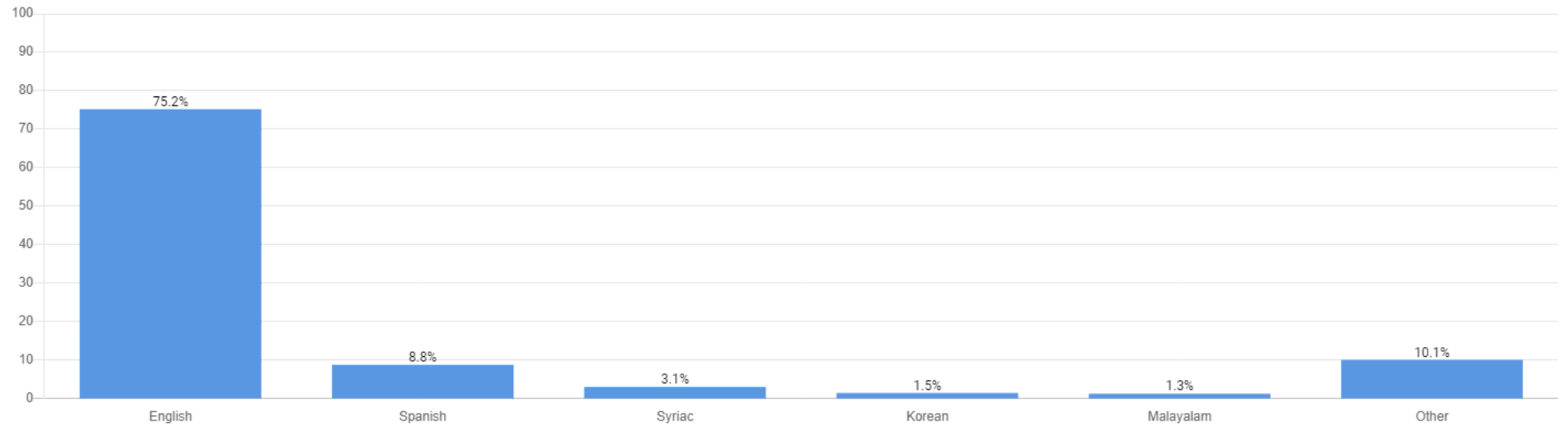
Enrollment Status	2019-20	2020-21	2021-22
Full Time Students	2,034	2,000	2,057
Shared Time Students	4	6	4
Full Time Equivalent	2,036	2,003	2,059

Demographics

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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).

Important Note for 2021-22 Reports: The calculation of mSGPs relies on one to two consecutive years of prior assessment results to calculate individual student growth percentiles. Due to the cancellation of the NJLSA in both 2019-20 and 2020-21, SGPs were not calculated for 2019-2020, 2020-2021, or 2021-2022. The 2021-22 reports will not include any mSGP data.

The NJDOE received approved through the [COVID-19 State Plan Addendum](#), to use an alternative method to calculate academic progress for the 2021-22 school year based on aggregate score improvement on the NJSLA at the schoolwide and student group level between 2018-2019 and 2021-2022. For 2021-22, the NJDOE measured academic progress in ELA and mathematics using Relative School Improvement Measure (RSIM). Results of the RSIM measure are available on the [NJDOE's Accountability page](#) under 2022 Accountability Data.

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 2021-22: NJSLA data is not available for 2019-20 or 2020-21 due to federal waivers and assessment cancellations and DLM and ACCESS for ELLs data is not available for 2019-20. 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 that 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 that 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 2021-22: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results are not available for the 2019-20 and 2020-21 school years.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2019-20 ELA	2020-21 ELA	2021-22 ELA	2019-20 Math	2020-21 Math	2021-22 Math
Participation Rate			99.5%			98.7%
Proficiency Rate for Federal Accountability			67.8%			48.8%
Annual Target			72.1%			59.1%
Met Annual Target?			Not Met			Not Met
Statewide Proficiency Rate for Federal Accountability			49.0%			36.0%

† Target was met within a confidence interval.

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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 assessments. NJSLA results include only students in grades 3 through 9. Students that 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 assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that 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	1,053	99.5%	67.8%	49%	67.8%	72.1%	Not Met
White	434	98.9%	67.5%	58.2%	67.5%	72.9%	Not Met
Hispanic	321	100%	60.4%	35%	60.4%	65%	Not Met
Black or African American	77	100%	57.1%	30.9%	57.1%	59%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	188	100%	83%	78%	83%	79.4%	Met Goal
American Indian or Alaska Native	*	*	*	48.7%	*	**	**
Two or More Races	*	100%	81.8%	55.4%	81.8%		Met Goal
Female	*	99.4%	74.3%	55.1%	74.3%		
Male	*	99.6%	61.8%	43.2%	61.8%		
Non-binary/undesignated gender	*	*	*	63.8%	*		
Economically Disadvantaged Students	130	100%	56.2%	30.9%	56.2%	56.7%	Met Target†
Non-Economically Disadvantaged Students	923	99.5%	69.4%	57.8%	69.4%		
Students with Disabilities	204	100%	21.1%	17.9%	21.1%	41.6%	Not Met
Students without Disabilities	849	99.4%	79%	55.7%	79%		
English Learners	68	100%	58.8%	21.9%	58.8%	43.3%	Met Target
Non-English Learners	985	99.5%	68.4%	52%	68.4%		
Homeless Students	*	*	*	20.4%	*		
Students in Foster Care	*	*	*	17.9%	*		
Military-Connected Students	*	*	*	46%	*		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

Academic Achievement

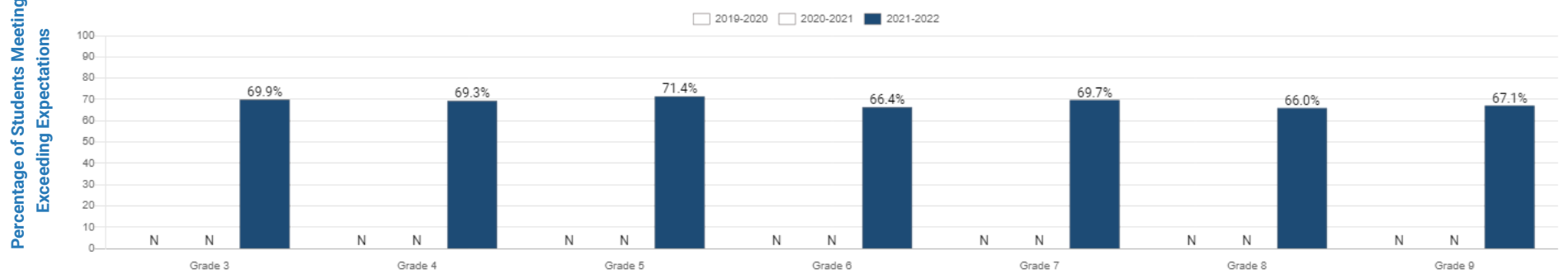
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English Language Arts Assessment - Performance Trends

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 2021-22: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results are not available for the 2019-20 and 2020-21 school years.



Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students 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	173	770	740	9%	10%	11%	47%	23%	70%	42%
White	66	775	750	5%	17%	9%	38%	32%	70%	52%
Hispanic	52	756	724	13%	8%	17%	52%	10%	62%	28%
Black or African American	*	753	722	20%	7%	7%	53%	13%	67%	26%
Asian, Native Hawaiian, or Pacific Islander	29	785	771	10%	3%	7%	55%	24%	79%	71%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	45%
Two or More Races	*	797	748	0%	0%	9%	55%	36%	91%	50%
Female	*	770	745	6%	10%	11%	55%	18%	73%	47%
Male	*	771	735	13%	9%	11%	40%	27%	67%	38%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	24	751	720	17%	8%	21%	50%	4%	54%	24%
Non-Economically Disadvantaged Students	149	774	751	8%	10%	9%	47%	26%	72%	52%
Students with Disabilities	*	700	709	53%	32%	0%	16%	0%	16%	17%
Students without Disabilities	*	779	746	4%	7%	12%	51%	25%	77%	47%
English Learners	*	*	704	*	*	*	*	*	*	13%
Non-English Learners	*	770	744	10%	10%	10%	49%	22%	71%	46%
Homeless Students	*	*	707	*	*	*	*	*	*	18%
Students in Foster Care	*	*	708	*	*	*	*	*	*	16%
Military-Connected Students	*	*	737	*	*	*	*	*	*	40%
Migrant Students	*	*	691	*	*	*	*	*	*	24%

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students 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	140	769	746	6%	11%	14%	34%	36%	69%	49%
White	52	765	756	4%	13%	19%	31%	33%	63%	60%
Hispanic	51	765	732	8%	12%	14%	31%	35%	67%	34%
Black or African American	*	*	729	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	26	790	774	4%	0%	4%	46%	46%	92%	77%
American Indian or Alaska Native	*	*	749	*	*	*	*	*	*	53%
Two or More Races	*	*	756	*	*	*	*	*	*	59%
Female	*	774	750	5%	13%	10%	27%	45%	72%	53%
Male	*	765	742	6%	9%	18%	39%	29%	68%	46%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	756	728	7%	14%	14%	43%	21%	64%	29%
Non-Economically Disadvantaged Students	*	770	756	6%	10%	14%	33%	37%	70%	60%
Students with Disabilities	28	727	717	29%	25%	14%	18%	14%	32%	21%
Students without Disabilities	112	779	752	0%	7%	14%	38%	41%	79%	55%
English Learners	*	*	713	*	*	*	*	*	*	15%
Non-English Learners	*	769	750	6%	11%	14%	33%	36%	69%	53%
Homeless Students	*	*	717	*	*	*	*	*	*	19%
Students in Foster Care	*	*	717	*	*	*	*	*	*	20%
Military-Connected Students	*	*	746	*	*	*	*	*	*	50%
Migrant Students	*	*	700	*	*	*	*	*	*	21%

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students 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	147	767	748	5%	8%	15%	52%	20%	71%	50%
White	54	772	757	2%	6%	13%	61%	19%	80%	60%
Hispanic	53	755	735	11%	11%	17%	53%	8%	60%	35%
Black or African American	12	753	731	8%	8%	17%	58%	8%	67%	31%
Asian, Native Hawaiian, or Pacific Islander	23	784	775	0%	9%	13%	30%	48%	78%	78%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	49%
Two or More Races	*	*	755	*	*	*	*	*	*	57%
Female	*	774	753	4%	6%	11%	51%	28%	78%	55%
Male	*	758	743	7%	10%	19%	53%	10%	63%	45%
Non-binary/undesignated gender	*	*	767	*	*	*	*	*	*	70%
Economically Disadvantaged Students	26	746	731	15%	15%	15%	50%	4%	54%	30%
Non-Economically Disadvantaged Students	121	771	757	3%	7%	15%	52%	23%	75%	60%
Students with Disabilities	31	728	718	26%	29%	16%	29%	0%	29%	19%
Students without Disabilities	116	777	754	0%	3%	15%	58%	25%	83%	56%
English Learners	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	767	751	5%	8%	15%	51%	20%	71%	53%
Homeless Students	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	*	*	722	*	*	*	*	*	*	17%
Military-Connected Students	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	684	*	*	*	*	*	*	*

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English Language Arts Assessment - Performance By Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students 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	155	768	751	4%	9%	17%	37%	32%	70%	53%
White	54	769	759	2%	6%	20%	44%	28%	72%	62%
Hispanic	52	756	737	6%	15%	21%	35%	23%	58%	39%
Black or African American	10	747	732	10%	20%	10%	60%	0%	60%	34%
Asian, Native Hawaiian, or Pacific Islander	36	785	782	3%	3%	11%	28%	56%	83%	82%
American Indian or Alaska Native	*	*	744	*	*	*	*	*	*	48%
Two or More Races	*	*	756	*	*	*	*	*	*	57%
Female	*	771	757	4%	11%	11%	35%	39%	74%	60%
Male	*	764	744	4%	7%	23%	40%	27%	66%	46%
Non-binary/undesignated gender	*	*	762	*	*	*	*	*	*	64%
Economically Disadvantaged Students	22	741	733	18%	9%	23%	41%	9%	50%	35%
Non-Economically Disadvantaged Students	133	772	759	2%	9%	17%	37%	36%	73%	61%
Students with Disabilities	32	726	714	19%	41%	19%	16%	6%	22%	17%
Students without Disabilities	123	778	758	0%	1%	17%	43%	39%	82%	60%
English Learners	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	768	753	4%	9%	17%	37%	33%	70%	55%
Homeless Students	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	*	*	717	*	*	*	*	*	*	19%
Military-Connected Students	*	*	747	*	*	*	*	*	*	48%
Migrant Students	*	*	683	*	*	*	*	*	*	*

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students 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	150	768	750	7%	9%	19%	37%	29%	66%	51%
White	66	766	758	6%	14%	18%	30%	32%	62%	60%
Hispanic	43	763	736	5%	7%	26%	47%	16%	63%	38%
Black or African American	10	740	730	20%	10%	20%	30%	20%	50%	32%
Asian, Native Hawaiian, or Pacific Islander	27	787	783	7%	0%	11%	33%	48%	81%	82%
American Indian or Alaska Native	*	*	752	*	*	*	*	*	*	53%
Two or More Races	*	*	756	*	*	*	*	*	*	57%
Female	*	780	757	1%	4%	19%	38%	38%	76%	59%
Male	*	757	742	12%	13%	18%	36%	21%	57%	44%
Non-binary/undesignated gender	*	*	759	*	*	*	*	*	*	60%
Economically Disadvantaged Students	12	755	732	8%	17%	25%	25%	25%	50%	34%
Non-Economically Disadvantaged Students	138	769	758	7%	8%	18%	38%	30%	67%	59%
Students with Disabilities	27	717	712	30%	26%	26%	11%	7%	19%	15%
Students without Disabilities	123	779	757	2%	5%	17%	42%	34%	76%	58%
English Learners	*	*	697	*	*	*	*	*	*	*
Non-English Learners	*	768	752	7%	9%	18%	37%	30%	66%	53%
Homeless Students	*	*	716	*	*	*	*	*	*	22%
Students in Foster Care	*	*	712	*	*	*	*	*	*	14%
Military-Connected Students	*	*	745	*	*	*	*	*	*	47%
Migrant Students	*	*	678	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. 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 that 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 assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that 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	1,052	98.7%	48.8%	36%	48.8%	59.1%	Not Met
White	432	98%	52.5%	46.2%	52.5%	58.6%	Not Met
Hispanic	323	99.4%	33.1%	19.9%	33.1%	46%	Not Met
Black or African American	76	97.5%	31.6%	15.7%	31.6%	54.2%	Not Met
Asian, Native Hawaiian, or Pacific Islander	188	99.5%	70.7%	71.3%	70.7%	72.3%	Met Target†
American Indian or Alaska Native	*	*	*	37.3%	*	**	**
Two or More Races	*	100%	66.7%	44.1%	66.7%		
Female	*	98.5%	47.3%	34.5%	47.3%		
Male	*	98.9%	50.1%	37.4%	50.1%		
Non-binary/undesignated gender	*	*	*	35%	*		
Economically Disadvantaged Students	133	100%	29.3%	17.3%	29.3%	48.7%	Not Met
Non-Economically Disadvantaged Students	919	98.5%	51.6%	45.2%	51.6%		
Students with Disabilities	201	99%	15.4%	14.7%	15.4%	30.7%	Not Met
Students without Disabilities	851	98.6%	56.6%	40.5%	56.6%		
English Learners	71	100%	31%	16%	31%	36%	Met Target†
Non-English Learners	981	98.6%	50.1%	38.4%	50.1%		
Homeless Students	*	*	*	<10%	*		
Students in Foster Care	*	*	*	10%	*		
Military-Connected Students	*	*	*	34.5%	*		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

Academic Achievement

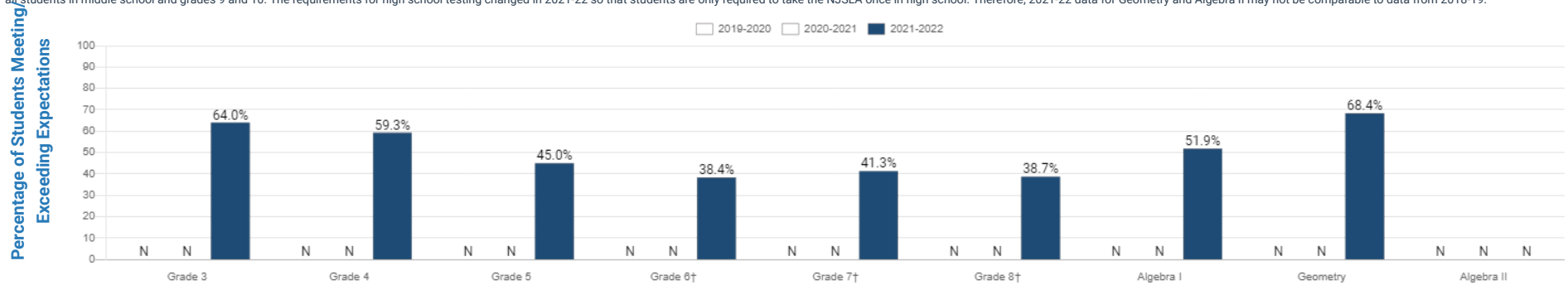
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Mathematics Assessment – Performance Trends

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

Important note for 2021-22: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results are not available for the 2019-20 and 2020-21 school years. 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 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

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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	172	761	745	4%	9%	23%	40%	24%	64%	45%
White	66	767	756	3%	9%	15%	45%	27%	73%	59%
Hispanic	51	747	729	6%	12%	37%	31%	14%	45%	27%
Black or African American	*	740	723	7%	27%	27%	33%	7%	40%	23%
Asian, Native Hawaiian, or Pacific Islander	29	775	777	3%	0%	14%	45%	38%	83%	79%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	52%
Two or More Races	*	779	752	0%	0%	18%	45%	36%	82%	53%
Female	*	757	743	2%	10%	27%	44%	16%	60%	43%
Male	*	766	747	6%	8%	18%	36%	32%	68%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	24	744	725	13%	13%	33%	25%	17%	42%	24%
Non-Economically Disadvantaged Students	148	764	755	3%	9%	21%	43%	25%	68%	57%
Students with Disabilities	18	721	724	22%	39%	28%	11%	0%	11%	24%
Students without Disabilities	154	766	749	2%	6%	22%	44%	27%	70%	49%
English Learners	*	*	719	*	*	*	*	*	*	17%
Non-English Learners	*	761	748	4%	10%	22%	41%	23%	64%	49%
Homeless Students	*	*	714	*	*	*	*	*	*	16%
Students in Foster Care	*	*	712	*	*	*	*	*	*	13%
Military-Connected Students	*	*	744	*	*	*	*	*	*	45%
Migrant Students	*	*	714	*	*	*	*	*	*	24%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students 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	140	755	740	5%	19%	17%	48%	11%	59%	39%
White	52	756	750	6%	17%	15%	52%	10%	62%	52%
Hispanic	51	744	725	6%	25%	24%	39%	6%	45%	21%
Black or African American	*	*	720	*	*	*	*	*	*	17%
Asian, Native Hawaiian, or Pacific Islander	26	781	770	0%	8%	4%	58%	31%	88%	75%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	46%
Two or More Races	*	*	749	*	*	*	*	*	*	50%
Female	*	752	738	3%	22%	20%	48%	7%	55%	37%
Male	*	758	741	6%	16%	15%	48%	15%	63%	41%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	739	721	7%	29%	21%	43%	0%	43%	18%
Non-Economically Disadvantaged Students	*	757	749	5%	17%	17%	48%	13%	61%	51%
Students with Disabilities	28	728	719	21%	39%	14%	21%	4%	25%	18%
Students without Disabilities	112	762	744	1%	13%	18%	54%	13%	68%	44%
English Learners	*	*	714	*	*	*	*	*	*	11%
Non-English Learners	*	755	743	4%	19%	17%	47%	12%	59%	43%
Homeless Students	*	*	711	*	*	*	*	*	*	*
Students in Foster Care	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	*	*	742	*	*	*	*	*	*	40%
Migrant Students	*	*	711	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students 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	149	746	736	8%	16%	31%	38%	7%	45%	36%
White	54	753	746	4%	15%	22%	50%	9%	59%	47%
Hispanic	54	736	722	13%	17%	41%	26%	4%	30%	18%
Black or African American	12	720	716	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	24	765	769	0%	13%	21%	54%	13%	67%	74%
American Indian or Alaska Native	*	*	736	*	*	*	*	*	*	38%
Two or More Races	*	*	744	*	*	*	*	*	*	45%
Female	*	745	736	9%	18%	25%	45%	4%	49%	34%
Male	*	747	737	7%	14%	38%	30%	10%	41%	38%
Non-binary/undesignated gender	*	*	747	*	*	*	*	*	*	55%
Economically Disadvantaged Students	27	726	718	19%	33%	22%	22%	4%	26%	15%
Non-Economically Disadvantaged Students	122	750	746	6%	12%	33%	42%	7%	49%	47%
Students with Disabilities	31	723	714	23%	29%	32%	16%	0%	16%	14%
Students without Disabilities	118	752	741	4%	13%	31%	44%	8%	53%	41%
English Learners	*	*	707	*	*	*	*	*	*	*
Non-English Learners	*	746	739	8%	15%	32%	38%	7%	45%	39%
Homeless Students	*	*	709	*	*	*	*	*	*	*
Students in Foster Care	*	*	710	*	*	*	*	*	*	10%
Military-Connected Students	*	*	737	*	*	*	*	*	*	35%
Migrant Students	*	*	685	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 6

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

Students in sixth grade who were enrolled in an Algebra I course during the 2021-22 school year were required to take both the Algebra I and Grade 6 mathematics assessment. The results of the Grade 6 mathematics assessment are included in this data.

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	151	742	733	6%	18%	38%	36%	3%	38%	31%
White	75	743	742	5%	12%	47%	35%	1%	36%	41%
Hispanic	41	732	720	2%	39%	37%	22%	0%	22%	15%
Black or African American	*	*	714	*	*	*	*	*	*	12%
Asian, Native Hawaiian, or Pacific Islander	26	755	763	8%	4%	27%	50%	12%	62%	68%
American Indian or Alaska Native	*	*	733	*	*	*	*	*	*	30%
Two or More Races	*	*	739	*	*	*	*	*	*	38%
Female	*	742	733	3%	20%	38%	39%	0%	39%	30%
Male	*	742	734	8%	16%	38%	33%	5%	38%	33%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	21%
Economically Disadvantaged Students	17	736	717	6%	12%	53%	29%	0%	29%	13%
Non-Economically Disadvantaged Students	134	742	741	6%	19%	36%	37%	3%	40%	40%
Students with Disabilities	31	723	710	19%	26%	39%	16%	0%	16%	*
Students without Disabilities	120	747	738	3%	16%	38%	41%	3%	44%	36%
English Learners	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	743	736	6%	15%	39%	37%	3%	40%	33%
Homeless Students	*	*	708	*	*	*	*	*	*	*
Students in Foster Care	*	*	706	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	706	*	*	*	*	*	*	20%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that 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	155	746	737	3%	15%	40%	34%	8%	41%	34%
White	54	747	745	2%	15%	37%	43%	4%	46%	45%
Hispanic	52	738	727	4%	21%	52%	21%	2%	23%	20%
Black or African American	10	716	722	10%	40%	40%	10%	0%	10%	15%
Asian, Native Hawaiian, or Pacific Islander	36	764	761	3%	3%	31%	42%	22%	64%	68%
American Indian or Alaska Native	*	*	733	*	*	*	*	*	*	26%
Two or More Races	*	*	742	*	*	*	*	*	*	40%
Female	*	744	736	6%	15%	40%	32%	7%	39%	32%
Male	*	748	738	1%	16%	40%	35%	8%	43%	36%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	42%
Economically Disadvantaged Students	22	733	725	9%	27%	45%	14%	5%	18%	17%
Non-Economically Disadvantaged Students	133	748	743	2%	14%	39%	37%	8%	45%	43%
Students with Disabilities	32	724	715	16%	28%	44%	9%	3%	13%	10%
Students without Disabilities	123	752	741	0%	12%	39%	40%	9%	49%	39%
English Learners	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	746	739	3%	16%	39%	34%	8%	42%	36%
Homeless Students	*	*	715	*	*	*	*	*	*	*
Students in Foster Care	*	*	715	*	*	*	*	*	*	10%
Military-Connected Students	*	*	738	*	*	*	*	*	*	32%
Migrant Students	*	*	697	*	*	*	*	*	*	*

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 that took the NJSLA assessment, which includes students that 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	739	716	10%	19%	31%	37%	2%	39%	15%
White	54	736	725	11%	24%	28%	35%	2%	37%	21%
Hispanic	43	741	711	9%	16%	35%	40%	0%	40%	11%
Black or African American	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	17	751	737	12%	6%	29%	47%	6%	53%	36%
American Indian or Alaska Native	*	*	718	*	*	*	*	*	*	17%
Two or More Races	*	*	718	*	*	*	*	*	*	18%
Female	*	739	716	7%	22%	37%	35%	0%	35%	14%
Male	*	740	716	14%	17%	27%	39%	3%	42%	16%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	26%
Economically Disadvantaged Students	13	738	708	0%	31%	38%	31%	0%	31%	*
Non-Economically Disadvantaged Students	111	739	721	12%	18%	31%	38%	2%	40%	19%
Students with Disabilities	27	706	699	37%	37%	15%	11%	0%	11%	*
Students without Disabilities	97	749	721	3%	14%	36%	44%	2%	46%	18%
English Learners	*	*	698	*	*	*	*	*	*	*
Non-English Learners	*	740	718	11%	18%	32%	38%	2%	39%	16%
Homeless Students	*	*	700	*	*	*	*	*	*	*
Students in Foster Care	*	*	694	*	*	*	*	*	*	*
Military-Connected Students	*	*	716	*	*	*	*	*	*	15%
Migrant Students	*	*	683	*	*	*	*	*	*	*

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 2021-22: NJSLA data is not available for 2019-20 or 2020-21 due to federal waivers and assessment cancellations and DLM and ACCESS for ELLs data is not available for 2019-20. 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	N	N
6	*	*
7	*	*
8	*	*
9	N	N
10	N	N
11	*	*

Report Key:

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

Academic Achievement

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

Important Note for 2021-22: NJSLA data is not available for 2019-20 or 2020-21 due to federal waivers and assessment cancellations and DLM and ACCESS for ELLs data is not available for 2019-20. 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 Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that 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	30	70%	30%
3-4	19	57.9%	42.1%
5 or more	*	*	*

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	76.9%	35.9%	Exceeds Target

† Target was met within one standard deviation.

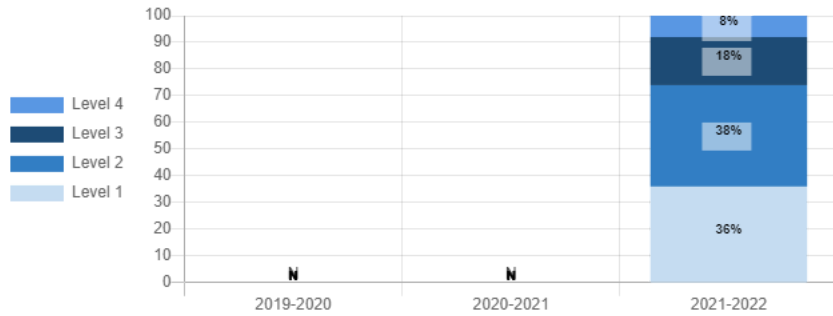
Academic Achievement

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.

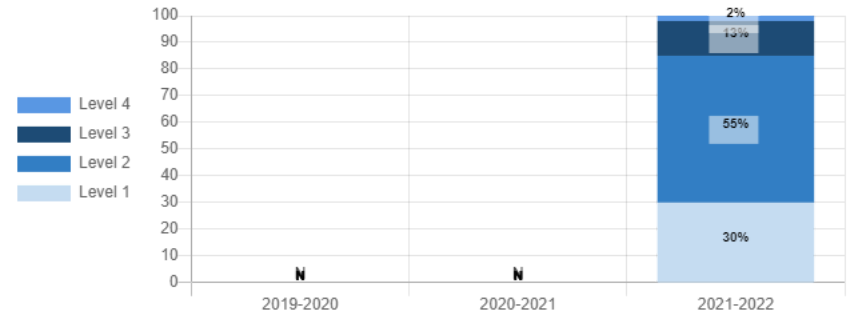
Important note for 2021-22 Reports: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results for NJSLA Science are not available for the 2019-20 and 2020-21 school years.



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 2021-22 Reports: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results for NJSLA Science are not available for the 2019-20 and 2020-21 school years.



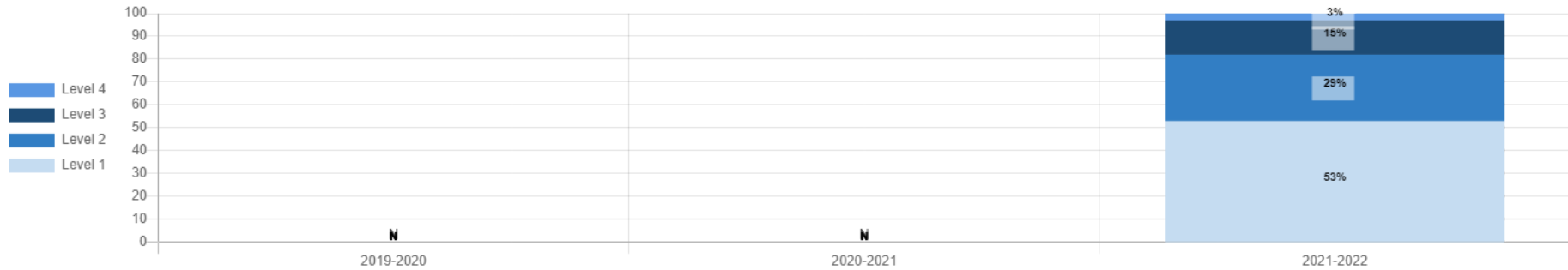
Academic Achievement

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 2021-22 Reports: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results for NJSLA Science are not available for the 2019-20 and 2020-21 school years.



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	36%	38%	18%	8%
White	30%	43%	19%	9%
Hispanic	46%	37%	13%	4%
Black or African American	50%	33%	17%	0%
Asian, Native Hawaiian, or Pacific Islander	21%	29%	29%	21%
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	29%	40%	26%	5%
Male	43%	36%	9%	12%
Non-binary/undesignated gender	*	*	*	*
Economically Disadvantaged Students	56%	33%	11%	0%
Non-Economically Disadvantaged Students	31%	39%	20%	10%
Students with Disabilities	77%	19%	3%	0%
Students without Disabilities	25%	43%	22%	10%
English Learners	*	*	*	*
Non-English Learners	35%	38%	18%	8%
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	30%	55%	13%	2%
White	27%	58%	12%	3%
Hispanic	39%	52%	9%	0%
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	26%	48%	22%	4%
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	28%	57%	12%	3%
Male	32%	53%	14%	1%
Non-binary/undesignated gender	*	*	*	*
Economically Disadvantaged Students	31%	69%	0%	0%
Non-Economically Disadvantaged Students	30%	53%	15%	2%
Students with Disabilities	64%	32%	4%	0%
Students without Disabilities	22%	60%	16%	2%
English Learners	*	*	*	*
Non-English Learners	30%	55%	14%	2%
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	53%	29%	15%	3%
White	46%	34%	17%	3%
Hispanic	74%	16%	11%	0%
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	24%	43%	24%	10%
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	54%	33%	13%	0%
Male	51%	25%	18%	6%
Non-binary/undesignated gender	*	*	*	*
Economically Disadvantaged Students	71%	18%	12%	0%
Non-Economically Disadvantaged Students	50%	31%	16%	3%
Students with Disabilities	*	*	*	*
Students without Disabilities	43%	36%	17%	3%
English Learners	*	*	*	*
Non-English Learners	53%	29%	15%	3%
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	*	*	*	*



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 2021-22: 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 on 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 2021-22 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 2021-2022	100.0%	77.7%
12th graders taking SAT in 2021-2022 or prior years	75.6%	60.8%
12th graders taking ACT in 2021-2022 or prior years	3.0%	8.8%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that 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	473	474	Grade 10: 430 Grade 11: 460	62%	61%
PSAT 10/NMSQT - Math	456	464	Grade 10: 480 Grade 11: 510	36%	36%
SAT - Reading and Writing	531	538	480	72%	68%
SAT - Math	522	532	530	52%	49%
ACT - Reading	*	25	22	*	67%
ACT - English	*	25	18	*	81%
ACT - Math	*	24	22	*	62%
ACT - Science	*	24	23	*	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	37.6%	0.0%	34.5%	24.4%
White	38.0%	0.0%	39.2%	29.3%
Hispanic	25.4%	0.0%	22.1%	16.8%
Black or African American	33.3%	0.0%	18.0%	15.1%
Asian, Native Hawaiian, or Pacific Islander	59.0%	0.0%	67.9%	34.8%
American Indian or Alaska Native	N	N	27.6%	25.2%
Two or More Races	*	*	38.0%	25.0%
Female	44.9%	0.0%	40.4%	27.3%
Male	29.9%	0.0%	28.7%	21.3%
Non-Binary/Undesignated Gender	N	N	34.2%	21.5%
Economically Disadvantaged Students	28.6%	0.0%	21.9%	16.9%
Students with Disabilities	3.7%	0.0%	4.3%	8.9%
English Learners	*	*	9.4%	6.7%
Homeless Students	N	N	11.3%	13.9%
Students In Foster Care	*	*	7.3%	9.2%
Military-Connected Students	N	N	36.6%	22.0%
Migrant Students	N	N	22.5%	20.0%

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 Art—History of Art	0	1
AP Biology	31	8
AP Calculus AB	11	5
AP Chemistry	2	1
AP Computer Science Principles	7	6
AP English Language and Composition	24	19
AP English Literature and Composition	21	10
AP European History	16	4
AP Macroeconomics	11	8
AP Microeconomics	0	9
AP Physics 1	0	2
AP Physics C	7	0
AP Spanish Language	14	7
AP Statistics	13	3
AP Studio Art—Two-Dimensional	2	2
AP U.S. Government and Politics	20	8
AP U.S. History	41	23
Total Exams taken		116
Exams with scores of at least 3 on AP exams or 4 on IB exams		83

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.

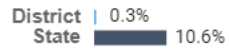
CTE Participants

(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, completion of all six New Jersey Safe Schools Program Online Topical Courses during the fall semester of the 2021-2022 school year, 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	0.0%	0.3%	7.3%	10.6%
White	0.0%	0.4%	5.8%	10.0%
Hispanic	0.0%	0.6%	9.1%	11.1%
Black or African American	0.0%	0.0%	9.1%	11.0%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	10.8%
American Indian or Alaska Native	*	*	8.7%	10.3%
Two or More Races	0.0%	0.0%	6.7%	11.2%
Female	0.0%	0.5%	7.1%	10.9%
Male	0.0%	0.2%	7.4%	10.3%
Non-Binary/Undesignated Gender	*	*	6.5%	10.2%
Economically Disadvantaged Students	0.0%	0.7%	9.7%	12.1%
Students with Disabilities	0.0%	0.9%	5.8%	8.4%
English Learners	*	*	7.0%	3.9%
Homeless Students	*	*	7.5%	6.3%
Students In Foster Care	*	*	6.2%	6.9%
Military-Connected Students	*	*	8.5%	12.1%
Migrant Students	*	*	11.8%	6.4%

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, volunteering or the New Jersey Safe Schools Program Online Topical Courses completed during the fall semester of the 2021-2022 school year), 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
Architecture & Construction	*
Health Science	*
Total	*

Report Key:

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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 1.5%

Report Key:

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College and Career Readiness

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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 that earned one or more industry-valued credential, 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
Architecture & Construction	*	*	*
Health Science	*	*	*
Hospitality & Tourism	*	*	*
Human Services	*	*	*
Total	*	*	*

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	155
7	0	0	0	0	0	0	162
8	27	0	0	0	0	0	129
9	128	19	0	0	0	0	5
10	1	115	27	1	0	0	5
11	0	2	94	39	1	0	5
12	1	0	1	54	10	36	33
Total	157	136	122	94	11	36	494
Enrolled in AP/IB Course					11	13	0
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	150	0	0	0	0	0
10	4	130	5	0	1	0
11	7	4	2	0	134	0
12	56	3	0	0	10	20
Total	217	137	7	0	145	20
Enrolled in AP/IB Course	31	2		0	7	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	146	6	1	0	0	2
10	1	138	16	6	0	6
11	0	144	20	31	8	14
12	0	11	22	36	17	72
Total	147	299	59	73	25	94
Enrolled in AP/IB Course	0	41	11	0		35
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	84	78	0	0	0	92	0
7	35	68	0	0	0	83	0
8	80	30	0	0	0	40	0
9	108	17	0	0	0	19	1
10	93	20	0	0	0	18	6
11	66	11	0	0	0	10	13
12	18	1	0	0	0	0	20
Total	484	225	0	0	0	262	40
Enrolled in AP/IB Course	14	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	128	32	0	0	0	27	0

College and Career Readiness

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

Computer Science – Course Participation

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

Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
6	0	0	50	0	0	0	0
7	N	N	N	N	N	N	N
8	24	0	0	0	0	0	0
9	1	0	0	0	0	0	0
10	0	1	0	0	0	0	0
11	1	2	0	0	0	0	0
12	6	4	0	0	0	0	0
Total	32	7	50	0	0	0	0
Enrolled in AP/IB Course	0	7		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

This table shows the number of Seals of Biliteracy earned by language. 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. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Language	Students Earning a Seal of Biliteracy
Arabic	*
Hebrew	*
Spanish	*
Swahili	*
Total	*

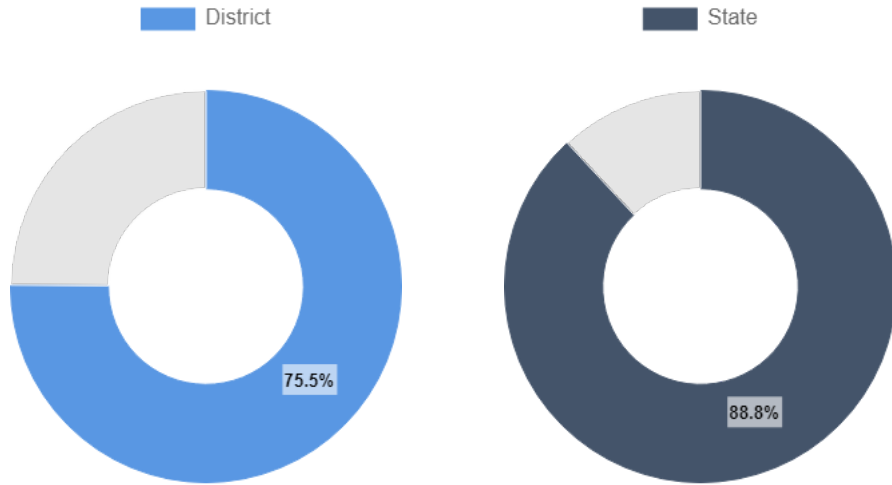
College and Career Readiness

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.

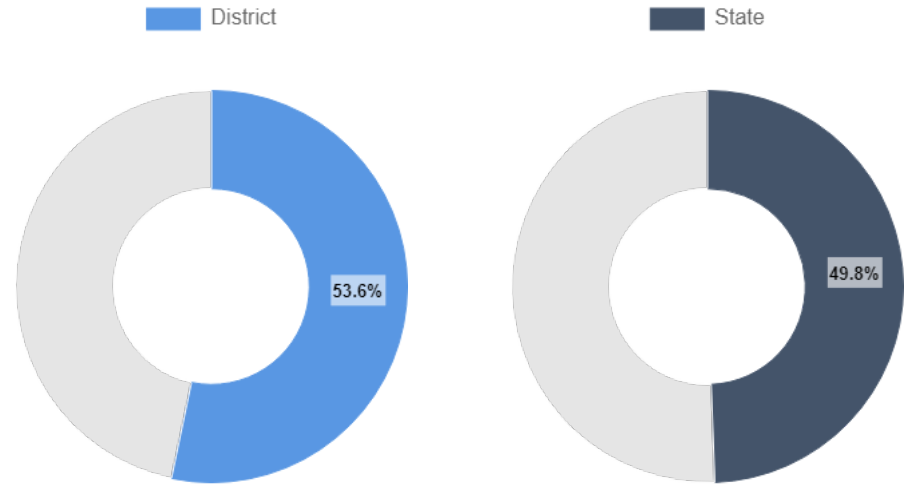
Visual and Performing Arts – Course Participation

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



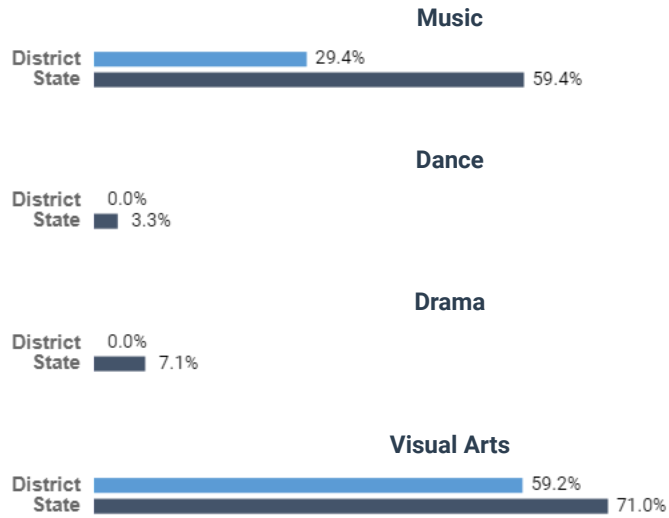
College and Career Readiness

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.

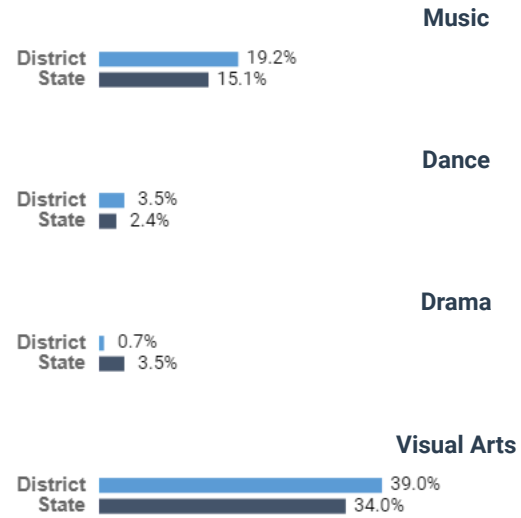
Visual and Performing Arts – Course Participation

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:



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.

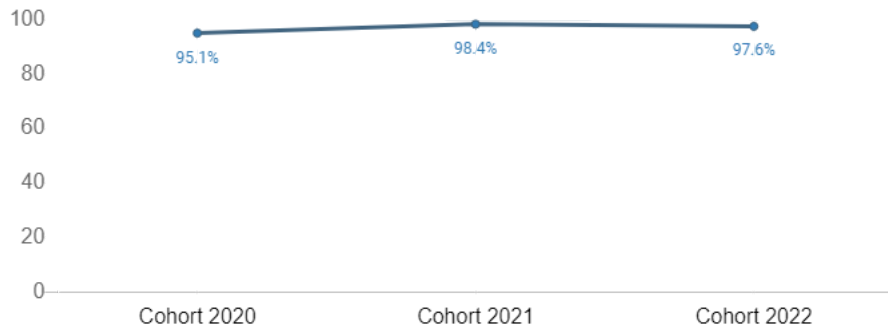
For the "federal version" of the 2022 graduation rates, students with disabilities who did not meet either the state course requirements, local attendance requirements, and/or state graduation assessment requirements for graduation because of a modification or exemption in their IEP were not included in the graduates count (the numerator), but they will remain in the adjusted cohort (the denominator). Because graduation assessment requirements were waived for 2021 graduates, the "federal version" of the 2021 graduation rate only excludes students with disabilities who did not meet either the state course requirements and/or local attendance requirements.

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](#).

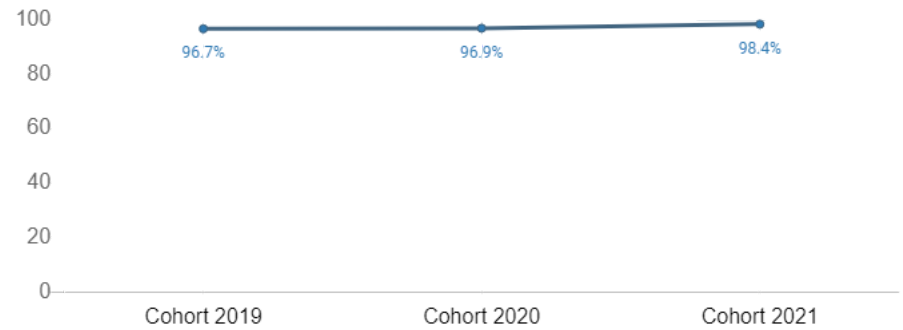
Graduation Rate Trends and Progress

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 2020 4-Year Rate	Cohort 2021 4-Year Rate	Cohort 2022 4-Year Rate	Cohort 2019 5-Year Rate	Cohort 2020 5-Year Rate	Cohort 2021 5-Year Rate
Graduation Rate	95.1%	98.4%	97.6%	96.7%	96.9%	98.4%
Statewide Graduation Rate	91.0%	90.6%	90.9%	92.2%	92.6%	92.5%

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.

For the "federal version" of the 2022 graduation rates, students with disabilities who did not meet either the state course requirements, local attendance requirements, and/or state graduation assessment requirements for graduation because of a modification or exemption in their IEP were not included in the graduates count (the numerator), but they will remain in the adjusted cohort (the denominator). Because graduation assessment requirements were waived for 2021 graduates, the "federal version" of the 2021 graduation rate only excludes students with disabilities who did not meet either the state course requirements and/or local attendance requirements.

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 4-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 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	97.6%	1.8%	0.6%	90.9%	4.1%	5.0%
White	100.0%	0.0%	0.0%	95.0%	2.6%	2.4%
Hispanic	93.5%	6.5%	0.0%	84.9%	5.9%	9.2%
Black or African American	100.0%	0.0%	0.0%	85.8%	6.8%	7.4%
Asian, Native Hawaiian, or Pacific Islander	97.1%	0.0%	2.9%	97.1%	2.0%	0.9%
American Indian or Alaska Native	N	N	N	92.0%	2.4%	5.6%
Two or More Races	*	*	*	90.6%	4.1%	5.2%
Female	100.0%	0.0%	0.0%	93.3%	2.9%	3.8%
Male	95.3%	3.5%	1.2%	88.6%	5.3%	6.1%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	93.9%	6.1%	0.0%	85.4%	6.0%	8.6%
Students with Disabilities	94.7%	5.3%	0.0%	80.5%	12.8%	6.7%
English Learners	*	*	*	71.9%	8.9%	19.1%
Homeless Students	N	N	N	70.4%	10.3%	19.3%
Students in Foster Care	N	N	N	57.7%	15.8%	26.5%
Military-Connected Students	N	N	N	91.0%	4.8%	4.2%
Migrant Students	N	N	N	65.4%	9.0%	25.6%

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.

For the "federal version" of the 2022 graduation rates, students with disabilities who did not meet either the state course requirements, local attendance requirements, and/or state graduation assessment requirements for graduation because of a modification or exemption in their IEP were not included in the graduates count (the numerator), but they will remain in the adjusted cohort (the denominator). Because graduation assessment requirements were waived for 2021 graduates, the "federal version" of the 2021 graduation rate only excludes students with disabilities who did not meet either the state course requirements and/or local attendance requirements.

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 5-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 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	98.4%	0.8%	0.8%	92.5%	1.8%	5.7%
White	98.0%	0.0%	2.0%	95.9%	1.6%	2.6%
Hispanic	100.0%	0.0%	0.0%	87.5%	2.0%	10.6%
Black or African American	*	*	*	87.7%	2.6%	9.7%
Asian, Native Hawaiian, or Pacific Islander	96.0%	4.0%	0.0%	97.6%	1.3%	1.1%
American Indian or Alaska Native	N	N	N	94.5%	0.8%	4.7%
Two or More Races	*	*	*	93.0%	1.0%	6.0%
Female	98.3%	0.0%	1.7%	94.4%	1.2%	4.4%
Male	98.5%	1.5%	0.0%	90.6%	2.4%	7.0%
Non-Binary/Undesignated Gender	N	N	N	N	N	N
Economically Disadvantaged Students	100.0%	0.0%	0.0%	87.6%	2.1%	10.3%
Students with Disabilities	94.7%	5.3%	0.0%	83.5%	8.5%	8.0%
English Learners	*	*	*	78.3%	1.6%	20.1%
Homeless Students	N	N	N	76.3%	3.6%	20.1%
Students in Foster Care	N	N	N	59.4%	7.7%	32.9%
Military-Connected Students	N	N	N	91.5%	1.9%	6.6%
Migrant Students	N	N	N	71.6%	1.1%	27.3%

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.

For the "federal version" of the 2022 graduation rates, students with disabilities who did not meet either the state course requirements, local attendance requirements, and/or state graduation assessment requirements for graduation because of a modification or exemption in their IEP were not included in the graduates count (the numerator), but they will remain in the adjusted cohort (the denominator). Because graduation assessment requirements were waived for 2021 graduates, the "federal version" of the 2021 graduation rate only excludes students with disabilities who did not meet either the state course requirements and/or local attendance requirements.

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 2020 6-Year Graduation Cohort Profile

This table shows the percentage of students in the 2020 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	95.7%	1.2%	3.0%	93.1%	1.2%	5.8%
White	98.8%	0.0%	1.2%	96.3%	1.2%	2.6%
Hispanic	90.3%	3.2%	6.5%	88.0%	1.0%	11.0%
Black or African American	*	*	*	89.0%	1.6%	9.4%
Asian, Native Hawaiian, or Pacific Islander	97.4%	2.6%	0.0%	97.8%	0.9%	1.3%
American Indian or Alaska Native	N	N	N	91.2%	1.8%	7.1%
Two or More Races	*	*	*	93.9%	0.7%	5.4%
Female	98.8%	0.0%	1.2%	94.7%	0.8%	4.5%
Male	92.6%	2.5%	4.9%	91.5%	1.5%	7.0%
Non-Binary/Undesignated Gender	N	N	N	N	N	N
Economically Disadvantaged Students	89.7%	3.4%	6.9%	88.4%	1.2%	10.4%
Students with Disabilities	91.2%	5.9%	2.9%	85.4%	6.2%	8.4%
English Learners	*	*	*	79.3%	0.6%	20.1%
Homeless Students	N	N	N	80.1%	2.2%	17.8%
Students in Foster Care	N	N	N	62.4%	3.4%	34.3%
Military-Connected Students	N	N	N	93.3%	1.5%	5.1%
Migrant Students	N	N	N	63.4%	0.0%	36.6%

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.

For the "federal version" of the 2022 graduation rates, students with disabilities who did not meet either the state course requirements, local attendance requirements, and/or state graduation assessment requirements for graduation because of a modification or exemption in their IEP were not included in the graduates count (the numerator), but they will remain in the adjusted cohort (the denominator). Because graduation assessment requirements were waived for 2021 graduates, the "federal version" of the 2021 graduation rate only excludes students with disabilities who did not meet either the state course requirements and/or local attendance requirements.

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 2022 4-year and 2021 5-year graduation rates. For 2022, students with disabilities who did not meet either the state course requirements, local attendance requirements, and/or state graduation assessment requirements for graduation 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 2022-23 school year (along with 2022-23 assessment, growth, and chronic absenteeism data) and will be included in the accountability profiles in fall 2023.

Student Group	2022 4-Year Federal Graduation Rate	2021 5-Year Federal Graduation Rate	State: 2022 4-Year Federal Graduation Rate	State: 2021 5-Year Federal Graduation Rate
Districtwide	90.6%	96.0%	85.2%	89.9%
White	93.2%	96.0%	89.1%	93.6%
Hispanic	82.6%	95.5%	79.3%	84.6%
Black or African American	100.0%	*	77.8%	83.8%
Asian, Native Hawaiian, or Pacific Islander	91.4%	96.0%	95.9%	97.0%
American Indian or Alaska Native	N	N	84.8%	91.3%
Two or More Races	*	*	84.3%	89.7%
Female	98.8%	96.7%	89.2%	92.6%
Male	82.6%	95.4%	81.5%	87.3%
Non-Binary/Undesignated Gender	N	N	*	N
Economically Disadvantaged Students	81.8%	97.1%	78.7%	84.3%
Students with Disabilities	63.2%	78.9%	48.5%	69.0%
English Learners	*	*	70.3%	77.1%
Homeless Students	N	N	60.0%	70.4%
Students in Foster Care	N	N	43.8%	52.6%
Military-Connected Students	N	N	86.8%	89.9%
Migrant Students	N	N	62.8%	71.6%

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.

For the "federal version" of the 2022 graduation rates, students with disabilities who did not meet either the state course requirements, local attendance requirements, and/or state graduation assessment requirements for graduation because of a modification or exemption in their IEP were not included in the graduates count (the numerator), but they will remain in the adjusted cohort (the denominator). Because graduation assessment requirements were waived for 2021 graduates, the "federal version" of the 2021 graduation rate only excludes students with disabilities who did not meet either the state course requirements and/or local attendance requirements.

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 2021 4-year and Cohort 2020 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 2021, which means that students with disabilities who did not meet either the state course requirements and/or local attendance requirements are not included as graduates (the numerator), but they are included in the adjusted cohort (the denominator).

Student Group	Cohort 2021: 4-Year Graduation Rate	Cohort 2021: Annual Target	Cohort 2021: Met Target	Cohort 2020: 5-Year Graduation Rate	Cohort 2020: Annual Target	Cohort 2020: Met Target
Districtwide	96.0%	92.9%	Met Goal	96.3%	95.8%	Met Goal
White	96.0%	93.0%	Met Goal	98.8%	96.0%	Met Goal
Hispanic	95.5%	92.7%	Met Goal	93.3%	92.6%	Met Target
Black or African American	*	**	**	*	**	**
Asian, Native Hawaiian, or Pacific Islander	96.0%	95.0%	Met Goal	97.4%	95.9%	Met Goal
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	*	**	**	*	**	**
Economically Disadvantaged Students	97.1%	89.5%	Met Goal	96.3%	96.0%	Met Goal
Students with Disabilities	78.9%	**	**	90.9%	94.7%	Not Met
English Learners	*	**	**	*	**	**

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.

For the "federal version" of the 2022 graduation rates, students with disabilities who did not meet either the state course requirements, local attendance requirements, and/or state graduation assessment requirements for graduation because of a modification or exemption in their IEP were not included in the graduates count (the numerator), but they will remain in the adjusted cohort (the denominator). Because graduation assessment requirements were waived for 2021 graduates, the "federal version" of the 2021 graduation rate only excludes students with disabilities who did not meet either the state course requirements and/or local attendance requirements.

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

Graduation Pathways

This table shows the percentage of Cohort 2022 graduates who met the [high school graduation assessment requirements](#) through each type of graduation pathway for both English Language Arts (ELA) and Math.

Important Note for 2021-22 Reports: Administrations of both state and national assessments were cancelled over the last two years, so caution should be used when comparing pathways for 2022 graduates with prior years.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	72.3%	47.0%
Substitute Competency Test	16.9%	38.0%
Portfolio Appeals Process	6.6%	9.0%
Alternate Requirements specified in IEP	4.2%	6.0%
Unknown	0.0%	0.0%

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
2021-2022	0.2%	1.2%
2020-2021	0.0%	1.1%
2019-2020	0.7%	1.0%

Graduation/ Postsecondary

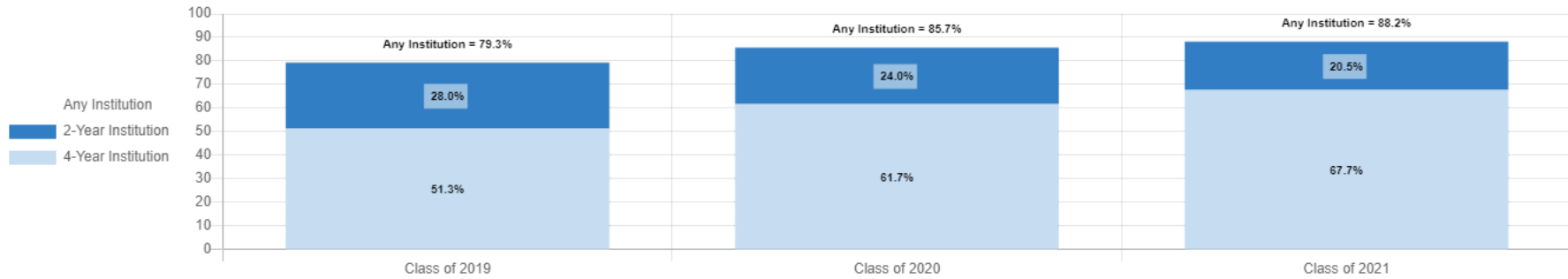
Information about students enrolling in colleges and universities after graduation is collected from the [National Student Clearinghouse](#), which collects data from at least 95% of higher education institutions nationwide.

Important Note for 2021-22: 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.

Postsecondary Enrollment Rate Trends

The graph and table below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school for the last three years.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2019	Class of 2020	Class of 2021
% Enrolled in 2-Year Institution	28.0%	24.0%	20.5%
% Enrolled in 4-Year Institution	51.3%	61.7%	67.7%
% Enrolled in Any Postsecondary Institution	79.3%	85.7%	88.2%

Graduation/ Postsecondary

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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2022 high school graduates enrolled in postsecondary institutions by the fall of 2022. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% of Enrolled in 2-Year Institution	% of Enrolled in 4-Year Institution
Statewide	68.5%	25.1%	74.9%
Districtwide	84.3%	23.6%	76.4%
White	84.5%	16.7%	83.3%
Hispanic	82.2%	43.2%	56.8%
Black or African American	90.0%	33.3%	66.7%
Asian, Native Hawaiian, or Pacific Islander	90.9%	10.0%	90.0%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Female	88.1%	17.6%	82.4%
Male	80.5%	30.3%	69.7%
Non-binary/undesignated gender	*	*	*
Economically Disadvantaged Students	66.7%	50.0%	50.0%
Students with Disabilities	74.1%	35.0%	65.0%
English Learners	*	*	*
Homeless students	*	*	*
Students in foster care	*	*	*
Military-connected students	*	*	*
Migrant students	*	*	*

Graduation/ Postsecondary

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Important Note for 2021-22: 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.

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2021 high school graduates enrolled in postsecondary institutions by the fall of 2022. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% of Enrolled in 2-Year Institution	% of Enrolled in 4-Year Institution	% of Enrolled in Public Institution	% of Enrolled in Private Institution	% of Enrolled in In-State Institution	% of Enrolled in Out-of-State Institution
Statewide	73.3%	27.9%	72.0%	72.3%	27.7%	61.8%	38.2%
Districtwide	88.2%	23.2%	76.8%	73.2%	26.8%	80.4%	19.6%
White	90.2%	26.1%	73.9%	73.9%	26.1%	78.3%	21.7%
Hispanic	84.1%	29.7%	70.3%	73.0%	27.0%	83.8%	16.2%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	87.5%	14.3%	85.7%	81.0%	19.0%	85.7%	14.3%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Female	90.3%	14.3%	85.7%	71.4%	28.6%	82.1%	17.9%
Male	86.2%	32.1%	67.9%	75.0%	25.0%	78.6%	21.4%
Non-binary/undesignated gender	*	*	*	*	*	*	*
Economically Disadvantaged Students	88.9%	31.3%	68.8%	75.0%	25.0%	87.5%	12.5%
Students with Disabilities	64.7%	54.5%	45.5%	100.0%	0.0%	100.0%	0.0%
English Learners	*	*	*	*	*	*	*
Homeless students	*	*	*	*	*	*	*
Students in foster care	*	*	*	*	*	*	*
Military-connected students	*	*	*	*	*	*	*
Migrant students	*	*	*	*	*	*	*

Graduation/ Postsecondary

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Important Note for 2021-22: 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.

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 2022. 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
2021	0
2020	0
2019	0
2018	0
2017	0
2016	0
2015	0
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 2021-22: The NJDOE recommends caution in comparing the 2021-22 chronic absenteeism rates with the rates from 2020-21 and rates prior to 2019-20 as the pandemic has impacted attendance rates over the last three 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 last two columns show the chronic absenteeism state average for students in the grades offered and 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	138	6.9%	18.1%	Met
White	42	5.2%	18.1%	Met
Hispanic	72	11.9%	18.1%	Met
Black or African American	6	4.5%	18.1%	Met
Asian, Native Hawaiian, or Pacific Islander	16	4.3%	18.1%	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	2.6%	18.1%	Met
Female	*	6.8%		
Male	*	7.0%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	29	11.7%	18.1%	Met
Students with Disabilities	42	11.9%	18.1%	Met
English Learners	11	21.2%	18.1%	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	2	20.0%		
Migrant Students	*	*		

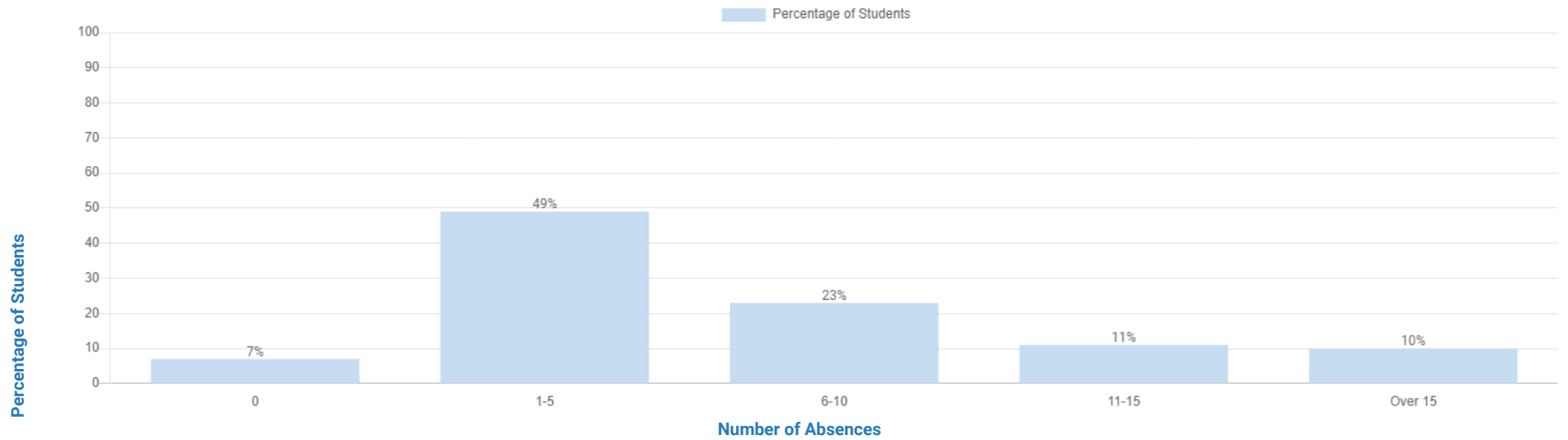
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Days Absent

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



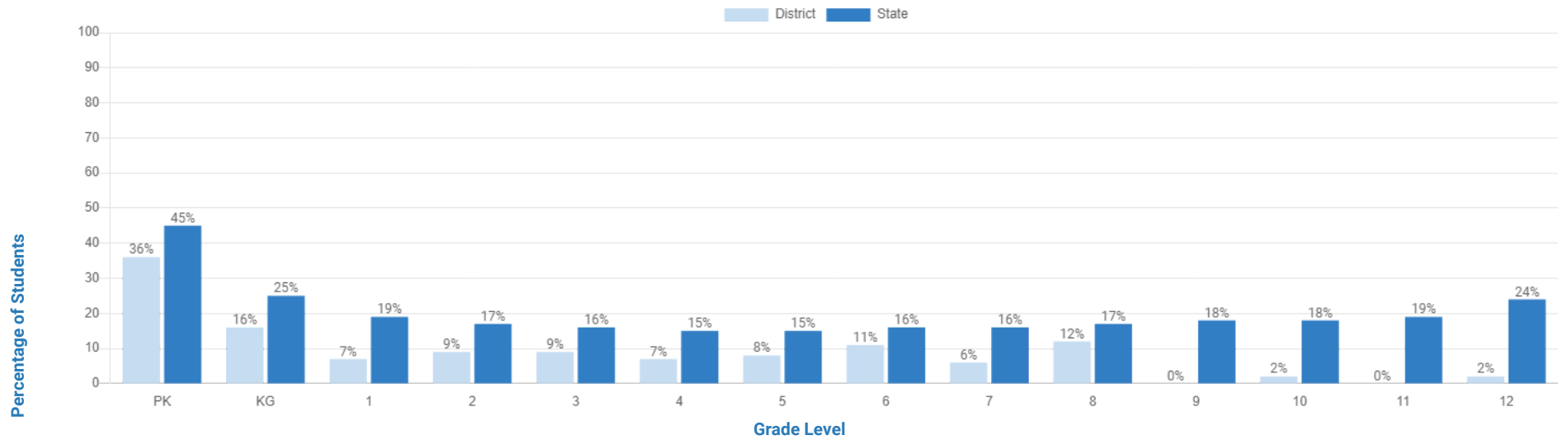
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Chronic Absenteeism by Grade

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



Climate and Environment

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

Important note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 student safety data with the data from 2020-21 and 2019-20 as the pandemic impacted the data from 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	10
Weapons	0
Vandalism	1
Substances	6
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	24
Incidents Per 100 Students Enrolled	1.17

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	5
Weapons	0
Vandalism	1
Substances	5
Harassment, Intimidation, Bullying (HIB)	4
Other Incidents Leading to Removal	6

Report Key:

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Important note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 student safety data with the data from 2020-21 and 2019-20 as the pandemic impacted the data from 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	3	2	5
Religion	0	0	0
Ancestry	3	1	4
Gender	3	5	8
Sexual Orientation	2	3	5
Disability	1	1	2
Other	3	4	7
No Identified Nature	4		4

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.

Removal Type	Number of Students	Percent of Students	School Days Missed due to Out-of-School Suspensions
In-School Suspensions	36	1.7%	40
Out-of-School Suspensions	17	0.8%	
Any Suspension	46	2.2%	
Removal to other education program	0	0.0%	
Expulsion	0	0.0%	
Arrest	0	0.0%	

Climate and Environment

Student Access to Technology and Internet

In response to the COVID-19 pandemic, the NJDOE began collecting information on student device types, device owners, and internet connectivity during the 2020-2021 school year. [Additional reports about student access to technology and internet connectivity](#) as of the end of the 2021-2022 school year 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.

Teachers – Experience

This table shows information about the experience of teachers assigned to this district and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. The number of out-of-field teachers is the number of teachers who are potentially teaching outside of their area of certification.

Category	Teachers in District	Teachers in State
Total Number of teachers	170	118,773
Average years experience in public schools	12.5	12.5
Average years experience in district	10.8	11.3
Percentage of Teachers with 4 or more years experience in the district	69.4%	76.0%
Number of out-of-field teachers	2	2,937

Administrators – Experience (District Level)

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	17	9,578
Average years experience in public schools	14.9	16.5
Average years experience in district	7.9	12.6
Percentage of Administrators with 4 or more years experience in the district	70.6%	78.8%

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.

Staff Category	District: Total Staff Members	State: Total Staff Members
Teachers	170	118,773
Administrators	17	9,578
Librarians/Media Specialists	4	1,212
Nurses	3	2,911
School Counselors	7	4,324
Child Study Team Members	15	9,115
School Psychologists	3	2,159
School Social Workers	2	2,487
Student Assistance Coordinators	1	372
School Safety Specialists	1	694

Staff

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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).

Ratio	District Ratio
Students to Teachers	12:1
Students to Administrators	121:1
Teachers to Administrators	10:1
Students to Librarians/Media Specialists †	515:1
Students to Nurses †	686:1
Students to Counselors †	294:1
Students to Child Study Team Members †,††	27:1
Students to School Psychologists †	686:1
Students to School Social Workers †	1030:1
Students to Student Assistance Coordinators †	2059:1
Students to School Safety Specialists †	2059:1

† 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 for 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. 2019-20 was the first year that data was collected for non-binary/undesignated gender and, as a result, the data may not be a true representation of the student or staff population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5 and percentages for 2020-21 and 2021-22 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	48.0%	75-80%	60-80%	48.0%	77.0%	56.0%
Male	52.0%	20-25%	20-40%	52.0%	23.0%	44.0%
Non-Binary/Undesignated Gender	≤1%	≤5%	≤20%	≤1%	≤1%	≤1%
White	40.4%	92.4%	94.1%	40.1%	82.6%	76.3%
Hispanic	30.5%	4.1%	5.9%	32.1%	8.1%	8.1%
Black or African American	6.6%	1.2%	0.0%	14.6%	6.5%	13.9%
Asian	14.7%	2.4%	0.0%	10.1%	2.3%	1.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Native Hawaiian or Pacific Islander	4.0%	0.0%	0.0%	0.2%	0.2%	0.1%
Two or More Races	3.9%	0.0%	0.0%	2.7%	0.2%	0.3%

Staff

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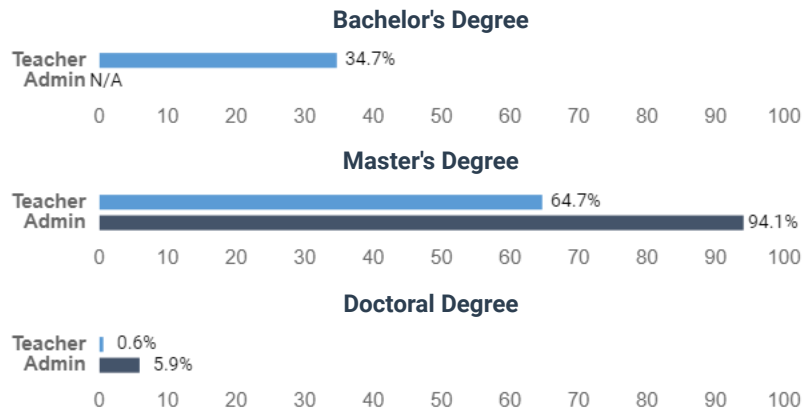
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Teachers and Administrators - Level of Education

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 2020-21 that were still assigned to this district in 2021-22. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2020-21 Teachers: Same district 2021-22	90.0%	90.7%
2020-21 Administrators: Same district 2021-22	86.7%	87.4%

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 2021-22 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 2021-22 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.

New Milford Boro	Federal	State & Local	Total	ADE**
School Level Expenditures Not Assigned to a School	\$371	\$4,071	\$4,442	2,030.3
District Level Central Expenditures		\$2,816	\$2,816	2,030.3
New Milford High School	\$34	\$12,343	\$12,377	598.2
Berkley Street School	\$374	\$9,165	\$9,539	471.9
Bertrand F. Gibbs Elementary School	\$472	\$10,254	\$10,726	497.6
David E. Owens Middle School	\$147	\$11,208	\$11,355	462.5

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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:**
 - Schools with a summative score in the bottom 5% of Title I schools.
- **Comprehensive Support and Improvement (CSI): Low Graduation Rate:**
 - High schools with a four-year graduation rate of 67% or less
- **Additional Targeted Support and Improvement: Low Performing Student Group (ATSI):**
 - 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 NJDOE has not yet identified schools in this category as no ATSI schools have been in status for three or more years.

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

- **Targeted Support and Improvement: Consistently Underperforming Student Group (TSI):**
 - 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 2021-2022: Due to the COVID-19 pandemic, New Jersey received waivers from the United States Department of Education (USED) in both [March 2020](#) and [March 2021](#) that waived accountability-related requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 and 2020-2021 school years. These waivers removed the requirements to:

- Calculate indicator scores and summative scores for the 2019-2020 and 2020-2021 school years;
- Measure progress toward long-term goals and measures of interim progress for accountability indicators for the 2019-2020 and 2020-2021 school years; and
- Identify schools for comprehensive and targeted support and improvement during the 2020-2021 and 2021-2022 school years (based on 2019-2020 and 2020-2021 data, respectively).

As a result of these waivers, any school that was identified for comprehensive or targeted support and improvement during the 2019-20 school year will retain the same status for the 2021-22 and 2022-23 school years.

The NJDOE identified schools across four categories during the 2022-23 school year (based on 2021-22 data):

- CSI: Overall Low Performing;
- CSI: Low Graduation Rate;
- ATSI; and
- TSI.

For the TSI identification that occurred during the 2022-23 school year, status in meeting annual targets for the 2018-19 and 2021-22 school years were used since data was not available for two consecutive years.

Additionally, all schools that were previously identified were eligible to exit status at the end of the 2022-23 school year if the NJDOE's Exit Criteria were met.

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 will identify schools for CSI and ATSI status in both fall 2022 and fall 2023. Schools identified for CSI or ATSI status in fall 2022 will be eligible to exit status in fall 2023 if all exit criteria are met. Schools identified for TSI status will be eligible to exit annually if exit criteria are met.

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 2023-24 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 2023-24 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 2021-22 only, this data shows the Relative School Improvement Measure (RSIM), which is based on aggregate scale score improvement on the statewide assessments in ELA and mathematics (NJSLA), when comparing prior year performance to 2021-22 performance. Schools are assigned a percentile rank based on their improvement as compared to schools with similar prior year performance. This is only measured for grades 3-8. The NJDOE plans to resume measuring growth by mSGP in 2022-23.

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 that were absent for 10% or more of the days enrolled during the school year.

Important Note for 2021-22: 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 2019-20 or 2020-21 and chronic absenteeism data is not available for 2019-20. The growth measure used for 2021-22 is an alternate measure used because median student growth percentiles were not available for 2021-22. The NJDOE plans to resume reporting median student growth percentiles in 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.

ESSA Accountability Indicator	2019-20	2020-21	2021-22
ELA Proficiency			67.8%
Math Proficiency			48.8%
ELA Growth			54
Math Growth			82
4-Year Graduation Rate†	95.1%	98.4%	97.6%
5-Year Graduation Rate†	96.7%	96.9%	98.4%
Progress toward English Language Proficiency			76.9%
Chronic Absenteeism		3.9%	6.9%

† 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 - 2021-22 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	Met Standard	Met Goal	Met Goal	Exceeds Target	Met
White	Not Met	Not Met	Met Standard	Exceeds Standard	Met Goal	Met Goal		Met
Hispanic	Not Met	Not Met	Met Standard	Met Standard	Met Goal	Met Target		Met
Black or African American	Met Target†	Not Met	Not Met	Not Met	**	**		Met
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Target†	Met Standard	Exceeds Standard	Met Goal	Met Goal		Met
American Indian or Alaska Native	**	**	**	**	**	**		**
Two or More Races	Met Goal	N	**	**	**	**		Met
Economically Disadvantaged Students	Met Target†	Not Met	Met Standard	Met Standard	Met Goal	Met Goal		Met
Students with Disabilities	Not Met	Not Met	Met Standard	Met Standard	**	Not Met		Met
English Learners	Met Target	Met Target†	Met Standard	Met Standard	**	**	Exceeds Target	Not Met

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

Narrative

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Mission, Vision, Theme:

New Milford Schools provide relevant, innovative and rigorous education at all grade levels. Resolute in its focus on developing the whole child, NMPSD is committed to building capacity for independent, responsible living. Aligned with Frameworks for 21st Century Learning, NMPSD prepares students to meet or exceed state and national standards. Students learn to think critically, master the challenges of life-long academic, cultural, social, emotional and professional advancement, as well as participate constructively in an interdependent global society. NMPSD embraces family, faculty and community as active partners in a unified effort to develop students into self-directed, self-confident adults as they prepare to take ownership of their and future generations. Idea-driven, vibrant and young at heart, the professional staff value collaboration. Organized into communities of practice, they are dedicated to student advancement through the enrichment of the total school experience.



Awards, Recognition, Accomplishments:

NMPSD professionals are engaged and responsive to the complex needs of children. As instructional leaders, they exhibit strong qualities recognized by the NJDOE, Google, Bergen County Utilities Authority, and the Partnership for a Drug-Free New Jersey. Our middle school received a grant from Sustainable NJ to start a composting program. An elementary student placed as a finalist in the Partnership for a Drug Free New Jersey's statewide folder contest. Despite distance learning challenges, a middle school student won the SIFMA Foundation's 2022 InvestWrite competition. The student created a high-performance portfolio that climbed to place nationally. Students consistently place in top positions in the North Jersey Spelling Bee and National Geography Bee. District principals are part of the NJDOE Principals Learning Network. District administrators participated in sessions on equity, bringing a heightened awareness to their own practice.



Courses, Curriculum, Instruction:

NMPSD's approach to education balances academic mastery, social emotional intelligence, and creative and critical thinking. Our primary purpose is to combine best educational practices with current innovative approaches to learning to harness the potential of students to act on their ideas, develop greater depths of knowledge, research in content areas and become more fully realized as learners. Curriculum is aligned to the NJSL and organized into units of study based, to advance student understanding & transfer of learning. Interdisciplinary connections, career readiness, and computer science and design thinking are integrated across grade levels and content areas through NJSL. Instruction is provided through an integrated model including a combination of whole class, small group, and one-to-one instruction that targets the needs of each student. Classroom and benchmark assessments are administered regularly and used to inform instruction and guide interventions.

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Sports and Athletics:

New Milford Athletics is committed to the development of the scholar athlete, citizen, and teammate. With the difficult circumstances of COVID hopefully behind us, the student athletes are beginning to thrive in their domains. The 2021-2022 school year saw, all state, all county and all league honors, new school records and a state championship in competition cheering. Most importantly, our student athletes advanced in their academics and service to others which is an important part of all athletic team participation. All of our student athletes graduated on time and many advanced to play for teams at the collegiate levels. This is credited to their hard work, their coaches' dedication and their parents' support. We look to continue to improve participation in all of our teams, offering multiple opportunities to meet the coaches and players, visiting our little knights at the sending schools, and recently hosting our very first NM community athletic day.



Clubs and Activities:

NMPSD offers many opportunities for students to pursue passions, explore interests and develop new ones. Over the years, students enjoyed experiential learning opportunities and memberships in local and national student orgs, all of which expand an educational career: the annual Holocaust Study Tour to Eastern Europe, Student Council, TEDx Club, National Honor Societies, Poetry Out Loud, Project Unify, Engineering Club, MakerJam, Environmental Club, Peer Leaders, Model UN, Band, Orchestra & Chorus, Mock Trial, Math League and Drama Club punctuate just the beginning of a rich student experience. School Spirit Clubs, Safety Patrols, Coding & Book Clubs, Intramurals & Art Enrichment complement the program offerings. Our school community is both competitive and service oriented with students in cyber-robotics competitions, music festivals, events such as Giving Tuesday, w/efforts to support our families affected by natural disasters, those fighting breast cancer, and for our veterans.



Before and After School Programs:

The Knight Care Program is a service to assist parents with before and after school childcare. It is a fun, safe place for students. Morning programs at each elementary school begin at 7:25am. Students play, read, eat breakfast or relax until escorted to classrooms at 8:20am. Afternoon programs at each elementary school and our middle school begin at the end of the school day and run to 6:00pm. Students are supervised by teachers, adult aides, an SRO, and high school/college counselors. Students are escorted to the program location by school safety patrols. They eat a snack and complete homework. They can play board games, draw/color, participate in crafts, utilize school Chromebooks, or play a sport. Students are encouraged to play outdoors on the playgrounds or in the school fields. New Milford families utilizing the program know their children are safe and enjoying themselves.

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Staff and Professional Learning:

We embrace a model of professional learning supportive of adult development within and across schools to enhance teacher and administrator capacities, school improvement, and student achievement. Ongoing, high-quality professional development shapes environments supportive of growth and learning. We plan K-12 department, grade and data team meetings, training on state-mandated topics, and ongoing articulation across grade levels and disciplines. The Teacher Leader Cadre and Constructivist Learning Academies focus on cultivating leadership with an emphasis on personal and professional growth and support learning-oriented leadership. Practices include teaming, walk-throughs, collegial inquiry, and mentoring. Programs for novice teachers include New Teacher Orientation and ongoing mentoring through the New Teacher Academy.



Postsecondary Information:

Of the Class of 2022, 99.2% of graduates are attending 2- and/or 4-year colleges/universities, including UPenn, FIT, UDel, Cal Poly, U Tampa, Ramapo, VTech, ASU, NYU and Rutgers. Two students enrolled in trade schools. NMHS presented a financial aid night for parents and students with a speaker from HESAA. The PSAT was administered to students in grades 10 and 11 in October 2022 during the school day. NMHS administers the SAT on three national testing days. An SAT prep course is offered at NMHS to students at a reduced rate through an outside vendor. The mean SAT scores for the Class of 2022 in evidence-based reading/writing and mathematics were 538 and 530 respectively. One hundred fifteen AP exams were administered to 67 students in 17 subjects. Of the 115 test scores, 63% scored 3 or above. Thirteen students earned AP Scholar awards. Six students earned an AP Scholar, three students earned AP Scholar with Honors, and four students earned AP Scholar with Distinction Awards.



Student Supports and Services:

We support students in various ways. I&RS is integrated into our program to assist students with learning, behavior or health difficulties. Partnering with Care Plus provides wraparound support for those experiencing mental health challenges. NMPSD focuses on self-regulation & mindfulness activities to help all students be open to learning. A full continuum of offerings allow students with disabilities to participate with peers. PreK services start at the age of three. At five, options include In-Class Support, Resource Replacement Support, or small group classes. Inner Bridge Crossing programs support students on the spectrum, including support of a behaviorist and related service providers. Programs continue through the age of 21 at Wings Academy, in an apartment-like setting where students learn life skills. Child Study Teams are housed at each campus providing support and case management. A monthly parent support group is facilitated by social workers and a speech therapist.

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Student Health and Wellness:

In order to attain academic success, students need to maintain a healthy lifestyle, which includes physical, social, mental and emotional wellbeing. It is important as educational and healthcare professionals to help students navigate through their ups and downs physically and mentally. The NMPSD is taking all of the necessary proper precautions regarding the Covid-19 pandemic and is consistently updating the protocols when needed. The NMPSD encourages social-emotional learning and mindfulness to better engage students in their classwork. Our BUDDY and Heroes & Cool Kids Programs help our students intertwine positive interactions and problem-solving methods. Our community-based program, Knight Reach, helps students become involved in helping those in need. Through all of these programs, and the support of the staff, NMPSD greatly implements the goal of students maintaining a healthy lifestyle while achieving academic success.



Parent and Community Involvement:

NMPSD nurtures its relationship with parents and community with activities such as a special ed. parent advisory committee; community-based instruction focused on vocational, life and transportation skills. We offer monthly, virtual, Coffee with the Superintendent, have active PTOs, enjoy benefits of a generous Education Foundation, sports specific and general athletic boosters organizations, school-based parent and student advisory groups, and partnerships with the Borough Council and NMPD. Parents have access to a Parent Portal for student progress updates. All schools maintain a social media presence. School and district websites provide public access to school-related matters, including attendance at school events, both in person and via streaming. The district has its own YouTube channel and utilizes it for all BOE meetings, sports events, performances and most other events. The district also supports communication tools that push information to parents as needed.



Facilities:

With approx. 2,000 students on 5 campuses, we have 2 elementary schools, a middle school, a high school, and the Wings Academy for 18-21 year old post-secondary clients. The High School consists of conventional learning spaces complemented by a media center, cafe, theater, science and engineering labs, art rooms, athletic facilities as well as board offices, special services and maintenance facilities. DEO Middle School is a 2-story facility which houses our Over the Moon Pre-school. Recent renovations finalized our secure vestibules at all school entrances. Our Lens security system helps us meet standards for safety laws. Berkley and Gibbs Elem. Schools house all essential educational classrooms in addition to media centers and multipurpose rooms used for phys ed, lunch and school events. All buildings are ADA compliant. The district offers programming for students with autism Pre K-21 across all buildings.

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

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School Safety:

Safety and security is vital to NMPSD. We deploy approximately 220 security cameras across five campuses. Each school has a Safety/Security Team headed by the District Safety & Security Specialist. We maintain open communications with the NMPD as part of an MOA as per state statute. Each school has a full-time officer to patrol buildings and grounds when children are present. To access buildings, visitors must seek admission through a bullet-proof security window at all main entrances. NMPD has remote surveillance capability of school premises. In emergencies, NMPD will have eyes on the scene from headquarters with a direct link to first responders. The District emergency alert system linked to NMPD is active 24/7 and updated as necessary. Door security lock systems are in place throughout the District. The Prosecutor's Office has conducted security audits to determine vulnerabilities to advise recommended action. The district is working on the new state mapping program.



Technology and STEM:

The use of educational technology is thoroughly integrated into the curriculum. As part of NMPSD's 1:1 technology initiative, all students in grades one through twelve receive a District-issued Chromebook to support student-centered learning environments that increase productivity, encourage creativity and problem solving, provide universal access, and prepare students for post-secondary study and the workforce through innovation, collaboration and problem solving. Kindergarten classrooms are equipped with Chromebook pods that support learning stations for our youngest learners. NMPSD continues to focus on the integration of online learning platforms to support the mastery of the NJSLs across content areas and ensure the continuity of learning regardless of learning environment (in person, hybrid, and/or remote). NMPSD continues to prioritize upgrades to classroom technologies such as interactive LCD panels and other devices that enhance teaching and learning.



Early Childhood Education:

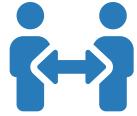
The district has four preschool programs to meet the needs of our youngest students. We have a half-day preschool disability class and a full day program for our students on the spectrum. We also have an integrated program providing the least restrictive environment. All programs use the Creative Curriculum. Jammin' Jen provides music therapy each week and we incorporate mindfulness daily. Students participate in trips within the community to learn about helpers. Both elementary schools are implementing the Reggio Emilia approach to early childhood education which "views young children as individuals who are curious about their world and have the powerful potential to learn from all that surrounds them."

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Addressing the Impact of COVID-19:

The NMPSD offers a variety of student and family wellness programs and initiatives throughout the K-12+ continuum. We recognize the impact COVID has had on our students, parents and faculty. Our partnership with Care Plus, expansion of Responsive Classroom, continuation of our student advisory program, group and individual mental health interventions as well as purposeful, district-wide wellness events all support our commitment in this area. ESSER funding allowed and continues to provide opportunities for us to extend the learning day, week and year with high quality programming for all students. These funds have also allowed us to appoint learning acceleration leaders who work on analyzing classroom data in conjunction to benchmark data to modify instruction and provide necessary interventions. This past summer we launched numerous learning acceleration programs in the content areas as well as the arts. These extended options will be continued throughout the summer of 2024.