NJ SCHOOL PERFORMANCE REPORT

New Jersey

2022-2023

1,416,109
Total Students

Overview & Resources

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

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

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Demographics

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

Enrollment Trends by Grade

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

Grade	2020-21	2021-22	2022-23
PK	66,759	79,243	86,583
KG	86,188	92,062	92,282
1	94,171	94,913	98,282
2	95,300	97,215	97,493
3	96,767	98,351	99,345
4	98,349	99,490	100,196
5	99,663	100,909	101,274
6	102,997	101,899	102,452
7	105,154	105,138	103,357
8	106,978	106,828	106,575
9	106,450	112,356	110,385
10	103,924	104,519	109,122
11	102,690	101,243	102,852
12	105,442	106,571	105,911
Total	1,370,832	1,400,737	1,416,109

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. To protect student and staff privacy, gender percentages for 2020-21, 2021-22, and 2022-23 may show a range, depending on the overall school population size.

Student Group	2020-21	2021-22	2022-23
Female	49.0%	48.0%	48.0%
Male	51.0%	52.0%	52.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	32.7%	32.2%	36.6%
Students with Disabilities	17.4%	18.5%	19.0%
English Learners	7.5%	8.4%	9.4%
Homeless Students	0.6%	0.6%	0.9%
Students in Foster Care	0.2%	0.2%	0.2%
Military-Connected Students	0.8%	0.7%	0.6%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial And Ethnic Group	2020-21	2021-22	2022-23
White	40.5%	40.1%	39.1%
Hispanic	31.2%	32.1%	33.1%
Black or African American	15.0%	14.6%	14.4%
Asian	10.4%	10.1%	10.1%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.2%	0.2%	0.2%
Two Or More Races	2.6%	2.7%	2.9%

Demographics

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

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2020-21	2021-22	2022-23
PK - Half Day	8,802	10,391	9,296
PK - Full Day	57,957	68,852	77,287
KG - Half Day	5,355	4,026	3,034
KG - Full Day	80,833	88,036	89,248

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2020-21	2021-22	2022-23
Full Time Students	1,365,342	1,397,136	1,412,601
Shared Time Students	11,332	10,764	10,926
Full Time Equivalent	1,371,008	1,402,518	1,418,064

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New Jersey

2022-2023

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

Demographics

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

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.

Language	Percentage
English	71.1%
Spanish	18.0%
Other	9.7%
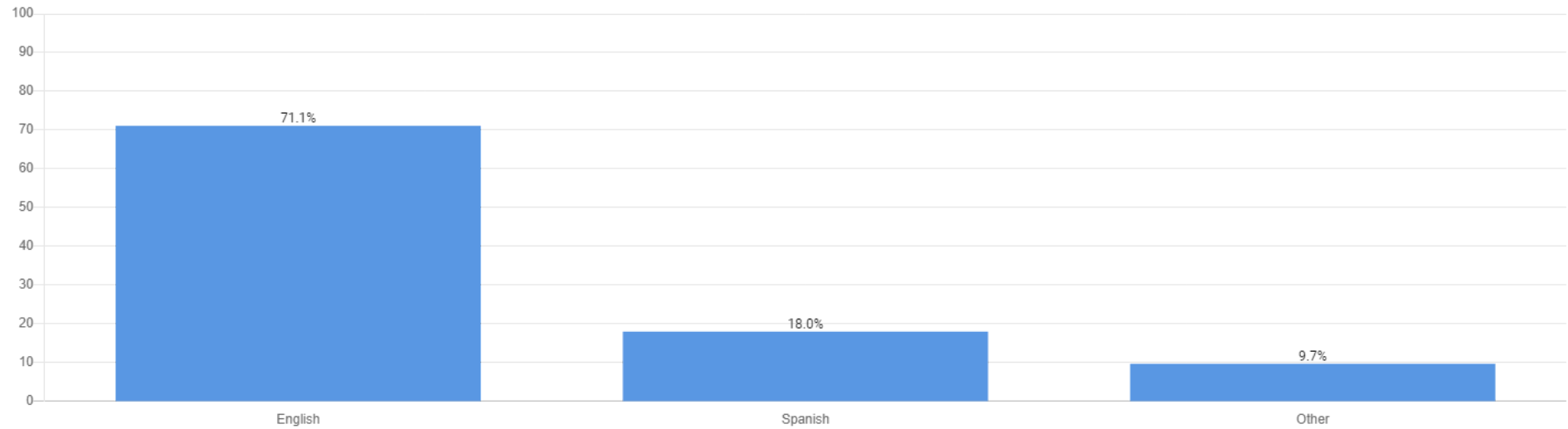
Student Growth

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

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

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

Important Note for 2022-23: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022 school year only.

Student Growth Trends and Progress

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

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

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

| Performance Measure	2020-21 ELA	2021-22 ELA	2022-23 ELA	2020-21 Math	2021-22 Math	2022-23 Math
Statewide: Median Student Growth Percentile			50			50

Student Growth

Student Growth

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

Student Group	ELA: Statewide Median	Math: Statewide Median
Statewide	50	50
White	51	51
Hispanic	47	47
Black or African American	45	44
Asian, Native Hawaiian, or Pacific Islander	60	61
American Indian or Alaska Native	54	49
Two or More Races	52	51
Female	52	49
Male	48	51
Non-Binary/Undesignated Gender	46.5	62
Economically Disadvantaged Students	46	46
Students with Disabilities	40	42
English Learners	47	48
Homeless Students	42	42
Students in Foster Care	42	44
Military-Connected Students	50	49
Migrant Students	36	43

Student Growth

Student Growth by Performance Level

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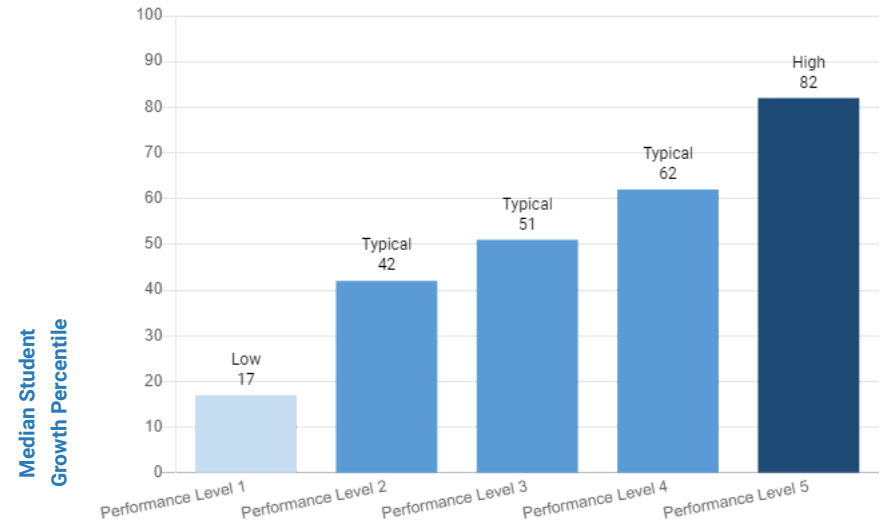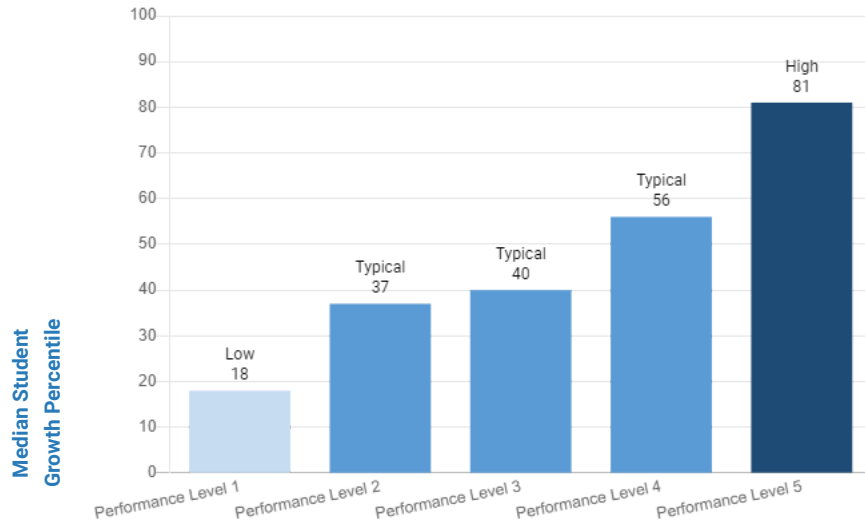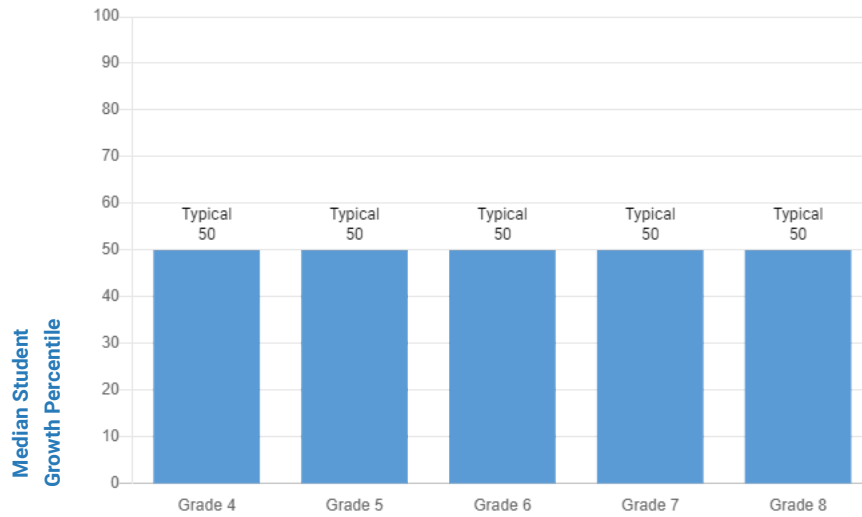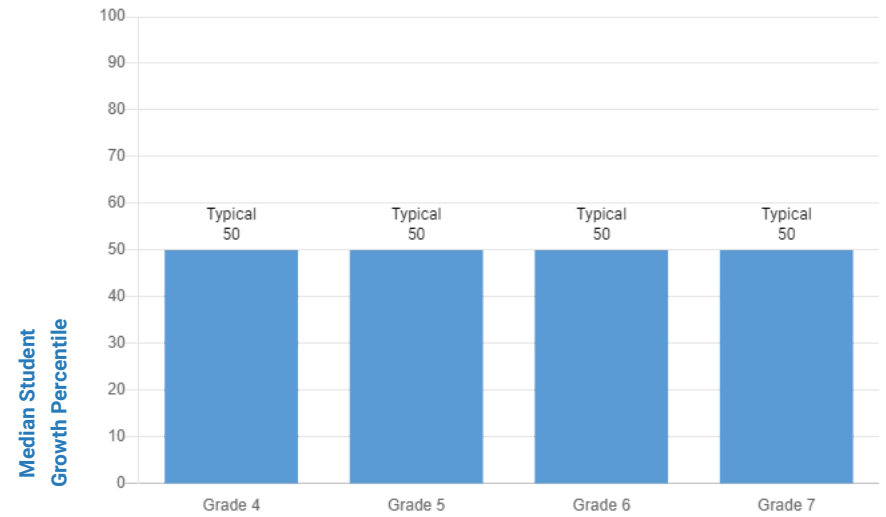
Student Growth

Student Growth by Grade

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

ELA

Math

Academic Achievement

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

For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our NJDOE Accountability webpage under 2023 Accountability Data in the School & District Accountability section.

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

### English Language Arts and Mathematics Performance Trends

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

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

ELA Proficiency Rate for Federal Accountability
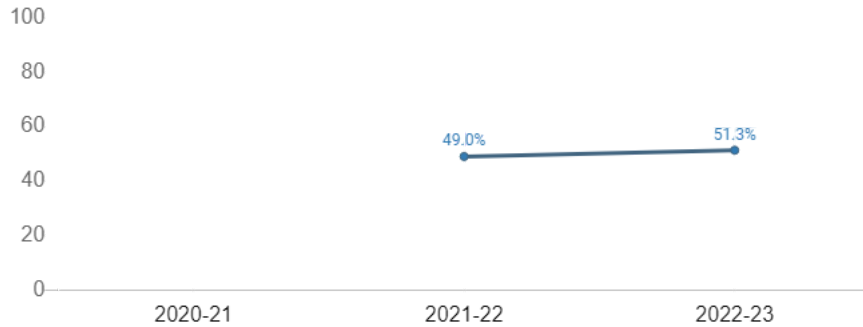
Math Proficiency Rate for Federal Accountability
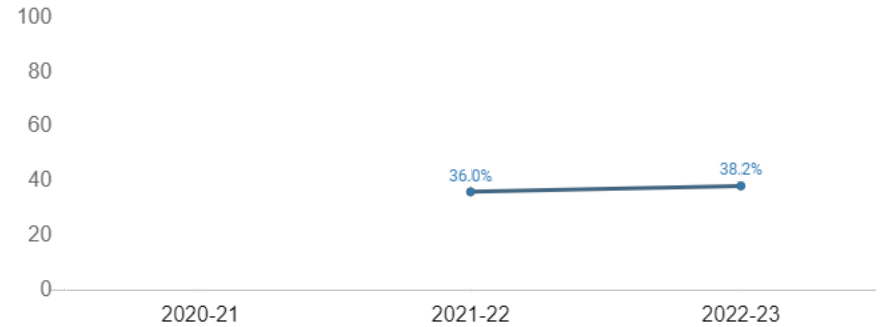
Performance Measure	2020-21 ELA	2021-22 ELA	2022-23 ELA	2020-21 Math	2021-22 Math	2022-23 Math
Participation Rate		98.2%	98.5%		98.0%	98.3%
Proficiency Rate for Federal Accountability		49.0%	51.3%		36.0%	38.2%
Annual Target		57.3%	58.7%		49.8%	51.7%
Met Annual Target?		Not Met	Not Met		Not Met	Not Met

    † Target was met within a confidence interval.

Academic Achievement

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English Language Arts Assessment - Participation and Performance

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

This table shows both the percentage of students who met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long-term goal of 80% proficiency by 2032. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long-term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see the NJDOE Accountability page. More information and additional data can also be found on the NJDOE Academic Achievement page.

Student Group	Valid Scores	% of students taking test	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Statewide	672,138	98.5%	51.3%	51.3%	58.7%	Not Met
White	264,169	98.5%	60.7%	60.7%	64.1%	Not Met
Hispanic	215,645	98.4%	37.3%	37.3%	47.9%	Not Met
Black or African American	97,742	97.9%	34%	34%	43.9%	Not Met
Asian, Native Hawaiian, or Pacific Islander	72,991	99.4%	79.8%	79.8%	78.5%	Met Target
American Indian or Alaska Native	1,183	98.7%	52.7%	52.7%	56.6%	Not Met
Two or More Races	20,408	98.1%	58.2%	58.2%	63.4%	Not Met
Female	326,890	98.6%	56.8%	56.8%		
Male	344,952	98.4%	46%	46%		
Non-binary/undesignated gender	296	94.2%	62.5%	62.1%		
Economically Disadvantaged Students	241,291	98.2%	33.4%	33.4%	45.1%	Not Met
Non-Economically Disadvantaged Students	430,847	98.6%	61.3%	61.3%		
Students with Disabilities	120,289	96.8%	19.2%	19.2%	33.6%	Not Met
Students without Disabilities	551,849	98.9%	58.3%	58.3%		
English Learners	74,746	98.5%	23.9%	23.9%	34.2%	Not Met
Non-English Learners	597,392	98.5%	54.7%	54.7%		
Homeless Students	4,239	94.6%	23.2%	23.2%		
Students in Foster Care	853	95%	20.3%	20.3%		
Military-Connected Students	4,120	99.1%	49.2%	49.2%		
Migrant Students	63	96.3%	15.9%	15.9%		

† Target was met within a confidence interval.

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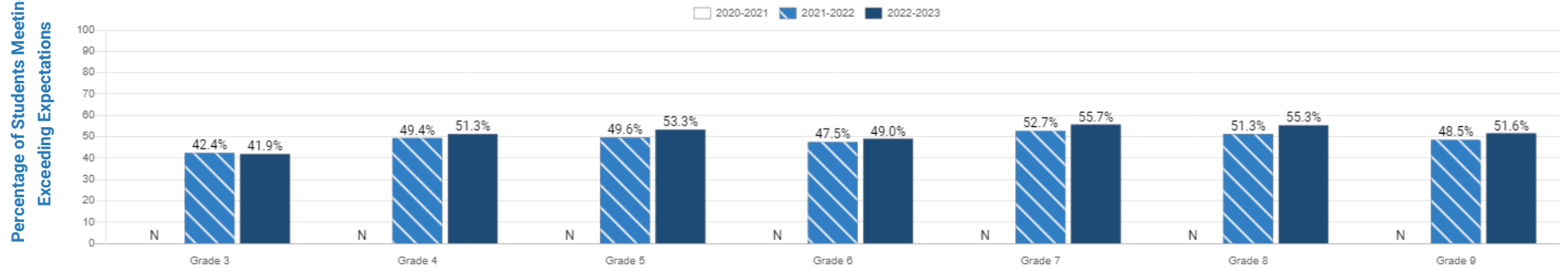
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Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing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

English Language Arts Assessment - Performance Trends

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

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

Legend: ☐ 2020-2021 ▨ 2021-2022 ■ 2022-2023

Y-axis: Percentage of Students Meeting Exceeding Expectations

Grade	2020-2021	2021-2022	2022-2023
Grade 3	N	42.4%	41.9%
Grade 4	N	49.4%	51.3%
Grade 5	N	49.6%	53.3%
Grade 6	N	47.5%	49.0%
Grade 7	N	52.7%	55.7%
Grade 8	N	51.3%	55.3%
Grade 9	N	48.5%	51.6%

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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	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	State: % of testers met or exceeded expectations
Statewide	92,299	739	21%	15%	22%	37%	5%	42%
White	35,766	749	12%	13%	24%	45%	6%	51%
Hispanic	29,691	723	32%	18%	23%	25%	2%	27%
Black or African American	13,224	722	33%	19%	22%	24%	2%	26%
Asian, Native Hawaiian, or Pacific Islander	10,170	768	6%	7%	18%	55%	14%	69%
American Indian or Alaska Native	196	746	16%	10%	21%	46%	6%	52%
Two or More Races	3,252	749	14%	14%	22%	43%	8%	51%
Female	*	744	18%	14%	22%	40%	7%	47%
Male	*	734	24%	16%	23%	33%	4%	37%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	34,230	719	34%	20%	23%	22%	2%	23%
Non-Economically Disadvantaged Students	58,069	751	13%	12%	22%	45%	7%	53%
Students with Disabilities	15,470	709	47%	18%	17%	17%	1%	18%
Students without Disabilities	76,829	745	15%	14%	24%	41%	6%	47%
English Learners	10,224	703	50%	21%	18%	11%	0%	12%
Non-English Learners	82,075	743	17%	14%	23%	40%	6%	46%
Homeless Students	652	708	44%	23%	17%	16%	1%	16%
Students in Foster Care	105	708	47%	17%	23%	13%	0%	13%
Military-Connected Students	645	739	19%	16%	25%	37%	3%	40%
Migrant Students	14	701	57%	14%	14%	14%	0%	14%

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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	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	State: % of testers met or exceeded expectations
Statewide	93,502	748	13%	15%	21%	37%	15%	51%
White	35,677	758	6%	11%	21%	44%	18%	62%
Hispanic	30,622	734	20%	20%	24%	29%	7%	36%
Black or African American	13,441	733	21%	21%	24%	27%	7%	34%
Asian, Native Hawaiian, or Pacific Islander	10,342	776	3%	5%	13%	44%	36%	79%
American Indian or Alaska Native	191	753	10%	15%	19%	36%	20%	55%
Two or More Races	3,229	757	9%	13%	19%	39%	21%	60%
Female	*	752	11%	13%	21%	38%	17%	55%
Male	*	745	15%	16%	21%	35%	13%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	34,728	731	22%	21%	25%	27%	5%	32%
Non-Economically Disadvantaged Students	58,774	759	7%	11%	19%	42%	20%	63%
Students with Disabilities	16,436	720	33%	25%	21%	18%	4%	22%
Students without Disabilities	77,066	755	9%	12%	21%	40%	17%	58%
English Learners	9,331	712	39%	26%	21%	13%	1%	14%
Non-English Learners	84,171	752	10%	13%	21%	39%	16%	55%
Homeless Students	706	720	33%	22%	22%	19%	4%	22%
Students in Foster Care	148	724	30%	21%	24%	24%	1%	25%
Military-Connected Students	658	748	11%	15%	24%	38%	13%	51%
Migrant Students	13	697	69%	15%	0%	15%	0%	15%

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	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	State: % of testers met or exceeded expectations
Statewide	94,931	750	12%	14%	20%	43%	10%	53%
White	36,277	759	6%	10%	19%	52%	12%	64%
Hispanic	30,541	736	19%	19%	23%	34%	4%	39%
Black or African American	14,078	733	22%	21%	24%	31%	3%	34%
Asian, Native Hawaiian, or Pacific Islander	10,801	777	2%	5%	11%	57%	25%	82%
American Indian or Alaska Native	167	752	13%	13%	22%	40%	13%	53%
Two or More Races	3,067	759	8%	11%	19%	48%	14%	62%
Female	46,575	755	10%	12%	20%	46%	12%	58%
Male	48,346	745	15%	16%	21%	41%	7%	48%
Non-binary/undesignated gender	10	747	20%	10%	30%	20%	20%	40%
Economically Disadvantaged Students	35,306	732	21%	21%	24%	31%	3%	34%
Non-Economically Disadvantaged Students	59,625	761	7%	10%	18%	51%	14%	65%
Students with Disabilities	16,505	720	33%	26%	21%	18%	2%	20%
Students without Disabilities	78,426	756	8%	12%	20%	49%	12%	60%
English Learners	7,228	707	*	*	*	*	*	*
Non-English Learners	87,703	754	10%	13%	21%	46%	11%	57%
Homeless Students	697	721	31%	25%	21%	21%	2%	23%
Students in Foster Care	129	723	29%	24%	27%	20%	0%	20%
Military-Connected Students	693	750	10%	14%	23%	45%	8%	53%
Migrant Students	17	717	65%	0%	6%	24%	6%	29%

Academic Achievement

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

For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our NJDOE Accountability webpage under 2023 Accountability Data in the School & District Accountability section.

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

English Language Arts Assessment - Performance By Grade: Grade 6

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

Student Group	Valid Scores	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	State: % of testers met or exceeded expectations
Statewide	96,334	747	12%	14%	25%	38%	11%	49%
White	37,599	756	6%	11%	24%	45%	14%	59%
Hispanic	31,150	735	19%	19%	28%	29%	5%	34%
Black or African American	13,872	731	20%	22%	28%	26%	4%	30%
Asian, Native Hawaiian, or Pacific Islander	10,642	773	3%	4%	14%	49%	30%	79%
American Indian or Alaska Native	165	747	13%	13%	25%	36%	12%	48%
Two or More Races	2,906	753	9%	12%	24%	40%	14%	55%
Female	47,092	752	9%	13%	24%	40%	14%	54%
Male	49,219	743	15%	16%	25%	35%	9%	44%
Non-binary/undesignated gender	23	753	9%	0%	26%	65%	0%	65%
Economically Disadvantaged Students	34,848	732	20%	21%	28%	26%	4%	30%
Non-Economically Disadvantaged Students	61,486	756	7%	11%	22%	44%	16%	60%
Students with Disabilities	16,289	717	35%	26%	23%	14%	2%	16%
Students without Disabilities	80,045	754	7%	12%	25%	42%	13%	56%
English Learners	5,968	704	*	*	*	*	*	*
Non-English Learners	90,366	750	9%	14%	25%	40%	12%	52%
Homeless Students	631	721	32%	24%	25%	16%	3%	19%
Students in Foster Care	117	719	32%	22%	31%	15%	0%	15%
Military-Connected Students	619	746	11%	14%	28%	41%	7%	47%
Migrant Students	*	*	*	*	*	*	*	*

Academic Achievement

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

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	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	State: % of testers met or exceeded expectations
Statewide	97,296	752	12%	13%	20%	33%	23%	56%
White	38,220	761	6%	9%	19%	38%	27%	65%
Hispanic	31,007	738	19%	17%	23%	28%	13%	41%
Black or African American	14,324	735	19%	19%	23%	27%	11%	38%
Asian, Native Hawaiian, or Pacific Islander	10,754	784	3%	4%	9%	32%	53%	84%
American Indian or Alaska Native	164	753	15%	12%	18%	30%	25%	55%
Two or More Races	2,827	758	10%	10%	18%	34%	28%	62%
Female	47,449	759	9%	11%	19%	34%	28%	62%
Male	49,798	746	14%	15%	21%	31%	19%	50%
Non-binary/undesignated gender	49	759	4%	12%	31%	29%	24%	53%
Economically Disadvantaged Students	34,556	735	20%	19%	24%	26%	11%	38%
Non-Economically Disadvantaged Students	62,740	762	7%	9%	18%	36%	30%	66%
Students with Disabilities	16,006	715	35%	25%	22%	15%	4%	18%
Students without Disabilities	81,290	760	7%	10%	20%	36%	27%	63%
English Learners	5,917	701	*	*	*	*	*	*
Non-English Learners	91,379	756	9%	12%	20%	34%	25%	59%
Homeless Students	629	722	30%	23%	22%	19%	5%	25%
Students in Foster Care	125	716	31%	29%	21%	17%	2%	19%
Military-Connected Students	522	749	10%	16%	20%	36%	18%	54%
Migrant Students	10	701	60%	20%	10%	10%	0%	10%

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	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	State: % of testers met or exceeded expectations
Statewide	100,459	754	13%	12%	20%	36%	19%	55%
White	39,794	763	8%	9%	19%	41%	23%	64%
Hispanic	31,837	741	19%	15%	23%	31%	11%	42%
Black or African American	15,123	737	21%	17%	24%	29%	9%	38%
Asian, Native Hawaiian, or Pacific Islander	10,838	787	3%	3%	10%	37%	47%	84%
American Indian or Alaska Native	152	754	15%	13%	18%	30%	24%	53%
Two or More Races	2,715	759	11%	11%	19%	38%	23%	60%
Female	48,717	763	9%	10%	19%	38%	25%	63%
Male	51,677	747	17%	14%	21%	34%	15%	48%
Non-binary/undesignated gender	65	769	2%	12%	17%	45%	25%	69%
Economically Disadvantaged Students	35,077	738	21%	17%	24%	30%	9%	39%
Non-Economically Disadvantaged Students	65,382	763	9%	9%	18%	39%	25%	64%
Students with Disabilities	15,919	715	38%	22%	23%	15%	2%	17%
Students without Disabilities	84,540	762	8%	10%	20%	40%	23%	62%
English Learners	5,425	702	*	*	*	*	*	*
Non-English Learners	95,034	757	11%	11%	20%	37%	21%	58%
Homeless Students	662	725	32%	18%	22%	23%	6%	29%
Students in Foster Care	148	714	41%	18%	21%	17%	3%	20%
Military-Connected Students	522	751	12%	13%	23%	39%	14%	53%
Migrant Students	*	*	*	*	*	*	*	*

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 9

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

Student Group	Valid Scores	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	State: % of testers met or exceeded expectations
Statewide	101,125	747	15%	15%	19%	37%	15%	52%
White	39,831	755	9%	12%	19%	43%	17%	60%
Hispanic	32,554	734	22%	19%	20%	30%	8%	39%
Black or African American	15,016	731	23%	22%	21%	28%	6%	34%
Asian, Native Hawaiian, or Pacific Islander	10,936	780	3%	4%	9%	42%	41%	83%
American Indian or Alaska Native	170	749	15%	16%	16%	36%	17%	53%
Two or More Races	2,618	753	12%	13%	17%	38%	19%	57%
Female	49,379	754	11%	13%	18%	39%	19%	58%
Male	51,606	740	19%	17%	19%	34%	11%	45%
Non-binary/undesignated gender	140	762	9%	9%	19%	44%	21%	64%
Economically Disadvantaged Students	34,137	732	24%	21%	21%	28%	7%	35%
Non-Economically Disadvantaged Students	66,988	755	10%	12%	18%	41%	19%	60%
Students with Disabilities	15,555	711	40%	28%	18%	13%	1%	14%
Students without Disabilities	85,570	754	10%	13%	19%	41%	18%	58%
English Learners	5,320	697	*	*	*	*	*	*
Non-English Learners	95,805	750	12%	15%	19%	38%	16%	54%
Homeless Students	603	718	36%	22%	19%	20%	4%	23%
Students in Foster Care	115	706	47%	27%	12%	14%	0%	14%
Military-Connected Students	555	742	15%	18%	22%	35%	10%	45%
Migrant Students	*	*	*	*	*	*	*	*

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

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the NJDOE's Assessment page.
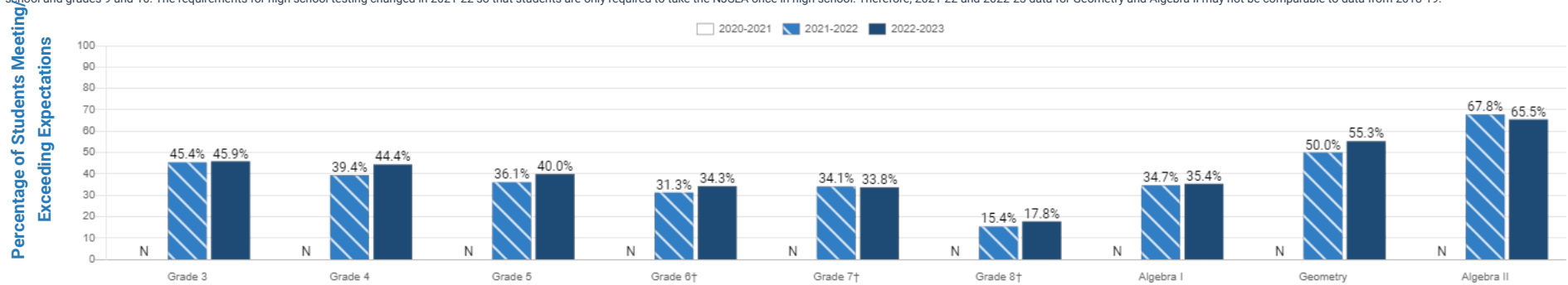
For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our NJDOE Accountability webpage under 2023 Accountability Data in the School & District Accountability section.

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Mathematics Assessment - Participation and Performance

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

This table shows both the percentage of students who met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows 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	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Statewide	677,293	98.3%	38.2%	38.2%	51.7%	Not Met
White	264,531	98.4%	48.7%	48.7%	57%	Not Met
Hispanic	220,455	98.3%	22.2%	22.2%	40.4%	Not Met
Black or African American	97,343	97.6%	17.9%	17.9%	35.6%	Not Met
Asian, Native Hawaiian, or Pacific Islander	73,380	99.3%	73.1%	73.1%	76%	Not Met
American Indian or Alaska Native	1,203	98.7%	40.1%	40.1%	49%	Not Met
Two or More Races	20,381	97.9%	46.4%	46.4%	57.1%	Not Met
Female	329,269	98.4%	36.5%	36.5%		
Male	347,736	98.2%	39.9%	39.9%		
Non-binary/undesignated gender	288	94.7%	36.8%	36.7%		
Economically Disadvantaged Students	244,364	98%	19.5%	19.5%	38.5%	Not Met
Non-Economically Disadvantaged Students	432,929	98.5%	48.8%	48.8%		
Students with Disabilities	119,586	96.4%	15.7%	15.7%	31.6%	Not Met
Students without Disabilities	557,707	98.7%	43%	43%		
English Learners	81,942	98.3%	18.1%	18.1%	36.2%	Not Met
Non-English Learners	595,351	98.3%	41%	41%		
Homeless Students	4,494	94.5%	11.9%	11.9%		
Students in Foster Care	852	95%	<10%	<10%		
Military-Connected Students	4,118	98.8%	37.3%	37.3%		
Migrant Students	71	96.7%	12.7%	12.7%		

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

Legend: ☐ 2020-2021 ▨ 2021-2022 ■ 2022-2023

Grade	2021-2022	2022-2023
Grade 3	45.4%	45.9%
Grade 4	39.4%	44.4%
Grade 5	36.1%	40.0%
Grade 6†	31.3%	34.3%
Grade 7†	34.1%	33.8%
Grade 8†	15.4%	17.8%
Algebra I	34.7%	35.4%
Geometry	50.0%	55.3%
Algebra II	67.8%	65.5%

Y-axis: Percentage of Students Meeting/ Exceeding Expectations

† 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	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	State: % of testers met or exceeded expectations
Statewide	94,106	745	13%	17%	25%	34%	12%	46%
White	35,987	756	6%	12%	24%	43%	15%	58%
Hispanic	30,996	731	19%	24%	28%	25%	5%	29%
Black or African American	13,282	725	24%	24%	27%	22%	3%	25%
Asian, Native Hawaiian, or Pacific Islander	10,382	775	3%	5%	15%	44%	34%	77%
American Indian or Alaska Native	200	752	9%	18%	18%	44%	13%	57%
Two or More Races	3,259	753	9%	14%	24%	37%	16%	53%
Female	*	743	12%	18%	26%	34%	10%	44%
Male	*	747	13%	16%	23%	34%	14%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	35,194	727	22%	25%	28%	22%	3%	26%
Non-Economically Disadvantaged Students	58,912	756	7%	12%	23%	41%	17%	58%
Students with Disabilities	15,481	724	28%	25%	23%	20%	5%	24%
Students without Disabilities	78,625	750	10%	15%	25%	37%	13%	50%
English Learners	11,907	721	27%	28%	26%	18%	2%	20%
Non-English Learners	82,199	749	11%	15%	25%	36%	13%	50%
Homeless Students	721	716	32%	26%	26%	14%	2%	16%
Students in Foster Care	105	718	33%	21%	30%	14%	2%	16%
Military-Connected Students	648	746	9%	16%	28%	39%	8%	47%
Migrant Students	16	728	19%	38%	19%	19%	6%	25%

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	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	State: % of testers met or exceeded expectations
Statewide	95,225	743	13%	18%	25%	37%	7%	44%
White	35,885	754	6%	12%	25%	49%	9%	57%
Hispanic	31,908	729	20%	26%	28%	25%	2%	27%
Black or African American	13,494	723	26%	26%	26%	21%	2%	23%
Asian, Native Hawaiian, or Pacific Islander	10,508	773	3%	6%	14%	54%	24%	78%
American Indian or Alaska Native	191	750	9%	16%	26%	38%	10%	49%
Two or More Races	3,239	751	10%	14%	22%	43%	10%	54%
Female	*	741	13%	19%	26%	36%	6%	42%
Male	*	745	13%	17%	23%	39%	8%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	35,629	725	23%	27%	27%	22%	2%	24%
Non-Economically Disadvantaged Students	59,596	754	7%	13%	23%	46%	10%	57%
Students with Disabilities	16,419	720	31%	26%	21%	19%	2%	21%
Students without Disabilities	78,806	748	9%	16%	26%	41%	8%	49%
English Learners	10,980	716	30%	31%	25%	14%	1%	14%
Non-English Learners	84,245	747	11%	16%	25%	40%	8%	48%
Homeless Students	762	715	35%	27%	24%	14%	1%	15%
Students in Foster Care	149	713	36%	31%	20%	13%	1%	13%
Military-Connected Students	661	744	10%	18%	27%	40%	5%	45%
Migrant Students	14	712	50%	7%	21%	21%	0%	21%

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	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	State: % of testers met or exceeded expectations
Statewide	96,579	740	13%	21%	25%	31%	9%	40%
White	36,482	750	6%	15%	27%	42%	10%	52%
Hispanic	31,791	726	20%	30%	27%	20%	2%	23%
Black or African American	14,090	720	26%	31%	25%	16%	2%	18%
Asian, Native Hawaiian, or Pacific Islander	10,963	772	2%	6%	16%	45%	31%	76%
American Indian or Alaska Native	170	742	16%	21%	21%	31%	12%	42%
Two or More Races	3,083	749	9%	18%	24%	37%	13%	50%
Female	47,381	739	12%	23%	27%	31%	7%	38%
Male	49,187	741	14%	20%	24%	32%	10%	42%
Non-binary/undesignated gender	11	745	0%	36%	18%	45%	0%	45%
Economically Disadvantaged Students	36,225	723	23%	31%	27%	18%	2%	19%
Non-Economically Disadvantaged Students	60,354	751	7%	15%	25%	40%	13%	52%
Students with Disabilities	16,482	719	27%	33%	23%	15%	2%	17%
Students without Disabilities	80,097	745	10%	19%	26%	35%	10%	45%
English Learners	8,832	711	*	*	*	*	*	*
Non-English Learners	87,747	743	11%	20%	26%	34%	10%	43%
Homeless Students	745	713	32%	33%	24%	11%	0%	11%
Students in Foster Care	128	714	32%	30%	28%	10%	0%	10%
Military-Connected Students	695	741	8%	22%	31%	33%	6%	39%
Migrant Students	19	713	42%	21%	16%	21%	0%	21%

Academic Achievement

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

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

Mathematics Assessment - Performance By Grade: Grade 6

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

Students in sixth grade who were enrolled in an Algebra I or Geometry course during the 2022-23 school year were required to take both the corresponding end-of-course assessment (Algebra I or Geometry) and the Grade 6 mathematics assessment. The results of the Grade 6 mathematics assessment are included in this data.

Student Group	Valid Scores	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	State: % of testers met or exceeded expectations
Statewide	97,970	735	14%	23%	28%	28%	7%	34%
White	37,759	745	7%	17%	32%	38%	7%	45%
Hispanic	32,458	722	21%	32%	29%	16%	2%	18%
Black or African American	13,911	716	28%	33%	26%	12%	1%	13%
Asian, Native Hawaiian, or Pacific Islander	10,763	767	3%	7%	18%	46%	26%	72%
American Indian or Alaska Native	166	734	16%	23%	26%	28%	7%	35%
Two or More Races	2,913	741	12%	19%	27%	32%	9%	42%
Female	47,910	735	14%	24%	29%	27%	6%	33%
Male	50,036	736	14%	22%	27%	28%	8%	36%
Non-binary/undesignated gender	24	734	8%	21%	42%	29%	0%	29%
Economically Disadvantaged Students	35,827	719	24%	33%	28%	14%	1%	15%
Non-Economically Disadvantaged Students	62,143	745	9%	18%	29%	36%	10%	45%
Students with Disabilities	16,249	711	34%	35%	20%	9%	1%	11%
Students without Disabilities	81,721	740	10%	21%	30%	31%	8%	39%
English Learners	7,604	704	*	*	*	*	*	*
Non-English Learners	90,366	738	12%	22%	29%	30%	7%	37%
Homeless Students	702	709	*	*	*	*	*	*
Students in Foster Care	118	709	*	*	*	*	*	*
Military-Connected Students	622	736	11%	22%	34%	28%	4%	32%
Migrant Students	*	*	*	*	*	*	*	*

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

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

Student Group	Valid Scores	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	State: % of testers met or exceeded expectations
Statewide	93,752	736	13%	23%	31%	29%	5%	34%
White	36,684	745	6%	15%	33%	40%	6%	46%
Hispanic	31,659	725	18%	31%	32%	17%	2%	19%
Black or African American	14,113	720	23%	33%	28%	14%	1%	15%
Asian, Native Hawaiian, or Pacific Islander	8,507	760	3%	8%	22%	49%	18%	67%
American Indian or Alaska Native	156	734	13%	25%	29%	31%	2%	33%
Two or More Races	2,633	741	10%	20%	31%	33%	7%	40%
Female	45,903	735	13%	24%	30%	28%	4%	32%
Male	47,804	737	12%	21%	31%	30%	5%	35%
Non-binary/undesignated gender	45	737	16%	20%	24%	38%	2%	40%
Economically Disadvantaged Students	34,871	722	20%	32%	31%	15%	1%	17%
Non-Economically Disadvantaged Students	58,881	744	8%	17%	31%	37%	7%	44%
Students with Disabilities	15,865	713	33%	35%	22%	9%	1%	10%
Students without Disabilities	77,887	740	9%	20%	32%	33%	6%	39%
English Learners	7,460	709	*	*	*	*	*	*
Non-English Learners	86,292	738	11%	21%	32%	31%	5%	36%
Homeless Students	683	714	*	*	*	*	*	*
Students in Foster Care	126	707	*	*	*	*	*	*
Military-Connected Students	506	735	10%	26%	33%	28%	4%	31%
Migrant Students	*	*	*	*	*	*	*	*

Report Key:
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Academic Achievement

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

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

Mathematics Assessment - Performance By Grade: Grade 8

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

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

Student Group	Valid Scores	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	State: % of testers met or exceeded expectations
Statewide	67,090	716	34%	27%	21%	17%	1%	18%
White	24,331	727	22%	26%	28%	24%	1%	25%
Hispanic	25,359	709	41%	29%	18%	11%	1%	12%
Black or African American	12,099	703	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	3,509	739	15%	19%	25%	37%	4%	41%
American Indian or Alaska Native	110	708	45%	26%	16%	10%	2%	12%
Two or More Races	1,682	719	31%	27%	20%	20%	1%	21%
Female	32,173	717	32%	28%	22%	16%	1%	17%
Male	34,870	716	35%	26%	21%	17%	1%	18%
Non-binary/undesignated gender	47	728	15%	28%	30%	28%	0%	28%
Economically Disadvantaged Students	28,367	707	44%	29%	17%	10%	1%	11%
Non-Economically Disadvantaged Students	38,723	723	27%	26%	25%	22%	1%	23%
Students with Disabilities	14,472	699	*	*	*	*	*	*
Students without Disabilities	52,618	721	28%	27%	24%	20%	1%	21%
English Learners	5,802	694	*	*	*	*	*	*
Non-English Learners	61,288	718	31%	27%	23%	18%	1%	19%
Homeless Students	616	700	*	*	*	*	*	*
Students in Foster Care	131	692	*	*	*	*	*	*
Military-Connected Students	362	721	25%	31%	22%	21%	1%	22%
Migrant Students	10	686	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Performance by Test: Algebra I

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

This includes any students who were enrolled in an Algebra I course and took the Algebra I assessment in grades 7 through 12. Students in sixth grade who were enrolled in Algebra I course during the 2022-23 school year were required to take both the Algebra I and Grade 6 mathematics assessment. The results of their Algebra I assessment are not included in these results but will be reported when the student in in grade 9.

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

Student Group	Valid Scores	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations
Statewide	106,494	738	16%	26%	23%	30%	5%	35%
White	41,011	747	9%	19%	26%	40%	6%	46%
Hispanic	35,828	723	23%	34%	23%	18%	1%	20%
Black or African American	15,535	720	26%	36%	22%	15%	1%	16%
Asian, Native Hawaiian, or Pacific Islander	11,265	773	3%	8%	15%	51%	22%	73%
American Indian or Alaska Native	176	732	18%	34%	17%	27%	4%	31%
Two or More Races	2,679	746	11%	22%	23%	36%	8%	44%
Female	51,495	737	15%	26%	25%	30%	4%	34%
Male	54,887	739	16%	25%	22%	30%	6%	37%
Non-binary/undesignated gender	112	739	9%	28%	29%	32%	2%	34%
Economically Disadvantaged Students	36,532	722	24%	35%	23%	17%	1%	18%
Non-Economically Disadvantaged Students	69,962	746	11%	21%	24%	37%	7%	44%
Students with Disabilities	15,374	712	*	*	*	*	*	*
Students without Disabilities	91,120	742	12%	23%	24%	34%	6%	40%
English Learners	8,093	706	*	*	*	*	*	*
Non-English Learners	98,401	740	14%	24%	24%	32%	6%	38%
Homeless Students	687	713	35%	35%	18%	10%	1%	11%
Students in Foster Care	121	707	*	*	*	*	*	*
Military-Connected Students	581	734	17%	27%	27%	27%	3%	30%
Migrant Students	12	702	*	*	*	*	*	*

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Mathematics Assessment - Performance by Test: Geometry

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

This includes any students who were enrolled in a Geometry course and took the Geometry assessment in grades 7 through 12. Students in sixth grade who were enrolled in a Geometry course during the 2022-23 school year were required to take both the Geometry and Grade 6 mathematics assessment. The results of their Geometry assessment are not included in these results but will be reported when the student in in grade 9.

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

Student Group	Valid Scores	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations
Statewide	27,695	751	4%	11%	30%	45%	10%	55%
White	13,350	753	1%	8%	32%	50%	8%	59%
Hispanic	5,280	735	10%	24%	36%	27%	3%	30%
Black or African American	2,007	734	10%	24%	37%	27%	2%	29%
Asian, Native Hawaiian, or Pacific Islander	6,115	766	1%	4%	18%	55%	23%	78%
American Indian or Alaska Native	49	758	2%	16%	20%	41%	20%	61%
Two or More Races	894	755	2%	9%	32%	45%	13%	58%
Female	14,001	749	4%	12%	32%	44%	8%	52%
Male	13,666	753	3%	10%	28%	46%	12%	58%
Non-binary/undesignated gender	28	754	0%	7%	36%	36%	21%	57%
Economically Disadvantaged Students	4,896	734	10%	24%	37%	27%	2%	29%
Non-Economically Disadvantaged Students	22,799	755	2%	8%	29%	49%	12%	61%
Students with Disabilities	968	726	20%	31%	26%	19%	4%	23%
Students without Disabilities	26,727	752	3%	11%	30%	46%	10%	56%
English Learners	525	712	*	*	*	*	*	*
Non-English Learners	27,170	752	3%	11%	30%	46%	10%	56%
Homeless Students	52	723	21%	29%	33%	15%	2%	17%
Students in Foster Care	*	*	*	*	*	*	*	*
Military-Connected Students	122	747	2%	13%	42%	35%	7%	43%
Migrant Students	*	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations
Statewide	7,688	762	9%	10%	15%	53%	12%	66%
White	2,475	765	3%	9%	19%	61%	9%	69%
Hispanic	1,364	718	36%	23%	18%	22%	1%	24%
Black or African American	345	729	23%	21%	25%	30%	1%	31%
Asian, Native Hawaiian, or Pacific Islander	3,266	781	2%	4%	11%	62%	21%	84%
American Indian or Alaska Native	10	774	0%	10%	20%	60%	10%	70%
Two or More Races	228	766	5%	9%	17%	57%	12%	69%
Female	3,723	757	10%	12%	17%	52%	9%	61%
Male	3,955	767	8%	8%	14%	55%	15%	70%
Non-binary/undesignated gender	10	746	0%	20%	40%	40%	0%	40%
Economically Disadvantaged Students	1,343	715	39%	23%	17%	19%	1%	21%
Non-Economically Disadvantaged Students	6,345	772	3%	7%	15%	60%	15%	75%
Students with Disabilities	156	717	44%	17%	10%	25%	4%	29%
Students without Disabilities	7,532	763	8%	10%	16%	54%	13%	66%
English Learners	265	689	*	*	*	*	*	*
Non-English Learners	7,423	764	7%	10%	16%	55%	13%	68%
Homeless Students	12	706	67%	8%	8%	17%	0%	17%
Students in Foster Care	*	*	*	*	*	*	*	*
Military-Connected Students	23	753	13%	4%	17%	61%	4%	65%
Migrant Students	*	*	*	*	*	*	*	*

Academic Achievement

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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	1,830	1,823
4	1,721	1,722
5	1,730	1,728
6	1,566	1,565
7	1,474	1,468
8	1,508	1,501
9	*	*
10	N	*
11	1,415	1,416

Academic Achievement

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English Language Proficiency Test - Participation and Performance

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

For additional data showing both the number and percentage of students with an overall score of 4.5 or above, see data available on our NJDOE Accountability webpage under 2023 Accountability Data in the School & District Accountability section.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score 4.5 or Above
0-2	60,005	>90%	<10%
3-4	27,708	>90%	<10%
5 or more	30,559	89.8%	10.2%

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	28.6%	31.4%	Not Met

† Target was met within a confidence interval.
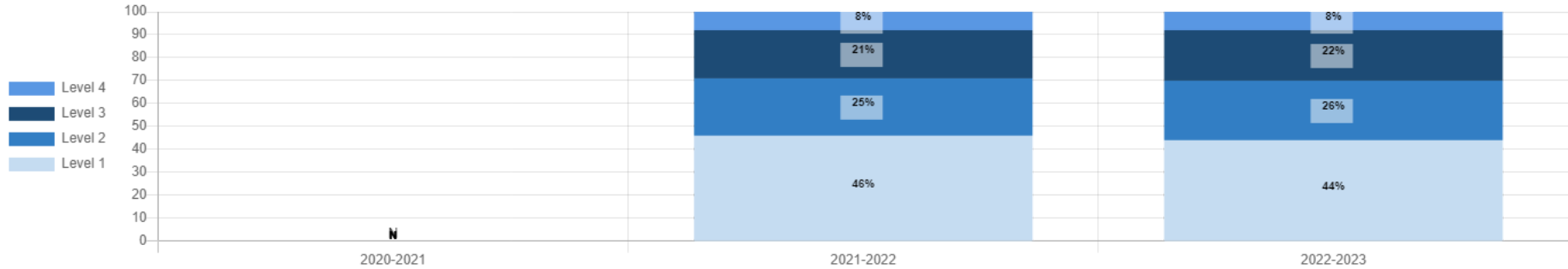
Academic Achievement

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

For detailed information showing comparisons of the percentage of students performing at each of the four NJSLA-Science performance levels at the school, district and state-level, see data available on our NJDOE Accountability webpage under 2023 Accountability Data in the School & District Accountability section.

NJSLA Science Assessment: Grade 5 Summary

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

Important note for 2022-23 Reports: Due to the cancellation of statewide assessments in prior years, statewide assessment results are not available for the 2020-21 school year.
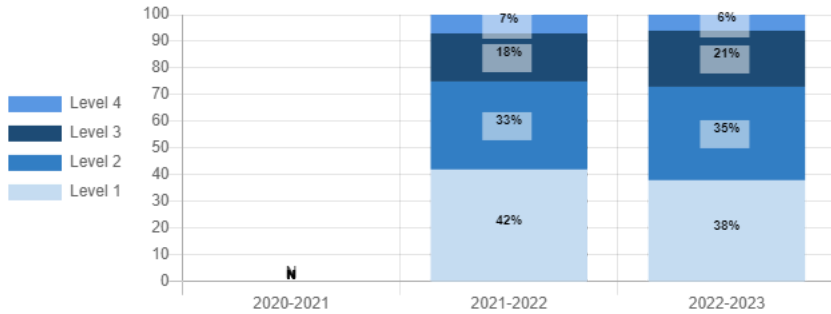
NJSLA Science Assessment: Grade 8 Summary

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

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

Academic Achievement

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

For detailed information showing comparisons of the percentage of students performing at each of the four NJSLA-Science performance levels at the school, district and state-level, see data available on our NJDOE Accountability webpage under 2023 Accountability Data in the School & District Accountability section.

NJSLA Science Assessment: Grade 11 Summary

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

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

Academic Achievement

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

For detailed information showing comparisons of the percentage of students performing at each of the four NJSLA-Science performance levels at the school, district and state-level, see data available on our NJDOE Accountability webpage under 2023 Accountability Data in the School & District Accountability section.

NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Statewide	38%	35%	21%	6%
White	25%	40%	28%	7%
Hispanic	55%	33%	11%	2%
Black or African American	60%	30%	9%	1%
Asian, Native Hawaiian, or Pacific Islander	13%	30%	39%	19%
American Indian or Alaska Native	36%	33%	22%	8%
Two or More Races	27%	35%	28%	9%
Female	39%	36%	20%	5%
Male	38%	34%	22%	7%
Non-binary/undesignated gender	18%	64%	18%	0%
Economically Disadvantaged Students	59%	31%	9%	1%
Non-Economically Disadvantaged Students	26%	37%	28%	8%
Students with Disabilities	67%	23%	8%	2%
Students without Disabilities	33%	37%	24%	7%
English Learners	81%	17%	2%	0%
Non-English Learners	34%	37%	23%	6%
Homeless Students	69%	27%	3%	1%
Students in Foster Care	64%	29%	6%	1%
Military-Connected Students	34%	41%	20%	5%
Migrant Students	74%	16%	11%	0%

Academic Achievement

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

For detailed information showing comparisons of the percentage of students performing at each of the four NJSLA-Science performance levels at the school, district and state-level, see data available on our NJDOE Accountability webpage under 2023 Accountability Data in the School & District Accountability section.

NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Statewide	40%	41%	14%	4%
White	27%	49%	19%	5%
Hispanic	56%	37%	6%	1%
Black or African American	61%	33%	5%	1%
Asian, Native Hawaiian, or Pacific Islander	13%	40%	31%	16%
American Indian or Alaska Native	44%	40%	11%	5%
Two or More Races	33%	41%	19%	7%
Female	40%	43%	14%	3%
Male	40%	40%	15%	5%
Non-binary/undesignated gender	20%	40%	34%	6%
Economically Disadvantaged Students	59%	35%	5%	1%
Non-Economically Disadvantaged Students	30%	45%	19%	6%
Students with Disabilities	71%	25%	3%	1%
Students without Disabilities	34%	45%	16%	5%
English Learners	81%	18%	1%	0%
Non-English Learners	37%	43%	15%	5%
Homeless Students	67%	29%	4%	0%
Students in Foster Care	73%	23%	4%	0%
Military-Connected Students	39%	44%	15%	3%
Migrant Students	82%	18%	0%	0%

Academic Achievement

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

For detailed information showing comparisons of the percentage of students performing at each of the four NJSLA-Science performance levels at the school, district and state-level, see data available on our NJDOE Accountability webpage under 2023 Accountability Data in the School & District Accountability section.

NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Statewide	44%	26%	22%	8%
White	34%	29%	28%	10%
Hispanic	60%	26%	12%	2%
Black or African American	63%	24%	11%	2%
Asian, Native Hawaiian, or Pacific Islander	16%	23%	35%	26%
American Indian or Alaska Native	51%	24%	19%	7%
Two or More Races	35%	28%	26%	11%
Female	42%	29%	22%	7%
Male	46%	24%	21%	9%
Non-binary/undesignated gender	21%	30%	31%	17%
Economically Disadvantaged Students	61%	25%	12%	2%
Non-Economically Disadvantaged Students	36%	27%	26%	11%
Students with Disabilities	77%	16%	6%	1%
Students without Disabilities	38%	28%	24%	9%
English Learners	87%	11%	2%	0%
Non-English Learners	41%	27%	23%	9%
Homeless Students	72%	19%	7%	1%
Students in Foster Care	*	*	*	*
Military-Connected Students	49%	26%	18%	7%
Migrant Students	*	*	*	*

Academic Achievement

Graduation Proficiency Assessment (NJGPA) : Grade 11

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

Student Group	ELA Valid Scores	State % Graduation Ready: ELA	Math Valid Scores	State % Graduation Ready: Math
Statewide	98,329	80.5%	99,012	55%
White	41,287	88.3%	41,341	68%
Hispanic	29,743	69.4%	30,334	36.3%
Black or African American	13,558	68.5%	13,561	30.3%
Asian, Native Hawaiian, or Pacific Islander	10,751	>90%	10,783	86.8%
American Indian or Alaska Native	145	73.1%	146	45.9%
Two or More Races	2,845	86.2%	2,847	64.2%
Female	48,160	85.4%	48,479	55.9%
Male	50,019	75.7%	50,384	54.2%
Non-binary/undesignated gender	150	88.7%	149	68.5%
Economically Disadvantaged Students	28,833	67.9%	29,272	34.1%
Non-Economically Disadvantaged Students	69,496	85.6%	69,740	63.8%
Students with Disabilities	14,095	47.1%	14,080	17%
Students without Disabilities	84,234	86%	84,932	61.3%
English Learners	4,722	17.7%	5,418	<10%
Non-English Learners	93,607	83.6%	93,594	57.7%
Homeless Students	469	50.7%	484	19.8%
Students in Foster Care	82	34.1%	81	<10%
Military-Connected Students	504	80.2%	508	49%
Migrant Students	29	27.6%	38	15.8%

Academic Achievement

National Assessment of Educational Progress (NAEP)

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

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

2022 Reading Grade 4 Student Group Outcomes
2022 Reading Grade 8 Student Group Outcomes
2022 Math Grade 4 Student Group Outcomes
2022 Math Grade 8 Student Group Outcomes
2015 Science Grade 4 Student Group Outcomes
2015 Science Grade 8 Student Group Outcomes

Year	Subject	Grade	State Nation	Below Basic	Basic	Proficient	Advanced
2022	Reading	4	State (NJ)	33%	29%	27%	11%
2022	Reading	4	Nation	39%	29%	24%	8%
2022	Reading	8	State (NJ)	23%	35%	35%	7%
2022	Reading	8	Nation	32%	39%	26%	3%
2022	Mathematics	4	State (NJ)	23%	38%	29%	11%
2022	Mathematics	4	Nation	26%	39%	28%	7%
2022	Mathematics	8	State (NJ)	33%	34%	23%	11%
2022	Mathematics	8	Nation	40%	35%	19%	7%
2015	Science	4	State (NJ)	24%	37%	38%	1%
2015	Science	4	Nation	25%	39%	36%	1%
2015	Science	8	State (NJ)	29%	36%	33%	2%
2015	Science	8	Nation	33%	34%	31%	2%

College and Career Readiness

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

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

PSAT, SAT, & ACT - Participation

This table shows information about participation in the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam during the 2022-23 school year. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

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

PSAT, SAT, & ACT - Performance

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

Participation Type	State Average Score	College Readiness Benchmarks	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	466	Grade 10: 430 Grade 11: 460	56%
PSAT 10/NMSQT - Math	462	Grade 10: 480 Grade 11: 510	35%
SAT - Reading and Writing	533	480	67%
SAT - Math	525	530	48%
ACT - Reading	25	22	66%
ACT - English	24	18	80%
ACT - Math	24	22	63%
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

State — 34.9%

Students taking one or more AP or IB exam

State — 29.7%

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

State — 21.3%

Dual Enrollment Coursework - Participation

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

State — 24.0%

College and Career Readiness

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AP/IB and Dual Enrollment Participation by Student Group

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

Student Group	% Enrolled in one or more AP or IB course	% Enrolled in one or more Dual Enrollment course
Statewide	34.9%	24.0%
White	40.0%	29.8%
Hispanic	22.4%	17.1%
Black or African American	19.2%	15.6%
Asian, Native Hawaiian, or Pacific Islander	68.2%	29.5%
American Indian or Alaska Native	28.9%	27.4%
Two or More Races	39.0%	25.8%
Female	40.2%	27.1%
Male	29.6%	20.8%
Non-Binary/Undesignated Gender	35.6%	20.7%
Economically Disadvantaged Students	21.6%	17.2%
Students with Disabilities	4.6%	9.0%
English Learners	9.6%	7.1%
Homeless Students	10.1%	13.7%
Students In Foster Care	2.4%	3.3%
Military-Connected Students	31.1%	25.4%
Migrant Students	9.4%	25.0%

College and Career Readiness

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AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	1,211	787
AP Biology	8,684	7,313
AP Calculus AB	9,580	8,426
AP Calculus BC	4,523	4,729
AP Chemistry	4,798	4,510
AP Chinese Language and Culture	240	440
AP Comparative Government and Politics	632	385
AP Computer Science A	5,436	4,822
AP Computer Science Principles	5,793	6,450
AP Economics	377	0
AP English Language and Composition	18,713	17,204
AP English Literature and Composition	14,571	10,624
AP Environmental Science	7,221	5,977
AP European History	1,868	1,381
AP French Language and Culture	1,277	933
AP German Language and Culture	229	174
AP Government	793	0
AP Human Geography	2,858	2,516
AP Italian Language and Culture	452	334
AP Japanese Language and Culture	29	66
AP Latin (Virgil, Catullus and Horace)	323	139
AP Macroeconomics	4,171	5,399

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

College and Career Readiness

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AP/IB Course	Students Enrolled	Students Tested
AP Microeconomics	3,582	4,367
AP Music Theory	911	828
AP Physics 1	5,213	5,950
AP Physics 2	782	832
AP Physics B	1,458	0
AP Physics C	1,596	0
AP Physics C: Electricity and Magnetism	411	1,413
AP Physics C: Mechanics	747	2,407
AP Precalculus	1	0
AP Psychology	12,316	10,150
AP Research	901	1,148
AP Seminar	1,521	2,131
AP Seminar: English	211	0
AP Spanish Language	5,386	4,988
AP Spanish Literature	989	393
AP Statistics	10,443	8,647
AP Studio Art—Drawing Portfolio	1,036	590
AP Studio Art—Three-Demensional	263	153
AP Studio Art—Two-Demensional	1,047	1,164
AP U.S. Government and Politics	6,016	5,398
AP U.S. History	19,283	14,154
AP World History: Modern	4,871	4,774

College and Career Readiness

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AP/IB Course	Students Enrolled	Students Tested
IB Art/Design	190	65
IB Biology	387	194
IB Business and Management	221	101
IB Chemistry	216	92
IB Classical Languages—Latin	20	11
IB Computing Studies	62	23
IB Creativity, Action, Service	155	0
IB Dance	9	16
IB Design Technology	72	28
IB Economics	123	54
IB Environmental Science	412	184
IB Film	40	16
IB Further Mathematics—SL	26	0
IB Geography	3	0
IB Global Politics	0	7
IB History	965	450
IB Language A (English)	2,029	752
IB Language A (non-English)—French	15	0
IB Language A: Language and Literature—English	155	0
IB Language A: Language and Literature—French	35	0
IB Language A: Literature—Portuguese	15	0
IB Language A: Literature—Spanish	44	0

College and Career Readiness

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AP/IB Course	Students Enrolled	Students Tested
IB Language Ab Initio—Chinese	111	0
IB Language Ab Initio—Italian	25	0
IB Language Ab Initio—Spanish	37	0
IB Language B—Chinese	45	61
IB Language B—French	108	50
IB Language B—German	0	1
IB Language B—Italian	31	20
IB Language B—Portuguese	9	1
IB Language B—Spanish	944	354
IB Language B—World Language (Other Language)	18	0
IB Mathematical Studies	65	0
IB Mathematics	329	0
IB Mathematics: Analysis and Approaches	357	276
IB Mathematics: Applications and Interpretation	408	148
IB Music	67	23
IB Personal and Professional Skills	327	0
IB Physics	270	74
IB Psychology	191	117
IB Sports, Exercise, and Health Science	151	23
IB Theatre	8	6
IB Theory of Knowledge	747	381
IB World Religions	0	23

NJ SCHOOL PERFORMANCE REPORT

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

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AP/IB Course	Students Enrolled	Students Tested
Total Exams taken		155,647
Exams with scores of at least 3 on AP exams or 4 on IB exams		107,772

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)

State 7.1%

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

State 10.5%

Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences (SLEs) during the school year. SLEs include work-based learning (WBL) programs. Examples of WBL experiences include job shadowing, school-based enterprise, community service, service learning, volunteering, internships, cooperative education experiences, and apprenticeships. Depending on the type of WBL experience, these may be paid or unpaid.

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

Structured Learning Experiences

State 2.6%

College and Career Readiness

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Career and Technical Education Participation by Student Group

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

Student Group	State: % CTE Participants	State: % CTE Concentrators
Statewide	7.1%	10.5%
White	5.7%	10.0%
Hispanic	8.9%	10.9%
Black or African American	8.5%	11.1%
Asian, Native Hawaiian, or Pacific Islander	5.8%	10.6%
American Indian or Alaska Native	6.7%	9.4%
Two or More Races	6.5%	10.7%
Female	7.1%	10.9%
Male	7.2%	10.2%
Non-Binary/Undesignated Gender	7.3%	13.6%
Economically Disadvantaged Students	9.4%	11.2%
Students with Disabilities	5.8%	8.2%
English Learners	7.0%	3.6%
Homeless Students	8.5%	5.5%
Students in Foster Care	4.6%	6.8%
Military-Connected Students	9.0%	12.5%
Migrant Students	6.4%	12.8%

College and Career Readiness

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

Work-Based Learning Participation by Career Cluster

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

Career Cluster	Students Participating in Work-Based Learning
Agriculture, Food & Natural Resources	1,164
Architecture & Construction	2,645
Arts, A/V Technology & Communications	5,645
Business Management & Administration	1,443
Education & Training	795
Finance	1,181
Government & Public Administration	708
Health Science	3,301
Hospitality & Tourism	4,391
Human Services	2,137
Information Technology	2,253
Law, Public Safety, Corrections & Security	898
Manufacturing	1,729
Marketing	929
Science, Technology, Engineering & Mathematics	3,543
Transportation, Distribution & Logistics	2,154
Total	34,916

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

State   1.8%

College and Career Readiness

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

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	2,508	*	*
Architecture & Construction	5,957	1,704	1,704
Arts, A/V Technology & Communications	13,591	310	357
Business Management & Administration	3,423	82	82
Education & Training	1,731	*	*
Finance	3,758	*	*
Government & Public Administration	1,034	*	*
Health Science	6,802	1,900	2,355
Hospitality & Tourism	7,800	1,284	1,487
Human Services	3,741	547	547
Information Technology	5,820	350	367
Law, Public Safety, Corrections & Security	2,660	354	558
Manufacturing	3,144	829	891
Marketing	2,606	*	*
Science, Technology, Engineering & Mathematics	7,944	118	118
Transportation, Distribution & Logistics	3,190	598	598
Total	75,709	7,647	9,070

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	91	23	0	0	0	0	97,209
7	5,178	163	2	0	0	0	93,407
8	29,677	4,820	423	0	0	0	69,525
9	68,655	27,114	7,370	191	12	108	11,503
10	10,443	60,545	27,013	5,362	402	585	9,125
11	2,162	9,586	50,171	21,510	6,330	3,010	13,702
12	858	2,317	7,228	13,553	17,230	19,495	21,495
Total	117,064	104,568	92,207	40,616	23,974	23,198	315,966
Enrolled in AP/IB Course				1	13,899	10,443	1,184
Enrolled in Dual Enrollment Course	205	84	735	4,687	3,577	3,439	2,388

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	62,785	2,265	5,115	15,538	15,308	8,068
10	27,260	65,215	923	4,523	7,196	5,704
11	19,857	26,357	1,518	13,359	32,942	14,099
12	9,815	5,219	1,295	10,170	11,663	24,694
Total	119,717	99,056	8,851	43,590	67,109	52,565
Enrolled in AP/IB Course	9,068	5,013		7,633	10,252	187
Enrolled in Dual Enrollment Course	3,593	3,775	202	1,260	3,398	5,862

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	76,176	21,571	2,169	435	662	10,657
10	4,702	96,339	2,849	3,024	1,610	9,053
11	14,988	78,196	6,473	9,031	3,642	14,466
12	5,041	14,151	9,808	17,867	8,904	28,963
Total	100,907	210,257	21,299	30,357	14,818	63,139
Enrolled in AP/IB Course	5,828	19,283	7,234	12,506		12,509
Enrolled in Dual Enrollment Course	1,645	7,456	1,164	4,043	2,176	6,031

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	53,460	10,525	2,784	1,462	1,095	2,346	14,671
7	50,132	9,807	3,551	692	927	1,590	11,403
8	52,652	8,958	3,392	870	1,221	1,305	11,124
9	58,226	11,270	6,869	2,019	1,862	2,021	2,365
10	63,315	11,677	6,184	1,947	1,868	2,057	2,458
11	36,943	7,284	3,959	1,509	1,061	1,331	2,037
12	15,522	3,254	1,976	916	668	730	1,631
Total	330,250	62,775	28,715	9,415	8,702	11,380	45,689
Enrolled in AP/IB Course	7,342	1,436	508	343	229	396	53
Enrolled in Dual Enrollment Course	8,385	1,966	799	386	468	378	440
Enrolled in Level 3 or Higher	45,333	10,509	5,545	2,105	1,772	2,066	975

College and Career Readiness

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

Computer Science – Course Participation

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

| Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
KG	0	6,229	60	2,224	0	0	36
1	25	7,182	78	2,533	0	0	36
2	0	7,514	61	2,668	0	0	21
3	0	7,636	60	2,452	0	0	0
4	0	7,741	64	2,672	0	0	0
5	59	7,960	350	1,915	0	0	136
6	1,662	5,396	1,310	1,988	0	0	141
7	3,856	4,738	1,498	2,081	0	0	250
8	4,792	4,162	1,681	3,645	64	0	223
9	6,690	1,545	157	508	711	21	452
10	6,671	1,685	101	522	889	49	380
11	6,611	1,914	104	348	702	48	404
12	6,913	2,438	177	443	804	84	579
Total	37,279	66,140	5,701	23,999	3,170	202	2,658
Enrolled in AP/IB Course	5,498	5,793		0			0
Enrolled in Dual Enrollment Course	1,604	326	86	36	177	72	72

College and Career Readiness

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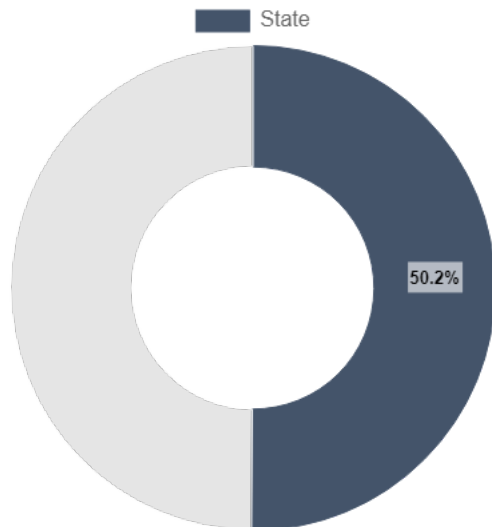
Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy	Percentage of 12th Graders
Albanian	*	*
American Sign Language	14	0.0%
Arabic	73	0.1%
Bangla	*	*
Bengali	*	*
Bulgarian	*	*
Chinese	174	0.2%
Chinese-Cantonese	*	*
Czech	*	*
Danish	*	*
Dari	*	*
Dutch	*	*
Farsi	*	*
Filipino	15	0.0%
French	615	0.6%
Georgian	*	*
German	98	0.1%
Gujarati	13	0.0%
Haitian Creole	68	0.1%
Hebrew	23	0.0%

College and Career Readiness

Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy	Percentage of 12th Graders
Hindi	50	0.0%
Hungarian	*	*
Italian	197	0.2%
Japanese	46	0.0%
Kazakh	*	*
Korean	90	0.1%
Latin	117	0.1%
Lithuanian	*	*
Macedonian	*	*
Pashto	*	*
Polish	81	0.1%
Portuguese	212	0.2%
Punjabi	*	*
Romanian	*	*
Russian	62	0.1%
Serbian	*	*
Spanish	6,690	6.3%
Swahili	*	*
Tagalog	*	*
Tamil	17	0.0%

College and Career Readiness

Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy	Percentage of 12th Graders
Telugu	*	*
Thai	*	*
Turkish	36	0.0%
Twi	*	*
Ukrainian	12	0.0%
Urdu	17	0.0%
Uzbek	*	*
Vietnamese	11	0.0%
Yoruba	*	*
Total Seals Earned	8,783	NA
Total Unique Students Earning Seals	8,483	8.0%

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.

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

State

88.7%
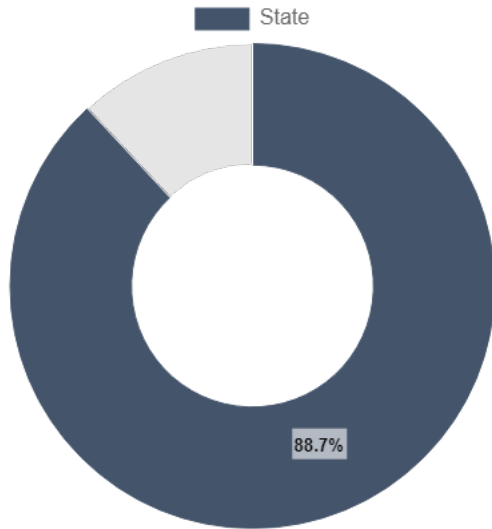
Grades 9-12: Students enrolled in one or more **visual and performing arts** classes

State

50.2%

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:

Music

State — 60.6%

Dance

State — 3.7%

Drama

State — 7.1%

Visual Arts

State — 69.7%

Students enrolled in one or more classes by discipline:

Music

State — 15.2%

Dance

State — 2.6%

Drama

State — 3.5%

Visual Arts

State 34.4%

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2021-22 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students who did not meet some or all graduation requirements because of modifications or exemptions in their Individualized Education Programs (IEPs) may not be counted as graduates in the calculations of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this is only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

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

To be included as a graduate in the federal version of the graduation rate, students must have meet state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless of their graduation cohort. The graduation assessment requirements for the classes of 2021 through 2023 have differed as a result of executive orders in response to the pandemic and new legislation. As a result, the calculation of the federal version of the graduation rate has also changed.

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

Graduation Rate Trends and Progress

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

4-Year Graduation Rate Trends
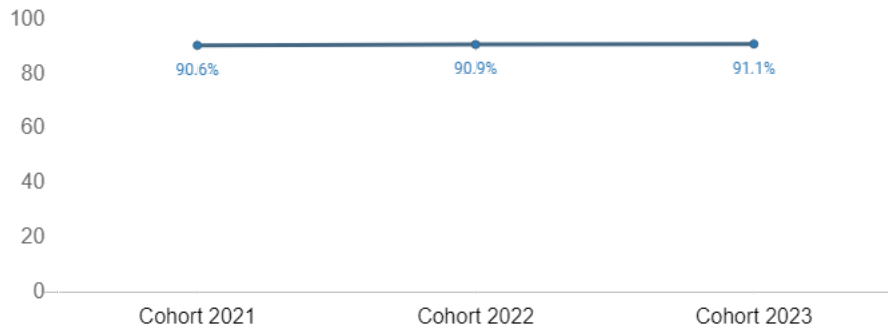
5-Year Graduation Rate Trends
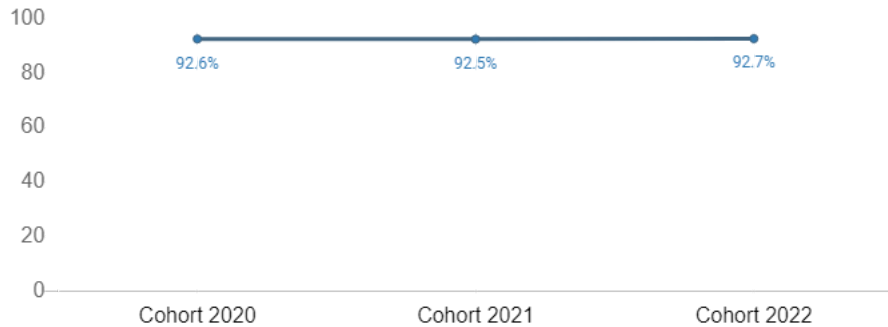
Performance Measure	Cohort 2021 4-Year Rate	Cohort 2022 4-Year Rate	Cohort 2023 4-Year Rate	Cohort 2020 5-Year Rate	Cohort 2021 5-Year Rate	Cohort 2022 5-Year Rate
Statewide Graduation Rate	90.6%	90.9%	91.1%	92.6%	92.5%	92.7%

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2021-22 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students who did not meet some or all graduation requirements because of modifications or exemptions in their Individualized Education Programs (IEPs) may not be counted as graduates in the calculations of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this is only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

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

To be included as a graduate in the federal version of the graduation rate, students must have meet state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless of their graduation cohort. The graduation assessment requirements for the classes of 2021 through 2023 have differed as a result of executive orders in response to the pandemic and new legislation. As a result, the calculation of the federal version of the graduation rate has also changed.

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

Cohort 2023 4-Year Graduation Cohort Profile

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

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

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2021-22 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students who did not meet some or all graduation requirements because of modifications or exemptions in their Individualized Education Programs (IEPs) may not be counted as graduates in the calculations of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this is only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

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

To be included as a graduate in the federal version of the graduation rate, students must have meet state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless of their graduation cohort. The graduation assessment requirements for the classes of 2021 through 2023 have differed as a result of executive orders in response to the pandemic and new legislation. As a result, the calculation of the federal version of the graduation rate has also changed.

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

Cohort 2022 5-Year Graduation Cohort Profile

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

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

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2021-22 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students who did not meet some or all graduation requirements because of modifications or exemptions in their Individualized Education Programs (IEPs) may not be counted as graduates in the calculations of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this is only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

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

To be included as a graduate in the federal version of the graduation rate, students must have meet state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless of their graduation cohort. The graduation assessment requirements for the classes of 2021 through 2023 have differed as a result of executive orders in response to the pandemic and new legislation. As a result, the calculation of the federal version of the graduation rate has also changed.

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

Cohort 2021 6-Year Graduation Cohort Profile

This table shows the percentage of students in the 2021 cohort who graduated, who are still enrolled ("Continuing Students"), or who dropped out of school or are no longer enrolled ("Non-Continuing Students") within six years of entering high school, both overall and by student group. This table is based on the state version of the graduation rate, which reflects all students who received a state-endorsed diploma.

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

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2021-22 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students who did not meet some or all graduation requirements because of modifications or exemptions in their Individualized Education Programs (IEPs) may not be counted as graduates in the calculations of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this is only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

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

To be included as a graduate in the federal version of the graduation rate, students must have meet state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless of their graduation cohort. The graduation assessment requirements for the classes of 2021 through 2023 have differed as a result of executive orders in response to the pandemic and new legislation. As a result, the calculation of the federal version of the graduation rate has also changed.

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

Federal Graduation Rates

This table shows the federal version of the 2023 4-year and 2022 5-year graduation rates. To be included as a graduate in the federal version of the graduation rate, students must have met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they graduated, regardless of their graduation cohort. There were no graduation assessment requirements for students graduating with the class of 2023. This means that any students with disabilities in cohort 2023 or cohort 2022 who graduated during the 2023 school year were only required to meet state course and local attendance requirements to be included as graduates. However, any students with disabilities in cohort 2023 or cohort 2022 who graduated during the 2022 school year were required to meet state course, local attendance, and state graduation assessment requirements to be included as graduates. Any students with disabilities who did not meet requirements because of a modification or exemption in their IEP were not included in the graduates count (the numerator) but were included in the adjusted cohort (the denominator). For accountability purposes, graduation data from the prior school year is used, so these graduation rates will be used when the NJDOE runs the accountability system for the 2023-24 school year (along with 2023-24 assessment, growth, and chronic absenteeism data) and will be included in the accountability profiles in fall 2024.

Student Group	2023 4-Year Federal Graduation Rate	2022 5-Year Federal Graduation Rate
Statewide	90.5%	86.9%
White	94.4%	89.9%
Hispanic	85.3%	81.8%
Black or African American	85.9%	80.5%
Asian, Native Hawaiian, or Pacific Islander	96.5%	96.6%
American Indian or Alaska Native	89.6%	86.4%
Two or More Races	91.8%	85.9%
Female	92.7%	90.4%
Male	88.5%	83.5%
Non-Binary/Undesignated Gender	*	*
Economically Disadvantaged Students	85.9%	81.2%
Students with Disabilities	77.4%	51.4%
English Learners	73.4%	75.4%
Homeless Students	73.6%	64.4%
Students in Foster Care	59.5%	46.0%
Military-Connected Students	94.2%	88.3%
Migrant Students	63.4%	64.6%

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2021-22 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students who did not meet some or all graduation requirements because of modifications or exemptions in their Individualized Education Programs (IEPs) may not be counted as graduates in the calculations of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this is only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

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

To be included as a graduate in the federal version of the graduation rate, students must have meet state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless of their graduation cohort. The graduation assessment requirements for the classes of 2021 through 2023 have differed as a result of executive orders in response to the pandemic and new legislation. As a result, the calculation of the federal version of the graduation rate has also changed.

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

Accountability Graduation Rates

This table shows Cohort 2022 4-year and Cohort 2021 5-year graduation rates both overall and by student group. For accountability and annual targets, graduation data from the prior year is used. These graduation rates are the "federal version" of the graduation rate for 2022, which means that students with disabilities who did not meet either the state course, local attendance, and/or state graduation assessment requirements are not included as graduates (the numerator), but they are included in the adjusted cohort (the denominator).

Student Group	Cohort 2022: 4-Year Graduation Rate	Cohort 2022: Annual Target	Cohort 2022: Met Target	Cohort 2021: 5-Year Graduation Rate	Cohort 2021: Annual Target	Cohort 2021: Met Target
Statewide	85.2%	85.4%	Not Met	89.9%	89.4%	Met Target
White	89.1%	88.3%	Met Target	93.6%	92.6%	Met Target
Hispanic	79.3%	80.3%	Not Met	84.6%	84.1%	Met Target
Black or African American	77.8%	76.9%	Met Target	83.8%	82.1%	Met Target
Asian, Native Hawaiian, or Pacific Islander	95.9%	93.8%	Met Goal	97.0%	95.4%	Met Goal
American Indian or Alaska Native	84.8%	83.0%	Met Target	91.3%	86.8%	Met Target
Two or More Races	84.3%	84.2%	Met Target	89.7%	90.7%	Not Met
Economically Disadvantaged Students	78.7%	78.3%	Met Target	84.3%	82.9%	Met Target
Students with Disabilities	48.5%	50.2%	Not Met	69.0%	70.1%	Not Met
English Learners	70.3%	77.7%	Not Met	77.1%	80.7%	Not Met

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2021-22 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students who did not meet some or all graduation requirements because of modifications or exemptions in their Individualized Education Programs (IEPs) may not be counted as graduates in the calculations of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this is only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

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

To be included as a graduate in the federal version of the graduation rate, students must have meet state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless of their graduation cohort. The graduation assessment requirements for the classes of 2021 through 2023 have differed as a result of executive orders in response to the pandemic and new legislation. As a result, the calculation of the federal version of the graduation rate has also changed.

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

Graduation Pathways

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

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

Dropout Rate Trends

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

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

Graduation/ Postsecondary

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

In 2023, NSC implemented an additional manual review process to reduce the number of students who do not match due to #4 above, which may result in NSC matching additional students to postsecondary records moving forward. As a result, the NJDOE is not including trend data from previous years in the 2022-2023 reports and, instead, is only showing enrollment as of fall 2023. Updated postsecondary trend data will be posted on the NJDOE Graduation & Postsecondary webpage.

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2023 high school graduates enrolled in postsecondary institutions by the fall of 2023. 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 who were enrolled in 2-year and 4-year institutions.

To address the fact that a small percentage of high school graduates each year enroll in a postsecondary institution but are not included in our results, the NJDOE is reporting a range for overall postsecondary enrollment. The lower bound of the range is the percentage of students who were matched by NSC. The upper bound of the range represents an estimate of the percentage of students that may have enrolled, given the potential reasons that students may not be matched. This upper range is equal to the # of graduates who matched to postsecondary enrollment data over 97% of the total graduates. This is because NSC claims that their postsecondary data represents at least 97% of enrollment in higher education institutions.

Student Group	% Enrolled in Any Institution	% of Enrolled in 2-Year Institution	% of Enrolled in 4-Year Institution
Statewide	69.8-72.0%	25.2%	74.8%
White	77.6-80.0%	21.2%	78.8%
Hispanic	55.8-57.5%	39.9%	60.1%
Black or African American	58.3-60.1%	29.3%	70.7%
Asian, Native Hawaiian, or Pacific Islander	91.3-94.1%	10.8%	89.2%
American Indian or Alaska Native	56.7-58.4%	33.8%	66.2%
Two or More Races	71.3-73.5%	22.2%	77.8%
Female	75.8-78.2%	23.1%	76.9%
Male	64.0-66.0%	27.5%	72.5%
Non-binary/undesignated gender	30.3-31.3%	35.1%	64.9%
Economically Disadvantaged Students	55.8-57.5%	36.9%	63.1%
Students with Disabilities	47.1-48.6%	45.3%	54.7%
English Learners	31.5-32.4%	61.2%	38.8%
Homeless students	35.1-36.2%	47.3%	52.7%
Students in foster care	36.2-37.3%	47.1%	52.9%
Military-connected students	65.6-67.6%	30.4%	69.6%
Migrant students	16.7-17.2%	0.0%	100.0%

Graduation/ Postsecondary

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

In 2023, NSC implemented an additional manual review process to reduce the number of students who do not match due to #4 above, which may result in NSC matching additional students to postsecondary records moving forward. As a result, the NJDOE is not including trend data from previous years in the 2022-2023 reports and, instead, is only showing enrollment as of fall 2023. Updated postsecondary trend data will be posted on the NJDOE Graduation & Postsecondary webpage.

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2022 high school graduates enrolled in postsecondary institutions by the fall of 2023. 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 who were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

To address the fact that a small percentage of high school graduates each year enroll in a postsecondary institution but are not included in our results, the NJDOE is reporting a range for overall postsecondary enrollment. The lower bound of the range is the percentage of students who were matched by NSC. The upper bound of the range represents an estimate of the percentage of students that may have enrolled, given the potential reasons that students may not be matched. This upper range is equal to the # of graduates who matched to postsecondary enrollment data over 97% of the total graduates. This is because NSC claims that their postsecondary data represents at least 97% of enrollment in higher education 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	75.1-77.4%	28.0%	72.0%	74.3%	25.7%	63.2%	36.8%
White	81.3-83.8%	23.8%	76.2%	70.9%	29.1%	52.9%	47.1%
Hispanic	62.9-64.8%	44.3%	55.7%	82.4%	17.6%	82.5%	17.5%
Black or African American	64.5-66.5%	33.1%	66.9%	76.9%	23.1%	72.9%	27.1%
Asian, Native Hawaiian, or Pacific Islander	93.3-96.2%	11.4%	88.6%	71.6%	28.4%	60.8%	39.2%
American Indian or Alaska Native	76.5-78.8%	26.4%	73.6%	74.7%	25.3%	71.4%	28.6%
Two or More Races	76.3-78.7%	24.0%	76.0%	66.6%	33.4%	53.1%	46.9%
Female	81.3-83.8%	25.4%	74.6%	72.7%	27.3%	61.1%	38.9%
Male	69.1-71.2%	30.9%	69.1%	76.2%	23.8%	65.6%	34.4%
Non-binary/undesignated gender	47.6-49.1%	40.0%	60.0%	70.0%	30.0%	60.0%	40.0%
Economically Disadvantaged Students	62.6-64.5%	40.6%	59.3%	82.8%	17.2%	84.5%	15.5%
Students with Disabilities	52.4-54.0%	50.6%	49.4%	81.3%	18.7%	74.4%	25.6%
English Learners	41.4-42.7%	63.8%	36.2%	91.7%	8.3%	90.9%	9.1%
Homeless students	45.2-46.6%	56.4%	43.6%	85.5%	14.5%	75.5%	24.5%
Students in foster care	44.8-46.1%	54.7%	45.3%	84.4%	15.6%	81.3%	18.8%
Military-connected students	71.9-74.1%	27.5%	72.5%	73.5%	26.5%	50.2%	49.8%
Migrant students	66.7-68.7%	50.0%	50.0%	80.0%	20.0%	70.0%	30.0%

Graduation/ Postsecondary

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

In 2023, NSC implemented an additional manual review process to reduce the number of students who do not match due to #4 above, which may result in NSC matching additional students to postsecondary records moving forward. As a result, the NJDOE is not including trend data from previous years in the 2022-2023 reports and, instead, is only showing enrollment as of fall 2023. Updated postsecondary trend data will be posted on the NJDOE Graduation & Postsecondary webpage.

Apprenticeship

This table shows, by year of graduation, the number of New Jersey high school graduates who were enrolled into United States Department of Labor (USDOL) registered apprenticeship programs as of June 2023. This only includes students who enrolled in an apprenticeship program in New Jersey after high school graduation.

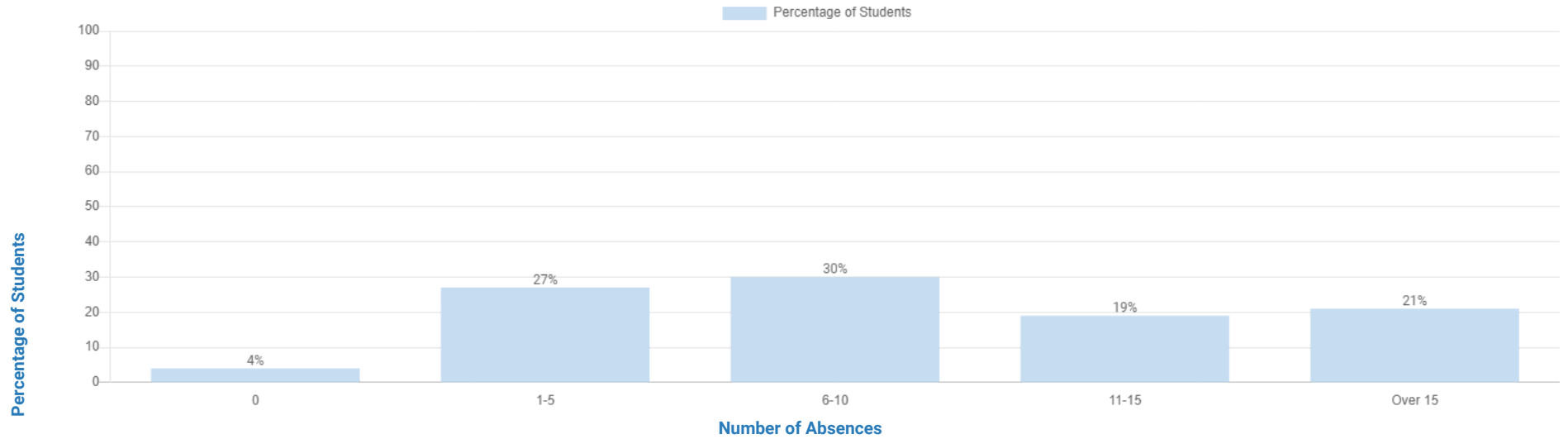| Year of Graduation	Graduates enrolled in apprenticeship programs
2022	177
2021	268
2020	394
2019	480
2018	603
2017	763
2016	813
2015	838

Climate and Environment

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

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

Chronic Absenteeism

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

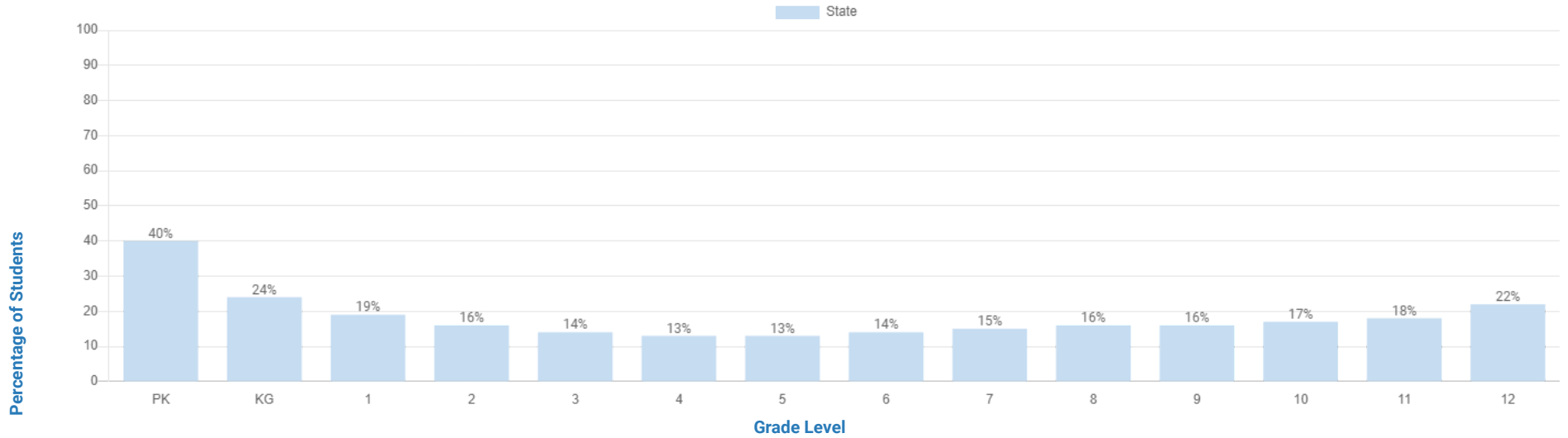| Student Group	# of Students Chronically Absent	% of Students Chronically Absent
Statewide	214,698	16.6%
White	65,640	12.9%
Hispanic	86,413	20.4%
Black or African American	43,574	23.6%
Asian, Native Hawaiian, or Pacific Islander	12,029	8.7%
American Indian or Alaska Native	475	19.7%
Two or More Races	6,567	16.9%
Female	104,150	16.5%
Male	110,350	16.6%
Non-Binary/Undesignated Gender	198	26.1%
Economically Disadvantaged Students	112,578	23.4%
Students with Disabilities	51,473	23.0%
English Learners	23,817	19.0%
Homeless Students	5,047	41.3%
Students in Foster Care	493	27.3%
Military-Connected Students	1,579	16.3%
Migrant Students	46	16.4%

Climate and Environment

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

Days Absent

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

Climate and Environment

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

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

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	14,532
Weapons	1,537
Vandalism	2,052
Substances	9,243
Harassment, Intimidation, Bullying (HIB)	9,011
Total Unique Incidents	36,039
Incidents Per 100 Students Enrolled	2.54

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	2,743
Weapons	942
Vandalism	448
Substances	3,623
Harassment, Intimidation, Bullying (HIB)	986
Other Incidents Leading to Removal	897

New Jersey

2022-2023

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Climate and Environment

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1,135	2,407	3,542
Religion	124	305	429
Ancestry	222	539	761
Gender	434	1,099	1,533
Sexual Orientation	403	938	1,341
Disability	450	841	1,291
Other	1,492	4,517	6,009
No Identified Nature	8,956		8,956

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	26,997	1.9%
Out-of-School Suspensions	44,261	3.1%
Any Suspension	61,132	4.3%
Removal to other education program	996	0.1%
Expulsion	21	0.0%
Arrest	632	0.0%

School Days Missed due to Out-of-School Suspensions
222,110

Climate and Environment

Student Access to Technology and Internet

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

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Teachers – Experience

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

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

Administrators – Experience (State Level)

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

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

Staff Counts

This table shows the number of staff members in the state across several staff categories. The staff counts in this table reflect data submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). The School Safety Specialists data is based on data submitted by districts in the CDS system.

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

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
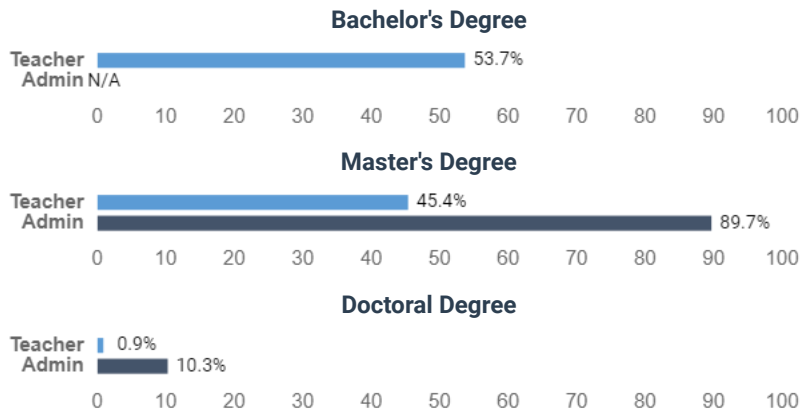
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

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

Student and Staff Ratios

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

Ratio	State Ratio
Students to Teachers	12:1
Students to Administrators	142:1
Teachers to Administrators	12:1
Students to Librarians/Media Specialists	1188:1
Students to Nurses	479:1
Students to Counselors	314:1
Students to Child Study Team Members ††	29:1
Students to School Psychologists	655:1
Students to School Social Workers	534:1
Students to Student Assistance Coordinators	3722:1
Students to School Safety Specialists	2043:1

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

Teachers and Administrators – Demographics

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

Category	Students in State	Teachers in State	Administrators in State
Female	48.0%	77.0%	57.0%
Male	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
White	39.1%	82.2%	74.8%
Hispanic	33.1%	8.3%	8.5%
Black or African American	14.4%	6.3%	14.3%
Asian	10.1%	2.4%	1.4%
American Indian or Alaska Native	0.2%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.4%	0.6%
Two or More Races	2.9%	0.2%	0.4%

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

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher 53.7%
Admin N/A

Master's Degree

Teacher 45.4%
Admin 89.7%

Doctoral Degree

Teacher 0.9%
Admin 10.3%

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

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

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

Staff

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

Teachers by Subject Area

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

Subject Area	Total Number of Teachers	% Female	% Male	% Non-binary or Undesignated Gender	% White	% Hispanic	% Black or African American	% Asian	% Native Hawaiian, Pacific Islander	% American Indian or Native American	% Two or More Races	% 4 or more years experience in the district	% Bachelor's Degree(Highest Degree)	% Master's Degree(Highest Degree)	% Doctoral Degree(Highest Degree)
Elementary Not Subject Specific	41,483	92.0%	8.0%	≤1%	81.6%	8.7%	7.2%	1.8%	0.3%	0.1%	0.2%	72.9%	58.7%	41.0%	0.3%
English/Language Arts/Literacy	11,603	81.0%	19.0%	≤1%	81.2%	10.9%	5.5%	1.6%	0.4%	0.1%	0.3%	78.0%	48.1%	50.9%	1.0%
English Speakers or Other Languages	2,704	89.0%	11.0%	≤1%	60.4%	26.2%	5.3%	6.9%	0.5%	0.2%	0.5%	67.9%	39.9%	59.2%	0.9%
Mathematics	9,548	69.0%	31.0%	≤1%	82.9%	6.2%	5.4%	4.7%	0.3%	0.2%	0.3%	77.8%	49.3%	49.8%	0.9%
Science	7,333	63.0%	37.0%	≤1%	82.7%	5.5%	5.2%	5.6%	0.5%	0.2%	0.3%	75.3%	43.9%	51.6%	4.5%
Social Studies/History	7,113	42.0%	58.0%	≤1%	88.0%	5.4%	4.7%	1.4%	0.2%	0.1%	0.2%	78.8%	49.8%	48.9%	1.3%
World Language	4,590	84.0%	16.0%	≤1%	54.2%	38.1%	3.2%	3.8%	0.3%	0.2%	0.2%	73.5%	47.0%	51.5%	1.5%
Visual and Performing Arts	7,082	65.0%	35.0%	≤1%	85.8%	5.7%	5.2%	2.6%	0.4%	0.1%	0.2%	72.1%	61.0%	38.1%	0.9%
Health/Physical Education	7,130	41.0%	59.0%	≤1%	88.5%	5.7%	4.7%	0.5%	0.3%	0.1%	0.1%	79.6%	67.5%	32.3%	0.2%
Family & Consumer Sciences	370	93.0%	7.0%	≤1%	88.6%	2.4%	6.2%	2.2%	0.0%	0.3%	0.3%	78.9%	58.0%	41.7%	0.3%
Financial Literacy	213	55-60%	40-45%	≤5%	86.9%	6.1%	5.2%	1.9%	0.0%	0.0%	0.0%	78.7%	38.4%	59.2%	2.4%
Business	980	54.0%	46.0%	≤1%	82.7%	5.4%	9.9%	1.1%	0.5%	0.1%	0.2%	75.4%	45.7%	53.3%	1.0%
Computer Science/IT	989	57.0%	43.0%	≤1%	79.0%	5.7%	10.3%	3.5%	0.8%	0.3%	0.3%	80.7%	43.7%	54.5%	1.8%
Industrial Arts	853	33.0%	66.0%	≤1%	89.0%	4.7%	3.9%	2.1%	0.1%	0.0%	0.2%	77.7%	59.4%	40.1%	0.5%
Career and Technical Education	1,267	42.0%	58.0%	≤1%	83.0%	6.2%	9.0%	0.9%	0.5%	0.3%	0.2%	66.6%	75.4%	22.3%	2.3%
Special Education	23,622	85.0%	15.0%	≤1%	86.9%	4.8%	5.9%	1.7%	0.4%	0.1%	0.1%	72.7%	50.3%	49.3%	0.4%
Bilingual	2,330	87.0%	13.0%	≤1%	31.5%	60.8%	4.0%	3.2%	0.1%	0.1%	0.3%	69.8%	48.6%	50.6%	0.8%

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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Statewide Educator Equity Data

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

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

Important Note for 2022-23: The information for ineffective teachers is typically based on evaluation data from the prior school year. Certain components of education evaluation requirements are not available for the 2021-22 school year, so data related to ineffective teachers is not available in the table below.

Category	Percentage of Students Overall	Percentage of Low Income Students in Title I Schools	Percentage of Non-Low Income Students in Non-Title I Schools	Percentage of Minority Students in Title I Schools	Percentage of Non-Minority Students in Non-Title I Schools
Students taught by one or more teachers who are out-of-field	15.46%	19.52%	9.96%	18.62%	10.43%
Students taught by one or more ineffective teacher	NA	NA	NA	NA	NA
Students taught by one or more inexperienced teacher	79.79%	80.46%	76.86%	80.33%	75.68%

Per-Pupil Expenditures

Per-Pupil Expenditures by Source

The link below produces a spreadsheet listing all school-level summaries of the most recently available expenses for regular and special education students taught at schools by district across the state. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this spreadsheet please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the 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.

Here is the link to download all school-level summaries by district in one spreadsheet. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

Accountability

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

- **Comprehensive Support and Improvement (CSI): Overall Low Performing:**
  - Title I schools with a summative score in the bottom 5% of Title I schools.
- **Comprehensive Support and Improvement (CSI): Low Graduation Rate:**
  - All high schools with a four-year graduation rate of 67% or less
- **Additional Targeted Support and Improvement: Low Performing Student Group (ATSI):**
  - All schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
- **Comprehensive Support and Improvement (CSI): Chronically Low Performing:**
  - Title I schools identified as Additional Targeted Support and Improvement; Low Performing Student Group (ATSI) that are identified for three or more consecutive years, i.e., ATSI schools that do not meet exit criteria.
  - The fall 2023 identification is the first year that the NJDOE identified schools in this category.

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

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

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

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

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

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

Accountability

Schools Identified as Requiring Comprehensive or Targeted Support – Statewide

The table below provides the list of schools in the state that have been identified for either comprehensive or targeted support for the 2024-25 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

County Code	County Name	District Code	District Name	School Code	School Name	Status for 2024-25 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2024-25 School Year
01	Atlantic	0110	Atlantic City School District	010	Atlantic City High School	Comprehensive Support and Improvement	Low Graduation Rate (CSI)	2027	
01	Atlantic	0110	Atlantic City School District	070	New York Avenue School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
01	Atlantic	0590	Buena Regional School District	300	Dr. J.P. Cleary Elementary School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
01	Atlantic	1300	Egg Harbor City School District	030	Egg Harbor City Community School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
01	Atlantic	1310	Egg Harbor Township School District	005	Egg Harbor Township High School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Students with Disabilities;
01	Atlantic	1790	Greater Egg Harbor Regional High School District	040	Absegami High School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Students with Disabilities;
01	Atlantic	1790	Greater Egg Harbor Regional High School District	060	Cedar Creek High School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Students with Disabilities;
01	Atlantic	1960	Hammonton School District	050	Hammonton High School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Hispanic; Economically Disadvantaged; Students with Disabilities;
01	Atlantic	4180	Pleasantville Public School District	050	Pleasantville High School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Hispanic; English Learners;
01	Atlantic	4180	Pleasantville Public School District	055	Pleasantville Middle School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
01	Atlantic	4800	Somers Point School District	055	Jordan Road Elementary School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Two or More Races;
03	Bergen	0440	Bogota Public School District	020	Bogota Jr./Sr. High School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Students with Disabilities;
03	Bergen	1130	Dumont Public School District	040	Dumont High School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Students with Disabilities;
03	Bergen	1860	Hackensack School District	050	Hackensack High School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Students with Disabilities;
03	Bergen	2860	Lyndhurst Public School District	050	Lyndhurst High School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Students with Disabilities;
05	Burlington	0600	Burlington City Public School District	020	Burlington City High School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	

New Jersey

2022-2023

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

Accountability

Schools Identified as Requiring Comprehensive or Targeted Support – Statewide

The table below provides the list of schools in the state that have been identified for either comprehensive or targeted support for the 2024-25 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

County Code	County Name	District Code	District Name	School Code	School Name	Status for 2024-25 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2024-25 School Year
05	Burlington	1030	Delanco Township School District	060	Walnut Street School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
05	Burlington	3430	Mount Holly Township Public School District	060	F. W. Holbein Middle School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
05	Burlington	3920	Palmyra Public School District	300	Palmyra Middle School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
05	Burlington	4050	Pemberton Township School District	050	Helen A. Fort Middle School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
05	Burlington	4320	Rancocas Valley Regional High School District	050	Rancocas Valley Regional High School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Black or African American;
05	Burlington	4450	Riverside Township School District	050	Riverside High School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Hispanic;
05	Burlington	5805	Willingboro Public School District	053	Willingboro High School	Comprehensive Support and Improvement	Low Graduation Rate (CSI)	2027	
07	Camden	0680	Camden City School District	030	Camden High School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
07	Camden	0680	Camden City School District	040	East Side High School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
07	Camden	0680	Camden City School District	080	Veterans Memorial Family School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
07	Camden	0680	Camden City School District	145	Octavio V. Catto Community Family School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
07	Camden	0680	Camden City School District	175	Riletta Twyne Cream Early Childhood Center	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
07	Camden	0680	Camden City School District	190	Thomas H. Dudley Family School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
07	Camden	0680	Camden City School District	205	Forest Hill School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
07	Camden	0680	Camden City School District	306	Morgan Village Middle School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
07	Camden	0680	Camden City School District	350	Henry B. Wilson Family School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;

Accountability

Schools Identified as Requiring Comprehensive or Targeted Support – Statewide

The table below provides the list of schools in the state that have been identified for either comprehensive or targeted support for the 2024-25 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

County Code	County Name	District Code	District Name	School Code	School Name	Status for 2024-25 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2024-25 School Year
07	Camden	0680	Camden City School District	360	Yorkship Elementary School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
07	Camden	0800	Cherry Hill School District	067	John A. Carusi Middle School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Students with Disabilities;
07	Camden	0940	Collingswood Public School District	030	Collingswood High School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Black or African American;
07	Camden	1770	Gloucester City Public School District	300	Gloucester City Middle School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Students with Disabilities;
07	Camden	2560	Lawnside School District	060	Lawnside School District	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
07	Camden	2670	Lindenwold Public School District	005	Lindenwold High School	Comprehensive Support and Improvement	Low Graduation Rate (CSI)	2027	
07	Camden	2670	Lindenwold Public School District	090	Lindenwold Middle School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
07	Camden	4060	Pennsauken Township Board of Education School District	055	Howard M. Phifer Middle School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Students with Disabilities;
07	Camden	5820	Winslow Township School District	010	Winslow Township High School	Comprehensive Support and Improvement	Low Graduation Rate (CSI)	2027	
09	Cape May	3130	Middle Township Public School District	091	Middle Township Elementary #4	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Hispanic;
09	Cape May	5790	Wildwood City School District	060	Glenwood Avenue Elementary School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
09	Cape May	5790	Wildwood City School District	070	Wildwood Middle School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
11	Cumberland	0540	Bridgeton City School District	030	Broad Street School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American; Students with Disabilities;
11	Cumberland	0540	Bridgeton City School District	050	Buckshutem Road School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
11	Cumberland	0540	Bridgeton City School District	055	Cherry Street School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
11	Cumberland	0540	Bridgeton City School District	060	Indian Ave School	Comprehensive Support and Improvement	Chronically Low Performing Student Group (CSI)	2027	Black or African American;

![NJ SCHOOL PERFORMANCE REPORT]

New Jersey

2022-2023

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

Accountability

Schools Identified as Requiring Comprehensive or Targeted Support – Statewide

The table below provides the list of schools in the state that have been identified for either comprehensive or targeted support for the 2024-25 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

County Code	County Name	District Code	District Name	School Code	School Name	Status for 2024-25 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2024-25 School Year
11	Cumberland	0540	Bridgeton City School District	100	Quarter Mile Lane School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
11	Cumberland	0540	Bridgeton City School District	130	West Avenue School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American; Students with Disabilities;
11	Cumberland	0950	Commercial Township School District	025	Commercial Township School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
11	Cumberland	0997	Cumberland Regional School District	030	Cumberland Regional High School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Economically Disadvantaged;
11	Cumberland	1460	Fairfield Township School District	070	Fairfield Township School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
11	Cumberland	3230	Millville School District	050	Millville High School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
11	Cumberland	3230	Millville School District	075	Holly Heights Elementary School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Hispanic;
11	Cumberland	3230	Millville School District	100	Silver Run Elementary School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
11	Cumberland	5390	Vineland Public School District	050	Vineland Senior High School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
11	Cumberland	5390	Vineland Public School District	060	Veterans Memorial Middle	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
11	Cumberland	5390	Vineland Public School District	115	John H. Winslow Elementary School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
11	Cumberland	5390	Vineland Public School District	280	Thomas W. Wallace Jr. Middle School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
11	Cumberland	5390	Vineland Public School District	301	Sgt. Dominick Pilla Middle School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Two or More Races;
13	Essex	1210	East Orange School District	035	East Orange Campus High School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Hispanic;
13	Essex	1210	East Orange School District	050	Edward T. Bowser, Sr. School of Excellence	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Hispanic; Black or African American;
13	Essex	1210	East Orange School District	120	Ecole Toussaint Louverture	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	

Accountability

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County Code	County Name	District Code	District Name	School Code	School Name	Status for 2024-25 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2024-25 School Year
13	Essex	1210	East Orange School District	135	Sojourner Truth Middle School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
13	Essex	1210	East Orange School District	140	Cicely L. Tyson Community Elementary School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
13	Essex	2330	Irvington Public School District	135	University Middle School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
13	Essex	3310	Montclair Public School District	050	Montclair High School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Students with Disabilities;
13	Essex	3570	Newark Public School District	020	Barringer High School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
13	Essex	3570	Newark Public School District	050	Malcolm X Shabazz High School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
13	Essex	3570	Newark Public School District	330	Chancellor Avenue School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Students with Disabilities;
13	Essex	3570	Newark Public School District	350	Grover Cleveland Elementary School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
13	Essex	3570	Newark Public School District	605	Quitman Street School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
13	Essex	3570	Newark Public School District	710	Sussex Avenue School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
13	Essex	3570	Newark Public School District	715	Thirteenth Avenue School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
13	Essex	3880	Orange Board Of Education School District	110	Oakwood Avenue Community School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Hispanic;
15	Gloucester	1830	Greenwich Township School District	060	Nehaunsey Middle School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Students with Disabilities;
15	Gloucester	3490	National Park Boro School District	050	National Park School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Students with Disabilities;
15	Gloucester	4020	Paulsboro School District	050	Paulsboro High School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Black or African American;
15	Gloucester	4020	Paulsboro School District	070	Loudenslager Elementary School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Students with Disabilities;

Accountability

Schools Identified as Requiring Comprehensive or Targeted Support – Statewide

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County Code	County Name	District Code	District Name	School Code	School Name	Status for 2024-25 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2024-25 School Year
15	Gloucester	4020	Paulsboro School District	300	Paulsboro Junior High School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
15	Gloucester	5620	West Deptford Township School District	050	West Deptford High School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Black or African American; Economically Disadvantaged;
15	Gloucester	5860	Woodbury City Public School District	110	West End Memorial Elementary School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Hispanic; Black or African American; Students with Disabilities;
17	Hudson	0220	Bayonne School District	010	Bayonne Alternative High School	Comprehensive Support and Improvement	Low Graduation Rate (CSI)	2027	
17	Hudson	0220	Bayonne School District	030	Walter F. Robinson Community School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
17	Hudson	1850	Guttenberg School District	050	Anna L. Klein	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Students with Disabilities;
17	Hudson	2390	Jersey City Public Schools	050	Henry Snyder High School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
17	Hudson	2390	Jersey City Public Schools	070	Lincoln High School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
17	Hudson	2390	Jersey City Public Schools	080	William L Dickinson High School	Comprehensive Support and Improvement	Low Graduation Rate (CSI)	2027	
17	Hudson	2390	Jersey City Public Schools	110	Dr. Michael Conti School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Students with Disabilities;
17	Hudson	2390	Jersey City Public Schools	140	Martin Luther King, Jr. School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
17	Hudson	2390	Jersey City Public Schools	160	Ollie Culbreth, Jr. School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Hispanic;
17	Hudson	2390	Jersey City Public Schools	170	Whitney M. Young, Jr. School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
17	Hudson	2390	Jersey City Public Schools	210	Mahatma K. Gandhi School	Comprehensive Support and Improvement	Chronically Low Performing Student Group (CSI)	2027	Hispanic;
17	Hudson	2390	Jersey City Public Schools	220	Chaplain Charles Watters School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
17	Hudson	2390	Jersey City Public Schools	320	Alexander D. Sullivan School	Comprehensive Support and Improvement	Chronically Low Performing Student Group (CSI)	2027	Hispanic; Black or African American; Students with Disabilities;

Accountability

Schools Identified as Requiring Comprehensive or Targeted Support – Statewide

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17	Hudson	2390	Jersey City Public Schools	345	Ezra L. Nolan School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
17	Hudson	2390	Jersey City Public Schools	347	Martin Center for the Arts	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
17	Hudson	2410	Kearny	050	Kearny High School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Students with Disabilities;
17	Hudson	3610	North Bergen School District	050	North Bergen High School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Students with Disabilities;
17	Hudson	5670	West New York School District	050	Memorial High School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Hispanic; Economically Disadvantaged; Students with Disabilities;
21	Mercer	1950	Hamilton Township Public School District	050	Hamilton East - Steinert	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Students with Disabilities;
21	Mercer	1950	Hamilton Township Public School District	060	Hamilton West-Watson	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Economically Disadvantaged; Students with Disabilities;
21	Mercer	1950	Hamilton Township Public School District	170	Kuser Elementary School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Students with Disabilities;
21	Mercer	5210	Trenton Public School District	030	Daylight/Twilight High School	Comprehensive Support and Improvement	Low Graduation Rate (CSI)	2027	
21	Mercer	5210	Trenton Public School District	050	Trenton Central High School - Main Campus	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
21	Mercer	5210	Trenton Public School District	100	Grace A Dunn Middle School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
21	MERCER	5210	Trenton Public School District	160	Cadwalader Elementary School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
21	Mercer	5210	Trenton Public School District	200	Ulysses S. Grant School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
21	Mercer	5210	Trenton Public School District	250	Battle Monument Intermediate School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
21	Mercer	5210	Trenton Public School District	270	Clara Parker Intermediate School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
21	Mercer	5210	Trenton Public School District	301	Hedgepeth Williams Intermediate School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	

NJ SCHOOL PERFORMANCE REPORT

Accountability

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County Code	County Name	District Code	District Name	School Code	School Name	Status for 2024-25 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2024-25 School Year
21	Mercer	5210	Trenton Public School District	302	Trenton Central High School-9th Grade Academy	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
21	Mercer	5210	Trenton Public School District	303	Luis Munoz-Rivera Elementary School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
21	Mercer	5210	Trenton Public School District	304	Joyce Kilmer Intermediate School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
21	Mercer	5210	Trenton Public School District	305	Dr. Martin Luther King Middle School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
21	MERCER	5210	Trenton Public School District	306	Joseph Stokes Elementary School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
21	MERCER	5210	Trenton Public School District	307	Arthur J. Holland Middle School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
21	MERCER	5210	Trenton Public School District	308	Thomas Jefferson Intermediate School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
23	Middlesex	1290	Edison Township School District	050	Edison High School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Students with Disabilities;
23	Middlesex	1290	Edison Township School District	055	John Adams Middle School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Economically Disadvantaged;
23	Middlesex	1290	Edison Township School District	095	John Marshall Elementary School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
23	Middlesex	2150	Highland Park Boro School District	060	Highland Park Middle School	Comprehensive Support and Improvement	Chronically Low Performing Student Group (CSI)	2027	Black or African American;
23	Middlesex	2150	Highland Park Boro School District	085	Bartle Elementary School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Students with Disabilities;
23	Middlesex	3220	Milltown School District	050	Joyce Kilmer School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Students with Disabilities;
23	Middlesex	3530	New Brunswick School District	050	New Brunswick High School	Comprehensive Support and Improvement	Low Graduation Rate (CSI)	2027	
23	Middlesex	3530	New Brunswick School District	055	New Brunswick Middle School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	English Learners;
23	Middlesex	3530	New Brunswick School District	060	A Chester Redshaw School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Students with Disabilities;

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County Code	County Name	District Code	District Name	School Code	School Name	Status for 2024-25 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2024-25 School Year
23	Middlesex	3620	North Brunswick Township School District	040	North Brunswick Township High School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Students with Disabilities;
23	Middlesex	4090	Perth Amboy Public School District	145	James J. Flynn Elementary School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
23	Middlesex	4830	South Amboy School District	030	South Amboy Middle/High School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American; Students with Disabilities;
23	Middlesex	4920	South River Public School District	050	South River High School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Economically Disadvantaged; Students with Disabilities;
23	Middlesex	4970	Spotswood Public School District	040	Spotswood High School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Students with Disabilities;
23	Middlesex	5850	Woodbridge Township School District	090	Woodbridge Middle School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
23	Middlesex	5850	Woodbridge Township School District	280	Ross Street Elementary School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
25	Monmouth	0100	Asbury Park School District	010	Asbury Park High School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
25	Monmouth	0100	Asbury Park School District	040	Bradley Elementary School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
25	Monmouth	0100	Asbury Park School District	070	Dr. Martin Luther King, Jr. Middle School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
25	Monmouth	0100	Asbury Park School District	100	Thurgood Marshall Elementary School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
25	Monmouth	2290	Howell Township Public School District	032	Newbury Elementary School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Students with Disabilities;
25	Monmouth	2400	Keansburg School District	010	Keansburg High School	Comprehensive Support and Improvement	Low Graduation Rate (CSI)	2027	
25	Monmouth	2400	Keansburg School District	030	Joseph R. Bolger Middle School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Students with Disabilities;
25	Monmouth	2400	Keansburg School District	050	Joseph C. Caruso School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
25	Monmouth	2770	LONG BRANCH PUBLIC SCHOOL District	110	Gregory Elementary School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;

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County Code	County Name	District Code	District Name	School Code	School Name	Status for 2024-25 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2024-25 School Year
25	Monmouth	2770	LONG BRANCH PUBLIC SCHOOL District	300	George L Catrambone	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
25	Monmouth	3040	Matawan-Aberdeen Regional School District	050	Matawan Regional High School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Hispanic; Economically Disadvantaged;
25	Monmouth	3160	Middletown Township Public School District	059	Thorne Middle School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
25	Monmouth	3510	Neptune Township School District	050	Neptune High School	Comprehensive Support and Improvement	Low Graduation Rate (CSI)	2027	
25	Monmouth	4365	Red Bank Regional School District	050	Red Bank Regional High School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Economically Disadvantaged;
29	Ocean	0185	Barnegat Township School District	070	Robert L. Horbelt Elementary School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Hispanic;
29	Ocean	2360	Jackson Township School District	020	Jackson Memorial High School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Economically Disadvantaged;
29	Ocean	2360	Jackson Township School District	025	Jackson Liberty High School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Hispanic; Economically Disadvantaged; Students with Disabilities;
29	Ocean	4105	Pinelands Regional School District	050	Pinelands Regional High School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Students with Disabilities;
29	Ocean	4105	Pinelands Regional School District	060	Pinelands Regional Jr. High School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American; Two or More Races;
29	Ocean	4950	Southern Regional School District	050	Southern Regional High School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Students with Disabilities;
29	Ocean	5190	Toms River Regional School District	030	Toms River High School East	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Students with Disabilities;
29	Ocean	5190	Toms River Regional School District	040	Toms River High School North	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Economically Disadvantaged;
29	Ocean	5190	Toms River Regional School District	050	Toms River High School South	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
29	Ocean	5190	Toms River Regional School District	120	West Dover Elementary School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Hispanic;
31	Passaic	0900	Clifton Public School District	030	Clifton High School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Students with Disabilities;

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County Code	County Name	District Code	District Name	School Code	School Name	Status for 2024-25 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2024-25 School Year
31	Passaic	0900	Clifton Public School District	170	School #12	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Students with Disabilities;
31	Passaic	3970	Passaic City School District	050	Passaic High School No. 12	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
31	Passaic	3970	Passaic City School District	100	Martin Luther King, Jr. School No. 6	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
31	Passaic	3970	Passaic City School District	125	Etta Gero School No. 9	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
31	Passaic	3970	Passaic City School District	306	Muhammad Ali School Number 23	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
31	Passaic	3980	Passaic County Manchester Regional High School District	010	Passaic County-Manchester Regional High School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Hispanic; Economically Disadvantaged; Students with Disabilities;
31	Passaic	4010	Paterson Public School District	040	Eastside High School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
31	Passaic	4010	Paterson Public School District	060	School 2	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
31	Passaic	4010	Paterson Public School District	100	Senator Frank Lautenberg School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
31	Passaic	4010	Paterson Public School District	140	School 10	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
31	Passaic	4010	Paterson Public School District	160	School 12	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
31	Passaic	4010	Paterson Public School District	170	School 13	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
31	Passaic	4010	Paterson Public School District	220	School 18	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
31	Passaic	4010	Paterson Public School District	250	School 21	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
31	Passaic	4010	Paterson Public School District	290	School 26	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
31	Passaic	4010	Paterson Public School District	301	Joseph A. Taub School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	

Accountability

Schools Identified as Requiring Comprehensive or Targeted Support – Statewide

The table below provides the list of schools in the state that have been identified for either comprehensive or targeted support for the 2024-25 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

County Code	County Name	District Code	District Name	School Code	School Name	Status for 2024-25 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2024-25 School Year
31	Passaic	4010	Paterson Public School District	309	School 16	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
31	Passaic	4010	Paterson Public School District	312	Dr. Martin Luther King, Jr. Educational Complex	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Students with Disabilities;
31	Passaic	4010	Paterson Public School District	316	New Roberto Clemente	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
31	Passaic	4270	Prospect Park Public School District	010	Prospect Park School No. 1	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Students with Disabilities;
33	Salem	4070	Penns Grove-Carneys Point Regional School District	080	Paul W Carleton	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
33	Salem	4070	Penns Grove-Carneys Point Regional School District	105	Penns Grove Middle School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
33	Salem	4630	Salem City School District	070	John Fenwick Academy	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
33	Salem	4630	Salem City School District	090	Salem Middle School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
35	Somerset	3000	Manville School District	065	Alexander Batcho Intermediate School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
35	Somerset	3000	Manville School District	080	Roosevelt School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
35	Somerset	3000	Manville School District	090	Weston Elementary School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
37	Sussex	5100	Sussex-Wantage Regional School District	070	Wantage Elementary School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Hispanic;
39	Union	1320	Elizabeth Public Schools	315	Juan Pablo Duarte - Jose Julian Marti School No 28	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
39	Union	1320	Elizabeth Public Schools	402	Admiral William F. Halsey Jr. Health & Public Safety Academy	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Students with Disabilities;
39	Union	1320	Elizabeth Public Schools	404	Thomas A. Edison Career and Technical Academy	Comprehensive Support and Improvement	Low Graduation Rate (CSI)	2027	
39	Union	2190	Hillside Public School District	050	Hillside High School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Hispanic; Students with Disabilities;

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

Accountability

Schools Identified as Requiring Comprehensive or Targeted Support – Statewide

The table below provides the list of schools in the state that have been identified for either comprehensive or targeted support for the 2024-25 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

County Code	County Name	District Code	District Name	School Code	School Name	Status for 2024-25 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2024-25 School Year
39	Union	2190	Hillside Public School District	085	Walter O. Krumbiegel Middle School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
39	Union	4160	Plainfield Public School District	050	Plainfield High School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
39	Union	4160	Plainfield Public School District	051	Pinnacle Academy High School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
39	Union	4160	Plainfield Public School District	070	Maxson Middle School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
39	Union	4160	Plainfield Public School District	080	Dewitt D. Barlow Elementary School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Students with Disabilities;
39	Union	4160	Plainfield Public School District	140	Evergreen Elementary School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Hispanic;
39	Union	4160	Plainfield Public School District	170	Charles H. Stillman Elementary School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Hispanic;
39	Union	4290	Rahway Public School District	050	Rahway High School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Economically Disadvantaged;
39	Union	4290	Rahway Public School District	060	Rahway 7th & 8th Grade Academy	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
39	Union	4290	Rahway Public School District	090	Grover Cleveland Elementary School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Students with Disabilities;
39	Union	4290	Rahway Public School District	110	Madison Elementary School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
39	Union	4540	Roselle Public School District	040	Leonard V Moore Middle School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Students with Disabilities;
39	Union	5290	Township of Union School District	050	Union High School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Students with Disabilities;
39	Union	5290	Township of Union School District	083	Hannah Caldwell Elementary	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Hispanic;
41	Warren	0280	Belvidere School District	030	Belvidere Elementary School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Economically Disadvantaged;
41	Warren	4100	Phillipsburg School District	110	Phillipsburg Middle School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American; Two or More Races;

Accountability

Schools Identified as Requiring Comprehensive or Targeted Support – Statewide

The table below provides the list of schools in the state that have been identified for either comprehensive or targeted support for the 2024-25 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

County Code	County Name	District Code	District Name	School Code	School Name	Status for 2024-25 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2024-25 School Year
41	Warren	5465	Warren Hills Regional School District	060	Warren Hills Regional Middle School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Economically Disadvantaged;
80	Mercer	6017	Foundation Academy Charter School	932	Foundation Academy Charter School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2025	Students with Disabilities;
80	Hudson	6030	The Ethical Community Charter School School District	912	The Ethical Community Charter School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Black or African American;
80	Camden	6086	Hope Community Charter School	972	Hope Community Charter School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
80	Cumberland	6089	Compass Academy Charter School	976	Compass Academy Charter School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Hispanic;
80	Hudson	6105	Hudson Arts and Science Charter School	996	Hudson Arts and Science Charter School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Students with Disabilities;
80	Passaic	6106	Philip's Academy Charter School of Paterson	997	Philip's Academy Charter School of Paterson	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Students with Disabilities;
80	Essex	6109	LEAD Charter School	953	LEAD Charter School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2027	
80	Camden	7109	LEAP Academy University Charter School	931	Leap Academy University Charter School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2027	Students with Disabilities;

NJ SCHOOL PERFORMANCE REPORT

Accountability

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years.

ELA and Math Proficiency: Percentage of students who met or exceeded expectations on statewide assessments (NJSLA or DLM) **ELA and Math Growth: For 2022-23, this data reflects median student growth percentiles (mSGPs).** For 2021-22, this data shows the Relative School Improvement Measure (RSIM), which was based on aggregate scale score improvement on the statewide assessments in ELA and mathematics (NJSLA), when comparing prior year performance to 2021-22 performance. **Four- and five-year graduation rates:** The adjusted cohort graduation rate **Progress toward English Language Proficiency:** The percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs Assessment for English Language proficiency. **Chronic absenteeism:** The percentage of students who were absent for 10% or more of the days enrolled during the school year.

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

ESSA Acountability Indicator	2020-21	2021-22	2022-23
ELA Proficiency		49.0%	51.3%
Math Proficiency		36.0%	38.2%
ELA Growth			50
Math Growth			50
4-Year Graduation Rate†	90.6%	90.9%	91.1%
5-Year Graduation Rate†	92.6%	92.5%	92.7%
Progress toward English Language Proficiency		26.6%	28.6%
Chronic Absenteeism	13.1%	18.1%	16.6%

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