



Sayreville School District (23-4660)

2022-2023

County: Middlesex
District: Sayreville School District
298 Ernston Road
Parlin, NJ 08859

Superintendent: Dr. Richard Labbe
[District Website](#)
732-525-5203



6,383
Total Students



PK-12
Grades Offered

Overview & Resources

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

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

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

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

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

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

Overview & Resources

District Contact Information

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

Type	Contact Information
County	Middlesex
District	Sayreville School District
Superintendent Name	Dr. Richard Labbe
Address	298 Ernston Road, Parlin, NJ 08859
Phone Number	732-525-5203
Email Address	richard.labbe@sayrevillek12.net
Website	www.sayrevillek12.net
Facebook	https://www.facebook.com/sayrevillepublicschools
Twitter	https://twitter.com/Sayrevillek12

Overview & Resources

Schools in this District

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

School Name	Grades Offered
Cheesequake School	PK-PK
Dwight D. Eisenhower Elementary School	KG-03
Emma Arleth Elementary School	KG-03
Harry S. Truman Elementary School	KG-03
Project Before at Selover School	PK-PK
Samsel Upper Elementary School	PK-05
Sayreville Middle School	06-08
Sayreville War Memorial High School	09-12
Woodrow Wilson Elementary School	KG-03

Demographics

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

Enrollment Trends by Grade

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

Grade	2020-21	2021-22	2022-23
PK	574	667	692
KG	406	435	452
1	437	414	434
2	444	425	431
3	425	436	433
4	436	409	446
5	454	424	402
6	435	457	443
7	489	443	467
8	459	491	452
9	453	449	473
10	419	432	445
11	433	388	414
12	435	404	399
Total	6,299	6,274	6,383

Enrollment Trends by Student Group

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

Student Group	2020-21	2021-22	2022-23
Female	48.0%	48.0%	48.0%
Male	52.0%	52.0%	52.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	28.2%	28.7%	35.7%
Students with Disabilities	17.7%	17.5%	17.8%
English Learners	3.2%	4.5%	6.5%
Homeless Students	0.1%	0.1%	0.3%
Students in Foster Care	0.1%	0.1%	0.1%
Military-Connected Students	0.6%	0.5%	0.4%
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	38.7%	39.3%	38.8%
Hispanic	18.9%	18.4%	19.0%
Black or African American	16.7%	16.7%	16.6%
Asian	18.1%	17.5%	16.4%
Native Hawaiian or Pacific Islander	1.6%	1.2%	1.3%
American Indian or Alaska Native	1.0%	1.7%	2.0%
Two Or More Races	5.0%	5.2%	5.8%

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Demographics

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

Enrollment Trends by Full / Half Day PK and KG

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

Grade	2020-21	2021-22	2022-23
PK - Half Day	0	0	0
PK - Full Day	574	667	692
KG - Half Day	0	0	0
KG - Full Day	406	435	452

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.

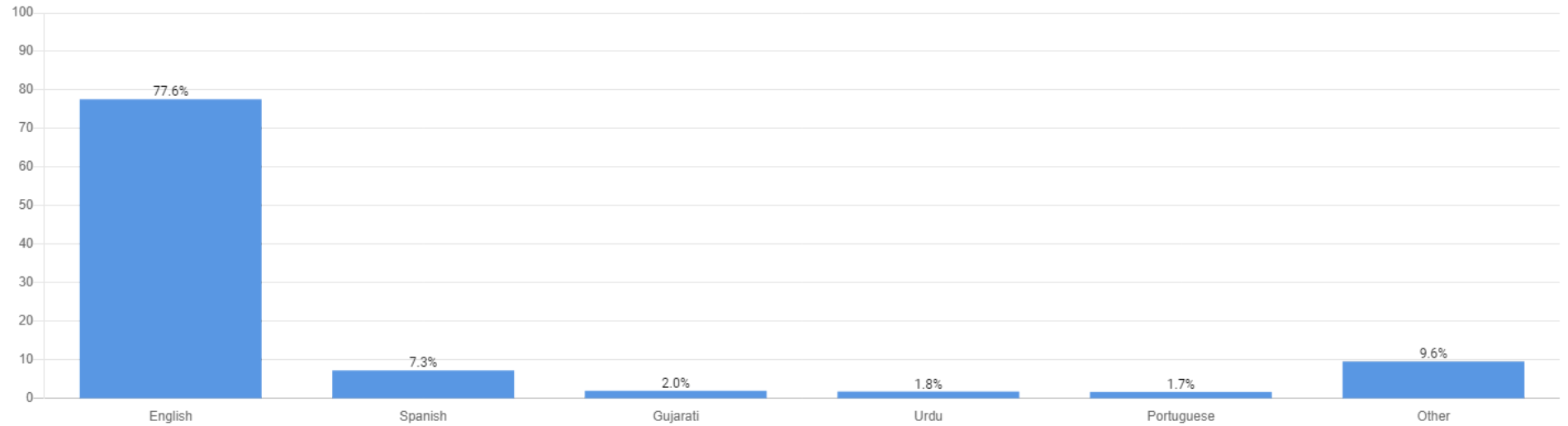
Enrollment Status	2020-21	2021-22	2022-23
Full Time Students	6,298	6,282	6,383
Shared Time Students	1	6	0
Full Time Equivalent	6,299	6,285	6,383

Demographics

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

Enrollment by Home Language

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



Student Growth

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

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

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

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

Student Growth Trends and Progress

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

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2020-21 ELA	2021-22 ELA	2022-23 ELA	2020-21 Math	2021-22 Math	2022-23 Math
Median Student Growth Percentile			46			45
Met Standard (40-59.5)?			Met Standard			Met Standard
Statewide: Median Student Growth Percentile			50			50

Student Growth

Student Growth

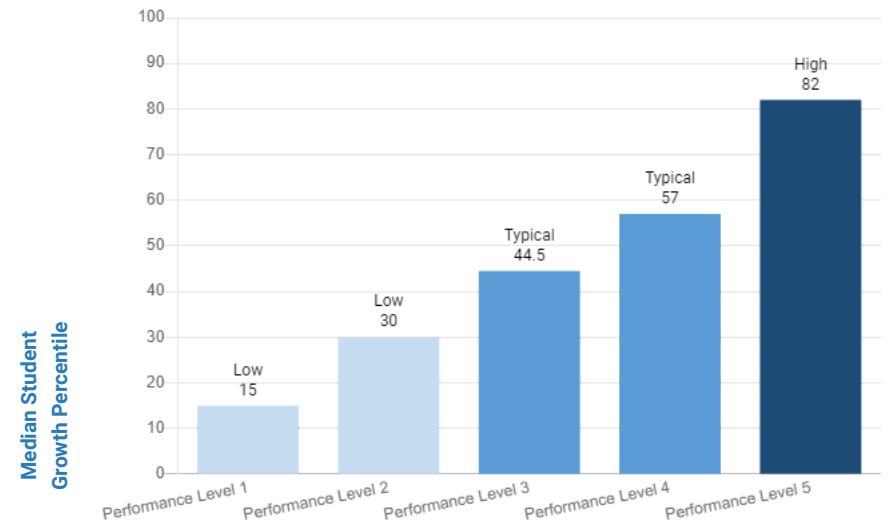
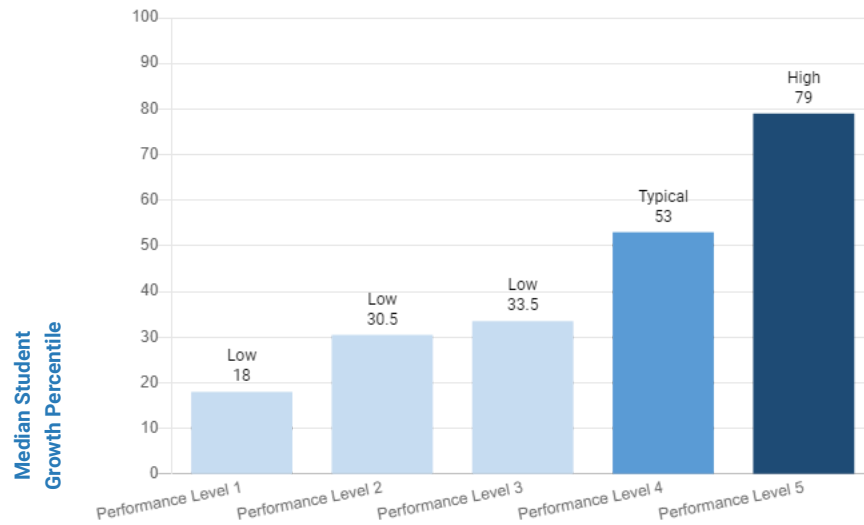
This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	46	50	Met Standard	45	50	Met Standard
White	45	51	Met Standard	40	51	Met Standard
Hispanic	41	47	Met Standard	47	47	Met Standard
Black or African American	42	45	Met Standard	46	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	55	60	Met Standard	53	61	Met Standard
American Indian or Alaska Native	49	54	Met Standard	53	49	Met Standard
Two or More Races	50	52	Met Standard	49	51	Met Standard
Female	46	52		45	49	
Male	45	48		44.5	51	
Non-Binary/Undesignated Gender	*	46.5		*	62	
Economically Disadvantaged Students	43	46	Met Standard	46.5	46	Met Standard
Students with Disabilities	38	40	Not Met	37	42	Not Met
English Learners	38.5	47	Not Met	55	48	Met Standard
Homeless Students	N	42		N	42	
Students in Foster Care	*	42		*	44	
Military-Connected Students	*	50		*	49	
Migrant Students	N	36		N	43	

Student Growth

Student Growth by Performance Level

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

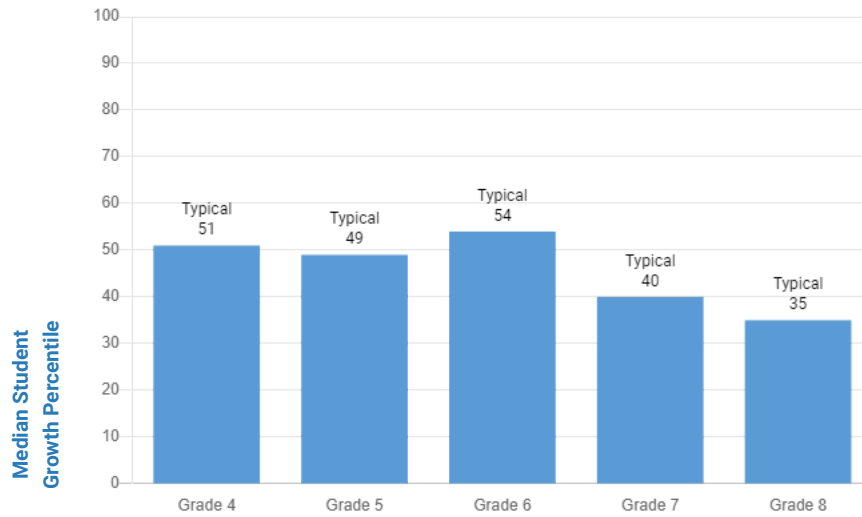


Student Growth

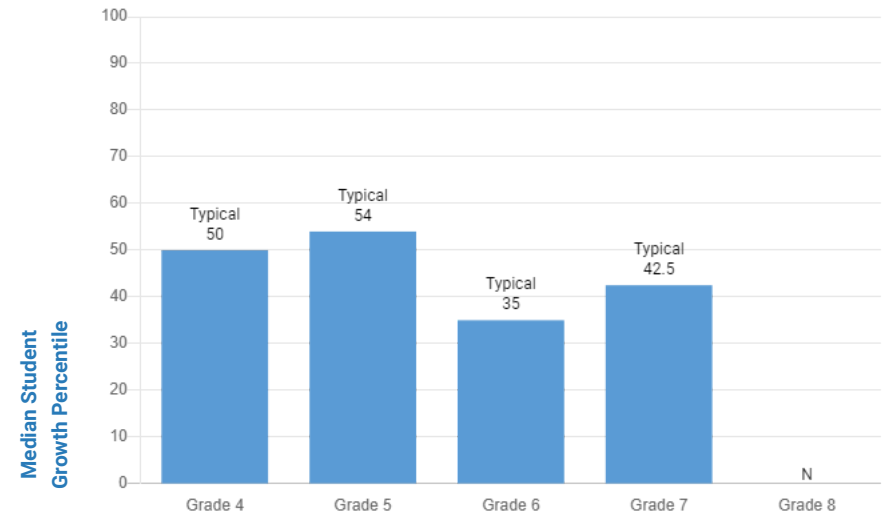
Student Growth by Grade

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

ELA



Math



Academic Achievement

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

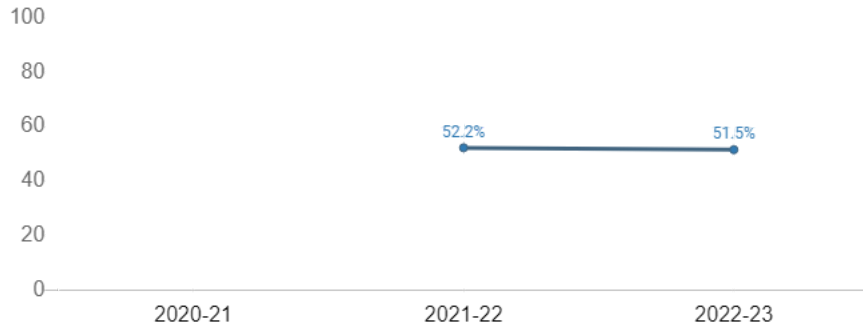
Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

English Language Arts and Mathematics Performance Trends

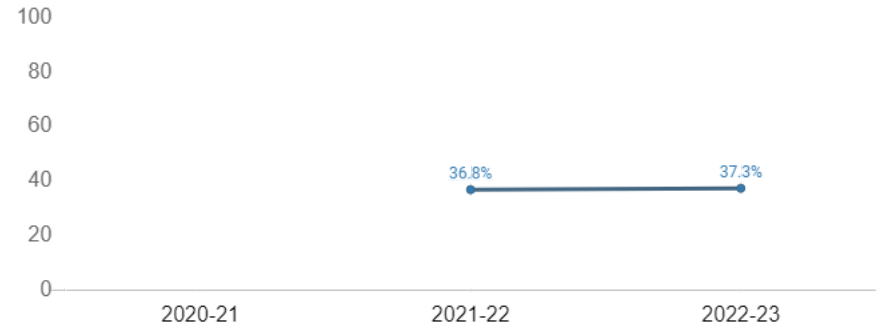
These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the New Jersey Student Learning Assessment (NJSLA) and the DLM alternate assessment for English language arts (ELA) and mathematics. The Proficiency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

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2020-21 ELA	2021-22 ELA	2022-23 ELA	2020-21 Math	2021-22 Math	2022-23 Math
Participation Rate		98.9%	99.2%		98.8%	98.9%
Proficiency Rate for Federal Accountability		52.2%	51.5%		36.8%	37.3%
Annual Target		58.1%	59.5%		48.3%	50.3%
Met Annual Target?		Not Met	Not Met		Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability		49.0%	51.3%		36.0%	38.2%

† Target was met within a confidence interval.

Academic Achievement

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	2,989	99.2%	51.5%	51.3%	51.5%	59.5%	Not Met
White	1,143	99.2%	52.7%	60.7%	52.7%	58.2%	Not Met
Hispanic	622	99.1%	41%	37.3%	41%	52%	Not Met
Black or African American	488	99%	47.5%	34%	47.5%	52.4%	Not Met
Asian, Native Hawaiian, or Pacific Islander	505	99.3%	68.1%	79.8%	68.1%	75.6%	Not Met
American Indian or Alaska Native	48	100%	39.6%	52.7%	39.6%	29.1%	Met Target
Two or More Races	183	99.5%	47.5%	58.2%	47.5%	60.8%	Not Met
Female	*	99.1%	56.7%	56.8%	56.7%		
Male	*	99.2%	46.5%	46%	46.5%		
Non-binary/undesignated gender	*	*	*	62.5%	*		
Economically Disadvantaged Students	962	98.6%	38.4%	33.4%	38.4%	50.7%	Not Met
Non-Economically Disadvantaged Students	2,027	99.5%	57.7%	61.3%	57.7%		
Students with Disabilities	567	98%	18.7%	19.2%	18.7%	31.9%	Not Met
Students without Disabilities	2,422	99.5%	59.2%	58.3%	59.2%		
English Learners	133	99.3%	<10%	23.9%	<10%	48.6%	Not Met
Non-English Learners	2,856	99.2%	53.4%	54.7%	53.4%		
Homeless Students	*	*	*	23.2%	*		
Students in Foster Care	*	*	*	20.3%	*		
Military-Connected Students	*	*	*	49.2%	*		
Migrant Students	*	*	*	15.9%	*		

† Target was met within a confidence interval.

Academic Achievement

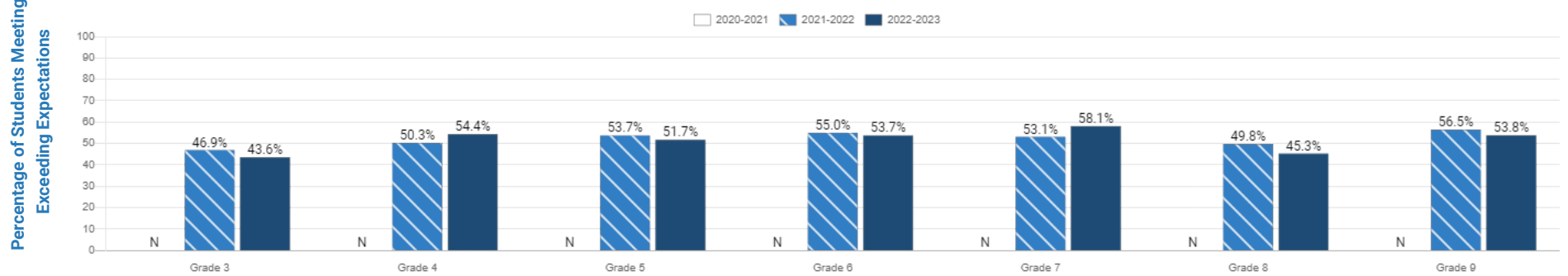
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English Language Arts Assessment - Performance Trends

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

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



Academic Achievement

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

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English Language Arts Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	408	740	739	13%	14%	28%	42%	2%	44%	42%
White	170	739	749	14%	14%	29%	42%	1%	43%	51%
Hispanic	45	735	723	20%	11%	29%	38%	2%	40%	27%
Black or African American	70	739	722	16%	14%	21%	47%	1%	49%	26%
Asian, Native Hawaiian, or Pacific Islander	83	747	768	11%	10%	33%	41%	6%	47%	69%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	52%
Two or More Races	*	735	749	6%	32%	32%	29%	0%	29%	51%
Female	*	745	744	10%	11%	30%	46%	3%	49%	47%
Male	*	735	734	17%	18%	27%	37%	1%	38%	37%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	122	733	719	16%	20%	28%	34%	2%	35%	23%
Non-Economically Disadvantaged Students	286	743	751	12%	12%	29%	45%	2%	47%	53%
Students with Disabilities	85	712	709	40%	14%	21%	22%	2%	25%	18%
Students without Disabilities	323	748	745	7%	15%	30%	47%	2%	49%	47%
English Learners	15	709	703	*	*	*	*	*	*	12%
Non-English Learners	393	741	743	13%	14%	28%	43%	2%	45%	46%
Homeless Students	*	*	708	*	*	*	*	*	*	16%
Students in Foster Care	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	*	*	739	*	*	*	*	*	*	40%
Migrant Students	*	*	701	*	*	*	*	*	*	14%

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	428	751	748	10%	14%	21%	40%	14%	54%	51%
White	149	753	758	7%	14%	21%	43%	15%	58%	62%
Hispanic	92	741	734	12%	18%	27%	37%	5%	42%	36%
Black or African American	76	746	733	16%	14%	18%	45%	7%	51%	34%
Asian, Native Hawaiian, or Pacific Islander	76	767	776	8%	9%	12%	39%	32%	71%	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	55%
Two or More Races	*	748	757	10%	13%	29%	35%	13%	48%	60%
Female	*	756	752	8%	12%	20%	42%	18%	60%	55%
Male	*	746	745	12%	16%	22%	39%	10%	50%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	138	739	731	17%	16%	24%	38%	5%	43%	32%
Non-Economically Disadvantaged Students	290	756	759	7%	14%	20%	41%	18%	60%	63%
Students with Disabilities	67	712	720	39%	34%	15%	12%	0%	12%	22%
Students without Disabilities	361	758	755	5%	11%	22%	46%	17%	62%	58%
English Learners	10	710	712	50%	30%	0%	10%	10%	20%	14%
Non-English Learners	418	752	752	9%	14%	22%	41%	14%	55%	55%
Homeless Students	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	*	*	724	*	*	*	*	*	*	25%
Military-Connected Students	*	*	748	*	*	*	*	*	*	51%
Migrant Students	*	*	697	*	*	*	*	*	*	15%

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 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	389	748	750	11%	13%	25%	47%	4%	52%	53%
White	134	745	759	13%	13%	23%	48%	3%	51%	64%
Hispanic	79	743	736	13%	20%	19%	43%	5%	48%	39%
Black or African American	56	748	733	7%	14%	25%	54%	0%	54%	34%
Asian, Native Hawaiian, or Pacific Islander	75	762	777	8%	3%	24%	53%	12%	65%	82%
American Indian or Alaska Native	11	734	752	9%	18%	45%	27%	0%	27%	53%
Two or More Races	34	738	759	9%	15%	38%	38%	0%	38%	62%
Female	*	751	755	10%	11%	24%	51%	3%	54%	58%
Male	*	745	745	11%	15%	25%	44%	5%	49%	48%
Non-binary/undesignated gender	*	*	747	*	*	*	*	*	*	40%
Economically Disadvantaged Students	125	737	732	16%	18%	30%	34%	3%	37%	34%
Non-Economically Disadvantaged Students	264	753	761	8%	11%	22%	54%	5%	59%	65%
Students with Disabilities	78	718	720	37%	27%	15%	19%	1%	21%	20%
Students without Disabilities	311	755	756	4%	10%	27%	54%	5%	59%	60%
English Learners	13	712	707	31%	38%	15%	15%	0%	15%	*
Non-English Learners	376	749	754	10%	12%	25%	48%	5%	53%	57%
Homeless Students	*	*	721	*	*	*	*	*	*	23%
Students in Foster Care	*	*	723	*	*	*	*	*	*	20%
Military-Connected Students	*	*	750	*	*	*	*	*	*	53%
Migrant Students	*	*	717	*	*	*	*	*	*	29%

Academic Achievement

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

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

English Language Arts Assessment - Performance By Grade: Grade 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.

[illegible]

Academic Achievement

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

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English Language Arts Assessment - Performance By Grade: Grade 7

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	453	753	752	11%	11%	21%	37%	21%	58%	56%
White	180	750	761	11%	12%	21%	38%	18%	56%	65%
Hispanic	101	741	738	19%	11%	22%	38%	11%	49%	41%
Black or African American	57	749	735	4%	19%	23%	44%	11%	54%	38%
Asian, Native Hawaiian, or Pacific Islander	74	776	784	5%	1%	15%	30%	49%	78%	84%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	55%
Two or More Races	*	758	758	6%	9%	21%	42%	21%	64%	62%
Female	*	759	759	7%	10%	20%	38%	25%	63%	62%
Male	*	747	746	14%	12%	21%	37%	17%	53%	50%
Non-binary/undesignated gender	*	*	759	*	*	*	*	*	*	53%
Economically Disadvantaged Students	136	740	735	18%	15%	21%	31%	15%	46%	38%
Non-Economically Disadvantaged Students	317	758	762	7%	9%	21%	40%	23%	63%	66%
Students with Disabilities	72	719	715	33%	21%	24%	18%	4%	22%	18%
Students without Disabilities	381	759	760	6%	9%	20%	41%	24%	65%	63%
English Learners	16	686	701	*	*	*	*	*	*	*
Non-English Learners	437	755	756	8%	11%	21%	38%	22%	60%	59%
Homeless Students	*	*	722	*	*	*	*	*	*	25%
Students in Foster Care	*	*	716	*	*	*	*	*	*	19%
Military-Connected Students	*	*	749	*	*	*	*	*	*	54%
Migrant Students	*	*	701	*	*	*	*	*	*	10%

Academic Achievement

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

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

English Language Arts Assessment - Performance By Grade: Grade 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.

[illegible]

Academic Achievement

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

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

English Language Arts Assessment - Performance By Grade: Grade 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.

[illegible]

Academic Achievement

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

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

Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	2,988	98.9%	37.3%	38.2%	37.3%	50.3%	Not Met
White	1,144	99%	38.3%	48.7%	38.3%	48.4%	Not Met
Hispanic	623	98.6%	24.1%	22.2%	24.1%	41.8%	Not Met
Black or African American	482	98.2%	30.9%	17.9%	30.9%	40.7%	Not Met
Asian, Native Hawaiian, or Pacific Islander	505	99.3%	60%	73.1%	60%	71.1%	Not Met
American Indian or Alaska Native	49	100%	22.4%	40.1%	22.4%	26%	Met Target†
Two or More Races	185	99.5%	34.1%	46.4%	34.1%	49.3%	Not Met
Female	*	98.8%	34.4%	36.5%	34.4%		
Male	*	98.9%	40%	39.9%	40%		
Non-binary/undesignated gender	*	*	*	36.8%	*		
Economically Disadvantaged Students	961	97.9%	25.9%	19.5%	25.9%	40.5%	Not Met
Non-Economically Disadvantaged Students	2,027	99.3%	42.7%	48.8%	42.7%		
Students with Disabilities	560	97.6%	16.8%	15.7%	16.8%	30.1%	Not Met
Students without Disabilities	2,428	99.2%	42%	43%	42%		
English Learners	148	97.9%	12.2%	18.1%	12.2%	42.1%	Not Met
Non-English Learners	2,840	98.9%	38.6%	41%	38.6%		
Homeless Students	*	*	*	11.9%	*		
Students in Foster Care	*	*	*	<10%	*		
Military-Connected Students	*	*	*	37.3%	*		
Migrant Students	*	*	*	12.7%	*		

† Target was met within a confidence interval.

Report Key:

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

Academic Achievement

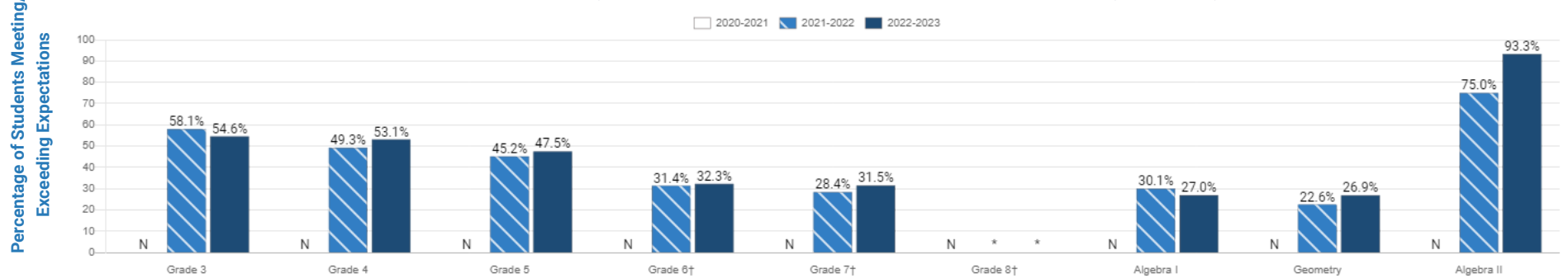
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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

Mathematics Assessment – Performance Trends

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

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



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

Academic Achievement

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

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 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	416	754	745	9%	9%	28%	40%	14%	55%	46%
White	174	757	756	9%	7%	28%	39%	17%	56%	58%
Hispanic	*	741	731	14%	16%	31%	31%	8%	39%	29%
Black or African American	69	751	725	7%	10%	23%	51%	9%	59%	25%
Asian, Native Hawaiian, or Pacific Islander	84	760	775	6%	7%	24%	44%	19%	63%	77%
American Indian or Alaska Native	*	*	752	*	*	*	*	*	*	57%
Two or More Races	*	743	753	10%	10%	42%	35%	3%	39%	53%
Female	*	753	743	7%	10%	29%	41%	13%	54%	44%
Male	*	754	747	10%	9%	26%	40%	15%	56%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	126	744	727	13%	14%	28%	37%	9%	45%	26%
Non-Economically Disadvantaged Students	290	758	756	7%	7%	28%	42%	17%	59%	58%
Students with Disabilities	84	734	724	29%	12%	20%	31%	8%	39%	24%
Students without Disabilities	332	759	750	4%	8%	30%	43%	16%	58%	50%
English Learners	24	718	721	29%	25%	33%	8%	4%	13%	20%
Non-English Learners	392	756	749	7%	8%	27%	42%	15%	57%	50%
Homeless Students	*	*	716	*	*	*	*	*	*	16%
Students in Foster Care	*	*	718	*	*	*	*	*	*	16%
Military-Connected Students	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	728	*	*	*	*	*	*	25%

Academic Achievement

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

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

Mathematics Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	437	750	743	7%	12%	27%	46%	7%	53%	44%
White	153	751	754	6%	15%	25%	46%	7%	54%	57%
Hispanic	93	743	729	8%	17%	32%	42%	1%	43%	27%
Black or African American	77	743	723	10%	9%	38%	40%	3%	43%	23%
Asian, Native Hawaiian, or Pacific Islander	78	766	773	9%	3%	14%	55%	19%	74%	78%
American Indian or Alaska Native	*	*	750	*	*	*	*	*	*	49%
Two or More Races	*	744	751	3%	19%	25%	53%	0%	53%	54%
Female	*	749	741	6%	14%	29%	45%	5%	50%	42%
Male	*	751	745	9%	11%	25%	48%	8%	55%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	139	739	725	13%	14%	32%	40%	1%	42%	24%
Non-Economically Disadvantaged Students	298	755	754	5%	12%	25%	49%	9%	58%	57%
Students with Disabilities	67	719	720	33%	24%	22%	19%	1%	21%	21%
Students without Disabilities	370	756	748	3%	10%	28%	51%	8%	59%	49%
English Learners	19	728	716	11%	37%	32%	21%	0%	21%	14%
Non-English Learners	418	751	747	7%	11%	27%	48%	7%	55%	48%
Homeless Students	*	*	715	*	*	*	*	*	*	15%
Students in Foster Care	*	*	713	*	*	*	*	*	*	13%
Military-Connected Students	*	*	744	*	*	*	*	*	*	45%
Migrant Students	*	*	712	*	*	*	*	*	*	21%

Academic Achievement

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

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

Mathematics Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	396	745	740	9%	19%	24%	40%	8%	47%	40%
White	136	745	750	10%	20%	22%	42%	7%	49%	52%
Hispanic	82	740	726	10%	23%	26%	37%	5%	41%	23%
Black or African American	56	741	720	7%	25%	29%	36%	4%	39%	18%
Asian, Native Hawaiian, or Pacific Islander	75	761	772	5%	8%	17%	49%	20%	69%	76%
American Indian or Alaska Native	12	730	742	8%	42%	25%	25%	0%	25%	42%
Two or More Races	35	734	749	17%	14%	37%	31%	0%	31%	50%
Female	*	744	739	11%	18%	25%	37%	9%	46%	38%
Male	*	746	741	7%	20%	24%	42%	7%	49%	42%
Non-binary/undesignated gender	*	*	745	*	*	*	*	*	*	45%
Economically Disadvantaged Students	128	735	723	12%	25%	30%	31%	2%	34%	19%
Non-Economically Disadvantaged Students	268	750	751	8%	16%	22%	44%	10%	54%	52%
Students with Disabilities	78	721	719	26%	35%	17%	19%	4%	23%	17%
Students without Disabilities	318	751	745	5%	15%	26%	45%	8%	53%	45%
English Learners	20	716	711	*	*	*	*	*	*	*
Non-English Learners	376	746	743	8%	18%	24%	42%	8%	50%	43%
Homeless Students	*	*	713	*	*	*	*	*	*	11%
Students in Foster Care	*	*	714	*	*	*	*	*	*	10%
Military-Connected Students	*	*	741	*	*	*	*	*	*	39%
Migrant Students	*	*	713	*	*	*	*	*	*	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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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.

[illegible]

Academic Achievement

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

Mathematics Assessment - 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.

[illegible]

Academic Achievement

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

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Mathematics Assessment - Performance By Grade: Grade 8

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	272	711	716	*	*	*	*	*	*	18%
White	110	712	727	*	*	*	*	*	*	25%
Hispanic	82	710	709	*	*	*	*	*	*	12%
Black or African American	49	708	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	15	713	739	*	*	*	*	*	*	41%
American Indian or Alaska Native	*	*	708	*	*	*	*	*	*	12%
Two or More Races	*	713	719	*	*	*	*	*	*	21%
Female	*	709	717	*	*	*	*	*	*	17%
Male	*	713	716	*	*	*	*	*	*	18%
Non-binary/undesignated gender	*	*	728	*	*	*	*	*	*	28%
Economically Disadvantaged Students	103	706	707	*	*	*	*	*	*	11%
Non-Economically Disadvantaged Students	169	714	723	*	*	*	*	*	*	23%
Students with Disabilities	87	696	699	*	*	*	*	*	*	*
Students without Disabilities	185	718	721	*	*	*	*	*	*	21%
English Learners	17	695	694	*	*	*	*	*	*	*
Non-English Learners	255	712	718	*	*	*	*	*	*	19%
Homeless Students	*	*	700	*	*	*	*	*	*	*
Students in Foster Care	*	*	692	*	*	*	*	*	*	*
Military-Connected Students	*	*	721	*	*	*	*	*	*	22%
Migrant Students	*	*	686	*	*	*	*	*	*	*

Academic Achievement

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

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

Mathematics Assessment - Performance By Test: Algebra I

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

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	400	732	738	17%	31%	26%	25%	3%	27%	35%
White	135	737	747	13%	26%	28%	32%	1%	33%	46%
Hispanic	104	717	723	*	*	*	*	*	*	20%
Black or African American	75	722	720	15%	47%	21%	17%	0%	17%	16%
Asian, Native Hawaiian, or Pacific Islander	63	753	773	11%	14%	21%	44%	10%	54%	73%
American Indian or Alaska Native	*	*	732	*	*	*	*	*	*	31%
Two or More Races	*	746	746	21%	16%	26%	26%	11%	37%	44%
Female	*	731	737	14%	31%	31%	23%	1%	24%	34%
Male	*	733	739	18%	31%	20%	27%	4%	30%	37%
Non-binary/undesignated gender	*	*	739	*	*	*	*	*	*	34%
Economically Disadvantaged Students	145	718	722	24%	41%	25%	9%	1%	10%	18%
Non-Economically Disadvantaged Students	255	739	746	12%	25%	26%	33%	3%	36%	44%
Students with Disabilities	*	706	712	*	*	*	*	*	*	*
Students without Disabilities	*	736	742	13%	28%	27%	28%	3%	31%	40%
English Learners	*	703	706	*	*	*	*	*	*	*
Non-English Learners	*	734	740	14%	29%	28%	26%	3%	29%	38%
Homeless Students	*	*	713	*	*	*	*	*	*	11%
Students in Foster Care	*	*	707	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	30%
Migrant Students	*	*	702	*	*	*	*	*	*	*

Academic Achievement

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

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

Mathematics Assessment - Performance By 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.

[illegible]

Academic Achievement

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

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

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	12	13
4	*	*
5	*	*
6	*	*
7	*	*
8	10	10
9	N	N
10	N	N
11	*	*

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Academic Achievement

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

Important Note for 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 Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score 4.5 or Above
0-2	200	>90%	<10%
3-4	54	>90%	<10%
5 or more	20	90%	10%

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	45.7%	27.4%	Met Target

† Target was met within a confidence interval.

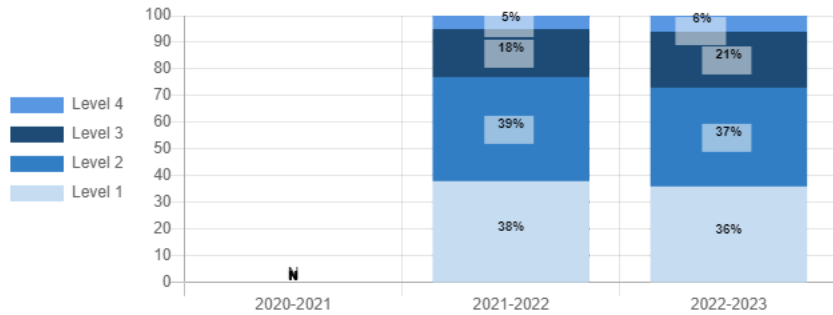
Academic Achievement

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

NJSLA Science Assessment: Grade 5 Summary

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

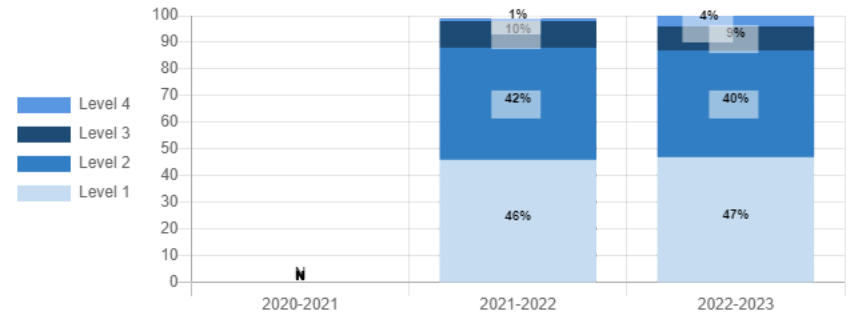
Important note for 2022-23 Reports: Due to the cancellation of statewide assessments in prior years, statewide assessment results are not available for the 2020-21 school year.



NJSLA Science Assessment: Grade 8 Summary

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

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



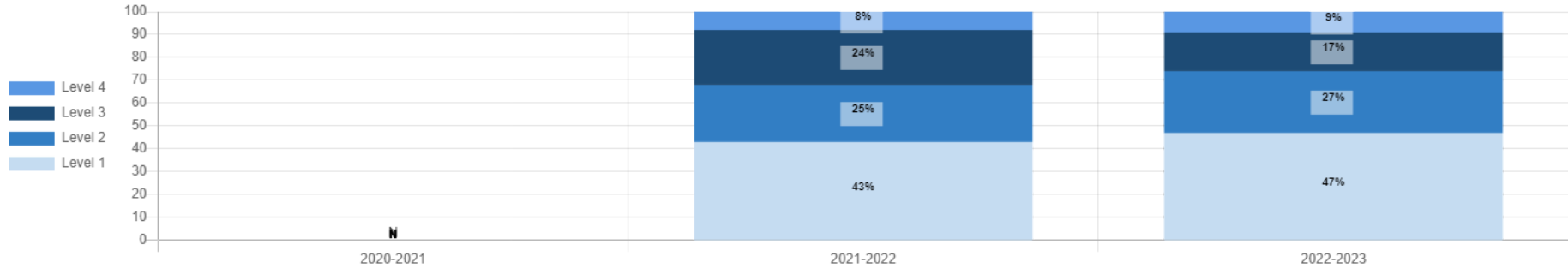
Academic Achievement

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

NJSLA Science Assessment: Grade 11 Summary

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

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



Academic Achievement

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

NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Districtwide	36%	37%	21%	6%
White	36%	35%	21%	7%
Hispanic	39%	39%	21%	1%
Black or African American	41%	38%	21%	0%
Asian, Native Hawaiian, or Pacific Islander	24%	33%	28%	15%
American Indian or Alaska Native	50%	50%	0%	0%
Two or More Races	46%	40%	11%	3%
Female	37%	38%	21%	4%
Male	36%	36%	21%	8%
Non-binary/undesignated gender	*	*	*	*
Economically Disadvantaged Students	52%	34%	14%	1%
Non-Economically Disadvantaged Students	29%	38%	24%	8%
Students with Disabilities	72%	19%	6%	3%
Students without Disabilities	28%	41%	25%	7%
English Learners	85%	15%	0%	0%
Non-English Learners	34%	38%	22%	6%
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	*	*	*	*

Academic Achievement

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

NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Districtwide	47%	40%	9%	4%
White	40%	48%	10%	3%
Hispanic	58%	38%	3%	1%
Black or African American	67%	29%	4%	0%
Asian, Native Hawaiian, or Pacific Islander	24%	36%	25%	15%
American Indian or Alaska Native	*	*	*	*
Two or More Races	58%	32%	5%	5%
Female	45%	45%	7%	3%
Male	49%	36%	11%	4%
Non-binary/undesignated gender	*	*	*	*
Economically Disadvantaged Students	62%	35%	4%	0%
Non-Economically Disadvantaged Students	40%	43%	12%	5%
Students with Disabilities	73%	26%	1%	0%
Students without Disabilities	41%	44%	11%	4%
English Learners	83%	17%	0%	0%
Non-English Learners	45%	41%	10%	4%
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
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

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

NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Districtwide	47%	27%	17%	9%
White	48%	27%	19%	6%
Hispanic	54%	27%	12%	7%
Black or African American	57%	28%	15%	0%
Asian, Native Hawaiian, or Pacific Islander	20%	26%	26%	29%
American Indian or Alaska Native	*	*	*	*
Two or More Races	54%	31%	8%	8%
Female	39%	30%	18%	12%
Male	54%	24%	17%	6%
Non-binary/undesignated gender	*	*	*	*
Economically Disadvantaged Students	62%	27%	9%	2%
Non-Economically Disadvantaged Students	41%	27%	21%	12%
Students with Disabilities	84%	14%	2%	0%
Students without Disabilities	41%	29%	20%	10%
English Learners	86%	14%	0%	0%
Non-English Learners	45%	27%	18%	9%
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	*	*	*	*

Academic Achievement

Graduation Proficiency Assessment (NJGPA) : Grade 11

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

Student Group	ELA Valid Scores	District % Graduation Ready: ELA	State % Graduation Ready: ELA	Math Valid Scores	District % Graduation Ready: Math	State % Graduation Ready: Math
Districtwide	407	87%	80.5%	407	56.5%	55%
White	146	84.9%	88.3%	146	56.2%	68%
Hispanic	114	86%	69.4%	114	49.1%	36.3%
Black or African American	68	88.2%	68.5%	68	48.5%	30.3%
Asian, Native Hawaiian, or Pacific Islander	66	>90%	>90%	66	80.3%	86.8%
American Indian or Alaska Native	*	*	73.1%	*	*	45.9%
Two or More Races	*	84.6%	86.2%	*	46.2%	64.2%
Female	*	>90%	85.4%	*	59.6%	55.9%
Male	*	79.2%	75.7%	*	54%	54.2%
Non-binary/undesignated gender	*	*	88.7%	*	*	68.5%
Economically Disadvantaged Students	122	83.6%	67.9%	121	43.8%	34.1%
Non-Economically Disadvantaged Students	285	88.4%	85.6%	286	61.9%	63.8%
Students with Disabilities	51	52.9%	47.1%	51	<10%	17%
Students without Disabilities	356	>90%	86%	356	63.5%	61.3%
English Learners	14	<10%	17.7%	14	<10%	<10%
Non-English Learners	393	89.8%	83.6%	393	58.3%	57.7%
Homeless Students	*	*	50.7%	*	*	19.8%
Students in Foster Care	*	*	34.1%	*	*	<10%
Military-Connected Students	*	*	80.2%	*	*	49%
Migrant Students	*	*	27.6%	*	*	15.8%

College and Career Readiness

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

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

PSAT, SAT, & ACT - Participation

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

Participation Type	District Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2022-2023	23.5%	78.3%
12th graders taking SAT in 2022-2023 or prior years	53.6%	61.9%
12th graders taking ACT in 2022-2023 or prior years	3.3%	7.7%

PSAT, SAT, & ACT - Performance

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

Participation Type	District Average Score	State Average Score	College Readiness Benchmarks	District - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	508	466	Grade 10: 430 Grade 11: 460	70%	56%
PSAT 10/NMSQT - Math	504	462	Grade 10: 480 Grade 11: 510	48%	35%
SAT - Reading and Writing	563	533	480	81%	67%
SAT - Math	565	525	530	65%	48%
ACT - Reading	23	25	22	54%	66%
ACT - English	23	24	18	77%	80%
ACT - Math	24	24	22	54%	63%
ACT - Science	24	24	23	54%	59%

Report Key:

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** Accountability calculations require 20 or more students

N No Data is available to display

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College and Career Readiness

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

AP/IB Coursework – Participation and Performance

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

Students enrolled in one or more AP or IB course



Students taking one or more AP or IB exam



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



Dual Enrollment Coursework - Participation

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



College and Career Readiness

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

AP/IB and Dual Enrollment Participation by Student Group

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

Student Group	% Enrolled in one or more AP or IB course	% Enrolled in one or more Dual Enrollment course	State: % Enrolled in one or more AP or IB course	State: % Enrolled in one or more Dual Enrollment course
Districtwide	22.8%	54.9%	34.9%	24.0%
White	17.8%	52.6%	40.0%	29.8%
Hispanic	13.4%	44.4%	22.4%	17.1%
Black or African American	12.4%	44.6%	19.2%	15.6%
Asian, Native Hawaiian, or Pacific Islander	54.5%	77.9%	68.2%	29.5%
American Indian or Alaska Native	*	*	28.9%	27.4%
Two or More Races	24.0%	60.0%	39.0%	25.8%
Female	28.0%	62.4%	40.2%	27.1%
Male	18.1%	47.1%	29.6%	20.8%
Non-Binary/Undesignated Gender	*	*	35.6%	20.7%
Economically Disadvantaged Students	11.3%	47.6%	21.6%	17.2%
Students with Disabilities	1.7%	14.4%	4.6%	9.0%
English Learners	0.0%	9.1%	9.6%	7.1%
Homeless Students	*	*	10.1%	13.7%
Students In Foster Care	*	*	2.4%	3.3%
Military-Connected Students	*	*	31.1%	25.4%
Migrant Students	N	N	9.4%	25.0%

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College and Career Readiness

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

AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	11	11
AP Biology	27	24
AP Calculus AB	29	29
AP Calculus BC	27	27
AP Chemistry	15	15
AP Computer Science A	23	23
AP Computer Science Principles	24	22
AP English Language and Composition	62	61
AP English Literature and Composition	38	35
AP Environmental Science	44	42
AP Government	10	0
AP Macroeconomics	9	9
AP Microeconomics	10	10
AP Psychology	22	22
AP Spanish Language	12	11
AP Statistics	28	27
AP U.S. Government and Politics	0	10
AP U.S. History	37	13
Total Exams taken		391
Exams with scores of at least 3 on AP exams or 4 on IB exams		285

College and Career Readiness

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

Career and Technical Education Participation

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

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

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



Structured Learning Experiences Participation

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

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

Structured Learning Experiences



College and Career Readiness

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

Career and Technical Education Participation by Student Group

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

Student Group	District: % CTE Participants	District: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Districtwide	1.7%	1.6%	7.1%	10.5%
White	1.6%	0.6%	5.7%	10.0%
Hispanic	0.2%	1.1%	8.9%	10.9%
Black or African American	1.7%	0.7%	8.5%	11.1%
Asian, Native Hawaiian, or Pacific Islander	4.3%	5.6%	5.8%	10.6%
American Indian or Alaska Native	0.0%	0.0%	6.7%	9.4%
Two or More Races	0.0%	0.0%	6.5%	10.7%
Female	1.7%	2.0%	7.1%	10.9%
Male	1.7%	1.1%	7.2%	10.2%
Non-Binary/Undesignated Gender	*	*	7.3%	13.6%
Economically Disadvantaged Students	0.8%	1.0%	9.4%	11.2%
Students with Disabilities	0.0%	0.4%	5.8%	8.2%
English Learners	0.0%	0.0%	7.0%	3.6%
Homeless Students	*	*	8.5%	5.5%
Students In Foster Care	*	*	4.6%	6.8%
Military-Connected Students	*	*	9.0%	12.5%
Migrant Students	*	*	6.4%	12.8%

College and Career Readiness

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

Work-Based Learning Participation by Career Cluster

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

Career Cluster	Students Participating in Work-Based Learning
Agriculture, Food & Natural Resources	*
Architecture & Construction	*
Arts, A/V Technology & Communications	*
Finance	10
Hospitality & Tourism	*
Information Technology	27
Marketing	12
Total	53

College and Career Readiness

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

Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials

District | 0.1%
 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	*	*	*
Architecture & Construction	*	*	*
Arts, A/V Technology & Communications	*	*	*
Finance	11	*	*
Hospitality & Tourism	*	*	*
Information Technology	28	*	*
Marketing	13	*	*
Science, Technology, Engineering & Mathematics	*	*	*
Total	57	*	*

College and Career Readiness

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Grade Level and Other Math
6	0	0	0	0	0	0	470
7	20	0	0	0	0	0	467
8	163	19	0	0	0	0	262
9	250	229	16	0	0	0	100
10	15	202	228	17	0	1	44
11	4	57	133	122	18	7	109
12	0	5	31	15	112	60	114
Total	452	512	408	154	130	68	1,566
Enrolled in AP/IB Course					56	28	0
Enrolled in Dual Enrollment Course	0	0	0	154	74	40	84

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	100	0	0	0	32	375
10	354	90	0	8	1	36
11	35	182	23	177	20	63
12	6	11	36	82	15	116
Total	495	283	59	267	68	590
Enrolled in AP/IB Course	27	15		44	0	0
Enrolled in Dual Enrollment Course	0	0	28	0	0	0

College and Career Readiness

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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	483	7	58	0	0	42
10	13	449	148	0	0	43
11	8	413	175	27	0	93
12	1	83	104	85	2	212
Total	505	952	485	112	2	390
Enrolled in AP/IB Course	0	37	12	22		10
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	448	0	0	0	0	0	0
7	466	0	0	0	0	0	0
8	450	0	0	0	0	0	0
9	375	42	0	0	0	0	0
10	380	25	0	0	0	0	0
11	156	21	0	0	0	0	0
12	37	17	0	0	0	0	0
Total	2,312	105	0	0	0	0	0
Enrolled in AP/IB Course	12	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	174	0	0	0	0	0	0
Enrolled in Level 3 or Higher	174	31	0	0	0	0	0

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

College and Career Readiness

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

Computer Science – Course Participation

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

Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
KG	0	490	0	0	0	0	0
1	0	460	0	0	0	0	0
2	0	447	0	0	0	0	0
3	0	450	0	0	0	0	0
4	0	455	0	0	0	0	0
5	0	410	0	0	0	0	0
6	0	13	0	0	0	0	0
7	0	471	0	0	0	0	0
8	0	194	0	0	0	0	0
9	49	31	0	0	0	0	0
10	19	30	0	0	5	0	0
11	33	19	0	0	7	0	0
12	48	35	0	2	24	0	0
Total	149	3,505	0	2	36	0	0
Enrolled in AP/IB Course	23	24		0			0
Enrolled in Dual Enrollment Course	23	0	0	0	0	0	0

College and Career Readiness

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

Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy	Percentage of 12th Graders
French	*	*
Hindi	*	*
Japanese	*	*
Polish	*	*
Spanish	19	4.8%
Total Seals Earned	32	NA
Total Unique Students Earning Seals	32	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.

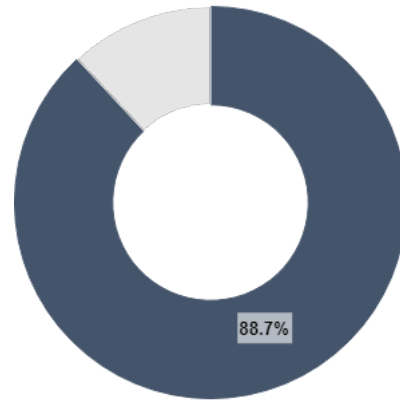
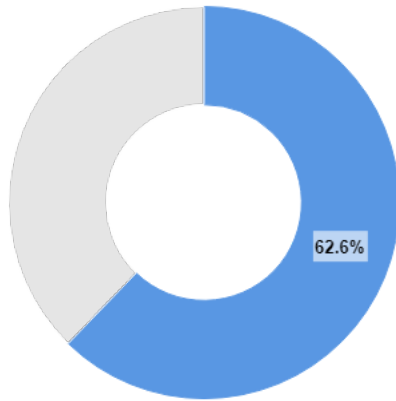
Visual and Performing Arts – Course Participation

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

District

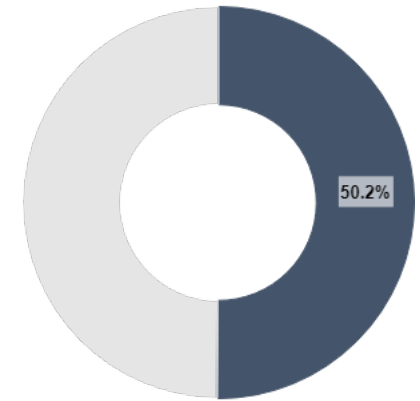
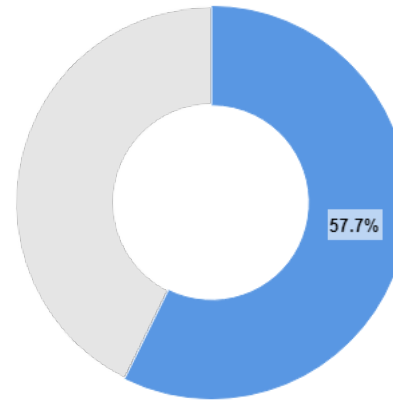
State



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

District

State



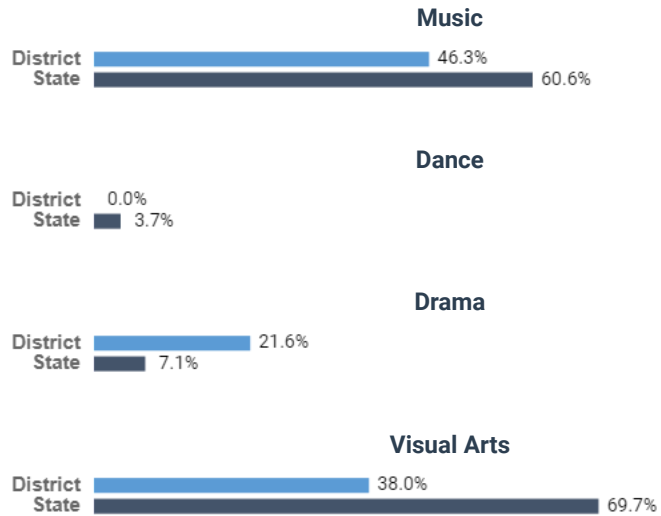
College and Career Readiness

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

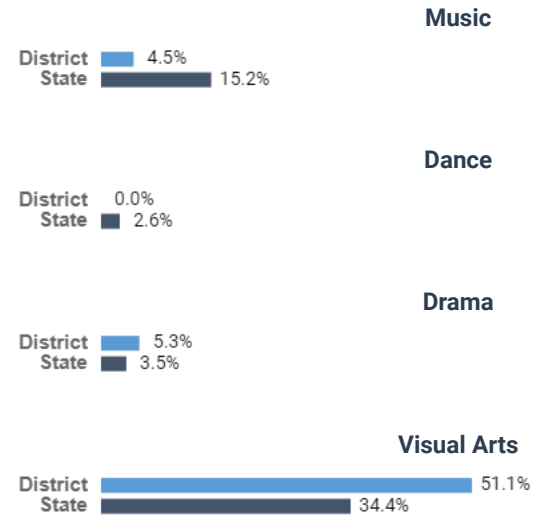
Visual and Performing Arts – Course Participation

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

Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:



Graduation/ Postsecondary

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

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

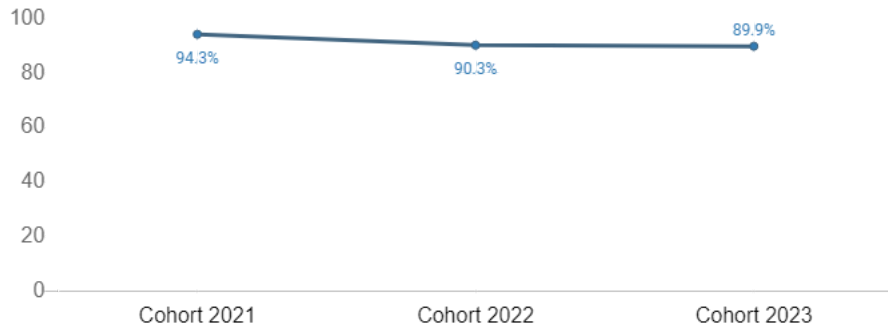
To be included as a graduate in the federal version of the graduation rate, students must have met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless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

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

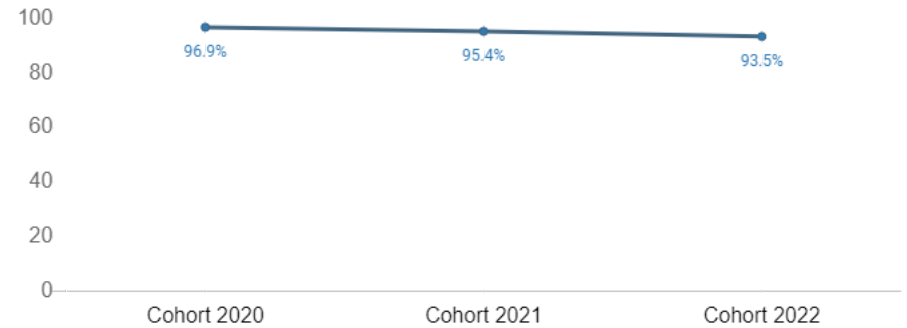
Graduation Rate Trends and Progress

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

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2021 4-Year Rate	Cohort 2022 4-Year Rate	Cohort 2023 4-Year Rate	Cohort 2020 5-Year Rate	Cohort 2021 5-Year Rate	Cohort 2022 5-Year Rate
Graduation Rate	94.3%	90.3%	89.9%	96.9%	95.4%	93.5%
Statewide Graduation Rate	90.6%	90.9%	91.1%	92.6%	92.5%	92.7%

Graduation/ Postsecondary

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

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

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

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

Cohort 2023 4-Year Graduation Cohort Profile

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

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	89.9%	6.1%	4.0%	91.1%	3.8%	5.1%
White	93.9%	3.6%	2.4%	95.0%	2.6%	2.4%
Hispanic	86.0%	6.5%	7.5%	85.8%	5.0%	9.2%
Black or African American	81.0%	13.8%	5.2%	86.7%	5.7%	7.6%
Asian, Native Hawaiian, or Pacific Islander	94.0%	4.8%	1.2%	96.7%	2.2%	1.1%
American Indian or Alaska Native	*	*	*	89.6%	3.7%	6.7%
Two or More Races	81.8%	9.1%	9.1%	93.0%	3.3%	3.7%
Female	89.7%	7.2%	3.1%	93.1%	2.8%	4.1%
Male	90.1%	5.2%	4.7%	89.1%	4.7%	6.1%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	83.6%	9.0%	7.5%	86.6%	5.2%	8.3%
Students with Disabilities	68.9%	21.6%	9.5%	80.5%	12.7%	6.9%
English Learners	82.4%	5.9%	11.8%	73.6%	8.0%	18.4%
Homeless Students	*	*	*	74.6%	9.1%	16.4%
Students in Foster Care	N	N	N	61.7%	14.2%	24.1%
Military-Connected Students	N	N	N	94.8%	2.3%	2.9%
Migrant Students	N	N	N	64.6%	14.6%	20.7%

Graduation/ Postsecondary

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

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

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

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

Cohort 2022 5-Year Graduation Cohort Profile

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

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	93.5%	2.9%	3.6%	92.7%	1.6%	5.7%
White	92.7%	3.6%	3.6%	96.0%	1.3%	2.6%
Hispanic	92.8%	1.0%	6.2%	87.7%	1.8%	10.5%
Black or African American	90.2%	6.1%	3.7%	89.0%	2.3%	8.7%
Asian, Native Hawaiian, or Pacific Islander	98.8%	1.2%	0.0%	97.8%	1.1%	1.0%
American Indian or Alaska Native	*	*	*	93.6%	0.8%	5.6%
Two or More Races	92.3%	0.0%	7.7%	92.3%	1.9%	5.8%
Female	97.2%	0.5%	2.3%	94.7%	1.0%	4.4%
Male	89.9%	5.3%	4.8%	90.9%	2.2%	6.9%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	93.3%	2.9%	3.8%	88.3%	1.8%	9.9%
Students with Disabilities	79.7%	16.5%	3.8%	84.6%	7.7%	7.7%
English Learners	88.5%	0.0%	11.5%	77.1%	1.4%	21.5%
Homeless Students	N	N	N	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	N	N	N	67.1%	2.4%	30.5%

Graduation/ Postsecondary

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

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

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

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

Cohort 2021 6-Year Graduation Cohort Profile

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

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	95.6%	0.7%	3.7%	93.0%	1.2%	5.8%
White	94.9%	1.1%	4.0%	96.3%	1.1%	2.6%
Hispanic	94.9%	0.8%	4.2%	88.1%	1.1%	10.8%
Black or African American	94.3%	0.0%	5.7%	88.5%	1.6%	9.9%
Asian, Native Hawaiian, or Pacific Islander	98.8%	0.0%	1.2%	97.9%	1.0%	1.1%
American Indian or Alaska Native	N	N	N	94.5%	0.8%	4.7%
Two or More Races	*	*	*	93.2%	0.4%	6.4%
Female	97.2%	0.5%	2.3%	94.8%	0.8%	4.5%
Male	94.2%	0.8%	5.0%	91.3%	1.6%	7.2%
Non-Binary/Undesignated Gender	N	N	N	N	N	N
Economically Disadvantaged Students	95.9%	0.7%	3.4%	88.3%	1.2%	10.5%
Students with Disabilities	89.7%	4.4%	5.9%	85.6%	6.2%	8.2%
English Learners	92.3%	0.0%	7.7%	79.0%	0.6%	20.3%
Homeless Students	*	*	*	77.7%	1.8%	20.5%
Students in Foster Care	N	N	N	62.2%	4.0%	33.8%
Military-Connected Students	*	*	*	92.1%	1.1%	6.9%
Migrant Students	N	N	N	66.0%	3.1%	30.9%

Graduation/ Postsecondary

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

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

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

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

Federal Graduation Rates

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

Student Group	2023 4-Year Federal Graduation Rate	2022 5-Year Federal Graduation Rate	State: 2023 4-Year Federal Graduation Rate	State: 2022 5-Year Federal Graduation Rate
Districtwide	89.2%	83.5%	90.5%	86.9%
White	93.9%	79.4%	94.4%	89.9%
Hispanic	86.0%	80.4%	85.3%	81.8%
Black or African American	77.6%	79.3%	85.9%	80.5%
Asian, Native Hawaiian, or Pacific Islander	92.9%	98.8%	96.5%	96.6%
American Indian or Alaska Native	*	*	89.6%	86.4%
Two or More Races	81.8%	84.6%	91.8%	85.9%
Female	89.7%	89.8%	92.7%	90.4%
Male	88.8%	77.6%	88.5%	83.5%
Non-Binary/Undesignated Gender	N	N	*	*
Economically Disadvantaged Students	82.1%	83.8%	85.9%	81.2%
Students with Disabilities	64.9%	24.1%	77.4%	51.4%
English Learners	82.4%	84.6%	73.4%	75.4%
Homeless Students	*	N	73.6%	64.4%
Students in Foster Care	N	*	59.5%	46.0%
Military-Connected Students	N	*	94.2%	88.3%
Migrant Students	N	N	63.4%	64.6%

Graduation/ Postsecondary

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

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

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

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

Accountability Graduation Rates

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

Student Group	Cohort 2022: 4-Year Graduation Rate	Cohort 2022: Annual Target	Cohort 2022: Met Target	Cohort 2021: 5-Year Graduation Rate	Cohort 2021: Annual Target	Cohort 2021: Met Target
Districtwide	80.9%	85.6%	Not Met	94.3%	92.5%	Met Target
White	78.8%	86.0%	Not Met	93.8%	91.2%	Met Target
Hispanic	76.3%	83.1%	Not Met	91.5%	88.1%	Met Target
Black or African American	73.5%	82.6%	Not Met	94.3%	95.4%	Not Met
Asian, Native Hawaiian, or Pacific Islander	97.6%	95.0%	Met Goal	98.8%	96.0%	Met Goal
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	75.0%	**	**	*	**	**
Economically Disadvantaged Students	81.7%	83.2%	Not Met	94.6%	91.7%	Met Target
Students with Disabilities	24.1%	47.6%	Not Met	80.9%	75.8%	Met Target
English Learners	73.1%	N	N	91.7%	**	**

Report Key:

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

Graduation/ Postsecondary

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

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

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

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

Graduation Pathways

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

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

Dropout Rate Trends

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

School Year	District Rate	State Rate
2022-2023	0.7%	1.2%
2021-2022	1.0%	1.2%
2020-2021	0.1%	1.1%

Graduation/ Postsecondary

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

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

Apprenticeship

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

Year of Graduation	Graduates enrolled in apprenticeship programs
2022	*
2021	*
2020	*
2019	*
2018	*
2017	*
2016	*
2015	*
2014	0

Climate and Environment

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

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

Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The state average column is the target used for accountability purposes and it reflects the statewide average for students in the grades offered by the district. Each student group has the same target based on all students, so the same "state average" will appear for all student groups. The last column shows whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	# of Students Chronically Absent	% of Students Chronically Absent	State Average	Met State Average
Districtwide	741	13.0%	16.6%	Met
White	317	14.3%	16.6%	Met
Hispanic	190	16.8%	16.6%	Not Met
Black or African American	102	10.9%	16.6%	Met
Asian, Native Hawaiian, or Pacific Islander	82	8.0%	16.6%	Met
American Indian or Alaska Native	17	17.3%	16.6%	Not Met
Two or More Races	33	10.4%	16.6%	Met
Female	*	12.4%		
Male	*	13.5%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	341	16.6%	16.6%	Met
Students with Disabilities	208	19.6%	16.6%	Not Met
English Learners	33	9.9%	16.6%	Met
Homeless Students	7	41.2%		
Students in Foster Care	*	*		
Military-Connected Students	7	17.9%		
Migrant Students	*	*		

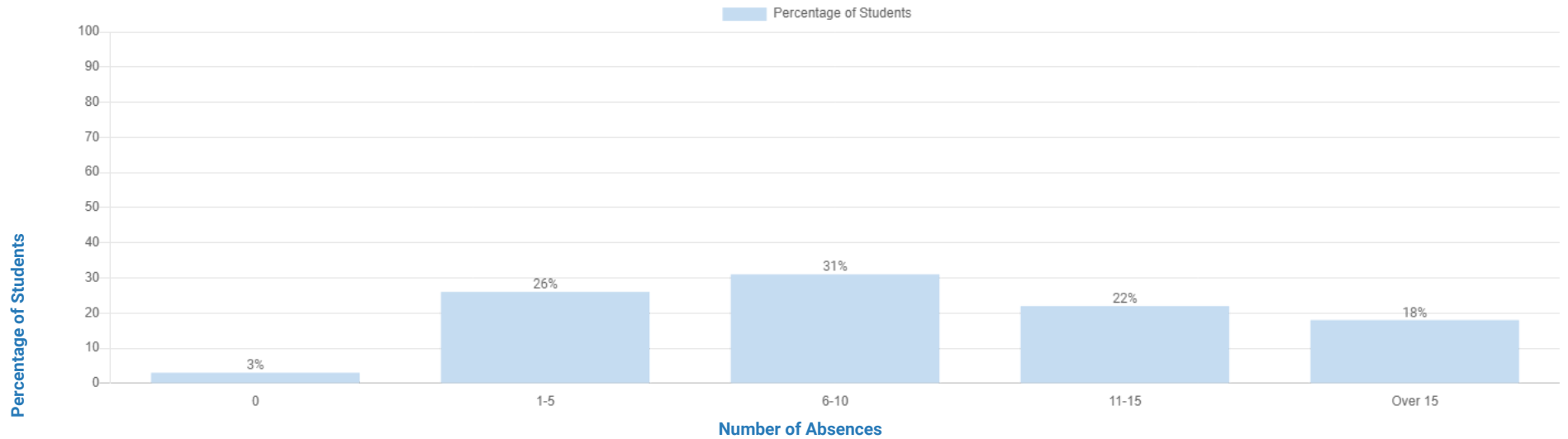
Climate and Environment

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.

Days Absent

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



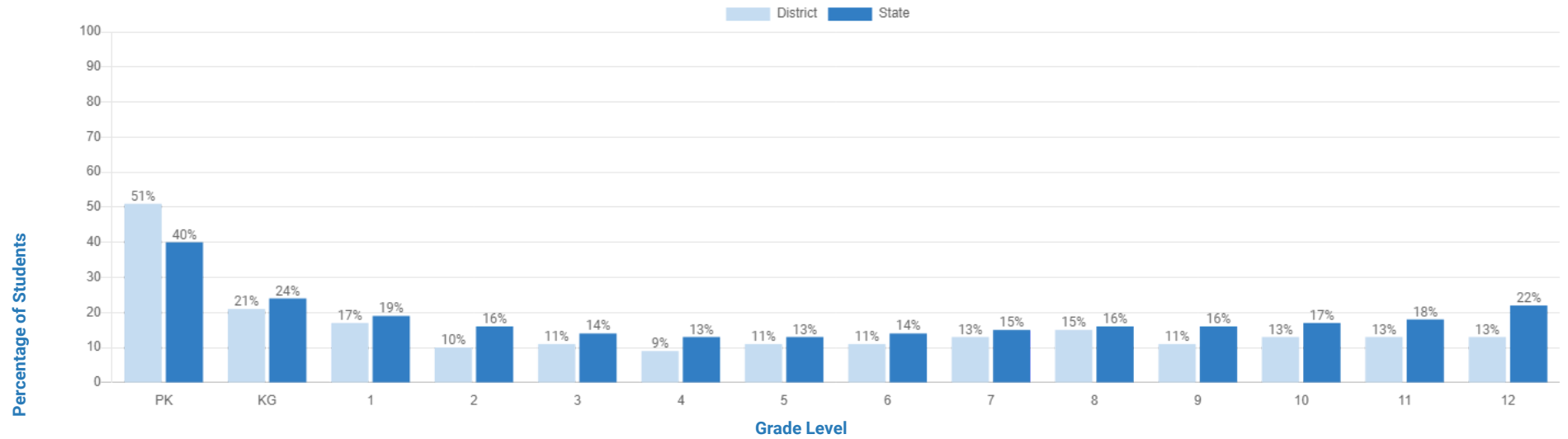
Climate and Environment

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.



Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Climate and Environment

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

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	109
Weapons	16
Vandalism	16
Substances	71
Harassment, Intimidation, Bullying (HIB)	52
Total Unique Incidents	264
Incidents Per 100 Students Enrolled	4.14

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	47
Weapons	16
Vandalism	11
Substances	40
Harassment, Intimidation, Bullying (HIB)	11
Other Incidents Leading to Removal	21

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Climate and Environment

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	9	21	30
Religion	0	5	5
Ancestry	1	7	8
Gender	2	6	8
Sexual Orientation	0	9	9
Disability	2	4	6
Other	1	21	22
No Identified Nature	59		59

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	325	5.1%
Out-of-School Suspensions	314	4.9%
Any Suspension	500	7.8%
Removal to other education program	15	0.2%
Expulsion	0	0.0%
Arrest	2	0.0%

School Days Missed due to Out-of-School Suspensions

1,704

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Climate and Environment

Student Access to Technology and Internet

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

Report Key:

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

Staff

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

Key terms for staff data:
Teachers: All classroom teachers

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

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

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

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

Teachers – Experience

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

Category	Teachers in District	Teachers in State
Total Number of teachers	549	118,882
Average years experience in public schools	10.7	12.5
Average years experience in district	10.7	11.3
Number of Teachers with 4 or more years experience in the district	397	88,415
Percentage of Teachers with 4 or more years experience in the district	72.3%	74.8%
Number of out-of-field teachers	3	2,811
Percentage of out-of-field teachers	0.5%	2.4%
Number of Teachers with Provisional Credentials	19	8,605
Percentage of Teachers with Provisional Credentials	3.5%	7.3%

Administrators – Experience

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

Category	Admin. in District	Admin. in State
Total Number of administrators	35	9,952
Average years experience in public schools	15.8	16.1
Average years experience in district	15.8	12.5
Number of Administrators with 4 or more years experience in the district	33	7,675
Percentage of Administrators with 4 or more years experience in the district	94.3%	77.9%

Staff Counts

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

Staff Category	District: Total Staff Members	State: Total Staff Members
Teachers	549	118,882
Administrators	35	9,952
Librarians/Media Specialists	7	1,194
Nurses	6	2,960
School Counselors	20	4,519
Child Study Team Members	33	9,367
School Psychologists	6	2,166
School Social Workers	6	2,654
Student Assistance	2	381
Coordinators	2	381
School Safety Specialists	3	694

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Student and Staff Ratios

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

Ratio	District Ratio
Students to Teachers	12:1
Students to Administrators	182:1
Teachers to Administrators	16:1
Students to Librarians/Media Specialists †	912:1
Students to Nurses †	1064:1
Students to Counselors †	319:1
Students to Child Study Team Members †,††	34:1
Students to School Psychologists †	1064:1
Students to School Social Workers †	1064:1
Students to Student Assistance Coordinators †	3192:1
Students to School Safety Specialists †	2128:1

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

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

Teachers and Administrators – Demographics

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

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	48.0%	81.0%	60-70%	48.0%	77.0%	57.0%
Male	52.0%	19.0%	30-40%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤10%	≤1%	≤1%	≤1%
White	38.8%	92.3%	91.4%	39.1%	82.2%	74.8%
Hispanic	19.0%	2.9%	5.7%	33.1%	8.3%	8.5%
Black or African American	16.6%	2.2%	0.0%	14.4%	6.3%	14.3%
Asian	16.4%	2.0%	2.9%	10.1%	2.4%	1.4%
American Indian or Alaska Native	2.0%	0.2%	0.0%	0.2%	0.1%	0.1%
Native Hawaiian or Pacific Islander	1.3%	0.0%	0.0%	0.2%	0.4%	0.6%
Two or More Races	5.8%	0.4%	0.0%	2.9%	0.2%	0.4%

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

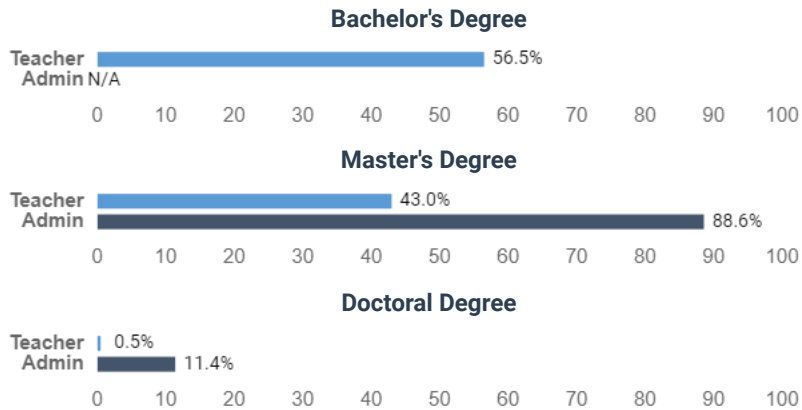
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district.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

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

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

Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2021-22 Teachers: Same district 2022-23	89.3%	88.4%
2021-22 Administrators: Same district 2022-23	97.1%	86.6%

Per-Pupil Expenditures

Per-Pupil Expenditures by Source

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

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

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

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

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

Sayreville Boro	Federal	State & Local	Total	ADE**
District Level Total Expenditures	\$617	\$15,869	\$16,486	6,169.4
District Level Central Expenditures		\$4,931	\$4,931	6,169.4
Sayreville War Memorial High School	\$12	\$10,156	\$10,168	1,737.8
Sayreville Middle School	\$276	\$10,347	\$10,623	1,357.4
Emma Arleth Elementary School	\$298	\$11,377	\$11,675	489.2
Dwight D. Eisenhower Elementary School	\$284	\$9,675	\$9,959	470.3
Harry S. Truman Elementary School	\$307	\$9,786	\$10,093	447.2
Samsel Upper Elementary School	\$273	\$10,896	\$11,169	841.9
Woodrow Wilson Elementary School	\$232	\$10,910	\$11,142	334.7
Project Before At Selover School		\$16,082	\$16,082	225.9
Cheesequake School	\$189	\$18,236	\$18,425	265.0
-				

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** Accountability calculations require 20 or more students

N No Data is available to display

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

Accountability

New Jersey's Every Student Succeeds Act (ESSA) Accountability 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 – Districtwide

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

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



Accountability

ESSA Accountability Progress

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

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

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

ESSA Accountability Indicator	2020-21	2021-22	2022-23
ELA Proficiency		52.2%	51.5%
Math Proficiency		36.8%	37.3%
ELA Growth		65	46
Math Growth		73	45
4-Year Graduation Rate†	94.3%	90.3%	89.9%
5-Year Graduation Rate†	96.9%	95.4%	93.5%
Progress toward English Language Proficiency		33.8%	45.7%
Chronic Absenteeism	9.3%	17.0%	13.0%

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

Accountability

Accountability Summary by Student Group - 2022-23 School Year

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

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

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

†Target was met within a confidence interval.

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Narrative

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



Highlights:

- While not all student assessment results met expectations, particularly in math, aligning with other DFG districts, state, and national results, they were also promising, especially ELA and AP courses.
- During 2022-23, the district continued to make upgrades to its facilities through ESIP/SPPA, federal grant, local funds, and via a \$97 million bond referendum that voters approved in September 2022.



Mission, Vision, Theme:

The Sayreville Public Schools serves students in preschool through twelfth grade. Our mission is to educate today's learners to be tomorrow's leaders by providing all students with a high quality, challenging education that instills character and enables our students to compete successfully in the 21st century. Our vision, called Vision 2030, focuses on preparing our graduates for what they will need when they enter the workforce and society in the year 2030 or sooner.



Courses, Curriculum, Instruction:

Sayreville Public Schools implements a well-balanced, coherent, research-based curriculum beginning with Tools of the Mind in preschool through our Advanced Placement courses at Sayreville War Memorial High School. Teachers and supervisors work to continually update and align our curriculum to the needs of today's learners. The most current curriculum standards, which include technology and 21st century learning skills, are incorporated into the curriculum and instructional design at all levels.

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Sports and Athletics:

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

In Sayreville, we take pride in the fact that the majority of our students in the middle school and high school participate in extra-curricular activities. In fact, more than half of our students participate in one or more of the 18 athletic programs that we offer, including Boys and Girls Volleyball, which we will add in the 2023-24 school year. Furthermore, we provide additional middle school teams for nearly every sport in order to give more students an opportunity to participate. We take great pride in the teamwork, sportsmanship, and leadership, as well as the dedication and hard work that our students demonstrate in the classroom and on the fields and courts.



Clubs and Activities:

In Sayreville we embrace the correlation between student engagement in the total school program and academic success. Thus, we provide a number of opportunities for students to participate in clubs and other activities. In fact, along with our middle school and high school Air Force Junior ROTC and Peer Leadership programs, as well as our Health Occupations Students of America, Odyssey of the Mind, Future Business Leaders of America, and Distributive Education Club of America teams, we offer an array of other student clubs for students in our middle and high school to participate in.



Before and After School Programs:

Along with athletics and clubs at the secondary level, in Sayreville we provide before and after school activities. Leading Edge Before and After School Programs offer before and after care for our preschool, elementary and middle school students. Likewise, we provide tutoring in math and language arts for students at risk of failing or not meeting standards-based expectations. In addition, our schools and PTOs offer a variety of enrichment activities for our students before and after school. Finally, our students participate in Special Olympics Unified Clubs and Sports.

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Staff and Professional Learning:

In Sayreville we embrace the empirically accepted fact that the number one factor in student learning is the effectiveness of the teacher. Therefore, we provide an abundance of professional development opportunities for our instructional staff, including four full day in-services. In fact, we created a program several years ago called Sayreville University, which is dedicated to training and professionally developing our new and seasoned certificated and non-certificated staff. Likewise, our teachers who want to develop their leadership capacity but not leave instruction, are given the opportunity to participate as teacher leaders in our Teacher Leader Network.



Postsecondary Information:

Each year approximately 85% of Sayreville War Memorial High School graduates participate in a post-secondary education program. In addition, about, 50% attend a 4-year college, while about 35% attend a 2-year school. Of the students that attend 4-year colleges, many of them remain in New Jersey, particularly at Rutgers University. However, several have attended Ivy League schools, such as Harvard, the University of Pennsylvania, Princeton, Columbia, and Cornell. Of those who attend 2-year colleges, most go to Middlesex County College.



Student Supports and Services:

In Sayreville we take tremendous pride in the educational services we provide to all our students, particularly those with disabilities. We provide 504 services, which include related services, for our students who have diagnosed disabilities that result in a substantial limitation of a life skill. In addition, we provide a free and appropriate education consisting of a full continuum of programs and related services for students identified as preschool or school aged children with disabilities. This year we implemented our new Bombers Beyond 18-21-Year-Old Program for students with disabilities that features a coffee shop called the Bombers Beyond Cafe.

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Student Health and Wellness:

In Sayreville, our nurses and other health and wellness practitioners take pride in the manner in which they care for both students and staff. Along with our nurses meeting all NJ Department of Education and Department of Health regulations and guidelines, our district food services also comply with all state and federal child nutrition regulations and guidelines. To oversee both vital district services, several years ago the district created a Nutrition, Health and Wellness Committee.



Parent and Community Involvement:

In Sayreville we value the partnerships that we have cultivated with our parents and the greater community. In fact, we believe that we can greatly enhance student performance by increasing the amount of time our parents involve themselves in the education of their children. Thus, each of our schools have very active parent teacher organizations and/or extra-curricular booster clubs. In addition, Sayreville SEPAG/PROUD provides support and advocacy to the parents of our students with disabilities. Lastly, parent leaders from PTOs, booster clubs, SEPAG/PROUD, and from the community are invited to serve on the Superintendent's Parent Advisory Council.



Facilities:

There are ten schools and one central office building in the Sayreville Public Schools. Although one of our buildings is less than 20 years old, the rest are more than 40 years of age. Nevertheless, our dedicated and hard-working custodians, maintenance, grounds, and stockroom staff that make up our Buildings and Grounds Department work tirelessly to repair, refurbish, and clean our buildings. In fact, despite their age, our buildings are very safe, sanitary, and charming.

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School Safety:

The safety and security of our students and staff is our highest priority in Sayreville. Thus, over the past several years we have made many changes to increase the security of our schools, most notably the installation of full interior and exterior video surveillance cameras in all our schools; the construction of secure retention vestibules in all our schools; and the installation of metal detectors and implementation of a student identification card system in our high school and middle school. The district also employs a large staff of full-time day and evening campus security monitors, and shares the funding to staff an armed Sayreville Police Officer in each of our schools, when students are present, with the Borough of Sayreville.



Technology and STEM:

In the district's 2017-2021 Strategic Action Plan, as well as the 2022-2023 addendum to it, a heavy emphasis was placed on technology and STEM education. In fact, recently the district created and implemented advanced placement computer programming classes. Similarly, the district has since implemented a STEM Career Academy at our high school. To assist in the development of it, the district has received Perkins Grant funding, along with several grants from private companies such as DuPont, Ashland, CMC Steel, and BASF. Likewise, the district also received a grant from Bristol-Myers to create a Robotics Program in our elementary schools.



Early Childhood Education:

Since we began receiving Preschool Expansion Aid in 2019-20 for the purposes of providing free full-day preschool for all 3 and 4-year-old children in Sayreville, we have increased the number of preschool students that we are educating from 300 to 700. Thus, the district is currently educating, for free, all known 3 and 4-year-old children in our acclaimed Project Before preschool program. In fact, to accommodate our substantial growth, we entered a 10-year lease agreement with the Old Bridge Township Public Schools for the Cheesequake Elementary School. Furthermore, in September of 2022, the district opened the newly renovated and refurbished Selover School as its second school dedicated to educating only preschool children. Finally, the district partners with several private preschools in the community educate the remainder of our students.