



Ewing Township School District (21-1430)

2022-2023

County: Mercer

District: Ewing Township School District

2099 Pennington Rd
Ewing, NJ 08618

Superintendent: Dr. David Gentile

[District Website](#)

609-538-9800 x1102



3,447
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	Mercer
District	Ewing Township School District
Superintendent Name	Dr. David Gentile
Address	2099 Pennington Rd, Ewing, NJ 08618
Phone Number	609-538-9800 x1102
Email Address	dgentile@ewingboe.org
Website	www.ewing.k12.nj.us
Twitter	https://twitter.com/TheEwingSchools



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
Ewing High School	09-12
Francis Lore Elementary School	PK-05
Gilmore J Fisher Middle School	06-08
Parkway Elementary School	PK-05
William L Antheil Elementary School	PK-05

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	36	59	87
KG	228	257	265
1	255	227	263
2	225	254	231
3	240	236	257
4	261	254	246
5	251	261	255
6	272	253	253
7	280	267	251
8	270	283	274
9	284	276	275
10	237	275	276
11	216	244	259
12	294	241	255
Total	3,349	3,387	3,447

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%	47.0%
Male	52.0%	52.0%	53.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	47.0%	33.5%	50.7%
Students with Disabilities	22.3%	21.1%	22.0%
English Learners	5.9%	7.1%	7.0%
Homeless Students	0.5%	0.5%	1.2%
Students in Foster Care	0.2%	0.4%	0.1%
Military-Connected Students	1.0%	1.1%	1.4%
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	24.0%	22.5%	21.0%
Hispanic	21.2%	25.2%	25.8%
Black or African American	45.8%	43.4%	43.9%
Asian	4.4%	4.1%	4.2%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.1%
American Indian or Alaska Native	0.0%	0.1%	0.1%
Two Or More Races	4.5%	4.7%	5.0%

Demographics

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

Enrollment Trends by Full / Half Day PK and KG

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

Grade	2020-21	2021-22	2022-23
PK - Half Day	15	48	66
PK - Full Day	21	11	21
KG - Half Day	0	0	0
KG - Full Day	228	257	265

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.

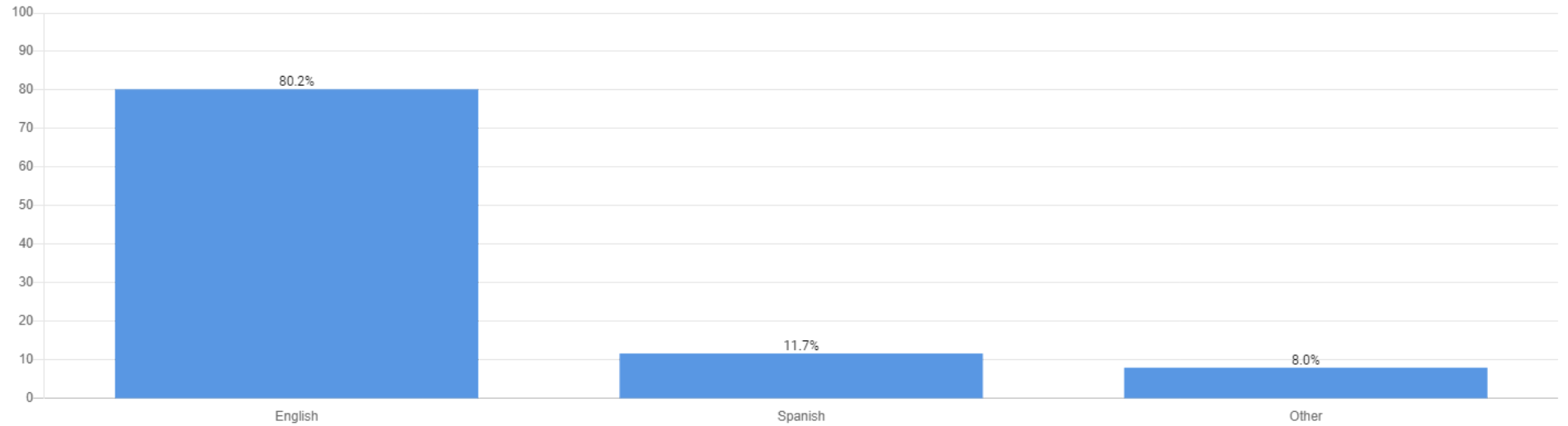
Enrollment Status	2020-21	2021-22	2022-23
Full Time Students	3,309	3,395	3,445
Shared Time Students	79	37	31
Full Time Equivalent	3,349	3,414	3,461

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			47			48
Met Standard (40-59.5)?			Met Standard			Met Standard
Statewide: Median Student Growth Percentile			50			50

Student Growth

Student Growth

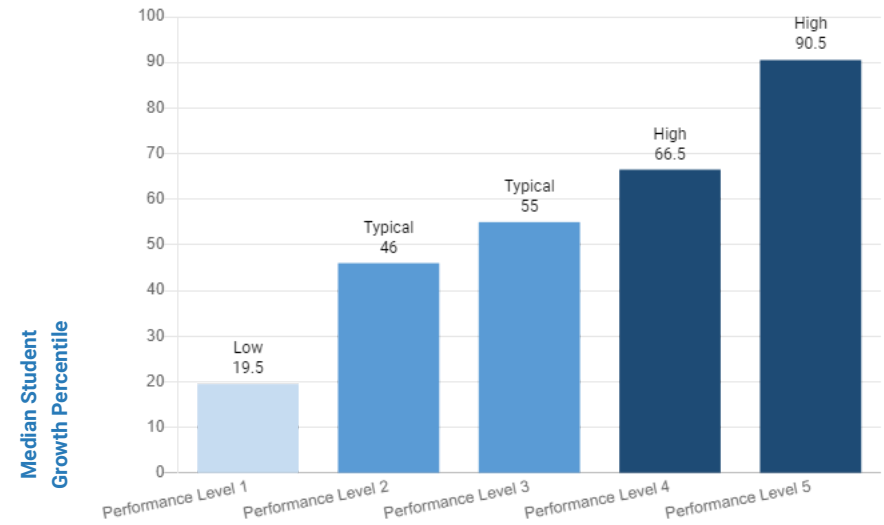
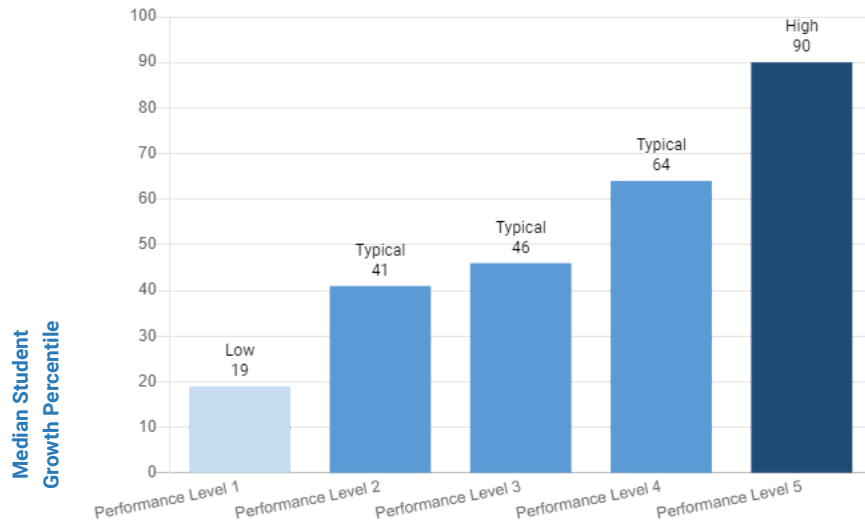
This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

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	47	50	Met Standard	48	50	Met Standard
White	45	51	Met Standard	48.5	51	Met Standard
Hispanic	44	47	Met Standard	47	47	Met Standard
Black or African American	49	45	Met Standard	48	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	56	60	Met Standard	54	61	Met Standard
American Indian or Alaska Native	N	54	**	N	49	**
Two or More Races	46	52	Met Standard	48	51	Met Standard
Female	45	52		47	49	
Male	49.5	48		49	51	
Non-Binary/Undesignated Gender	*	46.5		*	62	
Economically Disadvantaged Students	45.5	46	Met Standard	48	46	Met Standard
Students with Disabilities	42	40	Met Standard	40	42	Met Standard
English Learners	43	47	Met Standard	52.5	48	Met Standard
Homeless Students	39	42		58	42	
Students in Foster Care	*	42		*	44	
Military-Connected Students	51.5	50		46	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.

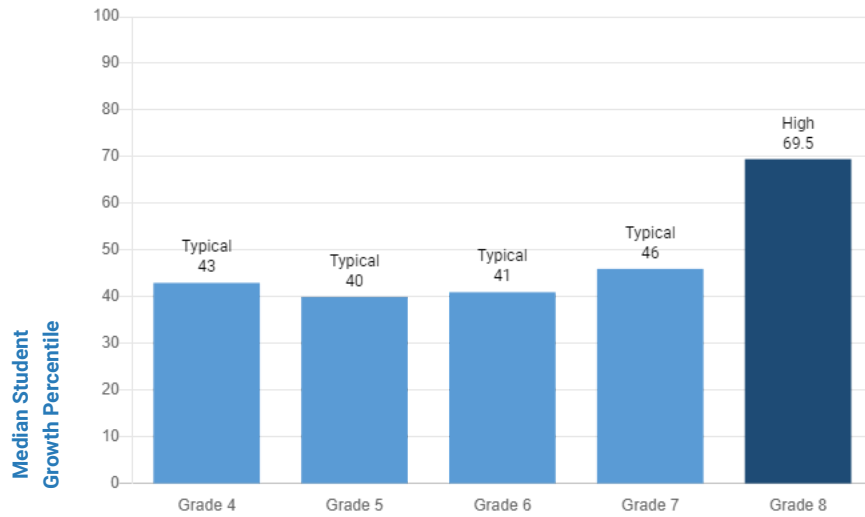


Student Growth

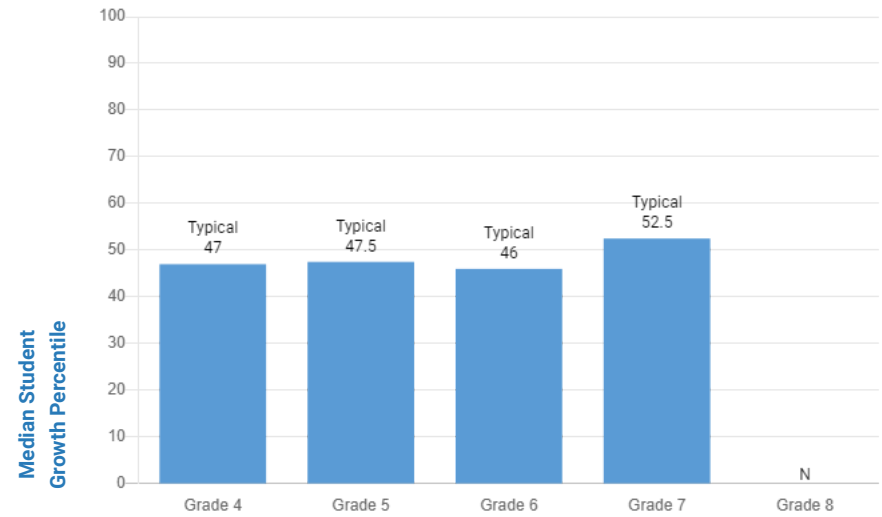
Student Growth by Grade

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

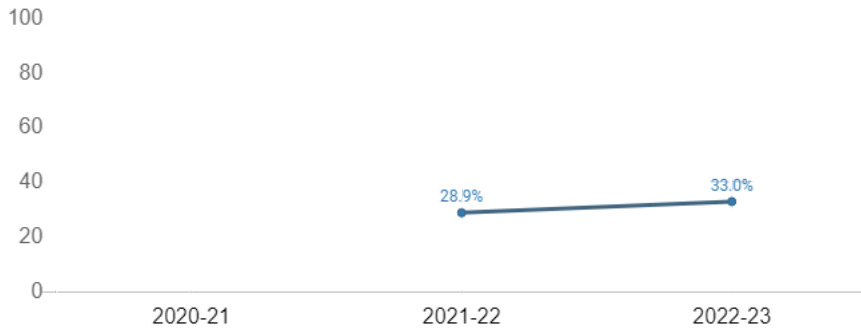
Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

English Language Arts and Mathematics Performance Trends

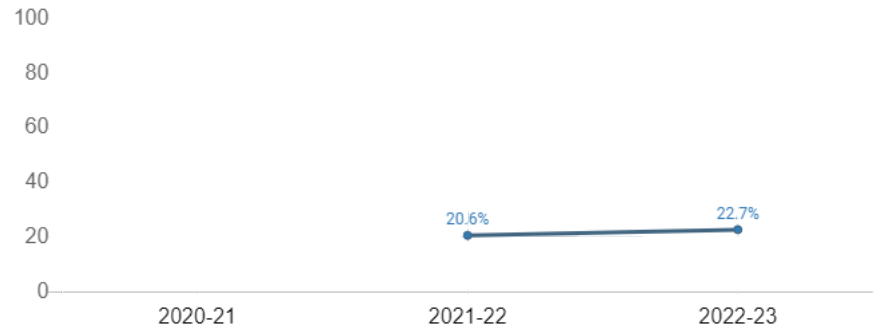
These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the New Jersey Student Learning Assessment (NJSLA) and the DLM alternate assessment for English language arts (ELA) and mathematics. The Proficiency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

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2020-21 ELA	2021-22 ELA	2022-23 ELA	2020-21 Math	2021-22 Math	2022-23 Math
Participation Rate		94.4%	96.1%		94.6%	96.8%
Proficiency Rate for Federal Accountability		28.9%	33.0%		20.6%	22.7%
Annual Target		46.8%	48.9%		42.6%	45.0%
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.

Report Key:

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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	1,783	96.1%	33%	51.3%	33%	48.9%	Not Met
White	387	95.8%	46.8%	60.7%	46.8%	59.2%	Not Met
Hispanic	440	95%	28.6%	37.3%	28.6%	44.2%	Not Met
Black or African American	804	96.8%	26.6%	34%	26.6%	41.5%	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	95.6%	56.7%	79.8%	56.7%	65.4%	Met Target†
American Indian or Alaska Native	*	*	*	52.7%	*	**	**
Two or More Races	91	97.9%	36.3%	58.2%	36.3%	48.9%	Not Met
Female	*	96.9%	37%	56.8%	37%		
Male	*	95.5%	29.2%	46%	29.2%		
Non-binary/undesignated gender	*	*	*	62.5%	*		
Economically Disadvantaged Students	937	95.4%	23.9%	33.4%	23.9%	40.1%	Not Met
Non-Economically Disadvantaged Students	846	96.9%	43%	61.3%	43%		
Students with Disabilities	434	96.2%	13.4%	19.2%	13.4%	32.7%	Not Met
Students without Disabilities	1,349	96.1%	39.3%	58.3%	39.3%		
English Learners	139	92.4%	12.2%	23.9%	12.1%	35.8%	Not Met
Non-English Learners	1,644	96.5%	34.7%	54.7%	34.7%		
Homeless Students	16	84.2%	12.5%	23.2%	11%		
Students in Foster Care	*	*	*	20.3%	*		
Military-Connected Students	26	100%	50%	49.2%	50%		
Migrant Students	*	*	*	15.9%	*		

† Target was met within a confidence interval.

Academic Achievement

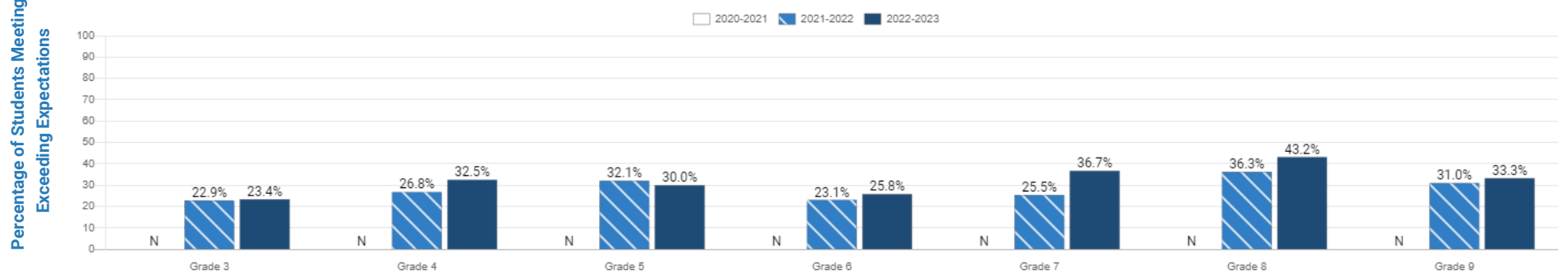
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Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing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

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

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

English Language Arts Assessment - Performance By Grade: Grade 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	248	719	739	34%	19%	24%	23%	1%	23%	42%
White	*	736	749	15%	19%	29%	36%	2%	37%	51%
Hispanic	66	720	723	36%	14%	24%	26%	0%	26%	27%
Black or African American	102	709	722	43%	23%	22%	12%	1%	13%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	*	*	*	*	*	*	69%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	52%
Two or More Races	12	709	749	42%	25%	17%	17%	0%	17%	51%
Female	*	723	744	31%	18%	26%	24%	2%	25%	47%
Male	*	716	734	37%	20%	22%	22%	0%	22%	37%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	129	709	719	44%	19%	25%	12%	0%	12%	23%
Non-Economically Disadvantaged Students	119	731	751	23%	19%	23%	34%	2%	35%	53%
Students with Disabilities	61	699	709	61%	15%	13%	11%	0%	11%	18%
Students without Disabilities	187	726	745	25%	20%	27%	26%	1%	27%	47%
English Learners	16	706	703	44%	19%	25%	13%	0%	13%	12%
Non-English Learners	232	720	743	33%	19%	24%	23%	1%	24%	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	240	734	748	20%	16%	32%	30%	3%	33%	51%
White	53	749	758	4%	19%	28%	42%	8%	49%	62%
Hispanic	60	725	734	27%	17%	35%	22%	0%	22%	36%
Black or African American	108	731	733	24%	12%	32%	30%	2%	31%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	55%
Two or More Races	12	722	757	25%	33%	25%	17%	0%	17%	60%
Female	*	734	752	20%	18%	27%	31%	3%	35%	55%
Male	*	733	745	20%	14%	36%	28%	2%	30%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	135	728	731	24%	15%	38%	21%	1%	23%	32%
Non-Economically Disadvantaged Students	105	740	759	14%	17%	24%	40%	5%	45%	63%
Students with Disabilities	46	712	720	50%	17%	15%	15%	2%	17%	22%
Students without Disabilities	194	739	755	13%	15%	36%	33%	3%	36%	58%
English Learners	*	708	712	*	*	*	*	*	*	14%
Non-English Learners	*	736	752	17%	16%	32%	32%	3%	35%	55%
Homeless Students	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	*	*	724	*	*	*	*	*	*	25%
Military-Connected Students	*	*	748	*	*	*	*	*	*	51%
Migrant Students	*	*	697	*	*	*	*	*	*	15%

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English Language Arts Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	257	732	750	16%	26%	28%	29%	1%	30%	53%
White	*	738	759	11%	28%	22%	39%	0%	39%	64%
Hispanic	70	729	736	16%	27%	29%	29%	0%	29%	39%
Black or African American	108	730	733	19%	28%	30%	21%	3%	24%	34%
Asian, Native Hawaiian, or Pacific Islander	*	747	777	0%	9%	36%	55%	0%	55%	82%
American Indian or Alaska Native	*	*	752	*	*	*	*	*	*	53%
Two or More Races	14	724	759	29%	21%	21%	29%	0%	29%	62%
Female	*	736	755	14%	26%	26%	32%	2%	34%	58%
Male	*	729	745	18%	27%	29%	26%	0%	26%	48%
Non-binary/undesignated gender	*	*	747	*	*	*	*	*	*	40%
Economically Disadvantaged Students	129	726	732	21%	29%	29%	20%	2%	22%	34%
Non-Economically Disadvantaged Students	128	738	761	11%	24%	27%	38%	1%	38%	65%
Students with Disabilities	49	709	720	39%	39%	10%	12%	0%	12%	20%
Students without Disabilities	208	737	756	11%	24%	32%	33%	1%	34%	60%
English Learners	17	708	707	*	*	*	*	*	*	*
Non-English Learners	240	734	754	16%	24%	28%	31%	1%	32%	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](#).

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

English Language Arts Assessment - Performance By Grade: Grade 7

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

Student Group	Valid Scores	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	248	734	752	14%	24%	25%	31%	6%	37%	56%
White	47	743	761	9%	21%	28%	34%	9%	43%	65%
Hispanic	58	726	738	19%	29%	21%	28%	3%	31%	41%
Black or African American	125	732	735	15%	24%	26%	30%	4%	34%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	784	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	55%
Two or More Races	10	741	758	0%	20%	30%	50%	0%	50%	62%
Female	*	740	759	11%	20%	28%	33%	8%	41%	62%
Male	*	729	746	17%	29%	22%	29%	3%	32%	50%
Non-binary/undesignated gender	*	*	759	*	*	*	*	*	*	53%
Economically Disadvantaged Students	124	725	735	19%	28%	29%	21%	3%	24%	38%
Non-Economically Disadvantaged Students	124	743	762	9%	20%	22%	41%	8%	49%	66%
Students with Disabilities	53	712	715	*	*	*	*	*	*	18%
Students without Disabilities	195	740	760	10%	21%	26%	37%	7%	44%	63%
English Learners	13	702	701	*	*	*	*	*	*	*
Non-English Learners	235	736	756	13%	22%	26%	33%	6%	39%	59%
Homeless Students	*	*	722	*	*	*	*	*	*	25%
Students in Foster Care	*	*	716	*	*	*	*	*	*	19%
Military-Connected Students	*	*	749	*	*	*	*	*	*	54%
Migrant Students	*	*	701	*	*	*	*	*	*	10%

Report Key:

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

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 - 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	1,772	96.8%	22.7%	38.2%	22.7%	45%	Not Met
White	384	95.3%	40.6%	48.7%	40.6%	54.3%	Not Met
Hispanic	438	96.4%	18.7%	22.2%	18.7%	43.6%	Not Met
Black or African American	800	97.5%	15.1%	17.9%	15.1%	37%	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	97%	45%	73.1%	45%	69.1%	Not Met
American Indian or Alaska Native	*	*	*	40.1%	*	**	**
Two or More Races	89	97.8%	18%	46.4%	18%	38.2%	Not Met
Female	*	97.4%	19.9%	36.5%	19.9%		
Male	*	96.2%	25.1%	39.9%	25.1%		
Non-binary/undesignated gender	*	*	*	36.8%	*		
Economically Disadvantaged Students	935	96.5%	16.3%	19.5%	16.3%	37.4%	Not Met
Non-Economically Disadvantaged Students	837	97.1%	29.9%	48.8%	29.9%		
Students with Disabilities	426	96.9%	12.7%	15.7%	12.7%	29.8%	Not Met
Students without Disabilities	1,346	96.7%	25.9%	43%	25.9%		
English Learners	142	94.3%	12%	18.1%	12%	30.7%	Not Met
Non-English Learners	1,630	97%	23.6%	41%	23.6%		
Homeless Students	17	85%	<10%	11.9%	<10%		
Students in Foster Care	*	*	*	<10%	*		
Military-Connected Students	26	100%	38.5%	37.3%	38.5%		
Migrant Students	*	*	*	12.7%	*		

† Target was met within a confidence interval.

Academic Achievement

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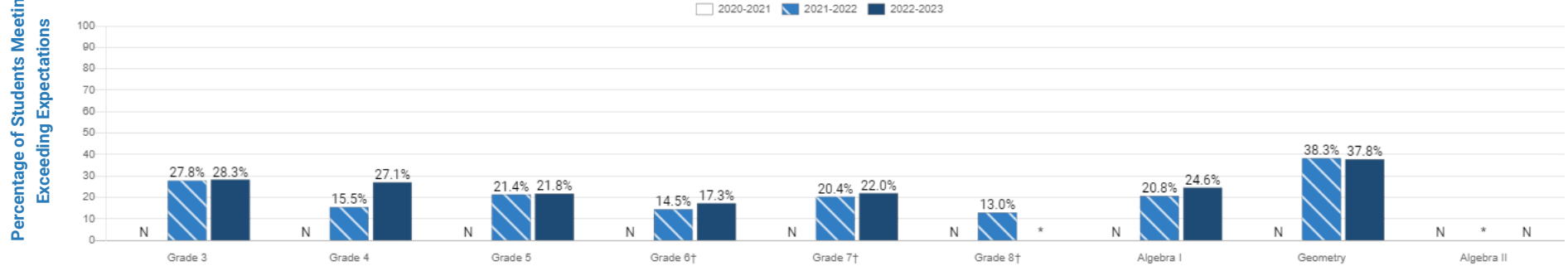
For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability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

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

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

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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 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	251	730	745	21%	25%	26%	22%	6%	28%	46%
White	*	750	756	12%	8%	31%	39%	10%	49%	58%
Hispanic	67	729	731	19%	30%	21%	27%	3%	30%	29%
Black or African American	104	719	725	30%	30%	24%	11%	6%	16%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	752	*	*	*	*	*	*	57%
Two or More Races	12	724	753	17%	42%	25%	17%	0%	17%	53%
Female	*	729	743	18%	25%	32%	20%	4%	24%	44%
Male	*	731	747	24%	24%	21%	24%	7%	32%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	132	719	727	28%	28%	27%	16%	1%	17%	26%
Non-Economically Disadvantaged Students	119	742	756	13%	21%	24%	29%	12%	41%	58%
Students with Disabilities	61	720	724	25%	34%	25%	10%	7%	16%	24%
Students without Disabilities	190	734	750	20%	22%	26%	26%	6%	32%	50%
English Learners	17	721	721	24%	29%	24%	24%	0%	24%	20%
Non-English Learners	234	731	749	21%	24%	26%	22%	6%	29%	50%
Homeless Students	*	*	716	*	*	*	*	*	*	16%
Students in Foster Care	*	*	718	*	*	*	*	*	*	16%
Military-Connected Students	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	728	*	*	*	*	*	*	25%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	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	240	732	743	14%	25%	34%	26%	1%	27%	44%
White	53	745	754	9%	8%	36%	45%	2%	47%	57%
Hispanic	60	728	729	17%	27%	38%	18%	0%	18%	27%
Black or African American	108	727	723	16%	31%	32%	20%	1%	21%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	750	*	*	*	*	*	*	49%
Two or More Races	12	730	751	17%	33%	33%	17%	0%	17%	54%
Female	*	728	741	17%	29%	32%	21%	1%	22%	42%
Male	*	737	745	11%	20%	36%	31%	1%	32%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	135	730	725	15%	23%	39%	22%	1%	23%	24%
Non-Economically Disadvantaged Students	105	735	754	13%	27%	28%	31%	1%	32%	57%
Students with Disabilities	46	713	720	39%	28%	22%	11%	0%	11%	21%
Students without Disabilities	194	737	748	8%	24%	37%	30%	1%	31%	49%
English Learners	*	718	716	*	*	*	*	*	*	14%
Non-English Learners	*	734	747	13%	24%	34%	28%	1%	29%	48%
Homeless Students	*	*	715	*	*	*	*	*	*	15%
Students in Foster Care	*	*	713	*	*	*	*	*	*	13%
Military-Connected Students	*	*	744	*	*	*	*	*	*	45%
Migrant Students	*	*	712	*	*	*	*	*	*	21%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	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	257	727	740	14%	33%	32%	21%	0%	22%	40%
White	*	735	750	9%	22%	35%	33%	0%	33%	52%
Hispanic	70	725	726	13%	36%	36%	16%	0%	16%	23%
Black or African American	108	721	720	19%	37%	26%	18%	1%	19%	18%
Asian, Native Hawaiian, or Pacific Islander	*	745	772	0%	27%	18%	55%	0%	55%	76%
American Indian or Alaska Native	*	*	742	*	*	*	*	*	*	42%
Two or More Races	14	727	749	*	*	*	*	*	*	50%
Female	*	725	739	15%	34%	29%	21%	1%	22%	38%
Male	*	728	741	12%	31%	35%	22%	0%	22%	42%
Non-binary/undesignated gender	*	*	745	*	*	*	*	*	*	45%
Economically Disadvantaged Students	129	720	723	19%	37%	26%	17%	1%	18%	19%
Non-Economically Disadvantaged Students	128	733	751	8%	28%	38%	26%	0%	26%	52%
Students with Disabilities	49	717	719	22%	45%	22%	10%	0%	10%	17%
Students without Disabilities	208	729	745	12%	30%	34%	24%	0%	25%	45%
English Learners	17	703	711	*	*	*	*	*	*	*
Non-English Learners	240	728	743	12%	31%	33%	23%	0%	23%	43%
Homeless Students	*	*	713	*	*	*	*	*	*	11%
Students in Foster Care	*	*	714	*	*	*	*	*	*	10%
Military-Connected Students	*	*	741	*	*	*	*	*	*	39%
Migrant Students	*	*	713	*	*	*	*	*	*	21%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 8

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	224	709	716	*	*	*	*	*	*	18%
White	33	719	727	21%	30%	33%	15%	0%	15%	25%
Hispanic	65	706	709	*	*	*	*	*	*	12%
Black or African American	106	707	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	739	*	*	*	*	*	*	41%
American Indian or Alaska Native	*	*	708	*	*	*	*	*	*	12%
Two or More Races	12	706	719	*	*	*	*	*	*	21%
Female	*	708	717	*	*	*	*	*	*	17%
Male	*	710	716	37%	29%	25%	10%	0%	10%	18%
Non-binary/undesignated gender	*	*	728	*	*	*	*	*	*	28%
Economically Disadvantaged Students	135	707	707	*	*	*	*	*	*	11%
Non-Economically Disadvantaged Students	89	711	723	*	*	*	*	*	*	23%
Students with Disabilities	55	692	699	*	*	*	*	*	*	*
Students without Disabilities	169	714	721	*	*	*	*	*	*	21%
English Learners	16	677	694	*	*	*	*	*	*	*
Non-English Learners	208	711	718	*	*	*	*	*	*	19%
Homeless Students	*	*	700	*	*	*	*	*	*	*
Students in Foster Care	*	*	692	*	*	*	*	*	*	*
Military-Connected Students	*	*	721	*	*	*	*	*	*	22%
Migrant Students	*	*	686	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Performance By Test: Algebra I

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

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

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	264	729	738	21%	26%	28%	21%	3%	25%	35%
White	57	750	747	4%	21%	28%	39%	9%	47%	46%
Hispanic	*	724	723	25%	27%	25%	22%	2%	23%	20%
Black or African American	130	723	720	26%	29%	29%	13%	2%	15%	16%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	*	*	*	*	*	*	73%
American Indian or Alaska Native	*	*	732	*	*	*	*	*	*	31%
Two or More Races	11	726	746	27%	27%	18%	27%	0%	27%	44%
Female	*	731	737	18%	22%	36%	21%	3%	24%	34%
Male	*	727	739	24%	31%	20%	21%	4%	25%	37%
Non-binary/undesignated gender	*	*	739	*	*	*	*	*	*	34%
Economically Disadvantaged Students	130	721	722	28%	28%	25%	17%	2%	18%	18%
Non-Economically Disadvantaged Students	134	737	746	13%	24%	32%	25%	5%	31%	44%
Students with Disabilities	*	713	712	*	*	*	*	*	*	*
Students without Disabilities	*	734	742	18%	20%	32%	25%	4%	30%	40%
English Learners	*	686	706	*	*	*	*	*	*	*
Non-English Learners	*	731	740	18%	27%	29%	22%	4%	26%	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](#). For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

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

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	14	14
4	*	*
5	*	*
6	11	11
7	11	11
8	*	*
9	N	N
10	N	N
11	*	*

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Academic Achievement

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

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

English Language Proficiency Test - Participation and Performance

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

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score 4.5 or Above
0-2	128	>90%	<10%
3-4	59	89.8%	10.2%
5 or more	44	77.3%	22.7%

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	34.7%	27.4%	Met Target

† Target was met within a confidence interval.

Academic Achievement

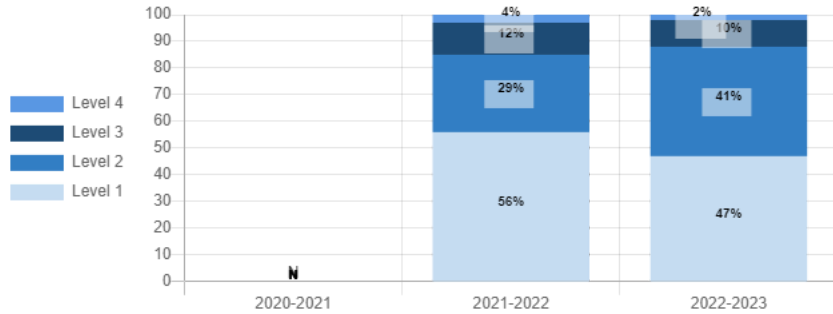
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent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

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

NJSLA Science Assessment: Grade 5 Summary

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

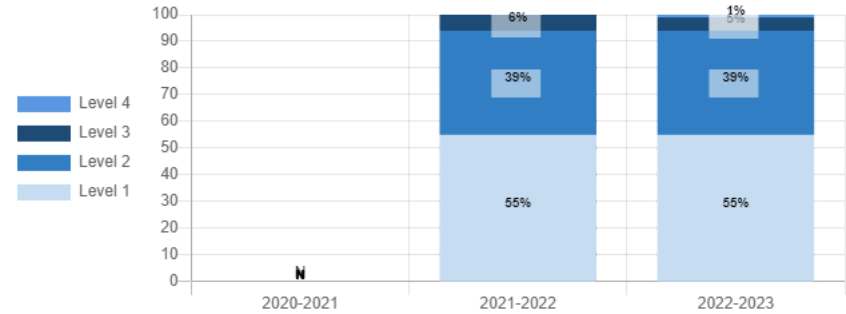
Important note for 2022-23 Reports: Due to the cancellation of statewide assessments in prior years, statewide assessment results are not available for the 2020-21 school year.



NJSLA Science Assessment: Grade 8 Summary

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

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



Academic Achievement

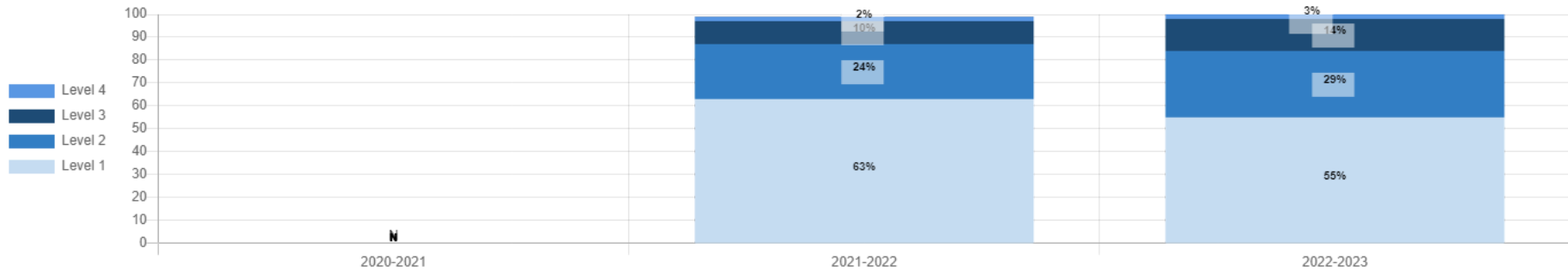
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For detailed information showing comparisons of the percentage of students performing at each of the four NJSLA-Science performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023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

NJSLA Science Assessment: Grade 11 Summary

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

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



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Academic Achievement

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

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

NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Districtwide	47%	41%	10%	2%
White	26%	52%	17%	6%
Hispanic	51%	40%	9%	0%
Black or African American	56%	35%	7%	2%
Asian, Native Hawaiian, or Pacific Islander	20%	60%	10%	10%
American Indian or Alaska Native	*	*	*	*
Two or More Races	54%	38%	8%	0%
Female	52%	35%	10%	3%
Male	42%	47%	10%	2%
Non-binary/undesignated gender	*	*	*	*
Economically Disadvantaged Students	60%	34%	4%	2%
Non-Economically Disadvantaged Students	33%	48%	16%	3%
Students with Disabilities	65%	29%	6%	0%
Students without Disabilities	42%	44%	11%	3%
English Learners	81%	19%	0%	0%
Non-English Learners	44%	43%	10%	3%
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 who took the Dynamic Learning Maps (DLM) Science assessment. Visit the [assessment reports page](#) for DLM results.

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

NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Districtwide	55%	39%	5%	1%
White	38%	49%	9%	4%
Hispanic	58%	40%	1%	0%
Black or African American	62%	33%	4%	1%
Asian, Native Hawaiian, or Pacific Islander	40%	60%	0%	0%
American Indian or Alaska Native	*	*	*	*
Two or More Races	64%	21%	14%	0%
Female	52%	40%	7%	1%
Male	58%	39%	2%	1%
Non-binary/undesignated gender	*	*	*	*
Economically Disadvantaged Students	57%	39%	3%	0%
Non-Economically Disadvantaged Students	53%	38%	7%	2%
Students with Disabilities	74%	24%	2%	0%
Students without Disabilities	50%	42%	6%	1%
English Learners	88%	13%	0%	0%
Non-English Learners	53%	40%	5%	1%
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	*	*	*	*

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Academic Achievement

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

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

NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Districtwide	55%	29%	14%	3%
White	31%	40%	24%	5%
Hispanic	75%	15%	8%	2%
Black or African American	59%	30%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	47%	38%	14%	1%
Male	61%	21%	13%	5%
Non-binary/undesignated gender	*	*	*	*
Economically Disadvantaged Students	67%	25%	8%	0%
Non-Economically Disadvantaged Students	47%	31%	17%	5%
Students with Disabilities	75%	21%	4%	0%
Students without Disabilities	50%	31%	16%	4%
English Learners	*	*	*	*
Non-English Learners	53%	30%	14%	3%
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	271	67.5%	80.5%	272	39.7%	55%
White	60	81.7%	88.3%	60	63.3%	68%
Hispanic	59	54.2%	69.4%	60	26.7%	36.3%
Black or African American	134	66.4%	68.5%	135	32.6%	30.3%
Asian, Native Hawaiian, or Pacific Islander	*	*	>90%	*	*	86.8%
American Indian or Alaska Native	*	*	73.1%	*	*	45.9%
Two or More Races	11	72.7%	86.2%	10	50%	64.2%
Female	*	76.6%	85.4%	*	41.6%	55.9%
Male	*	59.9%	75.7%	*	38.1%	54.2%
Non-binary/undesignated gender	*	*	88.7%	*	*	68.5%
Economically Disadvantaged Students	106	59.4%	67.9%	105	26.7%	34.1%
Non-Economically Disadvantaged Students	165	72.7%	85.6%	167	47.9%	63.8%
Students with Disabilities	53	34%	47.1%	54	11.1%	17%
Students without Disabilities	218	75.7%	86%	218	46.8%	61.3%
English Learners	11	<10%	17.7%	11	<10%	<10%
Non-English Learners	260	70%	83.6%	261	41.4%	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	87.4%	78.3%
12th graders taking SAT in 2022-2023 or prior years	39.6%	61.9%
12th graders taking ACT in 2022-2023 or prior years	2.7%	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	421	466	Grade 10: 430 Grade 11: 460	42%	56%
PSAT 10/NMSQT - Math	436	462	Grade 10: 480 Grade 11: 510	22%	35%
SAT - Reading and Writing	513	533	480	61%	67%
SAT - Math	505	525	530	41%	48%
ACT - Reading	*	25	22	*	66%
ACT - English	*	24	18	*	80%
ACT - Math	*	24	22	*	63%
ACT - Science	*	24	23	*	59%

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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	21.4%	12.5%	34.9%	24.0%
White	39.3%	23.9%	40.0%	29.8%
Hispanic	16.8%	9.2%	22.4%	17.1%
Black or African American	14.8%	8.2%	19.2%	15.6%
Asian, Native Hawaiian, or Pacific Islander	31.6%	15.8%	68.2%	29.5%
American Indian or Alaska Native	N	N	28.9%	27.4%
Two or More Races	12.5%	12.5%	39.0%	25.8%
Female	26.0%	14.8%	40.2%	27.1%
Male	17.4%	10.4%	29.6%	20.8%
Non-Binary/Undesignated Gender	*	*	35.6%	20.7%
Economically Disadvantaged Students	14.1%	7.3%	21.6%	17.2%
Students with Disabilities	0.9%	2.7%	4.6%	9.0%
English Learners	0.0%	0.0%	9.6%	7.1%
Homeless Students	*	*	10.1%	13.7%
Students In Foster Care	N	N	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 Biology	23	23
AP Calculus AB	12	8
AP English Language and Composition	29	25
AP English Literature and Composition	31	20
AP Environmental Science	25	23
AP European History	5	2
AP Human Geography	24	23
AP Spanish Language	4	4
AP Statistics	17	12
AP Studio Art—Drawing Portfolio	2	2
AP U.S. Government and Politics	8	6
AP U.S. History	19	18
Total Exams taken		166
Exams with scores of at least 3 on AP exams or 4 on IB exams		96

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



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Career and Technical Education Participation by Student Group

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

Student Group	District: % CTE Participants	District: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Districtwide	14.5%	7.3%	7.1%	10.5%
White	13.9%	8.9%	5.7%	10.0%
Hispanic	13.4%	5.7%	8.9%	10.9%
Black or African American	14.8%	7.9%	8.5%	11.1%
Asian, Native Hawaiian, or Pacific Islander	25.0%	5.0%	5.8%	10.6%
American Indian or Alaska Native	*	*	6.7%	9.4%
Two or More Races	10.0%	2.5%	6.5%	10.7%
Female	13.5%	8.1%	7.1%	10.9%
Male	15.5%	6.4%	7.2%	10.2%
Non-Binary/Undesignated Gender	*	*	7.3%	13.6%
Economically Disadvantaged Students	13.1%	7.0%	9.4%	11.2%
Students with Disabilities	9.6%	7.7%	5.8%	8.2%
English Learners	8.4%	1.1%	7.0%	3.6%
Homeless Students	*	*	8.5%	5.5%
Students In Foster Care	*	*	4.6%	6.8%
Military-Connected Students	15.4%	0.0%	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
Architecture & Construction	*
Arts, A/V Technology & Communications	*
Health Science	*
Hospitality & Tourism	15
Human Services	*
Law, Public Safety, Corrections & Security	*
Manufacturing	*
Science, Technology, Engineering & Mathematics	*
Transportation, Distribution & Logistics	*
Total	40

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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 | 0.3%
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
Architecture & Construction	*	*	*
Arts, A/V Technology & Communications	*	*	*
Business Management & Administration	119	*	*
Health Science	*	*	*
Hospitality & Tourism	101	*	*
Human Services	*	*	*
Law, Public Safety, Corrections & Security	*	*	*
Manufacturing	*	*	*
Science, Technology, Engineering & Mathematics	*	*	*
Transportation, Distribution & Logistics	*	*	*
Total	245	*	*

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	272
7	0	0	0	0	0	0	245
8	46	0	0	0	0	0	242
9	253	52	0	0	0	0	2
10	12	218	59	7	0	0	3
11	7	14	188	44	3	13	1
12	1	5	24	28	9	17	3
Total	319	289	271	79	12	30	768
Enrolled in AP/IB Course					12	17	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	29	0	252	1	0	2
10	227	16	30	11	0	3
11	41	78	17	109	26	10
12	79	34	15	36	27	26
Total	376	128	314	157	53	41
Enrolled in AP/IB Course	23	0		25	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

College and Career Readiness

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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	286	8	0	0	0	2
10	27	213	0	9	4	27
11	9	247	0	12	3	12
12	3	44	0	26	11	24
Total	325	512	0	47	18	65
Enrolled in AP/IB Course	0	19	0	0		34
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	1	247	0	0	0	0	0
7	174	79	0	0	0	0	0
8	182	93	0	0	0	0	0
9	196	55	0	0	0	0	0
10	141	30	0	0	0	0	0
11	58	13	0	0	0	0	0
12	45	15	0	0	0	0	0
Total	797	532	0	0	0	0	0
Enrolled in AP/IB Course	4	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	67	21	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.

Computer Science – Course Participation

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

Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
KG	N	N	N	N	N	N	N
1	N	N	N	N	N	N	N
2	N	N	N	N	N	N	N
3	N	N	N	N	N	N	N
4	N	N	N	N	N	N	N
5	N	N	N	N	N	N	N
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
9	20	0	0	0	0	0	0
10	19	0	0	0	0	0	0
11	32	0	0	0	0	0	0
12	51	0	0	0	0	0	0
Total	122	0	0	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

College and Career Readiness

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

Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy	Percentage of 12th Graders
Total Seals Earned	0	NA
Total Unique Students Earning Seals	0	0.0%

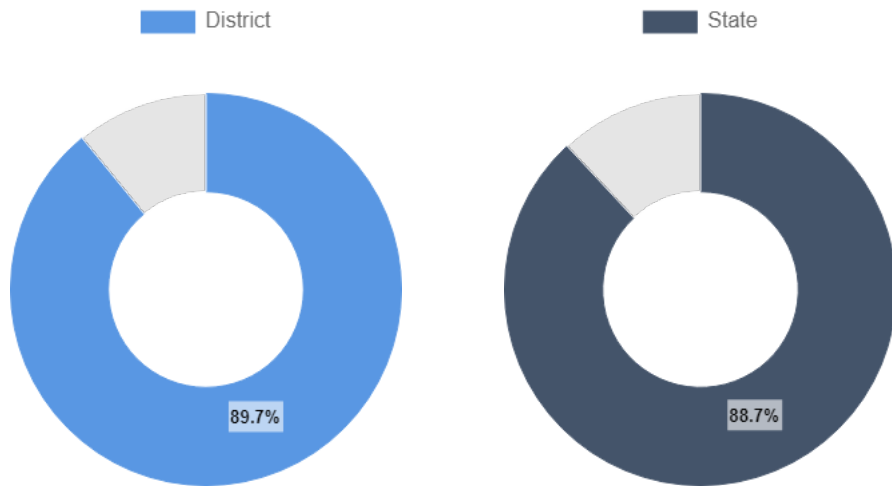
College and Career Readiness

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.

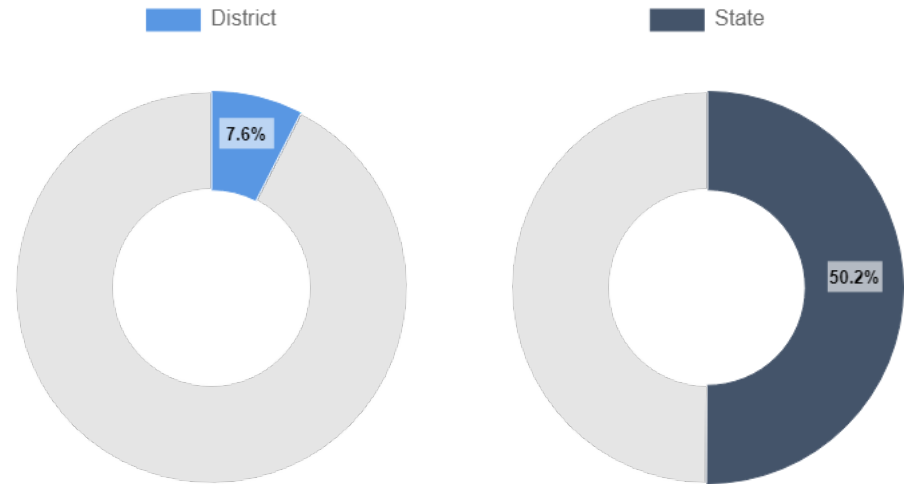
Visual and Performing Arts – Course Participation

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

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



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



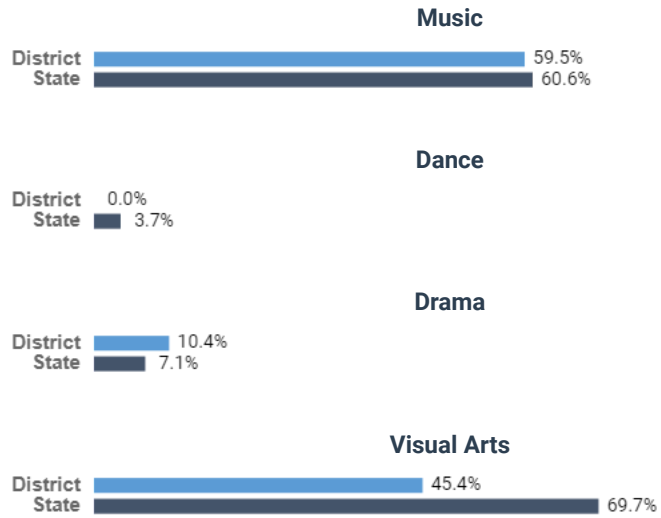
College and Career Readiness

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

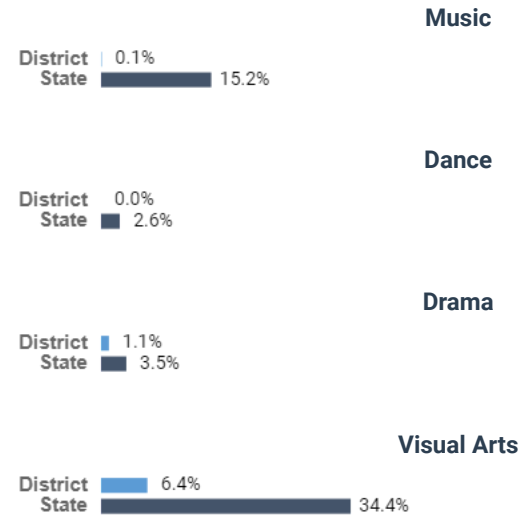
Visual and Performing Arts – Course Participation

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

Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:



Graduation/ Postsecondary

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

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

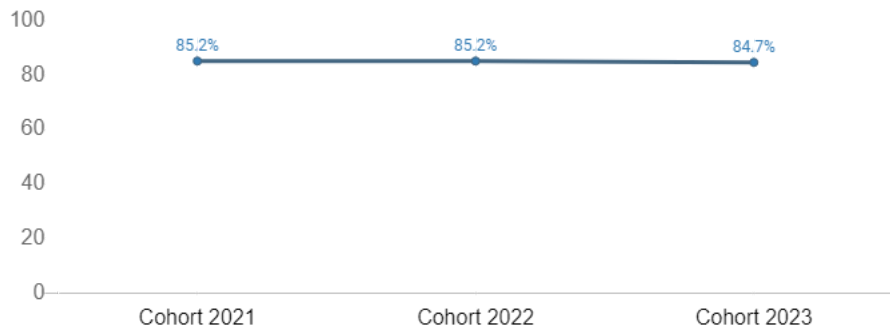
To be included as a graduate in the federal version of the graduation rate, students must have met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless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

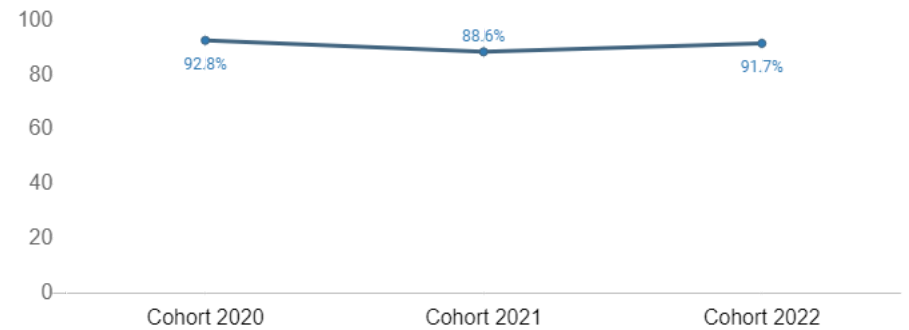
Graduation Rate Trends and Progress

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	85.2%	85.2%	84.7%	92.8%	88.6%	91.7%
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	84.7%	8.4%	6.9%	91.1%	3.8%	5.1%
White	88.1%	6.0%	6.0%	95.0%	2.6%	2.4%
Hispanic	79.4%	13.2%	7.4%	85.8%	5.0%	9.2%
Black or African American	85.4%	7.3%	7.3%	86.7%	5.7%	7.6%
Asian, Native Hawaiian, or Pacific Islander	90.0%	10.0%	0.0%	96.7%	2.2%	1.1%
American Indian or Alaska Native	N	N	N	89.6%	3.7%	6.7%
Two or More Races	*	*	*	93.0%	3.3%	3.7%
Female	84.3%	7.5%	8.2%	93.1%	2.8%	4.1%
Male	85.1%	9.2%	5.7%	89.1%	4.7%	6.1%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	80.7%	9.7%	9.7%	86.6%	5.2%	8.3%
Students with Disabilities	81.1%	13.5%	5.4%	80.5%	12.7%	6.9%
English Learners	63.2%	21.1%	15.8%	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	*	*	*	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	91.7%	3.0%	5.3%	92.7%	1.6%	5.7%
White	95.3%	1.6%	3.1%	96.0%	1.3%	2.6%
Hispanic	90.0%	3.3%	6.7%	87.7%	1.8%	10.5%
Black or African American	92.7%	1.6%	5.7%	89.0%	2.3%	8.7%
Asian, Native Hawaiian, or Pacific Islander	81.8%	18.2%	0.0%	97.8%	1.1%	1.0%
American Indian or Alaska Native	N	N	N	93.6%	0.8%	5.6%
Two or More Races	*	*	*	92.3%	1.9%	5.8%
Female	92.1%	3.1%	4.7%	94.7%	1.0%	4.4%
Male	91.2%	2.9%	5.8%	90.9%	2.2%	6.9%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	87.8%	4.8%	7.5%	88.3%	1.8%	9.9%
Students with Disabilities	85.7%	7.1%	7.1%	84.6%	7.7%	7.7%
English Learners	85.7%	0.0%	14.3%	77.1%	1.4%	21.5%
Homeless Students	*	*	*	75.6%	3.0%	21.5%
Students in Foster Care	*	*	*	62.2%	5.6%	32.3%
Military-Connected Students	*	*	*	92.7%	2.2%	5.1%
Migrant Students	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	90.3%	1.2%	8.4%	93.0%	1.2%	5.8%
White	98.7%	0.0%	1.3%	96.3%	1.1%	2.6%
Hispanic	81.8%	1.5%	16.7%	88.1%	1.1%	10.8%
Black or African American	89.5%	2.0%	8.5%	88.5%	1.6%	9.9%
Asian, Native Hawaiian, or Pacific Islander	100.0%	0.0%	0.0%	97.9%	1.0%	1.1%
American Indian or Alaska Native	N	N	N	94.5%	0.8%	4.7%
Two or More Races	*	*	*	93.2%	0.4%	6.4%
Female	91.6%	0.6%	7.7%	94.8%	0.8%	4.5%
Male	89.2%	1.8%	9.0%	91.3%	1.6%	7.2%
Non-Binary/Undesignated Gender	N	N	N	N	N	N
Economically Disadvantaged Students	87.2%	2.2%	10.6%	88.3%	1.2%	10.5%
Students with Disabilities	91.1%	5.1%	3.8%	85.6%	6.2%	8.2%
English Learners	60.0%	0.0%	40.0%	79.0%	0.6%	20.3%
Homeless Students	*	*	*	77.7%	1.8%	20.5%
Students in Foster Care	*	*	*	62.2%	4.0%	33.8%
Military-Connected Students	*	*	*	92.1%	1.1%	6.9%
Migrant Students	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	84.7%	76.1%	90.5%	86.9%
White	88.1%	89.1%	94.4%	89.9%
Hispanic	79.4%	71.7%	85.3%	81.8%
Black or African American	85.4%	72.4%	85.9%	80.5%
Asian, Native Hawaiian, or Pacific Islander	90.0%	81.8%	96.5%	96.6%
American Indian or Alaska Native	N	N	89.6%	86.4%
Two or More Races	*	*	91.8%	85.9%
Female	84.3%	79.5%	92.7%	90.4%
Male	85.1%	73.0%	88.5%	83.5%
Non-Binary/Undesignated Gender	N	N	*	*
Economically Disadvantaged Students	80.7%	70.7%	85.9%	81.2%
Students with Disabilities	81.1%	27.1%	77.4%	51.4%
English Learners	63.2%	78.6%	73.4%	75.4%
Homeless Students	*	*	73.6%	64.4%
Students in Foster Care	N	*	59.5%	46.0%
Military-Connected Students	*	*	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	70.1%	85.4%	Not Met	84.9%	92.1%	Not Met
White	79.7%	85.9%	Not Met	93.9%	93.2%	Met Target
Hispanic	67.8%	84.5%	Not Met	75.8%	89.3%	Not Met
Black or African American	66.9%	82.5%	Not Met	85.0%	90.7%	Not Met
Asian, Native Hawaiian, or Pacific Islander	72.7%	**	**	86.7%	**	**
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	*	**	**	*	**	**
Economically Disadvantaged Students	63.7%	79.7%	Not Met	78.6%	89.8%	Not Met
Students with Disabilities	20.0%	49.7%	Not Met	71.6%	75.9%	Not Met
English Learners	50.0%	**	**	60.0%	**	**

Report Key:

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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	1.2%	1.2%
2021-2022	0.8%	1.2%
2020-2021	1.5%	1.1%

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Graduation/ Postsecondary

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

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

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2023 high school graduates enrolled in postsecondary institutions by the fall of 2023. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students who were enrolled in 2-year and 4-year institutions.

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

Student Group	% Enrolled in Any Institution	% of Enrolled in 2-Year Institution	% of Enrolled in 4-Year Institution
Statewide	69.8-72.0%	25.2%	74.8%
Districtwide	56.7-58.4%	32.1%	67.9%
White	60.3-62.2%	28.9%	71.1%
Hispanic	41.4-42.7%	37.5%	62.5%
Black or African American	61.3-63.2%	32.4%	67.6%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Female	66.4-68.4%	31.6%	68.4%
Male	47.7-49.1%	32.8%	67.2%
Non-binary/undesignated gender	*	*	*
Economically Disadvantaged Students	45.3-46.7%	34.9%	65.1%
Students with Disabilities	42.3-43.6%	54.5%	45.5%
English Learners	23.1-23.8%	100.0%	0.0%
Homeless students	*	*	*
Students in foster care	*	*	*
Military-connected students	*	*	*
Migrant students	*	*	*

Graduation/ Postsecondary

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

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

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2022 high school graduates enrolled in postsecondary institutions by the fall of 2023. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students who were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

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

Student Group	% Enrolled in Any Institution	% of Enrolled in 2-Year Institution	% of Enrolled in 4-Year Institution	% of Enrolled in Public Institution	% of Enrolled in Private Institution	% of Enrolled in In-State Institution	% of Enrolled in Out-of-State Institution
Statewide	75.1-77.4%	28.0%	72.0%	74.3%	25.7%	63.2%	36.8%
Districtwide	67.1-69.2%	38.9%	61.1%	80.3%	19.7%	75.8%	24.2%
White	66.1-68.1%	33.3%	66.7%	74.4%	25.6%	71.8%	28.2%
Hispanic	59.3-61.1%	62.5%	37.5%	84.4%	15.6%	84.4%	15.6%
Black or African American	70.4-72.5%	34.2%	65.8%	82.9%	17.1%	75.0%	25.0%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Female	82.0-84.5%	35.2%	64.8%	79.1%	20.9%	70.3%	29.7%
Male	54.1-55.8%	43.9%	56.1%	81.8%	18.2%	83.3%	16.7%
Non-binary/undesignated gender	*	*	*	*	*	*	*
Economically Disadvantaged Students	60.8-62.7%	42.2%	57.8%	77.8%	22.2%	73.3%	26.7%
Students with Disabilities	56.9-58.6%	62.1%	37.9%	82.8%	17.2%	89.7%	10.3%
English Learners	*	*	*	*	*	*	*
Homeless students	*	*	*	*	*	*	*
Students in foster care	*	*	*	*	*	*	*
Military-connected students	*	*	*	*	*	*	*
Migrant students	*	*	*	*	*	*	*

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Graduation/ Postsecondary

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

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

Apprenticeship

This table shows, by year of graduation, the number of 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	*

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	557	16.2%	16.6%	Met
White	104	14.1%	16.6%	Met
Hispanic	176	20.2%	16.6%	Not Met
Black or African American	219	14.4%	16.6%	Met
Asian, Native Hawaiian, or Pacific Islander	*	18.9%	16.6%	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	34	19.8%	16.6%	Not Met
Female	*	16.7%		
Male	*	15.7%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	324	18.5%	16.6%	Not Met
Students with Disabilities	208	26.0%	16.6%	Not Met
English Learners	41	17.4%	16.6%	Not Met
Homeless Students	17	40.5%		
Students in Foster Care	*	*		
Military-Connected Students	7	15.6%		
Migrant Students	*	*		

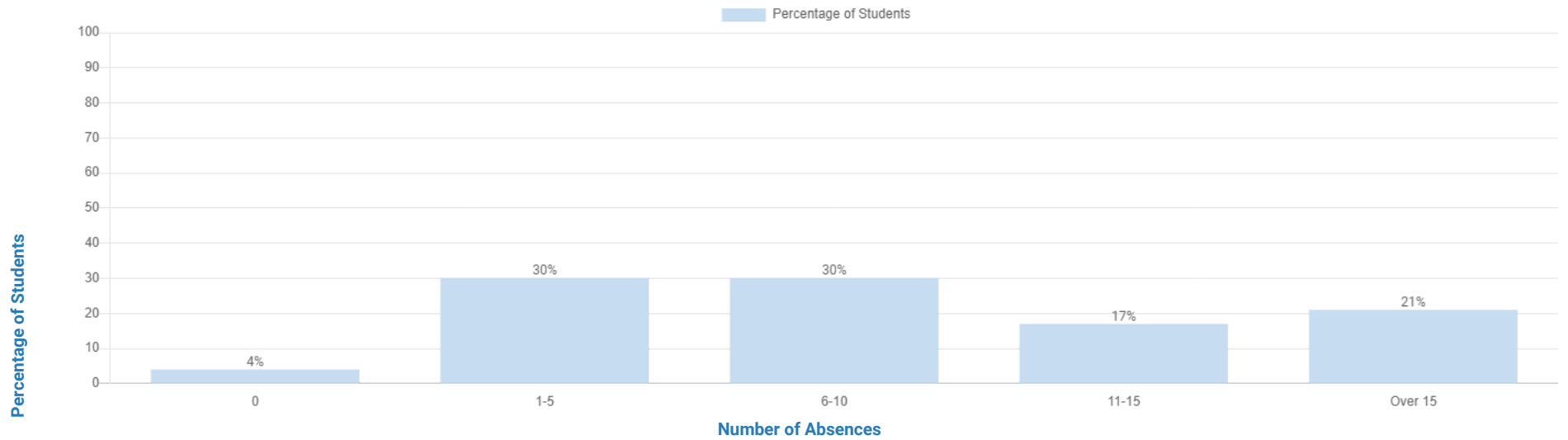
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Important Note for 2022-23: The NJDOE recommends caution in comparing the 2022-23 chronic absenteeism rates with the rates from prior years as the pandemic has impacted attendance rates over the last several years.

Days Absent

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



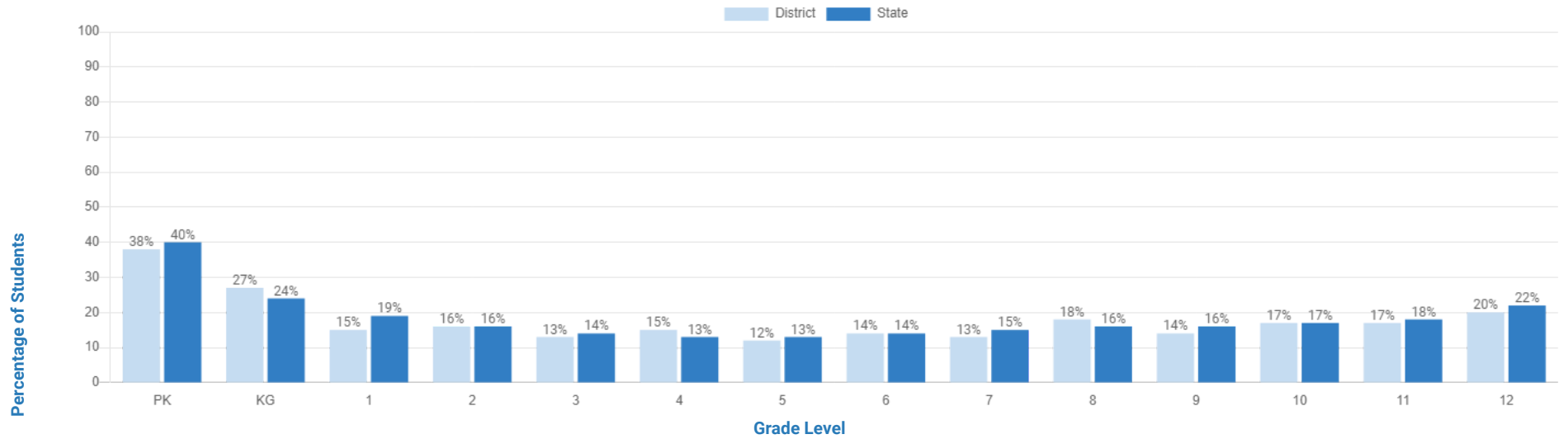
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Chronic Absenteeism by Grade

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



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Climate and Environment

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

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	10
Vandalism	1
Substances	44
Harassment, Intimidation, Bullying (HIB)	27
Total Unique Incidents	82
Incidents Per 100 Students Enrolled	2.37

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	1
Weapons	8
Vandalism	0
Substances	22
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	5

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	3	3
Religion	0	1	1
Ancestry	0	0	0
Gender	0	3	3
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	19	19
No Identified Nature	25		25

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students	School Days Missed due to Out-of-School Suspensions
In-School Suspensions	262	7.6%	1,417
Out-of-School Suspensions	257	7.4%	
Any Suspension	417	12.1%	
Removal to other education program	2	0.1%	
Expulsion	0	0.0%	
Arrest	5	0.1%	

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Climate and Environment

Student Access to Technology and Internet

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

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Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

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

Teachers – Experience

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

Category	Teachers in District	Teachers in State
Total Number of teachers	336	118,882
Average years experience in public schools	13.3	12.5
Average years experience in district	11.3	11.3
Number of Teachers with 4 or more years experience in the district	259	88,415
Percentage of Teachers with 4 or more years experience in the district	77.3%	74.8%
Number of out-of-field teachers	2	2,811
Percentage of out-of-field teachers	0.6%	2.4%
Number of Teachers with Provisional Credentials	23	8,605
Percentage of Teachers with Provisional Credentials	6.8%	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	22	9,952
Average years experience in public schools	21.4	16.1
Average years experience in district	12.5	12.5
Number of Administrators with 4 or more years experience in the district	17	7,675
Percentage of Administrators with 4 or more years experience in the district	77.3%	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	336	118,882
Administrators	22	9,952
Librarians/Media Specialists	5	1,194
Nurses	5	2,960
School Counselors	14	4,519
Child Study Team Members	31	9,367
School Psychologists	10	2,166
School Social Workers	10	2,654
Student Assistance		
Coordinators	2	381
School Safety Specialists	3	694

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

Student and Staff Ratios

This table shows ratios of students and staff members in the 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	10:1
Students to Administrators	157:1
Teachers to Administrators	15:1
Students to Librarians/Media Specialists †	692:1
Students to Nurses †	692:1
Students to Counselors †	247:1
Students to Child Study Team Members †,††	25:1
Students to School Psychologists †	346:1
Students to School Social Workers †	346:1
Students to Student Assistance Coordinators †	1730:1
Students to School Safety Specialists †	1154:1

† 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	47.0%	79.0%	40-60%	48.0%	77.0%	57.0%
Male	53.0%	21.0%	40-60%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤20%	≤1%	≤1%	≤1%
White	21.0%	88.4%	81.8%	39.1%	82.2%	74.8%
Hispanic	25.8%	4.5%	0.0%	33.1%	8.3%	8.5%
Black or African American	43.9%	6.0%	13.6%	14.4%	6.3%	14.3%
Asian	4.2%	1.2%	4.5%	10.1%	2.4%	1.4%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.4%	0.6%
Two or More Races	5.0%	0.0%	0.0%	2.9%	0.2%	0.4%

Staff

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

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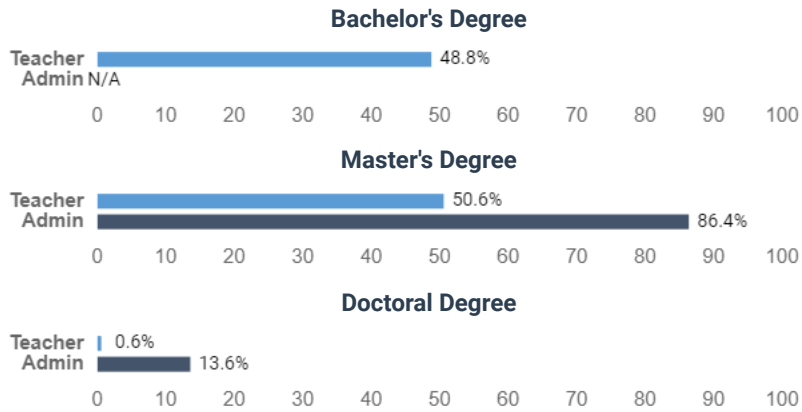
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Teachers and Administrators - Level of Education

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



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

This table shows the percentage of teachers and administrators assigned to this district in 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	87.0%	88.4%
2021-22 Administrators: Same district 2022-23	95.5%	86.6%

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Per-Pupil Expenditures

Per-Pupil Expenditures by Source

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

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

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

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

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

Ewing Twp	Federal	State & Local	Total	ADE**
District Level Total Expenditures	\$1,191	\$19,319	\$20,510	3,444.1
District Level Central Expenditures		\$5,083	\$5,083	3,444.1
Ewing High School	\$753	\$11,964	\$12,717	1,082.7
Gilmore J Fisher Middle School	\$1,041	\$13,986	\$15,027	782.6
Francis Lore Elementary School	\$1,597	\$16,421	\$18,018	510.1
Parkway Elementary School	\$2,215	\$22,780	\$24,995	367.9
William L Antheil Elementary School	\$1,162	\$11,951	\$13,113	700.9
-				

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Accountability

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

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

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

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

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

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

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

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

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Accountability

Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

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

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



Accountability

ESSA Accountability Progress

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

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

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

ESSA Accountability Indicator	2020-21	2021-22	2022-23
ELA Proficiency		28.9%	33.0%
Math Proficiency		20.6%	22.7%
ELA Growth		12	47
Math Growth		13	48
4-Year Graduation Rate†	85.2%	85.2%	84.7%
5-Year Graduation Rate†	92.8%	88.6%	91.7%
Progress toward English Language Proficiency		31.2%	34.7%
Chronic Absenteeism	10.3%	17.6%	16.2%

† 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	Not Met	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	Not Met		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	Met Target†	Not Met	Met Standard	Met Standard	**	**		Not Met
American Indian or Alaska Native	**	**	**	**	**	**		**
Two or More Races	Not Met	Not Met	Met Standard	Met Standard	**	**		Not Met
Economically Disadvantaged Students	Not Met	Not Met	Met Standard	Met Standard	Not Met	Not Met		Not Met
Students with Disabilities	Not Met	Not Met	Met Standard	Met Standard	Not Met	Not Met		Not Met
English Learners	Not Met	Not Met	Met Standard	Met Standard	**	**	Met Target	Not 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:

- In January 2017 it was announced, for the second consecutive year, Ewing Schools Named to College Board's Honor Roll for Significant Gains in Student achievement.
- The Ewing Schools inclusive physical education practices and unified athletic programs have become a model for school districts around the state and country.
- On October 2, 2018 voters in Ewing Township approved a \$59.3 million referendum to update and improve the district's facilities to create safer, healthier and more modern schools.



Mission, Vision, Theme:

The Ewing Public Schools, an institution governed by the policies, regulations and bylaws developed by The Ewing Public Schools Board of Education and the New Jersey Department of Education, believes that all students can learn. The district's goal is to provide an educational system that dovetails academic excellence with the moral, equal, and respectful treatment of self and others in order to prepare its students to become up-standing, self-sufficient and contributing citizens. This goal will be achieved through teamwork and commitment of the district's network of educators, administrators, board of education members, support staff, parents, elected officials and the greater community. Together they form a partnership whose common vision facilitates, expects and demands ever-improving levels of achievement for Ewing's students and all stakeholders. We will accept nothing less.



Awards, Recognition, Accomplishments:

Ewing High School: College Board Honor Roll for Advanced Placement 2016 & 2017; Ewing High School Awarded Amazon Future Engineers Grant 2021-22 & 2020-21; Ewing Schools Received 10K 2019, 2021, 2022 Special Olympics Grant-Inclusive Physical Education Practices/Unified Athletic Programs. ASBO Certificate of Excellence/Business Office 2016-2021; BCJIF Safety Incentive Award 2016-2021; Ewing High School and Parkway Elementary Schools NJ Sustainable NJ Grant Awardees 2018; Antheil Elementary School NJ Sustainable NJ Grant Awardee 2017; Parkway Elementary School 2017 Awarded National Wildlife Federation and NJ Audubon Eco-Schools USA SILVER Award. Antheil and Lore Elementary Schools 2017 awarded National Wildlife Federation and NJ Audubon Eco-Schools USA BRONZE Award. Antheil Elementary School: JerseyCan Recognition for Top 10 Performance Gains; Parkway Elementary School: Character.org Promising Practice Award; Lore Elementary School: A National School of Character.

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Courses, Curriculum, Instruction:

Ewing High School offers 17 Advanced Placement Courses and 28 Honors Courses. Ewing Public Schools continue to focus on teaching and learning to enhance our students' ability to apply and transfer written communication and analysis skills across all content areas. The Ewing Schools is now a "One to One" technology school district. Students are provided their own individual technology device to support their learning. All district courses have digital or e-book resources available to support both blended and fully virtual instructional settings. The district transitioned our instructional approach from covering a set number of lessons to establishing a set of skills or concepts that students will gain from participating in each course of study. The district adjusted how we think about instruction by implementing in a blended learning approach.



Before and After School Programs:

The Ewing Public Schools Extended Day Program (EDP) is available for students in grades K-5 on site at each elementary school. The program is designed to compliment the curriculum and activities of the regular school day. We provide our students with a "home away from home" environment with an emphasis on the needs of each child. This is a safe and caring environment that offers structured activities, which are designed to promote the individual child's physical, intellectual, emotional, social well-being and growth. The afternoon EDP program is run by the Boys and Girls Club of Mercer County and the before care is provided by the district. The Boys and Girls Club does offer our middle school students, grades 6-8, at Fisher Middle School an after school option at their facility located at Spruce Street. Transportation is provided from Fisher Middle School to the Boys and Girls Club facility each day.



Staff and Professional Learning:

Ewing Public Schools individually and district as a whole, develop professional learning plans for Preschool-12 teaching staff. The district moved to providing instruction in a blended learning environment, teachers participated in over 75 district mini professional learning sessions with 34 different educational technology features and/or strategies to promote integrating technology as an engaging tool. District counselors participated in over a 100 hours of training focusing on trauma-informed practices, grief counseling, developing resiliency in teens during challenging times, virtual counseling services, proactive counseling strategies to address issues of diversity and equity, on vulnerable populations at risk for suicide,

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Student Health and Wellness:

The District has a school counseling staff that includes three elementary counselors, three middle school and five high school counselors. Two counselors serve as Student Assistance Counselors. The high school also hosts the ASYSST program, a school-based program through Mercer Council Drug and Alcohol Alliance, that provides clinical services and additional student wellness and support programming. School Counseling Department's send monthly newsletters with SEL activities and parent education articles. Counseling departments send announcements of opportunities for social emotional learning and at the high school college/career exploration and preparation also.



Facilities:

Voters in Ewing Township approved a 59.3 million bond referendum in October 2018 to improve the district's facilities to ensure Ewing Public Schools are well positioned for the future. The projects included in the referendum enhance school safety and security, provide healthier and more sustainable schools and improve instructional space and enhance student facilities to the benefit of both students and staff.



School Safety:

The District has placed a priority on establishing a learning environment that is safe, secure, positive and harmonious. Superintendent Dr. David Gentile along with School Security Coordinator Matthew Knight, and George Cahill, Attendance and Safety Specialist, have completed training by the DOE, Homeland Security and FEMA to become certified School Safety Specialists. The position of School Security Coordinator was first implemented by the Board in 2013. Eight of these adaptive experts on school security protocol and crisis management are based in each of the district school campuses. The Ewing Schools and Ewing Township Police share a close relationship which includes cameras/surveillance systems.

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Technology and STEM:

The Ewing Schools is a "One to One" technology device school district. Students are provided their own individual technology device to support their learning. All students grades K-12 have access to Google Classroom. Now that we are delivering blended instruction we have expanded the Google extensions available to support instruction including: Desmos, Jamboard (Nearpod, MackinVia and Gizmos). Links on the website engage students in fun learning experiences as well as resources to support instruction. The district launched a Parent Technology Resources Website which was developed by a volunteer group of elementary school teachers. Videos and PDF resources provide parents and families the information needed to assist our students with their technology devices.



Early Childhood Education:

The District offers an acclaimed Integrated Preschool Program with a fully certified staff. Preschoolers who have disabilities and are entitled to specially designed instruction and related services will continue to receive programming according to their Individualized Education Program. The Ewing School District Integrated Preschool Program at Antheil, Lore, and Parkway Elementary Schools serve both typically developing and special needs children, three to five years of age. Our special needs children are placed in the program through eligibility criteria outlined in the NJ Administrative Code. The program will immerse children in a variety of language related activities, art and music activities, pre-readiness activities and hands-on activities that promote academic and emotional growth.

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Other Information:

Philosophy and Belief Statements: The Ewing Public Schools are dedicated to meeting the educational needs of its students. We will identify and address the needs of students and provide them the opportunity to reach their maximum potential. Therefore, we believe the following: 1. All students will be appropriately challenged to achieve a strong academic foundation. 2. All students will be educated in an environment that encourages them to be curious, creative life-long lovers of learning. 3. All students will be provided with opportunities to achieve academic success, exhibit self-reliance, and develop responsibility which will enable them to make positive contributions to society. 4. All students will benefit from a partnership of the school, home, community and students in the learning process. 5. All students, their families and teachers must assume an appropriate level of responsibility for themselves and their actions. 6. All students will have the right to a safe and secure educational environment.