



State Performance Reports and Progress Update

—

School Performance Reports

District Growth

How does student growth compare to other students? ⓘ

This section shows the median student growth percentile for English Language Arts (ELA) and mathematics.

Each student gets a **student growth percentile (SGP)** from 1 to 99 for English (4th to 8th grade) and Math (4th to 7th grade) that explains their progress compared to students who had similar test scores in the past.

If the student growth percentiles for all students in the district are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list.

English Language Arts

- Below Standard: 1 - 39.5
- Met Standard: 40 - 59.5
- Exceeds Standard: 60 - 99



51
Met Standard

Mathematics

- Below Standard: 1 - 39.5
- Met Standard: 40 - 59.5
- Exceeds Standard: 60 - 99



46
Met Standard

District 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	51	50	Met Standard	46	50	Met Standard
White	56	50	Met Standard	49	51	Met Standard
Hispanic	51	49	Met Standard	46.5	48	Met Standard
Black or African American	50	47	Met Standard	45	46	Met Standard
Asian, Native Hawaiian, or Pacific Islander	49.5	59	Met Standard	50	60	Met Standard
American Indian or Alaska Native	*	50	**	*	50	**
Two or More Races	50	50	Met Standard	47	51	Met Standard
Female	49	52		44	50	
Male	52	48		48	50	
Non-Binary/Undesignated Gender	N	44		N	45.5	
Economically Disadvantaged Students	51	48	Met Standard	44	48	Met Standard
Students with Disabilities	48.5	43	Met Standard	40	44	Met Standard
Multilingual Learners	52	50	Met Standard	48.5	50	Met Standard
Students Experiencing Homelessness	*	43		N	45	
Students in Foster Care	*	40		*	47	
Military-Connected Students	48	47.5		44	51	
Migrant Students	N	53		N	44	

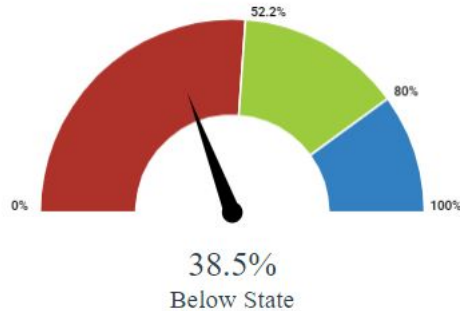
District Performance

How did students perform on assessments? ⓘ

This section shows the percentage of students who met or exceeded expectations on statewide assessments (NJSLA and DLM). This percentage reflects the federal proficiency rate which makes adjustments to the proficiency rate if the participation rate was below 95% to ensure reporting on at least 95% of students. The chart indicates whether performance was above the state average or above 80% proficient.

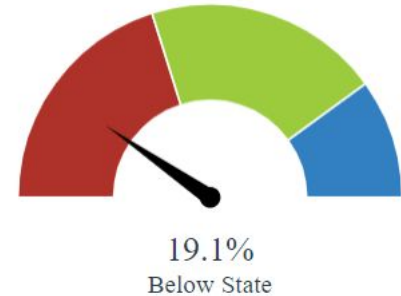
English Language Arts

Below State: 0 - 52.1%
Met State: 52.2 - 79.9%
Met Goal: 80 - 100%



Mathematics

Below State: 0 - 40.1%
Met State: 40.2 - 79.9%
Met Goal: 80 - 100%

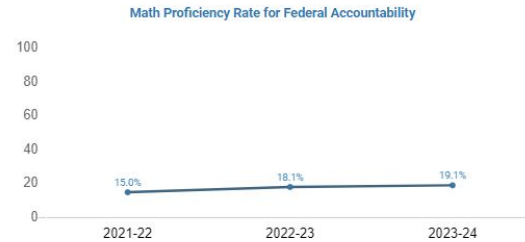
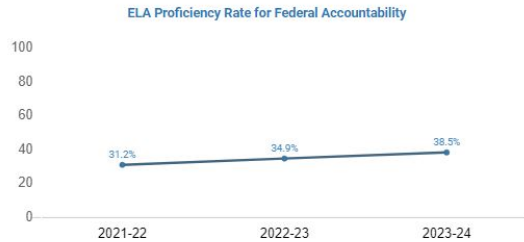


District Performance

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.



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	99.1%	99.1%	98.5%	98.1%	99.1%	98.5%
Proficiency Rate for Federal Accountability	31.2%	34.9%	38.5%	15.0%	18.1%	19.1%
Annual Target	48.6%	50.6%	37.1%	39.3%	41.8%	20.8%
Met Annual Target?	Not Met	Not Met	Met Target	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

† Target was met within a confidence interval.

District Performance

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 for ELA 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 status in meeting annual targets. Annual targets are specific to each student group, school, and district and represent the expected proficiency needed to stay on track to meet long-term goals. 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	1,972	98.5%	38.5%	52.2%	38.5%	37.1%	Met Target
White	240	98.4%	45%	61.8%	45%	45.4%	Met Target†
Hispanic	919	98.1%	39.2%	38%	39.2%	38.1%	Met Target
Black or African American	686	98.9%	32.9%	35.9%	32.9%	31.4%	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	100%	58%	79.9%	58%	49.6%	Met Target
American Indian or Alaska Native	*	*	*	51.2%	*	**	**
Two or More Races	70	100%	47.1%	59.4%	47.1%	45.7%	Met Target
Female	*	98.7%	43.5%	57.7%	43.5%		
Male	*	98.4%	33.9%	47%	33.9%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	835	98.7%	35.4%	34.6%	35.4%	32.4%	Met Target
Non-Economically Disadvantaged Students	1,137	98.4%	40.7%	62.8%	40.7%		
Students with Disabilities	427	97.3%	12.2%	19.8%	12.2%	13.3%	Met Target†
Students without Disabilities	1,545	98.9%	45.8%	59.4%	45.8%		
Multilingual Learners	328	98.8%	26.2%	23.1%	26.2%	32.8%	Not Met
Non-Multilingual Learners	1,644	98.5%	40.9%	56.2%	40.9%		
Students Experiencing Homelessness	*	*	*	21.9%	*		
Students in Foster Care	*	*	*	19.3%	*		
Military-Connected Students	240	99.2%	35.8%	48.2%	35.8%		
Migrant Students	*	*	*	13.3%	*		

† Target was met within a confidence interval.

District Performance

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 status in meeting annual targets. Annual targets are specific to each student group, school, and district and represent the expected proficiency needed to stay on track to meet long-term goals. 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](#).

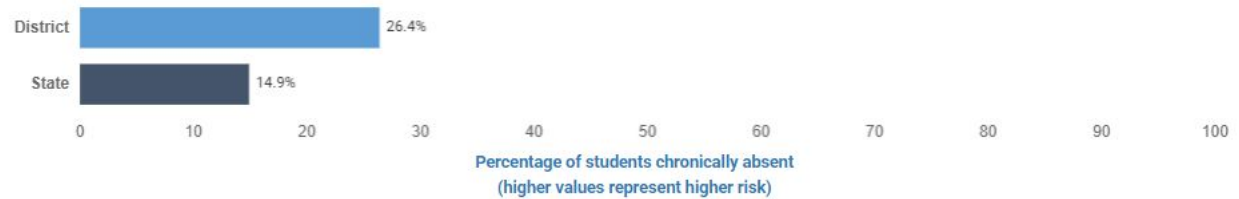
Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	1,981	98.5%	19.1%	40.2%	19.1%	20.8%	Not Met
White	239	98.4%	26.4%	51.1%	26.4%	26.8%	Met Target†
Hispanic	935	98.2%	18.8%	24.2%	18.8%	21.4%	Not Met
Black or African American	680	98.9%	13.7%	20.1%	13.7%	16.3%	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	98.1%	40%	74.4%	40%	29%	Met Target
American Indian or Alaska Native	*	*	*	42%	*	**	**
Two or More Races	70	98.6%	35.7%	48.9%	35.7%	31.2%	Met Target
Female	*	98.2%	16.2%	38.4%	16.2%		
Male	*	98.7%	21.7%	42%	21.7%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	844	98.6%	17.9%	21.7%	17.9%	19.2%	Met Target†
Non-Economically Disadvantaged Students	1,137	98.3%	20%	51.5%	20%		
Students with Disabilities	415	97.7%	<10%	16.6%	<10%	7.9%	Met Target†
Students without Disabilities	1,566	98.7%	22.3%	45.4%	22.3%		
Multilingual Learners	349	98.7%	14.3%	18.7%	14.3%	20.4%	Not Met
Non-Multilingual Learners	1,632	98.4%	20.1%	43.5%	20.1%		
Students Experiencing Homelessness	*	*	*	12.9%	*		
Students in Foster Care	*	*	*	12.4%	*		
Military-Connected Students	237	99.2%	17.7%	38.8%	17.7%		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

District Chronic Absenteeism

Are students at risk? ⓘ

This section shows percentage of students who were absent for 10% or more of the days enrolled with a comparison to the state average.

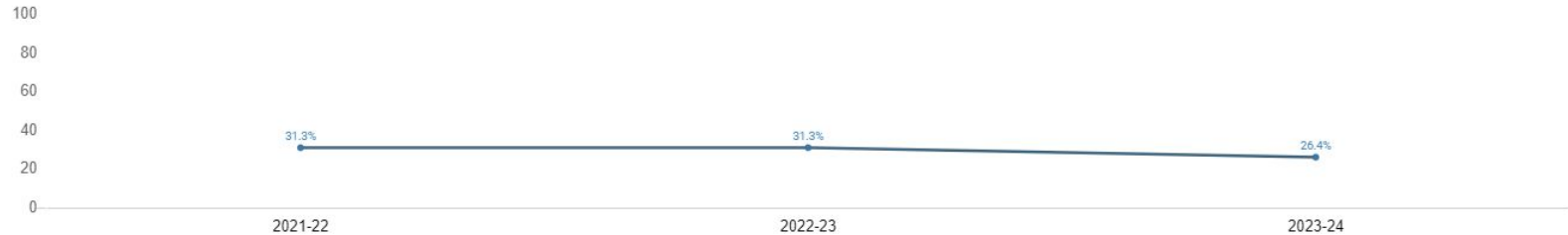


District Chronic Absenteeism

Chronic Absenteeism Trends



These graphs show chronic absenteeism rates over the last three years.



Performance Measure	2021-22	2022-23	2023-24
Chronic Absenteeism Rate	31.3%	31.3%	26.4%
ESSA Target (State Average for Grades Served)	18.1%	16.6%	14.9%
Met ESSA Target	Not Met	Not Met	Not Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%

District Chronic Absenteeism

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 ESSA Target: State Average for Grades Served column is the target used for ESSA accountability purposes. 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 ESSA Target 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").

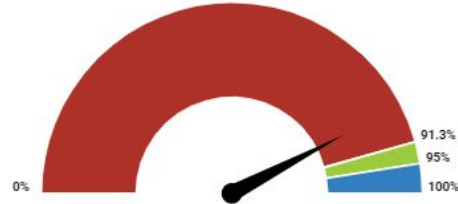
Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	1,031	26.4%	14.9%	Not Met
White	118	23.2%	14.9%	Not Met
Hispanic	507	27.8%	14.9%	Not Met
Black or African American	336	25.4%	14.9%	Not Met
Asian, Native Hawaiian, or Pacific Islander	21	23.3%	14.9%	Not Met
American Indian or Alaska Native	3	21.4%	**	**
Two or More Races	46	32.2%	14.9%	Not Met
Female	*	26.1%		
Male	*	26.7%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	659	29.4%	14.9%	Not Met
Students with Disabilities	270	33.0%	14.9%	Not Met
Multilingual Learners	129	26.3%	14.9%	Not Met
Students Experiencing Homelessness	*	*		
Students in Foster Care	*	*		
Military-Connected Students	128	27.8%		
Migrant Students	*	*		

District Graduation Rate

Are students graduating? 

Four-Year Graduation Rate

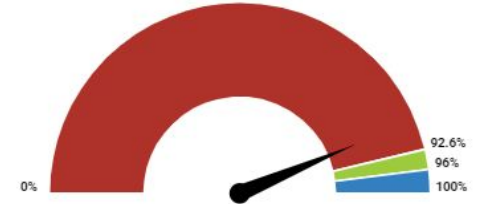
- Below State: 0 - 91.2%
- Met State: 91.3 - 94.9%
- Met Goal: 95 - 100%



84.7%
Below State

Five-Year Graduation Rate

- Below State: 0 - 92.5%
- Met State: 92.6 - 95.9%
- Met Goal: 96 - 100%



87.3%
Below State

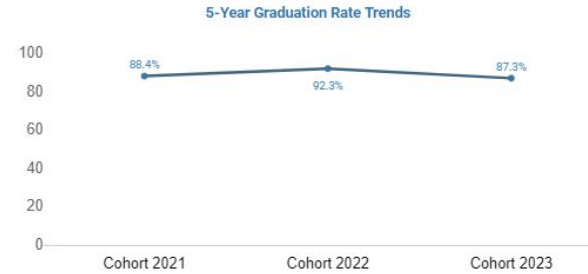
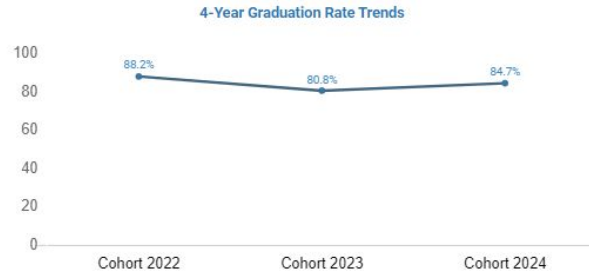
This section shows the four-year and five-year graduation rates. These are the percentage of students who graduate high school within four or five years of entering high school.

District Graduation Rate

Graduation Rate Trends and Progress

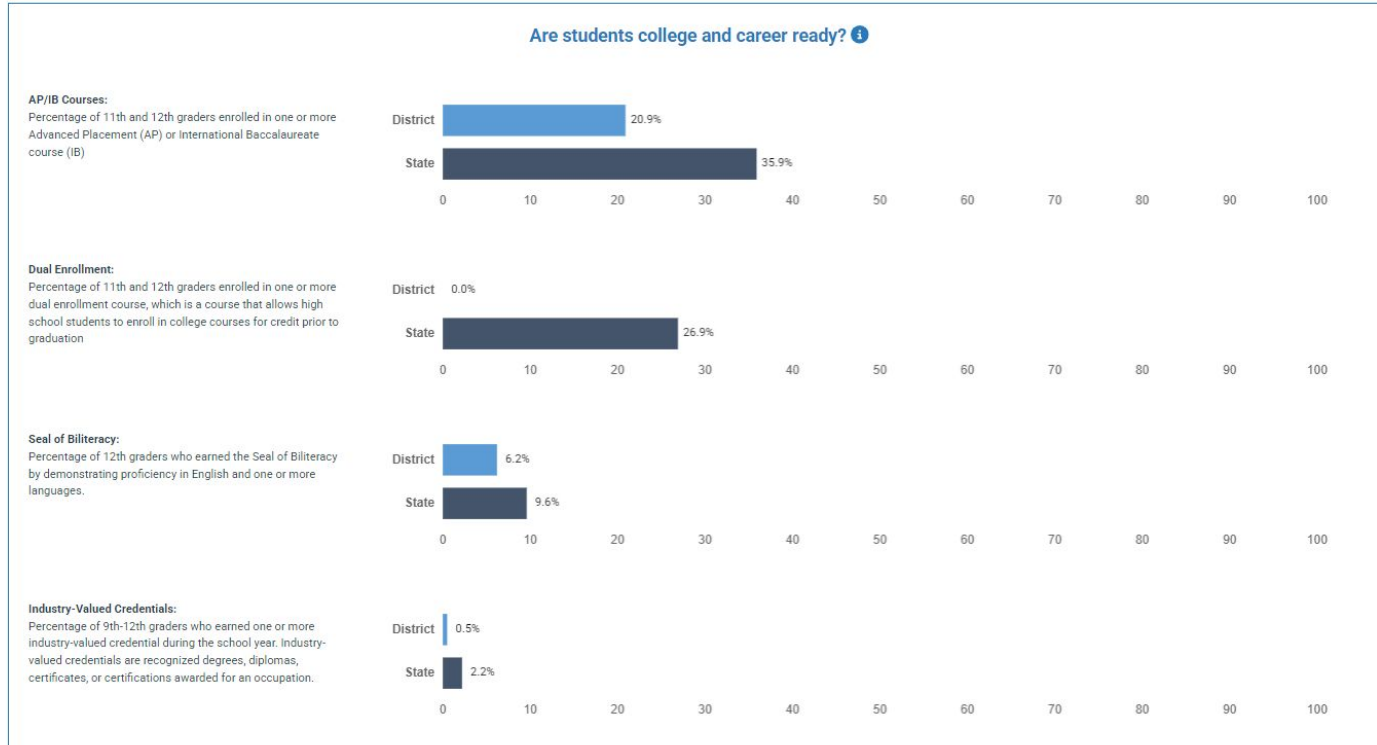


These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. These charts and tables are based on the state graduation rate, which reflects all students who receive a state-endorsed diploma.



Performance Measure	Cohort 2022 4-Year Rate	Cohort 2023 4-Year Rate	Cohort 2024 4-Year Rate	Cohort 2021 5-Year Rate	Cohort 2022 5-Year Rate	Cohort 2023 5-Year Rate
Graduation Rate	88.2%	80.8%	84.7%	88.4%	92.3%	87.3%
Statewide Graduation Rate	90.9%	91.1%	91.3%	92.5%	92.7%	92.6%

District College and Career Readiness



District Goal

Rigorous, Culturally Sustaining, Student-Centered Academic Programs

Rigorous, Culturally Sustaining, Student-Centered Academic Programs

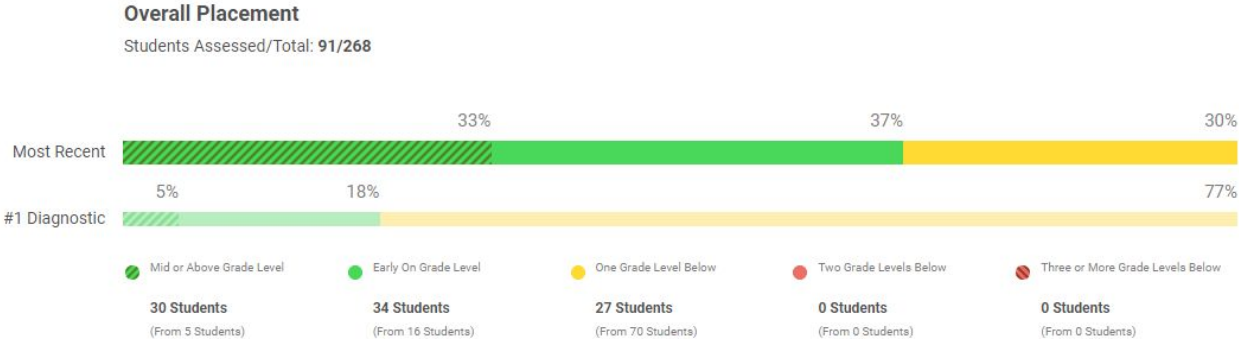
During the 2024-2025 SY, all stakeholders will target student achievement as evidenced by an increase in proficiency of 5-10% in ELA and Math as measured by district and state assessments. The district will focus on the following:

1. Implement a new ELA and Math curriculum in grades K-12, aligned to the newly adopted state standards.
2. Implement a new Math program in grades K-8 aligned with the newly adopted state standards.
3. Focus on unpacking standards, crafting 3-part lesson objectives, and alignment to district and state assessments.
4. Launch of AP Institute and an increase in targeted tutoring programs.
5. Provide support to staff and students through the gradual release model, coaching cycles, colleague observations, and instructional rounds.

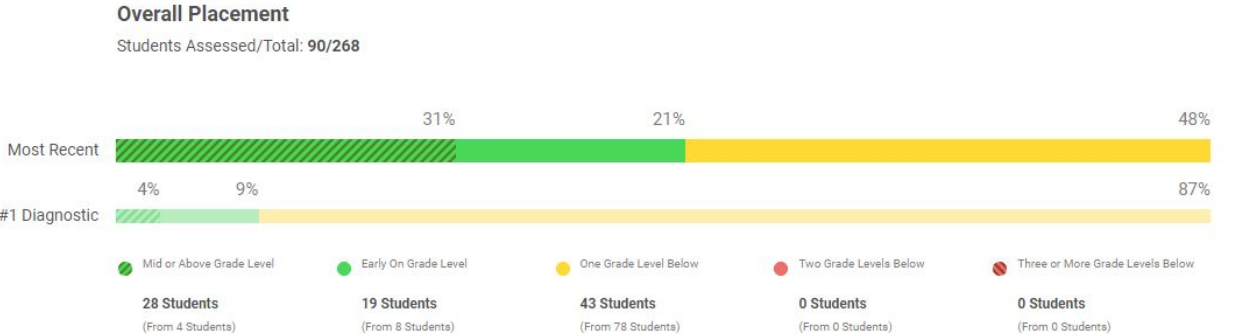
iReady Diagnostic Results

Kindergarten

Reading

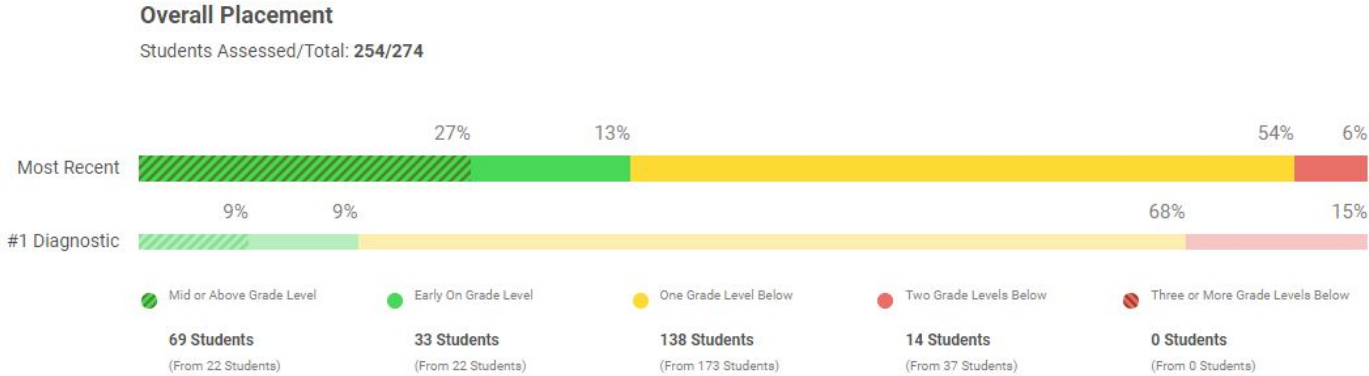


Math

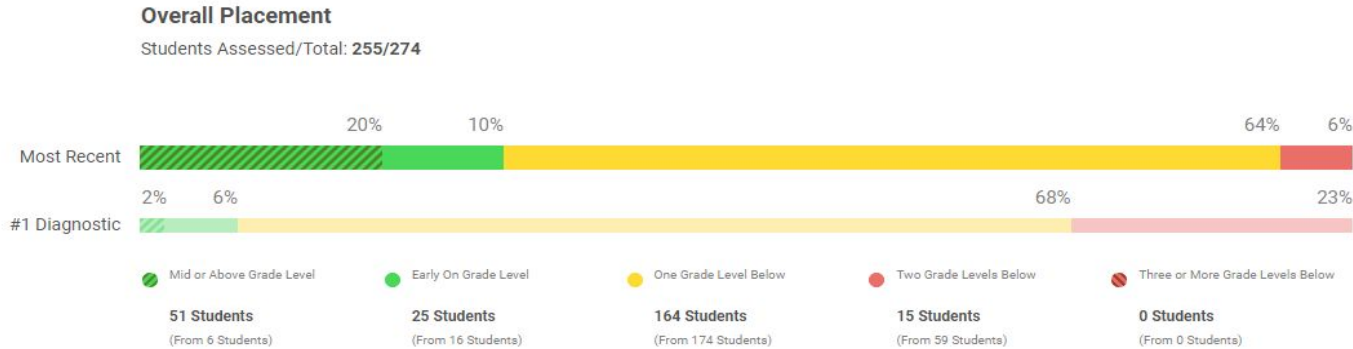


Grade 1

Reading

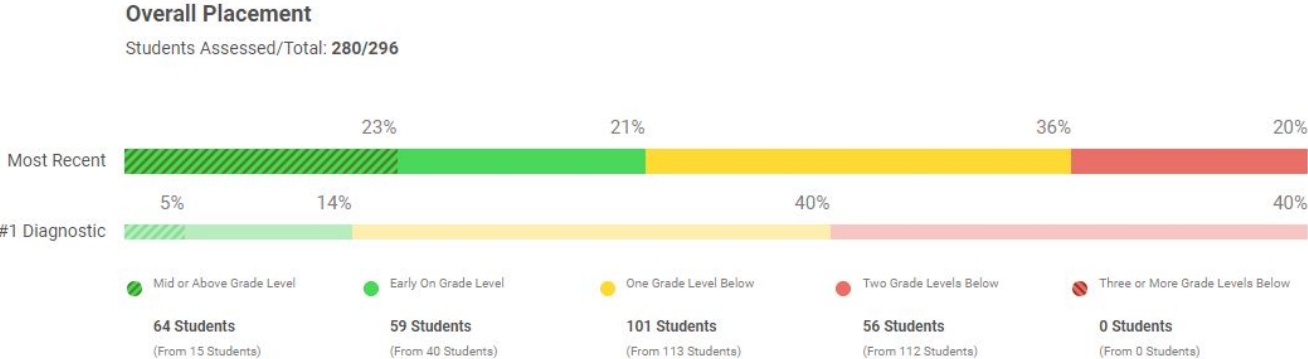


Math

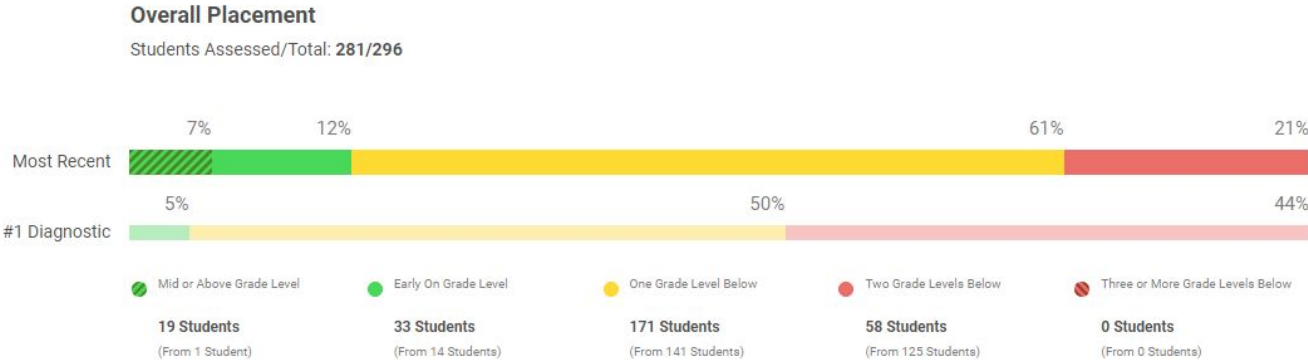


Grade 2

Reading

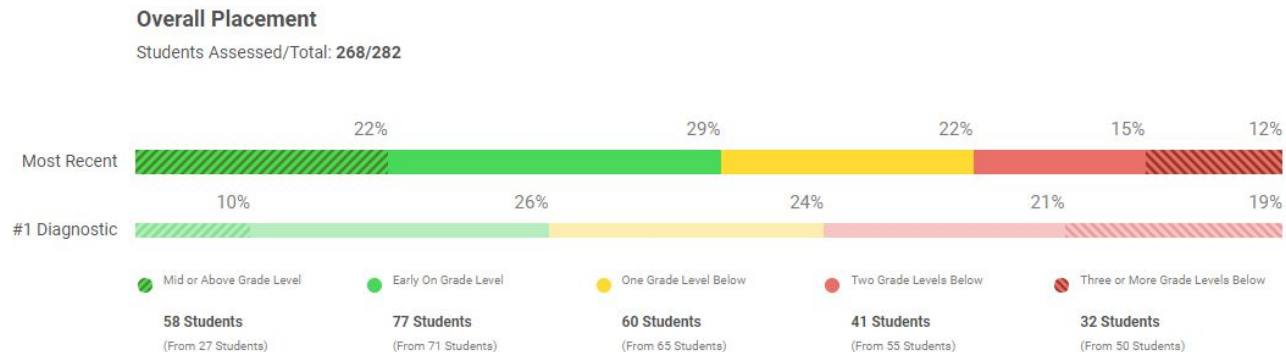


Math

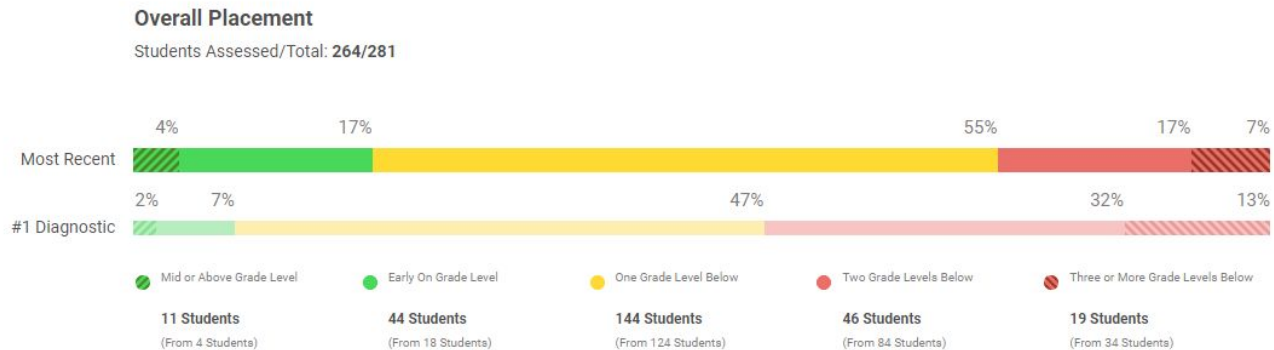


Grade 3

Reading



Math

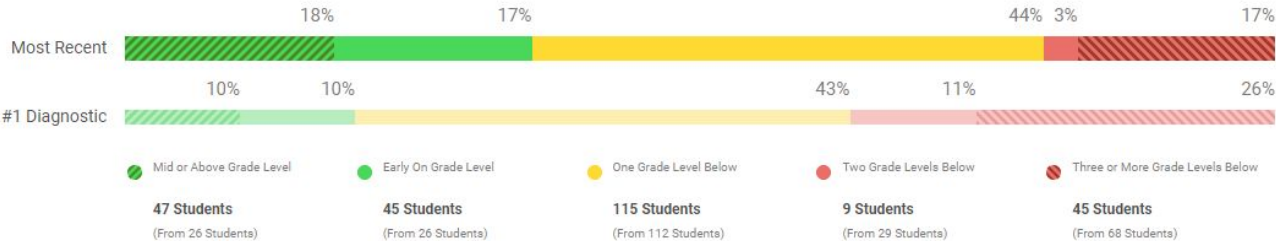


Grade 4

Reading

Overall Placement

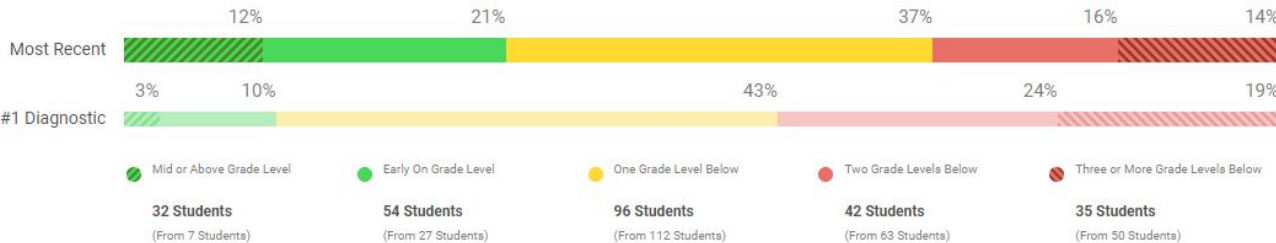
Students Assessed/Total: 261/278



Math

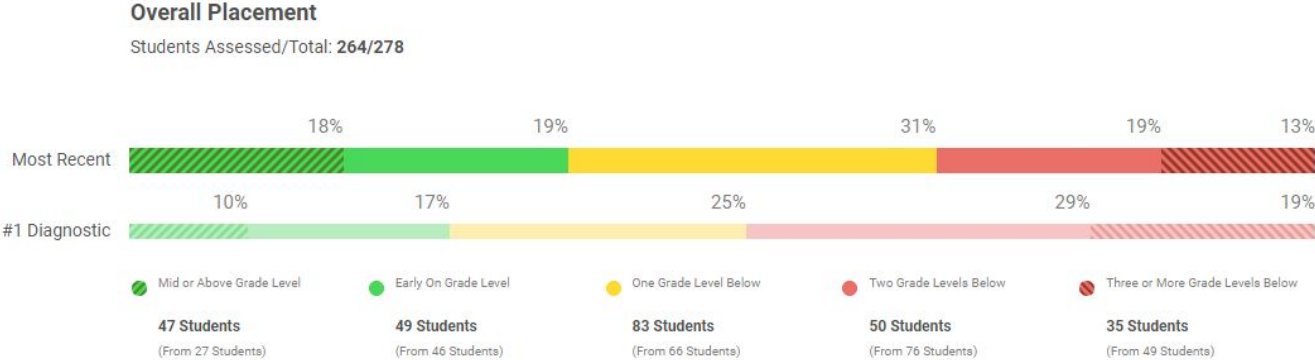
Overall Placement

Students Assessed/Total: 259/278

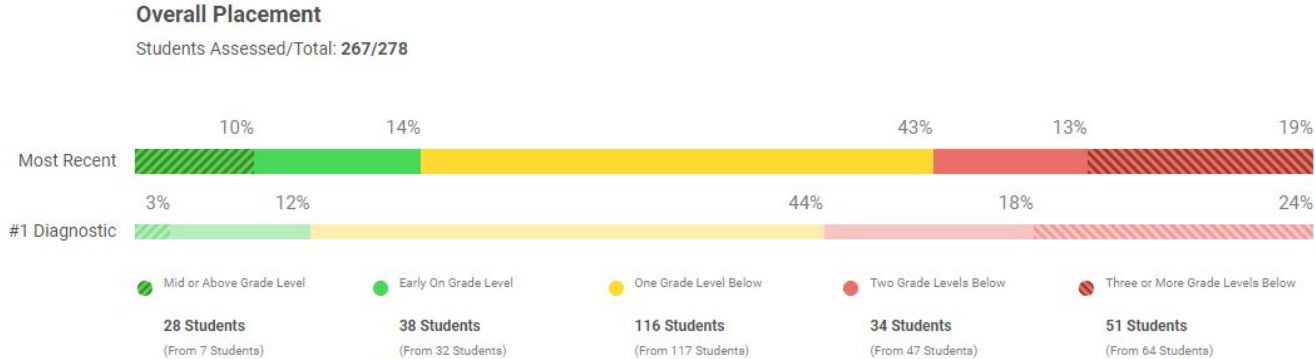


Grade 5

Reading

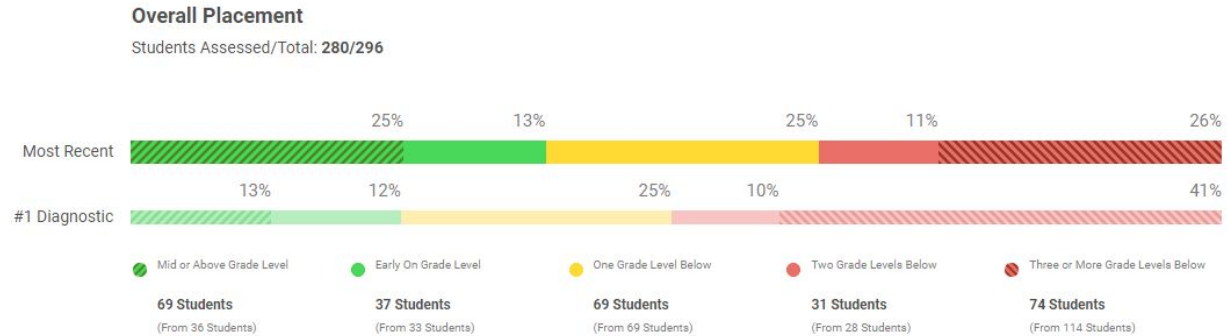


Math

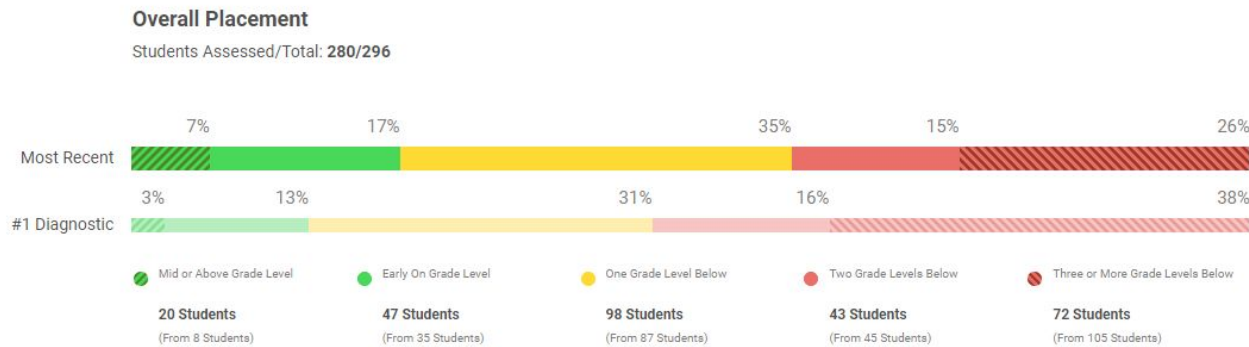


Grade 6

Reading



Math



Grade 7

Reading

Summary (217 of 267 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR
Met Expectations	Median				
110	51	Pretest	1044	6.0	43
		Posttest	1055	6.6	44
		Change	11	0.6	1

Math

Summary (223 of 267 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR
Met Expectations	Median				
112	50	Pretest	1035	5.6	38
		Posttest	1052	6.2	43
		Change	17	0.6	5

Grade 8

Reading

Summary (260 of 319 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR
Met Expectations	Median				
122	45	Pretest	1060	6.9	43
		Posttest	1072	7.7	45
		Change	12	0.8	2

Math

Summary (235 of 319 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR
Met Expectations	Median				
117	49	Pretest	1049	6.1	39
		Posttest	1066	6.9	42
		Change	17	0.8	3

Grade 9

Reading

Summary (163 of 298 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR
Met Expectations	Median				
86	56	Pretest	1057	6.7	37
		Posttest	1066	7.3	40
		Change	9	0.6	3

Math

Summary (187 of 298 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR
Met Expectations	Median				
99	56	Pretest	1051	6.2	37
		Posttest	1068	7.0	43
		Change	17	0.8	6

Grade 10

Reading

Summary (201 of 334 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR
Met Expectations	Median				
89	44	Pretest	1077	8.0	43
		Posttest	1085	8.6	43
		Change	8	0.6	0

Math

Summary (205 of 334 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR
Met Expectations	Median				
97	47	Pretest	1071	7.2	42
		Posttest	1077	7.6	42
		Change	6	0.4	0

Grade 11

Reading

Summary (187 of 333 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR
Met Expectations	Median				
82	46	Pretest	1082	8.3	40
		Posttest	1083	8.4	38
		Change	1	0.1	-2

Math

Summary (156 of 333 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR
Met Expectations	Median				
74	48	Pretest	1072	7.2	38
		Posttest	1077	7.6	38
		Change	5	0.4	0

2025-2026

ASP Goals and Action Steps

Annual School Plan Goal # 1

Annual School Plan Goal # 1

During the 2025-2026 SY, student achievement will increase in proficiency by 10-15% in ELA as measured by district and state assessments.

Action Steps

- Administrators will schedule and conduct coaching cycles, and colleague observations, and create teacher teams
- Teachers will implement the three-part lesson objective
- Teachers will plan lessons aligned with the gradual release model of instruction
- Student engagement and student-centered instruction will be observed in all classrooms
- Common summative assessments will be given at the end of each unit
- Tutoring will be provided to target students needs
- Diagnostic Assessments will be given three times per year
- Celebrations of student achievement and student growth will be planned

Annual School Plan Goal # 2

Annual School Plan Goal # 2

During the 2025-20256 SY, student achievement will increase in proficiency by 10-15% in Math as measured by district and state assessments.

Action Steps

- Administrators will schedule and conduct coaching cycles, and colleague observations, and create teacher teams
- Teachers will implement the three-part lesson objective
- Teachers will plan lessons aligned with the gradual release model of instruction
- Student engagement and student-centered instruction will be observed in all classrooms
- Common summative assessments will be given at the end of each unit
- Tutoring will be provided to target students needs
- Diagnostic Assessments will be given three times per year
- Celebrations of student achievement and student growth will be planned

Annual School Plan Goal # 3

Annual School Plan Goal # 3

During the 2025-2026 SY, the chronic absenteeism rate will decrease by 5-10% as measured by the absentee rates of students

Action Steps

- Administrators will create teams of staff to track student attendance and contact students/parents/guardians after absences
- Notification letters will be mailed to families/parents/guardians
- Guidance counselors will individually meet with students to discuss concerns
- Incentives will be provided to students for increased attendance
- Social Emotional Learning will be a focus in both the building and classrooms to ensure all student needs are being met

Annual School Plan Goal # 4

Annual School Plan Goal # 4

During the 2025-2026 SY, professional development opportunities, coaching cycles, and Ed Camps will be offered to support staff growth and development

Action Steps

- A Summer Learning Institute will be offered to all district-certificated staff members
- Professional development days will be focused on improved instruction and student achievement
- Instructional coaches and administrators will complete coaching cycles
- Professional development will be offered on:
 - Best Practices in ELA and Mathematics
 - Sheltered English instruction
 - Inclusive education
 - Social-emotional learning
 - Restorative practices
 - Gradual release
 - Using data to drive instruction

Shifts and Changes

- Summer Professional Learning Series
- Focus on Three-Part Lesson Objectives
- Elementary Data Team Meetings
 - Tier I Instructional Plans
 - iReady Student Data Chats
 - WIN Periods
- Secondary Data Team Meetings
 - Tier I Instructional Plans
- PLC Meetings
 - Grade Level, K-6
 - Department, 7-8
 - Focus Areas, 9-12
- Consultants
 - Cleveland: ELA and Math
 - Madison: ELA
 - Academy: Math
- Instructional Coaches
 - 5 Elementary
 - 4 Secondary

Professional Development

- Illustrative Mathematics
- Renaissance/STAR & Freckle
- Gizmos
- Desmos
- DBQs
- Writing Across the Curriculum
- Readers Workshop Model
- Writers Workshop Model
- Heggerty
- Foundations
- Mosa Mack
- Sheltered English Instruction
- Inclusion
- Guided Reading

- Implementation of New Curriculum
 - K-12 ELA
 - K-12 Math
 - Pacing Guides
 - Model Lessons (ELA and Math)
 - ML Learner Addendum (ELA)
 - End of Unit Assessments
 - Teacher Feedback
- Revised Social Studies/Science Monthly Pacing Guides, Grades 5-6
- Implementation of redesigned Secondary Math Course Sequence
- Implementation of *Illustrative Mathematics*
 - Monthly Meeting with IM Consultants
- Implementation of *Heggerty* and *Bridge the Gap*
- Implementation of *Ready, Set, Read* Decodables
- Implementation of K-4 Standards Based Report Cards

- Redesign Summer Enrichment Programs
- Gifted & Talented Services, Grade 2
- Parent Forums
 - AP
 - Gifted & Talented
 - K-12 ELA and Math Curriculum
 - NJTSS and Chronic Absenteeism
 - Technology
 - K-4 Standards Based Report Cards
 - Special Education
- Title I Family Events
 - Paint & Reading Night
 - STEM & Writing Night
 - Lego Night
- Strategic Planning
- Diagnostic and Benchmark Assessments
 - K-6 iReady
 - 7-12 Renaissance/STAR

- Creation of Labor Management Collaboratives
- Implementation of *JAG*
- 150 V-Labs in science classrooms
- Rutgers CHANGE Program
- District Reading Challenge
- Horizontal Meetings
 - A Vertical Alignment and Roadmap for Model Lessons
 - Pacing Guide and End of Unit Assessments
 - Strategic Planning: *Illustrative Mathematics*
 - Mentor Texts
 - Breaking Down the Curriculum
- AP Institute
 - Before and After School, 2024-2025 School Year
 - Summer of 2025
- District Drop-In Tutoring
- Targeted Tutoring Programs
- Title I Attendance Teams
- ML Parent Advisory Committee
- Lexikeet

- Rutgers Mental Health Grant
- Rutgers Diversifying the Teaching Profession Grant
 - Tomorrow's Teachers
- Chronic Absenteeism Plan
- National Day on Writing and SEL Day
- Soluna
- Dual Language Preschool
- BELLE Cohort
- Preschool Inclusion Classes
- Selection Committee: Guided Reading Books
 - Implementation 2025
- Pre-AP English I
 - Implementation September 2025
- Dual Enrollment
 - Implementation September 2025
- Special Education Programs: 2025-2026
 - Autism Class: Rahway 7th/8th Grade Academy
 - Multiple Disabilities Class: Rahway High School
 - Secondary Special Education Program: Rahway High School
- Grover Cleveland, Rahway High School: No Longer in Status

Thank You

—