Township of Ocean School District (25-3810)

2022-2023

County: Monmouth
District: Township of Ocean School District
163 Monmouth Road
Oakhurst, NJ 07755

Superintendent: Ms. Kelly Weldon
District Website
732-531-5600 x3000

3,226
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

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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	Monmouth
District	Township of Ocean School District
Superintendent Name	Ms. Kelly Weldon
Address	163 Monmouth Road, Oakhurst, NJ 07755
Phone Number	732-531-5600 x3000
Email Address	kweldon@oceanschools.org
Website	www.oceanschools.org
Facebook	https://www.facebook.com/TownshipofOceanSchoolDistrict

NJ SCHOOL PERFORMANCE REPORT

Township of Ocean School District
(25-3810)
2022-2023

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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
Ocean Township Elementary School	PK-04
Ocean Township High School	09-12
Township of Ocean Intermediate School	05-08
Wanamassa Elementary School	PK-04
Wayside Elementary School	PK-04

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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	188	232	287
KG	212	229	213
1	226	215	216
2	212	222	199
3	223	212	218
4	239	222	212
5	211	232	214
6	259	217	226
7	253	247	212
8	254	261	243
9	257	245	242
10	264	258	252
11	231	241	248
12	256	233	244
Total	3,285	3,266	3,226

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	47.0%	48.0%	48.0%
Male	53.0%	52.0%	52.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	20.9%	20.5%	27.7%
Students with Disabilities	22.3%	21.4%	22.0%
English Learners	5.5%	6.9%	7.0%
Homeless Students	1.0%	1.1%	1.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.2%	0.2%	0.2%
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	61.2%	60.7%	59.9%
Hispanic	18.3%	19.1%	20.4%
Black or African American	11.0%	11.4%	11.2%
Asian	7.3%	6.3%	5.8%
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	2.2%	2.3%	2.5%

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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	37	0	0
PK - Full Day	151	232	287
KG - Half Day	0	0	0
KG - Full Day	212	229	213

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	3,268	3,281	3,217
Shared Time Students	31	44	52
Full Time Equivalent	3,284	3,303	3,243

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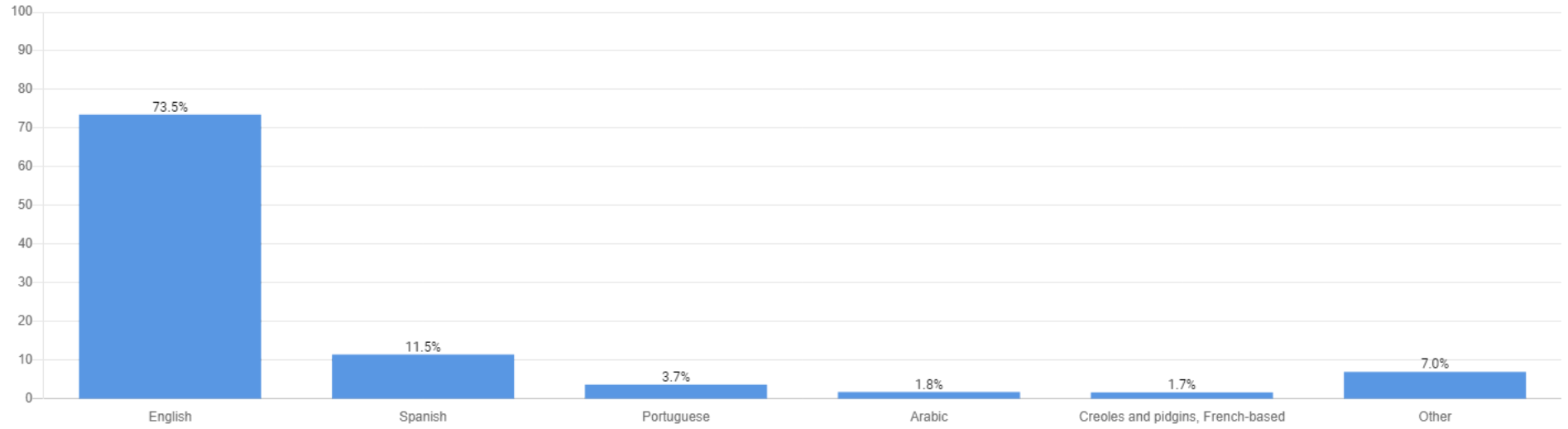
Enrollment by Home Language

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



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

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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	50	50	Met Standard	47	50	Met Standard
White	51	51	Met Standard	47	51	Met Standard
Hispanic	46	47	Met Standard	44.5	47	Met Standard
Black or African American	54.5	45	Met Standard	44	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	58	60	Met Standard	48	61	Met Standard
American Indian or Alaska Native	N	54	**	N	49	**
Two or More Races	55	52	Met Standard	44	51	Met Standard
Female	49	52		46	49	
Male	52	48		47	51	
Non-Binary/Undesignated Gender	N	46.5		N	62	
Economically Disadvantaged Students	47	46	Met Standard	44	46	Met Standard
Students with Disabilities	43	40	Met Standard	40	42	Met Standard
English Learners	52.5	47	Met Standard	51	48	Met Standard
Homeless Students	*	42		*	42	
Students in Foster Care	N	42		N	44	
Military-Connected Students	*	50		*	49	
Migrant Students	N	36		N	43	

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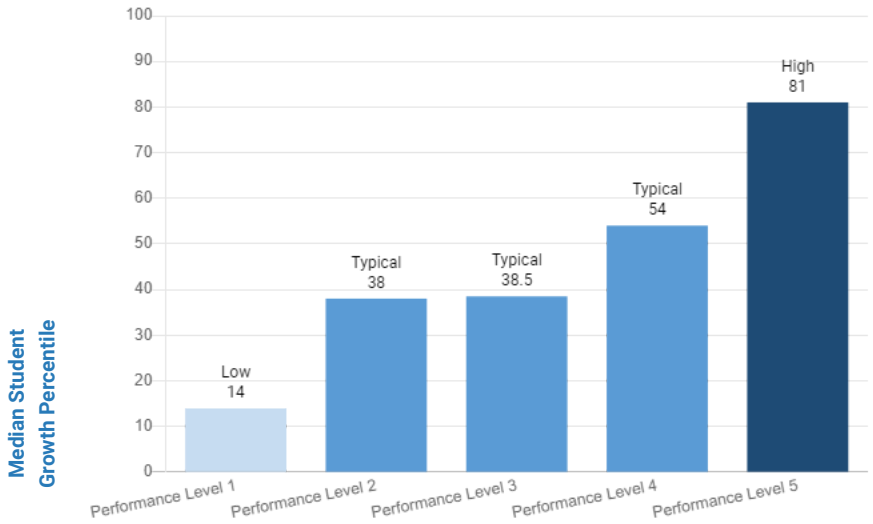
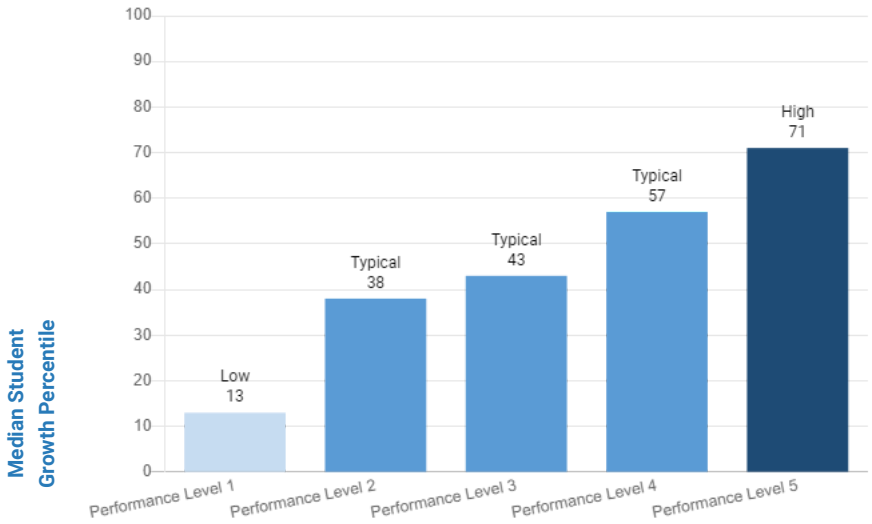
Student Growth

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.





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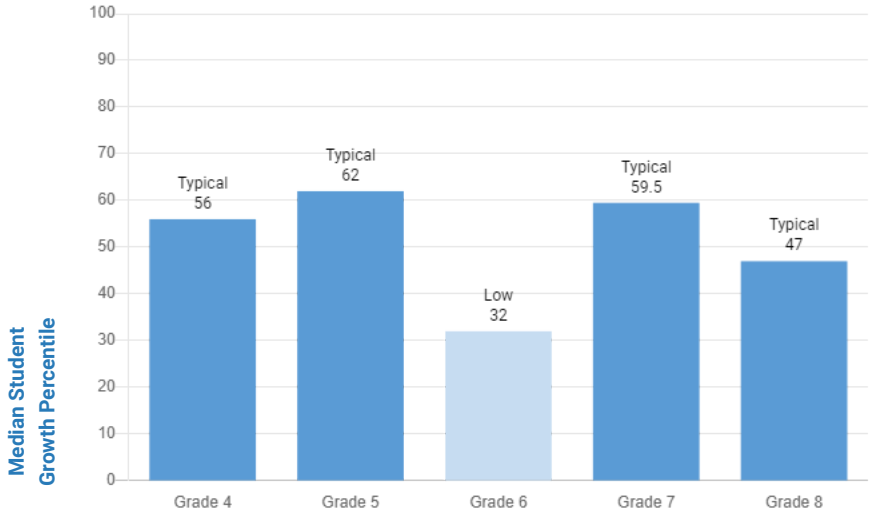
Student Growth

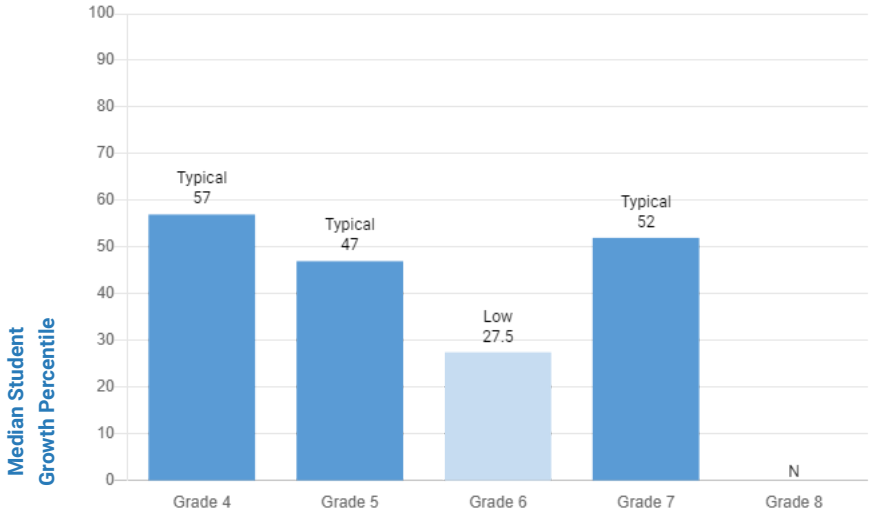
Student Growth by Grade

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

ELA



Math



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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.

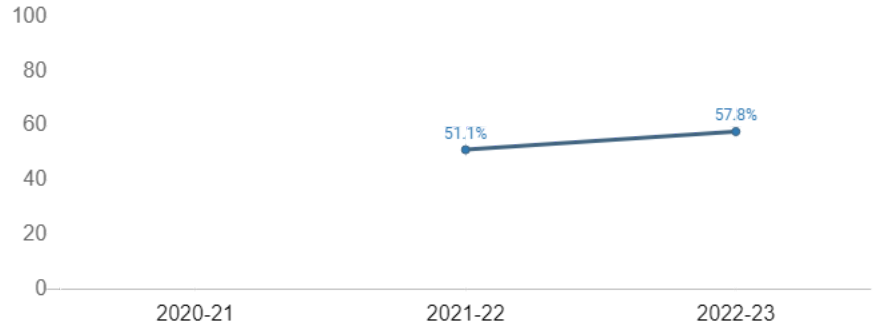
Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

English Language Arts and Mathematics Performance Trends

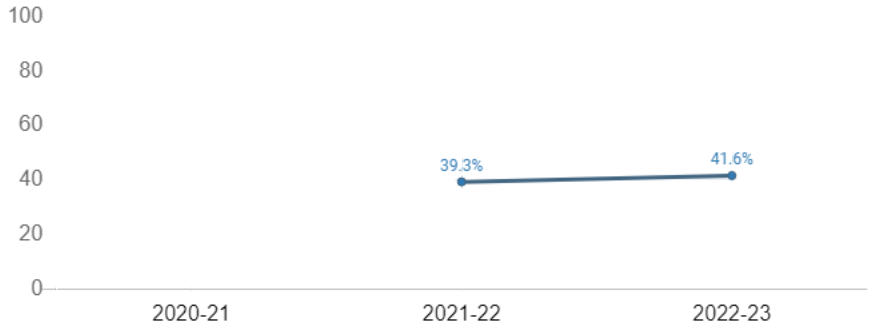
These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the New Jersey Student Learning Assessment (NJSLA) and the DLM alternate assessment for English language arts (ELA) and mathematics. The Proficiency 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		99.6%	99.6%		99.8%	99.5%
Proficiency Rate for Federal Accountability		51.1%	57.8%		39.3%	41.6%
Annual Target		53.5%	55.2%		51.4%	53.2%
Met Annual Target?		Not Met	Met Target		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.

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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	1,540	99.6%	57.8%	51.3%	57.8%	55.2%	Met Target
White	919	99.9%	67.1%	60.7%	67.1%	58.1%	Met Target
Hispanic	315	99.1%	40.6%	37.3%	40.6%	44.8%	Met Target†
Black or African American	163	99.4%	34.4%	34%	34.4%	40.5%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	96	100%	62.5%	79.8%	62.5%	66.9%	Met Target†
American Indian or Alaska Native	*	*	*	52.7%	*	**	**
Two or More Races	*	97.9%	61.7%	58.2%	61.7%	47.3%	Met Target
Female	*	99.9%	66.1%	56.8%	66.1%		
Male	*	99.4%	50.4%	46%	50.4%		
Non-binary/undesignated gender	*	*	*	62.5%	*		
Economically Disadvantaged Students	383	99.5%	37.1%	33.4%	37.1%	42.7%	Not Met
Non-Economically Disadvantaged Students	1,157	99.7%	64.6%	61.3%	64.6%		
Students with Disabilities	354	99.4%	15.8%	19.2%	15.8%	32.1%	Not Met
Students without Disabilities	1,186	99.7%	70.3%	58.3%	70.3%		
English Learners	145	100%	31.7%	23.9%	31.7%	35.5%	Met Target†
Non-English Learners	1,395	99.6%	60.5%	54.7%	60.5%		
Homeless Students	*	*	*	23.2%	*		
Students in Foster Care	*	*	*	20.3%	*		
Military-Connected Students	*	*	*	49.2%	*		
Migrant Students	*	*	*	15.9%	*		

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English Language Arts Assessment - Performance Trends

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

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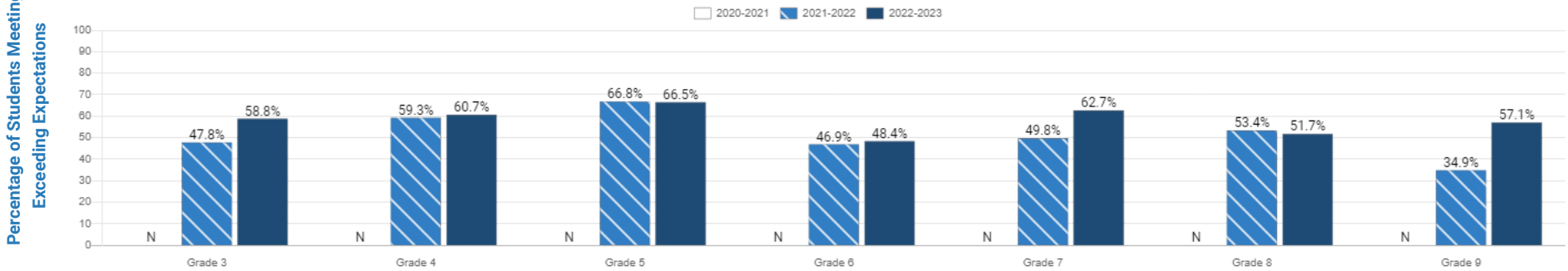

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English Language Arts Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	211	753	739	13%	9%	19%	52%	7%	59%	42%
White	132	760	749	10%	6%	20%	55%	9%	64%	51%
Hispanic	*	738	723	27%	9%	9%	52%	3%	55%	27%
Black or African American	23	729	722	22%	17%	35%	26%	0%	26%	26%
Asian, Native Hawaiian, or Pacific Islander	13	756	768	0%	23%	15%	54%	8%	62%	69%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	52%
Two or More Races	*	*	749	*	*	*	*	*	*	51%
Female	*	767	744	6%	3%	18%	62%	12%	73%	47%
Male	*	740	734	21%	15%	20%	42%	3%	45%	37%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	729	719	30%	18%	16%	34%	2%	36%	23%
Non-Economically Disadvantaged Students	*	761	751	8%	6%	20%	57%	9%	66%	53%
Students with Disabilities	*	713	709	40%	17%	19%	24%	0%	24%	18%
Students without Disabilities	*	763	745	7%	7%	19%	59%	9%	67%	47%
English Learners	21	724	703	29%	29%	14%	29%	0%	29%	12%
Non-English Learners	190	756	743	12%	7%	19%	54%	8%	62%	46%
Homeless Students	*	*	708	*	*	*	*	*	*	16%
Students in Foster Care	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	*	*	739	*	*	*	*	*	*	40%
Migrant Students	*	*	701	*	*	*	*	*	*	14%

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English Language Arts Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	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	214	754	748	9%	9%	21%	46%	15%	61%	51%
White	115	763	758	3%	7%	18%	50%	21%	71%	62%
Hispanic	*	742	734	15%	15%	22%	41%	7%	48%	36%
Black or African American	21	730	733	33%	5%	24%	29%	10%	38%	34%
Asian, Native Hawaiian, or Pacific Islander	13	759	776	0%	15%	23%	54%	8%	62%	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	55%
Two or More Races	*	751	757	9%	9%	27%	45%	9%	55%	60%
Female	*	754	752	9%	7%	20%	51%	12%	63%	55%
Male	*	753	745	9%	11%	21%	41%	18%	58%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	67	734	731	19%	19%	16%	42%	3%	45%	32%
Non-Economically Disadvantaged Students	147	763	759	5%	5%	22%	48%	20%	68%	63%
Students with Disabilities	*	722	720	22%	30%	26%	20%	2%	22%	22%
Students without Disabilities	*	764	755	5%	3%	19%	54%	19%	73%	58%
English Learners	26	720	712	27%	31%	15%	27%	0%	27%	14%
Non-English Learners	188	758	752	7%	6%	21%	48%	17%	65%	55%
Homeless Students	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	*	*	724	*	*	*	*	*	*	25%
Military-Connected Students	*	*	748	*	*	*	*	*	*	51%
Migrant Students	*	*	697	*	*	*	*	*	*	15%

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N No Data is available to display
† This indicates a table specific note,see note below table

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	209	762	750	6%	8%	19%	53%	13%	67%	53%
White	128	770	759	4%	4%	13%	63%	17%	80%	64%
Hispanic	41	742	736	7%	17%	39%	34%	2%	37%	39%
Black or African American	21	740	733	24%	14%	14%	43%	5%	48%	34%
Asian, Native Hawaiian, or Pacific Islander	11	768	777	0%	0%	36%	55%	9%	64%	82%
American Indian or Alaska Native	*	*	752	*	*	*	*	*	*	53%
Two or More Races	*	*	759	*	*	*	*	*	*	62%
Female	*	766	755	4%	7%	18%	55%	16%	71%	58%
Male	*	758	745	9%	10%	20%	51%	11%	62%	48%
Non-binary/undesignated gender	*	*	747	*	*	*	*	*	*	40%
Economically Disadvantaged Students	55	739	732	15%	15%	33%	33%	5%	38%	34%
Non-Economically Disadvantaged Students	154	770	761	3%	6%	14%	60%	16%	77%	65%
Students with Disabilities	39	726	720	21%	31%	28%	21%	0%	21%	20%
Students without Disabilities	170	770	756	3%	3%	17%	61%	16%	77%	60%
English Learners	*	*	707	*	*	*	*	*	*	*
Non-English Learners	*	763	754	6%	8%	17%	55%	14%	68%	57%
Homeless Students	*	*	721	*	*	*	*	*	*	23%
Students in Foster Care	*	*	723	*	*	*	*	*	*	20%
Military-Connected Students	*	*	750	*	*	*	*	*	*	53%
Migrant Students	*	*	717	*	*	*	*	*	*	29%

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Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 6

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

Student Group	Valid Scores	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	219	746	747	9%	16%	26%	42%	7%	48%	49%
White	137	753	756	6%	12%	24%	50%	9%	58%	59%
Hispanic	46	734	735	17%	17%	33%	28%	4%	33%	34%
Black or African American	22	723	731	14%	45%	14%	27%	0%	27%	30%
Asian, Native Hawaiian, or Pacific Islander	12	750	773	8%	8%	50%	25%	8%	33%	79%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	48%
Two or More Races	*	*	753	*	*	*	*	*	*	55%
Female	*	750	752	6%	15%	20%	51%	8%	59%	54%
Male	*	743	743	11%	16%	32%	34%	6%	40%	44%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	65%
Economically Disadvantaged Students	56	723	732	25%	27%	25%	21%	2%	23%	30%
Non-Economically Disadvantaged Students	163	754	756	4%	12%	27%	48%	9%	57%	60%
Students with Disabilities	50	716	717	*	*	*	*	*	*	16%
Students without Disabilities	169	755	754	5%	7%	27%	52%	9%	61%	56%
English Learners	11	692	704	*	*	*	*	*	*	*
Non-English Learners	208	749	750	6%	15%	27%	44%	7%	51%	52%
Homeless Students	*	*	721	*	*	*	*	*	*	19%
Students in Foster Care	*	*	719	*	*	*	*	*	*	15%
Military-Connected Students	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	*	*	*	*	*	*	*	*

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Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 7

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	209	754	752	11%	11%	15%	38%	25%	63%	56%
White	119	764	761	6%	8%	13%	41%	32%	73%	65%
Hispanic	39	734	738	21%	18%	18%	33%	10%	44%	41%
Black or African American	24	729	735	25%	21%	21%	25%	8%	33%	38%
Asian, Native Hawaiian, or Pacific Islander	21	765	784	10%	0%	19%	38%	33%	71%	84%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	55%
Two or More Races	*	*	758	*	*	*	*	*	*	62%
Female	*	760	759	8%	5%	14%	48%	24%	73%	62%
Male	*	749	746	14%	14%	16%	30%	25%	55%	50%
Non-binary/undesignated gender	*	*	759	*	*	*	*	*	*	53%
Economically Disadvantaged Students	53	731	735	25%	19%	13%	34%	9%	43%	38%
Non-Economically Disadvantaged Students	156	762	762	7%	8%	16%	39%	30%	69%	66%
Students with Disabilities	41	699	715	49%	32%	10%	7%	2%	10%	18%
Students without Disabilities	168	767	760	2%	5%	17%	45%	30%	76%	63%
English Learners	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	756	756	10%	9%	16%	40%	26%	66%	59%
Homeless Students	*	*	722	*	*	*	*	*	*	25%
Students in Foster Care	*	*	716	*	*	*	*	*	*	19%
Military-Connected Students	*	*	749	*	*	*	*	*	*	54%
Migrant Students	*	*	701	*	*	*	*	*	*	10%

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Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 8

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	242	751	754	10%	11%	27%	40%	12%	52%	55%
White	143	758	763	5%	13%	24%	41%	17%	58%	64%
Hispanic	55	735	741	22%	11%	31%	36%	0%	36%	42%
Black or African American	25	740	737	12%	8%	36%	44%	0%	44%	38%
Asian, Native Hawaiian, or Pacific Islander	15	769	787	0%	7%	27%	47%	20%	67%	84%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	*	*	759	*	*	*	*	*	*	60%
Female	*	758	763	4%	12%	27%	42%	15%	58%	63%
Male	*	745	747	15%	11%	28%	38%	9%	47%	48%
Non-binary/undesignated gender	*	*	769	*	*	*	*	*	*	69%
Economically Disadvantaged Students	60	735	738	18%	12%	35%	33%	2%	35%	39%
Non-Economically Disadvantaged Students	182	756	763	7%	11%	25%	42%	15%	57%	64%
Students with Disabilities	57	718	715	28%	28%	33%	11%	0%	11%	17%
Students without Disabilities	185	761	762	4%	6%	25%	49%	15%	64%	62%
English Learners	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	753	757	8%	11%	28%	41%	12%	53%	58%
Homeless Students	*	*	725	*	*	*	*	*	*	29%
Students in Foster Care	*	*	714	*	*	*	*	*	*	20%
Military-Connected Students	*	*	751	*	*	*	*	*	*	53%
Migrant Students	*	*	*	*	*	*	*	*	*	*

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Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 9

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

Student Group	Valid Scores	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	238	749	747	11%	13%	19%	45%	12%	57%	52%
White	136	759	755	6%	10%	13%	56%	15%	71%	60%
Hispanic	51	732	734	20%	20%	25%	29%	6%	35%	39%
Black or African American	32	725	731	22%	28%	25%	19%	6%	25%	34%
Asian, Native Hawaiian, or Pacific Islander	12	766	780	0%	0%	33%	50%	17%	67%	83%
American Indian or Alaska Native	*	*	749	*	*	*	*	*	*	53%
Two or More Races	*	*	753	*	*	*	*	*	*	57%
Female	*	756	754	7%	11%	18%	51%	14%	65%	58%
Male	*	744	740	14%	16%	20%	40%	10%	50%	45%
Non-binary/undesignated gender	*	*	762	*	*	*	*	*	*	64%
Economically Disadvantaged Students	49	730	732	18%	27%	24%	24%	6%	31%	35%
Non-Economically Disadvantaged Students	189	754	755	8%	10%	17%	50%	14%	64%	60%
Students with Disabilities	57	710	711	37%	32%	16%	14%	2%	16%	14%
Students without Disabilities	181	762	754	2%	8%	20%	55%	15%	70%	58%
English Learners	*	*	697	*	*	*	*	*	*	*
Non-English Learners	*	750	750	10%	13%	19%	45%	12%	58%	54%
Homeless Students	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	*	*	706	*	*	*	*	*	*	14%
Military-Connected Students	*	*	742	*	*	*	*	*	*	45%
Migrant Students	*	*	*	*	*	*	*	*	*	*

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Academic Achievement

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM. 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	1,557	99.5%	41.6%	38.2%	41.6%	53.2%	Not Met
White	924	99.5%	49.6%	48.7%	49.6%	56.6%	Not Met
Hispanic	322	99.7%	27%	22.2%	27%	42.1%	Not Met
Black or African American	165	99.4%	15.8%	17.9%	15.8%	36.5%	Not Met
Asian, Native Hawaiian, or Pacific Islander	98	100%	59.2%	73.1%	59.2%	66.1%	Met Target†
American Indian or Alaska Native	*	*	*	40.1%	*	**	**
Two or More Races	*	98%	39.6%	46.4%	39.6%	46%	Met Target†
Female	*	99.5%	38.5%	36.5%	38.5%		
Male	*	99.5%	44.4%	39.9%	44.4%		
Non-binary/undesignated gender	*	*	*	36.8%	*		
Economically Disadvantaged Students	391	99.1%	22.3%	19.5%	22.3%	41.3%	Not Met
Non-Economically Disadvantaged Students	1,166	99.7%	48.1%	48.8%	48.1%		
Students with Disabilities	354	98.9%	14.1%	15.7%	14.1%	32.8%	Not Met
Students without Disabilities	1,203	99.7%	49.7%	43%	49.7%		
English Learners	152	98.9%	28.9%	18.1%	28.9%	40.9%	Not Met
Non-English Learners	1,405	99.6%	43%	41%	43%		
Homeless Students	*	*	*	11.9%	*		
Students in Foster Care	*	*	*	<10%	*		
Military-Connected Students	*	*	*	37.3%	*		
Migrant Students	*	*	*	12.7%	*		

† Target was met within a confidence interval.

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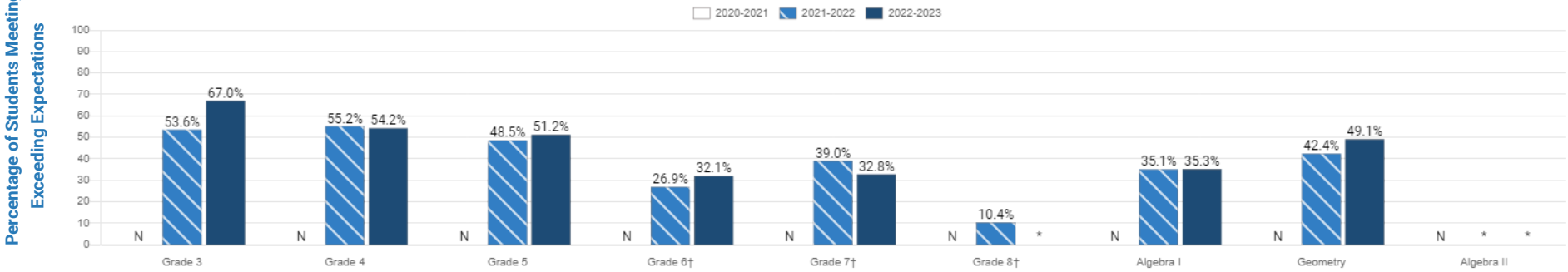
Mathematics Assessment – Performance Trends

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

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



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

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Mathematics Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	215	761	745	7%	9%	18%	48%	19%	67%	46%
White	132	767	756	3%	10%	14%	48%	24%	73%	58%
Hispanic	*	743	731	22%	5%	19%	46%	8%	54%	29%
Black or African American	23	743	725	9%	17%	30%	39%	4%	43%	25%
Asian, Native Hawaiian, or Pacific Islander	13	770	775	0%	0%	23%	54%	23%	77%	77%
American Indian or Alaska Native	*	*	752	*	*	*	*	*	*	57%
Two or More Races	*	*	753	*	*	*	*	*	*	53%
Female	*	764	743	4%	7%	17%	55%	17%	72%	44%
Male	*	758	747	9%	11%	18%	41%	21%	62%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	740	727	15%	15%	25%	40%	6%	45%	26%
Non-Economically Disadvantaged Students	*	767	756	4%	7%	15%	51%	23%	74%	58%
Students with Disabilities	*	732	724	21%	21%	24%	29%	5%	33%	24%
Students without Disabilities	*	768	750	3%	6%	16%	53%	23%	75%	50%
English Learners	24	739	721	21%	13%	21%	42%	4%	46%	20%
Non-English Learners	191	763	749	5%	8%	17%	49%	21%	70%	50%
Homeless Students	*	*	716	*	*	*	*	*	*	16%
Students in Foster Care	*	*	718	*	*	*	*	*	*	16%
Military-Connected Students	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	728	*	*	*	*	*	*	25%

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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	214	749	743	7%	13%	26%	49%	6%	54%	44%
White	115	758	754	3%	8%	22%	59%	8%	67%	57%
Hispanic	*	742	729	6%	22%	35%	35%	2%	37%	27%
Black or African American	21	718	723	33%	14%	29%	24%	0%	24%	23%
Asian, Native Hawaiian, or Pacific Islander	13	760	773	0%	8%	23%	62%	8%	69%	78%
American Indian or Alaska Native	*	*	750	*	*	*	*	*	*	49%
Two or More Races	*	743	751	0%	27%	27%	36%	9%	45%	54%
Female	*	745	741	6%	15%	33%	44%	2%	46%	42%
Male	*	753	745	8%	11%	19%	53%	9%	62%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	67	734	725	12%	24%	31%	33%	0%	33%	24%
Non-Economically Disadvantaged Students	147	756	754	4%	8%	24%	56%	8%	64%	57%
Students with Disabilities	*	726	720	20%	30%	26%	22%	2%	24%	21%
Students without Disabilities	*	756	748	2%	8%	26%	57%	7%	63%	49%
English Learners	26	725	716	15%	38%	19%	27%	0%	27%	14%
Non-English Learners	188	752	747	5%	10%	27%	52%	6%	58%	48%
Homeless Students	*	*	715	*	*	*	*	*	*	15%
Students in Foster Care	*	*	713	*	*	*	*	*	*	13%
Military-Connected Students	*	*	744	*	*	*	*	*	*	45%
Migrant Students	*	*	712	*	*	*	*	*	*	21%

Report Key:
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** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Academic Achievement

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

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Mathematics Assessment - Performance By Grade: Grade 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	213	749	740	5%	15%	30%	45%	6%	51%	40%
White	128	756	750	2%	8%	26%	55%	9%	64%	52%
Hispanic	45	731	726	11%	29%	36%	24%	0%	24%	23%
Black or African American	21	732	720	10%	33%	38%	14%	5%	19%	18%
Asian, Native Hawaiian, or Pacific Islander	11	759	772	0%	0%	27%	73%	0%	73%	76%
American Indian or Alaska Native	*	*	742	*	*	*	*	*	*	42%
Two or More Races	*	*	749	*	*	*	*	*	*	50%
Female	*	746	739	3%	17%	34%	40%	6%	46%	38%
Male	*	751	741	7%	12%	25%	50%	6%	56%	42%
Non-binary/undesignated gender	*	*	745	*	*	*	*	*	*	45%
Economically Disadvantaged Students	57	730	723	7%	30%	44%	18%	2%	19%	19%
Non-Economically Disadvantaged Students	156	755	751	4%	9%	24%	55%	8%	63%	52%
Students with Disabilities	39	725	719	18%	33%	31%	18%	0%	18%	17%
Students without Disabilities	174	754	745	2%	10%	29%	51%	7%	59%	45%
English Learners	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	749	743	4%	14%	29%	47%	6%	53%	43%
Homeless Students	*	*	713	*	*	*	*	*	*	11%
Students in Foster Care	*	*	714	*	*	*	*	*	*	10%
Military-Connected Students	*	*	741	*	*	*	*	*	*	39%
Migrant Students	*	*	713	*	*	*	*	*	*	21%

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Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 6

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

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

Student Group	Valid Scores	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	221	735	735	13%	20%	35%	30%	2%	32%	34%
White	137	740	745	8%	19%	34%	36%	3%	39%	45%
Hispanic	47	728	722	19%	28%	28%	26%	0%	26%	18%
Black or African American	22	711	716	*	*	*	*	*	*	13%
Asian, Native Hawaiian, or Pacific Islander	13	746	767	8%	0%	54%	31%	8%	38%	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	35%
Two or More Races	*	*	741	*	*	*	*	*	*	42%
Female	*	730	735	13%	29%	31%	26%	2%	28%	33%
Male	*	738	736	12%	14%	38%	33%	2%	36%	36%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	57	717	719	28%	25%	37%	11%	0%	11%	15%
Non-Economically Disadvantaged Students	164	741	745	7%	19%	34%	37%	3%	40%	45%
Students with Disabilities	50	710	711	36%	30%	22%	12%	0%	12%	11%
Students without Disabilities	171	742	740	6%	18%	39%	35%	3%	38%	39%
English Learners	13	708	704	*	*	*	*	*	*	*
Non-English Learners	208	736	738	11%	21%	35%	31%	2%	34%	37%
Homeless Students	*	*	709	*	*	*	*	*	*	*
Students in Foster Care	*	*	709	*	*	*	*	*	*	*
Military-Connected Students	*	*	736	*	*	*	*	*	*	32%
Migrant Students	*	*	*	*	*	*	*	*	*	*

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Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 7

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

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

Student Group	Valid Scores	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	204	736	736	10%	20%	37%	32%	0%	33%	34%
White	115	744	745	3%	11%	45%	39%	1%	40%	46%
Hispanic	38	725	725	11%	42%	26%	21%	0%	21%	19%
Black or African American	26	712	720	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	19	743	760	5%	16%	32%	47%	0%	47%	67%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	*	*	741	*	*	*	*	*	*	40%
Female	*	733	735	10%	20%	45%	26%	0%	26%	32%
Male	*	738	737	10%	21%	31%	38%	1%	38%	35%
Non-binary/undesignated gender	*	*	737	*	*	*	*	*	*	40%
Economically Disadvantaged Students	55	719	722	22%	31%	31%	16%	0%	16%	17%
Non-Economically Disadvantaged Students	149	742	744	5%	16%	40%	38%	1%	39%	44%
Students with Disabilities	41	708	713	*	*	*	*	*	*	10%
Students without Disabilities	163	743	740	4%	14%	41%	40%	1%	40%	39%
English Learners	12	712	709	*	*	*	*	*	*	*
Non-English Learners	192	737	738	9%	19%	37%	34%	1%	35%	36%
Homeless Students	*	*	714	*	*	*	*	*	*	*
Students in Foster Care	*	*	707	*	*	*	*	*	*	*
Military-Connected Students	*	*	735	*	*	*	*	*	*	31%
Migrant Students	*	*	*	*	*	*	*	*	*	*

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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	175	710	716	*	*	*	*	*	*	18%
White	93	718	727	27%	32%	31%	10%	0%	10%	25%
Hispanic	49	702	709	*	*	*	*	*	*	12%
Black or African American	23	696	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	739	*	*	*	*	*	*	41%
American Indian or Alaska Native	*	*	708	*	*	*	*	*	*	12%
Two or More Races	*	*	719	*	*	*	*	*	*	21%
Female	*	712	717	*	*	*	*	*	*	17%
Male	*	708	716	*	*	*	*	*	*	18%
Non-binary/undesignated gender	*	*	728	*	*	*	*	*	*	28%
Economically Disadvantaged Students	53	699	707	*	*	*	*	*	*	11%
Non-Economically Disadvantaged Students	122	714	723	*	*	*	*	*	*	23%
Students with Disabilities	57	697	699	*	*	*	*	*	*	*
Students without Disabilities	118	716	721	*	*	*	*	*	*	21%
English Learners	*	*	694	*	*	*	*	*	*	*
Non-English Learners	*	711	718	*	*	*	*	*	*	19%
Homeless Students	*	*	700	*	*	*	*	*	*	*
Students in Foster Care	*	*	692	*	*	*	*	*	*	*
Military-Connected Students	*	*	721	*	*	*	*	*	*	22%
Migrant Students	*	*	686	*	*	*	*	*	*	*

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Academic Achievement

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Mathematics Assessment - Performance By Test: Algebra I

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

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

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

Student Group	Valid Scores	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	278	736	738	15%	22%	28%	32%	4%	35%	35%
White	152	744	747	7%	17%	32%	39%	4%	43%	46%
Hispanic	*	720	723	29%	27%	27%	17%	0%	17%	20%
Black or African American	*	715	720	31%	39%	19%	8%	3%	11%	16%
Asian, Native Hawaiian, or Pacific Islander	*	773	773	0%	11%	5%	68%	16%	84%	73%
American Indian or Alaska Native	*	*	732	*	*	*	*	*	*	31%
Two or More Races	*	*	746	*	*	*	*	*	*	44%
Female	*	738	737	9%	24%	33%	29%	5%	33%	34%
Male	*	735	739	19%	21%	23%	34%	3%	37%	37%
Non-binary/undesignated gender	*	*	739	*	*	*	*	*	*	34%
Economically Disadvantaged Students	*	721	722	24%	34%	23%	19%	0%	19%	18%
Non-Economically Disadvantaged Students	*	741	746	12%	18%	29%	36%	5%	41%	44%
Students with Disabilities	*	710	712	*	*	*	*	*	*	*
Students without Disabilities	*	743	742	10%	18%	29%	39%	5%	43%	40%
English Learners	*	701	706	*	*	*	*	*	*	*
Non-English Learners	*	739	740	13%	21%	29%	34%	4%	38%	38%
Homeless Students	*	*	713	*	*	*	*	*	*	11%
Students in Foster Care	*	*	707	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	30%
Migrant Students	*	*	702	*	*	*	*	*	*	*

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Mathematics Assessment - Performance By Test: Geometry

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

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

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

Student Group	Valid Scores	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	57	746	751	2%	9%	40%	47%	2%	49%	55%
White	*	751	753	0%	3%	38%	56%	3%	59%	59%
Hispanic	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	734	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	758	*	*	*	*	*	*	61%
Two or More Races	*	*	755	*	*	*	*	*	*	58%
Female	*	744	749	0%	7%	55%	38%	0%	38%	52%
Male	*	749	753	4%	11%	25%	57%	4%	61%	58%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	57%
Economically Disadvantaged Students	*	*	734	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	747	755	2%	9%	39%	48%	2%	50%	61%
Students with Disabilities	*	*	726	*	*	*	*	*	*	23%
Students without Disabilities	*	746	752	2%	9%	41%	46%	2%	48%	56%
English Learners	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	746	752	2%	9%	40%	47%	2%	49%	56%
Homeless Students	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	747	*	*	*	*	*	*	43%
Migrant Students	*	*	*	*	*	*	*	*	*	*

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Mathematics Assessment - Performance By Test: Algebra II

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

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

Student Group	Valid Scores	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	*	*	762	*	*	*	*	*	*	66%
White	*	*	765	*	*	*	*	*	*	69%
Hispanic	*	*	718	*	*	*	*	*	*	24%
Black or African American	*	*	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	774	*	*	*	*	*	*	70%
Two or More Races	*	*	766	*	*	*	*	*	*	69%
Female	*	*	757	*	*	*	*	*	*	61%
Male	*	*	767	*	*	*	*	*	*	70%
Non-binary/undesignated gender	*	*	746	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	715	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	772	*	*	*	*	*	*	75%
Students with Disabilities	*	*	717	*	*	*	*	*	*	29%
Students without Disabilities	*	*	763	*	*	*	*	*	*	66%
English Learners	*	*	689	*	*	*	*	*	*	*
Non-English Learners	*	*	764	*	*	*	*	*	*	68%
Homeless Students	*	*	706	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	753	*	*	*	*	*	*	65%
Migrant Students	*	*	*	*	*	*	*	*	*	*

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with the most significant intellectual disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	*	*
7	*	*
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.

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score 4.5 or Above
0-2	124	>90%	<10%
3-4	56	89.3%	10.7%
5 or more	28	71.4%	28.6%

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	40.9%	27.4%	Met Target

† Target was met within a confidence interval.

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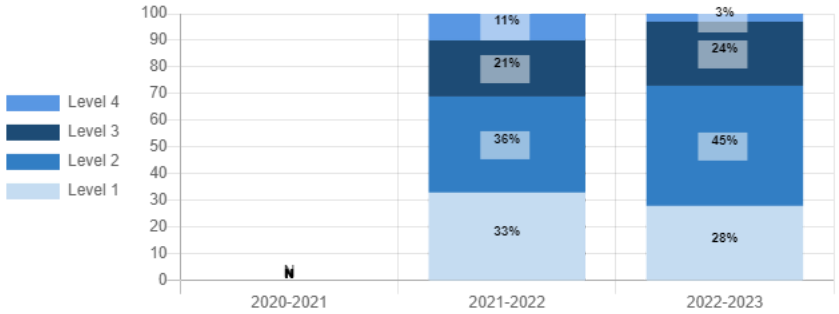
Academic Achievement

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 that took the Dynamic Learning Maps (DLM) Science assessment. Visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

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

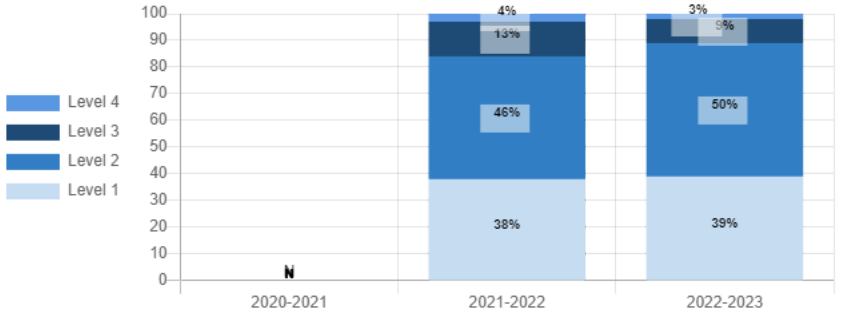
Important note for 2022-23 Reports: Due to the cancellation of statewide assessments in prior years, statewide assessment results are not available for the 2020-21 school year.



NJSLA Science Assessment: Grade 8 Summary

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

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



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Academic Achievement

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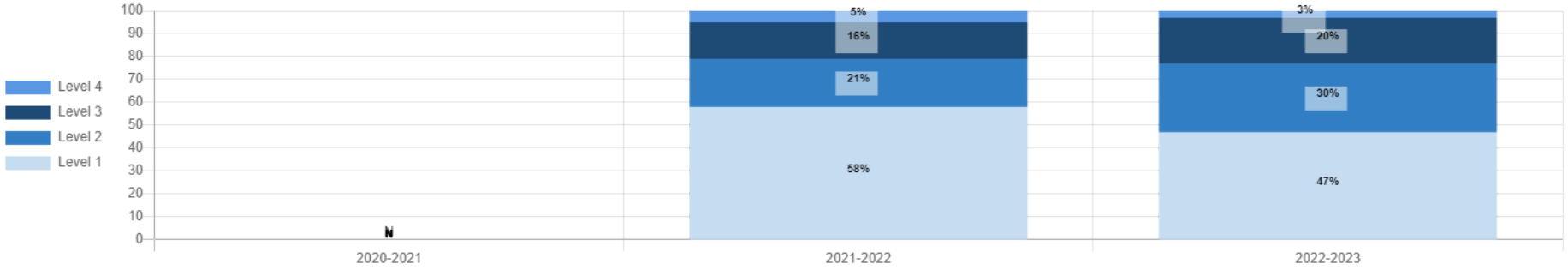
NJSLA Science Assessment: Grade 11 Summary

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

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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	28%	45%	24%	3%
White	16%	48%	32%	4%
Hispanic	58%	40%	2%	0%
Black or African American	52%	33%	10%	5%
Asian, Native Hawaiian, or Pacific Islander	9%	64%	27%	0%
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	28%	52%	18%	3%
Male	29%	38%	30%	3%
Non-binary/undesignated gender	*	*	*	*
Economically Disadvantaged Students	55%	39%	4%	2%
Non-Economically Disadvantaged Students	18%	47%	31%	3%
Students with Disabilities	62%	28%	10%	0%
Students without Disabilities	21%	49%	27%	3%
English Learners	*	*	*	*
Non-English Learners	26%	46%	25%	3%
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 that took the Dynamic Learning Maps (DLM) Science assessment. Visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Districtwide	39%	50%	9%	3%
White	31%	54%	11%	4%
Hispanic	54%	41%	5%	0%
Black or African American	56%	44%	0%	0%
Asian, Native Hawaiian, or Pacific Islander	20%	53%	20%	7%
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	35%	55%	8%	2%
Male	42%	45%	9%	4%
Non-binary/undesignated gender	*	*	*	*
Economically Disadvantaged Students	57%	39%	3%	0%
Non-Economically Disadvantaged Students	33%	53%	10%	4%
Students with Disabilities	77%	21%	2%	0%
Students without Disabilities	27%	58%	11%	4%
English Learners	*	*	*	*
Non-English Learners	37%	51%	9%	3%
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 that took the Dynamic Learning Maps (DLM) Science assessment. Visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Districtwide	47%	30%	20%	3%
White	40%	29%	26%	5%
Hispanic	53%	33%	12%	2%
Black or African American	79%	21%	0%	0%
Asian, Native Hawaiian, or Pacific Islander	27%	33%	40%	0%
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	45%	36%	16%	3%
Male	49%	24%	23%	3%
Non-binary/undesignated gender	*	*	*	*
Economically Disadvantaged Students	65%	27%	6%	2%
Non-Economically Disadvantaged Students	41%	31%	25%	4%
Students with Disabilities	78%	15%	7%	0%
Students without Disabilities	38%	34%	24%	4%
English Learners	85%	15%	0%	0%
Non-English Learners	45%	31%	21%	3%
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	*	*	*	*

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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	251	73.3%	80.5%	253	56.9%	55%
White	149	81.2%	88.3%	151	69.5%	68%
Hispanic	48	64.6%	69.4%	48	43.8%	36.3%
Black or African American	35	42.9%	68.5%	35	22.9%	30.3%
Asian, Native Hawaiian, or Pacific Islander	15	>90%	>90%	15	66.7%	86.8%
American Indian or Alaska Native	*	*	73.1%	*	*	45.9%
Two or More Races	*	*	86.2%	*	*	64.2%
Female	*	82.9%	85.4%	*	61.3%	55.9%
Male	*	65.2%	75.7%	*	53%	54.2%
Non-binary/undesignated gender	*	*	88.7%	*	*	68.5%
Economically Disadvantaged Students	61	50.8%	67.9%	62	27.4%	34.1%
Non-Economically Disadvantaged Students	190	80.5%	85.6%	191	66.5%	63.8%
Students with Disabilities	54	29.6%	47.1%	55	16.4%	17%
Students without Disabilities	197	85.3%	86%	198	68.2%	61.3%
English Learners	11	27.3%	17.7%	12	<10%	<10%
Non-English Learners	240	75.4%	83.6%	241	59.8%	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%

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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	93.1%	78.3%
12th graders taking SAT in 2022-2023 or prior years	65.3%	61.9%
12th graders taking ACT in 2022-2023 or prior years	3.3%	7.7%

PSAT, SAT, & ACT - Performance

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

Participation Type	District Average Score	State Average Score	College Readiness Benchmarks	District - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	463	466	Grade 10: 430 Grade 11: 460	58%	56%
PSAT 10/NMSQT - Math	453	462	Grade 10: 480 Grade 11: 510	30%	35%
SAT - Reading and Writing	551	533	480	75%	67%
SAT - Math	535	525	530	54%	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.

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College and Career Readiness

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AP/IB and Dual Enrollment Participation by Student Group

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

Student Group	% Enrolled in one or more AP or IB course	% Enrolled in one or more Dual Enrollment course	State: % Enrolled in one or more AP or IB course	State: % Enrolled in one or more Dual Enrollment course
Districtwide	39.9%	34.0%	34.9%	24.0%
White	44.3%	39.4%	40.0%	29.8%
Hispanic	28.9%	24.3%	22.4%	17.1%
Black or African American	19.5%	14.2%	19.2%	15.6%
Asian, Native Hawaiian, or Pacific Islander	63.5%	41.3%	68.2%	29.5%
American Indian or Alaska Native	N	N	28.9%	27.4%
Two or More Races	*	*	39.0%	25.8%
Female	47.5%	37.2%	40.2%	27.1%
Male	31.8%	30.2%	29.6%	20.8%
Non-Binary/Undesignated Gender	*	*	35.6%	20.7%
Economically Disadvantaged Students	24.3%	22.5%	21.6%	17.2%
Students with Disabilities	4.3%	15.1%	4.6%	9.0%
English Learners	12.8%	8.5%	9.6%	7.1%
Homeless Students	*	*	10.1%	13.7%
Students In Foster Care	N	N	2.4%	3.3%
Military-Connected Students	N	N	31.1%	25.4%
Migrant Students	N	N	9.4%	25.0%

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College and Career Readiness

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

AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	4	0
AP Biology	25	23
AP Calculus AB	43	40
AP Calculus BC	13	13
AP Chemistry	9	8
AP Computer Science A	8	8
AP Computer Science Principles	19	18
AP English Language and Composition	44	43
AP English Literature and Composition	23	22
AP Environmental Science	24	24
AP European History	33	32
AP Human Geography	32	32
AP Italian Language and Culture	5	5
AP Macroeconomics	16	16
AP Microeconomics	16	16
AP Music Theory	10	10
AP Physics 1	17	16
AP Physics 2	16	15
AP Psychology	51	51
AP Spanish Language	5	7
AP Statistics	16	16
AP Studio Art—Two-Demensional	0	5

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AP/IB Course	Students Enrolled	Students Tested
AP U.S. Government and Politics	7	7
AP U.S. History	25	25
Total Exams taken		452
Exams with scores of at least 3 on AP exams or 4 on IB exams		241

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	4.4%	21.8%	7.1%	10.5%
White	4.4%	23.3%	5.7%	10.0%
Hispanic	4.5%	18.9%	8.9%	10.9%
Black or African American	2.2%	16.4%	8.5%	11.1%
Asian, Native Hawaiian, or Pacific Islander	5.4%	27.7%	5.8%	10.6%
American Indian or Alaska Native	*	*	6.7%	9.4%
Two or More Races	13.2%	18.4%	6.5%	10.7%
Female	4.3%	19.2%	7.1%	10.9%
Male	4.5%	24.3%	7.2%	10.2%
Non-Binary/Undesignated Gender	*	*	7.3%	13.6%
Economically Disadvantaged Students	2.0%	18.1%	9.4%	11.2%
Students with Disabilities	8.9%	17.3%	5.8%	8.2%
English Learners	0.0%	11.5%	7.0%	3.6%
Homeless Students	0.0%	16.7%	8.5%	5.5%
Students In Foster Care	*	*	4.6%	6.8%
Military-Connected Students	*	*	9.0%	12.5%
Migrant Students	*	*	6.4%	12.8%

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College and Career Readiness

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Work-Based Learning Participation by Career Cluster

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

Career Cluster	Students Participating in Work-Based Learning
Agriculture, Food & Natural Resources	*
Architecture & Construction	*
Arts, A/V Technology & Communications	*
Finance	30
Health Science	*
Hospitality & Tourism	*
Human Services	10
Manufacturing	17
Marketing	*
Transportation, Distribution & Logistics	10
Total	91

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College and Career Readiness

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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

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

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	*	*	*
Architecture & Construction	*	*	*
Arts, A/V Technology & Communications	91	*	*
Business Management & Administration	0	41	41
Finance	92	*	*
Health Science	*	*	*
Hospitality & Tourism	*	*	*
Human Services	11	*	*
Information Technology	*	*	*
Manufacturing	53	*	*
Marketing	*	*	*
Transportation, Distribution & Logistics	12	*	*
Total	284	60	66

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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	231
7	9	0	0	0	0	0	212
8	67	1	1	0	0	0	177
9	194	59	5	0	0	0	5
10	23	186	72	1	0	0	5
11	1	16	167	57	7	8	38
12	0	5	14	63	66	8	66
Total	294	267	259	121	73	16	734
Enrolled in AP/IB Course					56	16	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	248	0	0	1	0	31
10	14	190	34	3	0	55
11	16	7	6	73	161	51
12	14	10	1	29	18	106
Total	292	207	41	106	179	243
Enrolled in AP/IB Course	25	9		24	33	0
Enrolled in Dual Enrollment Course	25	9	0	24	16	0

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College and Career Readiness

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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	207	15	0	0	0	44
10	7	256	0	23	0	25
11	1	258	9	12	0	33
12	0	223	16	16	0	84
Total	215	752	25	51	0	186
Enrolled in AP/IB Course	0	25	25	51		70
Enrolled in Dual Enrollment Course	0	0	0	0	0	30

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	121	0	98	0	0	0	0
7	117	0	89	0	0	0	0
8	124	0	105	0	0	0	0
9	142	0	82	0	0	0	4
10	117	0	99	0	0	0	0
11	85	0	55	0	0	0	0
12	17	0	9	0	0	0	0
Total	723	0	537	0	0	0	4
Enrolled in AP/IB Course	5	0	5	0	0	0	0
Enrolled in Dual Enrollment Course	5	0	5	0	0	0	0
Enrolled in Level 3 or Higher	121	0	129	0	0	0	0

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College and Career Readiness

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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	28	1	0	0	2	0	0
10	23	3	0	0	16	0	0
11	14	5	0	0	40	0	0
12	16	10	0	0	62	0	0
Total	81	19	0	0	120	0	0
Enrolled in AP/IB Course	8	19		0			0
Enrolled in Dual Enrollment Course	28	0	0	0	0	0	0

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College and Career Readiness

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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
Arabic	*	*
French	*	*
Haitian Creole	*	*
Hindi	*	*
Pashto	*	*
Portuguese	*	*
Spanish	17	7.0%
Total Seals Earned	31	NA
Total Unique Students Earning Seals	28	11.5%

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College and Career Readiness

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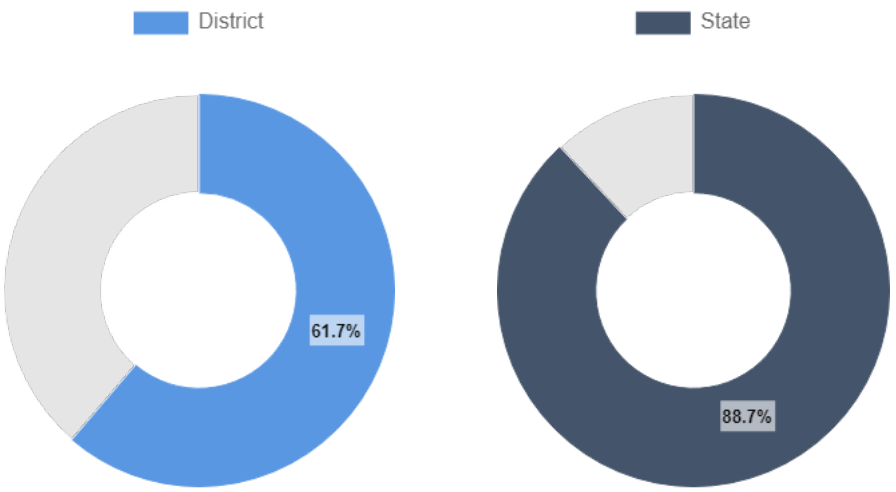
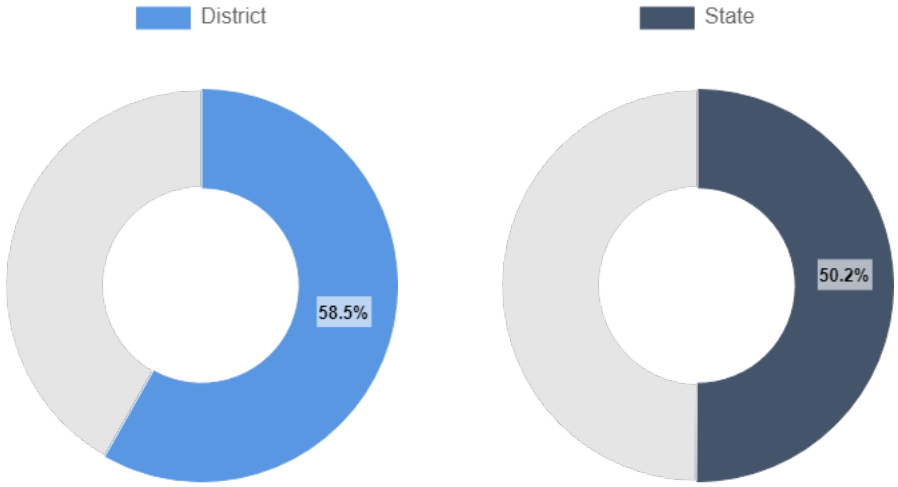
Visual and Performing Arts – Course Participation

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



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College and Career Readiness

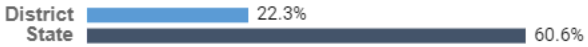
Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language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

Visual and Performing Arts – Course Participation

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

Students enrolled in one or more classes by discipline:

Music



Dance

Drama

Visual Arts

Students enrolled in one or more classes by discipline:

Music

Dance

Drama

Visual Arts

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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.

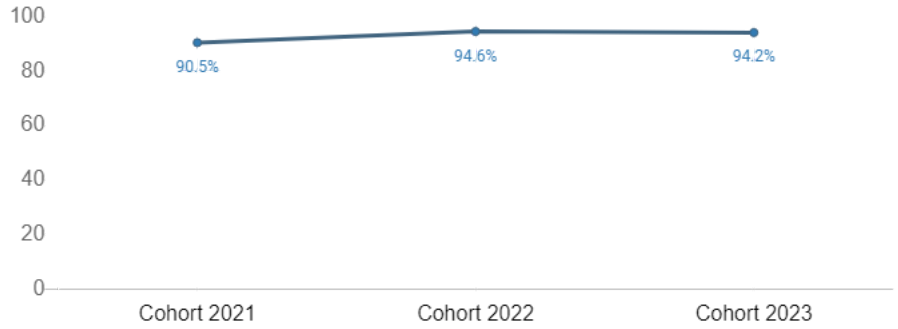
To be included as a graduate in the federal version of the graduation rate, students must have meet state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless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

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

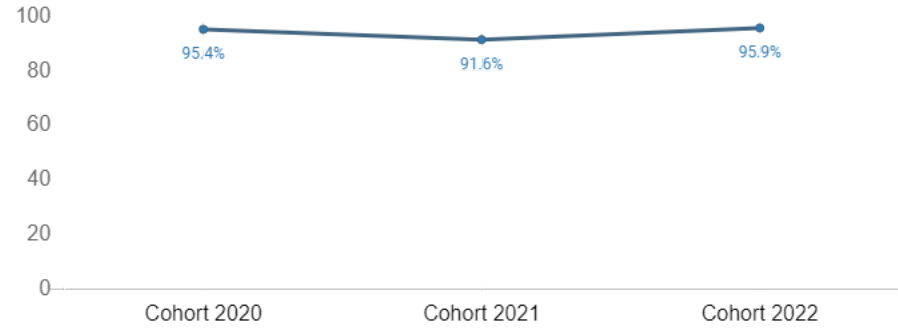
Graduation Rate Trends and Progress

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

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2021 4-Year Rate	Cohort 2022 4-Year Rate	Cohort 2023 4-Year Rate	Cohort 2020 5-Year Rate	Cohort 2021 5-Year Rate	Cohort 2022 5-Year Rate
Graduation Rate	90.5%	94.6%	94.2%	95.4%	91.6%	95.9%
Statewide Graduation Rate	90.6%	90.9%	91.1%	92.6%	92.5%	92.7%

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

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

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

Cohort 2023 4-Year Graduation Cohort Profile

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

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	94.2%	2.3%	3.5%	91.1%	3.8%	5.1%
White	97.5%	0.6%	1.8%	95.0%	2.6%	2.4%
Hispanic	87.2%	4.3%	8.5%	85.8%	5.0%	9.2%
Black or African American	82.1%	10.7%	7.1%	86.7%	5.7%	7.6%
Asian, Native Hawaiian, or Pacific Islander	100.0%	0.0%	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	98.5%	0.8%	0.8%	93.1%	2.8%	4.1%
Male	89.8%	3.9%	6.3%	89.1%	4.7%	6.1%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	85.4%	6.1%	8.5%	86.6%	5.2%	8.3%
Students with Disabilities	87.9%	6.9%	5.2%	80.5%	12.7%	6.9%
English Learners	88.1%	9.5%	2.4%	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%

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Graduation/ Postsecondary

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

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

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

Cohort 2022 5-Year Graduation Cohort Profile

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

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	95.9%	0.8%	3.3%	92.7%	1.6%	5.7%
White	98.6%	0.0%	1.4%	96.0%	1.3%	2.6%
Hispanic	89.6%	2.1%	8.3%	87.7%	1.8%	10.5%
Black or African American	92.6%	3.7%	3.7%	89.0%	2.3%	8.7%
Asian, Native Hawaiian, or Pacific Islander	94.7%	0.0%	5.3%	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	99.1%	0.0%	0.9%	94.7%	1.0%	4.4%
Male	92.9%	1.6%	5.6%	90.9%	2.2%	6.9%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	88.0%	1.3%	10.7%	88.3%	1.8%	9.9%
Students with Disabilities	90.9%	4.5%	4.5%	84.6%	7.7%	7.7%
English Learners	84.2%	0.0%	15.8%	77.1%	1.4%	21.5%
Homeless Students	*	*	*	75.6%	3.0%	21.5%
Students in Foster Care	N	N	N	62.2%	5.6%	32.3%
Military-Connected Students	N	N	N	92.7%	2.2%	5.1%
Migrant Students	N	N	N	67.1%	2.4%	30.5%

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Graduation/ Postsecondary

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

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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	92.0%	0.7%	7.3%	93.0%	1.2%	5.8%
White	95.5%	0.6%	3.9%	96.3%	1.1%	2.6%
Hispanic	77.5%	0.0%	22.5%	88.1%	1.1%	10.8%
Black or African American	87.1%	3.2%	9.7%	88.5%	1.6%	9.9%
Asian, Native Hawaiian, or Pacific Islander	96.0%	0.0%	4.0%	97.9%	1.0%	1.1%
American Indian or Alaska Native	N	N	N	94.5%	0.8%	4.7%
Two or More Races	N	N	N	93.2%	0.4%	6.4%
Female	93.3%	0.8%	5.8%	94.8%	0.8%	4.5%
Male	91.0%	0.6%	8.4%	91.3%	1.6%	7.2%
Non-Binary/Undesignated Gender	N	N	N	N	N	N
Economically Disadvantaged Students	84.3%	1.1%	14.6%	88.3%	1.2%	10.5%
Students with Disabilities	85.2%	3.3%	11.5%	85.6%	6.2%	8.2%
English Learners	68.8%	0.0%	31.3%	79.0%	0.6%	20.3%
Homeless Students	*	*	*	77.7%	1.8%	20.5%
Students in Foster Care	N	N	N	62.2%	4.0%	33.8%
Military-Connected Students	N	N	N	92.1%	1.1%	6.9%
Migrant Students	N	N	N	66.0%	3.1%	30.9%

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** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Graduation/ Postsecondary

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

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

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

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

Federal Graduation Rates

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

Student Group	2023 4-Year Federal Graduation Rate	2022 5-Year Federal Graduation Rate	State: 2023 4-Year Federal Graduation Rate	State: 2022 5-Year Federal Graduation Rate
Districtwide	94.2%	85.9%	90.5%	86.9%
White	97.5%	91.1%	94.4%	89.9%
Hispanic	87.2%	81.3%	85.3%	81.8%
Black or African American	82.1%	66.7%	85.9%	80.5%
Asian, Native Hawaiian, or Pacific Islander	100.0%	89.5%	96.5%	96.6%
American Indian or Alaska Native	N	N	89.6%	86.4%
Two or More Races	*	*	91.8%	85.9%
Female	98.5%	90.4%	92.7%	90.4%
Male	89.8%	81.7%	88.5%	83.5%
Non-Binary/Undesignated Gender	N	N	*	*
Economically Disadvantaged Students	85.4%	69.3%	85.9%	81.2%
Students with Disabilities	87.9%	36.4%	77.4%	51.4%
English Learners	88.1%	84.2%	73.4%	75.4%
Homeless Students	*	*	73.6%	64.4%
Students in Foster Care	N	N	59.5%	46.0%
Military-Connected Students	*	N	94.2%	88.3%
Migrant Students	N	N	63.4%	64.6%

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

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

Accountability Graduation Rates

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

Student Group	Cohort 2022: 4-Year Graduation Rate	Cohort 2022: Annual Target	Cohort 2022: Met Target	Cohort 2021: 5-Year Graduation Rate	Cohort 2021: Annual Target	Cohort 2021: Met Target
Districtwide	84.7%	88.7%	Not Met	90.5%	94.8%	Not Met
White	91.1%	88.5%	Met Target	94.4%	95.0%	Not Met
Hispanic	79.2%	89.4%	Not Met	77.5%	94.4%	Not Met
Black or African American	60.7%	84.1%	Not Met	80.6%	92.1%	Not Met
Asian, Native Hawaiian, or Pacific Islander	89.5%	**	**	96.0%	96.0%	Met Goal
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	*	**	**	*	**	**
Economically Disadvantaged Students	68.0%	84.2%	Not Met	80.9%	91.8%	Not Met
Students with Disabilities	36.4%	52.3%	Not Met	78.7%	80.2%	Not Met
English Learners	73.7%	**	**	62.5%	**	**

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

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

Graduation Pathways

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

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

Dropout Rate Trends

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

School Year	District Rate	State Rate
2022-2023	0.4%	1.2%
2021-2022	0.5%	1.2%
2020-2021	0.5%	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, which collects data from at least 95% of higher education institutions nationwide.

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

Apprenticeship

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

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

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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	368	12.3%	16.6%	Met
White	180	10.1%	16.6%	Met
Hispanic	106	17.3%	16.6%	Not Met
Black or African American	44	13.3%	16.6%	Met
Asian, Native Hawaiian, or Pacific Islander	23	12.6%	16.6%	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	20.5%	16.6%	Not Met
Female	*	12.2%		
Male	*	12.4%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	151	18.2%	16.6%	Not Met
Students with Disabilities	114	17.2%	16.6%	Not Met
English Learners	39	17.4%	16.6%	Not Met
Homeless Students	8	25.0%		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	*	*		

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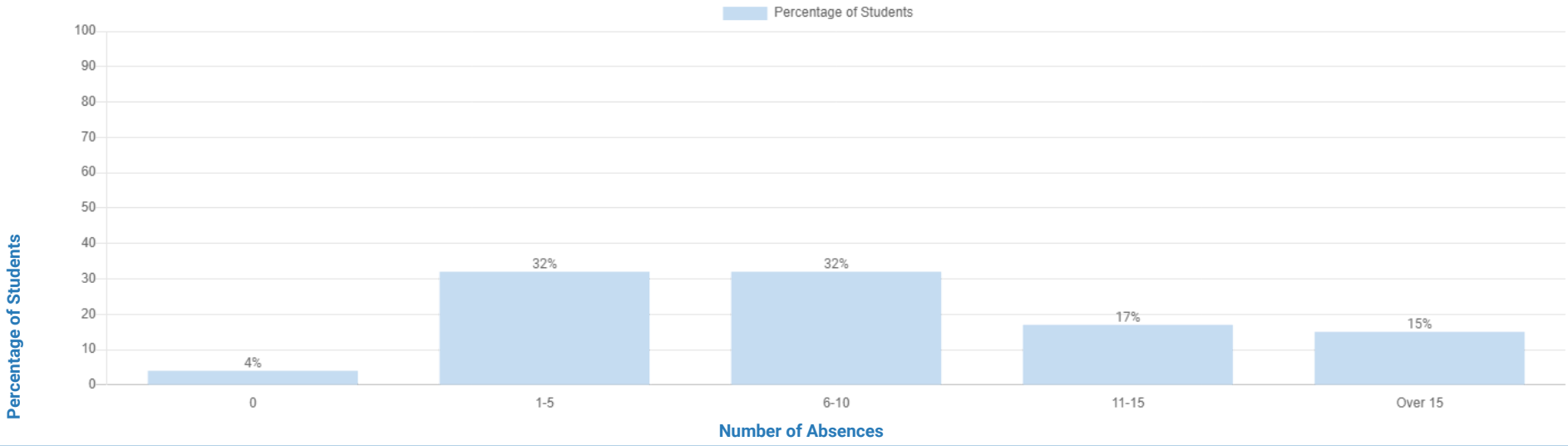
Important Note for 2022-23: The NJDOE recommends caution in comparing the 2022-23 chronic absenteeism rates with the rates from prior years as the pandemic has impacted attendance rates over the last several years.

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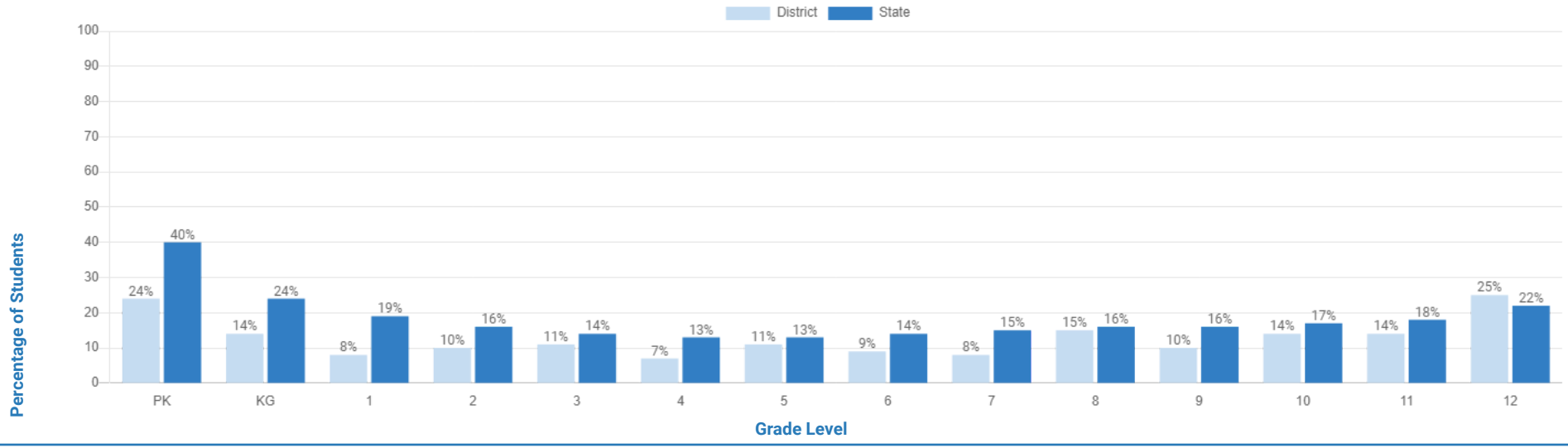
Important Note for 2022-23: The NJDOE recommends caution in comparing the 2022-23 chronic absenteeism rates with the rates from prior years as the pandemic has impacted attendance rates over the last several years.

Chronic Absenteeism by Grade

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



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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	29
Weapons	9
Vandalism	2
Substances	11
Harassment, Intimidation, Bullying (HIB)	38
Total Unique Incidents	88
Incidents Per 100 Students Enrolled	2.71

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	16
Weapons	8
Vandalism	2
Substances	6
Harassment, Intimidation, Bullying (HIB)	15
Other Incidents Leading to Removal	7

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	6	6
Religion	0	2	2
Ancestry	0	0	0
Gender	0	4	4
Sexual Orientation	0	11	11
Disability	0	3	3
Other	0	17	17
No Identified Nature	40		40

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	2	0.1%
Out-of-School Suspensions	84	2.6%
Any Suspension	85	2.6%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	5	0.2%

School Days Missed due to Out-of-School Suspensions
389

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

Teachers – Experience

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

Category	Teachers in District	Teachers in State
Total Number of teachers	367	118,882
Average years experience in public schools	12.9	12.5
Average years experience in district	11.7	11.3
Number of Teachers with 4 or more years experience in the district	295	88,415
Percentage of Teachers with 4 or more years experience in the district	80.4%	74.8%
Number of out-of-field teachers	4	2,811
Percentage of out-of-field teachers	1.1%	2.4%
Number of Teachers with Provisional Credentials	3	8,605
Percentage of Teachers with Provisional Credentials	0.8%	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	24	9,952
Average years experience in public schools	14.5	16.1
Average years experience in district	13.5	12.5
Number of Administrators with 4 or more years experience in the district	19	7,675
Percentage of Administrators with 4 or more years experience in the district	79.2%	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	367	118,882
Administrators	24	9,952
Librarians/Media Specialists	5	1,194
Nurses	5	2,960
School Counselors	12	4,519
Child Study Team Members	23	9,367
School Psychologists	6	2,166
School Social Workers	5	2,654
Student Assistance Coordinators	3	381
School Safety Specialists	1	694

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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
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Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.
Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.
Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

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	9:1
Students to Administrators	135:1
Teachers to Administrators	15:1
Students to Librarians/Media Specialists †	649:1
Students to Nurses †	649:1
Students to Counselors †	270:1
Students to Child Study Team Members †,††	31:1
Students to School Psychologists †	541:1
Students to School Social Workers †	649:1
Students to Student Assistance Coordinators †	1081:1
Students to School Safety Specialists †	3243:1

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

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

Teachers and Administrators – Demographics

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

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	48.0%	78.0%	40-60%	48.0%	77.0%	57.0%
Male	52.0%	22.0%	40-60%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤20%	≤1%	≤1%	≤1%
White	59.9%	93.7%	95.8%	39.1%	82.2%	74.8%
Hispanic	20.4%	3.5%	4.2%	33.1%	8.3%	8.5%
Black or African American	11.2%	1.4%	0.0%	14.4%	6.3%	14.3%
Asian	5.8%	1.1%	0.0%	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%	0.3%	0.0%	0.2%	0.4%	0.6%
Two or More Races	2.5%	0.0%	0.0%	2.9%	0.2%	0.4%

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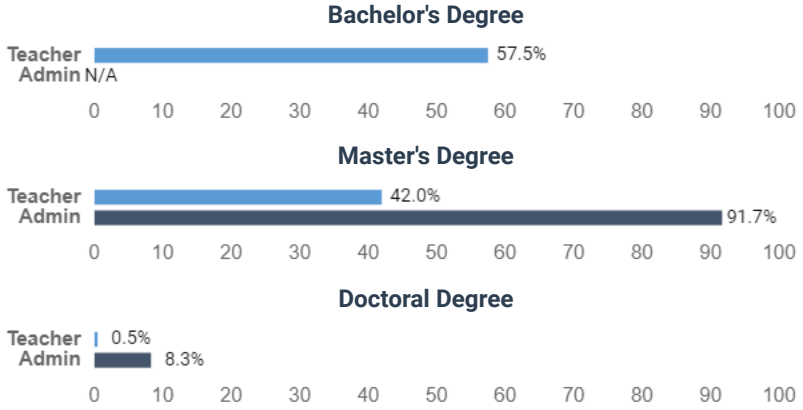
Staff

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

Teachers 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	91.3%	88.4%
2021-22 Administrators: Same district 2022-23	75.0%	86.6%

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Teachers by Subject Area

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

Subject Area	Total Number of Teachers	% Female	% Male	% Non-binary or Undesignated Gender	% White	% Hispanic	% Black or African American	% Asian	% Native Hawaiian, Pacific Islander	% American Indian or Native American	% Two or More Races	% 4 or more years experience in the district	% Bachelor's Degree(Highest Degree)	% Master's Degree(Highest Degree)	% Doctoral Degree(Highest Degree)
Elementary Not Subject Specific	133	90-95%	5-10%	≤5%	95.5%	1.5%	1.5%	0.8%	0.8%	0.0%	0.0%	74.4%	57.9%	42.1%	0.0%
English/Language Arts/Literacy	39	80-90%	10-20%	≤10%	92.3%	7.7%	0.0%	0.0%	0.0%	0.0%	0.0%	89.7%	51.3%	48.7%	0.0%
English Speakers or Other Languages	10	*	*	*	90.0%	10.0%	0.0%	0.0%	0.0%	0.0%	0.0%	90.0%	40.0%	60.0%	0.0%
Mathematics	28	60-80%	20-40%	≤20%	92.9%	0.0%	3.6%	3.6%	0.0%	0.0%	0.0%	71.4%	60.7%	39.3%	0.0%
Science	24	>80%	≤20%	≤20%	95.8%	0.0%	0.0%	4.2%	0.0%	0.0%	0.0%	100.0%	50.0%	45.8%	4.2%
Social Studies/History	25	40-60%	40-60%	≤20%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	84.0%	40.0%	56.0%	4.0%
World Language	14	*	*	*	57.1%	35.7%	7.1%	0.0%	0.0%	0.0%	0.0%	85.7%	42.9%	57.1%	0.0%
Visual and Performing Arts	19	60-80%	20-40%	≤20%	89.5%	0.0%	5.3%	5.3%	0.0%	0.0%	0.0%	94.7%	68.4%	31.6%	0.0%
Health/Physical Education	26	40-60%	40-60%	≤20%	92.3%	7.7%	0.0%	0.0%	0.0%	0.0%	0.0%	88.5%	76.9%	23.1%	0.0%
Family & Consumer Sciences	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Computer Science/IT	3	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	66.7%	100.0%	0.0%	0.0%
Industrial Arts	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Career and Technical Education	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%
Special Education	89	85-90%	10-15%	≤5%	97.8%	1.1%	0.0%	1.1%	0.0%	0.0%	0.0%	69.7%	60.7%	39.3%	0.0%
Bilingual	1	*	*	*	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%

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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.

Ocean Twp	Federal	State & Local	Total	ADE**
District Level Total Expenditures	$1,285	$21,703	$22,988	3,186.9
District Level Central Expenditures		$5,690	$5,690	3,186.9
Ocean Township High School	$349	$12,129	$12,478	990.4
Township of Ocean Intermediate School	$2,867	$11,313	$14,180	893.7
Ocean Township Elementary School	$1,277	$24,860	$26,137	387.6
Wanamassa Elementary School	$1,045	$29,148	$30,193	330.6
Wayside Elementary School	$591	$16,484	$17,075	584.6

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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.

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Accountability

ESSA Accountability Progress

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

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

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

ESSA Acountability Indicator	2020-21	2021-22	2022-23
ELA Proficiency		51.1%	57.8%
Math Proficiency		39.3%	41.6%
ELA Growth		83	50
Math Growth		45	47
4-Year Graduation Rate†	90.5%	94.6%	94.2%
5-Year Graduation Rate†	95.4%	91.6%	95.9%
Progress toward English Language Proficiency		38.3%	40.9%
Chronic Absenteeism	11.3%	9.8%	12.3%

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

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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	Met Target	Not Met	Met Standard	Met Standard	Not Met	Not Met	Met Target	Met
White	Met Target	Not Met	Met Standard	Met Standard	Met Target	Not Met		Met
Hispanic	Met Target†	Not Met	Met Standard	Met Standard	Not Met	Not Met		Not Met
Black or African American	Met Target†	Not Met	Met Standard	Met Standard	Not Met	Not Met		Met
Asian, Native Hawaiian, or Pacific Islander	Met Target†	Met Target†	Met Standard	Met Standard	**	Met Goal		Met
American Indian or Alaska Native	**	**	**	**	**	**		**
Two or More Races	Met Target	Met Target†	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	Met Target†	Not Met	Met Standard	Met Standard	**	**	Met Target	Not Met

†Target was met within a confidence interval.

Narrative

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Mission, Vision, Theme:

Our mission statement is, Meeting the need of all students with a proud tradition of academic excellence. Our vision is to instill a true passion for lifelong learning and discovery within each child. We emphasize the importance of strong character traits, such as accountability, honesty, respect and kindness. These traits create a positive environment that is safe, nurturing and educational for each member of our school family. Our theme is #SpartanLegacy. We teach every member of our school community that they have a responsibility to leave our schools better than the way they found them. This is called creating your Spartan Legacy.

Awards, Recognition, Accomplishments:

Ocean Schools is the recipient of the AP Honor Roll Award - Silver Distinction, AP Access Award, Sustainable Jersey, among other recognitions. Our students have earned first place in NJSBA's Steam Tank competition, the global award in the Panasonic Kids Video Challenge, and third place in the New Jersey Student Climate Challenge. Students have earned awards & acclaim for their work in the Arts, Robotics, Technology, DECA, & World Languages, including the State Seal of Biliteracy. With 262 students taking a total of 484 AP exams in May of 2023, OTHS is proud not only of the opportunities offered but also of student success: 33 AP Scholars, 8 AP Scholars with Honor, and 7 AP Scholars with Distinction.

Courses, Curriculum, Instruction:

Ocean offers a challenging and inclusive curriculum for all students in grades Preschool-12. High School offers dual credit options with Monmouth, Kean, Rider, and Georgian Court Universities as well Brookdale Community College. The High School supports student achievement at the post-secondary level. In addition, the awarding of the Career Pathways Grant in the Spring of 2016 has contributed to the development of career-technical education programs in Finance (Fall 2017), Technology (Fall 2018) & VPA (Fall 2019). OTHS also received a $75,000 grant to enhance computer science curriculum and instruction.

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Sports and Athletics:

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

Ocean Township has some of the finest coaches, top notch teams and produces a number of All-Conference, All-Shore and All-State student-athletes. Ocean Township provides positive experiences for students and feels the athletic program is an integral part of the educational process. Our goal is to develop highly competitive athletics, while not losing sight of educational values such as sportsmanship, healthy attitudes, and scholastic achievement.

Clubs and Activities:

The Township of Ocean School District offers over 40 clubs and activities for its students with diverse interests and provides a strong outlet for their talents. Advisors bring the schools and the community at large together, via fundraising opportunities and service-oriented projects and activities, fostering good will and a commitment to service. Several clubs and activities have earned awards at the local, regional and national levels.

Before and After School Programs:

The district provides beyond the school day activities in the areas of academics, arts, clubs, activities, and athletics. The academic offerings focus in on the specific needs of the learner and aim to close achievement gaps. The Township of Ocean School District partners with Ocean Township Human Services to provide a Project Extend program for students prior to and at the end of the school day. Our schools offer several programs for assistance after school. In addition to teachers' office hours, students can access assistance in formal peer tutoring and homework help. For those students with an interest in high school intramural sports, OTHS offers Volleyball, Double Dutch, Ultimate Frisbee and Dance.

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Staff and Professional Learning:

The District and faculty share a high priority for transforming our learning environments, making cross curricular connections, allowing multiple pathways to demonstrate mastery, and utilizing the appropriate technologies to expand and enhance student learning towards real-life, authentic experiences. We strongly support the use of internal and external opportunities for professional development contributing to increased student achievement in the classroom. Our approach to instructional coaching creates a considerable higher rate of engagment among staff members who value the opportunity to work side by side throughout the year with a coach to improve student outcomes.

Postsecondary Information:

Eighty-seven percent of Ocean Township's Class of 2022 plan to attend two-year or four-year colleges and universities, with 11% pursuing opportunities in the military, the workforce, vocational training and a year abroad. Thirty-five percent of the Class of 2022 started their college career while in high school, accumulating college credits through a variety of dual credit opportunities.

Student Supports and Services:

The Township of Ocean School District's school counseling office provides services to meet the needs of all students. Focusing on their academic and social and emotional development, counselors meet with their students for group and individual counseling sessions, in addition to providing large group programs for students and parents in the evening. In addition, the Child Study Team ensures appropriate programming for all students with special needs. The district has expanded its counseling department by adding additional Student Assistance Counselors, Social Workers, and an Social Emotional Learning Coach.

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Student Health and Wellness:

The Township of Ocean School District takes great care in addressing the social and emotional needs of our students. Students learn best when they are emotionally healthy. Throuh the work of our counseling staff, students are encouraged to practice techniques in mindfullness, yoga, meditation, and other strategies to increase their emotional IQ. Our school district maintains school counselors in each of our five schools, Preschool-12. We also provide SAC services at all schools as well. Our district also employs a Social & Emotional Learning Coach to assist teachers in implementing SEL practices in the classroom.

Parent and Community Involvement:

The Township of Ocean School District is supported in its endeavors by active Parent/Teacher organizations and community involvement in each of our five schools. From school-specific academic, athletic and extracurricular programming to district-wide strategic planning, parent contributions are solicited and welcomed.

Facilities:

We have recently completed an HVAC project. New cooling and heating systems have been installed into our Intermediate School. In addition, we have replaced the window curtain walls where the HVAC units were replaced. We continue to expand our Preschool program, so classrooms and bathrooms have been outfitted with the appropriate resources including outdoor facilities for age appropriate play and gross motor skill work.

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School Safety:

The Township of Ocean School District puts a high priority on student and staff safety. We have a commitment to providing Class III officers in each of our five schools. Our outstanding in-house security team works closely with the Ocean Township Police Department to ensure that we follow best practices in the area of school safety and security. We completed an onsite security audit performed by the NJDOE Office of School Preparedness and participated in a local Reunification Drill with our local law enforcement, fire department, EMTs, Office of Emergency Management, and local municipal leaders. The school district's administration and school security team work diligently to ensure our schools are safe as well as stay current in best practices in school safety.

Technology and STEM:

Our District has a firm commitment to STEM education. We offer a 1:1 initiative for all students K-12. All of our schools offer Innovation Labs and Maker opportunities for students. OTHS offers a CTE program in Technology through a partnership with the New Jersey Institute of Technology. TOIS offers the Project Lead the Way Design Thinking program to all 6th grade students. All five district schools received Bronze Certification as Future Ready Schools.

Early Childhood Education:

Starting in the 2019-2020 school year, our District was able to secure preschool funding through PEA to begin full-day integrated preschool programs. Currently, the District has 19 sections of 3- and 4 year-old integrated preschool classes. The Distirct also has partnered with Acelero Learning (Head Start) for two preschool sections. The Distirct is looking to add three sections for the 2024-2025 school year bringing us to our full universe.

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

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.

Effective and Efficient Use of ESSR Funding:

The district effectively used ESSER funding to update HVAC and window walls. We used funds to increase teacher's knowledge of the science of reading and effective strategies to improve school culture and improve students' social emotional well being. The funding was used for Bilingual Parent Engagement events and to help our multilingual families know more about the resources available to them through the schools. We employed an equity coach and SEL coach and purchased a data warehouse and intervention program to better identify skills gaps, provide intervention, and ultimately close the achievement gap.