



Sterling Regional School District (07-5035)

County: Camden
District: Sterling Regional School District
801 Preston Ave.
Somerdale, NJ 08083-2175

2021-2022

Superintendent: Mr. Matthew Sheehan

[District Website](#)

856-882-1186



882
Total Students



09-12
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 2021-22 Reports: The 2021-22 School Performance Reports include nearly all data that was previously reported prior to the COVID-19 pandemic, such as assessment results and accountability data. However, the 2021-22 reports will not include student growth as measured by median student growth percentiles (MSGPs) because individual student growth percentiles (SGPs) were not calculated for the 2021-22 school year due to lack of prior test results for the 2019-20 and 2020-21 school years. The student growth section of the reports will include a link to an alternate measure of academic progress that will be used for accountability determinations for the 2021-22 school year. 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.

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

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

Overview & Resources

District Contact Information

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

Type	Contact Information
County	Camden
District	Sterling Regional School District
Superintendent Name	Mr. Matthew Sheehan
Address	801 Preston Ave., Somerdale, NJ 08083-2175
Phone Number	856-882-1186
Email Address	msheehan@sterling.k12.nj.us
Website	www.sterling.k12.nj.us
Facebook	https://www.facebook.com/SterlingSilverKnights
Twitter	https://twitter.com/SHSDistrict



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
Sterling High School	09-12

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	2019-20	2020-21	2021-22
9	227	232	249
10	255	204	202
11	213	235	196
12	212	227	235
Total	907	898	882

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. 2019-20 was the first year that data was collected for non-binary/undesigned gender and, as a result, data may not be a true representation of the student population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5 and percentages for 2020-21 and 2021-22 may show a range, depending on the overall school population size.

Student Group	2019-20	2020-21	2021-22
Female	49.0%	48.0%	47.0%
Male	51.0%	52.0%	52.0%
Non-Binary/Undesignated Gender	<1%	≤1%	≤1%
Economically Disadvantaged Students	32.5%	22.5%	22.1%
Students with Disabilities	16.6%	17.5%	18.0%
English Learners	1.0%	1.1%	2.0%
Homeless Students	0.4%	0.3%	0.2%
Students in Foster Care	0.3%	0.2%	0.2%
Military-Connected Students	1.0%	0.9%	0.5%
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	2019-20	2020-21	2021-22
White	57.7%	40.8%	40.2%
Hispanic	14.8%	15.9%	17.9%
Black or African American	18.0%	19.5%	20.0%
Asian	4.4%	4.3%	3.4%
Native Hawaiian or Pacific Islander	0.2%	15.4%	14.1%
American Indian or Alaska Native	0.2%	0.4%	0.7%
Two Or More Races	4.7%	3.7%	3.7%

Demographics

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

Enrollment Trends by Full 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.

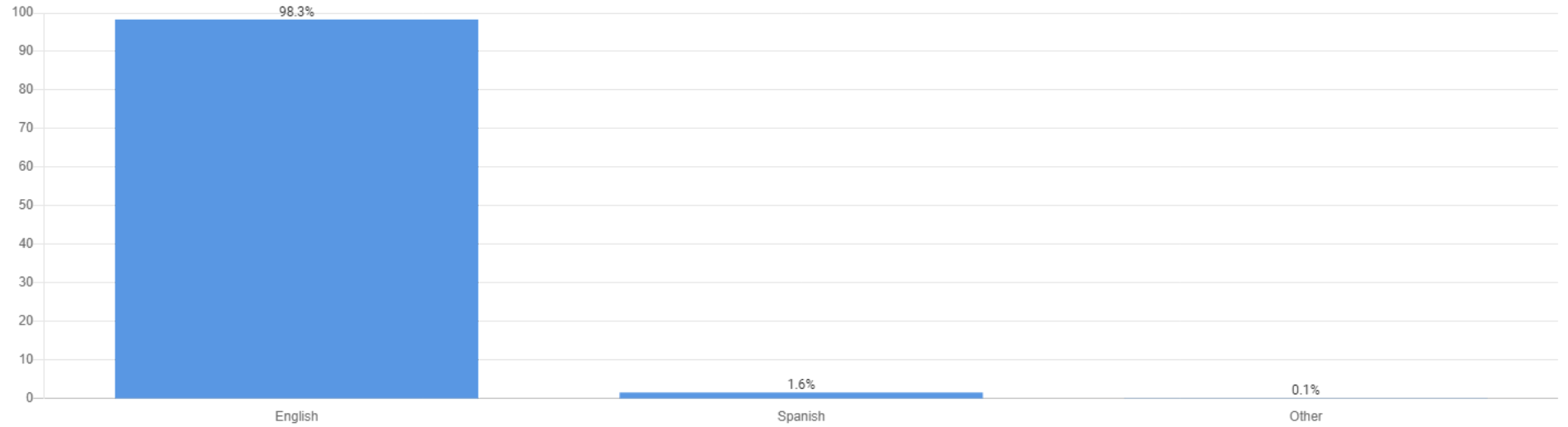
Enrollment Status	2019-20	2020-21	2021-22
Full Time Students	907	898	882
Shared Time Students	0	0	0
Full Time Equivalent	907	898	882

Demographics

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

Enrollment by Home Language

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



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 2021-22: NJSLA data is not available for 2019-20 or 2020-21 due to federal waivers and assessment cancellations and DLM and ACCESS for ELLs data is not available for 2019-20. 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 that 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 that 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 2021-22: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results are not available for the 2019-20 and 2020-21 school years.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2019-20 ELA	2020-21 ELA	2021-22 ELA	2019-20 Math	2020-21 Math	2021-22 Math
Participation Rate			88.4%			81.3%
Proficiency Rate for Federal Accountability			26.2%			<10%
Annual Target			45.5%			24.9%
Met Annual Target?			Not Met			Not Met
Statewide Proficiency Rate for Federal Accountability			49.0%			36.0%

† Target was met within a confidence interval.

Academic Achievement

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English language arts (ELA) both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 9. Students that 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 assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that 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	188	88.4%	28.2%	49%	26.2%	45.5%	Not Met
White	100	90.1%	29%	58.2%	27.5%	47.4%	Not Met
Hispanic	33	87.2%	30.3%	35%	27.7%	33.3%	Met Target†
Black or African American	42	84.3%	21.4%	30.9%	18.9%	38.5%	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	78%	*	**	**
American Indian or Alaska Native	*	*	*	48.7%	*	**	**
Two or More Races	*	*	*	55.4%	*	**	**
Female	*	89.4%	38.7%	55.1%	36.4%		
Male	*	87.3%	18.1%	43.2%	16.6%		
Non-binary/undesignated gender	*	*	*	63.8%	*		
Economically Disadvantaged Students	51	85%	23.5%	30.9%	21.1%	36%	Not Met
Non-Economically Disadvantaged Students	137	89.7%	29.9%	57.8%	28.3%		
Students with Disabilities	24	89.3%	<10%	17.9%	<10%	22.6%	Not Met
Students without Disabilities	164	88.2%	31.7%	55.7%	29.4%		
English Learners	*	*	*	21.9%	*	**	**
Non-English Learners	*	88.4%	28.2%	52%	26.2%		
Homeless Students	*	*	*	20.4%	*		
Students in Foster Care	*	*	*	17.9%	*		
Military-Connected Students	*	*	*	46%	*		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

Academic Achievement

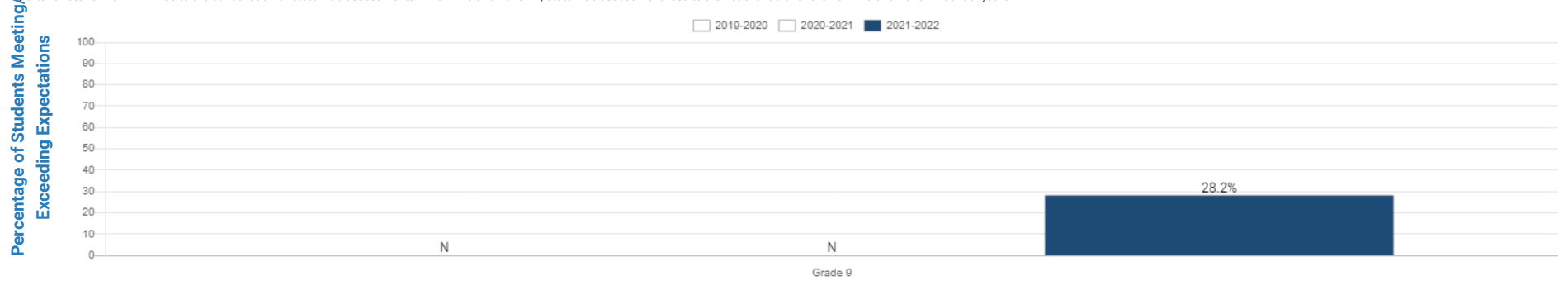
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English Language Arts Assessment - Performance Trends

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

Important note for 2021-22: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results are not available for the 2019-20 and 2020-21 school years.



Academic Achievement

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

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. 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 that 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 assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that 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	201	81.3%	<10%	36%	<10%	24.9%	Not Met
White	97	81%	<10%	46.2%	<10%	25.9%	Not Met
Hispanic	45	80.7%	<10%	19.9%	<10%	20.3%	Not Met
Black or African American	47	85.7%	<10%	15.7%	<10%	17.6%	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	71.3%	*	**	**
American Indian or Alaska Native	*	*	*	37.3%	*	**	**
Two or More Races	*	*	*	44.1%	*	**	**
Female	*	79.3%	<10%	34.5%	<10%		
Male	*	83.6%	<10%	37.4%	<10%		
Non-binary/undesignated gender	*	*	*	35%	*		
Economically Disadvantaged Students	50	70.4%	<10%	17.3%	<10%	22.2%	Not Met
Non-Economically Disadvantaged Students	151	85.6%	<10%	45.2%	<10%		
Students with Disabilities	29	67.4%	<10%	14.7%	<10%	20.8%	Not Met
Students without Disabilities	172	84.1%	<10%	40.5%	<10%		
English Learners	*	*	*	16%	*	**	**
Non-English Learners	*	81%	<10%	38.4%	<10%		
Homeless Students	*	*	*	<10%	*		
Students in Foster Care	*	*	*	10%	*		
Military-Connected Students	*	*	*	34.5%	*		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

Academic Achievement

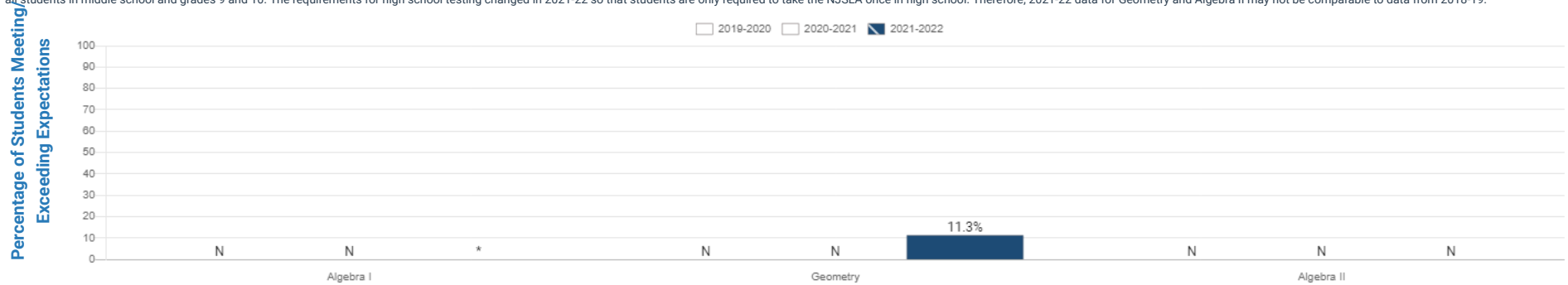
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Mathematics Assessment – Performance Trends

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

Important note for 2021-22: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results are not available for the 2019-20 and 2020-21 school years. 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 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.

Report Key:

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

Academic Achievement

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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
9	N	N
10	N	N
11	*	*

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English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that 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	10	*	*
3-4	*	*	*
5 or more	N	N	N

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	16.7%	**	**

† Target was met within one standard deviation.

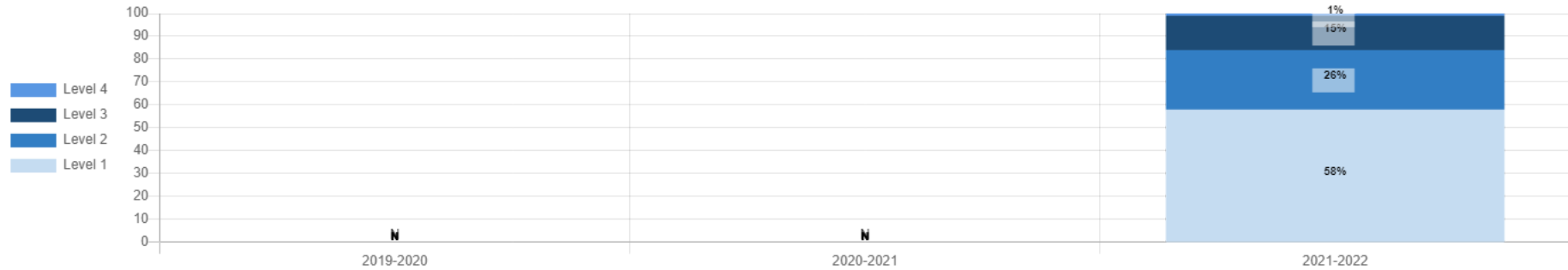
Academic Achievement

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

NJSLA Science Assessment: Grade 11 Summary

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

Important note for 2021-22 Reports: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results for NJSLA Science are not available for the 2019-20 and 2020-21 school years.



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	58%	26%	15%	1%
White	50%	30%	18%	2%
Hispanic	72%	16%	12%	0%
Black or African American	78%	15%	7%	0%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	55%	27%	18%	0%
Male	63%	24%	12%	1%
Non-binary/undesignated gender	*	*	*	*
Economically Disadvantaged Students	74%	15%	11%	0%
Non-Economically Disadvantaged Students	55%	28%	16%	1%
Students with Disabilities	88%	12%	0%	0%
Students without Disabilities	55%	27%	17%	1%
English Learners	*	*	*	*
Non-English Learners	58%	26%	15%	1%
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	*	*	*	*

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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 2021-22: 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 on 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 2021-22 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 2021-2022	97.5%	77.7%
12th graders taking SAT in 2021-2022 or prior years	46.8%	60.8%
12th graders taking ACT in 2021-2022 or prior years	0.9%	8.8%

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 that 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	456	474	Grade 10: 430 Grade 11: 460	56%	61%
PSAT 10/NMSQT - Math	432	464	Grade 10: 480 Grade 11: 510	18%	36%
SAT - Reading and Writing	528	538	480	70%	68%
SAT - Math	496	532	530	35%	49%
ACT - Reading	*	25	22	*	67%
ACT - English	*	25	18	*	81%
ACT - Math	*	24	22	*	62%
ACT - Science	*	24	23	*	59%

College and Career Readiness

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

AP/IB Coursework – Participation and Performance

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

Students enrolled in one or more AP or IB course



Students taking one or more AP or IB exam



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



Dual Enrollment Coursework - Participation

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



College and Career Readiness

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

AP/IB and Dual Enrollment Participation by Student Group

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

Student Group	% Enrolled in one or more AP or IB course	% Enrolled in one or more Dual Enrollment course	State: % Enrolled in one or more AP or IB course	State: % Enrolled in one or more Dual Enrollment course
Districtwide	17.9%	42.5%	34.5%	24.4%
White	21.6%	43.6%	39.2%	29.3%
Hispanic	6.5%	41.9%	22.1%	16.8%
Black or African American	10.8%	37.3%	18.0%	15.1%
Asian, Native Hawaiian, or Pacific Islander	30.6%	50.0%	67.9%	34.8%
American Indian or Alaska Native	*	*	27.6%	25.2%
Two or More Races	18.2%	36.4%	38.0%	25.0%
Female	23.9%	56.5%	40.4%	27.3%
Male	11.8%	29.1%	28.7%	21.3%
Non-Binary/Undesignated Gender	*	*	34.2%	21.5%
Economically Disadvantaged Students	9.9%	32.1%	21.9%	16.9%
Students with Disabilities	0.0%	20.0%	4.3%	8.9%
English Learners	*	*	9.4%	6.7%
Homeless Students	*	*	11.3%	13.9%
Students In Foster Care	*	*	7.3%	9.2%
Military-Connected Students	*	*	36.6%	22.0%
Migrant Students	N	N	22.5%	20.0%

College and Career Readiness

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

AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	23	22
AP Calculus AB	4	4
AP English Language and Composition	16	17
AP English Literature and Composition	12	13
AP European History	0	17
AP Spanish Language	0	1
AP U.S. Government and Politics	0	14
AP U.S. History	100	22
Total Exams taken		110
Exams with scores of at least 3 on AP exams or 4 on IB exams		76

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, completion of all six New Jersey Safe Schools Program Online Topical Courses during the fall semester of the 2021-2022 school year, internships, cooperative education experiences and apprenticeships. Depending on the type of WBL experience, these may be paid or unpaid.

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

Structured Learning Experiences



College and Career Readiness

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

Career and Technical Education Participation by Student Group

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

Student Group	District: % CTE Participants	District: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Districtwide	9.0%	7.4%	7.3%	10.6%
White	10.1%	9.9%	5.8%	10.0%
Hispanic	8.2%	5.7%	9.1%	11.1%
Black or African American	6.8%	5.7%	9.1%	11.0%
Asian, Native Hawaiian, or Pacific Islander	8.4%	6.5%	5.8%	10.8%
American Indian or Alaska Native	*	*	8.7%	10.3%
Two or More Races	9.4%	3.1%	6.7%	11.2%
Female	12.0%	12.7%	7.1%	10.9%
Male	6.3%	2.6%	7.4%	10.3%
Non-Binary/Undesignated Gender	*	*	6.5%	10.2%
Economically Disadvantaged Students	7.2%	7.2%	9.7%	12.1%
Students with Disabilities	3.8%	6.9%	5.8%	8.4%
English Learners	0.0%	5.6%	7.0%	3.9%
Homeless Students	*	*	7.5%	6.3%
Students In Foster Care	*	*	6.2%	6.9%
Military-Connected Students	*	*	8.5%	12.1%
Migrant Students	*	*	11.8%	6.4%

Report Key:

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

College and Career Readiness

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

Work-Based Learning Participation by Career Cluster

This table shows the number of students in an approved CTE program/program of study in grades 9 through 12 who participated in a work-based learning experience during the school year. Work-based learning can include career exploration (e.g. community service, job shadowing, school-based enterprise, service learning, volunteering or the New Jersey Safe Schools Program Online Topical Courses completed during the fall semester of the 2021-2022 school year), 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
Education & Training	142
Total	142

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College and Career Readiness

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

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

District 0.0%
State 1.5%

College and Career Readiness

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

Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, 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
Arts, A/V Technology & Communications	*	*	*
Business Management & Administration	*	*	*
Education & Training	142	*	*
Total	144	*	*

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
9	183	69	2	0	0	0	37
10	14	129	62	0	0	0	31
11	0	10	136	51	0	0	17
12	0	3	19	19	36	0	57
Total	197	211	219	70	36	0	142
Enrolled in AP/IB Course					4	0	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	227	14	0	6	1	27
10	11	166	0	15	10	36
11	8	10	0	92	93	18
12	21	3	0	9	7	53
Total	267	193	0	122	111	134
Enrolled in AP/IB Course	23	0		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	25

College and Career Readiness

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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	4	55	0	8	7	209
10	3	198	0	11	10	28
11	1	198	0	24	18	25
12	20	38	0	36	28	59
Total	28	489	0	79	63	321
Enrolled in AP/IB Course	0	100	0	0		0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	160	33	29	0	0	0	0
10	110	34	29	0	0	0	0
11	57	16	26	0	0	0	0
12	44	11	11	0	0	0	0
Total	371	94	95	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	48	25	32	0	0	0	0
Enrolled in Level 3 or Higher	87	25	32	0	0	0	0

Report Key:

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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.

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
9	0	10	0	0	0	0	0
10	4	15	0	0	0	0	0
11	15	7	0	0	0	0	0
12	20	16	0	0	0	0	0
Total	39	48	0	0	0	0	0
Enrolled in AP/IB Course	0	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

College and Career Readiness

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

Seal of Bilingualism

This table shows the number of Seals of Bilingualism earned by language. The New Jersey Department of Education State Seal of Bilingualism identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Bilingualism website](#) for more information.

Language	Students Earning a Seal of Bilingualism
Total	0

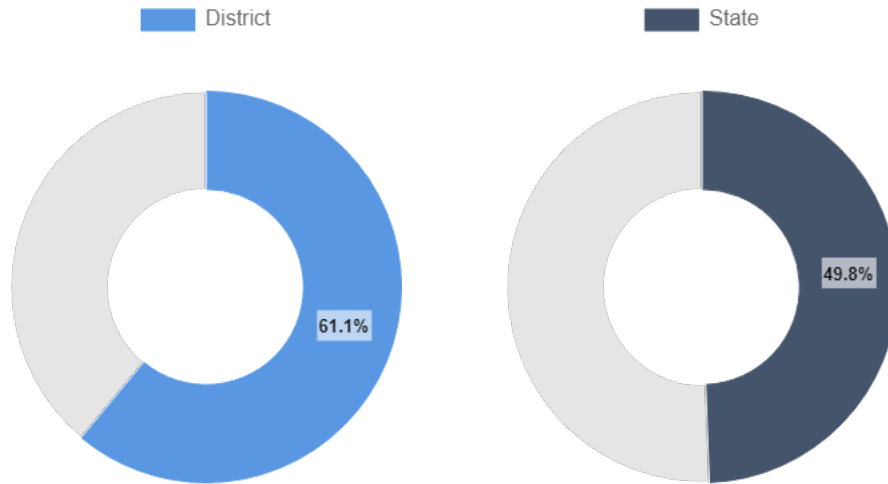
College and Career Readiness

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

Visual and Performing Arts – Course Participation

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

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



College and Career Readiness

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

Visual and Performing Arts – Course Participation

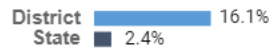
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The second set of charts show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Students enrolled in one or more classes by discipline:

Music



Dance



Drama



Visual Arts



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.

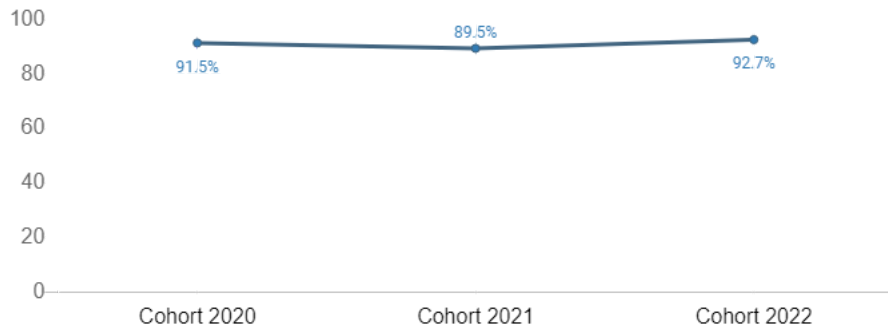
For the "federal version" of the 2022 graduation rates, students with disabilities who did not meet either the state course requirements, local attendance requirements, and/or state graduation assessment requirements for graduation because of a modification or exemption in their IEP were not included in the graduates count (the numerator), but they will remain in the adjusted cohort (the denominator). Because graduation assessment requirements were waived for 2021 graduates, the "federal version" of the 2021 graduation rate only excludes students with disabilities who did not meet either the state course requirements and/or local attendance requirements.

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](#).

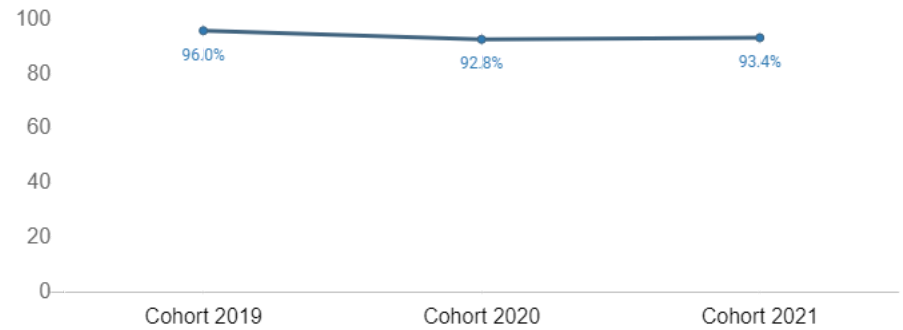
Graduation Rate Trends and Progress

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 2020 4-Year Rate	Cohort 2021 4-Year Rate	Cohort 2022 4-Year Rate	Cohort 2019 5-Year Rate	Cohort 2020 5-Year Rate	Cohort 2021 5-Year Rate
Graduation Rate	91.5%	89.5%	92.7%	96.0%	92.8%	93.4%
Statewide Graduation Rate	91.0%	90.6%	90.9%	92.2%	92.6%	92.5%

Graduation/ Postsecondary

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

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

For the "federal version" of the 2022 graduation rates, students with disabilities who did not meet either the state course requirements, local attendance requirements, and/or state graduation assessment requirements for graduation because of a modification or exemption in their IEP were not included in the graduates count (the numerator), but they will remain in the adjusted cohort (the denominator). Because graduation assessment requirements were waived for 2021 graduates, the "federal version" of the 2021 graduation rate only excludes students with disabilities who did not meet either the state course requirements and/or local attendance requirements.

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 4-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 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	92.7%	1.6%	5.7%	90.9%	4.1%	5.0%
White	93.2%	2.3%	4.5%	95.0%	2.6%	2.4%
Hispanic	91.2%	0.0%	8.8%	84.9%	5.9%	9.2%
Black or African American	90.6%	1.9%	7.5%	85.8%	6.8%	7.4%
Asian, Native Hawaiian, or Pacific Islander	100.0%	0.0%	0.0%	97.1%	2.0%	0.9%
American Indian or Alaska Native	N	N	N	92.0%	2.4%	5.6%
Two or More Races	90.9%	0.0%	9.1%	90.6%	4.1%	5.2%
Female	94.9%	0.9%	4.3%	93.3%	2.9%	3.8%
Male	90.6%	2.3%	7.0%	88.6%	5.3%	6.1%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	90.3%	2.2%	7.5%	85.4%	6.0%	8.6%
Students with Disabilities	83.9%	5.4%	10.7%	80.5%	12.8%	6.7%
English Learners	*	*	*	71.9%	8.9%	19.1%
Homeless Students	*	*	*	70.4%	10.3%	19.3%
Students in Foster Care	*	*	*	57.7%	15.8%	26.5%
Military-Connected Students	*	*	*	91.0%	4.8%	4.2%
Migrant Students	N	N	N	65.4%	9.0%	25.6%

Graduation/ Postsecondary

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

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

For the "federal version" of the 2022 graduation rates, students with disabilities who did not meet either the state course requirements, local attendance requirements, and/or state graduation assessment requirements for graduation because of a modification or exemption in their IEP were not included in the graduates count (the numerator), but they will remain in the adjusted cohort (the denominator). Because graduation assessment requirements were waived for 2021 graduates, the "federal version" of the 2021 graduation rate only excludes students with disabilities who did not meet either the state course requirements and/or local attendance requirements.

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

Cohort 2021 5-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 five years of entering high school, both overall and by student group. This table is based on the state version of the graduation rate, which reflects all students who received a state-endorsed diploma.

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	93.4%	1.7%	5.0%	92.5%	1.8%	5.7%
White	93.9%	2.3%	3.8%	95.9%	1.6%	2.6%
Hispanic	88.1%	2.4%	9.5%	87.5%	2.0%	10.6%
Black or African American	93.6%	0.0%	6.4%	87.7%	2.6%	9.7%
Asian, Native Hawaiian, or Pacific Islander	100.0%	0.0%	0.0%	97.6%	1.3%	1.1%
American Indian or Alaska Native	N	N	N	94.5%	0.8%	4.7%
Two or More Races	*	*	*	93.0%	1.0%	6.0%
Female	96.7%	0.8%	2.4%	94.4%	1.2%	4.4%
Male	89.8%	2.5%	7.6%	90.6%	2.4%	7.0%
Non-Binary/Undesignated Gender	N	N	N	N	N	N
Economically Disadvantaged Students	91.4%	1.7%	6.9%	87.6%	2.1%	10.3%
Students with Disabilities	84.8%	6.5%	8.7%	83.5%	8.5%	8.0%
English Learners	*	*	*	78.3%	1.6%	20.1%
Homeless Students	*	*	*	76.3%	3.6%	20.1%
Students in Foster Care	*	*	*	59.4%	7.7%	32.9%
Military-Connected Students	*	*	*	91.5%	1.9%	6.6%
Migrant Students	N	N	N	71.6%	1.1%	27.3%

Report Key:

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- 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.

For the "federal version" of the 2022 graduation rates, students with disabilities who did not meet either the state course requirements, local attendance requirements, and/or state graduation assessment requirements for graduation because of a modification or exemption in their IEP were not included in the graduates count (the numerator), but they will remain in the adjusted cohort (the denominator). Because graduation assessment requirements were waived for 2021 graduates, the "federal version" of the 2021 graduation rate only excludes students with disabilities who did not meet either the state course requirements and/or local attendance requirements.

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 2020 6-Year Graduation Cohort Profile

This table shows the percentage of students in the 2020 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%	1.3%	6.7%	93.1%	1.2%	5.8%
White	95.0%	1.4%	3.5%	96.3%	1.2%	2.6%
Hispanic	80.8%	0.0%	19.2%	88.0%	1.0%	11.0%
Black or African American	89.5%	0.0%	10.5%	89.0%	1.6%	9.4%
Asian, Native Hawaiian, or Pacific Islander	90.0%	10.0%	0.0%	97.8%	0.9%	1.3%
American Indian or Alaska Native	N	N	N	91.2%	1.8%	7.1%
Two or More Races	*	*	*	93.9%	0.7%	5.4%
Female	90.2%	0.9%	8.9%	94.7%	0.8%	4.5%
Male	93.8%	1.8%	4.5%	91.5%	1.5%	7.0%
Non-Binary/Undesignated Gender	N	N	N	N	N	N
Economically Disadvantaged Students	87.2%	0.0%	12.8%	88.4%	1.2%	10.4%
Students with Disabilities	83.3%	7.1%	9.5%	85.4%	6.2%	8.4%
English Learners	N	N	N	79.3%	0.6%	20.1%
Homeless Students	*	*	*	80.1%	2.2%	17.8%
Students in Foster Care	*	*	*	62.4%	3.4%	34.3%
Military-Connected Students	*	*	*	93.3%	1.5%	5.1%
Migrant Students	N	N	N	63.4%	0.0%	36.6%

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.

For the "federal version" of the 2022 graduation rates, students with disabilities who did not meet either the state course requirements, local attendance requirements, and/or state graduation assessment requirements for graduation because of a modification or exemption in their IEP were not included in the graduates count (the numerator), but they will remain in the adjusted cohort (the denominator). Because graduation assessment requirements were waived for 2021 graduates, the "federal version" of the 2021 graduation rate only excludes students with disabilities who did not meet either the state course requirements and/or local attendance requirements.

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 2022 4-year and 2021 5-year graduation rates. For 2022, students with disabilities who did not meet either the state course requirements, local attendance requirements, and/or state graduation assessment requirements for graduation 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 2022-23 school year (along with 2022-23 assessment, growth, and chronic absenteeism data) and will be included in the accountability profiles in fall 2023.

Student Group	2022 4-Year Federal Graduation Rate	2021 5-Year Federal Graduation Rate	State: 2022 4-Year Federal Graduation Rate	State: 2021 5-Year Federal Graduation Rate
Districtwide	81.6%	91.3%	85.2%	89.9%
White	82.7%	92.4%	89.1%	93.6%
Hispanic	85.3%	85.7%	79.3%	84.6%
Black or African American	73.6%	89.4%	77.8%	83.8%
Asian, Native Hawaiian, or Pacific Islander	85.7%	100.0%	95.9%	97.0%
American Indian or Alaska Native	N	N	84.8%	91.3%
Two or More Races	90.9%	*	84.3%	89.7%
Female	88.0%	95.1%	89.2%	92.6%
Male	75.8%	87.3%	81.5%	87.3%
Non-Binary/Undesignated Gender	N	N	*	N
Economically Disadvantaged Students	69.9%	88.8%	78.7%	84.3%
Students with Disabilities	35.7%	73.9%	48.5%	69.0%
English Learners	*	*	70.3%	77.1%
Homeless Students	*	*	60.0%	70.4%
Students in Foster Care	*	*	43.8%	52.6%
Military-Connected Students	*	*	86.8%	89.9%
Migrant Students	N	N	62.8%	71.6%

Graduation/ Postsecondary

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For the "federal version" of the 2022 graduation rates, students with disabilities who did not meet either the state course requirements, local attendance requirements, and/or state graduation assessment requirements for graduation because of a modification or exemption in their IEP were not included in the graduates count (the numerator), but they will remain in the adjusted cohort (the denominator). Because graduation assessment requirements were waived for 2021 graduates, the "federal version" of the 2021 graduation rate only excludes students with disabilities who did not meet either the state course requirements and/or local attendance requirements.

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Accountability Graduation Rates

This table shows Cohort 2021 4-year and Cohort 2020 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 2021, which means that students with disabilities who did not meet either the state course requirements and/or local attendance requirements are not included as graduates (the numerator), but they are included in the adjusted cohort (the denominator).

Student Group	Cohort 2021: 4-Year Graduation Rate	Cohort 2021: Annual Target	Cohort 2021: Met Target	Cohort 2020: 5-Year Graduation Rate	Cohort 2020: Annual Target	Cohort 2020: Met Target
Districtwide	89.1%	94.6%	Not Met	92.8%	94.2%	Not Met
White	90.8%	94.2%	Not Met	95.7%	94.2%	Met Target
Hispanic	80.5%	74.3%	Met Target	80.8%	82.7%	Not Met
Black or African American	87.0%	93.0%	Not Met	89.5%	96.0%	Not Met
Asian, Native Hawaiian, or Pacific Islander	100.0%	**	**	*	**	**
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	*	**	**	*	**	**
Economically Disadvantaged Students	85.2%	86.5%	Not Met	87.2%	87.0%	Met Target
Students with Disabilities	77.3%	90.4%	Not Met	87.5%	92.7%	Not Met
English Learners	*	**	**	*	**	**

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Graduation/ Postsecondary

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Graduation Pathways

This table shows the percentage of Cohort 2022 graduates who met the [high school graduation assessment requirements](#) through each type of graduation pathway for both English Language Arts (ELA) and Math.

Important Note for 2021-22 Reports: Administrations of both state and national assessments were cancelled over the last two years, so caution should be used when comparing pathways for 2022 graduates with prior years.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	41.9%	28.2%
Substitute Competency Test	35.7%	49.3%
Portfolio Appeals Process	10.6%	12.8%
Alternate Requirements specified in IEP	11.9%	9.7%
Unknown	0.0%	0.0%

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
2021-2022	0.7%	1.2%
2020-2021	0.3%	1.1%
2019-2020	0.6%	1.0%

Graduation/ Postsecondary

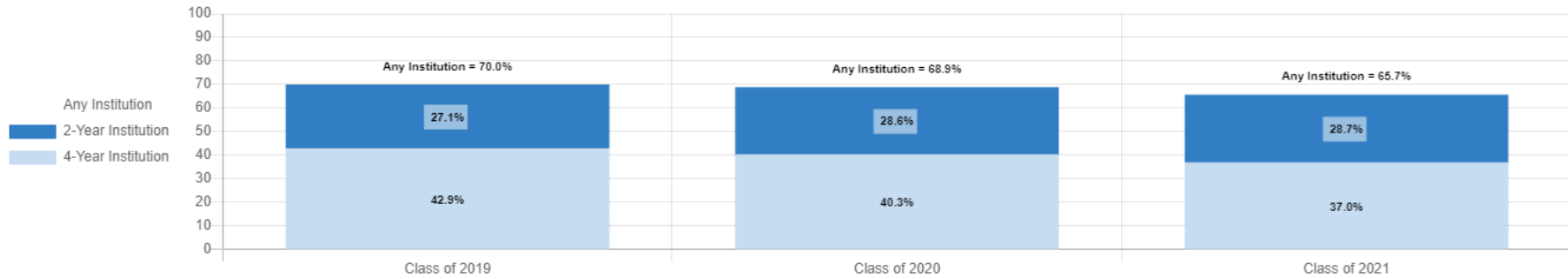
Information about students enrolling in colleges and universities after graduation is collected from the [National Student Clearinghouse](#), which collects data from at least 95% of higher education institutions nationwide.

Important Note for 2021-22: 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.

Postsecondary Enrollment Rate Trends

The graph and table below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school for the last three years.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2019	Class of 2020	Class of 2021
% Enrolled in 2-Year Institution	27.1%	28.6%	28.7%
% Enrolled in 4-Year Institution	42.9%	40.3%	37.0%
% Enrolled in Any Postsecondary Institution	70.0%	68.9%	65.7%

Graduation/ Postsecondary

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Important Note for 2021-22: 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.

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2022 high school graduates enrolled in postsecondary institutions by the fall of 2022. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% of Enrolled in 2-Year Institution	% of Enrolled in 4-Year Institution
Statewide	68.5%	25.1%	74.9%
Districtwide	60.5%	39.7%	60.3%
White	55.9%	40.3%	59.7%
Hispanic	54.8%	64.7%	35.3%
Black or African American	60.8%	16.1%	83.9%
Asian, Native Hawaiian, or Pacific Islander	78.6%	50.0%	50.0%
American Indian or Alaska Native	*	*	*
Two or More Races	81.8%	44.4%	55.6%
Female	70.5%	30.4%	69.6%
Male	50.8%	50.8%	49.2%
Non-binary/undesignated gender	*	*	*
Economically Disadvantaged Students	53.5%	39.1%	60.9%
Students with Disabilities	35.4%	29.4%	70.6%
English Learners	*	*	*
Homeless students	*	*	*
Students in foster care	*	*	*
Military-connected students	*	*	*
Migrant students	*	*	*

Graduation/ Postsecondary

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

Important Note for 2021-22: 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.

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2021 high school graduates enrolled in postsecondary institutions by the fall of 2022. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% of Enrolled in 2-Year Institution	% of Enrolled in 4-Year Institution	% of Enrolled in Public Institution	% of Enrolled in Private Institution	% of Enrolled in In-State Institution	% of Enrolled in Out-of-State Institution
Statewide	73.3%	27.9%	72.0%	72.3%	27.7%	61.8%	38.2%
Districtwide	65.7%	43.7%	56.3%	79.6%	20.4%	71.8%	28.2%
White	70.3%	36.1%	63.9%	75.9%	24.1%	69.9%	30.1%
Hispanic	64.7%	59.1%	40.9%	90.9%	9.1%	86.4%	13.6%
Black or African American	57.5%	47.8%	52.2%	87.0%	13.0%	65.2%	34.8%
Asian, Native Hawaiian, or Pacific Islander	58.8%	60.0%	40.0%	70.0%	30.0%	70.0%	30.0%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Female	76.5%	40.9%	59.1%	77.3%	22.7%	67.0%	33.0%
Male	53.5%	48.1%	51.9%	83.3%	16.7%	79.6%	20.4%
Non-binary/undesignated gender	*	*	*	*	*	*	*
Economically Disadvantaged Students	59.5%	40.0%	60.0%	80.0%	20.0%	72.0%	28.0%
Students with Disabilities	39.4%	61.5%	38.5%	84.6%	15.4%	76.9%	23.1%
English Learners	*	*	*	*	*	*	*
Homeless students	*	*	*	*	*	*	*
Students in foster care	*	*	*	*	*	*	*
Military-connected students	*	*	*	*	*	*	*
Migrant students	*	*	*	*	*	*	*

Graduation/ Postsecondary

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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 2022. 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
2021	0
2020	0
2019	*
2018	*
2017	*
2016	*
2015	*
2014	*

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 2021-22: The NJDOE recommends caution in comparing the 2021-22 chronic absenteeism rates with the rates from 2020-21 and rates prior to 2019-20 as the pandemic has impacted attendance rates over the last three 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 last two columns show the chronic absenteeism state average for students in the grades offered and 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	94	10.5%	19.8%	Met
White	38	10.5%	19.8%	Met
Hispanic	22	13.9%	19.8%	Met
Black or African American	18	10.2%	19.8%	Met
Asian, Native Hawaiian, or Pacific Islander	7	4.5%	19.8%	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	21.2%	19.8%	Not Met
Female	*	9.7%		
Male	*	11.3%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	37	19.0%	19.8%	Met
Students with Disabilities	32	18.6%	19.8%	Met
English Learners	3	18.8%	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	*	*		

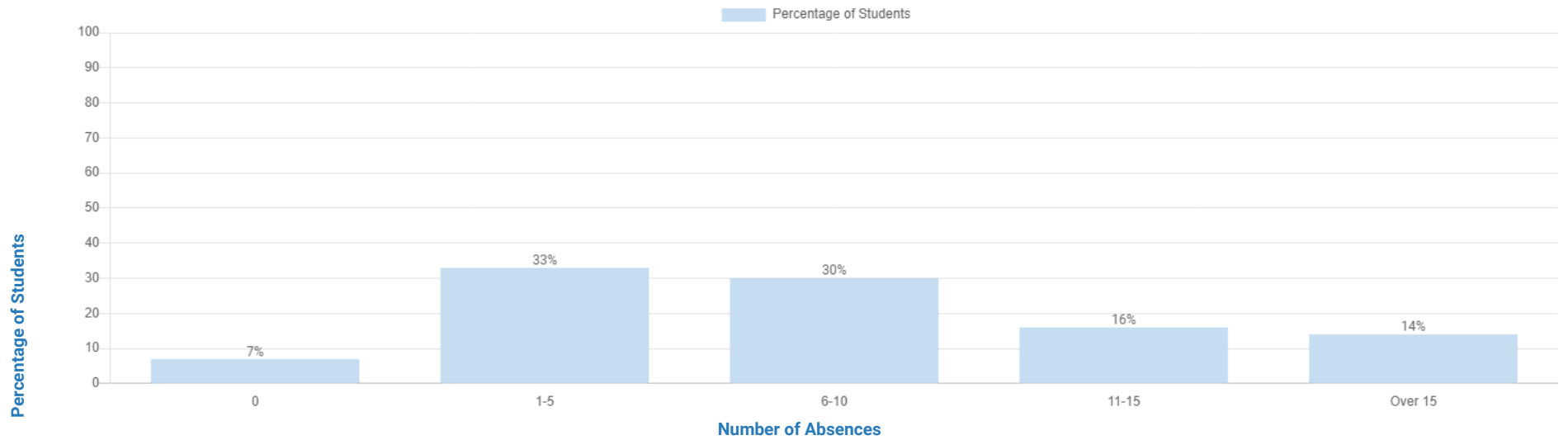
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Important Note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 chronic absenteeism rates with the rates from 2020-21 and rates prior to 2019-20 as the pandemic has impacted attendance rates over the last three years.

Days Absent

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



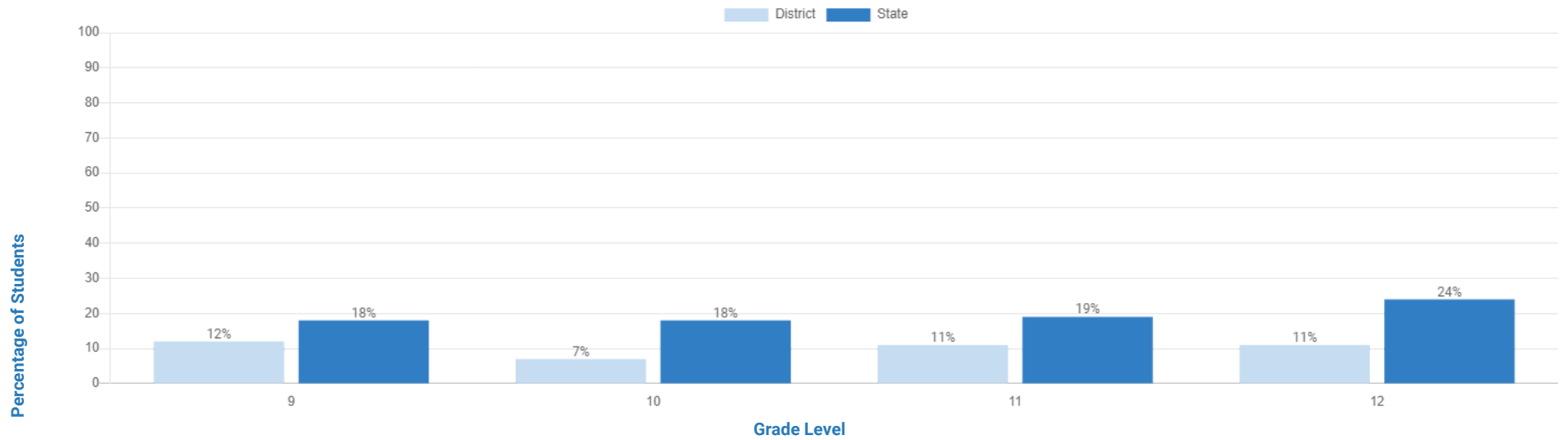
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Chronic Absenteeism by Grade

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



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Climate and Environment

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

Important note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 student safety data with the data from 2020-21 and 2019-20 as the pandemic impacted the data from 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	5
Weapons	1
Vandalism	0
Substances	7
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	14
Incidents Per 100 Students Enrolled	1.59

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

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.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	15	1.7%
Any Suspension	15	1.7%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
115

Climate and Environment

Student Access to Technology and Internet

In response to the COVID-19 pandemic, the NJDOE began collecting information on student device types, device owners, and internet connectivity during the 2020-2021 school year. [Additional reports about student access to technology and internet connectivity](#) as of the end of the 2021-2022 school year can be found on the NJDOE website.

Report Key:

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Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this district and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. The number of out-of-field teachers is the number of teachers who are potentially teaching outside of their area of certification.

Category	Teachers in District	Teachers in State
Total Number of teachers	71	118,773
Average years experience in public schools	13.7	12.5
Average years experience in district	11.8	11.3
Percentage of Teachers with 4 or more years experience in the district	83.1%	76.0%
Number of out-of-field teachers	0	2,937

Administrators – Experience (District Level)

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	8	9,578
Average years experience in public schools	21.5	16.5
Average years experience in district	14.4	12.6
Percentage of Administrators with 4 or more years experience in the district	75.0%	78.8%

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.

Staff Category	District: Total Staff Members	State: Total Staff Members
Teachers	71	118,773
Administrators	8	9,578
Librarians/Media Specialists	1	1,212
Nurses	1	2,911
School Counselors	5	4,324
Child Study Team Members	3	9,115
School Psychologists	1	2,159
School Social Workers	1	2,487
Student Assistance Coordinators	N	372
School Safety Specialists	1	694

Staff

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

Key terms for staff data:

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

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

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).

Ratio	District Ratio
Students to Teachers	12:1
Students to Administrators	110:1
Teachers to Administrators	9:1
Students to Librarians/Media Specialists †	882:1
Students to Nurses †	882:1
Students to Counselors †	176:1
Students to Child Study Team Members †,††	53:1
Students to School Psychologists †	882:1
Students to School Social Workers †	882:1
Students to Student Assistance Coordinators †	N
Students to School Safety Specialists †	882:1

† 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 for 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. 2019-20 was the first year that data was collected for non-binary/undesignated gender and, as a result, the data may not be a true representation of the student or staff population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5 and percentages for 2020-21 and 2021-22 may show a range, depending on the overall school population size.

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	47.0%	40-45%	*	48.0%	77.0%	56.0%
Male	52.0%	55-60%	*	52.0%	23.0%	44.0%
Non-Binary/Undesignated Gender	≤1%	≤5%	*	≤1%	≤1%	≤1%
White	40.2%	93.0%	87.5%	40.1%	82.6%	76.3%
Hispanic	17.9%	1.4%	0.0%	32.1%	8.1%	8.1%
Black or African American	20.0%	5.6%	12.5%	14.6%	6.5%	13.9%
Asian	3.4%	0.0%	0.0%	10.1%	2.3%	1.3%
American Indian or Alaska Native	0.7%	0.0%	0.0%	0.2%	0.1%	0.1%
Native Hawaiian or Pacific Islander	14.1%	0.0%	0.0%	0.2%	0.2%	0.1%
Two or More Races	3.7%	0.0%	0.0%	2.7%	0.2%	0.3%

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

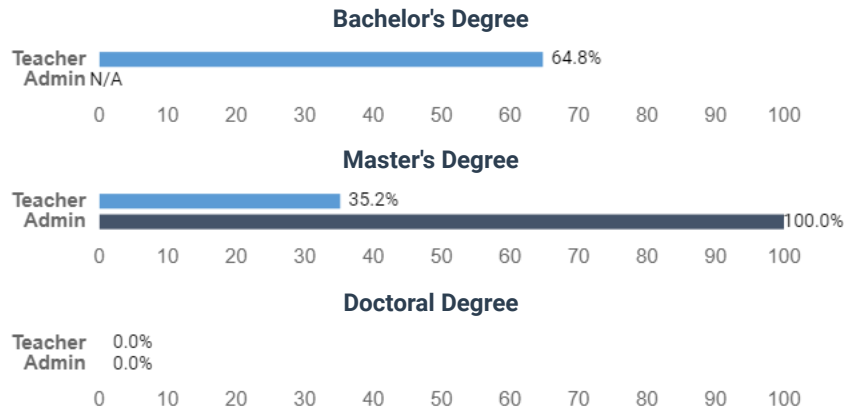
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Teachers and Administrators - Level of Education

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 2020-21 that were still assigned to this district in 2021-22. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2020-21 Teachers: Same district 2021-22	97.1%	90.7%
2020-21 Administrators: Same district 2021-22	87.5%	87.4%

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 2021-22 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 2021-22 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.

Sterling High School Dist	Federal	State & Local	Total	ADE**
District Level Central Expenditures		\$3,294	\$3,294	894.4
Sterling High School	\$823	\$13,613	\$14,436	894.4

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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:**
 - Schools with a summative score in the bottom 5% of Title I schools.
- **Comprehensive Support and Improvement (CSI): Low Graduation Rate:**
 - High schools with a four-year graduation rate of 67% or less
- **Additional Targeted Support and Improvement: Low Performing Student Group (ATSI):**
 - 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 NJDOE has not yet identified schools in this category as no ATSI schools have been in status for three or more years.

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

- **Targeted Support and Improvement: Consistently Underperforming Student Group (TSI):**
 - 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 2021-2022: Due to the COVID-19 pandemic, New Jersey received waivers from the United States Department of Education (USED) in both [March 2020](#) and [March 2021](#) that waived accountability-related requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 and 2020-2021 school years. These waivers removed the requirements to:

- Calculate indicator scores and summative scores for the 2019-2020 and 2020-2021 school years;
- Measure progress toward long-term goals and measures of interim progress for accountability indicators for the 2019-2020 and 2020-2021 school years; and
- Identify schools for comprehensive and targeted support and improvement during the 2020-2021 and 2021-2022 school years (based on 2019-2020 and 2020-2021 data, respectively).

As a result of these waivers, any school that was identified for comprehensive or targeted support and improvement during the 2019-20 school year will retain the same status for the 2021-22 and 2022-23 school years.

The NJDOE identified schools across four categories during the 2022-23 school year (based on 2021-22 data):

- CSI: Overall Low Performing;
- CSI: Low Graduation Rate;
- ATSI; and
- TSI.

For the TSI identification that occurred during the 2022-23 school year, status in meeting annual targets for the 2018-19 and 2021-22 school years were used since data was not available for two consecutive years.

Additionally, all schools that were previously identified were eligible to exit status at the end of the 2022-23 school year if the NJDOE's Exit Criteria were met.

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 will identify schools for CSI and ATSI status in both fall 2022 and fall 2023. Schools identified for CSI or ATSI status in fall 2022 will be eligible to exit status in fall 2023 if all exit criteria are met. Schools identified for TSI status will be eligible to exit annually if exit criteria are met.

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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 2023-24 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 2023-24 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 2021-22 only, this data shows the Relative School Improvement Measure (RSIM), which is based on aggregate scale score improvement on the statewide assessments in ELA and mathematics (NJSLA), when comparing prior year performance to 2021-22 performance. Schools are assigned a percentile rank based on their improvement as compared to schools with similar prior year performance. This is only measured for grades 3-8. The NJDOE plans to resume measuring growth by mSGP in 2022-23.

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 that were absent for 10% or more of the days enrolled during the school year.

Important Note for 2021-22: 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 2019-20 or 2020-21 and chronic absenteeism data is not available for 2019-20. The growth measure used for 2021-22 is an alternate measure used because median student growth percentiles were not available for 2021-22. The NJDOE plans to resume reporting median student growth percentiles in 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.

ESSA Accountability Indicator	2019-20	2020-21	2021-22
ELA Proficiency			26.2%
Math Proficiency			<10%
ELA Growth			
Math Growth			
4-Year Graduation Rate†	91.5%	89.5%	92.7%
5-Year Graduation Rate†	96.0%	92.8%	93.4%
Progress toward English Language Proficiency			16.7%
Chronic Absenteeism		7.0%	10.5%

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

Accountability

Accountability Summary by Student Group - 2021-22 School Year

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

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

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

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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Narrative

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



Highlights:

- Successfully transitioned back to in-person instruction. Extended student orientation, added wellness days, equity development, and activities.
- Conducted Strategic Planning U-Knighted Vision '22 which consisted of 1500 surveys, a committee of 60 community members, in-person meetings, focus groups, and goal setting.
- All stakeholders were well-informed through weekly Castle Connection videos



Mission, Vision, Theme:

Vision: Our students will achieve their highest potential in personal and academic growth, become upstanding citizens, and contribute to today's global society. Mission: Sterling High School District will serve the needs of a diverse student body by maintaining a safe and respectful learning environment, cultivating high standards of excellence, and preparing our students for life beyond high school.



Awards, Recognition, Accomplishments:

The AP students achieved scores that rated about the state and global averages. Sterling has 9 AP courses with 79 students enrolled, a total of 114 AP tests were taken with 62% of AP students scoring a 3 or higher. Sterling High School was formally designated a 2021-22 No Place for Hate school after activities conducted throughout the school year promoting respect, recognizing dignity, promoting harmony, surveys and a fall activity and pledge drive. Championships were accomplished by the Boys Soccer team, Girls Soccer team, Girls Volleyball team, Boys Basketball team, Boys Volleyball team, and the Boys Lacrosse team

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Courses, Curriculum, Instruction:

Sterling operates on a 4x4 block schedule, students may take up to 45 credits per year. Sterling offers a comprehensive curriculum aligned to the NJ Student Learning Standards, various levels, nine AP courses and several remedial programs. Digital Applications course for 21st century learning skills was added to the curriculum in the 2020-21 school year. Teachers use a shared curriculum, common assessments, plan lessons collaboratively using best practices, and conduct monthly PLCs. Special Education staff provide programs for classified students which support diagnostic prescriptions of the YST as reflected in IEPs. Every effort is made to educate all students in the least restrictive environment.



Sports and Athletics:

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



Clubs and Activities:

Academic Challenge, Art Club, Band-Jazz, Marching & Orchestra, Believe in U/Student Council, Chorus, Class of 2023, 2024, 2025 and 2026, FBLA, FCCLA, Graphic Design Club, GSA, Interact, Lunch Time Chat & Games, Morning News, NHS, HOSA, Project Graduation, ROTC, SADD, School Store, Spanish, Spring Musical, Tech Crew, U-Knighted by Wellness Activities, World Cultures, Writing, Yearbook, and FCA. The 3rd Annual Latin Salsa Extravaganza was held as well as Uknighthed by Wellness Activities, Neurodiversity Walk, a Holiday Social sponsored by the YST and a Community-wide Trunk or Treat.

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Before and After School Programs:

STARS tutoring is offered on a daily basis after school. Credit Completion and Credit Recovery are also offered for students. Additional programs include the Project graduation sponsored Battle of Bands, a Talent Show, and the BIU Spirit Week & Annual Barbeque. The 2021-22 school year promoted U-Knighted by Wellness Activities throughout the school year. The Fitness Center is available every day to students of all ages and two nights per week to community members.



Staff and Professional Learning:

PLCs are scheduled once/twice per month. Both PLC and PD focus on curriculum revisions, data analysis, technology applications, and best instructional practices. With the purchase of LinkIt! as both a data analysis tool and test authoring software, teaching staff collaborated to deliver common online assessments and use the results to both assess students and drive instruction. No Place for Hate professional development was provided for staff members. Interdistrict collaboration on curriculum, instruction, and technology also takes place regularly. Crisis Prevention Intervention (de-escalation & restraint) training is offered to all Special Education staff members.



Postsecondary Information:

64% of the Class of 2022 are continuing their education; 38% at four year colleges, 26% at two year colleges, 5% other, 2% went into the military, and 29% of students were undecided. Our Financial Aid Night, offered in October, is conducted by representatives from HESSA. Parents and students are presented with various ways to assist students in paying for college, including tips for FAFSA completion. Our College Planning Night is offered in late May, presented by Rutgers University. We offer SAT prep courses, conduct school wide PSAT testing, and offer free waivers to students in need.

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Student Supports and Services:

ELL instruction/support, I&RS tutoring & support, after-school tutoring, tiered interventions, and resiliency programs are available for students. Guidance Counselors are available to all students and have implemented more small group meetings with students. Representatives from Family & Children's Services provide support for targeted groups of students. Classified students have case manager support, speech therapy, occupational and physical therapy as needed, and social skills support counseling. I&RS, 504s, other student specific support groups, and Child of Addiction (COA) are also offered.



Student Health and Wellness:

Breakfast is offered on a daily basis. Health and Physical Education classes focus on fitness, nutrition, and student well-being. Electives in PE include Yoga, Pilates, PE Wellness, and Dance/Rhythm/Timing. A spring Health and Wellness Fair is organized allowing students to meet and question local organizations that specialize in Health and Wellness. YEP - Youth Empowered Program held in-person and remote, the athletic trainer offered impact testing for concussion baseline. Student health screenings are done per schedule, referrals sent as indicated, sports physicals are completed with the school physician, as needed; individual health care plans/individual emergency health care plans done when indicated; and staff member volunteers are trained as Epi pen & Glucagon delegates.



Parent and Community Involvement:

Parents may take part in information nights on academics, student well-being, Back to School nights, conferences, and the community fitness center. During the 2021-22 school year, parents took part in the U-Knighted Vision '22 Strategic Planning initiative, 1500 surveys were completed and 60 parents served as Committee Members for strategic planning. Parents have access to student academics through the parent-portal OnCourse and may access additional information through teacher websites. Additional community and parent presentations/events include Pre Prom Assembly, Parent / Project Graduation Committee, and open house Choice School Nights. Our Special Education Parent Advisory Committee is open to the public and meets bi-monthly to provide parents with access to our Youth Study Team staff, guest speakers and transition planning resources. During the 2021-2022 school year Virtual Senior Parent Meetings took place to allow for safe and increased parent/guardian participation.

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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers. In the 2021-2022 school year Sterling conducted A Strategic Planning Survey that included students, parents, staff, & community members about points of pride, challenges, goals, school environment, and community partnership. Several other surveys were also conducted including a Guidance Student Survey, a Cyber Awareness Survey, a School Climate Survey, and a Schedule Survey.



Facilities:

The school is 62 years old. Recent improvements include installing new boilers & chillers, security system upgrades, auditorium upgrades, new unit vents in the 300 wing, complete concrete to ROTC walkway, new batting cage, dumpster pad, repatched tennis courts, updated 300 wing bathrooms, fence painting, updated several classroom floors, LED lighting and painting of classrooms, LED lighting of stadium complex, and cleaned maintenance area. The entire school is air-conditioned. In September of 2018 the district upgraded the Culinary Arts Classroom with the latest industrial appliances that equal a modern restaurant.



School Safety:

All doors are locked during the school day to maintain safety for all students and staff. All staff members log into Sielox every day and can use this system to trigger a lockdown/out, or to communicate a disturbance to administration and police. Sterling is in compliance with Alyssa's law, we have silent alarms in five locations. Sterling has a School Resource Officer and utilizes a visitor management system. Identification badges are worn by Staff and Students, which allows school and police to quickly recognize and deal appropriately with unauthorized visitors. We have a HIB specialist who conducts 2 school safety assemblies each year and we currently offer student workshops to increase student safety, well-being, anti-bullying, and anti-violence. Sterling has a StopIt app, an anonymous online platform to report safety misconduct or compliance concerns to help others. Sterling maintained all pandemic protocols for students, staff, and guests during the 21-22 school year.

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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.



Technology and STEM:

Sterling has completed the full 1:1 student tablet initiative, where all students are outfitted with Dell tablets. Coinciding with this initiative, staff have access to 1:1 devices and have been provided Professional Development on the use of Microsoft Class Notebooks, Microsoft Forms, and other Microsoft Educational tools. This initiative has been further supported through Danielson observation related sub domains. The Makerspace was launched in 2019 as well as a new STEM lab with robotics. A Digital Applications Course was developed for all new students to meet 21st century learning standards and provide baseline training for district technologies. Sterling High School uses Microsoft Teams as our primary student learning platform and communication hub for classes and activities.



Addressing the Impact of COVID-19:

The district has utilized ESSER funds to upgrade classroom unit ventilators, gymnasium HVAC, offer summer credit recovery, create various activities to support/address student mental health, and offer a freshmen orientation. To address learning loss Sterling has mental health and wellness activities for students and additional activities including summer credit recovery and a Makerspace are also available to students. The district has added student wellness days, a community wellness night, and several afterschool activities (culinary, yoga, meditation, art, jewelry making, makerspace activities, & book club) to assist in supporting students' mental health.

Report Key:

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

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.



Other Information:

A four by four block schedule offers students eight semester courses per year. Additional instruction opportunities are offered for credit and non-credit courses in the middle of the day. We offer Choice Programs in Allied Health, Early Childhood Education, Radio / TV Production, NJROTC, and Multi Media Graphic Design. One hundred and eighteen out-of-district students participate in these Choice offerings.