



Ewing High School (21-1430-050)

2021-2022

County: Mercer
District: Ewing Township School District
900 Parkway Ave
Ewing, NJ 08618-2308

Principal: Mr. Edward Chmiel
[School Website](#)
609-538-9800



1,036
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

School Contact Information

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

Type	Contact Information
County	Mercer
District	Ewing Township School District
Principal Name	Mr. Edward Chmiel
Address	900 Parkway Ave, Ewing, NJ 08618-2308
Phone Number	609-538-9800
Email Address	echmiel@ewingboe.org
Website	www.ewing.k12.nj.us/Domain/62
Twitter	https://twitter.com/TheEwingSchools

Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or 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	250	284	276
10	246	237	275
11	274	216	244
12	258	294	241
Total	1,028	1,031	1,036

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	48.5%	48.0%	47.0%
Male	51.5%	52.0%	53.0%
Non-Binary/Undesignated Gender	<1%	≤1%	≤1%
Economically Disadvantaged Students	42.7%	45.3%	31.4%
Students with Disabilities	21.5%	22.0%	22.3%
English Learners	3.4%	3.9%	5.0%
Homeless Students	1.5%	0.8%	0.6%
Students in Foster Care	0.2%	0.0%	0.1%
Military-Connected Students	0.5%	1.0%	0.9%
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	25.6%	24.3%	22.6%
Hispanic	19.6%	20.3%	23.9%
Black or African American	48.4%	48.4%	46.4%
Asian	4.3%	4.0%	3.3%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two Or More Races	2.0%	2.8%	3.6%

Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or 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.

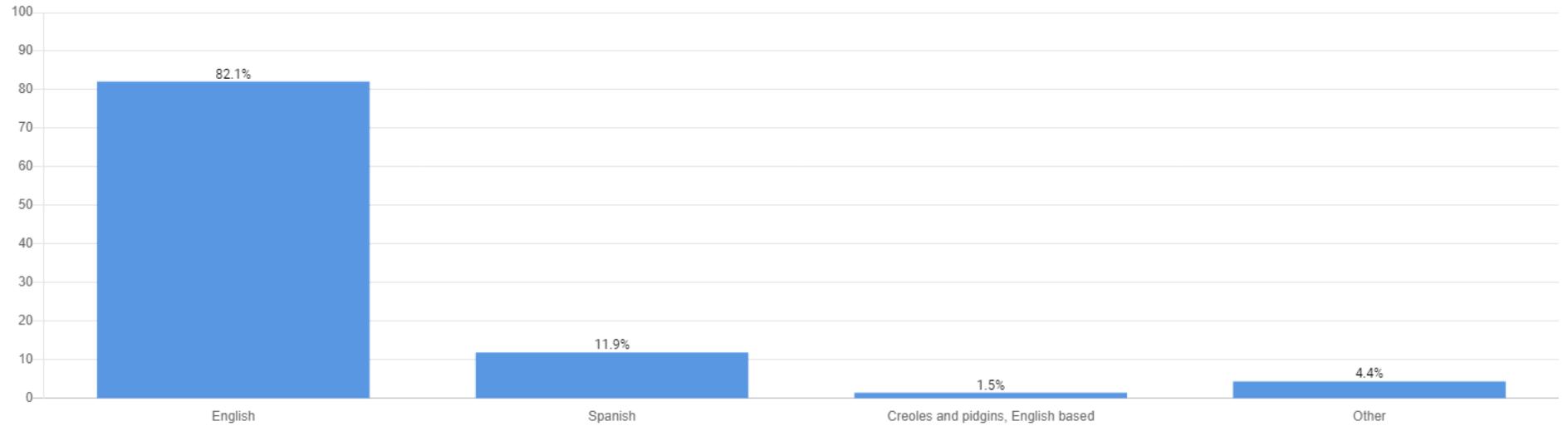
Enrollment Status	2019-20	2020-21	2021-22
Full Time Students	993	991	1,017
Shared Time Students	70	79	37
Full Time Equivalent	1,028	1,031	1,036

Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or 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			87.7%			90.8%
Proficiency Rate for Federal Accountability			29.4%			12.9%
Annual Target			41.1%			26.5%
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	School: % of testers met/exceeded expectations	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Schoolwide	255	87.7%	31.4%	29%	49%	29.4%	41.1%	Not Met
White	50	92.6%	54%	42.7%	58.2%	52.6%	48.7%	Met Target
Hispanic	59	84.7%	32.2%	24.1%	35%	28.6%	36%	Met Target†
Black or African American	125	87.4%	21.6%	23.3%	30.9%	20.6%	34.7%	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	43.8%	78%	*	**	**
American Indian or Alaska Native	*	*	*	*	48.7%	*	**	**
Two or More Races	12	92.3%	33.3%	30.8%	55.4%	32.3%	**	**
Female	*	87.1%	38%	36.2%	55.1%	35.6%		
Male	*	88.2%	24.8%	21.9%	43.2%	23.3%		
Non-binary/undesignated gender	*	*	*	*	63.8%	*		
Economically Disadvantaged Students	90	87.5%	24.4%	21.8%	30.9%	22.9%	34.7%	Not Met
Non-Economically Disadvantaged Students	165	87.8%	35.2%	32.9%	57.8%	<10%		
Students with Disabilities	67	87.2%	16.4%	11.3%	17.9%	15.4%	24.4%	Not Met
Students without Disabilities	188	87.9%	36.7%	34.4%	55.7%	34.4%		
English Learners	11	73.3%	<10%	<10%	21.9%	<10%	**	**
Non-English Learners	244	88.5%	32.8%	30.6%	52%	31.1%		
Homeless Students	246	87.6%	31.3%	28.5%	49.3%	29.4%		
Students in Foster Care	*	*	*	*	17.9%	*		
Military-Connected Students	*	*	*	38.1%	46%	*		
Migrant Students	*	*	*	*	<10%	*		

† Target was met within a confidence interval.

Academic Achievement

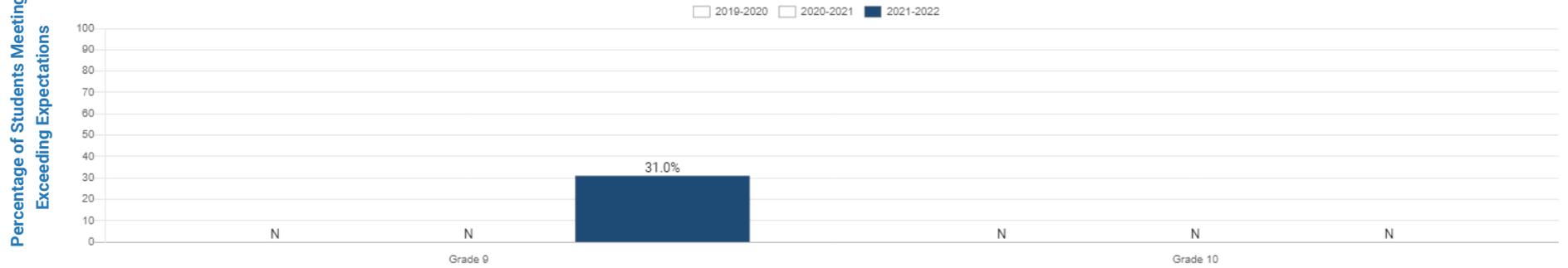
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English Language Arts Assessment - Performance Trends

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

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	School: % of testers met/exceeded expectations	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Schoolwide	272	90.8%	13.2%	20.6%	36%	12.9%	26.5%	Not Met
White	54	96.4%	27.8%	36.8%	46.2%	27.8%	29.7%	Met Target†
Hispanic	64	85.9%	<10%	15%	19.9%	<10%	25.8%	Not Met
Black or African American	132	91.7%	<10%	13.4%	15.7%	<10%	23.4%	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	83.3%	30%	45.5%	71.3%	26.3%	**	**
American Indian or Alaska Native	*	*	*	*	37.3%	*	**	**
Two or More Races	12	92.3%	25%	20.2%	44.1%	24.2%	**	**
Female	*	90.9%	13.3%	19.4%	34.5%	13.2%		
Male	*	90.6%	13.3%	21.7%	37.4%	12.7%		
Non-binary/undesignated gender	*	*	*	*	35%	*		
Economically Disadvantaged Students	94	90.5%	11.7%	14.3%	17.3%	11.5%	23.4%	Not Met
Non-Economically Disadvantaged Students	178	91%	14%	24%	45.2%	<10%		
Students with Disabilities	70	85.7%	<10%	<10%	14.7%	<10%	20.1%	Not Met
Students without Disabilities	202	92.7%	16.3%	23.9%	40.5%	16.2%		
English Learners	16	100%	<10%	<10%	16%	<10%	**	**
Non-English Learners	256	90.3%	14.1%	21.6%	38.4%	13.6%		
Homeless Students	265	91.5%	13.2%	20.1%	36.2%	13%		
Students in Foster Care	*	*	*	*	10%	*		
Military-Connected Students	*	*	*	33.3%	34.5%	*		
Migrant Students	*	*	*	*	<10%	*		

Academic Achievement

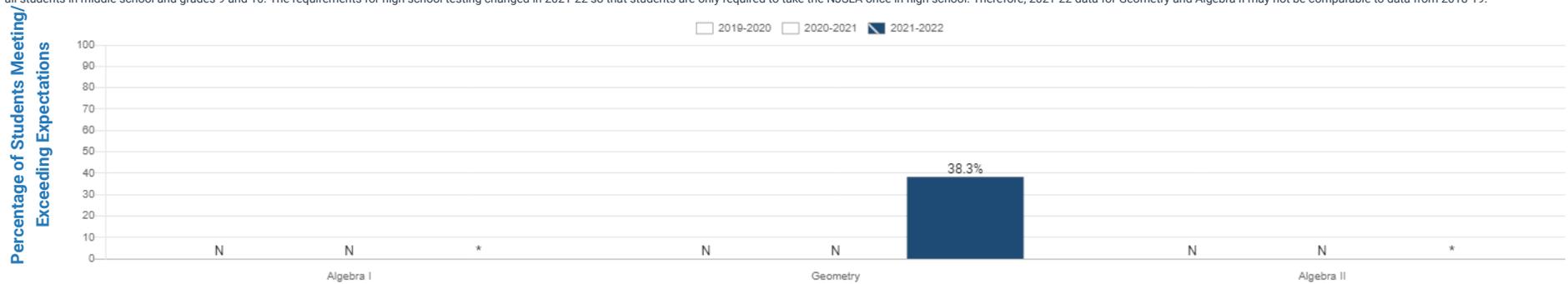
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Important Note for 2021-22: NJSLA data is not available for 2019-20 or 2020-21 due to federal waivers and assessment cancellations and DLM and ACCESS for ELLs data is not available for 2019-20. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

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.

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	*	*

Report Key:

- * Data is not displayed in order to protect student privacy
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- N No Data is available to display
- † This indicates a table specific note, see note below table

Academic Achievement

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English Language 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	27	*	*
3-4	13	*	*
5 or more	*	*	*

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	12.5%	22.5%	Met Target†

† Target was met within one standard deviation.

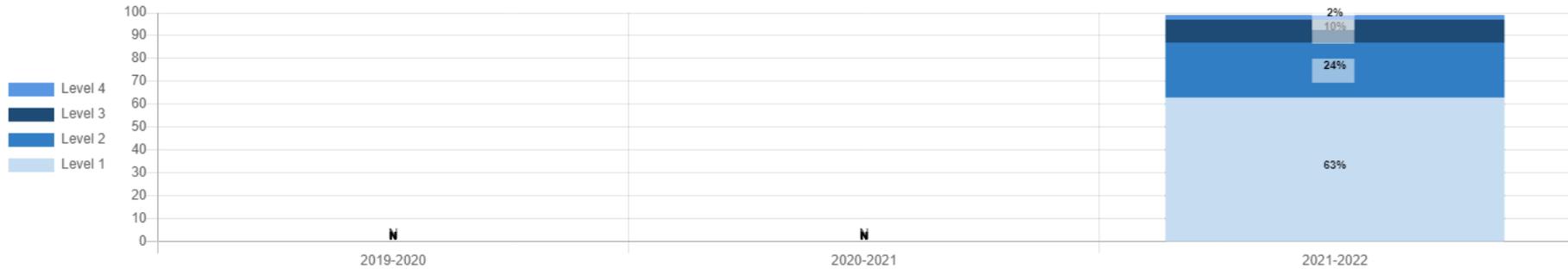
Academic Achievement

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

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
Schoolwide	63%	24%	10%	2%
White	43%	30%	23%	4%
Hispanic	68%	26%	4%	2%
Black or African American	70%	19%	10%	1%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	65%	22%	12%	1%
Male	61%	26%	9%	3%
Non-binary/undesignated gender	*	*	*	*
Economically Disadvantaged Students	71%	25%	2%	2%
Non-Economically Disadvantaged Students	60%	24%	13%	3%
Students with Disabilities	87%	11%	2%	0%
Students without Disabilities	55%	29%	13%	3%
English Learners	*	*	*	*
Non-English Learners	60%	26%	11%	3%
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	*	*	*	*

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	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2021-2022	33.7%	77.7%
12th graders taking SAT in 2021-2022 or prior years	43.7%	60.8%
12th graders taking ACT in 2021-2022 or prior years	2.5%	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	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	468	474	Grade 10: 430 Grade 11: 460	67.0%	61.0%
PSAT 10/NMSQT - Math	467	464	Grade 10: 480 Grade 11: 510	48.0%	36.0%
SAT - Reading and Writing	513	538	480	59.0%	68.0%
SAT - Math	507	532	530	40.0%	49.0%
ACT - Reading	*	25	22	*	67.0%
ACT - English	*	25	18	*	81.0%
ACT - Math	*	24	22	*	62.0%
ACT - Science	*	24	23	*	59.0%

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College and Career Readiness

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

AP/IB 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
Schoolwide	19.0%	15.1%	34.5%	24.4%
White	36.8%	20.1%	39.2%	29.3%
Hispanic	15.0%	10.6%	22.1%	16.8%
Black or African American	12.3%	14.1%	18.0%	15.1%
Asian, Native Hawaiian, or Pacific Islander	16.2%	21.6%	67.9%	34.8%
American Indian or Alaska Native	N	N	27.6%	25.2%
Two or More Races	7.4%	14.8%	38.0%	25.0%
Female	25.3%	20.5%	40.4%	27.3%
Male	13.4%	10.2%	28.7%	21.3%
Non-Binary/Undesignated Gender	*	*	34.2%	21.5%
Economically Disadvantaged Students	14.5%	9.0%	21.9%	16.9%
Students with Disabilities	0.0%	1.8%	4.3%	8.9%
English Learners	16.7%	0.0%	9.4%	6.7%
Homeless Students	*	*	11.3%	13.9%
Students In Foster Care	N	N	7.3%	9.2%
Military-Connected Students	*	*	36.6%	22.0%
Migrant Students	N	N	22.5%	20.0%

Report Key:

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College and Career Readiness

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

AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Calculus AB	10	4
AP Calculus BC	4	3
AP Computer Science A	4	3
AP English Language and Composition	25	20
AP English Literature and Composition	21	7
AP Environmental Science	27	21
AP European History	3	3
AP French Language and Culture	6	0
AP Human Geography	12	7
AP Spanish Language	7	5
AP Statistics	12	6
AP Studio Art—Drawing Portfolio	3	2
AP U.S. Government and Politics	9	6
AP U.S. History	31	29
Total Exams taken		116
Exams with scores of at least 3 on AP exams or 4 on IB exams		74

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



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College and Career Readiness

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Career and Technical Education Participation by Student Group

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

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	17.3%	8.1%	7.3%	10.6%
White	20.0%	11.1%	5.8%	10.0%
Hispanic	16.2%	5.7%	9.1%	11.1%
Black or African American	17.3%	8.1%	9.1%	11.0%
Asian, Native Hawaiian, or Pacific Islander	19.7%	1.4%	5.8%	10.8%
American Indian or Alaska Native	*	*	8.7%	10.3%
Two or More Races	5.3%	12.0%	6.7%	11.2%
Female	16.8%	7.9%	7.1%	10.9%
Male	17.6%	8.3%	7.4%	10.3%
Non-Binary/Undesignated Gender	*	*	6.5%	10.2%
Economically Disadvantaged Students	14.8%	9.1%	9.7%	12.1%
Students with Disabilities	13.0%	11.5%	5.8%	8.4%
English Learners	3.8%	3.8%	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%

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
Total	0

Report Key:

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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

School | 0.3%
State ■ 1.5%

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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 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
Architecture & Construction	*	*	*
Arts, A/V Technology & Communications	*	*	*
Business Management & Administration	120	*	*
Health Science	*	*	*
Hospitality & Tourism	114	*	*
Human Services	*	*	*
Law, Public Safety, Corrections & Security	*	*	*
Science, Technology, Engineering & Mathematics	*	*	*
Transportation, Distribution & Logistics	*	*	*
Total	275	*	*

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	Other Math
9	230	52	0	0	0	0	12
10	13	209	66	7	0	0	1
11	7	12	177	39	3	7	4
12	2	4	19	12	14	15	48
Total	252	277	262	58	17	22	65
Enrolled in AP/IB Course					10	12	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	26	0	272	1	0	3
10	191	13	54	25	2	1
11	32	66	23	99	23	12
12	46	26	14	29	30	42
Total	295	105	363	154	55	58
Enrolled in AP/IB Course	0	0		27	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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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.

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	263	10	0	0	1	3
10	21	238	0	7	4	24
11	5	219	0	15	6	17
12	1	46	0	23	14	46
Total	290	513	0	45	25	90
Enrolled in AP/IB Course	0	31	0	0		23
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	152	49	16	0	0	0	0
10	125	41	29	0	0	0	0
11	89	26	6	0	0	0	0
12	37	17	6	0	0	0	7
Total	403	133	57	0	0	0	7
Enrolled in AP/IB Course	7	6	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	72	41	0	0	0	0	0

College and Career Readiness

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

Computer Science – Course Participation

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

Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	11	0	0	0	0	0	0
10	20	0	0	0	0	0	0
11	13	0	0	0	0	0	0
12	22	0	0	0	0	0	0
Total	66	0	0	0	0	0	0
Enrolled in AP/IB Course	4	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

College and Career Readiness

Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Spanish	*
Total	*

College and Career Readiness

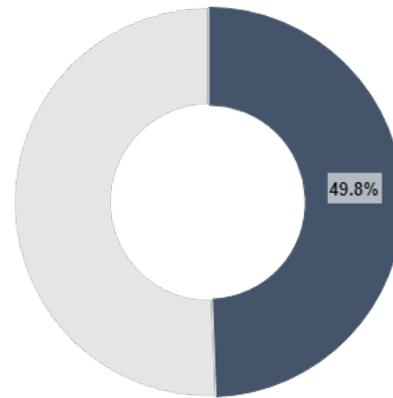
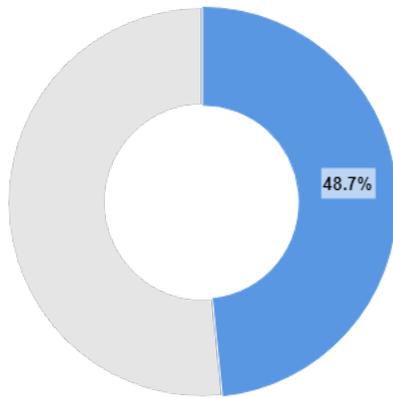
Visual and Performing Arts – Course Participation

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

 School

 State



College and Career Readiness

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.

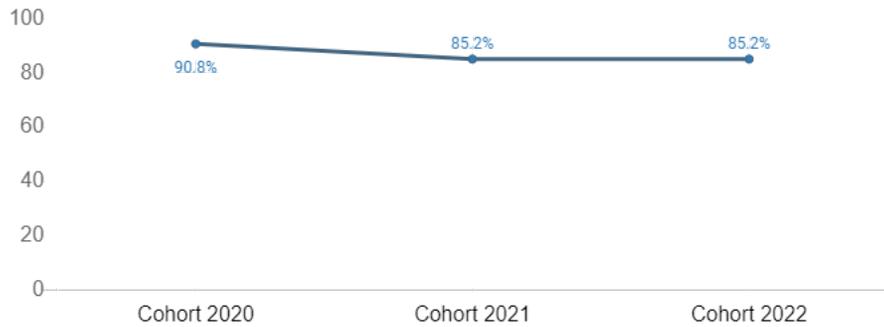
For the "federal version" of the 2022 graduation rates, students with disabilities who did not meet either the state course requirements, local attendance requirements, and/or state graduation assessment requirements for graduation because of a modification or exemption in their IEP were not included 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](#).

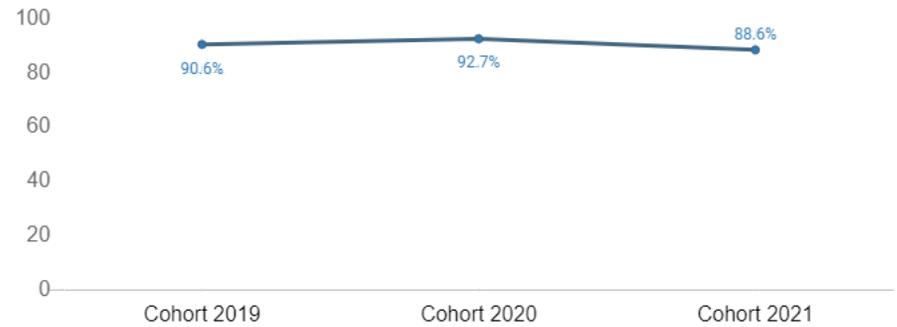
Graduation Rate Trends and Progress

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	90.8%	85.2%	85.2%	90.6%	92.7%	88.6%
Statewide Graduation Rate	91.0%	90.6%	90.9%	92.2%	92.6%	92.5%

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Graduation/ Postsecondary

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

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

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
Schoolwide	85.2%	9.5%	5.3%	90.9%	4.1%	5.0%
White	85.9%	9.4%	4.7%	95.0%	2.6%	2.4%
Hispanic	86.4%	8.5%	5.1%	84.9%	5.9%	9.2%
Black or African American	86.3%	7.3%	6.5%	85.8%	6.8%	7.4%
Asian, Native Hawaiian, or Pacific Islander	72.7%	27.3%	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	*	*	*	90.6%	4.1%	5.2%
Female	85.0%	11.0%	3.9%	93.3%	2.9%	3.8%
Male	85.4%	8.0%	6.6%	88.6%	5.3%	6.1%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	80.1%	13.0%	6.8%	85.4%	6.0%	8.6%
Students with Disabilities	77.1%	17.1%	5.7%	80.5%	12.8%	6.7%
English Learners	57.1%	28.6%	14.3%	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
Schoolwide	88.6%	2.8%	8.6%	92.5%	1.8%	5.7%
White	95.1%	1.2%	3.7%	95.9%	1.6%	2.6%
Hispanic	78.8%	4.5%	16.7%	87.5%	2.0%	10.6%
Black or African American	89.5%	2.6%	7.8%	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	90.4%	1.9%	7.6%	94.4%	1.2%	4.4%
Male	86.8%	3.6%	9.6%	90.6%	2.4%	7.0%
Non-Binary/Undesignated Gender	N	N	N	N	N	N
Economically Disadvantaged Students	84.1%	4.9%	11.0%	87.6%	2.1%	10.3%
Students with Disabilities	86.4%	8.6%	4.9%	83.5%	8.5%	8.0%
English Learners	60.0%	0.0%	40.0%	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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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
Schoolwide	93.1%	1.5%	5.5%	93.1%	1.2%	5.8%
White	98.5%	0.0%	1.5%	96.3%	1.2%	2.6%
Hispanic	90.2%	2.0%	7.8%	88.0%	1.0%	11.0%
Black or African American	91.4%	1.4%	7.2%	89.0%	1.6%	9.4%
Asian, Native Hawaiian, or Pacific Islander	92.3%	7.7%	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	93.6%	0.7%	5.7%	94.7%	0.8%	4.5%
Male	92.6%	2.2%	5.2%	91.5%	1.5%	7.0%
Non-Binary/Undesignated Gender	N	N	N	N	N	N
Economically Disadvantaged Students	92.9%	1.4%	5.7%	88.4%	1.2%	10.4%
Students with Disabilities	79.4%	5.9%	14.7%	85.4%	6.2%	8.4%
English Learners	81.8%	0.0%	18.2%	79.3%	0.6%	20.1%
Homeless Students	69.2%	0.0%	30.8%	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

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](#).

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
Schoolwide	70.1%	84.9%	85.2%	89.9%
White	79.7%	93.9%	89.1%	93.6%
Hispanic	67.8%	75.8%	79.3%	84.6%
Black or African American	66.9%	85.0%	77.8%	83.8%
Asian, Native Hawaiian, or Pacific Islander	72.7%	86.7%	95.9%	97.0%
American Indian or Alaska Native	N	N	84.8%	91.3%
Two or More Races	*	*	84.3%	89.7%
Female	73.2%	88.5%	89.2%	92.6%
Male	67.2%	81.4%	81.5%	87.3%
Non-Binary/Undesignated Gender	N	N	*	N
Economically Disadvantaged Students	63.7%	78.6%	78.7%	84.3%
Students with Disabilities	20.0%	71.6%	48.5%	69.0%
English Learners	50.0%	60.0%	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

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.

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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
Schoolwide	82.1%	88.6%	Not Met	92.7%	94.5%	Not Met
White	93.9%	91.6%	Met Target	97.0%	94.2%	Met Goal
Hispanic	75.8%	88.3%	Not Met	90.2%	91.9%	Not Met
Black or African American	79.1%	87.1%	Not Met	91.4%	94.6%	Not Met
Asian, Native Hawaiian, or Pacific Islander	86.7%	**	**	92.3%	**	**
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	*	**	**	*	**	**
Economically Disadvantaged Students	76.1%	83.1%	Not Met	92.9%	93.0%	Not Met
Students with Disabilities	68.8%	68.8%	Met Target	77.9%	90.0%	Not Met
English Learners	57.1%	**	**	81.8%	**	**

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Graduation/ Postsecondary

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	43.6%	32.9%
Substitute Competency Test	32.9%	34.2%
Portfolio Appeals Process	8.4%	17.8%
Alternate Requirements specified in IEP	15.1%	15.1%
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	School Rate	State Rate
2021-2022	0.8%	1.2%
2020-2021	1.5%	1.1%
2019-2020	0.3%	1.0%

Graduation/ Postsecondary

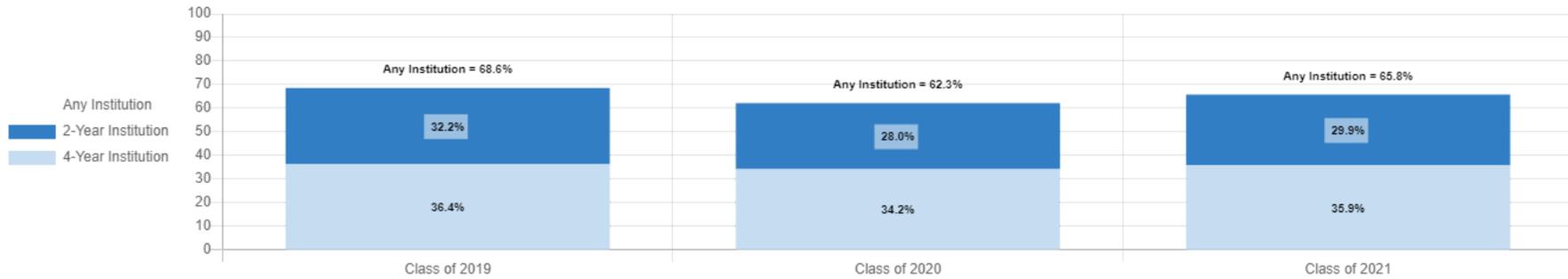
Information about students enrolling in colleges and universities after graduation is collected from the [National Student Clearinghouse](#), which collects data from at least 95% of higher education institutions nationwide.

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	32.2%	28.0%	29.9%
% Enrolled in 4-Year Institution	36.4%	34.2%	35.9%
% Enrolled in Any Postsecondary Institution	68.6%	62.3%	65.8%

Graduation/ Postsecondary

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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%
Schoolwide	58.5%	38.0%	62.0%
White	61.0%	36.1%	63.9%
Hispanic	48.1%	65.4%	34.6%
Black or African American	61.1%	28.8%	71.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Female	71.2%	36.7%	63.3%
Male	47.5%	39.7%	60.3%
Non-binary/undesignated gender	*	*	*
Economically Disadvantaged Students	45.9%	41.2%	58.8%
Students with Disabilities	51.0%	57.7%	42.3%
English Learners	*	*	*
Homeless students	*	*	*
Students in foster care	*	*	*
Military-connected students	*	*	*
Migrant students	*	*	*

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: 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%
Schoolwide	65.8%	45.5%	54.5%	80.7%	19.3%	75.9%	24.1%
White	72.2%	40.4%	59.6%	84.2%	15.8%	75.4%	24.6%
Hispanic	66.0%	71.4%	28.6%	85.7%	14.3%	88.6%	11.4%
Black or African American	61.5%	40.0%	60.0%	75.0%	25.0%	70.0%	30.0%
Asian, Native Hawaiian, or Pacific Islander	81.3%	30.8%	69.2%	84.6%	15.4%	76.9%	23.1%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Female	72.3%	40.2%	59.8%	82.4%	17.6%	72.5%	27.5%
Male	59.4%	51.8%	48.2%	78.8%	21.2%	80.0%	20.0%
Non-binary/undesignated gender	*	*	*	*	*	*	*
Economically Disadvantaged Students	67.6%	45.3%	54.7%	81.3%	18.7%	80.0%	20.0%
Students with Disabilities	36.7%	68.2%	31.8%	86.4%	13.6%	95.5%	4.5%
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	0
2018	*
2017	0
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
Schoolwide	247	22.9%	19.8%	Not Met
White	40	16.5%	19.8%	Met
Hispanic	60	23.4%	19.8%	Not Met
Black or African American	125	24.8%	19.8%	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	13.5%	19.8%	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	17	43.6%	19.8%	Not Met
Female	*	25.7%		
Male	*	20.6%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	107	31.7%	19.8%	Not Met
Students with Disabilities	85	31.8%	19.8%	Not Met
English Learners	15	28.3%	19.8%	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	*	*		

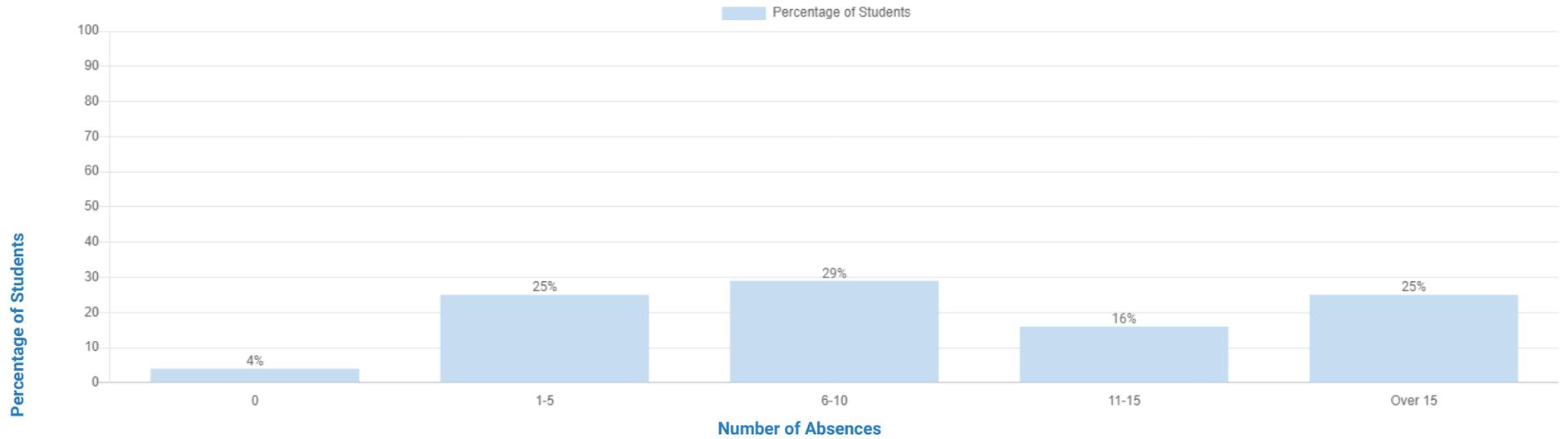
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Important Note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 chronic absenteeism rates with the rates from 2020-21 and rates prior to 2019-20 as the pandemic has impacted attendance rates over the last three years.

Days Absent

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



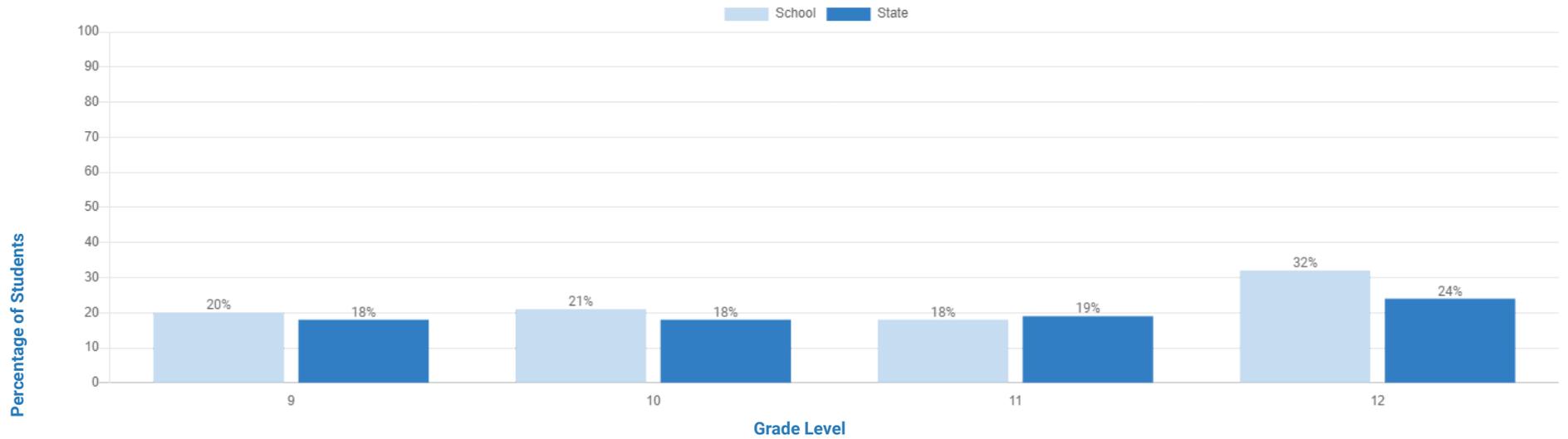
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Chronic Absenteeism by Grade

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	2
Weapons	3
Vandalism	0
Substances	39
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	47
Incidents Per 100 Students Enrolled	4.54

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	2
Weapons	3
Vandalism	0
Substances	16
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	2

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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	2	2
Religion	0	1	1
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	2	2
Disability	0	0	0
Other	0	0	0
No Identified Nature	12		12

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	64	6.2%
Out-of-School Suspensions	100	9.7%
Any Suspension	126	12.2%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
702

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Climate and Environment

School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	7:45 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs. 45 Mins.
Full Time - Instructional Time	5 Hrs. 51 Mins.
Shared Time - Instructional Time	3 Hrs. 40 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in grades PK-12 per device, including devices designated for instruction, testing, and remote learning. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for online testing and digital learning in grades PreK through 12. This information comes from the elective NJTRAX survey and reflects data submitted as of October 2022, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low student to device ratio due to this policy decision.

School Year	Student to Device Ratio
2021-2022	1.3:1

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.

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 school 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 School	Teachers in State
Total Number of teachers	99	118,773
Average years experience in public schools	12.3	12.5
Average years experience in district	10.5	11.3
Percentage of Teachers with 4 or more years experience in the district	75.8%	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	22	9,578
Average years experience in public schools	21.6	16.5
Average years experience in district	12.8	12.6
Percentage of Administrators with 4 or more years experience in the district	77.3%	78.8%

Staff Counts

This table shows the number of staff members assigned to the school, 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	School: Total Staff Members	District: Total Staff Members	State: Total Staff Members
Teachers	99	347	118,773
Administrators	6	22	9,578
Librarians/Media Specialists	1	5	1,212
Nurses	1	5	2,911
School Counselors	5	11	4,324
Child Study Team Members	8	30	9,115
School Psychologists	2	10	2,159
School Social Workers	2	9	2,487
Student Assistance Coordinators	2	3	372
School Safety Specialists	N	N	34

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.

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	10:1
Students to Administrators	173:1	155:1
Teachers to Administrators	17:1	16:1
Students to Librarians/Media Specialists †	1036:1	683:1
Students to Nurses †	1036:1	683:1
Students to Counselors †	207:1	310:1
Students to Child Study Team Members †,††	29:1	24:1
Students to School Psychologists †	518:1	341:1
Students to School Social Workers †	518:1	379:1
Students to Student Assistance Coordinators †	518:1	1138:1
Students to School Safety Specialists †	N	N

† 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 School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.0%	60-65%	*	48.0%	77.0%	56.0%
Male	53.0%	35-40%	*	52.0%	23.0%	44.0%
Non-Binary/Undesignated Gender	≤1%	≤5%	*	≤1%	≤1%	≤1%
White	22.6%	88.9%	83.3%	40.1%	82.6%	76.3%
Hispanic	23.9%	6.1%	0.0%	32.1%	8.1%	8.1%
Black or African American	46.4%	4.0%	16.7%	14.6%	6.5%	13.9%
Asian	3.3%	1.0%	0.0%	10.1%	2.3%	1.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.2%	0.1%
Two or More Races	3.6%	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

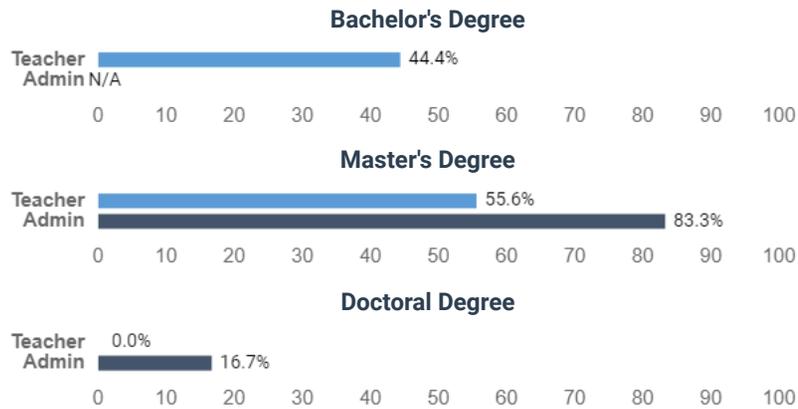
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators.

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.

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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	93.2%	90.7%
2020-21 Administrators: Same district 2021-22	81.0%	87.4%

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Per-Pupil Expenditures

Per-Pupil Expenditures by Source

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

Ewing Twp	Federal	State & Local	Total	ADE**
School Level Expenditures Not Assigned to a School	\$599	\$16,657	\$17,256	3,376.6
District Level Central Expenditures		\$2,598	\$2,598	3,376.6
Ewing High School	\$554	\$282	\$836	1,033.7
Gilmore J Fisher Middle School	\$553	\$230	\$783	798.9
Francis Lore Elementary School	\$557	\$195	\$752	504.3
Parkway Elementary School	\$552	\$267	\$819	362.8
William L Antheil Elementary School	\$556	\$127	\$683	677.0

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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 [statewide progress toward long-term goals](#), see these [accountability resources](#).

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

ESSA Accountability Status

The table below provides the school's federal school status 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.

Status for 2023-24 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Pacific Islander, Native Hawaiian	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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			29.4%
Math Proficiency			12.9%
ELA Growth			
Math Growth			
4-Year Graduation Rate†	90.8%	85.2%	85.2%
5-Year Graduation Rate†	90.6%	92.7%	88.6%
Progress toward English Language Proficiency			12.5%
Chronic Absenteeism		13.1%	22.9%

† 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

The NJDOE is required under ESSA to identify schools for Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI). Both TSI and ATSI identifications are based on how student groups within schools perform. Schools are identified for ATSI if they have at least one student group that has a summative score that would be in the bottom 5% of Title I schools if it was its own school. Schools are identified for TSI if they have at least one student group that missed annual targets or standards for all indicators for two years in a row. Only student groups that have data for at least 20 students are included in the accountability determinations.

In the table below, the first three columns show information on the identification for ATSI. It shows the summative score for each student group, the cut-off score that was used to identify schools for comprehensive support and improvement (CSI), and whether the school (and student groups) have been identified as requiring ATSI. The remaining columns in the table show whether the student group met annual targets or standards for all indicators for the 2021-22 school year. If at least one student group did not meet all targets and also did not meet all targets in the 2018-19 school year, then the school will be identified as requiring TSI.

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

Student Group	Summative Score	Summative Score Cut-Off for Additional Targeted Support	Requires Additional Targeted Support: Low Performing 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	Requires Targeted Support: Consistently Underperforming Student Group
Schoolwide			No	Not Met	Not Met	N	N	Not Met	Not Met	Met Target†	Not Met	No
White	58.37	9.34	No	Met Target	Met Target†	N	N	Met Target	Met Goal		Met	No
Hispanic	20.97	9.34	No	Met Target†	Not Met	N	N	Not Met	Not Met		Not Met	No
Black or African American	20.37	9.34	No	Not Met	Not Met	N	N	Not Met	Not Met		Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	N	N	**	**		Met	No
American Indian or Alaska Native	**	**	No	**	**	N	N	**	**		**	No
Two or More Races	**	**	No	**	**	N	N	**	**		Not Met	No
Economically Disadvantaged Students	38.89	9.34	No	Not Met	Not Met	N	N	Not Met	Not Met		Not Met	No
Students with Disabilities	38.34	9.34	No	Not Met	Not Met	N	N	Met Target	Not Met		Not Met	No
English Learners	**	**	No	**	**	N	N	**	**	Met Target†	Not Met	No

† 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:

- 2022 Ewing High School Graduate Accepted into the United States Military Academy at West Point
- 2022 EHS Performing Arts Recognized by Paper Mill Playhouse Rising Star Awards-EHS Student Honored for Outstanding Supporting Performer in a Male-Identified Role
- 2022 EHS Mighty Wrenches FIRST Robotics Team 1st Place-Bensalem District Competition Excellence in Engineering Award



Mission, Vision, Theme:

The mission of Ewing High School District is to develop the academic, intellectual, creative, emotional, social, moral and physical aspects of the diverse student population. This will be achieved with the cooperation of student, faculty, home and community members. Through various opportunities and experiences students will maximize their potential to be responsible, life-long learners in a dynamic global society.



Awards, Recognition, Accomplishments:

2022 Girls Bowling Group II State Champions; 2022 Unified Bowling Group A State Champions; 2021 West Jersey Football League Valley Division Champions; 2022 Girls Basketball Mercer County Tournament Champions, 2022 Girls Basketball NJSIAA Central Jersey Group 3 Champions; 2022 Girls Basketball Coach NJ.com, Trentonian, CVCB Coach of the Year; 2021 Girls Tennis USTA Middle States NJ District High School Coach of the Year; 2022 CVC Spring Track and Field Athlete of the Year; 2022 EHS Performing Arts Recognized by Paper Mill Playhouse Rising Star Awards-EHS Student Honored for Outstanding Supporting Performer in a Male-Identified Role; 2022 EHS Student Top Prize Winner in Phillip's Mill Youth Art Exhibition; Two EHS Students Recognized by National Merit Scholarship; 2022 EHS Mighty Monkey Wrenches FIRTs Robotics Team 1st Place-Bensalem District Competition Excellence in Engineering Award; 2021 Boys Bowling BCSL Open Champions; EHS Thespian Troupe Qualified for Nationals 2017-2021.

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Courses, Curriculum, Instruction:

Ewing High School offers 18 Advanced Placement Courses & 34 Honors Courses. College prep, Honors and AP courses prepare students for college and careers including S.T.E.M., Art, Music, and World Language options: Ceramics, Band, Orchestra, Intro to Computer Science, CISCO and Web Design. AP Courses: Calculus AB & BC, English Literature/Composition, English Language/Composition, European History, US History, Environmental Science, Biology, US Government & Politics, Studio Art, Statistics, Human Geography and Computer Science A. Dual enrollment is available at local colleges: The College of New Jersey, Mercer Community College, Rider University and Princeton University. Over the past three years, four new AP courses have been introduced for a total of 18 different AP courses offered and over 75% of all students score 3 or better on AP exams. Enrollment for Black, Latino, and female students has increased by 12%, 14% and 9% respectively over the last few years.



Sports and Athletics:

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

2021 West Jersey Football League Valley Division Champions; 2021 Girls Tennis USTA Middle States New Jersey District High School Coach of the Year; 2022 Girls Bowling Group II State Champions, 2022 Unified Bowling Group II State Champions; 2022 Girls Basketball Mercer County Tournament Champions; 2022 Girls Basketball NJSIAA Central Jersey Group 3 Champions; 2022 Girls Basketball Coach NJ.com, Trentonian, CVCB Coach of the Year; 2022 CVC Spring Track and Field Athlete of the Year; 2021 Boys Bowling BCSL Open Champions; 2021 Girls Basketball Colonial Valley Division Champions and 2021 CVC Regular Season Champions; 2020 Girls Bowling Central Group II Sectional Champions; 2020 Boys Winter Track Central Group II Sectional Champions; 2020 Unified Bowling Section A Champions; 2019 BCSL Open Bowling Champions



Clubs and Activities:

Anime, Art Club, Black Student Alliance, Cheerleading, Coffee for the Soul, Common Ground, Consumer Bowl, Culinary Club, Dance Team, Debate Team, Drama Club, Environmental Club, Film Club, Frescoes, GSA, Glee Club, Handbell, Interpol, Key Club, Marching Band, Mastersingers, Math Club, National Honor Society, NAACP, Newspaper, Odyssey of the Mind, One Simple Wish, Peer Leadership, Project Unify, Rotary, Interact, Robotics, SADD, School Show, Spanish Club, Sports Medicine, Student Council, Yearbook

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Before and After School Programs:

Our ESL high school students receive additional homework support in our after school program provided by the district. Algebra I and English 9 and 10 students receive after-school tutoring and support. Our Media Center is open Tuesdays and Thursdays after school for all students.



Staff and Professional Learning:

Each department engages in professional learning to promote critical thinking, problem solving skills and the infusion of technology as an instructional tool. All teachers focus on written communication in their content area. Science teachers focus on engineering practices as part of the Next Generation Science Standards, Math teachers focus on problem based learning and cooperative learning strategies. Social Studies teachers focus on learning from a historical perspective.



Student Supports and Services:

Our Senior Peer Leaders mentor and teach freshman about making positive choices while in high school. The ESL program supports student's learning to speak English. Our IR&S committee provides assistance to staff supporting students experiencing academic challenges. After school help is available for English and Math courses. Five school counselors/SAC and Child Study Team are available. Our ASYSST program provides social and emotional and counseling support programs to students.

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Student Health and Wellness:

The Ewing Schools have implemented many programs that promote a positive school culture. Included among these are ASYSST, Peer Leadership, and Student Assistance Counselors. The district has put into place a task force focused on the mental and emotional health of our students. Students learn the value of physical fitness through our after school Life Fitness Program which is open to all students. A healthy breakfast is provided from 7:15AM-7:45AM during the Breakfast Program.



Parent and Community Involvement:

We have many active parent groups that support our various student activities: TEMPO (music program), Football Boosters, Post-Prom Parents, Class parents, etc. We use Genesis as our student information system where parents can access student grades, attendance, progress reports and required forms for submission to the district.



Facilities:

The cornerstone of Ewing High was placed on December 6th of 1950. The first graduating class was in 1954. Additions and renovations were made in 1991, 1994, and 2002. We have a new Media Center, Science Wing, and Business/Art Wing with fully upgraded climate control system. Our football stadium was renovated in Fall 2018 with new bleachers, track, and turf athletic field. In summer of 2021 the EHS Athletic Site Improvements were completed, including baseball field improvements, ball stopper, backstop, scoreboard and overall site ADA compliance improvements; EHS North & South Gymnasium and Locker Room renovations were completed before opening the doors in September. Spring 2022 our renovated Auditorium welcomed performances and events.

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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.



School Safety:

The District has placed a priority on establishing a learning environment that is safe, secure, positive and harmonious. Several district administrators and School Security Coordinators have completed training by the DOE, Homeland Security and FEMA to become certified School Safety Specialists. The position of School Security Coordinator was first implemented by the Board in 2013. Seven of these adaptive experts on school security protocol and crisis management are based in each of the district school campuses. The Ewing Schools and Ewing Township Police share a close relationship which includes cameras/surveillance systems to provide real-time information to law enforcement.



Technology and STEM:

EHS STEM (Science, Technology, Engineering, Mathematics) CAREER PATHWAYS: Biomedical & Environmental Science Engineering, Computer Science Information Technology, Industrial/Aerospace/Transportation Tech Digitized Manufacturing. Recommended Courses: Biology, Chemistry, Environmental Science, Physics I, CISCO, Robotics I & II, Introduction to Web Design, Introduction to Computer Science, Engineering Design with 3D Printing. Advanced Electives: Anatomy & Physiology, Biology AP, Chemistry AP, Environmental Science AP, Forensics, Genetics, Calculus AB/BC AP, Computer Science A AP, Statistics AP, Calculus, Physics II

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:

Ewing High School is a comprehensive 9th-12th school on a 4x4, intensive block schedule. Our enrollment is approximately 1,120 students and 160 staff members. Academically, Ewing High School operates on an intensive block schedule which allows students the opportunity to take eight 5-credit courses (40 credits) a year; four classes during each semester. Each instructional block is 87 minutes in length, with in an average teacher-student ratio of 1:16. Included in the 160 credit graduation requirement are four courses in English, four courses in science, four courses of physical education/health, three courses in social studies, three courses in math, and one course in a world language (French, Spanish or Italian), all of which are offered over several ability levels. Additional requirements include one course in visual and performing arts, one course in career/consumer education, ne course in financial literacy and a choice from an additional 10 elective courses. Over 225 courses are available for students at all levels of ability. We offer an ever-expanding Senior Experience Program which allows students the option of dual enrollment at local colleges and universities, completing an internship at a local business, school or government organization, or participating in a supervised work experience during their senior year. Ewing High School already has several computer labs in the building and has expanded its infusion of technology as an instructional tool, supported by the building-provided public access Wi-Fi and Chromebooks. Ewing High School is now a "one to one" student technology device school. Teachers provide instruction using a variety of digital learning platforms and digital content technology to enhance student learning. Our students celebrate and embrace our diversity.