



# Lower Cape May Regional School District (09-2820)

County: Cape May  
District: Lower Cape May Regional School District  
687 Rt 9  
Cape May, NJ 08204

2020-2021

Superintendent: Mr. Joseph Castellucci  
[District Website](#)  
609-884-3475 x204



1,254  
Total Students



07-12  
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 2020-2021:** The ongoing COVID-19 pandemic has continued to have a significant impact on the way the NJDOE was able to measure school performance and student achievement for both the 2019-2020 and 2020-2021 School Performance Reports. While some data that was missing in 2019-2020 will be available again for 2020-2021 (e.g. chronic absenteeism data), other data continues to remain unavailable or look different from prior years.

The NJDOE recognizes that our existing data can't begin to measure the hard work and perseverance of the students, families, educators and community members during the past two years. While some data may be missing, the NJDOE emphasizes how important it is to use the available data in the reports, along with other information collected directly within districts and communities, to start conversations, identify gaps in information, and begin to find ways to address the impacts of COVID-19 and ensure all students receive the support that they need.

The 2020-2021 School Performance Reports will not include the following data elements:

- Statewide assessment participation and performance for the New Jersey Student Learning Assessment (NJSLA)
  - Dynamic Learning Maps (DLM) and ACCESS for ELLs data will be included in the 2020-2021 reports
  - Links will be provided to the results of the Fall 2021 Start Strong Assessments
- Student growth data
- Progress toward English language proficiency
- ESSA summative ratings or indicator scores
- Status in meeting annual targets or standards for Every Student Succeeds Act (ESSA) accountability indicators

An updated "[Impact of COVID-19 on Data Availability](#)" resource summarizes which data is available, which data is not available, and which data may have been impacted. Notes are included throughout the School Performance Reports and the Reference Guide to explain where data is missing or impacted by COVID-19. Look for "Important Note for 2020-2021" sections.

**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:

- [Impact of COVID-19 on Data Availability](#)
- 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](mailto:reportcard@doe.nj.gov) with any questions about the reports.

## Overview & Resources

### District Contact Information

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

Type	Contact Information
County	Cape May
District	Lower Cape May Regional School District
Superintendent Name	Mr. Joseph Castellucci
Address	687 Rt 9, Cape May, NJ 08204
Phone Number	<a href="tel:609-884-3475">609-884-3475 x204</a>
Email Address	<a href="mailto:castelluccij@lcmrschools.com">castelluccij@lcmrschools.com</a>
Website	<a href="http://www.lcmrschools.com">www.lcmrschools.com</a>
Facebook	<a href="https://facebook.com/lowercapemay">https://facebook.com/lowercapemay</a>
Twitter	<a href="https://twitter.com/lowercapemay">https://twitter.com/lowercapemay</a>



## Overview & Resources

### Schools in this District

Click on a school name below to access the detailed school-level report for each school.

School Name	Grades Offered
<a href="#">Lower Cape May Regional High School</a>	09-12
<a href="#">Richard M. Teitelman Middle School</a>	07-08

## Demographics

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

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2018-19	2019-20	2020-21
7	232	241	229
8	235	235	240
9	201	212	203
10	186	184	175
11	203	168	175
12	192	214	168
<b>Total</b>	<b>1,249</b>	<b>1,254</b>	<b>1,190</b>

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Note that 2019-20 is the first year that data was collected for non-binary/undesignated gender and, as a result, the 2019-20 and 2020-21 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 may show a range, depending on the overall school population size.

Student Group	2018-19	2019-20	2020-21
Female	48.4%	48.0%	50.0%
Male	51.6%	52.0%	50.0%
Non-Binary/Undesignated Gender		<1%	≤1%
Economically Disadvantaged Students	45.5%	40.3%	34.1%
Students with Disabilities	25.3%	23.4%	22.6%
English Learners	0.9%	1.0%	1.2%
Homeless Students	0.7%	1.0%	0.8%
Students in Foster Care	0.6%	0.2%	0.0%
Military-Connected Students	1.8%	1.8%	2.4%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial And Ethnic Group	2018-19	2019-20	2020-21
White	81.1%	80.2%	78.5%
Hispanic	11.3%	12.2%	13.6%
Black or African American	5.4%	5.3%	6.1%
Asian	1.1%	1.3%	0.9%
Native Hawaiian or Pacific Islander	0.1%	0.2%	0.3%
American Indian or Alaska Native	0.3%	0.1%	0.1%
Two Or More Races	0.6%	0.7%	0.5%

## Demographics

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

### Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

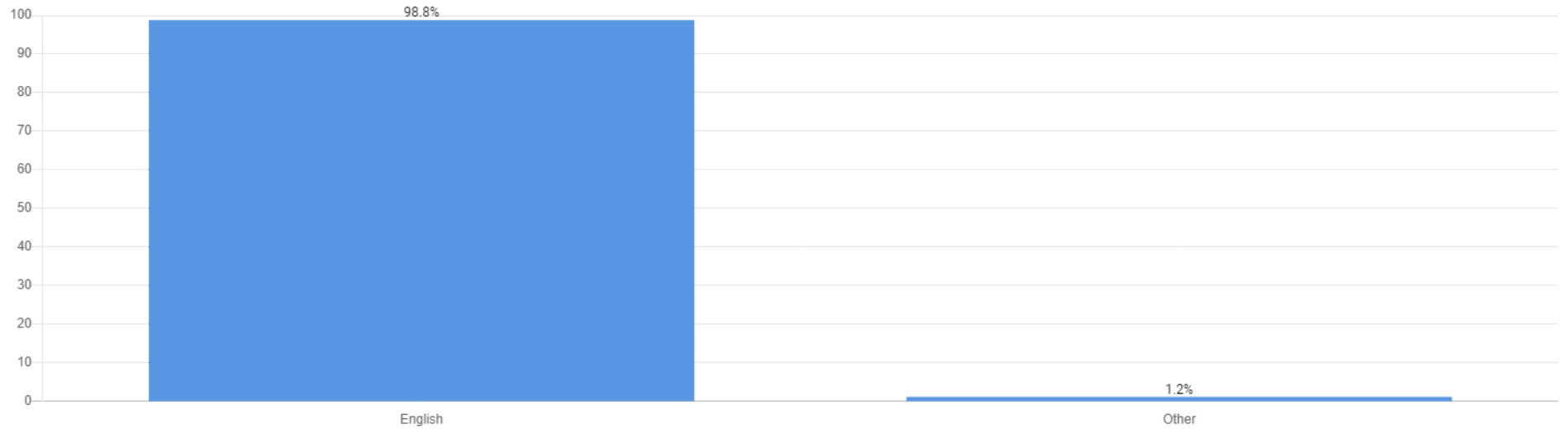
Enrollment Status	2018-19	2019-20	2020-21
Full Time Students	1,248	1,254	1,187
Shared Time Students	1	0	3
Full Time Equivalent	1,249	1,254	1,189

## Demographics

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

### Enrollment by Home Language

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



## Student Growth

Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels:

**Low Growth:** Less than 35

**Typical Growth:** Between 35 and 65

**High Growth:** Greater than 65

If the student growth percentiles for all students in the district are ordered from smallest to largest, the median student growth percentile (mSGP) for the district is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

**Important note for 2020-21:** Due to the cancellation of statewide assessments as a result of the COVID-19 pandemic in both 2019-20 and 2020-21, student growth percentile were not calculated and will not be reported for either the 2019-20 or 2020-21 school years. Tables showing 2020-21 median student growth percentiles and other measures of student growth will not be included in this report.

### Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below shows how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

**Important note for 2020-21:** Due to the cancellation of statewide assessments as a result of the COVID-19 pandemic in both 2019-20 and 2020-21, student growth percentiles were not calculated and will not be reported for the 2019-20 and 2020-21 school years.

**ELA Median Student Growth Percentile**



**Math Median Student Growth Percentile**



Performance Measure	2018-19 ELA	2019-20 ELA	2020-21 ELA	2018-19 Math	2019-20 Math	2020-21 Math
Median Student Growth Percentile	44			44		
Met Standard (40-59.5)?	Met Standard			Met Standard		
Statewide: Median Student Growth Percentile	50			50		

## Academic Achievement

**Important note for 2020-21:** Due to the cancellation of statewide assessments in 2019-20 and 2020-21 and federal waivers as a result of the COVID-19 pandemic, statewide assessment results for the New Jersey Student Learning Assessments (NJSLA) and related accountability measures are not available and will not be reported for the 2019-20 and 2020-21 school years. Tables showing 2020-21 NJSLA results and related accountability measures will not be included in this report.

The Dynamic Learning Maps (DLM) and ACCESS for ELLs assessments were administered in spring 2021 and results will be included for the 2020-21 school year. These two assessments were administered in-person only, not remotely, so participation rates for these assessments may have been lower than in previous years. As a result, the NJDOE recommends using caution in comparing results for 2020-21 to prior or future years.

### 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. The Proficiency Rate for Federal Accountability measures is 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. NJSLA results for 2018-19 include only students in grades 3 through 10. 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 2020-21:** Due to the cancellation of statewide assessments in 2019-20 and 2020-21 and federal waivers as a result of the COVID-19 pandemic, 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	2018-19 ELA	2019-20 ELA	2020-21 ELA	2018-19 Math	2019-20 Math	2020-21 Math
Participation Rate	98.1%			98.2%		
Proficiency Rate for Federal Accountability	51.4%			40.9%		
Annual Target	45.7%			44.0%		
Met Annual Target?	Met Target			Not Met		
Statewide Proficiency Rate for Federal Accountability	57.9%			44.5%		

† Target was met within a confidence interval.

## Academic Achievement

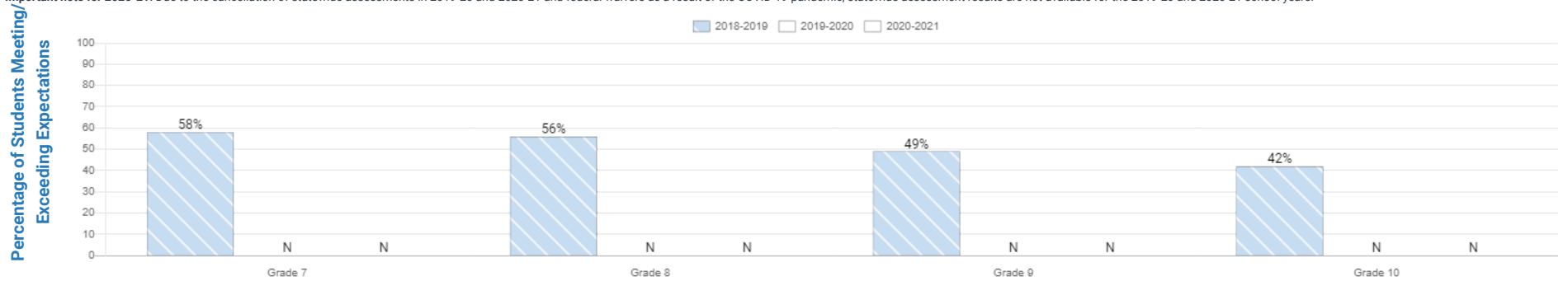
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### English Language Arts Assessment - Performance Trends

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.

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## Academic Achievement

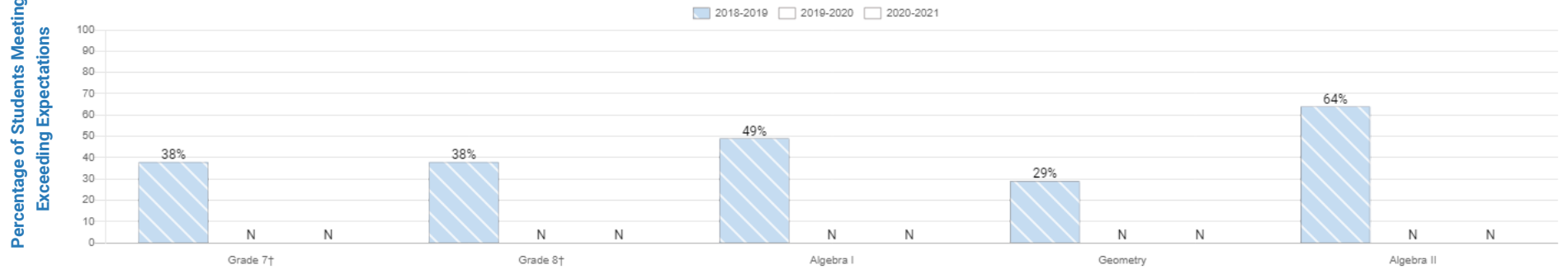
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### Mathematics Assessment – Performance Trends

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

**Important note for 2020-21:** Due to the cancellation of statewide assessments in 2019-20 and 2020-21 and federal waivers as a result of the COVID-19 pandemic, statewide assessment results are not available for the 2019-20 and 2020-21 school years.



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

**Report Key:**

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

## Academic Achievement

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The Dynamic Learning Maps (DLM) and ACCESS for ELLs assessments were administered in spring 2021 and results will be included for the 2020-21 school year. These two assessments were administered in-person only, not remotely, so participation rates for these assessments may have been lower than in previous years. As a result, the NJDOE recommends using caution in comparing results for 2020-21 to prior or future years.

### 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.

**Important note for 2020-21:** The Dynamic Learning Maps (DLM) assessment was administered in spring 2021 in-person only, not remotely, and participation rates may have been lower than in previous years. As a result, the NJDOE recommends using caution in comparing results for 2020-21 to prior or future years.

Grade	ELA: # Students Tested	Math: # Students Tested
7	11	11
8	*	*
9	N	N
10	N	N
11	*	*

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## Academic Achievement

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The Dynamic Learning Maps (DLM) and ACCESS for ELLs assessments were administered in spring 2021 and results will be included for the 2020-21 school year. These two assessments were administered in-person only, not remotely, so participation rates for these assessments may have been lower than in previous years. As a result, the NJDOE recommends using caution in comparing results for 2020-21 to prior or future years.

### 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.

**Important note for 2020-21:** Due to the cancellation of the ACCESS for ELLs assessment in 2019-20 and federal waivers as a result of the COVID-19 pandemic, English Language Progress to Proficiency is not available for 2020-21.

### 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.

**Important note for 2020-21:** The ACCESS for ELLs assessment was administered in spring 2021 in-person only, not remotely, and participation rates may have been lower than in previous years. As a result, the NJDOE recommends using caution in comparing results for 2020-21 to prior or future years.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score 4.5 or Above
0-2	*	*	*
3-4	*	*	*
5 or more	*	*	*

## Academic Achievement

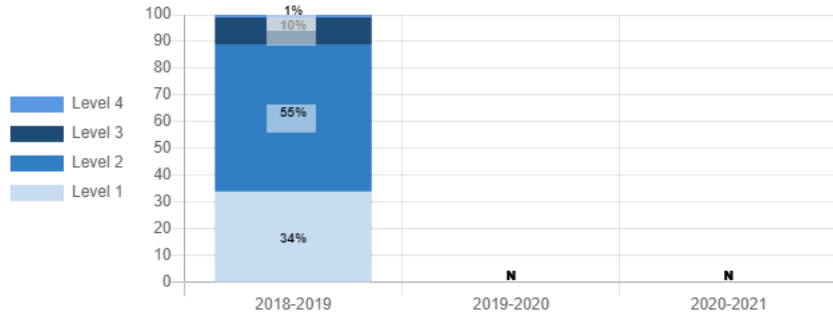
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent 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.

**Important note for 2020-21:** Due to the cancellation of statewide assessments in 2019-20 and 2020-21 and federal waivers as a result of the COVID-19 pandemic, statewide assessment results are not available for the 2019-20 and 2020-21 school years. Tables showing 2020-21 NJSLA Science assessment results will not be included in this report.

### NJSLA Science Assessment: Grade 8 Summary

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

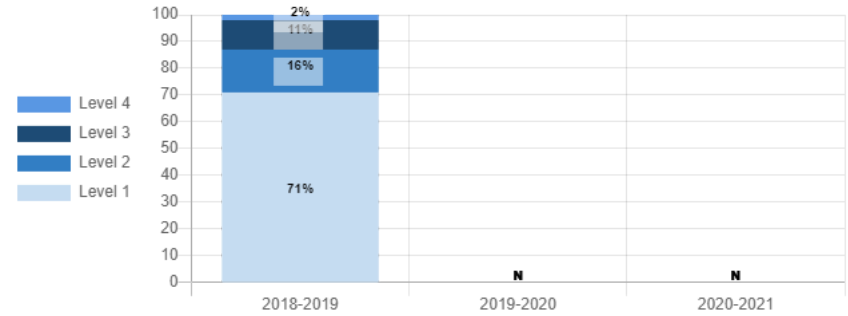
**Important note for 2020-21:** Due to the cancellation of statewide assessments in 2019-20 and 2020-21 and federal waivers as a result of the COVID-19 pandemic, statewide assessment results for NJSLA Science are not available for the 2019-20 and 2020-21 school years.



### 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 2020-21:** Due to the cancellation of statewide assessments in 2019-20 and 2020-21 and federal waivers as a result of the COVID-19 pandemic, statewide assessment results for NJSLA Science are not available for the 2019-20 and 2020-21 school years.



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## College and Career Readiness

Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

**Important note for 2020-21:** Due to the COVID-19 pandemic, some national administrations of the SAT, PSAT and ACT were cancelled from spring 2020 through fall 2021 and additionally some test centers have had limited testing capacity. As a result, 2020-21 participation and performance results may have been affected and NJDOE recommends using caution in comparing results for 2020-21 to prior or future years.

### 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 2020-21 school year. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	District Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2020-2021	12.3%	33.8%
12th graders taking SAT in 2020-2021 or prior years	31.5%	45.4%
12th graders taking ACT in 2020-2021 or prior years	0.0%	8.8%

### PSAT, SAT, & ACT - Performance

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

Participation Type	District Average Score	State Average Score	College Readiness Benchmarks	District - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	506	517	Grade 10: 430 Grade 11: 460	81.0%	76.0%
PSAT 10/NMSQT - Math	502	503	Grade 10: 480 Grade 11: 510	53.0%	53.0%
SAT - Reading and Writing	555	557	480	81.0%	76.0%
SAT - Math	548	560	530	62.0%	60.0%
ACT - Reading	N	26	22	N	71.0%
ACT - English	N	25	18	N	84.0%
ACT - Math	N	25	22	N	71.0%
ACT - Science	N	25	23	N	64.0%

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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.

**Important note for 2020-21:** Due to the COVID-19 pandemic, College Board introduced changes for the spring 2021 administration of the AP exams. Students may have taken the assessment in-person or instead taken the digital version and the College Board also offered three test sessions for each subject to allow for social distancing. For the IB assessments, the written components of the assessments were not able to be administered in the 2020-21 school year, however the IB program developed a reliable and valid score based upon the required assessed work during the two years of the courses to determine a final grade.

### 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

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### AP/IB and Dual Enrollment Participation by Student Group

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

Student Group	% Enrolled in one or more AP or IB course	% Enrolled in one or more Dual Enrollment course	State: % Enrolled in one or more AP or IB course	State: % Enrolled in one or more Dual Enrollment course
Districtwide	38.0%	80.9%	35.7%	22.3%
White	42.4%	81.3%	40.5%	27.1%
Hispanic	16.7%	83.3%	23.2%	14.6%
Black or African American	10.5%	68.4%	18.9%	12.6%
Asian, Native Hawaiian, or Pacific Islander	*	*	68.4%	33.2%
American Indian or Alaska Native	N	N	29.7%	22.9%
Two or More Races	*	*	41.4%	22.8%
Female	48.6%	83.9%	41.9%	25.6%
Male	28.1%	77.5%	29.8%	19.0%
Non-Binary/Undesignated Gender	N	N	38.9%	25.0%
Economically Disadvantaged Students	27.8%	81.1%	22.4%	14.3%
Students with Disabilities	6.7%	46.7%	4.6%	7.9%
English Learners	*	*	10.3%	4.8%
Homeless Students	*	*	11.8%	12.0%
Students In Foster Care	N	N	7.5%	8.6%
Military-Connected Students	*	*	46.4%	14.2%
Migrant Students	N	N	25.0%	5.6%

## College and Career Readiness

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### AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	21	16
AP Calculus AB	19	7
AP Calculus BC	3	0
AP Computer Science A	10	3
AP Computer Science Principles	17	6
AP English Language and Composition	52	42
AP English Literature and Composition	43	12
AP Physics 1	19	3
AP Psychology	19	9
AP Research	16	10
AP Seminar	7	4
AP Spanish Language	6	2
AP Statistics	9	0
AP Studio Art—Drawing Portfolio	10	0
AP Studio Art—Two-Dimensional	0	2
AP U.S. Government and Politics	17	6
AP U.S. History	48	32
AP World History: Modern	0	1
<b>Total Exams taken</b>		155
<b>Exams with scores of at least 3 on AP exams or 4 on IB exams</b>		74

**Report Key:**

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

## College and Career Readiness

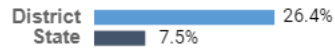
This section contains information about participation in approved Career and Technical Education (CTE) programs, Structured Learning Experiences, work-based learning, and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit 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 spring semester of the 2020-2021 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	District: % CTE Participants	District: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Districtwide	26.4%	25.2%	7.5%	11.0%
White	27.1%	26.2%	5.8%	10.6%
Hispanic	24.7%	21.6%	9.9%	11.5%
Black or African American	23.3%	23.3%	9.2%	11.4%
Asian, Native Hawaiian, or Pacific Islander	10.0%	20.0%	5.3%	10.9%
American Indian or Alaska Native	*	*	8.6%	12.7%
Two or More Races	*	*	7.1%	11.7%
Female	27.0%	20.1%	7.2%	11.3%
Male	25.9%	29.9%	7.7%	10.8%
Non-Binary/Undesignated Gender	*	*	6.1%	12.3%
Economically Disadvantaged Students	24.6%	17.1%	9.9%	12.1%
Students with Disabilities	18.6%	20.8%	6.5%	9.1%
English Learners	*	*	7.7%	4.2%
Homeless Students	*	*	8.3%	8.1%
Students In Foster Care	*	*	5.9%	4.6%
Military-Connected Students	17.6%	23.5%	5.7%	9.0%
Migrant Students	*	*	10.8%	5.8%

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## College and Career Readiness

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### Work-Based Learning Participation by Career Cluster

This table shows the number of students in an approved CTE program/program of study in grades 9 through 12 who participated in a work-based learning experience during the school year. Work-based learning can include career exploration (e.g. community service, job shadowing, school-based enterprise, service learning, volunteering or the New Jersey Safe Schools Program Online Topical Courses completed during the spring semester of the 2020-2021 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
Arts, A/V Technology & Communications	49
Business Management & Administration	*
Hospitality & Tourism	28
Law, Public Safety, Corrections & Security	*
<b>Total</b>	<b>96</b>

## 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, 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.

**Important note for 2020-21:** Due to the COVID-19 pandemic, many high school students were not able to take the Technical Skills Assessment (TSA), which are end-of-program assessments for Career and Technical Education programs, in spring 2021. This may have impacted the number of industry-valued credentials earned during the 2020-2021 school year.

### Students Earning Industry-Valued Credentials

District | 0.3%  
State ■ 0.9%

## 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, 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.

**Important note for 2020-21:** Due to the COVID-19 pandemic, many high school students were not able to take the Technical Skills Assessment (TSA), which are end-of-program assessments for Career and Technical Education programs, in spring 2021. This may have impacted the number of industry-valued credentials earned during the 2020-2021 school year.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Arts, A/V Technology & Communications	49	*	*
Business Management & Administration	63	*	*
Hospitality & Tourism	78	*	*
Information Technology	16	*	*
Law, Public Safety, Corrections & Security	75	*	*
Science, Technology, Engineering & Mathematics	91	*	*
<b>Total</b>	<b>372</b>	<b>*</b>	<b>*</b>

## 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
7	0	0	0	0	0	0	230
8	45	0	0	0	0	0	196
9	133	40	8	0	0	0	23
10	66	67	27	6	0	0	7
11	17	45	59	29	9	1	15
12	7	8	11	15	19	14	45
<b>Total</b>	268	160	105	50	28	15	516
Enrolled in AP/IB Course					22	9	0
Enrolled in Dual Enrollment Course	0	0	0	29	19	15	14

### 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	22	0	0	1	155	24
10	90	47	0	0	6	46
11	59	25	0	23	2	72
12	4	3	0	9	22	28
<b>Total</b>	175	75	0	33	185	170
Enrolled in AP/IB Course	21	0		0	19	0
Enrolled in Dual Enrollment Course	28	46	0	0	0	106

## 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	30	2	0	0	0	163
10	1	160	0	0	0	9
11	0	171	0	26	17	26
12	0	10	0	37	21	68
<b>Total</b>	<b>31</b>	<b>343</b>	<b>0</b>	<b>63</b>	<b>38</b>	<b>266</b>
Enrolled in AP/IB Course	0	48	0	19		17
Enrolled in Dual Enrollment Course	0	252	0	19	1	59

### 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
7	228	0	0	0	0	0	0
8	42	167	0	0	0	0	0
9	125	32	0	0	0	0	0
10	103	24	0	0	0	0	0
11	55	15	0	0	0	0	0
12	17	3	0	0	0	0	0
<b>Total</b>	<b>570</b>	<b>241</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Enrolled in AP/IB Course	6	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	46	12	0	0	0	0	0
Enrolled in Level 3 or Higher	60	12	0	0	0	0	0

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## College and Career Readiness

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### Computer Science and Information Technology – 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
7	0	0	111	0	0	0	0
8	0	0	89	0	0	0	0
9	0	5	0	0	0	0	0
10	4	6	0	0	0	0	0
11	2	3	0	0	2	0	0
12	4	3	0	0	3	0	0
<b>Total</b>	10	17	200	0	5	0	0
Enrolled in AP/IB Course	10	17		0		0	0
Enrolled in Dual Enrollment Course	0	17	0	0	5	0	0

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## 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.

**Important Note for 2020-21:** Governor Phil Murphy signed [Executive Order 214](#) on January 11, 2021, which waived the graduation assessment requirements for any 12th grade students who had not yet met the graduation assessment requirements, but who had met all of the credit, curriculum, and attendance requirements for graduation. As a result, the Seal of Biliteracy requirement to demonstrate English language proficiency by meeting the graduation assessment requirements was also waived for any students who had not yet met the requirement by January 11, 2021.

Language	Students Earning a Seal of Biliteracy
Spanish	*
Total	*

College and Career Readiness

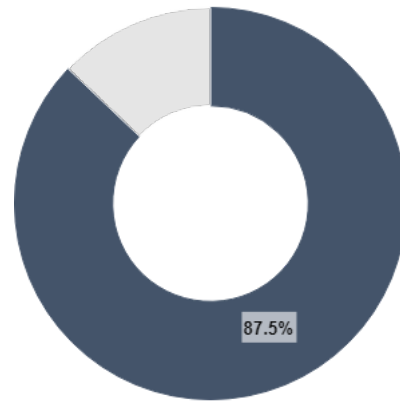
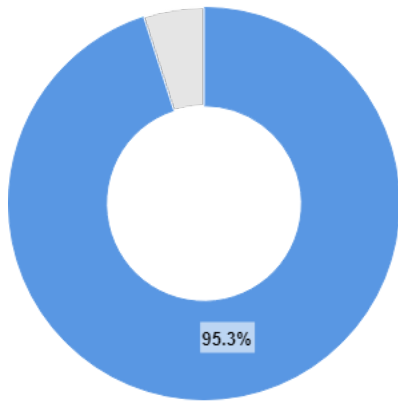
**Visual and Performing Arts – Course Participation**

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

District

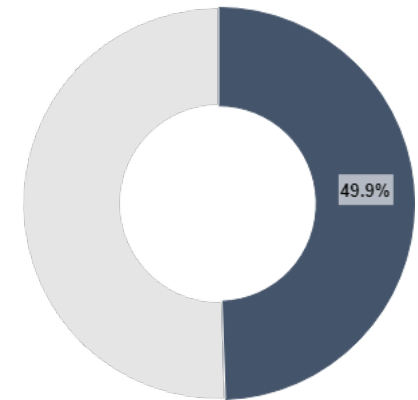
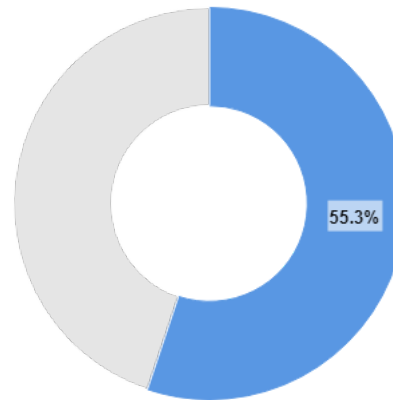
State



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

District

State

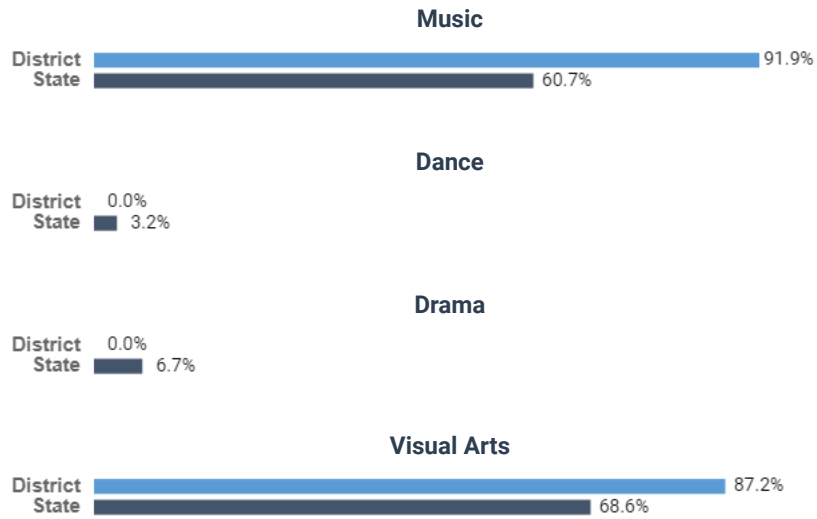


## College and Career Readiness

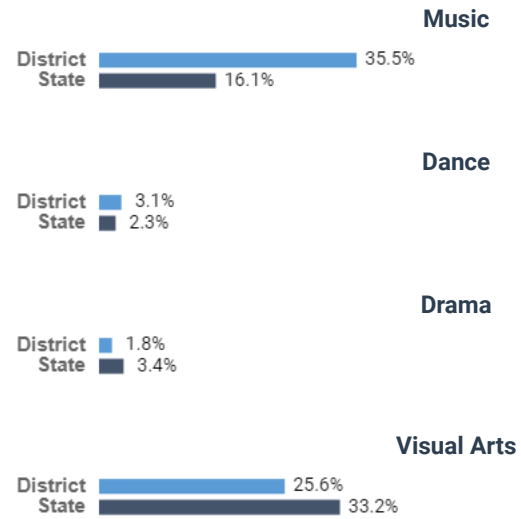
### Visual and Performing Arts – Course Participation

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:



Students enrolled in one or more classes by discipline:



## Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2020-21 school year, the NJDOE is 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 will begin calculating two versions of the adjusted cohort graduation rate starting with 2021 graduation rates. A "federal version" will align with ESSA requirements and USED guidance and will be used for federal reporting and ESSA school accountability only. For 2021, students with disabilities who did not meet either the state course requirements and/or local attendance requirements for graduation because of a modification or exemption in their IEP will not be included in the graduates count (the numerator) when calculating the "federal version" of the adjusted cohort graduation rate. A "state version" will continue to use the same methodology as previously used and will reflect all students who receive a state-endorsed diploma.

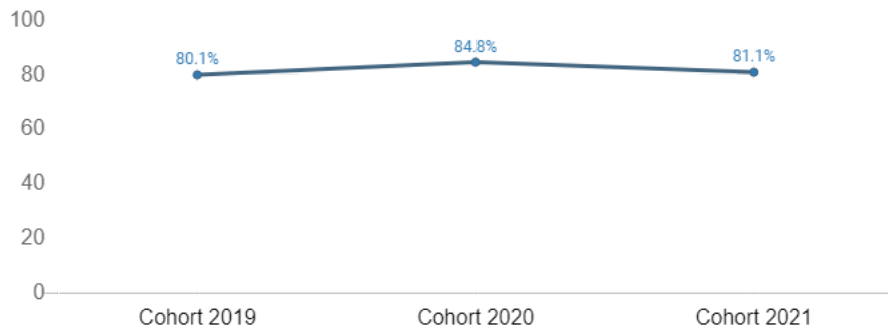
In this section of the reports, the Graduation Rate Trends and Progress charts and Graduation Cohort Profiles (4-Year, 5-Year, and 6-Year), as well as the graduation rates reported in the Summary Reports, will reflect the "state version" of the graduation rate. The new Federal Graduation Rates table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

**Important note for 2020-21:** Governor Phil Murphy signed [Executive Order 214](#) on January 11, 2021, which waived the graduation assessment requirements for any 12th grade students who had not yet met the graduation assessment requirements, but who had met all of the credit, curriculum, and attendance requirements for graduation. Additionally, NJDOE received federal waivers which removed the requirement to report on status in meeting annual ESSA targets for both 2019-20 and 2020-21. As a result, annual targets and status in meeting those targets are not reported for Cohort 2020 and Cohort 2019 4-year rates and Cohort 2019 and Cohort 2018 5-year graduation rates (NJDOE uses prior year graduation rates for accountability purposes).

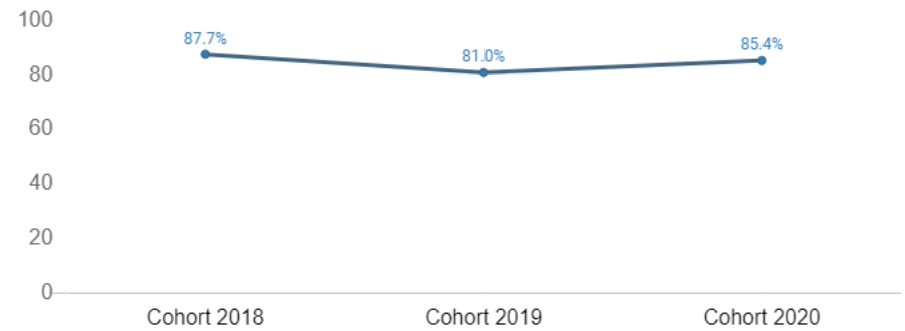
### Graduation Rate Trends and Progress

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 2019 4-Year Rate	Cohort 2020 4-Year Rate	Cohort 2021 4-Year Rate	Cohort 2018 5-Year Rate	Cohort 2019 5-Year Rate	Cohort 2020 5-Year Rate
Graduation Rate	80.1%	84.8%	81.1%	87.7%	81.0%	85.4%
Annual Target						
Met Annual Target?						
Statewide Graduation Rate	90.6%	91.0%	90.6%	92.5%	92.2%	92.6%

## Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2020-21 school year, the NJDOE is 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 will begin calculating two versions of the adjusted cohort graduation rate starting with 2021 graduation rates. A "federal version" will align with ESSA requirements and USED guidance and will be used for federal reporting and ESSA school accountability only. For 2021, students with disabilities who did not meet either the state course requirements and/or local attendance requirements for graduation because of a modification or exemption in their IEP will not be included in the graduates count (the numerator) when calculating the "federal version" of the adjusted cohort graduation rate. A "state version" will continue to use the same methodology as previously used and will reflect all students who receive a state-endorsed diploma.

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### Cohort 2021 4-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 four years of entering high school, both overall and by student group. This table is based on the state version of the graduation rate, which reflects all students who received a state-endorsed diploma.

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	81.1%	4.6%	14.3%	90.6%	4.7%	4.7%
White	83.3%	4.2%	12.5%	94.8%	3.0%	2.1%
Hispanic	58.3%	0.0%	41.7%	84.5%	6.8%	8.7%
Black or African American	70.0%	20.0%	10.0%	84.6%	7.5%	7.9%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	97.0%	2.0%	1.0%
American Indian or Alaska Native	N	N	N	89.9%	5.4%	4.7%
Two or More Races	*	*	*	90.9%	4.1%	5.0%
Female	77.9%	7.4%	14.7%	93.0%	3.4%	3.6%
Male	84.2%	2.0%	13.9%	88.3%	5.9%	5.8%
Non-Binary/Undesignated Gender	N	N	N	N	N	N
Economically Disadvantaged Students	74.3%	5.9%	19.8%	84.8%	7.0%	8.2%
Students with Disabilities	73.2%	8.9%	17.9%	79.0%	14.6%	6.5%
English Learners	*	*	*	73.6%	9.7%	16.7%
Homeless Students	*	*	*	72.9%	10.9%	16.2%
Students in Foster Care	*	*	*	52.1%	20.3%	27.6%
Military-Connected Students	*	*	*	89.4%	5.9%	4.7%
Migrant Students	N	N	N	69.0%	9.2%	21.8%

## Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2020-21 school year, the NJDOE is 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.

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As a result of these changes, the NJDOE will begin calculating two versions of the adjusted cohort graduation rate starting with 2021 graduation rates. A "federal version" will align with ESSA requirements and USED guidance and will be used for federal reporting and ESSA school accountability only. For 2021, students with disabilities who did not meet either the state course requirements and/or local attendance requirements for graduation because of a modification or exemption in their IEP will not be included in the graduates count (the numerator) when calculating the "federal version" of the adjusted cohort graduation rate. A "state version" will continue to use the same methodology as previously used and will reflect all students who receive a state-endorsed diploma.

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, will reflect the "state version" of the graduation rate. The new Federal Graduation Rates table will reflect the updated "federal version" of the graduation rate. More information and links to graduation resources can be found on the NJDOE Graduation Rate page.

**Important note for 2020-21:** Governor Phil Murphy signed [Executive Order 214](#) on January 11, 2021, which waived the graduation assessment requirements for any 12th grade students who had not yet met the graduation assessment requirements, but who had met all of the credit, curriculum, and attendance requirements for graduation. Additionally, NJDOE received federal waivers which removed the requirement to report on status in meeting annual ESSA targets for both 2019-20 and 2020-21. As a result, annual targets and status in meeting those targets are not reported for Cohort 2020 and Cohort 2019 4-year rates and Cohort 2019 and Cohort 2018 5-year graduation rates (NJDOE uses prior year graduation rates for accountability purposes).

### Cohort 2020 5-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 five years of entering high school, both overall and by student group. This table is based on the state version of the graduation rate, which reflects all students who received a state-endorsed diploma.

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	85.4%	1.3%	13.4%	92.6%	1.9%	5.6%
White	88.3%	1.5%	10.2%	95.9%	1.6%	2.5%
Hispanic	60.0%	0.0%	40.0%	87.4%	2.1%	10.6%
Black or African American	86.7%	0.0%	13.3%	88.3%	2.8%	8.9%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	97.6%	1.1%	1.3%
American Indian or Alaska Native	N	N	N	91.2%	1.8%	7.1%
Two or More Races	*	*	*	93.5%	1.2%	5.3%
Female	88.7%	0.0%	11.3%	94.4%	1.3%	4.3%
Male	82.7%	2.3%	15.0%	90.9%	2.4%	6.7%
Non-Binary/Undesignated Gender	N	N	N	N	N	N
Economically Disadvantaged Students	76.0%	1.7%	22.3%	87.9%	2.2%	9.8%
Students with Disabilities	76.7%	4.1%	19.2%	83.6%	8.7%	7.8%
English Learners	*	*	*	78.5%	2.0%	19.5%
Homeless Students	*	*	*	79.3%	4.1%	16.5%
Students in Foster Care	*	*	*	61.1%	6.0%	32.9%
Military-Connected Students	*	*	*	92.7%	2.4%	4.8%
Migrant Students	N	N	N	68.2%	1.5%	30.3%

## Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2020-21 school year, the NJDOE is 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 will begin calculating two versions of the adjusted cohort graduation rate starting with 2021 graduation rates. A "federal version" will align with ESSA requirements and USED guidance and will be used for federal reporting and ESSA school accountability only. For 2021, students with disabilities who did not meet either the state course requirements and/or local attendance requirements for graduation because of a modification or exemption in their IEP will not be included in the graduates count (the numerator) when calculating the "federal version" of the adjusted cohort graduation rate. A "state version" will continue to use the same methodology as previously used and will reflect all students who receive a state-endorsed diploma.

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, will reflect the "state version" of the graduation rate. The new Federal Graduation Rates table will reflect the updated "federal version" of the graduation rate. More information and links to graduation resources can be found on the NJDOE Graduation Rate page.

**Important note for 2020-21:** Governor Phil Murphy signed [Executive Order 214](#) on January 11, 2021, which waived the graduation assessment requirements for any 12th grade students who had not yet met the graduation assessment requirements, but who had met all of the credit, curriculum, and attendance requirements for graduation. Additionally, NJDOE received federal waivers which removed the requirement to report on status in meeting annual ESSA targets for both 2019-20 and 2020-21. As a result, annual targets and status in meeting those targets are not reported for Cohort 2020 and Cohort 2019 4-year rates and Cohort 2019 and Cohort 2018 5-year graduation rates (NJDOE uses prior year graduation rates for accountability purposes).

### Cohort 2019 6-Year Graduation Cohort Profile

This table shows the percentage of students in the 2019 cohort who graduated, who are still enrolled ("Continuing Students"), or who dropped out of school or are no longer enrolled ("Non-Continuing Students") within six years of entering high school, both overall and by student group. This table is based on the state version of the graduation rate, which reflects all students who received a state-endorsed diploma.

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	81.4%	1.4%	17.2%	92.7%	1.2%	6.2%
White	81.7%	1.6%	16.7%	96.2%	1.1%	2.7%
Hispanic	69.6%	0.0%	30.4%	87.5%	1.0%	11.5%
Black or African American	100.0%	0.0%	0.0%	87.0%	1.9%	11.1%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	98.0%	0.7%	1.3%
American Indian or Alaska Native	*	*	*	94.0%	0.0%	6.0%
Two or More Races	N	N	N	93.4%	0.6%	6.0%
Female	89.4%	0.0%	10.6%	94.3%	0.7%	5.0%
Male	73.1%	2.8%	24.1%	91.1%	1.6%	7.3%
Non-Binary/Undesignated Gender	N	N	N	N	N	N
Economically Disadvantaged Students	73.8%	0.8%	25.4%	87.7%	1.3%	11.1%
Students with Disabilities	78.0%	5.1%	16.9%	85.0%	6.0%	9.0%
English Learners	*	*	*	80.7%	0.4%	19.0%
Homeless Students	*	*	*	80.8%	1.7%	17.5%
Students in Foster Care	*	*	*	67.2%	4.1%	28.7%
Military-Connected Students	*	*	*	91.2%	1.9%	6.9%
Migrant Students	N	N	N	76.8%	0.0%	23.2%

## Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2020-21 school year, the NJDOE is 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 will begin calculating two versions of the adjusted cohort graduation rate starting with 2021 graduation rates. A "federal version" will align with ESSA requirements and USED guidance and will be used for federal reporting and ESSA school accountability only. For 2021, students with disabilities who did not meet either the state course requirements and/or local attendance requirements for graduation because of a modification or exemption in their IEP will not be included in the graduates count (the numerator) when calculating the "federal version" of the adjusted cohort graduation rate. A "state version" will continue to use the same methodology as previously used and will reflect all students who receive a state-endorsed diploma.

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, will reflect the "state version" of the graduation rate. The new Federal Graduation Rates table will reflect the updated "federal version" of the graduation rate. More information and links to graduation resources can be found on the NJDOE Graduation Rate page.

**Important note for 2020-21:** Governor Phil Murphy signed [Executive Order 214](#) on January 11, 2021, which waived the graduation assessment requirements for any 12th grade students who had not yet met the graduation assessment requirements, but who had met all of the credit, curriculum, and attendance requirements for graduation. Additionally, NJDOE received federal waivers which removed the requirement to report on status in meeting annual ESSA targets for both 2019-20 and 2020-21. As a result, annual targets and status in meeting those targets are not reported for Cohort 2020 and Cohort 2019 4-year rates and Cohort 2019 and Cohort 2018 5-year graduation rates (NJDOE uses prior year graduation rates for accountability purposes).

### Federal Graduation Rates

This table shows the federal version of the 2021 4-year and 2020 5-year graduation rates. For 2021, students with disabilities who did not meet either the state course requirements and/or local attendance requirements for graduation because of a modification or exemption in their IEP will not be included in the graduates count (the numerator) when calculating the "federal version" of the adjusted cohort graduation rate. 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 2021-22 school year (along with 2021-22 assessment, growth, and chronic absenteeism data) and will be included in the accountability profiles in fall 2022.

Student Group	2021 4-Year Federal Graduation Rate	2020 5-Year Federal Graduation Rate	State: 2021 4-Year Federal Graduation Rate	State: 2020 5-Year Federal Graduation Rate
Districtwide	66.3%	84.5%	88.5%	92.4%
White	67.9%	87.8%	92.9%	95.7%
Hispanic	50.0%	60.0%	82.2%	87.2%
Black or African American	60.0%	80.0%	81.4%	88.0%
Asian, Native Hawaiian, or Pacific Islander	*	*	96.5%	97.6%
American Indian or Alaska Native	N	N	87.6%	91.2%
Two or More Races	*	*	88.3%	93.4%
Female	67.4%	87.7%	91.6%	94.3%
Male	65.3%	82.0%	85.6%	90.6%
Non-Binary/Undesignated Gender	N	N	N	N
Economically Disadvantaged Students	55.4%	75.2%	82.1%	87.7%
Students with Disabilities	21.4%	74.0%	67.0%	82.5%
English Learners	*	*	72.8%	78.3%
Homeless Students	*	*	68.4%	78.8%
Students in Foster Care	*	*	46.9%	60.1%
Military-Connected Students	*	*	88.6%	92.6%
Migrant Students	N	N	69.0%	68.2%

## Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2020-21 school year, the NJDOE is 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.

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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, will reflect the "state version" of the graduation rate. The new Federal Graduation Rates table will reflect the updated "federal version" of the graduation rate. More information and links to graduation resources can be found on the NJDOE Graduation Rate page.

**Important note for 2020-21:** Governor Phil Murphy signed [Executive Order 214](#) on January 11, 2021, which waived the graduation assessment requirements for any 12th grade students who had not yet met the graduation assessment requirements, but who had met all of the credit, curriculum, and attendance requirements for graduation. Additionally, NJDOE received federal waivers which removed the requirement to report on status in meeting annual ESSA targets for both 2019-20 and 2020-21. As a result, annual targets and status in meeting those targets are not reported for Cohort 2020 and Cohort 2019 4-year rates and Cohort 2019 and Cohort 2018 5-year graduation rates (NJDOE uses prior year graduation rates for accountability purposes).

### Accountability Graduation Rates

This table shows Cohort 2020 4-year and Cohort 2019 5-year graduation rates both overall and by student group. For accountability and annual targets, graduation data from the prior year is used. As a result, these graduation rates do not reflect the changes implemented starting in 2021 for federal reporting and accountability purposes. For more details on New Jersey's accountability system, see these [accountability resources](#).

**Important note for 2020-21:** NJDOE received federal waivers which removed the requirement to report on status in meeting annual ESSA targets for 2019-20 and 2020-21. As a result, annual targets and status in meeting those targets are not reported for Cohort 2019 4-year and Cohort 2018 5-year graduation rates.

Student Group	Cohort 2020: 4-Year Graduation Rate	Cohort 2020: Annual Target	Cohort 2020: Met Target	Cohort 2019: 5-Year Graduation Rate	Cohort 2019: Annual Target	Cohort 2019: Met Target
Districtwide	84.8%			81.0%		
White	87.7%			81.7%		
Hispanic	60.0%			69.6%		
Black or African American	85.7%			*		
Asian, Native Hawaiian, or Pacific Islander	*			N		
American Indian or Alaska Native	N			*		
Two or More Races	*			N		
Economically Disadvantaged Students	76.9%			72.3%		
Students with Disabilities	72.7%			75.5%		
English Learners	*			*		

**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

## Graduation/ Postsecondary

### Graduation Pathways

This table shows the percentage of Cohort 2021 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 2020-21:** Governor Phil Murphy signed [Executive Order 214](#) on January 11, 2021, which waived the graduation assessment requirements for any 12th grade student who had not yet met the graduation assessment requirements, but who had met all of the credit, curriculum, and attendance requirements for graduation. As a result, the pathway option of "Requirements waived under Executive Order 214" has been added to this table for 2020-21 to count these students.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	47.2%	54.7%
Substitute Competency Test	15.1%	7.5%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	1.3%	1.3%
Requirements waived under Executive Order 214	36.5%	36.5%
Unknown	0.0%	0.0%

### Dropout Rate Trends

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

School Year	District Rate	State Rate
2020-2021	2.8%	1.1%
2019-2020	2.4%	1.0%
2018-2019	4.4%	1.2%

## Graduation/ Postsecondary

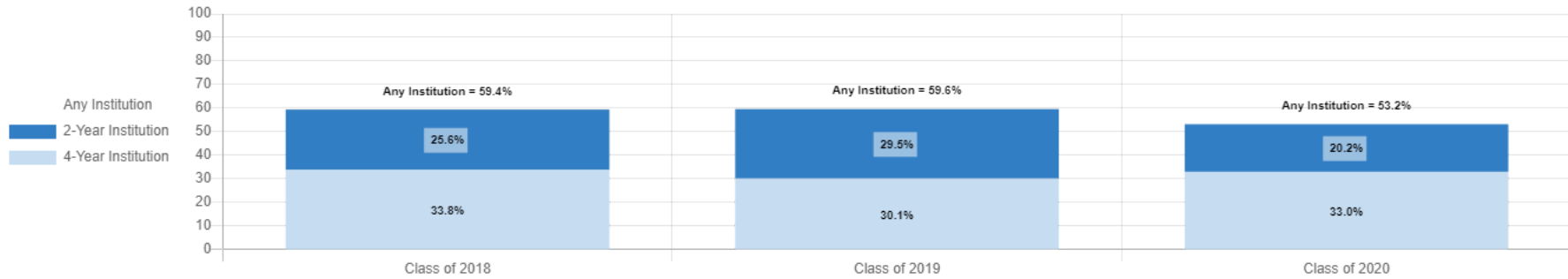
Information about students enrolling in colleges and universities after graduation is collected from the [National Student Clearinghouse](#), which collects data from at least 95% of higher education institutions nationwide.

**Important note for 2020-21:** The National Student Clearinghouse has reported declines in undergraduate enrollment as a result of the COVID-19 pandemic. As a result, caution should be used in comparing this year's results to prior or future years.

### Postsecondary Enrollment Rate Summary

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 for from high school for the last three years.

#### Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018	Class of 2019	Class of 2020
% Enrolled in 2-Year Institution	25.6%	29.5%	20.2%
% Enrolled in 4-Year Institution	33.8%	30.1%	33.0%
% Enrolled in Any Postsecondary Institution	59.4%	59.6%	53.2%

## Graduation/ Postsecondary

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### Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2021 high school graduates enrolled in postsecondary institutions by the fall of 2021. 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	67.7%	25.4%	74.6%
Districtwide	40.7%	28.8%	71.2%
White	41.1%	27.6%	72.4%
Hispanic	*	*	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	31.7%	23.1%	76.9%
Students with Disabilities	13.3%	16.7%	83.3%
English Learners	N	N	N

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## Graduation/ Postsecondary

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**Important note for 2020-21:** The National Student Clearinghouse has reported declines in undergraduate enrollment as a result of the COVID-19 pandemic. As a result, caution should be used in comparing this year's results to prior or future years.

### Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2020 high school graduates enrolled in postsecondary institutions by the fall of 2021. 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	73.7%	29.5%	70.5%	72.2%	27.8%	63.3%	36.7%
Districtwide	53.2%	38.0%	62.0%	76.9%	23.1%	63.0%	37.0%
White	52.6%	33.0%	67.0%	75.8%	24.2%	63.7%	36.3%
Hispanic	53.8%	85.7%	14.3%	100.0%	0.0%	71.4%	28.6%
Black or African American	58.3%	57.1%	42.9%	57.1%	42.9%	57.1%	42.9%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	44.1%	66.7%	33.3%	86.7%	13.3%	80.0%	20.0%
Students with Disabilities	21.6%	63.6%	36.4%	81.8%	18.2%	72.7%	27.3%
English Learners	N	N	N	N	N	N	N

## 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 2020-21:** The National Student Clearinghouse has reported declines in undergraduate enrollment as a result of the COVID-19 pandemic. As a result, caution should be used in comparing this year's results to prior or future years.

### 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 2021. 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
2020	0
2019	0
2018	*
2017	*
2016	*
2015	0
2014	0
2013	*

## 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 2020-21:** The absenteeism data for the 2020-21 school year reflects both in-person and remote instruction. Districts were able to employ multiple ways to determine whether a student in a remote learning environment was present or absent, including check-ins through internet or telephone, logging in to online learning platforms, or monitoring student submission of assignments. Because the number of days students spent in in-person and remote learning environments during the school year differed, the NJDOE recommends caution in comparing chronic absenteeism rates between schools and districts and comparing 2020-21 data to prior or future school 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.

**Important Note for 2020-21:** NJDOE received federal waivers which removed the requirement to report on status in meeting annual ESSA targets for 2019-20 and 2020-21. As a result, state averages and status in meeting the state average are not reported for the 2020-21 school year.

Student Group	# of Students Chronically Absent	% of Students Chronically Absent	State Average	Met State Average
Districtwide	177	14.5%		
White	124	13.0%		
Hispanic	27	16.6%		
Black or African American	24	30.0%		
Asian, Native Hawaiian, or Pacific Islander	1	7.1%		
American Indian or Alaska Native	*	*		
Two or More Races	*	*		
Female	*	12.2%		
Male	*	16.8%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	95	23.4%		
Students with Disabilities	55	18.4%		
English Learners	3	21.4%		
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	1	3.4%		
Migrant Students	*	*		

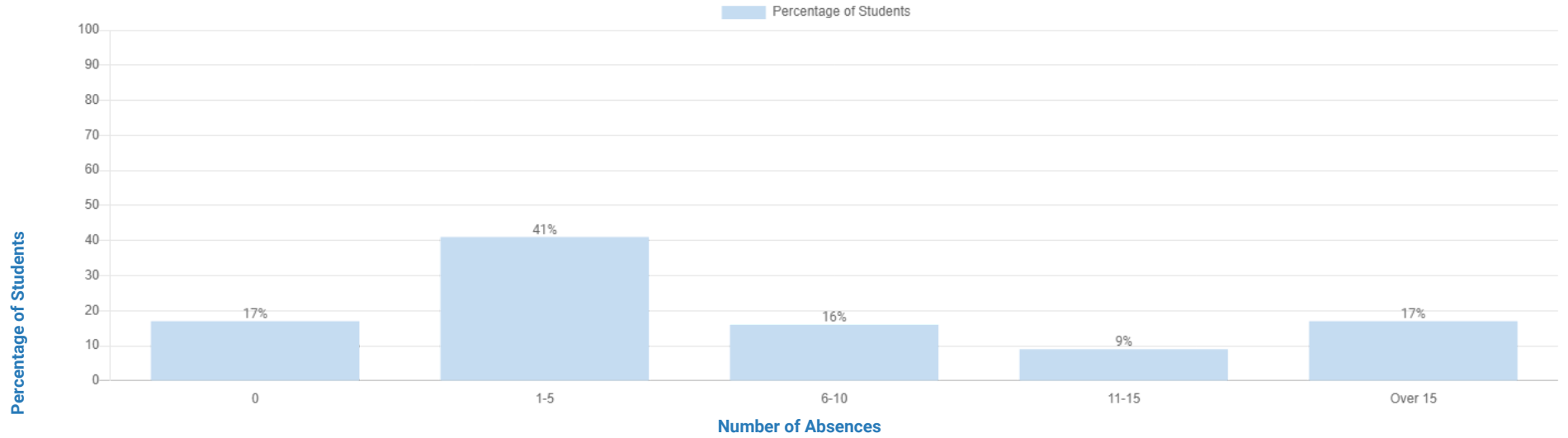
## Climate and Environment

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**Important note for 2020-21:** The absenteeism data for the 2020-21 school year reflects both in-person and remote instruction. Districts were able to employ multiple ways to determine whether a student in a remote learning environment was present or absent, including check-ins through internet or telephone, logging in to online learning platforms, or monitoring student submission of assignments. Because the number of days students spent in in-person and remote learning environments during the school year differed, the NJDOE recommends caution in comparing chronic absenteeism rates between schools and districts and comparing 2020-21 data to prior or future school years.

### Days Absent

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



## Climate and Environment

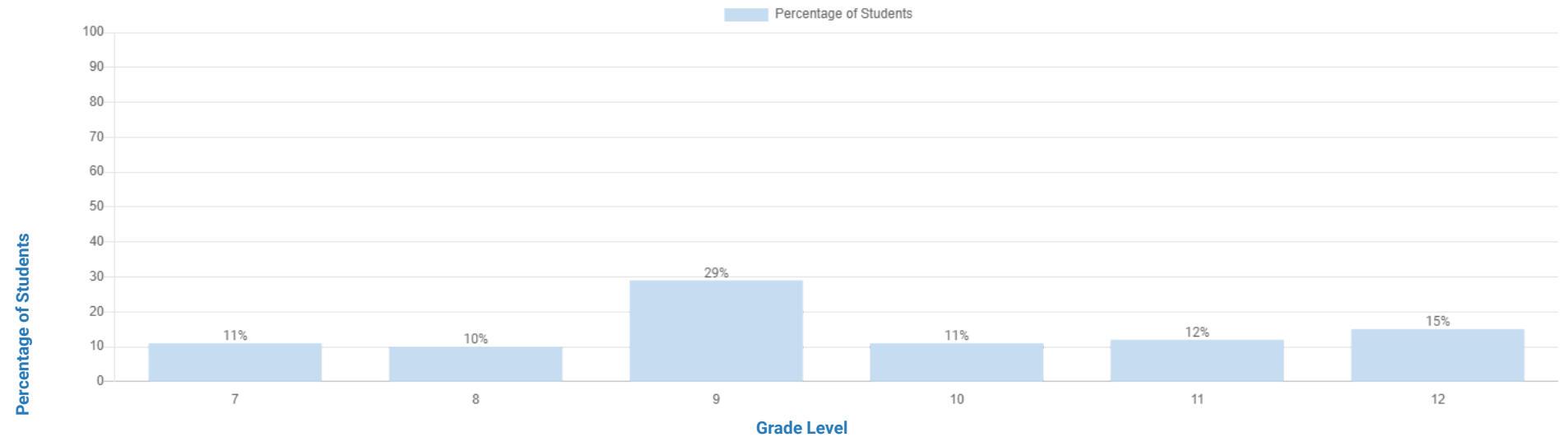
Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality 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 2020-21:** The absenteeism data for the 2020-21 school year reflects both in-person and remote instruction. Districts were able to employ multiple ways to determine whether a student in a remote learning environment was present or absent, including check-ins through internet or telephone, logging in to online learning platforms, or monitoring student submission of assignments. Because the number of days students spent in in-person and remote learning environments during the school year differed, the NJDOE recommends caution in comparing chronic absenteeism rates between schools and districts and comparing 2020-21 data to prior or future school years.

### Chronic Absenteeism by Grade

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

**Important note for 2020-21:** Because the number of days that students spent in in-person and remote learning environments during the school year differed, state level comparisons are not included in the graph for 2020-21.



## Climate and Environment

The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 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 2020-21:** Due to the COVID-19 pandemic, discipline data for the 2020-21 school year may not be comparable to prior or future school years and NJDOE recommends caution in making comparisons.

### 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	0
Vandalism	2
Substances	1
Harassment, Intimidation, Bullying (HIB)	3
<b>Total Unique Incidents</b>	<b>8</b>
<b>Incidents Per 100 Students Enrolled</b>	<b>0.67</b>

### 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	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Other Incidents Leading to Removal	0

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## Climate and Environment

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**Important note for 2020-21:** Due to the COVID-19 pandemic, discipline data for the 2020-21 school year may not be comparable to prior or future school years and NJDOE recommends caution in making comparisons.

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

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	11	0.9%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

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

27

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## Climate and Environment

### Student Access to Technology and Internet

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

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## Staff

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

**Key terms for staff data:**

**Teachers:** All classroom teachers

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

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

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

### Teachers – Experience

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

Category	Teachers in District	Teachers in State
Total Number of teachers	109	118,311
Average years experience in public schools	16.0	12.5
Average years experience in district	15.9	11.2
Percentage of Teachers with 4 or more years experience in the district	89.0%	76.5%
Number of out-of-field teachers	7	2,724

### 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	10	9,580
Average years experience in public schools	11.5	16.6
Average years experience in district	11.5	12.7
Percentage of Administrators with 4 or more years experience in the district	80.0%	79.3%

### Staff Counts

This table shows the number of staff members assigned to the district and state across several staff categories. The staff counts in this table reflect data submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Additionally, some staff members may be assigned to the district only, but work in multiple schools in the district. In these cases, the table may show 0 staff members assigned to the school, even though there are district staff members working in the school.

Staff Category	District: Total Staff Members	State: Total Staff Members
Teachers	109	118,311
Administrators	10	9,580
Librarians/Media	1	1,215
Specialists		
Nurses	2	2,670
School Counselors	7	4,039
Child Study Team Members	6	5,893

## Staff

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### Student and Staff Ratios

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

Ratio	District Ratio
Students to Teachers	11:1
Students to Administrators	119:1
Teachers to Administrators	11:1
Students to Librarians/Media Specialists †	1189:1
Students to Nurses †	594:1
Students to Counselors †	170:1
Students to Child Study Team Members †,††	45:1

† In some districts, staff members in these roles who work in multiple schools may be assigned only to the district and not to individual schools. As a result, a School Ratio may show N, but there may be district assigned staff working in the school †† Child Study Team members include school psychologists, school social workers, and learning disabilities teacher consultants also note that for the ratio compares Students with Disabilities instead of all students.

### Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group. Note that 2019-20 is the first year that data was collected for non-binary/undesignated gender and, as a result, the 2019-20 and 2020-21 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 may show a range, depending on the overall school population size.

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	50.0%	55-60%	*	49.0%	77.0%	56.0%
Male	50.0%	40-45%	*	51.0%	23.0%	44.0%
Non-Binary/Undesignated Gender	≤1%	≤5%	*	≤1%	≤1%	≤1%
White	78.5%	98.2%	100.0%	40.5%	82.9%	76.8%
Hispanic	13.6%	0.9%	0.0%	31.2%	7.8%	7.6%
Black or African American	6.1%	0.9%	0.0%	15.0%	6.5%	14.0%
Asian	0.9%	0.0%	0.0%	10.4%	2.2%	1.2%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.2%	0.2%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.5%	0.0%	0.0%	2.6%	0.2%	0.2%

## Staff

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

**Key terms for staff data:**

**Teachers:** All classroom teachers

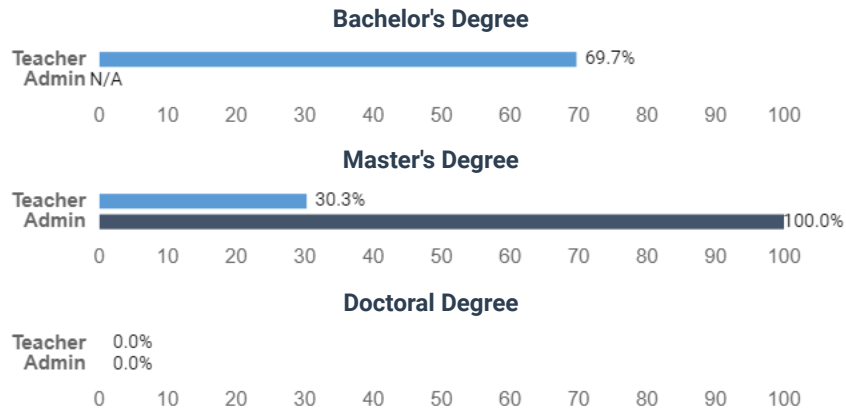
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**Experience:** Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have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

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

### 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 2019-20 that were still assigned to this district in 2020-21. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2019-20 Teachers: Same district 2020-21	94.7%	91.5%
2019-20 Administrators: Same district 2020-21	90.0%	89.7%

## Staff

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

**Key terms for staff data:**

**Teachers:** All classroom teachers

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**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 by Subject Area

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

Subject Area	Total Number of Teachers	% Female	% Male	% Non-binary or Undesignated Gender	% White	% Hispanic	% Black or African American	% Asian	% Native Hawaiian, Pacific Islander	% American Indian or Native American	% Two or More Races	% 4 or more years experience in the district	% Bachelor's Degree(Highest Degree)	% Master's Degree(Highest Degree)
Elementary Not Subject Specific	0	N	N	N	N	N	N	N	N	N	N	N	N	N
English/Language Arts/Literacy	14	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	85.7%	14.3%
English Speakers or Other Languages	0	N	N	N	N	N	N	N	N	N	N	N	N	N
Mathematics	15	60-80%	20-40%	≤20%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	46.7%	53.3%
Science	13	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	76.9%	69.2%	30.8%
Social Studies/History	14	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	85.7%	78.6%	21.4%
World Language	7	*	*	*	85.7%	14.3%	0.0%	0.0%	0.0%	0.0%	0.0%	85.7%	57.1%	42.9%
Visual and Performing Arts	8	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	75.0%	62.5%	37.5%
Health/Physical Education	9	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	77.8%	22.2%
Family & Consumer Sciences	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%
Computer Science/IT	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%
Industrial Arts	8	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	87.5%	12.5%
Career and Technical Education	4	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	75.0%	25.0%
Special Education	23	60-80%	20-40%	≤20%	95.7%	0.0%	4.3%	0.0%	0.0%	0.0%	0.0%	91.3%	56.5%	43.5%
Bilingual	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%

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## Per-Pupil Expenditures

### Per-Pupil Expenditures by Source

The link below produces a spreadsheet listing all school-level summaries of the most recently available expenses for regular and special education students taught at schools by district across the state. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this spreadsheet please refer to the guidance for school level reporting, which is available on the [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 2020-21 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.

Lower Cape May Regional	Federal	State & Local	Total	ADE**
School Level Expenditures Not Assigned to a School	\$4	\$1,273	\$1,277	1,209.2
District Level Central Expenditures		\$3,278	\$3,278	1,209.2
Lower Cape May Regional High School	\$698	\$15,323	\$16,021	734.0
Richard M. Teitelman Middle School	\$732	\$12,655	\$13,387	475.2

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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 2020-2021:** 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 2019-2020 school year will retain the same status for the 2021-2022 and 2022-2023 school years and continue to receive support and interventions from the NJDOE.

For the categories that are identified every three years, the last identification occurred in the 2018-2019 school year (based on 2017-2018 data) and the next identification was scheduled for the 2021-2022 school year (based on 2020-2021 data). As a result of these waivers, the next identification will be delayed until the 2022-2023 school year (based on 2021-2022 data) and all currently identified schools will be eligible to exit status at the end of the 2022-2023 school year.

For the annual identification of schools for Targeted Support and Improvement: Consistently Underperforming Student Group, no schools will be identified during the 2020-2021 or 2021-2022 school year as a result of these waivers. The next identification is scheduled for the 2022-2023 school year.

The 2020-2021 Accountability Indicator Scores and Summative Ratings and Accountability Summary by Student Group tables will not be included in the report for 2020-2021 as these tables include indicator scores, summative scores, and progress toward long-term goals and those measures were waived under the March 2020 waiver.

## Accountability

### Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

The table below provides the list of schools in the district that have been identified for either comprehensive or targeted support for the 2022-23 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.

County Code	County Name	District Code	District Name	School Code	School Name	Status for 2022-23 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2022-23 School Year
09	Cape May	2820	Lower Cape May Regional School District	050	<a href="#">Lower Cape May Regional High School</a>	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2023	Students with Disabilities;
09	Cape May	2820	Lower Cape May Regional School District	060	<a href="#">Richard M. Teitelman Middle School</a>	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2023	White;

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## Accountability

### ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency 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. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

**Important Note for 2020-21:** 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.

ESSA Accountability Indicator	2018-19	2019-20	2020-21
ELA Proficiency	51.4%		
Math Proficiency	40.9%		
ELA Growth	44		
Math Growth	44		
4-Year Graduation Rate†	80.1%	84.8%	81.1%
5-Year Graduation Rate†	87.7%	81.0%	85.4%
Progress toward English Language Proficiency	*		
Chronic Absenteeism	9.1%		14.5%

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

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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.



### Mission, Vision, Theme:

The basic mission of the Lower Cape May Regional School District is governed by a respect for the worth and dignity of every human being. The schools are committed to the academic, mental, emotional, physical, aesthetic, and social development of all learners so they may realize the full measure of their roles purposefully in the world of work and leisure, and be prepared to lead challenging and productive lives.



### Courses, Curriculum, Instruction:

This district offers a broad and diverse curriculum which includes high quality STEM, Advanced Placement and Honors, and Fine and Performing Arts programs at both schools.



### Staff and Professional Learning:

Professional development activities our staff participated in during the 20-21 school year include: Meeting the Needs of ELLs in the Classroom, Best Practices in Virtual Learning, Platforms and Resources to Facilitate Online Learning, Understanding and Assisting with the Social Emotional Health of Students, Resiliency Training, Organization and Best Practices in Virtual Learning, Platforms and Resources to Assist with Online Math Instruction, Assessing Student Readiness, Google Read/Write, Tech Talk, Danielson for New Teachers, Advanced Google, Engage Every Learner with EdPuzzle, Get the Most Out of YouTube, Schoology, Student Created Virtual Trips with Google Tour Creator, Virtual Learning Best Practices and Engagement Strategies. Staff members also have the opportunity to meet and work in PLCs and to update curriculum.

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### Postsecondary Information:

The district offers students opportunities to earn college credits through various dual credit, articulated credit, and concurrent credit programs in multiple disciplines.



### Student Supports and Services:

Both schools provide Child Study Teams and Intervention and Referral Services to assist students experiencing learning, behavior, or health difficulties. After-school extra help services and homework clubs are also available.



### Student Health and Wellness:

The district staffs certified school nurses in both schools, provides highly nutritional school breakfasts and lunches, offers a comprehensive health and physical education program at every grade, fitness facilities in each school, and a diverse athletic and intramural program.

## 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.



### Parent and Community Involvement:

The District offers several Parent Academy Meetings throughout the year on topics of interest and relevance. The district also partners with various community organizations to present dynamic educational and community programs. Partners include TedEx, Cape May Jazz Fest, Historic Cold Spring Village, and The Mid-Atlantic Center for the Arts.



### Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers. Results of this year's School Climate Survey of Students, Parents, and staff are available on the District's webpage.



### Facilities:

Our High School has a state of the art Media Center, theater, and two gymnasiums. We have recently completed a beautiful multi-use Field House and renovated high school team rooms to support our district and community athletic programs. Both schools also provide modern science lab facilities and computer labs in addition to a culinary kitchen at the high school.

**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.



### School Safety:

The district partners with community and municipal organizations and first response agencies to develop emergency and crisis management plans and coordination of emergency response drills at both schools. Each school is staffed with specially trained Lower Township PD School Resource Officers.



### Technology and STEM:

Lower Cape May Regional is a Project Lead the Way District (PLTW) offering programs in Pre-Engineering at the Middle School, Engineering at the High School, Computer Science at both schools, and Biomedical Science at the High School.



### Learning During COVID-19:

Lower Cape May Regional School District can provide in-person, hybrid or 100% virtual learning during the COVID-19 pandemic. We follow all state & local health department guidelines to ensure student & staff safety. Students are provided with Chromebooks & can participate in a blend of synchronous & asynchronous learning opportunities. Masks are provided & social distancing measures are in place along with frequent sanitizing, barriers & signage to support a safe healthy school environment. Staff have participated in virtual professional development sessions geared towards best practices for remote learning & are provided digital platforms, web cameras, and other resources to facilitate online instruction. Internet connectivity is provided by the district for those students in need, and the district provides its' breakfast and lunch program to all students, whether in-person, hybrid or virtual.