2018-19 New Jersey School Performance Report: FAQ

The following are frequently asked questions (FAQ) and answers related to the School Performance Reports.

1. **Where can I view the School Performance Reports?**
   Visit the New Jersey School Performance Reports website to see the most recent School Performance Reports, school reports for prior years, the database and additional resources.

2. **Are Spanish versions of the reports and resource documents available?**
   Spanish versions of the detailed and summary reports, as well as most resource documents, can be found on the New Jersey School Performance Reports website. When you search for a school or district on the page, the Run Report page will have the option to run Spanish versions of the Detail and Summary reports at the bottom of the page, as well as links to Spanish versions of the resource documents. Additionally, there is a Google translate option on the top right of the website to translate the website and search page into multiple languages.

3. **Where does the information in the School Performance Reports come from?**
   Districts submit most of the data in the School Performance Reports through NJ SMART. This includes:
   - Enrollment and Demographics
   - Course Participation
   - Career and Technical Education (CTE) data
   - Graduation and dropout rates
   - Discipline data
   - Staff data
   - School and district narratives

   Other data comes directly from testing vendors or outside organizations:
   - Statewide assessment data (New Jersey Student Learning Assessment (NJSLA), Dynamic Learning Maps (DLM), ACCESS for ELLs)
   - PSAT, SAT, and ACT information
   - Advanced Placement (AP) and International Baccalaureate (IB) exam information
   - Postsecondary Enrollment rates

   For details on where all report data come from, see the new Performance Report Data Sources document that provides details on every data element in the reports, where it comes from, and when it is collected. Additionally, the New Jersey School Performance Reports Reference Guide provides information on how data elements are calculated and the source of data in the reports.

4. **What do the symbols (*, **, N, †) in the reports mean ?**
   These symbols help the NJDOE protect student privacy. New Jersey developed guidelines to protect student privacy under the federal Family Educational Rights Privacy Act (FERPA). New Jersey's Data Privacy Rules or the School Performance Reports Reference Guide provide more information about data privacy rules.
   - * indicates that data was available for fewer than 10 students or the data represents a small percentage of students. There may be some additional cases where the data was kept private because the data could be used to potentially identify individual students.

- ****** indicates that data was not available for a minimum of 20 students, the required number for a student group to be included in New Jersey's Every Student Succeeds Act (*ESSA*) accountability system. This will only appear in sections of the report related to *ESSA* accountability.
- **N** indicates that no data was available to report. This happens when there are no students enrolled in a particular student group or if no data was submitted by the district.
- **†** indicates that there is a table specific note below the table.

5. **What is the difference between the "Detail" and "Summary" School Performance Reports?**
The "Summary" School Performance Reports were designed to provide parents, educators and communities a one-page summary of how a school or district is performing and preparing students for college and careers relative to the state. The "Summary" reports are only available starting with the 2016-17 reports.

    The "Detail" School Performance Reports contain more specific and detailed information about schools and districts to present a comprehensive picture of school performance. The "Detail" reports are available for all school years from 2011-12 to present.

6. **Where does the data reported in the Narrative section of the School Performance Reports come from? Why do some Narratives not include certain categories?**
Districts submit narrative information through the NJ SMART Performance Reports Data submission. This section gives schools and districts the opportunity to share highlights, achievements and other important information about programs, activities, and services that are offered in their own words. Schools and districts can choose the categories that they want to include in their reports, so the reports only show the categories where information was provided.

7. **Why is the enrollment in the School Performance Reports different from the enrollment data on the NJDOE website?**
The enrollment data in the School Performance Reports is based on the end-of-year NJ SMART SID Management snapshot which occurs at the end of June. The enrollment data on the NJDOE website is based on the fall NJ SMART SID Management snapshot that occurs in mid-October.

8. **Why are the number of testers in the schoolwide state assessment data in the Academic Achievement section not equal to the sum of testers across the grade-level and end-of-course test data?**
There are several reasons why the schoolwide testers may not equal the sum of testers across the grade-level and end-of-course tables.

    Schoolwide results:
    - Are used for accountability purposes
    - Exclude students that have been enrolled in the school for less than half a year
    - Include students that took the Dynamic Learning Maps (DLM) assessment

    Grade-Level and End-of-Course results:
    - Are used for reporting purposes
    - Include all students that took the assessment
    - Include only students that took the NJSLA

9. **Do the state assessment results include both fall and spring administrations?**
Yes, state assessment results include both fall and spring administrations. However, results from the summer administrations are not included.

10. **Why would the assessment results in the School Performance Reports differ from the assessment results on the NJDOE website?**

The main reason for differences between the grade-level and end-of-course assessment results in the School Performance Reports and the [assessment results on the NJDOE website](#) are that the School Performance Reports results combine fall and spring testers. The results on the NJDOE website report on fall and spring testers separately.

11. **Can NJSLA results be compared to PARCC results?**
The NJSLA measures the same content as the PARCC assessment, but with a shorter testing time. Nearly identical procedures were implemented in administration, scoring, and reporting systems. The NJSLA supports using the same scale scores and performance levels as with the PARCC assessment.

    Therefore, the NJSLA school-level proficiency rates, end-of-grade ELA assessment results, and end-of-grade mathematics assessments in grades 3-8 are comparable to prior year results.

    In addition to the change in assessments, a policy change was made beginning with the 2018-19 school year that no longer required students in grade 11 to take statewide assessments in ELA and mathematics. As a result of this policy change, the 2018-19 NJSLA end-of-course mathematics assessment results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but prior year results for these assessments may include students in grade level. Therefore, trend data for these three assessments may not be comparable.

    A separate report is available on the [NJDOE website](#) that shows the five-year trend data for the high school math assessments with grade 11 results excluded from prior year results in order to provide a comparable comparison across years.

12. **Which students are included in SAT and ACT participation and performance results?**
SAT and ACT participation rates represent the percentage of 12th graders that took the SAT or ACT at least once during high school. If a 12th grader took the test in 10th or 11th grade, they would be included in the participation rate.

    For the performance results, if students took the SAT or ACT multiple times during high school, the most recent score is used. This aligns with College Board and ACT reporting practices.

    Additionally, any SAT test taken prior to the March 2016 administration was scored on the old SAT test's 2400-point scale. All old SAT test scores were converted to reflect the new SAT test's 1600-point scale, using the [concordance tables supplied by the College Board](#). Concordance tables show the relationship between two scores on different assessments that measure similar (but not the same) concepts or constructs. These concordance tables are used to compare scores on the old SAT form to the new SAT form.

13. **How was PSAT participation and performance calculated? What does it mean that the benchmarks vary by grade?**
The PSAT participation and performance results only include students taking the PSAT 10 and PSAT National Merit Scholarship Qualifying Test (NMSQT) tests during the 2018-19 school year. The PSAT 8/9 is not included because it is a different test.

    PSAT participation is calculated by taking the number of students taking the PSAT 10 and PSAT NMSQT tests during the school year and dividing by the total end-of-year enrollment for grades 10 and 11. Students typically take the PSAT 10 in grade 10 and the PSAT NMSQT in grades 10 or 11.

    College Board has defined separate benchmarks for grades 10 and 11 so there is not a single benchmark for this test like there is for the SAT or ACT. The benchmark each student is expected to meet is based on their reported expected graduation date.

14. **How was chronic absenteeism information calculated?**

Districts report data on attendance through NJ SMART SID Management. Districts report the number of days each student is present during the year ("Cumulative Days Present") and the total number of days each student is enrolled during the school year ("Cumulative Days in Membership"). A student is considered chronically absent if he or she is not present for 10% or more of the days in which he or she is enrolled at a school during the school year.

Each student's absentee rate is calculated as the total "Cumulative Days in Membership" minus "Cumulative Days Present" divided by "Cumulative Days in Membership." If a student's absentee rate is equal to or greater than 10%, the student is chronically absent.

$$\frac{\text{Cumulative Days in Membership} - \text{Cumulative Days Present}}{\text{Cumulative Days in Membership}} = \frac{180 - 161}{180} = 10.\overline{5}\% \text{ (Chronically Absent)}$$

For example, if a student was present 161 days out of a 180-day school year, during which time they were enrolled for all 180 days, they would be considered chronically absent with an absenteeism rate of 10.5%.

The school or district chronic absenteeism rate is calculated by taking the number of chronically absent students in grades K to 12 and dividing by the total number of students in grades K to 12 enrolled at the school or district. Refer to the [Guidance for Reporting Student Absences and Calculating Chronic Absenteeism](#) for more information.

For the three tables in the Chronic Absenteeism section, students are included in the calculations only if they meet the following criteria:
      a.   They were enrolled in the school at the end of the school year;
      b.   They were enrolled at the school for 45 or more days; and
      c.   They were in grades K to 12.

Chronic absenteeism is calculated based on a student's accountable school, not attending school. In about 95% of all cases, the attending and accountable school are the same but there are rare instances where the accountable school may not be the attending school. For example, a student attending an approved private school for students with disabilities (APSSD) will have his or her attendance reported by the public school he or she would otherwise attend. If a student cannot be assigned to an accountable school for any reason, the student will be assigned to a district and included in a district report but not in an individual school report.

15. **Which staff members are included in the teacher and administrator counts?**
Districts submit staff data through the NJ SMART SMID Management and Staff Submissions. Staff data submitted as of the fall snapshot is used in the School Performance Reports.

Job codes are used to identify different staff member types:
- **Teachers:** 1000-2999, 4000, 4001
- **Administrators:** 0100-0600
- **Librarian/Media Specialists:** 0003, 3105
- **Nurses:** 0007, 0008, 3114, 3115
- **Counselors:** 0001, 0002, 3100, 3101
- **Child Study Team Members:** 0009, 0010, 0011, 3116, 3117, 3118

16. **How is Faculty Attendance calculated?**
"Faculty" refers to teachers and other certificated, educational support services staff (any non-administrators who are certified). Districts submit faculty attendance data through the NJ SMART Performance Reports submission. Districts report the total number of days that faculty were present during the school year and the total number of days that faculty were contractually agreed to be

employed during the school year. The NJDOE calculates the Faculty Attendance percentage by dividing the total number of days that faculty were present by the total number of days that faculty were contracted.

Approved professional days, personal days, staff training days, bereavement days, jury duty and absences are treated as days present, and faculty members on long-term leave or disability are excluded from this calculation.

17. **How were the indicators in the *ESSA* accountability system determined and how were the indicator scores and summative scores and ratings calculated?**
Throughout the 2016-17 school year, stakeholders from across the state collaborated with the NJDOE to develop, within the legal confines of *ESSA*, the *ESSA* accountability system that is reported in the School Performance Reports. See New Jersey's approved ESSA state plan for more information.

More information about how indicator scores and summative scores and ratings were calculated can be found in NJDOE's *ESSA* accountability resources.

18. **Who should I contact if I have questions or would like to provide feedback or suggested improvements to the report?**
NJDOE welcomes public feedback. Please fill out our feedback survey. You can also email reportcard@doe.nj.gov with feedback or any questions.

19. **Where can I find additional information?**
Click the links below to learn more about each of the topics listed:
- ACCESS for ELLS 2.0 English Language Proficiency test
- ACT test
- Advanced Placement (AP) courses and tests
- Attendance/Absenteeism data
- Career and Technical Education (CTE)
- Dynamic Learning Maps (DLM) alternate assessment
- Dropout rates
- Graduation Assessment Requirements
- Graduation rates
- International Baccalaureate (IB) courses and tests
- NJDOE Finance District Report Search
- National Student Clearinghouse (postsecondary enrollment)
- New Jersey Digital Learning and Assessment
- New Jersey's *ESSA* state plan
- New Jersey State Seal of Biliteracy
- New Jersey Student Learning Assessment (NJSLA)
- New Jersey Student Learning Standards
- New Jersey User-Friendly Budgets
- PSAT/SAT data
- Staff Certification and Induction
- Student Growth Percentiles (SGP)
- Suspensions and expulsions
- Violence, Vandalism and Substance Abuse reports
- Visual and Performing Arts