2018-19 New Jersey School Performance Reports: Reference Guide

* **Acceda a esta Guía de Referencia en Español**

Introduction

The School Performance Reports reflect the New Jersey Department of Education (NJDOE)'s extensive efforts to engage with parents, students, and school communities and share the information that is most valuable in providing a picture of overall school performance.

Use these reports to:
- **Learn more** about a school by exploring all sections of the reports
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

The New Jersey School Performance Reports are available in two versions:
- **Detail Performance Reports:** These reports are available for all schools, districts, and the state and provide detailed information about schools across many areas:
  - Student and Staff Demographics
  - Statewide Assessment Results and Student Growth
  - College and Career Readiness, Graduation, and Postsecondary
  - Climate and Environment
  - Per-Pupil Expenditures
  - *ESSA* Accountability Results
  - School and District Narratives
- **One-page summary reports:** The summary reports are available for schools and districts and provide parents, educators, and communities highlights from the district, along with a high-level summary of how well a school or district is performing by addressing the following questions:
  - How did students perform on assessments?
  - Are students at risk based on chronic absenteeism rates?
  - How does student growth in a school compare to other schools in the district?
  - Are students graduating?
  - Are students college and career ready?

All reports and resource documents, including this guide, are available in Spanish.

Questions to Consider While Reviewing the Reports

The NJDOE recognizes that stakeholders in a school and district community are best positioned to identify the unique needs of students. To most effectively prioritize the needs of each community's unique student populations, education stakeholders should be engaged in all steps of the annual planning process for analyzing the data in the reports, assessing needs and identifying root causes, and writing and implementing local plans of support and improvement. The NJDOE has developed a guide for district and school leaders to engage local education stakeholders to address the needs of students in an ongoing and meaningful way.

The NJDOE encourages families, educators and broader community members to use the performance reports to help start conversations by asking questions such as, "How is our school doing relative to other schools?" or "Are all of our students making progress from last year?"

Here are some additional questions that stakeholders may want to consider as they review the School Performance Reports:

District and School Leaders
1. How has the student population changed over the last three years and have programs, policies, and instruction changed along with demographic shifts?
2. Are teachers in my school and district effective at improving student learning?
3. Does performance vary by grade or student group?
4. Are students chronically absent?
5. Are students safe in my schools and on their way to school?
6. How do per-pupil expenditures in my school compare to other schools in the district? What may be causing the differences?

Teachers and Educators
1. How are students performing on state assessments relative to the rest of the district or state?
2. Is each student mastering content standards at the rate necessary to prepare that student for success?
3. In what ways am I challenging students who are clearly being successful in my school?
4. In what ways can I support my colleagues in their students' learning?
5. Is each student group making adequate progress from last year?
6. Does student growth differ depending on what level a student performed at last year on the statewide assessments? Do students who performed at Level 1 last year have different growth from students who performed at Level 4 last year?

Parents and Community Members
1. What is the graduation rate for the high school my child will attend?
2. Do students in this school go on to college after high school?
3. Does my child's school offer academic coursework such as special education, visual and performing arts, Advanced Placement (AP), International Baccalaureate (IB), dual enrollment, or career and technical education (CTE) and differentiated learning opportunities to meet his or her individual needs?
4. Do all student groups have equitable access to challenging and supportive educational experiences?
5. How did the students in this school perform on the state English Language Arts (ELA) or mathematics assessment relative to the rest of the district?
6. What percentage of students took the Scholastic Assessment Test (SAT), American College Test (ACT), or Preliminary Scholastic Assessment Test (PSAT) in my school last year?
7. How does median student growth in this school compare to the district and to the state?
8. How do per-pupil expenditures in my school compare to other schools in the district?

Key Terms
Below are some defined common terms that appear throughout the School Performance Reports Reference Guide and the School Performance Reports themselves.

- **Accountable School:** In about 95% of all cases, the school a student attends and the student's accountable school are the same. However, 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 will have his or her attendance reported by the public school they 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.

- **Accountability Indicator:** Values that are used to measure student performance for the purpose of identifying what schools require the greatest levels of support. New Jersey uses academic proficiency, graduation rates, academic growth, progress toward English language proficiency, and chronic absenteeism as indicators for its *Every Student Succeeds Act (ESSA)* accountability system.

- **Enrollment:** The number of students that attend a school as reported by the school district at the end of the school year.

- **New Jersey Student Learning Assessment (NJSLA):** New Jersey transitioned to the NJSLA as the statewide assessment in English Language Arts (ELA) and mathematics beginning with the Spring 2019 administration. The NJSLA measures progress toward mastery of the skills and content defined in the rigorous New Jersey Student Learning Standards and provides educators with meaningful information about students' progress toward meeting the standards. Visit the NJDOE Assessment page for more information about the NJSLA.

- **NJ SMART:** A secure data transfer and reporting site that districts use to submit data and information to the NJDOE.

- **Partnership for Assessment of Readiness for College and Careers (PARCC) assessments:** The statewide assessment in New Jersey from 2014-15 until fall 2018. New Jersey transitioned to the New Jersey Student Learning Assessment (NJSLA) in English Language Arts and mathematics beginning with the Spring 2019 statewide assessment administration.

- ***Every Student Succeeds Act (ESSA):*** A federal law that was passed in December 2015 and replaced the No Child Left Behind Act (NCLB) of 2002. The purpose of this law is to ensure that all students have equitable access to high-quality educational resources and opportunities, and to close educational achievement gaps.

About the Data

Most of the data reported in the School Performance Reports is based on data submitted by school districts through NJ SMART data collections. For assessments and exams scored through outside vendors, such as statewide assessments or SAT exams, student performance data is provided by the outside vendor. For more details about the source of data in the reports, see our Performance Reports Data Sources document.

Information in the School Performance Reports is reported at the student group, school, and district-level, but is based on student-level data. NJDOE has applied data privacy rules throughout the reports to protect student privacy under the federal Family Educational Rights Privacy Act (FERPA). Symbols you see throughout the reports are:
- * indicates that data was available for too few students to report the given information, 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 the minimum 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.

For more general information about data privacy rules used in the School Performance Reports, see New Jersey's Data Privacy Rules document. For specific information about how data privacy rules were applied to each data table, see the Data Privacy notes at the end of each section of this guide.

In general, student information is reported based on the school a student attends. For data related to New Jersey's *ESSA* accountability system, such as state assessment results, student growth, chronic absenteeism, and graduation rates, data is reported based on a student's accountable school. In most cases, a student's accountable school will be the same as the school they attend. However, in some cases, another school may be accountable for a student's performance. For example, a student attending an approved private school for students with disabilities will have his or her attendance reported by the public school they would otherwise attend.

Students who share their time between two different schools, such as a county vocational high school and their resident high school, may be reported differently depending on the data element. For many data elements, these students will be reported at both schools they attend, but for some data elements (such as course enrollment), these students will only be reported based on the school that reports the specific data.

Navigation Guide
Searching for Reports
On the New Jersey School Performance Reports home page, you will find options to search for school, district, and state-level School Performance Reports.

You can search for reports by:
- School Year

- Report Type (school-, district- or state-level)
- School/District/County dropdowns
- School or District Name
- ZIP Code

After you run a search, you will have the option to download the "Detail Report" or a "Summary Report." Translated Spanish versions of both reports and resources will also be available on the Run Report page. The availability of reports will depend on your search filters, including school year, school type, and school, district, or state report type.

The menu at the left will contain links to:
- Resource Documents
  - Reference Guide (this document)
  - Summary Report Guide
  - Frequently Asked Questions
  - Additional Resources
  - Data Privacy Rules (FERPA)
- Feedback Survey
  - Share feedback on what you like and do not like about the reports, suggest improvements, and request additional information in future reports
- Download the Data
  - See next section for more information about our School Performance Reports database

Download the Data
Use the Download the Data link at the bottom of the menu to access a database containing all the information included in the School Performance Reports.

On the Download the Data page, you will be able to download the School Performance Reports databases. Data from school-level reports and data from district- and state-level reports are available in separate files. All files are available in Excel, Excel-zipped, and Access formats. At the bottom of the page are links to databases from prior years.

All the information included in the reports are organized within worksheets in the databases. The database file layouts explain the data included in each tab of the database.

Navigating the School Performance Reports

Once you are viewing a School Performance Report (the "Detail Report"), there is a toolbar and navigational bar located along the top of each page that you can use to move throughout the report. There is also a table of contents on the left side of the screen that you can use to navigate directly to any table.
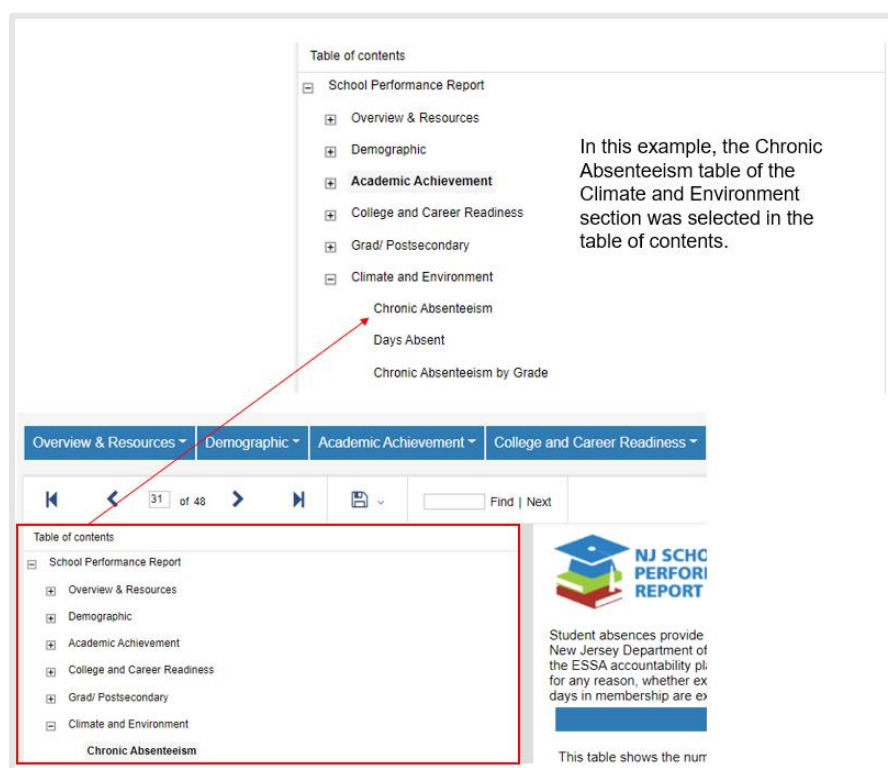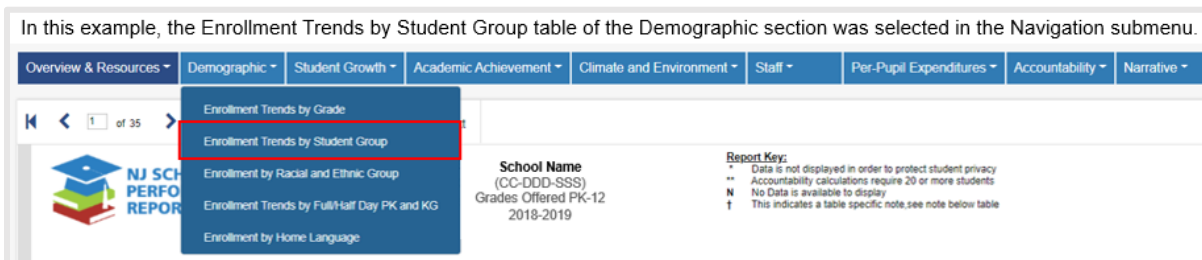
If you want to download the full School Performance Report to a PDF to save or print, click the file icon at the top of the page and select the PDF option.
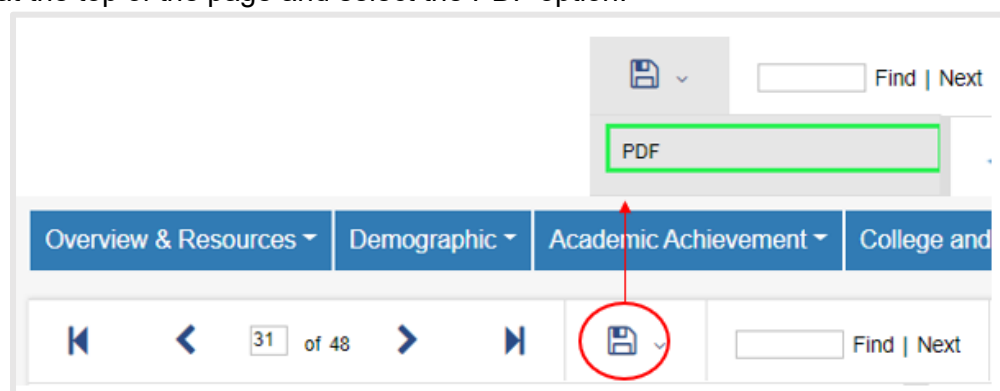
There is a keyword search function at the top of the page that will let you search for specific text within the report. Type in the text you are looking for and click "Find" and you will be redirected to the next occurrence of that word in the report.
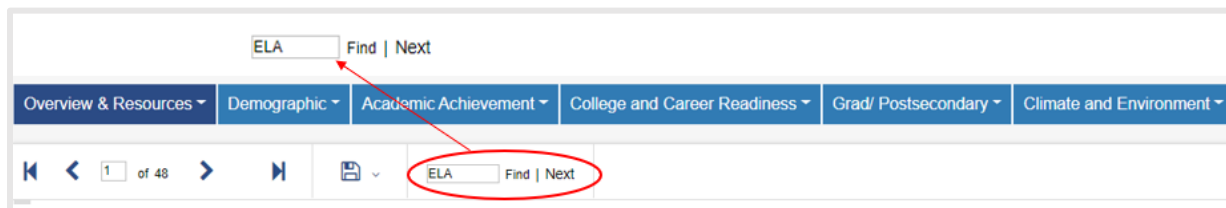
You can use the navigational menu bar at the top of the page to move to a specific section of the report. See the next section (Report Elements) for more information about the sections that will appear in each report.
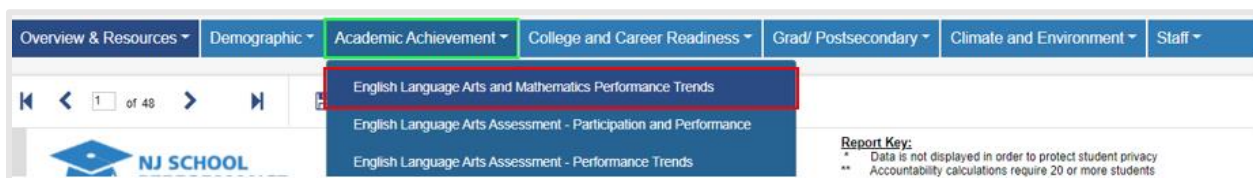
Within each section of the report, there may be multiple pages. Once you are in a section, you can use the page filters at the top of the page to move between pages.
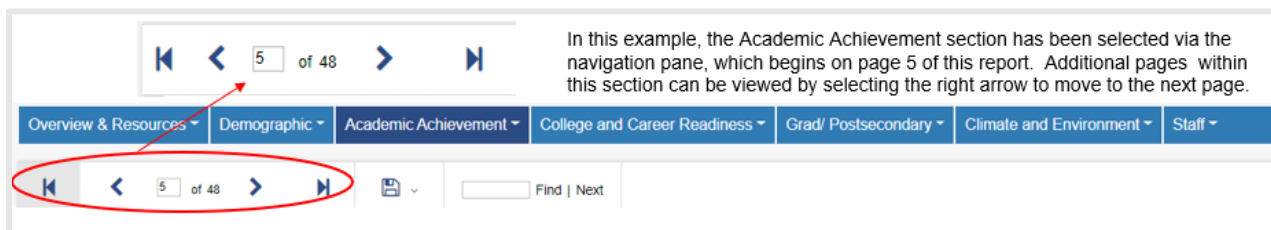
Report Sections

The New Jersey School Performance Reports contain eleven possible sections, which you will see in the navigational menu across the top of the reports.
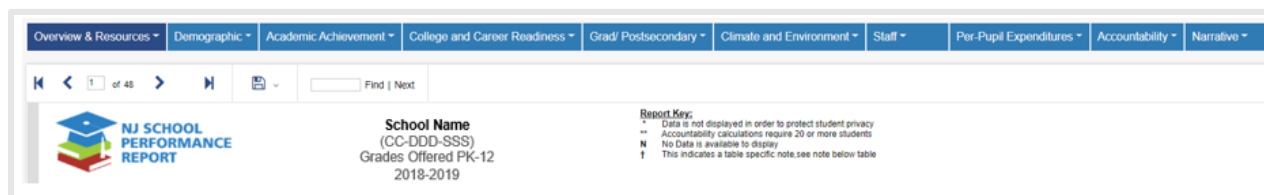
The sections included in each report are based on the grades served by the school or district and the type of report selected (school, district, or state). Schools and districts are grouped into **four major report types:**

- **PK-2:** Schools and districts that only serve students in grades Pre-K through 2
- **PK-8:** Schools and districts that serve students in grades Pre-K through 8
- **9-12:** Schools and districts that serve students in grades 9 through 12
- **Not Tested:** Special service, alternate, shared-time county vocational and other non-testing schools and districts

Schools with grade spans that don't directly apply to the above categories, such as schools serving grades 6 through 12, may fall into multiple categories.

Some sections of the report will appear for all schools and districts, but others will only appear for certain schools and districts. The ten sections, and the report types that have these sections, are:

- **Overview:** All reports
- **Demographics:** All reports
- **Student Growth: PK-8** only
- **Academic Achievement: PK-2**, **PK-8**, and **9-12** only
- **College and Career Readiness: PK-8**, **9-12**, and some schools/districts in the **Not Tested** category
- **Grad/Postsecondary: 9-12** only
- **Climate and Environment:** All reports
- **Staff:** All reports
- **Per**-**Pupil Expenditures**: All reports
- **Accountability: PK-8** and **9-12** only
- **Narrative:** All reports

The state-level School Performance Report will include all sections except for the Narrative.

The rest of this guide will cover each table in the School Performance Reports. The Data Notes table at the end of each section of this guide will include more details about whether the reports for each school and district type will include each table or section.

Overview

The Overview page of the report gives a brief overview of the reports and how to use them, explains how to navigate through the reports, and provides links to other resources that may be helpful as you review the reports.

The bottom of the overview page includes additional NJDOE notes such as any known issues with reported data.

Figure 1 - Overview

Contact Information
The contact information table provides ways to contact each school or district. It includes principal or superintendent name, address, phone number, and email address. It also includes website, Facebook, and Twitter pages if available. This information is provided by districts through the NJDOE's school directory system and the NJ SMART Performance Reports Submission.

Figure 2 - Contact Information

Unique to District-Level Reports: "Schools in this District" Table
Available only in the district-level performance reports, the "Schools in this District" page provides the ability to access the school-level report for each school within the district.

Figure 3 - Schools in this District

Student Demographics

The Demographic section of the New Jersey School Performance Reports provides information about student enrollment and demographics. The tables in this section show the student enrollment by different student characteristics such as grade level, student group, and racial and ethnic group.

All enrollment and demographic data in this section is based on end-of-year enrollment data and only includes students who attend the school. For example, students with disabilities who live in the district but attend a school in another district are not included in the student group percentages.

Figure 4 - Demographics

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Grade is based on the grade level reported by the district. If students were reported in grades

not served by the school, the total enrollment may not equal the sum of the enrollment by grade because the total enrollment includes all students enrolled.

Figure 5 - Enrollment Trends by Grade

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	2016-17	2017-18	2018-19
PK	0	0	0
KG	5	3	1
1	60	60	119
2	87	75	79
3	92	84	83
4	82	86	79
5	81	78	165
6	163	136	144
7	150	161	144
8	128	139	149
9	92	109	114
10	111	95	101
11	61	102	79
12	37	52	86
Total	1,149	1,180	1,343

Enrollment Trends by Student Group

This table shows the percentage of students by student group who were enrolled for the past three years. Each percentage is calculated by taking the total number of students identified in each student group and dividing by the total enrollment. Students may be counted in more than one student group.

Figure 6 - Enrollment Trends by Student Group

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	55.8%	53.9%	53.3%
Male	44.2%	46.1%	46.7%
Economically Disadvantaged Students	87.2%	84.9%	85.6%
Students with Disabilities	15.1%	14.7%	17.5%
English Learners	1.7%	2.5%	1.3%
Homeless Students	0.0%	0.2%	0.3%
Students in Foster Care	0.5%	0.4%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

- **Economically Disadvantaged Students** are students who are eligible for free or reduced lunch.

- **Students with Disabilities** are students who are classified for special education.

- **English Language Learners (ELL)** are students identified by the district as needing English language proficiency services and/or a program that includes students served in a language assistance program.

- **Homeless Students** are students who lack a fixed, regular, and adequate nighttime residence.

- **Students in Foster Care** are students who were identified as receiving foster care based on data provided by the Department of Children and Families (DCF).

- **Military-Connected Students** are students who have a parent or guardian who is on active duty, in the National Guard, or in the Reserve components of the United States military services.

- **Migrant Student** are students who are 21 years of age or younger, who are or whose parent/guardian are a migratory fisher, dairy worker, or agricultural worker, and who have moved from one school district to another in the preceding 36 months for the workers to obtain temporary or seasonal employment.

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three years. The percentage is calculated by taking the number of students in each racial and ethnic group and dividing by the total enrollment. Students are counted in only one racial and ethnic group.

Figure 7 - Enrollment by Racial and Ethnic Group

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	2016-17	2017-18	2018-19
White	0.3%	0.4%	0.4%
Hispanic	11.4%	11.4%	10.1%
Black or African American	87.4%	87.6%	88.7%
Asian	0.2%	0.4%	0.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.3%	0.0%	0.1%
Two or More Races	0.4%	0.2%	0.4%

Enrollment by Home Language

This table shows the percentage of students enrolled by the primary language spoken in their homes, or "home language," including English. The table shows the top five languages and only shows languages spoken by at least 1% of students in the school. Students with home languages other than those listed are counted in the Other Languages category.

The percentage is calculated by taking the number of students based on their home language and dividing by the total enrollment.

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.

Home Language	% of Students
English	98.4%
Spanish	1.2%
Other Languages	0.4%

Enrollment Trends by Full- and Shared-Time Status

This table shows the number of students who are full-time, shared-time, and the full-time equivalent count for the last three school years.

- **Full-time students** are students who attend the school for more than one half of the school day.
- **Shared-time students** attend the school for one half of the school day or less.

An example would be students that split time between a county vocational school and their home school. Full-time equivalency is calculated by adding the number of full-time students plus the number of shared-time students multiplied by 0.50.

Figure 9 - Enrollment Trends by Full- and Shared-Time Status

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	2016-17	2017-18	2018-19
Full Time Students	1,149	1,180	1,343
Shared Time Students	0	0	0
Full Time Equivalent	1,149	1,180	1,343

Pre-K and K Full and Half Day

This table shows the number of students who were enrolled in full day or half day Pre-Kindergarten (PK) or Kindergarten (K) over the past three years. This count is based on the primary program of instruction reported by school districts.

Figure 10 – Pre-K and K Full Day and Half Day

Enrollment Trends by Full/ Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	5	3	1

Demographics Data Notes

Category	Demographics Data Notes
Source of information	• Demographic information is based on end-of-year enrollment data (collected at the end of June) submitted by school districts through NJ SMART. ○ **Note:** this information may differ from the enrollment data posted on the NJDOE Enrollment data page, which is based on fall enrollment data (collected in mid-October).
Which reports include this information	• The **Enrollment Trends by Full and Shared-Time Status** table will only appear in reports for schools that serve high school grades. • The **PK and K – Full Day and Half Day** table will only appear in reports for schools that serve grades Pre-K or Kindergarten. • Other tables will appear for all schools and districts.
Performance Reports Database	• Worksheets include: (1) EnrollmentTrendsByGrade, (2) EnrollmentTrendsByStudentGroup, (3) EnrollmentByRacialEthnicGroup, (4) EnrollmentByHomeLanguage, (5) EnrollmentTrendsFullSharedTime, & (6) PreKAndK-FullDayHalfDay

Student Growth

The Student Growth section of the New Jersey School Performance Reports appears only in reports for elementary and middle schools and reports on **median student growth percentiles (mSGPs)** for schools, districts, and student groups.

Each student gets a **student growth percentile (SGP)** from 1 to 99 for ELA (grades 4 through 8) and mathematics (grades 4 through 7) that explains their progress compared to other students who had similar state assessment scores in the past. Mathematic SGPs for grade 8 are not calculated because many 8th graders take the Algebra I End-of-Course assessment instead of the 8th Grade Mathematics assessment.

A student's SGP falls between 1 and 99 and can be grouped into three levels:
- Under 35: Low Growth

- Between 35 and 65: Typical Growth
- Over 65: High Growth

If the SGPs for all students in the student group, school, or district are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of the list.

A short video explaining how student growth percentiles and median student growth percentiles are calculated is available on the NJDOE Student Performance page.

Student Growth Trends and Progress

The "Student Growth Trends and Progress" section shows two graphs that illustrate three-year trends in median student growth percentiles (mSGPs) for English Language Arts (ELA) and mathematics.

The table below the graphs compares the ELA and mathematics mSGPs for the last three years, whether the state standard was met and the statewide mSGP for comparison.

Figure 11 – Student Growth Trends and Progress
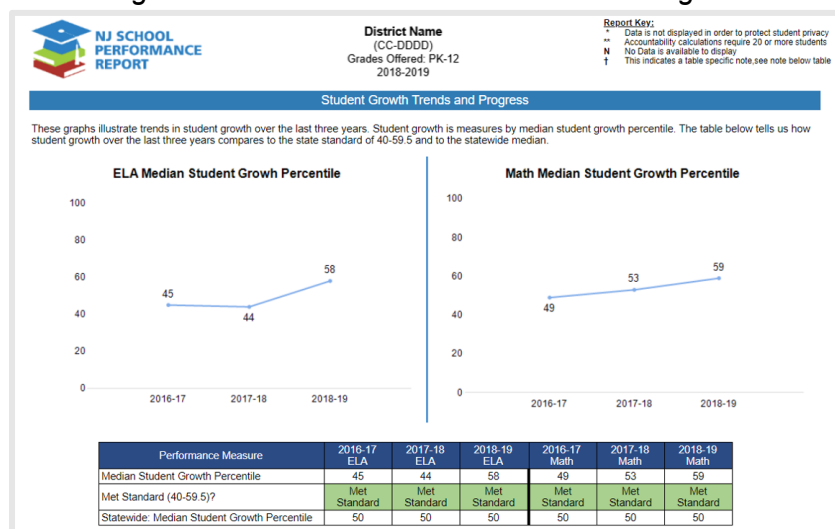
Student Growth Table

The "Student Growth" table shows the mSGP for ELA and mathematics both overall and for each student group. It also provides comparisons to the district mSGP and the state mSGP. The table also shows whether each student group met the standard for mSGP under *ESSA* accountability.

Figure 12 - Student Growth

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	58	50	Met Standard	59	50	Met Standard
White	*	50	**	*	52	**
Hispanic	54.5	49	Met Standard	44	47	Met Standard
Black or African American	58	45	Met Standard	59	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	N	59	**	N	60	**
American Indian or Alaska Native	N	56	**	N	51.5	**
Two or More Races	*	49	**	*	52	**
Female	59.5	53	N	64	50	N
Male	54	47	N	54	51	N
Economically Disadvantaged	57	48	Met Standard	58	46	Met Standard
Students with Disabilities	46	43	Met Standard	38	45	Not Met
English Learners	51	52	**	*	50	**
Homeless Students	*	43	N	*	44	N
Students in Foster Care	*	42	N	N	44	N
Military-Connected Students	N	49	N	N	51	N
Migrant Students	N	47	N	N	51	N

A school or student group meets the standard for student growth with an mSGP of 40 to 59.5 and exceeds the standard with an mSGP of 60 or higher.

Student Growth by Performance Level

The "Student Growth by Performance Level" chart (Figure 13) shows student growth by 2017-18 PARCC performance level. This information could help identify whether students are showing different levels of growth depending on their performance level the prior year.

Figure 13 - Student Growth by Performance Level

Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

ELA

2017-18 PARCC Level	High Growth	Typical Growth	Low Growth
Level 1	45%	20%	34%
Level 2	49%	25%	26%
Level 3	38%	28%	33%
Level 4	42%	30%	28%
Level 5	42%	26%	32%

Math

2017-18 PARCC Level	High Growth	Typical Growth	Low Growth
Level 1	45%	27%	27%
Level 2	39%	31%	30%
Level 3	50%	21%	29%
Level 4	45%	25%	30%
Level 5	27%	27%	45%

For the "Student Growth by Performance Level" chart (Figure 13), students are classified into student growth levels as defined above and into PARCC performance levels based on their 2017-18 PARCC assessment scores. The PARCC performance levels are:

- Level 1: Did Not Yet Meet Expectations
- Level 2: Partially Met Expectations
- Level 3: Approached Expectations
- Level 4: Met Expectations
- Level 5: Exceeded Expectations

Each bar on this chart (Figure 13) represents students from a particular PARCC performance level. The data axis on the left side of the chart (% of Students in the PARCC level) measures the percentage of students in the overall school that fall into that particular PARCC level. The different colors and data labels on each bar measure the percentage of students in that particular PARCC level that fall into each of the three growth levels of low, typical, and high.

It is important to note that growth levels do not correspond directly to PARCC performance. For example, it is possible for a student with a high growth score to still score below expectations on PARCC because performance against standards in one year is different than the growth made by the student since the last year. SGP is a calculation of a student's growth compared to their academic peer group. A student that has made rapid gains over his or her peer group could have high growth but still have not yet met expectations.

Student Growth by Grade

The "Student Growth by Grade" chart (Figure 14) shows the median student growth percentile (mSGP) for students in each grade level in the school for both English Language Arts (ELA) and mathematics.

Figure 14 - Student Growth by Grade
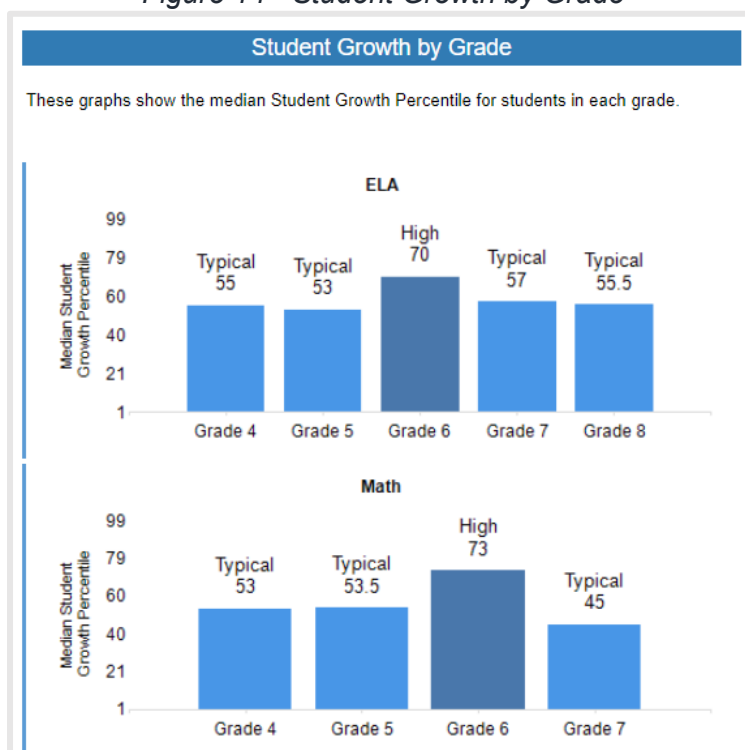
Student growth percentiles are calculated for ELA for students in grades 4 through 8 and they are calculated for mathematics for students in grades 4 through 7. The "Student Growth by Grade" chart (Figure 14 is useful to see whether student growth varies by grade level.

Student Growth Data Notes

Category	Student Growth Data Notes
Source of information	• Student Growth Percentiles are based on NJSLA performance results from the reported school year • Performance levels in the "Student Growth by Performance Level" table are based on 2017-18 PARCC performance levels.
Changes for the 2018-19 reports	• New Student Growth Trends and Progress section
Which reports include this information	• Student Growth data is only included in reports for schools and districts that serve grades 4 through 8.
Data privacy	• If the number of valid scores is fewer than 10 for a school, student group, or grade level, the mSGP data will not be displayed for that group. • If the number of students scoring in any performance level is fewer than 10, growth data for that performance level will not be displayed.
Performance Reports Database	• Worksheets include: (1) StudentGrowthTrends, (2) StudentGrowth, (3) StudentGrowthbyGrade, (4) StudentGrowthbyPerformLevel

Academic Achievement

The Academic Achievement section of the New Jersey School Performance Reports provides information about student performance on statewide assessments. This includes the New Jersey Student Learning Assessments (NJSLA) in English Language Arts (ELA), Mathematics, and Science, as well as the Dynamic Learning Maps (DLM) alternate assessment and the ACCESS for ELLs 2.0 assessment, which measures English language proficiency.

New Jersey transitioned to the NJSLA as the statewide assessment in English Language Arts (ELA) and mathematics beginning with the Spring 2019 administration. The prior assessment, the PARCC assessment, was administered from 2014-15 until fall 2018. The NJSLA measures progress toward mastery of the skills and content defined in the rigorous New Jersey Student Learning Standards and provide educators with meaningful information about students' progress toward meeting the standards.. Visit the NJDOE Assessment webpage for more information about the NJSLA.

NJSLA exams are scored using a scale score. A **scale score** is a numerical value that summarizes student performance, and ranges from 650 to 850. These scale scores are then stratified into performance levels. For more information about the NJSLA assessment, the NJDOE webpage has Resources for Parents and Resources for Districts.

The Academic Achievement section of the performance reports includes statewide assessment results reported several ways. Results are provided at the school-, district-, or state-level, both overall and by student group.

English Language Arts and Mathematics Performance Trends

This section shows two graphs that illustrate trends in the Proficiency Rate for Federal Accountability for English Language Arts (ELA) and mathematics for the last three years. See the next section of this document for details on how the Proficiency Rate for Federal Accountability is calculated.

The table below the graphs shows the participation rates, Proficiency Rate for Federal Accountability, the annual target, and whether the annual target was met for the last three years. Statewide proficiency rates are included for comparison.

Figure 15 – English Language Arts and Mathematics Performance Trends

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 statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results 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.

ELA Proficiency Rate for Federal Accountability

2016-17: 37.9
2017-18: 41.9
2018-19: 47.5

Math Proficiency Rate for Federal Accountability

2016-17: 33.1
2017-18: 34
2018-19: 36.6

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.7	98.5	97.9	98	98.4	97.9
Proficiency Rate for Federal Accountability	37.9	41.9	47.5	33.1	34	36.6
Annual Target	43.9	45.8	47.7	46.9	48.7	50.4
Met Annual Target?	Not Met	Not Met	Met Target†	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9	56.7	57.9	43.5	45	44.5

English Language Arts and Mathematics Assessment – Participation and Performance

These tables show performance on statewide assessments for English Language Arts and mathematics and include students taking the NJSLA in Spring 2019, the PARCC assessment in Fall 2018, and the DLM assessment. These results include students in grades 3 through 10 and exclude students that were enrolled for less than half a school year (students that entered the district on December 1 or later).

Figure 16 - English Language Arts Assessment - Participation and Performance

English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Districtwide	949	97.9	47.5	57.9	47.5	47.7	Met Target†
White	*	*	*	66.9	*	**	**
Hispanic	91	97.8	49.5	43.9	49.5	49.6	Met Target†
Black or African American	844	97.9	46.9	38.5	46.9	47.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	82.9	*	**	**
American Indian or Alaska Native	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	64.4	*	**	**
Female	505	97.1	52.7	64.8	52.7		
Male	444	98.9	41.7	51.3	41.7		
Economically Disadvantaged Students	809	97.8	46.2	40.0	46.2	54.9	Not Met
Non-Economically Disadvantaged Students	140	98.6	55.0	67.9	55.0		
Students with Disabilities	145	93.6	10.3	22.7	10.2	20	Not Met
Students without Disabilities	804	98.8	54.2	65.1	54.2		
English Learners	25	100.0	40.0	29.3	40.0	33.2	Met Target
Non-English Learners	924	97.9	47.7	60.6	47.7		
Homeless Students	*	*	*	29.1	*		
Students In Foster Care	*	*	*	27.6	*		
Military-Connected Students	N	N	N	57.8	N		
Migrant Students	N	N	N	30.4	N		

Figure 17 - Mathematics Assessment - Participation and Performance

Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Districtwide	928	97.9	36.6	44.5	36.6	50.4	Not Met
White	*	*	*	54.1	*	**	**
Hispanic	87	97.8	32.2	28.8	32.2	47.7	Not Met
Black or African American	828	97.9	37.1	23.0	37.1	50.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	76.5	*	**	**
American Indian or Alaska Native	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	53.3	*	**	**
Female	493	97.0	37.9	44.9	37.9		
Male	435	98.9	35.2	44.2	35.2		
Economically Disadvantaged Students	791	97.8	35.7	26.3	35.7	58.9	Not Met
Non-Economically Disadvantaged Students	137	98.6	42.3	54.9	42.3		
Students with Disabilities	124	92.6	*	17.4	*	26.2	Not Met
Students without Disabilities	804	98.8	*	50.0	*		
English Learners	23	100.0	34.8	25.0	34.8	18.6	Met Target
Non-English Learners	905	97.8	36.7	46.5	36.7		
Homeless Students	*	*	*	17.1	*		
Students In Foster Care	*	*	*	17.1	*		
Military-Connected Students	N	N	N	46.4	N		
Migrant Students	N	N	N	23.3	N		

The middle section of this table (Figure 17) shows the percentage of testers who have met or exceeded expectations. This is calculated by dividing the number of students scoring at either Level 4 or 5 on the NJSLA or Level 3 or 4 on the DLM assessment by the total number of testers within the school, district, and state. The **DLM assessment** is an alternate assessment for students with the most significant intellectual disabilities in English Language Arts (ELA) and mathematics.

The last three columns show the Proficiency Rate for Federal Accountability, the annual target, and whether the annual target was met, as required by the *Every Student Succeeds Act (ESSA)*.

The **Proficiency Rate for Federal Accountability** is the percentage of students who scored at either Level 4 or 5 on the NJSLA or Level 3 or 4 on the DLM. The denominator for this calculation is the number of testers if the percentage of students participating in the test was 95% or higher. If the percentage of students participating in the test was less than 95%, the denominator is 95% of the students enrolled in testing grades. Students who have not attended the same school for at least half a year are excluded from calculations.

The **Annual Target** is the percentage of students that are expected to score at either Level 4 or 5 on the NJSLA or Level 3 or 4 on the DLM to ensure the school or student group is on track to meet the long-term academic achievement goal of 80% of students meeting or exceeding assessment expectations by 2030. Student groups with the annual target section grayed out or student groups with fewer than 20 students do not have annual targets displayed.

2015-16 assessment results were used as a baseline to determine Annual Targets. If data was not available in 2015-16, the most recent year where data was available will be used as a baseline for annual targets. Therefore, schools or student groups that did not have data available prior to 2018-19 may not see a target until 2019-20.

The **Met Annual Target** field indicates whether the school or student group met the annual target. A school or student group has met the target if the Proficiency Rate for Federal Accountability is equal to or greater than the target. A school or student group has met the goal

if the Proficiency Rate for Federal Accountability is equal to or greater than the long-term academic achievement goal of 80%.

A school or student group may also be flagged as having met the target within a confidence interval. When determining whether a school or student group has met the annual target, a confidence interval of 90% is applied to the actual proficiency results for the school and each student group. The confidence interval is calculated as:

$$90\% \text{ Confidence Interval} = \text{Proficiency Rate} \pm 1.65 \times \sqrt{\frac{\text{Proficiency Rate} \times (1 - \text{Proficiency Rate})}{\text{Number of Valid Scores}}}$$

English Language Arts and Mathematics Assessment - Performance Trends
These graphs show performance trends for each grade level or end-of-course NJSLA/PARCC assessment. The graphs display the percentage of students who met or exceeded expectations on the statewide ELA or mathematics assessments for each of the last three years.

The 2018-19 results are from the NJSLA and the 2016-17 and 2017-18 data are from the PARCC assessment. 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, and the same scale scores and performance levels were used for both assessments. Therefore, end-of-grade ELA assessment results and end-of-grade mathematics assessment results from grades 3 through 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.

Figure 18 – English Language Arts Assessment Performance Trends
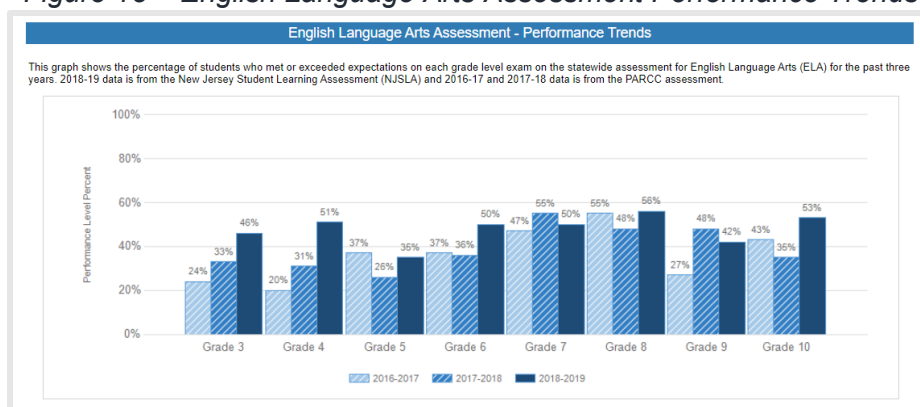
Figure 19 - Mathematics Assessment Performance Trends
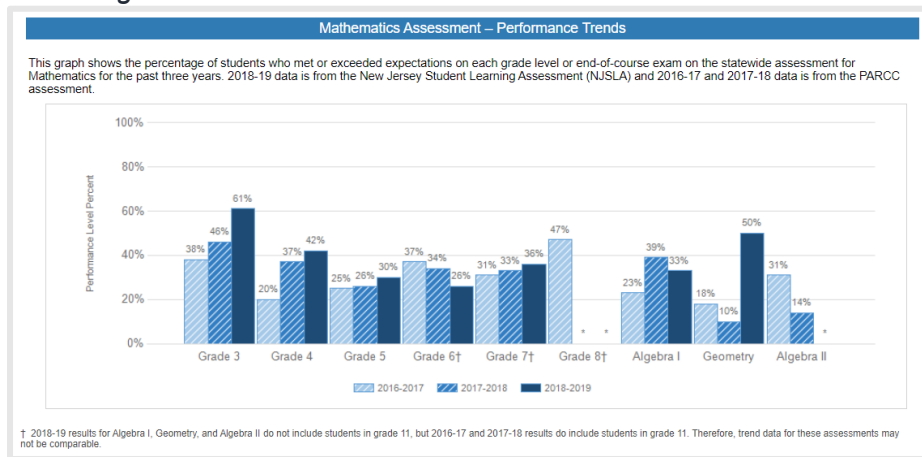
English Language Arts and Mathematics Assessments – Performance by Grade

The next set of tables in the report, "English Language Arts (ELA) and Mathematics Assessment – Performance by Grade," show performance information by student group for students who took the NJSLA exam for each tested grade and subject area. These performance distribution charts (Figures 20 and 21) are provided for grade-level ELA exams, as well as for the mathematics grade-level and end-of-course exams. Reports only include tables relevant to the tested grades and subject areas in a specific school or district.

These tables include all students that took the assessment in both fall and spring, including students that were enrolled less than half a year.

Figure 20 - English Language Arts/Literacy Assessment- Performance by Grade - Grade 06

English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	236	772	754	*	*	16%	44%	32%	75%	56%
White	121	776	762	0%	*	*	53%	31%	84%	65%
Hispanic	35	750	743	*	*	*	*	*	51%	43%
Black or African American	22	746	738	*	0%	55%	*	*	36%	36%
Asian, Native Hawaiian, or Pacific Islander	46	785	780	0%	*	*	43%	48%	91%	83%
American Indian or Alaska Native	N	N	751	N	N	N	N	N	N	53%
Two or More Races	12	779	760	0%	0%	*	*	*	67%	64%
Female	109	778	762	*	*	13%	40%	40%	81%	64%
Male	127	766	748	*	*	18%	46%	24%	71%	48%
Economically Disadvantaged Students	30	742	740	*	*	47%	*	*	30%	39%
Non-Economically Disadvantaged Students	206	776	763	*	*	11%	*	*	82%	67%
Students with Disabilities	38	737	722	*	*	*	*	*	32%	19%
Students without Disabilities	198	778	761	*	*	*	*	*	84%	64%
English Learners	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	756	*	*	*	*	*	*	*
Homeless Students	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	721	N	N	N	N	N	N	25%

Figure 21 - Mathematics Assessment- Performance by Grade - Grade 06

Mathematics Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	238	766	741	*	*	16%	48%	25%	73%	41%
White	123	771	749	*	*	15%	54%	27%	80%	51%
Hispanic	35	744	729	*	29%	*	*	*	43%	24%
Black or African American	22	741	722	*	*	*	45%	0%	45%	19%
Asian, Native Hawaiian, or Pacific Islander	46	780	769	0%	0%	*	*	*	91%	76%
American Indian or Alaska Native	N	N	738	N	N	N	N	N	N	37%
Two or More Races	12	767	747	0%	*	*	*	*	67%	48%
Female	109	766	742	*	*	14%	44%	28%	72%	42%
Male	129	766	740	*	*	19%	51%	22%	74%	40%
Economically Disadvantaged Students	29	733	726	*	*	34%	*	*	24%	21%
Non-Economically Disadvantaged Students	209	770	750	*	*	14%	*	*	80%	53%
Students with Disabilities	38	733	716	*	*	*	*	*	34%	12%
Students without Disabilities	200	772	746	*	*	*	*	*	81%	46%
English Learners	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	743	*	*	*	*	*	*	*
Homeless Students	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	717	N	N	N	N	N	N	20%

For each student group and for the entire school, district, or state population, the table shows the number of valid scores, the mean scale scores, the percentage of students scoring at each performance level, the percentage of students who met or exceeded expectations, and the statewide percentage of students who met or exceeded expectations.

Scale scores on the NJSLA range from 650 to 850. The mean scale score is the average scale score for the school, district, or state. The district and state mean scale scores are the average scale scores for all students in the district and state, respectively, for each grade level exam or end of course exam.

The NJSLA Performance Levels are:
- Level 1: Did not yet meet expectations
- Level 2: Partially met expectations
- Level 3: Approached Expectations
- Level 4: Met Expectations
- Level 5: Exceeded Expectations

Statewide ELA and Mathematics Assessment Data Notes

Category	Statewide ELA and Mathematics Assessment Data Notes
Source of information	• NJSLA/PARCC performance results are based on performance data reported directly to the NJDOE (not collected from school districts).
Changes for the 2018-19 reports	• New English Language Arts and Mathematics Performance Trends table • Results reflect the transition from PARCC to NJSLA • Results no longer include results from the ELA 11 assessment and results from end-of-course mathematics assessments exclude students in grade 11
Which reports include this information	• NJSLA/PARCC performance data will only appear in reports for schools and districts that have tested grades.

Category	Statewide ELA and Mathematics Assessment Data Notes
	• Performance by grade tables will only appear for the grades offered by the school or district. • This section will not appear for "Not Tested" schools and districts.
Data privacy	• If the number of valid scores for any school, district, student group, or grade level is less than 10, data will not be displayed for that group. • If the percentage of students that met or exceeded expectations or the Proficiency Rate for Federal Accountability is less than 10%, that percentage will not be displayed. • If the number of test scores for any school, district, or student group is less than 20, accountability targets will not be included. The reports will show "**" if the number of students is less than 20.
Performance Reports Database	• Worksheets include: (1) ELAMathPerformanceTrends, (2) ELALiteracyParticipationPerform, (3) MathParticipationPerform, (4) ELAPerformanceTrends, (5) ELALiteracyPerformanceByGrade, (6) MathPerformanceTrends, (7) MathPerformanceByGradeTest

Dynamic Learning Maps (DLM) Assessment – Participation

This table shows information about students taking the Dynamic Learning Maps (DLM) assessment. The **DLM assessment** is an alternate assessment for students with the most significant intellectual disabilities in English Language Arts/Literacy (ELA) and mathematics. For more information on the DLM, go to the Dynamic Learning Maps New Jersey website.

The table shows the number of students, by grade level, who took the ELA and mathematics sections of the DLM assessment.

Figure 22 - DLM Alternate Assessment - Participation

English Language Progress to Proficiency

This table provides information about the progress that English Learners have demonstrated on the ACCESS for ELLs 2.0 assessment for English language. **ACCESS for ELLs 2.0** is an English language proficiency assessment for grades kindergarten through 12. This test is

administered every year to help school districts monitor the English language development of students identified as English learners. You can learn more about ACCESS for ELLs 2.0 on the WIDA website.

Figure 23 - English Language Progress to Proficiency

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	126	69.8%	30.2%
3-4	27	81.5%	18.5%
5 or more	21	*	*

The percent of English Language Learners making expected growth to proficiency represents the percentage of K-12 students that either score a 4.5 or higher in their initial year of administration of the ACCESS for ELLs test or demonstrated the expected amount of growth over two years of ACCESS for ELLs assessment results. Expected growth is based on a student's starting level of proficiency in 2016-17 and represents the yearly amount of growth needed for a student to meet the proficient cut score within five years.

The target is the *ESSA* accountability target for the percentage of students that demonstrate expected growth. This target varies based on the grades served by a school. Schools or districts can:

- Exceed the target if the percentage of students demonstrating expected growth exceeds the target by more than a standard deviation,
- Meet the target if the percentage is above the target,
- Meet the target within one standard deviation if the percentage is within one standard deviation of the target, or
- Not meet the target if the percentage is below one standard deviation of the target.

The targets were determined based on the average percentage of English Learners that met the expected growth across the state with an increase of 1% each year. The **standard deviation** is a measure of the variability of those percentages and how different they were from the average.

English Language Proficiency Test – Participation and Performance

This table shows participation and performance on the ACCESS for ELLs 2.0 assessment. Scores from the ACCESS for ELLs 2.0 are used to determine if a student is eligible to exit an English language support program. Students identified as ELLs will take the test every year until his/her scores meet the criteria to exit the language support program. Students must receive an overall score of 4.5 or higher to be considered for proficient status.

This table shows, by number of years in the district, the number of ELL students who took the ACCESS for ELLs 2.0 Assessment during the reported school year and what percentage of those students had an overall score below 4.5 or 4.5 or higher.

Figure 24 English Language Proficiency Test - Participation and Performance

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	126	69.8%	30.2%
3-4	27	81.5%	18.5%
5 or more	21	*	*

Alternate Assessment Data Notes

Category	Alternate Assessment Data Notes
Source of information	• DLM and ACCESS for ELLs participation and performance data is based on data reported directly to the NJDOE (not collected from school districts).
Which reports include this information	• The Dynamic Learning Maps (DLM) Assessment – Participation table will only appear for schools and districts that serve grades 3 through 11 • This section will not appear for "Not Tested" schools and districts.
Data privacy	• If the number of valid scores for any given grade or years in district is fewer than 10, data will not be shown. • If the number of students scoring below 4.5 or scoring 4.5 and above is fewer than 10 students, data will not be displayed. • If the percentage of students scoring 4.5 and above is less than 10%, data will not be displayed.
Performance Reports Database	• Worksheets include: (1) AlternateAssessmentParticipation, (2) EnglishLanguageProgress, & (3) EnglishLanguageProficiencyTest

New Jersey Student Learning Assessment Science (NJSLA-S)

The **NJSLA-S** measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 take the NJSLA-S assessment.

New Jersey transitioned to the NJSLA-S in the 2017-18 school year to align to new science standards and a field test was administered in spring 2017. The spring 2019 science administration was the first operational year of implementation.

Students receive a score of Level 1 through 4, where levels 3 and 4 represent proficiency. The visual and table on this page show the percentage of students, both overall and by student group, that scored in each level.

Figure 25 – New Jersey Student Learning Assessment Science (NJSLA-S)
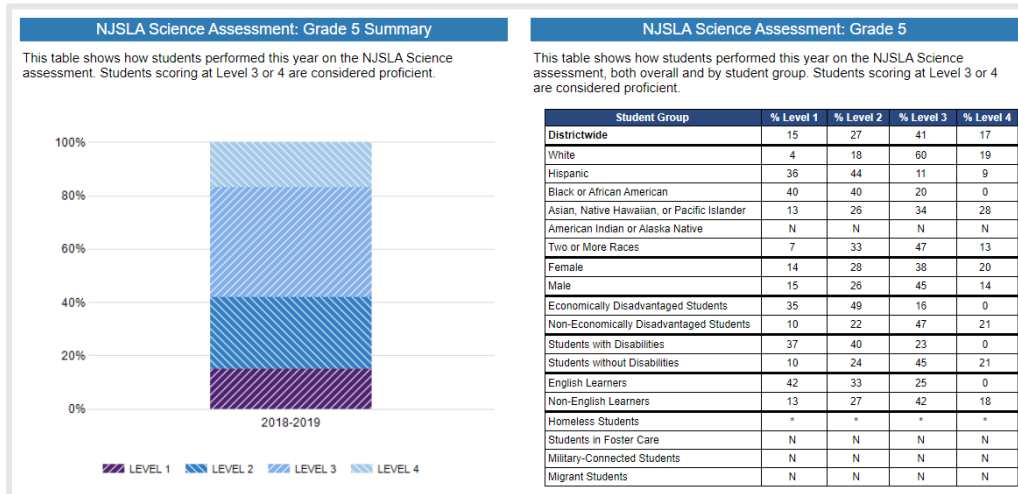
NJSLA-S Data Notes

Category	Science Assessment Data Notes
Source of information	• NJSLA-S performance data is based on data reported directly to the NJDOE (not collected from school districts).
Changes for the 2018-19 Reports	• 2018-19 is the first year that results for the NJSLA-S are being reported
Which reports include this information	• The NJSLA Science tables will only appear for schools and districts that serve grades 5, 8, or 11. • This section will not appear for "Not Tested" schools and districts.
Data privacy	• If the number of valid scores for any school, district, or student group is less than 10, data will not be displayed for that group. • If the percentage of students scoring at any one level is greater than or equal to 90%, the whole row will be suppressed.
2018-19 Performance Reports Database	• Worksheets include: (1) NJSLAScienceGraph & (2) NJSLAScienceTable

National Assessment of Educational Progress (NAEP)

NAEP is the largest national assessment of what United States students know and can do. NAEP assesses fourth, eighth, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card.

This table shows the state and national NAEP scores for grades 4 and 8 from the 2019 Reading and Mathematics tests and the 2015 Science test, which are the most recent scores published. For more information, visit the NAEP website. NAEP scores are not provided at a school or district level.

This page also includes links to results by student group for each assessment.

Figure 26 - National Assessment of Educational Progress

National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card. The table below shows the NAEP scores for grades 4 and 8 from the 2019 Reading and Math tests and the 2015 Science test, which is the most recent scores published. For more information, visit the NAEP website.

To see outcomes by student group and grade level for each test, use the following links:
2019 Reading Grade 4 Student Group Outcomes
2019 Reading Grade 8 Student Group Outcomes
2019 Math Grade 4 Student Group Outcomes
2019 Math Grade 8 Student Group Outcomes
2015 Science Grade 4 Student Group Outcomes
2015 Science Grade 8 Student Group Outcomes

Year	Subject	Grade	State Nation	Below Basic	Basic	Proficient	Advanced
2019	Reading	4	State (NJ)	22%	29%	33%	15%
2019	Reading	4	Nation	33%	31%	27%	9%
2019	Reading	8	State (NJ)	18%	35%	38%	8%
2019	Reading	8	Nation	25%	41%	31%	4%
2019	Math	4	State (NJ)	13%	37%	38%	12%
2019	Math	4	Nation	21%	39%	32%	8%
2019	Math	8	State (NJ)	24%	33%	27%	16%
2019	Math	8	Nation	31%	36%	24%	10%
2015	Science	4	State (NJ)	24%	37%	38%	1%
2015	Science	4	Nation	25%	39%	36%	1%
2015	Science	8	State (NJ)	29%	36%	33%	2%
2015	Science	8	Nation	33%	34%	31%	2%

NAEP Data Notes

Category	National Assessment of Educational Progress (NAEP) Data Notes
Source of information	• NAEP results are based on performance data reported directly to the NJDOE (not collected from school districts).
Which reports include this information	• NAEP results are included only in the state-level school performance report.
Performance Reports Database	• Worksheet includes: (1) NAEP

College and Career Readiness

The College and Career Readiness section of the New Jersey School Performance Reports provides information about student behaviors that correlate with greater postsecondary success. These behaviors include taking college entrance exams, taking advanced coursework, participating in visual and performing arts courses, and participating in career and technical education (CTE) programs.

Figure 27 - College and Career Readiness

PSAT, SAT, and ACT Exams

This page of the report shows information about student participation and performance on the PSAT, SAT, and ACT exams.

The PSAT exam helps students prepare for the SAT exam and can also qualify students for the National Merit Scholarship Competition. PSAT data in this section of the report is limited to the PSAT 10 and PSAT NMSQT exams and does not include performance on the PSAT 8/9 exam. Students typically take the PSAT 10 exam in grade 10 and the NMSQT exam in grades 10 or 11. PSAT participation and performance is based on tests taken during the reported school year.

The **SAT and ACT exams** are national exams that may be used for college admissions or to qualify for scholarships. SAT and ACT participation and performance in this report are based on 12th graders taking the test this year or in prior school years.

PSAT, SAT, and ACT participation and performance is based on data provided by the College Board and ACT. For more information on the PSAT and the SAT, visit The College Board. For more information on the ACT, visit the ACT website.

PSAT, SAT, ACT – Participation

This table shows the percentage of students taking the PSAT, SAT, and/or ACT college readiness exams.

Figure 28 - PSAT/SAT/ACT - Participation

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 in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	99.5%	84.5%
12th graders taking SAT in 2017-18 or prior years	76.9%	72.1%
12th graders taking ACT in 2017-18 or prior years	43.3%	19.6%

The first row of the table displays the percentage of 10th and 11th grade students who took the PSAT exam in the reported school year along with a comparison to the state percentage. This is calculated by taking the number of students taking the PSAT 10 or PSAT NMSQT exam as reported by College Board and dividing by the total end-of-year enrollment for grades 10 and 11.

The second and third rows of the table show the percentage of 12th graders who have taken the SAT and/or ACT exam this year and prior years. Students may choose to take only the SAT, only the ACT, or both tests. If a student took both tests, they will be counted in the percentages for both tests.

To calculate the percentage of students taking the SAT, the number of 12th graders who took the SAT test during the 2018-19 school year or prior school years is divided by the total end-of-year enrollment for grade 12. To calculate the percentage of students taking the ACT, the number of 12th graders who have a valid ACT score for the last four years is divided by the total end-of-year enrollment for grade 12.

PSAT, SAT, ACT – Performance
This table shows how students have performed and whether they have met college readiness benchmarks for the PSAT, SAT, and ACT exams by subject area.

Figure 29 - PSAT/SAT/ACT - Performance

PSAT, SAT, & ACT - Performance					

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	570	476	Grade 10: 430 Grade 11: 460	87%	61%
PSAT 10/NMSQT - Math	578	477	Grade 10: 480 Grade 11: 510	77%	43%
SAT - Reading and Writing	640	539	480	94%	70%
SAT - Math	653	541	530	89%	53%
ACT - Reading	29	25	22	88%	66%
ACT - English	29	24	18	96%	81%
ACT - Math	28	24	22	89%	65%
ACT - Science	28	24	23	85%	57%

The first two columns of this table show the average score for each exam by subject area with a comparison to the statewide average score. PSAT and SAT have two subject areas: Reading and Writing and Math. The ACT has four subject areas: Reading, English, Math, and Science.

The next three columns show information about College Readiness benchmarks. PSAT and SAT College Readiness benchmarks are defined by College Board and students scoring at or above the benchmarks are likely to be on track to be ready for college when they graduate high school. ACT benchmarks are defined by ACT and are the minimum scores required for students to have a high probability of success in credit-bearing college courses.

Benchmarks for PSAT vary based on a student's grade level. For students in grade 10, benchmarks are 430 for Reading and Writing and 480 for Math. For students in grade 11, benchmarks are 460 for Reading and Writing and 510 for Math. The last two columns show the percentage of students who scored at or above the benchmarks with a comparison to the statewide rate.

SAT benchmarks are 480 for Reading and Writing and 530 for Math. For more information on SAT scores and benchmarks, please visit College Readiness, Understanding Scores. ACT benchmarks are 22 for Reading, 18 for English, 22 for Math, and 23 for Science. The last two columns show the percentage of students who score at or above these benchmarks with a comparison to the statewide rate. For more information on ACT scores and benchmarks, please visit Understanding your ACT Scores.

For all PSAT, SAT, and ACT data, if students took the test more than once, only the most recent score is used. The format of the SAT exam changed beginning with the March 2016 administration. Students who took the SAT prior to March 2016 were scored on the old SAT test's 2400-point scale. Scores from the old test were converted using concordance tables provided by 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.

PSAT/SAT/ACT Data Notes

Category	PSAT/SAT/ACT Data Notes
Source of information	• PSAT and SAT participation and performance information is based on data provided by the College Board and is not collected from school districts. • ACT participation and performance information is based on data provided by ACT and is not collected from school districts.
Which reports include this information	• This section will only appear in reports for schools and districts that serve students in grades 10, 11, and 12 for the reported school year. • This section will not appear for "Not Tested" schools and districts.
Data privacy	• If number of students taking any test is fewer than 10, data for that test will not be displayed. • If the percentage of students scoring at or above benchmark is less than 10%, that percentage will not be displayed.
Performance Reports Database	• Worksheets include: (1) PSAT-SAT-ACTParticipation & (2) PSAT-SAT-ACTPerformance

Advanced Coursework

This section of the report includes information about student participation and performance in Advanced Placement (AP) courses and exams, International Baccalaureate (IB) courses and exams, and Dual Enrollment courses. An **Advanced Placement or AP course** is a high school course that culminates in an AP test for which the student can earn college credit. An **International Baccalaureate or IB courses** are part of a program that gives high school students an opportunity to pursue college-level studies while still in high school. Courses identified as **dual enrollment** allow high school students to enroll in college courses for credit prior to their high school graduation, and they may be taught by staff assigned to a school or staff outside of the school district.

AP/IB Coursework – Participation and Performance

This chart (Figure 30) shows information about student participation and performance in Advanced Placement (AP) courses and exams and International Baccalaureate (IB) courses and exams.

Figure 30 - AP/IB Coursework - Participation and Performance
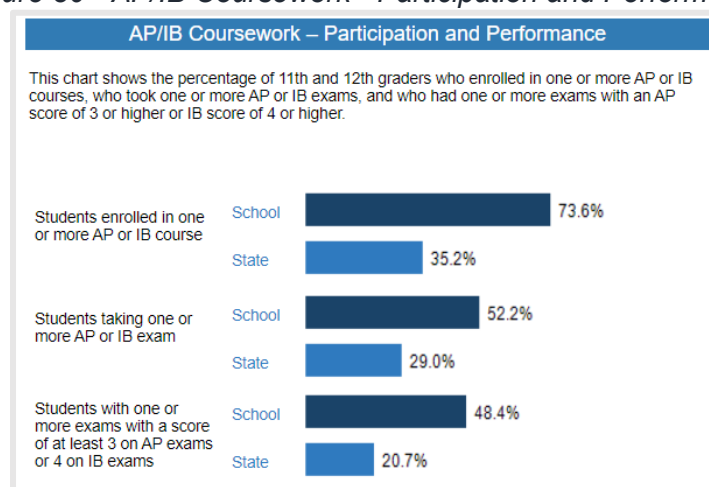
The first set of bars shows the percentage of students in grades 11 and 12 who were enrolled in one or more AP or IB course with a comparison to the statewide percentage. This percentage is calculated by taking the count of all students in grades 11 or 12 that were enrolled in one more AP or IB course during the reported school year and dividing it by the total end-of-year enrollment for grades 11 and 12. Students that took more than one course are only counted once.

The next set of bars shows the percentage of students in grades 11 and 12 who took one or more AP or IB exam with a comparison to the statewide percentage. This percentage is calculated by taking the count of students in grades 11 or 12 that took one or more AP or IB exam during the reported school year and dividing it by the total end-of-year enrollment for grades 11 and 12. Students taking more than one exam would only be counted once.

The last set of bars shows the percentage of students in grades 11 and 12 who took one or more exam and received a score of 3 or higher on AP exams or a score of 4 or higher on IB exams with a comparison to the statewide percentage. This is calculated by taking the count of all students in grades 11 or 12 with one or more AP scores of 3 or higher or IB scores of 4 or higher and dividing by the total end-of-year enrollment for grades 11 and 12. Students with more than one test with these scores would only be counted once.

Many colleges and universities grant credit and placement based on AP or IB scores, however, each institution decides which scores it will accept.

AP exams are scored on a 5-point scale as follows:
- 5 = extremely well qualified;
- 4 = well qualified;
- 3 = qualified;
- 2 = possibly qualified;
- 1 = no recommendation

IB subject exams are scored on a 7-point scale:
- 7 = Excellent;
- 6 = Very Good;
- 5 = Good;

- 4 = Satisfactory;
- 3 = Mediocre;
- 2 = Poor;
- 1 = Very poor

For more information about AP Scores, visit the College Board's About AP Scores page. For more information about the IB scores, visit IB's Understanding DP assessment page.

Dual Enrollment Coursework – **Participation**

This table (Figure 31) shows information about student enrollment in dual enrollment courses. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.

Figure 31 - Dual Enrollment Coursework - Participation
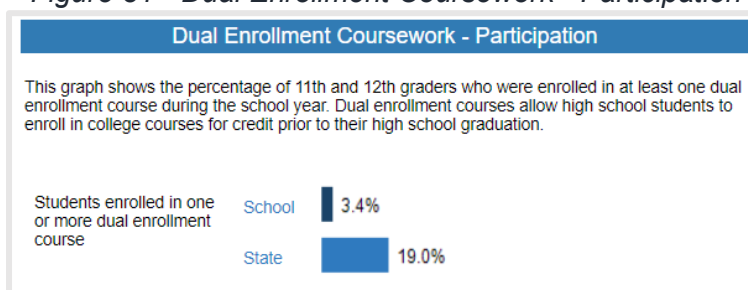
This chart (Figure 31) shows the percentage of students in grades 11 and 12 who enrolled in one or more dual enrollment course with a comparison to the statewide percentage. This percentage is calculated by taking the count of students in grades 11 or 12 who enrolled in one or more courses identified by the school district as college level and dividing by the total end-of-year enrollment for grades 11 and 12.

AP/IB Courses Offered

The "AP/IB Courses Offered" table (Figure 32) shows the number of students enrolled and number students taking tests by AP and IB course. This table will show all the AP and IB courses that either were offered by a school or had students take the corresponding exam.

Figure 32 - AP/IB Courses Offered

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	23	6
AP Biology	88	86
AP Calculus AB	86	68
AP Calculus BC	94	93
AP Chemistry	65	67
AP Chinese Language and Culture	0	36
AP Comparative Government and Politics	0	23
AP Computer Science A	47	42
AP English Language and Composition	92	86
AP English Literature and Composition	144	41
AP Environmental Science	52	23
AP European History	92	34
AP French Language and Culture	41	42
AP German Language and Culture	0	6
AP Italian Language and Culture	0	10
AP Japanese Language and Culture	0	6

For each AP/IB course, the Students Enrolled column shows the number of students, regardless of grade level, who enrolled in that course for the reported school year. The Students Tested column shows the number of students who took the AP or IB exam that corresponds to the course. Students do not need to take a course to take the corresponding exam, and not all students enrolled in a course take the exam. There may be more than one exam that corresponds to a course and some courses do not have a corresponding exam.

The last two rows show the total number of exams taken and the number of exams that had scores of 3 or higher on AP exams or a score of 4 or higher on IB exams. The last two columns are based on exams taken, not students, so students taking multiple exams are counted more than once.

Advanced Coursework Data Notes

Category	Advanced Coursework Data Notes
Source of information	• AP, IB, and Dual Enrollment course participation is based on course enrollment data reported by school districts at the end of the reported school year. Identification of courses as AP, IB, and Dual Enrollment is based on the course codes that schools use to program their courses. • AP test participation and performance are based on data provided directly to the NJDOE by the College Board (not collected from school districts). • IB test participation and performance is based on data provided directly to the NJDOE by IB (not collected from school districts).
Which reports include this information	• Advanced coursework tables will only appear in reports for schools and districts that serve students in grades 10, 11, and 12 for the reported school year. • This section will not appear for "Not Tested" schools and districts.
Data privacy	• If the number of students enrolled in AP, IB, or dual enrollment courses or total enrollment is fewer than 10, data will not be displayed. • If the number of AP exams scoring at least 3 and IB exams scoring at least 4 is less than 10, that data will not be displayed.
Performance Reports Database	• Worksheets include: (1) APIBCourseworkPartPerf & (2) APIBCoursesOffered

Career and Technical Education

Career and technical education (CTE) provides students with opportunities to learn academic, technical, and professional skills that are vital for today's learners. For more information about CTE programs and programs of study in New Jersey schools, visit the NJDOE's Office of Career Readiness webpage.

Career and Technical Education Key Terms

Below find key terms related to Career and Technical Education (CTE) that are used in this section of the guide:

- **Career Cluster®:** The National Career Clusters® Framework serves as an organizing tool for CTE programs, curriculum design and instruction. There are 16 Career Clusters in the National Career Clusters Framework, representing 79 Career Pathways to help

learners navigate their way to greater success in college and career. The framework also functions as a useful guide in developing programs of study bridging secondary and postsecondary systems and for creating individual student plans of study for a complete range of career options. As such, it helps learners discover their interests and their passions, and empowers them to choose the educational pathway that can lead to success in high school, college and career.

- **CTE Participants** are students who have completed only one course in any state-approved CTE program area with a sequence of three or more courses as of the reported school year.

- **CTE Concentrators** are students who have, as of the reported school year:
    - completed two or more courses in a single state-approved CTE program area with a program sequence of three or more courses;
    - completed one course in a single state-approved CTE program area with a program sequence of two courses; or
    - completed the entire state-approved CTE program.

- **Industry-valued credential** is defined as "a recognized degree, diploma, certificate or certification awarded for an occupation." These credentials are:
    - Valued and demanded by employers
    - Portable – skills learned are transferable and provide broad opportunities
    - Stackable – skills learned may lead to opportunities for continuous or advanced training and education
    - Lead to higher wages, career advancement, and/or increased job security

- **Structured Learning Experience (SLE)** means experiential, supervised, in-depth learning experiences aligned to the New Jersey Student Learning Standards that are designed to offer students the opportunity to more fully explore career interests within one or more of the Career Clusters. SLEs are designed as rigorous activities that are integrated into the curriculum and that provide students with opportunities to demonstrate and apply a high level of academic, and/or technical skills, and develop personal, academic and career goals.

  Additionally, SLEs assist students by clarifying career goals and interests; developing and using employability skills; easing the transition between high school and employment; and prompting consideration for further education and training.

  SLEs are work-based learning programs, that include job shadowing, school-based enterprises, volunteering, internships (paid or unpaid), cooperative education experiences, pre-apprenticeships and youth apprenticeships. Participation in SLEs may be part of a CTE program or program of study, but students who are not enrolled in CTE programs may also participate in SLEs. To learn more, visit the NJDOE's Structured Learning Experiences webpage.

Career and Technical Education Participation
This chart (Figure 33) shows the percentage of students who were enrolled in courses in approved CTE programs during the reported school year with a comparison to the statewide

percentage. Students enrolled in shared-time CTE programs in a county vocational school district are included in both the county vocational school and their sending school.

Figure 33 - Career and Technical Education Participation
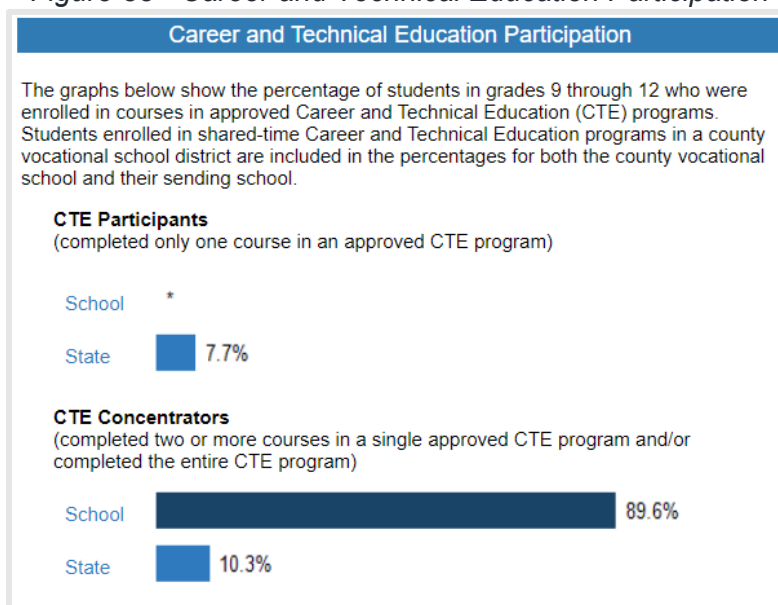
Percentages in the Career and Technical Education Participation tables are calculated by taking the number of students that are identified as CTE participants or CTE concentrators and dividing that by the total end-of-year enrollment for grades 9 through 12.

Structured Learning Experiences Participation

The "Structured Learning Experiences Participation" graph (Figure 34) shows the percentage of students in grades 9 through 12 who were enrolled in courses during the reported school year that were identified as SLEs by the school district with a comparison to the statewide percentage. This is calculated by taking the number of students enrolled in one or more courses identified as SLEs during the reported school year and dividing by the total end-of-year enrollment for grades 9 through 12.

Figure 34 - Structured Learning Experiences Participation
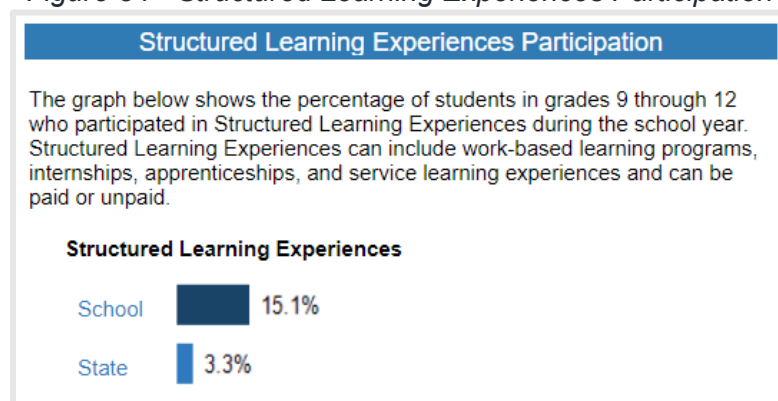
Career and Technical Education Participation by Student Group

This table shows the percentage of students, both schoolwide and by student group, who were enrolled in courses in approved CTE programs during the reported school year with comparisons to the statewide rates.

Figure 34 – Career and Technical Participation by Student Group

Student Group	District: % CTE Participants	District: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Districtwide	0.0%	*	7.7%	10.3%
White	0.0%	*	6.1%	9.6%
Hispanic	0.0%	*	10.3%	11.3%
Black or African American	0.0%	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	*	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	0.0%	*	6.8%	12.1%
Female	0.0%	*	7.3%	10.6%
Male	0.0%	*	8.0%	10.1%
Economically Disadvantaged Students	0.0%	*	10.4%	11.8%
Students with Disabilities	0.0%	*	6.6%	9.2%
English Learners	0.0%	*	8.7%	3.2%
Homeless Students	N	N	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	*	*	10.4%	*

Industry-Valued Credentials

This table (Figure 35) shows the percentage of students within the school and state who earned one or more industry-valued credential during the reported school year.

Figure 35 - Industry Valued Credentials
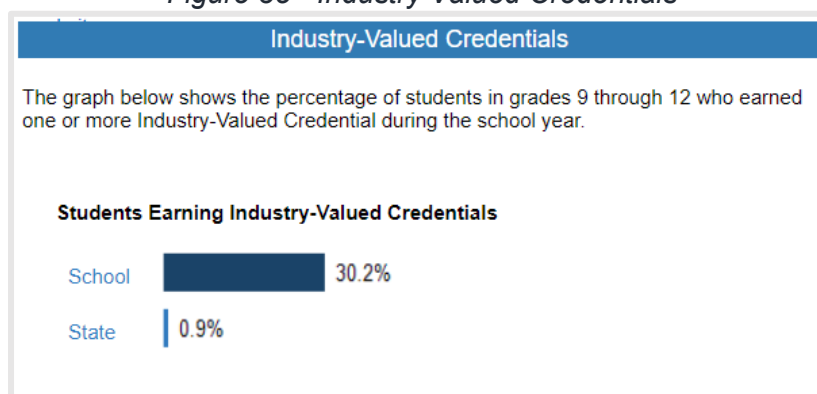
Industry-Valued Credentials by Career Cluster

Students may enroll in an approved CTE program across 16 Career Clusters. The NJDOE currently recognizes students' ability to earn Industry-Valued Credentials across nine Career Clusters. Students may earn multiple credentials within a single cluster and may earn credentials across more than one Career Cluster. These nine Career Clusters are:

- Architecture & Construction
- Business Management & Administration
- Heath Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security

- [Manufacturing](#)
- [Transportation, Distribution & Logistics](#)

The "Industry-Valued Credentials Earned" table (Figure 36) shows the number of students enrolled in an approved CTE program, the number of students who earned at least one industry-valued credential, and the number of credentials earned in each Career Cluster and across all clusters.

Career Clusters without approved industry-valued credentials are grayed out. For a given school or district, only Career Clusters that have at least one student enrolled or at least one industry-valued credential earned will be shown, other Career Clusters will be hidden.

Figure 36 - Industry-Valued Credentials Earned

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	108		
Architecture & Construction	*	*	*
Business Management & Administration	*		
Hospitality & Tourism	*		
Human Services	*	*	*
Information Technology	73		
Marketing	*		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	204	*	*

Students earning credentials in more than one Career Cluster will be counted in multiple Cluster rows, but each student will only be counted once in the Total (All Clusters) row.

Career and Technical Education Data Notes

Category	Career and Technical Education Data Notes
Source of information	• CTE participation and industry-valued credentials earned is based on CTE information submitted by school districts at the end of the school year. • SLE participation is based on course enrollment data submitted by school districts at the end of the school year. Identification of courses as SLE is based on the course codes that schools use to program their courses.
Changes for the 2018-19 reports	• The Career and Technical Education Participation by Student Group table is new for the 2018-19 reports.
Which reports include this information	• CTE tables will only appear in reports for schools and districts serving grades 9 through 12. • CTE data will appear for shared-time county vocational schools, but not other "Not Tested" schools.

Category	Career and Technical Education Data Notes
Data privacy	• If the number of participants or concentrators in any district, school, or student group is fewer than 10, data for that group will not be displayed. • If the number of students enrolled in any program is fewer than 10, data for that program will not be displayed. • If the number of students earning a credential for any Career Cluster or overall is fewer than 10, student and industry-valued credential counts will not be displayed.
Performance Reports Database	• Worksheets include: (1) CTE_SLEParticipation & (2) IndustryValuedCredentialsEarned

Course Participation

New Jersey has defined graduation requirements that all school districts must adopt that prepare students for success in postsecondary degree programs, careers and civic life in the 21st century. This section of the reports provides information about the courses that students take in mathematics, science, social studies, world languages, computer science and information technology and visual and performing arts. Participation in ELA is not noted here because all students are required to take four years of ELA. Further, participation in comprehensive health and physical education (CHPE) is not noted here because all students are required to enroll in CHPE courses annually.

To provide a state-endorsed diploma, the district's expectations for high school graduation must meet the state's minimum requirements (N.J.A.C. 6A: 8-5.1). You can find out more about New Jersey Student Learning Standards on the NJDOE website.

The Course Participation tables in this section show the number of students enrolled by subject area and grade level for the reported school year. The subject area is based on the subject and course codes reported by school districts. The Mathematics, World Languages, and Computer Science and Information Technology tables will be included in reports for schools or districts that serve students in any grades 6 through 12. The Science and Social Studies and History tables will be included in reports for schools or districts that serve students in any grades 9 through 12.

Figure 37 - Course Participation

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	183	87	20	10	0	0	3
10	27	177	89	32	8	1	69
11	4	22	158	53	38	11	27
12	2	6	23	96	59	103	55
Total	216	292	290	191	105	115	154
Enrolled in AP/IB Course					49	38	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	166	0	0	3	0	101
10	117	188	0	4	0	1
11	14	69	0	57	59	72
12	11	10	0	47	39	87
Total	308	267	0	111	98	261
Enrolled in AP/IB Course	19	0		12	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

For schools and districts that serve students in grades 9 through 12, the tables will also include a row to show the number of students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) course and at least one dual enrollment course by subject area. Any subject areas that do not offer AP/IB courses will be grayed out. See the Advanced Coursework page of the School Performance Reports for more information about the types of AP/IB courses offered at each school.

For all five tables, students enrolled in more than one course within a subject area would only be counted once in that total. If a student is enrolled in courses in more than one subject area, they will be counted in multiple columns. Students enrolled in courses in subject areas not listed will be counted in the "Other" columns. For example, if a student was enrolled in both a Geography and a Government course, those are both categorized as Other Social Studies or History, and the student would only be counted once in that column. If a student is enrolled in both Algebra I and Geometry, then the student would be counted in both the Algebra I and Geometry columns of the Mathematics table.

Figure 38 - Social Studies - Course Participation

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	221	2	0	0	0	74
10	3	305	0	0	22	10
11	1	268	6	17	32	44
12	0	38	40	105	51	107
Total	225	613	46	122	105	235
Enrolled in AP/IB Course	0	20	18	45		42
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

The "World Language – Course Participation" table (Figure 39) also shows the number of students enrolled in a level 3 or higher language course, such as French III or French IV.

Figure 39 - World Languages - Course Participation (9-12)

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	111	43	45	30	0	0	0
10	119	43	47	38	0	0	0
11	31	11	11	12	0	0	0
12	6	0	1	1	0	0	0
Total	267	97	104	81	0	0	0
Enrolled in AP/IB Course	15	0	5	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	140	38	49	40	0	0	0

Course Participation Data Notes

Category	Course Participation Data Notes
Source of information	• Course participation is based on course enrollment data submitted by school districts at the end of the school year. Identification of courses in subject areas is based on the course codes that schools use to program their courses.
Changes for the 2018-19 reports	• The Computer Science and Information Technology – Course Participation table is new for the 2018-19 reports.
Which reports include this information	• Mathematics, World Language, and Computer Science and Information Technology course participation tables will only

Category	Course Participation Data Notes
	appear in reports for schools and districts that serve students in any grades 6 through 12. • Science and Social Studies course participation tables will only appear in reports for schools and districts that serve students in any grades 9 through 12. • This section will not appear for "Not Tested" schools and districts.
Performance Reports Database	• Worksheets include: (1) MathCourseParticipation, (2) ScienceCourseParticipation, (3) SocStudiesHistoryCourseParticipation, (4) WorldLanguagesCourseParticipation, & (5) ComputerScienceCourseParticipation

State Seal of Biliteracy

The New Jersey Department of Education **State Seal of Biliteracy** identifies graduating high school students who demonstrate proficiency in English in addition to one or more languages. Visit the NJDOE Seal of Biliteracy webpage for more information and the list of participating districts.

This table (Figure 40) shows, by language, the number of Seals of Biliteracy earned. Students may be counted more than once if they earned seals across more than one language. Only languages where seals were earned will be displayed, other languages will be hidden.

Figure 40 - Seal of Biliteracy

Seal of Biliteracy Data Notes

Category	Seal of Biliteracy Data Notes
Source of information	• Seal of Biliteracy information is based on data submitted by school districts through a yearly submission.
Which reports include this information	• This table will only appear in reports for schools and districts that serve students in grades 9 through 12. • This section will not appear for "Not Tested" schools and districts.
Data privacy	• If the count of students that earned a Seal of Biliteracy is fewer than 10 for any language, that data will not be displayed.
Performance Reports Database	• Worksheet includes: (1) SealofBiliteracy

Visual and Performing Arts

This section shows student participation in visual and performing arts courses. The visual and performing arts have been a part of the state's academic standards and graduation requirements since 1996. You can contact your school to learn what visual and performing arts courses were offered.

To learn more about arts education in New Jersey schools, you can also visit the Arts Ed NJ webpage and learn about the 2017 NJ Arts Education Census, which was created in partnership with the NJDOE.

The "Visual and Performing Arts – Course Participation" charts (Figure 41) at the top indicate the overall student enrollment rates in music, drama, dance, and visual arts courses. Visual and performing arts data is only calculated for students in grades 6 through 12, and rates are calculated separately for grades 6 through 8 and grades 9 through 12. Participation in visual and performing arts is typically 100% for grades K through 5. Reports will only show the participation rates based on the grades served by the school or district.

Figure 41 - Visual and Performing Arts
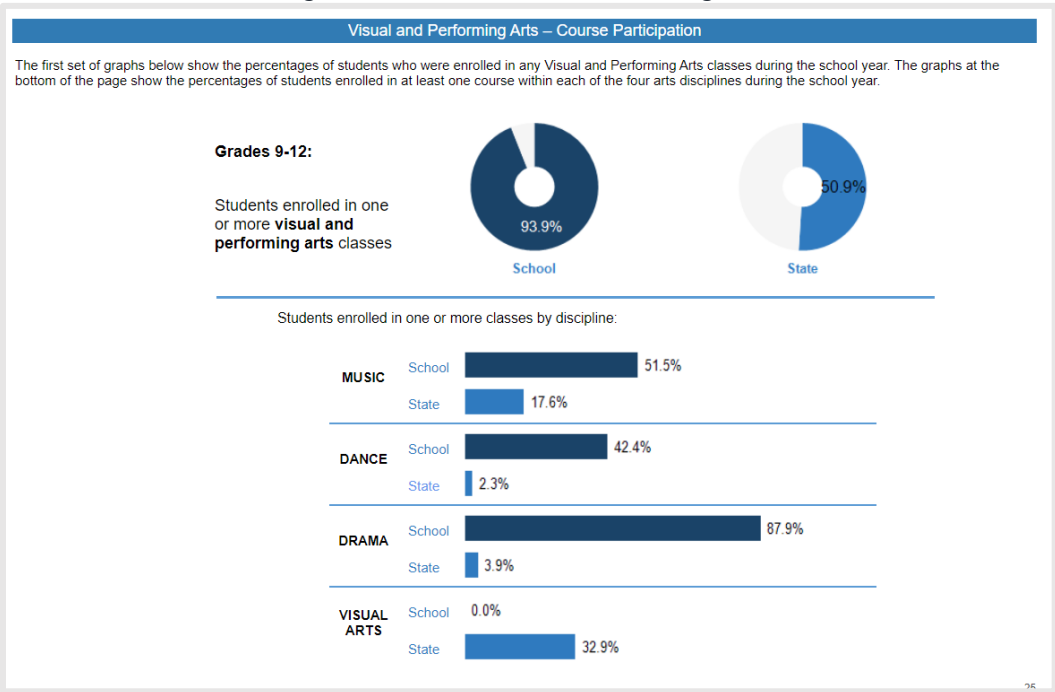
The bar charts at the bottom of the page (Figure 41) show the percentage of students who were enrolled in at least one music, drama, dance, or visual arts course for this academic year by discipline. Each percentage is calculated by taking the enrollment into one of these courses and dividing by total end-of-year enrollment for the corresponding grade levels (6-8 or 9-12).

Visual and Performing Arts Data Notes

Category	Visual and Performing Arts Data Notes
Source of information	• Visual and Performing arts participation is based on course enrollment data submitted by school districts at the end of the school year. Identification of courses in each arts discipline is

Category	Visual and Performing Arts Data Notes
	based on the course codes that schools use to program their courses.
Which reports include this information	• Visual and Performing arts participation rates will only appear in reports for schools and districts that serve students in any grades 6 through 12. • This section will not appear for "Not Tested" schools and districts.
Performance Reports Database	• Worksheet includes: (1) VisualAndPerformingArts

Graduation and Postsecondary

The Graduation and Postsecondary section of the performance reports provides data on four-year and five-year graduation rates, high school dropout rates, and enrollment in postsecondary institutions. This section of the reports is only included in reports for schools and districts that serve high school grades and had graduating 12th graders for the reported school year.

Figure 42 - Grad/Postsecondary
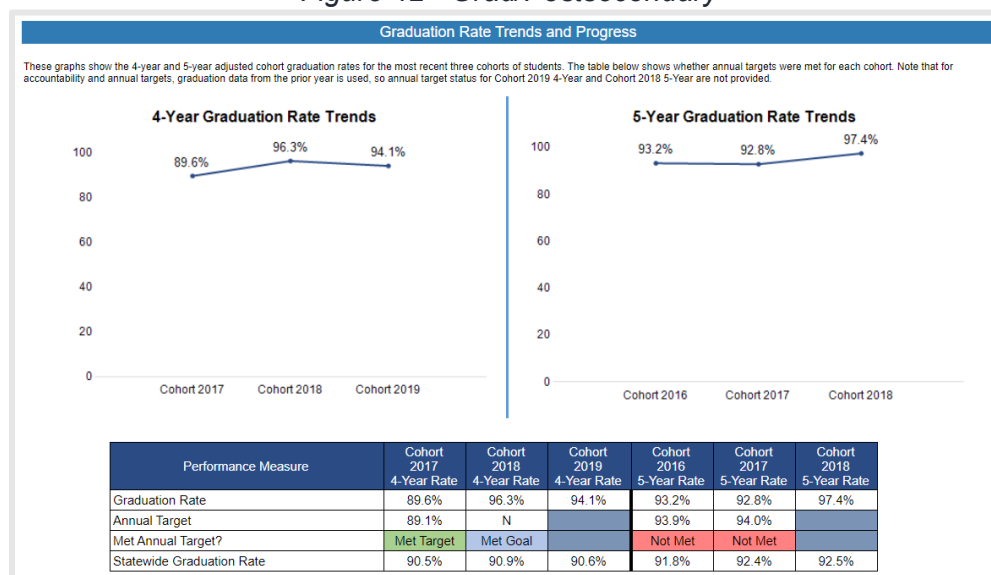
Graduation rates are calculated based on data submitted by each school district. New Jersey uses the Adjusted Cohort graduation rate formula that is mandated by the federal government.

Four-year graduation rates are calculated by dividing the number of students who graduated within four years of entering the 9th grade by the total number of students who started high school four years earlier. Five-year graduation rates are calculated by dividing the number of students who graduated within five years of entering the 9th grade by the total number of students who started high school five years earlier.

Graduation rates are adjusted for students who have transferred in or out of the district during this time. For more information on this methodology, please visit the NJDOE's Adjusted Cohort Graduation Rate Information.

Graduation Rates Trends and Progress

This section provides graphs that illustrate the three-year trends of the four-year and five-year adjusted cohort graduation rates.

The table below the visuals shows the four-year and five-year graduation rates, the annual target, and whether the annual targets were met for the last three years. Statewide graduation rates are included for comparison.

Figure 43 - Graduation Rates Trends and Progress

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. The table below shows whet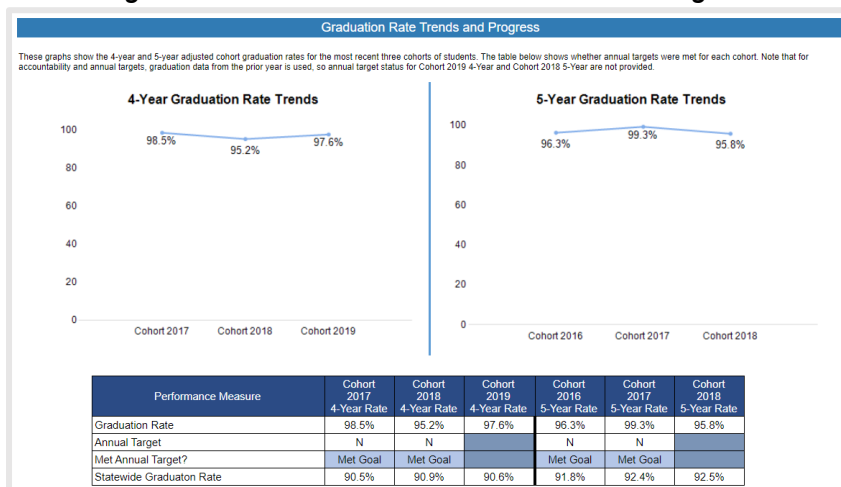her annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.

4-Year Graduation Rate Trends — 98.5%, 95.2%, 97.6% (Cohort 2017, Cohort 2018, Cohort 2019)

5-Year Graduation Rate Trends — 96.3%, 99.3%, 95.8% (Cohort 2016, Cohort 2017, Cohort 2018)

Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	98.5%	95.2%	97.6%	96.3%	99.3%	95.8%
Annual Target	N	N		N	N	
Met Annual Target?	Met Goal	Met Goal		Met Goal	Met Goal	
Statewide Graduaton Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

Graduation Rates Table

This table (Figure 44) shows four-year graduation rates for Cohort 2019 and Cohort 2018 and five-year graduation rates for Cohort 2018 and Cohort 2017, both overall and by student group. The most recent graduation rates, Cohort 2019 four-year and Cohort 2018 five-year, are compared to the statewide graduation rates.

Figure 44 - Graduation Rates

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual targets fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	97.6%	90.6%	95.8%	92.5%	95.2%	N	Met Goal	99.3%	N	Met Goal
White	98.3%	94.9%	92.5%	95.9%	92.5%	94.8%	Not Met	98.4%	N	Met Goal
Hispanic	96.5%	84.5%	97.7%	87.3%	95.5%	N	Met Goal	100.0%	N	Met Goal
Black or African American	*	83.3%	*	87.1%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	N	Met Goal	100.0%	N	Met Goal
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	N	91.4%	N	94.2%	N	N	N	*	**	**
Female	100.0%	92.8%	96.5%	94.4%	96.5%			100.0%		
Male	95.7%	88.5%	95.4%	90.8%	94.3%			98.6%		
Economically Disadvantaged Students	96.9%	84.0%	92.0%	87.3%	92.0%	94.2%	Not Met	98.1%	N	Met Goal
Students with Disabilities	92.9%	79.2%	84.0%	83.8%	84.0%	91.7%	Not Met	95.0%	N	Met Goal
English Learners	100.0%	75.4%	90.0%	80.1%	90.0%	**	**	*	**	**
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

The Cohort 2018 four-year and Cohort 2017 five-year graduation rates are indicators under New Jersey's *ESSA* accountability plan. For each of these rates, the table also includes the annual target and whether the target was met overall and for each student group. For more information about New Jersey's *ESSA* Accountability plan, reference the NJDOE's ESSA webpage plan or other NJDOE Accountability resources.

Graduation rate annual targets are the percentage of students in each cohort who are expected to graduate each year in order to meet the state's long-term four-year graduation rate goal of 95% and the long-term five-year graduation rate goal of 96% by 2030.

Annual targets were calculated through the year 2030 for all districts, schools, and student groups, based on Class of 2015 four-year graduation rates and Class of 2014 five-year graduation rates. They were calculated to ensure that the 2030 long-term goal would be met while differentiating for baseline performance. Although schools and student groups have different starting points and annual targets, the long-term goal is the same for all schools and student groups.

A school, district, or student group has met its target if the graduation rate is equal to or higher than the annual target. A school, district, or student group has met the long-term goal if the four-year graduation rate is 95% or higher or the five-year graduation rate is 96% or higher.

Graduation Pathways

This table (Figure 45) shows information on how Cohort 2019 graduates met high school graduation requirements for ELA and mathematics.

The table shows for both ELA and mathematics the percentage of Cohort 2019 graduates that met graduation requirements through each of four graduation pathways: Statewide Assessment, Substitute Competency Test, Portfolio Appeals Process, or Alternate Requirements specified in IEP. Students that were missing pathway data are included in the unknown category.

Figure 45 - Graduation Pathways

Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	73.3%	60.6%
Substitute Competency Test	12.7%	24.8%
Portfolio Appeals Process	4.8%	4.8%
Alternate Requirements specified in IEP	9.1%	9.7%
Unknown	0.0%	0.0%

Graduation Rate Data Notes

Category	Graduation Rate Data Notes
Source of information	• Graduation rate data is based on graduation data submitted by school districts.
Which reports include this information	• Graduation rate tables will only appear in reports for schools and districts serving students in grade 12 for the reported school year. • This section will not appear for "Not Tested" schools and districts.
Data privacy	• If the number of students in any school, district, or student group cohort is fewer than 10, graduation rates and pathways will not be displayed.

Category	Graduation Rate Data Notes
	• If any graduation rate is less than 10%, that data will not be displayed. • Annual Targets will not be displayed for schools or student groups with fewer than 20 students. If the number of students is fewer than 20, the table will show ** for that student group.
Performance Reports Database	• Worksheets include: (1) GraduationRateTrendsProgress, (2) GraduationRates, & (3) GraduationPathways

Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the last three school years. This rate is calculated by taking all students in grades 9 through 12 who have dropped out during the school year and dividing by the total end-of-year enrollment for grades 9 through 12 for that school year.

Figure 46 - Dropout Rate Trends

Dropout Rate Data Notes

Category	Dropout Rate Data Notes
Source of information	• Dropout data is based on inactive students reported by school districts at the end of the school year.
Which reports include this information	• Dropout data will only appear in reports for schools and districts serving students in grade 12 for the reported school year. • This section will not appear for "Not Tested" schools and districts.
Data privacy	• If the number of students enrolled in grades 9 through 12 for any school or district is fewer than 10, dropout rates will not be displayed.
Performance Reports Database	• Worksheet includes: (1) DropoutRateTrends

Postsecondary Enrollment

This page of the reports shows rates of enrollment in colleges and universities after graduation from high school. This information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide. Information is not available for students that enroll in postsecondary institutions outside of the United States.

Beginning with the 2018-19 reports, postsecondary enrollment rates are based on all graduates from a given year and are not restricted to a specific cohort. For example, for our fall
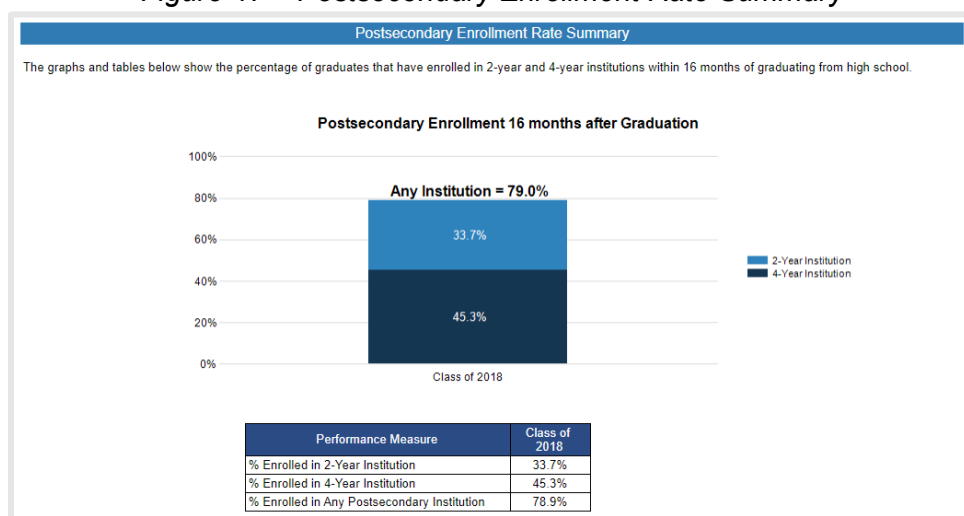
postsecondary enrollment rates, postsecondary enrollment rates reflect all students that graduated during the 2018-19 school year, instead of just Cohort 2019 students that graduated in four years.

Postsecondary Enrollment Rate Summary
This graph shows the percentage of graduates that have enrolled in two-year and four-year institutions within 16 months of graduating from high school.

The table below the graph shows the percentage of graduates enrolled in two-year institutions, four-year institutions, and any postsecondary institution.

Figure 47 – Postsecondary Enrollment Rate Summary

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation

Any Institution = 79.0%

Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	33.7%
% Enrolled in 4-Year Institution	45.3%
% Enrolled in Any Postsecondary Institution	78.9%

Postsecondary Enrollment Rates: Fall
This table (Figure 48) shows the percentage of 2019 graduates that were enrolled in any type of postsecondary institution at any point by fall 2019. The "% Enrolled in Any Institution" column shows the students in the state, schoolwide or districtwide, and by student group that were enrolled in any postsecondary institution. The next two columns show the percentage of those students that were enrolled broken out by two-year or four-year institution.

Figure 48 - Postsecondary Enrollment Rates: Fall

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.8%	28.8%	71.2%
Schoolwide	67.7%	44%	56%
White	67.2%	48.7%	51.3%
Hispanic	37.5%	66.7%	33.3%
Black or African American	76.9%	40%	60%
Asian, Native Hawaiian, or Pacific Islander	93.8%	13.3%	86.7%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged	53.6%	66.7%	33.3%
Students with Disabilities	40.9%	88.9%	11.1%
English Learners	*	*	*

The first rate is calculated by taking the total number of 2019 graduates that were enrolled in any institution at any point by fall 2019 and dividing by the total number of 2019 graduates. The next two columns are calculated by taking the total number of 2019 graduates enrolled in the corresponding institution type (two-year or four-year) by fall 2019 and dividing by the total number of 2019 graduates that were enrolled in any institution by 2019.

Postsecondary Enrollment Rates: 16 Month

This table (Figure 49) shows the percentage of 2018 graduates that were enrolled in any postsecondary institution at any point by fall 2019, sixteen months after graduation. The "% Enrolled in Any Institution" column shows the students in the state, schoolwide or districtwide, and by student group that were enrolled in any postsecondary institution. The next sets of columns show the percentage of those students that were enrolled broken out by two-year or four-year institution, public or private institution, and in-state or out-of-state institution.

Enrollment is based on whether a student was enrolled at any time between graduation and fall 2019, not whether students have been enrolled in college for two years. Graduates that enrolled in college directly after graduation but are no longer enrolled in fall 2019 will be included in these rates. Graduates that did not enroll in college in fall 2018 but enrolled for the first time in fall 2019 will also be included in these rates.

Figure 49 - Postsecondary Enrollment Rates: 16 Month

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.6%	31%	69%	73%	27%	65.7%	34.3%
Schoolwide	78.9%	42.7%	57.3%	68.7%	31.3%	68.7%	31.3%
White	81%	43.6%	56.4%	68.1%	31.9%	66%	34%
Hispanic	73.9%	52.9%	47.1%	76.5%	23.5%	76.5%	23.5%
Black or African American	75%	37%	63%	70.4%	29.6%	74.1%	25.9%
Asian, Native Hawaiian, or Pacific Islander	80%	33.3%	66.7%	58.3%	41.7%	66.7%	33.3%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged	67.6%	44%	56%	64%	36%	72%	28%
Students with Disabilities	48%	100%	0%	100%	0%	100%	0%
English Learners	*	*	*	*	*	*	*

The first rate is calculated by taking the total number of 2018 graduates that were enrolled in any institution by fall 2019 and dividing by the total number of 2018 graduates. The next sets of columns are calculated by taking the total number of 2018 graduates enrolled in the corresponding institution type by fall 2019 and dividing by the total number of 2018 graduates that were enrolled in any institution by fall 2019.

Postsecondary Enrollment Data Notes

Category	Postsecondary Enrollment Data Notes
Source of information	• Postsecondary enrollment data is based on information provided by the National Student Clearinghouse.
Changes for the 2018-19 reports	• The Postsecondary Enrollment Rate Trends table is new for 2018-19.

Category	Postsecondary Enrollment Data Notes
	• Postsecondary enrollment rates are now based on all graduates from a given year, instead of restricting to graduates from a specific cohort.
Which reports include this information	• Postsecondary enrollment data will only appear in reports for schools and districts serving students in grade 12 for the reported school year. • This section will not appear for "Not Tested" schools and districts.
Data privacy	• If the number of graduates for any school, district, or student group is fewer than 10, postsecondary enrollment rates will not be displayed.
Performance Reports Database	• Worksheets include: (1) PostSecondaryEnrRatesSummary, (2), PostsecondaryEnrRatesFall & (3) PostsecondaryEnrRates16mos

Climate and Environment

The Climate and Environment section of the School Performance Reports provides information about student absenteeism, incident and discipline data, and other information about the school climate and learning environment.

Figure 50 - Climate and Environment
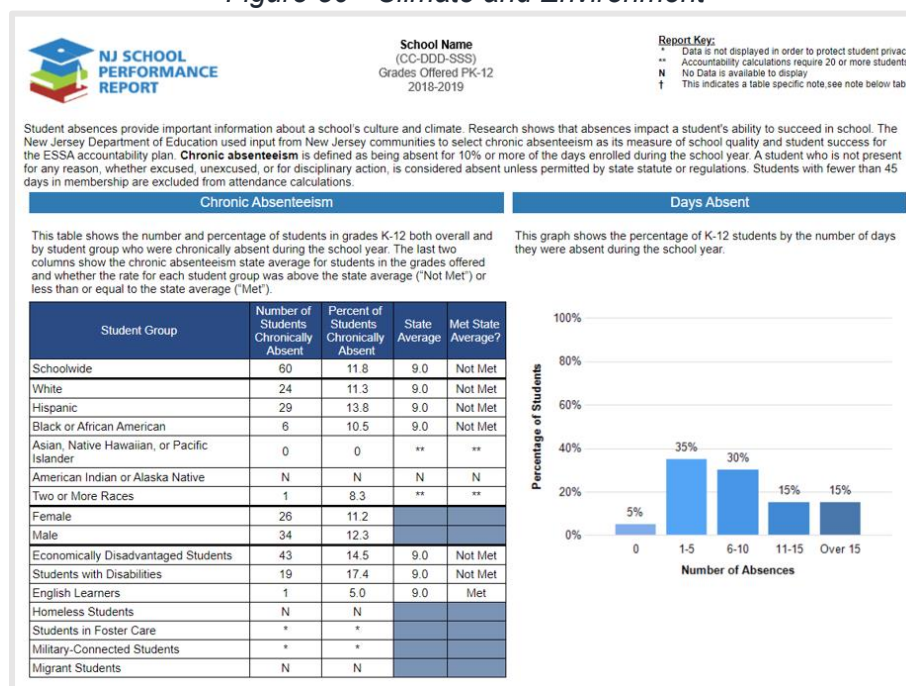
Chronic Absenteeism Data

Chronic absenteeism provides important information about a school's culture and climate. In addition, it is widely acknowledged that students who are in school are likely to be learning more than those who are absent. Chronic absenteeism has been identified by New Jersey as an indicator of school quality and student success for *ESSA* accountability.

Chronic absenteeism is an indicator of whether students are regularly attending school. A student is considered chronically absent if they are not present (referred to as "Cumulative Days Present") for 10% or more of the days in which they are enrolled at a school during the school year (referred to as "Cumulative Days in Membership").

An absence is defined as when a student is not physically in school or not participating in instruction or instruction-related activities at an approved off-grounds location. Whether a student absence is due to illness, disciplinary action, or other reason, the student is not considered present at school unless home instruction is received. The only time a student can be absent and not be counted as having a day in membership, and therefore not counted towards chronic absenteeism, is for the following reasons:

- Religious observance (*N.J.A.C.* 6A:32-8.3(h));
- A college visit (up to three days per school year, only for students in grades 11 and 12);
- "Take Our Children to Work Day" (pursuant to the memo issued by the Commissioner to all districts on April 25, 2017) or other rule issued by the Commissioner;
- Participation in observance of Veterans Day (N.J.S.A. 18A: 36-13.2) or district board of election membership activities (N.J.S.A.18A: 36-33); or
- The closure of a busing district that prevents a student from having transportation to the receiving school.

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

When concerns with student attendance are identified, there are many actions schools can take to reverse the trend. Resources on strategies for addressing chronic absenteeism are available on the NJDOE's Attendance, Truancy and Chronic Absenteeism webpage, including Getting Students to School: Strategies for Improving Attendance and Reducing Chronic Absenteeism.

For the following 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 through 12. (Preschool students are not included in the calculation of school and district accountability scores for chronic absenteeism. However, preschool chronic absenteeism rates are displayed in the "Chronic Absenteeism by Grade" table in the school performance report.)

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 will have his or her attendance reported by the public school they 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.

Chronic Absenteeism Table

The "Chronic Absenteeism" table (Figure 51) shows the number and percentage of students in grades K through 12 who were chronically absent schoolwide and by student group. This table also shows the target for *ESSA* accountability, which is based on the state average, and whether the school and each student group met that target.
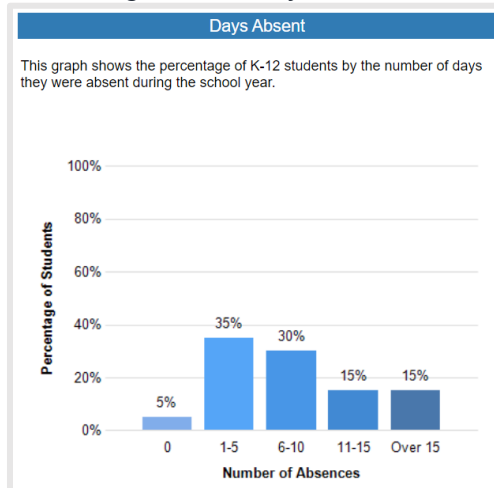
Figure 51 - Chronic Absenteeism

Chronic Absenteeism				

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	60	11.8	9.0	Not Met
White	24	11.3	9.0	Not Met
Hispanic	29	13.8	9.0	Not Met
Black or African American	6	10.5	9.0	Not Met
Asian, Native Hawaiian, or Pacific Islander	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	8.3	**	**
Female	26	11.2		
Male	34	12.3		
Economically Disadvantaged Students	43	14.5	9.0	Not Met
Students with Disabilities	19	17.4	9.0	Not Met
English Learners	1	5.0	9.0	Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

When establishing the state average (target) chronic absenteeism rate, the grades offered at a school are considered and the rate is calculated by averaging the chronic absenteeism rate for each grade offered at the school. For example, for a school with grades 9 through 12, the target would be the average of the chronic absenteeism rates of grades 9 through 12. If a school's chronic absenteeism rate is equal to or below the state average, the school is considered to have met the target. The target for each student group is the same as the schoolwide target for each school. The chronic absenteeism rate for a student group is only compared to the state average if a student group has 20 or more students.

Days Absent

The "Days Absent" graph (Figure 52) displays the schoolwide percentage of students in grades K through 12 by the number of days they were absent during the reported year.
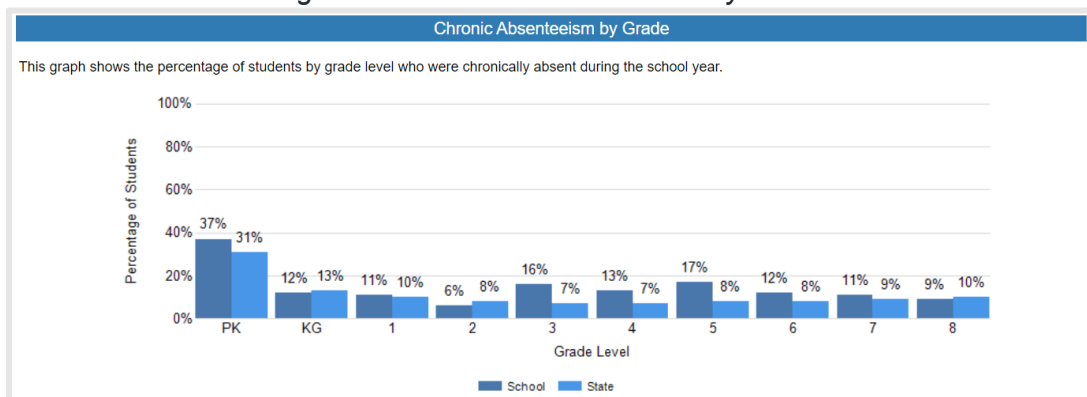
Figure 52 - Days Absent

Chronic Absenteeism by Grade

The "Chronic Absenteeism by Grade" graph (Figure 53) shows the percentage of students who were chronically absent along with a comparison to the state percentage for each grade level. If a school offers a Pre-K grade, this is the only table that would display the chronic absenteeism rate for Pre-K students.

Figure 53 - Chronic Absenteeism by Grade

Chronic Absenteeism Data Notes

Category	Chronic Absenteeism Data Notes
Source of information	• Chronic Absenteeism calculations are based on attendance and student group information submitted by school districts at the end of the school year.
Which reports include this information	• This section will not appear for "Not Tested" schools and districts.
Data privacy	• If the number of students enrolled in any school, student group, or grade level is fewer than 10, the count and percentage of students that were chronically absent will not be displayed. • If the rate of chronic absenteeism is greater than 90%, the rate will not be displayed. • If the number of students enrolled in any school or student group is fewer than 20, accountability targets will not be included, and the table will show **.

Category	Chronic Absenteeism Data Notes
Performance Reports Database	• Worksheets include: (1) ChronicAbsenteeism, (2) DaysAbsent, & (3) ChronicAbsByGrade

Incident and Discipline Data

The data shown in this section was collected from districts through the Student Safety Data System (SSDS). The NJDOE migrated to the SSDS system starting in the 2017-18 school year. This system 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 due to the change in reporting system.

Violence, Vandalism, HIB, and Substance Offenses

This table (Figure 54) shows the number of incidents reported by type and the total unique incidents. A single incident may be included under multiple types, so the sum of incidents across types may not equal the Total Unique Incidents. The last row shows a rate of incidents for every 100 students enrolled based on end-of-year enrollment.

Figure 54 - Violence, Vandalism, HIB, and Substance Offenses

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	6
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	13
Incidents Per 100 Students Enrolled	2.92

Police Notifications

This table (Figure 55) shows, by incident type, the number of cases where an incident led to police notification. **Incidents that led to police notification** includes any action by which a student is reported to any law enforcement agency or official, including a school police unit, for an incident that occurs on school grounds, regardless of whether official action is taken. Citations, tickets, court referrals, and school-related arrests are considered reports to law enforcement.

Figure 55 - Police Notifications

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	4
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table (Figure 56) shows, by HIB Nature or Protected Category, the count of alleged, confirmed, and total Harassment, Intimidation, and Bullying (HIB) investigations.

The **HIB nature** of an incident may include bullying of a student for one characteristic (actual or perceived) or for multiple characteristics. The multiple characteristics are also called "**protected categories**". These protected categories are identified in N.J.S.A.18A:37-14.

A single incident may be counted in multiple rows of the table if the investigation was associated with multiple protected categories. All confirmed incidents must have an identified nature.

Figure 56 - Harassment, Intimidation, and Bullying (HIB) Investigations

Student Disciplinary Removals

This table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. The removal types are:

- **In-school suspension**: Indicates that the student was temporarily removed from his or her regular classroom(s) for at least half a day for disciplinary purposes but remains **under the direct supervision of school personnel**.
- **Out-of-school suspension**: Indicates that the student was temporarily removed from his or her regular classroom(s) for at least half a day for disciplinary purposes to another setting (e.g. home).
- **Any suspension:** Indicates that the student received an in-school or out-of-school suspension, or both.
- **Removal to other education program**: Indicates that the student was removed from his or her regular school for disciplinary purposes for the remainder of the school year or longer and placed in another regular school, an alternative education program or alternative school, or another placement where the student continues to receive educational services.
- **Expulsion**: Indicates that the district discontinued all educational services or discontinued payment for all educational services for the student, which means that the student was not placed or recommended for placement in a program or services provided by the district or other agency (per *N.J.A.C.* 6A:16-1.3).

- **Arrest**: Indicates the arrest of a student for any incident on school grounds or due to a referral by any school official. All school-related arrests are considered incidents that were reported to police.

Each percentage is calculated by dividing the number of students by the total end-of-year enrollment for the school or district.

The table on the right (Figure 57) shows the total number of days missed due to out-of-school suspension for all students during the school year.

Figure 57 - Student Disciplinary Removals

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	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
24

Incident and Discipline Data Notes

Category	Incident and Discipline Data Notes
Source of information	• Incident and Discipline data is collected from school districts through the Student Safety Data System (SSDS)
Which reports include this information	• This section appears in all reports
Data privacy	• If the number of students receiving any type of disciplinary removal is less than 10, the count and rate will not be displayed.
Performance Reports Database	• Worksheets include: (1) ViolenceVandalismHIBSubstanceOf, (2) PoliceNotifications, (3) HIBInvestigations, & (4) DisciplinaryRemovals

Learning Environment
The other tables in the Climate and Environment section of the report provide information about school day and device ratios.

School Day
The "School Day" table (Figure 58) shows information about the overall time and instructional time for a typical student at this school.

Figure 58 - School Day

The start and end times for a typical student at this school are based on information submitted by school districts to the state CDS system. The length of school day is calculated based on these start and end times. This time includes both instructional and non-instructional activities.

Instructional time is the amount of time a typical student was engaged in instructional activities under the supervision of a certified teacher. This differs from the length of the school day because it only counts the time students spend in instructional activities and does not include time spent in non-instructional activities, such as lunch.

Instructional time is reported for both full-time and shared-time students. **Shared-time students** split time between two schools, such as a county vocational high school and a comprehensive high school. Some schools may only have full-time or shared-time students, so not all schools will show instructional time for both full-time and shared-time students.

Device Ratios

This table includes information collected from the NJTRAx database. The NJDOE established the NJTRAx Digital Learning Readiness database to gauge the technology readiness of New Jersey schools and districts for online testing as well as to provide a tool to assist schools in determining readiness for digital learning. For more information about NJTRAx, visit the New Jersey Digital Learning and Assessment Portal.

Through NJTRAx, districts were asked to report on grades 3 through 10. There may be some districts that reported on other grades (PK through 2 or 11 through 12).

Figure 59 - Device Ratios

This table shows the student to device ratio, which is the number of students in grades 3 through 10 per device. The count includes only reported instructional devices (i.e., tablets or

laptops) that meet nationally recommended specifications for digital learning in grades 3 through 10.

The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision. Additionally, this table may show an **N** if the school's devices do not meet the recommended specifications.

Learning Environment Data Notes

Category	Learning Environment Data Notes
Source of information	• School start and end times and instructional time are submitted by school districts through the CDS system. Device ratios are based on information submitted by school districts through the NJTRAx system at the beginning of the school year.
Changes for the 2018-19 reports	• The Device Ratio data has been adjusted to only include devices that meet nationally recommended specifications for digital learning in grades 3 through 10.
Which reports include this information	• Learning Environment tables will only appear in school-level reports as data is school-specific and cannot be rolled up for district and state level reports. • The Device Ratios table will not appear for schools that only serve grades Pre-K through 2 or "Not Tested" schools.
Performance Reports Database	• Worksheets include: (1) SchoolDay & (2) DeviceRatios

Staff

The Staff section of the New Jersey School Performance Reports provides information about staff assigned to the school, district, and state. This section of the report will reference several categories of staff members:

- **Teachers:** All classroom teachers
- **Administrators:** Principals, assistant principals, supervisors, coordinators, directors, superintendents, and other central-office and district-level administrators.
- **Faculty:** All classroom teachers and educational services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members).

Staff member types are identified based on job codes submitted by districts in NJ SMART. The different job codes used are:
- **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

Figure 60 - Staff

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	25	118,214
Average years experience in public schools	10.7	12.1
Average years experience in district	10.2	10.8
Teachers in district for 4 or more years	76.0%	75.3%

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	43	9,530
Average years experience in public schools	24.1	16.0
Average years experience in district	20.0	12.0
Administrators in district for 4 or more years	97.7%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	18:1	14:1
Students to Administrators	445:1	223:1
Teachers to Administrators	25:1	16:1
Students to Librarians/Media Specialists		3192:1
Students to Nurses		638:1
Students to Counselors		399:1
Students to Child Study Team		532:1

Teacher and Administrator Experience

These two tables (Figure 61) show information about experience for teachers and administrators with comparisons to statewide data. The data used in both tables are provided by data submitted by districts in NJ SMART SMID and Staff submissions. Information in the teacher table is reported at the school-level and the information in the administrator table is reported at the district-level. Administrator data is reported at the district-level because many schools only have one administrator.

Figure 61 - Teachers - Experience & Administrators – Experience

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	25	118,214
Average years experience in public schools	10.7	12.1
Average years experience in district	10.2	10.8
Teachers in district for 4 or more years	76.0%	75.3%

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	43	9,530
Average years experience in public schools	24.1	16.0
Average years experience in district	20.0	12.0
Administrators in district for 4 or more years	97.7%	76.9%

The "average years experience in public schools" row shows the average number of years that teachers/administrators have held positions in one or more public schools, both in New Jersey and outside of the state. The "average years experience in district" row shows the average number of years that teachers/administrators have held positions within their current school district. The last row shows the percentage of teachers/administrators that have held positions in their current school district for four or more years.

Student to Staff Ratios

This table (Figure 62) shows ratios of students and staff members in the school and district. Separate ratios are calculated for Teachers, Administrators, Librarian/Media Specialists, Nurses, Counselors, and Child Study Team members. Child Study Team members include psychologists, school social workers, and learning disability teacher consultants.

Figure 62 - Student to Staff Ratios

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	10:1
Students to Administrators	109:1	82:1
Teachers to Administrators	11:1	8:1
Students to Librarians/Media Specialists		2055:1
Students to Nurses		685:1
Students to Counselors		257:1
Students to Child Study Team		228:1

Ratios for librarians, nurses, counselors, and child study team members are reported at the district-level only because many staff members in these job titles are assigned only to the district and not to individual schools. Because these individuals are not assigned to individual schools but are attributed to districts, ratios are not provided at the school-level.

Student to staff ratios are calculated by taking the total end-of-year enrollment for the school or district and dividing by the number of staff in the corresponding staff type. The Teachers to Administrators ratio is calculated by taking the total number of teachers and dividing by the total number of administrators.

Teachers and Administrators – Demographics

This table (Figure 63) shows the percentages of students, teachers, and administrators by gender and by racial and ethnic group with comparisons to the state. Student percentages are calculated by taking the total number of students in each category and dividing by the total enrollment. Each staff rate is calculated by taking the total number of staff members in each category and dividing by the total number of staff members. Each teacher or administrator is identified in only one racial or ethnic group.

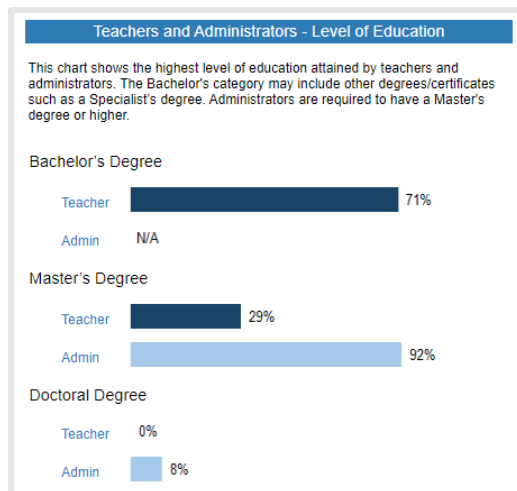*Figure 63 - Teachers and Administrators - Demographics*

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.3%	58.5%	58.5%	48.4%	77.1%	54.9%
Male	50.7%	41.5%	41.5%	51.6%	22.9%	45.1%
White	40.5%	86.9%	86.9%	42.4%	83.6%	77.4%
Hispanic	25.4%	3.1%	3.1%	29.9%	7.3%	7.2%
Black or African American	28.0%	9.2%	9.2%	15.0%	6.6%	13.9%
Asian	2.1%	0.8%	0.8%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.8%	0.0%	0.0%	2.1%	0.2%	0.2%

Teachers and Administrators – Level of Education

This chart (Figure 64) displays the highest level of education attained by teachers and administrators. The Bachelor's Degree and Master's Degree categories for teachers may include non-instructional degrees or certificates such as educational services certificates or

specialized degrees. Administrators are required to have a master's degree or higher, so the Bachelor's Degree category will show N/A for Administrators.

Figure 64 - Teachers and Administrators – Level of Education

Teacher and Administrators – One-Year Retention

The "Teacher and Administrators – One-Year Retention" table (Figure 65) shows the percentage of teachers and administrators assigned to the district or state during the 2017-18 school year that are still assigned to the same district in 2018-19. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Figure 65 - Teacher and Administrators - One-Year Retention

Faculty Attendance

This table (Figure 66) shows the percentage of days that school faculty were present during the school year. To calculate faculty attendance, the sum of faculty days present is divided by the sum of faculty days possible. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

Figure 66 - Faculty Attendance

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	96.1%

School and District Staff Data Notes

Category	School and District Staff Data Notes
Source of information	• All staff data, except Faculty Attendance, is based on staff data submitted by school districts in October of each school year. • Staff are identified as teachers, administrators, and other staff types based on the job codes that are assigned to staff by school districts in the information that they submit. • Enrollment data for ratios is based on end-of-year student enrollment data submitted by school districts. • Faculty Attendance data is based on information submitted by school districts at the end of the school year.
Changes for the 2018-19 reports	• The Teacher and Administrator Demographics table now includes student and statewide demographics for comparison.
Which reports include this information	• This section appears in all reports.
Performance Reports Database	• Worksheets include: (1) TeachersExperienceCertification, (2) AdministratorsExperience, (3) StudentToStaffRatios, (4) TeachersAdminsLevelOfEducation, (5) TeachersAdminsOneYearRetention, (6) FacultyAttendance, & (7) TeachersAdminsDemographics

Statewide Educator Equity Data

This table is available only in the state-level School Performance Reports. The table shows the percentages of students with at least one teacher who is out-of-field, ineffective, and/or inexperienced based on years teaching in a given district. A teacher is **out-of-field** if they are teaching outside of their area of certification as determined by NJDOE. A teacher is **ineffective** if they receive an annual summative evaluation rating of "ineffective" on the AchieveNJ evaluation system, mandated by the TEACHNJ law. A teacher is **inexperienced** if they have fewer than four years of prior experience within a given district.

The table (Figure 67) shows comparisons between Low Income Students in Title I schools and Non-Low Income Students in Non-Title I schools and between Minority Students in Title I schools and Non-Minority Students in Non-Title I schools to show possible educator equity gaps across New Jersey.

Figure 67 - Statewide Educator Equity Data

Statewide Educator Equity Data

This table shows information on the rates at which students are taught by out-of-field, ineffective, and inexperienced teachers, and shows possible educator equity gaps for low income and minority students across New Jersey.

Category	Percentage of Students Overall	Percentage of Low Income Students in Title I Schools	Percentage of Non-Low Income Students in Non-Title I Schools	Percentage of Minority Students in Title I Schools	Percentage of Non-Minority Students in Non-Title I Schools
Students taught by one or more teachers who are out-of-field	13.59%	17.58%	9.25%	17.30%	9.39%
Students taught by one or more ineffective teacher	0.23%	0.70%	0.01%	0.60%	0.00%
Students taught by one or more inexperienced teacher	77.44%	79.02%	76.65%	79.32%	76.31%

Low-income students are students eligible for free or reduced lunch, identified as "economically disadvantaged." **Minority students** are students of color, which includes the following student groups: American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, and two or more races.

Statewide Educator Equity Data Notes

Category	Statewide Educator Equity Data Notes
Source of information	• Educator equity data is based on student enrollment, course enrollment, and certified staff data submitted by school districts, as well as teacher certification data. Staff are identified as teachers based on the job codes that are assigned to staff by school districts in the information that they submit. • Evaluation data is based on information submitted by districts through the Evaluation Score Certification Tool.
Which reports include this information	• The Statewide Educator Equity Data table only appears in the state-level school performance report.
Performance Reports Database	• Worksheet includes: (1) StatewideEducatorEquity

Per-Pupil Expenditures

States are now required under the *ESSA* to report on the per-pupil expenditures of federal, state, and local funds for each school and district in the state. The "Per-Pupil Expenditures" section of the reports provides a link to a district summary for 2018-19 school-level per pupil expenditures by source.

Figure 68 - Per-Pupil Expenditures

Per-Pupil Expenditures by Source

The link below will provide a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts provided include expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service.

The per pupil expenditures are calculated from the 2018-19 Audit Summary Application (AudSum) and Average Daily Enrollment (ADE) comes from the 2018-19 School Registry Summary (SRS).

Some school level costs cannot be assigned to a specific school, these will be found in row 1. Other costs are district central expenditures, these can be found in row 2 of the table. An overall cost per pupil for a given school can be calculated by adding the "School Level Expenditures Not Assigned to a School" (row 1) and the "District Level Central Expenditures" (row 2) to the school specific expenditures found in the table.

More information about district and charter school spending can be found in the User Friendly Budget, 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.

An option to download a statewide school-level summary will also be available by following the link.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

Current expenditures include the instructional costs of regular and special programs offered to students, as well as the normal operating costs of the district. The measure includes costs for governance, support, and instruction that are considered common to all school districts and are generally uniform among them. Examples of included expenses are salaries and fringe benefits for staff, textbooks, supplies and materials, rentals, insurance, legal fees, and other purchased professional, technical, and property services.

Expenses that are omitted from the per pupil expenditure include:

- Pension costs paid by the state on behalf of districts;
- Tuition payments;
- Transportation costs;
- Costs for students in residential programs;
- Local contributions to special revenue;
- Interest payments on the lease purchase of buildings;
- Payments resulting from judgments against the school district;
- Equipment purchases;
- Facilities acquisition and construction services; and
- Debt service expenditures.

More information about district and charter school spending can be found using districts' User Friendly Budget, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures Data Notes

Category	Per-Pupil Expenditures Data Notes
Source of information	• Expenditure Data comes from district audit summary data. Expenditure amounts are taken from districts' actual expenditures as reported in the audit summary application

Category	Per-Pupil Expenditures Data Notes
	(Audsum), which are certified by the district's business administrator and an independent auditor. Amounts reported in the Audsum correspond to the amounts in each district's Comprehensive Annual Financial Report. • Enrollment Data (used for the denominator in the calculation) is based on each district's Average Daily Enrollment, as reported by districts in the School Register Summary (SRS). The enrollment includes only those students who are being educated within the district's schools. Students who are sent out of district via tuition arrangements, as well as those who attend charter schools, choice districts, or residential programs, are **not** included in the average daily enrollment of their resident district.
Which reports include this information	• This page appears in all reports.
Performance Reports Database	• Per-pupil expenditures data is not included in the Performance Reports database, but an option to download a statewide school-level summary is available by following the link in any report.

Accountability

The *Every Student Succeeds Act (ESSA)* was passed in December 2015 and replaced the *No Child Left Behind Act (NCLB) of* 2002. The purpose of this law is to ensure that all students have equitable access to high-quality educational resources and opportunities, and to close educational achievement gaps.

As required by this law, New Jersey has developed a state plan for how states will identify the schools in need of the most comprehensive and targeted support. *ESSA* requires states to use a set of indicators to measure the performance of all schools.

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
- **Comprehensive Support and Improvement - Overall Low Performing**: Schools with a summative score in the bottom 5% of Title I schools
- **Comprehensive Support and Improvement - Low Graduation Rate**: High schools with a four-year graduation rate of 67% or less
- **Targeted Support and Improvement - Low Performing Student Group**: Schools with student group summative scores that would be in the bottom 5% of Title I schools if the student group was a school

Annually, NJDOE will identify schools in the following federal category:
- **Targeted Support and Improvement - Consistently Underperforming Student Group**: Schools with one or more students groups that missed annual targets or standards for all indicators for two years in a row

More information about how New Jersey is meeting these requirements is available in the New Jersey ESSA plan overview . Additional resources about how schools are identified for support are available on the NJDOE School and District Accountability page.

ESSA Accountability Status (School-Level Reports)

This table (Figure 69) shows the status for each school for the upcoming 2020-21 school year. The table identifies the status, category of identification, and the year the school is eligible to exit status. Separate rows for each accountability student group show whether the student group met criteria for Low Performing Student Group or Consistently Underperforming Student Group.

Note that if a school is identified for Comprehensive Support and Improvement, student groups may be flagged as "Low Performing" or "Consistently Underperforming" for information only.

Figure 69 – ESSA Accountability Status

Schools Identified as Requiring Comprehensive or Targeted Support (District- and State-Level Reports)

This table appears in district-level reports and the statewide report and provides the list of schools in the district or across the state that are identified as requiring Comprehensive or Targeted Support and Improvement during the 2020-21 school year.

The table gives the status for the school, the category of identification, and the year the school is eligible to exit status. Schools must meet exit criteria in order to exit status. The last column of the table lists the student groups that met criteria for Low Performing Student Group or Consistently Underperforming Student Group. If a school is identified for Comprehensive Support and Improvement, student groups may be flagged for informational purposes only, but the school's overall status and exit criteria will be based on its identification for comprehensive support and improvement.

Figure 70 - Schools Identified as Requiring Comprehensive or Targeted Support

County Code	County Name	District Code	District Name	School Code	School Name	Status for 2020-21 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2020-21 School Year
CC	County	DDDD	District	SSS	Elementary School #1	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	Black or African American;
CC	County	DDDD	District	SSS	Elementary School #2	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	Black or African American;
CC	County	DDDD	District	SSS	Middle School #1	Comprehensive Support and Improvement	Overall Low Performing	2021	Hispanic; Students with Disabilities;
CC	County	DDDD	District	SSS	High School #1	Comprehensive Support and Improvement	Overall Low Performing	2021	Hispanic; Black or African American; Economically Disadvantaged; Students with Disabilities; English Learners;

ESSA Accountability Progress

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

- ELA and Mathematics Proficiency: represented by the Proficiency Rate for Federal Accountability
- ELA and Mathematics Growth**:** measured by the median Student Growth Percentile
- Four-Year and Five-Year Graduation Rates**:** measured by the adjusted cohort graduation rate
- Progress toward English Language Proficiency
- Chronic Absenteeism

The Progress toward English Language Proficiency indicator was added for 2017-18, so data is not available for the 2016-17 school year.

Please note that this table shows the most recent four-year graduation rate for Cohort 2019 and five-year graduation rate for Cohort 2018. However, for accountability purposes, graduation rate data is lagged by a year. This means that for purposes of identifying whether a school met annual targets, the Cohort 2018 four-year rate and the Cohort 2017 five-year rate will be used.

Accountability Indicator Scores and Summative Rating

This table is not included for the 2018-19 reports. Under New Jersey's approved ESSA plan, schools are identified for Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE last identified schools in 2019, so the next identification for comprehensive support and improvement will be in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data elements are no included in the School Performance Reports. The *ESSA* Accountability Status and *ESSA* Accountability Progress tables can be used to see a school's current status and to monitor a school's progress on each accountability indicator.

The indicators included in the *ESSA* accountability system, as well as the weights applied to each indicator, vary based on school grade configuration. In developing the weights for the indicators in *ESSA*, the NJDOE followed a set of principles that reflected the diverse needs of New Jersey students, the pervasive achievement gaps, and input from stakeholders.

Different indicators and weights were used for elementary and middle schools with no high school grades, high schools, and schools with mixed grade configurations that serve both high school and elementary/middle school grades.

For more details on New Jersey's ESSA Accountability system and how schools are identified, view our accountability resources.

Accountability Summary by Student Group

This table displays a breakdown of schoolwide and student group performance for each of the *ESSA* accountability indicators. The table indicates whether a district, school, or student group met annual *ESSA* accountability targets and standards for each indicator.

Figure 71 – Accountability Summary by Student Group

Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Met Target†	Not Met	Met Standard	**	Met	No
White	Met Target†	Met Target	Not Met	Not Met	n/a	Met	No
Hispanic	Met Target†	Not Met	Not Met	Met Standard	n/a	Not Met	No
Black or African American	Met Target	Met Target†	Not Met	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	N	N	**	**	n/a	Met	No
Economically Disadvantaged Students	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	Met Target	Not Met	Met Standard	Met Standard	Met Standard	**	No

Annual targets for proficiency and graduation rate are based on school and student group baseline performance in 2015-16 or the first year data becomes available. ELA and mathematics proficiency annual targets reflect the percentage of students who must score at either Level 4 or 5 on the NJSLA or Level 3 or 4 on the DLM to ensure the school or student group is on track to meet the long-term academic achievement goal of 80% by 2030.

The four-year and five-year graduation annual targets reflect the percentage of students in the graduation cohort who must graduate to be on track to meet the long-term four-year graduation rate goal of 95% and the long-term five-year graduation rate goal of 96% by 2030.

The standard for student growth was set by the NJDOE and reflects whether a school or student group had a median Student Growth Percentile (mSGP) of 40-59.5 or exceeded the standard with an mSGP of 60 or higher.

The target for Progress Towards English Language Proficiency represents the mean percentage of English Language Learners (ELLs) meeting progress with an increase of 1% per year. Separate means or targets were defined for schools that end in grade 5 or lower and all other schools.

The state average for chronic absenteeism reflects the statewide chronic absenteeism rate for the grades in which students are enrolled in the given school or district. For example, for a K-5 school or district, the state average for chronic absenteeism would be the statewide chronic absenteeism rate for students in grades K through 5.

Summative scores for student groups are not included in the 2018-19 reports. Under New Jersey's approved *ESSA* plan, schools are identified for Targeted Support and Improvement for a Low Performing student group every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE last identified schools in 2019, so the next identification for Targeted Support and Improvement for Low Performing Student Group will be in the 2020-21 reports, which will be released in 2022.

The last column of the table, in school-level reports only, shows whether a student group has been identified for Targeted Support for a Consistently Underperforming Student Group. Under New Jersey's approved *ESSA* plan, schools are identified annually for Targeted Support for a

Consistently Underperforming Student Group if one or more student groups miss all annual targets for two consecutive years.

More details about the specific goals for each indicator can be found in the corresponding sections of this Reference Guide:

Academic Achievement (ELA and mathematics proficiency)
Student Growth (ELA and mathematics mSGP)
Chronic Absenteeism
Graduation Rates (four-year and five-year)
Progress toward English Language Proficiency

Accountability Data Notes

Category	Accountability Data Notes
Source of information	• See specific information for each indicator in this guide for information the source of data used to calculate each indicator.
Changes for the 2018-19 reports	• The ESSA Accountability Status table replaces the Comprehensive Status and Targeted Status tables for 2018-19. • Additional information on the category of identification has been added to the ESSA Accountability Status table. • The ESSA Accountability Progress table is new for 2018-19. • Summative ratings are not included in the reports for 2018-19.
Which reports include this information	• The Accountability section will not be included for "Not Tested" schools and districts. • The "ESSA Accountability Status" and "Accountability Indicator Scores and Summative Rating" tables will only appear in school-level reports. • The "Schools Identified as Requiring Comprehensive or Targeted Support" table will only appear in district-level and state-level reports.
Minimum Number of Students Required for *ESSA* accountability	• The minimum number of students (n-size) required for all accountability purposes and calculations is 20. This n-size is applied to calculations at district, school, and student group levels for all indicators. A ** will appear in the reports if the group size is less than 20.
Performance Reports Database	• Worksheets include: (1) ESSAAccountabilityStatus, (2) ESSAAccountabilityProgress, & (3) AccountabilitySummary

Narrative

The Narrative section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered. Schools and districts are provided the opportunity to offer insight into areas not limited to their mission, curriculum, clubs and athletics, and parent involvement.

Schools and districts were able to choose the categories that would be included in their report. Any questions about the information included in the narrative should be directed to the school or district.

Figure 72 – Narrative

Narrative Data Notes

Category	Narrative Data Notes
Source of information	• Narrative data was submitted by school districts through a collection at the end of the school year.
Which reports include this information	• Narrative data is available for school- and district-level reports only (not state-level).
Performance Reports Database	• Worksheet includes: (1) Narrative

School Performance Report Additional Resources

What to do if…	Action
I want to give feedback, suggest improvements, or request additional data for future reports?	Fill out our Feedback Survey or contact the NJDOE Report Card.
I want more data about my child or school that is not in this report?	Contact your school.
I'm having technical issues with the reports?	Contact the NJ SMART Helpdesk.
I'm a school/district employee and I want to flag an issue with the data?	Contact the NJ SMART Helpdesk.
I have questions about how to understand the data in the reports?	Contact the NJ SMART Helpdesk.
I want to know how my school/district is addressing performance?	Contact your school or district.
I'm looking for previous year reports?	Choose your school year of choice from the Search for Reports page.
I want to know what courses/programs are offered at my school?	Contact your school.
I'm looking for a list of schools in the state?	View the NJ School Directory.

What to do if…	Action
I'm a researcher and I want to request data for a research project?	Contact the NJDOE Report Card.

Learn more

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