



NJ School Performance Reports Reference Guide

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* [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 2017-18 New Jersey School Performance Reports are available in several 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
 - 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.

Acknowledgments

The NJDOE would like to thank our partners for reviewing this School Performance Reports Reference Guide as well as the other School Performance Reports resource documents:

- Rose Acerra and New Jersey Parent Teacher Association
- Mary-Alice Baratta and the Black Horse Pike Regional School District
- Tatsiana DaGrosa and the Statewide Parent Advocacy Network
- Marc Mancinelli and the South Jersey Data Leaders Partnership
- Cynthia Rice and Advocates for Children of New Jersey

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?

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?

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/Literacy (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?

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.
- **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 2014-2018. New Jersey transitioned to the PARCC exams in English Language Arts (ELA) and mathematics beginning in the 2014-15 school year. The PARCC assessments measure the higher-level skills developed under the New Jersey Student Learning Standards and provide parents and educators with meaningful information to improve teaching and learning. For more information about the PARCC assessment, visit the NJDOE's Assessment site. Please note that beginning with the Spring 2019 administration, students will no longer take the PARCC and will instead take the New Jersey Student Learning Assessment in English Language Arts and Mathematics (NJSLA-ELA and Math).

- ***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 PARCC assessments or SAT exams, student performance data is provided by the outside vendor.

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:

- An * 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.



- An ** 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.
- A 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.

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 screenshot shows the 'Run Report' interface. On the left is a navigation menu with links: 'Performance Reports Home Page', 'Resource Documents', 'Take our Feedback Survey', and 'Download the Data'. The main content area is titled 'Run Report:' and displays the school information: 'ATLANTIC CITY HIGH SCHOOL (ATLANTIC CITY)', '1400 N ALBANY AVENUE', and 'ATLANTIC CITY, NJ 08401-6153'. Below this, there are two sections of report options. The first section, 'Reports (in English):', contains two green buttons: 'Detail Report' and 'Summary Report'. The second section, 'Translated Reports (in Spanish):', contains two green buttons: 'Informe Detallado' and 'Informe Resumido'. Below these is a section for 'Translated Resources' with four links: 'Reference Guide (Guía de Referencia Detallado)', 'FAQ (Preguntas Frecuentes)', 'Summary Report Guide (Guía de Referencia Resumen)', and 'Privacy Rules (Reglas de Privacidad de Datos)'. At the bottom left, there is a 'What's New:' section stating '2017-18 Reports released February 26, 2019'. At the bottom center, there is contact information: 'Questions about the reports? Contact us at reportcard@doe.nj.gov', and social media handles '#njschoolreports' and '#knowyourNJSchool'.

The menu at the left will contain links to:

- Resource Documents
 - Reference Guide (this document)
 - Summary Report Guide
 - Frequently Asked Questions
 - Videos and Other 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.

NJ SCHOOL PERFORMANCE REPORT

Download the Data:

2017-18 Data Files

2017-18 Performance Reports Database - Excel [School](#) [District/State](#)
2017-18 Performance Reports Database - Excel - zipped [School](#) [District/State](#)
2017-18 Performance Reports Database - Access [School](#)

It is recommended that you download these files to your local computer and not try to open them in your browser.

Database File Layouts:
2017-18 Performance Reports Database - Excel [School](#) [District/State](#)

Links to data from prior years:
[2010-17 Data](#)
[2015-16 Data](#)
[2014-15 Data](#)
[2013-14 Data](#)
[2012-13 Data](#)
[2011-12 Data](#)
[Data prior to 2012](#)

What's New:
• 2017-18 Reports released February 25, 2019

On the Download the Data page, you will be able to download the 2017-18 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.

Field	Type	Description
COUNTY_CODE	Numeric	County Code
COUNTY_NAME	Text	County Name
DISTRICT_CODE	Numeric	District Code
DISTRICT_NAME	Text	District Name
SCHOOL_CODE	Numeric	School code
SCHOOL_NAME	Text	School Name
GRADESPAN	Text	Grades Span
PRINCIPAL_NAME	Text	School Principal Name
ADDRESS	Text	Street Address
CITY_STATE_ZIP	Text	City, State, and Zip
PHONE	Text	Phone number
EMAIL	Email Address	Email link
WEBSITE	Website Address	Website link
FACEBOOK	Facebook Address	Facebook link
TWITTER	Twitter Address	Twitter link



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.

In this example, the Enrollment Trends by Grade table of the Demographic section was selected in the navigation submenu.

Overview ▾ Demographic ▾ Academic Achievement ▾ College and Career Readiness ▾ Grad/ Postsecondary ▾ Climate and Environment ▾ Staff ▾ Accountability ▾ Narrative

Demographic
Enrollment Trends by Grade
Enrollment Trends by Student Group
Enrollment by Racial and Ethnic Group
Enrollment Trends by Full and Shared Time Status
Enrollment by Home Language

School Name
(CC-DDDD-SSS)
Grades Offered: PK-12
2017-2018

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

In this example, the Comprehensive Status table of the Accountability section was selected in the table of contents.

Document Map

- School Performance Report
 - 1. Overview
 - 2. Demographic
 - 3. Student Growth
 - 4. Academic Achievement
 - 7. Climate and Environment
 - 8. Staff
 - 9. Accountability
 - 9.1. Comprehensive Status
 - 9.2. Targeted Status
 - 9.3. Accountability Indicator Scores and Summative Rating - 2017-18 School Year
 - 9.4. Accountability Summary by Student Group - 2017-18 School Year
 - 10. Narrative

Overview ▾ Demographic ▾ Academic Achievement ▾ College and Career Readiness ▾ Grad/ Postsecondary ▾ Climate and Environment ▾

25 of 28 Find | Next

Document Map

- School Performance Report
 - 1. Overview
 - 2. Demographic
 - 3. Student Growth
 - 4. Academic Achievement
 - 7. Climate and Environment
 - 8. Staff
 - 9. Accountability
 - 9.1. Comprehensive Status
 - 9.2. Targeted Status
 - 9.3. Accountability Indicator Scores and Summative Rating - 2017-18 School Year
 - 9.4. Accountability Summary by Student Group - 2017-18 School Year
 - 10. Narrative

NJ SCHOOL PERFORMANCE REPORT

New Jersey's school accountability system identifies schools that are in need of improvement (ESSA). For more information about New Jersey's accountability system, see these [accountability resources](#).

This table shows whether this school is identified as requiring Comprehensive Support during the 2017-18 School Year.

Requires Comprehensive Support during the 2017-18 School Year

If you want to download the full School Performance Report to a PDF so you can save or print, click the file icon at the top of the page and select the PDF option.

Document Map

- School Performance Report
 - 1. Overview
 - 2. Demographic
 - 3. Student Growth
 - 4. Academic Achievement
 - 7. Climate and Environment
 - 8. Staff
 - 9. Accountability
 - 9.1. Comprehensive Status
 - 9.2. Targeted Status
 - 9.3. Accountability Indicator Scores and Summative Rating - 2017-18 School Year
 - 9.4. Accountability Summary by Student Group - 2017-18 School Year
 - 10. Narrative

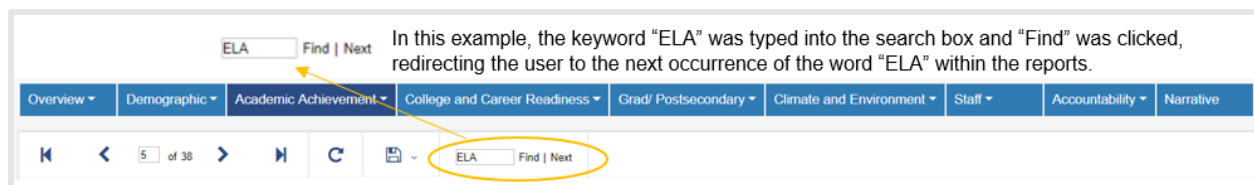
Overview ▾ Demographic ▾ Academic Achievement ▾ College and Career Readiness ▾ Grad/ Postsecondary ▾ Climate and Environment ▾ Staff ▾ Accountability ▾ Narrative

1 of 38 Find | Next

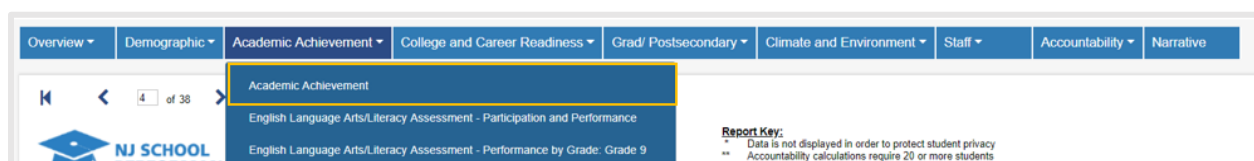
PDF



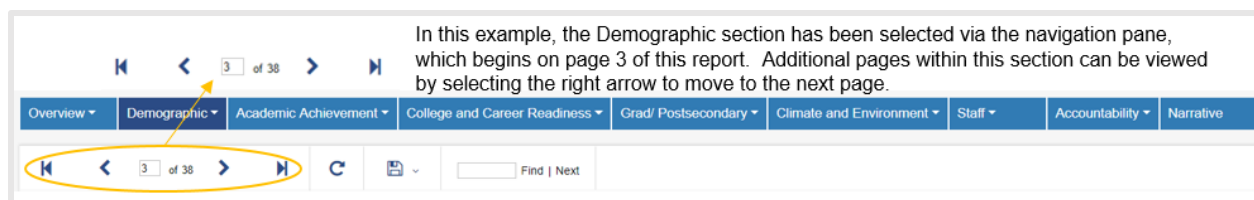
There is a keyword search function at the top of the page that will let you search for specific text within the report. Type in the text you are looking for and click “Find” and you will be redirected to the next occurrence of that word in the report.



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.



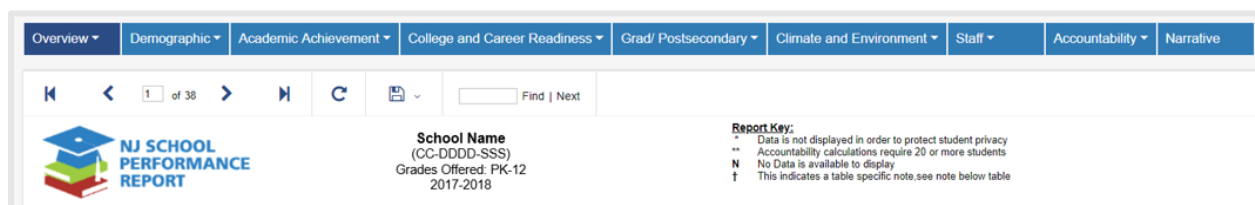
Within each section of the report, there may be multiple pages. Once you are in a section, you can use the page filters at the top of the page to move between pages.





Report Sections

The New Jersey School Performance Reports contain ten 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 9-12
- **Not Tested:** Special service, alternate, shared time 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
- **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.



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

School Contact Info	
This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.	
Type	Contact Information
County	CountyName
District	DistrictName
Principal Name	PrincipalName
Address	Street Address City, State Zip
Phone Number	(000)000-0000
Email Address	emailaddress@gmail.com
Website	www.school.com
Facebook	Facebook.com/schoolname
Twitter	Twitter.com/schoolname

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

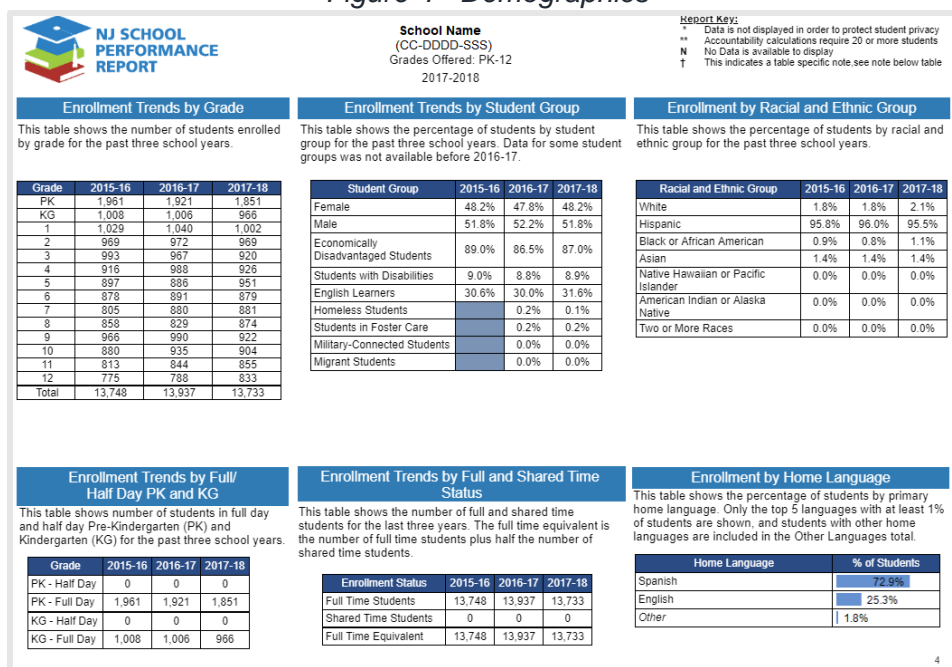
Schools in this District	
Click on a hyperlinked school name below to access the detailed school-level report for a specific school.	
School Name	Grades Served
SCHOOL 1	KG-05
SCHOOL 2	06-08
SCHOOL 3	PK-KG
SCHOOL 4	PK-06
SCHOOL 5	PK-03
SCHOOL 6	PK-04
SCHOOL 7	09-09
SCHOOL 8	PK-06
SCHOOL 9	01-08



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.

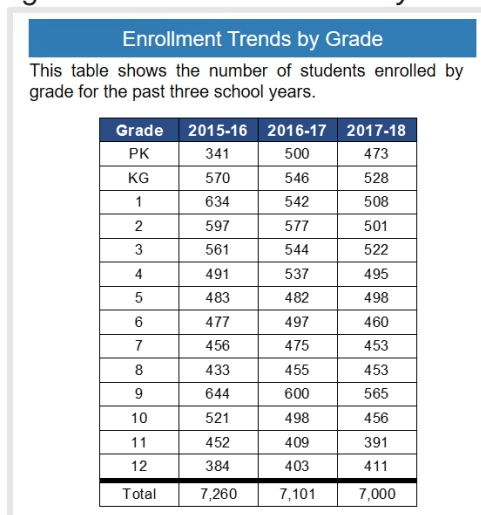
Figure 4 - Demographics



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 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 overall PK-12 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. Data for some student groups was not available before 2016-17.			
Student Group	2015-16	2016-17	2017-18
Female	48.2%	47.8%	48.2%
Male	51.8%	52.2%	51.8%
Economically Disadvantaged Students	89.0%	86.5%	87.0%
Students with Disabilities	9.0%	8.8%	8.9%
English Learners	30.6%	30.0%	31.6%
Homeless Students		0.2%	0.1%
Students in Foster Care		0.2%	0.2%
Military-Connected Students		0.0%	0.0%
Migrant Students		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 information for homeless students, students in foster care, military-connected students, and migrant students is not available for the 2015-16 school year.

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 PK-12 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	2015-16	2016-17	2017-18
White	10.8%	13.2%	14.0%
Hispanic	50.3%	51.7%	52.4%
Black or African American	25.0%	22.9%	23.7%
Asian	13.2%	11.5%	9.2%
Native Hawaiian or Pacific Islander	0.4%	0.3%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.3%	0.4%	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 PK-12 enrollment.

Figure 8 - Enrollment by Home Language

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
Spanish	42.2%
English	33.6%
Arabic	11.6%
Urdu	2.2%
Tagalog	2.0%
Other	8.5%

Enrollment Trends by Full and Shared Time

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 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

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	2015-16	2016-17	2017-18
Full Time Students	1,209	1,236	1,275
Shared Time Students	0	0	0
Full Time Equivalent	1,209	1,236	1,275

PreK 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 - PreK 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	2015-16	2016-17	2017-18
PK - Half Day	0	0	0
PK - Full Day	1,961	1,921	1,851
KG - Half Day	0	0	0
KG - Full Day	1,008	1,006	966

Demographics Data Notes

Category	Demographics Data Notes
Source of information	<ul style="list-style-type: none"> Demographic information is based on end-of-year enrollment data (collected on June 29, 2018) submitted by school districts through NJ SMART. <ul style="list-style-type: none"> Note: this information may differ from the enrollment data posted on the NJDOE Enrollment data page, which is based on fall enrollment data (collected on October 15, 2017).
Changes for the 2017-18 reports	<ul style="list-style-type: none"> Enrollment by Racial and Ethnic group now includes three years of data.



Category	Demographics Data Notes
Which reports include this information	<ul style="list-style-type: none"> 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.
2017-18 Performance Reports Database	<ul style="list-style-type: none"> 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 (mSGP)** for schools, districts, and student groups.

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

The "Student Growth" table shows the mSGP for ELA and for Math 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 annual target mSGP under *ESSA* accountability.

Figure 11 - Student Growth

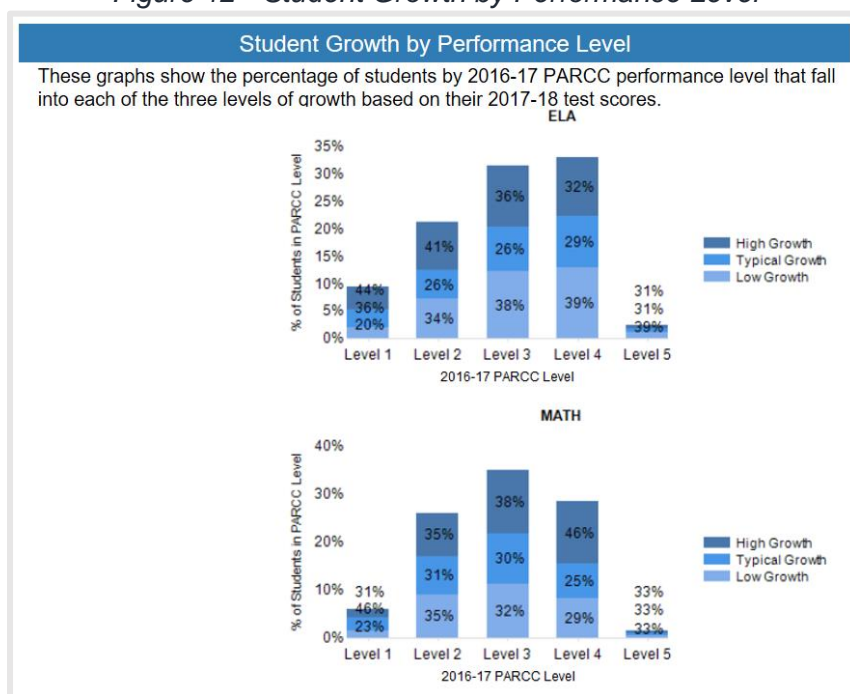
Student Growth						
This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.						
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	N	N	N	N	N	N
White	67.5	50	Exceeds	58.5	51	Met Standard
Hispanic	60	49	Exceeds	54	48	Met Standard
Black or African American	56.5	44	Met Standard	40	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	64	61	Exceeds Standard	52.5	61	Met Standard
American Indian or Alaska Native	*	52	**	*	53	**
Two or More Races	*	49	**	*	51	**
Economically Disadvantaged	60	48	Exceeds	54	47	Met Standard
Students with Disabilities	55	41	Met Standard	47.5	43	Met Standard
English Learners	62	54	Exceeds	53	51	Met Standard

Annual targets for student growth were set by the Commissioner of Education and reflect whether a school or student group met the standard for growth with an mSGP of 40-59.5 or exceeded the standard with an mSGP of 60 or higher.

Student Growth by Performance Level

The “Student Growth by Performance Level” chart (Figure 12) shows student growth by PARCC performance level. This information could help identify whether students at any PARCC performance level are showing higher or lower levels of growth than other students in the school.

Figure 12 - Student Growth by Performance Level





For the “Student Growth by Performance Level” chart (Figure 12), students are classified into student growth levels as defined above and into PARCC performance levels based on their 2016-17 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

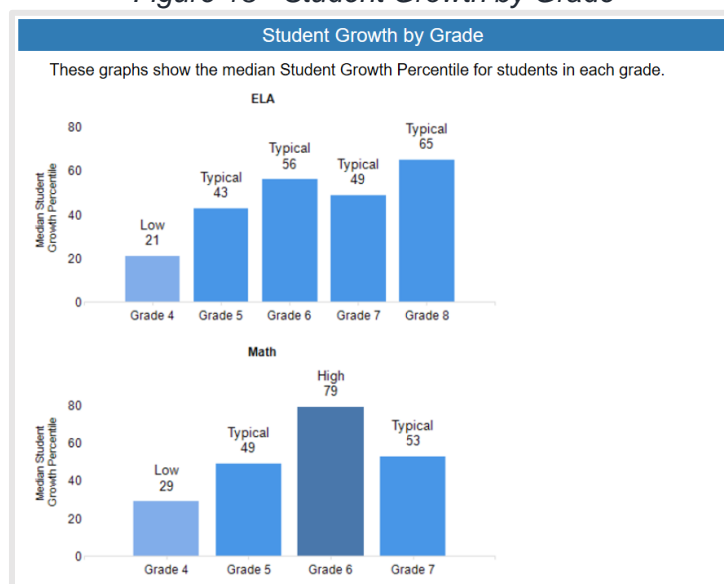
Each bar on this chart (Figure 12) represents students from a particular PARCC performance level. The data axis on the left side of the chart (% of Students in the PARCC level) measures the percentage of students in the overall school that fall into that particular PARCC level. The different colors and 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 13) shows the median Student Growth Percentile (mSGP) for students in each grade level in the school for both English Language Arts/Literacy (ELA) and Mathematics.

Figure 13 - Student Growth by Grade



Student Growth Percentiles are calculated for ELA for students in grades 4 through 8 and they are calculated for Math for students in grades 4 through 7. The “Student Growth by Grade” chart (Figure 13) is helpful to see whether student growth varies by grade level.



Student Growth Data Notes

Category	Student Growth Data Notes
Source of information	<ul style="list-style-type: none"> Student Growth Percentiles are based on PARCC performance results from the reported school year and prior school years. PARCC performance levels in the "Student Growth by Performance Level" table are based on 2016-17 PARCC performance levels.
Which reports include this information	<ul style="list-style-type: none"> Student Growth data is only included in reports for schools and districts that serve grades 4 through 8.
Data privacy	<ul style="list-style-type: none"> 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 PARCC performance level is fewer than 10, growth data for that PARCC performance level will not be displayed.
2017-18 Performance Reports Database	<ul style="list-style-type: none"> Worksheets include: (1) StudentGrowth, (2) StudentGrowthByPerformLevel, & (3) StudentGrowthByGrade

Academic Achievement

The Academic Achievement section of the New Jersey School Performance Reports provides information about student performance in English Language Arts/Literacy (ELA) and Mathematics as measured by the Partnership for Assessment of Readiness for College and Careers assessment, also known as the PARCC test. The data displays PARCC results overall, by grade or test, and by school year.

This section also includes information about student performance on other assessments, including the Dynamic Learning Maps Alternate (DLM) assessment, the ACCESS for ELLs 2.0 assessment which measures English proficiency, and the New Jersey Student Learning Assessment-Science (NJSLA-S)

State Assessments

New Jersey transitioned to the PARCC exams in Math and ELA beginning in the 2014-15 school year. The PARCC assessments measure the higher-level skills developed under the New Jersey Student Learning Standards and provide parents and educators with meaningful information to improve teaching and learning. For more information about the PARCC assessment, visit the [NJDOE's Assessment site](#). Please note that beginning with the Spring 2019 administration, students will no longer take the PARCC and will instead take the New Jersey Student Learning Assessment in English Language Arts and Mathematics (NJSLA-ELA and Math).

PARCC 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 PARCC assessment, the NJDOE website has [PARCC Resources for Parents](#) and [PARCC Resources for Districts](#).



The Academic Achievement section of the performance reports includes PARCC test 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 Assessment – Participation and Performance

The first table of both the ELA and Math sections of the report provides information on the students that took that particular section of the state assessment. The tables for ELA and Math will be displayed on separate pages.

Figure 14 - English Language Arts Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of test takers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows 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 these accountability resources .								
Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	885	99.2	45.8	45.7	50.7	45.8	45.8	Met Target
White	373	99.0	49.4	*	65.5	49.4	53.5	Met Target
Hispanic	287	99.7	40.1	37.3	42.5	40.1	32.8	Met Target
Black or African American	151	99.4	39.7	29.7	37.3	39.7	32.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	39	97.6	69.3	70.0	82.3	69.3	78.4	Met Target†
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	15	100.0	66.7	48.1	63.4	66.7	**	**
Female	452	99.1	59.6	57.0	54.5	59.6	**	**
Male	413	99.3	30.7	37.5	49.4	30.7	**	**
Economically Disadvantaged Students	368	99.0	35.6	33.5	38.5	35.6	34.7	Met Target
Non-Economically Disadvantaged Students	497	99.4	53.3	54.7	67.5	53.3	**	**
Students with Disabilities	164	97.1	13.4	14.3	21.6	13.4	14.2	Met Target†
Students without Disabilities	701	99.7	53.3	54.0	63.9	53.3	**	**
English Learners	40	100.0	10.0	23.2	27.3	10.0	13.2	Met Target†
Non-English Learners	825	99.2	47.6	46.2	59.4	47.6	**	**
Homeless Students	854	99.2	46.2	47.2	57.4	46.2	**	**
Students in Foster Care	*	*	*	*	28.3	*	**	**
Military-Connected Students	N	N	N	0.0	57.4	N	**	**
Migrant Students	N	N	N	*	30.1	N	**	**

† Target was met within a confidence interval.

Figure 15 - Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of test takers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows 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 these accountability resources .								
Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	872	99.2	35.0	36.1	45.0	35.0	33.8	Met Target
White	373	99.0	42.1	*	54.1	42.1	41.2	Met Target
Hispanic	293	99.7	27.0	26.9	29.2	27.0	23.6	Met Target
Black or African American	152	99.4	23.7	18.4	23.4	23.7	18	Met Target
Asian, Native Hawaiian, or Pacific Islander	39	97.6	65.7	64.5	77.0	65.7	69.2	Met Target†
American Indian or Alaska Native	N	N	N	25.0	42.5	N	**	**
Two or More Races	15	100.0	53.4	40.3	53.0	53.4	**	**
Female	454	99.1	37.9	38.0	46.0	37.9	**	**
Male	418	99.3	32.0	34.3	43.9	32.0	**	**
Economically Disadvantaged Students	374	99.0	24.1	24.7	26.5	24.1	24.5	Met Target†
Non-Economically Disadvantaged Students	498	99.4	43.4	43.0	55.9	43.4	**	**
Students with Disabilities	164	97.1	*	11.0	17.1	*	11.6	Met Target†
Students without Disabilities	708	99.7	*	41.7	50.5	*	**	**
English Learners	47	100.0	*	22.0	24.6	*	12.9	Not Met
Non-English Learners	825	99.2	*	37.1	46.9	*	**	**
Homeless Students	861	99.2	35.5	35.6	45.6	35.5	**	**
Students in Foster Care	*	*	*	*	16.2	*	**	**
Military-Connected Students	N	N	N	0.0	45.8	N	**	**
Migrant Students	N	N	N	*	23.7	N	**	**

† Target was met within a confidence interval.

The middle section of this table (Figure 15) 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 PARCC assessment 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 cognitive disabilities in English Language Arts/Literacy (ELA) and Mathematics.

The last three columns show the Proficiency Rate for Federal Accountability, the 2017-18 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 PARCC assessment 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 **2017-18 Annual Target** is the percentage of students that are expected to score at either Level 4 or 5 on the PARCC assessment 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 testing data 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 2017-18 may not see a target until 2018-19.

The Met 2017-18 Annual Target field indicates whether the school or student group met the 2017-18 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%.

English Language Arts/Literacy and Mathematics Assessments – Performance by Grade

The next set of tables in the report, “English Language Arts/Literacy (ELA) and Mathematics Assessment – Performance by Grade,” show performance information by student group for students who took the PARCC exam for each tested grade and subject area. These performance distribution charts (Figures 16 and 17) are provided for grade-level ELA exams, as well as for the Math 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. Additionally, eleventh grade students who took AP or IB English are exempt from the eleventh grade PARCC ELA exam and their performance may not be reflected in these results.



Figure 16 - English Language Arts/Literacy Assessment- Performance by Grade - Grade 06

English Language Arts/Literacy Assessment - Performance by Grade: Grade 6											
This table shows participation and performance on the English Language Arts/Literacy (ELA/L) 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).											
Student Group	Valid Scores	Mean Scale Score	District 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
Schoolwide	297	742	748	*	9%	20%	30%	34%	7%	41%	*
White	141	743	753	761	9%	18%	31%	34%	8%	42%	66%
Hispanic	94	738	740	742	12%	23%	29%	*	*	36%	42%
Black or African American	47	740	736	737	*	*	34%	*	*	38%	35%
Asian, Native Hawaiian, or Pacific Islander	10	760	*	779	0%	*	*	*	*	60%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	154	749	756	761	*	17%	28%	*	*	51%	64%
Male	143	735	740	748	*	22%	33%	*	*	30%	48%
Economically Disadvantaged Students	124	734	736	739	13%	25%	36%	*	*	27%	37%
Non-Economically Disadvantaged Students	173	748	754	764	7%	16%	27%	*	*	51%	68%
Students with Disabilities	51	718	719	723	31%	29%	24%	*	*	16%	18%
Students without Disabilities	246	747	753	760	5%	18%	32%	*	*	46%	64%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	56%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

Figure 17 - 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: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.											
Student Group	Valid Scores	Mean Scale Score	District 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
Schoolwide	303	737	741	*	11%	29%	32%	21%	8%	29%	*
White	141	739	749	751	10%	26%	33%	22%	9%	31%	54%
Hispanic	99	732	732	731	14%	31%	29%	*	*	25%	27%
Black or African American	48	732	*	726	*	38%	38%	*	*	19%	21%
Asian, Native Hawaiian, or Pacific Islander	10	755	*	771	*	*	*	*	*	50%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	155	739	744	745	8%	27%	36%	23%	7%	30%	45%
Male	148	734	738	742	14%	31%	28%	20%	8%	28%	42%
Economically Disadvantaged Students	129	728	730	729	12%	40%	31%	*	*	16%	24%
Non-Economically Disadvantaged Students	174	743	748	753	9%	20%	33%	*	*	38%	56%
Students with Disabilities	51	717	718	717	*	*	*	*	*	*	13%
Students without Disabilities	252	741	745	748	*	*	*	*	*	*	49%
English Learners	12	705	701	713	*	*	*	*	*	*	11%
Non-English Learners	291	738	742	745	*	*	*	*	*	*	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

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.

The range of scale scores on the PARCC exam is 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 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

PARCC ELA and Math Assessment Performance Trends

The Academic Achievement section also shows information on performance trends for PARCC exams. The “PARCC Performance Trends” graphs display the percentage of students who have met or exceeded expectations on the PARCC ELA or Math exams over the past three school years by grade level exam and/or end-of-course exam.

Figure 18 - PARCC ELA Assessment Performance Trends

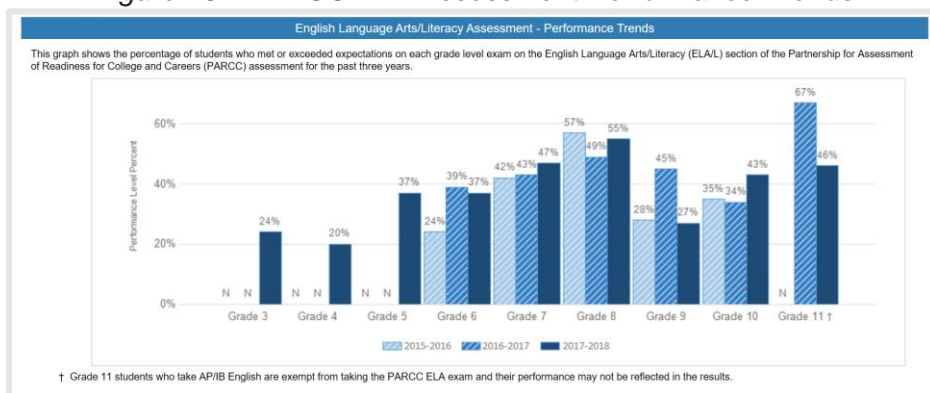
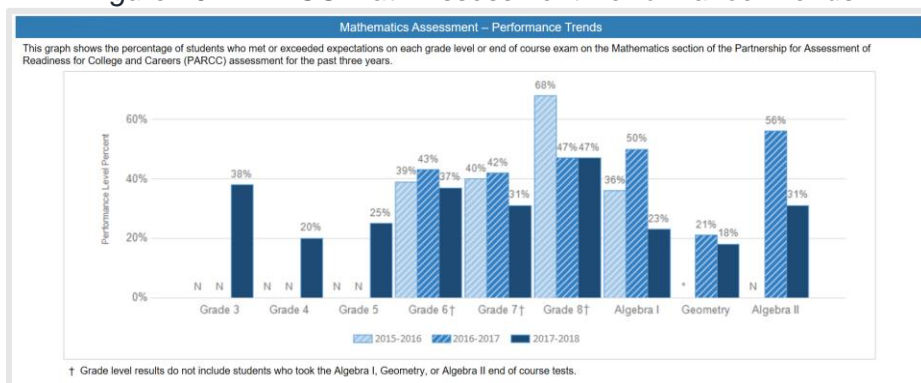


Figure 19 - PARCC Math Assessment Performance Trends





PARCC Assessment Data Notes

Category	PARCC Assessment Data Notes
Source of information	<ul style="list-style-type: none"> PARCC performance results are based on performance data reported directly to the NJDOE (not collected from school districts).
Changes for the 2017-18 reports	<ul style="list-style-type: none"> No changes for 2017-18.
Which reports include this information	<ul style="list-style-type: none"> PARCC performance data will only appear in reports for schools and districts that have tested grades. PARCC 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	<ul style="list-style-type: none"> 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.
2017-18 Performance Reports Database	<ul style="list-style-type: none"> Worksheets include: (1) ELALiteracyParticipationPerform, (2) MathParticipationPerform, (3) ELALiteracyPerformanceByGrade, (4) MathPerformanceByGradeTest, (5) ELAPerformanceTrends, & (6) MathPerformanceTrends

Alternate Assessments (DLM and ACCESS for ELLs 2.0)

The next two tables in the Academic Achievement section present information on additional or alternate assessments.

Dynamic Learning Maps (DLM) Assessment – Participation

The “Alternate Assessments – Participation” 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 cognitive 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 Math sections of the Dynamic Learning Maps Alternate Assessment.



Figure 20 - DLM Alternate Assessment - Participation

DLM Alternate Assessment - Participation		
This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.		
Grade	ELA: # Students Tested	Math: # Students Tested
3	15	15
4	*	*
5	*	*
6	24	24
7	17	17
8	16	16
9	N	N
10	N	N
11	17	17

English Language Progress to Proficiency

This table provides information about the progress that English Learners are demonstrating on the ACCESS for ELLs 2.0 Assessment for English Language. **ACCESS for ELLs 2.0** test is an English language proficiency assessment for Grades K-12. This test is administered every year to help school districts monitor the English language development of students identified as ELLs. You can learn more about [ACCESS for ELLs 2.0 on the WIDA website](#).

Figure 21 - English Language Progress to Proficiency

English Language Progress to Proficiency			
This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.			
Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	42.1%	45.0%	Met Target†

† Target was met within one standard deviation.

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 2017-18 Target is the 2017-18 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. 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

The “English Language Proficiency Test – Participation and Performance” table shows information about the ACCESS for ELLs 2.0 test.

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 22 - 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	1015	*	*
3-4	1200	87.4%	12.6%
5 or more	812	89.9%	10.1%

Alternate Assessment Data Notes

Category	Alternate Assessment Data Notes
Source of information	<ul style="list-style-type: none"> • DLM and ACCESS for ELLs participation and performance data is based on data reported directly to the NJDOE (not collected from school districts).
Changes for the 2017-18 reports	<ul style="list-style-type: none"> • English Language Progress to Proficiency is new for 2017-18.
Which reports include this information	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • If the number of valid scores for any given grade or years in district is fewer than 10, data will not be shown.



Category	Alternate Assessment Data Notes
	<ul style="list-style-type: none"> 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.
2017-18 Performance Reports Database	<ul style="list-style-type: none"> Worksheets include: (1) AlternateAssessmentParticipation, (2) EnglishLanguageProgress, & (3) EnglishLanguageProficiencyTest

New Jersey Science Assessments

The **New Jersey Student Learning Assessment for Science (NJSLA-S)** measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

New Jersey transitioned to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

Science Assessment Data Notes

Category	Science Assessment Data Notes
Changes for the 2017-18 Reports	<ul style="list-style-type: none"> NJSLA-S results will not be reported for 2017-18.

National Assessment of Educational Progress (NAEP)

The **National Assessment of Educational Progress (NAEP)** is the largest national assessment of what US students know and can do. NAEP assesses fourth, eighth, and twelfth-grade students in subjects such as Reading, Math, 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 2017 Reading and Math tests and the 2015 Science test, which is the most recent scores published. For more information, visit the [NAEP website](#). NAEP scores are not provided at a school or district level.

Figure 23 - National Assessment of Educational Progress

National Assessment Educational Progress (NAEP)							
<p>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 2017 Reading and Math tests and the 2015 Science test, which is the most recent scores published. For more information, visit the NAEP website.</p> <p>To see outcomes by student group and grade level for each test, use the following links:</p> <p> 2017 Reading Grade 4 Student Group Outcomes 2017 Reading Grade 8 Student Group Outcomes 2017 Math Grade 4 Student Group Outcomes 2017 Math Grade 8 Student Group Outcomes 2015 Science Grade 4 Student Group Outcomes 2015 Science Grade 8 Student Group Outcomes </p>							
Year	Subject	Grade	State (NJ)	Below Basic	Basic	Proficient	Advanced
2017	Reading	4	State (NJ)	22%	29%	33%	15%
2017	Reading	4	Nation	33%	31%	27%	9%
2017	Reading	8	State (NJ)	18%	35%	30%	8%
2017	Reading	8	Nation	25%	41%	31%	4%
2017	Math	4	State (NJ)	13%	37%	38%	12%
2017	Math	4	Nation	21%	39%	32%	8%
2017	Math	8	State (NJ)	24%	33%	27%	16%
2017	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%

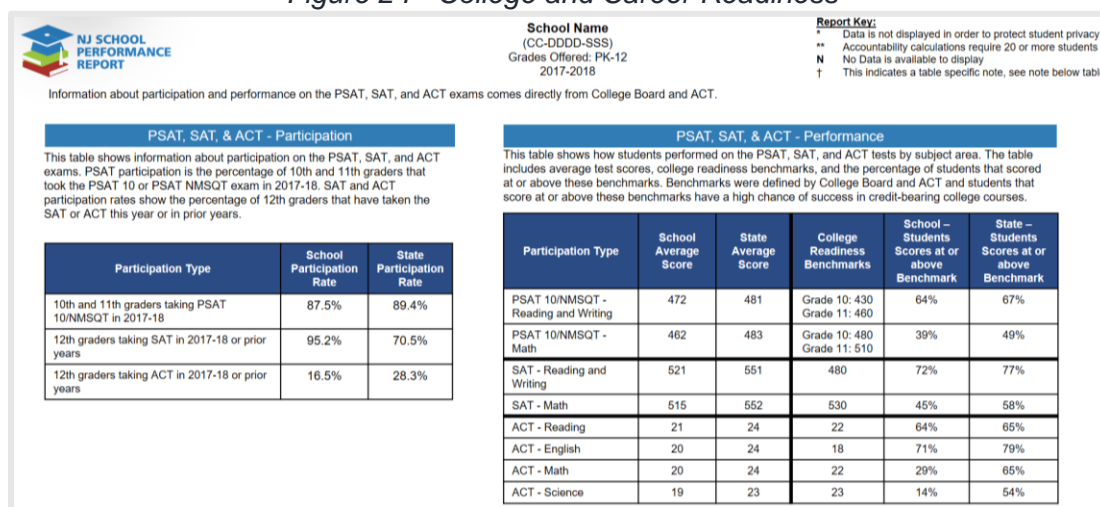
National Assessment Educational Progress (NAEP) Data Notes

Category	National Assessment of Educational Progress (NAEP) Data Notes
Source of information	<ul style="list-style-type: none"> NAEP results are based on performance data reported directly to the NJDOE (not collected from school districts).
Which reports include this information	<ul style="list-style-type: none"> NAEP results are included only in the state-level school performance report.
2017-18 Performance Reports Database	<ul style="list-style-type: none"> 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 success in college and career. These behaviors include taking college entrance exams, taking advanced coursework, participating in visual and performing arts courses, and participating in career and technical education programs.

Figure 24 - 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, please visit [The College Board](#). For more information on the ACT, please visit the [ACT website](#).

PSAT/SAT/ACT – Participation

The “PSAT/SAT/ACT – Participation” table shows the percentage of students taking the PSAT, SAT, and/or ACT college readiness exams.

Figure 25 - 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 2017-18. 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	87.5%	89.4%
12th graders taking SAT in 2017-18 or prior years	95.2%	70.5%
12th graders taking ACT in 2017-18 or prior years	16.5%	28.3%

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 2017-18 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

The “PSAT/SAT/ACT – Performance” 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 26 - 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	472	481	Grade 10: 430 Grade 11: 460	64%	67%
PSAT 10/NMSQT - Math	462	483	Grade 10: 480 Grade 11: 510	39%	49%
SAT - Reading and Writing	521	551	480	72%	77%
SAT - Math	515	552	530	45%	58%
ACT - Reading	21	24	22	64%	65%
ACT - English	20	24	18	71%	79%
ACT - Math	20	24	22	29%	65%
ACT - Science	19	23	23	14%	54%

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 (linked above) 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	<ul style="list-style-type: none"> 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.
Changes for the 2017-18 reports	<ul style="list-style-type: none"> SAT performance data is based on a new file from College Board that allows for alignment with reporting and report performance of 12th graders across multiple school years.
Which reports include this information	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.
2017-18 Performance Reports Database	<ul style="list-style-type: none"> Worksheets include: (1) PSAT-SAT-ACTParticipation & (2) PSAT-SAT-ACTPerformance

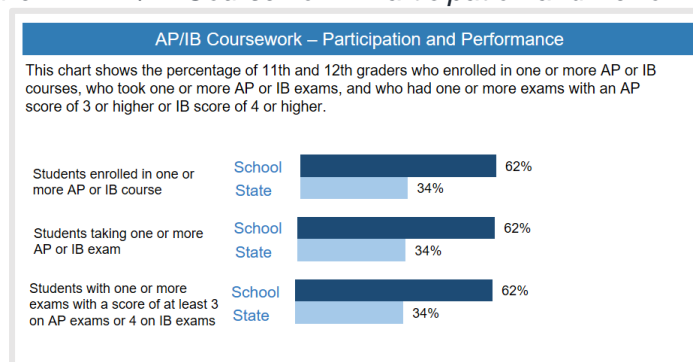
Advanced Coursework

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** are college level dual enrollment/dual credit courses that may be taught by staff assigned to a school or staff outside of the school district.

AP/IB Coursework – Participation and Performance

The “AP/IB Coursework – Participation and Performance” chart (Figure 27) shows information about student participation and performance in Advanced Placement (AP) courses and exams and International Baccalaureate (IB) courses and exams.

Figure 27 - 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

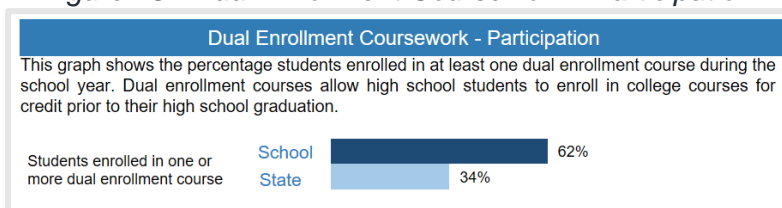
For more information about AP Scores, visit the [College Board's About AP Scores page](#). For more information about the IB scores, visit [IB's Understanding DP assessment page](#).

Dual Enrollment Coursework – Participation

The “Dual Enrollment Coursework - Participation” chart (Figure 28) 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 28 - Dual Enrollment Coursework - Participation



This chart (Figure 28) 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 29) 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 29 - AP/IB Courses Offered

AP/IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	40	31
AP Calculus AB	24	7
AP Chemistry	12	11
AP Comparative Government and Politics	19	1
AP English Language and Composition	48	27
AP English Literature and Composition	67	40
AP European History	10	8
AP Music Theory	0	1
AP Physics 1	0	8
AP Physics B	165	0
AP Physics C	15	0
AP Psychology	64	38
AP Spanish Language	23	4
AP Statistics	14	10
AP Studio Art—Drawing Portfolio	10	2
AP Studio Art—Two-Dimensional	0	14

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	<ul style="list-style-type: none"> 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).
Changes for 2017-18	<ul style="list-style-type: none"> Percentages of students participating in AP, IB, or Dual Enrollment courses and AP or IB exams are restricted to students in grades 11 and 12 only to ensure accurate comparisons across schools.
Which reports include this information	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.
2017-18 Performance Reports Database	<ul style="list-style-type: none"> 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 Career and Technical Education programs and programs of study in New Jersey Schools, visit the NJDOE’s [Career & Technical Education page](#).

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®** is a grouping of occupations and broad industries based on commonalities. Expectations at the Career Cluster level represent the skills and knowledge, both academic and technical, that all students within the Career Cluster should achieve regardless of their pathway.
- CTE Participants** are students who have completed only one course in an approved CTE program as of the reported school year.



- **CTE Concentrators** are students who have completed two or more courses in a single approved CTE program and/or completed the entire CTE program as of the reported school year.
- **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®.

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.

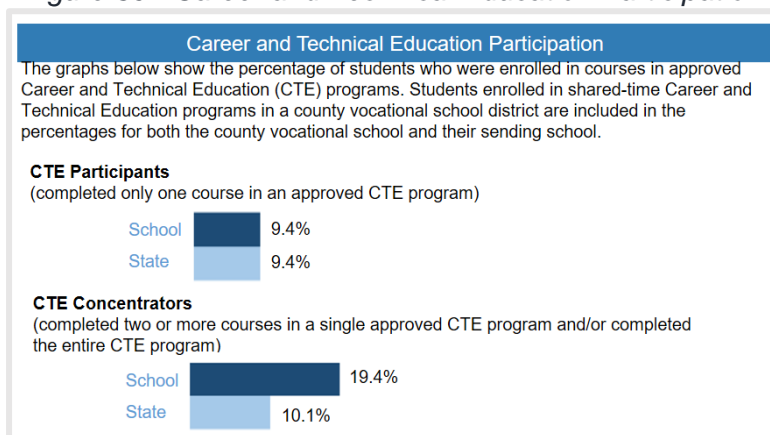
SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid. Participation in Structured Learning Experiences (SLEs) may be part of a CTE program, but students who are not enrolled in CTE programs may also participate in SLEs. To learn more, visit the NJDOE’s [Structured Learning Experiences webpage](#).

Career and Technical Education Participation

The “Career and Technical Education Participation” chart (Figure 30) 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 30 - Career and Technical Education Participation

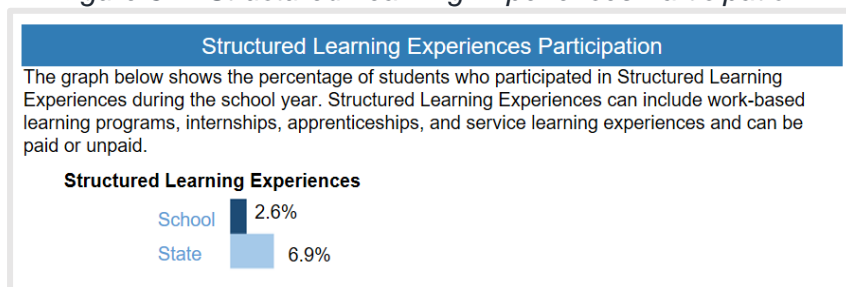


Percentages in the Career and Technical Education Participation tables are calculated by taking the number of students that are identified as CTE participants or CTE concentrators and dividing that by the total end-of-year enrollment for grades 9 through 12.

Structured Learning Experiences Participation

The “Structured Learning Experiences Participation” graph (Figure 31) 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.

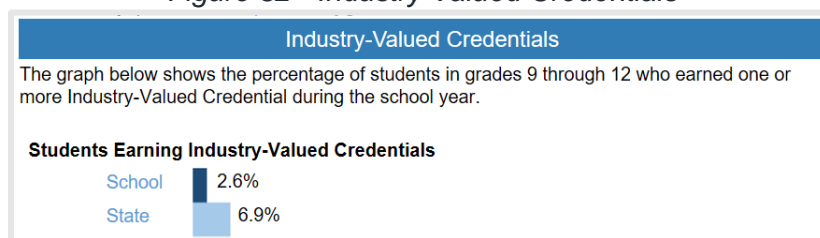
Figure 31 - Structured Learning Experiences Participation



Industry-Valued Credentials

The “Industry-Valued Credentials” table (Figure 32) shows the percentage of students within the school and state who earned one or more industry-valued credential during the reported school year.

Figure 32 - 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 9 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](#)
- [Health Science](#)
- [Hospitality & Tourism](#)
- [Human Services](#)
- [Information Technology](#)
- [Law, Public Safety, Corrections & Security](#)
- [Manufacturing](#)
- [Transportation, Distribution & Logistics](#)

The "Industry-Valued Credentials Earned" table (Figure 33) 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 33 - 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
Architecture & Construction	352	21	21
Arts, AV Technology & Communications	270		
Education and Training	*		
Health Science	75	*	*
Hospitality & Tourism	*	*	*
Human Services	34	*	*
Information Technology	0	*	*
Law, Public Safety, Corrections & Security	*		
Marketing	*		
Transportation, Distribution & Logistics	*	*	*
Total (All Clusters)	747	35	35

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	<ul style="list-style-type: none"> 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 2017-18 reports	<ul style="list-style-type: none"> Industry-Valued Credentials table is new for the 2017-18 reports. Industry-Valued Credentials by Career Cluster table now includes information about students enrolled in approved CTE programs within each cluster.
Which reports include this information	<ul style="list-style-type: none"> CTE tables will only appear in reports for schools and districts serving grades 9 through 12. CTE data will appear for shared time vocational schools, but not other "Not Tested" schools.
Data privacy	<ul style="list-style-type: none"> 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.
2017-18 Performance Reports Database	<ul style="list-style-type: none"> 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 post-secondary 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, 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 2017-18 school year. The subject area is based on the subject and course codes reported by school districts. The Mathematics and World Languages 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 34 - 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	225	53	24	0	0	0	104
10	10	202	80	25	0	0	11
11	4	12	194	54	16	3	9
12	1	1	9	77	42	56	65
Total	240	268	307	156	58	59	189
Enrolled in AP/IB Course					42	14	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	81	0	0	0	1	231
10	216	86	0	0	28	4
11	15	189	0	57	56	33
12	27	12	0	80	37	98
Total	339	287	0	137	122	366
Enrolled in AP/IB Course	24	19		85	112	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 four 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 35 - 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	0	310	0	0	0	0
10	0	304	0	1	3	30
11	0	287	0	49	48	33
12	0	27	0	90	41	75
Total	0	928	0	140	92	138
Enrolled in AP/IB Course	0	182	0	49		21
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

The “World Language – Course Participation” table (Figure 36) also shows the number of students enrolled in a level 3 or higher language course, such as French III or French IV.

Figure 36 - 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	136	17	64	8	23	0	0
10	163	33	55	4	27	0	0
11	121	20	31	1	20	0	0
12	40	3	17	1	8	0	0
Total	460	73	167	14	78	0	0
Enrolled in AP/IB Course	12	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	147	19	44	0	25	0	0

Course Participation Data Notes

Category	Course Participation Data Notes
Source of information	<ul style="list-style-type: none"> 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 2017-18 reports	<ul style="list-style-type: none"> Information about students enrolled in dual enrollment courses is new for 2017-18.
Which reports include this information	<ul style="list-style-type: none"> Mathematics and World Language course participation tables will only 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.
2017-18 Performance Reports Database	<ul style="list-style-type: none"> Worksheets include: (1) MathCourseParticipation, (2) ScienceCourseParticipation, (3)



Category	Course Participation Data Notes
	SocStudiesHistoryCourseParticipation, & (4) WorldLanguagesCourseParticipation

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 website](#) for more information.

This table (Figure 37) 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 37 - Seal of Biliteracy

Seal of Biliteracy	
This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.	
Language	Students Earning a Seal of Biliteracy
Spanish	50
French	12
Italian	13
Latin	12
German	10
Chinese	25
Other Languages	22
Total	144

Seal of Biliteracy Data Notes

Category	Seal of Biliteracy Data Notes
Source of information	<ul style="list-style-type: none"> Seal of Biliteracy information is based on data submitted by school districts through a yearly submission.
Changes for the 2017-18 reports	<ul style="list-style-type: none"> This table is new for 2017-18.
Which reports include this information	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> If the count of students that earned a Seal of Biliteracy is fewer than 10 for any language, that data will not be displayed.
2017-18 Performance Reports Database	<ul style="list-style-type: none"> Worksheet includes: (1) SealofBiliteracy

Visual and Performing Arts

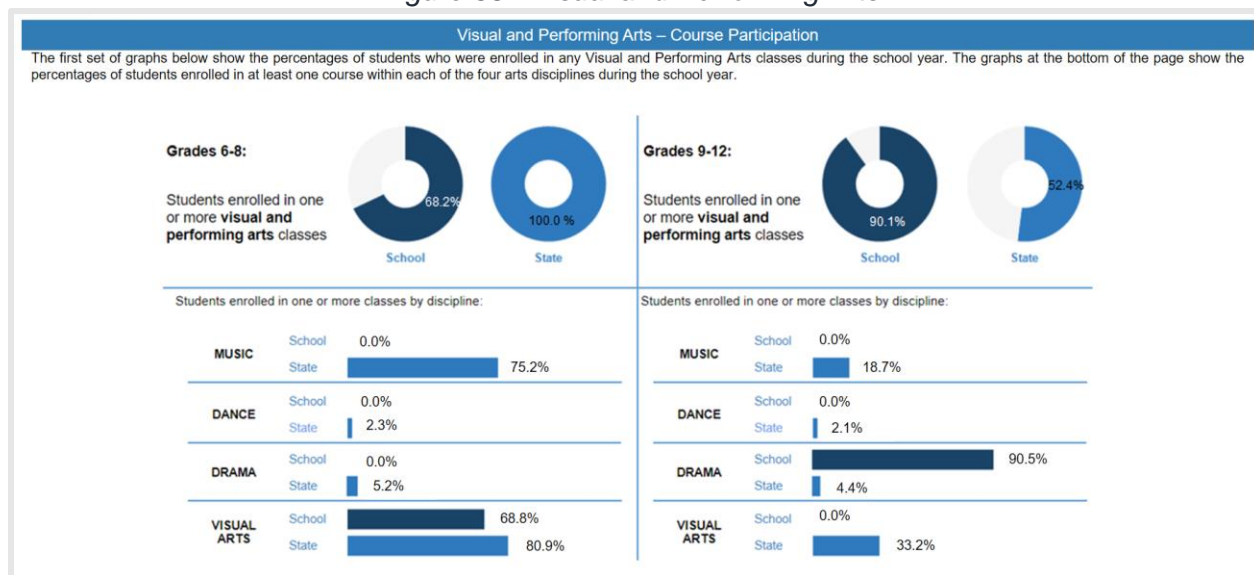
This section shows student participation in visual and performing arts courses. The visual and performing arts have been a part of the state’s academic standards and graduation requirements since 1996. You can contact your school to learn what visual and performing arts courses were offered.

To learn more about arts education in New Jersey schools, you can also visit the [Arts Ed NJ page](#) 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 38) 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 6-8 and grades 9-12. Participation in visual and performing arts is typically 100% for grades K-5. Reports will only show the participation rate(s) based on the grades served by the school or district.

Figure 38 - Visual and Performing Arts



The bar charts at the bottom of the page (Figure 38) 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	<ul style="list-style-type: none"> 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 based on the course codes that schools use to program their courses.
Which reports include this information	<ul style="list-style-type: none"> 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.
2017-18 Performance Reports Database	<ul style="list-style-type: none"> 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 in 2017-18.

Figure 39 - Grad/Postsecondary

NJ SCHOOL PERFORMANCE REPORT

School Name
(CC-DDD-SSS)
Grades Offered: PK-12
2017-2018

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

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

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 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. Student group rows 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 these [accountability resources](#).

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: 4 Year Met	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: 5 Year Met
Schoolwide	95.7%	90.5%	96.2%	91.8%	96.2%	95.0%	Met Goal	98.9%	98.9%	Met Goal
White	N	94.5%	11.0%	N	**	**	**	**	**	**
Hispanic	*	84.3%	*	86.3%	*	**	**	**	**	**
Black or African American	*	84.3%	*	86.3%	*	**	**	**	**	**
Asian, Native Hawaiian, or Pacific Islander	*	84.3%	*	86.3%	*	**	**	**	**	**
American Indian or Alaska Native	*	84.3%	*	86.3%	*	**	**	**	**	**
Two or More Races	*	84.3%	*	86.3%	*	**	**	**	**	**
Economically Disadvantaged Students	93.9%	84.3%	97.5%	86.3%	97.5%	N	Met Goal	98.5%	N	Met Goal
Students with Disabilities	*	84.3%	*	86.3%	*	**	**	**	**	**
English Learners	*	84.3%	*	86.3%	*	**	**	**	**	**
Homeless Students	*	84.3%	*	86.3%	*	**	**	**	**	**
Students in Foster Care	*	84.3%	*	86.3%	*	**	**	**	**	**

Graduation Rates

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 Table

The "Graduation Rates" table (Figure 40) shows four-year graduation rates for the Class of 2018 and Class of 2017 and five-year graduation rates for the Class of 2017 and the Class of 2016, both overall and by student group. The most recent graduation rates, Class of 2018 four-year and Class of 2017 five-year, are compared to the statewide graduation rates.

Figure 40 - 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 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. Student group rows 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 these accountability resources .										
Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	95.7%	90.5%	96.2%	91.8%	96.2%	95.0%	Met Goal	98.9%	98.9%	Met Goal
White	N	94.5%	11.0%	N	**	**	**	**	**	**
Hispanic	*	84.3%	*	86.3%	*	**	**	**	**	**
Black or African American	*	84.3%	*	86.3%	*	**	**	**	**	**
Asian, Native Hawaiian, or Pacific Islander	*	84.3%	*	86.3%	*	**	**	**	**	**
American Indian or Alaska Native	*	84.3%	*	86.3%	*	**	**	**	**	**
Two or More Races	*	84.3%	*	86.3%	*	**	**	**	**	**
Economically Disadvantaged Students	93.9%	84.3%	97.5%	86.3%	97.5%	N	Met Goal	98.5%	N	Met Goal
Students with Disabilities	*	84.3%	*	86.3%	*	**	**	**	**	**
English Learners	*	84.3%	*	86.3%	*	**	**	**	**	**
Homeless Students	*	84.3%	*	86.3%	*			**		
Students in Foster Care	*	84.3%	*	86.3%						

The Class of 2017 four-year and Class of 2016 five-year graduation rates are indicators under New Jersey's ESSA accountability plan. For each of these rates, the table also includes the 2017-18 annual target and whether the target was met overall and for each student group. For more information about New Jersey's ESSA Accountability plan, please visit the [NJDOE's ESSA website](#) 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 Rate Trends

The "Graduation Rate Trends" table (Figure 41) shows the four-year and five-year graduation rates by graduating class for the last three years. Five-year graduation rates for the Class of 2018 are not yet available, so that field will not show any data.

Figure 41 - Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.		
Class of	4-Year Rate	5-Year Rate
2018	93.0%	-
2017	93.1%	94.6%
2016	91.1%	92.8%



Graduation Pathways

This table (Figure 42) shows information on how Class of 2018 graduates met high school graduation requirements for ELA and Math.

The table shows for both ELA and Math the percentage of Class of 2018 graduates that met graduation requirements through each of four graduation pathways: PARCC Assessment, Substitute Competency Test, Portfolio Appeals Process, or Alternate Requirements specified in IEP.

Figure 42 - Graduation Pathways

Graduation Pathways		
This table shows the percentage of Class of 2018 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	53.2%	47.5%
Substitute Competency Test	38.6%	42.1%
Portfolio Appeals Process	2.7%	3.2%
Alternate Requirements specified in IEP	5.1%	6.9%
Unknown	0.4%	0.4%

Graduation Rate Data Notes

Category	Graduation Rate Data Notes
Source of information	<ul style="list-style-type: none"> Graduation rate data is based on graduation data submitted by school districts.
Changes for the 2017-18 reports	<ul style="list-style-type: none"> Graduation Pathways data is new for the 2017-18 reports.
Which reports include this information	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 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.
2017-18 Performance Reports Database	<ul style="list-style-type: none"> Worksheets include: (1) GraduationRates, (2) GraduationRateTrends, & (3) GraduationPathways

Dropout Rate Trends

The “Dropout Rate Trends” 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 to 12 who have dropped out during each school year and dividing by the total end-of-year enrollment for grades 9 to 12 for that school year.



Figure 43 - Dropout Rate Trends

Dropout Rate Trends		
This table shows the percentage of students in grades 9-12 that dropped out during each of the last three school years for the district and the state.		
School Year	District Rate	State Rate
2017-2018	1.3%	1.2%
2016-2017	1.1%	1.1%
2015-2016	0.9%	1.2%

Dropout Rate Data Notes

Category	Dropout Rate Data Notes
Source of information	<ul style="list-style-type: none"> Dropout data is based on inactive students reported by school districts at the end of the school year.
Which reports include this information	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> If the number of students enrolled in grades 9-12 for any school or district is fewer than 10, dropout rates will not be displayed.
2017-18 Performance Reports Database	<ul style="list-style-type: none"> 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.

Postsecondary Enrollment Rates: Fall

This table (Figure 44) shows the percentage of Class of 2018 high school graduates that were enrolled in any type of postsecondary institution at any point by fall 2018. 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 by a two-year or four-year institution.



Figure 44 - Postsecondary Enrollment Rates: Fall

Postsecondary Enrollment Rates: Fall			
This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. 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 in 2-year and 4-year institutions.			
Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Districtwide	75.6%	37.8%	62.2%
White	80.2%	40.7%	59.3%
Hispanic	76.1%	49.4%	50.6%
Black or African American	71.1%	33.9%	66.1%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	71.6%	42%	58%
Students with Disabilities	62.7%	61.9%	38.1%
English Learners	*	*	*

The first rate is calculated by taking the total number of Class of 2018 graduates that were enrolled in any institution at any point by fall 2018 and dividing by the total number of Class of 2018 graduates. The next two columns are calculated by taking the total number of Class of 2018 graduates enrolled in the corresponding institution type (two-year or four-year) by fall 2018 and dividing by the total number of Class of 2018 graduates that were enrolled in any institution by fall 2018.

Postsecondary Enrollment Rates: 16 Month

This table (Figure 45) shows the percentage of Class of 2017 high school graduates that were enrolled in any postsecondary institution at any point by fall 2018, 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 by a 2-year or 4-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 2018, 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 2018 will be included in these rates. Graduates that did not enroll in college in fall 2017 but enrolled for the first time in fall 2018 will be included in these rates.

Figure 45 - Postsecondary Enrollment Rates: 16 Month

Postsecondary Enrollment Rates: 16 month							
This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. 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 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	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	83.8%	35.6%	64.4%	77.5%	22.5%	72.1%	27.9%
White	84.7%	34.5%	65.5%	73.4%	26.6%	68.9%	31.1%
Hispanic	85%	41.2%	58.8%	94.1%	5.9%	76.5%	23.5%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	85%	47.1%	52.9%	88.2%	11.8%	88.2%	11.8%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	53.8%	64.3%	35.7%	92.9%	7.1%	85.7%	14.3%
Students with Disabilities	64%	81.3%	18.8%	100%	0%	93.8%	6.3%
English Learners	*	*	*	*	*	*	*

The first rate is calculated by taking the total number of Class of 2017 graduates that were enrolled in any institution by fall 2018 and dividing by the total number of Class of 2017 graduates. The next sets of columns are calculated by taking the total number of Class of 2017 graduates enrolled in the corresponding institution type by fall 2018 and dividing by the total number of Class of 2017 graduates that were enrolled in any institution by fall 2018.

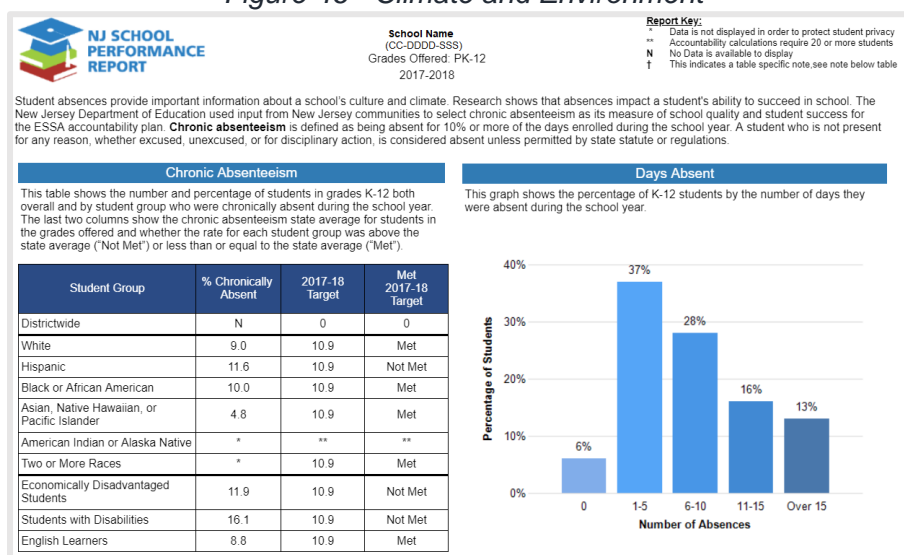
Postsecondary Enrollment Data Notes

Category	Postsecondary Enrollment Data Notes
Source of information	<ul style="list-style-type: none"> Postsecondary enrollment data is based on information provided by the National Student Clearinghouse.
Which reports include this information	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> If the number of graduates for any school, district, or student group is fewer than 10, postsecondary enrollment rates will not be displayed.
2017-18 Performance Reports Database	<ul style="list-style-type: none"> Worksheets include: (1) PostsecondaryEnrRatesFall & (2) 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 46 - 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 3 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-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:

- they were enrolled in the school at the end of the school year;
- they were enrolled at the school for 45 or more days; and
- they were in grades K to 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 47) shows the number and percentage of students in grades K-12 who were chronically absent schoolwide and by student group. This table also shows the target for 2017-18 ESSA accountability, which is based on the state average, and whether the school and each student group met that target.

Figure 47 - 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	8	0.7	10.9	Met
White	2	0.5	10.9	Met
Hispanic	5	1.0	10.9	Met
Black or African American	1	0.8	10.9	Met
Asian, Native Hawaiian, or Pacific Islander	0	0	10.9	Met
American Indian or Alaska	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	2	0.4	10.9	Met
Students with Disabilities	1	1.8	10.9	Met
English Learners	0	0	10.9	Met

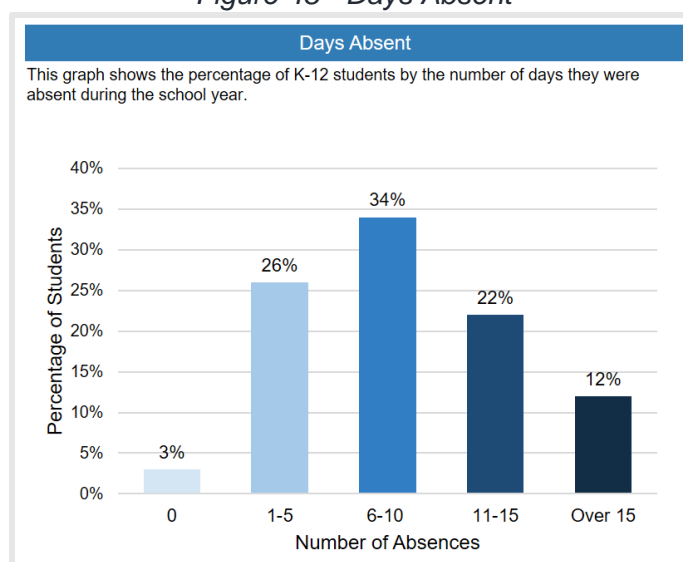


When establishing the 2017-18 state average (target) chronic absenteeism rate, the grades offered at a school are considered and the rate is calculated by averaging the chronic absenteeism rate for each grade offered at the school. For example, for a school with grades 9 through 12, the target would 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 2017-18 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 48) displays the schoolwide percentage of students in grades K-12 by the number of days they were absent during the reported year.

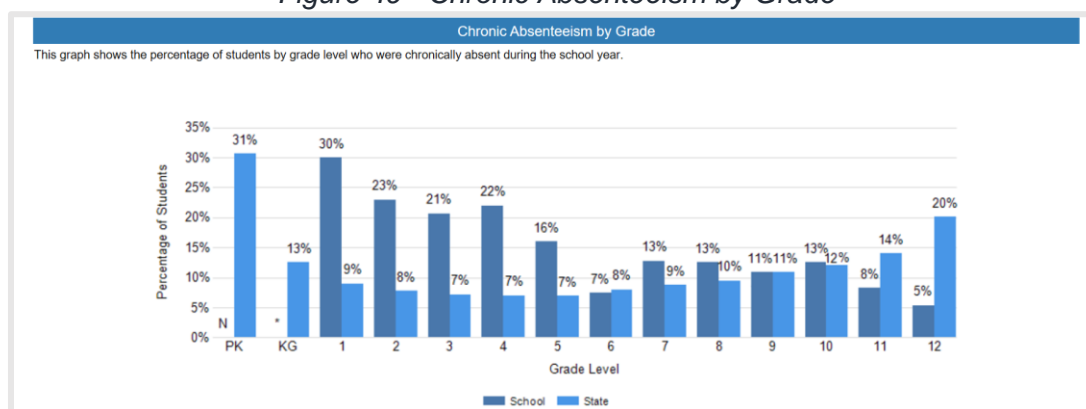
Figure 48 - Days Absent



Chronic Absenteeism by Grade

The "Chronic Absenteeism by Grade" graph (Figure 49) 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 49 - Chronic Absenteeism by Grade





Chronic Absenteeism Data Notes

Category	Chronic Absenteeism Data Notes
Source of information	<ul style="list-style-type: none"> Chronic Absenteeism calculations are based on attendance and student group information submitted by school districts at the end of the school year.
Changes for the 2017-18 reports	<ul style="list-style-type: none"> The Chronic Absenteeism table now includes counts of students that were chronically absent.
Which reports include this information	<ul style="list-style-type: none"> This section will not appear for “Not Tested” schools and districts.
Data privacy	<ul style="list-style-type: none"> 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 **.
2017-18 Performance Reports Database	<ul style="list-style-type: none"> 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).

Violence, Vandalism, HIB, and Substance Offenses

This table (Figure 50) 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 50 - 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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the district.	
Incident Type	Number of Incidents
Violence	50
Wapons	5
Vandalism	7
Substances	39
Harassment, Intimidation, Bullying (HIB)	20
Total Unique Incidents	120
Incidents Per 100 Students Enrolled	2

Police Notifications

This table (Figure 51) 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 51 - 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	5
Weapons	3
Vandalism	0
Substances	18
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	2

Harassment, Intimidation, and Bullying (HIB) Investigations

This table (Figure 52) 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 52 - Harassment, Intimidation, and Bullying (HIB) Investigations

Harassment, Intimidation, and Bullying (HIB) Investigations			
This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.			
HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	5	5
Religion	0	1	1
Ancestry	0	1	1
Gender	0	2	2
Sexual Orientation	0	3	3
Disability	0	1	1
Other	0	12	12
No Identified Nature	0		0

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 53) shows the total number of days missed due to out-of-school suspension for all students during the school year.

Figure 53 - Student Disciplinary Referrals

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	School Days Missed due to Out-of-School Suspensions
In-School Suspensions	*	*	
Out-of-School	11	2.1%	
Any Suspension	14	2.7%	
Removal to other education program	*	*	
Expulsion	0	0.0%	
Arrest	0	0.0%	
			32

Incident and Discipline Data Notes

Category	Incident and Discipline Data Notes
Source of information	<ul style="list-style-type: none"> • Incident and Discipline data is collected from school districts through the Student Safety Data System (SSDS)



Category	Incident and Discipline Data Notes
Changes for the 2017-18 reports	<ul style="list-style-type: none"> Police Notifications and Harassment, Intimidation, and Bullying (HIB) are new tables for 2017-18. The Student Disciplinary Removals table replaces the suspensions and expulsions data from previous years.
Which reports include this information	<ul style="list-style-type: none"> This section appears in all reports
Data privacy	<ul style="list-style-type: none"> If the number of students receiving any type of disciplinary removal is less than 10, the count and rate will not be displayed.
2017-18 Performance Reports Database	<ul style="list-style-type: none"> 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, device ratios, and financial information about school districts.

School Day

The “School Day” table (Figure 54) shows information about the overall time and instructional time for a typical student at this school.

Figure 54 - School Day

School Day	
This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.	
Category	School
Typical Start Time	7:50AM
Typical End Time	2:25PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs. 0 Mins.
Shared Time - Instructional Time	N

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 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 11. There may be some districts that reported on other grades (PK-2 and 12).

Figure 55 - Device Ratios

Device Ratios	
This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.	
School Year	Student to Device
2017-18	3.0:1

This table shows the student to device ratio, which is the number of students in grades 3-11 per device. The count includes only reported instructional devices (i.e., tablets or laptops) that meet nationally recommended specifications for digital learning in grades 3-11.

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	<ul style="list-style-type: none"> 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 2017-18 reports	<ul style="list-style-type: none"> The Device Ratio data has been adjusted to only include devices that meet nationally recommended specifications for digital learning in grades 3-12.
Which reports include this information	<ul style="list-style-type: none"> 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 PK-2 or "Not Tested" schools.
2017-18 Performance Reports Database	<ul style="list-style-type: none"> Worksheets include: (1) SchoolDay & (2) DeviceRatios



Per-Pupil Expenditures

The “Per-Pupil Expenditures (District-Level)” table (Figure 56) displays the total current expenses per student for regular and special education students educated within the district’s schools. The cost includes expenditures for instruction, support services, administration, operations and maintenance, extracurricular activities, and community services.

Figure 56 - Per-Pupil Expenditures (District-Level)

Per-Pupil Expenditures (District Level)			
This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ User Friendly Budgets , or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor’s Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.			
Per-Pupil Expenditures	Federal	State/Local	Total
District Total (2016-2017)	\$713	\$11,706	\$12,419

This data is reported for the 2016-17 school year, which is the year prior to the reporting year of the School Performance Reports. This data is reported at the district-level, not at the individual school-level. Data will not be available for Education Service Commissions (ESCs)/Jointures and County Special Service Districts (CSSDs).

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	<ul style="list-style-type: none"> • Expenditure Data comes from district audit summary data. Expenditure amounts are taken from districts’ actual expenditures as reported in the audit summary application (Audsum), which are certified by the district’s business



Category	Per-Pupil Expenditures Data Notes
	<p>administrator and an independent auditor. Amounts reported in the Audsum correspond to the amounts in each district's Comprehensive Annual Financial Report.</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> This table appears in all reports.
2017-18 Performance Reports Database	<ul style="list-style-type: none"> Worksheet includes: (1) PerPupilExpenditures

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:

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

Figure 57 - Staff

Teachers – Experience	Administrators – Experience (District Level)	Student and Staff Ratios																																																						
<p>This table shows information about experience for teachers assigned to this school and across the state.</p> <table> <tr> <th>Category</th><th>Teachers in School</th><th>Teachers in State</th></tr> <tr> <td>Total Number of teachers</td><td>82</td><td>117,464</td></tr> <tr> <td>Average years experience in public schools</td><td>4.1</td><td>12.0</td></tr> <tr> <td>Average years experience in district</td><td>3.4</td><td>10.7</td></tr> <tr> <td>Teachers in district for 4 or more years</td><td>42.0%</td><td>75.5%</td></tr> </table>	Category	Teachers in School	Teachers in State	Total Number of teachers	82	117,464	Average years experience in public schools	4.1	12.0	Average years experience in district	3.4	10.7	Teachers in district for 4 or more years	42.0%	75.5%	<p>This table shows information about experience for administrators assigned to this district and across the state.</p> <table> <tr> <th>Category</th><th>Admin. in District</th><th>Admin. in State</th></tr> <tr> <td>Total Number of administrators</td><td>3</td><td>9,374</td></tr> <tr> <td>Average years experience in public schools</td><td>8.3</td><td>16.0</td></tr> <tr> <td>Average years experience in district</td><td>7.3</td><td>12.0</td></tr> <tr> <td>Administrators in district for 4 or more years</td><td>66.7%</td><td>76.2%</td></tr> </table>	Category	Admin. in District	Admin. in State	Total Number of administrators	3	9,374	Average years experience in public schools	8.3	16.0	Average years experience in district	7.3	12.0	Administrators in district for 4 or more years	66.7%	76.2%	<p>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.</p> <table> <tr> <th>Ratio</th><th>School Ratio</th><th>District Ratio</th></tr> <tr> <td>Students to Teachers</td><td>14:1</td><td>14:1</td></tr> <tr> <td>Students to Administrators</td><td>373:1</td><td>373:1</td></tr> <tr> <td>Teachers to Administrators</td><td>27:1</td><td>27:1</td></tr> <tr> <td>Students to Librarians/Media Specialists</td><td></td><td>N</td></tr> <tr> <td>Students to Nurses</td><td></td><td>560:1</td></tr> <tr> <td>Students to Counselors</td><td></td><td>N</td></tr> <tr> <td>Students to Child Study Team</td><td></td><td>373:1</td></tr> </table>	Ratio	School Ratio	District Ratio	Students to Teachers	14:1	14:1	Students to Administrators	373:1	373:1	Teachers to Administrators	27:1	27:1	Students to Librarians/Media Specialists		N	Students to Nurses		560:1	Students to Counselors		N	Students to Child Study Team		373:1
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School and District Staff Information

Teachers – Experience & Administrators – Experience

The “Teachers – Experience” and “Administrators – Experience” tables (Figure 58) show information about experience for teachers and administrators with comparisons to statewide



data. The data used in both tables are provided by the Staff Certification Report. 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 58 - Teachers - Experience & Administrators - Experience

Teachers – Experience			Administrators – Experience (District Level)		
This table shows information about experience for teachers assigned to this school and across the state.			This table shows information about experience for administrators assigned to this district and across the state.		
Category	Teachers in School	Teachers in State	Category	Admin. in District	Admin. in State
Total Number of teachers	82	117,464	Total Number of administrators	3	9,374
Average years experience in public schools	4.1	12.0	Average years experience in public schools	8.3	16.0
Average years experience in district	3.4	10.7	Average years experience in district	7.3	12.0
Teachers in district for 4 or more years	42.0%	75.5%	Administrators in district for 4 or more years	66.7%	76.2%

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 “teachers/administrators in district for 4 or more years” 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

The “Student to Staff Ratios” table (Figure 59) 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 59 - 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	14:1	14:1
Students to Administrators	373:1	373:1
Teachers to Administrators	27:1	27:1
Students to Librarians/Media Specialists		N
Students to Nurses		560:1
Students to Counselors		N
Students to Child Study Team		373:1



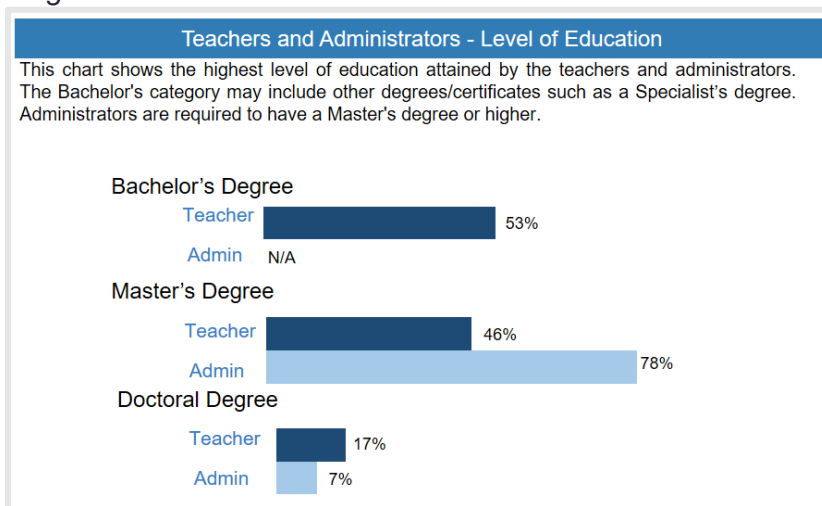
Ratios for librarians, nurses, counselors, and child study team members are reported at the district-level only because many staff members in these job titles are assigned only to the district and not to individual schools. Because these individuals are not assigned to individual schools but are attributed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

The “Teachers and Administrators – Level of Education” chart (Figure 60) 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 60 - Teachers and Administrators – Level of Education



Teacher and Administrators – One-Year Retention

The “Teacher and Administrators – One-Year Retention” table (Figure 61) shows the percentage of teachers and administrators assigned to the district or state during the 2016-17 school year that are still assigned to the same district in 2017-18. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Figure 61 - Teacher and Administrators - One-Year Retention

Teachers and Administrators - One-Year Retention (District Level)		
This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).		
Job Type	District	State
2016-17 Teachers: Same district 2017-18	75.1%	60.4%
2016-17 Administrators: Same district 2017-18	80.3%	75.2%



Faculty Attendance

The “Faculty Attendance” table (Figure 62) shows the percentage of days 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 62 - 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
2017-18	97.1%

Teachers and Administrators – Demographics

This table (Figure 63) shows the percentages of teachers and administrators by gender and by racial and ethnic group. Each 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 shows the percentage of teachers and administrators by gender and by racial and ethnic group.		
Category	Teachers	Administrators
Female	59.3%	20.0%
Male	40.7%	80.0%
White	45.1%	60.0%
Hispanic	30.1%	0.0%
Black or African American	17.7%	40.0%
Asian	7.1%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

School and District Staff Data Notes

Category	School and District Staff Data Notes
Source of information	<ul style="list-style-type: none"> 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.



Category	School and District Staff Data Notes
	<ul style="list-style-type: none"> Faculty Attendance data is based on information submitted by school districts at the end of the school year.
Changes for the 2017-18 reports	<ul style="list-style-type: none"> Teacher to Administrator ratios are new for 2017-18. Teacher and Administrator Demographics is new to the 2017-18 reports.
Which reports include this information	<ul style="list-style-type: none"> This section appears in all reports.
2017-18 Performance Reports Database	<ul style="list-style-type: none"> Worksheets include: (1) TeachersExperienceCertification, (2) AdministratorsExperience, (3) StudentToStaffRatios, (4) TeachersAdminsLevelOfEducation, (5) TeachersAdminsOneYearRetention, (6) FacultyAttendance, & (7) TeachersAdminsDemographics

Statewide Educator Equity Data

The “Statewide Educator Equity Data” 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 64) 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 64 - 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	20.0%	21.6%	13.12%	21.62%	14.27%
Students taught by one or more ineffective teacher	5%	11.2%	2.7%	10.41%	2.78%
Students taught by one or more inexperienced teacher	77%	77%	76.76%	77.81%	77.10%

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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> The Statewide Educator Equity Data table only appears in the state-level school performance report.
2017-18 Performance Reports Database	<ul style="list-style-type: none"> Worksheet includes: (1) StatewideEducatorEquity

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. 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](#).

Comprehensive Status (School-Level Reports)

This table (Figure 65) shows whether the school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether the school is eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria to exit status.

Schools identified as requiring Comprehensive Support and Improvement are schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less.

Figure 65 - Comprehensive Status

Comprehensive Status		
This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.		
Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a



Targeted Status (School-Level Reports)

This table shows whether one or more student groups in the school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether the school will be eligible to exit targeted status in January 2021 or January 2022.

Schools identified as requiring Targeted Support and Improvement are schools where any student group has a summative score that would be in the bottom 5% of schools and/or with student groups that missed annual targets for all indicators for two years in a row.

Schools identified as requiring Comprehensive Support may have student groups identified as needing target support in this table as reference, but the date at which they are eligible to exit status is based on their comprehensive status.

Figure 66 - Targeted Status

Targeted Status			
<p>This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.</p>			
Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	Yes	Yes	No
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	Yes		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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 2019-20 school year.

Schools identified as requiring Comprehensive Support and Improvement are schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less. **Schools identified as requiring Targeted Support and Improvement** are schools where any student group has a summative score that would be in the bottom 5% of all schools and/or with any student groups that missed annual targets for all indicators for two years in a row.

If a school requires Targeted Support and Improvement, the last column of the table lists the student groups that were identified. Schools requiring Comprehensive Support may also be shown as requiring Targeted Support in this table to help schools identify student groups that may need additional support. The date at which they are eligible to exit status is based on when they were identified for Comprehensive Support.



The schools on this list may have been identified based on data from either the 2016-17 or 2017-18 school year; see the school-level performance reports for more details.

Figure 67 - Schools Identified as Requiring Comprehensive or Targeted Support

Schools Identified as Requiring Comprehensive or Targeted Support - Districtwide								
The table below shows the list of schools in the district that are identified as requiring Comprehensive or Targeted Support and Improvement during the 2019-20 school year. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. Schools where any student group has a summative score that would be in the bottom 5% of schools or where any student group missed annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. If a school requires Targeted Support and Improvement, the last column of the table lists the student groups that were identified. The schools below may have been identified based on either data from the 2016-17 or 2017-18 school year. See school level performance reports for more details.								
County Code	County Name	District Code	District Name	School Code	School Name	School requires Comprehensive Support during the 2019-20 School Year	Any Student Group(s) Requiring Targeted Support during the 2019-20 School Year	Student Group(s) Requiring Targeted Support during the 2019-20 School Year
CC	COUNTY	DDDD	DISTRICT	SSS	Elementary School #1	No	Yes	Black or African American
CC	COUNTY	DDDD	DISTRICT	SSS	Elementary School #2	Yes	Yes	Hispanic, Black or African American, Economically Disadvantaged Students, Students with Disabilities
CC	COUNTY	DDDD	DISTRICT	SSS	Middle School #1	Yes	Yes	English Learners
CC	COUNTY	DDDD	DISTRICT	SSS	High School #2	Yes	Yes	Asian, Native Hawaiian, or Pacific Islander

Accountability Indicator Scores and Summative Rating

The “Accountability Indicator Scores and Summative Rating” table shows the indicator scores for each indicator included in the *ESSA* accountability system and the weights that each indicator received in the overall Summative Score. Indicator scores were only calculated if data was available for at least 20 students. Weights may have been redistributed if an indicator score was not available and those weights will be flagged by a †.

Figure 68 – Accountability Indicator Scores and Summative Rating

Accountability Indicator Scores and Summative Ratings - 2017-18 School Year		
New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources .		
Accountability Indicator	Score	Weight
English Language Arts Proficiency	89.4	15.0%
Mathematics Proficiency	66.2	15.0%
Graduation Rate – 4-Year	72.3	20.0%
Graduation Rate – 5-Year	84.4	20.0%
English Language Arts Growth	**	**
Mathematics Growth	**	**
Progress Towards English Language Proficiency	75.5	20.0%
Chronic Absenteeism	68.1	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	72.8	n/a
Summative Rating: Percentile Rank of Summative Score	78.7	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5 th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	Yes	n/a

† Weights indicated by this symbol were adjusted due to data availability

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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 the 2018 reports, they are as follows:

ESSA Accountability Indicators and Weights



Weights for schools with 20 or more English Learners

Indicator Group	Indicator	Indicator Weights for Elementary and Middle Schools*	Indicator Weights for High Schools*	Indicator Weights for Schools with Mixed Grade Configurations*
Academic Achievement	ELA Proficiency	15%	15%	10%
Academic Achievement	Mathematics Proficiency	15%	15%	10%
Academic Progress	ELA Growth	20%	n/a	12.5%
Academic Progress	Mathematics Growth	20%	n/a	12.5%
Graduation Rate	4-year Graduation Rate	n/a	20%	12.5%
Graduation Rate	5-year Graduation Rate	n/a	20%	12.5%
English Language Proficiency	Progress to English Language Proficiency (ELP)	20%	20%	20%
School Quality or Student Success	Chronic Absenteeism	10%	10%	10%

Weights for schools with fewer than 20 English Learners

Indicator Group	Indicator	Indicator Weights for Elementary and Middle Schools*	Indicator Weights for High Schools*	Indicator Weights for Schools with Mixed Grade Configurations*
Academic Achievement	ELA Proficiency	17.5%	17.5%	12.5%
Academic Achievement	Mathematics Proficiency	17.5%	17.5%	12.5%
Academic Progress	ELA Growth	25%	n/a	15%
Academic Progress	Mathematics Growth	25%	n/a	15%
Graduation Rate	4-year Graduation Rate	n/a	25%	15%
Graduation Rate	5-year Graduation Rate	n/a	25%	15%
English Language Proficiency	Progress to English Language Proficiency (ELP)	n/a	n/a	n/a
School Quality or Student Success	Chronic Absenteeism	15%	15%	15%

*Indicator weights may have been adjusted for individual schools if data were not available for 20 or more students for one or more indicator.

The “Accountability Indicator Scores and Summative Rating” table only shows the indicators that apply to each school based on grades served. The Progress Towards English Language Proficiency is new for 2017-18.



Summative Score

The **Summative Score** is calculated by multiplying each indicator score by its corresponding indicator weight and totaling the products. The example below reflects the calculation for a high school with fewer than 20 English Learners with the given indicator scores and weights. Since this is a high school, there are no Academic Progress indicator scores and weights. For elementary and middle schools, there will be no Graduation Rate indicator scores or weights. In this example, the Summative Score is equal to the sum of the values in the last column.

Summative Score Calculation

Indicator	Indicator Score	Weight	Indicator Score x Weight
Math Achievement	35	0.175	6.13
ELA Achievement	40	0.175	7.00
Math Academic Progress	-	-	-
ELA Academic Progress	-	-	-
4-Year Graduation Rate	78	0.25	19.50
5-Year Graduation Rate	85	0.25	21.25
School Quality	55	0.15	8.25
Summative Score	-	-	62.13

The **Summative Rating** is the percentile rank of the Summative Score as compared to other schools across the state with similar grade configurations (elementary/middle schools, high schools, or schools with mixed grade configurations). Summative Scores are rounded to the nearest hundredth in order to calculate the Summative Rating percentiles. Schools with a summative rating at or below the 5th percentile and high schools with a four-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support.

Accountability Summary by Student Group (School-Level Reports)

The “Accountability Summary by Student Group” table displays a breakdown of schoolwide and student group performance on the *ESSA* accountability annual targets for each indicator.

Figure 69 – Accountability Summary by Student Group

Accountability Summary by Student Group – 2017-18 School Year												
New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Support will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources .												
Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group –	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: 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	n/a	n/a	Yes	Met Target	Not Met	Met Goal	Met Target	Met Standard	Met Standard	Met Target	Met	Yes
White	66	19.6	No	Met Target	Not Met	Met Target	Not Met	Not Met	Met Standard	n/a	Met	No
Hispanic	72.3	19.6	No	Met Target	Met Target	Not Met	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	64.4	19.6	No	Met Target	Met Goal	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	**	n/a	**	No
Two or More Races	68.1	19.6	No	Met Goal	Not Met	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Economically Disadvantaged Students	18.2	19.6	Yes	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	Yes
Students with Disabilities	**	**	No	Not Met	Not Met	**	**	**	**	n/a	**	No
English Learners	**	**	No	**	**	**	**	**	**	Met Target	Met	No

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



Annual targets for proficiency and graduation rate are based on school and student group baseline performance in 2015-16. ELA and Math proficiency annual targets reflect the percentage of students who must score at either Level 4 or 5 on the PARCC assessment 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.

Annual targets for student growth were set by the NJDOE and reflect whether a school or student group met the standard for growth with 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. Separate means or targets were defined for schools that end in grade 5 or lower and all other schools.

Targets for chronic absenteeism reflect the statewide average for all student enrolled in the grades represented in the school who were absent for more than 10% of the days for which they were enrolled.

The table shows the summative score for each student group and the summative score cut-off for schools to be identified as requiring comprehensive support. If any student group in the school has a Summative Score below that cut-off, the school will be identified as requiring targeted support for a low performing student group. Summative scores were rounded to the nearest hundredth to identify schools requiring Targeted Support. The schoolwide row indicates whether one or more student groups in the school were identified for targeted support for a low performing student group.

The next set of columns in the table shows whether the school or student group met 2017-18 targets for each indicator. Schools in which one or more student groups have missed annual targets for all indicators for two years in a row are identified as requiring targeted support for a consistently underperforming student group.

Accountability Summary by Student Group (District-Level Reports)

Within the district-level School Performance Reports, the “Accountability Summary by Student Group” table displays a breakdown of districtwide and student group performance on the accountability indicator targets.



Figure 70 - Accountability Summary by Student Group (District Level)

Accountability Summary by Student Group								
This table shows whether the district and each student group met annual ESSA accountability targets for each indicator. Annual targets for proficiency and graduation rate were set based on a district or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given district. For more details on accountability targets, see these accountability resources .								
Student Group	ELA Proficiency: Met Target?	Math Proficiency: Met Target?	4-Year Graduation Rate: Met Target?	5-Year Graduation Rate: Met Target?	ELA Student Growth: Met Standard?	Math Student Growth: Met Standard?	Progress Towards English Language Proficiency: Met Annual Target?	Chronic Absenteeism: Met State Average?
Districtwide	Met Target	Not Met	Met Goal	Met Target	Met Target	Met Target	Met Target	Met Target
White	Met Target	Not Met	Met Target	Not Met	Not Met	Met Target	n/a	Met Target
Hispanic	Met Target†	Met Target†	Not Met	Met Target	Met Target	Met Target	n/a	Not Met
Black or African American	Met Target	Met Goal	Met Target	Met Target	Met Target	Met Target	n/a	Met Target
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	**	**	n/a	**
American Indian or Alaska Native	**	**	**	**	**	**	n/a	**
Two or More Races	Met Goal	Not Met	Met Target	Met Target	Met Target	Met Target	n/a	Met Target
Economically Disadvantaged Students	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	n/a	Not Met
Students with Disabilities	Not Met	Not Met	**	**	**	**	n/a	**
English Learners	**	**	**	**	**	**	Met Target	Met Target

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

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

[Academic Achievement \(ELA and Math proficiency\)](#)

[Student Growth \(ELA and Math mSGP\)](#)

[Chronic Absenteeism](#)

[Graduation Rates \(four-year and five-year\)](#)

Accountability Data Notes

Category	Accountability Data Notes
Source of information	<ul style="list-style-type: none"> See specific information for each indicator in this guide for information the source of data used to calculate each indicator.
Changes for the 2017-18 reports	<ul style="list-style-type: none"> The Comprehensive Status, Targeted Status, and Schools Identified as Requiring Comprehensive or Targeted Support tables are new for 2017-18. Progress to English Language Proficiency is now included in accountability tables.
Which reports include this information	<ul style="list-style-type: none"> The Accountability section will not be included for "Not Tested" schools and districts. The "Comprehensive Status", "Targeted 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	<ul style="list-style-type: none"> 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.
2017-18 Performance Reports Database	<ul style="list-style-type: none"> Worksheets include: (1) CompTargeted, (2) CompTargetedList, (3) AccountabilityIndicator, & (4) 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 71 – Narrative

**NJ SCHOOL
PERFORMANCE
REPORT**

School Name
(CC-DDDD-SSS)
Grades Offered: PK-12
2017-2018

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

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:	<ul style="list-style-type: none"> Small graduation cohorts and individualized instruction in all grades 9-12. Courses that expand the world-wide web with access to countless curriculum options through virtual schooling. Intellectual and compassionate staff that recognize students as driven, engaged and forward thinking.
Mission, Vision, Theme:	<p>To prepare all learners for 21st Century challenges via comprehensive curricular and instructional programs, aligned with Common Core Curriculum Standards, and to create an academic infrastructure which fosters and nurtures a love of learning, enabling each stakeholder to actualize his/her individual potential.</p>
Awards, Recognition, Accomplishments:	<p>Apple Distinguished School, NJ Green School, County Champions in Basketball, Field Hockey, Soccer, Softball, and Volleyball.</p>

Narrative Data Notes

Category	Narrative Data Notes
Source of information	<ul style="list-style-type: none"> Narrative data was submitted by school districts through a collection at the end of the school year.
Changes for the 2017-18 reports	<ul style="list-style-type: none"> New categories were added for 2017-18: School Safety, Technology and STEM, Early Childhood Education.
Which reports include this information	<ul style="list-style-type: none"> Narrative data is available for school- and district-level reports only (not state-level).
2017-18 Performance Reports Database	<ul style="list-style-type: none"> 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 .



What to do if...	Action
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 .
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:

- [Demographics and Enrollment](#)
- [New Jersey State Assessments](#)
- [DLM Assessment \(Alternate Assessment\)](#)
- [ACCESS for ELLs 2.0 English Language Proficiency Test](#)
- [NJASK Science Assessment Data](#)
- [New Jersey Student Learning Assessment - Science](#)
- [Student Growth Percentiles \(SGP\)](#)
- [PSAT/SAT Data](#)
- [ACT Data](#)
- [Advanced Placement \(AP\) Courses/Tests](#)
- [International Baccalaureate \(IB\) Courses/Tests](#)
- [New Jersey Student Learning Standards](#)
- [Seal of Biliteracy](#)
- [Visual and Performing Arts](#)
- [Career and Technical Education \(CTE\)](#)
- [Structured Learning Experiences \(SLE\)](#)
- [Graduation Rates](#)
- [Dropout Rates](#)
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