2022-2023 New Jersey School Performance Reports: Reference Guide

   * **[Acceda a esta Guía de Referencia en Español](#)**

Introduction

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

Use these reports to:

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

Key Terms and Acronyms

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

- **ACCESS for ELLs:** assessments used to measure English Learners' (ELs) proficiency in the English language. Students are assessed in four domains: Speaking, Listening, Reading, and Writing.

- **Accountable School:** The school to which responsibility is assigned when reporting on accountability indicators, such as academic achievement, student growth, or graduation rate. In about 95% of all cases, the school a student attends and the student's accountable school are the same. However, there are instances where the accountable school may not be the attending school. For example, a student attending an approved private school for students with disabilities would be assigned to 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.

- **Career and Technical Education (CTE):** Programs that provide students with opportunities to learn academic, technical, and professional skills that are vital for today's learners.

- **Dynamic Learning Maps (DLM) Assessment:** The alternate assessment for students with the most significant intellectual disabilities in English Language Arts, Mathematics, and Science.

- **English Language Arts (ELA):** Assessments in ELA focus on reading and comprehending a range of sufficiency complex texts independently and writing effectively when analyzing text.

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

- **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.

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

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

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

- **United States Department of Education (USED):** A cabinet-level department of the United States government that is responsible for overseeing the implementation of ESSA.

Important Notes for 2022-2023

The 2022-2023 School Performance Reports include all data that was previously reported prior to the COVID-19 pandemic, which includes all assessment, student growth, and accountability. Data throughout the reports has been impacted by the pandemic in various ways, so the NJDOE recommends caution in comparing data from year to year.

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 prioritize the needs of each community's unique student populations most effectively, 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.

This process is especially important given the COVID-19 related disruptions and the opportunities to re-prioritize and re-evaluate the specific health, social, emotional and instructional needs of students as well as the educators in the school community. 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, which is available on the NJDOE ESSA Resources page.

The NJDOE encourages families, educators and broader community members to use the performance reports to help start conversations by asking questions about student performance. Due to the COVID-19 related disruptions, school communities may ask "How is my district addressing the impact of COVID-19?" and "What information should we consider when prioritizing our students' needs?"

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. How are we addressing critical educational and mental health challenges?
3. Are students safe in my schools and on their way to school?
4. How do per-pupil expenditures in my school compare to other schools in the district? What may be causing the differences?
5. Does the ethno-racial diversity of the educators in my school or district reflect the diversity of the state? Are there strategies for recruitment, retention, and professional learning that could be implemented to ensure that all students have access to diverse and culturally responsive educators?

Teachers and Educators

1. Is each student mastering content standards at the rate necessary to prepare that student for success?
2. In what ways am I challenging students who are clearly being successful in my school?
3. In what ways can I support my colleagues in their students' learning?
4. 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 is our district identifying students who may need additional support and what supports are being provided?
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 do per-pupil expenditures in my school compare to other schools in the district?
8. What information did the district or school share in the Narrative section of the report? Is there additional information that I want to know that is not included there?

More ideas and suggestions of how to start conversations with reports are available in our one-page guides for school board members, administrators, educators, elementary school families, and middle and high school families.

About the Data

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

see our [Performance Reports Data Sources document](#).

Information in the School Performance Reports is reported at the student group, school, and district-level, but is based on student-level data. NJDOE has applied data privacy rules throughout the reports to protect student privacy under the federal Family Educational Rights Privacy Act (FERPA). Symbols you see throughout the reports are:

- ***** - 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
- ****** - data was not available for the minimum 20 students, the required number for a student group to be included in New Jersey's *Every Student Succeeds Act (*ESSA*)* accountability system. This will only appear in sections of the report related to ESSA accountability
- **N** - 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
- **†** - there is a table specific note below the table.

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

In general, student information is reported based on the school a student attends. For data related to New Jersey's ESSA accountability system, such as state assessment results, student growth, chronic absenteeism, and graduation rates, data is reported based on a student's accountable school. In most cases, a student's accountable school will be the same as the school they attend. However, in some cases, another school may be accountable for a student's performance. For example, a student attending an approved private school for students with disabilities would be assigned to 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 may only be reported at one of the schools. For example, for course enrollment, students will only be included in the reports if they take the course at the school. This means that for a shared-time student, they may be reported at their vocational school for a CTE course but reported at their resident high school for an ELA course.

Navigation Guide

Searching for Reports

On the [New Jersey School Performance Reports home page](#), you will find options to search for reports for any school or district in the state.

In the search bar, you can search by:

- County name
- School or district name
- Zip code

At the top left of the page, you can select a school year using the dropdown. You can also choose to see a list of all school, all districts, or the state level report using the buttons at the bottom of the screen.

After you run a search, you will have the option to open a "Detailed Report" or a "Summary Report" for the school or district:

- **Detailed Performance Reports:** These reports are available for all schools, districts, and the state and provide detailed information about schools across many areas.
- **Summary Reports:** These reports are available for most 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.

Translated Reports

Translated Spanish versions of both reports and resources will also be available on this page. The availability of reports will depend on your search filters, including school year, school type, and school, district, or state report type.

Navigation Menu

The blue menu at the top of the page will contain links to:

- Resource Documents
    - Reference Guide (this document)
    - Frequently Asked Questions
    - All Resources (includes links to all related 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 in the blue menu at the top of the page to access a database containing all the information included in the School Performance Reports.

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

At the bottom of the page are links to databases from prior years.

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

	A	B	C
1	NEW JERSEY DEPARTMENT OF EDUCATION		
2	2022-2023 Performance Report Data Layout		
3			
4	Table: District Contact Info		
5	Content: District contact information		
6			
7	Field	Type	Description
8	COUNTY_CODE	Numeric	County Code
9	COUNTY_NAME	Text	County Name
10	DISTRICT_CODE	Numeric	District Code
11	DISTRICT_NAME	Text	District Name
12	GRADESPAN	Text	Grades Span
13	SUPERINTENDENT	Text	Superintendent name
14	ADDRESS	Text	Street Address
15	CITY_STATE_ZIP	Text	City, State, and Zip
16	PHONE	Text	Phone number
17	EMAIL	Email Address	Email link
18	WEBSITE	Website Address	Website link
19	FACEBOOK	Facebook Address	Facebook link
20	TWITTER	Twitter Address	Twitter link
21	DistrictNotes	Text	District Notes
22			

Navigating the School Performance Reports

Once you are viewing a School Performance Report (the "Detailed Report"), there will be a green navigational menu with the different sections of the report. You can click on each section to see a dropdown with the different types of information or tables available in that section.

If you want to switch to the report for another school or district at any time, you can use the search bar at the top right of the report.

If you want to download the full School Performance Report to a PDF to save or print, click the printer icon at the top right of the page.

On any specific table, if you want to print the table or save as a PDF, you can click the arrow icon at the top right of the table.

Report Sections

The New Jersey School Performance Reports contain eleven possible sections, which you will see in the navigational menu across the top of the reports.

The sections included in each report are based on the grades served by the school or district and the type of report selected (school, district, or state). Schools and districts are grouped into **four major report types:**

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

Some schools may fall into multiple categories, such as schools serving grades six through 12.

Some sections of the report will appear for all schools and districts, but others will only appear for certain schools and districts. The eleven 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-2,** PK-8, 9-12, and some schools/districts in the Not Tested category
- **Graduation/Postsecondary**: 9-12 only
- **Climate and Environment:** All reports
- **Staff:** All reports
- **Per-Pupil Expenditures:** All reports
- **Accountability:** PK-2, PK-8, and 9-12 only
- **Narrative:** All reports

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

Report Header

At the top of all detailed reports is a general summary of school information that will be visible at the top of all pages of the report. This includes:

- District and county information
- Address
- Phone number
- Principal or superintendent name
- Map of the school or district office location
- Total enrollment
- Grades offered

The top of the page also includes a NJDOE notes section where the NJDOE can flag any known issues with the reported data in the reports. These notes are only added after communication with the district.

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 (Figure 1) 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
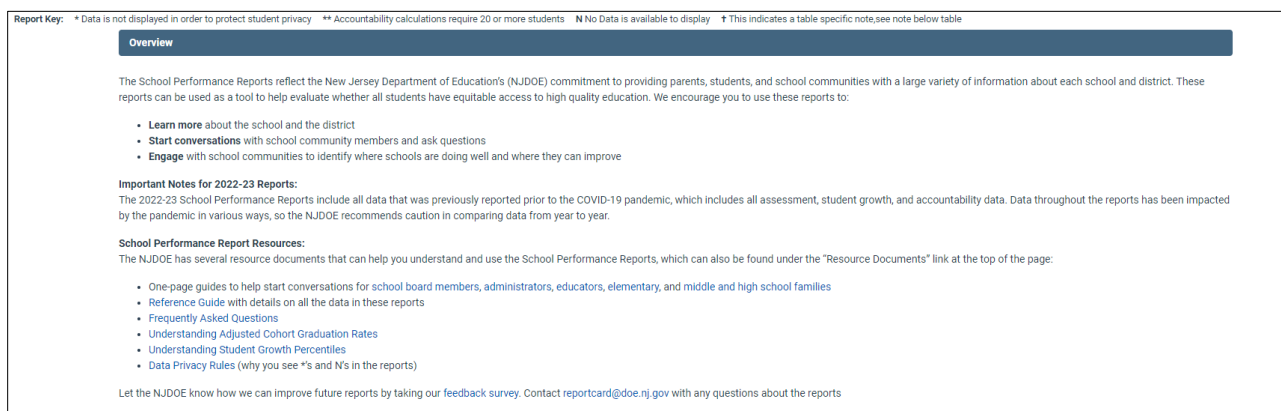
Contact Information

The contact information table (Figure 2) provides ways to contact each school or district. It includes principal or superintendent name, address, phone number, email address, and

website. It also includes 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

Type	Contact Information
County	New Jersey
District	New Jersey
Superintendent Name	Superintendant
Address	Street name, City, NJ Zip Code
Phone Number	123-456-7890
Email Address	email@email.com
Website	
Facebook	https://www.facebook.com/
Twitter	http://Twitter.com

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

Schools in this District Table (District-Level Reports Only)

Available only in the district-level performance reports, the "Schools in this District" table (Figure 3) 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 school name below to access the detailed school-level report for each school.

School Name	Grades Offered
Elementary School	PK-06

Overview and Contact Info Data Notes

Category	Demographics Data Notes
Source of information	• School and District contact info, including school and district names, principal and superintendent names, address, phone number, email address, and website are all from CDS. • Facebook and Twitter information is collected in the NJ SMART Performance Reports submission.
Changes for the 2022-2023 reports	• There are no changes to this section for the 2022-2023 school year.
Which reports include this information	• This section appears in all reports. • The Schools in this District table only appears in the district reports.

Performance Reports Database	• This information can be found on the following worksheet(s) in the database: ○ Header and Contact

Student Demographics

The Demographic section (Figure 4) 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 Section Dropdown Menu
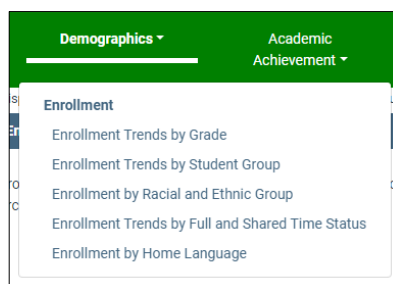
All enrollment and demographic data in this section is based on end-of-year enrollment data and only includes students who attend the school. For example, students with disabilities who live in the district but attend a school in another district are not included in the student group percentages.

Enrollment Trends by Grade

This table (Figure 5) shows the number of students enrolled by grade for the past three school years. Grade is based on the grade level reported by the district. If students were reported in grades not served by the school, the total enrollment may not equal the sum of the enrollment by grade because the total enrollment includes all students enrolled.

Figure 5 - Enrollment Trends by Grade

Enrollment Trends by Grade

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

Grade	2020-21	2021-22	2022-23
KG	183	217	209
1	225	209	232
2	225	224	207
3	231	232	236
4	237	228	231
5	222	233	220
6	228	236	237
7	224	225	226
8	221	216	249
9	165	181	219
10	221	167	178
11	154	195	163
12	133	148	191
Total	2,669	2,711	2,798

Enrollment Trends by Student Group

This table (Figure 6) shows the percentage of students by student group who were enrolled for the past three years. Each percentage is calculated by taking the total number of students identified in each student group and dividing by the total enrollment. Students may be counted in more than one student group.

Figure 6 - Enrollment Trends by Student Group

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. To protect student and staff privacy, gender percentages for 2020-21, 2021-22, and 2022-23 may show a range, depending on the overall school population size.

Student Group	2020-21	2021-22	2022-23
Female	48.0%	49.0%	49.0%
Male	52.0%	51.0%	51.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	96.7%	95.5%	95.3%
Students with Disabilities	21.5%	19.3%	19.6%
English Learners	18.6%	22.8%	24.8%
Homeless Students	0.3%	0.8%	0.6%
Students in Foster Care	0.5%	0.4%	0.3%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

The first three rows of the table show the percentage of students by identified gender: Female, Male, or Non-Binary/Undesignated. 2019-2020 was the first year that data was collected for non-binary/undesignated gender and, as a result, the data may not be a true representation of the student population. To protect student privacy, gender percentages for 2020-2021 were rounded to the nearest 0.5, and percentages for 2021-2022 and 2022-2023 may show a range, depending on the overall school population size. Other percentages in the table are rounded to the nearest 0.1.

This table also includes the following student groups:

- **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 Learners** 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.
    - The NJDOE will use the term **multilingual learner** instead of English learner moving forward in order to shift to asset-based language, which recognizes the assets students and their families bring to school and academic learning and success. The NJDOE will continue to use the term English learner in the School Performance Reports to align with federal requirements and the approved New Jersey state ESSA plan.
- **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 Students** are students who are 21 years of age or younger, who are or whose parent/guardian is a migratory fisher, dairy worker, or agricultural worker, and who have moved from one school district to another in the preceding 36 months for the workers to obtain temporary or seasonal employment.

Enrollment by Racial and Ethnic Group

This table (Figure 7) shows the percentage of students by racial and ethnic group for the past three years. The percentage is calculated by taking the number of students in each racial and ethnic group and dividing by the total enrollment. Students are counted in only one racial and ethnic group.

Figure 7 - Enrollment by Racial and Ethnic Group

Enrollment by Racial and Ethnic Group

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

Racial And Ethnic Group	2020-21	2021-22	2022-23
White	0.4%	0.5%	0.6%
Hispanic	68.4%	71.2%	71.8%
Black or African American	27.9%	25.7%	24.1%
Asian	0.7%	0.7%	0.7%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.2%	1.0%
Two Or More Races	2.4%	1.7%	1.7%

Pre-K and K Full and Half Day

This table (Figure 8) 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 8 – Enrollment Trends by Full/ Half Day PK and KG

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	2020-21	2021-22	2022-23
PK - Half Day	0	1	2
PK - Full Day	12	13	9
KG - Half Day	0	0	0
KG - Full Day	1	8	11

Enrollment Trends by Full and Shared-Time Status

This table (Figure 9) shows the number of students who are full-time or 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 who split time between a county vocational school and their home high school. Full-time equivalency is calculated by adding the number of full-time students plus half the number of shared-time students.

Figure 9 - Enrollment Trends by Full and Shared Time Status

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2020-21	2021-22	2022-23
Full Time Students	84	83	91
Shared Time Students	0	0	0
Full Time Equivalent	84	83	91

Enrollment by Home Language

This table (Figure 10) shows the percentage of students enrolled by the primary language spoken in their homes, or "home language," including English. The table shows the top five languages and only shows languages spoken by at least 1% of students in the school. Students with home languages other than those listed are counted in the Other Languages category.

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

This table has an option to switch between a table and a bar chart, using the toggle below the table or chart.

Figure 10 - 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. To see this data in a table, click the Table View option below the chart.

English 70.3% | Spanish 18.7% | Arabic 2.2% | Hindi 1.1% | Tagalog 1.1% | Other 6.6%

☐ Table View

Demographics Data Notes

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

Performance Reports Database	• This information can be found on the following worksheet(s) in the database:
	    ○ EnrollmentTrendsByGrade,
	    ○ EnrollmentTrendsByStudentGroup,
	    ○ EnrollmentByRacialEthnicGroup,
	    ○ PreKAndK-FullDayHalfDay
	    ○ EnrollmentTrendsFullSharedTime
	    ○ EnrollmentByHomeLanguage

Student Growth

The Student Growth section of the New Jersey School Performance Reports appears only in reports for elementary and middle schools. Student growth is a measure of how much students are learning each year. New Jersey's ESSA state plan outlines that academic progress, or student growth, will be measured by a school's median student growth percentile (mSGP) on statewide English language arts (ELA) and mathematic assessments.

Each individual student receives a student growth percentile (SGP) for ELA in grades 4 through 8 and for mathematics in grades 4 through 7. The SGP measures their academic progress from one year to the next compared to other students with similar prior test scores (academic peers). Mathematics SGPs for grade 8 are not calculated because many students in grade 8 take the Algebra I end-of-course assessment instead of the grade 8 mathematics assessment.

A student SGP falls between 1 and 99 and can be grouped into three levels:
- Under 35: Low Growth
- Between 35 and 64: Typical Growth
- 65 or higher: High Growth

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

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

Important Note for 2022-2023: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022 school year only.

Student Growth Trends and Progress

Important note for 2022-2023: Due to the cancellation of statewide assessments in 2019-2020 and 2020-2021, student growth percentiles are not available for the 2019-2020, 2020-2021, and 2021-2022 school years and will not appear in the graphs and table in this section.

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

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

Student Growth Trends and Progress

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

Important Note for 2022-23: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations.

ELA Median Student Growth Percentile — 48 (2022-23)

Math Median Student Growth Percentile — 53 (2022-23)

Performance Measure	2020-21 ELA	2021-22 ELA	2022-23 ELA	2020-21 Math	2021-22 Math	2022-23 Math
Median Student Growth Percentile			48			53
Met Standard (40-59.5)?			Met Standard			Met Standard
Statewide: Median Student Growth Percentile			50			50

Student Growth Table

The "Student Growth" table (Figure 11) shows the mSGP for ELA and mathematics both overall and for each student group. It also provides comparisons to the district and state mSGP. The table also shows whether each student group met the standard for mSGP under ESSA Accountability.

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	48	43	50	Met Standard	53	46	50	Met Standard
White	49.5	47	51	Met Standard	62	49.5	51	Exceeds Standard
Hispanic	47	42	47	Met Standard	50	46	47	Met Standard
Black or African American	39	40	45	Not Met	57	40	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	N	*	60	**	N	*	61	**
American Indian or Alaska Native	N	*	54	**	N	*	49	**
Two or More Races	*	53	52	**	*	49	51	**
Female	42.5	45	52		48.5	45	49	
Male	52	42	48		60.5	47	51	
Non-Binary/Undesignated Gender	N	N	46.5		N	N	62	
Economically Disadvantaged Students	51	43	46	Met Standard	51	48	46	Met Standard
Students with Disabilities	39.5	37	40	Not Met	45	38.5	42	Met Standard
English Learners	43	37.5	47	Met Standard	50	44	48	Met Standard
Homeless Students	46	39	42		38.5	40	42	
Students in Foster Care	*	*	42		*	*	44	
Military-Connected Students	N	N	50		N	N	49	
Migrant Students	N	N	36		N	N	43	

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

Student Growth by Performance Level

The "Student Growth by Performance Level" chart (Figure 12) shows the mSGPs for students at each performance level on the NJSLA, levels 1 through 5. There are separate graphs for ELA and mathematics. This information could help identify whether students are showing different levels of growth depending on their performance level on the NJSLA.
Placeholder for screenshot of Student Growth by Performance Level Graph

Figure 12 – Student Growth by Performance Level

Student Growth by Performance Level

These graphs show the median Student Growth Percentile (mSGP) for students by performance level on the New Jersey Student Learning Assessment (NJSLA) for English language arts (ELA) and mathematics.

ELA

Math
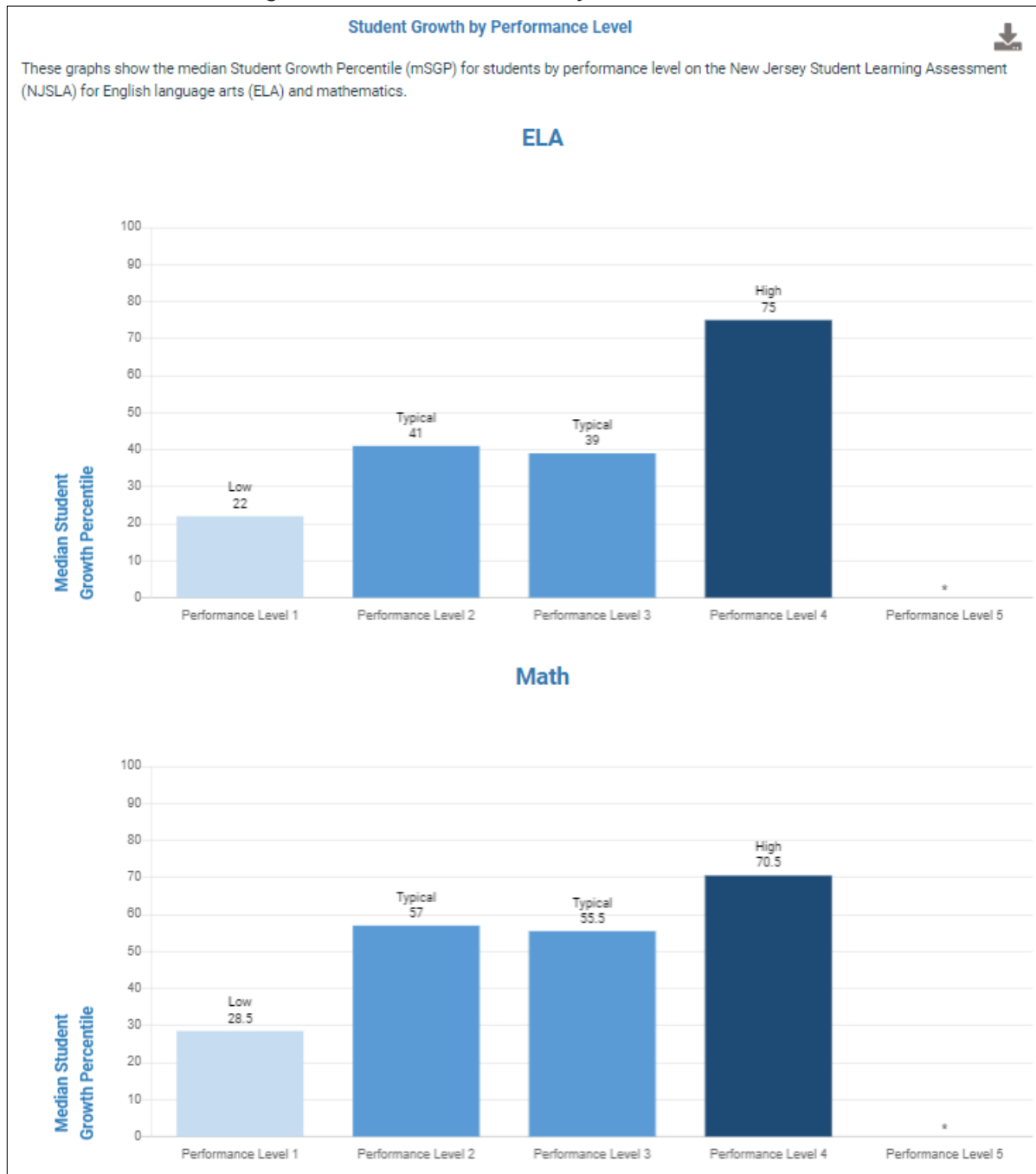
In this graph, each bar shows the mSGP for students in one of the five NJSLA performance levels based on their 2022-2023 assessment scores. The NJSLA performance levels are:

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

It is important to note that growth levels do not correspond directly to NJSLA performance. For example, it is possible for a student with a high growth score to still score at level 1, 2, or 3 on

the NJSLA. This is because, while they may have performed better than many of their academic peers, their scores may not yet meet grade-level expectations.

Student Growth by Grade

The "Student Growth by Grade" chart (Figure 13) shows the mSGPs for students in each grade level for both ELA and mathematics.

Figure 13- Student Growth by Grade
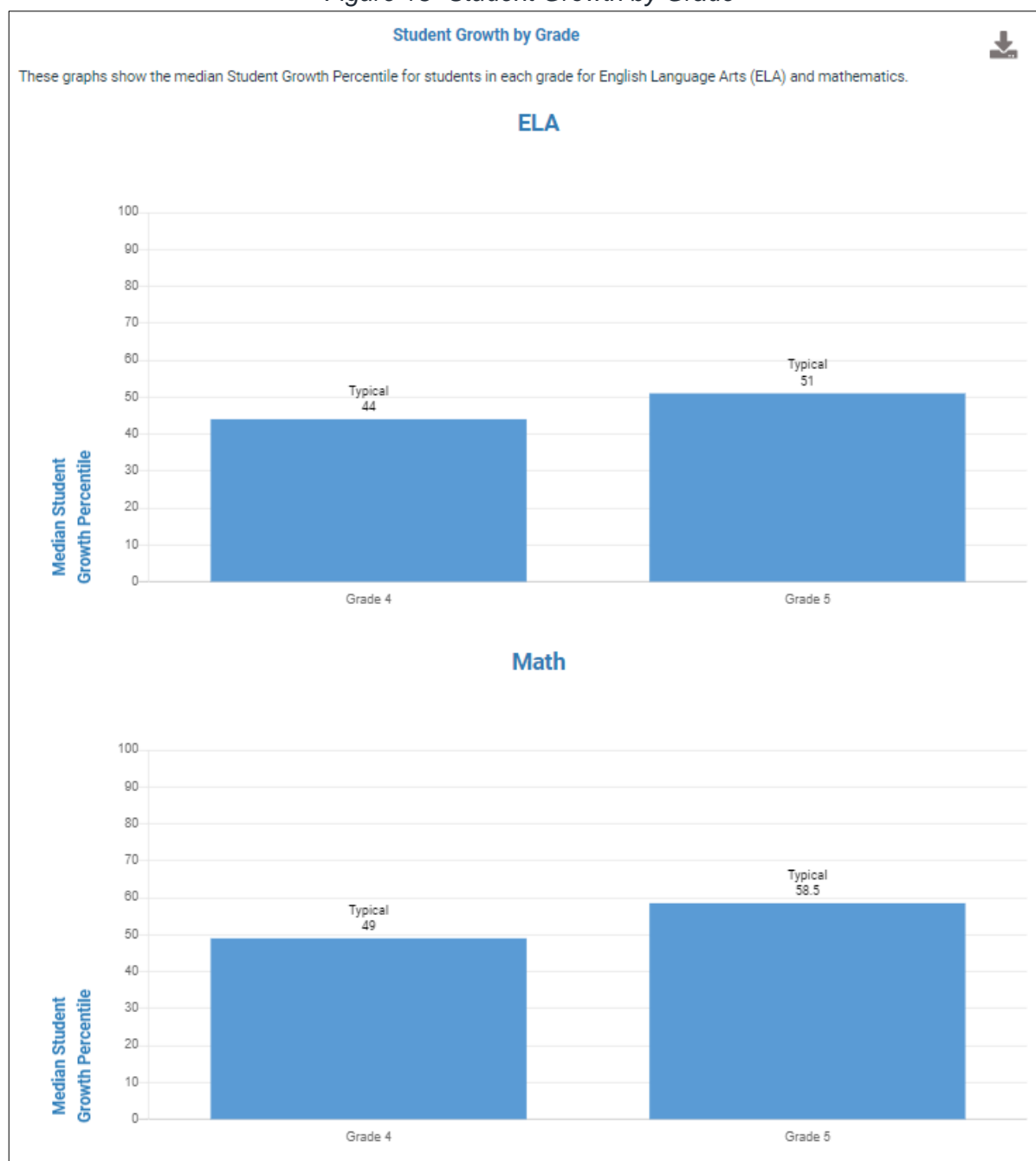
Student growth percentiles are calculated for ELA for students in grades 4 through 8, and they

are calculated for mathematics in grades 4 through 7. This chart is useful to see whether student growth varies by grade level.

Student Growth Data Notes

Category	Student Growth Data Notes
Source of information	• Student Growth Percentiles are based on NJSLA performance results from the reported school year.
Changes for the 2022-2023 Reports	• All student growth tables have been added back to the reports for 2022-2023.
Which reports include this information	• Student Growth data is only included in reports for schools and districts that serve grades 4 through 8.
Data privacy	• If the number of valid scores is fewer than 10 for a school, student group, or grade level, the mSGP data will not be displayed for that group. • If the number of students scoring in any performance level is fewer than 10, growth data for that performance level will not be displayed. • If the number of students with mSGPs for any school, district, or student group is less than 20, accountability targets will not be included and the reports will show **.

Performance Reports Database	• Worksheets include:
	  • StudentGrowthTrends
	  • StudentGrowth
	  • StudentGrowthByPerformLevel
	  • StudentGrowthByGrade

Academic Achievement

Important note for 2022-2023: NJSLA, DLM, and ACCESS data is available for 2022-2023. NJSLA data is not available for 2019-2020 or 2020-2021 due to federal waivers and assessment cancellations. DLM and ACCESS data is not available for the 2019-2020 school year. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

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

More information about each of these assessments can be found on the NJDOE Assessment webpage, the ACCESS for ELLs webpage, or the Dynamic Learning Maps webpage.

ELA and Mathematics Assessment Results

The "English Language Arts and Mathematics Performance Trends" and "English Language Arts and Mathematics Assessment – Participation and Performance" sections combine the results of the NJSLA and DLM for ELA and mathematics for all students in grades 3 through 8 and high school.

New Jersey transitioned to the NJSLA as the statewide assessment in ELA and mathematics beginning with the Spring 2019 administration. The prior assessment, the PARCC assessment, was administered from 2014-2015 until Fall 2018. The NJSLA measures progress toward mastery of the skills and content defined in the rigorous New Jersey Student Learning Standards and provides educators with meaningful information about students' progress toward meeting the standards.

States are required to administer statewide assessments in ELA and mathematics in each grade 3 through 8 and at least once in grades 9 through 12. New Jersey requires students to take the NJSLA or DLM in both ELA and mathematics in each grade 3 through 8. In high school, students are required to take the NJSLA ELA grade 9 assessment (or DLM ELA in grade 11) and all students must take the Algebra I end-of-course state assessment in high school, with the following exceptions:

- Students who take the DLM in high school; and
- Students who took the Algebra I state assessment in middle school:
    - Students who have not taken both Geometry and Algebra II in middle school must take either Geometry or Algebra II in high school.
    - Students who take Algebra I or Geometry in grade 6 are required, starting in 2021-2022, to take both the grade 6 mathematics assessment (Math 6) and the corresponding end-of-course assessment (Algebra I or Geometry) to meet the ESSA high school mathematics.
        - As a result, students who take Algebra I, Geometry, and Algebra II in middle school will not take an NJSLA assessment during high school, but the end-of-course assessment results from grade 6 will be used for high school accountability purposes when the student is in grade 9.
        - The Math 6 assessment results will be used the year the student is in grade 6.

Students who register for an assessment but do not take the assessment will be counted as non-participants in the calculation of the academic achievement indicator in the given year.

The NJSLA for ELA and mathematics is scored using a scale score. A **scale score** is a numerical value that summarizes student performance, and scale scores on the NJSLA range from 650 to 850. These scale scores are then stratified into the following performance levels:

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

The **DLM assessment** is an alternate assessment for students with the most significant intellectual disabilities in ELA and mathematics. Performance on the DLM assessment falls into the following four performance levels:

- Level 1: Emerging
- Level 2: Approaching the Target
- Level 3: At Target
- Level 4: Advanced

These sections of the report include the following measures of performance on the NJSLA and the DLM:

- Participation
- Percentage of students meeting and exceeding expectations
- Proficiency rate for federal accountability
- Annual targets
- Whether the annual target was met

The **participation rate** is the percentage of students in tested grades (3 through 8 and high school) who participated in the state assessment. The denominator is based on the number of students reported by the district in the final NJSLA Fall/Spring and DLM summative files. The numerator is based on the number of students with a valid score on the NJSLA or DLM. The participation calculation excludes recently arrived English Learners who enrolled in a U.S. school after June 1 because these students are exempt from one administration of the ELA assessment.

The participation rate for mathematics also includes any students in grade 12 who did not take Algebra I, or a qualified exception in high school (see above).

The **percentage of students meeting and exceeding expectations** is the percentage of students who scored at either Level 4 or 5 on the NJSLA or Level 3 or 4 on the DLM. The denominator is based on the number of students with a valid score on the NJSLA or DLM. Students who have not attended the same school for at least half a year (students that entered the district on December 1 or later) are excluded from calculations.

The **proficiency rate for federal accountability** is the same as the percentage of students meeting and exceeding expectations if the participation rate is 95% or higher. Under 1111(c)(4)(E) of ESSA, all states are required to annually measure the achievement of at least 95% of all students in each student group. This means that if the participation rate is less than 95%, the denominator is adjusted to be 95% of the students registered to test plus 12th grade non-participants. Students who have not attended the same school for at least half a year are excluded from calculations.

The **Annual Target** is the percentage of students who are expected to score at either Level 4 or 5 on the NJSLA or Level 3 or 4 on the DLM to ensure the school or student group is on track to meet the long-term academic achievement goal of 80% of students meeting or exceeding assessment expectations by 2032. Student groups with the annual target section grayed out or student groups with fewer than 20 students do not have annual targets displayed.

The timeline for the state's long-term goals and measurements of interim progress were shifted forward by two years based on New Jersey's approved COVID-19 State Plan Addendum. As a result, the timeline to meet long-term goals was shifted from 2030 to 2032 and the interim targets for 2019-2020 became the targets for 2021-2022. All subsequent interim targets were also shifted forward by two years.

2015-2016 assessment results were used as a baseline to determine Annual Targets. If data was not available in 2015-2016, the most recent year where data was available will be used as a baseline for annual targets.

The **Met Annual Target** field indicates whether the school or student group met the annual target. A school or student group has met the target if the Proficiency Rate for Federal Accountability is equal to or greater than the target. A school or student group has met the goal if the Proficiency Rate for Federal Accountability is equal to or greater than the long-term academic achievement goal of 80%.

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

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

For more information, you can visit:

- NJDOE Assessment webpage and NJSLA Resources for Parents and Resources for Districts
- NJDOE DLM webpage
- ESSA Accountability Profile Companion Guide

English Language Arts and Mathematics Performance Trends

Important note for 2022-2023: Due to the cancellation of statewide assessments in 2019-2020 and 2020-2021, statewide assessment results are not available for the 2019-2020 and 2020-2021 school years.

This section (Figure 14) shows two graphs that illustrate trends in the Proficiency Rate for Federal Accountability for ELA and mathematics. See the previous section of this document for details on how these performance measures are calculated.

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

Figure 14 – English Language Arts and Mathematics Performance Trends

English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the New Jersey Student Learning Assessment (NJSLA) and the DLM alternate assessment for English language arts (ELA) and mathematics. The Proficiency Rate for Federal Accountability measures the percentage of students who met or exceeded expectations on the assessments (NJSLA or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. Students who were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

Important note for 2022-23: Due to the cancellation of statewide assessments in prior years, statewide assessment results are not available for the 2020-21 school year.

ELA Proficiency Rate for Federal Accountability

Math Proficiency Rate for Federal Accountability

Performance Measure	2020-21 ELA	2021-22 ELA	2022-23 ELA	2020-21 Math	2021-22 Math	2022-23 Math
Participation Rate		100.0%	99.4%		100.0%	100.0%
Proficiency Rate for Federal Accountability		25.1%	22.8%		24.8%	26.9%
Annual Target		38.6%	41.2%		43.0%	45.3%
Met Annual Target?		Not Met	Not Met		Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability		49.0%	51.3%		36.0%	38.2%

† Target was met within a confidence interval.

English Language Arts and Mathematics Assessment – Participation and Performance

These tables (Figures 15 and 16) show performance on statewide assessments for English Language Arts and mathematics and include students taking the NJSLA and DLM assessments during the 2022-2023 school year (both fall and spring administrations). These results include students in grades 3 through 8 and high school and exclude students who were enrolled for less than half a school year (students that entered the district on December 1 or later).

Figure 15 – English Language Arts Assessment – Participation

English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English language arts(ELA) both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 9. Students that were enrolled for less than half a school year are excluded from performance results. Student are considered to have met or exceeded expectations if they score at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2032. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see the NJDOE Accountability page. More information and additional data can also be found on the NJDOE Academic Achievement page.

Student Group	Valid Scores	% of students taking test	School: % of testers met/exceeded expectations	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Schoolwide	305	98.7%	37.4%	41.5%	49%	37.4%	56.7%	Not Met
White	110	98.2%	43.6%	53.8%	58.2%	43.6%	57.4%	Not Met
Hispanic	71	100%	38%	31.4%	35%	38%	49.1%	Not Met
Black or African American	88	97.8%	22.7%	28.6%	30.9%	22.7%	38.6%	Not Met
Asian, Native Hawaiian, or Pacific Islander	33	100%	57.6%	63.2%	78%	57.6%	80%	Not Met
American Indian or Alaska Native	*	*	*	*	48.7%	*	**	**
Two or More Races	*	*	*	<10%	55.4%	*	**	**
Female	*	100%	44.2%	49.5%	55.1%	44.2%		
Male	*	97.3%	29.6%	33.3%	43.2%	29.6%		
Non-binary/undesignated gender	*	*	*	*	63.8%	*		
Economically Disadvantaged Students	117	96.7%	29.1%	29%	30.9%	29.1%	46.6%	Not Met
Non-Economically Disadvantaged Students	188	100%	42.6%	50.3%	57.8%	42.6%		
Students with Disabilities	72	97.3%	12.5%	15.6%	17.9%	12.5%	33.5%	Not Met
Students without Disabilities	233	99.2%	45.1%	48.2%	55.7%	45.1%		
English Learners	*	*	*	*	21.9%	*	**	**
Non-English Learners	*	98.7%	37.4%	41.8%	52%	37.4%		
Homeless Students	295	98.7%	36.9%	41.4%	49.3%	36.9%		
Students in Foster Care	*	*	*	*	17.9%	*		
Military-Connected Students	*	*	*	45.5%	46%	*		
Migrant Students	*	*	*	*	<10%	*		

Figure 16 – Mathematics Assessment – Participation and Performance

Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include students taking end-of-grade assessments in grades 3 through 8, as well as end-of-course assessments (Algebra I, Geometry, Algebra II) in middle school and high school. High school mathematics assessment results include all results for Algebra I and Geometry and/or Algebra II results only for students who took Algebra I in middle school and who are enrolled in their first high school mathematics course that corresponds to an end-of-course assessment. Students that were enrolled for less than half a school year are excluded from performance results. Student are considered to have met or exceeded expectations if they score at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2032. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see the NJDOE Accountability page. More information and additional data can also be found on the NJDOE Academic Achievement page.

Student Group	Valid Scores	% of students taking test	School: % of testers met/exceeded expectations	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Schoolwide	307	98.4%	17.9%	18%	36%	17.9%	43.5%	Not Met
White	110	98.2%	20.9%	25%	46.2%	20.9%	46.7%	Not Met
Hispanic	73	98.7%	19.2%	10.6%	19.9%	19.2%	35.7%	Not Met
Black or African American	88	97.8%	<10%	<10%	15.7%	<10%	31.1%	Not Met
Asian, Native Hawaiian, or Pacific Islander	33	100%	36.4%	40.4%	71.3%	36.4%	59.3%	Not Met
American Indian or Alaska Native	*	*	*	*	37.3%	*	**	**
Two or More Races	*	*	*	16.7%	44.1%	*	**	**
Female	*	100%	14.7%	14.9%	34.5%	14.7%		
Male	*	96.7%	21.5%	21.1%	37.4%	21.5%		
Non-binary/undesignated gender	*	*	*	*	35%	*		
Economically Disadvantaged Students	117	96.7%	16.2%	14%	17.3%	16.2%	34.8%	Not Met
Non-Economically Disadvantaged Students	190	99.5%	18.9%	20.9%	45.2%	18.9%		
Students with Disabilities	72	97.3%	<10%	<10%	14.7%	<10%	23.1%	Not Met
Students without Disabilities	235	98.7%	20.4%	20.3%	40.5%	20.4%		
English Learners	*	*	*	<10%	16%	*	**	**
Non-English Learners	*	98.4%	18.2%	18.3%	38.4%	18.2%		
Homeless Students	297	98.7%	16.8%	17%	36.2%	16.8%		
Students in Foster Care	*	*	*	*	10%	*		
Military-Connected Students	*	*	*	<10%	34.5%	*		
Migrant Students	*	*	*	*	<10%	*		

These tables include data both overall and by student group. The data included are the number of valid scores, the participation rate, the percentage of students who met or exceeded expectations, and the federal proficiency rate.
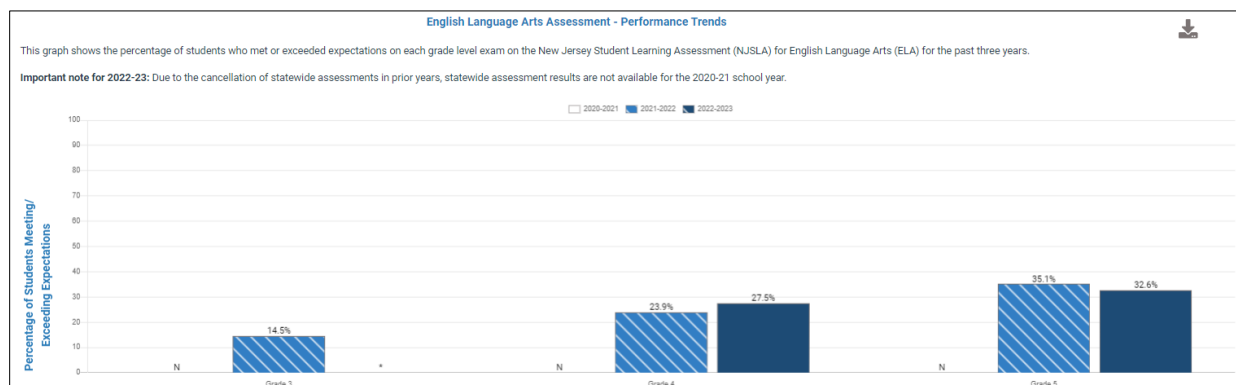
Under ESSA, states are required to report school and student group annual progress toward meeting long-term goals. This is only required for certain student groups: race/ethnicity, economically disadvantaged students, students with disabilities, and English learners. The tables include the annual target and whether the target was met for the 2022-2023 school year. See the previous section of this guide for how each of the measures is calculated. Student groups for which states are not required to report progress toward meeting long-term goals will have these fields grayed out.

English Language Arts and Mathematics Assessment - Performance Trends by Grade

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Important note for 2022-2023: Due to the cancellation of statewide assessments in 2019-2020 and 2020-2021, statewide assessment results for the NJSLA are not available for the 2019-2020 and 2020-2021 school years.

These graphs (Figures 17 and 18) show performance trends for each grade level or end-of-course NJSLA assessment. The graphs display the percentage of students who met or exceeded expectations on the NJSLA ELA or mathematics assessments for each grade level or end-of-course assessment for the 2021-2022 and 2022-2023 school years (2020-2021 assessment data is not available).

Figure 17 – English Language Arts Assessment - Performance Trends

Figure 18 - Mathematics Assessment - Performance Trends

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the New Jersey Student Learning Assessment (NJSLA) for Mathematics for the past three years.
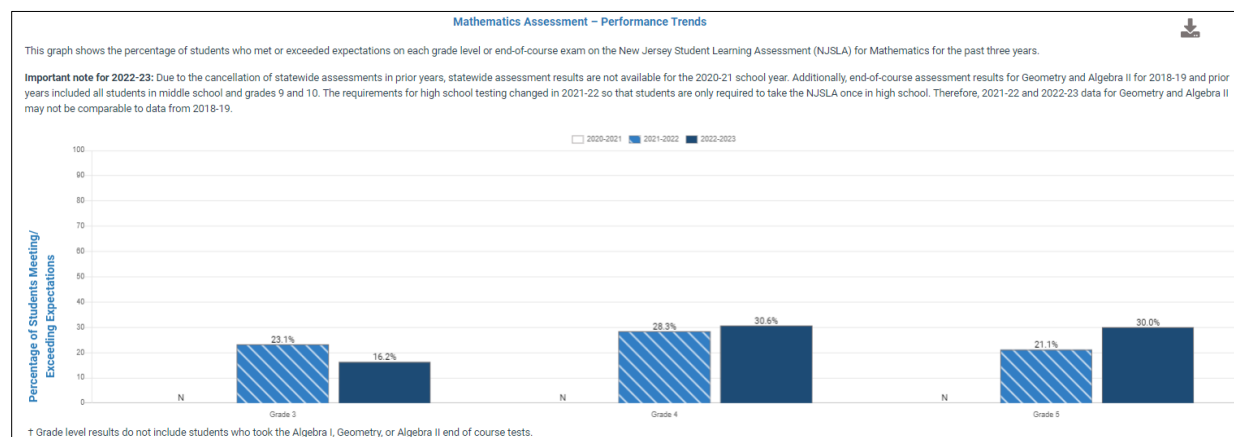
Important note for 2022-23: Due to the cancellation of statewide assessments in prior years, statewide assessment results are not available for the 2020-21 school year. Additionally, end-of-course assessment results for Geometry and Algebra II for 2018-19 and prior years included all students in middle school and grades 9 and 10. The requirements for high school testing changed in 2021-22 so that students are only required to take the NJSLA once in high school. Therefore, 2021-22 and 2022-23 data for Geometry and Algebra II may not be comparable to data from 2018-19.

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

English Language Arts and Mathematics Assessment – Performance by Grade

The next set of tables in the report "English Language Arts Assessment – Performance by Grade" and "Mathematics Assessment – Performance by Grade" show performance information by student group for students who took the NJSLA for each tested grade and subject area. These performance distribution charts (Figures 19 and 20) are provide for grade-level ELA assessments and mathematics grade-level and end-of-course assessments. School and district reports only include tables relevant to the tested grades and subject areas in the specific school or district.

These tables include all students who took the assessment in both fall and spring, including students who were enrolled less than half a year. As a result, the totals across the grade-level tables for a given school may not match the totals in the overall participation and performance table.

Figure 19 – English Language Arts Assessment – Performance by Grade

English Language Arts Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	School 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 or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	111	705	702	739	*	*	*	*	*	*	42%
White	28	715	704	749	*	*	*	*	*	*	51%
Hispanic	64	700	699	723	*	*	*	*	*	*	27%
Black or African American	10	706	701	722	30%	40%	20%	10%	0%	10%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	69%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	52%
Two or More Races	*	*	720	749	*	*	*	*	*	*	51%
Female	*	709	705	744	39%	29%	20%	12%	0%	12%	47%
Male	*	702	699	734	*	*	*	*	*	*	37%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	85	704	701	719	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	26	710	704	751	*	*	*	*	*	*	53%
Students with Disabilities	24	688	684	709	*	*	*	*	*	*	18%
Students without Disabilities	87	710	704	745	*	*	*	*	*	*	47%
English Learners	27	687	679	703	*	*	*	*	*	*	12%
Non-English Learners	84	711	712	743	*	*	*	*	*	*	46%
Homeless Students	*	*	691	708	*	*	*	*	*	*	16%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	739	*	*	*	*	*	*	40%
Migrant Students	*	*	*	701	*	*	*	*	*	*	14%

Figure 20 – Mathematics Assessment – Performance by Grade

Mathematics Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	School 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 or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	111	716	718	745	30%	27%	27%	14%	2%	16%	46%
White	28	732	723	756	7%	29%	43%	21%	0%	21%	58%
Hispanic	64	709	716	731	42%	23%	20%	11%	3%	14%	29%
Black or African American	10	717	712	725	20%	30%	30%	20%	0%	20%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	57%
Two or More Races	*	*	721	753	*	*	*	*	*	*	53%
Female	*	712	717	743	34%	29%	27%	10%	0%	10%	44%
Male	*	721	719	747	25%	25%	27%	19%	4%	23%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	85	716	719	727	31%	26%	28%	14%	1%	15%	26%
Non-Economically Disadvantaged Students	26	718	716	756	27%	31%	23%	15%	4%	19%	58%
Students with Disabilities	24	695	694	724	*	*	*	*	*	*	24%
Students without Disabilities	87	722	721	750	24%	26%	30%	17%	2%	20%	50%
English Learners	27	702	702	721	*	*	*	*	*	*	20%
Non-English Learners	84	721	726	749	23%	30%	29%	17%	2%	19%	50%
Homeless Students	*	*	711	716	*	*	*	*	*	*	16%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	16%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	*	728	*	*	*	*	*	*	25%

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

Scale scores on the NJSLA range from 650 to 850. The mean scale score is the average scale score for the school, district, or state. Students with performance levels of 4 or 5 have met or exceeded expectations.

Statewide ELA and Mathematics Assessment Data Notes

Category	Statewide ELA and Mathematics Assessment Data Notes
Source of information	• NJSLA performance results are based on performance data reported directly to the NJDOE (not collected from school districts).
Data Availability Flags	• Statewide assessment results are not available for the 2019-2020 or 2020-2021 school years. • Graphs reflecting three-year trends do not include 2020-2021 results.
Which reports include this information	• NJSLA performance data will only appear in reports for schools and districts that have tested grades. • Performance by grade tables will only appear for the grades offered by the school or district. • This section will not appear for "Not Tested" schools and districts.
Data privacy	• If the number of valid scores for any school, district, student group, or grade level is less than 10, data will not be displayed for that group. • If the percentage of students that met or exceeded expectations or the Proficiency Rate for Federal Accountability is less than 10%, that percentage will not be displayed. • If the number of test scores for any school, district, or student group is less than 20, accountability targets will not be • included. The reports will show "**" if the number of students is less than 20.
Performance Reports Database	• Worksheets include: • ELAMathPerformanceTrends • ELAParticipationPerformance • ELAPerformanceTrends • ELAPerformanceByGrade • MathParticipationPerformance • MathPerformanceTrends • MathPerformancebyGradeTest

Dynamic Learning Maps (DLM) Assessment – Participation

This table shows information about students taking the DLM assessment. The DLM assessment is an alternate assessment for students with the most significant intellectual disabilities in ELA, mathematics, and science. For more information on the DLM, visit the Dynamic Learning Maps New Jersey website.

This table (Figure 21) shows the number of students, by grade level, who took the ELA and mathematics sections of the DLM assessment during the school year.

Figure 21 – DLM Alternate Assessment – Participation

DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with the most significant intellectual disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	11	12
5	*	*

English Language Proficiency Test – Participation and Performance

This table shows participation and performance on the ACCESS for ELLs assessment. Scores from the ACCESS for ELLs assessment are used to determine if a student is eligible to exit an English language support program. Students identified as English Learners (ELLs) will take the test every year until their 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 (Figure 22) shows, by number of years in the district, the number of ELL students who took the ACCESS for ELLs 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 4.5 or Above
0-2	69	*	*
3-4	82	*	*
5 or more	64	82.8%	17.2%

English Language Progress toward Proficiency

This table (Figure 23) provides information about the progress that English learners have demonstrated on the ACCESS for ELLs assessment for English language. ACCESS for ELLs is an English language proficiency assessment for grades kindergarten through 12. This test is administered every year to help school districts monitor the English language development of students identified as English learners. You can learn more about ACCESS for ELLs on the WIDA website.

Figure 23 – 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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English learners making expected growth to proficiency	Annual Target	Met Target?
Schoolwide/English Learners	24.2%	41.4%	Met Target†

† Target was met within one standard deviation.

The percentage of English learners making expected growth to proficiency represents the percentage of K-12 students who either scored proficient (score of 4.5 or higher) in the first year of test administration or demonstrated the expected amount of growth on the 2022-2023 ACCESS for ELLs assessment. The students who are included in this measure are all students who scored proficient in their first administration (in 2022-2023) and all students who have an ACCESS for ELLs score for the 2022-2023 school year and have a score in one or more prior year(s).

The annual target is the ESSA Accountability target for the percentage of students who demonstrate expected growth. This target varies based on the grades served by a school or if you're looking at data for a school, district, or the state. Schools or districts can:

- Exceed the target if the percentage of students demonstrating expected growth exceeds the target by more than one 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 below 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 for the given school year. The standard deviation is a measure of the variability of those percentages and how different they were from the state average.

Alternate Assessment Data Notes

Category	Alternate Assessment Data Notes
Source of information	• DLM and ACCESS for ELLs participation and performance data is based on data reported directly to the NJDOE (not collected from school districts).
Which reports include this information	• The DLM Assessment – Participation table will only appear for schools and districts that serve grades 3 through 11. • This section will not appear for "Not Tested" schools and districts.

Data privacy	- If the number of valid scores for any given grade or years in district is fewer than 10, data will not be shown. - If the number of students scoring below 4.5 or scoring 4.5 or above is fewer than 10 students, data will not be displayed. - If the percentage of students scoring 4.5 and above is less than 10%, data will not be displayed.
Performance Reports Database	- Worksheets include: - DLMParticipation - EnglishLangParticipationPerform - EnglishLangProgressToProficiency

New Jersey Graduation Proficiency Assessment (NJGPA): Grade 11

The "New Jersey Graduation Proficiency Assessment (NJGPA)" table shows how grade 11 students performed on the NJGPA assessment, both overall and by student group during the school year.

Graduation Proficiency Assessment (NJGPA) : Grade 11

This table shows how grade 11 students performed on the New Jersey Graduation Proficiency Assessment (NJGPA), both overall and by student group. Students are identified as either Graduation Ready or Not Yet Graduation Ready for both English Language Arts (ELA) and mathematics based on their scores on the assessment.

Student Group	ELA Valid Scores	School % Graduation Ready: ELA	District % Graduation Ready: ELA	State % Graduation Ready: ELA	Math Valid Scores	School % Graduation Ready: Math	District % Graduation Ready: Math	State % Graduation Ready: Math
Schoolwide	159	49.1%	49.1%	80.5%	159	18.9%	18.9%	55%
White	*	*	*	88.3%	*	*	*	68%
Hispanic	112	46.4%	46.4%	69.4%	112	17%	17%	36.3%
Black or African American	43	58.1%	58.1%	68.5%	43	23.3%	23.3%	30.3%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	>90%	*	*	*	86.8%
American Indian or Alaska Native	*	*	*	73.1%	*	*	*	45.9%
Two or More Races	*	*	*	86.2%	*	*	*	64.2%
Female	*	58%	58%	85.4%	*	20.5%	20.5%	55.9%
Male	*	38%	38%	75.7%	*	16.9%	16.9%	54.2%
Non-Binary/Undesignated Gender	*	*	*	88.7%	*	*	*	68.5%
Economically Disadvantaged Students	*	49.7%	49.7%	67.9%	*	18.7%	18.7%	34.1%
Non-Economically Disadvantaged Students	*	*	*	85.6%	*	*	*	63.8%
Students with Disabilities	31	25.8%	25.8%	47.1%	31	<10%	<10%	17%
Students without Disabilities	128	54.7%	54.7%	86%	128	22.7%	22.7%	61.3%
English Learners	*	*	*	17.7%	*	*	*	<10%
Non-English Learners	*	49.4%	49.4%	83.6%	*	19%	19%	57.7%
Homeless Students	*	*	*	50.7%	*	*	*	19.8%
Students in Foster Care	*	*	*	34.1%	*	*	*	<10%
Military-Connected Students	*	*	*	80.2%	*	*	*	49%
Migrant Students	*	*	*	27.6%	*	*	*	15.8%

The NJGPA is designed to measure the extent to which students are graduation ready in ELA and mathematics. Students are identified as "Graduation Ready" or "Not Yet Graduation Ready" for both ELA and mathematics based on their scores on the assessment. The ELA component of the assessment is aligned to the grade 10 standards and the mathematics component is aligned to Algebra I and Geometry standards.

These results only include students who took the assessment in the spring, they do not include summer retests or 12th graders who tested in the fall.

Graduation Proficiency Assessment (NJGPA) Data Notes

Category	Alternate Assessment Data Notes
Source of information	• NJGPA performance data is based on data reported directly to the NJDOE (not collected from school districts).
Changes for the 2022-2023 Reports	• The NJGPA table is new for the 2022-2023 reports.
Which reports include this information	• The NJGPA table will only appear for schools and districts that serve grade 11. • This section will not appear for "Not Tested" schools and districts.
Data privacy	• If the number of valid scores for any given student group is fewer than 10, data will not be shown. • If the percentage of students who were graduation ready is less than 10%, it will show <10%. • If the percentage of students who were graduation ready is greater than 90%, it will show >90%.
Performance Reports Database	• Worksheets include: o NJGPA

New Jersey Student Learning Assessment Science (NJSLA-S)

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

New Jersey transitioned to the NJSLA-S in the 2017-2018 school year to align to new science standards and a field test was administered in spring 2017. The spring 2019 science administration was the first operational year of implementation.

Students receive a score of Level 1 through 4, where levels 3 and 4 represent proficiency.

NJSLA Science Assessment: Grade Summary

The visual on this page (Figure 24) shows the percentage of students who scored in each level for the 2022-2022 and 2022-2023 school years at each grade level. Data is not available for the 2020-2021 school year due to the cancellation of statewide assessments.

Figure 24 – NJSLA Science Assessment Summary
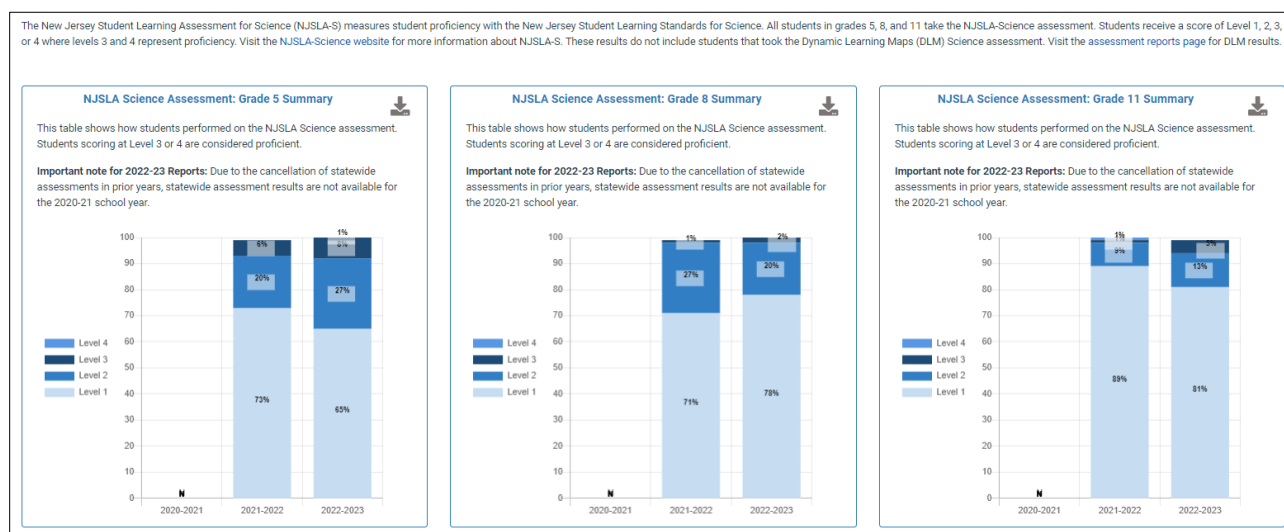
NJSLA Science Assessment: Grade Table

This section (Figure 25) shows how students performed on the NJSLA Science assessment for the 2022-2023 school year, both overall and by student group. Students scoring at level 3 or 4 are considered proficient. A separate table will appear for each applicable grade (5, 8, or 11) that is offered by the school or district.

Figure 25 – NJSLA Science Assessment by Grade

NJSLA Science Assessment: Grade X

This table shows how students performed on the NJSLA Science assessment for the school year, both overall and by student group. Students scoring at level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Districtwide	73%	20%	6%	1%
White	*	*	*	*
Hispanic	77%	20%	4%	0%
Black or African American	90%	9%	1%	1%
Asian, Native Hawaiian, or Pacific Islander	31%	41%	22%	6%
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	77%	19%	3%	1%
Male	69%	20%	9%	1%
Non-binary/undesignated gender	*	*	*	*
Economically Disadvantaged Students	72%	20%	6%	1%
Non-Economically Disadvantaged Students	78%	14%	8%	0%
Students with Disabilities	*	*	*	*
Students without Disabilities	69%	23%	7%	1%
English Learners	83%	16%	1%	0%
Non-English Learners	70%	21%	7%	2%
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	*	*	*	*

NJSLA-S Data Notes

Category	Science Assessment Data Notes
Source of information	• NJSLA-S performance data is based on data reported directly to the NJDOE (not collected from school districts).
Data Availability Flags	• NJSLA-S results are not available for the 2019-2020 and 2020-2021 school years. • Graphs reflecting three-year trends do not include 2020-2021 results.
Which reports include this information	• The NJSLA Science tables will only appear for schools and districts that serve grades 5, 8, or 11. • This section will not appear for "Not Tested" schools and districts.
Data privacy	• If the number of valid scores for any school, district, or student group is less than 10, data will not be displayed for that group. • If the percentage of students scoring at any one level is greater than or equal to 90%, the whole row will be suppressed.

Performance Reports Database	• Worksheets include:
	  • NJSLAScience.
	  • NJSLAScienceByGrade

National Assessment of Educational Progress (NAEP)

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

This table (Figure 26) shows the state and national NAEP scores for grades 4 and 8 from the 2022 Reading and Mathematics tests and the 2015 Science test, which are the most recent scores published. For more information, visit the NAEP website. NAEP scores are not provided at a school or district level.

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

Figure 26 - National Assessment of Educational Progress (NAEP)

National Assessment of Educational Progress (NAEP)

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

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

Year	Subject	Grade	State Nation	Below Basic	Basic	Proficient	Advanced
2022	Reading	4	State (NJ)	28%	30%	30%	12%
2022	Reading	4	Nation	35%	31%	26%	9%
2022	Mathematics	4	State (NJ)	15%	37%	37%	12%
2022	Mathematics	4	Nation	20%	40%	32%	9%
2019	Reading	4	State (NJ)	28%	30%	30%	12%
2019	Reading	4	Nation	35%	31%	26%	9%
2019	Reading	8	State (NJ)	23%	34%	34%	9%
2019	Reading	8	Nation	28%	39%	29%	4%
2019	Mathematics	4	State (NJ)	15%	37%	37%	12%
2019	Mathematics	4	Nation	20%	40%	32%	9%
2019	Mathematics	8	State (NJ)	24%	32%	27%	17%
2019	Mathematics	8	Nation	32%	35%	23%	10%
2015	Science	4	State (NJ)	24%	37%	38%	1%
2015	Science	4	Nation	25%	39%	36%	1%
2015	Science	8	State (NJ)	29%	36%	33%	2%
2015	Science	8	Nation	33%	34%	31%	2%

NAEP Data Notes

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

Performance Reports Database	• This information can be found on the following worksheet(s) in the database: ○ NAEP (District/state only)

College and Career Readiness

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

Figure 27 - College and Career Readiness
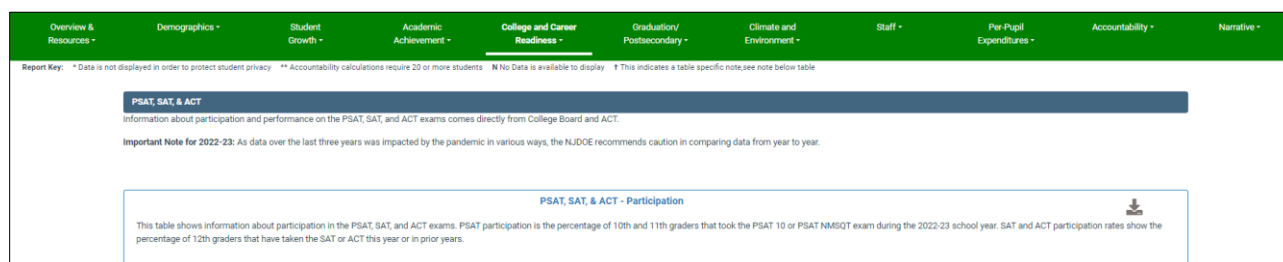
PSAT, SAT, and ACT Exams

Important note for 2022-2023: As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

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

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

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

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

PSAT, SAT, ACT – Participation

This table (Figure 28) shows the percentage of students taking the PSAT, SAT, and/or ACT college readiness exams.

Figure 28 – PSAT, SAT, & ACT - Participation

PSAT, SAT, & ACT - Participation

This table shows information about participation in the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam during the 2022-23 school year. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2022-2023	41.1%	78.3%
12th graders taking SAT in 2022-2023 or prior years	87.4%	61.9%
12th graders taking ACT in 2022-2023 or prior years	0.0%	7.7%

The first row of the table displays the percentage of grade 10 and 11 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 grade 12 students 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 grade 12 students who took the SAT test during the 2022-2023 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 grade 12 students who have a valid ACT score for the last four years is divided by the total end-of-year enrollment for grade 12.

PSAT, SAT, ACT – Performance

This table (Figure 29) shows how students have performed and whether they have met college readiness benchmarks for the PSAT, SAT, and ACT exams by subject area.

Figure 29 - PSAT, SAT, & ACT - Performance

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students who 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	371	466	Grade 10: 430 Grade 11: 460	12%	56%
PSAT 10/NMSQT - Math	395	462	Grade 10: 480 Grade 11: 510	*	35%
SAT - Reading and Writing	384	533	480	*	67%
SAT - Math	369	525	530	*	48%
ACT - Reading	N	25	22	N	66%
ACT - English	N	24	18	N	80%
ACT - Math	N	24	22	N	63%
ACT - Science	N	24	23	N	59%

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.

PSAT/SAT/ACT Data Notes

Category	PSAT/SAT/ACT Data Notes
Source of information	• PSAT and SAT participation and performance information is based on data provided by the College Board and is not collected from school districts. • ACT participation and performance information is based on data provided by ACT and is not collected from school districts.
Which reports include this information	• This section will only appear in reports for schools and districts that serve students in grades 10, 11, and 12 for the reported school year. • This section will not appear for "Not Tested" schools and districts.
Data privacy	• If number of students enrolled (10th and 11th graders for PSAT, 12th graders for SAT/ACT) is fewer than 10, data for that test will not be displayed. • If the percentage of students scoring at or above benchmark

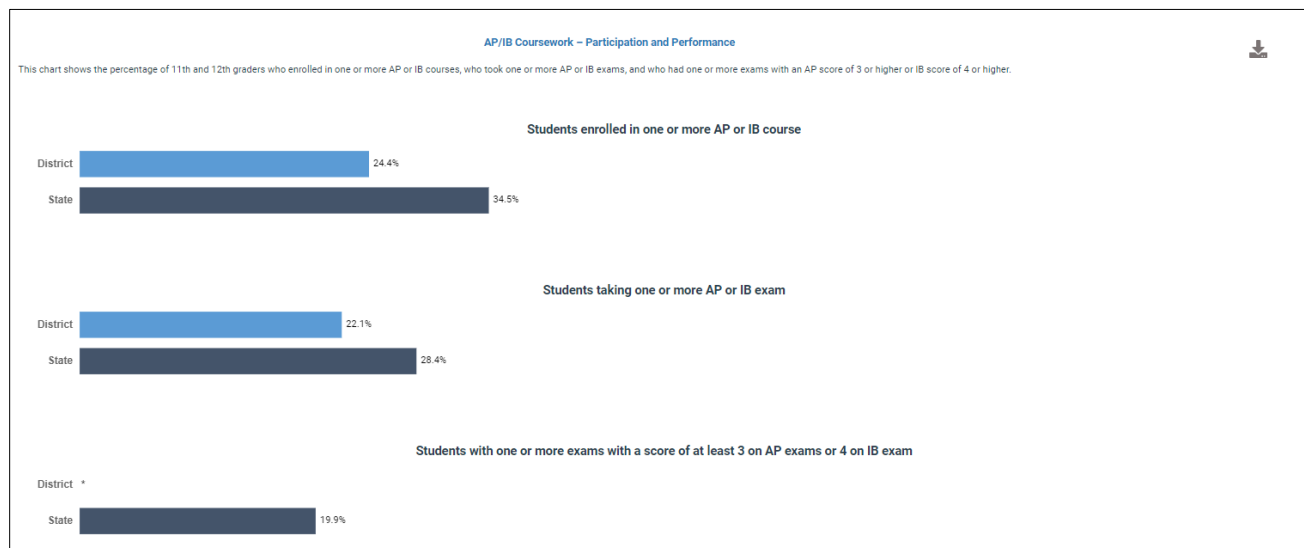|	is less than 10%, that percentage will not be displayed.

Performance Reports Database	• This information can be found on the following worksheet(s) in the database:
	  o PSAT-SAT-ACTParticipation
	  o 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 course** is part of a program that gives high school students an opportunity to pursue college-level studies while still in high school. Courses identified as **dual enrollment** allow high school students to enroll in college courses for credit prior to their high school graduation, and they may be taught by staff assigned to a school or staff outside of the school district. More information can be found on the College Board Advanced Placement webpage and the International Baccalaureate webpage.

AP/IB Coursework – Participation and Performance

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

Figure 30 - AP/IB Coursework - Participation and Performance

AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.

Students enrolled in one or more AP or IB course

District — 24.4%
State — 34.5%

Students taking one or more AP or IB exam

District — 22.1%
State — 28.4%

Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exam

District — *
State — 19.9%

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 or more AP or IB course during the reported school year and dividing it by the total end-of-year enrollment for grades 11 and 12. Students that took more than one course are only counted once.

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

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

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

AP exams are scored on a 5-point scale as follows:

- 5 = Extremely Well Qualified;
- 4 = Well Qualified;
- 3 = Qualified;
- 2 = Possibly Qualified;
- 1 = No Recommendation

IB subject exams are scored on a 7-point scale:

- 7 = Excellent;
- 6 = Very Good;
- 5 = Good;
- 4 = Satisfactory;
- 3 = Mediocre;
- 2 = Poor;
- 1 = Very Poor

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

Dual Enrollment Coursework – Participation

This chart (Figure 31) shows the percentage of students in grades 11 and 12 who enrolled in one or more dual enrollment course with a comparison to the statewide percentage. Dual

enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation. 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.

Figure 31 - Dual Enrollment Coursework - Participation
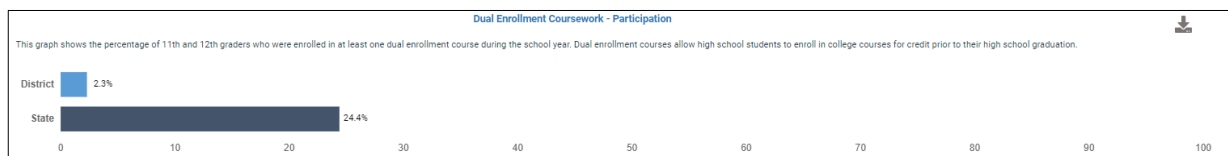
AP/IB and Dual Enrollment Participation by Student Group

This table (Figure 32) shows the percentage of students in grades 11 and 12 who were enrolled in one or more AP/IB or dual enrollment course during the reported school year. The table also includes a comparison to the state.

Student groups reported in this table are based on demographic data submitted through NJ SMART SID Management at the end of the school year.

These percentages are calculated by taking the count of students in grades 11 or 12, reported in a given student group, who enrolled in one of more courses identified as AP/IB or dual enrollment and dividing by the total end-of-year enrollment for grades 11 and 12 for students in the given student group.

Figure 32 – AP/IB and Dual Enrollment Participation by Student Group

AP/IB and Dual Enrollment Participation by Student Group

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

Student Group	% Enrolled in one or more AP or IB course	% Enrolled in one or more Dual Enrollment course	State: % Enrolled in one or more AP or IB course	State: % Enrolled in one or more Dual Enrollment course
Districtwide	24.4%	2.3%	34.5%	24.4%
White	37.6%	3.2%	39.2%	29.3%
Hispanic	10.3%	0.7%	22.1%	16.8%
Black or African American	4.7%	1.6%	18.0%	15.1%
Asian, Native Hawaiian, or Pacific Islander	60.8%	5.1%	67.9%	34.8%
American Indian or Alaska Native	N	N	27.6%	25.2%
Two or More Races	*	*	38.0%	25.0%
Female	29.9%	3.8%	40.4%	27.3%
Male	19.5%	1.0%	28.7%	21.3%
Non-Binary/Undesignated Gender	N	N	34.2%	21.5%
Economically Disadvantaged Students	27.5%	2.5%	21.9%	16.9%
Students with Disabilities	0.0%	0.0%	4.3%	8.9%
English Learners	2.9%	0.0%	9.4%	6.7%
Homeless Students	*	*	11.3%	13.9%
Students In Foster Care	*	*	7.3%	9.2%
Military-Connected Students	*	*	36.6%	22.0%
Migrant Students	N	N	22.5%	20.0%

AP/IB Courses Offered

The "AP/IB Courses Offered" table (Figure 33) 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 33 - AP/ IB Courses Offered

AP/IB Course	Students Enrolled	Students Tested
AP Biology	14	13
AP Calculus AB	11	11
AP Calculus BC	13	13
AP Chemistry	5	5
AP Computer Science A	43	38
AP English Language and Composition	72	64
AP English Literature and Composition	25	25
AP Environmental Science	20	14
AP French Language and Culture	9	5
AP Government	48	0
AP Macroeconomics	0	22
AP Microeconomics	0	22
AP Music Theory	0	2
AP Physics 1	23	22
AP Physics C	5	0
AP Physics C: Electricity and Magnetism	0	1
AP Physics C: Mechanics	0	5
AP Psychology	34	31
AP Spanish Language	11	9
AP Statistics	21	21
AP Studio Art—Three-Demensional	0	1
AP Studio Art—Two-Demensional	0	9
AP U.S. Government and Politics	0	40
AP U.S. History	67	30
Total Exams taken		403
Exams with scores of at least 3 on AP exams or 4 on IB exams		146

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 scores of 4 or higher on IB exams. These rows report on exams taken, not students, so students taking multiple exams are counted more than once.

Advanced Coursework Data Notes

Category	Advanced Coursework Data Notes
Source of information	• AP, IB, and Dual Enrollment course participation is based on course enrollment data reported by school districts at the end of the reported school year. Identification of courses as AP, IB, and Dual Enrollment is based on the course codes that schools use to program their courses. • AP test participation and performance are based on data provided directly to the NJDOE by the College Board (not collected from school districts). • IB test participation and performance is based on data provided directly to the NJDOE by IB (not collected from school districts).

Which reports include this information	• AP/IB and Dual Enrollment participation tables will only appear in reports for schools and districts that serve students in grades 10, 11, and 12 for the reported school year. • The AP/IB Courses Offered table will only appear in results for schools and districts that serve students in grades 9, 10, 11, or 12. • This section will not appear for "Not Tested" schools and districts.
Data privacy	• If the number of students enrolled in grades 11 and 12 is fewer than 10, data will not be displayed. • If the number of AP exams scoring at least 3 and IB exams scoring at least 4 is less than 10, that data will not be displayed.

Performance Reports Database	• This information can be found on the following worksheet(s) in the database:
	    ○ APIBCourseworkPartPerf
	    ○ APIBDualEnrPartByStudentGrp
	    ○ APIBCoursesOffered

Career and Technical Education Overview

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

Career and Technical Education Key Terms

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

- **Career Cluster®:** The National Career Clusters® Framework serves as an organizing tool for CTE programs, curriculum design, and instruction. There are 16 Career Clusters in the National Career Clusters Framework, representing 79 Career Pathways to help learners navigate their way to greater success in college and career. The framework also functions as a useful guide in developing programs of study bridging secondary and postsecondary systems and for creating individual student plans of study for a complete range of career options. As such, it helps learners discover their interests and their passions, and empowers them to choose the educational pathway that can lead to success in high school, college, and career.
- **CTE Participants** are students who have completed only one course in any state-approved CTE program area with a sequence of three or more courses as of the reported school year.
- **CTE Concentrators** are students who have, as of the reported school year:

- completed two or more courses in a single state-approved CTE program area with a program sequence of three or more courses;
- completed one course in a single state-approved CTE program area with a program sequence of two courses; or
- completed the entire state-approved CTE program.
- **Industry-valued credential** is defined as "a recognized degree, diploma, certificate or certification awarded for an occupation." These credentials are:
  - Valued and demanded by employers
  - Portable – skills learned are transferable and provide broad opportunities
  - Stackable – skills learned may lead to opportunities for continuous or advanced training and education
  - Lead to higher wages, career advancement, and/or increased job security
- **Structured Learning Experience (SLE)** means experiential, supervised, in-depth learning experiences aligned to the New Jersey Student Learning Standards that are designed to offer students the opportunity to more fully explore career interests within one or more of the Career Clusters. SLEs are designed as rigorous activities that are integrated into the curriculum and that provide students with opportunities to demonstrate and apply a high level of academic, and/or technical skills, and develop personal, academic and career goals.

  Additionally, SLEs assist students by clarifying career goals and interests; developing and using employability skills; easing the transition between high school and employment; and prompting consideration for further education and training. SLEs are work-based learning programs, that include job shadowing, school-based enterprises, volunteering, internships (paid or unpaid), cooperative education experiences, pre-apprenticeships, and youth apprenticeships. Participation in SLEs may be part of a CTE program or program of study, but students who are not enrolled in CTE programs may also participate in SLEs. To learn more, visit the NJDOE's Structured Learning Experiences webpage.

Career and Technical Education Participation

This chart (Figure 34) 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 the percentages for both the county vocational school and their sending school.

Figure 34 - 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 35) 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 35 - Structured Learning Experiences Participation

Career and Technical Education Participation by Student Group

This table (Figure 36) shows the percentage of students, both schoolwide and by student group, who were enrolled in courses in approved CTE programs during the reported school year with comparisons to the statewide rates.

Figure 36 - Career and Technical Participation by Student Group

Career and Technical Education Participation by Student Group

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

Student Group	District: % CTE Participants	District: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Districtwide	20.1%	10.3%	7.3%	10.6%
White	11.6%	13.4%	5.8%	10.0%
Hispanic	20.2%	9.4%	9.1%	11.1%
Black or African American	24.2%	12.9%	9.1%	11.0%
Asian, Native Hawaiian, or Pacific Islander	17.8%	7.1%	5.8%	10.8%
American Indian or Alaska Native	*	*	8.7%	10.3%
Two or More Races	*	*	6.7%	11.2%
Female	18.7%	8.6%	7.1%	10.9%
Male	21.1%	11.6%	7.4%	10.3%
Non-Binary/Undesignated Gender	*	*	6.5%	10.2%
Economically Disadvantaged Students	21.8%	8.9%	9.7%	12.1%
Students with Disabilities	24.1%	9.7%	5.8%	8.4%
English Learners	17.2%	8.3%	7.0%	3.9%
Homeless Students	14.8%	7.4%	7.5%	6.3%
Students In Foster Care	*	*	6.2%	6.9%
Military-Connected Students	*	*	8.5%	12.1%
Migrant Students	*	*	11.8%	6.4%

Work-Based Learning Participation by Career Cluster

This table (Figure 37) shows the number of students in an approved CTE program or program of study in grades 9 through 12 who participated in a work-based learning experience during the school year. Work-based learning can include:

- Career Exploration
  - Community Service
  - Job shadowing
  - School-based enterprise
  - Service learning
  - Volunteering
  - New Jersey Safe Schools Program Online Topical Courses (completed during the fall semester of the 2022-2023 school year)
- Career Preparation
  - Cooperative Education Experience
  - Paid or unpaid internships
- Career Training
  - Pre-apprenticeship or apprenticeship registered with the USDOL-OA

This table (Figure 37) only includes students enrolled in an approved CTE program or program of study. See the Structured Learning Experiences table for information on all high school students (both CTE and non-CTE).

Figure 37 – Work-Based Learning Participation by Career Cluster

Work-Based Learning Participation by Career Cluster

This table shows the number of students in an approved CTE program/program of study in grades 9 through 12 who participated in a work-based learning experience during the school year. Work-based learning can include career exploration (e.g. community service, job shadowing, school-based enterprise, service learning, volunteering or the New Jersey Safe Schools Program Online Topical Courses completed during the fall semester of the 2021-2022 school year), career preparation (e.g. cooperative education experience or paid/unpaid internships), or career training (e.g. pre-apprenticeship/apprenticeship registered with the USDOL-OA). This table only includes students enrolled in an approved CTE program/program of study. See the Structured Learning Experiences table for information on all high school students (both CTE and non-CTE).

Career Cluster	Students Participating in Work-Based Learning
Architecture & Construction	*
Arts, A/V Technology & Communications	*
Business Management & Administration	*
Health Science	*
Hospitality & Tourism	*
Information Technology	*
Manufacturing	*
Transportation, Distribution & Logistics	*
Total	23

Industry-Valued Credentials

This table (Figure 38) shows the percentage of students within the school and state who earned one or more industry-valued credential during the reported school year.

Figure 38 – Industry-Valued Credentials

Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials

School	9.1%
State	1.8%
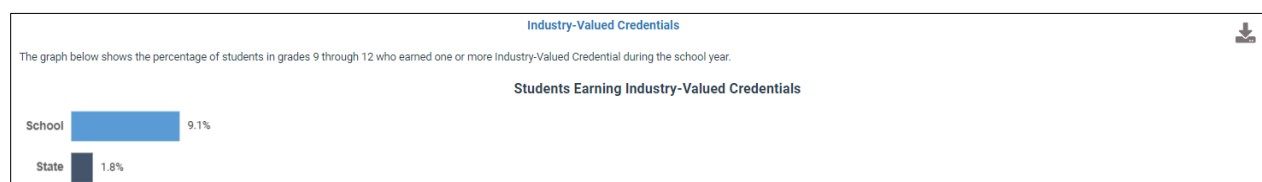
Industry-Valued Credentials by Career Cluster

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

- Architecture & Construction
- Business Management & Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Transportation, Distribution & Logistics

The "Industry-Valued Credentials Earned" table (Figure 39) 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 39 - Industry-Valued Credentials by Career Cluster

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	*	89	89
Health Science	28	10	16
Hospitality & Tourism	*	*	*
Human Services	*	*	*
Law, Public Safety, Corrections & Security	24	*	*
Marketing	*	*	*
Science, Technology, Engineering & Mathematics	87	*	*
Total	146	93	105

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

Career and Technical Education Data Notes

Category	Career and Technical Education Data Notes
Source of information	• CTE participation and industry-valued credentials earned are 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.
Which reports include this information	• CTE tables will only appear in reports for schools and districts serving grades 9 through 12. • CTE data will appear for shared-time county vocational schools, but not other "Not Tested" schools.
Data privacy	• If the number of students enrolled in grades 9 through 12 is fewer than 10, data for that group will not be displayed. • If the number of students enrolled in any program is fewer than 10, data for that program will not be displayed. • If the number of students earning a credential for any Career Cluster or overall is fewer than 10, student and industry-valued credential counts will not be displayed.

Performance Reports Database	• This information can be found on the following worksheet(s) in the database:
	  o CTE_SLEParticipation
	  o CTEParticipationByStudentGroup
	  o IndustryValuedCredentialsEarned
	  o WorkBasedLearningbyCareerCluster

Course Participation Tables

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

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

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

Figure 40 - 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	Grade Level and Other Math
6	0	0	0	0	0	0	108
7	0	0	0	0	0	0	126
8	22	0	0	0	0	0	78
9	90	13	1	0	0	0	11
10	17	115	32	0	0	0	4
11	6	14	82	0	1	0	15
12	3	7	35	0	6	0	5
Total	138	149	150	0	7	0	347
Enrolled in AP/IB Course					0	0	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	36	5	0	78	0	0
10	108	52	0	24	1	0
11	41	58	0	19	7	6
12	16	42	0	22	11	3
Total	201	157	0	143	19	9
Enrolled in AP/IB Course	0	0		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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

For all five tables, students enrolled in more than one course within a subject area would only be counted once in that total. If a student is enrolled in courses in more than one subject area, they will be counted in multiple columns. Students enrolled in courses in subject areas not listed will be counted in the "Other" columns. For example, if a student was enrolled in both a Geography and a Government course, those are both categorized as Other Social Studies or History, so 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 41 - Social Studies and History - 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	30	0	0	0	91
10	0	91	0	0	0	23
11	0	99	0	0	0	24
12	0	55	0	0	0	16
Total	0	275	0	0	0	154
Enrolled in AP/IB Course	0	0	0	0		0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

The "World Languages – Course Participation" table (Figure 42) also shows the number of students enrolled in a level 3 or higher language course, such as French III or French IV.

Figure 42 - World Languages - Course Participation

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
6	112	0	0	0	0	0	0
7	4	82	0	0	0	0	0
8	72	56	0	0	0	0	0
9	26	11	0	0	0	17	0
10	23	26	0	0	0	21	0
11	36	29	0	0	0	0	0
12	29	18	0	0	0	0	0
Total	302	222	0	0	0	38	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	38	0
Enrolled in Level 3 or Higher	0	0	0	0	0	0	0

Course Participation Data Notes

Category	Course Participation Data Notes
Source of information	• Course participation is based on course enrollment data submitted by school districts at the end of the school year. Identification of courses in subject areas is based on the course codes that schools use to program their courses.
Which reports include this information	• 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. • Computer Science and Information Technology course participation will appear in reports for schools and districts that serve students in any grades K through 12. • This section will not appear for "Not Tested" schools and districts.

Performance Reports Database	• This information can be found on the following worksheet(s) in the database:
	  o MathCourseParticipation
	  o ScienceCourseParticipation
	  o SocStudiesHistoryCourseParticipation
	  o WorldLanguagesCourseParticipation
	  o ComputerScienceCourseParticipation

State Seal of Biliteracy

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

districts.

This table (Figure 43) shows, by language, the number of Seals of Biliteracy earned. The table also shows the percentage of 12th grade students who earned a seal in each language and overall. The table shows the total number of seals earned in the school and the total unique number of grade 12 students who earned a seal. These numbers may be different if any students in the school earned a seal in more than one language. 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 43 - Seal of Biliteracy

Seal of Biliteracy

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. This table shows the number of Seals of Biliteracy earned by language and the percentage of grade 12 students earning a seal in each language. Students may be counted more than once if they earned Seals across more than one language. The table provides the overall number of seals earned and the total unique number of students earning seals. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy	Percentage of 12th Graders
Spanish	13	6.8%
Total Seals Earned	13	
Total Unique Students Earning Seals	13	6.8%

Seal of Biliteracy Data Notes

Category	Seal of Biliteracy Data Notes
Source of information	• Seal of Biliteracy information is based on data submitted by school districts through a yearly submission.
Changes for 2022-2023 Reports	• A column to show the percentage of 12th grade students who earned a seal was added to the reports for 2022-2023. • The total unique number of students earning a seal was also added to the table.
Which reports include this information	• This table will only appear in reports for schools and districts that serve students in grades 9 through 12. • This section will not appear for "Not Tested" schools and districts.
Data privacy	• If the count of students that earned a Seal of Biliteracy is fewer than 10 for any language, that data will not be displayed.
Performance Reports Database	• This information can be found on the following worksheet(s) in the database: ○ SealofBiliteracy

Visual and Performing Arts

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

To learn more about arts education in New Jersey schools, you can also visit the Arts Ed NJ webpage and learn about the 2021 NJ Arts Education Census, which was created in partnership with the NJDOE.

The "Visual and Performing Arts – Course Participation" charts (Figure 44) at the top indicate the overall student enrollment rates in music, drama, dance, and visual arts courses. Visual and performing arts data is only calculated for students in grades 6 through 12, and rates are calculated separately for grades 6 through 8 and grades 9 through 12. Participation in visual and performing arts is typically 100% for grades K through 5. Reports will only show the participation rates based on the grades served by the school or district.

The bar charts at the bottom of the page (Figure 44) 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).

Figure 44 - Visual and Performing Arts
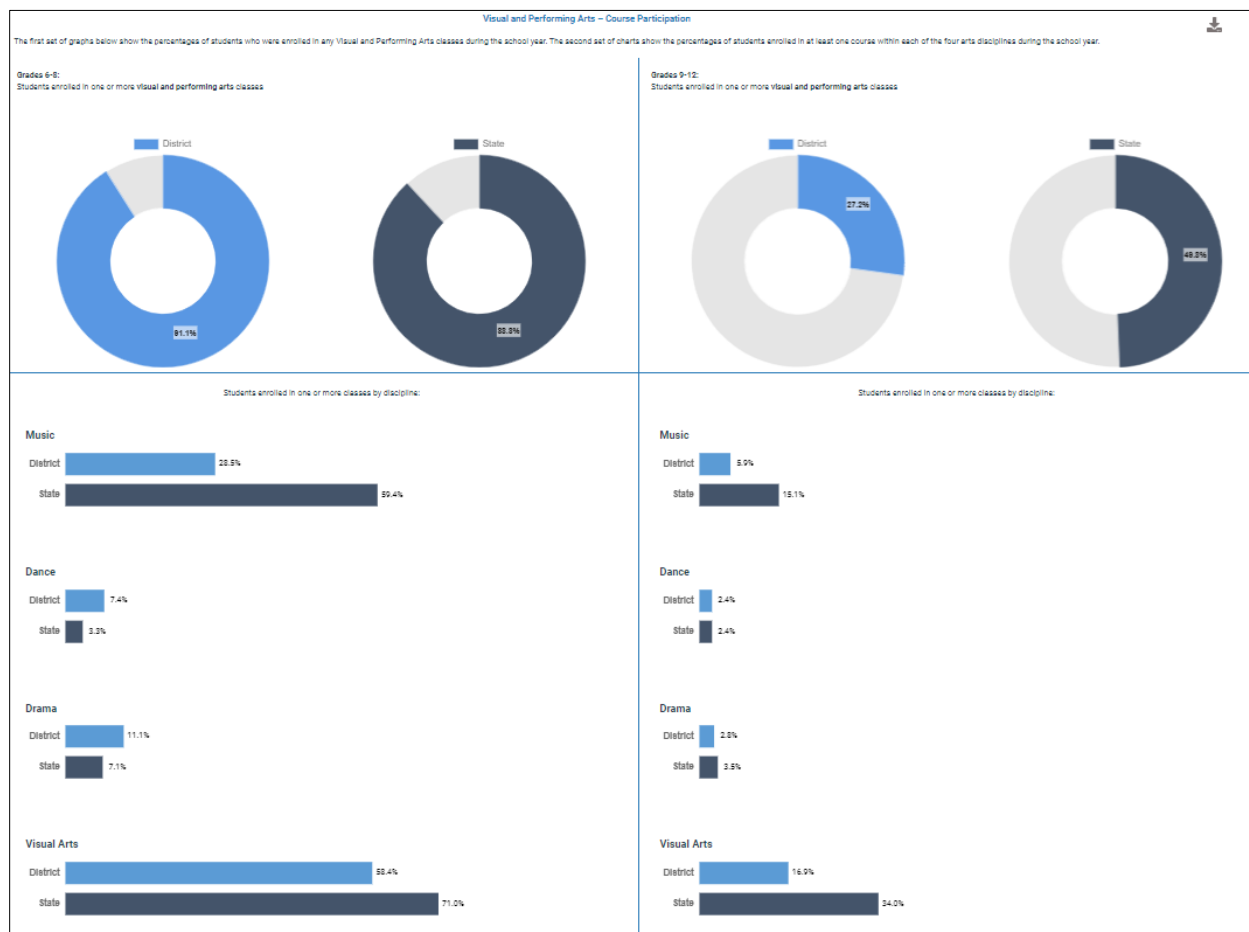
Visual and Performing Arts Data Notes

Category	Visual and Performing Arts Data Notes
Source of information	• Visual and Performing arts participation is based on course enrollment data submitted by school districts at the end of the school year. Identification of courses in each arts discipline is based on the course codes that schools use to program their courses.
Which reports include this information	• Visual and Performing arts participation rates will only appear in reports for schools and districts that serve students in any grades 6 through 12. • This section will not appear for "Not Tested" schools and districts.
Performance Reports Database	• This information can be found on the following worksheet(s) in the database: • ○ VisualAndPerformingArts

Graduation and Postsecondary

The Graduation and Postsecondary section (Figure 45) of the performance reports provides data on four-year, five-year, and six-year graduation rates, high school dropout rates, and enrollment in postsecondary institutions. This section of the report is only included in reports for schools and districts that serve high school grades and had graduating grade 12 students for the reported school year.

Figure 45 - Graduation/ Postsecondary

Graduation rates are calculated based on data submitted by each school district. New Jersey uses the adjusted cohort graduation rate formula that is mandated by the federal government. Four-year graduation rates are calculated by dividing the number of students who graduated within four years of entering grade 9 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 grade 9 by the total number of students who started

high school five years earlier. Six-year graduation rates are calculated by dividing the number of students who graduated within six years of entering grade 9 by the total number of students who started high school six 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](#).

Beginning in the 2020-2021 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must include only students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state course requirements, local attendance requirements, and, depending on the year of graduation, the state graduation assessment requirements. This means that students with disabilities who did not meet some or all graduation requirements because of modifications or exemptions in their Individualized Education Programs (IEPs) may not be counted as graduates in the calculations of the adjusted cohort graduation rate used for federal reporting and accountability purposes.

It is important to note that this is only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

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

To be included as a graduate in the federal version of the graduation rate, students must have met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless of their graduation cohort. This means that a student in Cohort 2022 who graduates in five years during the 2022-2023 school year (between September 1, 2022 and August 31, 2023) must meet the graduation assessment requirements for the class of 2023, not the class of 2022 graduation assessment requirements.

Districts identify students who did not meet the state course requirements and/or the local attendance requirements for graduation due to a modification or exemption in their IEP using the NJ SMART SID Management IEP Graduation Course Requirement and IEP Graduation Attendance fields, respectively. Districts identify how students have met the state graduation assessment requirements using the NJ SMART SID Management ELA and Math Graduation Pathway Indicators.

Students with disabilities who do not meet all the graduation requirements for their year of graduation because of modifications or exemption in their IEPs are not included in the graduates count (the numerator) when calculating the federal version of the adjusted cohort graduation rate, but they are still included in the adjusted cohort (the denominator) for the calculation.

The graduation assessment requirements for the classes of 2021 through 2023 have differed as a result of executive orders in response to the pandemic and new legislation. As a result, the calculation of the federal version of the graduation rate has also changed. Any student who does not meet course and/or attendance requirements will not be included in the graduation count, regardless of graduation year. However, students were only excluded for not meeting the graduation assessment requirements in years when the graduation assessment requirements were in effect. The graduation assessment requirements were not in effect for the classes of 2021 and 2023, but they were in effect for the class of 2022.

In the school performance reports, the Graduation Rate Trends and Progress and Graduation Cohort Profiles (4-Year, 5-Year, and 6-Year), as well as the graduation rates reported in the Summary Reports, show the "state version" of the graduation rate. The Federal Graduation Rates and Accountability Graduation Rates tables show the "federal version" of the graduation rate.

Graduation Rates Trends and Progress

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

The table below the visuals (Figure 46) shows the four-year and five-year graduation rates and the statewide graduation rates for comparison. The graduation rates in these charts and tables are based on the state graduation rate, which reflects all students who receive a state-endorsed diploma.

Figure 46 - Graduation Rates Trends and Progress

Performance Measure	Cohort 2020 4-Year Rate	Cohort 2021 4-Year Rate	Cohort 2022 4-Year Rate	Cohort 2019 5-Year Rate	Cohort 2020 5-Year Rate	Cohort 2021 5-Year Rate
Graduation Rate	91.2%	92.1%	93.2%	91.9%	93.1%	94.1%
Statewide Graduation Rate	91.0%	90.6%	90.9%	92.2%	92.6%	92.5%
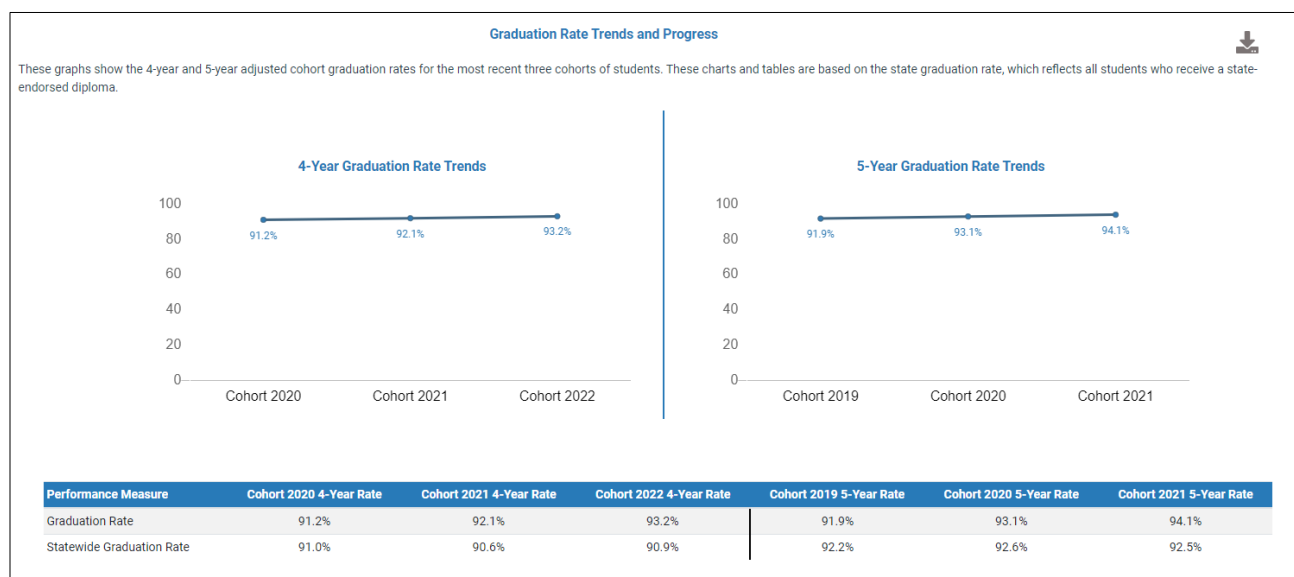
Graduation Cohort Profiles

This section provides three tables, Cohort 2023 4-Year Graduation Cohort Profile, Cohort 2022 5-Year Graduation Cohort Profile, and Cohort 2021 6-Year Graduation Cohort Profile.

These tables (Figures 47, 48, and 49) show the percentage of students in the most recent four-year, five-year, and six-year cohorts who graduated, who are still enrolled ("Continuing Students"), or who dropped out of school or are no longer enrolled ("Non-Continuing Students"). The graduation rates in the cohort profile tables are based on the state version of the graduation rate, which reflects all students who received a state-endorsed diploma.

Figure 47 – Cohort 2023 4-Year Graduation Cohort Profile

Cohort 2023 4-Year Graduation Cohort Profile

This table shows the percentage of students in the 2023 cohort who graduated, who are still enrolled ("Continuing Students"), or who dropped out of school or are no longer enrolled ("Non-Continuing Students") within four years of entering high school, both overall and by student group. This table is based on the state version of the graduation rate, which reflects all students who received a state-endorsed diploma.

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Schoolwide	86.5%	4.1%	9.3%	91.1%	3.8%	5.1%
White	*	*	*	95.0%	2.6%	2.4%
Hispanic	86.7%	3.3%	10.0%	85.8%	5.0%	9.2%
Black or African American	85.9%	6.3%	7.8%	86.7%	5.7%	7.6%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	96.7%	2.2%	1.1%
American Indian or Alaska Native	N	N	N	89.6%	3.7%	6.7%
Two or More Races	*	*	*	93.0%	3.3%	3.7%
Female	93.5%	2.2%	4.3%	93.1%	2.8%	4.1%
Male	80.2%	5.9%	13.9%	89.1%	4.7%	6.1%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	86.9%	4.2%	8.9%	86.6%	5.2%	8.3%
Students with Disabilities	73.2%	12.2%	14.6%	80.5%	12.7%	6.9%
English Learners	86.4%	2.3%	11.4%	73.6%	8.0%	18.4%
Homeless Students	70.0%	10.0%	20.0%	74.6%	9.1%	16.4%
Students in Foster Care	*	*	*	61.7%	14.2%	24.1%
Military-Connected Students	N	N	N	94.8%	2.3%	2.9%
Migrant Students	N	N	N	64.6%	14.6%	20.7%

Figure 48 – Cohort 2022 5-Year Graduation Cohort Profile

Cohort 2022 5-Year Graduation Cohort Profile

This table shows the percentage of students in the 2022 cohort who graduated, who are still enrolled ("Continuing Students"), or who dropped out of school or are no longer enrolled ("Non-Continuing Students") within five years of entering high school, both overall and by student group. This table is based on the state version of the graduation rate, which reflects all students who received a state-endorsed diploma.

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Schoolwide	80.8%	1.2%	18.0%	92.7%	1.6%	5.7%
White	*	*	*	96.0%	1.3%	2.6%
Hispanic	77.4%	0.9%	21.7%	87.7%	1.8%	10.5%
Black or African American	88.7%	0.0%	11.3%	89.0%	2.3%	8.7%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	97.8%	1.1%	1.0%
American Indian or Alaska Native	N	N	N	93.6%	0.8%	5.6%
Two or More Races	*	*	*	92.3%	1.9%	5.8%
Female	88.0%	0.0%	12.0%	94.7%	1.0%	4.4%
Male	74.2%	2.2%	23.6%	90.9%	2.2%	6.9%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	81.1%	1.2%	17.8%	88.3%	1.8%	9.9%
Students with Disabilities	77.5%	5.0%	17.5%	84.6%	7.7%	7.7%
English Learners	68.8%	0.0%	31.3%	77.1%	1.4%	21.5%
Homeless Students	*	*	*	75.6%	3.0%	21.5%
Students in Foster Care	*	*	*	62.2%	5.6%	32.3%
Military-Connected Students	*	*	*	92.7%	2.2%	5.1%
Migrant Students	N	N	N	67.1%	2.4%	30.5%

Figure 49 – Cohort 2021 6-Year Graduation Cohort Profile

Cohort 2021 6-Year Graduation Cohort Profile

This table shows the percentage of students in the 2021 cohort who graduated, who are still enrolled ("Continuing Students"), or who dropped out of school or are no longer enrolled ("Non-Continuing Students") within six years of entering high school, both overall and by student group. This table is based on the state version of the graduation rate, which reflects all students who received a state-endorsed diploma.

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Schoolwide	83.7%	0.0%	16.3%	93.0%	1.2%	5.8%
White	*	*	*	96.3%	1.1%	2.6%
Hispanic	81.7%	0.0%	18.3%	88.1%	1.1%	10.8%
Black or African American	89.1%	0.0%	10.9%	88.5%	1.6%	9.9%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	97.9%	1.0%	1.1%
American Indian or Alaska Native	N	N	N	94.5%	0.8%	4.7%
Two or More Races	*	*	*	93.2%	0.4%	6.4%
Female	91.5%	0.0%	8.5%	94.8%	0.8%	4.5%
Male	76.8%	0.0%	23.2%	91.3%	1.6%	7.2%
Non-Binary/Undesignated Gender	N	N	N	N	N	N
Economically Disadvantaged Students	84.0%	0.0%	16.0%	88.3%	1.2%	10.5%
Students with Disabilities	79.6%	0.0%	20.4%	85.6%	6.2%	8.2%
English Learners	77.4%	0.0%	22.6%	79.0%	0.6%	20.3%
Homeless Students	*	*	*	77.7%	1.8%	20.5%
Students in Foster Care	*	*	*	62.2%	4.0%	33.8%
Military-Connected Students	N	N	N	92.1%	1.1%	6.9%
Migrant Students	N	N	N	66.0%	3.1%	30.9%

Students in a graduation cohort are grouped into the following categories:

- Graduates: Students who receive a state-endorsed diploma by August 31st
- Continuing Students: Students who are still enrolled, which can be broken down further into:
    - On-Track Continuing Students: Students in the cohort in grade 12 who did not receive a diploma
    - Off-Track Continuing Students: Students in the cohort in grades 9-11 who did not receive a diploma
    - Active Student – Status Unknown: Students who are active but missing grade-level data
- Non-Continuing Students: Students in the cohort who are no longer enrolled, which can be broken down further into:
    - Dropout Students: Students in the cohort who have dropped out for various reasons
    - Transfer Out – Unverified: Students in the cohort who were inactivated as transfers but were never re-activated by another district or state institution.

Federal Graduation Rates

This table (Figure 50) shows the federal version of the Cohort 2023 4-year and Cohort 2022 5-year graduation rates with comparison to the state rates.

Figure 50 – Federal Graduation Rates

Federal Graduation Rates

This table shows the federal version of the 2023 4-year and 2022 5-year graduation rates. To be included as a graduate in the federal version of the graduation rate, students must have met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they graduated, regardless of their graduation cohort. There were no graduation assessment requirements for students graduating with the class of 2023. This means that any students with disabilities in cohort 2023 or cohort 2022 who graduated during the 2023 school year were only required to meet state course and local attendance requirements to be included as graduates. However, any students with disabilities in cohort 2023 or cohort 2022 who graduated during the 2022 school year were required to meet state course, local attendance, and state graduation assessment requirements to be included as graduates. Any students with disabilities who did not meet requirements because of a modification or exemption in their IEP were not included in the graduates count (the numerator) but were included in the adjusted cohort (the denominator). For accountability purposes, graduation data from the prior school year is used, so these graduation rates will be used when the NJDOE runs the accountability system for the 2023-24 school year (along with 2023-24 assessment, growth, and chronic absenteeism data) and will be included in the accountability profiles in fall 2024.

Student Group	2023 4-Year Federal Graduation Rate	2022 5-Year Federal Graduation Rate	State: 2023 4-Year Federal Graduation Rate	State: 2022 5-Year Federal Graduation Rate
Districtwide	84.5%	77.9%	90.5%	86.9%
White	*	*	94.4%	89.9%
Hispanic	84.2%	74.5%	85.3%	81.8%
Black or African American	84.4%	85.5%	85.9%	80.5%
Asian, Native Hawaiian, or Pacific Islander	*	N	96.5%	96.6%
American Indian or Alaska Native	N	N	89.6%	86.4%
Two or More Races	*	*	91.8%	85.9%
Female	91.3%	84.3%	92.7%	90.4%
Male	78.2%	71.9%	88.5%	83.5%
Non-Binary/Undesignated Gender	N	N	*	*
Economically Disadvantaged Students	84.8%	78.1%	85.9%	81.2%
Students with Disabilities	63.4%	65.0%	77.4%	51.4%
English Learners	86.4%	65.6%	73.4%	75.4%
Homeless Students	70.0%	*	73.6%	64.4%
Students in Foster Care	*	*	59.5%	46.0%
Military-Connected Students	N	*	94.2%	88.3%
Migrant Students	N	N	63.4%	64.6%

For 2023, students with disabilities who did not meet either the state course requirements or local attendance requirements because of a modification or exemption in their IEP were not included in the graduates count (the numerator) but were included in the adjusted cohort (the denominator).

As graduation assessment requirements were waived for 2023 graduates, the "federal version" of the 2023 graduation rate only excludes students with disabilities who did not meet either the state course requirements and/or local attendance requirements.

For accountability purposes, graduation data from the prior school year is used, so these graduation rates will be used when the NJDOE runs the ESSA school accountability system for the 2023-2024 school year (along with 2023-2024 assessment, growth, and chronic absenteeism data).

The federal graduation rates are calculated in the following way:

Numerator = All students in the graduation cohort who have earned a state-endorsed diploma and have met all state graduation requirements. Students who did not meet course, local attendance, or state graduation assessment requirements for graduation because of a modification or exemption in their IEP are excluded.

Denominator = All students in the adjusted cohort.

The difference between the federal and state graduation rates is that students earning a state-endorsed diploma who did not meet course, local attendance, or state graduation assessment requirements for graduation because of a modification or exemption in their IEP are included in the numerator for the state calculation but are not included in the numerator for the federal calculation. These students are included in the denominator for both calculations.

Accountability Graduation Rates

This table shows four-year and five-year graduation rates and measures of interim progress for the purposes of accountability. For accountability and annual targets, graduation data from the prior year is used.

This table (Figure 51) includes information on Cohort 2022 four-year and Cohort 2021 five-year graduation rates, the associated annual targets, and whether the target was met, both overall and by student group. This table only includes the student groups that are required for accountability calculations. For more information about New Jersey's ESSA Accountability plan, reference the NJDOE's ESSA webpage plan or other NJDOE Accountability resources.

Figure 51 – Accountability Graduation Rates

Accountability Graduation Rates

This table shows Cohort 2022 4-year and Cohort 2021 5-year graduation rates both overall and by student group. For accountability and annual targets, graduation data from the prior year is used. These graduation rates are the "federal version" of the graduation rate for 2022, which means that students with disabilities who did not meet either the state course, local attendance, and/or state graduation assessment requirements are not included as graduates (the numerator), but they are included in the adjusted cohort (the denominator).

Student Group	Cohort 2022: 4-Year Graduation Rate	Cohort 2022: Annual Target	Cohort 2022: Met Target	Cohort 2021: 5-Year Graduation Rate	Cohort 2021: Annual Target	Cohort 2021: Met Target
Districtwide	72.5%	74.8%	Not Met	75.2%	86.6%	Not Met
White	*	**	**	*	**	**
Hispanic	70.8%	69.1%	Met Target	73.1%	85.5%	Not Met
Black or African American	75.8%	80.2%	Not Met	82.6%	87.3%	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	**	**	*	**	**
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	*	**	**	*	**	**
Economically Disadvantaged Students	72.2%	75.0%	Not Met	75.3%	86.6%	Not Met
Students with Disabilities	53.7%	53.6%	Met Target	53.1%	84.7%	Not Met
English Learners	57.6%	65.2%	Not Met	71.0%	N	N

Graduation rate annual targets are the percentage of students in each cohort who are expected to graduate each year 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 2032.

Annual targets were calculated through the year 2032 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 2032 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.

The timeline for the state's long-term goals and measurements of interim progress was shifted forward by two years based on New Jersey's approved COVID-19 State Plan Addendum. As a result, the timeline to meet long-term goals was shifted from 2030 to 2032, and the interim targets for 2019-2020 became the targets for 2021-2022. All subsequent interim targets were also shifted forward by two years.

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

Graduation Pathways

Important note for 2022-2023: There were no graduation assessment requirements for any students who graduated with the class of 2023 as a result of P.L.2022, c.60, which was signed by Governor Murphy on Tuesday, July 5, 2022. As a result, no graduation pathway data is reported for the 2022-2023 school year.

Details about the state graduation assessment requirements by class can be found on the NJDOE assessment webpage.

Graduation Rate Data Notes

Category	Graduation Rate Data Notes
Source of information	• Graduation rate data is based on graduation data submitted by school districts.
Data Availability Flags	• As a result of P.L.2022, c.60, there were no graduation assessment requirements for any students who graduated with the class of 2023, so there is no pathway data reported in the 2022-2023 reports and the Graduation Pathways table will not appear in the reports.
Which reports include this information	• Graduation rate tables will only appear in reports for schools and districts serving students in grade 12 for the reported school year. • This section will not appear for "Not Tested" schools and districts.
Data privacy	• If the number of students in any school, district, or student group cohort is fewer than 10, graduation rates and pathways will not be displayed. • If any graduation rate is less than 10%, that data will not be displayed. • Annual Targets will not be displayed for schools or student groups with fewer than 20 students. If the number of students is fewer than 20, the table will show ** for that student group.

Performance Reports Database	• This information can be found on the following worksheet(s) in the database:
	   o GraduationRateTrendsProgress
	   o 4YrGraduationCohortProfile
	   o 5YrGraduationCohortProfile
	   o 6YRGraduationCohortProfile
	   o FederalGraduationRates
	   o AccountabilityGraduationRates

Dropout Rate Trends

This table (Figure 52) shows the percentage of students in grades 9 through 12 that dropped out during each of the last three school years. This rate is calculated by taking all students in grades 9 through 12 who have dropped out during the school year and dividing by the total end-of-year enrollment for grades 9 through 12 for that school year.

For strategies and resources for both the prevention and reengagement of student dropouts, visit the dropout section of the NJDOE's Student Attendance webpage.

Figure 52 – Dropout Rate Trends

Dropout Rate Trends

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

School Year	District Rate	State Rate
2022-2023	0.0%	1.2%
2021-2022	0.0%	1.2%
2020-2021	0.0%	1.1%

Dropout Rate Data Notes

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

Performance Reports Database	• This information can be found on the following worksheet(s) in the database: • ○ DropoutRateTrends

Postsecondary Enrollment Overview

Important note for 2022-2023: As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

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

Beginning with the 2018-2019 reports, postsecondary enrollment rates are based on all graduates from a given year and are not restricted to a specific cohort. For example, for the 2022-2023 fall postsecondary enrollment rates, postsecondary enrollment rates reflect all students who graduated during the 2022-2023 school year, instead of just Cohort 2023 students who graduated in four years.

There are some limitations to the postsecondary data received from the National Student Clearinghouse, so it is possible that a small number of students who enrolled in a postsecondary institution may not be included in the postsecondary enrollment rates. Common reasons that a student may not be included are:

- Students who enroll in a college or university outside of the United States are not included in data from the National Student Clearinghouse.
- Some colleges or universities may not participate in sharing data with the National Student Clearinghouse or may fail to report data for a certain time period or a certain group of students.
- Students who request a FERPA block on their data cannot be shared with states.
- If a student's name or data of birth in NJ SMART cannot be matched with high confidence by the National Student Clearinghouse to the information provided by the postsecondary institution(s), the student's postsecondary enrollment may not be linked to their NJDOE records.

Postsecondary Enrollment Rate Summary

This graph shows the percentage of 2022 graduates who have enrolled in two-year and four-year institutions within 16 months of graduating (as of fall 2023) from high school for the last two years.

The table below the graph (Figure 53) shows the percentage of graduates enrolled in two-year institutions, four-year institutions, and any postsecondary institution.

Figure 53 – Postsecondary Enrollment Rate Summary
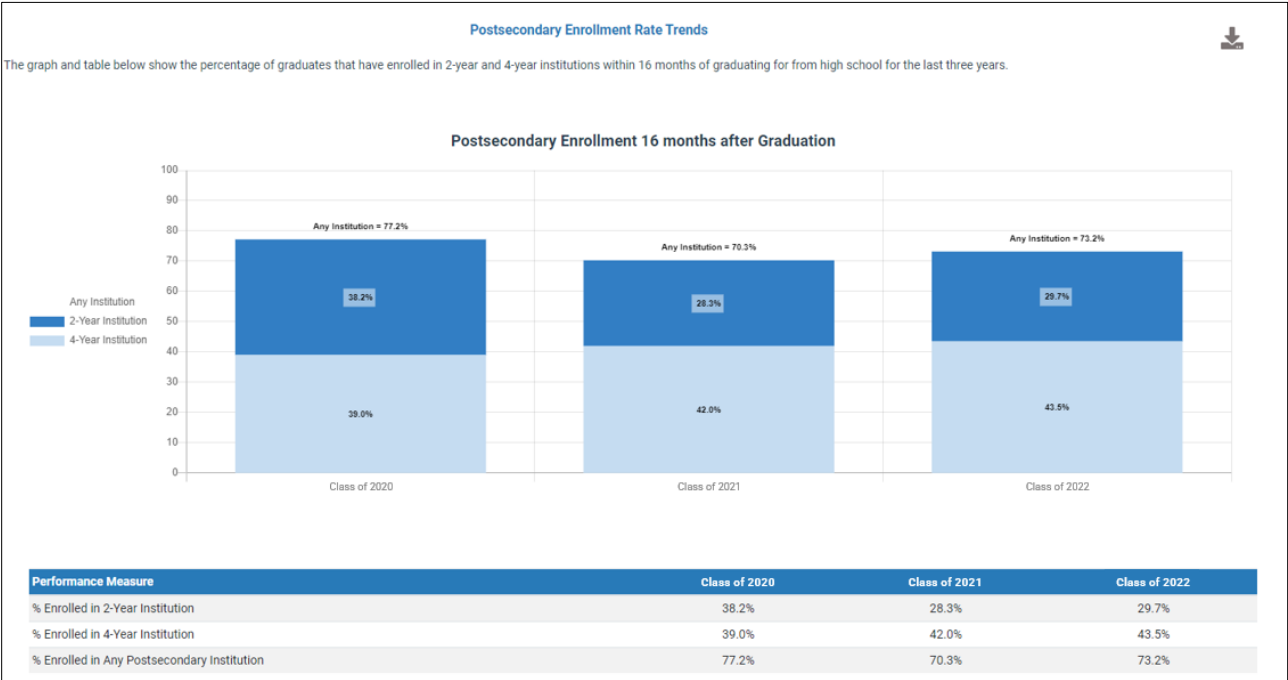
Postsecondary Enrollment Rates: Fall

This table (Figure 54) shows the percentage of 2023 graduates who were enrolled in any type of postsecondary institution at any point by fall 2023. The "% Enrolled in Any Institution" column shows the students in the state, schoolwide or districtwide, and by student group who were enrolled in any postsecondary institution. The next two columns show the percentage of those students who were enrolled, broken out by two-year or four-year institution.

Figure 54 – Postsecondary Enrollment Rates – Fall

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2023 high school graduates enrolled in postsecondary institutions by the fall of 2023. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% of Enrolled in 2-Year Institution	% of Enrolled in 4-Year Institution
Statewide	68.5%	25.1%	74.9%
Districtwide	68.9%	43.2%	56.8%
White	89.4%	32.2%	67.8%
Hispanic	63.3%	53.8%	46.2%
Black or African American	68.9%	31.0%	69.0%
Asian, Native Hawaiian, or Pacific Islander	80.0%	33.3%	66.7%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Female	76.3%	41.1%	58.9%
Male	61.7%	45.4%	54.6%
Non-binary/undesignated gender	*	*	*
Economically Disadvantaged Students	69.3%	44.2%	55.8%
Students with Disabilities	60.9%	55.4%	44.6%
English Learners	43.9%	88.0%	12.0%
Homeless students	*	*	*
Students in foster care	*	*	*
Military-connected students	*	*	*
Migrant students	*	*	*

The first rate is calculated by taking the total number of 2023 graduates who were enrolled in any institution at any point by fall 2023 and dividing by the total number of 2023 graduates. The next two columns are calculated by taking the total number of 2023 graduates enrolled in the corresponding institution type (two-year or four-year) by fall 2023 and dividing by the total number of 2023 graduates who were enrolled in any institution by 2023.

Postsecondary Enrollment Rates: 16 Month

This table (Figure 55) shows the percentage of 2022 graduates who were enrolled in any postsecondary institution at any point by fall 2023, 16 months after graduation. The "% Enrolled in Any Institution" column shows the students in the state, schoolwide or districtwide, and by student group who were enrolled in any postsecondary institution. The next sets of columns show the percentage of those students who were enrolled broken out by two-year or four-year institution, public or private institution, and in-state or out-of-state institution.

Enrollment is based on whether a student was enrolled at any time between graduation and fall 2023, not whether students have been enrolled in college for two years. Graduates who enrolled in college directly after graduation but are no longer enrolled in fall 2023 will be included in these rates. Graduates who did not enroll in college in fall 2022 but enrolled for the first time in fall 2023 will also be included in these rates.

Figure 55 – Postsecondary Enrollment Rates – 16 Month

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2022 high school graduates enrolled in postsecondary institutions by the fall of 2023. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% of Enrolled in 2-Year Institution	% of Enrolled in 4-Year Institution	% of Enrolled in Public Institution	% of Enrolled in Private Institution	% of Enrolled in In-State Institution	% of Enrolled in Out-of-State Institution
Statewide	73.3%	27.9%	72.0%	72.3%	27.7%	61.8%	38.2%
Districtwide	73.2%	40.6%	59.4%	74.2%	25.8%	80.9%	19.1%
White	60.3%	34.2%	65.8%	68.4%	31.6%	71.1%	28.9%
Hispanic	72.5%	50.3%	49.7%	79.5%	20.5%	87.7%	12.3%
Black or African American	78.7%	21.4%	78.6%	62.9%	37.1%	67.1%	32.9%
Asian, Native Hawaiian, or Pacific Islander	88.5%	26.1%	73.9%	73.9%	26.1%	82.6%	17.4%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Female	79.5%	37.4%	62.6%	70.3%	29.7%	78.6%	21.4%
Male	66.7%	44.6%	55.4%	79.1%	20.9%	83.8%	16.2%
Non-binary/undesignated gender	*	*	*	*	*	*	*
Economically Disadvantaged Students	81.0%	36.9%	63.1%	72.5%	27.5%	85.9%	14.1%
Students with Disabilities	54.4%	62.2%	37.8%	91.9%	8.1%	89.2%	10.8%
English Learners	53.3%	83.3%	16.7%	91.7%	8.3%	91.7%	8.3%
Homeless students	*	*	*	*	*	*	*
Students in foster care	*	*	*	*	*	*	*
Military-connected students	*	*	*	*	*	*	*
Migrant students	*	*	*	*	*	*	*

The first rate is calculated by taking the total number of 2022 graduates who were enrolled in any institution by fall 2023 and dividing by the total number of 2022 graduates. The next sets of columns are calculated by taking the total number of 2022 graduates enrolled in the corresponding institution type by fall 2023 and dividing by the total number of 2022 graduates who were enrolled in any institution by fall 2023.

Postsecondary Enrollment Data Notes

Category	Postsecondary Enrollment Data Notes
Source of information	• Postsecondary enrollment data is based on information provided by the National Student Clearinghouse.
Which reports include this information	• Postsecondary enrollment data will only appear in reports for schools and districts serving students in grade 12 for the reported school year. • This section will not appear for "Not Tested" schools and districts.
Data privacy	• If the number of graduates for any school, district, or student group is fewer than 10, postsecondary enrollment rates will not be displayed.
Performance Reports Database	• This information can be found on the following worksheet(s) in the database:

	o PostSecondaryEnrRatesSummary
	o PostsecondaryEnrRatesFall
	• PostsecondaryEnrRates16mos

Apprenticeship

This table (Figure 56) shows, by year of graduation, the number of graduates who were enrolled into United States Department of Labor (USDOL) registered apprenticeship programs as of June 2023. The counts in this table only include students who enrolled in an apprenticeship program in New Jersey after high school graduation and do not include students who enrolled in apprenticeship programs outside of New Jersey.

Figure 56 – Apprenticeship

Apprenticeship

This table shows, by year of graduation, the number of graduates who were enrolled into United States Department of Labor (USDOL) registered apprenticeship programs as of June 2023. This only includes students who enrolled in an apprenticeship program in New Jersey after high school graduation.

Year of Graduation	Graduates enrolled in apprenticeship programs
2022	*
2021	*
2020	*
2019	*
2018	*
2017	*
2016	*
2015	*
2014	0

The source of this information is the Registered Apprenticeship Partners Information Data System (RAPIDS) apprenticeship data that USDOL maintains for registered apprenticeship participants.

For graduates who were shared-time vocational students, the student will be reported at both the vocational school and the comprehensive high school they attended. Other students will be reported at the high school they attended.

Apprenticeship Data Notes

Category	Apprenticeship Data Notes
Source of information	• Apprenticeship participation comes from the USDOL RAPIDS system.
Which reports include this information	• Apprenticeship 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, except for shared-time vocational schools.

Data privacy	• If the number of graduates enrolled in an apprenticeship is fewer than 10, apprenticeship counts will not be displayed.
Performance Reports Database	• This information can be found on the Apprenticeship worksheet in the database.

Climate and Environment

The Climate and Environment section (Figure 57) 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 57 - Climate and Environment

Chronic Absenteeism Data

Important Note for 2022-2023: The NJDOE recommends caution in comparing the 2022-2023 chronic absenteeism rates with prior rates as the pandemic has impacted attendance rates over the past few years.

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

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

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

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

Each student's absentee rate is calculated as the total "Cumulative Days in Membership" minus "Cumulative Days Present" divided by "Cumulative Days in Membership". If a student's absentee rate is equal to or greater than 10%, the student is chronically absent. The school or district chronic absenteeism rate is calculated by taking the number of chronically absent students and dividing by the total number of students in grades K through 12 enrolled at the school or district. Refer to the Guidance for Reporting Student Absences and Calculating Chronic Absenteeism for more information.

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

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

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

Chronic Absenteeism Table

The Chronic Absenteeism table (Figure 58) shows the number and percentage of students in grades K through 12 who were chronically absent schoolwide and by student group. This table also shows the target for ESSA Accountability, which is based on the state average, and whether the target was met overall and for each student group.

Figure 58 – 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 state average column is the target used for accountability purposes and it reflects the statewide average for students in the grades offered by the district. Each student group has the same target based on all students, so the same "state average" will appear for all student groups. The last column shows whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	# of Students Chronically Absent	% of Students Chronically Absent	State Average	Met State Average
Districtwide	528	18.9%	16.6%	Not Met
White	6	33.3%	**	**
Hispanic	340	17.0%	16.6%	Not Met
Black or African American	161	24.0%	16.6%	Not Met
Asian, Native Hawaiian, or Pacific Islander	1	4.8%	16.6%	Met
American Indian or Alaska Native	7	25.0%	16.6%	Not Met
Two or More Races	13	27.1%	16.6%	Not Met
Female	*	17.9%		
Male	*	19.9%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	508	19.1%	16.6%	Not Met
Students with Disabilities	127	23.1%	16.6%	Not Met
English Learners	85	12.3%	16.6%	Met
Homeless Students	7	16.3%		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	*	*		

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

Days Absent

The Days Absent graph (Figure 59) displays the schoolwide percentage of students in grades K through 12 by the number of days they were absent during the reported year.

Figure 59 – Days Absent

Days Absent

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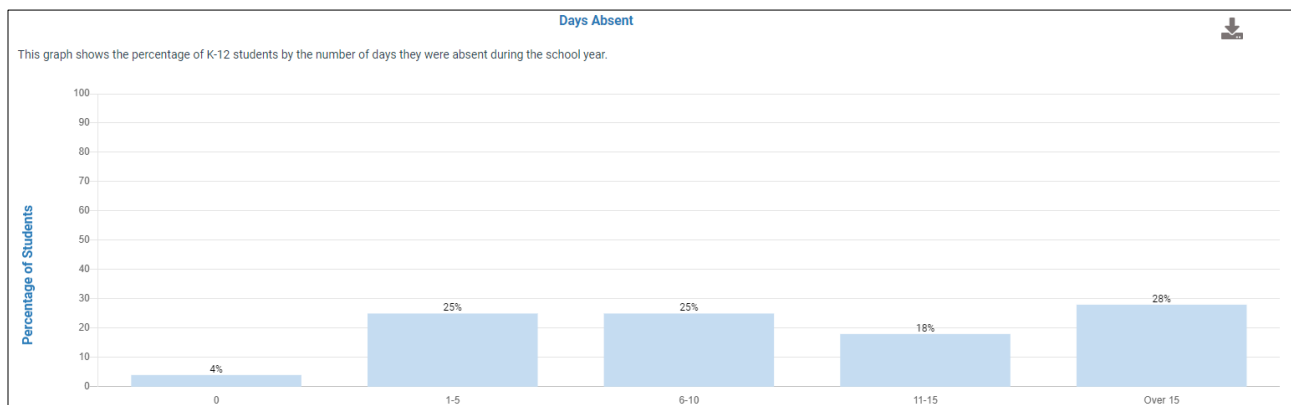
Chronic Absenteeism by Grade

The Chronic Absenteeism by Grade graph (Figure 60) shows the percentage of students who were chronically absent during the school year for each grade level, PK through 12, along with a comparison to the state percentage. If a school offers a Pre-K grade, this is the only table that would display the chronic absenteeism rate for Pre-K students. The Chronic Absenteeism and Days Absent tables only include students in grades K through 12.

Figure 60 – Chronic Absenteeism by Grade
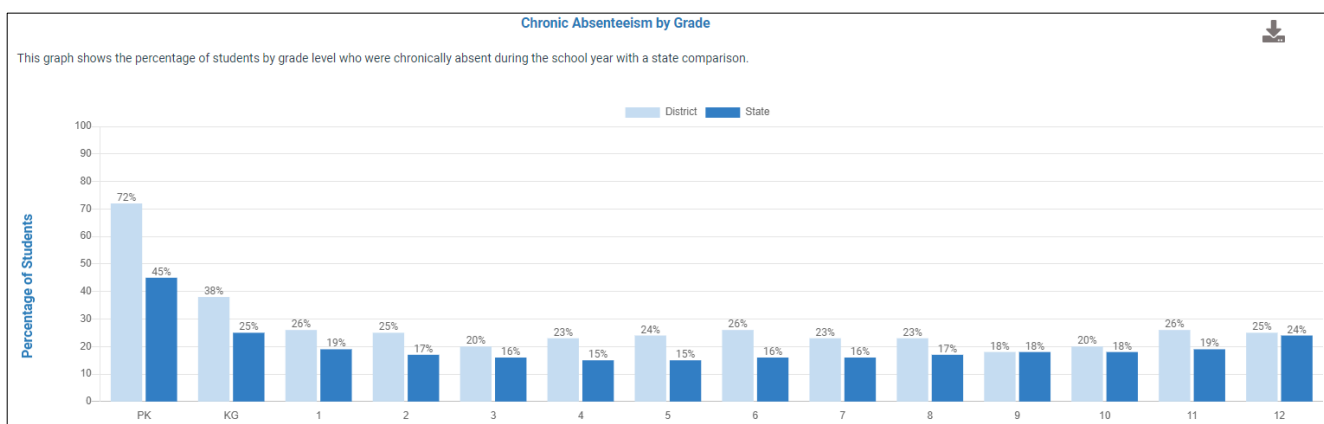
Chronic Absenteeism Data Notes

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

Performance Reports Database	• This information can be found on the following worksheet(s) in the database:
	   o ChronicAbsenteeism
	   o DaysAbsent
	   o ChronicAbsenteeismByGrade

Incident and Discipline Data

Important note for 2022-2023: The NJDOE recommends caution in comparing the 2022-23 student safety data with the data from 2020-21 and 2019-20 as the pandemic impacted the data from those years.

The data shown in this section was collected from districts through the Student Safety Data System (SSDS). For more information, visit the NJDOE's Student Safety and Discipline in New Jersey schools webpage.

Violence, Vandalism, HIB, and Substance Offenses

This table (Figure 61) 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 61 - Violence, Vandalism, HIB, and Substance Offenses

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	27
Weapons	10
Vandalism	1
Substances	9
Harassment, Intimidation, Bullying (HIB)	53
Total Unique Incidents	99
Incidents Per 100 Students Enrolled	1.82

Police Notifications

This table (Figure 62) 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 62 - 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	2
Weapons	6
Vandalism	0
Substances	6
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	1

Harassment, Intimidation, and Bullying (HIB) Investigations

This table (Figure 63) 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 63 - 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 Bulling (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	1	5	6
Religion	1	2	3
Ancestry	0	1	1
Gender	1	8	9
Sexual Orientation	4	5	9
Disability	1	2	3
Other	12	33	45
No Identified Nature	70		70

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 their 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 64) shows the total number of days missed due to out-of-school suspension for all students during the school year.

For more information about student disciplinary removals, visit the NJDOE's Student Conduct webpage.

Figure 64 - Student Disciplinary Removals

Incident and Discipline Data Notes

Category	Incident and Discipline Data Notes
Source of information	• Incident and Discipline data is collected from school districts through the Student Safety Data System (SSDS)

Which reports include this information	• This section appears in all reports.
Data privacy	• If the number of students receiving any type of disciplinary removal is less than 10, the count and rate will not be displayed.

Performance Reports Database	• This information can be found on the following worksheet(s) in the database:
	   o ViolenceVandalismHIBSubstanceOf
	   o PoliceNotifications
	   o HIBInvestigations
	   o DisciplinaryRemovals

School Day

The "School Day" table (Figure 65) shows information about the overall time and instructional time for a typical student at this school.

Figure 65 - School Day

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

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

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

Device Ratios

This table (Figure 66) shows the student to device ratio, which is the number of students in

grades Pre-K through 12 per device, including devices designated for instruction, testing, and remote learning. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for online testing and digital learning in grades Pre-K through 12.

Figure 66 – Device Ratio

The device counts come from the elective NJTRAx survey and reflect data submitted as of October 2023, 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.

The ratios are calculated by dividing the total PK-12 enrollment by the number of reported devices. If the number of reported devices is greater than the total PK-12 enrollment, it will show a ratio of 1:1.

Learning Environment Data Notes

Category	Learning Environment Data Notes
Source of information	• School start and end times and instructional time are submitted by school districts through the CDS system.
Which reports include this information	• Learning Environment tables will only appear in school-level reports as data is school-specific and cannot be rolled up for district and state level reports. • The Device Ratios table will not appear for "Not Tested" schools.

Performance Reports Database	• This information can be found on the following worksheet(s) in the database:
	    ○ SchoolDay
	    ○ DeviceRatios

Staff

The Staff section (Figure 67) of the New Jersey School Performance Reports provides information about staff assigned to the school, district, and state. This section of the report will reference several categories of staff members:

- **Teachers:** All classroom teachers
- **Administrators:** Principals, assistant principals, supervisors, coordinators, directors,

superintendents, and other central-office and district-level administrators.
- **Faculty:** All classroom teachers and educational services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members).

Staff member types are identified based on [job codes submitted by districts in NJ SMART](). The different job codes used are:

- **Teachers:** 1000-2999, 4000, 4001
- **Administrators:** 0100-0600
- **Librarian/Media Specialists:** 0003, 3105
- **Nurses:** 0007, 0008, 0041, 3114, 3115, 4002
- **Counselors:** 0001, 0002, 3100, 3101
- **Child Study Team Members:** 0009, 0010, 0011, 0013, 3116, 3117, 3118, 3120
- **School Psychologists:** 0009, 3116
- **School Social Workers**: 0010, 3117
- **School Assistance Coordinators**: 0014, 3121

The School Safety Specialist data that appears in the Staff Counts and Staff Ratios table is based on whether or not districts have reported contact information for a School Safety Specialist in the CDS system.

For more information about certification for teachers, school leaders, educational services personnel, career and technical educators, and substitute, visit the [NJDOE's Certification webpage]().

Figure 67 - Staff

Teacher and Administrator Experience

These two tables (Figure 68) show information about experience for teachers and administrators with comparisons to statewide data. The data used in both tables are provided by data submitted by districts in NJ SMART SMID and Staff submissions. Information in these tables reflect all teachers or administrators assigned to the school or the district. There may be staff members assigned to the district but not to an individual school, such as district administrators and teachers who teach in multiple schools, so the total across the schools may not be the same as the district total.

Figure 68 - Teachers - Experience & Administrators – Experience

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	104	118,773
Average years experience in public schools	13.8	12.5
Average years experience in district	12.8	11.3
Percentage of Teachers with 4 or more years experience in the district	78.8%	76.0%
Number of out-of-field teachers	0	2,937

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	29	9,578
Average years experience in public schools	17.2	16.5
Average years experience in district	13.8	12.6
Percentage of Administrators with 4 or more years experience in the district	93.1%	78.8%

Average years of experience in public schools is 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.

Average years of experience in district is the average number of years that teachers/administrators have held positions within their current school district.

Number and percentage in district for 4 or more years are based on teachers/administrators who have held positions in their current school district for four or more years.

Number and percentage of out-of-field teachers are based on teachers who are potentially teaching outside of their area of certification. This is only available in the teacher table.

Out-of-field status is determined by comparing the job codes submitted in NJ SMART with teacher certification/authorization data in NJDOE's Teacher Certification Information System (TCIS). A teacher is flagged as out-of-field if any of the following errors occur:

- the teacher's social security number submitted in NJ SMART is not found in TCIS;
- the teacher has a job code in NJ SMART without a valid authorization code in TCIS; or
- the teacher has a valid job code and authorization code but an expired standard, provisional, emergency, or conditional certificate.

Number and percentage of teachers with provisional credentials are based on teachers who are fully certified novice teachers of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification. This is only available in the teacher table.

Staff Counts

This table (Figure 69) shows the number of staff members assigned to the school, district, and state across several staff categories. The staff counts in this table reflect data submitted by the district through NJ SMART and reflect any teachers assigned and are not based on full-time equivalency (FTE)..

Figure 69 – Staff Counts

Staff Counts

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

Staff Category	School: Total Staff Members	District: Total Staff Members	State: Total Staff Members
Teachers	104	270	118,773
Administrators	9	29	9,578
Librarians/Media Specialists	N	2	1,212
Nurses	1	7	2,911
School Counselors	5	12	4,324
Child Study Team Members	3	10	9,115
School Psychologists	1	3	2,159
School Social Workers	1	3	2,487
Student Assistance Coordinators	N	N	372
School Safety Specialists	N	1	694

Additionally, some staff members may be assigned to the district only but work in multiple schools in the district. In these cases, the table may show zero staff members assigned to the school, even though there are district staff members working in the school.

In NJ SMART, districts can report up to six job codes for a single staff member. If a staff member is reported with job codes that fall under multiple categories in the table, for example a teacher and an administrator, the staff member will be included in both categories in the table. If a staff member is reported with two different job codes that fall in the teacher category, the staff member will only be counted once in the teacher count.

Student to Staff Ratios

This table (Figure 70) shows ratios of students and staff members in the school and district. Separate ratios are calculated for Teachers, Administrators, Librarian/Media Specialists, Nurses, Counselors, Child Study Team members, School Psychologists, School Social Workers, Student Assistance Coordinators, and School Safety Specialists. Child Study Team members include psychologists, school social workers, and learning disability

teacher consultants.

Figure 70 - Student and Staff Ratios

In some districts, staff members, particularly Librarians/Media Specialists, Nurses, Counselors, and Child Study Team Members, may be assigned only to the district and not to individual schools, even though the staff member may be working in some or all schools in the district. As a result, a school ratio may show N (no staff members), but there may be district assigned staff working in the school.

Student to staff ratios, except for the Child Study Team Members ratio, 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.

The Students with Disabilities to Child Study Team Members ratio is calculated by taking the total end-of-year enrollment for students with a special education classification and dividing by the number of staff members reported as psychologists, school social workers, and learning disability consultants.

Teachers and Administrators – Demographics

This table (Figure 71) shows the percentages of students, teachers, and administrators by gender and by racial and ethnic group with comparisons to the state. Student percentages are calculated by taking the total number of students in each category and dividing by the total enrollment. Each staff rate is calculated by taking the total number of staff members in each category and dividing by the total number of staff members. Each teacher or administrator is

identified in only one racial or ethnic group.

2019-2020 was the first year that data was collected for non-binary/undesignated gender for both students and staff members. The non-binary/undesignated gender category was included in the reports for the first time in 2019-2020, and because the data is relatively new, it may not be a true representation of the student or staff population. To protect student and staff privacy, gender percentages may show a range, depending on the overall school population size.

Figure 71 - Teachers and Administrators - Demographics

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group. To protect student and staff privacy, gender percentages may show a range, depending on the overall school population size.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.0%	85-90%	*	48.0%	77.0%	57.0%
Male	51.0%	10-15%	*	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤5%	*	≤1%	≤1%	≤1%
White	23.5%	80.3%	100.0%	39.1%	82.2%	74.8%
Hispanic	60.3%	12.1%	0.0%	33.1%	8.3%	8.5%
Black or African American	10.7%	6.1%	0.0%	14.4%	6.3%	14.3%
Asian	0.3%	0.0%	0.0%	10.1%	2.4%	1.4%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.4%	0.6%
Two or More Races	4.9%	1.5%	0.0%	2.9%	0.2%	0.4%

Teachers and Administrators – Level of Education

This chart (Figure 72) 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 72 - Teachers and Administrators – Level of Education
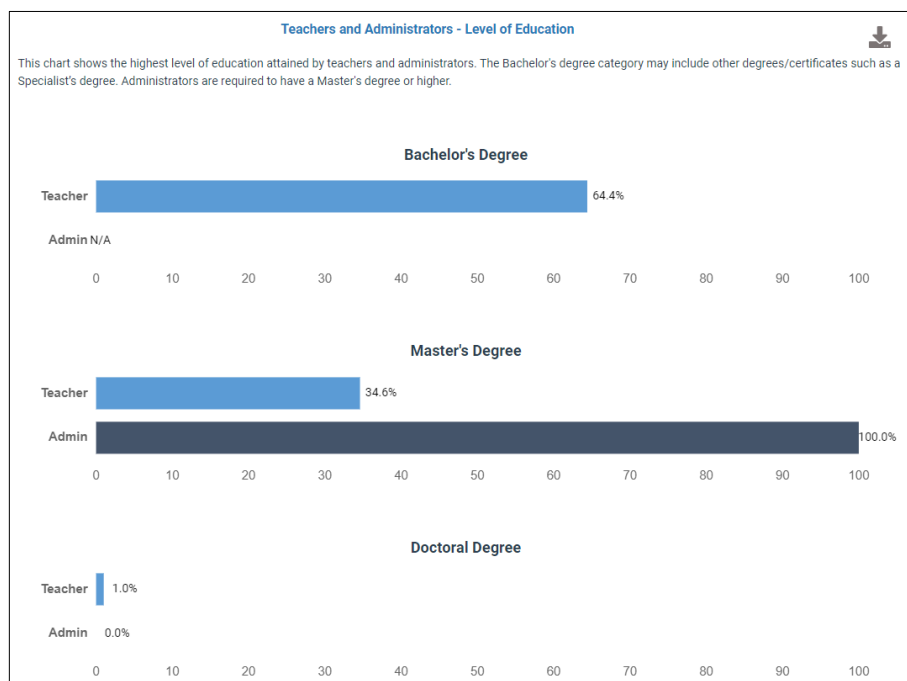
Teacher and Administrators – One-Year Retention

The "Teacher and Administrators – One-Year Retention" table (Figure 73) shows the percentage of teachers and administrators assigned to the district or state during the 2021-2022 school year who were still assigned to the same district in the 2022-2023 school year. Staff who are not retained may have changed districts or no longer work for the state, which includes retirements.

Figure 73 - 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 2021-22 that were still assigned to this district in 2022-23. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2021-22 Teachers: Same district 2022-23	88.9%	88.4%
2021-22 Administrators: Same district 2022-23	90.9%	86.6%

Teacher by Subject Area

This table (Figure 74) shows information about teachers by subject area. The table includes the counts of teachers, gender and race/ethnicity breakdowns, experience, and level of education.

The staff counts in this table reflect staff assignments as submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalency (FTE). In NJ SMART, districts can report up to six job codes for a single staff member. Job codes are used to

determine in which subject area a staff member is included.

Figure 74 – Teachers By Subject Area

Teachers by Subject Area

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

Subject Area	Total Number of Teachers	% Female	% Male	% Non-binary or Undesignated Gender	% White	% Hispanic	% Black or African American	% Asian	% Native Hawaiian, Pacific Islander	% American Indian or Native American	% Two or More Races	% 4 or more years experience in the district	% Bachelor's Degree(Highest Degree)	% Master's Degree(Highest Degree)
Elementary Not Subject Specific	0	N	N	N	N	N	N	N	N	N	N	N	N	N
English/Language Arts/Literacy	19	40-60	40-60	≤20%	94.7%	0.0%	5.3%	0.0%	0.0%	0.0%	0.0%	78.9%	57.9%	42.1%
English Speakers or Other Languages	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%
Mathematics	21	60-80	20-40	≤20%	90.5%	0.0%	4.8%	4.8%	0.0%	0.0%	0.0%	81.0%	66.7%	33.3%
Science	16	60-80	20-40	≤20%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	81.3%	68.8%	25.0%
Social Studies/History	16	20-40	60-80	≤20%	93.8%	6.3%	0.0%	0.0%	0.0%	0.0%	0.0%	81.3%	68.8%	31.3%
World Language	8	*	*	*	87.5%	12.5%	0.0%	0.0%	0.0%	0.0%	0.0%	87.5%	50.0%	50.0%
Visual and Performing Arts	6	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	83.3%	16.7%
Health/Physical Education	10	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	80.0%	40.0%	60.0%
Family & Consumer Sciences	0	N	N	N	N	N	N	N	N	N	N	N	N	N
Financial Literacy	2	*	*	*	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	100.0%
Business	3	*	*	*	66.7%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	66.7%	33.3%	66.7%
Computer Science/IT	0	N	N	N	N	N	N	N	N	N	N	N	N	N
Industrial Arts	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%
Career and Technical Education	5	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	80.0%	100.0%	0.0%
Special Education	12	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	75.0%	83.3%	16.7%
Bilingual	0	N	N	N	N	N	N	N	N	N	N	N	N	N

The following job codes are used to assign staff members to each of the different subject areas:

- Elementary (Not Subject Specific): 1000-1007
- English/Language Arts/Literacy: 1015, 1106, 1401-1451, 1486
- English to Speakers of Other Languages: 1485
- Mathematics: 1016, 1102, 1901-1907
- Science: 1017, 1103, 2202-2236
- Social Studies/History: 1018, 1104, 2302-2391
- World Languages: 1105-1191, 1500-1599
- Visual and Performing Arts: 1200-1286, 2100-2130
- Health/Physical Education: 1607-1645
- Family & Consumer Sciences: 1700-1760
- Financial Literacy: 2001
- Business: 1301-1388
- Computer Science/IT: 1962, 2525, 2593, 2713-2715
- Industrial Arts: 1805-1897
- Career and Technical Education: 2501-2523, 2526-2589, 2595-2712, 2716-2722

Note that some teachers may teach in multiple subject areas and may be counted more than once in this table or they may only be counted in their primary subject area, depending on how the district reported the data.

Additionally, in many elementary schools teachers are not assigned to specific subject areas, so teachers will appear in the Elementary (Not Subject Specific) category and not in the other subject areas, but that does not mean those subjects are not being taught in the school.

Special Education and Bilingual teachers are generally assigned to a subject area and also either special education or bilingual, so those teachers will be counted in multiple subject areas. Staff members are assigned to the special education and bilingual categories based on job code subcategories. Any staff members with a teacher job code (1000-2999, 4000, 4001) and a job code subcategory of 5 will be included in the Special Education category. Any staff members with a teacher job code (1000-2999, 4000, 4001) and a job code subcategory of 2 will be included in the Bilingual category.

All other measures in this table: gender and race/ethnicity breakdowns, experience, and levels of education, are calculated in the same way that these measures are calculated for all teachers in the Teachers and Administrators – Demographics, Teacher and Administrator Experience, and Teachers and Administrators – Level of Education tables. See those sections of this document for information on how these measures are calculated.

School and District Staff Data Notes

Category	School and District Staff Data Notes
Source of information	• All staff data 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.
Changes for the 2022-2023 reports	• The Teacher Experience table was updated to include both the number and percentage of teachers with 4 or more years experience and out-of-field teachers. The number and percentage of provisional teachers was also added to the table. • The Administrator Experience table was updated to include the number of administrators with 4 or more years experience and this table is now reported at the school-level.
Which reports include this information	• This section appears in all reports.
Performance Reports	This information can be found on the following worksheet(s)

Database	in the database:
	o TeachersExperience
	o AdministratorsExperience
	o StaffCounts
	o StudentToStaffRatios
	o TeachersAdminsDemographics
	o TeachersAdminsLevelOfEducation
	o TeachersAdminsOneYearRetention
	o TeachersBySubjectArea

Statewide Educator Equity Data

Important note for 2022-2023: The information for ineffective teachers in this table is typically based on evaluation data from the prior school year. Certain components of education evaluation requirements were not available for the 2021-2022 school year, so data related to ineffective teachers is not available in the 2022-2023 reports.

This table is available only in the state-level School Performance Reports. The table shows the percentages of students with at least one teacher who is out-of-field, ineffective, and/or inexperienced based on years teaching in a given district.

- A teacher is **out-of-field** if they are teaching outside of their area of certification as determined by NJDOE.

- A teacher is **ineffective** if they receive an annual summative evaluation rating of "ineffective" on the AchieveNJ evaluation system, mandated by the TEACHNJ law.

- A teacher is **inexperienced** if they have fewer than four years of prior experience within a given district.

The table (Figure 75) 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 75 - 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.

Key terms for Educator Equity data:
Out-of-Field Teacher: An educator who teaches outside his/her area of certification as determined by NJDOE
Ineffective Teacher: An educator who receives an annual summative evaluation rating of "ineffective" (less than 1.85 out of 4.0) on the AchieveNJ evaluation system, mandated by the TEACHNJ law
Inexperienced Teacher: An educator with fewer than four years of prior experience within a given district
Low-Income Student: A student who is eligible for free or reduced-price lunch, identified as "economically disadvantaged," in New Jersey
Minority Student: A student of color, which includes the following student groups: American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian/Other Pacific Islander, and two or more races.

Important Note for 2022-23: The information for ineffective teachers is typically based on evaluation data from the prior school year. Certain components of education evaluation requirements are not available for the 2021-22 school year, so data related to ineffective teachers is not available in the table below.

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	15.46%	19.52%	9.96%	18.62%	10.43%
Students taught by one or more ineffective teacher					
Students taught by one or more inexperienced teacher	79.79%	80.46%	76.86%	80.33%	75.68%

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

Statewide Educator Equity Data Notes

Category	Statewide Educator Equity Data Notes
Source of information	• Educator equity data is based on student enrollment, course enrollment, and certified staff data submitted by school districts, as well as teacher certification data. Staff are identified as teachers based on the job codes that are assigned to staff by school districts in the information that they submit. • Evaluation data is based on information submitted by districts through the Evaluation Score Certification Tool.
Data Availability Flags	• Data related to ineffective teachers is not available for 2022-2023 because certain components of education evaluation requirements were not available for the 2021-2022 school year.
Which reports include this information	• The Statewide Educator Equity Data table only appears in the state-level school performance report.

Performance Reports Database	• This information can be found on the following worksheet(s) in the database: ○ StatewideEducatorEquity

Per-Pupil Expenditures

States are required under the ESSA to report on the per-pupil expenditures of federal, state, and local funds for each school and district in the state. The "Per-Pupil Expenditures" section of the reports (Figure 76) shows a district summary for 2022-2023 school-level per pupil expenditures by source.

Figure 76 - Per-Pupil Expenditures

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
- Debt service expenditures

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

Per-Pupil Expenditures Data Notes

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

Accountability

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

As required by this law, in 2017, New Jersey developed a state plan for how it identifies 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.

Based on New Jersey's approved ESSA state plan, NJDOE identifies schools in the following four federal categories every three years:

Comprehensive Support and Improvement (CSI): Overall Low Performing
- Title I schools with a summative score in the bottom 5% of Title I schools

Comprehensive Support and Improvement (CSI): Low Graduation Rate
- High schools with a four-year graduation rate of 67% or less

Additional Targeted Support and Improvement: Low Performing Student Group (ATSI)
- Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Comprehensive Support and Improvement (CSI): Chronically Low Performing
- Title I schools identified as Additional Targeted Support and Improvement: Low Performing Student Group (ATSI) that are identified for three or more consecutive years, i.e. ATSI schools that do not meet exit criteria.

The identification in fall 2023 based on 2022-2023 data was the first time that the NJDOE identified schools in this category. Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement: Consistently Underperforming Student Group (TSI)
- Schools with one or more student groups that missed annual targets or standards for all indicators for two years in a row.

For purposes of ESSA accountability, only schools and student groups with data for 20 or more students are included in calculations.

More information about New Jersey's accountability system, how indicator and summative scores were calculated, how federal accountability status is determined, and statewide progress toward long-term goals is available on NJDOE's accountability webpage.

Important Note for 2022-2023:
The NJDOE received approval to make a one-time change to the identification timeline under the COVID-19 State Plan Addendum. Under the approved Addendum, the NJDOE identified schools for CSI and ATSI status in both fall 2022 and fall 2023. Schools that were identified for CSI or ATSI status in fall 2022 were eligible to exit status at the end of the 2023-2024 school year if all exit criteria were met. Schools that were identified for CSI or ATSI status in fall 2023 will be eligible to exit status at the end of the 2026-2027 school year if all exit criteria are met. Schools identified for TSI status are eligible to exit annually if exit criteria are met.

The NJDOE identified schools across five categories during the 2023-2024 school year (based on 2022-2023 data):
- Comprehensive Support and Improvement (CSI): Overall Low Performing
- Comprehensive Support and Improvement (CSI): Low Graduation Rate
- Comprehensive Support and Improvement (CSI): Chronically Low Performing
- Additional Targeted Support and Improvement: Low Performing Student Group (ATSI)
- Targeted Support and Improvement: Consistently Underperforming Student Group (TSI)

The NJDOE resumed using median student growth percentiles (mSGPs) to measure

academic progress, or growth, for the 2022-2023 school year. The NJDOE had received approval through the Addendum to use an alternate measure of academic progress, Relative School Improvement (RSIM) for the 2021-2022 school year only because mSGPs were unavailable.

ESSA Accountability Status (School-Level Reports)

This table (Figure 77) shows the status for each school for the upcoming 2024-2025 school year. The table identifies the status, category of identification, and the year the school is eligible to exit status. Separate rows for each accountability student group show whether the student group met criteria for Low Performing Student Group or Consistently Underperforming Student Group.

A notes field will appear at the bottom of this table if there is any school-specific information to communicate related to a school's accountability status.

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

Figure 77 – ESSA Accountability Status

ESSA Accountability Status

The table below provides the school's federal school status for the 2024-25 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the NJDOE Accountability page includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

Status for 2024-25 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Pacific Islander, Native Hawaiian	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

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

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 for the 2024-2025 school year.

The table (Figure 78) gives the status for the school, the category of identification, and the year the school is eligible to exit status. Schools must meet exit criteria to exit status. The last column of the table lists the student groups that met criteria for Low Performing Student Group or Consistently Underperforming Student Group. If a school is identified for Comprehensive Support and Improvement, student groups may be flagged for informational purposes only, but the school's overall status and exit criteria will be based on its identification for comprehensive

support and improvement.

Figure 78 - Schools Identified as Requiring Comprehensive or Targeted Support

County Code	County Name	District Code	District Name	School Code	School Name	Status for 2024-25 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2024-25 School Year
01	County	0000	District Name	000	School Name	Comprehensive Support and Improvement	Low Graduation Rate (CSI)	2027	

ESSA Accountability Progress

Important note for 2022-2023: The NJDOE received federal waivers that waived certain assessment and accountability-related requirements for the 2019-2020 and 2020-2021 school years. As a result, proficiency, growth, and progress toward English language proficiency data is not available for 2020-2021. The growth measure used for 2021-2022 is an alternate measure used because median student growth percentiles were not available for 2021-2022 and the NJDOE resumed using mSGPs for 2022-2023, so growth data for 2021-2022 and 2022-2023 should not be compared. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

This table (Figure 79) shows performance on each of New Jersey's ESSA accountability indicators for the last three years. The accountability indicators are:

- ELA and Mathematics Proficiency: represented by the Proficiency Rate for Federal Accountability
- ELA and Mathematics Growth**: For 2022-2023, this data is based on median student growth percentiles (mSGPs).** For 2021-2022 only, this data shows the Relative School Improvement Measure (RSIM), which was based on aggregate scale score improvement on the statewide assessments in ELA and mathematics (NJSLA), when comparing prior year performance to 2021-2022 performance..
- Four-Year and Five-Year Graduation Rates**:** measured by the adjusted cohort graduation rate
- Progress toward English Language Proficiency
- Chronic Absenteeism

Figure 79 – ESSA Accountability Progress

ESSA Accountability Indicator	2020-21	2021-22	2022-23
ELA Proficiency		49.0%	51.3%
Math Proficiency		36.0%	38.2%
ELA Growth			50
Math Growth			50
4-Year Graduation Rate†	90.6%	90.9%	91.1%
5-Year Graduation Rate†	92.6%	92.5%	92.7%
Progress toward English Language Proficiency		26.6%	28.6%
Chronic Absenteeism	13.1%	18.1%	16.6%

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

Please note that this table shows the most recent four-year graduation rate for Cohort 2023 and five-year graduation rate for Cohort 2022. However, for accountability purposes, graduation rate data from the prior year is used.

Accountability Indicator Scores and Summative Rating

This table (Figure 80) 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 calculation. 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 with a †.

Figure 80 – Accountability Indicator Scores and Summative Ratings

Accountability Indicator Scores and Summative Ratings - 2022-23 School Year

New Jersey 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. Title I schools with a summative score in the bottom 5% of Title I schools or any school 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 the NJDOE Accountability page.

ESSA Accountability Indicator	Score	Weight
ELA Proficiency Indicator Score	11.39	15.0%
Math Proficiency Indicator Score	29.26	15.0%
ELA Growth Indicator Score	37.79	20.0%
Math Growth Indicator Score	62.26	20.0%
4-Year Graduation Rate Indicator Score	N	N
5-Year Graduation Rate Indicator Score	N	N
Progress toward English Language Proficiency Indicator Score	35.34	20.0%
Chronic Absenteeism Indicator Score	35.80	10.0%
Summative Score	36.75	
Summative Rating	29.21	
Comprehensive Support: Overall Low Performing	No	
Comprehensive Support: Low Graduation Rate	No	

† Weights indicated by this symbol were adjusted due to data availablity.

†† A modified summative score was calculated using only available data.

Indicator Scores and Weights

New Jersey's ESSA State Plan outlines that the ESSA accountability system will include indicators for Academic Achievement (ELA and Mathematics Proficiency), Academic Progress (ELA and Mathematics Growth), Graduation Rate (4-Year and 5-Year Rates), Progress toward English Language Proficiency (ELP), and School Quality (Chronic Absenteeism).

The indicators, as well as the weights applied to each indicator, vary based on school grade configurations. Schools are categorized into one of three school grade configurations. Elementary and middle schools that have academic progress, or growth data, but no graduation data, will fall into the ES/MS configuration. High schools that have graduation data, but no academic progress data, will fall into the HS configuration. Schools serving both elementary/middle and high school grades that have both academic progress data and graduation data will fall into the Mixed configuration.

In developing the weights for the indicators in the accountability system, the NJDOE followed a set of principles that reflected the diverse needs of New Jersey students and input from stakeholders. Table X outlines the indicators and weights used for each of the school configurations, with weights provided for schools where the ELP indicator is available and is not available.

Indicator	Weight for ES/MS with ELP	Weight for ES/MS without ELP	Weight for HS with ELP	Weight for HS without ELP	Weight for Mixed with ELP	Weight for Mixed without ELP
ELA Growth	20%	25%	n/a	n/a	12.5%	15%
Mathematics Growth	20%	25%	n/a	n/a	12.5%	15%
4-Year Graduation Rate	n/a	n/a	20%	25%	12.5%	15%
5-Year Graduation Rate	n/a	n/a	20%	25%	12.5%	15%
ELA Proficiency	15%	17.5%	15%	17.5%	10%	12,5%
Mathematics Proficiency	15%	17.5%	15%	17.5%	10%	12.5%
Progress toward English Language Proficiency (ELP)	20%	n/a	20%	n/a	20%	n/a
Chronic Absenteeism	10%	15%	10%	15%	10%	15%

The Accountability Indicator Scores and Summative Rating table only shows the indicators that apply to each school based on grades served. For example, the graduation indicator rows will not appear in the report for an elementary school.

The indicator scores that appear in this table are percentile ranks that reflect each school's performance on the indicator relative to other schools within the same school configuration. Each indicator score is based on both overall school performance and average student group performance on that indicator.

For example, consider a school with a total enrollment of 1,000 students, where the student groups are as follows:

- 690 students are white (69%), 300 students are Black or African American (30%), and 10 students are Hispanic (1%)
- 150 students are economically disadvantaged (15%)
- 15 students are students with disabilities (1.5%)

Students may be counted in more than one student group, for example, white and economically disadvantaged.

When calculating the indicator score, 50% of the score is based on the total student group, but the other 50% of the score will be based on the average of all the student groups with at least 20

students. In this example, the 50% based on student groups will be equally split across the white, Black of African American, and economically disadvantaged student groups. The Hispanic and students with disabilities student groups have fewer than 20 students, so they will not be included in the student group calculations but will continue to be included in the total student group.

To calculate the indicator score:

1. School and student group values are standardized, or converted to z-scores, so they are on the same scale and can be compared across schools.
2. The average standardized student group score is calculated by averaging across the standardized scores for each student group with at least 20 students.
3. The standardized score for all students is averaged with the average standardized student group score, with each being weighted equally.
4. This average is then concerted to a percentile ranking, within school configuration, and that ranking becomes the indicator score.

The Progress toward English language proficiency indicator is the only indicator where student group performance is not used for 50% of the indicator score calculation because this indicator only applies to the English learner student group.

Summative Scores and Ratings

The summative score is calculated by multiplying each indicator score by its corresponding indicator weight and summing 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 is no ELA or mathematics growth indicator scores and weights. In the example in Figure 81, the summative score is equal to the sum of the values in the last column (Indicator Score x Weight).

Figure 81 – Summative Scores and Ratings

Indicator	Indicator Score	Weight	Indicator Score x Weight
4-year Graduation Rate	78	25% (or 0.25)	19.50
5-year Graduation Rate	85	25% (or 0.25)	21.25
ELA Proficiency	35	17.5% (or 0.175)	6.125
Mathematics Proficiency	40	17.5% (or 0.175)	7.00
Chronic Absenteeism	55	15% (or 0.15)	8.25

In this example, the Summative Score would be equal to 19.5 + 21.25 + 6.125 + 7.00 + 8.25, or 62.13, when rounded to the nearest hundredth.

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 to calculate the Summative Rating percentiles.

Schools with a summative score in the bottom 5% of Title I schools and high schools with a four-year federal graduation rate that is less than or equal to 67% are identified for Comprehensive Support and Improvement.

Accountability Summary by Student Group

This table (Figure 82) displays a breakdown of schoolwide and student group performance for each of the ESSA accountability indicators. The table indicates whether a district, school, or student group met annual ESSA accountability targets and standards for each indicator.

Figure 82 – Accountability Summary by Student Group

Accountability Summary by Student Group - 2022-23 School Year

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

In the table below, the first three columns show information on the identification for ATSI. It shows the summative score for each student group, the cut-off score that was used to identify schools for comprehensive support and improvement (CSI), and whether the school (and student groups) have been identified as requiring ATSI. The remaining columns in the table show whether the student group met annual targets or standards for all indicators for the 2022-23 school year. If at least one student group did not meet all targets and also did not meet all targets in the 2021-22 school year, then the school will be identified as requiring TSI.

For more information about accountability determinations, indicators, and annual targets, see the NJDOE Accountability page.

Student Group	Summative Score	Summative Score Cut-Off for Additional Targeted Support	Requires Additional Targeted Support: Low Performing Student Group	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	4-Year Graduation Rate	5-Year Graduation Rate	Progress toward English Language Proficiency	Chronic Absenteeism	Requires Targeted Support: Consistently Underperforming Student Group
Schoolwide			No	Not Met	Not Met	Met Standard	Met Standard	N	N	Not Met	Not Met	No
White	55.78	11.64	No	Not Met	Not Met	Met Standard	Exceeds Standard	N	N		Met	No
Hispanic	33.90	11.64	No	Not Met	Not Met	Met Standard	Met Standard	N	N		Not Met	No
Black or African American	32.66	11.64	No	Met Target†	Not Met	Not Met	Met Standard	N	N		Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	N	N		**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	N	N		**	No
Two or More Races	**	**	No	**	**	**	**	N	N		Not Met	No
Economically Disadvantaged Students	59.23	11.64	No	Not Met	Not Met	Met Standard	Met Standard	N	N		Not Met	No
Students with Disabilities	43.42	11.64	No	Not Met	Not Met	Not Met	Met Standard	N	N		Not Met	No
English Learners	42.70	11.64	No	Not Met	Not Met	Met Standard	Met Standard	N	N	Not Met	Met	No

†Target was met within a confidence interval.

Annual targets for proficiency and graduation rate are unique to each school and student group and are based on baseline performance from 2015-2016. ELA and Math proficiency targets reflect the percentage of students who must score at either Level 4 or 5 on the NJSLA assessment or Level 3 or 4 on the DLM assessment to ensure that the school or student group is on track to meet the long-term academic achievement goal of 80% meeting or exceeding expectations by 2032. A 90% confidence interval is applied when determining if targets were met for ELA and Math proficiency.

The four-year and five-year graduation annual targets reflect the percentage of students in the graduation cohort who must graduate and meet all graduation requirements 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 2032.

The standard for student growth was set by the NJDOE and reflects whether each student group had a median student growth percentile (mSGP) between 40 and 59.5 or exceeded the standard with an mSGP of 60 or higher.

The target for Progress towards English language proficiency (ELP) differs based on the grades taught in the school or district. The annual target for schools and districts only serving grades up to and including grade 5 was 45.5% for 2022-2023. The annual target for all schools and district serving grades above grade 5 was 27.4% for 2022-2023. . A 90% confidence interval is applied when determining if targets were met for ELP.

Targets for chronic absenteeism reflect the statewide chronic absenteeism rate for all students in the grades offered in the school or district.

This table also shows the summative score for each student group and the summative score cut-off for schools to be identified as requiring comprehensive support. If at least one student group in the school has a summative score below the comprehensive cut-off, the school will be identified as requiring additional targeted support for a low performing student group (ATSI). Summative scores were rounded to the nearest hundredth to identify schools for ATSI.

The next set of columns in the table shows whether the school or student groups met 2022-2023 targets for each indicator. Schools where at least one student group has missed annual targets for all indicators for both 2021-2022 and 2022-2023 are identified as requiring targeted support for a consistently underperforming student group (TSI).

The columns that include the summative score, cut-score, and flag for ATSI or TSI status are only included in the school-level reports. These columns are not included in the district-level reports because only schools are identified for support under the ESSA accountability system.

Accountability Data Notes

Category	Accountability Data Notes
Source of information	• See specific information for each indicator in this guide for information on the source of data used to calculate each indicator.
Data Availability Flags	• Some accountability data is not available for the 2020-2021 school years in the ESSA Accountability Progress table due to federal accountability waivers.

Category	Accountability Data Notes
Which reports include this information	• The Accountability section will not be included for "Not Tested" schools and districts. • The "ESSA Accountability Status" and "Accountability Indicator Scores and Summative Rating" tables will only appear in school-level reports. • The "Schools Identified as Requiring Comprehensive or Targeted Support" table will only appear in district-level and state-level reports.
Minimum Number of Students Required for ESSA accountability	• The minimum number of students (n-size) required for all accountability purposes and calculations is 20. This n-size is applied to calculations at district, school, and student group levels for all indicators. A ** will appear in the reports if the group size is less than 20.

Performance Reports Database	• This information can be found on the following worksheet(s) in the database:
	  • ESSAAccountabilityStatus (School only)
	  • CompTargetedList (District/state only)
	  • ESSAAccountabilityProgress
	  • AccountabilityIndScoresSummative
	  • AccountabilitySummary

Narrative

The Narrative section (Figure 83) 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 and all sections of the narrative are optional. Any questions about the information included in the narrative should be directed to the school or district.

Figure 83 – Narrative

Narrative Data Notes

Category	Narrative Data Notes
Source of information	• Narrative data was submitted by school districts through a collection each fall.
COVID-19 Impact	• All data in this section is available. • The "Effective and Efficient Use of ESSER Funding" section may include school and district specific information about district use of of ESSER funds.
Which reports include this information	• Narrative data is available for school- and district-level reports only (not state-level).
Performance Reports Database	• This information can be found on the following worksheet(s) in the database: 　• Narrative

School Performance Report Additional Resources

What to do if…	Action
I want to give feedback, suggest improvements, or request additional data for future reports?	Fill out our Feedback Survey or contact the NJDOE Report Card.
I want more data about my child or school that is not in this report?	Contact your school.
I'm having technical issues with the reports?	Contact the NJ SMART Helpdesk.
I'm a school/district employee and I want to flag an issue with the data?	Contact the NJ SMART Helpdesk.
I have questions about how to understand the data in the reports?	Contact the NJ SMART Helpdesk.
I want to know how my school/district is addressing performance?	Contact your school or district.
I'm looking for previous year reports?	Choose your school year of choice using the school year dropdown at the top left of the School Performance Reports homepage.
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 research@doe.nj.gov.