



# 2019-2020 New Jersey School Performance Reports: Reference Guide

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

## Introduction

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

Use these reports to:

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

## 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 2019-2020

Due to the 2019 Novel Coronavirus (COVID-19) pandemic and resulting school closures and cancellations of statewide assessments, some data is not available for the 2019-2020 school year. Most available data has been affected by COVID-19 in some way and the NJDOE recommends caution in comparing 2019-2020 data to data from prior or future school years.

On March 24, 2020, USED approved the NJDOE's [request](#) ("March 2020 waiver") to waive statewide assessment, accountability, and reporting requirements under ESSA<sup>1</sup> for the 2019-2020 school year due to COVID-19.

As a result of this waiver, the following data elements will not be included in the 2019-2020 School Performance Reports:

- Statewide assessment participation and performance (NJSLA, DLM, ACCESS for ELLs)
- Student growth data
- Chronic absenteeism rates
- Progress toward English language proficiency
- ESSA Summative ratings or indicator scores
- Status in meeting annual targets or standards for ESSA indicators

Additional examples of why data for 2019-2020 may be missing or affected are:

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<sup>1</sup> ESEA Sec. 1111(b)(2), (d)(2)(C)-(D), (h)(1)(C)(i)-(vii), (h)(1)(C)(xi)



- Governor Phil Murphy signed [Executive Order 107](#) on March 21, 2020, which required all pre-K, elementary, and secondary schools to close and cease in-person instruction, which remained in effect through the end of the 2019-2020 school year.
- Governor Phil Murphy signed [Executive Order 117](#) on April 7, 2020, which waived the graduation assessment requirement for any 12<sup>th</sup> grade student who was expected to graduate in the class of 2020 but, as of March 18, 2020, had not yet met the graduation assessment requirement.
- National administrations of the SAT, PSAT, and ACT were cancelled in the spring and summer of 2020.
- College Board administered Advanced Placement (AP) tests online in spring 2020 and students were able to take assessments from home.
- The written components of the International Baccalaureate (IB) assessments were not able to be administered in the 2019-2020 school year, however the IB program developed a reliable and valid score based upon the required assessed work during the two years of the courses to determine a final grade.
- Due to school closures related to COVID-19, many high school students were not able to take the Technical Skills Assessment (TSA), which are end-of-program assessments for Career and Technical Education programs, in spring 2020. This may have impacted the number of industry-valued credentials earned during the 2019-2020 school year.
- The [National Student Clearinghouse](#) reports that postsecondary enrollment rates are down nationwide compared to the same time last year.

A new [“Impact of COVID-19 on Data Availability”](#) resource summarizes which data is available, which data is not available, and which data may have been impacted. Notes are included throughout the School Performance Reports to explain where data is missing or impacted by COVID-19, look for “Important Note for 2019-2020.” A “COVID-19 Impact” section has been added to the Data Notes tables throughout this Reference Guide as well.

### Questions to Consider While Reviewing the Reports

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

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.

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 “What important data are missing?” and “What new 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. Without statewide assessment or student growth data for 2019-2020, what district data can we use to monitor student growth and performance? How can we identify students that need additional support?
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. Without statewide assessment or student growth data for 2019-2020, what data is being shared by the district to help monitor student growth and performance?
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.
  - For 2019-2020, some data is not available and most of the available data has been affected by COVID-19 in some way.
- **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.
  - For 2019-2020, most of the data typically included in the summary reports (statewide assessment results, student growth, and chronic absenteeism) is not available.

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.

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School Year 2019-2020 Resource Documents Take Feedback Survey Download Data Contact Us Language: Eng

New Jersey School District (01-0000) Performance Reports

Search School/District

County: New Jersey  
 District: New Jersey School District  
 0000 NJ Ave  
 NJ City 1<sup>st</sup> Floor  
 Trenton, NJ 00000

Superintendent: I  
 District Website  
 123-456-7890 x1111

View larger map

Map data ©2021 Google Terms of Use

Reports In English **Detailed Report** **Summary Report**

Translated Reports (in Spanish) **Informe Detallado** **Informe Resumido**

Translated Resources

- Reference Guide (Guía de Referencia: Detallado)
- FAQ (Preguntas Frecuentes)
- Summary Report Guide (Guía de Referencia: Resumen)
- Privacy Rules (Reglas de Privacidad de Datos)

Questions about reports? Contact [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov)

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

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

## Download the Data

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

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School Year 2019-2020 Resource Documents Take Feedback Survey Download Data Contact Us

New Jersey School Performance Reports  
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Download the Data:

2019-2020 Data Files

2019-2020 Performance Reports Database - Excel	School	District/State
2019-2020 Performance Reports Database - Excel - zipped	School	District/State
2019-2020 Performance Reports Database - Access	School	District/State

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

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.

The screenshot shows an Excel spreadsheet with the following table structure:

Field	Type	Description
CountyCode	Numeric	County Code
CountyName	Text	County Name
DistrictCode	Numeric	District Code
DistrictName	Text	District Name
SchoolCode	Numeric	School code
SchoolName	Text	School Name
StatusForSY	Text	Status for 2020-21 School Year
CategoryOfIdentification	Text	Category of Identification
YearEligibleToExitStatus	Numeric	Year Eligible to Exit Status
StudentGroupStatus	Text	Student Group(s) Requiring Targeted Support for 20-21 SY

## 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.

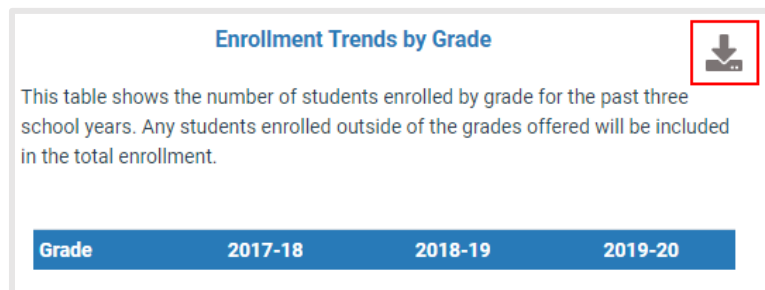
If you want to switch to the report for another school or district at any time, you can use the search bar at the top right of the report.

The screenshot shows the website interface for the New Jersey School District (01-0000) Performance Reports. At the top, there is a navigation bar with links for 'School Year', 'Resource Documents', 'Take Feedback Survey', 'Download Data', and 'Contact Us'. A search bar is located at the top right. Below the navigation bar, the main content area displays the district name, address, and contact information. A green navigational menu is visible at the bottom of the page, containing various report sections such as 'Overview & Resources', 'Demographics', 'Student Growth', 'Academic Achievement', 'College and Career Readiness', 'Graduation/Postsecondary', 'Climate and Environment', 'Staff', 'Per-Pupil Expenditures', 'Accountability', and 'Narrative'. A dropdown menu is open under 'Overview & Resources', showing options like 'Enrollment Trends by Grade', 'Enrollment Trends by Student Group', and 'Enrollment by Racial and Ethnic Group'.

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 or visual, you can click the arrow icon at the top right of the table to download a PDF of that specific table or visual.



## Report Sections

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



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

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

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

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

- **Overview:** All reports
- **Demographics:** All reports

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

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

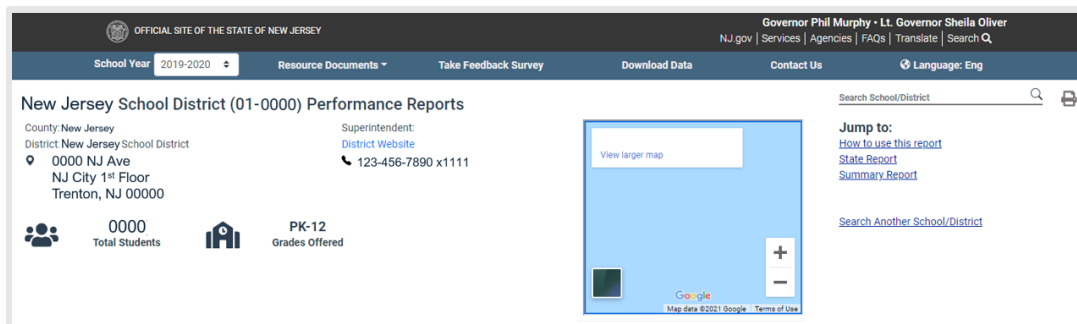
The rest of this guide will cover each table in the School Performance Reports. The Data Notes table at the end of each section of this guide will include more details about whether the reports for each school and district type will include each table or section.

## Report Header

At the top of all detailed reports a general summary of school information is included 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 served

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.



## Overview

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

Figure 1 - Overview

The School Performance Reports reflect the New Jersey Department of Education's (NJDOE) commitment to providing parents, students, and school communities with a large variety of information about each school and district. These reports can be used as a tool to help evaluate whether all students have equitable access to high quality education. We encourage you to use these reports to:

- **Learn more** about the school and the district
- **Start conversations** with school community members and ask questions
- **Engage** with school communities to identify where schools are doing well and where they can improve

**Important Notes for 2019-2020:**  
Due to the 2019 Novel Coronavirus (COVID-19) pandemic and resulting school closures and cancellations of statewide assessments, some data is not available for the 2019-20 school year and other data may have been impacted and should not be compared to data from prior or future school years. Notes are included throughout this report to explain where data is missing or impacted by COVID-19.

The 2019-2020 School Performance Reports will not include the following data elements:

- **Statewide assessment data:** Participation and performance on the New Jersey Student Learning Assessment (NJSLA) for ELA, mathematics, or science, Dynamic Learning Maps (DLM) assessment, and ACCESS for ELLs 2.0 assessment
- **Growth Data:** Median Student Growth Percentiles and Progress toward English Language Proficiency
- **Attendance:** Chronic Absenteeism rates and other attendance information
- **Accountability:** Summative ratings, indicator scores, and status in meeting annual targets or standards

A new impact of COVID-19 on Data Availability resource explains what data is available, what data is not available, and which data may have been impacted. The Reference Guide also includes more detailed information on data availability for the 2019-2020 school year.

**School Performance Report Resources:**  
The NJDOE has several resource documents that can help you understand and use the School Performance Reports, which can also be found under the "Resource Documents" link at the top of the page:

- One-page guides to help start conversations for administrators, educators, elementary, and middle and high school families
- Reference Guide with details on all the data in these reports
- Frequently Asked Questions
- Understanding Adjusted Cohort Graduation Rates
- Understanding Student Growth Percentiles
- Data Privacy Rules (why you see "s" and "N"s in the reports)

Let the NJDOE know we can improve future reports by taking our [feedback survey](#). Contact [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov) with any questions about the reports

## Contact Information

The contact information table 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

**District Contact Information**

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

Type	Contact information
County	New Jersey
District	New Jersey
Superintendent Name	Superintendent Name
Address	Street, City, State, ZIP
Phone Number	123-456-7890
Email Address	email@email.org
Website	Website.org

## Unique to District-Level Reports: "Schools in this District" Table

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

Figure 3 - Schools in this District

**Schools in this District**

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

School Name	Grades Offered
<a href="#">Elementary School</a>	KG-06
<a href="#">Middle School</a>	07-08

## Overview and Contact Info Data Notes

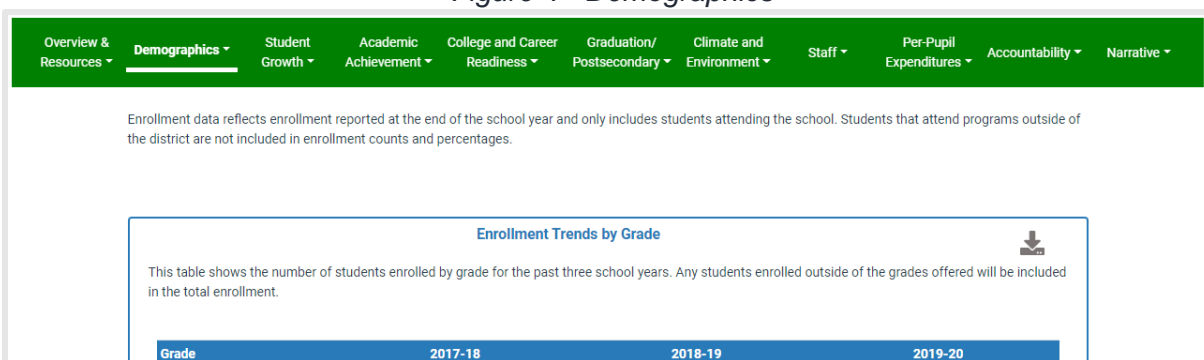
Category	Demographics Data Notes
<b>Source of information</b>	<ul style="list-style-type: none"> <li>School and District contact info, including school and district names, principal and superintendent names, address, phone number, email address, and website are all from CDS.</li> <li>Facebook and Twitter information is collected in the NJ SMART Performance Reports submission.</li> </ul>
<b>Changes for the 2019-2020 reports</b>	<ul style="list-style-type: none"> <li>The source of school and district website is now CDS and this information is no longer collected in the NJ SMART Performance Reports submission.</li> </ul>
<b>COVID-19 Impact</b>	<ul style="list-style-type: none"> <li>All data in this section is available and there is no known systematic issue that would impact the data for the 2019-2020 school year.</li> </ul>
<b>Which reports include this information</b>	<ul style="list-style-type: none"> <li>This section appears in all reports.</li> <li>The Schools in this District table only appears in the district reports.</li> </ul>
<b>Performance Reports Database</b>	<ul style="list-style-type: none"> <li>This information can be found on the following worksheet(s) in the database:               <ul style="list-style-type: none"> <li>Header and Contact</li> </ul> </li> </ul>

## Student Demographics

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

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

Figure 4 - Demographics



## Enrollment Trends by Grade

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

Figure 5 - Enrollment Trends by Grade

Enrollment Trends by Grade			
Grade	2017-18	2018-19	2019-20
8	29	25	18
9	536	554	578
10	516	516	524
11	473	493	495
12	459	460	483
Total	2,013	2,048	2,098

### Enrollment Trends by Student Group

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

Figure 6 - Enrollment Trends by Student Group

Enrollment Trends by Student Group			
Student Group	2017-18	2018-19	2019-20
Female	48.2%	47.9%	49.5%
Male	51.8%	52.1%	50.5%
Non-Binary/Undesignated Gender			<1%
Economically Disadvantaged Students	41.8%	40.2%	40.9%
Students with Disabilities	26.4%	25.1%	25.4%
English Learners	0.6%	0.7%	1.0%
Homeless Students	0.1%	0.0%	0.1%
Students in Foster Care	0.1%	0.0%	0.1%
Military-Connected Students	0.0%	0.2%	0.3%
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 2019-2020 data may not be a true representation of the student population. Additionally, to protect student privacy, all gender percentages for 2019-2020 are rounded to the nearest 0.5, whereas the rest of the table is rounded to the nearest 0.1.

The other student groups represented in this table are:

- **Economically Disadvantaged Students** are students who are eligible for free or reduced lunch.
- **Students with Disabilities** are students who are classified for special education.
- **English Language Learners (ELL)** are students identified by the district as needing English language proficiency services and/or a program that includes students served in a language assistance program.
- **Homeless Students** are students who lack a fixed, regular, and adequate nighttime residence.
- **Students in Foster Care** are students who were identified as receiving foster care based on data provided by the Department of Children and Families (DCF).



- **Military-Connected Students** are students who have a parent or guardian who is on active duty, in the National Guard, or in the Reserve components of the United States military services.
- **Migrant Student** are students who are 21 years of age or younger, who are or whose parent/guardian are a migratory fisher, dairy worker, or agricultural worker, and who have moved from one school district to another in the preceding 36 months for the workers to obtain temporary or seasonal employment.

### Enrollment by Racial and Ethnic Group

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

Figure 7 - Enrollment by Racial and Ethnic Group

Racial And Ethnic Group	2017-18	2018-19	2019-20
White	30.6%	31.1%	30.1%
Hispanic	40.9%	41.5%	41.8%
Black or African American	8.9%	7.9%	8.7%
Asian	18.9%	19.0%	19.0%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two Or More Races	0.5%	0.4%	0.4%

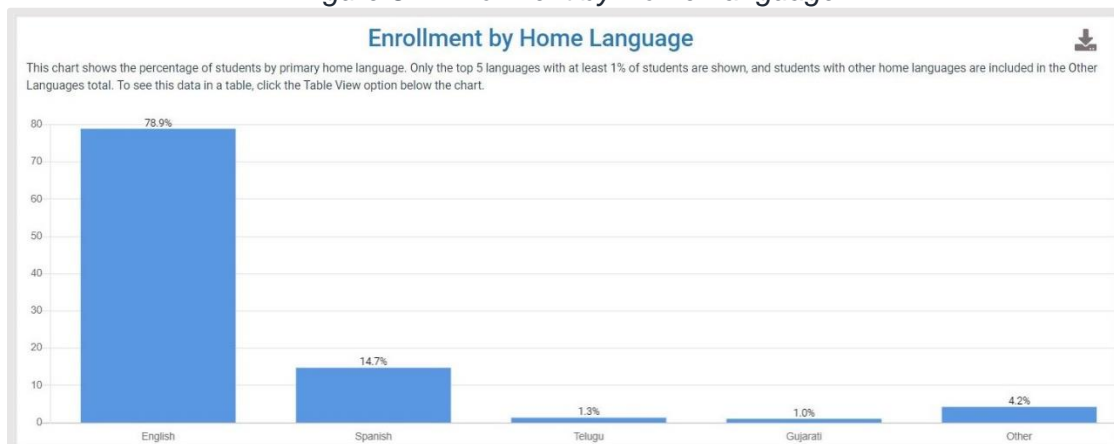
### Enrollment by Home Language

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

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

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

Figure 8 - Enrollment by Home Language



## Enrollment Trends by Full and Shared-Time Status

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

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

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

Figure 9 - Enrollment Trends by Full and Shared Time Status

Enrollment Trends by Full and Shared Time Status			
This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.			
Enrollment Status	2017-18	2018-19	2019-20
Full Time Students	1,939	1,980	2,037
Shared Time Students	148	133	120
Full Time Equivalent	2,013	2,047	2,097

## Pre-K and K Full and Half Day

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

Figure 10 – 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	2017-18	2018-19	2019-20
PK - Half Day	0	0	0
PK - Full Day	541	492	535
KG - Half Day	0	0	0
KG - Full Day	575	501	532

## Demographics Data Notes

Category	Demographics Data Notes
<b>Source of information</b>	<ul style="list-style-type: none"> <li>• Demographic information is based on end-of-year enrollment data (collected at the end of June) submitted by school districts through NJ SMART.               <ul style="list-style-type: none"> <li>○ <b>Note:</b> 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).</li> </ul> </li> </ul>
<b>Changes for the 2019-2020 reports</b>	<ul style="list-style-type: none"> <li>• Non-Binary/Undesignated gender added to the <b>Enrollment by Student Group</b> table and gender percentage for 2019-2020 are rounded to the nearest 0.5.</li> </ul>

Category	Demographics Data Notes
<b>COVID-19 Impact</b>	<ul style="list-style-type: none"> <li>All data in this section is available and there is no known systematic issue that would impact the data for the 2019-2020 school year.</li> </ul>
<b>Which reports include this information</b>	<ul style="list-style-type: none"> <li>The <b>Enrollment Trends by Full and Shared-Time Status</b> table will only appear in reports for schools that serve high school grades.</li> <li>The <b>PK and K – Full Day and Half Day</b> table will only appear in reports for schools that serve grades Pre-K or Kindergarten.</li> <li>Other tables will appear for all schools and districts.</li> </ul>
<b>Performance Reports Database</b>	<ul style="list-style-type: none"> <li>This information can be found on the following worksheet(s) in the database: <ul style="list-style-type: none"> <li>EnrollmentTrendsByGrade</li> <li>EnrollmentTrendsByStudentGroup</li> <li>EnrollmentByRacialEthnicGroup</li> <li>PreKAndK-FullDayHalfDay</li> <li>EnrollmentTrendsFullSharedTime</li> <li>EnrollmentByHomeLanguage</li> </ul> </li> </ul>

**Student Growth**

**Important Note for 2019-2020:** Due to the cancellation of statewide assessments as a result of the COVID-19 pandemic, student growth percentiles were not calculated and will not be reported for the 2019-2020 school year. Some tables showing 2019-2020 median student growth percentiles and other measures of student growth will not be included in this year’s report. This includes the following tables:

- Student Growth;
- Student Growth by Performance Level; and
- Student Growth by Grade Level.

If information is needed on the data that has historically been included in these tables, visit the [2018-2019 School Performance Reports Reference Guide](#).

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

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

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

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

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

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

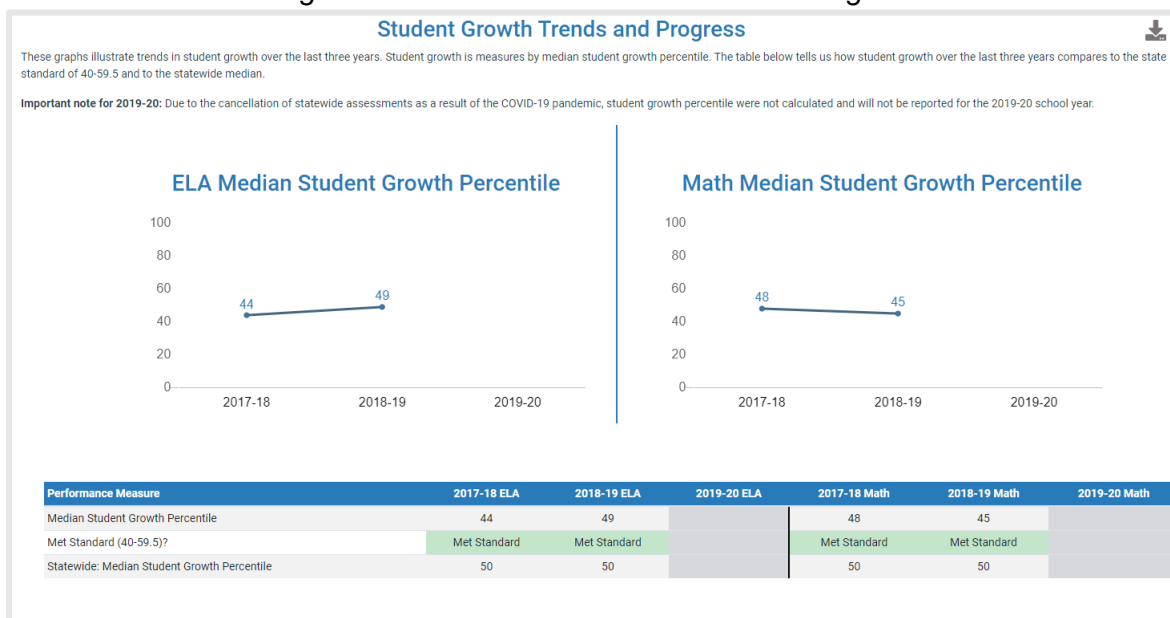
## Student Growth Trends and Progress

**Important note for 2019-2020:** Due to the cancellation of statewide assessments as a result of the COVID-19 pandemic, student growth percentiles were not calculated and will not be reported for the 2019-2020 school year. This table will only show data from the 2017-2018 and 2018-2019 school years.

The “Student Growth Trends and Progress” section shows two graphs that illustrate trends in median student growth percentiles (mSGPs) for ELA and mathematics.

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

Figure 11 – Student Growth Trends and Progress



## Student Growth Data Notes

Category	Student Growth Data Notes
Source of information	<ul style="list-style-type: none"> <li>Student Growth Percentiles are based on NJSLA performance results from the reported school year.</li> </ul>
COVID-19 Impact	<ul style="list-style-type: none"> <li>Student growth percentiles were not calculated for the 2019-2020 school year.</li> <li>The Student Growth Trends and Progress section does not include 2019-2020.</li> </ul>

Category	Student Growth Data Notes
	<ul style="list-style-type: none"> <li>• The following tables are not included in the 2019-2020 reports:               <ul style="list-style-type: none"> <li>○ Student Growth</li> <li>○ Student Growth by Performance Level</li> <li>○ Student Growth by Grade Level</li> </ul> </li> </ul>
<b>Which reports include this information</b>	<ul style="list-style-type: none"> <li>• Student Growth data is only included in reports for schools and districts that serve grades 4 through 8.</li> </ul>
<b>Data privacy</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• If the number of students scoring in any performance level is fewer than 10, growth data for that performance level will not be displayed.</li> </ul>
<b>Performance Reports Database</b>	<ul style="list-style-type: none"> <li>• This information can be found on the following worksheet(s) in the database:               <ul style="list-style-type: none"> <li>○ StudentGrowthTrends</li> </ul> </li> </ul>

**Academic Achievement**

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**Important note for 2019-2020:** Due to the cancellation of statewide assessments and the March 2020 federal waiver as a result of the COVID-19 pandemic, statewide assessment results for the New Jersey Student Learning Assessments (NJSLA), Dynamic Learning Maps (DLM), and ACCESS for ELLs assessments and related accountability measures are not available and will not be reported for the 2019-2020 school year. Tables showing 2019-2020 statewide assessment results and related accountability measures will not be included in this report. This includes the following tables in the Academic Achievement section:

- ELA and Mathematics Participation and Performance (two tables);
- ELA and Mathematics Assessment Performance by Grade/Test (multiple tables);
- DLM Alternate Assessment – Participation;
- English Language Progress toward Proficiency;
- English Language Proficiency Test – Participation and Performance; and
- NJSLA Science Assessment – by Grade (three tables).

If information is needed on the data that has historically been included in these tables, visit the [2018-2019 School Performance Reports Reference Guide](#).

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

**ELA and Mathematics Assessment Results**

The “English Language Arts and Mathematics Performance Trends” section and the “English Language Arts and Mathematics Assessment – Participation and Performance” section (which is not available for 2019-2020) combine the results of the NJSLA and DLM for ELA and mathematics for all students in grades 3 through 10.

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 provide educators with meaningful information about students' progress toward meeting the standards.

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 Targeted
- 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 10) 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 **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 enrolled in testing grades. Students who have not attended the same school for at least half a year are excluded from calculations.

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

2015-2016 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

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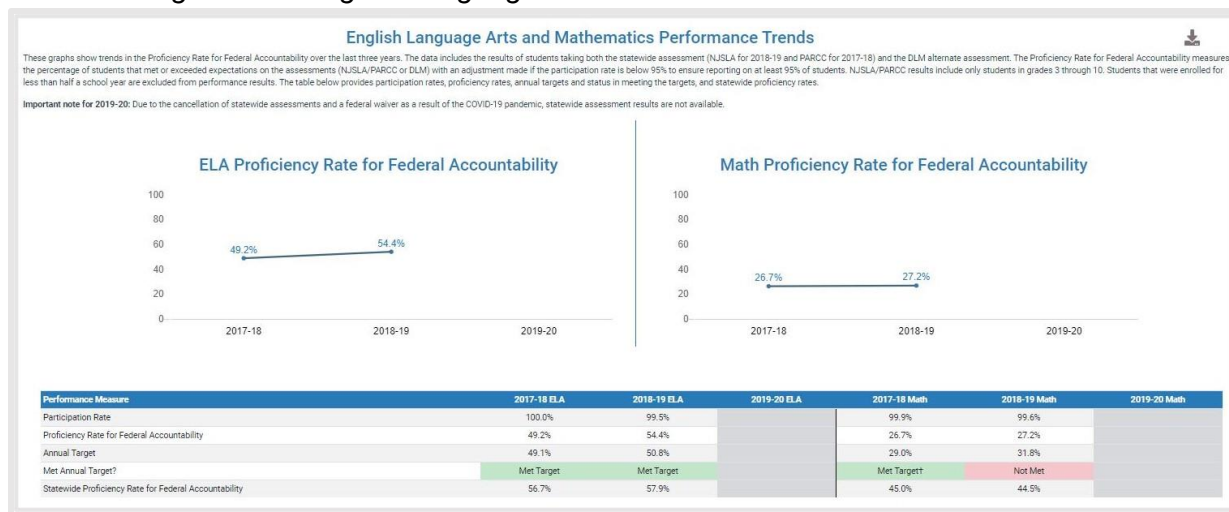
**Important note for 2019-2020:** Due to the cancellation of statewide assessments and the March 2020 federal waiver as a result of the COVID-19 pandemic, 2019-2020 statewide assessment results for the NJSLA and DLM are not available, so this section only includes data from the 2017-2018 and 2018-2019 school years.

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This section 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 12 – English Language Arts and Mathematics Performance Trends



## English Language Arts and Mathematics Assessment - Performance Trends by Grade

**Important note for 2019-2020:** Due to the cancellation of statewide assessments and the March 2020 federal waiver as a result of the COVID-19 pandemic, 2019-2020 statewide assessment results for the NJSLA are not available, so this section only includes data from the 2017-2018 and 2018-2019 school years.

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

The 2018-2019 results are from the NJSLA and the 2017-2018 results are from the PARCC assessment. The NJSLA measures the same content as the PARCC assessment, but with a shorter testing time. Nearly identical procedures were implemented in administration, scoring, and reporting systems, and the same scale scores and performance levels were used for both assessments. Therefore, end-of-grade ELA assessment results and end-of-grade mathematics assessment results from grades 3 through 8 are comparable to prior year results.

In addition to the change in assessments, beginning with the 2018-2019 school year, the NJDOE no longer required students in grade 11 to take statewide assessments in ELA and mathematics. As a result of this policy change, the 2018-2019 NJSLA end-of-course mathematics assessment results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but prior year results for these assessments may include students in grade 11. Therefore, trend data for these three assessments may not be comparable.



Figure 13 – English Language Arts Assessment - Performance Trends

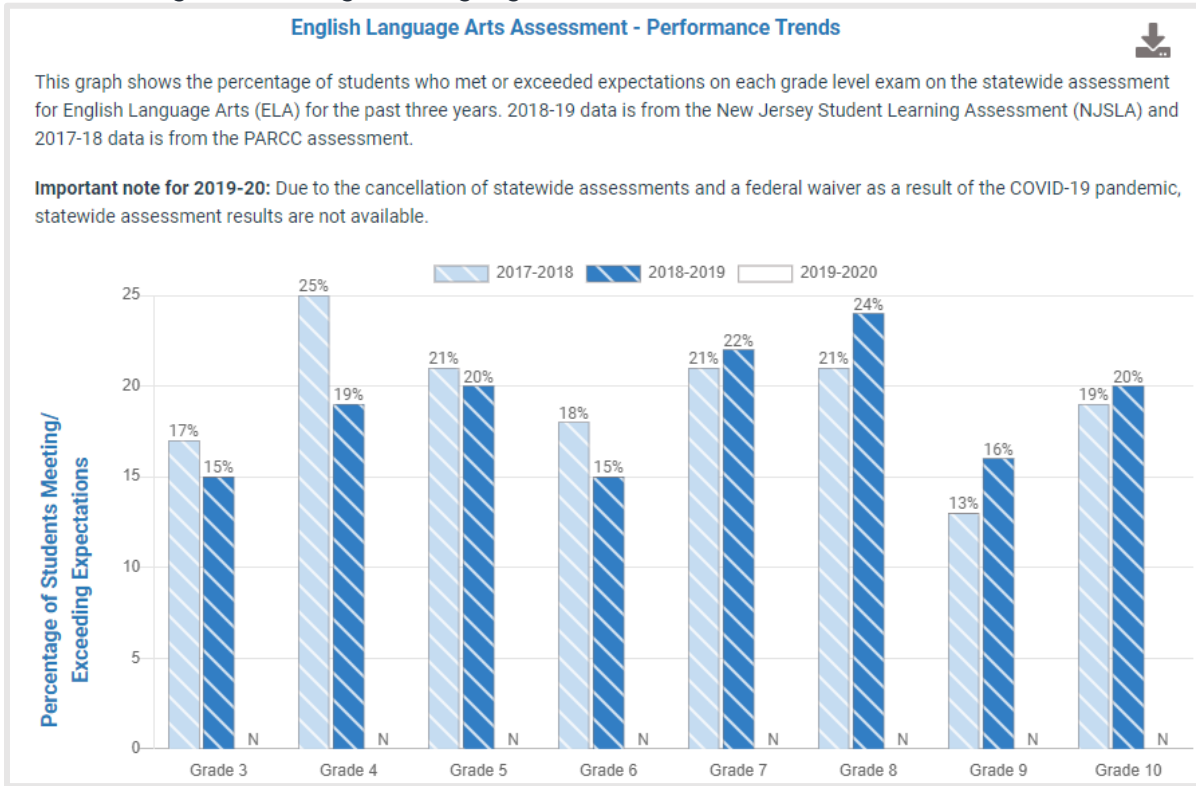
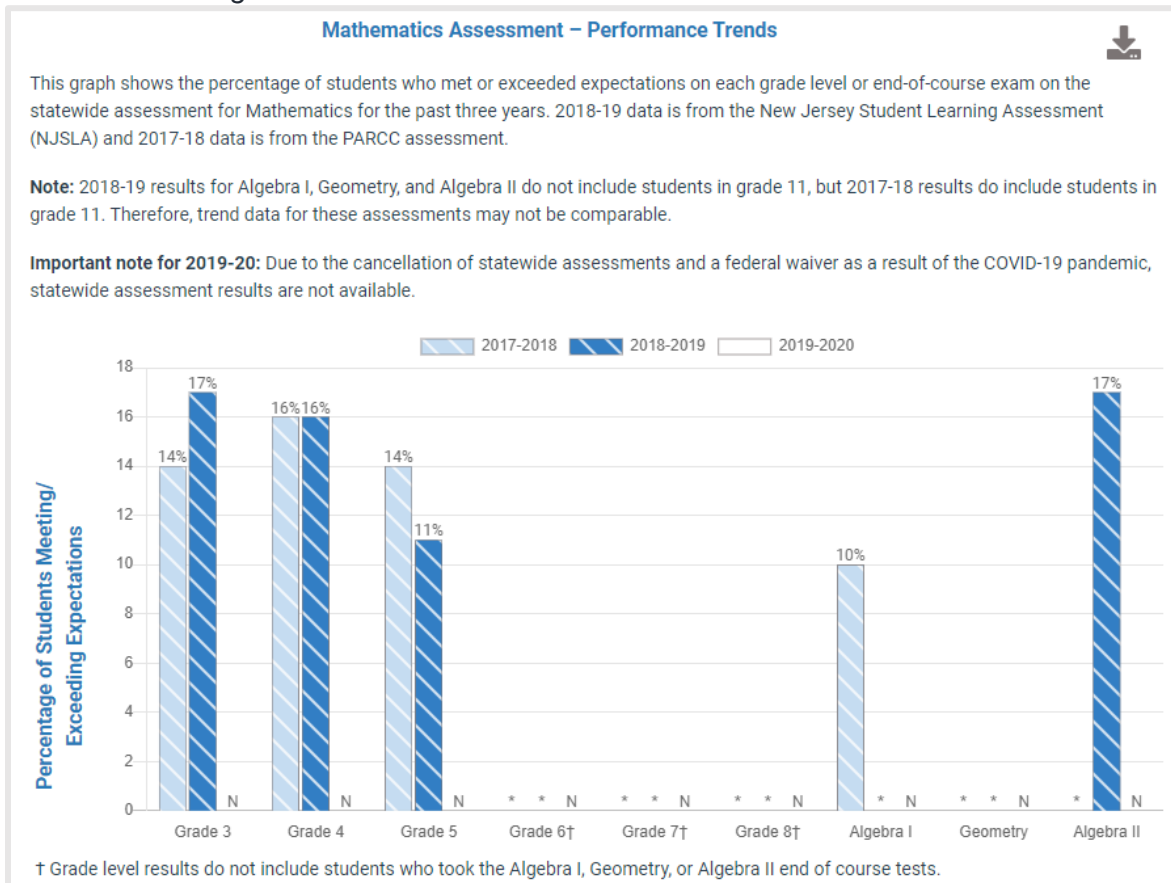


Figure 14 - Mathematics Assessment - Performance Trends



## Statewide ELA and Mathematics Assessment Data Notes

Category	Statewide ELA and Mathematics Assessment Data Notes
Source of information	<ul style="list-style-type: none"> <li>NJSLA/PARCC performance results are based on performance data reported directly to the NJDOE (not collected from school districts).</li> </ul>
COVID-19 Impact	<ul style="list-style-type: none"> <li>Statewide assessment results are not available for the 2019-2020 school year.</li> <li>Graphs reflecting three-year trends do not include 2019-2020 results.</li> <li>The following tables are not included in the 2019-2020 reports:               <ul style="list-style-type: none"> <li>English Language Arts Assessment – Participation and Performance</li> <li>English Language Arts Assessment – Performance by Grade (multiple tables)</li> <li>Mathematics Assessment – Participation and Performance</li> <li>Mathematics Assessment Performance by Grade/Test (multiple tables)</li> </ul> </li> </ul>
Which reports include this information	<ul style="list-style-type: none"> <li>NJSLA/PARCC performance data will only appear in reports for schools and districts that have tested grades.</li> <li>Performance by grade tables will only appear for the grades offered by the school or district.</li> <li>This section will not appear for “Not Tested” schools and districts.</li> </ul>
Data privacy	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>
Performance Reports Database	<ul style="list-style-type: none"> <li>Worksheets include:               <ul style="list-style-type: none"> <li>ELAMathPerformanceTrends</li> </ul> </li> </ul>

## Alternate Assessment Results

**Important note for 2019-2020:** Due to the cancellation of statewide assessments and the March 2020 federal waiver as a result of the COVID-19 pandemic, statewide assessment results for the DLM and ACCESS for ELLs assessments are not available and will not be reported for the 2019-2020 school year. The following tables will not be included in the 2019-2020 reports:

- DLM Alternate Assessment – Participation;
- English Language Progress toward Proficiency; and
- English Language Proficiency Test – Participation and Performance.

If information is needed on the data that has historically been included in these tables, visit the [2018-2019 School Performance Reports Reference Guide](#).

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This section of the report typically includes information about the DLM assessment and the ACCESS for ELLs 2.0 assessment for English language. There is no information available in this section for the 2019-2020 reports.

### Alternate Assessment Data Notes

Category	Alternate Assessment Data Notes
Source of information	<ul style="list-style-type: none"><li>n/a for 2019-2020</li></ul>
COVID-19 Impact	<ul style="list-style-type: none"><li>Statewide assessment results are not available for the 2019-2020 school year.</li><li>The following tables are not included in the 2019-2020 reports:<ul style="list-style-type: none"><li>DLM Alternate Assessment – Participation</li><li>English Language Progress toward Proficiency</li><li>English Language Proficiency Test – Participation and Performance</li></ul></li></ul>
Which reports include this information	<ul style="list-style-type: none"><li>n/a for 2019-2020</li></ul>
Data privacy	<ul style="list-style-type: none"><li>n/a for 2019-2020</li></ul>
Performance Reports Database	<ul style="list-style-type: none"><li>n/a for 2019-2020</li></ul>

### New Jersey Student Learning Assessment Science (NJSLA-S)

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**Important note for 2019-2020:** Due to the cancellation of statewide assessments and the March 2020 federal waiver as a result of the COVID-19 pandemic, statewide assessment results for the NJSLA-S are not available and will not be reported for the 2019-2020 school year. Some tables showing 2019-2020 NJSLA-S results will not be included in this report and the trend graph will only show 2018-2019.

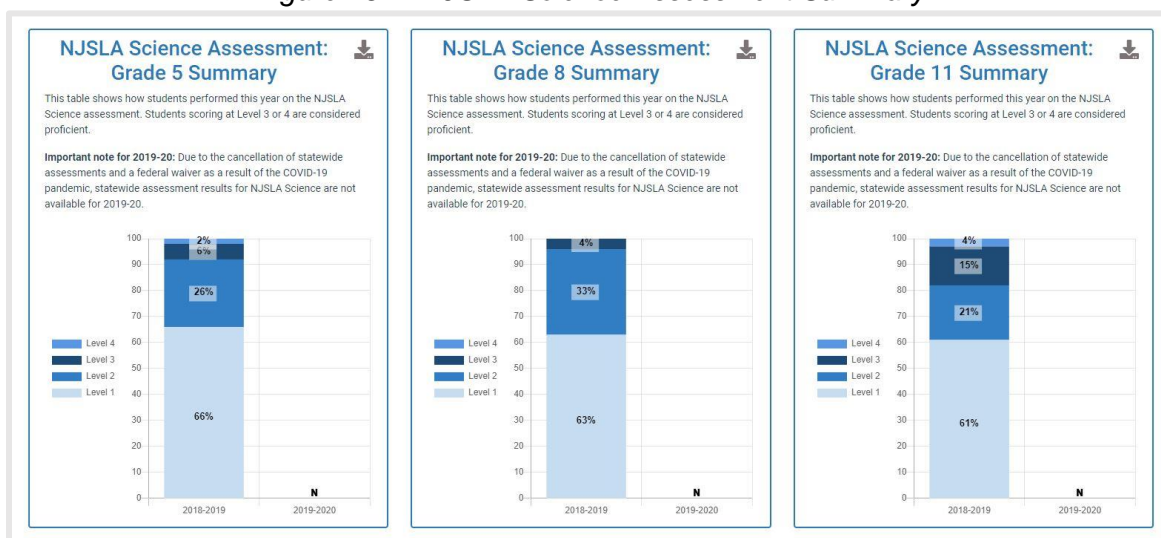
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The **NJSLA-S** measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 take the NJSLA-S assessment.

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. The visual on this page shows the percentage of students who scored in each level for the 2018-2019 school year.

Figure 15 – NJSLA Science Assessment Summary



### NJSLA-S Data Notes

Category	Science Assessment Data Notes
<b>Source of information</b>	<ul style="list-style-type: none"> <li>NJSLA-S performance data is based on data reported directly to the NJDOE (not collected from school districts).</li> </ul>
<b>COVID-19 Impact</b>	<ul style="list-style-type: none"> <li>NJSLA-S results are not available for the 2019-2020 school year.</li> <li>Graphs reflecting three-year trends do not include 2019-2020 results.</li> <li>The following tables are not included in the 2019-2020 reports:                             <ul style="list-style-type: none"> <li>NJSLA Science Assessment: Grade 5, Grade 8, and Grade 11 (three tables)</li> </ul> </li> </ul>
<b>Which reports include this information</b>	<ul style="list-style-type: none"> <li>The NJSLA Science tables will only appear for schools and districts that serve grades 5, 8, or 11.</li> <li>This section will not appear for “Not Tested” schools and districts.</li> </ul>
<b>Data privacy</b>	<ul style="list-style-type: none"> <li>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.</li> <li>If the percentage of students scoring at any one level is greater than or equal to 90%, the whole row will be suppressed.</li> </ul>
<b>Performance Reports Database</b>	<ul style="list-style-type: none"> <li>n/a for 2019-2020</li> </ul>

### National Assessment of Educational Progress (NAEP)

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

This table shows the state and national NAEP scores for grades 4 and 8 from the 2019 Reading and Mathematics tests and the 2015 Science test, which are the most recent scores published.

For more information, visit the [NAEP website](#). NAEP scores are not provided at a school or district level.

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

Figure 16 - 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
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
<b>Source of information</b>	<ul style="list-style-type: none"> <li>NAEP results are based on performance data reported directly to the NJDOE (not collected from school districts).</li> </ul>
<b>Which reports include this information</b>	<ul style="list-style-type: none"> <li>NAEP results are included only in the state-level school performance report.</li> </ul>
<b>Performance Reports Database</b>	<ul style="list-style-type: none"> <li>This information can be found on the following worksheet(s) in the database:               <ul style="list-style-type: none"> <li>NAEP (District/state only)</li> </ul> </li> </ul>

## 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 17 - College and Career Readiness

Overview & Resources ▾
Demographics ▾
Student Growth ▾
Academic Achievement ▾
College and Career Readiness ▾
Graduation/Postsecondary ▾
Climate and Environment ▾
Staff ▾
Per-Pupil Expenditures ▾
Accountability ▾
Narrative ▾

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

**Important note for 2019-20:** Due to the COVID-19 pandemic, national administrations of the SAT, PSAT and ACT were cancelled in the spring and summer of 2020. As a result, 2019-20 participation and performance results may have been affected and NJDOE recommends using caution in comparing results for 2019-20 to prior or future years.

PSAT, SAT, & ACT - Participation

[Download](#)

## PSAT, SAT, and ACT Exams

**Important note for 2019-2020:** Due to the COVID-19 pandemic, national administrations of the SAT, PSAT, and ACT were cancelled in the spring and summer of 2020. As a result, 2019-2020 participation and performance results may have been affected and NJDOE recommends using caution in comparing results for 2019-2020 to prior or future years.

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 12<sup>th</sup> graders taking the test this year or in prior school years.

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

### **PSAT, SAT, ACT – Participation**

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

*Figure 18 – PSAT, SAT, & ACT - Participation*

PSAT, SAT, & ACT - Participation	
Participation Type	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2019-2020	82.8%
12th graders taking SAT in 2019-2020 or prior years	71.1%
12th graders taking ACT in 2019-2020 or prior years	17.2%

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

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

To calculate the percentage of students taking the SAT, the number of 12<sup>th</sup> graders who took the SAT test during the 2019-2020 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 12<sup>th</sup> graders who have a valid ACT score for the last four years is divided by the total end-of-year enrollment for grade 12.

### **PSAT, SAT, ACT – Performance**

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

Figure 19 - PSAT, SAT, & ACT - Performance

PSAT, SAT, & ACT - Performance					
Participation Type	District Average Score	State Average Score	College Readiness Benchmarks	District - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	420	476	Grade 10: 430 Grade 11: 460	36.0%	61.0%
PSAT 10/NMSQT - Math	429	473	Grade 10: 480 Grade 11: 510	23.0%	39.0%
SAT-Reading and Writing	486	536	480	51.0%	69.0%
SAT-Math	487	536	530	36.0%	52.0%
ACT-Reading	22	25	22	44.0%	66.0%
ACT-English	21	24	18	70.0%	81.0%
ACT-Math	22	24	22	67.0%	65.0%
ACT-Science	22	24	23	48.0%	58.0%

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

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

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

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

For all PSAT, SAT, and ACT data, if students took the test more than once, only the most recent score is used. The format of the SAT exam changed beginning with the March 2016 administration, but the 2019-2020 results are the first year since the change where there are no

results from prior to March 2016. This means that the NJDOE no longer needs to use [concordance tables provided by College Board to map earlier score](#). **Concordance tables** show the relationship between two scores on different assessments that measure similar (but not the same) concepts or constructs. These concordance tables are used to compare scores on the old SAT form to the new SAT form.

### PSAT/SAT/ACT Data Notes

Category	PSAT/SAT/ACT Data Notes
<b>Source of information</b>	<ul style="list-style-type: none"> <li>PSAT and SAT participation and performance information is based on data provided by the College Board and is not collected from school districts.</li> <li>ACT participation and performance information is based on data provided by ACT and is not collected from school districts.</li> </ul>
<b>COVID-19 Impact</b>	<ul style="list-style-type: none"> <li>National administrations of the SAT, PSAT, and ACT were cancelled in the spring and summer of 2020.</li> <li>As these cancellations may have affected 2019-2020 participation and performance result, the NJDOE recommends using caution in comparing results for 2019-2020 to prior or future years.</li> </ul>
<b>Which reports include this information</b>	<ul style="list-style-type: none"> <li>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.</li> <li>This section will not appear for “Not Tested” schools and districts.</li> </ul>
<b>Data privacy</b>	<ul style="list-style-type: none"> <li>If number of students enrolled (10<sup>th</sup> and 11<sup>th</sup> graders for PSAT, 12<sup>th</sup> graders for SAT/ACT) is fewer than 10, data for that test will not be displayed.</li> <li>If the percentage of students scoring at or above benchmark is less than 10%, that percentage will not be displayed.</li> </ul>
<b>Performance Reports Database</b>	<ul style="list-style-type: none"> <li>This information can be found on the following worksheet(s) in the database:               <ul style="list-style-type: none"> <li>PSAT-SAT-ACTParticipation</li> <li>PSAT-SAT-ACTPerformance</li> </ul> </li> </ul>

### Advanced Coursework

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**Important note for 2019-2020:** Due to the COVID-19 pandemic, College Board administered AP tests online in spring 2020 and students were able to take assessments from home. Additionally, the written components of the IB assessments were not able to be administered in the 2019-2020 school year, however the IB program developed a reliable and valid score based upon the required assessed work during the two years of the courses to determine a final grade.

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This section of the report includes information about student participation and performance in Advanced Placement (AP) courses and exams, International Baccalaureate (IB) courses and exams, and Dual Enrollment courses. An **Advanced Placement or AP course** is a high school course that culminates in an AP test for which the student can earn college credit. An **International Baccalaureate or IB courses** are part of a program that gives high school students an opportunity to pursue college-level studies while still in high school. Courses

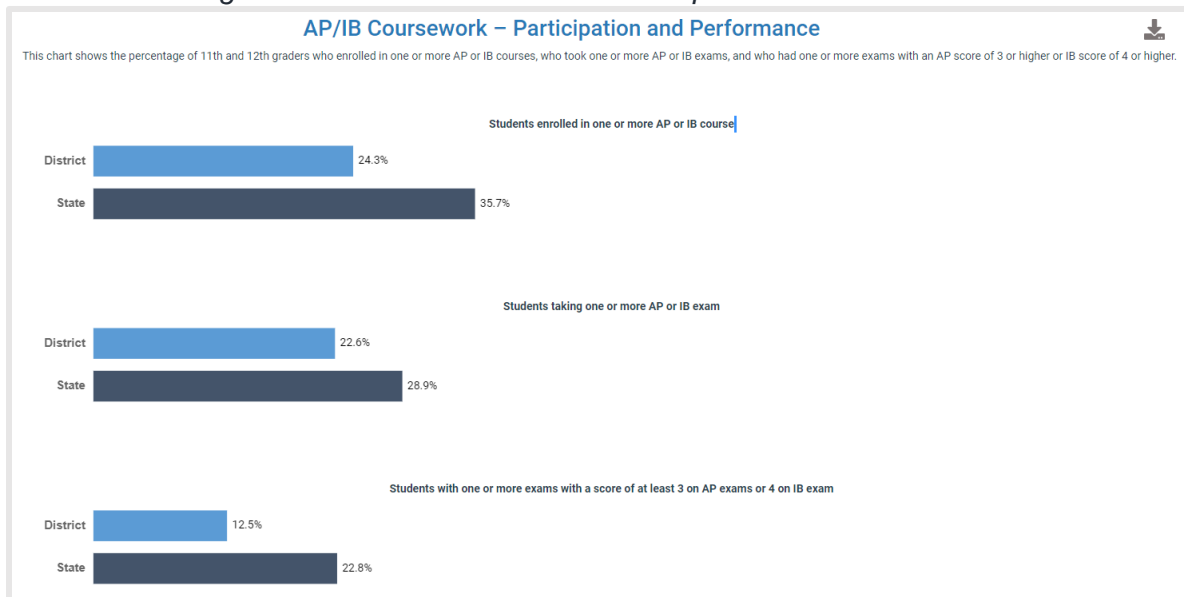


identified as **dual enrollment** allow high school students to enroll in college courses for credit prior to their high school graduation, and they may be taught by staff assigned to a school or staff outside of the school district.

### **AP/IB Coursework – Participation and Performance**

This chart (Figure 20) shows information about student participation and performance in Advanced Placement (AP) courses and exams and International Baccalaureate (IB) courses and exams.

Figure 20 - AP/IB Coursework - Participation and Performance



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

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

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

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

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

- 5 = extremely well qualified;
- 4 = well qualified;
- 3 = qualified;
- 2 = possibly qualified;
- 1 = no recommendation

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

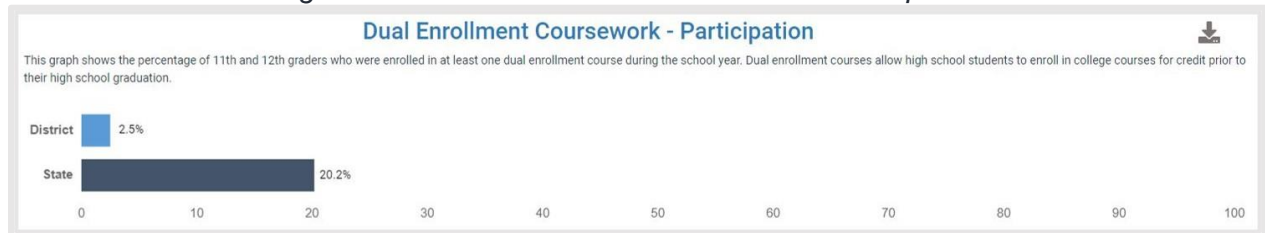
- 7 = Excellent;
- 6 = Very Good;
- 5 = Good;
- 4 = Satisfactory;
- 3 = Mediocre;
- 2 = Poor;
- 1 = Very poor

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

### **Dual Enrollment Coursework – Participation**

This table (Figure 21) shows information about student enrollment in dual enrollment courses. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.

*Figure 21 - Dual Enrollment Coursework - Participation*



This chart (Figure 21) shows the percentage of students in grades 11 and 12 who enrolled in one or more dual enrollment course with a comparison to the statewide percentage. This percentage is calculated by taking the count of students in grades 11 or 12 who enrolled in one or more courses identified by the school district as college level and dividing by the total end-of-year enrollment for grades 11 and 12.

### **AP/IB Courses Offered**

The “AP/IB Courses Offered” table (Figure 22) 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 22 - AP/ IB Courses Offered

**AP/ IB Courses Offered**

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	29	25
AP Calculus AB	49	41
AP Calculus BC	18	14
AP Chemistry	10	10
AP Computer Science A	55	38
AP English Language and Composition	98	95
AP English Literature and Composition	10	8
AP Environmental Science	16	9
AP French Language and Culture	5	5
AP Government	31	0
AP Latin (Virgil, Catullus and Horace)	2	1
AP Macroeconomics	0	29
AP Microeconomics	0	27
AP Music Theory	0	2
AP Physics 1	7	6
AP Physics C	10	0
AP Physics C: Electricity and Magnetism	0	3
AP Physics C: Mechanics	0	6
AP Psychology	12	10
AP Spanish Language	9	7
AP Statistics	8	7
AP Studio Art—Drawing Portfolio	0	7
AP Studio Art—Two-Dimensional	0	1
AP U.S. Government and Politics	0	27
AP U.S. History	93	40
Total Exams taken		418
Exams with scores of at least 3 on AP exams or 4 on IB exams		202

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

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

### Advanced Coursework Data Notes

Category	Advanced Coursework Data Notes
<b>Source of information</b>	<ul style="list-style-type: none"> <li>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.</li> <li>AP test participation and performance are based on data provided directly to the NJDOE by the College Board (not collected from school districts).</li> <li>IB test participation and performance is based on data provided directly to the NJDOE by IB (not collected from school districts).</li> </ul>
<b>COVID-19 Impact</b>	<ul style="list-style-type: none"> <li>College Board administered AP tests online in spring 2020 and students were able to take assessments from home.</li> <li>Written components of the IB assessments were not able to be administered in the 2019-2020 school year, however the IB program developed a reliable and valid score based upon the required assessment work during the two years of the courses to determine a final grade.</li> </ul>

Category	Advanced Coursework Data Notes
<b>Which reports include this information</b>	<ul style="list-style-type: none"> <li>Advanced coursework tables will only appear in reports for schools and districts that serve students in grades 10, 11, and 12 for the reported school year.</li> <li>This section will not appear for “Not Tested” schools and districts.</li> </ul>
<b>Data privacy</b>	<ul style="list-style-type: none"> <li>If the number of students enrolled in grades 11 and 12 is fewer than 10, data will not be displayed.</li> <li>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.</li> </ul>
<b>Performance Reports Database</b>	<ul style="list-style-type: none"> <li>This information can be found on the following worksheet(s) in the database: <ul style="list-style-type: none"> <li>APIBCourseworkPartPerf</li> <li>APIBCoursesOffered</li> </ul> </li> </ul>

## Career and Technical Education

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

### Career and Technical Education Key Terms

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

- Career Cluster®:** The National Career Clusters® Framework serves as an organizing tool for CTE programs, curriculum design and instruction. There are 16 Career Clusters in the National Career Clusters Framework, representing 79 Career Pathways to help learners navigate their way to greater success in college and career. The framework also functions as a useful guide in developing programs of study bridging secondary and postsecondary systems and for creating individual student plans of study for a complete range of career options. As such, it helps learners discover their interests and their passions, and empowers them to choose the educational pathway that can lead to success in high school, college and career.
- CTE Participants** are students who have completed only one course in any state-approved CTE program area with a sequence of three or more courses as of the reported school year.
- CTE Concentrators** are students who have, as of the reported school year:
  - completed two or more courses in a single state-approved CTE program area with a program sequence of three or more courses;
  - completed one course in a single state-approved CTE program area with a program sequence of two courses; or
  - completed the entire state-approved CTE program.
- Industry-valued credential** is defined as “a recognized degree, diploma, certificate or certification awarded for an occupation.” These credentials are:
  - Valued and demanded by employers
  - Portable – skills learned are transferable and provide broad opportunities

- Stackable – skills learned may lead to opportunities for continuous or advanced training and education
- Lead to higher wages, career advancement, and/or increased job security
- **Structured Learning Experience (SLE)** means experiential, supervised, in-depth learning experiences aligned to the New Jersey Student Learning Standards that are designed to offer students the opportunity to more fully explore career interests within one or more of the Career Clusters. SLEs are designed as rigorous activities that are integrated into the curriculum and that provide students with opportunities to demonstrate and apply a high level of academic, and/or technical skills, and develop personal, academic and career goals.

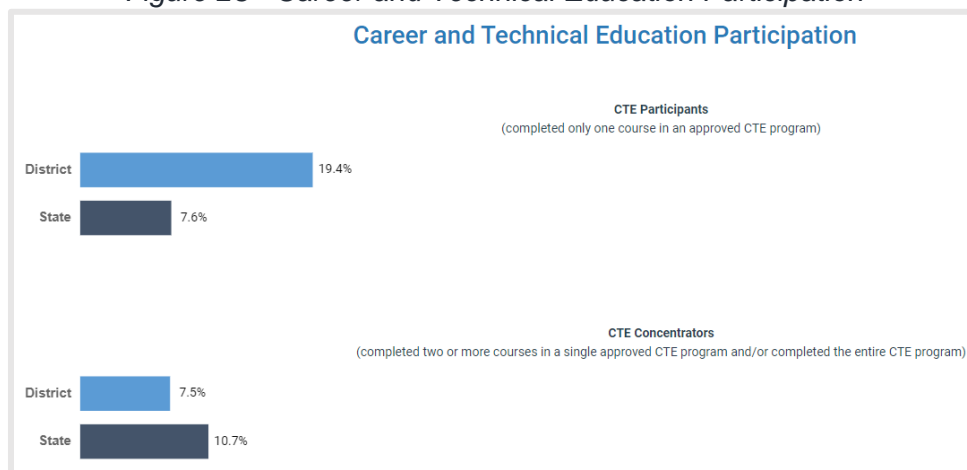
Additionally, SLEs assist students by clarifying career goals and interests; developing and using employability skills; easing the transition between high school and employment; and prompting consideration for further education and training.

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

### **Career and Technical Education Participation**

This chart (Figure 23) shows the percentage of students who were enrolled in courses in approved CTE programs during the reported school year with a comparison to the statewide percentage. Students enrolled in shared-time CTE programs in a county vocational school district are included in both the county vocational school and their sending school.

Figure 23 - Career and Technical Education Participation

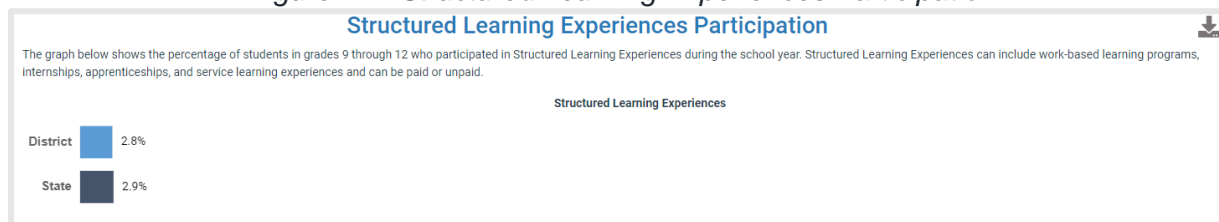


Percentages in the Career and Technical Education Participation tables are calculated by taking the number of students that are identified as CTE participants or CTE concentrators and dividing that by the total end-of-year enrollment for grades 9 through 12.

## Structured Learning Experiences Participation

The “Structured Learning Experiences Participation” graph (Figure 24) 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 24 - Structured Learning Experiences Participation



## Career and Technical Education Participation by Student Group

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

Figure 25 - Career and Technical 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.

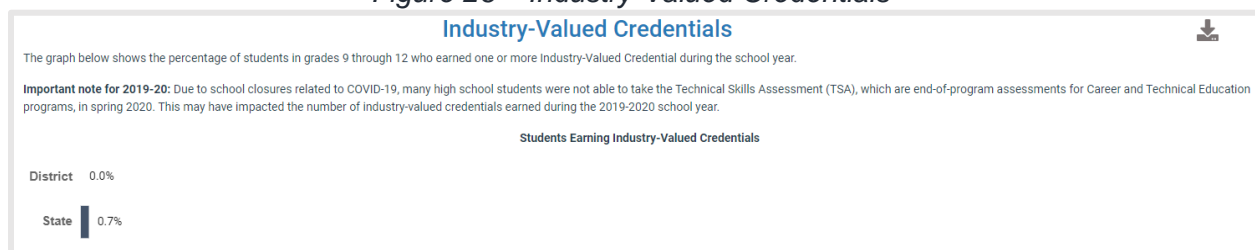
Student Group	District: % CTE Participants	District: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Districtwide	19.4%	7.5%	7.6%	10.7%
White	16.5%	9.9%	5.9%	10.2%
Hispanic	17.4%	5.5%	10.5%	11.4%
Black or African American	26.9%	10.6%	9.1%	11.0%
Asian, Native Hawaiian, or Pacific Islander	15.6%	6.2%	5.7%	10.0%
American Indian or Alaska Native	*	*	8.8%	13.8%
Two or More Races	10.0%	0.0%	6.6%	11.5%
Female	17.4%	7.5%	7.3%	10.9%
Male	21.0%	7.6%	7.9%	10.4%
Non-Binary/Undesignated Gender	*	*	0.0%	5.9%
Economically Disadvantaged Students	20.1%	7.5%	10.6%	11.8%
Students with Disabilities	20.8%	9.3%	6.4%	9.4%
English Learners	11.0%	1.8%	8.5%	3.2%
Homeless Students	14.3%	17.9%	6.7%	7.4%
Students in Foster Care	*	*	5.7%	5.5%
Military-Connected Students	*	*	8.9%	11.1%
Migrant Students	*	*	3.0%	7.4%

## Industry-Valued Credentials

**Important note for 2019-2020:** Due to school closures related to COVID-19, many high school students were not able to take the Technical Skills Assessments (TSA), which are end-of-program assessments for Career and Technical Education programs, in spring 2020. This may have impacted the number of industry-valued credentials earned during the 2019-2020 school year.

This table (Figure 26) shows the percentage of students within the school and state who earned one or more industry-valued credential during the reported school year.

Figure 26 – Industry-Valued Credentials



## Industry-Valued Credentials by Career Cluster

**Important note for 2019-2020:** Due to school closures related to COVID-19, many high school students were not able to take the Technical Skills Assessments (TSA), which are end-of-program assessments for Career and Technical Education programs, in spring 2020. This may have impacted the number of industry-valued credentials earned during the 2019-2020 school year.

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 27) 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 27 - Industry-Valued Credentials by Career Cluster

<b>Industry-Valued Credentials by Career Cluster</b>			
<p>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.</p> <p><b>Important note for 2019-20:</b> Due to school closures related to COVID-19, many high school students were not able to take the Technical Skills Assessment (TSA), which are end-of-program assessments for Career and Technical Education programs, in spring 2020. This may have impacted the number of industry-valued credentials earned during the 2019-2020 school year.</p>			
Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	63	*	*
Arts, A/V Technology & Communications	212	*	*
Finance	14	*	*
Hospitality & Tourism	77	*	*
Manufacturing	87	*	*
Total	453	*	*

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
<b>Source of information</b>	<ul style="list-style-type: none"> <li>CTE participation and industry-valued credentials earned is based on CTE information submitted by school districts at the end of the school year.</li> <li>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.</li> </ul>
<b>COVID-19 Impact</b>	<ul style="list-style-type: none"> <li>Many high school students were not able to take the TSA in spring 2020, which may have impacted the number of industry-valued credentials earned during the 2019-2020 school year.</li> </ul>
<b>Which reports include this information</b>	<ul style="list-style-type: none"> <li>CTE tables will only appear in reports for schools and districts serving grades 9 through 12.</li> <li>CTE data will appear for shared-time county vocational schools, but not other “Not Tested” schools.</li> </ul>
<b>Data privacy</b>	<ul style="list-style-type: none"> <li>If the number of students enrolled in grades 9 through 12 is fewer than 10, data for that group will not be displayed.</li> <li>If the number of students enrolled in any program is fewer than 10, data for that program will not be displayed.</li> <li>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.</li> </ul>
<b>Performance Reports Database</b>	<ul style="list-style-type: none"> <li>This information can be found on the following worksheet(s) in the database:                             <ul style="list-style-type: none"> <li>CTE_SLEParticipation</li> <li>CTEParticipationByStudentGroup</li> <li>IndustryValuedCredentialsEarned</li> </ul> </li> </ul>



## Course Participation

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

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

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

Figure 28 - Course Participation

Mathematics - Course Participation							
This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.							
Grade	Algebra I	Geometry	Algebra II	Pre_Calculus	Calculus	Statistics	Other Math
6	0	0	0	0	0	0	520
7	0	0	0	0	0	0	498
8	68	0	0	0	0	0	446
9	322	109	11	0	0	0	69
10	30	238	47	39	0	4	73
11	10	30	186	40	39	13	54
12	11	18	45	22	67	24	25
Total	441	395	289	101	106	41	1,685
Enrolled in AP/IB Course					67	8	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	272	9	7	150	0	13
10	115	157	18	23	2	20
11	26	42	17	24	51	67
12	33	7	18	11	27	33
Total	446	215	60	208	80	133
Enrolled in AP/IB Course	29	10		16	17	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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

Coursework page of the School Performance Reports for more information about the types of AP/IB courses offered at each school.

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

Figure 29 - Social Studies and History - Course Participation

**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	394	62	0	0	0	37
10	14	371	0	5	3	26
11	4	339	0	27	3	25
12	8	61	30	35	8	55
<b>Total</b>	<b>420</b>	<b>833</b>	<b>30</b>	<b>67</b>	<b>14</b>	<b>143</b>
Enrolled in AP/IB Course	0	93	0	12		31
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

The “World Languages – Course Participation” table (Figure 30) also shows the number of students enrolled in a level 3 or higher language course, such as French III or French IV.

Figure 30 - 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	0	0	0	0	0	0	507
7	0	0	0	0	0	0	497
8	0	0	0	0	0	0	508
9	214	55	0	9	0	0	46
10	196	53	0	8	0	0	31
11	95	23	1	6	0	0	18
12	22	16	0	3	0	0	14
<b>Total</b>	<b>527</b>	<b>147</b>	<b>1</b>	<b>26</b>	<b>0</b>	<b>0</b>	<b>1,621</b>
Enrolled in AP/IB Course	9	5	0	2	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	94	22	1	6	0	0	0

### Course Participation Data Notes

Category	Course Participation Data Notes
<b>Source of information</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>COVID-19 Impact</b>	<ul style="list-style-type: none"> <li>All data in this section is available and there is no known systematic issue that would impact the data for the 2019-2020 school year.</li> </ul>

Category	Course Participation Data Notes
Which reports include this information	<ul style="list-style-type: none"> <li>Mathematics, World Language, and Computer Science and Information Technology course participation tables will only appear in reports for schools and districts that serve students in any grades 6 through 12.</li> <li>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.</li> <li>This section will not appear for “Not Tested” schools and districts.</li> </ul>
Performance Reports Database	<ul style="list-style-type: none"> <li>This information can be found on the following worksheet(s) in the database: <ul style="list-style-type: none"> <li>MathCourseParticipation</li> <li>ScienceCourseParticipation</li> <li>SocStudiesHistoryCourseParticipation</li> <li>WorldLanguagesCourseParticipation</li> <li>ComputerScienceCourseParticipation</li> </ul> </li> </ul>

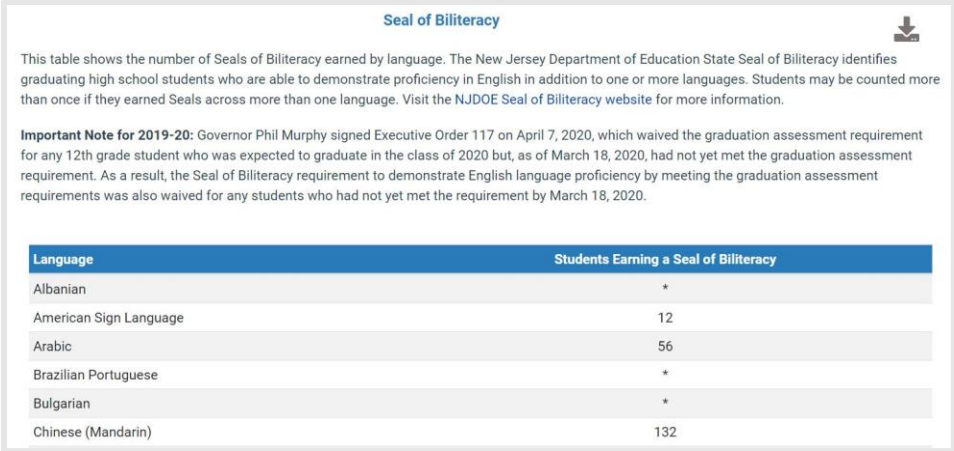
**State Seal of Biliteracy**

**Important note for 2019-2020:** Executive Order 117 waived the graduation assessment requirement for any 12th grade student who was expected to graduate in the class of 2020 but, as of March 18, 2020, had not yet met the graduation assessment requirement. As a result, the Seal of Biliteracy requirement to demonstrate English language proficiency by meeting the graduation assessment requirements was also waived for any students who had not yet met the requirement by March 18, 2020.

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

*Figure 31 - Seal of Biliteracy*



## Seal of Biliteracy Data Notes

Category	Seal of Biliteracy Data Notes
<b>Source of information</b>	<ul style="list-style-type: none"> <li>Seal of Biliteracy information is based on data submitted by school districts through a yearly submission.</li> </ul>
<b>COVID-19 Impact</b>	<ul style="list-style-type: none"> <li>Executive Order 117 waived the graduation assessment requirement for any 12th grade student who was expected to graduate in the class of 2020 but, as of March 18, 2020, had not yet met the graduation assessment requirement.</li> <li>The Seal of Biliteracy requirement to demonstrate English language proficiency by meeting the graduation assessment requirements was also waived for any students who had not yet met the requirement by March 18, 2020.</li> </ul>
<b>Which reports include this information</b>	<ul style="list-style-type: none"> <li>This table will only appear in reports for schools and districts that serve students in grades 9 through 12.</li> <li>This section will not appear for “Not Tested” schools and districts.</li> </ul>
<b>Data privacy</b>	<ul style="list-style-type: none"> <li>If the count of students that earned a Seal of Biliteracy is fewer than 10 for any language, that data will not be displayed.</li> </ul>
<b>Performance Reports Database</b>	<ul style="list-style-type: none"> <li>This information can be found on the following worksheet(s) in the database:               <ul style="list-style-type: none"> <li>SealofBiliteracy</li> </ul> </li> </ul>

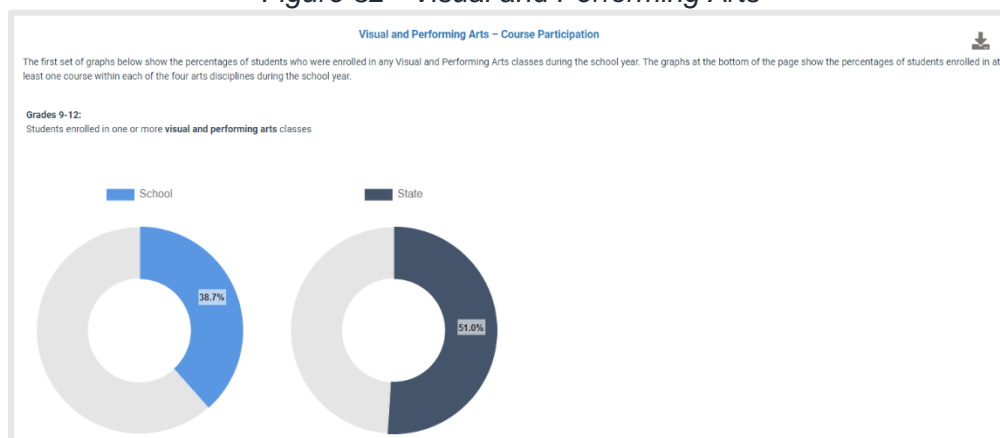
## Visual and Performing Arts

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

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

The “Visual and Performing Arts – Course Participation” charts (Figure 32) at the top indicate the overall student enrollment rates in music, drama, dance, and visual arts courses. Visual and performing arts data is only calculated for students in grades 6 through 12, and rates are calculated separately for grades 6 through 8 and grades 9 through 12. Participation in visual and performing arts is typically 100% for grades K through 5. Reports will only show the participation rates based on the grades served by the school or district.

Figure 32 - Visual and Performing Arts



The bar charts at the bottom of the page (Figure 32) show the percentage of students who were enrolled in at least one music, drama, dance, or visual arts course for this academic year by discipline. Each percentage is calculated by taking the enrollment into one of these courses and dividing by total end-of-year enrollment for the corresponding grade levels (6-8 or 9-12).

### Visual and Performing Arts Data Notes

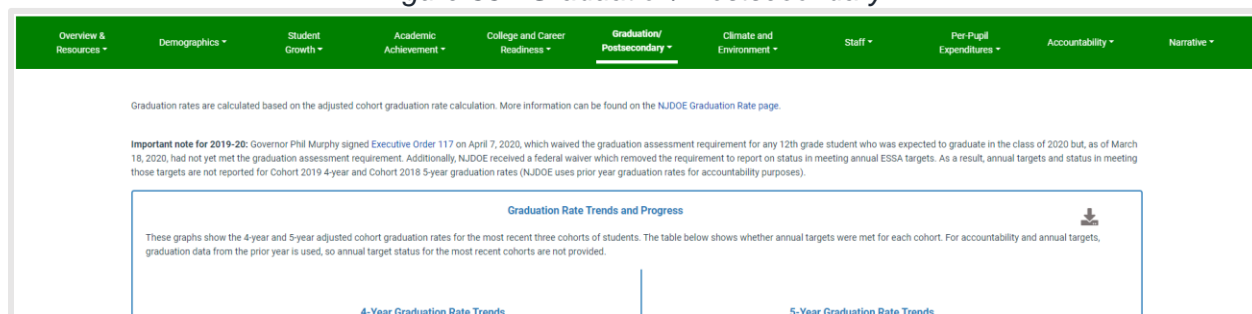
Category	Visual and Performing Arts Data Notes
<b>Source of information</b>	<ul style="list-style-type: none"> <li>Visual and Performing arts participation is based on course enrollment data submitted by school districts at the end of the school year. Identification of courses in each arts discipline is based on the course codes that schools use to program their courses.</li> </ul>
<b>COVID-19 Impact</b>	<ul style="list-style-type: none"> <li>All data in this section is available and there is no known systematic issue that would impact the data for the 2019-2020 school year.</li> </ul>
<b>Which reports include this information</b>	<ul style="list-style-type: none"> <li>Visual and Performing arts participation rates will only appear in reports for schools and districts that serve students in any grades 6 through 12.</li> <li>This section will not appear for “Not Tested” schools and districts.</li> </ul>
<b>Performance Reports Database</b>	<ul style="list-style-type: none"> <li>This information can be found on the following worksheet(s) in the database:                             <ul style="list-style-type: none"> <li>VisualAndPerformingArts</li> </ul> </li> </ul>

## Graduation and Postsecondary

**Important note for 2019-2020:** Governor Phil Murphy signed Executive Order 117 on April 7, 2020, which waived the graduation assessment requirement for any 12th grade student who was expected to graduate in the class of 2020 but, as of March 18, 2020, had not yet met the graduation assessment requirement. Additionally, NJDOE received a federal waiver which removed the requirement to report on status in meeting annual ESSA targets. As a result, annual targets and status in meeting those targets are not reported for Cohort 2019 4-year and Cohort 2018 5-year graduation rates (NJDOE uses prior year graduation rates for accountability purposes).

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

Figure 33 - 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 the 9<sup>th</sup> grade by the total number of students who started high school four years earlier. Five-year graduation rates are calculated by dividing the number of students who graduated within five years of entering the 9<sup>th</sup> grade by the total number of students who started high school five years earlier.

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

### Graduation Rates Trends and Progress

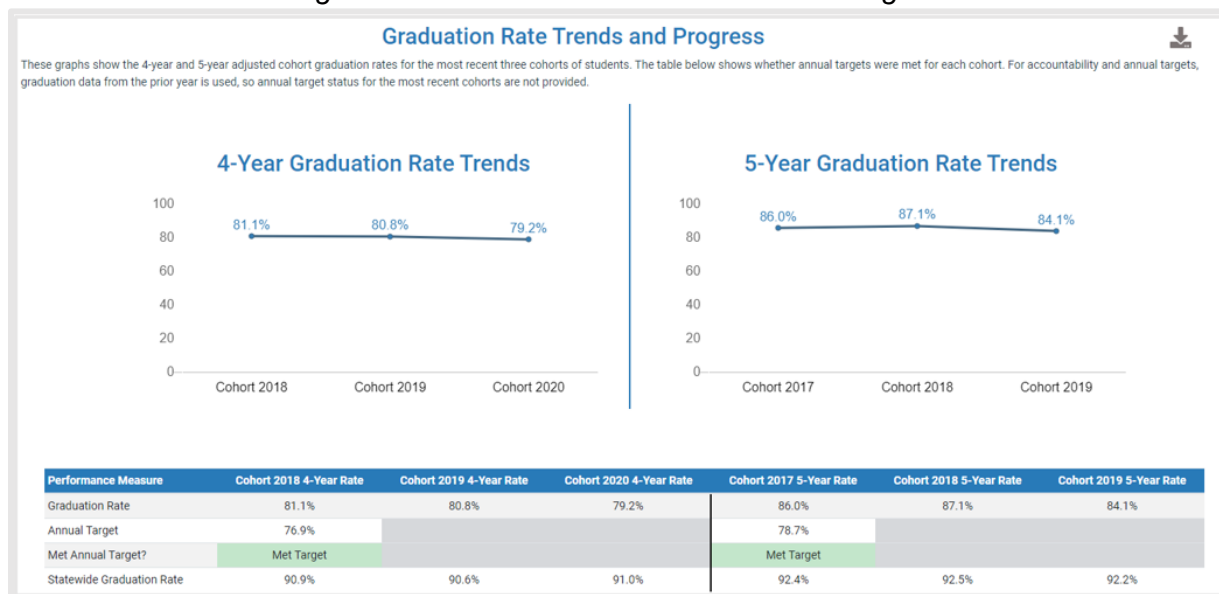
**Important note for 2019-2020:** As noted above, NJDOE received a federal waiver which removed the requirement to report on status in meeting annual ESSA targets. As a result, the Annual target and Met Annual Target fields for the prior year, the year used for accountability purposes, are grayed out.

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

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

For accountability purposes, the graduation data from the prior year is used, so the Annual Target and Met Annual Target fields for the most recent cohorts will be grayed out.

Figure 34 - Graduation Rates Trends and Progress




### Graduation Cohort Profiles

This section provides two tables, Cohort 2020 4-Year Graduation Cohort Profile and Cohort 2019 4-Year Graduation Cohort Profile. These tables (Figure 35 and 36) show the percentage of students in the most recent four-year and five-year cohorts who graduated, who are still enrolled (“Continuing Students”), or who dropped out of school or are no longer enrolled (“Non-Continuing Students”). These are new tables in the reports for 2019-2020. They were added to give more information about the students in a graduation cohort and whether the students who did not graduate are still enrolled.

Figure 35 – Cohort 2020 4-Year Graduation Cohort Profile

**Cohort 2020 4-Year Graduation Cohort Profile**




This table shows the percentage of students in the 2020 cohort who graduated, who are still enrolled ("Continuing Students"), or who dropped out of school or are not longer enrolled ("Non-Continuing Students") within four years of entering high school, both overall and by student group.

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Schoolwide	79.4%	4.8%	15.8%	91.0%	4.1%	4.9%
White	86.6%	4.5%	9.0%	95.0%	2.7%	2.3%
Hispanic	70.7%	6.9%	22.4%	84.8%	5.9%	9.3%
Black or African American	77.4%	5.1%	17.5%	85.7%	6.6%	7.8%
Asian, Native Hawaiian, or Pacific Islander	93.5%	1.1%	5.4%	96.8%	2.0%	1.2%
American Indian or Alaska Native	*	*	*	89.4%	3.5%	7.1%
Two or More Races	*	*	*	92.0%	3.2%	4.8%
Female	84.9%	3.7%	11.5%	93.1%	2.9%	3.9%
Male	74.8%	5.8%	19.4%	88.9%	5.2%	5.9%
Non-Binary/Undesignated Gender	N	N	N	N	N	N
Economically Disadvantaged Students	79.4%	4.2%	16.4%	85.0%	6.0%	9.1%
Students with Disabilities	80.5%	6.9%	12.6%	80.4%	13.4%	6.1%
English Learners	59.2%	13.2%	27.6%	73.1%	9.6%	17.3%
Homeless Students	*	*	*	73.6%	9.3%	17.2%
Students in Foster Care	*	*	*	55.0%	20.8%	24.3%
Military-Connected Students	N	N	N	95.0%	2.5%	2.5%
Migrant Students	N	N	N	77.1%	8.6%	14.3%

Figure 36 – Cohort 2019 5-Year Graduation Cohort Profile

**Cohort 2019 5-Year Graduation Cohort Profile**



This table shows the percentage of students in the 2019 cohort who graduated, who are still enrolled ("Continuing Students"), or who dropped out of school or are not longer enrolled ("Non-Continuing Students") within five years of entering high school, both overall and by student group.

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Schoolwide	84.0%	1.4%	14.5%	92.2%	1.8%	6.0%
White	92.5%	0.0%	7.5%	95.8%	1.5%	2.6%
Hispanic	80.5%	0.6%	18.9%	86.9%	2.0%	11.2%
Black or African American	75.3%	2.6%	22.1%	86.2%	3.0%	10.7%
Asian, Native Hawaiian, or Pacific Islander	97.2%	1.9%	0.9%	97.7%	1.0%	1.3%
American Indian or Alaska Native	*	*	*	93.1%	0.0%	6.9%
Two or More Races	*	*	*	93.1%	1.0%	5.9%
Female	91.6%	0.0%	8.4%	94.0%	1.1%	4.9%
Male	77.8%	2.6%	19.6%	90.5%	2.5%	7.0%
Non-Binary/Undesignated Gender	N	N	N	N	N	N
Economically Disadvantaged Students	84.1%	1.7%	14.2%	86.6%	2.2%	11.2%
Students with Disabilities	82.1%	6.4%	11.5%	83.2%	9.0%	7.8%
English Learners	82.0%	2.0%	16.0%	79.5%	1.7%	18.7%
Homeless Students	*	*	*	80.9%	1.7%	17.4%
Students in Foster Care	N	N	N	69.0%	10.8%	20.3%
Military-Connected Students	N	N	N	95.6%	2.7%	1.6%
Migrant Students	N	N	N	85.7%	0.0%	14.3%

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

- Graduates: Students who receive a state-endorsed diploma by August 31
- 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.

## Accountability Graduation Rates

**Important note for 2019-2020:** As noted above, NJDOE received a federal waiver which removed the requirement to report on status in meeting annual ESSA targets. As a result, the Annual target and Met Annual Target fields will be grayed out in the 2019-2020 reports.

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 37) includes information on Cohort 2019 four-year and Cohort 2018 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 37 – Accountability Graduation Rates

Student Group	Cohort 2019: 4-Year Graduation Rate	Cohort 2019: Annual Target	Cohort 2019: Met Target	Cohort 2018: 5-Year Graduation Rate	Cohort 2018: Annual Target	Cohort 2018: Met Target
Schoolwide	80.7%			87.1%		
White	91.0%			92.8%		
Hispanic	75.0%			84.6%		
Black or African American	71.4%			82.0%		
Asian, Native Hawaiian, or Pacific Islander	97.2%			94.1%		
American Indian or Alaska Native	*			*		
Two or More Races	*			*		
Economically Disadvantaged Students	81.3%			84.7%		
Students with Disabilities	77.5%			84.4%		
English Learners	76.0%			78.3%		

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 2030.

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

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

## Graduation Pathways

**Important note for 2019-2020:** As noted above, Executive Order 117 waived the graduation assessment requirement for any 12th grade student who was expected to graduate in the class of 2020 but, as of March 18, 2020, had not yet met the graduation assessment requirement. As a result, the pathway option of “Requirements waived under Executive Order 117” has been added to this table for 2019-2020 to reflect these students.

This table (Figure 38) shows information on how Cohort 2020 graduates met high school graduation requirements for ELA and mathematics.

The table shows for both ELA and mathematics the percentage of Cohort 2020 graduates that met graduation requirements through each of five graduation pathways: Statewide Assessment, Substitute Competency Test, Portfolio Appeals Process, Alternate Requirements specified in IEP, and Requirements waived under Executive Order 117. Students who were missing pathway data are included in the unknown category.

Figure 38 - Graduation Pathways

Graduation Pathways		
Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	41.5%	41.8%
Substitute Competency Test	23.3%	18.0%
Portfolio Appeals Process	19.3%	23.3%
Alternate Requirements specified in IEP	15.9%	16.9%
Requirements waived under Executive Order 117	0.0%	0.0%
Unknown	0.0%	0.0%

## Graduation Rate Data Notes

Category	Graduation Rate Data Notes
Source of information	<ul style="list-style-type: none"> <li>Graduation rate data is based on graduation data submitted by school districts.</li> </ul>
Changes for the 2019-2020 Reports	<ul style="list-style-type: none"> <li>New Cohort 2020 4-Year and Cohort 2019 5-Year Graduation Cohort Profile tables were added.</li> <li>The previous Graduation Rate table was updated to the Accountability Graduation Rates table to reflect graduation data specific to accountability.</li> <li>A new pathway of “Requirements waived under Executive Order 117” was added for 2019-2020.</li> </ul>
COVID-19 Impact	<ul style="list-style-type: none"> <li>Executive Order 117 waived the graduation assessment requirement for any 12th grade student who was expected to graduate in the class of 2020 but, as of March 18, 2020, had not yet met the graduation assessment requirement.</li> <li>A new pathway option of “Requirements waived under Executive Order 117” has been added to the Graduation Pathways table for 2019-2020.</li> <li>NJDOE received a federal waiver which removed the requirement to report on status in meeting annual ESSA targets, so the Annual Target and Met Annual Target Fields</li> </ul>

Category	Graduation Rate Data Notes
	for Cohort 2019 4-Year and Cohort 2018 5-Year graduation rates are not included in the Graduation Rates Trends and Progress and Accountability Graduation Rates tables.
<b>Which reports include this information</b>	<ul style="list-style-type: none"> <li>Graduation rate tables will only appear in reports for schools and districts serving students in grade 12 for the reported school year.</li> <li>This section will not appear for “Not Tested” schools and districts.</li> </ul>
<b>Data privacy</b>	<ul style="list-style-type: none"> <li>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.</li> <li>If any graduation rate is less than 10%, that data will not be displayed.</li> <li>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.</li> </ul>
<b>Performance Reports Database</b>	<ul style="list-style-type: none"> <li>This information can be found on the following worksheet(s) in the database: <ul style="list-style-type: none"> <li>GraduationRateTrendsProgress</li> <li>4YrGraduationCohortProfile</li> <li>5YrGraduationCohortProfile</li> <li>AccountabilityGraduationRates</li> <li>GraduationPathways</li> </ul> </li> </ul>

### Dropout Rate Trends

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

Figure 39 - Dropout Rate Trends

Dropout Rate Trends		
School Year	District Rate	State Rate
2019-2020	5.7%	1.0%
2018-2019	4.7%	1.2%
2017-2018	3.0%	1.2%

### Dropout Rate Data Notes

Category	Dropout Rate Data Notes
<b>Source of information</b>	<ul style="list-style-type: none"> <li>Dropout data is based on inactive students reported by school districts at the end of the school year.</li> </ul>
<b>COVID-19 Impact</b>	<ul style="list-style-type: none"> <li>While dropout data is available for 2019-2020, it is unclear how changes to state and local policies may have affected dropout rates for the 2019-2020 school year.</li> </ul>
<b>Which reports include this information</b>	<ul style="list-style-type: none"> <li>Dropout data will only appear in reports for schools and districts serving students in grade 12 for the reported school year.</li> </ul>

Category	Dropout Rate Data Notes
	<ul style="list-style-type: none"> <li>This section will not appear for “Not Tested” schools and districts.</li> </ul>
<b>Data privacy</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Performance Reports Database</b>	<ul style="list-style-type: none"> <li>This information can be found on the following worksheet(s) in the database: <ul style="list-style-type: none"> <li>DropoutRateTrends</li> </ul> </li> </ul>

**Postsecondary Enrollment**

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**Important note for 2019-2020:** The National Student Clearinghouse has reported that undergraduate enrollment is down nationwide compared to the same time last year. As a result, caution should be used in comparing this year’s results to prior or future years.

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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.

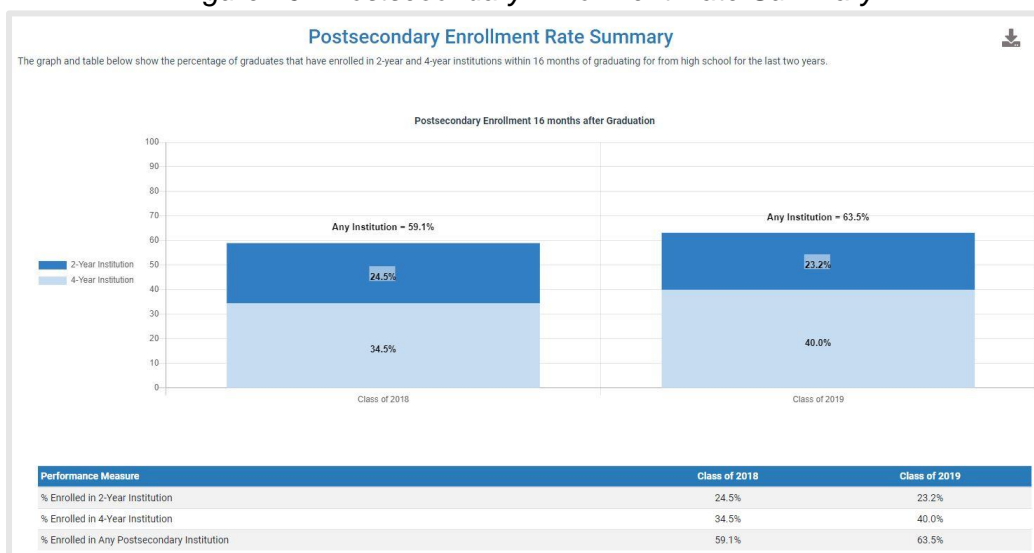
Beginning with the 2018-2019 reports, postsecondary enrollment rates are based on all graduates from a given year and are not restricted to a specific cohort. For example, for the 2019-2020 fall postsecondary enrollment rates, postsecondary enrollment rates reflect all students who graduated during the 2019-2020 school year, instead of just Cohort 2020 students who graduated in four years.

***Postsecondary Enrollment Rate Summary***

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

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

Figure 40 - Postsecondary Enrollment Rate Summary



### Postsecondary Enrollment Rates: Fall

This table (Figure 41) shows the percentage of 2020 graduates who were enrolled in any type of postsecondary institution at any point by fall 2020. 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 41 - Postsecondary Enrollment Rates: Fall

**Postsecondary Enrollment Rates: Fall**

This table shows information about Class of 2020 high school graduates enrolled in postsecondary institutions by the fall of 2020. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% of Enrolled in 2-Year Institution	% of Enrolled in 4-Year Institution
Statewide	67.3%	27.9%	72.1%
Districtwide	49.9%	32.3%	67.7%
White	61.7%	32.4%	67.6%
Hispanic	35.4%	50.0%	50.0%
Black or African American	32.4%	41.7%	58.3%
Asian, Native Hawaiian, or Pacific Islander	82.1%	17.9%	82.1%
American Indian or Alaska Native	N	N	N
Two or More Races	56.9%	27.0%	73.0%
Economically Disadvantaged Students	47.1%	34.1%	65.9%
Students with Disabilities	20.8%	56.3%	43.8%
English Learners	26.9%	71.4%	28.6%

The first rate is calculated by taking the total number of 2020 graduates who were enrolled in any institution at any point by fall 2020 and dividing by the total number of 2020 graduates. The next two columns are calculated by taking the total number of 2020 graduates enrolled in the corresponding institution type (two-year or four-year) by fall 2020 and dividing by the total number of 2020 graduates who were enrolled in any institution by 2020.

### Postsecondary Enrollment Rates: 16 Month

This table (Figure 42) shows the percentage of 2019 graduates who were enrolled in any postsecondary institution at any point by fall 2020, sixteen 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 2020, 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 2020 will be included in these rates. Graduates who did not enroll in college in fall 2019 but enrolled for the first time in fall 2020 will also be included in these rates.

Figure 42 - Postsecondary Enrollment Rates: 16 Month

**Postsecondary Enrollment Rates: 16 month**

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2020. 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	76.3%	30.7%	69.3%	73.3%	26.7%	65.5%	34.5%
Districtwide	63.5%	36.6%	63.1%	89.9%	10.1%	82.5%	17.5%
White	76.6%	30.6%	69.4%	85.7%	14.3%	69.4%	30.6%
Hispanic	44.9%	59.0%	39.3%	93.4%	6.6%	86.9%	13.1%
Black or African American	52.2%	43.3%	56.7%	85.0%	15.0%	75.0%	25.0%
Asian, Native Hawaiian, or Pacific Islander	91.6%	21.4%	78.6%	92.9%	7.1%	90.8%	9.2%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	72.4%	30.0%	70.0%	88.9%	11.1%	81.2%	18.8%
Economically Disadvantaged Students	60.0%	40.7%	58.7%	93.7%	6.3%	88.9%	11.1%
Students with Disabilities	35.8%	58.6%	37.9%	89.7%	10.3%	79.3%	20.7%
English Learners	54.2%	76.9%	23.1%	92.3%	7.7%	92.3%	7.7%

The first rate is calculated by taking the total number of 2019 graduates who were enrolled in any institution by fall 2020 and dividing by the total number of 2019 graduates. The next sets of columns are calculated by taking the total number of 2019 graduates enrolled in the corresponding institution type by fall 2020 and dividing by the total number of 2019 graduates who were enrolled in any institution by fall 2020.

### Postsecondary Enrollment Data Notes

Category	Postsecondary Enrollment Data Notes
<b>Source of information</b>	<ul style="list-style-type: none"> <li>Postsecondary enrollment data is based on information provided by the National Student Clearinghouse.</li> </ul>
<b>Changes for the 2019-2020 reports</b>	<ul style="list-style-type: none"> <li>The Postsecondary Enrollment Rate Trends table now includes two years of data.</li> </ul>
<b>COVID-19 Impact</b>	<ul style="list-style-type: none"> <li>The NSC has reported that undergraduate enrollment is down compared to the same time last year, nationwide.</li> <li>The NJDOE recommends caution is comparing this year's results to prior or future years.</li> </ul>
<b>Which reports include this information</b>	<ul style="list-style-type: none"> <li>Postsecondary enrollment data will only appear in reports for schools and districts serving students in grade 12 for the reported school year.</li> <li>This section will not appear for "Not Tested" schools and districts.</li> </ul>
<b>Data privacy</b>	<ul style="list-style-type: none"> <li>If the number of graduates for any school, district, or student group is fewer than 10, postsecondary enrollment rates will not be displayed.</li> </ul>
<b>Performance Reports Database</b>	<ul style="list-style-type: none"> <li>This information can be found on the following worksheet(s) in the database:</li> </ul>

Category	Postsecondary Enrollment Data Notes
	<ul style="list-style-type: none"> <li>○ PostSecondaryEnrRatesSummary</li> <li>○ PostsecondaryEnrRatesFall</li> <li>○ PostsecondaryEnrRates16mos</li> </ul>

## Climate and Environment

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

Figure 43 - Climate and Environment



## Chronic Absenteeism Data

**Important Note for 2019-2020:** Due to the COVID-19 pandemic, NJDOE received a federal waiver which removed the requirement to report on chronic absenteeism and related accountability measures for the 2019-2020 school year. As a result, NJDOE will not report on chronic absenteeism and other attendance data for 2019-2020. Tables showing 2019-2020 attendance data will be hidden in this report. This includes the following tables:

- Chronic Absenteeism
- Days Absent
- Chronic Absenteeism by Grade

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

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

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

- [Religious observance](#) (N.J.A.C. 6A:32-8.3(h));

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

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

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

For the 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 Data Notes

Category	Chronic Absenteeism Data Notes
<b>Source of information</b>	<ul style="list-style-type: none"> <li>• Chronic Absenteeism calculations are based on attendance and student group information submitted by school districts at the end of the school year.</li> </ul>
<b>COVID-19 Impact</b>	<ul style="list-style-type: none"> <li>• NJDOE received a federal waiver which removed the requirement to report on chronic absenteeism and related accountability measures for the 2019-2020 school year.</li> <li>• The following tables are not included in the 2019-2020 reports:               <ul style="list-style-type: none"> <li>○ Chronic Absenteeism</li> <li>○ Days Absent</li> </ul> </li> </ul>



Category	Chronic Absenteeism Data Notes
	<ul style="list-style-type: none"> <li>○ Chronic Absenteeism by Grade</li> </ul>
<b>Which reports include this information</b>	<ul style="list-style-type: none"> <li>• This section will not appear for “Not Tested” schools and districts.</li> </ul>
<b>Data privacy</b>	<ul style="list-style-type: none"> <li>• n/a for 2019-2020</li> </ul>
<b>Performance Reports Database</b>	<ul style="list-style-type: none"> <li>• n/a for 2019-2020</li> </ul>

## Incident and Discipline Data

**Important note for 2019-2020:** Due to school closures as a result of Executive Order 107, discipline data for the 2019-2020 school year may not be comparable to prior or future school years and NJDOE recommends caution in making comparisons.

The data shown in this section was collected from districts through the Student Safety Data System (SSDS). The NJDOE migrated to the SSDS system starting in the 2017-2018 school year. This system includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-2017 and earlier could lead to inaccurate conclusions in many reporting categories due to the change in reporting system.

### **Violence, Vandalism, HIB, and Substance Offenses**

This table (Figure 44) 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 44 - 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	99
Weapons	11
Vandalism	4
Substances	15
Harassment, Intimidation, Bullying (HIB)	18
Total Unique Incidents	147
Incidents Per 100 Students Enrolled	2.18

### **Police Notifications**

This table (Figure 45) 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 45 - Police Notifications

Police Notifications	
This table shows, by incident type, the number of cases where an incident led to police notification.	
Incident Type	Incidents Reported to Police
Violence	5
Weapons	2
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	3
Other Incidents Leading to Removal	1

### Harassment, Intimidation, and Bullying (HIB) Investigations

This table (Figure 46) 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 46 - Harassment, Intimidation, and Bullying (HIB) Investigations

Harassment, Intimidation, and Bullying (HIB) Investigations			
This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.			
HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	2	7	9
Religion	1	1	2
Ancestry	1	2	3
Gender	1	0	1
Sexual Orientation	1	0	1
Disability	3	1	4
Other	13	10	23
No Identified Nature	36		36

### Student Disciplinary Removals

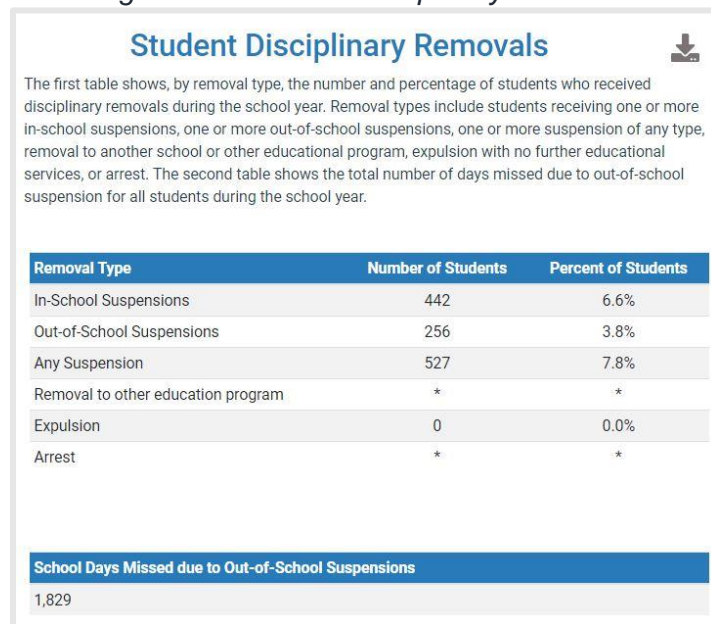
This table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. The removal types are:

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

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

The table on the right (Figure 47) shows the total number of days missed due to out-of-school suspension for all students during the school year.

Figure 47 - Student Disciplinary Removals



## Incident and Discipline Data Notes

Category	Incident and Discipline Data Notes
Source of information	<ul style="list-style-type: none"> <li>Incident and Discipline data is collected from school districts through the Student Safety Data System (SSDS)</li> </ul>
COVID-19 Impact	<ul style="list-style-type: none"> <li>Due to school closures as a result of Executive Order 107, discipline data for the 2019-2020 school year may not be comparable to prior or future school years and NJDOE recommends caution in making comparisons.</li> </ul>
Which reports include this information	<ul style="list-style-type: none"> <li>This section appears in all reports.</li> </ul>
Data privacy	<ul style="list-style-type: none"> <li>If the number of students receiving any type of disciplinary removal is less than 10, the count and rate will not be displayed.</li> </ul>
Performance Reports Database	<ul style="list-style-type: none"> <li>This information can be found on the following worksheet(s) in the database:               <ul style="list-style-type: none"> <li>ViolenceVandalismHIBSubstanceOf</li> <li>PoliceNotifications</li> <li>HIBInvestigations</li> <li>DisciplinaryRemovals</li> </ul> </li> </ul>

## Learning Environment

The remaining table in the Climate and Environment section of the report provides information about school day.

### School Day

**Important note for 2019-2020:** The start and end times in this table may reflect standard hours for in-person instruction. These hours may have been adjusted due to remote or hybrid instruction schedules.

The “School Day” table (Figure 48) shows information about the overall time and instructional time for a typical student at this school.

Figure 48 - School Day

Category	School
Typical Start Time	8:15AM
Typical End Time	2:40PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 50 Mins.
Shared Time - Instructional Time	N

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

**Instructional time** is the amount of time a typical student was engaged in instructional activities under the supervision of a certified teacher. This differs from the length of the school day

because it only counts the time students spend in instructional activities and does not include time spent in non-instructional activities, such as lunch.

Instructional time is reported for both full-time and shared-time students. **Shared-time students** split time between two schools, such as a 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

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**Important Note for 2019-2020:** [Executive Order 107](#) required all schools to close and cease in-person instruction, and schools switched to remote instruction. As a result, the number of devices available in each school was not consistent throughout the 2019-2020 school year as districts worked to meet the technological needs of their students. Therefore, device ratios are not included in the 2019-2020 School Performance Reports because a single device ratio would not give a full picture of the availability of devices during the 2019-2020 school year. More up-to-date information about [student device and connectivity needs](#) is available on the NJDOE website.

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

## Learning Environment Data Notes

Category	Learning Environment Data Notes
<b>Source of information</b>	<ul style="list-style-type: none"> <li>School start and end times and instructional time are submitted by school districts through the CDS system.</li> </ul>
<b>COVID-19 Impact</b>	<ul style="list-style-type: none"> <li>The start and end times may reflect standard hours for in-person instruction, and may not reflect adjusted schedules for remote or hybrid instruction.</li> <li>Device ratios for the 2019-2020 school year are not provided.</li> </ul>
<b>Which reports include this information</b>	<ul style="list-style-type: none"> <li>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.</li> <li>The Device Ratios table will not appear for schools that only serve grades Pre-K through 2 or “Not Tested” schools.</li> </ul>
<b>Performance Reports Database</b>	<ul style="list-style-type: none"> <li>This information can be found on the following worksheet(s) in the database:               <ul style="list-style-type: none"> <li>SchoolDay</li> </ul> </li> </ul>

## Staff

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

- Teachers:** All classroom teachers

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

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

- **Teachers:** 1000-2999, 4000, 4001
- **Administrators:** 0100-0600
- **Librarian/Media Specialists:** 0003, 3105
- **Nurses:** 0007, 0008, 3114, 3115
- **Counselors:** 0001, 0002, 3100, 3101
- **Child Study Team Members:** 0009, 0010, 0011, 3116, 3117, 3118

Figure 49 - Staff

## Teacher and Administrator Experience

These two tables (Figure 50) show information about experience for teachers and administrators with comparisons to statewide data. The data used in both tables are provided by data submitted by districts in NJ SMART SMID and Staff submissions. Information in the teacher table is reported at the school-level and the information in the administrator table is reported at the district-level. Because many schools only have one administrator, administrator data is reported at the district-level to avoid reporting average experience and percentage of administrators for a single staff member.

Figure 50 - 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	150	119,170
Average years experience in public schools	14.4	12.3
Average years experience in district	14.0	11.0
Percentage of Teachers with 4 or more years experience in the district	84.0%	75.8%
Number of out-of-field teachers	1	2,276
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	33	9,574
Average years experience in public schools	20.2	16.2
Average years experience in district	20.0	12.3
Percentage of Administrators with 4 or more years experience in the district	96.7%	77.9%

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

**Percentage in district for 4 or more years** is the percentage of teachers/administrators that have held positions in their current school district for four or more years.

**Number of out-of-field teachers** is the number of teachers who are potentially teaching outside of their area of certification. This is only available in the teacher table and is new for the 2019-2020 reports.

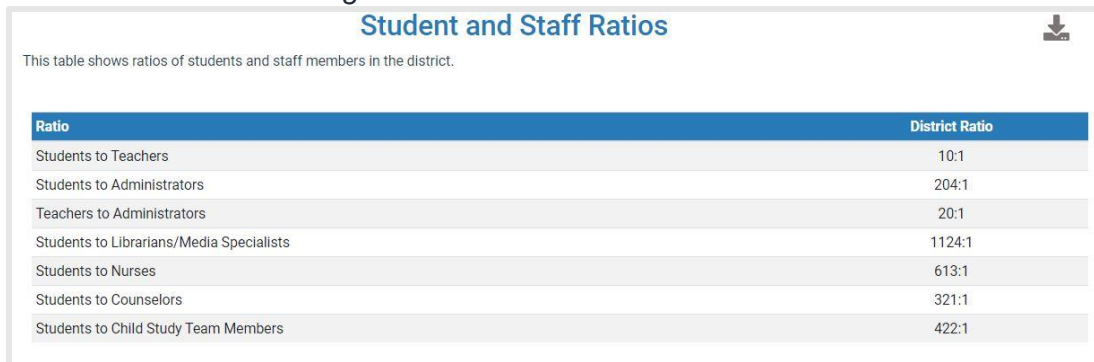
Out-of-field status is determined by comparing the job codes submitted in NJ SMART with teacher certification/authorization data in NJDOE's TCIS system. A teacher is flagged as out-of-field if any of the following errors occur:

- 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.

### Student to Staff Ratios

This table (Figure 51) shows ratios of students and staff members in the school and district. Separate ratios are calculated for Teachers, Administrators, Librarian/Media Specialists, Nurses, Counselors, and Child Study Team members. Child Study Team members include psychologists, school social workers, and learning disability teacher consultants.

Figure 51 - Student and Staff Ratios



This table shows ratios of students and staff members in the district.

Ratio	District Ratio
Students to Teachers	10:1
Students to Administrators	204:1
Teachers to Administrators	20:1
Students to Librarians/Media Specialists	1124:1
Students to Nurses	613:1
Students to Counselors	321:1
Students to Child Study Team Members	422:1

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

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

## Teachers and Administrators – Demographics

This table (Figure 52) 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/undesigned gender for both students and staff members. The non-binary/undesigned gender category is included in the 2019-2020 reports for the first time, and because it's the first year this data was collected, it may not be a true representation of the student or staff population. Additionally, to protect student and staff privacy, gender percentages for 2019-2020 are rounded to the nearest 0.5.

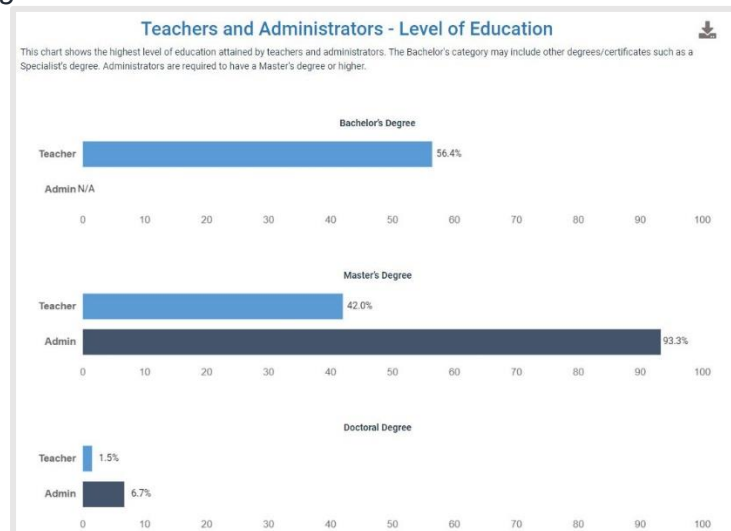
Figure 52 - Teachers and Administrators - Demographics

Teachers and Administrators – Demographics						
Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	48.5%	71.5%	66.5%	48.5%	77.0%	55.5%
Male	51.5%	28.5%	33.5%	51.5%	23.0%	44.5%
Non-Binary/Undesignated Gender	<1%	<1%	<1%	<1%	<1%	<1%
White	4.4%	60.0%	27.3%	41.4%	83.2%	77.0%
Hispanic	44.0%	10.0%	3.0%	30.5%	7.6%	7.4%
Black or African American	32.8%	26.8%	66.7%	15.1%	6.6%	14.1%
Asian	16.4%	1.8%	0.0%	10.2%	2.1%	1.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.7%	0.2%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.6%	1.2%	3.0%	2.4%	0.2%	0.2%

## Teachers and Administrators – Level of Education

This chart (Figure 53) 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 53 - Teachers and Administrators – Level of Education





## Teacher and Administrators – One-Year Retention

The “Teacher and Administrators – One-Year Retention” table (Figure 54) shows the percentage of teachers and administrators assigned to the district or state during the 2018-2019 school year that were still assigned to the same district in the 2019-2020 school year. Staff who are not retained may have changed districts or no longer work for the state, which includes retirements.

Figure 54 - 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 2018-19 that were still assigned to this district in 2019-20. Staff who were not retained may have changed districts or no longer work for the state (including retirements).		
Job Type	District	State
2018-19 Teachers: Same district 2019-20	94.4%	90.7%
2018-19 Administrators: Same district 2019-20	96.8%	87.8%

## School and District Staff Data Notes

Category	School and District Staff Data Notes
<b>Source of information</b>	<ul style="list-style-type: none"> <li>All staff data is based on staff data submitted by school districts in October of each school year.</li> <li>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.</li> <li>Enrollment data for ratios is based on end-of-year student enrollment data submitted by school districts.</li> </ul>
<b>Changes for the 2019-2020 reports</b>	<ul style="list-style-type: none"> <li>The Teacher Experience table now includes the number of out-of-field teachers.</li> <li>The Teachers and Administrators: Demographics table now includes a category for non-binary/undesignated gender.</li> <li>Faculty Attendance data will no longer be included in the reports. The NJDOE is exploring improved ways to collect and report this information in the future.</li> </ul>
<b>COVID-19 Impact</b>	<ul style="list-style-type: none"> <li>Staff data for the 2019-2020 school year was collected in fall of 2019, prior to the COVID-19 pandemic.</li> <li>All data in this section is available and there is no known systematic issue that would impact the data for the 2019-2020 school year.</li> </ul>
<b>Which reports include this information</b>	<ul style="list-style-type: none"> <li>This section appears in all reports.</li> </ul>
<b>Performance Reports Database</b>	<p>This information can be found on the following worksheet(s) in the database:</p> <ul style="list-style-type: none"> <li>TeachersExperience</li> <li>AdministratorsExperience</li> <li>StudentToStaffRatios</li> <li>TeachersAdminsDemographics</li> <li>TeachersAdminsLevelOfEducation</li> <li>TeachersAdminsOneYearRetention</li> </ul>

## Statewide Educator Equity Data

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

- A teacher is **out-of-field** if they are teaching outside of their area of certification as determined by NJDOE.
- A teacher is **ineffective** if they receive an annual summative evaluation rating of “ineffective” on the AchieveNJ evaluation system, mandated by the TEACHNJ law.
- A teacher is **inexperienced** if they have fewer than four years of prior experience within a given district.

The table (Figure 55) 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 55 - Statewide Educator Equity Data

Statewide Educator Equity Data					
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	12.67%	16.68%	8.11%	16.06%	7.64%
Students taught by one or more ineffective teacher	0.16%	0.39%	0.00%	0.35%	0.00%
Students taught by one or more inexperienced teacher	76.82%	78.61%	74.54%	78.72%	74.87%

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

### Statewide Educator Equity Data Notes

Category	Statewide Educator Equity Data Notes
Source of information	<ul style="list-style-type: none"> <li>• 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</li> </ul>

Category	Statewide Educator Equity Data Notes
	<p>assigned to staff by school districts in the information that they submit.</p> <ul style="list-style-type: none"> <li>• Evaluation data is based on information submitted by districts through the Evaluation Score Certification Tool.</li> </ul>
<b>COVID-19 Impact</b>	<ul style="list-style-type: none"> <li>• All data in this section is available and there is no known systematic issue that would impact the data for the 2019-2020 school year.</li> </ul>
<b>Which reports include this information</b>	<ul style="list-style-type: none"> <li>• The Statewide Educator Equity Data table only appears in the state-level school performance report.</li> </ul>
<b>Performance Reports Database</b>	<ul style="list-style-type: none"> <li>• This information can be found on the following worksheet(s) in the database: <ul style="list-style-type: none"> <li>○ StatewideEducatorEquity</li> </ul> </li> </ul>

## 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 provides a link to a district summary for 2019-2020 school-level per pupil expenditures by source.

Figure 56 - Per-Pupil Expenditures

**Per-Pupil Expenditures by Source**

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

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\)](#) and [Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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	<ul style="list-style-type: none"> <li>• Expenditure Data comes from district audit summary data. Expenditure amounts are taken from districts' actual expenditures as reported in the <a href="#">audit summary application (Audsum)</a>, 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 <a href="#">Comprehensive Annual Financial Report</a>.</li> <li>• Enrollment Data (used for the denominator in the calculation) is based on each district's Average Daily Enrollment, as reported by districts in the <a href="#">School Register Summary (SRS)</a>. 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 <b>not</b> included in the average daily enrollment of their resident district.</li> </ul>
Which reports include this information	<ul style="list-style-type: none"> <li>• This page appears in all reports.</li> </ul>
Performance Reports Database	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

### Accountability

**Important Note for 2019-2020:** Due to the COVID-19 pandemic, New Jersey received a [waiver from the United States Department of Education \(USED\)](#) in March 2020 to waive statewide assessment, accountability, and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year. This removes the requirement to:

- Calculate indicator scores and summative scores for the 2019-2020 school year;
- Measure progress toward long-term goals and measures of interim progress for accountability indicators for the 2019-2020 school year; and
- Identify schools for comprehensive and targeted support and improvement during the 2020-2021 school year (based on 2019-2020 data).

As a result of the March 2020 waiver, any school that was identified for comprehensive or targeted support and improvement during the 2019-2020 school year for support during the

2020-2021 school year will retain the same status for the 2021-2022 school year and continue to receive support and interventions from the NJDOE

For the categories that are identified every three years (CSI and ATSI), the last identification occurred in the 2018-2019 school year (based on 2017-2018 data) and the next identification was scheduled for the 2021-2022 school year (based on 2020-2021 data). Due to the COVID-19 pandemic and associated federal waiver, New Jersey is planning to submit requests to USED to delay the next identification until the 2022-2023 school year (based on 2021-2022 data) and also delay the exit of all currently identified schools to align with the next identification.

For the annual identification of schools for Targeted Support and Improvement: Consistently Underperforming Student Group (TSI), no schools will be identified during the 2020-2021 school year as a result of New Jersey's approved federal waiver in March 2020. New Jersey is also planning submit a request to USED to waive the next identification in the 2021-2022 school year due to the lack of two consecutive years of data.

Because the exit dates for all categories are dependent on approval by USED, they are not included in the 2019-2020 reports. Updated exit dates will be shared directly with districts when they are finalized. Check the [accountability resources](#) page for current information.

The 2019-2020 Accountability Indicator Scores and Summative Ratings and Accountability Summary by Student Group tables will not be included in the report for 2019-2020 as these tables include indicator scores, summative scores, and progress toward long-term goals and those measures were waived under the federal waiver.

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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**
  - 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 groups with a summative score that would be in the bottom 5% of Title I schools if the student group
- **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.

Annually, NJDOE will identify schools in the following federal category:

- **Targeted Support and Improvement: Consistently Underperforming Student Group (TSI)**
  - Schools with one or more students 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 resources webpage](#).

## ESSA Accountability Status (School-Level Reports)

**Important note for 2019-2020:** As noted above, the NJDOE plans to submit a request to USED to delay the exit of all currently identified CSI, ATSI, and TSI schools to align with the next identification. Because these requests to adjust exit dates are dependent on approval by USED, exit dates are not included in the 2019-2020 reports. Updated exit dates will be shared directly with districts when they are finalized. Check the [NJDOE accountability resources page](#) for current information.

This table (Figure 57) shows the status for each school for the upcoming 2021-2022 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 new notes field was added to the 2019-2020 reports to communicate any school-specific information 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 57 – ESSA Accountability Status

ESSA Accountability Status	
Status for 2021-22 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	Pending USED Approval
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	Low Performing Student Group (ATSI)
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	

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

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

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

See note above in the ESSA Accountability Status section regarding exit dates for 2019-2020.

Figure 58 - Schools Identified as Requiring Comprehensive or Targeted Support

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

The table below provides the list of schools in the district that have been identified for either comprehensive or targeted support for the 2021-22 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

County Code	County Name	District Code	District Name	School Code	School Name	Status for 2021-22 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2021-22 School Year
01	New Jersey		New Jersey School District	010	School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	Pending USED Approval	Black or African American
01	New Jersey		New Jersey School District	050	School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	Pending USED Approval	Black or African American
01	New Jersey		New Jersey School District	070	School	Comprehensive Support and Improvement	Overall Low Performing	Pending USED Approval	Hispanic; Students with Disabilities
01	New Jersey		New Jersey School District	090	School	Comprehensive Support and Improvement	Overall Low Performing	Pending USED Approval	Hispanic; Black or African American; Economically Disadvantaged; Students with Disabilities; English Learners
01	New Jersey		New Jersey School District	100	School	Comprehensive Support and Improvement	Overall Low Performing	Pending USED Approval	Hispanic; Black or African American; Economically Disadvantaged; Students with Disabilities
01	New Jersey		New Jersey School District	140	School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	Pending USED Approval	Hispanic
01	New Jersey		New Jersey School District	300	School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	Pending USED Approval	Asian, Native Hawaiian, or Pacific Islander

## ESSA Accountability Progress

**Important note for 2019-2020:** As noted above, all indicators, except for four-year and five-year graduation rate, were not calculated for the 2019-2020 school year. The 2019-2020 column in this table will be grayed out for indicators where no data is available.

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

- ELA and Mathematics Proficiency: represented by the [Proficiency Rate for Federal Accountability](#)
- ELA and Mathematics Growth: measured by the [median Student Growth Percentile](#)

- Four-Year and Five-Year Graduation Rates: measured by the [adjusted cohort graduation rate](#)
- [Progress toward English Language Proficiency](#)
- [Chronic Absenteeism](#)

Figure 59 – ESSA Accountability Progress

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2017-18	2018-19	2019-20
ELA Proficiency	56.7%	57.9%	
Math Proficiency	45.0%	44.5%	
ELA Growth	50	50	
Math Growth	50	50	
4-Year Graduation Rate†	90.9%	90.6%	91.0%
5-Year Graduation Rate†	92.4%	92.5%	92.2%
Progress toward English Language Proficiency	50.5%	43.7%	
Chronic Absenteeism	10.9%	10.6%	

† 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 2020 and five-year graduation rate for Cohort 2019. However, for accountability purposes, graduation rate data from the prior year is used.

### Accountability Data Notes

Category	Accountability Data Notes
<b>Source of information</b>	<ul style="list-style-type: none"> <li>• See specific information for each indicator in this guide for information the source of data used to calculate each indicator.</li> </ul>
<b>Changes to the 2019-2020 Reports</b>	<ul style="list-style-type: none"> <li>• A new notes field was added to the ESSA Accountability Status table.</li> </ul>
<b>COVID-19 Impact</b>	<ul style="list-style-type: none"> <li>• In March 2020, USED approved NJDOE's request to waive statewide assessment, accountability, and reporting requirements under ESSA for the 2019-2020 school year.</li> <li>• No new schools will be identified for Comprehensive or Targeted Support and Improvement during the 2020-2021 school year.</li> <li>• Exit dates for currently identified schools are not included in the 2019-2020 reports because NJDOE is waiting for USED approval on Addendum and waiver requests to shift timelines.</li> <li>• The following tables are not included in the 2019-2020 reports:               <ul style="list-style-type: none"> <li>○ Accountability Indicator Scores and Summative Ratings Days Absent</li> <li>○ Accountability Summary by Student Group</li> </ul> </li> </ul>
<b>Which reports include this information</b>	<ul style="list-style-type: none"> <li>• The Accountability section will not be included for "Not Tested" schools and districts.</li> <li>• The "ESSA Accountability Status" and "Accountability Indicator Scores and Summative Rating" tables will only appear in school-level reports.</li> </ul>



Category	Accountability Data Notes
	<ul style="list-style-type: none"> <li>The “Schools Identified as Requiring Comprehensive or Targeted Support” table will only appear in district-level and state-level reports.</li> </ul>
<b>Minimum Number of Students Required for ESSA accountability</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Performance Reports Database</b>	<ul style="list-style-type: none"> <li>This information can be found on the following worksheet(s) in the database: <ul style="list-style-type: none"> <li>ESSAAccountabilityStatus (School only)</li> <li>CompTargetedList (District/state only)</li> <li>ESSAAccountabilityProgress</li> </ul> </li> </ul>

## Narrative

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

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

Figure 60 – Narrative

## Narrative Data Notes

Category	Narrative Data Notes
<b>Source of information</b>	<ul style="list-style-type: none"> <li>Narrative data was submitted by school districts through a collection at the end of the school year.</li> </ul>
<b>Changes for 2019-2020</b>	<ul style="list-style-type: none"> <li>A new category of “Learning during COVID-19” was added for 2019-2020.</li> </ul>

Category	Narrative Data Notes
<b>COVID-19 Impact</b>	<ul style="list-style-type: none"> <li>All data in this section is available.</li> </ul>
<b>Which reports include this information</b>	<ul style="list-style-type: none"> <li>Narrative data is available for school- and district-level reports only (not state-level).</li> </ul>
<b>Performance Reports Database</b>	<ul style="list-style-type: none"> <li>This information can be found on the following worksheet(s) in the database: <ul style="list-style-type: none"> <li>Narrative</li> </ul> </li> </ul>

## 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 <a href="#">Feedback Survey</a> or contact the <a href="#">NJDOE Report Card</a> .
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 <a href="#">NJ SMART Helpdesk</a> .
I'm a school/district employee and I want to flag an issue with the data?	Contact the <a href="#">NJ SMART Helpdesk</a> .
I have questions about how to understand the data in the reports?	Contact the <a href="#">NJ SMART Helpdesk</a> .
I want to know how my school/district is addressing performance?	Contact your school or district.
I'm looking for previous year reports?	Choose your school year of choice from the <a href="#">Search for Reports page</a> .
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 <a href="#">NJ School Directory</a> .
I'm a researcher and I want to request data for a research project?	Contact the <a href="#">NJDOE Report Card</a> .

## Learn more

Click the links below to learn more about each of the topics listed:

- [ACCESS for ELLS 2.0 English Language Proficiency test](#)
- [ACT test](#)
- [Advanced Placement \(AP\) courses and tests \(College Board\)](#)
- [Attendance/Absenteeism data](#)
- [Career and Technical Education \(CTE\)](#)
- [Dynamic Learning Maps \(DLM\) alternate assessment](#)
- [Dropout rates](#)
- [Graduation Assessment Requirements](#)
- [Graduation rates](#)
- [International Baccalaureate \(IB\) courses and tests](#)
- [NJDOE Finance District Report Search](#)
- [National Student Clearinghouse \(postsecondary enrollment\)](#)
- [New Jersey Digital Learning and Assessment](#)
- [New Jersey's ESSA state plan](#)
- [New Jersey State Seal of Biliteracy](#)
- [New Jersey Student Learning Assessment \(NJSLA\)](#)

- [New Jersey Student Learning Standards](#)
- [New Jersey User-Friendly Budgets](#)
- [PSAT/SAT tests \(College Board\)](#)
- [Staff Certification and Induction](#)
- [Student Growth Percentiles \(SGP\)](#)
- [Suspensions and expulsions](#)
- [Violence, Vandalism and Substance Abuse reports](#)
- [Visual and Performing Arts](#)