



NJ School Performance Reports Reference Guide

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[*Access this Reference Guide in Spanish](#)

Introduction

New Jersey School Performance Reports provide families, educators and the public valuable information about how a school is doing and how the school is preparing students for success after high school. As part of New Jersey’s accountability system, the performance reports provide a picture of overall school performance.

These reports include data on chronic absenteeism, participation in college readiness tests, and taking rigorous coursework in high school. The school community can use this information to compare a school's performance to other school, district, and statewide results, and to find a school's strengths and identify areas for improvement. The reports also reflect a focus on how a school is improving through the inclusion of student longitudinal and growth data.

Additionally, New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools in need of support. Beginning with the 2016-17 Performance Reports, data is included to demonstrate how schools and districts are performing against the State's Accountability indicators.

In addition to the detailed New Jersey School Performance Reports, the 2016-17 reports are offered in several alternative versions:

- **One page summary reports:** The New Jersey School Performance Summary Reports provide parents, educators, and communities a high-level summary of how well a school or district is performing with data that address the following questions:
 - Are students on track for success?
 - How much are students learning?
 - Are students graduating?
 - Are students going to college?
- **District and state level reports:** Information on both the detailed and the summary reports were aggregated to provide district and state level reports.
- **Reports translated into Spanish:** Information on all reports and the supplemental resources, including this guide, are available in Spanish.

This section of the guide provides some general guidelines about the information included in the school performance reports.

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 the PARCC assessment or SAT exams, student performance data is provided by the outside vendor.

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

- * – indicates that data was available for too few students to report the given information or the data represents a small percentage of students.
- N – indicates that no data was available to report
- ** – indicates that data were not available for the minimum 20 students in order 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.

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 PARCC proficiency, student growth, chronic absenteeism, and graduation rates, data is reported based on a student's accountable school. In most cases, a student's accountable school will be the same as the school they attend, however, in some cases another school may be accountable for a student's performance. For example, a student attending an approved private school for students with disabilities will have his or her attendance reported by the public school they would otherwise attend.

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

Navigation Guide

Searching for Reports

On the [New Jersey School Performance Reports homepage](#), you can use the menu at the left to access all of the School Performance Reports resources. Use the "[Search for Reports](#)" button below the menu to search for specific reports. You can click the "[Download the Data](#)" button if you want to download a database containing all the information included in the reports.

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DEPARTMENT OF EDUCATION
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NJ Home | Services A to Z | Departments/Agencies | FAQs

DOE A to Z: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z #

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NJ SCHOOL PERFORMANCE REPORT

Performance Reports Home Page
Reference Guide: Detailed Explanation of Reports
Frequently Asked Questions
Summary Report Guide
Video: Understanding and Using the Reports
Data Privacy Rules: FERPA and Student Confidentiality
Take our Feedback Survey

Search for Reports
Download the Data

Questions about the reports? Contact us at reportcard@doe.state.nj.us

New Jersey School Performance Reports

The School Performance Reports are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through the full community of stakeholders working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn More:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores and include other information to support the development of the whole student, such as the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

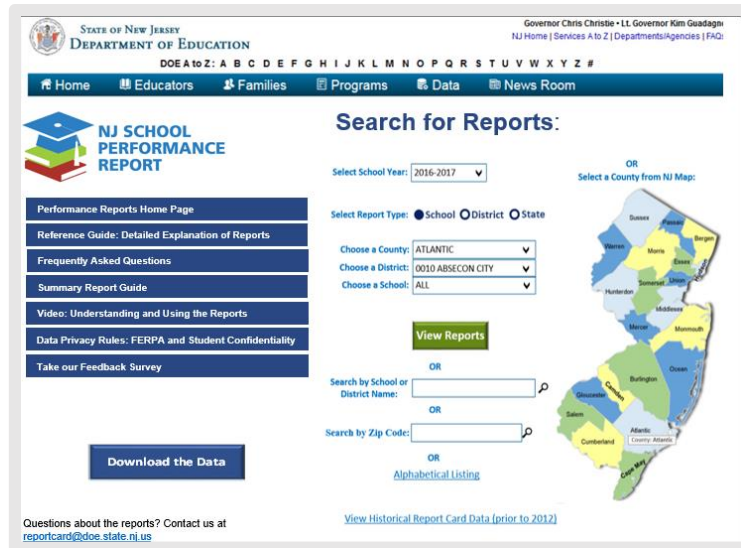
New for 2016-17 School Performance Reports

- **One page summary reports**
 - Easy to understand overviews of school and district performance
- **District and state level reports**
 - Reports are now available at school, district, and state level
- **More information about all schools**
 - New data has been added to all versions of the reports
- **Reports translated into Spanish**
 - All reports are available translated into Spanish.

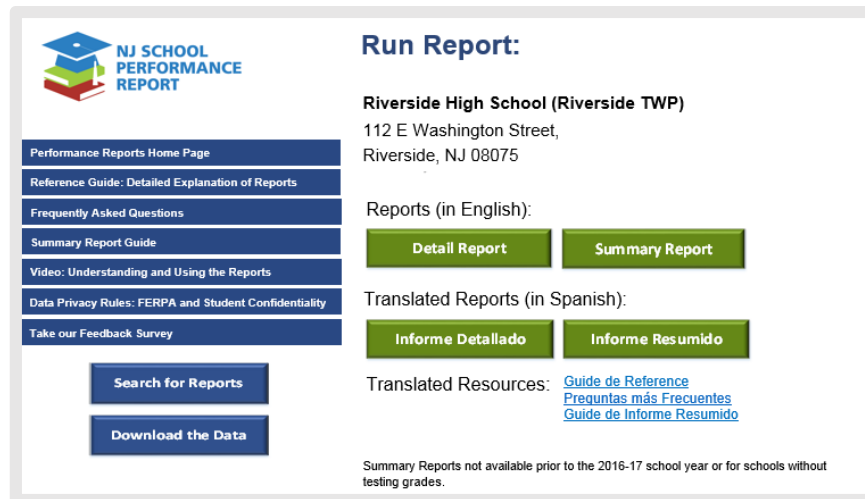
On the Search for Reports page, you will be able to search for reports by:

- School Year
- School, District, or State level reports
- County or District

- School or District Name
- Zip Code



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



The menu at the left will contain links to all the School Performance Reports Resources:

- Reference Guide (this document)
- Frequently Asked Questions
- Summary Report Guide
- Video: Understanding and Using the Reports
- Data Privacy Rules: FERPA and Student Confidentiality

The last item on the menu is a link to take a Feedback Survey where you can share feedback on what you like and do not like about the reports. You can suggest improvements and request additional information to be included in the reports.

Navigating the School Performance Reports

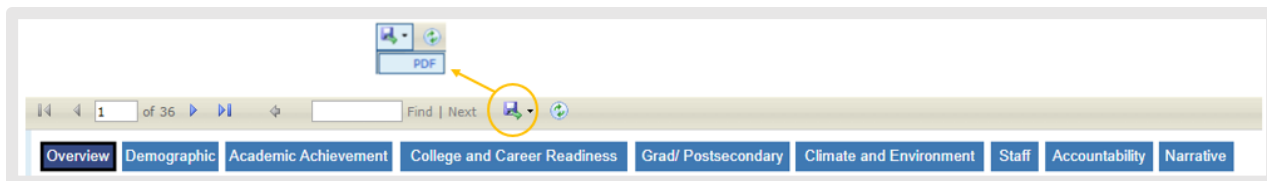
Once you are viewing a school performance report (the “Detail Report”), there is a toolbar and navigational menu located along the top of each page that you can use to move throughout the reports. There is also a table of contents on the left side of the screen that you can use to navigate directly to any table.

In this example, the Enrollment Trends by Grade table of the Demographics section was selected in the table of contents.

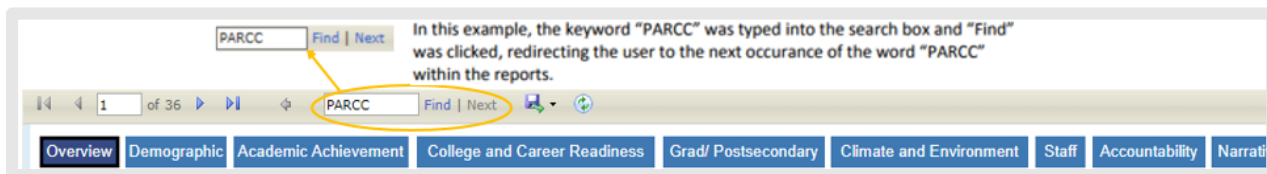
The screenshot shows a web interface for the NJ School Performance Report. On the left is a 'Document Map' sidebar with a tree view. The 'Demographic' section is expanded, and 'Enrollment Trends by Grade' is selected. The main content area shows the 'Enrollment Trends by Grade' table, which displays student enrollment by grade for the years 2014-15, 2015-16, and 2016-17. A navigation bar at the top includes tabs for Overview, Demographic, Academic Achievement, and College and Career. A toolbar at the top of the page contains navigation icons and a search field.

Grade	2014-15	2015-16	2016-17
9	644	600	565
10	521	498	456
11	452	409	391
12	384	403	411
Ungraded	9	6	20
Total	2010	1916	1843

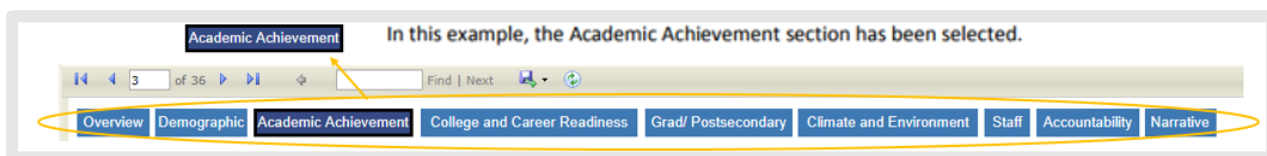
If you want to download the full school Performance Report to a PDF so you can save or print, click the file icon at the top of the page and select the PDF option.



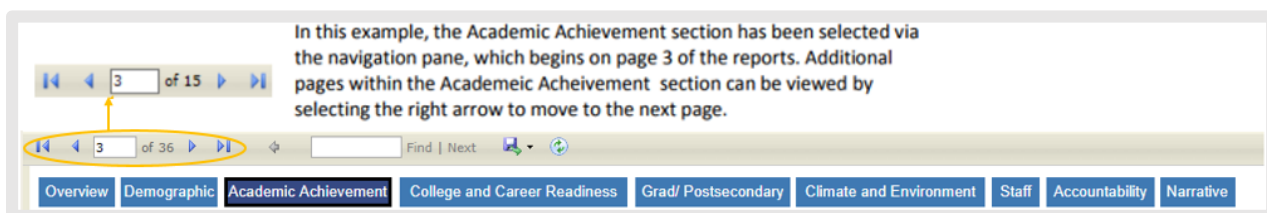
There is a keyword search function at the top of the page that will let you search for specific text within the report. Type in the text you are looking for and click “Find” and you will be redirected to the next occurrence of that word in the reports.



You can use the navigational menu bar at the top of the page to move to a specific section of the report. See the next section (Report Elements) for more information about the sections that will appear in each report.



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

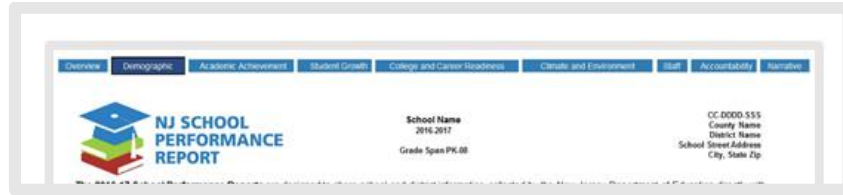


Report Elements

The New Jersey School Performance Reports contain 10 possible sections, which you will see in the navigational menu across the top of the reports:

1. Overview
2. Demographic
3. Academic Achievement
4. Student Growth
5. College and Career Readiness
6. Grad/Postsecondary
7. Climate and Environment
8. Staff
9. Accountability

10. Narrative



The sections included in a particular report are based on the grades served by the school or district and the type of report selected (school, district, or state). Throughout this reference guide, you will see icons to indicate in what type of report each section or table will appear. The three overall report types are:

PK-8

Schools and districts that serve students in grades Pre-K through 8

Overview Demographic Academic Achievement Student Growth College and Career Readiness Climate and Environment Staff Accountability Narrative

9-12

Schools and districts that serve students in grades 9-12

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

Not Tested

Special service, alternate, or non-testing schools and districts

Overview Demographic Climate and Environment Staff Narrative

The state-level school performance report will include all sections except for Accountability and Narrative.

Overview

PK-8

9-12

Not Tested

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

Figure 1 - Overview

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

NJ SCHOOL PERFORMANCE REPORT

School Name
2016-2017

Grade Span PK-12

CC-DDDD-SSS
County Name
District Name
School Street Address
City, State Zip

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a district's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this district.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us

Schools in the District PK-8 9-12 Not Tested

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

Figure 2 – Schools in this District

Schools in this District

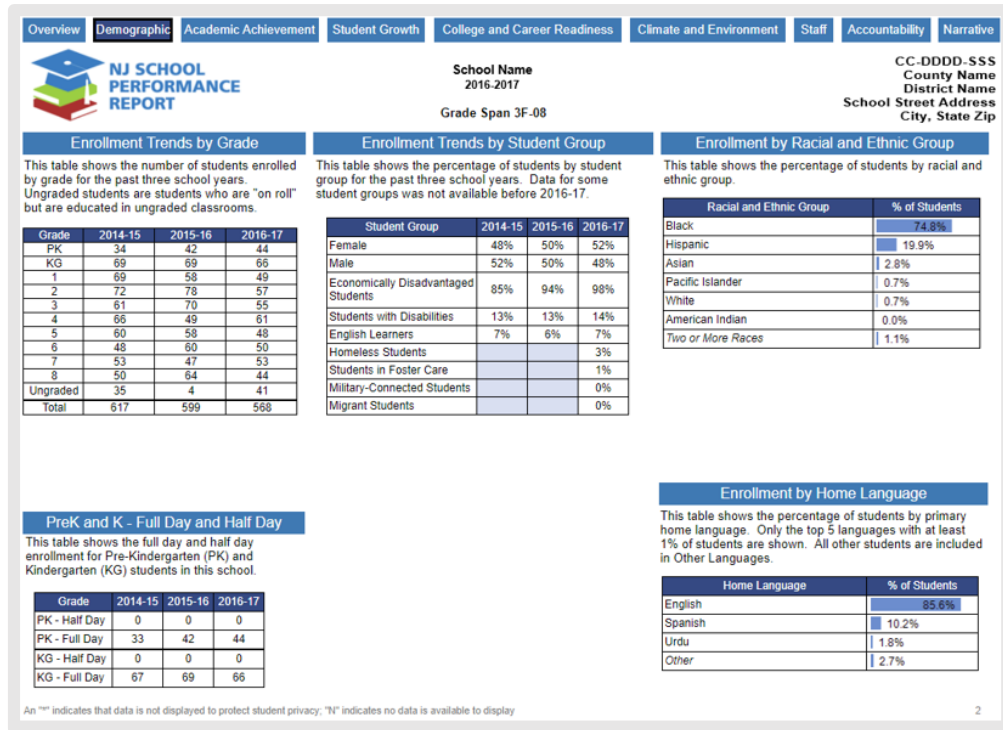
Click on a hyperlinked school name below to access the detailed school-level report for a specific school.

School Name	Grades Served
Atlantic City High School	09-12
Sovereign Avenue School	3F-08
Chelsea Heights School	3F-08
Texas Avenue School	KF-08
New York Avenue School	3F-08
Uptown School Complex	3F-08
PENNSYLVANIA AVE SCHOOL	3F-08
Richmond Avenue School	3F-08
Venice Park School	
Dr Martin Luther King Jr School Complex	3F-08
Brighton Avenue School	4F-05

Demographics PK-8 9-12 Not Tested

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

Figure 3 - Demographics



Enrollment Trends by Grade

PK-8 **9-12** **Not Tested**

This table shows the number of students enrolled by grade for the past three school years. Grade is based on the program type code assigned to each student by their school. Ungraded students are students who are "on roll" in the school but spend less than 39% of their time in general education.

Figure 4 - Enrollment Trends by Grade

Enrollment Trends by Grade			
This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.			
Grade	2014-15	2015-16	2016-17
PK	34	42	44
KG	69	69	66
1	69	58	49
2	72	78	57
3	61	70	55
4	66	49	61
5	60	58	48
6	48	60	50
7	53	47	53
8	50	64	44
Ungraded	35	4	41
Total	617	599	568

Enrollment Trends by Student Group PK-8 9-12 Not Tested

This table shows the percentage of students by student group who were enrolled for the past three years. Each percentage is calculated by taking the total number of students identified in each student group and dividing by the overall PK-12 enrollment. Students may be counted in more than one student group.

Figure 5 - Enrollment Trends by Student Group

Enrollment Trends by Student Group			
This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.			
Student Group	2014-15	2015-16	2016-17
Female	48%	50%	52%
Male	52%	50%	48%
Economically Disadvantaged Students	85%	94%	98%
Students with Disabilities	13%	13%	14%
English Learners	7%	6%	7%
Homeless Students			3%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Economically Disadvantaged Students are students who are eligible for free or reduced lunch. Students with Disabilities are students who are classified for special education. English

language learners (ELL) are students identified by the district as being in need of Limited English Proficient services and/or a program including students being 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.

A migrant student is a student who is 21 years of age or younger, who is or whose parent/guardian is a migratory fisher, dairy worker, or agricultural works, and who has moved from one school district to another in the preceding 36 months in order for the worker to obtain temporary or seasonal employment.

Enrollment information for homeless students, students in foster care, military-connected students, and migrant students is not available for the 2014-15 and 2015-16 school years.

Enrollment by Racial and Ethnic Group

PK-8 9-12 Not Tested

This table shows the percentage of students by racial and ethnic group for the reported school year. The percentage is calculated by taking the number of students in each racial and ethnic group and dividing by the total PK-12 enrollment. Students are counted in only one racial and ethnic group.

Figure 6 - Enrollment by Racial and Ethnic Group

Enrollment by Racial and Ethnic Group	
This table shows the percentage of students by racial and ethnic group.	
Racial and Ethnic Group	% of Students
Black	74.8%
Hispanic	19.9%
Asian	2.8%
Pacific Islander	0.7%
White	0.7%
American Indian	0.0%
Two or More Races	1.1%

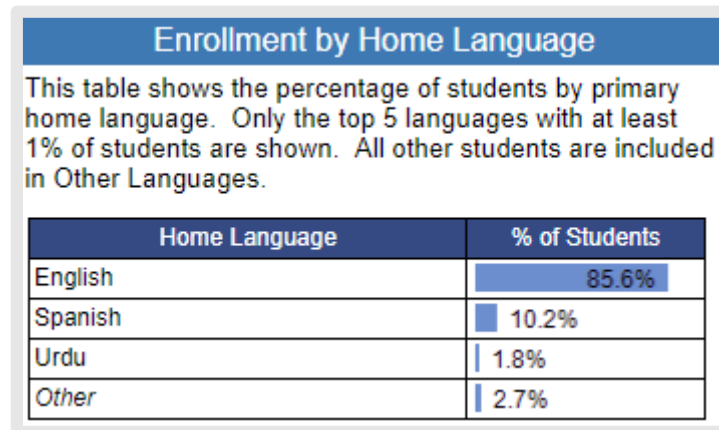
Enrollment by Home Language

PK-8 9-12 Not Tested

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

The percentage is calculated by taking the number of students based on their home language and dividing by the total PK-12 enrollment.

Figure 7 - Enrollment by Home Language

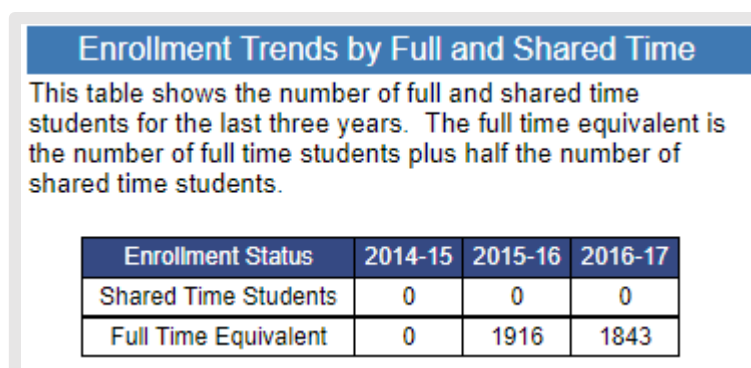


Enrollment Trends by Full and Shared Time 9-12

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 one school. Shared time students split time between a vocational school and their home school. Full time equivalency is calculated by adding the number of full time students plus the number of shared time students multiplied by 0.50.

Figure 8 - Enrollment Trends by Full and Shared Time



PreK and K Full and Half Day

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

Figure 9 - Pre K and K Full Day and Half Day

PreK and K - Full Day and Half Day			
This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.			
Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	33	42	44
KG - Half Day	0	0	0
KG - Full Day	67	69	66

Demographics Data Notes:

Category	Demographics Data Notes
Source of information	<ul style="list-style-type: none"> Data for the 2015-16 and 2016-17 school years are based on end-of-year enrollment data submitted by school districts through NJ SMART. <ul style="list-style-type: none"> NOTE: this may differ from the enrollment data posted on the NJDOE Enrollment data page, which is based on October enrollment data. Data for the 2014-15 school year are based on October enrollment data submitted by school districts through NJ SMART.
Changes for the 2016-17 reports	<ul style="list-style-type: none"> PK and K – Full Day and Half Day table is new for the 2016-17 reports. Enrollment Trends by Student Group table includes additional student groups for the 2016-17 reports.
Which reports will include this information	<ul style="list-style-type: none"> Enrollment Trends by Full and Shared Time Status table will only appear in reports for schools that serve high school grades. PK and K – Full Day and Half Day table will only appear in reports for schools that serve grades PK and K.

Academic Achievement

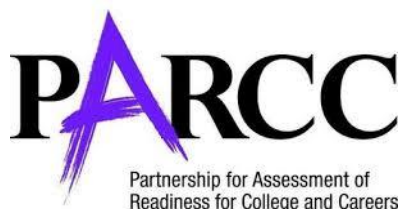
PK-8 9-12

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

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

Knowledge (NJASK) Science assessment, and the New Jersey Biology Competency Test (NJBCT).

PARCC Assessments PK-8 9-12



New Jersey transitioned to the PARCC exams in mathematics and ELA beginning in the 2014-15 school year. The PARCC assessments more accurately measure the higher-level skills developed under the New Jersey Student Learning Standards and provide parents and educators with meaningful information to improve teaching and learning. For more information about the PARCC assessment, visit the [NJDOE's Assessment site](#).

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

The Academic Achievement section of the performance reports includes PARCC test results reported in a number of ways. Results are provided at the school, district, or state level both overall and by student group. Results are provided by grade level exam or end of course assessment both overall, by student group, and by school year for the last three years.

English Language Arts/Literacy and Mathematics – Participation and Performance

PK-8 9-12

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

Figure 10 - English Language Arts/Literacy Assessment - Participation and Performance

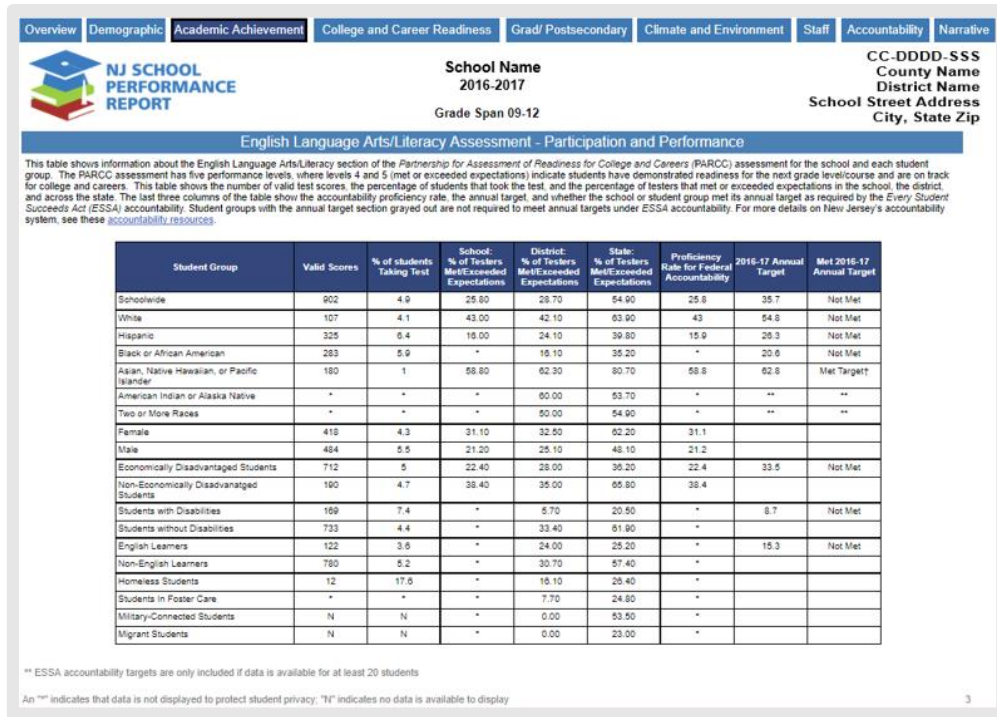
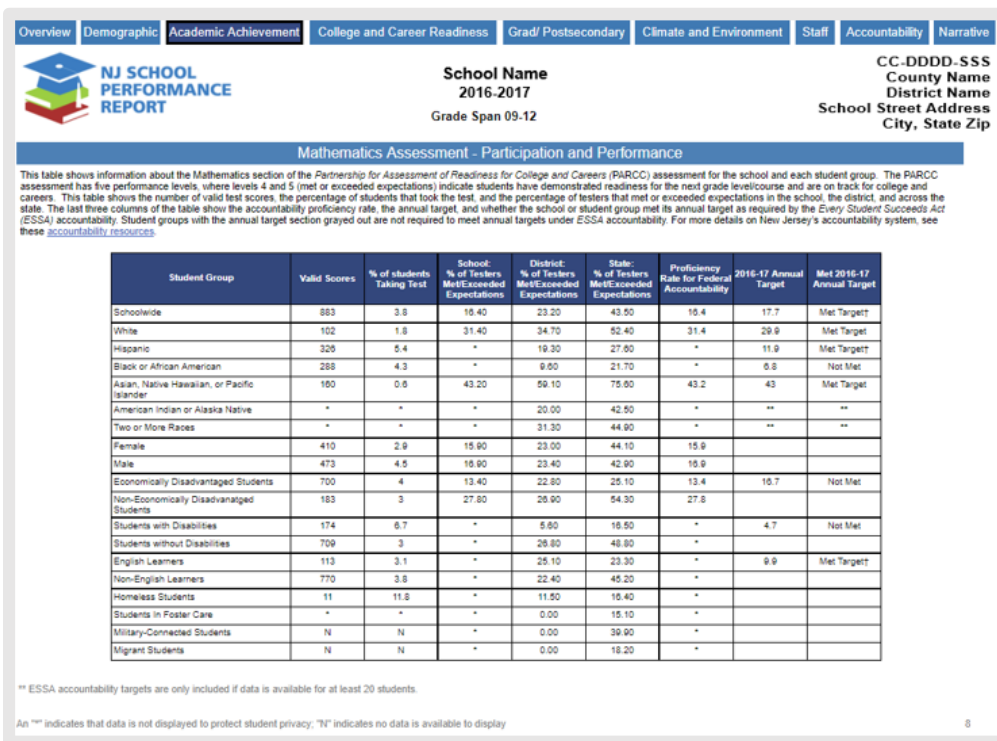


Figure 11 – Mathematics Assessment - Participation and Performance



The middle section of this table shows the percentage of testers who have met or exceeded expectations. This is calculated by dividing the number of students scoring at either Level 4 or 5

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on the PARCC assessment or Level 3 or 4 on the DLM assessment by the total number of testers within the school, district, and state.

The last three columns show the Proficiency Rate for Federal Accountability, the 2016-17 Annual Target, and whether the Annual Target was met as required by the *Every Student Succeeds Act (ESSA)*.

The Proficiency Rate for Federal Accountability is the percentage of students who scored at either Level 4 or 5 on the PARCC assessment or Level 3 or 4 on the DLM. The denominator for this calculation is the number of testers if the percentage of students participating in the test was 95% or higher. If the percentage of students participating in the test was less than 95%, the denominator is 95% of the students enrolled in testing grades. Students enrolled in the school for less than a year are excluded from calculations.

The 2016-17 Annual Target is the percentage of students that are expected to score at either Level 4 or 5 on the PARCC assessment or Level 3 or 4 on the DLM to ensure the school or student group is on track to meet the long-term academic achievement goal of 80% of students meeting or exceeding assessment expectations by 2030. Student groups with the annual target section grayed out or student groups with fewer than 20 students do not have annual targets displayed.

2015-16 testing data were used as a baseline to determine Annual Targets. Therefore, schools or student groups that did not have data available for 2015-16 will not show Annual Targets until 2017-18.

The Met 2016-17 Annual Target field indicates whether the school or student group met the 2016-17 Annual Target. A school or student group has met the target if the proficiency rate for federal accountability is equal to or greater than the target. A school or student group has met the goal if the proficiency rate for federal accountability is equal to or greater than the long-term academic achievement goal of 80%.

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

PK-8 **9-12**

The next set of tables in the report, “English Language Arts/Literacy and Mathematics Assessment – Performance by Grade,” show performance information by student group for students who took the PARCC exam for each tested grade and subject area. Students that were enrolled for less than one year are excluded from these tables. These performance distribution charts are provided for grade-level English Language Arts exams, as well as for the Mathematics grade-level and end-of-course exams. Reports only include tables relevant to the tested grades and subject areas in a specific school or district. Additionally, eleventh grade students who took AP or IB English are exempt from the eleventh grade PARCC ELA exam and their performance may not be reflected in these results.

Figure 12 - English Language Arts/ Literacy Assessment- Performance by Grade - Grade 06

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	539	717	717	748	37%	21%	22%	18%	3%	21%	52%
White	61	744	744	757	*	*	34%	36%	*	43%	62%
Hispanic	209	706	706	732	46%	24%	20%	10%	0%	10%	35%
Black or African American	175	706	706	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	89	746	746	778	15%	12%	19%	43%	11%	54%	80%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	49%
Two or More Races	*	*	*	745	*	*	*	*	*	*	48%
Female	232	727	727	756	24%	*	26%	*	*	27%	60%
Male	307	710	710	741	46%	*	18%	*	*	16%	43%
Economically Disadvantaged Students	435	714	714	730	40%	*	20%	*	*	18%	32%
Non-Economically Disadvantaged Students	104	733	733	757	25%	*	28%	*	*	34%	62%
Students with Disabilities	92	693	693	714	*	*	*	*	*	*	13%
Students without Disabilities	447	722	722	754	*	*	*	*	*	*	58%
English Learners	N	N	N	688	N	N	N	N	N	N	1%
Non-English Learners	539	717	717	748	37%	21%	22%	18%	3%	21%	52%
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	704	N	N	N	N	N	N	8%

Figure 13 - Mathematics Assessment- Performance by Grade - Grade 06

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	381	718	718	694	18%	46%	23%	*	*	13%	30%
White	45	736	736	739	*	27%	38%	31%	*	31%	39%
Hispanic	139	714	714	722	*	*	*	*	*	*	14%
Black or African American	140	710	710	718	*	*	*	*	*	*	10%
Asian, Native Hawaiian, or Pacific Islander	56	734	734	757	*	30%	32%	27%	*	30%	65%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	191	718	718	734	18%	46%	24%	*	*	12%	31%
Male	190	718	718	733	18%	46%	22%	*	*	14%	30%
Economically Disadvantaged Students	295	716	716	721	19%	48%	22%	*	*	11%	13%
Non-Economically Disadvantaged Students	86	726	726	740	14%	40%	26%	*	*	21%	39%
Students with Disabilities	64	706	706	711	*	*	*	*	*	*	5%
Students without Disabilities	317	721	721	737	*	*	*	*	*	*	34%
English Learners	N	N	N	707	N	N	N	N	N	N	3%
Non-English Learners	381	718	718	734	18%	46%	23%	*	*	13%	30%
Homeless Students	*	*	*	717	*	*	*	*	*	*	7%
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	6%
Military-Connected Students	N	N	N	726	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	0%

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

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

The PARCC Performance Levels are:

- Level 1: Did not yet meet expectations
- Level 2: Partially met expectations
- Level 3: Approached Expectations
- Level 4: Met Expectations
- Level 5: Exceeded Expectations

PARCC ELA and Math Performance Trends

PK-8

9-12

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

Figure 14 - PARCC ELA Performance Trends

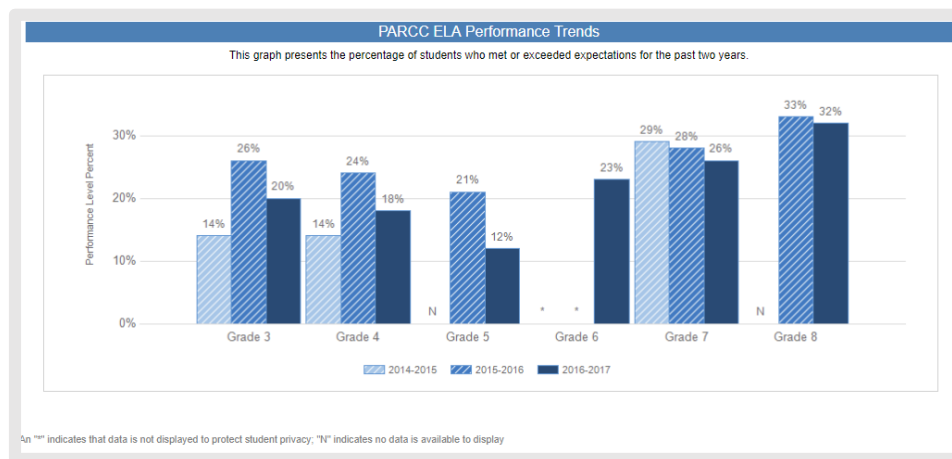
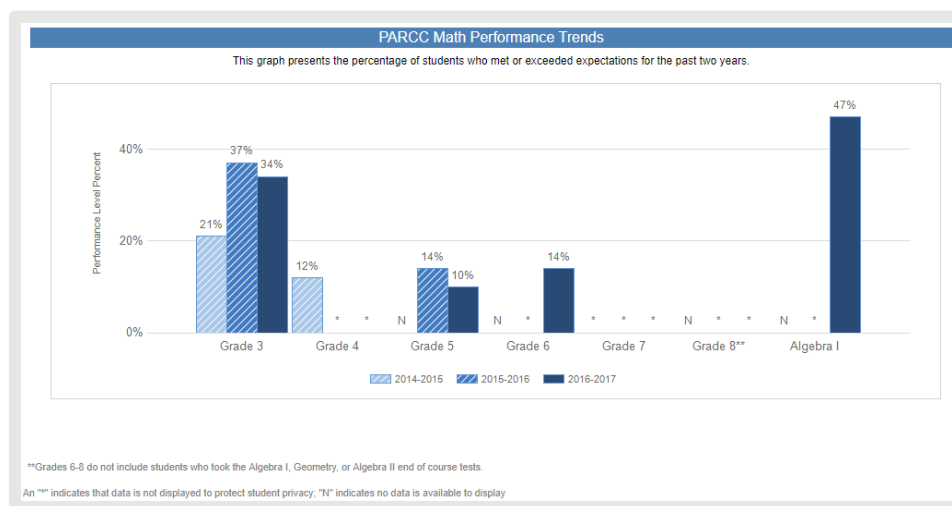


Figure 15 - PARCC Math Performance Trends



There are multiple ways to consider the data represented by these bar graphs. One could examine the year-over-year change within the grade level or content area. A change within a subject from year to year potentially indicates a change in the curriculum or teaching practices. However, it is important to note that these are not the same students so a year-over-year comparison does not compare the progress for the same group of students.

Another way to interpret the data displayed in this bar graph is to evaluate the year-over-year change within the student cohort for both years. For example, you could compare the percentage of sixth graders that met or exceeded expectations in 2015-16 to the percentage of

seventh graders that met or exceeded expectations in 2016-17 to see if the rate has increased or decreased. It is important to note, however, that this group of students may have changed due to transfers in and out of this school.

PARCC Assessment Data Notes:

Category	PARCC Assessment Data Notes
Source of information	<ul style="list-style-type: none"> PARCC performance results are based on performance data reported directly to the NJDOE (not collected from school districts).
Changes for the 2016-17 reports	<ul style="list-style-type: none"> PK and K – Full Day and Half Day table is new for the 2016-17 reports. Enrollment Trends by Student Group table includes additional student groups for the 2016-17 reports.
Which reports will include this information	<ul style="list-style-type: none"> PARCC performance data will only appear in reports for schools and districts that have tested grades. PARCC performance by grade tables will only appear for the grades offered by the school or district.
Data privacy	<ul style="list-style-type: none"> If the number of valid scores for any school, district, student group, or grade level is less than 10, data will not be displayed for that group. If the percentage of students that met or exceeded expectations or the Proficiency Rate for Federal Accountability is less than 10%, that percentage will not be displayed. If the number of test scores for any school, district, or student group is less than 20, accountability targets will not be included. The reports will show “***” if the number of students is less than 20.

Alternate Assessments (DLM and ACCESS for ELLs 2.0)

PK-8 9-12

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

Dynamic Learning Maps (DLM) Assessment – Participation

PK-8 9-12

The “Alternate Assessments – Participation” table shows information about students taking the Dynamic Learning Maps (DLM) assessment. The DLM assessment is an alternate assessment for students with the most significant cognitive disabilities in English Language arts and Mathematics. For more information on the DLM, go to the [Dynamic Learning Maps New Jersey website](http://www.nj.gov/education/dynamic-learning-maps-new-jersey-website).

The table shows the number of students, by grade level, who took the English Language Arts and Mathematics sections of the Dynamic Learning Maps Alternate Assessment.

Figure 16 - Alternate Assessment - Participation

Alternate Assessments - Participation		
This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.		
Grade	ELA: # Students Tested	Math: # Students Tested
3	12	12
4	*	*
5	*	*
6	*	*
7	*	*
8	*	*
9	N	N
10	N	N
11	*	*

English Language Proficiency Test – Participation and Performance

PK-8 9-12

The “English Language Proficiency Test – Participation and Performance” table shows information about the ACCESS for ELLs 2.0 test, which is an English language proficiency assessment for Grades K-12. This test is administered every year to help school districts monitor the English language development of students identified as ELLs. You can learn more about [ACCESS for ELLs 2.0 on the WIDA website](#).

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

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

Figure 17 - English Language Proficiency Test - Participation and Performance

English Language Proficiency Test - Participation and Performance			
This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency. The table also shows the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.			
Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	13	84.6%	15.4%
3	13	84.6%	15.4%
4	*	*	*
5+	*	*	*

Alternate Assessment Data Notes:

Category	Alternate Assessment Data Notes
Source of information	<ul style="list-style-type: none">DLM and ACCESS for ELLs participation and performance data is based on data reported directly to the NJDOE (not collected from school districts).
Changes for the 2016-17 reports	<ul style="list-style-type: none">This section is new for the 2016-17 reports.
Which reports will include this information	<ul style="list-style-type: none">DLM and ACCESS for ELLs tables will only appear in reports for schools and districts with tested grades.
Data privacy	<ul style="list-style-type: none">If the number of valid scores for any given grade or years in district is fewer than 10, data will not be shown.If the number of students scoring below 4.5 or scoring 4.5 and above is fewer than 10 students, data will not be displayed.If the percentage of students scoring 4.5 and above is less than 10%, data will not be displayed.

NJASK Science Assessment PK-8

In the reports for elementary and middle schools, this section also shows information about student performance on the New Jersey Assessment of Skills and Knowledge (NJASK) for Science. These tables show the proficiency levels of students who took the NJASK for Science in grades 4 and 8.

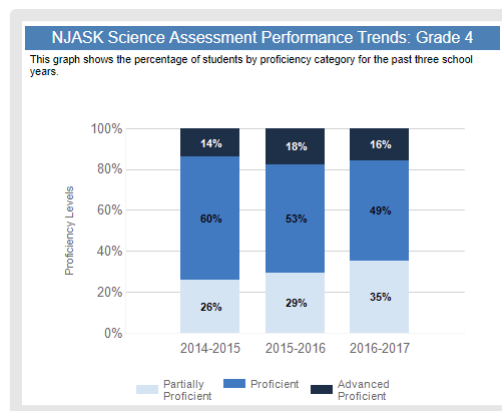
The NJASK exam is scored using a scale score. For the NJASK exam, scores range from 100 to 300. Scores ranging from 100-199 indicate partial proficiency and are considered to be below the state minimum level of proficiency. Scores of 200-249 indicate proficiency, and scores of 250-300 indicate advanced proficiency. Students performing at Proficient and Advanced Proficient have demonstrated readiness for the next grade-level or course.

The “NJASK Science Assessment Performance” table shows proficiency data for the school, the state, and for each student group, while the “NJASK Science Assessment Performance Trends” table shows proficiency data for the school over the last three school years. Each percentage is calculated by taking the number of students in a proficiency level and dividing by the entire tested population.

Figure 18 - NJASK Science Assessment Performance: Grade 4

NJASK Science Assessment Performance: Grade 4			
This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.			
Student Group	Advanced Proficient	Proficient	Partially Proficient
Statewide	45%	40%	14%
Schoolwide	16%	49%	35%
White	N	N	N
Hispanic	*	44%	*
Black or African American	23%	45%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	16%	49%	35%
Students with Disabilities	*	*	*
English Learners	*	*	*

Figure 19 - NJASK Science Assessment Performance Trends: Grade 4



NJ ASK Science Assessment Data Notes:

Category	NJ ASK Science Assessment Data Notes
Source of information	<ul style="list-style-type: none"> NJASK test results are based on performance data reported directly to the NJDOE (not collected from school districts).
Which reports will include this information	<ul style="list-style-type: none"> NJASK performance tables will only appear in reports for schools and districts that offer grades 4 and/or 8.
Data privacy	<ul style="list-style-type: none"> If number of valid scores for any school, district, student group, or school year is fewer than 10, data will not be displayed. If the number of students scoring in any category is less than 10, the data for that category will not be displayed. If fewer than 10% of students score in the proficient or advanced proficient categories, data will not be displayed. If number of students in any category is less than 10, the data for that category will be suppressed; if only one category is suppressed, the next smallest will be suppressed as well.

New Jersey Biology Competency Test (NJBCT) 9-12

The final tables in the performance reports for secondary schools in the Academic Achievement section show proficiency information for students who took the New Jersey Biology Competency Test (NJBCT).

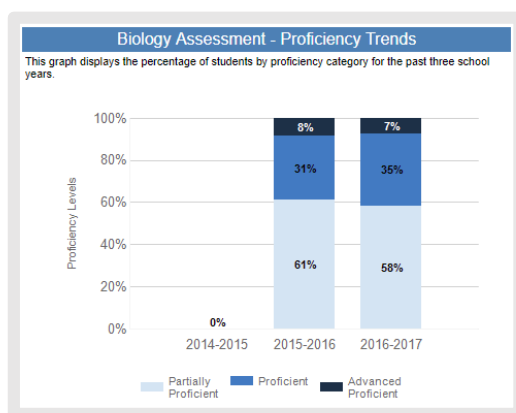
The NJBCT exam is scored using a scale score. For the NJBCT exam, scores range from 100 to 300. Scores ranging from 100-199 indicate Partial Proficiency and are considered to be below the state minimum level of proficiency. Scores of 200-249 indicate Proficiency, and scores of 250-300 indicate Advanced Proficiency.

The “Biology Assessment – Performance” table shows proficiency data for the state, the school, and each student group, while the “Biology Assessment - Performance Trends” table shows the overall proficiency data over the last three school years. Each percentage is calculated by taking the number of students in a proficiency level and dividing by the entire tested population.

Figure 20 - Biology Assessment - Performance

Biology Assessment - Performance			
This table shows the percentage of students in each proficiency category for the district and each student group and also provides a comparison to the statewide percentages.			
Student Group	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	42%	42%
Districtwide	7%	35%	58%
White	17%	59%	*
Hispanic	2%	27%	71%
Black or African American	2%	22%	76%
Asian, Native Hawaiian, or Pacific Islander	18%	51%	31%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	5%	32%	63%
Students with Disabilities	4%	9%	88%
English Learners	N	18%	83%

Figure 21 - Biology Assessment - Proficiency Trends



New Jersey Biology Competency Test Notes:

Category	New Jersey Biology Competency Test Notes
Source of information	<ul style="list-style-type: none"> Biology Competency Test results are based on performance data reported directly to NJDOE (not collected from school districts).

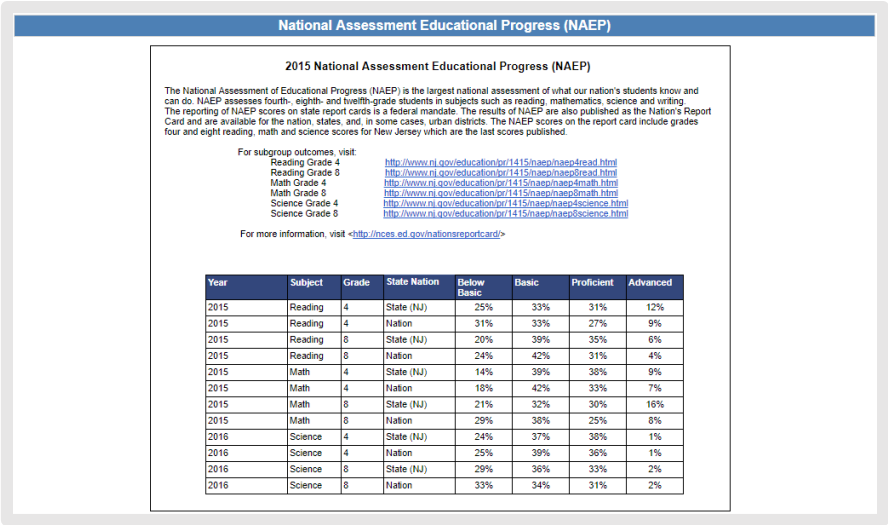
Category	New Jersey Biology Competency Test Notes
Which reports will include this information	<ul style="list-style-type: none"> Biology performance results only appear in reports for schools and districts that offer high school grades.
Data privacy	<ul style="list-style-type: none"> If number of valid scores for any school, district, student group, or school year is fewer than 10, data will not be displayed. If the number of students scoring in any category is less than 10, the data for that category will not be displayed. If fewer than 10% of students score in the proficient or advanced proficient categories, data will not be displayed. If number of students in any category is less than 10, the data for that category will be suppressed; if only one category is suppressed, the next smallest will be suppressed as well.

National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation’s students know and can do in various academic subjects in grades 4, 8, and 12. For more information about the NAEP assessment, visit the [NJDOE’s NAEP website](#).

This data shows statewide test results in Reading, Math, and Science for the 2015-16 school year. The NAEP is administered annually in New Jersey. However, due to our state’s broad ethnic and socioeconomic diversity, state-specific results are only disseminated in the odd assessment years.

Figure 22 – National Assessment Educational Progress



National Assessment Educational Progress (NAEP) Data Notes:

Category	National Assessment Educational Progress (NAEP) Data Notes
Source of information	<ul style="list-style-type: none"> NAEP results are based on performance data reported directly to the NJDOE (not collected from school districts).

Category	National Assessment Educational Progress (NAEP) Data Notes
Which reports will include this information	<ul style="list-style-type: none"> • NAEP results are included only in the state-level school performance report.

Student Growth PK-8

The Student Growth section of the New Jersey School Performance Reports appears only in reports for elementary and middle schools and shows information about student growth, using the Student Growth Percentile (SGP) methodology. SGP measures student growth year over year by comparing a student’s achievement to a group of students that had similar achievement in previous years. SGP makes it possible to measure how much a student has grown relative to his or her academic peers with a similar test score history. The SGP score is a percentile rank that demonstrates the percentage of the peer group the student outperformed.

Each student gets a student growth percentile for ELA/L (4th to 8th grade) and Math (4th to 7th grade). Math SGPs for grade 8 are not calculated because many 8th graders take the Algebra I End-of-Course assessment instead of the 8th grade math assessment.

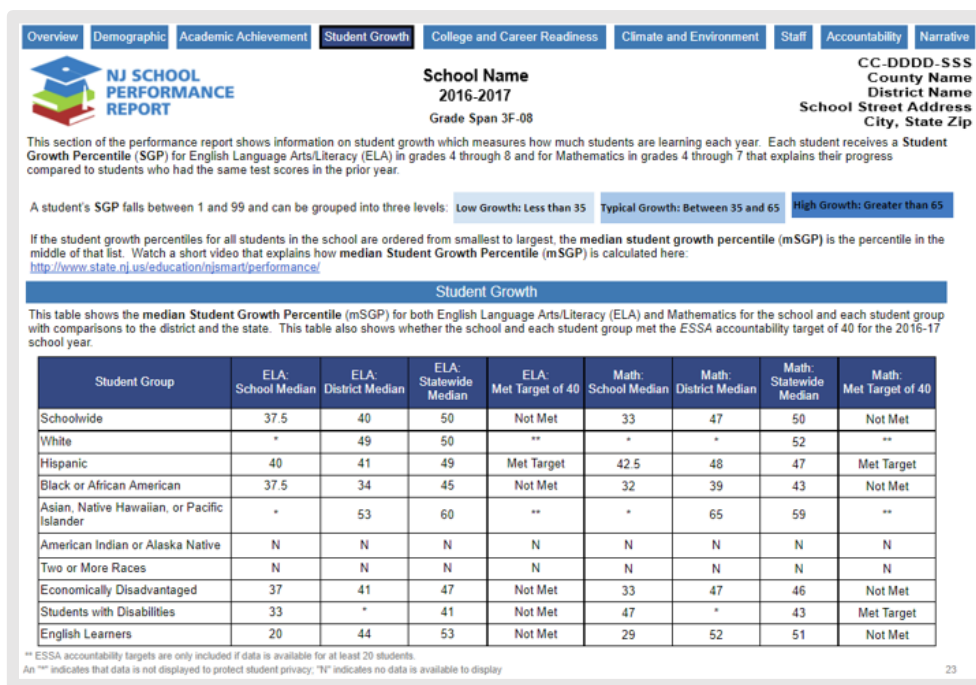
A student’s SGP falls between 1 and 99 and can be grouped into three levels:

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

The performance reports do not contain information about individual student SGPs. Instead, they show median Student Growth Percentiles (mSGP). To calculate the mSGP, all student SGPs for the school, district, or student group are ordered from smallest to largest, and the mSGP is the percentile in the middle of that list. For example, if there were five SGPs in the school of 15, 30, 45, 50, and 90, the mSGP would be 45.

To learn more about Student Growth Percentiles, please visit the [NJDOE Student Performance page](#). This page includes a link to a [short video explaining how SGP is calculated](#).

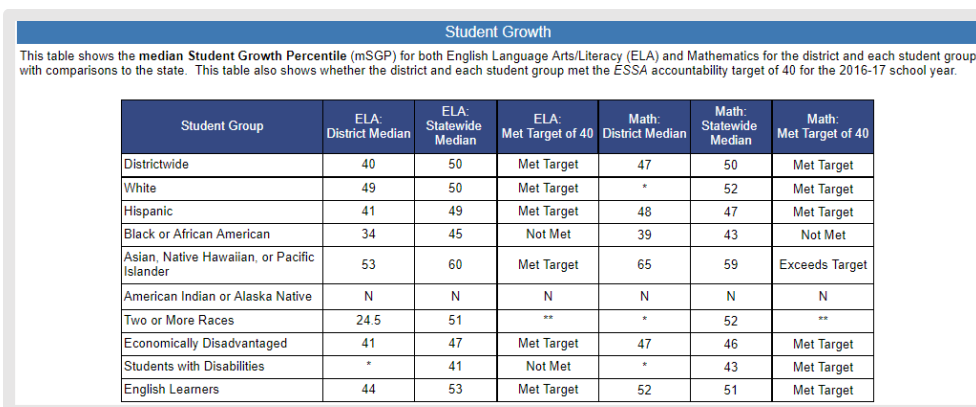
Figure 23 - Student Growth



Student Growth table **PK-8**

The "Student Growth" table shows the mSGP for ELA/L and for Math both overall and for each student group. It also provides comparisons to the district mSGP and the state mSGP. The table also shows whether each student group met the annual target mSGP under ESSA accountability.

Figure 24 - Student Growth

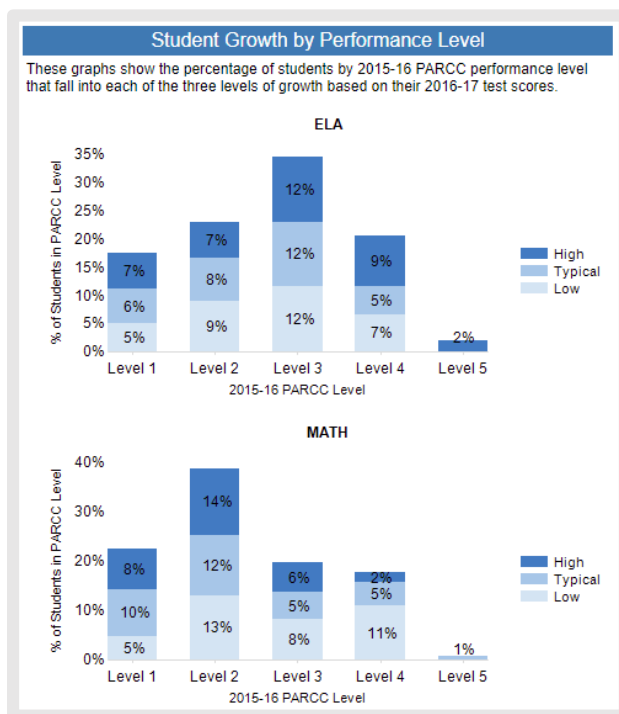


Annual targets for student growth were set by the commissioner and reflect whether a school or student group met the standard for growth with an mSGP of 40-59.5, or exceeded the standard with an mSGP of 60 or higher.

Student Growth by Performance Level PK-8

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

Figure 25 - Student Growth by Performance Level



For this chart, students are classified into student growth levels as defined above and into PARCC performance levels based on their 2015-16 PARCC assessment scores. The PARCC performance levels are:

- Level 1: Did not yet meet expectations
- Level 2: Partially Met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

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

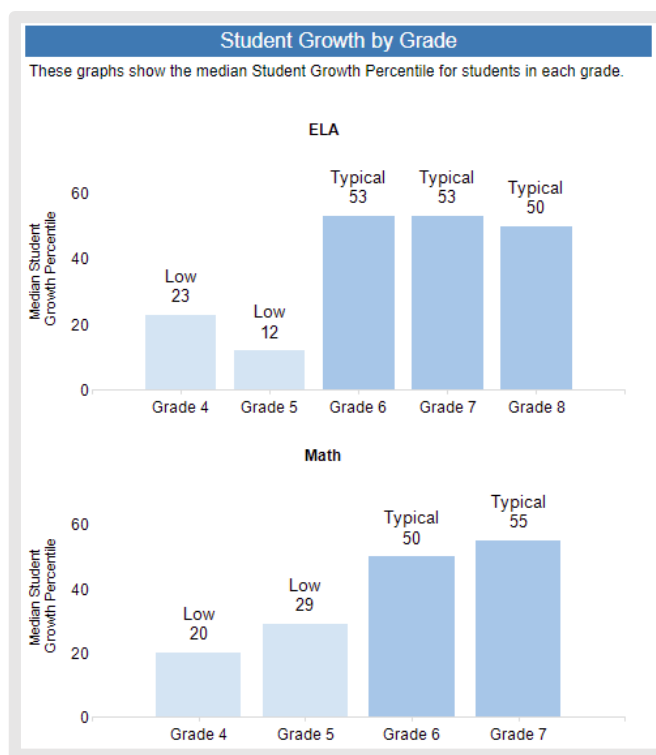
It is important to note that growth levels do not correspond directly to PARCC performance. For example, it is possible for a student with a high growth score to still score below expectations on PARCC because performance against standards in one year is different than the growth made

by the student since the last year. Remember, SGP is a calculation of a student’s growth compared to their academic peer group. A student that has made rapid gains over his or her peer group could have high growth but still score below expectations.

Student Growth by Grade PK-8

The “Student Growth by Grade” chart shows the median Student Growth Percentile (mSGP) for students in each grade level in the school for both English Language Arts/Literacy (ELA) and Mathematics.

Figure 26 - Student Growth by Grade



Student Growth Percentiles are calculated for ELA for students in grades 4 through 8 and they are calculated for Math for students in grades 4 through 7. This chart is helpful to see whether student growth varies by grade level.

Student Growth Data Notes:

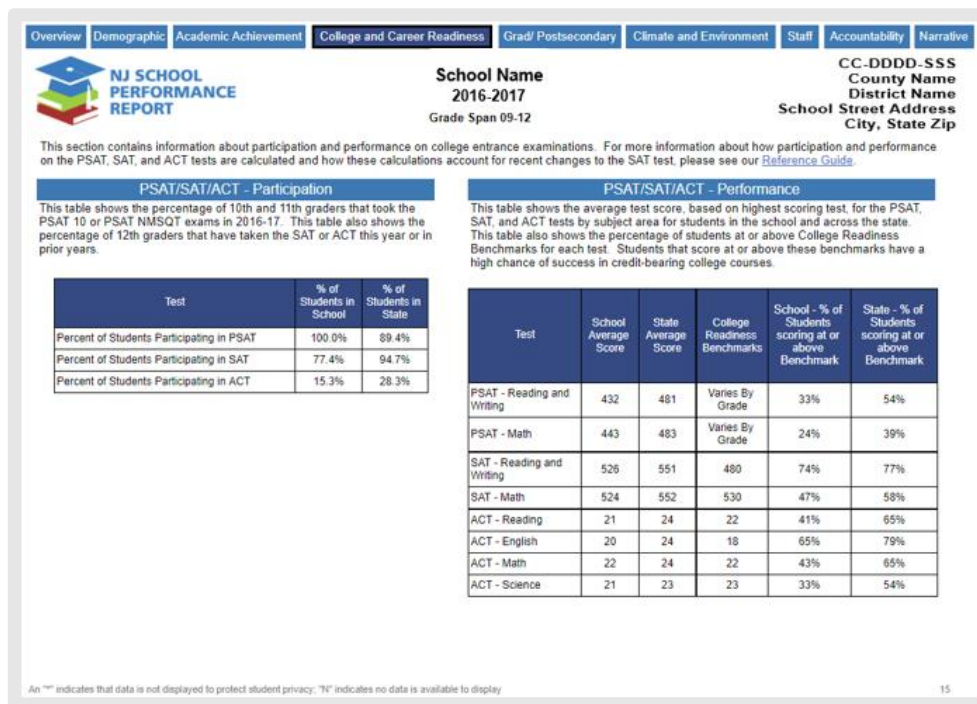
Category	Student Growth Data Notes
Source of information	<ul style="list-style-type: none"> Student Growth Percentiles are based on PARCC performance results from the reported school year and prior school years. PARCC performance levels in the "Student Growth by Performance Level" table are based on 2015-16 PARCC performance levels.
Changes for the 2016-17 reports	<ul style="list-style-type: none"> Student Growth data reported by student group and by grade level is new for the 2016-17 reports.

Category	Student Growth Data Notes
Which reports will include this information	<ul style="list-style-type: none"> Student Growth data is only included in reports for schools and districts that serve grades 4 through 8.
Data privacy	<ul style="list-style-type: none"> If the number of valid scores is fewer than 10 for a school, student group, or grade level, the mSGP data will not be displayed for that group. If the number of students scoring in any PARCC performance level is fewer than 10, growth data for that PARCC performance level will not be displayed.

College and Career Readiness PK-8 9-12 Not Tested

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

Figure 27 - College and Career Readiness



PSAT, SAT, and ACT exams 9-12

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

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

PSAT/SAT/ACT – Participation 9–12

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

Figure 28 - PSAT/SAT/ACT - Participation

PSAT/SAT/ACT - Participation		
This table shows the percentage of 10 th and 11 th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12 th graders that have taken the SAT or ACT this year or in prior years.		
Test	% of Students in School	% of Students in State
Percent of Students Participating in PSAT	100.0%	89.4%
Percent of Students Participating in SAT	77.4%	94.7%
Percent of Students Participating in ACT	15.3%	28.3%

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

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

To calculate the percentage of students taking the SAT, the number of 12th graders who took the SAT test during the 2015-16 or 2016-17 school years is divided by the total end-of-year enrollment for grade 12. To calculate the percentage of students taking the ACT, the number of 12th graders who have a valid ACT score for the last three years is divided by the total end-of-year enrollment for grade 12.

PSAT/SAT/ACT – Performance

9–12

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

Figure 29 - PSAT/SAT/ACT - Performance

PSAT/SAT/ACT - Performance					
This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.					
Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	432	481	Varies By Grade	33%	54%
PSAT - Math	443	483	Varies By Grade	24%	39%
SAT - Reading and Writing	526	551	480	74%	77%
SAT - Math	524	552	530	47%	58%
ACT - Reading	21	24	22	41%	65%
ACT - English	20	24	18	65%	79%
ACT - Math	22	24	22	43%	65%
ACT - Science	21	23	23	33%	54%

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

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

Benchmarks for PSAT vary based on a student’s grade level. For students in grade 10, benchmarks are 430 for Reading and Writing and 480 for Math. For students in grade 11, benchmarks are 460 for Reading and Writing and 480 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 highest score is used. The format of the SAT exam changed beginning with the March 2016 administration. Students who took the SAT prior to March 2016 were scored on the old SAT test's 2400 point scale. Scores from the old test were converted using [concordance tables provided by College Board](#).

PSAT/SAT/ACT Data Notes:

Category	PSAT/SAT/ACT Data Notes
Source of information	<ul style="list-style-type: none"> PSAT and SAT participation and performance information is based on data provided by the College Board. ACT participation and performance information is based on data provided by ACT.
Changes for the 2016-17 reports	<ul style="list-style-type: none"> PSAT participation and performance includes only information about the PSAT 10 and PSAT NMSQT exams (does not include PSAT 8/9). SAT participation and performance is based on 12th grade cohort students taking the test this year and in prior years.
Which reports will include this information	<ul style="list-style-type: none"> This section will only appear in reports for schools and districts that serve students in grades 10, 11, and 12 for the reported school year.
Data privacy	<ul style="list-style-type: none"> If number of students taking any test is fewer than 10, data for that test will not be displayed. If the percentage of students scoring at or above benchmark is less than 10%, that percentage will not be displayed.

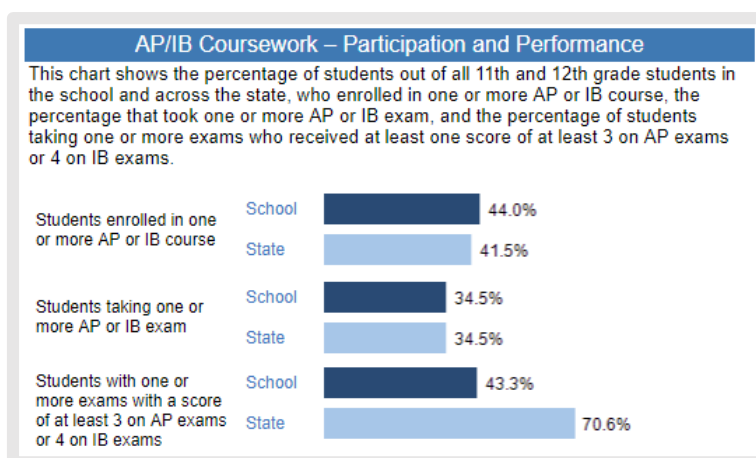
Advanced Coursework 9-12

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. Participating in one of these programs in high school is one of the strongest predictors of college readiness and has been supported by years of peer reviewed research.

AP/IB Coursework – Participation and Performance 9-12

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

Figure 30 - AP/IB Coursework - Participation and Performance



The first set of bars shows the percentage of students 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 that were enrolled in one more AP or IB course, regardless of grade level, 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 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 that took one or more AP or IB exam, regardless of grade level, 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, regardless of grade level, 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 with one or more AP scores of 3 or higher or IB scores of 5 or higher, regardless of grade level, 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 university grant credit and placement based on AP or IB scores, however, each college decides which scores it will accept.

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

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

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

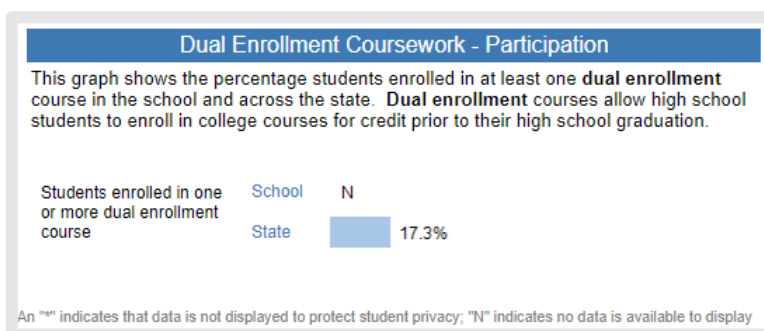
7 = Excellent; 6 = Very Good; 5 = Good; 4 = Satisfactory; 3 = Mediocre; 2 = Poor; 1 = Very poor

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

Dual Enrollment Coursework – Participation

The “Dual Enrollment Coursework – Participation” chart shows information about student enrollment in dual enrollment courses. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.

Figure 31 - Dual Enrollment Coursework Participation



This chart shows the percentage of students enrolled in one or more dual enrollment course with a comparison to the statewide percentage. This is calculated by taking the count of students enrolled in one or more course identified by the school district as college level and dividing by the total end-of-year enrollment for grades 11 and 12. Courses identified as dual enrollment are college level dual enrollment/dual credit courses that may be taught by staff assigned to a school or staff outside of the school district.

AP/IB Courses Offered

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

Figure 32 - AP/IB Courses Offered

AP/IB Course	Students Enrolled	Students Tested
AP Biology	42	42
AP Calculus AB	39	40
AP Calculus BC	15	16
AP Chemistry	11	11
AP English Language and Composition	131	133
AP English Literature and Composition	36	36
AP Environmental Science	63	63
AP French Language and Culture	11	11
AP Government	20	0
AP Macroeconomics	0	24
AP Microeconomics	0	24
AP Music Theory	0	6
AP Physics C	9	0
AP Physics C: Mechanics	0	9
AP Psychology	14	15
AP Spanish Language	12	12
AP Statistics	55	55
AP Studio Art—Drawing Portfolio	0	6
AP U.S. Government and Politics	0	20
AP U.S. History	145	52
Total Exams Taken		575
Exams with scores of at least 3 on AP exams or 4 on IB exams		242

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

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

Advanced Coursework Data Notes:

Category	Advanced Coursework Data Notes
Source of information	<ul style="list-style-type: none"> AP, IB, and Dual Enrollment course participation is based on course enrollment data reported by school districts at the end of the reported school year. Identification of courses as AP, IB, and Dual Enrollment is based on the course codes that schools use to program their courses. AP test participation and performance is based on data provided directly to the NJDOE by the College Board (not collected from school districts). IB test participation and performance is based on data provided directly to the NJDOE by IB (not collected from school districts).
Which reports will include this information	<ul style="list-style-type: none"> Advanced coursework tables will only appear in reports for schools and districts that serve students in grades 10, 11, and 12 for the reported school year.
Data privacy	<ul style="list-style-type: none"> If the number of students enrolled in AP, IB, or dual enrollment courses is fewer than 10, data will not be displayed. If the number of AP exams scoring at least 3 and IB exams scoring at least 4 is less than 10, that data will not be displayed.

Career and Technical Education 9-12 Not Tested

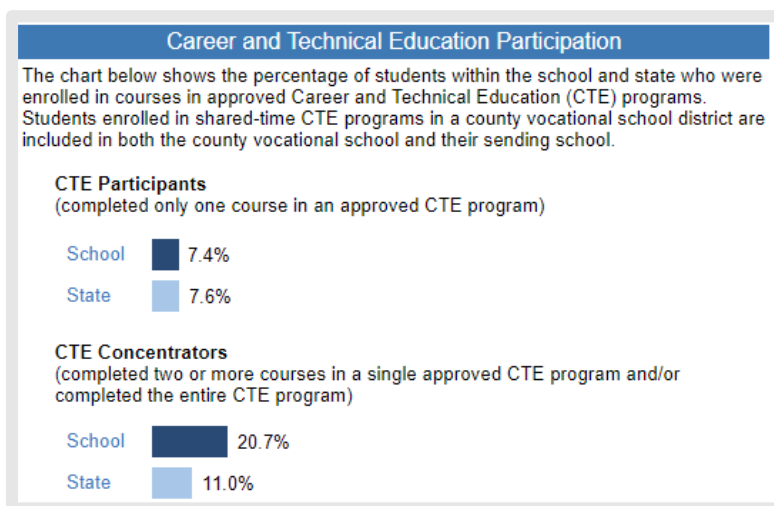
Career and Technical Education (CTE) provides students with opportunities to learn academic, technical, and professional skills that are vital for today’s learners. For more information about Career and Technical Education programs and programs of study in New Jersey Schools, visit the NJDOE’s [Career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

Career and Technical Education Participation 9-12 Not Tested

The “Career and Technical Education Participation” chart shows the percentage of students who were enrolled in courses in approved Career and Technical Education (CTE) programs during the reported school year with a comparison to the statewide percentage. Students

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

Figure 33 - Career and Technical Education Participation



CTE Participants are students who have completed only one course in an approved CTE program as of the reported school year.

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

These percentages 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 9-12 Not Tested

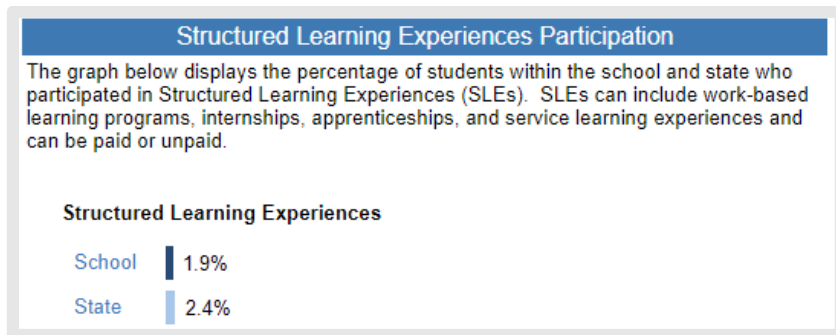
Structured Learning Experience (SLE) means experiential, supervised, in-depth learning experiences aligned to the New Jersey Student Learning Standards that are designed to offer students the opportunity to more fully explore career interests within one or more of the Career Clusters. SLEs are designed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

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

The "Structured Learning Experiences Participation" graph shows the percentage of students in grades 9 through 12 who were enrolled in courses identified as SLEs during the reported school

year with a comparison to the statewide percentage. This is calculated by taking the number of students enrolled in one or more courses identified as SLEs during the reported school year and dividing by the total end-of-year enrollment for grades 9 through 12.

Figure 34 - Structured Learning Experiences Participation



Industry-Valued Credentials Earned 9-12 Not Tested

An 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

The NJDOE currently recognizes students’ ability to earn Industry-Valued Credentials across 9 Career Clusters®. Students may earn multiple credentials within a single cluster and may earn credentials across more than one cluster. These 9 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 shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster®.

Figure 35 - Industry-Valued Credentials Earned

Industry-Valued Credentials Earned		
<p>This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.</p>		
Career Cluster	Students with at least one credential earned	Industry credentials earned
Architecture & Construction	52	52
Health Science	114	114
Information Technology	124	124
Transportation, Distribution & Logistics	20	20
Total non-duplicated number of students**	310	
Total number of credentials earned in all clusters		310

The last two rows show the total non-duplicated number of students earning one or more credential overall and the total number of credentials earned across all clusters. A Career Cluster® row is only shown in the table if at least one credential was earned.

Students earning credentials in more than one Career Cluster are counted in each row where they have earned a credential. Students earning multiple credentials in one Career Cluster are counted only once in the “Students with at least one credential earned column”, but counted once for each credential earned in the “Industry credentials earned” column.

Career and Technical Education Data Notes:

Category	Career and Technical Education Data Notes
Source of information	<ul style="list-style-type: none"> CTE participation and Industry Valued Credentials earned is based on CTE information submitted by school districts at the end of the school year. SLE participation is based on course enrollment data submitted by school districts at the end of the school year. Identification of courses as SLE is based on the course codes that schools use to program their courses.
Changes for the 2016-17 reports	<ul style="list-style-type: none"> Industry-Valued Credentials earned is new for the 2016-17 reports.
Which reports will include this information	<ul style="list-style-type: none"> CTE tables will only appear in reports for schools and districts serving high school grades. CTE data will not appear for all schools classified as Not Tested.
Data privacy	<ul style="list-style-type: none"> If the number of students enrolled in any program is fewer than 10, data for that program will not be displayed. If the number of students earning a credential for any Career Cluster or overall is fewer than 10, student and credential counts will not be displayed.

Course Participation

PK-8

9-12

New Jersey has defined graduation requirements that all school districts must adopt that prepare students for success in post-secondary degree programs, careers, and civic life in the 21st century. This section of the reports provides information about the courses that students take in Mathematics, Science, Social Studies, World Languages, and Visual & Performing Arts.

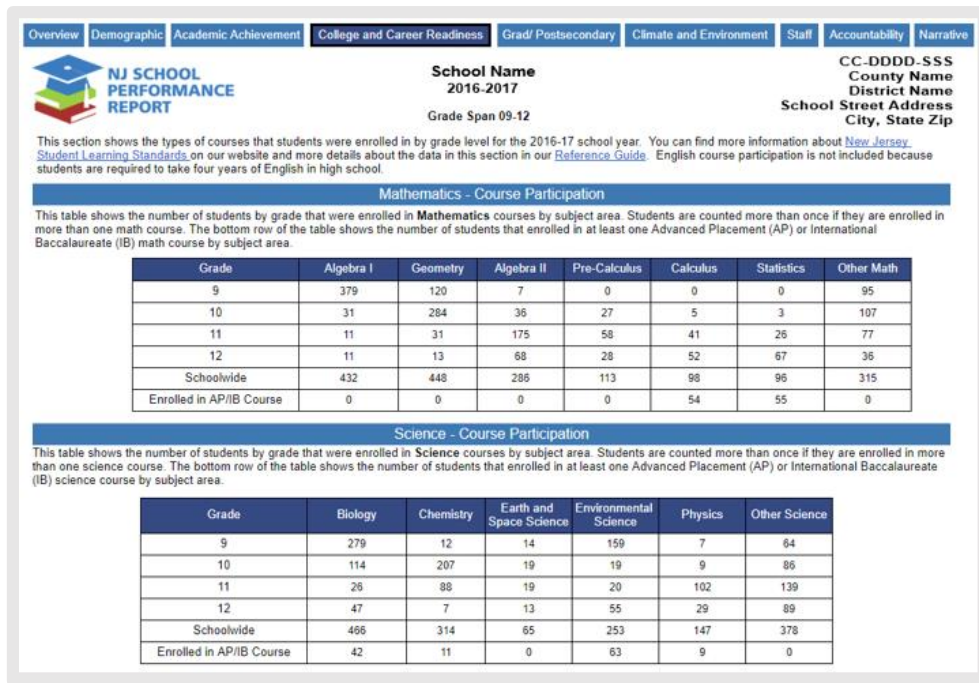
To provide a state-endorsed diploma, the district's expectations for high school graduation must meet the state's minimum requirements (N.J.A.C. 6A: 8-5.1). The minimum requirements include at least:

- 15 credits in mathematics, which must include Algebra I and Geometry (or equivalent coursework) and a third course that builds on those skills;
- 15 credits in science with at least 5 credits in laboratory biology/life science (or equivalent coursework) and two additional laboratory/inquiry-based science courses;
- 15 credits in social studies including two years of US History and one year World History;
- 5 credits in world languages or demonstrate equivalent proficiency and,
- 5 credits in visual & performing arts.

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 2016-17 school year. The Mathematics and World Languages tables will be included in reports for schools or districts that serve students in any grades 6 through 12. The Science and Social Studies and History tables will be included in reports for schools or districts that serve students in any grades 9 through 12.

Figure 36 - Course Participation



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 by subject area. Any subject areas that do not offer AP/IB courses will be grayed out. See the Advanced Coursework page of the School Performance Reports for more information about the types of AP/IB courses offered at each school.

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

The “World Language – Course Participation” table also shows the number of students enrolled in a level 3 or higher language course, such as French III or French IV, and the number of students that earned a Seal of Biliteracy by language. Students that earned a Seal of Biliteracy in more than one language will be counted in each language where they earned a seal. You can find more information about the [Seal of Biliteracy](#) on the NJDOE website.

Figure 37 - World Languages - Course Participation (9-12)

World Languages - Course Participation							
This table shows the number of students by grade that were enrolled in World Languages courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.							
Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	209	74	20	24	0	0	0
10	223	74	24	13	0	0	0
11	135	53	12	8	0	0	0
12	43	23	2	0	0	0	0
Schoolwide	610	224	58	45	0	0	0
Enrolled in AP/IB Course	12	11	0	0	0	0	0
Enrolled in Level 3 or Higher	139	48	4	7	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N

Course Participation Data Notes:

Category	Course Participation Data Notes
Source of information	<ul style="list-style-type: none"> Course participation is based on course enrollment data submitted by school districts at the end of the school year. Identification of courses in subject areas is based on the course codes that schools use to program their courses.
Changes for the 2016-17 reports	<ul style="list-style-type: none"> All course participation tables are new for the 2016-17 reports.
Which reports will include this information	<ul style="list-style-type: none"> Mathematics and World Language course participation tables will only appear in reports for schools and districts that serve students in any grades 6 through 12. Science and Social Studies course participation tables will only appear in reports for schools and districts that serve students in any grades 9 through 12. Course participation data will not appear in reports for schools districts that do not offer testing grades and special services schools and districts.
Data privacy	<ul style="list-style-type: none"> If the count of students that earned a Seal of Biliteracy is fewer than 10 for any subject area, that data will not be displayed.

Visual and Performing Arts PK-8 9-12

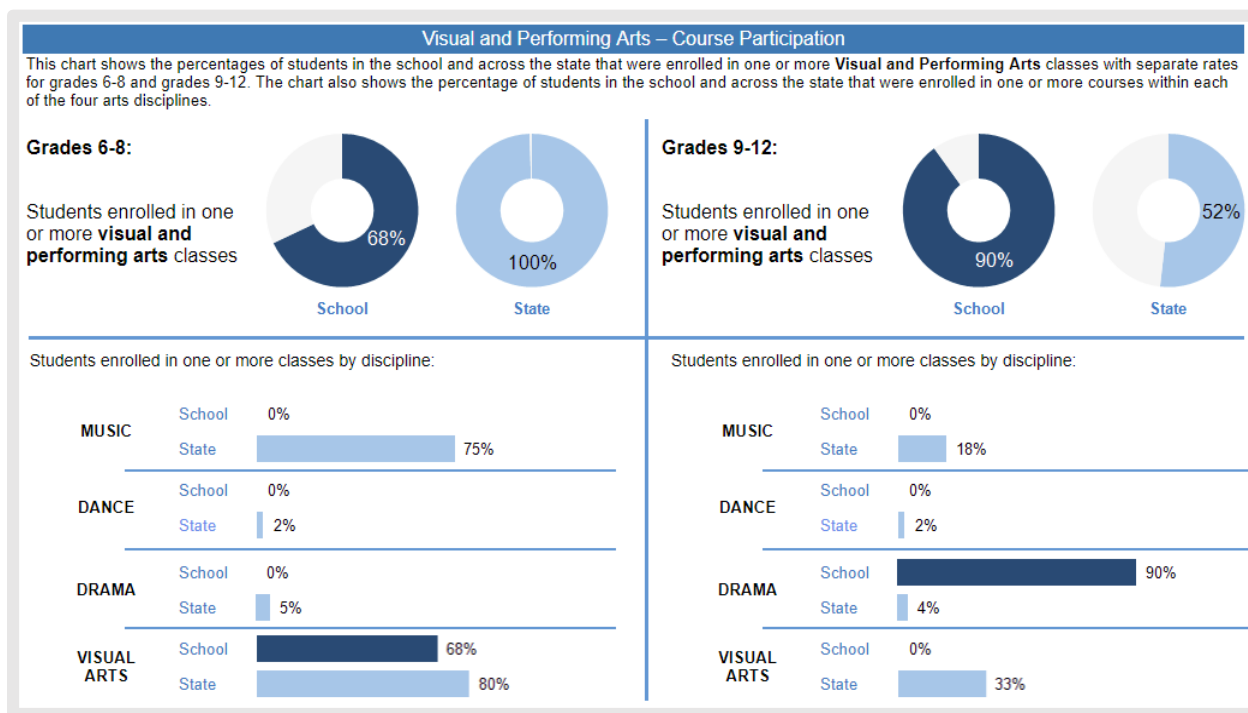
This section shows student participation in visual and performing arts courses. The visual and performing arts have been a part of the New Jersey Core Curriculum Content Standards and the state’s graduation requirements since 1996. You can contact your school to learn what visual and performing arts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

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

The “Visual and Performing Arts – Course Participation” charts at the top indicate the overall student enrollment rates in music, drama, dance, and visual arts courses. Visual and performing arts data is only calculated for students in grades 6 through 12, and rates are calculated separately for grades 6-8 and grades 9-12. Participation in visual and performing arts is typically

100% for grades K-5. Reports will only show the participation rate(s) based on the grades served by the school or district.

Figure 38 - Visual and Performing Arts



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

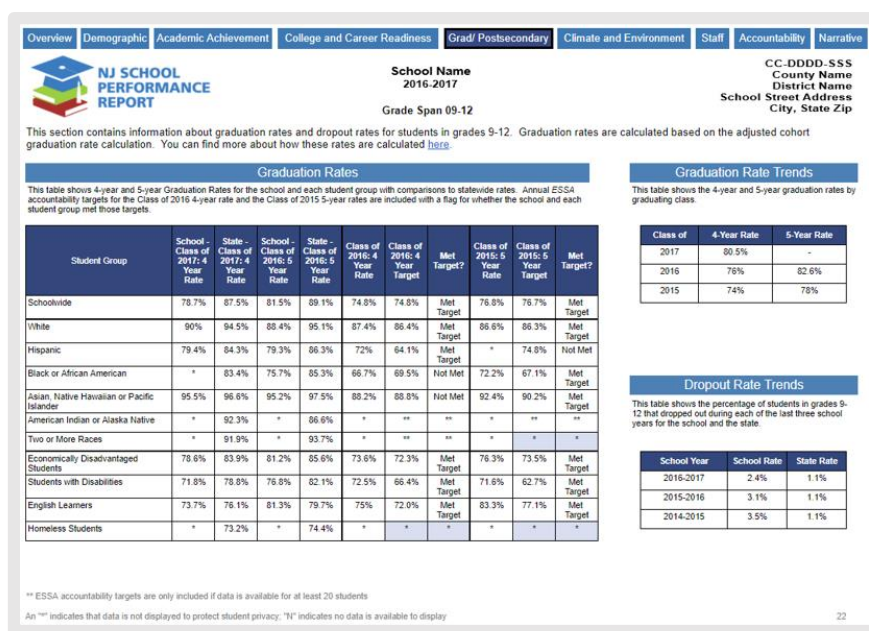
Visual and Performing Arts Data Notes:

Category	Visual and Performing Arts Data Notes
Source of information	<ul style="list-style-type: none"> Visual and Performing arts participation is based on course enrollment data submitted by school districts at the end of the school year. Identification of courses in each arts discipline is based on the course codes that schools use to program their courses.
Changes for the 2016-17 reports	<ul style="list-style-type: none"> Visual and Performing arts participation rates are now calculated separately for grades 6-8 and grades 9-12 so any schools serving students in both grades 6-8 and grade 9-12 will see two separate rates. State comparison rates now represent only students across the state in the corresponding grade levels.
Which reports will include this information	<ul style="list-style-type: none"> Visual and Performing arts participation rates will only appear in reports for schools and districts that serve students in any grades 6 through 12.

Graduation and Postsecondary 9-12

The Graduation and Postsecondary section of the performance reports provides data on four-year and five-year graduation rates, high school dropout rates, and enrollment in postsecondary institutions. This section of the reports is only included in reports for schools and districts that serve high school grades and had graduating 12th graders in 2016-17.

Figure 39 - Grad/Postsecondary



Graduation Rates 9-12

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

Four-year graduation rates are calculated by dividing the number of students who graduated within four years of entering the 9th grade by the total number of students who started high school four years earlier. Five-year graduation rates are calculated by dividing the number of students who graduated within five years of entering the 10th 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 9-12

The "Graduation Rates" table shows four-year graduation rates for the Class of 2017 and Class of 2016 and five-year graduation rates for the Class of 2016 and the Class of 2015, both overall and by student group. The most recent graduation rates, Class of 2017 four-year and Class of 2016 five-year, are compared to the statewide graduation rates.

Figure 40 - Graduation Rates

Graduation Rates										
This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.										
Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	78.7%	87.5%	81.5%	89.1%	74.8%	74.8%	Met Target	76.8%	76.7%	Met Target
White	90%	94.5%	88.4%	95.1%	87.4%	86.4%	Met Target	86.6%	86.3%	Met Target
Hispanic	79.4%	84.3%	79.3%	86.3%	72%	64.1%	Met Target	*	74.8%	Not Met
Black or African American	*	83.4%	75.7%	85.3%	66.7%	69.5%	Not Met	72.2%	67.1%	Met Target
Asian, Native Hawaiian or Pacific Islander	95.5%	96.6%	95.2%	97.5%	88.2%	88.8%	Not Met	92.4%	90.2%	Met Target
American Indian or Alaska Native	*	92.3%	*	86.6%	*	**	**	*	**	**
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	*	*
Economically Disadvantaged Students	78.6%	83.9%	81.2%	85.6%	73.6%	72.3%	Met Target	76.3%	73.5%	Met Target
Students with Disabilities	71.8%	78.8%	76.8%	82.1%	72.5%	66.4%	Met Target	71.6%	62.7%	Met Target
English Learners	73.7%	76.1%	81.3%	79.7%	75%	72.0%	Met Target	83.3%	77.1%	Met Target
Homeless Students	*	73.2%	*	74.4%	*	*	*	*	*	*

The Class of 2016 four-year and Class of 2015 five-year graduation rates are indicators under New Jersey’s ESSA accountability plan. For each of these rates, the table also includes the 2016-17 annual target and whether the target was met overall and for each student group. For more information about New Jersey’s ESSA Accountability plan, please visit the NJDOE’s [ESSA Accountability page](#).

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

Annual targets were calculated through the year 2030 for all districts, schools, and student groups, based on four-year graduation rates for students in the 2014-15 cohort and five-year graduation rates for students in the 2013-14 cohort. 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 point and annual targets, the long-term goal is the same for all schools and student groups.

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

Graduation Rate Trends 9-12

The “Graduation Rate Trends” table shows the four-year and five-year graduation rates by graduating class for the last three years. Five-year graduation rates for the Class of 2017 are not yet available, so that field will not show any data.

Figure 41- Graduation Rate Trends

Graduation Rate Trends		
This table shows the 4-year and 5-year graduation rates by graduating class.		
Class of	4-Year Rate	5-Year Rate
2017	80.5%	-
2016	76%	82.6%
2015	74%	78%

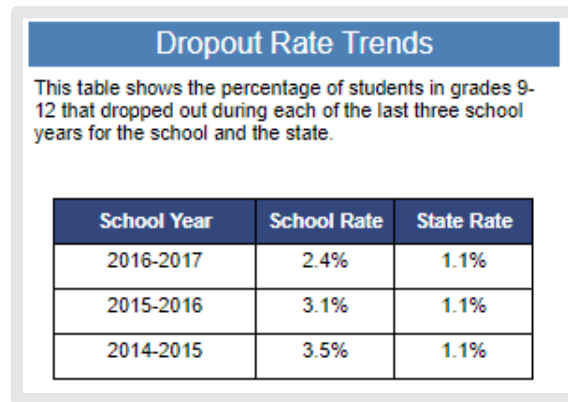
Graduation Rate Data Notes:

Category	Graduation Rate Data Notes
Source of information	<ul style="list-style-type: none"> Graduation rate data is based on graduation data submitted by school districts.
Changes for the 2016-17 reports	<ul style="list-style-type: none"> Reports now include 5-year graduation rates by student group and two years of data for both four-year and five-year graduation rates.
Which reports will include this information	<ul style="list-style-type: none"> Graduation rate tables will only appear in reports for schools and districts serving students in grade 12 for the reported school year.
Data privacy	<ul style="list-style-type: none"> If the number of students in any school, district, or student group cohort is fewer than 10, graduation rates will not be displayed. If any graduation rate is less than 10%, that data will not be displayed. Annual Targets will not be displayed for schools or student groups with fewer than 20 students. If the number of students is fewer than 20, the table will show ** for that student group.

Dropout Rate 9-12

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

Figure 42 - Dropout Rate Trends



Dropout Rate Data Notes:

Category	Dropout Rate Data Notes
Source of information	<ul style="list-style-type: none"> Dropout data is based on inactive students reported by school districts at the end of the school year.
Changes for the 2016-17 reports	<ul style="list-style-type: none"> Dropout data is now reported for the last three years.
Which reports will include this information	<ul style="list-style-type: none"> Dropout data will only appear in reports for schools and districts serving students in grade 12 for the reported school year.
Data privacy	<ul style="list-style-type: none"> If the number of students enrolled in grades 9-12 for any school or district is fewer than 10, dropout rates will not be displayed.

Postsecondary Enrollment 9-12

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

Postsecondary Enrollment Rates: Fall 9-12

This table shows the percentage of Class of 2017 high school graduates that were enrolled in any type of postsecondary institution in fall 2017. The % Enrolled in Any Institution column shows the students in the state, schoolwide or districtwide, and by student group that were enrolled in any postsecondary institution. The next two columns show the percentage of those students that were enrolled by 2-year or 4-year institution.

Figure 43 - Postsecondary Enrollment Rates: Fall

Postsecondary Enrollment Rates: Fall			
This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.			
Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	57.8%	47.1%	52.9%
White	74.7%	24.5%	75.5%
Hispanic	40.7%	72.7%	27.3%
Black or African American	49.5%	56%	44%
Asian, Native Hawaiian, or Pacific Islander	80.2%	37.7%	62.3%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	54.3%	54.7%	45.3%
Students with Disabilities	21.4%	83.3%	16.7%
English Learners	44.4%	91.7%	8.3%

The first rate is calculated by taking the total number of Class of 2017 graduates that were enrolled in any institution in fall 2017 and dividing by the total number of Class of 2017 graduates. The next two columns are calculated by taking the total number of Class of 2017 graduates enrolled in the corresponding institution type (2-year or 4-year) in fall 2017 and dividing by the total number of Class of 2017 graduates that were enrolled in any institution in fall 2017.

Postsecondary Enrollment Rates: 16 Month 9-12

This table shows the percentage of Class of 2016 high school graduates that were enrolled in any postsecondary institution in fall 2017, sixteen months after graduation. The % Enrolled in Any Institution column shows the students in the state, schoolwide or districtwide, and by student group that were enrolled in any postsecondary institution. The next sets of columns show the percentage of those students that were enrolled by 2-year or 4-year institution, public or private institution, and in-state or out-of-state institution.

Enrollment is based on a snapshot of college enrollment in fall 2017, not whether students have been enrolled in college for two years. Graduates that enrolled in college directly after graduation, but are no longer enrolled in fall 2017 will not be included in these rates. Graduates that did not enroll in college in fall 2016 but enrolled in for the first time in fall 2017 will be included in these rates.

Figure 44 - Postsecondary Enrollment Rates: 16 Month

Postsecondary Enrollment Rates: 16 month							
This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.							
Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	25.5%	50.6%	56%	20.1%	49.8%	26.3%
Schoolwide	70.2%	33.3%	36.8%	60.4%	9.8%	55.6%	14.5%
White	78.6%	18.5%	60.2%	56.3%	22.3%	45.6%	33%
Hispanic	59.8%	46.4%	13.4%	56.3%	3.6%	56.3%	3.6%
Black or African American	57.3%	31.8%	25.5%	49.1%	8.2%	43.6%	13.6%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	0%	*	*	0%	*	0%
Economically Disadvantaged Students	68.2%	38.4%	29.8%	62%	6.2%	58.5%	9.7%
Students with Disabilities	41%	37.7%	3.3%	41%	0%	39.3%	1.6%
English Learners	57.1%	57.1%	0%	57.1%	0%	57.1%	0%

The first rate is calculated by taking the total number of Class of 2016 graduates that were enrolled in any institution in fall 2017 and dividing by the total number of Class of 2016 graduates. The next sets of columns are calculated by taking the total number of Class of 2016 graduates enrolled in the corresponding institution type in fall 2017 and dividing by the total number of Class of 2016 graduates that were enrolled in any institution in fall 2017.

Postsecondary Enrollment Data Notes:

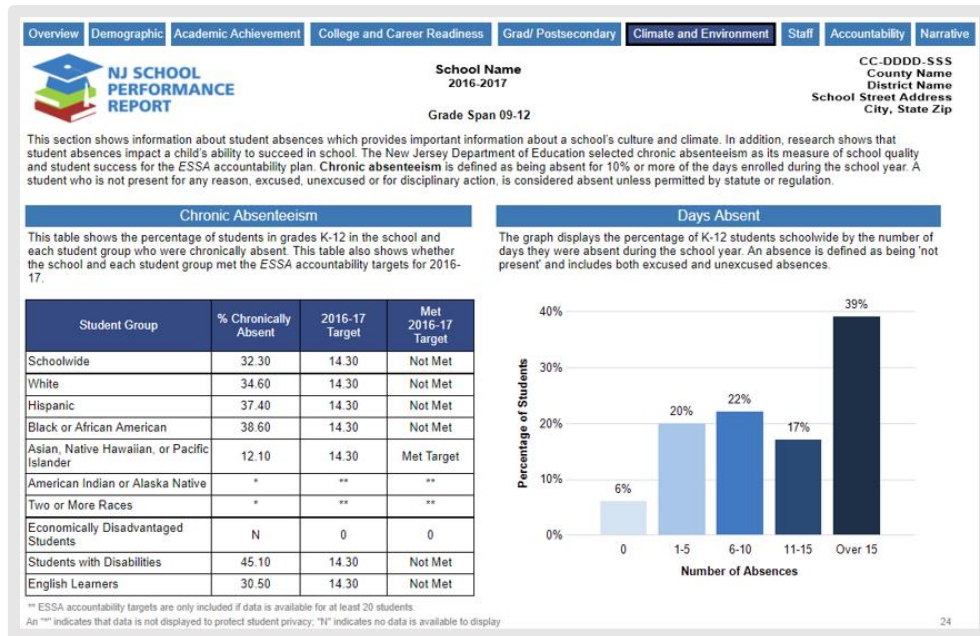
Category	Postsecondary Enrollment Data Notes
Source of information	<ul style="list-style-type: none"> Postsecondary enrollment data is based on information provided by the National Student Clearinghouse.
Changes for the 2016-17 reports	<ul style="list-style-type: none"> The "Postsecondary Enrollment Rates: Fall" table is new for the 2016-17 reports. 16-month postsecondary enrollment rates reported by public/private institution and in-state and out-of-state institution are new for the 2016-17 reports.
Which reports will include this information	<ul style="list-style-type: none"> Postsecondary enrollment data will only appear in reports for schools and districts serving students in grade 12 for the reported school year.
Data privacy	<ul style="list-style-type: none"> If the number of graduates for any school, district, or student group is fewer than 10, postsecondary enrollment rates will not be displayed.

Climate and Environment

PK-8 9-12 Not Tested

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 45 - Climate and Environment



Chronic Absenteeism

PK-8 9-12 Not Tested

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 being "not present." Whether a student absence is due to illness, disciplinary action, or other reason, the student may not be considered present at school unless home instruction is received. The only time a particular student can be absent and not be counted as a day in membership, and therefore not counted towards chronic absenteeism, is for the following reasons:

- [Religious observance](#) (N.J.A.C. 6A:32-8.3(h));
- A college visit (up to 3 days per school year, only for students in grades 11 and 12);

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

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

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

For the following three tables in the Chronic Absenteeism section, students are included in the calculations only if they meet the following criteria: (a) they were enrolled in the school at the end of the school year; (b) they were enrolled at the school for 45 or more days; and (c) they were in grades K to 12. Please note that for the 2017-18 school year, any student enrolled at any point of the school year for 45 days or more will be included in these calculations.

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 PK-8 9-12 Not Tested

The “Chronic Absenteeism” table shows the percentage of students in grades K-12 who were chronically absent schoolwide and by student group. This table also shows the target for 2016-17 ESSA accountability, which is based on the state average, and whether the school and each student group met that target.

Figure 46 – Chronic Absenteeism

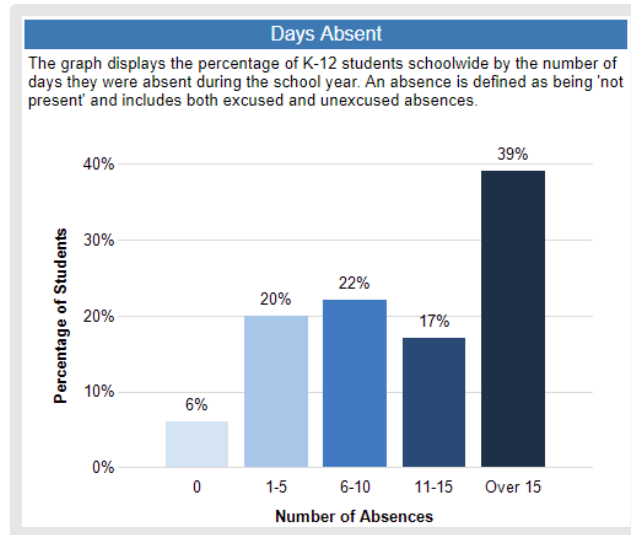
Chronic Absenteeism			
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.			
Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	32.30	14.30	Not Met
White	34.60	14.30	Not Met
Hispanic	37.40	14.30	Not Met
Black or African American	38.60	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	12.10	14.30	Met Target
American Indian or Alaska Native	*	**	**
Two or More Races	*	**	**
Economically Disadvantaged Students	N	0	0
Students with Disabilities	45.10	14.30	Not Met
English Learners	30.50	14.30	Not Met

The 2016-17 target (state average) for schools was calculated based on averaging the chronic absenteeism rates of all students within the school’s grade configuration. For example, for a school with grades 9 through 12, the target would be the average rate of all students across the state in grades 9 through 12. If a school’s chronic absenteeism rate is equal to or below the 2016-17 state average, the school is considered to have met the target. The target for each student group is the same as the schoolwide target for each school. The chronic absenteeism rate for a student group is only compared to the state average if a student group has 20 or more students.

Days Absent PK-8 9-12 Not Tested

The “Days Absent” graph displays the schoolwide percentage of students in grades K-12 by the number of days they were absent during the reported year.

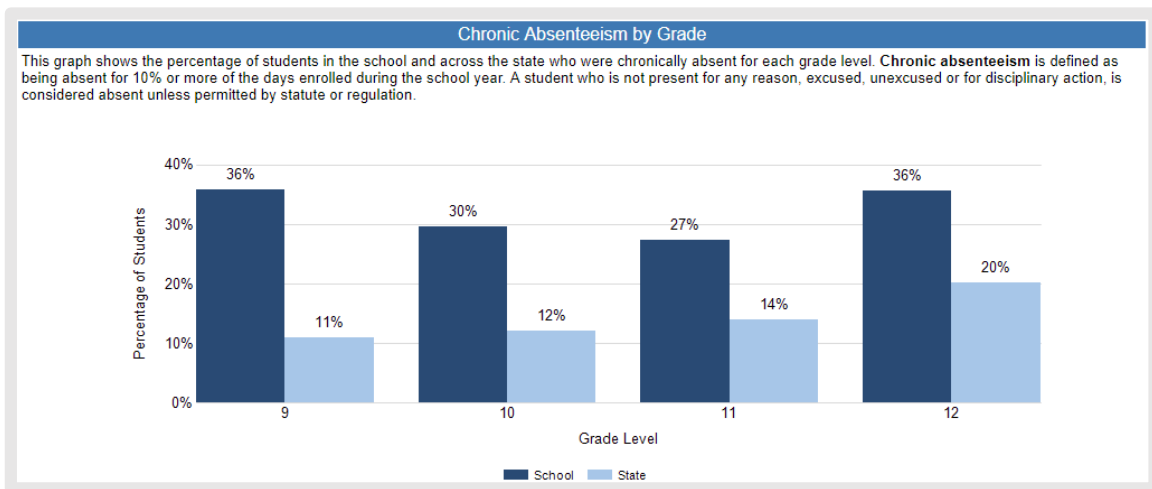
Figure 47 – Days Absent



Chronic Absenteeism by Grade PK-8 9-12 Not Tested

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

Figure 48 – Chronic Absenteeism by Grade



Chronic Absenteeism Data Notes:

Category	Chronic Absenteeism Data Notes
Source of information	<ul style="list-style-type: none"> Chronic Absenteeism calculations are based on attendance and student group information submitted by school districts at the end of the school year.
Changes for the 2016-17 reports	<ul style="list-style-type: none"> Chronic Absenteeism is now reported by student group and by grade level.

Category	Chronic Absenteeism Data Notes
	<ul style="list-style-type: none"> Overall school and district chronic absenteeism rates now exclude students in Pre-K grades. Chronic Absenteeism is now reported by accountable school and only includes students with 45 days of membership or more at a school.
Data privacy	<ul style="list-style-type: none"> If the number of students enrolled in any school, student group, or grade level is fewer than 10, the rate of chronic absenteeism will not be displayed. If the rate of chronic absenteeism is greater than 90%, the rate will not be displayed. If the number of students enrolled in any school or student group is fewer than 20, accountability targets will not be included and the table will show **.

Incident and Discipline Data PK-8 9-12 Not Tested

The data shown in the “Violence, Vandalism, HIB, and Substance Offenses” table was collected through the Electronic Violence and Vandalism Report System (EVVRS). The *Commissioner’s Annual Report on Violence, Vandalism and Substance Abuse in New Jersey Public Schools* and more detailed district and school summaries can be found on the NJDOE’s [Violence, Vandalism and Substance Abuse page](#).

The “Violence, Vandalism, HIB, and Substance Offenses” table 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 49 – Violence, Vandalism, HIB, and Substance Offenses

Violence, Vandalism, HIB, and Substance Offenses	
This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.	
Incident Type	Number of Incidents
Violence	79
Vandalism	8
Weapons	2
Substances	34
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	127
Incidents Per 100 Students Enrolled	6.89

The “Student Suspension Rates” table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspension of any type during the school year.

An in-school suspension is an instance in which a child is temporarily removed from his/her classroom(s) for at least half a day for disciplinary purposes, but remains under the direct [NJ School Performance Reports Reference Guide](#)

supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision.

An out-of-school suspension is an instance in which a child is temporarily removed from his/her regular school for at least half a day (but less than the remainder of the school year) for disciplinary purposes to another setting, such as home or a behavior center. Out-of-school suspensions include removals in which no educational services are provided, and removals in which educational services are provided, such as school-provided at home instruction or tutoring.

The percentages are calculated by dividing the total number of students with at least one suspension by the total end-of-year enrollment.

Figure 50 – Student Suspension Rate

Student Suspension Rate	
This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.	
Suspension Types	% of Students
In-School Suspensions	33.8%
Out-of-School Suspensions	20.7%
Any Suspension	39.2%

The “Student Expulsions” table displays the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from the school and does not receive any further educational services during the school year.

Figure 51 – Student Expulsions

Student Expulsions	
This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.	
	Number of Students
Expulsions	0

Incident and Discipline Data Notes:

Category	Incident and Discipline Data Notes
Source of information	<ul style="list-style-type: none"> Suspension and Expulsion data is based on information submitted by school districts through a collection at the end of the school year. Incident data was collected from school districts through the Electronic Violence and Vandalism Report System (EVVRS).
Changes for the 2016-17 reports	<ul style="list-style-type: none"> Reporting of in-school and out-of-school suspensions is new for 2016-17. The Violence, Vandalism, HIB, and Substance Offenses table is new for 2016-17 reports.

Category	Incident and Discipline Data Notes
Data privacy	<ul style="list-style-type: none"> If the suspension rate is greater than 90%, the rate will not be displayed.

Learning Environment PK-8 9-12 Not Tested

The other tables in the Climate and Environment section of the report provide information about school day, technology readiness in schools, and financial information about school districts.

School Day PK-8 9-12 Not Tested

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

Figure 52 - School Day

School Day	
This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.	
	School
Typical Start Time	7:45AM
Typical End Time	2:10PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	*

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.

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

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

Technology Readiness PK-8 9-12 Not Tested

The New Jersey Department of Education 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 digital learning tool. For more information about NJTRAx, visit the [New Jersey Digital Learning and Assessment Portal](#).

The “Technology Readiness” table shows information collected from the NJTRAx survey. The NJTRAx survey is optional for schools, so data may not be available for all schools.

Figure 53 - Technology Readiness

Technology Readiness							
<p>This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.</p>							
School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1.3	71.4 kbps	100 kbps	No	N	Fiber	No

The “Technology Readiness” table shows the student to device ratio for the school, which represents the number of devices per student. Devices may include laptops, tablets, desktops or other personal computing devices used by students. Note that schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

This table also shows Internet Speed which represents the district internet bandwidth per 1000 students enrolled in the district measured in kilobits per second (kbps). In 2014, the Federal Communications Commission (FCC) adopted SETDA’s recommended targets for school Internet access of at least 100 megabits per second (Mbps) per 1,000 users, which translates to 100 kilobits per second (Kbps) per student. Visit the [FCC’s website](#) for more information about these targets.

The last section of the table shows the Connectivity for the school, which represents the school’s LAN network architecture. The design of the LAN is the key to a better network. The possible values are Fiber, Wireless, Copper, or Other where Fiber is the recommended connection type.

Learning Environment Data Notes:

Category	Learning Environment Data Notes
Source of information	<ul style="list-style-type: none"> School start and end times are submitted by school districts through the CDS system. Instructional times are submitted by school districts through a collection at the end of the school year. Technology Readiness is based on information submitted by school districts through the NJTRAx survey at the end of the school year.
Changes for the 2016-17 reports	<ul style="list-style-type: none"> School start and end times are new to reports for the 2016-17 school year. The Technology Readiness table is new for the 2016-17 reports.

Category	Learning Environment Data Notes
Which reports will include this information	<ul style="list-style-type: none"> Learning Environment tables will only appear in school-level reports as data is school-specific and cannot be rolled up for district and state level reports.

Per-Pupil Expenditures PK-8 9-12 Not Tested

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

Figure 54 - Per-Pupil Expenditures (District Level)

Per-Pupil Expenditures (District Level)			
<small>This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor’s Management Reports (AMRs).</small>			
Per-Pupil Expenditures	Federal	State/Local	Total
District Total	\$1,310	\$16,552	\$17,862

This data is reported for the 2015-16 school year, which is the year prior to the reporting year of the School Performance Reports. This data is reported at the district level, not at the individual school level. Data will not be available for Education Service Commissions (ESCs)/Jointures and County Special Service Districts (CSSDs).

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

Expenses that are omitted from the per pupil expenditure include: pension costs paid by the state on behalf of districts, tuition payments, transportation costs, costs for students in residential programs, local contributions to special revenue, interest payments on the lease purchase of buildings, payments resulting from judgments against the school district, equipment purchases, facilities acquisition and construction services, and debt service expenditures.

More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), 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:

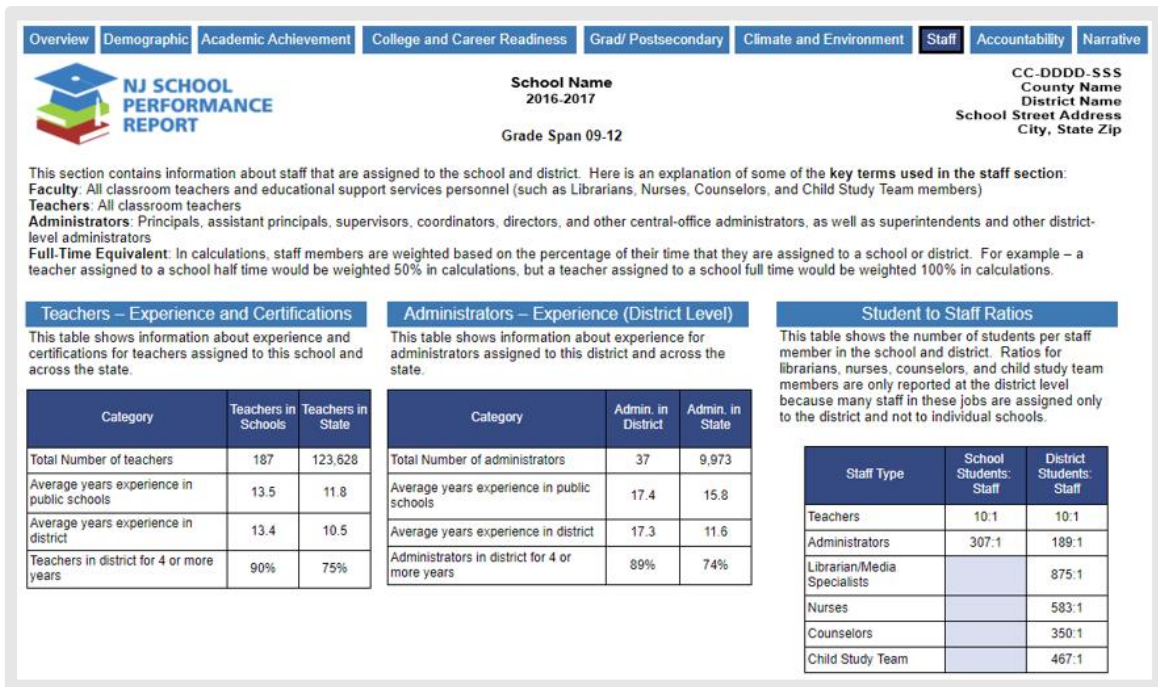
Category	Per-Pupil Expenditures Data Notes
<p>Source of information</p>	<ul style="list-style-type: none"> Expenditure Data comes from District audit summary data. Expenditure amounts are taken from districts' actual expenditures as reported in the audit summary application (Audsum), which are certified by the district's business administrator and an independent auditor. Amounts reported in the audsum correspond to the amounts in each district's Comprehensive Annual Financial Report. Enrollment Data (used for the denominator in the calculation) is based on each district's Average Daily Enrollment, as reported by districts in the School Register Summary (SRS). The enrollment includes only those students who are being educated within the district's schools. Students who are sent out of district via tuition arrangements, as well as those who attend charter schools, choice districts, or residential programs, are not included in the average daily enrollment of their resident district – these students.
<p>Changes for the 2016-17 reports</p>	<ul style="list-style-type: none"> This table is new for the 2016-17 reports.

Staff PK-8 9-12 Not Tested

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

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

Figure 55 - Staff

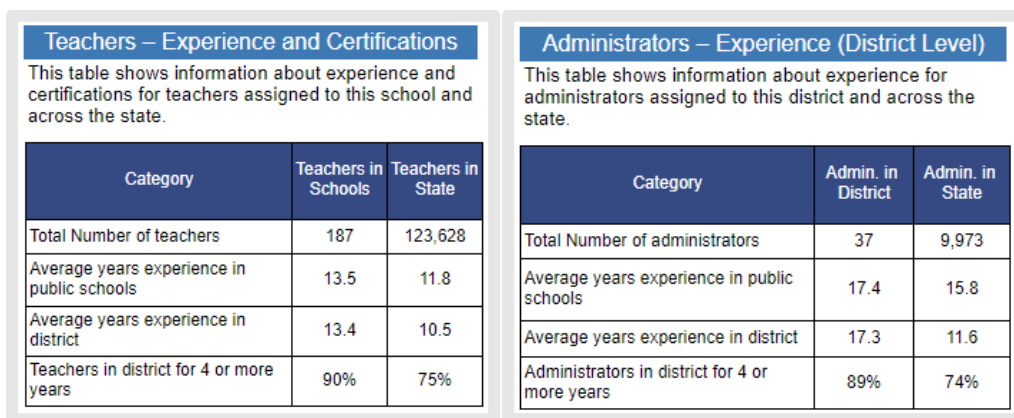


School and District Staff Information PK-8 9-12 Not Tested

Teachers – Experience & Administrators - Experience

The “Teachers – Experience” and “Administrators – Experience” tables show information about experience for teachers and administrators with comparisons to statewide data. The data used in both of these tables are provided by the Staff Certification Report. Information in the teacher table is reported at the school level and the information in the administrator table is reported at the district level. Administrator data is reported at the district level because many schools only have one administrator.

Figure 56 – Teachers – Experience & Administrators - Experience



The “average years experience in public schools” row shows the average number of years that teachers/administrators have held positions in one or more public schools, both in New Jersey and outside of the state. The “average years experience in district” row shows the average

number of years that teachers/administrators have held positions within their current school district. The “teachers/administrators in district for 4 or more years” row shows the percentage of teachers/administrators that have held positions in their current school district for four or more years.

Student to Staff Ratios PK-8 9-12 Not Tested

The “Student to Staff Ratios” table shows the number of students per staff member 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 57 - Student to Staff Ratios

Student to Staff Ratios		
This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	10:1
Administrators	307:1	189:1
Librarian/Media Specialists		875:1
Nurses		583:1
Counselors		350:1
Child Study Team		467:1

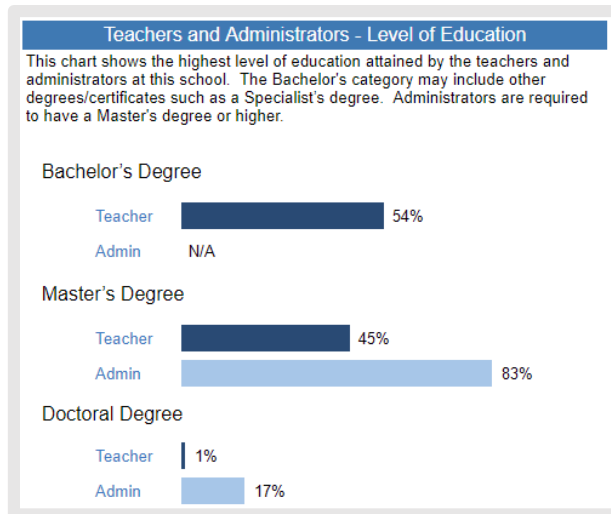
Ratios for librarians, nurses, counselors, and child student team members are reported at the district level only because many staff members in these job titles are assigned only to the district and not to individual schools. Ratios reported at the school level for these staff types may have under-counted staff working in schools because they would not include those staff members assigned only to the district.

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.

Teachers and Administrators – Level of Education PK-8 9-12 Not Tested

The “Teachers and Administrators – Level of Education” chart displays the highest level of education attained by teachers and administrators. The Bachelor’s category may include other degrees or certificates such as a Specialist’s degree, for example a School Psychology Specialist’s degree. Administrators are required to have a Master’s degree or higher, so the Bachelor’s Degree category will show N/A for Administrators.

Figure 58 – Teachers and Administrators – Level of Education



Teacher and Administrators – One-Year Retention PK-8 9-12 Not Tested

The “Teacher and Administrators – One-Year Retention” table shows the percentage of teachers and administrators assigned to the district or state during the 2015-16 school year that are still assigned to the same district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Figure 59 - 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 the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	77%
2015-16 Administrators: Same district 2016-17	85%	85%

Faculty Attendance PK-8 9-12 Not Tested

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

Figure 60 - Faculty Attendance

Faculty Attendance	
This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.	
Category	% Days Present
2016-17	99%

School and District Staff Data Notes:

Category	School and District Staff Data Notes
Source of information	<ul style="list-style-type: none"> Teacher and Administrator experience, ratios, education, and retention data is based on certified staff data submitted by school districts in October of each school year. Staff are identified as teachers, administrators, and other staff types based on the job codes that are assigned to staff by school districts in the information that they submit. Enrollment data for ratios is based on end-of-year student enrollment data submitted by school districts. Faculty Attendance data is based on information submitted by school districts at the end of the school year.
Changes for the 2016-17 reports	<ul style="list-style-type: none"> Teacher experience, education, and retention data is new to reports for 2016-17. Staff ratios are now reported separately for teachers, nurses, librarians/median specialists, counselors, and child study team members.

Statewide Educator Equity Data

The “Statewide Educator Equity Data” table is available only in the state-level School Performance Reports. The table shows the percentages of students with at least one teacher who is out-of-field, ineffective, or inexperienced overall. It 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 61 - Statewide Educator Equity Data

Statewide Educator Equity Data					
This table shows information on the rates at which students are taught by out-of-field, ineffective, and inexperienced teachers, and shows possible educator equity gaps for low income and minority students across New Jersey.					
	Percentage of Students Overall	Percentage of Low Income Students in Title I schools	Percentage of Non-Low Income Students in Non-Title I Schools	Percentage of Minority Students in Title I schools	Percentage of Non-Minority Students in Non-Title I Schools
Students taught by one or more teachers who are out-of-field	20.00%	21.60%	13.12%	21.62%	14.27%
Students taught by one or more ineffective teacher	5.00%	11.20%	2.70%	10.41%	2.78%
Students taught by one or more inexperienced teacher	77.00%	77.00%	76.76%	77.81%	77.10%

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

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.

Statewide Educator Equity Data Notes:

Category	Statewide Educator Equity Data Notes
Source of information	<ul style="list-style-type: none"> • Educator equity data is based on student enrollment, course enrollment, and certified staff data submitted by school districts, as well as teacher certification data. Staff are identified as teachers based on the job codes that are assigned to staff by school districts in the information that they submit. • Evaluation data is based on information submitted by districts through the Evaluation Score Certification Tool.
Changes for the 2016-17 reports	<ul style="list-style-type: none"> • This table is new for the 2016-17 reports.
Which reports will include this information	<ul style="list-style-type: none"> • This table only appears in the state-level school performance report.

Accountability PK-8 9-12

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

As required by this law, New Jersey has developed a [state plan](#) for how states will identify the schools in need of the most comprehensive and targeted support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, please see the [NJDOE School and District Accountability page](#).

Accountability Indicator Scores and Summative Rating PK-8 9-12

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

Figure 62 – Accountability Indicator Scores and Summative Rating

Accountability Indicator Scores and Summative Rating		
<small>New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.</small>		
Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	15.58	17.5
Mathematics Proficiency	26.200001	17.5
Graduation - 4-Year	7.3200002	25
Graduation - 5-Year	7.3400002	25
Chronic Absenteeism	5.3699999	15
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		11.78
Summative Rating: Percentile rank of Summative Score		7.9000001
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	N	N
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	N	N

The indicators included in the ESSA accountability system, as well as the weights applied to each indicator, vary based on school grade configuration. Different indicators and weights were used for elementary and middle schools with no high school grades, high-schools, and schools with mixed grade configurations that serve both high school and elementary/middle school grades. For the 2017 reports, they are as follows:

ESSA accountability indicators and weights:

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

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

The “Accountability Indicator Scores and Summative Rating” table only shows the indicators that apply to each school based on grades served. Beginning with 2017-18, Progress Towards English Language Proficiency will be added as an indicator.

The Summative Score is calculated by multiplying each indicator score by its corresponding indicator weight and totaling the products. The example below reflects the calculation for a high school with the given indicator scores and weights. Since this is a high school, there are no

Academic Progress indicator scores and weights. For elementary and middle schools, there will be no Graduation Rate indicator scores or weights. In this example, the Summative Score is equal to the sum of the values in the last column.

Summative Score Calculation:

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

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

Accountability Summary by Student Group (School Level Reports) PK-8 9-12

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

Figure 63 – Accountability Summary by Student Group

Accountability Summary by Student Group									
Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	11.78	6.19	No	Not Met	Met Target	Not Met	Met Target	Met Target	No
White	16.280001	7.16	No	Not Met	Met Target	Not Met	Met Target	Met Target	No
Hispanic	9.6000004	7.16	No	Not Met	Met Target	Not Met	Met Target	Not Met	No
Black or African American	9.5799999	7.16	No	Not Met	Not Met	Not Met	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	8.8400002	7.16	No	Met Target	Met Target	Met Target	Not Met	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	N	No
Economically Disadvantaged Students	18.48	7.16	No	Not Met	Not Met	Not Met	Met Target	Met Target	No
Students with Disabilities	15.94	7.16	No	Not Met	Not Met	Not Met	Met Target	Met Target	No
English Learners	51.91	7.16	No	Not Met	Met Target	Not Met	Met Target	Met Target	No

Annual targets for proficiency and graduation rate are based on school and student group performance in 2015-16. ELA and Math proficiency annual targets reflect the percentage of

students who must score at either Level 4 or 5 on the PARCC assessment or Level 3 or 4 on the DLM to ensure the school or student group is on track to meet the long-term academic achievement goal of 80% by 2030.

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

Annual targets for student growth were set by the NJDOE and reflect whether a school or student group met the standard for growth with a median Student Growth Percentile (mSGP) of 40-59.5, or exceeded the standard with an mSGP of 60 or higher.

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

The table shows the summative score for each student group and the cut-off score, below which the student group is identified for Targeted Support and Improvement for 2016-17. Summative scores were rounded to the nearest tenth to identify schools requiring Targeted Support. The schoolwide row indicates whether one or more student groups in the school were identified for Targeted Support.

The next set of columns in the table shows whether the school or student group met 2016-17 targets for each indicator. Schools in which one or more student groups miss annual targets for all indicators for two years in a row will be identified for Targeted Support for a Consistently Underperforming Student Group. The last column of this table shows schools in which one or more student groups missed all 2016-17 annual targets and standards and are “At Risk” of being identified for Targeted Support for a Consistently Underperforming Student Group for the 2017-18 school year.

Accountability Summary by Student Group (District Level Reports) PK-8 9-12

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

Figure 64 - Accountability Summary by Student Group

Accountability Summary by Student Group							
Student Group	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	Student Growth
Districtwide	4 out of 10 schools	Not Met	Not Met	Not Met	Met Target	Met Target	Met Target
White	0 out of 1 school	Not Met	Met Target	Not Met	Met Target	Met Target	Met Target
Hispanic	1 out of 10 schools	Not Met	Not Met	Not Met	Met Target	Not Met	Met Target
Black or African American	2 out of 8 schools	Not Met	Not Met	Not Met	Not Met	Met Target	Not Met
Asian, Native Hawaiian, or Pacific Islander	1 out of 6 schools	Not Met	Met Target	Met Target	Not Met	Met Target	Met Target
American Indian or Alaska Native	**	**	**	**	**	**	**
Two or More Races	**	**	**	Not Met	**	N	**
Economically Disadvantaged Students	1 out of 10 schools	Not Met	Not Met	Not Met	Met Target	Met Target	Met Target
Students with Disabilities	1 out of 8 schools	Not Met	Not Met	Not Met	Met Target	Met Target	Not Met
English Learners	1 out of 8 schools	Met Target	Met Target	Not Met	Met Target	Met Target	Met Target

The column, *Requires Targeted Support and Improvement for 2016-17*, identifies the number of schools within the district that require targeted support and improvement for the 2016-17 school year. The columns to the right indicate if the district or student groups in the district met the district target or goal for each accountability indicator.

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

- Academic Achievement (ELA and Math proficiency)
- Student Growth (ELA and Math mSGP)
- Chronic Absenteeism
- Graduation Rates (four-year and five-year)

Accountability Data Notes:





Category	Accountability Data Notes
Source of information	<ul style="list-style-type: none"> • See specific information for each indicator in this guide for information the source of data used to calculate each indicator.
Changes for the 2016-17 reports	<ul style="list-style-type: none"> • This section is new for the 2016-17 reports.
Which reports will include this information	<ul style="list-style-type: none"> • The Accountability section will only appear in school-level and district-level reports for schools and districts with testing grades and will not be included in reports for special services districts and shared-time only vocational schools. • The "Accountability Indicator Scores and Summative Rating" table will only appear in school-level reports.
Minimum Number of Students Required for ESSA accountability	<ul style="list-style-type: none"> • The minimum number of students (n-size) required for all accountability purposes and calculations is 20. This n-size is applied to calculations at district, school, and student group levels for all indicators. A ** will appear in the reports if the group size is less than 20.

Narrative PK-8 9-12 Not Tested

The Narrative section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. 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. This narrative section of the reports is new for 2016-17 and replaces the school and district narrative letters that were previously available outside of the performance reports. Any questions about the information included in the narrative should be directed to the school or district.

Figure 65 – Narrative

Overview	Demographic	Academic Achievement	College and Career Readiness	Grad/ Postsecondary	Climate and Environment	Staff	Accountability	Narrative
		School Name 2016-2017			CC-DDDD-SSS County Name District Name School Street Address City, State Zip			
Grade Span 09-12								
School General Info								
Principal:	Principal Name			Email Address: school@gmail.com				
Address:	1 Street Avenue City, State 00000			Website: https://www.school.com				
Phone:	(123) 456-7890			Facebook: N/A				
				Twitter: N/A				
School Narrative								
This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.								
	Highlights:	<ul style="list-style-type: none"> Small graduation cohorts and individualized instruction in all grades 9-12. Courses that expand the world-wide web with access to countless curriculum options through virtual schooling. Intellectual and compassionate staff that recognize students as driven, engaged and forward thinking. 						
	Mission, Vision, Theme:	To prepare all learners for 21st Century challenges via comprehensive curricular and instructional programs, aligned with Common Core Curriculum Standards, and to create an academic infrastructure which fosters and nurtures a love of learning, enabling each stakeholder to actualize his/her individual potential.						
	Awards, Recognition, Accomplishments:	Apple Distinguished School, NJ Green School, County Champions in Basketball, Field Hockey, Soccer, Softball, and Volleyball.						

Narrative Data Notes:

Category	Narrative Data Notes
Source of information	<ul style="list-style-type: none"> Narrative data was submitted by school districts through a collection at the end of the school year.
Changes for the 2016-17 reports	<ul style="list-style-type: none"> Narrative data is included directly in the reports for 2016-17 and information is organized by category. School and district narrative letters for prior year reports were accessed by links outside of the school performance reports.
Which reports will include this information	<ul style="list-style-type: none"> Narrative data is available for school and district level reports only (not state-level).

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 school and districts unique student populations, education stakeholders should be engaged in all steps of the annual planning process for analyzing the data in the reports, assessing needs and identifying root causes, and writing and implementing local plans of support and improvement. The NJDOE has developed a [guide for district and school leaders](#) engage local education stakeholders to address the needs of students in an ongoing and meaningful way.

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

Here are some additional question that stakeholders may want to consider as they review the school performance reports:

District and School Leaders

1. How has the student population changed over the last three years and have programs, policies, and instruction changed along with demographic shifts?
2. Are teachers in my school and district effective at improving student learning?
3. Does performance vary by grade or student group?
4. Are students chronically absent?
5. Are students safe in my schools and on their way to school?

Teachers and Educators

1. How are students performing on PARCC exams relative to the rest of the district or state?
2. Is each and every student mastering content standards at the rate necessary to prepare that students for success?
3. In what ways am I challenging students who are clearly being successful in my classroom?
4. In what ways can I support my colleagues in their students’ learning?
5. Is each and every 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. Are the resources that I want my child to have access to, like counselors and advanced classes, available at this school?
4. Does my child’s school offer particular academic coursework such as Advanced Placement, International Baccalaureate, special education, dual enrollment, or Career and Technical Education (CTE) and differentiated learning opportunities to meet his or her individual needs?
5. Do all student groups have equitable access to challenging and supportive educational experiences?

School Performance Report Additional Resources

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

[I Want to Know More About...](#)

[Demographics and enrollment](#)

[PARCC assessment](#)

[DLM assessment \(alternate assessment\)](#)

[ACCESS for ELLs 2.0 English Language Proficiency test](#)

[NJASK Science assessment data](#)

[Biology assessment data](#)

[Student Growth Percentiles \(SGP\)](#)

[PSAT/SAT data](#)

[ACT data](#)

[Advanced Placement \(AP\) courses/tests](#)

[International Baccalaureate \(IB\) courses/tests](#)

[Dual Enrollment](#)

[New Jersey Student Learning Standards](#)

[Seal of Biliteracy](#)

[Visual and Performing Arts](#)

[Career and Technical Education \(CTE\)](#)

[Structured Learning Experiences \(SLE\)](#)

[Graduation rates](#)

[Dropout rates](#)

[Postsecondary Enrollment](#)

[Attendance/Absenteeism data](#)

[Length of school day](#)

[Suspensions and expulsions](#)

[Violence, Vandalism, and Substance Abuse](#)

[New Jersey Digital Learning and Assessment](#)

[New Jersey User Friendly Budgets](#)

[NJDOE Finance District Report Search](#)

[Staff Certification](#)

[New Jersey's ESSA state plan](#)