



New Jersey
2018-2019

Report Key:

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How to use this report:

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

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in these reports by using the search box at the top left of the page.
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports



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Enrollment data reflects enrollment reported at the end of the school year.

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	74,391	75,742	76,973
KG	94,011	93,845	93,059
1	98,786	98,193	97,621
2	101,763	98,983	98,118
3	103,568	102,454	99,491
4	105,312	103,930	102,813
5	103,989	105,690	104,375
6	103,029	104,551	106,020
7	105,178	103,545	104,989
8	105,006	105,576	103,918
9	106,784	107,177	108,115
10	104,032	102,849	104,453
11	101,489	101,382	100,279
12	103,494	104,191	104,063
Total	1,410,832	1,408,108	1,404,287

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.5%	48.4%	48.4%
Male	51.5%	51.6%	51.6%
Economically Disadvantaged Students	38.0%	37.4%	37.2%
Students with Disabilities	16.9%	17.1%	17.4%
English Learners	6.2%	6.5%	7.0%
Homeless Students	0.6%	0.8%	0.8%
Students in Foster Care	0.4%	0.4%	0.3%
Military-Connected Students	0.3%	0.4%	0.5%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	44.6%	43.4%	42.4%
Hispanic	27.8%	28.7%	29.9%
Black or African American	15.7%	15.6%	15.0%
Asian	9.8%	10.0%	10.2%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	1.7%	2.0%	2.1%

Enrollment Trends by Full/ Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	16,852	16,482	14,768
PK - Full Day	57,539	59,260	62,205
KG - Half Day	9,669	9,389	8,156
KG - Full Day	84,342	84,456	84,903

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,404,756	1,402,450	1,398,644
Shared Time Students	12,334	11,532	11,480
Full Time Equivalent	1,410,923	1,408,216	1,404,384

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	73.6%
Spanish	16.5%
Other Languages	9.8%

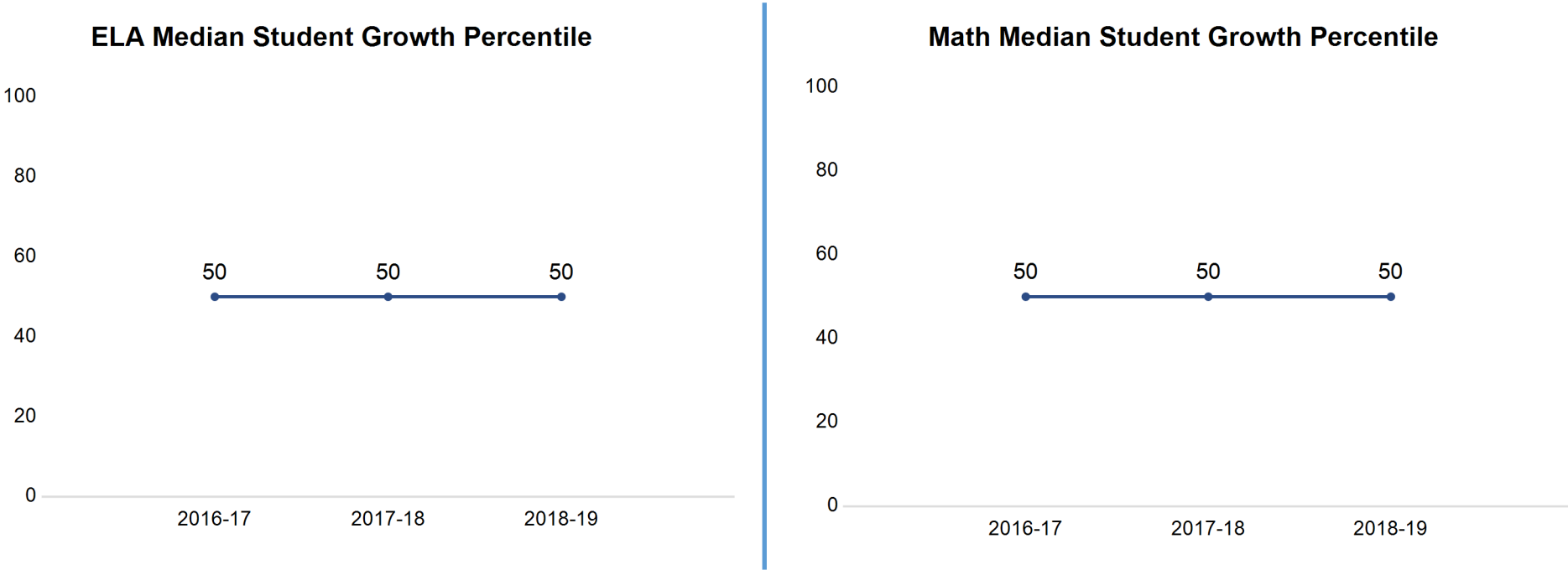


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Student Growth Trends and Progress

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student’s SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the state are ordered from smallest to largest, the median student growth percentile (mSGP) for the state is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students. More information and additional data can be found on the [NJDOE Student Growth page](#).

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group.

Student Group	ELA: Statewide Median	Math: Statewide Median
Statewide	50	50
White	50	52
Hispanic	49	47
Black or African American	45	43
Asian, Native Hawaiian, or Pacific Islander	59	60
American Indian or Alaska Native	56	51.5
Two or More Races	49	52
Female	53	50
Male	47	51
Economically Disadvantaged	48	46
Students with Disabilities	43	45
English Learners	52	50
Homeless Students	43	44
Students in Foster Care	42	44
Military-Connected Students	49	51
Migrant Students	47	51



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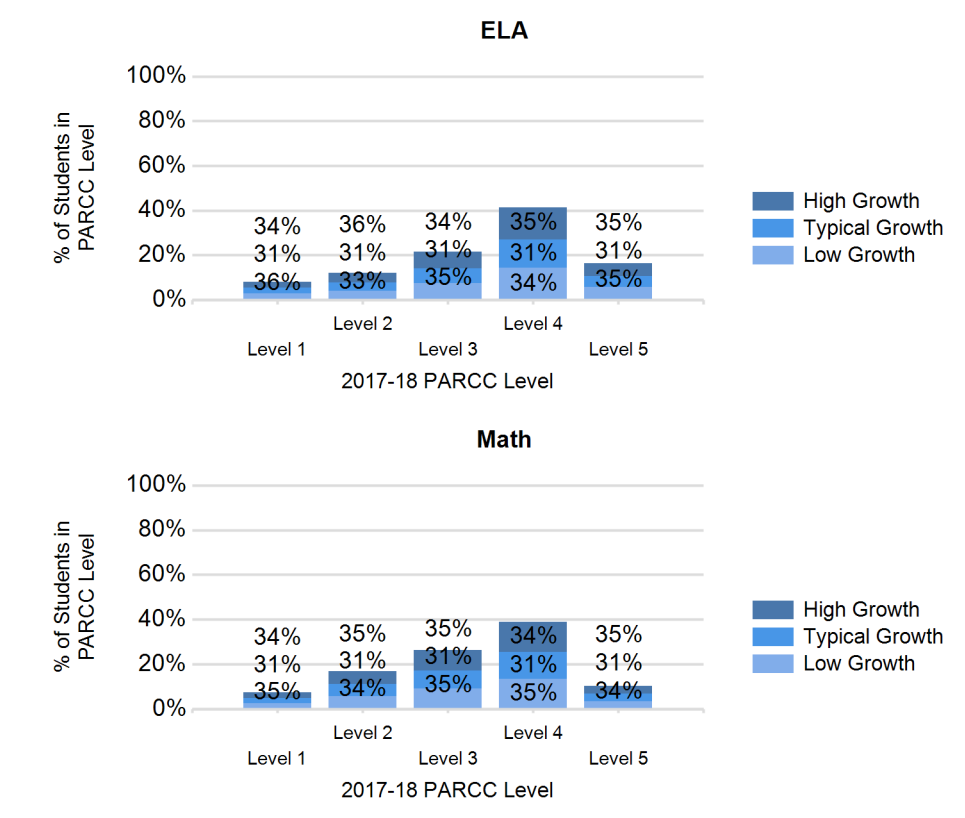
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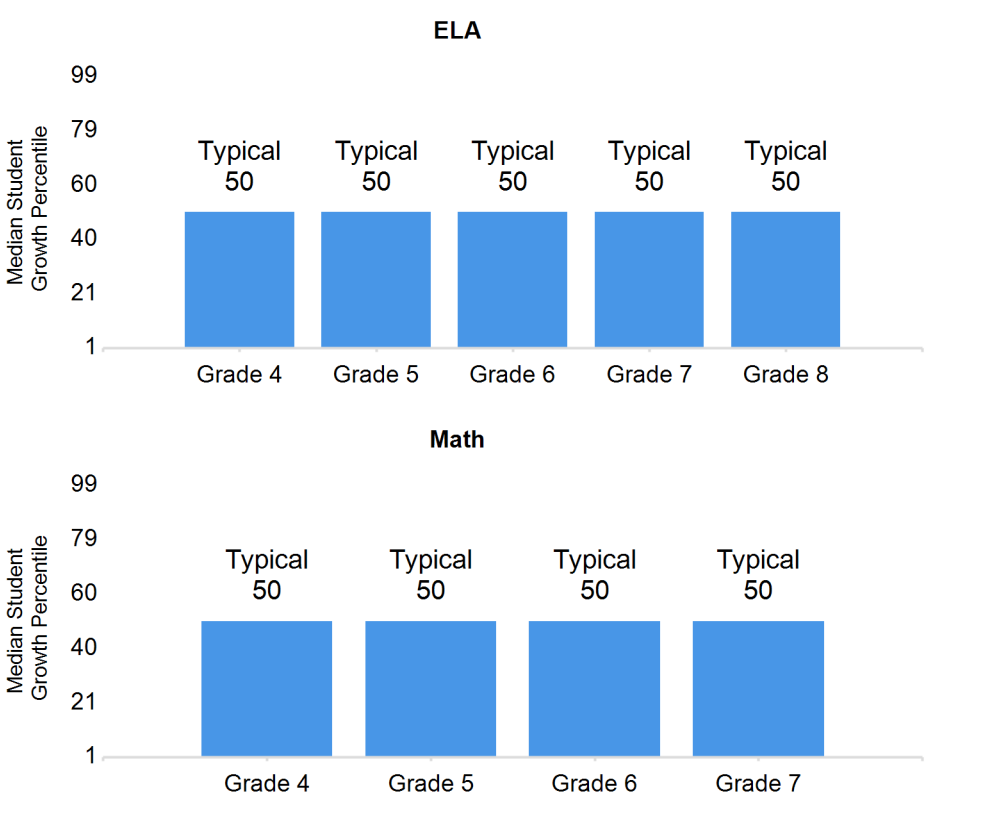
Student Growth by Performance Level

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



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





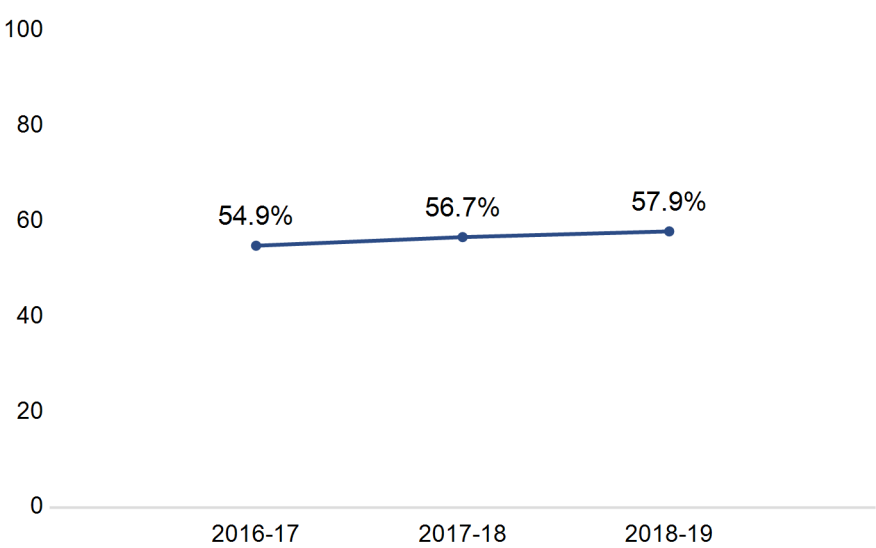
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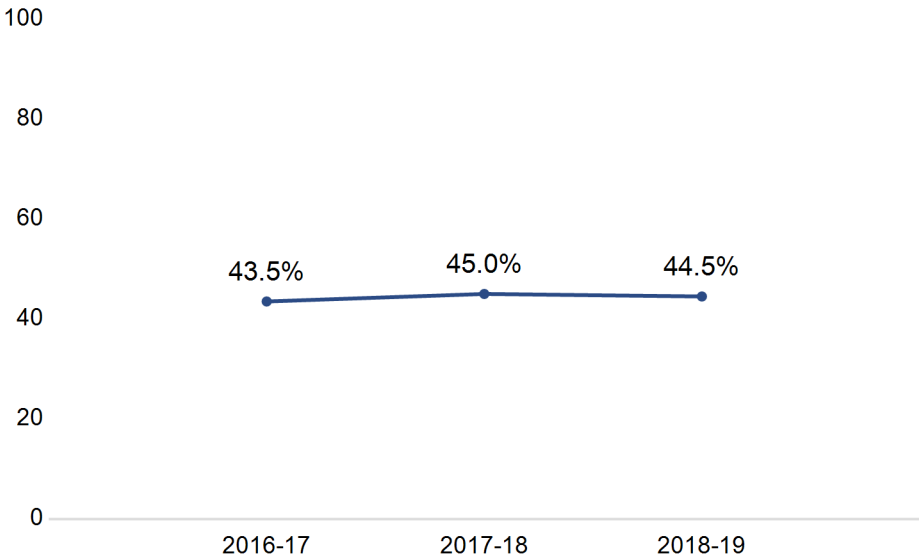
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.2%	97.5%	98.0%	96.2%	97.3%	97.9%
Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment. This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. The state's long term goal for proficiency is 80% by 2030. For more details on New Jersey's accountability system, see our [accountability resources](#). More information and additional data can also be found on the [NJDOE Academic Achievement page](#).

Student Group	Valid Scores	% of students Taking Test	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability
Statewide	789702	98.0	57.9	57.9
White	348166	97.8	66.9	66.9
Hispanic	223357	98.3	43.9	43.9
Black or African American	116097	97.3	38.5	38.5
Asian, Native Hawaiian, or Pacific Islander	84640	99.4	82.9	82.9
American Indian or Alaska Native	951	97.4	56.0	56.0
Two or More Races	16491	97.6	64.4	64.4
Female	385300	98.1	64.8	64.8
Male	404402	97.9	51.3	51.3
Economically Disadvantaged Students	283153	97.9	40.0	40.0
Non-Economically Disadvantaged Students	506549	98.1	67.9	67.9
Students with Disabilities	134559	95.8	22.7	22.7
Students without Disabilities	655143	98.5	65.1	65.1
English Learners	68667	98.5	29.3	29.3
Non-English Learners	721035	98.0	60.6	60.6
Homeless Students	6405	95.7	29.1	29.1
Students In Foster Care	1679	95.1	27.6	27.6
Military-Connected Students	3200	98.2	57.8	57.8
Migrant Students	168	96.0	30.4	30.4

† Target was met within a confidence interval.

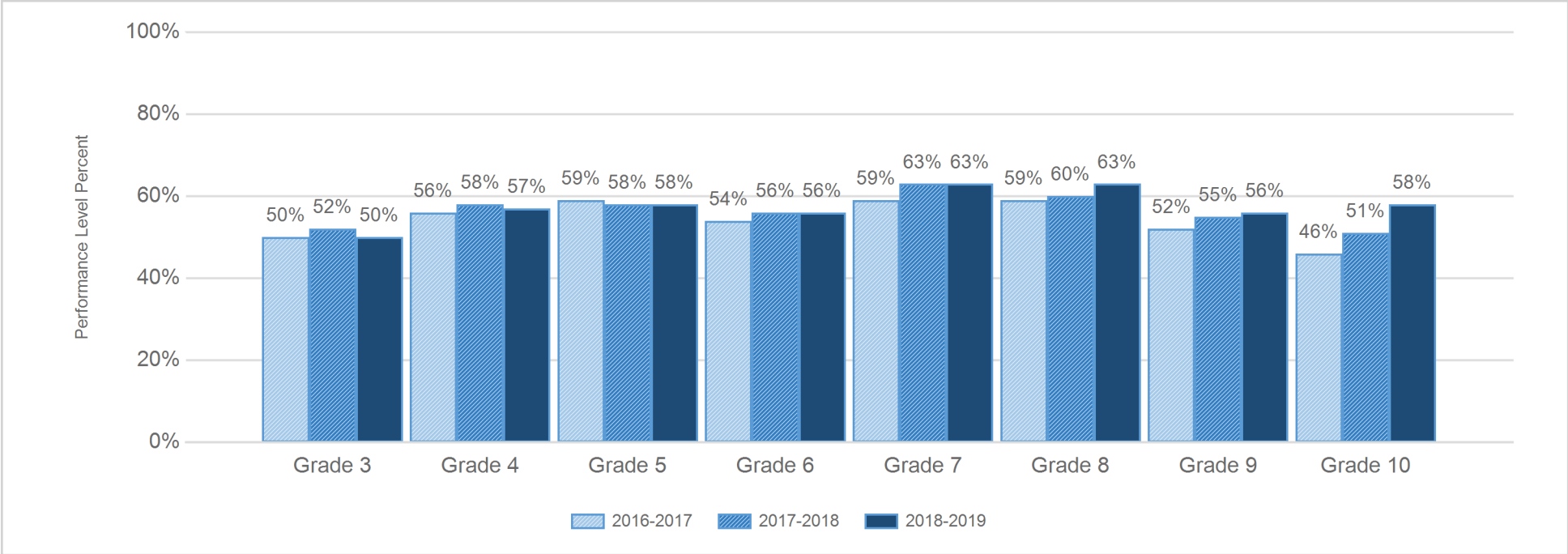


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	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
Statewide	95809	748	14%	14%	21%	43%	7%	50%
White	39372	757	8%	11%	21%	51%	8%	60%
Hispanic	28638	734	22%	19%	24%	33%	3%	36%
Black or African American	14379	731	24%	20%	23%	29%	4%	33%
Asian, Native Hawaiian, or Pacific Islander	10674	773	4%	6%	14%	56%	19%	75%
American Indian or Alaska Native	134	746	15%	17%	22%	37%	10%	46%
Two or More Races	2612	756	11%	13%	19%	47%	11%	58%
Female	46916	753	12%	13%	20%	46%	9%	55%
Male	48893	743	16%	16%	22%	40%	6%	46%
Economically Disadvantaged Students	37333	731	24%	20%	23%	30%	3%	33%
Non-Economically Disadvantaged Students	58476	759	8%	11%	20%	51%	10%	61%
Students with Disabilities	15808	719	37%	21%	18%	22%	2%	24%
Students without Disabilities	80001	754	10%	13%	22%	47%	8%	56%
English Learners	8399	713	38%	23%	22%	16%	1%	17%
Non-English Learners	87410	751	12%	14%	21%	45%	8%	54%
Homeless Students	980	720	33%	22%	22%	21%	2%	23%
Students in Foster Care	275	720	33%	23%	23%	*	*	21%
Military-Connected Students	484	752	8%	16%	21%	47%	7%	55%
Migrant Students	29	727	*	34%	*	*	*	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	% 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
Statewide	98970	755	9%	13%	21%	39%	18%	57%
White	40943	763	5%	9%	20%	45%	22%	67%
Hispanic	29363	743	13%	17%	26%	34%	10%	44%
Black or African American	15224	739	15%	20%	26%	31%	8%	39%
Asian, Native Hawaiian, or Pacific Islander	10784	779	2%	4%	12%	42%	40%	82%
American Indian or Alaska Native	129	749	14%	18%	15%	33%	20%	53%
Two or More Races	2527	762	7%	10%	19%	40%	24%	64%
Female	48352	760	6%	11%	20%	41%	22%	62%
Male	50618	750	11%	14%	22%	38%	15%	53%
Economically Disadvantaged Students	38541	740	15%	19%	26%	32%	8%	40%
Non-Economically Disadvantaged Students	60429	765	5%	8%	18%	44%	25%	69%
Students with Disabilities	16695	725	28%	24%	22%	20%	6%	25%
Students without Disabilities	82275	761	5%	10%	21%	43%	21%	64%
English Learners	6901	720	29%	27%	27%	16%	1%	17%
Non-English Learners	92069	758	7%	12%	21%	41%	20%	60%
Homeless Students	1064	730	22%	24%	26%	24%	5%	29%
Students in Foster Care	269	729	23%	26%	23%	23%	4%	28%
Military-Connected Students	426	757	4%	12%	26%	43%	15%	58%
Migrant Students	24	718	50%	*	*	*	*	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	% 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
Statewide	100286	756	7%	13%	22%	46%	12%	58%
White	42283	764	4%	9%	20%	53%	15%	68%
Hispanic	29184	743	12%	17%	27%	38%	6%	44%
Black or African American	15412	739	14%	21%	27%	34%	5%	38%
Asian, Native Hawaiian, or Pacific Islander	10901	781	2%	4%	11%	52%	31%	83%
American Indian or Alaska Native	127	753	9%	13%	26%	41%	11%	52%
Two or More Races	2379	762	5%	10%	20%	49%	16%	65%
Female	49148	761	5%	10%	20%	48%	16%	64%
Male	51138	750	9%	15%	24%	43%	9%	52%
Economically Disadvantaged Students	38293	740	13%	20%	28%	35%	5%	39%
Non-Economically Disadvantaged Students	61993	766	4%	8%	19%	52%	17%	69%
Students with Disabilities	16789	724	26%	26%	25%	21%	3%	23%
Students without Disabilities	83497	762	4%	10%	22%	51%	14%	65%
English Learners	4719	713	33%	32%	23%	10%	1%	11%
Non-English Learners	95567	758	6%	12%	22%	47%	13%	60%
Homeless Students	1022	730	20%	23%	28%	27%	2%	29%
Students in Foster Care	234	729	21%	22%	28%	*	*	28%
Military-Connected Students	411	756	4%	11%	24%	52%	9%	62%
Migrant Students	23	723	*	*	*	*	*	26%



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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	% 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
Statewide	101959	754	7%	13%	24%	41%	15%	56%
White	43572	762	4%	9%	22%	48%	18%	65%
Hispanic	29718	743	11%	17%	28%	35%	8%	43%
Black or African American	15508	738	14%	21%	29%	30%	6%	36%
Asian, Native Hawaiian, or Pacific Islander	10732	780	2%	4%	12%	45%	38%	83%
American Indian or Alaska Native	130	751	11%	15%	22%	37%	16%	53%
Two or More Races	2299	760	5%	10%	21%	45%	19%	64%
Female	49925	762	5%	10%	22%	45%	20%	64%
Male	52034	748	10%	16%	26%	37%	11%	48%
Economically Disadvantaged Students	38555	740	13%	19%	29%	32%	7%	39%
Non-Economically Disadvantaged Students	63404	763	4%	9%	21%	46%	21%	67%
Students with Disabilities	16670	722	26%	28%	28%	17%	2%	19%
Students without Disabilities	85289	761	4%	10%	23%	46%	18%	64%
English Learners	3492	710	*	*	*	*	*	*
Non-English Learners	98467	756	*	*	*	*	*	*
Homeless Students	936	729	21%	22%	30%	23%	3%	27%
Students in Foster Care	238	726	27%	19%	27%	*	*	26%
Military-Connected Students	440	753	6%	11%	29%	42%	12%	54%
Migrant Students	32	721	41%	*	*	*	*	25%



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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	% 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
Statewide	100283	761	9%	10%	18%	33%	30%	63%
White	44278	769	5%	7%	16%	36%	35%	72%
Hispanic	28349	747	14%	15%	21%	32%	18%	50%
Black or African American	14951	741	16%	18%	23%	29%	14%	43%
Asian, Native Hawaiian, or Pacific Islander	10614	790	2%	3%	8%	28%	58%	87%
American Indian or Alaska Native	128	761	9%	8%	18%	35%	30%	65%
Two or More Races	1963	768	7%	9%	15%	31%	37%	68%
Female	49177	769	6%	8%	16%	34%	37%	71%
Male	51106	753	12%	13%	20%	32%	23%	55%
Economically Disadvantaged Students	36462	743	16%	16%	23%	30%	15%	45%
Non-Economically Disadvantaged Students	63821	771	5%	7%	15%	35%	38%	73%
Students with Disabilities	15875	720	31%	24%	24%	17%	5%	22%
Students without Disabilities	84408	769	5%	8%	17%	36%	34%	71%
English Learners	3386	706	46%	25%	17%	11%	2%	12%
Non-English Learners	96897	763	8%	10%	18%	34%	31%	65%
Homeless Students	886	729	28%	18%	21%	24%	10%	34%
Students in Foster Care	236	726	28%	20%	23%	19%	9%	28%
Military-Connected Students	440	758	7%	10%	27%	33%	24%	56%
Migrant Students	32	728	31%	*	*	*	*	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	% 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
Statewide	99075	762	9%	10%	18%	38%	25%	63%
White	44720	770	5%	7%	15%	42%	29%	72%
Hispanic	27466	747	14%	14%	23%	36%	13%	49%
Black or African American	14540	741	17%	17%	23%	32%	11%	43%
Asian, Native Hawaiian, or Pacific Islander	10456	794	2%	3%	7%	33%	55%	88%
American Indian or Alaska Native	104	758	10%	16%	14%	38%	22%	60%
Two or More Races	1789	769	7%	8%	16%	39%	30%	69%
Female	48375	771	5%	8%	16%	40%	31%	71%
Male	50700	753	13%	13%	20%	36%	19%	55%
Economically Disadvantaged Students	34392	743	16%	16%	23%	34%	11%	45%
Non-Economically Disadvantaged Students	64683	772	6%	7%	15%	40%	32%	72%
Students with Disabilities	15723	721	30%	24%	23%	19%	3%	22%
Students without Disabilities	83352	770	5%	8%	17%	42%	29%	71%
English Learners	3260	708	44%	25%	18%	11%	1%	12%
Non-English Learners	95815	764	8%	10%	18%	39%	26%	65%
Homeless Students	806	727	28%	20%	21%	25%	5%	31%
Students in Foster Care	208	726	29%	21%	18%	26%	6%	32%
Military-Connected Students	364	760	5%	10%	23%	47%	15%	62%
Migrant Students	30	718	37%	*	*	*	*	27%



New Jersey 2018-2019

Report Key:

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- † This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	% 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
Statewide	101061	753	11%	12%	21%	37%	19%	56%
White	46368	762	6%	9%	20%	43%	22%	65%
Hispanic	27857	737	19%	16%	25%	31%	9%	40%
Black or African American	14361	732	20%	20%	26%	27%	6%	33%
Asian, Native Hawaiian, or Pacific Islander	10685	783	3%	4%	10%	37%	46%	84%
American Indian or Alaska Native	110	754	*	*	22%	39%	18%	57%
Two or More Races	1680	761	*	*	19%	38%	25%	63%
Female	49387	760	7%	10%	20%	40%	23%	63%
Male	51674	746	15%	14%	22%	34%	15%	49%
Economically Disadvantaged Students	33009	734	20%	18%	26%	29%	7%	36%
Non-Economically Disadvantaged Students	68052	762	7%	9%	19%	41%	24%	65%
Students with Disabilities	15486	717	33%	25%	24%	15%	2%	17%
Students without Disabilities	85575	760	7%	10%	21%	41%	22%	63%
English Learners	3784	693	*	*	*	*	*	*
Non-English Learners	97277	755	*	*	*	*	*	*
Homeless Students	726	720	34%	22%	23%	17%	4%	21%
Students in Foster Care	205	721	31%	23%	23%	*	*	22%
Military-Connected Students	399	755	7%	12%	25%	39%	17%	56%
Migrant Students	35	715	43%	*	*	*	*	23%



**New Jersey
2018-2019**

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English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	% 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
Statewide	97826	757	14%	11%	16%	33%	25%	58%
White	46400	767	9%	9%	15%	37%	29%	67%
Hispanic	25360	738	23%	15%	19%	30%	13%	43%
Black or African American	13925	733	26%	17%	20%	27%	10%	38%
Asian, Native Hawaiian, or Pacific Islander	10529	792	4%	4%	8%	31%	54%	84%
American Indian or Alaska Native	108	754	16%	15%	14%	29%	27%	56%
Two or More Races	1504	766	10%	9%	16%	35%	30%	65%
Female	48427	766	10%	9%	15%	35%	31%	66%
Male	49399	749	19%	13%	17%	31%	20%	51%
Economically Disadvantaged Students	29738	735	25%	16%	19%	28%	11%	40%
Non-Economically Disadvantaged Students	68088	767	10%	9%	15%	35%	31%	67%
Students with Disabilities	14375	711	41%	21%	19%	16%	3%	19%
Students without Disabilities	83451	765	10%	9%	16%	36%	29%	65%
English Learners	3596	687	*	*	*	*	*	*
Non-English Learners	94230	760	*	*	*	*	*	*
Homeless Students	662	723	36%	17%	16%	24%	8%	32%
Students in Foster Care	172	710	45%	16%	17%	*	*	22%
Military-Connected Students	355	754	8%	15%	21%	40%	16%	56%
Migrant Students	10	710	*	*	*	*	*	10%



New Jersey
2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment. This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. The state's long term goal for proficiency is 80% by 2030. For more details on New Jersey's accountability system, see our [accountability resources](#). More information and additional data can also be found on the [NJDOE Academic Achievement page](#).

Student Group	Valid Scores	% of students Taking Test	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability
Statewide	784134	97.9	44.5	44.5
White	343741	97.7	54.1	54.1
Hispanic	225086	98.3	28.8	28.8
Black or African American	115671	97.1	23.0	23.0
Asian, Native Hawaiian, or Pacific Islander	82390	99.3	76.5	76.5
American Indian or Alaska Native	949	97.1	42.7	42.7
Two or More Races	16297	97.5	53.3	53.3
Female	382803	98.0	44.9	44.9
Male	401331	97.9	44.2	44.2
Economically Disadvantaged Students	283646	97.8	26.3	26.3
Non-Economically Disadvantaged Students	500488	98.0	54.9	54.9
Students with Disabilities	131841	95.7	17.4	17.4
Students without Disabilities	652293	98.4	50.0	50.0
English Learners	72580	98.6	25.0	25.0
Non-English Learners	711554	97.9	46.5	46.5
Homeless Students	6466	95.7	17.1	17.1
Students In Foster Care	1668	94.9	17.1	17.1
Military-Connected Students	3179	98.1	46.4	46.4
Migrant Students	189	96.2	23.3	23.3

† Target was met within a confidence interval.

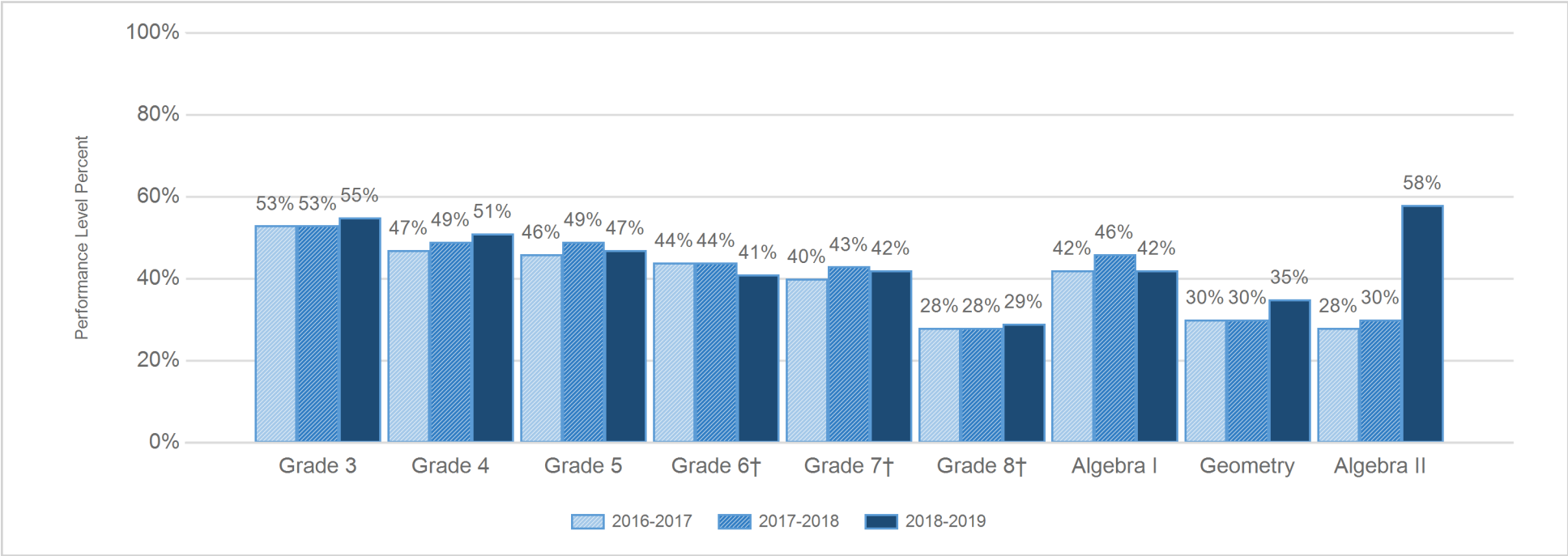


New Jersey
2018-2019

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Mathematics Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



New Jersey
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	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
Statewide	96877	752	8%	14%	23%	41%	14%	55%
White	39480	760	4%	9%	21%	49%	17%	66%
Hispanic	29426	739	12%	20%	28%	34%	6%	40%
Black or African American	14405	735	16%	21%	28%	30%	5%	35%
Asian, Native Hawaiian, or Pacific Islander	10812	778	2%	4%	11%	47%	36%	83%
American Indian or Alaska Native	136	749	11%	15%	22%	35%	17%	51%
Two or More Races	2618	758	5%	12%	21%	44%	18%	62%
Female	47406	751	7%	15%	24%	41%	13%	54%
Male	49471	752	9%	13%	22%	41%	15%	56%
Economically Disadvantaged Students	37845	737	13%	21%	28%	32%	5%	37%
Non-Economically Disadvantaged Students	59032	761	4%	9%	20%	47%	20%	67%
Students with Disabilities	15811	731	20%	25%	24%	25%	6%	31%
Students without Disabilities	81066	756	6%	12%	23%	44%	16%	60%
English Learners	9439	728	19%	26%	29%	24%	2%	26%
Non-English Learners	87438	754	7%	13%	22%	43%	15%	58%
Homeless Students	1019	724	23%	27%	26%	21%	2%	23%
Students in Foster Care	274	725	22%	25%	26%	*	*	27%
Military-Connected Students	484	754	6%	10%	28%	43%	13%	56%
Migrant Students	40	728	*	*	30%	*	*	28%



New Jersey 2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	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
Statewide	99950	749	9%	15%	26%	43%	8%	51%
White	41079	757	4%	9%	25%	53%	9%	62%
Hispanic	30056	737	13%	21%	31%	33%	3%	36%
Black or African American	15247	731	18%	25%	28%	27%	2%	29%
Asian, Native Hawaiian, or Pacific Islander	10907	776	2%	4%	12%	57%	25%	82%
American Indian or Alaska Native	129	747	10%	18%	26%	36%	10%	46%
Two or More Races	2532	754	7%	13%	23%	48%	10%	58%
Female	48822	749	8%	15%	27%	43%	7%	50%
Male	51128	749	9%	14%	24%	44%	8%	52%
Economically Disadvantaged Students	39033	734	15%	23%	30%	30%	2%	32%
Non-Economically Disadvantaged Students	60917	759	5%	10%	23%	52%	11%	63%
Students with Disabilities	16688	726	24%	26%	25%	22%	2%	25%
Students without Disabilities	83262	754	6%	12%	26%	48%	9%	56%
English Learners	7851	722	24%	30%	28%	17%	1%	18%
Non-English Learners	92099	751	7%	13%	25%	46%	8%	54%
Homeless Students	1097	722	25%	28%	27%	18%	1%	19%
Students in Foster Care	270	724	26%	23%	29%	*	*	23%
Military-Connected Students	427	753	4%	10%	30%	50%	6%	56%
Migrant Students	31	717	45%	*	*	*	*	16%



New Jersey 2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	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
Statewide	101261	747	6%	21%	26%	36%	11%	47%
White	42397	755	3%	14%	25%	45%	13%	58%
Hispanic	29883	735	10%	29%	31%	27%	4%	30%
Black or African American	15442	729	14%	35%	28%	21%	3%	23%
Asian, Native Hawaiian, or Pacific Islander	11030	775	1%	5%	14%	46%	33%	80%
American Indian or Alaska Native	127	747	*	23%	30%	*	*	42%
Two or More Races	2382	753	*	17%	23%	*	*	55%
Female	49590	747	6%	20%	27%	37%	10%	47%
Male	51671	747	7%	21%	24%	35%	12%	47%
Economically Disadvantaged Students	38811	732	11%	32%	30%	24%	3%	27%
Non-Economically Disadvantaged Students	62450	757	3%	14%	24%	43%	16%	59%
Students with Disabilities	16774	725	16%	42%	24%	16%	3%	19%
Students without Disabilities	84487	752	5%	17%	26%	40%	13%	52%
English Learners	5667	718	22%	42%	24%	11%	1%	12%
Non-English Learners	95594	749	5%	20%	26%	37%	12%	49%
Homeless Students	1054	723	19%	38%	26%	16%	1%	17%
Students in Foster Care	235	722	17%	41%	28%	*	*	14%
Military-Connected Students	412	748	3%	18%	28%	44%	6%	50%
Migrant Students	36	716	36%	*	*	*	*	17%



New Jersey
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	% 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
Statewide	102838	741	10%	23%	27%	33%	8%	41%
White	43603	749	4%	16%	29%	43%	9%	51%
Hispanic	30479	729	14%	32%	30%	22%	2%	24%
Black or African American	15542	722	20%	34%	27%	17%	1%	19%
Asian, Native Hawaiian, or Pacific Islander	10786	769	2%	7%	16%	49%	27%	76%
American Indian or Alaska Native	131	738	14%	24%	25%	*	*	37%
Two or More Races	2297	747	6%	19%	27%	*	*	48%
Female	50358	742	8%	22%	28%	34%	7%	42%
Male	52480	740	11%	23%	27%	32%	8%	40%
Economically Disadvantaged Students	39127	726	16%	33%	29%	19%	2%	21%
Non-Economically Disadvantaged Students	63711	750	5%	16%	26%	42%	11%	53%
Students with Disabilities	16634	716	26%	40%	22%	11%	1%	12%
Students without Disabilities	86204	746	6%	19%	28%	37%	9%	46%
English Learners	4446	709	*	*	*	*	*	*
Non-English Learners	98392	743	*	*	*	*	*	*
Homeless Students	959	717	25%	39%	23%	*	*	12%
Students in Foster Care	236	717	23%	39%	26%	12%	0%	12%
Military-Connected Students	441	742	8%	18%	31%	39%	4%	43%
Migrant Students	45	717	40%	24%	*	*	*	20%



New Jersey
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	% 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
Statewide	96441	744	8%	21%	29%	34%	8%	42%
White	42498	751	4%	14%	29%	43%	10%	53%
Hispanic	28561	733	11%	30%	33%	23%	3%	26%
Black or African American	14773	727	15%	34%	30%	18%	2%	21%
Asian, Native Hawaiian, or Pacific Islander	8662	768	2%	7%	17%	48%	27%	75%
American Indian or Alaska Native	119	742	8%	18%	30%	*	*	43%
Two or More Races	1828	749	6%	17%	26%	*	*	51%
Female	47433	744	6%	21%	31%	34%	8%	42%
Male	49008	743	9%	22%	28%	33%	8%	42%
Economically Disadvantaged Students	36433	731	13%	32%	32%	21%	3%	24%
Non-Economically Disadvantaged Students	60008	751	5%	15%	28%	41%	12%	53%
Students with Disabilities	15799	718	24%	41%	22%	11%	1%	13%
Students without Disabilities	80642	749	4%	17%	31%	38%	10%	48%
English Learners	4301	716	25%	44%	21%	9%	1%	10%
Non-English Learners	92140	745	7%	20%	30%	35%	9%	44%
Homeless Students	910	721	21%	40%	26%	*	*	13%
Students in Foster Care	233	720	22%	35%	32%	*	*	11%
Military-Connected Students	427	746	6%	15%	35%	36%	7%	44%
Migrant Students	41	717	34%	24%	29%	*	*	12%



New Jersey
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	% 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
Statewide	63515	728	23%	23%	24%	28%	1%	29%
White	26780	737	15%	20%	27%	37%	1%	38%
Hispanic	21004	722	29%	26%	23%	21%	1%	22%
Black or African American	11432	714	37%	28%	20%	14%	1%	15%
Asian, Native Hawaiian, or Pacific Islander	3208	747	10%	15%	24%	47%	4%	51%
American Indian or Alaska Native	73	725	27%	19%	25%	*	*	29%
Two or More Races	1018	730	21%	24%	24%	*	*	31%
Female	30228	731	20%	23%	26%	30%	1%	31%
Male	33287	726	26%	23%	23%	26%	1%	27%
Economically Disadvantaged Students	26832	719	32%	27%	22%	19%	1%	20%
Non-Economically Disadvantaged Students	36683	735	17%	21%	26%	35%	1%	36%
Students with Disabilities	14068	707	46%	27%	16%	10%	0%	10%
Students without Disabilities	49447	734	17%	22%	27%	33%	1%	35%
English Learners	3658	706	51%	24%	15%	10%	1%	10%
Non-English Learners	59857	730	22%	23%	25%	29%	1%	30%
Homeless Students	735	709	45%	26%	16%	*	*	12%
Students in Foster Care	183	709	46%	21%	17%	15%	0%	15%
Military-Connected Students	274	735	13%	24%	31%	*	*	32%
Migrant Students	45	701	58%	22%	*	*	*	16%



New Jersey 2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	% 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
Statewide	120012	744	9%	25%	23%	37%	5%	42%
White	52981	752	5%	18%	24%	48%	5%	53%
Hispanic	34408	728	15%	36%	25%	23%	1%	24%
Black or African American	18261	725	17%	39%	24%	19%	1%	20%
Asian, Native Hawaiian, or Pacific Islander	12126	775	2%	8%	14%	54%	22%	76%
American Indian or Alaska Native	130	744	11%	24%	24%	*	*	42%
Two or More Races	2106	752	7%	21%	21%	*	*	51%
Female	58598	745	8%	24%	24%	39%	4%	44%
Male	61414	743	10%	27%	22%	35%	6%	41%
Economically Disadvantaged Students	40773	727	15%	37%	25%	22%	1%	23%
Non-Economically Disadvantaged Students	79239	752	6%	20%	23%	45%	7%	52%
Students with Disabilities	17474	717	22%	47%	20%	11%	1%	12%
Students without Disabilities	102538	748	7%	22%	24%	41%	6%	47%
English Learners	5829	710	*	*	*	*	*	*
Non-English Learners	114183	745	*	*	*	*	*	*
Homeless Students	946	718	23%	42%	21%	*	*	14%
Students in Foster Care	256	717	21%	46%	23%	11%	0%	11%
Military-Connected Students	418	744	6%	23%	28%	40%	2%	43%
Migrant Students	51	707	45%	33%	*	*	*	12%



New Jersey 2018-2019

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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	% 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
Statewide	76106	737	10%	23%	32%	29%	6%	35%
White	36397	743	5%	17%	35%	37%	6%	43%
Hispanic	20402	724	16%	35%	32%	16%	1%	17%
Black or African American	9811	720	21%	37%	29%	13%	1%	14%
Asian, Native Hawaiian, or Pacific Islander	8263	762	2%	7%	21%	46%	23%	70%
American Indian or Alaska Native	87	736	*	20%	33%	*	*	37%
Two or More Races	1146	745	*	17%	31%	*	*	46%
Female	37687	738	8%	23%	34%	30%	5%	36%
Male	38419	736	11%	24%	31%	28%	6%	34%
Economically Disadvantaged Students	22659	722	17%	35%	32%	15%	1%	16%
Non-Economically Disadvantaged Students	53447	743	6%	18%	32%	35%	8%	43%
Students with Disabilities	10051	712	*	*	*	*	*	*
Students without Disabilities	66055	741	*	*	*	*	*	*
English Learners	2849	708	*	*	*	*	*	*
Non-English Learners	73257	738	*	*	*	*	*	*
Homeless Students	432	717	*	*	*	*	*	*
Students in Foster Care	117	713	*	*	*	*	*	*
Military-Connected Students	291	739	5%	22%	37%	32%	3%	35%
Migrant Students	16	711	*	*	*	*	*	19%



New Jersey 2018-2019

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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	% 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
Statewide	36074	755	9%	11%	21%	51%	7%	58%
White	18517	758	5%	9%	23%	57%	6%	62%
Hispanic	6131	731	23%	19%	24%	33%	2%	34%
Black or African American	3112	725	27%	22%	24%	26%	1%	27%
Asian, Native Hawaiian, or Pacific Islander	7644	777	2%	4%	14%	63%	17%	80%
American Indian or Alaska Native	38	753	*	*	*	*	*	55%
Two or More Races	632	761	*	*	*	*	*	65%
Female	18659	752	9%	12%	24%	51%	5%	55%
Male	17415	758	10%	10%	19%	52%	10%	62%
Economically Disadvantaged Students	6945	729	25%	20%	23%	31%	1%	32%
Non-Economically Disadvantaged Students	29129	761	6%	9%	21%	56%	8%	65%
Students with Disabilities	1375	715	45%	18%	12%	23%	2%	25%
Students without Disabilities	34699	756	8%	11%	22%	52%	7%	60%
English Learners	365	696	63%	17%	9%	*	*	11%
Non-English Learners	35709	755	9%	11%	21%	*	*	59%
Homeless Students	112	717	40%	17%	20%	23%	0%	23%
Students in Foster Care	21	715	*	*	*	*	*	14%
Military-Connected Students	127	742	12%	22%	28%	*	*	39%
Migrant Students	*	*	*	*	*	*	*	*



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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	1632	1626
4	1660	1656
5	1655	1655
6	1462	1462
7	1505	1504
8	1461	1457
9	*	N
10	*	N
11	1337	1351

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years.

Student Group	Percent of English Learners Making Expected Growth to Proficiency
Statewide/English Learners	43.7%

English Language Proficiency Test - Participation and Performance

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

Years in State	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	41,427	*	*
3-4	29,255	89.6%	10.4%
5 or more	16,261	85.6%	14.4%



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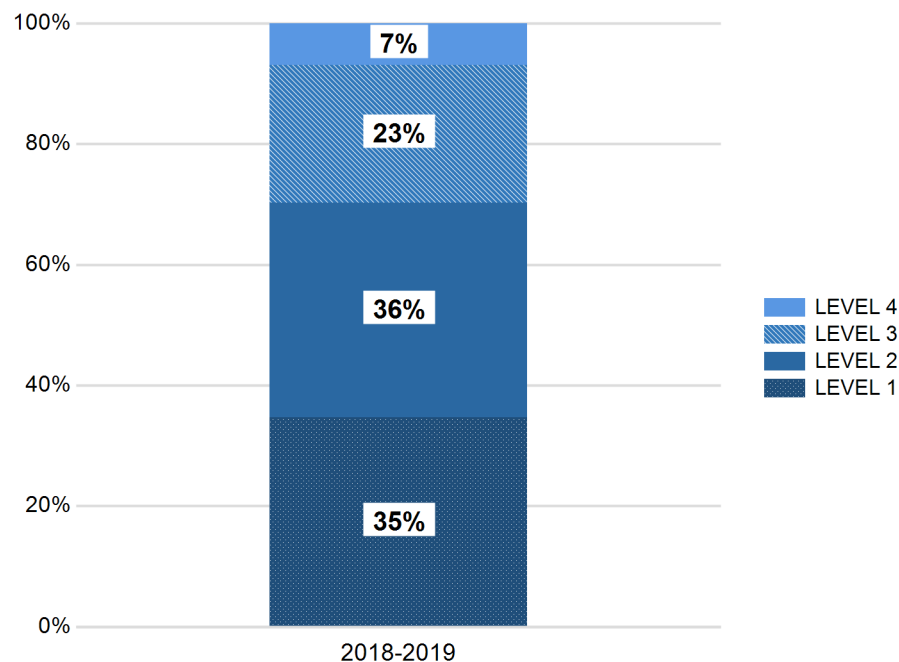
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Statewide	35	36	23	7
White	22	39	30	8
Hispanic	50	36	13	2
Black or African American	58	31	10	1
Asian, Native Hawaiian, or Pacific Islander	12	30	38	20
American Indian or Alaska Native	36	37	22	5
Two or More Races	28	37	26	9
Female	34	38	22	6
Male	35	34	23	7
Economically Disadvantaged Students	54	34	11	2
Non-Economically Disadvantaged Students	23	37	30	10
Students with Disabilities	66	24	8	2
Students without Disabilities	29	38	25	8
English Learners	80	17	2	0
Non-English Learners	32	37	24	7
Homeless Students	65	28	7	0
Students in Foster Care	64	29	6	1
Military-Connected Students	26	42	25	7
Migrant Students	75	19	6	0



New Jersey 2018-2019

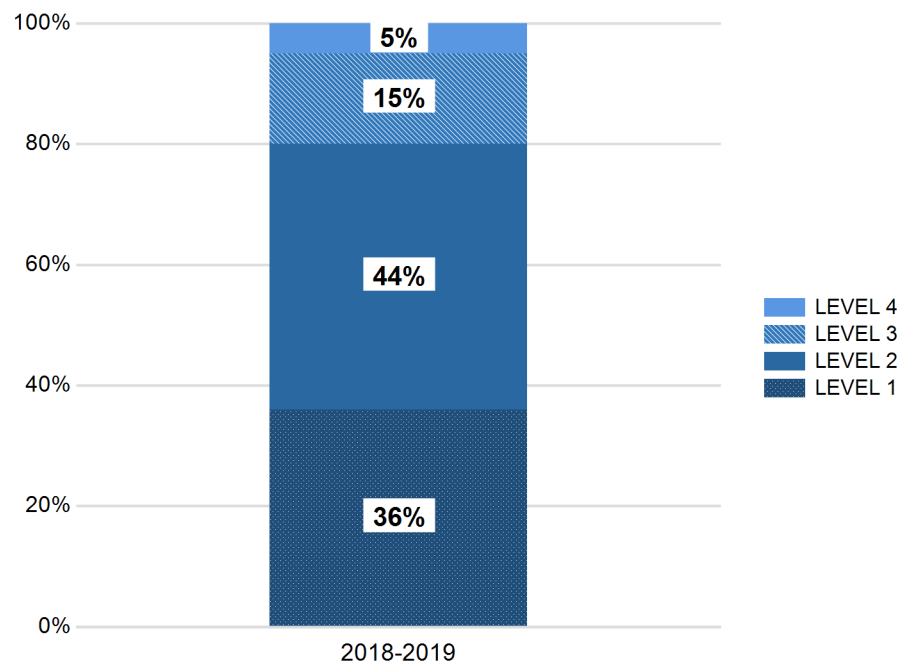
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NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Statewide	36	44	15	5
White	23	51	20	5
Hispanic	53	40	6	1
Black or African American	60	35	5	1
Asian, Native Hawaiian, or Pacific Islander	12	41	31	16
American Indian or Alaska Native	44	41	14	2
Two or More Races	28	44	21	8
Female	34	48	15	4
Male	38	42	15	5
Economically Disadvantaged Students	57	38	5	1
Non-Economically Disadvantaged Students	24	48	21	7
Students with Disabilities	70	26	4	1
Students without Disabilities	29	48	17	5
English Learners	82	16	1	0
Non-English Learners	34	46	16	5
Homeless Students	69	28	3	0
Students in Foster Care	66	30	4	0
Military-Connected Students	29	51	15	5
Migrant Students	82	16	0	2



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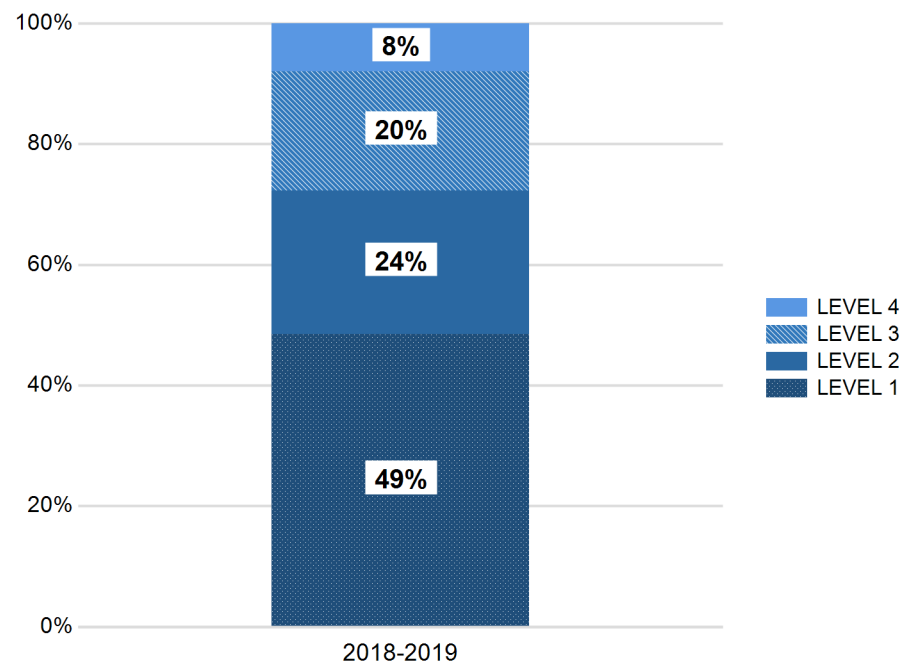
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NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Statewide	49	24	20	8
White	40	27	25	9
Hispanic	65	22	11	2
Black or African American	71	19	8	2
Asian, Native Hawaiian, or Pacific Islander	23	22	32	24
American Indian or Alaska Native	48	28	18	6
Two or More Races	46	23	21	11
Female	47	26	20	7
Male	51	22	19	9
Economically Disadvantaged Students	67	20	10	2
Non-Economically Disadvantaged Students	41	25	24	10
Students with Disabilities	82	12	5	1
Students without Disabilities	44	26	22	9
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	74	17	7	2
Students in Foster Care	83	12	4	1
Military-Connected Students	46	28	22	4
Migrant Students	72	21	7	0



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

To see outcomes by student group and grade level for each test, use the following links:

- [2019 Reading Grade 4 Student Group Outcomes](#)
- [2019 Reading Grade 8 Student Group Outcomes](#)
- [2019 Math Grade 4 Student Group Outcomes](#)
- [2019 Math Grade 8 Student Group Outcomes](#)
- [2015 Science Grade 4 Student Group Outcomes](#)
- [2015 Science Grade 8 Student Group Outcomes](#)

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



New Jersey 2018-2019

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

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	84.5%
12th graders taking SAT in 2018-19 or prior years	72.1%
12th graders taking ACT in 2018-19 or prior years	19.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	State Average Score	College Readiness Benchmarks	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	476	Grade 10: 430 Grade 11: 460	61%
PSAT 10/NMSQT - Math	477	Grade 10: 480 Grade 11: 510	43%
SAT - Reading and Writing	539	480	70%
SAT - Math	541	530	53%
ACT - Reading	25	22	66%
ACT - English	24	18	81%
ACT - Math	24	22	65%
ACT - Science	24	23	57%



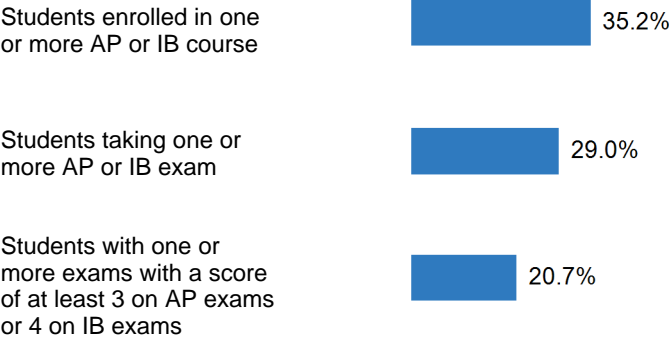
New Jersey
2018-2019

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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

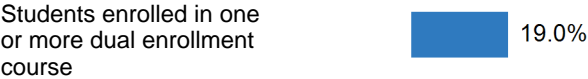
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	1,166	735
AP Biology	9,510	7,994
AP Calculus AB	10,421	8,961
AP Calculus BC	4,855	4,942
AP Chemistry	6,085	5,410
AP Chinese Language and Culture	166	427
AP Comparative Government and Politics	611	370
AP Computer Science A	5,246	3,733
AP Computer Science Principles	2,352	3,179
AP English Language and Composition	16,093	14,876
AP English Literature and Composition	13,828	10,347
AP Environmental Science	5,599	4,164
AP European History	2,188	1,491
AP French Language and Culture	1,454	1,020
AP German Language and Culture	208	215



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AP/IB Course	Students Enrolled	Students Tested
AP Government	583	0
AP Human Geography	2,411	2,002
AP Italian Language and Culture	627	477
AP Japanese Language and Culture	23	47
AP Latin (Virgil, Catullus and Horace)	395	193
AP Macroeconomics	4,060	4,774
AP Microeconomics	3,448	4,097
AP Music Theory	902	754
AP Physics 1	5,190	5,746
AP Physics 2	999	1,067
AP Physics B	2,185	0
AP Physics C	2,098	0
AP Physics C: Electricity and Magnetism	407	1,422
AP Physics C: Mechanics	510	2,559
AP Psychology	11,818	9,584



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AP/IB Course	Students Enrolled	Students Tested
AP Research	398	401
AP Seminar	755	721
AP Spanish Language	5,313	5,107
AP Spanish Literature	990	385
AP Statistics	9,047	7,485
AP Studio Art—Drawing Portfolio	962	634
AP Studio Art—Three-Dimensional	206	80
AP Studio Art—Two-Dimensional	776	868
AP U.S. Government and Politics	5,802	5,115
AP U.S. History	19,859	14,061
AP World History	4,375	4,056
IB Art/Design	227	72
IB Biology	419	198
IB Business and Management	142	62
IB Chemistry	191	95



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AP/IB Course	Students Enrolled	Students Tested
IB Classical Languages—Latin	26	15
IB Computing Studies	64	29
IB Dance	13	4
IB Design Technology	58	53
IB Economics	122	62
IB Environmental Science	208	145
IB Film	28	36
IB Further Mathematics—SL	18	0
IB Global Politics	32	9
IB History	1,037	509
IB Language A (English)	2,467	856
IB Language A (non-English)—French	72	0
IB Language A: Literature—Portuguese	25	0
IB Language A: Literature—Spanish	41	0
IB Language Ab Initio—Chinese	102	0



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AP/IB Course	Students Enrolled	Students Tested
IB Language Ab Initio—Italian	6	0
IB Language B—Chinese	52	64
IB Language B—French	169	74
IB Language B—German	16	9
IB Language B—Italian	39	23
IB Language B—Portuguese	15	2
IB Language B—Spanish	1,071	415
IB Mathematical Studies	211	126
IB Mathematics	687	317
IB Mathematics and Computing—SL	34	0
IB Music	83	34
IB Personal and Professional Skills	77	0
IB Philosophy	78	8
IB Physical Science	8	0
IB Physics	374	149



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AP/IB Course	Students Enrolled	Students Tested
IB Psychology	297	111
IB Sports, Exercise, and Health Science	45	14
IB Theatre	70	7
IB Theory of Knowledge	640	388
Total Exams taken		143,385
Exams with scores of at least 3 on AP exams or 4 on IB exams		99,052



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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants
(completed only one course in an approved CTE program)



CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences





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Career and Technical Education Participation by Student Group

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

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



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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

State | 0.9%

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	2,022		
Architecture & Construction	5,083	726	736
Arts, AV Technology & Communications	15,718		
Business Management & Administration	4,077	67	67
Education and Training	1,200		
Finance	4,663	306	306
Government & Public Administration	879		
Health Science	6,979	719	970
Hospitality & Tourism	6,880	145	145
Human Services	3,343	449	479
Information Technology	5,382	777	1,061
Law, Public Safety, Corrections & Security	2,181	91	125
Manufacturing	3,609	159	159
Marketing	2,466		
Science, Technology, Engineering & Mathematics	7,705		
Transportation, Distribution & Logistics	2,758	450	450
Total (All Clusters)	74,944	3,809	4,498



New Jersey 2018-2019

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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
6	83	2	0	0	1	0	104,134
7	5,288	72	0	1	0	0	98,515
8	32,562	4,006	167	1	0	0	67,889
9	66,798	27,855	6,910	156	17	778	14,614
10	8,351	59,568	29,454	4,991	372	679	10,763
11	2,244	9,333	46,967	23,930	5,630	2,568	15,778
12	800	2,221	7,949	16,191	21,259	17,092	25,696
Total	116,126	103,057	91,447	45,270	27,279	21,117	337,389
Enrolled in AP/IB Course					15,081	9,047	937
Enrolled in Dual Enrollment Course	71	51	375	4,107	3,742	2,394	1,484

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	58,182	2,177	6,587	15,448	18,355	7,122
10	34,524	59,308	1,123	3,133	4,710	5,304
11	19,660	32,449	1,853	10,205	31,084	12,491
12	11,168	6,819	1,492	10,339	16,215	26,654
Total	123,534	100,753	11,055	39,125	70,364	51,571
Enrolled in AP/IB Course	9,928	6,275		5,806	11,564	103
Enrolled in Dual Enrollment Course	3,221	3,124	122	853	2,982	3,753



New Jersey 2018-2019

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Social Studies and History- Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	76,927	18,042	1,179	303	194	10,567
10	4,460	93,216	2,825	2,309	1,252	7,552
11	12,437	78,556	6,424	8,480	3,777	13,709
12	4,863	14,325	10,805	19,151	9,946	29,979
Total	98,687	204,139	21,233	30,243	15,169	61,807
Enrolled in AP/IB Course	5,412	19,858	6,638	12,115		11,799
Enrolled in Dual Enrollment course	1,071	4,078	985	3,736	1,749	3,359

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	57,215	11,309	3,410	730	2,010	2,644	17,560
7	54,292	11,651	3,802	807	2,393	1,695	13,351
8	51,763	10,350	3,572	713	1,288	906	11,803
9	56,185	12,338	6,961	2,628	2,363	2,099	2,043
10	60,346	13,019	6,959	2,647	2,464	1,974	1,927
11	37,390	8,278	4,608	2,108	1,502	1,453	1,925
12	17,552	4,183	2,551	1,208	868	836	1,778
Total	334,743	71,128	31,863	10,841	12,888	11,607	50,387
Enrolled in AP/IB Course	7,328	1,695	672	421	224	320	63
Enrolled in Dual Enrollment course	6,127	1,886	896	413	446	223	541
Enrolled in Level 3 or Higher	49,595	12,580	6,682	2,875	2,575	2,058	843



New Jersey 2018-2019

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Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
6	490	1,422	1,656	0	0	198
7	417	1,833	1,849	0	0	487
8	619	2,597	2,538	0	0	270
9	3,505	164	808	483	22	366
10	4,512	85	864	653	52	444
11	4,702	90	967	643	126	233
12	5,684	174	1,573	835	100	195
Total	19,929	6,365	10,255	2,614	300	2,193
Enrolled in AP/IB Course	5,310		2,352			0
Enrolled in Dual Enrollment Course	1,159	5	141	165	20	17



New Jersey
2018-2019

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Language	Students Earning a Seal of Biliteracy
Albanian	*
American Sign Language	11
Arabic	41
Bulgarian	*
Chinese	91
Danish	*
French	534
German	183
Greek	*
Gujarati	*
Hebrew	10
Hindi	21
Italian	228
Japanese	*
Korean	28
Latin	98
Polish	29
Portuguese	90
Punjabi	*
Russian	25
Spanish	4,043
Tamil	*
Turkish	11
Urdu	*
Vietnamese	*
Total	5,468



New Jersey
2018-2019

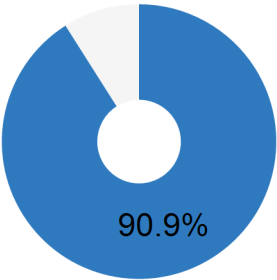
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Visual and Performing Arts – Course Participation

The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

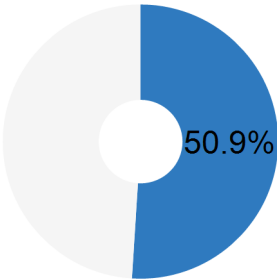
Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

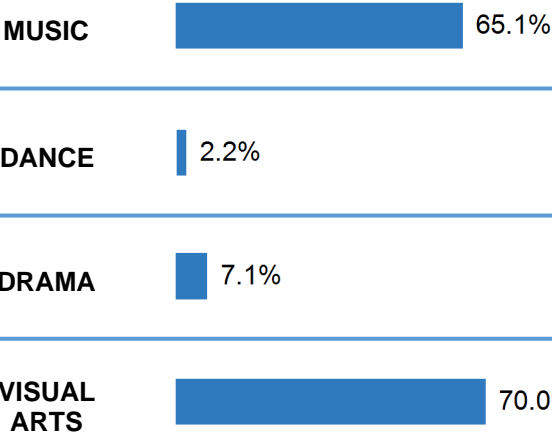


Grades 9-12:

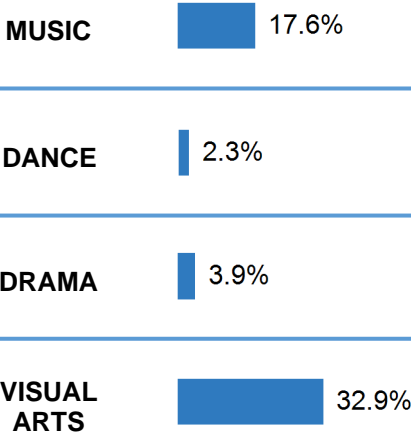
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:





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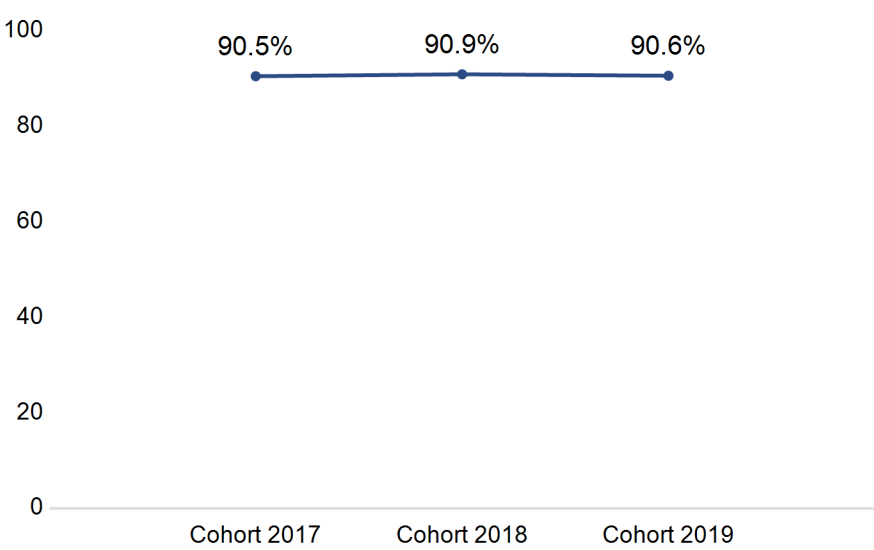
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information and additional data can be found on the [NJDOE Graduation Rate page](#).

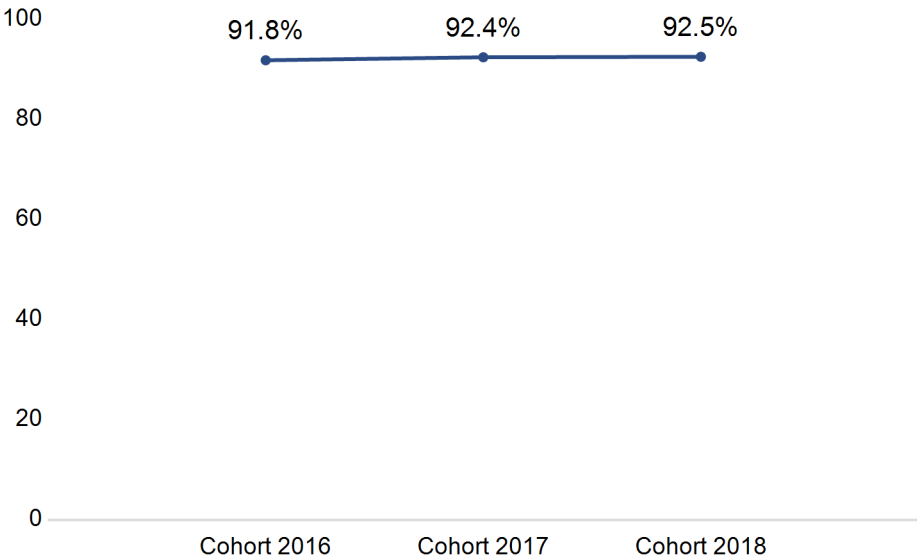
Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Statewide: Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



New Jersey
2018-2019

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Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. For more details on New Jersey’s accountability system, see these [accountability resources](#).

Student Group	Class of 2019: 4 Year Rate	Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2017: 5 Year Rate
Statewide	90.6%	92.5%	90.9%	92.4%
White	94.9%	95.9%	95.0%	95.7%
Hispanic	84.5%	87.3%	84.8%	87.3%
Black or African American	83.3%	87.1%	84.2%	86.8%
Asian, Native Hawaiian or Pacific Islander	96.9%	97.8%	97.0%	97.7%
American Indian or Alaska Native	92.2%	88.9%	86.5%	94.1%
Two or More Races	91.4%	94.2%	92.0%	93.9%
Female	92.8%	94.4%	93.3%	94.1%
Male	88.5%	90.8%	88.7%	90.9%
Economically Disadvantaged Students	84.0%	87.3%	84.6%	87.0%
Students with Disabilities	79.2%	83.8%	80.1%	83.5%
English Learners	75.4%	80.1%	75.8%	81.8%
Homeless Students	74.6%	78.3%	72.6%	79.1%
Students in Foster Care	57.6%	82.5%	62.6%	64.9%
Migrant Students	83.3%	85.0%	77.5%	88.2%



New Jersey
2018-2019

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	62.8%	56.5%
Substitute Competency Test	25.9%	29.3%
Portfolio Appeals Process	5.6%	7.2%
Alternate Requirements specified in IEP	5.6%	6.8%
Unknown	0.1%	0.1%

Dropout Rate Trends

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

School Year	State Rate
2018-2019	1.2%
2017-2018	1.2%
2016-2017	1.1%



New Jersey
2018-2019

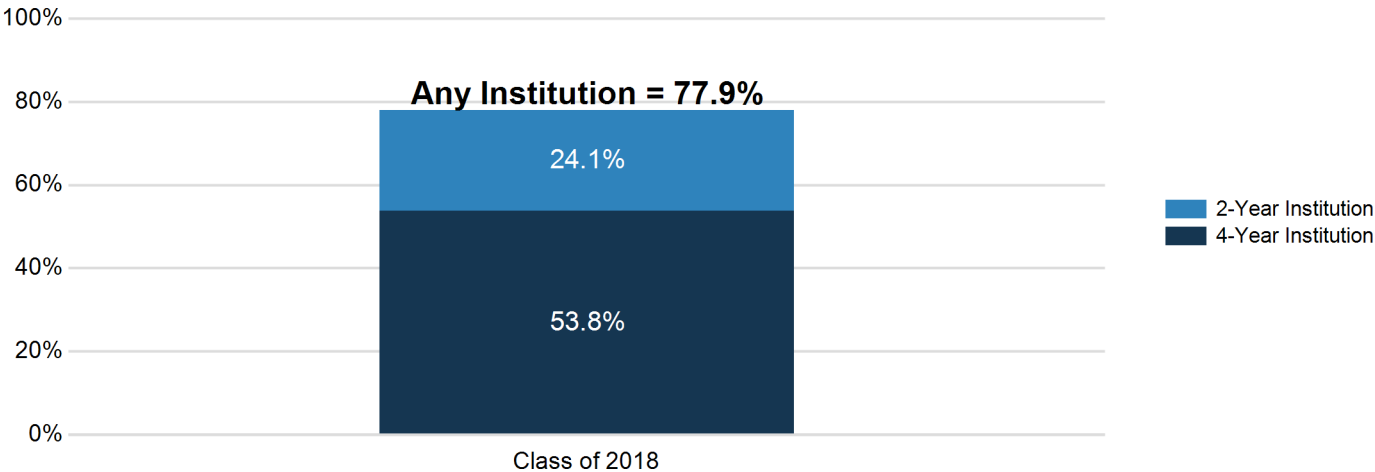
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

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

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	24.1%
% Enrolled in 4-Year Institution	53.8%
% Enrolled in Any Postsecondary Institution	77.8%



New Jersey 2018-2019

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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
White	78.4%	25%	75%
Hispanic	58.5%	45.4%	54.6%
Black or African American	60.3%	34.4%	65.6%
Asian, Native Hawaiian, or Pacific Islander	89.6%	13.8%	86.2%
American Indian or Alaska Native	65%	37.3%	62.7%
Two or More Races	69.5%	25%	75%
Economically Disadvantaged Students	58.4%	42.6%	57.4%
Students with Disabilities	48.1%	54.8%	45.2%
English Learners	34.4%	72.2%	27.8%

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
White	83.2%	27%	73%	70%	30%	56.9%	43.1%
Hispanic	66.8%	47.8%	52.2%	80.5%	19.5%	84.4%	15.6%
Black or African American	67.2%	36.5%	63.5%	76%	24%	75%	25%
Asian, Native Hawaiian, or Pacific Islander	92.1%	14.8%	85.2%	70.8%	28.8%	63.3%	36.7%
American Indian or Alaska Native	77.4%	31.9%	68.1%	66.7%	33.3%	66.7%	33.3%
Two or More Races	77.1%	27.3%	72.7%	66%	34%	59%	41%
Economically Disadvantaged Students	66%	44.8%	55.2%	81.5%	18.5%	85.8%	14.2%
Students with Disabilities	54.3%	58.3%	41.7%	80.6%	19.4%	77%	23%
English Learners	45.5%	70.8%	29.1%	90.2%	9.8%	91.4%	8.6%



New Jersey
2018-2019

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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student’s ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

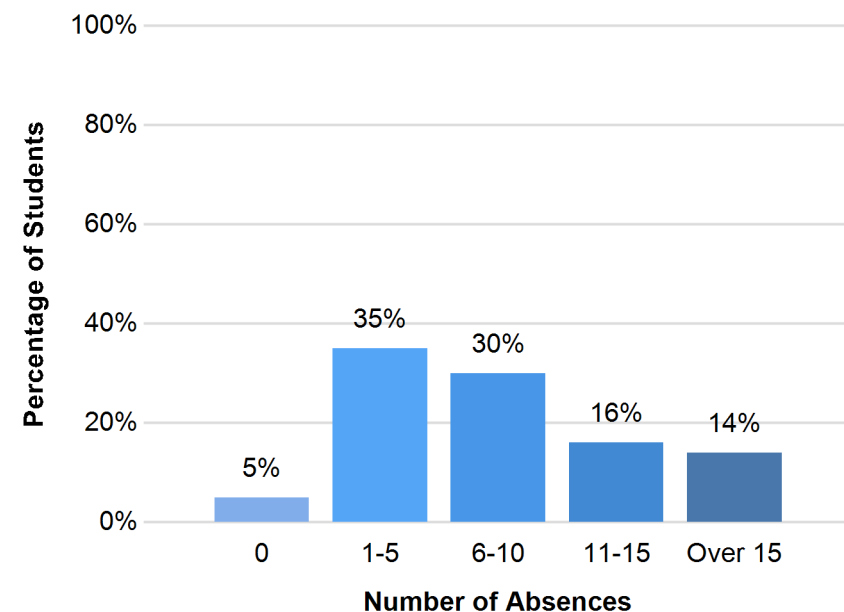
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent
Statewide	140,068	10.6%
White	45,830	8.0%
Hispanic	50,399	13.1%
Black or African American	34,224	17.6%
Asian, Native Hawaiian, or Pacific	6,652	4.8%
American Indian or Alaska Native	209	12.4%
Two or More Races	2,754	9.7%
Female	66,938	10.4%
Male	73,130	10.7%
Economically Disadvantaged Students	78,406	16.0%
Students with Disabilities	37,182	16.5%
English Learners	11,023	12.2%
Homeless Students	3,335	33.2%
Students in Foster Care	744	21.2%
Military-Connected Students	467	7.8%
Migrant Students	49	9.1%

Days Absent

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





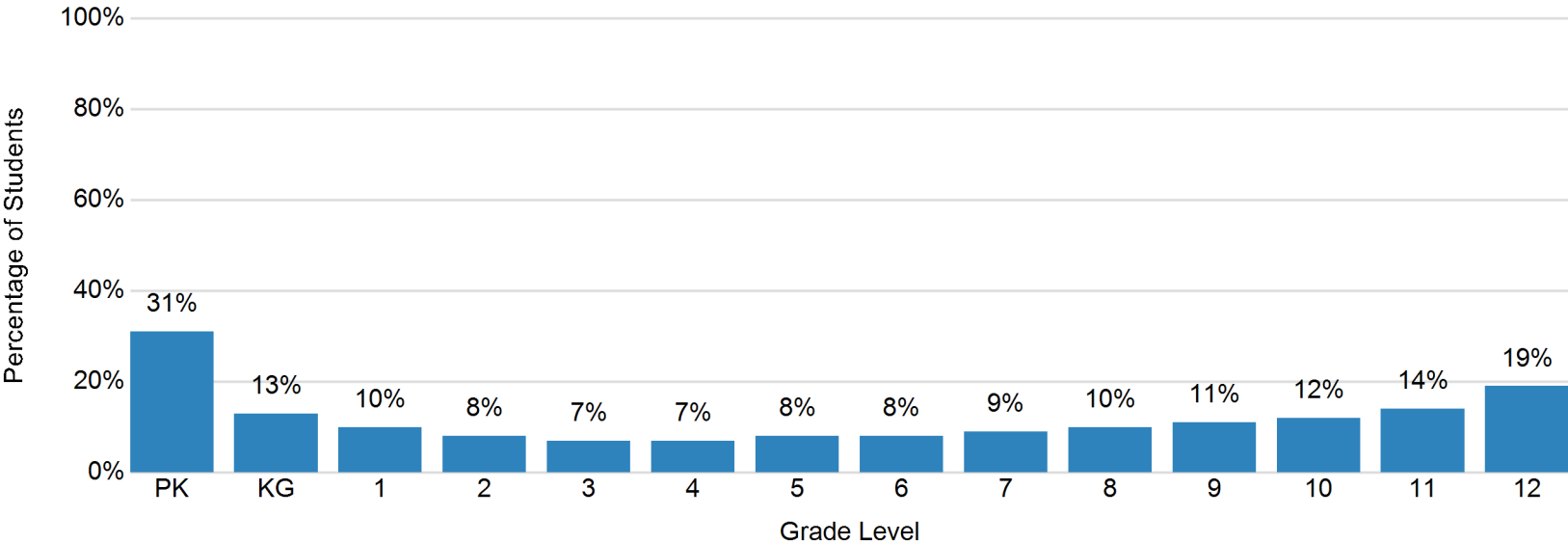
New Jersey
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





New Jersey 2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	12,381
Weapons	924
Vandalism	1,770
Substances	6,234
Harassment, Intimidation, Bullying (HIB)	7,183
Total Unique Incidents	28,121
Incidents Per 100 Students Enrolled	2.00

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	543	1,184	1,727
Religion	99	170	269
Ancestry	136	259	395
Gender	385	1,012	1,397
Sexual Orientation	450	859	1,309
Disability	422	640	1,062
Other	2,498	4,063	6,561
No Identified Nature	5,381		5,381

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	2,594
Weapons	617
Vandalism	465
Substances	2,528
Harassment, Intimidation, Bullying (HIB)	716
Other Incidents Leading to Removal	879

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	27,796	2.0%
Out-of-School Suspensions	37,964	2.7%
Any Suspension	55,971	4.0%
Removal to other education program	1,154	0.1%
Expulsion	19	0.0%
Arrest	1,411	0.1%

School Days Missed due to Out-of-School Suspensions
168,510



New Jersey

2018-2019

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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in State
Total Number of teachers	118,214
Average years experience in public schools	12.1
Average years experience in district	10.8
Percentage of Teachers with 4 or more years experience in the district	75.3%

Administrators – Experience (State Level)

This table shows information about the experience of administrators across the state.

Category	Admin. in State
Total Number of administrators	9,530
Average years experience in public schools	16.0
Average years experience in district	12.0
Percentage of Administrators with 4 or more years experience in the district	76.9%

Student to Staff Ratios

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

Ratio	State Ratio
Students to Teachers	12:1
Students to Administrators	147:1
Teachers to Administrators	12:1
Students to Librarian/Media Specialists	1062:1
Students to Nurses	516:1
Students to Counselors	358:1
Students to Child Study Team Members	243:1



New Jersey
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Teachers and Administrators – Demographics

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

Category	Students in State	Teachers in State	Administrators in State
Female	48.4%	77.1%	54.9%
Male	51.6%	22.9%	45.1%
White	42.4%	83.6%	77.4%
Hispanic	29.9%	7.3%	7.2%
Black or African American	15.0%	6.6%	13.9%
Asian	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.1%	0.1%
Two or More Races	2.1%	0.2%	0.2%



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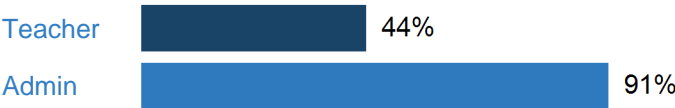
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

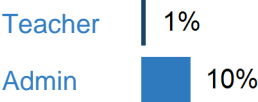
Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (State Level)

This table shows the percentage of 2017-18 teachers and administrators that were still assigned to the same district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	State
2017-18 Teachers: Same district 2018-19	90.5%
2017-18 Administrators: Same district 2018-19	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	92.0%



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

Statewide Educator Equity Data

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

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



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Per-Pupil Expenditures by Source

The link below produces a spreadsheet listing all school-level summaries of the most recently available expenses for regular and special education students taught at schools by district across the state. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

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

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

Here is the link to [download all school-level summaries by district](#) in one spreadsheet. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

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

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

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

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

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, how federal accountability status is determined, and [Statewide Progress toward Long-Term goals](#), see these [accountability resources](#).

Schools Identified as Requiring Comprehensive or Targeted Support – Statewide

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County Code	County Name	District Code	District Name	School Code	School Name	Status for 2020-21 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2021-21 School Year
01	Atlantic	0010	Absecon Public Schools District	050	Emma C Attales	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	Students with Disabilities;
01	Atlantic	0110	Atlantic City School District	010	Atlantic City High School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	Black or African American;
01	Atlantic	0110	Atlantic City School District	050	Chelsea Heights School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	Black or African American;
01	Atlantic	0110	Atlantic City School District	070	New York Avenue School	Comprehensive Support and Improvement	Overall Low Performing	2021	Hispanic; Students with Disabilities;
01	Atlantic	0110	Atlantic City School District	080	Uptown School Complex	Comprehensive Support and Improvement	Overall Low Performing	2021	Hispanic; Black or African American; Economically Disadvantaged; Students with Disabilities; English Learners;
01	Atlantic	0110	Atlantic City School District	100	Pennsylvania Ave School	Comprehensive Support and Improvement	Overall Low Performing	2021	Hispanic; Black or African American; Economically Disadvantaged; Students with Disabilities;
01	Atlantic	0110	Atlantic City School District	140	Dr Martin Luther King Jr School Complex	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	Hispanic;
01	Atlantic	0110	Atlantic City School District	300	Brighton Avenue School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	Asian, Native Hawaiian, or Pacific Islander;
01	Atlantic	0570	Brigantine Public School District	010	Brigantine Elementary School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	White;



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01	Atlantic	0590	Buena Regional School District	030	Buena Regional Middle School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	Black or African American;
01	Atlantic	0590	Buena Regional School District	300	Dr. J.P. Cleary Elementary School	Comprehensive Support and Improvement	Overall Low Performing	2021	White; Hispanic; Economically Disadvantaged;
01	Atlantic	1300	Egg Harbor City School District	030	Egg Harbor City Community School	Comprehensive Support and Improvement	Overall Low Performing	2021	White; Hispanic; Economically Disadvantaged;
01	Atlantic	1310	Egg Harbor Township School District	005	Egg Harbor Township High School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2021	Students with Disabilities;
01	Atlantic	1940	Hamilton Township School District	120	William Davies Middle School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2021	Economically Disadvantaged;
01	Atlantic	4180	Pleasantville Public School District	055	Pleasantville Middle School	Comprehensive Support and Improvement	Overall Low Performing	2022	Hispanic; Black or African American; Economically Disadvantaged;
01	Atlantic	4180	Pleasantville Public School District	085	North Main Street Elementary School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	Black or African American;
01	Atlantic	5350	Ventnor City School District	045	Ventnor Elementary School	Comprehensive Support and Improvement	Overall Low Performing	2022	
03	Bergen	0890	Cliffside Park School District	080	School #6/Middle School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	White;



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County Code	County Name	District Code	District Name	School Code	School Name	Status for 2020-21 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2021-21 School Year
03	Bergen	1345	Elmwood Park School District	090	Sixteenth Avenue School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	Asian, Native Hawaiian, or Pacific Islander;
03	Bergen	1370	Englewood Public School District	060	Dr. Leroy McCloud Elementary School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	Asian, Native Hawaiian, or Pacific Islander; Students with Disabilities;
03	Bergen	1370	Englewood Public School District	076	Janis E. Dismus Middle School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	Students with Disabilities;
03	Bergen	1700	Garfield Public School District	120	Washington Irving School #4	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	Students with Disabilities;
03	Bergen	3350	Moonachie School District	060	Robert L. Craig School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	Students with Disabilities;
03	Bergen	3910	Palisades Park School District	050	Palisades Park Jr-Sr High School	Comprehensive Support and Improvement	Overall Low Performing	2022	White; Hispanic; Asian, Native Hawaiian, or Pacific Islander; English Learners;
03	Bergen	4380	Ridgefield Park Public School District	080	Roosevelt Elementary School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	Asian, Native Hawaiian, or Pacific Islander;
03	Bergen	4600	Rutherford School District	050	Rutherford High School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2021	Students with Disabilities;
03	Bergen	4610	Saddle Brook School District	050	Saddle Brook Middle/High School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	Asian, Native Hawaiian, or Pacific Islander;



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County Code	County Name	District Code	District Name	School Code	School Name	Status for 2020-21 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2021-21 School Year
05	Burlington	0200	Bass River Township Board of Education	050	Bass River Township Elementary School	Comprehensive Support and Improvement	Overall Low Performing	2021	White;
05	Burlington	0620	Burlington Township School District	037	Fountain Woods Elementary School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	Asian, Native Hawaiian, or Pacific Islander;
05	Burlington	1030	Delanco Township School District	060	Walnut Street School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	White;
05	Burlington	1250	Eastampton Township School District	060	Eastampton Township Community School	Comprehensive Support and Improvement	Overall Low Performing	2022	Hispanic;
05	Burlington	1280	Edgewater Park Township School District	050	Mildred Magowan Elementary School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	White;
05	Burlington	3920	Palmyra Public School District	050	Palmyra High School	Comprehensive Support and Improvement	Overall Low Performing	2021	Black or African American; Economically Disadvantaged;
05	Burlington	4050	Pemberton Township School District	050	Helen A. Fort Middle School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	White; Hispanic;
05	Burlington	4050	Pemberton Township School District	055	Pemberton Township High School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	White;
05	Burlington	4050	Pemberton Township School District	130	Alexander Denbo	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	White;



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05	Burlington	4050	Pemberton Township School District	140	Joseph S. Stackhouse School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	White; Students with Disabilities;
05	Burlington	4050	Pemberton Township School District	302	Marcus Newcomb Middle School	Comprehensive Support and Improvement	Overall Low Performing	2022	White; Hispanic;
05	Burlington	4450	Riverside Township School District	050	Riverside High School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	White;
05	Burlington	4450	Riverside Township School District	070	Riverside Middle School	Comprehensive Support and Improvement	Overall Low Performing	2021	White; Hispanic; Black or African American; Economically Disadvantaged; Students with Disabilities;
05	Burlington	5805	Willingboro Public School District	057	Willingboro Memorial Middle School	Comprehensive Support and Improvement	Overall Low Performing	2021	Economically Disadvantaged;
05	Burlington	5805	Willingboro Public School District	080	W. R. James Sr. Elementary School	Comprehensive Support and Improvement	Overall Low Performing	2022	Hispanic;
07	Camden	0390	Black Horse Pike Regional School District	050	Triton Regional High School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	Asian, Native Hawaiian, or Pacific Islander;
07	Camden	0680	Camden City School District	030	Camden High School	Comprehensive Support and Improvement	Overall Low Performing	2021	Hispanic; Black or African American; Economically Disadvantaged; Students with Disabilities;
07	Camden	0680	Camden City School District	040	Woodrow Wilson High School	Comprehensive Support and Improvement	Overall Low Performing	2021	Hispanic; Black or African American; Economically Disadvantaged; Students with Disabilities; English Learners;



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07	Camden	0680	Camden City School District	080	Veterans Memorial Family School	Comprehensive Support and Improvement	Overall Low Performing	2021	Hispanic; Black or African American; Economically Disadvantaged; Students with Disabilities; English Learners;
07	Camden	0680	Camden City School District	165	Cooper's Poynt Family School	Comprehensive Support and Improvement	Overall Low Performing	2022	Hispanic; Black or African American; Economically Disadvantaged; Students with Disabilities;
07	Camden	0680	Camden City School District	170	Alfred Cramer College Preparatory Lab School	Comprehensive Support and Improvement	Overall Low Performing	2021	Hispanic; Black or African American; Economically Disadvantaged; English Learners;
07	Camden	0680	Camden City School District	175	Riletta Twyne Cream Family School	Comprehensive Support and Improvement	Overall Low Performing	2021	Hispanic; Black or African American; Economically Disadvantaged; Students with Disabilities;
07	Camden	0680	Camden City School District	180	Dr. Henry H. Davis Elementary School	Comprehensive Support and Improvement	Overall Low Performing	2021	Black or African American; Students with Disabilities;
07	Camden	0680	Camden City School District	190	Thomas H. Dudley Family School	Comprehensive Support and Improvement	Overall Low Performing	2021	Hispanic; Black or African American; Economically Disadvantaged; English Learners;
07	Camden	0680	Camden City School District	205	Forest Hill School	Comprehensive Support and Improvement	Overall Low Performing	2022	Black or African American; Economically Disadvantaged;
07	Camden	0680	Camden City School District	245	Creative Arts Morgan Village Academy	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	Hispanic;
07	Camden	0680	Camden City School District	300	Harry C. Sharp Elementary School	Comprehensive Support and Improvement	Overall Low Performing	2022	Hispanic; Economically Disadvantaged; English Learners;



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07	Camden	0680	Camden City School District	305	Camden Big Picture Learning Academy	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	Hispanic; Black or African American; Students with Disabilities;
07	Camden	0680	Camden City School District	320	Dr. Ulysses S. Wiggins College Preparatory Lab School	Comprehensive Support and Improvement	Overall Low Performing	2022	Black or African American; Students with Disabilities;
07	Camden	0680	Camden City School District	350	Henry B. Wilson Family School	Comprehensive Support and Improvement	Overall Low Performing	2021	Hispanic; Black or African American; Economically Disadvantaged; Students with Disabilities;
07	Camden	0680	Camden City School District	360	Yorkship Elementary School	Comprehensive Support and Improvement	Overall Low Performing	2021	Economically Disadvantaged; Students with Disabilities;
07	Camden	0800	Cherry Hill School District	040	Cherry Hill High School West	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	Asian, Native Hawaiian, or Pacific Islander;
07	Camden	1720	Gibbsboro Elementary School District	020	Gibbsboro Elementary School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	White;
07	Camden	1780	Gloucester Township Public Schools	020	Blackwood Elementary School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	Asian, Native Hawaiian, or Pacific Islander;
07	Camden	1802	Mastery Schools of Camden, Inc.	112	Mastery Schools of Camden, Inc.	Comprehensive Support and Improvement	Overall Low Performing	2022	Students with Disabilities;
07	Camden	2670	Lindenwold Public School District	005	Lindenwold High School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	White; Students with Disabilities;



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07	Camden	2670	Lindenwold Public School District	040	Lindenwold School Four	Comprehensive Support and Improvement	Overall Low Performing	2021	
07	Camden	2670	Lindenwold Public School District	050	Lindenwold School Five	Comprehensive Support and Improvement	Overall Low Performing	2022	Economically Disadvantaged;
07	Camden	2670	Lindenwold Public School District	090	Lindenwold Middle School	Comprehensive Support and Improvement	Overall Low Performing	2021	White; Black or African American; English Learners;
07	Camden	3420	Mt. Ephraim School District	020	Raymond W. Kershaw School	Comprehensive Support and Improvement	Overall Low Performing	2022	White; Economically Disadvantaged; Students with Disabilities;
07	Camden	4060	Pennsauken Township Board of Education School District	050	Pennsauken High School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	White;
07	Camden	5035	Sterling Regional School District	050	Sterling High School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2021	Students with Disabilities;
07	Camden	5080	Stratford School District	060	Samuel S. Yellin Elementary School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	Asian, Native Hawaiian, or Pacific Islander;
07	Camden	5900	Woodlynne School District	050	Woodlynne Boro Public School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	Black or African American; Economically Disadvantaged;
09	Cape May	1080	Dennis Township School District	050	Dennis Township Elementary/Middle Schools	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	White; Students with Disabilities;



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Schools Identified as Requiring Comprehensive or Targeted Support – Statewide

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09	Cape May	2820	Lower Cape May Regional School District	050	Lower Cape May Regional High School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2021	Students with Disabilities;
09	Cape May	2820	Lower Cape May Regional School District	060	Richard M. Teitelman Middle School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	White;
09	Cape May	3130	Middle Township Public School District	050	Middle Township High School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	Economically Disadvantaged;
09	Cape May	5790	Wildwood City School District	060	Glenwood Avenue Elementary School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	White;
09	Cape May	5840	Woodbine School District	050	Woodbine Elementary School	Comprehensive Support and Improvement	Overall Low Performing	2021	
11	Cumberland	0540	Bridgeton City School District	020	Bridgeton High School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	White;
11	Cumberland	0540	Bridgeton City School District	060	Indian Ave School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	Black or African American; Students with Disabilities;
11	Cumberland	0540	Bridgeton City School District	130	West Avenue School	Comprehensive Support and Improvement	Overall Low Performing	2022	Black or African American;
11	Cumberland	0950	Commercial Township School District	025	Haleyville-Mauricetown Elementary School	Comprehensive Support and Improvement	Overall Low Performing	2022	White;



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11	Cumberland	0950	Commercial Township School District	050	Port Norris Middle School	Comprehensive Support and Improvement	Overall Low Performing	2022	White; Economically Disadvantaged; Students with Disabilities;
11	Cumberland	1460	Fairfield Township School District	070	Fairfield Township School	Comprehensive Support and Improvement	Overall Low Performing	2021	White; Economically Disadvantaged; Students with Disabilities;
11	Cumberland	3230	Millville School District	065	R. M. Bacon Elementary School	Comprehensive Support and Improvement	Overall Low Performing	2021	White; Hispanic; Economically Disadvantaged;
11	Cumberland	3230	Millville School District	075	Holly Heights Elementary School	Comprehensive Support and Improvement	Overall Low Performing	2022	White; Hispanic; Black or African American; Economically Disadvantaged;
11	Cumberland	3230	Millville School District	077	Lakeside Middle School	Comprehensive Support and Improvement	Overall Low Performing	2022	White; Economically Disadvantaged; Students with Disabilities;
11	Cumberland	3230	Millville School District	100	Silver Run Elementary School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	Hispanic;
11	Cumberland	5390	Vineland Public School District	050	Vineland Senior High School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	White; Black or African American; Students with Disabilities;
11	Cumberland	5390	Vineland Public School District	060	Veterans Memorial Middle	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	English Learners;
11	Cumberland	5390	Vineland Public School District	065	Anthony Rossi Elementary School	Comprehensive Support and Improvement	Overall Low Performing	2021	English Learners;



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11	Cumberland	5390	Vineland Public School District	120	Johnstone Elementary School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	Hispanic;
11	Cumberland	5390	Vineland Public School District	135	Marie Durand Elementary School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	White;
11	Cumberland	5390	Vineland Public School District	280	Thomas W. Wallace Jr. Middle School	Comprehensive Support and Improvement	Overall Low Performing	2021	White; Hispanic; Economically Disadvantaged; Students with Disabilities; English Learners;
13	Essex	0410	Bloomfield Township School District	150	Watsessing Elementary School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	White;
13	Essex	1210	East Orange School District	035	East Orange Campus High School	Comprehensive Support and Improvement	Graduation Rate < 67%	2021	Hispanic; Black or African American; Economically Disadvantaged;
13	Essex	1210	East Orange School District	095	Patrick F. Healy Middle School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	Hispanic; Black or African American; Economically Disadvantaged;
13	Essex	1210	East Orange School District	100	Mildred Barry Garvin Elementary	Comprehensive Support and Improvement	Overall Low Performing	2022	
13	Essex	1210	East Orange School District	130	Gordon Parks Academy	Comprehensive Support and Improvement	Overall Low Performing	2021	
13	Essex	1210	East Orange School District	135	Sojourner Truth Middle School	Comprehensive Support and Improvement	Overall Low Performing	2021	



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13	Essex	2330	Irvington Public School District	050	Irvington High School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	Hispanic; Students with Disabilities;
13	Essex	2330	Irvington Public School District	110	Grove Street Elementary School	Comprehensive Support and Improvement	Overall Low Performing	2021	
13	Essex	2330	Irvington Public School District	135	University Middle School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	Students with Disabilities; English Learners;
13	Essex	2330	Irvington Public School District	136	University Elementary School	Comprehensive Support and Improvement	Overall Low Performing	2021	Black or African American; Economically Disadvantaged;
13	Essex	3310	Montclair Public School District	116	Glenfield Middle School	Comprehensive Support and Improvement	Overall Low Performing	2021	Hispanic; Black or African American; Economically Disadvantaged;
13	Essex	3570	Newark Public School District	020	Barringer High School	Comprehensive Support and Improvement	Overall Low Performing	2021	Hispanic; Black or African American; Economically Disadvantaged; Students with Disabilities; English Learners;
13	Essex	3570	Newark Public School District	040	East Side High School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	White;
13	Essex	3570	Newark Public School District	050	Malcolm X Shabazz High School	Comprehensive Support and Improvement	Overall Low Performing	2021	Black or African American; Economically Disadvantaged;
13	Essex	3570	Newark Public School District	070	Weequahic High School	Comprehensive Support and Improvement	Overall Low Performing	2021	Black or African American; Economically Disadvantaged;



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13	Essex	3570	Newark Public School District	225	Belmont Runyon Elementary School	Comprehensive Support and Improvement	Overall Low Performing	2021	Hispanic; Black or African American; Economically Disadvantaged; Students with Disabilities;
13	Essex	3570	Newark Public School District	301	Luis Muñoz Marin Elementary School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	Students with Disabilities;
13	Essex	3570	Newark Public School District	307	Eagle Academy for Young Men of Newark	Comprehensive Support and Improvement	Overall Low Performing	2022	Black or African American; Economically Disadvantaged;
13	Essex	3570	Newark Public School District	330	Chancellor Avenue School	Comprehensive Support and Improvement	Overall Low Performing	2021	Two or More Races; Economically Disadvantaged;
13	Essex	3570	Newark Public School District	370	Peshine Avenue School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	Students with Disabilities;
13	Essex	3570	Newark Public School District	415	Dr. E. Alma Flagg School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	English Learners;
13	Essex	3570	Newark Public School District	420	Fourteenth Avenue School	Comprehensive Support and Improvement	Overall Low Performing	2021	
13	Essex	3570	Newark Public School District	435	George Washington Carver Elementary School	Comprehensive Support and Improvement	Overall Low Performing	2022	
13	Essex	3570	Newark Public School District	440	Dr William H. Horton Elementary School	Comprehensive Support and Improvement	Overall Low Performing	2022	Hispanic; Black or African American; Two or More Races; Economically Disadvantaged; Students with Disabilities;



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13	Essex	3570	Newark Public School District	470	Hawthorne Avenue School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	Students with Disabilities;
13	Essex	3570	Newark Public School District	490	Lincoln	Comprehensive Support and Improvement	Overall Low Performing	2022	
13	Essex	3570	Newark Public School District	495	Louise A. Spencer Elementary School	Comprehensive Support and Improvement	Overall Low Performing	2022	Hispanic; Black or African American; Economically Disadvantaged; English Learners;
13	Essex	3570	Newark Public School District	575	Rafael Hernandez School	Comprehensive Support and Improvement	Overall Low Performing	2022	Hispanic; Black or African American; Economically Disadvantaged; Students with Disabilities; English Learners;
13	Essex	3570	Newark Public School District	605	Quitman Street School	Comprehensive Support and Improvement	Overall Low Performing	2022	
13	Essex	3570	Newark Public School District	640	South Street Elementary School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	Black or African American;
13	Essex	3570	Newark Public School District	670	South Seventeenth Street School	Comprehensive Support and Improvement	Overall Low Performing	2021	Economically Disadvantaged; Students with Disabilities;
13	Essex	3570	Newark Public School District	715	Thirteenth Avenue School	Comprehensive Support and Improvement	Overall Low Performing	2021	Hispanic;
13	Essex	5680	West Orange Public Schools	090	Roosevelt Middle School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2021	Students with Disabilities;



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15	Gloucester	0870	Clearview Regional High School District	030	Clearview Regional Middle School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	Asian, Native Hawaiian, or Pacific Islander;
15	Gloucester	1715	Gateway Regional High School District	050	Gateway Regional High School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	Economically Disadvantaged;
15	Gloucester	3490	National Park Boro School District	050	National Park School	Comprehensive Support and Improvement	Overall Low Performing	2021	White;
15	Gloucester	4020	Paulsboro School District	050	Paulsboro High School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	White;
15	Gloucester	4020	Paulsboro School District	300	Paulsboro Junior High School	Comprehensive Support and Improvement	Overall Low Performing	2021	White; Black or African American; Economically Disadvantaged; Students with Disabilities;
15	Gloucester	4140	Pitman Boro School District	075	Pitman Middle School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	White;
15	Gloucester	5500	Washington Township School District	026	Chestnut Ridge Middle School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	Asian, Native Hawaiian, or Pacific Islander;
15	Gloucester	5740	Westville Boro Public School District	040	Parkview Elementary School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	White;
17	Hudson	0220	Bayonne School District	040	John M. Bailey Community School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	Students with Disabilities;



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17	Hudson	0220	Bayonne School District	070	Lincoln Community School #5	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	White;
17	Hudson	2210	Hoboken Public School District	070	Wallace Elementary School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	Students with Disabilities;
17	Hudson	2210	Hoboken Public School District	300	Hoboken Middle School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	Hispanic;
17	Hudson	2295	Hudson County Schools of Technology School District	090	Explore Middle School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	Asian, Native Hawaiian, or Pacific Islander;
17	Hudson	2295	Hudson County Schools of Technology School District	301	Knowledge Advanced Skills	Comprehensive Support and Improvement	Overall Low Performing	2021	
17	Hudson	2390	Jersey City Public Schools	050	Henry Snyder High School	Comprehensive Support and Improvement	Overall Low Performing	2021	Asian, Native Hawaiian, or Pacific Islander;
17	Hudson	2390	Jersey City Public Schools	060	James J Ferris High School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	Asian, Native Hawaiian, or Pacific Islander;
17	Hudson	2390	Jersey City Public Schools	070	Lincoln High School	Comprehensive Support and Improvement	Overall Low Performing	2021	
17	Hudson	2390	Jersey City Public Schools	080	William L Dickinson High School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	Asian, Native Hawaiian, or Pacific Islander;



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17	Hudson	2390	Jersey City Public Schools	150	Julia A. Barnes School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	Students with Disabilities;
17	Hudson	2390	Jersey City Public Schools	160	Ollie Culbreth, Jr. School	Comprehensive Support and Improvement	Overall Low Performing	2021	Hispanic; Economically Disadvantaged;
17	Hudson	2390	Jersey City Public Schools	170	Whitney M. Young, Jr. School	Comprehensive Support and Improvement	Overall Low Performing	2021	Hispanic;
17	Hudson	2390	Jersey City Public Schools	210	Mahatma K. Gandhi School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	Students with Disabilities;
17	Hudson	2390	Jersey City Public Schools	280	President Barack Obama Elementary School	Comprehensive Support and Improvement	Overall Low Performing	2021	Asian, Native Hawaiian, or Pacific Islander; Students with Disabilities;
17	Hudson	2390	Jersey City Public Schools	320	Alexander D. Sullivan School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	Black or African American; Students with Disabilities;
17	Hudson	2390	Jersey City Public Schools	345	Ezra L. Nolan School	Comprehensive Support and Improvement	Overall Low Performing	2021	Asian, Native Hawaiian, or Pacific Islander;
17	Hudson	2390	Jersey City Public Schools	347	Martin Center for the Arts	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	Students with Disabilities;
17	Hudson	2410	Kearny	090	Lincoln Middle School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	White; Asian, Native Hawaiian, or Pacific Islander; Students with Disabilities;



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17	Hudson	3610	North Bergen School District	050	North Bergen High School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2021	Students with Disabilities;
17	Hudson	3610	North Bergen School District	060	Franklin Elementary School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	White;
17	Hudson	3610	North Bergen School District	100	McKinley Elementary School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	White;
17	Hudson	5240	Union City School District	070	Thomas A Edison Elementary School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	Students with Disabilities;
17	Hudson	5670	West New York Board of Education	050	Memorial High School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2021	Hispanic; Economically Disadvantaged; Students with Disabilities;
17	Hudson	5670	West New York Board of Education	110	West New York Middle School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	White;
21	Mercer	1950	Hamilton Township Public School District	070	Albert E Grice Middle School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	White;
21	Mercer	1950	Hamilton Township Public School District	105	George E. Wilson Elementary School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2021	Economically Disadvantaged;
21	Mercer	1950	Hamilton Township Public School District	150	Kisthardt Elementary School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	White;



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21	Mercer	1950	Hamilton Township Public School District	160	Klockner Elementary School	Comprehensive Support and Improvement	Overall Low Performing	2022	
21	Mercer	5210	Trenton Public School District	030	Daylight/Twilight High School	Comprehensive Support and Improvement	Overall Low Performing	2021	Hispanic; Black or African American; Economically Disadvantaged;
21	Mercer	5210	Trenton Public School District	100	Dunn Middle School	Comprehensive Support and Improvement	Overall Low Performing	2021	Hispanic; Black or African American; Economically Disadvantaged; English Learners;
21	Mercer	5210	Trenton Public School District	210	Gregory Elementary School	Comprehensive Support and Improvement	Overall Low Performing	2021	Black or African American; Economically Disadvantaged;
21	Mercer	5210	Trenton Public School District	230	Jefferson Elementary School	Comprehensive Support and Improvement	Overall Low Performing	2021	Economically Disadvantaged;
21	Mercer	5210	Trenton Public School District	240	Luis Munoz-Rivera MS	Comprehensive Support and Improvement	Overall Low Performing	2021	Hispanic; Students with Disabilities; English Learners;
21	Mercer	5210	Trenton Public School District	260	Mott Elementary School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	Students with Disabilities;
21	Mercer	5210	Trenton Public School District	265	P.J. Hill Elementary	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	Black or African American; Economically Disadvantaged; Students with Disabilities;
21	Mercer	5210	Trenton Public School District	401	Martin Luther King Jr. Elementary School	Comprehensive Support and Improvement	Overall Low Performing	2021	Hispanic; Black or African American; Economically Disadvantaged; Students with Disabilities; English Learners;



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The table below provides the list of schools in the state that have been identified for either comprehensive or targeted support for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

County Code	County Name	District Code	District Name	School Code	School Name	Status for 2020-21 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2021-21 School Year
23	Middlesex	0750	Carteret Public School District	050	Columbus Elementary School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	Asian, Native Hawaiian, or Pacific Islander; Students with Disabilities;
23	Middlesex	0750	Carteret Public School District	055	Carteret Middle School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	White;
23	Middlesex	1290	Edison Township School District	103	Lindeneau Elementary School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	White; Asian, Native Hawaiian, or Pacific Islander;
23	Middlesex	2150	Highland Park Boro School District	060	Highland Park Middle School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	Hispanic; Economically Disadvantaged;
23	Middlesex	3530	New Brunswick School District	140	Woodrow Wilson Elementary School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	White;
23	Middlesex	3845	Old Bridge Township School District	130	Memorial Elementary School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	Asian, Native Hawaiian, or Pacific Islander;
23	Middlesex	3845	Old Bridge Township School District	140	Raymond E. Voorhees Elementary School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	White;
23	Middlesex	4660	Sayreville School District	055	Sayreville Middle School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	White;
23	Middlesex	4830	South Amboy School District	030	South Amboy Middle/High School	Comprehensive Support and Improvement	Overall Low Performing	2021	White; Economically Disadvantaged; Students with Disabilities;



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23	Middlesex	4920	South River Public School District	055	South River Middle School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	White; English Learners;
23	Middlesex	5850	Woodbridge Township School District	045	Avenel Middle School	Comprehensive Support and Improvement	Overall Low Performing	2021	White; Asian, Native Hawaiian, or Pacific Islander; Students with Disabilities;
23	Middlesex	5850	Woodbridge Township School District	060	Colonia Middle School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	White;
23	Middlesex	5850	Woodbridge Township School District	070	Fords Middle School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	White; Students with Disabilities;
23	Middlesex	5850	Woodbridge Township School District	080	Iselin Middle School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	White;
23	Middlesex	5850	Woodbridge Township School District	090	Woodbridge Middle School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	White;
23	Middlesex	5850	Woodbridge Township School District	100	Avenel Street Elementary School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	White; Asian, Native Hawaiian, or Pacific Islander;
23	Middlesex	5850	Woodbridge Township School District	120	Claremont Avenue Elementary School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	Asian, Native Hawaiian, or Pacific Islander;
23	Middlesex	5850	Woodbridge Township School District	150	Matthew Jago Elementary School	Comprehensive Support and Improvement	Overall Low Performing	2022	White;



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23	Middlesex	5850	Woodbridge Township School District	160	Indiana Avenue Elementary School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	White;
23	Middlesex	5850	Woodbridge Township School District	200	Lafayette Estates Elementary School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	White;
23	Middlesex	5850	Woodbridge Township School District	230	Menlo Park Terrace Elementary School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	White;
23	Middlesex	5850	Woodbridge Township School District	275	Port Reading Avenue Elementary School	Comprehensive Support and Improvement	Overall Low Performing	2021	White;
23	Middlesex	5850	Woodbridge Township School District	280	Ross Street Elementary School	Comprehensive Support and Improvement	Overall Low Performing	2022	White; Hispanic; Economically Disadvantaged;
25	Monmouth	0100	Asbury Park School District	010	Asbury Park High School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	Students with Disabilities;
25	Monmouth	0100	Asbury Park School District	020	Barack Obama Elementary School	Comprehensive Support and Improvement	Overall Low Performing	2022	Hispanic; Black or African American; Economically Disadvantaged;
25	Monmouth	0100	Asbury Park School District	040	Bradley Elementary School	Comprehensive Support and Improvement	Overall Low Performing	2021	Hispanic; Black or African American; Economically Disadvantaged;
25	Monmouth	0100	Asbury Park School District	070	Dr. Martin Luther King Middle School	Comprehensive Support and Improvement	Overall Low Performing	2022	Students with Disabilities;



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25	Monmouth	0100	Asbury Park School District	100	Thurgood Marshall Elementary School	Comprehensive Support and Improvement	Overall Low Performing	2021	Hispanic; Black or African American; Economically Disadvantaged; Students with Disabilities;
25	Monmouth	0500	Bradley Beach School District	020	Bradley Beach Elementary School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	English Learners;
25	Monmouth	1260	Eatontown Public School District	070	Memorial Middle School	Comprehensive Support and Improvement	Overall Low Performing	2021	White;
25	Monmouth	2105	Hazlet Township Public School District	105	Hazlet Middle School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	White;
25	Monmouth	2400	Keansburg School District	010	Keansburg High School	Comprehensive Support and Improvement	Overall Low Performing	2022	White;
25	Monmouth	2400	Keansburg School District	030	Joseph R. Bolger Middle School	Comprehensive Support and Improvement	Overall Low Performing	2022	Economically Disadvantaged;
25	Monmouth	2400	Keansburg School District	050	Joseph C. Caruso School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	White;
25	Monmouth	2770	LONG BRANCH PUBLIC SCHOOL District	050	Long Branch High School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2021	Students with Disabilities;
25	Monmouth	2770	LONG BRANCH PUBLIC SCHOOL District	060	Long Branch Middle School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2021	Students with Disabilities;



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25	Monmouth	3040	Matawan-Aberdeen Regional School District	050	Matawan Regional High School	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2021	Students with Disabilities;
25	Monmouth	3160	Middletown Township Public School District	055	Bayshore Middle School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	Asian, Native Hawaiian, or Pacific Islander;
25	Monmouth	3510	Neptune Township School District	055	Neptune Middle School	Comprehensive Support and Improvement	Overall Low Performing	2021	White; Economically Disadvantaged; Students with Disabilities;
25	Monmouth	3510	Neptune Township School District	063	Green Grove Elementary School	Comprehensive Support and Improvement	Overall Low Performing	2021	Students with Disabilities;
25	Monmouth	3510	Neptune Township School District	090	Shark River Hills Elementary School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	Economically Disadvantaged;
25	Monmouth	3510	Neptune Township School District	100	Summerfield Elementary School	Comprehensive Support and Improvement	Overall Low Performing	2021	White;
27	Morris	0450	Boonton Town School District	030	John Hill School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	Asian, Native Hawaiian, or Pacific Islander;
27	Morris	4490	Rockaway Township School District	030	Katharine D Malone Elementary School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	White;
29	Ocean	0185	Barnegat Township School District	080	Joseph T. Donahue Elementary School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	White;



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29	Ocean	0320	Berkeley Township School District	040	H & M Potter School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	White;
29	Ocean	0530	Brick Township Public School District	090	Veterans Memorial Middle School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	Asian, Native Hawaiian, or Pacific Islander;
29	Ocean	0770	Central Regional School District	050	Central Regional Middle School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	Two or More Races;
29	Ocean	2500	Lakehurst School District	050	Lakehurst Elementary School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	White;
29	Ocean	2520	Lakewood Township School District	050	Lakewood High School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	White; Students with Disabilities;
29	Ocean	4710	Seaside Heights School District	050	Hugh J. Boyd Jr. Elementary School	Comprehensive Support and Improvement	Overall Low Performing	2022	Students with Disabilities;
29	Ocean	5190	Toms River Regional School District	060	Toms River Intermediate School East	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	Black or African American;
29	Ocean	5190	Toms River Regional School District	061	Toms River Intermediate School South	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	Two or More Races;
31	Passaic	0900	Clifton Public School District	110	School #4	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	White;



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31	Passaic	1920	Haledon Public School District	015	Haledon Public School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	Asian, Native Hawaiian, or Pacific Islander;
31	Passaic	3970	Passaic City School District	050	Passaic High School No. 12	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2021	Black or African American; Students with Disabilities;
31	Passaic	4010	Paterson Public School District	080	Rev. Dr. Frank Napier, Jr. School	Comprehensive Support and Improvement	Overall Low Performing	2021	Hispanic; Economically Disadvantaged; Students with Disabilities;
31	Passaic	4010	Paterson Public School District	140	School 10	Comprehensive Support and Improvement	Overall Low Performing	2021	Hispanic; Black or African American; Economically Disadvantaged; Students with Disabilities;
31	Passaic	4010	Paterson Public School District	150	Newcomers	Comprehensive Support and Improvement	Overall Low Performing	2021	English Learners;
31	Passaic	4010	Paterson Public School District	160	School 12	Comprehensive Support and Improvement	Overall Low Performing	2021	Hispanic; Black or African American;
31	Passaic	4010	Paterson Public School District	180	School 14	Comprehensive Support and Improvement	Overall Low Performing	2021	Hispanic; Economically Disadvantaged;
31	Passaic	4010	Paterson Public School District	190	School 15	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	Hispanic;
31	Passaic	4010	Paterson Public School District	240	School 20	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	Hispanic; Black or African American; Economically Disadvantaged; Students with Disabilities;



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31	Passaic	4010	Paterson Public School District	280	School 25	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	White;
31	Passaic	4010	Paterson Public School District	300	School 27	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	Students with Disabilities;
31	Passaic	4010	Paterson Public School District	303	Young Men's Academy	Comprehensive Support and Improvement	Overall Low Performing	2021	Black or African American; Economically Disadvantaged;
31	Passaic	4010	Paterson Public School District	306	School of Business, Technology, Marketing and Finance	Targeted Support and Improvement	Consistently Underperforming Student Group (TSI)	2021	Students with Disabilities;
31	Passaic	4010	Paterson Public School District	307	School of Architecture and Construction Trades	Comprehensive Support and Improvement	Overall Low Performing	2022	Black or African American; Economically Disadvantaged; Students with Disabilities;
31	Passaic	4010	Paterson Public School District	312	Dr. Martin Luther King, Jr. Educational Complex	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	Black or African American; Economically Disadvantaged; Students with Disabilities;
31	Passaic	4010	Paterson Public School District	313	Dr. Hani Awadallah School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	Black or African American;
31	Passaic	4010	Paterson Public School District	316	New Roberto Clemente	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	Two or More Races;
31	Passaic	5200	Totowa Public School District	060	Washington Park School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	Asian, Native Hawaiian, or Pacific Islander;



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31	Passaic	5690	Woodland Park School District	060	Beatrice Gilmore School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	White;
31	Passaic	5690	Woodland Park School District	070	Memorial Middle School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	Asian, Native Hawaiian, or Pacific Islander;
33	Salem	4070	Penns Grove-Carneys Point Regional School District	050	Penns Grove High School	Comprehensive Support and Improvement	Overall Low Performing	2022	White;
33	Salem	4070	Penns Grove-Carneys Point Regional School District	080	Paul W Carleton	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	English Learners;
33	Salem	4070	Penns Grove-Carneys Point Regional School District	105	Penns Grove Middle School	Comprehensive Support and Improvement	Overall Low Performing	2021	White; Hispanic; Black or African American; Economically Disadvantaged; Students with Disabilities; English Learners;
33	Salem	4630	Salem City School District	090	Salem Middle School	Comprehensive Support and Improvement	Overall Low Performing	2021	Hispanic; Economically Disadvantaged; Students with Disabilities;
35	Somerset	0490	Bound Brook School District	302	Community Middle School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	Students with Disabilities;
35	Somerset	3670	North Plainfield School District	080	Somerset School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	Asian, Native Hawaiian, or Pacific Islander; English Learners;
35	Somerset	4850	South Bound Brook Public Schools	060	Robert Morris School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	Students with Disabilities;



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37	Sussex	3590	Newton Public School District	060	Halsted Middle School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	White; Students with Disabilities;
37	Sussex	5100	Sussex-Wantage Regional School District	060	Sussex Middle School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	White;
37	Sussex	5360	Vernon Township School District	025	Glen Meadow Middle School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	Students with Disabilities;
39	Union	1320	Elizabeth Public Schools	090	George Washington Academy School No. 1	Comprehensive Support and Improvement	Overall Low Performing	2021	Hispanic; Black or African American; Economically Disadvantaged; Students with Disabilities; English Learners;
39	Union	1320	Elizabeth Public Schools	260	Nicholas Murray Butler Academy School No. 23	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	White;
39	Union	1320	Elizabeth Public Schools	402	Admiral William F. Halsey Jr. Health & Public Safety Academy	Comprehensive Support and Improvement	Overall Low Performing	2021	White; Hispanic; Students with Disabilities;
39	Union	1320	Elizabeth Public Schools	403	Thomas Jefferson Arts Academy	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	White;
39	Union	2190	Hillside Public School District	085	Walter O. Krumbiegel Middle School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	Students with Disabilities;
39	Union	2660	Linden Public School District	060	Myles J. McManus Middle School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	Asian, Native Hawaiian, or Pacific Islander;



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39	Union	4160	Plainfield Public School District	050	Plainfield High School	Comprehensive Support and Improvement	Overall Low Performing	2022	Hispanic; Economically Disadvantaged; English Learners;
39	Union	4160	Plainfield Public School District	060	Hubbard Middle School	Comprehensive Support and Improvement	Overall Low Performing	2022	English Learners;
39	Union	4160	Plainfield Public School District	070	Maxson Middle School	Comprehensive Support and Improvement	Overall Low Performing	2022	Students with Disabilities;
39	Union	4160	Plainfield Public School District	100	Cedarbrook Elementary School	Comprehensive Support and Improvement	Overall Low Performing	2021	Hispanic; Economically Disadvantaged;
39	Union	4160	Plainfield Public School District	120	Frederic W. Cook Elementary School	Comprehensive Support and Improvement	Overall Low Performing	2022	Economically Disadvantaged;
39	Union	4290	Rahway Public School District	050	Rahway High School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	White;
39	Union	4290	Rahway Public School District	060	Rahway 7th & 8th Grade Academy	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	White;
41	Warren	0280	Belvidere School District	030	Oxford Street Elementary School	Comprehensive Support and Improvement	Overall Low Performing	2021	White;
41	Warren	4100	Phillipsburg School District	110	Phillipsburg Middle School	Comprehensive Support and Improvement	Overall Low Performing	2021	White; Two or More Races; Students with Disabilities;



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41	Warren	5465	Warren Hills Regional School District	060	Warren Hills Regional Middle School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	White;
80	Charters	6030	The Ethical Community Charter School	912	The Ethical Community Charter School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	Asian, Native Hawaiian, or Pacific Islander;
80	Charters	6060	Atlantic Community Charter School	942	Atlantic Community Charter School	Comprehensive Support and Improvement	Overall Low Performing	2022	Black or African American; Economically Disadvantaged; Students with Disabilities;
80	Charters	6069	Millville Public Charter School	952	Millville Public Charter School	Comprehensive Support and Improvement	Overall Low Performing	2022	Black or African American;
80	Charters	6076	Benjamin Banneker Preparatory Charter School	961	Benjamin Banneker Preparatory Charter School	Comprehensive Support and Improvement	Overall Low Performing	2022	
80	Charters	6086	Hope Community Charter School	972	Hope Community Charter School	Comprehensive Support and Improvement	Overall Low Performing	2021	Black or African American;
80	Charters	6101	College Achieve Central Charter School	992	College Achieve Central Charter School	Comprehensive Support and Improvement	Overall Low Performing	2022	
80	Charters	6410	East Orange Community Charter School	920	East Orange Community Charter School	Comprehensive Support and Improvement	Overall Low Performing	2021	
80	Charters	6910	Jersey City Community Charter School	940	Jersey City Community Charter School	Comprehensive Support and Improvement	Overall Low Performing	2021	



New Jersey
2018-2019

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

Schools Identified as Requiring Comprehensive or Targeted Support – Statewide

The table below provides the list of schools in the state that have been identified for either comprehensive or targeted support for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

County Code	County Name	District Code	District Name	School Code	School Name	Status for 2020-21 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2021-21 School Year
80	Charters	7210	Marion P. Thomas Charter School	940	Marion P. Thomas Charter School	Comprehensive Support and Improvement	Overall Low Performing	2022	Economically Disadvantaged;
80	Charters	7290	New Horizons Community Charter School	957	New Horizons Community Charter School	Comprehensive Support and Improvement	Overall Low Performing	2022	Economically Disadvantaged;
80	Charters	8065	University Heights Charter School	980	University Heights Charter School	Comprehensive Support and Improvement	Overall Low Performing	2022	Black or African American;



New Jersey 2018-2019

Report Key:

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- N** No Data is available to display
- † This indicates a table specific note, see note below table

New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

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

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

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

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

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, how federal accountability status is determined, and [Statewide Progress toward Long-Term goals](#), see these [accountability resources](#).

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	54.9%	56.7%	57.9%
Math Proficiency	43.5%	45.0%	44.5%
ELA Growth	50	50	50
Math Growth	50	50	50
4-Year Graduation Rate†	90.5%	90.9%	90.6%
5-Year Graduation Rate†	91.8%	92.4%	92.5%
Progress toward English Language Proficiency		50.5%	43.7%
Chronic Absenteeism	10.3%	10.9%	10.6%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.