



**New Jersey
2016-2017**

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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	56599	59696	64337
KG	89957	90967	90853
1	98922	97718	95505
2	100430	98844	98110
3	98601	100298	99574
4	97604	98635	101033
5	99170	97642	99591
6	99126	99672	98859
7	98588	99708	100988
8	100138	99130	100839
9	103810	103170	103132
10	100633	100246	100543
11	97114	96550	98376
12	96874	96101	98075
Ungraded	62694	63111	61095
Total	1400260	1401486	1410910

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	48%	49%	49%
Male	52%	52%	52%
Economically Disadvantaged Students	38%	38%	38%
Students with Disabilities	17%	17%	17%
English Learners	6%	6%	6%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	44.6%
Hispanic	27.8%
Black or African American	15.7%
Asian	9.8%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.1%
<i>Two or More Races</i>	1.7%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	12562	12345	12405
PK - Full Day	44037	47351	51932
KG - Half Day	15035	11359	9530
KG - Full Day	74922	79608	81323

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	1404742
Shared Time Students	12336
Full Time Equivalent	1410910

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. All other students are included in Other Languages.

Home Language	% of Students
English	75.5%
Spanish	15.2%
<i>Other</i>	8.5%



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the state and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations across the state. The last column of the table shows the accountability proficiency rate. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability
Statewide	741957	96.2	54.90	54.9
White	344702	95.1	63.90	63.9
Hispanic	195407	97.5	39.80	39.8
Black or African American	108277	96.2	35.20	35.2
Asian, Native Hawaiian, or Pacific Islander	76924	98.0	80.70	80.7
American Indian or Alaska Native	773	96.9	53.70	53.7
Two or More Races	15874	95.6	54.90	54.9
Female	361302	96.1	62.20	62.2
Male	380655	96.3	48.10	48.1
Economically Disadvantaged Students	272986	97.1	36.20	36.2
Non-Economically Disadvantaged Students	468971	95.7	65.80	65.8
Students with Disabilities	125303	94.3	20.50	20.4
Students without Disabilities	616654	96.6	61.90	61.9
English Learners	57202	97.8	25.20	25.2
Non-English Learners	684755	96.1	57.40	57.4
Homeless Students	4632	94.2	26.40	26.1
Students In Foster Care	2025	94.1	24.80	24.5
Military-Connected Students	1641	97.2	53.50	53.5
Migrant Students	243	95.4	23.00	23

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows statewide and by student group the number of valid test scores and the mean scale score. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5).

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	98758	749	13%	14%	23%	43%	8%	50%
White	42044	759	6%	11%	22%	52%	9%	61%
Hispanic	27955	734	20%	20%	26%	31%	3%	35%
Black or African American	15137	731	23%	21%	25%	28%	3%	32%
Asian, Native Hawaiian, or Pacific Islander	10607	775	3%	6%	15%	57%	19%	76%
American Indian or Alaska Native	112	747	14%	13%	28%	37%	9%	46%
Two or More Races	2903	751	13%	14%	21%	43%	9%	52%
Female	48482	754	10%	13%	22%	45%	9%	55%
Male	50276	745	15%	16%	23%	41%	6%	46%
Economically Disadvantaged Students	39633	731	22%	21%	26%	29%	3%	31%
Non-Economically Disadvantaged Students	59125	762	6%	10%	20%	53%	11%	63%
Students with Disabilities	15202	720	34%	22%	20%	22%	2%	24%
Students without Disabilities	83556	755	9%	13%	23%	47%	9%	55%
English Learners	6357	709	41%	28%	20%	11%	0%	11%
Non-English Learners	92401	752	11%	14%	23%	45%	8%	53%
Homeless Students	820	720	31%	24%	23%	20%	1%	21%
Students in Foster Care	410	721	32%	24%	19%	23%	2%	26%
Military-Connected Students	286	750	*	13%	30%	47%	*	49%
Migrant Students	42	734	*	43%	*	*	*	29%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows statewide and by student group the number of valid test scores and the mean scale score. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5).

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	100113	753	8%	13%	24%	41%	15%	56%
White	43084	762	3%	8%	21%	48%	19%	67%
Hispanic	28454	740	12%	19%	29%	34%	7%	40%
Black or African American	15236	737	15%	20%	28%	30%	6%	36%
Asian, Native Hawaiian, or Pacific Islander	10478	777	2%	4%	13%	46%	36%	82%
American Indian or Alaska Native	126	750	12%	14%	18%	45%	10%	56%
Two or More Races	2735	755	7%	13%	24%	39%	18%	56%
Female	49224	758	6%	11%	22%	42%	19%	61%
Male	50889	749	9%	14%	25%	39%	12%	51%
Economically Disadvantaged Students	39692	737	14%	20%	30%	31%	6%	36%
Non-Economically Disadvantaged Students	60421	764	4%	8%	20%	47%	22%	69%
Students with Disabilities	16399	725	25%	25%	25%	21%	4%	25%
Students without Disabilities	83714	759	4%	10%	23%	44%	18%	62%
English Learners	4011	711	38%	30%	21%	10%	1%	10%
Non-English Learners	96102	755	6%	12%	24%	42%	16%	58%
Homeless Students	803	729	21%	23%	27%	27%	3%	30%
Students in Foster Care	351	728	*	24%	26%	29%	*	31%
Military-Connected Students	302	755	4%	14%	22%	46%	14%	60%
Migrant Students	36	726	36%	*	*	*	*	36%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows statewide and by student group the number of valid test scores and the mean scale score. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5).

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	98320	756	7%	12%	22%	48%	11%	59%
White	43754	763	3%	8%	20%	56%	13%	69%
Hispanic	26833	743	11%	18%	27%	40%	5%	44%
Black or African American	14721	740	13%	20%	29%	35%	4%	39%
Asian, Native Hawaiian, or Pacific Islander	10334	779	2%	4%	11%	56%	28%	84%
American Indian or Alaska Native	128	756	9%	10%	25%	45%	12%	56%
Two or More Races	2550	757	8%	12%	21%	47%	13%	60%
Female	48268	761	5%	10%	20%	52%	14%	66%
Male	50052	750	9%	15%	24%	45%	8%	53%
Economically Disadvantaged Students	37726	740	12%	20%	28%	37%	3%	40%
Non-Economically Disadvantaged Students	60594	765	3%	8%	18%	56%	15%	71%
Students with Disabilities	16136	725	23%	28%	26%	20%	2%	22%
Students without Disabilities	82184	762	3%	9%	21%	54%	13%	66%
English Learners	2674	710	40%	31%	18%	11%	1%	12%
Non-English Learners	95646	757	6%	12%	22%	49%	11%	60%
Homeless Students	748	733	18%	22%	30%	28%	2%	30%
Students in Foster Care	294	727	*	29%	28%	22%	*	23%
Military-Connected Students	240	757	7%	6%	25%	52%	10%	62%
Migrant Students	39	731	26%	*	*	31%	*	36%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows statewide and by student group the number of valid test scores and the mean scale score. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5).

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	97054	752	6%	15%	26%	41%	12%	54%
White	44315	758	4%	10%	24%	49%	15%	63%
Hispanic	25990	740	10%	21%	32%	33%	5%	38%
Black or African American	14301	736	13%	25%	30%	28%	4%	32%
Asian, Native Hawaiian, or Pacific Islander	10171	776	2%	4%	14%	48%	33%	81%
American Indian or Alaska Native	109	749	*	16%	24%	43%	*	52%
Two or More Races	2168	753	7%	14%	23%	41%	15%	56%
Female	47505	758	4%	11%	24%	45%	16%	61%
Male	49549	746	9%	18%	28%	38%	9%	46%
Economically Disadvantaged Students	36080	737	11%	23%	32%	30%	4%	34%
Non-Economically Disadvantaged Students	60974	761	4%	9%	22%	48%	17%	65%
Students with Disabilities	15599	722	23%	33%	27%	15%	2%	17%
Students without Disabilities	81455	758	3%	11%	25%	46%	14%	61%
English Learners	2226	710	*	*	*	*	*	*
Non-English Learners	94828	753	*	*	*	*	*	*
Homeless Students	680	729	16%	29%	33%	20%	3%	22%
Students in Foster Care	276	727	*	30%	26%	21%	*	23%
Military-Connected Students	252	751	5%	13%	28%	48%	7%	55%
Migrant Students	30	722	*	*	*	*	0%	20%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows statewide and by student group the number of valid test scores and the mean scale score. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5).

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	98698	756	9%	11%	21%	35%	24%	59%
White	46431	764	5%	8%	19%	40%	28%	69%
Hispanic	25349	742	15%	16%	25%	32%	12%	44%
Black or African American	14471	737	17%	19%	26%	29%	10%	38%
Asian, Native Hawaiian, or Pacific Islander	10413	784	2%	4%	9%	32%	53%	85%
American Indian or Alaska Native	94	755	*	*	19%	33%	26%	59%
Two or More Races	1940	757	10%	13%	19%	33%	26%	59%
Female	48145	764	5%	8%	19%	38%	30%	68%
Male	50553	749	12%	14%	23%	33%	18%	51%
Economically Disadvantaged Students	34836	739	16%	18%	26%	30%	10%	40%
Non-Economically Disadvantaged Students	63862	766	5%	8%	17%	39%	31%	70%
Students with Disabilities	15577	719	31%	26%	25%	16%	3%	19%
Students without Disabilities	83121	763	5%	9%	20%	39%	28%	67%
English Learners	2333	701	*	*	*	*	*	*
Non-English Learners	96365	758	*	*	*	*	*	*
Homeless Students	661	731	22%	22%	25%	23%	8%	31%
Students in Foster Care	273	727	25%	19%	29%	22%	5%	27%
Military-Connected Students	230	756	6%	7%	24%	47%	16%	64%
Migrant Students	33	708	46%	*	*	*	0%	15%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows statewide and by student group the number of valid test scores and the mean scale score. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5).

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	98645	757	9%	12%	20%	41%	19%	59%
White	47186	764	5%	8%	19%	46%	22%	68%
Hispanic	24510	742	14%	16%	26%	35%	9%	44%
Black or African American	14899	738	17%	20%	25%	32%	7%	39%
Asian, Native Hawaiian, or Pacific Islander	10359	786	2%	4%	9%	41%	45%	86%
American Indian or Alaska Native	82	751	*	*	23%	37%	16%	52%
Two or More Races	1609	758	9%	12%	19%	40%	20%	60%
Female	48290	766	5%	9%	18%	44%	24%	68%
Male	50355	749	13%	15%	22%	37%	14%	50%
Economically Disadvantaged Students	33893	739	16%	18%	26%	33%	7%	40%
Non-Economically Disadvantaged Students	64752	766	5%	8%	17%	44%	25%	69%
Students with Disabilities	15369	718	32%	26%	25%	16%	2%	18%
Students without Disabilities	83276	764	5%	9%	20%	45%	22%	67%
English Learners	2507	701	*	*	*	*	*	*
Non-English Learners	96138	759	*	*	*	*	*	*
Homeless Students	640	727	25%	23%	24%	25%	4%	28%
Students in Foster Care	222	722	33%	22%	*	25%	*	28%
Military-Connected Students	218	756	6%	10%	23%	45%	15%	61%
Migrant Students	33	721	33%	*	*	*	*	21%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows statewide and by student group the number of valid test scores and the mean scale score. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5).

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	100968	749	13%	13%	23%	38%	14%	52%
White	47633	757	6%	10%	23%	45%	16%	62%
Hispanic	26313	733	23%	17%	26%	29%	6%	35%
Black or African American	15031	730	21%	22%	28%	26%	4%	30%
Asian, Native Hawaiian, or Pacific Islander	10138	777	3%	5%	13%	42%	38%	80%
American Indian or Alaska Native	101	745	14%	13%	25%	36%	13%	49%
Two or More Races	1752	746	16%	14%	22%	34%	14%	48%
Female	49546	756	8%	10%	22%	42%	18%	60%
Male	51422	741	17%	16%	25%	33%	10%	43%
Economically Disadvantaged Students	34496	731	23%	19%	27%	27%	5%	32%
Non-Economically Disadvantaged Students	66472	758	7%	10%	21%	43%	19%	62%
Students with Disabilities	14842	714	35%	27%	24%	12%	1%	13%
Students without Disabilities	86126	754	9%	10%	23%	42%	16%	58%
English Learners	5178	690	*	*	*	*	*	*
Non-English Learners	95790	752	*	*	*	*	*	*
Homeless Students	599	719	33%	22%	24%	19%	3%	21%
Students in Foster Care	278	718	35%	22%	22%	*	*	21%
Military-Connected Students	254	746	5%	18%	33%	39%	6%	45%
Migrant Students	25	705	*	*	*	*	*	*



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows statewide and by student group the number of valid test scores and the mean scale score. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5).

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	88933	743	20%	14%	20%	32%	14%	46%
White	42004	749	15%	13%	20%	37%	16%	52%
Hispanic	22872	728	30%	16%	20%	27%	7%	34%
Black or African American	13648	725	30%	19%	21%	25%	6%	31%
Asian, Native Hawaiian, or Pacific Islander	9018	774	7%	7%	13%	38%	37%	74%
American Indian or Alaska Native	91	740	19%	19%	21%	31%	11%	42%
Two or More Races	1300	737	24%	15%	19%	30%	12%	42%
Female	43251	752	14%	12%	20%	37%	18%	54%
Male	45682	734	26%	16%	20%	28%	11%	39%
Economically Disadvantaged Students	29961	726	30%	17%	20%	26%	6%	32%
Non-Economically Disadvantaged Students	58972	751	15%	12%	19%	36%	18%	54%
Students with Disabilities	13326	704	48%	22%	17%	11%	1%	12%
Students without Disabilities	75607	749	15%	13%	20%	36%	16%	52%
English Learners	3867	681	*	*	*	*	*	*
Non-English Learners	85066	745	*	*	*	*	*	*
Homeless Students	513	715	40%	16%	22%	18%	3%	21%
Students in Foster Care	226	710	44%	17%	20%	*	*	20%
Military-Connected Students	201	733	22%	19%	23%	30%	6%	35%
Migrant Students	29	694	*	*	*	*	*	*



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11**

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows statewide and by student group the number of valid test scores and the mean scale score. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5).

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	72073	736	21%	18%	23%	30%	9%	38%
White	32765	738	19%	18%	23%	31%	9%	40%
Hispanic	19842	731	24%	19%	23%	28%	6%	34%
Black or African American	11894	728	26%	22%	23%	25%	5%	30%
Asian, Native Hawaiian, or Pacific Islander	6294	756	11%	12%	19%	38%	20%	58%
American Indian or Alaska Native	89	731	29%	*	26%	20%	*	30%
Two or More Races	1189	731	27%	18%	19%	28%	8%	36%
Female	34271	744	15%	16%	23%	35%	11%	46%
Male	37802	729	27%	20%	22%	25%	6%	31%
Economically Disadvantaged Students	25621	729	26%	20%	23%	26%	6%	32%
Non-Economically Disadvantaged Students	46452	740	18%	18%	22%	32%	10%	42%
Students with Disabilities	11678	709	43%	26%	19%	11%	1%	12%
Students without Disabilities	60395	741	17%	17%	23%	33%	10%	43%
English Learners	3051	699	*	*	*	*	*	*
Non-English Learners	69022	737	*	*	*	*	*	*
Homeless Students	462	722	28%	26%	22%	20%	4%	24%
Students in Foster Care	166	713	41%	24%	16%	*	*	19%
Military-Connected Students	155	723	28%	26%	22%	*	*	24%
Migrant Students	39	713	49%	*	*	*	*	26%

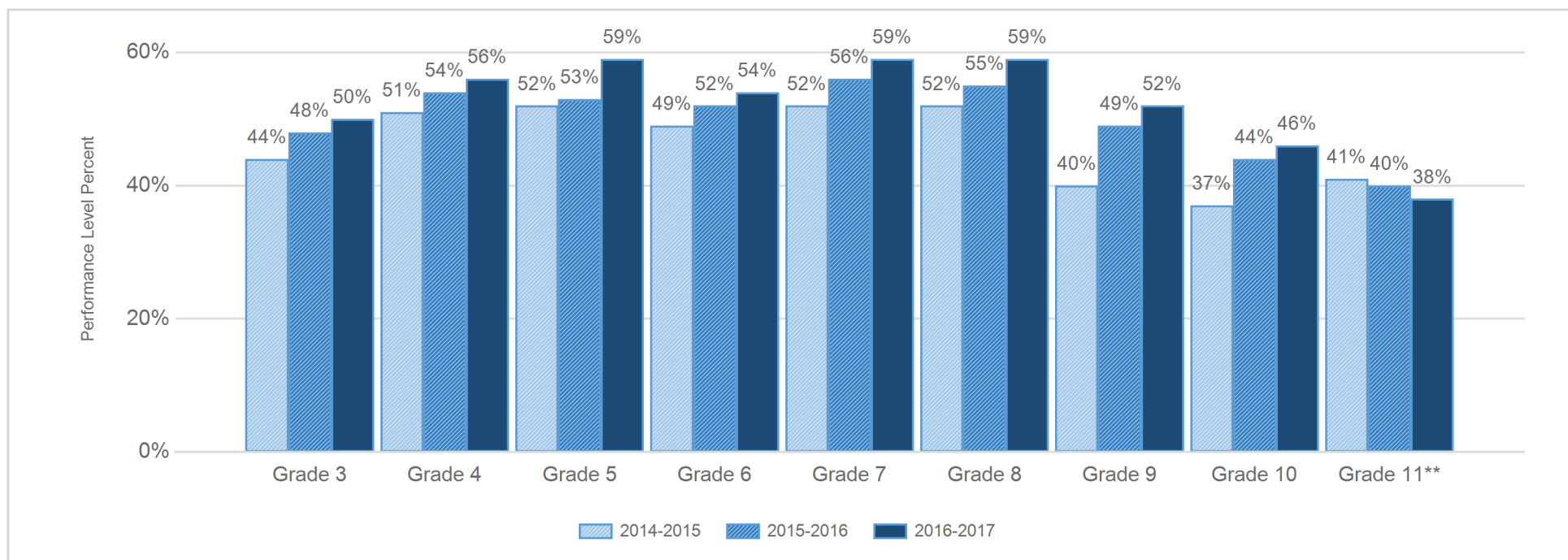
**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



**New Jersey
2016-2017**

English Language Arts/Literacy Assessment - Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past three years.



** Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



**New Jersey
2016-2017**

Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers (PARCC)* assessment for the state and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations across the state. The last column of the table shows the accountability proficiency rate. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability
Statewide	737438	96.2	43.50	43.5
White	341082	95.1	52.40	52.4
Hispanic	196475	97.5	27.60	27.6
Black or African American	107897	96.1	21.70	21.7
Asian, Native Hawaiian, or Pacific Islander	75128	98.3	75.60	75.6
American Indian or Alaska Native	778	96.3	42.50	42.5
Two or More Races	16078	95.8	44.90	44.9
Female	359443	96.1	44.10	44.1
Male	377995	96.3	42.90	42.9
Economically Disadvantaged Students	273360	97.0	25.10	25.1
Non-Economically Disadvantaged Students	464078	95.7	54.30	54.3
Students with Disabilities	123032	94.3	16.50	16.4
Students without Disabilities	614406	96.6	48.80	48.8
English Learners	59609	98.2	23.30	23.3
Non-English Learners	677829	96.0	45.20	45.2
Homeless Students	4681	94.3	16.40	16.2
Students In Foster Care	2005	93.9	15.10	14.9
Military-Connected Students	1628	97.1	39.90	39.9
Migrant Students	330	98.2	18.20	18.2

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



New Jersey
2016-2017

Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by student group the number of valid test scores and the mean scale score for the district and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the district and the state.

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	99956	751	8%	15%	25%	39%	14%	53%
White	42197	759	4%	10%	23%	47%	17%	63%
Hispanic	28677	738	12%	21%	31%	31%	6%	37%
Black or African American	15194	733	15%	24%	29%	27%	4%	32%
Asian, Native Hawaiian, or Pacific Islander	10822	779	2%	4%	12%	45%	38%	82%
American Indian or Alaska Native	111	750	10%	18%	22%	35%	15%	51%
Two or More Races	2955	751	9%	15%	23%	38%	15%	53%
Female	49037	751	7%	15%	26%	39%	13%	52%
Male	50919	751	9%	14%	24%	38%	15%	53%
Economically Disadvantaged Students	40338	736	14%	22%	30%	29%	5%	34%
Non-Economically Disadvantaged Students	59618	761	4%	9%	22%	45%	20%	65%
Students with Disabilities	15233	729	22%	25%	25%	24%	5%	29%
Students without Disabilities	84723	755	5%	13%	25%	42%	15%	57%
English Learners	7602	724	22%	28%	30%	18%	3%	21%
Non-English Learners	92354	753	7%	14%	25%	40%	15%	55%
Homeless Students	851	724	22%	28%	28%	20%	2%	22%
Students in Foster Care	409	727	20%	27%	27%	23%	4%	27%
Military-Connected Students	286	750	6%	12%	31%	41%	11%	51%
Migrant Students	58	726	28%	21%	*	24%	*	35%



New Jersey
2016-2017

Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by student group the number of valid test scores and the mean scale score for the district and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the district and the state.

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	101238	747	8%	18%	27%	41%	7%	47%
White	43225	755	4%	11%	26%	51%	8%	59%
Hispanic	29165	734	12%	26%	32%	29%	2%	30%
Black or African American	15278	729	17%	28%	29%	24%	2%	25%
Asian, Native Hawaiian, or Pacific Islander	10672	774	2%	5%	14%	55%	24%	79%
American Indian or Alaska Native	126	743	10%	20%	28%	32%	10%	42%
Two or More Races	2772	747	9%	17%	27%	41%	7%	48%
Female	49744	747	7%	18%	28%	41%	6%	47%
Male	51494	747	9%	17%	26%	41%	7%	48%
Economically Disadvantaged Students	40360	732	14%	27%	31%	26%	2%	27%
Non-Economically Disadvantaged Students	60878	757	4%	11%	24%	50%	10%	61%
Students with Disabilities	16403	724	24%	31%	23%	20%	2%	22%
Students without Disabilities	84835	751	5%	15%	28%	45%	8%	52%
English Learners	5191	716	29%	36%	23%	11%	1%	12%
Non-English Learners	96047	749	7%	17%	27%	42%	7%	49%
Homeless Students	817	723	23%	30%	29%	16%	2%	18%
Students in Foster Care	349	722	22%	33%	28%	*	*	18%
Military-Connected Students	303	749	6%	15%	29%	45%	5%	50%
Migrant Students	60	713	45%	20%	*	22%	*	22%



**New Jersey
2016-2017**

Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by student group the number of valid test scores and the mean scale score for the district and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the district and the state.

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	99332	747	6%	18%	30%	37%	9%	46%
White	43888	754	3%	12%	29%	47%	10%	57%
Hispanic	27457	735	10%	26%	35%	27%	3%	30%
Black or African American	14783	729	14%	31%	33%	21%	2%	22%
Asian, Native Hawaiian, or Pacific Islander	10481	774	1%	5%	16%	48%	31%	79%
American Indian or Alaska Native	129	745	9%	19%	22%	40%	12%	51%
Two or More Races	2594	747	8%	19%	27%	37%	10%	47%
Female	48749	747	5%	17%	31%	38%	8%	47%
Male	50583	746	8%	19%	28%	36%	10%	46%
Economically Disadvantaged Students	38320	732	11%	28%	34%	24%	2%	27%
Non-Economically Disadvantaged Students	61012	756	3%	12%	27%	46%	13%	59%
Students with Disabilities	16139	725	17%	36%	28%	17%	2%	19%
Students without Disabilities	83193	751	4%	14%	30%	41%	10%	52%
English Learners	3764	717	27%	35%	26%	11%	1%	12%
Non-English Learners	95568	748	6%	17%	30%	38%	9%	48%
Homeless Students	772	724	18%	32%	33%	15%	2%	18%
Students in Foster Care	297	721	18%	40%	30%	*	*	13%
Military-Connected Students	243	748	7%	13%	33%	41%	7%	48%
Migrant Students	60	716	32%	32%	18%	*	*	18%



**New Jersey
2016-2017**

Mathematics Assessment - Performance by Grade: Grade 6**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by student group the number of valid test scores and the mean scale score for the district and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the district and the state.

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	98024	743	10%	19%	28%	35%	9%	44%
White	44393	751	5%	13%	28%	44%	10%	54%
Hispanic	26710	731	15%	27%	31%	24%	2%	27%
Black or African American	14372	724	20%	31%	28%	18%	2%	20%
Asian, Native Hawaiian, or Pacific Islander	10225	771	2%	6%	15%	47%	30%	77%
American Indian or Alaska Native	110	744	*	19%	33%	32%	*	42%
Two or More Races	2214	745	10%	19%	25%	35%	11%	46%
Female	47958	745	8%	18%	29%	37%	8%	45%
Male	50066	742	11%	20%	27%	34%	9%	43%
Economically Disadvantaged Students	36761	728	17%	29%	31%	22%	2%	24%
Non-Economically Disadvantaged Students	61263	752	5%	13%	26%	43%	12%	56%
Students with Disabilities	15631	717	29%	35%	23%	12%	1%	13%
Students without Disabilities	82393	748	6%	16%	29%	40%	10%	50%
English Learners	3365	710	*	*	*	*	*	*
Non-English Learners	94659	745	*	*	*	*	*	*
Homeless Students	699	719	26%	33%	27%	*	*	14%
Students in Foster Care	279	717	29%	28%	28%	*	*	14%
Military-Connected Students	253	743	5%	20%	35%	35%	5%	40%
Migrant Students	53	708	43%	30%	*	*	*	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



New Jersey
2016-2017

Mathematics Assessment - Performance by Grade: Grade 7**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by student group the number of valid test scores and the mean scale score for the district and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the district and the state.

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	95785	741	8%	20%	33%	34%	6%	40%
White	44786	748	4%	14%	33%	43%	7%	49%
Hispanic	25729	730	13%	29%	36%	22%	2%	23%
Black or African American	14391	726	15%	32%	33%	18%	1%	19%
Asian, Native Hawaiian, or Pacific Islander	8887	764	2%	6%	20%	51%	21%	72%
American Indian or Alaska Native	93	741	*	25%	24%	40%	*	45%
Two or More Races	1899	740	10%	22%	29%	32%	7%	39%
Female	46783	743	7%	19%	34%	36%	6%	41%
Male	49002	740	9%	21%	31%	32%	6%	38%
Economically Disadvantaged Students	35160	729	14%	30%	35%	20%	1%	22%
Non-Economically Disadvantaged Students	60625	749	5%	14%	31%	42%	8%	50%
Students with Disabilities	15527	716	25%	40%	24%	10%	1%	11%
Students without Disabilities	80258	746	5%	16%	34%	39%	7%	45%
English Learners	3532	712	*	*	*	*	*	*
Non-English Learners	92253	742	*	*	*	*	*	*
Homeless Students	678	722	17%	38%	30%	*	*	15%
Students in Foster Care	273	718	25%	33%	27%	*	*	15%
Military-Connected Students	220	743	*	14%	36%	41%	*	43%
Migrant Students	54	708	*	*	*	*	*	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



**New Jersey
2016-2017**

Mathematics Assessment - Performance by Grade: Grade 8**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by student group the number of valid test scores and the mean scale score for the district and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the district and the state.

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	63592	728	23%	21%	28%	27%	1%	28%
White	27982	736	15%	19%	31%	35%	1%	35%
Hispanic	19055	721	29%	25%	26%	20%	1%	21%
Black or African American	11997	715	36%	25%	25%	14%	0%	15%
Asian, Native Hawaiian, or Pacific Islander	3351	747	10%	13%	26%	48%	3%	51%
American Indian or Alaska Native	61	728	20%	23%	30%	28%	0%	28%
Two or More Races	1146	726	26%	22%	24%	26%	2%	28%
Female	30064	730	20%	21%	30%	29%	1%	30%
Male	33528	725	26%	22%	27%	25%	1%	26%
Economically Disadvantaged Students	26910	719	31%	25%	25%	18%	1%	19%
Non-Economically Disadvantaged Students	36682	734	17%	19%	30%	33%	1%	34%
Students with Disabilities	14057	705	*	*	*	*	*	*
Students without Disabilities	49535	734	*	*	*	*	*	*
English Learners	3217	703	*	*	*	*	*	*
Non-English Learners	60375	729	*	*	*	*	*	*
Homeless Students	604	710	43%	26%	21%	*	*	11%
Students in Foster Care	200	705	52%	22%	15%	12%	0%	12%
Military-Connected Students	147	733	22%	*	24%	33%	*	35%
Migrant Students	30	713	*	*	*	*	*	*

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



**New Jersey
2016-2017**

Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by student group the number of valid test scores and the mean scale score for the district and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the district and the state.

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	112023	743	12%	22%	24%	37%	5%	42%
White	51213	751	7%	16%	25%	47%	5%	52%
Hispanic	30237	728	19%	31%	26%	23%	1%	24%
Black or African American	17296	724	21%	35%	25%	19%	1%	19%
Asian, Native Hawaiian, or Pacific Islander	11262	774	3%	7%	14%	57%	19%	76%
American Indian or Alaska Native	110	736	*	26%	31%	27%	*	30%
Two or More Races	1905	741	15%	23%	22%	35%	6%	41%
Female	54594	744	10%	21%	26%	39%	4%	43%
Male	57429	741	14%	23%	23%	35%	5%	40%
Economically Disadvantaged Students	39675	727	19%	32%	25%	22%	1%	23%
Non-Economically Disadvantaged Students	72348	751	8%	17%	24%	45%	6%	52%
Students with Disabilities	16413	714	31%	41%	18%	10%	1%	10%
Students without Disabilities	95610	747	9%	19%	25%	42%	5%	47%
English Learners	6337	708	*	*	*	*	*	*
Non-English Learners	105686	745	*	*	*	*	*	*
Homeless Students	703	718	26%	39%	22%	*	*	13%
Students in Foster Care	308	711	*	*	*	*	*	*
Military-Connected Students	295	742	*	26%	29%	34%	*	37%
Migrant Students	34	715	35%	38%	*	*	*	21%



New Jersey 2016-2017

Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by student group the number of valid test scores and the mean scale score for the district and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the district and the state.

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	89910	734	10%	29%	32%	26%	4%	30%
White	42986	740	6%	21%	35%	34%	4%	38%
Hispanic	23244	722	15%	41%	31%	13%	1%	14%
Black or African American	13357	719	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	8852	758	2%	10%	22%	47%	18%	65%
American Indian or Alaska Native	87	730	*	35%	30%	28%	*	29%
Two or More Races	1384	733	11%	32%	25%	28%	5%	32%
Female	44155	735	8%	28%	33%	27%	3%	31%
Male	45755	733	11%	29%	30%	25%	5%	30%
Economically Disadvantaged Students	29709	721	16%	42%	30%	12%	1%	13%
Non-Economically Disadvantaged Students	60201	740	7%	22%	33%	33%	6%	39%
Students with Disabilities	13054	711	*	*	*	*	*	*
Students without Disabilities	76856	738	*	*	*	*	*	*
English Learners	3749	710	*	*	*	*	*	*
Non-English Learners	86161	735	*	*	*	*	*	*
Homeless Students	495	717	*	*	*	*	*	*
Students in Foster Care	209	713	*	*	*	*	*	*
Military-Connected Students	187	727	*	38%	38%	14%	*	15%
Migrant Students	27	704	*	*	*	*	*	*



New Jersey 2016-2017

Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by student group the number of valid test scores and the mean scale score for the district and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the district and the state.

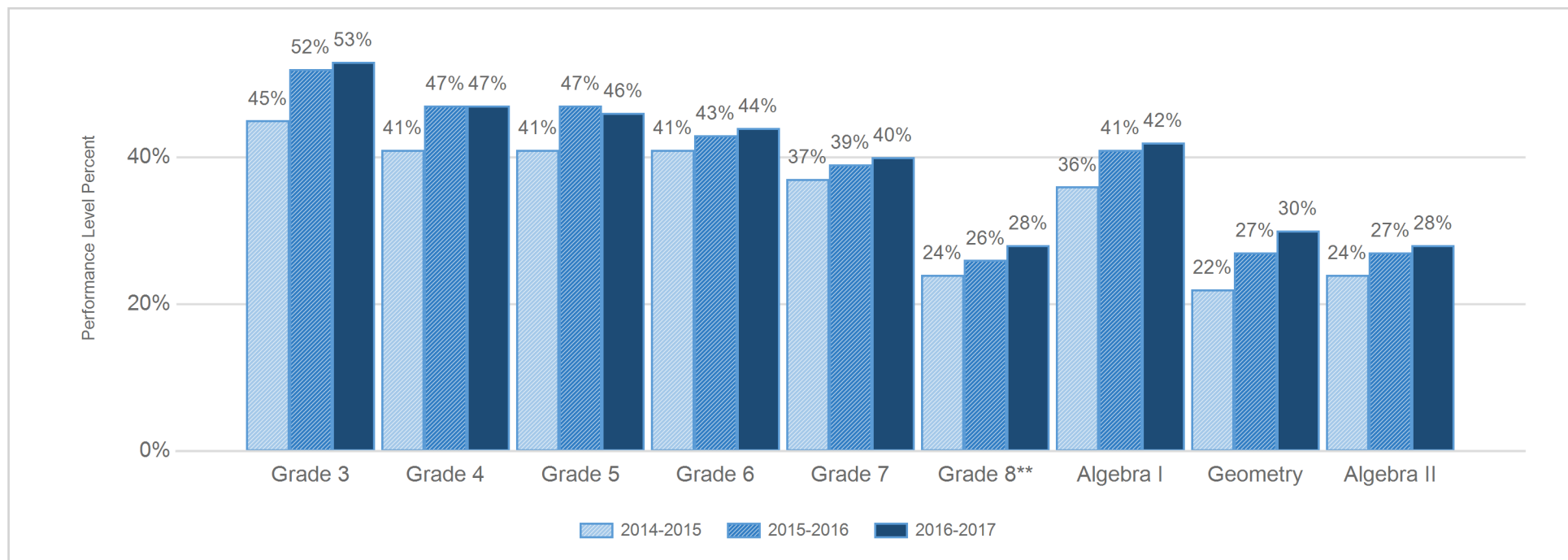
Student Group	Valid Scores	Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations
Statewide	73298	725	32%	22%	18%	25%	3%	28%
White	34339	731	25%	21%	21%	31%	3%	33%
Hispanic	18094	710	43%	26%	18%	13%	1%	14%
Black or African American	10918	703	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	8631	761	10%	12%	17%	48%	14%	62%
American Indian or Alaska Native	96	715	38%	24%	19%	20%	0%	20%
Two or More Races	1220	718	39%	20%	16%	22%	3%	25%
Female	36479	725	30%	23%	20%	25%	2%	27%
Male	36819	725	34%	20%	17%	25%	4%	29%
Economically Disadvantaged Students	23448	708	46%	25%	16%	13%	1%	13%
Non-Economically Disadvantaged Students	49850	733	25%	20%	19%	31%	4%	35%
Students with Disabilities	7889	692	*	*	*	*	*	*
Students without Disabilities	65409	729	*	*	*	*	*	*
English Learners	2308	692	*	*	*	*	*	*
Non-English Learners	70990	726	*	*	*	*	*	*
Homeless Students	364	702	*	*	*	*	*	*
Students in Foster Care	134	692	*	*	*	*	*	*
Military-Connected Students	164	710	40%	30%	16%	*	*	14%
Migrant Students	29	702	59%	*	*	*	0%	14%



**New Jersey
2016-2017**

Mathematics Assessment - Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past three years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



New Jersey 2016-2017

Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	1628	1622
4	1502	1497
5	1497	1494
6	1313	1308
7	1349	1100
8	1459	1451
9	*	*
10	*	*
11	1289	1309

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	23048	*	*
2	17081	89.6%	10.4%
3	13471	*	*
4	9367	*	*
5+	9350	89.9%	10.1%



New Jersey 2016-2017

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

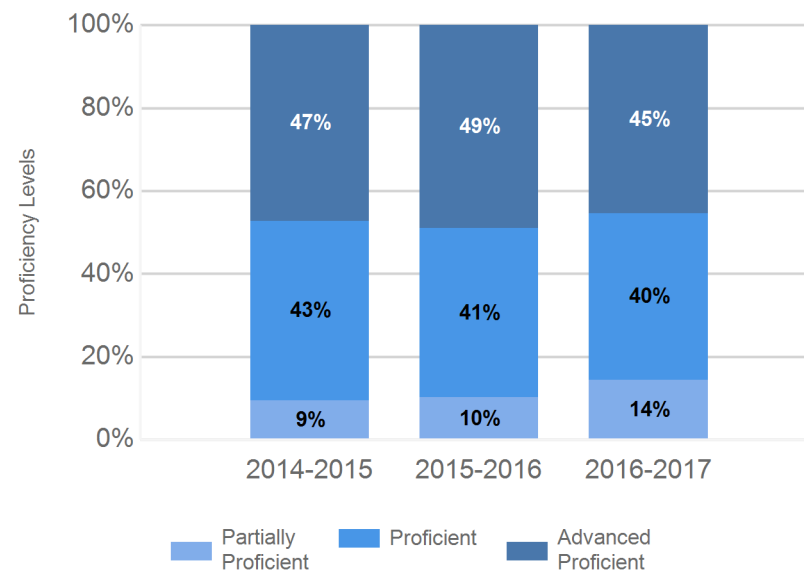
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
White	59%	35%	6%
Hispanic	28%	50%	23%
Black or African American	22%	48%	30%
Asian, Native Hawaiian, or Pacific Islander	72%	24%	5%
American Indian or Alaska Native	42%	46%	13%
Two or More Races	51%	37%	12%
Economically Disadvantaged Students	25%	50%	26%
Students with Disabilities	27%	45%	28%
English Learners	10%	40%	50%

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





New Jersey 2016-2017

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

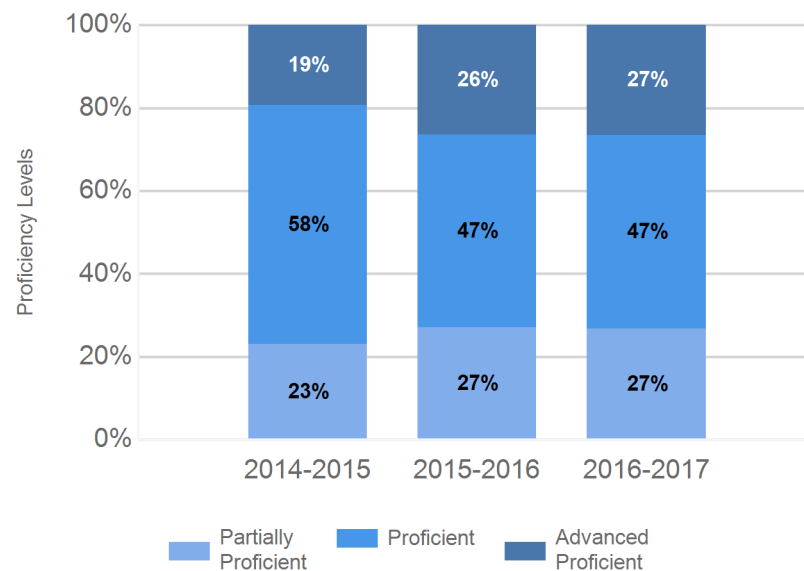
NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
White	34%	51%	15%
Hispanic	11%	46%	42%
Black or African American	9%	41%	50%
Asian, Native Hawaiian, or Pacific Islander	53%	38%	9%
American Indian or Alaska Native	19%	43%	38%
Two or More Races	25%	42%	33%
Economically Disadvantaged Students	10%	45%	45%
Students with Disabilities	7%	34%	60%
English Learners	2%	21%	77%

NJASK Science Assessment Performance Trends: Grade 8

This graph shows the percentage of students by proficiency category for the past three school years.





New Jersey 2016-2017

This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

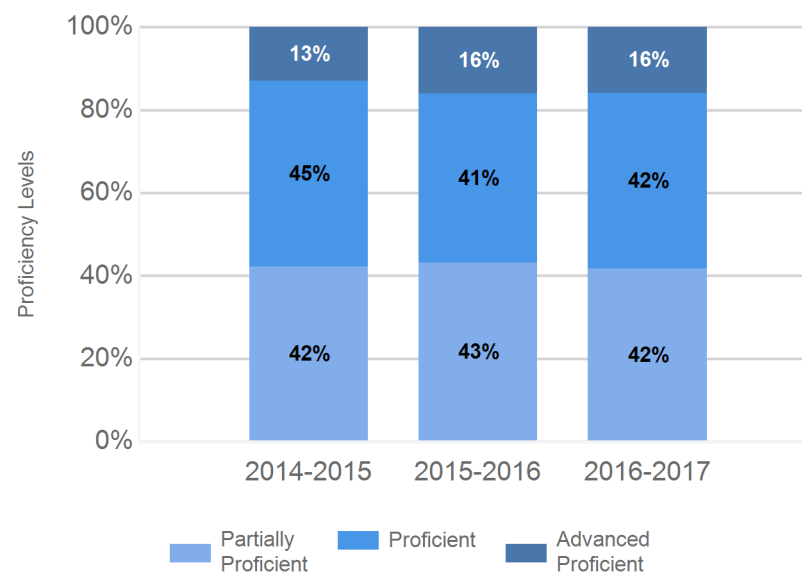
Biology Assessment - Performance

This table shows the percentage of students in each proficiency category for the state and each student group.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
White	20%	50%	30%
Hispanic	6%	34%	60%
Black or African American	4%	31%	65%
Asian, Native Hawaiian, or Pacific Islander	41%	43%	16%
American Indian or Alaska Native	13%	43%	44%
Two or More Races	15%	42%	43%
Economically Disadvantaged Students	5%	32%	63%
Students with Disabilities	3%	21%	77%
English Learners	1%	9%	90%

Biology Assessment - Proficiency Trends

This graph displays the percentage of students by proficiency category for the past three school years.





**New Jersey
2016-2017**

National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. 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 and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Year	Subject	Grade	State Nation	Below Basic	Basic	Proficient	Advanced
2015	Reading	4	State (NJ)	25%	33%	31%	12%
2015	Reading	4	Nation	31%	33%	27%	9%
2015	Reading	8	State (NJ)	20%	39%	35%	6%
2015	Reading	8	Nation	24%	42%	31%	4%
2015	Math	4	State (NJ)	14%	39%	38%	9%
2015	Math	4	Nation	18%	42%	33%	7%
2015	Math	8	State (NJ)	21%	32%	30%	16%
2015	Math	8	Nation	29%	38%	25%	8%
2016	Science	4	State (NJ)	24%	37%	38%	1%
2016	Science	4	Nation	25%	39%	36%	1%
2016	Science	8	State (NJ)	29%	36%	33%	2%
2016	Science	8	Nation	33%	34%	31%	2%



New Jersey 2016-2017

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (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 the prior year.

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 district are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

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

Student Group	ELA: Statewide Median	Math: Statewide Median
Statewide	*	*
White	50	52
Hispanic	49	47
Black or African American	45	43
Asian, Native Hawaiian, or Pacific Islander	60	59
American Indian or Alaska Native	51	51
Two or More Races	51	52
Economically Disadvantaged	47	46
Students with Disabilities	41	43
English Learners	53	51

** ESSA accountability targets are only included if data is available for at least 20 students.



New Jersey
2016-2017

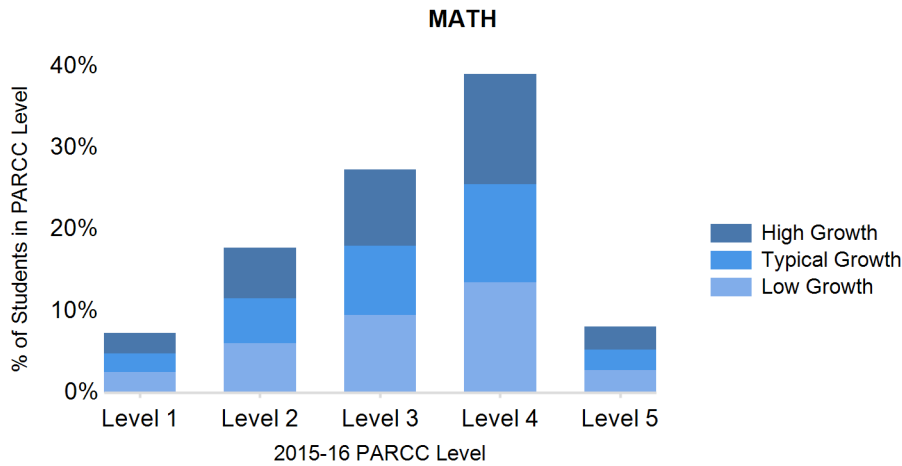
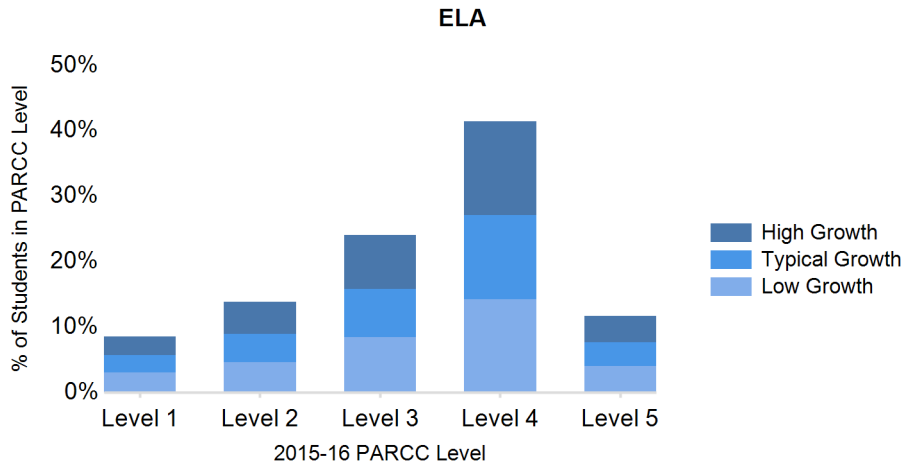
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Low Growth: Less than 35 **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

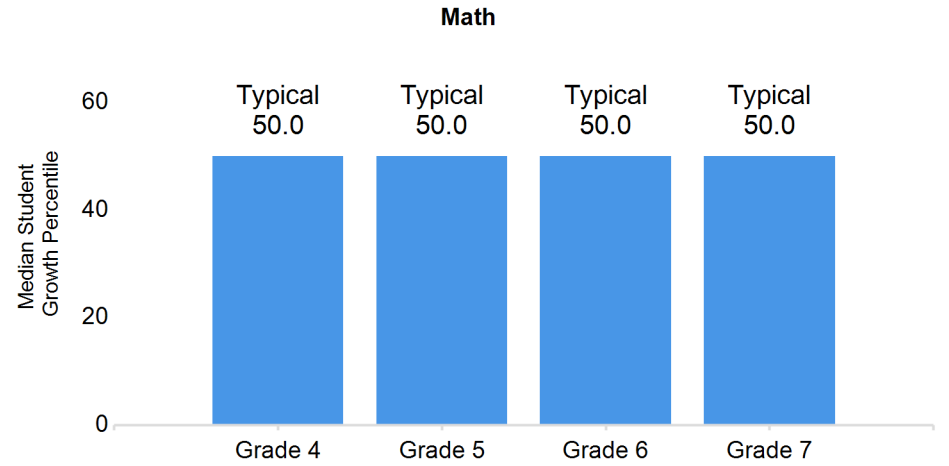
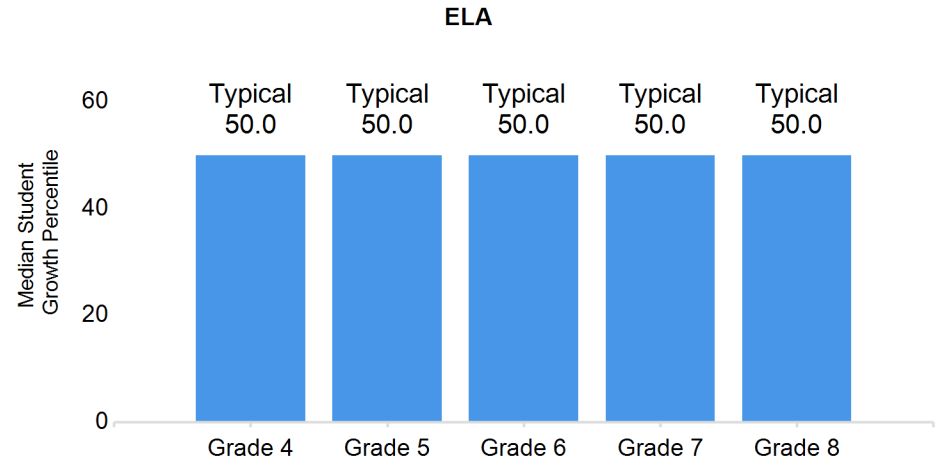
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





New Jersey 2016-2017

This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in State
Percentage of students taking the PSAT	89.4%
Percentage of students taking the SAT	70.0%
Percentage of students taking the ACT	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	State Average Score	College Readiness Benchmarks	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	481	Varies By Grade	67%
PSAT - Math	483	Varies By Grade	49%
SAT - Reading and Writing	551	480	77%
SAT - Math	552	530	58%
ACT - Reading	24	22	65%
ACT - English	24	18	79%
ACT - Math	24	22	65%
ACT - Science	23	23	54%

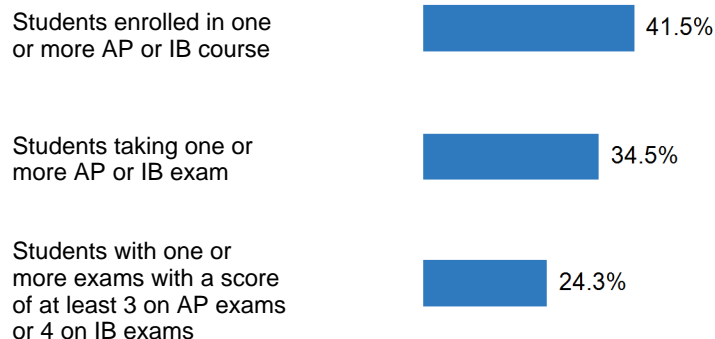


New Jersey 2016-2017

Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are 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.

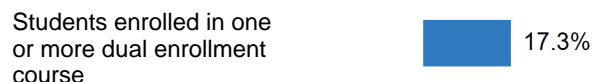
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course across the state. **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 students enrolled in AP/IB courses and the corresponding exams that were taken. 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 scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	1031	859
AP Biology	9165	7750
AP Calculus AB	10352	8874
AP Calculus BC	4145	4181
AP Chemistry	6218	5393
AP Chinese Language and Culture	187	444
AP Comparative Government and Politics	609	229
AP Computer Science A	4014	3171
AP Computer Science Principles	843	1540
AP English Language and Composition	14107	13363
AP English Literature and Composition	12493	9824
AP Environmental Science	5277	4083
AP European History	2520	1774
AP French Language and Culture	1374	938
AP German Language and Culture	244	229
AP Government	574	0
AP Human Geography	2373	1892
AP Italian Language and Culture	578	393
AP Japanese Language and Culture	38	49
AP Latin (Virgil Catullus and Horace)	370	200



**New Jersey
2016-2017**

AP/IB Course	Students Enrolled	Students Tested
AP Macroeconomics	4197	4582
AP Microeconomics	3135	3488
AP Music Theory	848	712
AP Physics 1	4128	6130
AP Physics 2	603	1008
AP Physics B	3982	0
AP Physics C	2437	0
AP Physics C: Electricity and Magnetism	227	1413
AP Physics C: Mechanics	236	2406
AP Psychology	10656	8895
AP Research	46	102
AP Seminar	98	135
AP Spanish Language	4310	4187
AP Spanish Literature	891	354
AP Statistics	7968	6614
AP Studio Art—Drawing Portfolio	954	649
AP Studio Art—Three-Dimensional	120	74
AP Studio Art—Two-Dimensional	734	666
AP U.S. Government and Politics	5914	5242
AP U.S. History	17359	13363



**New Jersey
2016-2017**

AP/IB Course	Students Enrolled	Students Tested
AP World History	4083	3687
IB Art/Design	217	36
IB Biology	502	228
IB Business and Management	162	59
IB Chemistry	180	107
IB Classical Languages—Latin	83	31
IB Computing Studies	32	10
IB Dance	25	5
IB Design Technology	55	38
IB Economics	182	62
IB Environmental Science	362	146
IB Film	0	41
IB Further Mathematics—SL	43	0
IB Geography	2	0
IB Global Politics	0	21
IB History	992	509
IB Information Technology in a Global Society	22	23
IB Language A (English)	2260	798
IB Language A (non-English)—French	25	0
IB Language A: Literature—Portuguese	13	0



**New Jersey
2016-2017**

AP/IB Course	Students Enrolled	Students Tested
IB Language A: Literature—Spanish	175	0
IB Language B—Chinese	44	20
IB Language B—French	163	73
IB Language B—German	11	5
IB Language B—Italian	28	14
IB Language B—Portuguese	14	5
IB Language B—Spanish	1074	381
IB Mathematical Studies	176	124
IB Mathematics	657	366
IB Mathematics and Computing—SL	12	0
IB Music	176	23
IB Philosophy	96	17
IB Physical Science	11	0
IB Physics	359	140
IB Psychology	303	122
IB Sports Exercise and Health Science	0	14
IB Theatre	16	9
IB Theory of Knowledge	763	396
Total Exams Taken		132716
Exams with scores of at least 3 on AP exams or 4 on IB exams		91318



New Jersey 2016-2017

This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

The chart below shows the percentage of students within the state who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time CTE programs in a county vocational school district are included in both the county vocational district and their sending district.

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

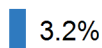
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Architecture & Construction	484	602
Business Management & Administration	93	95
Health Science	640	1040
Hospitality & Tourism	49	67
Human Services	454	767
Information Technology	1060	1398
Law, Public Safety, Corrections & Security	138	226
Manufacturing	302	469
Transportation, Distribution & Logistics	635	950
Total non-duplicated number of students**	3682	
Total number of credentials earned in all clusters		5614

**Students may earn credentials in more than one Career Cluster



New Jersey 2016-2017

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
6	118	2	0	0	1	0	100847
7	5182	48	5	0	1	0	98399
8	34527	3496	100	6	1	0	66522
9	65332	27215	6103	95	15	119	14502
10	7760	59698	28206	4366	296	665	9650
11	1799	8899	48427	23352	5274	2406	16776
12	691	1995	8285	16329	20665	15344	25282
Statewide	115385	101329	91115	44148	26253	18534	331955
Enrolled in AP/IB Course					14297	7931	882

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	52094	2087	6463	18706	19482	7997
10	38377	53553	1275	3275	4621	5786
11	17715	37300	1954	9604	28725	12732
12	11051	6965	1728	11012	16980	26028
Statewide	119219	99889	11420	42594	69805	52542
Enrolled in AP/IB Course	9639	6365		5636	11775	55



**New Jersey
2016-2017**

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Social Studies and History- Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	74297	17644	1789	318	169	11822
10	5332	91479	2750	1917	1236	8037
11	10252	81729	6008	7985	4413	14302
12	4380	14331	10456	19691	10877	30664
Statewide	94254	205137	21003	29910	16695	64821
Enrolled in AP/IB Course	5069	17271	6221	10922	0	12281



New Jersey
2016-2017

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	57117	9691	3692	758	2189	1522	16896
7	54673	10859	3851	746	2942	1577	13008
8	51411	10533	3054	848	2025	938	11027
9	55228	13425	7116	2924	2415	1701	1346
10	59576	13471	7211	2839	2513	1723	1730
11	38237	8838	5348	2496	1624	1435	1509
12	16979	4329	2544	1304	894	795	1439
Statewide	333189	71142	32815	11915	14602	9691	46955
Enrolled in AP/IB Course	6273	1561	602	453	253	231	65
Enrolled in Level 3 or Higher	53005	14586	7444	3221	2822	2295	2552
Earned Seal of Biliteracy	1490	157	53	141	63	42	80



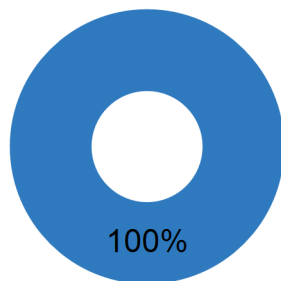
New Jersey
2016-2017

Visual and Performing Arts – Course Participation

This chart shows the percentages of students across the state that were enrolled in one or more **Visual and Performing Arts** classes with separate rates for grades 6-8 and grades 9-12. The chart also shows the percentage of students across the state that were enrolled in one or more courses within each of the four arts disciplines.

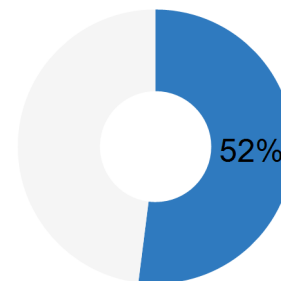
Grades 6-8:

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

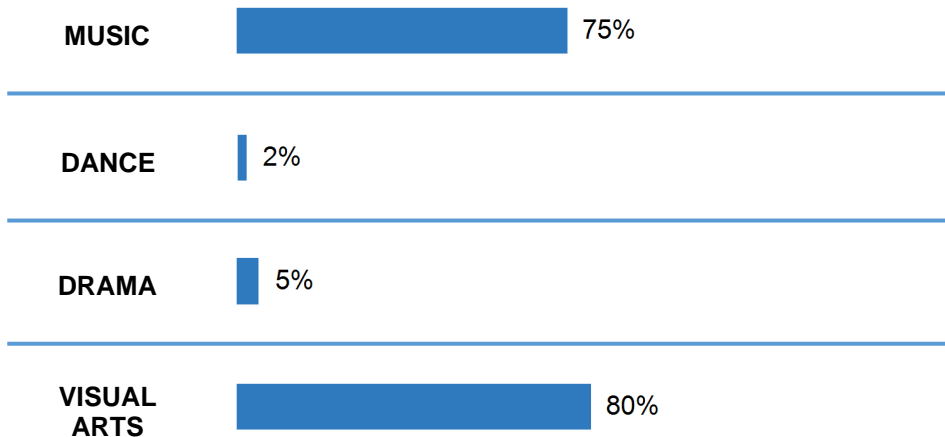


Grades 9-12:

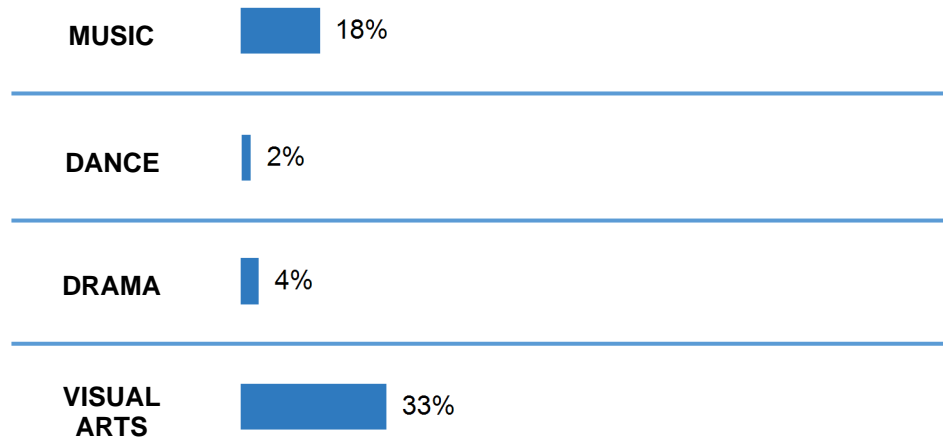
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:





New Jersey 2016-2017

This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the state and each student group

Student Group	State - Class of 2017: 4 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2015: 5 Year Rate
Statewide	*	*	N	N
White	94.5%	95.1%	94.2%	94.9%
Hispanic	84.3%	86.3%	83.3%	85.5%
Black or African American	83.4%	85.3%	82.1%	84.5%
Asian, Native Hawaiian or Pacific Islander	96.6%	97.5%	96.7%	97.2%
American Indian or Alaska Native	92.3%	86.6%	83.2%	90.2%
Two or More Races	91.9%	93.7%	91.7%	91.7%
Economically Disadvantaged Students	83.9%	85.6%	82.7%	84.6%
Students with Disabilities	78.8%	82.1%	78.8%	81.4%
English Learners	76.1%	79.7%	74.7%	79.9%
Homeless Students	73.2%	74.4%	69.2%	68.2%

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2017	90.5%	-
2016	90.0%	91.8%
2015	89.7%	91.3%

Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the last three school years for the state

School Year	State Rate
2016-2017	1.1%
2015-2016	1.1%
2014-2015	1.1%

** ESSA accountability targets are only included if data is available for at least 20 students



New Jersey 2016-2017

This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
White	76.5%	25.8%	74.2%
Hispanic	58.4%	46.5%	53.5%
Black or African American	61%	35.5%	64.5%
Asian, Native Hawaiian, or Pacific Islander	85.6%	15.1%	84.9%
American Indian or Alaska Native	65.3%	35.4%	64.6%
Two or More Races	71%	27.2%	72.8%
Economically Disadvantaged Students	58.2%	43.9%	56.1%
Students with Disabilities	49.3%	57%	43%
English Learners	35.7%	73.3%	26.7%

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the state and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
White	79.9%	29.1%	70.9%	70.9%	29.1%	57%	43%
Hispanic	67%	51.9%	48.1%	81.5%	18.5%	86.1%	13.9%
Black or African American	67.8%	41.7%	58.4%	75.7%	24.3%	75%	25%
Asian, Native Hawaiian, or Pacific Islander	86.9%	17.1%	82.9%	72.4%	27.1%	63.9%	36.1%
American Indian or Alaska Native	74.3%	39.3%	60.7%	79.8%	20.2%	73.8%	26.2%
Two or More Races	77.2%	30.9%	69.1%	66.5%	33.5%	57.9%	42.1%
Economically Disadvantaged Students	65.5%	49.9%	50.2%	81.6%	18.4%	86.2%	13.8%
Students with Disabilities	55.5%	61.3%	38.7%	80.8%	19.2%	77.6%	22.4%
English Learners	47.9%	75.5%	24.5%	91.5%	8.5%	93.9%	6.1%



New Jersey 2016-2017

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

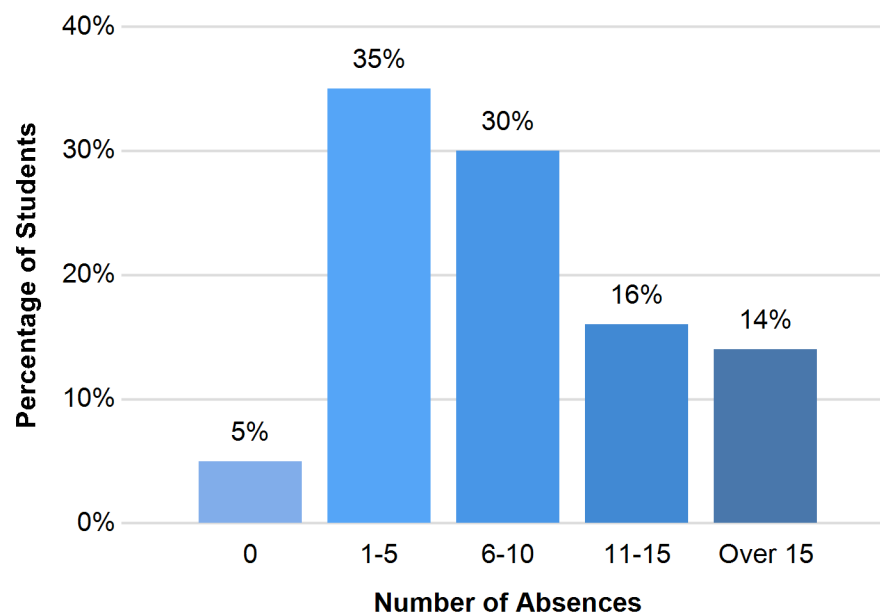
Chronic Absenteeism

This table shows the percentage of students in grades K-12 in the state and each student group who were chronically absent.

Student Group	% Chronically Absent
Statewide	10.30
White	8.40
Hispanic	12.30
Black or African American	16.20
Asian, Native Hawaiian, or Pacific Islander	4.50
American Indian or Alaska Native	14.20
Two or More Races	9.60
Economically Disadvantaged Students	15.20
Students with Disabilities	16.20
English Learners	11.20

Days Absent

The graph displays the percentage of K-12 students statewide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



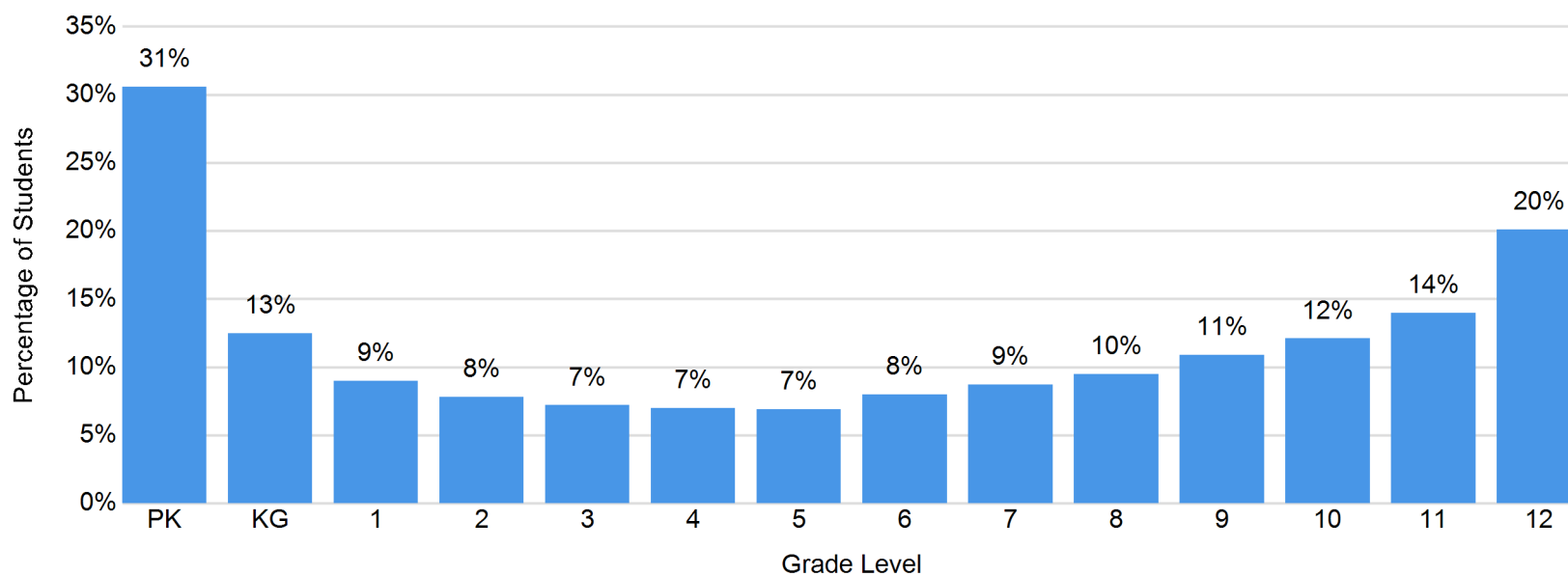
** ESSA accountability targets are only included if data is available for at least 20 students.



**New Jersey
2016-2017**

Chronic Absenteeism by Grade

This graph shows the percentage of students across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





New Jersey 2016-2017

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the state.

Incident Type	Number of Incidents
Violence	8245
Vandalism	1348
Weapons	1093
Substances	3157
Harassment, Intimidation, Bullying (HIB)	6419
Total Unique Incidents	19795
Incidents Per 100 Students Enrolled	1.40

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table.

Suspension Types	% of Students
In-School Suspensions	3.0%
Out-of-School Suspensions	3.8%
Any Suspension	6.2%

Student Expulsions

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

Category	Number of Students
Expulsions	20



**New Jersey
2016-2017**

Per-Pupil Expenditures

This table shows the total current expenses for regular and special education students taught within the state's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
State Total	\$632	\$14,953	\$15,585



New Jersey 2016-2017

This section contains information about staff that are assigned to the state. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned across the state.

Category	Teachers in State
Total Number of teachers	120,724
Average years experience in public schools	11.8
Average years experience in district	10.5
Teachers in district for 4 or more years	74%

Administrators – Experience

This table shows information about experience for administrators assigned across the state.

Category	Admin. in State
Total Number of administrators	9,506
Average years experience in public schools	15.9
Average years experience in district	11.6
Administrators in district for 4 or more years	74%

Student to Staff Ratios

This table shows the number of students per staff member in the state.

Staff Type	State Students: Staff
Teachers	12:1
Administrators	145:1
Librarian/Media Specialists	911:1
Nurses	509:1
Counselors	359:1
Child Study Team	232:1



New Jersey 2016-2017

This section contains information about staff that are assigned to the state. Here is an explanation of some of the **key terms used in the staff section**:

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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this state. 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.

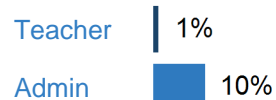
Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention

This table shows the percentage of 2015-16 teachers and administrators that were still assigned to the same district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	State
2015-16 Teachers: Same district 2016-17	89%
2015-16 Administrators: Same district 2016-17	88%

Faculty Attendance

This table shows the percentage of days that state 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
2016-17	96%



New Jersey 2016-2017

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” (i.e., < 1.85/4.0) 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	6.91%	8.60%	6.20%	8.10%	6.20%
Students taught by one or more ineffective teacher	0.29%	0.60%	0.10%	0.60%	0.03%
Students taught by one or more inexperienced teacher	77.63%	77.83%	75.20%	78.97%	75.13%