Ewing Township School District (21-1430)

2021-2022

County: Mercer

District: Ewing Township School District

2099 Pennington Rd
Ewing, NJ 08618

Superintendent: Dr. David Gentile

District Website

609-538-9800 x1102

3,387
Total Students

PK-12
Grades Offered

Overview & Resources

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

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

Important Notes for 2021-22 Reports: The 2021-22 School Performance Reports include nearly all data that was previously reported prior to the COVID-19 pandemic, such assessment results and accountability data. However, the 2021-22 reports will not include student growth as measured by median student growth percentiles (mSGPs) because individual student growth percentiles (SGPs) were not calculated for the 2021-22 school year due to lack of prior test results for the 2019-20 and 2020-21 school years. The student growth section of the reports will include a link to an alternate measure of academic progress that will be used for accountability determinations for the 2021-22 school year. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

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

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

Let the NJDOE know how we can improve future reports by taking our feedback survey. Contact reportcard@doe.nj.gov with any questions about the reports

NJ SCHOOL PERFORMANCE REPORT

Overview & Resources

District Contact Information

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

Type	Contact Information
County	Mercer
District	Ewing Township School District
Superintendent Name	Dr. David Gentile
Address	2099 Pennington Rd, Ewing, NJ 08618
Phone Number	609-538-9800 x1102
Email Address	dgentile@ewingboe.org
Website	www.ewing.k12.nj.us
Twitter	https://twitter.com/TheEwingSchools

NJ SCHOOL PERFORMANCE REPORT

Overview & Resources

Schools in this District

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

School Name	Grades Offered
Ewing High School	09-12
Francis Lore Elementary School	PK-05
Gilmore J Fisher Middle School	06-08
Parkway Elementary School	PK-05
William L Antheil Elementary School	PK-05

NJ SCHOOL PERFORMANCE REPORT

Ewing Township School District
(21-1430)
2021-2022

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

Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs outside of the district are not included in enrollment counts and percentages.

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	2019-20	2020-21	2021-22
PK	47	36	59
KG	264	228	257
1	229	255	227
2	251	225	254
3	254	240	236
4	265	261	254
5	271	251	261
6	278	272	253
7	272	280	267
8	262	270	283
9	250	284	276
10	246	237	275
11	274	216	244
12	258	294	241
Total	3,421	3,349	3,387

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. 2019-20 was the first year that data was collected for non-binary/undesignated gender and, as a result, data may not be a true representation of the student population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5 and percentages for 2020-21 and 2021-22 may show a range, depending on the overall school population size.

Student Group	2019-20	2020-21	2021-22
Female	48.0%	48.0%	48.0%
Male	52.0%	52.0%	52.0%
Non-Binary/Undesignated Gender	<1%	≤1%	≤1%
Economically Disadvantaged Students	45.8%	47.0%	33.5%
Students with Disabilities	22.3%	22.3%	21.1%
English Learners	4.7%	5.9%	7.1%
Homeless Students	1.2%	0.5%	0.5%
Students in Foster Care	0.6%	0.2%	0.4%
Military-Connected Students	0.6%	1.0%	1.1%
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	2019-20	2020-21	2021-22
White	25.4%	24.0%	22.5%
Hispanic	19.9%	21.2%	25.2%
Black or African American	46.4%	45.8%	43.4%
Asian	4.5%	4.4%	4.1%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.1%
Two Or More Races	3.7%	4.5%	4.7%

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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	2019-20	2020-21	2021-22
PK - Half Day	28	15	48
PK - Full Day	19	21	11
KG - Half Day	0	0	0
KG - Full Day	264	228	257

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2019-20	2020-21	2021-22
Full Time Students	3,386	3,309	3,395
Shared Time Students	70	79	37
Full Time Equivalent	3,421	3,349	3,414

Demographics

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Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total. To see this data in a table, click the Table View option below the chart.
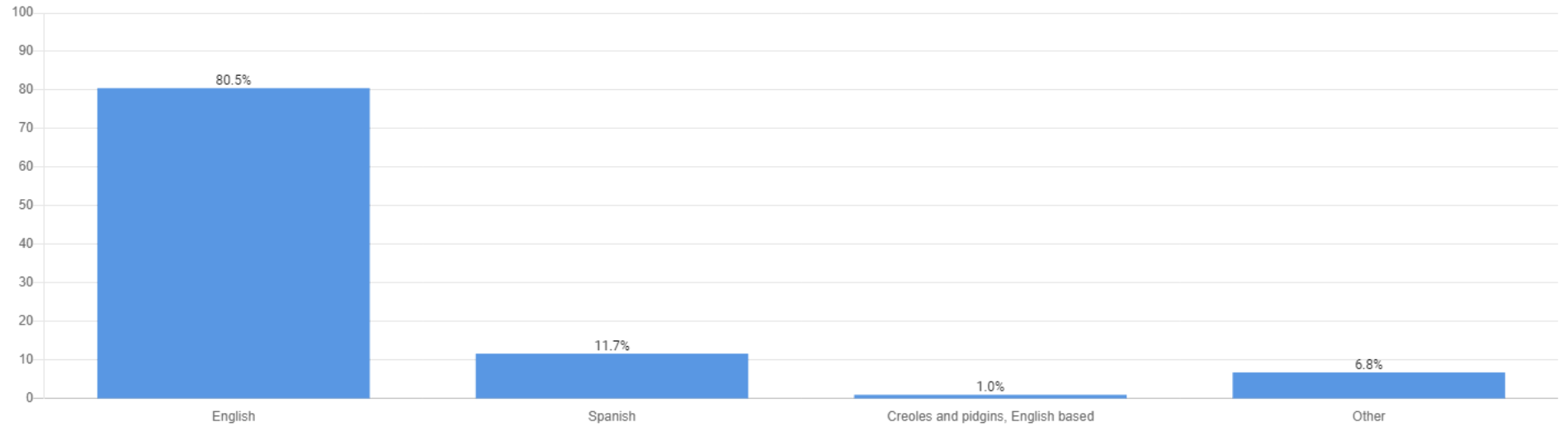
Language	Percentage
English	80.5%
Spanish	11.7%
Creoles and pidgins, English based	1.0%
Other	6.8%

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Student Growth

Student growth is a measure of how much students are learning each year. New Jersey's ESSA state plan outlines that academic progress will be measured with school's median student growth percentile (mSGP) on statewide ELA and mathematics assessments. Each individual 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. The SGP measures their academic progress from one year to the next compared to other students with similar prior test scores (academic peers).

Important Note for 2021-22 Reports: The calculation of mSGPs relies on one to two consecutive years of prior assessment results to calculate individual student growth percentiles. Due to the cancellation of the NJLSA in both 2019-20 and 2020-21, SGPs were not calculated for 2019-2020, 2020-21, or 2021-2022. The 2021-22 reports will not include any mSGP data.

The NJDOE received approved through the COVID-19 State Plan Addendum, to use an alternative method to calculate academic progress for the 2021-22 school year based on aggregate score improvement on the NJSLA at the schoolwide and student group level between 2018-2019 and 2021-2022. For 2021-22, the NJDOE measured academic progress in ELA and mathematics using Relative School Improvement Measure (RSIM). Results of the RSIM measure are available on the NJDOE's Accountability page under 2022 Accountability Data.

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Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the NJDOE's Assessment page.

Important Note for 2021-22: NJSLA data is not available for 2019-20 or 2020-21 due to federal waivers and assessment cancellations and DLM and ACCESS for ELLs data is not available for 2019-20. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the New Jersey Student Learning Assessment (NJSLA) and the DLM alternate assessment for English language arts (ELA) and mathematics. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. Students 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.

Important note for 2021-22: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results are not available for the 2019-20 and 2020-21 school years.

ELA Proficiency Rate for Federal Accountability

Math Proficiency Rate for Federal Accountability

Performance Measure	2019-20 ELA	2020-21 ELA	2021-22 ELA	2019-20 Math	2020-21 Math	2021-22 Math
Participation Rate			94.4%			94.6%
Proficiency Rate for Federal Accountability			28.9%			20.6%
Annual Target			46.8%			42.6%
Met Annual Target?			Not Met			Not Met
Statewide Proficiency Rate for Federal Accountability			49.0%			36.0%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	1,709	94.4%	29%	49%	28.9%	46.8%	Not Met
White	382	94.9%	42.7%	58.2%	42.6%	57.8%	Not Met
Hispanic	398	94.1%	24.1%	35%	23.9%	41.8%	Not Met
Black or African American	774	94%	23.3%	30.9%	23.2%	39%	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	95.6%	43.8%	78%	43.8%	64.4%	Not Met
American Indian or Alaska Native	*	*	*	48.7%	*	**	**
Two or More Races	91	96.9%	30.8%	55.4%	30.8%	46.8%	Not Met
Female	*	94.6%	36.2%	55.1%	36.2%		
Male	*	94.3%	21.9%	43.2%	21.9%		
Non-binary/undesignated gender	*	*	*	63.8%	*		
Economically Disadvantaged Students	606	94.8%	21.8%	30.9%	21.8%	37.4%	Not Met
Non-Economically Disadvantaged Students	1,103	94.2%	32.9%	57.8%	32.8%		
Students with Disabilities	400	92.1%	11.3%	17.9%	11.1%	29.5%	Not Met
Students without Disabilities	1,309	95.1%	34.4%	55.7%	34.4%		
English Learners	133	95.2%	<10%	21.9%	<10%	32.8%	Not Met
Non-English Learners	1,576	94.3%	30.6%	52%	30.5%		
Homeless Students	10	100%	10%	20.4%	10%		
Students in Foster Care	*	*	*	17.9%	*		
Military-Connected Students	21	95.5%	38.1%	46%	38.1%		
Migrant Students	*	*	*	<10%	*		

† 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 New Jersey Student Learning Assessment (NJSLA) for English Language Arts (ELA) for the past three years.

Important note for 2021-22: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results are not available for the 2019-20 and 2020-21 school years.
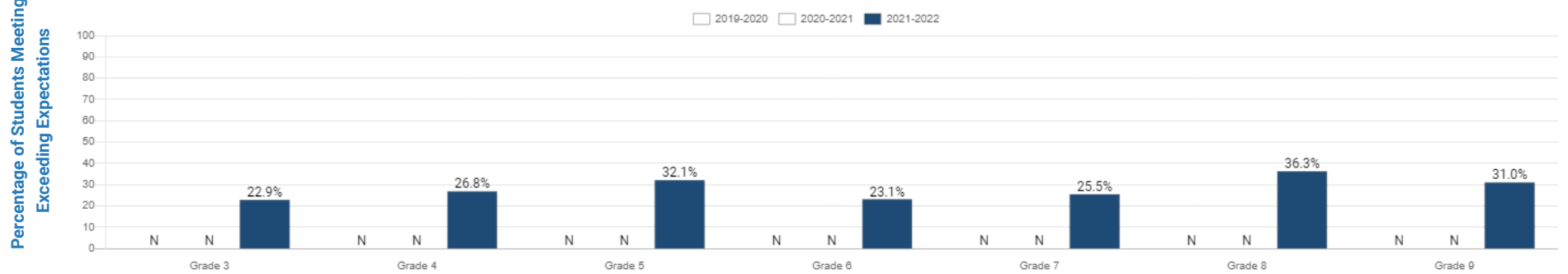
Academic Achievement

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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	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	227	724	740	28%	24%	26%	22%	1%	23%	42%
White	55	745	750	9%	25%	25%	40%	0%	40%	52%
Hispanic	56	719	724	30%	25%	29%	14%	2%	16%	28%
Black or African American	96	716	722	34%	23%	26%	17%	0%	17%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	*	*	*	*	*	*	71%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	45%
Two or More Races	13	709	748	46%	23%	8%	23%	0%	23%	50%
Female	*	726	745	28%	22%	23%	26%	1%	27%	47%
Male	*	722	735	28%	25%	28%	18%	1%	19%	38%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	81	721	720	26%	26%	30%	19%	0%	19%	24%
Non-Economically Disadvantaged Students	146	726	751	29%	23%	23%	24%	1%	25%	52%
Students with Disabilities	*	704	709	53%	16%	16%	14%	0%	14%	17%
Students without Disabilities	*	729	746	22%	26%	28%	24%	1%	25%	47%
English Learners	21	713	704	48%	14%	29%	10%	0%	10%	13%
Non-English Learners	206	725	744	26%	25%	25%	23%	1%	24%	46%
Homeless Students	*	*	707	*	*	*	*	*	*	18%
Students in Foster Care	*	*	708	*	*	*	*	*	*	16%
Military-Connected Students	*	*	737	*	*	*	*	*	*	40%
Migrant Students	*	*	691	*	*	*	*	*	*	24%

Academic Achievement

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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	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	250	730	746	18%	24%	30%	23%	4%	27%	49%
White	*	739	756	16%	20%	29%	23%	13%	36%	60%
Hispanic	69	725	732	20%	30%	28%	22%	0%	22%	34%
Black or African American	102	728	729	19%	25%	32%	23%	2%	25%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	749	*	*	*	*	*	*	53%
Two or More Races	14	733	756	21%	14%	29%	36%	0%	36%	59%
Female	*	733	750	19%	20%	29%	27%	6%	33%	53%
Male	*	728	742	18%	29%	32%	19%	2%	21%	46%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	82	718	728	26%	30%	33%	10%	1%	11%	29%
Non-Economically Disadvantaged Students	168	736	756	15%	21%	29%	29%	5%	35%	60%
Students with Disabilities	50	703	717	*	*	*	*	*	*	21%
Students without Disabilities	200	737	752	12%	22%	35%	27%	5%	32%	55%
English Learners	26	715	713	31%	31%	27%	12%	0%	12%	15%
Non-English Learners	224	732	750	17%	24%	31%	24%	4%	29%	53%
Homeless Students	*	*	717	*	*	*	*	*	*	19%
Students in Foster Care	*	*	717	*	*	*	*	*	*	20%
Military-Connected Students	*	*	746	*	*	*	*	*	*	50%
Migrant Students	*	*	700	*	*	*	*	*	*	21%

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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	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	252	730	748	22%	25%	21%	30%	2%	32%	50%
White	59	743	757	14%	15%	22%	44%	5%	49%	60%
Hispanic	60	726	735	27%	25%	17%	28%	3%	32%	35%
Black or African American	110	724	731	25%	31%	21%	23%	1%	24%	31%
Asian, Native Hawaiian, or Pacific Islander	*	745	775	10%	0%	40%	50%	0%	50%	78%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	49%
Two or More Races	13	725	755	23%	31%	31%	15%	0%	15%	57%
Female	*	732	753	23%	22%	23%	30%	3%	32%	55%
Male	*	727	743	21%	27%	21%	29%	2%	31%	45%
Non-binary/undesignated gender	*	*	767	*	*	*	*	*	*	70%
Economically Disadvantaged Students	90	726	731	26%	30%	18%	26%	1%	27%	30%
Non-Economically Disadvantaged Students	162	732	757	20%	22%	23%	32%	3%	35%	60%
Students with Disabilities	*	705	718	*	*	*	*	*	*	19%
Students without Disabilities	*	738	754	15%	19%	25%	38%	3%	41%	56%
English Learners	15	688	709	*	*	*	*	*	*	*
Non-English Learners	237	732	751	19%	24%	23%	32%	3%	34%	53%
Homeless Students	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	*	*	722	*	*	*	*	*	*	17%
Military-Connected Students	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	684	*	*	*	*	*	*	*

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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	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	229	729	746	15%	29%	32%	22%	1%	23%	48%
White	44	736	754	7%	32%	27%	32%	2%	34%	57%
Hispanic	51	722	734	18%	31%	39%	12%	0%	12%	34%
Black or African American	114	728	731	18%	29%	32%	20%	1%	21%	29%
Asian, Native Hawaiian, or Pacific Islander	*	739	770	10%	20%	20%	50%	0%	50%	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	49%
Two or More Races	*	730	751	10%	20%	40%	30%	0%	30%	52%
Female	*	737	751	10%	23%	34%	33%	1%	34%	54%
Male	*	721	741	20%	35%	31%	13%	1%	13%	42%
Non-binary/undesignated gender	*	*	760	*	*	*	*	*	*	69%
Economically Disadvantaged Students	79	720	731	23%	33%	33%	10%	1%	11%	29%
Non-Economically Disadvantaged Students	150	733	753	11%	27%	32%	29%	1%	29%	56%
Students with Disabilities	45	702	717	*	*	*	*	*	*	14%
Students without Disabilities	184	735	752	8%	26%	38%	28%	1%	29%	54%
English Learners	13	706	707	*	*	*	*	*	*	*
Non-English Learners	216	730	748	14%	28%	33%	24%	1%	25%	50%
Homeless Students	*	*	719	*	*	*	*	*	*	18%
Students in Foster Care	*	*	717	*	*	*	*	*	*	16%
Military-Connected Students	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	*	*	*	*	*	*	*	*

NJ SCHOOL PERFORMANCE REPORT

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the NJDOE's Assessment page.

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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	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	243	724	751	25%	26%	23%	22%	4%	26%	53%
White	54	732	759	19%	19%	30%	30%	4%	33%	62%
Hispanic	59	722	737	24%	29%	25%	19%	3%	22%	39%
Black or African American	107	719	732	29%	29%	20%	20%	3%	22%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	782	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	744	*	*	*	*	*	*	48%
Two or More Races	15	729	756	33%	13%	20%	20%	13%	33%	57%
Female	*	732	757	22%	17%	24%	31%	6%	36%	60%
Male	*	716	744	28%	34%	23%	13%	2%	15%	46%
Non-binary/undesignated gender	*	*	762	*	*	*	*	*	*	64%
Economically Disadvantaged Students	93	719	733	30%	31%	20%	17%	1%	18%	35%
Non-Economically Disadvantaged Students	150	727	759	22%	23%	25%	25%	5%	30%	61%
Students with Disabilities	45	699	714	*	*	*	*	*	*	17%
Students without Disabilities	198	729	758	19%	25%	25%	26%	4%	30%	60%
English Learners	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	725	753	23%	26%	24%	22%	4%	26%	55%
Homeless Students	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	*	*	717	*	*	*	*	*	*	19%
Military-Connected Students	*	*	747	*	*	*	*	*	*	48%
Migrant Students	*	*	683	*	*	*	*	*	*	*

Academic Achievement

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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	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	251	735	750	17%	22%	25%	30%	6%	36%	51%
White	59	751	758	2%	20%	31%	34%	14%	47%	60%
Hispanic	56	735	736	20%	21%	25%	25%	9%	34%	38%
Black or African American	113	724	730	26%	23%	23%	26%	3%	28%	32%
Asian, Native Hawaiian, or Pacific Islander	*	763	783	10%	0%	10%	80%	0%	80%	82%
American Indian or Alaska Native	*	*	752	*	*	*	*	*	*	53%
Two or More Races	13	737	756	8%	31%	31%	31%	0%	31%	57%
Female	*	745	757	10%	17%	23%	40%	9%	49%	59%
Male	*	723	742	25%	26%	27%	18%	3%	21%	44%
Non-binary/undesignated gender	*	*	759	*	*	*	*	*	*	60%
Economically Disadvantaged Students	83	729	732	18%	25%	23%	30%	4%	34%	34%
Non-Economically Disadvantaged Students	168	738	758	17%	20%	26%	30%	8%	38%	59%
Students with Disabilities	53	698	712	*	*	*	*	*	*	15%
Students without Disabilities	198	745	757	9%	20%	26%	37%	8%	45%	58%
English Learners	10	683	697	*	*	*	*	*	*	*
Non-English Learners	241	737	752	15%	22%	26%	31%	7%	38%	53%
Homeless Students	*	*	716	*	*	*	*	*	*	22%
Students in Foster Care	*	*	712	*	*	*	*	*	*	14%
Military-Connected Students	*	*	745	*	*	*	*	*	*	47%
Migrant Students	*	*	678	*	*	*	*	*	*	*

Academic Achievement

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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	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	248	730	746	21%	23%	25%	25%	6%	31%	49%
White	49	752	753	10%	12%	22%	39%	16%	55%	57%
Hispanic	61	726	733	26%	18%	25%	31%	0%	31%	35%
Black or African American	118	723	730	21%	31%	27%	19%	2%	20%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	741	*	*	*	*	*	*	42%
Two or More Races	12	731	752	25%	17%	25%	25%	8%	33%	53%
Female	*	737	753	13%	22%	28%	32%	6%	38%	56%
Male	*	724	739	28%	24%	23%	20%	5%	24%	41%
Non-binary/undesignated gender	*	*	763	*	*	*	*	*	*	68%
Economically Disadvantaged Students	88	722	731	30%	20%	26%	22%	2%	24%	32%
Non-Economically Disadvantaged Students	160	735	752	16%	24%	25%	28%	8%	35%	56%
Students with Disabilities	59	712	712	37%	31%	19%	12%	2%	14%	12%
Students without Disabilities	189	736	752	15%	21%	28%	30%	7%	37%	55%
English Learners	10	690	694	*	*	*	*	*	*	*
Non-English Learners	238	732	748	19%	22%	26%	26%	6%	32%	51%
Homeless Students	*	*	718	*	*	*	*	*	*	20%
Students in Foster Care	*	*	713	*	*	*	*	*	*	16%
Military-Connected Students	*	*	742	*	*	*	*	*	*	42%
Migrant Students	*	*	*	*	*	*	*	*	*	*

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
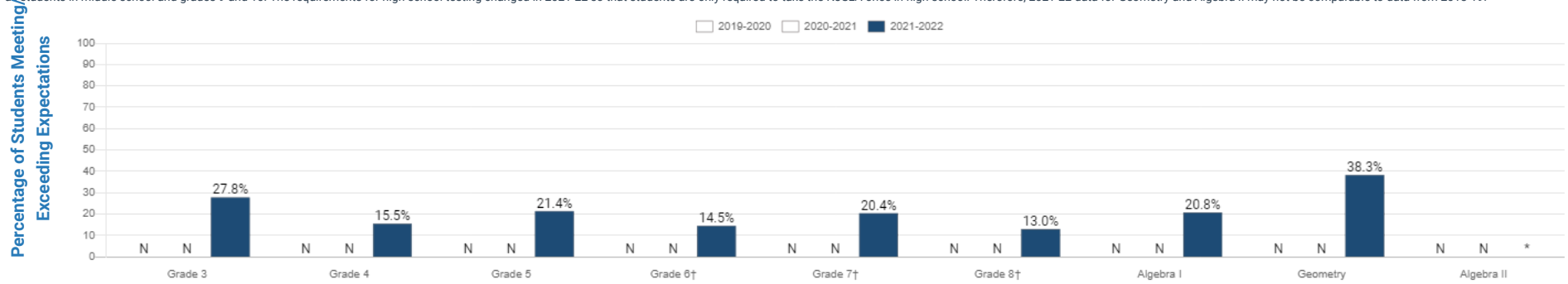
Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the NJDOE's Assessment page.

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

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

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	1,728	94.6%	20.6%	36%	20.6%	42.6%	Not Met
White	389	95.9%	36.8%	46.2%	36.8%	52.6%	Not Met
Hispanic	407	94.1%	15%	19.9%	14.9%	41.2%	Not Met
Black or African American	777	94.2%	13.4%	15.7%	13.4%	34.2%	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	95.7%	45.5%	71.3%	45.5%	68.3%	Not Met
American Indian or Alaska Native	*	*	*	37.3%	*	**	**
Two or More Races	89	94.8%	20.2%	44.1%	20.2%	35.4%	Not Met
Female	*	94.5%	19.4%	34.5%	19.4%		
Male	*	94.8%	21.7%	37.4%	21.7%		
Non-binary/undesignated gender	*	*	*	35%	*		
Economically Disadvantaged Students	609	94.7%	14.3%	17.3%	14.3%	34.6%	Not Met
Non-Economically Disadvantaged Students	1,119	94.6%	24%	45.2%	24%		
Students with Disabilities	402	91.8%	<10%	14.7%	<10%	26.5%	Not Met
Students without Disabilities	1,326	95.5%	23.9%	40.5%	23.9%		
English Learners	146	98.1%	<10%	16%	<10%	27.4%	Not Met
Non-English Learners	1,582	94.3%	21.6%	38.4%	21.6%		
Homeless Students	10	100%	10%	<10%	10%		
Students in Foster Care	*	*	*	10%	*		
Military-Connected Students	21	100%	33.3%	34.5%	33.3%		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Academic Achievement

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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 New Jersey Student Learning Assessment (NJSLA) for Mathematics for the past three years.

Important note for 2021-22: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results are not available for the 2019-20 and 2020-21 school years. Additionally, end-of-course assessment results for Geometry and Algebra II for 2018-19 and prior years included all students in middle school and grades 9 and 10. The requirements for high school testing changed in 2021-22 so that students are only required to take the NJSLA once in high school. Therefore, 2021-22 data for Geometry and Algebra II may not be comparable to data from 2018-19.

Legend: 2019-2020 | 2020-2021 | ■ 2021-2022

Y-axis: Percentage of Students Meeting/Exceeding Expectations (0–100)

Grade	2019-2020	2020-2021	2021-2022
Grade 3	N	N	27.8%
Grade 4	N	N	15.5%
Grade 5	N	N	21.4%
Grade 6†	N	N	14.5%
Grade 7†	N	N	20.4%
Grade 8†	N	N	13.0%
Algebra I	N	N	20.8%
Geometry	N	N	38.3%
Algebra II	N	N	*

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

Academic Achievement

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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	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	227	732	745	17%	25%	30%	24%	4%	28%	45%
White	55	745	756	9%	9%	44%	29%	9%	38%	59%
Hispanic	56	726	729	16%	43%	16%	23%	2%	25%	27%
Black or African American	96	727	723	24%	22%	31%	20%	3%	23%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	52%
Two or More Races	13	730	752	8%	46%	23%	23%	0%	23%	53%
Female	*	728	743	19%	27%	34%	18%	3%	21%	43%
Male	*	735	747	16%	23%	26%	30%	5%	35%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	81	730	725	15%	26%	35%	22%	2%	25%	24%
Non-Economically Disadvantaged Students	146	732	755	18%	25%	27%	25%	5%	29%	57%
Students with Disabilities	*	719	724	30%	28%	23%	19%	0%	19%	24%
Students without Disabilities	*	734	749	14%	24%	32%	25%	5%	30%	49%
English Learners	21	717	719	33%	43%	10%	10%	5%	14%	17%
Non-English Learners	206	733	748	16%	23%	32%	25%	4%	29%	49%
Homeless Students	*	*	714	*	*	*	*	*	*	16%
Students in Foster Care	*	*	712	*	*	*	*	*	*	13%
Military-Connected Students	*	*	744	*	*	*	*	*	*	45%
Migrant Students	*	*	714	*	*	*	*	*	*	24%

Academic Achievement

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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	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	251	724	740	16%	39%	29%	14%	1%	16%	39%
White	*	733	750	11%	30%	30%	27%	2%	29%	52%
Hispanic	70	719	725	17%	41%	30%	11%	0%	11%	21%
Black or African American	102	719	720	*	*	*	*	*	*	17%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	46%
Two or More Races	14	730	749	14%	21%	43%	21%	0%	21%	50%
Female	*	721	738	17%	43%	28%	12%	1%	13%	37%
Male	*	726	741	15%	35%	31%	17%	2%	19%	41%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	82	714	721	*	*	*	*	*	*	18%
Non-Economically Disadvantaged Students	169	728	749	15%	33%	31%	20%	2%	21%	51%
Students with Disabilities	50	712	719	*	*	*	*	*	*	18%
Students without Disabilities	201	727	744	13%	36%	33%	16%	1%	17%	44%
English Learners	27	713	714	26%	41%	22%	11%	0%	11%	11%
Non-English Learners	224	725	743	15%	39%	30%	15%	1%	16%	43%
Homeless Students	*	*	711	*	*	*	*	*	*	*
Students in Foster Care	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	*	*	742	*	*	*	*	*	*	40%
Migrant Students	*	*	711	*	*	*	*	*	*	*

Academic Achievement

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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	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	252	723	736	23%	26%	30%	20%	2%	21%	36%
White	59	738	746	14%	19%	27%	37%	3%	41%	47%
Hispanic	60	721	722	25%	25%	32%	17%	2%	18%	18%
Black or African American	110	714	716	30%	31%	28%	11%	0%	11%	14%
Asian, Native Hawaiian, or Pacific Islander	*	750	769	10%	10%	30%	40%	10%	50%	74%
American Indian or Alaska Native	*	*	736	*	*	*	*	*	*	38%
Two or More Races	13	726	744	8%	31%	46%	15%	0%	15%	45%
Female	*	719	736	29%	26%	30%	14%	2%	15%	34%
Male	*	727	737	19%	26%	29%	24%	1%	26%	38%
Non-binary/undesignated gender	*	*	747	*	*	*	*	*	*	55%
Economically Disadvantaged Students	90	720	718	26%	28%	28%	17%	2%	19%	15%
Non-Economically Disadvantaged Students	162	725	746	22%	25%	31%	22%	1%	23%	47%
Students with Disabilities	*	702	714	*	*	*	*	*	*	14%
Students without Disabilities	*	730	741	14%	26%	33%	25%	2%	27%	41%
English Learners	15	694	707	*	*	*	*	*	*	*
Non-English Learners	237	725	739	21%	26%	31%	21%	2%	23%	39%
Homeless Students	*	*	709	*	*	*	*	*	*	*
Students in Foster Care	*	*	710	*	*	*	*	*	*	10%
Military-Connected Students	*	*	737	*	*	*	*	*	*	35%
Migrant Students	*	*	685	*	*	*	*	*	*	*

Academic Achievement

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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.

Students in sixth grade who were enrolled in an Algebra I course during the 2021-22 school year were required to take both the Algebra I and Grade 6 mathematics assessment. The results of the Grade 6 mathematics assessment are included in this data.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	227	723	733	18%	37%	31%	14%	1%	15%	31%
White	43	734	742	12%	21%	40%	28%	0%	28%	41%
Hispanic	52	716	720	25%	37%	29%	10%	0%	10%	15%
Black or African American	113	718	714	19%	45%	26%	10%	0%	10%	12%
Asian, Native Hawaiian, or Pacific Islander	10	755	763	0%	20%	30%	30%	20%	50%	68%
American Indian or Alaska Native	*	*	733	*	*	*	*	*	*	30%
Two or More Races	*	*	739	*	*	*	*	*	*	38%
Female	*	724	733	14%	36%	34%	15%	0%	15%	30%
Male	*	722	734	21%	37%	28%	12%	2%	14%	33%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	21%
Economically Disadvantaged Students	80	713	717	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	147	729	741	12%	34%	35%	19%	1%	20%	40%
Students with Disabilities	42	702	710	*	*	*	*	*	*	*
Students without Disabilities	185	728	738	9%	39%	35%	16%	1%	17%	36%
English Learners	15	694	703	*	*	*	*	*	*	*
Non-English Learners	212	725	736	15%	36%	33%	15%	1%	16%	33%
Homeless Students	*	*	708	*	*	*	*	*	*	*
Students in Foster Care	*	*	706	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	706	*	*	*	*	*	*	20%

Ewing Township School District

(21-1430)

2021-2022

NJ SCHOOL PERFORMANCE REPORT

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Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the NJDOE's Assessment page.

Important Note for 2021-22: NJSLA data is not available for 2019-20 or 2020-21 due to federal waivers and assessment cancellations and DLM and ACCESS for ELLs data is not available for 2019-20. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

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.

Students who took the Algebra I, Geometry, or Algebra II end-of-course assessments are not included in grade level results.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	250	729	737	14%	29%	37%	19%	2%	20%	34%
White	59	743	745	7%	15%	37%	37%	3%	41%	45%
Hispanic	63	724	727	13%	40%	33%	14%	0%	14%	20%
Black or African American	105	724	722	20%	29%	37%	12%	2%	14%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	*	*	*	*	*	*	68%
American Indian or Alaska Native	*	*	733	*	*	*	*	*	*	26%
Two or More Races	14	726	742	7%	43%	36%	14%	0%	14%	40%
Female	*	730	736	14%	27%	33%	25%	1%	26%	32%
Male	*	728	738	13%	31%	41%	13%	2%	15%	36%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	42%
Economically Disadvantaged Students	93	724	725	16%	37%	34%	12%	1%	13%	17%
Non-Economically Disadvantaged Students	157	732	743	12%	25%	38%	23%	2%	25%	43%
Students with Disabilities	51	711	715	*	*	*	*	*	*	10%
Students without Disabilities	199	734	741	10%	25%	41%	23%	2%	25%	39%
English Learners	12	698	712	*	*	*	*	*	*	*
Non-English Learners	238	730	739	12%	28%	39%	20%	2%	21%	36%
Homeless Students	*	*	715	*	*	*	*	*	*	*
Students in Foster Care	*	*	715	*	*	*	*	*	*	10%
Military-Connected Students	*	*	738	*	*	*	*	*	*	32%
Migrant Students	*	*	697	*	*	*	*	*	*	*

Academic Achievement

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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.

Students who took the Algebra I, Geometry, or Algebra II end-of-course assessments are not included in grade level results.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	207	715	716	31%	37%	19%	13%	0%	13%	15%
White	40	733	725	10%	33%	30%	28%	0%	28%	21%
Hispanic	51	714	711	27%	43%	20%	10%	0%	10%	11%
Black or African American	102	708	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	737	*	*	*	*	*	*	36%
American Indian or Alaska Native	*	*	718	*	*	*	*	*	*	17%
Two or More Races	10	712	718	*	*	*	*	*	*	18%
Female	*	716	716	26%	43%	18%	13%	0%	13%	14%
Male	*	714	716	36%	30%	20%	14%	0%	14%	16%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	26%
Economically Disadvantaged Students	75	713	708	*	*	*	*	*	*	*
Non-Economically Disadvantaged Students	132	717	721	30%	33%	22%	15%	0%	15%	19%
Students with Disabilities	49	697	699	*	*	*	*	*	*	*
Students without Disabilities	158	721	721	22%	39%	22%	16%	0%	16%	18%
English Learners	15	690	698	*	*	*	*	*	*	*
Non-English Learners	192	717	718	27%	39%	20%	14%	0%	14%	16%
Homeless Students	*	*	700	*	*	*	*	*	*	*
Students in Foster Care	*	*	694	*	*	*	*	*	*	*
Military-Connected Students	*	*	716	*	*	*	*	*	*	15%
Migrant Students	*	*	683	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Performance By Test: Algebra I

This table shows performance on the NJSLA Algebra I end-of-course assessment. 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.

This includes any students who were enrolled in an Algebra I course and took the Algebra I assessment in grades 7 through 12. Students in sixth grade who were enrolled in Algebra I course during the 2021-22 school year were required to take both the Algebra I and Grade 6 mathematics assessment. The results of their Algebra I assessment are not included in these results but will be reported when the student in in grade 9.

Important Note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 Algebra I performance to data prior to 2019-20, as the population of students taking this assessment has changed as a result of new high school testing requirements. NJSLA data is not available for the 2020-21 or 2019-20 school years.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	265	725	735	22%	35%	22%	19%	2%	21%	35%
White	51	744	745	12%	24%	22%	39%	4%	43%	45%
Hispanic	*	717	720	23%	43%	22%	11%	2%	12%	19%
Black or African American	122	717	717	28%	39%	22%	9%	2%	11%	16%
Asian, Native Hawaiian, or Pacific Islander	14	750	767	14%	7%	29%	50%	0%	50%	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	30%
Two or More Races	*	736	742	15%	23%	23%	38%	0%	38%	42%
Female	*	726	735	20%	38%	17%	24%	2%	25%	35%
Male	*	723	735	25%	32%	27%	14%	2%	16%	35%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	33%
Economically Disadvantaged Students	*	716	719	27%	44%	16%	12%	1%	13%	17%
Non-Economically Disadvantaged Students	*	729	742	20%	30%	26%	22%	2%	24%	42%
Students with Disabilities	*	707	708	*	*	*	*	*	*	*
Students without Disabilities	*	730	739	19%	31%	24%	24%	2%	26%	39%
English Learners	*	698	702	*	*	*	*	*	*	*
Non-English Learners	*	726	737	21%	34%	23%	20%	2%	22%	37%
Homeless Students	*	*	708	*	*	*	*	*	*	*
Students in Foster Care	*	*	709	*	*	*	*	*	*	*
Military-Connected Students	*	*	729	*	*	*	*	*	*	28%
Migrant Students	*	*	*	*	*	*	*	*	*	*

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Academic Achievement

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Mathematics Assessment - Performance By Test: Geometry

This table shows performance on the NJSLA Geometry end-of-course assessment. 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.

Important Note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 Geometry performance to data prior to 2019-20, as the population of students taking this assessment has changed as a result of new high school testing requirements. NJSLA data is not available for the 2020-21 or 2019-20 school years.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	47	737	748	6%	15%	40%	38%	0%	38%	50%
White	21	743	750	5%	10%	38%	48%	0%	48%	54%
Hispanic	*	*	730	*	*	*	*	*	*	23%
Black or African American	16	733	728	6%	25%	38%	31%	0%	31%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	*	*	*	*	*	*	74%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	*	*	752	*	*	*	*	*	*	57%
Female	*	738	746	8%	8%	50%	35%	0%	35%	47%
Male	*	736	749	5%	24%	29%	43%	0%	43%	53%
Non-binary/undesignated gender	*	*	749	*	*	*	*	*	*	44%
Economically Disadvantaged Students	12	731	729	8%	25%	25%	42%	0%	42%	22%
Non-Economically Disadvantaged Students	35	740	751	6%	11%	46%	37%	0%	37%	55%
Students with Disabilities	*	*	723	*	*	*	*	*	*	22%
Students without Disabilities	*	739	749	7%	11%	42%	40%	0%	40%	51%
English Learners	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	738	749	7%	13%	41%	39%	0%	39%	51%
Homeless Students	*	*	719	*	*	*	*	*	*	13%
Students in Foster Care	*	*	721	*	*	*	*	*	*	10%
Military-Connected Students	*	*	742	*	*	*	*	*	*	41%
Migrant Students	*	*	*	*	*	*	*	*	*	*

NJ SCHOOL PERFORMANCE REPORT

Ewing Township School District
(21-1430)
2021-2022

Report Key:
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Academic Achievement

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Mathematics Assessment - Performance By Test: Algebra II

This table shows performance on the NJSLA Algebra II end-of-course assessment. 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.

Important Note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 Algebra II performance to data prior to 2019-20, as the population of students taking this assessment has changed as a result of new high school testing requirements. NJSLA data is not available for the 2020-21 or 2019-20 school years.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	*	*	764	*	*	*	*	*	*	68%
White	*	*	765	*	*	*	*	*	*	71%
Hispanic	*	*	724	*	*	*	*	*	*	28%
Black or African American	*	*	734	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	782	*	*	*	*	*	*	85%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	59%
Two or More Races	*	*	763	*	*	*	*	*	*	65%
Female	*	*	758	*	*	*	*	*	*	62%
Male	*	*	769	*	*	*	*	*	*	73%
Non-binary/undesignated gender	*	*	771	*	*	*	*	*	*	64%
Economically Disadvantaged Students	*	*	721	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	771	*	*	*	*	*	*	76%
Students with Disabilities	*	*	749	*	*	*	*	*	*	58%
Students without Disabilities	*	*	764	*	*	*	*	*	*	68%
English Learners	*	*	696	*	*	*	*	*	*	10%
Non-English Learners	*	*	764	*	*	*	*	*	*	68%
Homeless Students	*	*	*	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	757	*	*	*	*	*	*	58%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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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 the most significant intellectual disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	12	12
6	*	*
7	*	*
8	*	*
9	N	N
10	N	N
11	*	*

Ewing Township School District

(21-1430)

2021-2022

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NJ SCHOOL PERFORMANCE REPORT

Academic Achievement

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English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score 4.5 or Above
0-2	136	*	*
3-4	62	87.1%	12.9%
5 or more	35	88.6%	11.4%

English Language Progress to Proficiency

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

Student Group	Percent of English learners making expected growth to proficiency	Annual Target	Met Target?
Schoolwide/English Learners	31.2%	35.9%	Met Target†

† Target was met within one standard deviation.

Academic Achievement

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 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 on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

Important note for 2021-22 Reports: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results for NJSLA Science are not available for the 2019-20 and 2020-21 school years.
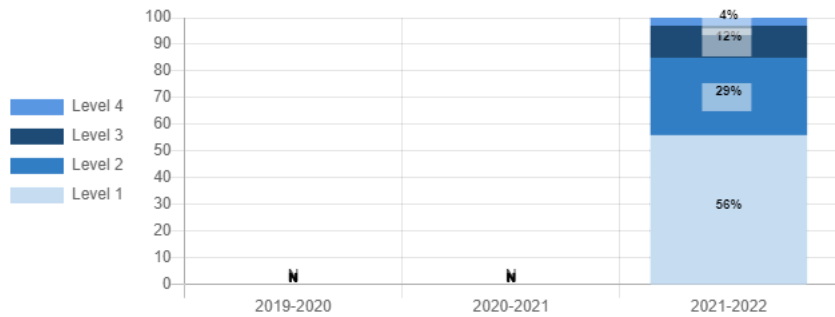
NJSLA Science Assessment: Grade 8 Summary

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

Important note for 2021-22 Reports: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results for NJSLA Science are not available for the 2019-20 and 2020-21 school years.

Academic Achievement

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 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 11 Summary

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

Important note for 2021-22 Reports: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results for NJSLA Science are not available for the 2019-20 and 2020-21 school years.

Legend:
- Level 4
- Level 3
- Level 2
- Level 1

2019-2020: N
2020-2021: N
2021-2022: Level 1 63%, Level 2 24%, Level 3 10%, Level 4 2%

NJ SCHOOL PERFORMANCE REPORT

Academic Achievement

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 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

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Districtwide	56%	29%	12%	4%
White	36%	27%	25%	12%
Hispanic	66%	24%	10%	0%
Black or African American	66%	27%	5%	1%
Asian, Native Hawaiian, or Pacific Islander	30%	40%	20%	10%
American Indian or Alaska Native	*	*	*	*
Two or More Races	38%	62%	0%	0%
Female	65%	25%	7%	4%
Male	50%	32%	14%	4%
Non-binary/undesignated gender	*	*	*	*
Economically Disadvantaged Students	63%	27%	9%	1%
Non-Economically Disadvantaged Students	52%	30%	13%	5%
Students with Disabilities	90%	8%	2%	0%
Students without Disabilities	45%	35%	15%	5%
English Learners	*	*	*	*
Non-English Learners	53%	31%	12%	4%
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	*	*	*	*

Academic Achievement

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 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 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Districtwide	55%	39%	6%	0%
White	37%	49%	12%	2%
Hispanic	63%	33%	4%	0%
Black or African American	62%	34%	4%	0%
Asian, Native Hawaiian, or Pacific Islander	20%	70%	10%	0%
American Indian or Alaska Native	*	*	*	*
Two or More Races	58%	33%	8%	0%
Female	49%	44%	7%	1%
Male	61%	34%	5%	0%
Non-binary/undesignated gender	*	*	*	*
Economically Disadvantaged Students	67%	28%	5%	0%
Non-Economically Disadvantaged Students	49%	44%	6%	1%
Students with Disabilities	85%	15%	0%	0%
Students without Disabilities	48%	45%	7%	0%
English Learners	85%	15%	0%	0%
Non-English Learners	53%	40%	6%	0%
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	*	*	*	*

Academic Achievement

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 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 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Districtwide	63%	24%	10%	2%
White	43%	30%	23%	4%
Hispanic	68%	26%	4%	2%
Black or African American	70%	19%	10%	1%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	65%	22%	12%	1%
Male	61%	26%	9%	3%
Non-binary/undesignated gender	*	*	*	*
Economically Disadvantaged Students	71%	25%	2%	2%
Non-Economically Disadvantaged Students	60%	24%	13%	3%
Students with Disabilities	87%	11%	2%	0%
Students without Disabilities	55%	29%	13%	3%
English Learners	*	*	*	*
Non-English Learners	60%	26%	11%	3%
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	*	*	*	*

College and Career Readiness

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

Important Note for 2021-22: As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

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 during the 2021-22 school year. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	District Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2021-2022	33.7%	77.7%
12th graders taking SAT in 2021-2022 or prior years	43.7%	60.8%
12th graders taking ACT in 2021-2022 or prior years	2.5%	8.8%

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	District Average Score	State Average Score	College Readiness Benchmarks	District - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	468	474	Grade 10: 430 Grade 11: 460	67%	61%
PSAT 10/NMSQT - Math	467	464	Grade 10: 480 Grade 11: 510	48%	36%
SAT - Reading and Writing	513	538	480	59%	68%
SAT - Math	507	532	530	40%	49%
ACT - Reading	*	25	22	*	67%
ACT - English	*	25	18	*	81%
ACT - Math	*	24	22	*	62%
ACT - Science	*	24	23	*	59%

College and Career Readiness

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.

Students enrolled in one or more AP or IB course

District   19.0%
State   34.5%

Students taking one or more AP or IB exam

District   12.6%
State   28.4%
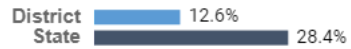
Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exam

District   *
State   19.9%

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.

District   15.1%
State   24.4%

College and Career Readiness

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 and Dual Enrollment Participation by Student Group

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

Student Group	% Enrolled in one or more AP or IB course	% Enrolled in one or more Dual Enrollment course	State: % Enrolled in one or more AP or IB course	State: % Enrolled in one or more Dual Enrollment course
Districtwide	19.0%	15.1%	34.5%	24.4%
White	36.8%	20.1%	39.2%	29.3%
Hispanic	15.0%	10.6%	22.1%	16.8%
Black or African American	12.3%	14.1%	18.0%	15.1%
Asian, Native Hawaiian, or Pacific Islander	16.2%	21.6%	67.9%	34.8%
American Indian or Alaska Native	N	N	27.6%	25.2%
Two or More Races	7.4%	14.8%	38.0%	25.0%
Female	25.3%	20.5%	40.4%	27.3%
Male	13.4%	10.2%	28.7%	21.3%
Non-Binary/Undesignated Gender	*	*	34.2%	21.5%
Economically Disadvantaged Students	14.5%	9.0%	21.9%	16.9%
Students with Disabilities	0.0%	1.8%	4.3%	8.9%
English Learners	16.7%	0.0%	9.4%	6.7%
Homeless Students	*	*	11.3%	13.9%
Students In Foster Care	N	N	7.3%	9.2%
Military-Connected Students	*	*	36.6%	22.0%
Migrant Students	N	N	22.5%	20.0%

College and Career Readiness

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 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 Calculus AB	10	4
AP Calculus BC	4	3
AP Computer Science A	4	3
AP English Language and Composition	25	20
AP English Literature and Composition	21	7
AP Environmental Science	27	21
AP European History	3	3
AP French Language and Culture	6	0
AP Human Geography	12	7
AP Spanish Language	7	5
AP Statistics	12	6
AP Studio Art—Drawing Portfolio	3	2
AP U.S. Government and Politics	9	6
AP U.S. History	31	29
Total Exams taken		116
Exams with scores of at least 3 on AP exams or 4 on IB exams		74

College and Career Readiness

This section contains information about participation in approved Career and Technical Education (CTE) programs, Structured Learning Experiences, work-based learning, and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, and the Perkins State-Wide Performance Data report, 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)

District 17.3%
State 7.3%

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

District 8.1%
State 10.6%

Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences (SLEs) during the school year. SLEs include work-based learning (WBL) programs. Examples of WBL experiences include job shadowing, school-based enterprise, community service, service learning, volunteering, completion of all six New Jersey Safe Schools Program Online Topical Courses during the fall semester of the 2021-2022 school year, internships, cooperative education experiences and apprenticeships. Depending on the type of WBL experience, these may be paid or unpaid.

For additional information about students in approved career and technical education (CTE) programs/programs of study who participated in WBL experiences during the school year, see the new WBL Participation by Career Cluster table.

Structured Learning Experiences

District 0.0%
State 2.8%

College and Career Readiness

This section contains information about participation in approved Career and Technical Education (CTE) programs, Structured Learning Experiences, work-based learning, and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, and the Perkins State-Wide Performance Data report, please visit the NJDOE's Career and Technical Education website.

Career and Technical Education Participation by Student Group

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

Student Group	District: % CTE Participants	District: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Districtwide	17.3%	8.1%	7.3%	10.6%
White	20.0%	11.1%	5.8%	10.0%
Hispanic	16.2%	5.7%	9.1%	11.1%
Black or African American	17.3%	8.1%	9.1%	11.0%
Asian, Native Hawaiian, or Pacific Islander	19.7%	1.4%	5.8%	10.8%
American Indian or Alaska Native	*	*	8.7%	10.3%
Two or More Races	5.3%	12.0%	6.7%	11.2%
Female	16.8%	7.9%	7.1%	10.9%
Male	17.6%	8.3%	7.4%	10.3%
Non-Binary/Undesignated Gender	*	*	6.5%	10.2%
Economically Disadvantaged Students	14.8%	9.1%	9.7%	12.1%
Students with Disabilities	13.0%	11.5%	5.8%	8.4%
English Learners	3.8%	3.8%	7.0%	3.9%
Homeless Students	*	*	7.5%	6.3%
Students In Foster Care	*	*	6.2%	6.9%
Military-Connected Students	*	*	8.5%	12.1%
Migrant Students	*	*	11.8%	6.4%

College and Career Readiness

This section contains information about participation in approved Career and Technical Education (CTE) programs, Structured Learning Experiences, work-based learning, and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, and the Perkins State-Wide Performance Data report, please visit the NJDOE's Career and Technical Education website.

Work-Based Learning Participation by Career Cluster

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

Career Cluster	Students Participating in Work-Based Learning
Total	0

College and Career Readiness

This section contains information about participation in approved Career and Technical Education (CTE) programs, Structured Learning Experiences, work-based learning, and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, and the Perkins State-Wide Performance Data report, 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

District   ▎ 0.3%

State   ■ 1.5%

College and Career Readiness

This section contains information about participation in approved Career and Technical Education (CTE) programs, Structured Learning Experiences, work-based learning, and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, and the Perkins State-Wide Performance Data report, please visit the NJDOE's Career and Technical Education website.

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	*	*	*
Arts, A/V Technology & Communications	*	*	*
Business Management & Administration	120	*	*
Health Science	*	*	*
Hospitality & Tourism	114	*	*
Human Services	*	*	*
Law, Public Safety, Corrections & Security	*	*	*
Science, Technology, Engineering & Mathematics	*	*	*
Transportation, Distribution & Logistics	*	*	*
Total	275	*	*

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

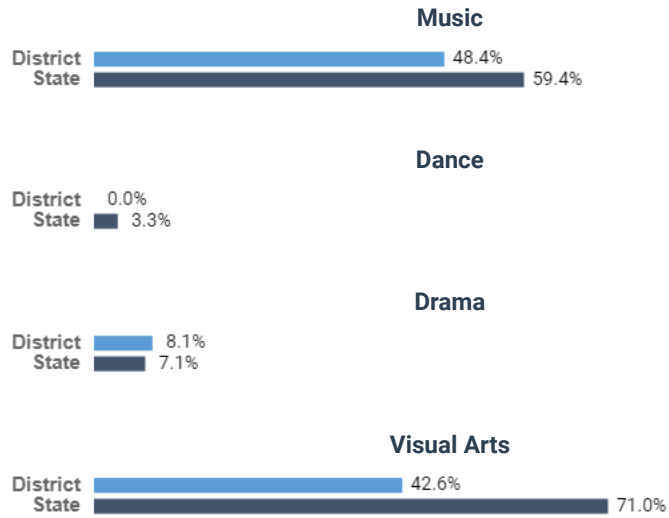**†** This indicates a table specific note,see note below table

College and Career Readiness

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.
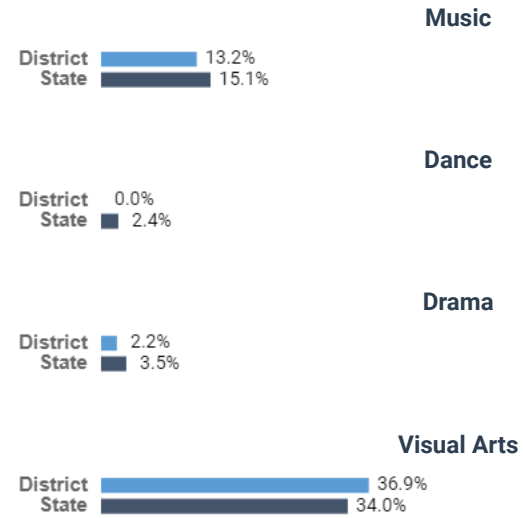
Mathematics - Course Participation

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	Grade Level and Other Math
6	0	0	0	0	0	0	259
7	0	0	0	0	0	0	257
8	46	0	0	0	0	0	248
9	230	52	0	0	0	0	12
10	13	209	66	7	0	0	1
11	7	12	177	39	3	7	4
12	2	4	19	12	14	15	48
Total	298	277	262	58	17	22	829
Enrolled in AP/IB Course					10	12	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	26	0	272	1	0	3
10	191	13	54	25	2	1
11	32	66	23	99	23	12
12	46	26	14	29	30	42
Total	295	105	363	154	55	58
Enrolled in AP/IB Course	0	0		27	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

College and Career Readiness

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.

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	263	10	0	0	1	3
10	21	238	0	7	4	24
11	5	219	0	15	6	17
12	1	46	0	23	14	46
Total	290	513	0	45	25	90
Enrolled in AP/IB Course	0	31	0	0		23
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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	144	74	30	0	0	0	0
7	123	100	41	0	0	0	0
8	126	100	72	0	0	0	0
9	152	49	16	0	0	0	0
10	125	41	29	0	0	0	0
11	89	26	6	0	0	0	0
12	37	17	6	0	0	0	7
Total	796	407	200	0	0	0	7
Enrolled in AP/IB Course	7	6	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	72	41	0	0	0	0	0

College and Career Readiness

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.

Computer Science – 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	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
6	2	0	0	74	0	0	0
7	77	0	0	73	0	0	0
8	N	N	N	N	N	N	N
9	11	0	0	0	0	0	0
10	20	0	0	0	0	0	0
11	13	0	0	0	0	0	0
12	22	0	0	0	0	0	0
Total	145	0	0	147	0	0	0
Enrolled in AP/IB Course	4	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

College and Career Readiness

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.

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
Spanish	*
Total	*

College and Career Readiness

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.

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 second set of charts 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

District | State

District: 79.8%
State: 88.8%
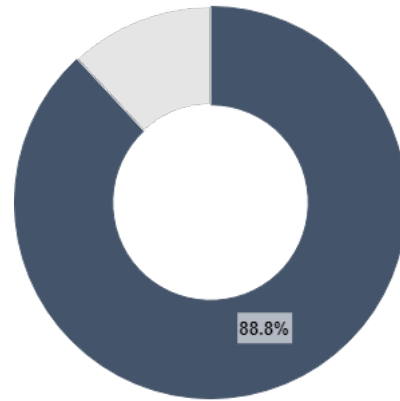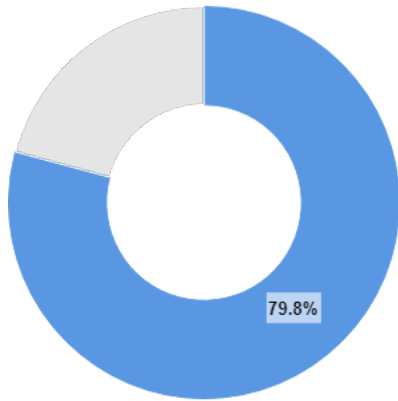
Grades 9-12: Students enrolled in one or more **visual and performing arts** classes

District | State

District: 48.7%
State: 49.8%

College and Career Readiness

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.

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 second set of charts show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Students enrolled in one or more classes by discipline:

Music

District 48.4%
State 59.4%

Dance

District 0.0%
State 3.3%

Drama

District 8.1%
State 7.1%

Visual Arts

District 42.6%
State 71.0%

Students enrolled in one or more classes by discipline:

Music

District 13.2%
State 15.1%

Dance

District 0.0%
State 2.4%

Drama

District 2.2%
State 3.5%

Visual Arts

District 36.9%
State 34.0%

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2021-22 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students who did not meet some or all graduation requirements because of modifications or exemptions in their Individualized Education Programs (IEPs) may not be counted as graduates in the calculations of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this is only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

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

For the "federal version" of the 2022 graduation rates, students with disabilities who did not meet either the state course requirements, local attendance requirements, and/or state graduation assessment requirements for graduation because of a modification or exemption in their IEP were not included in the graduates count (the numerator), but they will remain in the adjusted cohort (the denominator). Because graduation assessment requirements were waived for 2021 graduates, the "federal version" of the 2021 graduation rate only excludes students with disabilities who did not meet either the state course requirements and/or local attendance requirements.

In this section of the reports, the Graduation Rate Trends and Progress charts and Graduation Cohort Profiles (4-Year, 5-Year, and 6-Year), as well as the graduation rates reported in the Summary Reports, reflect the "state version" of the graduation rate. The Federal Graduation Rates and Accountability Graduation Rates tables reflect the "federal version" of the graduation rate. More information and links to graduation resources 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. These charts and tables are based on the state graduation rate, which reflects all students who receive a state-endorsed diploma.

4-Year Graduation Rate Trends
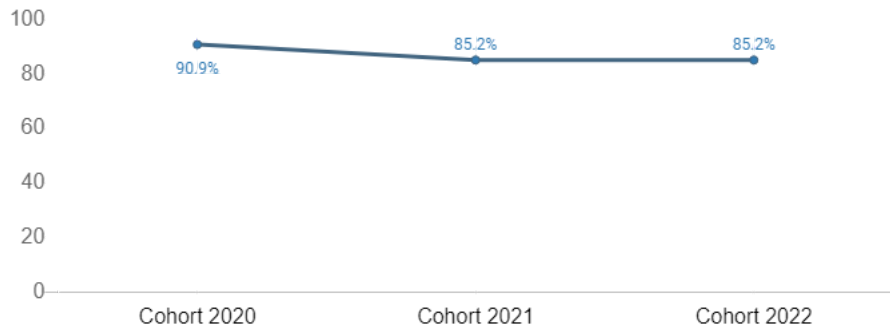
5-Year Graduation Rate Trends
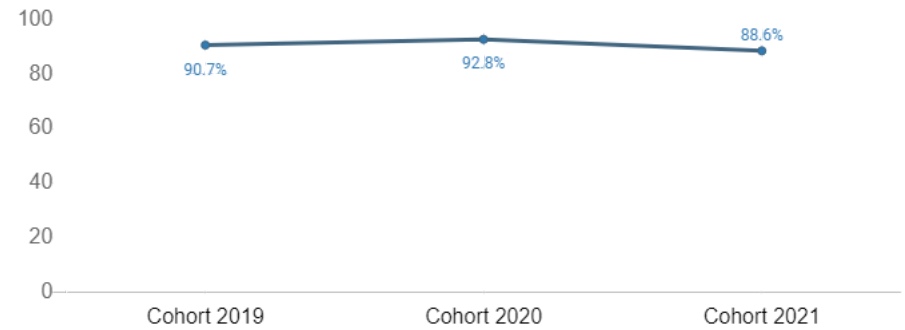
Performance Measure	Cohort 2020 4-Year Rate	Cohort 2021 4-Year Rate	Cohort 2022 4-Year Rate	Cohort 2019 5-Year Rate	Cohort 2020 5-Year Rate	Cohort 2021 5-Year Rate
Graduation Rate	90.9%	85.2%	85.2%	90.7%	92.8%	88.6%
Statewide Graduation Rate	91.0%	90.6%	90.9%	92.2%	92.6%	92.5%

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2021-22 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students who did not meet some or all graduation requirements because of modifications or exemptions in their Individualized Education Programs (IEPs) may not be counted as graduates in the calculations of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this is only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

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

For the "federal version" of the 2022 graduation rates, students with disabilities who did not meet either the state course requirements, local attendance requirements, and/or state graduation assessment requirements for graduation because of a modification or exemption in their IEP were not included in the graduates count (the numerator), but they will remain in the adjusted cohort (the denominator). Because graduation assessment requirements were waived for 2021 graduates, the "federal version" of the 2021 graduation rate only excludes students with disabilities who did not meet either the state course requirements and/or local attendance requirements.

In this section of the reports, the Graduation Rate Trends and Progress charts and Graduation Cohort Profiles (4-Year, 5-Year, and 6-Year), as well as the graduation rates reported in the Summary Reports, reflect the "state version" of the graduation rate. The Federal Graduation Rates and Accountability Graduation Rates tables reflect the "federal version" of the graduation rate. More information and links to graduation resources can be found on the NJDOE Graduation Rate page.

Cohort 2022 4-Year Graduation Cohort Profile

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

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	85.2%	9.5%	5.3%	90.9%	4.1%	5.0%
White	85.9%	9.4%	4.7%	95.0%	2.6%	2.4%
Hispanic	86.4%	8.5%	5.1%	84.9%	5.9%	9.2%
Black or African American	86.3%	7.3%	6.5%	85.8%	6.8%	7.4%
Asian, Native Hawaiian, or Pacific Islander	72.7%	27.3%	0.0%	97.1%	2.0%	0.9%
American Indian or Alaska Native	N	N	N	92.0%	2.4%	5.6%
Two or More Races	*	*	*	90.6%	4.1%	5.2%
Female	85.0%	11.0%	3.9%	93.3%	2.9%	3.8%
Male	85.4%	8.0%	6.6%	88.6%	5.3%	6.1%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	80.1%	13.0%	6.8%	85.4%	6.0%	8.6%
Students with Disabilities	77.1%	17.1%	5.7%	80.5%	12.8%	6.7%
English Learners	57.1%	28.6%	14.3%	71.9%	8.9%	19.1%
Homeless Students	*	*	*	70.4%	10.3%	19.3%
Students in Foster Care	*	*	*	57.7%	15.8%	26.5%
Military-Connected Students	*	*	*	91.0%	4.8%	4.2%
Migrant Students	N	N	N	65.4%	9.0%	25.6%

Ewing Township School District

(21-1430)

2021-2022

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

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2021-22 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students who did not meet some or all graduation requirements because of modifications or exemptions in their Individualized Education Programs (IEPs) may not be counted as graduates in the calculations of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this is only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

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

For the "federal version" of the 2022 graduation rates, students with disabilities who did not meet either the state course requirements, local attendance requirements, and/or state graduation assessment requirements for graduation because of a modification or exemption in their IEP were not included in the graduates count (the numerator), but they will remain in the adjusted cohort (the denominator). Because graduation assessment requirements were waived for 2021 graduates, the "federal version" of the 2021 graduation rate only excludes students with disabilities who did not meet either the state course requirements and/or local attendance requirements.

In this section of the reports, the Graduation Rate Trends and Progress charts and Graduation Cohort Profiles (4-Year, 5-Year, and 6-Year), as well as the graduation rates reported in the Summary Reports, reflect the "state version" of the graduation rate. The Federal Graduation Rates and Accountability Graduation Rates tables reflect the "federal version" of the graduation rate. More information and links to graduation resources can be found on the NJDOE Graduation Rate page.

Cohort 2021 5-Year Graduation Cohort Profile

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

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	88.6%	2.8%	8.6%	92.5%	1.8%	5.7%
White	95.1%	1.2%	3.7%	95.9%	1.6%	2.6%
Hispanic	78.8%	4.5%	16.7%	87.5%	2.0%	10.6%
Black or African American	89.5%	2.6%	7.8%	87.7%	2.6%	9.7%
Asian, Native Hawaiian, or Pacific Islander	100.0%	0.0%	0.0%	97.6%	1.3%	1.1%
American Indian or Alaska Native	N	N	N	94.5%	0.8%	4.7%
Two or More Races	*	*	*	93.0%	1.0%	6.0%
Female	90.4%	1.9%	7.6%	94.4%	1.2%	4.4%
Male	86.8%	3.6%	9.6%	90.6%	2.4%	7.0%
Non-Binary/Undesignated Gender	N	N	N	N	N	N
Economically Disadvantaged Students	84.1%	4.9%	11.0%	87.6%	2.1%	10.3%
Students with Disabilities	86.4%	8.6%	4.9%	83.5%	8.5%	8.0%
English Learners	60.0%	0.0%	40.0%	78.3%	1.6%	20.1%
Homeless Students	*	*	*	76.3%	3.6%	20.1%
Students in Foster Care	*	*	*	59.4%	7.7%	32.9%
Military-Connected Students	*	*	*	91.5%	1.9%	6.6%
Migrant Students	N	N	N	71.6%	1.1%	27.3%

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2021-22 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students who did not meet some or all graduation requirements because of modifications or exemptions in their Individualized Education Programs (IEPs) may not be counted as graduates in the calculations of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this is only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

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

For the "federal version" of the 2022 graduation rates, students with disabilities who did not meet either the state course requirements, local attendance requirements, and/or state graduation assessment requirements for graduation because of a modification or exemption in their IEP were not included in the graduates count (the numerator), but they will remain in the adjusted cohort (the denominator). Because graduation assessment requirements were waived for 2021 graduates, the "federal version" of the 2021 graduation rate only excludes students with disabilities who did not meet either the state course requirements and/or local attendance requirements.

In this section of the reports, the Graduation Rate Trends and Progress charts and Graduation Cohort Profiles (4-Year, 5-Year, and 6-Year), as well as the graduation rates reported in the Summary Reports, reflect the "state version" of the graduation rate. The Federal Graduation Rates and Accountability Graduation Rates tables reflect the "federal version" of the graduation rate. More information and links to graduation resources can be found on the NJDOE Graduation Rate page.

Cohort 2020 6-Year Graduation Cohort Profile

This table shows the percentage of students in the 2020 cohort who graduated, who are still enrolled ("Continuing Students"), or who dropped out of school or are no longer enrolled ("Non-Continuing Students") within six years of entering high school, both overall and by student group. This table is based on the state version of the graduation rate, which reflects all students who received a state-endorsed diploma.

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	93.1%	1.4%	5.4%	93.1%	1.2%	5.8%
White	98.5%	0.0%	1.5%	96.3%	1.2%	2.6%
Hispanic	90.2%	2.0%	7.8%	88.0%	1.0%	11.0%
Black or African American	91.4%	1.4%	7.1%	89.0%	1.6%	9.4%
Asian, Native Hawaiian, or Pacific Islander	92.3%	7.7%	0.0%	97.8%	0.9%	1.3%
American Indian or Alaska Native	N	N	N	91.2%	1.8%	7.1%
Two or More Races	*	*	*	93.9%	0.7%	5.4%
Female	93.7%	0.7%	5.6%	94.7%	0.8%	4.5%
Male	92.6%	2.2%	5.2%	91.5%	1.5%	7.0%
Non-Binary/Undesignated Gender	N	N	N	N	N	N
Economically Disadvantaged Students	93.0%	1.4%	5.6%	88.4%	1.2%	10.4%
Students with Disabilities	79.7%	5.8%	14.5%	85.4%	6.2%	8.4%
English Learners	81.8%	0.0%	18.2%	79.3%	0.6%	20.1%
Homeless Students	69.2%	0.0%	30.8%	80.1%	2.2%	17.8%
Students in Foster Care	*	*	*	62.4%	3.4%	34.3%
Military-Connected Students	*	*	*	93.3%	1.5%	5.1%
Migrant Students	N	N	N	63.4%	0.0%	36.6%

Ewing Township School District

(21-1430)

2021-2022

Report Key:

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Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2021-22 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students who did not meet some or all graduation requirements because of modifications or exemptions in their Individualized Education Programs (IEPs) may not be counted as graduates in the calculations of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this is only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

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

For the "federal version" of the 2022 graduation rates, students with disabilities who did not meet either the state course requirements, local attendance requirements, and/or state graduation assessment requirements for graduation because of a modification or exemption in their IEP were not included in the graduates count (the numerator), but they will remain in the adjusted cohort (the denominator). Because graduation assessment requirements were waived for 2021 graduates, the "federal version" of the 2021 graduation rate only excludes students with disabilities who did not meet either the state course requirements and/or local attendance requirements.

In this section of the reports, the Graduation Rate Trends and Progress charts and Graduation Cohort Profiles (4-Year, 5-Year, and 6-Year), as well as the graduation rates reported in the Summary Reports, reflect the "state version" of the graduation rate. The Federal Graduation Rates and Accountability Graduation Rates tables reflect the "federal version" of the graduation rate. More information and links to graduation resources can be found on the NJDOE Graduation Rate page.

Federal Graduation Rates

This table shows the federal version of the 2022 4-year and 2021 5-year graduation rates. For 2022, students with disabilities who did not meet either the state course requirements, local attendance requirements, and/or state graduation assessment requirements for graduation because of a modification or exemption in their IEP were not included in the graduates count (the numerator) but were included in the adjusted cohort (the denominator). For accountability purposes, graduation data from the prior school year is used, so these graduation rates will be used when the NJDOE runs the accountability system for the 2022-23 school year (along with 2022-23 assessment, growth, and chronic absenteeism data) and will be included in the accountability profiles in fall 2023.

Student Group	2022 4-Year Federal Graduation Rate	2021 5-Year Federal Graduation Rate	State: 2022 4-Year Federal Graduation Rate	State: 2021 5-Year Federal Graduation Rate
Districtwide	70.1%	84.9%	85.2%	89.9%
White	79.7%	93.9%	89.1%	93.6%
Hispanic	67.8%	75.8%	79.3%	84.6%
Black or African American	66.9%	85.0%	77.8%	83.8%
Asian, Native Hawaiian, or Pacific Islander	72.7%	86.7%	95.9%	97.0%
American Indian or Alaska Native	N	N	84.8%	91.3%
Two or More Races	*	*	84.3%	89.7%
Female	73.2%	88.5%	89.2%	92.6%
Male	67.2%	81.4%	81.5%	87.3%
Non-Binary/Undesignated Gender	N	N	*	N
Economically Disadvantaged Students	63.7%	78.6%	78.7%	84.3%
Students with Disabilities	20.0%	71.6%	48.5%	69.0%
English Learners	50.0%	60.0%	70.3%	77.1%
Homeless Students	*	*	60.0%	70.4%
Students in Foster Care	*	*	43.8%	52.6%
Military-Connected Students	*	*	86.8%	89.9%
Migrant Students	N	N	62.8%	71.6%

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2021-22 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students who did not meet some or all graduation requirements because of modifications or exemptions in their Individualized Education Programs (IEPs) may not be counted as graduates in the calculations of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this is only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

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

For the "federal version" of the 2022 graduation rates, students with disabilities who did not meet either the state course requirements, local attendance requirements, and/or state graduation assessment requirements for graduation because of a modification or exemption in their IEP were not included in the graduates count (the numerator), but they will remain in the adjusted cohort (the denominator). Because graduation assessment requirements were waived for 2021 graduates, the "federal version" of the 2021 graduation rate only excludes students with disabilities who did not meet either the state course requirements and/or local attendance requirements.

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Accountability Graduation Rates

This table shows Cohort 2021 4-year and Cohort 2020 5-year graduation rates both overall and by student group. For accountability and annual targets, graduation data from the prior year is used. These graduation rates are the "federal version" of the graduation rate for 2021, which means that students with disabilities who did not meet either the state course requirements and/or local attendance requirements are not included as graduates (the numerator), but they are included in the adjusted cohort (the denominator).

Student Group	Cohort 2021: 4-Year Graduation Rate	Cohort 2021: Annual Target	Cohort 2021: Met Target	Cohort 2020: 5-Year Graduation Rate	Cohort 2020: Annual Target	Cohort 2020: Met Target
Districtwide	82.1%	88.6%	Not Met	92.8%	94.5%	Not Met
White	93.9%	91.6%	Met Target	97.1%	94.2%	Met Goal
Hispanic	75.8%	88.3%	Not Met	90.2%	91.9%	Not Met
Black or African American	79.1%	87.1%	Not Met	91.4%	94.6%	Not Met
Asian, Native Hawaiian, or Pacific Islander	86.7%	**	**	92.3%	**	**
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	*	**	**	*	**	**
Economically Disadvantaged Students	76.1%	83.1%	Not Met	93.0%	93.0%	Met Target
Students with Disabilities	68.8%	68.8%	Met Target	78.3%	90.0%	Not Met
English Learners	57.1%	**	**	81.8%	**	**

Graduation/ Postsecondary

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For the "federal version" of the 2022 graduation rates, students with disabilities who did not meet either the state course requirements, local attendance requirements, and/or state graduation assessment requirements for graduation because of a modification or exemption in their IEP were not included in the graduates count (the numerator), but they will remain in the adjusted cohort (the denominator). Because graduation assessment requirements were waived for 2021 graduates, the "federal version" of the 2021 graduation rate only excludes students with disabilities who did not meet either the state course requirements and/or local attendance requirements.

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Graduation Pathways

This table shows the percentage of Cohort 2022 graduates who met the high school graduation assessment requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Important Note for 2021-22 Reports: Administrations of both state and national assessments were cancelled over the last two years, so caution should be used when comparing pathways for 2022 graduates with prior years.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	43.6%	32.9%
Substitute Competency Test	32.9%	34.2%
Portfolio Appeals Process	8.4%	17.8%
Alternate Requirements specified in IEP	15.1%	15.1%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	District Rate	State Rate
2021-2022	0.8%	1.2%
2020-2021	1.5%	1.1%
2019-2020	0.3%	1.0%

Graduation/ Postsecondary

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.

Important Note for 2021-22: As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

Postsecondary Enrollment Rate Trends

The graph and table below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating for from high school for the last three years.

Postsecondary Enrollment 16 months after Graduation
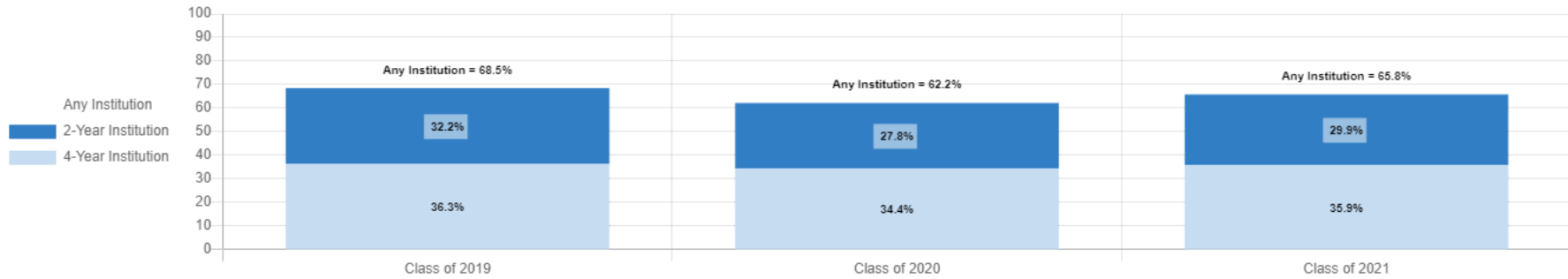
Performance Measure	Class of 2019	Class of 2020	Class of 2021
% Enrolled in 2-Year Institution	32.2%	27.8%	29.9%
% Enrolled in 4-Year Institution	36.3%	34.4%	35.9%
% Enrolled in Any Postsecondary Institution	68.5%	62.2%	65.8%

Graduation/ Postsecondary

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.

Important Note for 2021-22: As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2022 high school graduates enrolled in postsecondary institutions by the fall of 2022. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% of Enrolled in 2-Year Institution	% of Enrolled in 4-Year Institution
Statewide	68.5%	25.1%	74.9%
Districtwide	58.5%	38.0%	62.0%
White	61.0%	36.1%	63.9%
Hispanic	48.1%	65.4%	34.6%
Black or African American	61.1%	28.8%	71.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Female	71.2%	36.7%	63.3%
Male	47.5%	39.7%	60.3%
Non-binary/undesignated gender	*	*	*
Economically Disadvantaged Students	45.9%	41.2%	58.8%
Students with Disabilities	51.0%	57.7%	42.3%
English Learners	*	*	*
Homeless students	*	*	*
Students in foster care	*	*	*
Military-connected students	*	*	*
Migrant students	*	*	*

Graduation/ Postsecondary

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.

Important Note for 2021-22: As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2021 high school graduates enrolled in postsecondary institutions by the fall of 2022. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% of Enrolled in 2-Year Institution	% of Enrolled in 4-Year Institution	% of Enrolled in Public Institution	% of Enrolled in Private Institution	% of Enrolled in In-State Institution	% of Enrolled in Out-of-State Institution
Statewide	73.3%	27.9%	72.0%	72.3%	27.7%	61.8%	38.2%
Districtwide	65.8%	45.5%	54.5%	80.7%	19.3%	75.9%	24.1%
White	72.2%	40.4%	59.6%	84.2%	15.8%	75.4%	24.6%
Hispanic	66.0%	71.4%	28.6%	85.7%	14.3%	88.6%	11.4%
Black or African American	61.5%	40.0%	60.0%	75.0%	25.0%	70.0%	30.0%
Asian, Native Hawaiian, or Pacific Islander	81.3%	30.8%	69.2%	84.6%	15.4%	76.9%	23.1%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Female	72.3%	40.2%	59.8%	82.4%	17.6%	72.5%	27.5%
Male	59.4%	51.8%	48.2%	78.8%	21.2%	80.0%	20.0%
Non-binary/undesignated gender	*	*	*	*	*	*	*
Economically Disadvantaged Students	67.6%	45.3%	54.7%	81.3%	18.7%	80.0%	20.0%
Students with Disabilities	36.7%	68.2%	31.8%	86.4%	13.6%	95.5%	4.5%
English Learners	*	*	*	*	*	*	*
Homeless students	*	*	*	*	*	*	*
Students in foster care	*	*	*	*	*	*	*
Military-connected students	*	*	*	*	*	*	*
Migrant students	*	*	*	*	*	*	*

Graduation/ Postsecondary

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.

Important Note for 2021-22: As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

Apprenticeship

This table shows, by year of graduation, the number of graduates who were enrolled into United States Department of Labor (USDOL) registered apprenticeship programs as of June 2022. This only includes students who enrolled in an apprenticeship program in New Jersey after high school graduation.

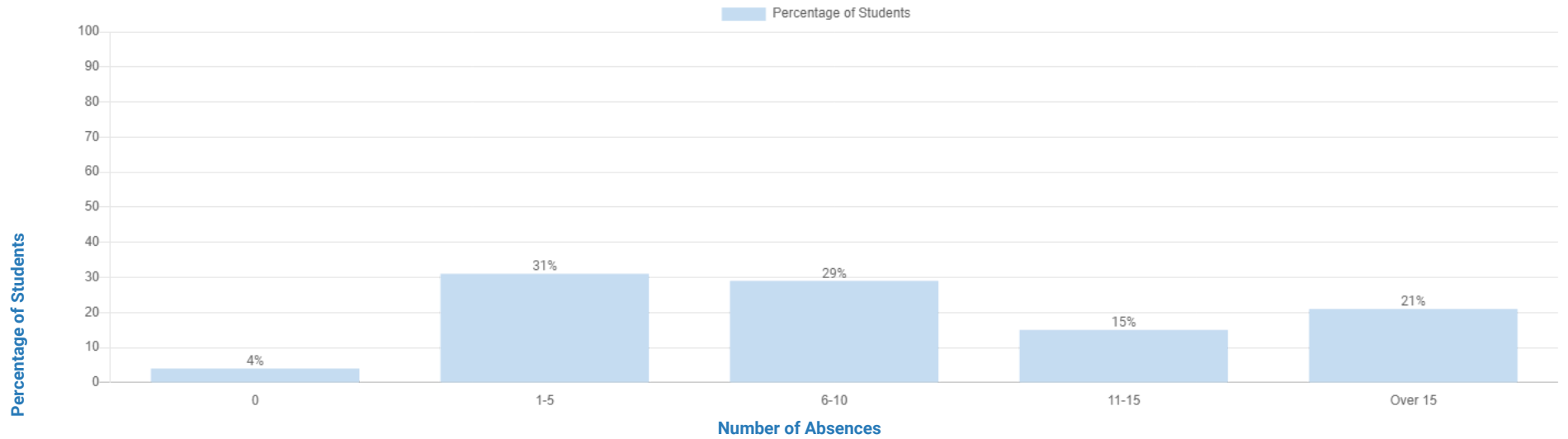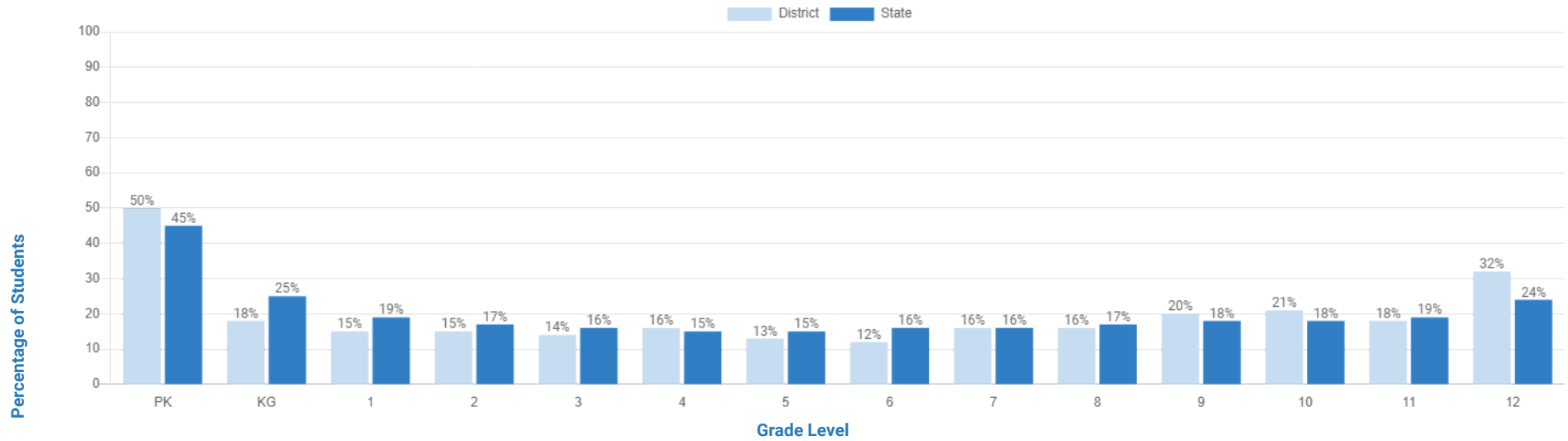| Year of Graduation	Graduates enrolled in apprenticeship programs
2021	0
2020	0
2019	0
2018	*
2017	0
2016	*
2015	*
2014	*

Climate and Environment

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.

Important Note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 chronic absenteeism rates with the rates from 2020-21 and rates prior to 2019-20 as the pandemic has impacted attendance rates over the last three years.

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	# of Students Chronically Absent	% of Students Chronically Absent	State Average	Met State Average
Districtwide	596	17.6%	18.1%	Met
White	104	13.6%	18.1%	Met
Hispanic	170	20.1%	18.1%	Not Met
Black or African American	267	17.9%	18.1%	Met
Asian, Native Hawaiian, or Pacific Islander	*	13.1%	18.1%	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	38	23.8%	18.1%	Not Met
Female	*	17.5%		
Male	*	17.7%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	275	24.2%	18.1%	Not Met
Students with Disabilities	199	25.8%	18.1%	Not Met
English Learners	51	20.9%	18.1%	Not Met
Homeless Students	13	48.1%		
Students in Foster Care	6	40.0%		
Military-Connected Students	2	5.1%		
Migrant Students	*	*		

Climate and Environment

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Important Note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 chronic absenteeism rates with the rates from 2020-21 and rates prior to 2019-20 as the pandemic has impacted attendance rates over the last three years.

Days Absent

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

Percentage of Students

Number of Absences	Percentage of Students
0	4%
1-5	31%
6-10	29%
11-15	15%
Over 15	21%

Climate and Environment

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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 with a state comparison.

Grade Level	District	State
PK	50%	45%
KG	18%	25%
1	15%	19%
2	15%	17%
3	14%	16%
4	16%	15%
5	13%	15%
6	12%	16%
7	16%	16%
8	16%	17%
9	20%	18%
10	21%	18%
11	18%	19%
12	32%	24%

Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (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.

Important note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 student safety data with the data from 2020-21 and 2019-20 as the pandemic impacted the data from those years.

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	3
Weapons	7
Vandalism	0
Substances	43
Harassment, Intimidation, Bullying (HIB)	20
Total Unique Incidents	72
Incidents Per 100 Students Enrolled	2.11

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	2
Weapons	5
Vandalism	0
Substances	18
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	12

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

Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (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.

Important note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 student safety data with the data from 2020-21 and 2019-20 as the pandemic impacted the data from those years.

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	0	3	3
Religion	0	1	1
Ancestry	0	1	1
Gender	0	4	4
Sexual Orientation	0	7	7
Disability	0	1	1
Other	0	11	11
No Identified Nature	30		30

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	253	7.4%
Out-of-School Suspensions	274	8.0%
Any Suspension	414	12.1%
Removal to other education program	22	0.6%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
1,591

Climate and Environment

Student Access to Technology and Internet

In response to the COVID-19 pandemic, the NJDOE began collecting information on student device types, device owners, and internet connectivity during the 2020-2021 school year. Additional reports about student access to technology and internet connectivity as of the end of the 2021-2022 school year can be found on the NJDOE website.

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

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:

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.

Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.

Teachers – Experience

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

Category	Teachers in District	Teachers in State
Total Number of teachers	347	118,773
Average years experience in public schools	13.1	12.5
Average years experience in district	11.3	11.3
Percentage of Teachers with 4 or more years experience in the district	77.2%	76.0%
Number of out-of-field teachers	0	2,937

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	22	9,578
Average years experience in public schools	21.6	16.5
Average years experience in district	12.8	12.6
Percentage of Administrators with 4 or more years experience in the district	77.3%	78.8%

Staff Counts

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

Staff Category	District: Total Staff Members	State: Total Staff Members
Teachers	347	118,773
Administrators	22	9,578
Librarians/Media Specialists	5	1,212
Nurses	5	2,911
School Counselors	11	4,324
Child Study Team Members	30	9,115
School Psychologists	10	2,159
School Social Workers	9	2,487
Student Assistance Coordinators	3	372
School Safety Specialists	3	694

Staff

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Student and Staff Ratios

This table shows ratios of students and staff members in the district. The ratios are based on data submitted by districts to NJ SMART and are not based on staff full-time equivalent (FTE).

Ratio	District Ratio
Students to Teachers	10:1
Students to Administrators	155:1
Teachers to Administrators	16:1
Students to Librarians/Media Specialists †	683:1
Students to Nurses †	683:1
Students to Counselors †	310:1
Students to Child Study Team Members †,††	24:1
Students to School Psychologists †	341:1
Students to School Social Workers †	379:1
Students to Student Assistance Coordinators †	1138:1
Students to School Safety Specialists †	1138:1

† In some districts, staff members in these roles who work in multiple schools may be assigned only to the district and not to individual schools. As a result, a School Ratio may show N, but there may be district assigned staff working in the school

†† Child Study Team members include school psychologists, school social workers, and learning disabilities teacher consultants also note that for the ratio compares Students with Disabilities instead of all students.

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group. 2019-20 was the first year that data was collected for non-binary/undesignated gender and, as a result, the data may not be a true representation of the student or staff population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5 and percentages for 2020-21 and 2021-22 may show a range, depending on the overall school population size.

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	48.0%	79.0%	40-60%	48.0%	77.0%	56.0%
Male	52.0%	21.0%	40-60%	52.0%	23.0%	44.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤20%	≤1%	≤1%	≤1%
White	22.5%	88.2%	81.8%	40.1%	82.6%	76.3%
Hispanic	25.2%	4.3%	0.0%	32.1%	8.1%	8.1%
Black or African American	43.4%	6.1%	13.6%	14.6%	6.5%	13.9%
Asian	4.1%	1.4%	4.5%	10.1%	2.3%	1.3%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.2%	0.1%
Two or More Races	4.7%	0.0%	0.0%	2.7%	0.2%	0.3%

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:

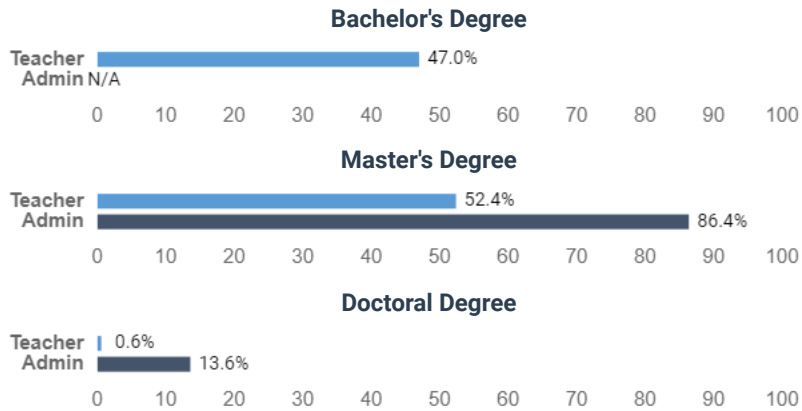**Teachers:** All classroom teachers

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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 degree 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

Teacher 47.0%

Admin N/A

Master's Degree

Teacher 52.4%

Admin 86.4%

Doctoral Degree

Teacher 0.6%

Admin 13.6%

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

This table shows the percentage of teachers and administrators assigned to this district in 2020-21 that were still assigned to this district in 2021-22. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2020-21 Teachers: Same district 2021-22	93.2%	90.7%
2020-21 Administrators: Same district 2021-22	81.0%	87.4%

Staff

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Teachers by Subject Area

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

Subject Area	Total Number of Teachers	% Female	% Male	% Non-binary or Undesignated Gender	% White	% Hispanic	% Black or African American	% Asian	% Native Hawaiian, Pacific Islander	% American Indian or Native American	% Two or More Races	% 4 or more years experience in the district	% Bachelor's Degree(Highest Degree)	% Master's Degree(Highest Degree)	% Doctoral Degree(Highest Degree)
Elementary Not Subject Specific	136	90-95%	5-10%	≤5%	92.6%	1.5%	4.4%	1.5%	0.0%	0.0%	0.0%	77.9%	48.5%	50.7%	0.7%
English/Language Arts/Literacy	27	>80%	≤20%	≤20%	85.2%	3.7%	11.1%	0.0%	0.0%	0.0%	0.0%	70.4%	48.1%	51.9%	0.0%
English Speakers or Other Languages	8	*	*	*	62.5%	12.5%	25.0%	0.0%	0.0%	0.0%	0.0%	75.0%	25.0%	62.5%	12.5%
Mathematics	35	80-90%	10-20%	≤10%	85.7%	5.7%	2.9%	5.7%	0.0%	0.0%	0.0%	88.6%	51.4%	48.6%	0.0%
Science	18	40-60%	40-60%	≤20%	88.9%	5.6%	5.6%	0.0%	0.0%	0.0%	0.0%	77.8%	50.0%	50.0%	0.0%
Social Studies/History	19	40-60%	40-60%	≤20%	89.5%	10.5%	0.0%	0.0%	0.0%	0.0%	0.0%	89.5%	68.4%	31.6%	0.0%
World Language	9	*	*	*	66.7%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	88.9%	33.3%	66.7%	0.0%
Visual and Performing Arts	23	60-80%	20-40%	≤20%	87.0%	4.3%	4.3%	4.3%	0.0%	0.0%	0.0%	65.2%	43.5%	56.5%	0.0%
Health/Physical Education	20	40-60%	40-60%	≤20%	85.0%	5.0%	10.0%	0.0%	0.0%	0.0%	0.0%	85.0%	50.0%	50.0%	0.0%
Family & Consumer Sciences	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	5	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	60.0%	60.0%	40.0%	0.0%
Computer Science/IT	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Industrial Arts	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Career and Technical Education	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
Special Education	85	80-85%	15-20%	≤5%	89.4%	3.5%	5.9%	1.2%	0.0%	0.0%	0.0%	67.1%	34.1%	65.9%	0.0%
Bilingual	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Per-Pupil Expenditures

Per-Pupil Expenditures by Source

The table below summarizes the most recently available expenses for regular and special education students taught at schools in the district. The amounts include both actual personnel and actual non-personnel expenditures and include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities. An overall cost per pupil for a given school can be calculated by adding the Central Expenditures and the Expenditures Not Assigned to a School to the School Level Expenditures reported for that school. The Average Daily Enrollment (ADE**) comes from the 2021-22 School Registry Summary (SRS).

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

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

Link to District Summary of 2021-22 School-Level Per Pupil Expenditures by Source

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

Ewing Twp	Federal	State & Local	Total	ADE**
School Level Expenditures Not Assigned to a School	$599	$16,657	$17,256	3,376.6
District Level Central Expenditures		$2,598	$2,598	3,376.6
Ewing High School	$554	$282	$836	1,033.7
Gilmore J Fisher Middle School	$553	$230	$783	798.9
Francis Lore Elementary School	$557	$195	$752	504.3
Parkway Elementary School	$552	$267	$819	362.8
William L Antheil Elementary School	$556	$127	$683	677.0
-				

Accountability

New Jersey's Every Student Succeeds Act (ESSA) Accountability System 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). Based on New Jersey's approved ESSA state plan, NJDOE will identify schools in the following four federal categories every three years:

- **Comprehensive Support and Improvement (CSI): Overall Low Performing:**
    - Schools with a summative score in the bottom 5% of Title I schools.
- **Comprehensive Support and Improvement (CSI): Low Graduation Rate:**
    - High schools with a four-year graduation rate of 67% or less
- **Additional Targeted Support and Improvement: Low Performing Student Group (ATSI):**
    - Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
- **Comprehensive Support and Improvement (CSI): Chronically Low Performing:**
    - Title I schools identified as Additional Targeted Support and Improvement; Low Performing Student Group (ATSI) that are identified for three or more consecutive years, i.e. ATSI schools that do not meet exit criteria.
    - The NJDOE has not yet identified schools in this category as no ATSI schools have been in status for three or more years.

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

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

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

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, how federal accountability status is determined, and additional data, see the NJDOE accountability page.

Important Note for 2021-2022: Due to the COVID-19 pandemic, New Jersey received waivers from the United States Department of Education (USED) in both March 2020 and March 2021 that waived accountability-related requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 and 2020-2021 school years. These waivers removed the requirements to:

- Calculate indicator scores and summative scores for the 2019-2020 and 2020-2021 school years;
- Measure progress toward long-term goals and measures of interim progress for accountability indicators for the 2019-2020 and 2020-2021 school years; and
- Identify schools for comprehensive and targeted support and improvement during the 2020-2021 and 2021-2022 school years (based on 2019-2020 and 2020-2021 data, respectively).

As a result of these waivers, any school that was identified for comprehensive or targeted support and improvement during the 2019-20 school year will retain the same status for the 2021-22 and 2022-23 school years.

The NJDOE identified schools across four categories during the 2022-23 school year (based on 2021-22 data):

- CSI: Overall Low Performing;
- CSI: Low Graduation Rate;
- ATSI; and
- TSI.

For the TSI identification that occurred during the 2022-23 school year, status in meeting annual targets for the 2018-19 and 2021-22 school years were used since data was not available for two consecutive years.

Additionally, all schools that were previously identified were eligible to exit status at the end of the 2022-23 school year if the NJDOE's Exit Criteria were met.

The NJDOE received approval to make a one-time change to the identification timeline under the COVID-19 State Plan Addendum. Under the approved Addendum, the NJDOE will identify schools for CSI and ATSI status in both fall 2022 and fall 2023. Schools identified for CSI or ATSI status in fall 2022 will be eligible to exit status in fall 2023 if all exit criteria are met. Schools identified for TSI status will be eligible to exit annually if exit criteria are met.

Accountability

Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

The table below provides the list of schools in the district that have been identified for either comprehensive or targeted support for the 2023-24 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 2023-24 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2023-24 School Year
21	Mercer	1430	Ewing Township School District	060	Gilmore J Fisher Middle School	Additional Targeted Support and Improvement	Low Performing Student Group (ATSI)	2024	English Learners;

Ewing Township School District

(21-1430)

2021-2022

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

Accountability

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: Percentage of students who met or exceeded expectations on statewide assessments (NJSLA or DLM)

ELA and Math Growth: For 2021-22 only, this data shows the Relative School Improvement Measure (RSIM), which is based on aggregate scale score improvement on the statewide assessments in ELA and mathematics (NJSLA), when comparing prior year performance to 2021-22 performance. Schools are assigned a percentile rank based on their improvement as compared to schools with similar prior year performance. This is only measured for grades 3-8. The NJDOE plans to resume measuring growth by mSGP in 2022-23.

Four- and five-year graduation rates: The adjusted cohort graduation rate

Progress toward English Language Proficiency: The percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs Assessment for English Language proficiency.

Chronic absenteeism: The percentage of students that were absent for 10% or more of the days enrolled during the school year.

Important Note for 2021-22: The NJDOE received federal waivers that waived certain assessment and accountability-related requirements for the 2019-20 and 2020-21 school years. As a result, proficiency, growth, and progress toward English language proficiency data is not available for 2019-20 or 2020-21 and chronic absenteeism data is not available for 2019-20. The growth measure used for 2021-22 is an alternate measure used because median student growth percentiles were not available for 2021-22. The NJDOE plans to resume reporting median student growth percentiles in 2022-23. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

ESSA Acountability Indicator	2019-20	2020-21	2021-22
ELA Proficiency			28.9%
Math Proficiency			20.6%
ELA Growth			12
Math Growth			13
4-Year Graduation Rate†	90.9%	85.2%	85.2%
5-Year Graduation Rate†	90.7%	92.8%	88.6%
Progress toward English Language Proficiency			31.2%
Chronic Absenteeism		10.3%	17.6%

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

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Accountability

Accountability Summary by Student Group - 2021-22 School Year

This table shows whether the district and each student group met annual ESSA accountability targets for each indicator.

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

Student Group	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	4-Year Graduation Rate	5-Year Graduation Rate	Progress toward English Language Proficiency	Chronic Absenteeism
Districtwide	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Met Target†	Met
White	Not Met	Not Met	Met Standard	Met Standard	Met Target	Met Goal		Met
Hispanic	Not Met	Not Met	Met Standard	Not Met	Not Met	Not Met		Not Met
Black or African American	Not Met	Not Met	Met Standard	Met Standard	Not Met	Not Met		Met
Asian, Native Hawaiian, or Pacific Islander	Not Met	Not Met	Not Met	Not Met	**	**		Met
American Indian or Alaska Native	**	**	**	**	**	**		**
Two or More Races	Not Met	Not Met	Met Standard	Met Standard	**	**		Not Met
Economically Disadvantaged Students	Not Met	Not Met	Met Standard	Met Standard	Not Met	Met Target		Not Met
Students with Disabilities	Not Met	Not Met	Not Met	Met Standard	Met Target	Not Met		Not Met
English Learners	Not Met	Not Met	Met Standard	Not Met	**	**	Met Target†	Not Met

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. Please note that the narrative is optional, so only categories in which the district chose to share information will be displayed. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:

- In January 2017 it was announced, for the second consecutive year, Ewing Schools Named to College Board's Honor Roll for Significant Gains in Student.
- The Ewing Schools inclusive physical education practices and unified athletic programs have become a model for school districts around the state and country.
- On October 2, 2018 voters in Ewing Township approved a $59.3 million referendum to update and improve the district's facilities to create safer, healthier and more modern schools.

Mission, Vision, Theme:

The Ewing Public Schools, an institution governed by the policies, regulations and bylaws developed by The Ewing Public Schools Board of Education and the New Jersey Department of Education, believes that all students can learn. The district's goal is to provide an educational system that dovetails academic excellence with the moral, equal, and respectful treatment of self and others in order to prepare its students to become up-standing, self-sufficient and contributing citizens. This goal will be achieved through teamwork and commitment of the district's network of educators, administrators, board of education members, support staff, parents, elected officials and the greater community. Together they form a partnership whose common vision facilitates, expects and demands ever-improving levels of achievement for Ewing's students and all stakeholders. We will accept nothing less.

Awards, Recognition, Accomplishments:

Ewing High School: College Board Honor Roll for Advanced Placement 2016 & 2017; Ewing High School Awarded Amazon Future Engineers Grant 2021-22 & 2020-21; Ewing Schools Received 10K 2019, 2021, 2022 Special Olympics Grant-Inclusive Physical Education Practices/Unified Athletic Programs. ASBO Certificate of Excellence/Business Office 2016-2021; BCJIF Safety Incentive Award 2016-2021; Ewing High School and Parkway Elementary Schools NJ Sustainable NJ Grant Awardees 2018; Antheil Elementary School NJ Sustainable NJ Grant Awardee 2017; Parkway Elementary School 2017 Awarded National Wildlife Federation and NJ Audubon Eco-Schools USA SILVER Award. Antheil and Lore Elementary Schools 2017 awarded National Wildlife Federation and NJ Audubon Eco-Schools USA BRONZE Award. Antheil Elementary School: JerseyCan Recognition for Top 10 Performance Gains; Parkway Elementary School: Character.org Promising Practice Award; Lore Elementary School: A National School of Character.

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Courses, Curriculum, Instruction:

Ewing High School offers 18 Advanced Placement Courses and 35 Honors Courses. Ewing Public Schools continue to focus on teaching and learning to enhance our students' ability to apply and transfer written communication and analysis skills across all content areas. The Ewing Schools is now a "One to One" technology school district. Students are provided their own individual technology device to support their learning. All district courses have digital or e-book resources available to support both blended and fully virtual instructional settings. The district transitioned our instructional approach from covering a set number of lessons to establishing a set of skills or concepts that students will gain from participating in each course of study. The district adjusted how we think about instruction by implementing in a blended learning approach.

Before and After School Programs:

The Ewing Public Schools Extended Day Program (EDP) is able for students in grades K-5 and facilitated by the Boys and Girls Club of Mercer County. It is designed to complement the curriculum and activities of the regular school day. We provide our students with a "home away from home" environment with an emphasis on the needs of each child. This is a safe and caring environment that offers structured activities, which are designed to promote the individual child's physical, intellectual, emotional, social well-being and growth. The afternoon EDP program is run by the Boys and Girls Club of Mercer County.

Staff and Professional Learning:

Ewing Public Schools individually and district as a whole, develop professional learning plans for Preschool-12 teaching staff. The district moved to providing instruction in a blended learning environment, teachers participated in over 75 district mini professional learning sessions with 34 different educational technology features and/or strategies to promote integrating technology as an engaging tool. District counselors participated in over a 100 hours of training focusing on trauma-informed practices, grief counseling, developing resiliency in teens during challenging times, virtual counseling services, proactive counseling strategies to address issues of diversity and equity, impacts of COVID-19 on vulnerable populations at risk for suicide, Cognitive Behavior Therapy (CBT) and other topics relevant to supporting students. Professional development training will look different in the future to include, virtual webinars, pre-recorded trainings and live virtual/online lessons.

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Student Health and Wellness:

The District has a school counseling staff that includes three elementary counselors, three middle school and five high school counselors. Two counselors serve as Student Assistance Counselors. The high school also hosts the ASYSST program, a school-based program through Mercer Council Drug and Alcohol Alliance, that provides clinical services and additional student wellness and support programming. The district focus on "Supporting our Students During the Public Health Crisis" supports students during the public health crisis by implementing social and emotional learning and mental health supports for the school community. School Counselors provide services and programming to students in both the virtual and hybrid settings in a safe and cohesive way. Schools send monthly/quarterly newsletters with SEL activities and parent education articles. Counseling departments send announcements of opportunities for social emotional learning and college/career exploration and preparation.

Facilities:

Voters in Ewing Township approved a 59.3 million bond referendum in October 2018 to improve the district's facilities to ensure Ewing Public Schools are well positioned for the future. The projects included in the referendum enhance school safety and security, provide healthier and more sustainable schools and improve instructional space and enhance student facilities.

School Safety:

The District has placed a priority on establishing a learning environment that is safe, secure, positive and harmonious. Supervisor David Hauserman along with School Security Coordinator Matthew Knight, and George Cahill, Attendance and Safety Specialist, have completed training by the DOE, Homeland Security and FEMA to become certified School Safety Specialists. The position of School Security Coordinator was first implemented by the Board in 2013. Seven of these adaptive experts on school security protocol and crisis management are based in each of the district school campuses. The Ewing Schools and Ewing Township Police share a close relationship which includes cameras/surveillance systems.

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Technology and STEM:

The Ewing Schools is now a "One to One" school district. Students are provided their own individual technology device to support their learning. All students grades K-12 have access to Google Classroom. Now that we are delivering blended instruction we have expanded the Google extensions available to support instruction including: Desmos, Jamboard (Nearpod, MackinVia and Gizmos). Canvas was adopted as the district's Learning Management System for instruction. Links on the website engage students in fun learning experiences as well as resources to support instruction. The district launched a Parent Technology Resources Website which was developed by a volunteer group of elementary school teachers. Videos and PDF resources provide parents and families the information needed to assist our students with their technology devices.

Early Childhood Education:

The District offers an acclaimed Integrated Preschool Program with a fully certified staff. Preschoolers who have disabilities and are entitled to specially designed instruction and related services will continue to receive programming according to their Individualized Education Program. The Ewing School District Integrated Preschool Program at Antheil, Lore, and Parkway Elementary Schools serve both typically developing and special needs children, three to five years of age. Our special needs children are placed in the program through eligibility criteria outlined in the NJ Administrative Code. The program will immerse children in a variety of language related activities, art and music activities, pre-readiness activities and hands-on activities that promote academic and emotional growth.

Ewing Township School District
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Other Information:

Philosophy and Belief Statements: The Ewing Public Schools are dedicated to meeting the educational needs of its students. We will identify and address the needs of students and provide them the opportunity to reach their maximum potential. Therefore, we believe the following: 1. All students will be appropriately challenged to achieve a strong academic foundation. 2. All students will be educated in an environment that encourages them to be curious, creative life-long lovers of learning. 3. All students will be provided with opportunities to achieve academic success, exhibit self-reliance, and develop responsibility which will enable them to make positive contributions to society. 4. All students will benefit from a partnership of the school, home, community and students in the learning process. 5. All students, their families and teachers must assume an appropriate level of responsibility for themselves and their actions. 6. All students will have the right to a safe and secure educational environment.