NEW JERSEY School Performance Reports

New Jersey School Performance Reports: 2024-25 Reference Guide

The School Performance Reports Reference Guide provides detailed information about all the data included in the School Performance Reports. Details about the source of data in each table and how data was calculated can be found in each section of this document.

Contents

Introduction 2
Key Terms and Acronyms 2
Questions to Consider While Reviewing the Reports 3
About the Data 4
Summary Dashboard 5
Enrollment and Demographics 7
Student Growth 10
Academic Achievement 12
College and Career Readiness 21
Graduation and Postsecondary 34
Climate and Environment 41
Staff 48
Per-Pupil Expenditures 53
Accountability 54
Narrative 63
School Performance Reports Additional Resources 64

Introduction

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

Use these reports to:

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

Key Terms and Acronyms

Below are some defined common terms and acronyms that appear throughout the School Performance Reports Reference Guide and the School Performance Reports themselves.

- **ACCESS for ELLs:** assessment used to measure multilingual learners' (MLs) proficiency in the English language. Students are assessed in four domains: Speaking, Listening, Reading, and Writing.
- **Accountable School:** The school to which responsibility is assigned when reporting on accountability indicators, such as academic achievement, student growth, or graduation rate. In about 95% of all cases, the school a student attends and the student's accountable school are the same. However, there are instances where the accountable school may not be the attending school. For example, a student attending an approved private school for students with disabilities would be assigned to the public school they would otherwise attend. If a student cannot be assigned to an accountable school for any reason, the student will be assigned to a district and included in a district report but not in an individual school report.
- **Accountability Indicator:** Values that are used to measure student performance for the purpose of identifying what schools require the greatest levels of support. New Jersey uses academic proficiency, graduation rates, academic growth, progress toward English language proficiency, and chronic absenteeism as indicators for its Every Student Succeeds Act (ESSA) accountability system.
- **Career and Technical Education (CTE):** Programs that provide students with opportunities to learn academic, technical, and professional skills that are vitalfor today's learners.
- **Dynamic Learning Maps (DLM):** The alternate assessment for students with the most significant intellectual disabilities in English Language Arts, Mathematics, and Science.
- **English Language Arts (ELA):** Assessments in ELA focus on reading and comprehending a range of sufficiency complex texts independently and writing effectively when analyzing text.
- **Enrollment:** The number of students that attend a school as reported by the school district at the end of the school year.
- **Every Student Succeeds Act (ESSA):** A federal law that was passed in December 2015 and replaced the No Child Left Behind Act (NCLB) of 2002. The purpose of thislaw is to ensure that all students have equitable access to high-quality educational resources and opportunities, and to close educational achievement gaps.

- **Local Education Agencies (LEAs):** This refers to a public school district or a charter school.
- **New Jersey Student Learning Assessment (NJSLA):** New Jersey transitioned to the NJSLA as the statewide assessment in English Language Arts (ELA) and mathematics beginning with the Spring 2019 administration. The NJSLA measures progress toward mastery of the skills and content defined in the rigorous New Jersey Student Learning Standards and provides educators with meaningful information about students' progress toward meeting the standards. Visit the NJDOE Assessment page for more information about the NJSLA.
- **New Jersey Standards Measurement and Resource for Teaching (NJ SMART):** A secure data transfer and reporting site that districts use to submit data and information to the NJDOE. NJSMART was used by the NJDOE from 2011 through August 2025.
- **New Jersey Statewide Longitudinal Education Data System (NJSLEDS):** The NJDOE's new longitudinal data system that opened in September 2025 and is used by districts to submit data and information to the NJDOE.
- **United States Department of Education (USED):** A cabinet-level department of the United States government that is responsible for overseeing the implementation of ESSA.

Questions to Consider While Reviewing the Reports

The NJDOE recognizes that stakeholders in a school and district community are best positioned to identify the unique needs of students. To prioritize the needs of each community's unique student populations most effectively, education stakeholders should be engaged in all steps of the annual planning process for analyzing the data in the reports, assessing needs and identifying root causes, and writing and implementing local plans of support and improvement. The NJDOE has developed a guide for district and school leaders to engage local education stakeholders to address the needs of students in an ongoing and meaningful way, which is available on the NJDOE ESSA Resources page.

The NJDOE encourages families, educators and broader community members to use the School Performance Reports to help start conversations by asking questions about student performance.

Here are some questions that stakeholders may want to consider as they review the School Performance Reports:

District and School Leaders

- How has the student population changed over the last five years and have programs, policies, and instruction changed along with demographic shifts?
- How are we addressing critical educational and mental health challenges?
- Are students safe in my schools and on their way to school?
- How do per-pupil expenditures in my school compare to other schools in the district? What may be causing the differences?
- Does the ethno-racial diversity of the educators in my school or district reflect the diversity of the state? Are there strategies for recruitment, retention, and professional learning that could be implemented to ensure that all students have access to diverse and culturally responsive educators?

Teachers and Educators

- Is each student mastering content standards at the rate necessary to prepare that student for success?
- In what ways am I challenging students who are clearly being successful in my school?
- In what ways can I support my colleagues in their students' learning?
- Is each student group making adequate progress from last year?

Parents and Community Members

- What is the graduation rate for the high school my child will attend?
- Do students in this school go on to college after high school, enroll in apprenticeship programs, or earn industry-valued credentials while in high school?
- Does my child's school offer academic coursework such as special education, visual and performing arts, Advanced Placement (AP), International Baccalaureate (IB), dual enrollment, or career and technical education (CTE) and differentiated learning opportunities to meet his or her individual needs?
- Do all student groups have equitable access to challenging and supportive educational experiences?
- How is our district identifying students who may need additional support and what supports are being provided?
- What percentage of students took the SAT, ACT, or PSAT in my school last year? Have these percentages changed over the last few years?
- How do per-pupil expenditures in my school compare to other schools in the district?
- What information did the district or school share in the Narrative section of the report? Is there additional information that I want to know that is not included there?

More ideas and suggestions of how to start conversations with reports are available in our one-page guides for school board members, administrators, educators, elementary school families, and middle and high school families, which are available on the School Performance Reports Resources webpage.

About the Data

Data Sources

Most of the data reported in the School Performance Reports is based on data submitted by local education agencies (LEAs) through NJ SMART (through August 2025) and NJSLEDS (starting September 2026). For the 2024-25 reports, most of the data was collected through NJ SMART since it reflects the 2024-25 school year. However, some data, such as the Narratives were collected in the NJSLEDS system in fall 2025. For assessments and exams scored through outside vendors, such as statewide assessments or SAT exams, student performance data is provided by the outside vendor. For more details about the source of data in the reports, see the Data Sources document on our Resources webpage.

Data Privacy

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

- An asterisk (*) indicates that data could not be shown to protect student privacy. This often means that data was available for fewer than 10 students, but it could also mean that data for a student group was required to be hidden to ensure data could not be determined for other smaller student groups.
- <10% or >90% may be shown in some performance tables where the percentage of students performing at a performance level was less than 10% or greater than 90%. Data is now shown in these cases to avoid reporting that 0% or 100% of students fell into a certain category, which would provide information about all students in a group.

For more general information about data privacy rules used in the School Performance Reports, see Data Privacy Rules document on the Resources webpage. For specific information about how data privacy rules were applied to each data table, see the Data Privacy notes at the end of each section of this guide.

Accountable and Attending School

In general, student information is reported based on the school a student attends. For data related to New Jersey's ESSA accountability system, such as state assessment results, student growth, chronic absenteeism, and graduation rates, data is reported based on a student's accountable school. In most cases, a student's accountable school will be the same as the school they attend. However, in some cases, another school may be accountable for a student's performance. For example, a student attending an approved private school for students with disabilities would be assigned to the public school they would otherwise attend.

High school students who share their time between a county vocational high school and their resident high school may be reported differently depending on the data element. For many data elements, these students will be reported at both schools they attend, but for some data elements, such as course enrollment, these students may only be reported at one of the schools. For example, for course enrollment, students will only be included in the reports if they take the course at the school. This means that for a shared-time student, they may be reported at their vocational school for a CTE course but reported at their resident high school for an ELA course.

Summary Dashboard

The Summary dashboard is the landing page for the reports and provides a high-level summary of the data that appears in the reports. There are two versions of the summary dashboard, one for schools serving high school grades and another for schools only serving up to grade 8. Each section of this report has a "More Info" button that will show additional information about the data and where to find more detailed data when you hover you mouse over the button.

Student Population

The top of the Summary Report in all versions shows the total enrollment and percentage of economically disadvantaged students, students with disabilities, and multilingual learners.

Teacher Population

The teacher population section shows the total number of teachers assigned to school (this is not based FTE). It also shows the average years of experience in public schools for teachers in the school and the student to teacher ratio.

Highlights from the District

The highlights from the district section will appear in the school and district reports, and these are up to three highlights submitted by the district. This information is submitted through an optional submission, so it will show "No highlights submitted" if the district did not provide any highlights to include in this report. There is no highlights section in the state report.

ESSA Accountability Status

In the school report, this will show whether a school has been identified for support and improvement for the 2026-27 school year. in the district and state reports, this will show the number of schools identified with each status category.

Performance Summary

The performance summary section of the summary report dashboard shows school, district, and state performance across key metrics. In the school and district reports, the school, district, or state performance for 2024-25 appears in the blue box, and it shows a comparison of school or district performance with state performance in the bar graphs that appear below the blue boxes.

Proficiency on Statewide Assessments

This section shows the ELA and Math federal proficiency rates, which are the percentage of students who met or exceeded expectations on the NJSLA and DLM. An adjustment has been made to the federal proficiency rate if the participation rate was below 95% to ensure that the data represents at least 95% of students.

Student Growth

This section shows the median student growth percentiles for ELA and mathematics. This data will be available for schools serving grades 4 through 8. In school and district reports, it will show a state comparison in the bars below the performance data.

Chronic Absenteeism

This section shows the percentage of K–12 students who were absent for 10% or more of the days they were enrolled during the school year.

Graduation Rates

This section shows the Cohort 2025 four-year, Cohort 2024 five-year, and Cohort 2023 six-year graduation rates, based on the state calculation (which includes all students who received state-endorsed diploma as graduates). This data will only appear in the summary report dashboard for high schools.

Advanced Coursework

This section shows the percentage of 11th and 12th graders who were enrolled in one or more AP/IB courses and one or more dual enrollment courses for the 2024-25 school year. This data will only appear in the summary report dashboard for high schools.

Seal of Biliteracy

This shows the percentage of 12th graders who earned a Seal of Biliteracy in 2025. The New Jersey State Seal of Biliteracy awarded to graduating students who have studied and attained proficiency in at least one language in addition to English by high school graduation. This data will only appear in the summary report dashboard for high schools.

Career and Technical Education

This shows the percentage of high school students enrolled in approved Career and Technical Education (CTE) programs, which includes participants, concentrators, and completers. This data will only appear in the summary report dashboard for high schools.

Key Information: Summary Report Dashboard

Table 1: Summary Report Dashboard Key Information

Information	Data Notes
What is the source of the data in this dashboard	Various data sources, see other section of this report for more details on the data in the summary report.
Which reports include this data?	All Reports
Are there updates for 2024-25?	Redesigned for 2024-25
How is data suppressed to protect privacy in this dashboard?	• Data is not shown if it represents fewer than 10 students. • Some rates may show <10% or >90%.
On which Performance Reports Database tab can I find the data from this dashboard?	There is not a specific Summary Reports dashboard, but all the data in the Summary Reports is available in other sections of the report. See the corresponding section of this guide to see where data will appear in the database.

Enrollment and Demographics

The Enrollment and Demographics section of the School Performance Reports provides information about student enrollment and demographics. This section of the report includes one dashboard with all enrollment and demographic information.

Enrollment and Demographics Dashboard

The tables/visuals in this section show student enrollment by different student characteristics, such as grade level, student group, and racial and ethnic group. The trend data in this section has been expanded from three years to five years for 2024-25.

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

For shared-time vocational students, who are students who attend their resident high school half of the day and a county vocational high school for the other half of the day, their enrollment is included in the enrollment totals for both schools with a weight of 0.5, which is called full-time equivalency. For example, if a school has 100 full-time students and 20 shared-time students, their enrollment will be reported as 110 (100 plus 20 multiplied by 0.5). The Enrollment Trends by Full and Shared Time Status table shows the number of full and shared-time students, along with the calculated full-time equivalency total.

There are buttons at the top of this dashboard (Figure 1) that allow you to switch several of the tables at once between graph view and table view.

Figure 1: Table and Graph Toggle Buttons



On the Enrollment and Demographics dashboard, the default view will show data in graphs. If you click on the table toggle button, it will change the Enrollment Trends by Grade, Enrollment Trends by Student Group, Enrollment Trends by Racial and Ethnic Group, and Enrollment Trends by Gender data into table view. Clicking the graph toggle button will switch the data back to a graph view. Since some of the visuals are wider than the screen, the table view is better for printing the dashboard.

Enrollment Totals and Total Enrollment Trends

The top of the Enrollment and Demographics dashboard shows the total 2024-25 enrollment, along with the change in the number of students and the percentage change from the 2023-24 school year. The Total Enrollment trends visuals show the total enrollment counts for 2020-21 through 2024-25.

These enrollment totals include all students in grades PK–12 based on full-time equivalency. If the calculated full-time equivalency falls between two whole numbers, the value shown will be rounded to the nearest whole number. For example, if the calculated enrollment total was 100.5, it would be rounded to 101.

A school year filter is available view selected school years.

Enrollment Trends by Grade

The Enrollment Trends by Grade graphic shows enrollment by grade level for the most recent five school years. LEAs report student grade level in the enrollment system.

In some cases, the sum of the totals across the grades shown in the report may not equal the total enrollment shown due to rounding. The grade level enrollment totals and the total enrollment values are both rounded to the nearest whole number. For example, if a school has enrollment of 100.5 for grade 9 and 100.5 for grade 10, the report will show 101 for both grade 9 and grade 10, but the total enrollment will show 201 (100.5 + 100.5).

The Enrollment Trends by Grade visual/table has an option to switch between a graphic view or a table view.

Enrollment Trends by Student Group

The Enrollment Trends by Student group graph shows the percentage of students by student group for the last five years. Each percentage is calculated by taking the total number of students identified in each student group and dividing by the total enrollment. Students may be counted in more than one student group.

This table includes the following student groups:

- **Economically Disadvantaged Students** are students who are eligible for free or reduced lunch.
- **Migrant Students** are students who are 21 years of age or younger, who are or whose parent/guardian is a migratory fisher, dairy worker, or agricultural worker, and who have moved from one school district to another in the preceding 36 months for the workers to obtain temporary or seasonal employment.
- **Military-Connected Students** are students who have a parent or guardian who is on active duty, in the National Guard, or in the Reserve components of the United States military services.
- **Multilingual Learners** are students identified by the district as needing English language proficiency services and/or a program that includes students served in a language assistance program.
    - The NJDOE uses the term **multilingual learner** (formerly English learners) in order to use to asset-based language, which recognizes the assets students and their families bring to school and academic learning and success.
- **Students Experiencing Homelessness** are students who lack a fixed, regular, and adequate nighttime residence.

- **Students in Foster Care** are students who were identified as receiving foster care based on data provided by the Department of Children and Families (DCF).
- **Students with Disabilities** are students who are classified for special education.

Enrollment Trends by Racial and Ethnic Group

The Enrollment Trends by Racial and Ethnic Group shows the percentage of students in each racial and ethnic group for the past five school years. The percentage is calculated by taking the number of students in each racial and ethnic group and dividing by the total enrollment.

Students are counted in only one racial and ethnic group. Any students who are reported as Hispanic or Latino, regardless of how other race fields are reported, is included in the Hispanic/Latino student group. If any student is reported in more than one racial group (American Indian or Alaska Native, Asian, White, Black or African American, or Native Hawaiian or Pacific Islander) will be included in the Two or More Races student group. Other students who are not reported as Hispanic/Latino will be included in the racial group in which they were reported.

Enrollment Trends by Gender

The Enrollment Trends by Gender graph shows the percentage of students by gender (Female, Male, or Non-Binary/Undesignated Gender) for the last five years. Each percentage is calculated by taking the total number of students identified in each gender group and dividing by the total enrollment.

To protect student privacy, gender percentages may show a range, depending on the overall school population size.

Enrollment Trends by Full/Half Day PK and KG

The Enrollment Trends by Full/Half Day PK and KG graph shows the number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past five school years. This count is based on the grade level reported for each student, which indicates if the student attends a half day program or a full day program.

This table will only have data for schools and districts that have pre-K and kindergarten students enrolled.

Enrollment Trends by Full and Shared Time Status

The Enrollment Trends by Full and Shared-Time Status table shows the number of full-time students and the number of shared-time students. It then shows the calculated full-time equivalent count, which is equal to the number of full-time students plus half the of the number of shared-time students.

Full-time students are students who attend a school for the full school day.

Shared-time students are high school students who attend a local district high school for half of the school day and a county vocational school for the rest of the school day.

Since shared-time students are only high school students, this table will only show data for schools with any grades 9 through 12.

Enrollment by Home Language

The Enrollment by Home Language graph shows the percentage of students by reported home language, which is a language that a student uses to communicate at home. Starting with 2024-25, LEAs may report up to five home languages for a student. All reported home languages are included in the data in this graph.

The percentage is calculated by taking the number of students reported with a given home language (across all five home language fields) and dividing it by total enrollment.

This table shows any home languages that present at least five percent of students, with any other reported home languages included in the Other Languages total.

Key Information: Enrollment and Demographic Dashboard

Table 2: Enrollment and Demographic Dashboard Key Information

Information	Data Notes
What is the source of the data in this dashboard	End-of-year enrollment data submitted by LEAs through NJ SMART SID Management.
Which reports include this data?	All Reports
Are there updates for 2024-25?	Trend data has been expanded from three to five years
How is data suppressed to protect privacy in this dashboard?	Enrollment data is not suppressed; however, ranges may be provided for the Enrollment Trends by Gender table to protect privacy of smaller student groups
On which Performance Reports Database tab can I find the data from this dashboard?	▪ EnrollmentTrendsByGrade, ▪ EnrollmentTrendsByStudentGroup, ▪ EnrollmentByRacialEthnicGroup, ▪ PreKAndK-FullDayHalfDay ▪ EnrollmentTrendsFullSharedTime ▪ EnrollmentByHomeLanguage

Student Growth

The Student Growth section of the New Jersey School Performance Reports appears only in reports for elementary and middle schools that serve any grades 4 through 8. The Student Growth section of the report has one dashboard that includes all student growth data.

Student Growth Dashboard

New Jersey's Every Student Succeeds Act (ESSA) state plan outlines that academic progress, or student growth, will be measured by a school's median student growth percentile (mSGP) on statewide English language arts (ELA) and mathematic assessments.

Each individual student receives a student growth percentile (SGP) for ELA in grades 4 through 8 and for mathematics in grades 4 through 7. An SGP measures their academic progress from one year to the next compared to other students with similar prior test scores (academic peers). Mathematics SGPs for grade 8 are not calculated because many students in grade 8 take the Algebra I end-of-course assessment instead of the grade 8 mathematics assessment.

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

- Under 35: Low Growth
- Between 35 and 64: Typical Growth
- 65 or higher: High Growth

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

Resources to help understand how student growth percentiles and median student growth percentiles are calculated are available on the School Performance Reports Resources page.

The top of the Student Growth Dashboard shows the 2024-25 mSGPs for ELA and mathematics, and indicates whether they fall into the Low, Typical, or High categories.

Student Growth Trends

The Student Growth Trends graph shows the ELA and mathematics mSGPs for the last three school years. The NJDOE did not calculate or report mSGPs for 2020-21 or 2021-22 due to the cancellation of the NJSLA assessments in 2019-20 and 2020-21. The NJDOE expects to build out the trend data in this section to five years over the next two years.

This graph has a Student Group filter so that trend data can be viewed for any student group. The Level filter also gives the option to add district or state comparison data.

Student Growth by Student Group

The Student Growth by Student Group graph shows the ELA and mathematics mSGPs by student group. This table also includes a Level filter that gives the option to add district or state comparison data.

Student Growth by Performance Level

The Student Growth by Performance Level graph shows the 2024-25 ELA and mathematics mSGPs for students based on their 2023-24 NJSLA Performance Level. This information can help identify whether students are showing different levels of growth depending on their performance level on the NJSLA.

The NJSLA performance levels are:

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

It is important to note that growth levels do not correspond directly to prior year NJSLA performance. For example, it is possible for a student who had scores in performance level 5 in 2023-24 to have a high SGP. This is because SGPs do not measure the increase in a student's assessment scores, they measure how the students performed compared to other students with similar scores in the prior years.

Student Growth by Grade

The Student Growth by Grade graph shows the mSGPs for students in each grade level for both ELA and mathematics. SGPs are calculated in ELA for students in grades 4 through 8, and they are calculated in mathematics for students in grades 4 through 7. Mathematics SGPs are not calculated for grade 8 because many students take end-of-course assessments instead of the grade level assessments in grade 8, and SGPs compared performance across the grade level assessments only.

This graph is useful to see whether student growth varies by grade level.

Key Information: Student Growth Dashboard

Table 3: Student Growth Dashboard Key Information

Information	Data Notes
What is the source of the data in this dashboard	NJSLA Performance Results from the reported school year
Which reports include this data?	• Data will appear in reports for schools and districts that serve any grades 4 through 8. • This dashboard will not appear in the reports for specialized receiving schools/districts (such as special service districts, Education service commissions, or shared-time vocational schools) because the results for students attending those schools are included in the results for their sending schools/districts.
Are there updates for 2024-25?	Trend data can now be viewed for all student groups.
How is data suppressed to protect privacy in this dashboard?	mSGPs are only reported for groups of 10 or more students.
On which Performance Reports Database tab can I find the data from this dashboard?	▪ StudentGrowthTrends ▪ StudentGrowthbyGrade ▪ StudentGrowthbyPerformLevel

Academic Achievement

The Academic Achievement section of the School Performance Reports provides information about student performance on statewide assessments. This includes the New Jersey Student Learning Assessments (NJSLA) in English Language Arts (ELA), Mathematics, and Science, as well as the Dynamic Learning Maps (DLM) alternate assessment and the ACCESS for ELLs assessment, which measures English language proficiency. Results are also available for the New Jersey Graduation Proficiency Assessment (NJGPA) and the National Assessment of Educational Progress (NAEP).

More information about each of these assessments can be found on the NJDOE Assessment webpage, the ACCESS for ELLs webpage, or the Dynamic Learning Maps webpage.

Statewide Testing and Participation Requirements

Students in New Jersey public schools are required to take statewide assessments in ELA, mathematics, and science. States are required to administer statewide assessments in ELA and mathematics in each grade 3 through 8 and at least once in grades 9 through 12. New Jersey requires students to take the NJSLA or DLM in both ELA and mathematics in each grade 3 through 8. In high school, students are required to take the NJSLA ELA grade 9 assessment (or DLM ELA in grade 11) and all students must take the Algebra I end-of-course state assessment in high school, with the following exceptions:

- Students who take the DLM in high school; and
- Students who took the Algebra I state assessment in middle school:
    - Students who have not taken both Geometry and Algebra II in middle school must take either Geometry or Algebra II in high school.
    - Students who take Algebra I or Geometry in grade 6 are required to take both the grade 6 mathematics assessment (Math 6) and the corresponding end-of-course assessment (Algebra I or Geometry) to meet the ESSA high school mathematics.

- As a result, students who take Algebra I, Geometry, and Algebra II in middle school will not take an NJSLA assessment during high school, but the end-of-course assessment results from grade 6 will be used for high school accountability purposes when the student is in grade 9.
- The Math 6 assessment results will be used the year the student is in grade 6.

Students who register for an assessment but do not take the assessment will be counted as non-participants in the calculation of the academic achievement indicator in the given year.

Since the federal requirement is that students are only included once in high school, some high school mathematics records may have been excluded from the data used in this report if the students were already included as a high school student in prior years.

Test Scoring and Proficiency Rates

The NJSLA for ELA and mathematics is scored using a scale score. A **scale score** is a numerical value that summarizes student performance, and scale scores on the NJSLA range from 650 to 850. These scale scores are then stratified into the following performance levels:

- Level 1: Did Not Yet Meet Expectations
- Level 2: Partially Met Expectations
- Level 3: Approached Expectations
- Level 4: Met Expectations
- Level 5: Exceeded Expectations

The **DLM assessment** is an alternate assessment for students with the most significant intellectual disabilities in ELA and mathematics. Performance on the DLM assessment falls into the following four performance levels:

- Level 1: Emerging
- Level 2: Approaching the Target
- Level 3: At Target
- Level 4: Advanced

Students are considered proficient if they have met or exceeded expectations on the NJSLA or DLM assessments, which means they have a performance level of 4 or 5 on the NJSLA or 3 or 4 on the DLM.

ELA and Mathematics Assessments: Overall Participation and Performance Dashboard

The Overall ELA and Mathematics Participation and Performance dashboard combines the results of the NJSLA and DLM for ELA and mathematics for all students in grades 3 through 8 and high school.

The data in this section is aligned with federal accountability rules, which means it may not match other assessment results from other reports. To align with ESSA partial attendance requirements, students who have not attended the same school for at least half a year (with school entry dates of December 1 or later) are excluded from calculations in this dashboard.

This dashboard shares participation rates and proficiency rates across all grades in a school, district, or the state.

The **participation rate** is the percentage of students in tested grades (3 through 8 and high school) who participated in the state assessment. The denominator is based on the number of students reported by the district in the final NJSLA Fall/Spring and DLM summative files. The numerator is based on the number of students with a valid score on the NJSLA or DLM. The participation calculation excludes recently arrived multilingual learners who enrolled in a U.S. school after June 1 because these students are exempt from one

administration of the ELA assessment.

The participation rate for mathematics also includes any students in grade 12 who did not take Algebra I, or a qualified exception in high school (see above).

Proficiency rates are calculated by dividing the number of proficient students by the number of students with valid scores. This dashboard includes two versions of **proficiency rate**: Percentage of students meeting or exceeding expectations and the Federal Proficiency Rate. Under 1111(c)(4)(E) of ESSA, all states are required to annually measure the achievement of at least 95% of all students in each student group. If the participation rate for a group is at least 95%, both versions of the proficiency rate will be the same. However, if the participation rate is less than 95%, the denominator for the federal proficiency rate is adjusted to be 95% of the students registered to test plus 12th grade non-participants.

In this dashboard, the Participation and Proficiency tables show both the participation rate and proficiency rate, and there is a toggle at the top that allows you to switch between the two proficiency rate types. The participation rates will appear in yellow if the participation rate is below 95%, which makes it easier to see which groups will have lower federal proficiency rates than the standard proficiency rate calculations.

Current Year ELA and Mathematics Proficiency Rates

The top of this dashboard shows the 2024-25 ELA and mathematics proficiency rates. These are the federal proficiency rates.

English Language Arts and Mathematics Proficiency Trends

This visual shows the federal proficiency rates for the last four years for ELA and mathematics. A level filter is available to add district and/or state comparisons. There is also a student group filter that allows you to filter trend data for a specific student group.

The tooltip for this table shows the corresponding valid scores and participation rate for the given year if you hover your mouse above one of the bars.

ELA Assessment: Participation and Proficiency and Mathematics Assessment: Participation and Proficiency

These two visuals show participation rates and proficiency rates by student group. There is a toggle at the top to switch between the federal proficiency rate and the percentage of students meeting or exceeding expectations (without federal adjustment for participation). As noted above, these two values will be the same if the corresponding participation rate is 95% or higher. If the participation rate is below 95%, the federal proficiency rate will be lower than the percentage of students meeting or exceeding expectations.

This visual has a school year filter, which allows you to show data for 2021-22 through 2024-25. There is also a level filter that allows you to show district and/or state comparisons.

The tooltip also shows the number of valid scores for reference if you hover your mouse over any of the bars.

Key Information: ELA and Mathematics Assessments Dashboard

Table 4: ELA and Mathematics Assessments Dashboard Key Information

Information	Data Notes
What is the source of the data in this dashboard	NJSLA and DLM Performance Results from the reported school year
Which reports include this data?	Only reports for schools and districts that serve any grades 3 through 12. This dashboard will not appear in the reports for specialized receiving schools/districts (such as special service districts, Education service commissions, or shared-time vocational schools) because the results for students attending those schools are included in the results for their sending schools/districts.
Are there updates for 2024-25?	Trend data has been expanded from three to four years, and trend data can now be viewed for all student groups
How is data suppressed to protect privacy in this dashboard?	Participation and proficiency results are suppressed if there are fewer than 10 registered students or valid scores, respectively. Additionally, if a proficiency rate is less than 10%, the exact proficiency rate will not be displayed. Instead, the report will show <10%.
On which Performance Reports Database tab can I find the data from this dashboard?	▪ ELAParticipationPerformance ▪ MathParticipationPerformance

NJSLA ELA and Math: Performance by Test Dashboard

The NJSLA ELA and Math: Performance by Test Dashboard shows the combined performance from fall and spring 2024-25 administrations of the NJSLA in ELA and mathematics.

Students take the NJSLA in ELA in grades 3 through 9 and students take the NJSLA in mathematics in grades 3 through 8 and once in high school. In mathematics, students take end-of-course assessments in Algebra I, Geometry, or Algebra II in high school.

Students in grades 7 and 8 who are enrolled in Algebra I, Geometry, or Algebra II courses take the end-of-course assessments corresponding to the course in which they are enrolled instead of the grade level math assessments. A small number of students who enroll in Algebra I starting in grade 6 will take both the grade 6 mathematics assessment and the Algebra I assessment in grade 6 so that the grade 6 assessment can be used when for reporting when they are in grade 6 and the Algebra I assessment results can be used for reporting when the student is in grade 9.

This means that the Grade 7 and Grade 8 results for mathematics may not represent all students in that grade, since the students taking the Algebra I, Algebra II, or Geometry assessment will be included in end-of-course assessment results.

The data in this dashboard includes all students who took the assessment, which includes students who were enrolled less than half a year. However, like the Overall Participation and Performance table, the mathematics results for some high school students may have been excluded if the students were already included in high school mathematics results from a prior year since students are only required to test once in high school.

NJSLA ELA/Mathematics: Performance Trends by Test

The NJSLA ELA: Performance Trends by Test and NJSLA Mathematics: Performance Trends by Test visuals show performance for each test (grade level or end-of-course) for the last four school years. The NJDOE plans to build out trend data to five years for 2025-26.

NJSLA ELA/Mathematics: Performance by Student Group and Test

These visuals show for each grade level or end-of-course assessment the number of valid scores (students who completed the assessment and received a valid score), the average scale score for students who tested, and the percentage of students who scored proficient on the test (Level 4 or 5). The bars to the right of this visual show the percentage of students at each performance level 1 through 5. The bars are divided by a center axis between Level 3 and 4, so that the bars to the right of the center axis represent proficient scores, and the bars the left of the center axis represent below proficient scores.

The default view will show the lowest grade test in the school. The Test filter can be used to view results for each grade level or end-of-course assessment. The Filter by Level can be used to add district or state comparisons. The student group filter can be used to limit the data to certain student groups.

Key Information: NJSLA ELA and Math Performance by Test Dashboard

Table 5: NJSLA ELA and Math Performance by Test Dashboard Key Information

Information	Data Notes
What is the source of the data in this dashboard	NJSLA Performance Results from the reported school year
Which reports include this data?	NJSLA performance data will appear in reports for schools and districts with any grades 3 through 12. This dashboard will not appear in the reports for specialized receiving schools/districts (such as special service districts or Education service commissions) because the results for those students are including in the results for their sending schools/districts.
Are there updates for 2024-25?	Trend data is now available for four years.
How is data suppressed to protect privacy in this dashboard?	• If the number of valid scores for any student group is less than 10, data will not be displayed for that group. • Proficiency rates below 10% are not displayed and the corresponding performance level percentages will also not be displayed. • If more than 90% of students in a student group fall into one performance level, the performance level percentages will not be displayed.
On which Performance Reports Database tab can I find the data from this dashboard?	▪ ELAPerformanceByTest ▪ MathPerformancebyTest

Dynamic Learning Maps (DLM) Alternate Assessment Dashboard

The Dynamic Learning Maps (DLM) alternate assessment is given to students with the most significant intellectual disabilities in English Language Arts (ELA), mathematics, and science. The DLM dashboard shows the number of students who took the DLM assessment in ELA and mathematics for the last four years.

The percentage of students with disabilities who registered for the assessments and participated is shown in the tooltip when you hover your mouse over the data in the table.

Key Information: DLM Alternate Assessment Dashboard

Table 6: DLM Alternate Assessment Dashboard Key Information

Information	Data Notes
What is the source of the data in this dashboard	DLM Performance Results from the reported school year
Which reports include this data?	DLM data will appear in reports for schools and districts with any grades 3 through 12. This dashboard will not appear in the reports for specialized receiving schools/districts (such as special service districts or Education service commissions) because the results for those students are included in the results for their sending schools/districts.
Are there updates for 2024-25?	Trend data is now available for four years.
How is data suppressed to protect privacy in this dashboard?	If the number of valid scores is less than 10, the table will show "<10".
On which Performance Reports Database tab can I find the data from this dashboard?	DLMTrends

Access for ELLs — English Language Proficiency Dashboard

The ACCESS for ELLs assessment is used to measure English language proficiency. Scores from the ACCESS for ELLs assessment are used to determine if a student is eligible to exit an English language support program. Students identified as multilingual learners (MLs) will take the test every year until their scores meet the criteria to exit the language support program.

Students must receive an overall score of 4.5 or higher to be considered for proficient status.

ACCESS for ELLs: Participation

The ACCESS for ELLs: Participation table shows the number of MLs who took the ACCESS for ELLs assessment in 2024-25 by the number of years they have been enrolled in the district. The number of years in district is determined based on the district entry date reported by districts in their student enrollment data.

ACCESS for ELLs: Performance

The ACCESS for ELLs: Performance graph shows the percentage of MLs who took the ACCESS for ELLs during the reported school year who had overall scores below 4.5 or overall scores of 4.5 or above. The percentage is displayed in the graph and the number of students who had scores in each category can be found in the tooltip.

Progress toward English Language Proficiency

The Progress toward English Language Proficiency graph shows the percentage of MLs who demonstrated the expected amount of growth on the ACCESS for ELLs assessment or who were taking the ACCESS for ELLs for the first time and scored proficient. The ACCESS for ELLs is an English language proficiency assessment for grades kindergarten through 12. This test is administered every year to help school districts monitor the English language development of students identified as multilingual learners. A composite score of 4.5 or greater is considered proficient. You can learn more about ACCESS for ELLs on the WIDA website.

Key Information: ACCESS for ELLS Dashboard

Table 7: ACCESS for ELLs Dashboard Key Information

Information	Data Notes
What is the source of the data in this dashboard	ACCESS for ELLs performance results from the reported school year
Which reports include this data?	Data will appear in reports for all schools and districts serving grades K–12. This dashboard will not appear in the reports for specialized receiving schools/districts (such as special service districts or Education service commissions) because the results for those students are included in the results for their sending schools/districts.
Are there updates for 2024-25?	No
How is data suppressed to protect privacy in this dashboard?	• If the number of valid scores for a given years in district range is fewer than 10, data will not be shown. • If the number of students scoring below 4.5 or scoring 4.5 or above is fewer than 10 students, data will not be displayed. • If the percentage of students scoring 4.5 and above is less than 10%, data will not be displayed.
On which Performance Reports Database tab can I find the data from this dashboard?	▪ ACCESSPartPerform ▪ ProgressTowardELP

NJSLA Science Dashboard

The NJSLA-S measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 take the NJSLA-S. Students with the most significant intellectual disabilities will take the Dynamic Learning Maps (DLM) for Science.

New Jersey transitioned to the NJSLA-S in the 2017-2018 school year to align to new science standards and a field test was administered in spring 2017. The spring 2019 science administration was the first operational year of implementation.

Students receive a score of Level 1 through 4, where levels 3 and 4 represent proficiency.

Overall NJSLSA Science Performance

The Overall NJSLA Science Performance visual is new for the 2024-25 reports. This data shows the percentage of all students (across all grades 5, 8, and 12) who scored proficient (Level 3 or 4) on the NJSLA Science or DLM Science assessment. Data is shown by student group, and a Filter by Level is available to add district and/or state comparisons.

The calculations for this table are aligned with accountability calculations, similar to the calculations in the ELA and Mathematics Assessments: Overall Participation and Performance data. This means that only students were enrolled in a school before December 1 of the given school year were included in the calculations. Additionally, if the participation rate was below 95%, an adjustment was made to the proficiency rate calculation to ensure that the proficiency rate represents at least 95% of students. The multilingual learner student group in this table includes former multilingual students up to four years.

NJSLA Science: Grade Level Trends

The NJSLA Science: Grade Level Trends visuals show the percentage of students performing at each performance level (1–4) by year and grade level. The data in this table only includes only students who took the NJSLA Science assessment, not the DLM Science. This data also includes all students who took the assessment, even if they enrolled in the school on or after December 1.

The performance level percentages are calculated by dividing the total number of students scoring at a given performance level and dividing by the total number of students reported as registered for the given grade level assessment, based on the data in the NJSLA Science Summative file.

This table includes a student group filter so trend data can be viewed for all student groups. A filter is available to select which grade level assessment is displayed (Grade 5, 8, or 11). There is also a level filter to add district and/or state comparisons.

If the percentage of students in a level is small, the label may not appear on the screen, but if you hover your mouse over the bar, the percentage will appear in the tooltip.

NJSLA Science: Performance by Student Group

The NJSLA Science: Performance by Student Group visual shows how each student group performed on each of the grade level NJSLA Science assessments (Grade 5, 8, and 11). The percentage of students scoring at each performance level (1–4) is shown, with an option to add district and/or state comparisons.

A student group filter is available to select which student groups are shown, and the Grade filter is available to select which grades are shown. There is also a school year filter that allows you to see data for previous school years.

Key Information: NJSLA Science Dashboard

Table 8: NJSLA Science Dashboard Key Information

Information	Data Notes
What is the source of the data in this dashboard?	NJSLA Science and DLM Science summative scores received from the testing vendor
Which reports include this data?	Data will appear in reports for any schools or districts that serve grades 5, 8, or 11. This dashboard will not appear in the reports for specialized receiving schools/districts (such as special service districts or Education service commissions) because the results for those students are included in the results for their sending schools/districts.
Are there updates for 2024-25?	• The Overall NJSLA Science Performance data is new for 2024-25. • Trend data is now available by student group.
How is data suppressed to protect privacy in this dashboard?	• If the number of valid scores for any school, district, or student group is less than 10, data will not be displayed for that group. • If the percentage of students scoring at any one performance level is greater than or equal to 90%, the data by performance level will not be displayed.
On which Performance Reports Database tab can I find the data from this dashboard?	• OverallNJSLAScience • NJSLASciencebyGradeTrends

Graduation Proficiency Assessment (NJGPA) Dashboard

The Graduation Proficiency Assessment (NJGPA) Dashboard shows how 11th graders performed on the NJGPA assessment. The NJGPA is administered each year to students in grade 11 in English Language Arts (ELA) and mathematics. The NJGPA is designed to measure the extent to which students are graduation-ready in ELA and mathematics. Students are identified as "Graduation Ready" or "Not Yet Graduation Ready" for both ELA and mathematics based on their scores on the assessment. The ELA component of the assessment is aligned to grade 10 standards, and the mathematics component is aligned to Algebra I and Geometry standards.

Students are required to take the NJGPA assessment to graduate, and they can meet the graduation assessment requirements in ELA and mathematics if they receive a score identified as "Graduation Ready".

The top of the dashboard shows the percentage of 11th graders who scored "Graduation Ready" on the NJGPA in ELA and mathematics for the reported school year. While some 12th graders may take the NJGPA as well, their results are not included in the results in this dashboard.

NJGPA Trends

The NJGPA trends visual shows the percentage of 11th graders who were identified as "Graduation Ready" based on their performance on the NJGPA for the last three years. These results only include 11th graders, and not any 12th graders who took the assessment as a make-up.

This visual has a student group filter so that trend data can be shown for any student group, and level filter to add district and/or state comparisons.

NJGPA by Student Group

The NJGPA by Student Group visual shows how each student group performed on the NJGPA. This shows the percentage of 11th grade students in each student group who scored "Graduation Ready" on the NJGPA for the given school year. There is a level filter to add district and/or state comparisons.

Key Information: NJGPA Dashboard

Table 9: NJGPA Dashboard Key Information

Information	Data Notes
What is the source of the data in this dashboard	NJGPA summative scores received from the testing vendor
Which reports include this data?	Data will appear in reports for any schools or districts that serve grade 11. This dashboard will not appear in the reports for specialized receiving schools/districts (such as special service districts, shared-time vocational schools, or Education service commissions) because the results for those students are included in the results for their sending schools/districts.
Are there updates for 2024-25?	Trend data is now available by student group.
How is data suppressed to protect privacy in this dashboard?	• If the number of valid scores for any school, district, or student group is less than 10, data will not be displayed for that group. • If the percentage of students who were graduation ready is less than 10%, it will show <10%.
On which Performance Reports Database tab can I find the data from this dashboard?	NJGPA

National Assessment of Educational Progress (NAEP) Dashboard

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

NAEP Overall Results

The NAEP overall results table shows the state and national NAEP scores for grades 4 and 8 from the 2024 Reading and Mathematics tests and the 2015 Science test, which are the most recent scores published. Student performance results fall into four categories: Below Basic, Basic, Proficient, and Advanced. For more information, visit the NAEP website. NAEP scores are not provided at a school or district level.

NAEP Performance by Student Group

The NAEP Performance by Student Group section shows NAEP results by student group for the groups reported by NAEP. Filters are available for subject (Reading, Mathematics, or Science), grade (4 or 8), and student group to limit the results shown on the screen. Data is shown as reported by NAEP.

Key Information: NAEP Dashboard

Table 10: NAEP Dashboard Key Information

Information	Data Notes
What is the source of the data in this dashboard	National NAEP webpage
Which reports include this data?	State report only
Are there updates for 2024-25?	Student group results are included directly in the reports instead of separate data files.
How is data suppressed to protect privacy in this dashboard?	Suppression rules are applied by NAEP
On which Performance Reports Database tab can I find the data from this dashboard?	NAEP (District/State database only)

College and Career Readiness

PSAT, SAT, & ACT Dashboard

The PSAT, SAT, & ACT Dashboard shows information about student participation and performance on the PSAT, SAT, and ACT exams.

The PSAT exam helps students prepare for the SAT exam and can also qualify students for the National Merit Scholarship Competition. PSAT data in this section of the report is limited to the PSAT 10 and PSAT NMSQT exams and does not include performance on the PSAT 8/9 exam. Students typically take the PSAT 10 exam in grade 10 and the NMSQT exam in grades 10 or 11. PSAT participation and performance is based on tests taken during the reported school year.

The SAT and ACT exams are national exams that may be used for college admissions or to qualify for scholarships. SAT and ACT participation and performance in this report are based on grade 12 students taking the test this year or in prior school years.

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

PSAT, SAT, & ACT Participation

This visual shows the percentage of students taking the PSAT, SAT, and/or ACT college readiness exams for the last four years. The "Filter by Test" filter can be used to select whether ACT, PSAT, or SAT results are displayed. District and state participation rates are also shown for comparison.

Most students who take the PSAT are in grades 10 or 11. PSAT participation rates reflect whether 10th and 11th grade students have taken the PSAT during the current school year. PSAT participation rates are calculated by taking the number of students taking the PSAT 10 or PSAT NMSQT exam as reported by College Board and dividing by the total end-of-year enrollment for grades 10 and 11.

SAT and ACT participation rates reflect whether 12th grade students have taken the SAT or ACT while in high school. These rates are calculated by dividing the total number of grade 12 students who took the SAT/ACT while in high school (as reported by College Board/ACT) by the total end-of-year enrollment for grade 12.

PSAT, SAT, & ACT Performance

The PSAT, SAT, & ACT Performance visual shows, by subject, how students performed on PSAT, SAT, and ACT with the current year average score and the percentage of students meeting benchmarks for the last four years.

The "Filter by Test" filter at the top of the dashboard controls both the participation and performance visuals. A "Filter by Subject" is available on the performance visual to select which subject performance is displayed.

PSAT and SAT performance data is available for two subjects: Reading and Writing and Math. ACT performance data is available for four subjects: English, Math, Reading, and Science.

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

Benchmarks for PSAT vary based on a student's grade level. For students in grade 10, benchmarks are 430 for Reading and Writing and 480 for Math. For students in grade 11, benchmarks are 460 for Reading and Writing and 510 for Math. SAT benchmarks are 480 for Reading and Writing and 530 for Math. For more information on SAT scores and benchmarks, please visit College Readiness, Understanding Scores. ACT benchmarks are 22 for reading, 18 for English, 22 for math, and 23 for science. For more information on ACT scores and benchmarks, please visit Understanding your ACT Scores.

Above the visual, the average score for the given test and subject is displayed. For all test performance, if students had multiple test scores, the most recent score is used, which aligns with College Board and ACT reporting practices.

PSAT average scores are calculated by averaging all the current year scores for 10th and 11th graders who took the PSAT. SAT and ACT average scores are calculated by averaging the most recent scores for all 12th graders who took the SAT/ACT.

The percentage of students who met benchmarks is calculated by dividing the number of students who had scores at or above the defined benchmarks and dividing by the total number of testers.

Key Information: PSAT, SAT, & ACT Dashboard

Table 11: PSAT, SAT, & ACT Dashboard Key Information

Information	Data Notes
What is the source of the data in this dashboard	College Board and ACT
Which reports include this data?	Only reports for schools and districts that serve grades 10, 11, and 12.
Are there updates for 2024-25?	Trend data is now available for the most recent four years.
How is data suppressed to protect privacy in this dashboard?	• If the number of students enrolled (grades 10 and 11 for PSAT, grade 12 for SAT/ACT) is fewer than 10, data for that test will not be displayed. • If the percentage of students scoring at or above benchmark is less than 10%, that percentage will not be displayed.
On which Performance Reports Database tab can I find the data from this dashboard?	• PSATSATACT_Participation • PSATSATACT_Benchmark • PSATSATACT_AverageScore

Advanced Coursework Dashboard

The Advanced Coursework dashboard includes information about student participation and performance in Advanced Placement (AP) courses and exams, International Baccalaureate (IB) courses and exams, and Dual Enrollment courses. An **Advanced Placement or AP course** is a high school course that culminates in an AP test for which the student can earn college credit. An **International Baccalaureate or IB course** is part of a program that gives high school students an opportunity to pursue college-level studies while still in high school. Courses identified as **dual enrollment** allow high school students to enroll in college courses for credit prior to their high school graduation, and they may be taught by staff assigned to a school or staff outside of the school district. More information can be found on the College Board Advanced Placement webpage and the International Baccalaureate webpage.

Districts reported on whether students were enrolled in AP, IB, and/or dual enrollment courses through the Course Roster submission each summer. AP and IB exam information is received directly from College Board and IB each year. The Course Roster Submission uses SCED codes to identify courses. Each AP or IB course has a unique SCED code. Dual Enrollment courses are identified based on the Course Type field in the Course Roster submission. A value of C in this field indicates that particular course is a dual enrollment course.

AP/IB Coursework – Participation and Performance

The AP/IB Coursework – Participation and Performance section shows information on whether students enrolled in AP/IB courses, took AP/IB exams, and met defined benchmarks on the AP/IB exams.

Many colleges and universities grant credit and placement based on AP or IB scores; however, each institution decides which scores it will accept. AP exams are scored on a 5-point scale (1–5) and IB subject exams are scored on a 7-point scale (1–7). For more information about AP Scores, visit the College Board's About AP Scores page. For more information about the IB scores, visit IB's Understanding DP assessment page.

The **students enrolled in one or more AP or IB Course** visual shows the percentage of 11th and 12th graders who were enrolled in one or more AP or IB courses each year for the last five years. This is calculated by dividing the count of unique 11th and 12th graders who were reported with one or more AP or IB courses (based on SCED code) by the total end-of-year enrollment for grades 11 and 12.

The **students taking one or more AP or IB exam** visual shows the percentage of all 11th and 12th graders who took an AP or IB exam each year or the last five years. This is calculated by dividing the count of unique 11th and 12th graders with valid scores on one or more AP or IB exam by the total end-of-year enrollment for grades 11 and 12.

The **students with one or more exams with a score of at least 3 on AP exams or 4 on IB exams** visual shows the percentage of all 11th and 12th graders who had at least one AP exam with a score of 3 or higher or at least one IB exam with a score of 4 or higher. This is calculated by dividing the count of unique 11th and 12th graders with an AP score or 3 or higher or an IB score of 4 or higher by the total end-of-year enrollment for grades 11 and 12.

Dual Enrollment Coursework — Participation

Dual enrollment courses allow high school students to enroll in college courses for credit while still in high school. The Dual Enrollment Participation visual shows the percentage of 11th and 12th graders who were enrolled in one or more dual enrollment courses each year for the last five years.

This percentage is calculated by dividing the unique count of students in grades 11 or 12 who enrolled in one or more courses identified by the school district as college level (course type = C) and dividing by the total end-of-year enrollment for grades 11 and 12.

AP/IB and Dual Enrollment Participation by Student Group

The AP/IB and Dual Enrollment Participation by Student Group visual shows, by student group, the percentage of 11th graders who were enrolled in one or more AP or IB courses and one or more dual enrollment courses each year for the last five years. This visual has an option to add district and/or state comparisons. Use the “Filter by Program” option to select whether AP/IB Course Participation or Dual Enrollment Course Participation is shown.

Student group inclusion is based on demographic information that was reported in the end-of-year enrollment data. The percentages in this visual are calculated by taking the unique count of students in grades 11 and 12 within each student group who were enrolled in one or more AP/IB or dual enrollment courses and dividing by the total end-of-year enrollment for grades 11 and 12 for the given student group.

AP/IB Courses Offered

The AP/IB Courses Offered table shows the list of all AP and/or IB courses where students were enrolled or where students took an exam during the school year. Above the table, the total number of exams taken is displayed, along with the number of exams where students had scores of at least 3 on an AP exam or 4 on an IB exam. The total exam counts above the table are based on all exams taken, not unique students, so some students may be included in those counts more than once if they took multiple AP or IB exams.

In the table, the Students Enrolled column shows the number of students, regardless of grade level, who were enrolled in the given course for the reported school year. The Students Tested column shows the number of students who took the AP or IB exam that corresponds to the course. Students are not required to enroll in the corresponding course in order to take the corresponding exam, and not all students enrolled in a course take the exam. There may be more than one exam that corresponds to a course, and some courses do not have a corresponding exam.

Key Information: Advanced Coursework Dashboard

Table 12: Advanced Coursework Dashboard Key Information

Information	Data Notes
What is the source of the data in this dashboard	• NJ SMART Course Roster (course participation) • College Board, IB (exam information)
Which reports include this data?	Only reports for schools and districts that serve grades 11 and 12.
Are there updates for 2024-25?	Trend data is now available for the most recent five years.
How is data suppressed to protect privacy in this dashboard?	• If the total grade 11 and 12 enrollment for a group is less than 10, data will not be displayed. • If the percentage of students who met benchmarks on AP/IB exams is less than 10%, that percentage will not be displayed.
On which Performance Reports Database tab can I find the data from this dashboard?	• AP_IB_Dual_Participation • AP_IB_Dual_PartStudentGroup • ABIBCoursesOffered

Seal of Biliteracy Dashboard

The **State Seal of Biliteracy** identifies graduating high school students who demonstrate proficiency in English in addition to one or more languages. Visit the NJDOE Seal of Biliteracy webpage for more information and the list of participating districts.

LEAs report which students have met the requirements for the Seal of Biliteracy each March. In order to be eligible for the Seal of Biliteracy, students must have demonstrated proficiency in English by meeting the NJDOE graduation assessment requirements for ELA. Multilingual learners may also demonstrate English language proficiency by achieving a score of at least 4 on all sections of the ACCESS For ELLs assessment during their junior year of high school. Students must also demonstrate proficiency in another language by taking a world language assessment and meeting the minimum required score between the spring of their junior year and spring of their senior year.

The NJDOE works with LEAs to verify that students have demonstrated proficiency in both English and another language before awarding seals.

At the top of the Seal of Biliteracy dashboard, it shows the number of seals earned and the number of languages in which seals were earned for the reported school year. It also shows the total number and percentage of 12th graders and the number and percentage of 12th grade multilingual learners who earned a seal for the reported school year.

In the state report, it shows the number and percentage of high schools and high school districts where students earned seals for the reported school year.

Seal of Biliteracy Trends

The Seal of Biliteracy Trends visual shows the number of seals earned in each of the last five years. This represents the total number of seals awarded. If students earned seals in more than one language, they will be included more than once in the number of seals.

Seals Earned by Language

The Seals Earned by Language graph shows the number of seals earned by language, along with the percentage of 12th graders earning seals in that language. In the school and district reports, any world languages where fewer than 5 students earned a seal will not be displayed individually, but the total number of students across those languages will be included in an "Other World Languages" group.

If students earned seals in more than one language, they will be included in the totals for each language in which they earned a seal.

Note, if no students earned a seal for the reported school year, no data will be displayed in this section.

Students Earning Seals by Student Group

The Students Earning Seals by Student group graph compares the percentage of 12th graders in each student group that earned a seal for the reported school year. A state comparison is shown as well. Student group data is based on enrollment data reported at the end of the school year.

Key Information: Seal of Biliteracy Dashboard

Table 13: Seal of Biliteracy Dashboard Key Information

Information	Data Notes
What is the source of the data in this dashboard	• NJ SMART Student Management data • World language assessment data received directly from the testing providers.
Which reports include this data?	Only reports for schools and districts that serve grade 12.
Are there updates for 2024-25?	• Trend data is new for 2024-25. • Seals Earned by Student Group is new for 2024-25.
How is data suppressed to protect privacy in this dashboard?	• If 12th grade enrollment for any student group is fewer than 10 students, data will not be shown for that group. • If fewer than 5 students earned a seal in a given language, that individual language will not be shown in the school and district reports.
On which Performance Reports Database tab can I find the data from this dashboard?	• SealofBiliteracy_Summary • SealofBiliteracy_Trends • SealofBiliteracy_Language • SealofBiliteracy_StudentGroup

Career and Technical Education Dashboard

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

LEAs report data for students enrolled in approved CTE programs through the yearly CTE Submission each summer. This submission captures data on CTE program participation, program of study, work-based learning, and industry-valued credentials.

In the Work-Based Learning and Industry Valued Credentials reporting, data is reported by Career Cluster. The National Career Clusters® Framework serves as an organizing tool for CTE programs, curriculum design, and instruction. There are 16 Career Clusters in the National Career Clusters Framework, representing 79 Career

Pathways to help learners navigate their way to greater success in college and career. The framework also functions as a useful guide in developing programs of study bridging secondaryand postsecondary systems and for creating individual student plans of study for a complete range of career options. As such, it helps learners discover their interests and their passions and empowers them to choose the educational pathway that can lead to success in high school, college, and career.

Students enrolled in approved CTE programs are classified as participants or concentrators. **CTE Participants** are students who have completed only one course in any state-approved CTE program area with a sequence of three more more courses as of the reported school year. **CTE Concentrators**, which include completers**,** are students who have, as of the reported schoolyear:

- completed two or more courses in a single state-approved CTE program area with a program sequence of three or more courses;
- completed one course in a single state-approved CTE program area with a program sequence of two courses; or
- completed the entire state-approved CTE program.

Career and Technical Education Participation

The Career and Technical Education participation visual shows the percentage of students in grades 9 through 12 who were reported as CTE Participants or CTE Concentrators. The CTE concentrator percentage includes both concentrators and completers.

Students who attend a vocational high school on a shared-time basis will be included in the reports for both the vocational high school and the local district high school that they attend. As a result, some high schools may show CTE participation even if the school itself does not have an approved CTE program.

The CTE participation and CTE concentrator percentage are calculated by dividing the number of students identified as participants or completers by the total enrollment for grades 9–12. Shared-time students are weighted by 0.5 in both the numerator and denominator of the calculation. Note that if the total number of CTE students reported in the CTE submission is higher than the total grade 9–12 enrollment reported in Student Management, the total CTE student count will be used as the denominator in the calculation.

This visual includes a level filter which gives the option to add a district and/or state comparison.

Career and Technical Education Participation by Student Group

The Career and Technical Education Participation by Student Group graph compares the percentage of students in grades 9 through 12 who were reported as CTE participants or concentrators by student group.

The lighter blue section of the bar represents CTE participants, and the darker blue section of the bar represents CTE concentrators. The total length of the bar is the total CTE participants and concentrators reported. The label on each bar shows the total CTE participants and concentrators, with the breakdown in parentheses. Note that due to rounding, the sum of the participant and concentrator percentages may not exactly equal the total participation rate reported.

The CTE participation and CTE concentrator percentages are calculated in the same way as in the Career and Technical Education participation table, as described above. The student group designations are based on demographic information reported in the CTE submission.

This visual includes a level filter that gives the option to add district and/or state comparisons. There is also a student group filter to select which student groups appear.

Work-Based Learning Participation by Career Cluster

The Work-Based Learning Participation by Career Cluster visual shows the number and percentage 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 in each career cluster. Work-based learning can include:

- Career Exploration
  - Community service, job shadowing, school-based enterprise, service learning, volunteering
- Career Preparation
  - Cooperative education experience, paid or unpaid internships
- Career Training
  - Pre-apprenticeship or apprenticeship registered with the USDOL-OA.

This table only includes students enrolled in an approved CTE program or program of study. See the Structured Learning Experiences dashboard in the College and Career Readiness section for information on all high school students (both CTE and non-CTE) who participated in structured learning experiences.

Industry-Valued Credentials

The Industry-Valued Credentials table shows the number of students who earned industry-valued credentials and the total number of credentials earned. An **industry-valued credential** is defined as "a recognized degree, diploma, certificate or certification awarded for an occupation." These credentials are:

- Valued and demanded by employers
- Portable: skills learned are transferable and provide broad opportunities
- Stackable: skills learned may lead to opportunities for continuous oradvanced training and education
- Shown to lead to higher wages, career advancement, and/or increased job security

Above the table, the total percentage of students in grades 9 through 12 who earned an industry-valued credential during the school year is shown, along with district and/or state comparisons.

The table shows, for each career cluster, the total students enrolled in an approved CTE program or program of student, the unique count of students who earned an industry-valued credential in that cluster, and the total number of credentials earned in each cluster. Students may earn industry-valued credentials in clusters other than the cluster of their enrolled program, and students may earn multiple industry-valued credentials. As a result, the number of students with at least one credential may be higher than the number of enrolled students, and the total number of credentials earned may be higher than the number of students earning a credential.

In the school and district reports, rows will only appear for clusters where there was at least one student enrolled or at least one student earning a credential. Other cluster rows will be hidden.

The total rows in this table represents the total unique count of students who were enrolled in a program and earned one or more credentials. This means that the total across clusters for the "Students with at least one Credential" column may be higher than the value in the total row.

For shared-time students, these students are included in the counts for both the vocational school and the local district high school that they attend, with a weight of one.

For the 2024-25 school year, there were no credential options available for the Government & Public Administrator or Marketing clusters, so the credential columns for those two clusters will show n/a.

Key Information: Career and Technical Education Dashboard

Table 14: Career and Technical Education Dashboard Key Information

Information	Data Notes
What is the source of the data in this dashboard	NJ SMART CTE Submission
Which reports include this data?	Any reports for schools and districts serving any grades 9 through 12. CTE data will appear for shared-time county vocational schools, but this dashboard will not appear in the reports for other specialized receiving schools/districts (such as special service districts or Education service commissions).
Are there updates for 2024-25?	No
How is data suppressed to protect privacy in this dashboard?	• If the number of students enrolled in grades 9 through 12 for any student group is fewer than 10, data for that group will not be displayed. • If the number of students enrolled in any program is fewer than 10, for that program/cluster will not be displayed. • If the number of students earning a credential for any cluster or overall is fewer than 10, student and industry-valued credential counts will not be displayed.
On which Performance Reports Database tab can I find the data from this dashboard?	• CTEParticipation • CTEParticipationbyStudentGroup • WorkBasedLearning • IndustryValuedCredentials • IndustryValuedCredClusters

Course Participation Dashboard

The Course Participation dashboard shows the number of students enrolled in different courses by subject area and grade for the reported school year. New Jersey has defined graduation requirements that all school districts must adopt which prepare students for success in postsecondary degree programs, careers, and civic life in the 21st century. This dashboard shows course participation for mathematics, science, social studies, computer science and information technology, and world languages. Participation in ELA courses is not currently included because all students are required to take four years of ELA courses. Further, participation in comprehensive health and physical education (CHPE) is not included because all students are required to enroll in CHPE courses annually.

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

Course participation data is reported by LEAs each summer for the previous school year through the Course Roster Submission. For 2024-25, the data was collected through NJ SMART, and starting with the 2025-26 school year, that data will be collected through NJSLEDS.

The subject areas reported are based on the subject and course codes reported by LEAs. The Mathematics and World Languages will be included in reports for schools or districts that serve students in any grades 6 through 12. The Science and Social Studies and History tables will be included in reports for schools or districts that serve students in any grades 9 through 12. The Computer Science and Information Technology table will be included in reports for schools and districts that serve students in any grades Kindergarten through 12.

The mapping of which individual courses (by SCED code) are included in each subject area is available in the NJSLEDS SCED Course Code List.

For schools and districts that serve students in grades 9 through 12, the tables in this section will also include columns to show the number of students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) courses and the number of students enrolled in Dual Enrollment courses for the given subject area. The SCED codes that are identified as AP/IB courses can also be found in the NJSLEDS SCED course Code list. Students are identified as dual enrollment based on the course type field in the Course Roster submission. Students reported with a course type of "C" are considered to have participated in a dual enrollment course.

In all tables, the counts reflect the unique count of students for each subject area and grade. If a student was enrolled in multiple courses within a subject area, for example Algebra IA and Algebra IB, the student would only be counted once in the table within the Algebra I total. If a student was enrolled in courses across multiple subject areas, such as Algebra I and Geometry, the student would be included in both the Algebra I and Geometry totals in the table. If students were enrolled in multiple courses that fall under the "Other" category, such as Geography and Government, which are both included in "Other" for the Social Studies table, the student would only be counted once in the "Other" total.

For Course Roster, course enrollment is reported based on the school or district where the student is assigned for the course. If students are reported as taking a course at a different school or district than their attending district, for example if a student in middle school takes an Algebra I course at their local high school, the student would be counted at the high school where the course is taken and not at the middle school that the student attends.

Mathematics — Course Participation

The Mathematics — Course Participation table shows the number of students enrolled in Algebra I, Geometry, Algebra II, Pre-Calculus, Calculus, Statistics and other mathematics courses for grades 6 through 12. For schools that only serve up to grade 8, the Algebra II, Pre-Calculus, Calculus, and Statistics columns will be hidden, since few students in middle school take those courses. If there were students in grades 6 through 8 enrolled in those courses, they would be included in the Grade Level and Other Math totals.

There are not currently an AP/IB course options for Algebra I, Geometry, or Algebra II, so the "Enrolled in AP/IB Course" column for those courses will show n/a.

Science — Course Participation

The Science – Course Participation table shows the number of students enrolled in Biology, Chemistry, Earth and Space Science, Environmental Science, Physics, and other science courses for grades 9 through 12.

There is not currently an AP/IB course option for Earth and Space Science, so the "Enrolled in AP/IB Course" column for that course will show n/a.

Social Studies and History — Course Participation

The Social Studies and History — Course Participation table shows the number of students enrolled in World History, U.S. History I & II, Economics, Psychology, Sociology, and other social studies and history courses for grades 9 through 12.

There is not currently an AP/IB course option for Sociology, so the "Enrolled in AP/IB Course" column for that course will show n/a.

Computer Science — Course Participation

The Computer Science — Course Participation table shows the number of students enrolled in Computer Programming, Principles of Computer Science, Computing Systems, Networking, Information Systems, and other computer science and information technology (IT) courses for grades K through 12.

There are not currently AP/IB course options for Computing Systems, Networking, Information Systems, or Other Computer Science, so the "Enrolled in AP/IB Course" column for those courses will show n/a.

World Languages — Course Participation

The World Languages — Course Participation table shows the number of students enrolled in courses across 19 different languages for grades 6 through 12. This has been expanded from 2023-24, when only six language categories were reported.

In addition to the number of students enrolled in AP/IB courses and Dual Enrollment courses, this table also shows the number of students enrolled in Level 3 or higher courses, such as French III or Spanish IV.

Key Information: Course Participation Dashboard

Table 15: Course Participation Dashboard Key Information

Information	Data Notes
What is the source of the data in this dashboard	• NJ SMART Course Roster Submission • Identification of courses by subject area is based on the course codes (SCED codes) that districts report for each course.
Which reports include this data?	• Mathematics and World Language tables will appear in reports for schools and districts serving any grades 6 through 12. • Science and Social Studies tables will appear in reports for schools and districts serving any grades 9 through 12. • Computer Science tables will appear in reports for schools and districts serving any grades K through 12.
Are there updates for 2024-25?	The languages reported in the World Languages table have been expanded to 14 different languages.
How is data suppressed to protect privacy in this dashboard?	Data privacy rules have not been applied to course enrollment.
On which Performance Reports Database tab can I find the data from this dashboard?	• MathCourseParticipation • ScienceCourseParticipation • WorldLanguageCourseParticipation • SocStudiesCoursePart • CompSciITCoursePart

Visual and Performing Arts Dashboard

The Visual and Performing Arts dashboard shows student participation in visual and performing arts courses. The visual and performing arts have been a part of the state's academic standards and graduation requirements since 1996. You can contact your school to learn what visual and performing arts courses are offered.

To learn more about arts education in New Jersey schools, you can also visit the Arts Ed NJ webpage and learn about the 2021 NJ Arts Education Census, which was created in partnership with the NJDOE.

This dashboard shows the percentage of students by grade band (K–5, 6–8, and 9–12) who were enrolled in any visual and performing arts courses during the school year. It also shows the percentage of students enrolled in visual and performing arts courses within four disciplines: Music, Drama, Dance, and Visual Arts. In each case, it shows the school and district percentage along with the percentage statewide for comparison. The grade bands are shown if the school or district offers at least one grade within the grade band. For example, a school that offers grades K–6 will show data for K–5 (representing all students in grades K–5) and data for 6–8 (representing the percentage of students in grade 6).

Arts course participation data is reported by LEAs each summer for the previous school year through the Course Roster Submission. For 2024-25, the data was collected through NJ SMART, and starting with the 2025-26 school year, that data will be collected through NJSLEDS. Arts courses and their disciplines are based on the subject and course codes that LEAs report through the Course Roster submission. The mapping of which individual courses are identified as Visual and Performing Arts and which discipline they fall under (by SCED code) is available in the NJSLEDS SCED Course Code List.

Each percentage is calculated by taking the unique count of students reported with the corresponding course types from the Course Roster submission and dividing by total end-of-year enrollment for the corresponding grade levels (K–5, 6–8, or 9–12) from SID Management. Note that course participation is reported based on the assigned school and district for the course, which may not match the student's attending school in some cases.

Key Information: Visual and Performing Arts Dashboard

Table 16: Visual and Performing Arts Dashboard Key Information

Information	Data Notes
What is the source of the data in this dashboard	• NJ SMART Course Roster Submission • Identification of courses as visual and performing arts and the corresponding discipline is based on the course codes (SCED codes) that districts report for each course.
Which reports include this data?	Data will appear for any schools serving grades K through 12.
Are there updates for 2024-25?	No
How is data suppressed to protect privacy in this dashboard?	Data privacy rules have not been applied to course enrollment.
On which Performance Reports Database tab can I find the data from this dashboard?	VisualPerformingArts

Structured Learning Experiences Dashboard

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

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

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

SLE course participation data is reported by LEAs each summer for the previous school year through the Course Roster Submission. For 2024-25, the data was collected through NJ SMART, and starting with the 2025-26 school year, that data will be collected through NJSLEDS. Courses are identified as SLEs based on the subject and course codes that LEAs report through the Course Roster submission. The mapping of which individual courses are identified as SLEs is available in the NJSLEDS SCED Course Code List.

The table in this dashboard shows the percentage of students in grades 11 and 12 who were enrolled in SLE courses during the reported school year. This is calculated by dividing the unique count of students reported with one or more SLE course from the Course Roster data and dividing by the total end-of-year enrollment for grades 11 and 12 from Student Management.

Key Information: Structured Learning Experiences Dashboard

Table 17: Structured Learning Experiences Dashboard Key Information

Information	Data Notes
What is the source of the data in this dashboard	• NJ SMART Course Roster Submission • Identification of courses as SLEs is based on the course codes (SCED codes) that districts report for each course.
Which reports include this data?	Data will appear for any schools serving grades 11 or 12
Are there updates for 2024-25?	No
How is data suppressed to protect privacy in this dashboard?	Data will not be shown in enrollment for grades 11 and 12 is less than 10 students.
On which Performance Reports Database tab can I find the data from this dashboard?	SLE_Participation

Graduation and Postsecondary

The Graduation and Postsecondary section of the reports provides data on four-year, five-year, and six-year graduation rates, high school dropout rates, participation in registered apprenticeships after graduation, and enrollment in postsecondary institutions. This section of the report is only included in reports for schools and districts that serve high school grades and had graduating grade 12 students for the reported school year.

Graduation Dashboard

The Graduation dashboard shows information on graduation rates (4-year, 5-year, and 6-year), profiles of each graduation cohort, federal graduation rates, and data on how graduating students met the graduation assessment requirements.

Graduation Rate Calculations

Graduation rates are calculated based on data submitted by each school district. New Jersey uses the adjusted cohort graduation rate formula that is mandated by the federal government. Four-year graduation rates are calculated by dividing the number of students who graduated within four years of entering grade 9 by the total number of students who started high school four years earlier. Five-year graduation rates are calculated by dividing the number of students who graduated within five years of entering grade 9 by the total number of students who started high school five years earlier. Six-year graduation rates are calculated by dividing the number of students who graduated within six years of entering grade 9 by the total number of students who started high school six years earlier.

Graduation rates are adjusted for students who have transferred in or out of the district during this time. For more information on this methodology, please visit the NJDOE's Understanding Adjusted Cohort Graduation Rates webpage.

State and Federal Rate Calculations

Beginning in the 2020-2021 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 include only students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state course requirements, local attendance requirements, and, depending on the year of graduation, the state graduation assessment requirements. This means that students with disabilities 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 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 is used for federal reporting and ESSA school accountability only. The "**state version**" uses the same methodology used prior to 2021 and reflects all students who received a state-endorsed diploma.

To be included as a graduate in the federal version of the graduation rate, students must have met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements based on the year they are graduating, regardless of their graduation cohort. This means that a student in Cohort 2024 who graduated in five years during the 2024-25 school year (between September 1, 2024 and August 31, 2025) must meet the graduation assessment requirements for the class of 2025, not the class of 2024 graduation assessment requirements.

Districts identify students who did not meet the state course requirements and/or the local attendance requirements for graduation due to a modification or exemption in their IEP using the NJ SMART SID Management IEP Graduation Course Requirement and IEP Graduation Attendance fields, respectively. Districts identify how students have met the state graduation assessment requirements using the ELA and Math Graduation Pathway Indicators in Student Management.

Students with disabilities who do not meet all the graduation requirements for their year of graduation because of modifications or exemption in their IEPs are not included in the graduates count (the numerator) when calculating the federal version of the adjusted cohort graduation rate, but they are still included in the adjusted cohort (the denominator) for the calculation.

The graduation assessment requirements for the classes of 2022 through 2025 have differed as a result of executive orders in response to the pandemic and new legislation. As a result, the calculation of the federal version of the graduation rate has also changed. Any student who does not meet course and/or attendance requirements will not be included in the graduation count, regardless of graduation year. However, students were only excluded from not meeting the graduation assessment requirements in years when the graduation assessment requirements were in effect. The graduation assessment requirements were not in effect for the class of 2023, but they were in effect for the classes of 2022, 2024, and 2025.

In the Graduation dashboard, all graduation rates reflect the state graduation rate, with the exception of the Federal Graduation Rates visual. In the Accountability dashboards in the reports, the federal graduation rates are used. In the Summary Report, the state graduation rate is used.

Graduation Appeals

Districts report graduation rates to the NJDOE each August through Student Management. Starting in the fall, districts have an opportunity to review their preliminary graduation rates and submit appeals to correct the data. The rates in the reports reflect any approved graduation appeals that were finalized the fall following the data submission. If appeals were made in subsequent years that impacted prior year rates, the official graduation rates that were reported previously are not changed in these reports.

This means that the Cohort 2025 four-year, Cohort 2024 five-year, and Cohort 2023 six-year graduation reports reflect any approved appeals as of December 2025. The Cohort 2024 four-year, Cohort 2023 five-year, and Cohort 2022 six-year rates reflect any approved appeals as of December 2024 and align with the rates published in the 2023-24 School Performance Reports. It's possible that districts may have submitted additional appeals in fall 2025 that impacted the Cohort 2024 four-year, Cohort 2023 five-year, or Cohort 2022 six-year rates, but those changes would not be reflected in the trend data in this report.

Graduation Rate Trends

The top of the Graduation dashboard shows the most recent four-year, five-year, and six-year graduation rates.

The Graduation Rate Trends visual shows five years of four-year, five-year, and six-year graduation rates. There is a student group filter that allows you to view trend data for any student group. There is also a level filter that allows you to add district and/or state comparisons.

Below the visual showing trend data for each type of graduation rate, there is a table that compares the 4-year, 5-year, and 6-year graduation rates by cohort. This table allows you to see how the graduation rates change for the same group of students at four years, five years, and six years after entering 9th grade. Note that a six-year graduation rate is not yet available for Cohort 2024 and five-year and six-year rates are not available for Cohort 2025. The student group filter at the top of the Graduation Rate Trends section controls both the trend graphs and the cohort comparison table below.

Graduation Cohort Profiles

The Graduation Cohort Profiles section provides profiles of the most recent four-year, five-year, and six-year graduation cohorts. The visual will default to data for the four-year cohort, but the five-year and six-year cohorts can be selected from the Filter by Cohort Type.

This visual shows the percentage of students in each cohort who graduated, who are still enrolled ("Continuing Students"), and who dropped out of school or are no longer enrolled ("Non-Continuing Students"). The graduation rates in the cohort profile tables are based on the state version of the graduation rate, which reflects all students who received a state-endorsed diploma.

Students in a graduation adjusted cohort are grouped into the following categories:
Graduates: Students who receive a state-endorsed diploma by August 31st

Continuing Students: Students who are still enrolled, which can be broken downfurther into:

- On-Track Continuing Students:
    - Four-year cohort only: Students in grade 12 who are still actively enrolled
- Off-Track Continuing Students:
    - Four-year cohort: Students in grades 9-11 or adult high school students who are still actively enrolled
    - Five-year and six-year cohorts: Students in grades 9-12 or adult high school students who are still actively enrolled
- Active Student — Status Unknown: Students who are either missing grade level based of the most recent snapshot or were not included in the most recent snapshot but were last reported as active.

Non-Continuing Students: Students in the cohort who are no longer enrolled, which can be broken down further into:

- Dropout Students: Students who have dropped out for various reasons
- Transfer Out — Unverified: Students who were inactivated as transfers but were never re-activated by another district or state institution.

Some students who enter high school as part of a graduation cohort will be excluded from the adjusted cohort if they transferred to a non-public school, transferred out of the state or country, or transferred to parental instruction. These students are not included in the calculations of graduation rates or the rates shown in the Cohort Profiles.

The Cohort Profile table for the six-year rate includes the **High School Persistence rate**. This represents the percentage of students in the six-year cohort who either received a state-endorsed diploma or who are still enrolled as of August 31, 2025 (the sum of the Graduates and Continuing percentages). The NJDOE added High School Persistence as a new indicator of school quality or student success in the ESSA accountability system starting with the 2024-25 school year.

Federal Graduation Rates

The Federal Graduation Rates visual shows the federal version of the Cohort 2025 four-year, Cohort 2024 five-year, and Cohort 2023 six-year federal graduation rates.

To be included as graduates in the federal graduation rate, students must have met state course requirements, local attendance requirements, and graduation assessment requirements. Any students with disabilities who did not meet requirements because of a modification or exemption in their IEP are not included in the graduates count (the numerator) but were included in the adjusted cohort (denominator).

The NJDOE uses federal graduation rates for the ESSA Accountability process. Four-year and five-year rates have been included in the accountability system since 2017, and six-year rates were added starting with 2024-25. For accountability purposes, prior year graduation rates are used. This means that the federal races in this visual (Cohort 2025 four-year, Cohort 2024 five-year, and Cohot 2023 six-year) will be used for the 2025-26 ESSA Accountability process starting in fall 2026. In the accountability section of this report for 2024-25, you will see that prior year Cohort 2024 four-year, Cohort 2023 five-year, and Cohort 2022 six-year rates are shown for the 2024-25 accountability process.

The federal graduation rates are calculated in the following way:

Numerator = All students in the graduation cohort who have earned a state-endorsed diploma and have met all state graduation requirements. Students who did not meet course, local attendance, or state graduation assessment requirements for graduation because of a modification or exemption in their IEP are excluded.

Denominator = All students in the adjusted cohort

The difference between the federal and state graduation rates is that students earning a state- endorsed diploma who did not meet course, local attendance, or state graduation assessment requirements for graduation because of a modification or exemption in their IEP are included in the numerator for the state calculation but are not included in the numerator for the federal calculation. These students are included in the denominator for both calculations.

This visual has a level filter that allows you to add district and/or state comparisons.

Graduation Pathways

The Graduation Pathways graph shows the percentage of Cohort 2025 four-year graduates who met graduation assessment requirements through each of the three graduation assessment pathways, and also the percentage of graduating students with disabilities who met the requirements through alternate requirements in their IEPs.

Students must meet the New Jersey graduation assessment requirements through one of three pathways:

First Pathway (Statewide Assessment): Students must take and demonstrate proficiency on the New Jersey Graduation Proficiency Assessment (NJGPA).

Second Pathway (Substitute Competency): Students must meet the designated cut score on one of the assessments on the menu of substitute competency tests, which includes PSAT, SAT, ACT, and Accuplacer.

Third Pathway (Portfolio Appeal): Students must demonstrate proficiency through a portfolio appeal in grade 12.

The second and third pathways are only available to students who completed the NJGPA in grade 11.

The IEP of student with disabilities will address whether the student must meet the passing score on the state assessments or demonstrate proficiency through an alternate pathway. As a result, some students with disabilities may meet the graduation assessment requirement through the alternate requirements specified in their IEPs.

Districts report how graduating students met the graduation assessment requirements in ELA and mathematics through the NJSLEDS Student Management system. Those graduation pathway indicators are used for the reporting in this section. A small percentage of students each year have missing information on which pathways were used due to reporting issues. As a result, the percentages across the four pathways reported in this visual may not total to 100%.

The rates in this graph are calculated as follows:

Numerator:

- Statewide Assessment: Number of students in Cohort 2025 who graduated by August 31, 2025 with a pathway value of S (NJGPA) or Q (Historical Statewide Assessments — for adult high school students only).
- Substitute Competency: Number of students in Cohort 2025 who graduated by August 31, 2025 with a pathway value of D (SAT), E (ACT), H or I (AccuPlacer tests), J (PSAT 10), or K (PSAT/NMSQT)
- Portfolio Appeals: Number of students in Cohort 2025 who graduated by August 31, 2025 with a pathway value of N (Portfolio Appeals)
- Alternate Requirements in IEP: Number of students in Cohort 2025 who graduated by August 31, 2025 with a pathway value of M (Alternate requirements specified in IEP)

Denominator: Total number of students in Cohort 2025 who graduated by August 31, 2025.

Key Information: Graduation Dashboard

Table 18: Graduation Dashboard Key Information

Information	Data Notes
What is the source of the data in this dashboard	• NJ SMART Student Management (initial data collection) • NJSLEDS Graduation Appeals Process and NJSLEDS Graduation Reports (the graduation appeals process for 2025 graduation rates occurred in fall 2025 and final graduation rates were reported in NJSLEDS in early 2026.) • Rates in these reports should match the rates that appear in the NJSLEDS Graduation Reports.
Which reports include this data?	• Data will appear for any schools serving grade 12. • This dashboard will not appear in the reports for specialized receiving schools/districts (such as special service districts, Education service commissions, or shared-time vocational schools) because the results for students attending those schools and districts are included in the results for their sending schools/districts.
Are there updates for 2024-25?	Trend data expanded to five years

Information	Data Notes
How is data suppressed to protect privacy in this dashboard?	• If the number of students in any student group is fewer than 10, graduation rates and pathways will not be displayed. • If any graduation rate is less than 10%, it will show <10%.
On which Performance Reports Database tab can I find the data from this dashboard?	• GraduationRateTrends • GraduationCohortProfiles • FederalGraduationRates • GraduationPathways

Dropouts Dashboard

The Dropouts dashboard includes information on the percentage of high school students who dropped out of high school during the reported school year. Districts report when students exit their schools and districts through NJSLEDS Student Management, and all exiting students must be reported with an exit withdrawal code, which indicates the reason why the student exited from membership in the school during the school year. These exit codes fall into various categories, such as transfers to other schools in or outside of New Jersey, dropout, or graduation. This data is used to identify which students dropped out during the school year for this report. Additionally, if there were graduation appeals the fall following the reported school year that impacted a student's status as a dropout, the data in this report will be reflective of any approved appeals. Dropout data is reported based on attending school. Shared-time students who drop out will be included in the dropout data for both the vocational high school and the local high school district with a weight of 0.5.

The top of this dashboard shows the overall percentage of students in grades 9 through 12 who dropped out during the 2024-25 school year.

Dropout Rate Trends

The Dropout Rate Trends graph shows the percentage of students in grades 9 through 12 who dropped out in each of the last five school years. A level filter is available to add district or state comparisons.

The dropout rate is calculated by dividing the unique number of students who were reported with a dropout exit code (D1, D3, D4, D5, D6, D7, D8, D10, or D11) and an exit date between July 1, 2024 and June 30, 2025 by the total end-of-year enrollment for grades 9 through 12 reported in June 2025.

Note that this only represents students who dropped out during a single school year. To see information on the percentage of students who drop out of high school before graduating, see the Cohort Profiles in the Graduation Dashboard. The non-continuing rates in those dashboards show the percentage students who dropped out since entering grade 9 along with other students who were reported as transfers that were not enrolled in other districts.

Key Information: Dropout Dashboard

Table 19: Graduation Dashboard Key Information

Information	Data Notes
What is the source of the data in this dashboard	NJ SMART Student Management
Which reports include this data?	• Data will appear for any schools serving grades 9 through 12. • This dashboard will not appear in the reports for specialized receiving schools/districts (such as special service districts, Education service commissions, or shared-time vocational schools).
Are there updates for 2024-25?	Trend data expanded to five years
How is data suppressed to protect privacy in this dashboard?	If the number of students in any student group is fewer than 10, data will not be displayed.
On which Performance Reports Database tab can I find the data from this dashboard?	DropoutRateTrends

Apprenticeship Dashboard

The apprenticeship dashboard shows information on the number of graduates who enrolled in United States Department of Labor (USDOL) registered apprenticeship programs in New Jersey after high school graduation.

Apprenticeship data is received each year from the Registered Apprenticeship Partners Information Data System (RAPIDS), which is maintained by USDOL. Graduates are matched to RAPIDS data yearly as of June to identify the number who enrolled in registered apprenticeship programs in New Jersey after graduation. The NJDOE does not receive information on graduates who enrolled in apprenticeship programs outside of New Jersey under its current agreement with USDOL, so the counts in this table will only include students who enrolled in program in New Jersey.

Apprenticeship data is reported based on the high school graduates attended at the time of graduation. For graduates who were shared-time vocational students, the student will be reported at both the vocational high school and the local high school they attended.

At the top of the apprenticeship dashboard, it shows the number of graduates from the last eight years (2017 through 2024) who have enrolled in registered apprenticeships as of June 2025.

Apprenticeship Trends

The Apprenticeship Trends table shows the number of graduates by graduation year, across the last eight years, who have enrolled in USDOL registered apprenticeships for each year after graduation. For example, for the graduating class of 2017, you can see how many graduates enrolled one year after graduation (as of June 2018), two years after graduation (as of June 2019), and so on until eight years after graduation (as of June 2025).

For the graduating class of 2024, there is only data available for one year after graduation (as of June 2025).

Key Information: Apprenticeship Dashboard

Table 20: Graduation Dashboard Key Information

Information	Data Notes
What is the source of the data in this dashboard	USDOL RAPIDS
Which reports include this data?	• Data will appear for any schools serving grade 12. • This dashboard will not appear in the reports for specialized receiving schools/districts (such as special service districts or Education service commissions), but it will be included for shared-time vocational high schools.
Are there updates for 2024-25?	Data reported has been expanded to show year over year counts for previous graduating classes instead of just the most recent year of data. The overall number of apprenticeships over the last eight years of graduates is also new for the 2024-25.
How is data suppressed to protect privacy in this dashboard?	If the number of graduates enrolled in an apprenticeship is fewer than 10, report will show <10.
On which Performance Reports Database tab can I find the data from this dashboard?	Apprenticeship

Postsecondary Enrollment Dashboard

The Postsecondary Enrollment dashboard will include data on postsecondary enrollment after graduation. As of May 2021, postsecondary enrollment data is not yet available for 2024-25. The NJDOE expects to update the reports to add postsecondary data in the coming months.

This section of the guide will be updated to include information on postsecondary enrollment when the data is released. The most recently released postsecondary data from 2023-24 can be found on the School Performance Reports Additional Data page.

Climate and Environment

Absenteeism Dashboard

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

Chronic absenteeism is an indicator of whether students are regularly attending school. A student is considered chronically absent if they are absent for 10% or more of their total days enrolled.

A **day absent** is a day that a student participates in instruction or instruction-related activities for less than half a day in session, per N.J.A.C. 6A:32-8.4(d). Whether a student absence is due to illness, disciplinary action, or other reason, the student is not considered present at school if they did not participate in instruction or instruction-related activities for at least half the day in session. Home instruction is considered instruction and instruction-related activities.

A locally excused absence is defined by a local district board of education policy. LEAs can use locally excused absences for local purposes, such as determining truancy, student conduct, promotion, retention, and the award of course credit. Locally excused absences are considered as days absent and can never be considered as present for state accountability and reporting purposes.

State-excluded absences are state-defined excused absences that are not counted as either a day in membership or as an absence for the purpose of chronic absenteeism calculations. Per N.J.A.C. 6A:32-8.4(e) and per P.L.2023, c.274, the seven allowable reasons for a state-excused absence are:

- Religious observance;
- A college visit (up to three days per school year, only for students in grades 11 and 12);
- "Take Our Children to Work Day" (pursuant to the memo issued by the Commissioner to all districts on April 25, 2017) or other rule issued by the Commissioner;
- Participation in observance of Veterans Day (N.J.S.A. 18A: 36-13.2) or district board of election membership activities (N.J.S.A.18A: 36-33); or
- Participating in district board of election membership activities;
- The closure of a busing district that prevents a student from having transportation to the receiving school; and
- Participation in one "civic event" for students in grades 6-12. This can only be applied to an event sponsored by a government entity, a community-based organization, or a nonprofit.

Districts report the number of days present, number of days absent, and number of state excused absences in NJSLEDS Student Management. For the 2024-25 school year, data was collected through NJ SMART SID Management. Each student's absentee rate is calculated as the number of days absent divided by the sum of the number of days present and the number of days absent. If a student's absentee rate is greater than or equal to 10%, the student is chronically absent. The school or district chronic absenteeism rate is calculated by taking the number of chronically absent students and dividing by the total number of students in grades K through 12 identified as accountable to the school or district. Refer to the Guidance for Reporting Student Attendance and Determining Chronic Absenteeism Rates guidance document for more information.

When concerns with student attendance are identified, there are many actions schools can take to reverse the trend. Resources on strategies for addressing chronic absenteeism are available on the NJDOE's Student Attendance webpage, including Getting Students to School: Strategies for Improving Attendance and Reducing Chronic Absenteeism and Data-Based Decision Making for Addressing Chronic Absenteeism.

For the chronic absenteeism rates in the Absenteeism dashboard, students are included in the calculations only if they were enrolled in the school for 90 or more days during the school year, regardless of whether they were active at the end of the school year. This is a change made starting with the 2024-25 school year. Prior to 2024-25, students were only included if they were enrolled at the school for 45 or more days and were active at the end of the school year. This change was made as part of an ESSA State Plan amendment which was approved in May 2025. Rates in the 2024-25 School Performance Reports from prior years reflect the methodology used at that time and have not been recalculated based on the new 2024-25 rules.

The overall school, district, and student group chronic absenteeism rates in this dashboard only include students in grades Kindergarten through 12. Chronic absenteeism rates for students in pre-kindergarten can be found in the Chronic Absenteeism by Grade graph.

Chronic absenteeism is calculated based on a student's accountable school, not attending school. In about 95% of all cases, the attending and accountable school are the same but there are instances where the accountable school may not be the attending school. For example, a student attending an approved private school for students with disabilities will have his or her attendance reported by the public school they would otherwise attend. If a student cannot be assigned to an accountable school for any reason, the student will be assigned to a district and included in a district report but not in an individual school report.

Current Year Chronic Absenteeism Rates and Corrective Action Plans

The top of the Absenteeism dashboard shows the 2024-25 chronic absenteeism rate, which is the percentage of K–12 students who were absent during the 2024-25 school year.

In school reports, to the right of the 2024-25 chronic absenteeism rate, it shows whether or not the school is required to develop a corrective action plan (CAP). Pursuant to N.J.S.A. 18A: 38-25.1, any school where 10% or more of the students enrolled are chronically absent must develop a CAP to improve chronic absenteeism.

In the district and state reports, it shows the number of schools in the district or state, respectively, that are required to develop a CAP.

Chronic Absenteeism Rate Trends

The Chronic Absenteeism Rate Trends graph shows K–12 chronic absenteeism rates for the last four years. There is a student group filter that can be used to review trend data for any student group. There is also a level filter to add a state comparison.

Chronic Absenteeism by Student Group

The Chronic Absenteeism by Student Group visual shows the percentage of students in grades K–12 who were chronically absent during the school year. The label on each bar also shows the number of students who were chronically absent in each student group. This table also includes a state comparison.

Chronic Absenteeism by Grade

The Chronic Absenteeism by Grade graph shows the percentage of students in grades K–12 who were chronically absent during the school year in each grade level, along with a state comparison. This is the only section of the Absenteeism dashboard where chronic absenteeism data for students in pre-kindergarten are included.

Percentage of Days Absent

The Percentage of Days Absent graph shows the percentage of students in grades K–12 who fall in each bucket of percentage of days absent during the reported year. The buckets a labeled by percentage of days across the top of the graph. Below the graph, it gives the approximate number of days absent that the percentage range represents based on a typical 180-day school year. For example, the second bucket is Absent 0.1–6.9% of days, which represents approximately 1–12 days absent for a student who was enrolled for the full school year.

The blue bars (0%, 0.1–6.9%, 7.0–9.9%) represent students who were not chronically absent, and the gold bars (10.0–12.9%, 13.0–19.9%, and 20% or more) represent students who were chronically absent. Note that due to rounding, the sum of the three chronically absent bars may not exactly equal the chronic absenteeism rate for the school.

Key Information: Absenteeism Dashboard

Table 21: Absenteeism Dashboard Key Information

Information	Data Notes
What is the source of the data in this dashboard	• NJ SMART SID Management End-of-Year Snapshot
Which reports include this data?	• Data will appear for all schools and districts serving grades K–12. • This dashboard will not appear in the reports for specialized receiving schools/districts (such as special service districts, Education service commissions, or shared-time vocational schools) because the results for students attending those schools are included in the results for their sending schools/districts.
Are there updates for 2024-25?	Trend data has been expanded to four years and is available for all student groups.
How is data suppressed to protect privacy in this dashboard?	• If the number of students in any student group is fewer than 10 students, counts and percentages will not be displayed. • If chronic absenteeism rates are greater than 90%, it will display >90%.
On which Performance Reports Database tab can I find the data from this dashboard?	• ChronicAbsenteeismTrends • ChronicAbsenteeismStudentGroup • ChronicAbsenteeismGrade • DaysAbsent

Discipline Dashboard

The Discipline Dashboard shows information on incidents of violence, vandalism, weapons, substances, harassment, intimidation, and bullying (HIB), and other incidents leading to removal, as well as student disciplinary removals, police notifications, and arrests that is collected from districts through the Student Safety Data System (SSDS). For more information, including the Commissioner's Annual Report on Student Safey and Discipline, visit the NJDOE's Student Safey and Discipline page.

In addition to the data reported in this dashboard, the 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 School Performance Reports Additional Data page.

Incidents by Type

The Incidents by Type table shows the number of incidents reported by type. Below the table, it displays the total number of unique incidents and the rate of incidents for every 100 students enrolled in the school. A single incident may be included under multiple incident types, so the sum of incidents across types may not equal the Total Unique Incidents.

The incidents per 100 students enrolled is calculated by dividing the total number of unique incidents by the total enrollment based on the end-of-year Student Management snapshot.

Police Notifications

The Police Notifications table shows the number of incidents that led to a police notification by incident type. **Incidents that led to police notification** include any action by which a student is reported to any law enforcement agency or official, including a school police unit, for an incident that occurs on school grounds, regardless of whether official action is taken. Citations, tickets, court referrals, and school-related arrests are considered reports to law enforcement.

Harassment, Intimidation, and Bullying (HIB) Investigations

The Harassment, Intimidation, and Bullying (HIB) Investigations table shows, by HIB Nature, the count of alleged, confirmed, and total HIB investigations.

The **HIB nature** of an incident may include bullying of a student for one characteristic (actual or perceived) or for multiple characteristics. The multiple characteristics are also called "**protected categories**". These protected categories are identified in N.J.S.A.18A:37-14. A single incident may be counted in multiple rows of the table if the investigation was associated with multiple protected categories. All confirmed incidents must have an identified nature, so the "Confirmed Investigations" column will show "n/a" for the No Identified Nature row. For more details about HIB, see the NJDOE Harassment, Intimidation, and Bullying (HIB) webpage.

Student Disciplinary Removals: By Student Group and Grade

The Student Disciplinary Removals: By Student Group and Grade table shows the number and percentage of students who received in-school suspensions, out-of-school suspensions, removals to other educational programs, and expulsions by student group and grade level. There is a student group/grade filter that allows you to filter the table for specific student groups or grades.

The following provides more details about the disciplinary removal types included in this table:

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

Information on disciplinary actions is reported by schools and districts to the NJDOE through the SSDS. Only students who attended the school are included in the disciplined student counts. The data used to determine student demographic information, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students schoolwide received a type of disciplinary action to protect student privacy.

For more information about student disciplinary removals, visit the NJDOE's Student Conduct webpage.

Students Involved in Police Notifications: By Student Group and Grade

The Students Involved in Police Notifications: By Student Group and Grade table shows the number and percentage of students who were involved in at least one incident that led to police notification by student group and grade level. There is a student group/grade filter that allows you to filter the table for specific student groups or grades.

Information on police notifications is reported by schools and districts to the NJDOE through the SSDS. Only students who attended the school are included in the number of students involved in incidents leading to police notification. The data used to determine student demographic information, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students schoolwide were involved in order to protect student privacy.

Students Arrested by Type of Incident: By Student Group and Grade

The Students Arrested by Type of Incident: By Student Group and Grade table shows the number and percentage of students who were involved in at least one incident that led to their arrest. Information on arrests is reported by schools and districts to the NJDOE through the SSDS. Only students who attended the school are included in the arrested student counts. The data used to determine student demographic information, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students schoolwide were involved in order to protect student privacy.

Key Information: Discipline Dashboard

Table 22: Discipline Dashboard Key Information

Information	Data Notes
What is the source of the data in this dashboard	• Incident and Discipline data is reported by schools and districts through SSDS. • Enrollment and demographic data used in this dashboard is from fall and end-of-year NJ SMART SID Management snapshots.
Which reports include this data?	Data will appear in all reports
Are there updates for 2024-25?	No
How is data suppressed to protect privacy in this dashboard?	• If the number of students receiving any type of disciplinary removal is less than 10, the count and rate will not be displayed. • In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students were involved.
On which Performance Reports Database tab can I find the data from this dashboard?	• IncidentsbyType • PoliceNotifications • HIBInvestigations • RemovalsStudentGroupGrade • PoliceNotificationsGroupGrade • ArrestsStudentGroupGrade

School Day

The School Day dashboard shows information about the overall time and instructional time for a typical student at this school. This dashboard appears only in the school reports since school day and instructional information is a school-level measure.

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

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

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

Key Information: School Day Dashboard

Table 23: School Day Dashboard Key Information

Information	Data Notes
What is the source of the data in this dashboard	CDS System
Which reports include this data?	Data will appear in all school reports
Are there updates for 2024-25?	No
How is data suppressed to protect privacy in this dashboard?	n/a
On which Performance Reports Database tab can I find the data from this dashboard?	SchoolDay

Device Ratios

The Device Ratios dashboard shows the student to device ratio, which is the number of students in grades pre-K through 12 per device, including devices designated for instruction, testing, and remote learning. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for online testing and digital learning in grades pre-K through 12.

The device counts come from the elective NJTRAx survey and reflect data submitted as of October 2024, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low student to device ratio due to this policy decision.

The ratios are calculated by dividing the total PK–12 enrollment by the number of reported devices. If the number of reported devices is greater than the total PK–12 enrollment, it will show a ratio of 1:1.

Key Information: Device Ratio Dashboard

Table 24: Device Ratio Dashboard Key Information

Information	Data Notes
What is the source of the data in this dashboard	NJTRAx survey (October 2024)
Which reports include this data?	Data will appear in all school reports
Are there updates for 2024-25?	No
How is data suppressed to protect privacy in this dashboard?	n/a
On which Performance Reports Database tab can I find the data from this dashboard?	DeviceRatios

Staff

Staff Dashboard

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

- **Teachers:** All classroom teachers
- **Administrators:** Principals, assistant principals, supervisors, coordinators, directors, superintendents, and other central-office and district-level administrators.

Staff member types are identified based on job codes reported by districts. The job codes used are:

- **Teachers:** 1000–2999, 3140, 4000, 4001
- **Administrators:** 0100–0600
- **Librarian/Media Specialists:** 0003, 3105
- **Nurses:** 0007, 0008, 0041, 3114, 3115, 4002
- **Counselors:** 0001, 0002, 3100, 3101
- **Child Study Team Members:** 0009, 0010, 0011, 0013, 3116, 3117, 3118, 3120
- **School Psychologists:** 0009, 3116
- **School Social Workers**: 0010, 3117
- **School Assistance Coordinators**: 0014, 3121

The School Safety Specialist data that appears in the Staff Counts and Staff Ratios table is based on whether districts have reported contact information for a School Safety Specialist in the CDS system.

For more information about certification for teachers, school leaders, educational services personnel, career and technical educators, and substitute, visit the NJDOE's Certification webpage.

Teachers — Experience & Administrators —Experience

The Teachers — Experience and Administrators — Experience tables show information about experience for teachers and administrators with comparisons to statewide data. The data used in both tables are based on data submitted by districts in NJ SMART SMID Management in fall 2024. Information in these tables reflects all teachers or administrators assigned to the school or the district. There may be staff members assigned to the district but not to an individual school, such as district administrators and teachers who teach in multiple schools, so the total across the schools may not be the same as the district total.

Average years of experience in public schools is the average number of years that teachers or administrators have held positions in one or more public schools, both in New Jersey and outside of the state.

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

Number and percentage in district for 4 or more years are based on teachers or administrators who have four or more years of experience in public schools. This has been changed for 2024-25 to reflect overall experience. In previous years, it was based on four or more years of experience in current school district.

Number and percentage of out-of-field teachers are based on teachers who are potentiallyteaching outside of their area of certification. This is only available in the teacher table.

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

- The teacher's social security number submitted in NJ SMART is not found in the certification system;
- The teacher has a job code in NJ SMART without a valid authorization code in the certification system; or
- The teacher has a valid job code and authorization code but an expired certificate.

Number and percentage of teachers with provisional credentials are based on teachers who are fully certified novice teachers of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification. This is only available in the teacher table.

Staff Counts & Staff Ratios

The Staff Counts and Staff Ratios tables show the number of staff members that fall into certain categories and ratios of students and staff members. These tables include data for Teachers, Administrators, Librarian/Media Specialists, Nurses, Counselors, Child Study Team members, School Psychologists, School Social Workers, Student Assistance Coordinators, and School Safety Specialists. Child Study Team members include psychologists, school social workers, and learning disability teacher consultants.

The staff counts for all staff categories, except for School Safety Specialists, is based on data reported by districts in the NJ SMART SID Management fall snapshot from 2024. The School Safety Specialists data is based on data submitted by districts in the CDS system and is not available at the school level because it is a district assigned position.

The staff counts reported in the Staff Counts table and used for the Staff Ratio calculations are not based on full-time equivalent (FTE). In some districts, staff members, particularly Librarians/Media Specialists, Nurses, Counselors, and Child Study Team Members, may be assigned only to the district and not to individual schools, even though the staff members may be working in some or all schools in the district. In these cases, the table may show 0 staff members assigned in the individual school reports, even though there are district staff members working in the school.

Districts can report up to six job codes for a single staff member. If a staff member is reported with job codes that fall under multiple categories in the table, for example a teacher and an administrator, the staff member will be included in both categories in the Staff Counts and Staff Ratio calculations. If a staff member is reported with two different job codes that fall within the teacher category, the staff member will only be counted once in the teacher count and within the Staff Ratio calculations.

Ratios that compare staff counts with student counts are calculated by dividing the total end-of-year enrollment by the unique count of staff members that fall into that category. The Students with Disabilities to Child Study Team Members ratio is calculated by dividing the total end-of-year enrollment for students with disabilities (students with a reported special education classification) by the unique count of staff members reported as psychologists, social workers, and learning disability consultants.

Teacher and Administrators — Demographics

The Teacher and Administrator — Demographics table shows the percentages of students, teachers, and administrators by gender and by racial and ethnic group with comparisons to the state. Teacher Demographic information is based on data reported in SMID Management in the fall snapshot. Student demographics are based on data reported in SID Management in the end-of-year snapshot. Student percentages are calculated by taking the total number of students in each category and dividing by the total end-of-year enrollment. Each staff rate is calculated by taking the total unique number of staff members in each category and dividing by the total number of staff members. Each teacher or administrator is identified in only one racial or ethnic group. To protect student and staff privacy, gender percentages may show a range, depending on the overall school population size.

Teachers and Administrators — Level of Education

The Teachers and Administrators— Level of Education graph shows the percentage of teachers and administrators based on the highest level of education attained. The bachelor's degree and master's degree categories for teachers may include non-instructional degrees or certificates such as educational services certificates or specialized degrees. Administrators are required to have a master's degree or higher, so the bachelor's degree category will show n/for Administrators. Education data is based on data reported by districts in NJ SMART SMID Management from the fall 2024 snapshot.

Teachers and Administrators — One-Year Retention

The Teacher and Administrators — One-Year Retention visual shows the percentage of teachers and administrators assigned to the district or state during the 2023-24 school year who were still assigned to the same district in the 2024-2025 school year. Staff who are not retained may have changed districts or no longer work for the state, which includes retirement. Data for both the 2023-24 and 2024-25 school year is based on NJ SMART SMID Management data from the fall snapshot.

Teacher Demographics by Subject Area & Teacher Experience by Subject Area

Teacher Demographics by Subject Area and Teacher Experience by Subject area show demographic, experience, and education information for teachers broken down by reported subject area. Job codes that were reported in NJ SMART SMID Management were used to determine in which subject area or areas a staff member was included.

The following job codes are used to assign staff members to each of the different subject areas:

- Elementary (Not Subject Specific): 1000–1007
- English/Language Arts/Literacy: 1015, 1106, 1401–1451, 1486
- English to Speakers of Other Languages: 1485
- Mathematics: 1016, 1102, 1901–1907
- Science: 1017, 1103, 2202-2236
- Social Studies/History: 1018, 1104, 2302–2391
- World Languages: 1105–1191, 1500–1599
- Visual and Performing Arts: 1200–1286, 2100–2130
- Health/Physical Education: 1607–1645
- Family & Consumer Sciences: 1700–1760

- Financial Literacy: 2001
- Business: 1301–1388
- Computer Science/IT: 1962, 2525, 2593, 2713–2715
- Industrial Arts: 1805–1897
- Career and Technical Education: 2501–2523, 2526–2589, 2595–2712, 2716–2722

Note that some teachers may teach in multiple subject areas and may be counted more than once in the tables or they may only be counted in their primary subject area, depending on how the district reported the data.

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 either special education or bilingual, so those teachers will be counted in multiple subject areas. Staff members are assigned to the special education and bilingual categories based on job code subcategories. Any staff members with a teacher job code (1000–2999, 3140, 4000, 4001) and a job code subcategory of 5 will be included in the Special Education category. Any staff members with a teacher job code (1000–2999, 3140, 4000, 4001) and a job code subcategory of 2 will be included in the Bilingual category.

All other measures in these tables: gender and race/ethnicity breakdowns, experience, and levels of education, are calculated in the same way that these measures are calculated for all teachers in the Teachers and Administrators — Demographics, Teacher and Administrator Experience, and Teachers and Administrators — Level of Education tables. See those sections of this document for information on how these measures are calculated.

Key Information: Staff Dashboard

Table 25: Staff Dashboard Key Information

Information	Data Notes
What is the source of the data in this dashboard	• NJ SMART SMID Management fall snapshot • CDS (School Safety Specialists) • NJ SMART SID Management end-of-year snapshot (student enrollment and demographics)
Which reports include this data?	Data will appear in all reports
Are there updates for 2024-25?	No
How is data suppressed to protect privacy in this dashboard?	n/a
On which Performance Reports Database tab can I find the data from this dashboard?	• TeachersExperience • AdministratorsExperience • StaffCounts • StudentToStaffRatios • TeachersAdminsDemographics • TeachersAdminsDemoSubjectArea • TeachersAdminsEducation • TeachersAdminsOneYearRetention • TeacherExperienceSubjArea

Statewide Educator Equity Dashboard

The Statewide Educator Equity Dashboard appears only in the state report. This dashboard shows the percentage of students who were taught by inexperienced, ineffective, and out-of-field teachers, with comparisons across economic status and minority status.

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

The visual shows comparisons between Economically Disadvantaged Students in Title I schools and Non-Economically Disadvantaged Students in Non-Title I schools and between Minority Students in Title I schools and Non-Minority Students in Non-Title I schools to show possible educator equity gaps across New Jersey.

Minority students are students of color, which includes the following student groups: American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, and two or more races. Please note that the term "minority students" is not aligned to New Jersey's efforts to use asset-based language, but it is used here to align with the language of federal law.

This dashboard also shows comparisons both for all classes and within core classes. Core classes are any courses in the following subject areas: English language and literature, mathematics, life and physical sciences, or social studies and history.

Key Information: Statewide Educator Equity Dashboard

Table 26: Statewide Educator Equity Dashboard

Information	Data Notes
What is the source of the data in this dashboard	• NJ SMART SID Management (demographic information) • NJ SMART Course Roster (course enrollment and link of students to staff) • NJ SMART SMID Management (job codes, experience) • Teacher Evaluation data (ineffective status) • Certification data (SMID Management data is linked to certification data to identify out-of-field teachers)
Which reports include this data?	State report only
Are there updates for 2024-25?	Addition of comparisons within core classes
How is data suppressed to protect privacy in this dashboard?	n/a
On which Performance Reports Database tab can I find the data from this dashboard?	StatewideEducatorEquity

Per-Pupil Expenditures

States are required under the ESSA to report on the per-pupil expenditures of federal, state, and local funds for each school and district in the state.

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

Expenses that are omitted from the per-pupil expenditure include:

- Pension costs paid by the state on behalf of districts
- Tuition payments
- Transportation costs
- Costs for students in residential programs
- Local contributions to special revenue
- Interest payments on the lease purchase of buildings
- Payments resulting from judgments against the school district
- Equipment purchases
- Facilities acquisition and construction services
- Debt service expenditures

More information about district and charter school spending can be found using districts' User Friendly Budget or the NJDOE Finance District Report Search of the Annual Comprehensive Financial Reports (ACFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures Dashboard

The Per-Pupil Expenditures section of the reports in the school and district reports shows a district summary for 2024-25 school-level per pupil expenditures by source. The data in this dashboard is linked directly to a live school-level per-pupil expenditures report. The financial data used for this report can be revised in the FY25 Audit Summary in Homeroom and the average daily enrollment can be updated in the FY25 School Register Summary. Changes made to these reports will be reflected in the school-level Per-Pupil Expenditures report immediately. General information and guidance on this report are available on NJDOE's webpage for ESSA School Level Reporting Information. LEAs may email questions to audsum@doe.nj.gov with questions about data in this section of the report.

Key Information: Per-Pupil Expenditures Dashboard

Table 27: Per-Pupil Expenditures Dashboard Key Information

Information	Data Notes
What is the source of the data in this dashboard	• Expenditure Data comes from district audit summary data. Expenditure amounts are taken from districts' actual expenditures as reported in the audit summary application (Audsum), which are certified by the district's business administrator and an independent auditor. Amounts reported in the Audsum correspond to the amounts in each district's Annual Comprehensive Financial Report (ACRF). • Enrollment Data (used for the denominator in the calculation) is based on each district's Average Daily Enrollment, as reported by districts in the School Register Summary (SRS). The enrollment includes only those students who are being educated within the district's schools. Students who are sent out of district via tuition arrangements, as well as those who attend charter schools, choice districts, or residential programs, are **not** included in the average daily enrollment of their resident district.
Which reports include this data?	All reports
Are there updates for 2024-25?	No
How is data suppressed to protect privacy in this dashboard?	n/a
On which Performance Reports Database tab can I find the data from this dashboard?	Data from this dashboard is not included in the database since it is live data. An option to download all current school-level per-pupil data by district in one spreadsheet is available on the Per-Pupil expenditures dashboard.

Accountability

The Every Student Succeeds Act (ESSA) was passed in December 2025 and replaced the No Child Left Behind Act (NCLB) of 2022. The purpose of this law is to ensure that all students have equitable access to high-quality educational resources and opportunities and to close educational achievement gaps.

As required by this law, in 2017, New Jersey developed a state plan for how it identifies the schools in need of the most comprehensive and targeted support. ESSA requires that states use a set of indicators to measure the performance of all schools. New Jersey's initial ESSA State Plan was approved in 2017, and an amendment to that plan was approved in May 2025. New Jersey's current ESSA State Plan, and related resources, can be found on the NJDOE ESSA State Plan webpage.

New Jersey's ESSA State Plan has identified the following indicators that are used in the identification and annual meaningful differentiation of schools:

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

ELA and Math Growth: Median student growth percentiles

Graduation Rates: Four-year, five-year, and six-year federal adjusted cohort graduation rates (prior year rates are used for ESSA accountability, so the rates used for the 2024-25 process represent the Cohort 2024 4-year, Cohort 2023 5-year, and Cohort 2022 6-year rates)

Progress toward ELP: Percentage of multilingual learners who met expected growth targets on the ACCESS for ELLs Assessment for English language proficiency

Chronic Absenteeism: Percentage of K–12 students who were absent for 10% or more of the days enrolled during the school year

High School Persistence: Percentage of students in a graduation cohort who either graduated with a state-endorsed diploma or remained enrolled six years after entering high school.

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

Based on New Jersey's approve ESSA State Plan, the NJDOE identifies schools in the following four federal categories every three years:

Comprehensive Support and Improvement (CSI): Overall Low Performing: Title I schools with a summative score in the bottom 5% of Title I schools

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

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

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 identifies schools in the following federal category annually:
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.

The last identification for CSI and ATSI status was based on performance from the 2022-23 school year. The next identification for CSI and ATSI will be based on performance from the 2025-26 school year, to determine status for the 2027-28 school year. As a result, no schools were newly identified or exited from CSI or ATSI status based on data from the 2024-25 school year.

More information about New Jersey's accountability system, how indicator and summative scores were calculated, how federal accountability status is determined, and statewide progress toward long-term goals is available on NJDOE's accountability webpage.

Accountability Status Dashboard

The Accountability Status dashboard provides information on which schools have been identified for support across CSI, ATSI, and TSI and also includes school summative scores and ratings.

School Status (School Reports)

At the top of the Accountability Status dashboard in school reports, it indicates whether the school has been identified for support and improvement for the 2026-27 school year. Identification for the 2026-27 school year is determined based on performance from the 2024-25 school year.

The status section will indicate the overall status (Not in Status, CSI, ATSI, or TSI), the category of identification, and the year the school will be eligible to exit if exit criteria are met. For schools identified for ATSI or TSI status, it will also indicate the student groups that have identified as needing support.

Count of Schools Identified (District and State Reports)

At the top of the district and state reports, it shows the number of schools within the district or state that have been identified for CSI, ATSI, or TSI support for the 2026-27 school year.

Schools Identified for Support for the 2026-27 School Year (District and State Reports)

The Schools Identified for Support table appears in the district reports and shows the list of schools within the district or state that have been identified for CSI, ATS, and TSI for the 2026-27 school year. It will show the overall status (CSI, ATSI, and TSI), the category of identification, and the year eligible to exit. For schools identified for ATSI or TSI status, it will also indicate the student groups that have identified as needing support.

The table in the state reports includes filters that allow you to filter for county, district, or status.

ESSA Indicator Scores, Summative Scores, and Summative Ratings: Schoolwide

The ESSA Indicator Scores, Summative Scores, and Summative Ratings: Schoolwide section show performance on each indicator score, calculated indicator scores, and the weights used to calculate summative scores. Below the table, it shows the calculated summative score and the calculated summative rating for the school.

The indicators, as well as the weights applied to each indicator, vary based on school grade configurations. Schools are categorized into one of three school grade configurations. Schools that have growth data, but no graduation data, will fall into the Elementary/Middle School configuration. Schools that have graduation data, but no growth data, will fall into the High School configuration. Schools serving both elementary/middle and high school grades that have both academic progress data and graduation data will fall into the Mixed (HS and ES/MS Grades) configuration. The school configuration is displayed above the table, along with whether the school received Title I schoolwide or targeted funds for the 2024-25 school year. Note, if a school does not meet the minimum requirements for the number of indicators required to calculate a summative score, the school configuration will show n/a.

In developing the weights for the indicators in the accountability system, the NJDOE followed a set of principles that reflected the diverse needs of New Jersey students and input from stakeholders. The following table outlines the indicators and weights used for each of the school configurations, with weights provided for schools where the Progress toward ELP indicator is available and is not available, since many schools do not meet the minimum n-size of 20 students for that indicator.

Table 28: ESSA Accountability Indicator Weights

Indicator	ES/MS Weight with Progress toward ELP	ES/MS Weight without Progress toward ELP	HS Weight with Progress toward ELP	HS Weight without Progress toward ELP	Mixed Weight with Progress toward ELP	Mixed Weight without Progress toward ELP
ELA Growth	20%	25%	n/a	n/a	12.5%	15%
Mathematics Growth	20%	25%	n/a	n/a	12.5%	15%
4-Year Graduation Rate	n/a	n/a	20%	25%	12.5%	15%
5-Year Graduation Rate	n/a	n/a	10%	12.5%	6.25%	7.5%
6-Year Graduation Rate	n/a	n/a	10%	12.5$	6.25%	7.5%
ELA Proficiency	15%	17.5%	15%	17.5%	10%	12,5%
Mathematics Proficiency	15%	17.5%	15%	17.5%	10%	12.5%
Progress toward ELP	20%	n/a	20%	n/a	20%	n/a
Chronic Absenteeism	10%	15%	10%	15%	10%	15%
HS Persistence	n/a	n/a	0%	0%	0%	0%

The table in this section only shows the indicators that apply to each school based on grades served. For example, the graduation indicator rows will not appear in the reports for elementary or middle schools, and the growth indicator rows will not appear I the reports for high schools.

The indicator scores that appear in this table are percentile ranks that reflect each school's performance on the indicator relative to other schools within the same school configuration. Each indicator score is based on both overall school performance and average student group performance on that indicator.

For example, consider a school with a total enrollment of 1,000 students where the student groups are as follows:

- 690 students are white (69%), 300 students are Black or African American (30%), and 10 students are Hispanic/Latino (1%)
- 150 students are economically disadvantaged (15%)
- 15 students are students with disabilities (1.5%)

Students may be counted in more than one student group, for example, white and economically disadvantaged.

When calculating the indicator score, 50% of the score is based on the total student group, but the other 50% of the score will be based on the average of all the student groups with at least 20 students. In this example, the 50% based on student groups will be equally split across the white, Black of African American, and economically disadvantaged student groups. The Hispanic/Latino and students with disabilities student groups have fewer than 20 students, so they will not be included in the student group calculations but will continue to be included in the total student group.

To calculate the indicator score:

1. School and student group values are standardized, or converted to z-scores, so they are on the same scale and can be compared across schools.
2. The average standardized student group score is calculated by averaging across the standardized scores for each student group with at least 20 students.

3. The standardized score for all students is averaged with the average standardized student group score, with each being weighted equally.
4. This average is then concerted to a percentile ranking, within school configuration, and that ranking becomes the indicator score.

The Progress toward ELP indicator is the only indicator where student group performance is not used for 50% of the indicator score calculation because this indicator only applies to the multilingual learner student group.

The summative score is calculated by multiplying each indicator score by its corresponding indicator weight and summing the products. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state with similar grade configurations (elementary/middle schools, high schools, or schools with mixed grade configurations). Summative Scores are rounded to the nearest hundredth to calculate the Summative Rating percentiles.

ESSA Indicator Scores and Summative Scores: Student Group

In addition to school summative scores, summative scores are also calculated for each accountability student group. These student group summative scores are used to identify schools for additional targeted support and improvement (ATSI). The ESSA Indicator Scores and Summative: Student Group table shows, for each student group, the actual performance on the indicator, the indicator score, and the indicator weight. Below the table, the student group summative score is displayed. Summative ratings are not calculated for student groups. The student group filter should be used to view the data for each student group.

The calculation of indicator scores for student groups is similar to the calculation of indicator scores for the school. The difference is that the student group indicator score is just based on the performance of a single student group, so the student group indicator score is just the percentile ranking of the standardized student group score, within student group configuration. The student group's configuration is often the same as the school configuration, but in some cases, less data is available at the student group level due to smaller group sizes, so the student group configuration for a student group may be different than the school's configuration.

The student group summative score is calculated the same way as the school summative score: by multiplying each student group indicator score by its corresponding weight.

If a student group did not meet the minimum ESSA n-size of 20 students for any indicators, the table will not be displayed.

Targeted Support and Improvement Identification

The Targeted Support and improvement Identification table shows details of the data used in the annual identification of schools for TSI. At the top of the table, it indicates whether the given school is identified for targeted support and improvement for the 2026-27 school year, and, if so, which student groups were identified for targeted support and improvement.

The student group filter can be used to review the data used in TSI identification for each student group in the school. The table shows for each ESSA indicator, the actual performance value, the ESSA annual target, the status in meeting the annual target, and a flag that indicators whether the student group both missed the target and was below the state average. This is shown for both the 2023-24 and 2024-25 school years. A school meets the criteria for TSI if they have one or more student groups that missed the targets and was below the state average for all indicators for both 2023-24 and 2024-25.

The text above the table indicates whether all targets were missed and performance was below the state average individually for both 2023-24 and 2024-25 individually, and whether TSI criteria was met. Some schools may meet the TSI criteria based on 2023-24 and 2024-25 performance, but if they are already identified for CSI or ATSI support, they will remain in their current status.

For more details about how indicator scores, summative scores, and summative ratings are calculated and how schools are identified for support and improvement, see the Technical Guide to Summative Ratings and Identification of Schools and the corresponding accountability workbook files on the ESSA Accountability webpage.

Key Information: Accountability Status Dashboard

Table 29: Accountability Status Dashboard Key Information

Information	Data Notes
What is the source of the data in this dashboard?	• NJSLA and DLM summative assessment data • NJ SMART/NJSLEDS Final Graduation Data • NJ SMART SID Management (attendance) • ACCESS for ELLs summative assessment data
Which reports include this data?	• Data will appear for all schools and districts serving grades K–12. • This dashboard will not appear in the reports for specialized receiving schools/districts (such as special service districts, Education service commissions, or shared-time vocational schools) because the results for students attending those schools are included in the results for their sending schools/districts.
Are there updates for 2024-25?	The following data is all new for the 2024-25 reports: • Counts of school identified in district/state reports • Student Group Summative Scores • Targeted Support and Improvement Identification data
How is data suppressed to protect privacy in this dashboard?	• Data is not reported for any student groups where the data represents fewer than 10 students. • Student groups where the data is fewer than 20 students will not be included in accountability calculations or measured against annual targets/standards. • Proficiency and graduation rates below 10% will show <10%, and chronic absenteeism rates above 90% will show >90%.
On which Performance Reports Database tab can I find the data from this dashboard?	• ESSAAccountabilityStatus (School database) • ESSAAccountabilityStatusList (District/state database) • ESSAAccountabilityStatusCounts (District/state database) • AccountabilitySummative (School database) • TSIIdentification (School database)

Accountability Trends Dashboard

The Accountability Trends dashboard provides information on performance across ESSA indicators and status in meeting ESSA annual targets and progress toward long-term goals.

2024-25 Performance on ESSA Accountability Indicators

This section of the dashboard shows performance for each of the 2024-25 ESSA Accountability Indicators, along with the change in performance as compared to 2023-24.

The performance for all indicators represents data from the 2024-25 school year, except for graduation data (4-year, 5-year, and 6-year rates) and high school persistence which a based on data from the 2023-24 school year. Note that these graduation rates represent the federal calculation of the graduation rate, which does not include students with disabilities who did not meet either state course, local attendance, or state graduation assessments requirements because of modifications or exemptions in their IEPs as graduates.

Two new indicators were added to the accountability system starting with the 2024-25 school year: 6-year graduation rate and high school persistence. These two indicators will show “n/a” in the change from prior year section since these indicators were not included in the 2023-24 process.

ESSA Accountability Performance Trends

The ESSA Accountability Performance Trends graphs show four years of performance for each of the ESSA Accountability indicators. There is a student group filter to review trend data for any student group.

Student growth data is not available for 2021-22 because an alternate measure of growth was used that year due to the cancellation of statewide assessments in 2019-20 and 2020-21. The two new indicators for 2024-25, 6-year graduation rate and high school persistence, will not have any data populated for 2021-22 through 2023-24 since they were not part of the accountability system until 2024-25. The graduation rate and high school persistence rates displayed for each accountability year reflect lagged data. For example, for 2024-25, the graduation rates are the Cohort 2024 four-year, Cohort 2023 five-year, and Cohort 2022 six-year rates, and the high school persistence rate is based on Cohort 2022 students.

Status in Meeting Annual ESSA Targets and Goals: Overview & Indicator Detail

The Status in Meeting Annual ESSA Targets and Goals: Overview table and Indicator Detail visuals provide information on the status in meeting annual ESSA targets for each student group and each ESSA Accountability indicator.

The overview table provides a quick summary of the status in meeting targets for each student group. The indicator detail graphs show the actual performance and target for each indicator and student group, along with the status in meeting the annual target. There is an indicator category filter that can be used to view the performance and status for indicators within each of the main indicator categories: Proficiency, Growth, Graduation, Progress toward ELP, and School Quality.

Under ESSA, states are required to establish long-term goals and annual targets for proficiency, graduation, and progress toward ELP. New Jersey has also established a state standard for growth and annual state targets for chronic absenteeism that all student groups are measured against each year.

For more details on the long-term goals and annual targets for each indicator, see the ESSA Profiles Companion Guide.

Proficiency

For proficiency, the status in meeting target will be "Met Goal" if the student group's performance was 80% or higher, "Met Target" if the student group's performance was greater than or equal to the annual target, "Met with CI" if the student group's performance met the annual target within a 90% confidence interval, "Progress, Target Not Met" if the student group's performance did not meet the annual target within a 90% confidence interval but performance was greater than 2023-24 performance, "No Improvement" if the student group's performance was equal to or less than 2023-2024 performance, and "Not Met, No Prior Rate" if the student group's performance did not meet the annual target within a 90% confidence interval and there was not 2023-2024 performance to compare.

Growth

For growth, the status will be "Exceeded" if the student group mSGP is 60 or higher, "Met Target" if the student group mSGP is between 40 and 59.5, or "Not Met" if the student group mSGP is below 40. There is no annual target for the state, since median student growth percentiles are a normative measure, and by definition will always be very close to 50. In this section of the report, the status in the state report will show "No State Target".

Graduation

For graduation, the status will be "Met Goal" if the graduation rate is at or above the future goal (95% for four-year, 96% for five-year, 97% for six-year), "Met Target" if the graduation rate is greater than or equal to the annual target, "Progress, Target not Met" if the graduation rate is below the annual target but the graduation rate is greater than the prior year graduation rate, "No Improvement" if the graduation rate is below the annual target and the graduation rate stayed the same or declined compared to the prior year rate, or "Not Met, No Prior Rate" if the graduation rate is below the annual target and there is not prior year rate to compare. There are no annual targets established for six-year graduation rates for 2024-25, so it will show "Met Goal" if the six-year rate is above the established long-term goal of 97%, otherwise it will show "No Target".

Progress toward ELP

For progress toward ELP, the status will be "Met Goal" if the rate is above the 2028-29 long-term goal, "Met Target" if the rate is greater than or equal to the annual target, "Met with CI" if the rate met the annual target with a 90% confidence interval applied, "Progress, Target not Met" if the rate did not meet the target with a 90% confidence interval applied but performance improved from the prior year, "No Improvement" if the rate did not meet the target with a 90% confidence interval applied and performance did not improve from the prior year, and "Not Met, No Prior Rate" if the rate did not meet the target with a 90% confidence interval applied and there is not prior year rate to compare. The Progress toward ELP indicator is only measure for the multilingual learner student group (and the same performance is shown as the schoolwide performance), so no status or performance data will appear for any other student groups for this indicator.

School Quality

For chronic absenteeism, the status will be "Met Target" if the student group's rate was at or below the state average/target or "Not Met" if the student group's rate was above the target. There are no annual targets for chronic absenteeism at the state level, since the school and district annual targets are based on the state average, so the status in the state report will show "No State Target."

For high school persistence, no long-term goal or annual targets have been established, so in this section, the status will show "No Target Defined' for all reports.

In the Indicator Detail graphs, the blue bars represent the student group's performance on the indicator, and the gold bars represent the 2024-25 annual target. The shade of blue varies based on the status in meeting the annual target. When filtered for Proficiency, Graduation, or Progress toward ELP, the tooltip that appears when you hover your mouse over the blue bar shows the long-term goal for the student group.

If the data for a student group is below 10, no data or target will be displayed. If the data for a student group is between 10 and 19, the performance data will be displayed since the student group met the n-size for reporting, but since the student group did not meet the n-size for accountability (20 students), no target will be displayed, the bar will be gray, and the status will show as "Below N-Size."

Key Information: Accountability Trends Dashboard

Table 30: Accountability Trends Dashboard Key Information

Information	Data Notes
What is the source of the data in this dashboard?	• NJSLA and DLM summative assessment data • NJ SMART/NJSLEDS Final Graduation Data • NJ SMART SID Management (attendance) • ACCESS for ELLs summative assessment data
Which reports include this data?	• Data will appear for all schools and districts serving grades K–12. • This dashboard will not appear in the reports for specialized receiving schools/districts (such as special service districts, Education service commissions, or shared-time vocational schools) because the results for students attending those schools are included in the results for their sending schools/districts.
Are there updates for 2024-25?	• Trend data has been expanded to four years and is available by student group. • Status in meeting target information has all moved to the accountability section of the reports to make it easier to find in one location.
How is data suppressed to protect privacy in this dashboard?	• Data is not reported for any student groups where the data represents fewer than 10 students. • If data represents fewer than 20 students, it will not be included in accountability calculations or measured against annual targets/standards. • Proficiency and graduation rates below 10% will show <10%, and chronic absenteeism rates above 90% will show >90%.
On which Performance Reports Database tab can I find the data from this dashboard?	• ESSAAccountabilityTrends • ProficiencyTargets • GrowthTargets • GraduationTargets • ProgresstowardELPTargets • ChronicAbsenteeismTargets • HSPersistenceTargets

Narrative

The Narrative section shows narrative information provided directly by districts to share highlights, achievements, and other important information about programs, activities, and services that are offered. Districts submit their narrative data each fall through the NJSLEDS Performance Report Submission.

Narrative Dashboard

The Narrative Dashboard will appear in all school and district reports, however since narrative reporting is optional, not all schools and districts will have narrative information to display. Districts are given an option to provide narrative information in the following categories:

- Highlights
- Mission, Vision, Theme
- Awards, Recognition, Accomplishments
- Courses, Curriculum, and Instruction
- Sports Offered/Sports and Athletics
- Clubs and Activities
- Climate Survey
- Before and After School Programs
- Staff and Professional Learning
- Postsecondary
- Student Supports and Services
- Student Health and Wellness
- Parent and Community Involvement
- Facilities
- School Safety
- Technology and STEM
- Early Childhood
- Special Topic: Attendance
- Other Information

Only narrative categories where districts provided information will appear in the reports. Other categories where no information was provided will be hidden.

A filter option is available to filter for specific narrative categories where information was provided.

Narrative Dashboard Key Information

Table 31: Narrative Dashboard Key Information

Information	Data Notes
What is the source of the data in this dashboard?	NJSLEDS Performance Reports Submission (fall 2024)
Which reports include this data?	All school and district reports, state reports do not have narrative
Are there updates for 2024-25?	No
How is data suppressed to protect privacy in this dashboard?	n/a
On which Performance Reports Database tab can I find the data from this dashboard?	Narrative

School Performance Reports Additional Resources

Many additional resources to help understand and use the School Performance Reports can be found on the School Performance Reports Resources page.

If you have any questions about data in the reports, please contact reportcard@doe.nj.gov.