

# New Jersey Department of Education 2019-2020 School Performance Reports

**Warren Hills Regional School District**

**WHRSD Board of Education Meeting**

**April 27, 2021**

**Dawn A. Moore, Assistant Superintendent for Curriculum and Instruction**




# 2019-2020 School Performance Reports

- The **School Performance Reports** reflect the New Jersey Department of Education's (NJDOE) commitment to providing parents, students, and school communities with a large variety of information about each school and district. These reports can be used as a tool to help evaluate whether all students have equitable access to high quality education.
- Communities are encouraged to use these reports to **learn more, start conversations, and engage.**
- In addition to meeting the federal report requirements under *ESSA*, NJDOE is committed to developing reports that **provide stakeholders with a broader picture of their schools and districts.**
- Along with the **detailed School Performance Reports** for each school, district, and state, **Summary Reports** for each school and district are also available.
  - Data in the Summary Reports are limited for 2019-2020 due to COVID-19.
- The reports and resources are also translated into Spanish.

# School Performance Reports Homepage

You can find the School Performance Reports at [www.njschooldata.org](http://www.njschooldata.org).

School Year 2019-2020   Resource Documents   Take Feedback Survey   Download Data   Contact Us   Language: Eng



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**What's New:**

- 2019-20 reports released April 2021.
- New "Impacts of COVID-19 on Data Availability" resource

Questions about reports? Contact [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov)

Search by County, School Name, District, or Zip Code

Schools A-Z   Districts A-Z   State Report



# 2019-2020 School Performance Report on District Website

Access the 2019-2020 School Performance Report

April 28, 2021

[www.warrenhills.org](http://www.warrenhills.org)

# What Kinds of Information Do the School Performance Reports Typically Include?

The New Jersey School Performance Reports typically contain hundreds of data points about schools and districts across New Jersey including:

- ✓ School and district overviews
- ✓ Demographic information
- ✓ Student growth\*
- ✓ Academic achievement\*
- ✓ College and career readiness
- ✓ Graduation and postsecondary information
- ✓ School climate and environment\*
- ✓ Staff information
- ✓ School Accountability\*
- ✓ School and district narrative information

**\*Some data may not be available for the 2019-2020 school year due to COVID-19.**

# Note for Districts on COVID-19 Impact

- The impacts of COVID-19 on data for 2019-2020 vary by districts.
- In some cases, performance may have improved on certain measures, such as discipline, or declined in others, such as SAT participation.
- Districts may want to highlight for their communities how some data in the reports may have been affected as a result of COVID-19 in this presentation. Some examples of data elements that may have been affected are:
  - PSAT, SAT, and ACT participation and performance
  - AB and IB exam performance
  - Industry-valued credentials earned
  - Graduation and dropout rates
  - Postsecondary enrollment rates
  - Discipline data

# COVID-19 Impact on 2019-2020 Reports

- The ongoing COVID-19 pandemic has had a significant impact on the way the NJDOE was able to measure school performance and student achievement in the 2019-2020 School Performance Reports.
- Some data is not available at all and other data, while available, may not look the same as it did in prior years.
- The NJDOE recognizes that our existing data can't begin to measure the hard work and perseverance of the students, families, educators, and community members during this difficult year.
- This past year has been unlike any other, and the NJDOE believes that it is critical to use the available data in the reports, along with other information collected directly within districts and communities, to start conversations, identify gaps in information, and begin to find ways to address the impacts of COVID-19 and ensure all students receive the support that they need.

# 2019-2020 Data Availability Notes

- The 2019-2020 School Performance Reports will **not** include the following data elements:
  - **Statewide assessment data:** Participation and performance on the New Jersey Student Learning Assessment (NJSLA) for ELA, mathematics, or science, Dynamic Learning Maps (DLM) assessment, and ACCESS for ELLs 2.0 assessment
  - **Growth Data:** Median Student Growth Percentiles and Progress toward English Language Proficiency
  - **Attendance:** Chronic Absenteeism rates and other attendance information
  - **Accountability Measures:** Summative ratings, indicator scores, and status in meeting annual targets or standards
- Notes are included throughout the reports to explain where data is missing or known to be impacted by COVID-19 and a new [Impact of COVID-19 on Data Availability](#) resource is available to summarize this information.

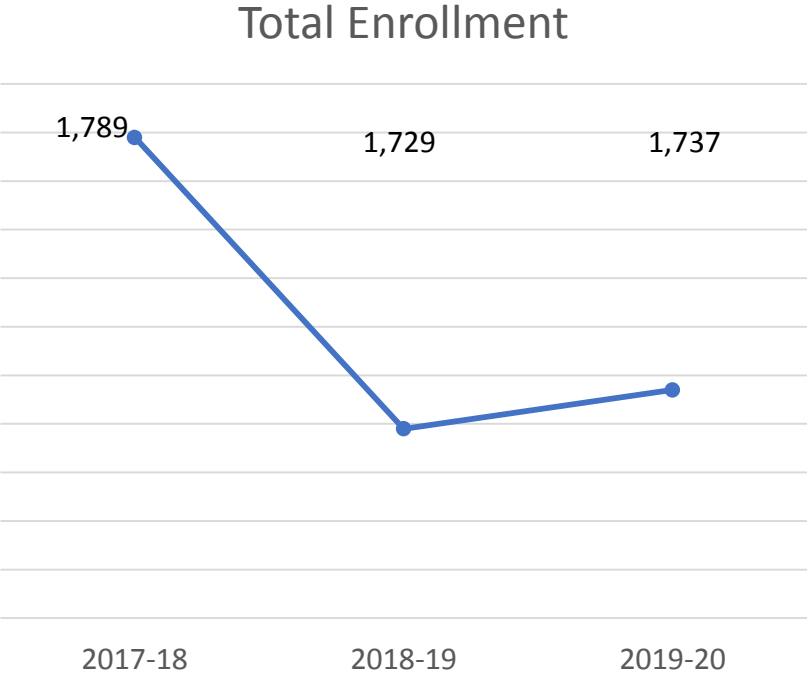


# Enhancements to the 2019-2020 Reports

The 2019-2020 reports include changes that respond to stakeholder feedback collected over the last several years and the COVID-19 pandemic. These changes include:

- **New report design** with improved visuals and new navigational tools
- **Additional data** about graduation cohorts to provide more information about students who do not graduate
- **New resources** to help explain the impact of COVID-19 on the availability of data in the reports
- **A new narrative field, “Learning During COVID-19,”** to give districts an opportunity to share information on how they responded to the COVID-19 pandemic

# Student Enrollment Trends and Demographics: Warren Hills Regional School District



Student Group	2017-2018	2018-2019	2019-2020
Economically Disadvantaged	17.3%	17.5%	17.3%
Students with Disabilities	13.5%	13.7%	14.2%
English Learners	1.7%	2.3%	1.7%
Homeless Students	1.0%	0.8%	0.5%
Students in Foster Care	0.1%	0.2%	0.2%
Military-Connected Students	0.0%	0.0%	0.1%
Migrant Students	0.0%	0.0%	0.0%

# Student Growth

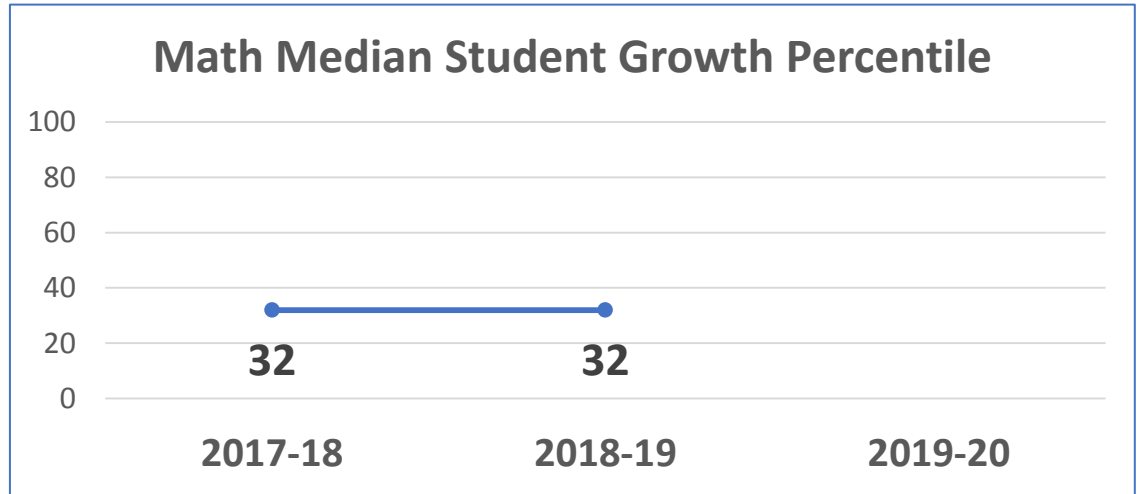
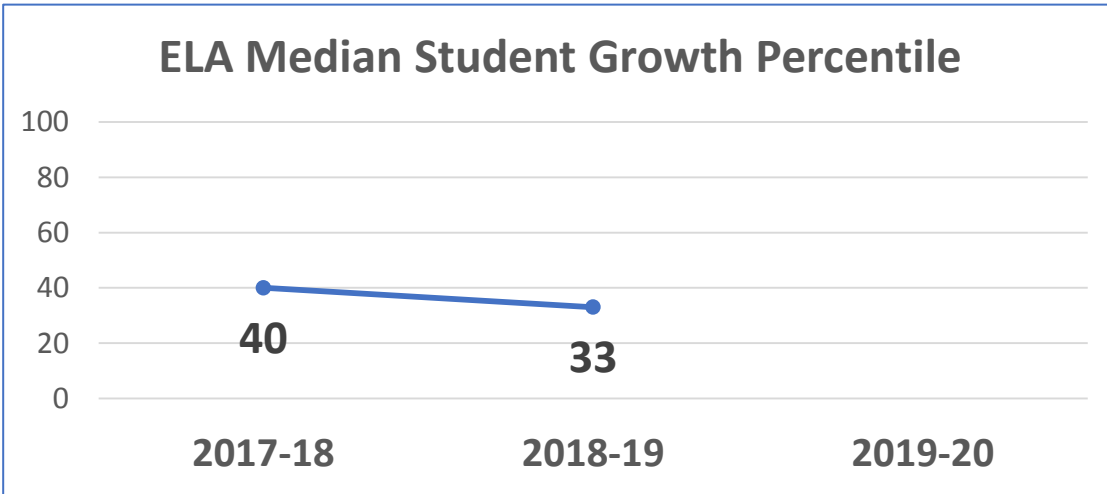
Each student gets a **student growth percentile (SGP)** from 1 to 99 for English (4<sup>th</sup> to 8<sup>th</sup> grade) and Mathematics (4<sup>th</sup> to 7<sup>th</sup> grade) that explains their progress compared to students who had similar test scores in the past (“academic peers”). An SGP between 35 and 65 is considered “typical”.

If the student growth percentiles for all students in a group (for example a school, a district, a student group, or a grade level), are ordered from smallest to largest, the **median student growth percentile (mSGP)** for that group is the percentile in the middle of the list. NJDOE’s standard for school and district accountability purposes is an mSGP of at least 40.

Due to the cancellation of statewide assessments in spring 2020, **SGPs were not calculated for 2019-2020** and the 2019-2020 School Performance Reports will not include mSGPs.

# Median Student Growth Percentiles

Due to the cancellation of statewide assessment results in spring 2020, median student growth percentiles (mSGPs) were not calculated for 2019-2020.



Performance	ELA 2017-18	ELA 2018-19	ELA 2019-20	Math 2017-18	Math 2018-19	Math 2019-20
<b>Median Student Growth Percentile</b>	40	33		32	32	
<b>Statewide Median Student Growth Percentile</b>	50	50		50	50	

# Statewide Assessment Results

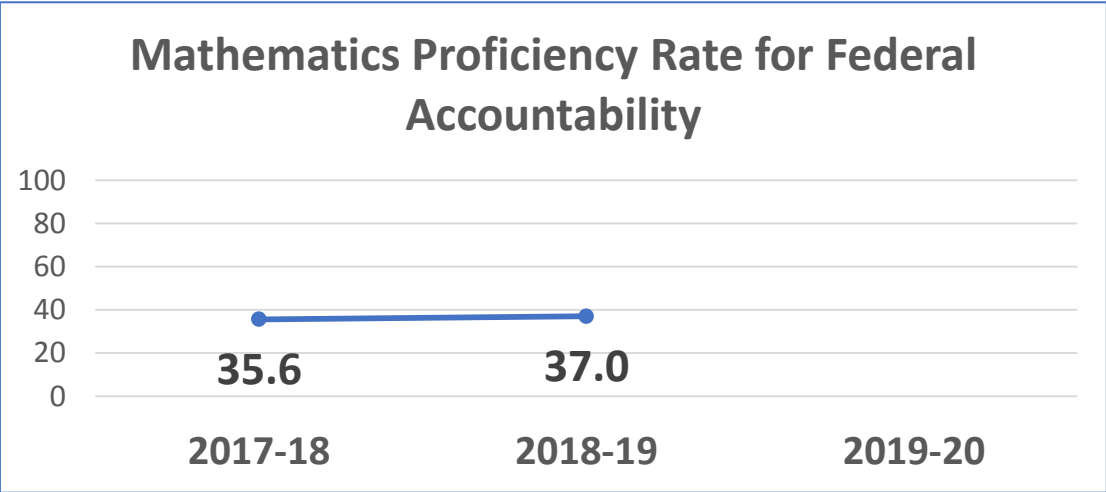
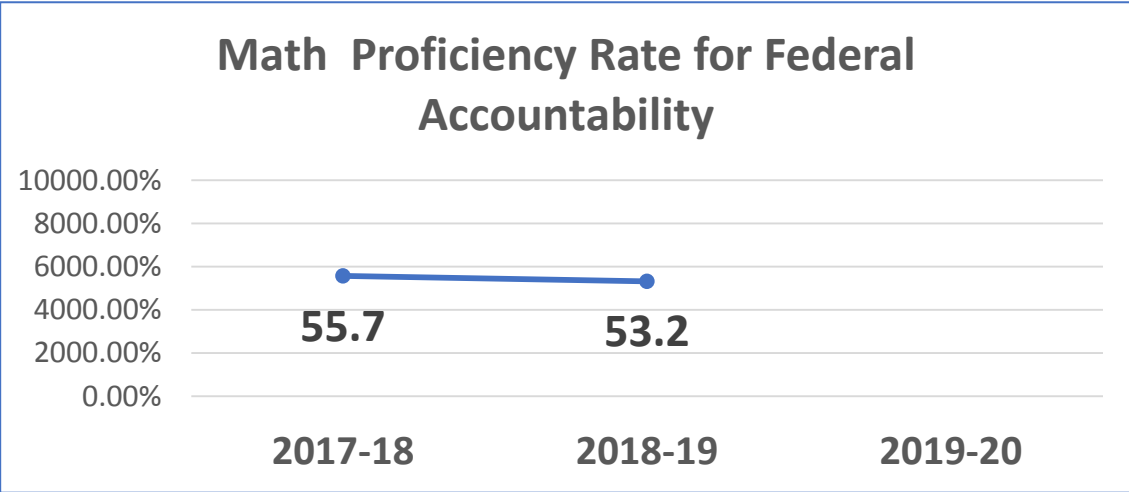
The School Performance Reports contain information about student participation and performance on statewide assessments, including the:

- New Jersey Student Learning Assessment (NJSLA): Assessment that measures student proficiency with the New Jersey Student Learning Standards for English Language Arts, mathematics, and science.
- Dynamic Learning Maps (DLM): Alternate assessment for students with the most significant intellectual disabilities in English Language Arts, Mathematics, and Science.
- ACCESS for ELLs: Assessment that measures the English language proficiency of English learners.

***Statewide assessments were cancelled in spring 2020. As a result, assessment data is not available in the 2019-2020 School Performance Reports.***

# Statewide Assessment Proficiency

Due to the cancellation of statewide assessment results in spring 2020, participation and proficiency rates are not available for 2019-2020.



Performance	ELA 2017-18	ELA 2018-19	ELA 2019-20	Math 2017-18	Math 2018-19	ELA 2019-20
Participation	98.7%	97.7%		98.8%	97.8%	
Proficiency Rate	55.7%	53.2%		35.6%	37.0%	
Statewide Proficiency	56.7%	57.9%		45.0%	44.5%	

# 2019-2020 WHRSD Assessments in Content Areas

- *LinkIt* Benchmark Assessments in English Language Arts and Mathematics: Forms A, B, and C
- Benchmark Assessments in Science
- Formative and Summative Assessments in Content Area Units

# Graduation Rates and Pathways

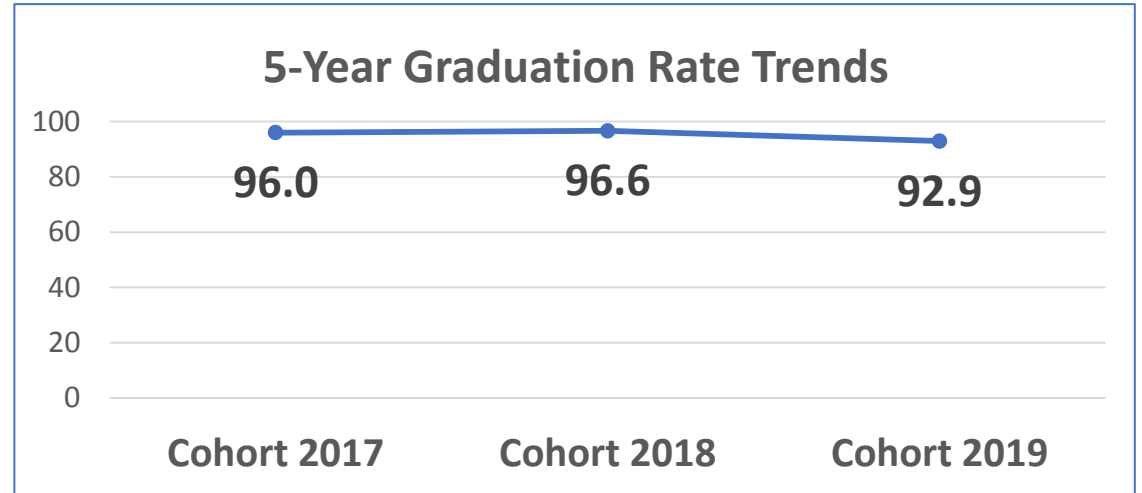
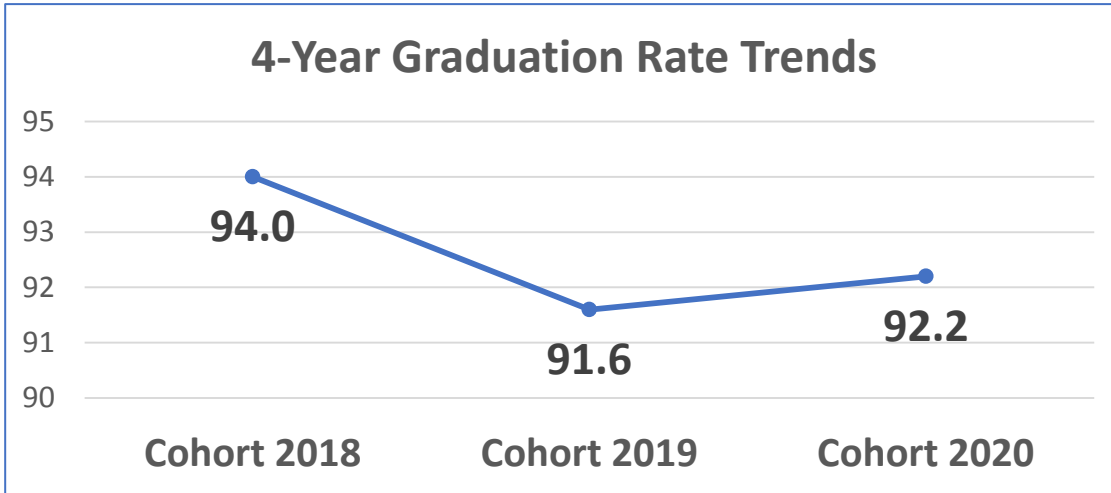
Graduation rates are calculated using the adjusted cohort graduation rate calculation, which all states are required to use.

A student is counted as a graduate in a given school year if they earn a state-endorsed (“regular”) diploma by August 31. A state-endorsed diploma is awarded to students who meet both [course requirements](#) and [graduation assessment requirements](#).

***Governor Phil Murphy signed [Executive Order 117](#) on April 7, 2020, which waived the graduation assessment requirement for any 12<sup>th</sup> grade student who was expected to graduate in the class of 2020 but, as of March 18, 2020, had not yet met the graduation assessment requirement.***



# Graduation Rates



Performance	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2020 4-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate	Cohort 2019 5-Year Rate
<b>Graduation Rate</b>	<b>94.0%</b>	<b>91.6%</b>	<b>92.2%</b>	<b>96.0%</b>	<b>96.6%</b>	<b>92.9%</b>
<b>State</b>	90.9	90.6	91.0	92.4	92.5	92.2

# Graduation Pathways

How did students meet the graduation assessment requirement?

Subject	Pathways for Class of 2020	School	District	State
ELA	Statewide Assessment	<b>73.8%</b>	<b>73.8%</b>	61.4%
ELA	Substitute Competency Assessment	<b>19.2%</b>	<b>19.2%</b>	24.3%
ELA	Portfolio Appeals	<b>0.0%</b>	<b>0.0%</b>	2.2%
ELA	Alternate Requirements specified in IEP	<b>2.6%</b>	<b>2.6%</b>	5.0%
ELA	Requirements waived under Executive Order 117	<b>4.4%</b>	<b>4.4%</b>	7.0%
Math	Statewide Assessment	<b>70.1%</b>	<b>70.1%</b>	58.1%
Math	Substitute Competency Assessment	<b>18.1%</b>	<b>18.1%</b>	23.9%
Math	Portfolio Appeals	<b>0.0%</b>	<b>0.0%</b>	3.1%
Math	Alternate Requirements specified in IEP	<b>3.3%</b>	<b>3.3%</b>	5.7%
Math	Requirements waived under Executive Order 117	<b>8.5%</b>	<b>8.5%</b>	9.1%

# Chronic Absenteeism and Attendance

The School Performance Reports include information on chronic absenteeism and attendance for students.

Chronic absenteeism is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

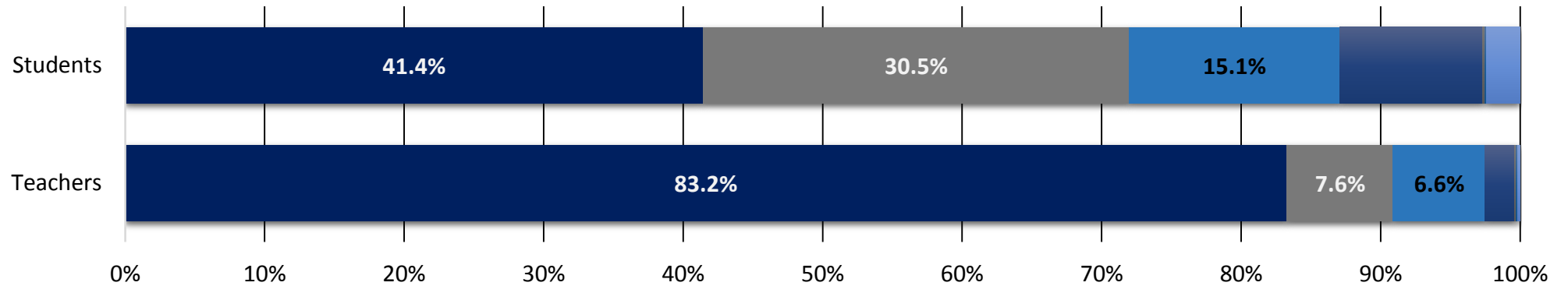
In March 2020, the United States Department of Education (USED) approved the [New Jersey Department of Education's \(NJDOE\) request](#) to waive statewide assessment, accountability, and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to school closures related to COVID-19.

***This included the requirement to calculate chronic absenteeism for the 2019-2020 school year, so the 2019-2020 School Performance Reports do not include chronic absenteeism or attendance data.***

# Statewide Teacher Demographic Information

Do the students in our classrooms have the opportunity to be led by diverse teachers?  
Teacher diversity improves outcomes for all students.

## Teachers and Students by Demographic Information – State Level

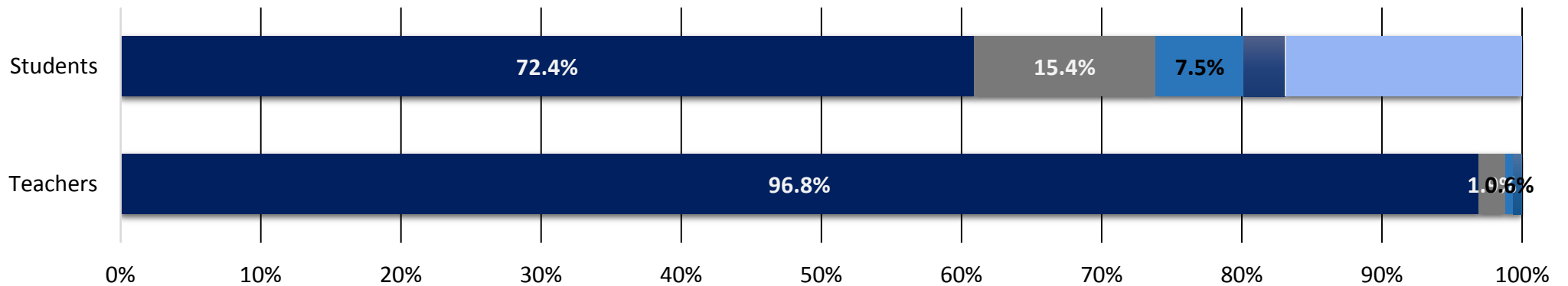


	Teachers	Students
■ White	83.2%	41.4%
■ Hispanic	7.6%	30.5%
■ Black or African American	6.6%	15.1%
■ Asian	2.1%	10.2%
■ Native Hawaiian or Pacific Islander	0.1%	0.2%
■ American Indian or Alaska Native	0.1%	0.1%
■ Two or More Races	0.2%	2.4%

# District Teacher Demographic Information

Do the students in our classrooms have the opportunity to be led by diverse teachers?  
Teacher diversity improves outcomes for all students.

## Teachers and Students by Demographic Information – Our District



	Teachers	Students
■ White	96.8%	72.4%
■ Hispanic	1.9%	15.4%
■ Black or African American	0.6%	7.5%
■ Asian	0.0%	3.5%
■ Native Hawaiian or Pacific Islander	0.0%	0.1%
■ American Indian or Alaska Native	0.6%	0.0%
■ Two or More Races	0.0%	20.0%

# College and Career Readiness

The College and Career Readiness section of the reports shows information about college entrance exams, advanced coursework, career and technical education (CTE) programs, and participation in coursework across subject areas.

<b>College and Career Readiness Measures</b>	<b>School</b>	<b>District</b>	<b>State</b>
<b>% of 12<sup>th</sup> graders that took SAT in high school</b>	<b>70.0%</b>	<b>70.0%</b>	71.1%
<b>% of 12<sup>th</sup> graders that took ACT in high school</b>	<b>12.7%</b>	<b>12.7%</b>	17.2%
<b>% of 11<sup>th</sup> and 12<sup>th</sup> graders enrolled in one or more Advanced Placement (AP) or International Baccalaureate (IB) course</b>	<b>32.5%</b>	<b>32.5%</b>	35.7%
<b>% of 11<sup>th</sup> and 12<sup>th</sup> graders enrolled in dual enrollment coursework</b>	<b>67.5%</b>	<b>67.5%</b>	20.2%
<b>% CTE concentrators</b>	<b>0.0%</b>	<b>0.0%</b>	10.7%
<b>% of students earning industry-valued credentials</b>	<b>0.0%</b>	<b>0.0%</b>	0.7%
<b>Number of students earning a Seal of Biliteracy</b>	<b>33</b>	<b>33</b>	7,003

# Visual and Performing Arts

The College and Career Readiness section includes participation in visual and performing arts coursework for students in grades 6 through 12.

**78.5%** of students in grades **6 through 8** enrolled in an arts course (State = **89.3%**)

- **25.3%** enrolled in Music courses (State = **63.2%**)
- **0.0%** enrolled in Dance courses (State = **3.2%**)
- **0.0%** enrolled in Drama courses (State = **6.8%**)
- **56.7%** enrolled in Visual Arts courses (State = **69.1%**)

**65.2%** of students in grades **9 through 12** enrolled in an arts course (State = **51.0%**)

- **18.5%** enrolled in Music courses (State = **17.4%**)
- **0.0%** enrolled in Dance courses (State = **2.5%**)
- **4.5%** enrolled in Drama courses (State = **3.8%**)
- **47.7%** enrolled in Visual Arts courses (State = **33.1%**)

# Student Safety in the District

## Narrative Information on Student Safety

- The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.
- **Important note for 2019-20:** Due to school closures as a result of [Executive Order 107](#), discipline data for the 2019-20 school year may not be comparable to prior or future school years and NJDOE recommends caution in making comparisons.

## Violence, Vandalism, HIB, and Substance Offenses

Incident Type	Number of Incidents: District	Number of Incidents: State
Violence	12	8,541
Vandalism	0	1,273
Weapons	1	535
Substances	5	3,832
Harassment, Intimidation, Bullying (HIB)	19	4,625
Total Unique Incidents	37	18,576
Incidents Per 100 Students Enrolled	2.13	1.32



# Student Supports and Services

## Narrative Information on Student Supports and Services

- Staff data reflects teachers and administrators reported by districts at the beginning of the school year.
- **Key terms for staff data:**  
**Teachers:** All classroom teachers  
**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators  
**Experience:** Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.  
**Out-of-Field:** A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, or if the teacher has an expired certificate.

## Student and Staff Ratios

Category	District
Students to Teachers	11.1
Students to Administrators	134:1
Teachers to Administrators	12:1
Students to Librarian/Media Specialists	869:1
Students to Nurses	434:1
Students to Counselors	248:1
Students to Child Study Team	248:1

# Postsecondary Enrollment

Postsecondary enrollment data comes from the National Student Clearinghouse. It is reported that undergraduate enrollment was down nationwide in 2020 compared to the same time last year due to COVID-19.

## Postsecondary Information from Narrative

- This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2020. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students who were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

## Postsecondary Enrollment Rates: 16-month

Student Group	District	State
Total Population	80.7%	76.3%
White	81.6%	81.8%
Hispanic	72.2%	64.4%
Black or African American	85.7%	66.1%
Asian, Native Hawaiian, or Pacific Islander	80.0%	92.2%
American Indian or Alaska Native	N	71.8%
Two or More Races	N	75.4%

# Warren Hills Regional Middle School, Grades 7-8

School Identified for Comprehensive Support

# How Was the WHRMS Identified?

- **New Jersey's ESSA school accountability system** provides a formula to determine a summative score, which is based on various measures of progress (accountability indicators).
- The accountability indicators are:
  - **Academic Achievement:** measured by ELA and math proficiency on the statewide assessment
  - **Academic Progress:** measured by median student growth percentiles in ELA and math
  - **Graduation:** measures by four-year and five-year graduation rates
  - **Progress toward English Language proficiency:** measured by the percentage of English Learners making expected progress toward English language proficiency
  - **School Quality and Student Success:** measures by chronic absenteeism
- **Our school has been identified** based on its relative low performance in academic achievement and academic progress indicators.

# Comprehensive Support

- Schools identified for comprehensive support are identified based on overall school performance.
  - However, the calculations of the summative scores used to identify schools also factor in student group performance.
- The student groups included in accountability calculations are:
  - Racial and Ethnic Groups;
  - English Learners;
  - Students with Disabilities; and
  - Economically Disadvantaged Students.

# How Can I Get Involved?

- Reach out to your school and district to find out about opportunities for how parents, families, and educators will work together to improve their schools.
- Schools and districts are required to engage with parents, families, educators, and community members throughout the year to assess needs related to the areas of weakness, identify strategies and resources that can impact improvement, create an improvement plan and timeline for completion.
- See NJDOE's Stakeholder Engagement Guide (<http://bit.ly/njengage>) for detailed descriptions of these requirements.

# Have Feedback or Questions?

- **Additional resources** are available at: [www.njschooldata.org](http://www.njschooldata.org)
- **Visit** our district website for updates: [www.warrenhills.org](http://www.warrenhills.org)
- Take the NJDOE School Performance Reports **feedback survey**:  
<https://www.surveymonkey.com/r/2019-20SPR>
- **Visit** the NJDOE website at: [www.nj.gov/education](http://www.nj.gov/education)
- **Email** the NJDOE: [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov)