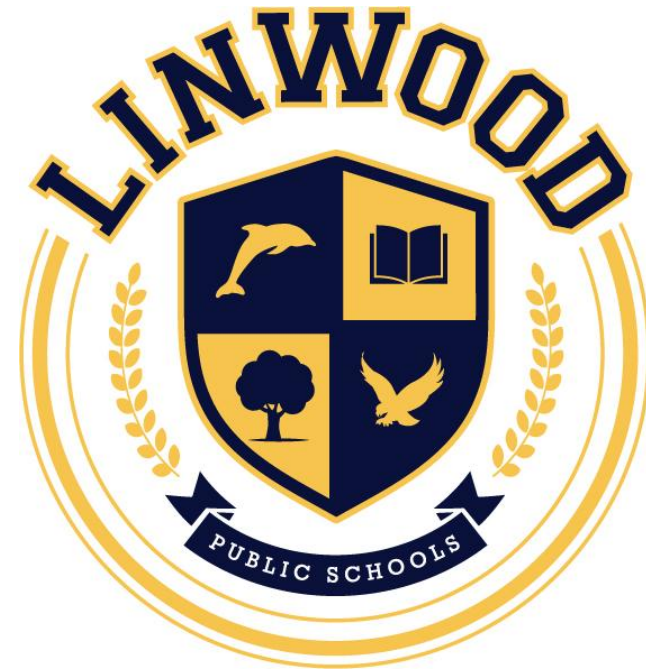


New Jersey Department of Education 2021-2022 School Performance Reports

Linwood Public Schools

May 2023





2021-2022 School Performance Reports

- 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.
- The reports and resources are also translated into Spanish.

You can find the School Performance Reports at njschooldata.org.

You can also find the School Performance Reports on our [district website](#) homepage under Recent News.

The screenshot shows the NJ School Performance Report website interface. At the top, there is a navigation bar with links for "School Year" (set to 2021-2022), "Resource Documents", "Take Feedback Survey", "Download Data", and "Contact Us". Below the navigation bar is the NJ School Performance Report logo. The main content area features a paragraph explaining that the reports reflect the New Jersey Department of Education's commitment to providing parents, students, and school communities with a large variety of information about each school and district. Below this is a "What's New" section with bullet points: "2020-2021 reports were released in April 2022.", "Expected release of the 2021-2022 is spring 2023.", and "View the 'Impacts of COVID-19 on Data Availability' resource to see how data in the reports was affected by the COVID-19 pandemic." There is also a link for "Questions about reports? Contact reportcard@doe.nj.gov". A search bar is present with the placeholder text "Search by County, School Name, District, or Zip Code". At the bottom, there are three green buttons: "Schools A-Z", "Districts A-Z", and "State Report". On the right side of the page, there is a map of New Jersey with counties labeled: Sussex, Passaic, Bergen, Warren, Morris, Essex, Hudson, Hunterdon, Somerset, Union, Middlesex, Mercer, Monmouth, Ocean, Gloucester, Camden, Burlington, Salem, Atlantic, Cumberland, and Cape May.

2021-2022 Report Updates

- Include nearly all data that was previously reported prior to the pandemic
 - Assessment Results and Accountability Data.
- DO NOT include student growth data (Median Student Growth Percentiles-mSGPs)
 - Not calculated for the 2021-2022 school year due to lack of prior year test results for the 2019-2020 and 2020-2021 school years.
 - The student growth section of the reports will include a link to an alternate measure of academic progress that was used for accountability determinations for the 2021-2022 school year.
 - NJDOE plans to resume reporting mSGPs for the 2022-2023 school year.
- **As data over the last three years was impacted by the pandemic in various ways, the NJDOE does recommend caution in comparing data from year to year.**

What Kinds of Information Do the School Performance Reports Include?

The New Jersey School Performance Reports 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

*Student growth data is not available for the 2021-2022 school year due to the lack of assessment results for the 2019-2020 and 2020-2021 school years.

Student Enrollment and Demographics

Student Group	2019-2020	2020-2021	2021-2022
Economically Disadvantaged	11.4%	12.6%	9.8%
Students with Disabilities	21.0%	19.0%	19.3%
English Learners	1.2%	0.7%	1.1%
Homeless Students	0.2%	0.5%	0.6%
Students in Foster Care	0.1%	0.1%	0.4%
Military-Connected Students	3.8%	4.6%	3.0%
Migrant Students	0.0%	0.0%	0.0%

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 (ELA), 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.

The 2021-2022 School Performance reports will include assessment results for the first time since the 2018-2019 reports.

Statewide Assessment Proficiency

English Language Arts

- Below State: 0 - 48.9%
- Met State: 49 - 79.9%
- Met Goal: 80 - 100%



70.0%
Met State

ELA State Proficiency = 49.0%

Mathematics

- Below State: 0 - 35.9%
- Met State: 36 - 79.9%
- Met Goal: 80 - 100%

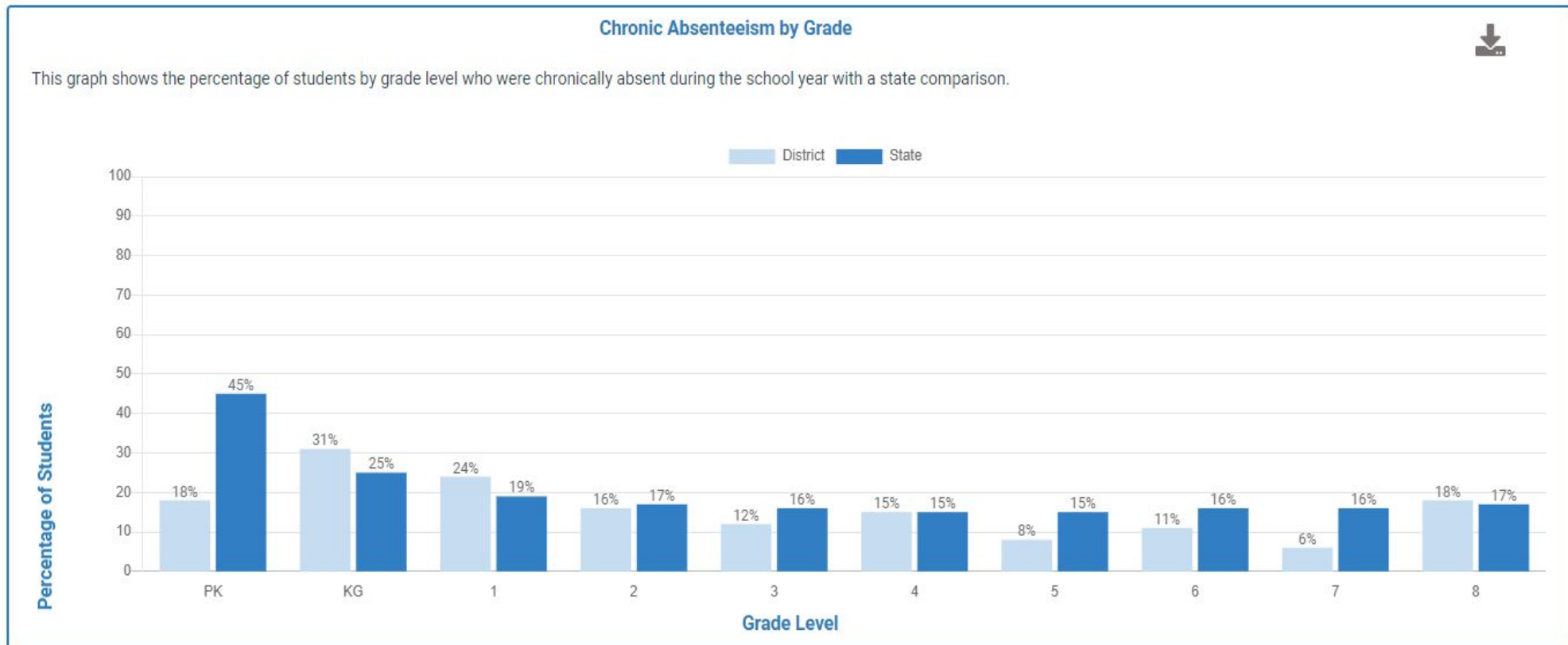


64.9%
Met State

Math State Proficiency = 36.0%

Chronic Absenteeism

- Student absences provide important information about a school's culture and climate.
- Research shows that absences impact a student's ability to succeed in school.
- Chronic absenteeism is defined as being absent for 10% or more of the days enrolled during the school year.
- For any reason, whether excused, unexcused, or for disciplinary action, unless permitted by state statute or regulations.



Statewide Teacher Demographic Information

Do the students in our classrooms have the opportunity to be led by diverse teachers?

Teachers and Students by Demographic Information – State Level



	Teachers	Students
■ White	82.6%	40.1%
■ Hispanic	8.1%	32.1%
■ Black or African American	6.5%	14.6%
■ Asian	2.3%	10.1%
■ Native Hawaiian or Pacific Islander	0.2%	0.2%
■ American Indian or Alaska Native	0.1%	0.2%
■ Two or More Races	0.2%	2.7%

District Teacher Demographic Information

Do the students in our classrooms have the opportunity to be led by diverse teachers?

Teachers and Students by Demographic Information – Our District



	Teachers	Students
White	95.8%	78.7%
Hispanic	2.8%	9.0%
Black or African American	0.0%	1.6%
Asian	1.4%	4.7%
Native Hawaiian or Pacific Islander	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Two or More Races	0.0%	5.9%

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.

100% of students in grades 6 through 8 enrolled in an arts course
(State = 88.8%)

- **100%** enrolled in Music courses (State = 59.4%)
- **99.6%** enrolled in Visual Arts courses (State = 71.0%)
- **0%** enrolled in Dance courses (State = 3.3%)
- **0%** enrolled in Drama courses (State = 7.1%)

Student Safety in the District

Narrative Information on Student Safety

As a District, we recently updated our safety and security plans in coordination with the local police department and other emergency responders. The District is committed to enhancing our building security to provide a safe environment for students, staff, visitors, and the entire school community.

Violence, Vandalism, HIB, and Substance Offenses

Incident Type	Number of Incidents: District	Number of Incidents: State
Violence	4	13,451
Vandalism	0	1,815
Weapons	1	1,372
Substances	0	6,639
Harassment, Intimidation, Bullying (HIB)	1	7,672
Total Unique Incidents	6	30,568
Incidents Per 100 Students Enrolled	0.74	2.18

Early Childhood Education in the District

Information on Early Childhood Education

The Linwood Public School District's Preschool Program provides a developmentally appropriate program for students ages 3-5, including children with disabilities. Yearly, eight 3-year old students are entered into our program through a lottery system. This program approaches the students needs through active learning. Content areas will include: Health/Safety/Physical Education, Self-Help, Social-Emotional Development, Mathematics, Social Studies, Creative Arts, Language Arts and Literacy, and Science. Each area will be focused on through a variety of child-centered activities based on integrated thematic units that enhance learning and support the NJ Preschool Expectations. The students may also receive additional related services as specified in the Individual Education Plan.

Enrollment Trends by Full/Half Day PK and KG in our District

Type of Pre-K	2019-2020	2020-2021	2021-2022
PK - Half Day	24	27	35
PK - Full Day	3	1	1
KG - Half Day	27	85	67
KG - Full Day	47	0	5

Student Supports and Services

Narrative Information on Student Supports and Services

The District provides a wide range of support services for students including child study team services, counseling programs, health services, and support programs for students to extend their school day with tutoring before and after school as well as other interventions. The schools implement an Intervention and Referral Services Team to support students who require support for learning, behavior, or health. The District continues to work to implement social, emotional, and wellness activities as well. These played a major role in our programming during the school closures as our staff worked to remain connected to students, families, and each other through creative wellness and SEL activities.

Student and Staff Ratios

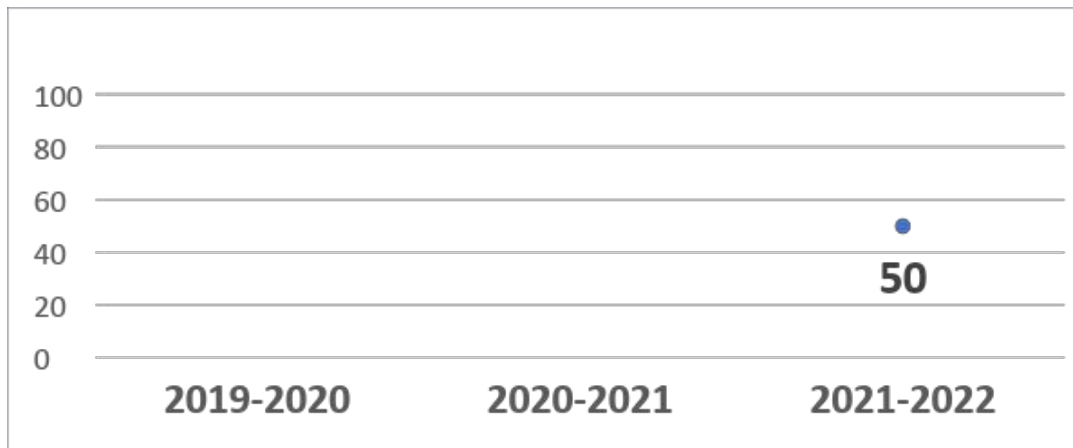
Category	District
Students to Teachers	11:1
Students to Administrators	115:1
Teachers to Administrators	10:1
Students to Librarian/Media Specialists	N
Students to Nurses	404:1
Students to Counselors	404:1
Students with IEPs to Child Study Team	22:1
Students to Psychologists	807:1
Students to Social Workers	807:1
Students to Student Assistance Coordinators	N
Students to Safety Specialists	807:1

Have Feedback or Questions?

- **Additional resources** are available at: njschooldata.org
- **Visit** our district website for updates: www.linwoodschools.org
- **Email** the district: nicolehannah@linwoodschools.org
- Take the [NJDOE School Performance Reports Feedback Survey](#):
- **Visit** the NJDOE website at: nj.gov/education
- **Email** the NJDOE: reportcard@doe.nj.gov

Local Assessment Results

Due to the cancellation of the NJSLA in both spring 2020 and spring 2021, participation and proficiency rates are not available for 2019-2020 or 2020-2021.



Performance	ELA 2019-2020	ELA 2020-2021	ELA 2021-2022	Math 2019-2020	Math 2020-2021	Math 2021-2022
Participation			98.1%			98.1%
Proficiency Rate			70.0%			64.9%
Statewide Proficiency			49.0%			36.0%

Graduation Rates and Pathways

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

For state reporting purposes, 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 all graduation requirements.

Students graduating in the class of 2022 were required to meet [graduation assessment requirements](#), which included either:

- Demonstrating proficiency on the NJSLA or PARCC assessment;
- Meeting the designated cut-score on a substitute competency test, e.g., SAT or ACT; or
- Submitting a student portfolio appeal to the NJDOE.

Graduation Rates for Federal Reporting and Accountability

Beginning in 2021, the NJDOE was required by the United States Department of Education's (USED) FY 2019 Federal Performance Review Report to make changes to graduation rate calculations used for federal reporting and accountability.

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

For the "federal version" of the 2022 graduation rates, students with disabilities who did not meet either the state course requirements, local attendance requirements, and/or state assessment requirements for graduation because of a modification or exemption in their Individualized Education Program (IEP) were not included in the graduates count (the numerator) but remained in the adjusted cohort (the denominator).

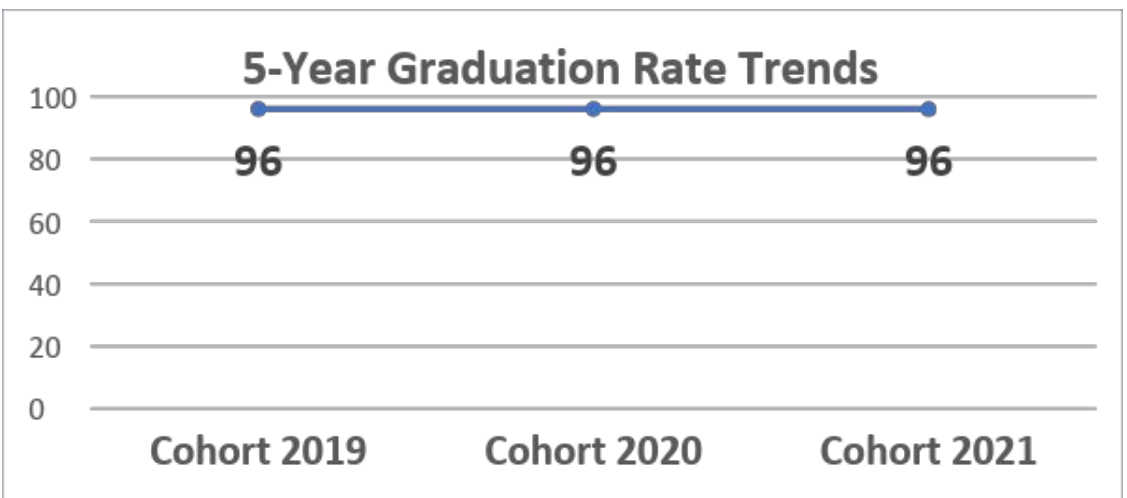
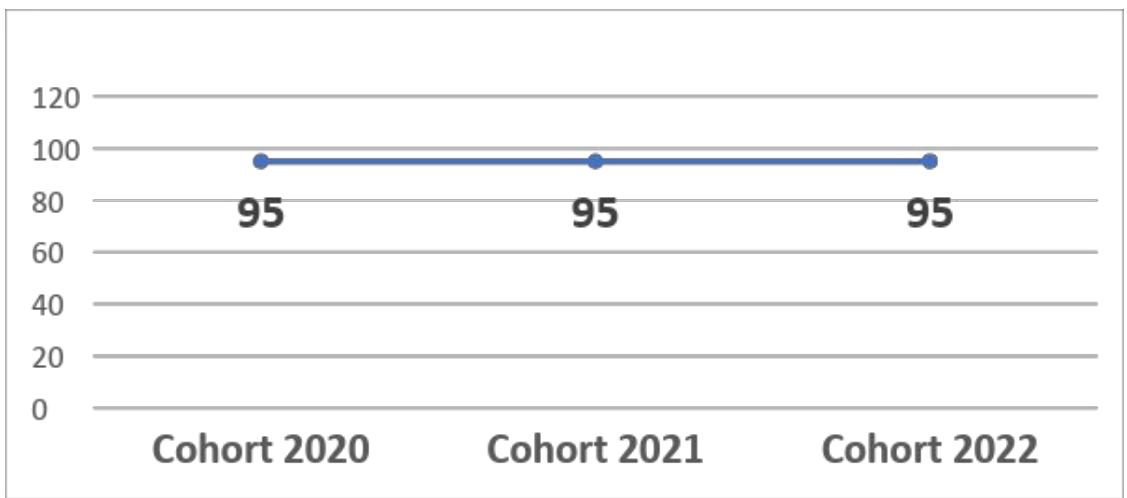
Federal Changes Do Not Impact Graduation Requirements

It is important to note that these required federal changes only change how graduation rates are calculated for federal reporting and accountability.

These changes do not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

Use the Graduation Rates Trends and Progress page of the reports to update this slide.
 Edit the data in line graphs by right-clicking the graphs and selecting "Edit Data."
 Delete this Text Box by clicking it and hitting the "Backspace" key.

State Graduation Rates



Performance	Cohort 2020 4-Year Rate	Cohort 2021 4-Year Rate	Cohort 2022 4-Year Rate	Cohort 2019 5-Year Rate	Cohort 2020 5-Year Rate	Cohort 2021 5-Year Rate
Graduation Rate	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]
State	91.0	90.6	90.9	92.2	92.6	92.5

The School Performance Reports include both a state and federal version of the graduation rates. The previous slide should use the state version, but you may want to present on the federal rate as well, since that is what is used for ESSA school accountability and what will be used for federal reporting. Use the Federal Graduation Rates table to update this slide. Delete this Text Box by clicking it and hitting the “Backspace” key.

Federal Graduation Rates

Use the federal version of the 2022 four-year and 2021 5-year graduation rates. For 2022, students with disabilities who did not meet either the state course requirements, local attendance requirements, or state assessment requirements for graduation because of a modification or exemption in their IEP will not be included in the graduates count (the numerator) when calculating the “federal version” of the adjusted cohort graduation rate.

Performance	Cohort 2022 4-Year Rate	Cohort 2021 5-Year Rate
Graduation Rate (Federal Version)	[Enter data]	[Enter data]
State Rate (Federal Version)	85.2%	89.9%

Graduation Pathways

How did students meet the graduation assessment requirement?

Subject	Pathways for Class of 2022	School	District	State
ELA	Statewide Assessment	[0.0%]	[0.0%]	50.9%
ELA	Substitute Competency Assessment	[0.0%]	[0.0%]	31.3%
ELA	Portfolio Appeals	[0.0%]	[0.0%]	11.9%
ELA	Alternate Requirements specified in IEP	[0.0%]	[0.0%]	5.0%
Math	Statewide Assessment	[0.0%]	[0.0%]	45.1%
Math	Substitute Competency Assessment	[0.0%]	[0.0%]	33.5%
Math	Portfolio Appeals	[0.0%]	[0.0%]	15.0%
Math	Alternate Requirements specified in IEP	[0.0%]	[0.0%]	5.5%

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.

The NJDOE recommends caution in comparing the 2021-2022 chronic absenteeism rates with the rates from 2020-2021 and rates prior to 2019-2020 as the pandemic has impacted attendance rates over the last three years.

Populate this data from the College and Career Readiness section of the reports. Delete this Text Box by clicking it and hitting the "Backspace" key.

If any of these values were impacted by COVID-19 in your district, explain on this slide or add additional slides.

College and Career Readiness

The College and Career Readiness section of the reports shows information about SAT and ACT exams, advanced coursework, career and technical education participation, and participation in coursework across subject areas.

College and Career Readiness Measures	School	District	State
% of 12 th graders that took SAT in high school	[0.0%]	[0.0%]	60.8%
% of 12 th graders that took ACT in high school	[0.0%]	[0.0%]	8.8%
% of 11 th and 12 th graders enrolled in one or more Advanced Placement (AP) or International Baccalaureate (IB) course	[0.0%]	[0.0%]	34.5%
% of 11 th and 12 th graders enrolled in dual enrollment coursework	[0.0%]	[0.0%]	24.4%
% CTE concentrators	[0.0%]	[0.0%]	10.6%
% of students earning industry-valued credentials	[0.0%]	[0.0%]	1.5%
Seals of Biliteracy Earned	[0.0%]	[0.0%]	7,091

Populate this data from the Graduation/Postsecondary and Narrative sections of the reports.

Postsecondary Enrollment

Postsecondary enrollment data comes from the National Student Clearinghouse (NSC). The NSC reported that undergraduate enrollment continued to decline nationally as of fall 2022.

Postsecondary Information from Narrative

- [Enter Postsecondary narrative information from School Performance Reports]

Postsecondary Enrollment Rates: 16-month

Student Group	District	State
Total Population	[0.0%]	73.3%
White	[0.0%]	79.8%
Hispanic	[0.0%]	60.3%
Black or African American	[0.0%]	61.4%
Asian, Native Hawaiian, or Pacific Islander	[0.0%]	91.8%
American Indian or Alaska Native	[0.0%]	70.4%
Two or More Races	[0.0%]	76.5%

Please Note

- Slides 31 through 36 are just for districts who have schools identified for Comprehensive or Targeted Support and Improvement.
- All slides in this presentation are optional.

Use the Schools Identified for Comprehensive or Targeted Support and Improvement table in your district-level report to see the list of any schools in the district that are identified.

Our Schools

[schools and designations of Comprehensive Support and Improvement or Targeted Support and Improvement on this page.]

How Was Our School 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:** for 2021-2022 only, measured by Relative School Improvement Measure (RSIM), but typically 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:** measured by chronic absenteeism
- **Our school has been identified** based on its relative low performance across all these indicators.

Comprehensive or Targeted 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.
- Schools identified for targeted support and improvement are identified based on the performance of one or more student group.
- The student groups included in accountability calculations are:
 - Racial and Ethnic Groups;
 - English Learners;
 - Students with Disabilities; and
 - Economically Disadvantaged Students.

What is Comprehensive Support and Improvement?

The NJDOE identifies schools for comprehensive support and improvement every three years* based on the following two criteria:

- **Comprehensive Support and Improvement (CSI): Overall Low Performing:**
 - Schools with a summative score in the bottom 5% of Title I schools.
- **Comprehensive Support and Improvement (CSI): Low Graduation Rate:**
 - High schools with a four-year graduation rate of 67% or less

*Timelines have shifted due to the COVID-19 pandemic.

What is Targeted Support and Improvement?

The NJDOE identifies schools for the following category every three years*:

- **Additional Targeted Support and Improvement: Low Performing Student Group (ATSI):**

- Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

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

- **Targeted Support and Improvement: Consistently Underperforming Student Group (TSI):**

- Schools with one or more student groups that missed annual targets or standards for all indicators for two years in a row.
- For 2021-2022, data from 2018-2019 and 2021-2022 was used instead of two consecutive years.

*Timelines have shifted due to the COVID-19 pandemic.

What Happens Next?

Schools identified for support and improvement work in partnership with their education community of 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 Annual School Plan** that will outline specific steps
- ✓ **Outline a timeline for completion** of those steps
- ✓ **Understand the steps** needed to be removed from status

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.

Ways to Engage with Our School

- [Optional: Insert planned school engagement and/or information sessions]

Questions?

[Feel free to include questions geared toward the needs of your community. See the NJDOE School Performance Reports Administrator, Educator, and Parent and Community Member Guides on njschooldata.org for some ideas.]