

New Jersey Department of Education 2021-2022 School Performance Reports

Penns Grove - Carneys Point Regional School District

Dr. Sydonie Maitland

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2021-2022 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.
- The reports and resources are also translated into Spanish.

School Performance Reports Homepage

You can find the School Performance Reports at njschooldata.org

School Year 2021-2022 ▾ Resource Documents ▾ Take Feedback Survey Download Data Contact Us



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What's New:

- 2020-2021 reports were released in April 2022.
- Expected release of the 2021-2022 is spring 2023.
- View the ["Impacts of COVID-19 on Data Availability"](#) resource to see how data in the reports was affected by the COVID-19 pandemic.

Questions about reports? Contact reportcard@doe.nj.gov

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

[Schools A-Z](#) [Districts A-Z](#) [State Report](#)



A map of New Jersey divided into counties, labeled with their names: Sussex, Passaic, Bergen, Warren, Morris, Essex, Hudson, Hunterdon, Somerset, Union, Mercer, Middlesex, Monmouth, Ocean, Gloucester, Camden, Burlington, Salem, Atlantic, Cumberland, and Cape May.

2021-2022 Report Updates

- The 2021-2022 reports include nearly all data that was previously reported prior to the COVID-19 pandemic, such as assessment results and accountability data.
- However, the 2021-2022 reports will not include student growth data as measured by median student growth percentiles (mSGPs)
 - Student growth percentiles (SGPs) were 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.
 - The NJDOE plans to resume reporting mSGPs for the 2022-2023 school year.
- The NJDOE believes that it is critical to use the data in the reports, along with other information collected directly within districts and communities, to start conversations, identify gaps in information, and continue to find ways to address the impacts of COVID-19 and ensure all students receive the support and resources that they need.
- 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.

Note for Districts on COVID-19 Impact

- The impacts of COVID-19 on data for 2021-2022 vary by district.
- Districts may want to provide additional data and context along with the performance data in the School Performance Reports, to help their communities understand the impacts and how they are being addressed. For example, districts may want to share information about:
 - Local assessment results during the last three years
 - Academic and non-academic recovery efforts
 - How ESSER funds are being used to address the impacts of COVID-19

What Kinds of Information Do the School Performance Reports Include?

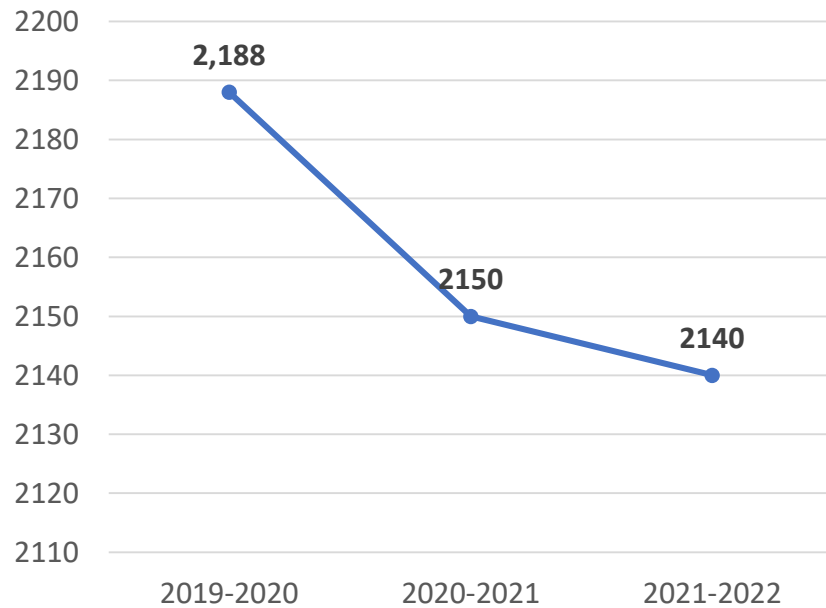
The New Jersey School Performance Reports contain hundreds of data points about schools and districts across New Jersey including:

- ✓ 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

Total Enrollment



Student Group	2019-2020	2020-2021	2021-2022
Economically Disadvantaged	78.1%	55.9%	56.4%
Students with Disabilities	20.5%	19.3%	18.3%
English Learners	10.9%	11.8%	11.9%
Homeless Students	4.9%	4.7%	3.9%
Students in Foster Care	1.3%	0.5%	0.7%
Military-Connected Students	0.0%	0.2%	0.3%
Migrant Students	0.1%	0.0%	0.0%

Student Growth

Student growth is a measure of how much students are learning each year. New Jersey's ESSA state plan outlines that academic progress, or student growth, will be measured by median student growth percentiles (mSGPs) on statewide ELA and mathematics assessments.

Each student gets a **student growth percentile (SGP)** from 1 to 99 for English (4th to 8th grade) and Mathematics (4th to 7th grade) that explains their progress compared to students who had similar test scores in the past ("academic peers").

The calculation of mSGPs relies on one to two consecutive years of prior assessment results to calculate individual SGPs. Due to the cancellation of the NJSLA in both the 2019-2020 and 2020-2021 school years, **SGPs were not calculated for 2019-2020, 2020-2021, or 2021-2022.** The 2021-2022 School Performance Reports will not include mSGPs.

The NJDOE expects to result calculating SGPs and reporting mSGPs for the 2022-2023 school year.

Statewide Assessment Results

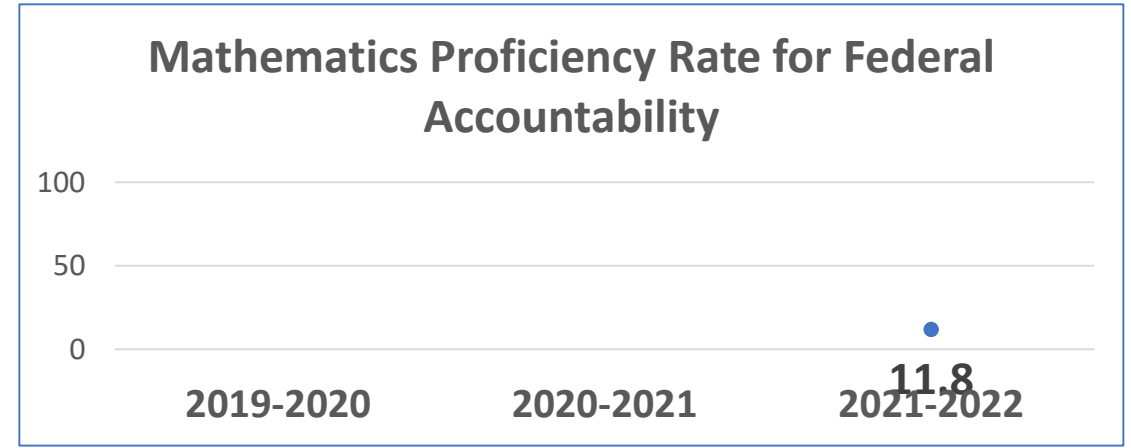
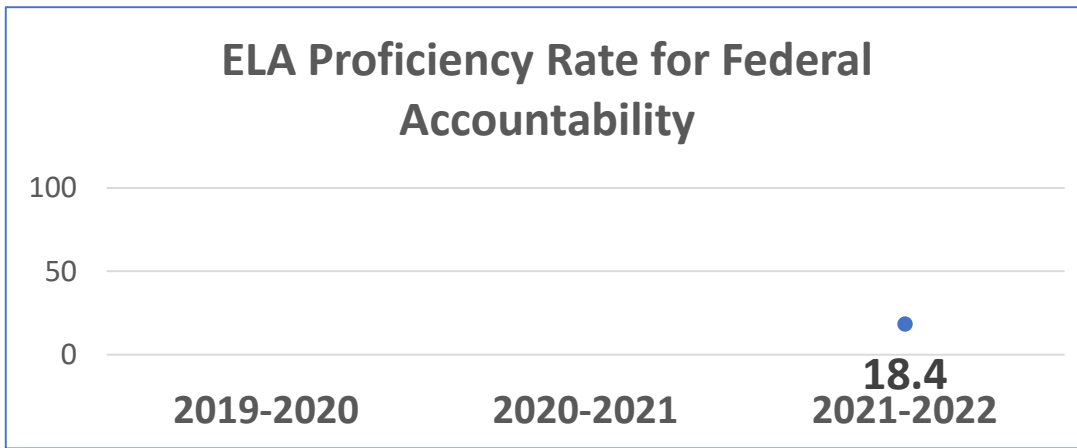
The School Performance Reports contain information about student participation and performance on statewide assessments, including the:

- 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.

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			96.6%			96.4%
Proficiency Rate			18.4%			11.8%
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.

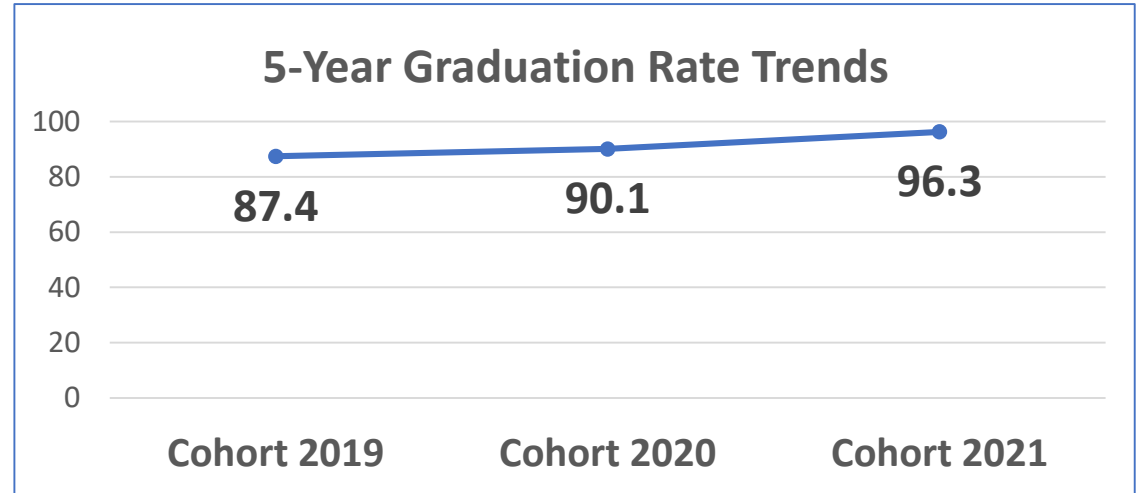
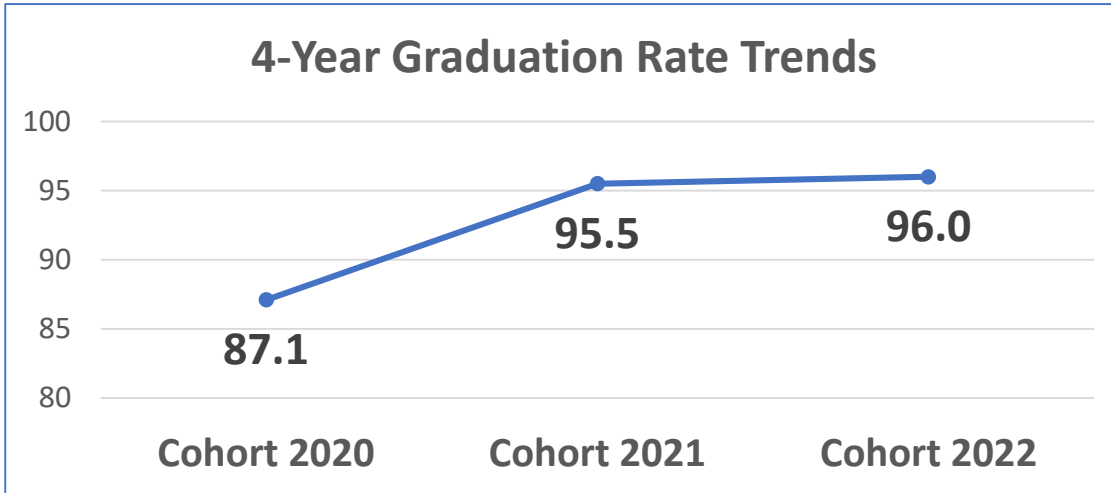
For the “federal version” of the 2022 graduation rates, students with disabilities who did not meet either the state course requirements, local attendance requirements, and/or state assessment requirements for graduation because of a modification or exemption in their Individualized Education Program (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.

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	87.1%	95.5%	96.0%	87.4%	90.1%	96.3%
State	91.0	90.6	90.9	92.2	92.6	92.5

Federal Graduation Rates

This table shows 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)	92.7%	95.5%
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	22.7%	22.7%	50.9%
ELA	Substitute Competency Assessment	45.4%	45.4%	31.3%
ELA	Portfolio Appeals	26.1%	26.1%	11.9%
ELA	Alternate Requirements specified in IEP	3.4%	3.4%	5.0%
Math	Statewide Assessment	8.4%	8.4%	45.1%
Math	Substitute Competency Assessment	54.6%	54.6%	33.5%
Math	Portfolio Appeals	26.1%	26.1%	15.0%
Math	Alternate Requirements specified in IEP	3.4%	3.4%	5.5%

Chronic Absenteeism and Attendance

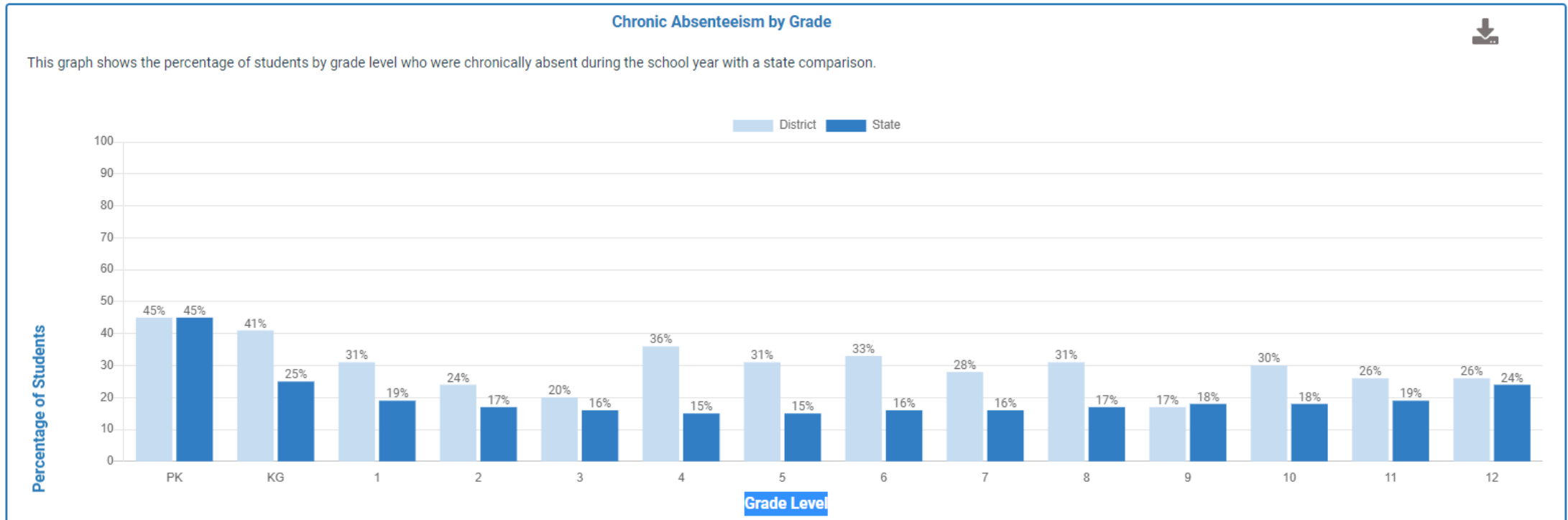
The School Performance Reports include information on chronic absenteeism and attendance for students.

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.

Chronic Absenteeism

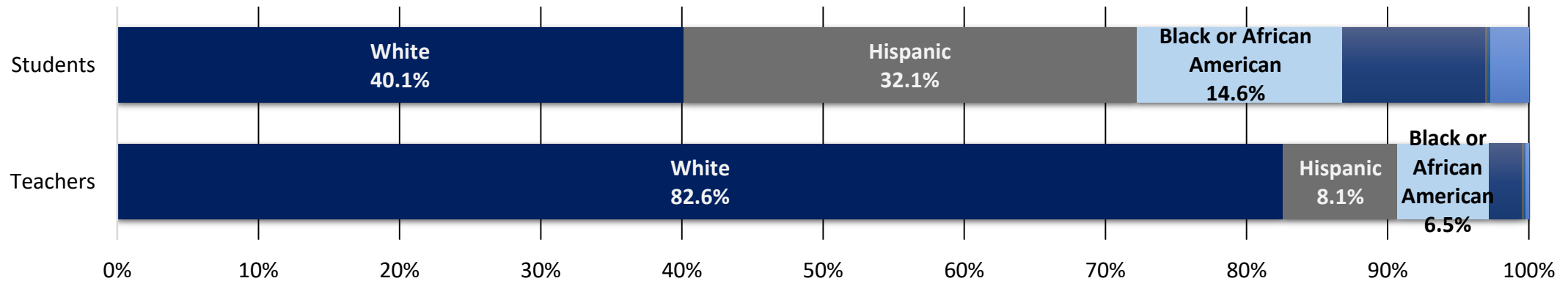
Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. Chronic absenteeism is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.



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

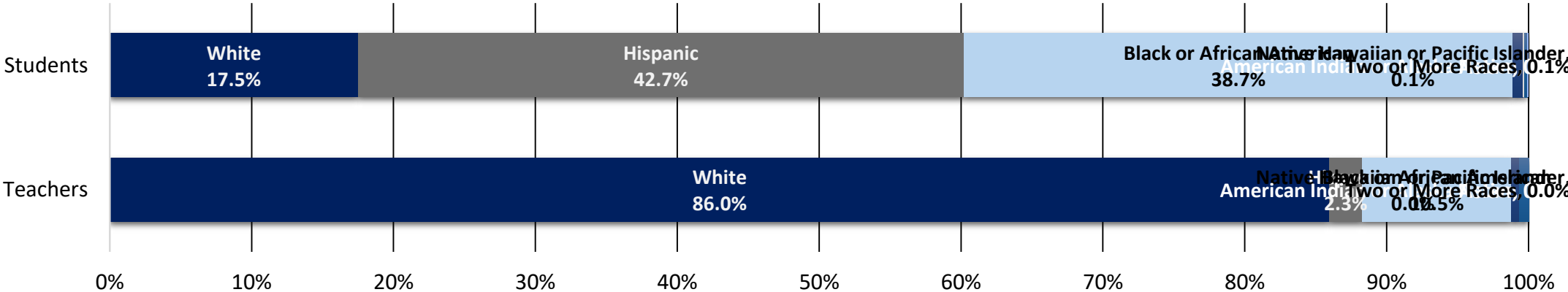


	Teachers	Students
■ White	82.6%	40.1%
■ Hispanic	8.1%	32.1%
■ Black or African American	6.5%	14.6%
■ Asian	2.3%	10.1%
■ Native Hawaiian or Pacific Islander	0.2%	0.2%
■ American Indian or Alaska Native	0.1%	0.2%
■ Two or More Races	0.2%	2.7%

District Teacher Demographic Information

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

Teachers and Students by Demographic Information – Our District



	Teachers	Students
White	86.0%	17.5%
Hispanic	2.3%	42.7%
Black or African American	10.5%	38.7%
Asian	0.6%	0.7%
Native Hawaiian or Pacific Islander	0.0%	0.1%
American Indian or Alaska Native	0.6%	0.2%
Two or More Races	0.0%	0.1%

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.

College and Career Readiness Measures	School	District	State
% of 12 th graders that took SAT in high school	88.2%	88.2%	60.8%
% of 12 th graders that took ACT in high school	0.9%	0.9%	8.8%
% of 11 th and 12 th graders enrolled in one or more Advanced Placement (AP) or International Baccalaureate (IB) course	12.7%	12.7%	34.5%
% of 11 th and 12 th graders enrolled in dual enrollment coursework	0.9%	0.9%	24.4%
% CTE concentrators	5.6%	5.6%	10.6%
% of students earning industry-valued credentials	0.0%	0.0%	1.5%
Seals of Biliteracy Earned	12	12	7,091

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%)

- **17.2%** enrolled in Music courses (State = 59.4%)
- **0.0%** enrolled in Dance courses (State = 3.3%)
- **0.0%** enrolled in Drama courses (State = 7.1%)
- **85.1%** enrolled in Visual Arts courses (State = 71.0%)

78.3% of students in grades 9 through 12 enrolled in an arts course (State = 49.8%)

- **41.1%** enrolled in Music courses (State = 15.1%)
- **0.0%** enrolled in Dance courses (State = 2.4%)
- **29.1%** enrolled in Drama courses (State = 3.5%)
- **53.3%** enrolled in Visual Arts courses (State = 34.0%)

Student Safety in the District

Narrative Information on Student Safety

- The district regularly participates in both fire and security drills. The drills ensure preparedness for a wide spectrum of emergencies. All building is staffed with full and part-time security aids. The district has hired a Safety and Security Specialist to oversee and implement the district-wide safety plan.

Violence, Vandalism, HIB, and Substance Offenses

Incident Type	Number of Incidents: District	Number of Incidents: State
Violence	0	13,451
Vandalism	0	1,815
Weapons	0	1,372
Substances	0	6,639
Harassment, Intimidation, Bullying (HIB)	6	7,672
Total Unique Incidents	6	30,568
Incidents Per 100 Students Enrolled	0.28	2.18

Early Childhood Education in the District

Narrative Information on Early Childhood Education

- On October 4, 2021, the district transitioned all currently enrolled preschool school students from half-day to full-day. The preschool day is aligned with the school district's 6-hour day. We are currently serving preschool students within 7 in-district classrooms and one at the Head Start campus in Penns Grove. The Penns Grove-Carneys Point Regional School District is currently enrolled in Grow NJ Kids.

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	166	100	0
PK - Full Day	0	0	126
KG - Half Day	0	0	0
KG - Full Day	177	170	165

Student Supports and Services

Narrative Information on Student Supports and Services

- An innovative Multi-tiered System of Support to serve students with varying needs, including comprehensive special services support has been configured during the school day. Intervention periods have been embedded into the daily school schedule, along with extended school day and year opportunities are provided.

Student and Staff Ratios

Category	District
Students to Teachers	12:1
Students to Administrators	143:1
Teachers to Administrators	11:1
Students to Librarian/Media Specialists	713:1
Students to Nurses	1069:1
Students to Counselors	267:1
Students with IEPs to Child Study Team	49:1
Students to Psychologists	713:1
Students to Social Workers	1069:1
Students to Student Assistance Coordinators	N
Students to Safety Specialists	2139:1

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 Enrollment Rates: 16-month

Student Group	District	State
Total Population	37.8%	73.3%
White	37.9%	79.8%
Hispanic	36.7%	60.3%
Black or African American	38.8%	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%

Our Schools

County Code	County Name	District Code	District Name	School Code	School Name	Status for 2023-24 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2023-24 School Year
33	Salem	4070	Penns Grove-Carneys Point Regional School District	105	Penns Grove Middle School	Comprehensive Support and Improvement	Overall Low Performing (CSI)	2024	Black or African American;

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.

Have Feedback or Questions?

- **Additional resources** are available at: njschooldata.org
- **Visit** our district website for updates: [\[insert website url\]](#)
- **Email** the district: [\[insert email here\]](#)
- Take the [NJDOE School Performance Reports **feedback survey**](https://www.surveymonkey.com/r/2021-22spr):
<https://www.surveymonkey.com/r/2021-22spr>
- **Visit** the NJDOE website at: nj.gov/education
- **Email** the NJDOE: reportcard@doe.nj.gov