

Glossary

This glossary contains definitions for each indicator. A technical report will be available, upon request, that contains additional details about the methods used to collect and compile the school summaries.

	Indicator	Definition
BASIC SCHOOL & DEMOGRAPHIC INFORMATION	School Name	The name of the school as of Aug. 15th, 2018.
	Principal Name	Name of Principal as of Aug. 15th, 2018.
	Ward	The ward the school is located.
	School Type	A designation of whether the school is an elementary, elementary/middle, selective magnet, comprehensive (for high schools only), special education, transfer high school, selective magnet high school, or comprehensive high school
	Grades Served	The span of grades served in this school during the 2018-19 school year
	# of Students Enrolled	Number of students enrolled Oct. 15th, 2018. Data from October 2018 state submission.
	Percent Qualifying for Free Lunch	The percent of students who qualified for free meals as of Oct. 15th, 2018. This is a measure of low income. Families qualify for free lunch if their income is less than 130% of the poverty level. Data are from the October 2018 state submission.
	Percent with IEP	Percent of students classified with a disability as of Oct. 15th, 2018. Data are from October 2018 state submission.
	Percent in self-contained programs	The percent of students in self-contained classrooms to students as of Oct. 15th, 2018. Data are from October 2018 state submission.
	Limited English Proficient	Percent of students classified limited English proficient as of Oct. 15th, 2018. Data are from October 2018 state submission.
	Black	Percent of students classified as Black as of Oct. 15th, 2018. Data are from October 2018 state submission.
	Hispanic	Percent of students classified Hispanic as of Oct. 15th, 2018. Data are from October 2018 state submission (the source variable is called "Ethnicity").
	White	Percent of students classified white as of Oct. 15th, 2018. Data are from October 2018 state submission.
	Other Race/Ethnicity	Percent of students classified American Indian, Native Hawaiian, and Asian as of Oct. 15th, 2018. Data are from October 2018 submission.
	Percent Male/Percent Female	Percent of students identifying as male/female as of Oct. 15th, 2018. Data are from October 2018 submission.

	Indicator	Definition
TEACHER & CLASS INFORMATION	Percent of Teachers with Five or More Year of Experience/Service	The percent of teachers with five or more years of experience as of the end of the 2018-19 school year. This indicator includes experience gained in the district, but excludes experience gained outside of NPS. Experience is defined as the total years of service in a specific job title (which can be non-consecutive). Positions include all instructional staff (i.e., all those evaluated on the Framework for Effective Teaching) at school sites. Instructional staff includes all subject teachers and academic interventionists. This indicator excludes administrators (i.e., those evaluated on the Leadership Framework).
	Teacher retention from 2017-18 to 2018-19, by evaluation rating	<p>The percent of teachers from the previous academic year (2017-18) still employed as teachers at the same school this academic year (2018-19) who received effective or highly effective evaluation ratings. These indicators describe within-school retention and not retention in the district.</p> <p>The source dataset was limited to teachers who received an evaluation rating using the Framework for Effective Teaching. Teachers without an evaluation rating were excluded.</p>
	Percent Instructional Staff Missing 4 days or fewer	The percent of instructional staff absent for four days or fewer. The analysis includes employees who were NTU-instructional, minus per-diems. Some teachers changed schools mid-year which presented a problem for making school-level summary stats. For school-level statistics, a compromise was made to assign teachers to the school/location they were working during their last absence date.
	Student-Teacher Ratio	The ratio of student enrollment to certified teachers. Students were defined as those actively enrolled during the 2018-19 school year and represented in the June 30th, 2019 count. Teachers were defined as those employees, as of June, 2019, with teacher certifications and job title descriptions such as Academic Interventionist and Teachers. Employees with job descriptions such as Teacher Coach, Teacher Aide, Home Interventionist, and Tchr of Home Instruction were excluded. Job title descriptions are broad categories and schools may not systematically apply a job title to refer to specific roles, so caution should be used when interpreting this indicator.
	Avg. section size (excludes self-contained classrooms)	For elementary/middle grades the average section size is calculated based on the number of students in homeroom sections. Homeroom section size is a proxy for section size throughout the school day in schools where cohorts of students move together throughout the day. Self-contained sections are excluded. Grade-level was attributed by the grade level in the course title (e.g., Homeroom 1, Homeroom 2, etc.) For high school grades the average section size is calculated based on the number of students in typical sections, excluding self-contained, lunch, and online sections. Sections taught by the same teacher at the same time were summed together. Data pulled from end of the 2018-19 school year.
SCHOOL PROGRAMS & RESOURCES	Bilingual education program(s)	List of language programs for English Language Learners that are planned to operate at each school for the 2018-19 school year.
	AP Participation Rate	AP Participation rate was calculated by dividing the number of students enrolled in at least one AP course by the total number of students enrolled as of October, 15th, 2018.

	Indicator	Definition
MOBILITY & ATTENDANCE	Special Education Self-contained programs	<p>This measure lists the self-contained special education programs offered at each school during the 2018-19 school year. A self-contained program is a separate instruction setting that serves students whose Individualized Education Plan requires one of the following: Auditory Impaired, Auditory-Multiple Disabilities, Autism, Behavioral Disabilities, Cognitively Impaired-Mild, Cognitively Impaired-Moderate, Learning Disabilities Mild/Moderate/Severe, Multiple Disabilities, Multiple Disabilities Medically Involved, Pre-School Disabled, Pre-School Disabled-Auditory, Pre-School Disabled-Autism, Pre-School Disabled-Medically Involved</p> <p>Special education program descriptions can be found at http://www.nps.k12.nj.us/departments/curriculum-services/office-special-education/special-education-program-descriptions/</p>
	Students chronically absent	Percent of students who are "chronically absent" for any reason, e.g., excused, unexcused, etc. during the 2018-2019 School year. "Chronically absent" is defined as missing 10% or more of the days the student is enrolled. Some students switched schools in the middle of the school year. Students are attributed to the school they were enrolled in as of October 15, unless they were not actively enrolled in a school on that date, in which case they are attributed to their June 30th school. Students who were enrolled in a Newark Public School for 20 or fewer days during the 2018-2019 school year are excluded from the analysis entirely.
	Average Daily Attendance	The average daily attendance was calculated by adding all of the total present days of attendance for all students divided by the total days enrolled for all students.
	Transfers Out	This measures the percentage of a school's students that transferred out of the school after 10/15/18. It is calculated as the percent of students enrolled in a given school on 10/15/18 who were no longer enrolled in the school as of 6/30/19.
	Transfers In	This measures the percentage of a school's students that transferred in to that school between 10/15/18 and 6/30/19. It is calculated as the percent of students enrolled in that school on 6/30/19 who were not enrolled in that school on 10/15/18.
	STATE ASSESSMENTS	Percent Proficient
PARCC: Avg Scale Score		Average scale score of students who took the the ELA and Math portions of the NJSLA (or PARCC exam for the 16-17, and 17-18 school years). The possible range was 650 - 850.

	Indicator	Definition
GRADUATION & POSTSECONDARY OUTCOMES	4-year Graduation Rate	The percentage of students at the school who entered 9th grade four years earlier (in Fall 2015) and graduated in 2019. This cohort also includes transfers into the school and excludes students who were verified as transferring out. Data and definition is consistent with NJSMART's "accountable" method. For more information: https://rc.doe.state.nj.us/ReferenceGuide/ReferenceGuide.pdf
	Total Post-secondary Student Enrollment	This represents the percentage of high school graduates from 2018 who enrolled in a post-secondary institution in the fall of 2018. The available data is from the most recently available NJDOE performance report (2017-18). The NJDOE obtains this information from the National Student Clearinghouse, which collects data from higher institutions nationwide. Source: https://rc.doe.state.nj.us/ReferenceGuide/ReferenceGuide.pdf
	Post-secondary Enrollment Two-year	This represents the percentage of high school graduates who enrolled in a two-year post-secondary program. The available data is from the most recently available NJDOE performance report. The NJDOE obtains this information from the National Student Clearinghouse, which collects data from higher institutions nationwide.
	Post-secondary Enrollment Four-Year	This represents the percentage of high school graduates who enrolled in a four-year post-secondary program. The available data is from the most recently available NJDOE performance report. The NJDOE obtains this information from the National Student Clearinghouse, which collects data from higher institutions nationwide.