

NJ Single Accountability Continuum (NJQSAC) District Performance Review - School Year 2023- 2024

District Information and Score Summary

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|-------------------------------------|--|
| District Name and CDS # | Warren Township - 5470 |
| County Name | Somerset |
| District Superintendent Name | Matthew A. Mingle, Ed.D. |
| District Mailing Address | 213 Mt. Horeb Road, Warren, NJ 07059 |
| Superintendent Email Address | mmingle@warrentboe.org |

| DPR Area | District Score | County Score |
|--------------------------------|-----------------------|---------------------|
| Instruction and Program | 40% | 0% |
| Fiscal Management | 100% | 0% |
| Governance | 100% | 0% |
| Operations | 100% | 0% |
| Personnel | 100% | 0% |

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| Instruction and Program | | Type District Name Here | | | |
|--|---------------------|--------------------------------|---|---|-----------------|
| Indicator | Grade Levels | Point Value | District Score Will be supplied by County Office | County Score Enter Actual Scores | Comments |
| 1. The school district's ELA achievement score. The score is comprised of the following: • Overall performance: The proficiency rate of all students in a school district; • Subgroup performance: The proficiency rate of all student subgroups; (Assessment data provided by NJDOE) | K - 8 | 10 | 0.0 | 0.0 | |
| | K - 12 | 7.5 | 0.0 | 0.0 | |
| | 9 - 12 | 15 | 0.0 | 0.0 | |
| 2. The school district's mathematics achievement score. The score is comprised of the following: • Overall performance: The proficiency rate of all students in a school district; • Subgroup performance: The proficiency rate of all student subgroups. (Assessment data provided by NJDOE) | K - 8 | 10 | 0.0 | 0.0 | |
| | K - 12 | 7.5 | 0.0 | 0.0 | |
| | 9 - 12 | 15 | 0.0 | 0.0 | |
| 3. The school district's science achievement score: The score is comprised of the following: • Overall performance: The proficiency rate of all students in a school district; • Subgroup performance: The proficiency rate of all student subgroups. (Assessment data provided by NJDOE) | K - 8 | 10 | 0.0 | 0.0 | |
| | K - 12 | 5 | 0.0 | 0.0 | |
| | 9 - 12 | 0 | 0.0 | 0.0 | |
| 4. The school district's ELA academic progress. • Academic progress is calculated to include subgroup performance by averaging the mSGP of all students with the average of all subgroups' mSGPs. (Assessment data provided by NJDOE) | K - 8 | 10 | 0.0 | 0.0 | |
| | K - 12 | 7.5 | 0.0 | 0.0 | |
| | 9 - 12 | 0 | 0.0 | 0.0 | |

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| 5. The school district's mathematics academic progress. • Academic progress is calculated to include subgroup performance by averaging the mSGP of all students with the average of all subgroups' mSGPs. (Assessment data provided by NJDOE) | K - 8 | 10 | 0.0 | 0.0 | |
| | K - 12 | 7.5 | 0.0 | 0.0 | |
| | 9 - 12 | 0 | 0.0 | 0.0 | |
| 6. The school district's graduation rate (average of four-year and five-year adjusted cohort graduation rates). • Graduation rate is calculated to include subgroup performance by averaging the combined graduation rate (i.e. the average of the four-year and five-year graduation rates) of all students with the average of all subgroups' combined graduation rates. (Assessment data provided by NJDOE) | K - 8 | 0 | 0.0 | 0.0 | |
| | K - 12 | 15 | 0.0 | 0.0 | |
| | 9 - 12 | 20 | 0.0 | 0.0 | |
| 7. The school district's measure(s) for school quality and student success is calculated to account for subgroup performance by averaging the rates for all students with the average of all subgroups' rates. (Assessment data provided by NJDOE) | K - 8 | 10 | 0.0 | 0.0 | |
| | K - 12 | 10 | 0.0 | 0.0 | |
| | 9 - 12 | 10 | 0.0 | 0.0 | |
| Summary of Achievement Score Indicators | K - 8 | 60 | 0.0 | 0.0 | |
| | K - 12 | 60 | 0.0 | 0.0 | |
| | 9 - 12 | 60 | 0.0 | 0.0 | |

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| | | | | | |
| Indicator | | Point Value | District Score Yes or N/A = 1 No = 0 | County Score Yes or N/A = 1 No = 0 | Comments |
| 8. The chief school administrator (CSA) reports participation and performance results of annual Statewide assessments to the district board of education within 60 days of receipt of the finalized information from the Department. The reports include aggregated and disaggregated subgroup data, as well as trend and comparative analyses and appropriate intervention strategies. (N.J.A.C. 6A:8-4.3) | | 6 | 1 | 0 | |
| 9. English language arts curriculum and instruction are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the Department's curriculum implementation timeline and include the following: (N.J.A.C. 6A:8) | | | | | |
| a. Curriculum designed and implemented to meet grade or grade-level expectations and graduation requirements; b. Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans; c. Assessments, including formative, summative, benchmark, and alternative assessments; d. List of core instructional and supplemental materials, including various levels of texts at each grade level; e. Pacing guide; f. Interdisciplinary connections; g. Integration of 21st century skills through NJSLS 9; h. Integration of technology through the NJSLS; and i. Career education. | | 4 | 1 | 0 | |

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| 10. Mathematics curriculum and instruction are aligned to the NJSLs in accordance with the Department’s curriculum implementation timeline and include the following: (N.J.A.C. 6A:8) | | | | | |
| a. Curriculum designed and implemented to meet grade or grade-level expectations and graduation requirements; b. Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans; c. Assessments, including formative, summative, benchmark, and alternative assessments; d. List of core instructional and supplemental materials, including various levels of texts at each grade level; e. Pacing guide; f. Interdisciplinary connections; g. Integration of 21st century skills through NJSLs 9; h. Integration of technology through the NJSLs; and i. Career education. | | 4 | 1 | 0 | |
| 11. Science curriculum and instruction are aligned to the NJSLs in accordance with the Department’s curriculum implementation timeline and include the following: (N.J.A.C. 6A:8) | | | | | |
| a. Curriculum designed and implemented to meet grade or grade-level expectations and graduation requirements; b. Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans; c. Assessments, including formative, summative, benchmark, and alternative assessments; d. List of core instructional and supplemental materials, including various levels of texts at each grade level; e. Pacing guide; f. Interdisciplinary connections; g. Integration of 21st century skills through NJSLs 9; h. Integration of technology through the NJSLs; and i. Career education. | | 4 | 1 | 0 | |

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| 12. Social Studies curriculum and instruction are aligned to the NJSLs in accordance with the Department’s curriculum implementation timeline and include the following: (N.J.A.C. 6A:8) | | | | | |
| a. Curriculum designed and implemented to meet grade or grade-level expectations and graduation requirements; b. Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans; c. Assessments, including formative, summative, benchmark, and alternative assessments; d. List of core instructional and supplemental materials, including various levels of texts at each grade level; e. Pacing guide; f. Interdisciplinary connections; g. Integration of 21st century skills through NJSLs 9; h. Integration of technology through the NJSLs; i. Career education. j. Amistad Commission mandates* that curricula in kindergarten through grade 12 include the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country; and k. Holocaust Commission mandates* that curricula in kindergarten through grade 12 address issues of bias, prejudice, and bigotry, including bullying, through the teaching of the Holocaust and genocide. * <i>Mandates can be met in content areas other than Social Studies. Being out of compliance with either mandate results in the loss of all points for Social Studies.</i> | | 4 | 1 | 0 | |
| 13. World languages curricula and instruction are aligned to the NJSLs in accordance with the Department’s curriculum implementation timeline and include the following: (N.J.A.C. 6A:8) | | | | | |

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| a. Curriculum designed and implemented to meet grade or grade-level expectations and graduation requirements; b. Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans; c. Assessments, including formative, summative, benchmark, and alternative assessments; d. List of core instructional and supplemental materials, including various levels of texts at each grade level; e. Pacing guide; f. Interdisciplinary connections; g. Integration of 21st century skills through NJSLS 9; h. Integration of technology through the NJSLS; and i. Career education. | | 4 | 1 | 0 | |

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| 14. Comprehensive health and physical education curricula and instruction are aligned to the NJSLS in accordance with the Department’s curriculum implementation timeline and include the following: (N.J.A.C. 6A:8) | | | | | |
| a. Curriculum designed and implemented to meet grade or grade-level expectations and graduation requirements; b. Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans; c. Assessments, including formative, summative, benchmark, and alternative assessments; d. List of core instructional and supplemental materials, including various levels of texts at each grade level; e. Pacing guide; f. Interdisciplinary connections; g. Integration of 21st century skills through NJSLS 9; h. Integration of technology through the NJSLS; and i. Career education. | | 4 | 1 | 0 | |
| 15. Visual and performing arts curricula and instruction are aligned to the NJSLS in accordance with the Department’s curriculum implementation timeline and include the following: (N.J.A.C. 6A:8) | | | | | |
| a. Curriculum designed and implemented to meet grade or grade-level expectations and graduation requirements; b. Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans; c. Assessments, including formative, summative, benchmark, and alternative assessments; d. List of core instructional and supplemental materials, including various levels of texts at each grade level; e. Pacing guide; f. Interdisciplinary connections; g. Integration of 21st century skills through NJSLS 9; h. Integration of technology through the NJSLS; and i. Career education. | | 4 | 1 | 0 | |

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| 16. Policies and procedures exist to ensure a coordinated system for planning, delivering, measurement, and modification of intervention and referral services is implemented in each school by a multidisciplinary team to address the learning, behavioral, and health needs of all students. (N.J.A.C. 6A:16-8) This requirement may be fulfilled through implementation of the New Jersey Tiered System of Support (NJTSS) or other models such as Response to Intervention (RTI) and Multi-Tiered Systems of Support (MTSS). The system includes: | | | | | |
| a. A continuum of supports and interventions available in each school to support learning, behavior, and health needs; b. Action plans for interventions based on student data and desired outcomes; c. Professional development for multidisciplinary teams and staff who provide interventions; and d. Review and assessment of effectiveness of interventions (e.g., progress monitoring). | | 6 | 1 | 0 | |
| Achievement Score Total | | 60 | 0 | 0 | |
| Curriculum and Policy Total | | 40 | 40 | 0 | |
| Instruction and Program Total | | 100 | 40 | 0 | |