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False Hope: New Jersey Kids Aren't Ready for College

Chad Aldeman



By the time new students arrive at Rutgers-New Brunswick,^[1] they have likely spent years in New Jersey public schools. And yet, too many of them still aren't ready for college-level math, which costs them time and money and can make it harder to earn a degree and launch a career.

The burden of addressing those math gaps falls on the state's higher education institutions, including Rutgers, the state's flagship. Worse, by lowering the bar for what it takes to graduate high school, state policymakers have played a role in making those preparation gaps even wider. While this report focuses on the effects on Rutgers students and faculty, a more useful question for state policymakers is why so many students are arriving underprepared at the doors of the state's public colleges and universities.

Lowering the Bar, Passing the Buck

State leaders congratulate themselves on rising high school graduation rates, which reached a [record high](#) last year of 91.8%. But this stat is obscuring the fact that New Jersey, like some other states, has diminished what it means to earn a diploma. Over the past decade, New Jersey has steadily expanded the ways students can satisfy their high school math requirement. On the 11th-grade New Jersey Graduation Proficiency Assessment ("NJGPA"), only 58.5% of students were [deemed](#) "graduation ready" in math in 2025.

The difference between these achievement levels —a graduation rate of nearly 92% versus a math proficiency rate under 60% — is due to the state's introduction of [alternative graduation pathways](#).

Those alternatives were designed to make sure students who struggle with standardized testing could still graduate and pursue higher education (see the Figure 2: A Decade of Lowering K-12 Standards for the full history). Instead of the NJGPA, students can choose from a menu of "substitute competency tests" that include the SAT and ACT. Critically, New Jersey policymakers have set the minimum score on those alternative tests lower than what the [College Board](#) and [ACT](#) suggest is truly "college ready."

As an example, **New Jersey allows students to satisfy the math requirement with a 17 on the ACT. Meanwhile, the ACT itself [says](#) that students need a 22 to "represent the level of achievement required for students to have a 50% chance of obtaining a B or higher...in corresponding credit-bearing courses."**

If students can't meet the bar on either the NJGPA or these alternate assessments, they can still graduate by submitting a "portfolio" of their work, which is evaluated subjectively. Portfolio appeals alone accounted for 15 percent of graduates in 2022, nearly double the share from 2018.

The practical effect of these changes is that a growing share of New Jersey high schoolers have satisfied their state's math requirement through routes **that do not reflect the same algebraic and geometric mastery as a passing score on the state's own objective assessment.**

^[1] Throughout the report, references to "Rutgers" refer to Rutgers-New Brunswick unless otherwise noted.

Student Performance Goes From Concern to Crisis

The policy changes around graduation expectations have coincided with a dramatic decline in student performance. According to the [Education Scorecard](#), a collaboration between researchers at Harvard, Stanford, and Dartmouth, the average New Jersey student in grades 3–8 is performing more than half of a grade level below their 2019 math level as of 2025, despite showing modest gains since 2022. New Jersey ranks 20th out of 38 states in math recovery, with students in districts like Trenton, Paterson, and Edison Township remaining more than a full grade equivalent behind pre-pandemic levels.

However, while the Garden State's lackluster recovery grabs headlines, the reality is that the pandemic just added fuel to a steady fire. In 2013, when the state reached its highest score ever on [NAEP](#), the Nation's Report Card, only 49% of New Jersey 8th graders scored at the "Proficient" level in math. Scores have only gone down since then.

By lowering academic requirements, the state has done a disservice not only to its students but also to the state's future workforce. This misguided compassion has widened the gap between students' mathematical proficiency and the skills they need to succeed in college-level coursework, graduate on time, and compete in an increasingly demanding economy.

Unless this divide is corrected quickly, the consequences will extend far beyond the classroom. Students will face greater academic struggles, increased remediation needs, and diminished career opportunities, while taxpayers will bear the escalating costs of lower completion rates, workforce shortages, and expensive interventions that could have been avoided through stronger preparation in earlier grades.



Higher Ed Closes Its Eyes

Rutgers has made a number of policy changes that both lean into and exacerbate these trends. Starting with the Class of 2021, Rutgers made SAT and ACT scores optional in response to COVID-19 disruptions. That policy remains in place today, which means the university lacks an objective signal of math preparation before students enroll. Students are [required to take a placement exam](#) before they sign up for classes in the fall, but many are surprised to be told they lack the math skills to be successful in the majors they intend to pursue.

In other words, **the state has made it easier to graduate from high school, and Rutgers has made it easier to get in.**

Taken together, alongside real and documented declines in underlying student achievement, these have contributed to a situation where **students can arrive at one of the country's oldest public research universities having met their state's high school math requirements and still place into below-college-level coursework on day one.**

This report draws on placement data and interviews with Rutgers-New Brunswick math faculty, advisors, and department chairs, as well as faculty and staff at community colleges across New Jersey. It traces the evolution of Rutgers' placement decisions and then turns to the effects of the larger math gaps, first on the students who arrive underprepared, and then on the faculty and staff who must teach them anyway, before closing with where the university and the state can go from here.

A Widening Gap in Rutgers Math Placements

One piece of evidence for the widening gap described above comes from Rutgers' own placement data, which shows where new students land in the math curriculum the moment they arrive on campus, before they have attended a single class.

Each spring, incoming Rutgers students who do not have prior Advanced Placement credit, transfer credit, or another exemption are contacted and required to take a math placement exam before orientation. Students take the placement test early so that, during orientation, they can sit down with their counselors and build their fall schedules.

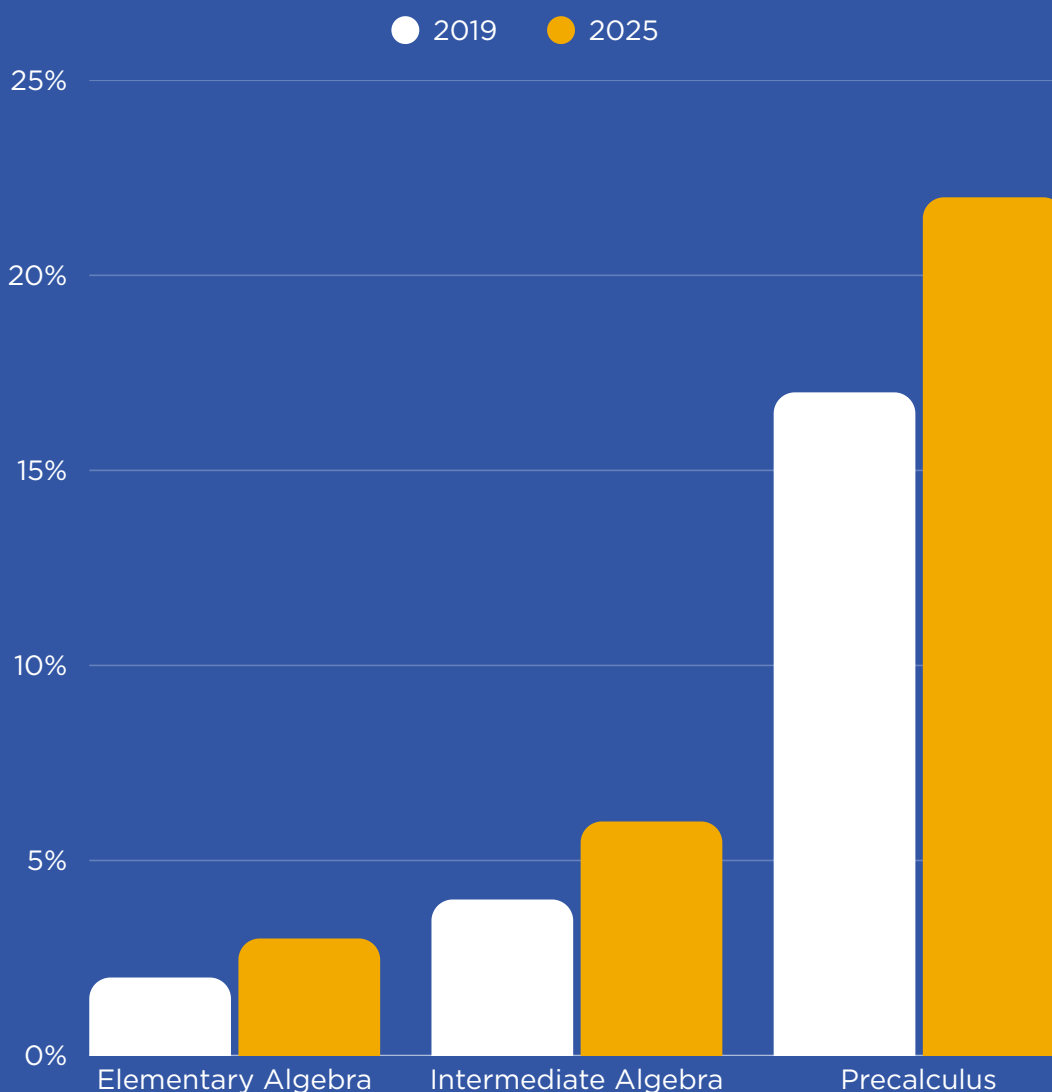
Since 2021, that exam has been delivered on ALEKS, an online, proctored, adaptive test that sorts students into one of several starting points: Algebra, for students not yet ready for college-level math; Precalculus; standard Calculus I; or, for the most prepared incoming students, Calculus II or III. Students pursuing majors that require calculus (such as engineering, the sciences, computer science, or business) can't test out of it or skip ahead. Where the exam places them is where they start, and it shapes how long it takes to clear the math requirements standing between them and their degree.

Over the last few years, Rutgers has been dealing with a bifurcation of its freshman class. At the top, the share of students placing into Calculus II or III, from 25.5 percent in 2019 to 29 percent in 2025. That is, some portion of the incoming class is arriving on campus stronger than before.

But at the bottom, the tracks reserved for students who aren't ready for calculus at all now account for nearly a third of the incoming class, up seven percentage points from 2019 to 2025.

Officially, New Jersey's high school students must pass Algebra, Geometry, and a third math class that "prepares students for college and 21st century careers" in order [to earn](#) a high school diploma. But that hasn't stopped the rise in students having to retake those classes in college. In 2025, 2.7% of Rutgers students tested into Elementary Algebra (up from 2.1%), 8.8% of students were placed into Intermediate Algebra (up from 6.3%), and 21.8% took Precalculus (up from 16.9% in 2019). Cumulatively, this represents approximately 2,500 Rutgers freshman who are placed into classes below Calculus.

Figure 1: More Rutgers students are placed into math classes below calculus in 2025 versus 2019



The 2025 figures do represent an improvement over the post-pandemic lows, but they still mean that a large share of Rutgers' entering class is forced to retake material they should have learned in high school.

One such student is Jalila Oquendo, a current Rutgers senior. She took Algebra and Geometry in high school, got A's in those classes, and was on the honor roll throughout high school. When she first started she thought, "I got this. I did so well in high school." But she didn't understand how important the placement test was, didn't study, and was disheartened to be placed into elementary algebra.

Oquendo progressed and is now a success story as she nears a degree in animal science, but many of her classmates were not able to persist.

Her advice to future students is to understand the importance of math, saying that, "Chemistry [class] is math. Organic chemistry is math. It's just different kinds of math."

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Math skills gaps carry real costs. Students placed into lower-level math courses take longer to pass their prerequisites and reach college-level courses, which delays progress toward their degree and **increases the likelihood that they will drop out**, the subject of the next section.

Students Pay the Price

Nationally, somewhere between 40 and 60 percent of first-year college students require remediation in English, math, or both, depending on the study and the year measured. Those numbers are trending downward thanks to a shift to alternative, subjective definitions of readiness and to changing norms around what qualifies as a “remedial” class.

This shift has also [played out](#) in New Jersey, and it’s hard to disentangle all of the changes. Nevertheless, a substantial body of national research documents what is at stake for students who arrive at college underprepared in math.

For students, the stakes of the placement test are often invisible until it is too late. Julie Nossier, now a senior at Rutgers, transferred in planning to major in psychology. She took the placement test online the summer after her admission, two years removed from high school math, and, in her words, “did very badly.”

She learned what that meant only when she tried to register for statistics and found she couldn’t. An advisor explained that her score required her to first pass Elementary Algebra, a prerequisite chain that kept her from officially declaring her major until her senior year.

Higher education’s math gaps hit national media outlets recently after a report from the University of California San Diego documented that the number of incoming students whose math skills tested below high school level rose nearly [thirtyfold](#) between 2020 and 2025, up to 12% of the incoming freshman class. The report found that more than a quarter of students placed into UCSD’s lowest math course had earned top marks in high school math.

UCSD’s own review pointed to a familiar combination of factors: pandemic-era learning loss that hasn’t fully reversed, growing high school grade inflation, and the elimination of standardized testing from admissions, which removed a common yardstick just as it was needed most.

As it is at other campuses, at Rutgers it can be a jarring experience for students to discover they’ve been placed into remedial math courses. “Many of the students who come into pre-calculus feel like they shouldn’t be there,” said Sally Mulvey, a lecturer who has taught in the Rutgers Department of Mathematics since 2007. “They feel disappointed in themselves.”

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Undergraduate math advisor Emily Sergel hears a version of the same complaint from students whose placement doesn’t match their high school transcript. “Students will say, ‘I took honors pre-calculus in high school and now I’m placed below it in college.’ But course names don’t necessarily match.” Some of that mismatch, Sergel says, reflects real variation in how rigorous a high school course actually was and how much of the material a student actually mastered.

Steve Safran, an Associate Professor of Mathematics who coordinates a fast-paced precalculus course that compresses two semesters into one and has taught at Rutgers for two decades, sees the same gap between expectation and reality play out within the first minutes of class.

On the first day, he asks students by a show of hands how many have already taken precalculus or calculus, and a majority raise their hands. When he asks how many are annoyed to be retaking the same classes, the hands stay up. “They got A’s and B’s in high school,” he says, and they believe “their high school grades reflect their abilities.”

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Now a senior in animal science, Jalila Oquendo has climbed nearly the entire math ladder Rutgers offers: Elementary Algebra, then Intermediate Algebra, then precalculus and calculus. To get through, she paid \$15 to \$20 an hour out of her own pocket for an online calculus tutor, and the extended math sequence pushed her graduation back a full semester.

Others in her early algebra classes fared worse. Oquendo says those classes were full of students who later dropped out or changed majors — many of them animal science and pre-med students who, like her, needed to pass math before enrolling in their science courses. Two students she knew from a summer enrichment program started their fall math courses and stopped showing up; one moved down to a community college, the other left college entirely.

Her advice to high schoolers is blunt: “Start now” — take an extra math class before arriving, because going in unprepared “can be really intimidating.”

Melissa Lieberman, an Associate Teaching Professor who coordinates general-education math courses, hears the same disappointment from a different population: those students who are taking what may be their last math class ever, not future engineers.

She tells them the placement decision “is not necessarily about them; it’s about the resources they had and the preparation they received,” a gap between what a student’s K-12 school offered and the level of rigor Rutgers expects. She also sees that students have a tendency to rush, and that their biggest concern is to get through the material as quickly as possible, even when that means skipping the foundational work that would actually help them pass.

Saiju Patel, who teaches algebra, precalculus, and calculus, sees the mismatch in even more elementary terms. Some students, she says, can’t add fractions without a calculator and lose their footing as soon as a problem introduces a variable: **“As soon as they see letters, ‘x=,’ they’re lost.” Word problems compound the difficulty, she says, because students “don’t know where to start.”**

While Professor Patel’s students struggle with these basic algebraic concepts, New Jersey state law explicitly requires Algebra 1 completion for a high school diploma. However, that requirement has not prevented students from showing up to Rutgers needing to cover those subjects again.

That last point has taken on new urgency with the spread of AI tools. Sergel has watched students reach for AI to get through ungraded, no-stakes tasks, which blurs the line between doing the work and copying the answer. “The point of learning isn’t only to do something that a computer can’t do,” she says. “It’s to train your brain. You can’t get a higher level of understanding if you don’t do the work yourself.”

Lieberman worries about students taking the same shortcuts with math homework, using tools like ChatGPT or PhotoMath to get an answer quickly rather than working through the problem. She's turned to short in-person quizzes because, "We want to see what the students can actually do." Safran told a recent story of a student solving a right-triangle trigonometry problem — either multiplying or dividing by the tangent to find an angle — who just wanted an answer and had no idea they were solving an equation at all.

The disconnect between high school classes and college-level standards can also be expensive for the students who have to retake courses. For example, two national studies estimated the cost to students, their families, and taxpayers between [\\$1.3](#) and [\\$1.5](#) billion a year. The latter study estimated that New Jersey families were spending \$33 million a year toward remedial classes, and that number is now a decade old. Another [report](#) from 2019 found that taxpayers were spending \$45 million for students to retake classes in New Jersey community colleges.

Taken together, this research suggests that the stakes of math readiness at Rutgers are high. A large share of students placing below calculus is a risk factor for students to take longer to complete a degree, switch to less-demanding majors, or drop out entirely. Working with a large share of underprepared students can also have downstream effects on faculty and the level of rigor that they can demand from their students.

Faculty Feel the Effects

The skills gap that is reshaping students' college experience is also reshaping the job of teaching them. In interviews, Rutgers math faculty, advisors, and department leaders — along with instructors at community colleges across the state — describe how they're responding to a pipeline under strain, from the classroom through admissions policy.

Redesigning Courses for Changing Circumstances

Faculty describe rebuilding courses around the students who are arriving on campus, not the students the curriculum was originally built for. At Rutgers, Intermediate Algebra was redesigned around a skills-based lecture tied to group work, followed by regular quizzes with unlimited retakes. "Data seems to suggest they are losing fewer students with this model,"

says Arminda Wey, who has taught college math for more than 30 years, including at Rutgers and at Brookdale Community College. "Students are gaining specific algebra skills."

Some faculty are moving away from a model where students simply complete homework and quizzes for a numeric grade and toward a "mastery" model that breaks courses into discrete skills students must demonstrate, with room to attempt each one more than once. In response to high DFW rates [the percentage of students who earn a grade of D or F or withdraw from the course], the Elementary Algebra classes were shifted in this direction a few years ago. The tradeoff, though, is that instructors have to work harder to ensure students are making steady progress rather than cramming everything in at the end.

Not everyone is convinced project-based and mastery-style formats represent progress. Wey says some faculty view project-based learning as less rigorous, even as introductory courses across the department shift toward it — a tension that shows up again and again in how different instructors describe what “rigor” even means anymore.

Professor Patel, who coordinates Precalculus I and II and originally joined Rutgers as a part-time lecturer in 2008, offers a franker measure of how far the bar has moved. By her own estimate, **if she gave students today the same exam she gave in the past, a large number of students would fail.**

She has also moved her midterm up to the third week of the semester, hoping an early signal will prompt struggling students to drop into a lower-level course before it's too late.

Safran builds a similar early-warning system into his faster-paced precalculus class. Students take a 20-question algebra exam early in the semester, and those who score below 50 percent are encouraged to drop into a slower-paced course. The math department, he notes, gives students three weeks to drop a class, which can give diagnostic exams like his and Patel's time to do their job.

Rutgers is helping to train the state's future math teachers, but that too is at risk of creating a vicious downward spiral. Lieberman, who coordinates general-education math courses for non-STEM majors, is rebuilding the algebra course that many future elementary school teachers take. It's a population that she says arrives with real gaps in foundational skills like decimals and fractions, along with math anxiety that can follow them into the classrooms where they'll someday teach it.

Recent research suggests that when K-12 teachers lack confidence in their math skills that can [translate](#) into less learning for their students. And yet Lieberman says, “There are students in [my classes] who want to teach material that they don't even know.”

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Failure rates in gateway math courses have become a persistent pressure point, says Chris Woodward, who recently chaired the Rutgers math department and who joined the faculty in 1998.

In Algebra courses specifically, he says they've seen failure rates as high as 50 percent, and the students who struggle most are often not math majors but students in fields like nursing or the social sciences who need just one algebra-dependent course to satisfy a requirement — and end up losing time and tuition dollars in the process.

Rutgers caps how many times a student can attempt Calculus, a policy that reflects the department's attempt to balance support against the practical limits of capacity. Lieberman describes how that cap ripples into other departments' decisions.

Calculus I and II are now limited to two attempts, she says, and computer science won't let a student declare the major if they've failed calculus twice, which puts pressure on students to get through the course, and on faculty teaching those courses attempting to hold their students to rigorous standards.

Across the broader university, those burdens may not be evenly distributed. Woodward describes administrators as being more focused on failure rates and time-to-degree, while faculty are more focused on whether students have actually mastered the material. These tensions play out constantly, if quietly, at the department level.

That tension extends to the broader admissions picture. Wey worried that admissions has become “looser on who should be in the classes” while Woodward offered his opinion that **most mathematicians in the department would support bringing standardized test scores back into the process.**

That would put Rutgers in the same company as public university systems in Tennessee, Georgia and Texas, which [reinstated](#) testing requirements that were temporarily removed during the pandemic.

Not Just a Rutgers Problem

Community college faculty across New Jersey say the roots go back further than high school. Yvonne Greenbaun, current president of the New Jersey Association of Mathematics Teacher Educators and a longtime faculty member at Mercer County Community College, has tracked remediation data across every community college in the state going back to 2009. She finds that remediation rates have fallen over time even as underlying math skills have also declined, a gap she attributes partly to declining rigor in how readiness is assessed. She’s also watched student expectations shift. “Fifteen to twenty years ago, many students would balk at developmental coursework, but many were OK by the end,” she says.

“Today, students believe they deserve to pass out of developmental ed,” and are frequently surprised to be placed there in the first place, because they had strong high school grades.

Others fear the issues start much sooner. “This is a problem that starts in second or third grade,” says Debbie Yuster, an associate professor at Ramapo College who also taught in the SUNY system for 11 years. Fractions are the first real fracture point, she says, because “arithmetic with fractions is not intuitive” — and mastering multiplication tables matters for the same reason that fluent readers need to be able to quickly recognize words.

At Middlesex College, retired department chair Maria DeLucia points to the elimination of the Praxis Core exam as one driver of declining preparation among the teachers who will eventually staff New Jersey’s math classrooms.

She’s blunt about the stakes of getting math instruction right, pointing to fields like nursing, where “a measurement in dosage is measured in decimals, fractions, and percents, and a mistake could kill someone.” **The deeper question, as she frames it, is whether schools are “trying to produce graduates, or trying to produce students who have skills”** and whether those two goals are the same thing.

Across every level of higher ed math pipeline, instructors converge around the ideas that testing needs to be more honest, support needs to be better resourced, and the current patchwork of graduation and placement standards is asking a lot of students who are not given a consistent bar to clear.

Address Math Gaps Well Before College

Rutgers is managing the consequences of years of missed opportunities to identify struggling students, intervene effectively, and ensure graduates are truly ready for college-level mathematics. The more pressing question for New Jersey policymakers isn't how Rutgers should respond to underprepared students, but why so many students are arriving underprepared after spending thirteen years in the state's public education system.

The research on this is unambiguous: math gaps show up early, and they are highly predictive of what comes next. A recent [analysis](#) of NWEA MAP Growth data found that kindergarten math scores are highly predictive of third grade success. And a 2021 [analysis](#) of state testing data from three diverse states found "consistent and very strong relationships between 3rd grade test scores and high school tests, advanced course-taking, and graduation."

Early math performance isn't destiny, but it is, in the researchers' words, "a credible warning signal" that calls for immediate support rather than a wait-and-see approach.

Moreover, the gaps that show up that early tend to widen, not close. In New Jersey, math proficiency rates [fall](#) throughout elementary and middle school. The same data shows that math skills are already racially stratified as early as third grade, years before any high school graduation requirement or college placement exam.

That timeline matters for how New Jersey policymakers think about solutions. Creating an easier pathway to a high school diploma for a student who wasn't even on track in third grade won't solve any problem—it just delays the moment of reckoning to college, or to a job interview.

The state's expanding menu of graduation pathways, described earlier in this report and outlined in Figure 2, is a way of avoiding those gaps after they've had years to fester.

One area for improvement is transparency. **New Jersey has record-high high school graduation rates only because it has lowered its yardstick.**

That's precisely why an external, fixed benchmark matters. The NJGPA could serve as that common standard, but right now the smorgasbord of alternatives undermine its value. Sen. Teresa Ruiz has struck a similar note, saying she's [alarmed](#) by the state's underlying test scores and calling for a "full hands-on-deck, urgent approach" to get students learning at grade level.

That's a very different posture than redefining "graduation ready" until more students clear the bar. That instinct is shared on the ground in Rutgers classrooms. "If the bar got raised in high school for more students, they would be more successful in college," says Professor Safran.

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If New Jersey is unwilling to set a high standard for all students, it could at least create a diploma pathway that is truly aligned to college-ready standards. In return, students who earned this "college ready" diploma could be guaranteed placement into college-level courses at any public New Jersey college or university.

Additionally, New Jersey should be much more aggressive about quickly sharing state test results with students and families.

While states such as Florida, Texas, and Tennessee routinely [share](#) their spring test results by the end of June, New Jersey's results from the NJSLA, the state tests in math, reading and science that begin in 3rd grade and are administered in April and May, have typically arrived to parents in October in recent years with state results not published until December.

That lack of urgency weakens the value of the state tests and makes it harder for parents to act on the results. New Jersey could learn from states like Ohio and Virginia, which in recent years have passed [legislation](#) requiring that parents see their child's results no later than June 30th.

Broader state-level policy changes should also be on the table to ensure student math gaps are addressed early. In response to the 2024 national NAEP math results, The Collaborative for Student Success brought together a coalition of education and business groups to lay out [a short list](#) of concrete, bipartisan steps states have already used: expanding access to high-quality, rigorously aligned instructional materials; automatically enrolling students into advanced math courses based on objective assessment data rather than waiting for a parent or counselor to request it; and holding teacher-preparation programs accountable for equipping new teachers with strong math content knowledge.

That last point is the same gap Lieberman described in the Rutgers courses for future elementary school teachers, some of whom arrive shaky on the fractions and decimals they'll someday be responsible for teaching.

These solutions won't solve the issues playing out in Rutgers classrooms right now, and the university still needs its own fixes, including honest placement testing and well-resourced developmental courses.

While NJ has recently enhanced its graduation assessment with the new adaptive NJGPA, the highest-leverage work is upstream in the K-12 system, years before a student ever applies to Rutgers, catching gaps in third grade instead of eleventh, and measuring progress against a yardstick that doesn't move. New Jersey has spent the past decade doing the opposite.

Figure 2: A Decade of Lowering the Bar in New Jersey

■ 1989-2014 The HSPA Era.

For over two decades, New Jersey requires students to pass the High School Proficiency Assessment (HSPA) in math to graduate. The test is administered in 11th grade and provides a consistent, if imperfect, statewide benchmark.

■ 2014-2015: PARCC Introduced.

New Jersey begins administering PARCC exams, replacing the HSPA. The state's goal is to require passing scores on the Algebra I PARCC for graduation, but legal challenges arise.

■ 2016: The Creation of New, Lower Graduation Pathways.

The State Board of Education approves updated regulations formally expanding graduation pathways. Students can now satisfy the math requirement by passing a PARCC exam, meeting cut scores on the SAT, ACT, or ACCUPLACER that are below "college-ready" levels, or submitting a portfolio appeal.

■ 2018-2019: PARCC Rebranded as NJSLA.

The New Jersey Student Learning Assessments replaces the PARCC brand, though the structure of the exams remains largely the same.

■ 2020-21: COVID-19 Disruptions.

The pandemic forces widespread closures and disrupts standardized testing. New Jersey waives graduation assessment requirements for the Classes of 2020 and 2021.

■ 2021: A New Assessment, and the Meaning of a Diploma Changes.

New Jersey adopts the new NJ Graduation Proficiency Assessment (NJGPA), to be administered to all 11th graders starting with the Class of 2023. The state Department of Education quietly [shifts](#) its language, no longer describing a New Jersey high school diploma as "college and career ready" but as "high school graduation ready."

■ 2023: State Board Formally Lowers Cut Scores.

In a narrow 6-5 vote in May 2023, the State Board of Education lowers the NJGPA passing score.

■ 2025: High School Graduation Rate Hits New High.

New Jersey's Class of 2025 [achieves](#) the state's highest four-year graduation rate on record (91.8%).

■ 2025-Present: Continued Uncertainty

In Spring 2025, just 58.9% of students [meet](#) the state's math requirement through the NJGPA. 19.2% pass using the lower cut scores on the substitute assessments, and another 19.3% pass using portfolio appeals. Meanwhile, New Jersey is piloting a new adaptive version of the NJGPA for current 11th graders, with cut scores still to be determined.



About the Author

Chad Aldeman consults nationally with leading organizations working for dramatic improvements in K-12 education. Chad has previously worked at the Edunomics Lab at Georgetown University, Bellwether Education, and the U.S. Department of Education. He has published a wide variety of reports on K-12 and higher education, including work on accountability systems; school choice; and teacher preparation, teacher evaluations, and teacher compensation. Chad holds a bachelor's degree from the University of Iowa and a master's of public policy degree from the College of William and Mary.

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